INTERNAL QUALITY ASSURANCE POLICY

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Introduction

Quality assurance is a critical aspect of education and training institutions that ensures the delivery of high-quality programmes and services. It encompasses a set of systematic processes, standards, and practices aimed at maintaining and enhancing the quality of education, meeting established benchmarks, and ensuring that learners receive a valuable and effective learning experience.

In today's rapidly changing and competitive world, the need for quality education and training has never been more crucial. Learning Works strives to provide learners with an education that prepares them for the challenges of the future, equips them with essential skills and knowledge, and nurtures their personal and professional growth.

Quality assurance practices play a vital role in achieving these goals. They ensure that educational institutions maintain high standards, align their programmes with learning objectives, engage in effective instructional practices, and continuously improve their processes to meet the evolving needs of learners and the demands of the workforce.

The EQAVET Framework's quality assurance cycle is adopted by the institution to enhance the students' learning experiences.

The Plan, Do, Check, Act cycle ensures consistent monitoring and enhancement of quality in the deliverables provided by Learning Works.

At the Planning Stage quality standards and processes are established. High quality learning experiences are provided through the curriculum programmes created by the institution. Policies are developed and reviewed. These include procedures for internal verification, moderation, assessment and feedback. Performance indicators for teaching quality, student achievement, and retention are set out. At the planning stage Standards of Procedure (SOPs) used by the institution to carry out internal quality assurance are duly set out.

The second stage of the cycle, the Doing stage, involves the Implementation of Internal Quality Assurance Processes with the purpose being to ensure quality. The core functions of the institution namely teaching, learning and assessment are duly carried out in accordance with the validated course descriptions. Internal verification and moderation of assessment decisions to ensure reliability and consistency is conducted regularly. Teaching sessions are observed with constructive feedback provided to staff. Records of assessments, verification reports and learner feedback are duly recorded. Support and training for assessors and tutors where gaps are identified is provided.

The next stage in the cycle involves the Checking phase where the effectiveness of teaching, learning, assessment and the IQA processes are measured. Assessment outcomes and IQA reports are reviewed and evaluated. Achievement, progression and satisfaction trends are analysed with tutors being duly alerted when necessary. Feedback is duly gathered from learners and assessors. Formal, documented self-assessment reviews have started to be carried out. The aim behind this stage is to evaluate outcomes, identifying strengths and weaknesses.

The final stage is the Act stage with the purpose being to use findings to make meaningful improvements and embed continuous enhancements. Corrective and preventive actions are taken to address weaknesses identified in IQA reviews. These could include the need to update policies and procedures. Targeted staff development involving workshops or mentoring for tutors or assessors needing support is provided. Curriculum and assessment strategies based on learner feedback and performance trends are revised as necessary.

The PDCA cycle described above underpins the internal quality assurance processes of the institution. As will be seen below, the IQA policy focuses on the eleven standards for accreditation laid down by the Malta Further and Higher Education Authority. These not only assist in determining a smooth relationship between internal and external quality assurance but also lead *inter alia* to a strong culture of reflective practice and accountability.

Standard 1. Mission and strategic management

1.1 Company description

Learning Works is a subsidiary company of the Vassallo Group, a group of companies set up in 1946 initially involved in building. This strategic plan focuses on the work of Learning Works, an educational institution that provides mainly online and blended courses for further and higher education.

Learning Works aims to ensure that learners identify education and career goals, achieve intellectual growth, and excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and reach their maximum potential. This is carried out through embracing the core values of the institution.

1.2 Core values

The core values of Learning Works are the ones promoted by the Vassallo Group, of which Learning Works forms part. Learning Works recognizes and values the diversity of all employees and is committed to developing working practices that allow all employees to contribute their best, regardless of race, gender, family status, marital status, religion or belief, age, differentiating abilities, or sexual orientation. The values of excellence, respect, innovation, and integrity are not only practiced within Learning Works but particularly extended to the course participants who follow the courses run by the Institution.

1.3 The vision

Learning Works aims to provide learners with access to high quality education and vocational training so that they will have the skills and knowledge to be leaders of change within their own community.

1.4 The mission

Learning Works aims to ensure that learners identify education and career goals, achieve intellectual growth, and excel in their studies or area of specialization enabling them to ultimately secure quality employment, career advancement and reach their maximum potential.

1.5 Strategic Plan Overview 2024-2029

Strategic planning activities carried out by Learning Works include meetings and other communication between the Head of Institution and personnel to develop a common understanding regarding organizational marketing and lecturing issues and what the organization's response to that environment should be. All these are aimed at ensuring that the Institution succeeds in its core business, namely, to deliver a quality education to its students.

1.6 Outputs

The output of strategic planning includes documentation and communication describing the Institution's strategy and how it should be implemented. The strategic plan indicated below includes a guiding policy for achieving the organization's goals, and specific action plans to be implemented.

1.7 Operational Plan: Courses on offer

The core business of Learning Works is focused on providing courses ranging from Malta Qualification (MQF) Level 1 to MQF Level 7. Students generally attend twice weekly for a two-or three-hour slot depending on the course. Courses are mainly delivered online through

Zoom. Some courses are delivered face-to-face. These are housed in the recently built Mediterranean College of Sport (MCS), part of the Vassallo Group of companies. It is envisaged that given the state-of-the-art resources available at the MCS more courses focusing on Sport will be held in future. Learning Works has been for the last couple of years carrying out a master's degree with John Moore's University. The third intake following this course will finish their studies in September 2025. The rest of the Courses currently delivered by Learning Works are the following:

MQF Level 1 Award in Basic Health and Safety – three courses every year.

MQF Level 1 Award in English Language for Foreigners – three courses every year.

MQF Level 1 Award in Maltese as a Foreign Language and Cultural Orientation – four courses every year.

MQF Level 2 Award in Maltese as a Foreign Language and Cultural Orientation – one course every year.

MQF Level 3 Award in Health Care – courses to start every month with the possibility of two additional courses.

MQF Level 3 Award in Football Team Management.

MQF Level 4 Award in Advanced Health Care – 4 courses to be held, one at the start of every quarter.

MQF Level 4 Award in Nutrition for the Elderly – one course to be held every year.

MQF Level 4 Award in Paediatric Nutrition – one course every year.

MQF Level 4 Award in Nutrition for Sport and Physical Activity – one course to be held every year.

MQF Level 4 Award in Sport and Exercise Psychology – one course every year.

MQF Level 4 Award in Mental Health, Support and Care – two courses every year.

MQF Level 4 Award in Dementia Care – two courses every year.

MQF Level 4 Award in Supporting Individuals with Disabilities – one course every year.

MQF Level 4 Award in Childcare – two courses every year.

MQF Level 4 Award in Discovering Diversity Potential in the Place of Work – one course every year.

MQF Level 4 Award in Leadership and Management – one course every year.
MQF Level 5 Diploma in Leadership and Management – two courses every year.
MQF Level 6 B.Sc. (Hons.) Management – one course every year.
MQF Level 6 Award in Project Management – two courses every year.
MQF Level 6 Award in Work Psychology – two courses every year.
MQF Level 6 Award in Award in Health Management – two courses every year.
MQF Level 6 Award in Women in Leadership – one course every year.
MQF Level 7 Post Graduate Certificate in the Psychology of eating Disorders and Obesity – one course every year.

1.8 Key Performance Indicators for courses

It is envisaged that the above courses are held as scheduled every year. The above operational plan can be subject to slight changes since the above are projections which depend on various factors. The Key Performance Indicators (KPIs) that are used to measure the courses will be both quantitative KPIs as well as qualitative KPIs. The quantitative KPIs will focus on student enrollment dates and student completion dates. Qualitative KPIs are used to measure qualities that are descriptive. These performance indicators are available on demand and are not intended to be part of this document.

1.9 Student requirements

The Institution's raison d'etre is the teaching of students who follow the various courses on offer. More importantly than simply teaching, the Institution is committed to providing the highest possible level of service to satisfy the requirements of learners. This level of service is achieved through quality management and the adoption

of a system of procedures, described in detail elsewhere in the document which is designed to maintain a high standard of teaching, assessment, and administration.

1.10 Student diversity

The student cohort at Learning Works, particularly in the more popular courses, is formed of different nationalities. As can be observed at a later stage, Learning Works gives attention to the implementation of student-centered learning and teaching that respects the diversity of students and their needs.

1.11 Student enrolment

Ongoing efforts are carried out to boost student numbers since the success of the Institution depends on the student take-up of the courses on offer. Since the number of Institutions providing further and higher education courses is on the increase, boosting student intake is demanding yet necessary to ensure success. The most popular courses offered are the Awards in Health Care at MQF levels 3 and 4.

1.12 Student retention

Student retention is crucial for success. This is generally high, possibly, on account of two reasons. The first is that courses are interesting and accessible while the second is that in the main, courses are not overly long with the result that student motivation remains high throughout the courses. Relevant statistics are available as can be seen in feedback on the monitoring of courses which is available in a separate document.

1.13 Student graduation rate

The student graduation rate is high, reflecting the retention rate. Feedback of courses from 2022 to date, available, as stated in a separate document, reflects

performance in the different modules of the courses and the overall pass rate obtained.

1.14 Student satisfaction

Learning Works has created the post of officer responsible for student affairs since 2022. Part of the officer's remit involves liaison with students including monitoring satisfaction. Prompt action is envisaged should any issue arise. Feedback from students, as indicated in clause 2.4 above, is available though it does not form part of this document.

1.15 Corporate structure of Learning Works

The ownership and corporate structure of Learning Works is shown in section 2, Learning Works' Corporate Structure which shows the organogram of Learning Works' ownership, corporate and management structure. The operations of Learning Works are supported by the professional management set-up of the Vassallo Group. This implies that the management aspect has the full support of the Group's Directors and Chief Executive Officer (CEO) who are part of the Board of Directors of Learning Works. All the financial control aspects are dealt with by the company's financial controller. Further support is provided by the Group's Human Resources Executive who supports the CEO and the Administration Manager of Learning Works in the choice of the human capital element, the IQA team, lecturing staff and assessors, administrative staff and placement mentors.

1.16 Role and function of the administration office.

  Learning Works has an administrative office that is fully funded to enable it to function effectively. Administration expenses account for a percentage of the educational and general expenditure particularly since a portion of the revenue generated is spent on the hiring of premises that

hold both the administrative offices and the lecture rooms.

1.17 Tuition revenue

Revenue generated is partly ploughed back in the institution ensuring that costs involved in the remuneration of lecturers, staff salaries and costs involved in the holding of courses which include among others licensing fees for hiring of software applications and library membership as well as payment of providers of IT support are covered. Additionally, the costs involved in running the institution, including cleaning and cost of utilities, need to be factored in among the costs incurred.

1.18 Faculty and staff

The faculty to student ratio ranges from average to low in most courses with the exception of Health and Social Care courses where there is a high demand for students who follow these courses. In these courses the numbers, however, do not exceed 35 in each class.
The teaching load of lecturers is mainly on the low side given that there is a large number of staff involved.
Staff and student satisfaction is checked at the end of every course with remedial action taken to address any shortcomings.

1.19 Facilities

Most courses are held online but some courses such as Level 1 and Level 2 courses are held face-to-face. Additionally, at the start of every course an induction session is held on the premises. Examination sessions are also held on the premises.
Students following higher education courses, that is from Level 5 upwards, make use of an online library, Perlego. Full use is made of this resource since students are expected to carry out research as part of their studies.

1.20 Financial oversight

Financial control for Learning Works falls under the responsibility of the CEO. The Financial controller of the Vassallo Group oversees the routine financial and accounting aspects of the Institution. This is done through regular monitoring and reporting to the company's Board of Directors as well as through the preparation and submission of statutory financial statements. The Senior Accounts Executive at Learning Works liaises with the Financial Controller who also reports to the CEO of Learning Works.

1.21 Financial planning

The Head of Institution of Learning Works is assisted by the Administration Manager and the Financial Controller in preparing, on an annual basis, a rolling five-year financial plan consistent with the strategic plans of the Institution.

1.22 Budgeting

The CEO will, from time to time, set budget objectives for the Institution. The Financial Controller is responsible for preparing an annual revenue budget while ensuring that detailed budgets are prepared to support the resource allocation process indicated by the CEO. This is to ensure, inter alia, that courses will continue to be supported, at a loss, if necessary, until the current student cohorts complete their course.
The control of income and expenditure is the responsibility of the CEO assisted by the Administration Manager and the Senior Finance Executive. Any significant departures from agreed budgetary targets are reported to the Financial Controller and brought to the attention of the CEO. Changes to the approved budget will only be permitted upon approval of the Board of Directors.

1.23 Accounting arrangements

Learning Works' financial year runs from 1st January until 31st December of the same year. The consolidated financial statements are prepared on the traditional cost basis of accounting and in accordance with applicable accounting standards. Financial statements are prepared in accordance with local common practice and legislation. The Financial Controller is responsible for the retention of financial documents which are kept in a form that is acceptable to the relevant authorities.

Learning Works is required by law to retain prime documents for ten years. These include but are not limited to invoices, bank statements, copies of receipts, payroll records, petty cash vouchers, visa statements, receipt books, monthly sales report and statements of purchasing accounts.
The Financial Controller will make appropriate arrangements for the retention of electronic records.

Internal and External auditors shall have the authority to: access all assets, records, documents and correspondence relating to any financial and other transactions of the Institution;
access records belonging to third parties when required.

The Financial Controller is responsible for drawing up a timetable for final accounting purposes and will advise staff and the external auditors accordingly. The main responsibility of the internal auditor is to provide the CEO with assurances on the adequacy of the internal control system. The role of external auditors is to report and examine the financial statements of Learning Works and to report on the appropriate use of funds.

It is the duty of all members of staff, management and the CEO 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. Learning Works' Anti-Bribery and Corruption Policy, LWP 17 further strengthens this point.

The Institution may, from time to time, be subject to audit by external bodies such as the MFHEA and other Government entities. They have the same rights as internal and external auditors, subject to relevant legislation.

1.24 Determining where we are

Learning Works staff regularly meet to discuss student take-up, retention, and monitoring of courses. Information about future developments and issues of concern are discussed with a view to early resolution.

1.25 Identification of important issues

The Head of Institution directs the staff to focus on where the institution needs to go over time. This sets the direction of the institution over the long term and clearly defines its mission.

1.26 Objectives

The expected objectives that clearly state what the Institution must achieve to address the priority issues focus on the effective and efficient delivery of sessions, rigorous following of the course curriculum and adherence to the internal quality assurance policies enacted by the Institution.

1.27 How to reach the objectives

Lecturing staff are the key figures who will ensure that the Institution fulfills its aims. These will be supported by the Administration team that will recruit learners through marketing strategies, allocate time by drawing up schedules and carrying out payment which will lead to the holding of courses.

Strategic planning not only involves lecturing staff but also administrative staff, the internal quality assurance team as well as the students themselves. This is

evidenced with feedback received from stakeholders both when courses are being reviewed as well as when feedback is requested to gauge student and lecturer views following the delivery of particular modules. (See Standard 6). Minutes of meetings and feedback reports from students and staff are available with action being taken to address issues that arise.

1.28 Review

A review of the work of the staff at Learning Works, both administrative and educational, is carried out on a regular basis by the institution. This is expounded in depth in response to Standard for Accreditation 6. Additionally, courses are regularly monitored as can be seen in the example of a SWOT analysis carried out below.

1.29 Business continuity

The business continuity plan of Learning Works has three elements: resilience, recovery and contingency geared towards ensuring that it can continue functioning after an emergency.

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. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure.

The support of the IT department and the companies providing the service related to the Learning Management System ensure that the institution and administrative staff are supported should there be any IT issues.

The response of the institution to another pandemic that prevents face-to-face teaching will be to go completely online in the case of courses that are currently being held in a blended fashion or solely face-to-face.

In the case of threats that can cause downtime such as cyber-attacks or extreme weather conditions, internet providers will probably all be affected, and students will not be able to access sessions. Once downtime is over, students will still be able to access materials and participate in the sessions online.

Currently teaching sessions are mainly delivered online where learners engage in real time through Zoom, a web conferencing tool, with only a few courses being delivered in a blended
manner where students can opt to follow sessions face-to-face. Students following online courses will be able to access the online platform in use, namely Moodle since information is not lost during downtime as it is saved in the cloud.

Should the learning platform not be available for a length of time, students will be able to follow courses in a face-to-face setting. In such a scenario, priority will be given to students following courses that are close to finishing as well as to students following Health Care courses given the current vacancies in the Healthcare setting that need to be filled. Alternative arrangements will be made to ensure that premises are found to enable all the students following other courses to continue with their courses and terminate them successfully. This should not be an issue since Learning Works is housed in the same premises as the Mediterranean College of Sport which has more than enough classes, equipped with interactive whiteboards, which can accommodate the students following courses at Learning Works after school hours.
In the case of the administrative functions of Learning Works, these will not be at risk should there be threats to the system since documentation is saved on cloud.

1.30 Performance Indicators;

Mission and vision have been described in sections 1.3 and 1.4 above.

The mission statement is available on the website of the institution and academic staff are committed to raising standards to enable students to progress in their careers.

The strategic plan, available in a separate document, reflects the micro and macro climate in which the institution is working.

Strategic planning is based on student enrollment rates, retention and dropout rates, graduation rates as well as employment rates. Data from tracer studies informs strategic planning. In this context, participation involves all stakeholders, namely staff, students and staff from care homes where the majority of students carry out their practice placements.

Strategic and operational plans cascade to team and individual levels to ensure their implementation. The management has embarked on a process of total quality management focusing on customers where quality begins with understanding customer needs and expectations; employee involvement where employees across all levels play an active role in quality initiatives to reach targets; process-orientation where quality is embedded in workflows to prevent errors before they occur; continuous improvement where incremental enhancements ensure sustained performance; fact-based decisions where data analysis underpins process evaluation and refinement together with leadership commitment where strong leadership ensures alignment with organizational goals.

Online and blended learning constitute a crucial part of the academic operations in the strategic and operational plans of the institution.

Standard 2. Governance, organisational structure, and administration

2.1 Principles of Corporate Governance

The five principles of corporate governance namely responsibility, accountability, awareness, impartiality and transparency regulate the procedures and criteria for the appointment of leadership positions within Learning Works.

2.2 Board of Directors

The Board of Directors selects and oversees the performance of the Institution's CEO. The Board demonstrates the company's commitment to integrity and legal compliance which is communicated to personnel at all levels of the organization by the CEO.
The Board supervises the process of identifying and managing the significant risks facing the Institution.
It oversees the annual operating plans and reviews annual budgets presented by management. The Board monitors implementation of the annual plans and assesses whether they are responsive to the changing environment.
The Board periodically reviews management's plans to address business resiliency, including such items as business continuity, cybersecurity and crisis management.

2.3 Organisational Structure

As indicated below, the organogram shows Learning Works' ownership, corporate and management structure. The operations of Learning Works are supported by the experienced and professional management set-up of the Vassallo Group. This results in the management aspect having full support from the Group's Chairperson and CEO, who are both directors of the Learning Works Board.

2.4 The CEO and Management

The CEO and management, under the CEO's direction, are responsible for the development of the Institution's long-term strategic plans and the effective execution of the institution's business in accordance with those strategic plans. These strategic plans are available on demand.

The CEO and management articulate a vision for the institution's future and develop strategic plans designed to create long-term value for the institution, with meaningful input from the Board. Management implements the plans following Board approval, regularly reviews progress against strategic plans with the Board, and recommends and carries out changes to the plans as necessary.

Management, together with the Financial Controller, develops annual operating plans and budgets for the Institution and presents them to the Board. The Management team implements and monitors the operating plans and budgets, and adjusts in the light of changing conditions, assumptions and expectations and keeps the Board, through the CEO, apprised of significant developments and changes.

Management identifies, evaluates and manages the risks the institution undertakes in implementing its strategic plans and conducting its business. The CEO keeps the board informed about the institution's risks and its risk management processes.

It is management's responsibility, under the direction of the CEO and the institution's Financial Controller, to establish, maintain and periodically evaluate the institution's internal controls over financial reporting and its disclosure controls and procedures, including the ability of such controls and procedures to detect and deter fraudulent activity.

2.5 The Administration Manager

The roles of the administrative manager at Learning Works include:
Hiring, training and evaluating administrative team members;
Developing, reviewing, and improving policies, systems and procedures;
Ensuring the office operates smoothly, efficiently and effectively;
Preparing and reviewing operational reports and budgets;
Guiding the organization's activities and identifying opportunities to improve.

2.6 The Senior Finance Executive

The roles of the senior finance executive include:
Maintaining the financial accounts of Learning Works;
Debtor chasing;
Bank reconciliations;
Payments to creditors;
VAT returns;
Re-charging of expenditure;
Invoicing debtors of the Mediterranean College of Sport, of the Sport Pavilion and Studio rentals.

2.7 The Financial Controller

The financial controller is responsible for the preparation of monthly and yearly financial accounts, budgets and payments to suppliers. Advice to the CEO is also provided during meetings held to discuss financial plans and trends.

2.8 The Student Recruitment and Marketing Executive

The work of the student recruitment and marketing executive focuses mainly on:
Coordinating VNFIL, Health and Safety Courses, and First Aid Courses together with facilitating the process of International Students;
Sales;

Student recruitment;
Marketing through designing and posting adverts on social media and on the website of Learning Works.

2.9 The Student and Lecturer Support Officer

The student and lecturer support officer is mainly responsible for:
Supporting students;
Giving Moodle training to lecturers;
Coordinating feedback from students and lecturers about the courses;
Coordinating student placements;
Coordinating internal verification of students' work and peer reviews;
Co-ordinating entry of student marks;
Data analytics;
Graduation ceremonies and issuing certificates.

2.10 The Administrative Assistant

The work of the administrative assistant is mainly focused on:
Assisting in student programmes;
Creating links for students for online lectures;
Assisting students who apply for government funding schemes;
Setting up courses on Moodle;
Delivering Induction sessions to students;
Drawing up course schedules.

2.11 The Curriculum Manager

The Curriculum Manager is part of the Internal Quality Assurance (IQA) team. His work is mainly focused on:
Creating and implementing new academic programmes to align with Learning Works' strategic plan as envisaged in its mission and guided by the needs of the labour market and in line with the MQF/EQF and the Referencing Report 2024 and subsequent updates;
Revising and updating existing programmes;

Assisting in organizing and coordinating various sports programmes as part of the academic offerings;
Serving as an academic adviser for Learning Works;
Planning and implementing structured Continuing Professional Development initiatives that are strategically driven to improve learning and teaching.

2.12 The Internal Quality Assurance Manager

The Internal Quality Assurance Manager is responsible for IQA issues and is part of the IQA team. His work is mainly focused on:
Programme evaluation and assessment;
Ensuring compliance with accreditation standards set by the MFHEA;
Creating and updating policies and procedures aimed at improving performance;
Leading continuous improvement initiatives by analyzing institutional performance data and identifying areas for improvement;
Identifying and assessing potential risks related to academic integrity, programme delivery, student satisfaction and compliance with external regulatory requirements;
Using data-driven insights to inform decision-making and drive institutional change.

2.13 The Internal Quality Assurance Team

As indicated above, the work of the team covers quality assurance and the curriculum. The members of the team have a vast range of teaching experience ranging from primary to tertiary level. Both have a minimum of twenty years' experience in management and hold a master's degree in management, leadership and education. The team is responsible for the implementation and monitoring of a quality assurance system across Learning Works that includes monitoring the teaching, learning and assessment of the courses held by the institution and for providing academic support on a day-to-day basis as well as issuing reports including a yearly tracer study.

2.14 Teaching Staff

Academic staff are responsible for online, face-to-face and blended teaching, setting questions for assignments and preparation of rubrics for assessment. Marking assignments and examinations as well as preparation of marking schemes are part of the duties of the teaching staff. They are employed on a contract for service basis after being selected for the post following a call for applications and being successful in an interview.

2.15 The Mentors

Mentors are responsible for mentoring students during their practice placements. They are Senior Carers with Care Malta and are employed following a call for applications after being interviewed for the post.

2.16 Ancillary Staff

Ancillary staff are responsible for the cleaning and maintenance of the institution.

2.17 Governance Bodies

Ad hoc boards are set up to administer issues such as appeals. Other issues requiring the setting up of boards identified in Learning Work policies are also resolved through ad hoc boards. Academic and administrative staff are represented on these boards. While student representatives on boards are welcome these are generally difficult to find. It needs to be kept in mind that the students frequenting courses are hardly ever on campus except when they might have face-to-face sessions. Additionally, during the day they are busy at work. Most have families and need to rush off after sessions due to their various commitments.

2.18 External Consultants

The external consultants responsible for programme development are responsible for the creation of new programmes and the filling of the relevant forms sent to the MFHEA for accreditation. These consultants are normally engaged according to their expertise in the subject for which a programme is developed.

The external consultant for the Learning Management System provides technical support for Moodle, the Learning Management System used by the Institution.

The external consultant for Online Learning and E-Learning provides support to Learning Works in matters related to this mode of teaching/learning and advise on developments in this regard.

The external consultant for VNFIL and RPL provides the institution with the necessary support for the implementation of both procedures within the institution.

2.19 Performance Indicators

a. The institution regularly carries out team meetings which not only serve to disseminate information and discuss issues but are also a means to reflect and review performance.
b. Gender balance is observed within Learning Works at all levels. Recruitment measures are not, however, biased in favour of any gender. Adherence to Learning Works' Policy number 15: Equality, Diversity and Student Support is applicable to both staff and students.
c. Courses are held in the evening.
d. The organisational structure of the institution operates in a coordinated way. Staff members have daily contact with the CEO and the Administration Manager who monitor their work. The effectiveness of the administration staff is also monitored by the students who are asked to give feedback at the end of each course.
e. The small number of staff makes it easy for management to monitor the satisfaction of the staff. Staff are additionally given the opportunity to speak about their

performance and whether they are satisfied with their working conditions during the annual appraisal meeting carried out by human resource personnel from the Vassallo Group of companies jointly with the CEO and Administrative Manager of Learning Works.

Standard 3. Quality Management

3.1 The Internal Quality Assurance (IQA) Standards

The IQA system of Learning Works revolves around the External Quality Assurance Provider Accreditation Manual for Higher Education Institutions published by the Malta Further and Higher Education authority (MFHEA) . Through the implementation of the Quality Cycle involving Planning, Implementation, Evaluation and Review, Learning Works reviews its internal procedures thus ensuring that while being the primary driver for enhanced quality and output, it is in keeping with the developmental perspective of the External Quality Assurance (EQA) Audit. The institution's internal quality assurance system is underpinned by ten of the eleven standards for quality assurance set by the MFHEA - standard ten only applies to universities and providers that deliver programmes at MQF level 8. The standards for internal quality assurance are:

Mission and strategic management;
Governance, organisational structure, and administration;
Quality management;
Integrity, accountability, and information management;
Teaching and administrative staff;
Design, monitoring and review of programmes;
Student-centred learning, teaching, and assessment;
Student administration and student support services;
Learning resources and facilities;
Research, development, and/or other creative activity (not applicable as indicated above);
Institutional cooperation, service to society and internationalisation.

3.2 Quality Management Policy

Learning Works is committed to implementing effective processes of Quality Assurance in the conduct of all its courses. Quality takes place through the implementation of policies and procedures which control the recruitment and registration of students, tutor development, teaching, assessment methods and awards. These policies and procedures are implemented by the IQA team with the use of forms to collect data/information and create appropriate records where necessary.

By implementing effective quality assurance procedures Learning Works aims to retain a high standard in teaching, assessment and administration throughout the entire process thereby ensuring that the institution is fit for purpose. In this way Learning Works will safeguard the interest of students, lecturers, its name and reputation and any other institution the qualifications of which Learning Works may be offering.

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 through procedures for regular verification, complaints, grievances, and appeals. Policies and procedures for Student Complaints, Student Grievances and Student Appeals are set out in Learning Works' Policies 12,13 and 14.

3.3 Aims of the Quality Management Policy

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 taken by academic staff for all our students;
To support the teaching staff in their lecture room, online or blended delivery and in their assessment activities by affording them the opportunity to receive critically supportive comments;
To ensure that non-academic activities are also covered by the institution's quality management system.

3.4 Structures and Processes

Learning Works supports a quality culture through appropriate structures and processes. It ensures quality in its teaching provision through emphasising the relevance of research in teaching and learning and through the continuous development of staff as specified in LWP22, Continuous Professional Development Policy and as amplified in Section 6 below.

3.5 Organisation of the Quality Assurance System

To ensure implementation and full compliance with all its internal quality assurance policies and procedures, Learning Works has established a mechanism that starts when 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 followed, the monitoring of attendance sheets, lectures and examinations or assessments. Learning Works' Standard Operating Procedure 1, Structures for Data Collection, Reporting and Analysis of Feedback (LW SOP 001) sets out the procedures that are used to gather the required feedback.

3.6 Implementation of the Quality Assurance Policy

Learning Works ensures that the Internal Quality Assurance Policy is implemented effectively through conducting the processes indicated below.

At the start of each course students are called for an induction session where they are given information about the institution and the course they will be following. This includes a copy of the course schedule. Students are also informed about the quality assurance set up as well as given instructions on the use of the learning platform in use at Learning Works. During the induction meeting students are given a link of the student handbook which is available online. This student handbook gives general information about the institution and about administrative procedures that affect the students including ground rules for behaviour as well as academic information relating to plagiarism, assessment, and marking.

Staff are recruited following calls for applications issued on the institution's social media. Once the selection board decides on the suitability of a candidate, the lecturer participates in an on-boarding process where guidance is given accordingly by the institution as indicated in the relevant Standard of Procedure (SOP3). The administration support officer also provides guidance on the use of Moodle. A copy of the Academic Staff Handbook is also given to teaching staff to help them conduct their teaching roles efficiently and effectively. This handbook includes information on how to use the learning platform in use at the institution effectively apart from indicating the institution's expectations from staff and students.

Monitoring of assessments and standardising assessment judgements. The monitoring of assessment and control of marking is guided by the institution's Assessment Policy and Procedure (LWP21).

Sampling assessments on a regular basis by the Internal Quality Assurance team to enable the communication of feedback to assessors on an ongoing basis as indicated above.

Data relating to student attendance and performance in assessments is scrutinised during the course by the Student Support officer with students' attention being

duly drawn when they either fail to hand in their work or when they have absented themselves.

Data is gathered at the end of each course to monitor student attendance and performance.

Supporting and developing the lecturing staff. This is done through meetings which are duly minuted, through training sessions and through regular communication by 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 the Internal Quality Assurance team as well as between administrative staff and lecturers and students regarding matters related to assessments.

Performing all tasks and responsibilities by suitably qualified and competent members of staff. Learning Works strongly believes that it is only as strong as its weakest link. It therefore ensures that all members of staff provide quality service to all its clients. Furthermore, 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 team (also referred to 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.

Following procedures for ensuring academic integrity set out in its plagiarism policy LWP08, Academic Integrity and Procedure. Ethical behaviour is governed by LWP17, Anti-Bribery and Corruption Policy.

Regulating intolerances of any kind or discrimination by LWP15, Equality, Diversity and Student Support Policy. This is further reinforced by LWP 16, Anti-Slavery and Human Trafficking Policy.

Involving external stakeholders as indicated in section 3 below.

Setting up procedures for the quality assurance of work-placements as specified in LWP11, Student Work Placement.

Making explicit reference to the quality assurance procedures of the parent provider in the case of Learning Works being the local representative of a course being run by a foreign provider.

3.7 Responsibilities of the Institution

Learning Works has formally adopted a quality management policy that describes the organisation of the quality management system. Apart from the policies and procedures indicated, the Institution's responsibilities with respect to quality management are set out in its policies and procedures and in its standard operating procedures. Registrations and admissions, public information, student performance and attendance, student withdrawal and refund, student support, data protection, records management and archiving, recognition of prior learning, work placements, student complaints, grievances and appeals are all issues that are covered by ad hoc policies that are available on the web site of the Institution and in an appendix to this document. Additionally, policies also cover areas concerning equality, diversity, health, and safety among others.

3.8 Responsibilities of Staff and Students

The quality management system forms part of the institutional strategic management system which covers the whole range of activities of both administrative and academic staff. Administrative staff are duly monitored by the Administrative Manager and by the CEO. The work of the Internal Quality Assurance (IQA) team is monitored by the CEO while academic staff are monitored by the IQA team. Students also give feedback about the courses held and on the administrative support they get.

3.9 Oversight Arrangements

Learning Works has a Board of Directors that provides oversight arrangements leading to quality management of the institution. This oversight is a safety net that ensures the following:

Due diligence takes place before key decisions are made;
Policies and strategies are implemented as intended;
Key risks are identified, monitored and mitigated;
Business processes and systems are working well;
Expected results are being achieved;
Value for money is obtained;
Areas of concern are dealt with;
Assets are being safeguarded;
Continuous improvement is taking place.

The work of the staff is monitored by the leadership team to ensure that the goals of the institution are met.

Performance Indicators

As indicated in 3.9 above, the Board of Directors provides oversight arrangements leading to quality management of the institution. Apart from the Board of Directors, the head of the institution works constantly to strengthen the quality function within the institution and actively promotes the development of a quality culture

characterized by a shared understanding and collective ownership of quality values. His management style where he manages by walking about, as well as when he holds regular scheduled meetings with staff, fosters the desired climate which ensures attention to detail and sound work practices.

Quality is ensured through the continuous improvement cycle of planning, doing,
checking and acting. The time frames for implementation and review are spread across the four quarters of the year given the nature of the courses which run at different times of the year. The administration manager checks administrative tasks unless these focus on curricular and quality assurance which are checked by the internal quality assurance team.

The administration of Learning Works participates in the quality management process primarily through the gathering of data on student and academic staff feedback on the courses. Additionally, through being at the interface with both students and lecturers they serve as a conduit for the transmission of issues which both might face. The IQA staff are responsible for carrying out quality assurance. Through the regular staff meetings led by the head of the institution, administrative, academic and quality assurances processes are scrutinized as and when necessary.

Students are engaged both in the implementation of the quality assurance processes as well as having been involved in their design. This can be observed in the student feedback forms.

Performance reports on members of the institution are carried out yearly by personnel from the Vassallo Group of companies jointly with the CEO and Administrative Manager of Learning Works as indicated earlier on. Additionally, the performance of Learning Works is scrutinized during board meetings held by the Learning Works' Board.

Data relating to attendance and performance is collected and analysed. Additionally, tracer studies are annually carried out to measure the relevance, quality and impact of the training received at Learning Works.

All quality management policies, procedures and arrangements are regularly reviewed and improved.

Standard 4. Integrity, accountability and information management

4.1 Code of Ethics

The Code of Ethics, available as a download on the institution's website, reflects the ethical principles and the values that inspire Learning Works. Its aim is to ensure that the highest standards of integrity and quality are maintained by all those who work and study at the institution. The institution also undertakes to respect and pursue objectives of environmental, social and economic sustainability, aimed at minimising its own impact on the environment and natural resources, to increase social cohesion and to reduce inequalities and sustainable economic advancement.

4.2 Academic Integrity

The Code of Ethics focuses on the pursuit of excellence in teaching and in research. A separate policy on research governs the procedure that researchers are to adopt when carrying out their studies. The high standards expected in academia are enunciated in a specific policy on academic integrity. This policy tackles the issue of plagiarism and cheating during examinations, indicating the measures taken to address violations.

4.3 Safe Environment

Learning Works promotes a culture against intolerance, discrimination and harassment of any kind among

students and staff as evidenced in its policy on equality, diversity and student support. The institution is of the firm belief that all students and staff need to be provided with a safe, inclusive and equitable environment where all individuals reach their full potential.

4.4 Public Information

Learning Works publishes information on its website, prospectuses and other media about its activities. General information about the institution is readily accessible on its website. This includes, among others, contact details, location and facilities offered by the institution. The information available is sufficient for prospective students to be able to make an informed choice in terms of the knowledge, skills and outcomes they are likely to acquire on successful completion of the programme since they include the course duration and course descriptions together with the learning outcomes as well as information about the course structure. In keeping with MFHEA regulations, the information includes, among others, the number of contact hours, credit value of the courses and mode of training and assessment procedures apart from the course price. The institution also advertises events and announcements on Facebook. Learning Works' Policy number 3 gives further details on the availability of public information.

Performance Indicators

All the clauses of the institution's Code of Ethics are rigorously applied. The use of Turnitin makes it clear to all concerned whether plagiarism is to blame for the mark obtained.

The Code of Ethics is applied to all activities related to governance, administration, teaching, assessment and research as and when situations warrant.

Members of the academic community are immediately alerted to decisions that affect them. Internal regulations

and policies and procedures are communicated to the teaching staff. As has been indicated at an earlier stage, a handbook is available to staff and policies and procedures are available on the website. The institution sends feedback to lecturers following observation visits and holds meetings with individual members of the staff should there be any need to do so.

The institution holds student records in its archives as set out in its Archives Policy.

The institution has clear policies that cover: Data Protection (LWP06); Records Management and Archiving (LWP07); and Academic Integrity (LWP08).

The digital tools used by the provider leave a digital footprint. The data is duly analysed as the need arises.

Standard 5. Teaching and administrative staff

5.1 Policies

Learning Works' Policy LWP 20 focuses on Teaching and Administrative Staff. Learning Works applies clear, fair and transparent processes for the recruitment, performance and professional development of staff. Recruitment of staff is in line with the Learning Works' policy on Equality and Diversity. As employees of the Vassallo Group, the policies and procedures set out in the Employee Handbook of the Group apply. Additionally, teaching staff are also guided by the Academic Staff Handbook published online by Learning Works which focuses inter alia on ensuring quality expectations from lecturing staff, delivery of sessions and expectations from lecturing staff.

5.2 Teaching Staff

Academic staff at Learning Works base their teaching on the concept of andragogy, fully mindful that adult learners

adopt different learning strategies from those used by young learners. Adults learn by doing; they are problem solvers and fond of social interaction. In the main they want to use their life experiences in the classroom and integrate new ideas with existing knowledge. Teachers are encouraged to use interactive and collaborative tools to foster engagement and community among online learners. The ultimate aim of teaching is to put into practice the goal of the Universal Design for Learning where learners become purposeful and reflective, resourceful and authentic, strategic and action-oriented.

Teaching staff are engaged on a contract for service to carry out teaching on a part-time and sessional basis and are mainly in possession of masters' degrees and doctorates. Monitoring of staff is carried out by the internal quality assurance team with feedback, in writing, duly provided after every observation visit.

In 2022, the EU 22 student– staff average for private institutions was 17.09 students in the case of Private Institutions and 14.32 students for public institutions while the average student-to-staff ratio in higher education across all EU institutions (public and private) has historically been around 15:1, based on data from the European Higher Education Area (EHEA) and on the figures issued by the OECD. Ratios can vary widely by country, with some countries maintaining higher staff densities in private institutions due to smaller class sizes and specialized programs. In the case of Learning Works, in 2024, the overall student-staff ratio was 18.26:1. This is set to decrease in the future with lower numbers of students being admitted to healthcare intakes which make up the majority of students. In the same year, the proportion of students following courses at MQF levels 5-7 at the institution was 3:1.

As specified in the Learning Works' Policy on Continuous Professional Development, the institution believes that lecturing staff are responsible for maintaining a sound knowledge of their teaching content and keeping updated on their pedagogical expertise to ensure that the best

possible learning opportunities are planned and delivered. To keep staff aware of the methodology of online teaching and learning, the institution has organised a CPD session on the TOVID videos, namely teaching videos it has helped to create through its participation in an Erasmus+ Project. Learning Works organizes up to two Professional Development Sessions for teaching staff during the year since it believes that all teachers need to be leaders when it comes to learning in order for them to be, in turn, disseminators of knowledge and best practice.

Staff are also kept updated through the above-mentioned Academic Staff Handbook produced by the institution.

5.3 Performance Indicators

a. The institution is fair and transparent in its recruitment by issuing calls on social media particularly on Linked in, Facebook and Instagram with requirements duly indicated in the calls.

b. Newly recruited members of staff are given effective orientation to ensure familiarity with the institution, its staff and the work involved. In the case of lecturing staff, an onboarding process is carried out where meetings are held to make the move to the institution as smooth as possible. Additionally, procedures are explained, and a lecturer handbook is given to them to enable them to learn how to use the eLearning platform in use at the institution as well as to orient them with the teaching and assessment procedures in use in the institution.

c.   Teaching staff are assessed in various ways but primarily through peer-review/observation sessions which are carried out on a once-a-year basis unless there is a felt need for them to be held on a more frequent basis. Teaching staff are given feedback through a template that focuses on the pedagogy of teaching. The template is suitable for face-to-face teaching, and for hybrid teaching. Additionally, students submit feedback on lecturers; teaching material is vetted before use;

assignment questions and rubrics together with examination questions are reviewed before they are set; marking of assignments and examinations are internally verified with feedback given to markers as and when necessary. In cases of lack of agreement with the marks awarded, discussions are duly held with markers to resolve issues.

d. Teaching staff need to ensure that learning outcomes establish clear, measurable learning targets that align with the institution's goals and objectives for online learning.

e. The institution supports staff development through enabling participation in conferences and in the case of lecturing staff through holding CPD sessions. During these CPD sessions, the sharing of ideas and practices is actively encouraged. Through monitoring of the work carried out by teaching staff, the impact of sessions delivered on formative and summative assessment, use of rubrics and marking schemes, strategies for online learning and other areas on which training has been delivered is duly assessed.

f. Staff turnover rates are minimal and to date these do not occur while courses are being held. This is possible for a variety of reasons, including the length of the courses delivered by the institution.

g. In the case of online provision, participation in the institution's Erasmus plus project resulted in demonstrating through a CPD session a number of strategies expounded in the TOVID videos. Additionally, other online resources were produced and published online. One in particular, Optimizing the Impact of Online Learning, Resources for Educators is applicable for academic staff of different disciplines and has been used as a basis for a CPD session while being available as a download from the site of the institution.

Standard 6: Design, monitoring and review of programmes

6.1 Design of Programmes

To ensure the effective implementation of the quality of the entire learning delivery and assessment processes, the institution adopts the Plan-Do-Study-Act Quality Cycle approach. Learning Works implements this cycle at the design stage by formulating outcomes and goals focusing on the design and development of learning programmes that are then forwarded to the MFHEA for accreditation. Planning of course participant support services and other facets of strategic planning for the effective management of courses and programmes is carried out as part of the institution's processes.

The design of the programmes is in line with the mission statement of the institution and is mirrored in market needs. While no formal PEST analysis is carried out, it is inevitable that political, economic, social and technological issues are considered when decisions on the choice of study programmes are made.

The design process is carried out in terms of Learning Works' Policy 23, Design and Approval of Programmes.

6.2 Ongoing Monitoring and Periodic Review of Programmes

Learning Works has a responsibility to monitor the effectiveness of the programmes being provided for its students to enable them to reach their full potential. It carries out monitoring on a regular basis at the end of every module delivered. Fully fledged reviews of programmes are scheduled to be carried out every five years.

The institution implements a clear methodology when monitoring and reviewing the programmes it has on offer. Feedback is obtained from students, teaching staff, the

internal quality assurance team and when possible external stakeholders. This ensures that updates to technology, legal, economic, social and environmental matters related to a particular area are reflected accordingly in the management and content of programmes.

The following procedures are adopted when fully-fledged reviews of programmes are carried out:
The course content is matched with Learning Outcomes;
Analysis of the curriculum and its learning outcomes as reflected in the assessment tasks set;
Study of feedback resulting from meetings with academic staff to discuss inter alia relevance of subject matter, assignments set and assessment issues among others;
Analysis of feedback from meetings with students to analyse their comments about the course and analysis of the feedback submitted when their course came to an end;
Analysis of the feedback submitted by academic staff after they deliver their courses as well as suggestions made during departmental meetings;
Review of the materials used by lecturers;
Submission of a report that incorporates the conclusions reached on the basis of the above procedures.

6.3 Performance Indicators

The institution has formalized policies and procedures for the monitoring and review of its programmes as indicated in its Design and Approval of Programmes Policy.

Monitoring and review of programmes is carried out regularly to ensure that courses remain relevant.

The monitoring of programmes focuses on various issues primarily based on feedback submitted by students and lecturers. These include progression, completion, student achievement, analysis and discussions on feedback received by students and graduates, the latter in the form of feedback obtained though tracer studies, reflections by

teaching staff and feedback from the internal quality assurance team.

The degree of change in programmes depends on the results of reviews carried out.

Monitoring and reviewing of programmes are conducted in close engagement with stakeholders.

Programme termination is not resorted to while courses are running as specified in Learning Works policy (LWP02) on Admission, Registration and Termination of Courses.

Standard 7: Student-centered learning, teaching and assessment

7.1 Learning, Teaching and Assessment

Learning Works is committed to providing quality teaching, learning and assessment to enable course participants to reach their full potential. The institution aims to assist students to improve their life opportunities through the world of work while transmitting values aimed at nurturing responsibly engaged learners. The institution has a number of policies which aim at ensuring that all course participants are provided with high quality learning experiences that lead to consistently high levels of achievement. The policies impact on all the staff at Learning Works, not exclusively the teaching body, and apply to all the learning and teaching programmes offered by the institution.

7.2 Learning and Teaching Strategies

Academic staff at Learning Works are encouraged to play the role of facilitators who guide students through the learning process. They are expected to work towards

making learners autonomous and involve students in managing the learning environment.

Learners are encouraged to raise questions which will be answered by the students themselves or by the teacher. Teachers use problem-based learning to enable students to take responsibility for their learning, directing the learning process through their experience, their research and their collaboration.

Academic staff use experiential techniques such as discussion, simulation, case scenarios/studies. These techniques enable students to actively participate, apply critical thinking and negotiate meaning in relation to their individual learning. When students reflect on their decisions and review what has been learned, deep learning takes place.

The collaborative learning methodology espoused by teachers at the institution results in interactive learning environments where students use their shared connections and experiences to further generate ideas. Pair and group work support learners and help them reduce isolation and build group engagement.

Teachers follow different strategies when teaching, mindful of the fact that they are teaching adult learners as indicated in the Teaching and Learning Policy, LWP 29.

7.3 Student Diversity

The implementation of student-centred learning implies the implicit requirement to use an approach which runs counter to the one size that fits all approach. The institution respects the needs of a diverse student population which are considered during the planning, programme delivery and evaluation stages of the student life cycle. Educators at Learning Works use different modes of delivery to meet the diverse needs of the learners.

7.4 Assessment

Learning Works adopts a variety of assessment tools aimed at supporting learning as well as determining the levels achieved by the course participants. In this way, both assessment of learning and assessment for learning take place. Many of the courses stipulate the percentages of marks that are to be awarded to formative assessment and those to summative assessment. Academic staff are encouraged to use different assessment strategies to determine student achievement of the different learning outcomes together with the assessment tasks stipulated in the course descriptions. Assessment criteria together with rubrics for assessment are presented in advance and formative feedback is given to learners during discussions on the assessment tasks. Formative feedback is also given to the students on completion of the assessment tasks in the form of written comments indicating why the students were awarded the marks they obtained and how they can improve.

Quality assurance processes for assessment are set out in Learning Works' Assessment Policy and Procedures. These indicate the parameters within which assessment is carried out. Foremost among these conditions is that assessment is consistent, fair and reliable. A number of actions are taken to ensure that assessments are fit for purpose. These include ensuring the validity, efficiency, transparency, authenticity and adequacy of feedback given by teaching staff that together with the conditions stated earlier on assure quality in assessment. Care is taken to ensure that the assessment design follows the set procedures indicated in the course description and that the assessment task is fit for purpose. In the latter case, the level of the assessment task set and whether it covers the salient points of the course material are duly checked.

Learning Works has a Mitigation Policy in place which allows students to submit requests for consideration in special circumstances where they are not able to

complete their assessment. Additionally, the institution has formal procedures set out in Complaints, Grievances and Appeals Policies that students can access should they have any problems with the marks they are awarded. Results obtained by students are regularly monitored with internal verification of the marks awarded to the students. The institution also regulates the maximum number of opportunities students are granted to pass one given assessment in LWP 21, Assessment Policy and Procedures. Learning Works believes that work-based learning is important and sets strict rules of conduct in LWP 28 to ensure that work placements are carried out efficiently. These rules are complemented by the duties of mentors and students as set out in Standard of Procedure 5.

Performance Indicators

a. Student-centered learning is carried out as evidenced by the implementation of updated pedagogical approaches.

b. Teaching methods are aimed at stimulating discussion, creativity, autonomy and critical thinking. In the case of teaching carried out by the institution which is online and blended since face-to-face sessions are also held, the learning and teaching is closely aligned with the digital resources available.

c. Lecturers have been given training in assessment methods. Assessment methods are designed to fit the learning outcomes. These are duly monitored when assessment tasks are sent for review. Additionally, modes of assessment are indicated in the course descriptions which have been accepted by the MFHEA. Feedback by academic staff on the assessment tasks linked to advice on the learning process and improvement oriented is duly given to the students as can be observed on Moodle.

d. The institution carries out monitoring exercises to determine the progress of students in the different modules. It also carries out internal verification of marks awarded to students and acts accordingly in instances where there is a divergence of marks awarded to students. Teaching observations are carried out on a regular basis. If deemed necessary, follow-up visits are carried out to enable the facilitator to deliver quality teaching. Newly joined academic staff undergo an onboarding process where they are given information about the institution and about issues that involve their teaching. Communication is carried out with the person concerned to ensure that the process of engagement is smooth and effective. Teaching materials are duly vetted prior to the delivery of lessons to ensure that the materials used are sound with feedback duly given to academic staff particularly should they need to make any necessary changes.

e. Analysis of student assessment results, data analytics, teaching observations, verification of marks awarded in assignments and examinations are carried out reflecting a validation of quality.

f. Students contribute to the improvement of learning whenever they are set specific tasks by their lecturers which require them to give feedback on the work of their colleagues. Additionally, during sessions, student involvement and participation is a clear manifestation of the learning process. Students also contribute to the involvement of the teaching process through giving feedback at the end of each module.

Standard 8. Student administration and student support services

8.1 Student Administration

Accurate and reliable information about the institution, including the range of programmes, admissions procedures, services, funding schemes, tuition and administrative fees are publicly available on the institution's website. Admission requirements are duly specified and appropriately determined for the institution and its programmes.

The website of the institution carries dedicated sections that focus on the information that students require to get a clear idea of the content of the programmes, the mode of training and their assessment procedures, contact hours, self-study hours and total learning hours, admissions, fees, scholarships/funding available, biographical information of academic staff, graduation ceremonies and information on the student data collected in conformity with data protection regulations.

8.2 Policies

A comprehensive set of policies, available on the website, provides clear and transparent information required for all phases of the 'student lifecycle'. These include registration, admission, assessment, progression, termination of student status, recognition, certification and qualification awards including regulations, rights and responsibilities of students, code of conduct, actions to be taken in case of breaches of conduct and policies that safeguard equity, inclusion and diversity and a code of ethics. Policies also cover academic misconduct including plagiarism. The policies aim to provide a continuous check on the consistency and quality of delivery of the different services provided by Learning Works as well as to inform the community of learners and practitioners within and outside the institution. They are also meant to support and direct the work of the learners, teachers and administrative staff of Learning Works.

8.3 Student Rights and Obligations

Student rights are high on the institution's agenda. They are safeguarded through the quality teaching that takes place as well as through the observance of the institution's policies and procedures. Apart from the policies referred to above, the institution has a number of standards of procedure together with the afore-mentioned Handbook for Students that inter alia govern the action and behaviour of the different stakeholders.

8.4 Student Support

Student Support is provided by the institution through the services of a student support officer. Should students require psychological support or the services of a career adviser, personnel of the Mediterranean College of Sport will provide the necessary support. Student support is provided by academic tutors in issues concerning academic progress. Special attention is paid by tutors, particularly on level three and level four courses, where students might be engaged in work activities and not focused on their studies and who might additionally have language difficulties.

A quarterly newsletter is sent by email to all registered students, thus ensuring that the institution keeps learners informed about what is happening.

8.5 Student Agreement

As part of the student application form, students are expected to sign an agreement which clearly sets out the conditions related to the payment and reimbursement of fees and consent forms for video and class presentations. The aim behind this agreement is to protect the student's rights and lawful interests as well as the institution's integrity.

8.6 Performance Indicators

a. Admission requirements are consistently and fairly applied. Students are eligible to apply on the basis of their academic qualifications, irrespective of their gender.

b. The institution has a policy for the Recognition of Prior Learning (RPL) which allows students to apply for courses on the basis of their nonformal and informal education. Some courses have as their requirement a maturity clause and sitting an interview which moreover does not necessitate abiding by the RPL policy.

c. A comprehensive orientation programme is organised for students at the start of every course. Students are also given a handbook that further explains the facilities available, procedures and regulations as well as their rights and obligations. The student support officer is available throughout the course to provide the required support to all students.

d. Financial support opportunities are available as indicated on the website of the institution.

e. The counselling services available to students are those indicated in paragraph 8.4 above.

f. Extracurricular activities do not form part of the curriculum of the students. It needs to be noted that students attending our institution do so on a part-time basis and in the main only participate in online teaching rather than attending on campus. They are only physically on campus when they participate in induction sessions and when the course description indicates that some of the sessions are hybrid or hyflex.

g. Learning Works maps student progress through regular checks on student attendance and submission of assignments. Student feedback is collected at the end of every module. Statistical data is used to support quality improvement.

h. Student services are regularly monitored to ensure student satisfaction with action taken in response to evaluation and feedback.
i. Students enrolled with the institution engage with the academic staff and their colleagues during sessions through zoom. Forum discussions, email, pre- recorded videos, breakout rooms are used as tools in hybrid and hyflex sessions to ensure effective communication and learning take place.

j. Moodle, the LMS used by the institution, enables the student support officer to monitor student access to materials and tasks for online and blended delivery. Students are informed about their lack of attendance and non-submission of assignments and consequences arising thereof.

k. Technical support is provided to students with clear indications on whom to contact should they have any difficulties in case of access to the Learning Management System. Notification of this is provided both orally during induction sessions and in writing, in the student handbook.
Standard 9: Learning resources and facilities

9.1 The Institution

Learning Works moved to new, spacious premises in 2024 in the Mediterranean College of Sport which also forms part of the Vassallo Group of companies. The institution provides an attractive and well-maintained physical environment with well-equipped lecture rooms and state-of-the art sport facilities which fully meet relevant local legislation and regulations.

Appropriate provision for facilities and resources is made for students and staff with physical disabilities.
Up-to-date computer equipment and software are available and accessible for staff and students to support electronic access to resources and reference material. All lecturers and students following Level 5 courses are able

to access an online library, Perlego, on a 24/7 basis. Most courses are held online rather than face-to-face; some are blended.

The institution's network infrastructure is equipped with redundant connections and hardware firewalls with automatic fail-over. Backups for each users' device, that is off-site back up is available. Servers are hosted on cloud with geo-redundant backup solutions.

Inventories of the IT infrastructure used at Learning Works, both in the case of software and hardware specifications of each employee, are available in the IT department of the Vassallo Group.

9.2 Indicative evidence

Learning Works makes use of a dedicated website to inform the public about the services it offers. It also has a Facebook page and carries adverts on Linked in and Instagram.

The information technology office at the parent company has inventories of laptops used by the institution.

The institution has a number of policies that safeguard staff and student rights in relation to information technology and data protection. These include a Data Protection Policy (LWP06), a Records Management and Archiving Policy (LWP 07) and an Online Learning Policy (LWP19).

Statistics for the use of library resources are available together with student and staff satisfaction surveys.

9.3 Performance indicators

a. Premises for face-to-face teaching are more than adequate given the fact that the classrooms of the Mediterranean College of Sport can be utilized should Learning Works run out of space.

b. The majority of courses are held online, hence space for students to carry out autonomous and/or group learning is available. This, apart from the size of the classrooms, can easily be used for group learning. The furniture in the rooms is new and is suitable for learners of all ages. Students can either be allocated in rooms with chairs with arm rests or with tables and chairs.

c. Students who for some reason or other wish to make use of a laptop issued by the institution may do so as long as they use it on the premises. Use of such equipment has been very limited over the last few years since the absolute majority of students have their own devices.

d. Feedback from students covers the adequacy and quality of the facilities in use in the institution's classrooms.

e. Digital resources used by the institution are scalable, avoid vendor lock-in and are covered by a service-level agreement for maintenance and support.

f. Staff and students are able to access most of the institutional resources online without the need to be physically present on campus. Students are informed about this in their induction programme or on their enrolment.

g. Students are able to access digital resources without the need to invest in expensive software and hardware. Resources are accessible on both laptops/ desktops as well as on smartphones and tablets with average specifications.
Standard 10: Research, development, and/or other creative activity

This standard is not, strictly speaking, applicable to Learning Works since this institution is not a university and neither does it deliver programmes at MQF level 8.

Notwithstanding the above disclaimer, it needs to be pointed out that research is included as a learning strategy in the institution with course participants being encouraged to further their learning through self-study and through carrying out research irrespective of the course level they are following.

Learning Works Policy 27 regulates research ethics for students participating in courses where research is part of the course requirements. The policy includes the guidelines for the setting up of a Research Ethics Committee and a Research Consent Form that is mandatory for students carrying out research involving interviewing subjects.

Standard 11: Institutional cooperation, service to society, and internationalisation

11.1 Institutional Objectives

Learning Works includes, in its strategic priorities, objectives pertaining to institutional cooperation, service to society and internationalisation. There are clear indicators defining the institutional priorities in these areas. Foremost among them is the close cooperation that exists between Care Homes for the elderly and those for persons with a disability that are run by the Vassallo Group of companies and Learning Works which, as indicated earlier in the document, is part of the Vassallo Group.

The links with the sister company of Vassallo Builders helped learning Works to launch courses related to Health and Safety and to assess students in the Validation of non-formal and informal learning (VINFIL) in the building and construction industry.

Sport courses organised by Learning Works are set to be enhanced through the collaboration that exists between the institution and its sister company, the Mediterranean College of Sport, particularly in view of the fact that both

are situated on the same premises. Additionally, Learning Works was successful in carrying out Masters' programmes in conjunction with Liverpool John Moores University that started in September 2021 and came to an end in March 2025.

Internationalisation is carried out through the participation of the institution in initiatives which are funded through EU programmes. The institution's budget can include participation in international programmes that are deemed to be of crucial importance to the quality of the programmes offered.

11.2 Performance Indicators

a. The institution acts in collaboration with its sister company in education, namely the Mediterranean College of Sport, and provides VNFIL and training courses to its sister company in the construction business. It collaborates strongly with the Elderly and Disability sectors that form part of the Vassallo Group particularly in view of the fact that students following healthcare courses carry out practice placements in the residential homes of the Group.

b. The institution contributes to the development of the community's well-being through its being part of the Vassallo Group, which annually organizes activities aimed at creating a social conscience such as clean-up campaigns. Additionally, the institution uses its sport facilities to support community -based activities.

c. Collaboration with the international community takes place through EU projects. Learning Works participated in an Erasmus + project that started in 2021 and came to an end in 2024. The project resulted in a number of videos being prepared to assist online learning. Partners in the project, apart from Learning Works, were the University of Malta, the University of Cyprus, Abo Akademi University, the Postgraduate Medical Training Centre of the Department of Health, Malta and the University of

Primorska. The project also resulted in the publication of two resources for educators, namely Optimising the Impact of Online Learning and Resources for Healthcare Educators.

d. Agreements and memorandums of understanding are signed with international organisations at the start of a project.

e. Regular contact with alumni through newsletters and digital updates takes place keeping them informed and engaged in the development of the institution.

f. Members of staff who engage in international cooperation and contribute to the community do not enjoy any special consideration for promotion purposes since positions in the institution are flat.

References

Guidelines for External Quality Assurance Audits of Further Education Institutions and Further Education Centres (2021), MFHEA.

Malta Referencing Report (2016) NCFHE, Ministry for Education and Employment, Malta.

National Quality Assurance Framework for Further and Higher Education (2015), NCFHE, Ministry for Education and Employment, Malta.

Appendices

Appendix 1

LEARNING WORKS' POLICY (LWP02): REGISTRATIONS, ADMISSIONS and TERMINATION OF PROGRAMMES POLICY

TYPE: Policy and Procedure
SUBJECT: REGISTRATIONS, ADMISSIONS and TERMINATION of PROGRAMMES **REFERENCE: LWP02**
DATE: **1st October 2020**
LAST REVIEWED: **27th November 2024**
APROVED BY: **The Board of Directors**

POLICY & SCOPE

Learning Works (LW) adopts a registration and admissions policy to ensure that associated processes are implemented consistently and fairly to ensure equitable access to our programmes. The entry requirements for each programme guide Learning Works as to 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 for example in oral and/or written proficiency in English, an interview with the candidate is held to assess this proficiency.

ELIGIBILITY

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

Qualifications

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

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.

Recognition of Prior Learning

Students who request recognition of prior learning are required to provide evidence of their work experience and/or projects in terms of the RPL policy (Ref: LWP09) issued by Learning Works. This evidence is analysed on a case-by-case basis and is not an automatic criterion for eligibility.

Verification of Applicant's identity

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

Once enrolled, a student is provided with the credentials to enable her/him to access the institution's virtual learning platform (VLE). These credentials are unique for every applicant. All applications and admissions are handed by the administrative team at Learning Works under the direction of the Executive Administrator. Students who are deemed to possess the required eligibility criteria are registered in the programme.

APPEALS

Applications are screened carefully. If an applicant is considered not to possess the required eligibility criteria, s/he is informed by Learning Works by means of an electronic communication. Applicants have the possibility to appeal this decision by

providing a written request to Learning Works in terms of Appeals Policy LWP 14 a. The decision of the Head of Institution on any cases of appeals is definite and final.

D. QUALITY ASSURANCE

The application and admission processes will be reviewed annually by the Internal Quality Assurers (IQA).

E. Termination of Programmes

Termination of a course of study is only proposed in extreme cases after taking into consideration some or all of the following factors: feedback from students, staff, falling rolls, market research, industry consultation and accreditation compliance.

The decision to terminate a course is taken after agreement is reached by the administrative staff, the internal quality assurance team and the CEO/Head of the institution.

Currently enrolled students will be given the opportunity to finalise their studies thus ensuring that they will not be negatively affected by the decision to terminate their programme.

Charlo Bonnici

CEO

Appendix 2

LEARNING WORKS' POLICY (LWP03): PUBLIC INFORMATION POLICY

TYPE: Policy

SUBJECT: Public Information

REFERENCE: LWP03

DATE: 15ᵗʰ February 2021
LAST REVIEWED: **10ᵗʰ November 2021**
  APPROVED BY: **The Board of Directors**

Learning Works publishes on its website, prospectuses and other media information aimed at allowing prospective applicants to make informed choices in terms of the knowledge, skills and competencies they are expected to acquire on successful completion of their course. This information includes:

1. General Information about Learning Works' on:

facilities;

location;

contact details;

accreditation;

the academic team.

2. Course information indicating:

course title;

EQF/MQF Level; ECTS/ECVET learning credits;

course code;

content, aims and objectives;

opportunities for further study and career progression.
All the above information is reviewed:
upon the introduction of new courses;
upon the amendment of course details/information;
annually.
Policies and procedures are published on the website which is maintained and updated by the Executive Administrator.
Charlo Bonnici **CEO**

Appendix 3

LEARNING WORKS' POLICY (LWP04): ATTENDANCE, PERFORMANCE and

TERMINATION OF STUDENT STATUS

TYPE: Policy and Procedure
SUBJECT: ATTENDANCE, PERFORMANCE and TERMINATION of STUDENT STATUS POLICY **REFERENCE: LWP04**
DATE: **1st October 2020**
LAST REVIEWED: **5th December 2024**
APPROVED BY: **The Board of Directors**

POLICY AND SCOPE

Attendance during in-class lecturing sessions and during online learning (whether synchronous or asynchronous) is an individual student's responsibility. Learning Works, however, expects all students to attend regularly and punctually for all learning activities and to complete assessments on time. Students will be given a five-minute grace period at the start of the session at the discretion of the lecturer.

Learning Works keeps a record of attendance rates and adopts a policy of a minimum 80% attendance/ participation rate for each course. Students who are aware that they will not be able to attend a session are to inform the administrative office of Learning Works three days ahead of the session in question giving details of the reason for their lack of attendance.

If students fail to reach the 80% threshold an *ad hoc* board will be set up to determine whether the student had valid reasons that prevented her/him from fulfilling this demand. Valid reasons for failing to reach the said threshold include the special circumstances indicated further down in this document.

Learning Works also takes into consideration the importance of student performance during their studies. Performance is regularly monitored by academic staff and administration staff at Learning Works.

SPECIAL CIRCUMSTANCES

Learning Works applies an internal mechanism to consider special circumstances for students' participation/attendance. Students are required to inform their respective teaching staff members in any of the circumstances listed below to be recorded as being excused. In the below cases, students need to provide proof substantiating their claim.

Participation in an event/activity as part of a national activity

Major illness of a close family member of the student

Legal proceedings

Participation in approved events/activities of Learning Works

Injury/Illness of the student

Exigencies related to the individual's work/place of work.

TERMINATION OF STUDENT STATUS

Students are considered to remain part of the student cohort till they finish their course. Learning Works can still keep in touch with them after they graduate, though technically they will not be part of the student body.

Student status will be terminated during a course in the following circumstances:

Failure to attend more than 20 per cent of the sessions.

Failure in assessment of modules, in the case of Levels 1 till 4, after sitting for the examination or submitting assignments as the case may be, after the third attempt. In the case of language courses, students can resit examinations on two occasions only for the whole course. In the case of Levels 5 upwards, after the second attempt, they cannot re-sit further and, in such cases, they would have failed that module. In the latter case students can still obtain certification for the modules in which they have been successful.

Failure of a work placement after the second attempt.

Dismissal due to disruptive and aggressive behaviour following a decision of the institution's Appeals Board.

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 Charlo Bonnici

CEO

Appendix 4

LEARNING WORKS' POLICY (LWP05): WITHDRAWAL AND REFUND POLICY

TYPE: POLICY
SUBJECT: WITHDRAWAL AND REFUND **REFERENCE: LWP05**
DATE OF POLICY: **1st October, 2020**
LAST REVIEWED: **19th February, 2025**
APPROVED BY: **The Board of Directors**

all fees as stated in the Letter of Acceptance.

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

If students decide to terminate their studies once the course has already started they are requested to send an email to support@learningworks.edu.mt and inform the administrative office of their decision. In such cases students will be obliged to pay Learning Works the outstanding course fee.

In the case of international students, refunds can only be given as indicated in their Letter of Acceptance.

No change in fees is applicable and no refund will be given to applicants who withdraw or who are asked to withdraw by Learning Works during the duration of the course.

Students missing 20% of the sessions or more will not be awarded the certificate and no refund of fees will be given.

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 on info@learningworks.edu.mt.

Learning Works reserves the right to refuse a deferment or extension request in the event that:

- a 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 student may apply for special consideration to transfer from one course to another. Applications must be made in writing by email to the administrative team on support@learningworks.edu.mt A transfer fee will apply in terms of the Acceptance Letter issued to the student as indicated above.

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

If students decide to change groups, their request will be duly considered. This is not automatically accepted but is subject to availability of places. In such cases, an administration fee of 50 euro (€ 50) is applicable.

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Charlo Bonnici

CEO

Appendix 5

LEARNING WORKS' POLICY (LWP06): DATA PROTECTION POLICY

TYPE: Policy
SUBJECT: Data Protection Policy REFERENCE: LWP06

DATE: 1st October 2020
LAST REVIEWED: 1st November 2024
APPROVED BY: The Board of Directors

Learning Works is part of the Vassallo Group of Companies.

This privacy policy   indicates 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.

Personal information is obtained when you use our website and/or when you visit our Learning Works premises in the Mediterranean College of Sport at 50, Triq Ix- Xorrox, Birkirkara.

This policy includes the kind of data collected, how it is collected and when we will be using it. It includes how we store the data and who has access to it. It refers to marketing use and data protection rights and explains what cookies are and how these are managed. Privacy policies of other websites as well as changes to the privacy policy of Learning Works are discussed. Information about how Learning Works can be contacted as well as how the appropriate authorities can be contacted is also given.

What data do we collect?

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

Students

Personal identification information (Name, ID number, email address and phone/mobile number, etc.)

Personal bust photo for identification

Next of kin information (Name, email address and phone/mobile number)

Bank Account details (To facilitate payments).

Special Category Data (This will include any health conditions that we need to know to ensure safety),

Employees

Personal identification information (Name, ID number, email address and phone/mobile number, etc.)

Next of kin information (Name, email address and phone/mobile number

Recent Police Conduct Certificate.

Personal bust photo for identification

Pre-employment medical assessment.

Employee's attendance and sick leave.

Bank Account details (For Direct Credit purposes).

How do we collect your data?

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

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 the telephone, requesting information about Learning Works Courses

Start studying with Learning Works.

Employees:

Contact us using the telephone, requesting information about the Learning Works' job-related opportunities

Offering a service to Learning Works

Start working with Learning Works.

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

Students:

Public Administration

Various internal standardized reports created by the Learning Works to ensure progress along your educational journey. .

Employees:

Public Administration

Various internal standardized reports created by Learning Works to ensure progress during your career.

Personal file from the mother company – Vassallo Group

Additionally, the institution records lectures, both when sessions are carried out in face-to-face teaching as well as when these are carried out online, with all participants being aware that recording is taking place.

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 your good selves.

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.

How do we store your data?

Students:

Our institution 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 a period of 40 years. Once this time period has expired, we will destroy your hard data. However, for educational reasons, Learning Works will permanently keep a soft copy 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.

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

Who has Access to the data?

Students:

Authorized employees 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 authorized 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:

Authorized employees are responsible for the maintenance of all records which are required to be maintained accurately, and which pertain to an employee's progression within the company.

These records may be inspected at any time as required by authorized 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.

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 participating 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, kindly contact the

Vassallo Group's Data Protection Officer at the address indicated in clause 12

below.

What are your data protection rights?

Our Institution would like to make sure that 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.

The right to rectification

You have the right to request that Learning Works corrects any information you believe is inaccurate and to complete the information you believe is missing.

The right to erasure

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

The right to restrict processing

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

The right to data portability

You have the right to request that Learning Works transfers the data that have been collected to another organization, or directly to your good selves, under certain conditions taking in consideration 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 at the address indicated in article 6 above:

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

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.

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.

Changes to our privacy policy

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

How to contact us

If you have any questions about the Learning Works' privacy policy, the data we hold on to you, or you would like to exercise one of your data protections 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

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 at:

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**

Appendix 6

LEARNING WORKS' POLICY (LWP07): RECORDS MANAGEMENT AND ARCHIVING POLICY

TYPE: Policy
SUBJECT: Records Management and Archiving Policy **REFERENCE: LWP07**
DATE: 1st October 2020
LAST REVIEWED: **7th November 2024**
APPROVED BY: **The Board of Directors**

Introduction

Learning Works manages data as defined in Data Protection Policy LWP06.

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 Administration Manager at Learning Works. The Administration Manager 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's activity at Learning Works including student progression.

The following 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 while 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. Recordings of lectures, which can either be face-to-face sessions or online, also form part of these records. 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 Administration Manager who is also responsible for the day-to-day administrative work related to Learning Works. Additionally, other administrative staff, including the Internal Quality Assurance team (IQA) also have responsibility for the data they are working on.

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. Thus, the gathering of basic reliable information through the application form is important. Before the commencement of every course, Learning Works ensures that the prospective student is fully aware of what is required from him/her, of all the dates of lectures, assignment deadlines and examinations and other important information. During the course the Institution communicates with students to ensure that their learning journey is to their 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 them both to inform them of new courses and opportunities for further study and 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 who might have dropped out at some point. Learning Works uses this data to analyse whether the student manages to enter the labour market on obtaining the qualification and/or whether he or she continues to study. This information enables -- 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 and grievances**

- **Appeals**

- **Recordings of lectures**

 Student academic records will be archived and kept readily available for 40 years.

   The recording of lectures on Zoom for students following courses at MQF/ EQF levels 5 to 7 will remain available for one academic year after students have terminated their course. In the case of students following courses at MQF levels 1-4, recordings will remain available until courses have come to an end and results have been duly published.

Definition of Records Management

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

Proper 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:

- *conduct business in an orderly, efficient and accountable manner,*

- deliver core functions in a consistent and equitable manner,

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

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

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

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

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

- maintain corporate, personal or collective memory.

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:

- support records management within Learning Works.

- Support organisational compliance with legislation and Learning Works' regulations.

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

The Head of Institution and the Administration Manager have overall responsibility for the management of records, 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 record management policies of Learning Works.

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

Individual employees must ensure that the records for which they are responsible are complete and accurate   and are maintained and disposed of in accordance with   the records management guidelines of Learning Works.

Learning Works' Records

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.

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.

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. The retention of records is not to be longer than necessary.

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.

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.

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 and records classification scheme. It also issues a records retention schedule and best practice guidelines.

Relationship with Existing Policies and Legislation

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

Archives are generally defined as:

• 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). 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. Archival Records of Learning Works

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

● 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 the Learning on-site physical storage system of Learning Works 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, depending 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

Appendix 7

LEARNING WORKS' POLICY (LWP08):ACADEMIC INTEGRITY

TYPE:POLICY and PROCEDURE:
SUBJECT: Academic Integrity REFERENCE: LWP08
DATE OF POLICY: 1st October 2020
LAST REVIEWED: 11th November 2024

APPROVED BY: The Board of Directors

4. Plagiarism

Learning Works believes that 'Plagiarism is a form of academic dishonesty that is considered a serious offence and carries severe penalties ranging from a verbal warning, failing an assignment to suspension from the programme/qualification they are following. Students are guilty of plagiarism any time they attempt to obtain academic credit by presenting someone else's ideas as their own without appropriately documenting the original source'. Plagiarism includes but is not limited to:

· Copying any portion from books, journals, and electronic sources without acknowledgment;

· Paraphrasing material from another source without proper acknowledgment or citation;

· Using any part of a previously marked work in a new assignment;

· Obtaining an assignment from an internet research service and handing it in as your own;

· Indiscriminate use of Artificial Intelligence or AI as it is commonly termed.

5.Process

Learning Works places the responsibility of avoiding plagiarism on the students. Work produced by students needs to be authentic and is checked by the respective tutor. In addition, this is also checked by the respective internal verifier. To assist in this process, LW has introduced an anti- plagiarism software, Turnitin, to ensure a high-quality standard for student work is achieved. As a guideline, the similarity percentage should not exceed 21%.

6.Commercialisation of ideas developed by teaching staff and students

Students are to refrain from commercialising ideas developed by their peers or by their lecturers unless they are given permission to do this in writing. The same applies to lecturers who commercialise ideas developed by their students. Transgression of this clause can lead to legal action being taken against those involved.

7. Consequences

Once it is believed that a student has been guilty of plagiarism or examination/test cheating, the student will be subject to the following consequences, according to the gravity of the case:

- a. A verbal warning;

- b. A 'Fail' grade for the students' work;

- c. Cancellation of the examination/test;

- d. Suspension from the course, temporary or permanent .

_____

Charlo Bonnici

CEO

Appendix 8

LEARNING WORKS' POLICY (LWP09): MITIGATION POLICY

TYPE: POLICY
SUBJECT: MITIGATION REFERENCE: LWP09

DATE OF POLICY: 1st October 2020
LAST REVIEWED: 1st October 2021
APPROVED BY: The Board of Directors

MITIGATION POLICY

Definition

Mitigating circumstances are circumstances, outside a student's control, which may negatively impact her/his 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.

Considerations

Such circumstances may include the following:

physical or mental ill-health

severe financial hardship

emotional/personal difficulties e.g. bereavement, family illness

disability i.e., where the student's disability comes to light for the first time at assessment

unavoidable absence

loss of immigration status

jury service/court attendance

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

academic advice from the lecturers concerned. In turn, tutors refer the matter/s to the administrative management of Learning Works with any documentation presented by the students. The administrative team in turn, passes this request to the Internal Quality Assurers (IQA) who then pass on the request to the Chief Executive Officer of Learning Works with a recommendation for the action to be taken.

Charlo Bonnici

CEO

Appendix 9

LEARNING WORKS' POLICY (LWP10): RECOGNITION OF PRIOR LEARNING

TYPE: Policy and Procedure
SUBJECT: Recognition of Prior Learning   **REFERENCE: LWP10**
DATE: 24th September 2021

LAST REVIEWED:
APPROVED BY: The Board of Directors

Informal Learning	Informal learning is not intentionally organised or structured in terms of main objectives, tasks and time constraints. Informal learning normally takes place during various activities done on a daily basis resulting from the place of work, and other leisure and family activities. Objectives may be achieved without the students' knowledge or perspective. Informal learning is achieved through experience which can be random, incidental learning.
Work-Based Learning	Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. Work- based learning can be achieved using alternate methods in a vocational context between VET institutions and or on the job.
Lifelong Learning	The rationale behind lifelong learning is the continuous personal and professional development undertaken throughout life with no age limit with the aim of acquiring certification and improving attitudes, values, knowledge, skills and competences and acquiring qualifications that enhance an individual's personal and social dimension as well as the prospects of a better career.
Knowledge	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
Skills	A skill is the ability to apply knowledge and use know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials and tools and instruments)
Competence	The proven ability to use knowledge, skills and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development.

Learning Outcomes	Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process. Knowledge, skills and competencies are mapped against these learning outcomes (fully or parts of it) for which the candidate seeks exemption from a study unit therefore gaining credits.
Portfolio of Evidence	A portfolio is a collection of documentation, references and records of past learning experiences compiled by the applicant in order to demonstrate the learning achieved through different learning processes.
RPL Coordinator	The RPL coordinator is the person who coordinates the RPL procedures within Learning Works (LW). This is the person who is the point of contact for individuals seeking RPL after the RPL application has been submitted. The RPL coordinator is responsible for supporting applicants/candidates throughout the process.
RPL Technical / Academic Expert	RPL Technical Experts are academic experts with a technical or academic background within a particular area or subject related to the programme of studies offered.

Principles of recognition and accreditation of prior learning (RPL)

Learning which takes place outside formal education may be enriching and may contribute to the acquisition of knowledge, skills and competences. RPL gives visibility, value and currency to such experiential learning thus making the learning more valuable to society. This allows all students and prospective students to enrol and succeed in formal education through gaining entry exemption from an amount of ECTS and modules thus avoiding repetition of content.

RPL will take place prior to admission to a programme of studies. Learning Works aims to give value to relevant learning, irrespective of the mode or place of learning. Learning Works shall ensure that its academic standards are maintained throughout the RPL process when mapping the learning outcomes of a study unit with those that the applicant may have achieved through previous formal, non-formal, informal or experiential learning.

Learning Works, therefore, offers RPL as an exemption from particular modules and a number of ECTSs as part of the chosen programme of studies.

Applicants applying for RPL must provide the necessary evidence as part of their application. A declaration form must be filled in and signed declaring that the evidence provided is true and solely the applicants' work. Further detailed information is provided in the section "The RPL Procedure".

Only up to 50% of the total amount of credits within a programme of studies may be achieved through RPL. Thus, for example, if a programme of studies has a total of 60 ECTSs, an applicant may be exempt from up to 30ECTSs through RPL.

The RPL Procedure

Learning Works aims to provide support and guidance to those applicants who obtained different types of learning through various experiences and who wish to access a programme of study through RPL. Information about the RPL process shall be available online through the Learning Works website: www.learningworks.edu.mt to facilitate and encourage prospective candidates to come forward and seek guidance prior to applying.

Contacting Learning Works

An applicant wishing to apply for RPL at Learning Works has access to the RPL policy on the Learning Works' website. Should the applicant require any further information or assistance with filling in the application form they should contact Learning Works where the staff would be able to help and contact the RPL Coordinator as and when necessary.

Applying for RPL

Applicants who opt to apply for a programme of studies through the RPL route shall be responsible for demonstrating how the learning outcomes obtained through prior certified learning or experiential learning are relevant to the programme of studies they are applying for.

To ensure that the RPL can be carried out effectively, any form of evidence including any relevant documents is to be attached to the application. The evidence that can be included in a portfolio includes:

A detailed, up-to-date curriculum vitae (CV)

Employment history

Any formal certificates or continuous professional development awards

Letter of reference/s

Duties performed at current/past jobs

Voluntary work

Examples of work-related documentation (e.g. prepared reports, budgets, plans, articles)

Internship or apprenticeship programmes

Other relevant evidence that is linked to the programme of studies/ study unit

The evidence is to be scanned and sent by email together with the application form on info@learningworks.edu.mt.

These documents will be filed and saved by the Learning Works' administration department. The RPL Coordinator, the CEO and the Internal Quality Assurers shall have access to this documentation.

The applicant shall fill and sign two declaration forms (which are annexed to the application form). The applicant shall sign to confirm that the evidence provided is authentic and to give access and permission to Learning Works to be able to verify the documentation provided when necessary.

Application Process

The applicant should then submit the application form via email together with copies of the evidence as described above. An applicant will receive an update with regards to their RPL application submitted within two weeks. This update may include a request for more evidence or an invitation to any further assessment as deemed necessary by the RPL Coordinator. The RPL Coordinator will be present and available throughout the process so that applicants and staff can always be in direct contact.

Upon receipt of applications, Learning Works shall provide information to students about what is expected from the RPL process and carry out the steps in point 4 below.

Reviewing of the Application Form

The CEO shall appoint one or more assessors who are deemed appropriate to assist the RPL Coordinator in carrying out these assessments. The RPL Coordinator's role is to provide support to the assessors and technical experts who form part of the process. Should a conflict arise, the RPL Coordinator's decision is final.

Technical or Academic experts are to be appointed to carry out the interviewing part of the assessment. The RPL procedure should give applicants the opportunity for formative and personal development through the whole process, therefore feedback should be provided throughout the process. This will be provided through a form that the technical experts shall compile following the assessment process.

Evaluation Methods

The evidence submitted to support the application form shall be assessed against the learning outcomes of the relevant programme of studies. Consideration will be given to:

Validity – Documents and evidence provided for RPL should match the appropriate academic level and at least 70% of the learning outcomes required by the relevant programme of studies and the respective modules.

Sufficiency – Applicants shall provide sufficient documentation to support their application form. This will aid in determining the type of assessment to be carried out by the technical experts.

Authenticity – The applicant should provide a variety of documentation together with signed declaration forms.

Relevance – Learning achieved through different forms of learning as stated in the glossary is to be mapped to the learning outcomes of the respective programme of studies.

The RPL Assessment will include the review of the application form as well as one or a combination of the following overarching assessment methods to ensure that the RPL awarded is valid and sufficient.

The Brief Assignment: This will be determined by the technical experts. This is to allow the applicants to demonstrate the learning outcomes which were acquired through different forms of learning.

Interview / Oral Examination: This is to provide the applicants with the opportunity to submit additional information in person which is in line with the learning outcomes of the respective programme of studies and its study units.

Practical Assessment: Direct observation of the applicant may be required to confirm the competences previously obtained. A simulation of a particular role may be applied if necessary.

Case Study: This is to provide the applicant with the opportunity to carry out decision making skills in a particular situation which is given by the technical experts.

Written Test: If deemed necessary, assessors may ask candidates to sit for a written test based on the learning outcomes of the programme of study or the modules that the applicant applied for.

The candidate will be notified about any method of assessments in two weeks by Learning Works who will carry out the necessary arrangements beforehand.

Feedback and Results

Once all the necessary RPL assessments and evaluations are done, the assessors, technical experts and the RPL Coordinator shall compile a report on the applicant's RPL process which will include the final results and marks obtained. The applicant is to be given marks based upon the evidence presented, the interview and any other assessment carried out. The applicants will be assessed against the learning outcomes of the respective study unit. If the evidence, knowledge, skills and competences presented during this process prove that the candidate is already in possession of at least 70% of the learning outcomes of the particular programme of studies, then the applicant will be exempt from particular modules in the chosen programme of studies.

Appeals

Applicants who may feel that the RPL assessment was unfair may forward their written complaint to the CEO of Learning Works via email on cbonnici@learningworks.edu.mt copying the Internal Quality Assurance staff (IQA@learningworks.edu.mt). In this case, the CEO shall appoint another assessor as a technical expert to reassess the first

assessment. The second assessment result shall be deemed as final, and feedback shall be provided to the applicant in a detailed report compiled by the appointed technical expert.

Quality Assurance

Any documentation compiled throughout the RPL process shall remain confidential and filed by the administration department at Learning Works. The Manager, Quality Assurance should be given access to check reports and relevant documentation should the need arise.

The Internal Quality Assurance Department will constantly be updated on the RPL procedures to ensure efficient monitoring of the RPL process. QA personnel shall make sure that assessments are held in a fair and transparent manner and ensure that the evidence is analysed fairly and according to the set RPL policy.

Results

Within a month from the final assessment, the applicant is expected to receive the results of the RPL process. If the candidate is successful and is exempt from any modules and several credits, this will be reflected in the final transcript. Learning Works shall mark these modules with an asterisk and a Pass in the final transcript.

Applicable Fees

A processing fee of €25 per ECTS is applied. The final fee of the RPL shall be based on the number of the total credits allocated per module (e.g. if a module has 6 credits, a fee of €150 is charged prior to the assessment process).

If the candidate is successful in the RPL assessment and hence obtains an exemption it is to be ensured that a candidate is not charged twice. This is worked out through deducting the exempted number of ECTS from the full ECTS of the programme of studies. For example, if a programme of studies has 60 ECTS and the candidate has obtained exemption for 5 ECTS, then the candidate is to be charged for 55ECTS and not the full programme.

Applicable fees may be amended from time to time and any changes will be reflected in an update of this policy and procedures.

_____

Charlo Bonnici

CEO

Appendix 10

LEARNING WORKS' POLICY (LWP11): STUDENT WORK PLACEMENT POLICY

SUBJECT: STUDENT WORK PLACEMENT REFERENCE: LWP11
DATE OF POLICY: 21st October 2021 (Effective from 1st January 2022)
LAST REVIEWED: 22nd October 2024
   APPROVED BY:

The Board of Directors

Facilitate the student's development of the required standards of proficiency.

Are in a setting that reflects the normal context and environment for that practice.

Are of a number and duration that enable learners to fulfil the demands of the profession.

RESPONSIBILITIES

Learning Works is responsible for:

Ensuring the quality, standards and the student experience for work placement learning.

Approving, recording, monitoring and reviewing work placements to ensure the quality of the learning experience and the continued appropriateness of the work placement. These work placement visits will be carried out by the mentoring staff of Learning Works or by the staff of the Institution where the placements are being carried out and moderated by the Internal Quality Assurers of Learning Works.

Issuing clear guidance to those involved in the work placement, including placement providers, Learning Works' staff and students.

Drawing up a training programme plan that shall contain the following information:

training programme title;

relevant skilled and technical occupation;

eligibility and entry requirements;

calendar dates and hours to be spent at Learning Works and work-based locations including number of hours or working days for each week of the calendar year when a learner will be engaged in work-based learning with the sponsors and engaged in institution-based learning;

learning outcomes and credits for institution-based and work-based learning defining the knowledge, skills behaviours and attitudes to be gained;

assessment methodology providing the types of assessment, dates, duration, location at the sponsor and at Learning Works;

qualification or award level obtained on the Malta Qualifications Framework and the equivalent European Qualifications Framework or on international qualification structures recognized by industry on successful completion of the full learning programme;

progression to further training programmes;

due date of review of the educational content of the training programme by Learning Works.

RIGHTS AND OBLIGATIONS

Learning Works shall:

i.   act as the administrator of the training programmes and shall be responsible for the development, coordination, control, assessment and certification of the training programmes, as well as the provision of the institution-based learning component;

develop training programmes in consultation with sponsors;

review the programme every three years;

conduct internal quality audits on training programmes and their support administrative processes;

Set up a Work-Based Learning Operational Board to develop, administer, control and improve all processes pertaining to the training programmes in relation to work-placements;

ensure that training programmes, systems and processes reflect the national strategy for social inclusion in education;

issue the qualification or award for each training programme in accordance with the Malta Qualifications Framework or on international qualification structures recognized by industry;

mediate on issues relating to work-based learning and training which may arise between the learner and the sponsor;

ensure that entry requirements and the selection of learners are equitable and free from discrimination on the grounds of age, belief, creed and, or religion, colour, ethnic origin and, or race, disability, family responsibilities and, or pregnancy, family and, or civil status, gender expression and or gender identity, genetic features, health status, political opinion, sex and, or sex characteristics, and sexual orientation;

oblige learners to keep a written training logbook record up to date, and to inspect the records insofar as such records are required as part of the work placement;

provide proper health and safety equipment and facilities in accordance with the Occupational Health and Safety Authority Act;

ensure that learners are covered by the sponsor's public liability insurance;

ensure that the learners' well-being is safeguarded and that they are trained in an environment that is free from discrimination, workplace bullying or harassment.

2 a.   Learners shall have the following rights:

the
     i.   they may be eligible to benefit from student maintenance in terms of

         Student Maintenance Grant Regulations;

equivalent
     ii.   those on apprenticeship programmes have the right to an income

workplace
         to the national minimum wage per hour for the hours spent at the

         as stipulated in the training programme plan. The income per hour is

student
         calculated as the income derived from the sponsor and from the

         maintenance grant.

b.   Learners shall:

     i.   perform tasks entrusted to them as part of their work-based training;

training
     ii.   undergo vocational education and examinations as outlined in the

         programme plan;

work-
     iii.   abide by the instructions given to them within the framework of their

give
         based training by the sponsor, trainer or any other persons entitled to

         such instructions;

iv.   attend work-based training in accordance with the pre-established training

        programme plan;

v.   attend any institution-based learning as provided by Learning Works;

vi. update the training logbook on a regular basis as established by Learning Works

vii notify Learning Works if the sponsor is not adhering to the conditions established   by Learning Works;

viii.   abide by the rules of behaviour as established by the sponsor and Learning

        Works.

TRAINING AGREEMENTS

There shall be a training agreement for work placements which has to be signed before the commencement of the training programmes by the sponsor, the learner and Learning Works.

A training agreement is binding throughout the duration of the programme and shall end upon the expiration of the period of training and upon successful completion by the learner of the training programme as established in the training agreement. If the learner fails to successfully complete the training programme s/he may request an extension

until the next possible occasion for successful completion of the training programme which period shall not be extended for more than one year.

A learner who fails to attend a training session or who discontinues the work-based period before the time specified by the training agreement shall be liable to pay Learning Works Euro 50 for each and every session that is not attended. Payment will only be waived in exceptional c circumstances including illness where a medical certificate will need to be produced..

A training agreement for work-placements that are not remunerated shall contain the following conditions:

i. identification of the recognised skilled and technical occupation for which the work-based learning is conducted;

identification of Learning Works as the overseer of the training programme;

identification of the sponsor and the lead trainer within the organisation who would act as the lead trainer for the learner throughout the training programme;

start, end date, duration and the specific hours of the work-based component of the training programme;

training programme plan issued by Learning Works;

indication of the premises for the work-based learning.

Learning Works shall set up and maintain a register for the training programmes it administers.

Learning Works shall submit an annual report to the Malta Further and Higher Education Authority *inter alia* on the following*:*

training programmes in progress by occupation, gender, nationality and level of certification;

training programmes concluded that year by occupation, gender, nationality and level of certification;

training programmes to be concluded in the forthcoming year by occupation, gender, nationality and level of certification.

WORK-BASED LEARNING OPERATIONAL BOARD

Learning Works shall establish a Work-based Learning Operational Board which shall consist of at least three members one of whom shall serve as Chairperson who shall have sufficient expertise and knowledge on the subject matter and shall be an employee of the institution.

This Board shall *inter alia*:

adapt, where possible, existing curricula into training programmes including a work-based learning component;

review training programmes;

establish regulations for the assessment of training programmes.

TRANSFER OF LEARNERS

The rights and obligations of any sponsor under any training agreement, may, with the consent of all parties be transferred to another sponsor.

Such transfer shall be complete when it has been registered in the Register of Training Agreements.

Learning Works may, upon the request of the sponsor, or learner, or both, or on its own discretion, terminate the agreement by giving written notice of such decision to both parties, and transfer the learner to complete the training programme with another sponsor in the eventuality that:

either the sponsor or the learner is unable to fulfil the conditions of the training agreement; or

either the sponsor or the learner fails to observe any of the conditions of the agreement; or

any difference or disagreement arises between the sponsor and the learner; or

either the sponsor or the learner is convicted of a serious criminal offence.

The sponsor is not obliged to retain the learner beyond the period of the training programme.

Where, during the period of training, any dispute arises between the sponsor and a learner, the sponsor shall be entitled, as from the date of reporting the circumstances to Learning Works to suspend the learner from work, saving the right of the learner for full reinstatement if the final decision is in the learner's favour.

Disputes between the learner and Learning Works shall be addressed through a grievance lodged with Learning Works followed by an appeal if necessary.

There shall be a Work- Based Learning Appeals Board to which any party may appeal if aggrieved by a decision made by Learning Works.

In the event of a dispute between the sponsor and Learning Works, either party can raise the issue to the Appeals Board.

This Appeals Board consists of an independent chairperson and two independent members appointed by the Minister for Education.

Charlo Bonnici

CEO

Appendix 11

LEARNING WORKS' POLICY (LWP12): STUDENT COMPLAINTS' POLICY and STUDENT COMPLAINTS' FORM

TYPE: POLICY and PROCEDURE
SUBJECT: **STUDENT COMPLAINTS** **REF: LWP12**
DATE: **7th September 2021**
LAST REVIEWED:
APPROVED BY: **The Board of Directors**

All cases are bound with full confidentiality and non-disclosure. Learning Works adopts a   strict policy of confidentiality on all cases.

4.PROCEDURE

The institution's complaints process includes an informal resolution procedure as well as a procedure for formal complaint of an academic decision. The institution expects the student to attempt an informal resolution before making a formal complaint.

At the informal resolution process the student should discuss the matter directly with the party involved and make a reasonable effort to resolve the issue. If this does not lead to resolution a formal procedure needs to be made consisting of the following process:

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.

The complaint must be submitted by the student within 10 days after the decision is made. The student must state the nature of the complaint and the remedy s/he is seeking and describe any previous attempt to resolve the issue.

The complaint is forwarded to the Head of the Institution. The latter appoints an ad hoc board composed of the members of the IQA to investigate the case.

The members of the IQA review the situation and provide a written response, including appeal information within 15 days of receiving the complaint. The ad hoc board calls in any individual they deem fit for the effective proceedings of the hearing.

Following the formal hearing, the ad hoc board formulates the required action/s and informs the Head of the Institution of the execution of the action/s required.

5.APPEALS

An appeal procedure (LWP14) allows the appellant to log a request based on the decision taken by the ad hoc board. All appeals are investigated by the Head of the Institution. The decision of the Head of the Institution is final.

6.RECORD KEEPING

A documented record of all complaints is kept 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 the head of institution. All records are kept for a minimum period of six years.

Charlo Bonnici

CEO

Student Complaints – Form **REFERENCE: LWP12b**

This form is to be used by students requesting a formal complaint as outlined in the Student Complaints Policy and Procedures. A separate procedure is available for students filing a grievance. These procedures and forms may be found online at http://www.learningworks.edu.mt. This form, when completed, must be presented to the Administration Office of Learning Works, 50, Triq ix-Xorrox, Birkirkara.

Section A

Student Details

Full Name: *Date:*

	First	Last		

Phone: *Email*

—   —

ID/ Passport No: _____

Course: _____

Section B

Type of Complaint

Please set out the reason(s) why the complaint is being made and specify:

Who or What is being complained about?

The events that took place in chronological order.

The consequence that you believe you have suffered as a result.

_____
_____
_____
_____
_____

_____
_____
_____
_____

Section C

An outline of the action you have taken so far:

If you have already taken steps to resolve your complaint informally, please outline these below:

(If you have not taken these steps, please proceed to section D)

With whom did you discuss this to try and resolve informally?

_____

Date of meeting/ discussion: _____

Why did you remain dissatisfied with the response to your complaint?

_____
_____
_____
_____
_____

Section D

Desired Outcome:

_____
_____
_____
_____
_____

_____
_____

_____

Signature

Appendix 12

LEARNING WORKS' POLICY (LWP13): STUDENT GRIEVANCES' POLICY and STUDENT GRIEVANCES' FORM

TYPE: Policy and Procedure
SUBJECT: **Student Grievances**   **REFERENCE: LWP13**
DATE: 7th September 2021
LAST REVIEWED:
APPROVED BY: The Board of Directors

All cases are bound with full confidentiality and non-disclosure. Learning Works adopts a strict policy of confidentiality on all cases.

PROCEDURE

The institution's grievance process includes an informal resolution procedure as well as a procedure for a formal, written grievance. The institution expects the student to attempt an informal resolution before submitting a formal grievance.

At the informal resolution process the student should discuss the matter directly with the party involved and make a reasonable effort to resolve the issue. If this does not lead to resolution a formal procedure needs to be made consisting of the following process:

a.   A formal, written grievance is made to the Head of the Institution.

b.   Any formal grievance must be submitted by the student within 10 days after the service or decision is made. The student must state the nature of the grievance and the remedy s/he is seeking and describe any previous attempts to resolve the issue.

The Head of Institution appoints an ad hoc board composed of the members of the IQA.

The members of the IQA review the situation and provide a written response, including appeal information within 15 days of receiving the complaint, copying the tutor involved.

APPEALS

An appeal procedure (LWP14) allows the appellant to log a request based on the decision taken by the ad hoc board. Appeals are investigated by the Head of the Institution. The decision of the Head of Institution is final.

RECORD

A documented record of all complaints is kept 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 the Head of Institution. All records are kept for a minimum period of six years.

Charlo Bonnici

CEO

Student Grievances – Application Form **REFERENCE: LWP13b**

This form is to be used by students requesting a formal hearing as outlined in the Student Grievance Policy and Procedures. A separate procedure is available for students filing a complaint. These procedures and forms may be found online at http://www.learningworks.edu.mt.This form, when completed, must be presented to the Administration Office of Learning Works, 50, Triq Ix-Xorrox, Birkirkara.

Section A

Student Details

Full Name and Surname:

Date:

**Phone
:**

_ _

Email address:

**ID/Passport
no:**

_

Section

Type of Grievance

Grievance against the grade/action of:

Name: _____

Course: _____

Is this grievance based on unlawful discrimination, harassment or retaliation?

_____
_____
__

_____
_____
_____
_____
____

Is this a grade grievance? If yes, complete the following information:

Course: _____

Term/Year: _____

Grade Received:_____

If this is not a grade grievance, briefly state your complaint. (Attach additional sheets to this form as needed)

_____
_____

_____
_____
_____

Grounds for Academic Grievance (clerical error, prejudicial evaluation, discrimination or capricious evaluation) or grounds for Non-Academic Grievance. (Attach additional sheets to this form as needed)

_____
_____
_____
_____

_____

Section C

An outline of the action you have taken so far:

Have you attempted to resolve this matter with the institution?

Yes   No

If yes, with whom did you speak?

Name: _____   **Mobile/Phone Number: _____**

Title: _____   **Date of Communication: _____**

What were the results of this communication?

_____
_____
_____
_____

_____
_____

Section D

Desired Outcome:

_____
_____
_____
_____
_____
_____
_____

_____

Signature

Appendix 13

LEARNING WORKS' POLICY (LWP14): STUDENT APPEALS' POLICY and STUDENT APPEALS' FORM

TYPE: Policy and Procedure
SUBJECT: STUDENT APPEALS **REFERENCE: LWP14**
DATE: 1st October 2020

All cases are bound with full confidentiality and non-disclosure. Learning Works adopts a strict policy of confidentiality on all cases.

PROCEDURE

The Institution's appeals process includes an informal resolution procedure as well as a procedure for formal appeal of an academic decision. The Institution expects the student to attempt an informal resolution before making a formal appeal.

At the informal resolution process the student should discuss the matter directly with the party involved and make a reasonable effort to resolve the issue. If this does not lead to resolution a formal procedure needs to be made consisting of the following process:

a. 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. If the relevant administrator made the original decision about which the appeal is being raised, an appropriate administrator will be assigned to the administrative role in the appeals process.

b. A written report is forwarded directly to the Head of the Institution. The latter evaluates the case and appoints an ad hoc board to investigate the case. The Head of the Institution chairs the ad hoc board,

c. 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 it deems fit for the effective proceedings of the hearing.

d. Following the formal hearing, the ad hoc board formulates the required action/s and informs the appellant of the decision taken.

APPEALS

The decision of the appeals board is final.

RECORD KEEPING

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

Charlo Bonnici

CEO

Student Appeals – Form
REFERENCE: LWP14b

This form is to be used by students making an appeal outlined in the Student Appeal Policy and Procedures. This form, when completed, must be presented to the Administration Office of Learning Works, Triq Ix- Xorrox, Birkirkara.

Section A

STUDENT DETAILS:

Full Name: *Date:*

	First	**Last**			

Phone :   *Email*

_   _

ID/ Passport No: _____

Course: _____

MQF LEVEL: _____

INTAKE:_____

Section B

TYPE OF APPEAL - Indicate the reason for your appeal by choosing from the below options:

Failure in a module. **Write down the mark you obtained and the reason for your failure.**

_____
_____
_____

_____
_____
_____

_____
_____

Dissatisfaction with the final grade in the Course. **Give reasons why you expected a different result.**

_____
_____
_____
_____

Application of Regulations of Learning Works. **State which regulation is being contested:**

_____
_____
_____
_____

<u>Any other type of appeal that is different from the above three</u>. Indicate clearly why you are making an appeal:

_____
_____
_____
_____
_____

Section C

Give an outline of the action you have taken so far:

1.Did the complaint concern a teaching/assessment issue of an administration issue? If it is a teaching/ assessment issue, which module/unit is in question?

_____
_____
_____143

_____
_____
_____

Indicate the name of the individual against whom the complaint is being made.

_____
_____

3.If the issue involves teaching/assessment, did you make a complaint about the issue

   with the lecturer? When was this done?

_____

Why did you remain dissatisfied with the response to your complaint?

_____
_____
_____
_____

Section D:

EXPECTED OUTCOME - What do you wish to achieve with your appeal?

_____

_____

_____

_____

_____

_____

Section E:

For Office Use:

Appeal Form received on:

_____

Appeal given to the IQA on:

_____

IQA report issued on :

_____

Appeals Board final decision reached on:

_____

Decision communicated to the student on:

_____

_____

Elaine Bonnici

Administration Manager

Appendix 14

LEARNING WORKS' POLICY (LWP 15): EQUITY, DIVERSITY AND STUDENT SUPPORT POLICY

TYPE: POLICY
SUBJECT: EQUITY, DIVERSITY and STUDENT SUPPORT **REFERENCE: LWP 15**
DATE: 1ˢᵗ OCTOBER 2020
LAST REVIEWED: 18ᵗʰ MARCH 2025
APPROVED BY: THE BOARD OF DIRECTORS

POLICY and SCOPE

It is the policy of Learning Works to provide all students and staff with a safe, inclusive, and equitable environment enabling all individuals to reach their full potential.

Learning Works promotes equal opportunities, respects, and adheres to the laws of the country in this respect. Learning Works adopts a zero-tolerance to discriminatory behaviour and harassment at the place of work and study. As an academic institution as well as a company within the Vassallo Group, Learning Works embraces and adheres to the concept of equal opportunities for all irrespective of gender, physical abilities, sexual orientation, age, family responsibilities and marital status as well as political and religious beliefs.

Learning Works strives to ensure that there is a consistently high expectation of all students to secure the best possible outcomes and recognises the importance of lecturer commitment, expertise, and enthusiasm to achieve this. Administrative and lecturing staff are expected to be positive role models in their approach to all issues relating to equality and diversity.

Equity should permeate all aspects of the institution and is the responsibility of all the staff of Learning Works. Every member of the community at Learning Works, be it the student body or the staff, should feel safe, secure, valued and of equal worth. Learning Works encourages participation of students with special education needs and disabilities while creating an environment where all students are encouraged to be actively involved in their own learning.

Learning Works provides students with the support required to sustain their development during the learning engagement while engaging in their course of study. Learning Works adopts a student-centred approach respecting the needs of a diverse student population which is considered during the planning, programme delivery and evaluation stages of the student life cycle. The student support policy provides a description of the services offered, the referral procedure, the confidentiality clause and a list of the student support services provided by Learning Works.

DESCRIPTION OF SERVICES

Learning Works provides the following services to students:

1. **Counselling 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 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 based on 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).

REFERRAL PROCEDURE

Students are either referred to the administration team by members of the teaching community or following a direct request by the students themselves. The administration team at Learning Works sends the request to the IQA team who evaluate the nature of the case and then refer the case/s to external professional services for the needed intervention.

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.

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**

Appendix 15

LEARNING WORKS' POLICY (LWP16): ANTI-SLAVERY and HUMAN TRAFFICKING POLICY

TYPE: POLICY
SUBJECT: ANTI-SLAVERY AND HUMAN TRAFFICKING POLICY REFERENCE: LWP16
DATE OF POLICY: 1st October 2020

LAST REVIEWED: 1st Oct 2021
APPROVED BY: The Board of Directors

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 comply and share the values of this policy.

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

iii.   This Policy obliges 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 prevent any illegal violation from taking place immediately.

3.   Compliance

i..   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 do not share the values expressed in this Policy.

ii.   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.

iii. Learning Works will offer learners full protection and support to report immediately any form of modern slavery.

iv.   If disclosure will affect the rights or wellbeing of other humans with respect to modern slavery, the whistleblower is obliged to report immediately, in confidence, to the respective responsible next in line person.

viii.   This Policy aims to protect not only those who might be a victim of modern human slavery but also 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 strongly 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 to all employees within Learning Works 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 Institution's 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 regard to modern slavery.

5.   Breaches

i.   Any breaches of this Policy would lead our employees to be prevented from carrying out any duties within the company. In such cases, students would need to terminate their course of studies.

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

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Charlo Bonnici

CEO

Appendix 16

LEARNING WORKS' POLICY (LWP17): ANTI-BRIBERY and CORRUPTION POLICY

TYPE: POLICY
SUBJECT: ANTI-BRIBERY AND CORRUPTION POLICY **REFERENCE: LWP17**
DATE OF POLICY: **1st October 2020**
LAST REVIEWED: **15th October 2021**

APPROVED BY:

The Board of Directors

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.

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.

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.

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 if it:

a.   is given in Vassallo Group's name, not in the Employee's or Associated Person's name

b.   is not made with the intention to influence a Third Party to gain or retain business advantage or in exchange of favours / benefits

c.   is within the parameters of national law

d.   does not include any cash or cash equivalents

e.   is given openly, not secretly

f.   is of nominal value

g.   is not a facilitation payment of any kind

h.   is seasonal, such as at Christmas time as it is customary to exchange gifts

i.   is not given/received from Public Officials unless approved by Vassallo Group management.

Gifts that in nature go beyond 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 on behalf of Employees by Clients provided that these are reasonable and proportionate such that they 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.

Donations

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

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.

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.

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.

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.

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 members 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.

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.

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.

Training

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

Confirmation

Employees and Associated Persons shall periodically and whenever they are 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 they have read this Policy and agree to comply therewith.

Charlo Bonnici

CEO

Appendix 17

LEARNING WORKS' POLICY (LWP18): STUDENT INDUCTION POLICY

TYPE: Policy

SUBJECT: Learning Resources and Student Support Policy **REFERENCE: LWP18**
DATE: 15th February 2021
LAST REVIEWED: **27th February 2025**
APPROVED BY: **The Board of Directors**

- **Programme name;**

- **Name of Academic Institution;**

- **Awarding Body;**

- **Clear demarcation of lecturer teaching the module;**

- **Demarcation of Module title;**

- **Assignment demarcation (i.e.: 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.**

Tutor Assistance

If students do not understand a particular task, then they should ask their tutors for help. Tutors are obliged to provide students with academic help if they require it. Note: The student should not direct academic queries pertaining modules to personal tutors.

Library facilities:

- **Students will be allowed to access the library at the Mediterranean College of Sport once it is set up. Books on reserve must always remain on school grounds in order to be accessible to all students;**

- **Use of in-house digital library for students following MQF courses at Level 5 Upwards;**

- **Use of Public University libraries.**

Submission of assignments:

• **Students must submit their assignments to the Institution via its Learning Management System.**

Assignment references are to include:

• **Lecturer's name;**

• **The date of submission;**

• **Students are required to keep their receipts in a safe place (preferably until the end of the programme). If a student assignment is lost, then the student submission receipt should be presented to the Administration Office of Learning Works as proof of submission.**

• **Students are required to keep a copy of their assignments submitted for correction at all times.**

Students are informed that on the first day of class in each module, they 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).**

11. A discussion on the aims of the module and the assessment strategy is carried out.

Students are informed about The Student Handbook and where to access it .

 Practice handbooks:

Practice handbooks are distributed and discussed in the case of modules which have a practical   component and a work placement.

Discussions are held on:

•   The Institution's Student Complaints', Grievances' and Appeals' Policies and Procedures;

•   Plagiarism policies and procedures as highlighted in LWP08 ;

•   "Turnitin" software with an example of how it works

•   Health and Safety issues - e.g.: procedures in case of illness and fire

Assistance to Students

An important mechanism to the success of a course/programme will be making sure that student academic, pastoral and personal development needs are met.

Lecturing staff are willing to support students and solve any academic issues they might have. The Administrative staff of Learning Works are ready to support students with personal queries. Other issues are referred to the IQA team for their assistance.

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Charlo Bonnici

CEO

Appendix 18

LEARNING WORKS' POLICY (LWP 19): ONLINE and BLENDED LEARNING POLICY

TYPE: POLICY AND PROCEDURE
SUBJECT: ONLINE and BLENDED LEARNING POLICY   **REFERENCE: LWP19**
DATE OF POLICY: 21st OCTOBER 2020
LAST REVIEWED: 7th APRIL 2025
APPROVED BY: THE BOARD OF DIRECTORS

Scope

Learning Works uses online/blended learning to support experiences that are flexible, responsive and effective and meet the needs of its students.

Definitions

Online/elearning:

The terms online/elearning refer to a form of education in which teachers and students are physically separated.

Blended Learning:

The term blended learning is commonly referred to as a combination of face-to-face learning along with elearning. The ratio between face-to face and online learning is decided by the educator and/or the programme on the basis of the related pedagogical principles and the needs of the programme.

Synchronous Learning:

When the educator and the learners engage in real time through web-conferencing tools such as Zoom.

Asynchronous Learning:

This type of learning involves students working separately at different times, often using recorded lessons or online resources.

Different forms and services

Learning Works includes both synchronous and asynchronous modes of delivery of its

training and learning programmes when the term online learning is being referred to. Synchronous learning sessions are recorded with recorded sessions being available on demand. The institution uses Zoom for online teaching with students being given a password to access sessions.

The institution uses Moodle as its Virtual Learning Platform (VLE). Moodle is scalable, avoids vendor lock-in and it has a service level agreement with SEASUS that ensures that students can access the platform 24/7. It also offers students attending higher level courses the facilities of an online library, Perlego.

Online learning is governed by ethical and legal considerations enabling it to be in line and in conformity with GDPR provisions.

Policy and Procedures

Online and blended learning are part of the institution's vision. The policy and procedures pertaining to online and blended learning are the responsibility of the Head of Institution of Learning Works. The training programmes are designed in accordance with the standards and requirements set by the Malta Further and Higher Education Authority (MFHEA) in the Referencing Report, 2024 and in the Guidelines for Quality Assurance for Online Learning Providers in Malta, 2021 and the External Quality Assurance Provider Accreditation Manual for Higher Education Institutions, 2018.

Orientation Sessions

Both academic staff and students are given orientation sessions on how to use the VLE to the best of their advantage. Academic staff use the VLE to post assignments and results of marking as well as to do the attendance. Students upload assignments on the VLE. Support for students and academic staff is available in person and during working hours as well as through email, on the phone or through video conferencing from the Student and Lecturer Support Officer of Learning Works

Technical Assistance

Staff and students can further benefit from technical assistance given by the IT Department of the Vassallo Group. HIVE, a third-party ICT specialist provides technical assistance for the website while Moodle is supported by SEASUS as indicated above.

Use of Technology

Forum discussions are used to enable students to collaborate in asynchronous modes of learning. During sessions, students may be placed in breakout rooms where they work in pairs or groups and then give feedback to the rest of the class in this way ensuring that collaboration takes place at various stages and levels. Academic staff often use videos to assist learning and present case studies for discussion in synchronous mode. Some facilitators also resort to Mentimeter and other technologies to assess student attention and learning.

Plagiarism Policy

As indicated in the Learning Works' Policy on Academic Integrity, (LWP08), plagiarism, intentional or not, is not permissible. Learning Works has its plagiarism software, *Turnitin* to detect this. The use of AI needs to be carried out judiciously since submitting work produced by AI results in plagiarism with *Turnitin* denoting this accordingly.

Student Feedback

The institution collects student feedback, through a questionnaire, about the learning process at the end of every module to ensure that the teaching/learning process whether online or blended is carried out effectively.

Appendix 19

LEARNING WORKS' POLICY (LWP20): TEACHING STAFF

TYPE: Policy
SUBJECT: Recruitment, Rights and Responsibilities, Performance Evaluation and Professional Development of Teaching Staff   **REFERENCE: LWP20**
DATE: 15th February 2021
LAST REVIEWED: **20th February 2025**
APPROVED BY: **The Board of Directors**

Recruitment and Conditions of Employment

Learning Works applies clear, fair and transparent processes for the recruitment and conditions of employment of teaching staff through the deployment of the following:

· **Selection of candidates based on their qualifications, teaching experience, academic achievements, research contributions and ability to fit with the institutional values. An interview process will be part of the selection process;**

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 Internal Quality Assurance team (IQA) in place at Learning Works.

Rights and Responsibilities

Teaching staff have the right to teach and conduct research without undue interference or censorship, within the parameters of academic integrity and institutional policies.

Teaching staff are expected to deliver high-quality instruction, engage in research, and contribute to the academic development of the students.

They are expected to maintain professional behaviour, uphold the institution's code of ethics and adhere to institutional policies.

Performance Evaluation

The objective is to ensure that the teaching staff's contributions to the institution are recognised, and that areas for improvement are addressed.

This will include student feedback on teaching effectiveness; peer reviews of teaching methods and content together with internal verification of methods of assessment and marks awarded.

Professional Development

The aim is to foster continuous improvement and career growth for teaching staff. Learning Works will organise two professional development sessions annually for staff. It also allocates resources in the form of free use of an online library, Perlego, for teachers of courses starting at MQF Level 5 upwards.

Charlo Bonnici

CEO

Appendix 20

LEARNING WORKS' POLICY (LWP21): ASSESSMENT POLICY

TYPE: Policy and Procedure
SUBJECT: Assessment Policy **REFERENCE: LWP21**
DATE: **1st October 2020**
LAST REVIEWED: **20 October 2022**
  APPROVED BY: **Board of Directors**

Learning Works will be working towards a gradual shift from assessment of learning to one that includes assessment for learning. This implies that assessment will be both formative and summative.

Formative assessment will be used to monitor student learning and provide ongoing feedback that can be tutor-led, peer or self-assessment. A formative assessment refers to the wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course so that adjustments can be made to lessons, instructional techniques, and academic support.

The goal of summative assessment is to evaluate students' learning at the end of a module by an assignment, test or examination or any other benchmark.

Learning Works is taking the definition of summative 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 defines the summative 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 indicating what an individual is capable of doing 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.

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.Summative assessment is vetted by the Internal Quality Assurance team (IQA). The IQA checks that the assessment :

covers the intended learning outcomes,

has a fair marking schedule,

includes rubrics for assessment,

has a variety of tasks present,

is valid, reliable and fair.

3.Formative assessment is assessed through classroom observation and through the lecturers' record of work.

4. Recommendations for change and/or improvement are provided to the respective teaching

staff members given that the above conditions are respected.

5. The approved assessment task is then issued to students.

Procedure 2: Ensuring that summative assessment decisions are fit for purpose.

1.On completion of student assessments, the respective teaching staff member corrects the assessment and provides documented and constructive feedback to students.

2.The Internal Quality Assurance team (IQA) samples the corrected work of the teaching staff member to check that:

Feedback has been provided to students;

Assessment decisions are fair and consistent;

The Final mark/grade is correct.

MARKING PROCEDURES

Students are required to achieve a 50% pass mark in all modules. The following marking criteria are as follows:

Failure -   0% -   49% (Fail)

Pass -   50% - 64% (Pass)

Pass with Merit -   65% - 84% (Pass)

Pass with Distinction- 85% - 100% (Pass)

Students are offered the possibility of re-submitting work if a Fail is obtained. If a student does not pass on the first submission, the student is allowed another chance to resubmit work. However, in such cases only a maximum of 50 marks can be achieved. In these cases, the administration will contact the students concerned and offer the necessary guidance and support.

Submission of Work

Submission of work needs to be within the deadlines indicated by the teaching staff. From the 2nd of January 2023, assignments/assessment components submitted beyond the submission date but within three working days (i.e., excluding weekends and public holidays) will be accepted as an authorized late submission. In such cases, the maximum mark that will be awarded will be the pass mark (50%). Work submitted after three working days after the submission date will be deemed non-submission and graded at zero. In such cases, the course participant will fail the module and be allowed to resubmit the component. The mark of the module will be capped at 50%.

Students attending courses at MQF levels 1-4 will have the possibility of resubmitting work on two successive occasions for each module. This does not include requests for appeals which will be considered separately. Students following Language Courses have the possibility of resubmitting work or doing re-sits, depending on the mode of assessment, on two occasions only for the entire course.

 In the case of students attending Courses at MQF levels 5-7, course participants will remain with the possibility of resubmitting work only once for each module, apart from having the right to appeal.

Resubmission of work needs to be carried out within ten working days in the case of courses at MQF levels 1-4 and fifteen working days for courses at MQF levels 5-7. Failure to abide by these timeframes may lead to failure in the module/s and ultimately in the course.

If students request an extension for the final dissertation in Level 6/7 courses, they need to complete this form: https://forms.gle/u4U7ALE81LKncYxa6 The extension needs to be agreed to by their dissertation tutor.

Course participants who are unable to hand in their assignments due to health or other serious reasons by the due deadline may apply for an authorized extension to submission before the deadline. The administrative staff of Learning Works will accept requests for an extension on the Appeal Form which will be decided by the Appeals Board set up by the Institution. Appeals requested after the deadline will not be automatically accepted.

Assessment criteria are those listed in the approved application form.

Similarly, the same procedure will apply in the case of tests/examinations where re-sits will be held.

Portfolio of Evidence / Practice Portfolio/Reflective Journal

Some of the courses require students to present a Portfolio of Evidence/Practice Portfolio or a Reflective Journal which are formative types of assessment.

The Portfolio/ Reflective Journal confirms the knowledge, understanding, and skills learned in each unit. It may be in electronic or paper format.

Learning Works' lecturers will provide guidance on how to compile the portfolio of evidence/ reflective journal(s) and how to show practical achievement and understanding of the knowledge to successfully complete the unit.

Evidence in the portfolio/journal may take the following forms:

Written questions

Oral questions

Assignments

Case studies

Observed work

Evidence of prior learning or attainment

Report/s

The Practice Portfolio may also include a written assessment as evidence of knowledge, understanding, and skills learned.

All evidence should be documented in the portfolio. This is an ongoing process and should not be left to the end of the course.

Where applicable, lecturers will integrate learning outcomes into practical observations through, for example, in-class discussion and/or oral questioning. When a criterion has been orally questioned and achieved, the lecturer will record this evidence in written form or by other appropriate means. In such cases, participants do not need to produce additional evidence as this criterion has already been achieved.

APPEALS

Students have the right to appeal the assessment mark/grade obtained by requesting a revision of assessment. The procedure to be followed is that indicated in LWP 14.

Charlo Bonnici

CEO

Appendix 21

LEARNING WORKS' POLICY (LWP22): CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY

TYPE: POLICY
SUBJECT: CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY REFERENCE: LWP22

DATE OF POLICY: **1ST October, 2020**
LAST REVIEWED: **19th November 2024**
   APPROVED BY: The Board of Directors

1. PURPOSE

Learning Works ensures that it lives up to its commitment to excellence by focusing on both operational and professional staff development. The aim of engaging in these levels of activity is to enhance the learner experience.

2. SCOPE

This policy applies to all staff employed by Learning Works.

For the purposes of this policy, continuous professional development (CPD) is any learning activity that enables a member of staff to be more effective in carrying out her/his professional duties. This CPD can be carried out in-house, online/blended or through attendance at external events.

suggestions for these CPD sessions on areas that they wish to develop apart from ensuring that it covers areas to meet its obligations.

The Internal Quality Assurance team (IQA) is responsible for organising, administering and delivery of the CPD sessions that address learning, teaching, and assessment issues. Delivery of CPD can also be delivered by academics or lecturers working with Learning Works with the required expertise in the areas in question.

Operational staff development will be organised and delivered by the Head of Institution or her/his delegate.

4. MONITORING AND REVIEWING

The IQA team within Learning Works will evaluate the Institution's training and development provision through feedback forms given to lecturing staff and observation. These will be analysed and a report will be issued at the end of the staff development cycle which will be given to the Head of Institution.

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Charlo Bonnici

CEO

Appendix 22

LEARNING WORKS' POLICY (LWP23): DESIGN and APPROVAL of PROGRAMMES POLICY

TYPE: Policy
SUBJECT: Design and Approval of Programmes   **REFERENCE: LWP23**
DATE: 15th February 2021
LAST REVIEWED: 27th November 2024

The Approval Process

The decision whether a programme is approved is a two-step process:

1. Developing a business case approved by the CEO/Head of Institution of Learning Works and the Board of Directors after consultation with industry stakeholders.

2. Developing an academic case approved by the IQA and the Head of Institution prior to onward transmission to the Malta Further and Higher Education (MFHEA).

Learning Works determines whether a proposal for a programme meets its requirements of feasibility, quality and provision of a high quality of educational experience through an approval process carried out by the Internal Quality Assurers (IQA). 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, and external peers.

Documentary Requirements

The precise format of documentation is a matter for the curriculum development team within the institution to decide. There are, however, several principles governing the relevant documentation and application as requested by the MFHEA.

A Proposal for a Programme will include:

Subject area

Title proposed

MQF/EQF Level proposed

Target candidates

Total amount of ECTSs proposed:

Mode of delivery of programme: face-to-face, online, blended or work-based learning

Programme duration

Mode of attendance

Language/s of instruction of programme

Overall course objectives

General description of course programme

Learning dynamics

Total Learning Hours

Total Contact Hours

Total Assessment Hours

Total Self-Study Hours

Total Practice Hours

Contact hours delivered fully online and contact hours delivered fully face-to face in blended learning

Entry requirements

Mode and ratio of assessment per module

Resources

Electives

The decision whether a programme is developed, once the business case has been approved by the Head of Institution, is normally based on the quality of the proposal submitted and 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 identifies the:

·   Occupations for which the course/programme prepare the students;

Overall knowledge, skills and competences acquired by the learner at the end of the course;

General pedagogical methods and procedures for this course;

The main qualification that will enable the lecturer/tutor to deliver this course

Tutors for this programme who would need to be identified together with their updated *curriculum vitae* (CV) Description of minimum formal qualifications and experience required for the module;

Detailed general assessment procedures including a ratio of assessment types;

Exit awards/qualifications;

Breakdown of each module with a detailed module description, competences, skills, knowledge and understanding expected to be achieved;

Learning outcomes and credits for school-based and work-based learning, defining the knowledge, skills behaviours and attitudes to be gained;

Judgement skills, critical abilities for the module and other 21st Century skills;

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 ECTSs for the module;

Description of how this module will be taught;

Explanation how this module will be assessed;

Core Reading and Supplementary Reading Lists;

Students and stakeholders from the world of work will, when possible, be involved in the design of programmes. Administrative staff will necessarily be involved in the consultation process particularly in drawing up a schedule for the development of the course programme.

 The programmes' structure and content ensure a logical sequencing of their components with a balance between theoretical and practical activities where relevant. Students will have the opportunity of achieving the learning outcomes within a reasonable timeframe.

 Programmes are developed in line with similar programmes in leading foreign higher education institutions.

The last stage of the programme development process will be to transfer all the information on to the programme application form. In the case of courses/programmes developed in-house the application form to be used is that supplied by the MFHEA.

The final approval 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 and Evaluation

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.

Fully-fledged reviews of programmes are not only carried out when issues are flagged by students or lecturers but also in accordance with timeframes determined by the institution. The review process involves the following steps:

· Course content is matched with Learning Outcomes;

· Analysis of the curriculum and its learning outcomes as reflected in the set assessment tasks;

· Study of feedback resulting from meetings with lecturers to discuss *inter alia* relevance of subject matter, assignments set and assessment issues among others;

· Analysis of feedback from meeting with students to analyse their comments about the course and analysis of the feedback submitted when their course came to an end;

· Analysis of the feedback submitted by lecturers after they deliver their courses as well as suggestions made during departmental meetings;

· Study of the materials used by lecturers;

· Submission of report that incorporates the conclusions reached on the basis of the above procedures.

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Charlo Bonnici

CEO

Appendix 23

LEARNING WORKS' POLICY (LWP24): Health and Safety Policy

TYPE: POLICY
SUBJECT: Health and Safety Policy **REFERENCE: LWP 24**
DATE: 20th DECEMBER 2021
LAST REVIEWED:
APPROVED BY: The Board of Directors

SCOPE

The aim of this policy is to ensure, as far as is reasonably practicable, that all activities are carried out with the highest regard for the health, safety and wellbeing of the students, staff and other visitors of Learning Works.

HEALTH & SAFETY ELEMENTS

The Health and Safety policy at Learning Works has four elements namely those related to planning, doing, checking and acting. These imply that the direction is set for effective health and safety management and that risks are dealt with responsibly and proportionately. Monitoring and review are carried out by the Administration Manager with a review of health and safety performance being carried out at the end of the year.

All members of staff are to take reasonable care of their own health and safety and co-operate with the Head of Institution on health and safety issues. They are duty bound to inform the Head of Institution about any serious and immediate danger so that remedial action can be taken.

COVID-19

Learning Works complies with regulations issued by the Health Department and has put in place proportionate control measures namely the availability of sanitizers, social distancing and the mandatory wearing of masks on its premises.

PRIORITISING SAFETY

Learning Works is committed to:

Providing a safe and healthy working and learning environment

Preventing accidents and work-related ill health

Assessing and controlling risks from activities carried out at the Institution

Promoting a positive health and safety culture through communication with staff and students when they participate in face-to-face learning.

Charlo Bonnici

CEO

Appendix 24

LEARNING WORKS' POLICY (LWP 25): VNFIL IQA Policy and LWP 25A: VNFIL APPEALS POLICY and VNFIL APPEALS FORM

Type:	Policy and Procedure
Subject:	Learning Works Validation Assessment Centre (VAC)'s Internal Quality Assurance Policy on the Principles and Mechanisms of the Validation of Non-Formal and Informal Education (VNFIL)
Reference:	VNFIL IQA POLICY LWP 25
Date:	15th November 2022
Last Reviewed:	21st October 2024
Approved by:	The Board of Directors

Purpose

This Internal Quality Assurance Policy aims to present the principles and mechanisms that Learning Works will be adopting when implementing VNFIL for its role as a Validation

Assessment Centre. The policy will include details on how quality assurance is maintained throughout the validation process including the three phases; identification and documentation, assessment and certification. The policy will come into effect in its entirety once the MFHEA will indicate that the consultation phase has been finalised.

Learning Works shall carry out the Validation of Non-Formal and Informal Learning (VNFIL) based on a set of core principles intended to ensure a fair and transparent process.

Glossary

Formal Learning	**Formal learning can be described as learning that takes place in a structured manner and in organized environments such as universities, educational institutions, or the workplace. This is normally structured in a way where time, objectives, tasks, and resources are clearly set by the educational institution. Candidates will apply to participate in this learning experience thus, demonstrating that learning is intentional from the candidate's end.**
Non-Formal Learning	**Non-formal learning is defined as learning that takes place within planned activities. It generally takes place outside formal learning environments but may also take place in a formal institution or in a structured manner in terms of specified time frames, listed objectives and provided support.**
Informal Learning	**Informal learning is not intentionally organized or structured in terms of main objectives, tasks and time constraints. Informal learning normally occurs during various daily activities resulting from the place of work, and other leisure and family activities. Objectives may be achieved without the students' knowledge or perspective. Informal learning is achieved through experience which can be random, incidental learning.**
Work-Based Learning **(Work-integrated Learning)**	**Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. A typical example of work-based learning is apprenticeship programmes where knowledge and skills are obtained and developed in real-life professional settings. Work-based**

	learning can be achieved using alternate methods in a vocational context between VET institutions and or on the job.
Life-long Learning	The rationale behind life-long and life-wide learning is the continuous voluntary personal and professional development undertaken throughout life with no age limit with the aim of acquiring a certification and improving attitudes, values, knowledge, skills, and competencies, and acquiring qualifications that enhance an individual's personal and social dimension as well as the prospects of a better career.
Knowledge	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
Skills	A skill is an ability to apply knowledge and the use of know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials and tools, and instruments)
Competence	The proven ability to use knowledge, skills, and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development.
Interviews/Debates	Generally, a formal meeting during which the candidate or applicant is asked questions orally, sometimes discussing technical situations or different case scenarios. This can also include debates where candidates demonstrate the depth of their knowledge and communication and social skills.
National Occupational Standards (NOS)	Standards which describe what an individual in a particular occupation should know and be able to do to be formally recognized as competent in a given occupation. A list of all published NOS may be found in the MFHEA website and is also reproduced, in part, in Appendix 1 of this Policy.

Portfolio of Evidence/Logbook	A portfolio is a collection of documents, artifacts and materials compiled by the applicant to substantiate/demonstrate that learning has been achieved through different learning processes. A portfolio(or proof of past experience) is where candidates demonstrate critical reflection while making evidence-based statements about the competencies they possess.
Sectoral Skills Unit	An industry-focused unit established by the Authority that develops occupational standards and designs qualifications to improve the workforce's skills. Units are made up of stakeholders with technical expertise in a particular sector or area. In conjunction with experts, these publish NOS and guide appropriate Validation Assessment Centres.
Technical Experts/ Validation Practitioners	VNFIL Technical Experts/ Validation Practitioners are experts in a particular subject or area and possess sound knowledge and competence. Technical experts possess a formally recognized qualification in their area of expertise.
Staged Assessments	Any form of organized assessment under supervision.
VNFIL Facilitator/Co-Ordinator	The VNFIL facilitator/coordinator is the person or contact who facilitates the VNFIL procedures within the Validation Assessment Centre. This is the office or person/s indicated in the application which is the first point of contact for candidates seeking VNFIL. The VNFIL facilitator shall offer support to applicants throughout the whole process.
Practical Test	Where candidates' behaviour is observed and assessed, either through a simulated or a real-life work scenario.
Written or Oral Test	Where candidates demonstrate, orally or in writing, their competencies on a specific subject for the purposes of assessment.

VAC Principles and Processes for the Validation of Non-Formal and Informal Learning

As a Validation Assessment Centre (VAC), Learning Works ensures the implementation of VNFIL with transparency and fairness and follows the set standard procedures as described below for all candidates.

The Validation Process indicated below is in keeping with the Quality Assurance Guidelines of Validation of Non- Formal and Informal Learning issued by the MFHEA which, in turn, are in accordance with the recommendations of CEDEFOP. As can be seen, the validation process is articulated in four main phases: Identification, Documentation, Assessment and Certification, listed below in sections A-D. The process draws on assessing skills and competence that a candidate may already possess, having obtained them through life-long learning, work experience or training in further education.

A. IDENTIFICATION

The Pre-Application process ensures that the identification of knowledge, skills and competences is effectively implemented since it is crucial to establish a candidate's prior achievements. Prior to receiving an application, Learning Works has to ensure that all the necessary documentation, and resources required are set.

In this identification phase Learning Works as a VAC undertakes measures to identify competency gaps that the candidate/s may have in the field they are applying to be recognised in.

QUALITY ASSURANCE (QA) of the Identification Process is ensured by the VAC through the following:	CHECKED	DATE
Learning Works has a candidate-centred approach where no discrimination against gender, race, religion, sexual orientation or opinion is carried out. The VAC is committed to ensure quality, fairness and transparency in validation assessments.		
The validation application form will be uploaded on the VAC's website and easily downloadable.		

The latest copy of public reliability insurance (PRI) is provided by the VAC where the nature of the validation assessment poses a great risk to the candidate themselves and or third parties when using dangerous mechanical, electrical or heavy equipment.		
Learning Works will ensure that access to its QA Policy and Procedures is available online to ensure a candidate-centred approach.		
Information on the validation process is available prior to a candidate's application. Learning Works will ensure that the website is updated with the correct information on the application process and on the whole process of validation assessments.		
Access to the National Occupational Standards (NOS) is available enabling candidates to be aware of and to self-assess their current knowledge, skills and competences.		
A copy of the approved licence to carry out validation assessments, signed by the MFHEA is displayed once it is issued. This will contain the list of the Trade or Sectoral National Occupational Standards that the VAC is approved to carry out.		
The VAC holds information on the person/s, consultants and /or companies assigned to carry out internal quality assurance including their relevant qualifications.		

The VAC has available the last signed report of the last signed report of the internal Quality Assurance audit on VNFIL including comments or further suggestions to address.		
A signed copy of the external Quality Assurance audit carried out by the MFHEA on the Vac is available.		
The table of fees a candidate should pay for each validation assessment is available. It includes the sectoral competence level/s approved by the MFHEA which the validation centre can carry out, without any hidden or further extra charges.		
Information on how a candidate may apply and sit for validation assessment is provided. This may or shall include: **The person in charge to offer further guidance, telephone number/s and or a website link of the VAC.** **Identification of knowledge, skills and competence of the candidate/s through the VAC information prior to application.**		

Prior to formally submitting their application forms, prospective applicants will attend an induction meeting to be able to understand the process. During this meeting the following information is communicated: **The benefits of applying for VNFIL and how it can help them in their job (e.g., obtain the skills card, be certified on the job, promotion etc.) and what it means to have an MQF level rated award.** **The requirements to be eligible for VNFIL (3 years' experience in the sector and MQF level rated Health and Safety Certificate).** **How to fill in the application form correctly.** **How they can obtain the requested information on their past job experiences.** **An explanation of the National Occupational Standards and where they can be located.** **The VNFIL process in a nutshell (Application > Assessment > Results > Certificates)** **Who the assessors shall be.** **Whom they can contact throughout the process should they have any queries.** **If any candidate does not make it for the induction meeting, it will be made sure that this information is provided by Learning Works through an email, phone call or a one-to-one meeting.**		
Candidates will be able to apply online or in person at the offices of Learning Works. When necessary they shall be reviewed by the VNFIL coordinator and by the relevant subject experts/assessors.		

The VAC ensures that an acknowledgment email is sent for each application received. Following this, the responsible officer shall review the applications to ensure that all is in order.		

B. DOCUMENTATION

Documentation is crucial to ensure quality assurance, fairness and transparency of the candidates' assessments. In a candidate-centred approach, the candidate/s are to be given the opportunity to fast track, skip or bypass any knowledge, skill or competence they may have already obtained through self-assessment/s, and apply to be assessed on any knowledge, skill or competence where candidate/s may have skills gaps or needs of further competence, including any required legal or employment updates.

The VAC ensures Quality Assurance (QA) of the Documentation Process through:	**CHECKED**	**DATE**

The provision of evidence of any learning, experience, skill/s and competence that a candidate may already possess in practical scenario/s if the candidate/s have applied to be assessed on them . These may or shall include:

Portfolio of evidence submitted prior to validation assessment/s. Portfolios need to include:

·   **Selection of Work carried out.**

·   **Coverage of content and assessment objectives.**

·   **Authenticity of work.**

·   **Access arrangements.**

Detailed curriculum vitae (CV) e.g. in a Europass format.

     A curriculum vitae needs to cover the areas below:

·   **Profile**

·   **Employment History**

·   **Education**

·   **Skills**

·   **References**

Work samples that attest prior achievements of skills and competence in the related field. Work samples could be in the following format:

·   **Portfolios**

·   **Photographs/ videos of work carried out**

Relevant employment history related to relevant technical or sectoral skill/s. This would cover the following areas: · **Companies worked for** · **Job titles** · **Dates of employment- Start and end dates** **List of achievements/responsibilities** **Certification of skill/s and competence from recognised** **Institutions or training centres.** **Documentation of on-the-job training including continuing professional development (CPDs).** **References from previous or present employers.** **Videos of skills and or competence of the sectoral skill and competence may be included to support the candidate's competence.** **The provision of evidence of any learning and or competence a candidate may have in knowledge and scenario/s, obtained prior to validation assessments.** **Certificates of CPDs from recognised bodies, institutions and or training centres related to the NOS in the sectoral field and competences are required prior to any validation assessment/s.**		

Evidence that any knowledge, skill or competence in a particular sectoral skill or competence in line with the NOS has been achieved. **Recorded videos on any prior knowledge and skills validation assessments carried out.** **The VAC endorses GDPR regulations and ensures the privacy of candidates by having limited staff being able to access records.** **The VAC has available Copies and Forms for:** **1. Candidate's application for Validation Assessment.** **2. Declaration of Authenticity Form for any work and or documents presented by the candidate.** **3. Consent Form for any online assessments.** **4. Candidate Personal Data Retention Form.** **5. Provision of Data Consent for Statistical Purpose Form.** **6. Assessor's Declaration of Interest Consent Form.** **7. Validation Assessment Attendance Form.** **8. Collection of Certificate Form.** **All forms have clear declaration and identification information for :** **• Name and Surname** **• Official Identity (Identity Card, Passport and or Residence)** **• Address of Residence**		

• **Date and Signature/s** **PROCEDURE to be adopted:** **1.** **An acknowledgment email is sent by the VAC for each application received. Following this, the responsible officer shall review the applications to ensure that:** · **The contact details filled in are correct and sufficient.** · **The necessary documents are attached to the application, or the work experience section is filled in correctly.** · **The declaration is duly signed.** **2.** **The responsible officer together with the VNFIL Coordinator shall process the validation applications and the keeping of associated records. Records will be kept electronically.** **3.** **If the application forms received are filled in incorrectly, the VAC's responsible officer will contact the applicant and guide the applicant to fill in the application form correctly.** **4.** **Documents required prior to validation will be collected, processed, and evaluated expeditiously.**		

C. ASSESSMENT

Assessment, the third phase of the VNFIL process, has a candidate-centred approach and is designed to reflect the candidate's individual needs, depending on the candidate's knowledge, skills and competences listed and published in the NOS.

Candidates are provided with assessment feedback on their performance in the assessments. The feedback includes information on any gaps in knowledge and skills that a candidate may wish to have training for with guidelines on how to address those gaps and to re-apply for another assessment. Learning Works binds itself to inform the candidate/s on a reasonable extra cost for possible supplementary assessments.

The VAC has the following in place to ensure Quality Assurance (QA) of the Assessment Process	CHECKED	DATE
The responsible officer from the VAC shall ensure that the assessors are informed of the scheduled applicants. Furthermore the responsible officer shall ensure that each candidate has received the information email prior to their assessment.		
Assessment tasks are both formative and summative. Formative assessments include examples of portfolios of evidence prepared by candidates while summative assessments would include the interview.		
Sample/s or copies of theoretical or staged assessments in line with the required knowledge and competence listed in the NOS.		
Time and length, stating the beginning and the end for each assessment which includes theoretical and practical testing.		
Marking criteria, including mark allocation for theoretical questions and practical task/s for staged assessments.		

Copies of corrected theoretical or staged assessments, including evaluation on whether the candidate/s were competent or otherwise, including feedback.		
A sample of the pool of questions, based on the NOS, that the candidate/s are required to answer when using virtual environment applications for staged assessments.		
A recorded sample/s for online application assessment/s as a means of evidence on competence/s obtained on the candidates' own merit, including feedback.		
A sample of the questions that are used for interview and or oral assessment/s that is sufficient to cover the knowledge and competence as per the required NOS.		
Evidence that interviews or oral assessment/s have been carried out in a clear, fair and transparent way. Recorded sessions may be provided as evidence, including feedback provided to the candidate/s. The keeping of written records will help ensure quality is maintained.		

For on-the-job and or practical assessment/s the VAC has the following requirements in place:		
The qualification or certification of the technical expert/s carrying out practical or on-the-job assessment/s		
An assessment criterion based on the NOS where any skill gaps or feedback can be provided to the candidate/s.		
Risk assessment procedures are in place for contexts where the nature of the assessment may pose a great risk and danger to the candidate/s, individual/s or third parties. These may include: the use of dangerous substances and chemicals, heights, electrical execution and mechanical handheld operating equipment and tools, fires, weather conditions, excavation and demolition.		
The VAC has Candidate Attendance Forms which include the date and signature of the candidate/s.		
The VAC has Declaration Forms that assessors have no conflict of interest to conduct the assessment/s.		

The Interview: **Interview questions are based on the knowledge section within the respective National Occupational Standards.** **Throughout the interview, the assessors need to make sure that the candidate is following, is being spoken to in the language s/he prefers, Maltese or English and understands the assessment process.** **Following the interview, the assessors shall meet to discuss the average mark to be awarded to the applicant.** **A sample of the filled-in interview sheets will be analysed by the Q.A. staff.** **A meeting is then held should there be any disagreement on the marks to be awarded.** **The award of the VNFIL certificate is to proceed immediately once the passes are determined.** **Candidates who need to sit for a second assessment are likewise to be notified as soon as results are issued.**		
The VAC has a sample/s of the assessment/s feedback provided to candidate/s, including any skill gap/s in knowledge or competence the candidate/s may have.		
Records of assessment sheets, data of validation assessments and other available data are to be kept by the VAC and made available when needed for data collection and auditing purposes.		

The candidate/s right of appeal is available and it includes extra fees the candidate/s are required to pay. The procedure for appeals for VNFIL candidates will be the same for any candidate following a course at Learning Works. This is indicated in LW VNFIL Appeals Policy.		
Procedures to forward possible Conflicts of Interest reports to the MFHEA by means of email, phone or registered mail.		
A clear notification of the time window about informing candidate/s prior to validation assessments including the method/s used for such notification. This may be by means of email, phone and/or registered post.		
Results of the full cohort of applicants shall be issued within 20 days of the last assessment held within the cohort. If the applicant sat for more than one assessment, the average of both assessments should be the final mark. The overall pass mark for the interview and on-the-job assessment will be 60% with the participants being required to obtain a minimum of 40% in either assessment provided that the overall mark will be 60%.		
Results shall be communicated to applicants in a clear and easy-to-understand manner via email or by post if the candidate has no access to email. If the result is unsuccessful, Learning Works is to inform the applicant of his/her right to appeal and the procedure and offer them the possibility to re-sit the assessment.		
Candidates may forward any complaints to the MFHEA on the following email address: validation@mfhea.mt and postal address MFHEA, Triq J. Abela Scolaro, Hamrun, Malta, HMR 1304.		

Learning Works' Policy LWP05, Withdrawal and Refund will apply in the case of candidates who apply for VNFIL assessments and then withdraw.		

D. CERTIFICATION

Certification is the fourth and final stage of the VNFIL process. Certification and/or a skills card is awarded to show the candidate's competence for prospective employers that seek competent employees who engage in quality work, safety adherence and good practices in their employment. Following the assessments, results will be communicated.

The VAC ensures Quality Assurance for the Certification Process through the following:	CHECKED	DATE
Certificates of competent candidates are issued within a stipulated and reasonable timeframe.		
Candidates are notified within 30 days of how, where and when candidates can collect their certificate/s.		
Use of Forms indicating consent from the candidate to collect or receive the certificate/s. These include the required details of the person collecting the certificate including the identity and signature of the person collecting any certificate/s.		

Use of officially recognised means of identification of the person/s collecting or receiving the certificate/s and /or the skills card including signature/s. These may include the person's Identity Card, Passport or Legal National Working Permit.		
Certificates and/or skill cards have the signature of the person and/or coordinator responsible and representing the VAC and the name and signature/s of the assessor/s who have carried out the candidate's assessment.		
Certificate/s and or skills cards clearly indicate the following: The Candidate's Name The Occupation, Sector and Job Title The Malta Qualification Framework (MQF) Level The photo of the Candidate The VAC issuing the Certificate Identification of the Assessor/s The Official Stamp and Signature of the VAC		
Certificates and/or skills cards have an Identification number indicating the VAC Licence Number, sector, candidate ID number, abbreviations of Job Title, MQF Level and Year of Assessment.		

Provisioning of data is in place and available when required by the MFHEA and other government authorities including validation inspectors. _____ _ **Charlo Bonnici** **CEO**	⎯⎯⎯	⎯⎯⎯

Appendix 1

FACT SHEET FOR THE IDENTIFICATION PROCESS

Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:

Appendix 2

FACT SHEET FOR THE DOCUMENTATION PROCESS

Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:

Recommendations on the DOCUMENTATION process noted after an Internal Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the IQA Audit:

Date: **Signature:**

Recommendations on the DOCUMENTATION process noted after an External Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

Date: **Signature:**

Appendix 3

FACT SHEET FOR THE ASSESSMENT PROCESS

Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:

Recommendations on the ASSESSMENT process noted after an Internal Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the IQA Audit:

Date: **Signature:**

Recommendations on the ASSESSMENT process noted after an External Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

Date: **Signature:**

Appendix 4

FACT SHEET FOR THE CERTIFICATION PROCESS

Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:

Recommendations on the CERTIFICATION process noted after an Internal Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the IQA Audit:

Date: **Signature:**

Recommendations on the CERTIFICATION process noted after an External Q.A. Audit.

In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

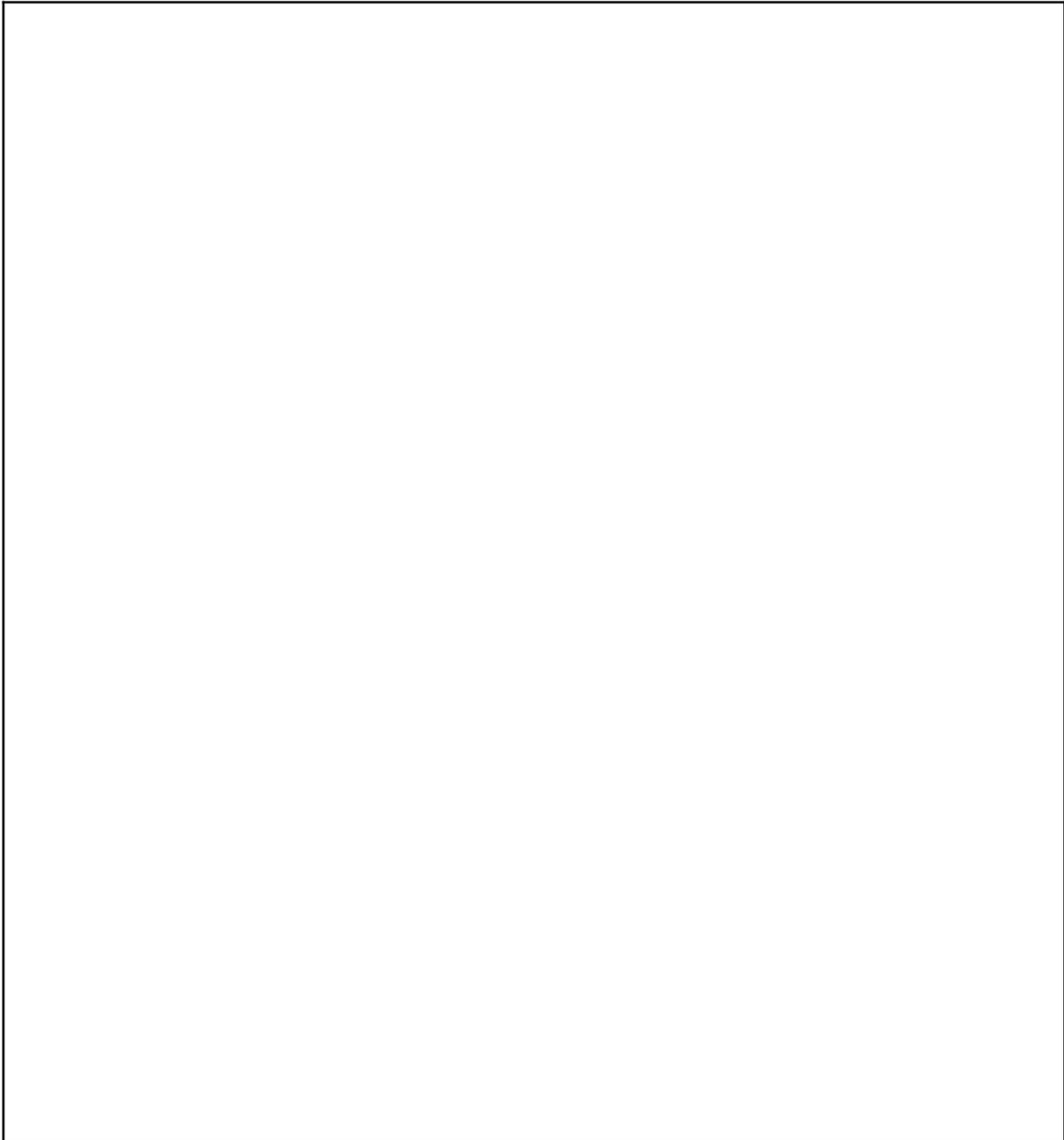**Date:**   **Signature:**

ANNEX 1

INTERVIEW SHEET TEMPLATE

Candidate Details:

ID Number	
Candidate Signature	
Trade/Occupational Standard	
MQF Level	
Date of Assessment	
Name of Assessor	
Assessor's Signature	

A note to the assessor:

In the column 'Marks' kindly rank answers from 0 – 5 as per the criteria below. Kindly avoid fractions and only award whole marks.

The candidate has answered the question correctly and fully during the interview as listed in the Occupational Standard	5 marks
The candidate has answered the question almost fully however left out key minor details.	4 marks
The candidate answered the question more than 50% correctly.	3 marks
The candidate answered the question correctly but with not enough details.	2 marks
The candidate knows the answer to the question however didn't communicate the answer with significant details.	1 mark
The candidate gave the wrong answer to the question asked and had no knowledge of the topic	0 marks

The candidate must get at least XX % correct in each unit to pass. For the candidate to be successful they must pass from each unit.

Name of Module per NOS		
Question		**Marks**
1	*Questions should be specific and avoid vague language. Instead of naming some health and safety hazards at the workplace write Name 5 health and safety hazards at the workplace.*	
2		

3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		

The maximum mark that may be achieved in this unit is a total of XX marks. The candidate requires at least XX % to pass this unit assessment. Any mark over XX is considered a pass and any mark under XX is considered a fail.

Total Mark Achieved:		Pass		Fail	

Competent		Needs Further Training		Not competent	
Other General Feedback:					

DECLARATION

This document shall be retained in the applicant's private folder together with all the relevant documents for future reference. The purpose for the retention of these records is for cases of appeals on decisions made by the assessor/s or for reference if the applicant shall re-apply for VNFIL following further training to fill knowledge, skills and/or competence gaps.

The maximum mark that may be achieved during this assessment is a total of XX marks. The candidate requires at least XX % to pass this assessment. Any mark over XX is considered a pass and any mark under XX is considered a fail.

Total Mark Achieved:		Total in %		Pass		Fail	

Competent		Needs Further Training		Not competent	
Other General Feedback:					

Name of Training/VNFIL Coordinator	
Signature	
Name of Quality Assurance Manager	
Signature	

ANNEX 2

On-the-job Assessment Sheet Template

Name and Surname of Candidate	
The role the candidate applied for	
MQF Level	
Name of Assessor 1	
Name of Assessor 2	
Location of Assessment	
Date of Assessment	

The candidate shall be carrying out practical work related to the role they have applied for to prove that they have the necessary competences as per the respective National Occupational Standard. The assessor shall be paying attention to the job being done with special attention to:

Rate the following statements 1 (lowest mark) to 5 (highest mark)	
Health and Safety precautions that the candidate has taken prior to starting the task. (5 marks)	
The appropriate handling of materials, tools and equipment throughout the task. (5 marks)	
The clean, safe and appropriate maintenance of the work area throughout the task. (5 marks)	

The clearing-up methods used by the candidate upon finishing the task. (5 marks)	
Rate the following statements 1 (lowest mark) to 10 (highest mark)	
The necessary preparation prior to starting the job includes any calculations that need to be done such as calculating how much material is needed for the area. (10 marks)	
The work ethic the candidate has shown throughout the task at hand. (10 marks)	
The candidate has shown key competences and useful skills such as communication skills throughout carrying out the task. (10 marks)	

The following statements have the highest marks that the candidate can obtain. The assessor can ask further questions to invite the candidate to explain the job being done.

Rate the following statement 1 (lowest mark) to 25 (highest mark)	
The candidate has answered the questions posed by the assessor to explain what is being done and why. (25 marks)	
The candidate showed the necessary skills and knowledge as per the national occupational standards whilst carrying out the job. (25 marks)	

FINAL MARK: _____ /100

A mark of 60 and over shall be considered a Pass.

SIGNATURE of ASSESSOR 1: _____

SIGNATURE of ASSESSOR 2:_____

ANNEX 3

General Selection Criteria of Assessors

Educational Qualifications and Experience:

The proposed assessors shall have at least a full qualification in the sector at MQF Level 5 to assess occupations from MQF Level 2 up to MQF Level 4, and at least a full qualification at MQF Level 6 in the sector to assess MQF Level 5.

Demonstrated understanding of assessment and validation methodologies.

Technical Competence:

- **Proficiency in using assessment tools, software, and technology relevant to the validation process.**

- **Ability to analyse and interpret assessment data effectively.**

Knowledge of Regulatory Frameworks:

- **In-depth knowledge of relevant sector's industry regulations, standards, and compliance requirements.**

- **Ability to ensure assessments align with legal and regulatory frameworks.**

Communication Skills:

- **Excellent written and verbal communication skills, including the ability to convey complex information in a clear and concise manner.**

Analytical and Critical Thinking:

-       Strong analytical skills with the ability to critically evaluate assessment content and methodologies.

-       Capacity to identify and address potential biases and ensure fairness in assessments.

Ethical Standards:

-       Adherence to high ethical standards in assessment practices, ensuring fairness, integrity, and confidentiality.

-       Awareness of potential conflicts of interest and commitment to managing them appropriately.

Validation assessors are to provide their *Curriculum Vitae* which demonstrates that they possess sufficient academic credentials to assess and validate the knowledge, skills and competencies of the respective National Occupational Standards (NOS) for which candidates applied. Assessors are to submit a signed Declaration of No Conflict of Interest before embarking on the process of validation.

Specific Selection Criteria per National Occupational Standard

Given that the validation assessors satisfy the above criteria, it is ensured that they satisfy the specific criteria below as per the respective National Occupational Standard.

Assistant Block Layer – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Plasterer – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Electrical Fitter – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Demolition Operative – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Excavation Operative – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Scaffolder – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**

Assistant Formwork and Falsework Erector – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Concreter – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Mobile Crane Operator – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Tower Crane Operator – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Dry Rubble Wall Builder – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Piling Work Assistant Operative – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Tile Layer – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Assistant Gypsum Board Installer – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Road Works Assistant Operative – MQF Level 2	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Block Layer – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Plasterer – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**

Scaffolder – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Formwork and Falsework Erector – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Demolition Operative (with no licence to operate small mobile plants) – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Demolition Operative (with licence to operate small mobile plants) – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Excavation Plant Operative (without licence to operate small mobile plants) – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Excavation Plant Operative (with licence to operate small mobile plants) – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Concreter – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Bar Bender and Steel Fixer – MQF level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Panel Beater – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Structural Steel Erector – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Mobile Crane Operator – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Tower Crane Operator – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**

Dry Rubble Wall Builder – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Piling Work Operative – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Quality Controller – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Road Works Operative – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Tile Layer – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Gypsum Boards Installer – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Road Construction Inspector – MQF Level 3	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Advanced Level Concreter – MQF Level 4	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Advanced Scaffolder – MQF Level 4	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Stone Mason – MQF level 4	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**
Advanced Bar Bender and Steel Fixer – MQF Level 4	**MQF Level 5 in a relevant topic and 5 years' experience within the industry.**

Mobile Crane Operator – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Tower Crane Operator – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.

ANNEX 4

Declaration of Commitment by Assessors

I, [Your Full Name], hereby declare my unwavering commitment to conducting validation assessments with the utmost responsibility, integrity, and dedication. As a validation, I recognize the significant role it plays in identifying and certifying truly competent candidates.

Responsibility:

I pledge to carry out my duties with a sense of responsibility, understanding the impact that accurate assessments have on the lives and careers of individuals. I will ensure that the assessment process is fair, transparent, and free from biases, providing equal opportunities to all candidates.

Integrity:

I commit to upholding the highest standards of integrity throughout the assessment process. This includes maintaining confidentiality, avoiding conflicts of interest, and adhering to ethical guidelines. The assessments I conduct will be based on merit, competence, and the established criteria, fostering trust in the certification process.

Competence Recognition:

I recognize the importance of certifying only those candidates who have truly demonstrated their competence. I will diligently evaluate each candidate's performance, considering a comprehensive range of criteria to accurately assess their skills and knowledge. Certificates will only be awarded to individuals who meet the predetermined standards of competence.

Transparency:

I will communicate openly and transparently with candidates, providing clear information about the assessment process, criteria, and results. I understand that transparency is essential for building trust and ensuring that candidates understand the value and fairness of the certification they are striving to achieve.

By signing below, I affirm my dedication to these principles and declare that I will carry out assessments with the highest level of responsibility and integrity, ensuring that certificates are granted only to those who have genuinely proven their competence.

Signature: _____

Date: _____

ANNEX 5

Declaration of Interest of Validation Assessors

I ……………………………………………..………………., holder of ID card no …………………………………….… hereby declare that:

No person applying and appearing before me for a VNFIL certificate or a skills card is my close relative (wife, husband, son, daughter, grandson, granddaughter, brother, sister, nephew, niece, uncle, aunt, first cousin or close in-laws or others related to the second degree.

I have not coached any candidate during the last year.

I have not worked with the candidates over the last three years.

I am not a friend of the candidates.

I have not had any business relationship with the Candidates over the last three years.

_____

DATE

_____

Name and Signature of Assessor

Appendix 24 Continued

TYPE: Policy and Procedure
SUBJECT: VNFIL APPEALS POLICY **REFERENCE: LWP 25 A**
DATE: 10th November 2023
LAST REVIEWED: 21st October 2024

APPROVED BY: The Board of Directors

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POLICY

Learning Works is committed to respecting the dignity of the individual and seeks to respect and promote the principles of fairness, diversity and inclusion. Learning Works adopts a zero-tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.

1.1   Candidates who feel that their VNFIL assessment was not properly conducted, did not properly reflect their competence and/or they have suffered discrimination or were not treated fairly have the right to appeal the VNFIL assessment's final decision.

1.2   Candidates may forward their complaints to the MFHEA at validation@mfhea.mt or by post to MFHEA, Triq J. Abela Scolaro, Hamrun, Malta, HMR1304.

CONFIDENTIALITY

All cases are bound with full confidentiality and non-disclosure. Learning Works adopts a strict policy of confidentiality on all cases with due compliance with the GDPR.

PROCEDURE

The Institution's appeals process includes an informal resolution procedure as well as a procedure for formal appeal of a decision taken by the . The Institution expects the candidate to attempt an informal resolution before making a formal appeal.

At the informal resolution process, the candidate should discuss the matter directly with the party involved and make a reasonable effort to resolve the issue. If this does not lead to a resolution a formal procedure needs to be made consisting of the following process:

The candidate logs in a formal, documented complaint to the VNFIL co-ordinator or any member of Learning Works top management team of his/her trust. If the relevant administrator made the original decision about which the appeal is being raised, an appropriate administrator will be assigned to the administrative role in the appeals process.

A written report is forwarded directly to the VNFIL coordinator. The latter evaluates the case and informs the Head of Institution who appoints an ad hoc board to investigate the case. The Head of the Institution chairs the ad hoc board,

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 it deems fit for the effective proceedings of the hearing.

Following the formal hearing, the ad hoc board formulates the required action/s and informs the appellant of the decision taken.

APPEALS

The decision of the appeals board is final.

RECORD KEEPING

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

RECORD KEEPING

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Charlo Bonnici

CEO

VNFIL Appeals Form

REFERENCE: LWP25 A

This form is to be used by candidates making an appeal outlined in the VINFIL Appeals Policy. This form, when completed, must be presented to the Administration Office of Learning Works, Triq Ix-Xorrox, Birkirkara. A copy of this form will be sent to the MFHEA by Learning Works at: validation@mfhea.mt

Section A

STUDENT DETAILS: Full Name and Surname: Date:

Phone/ Mobile: _____

ID/ Passport No: _____

email: _____

VNFIL Occupation applied for: _____

Section B

TYPE OF APPEAL - Indicate the reason for your app

e al b y c h o o si n g fr o m t h e b el o w o p ti o n s:	

Failure in the assessment. Write down the mark you obtained and the reason given for your failure.

_____
_____

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Application of Regulations of Learning Works. State which regulation is being contested:

_____
_____
_____
_____
____

Any other type of appeal that is different from the above. Indicate clearly why you are appealing:

_____
_____
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Section C

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tline of the action you have taken so far:	

Did the complaint concern an assessment issue? If it is an assessment issue, which assessment is in question?

_____
_____
—

_____
_____
—

Indicate the name of the individual against whom the complaint is being made.

_____

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3.If the issue involves an assessment, did you make a complaint about the issue with the assessor? When was this done?

_____

Why did you remain dissatisfied with the response to your complaint?

_____
_____
_____
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Section D:

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ME - What do you wish to achieve with your appeal?	

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Appendix 25

Learning Works' Policy (LWP 26): Code of Ethics

TYPE: POLICY and PROCEDURE
SUBJECT: Code of Ethics   **REFERENCE: LWP 26**
DATE: 20th July 2024
LAST REVIEWED: 8th January 2026

APPROVED BY:

The Board of Directors

INTRODUCTION

The Code of Ethics (henceforth also referred to as the Code) reflects the ethical principles and the values that inspire Learning Works (hereinafter also referred to as the Institution). This Code is applicable to the Board of Directors, the Chief Executive Officer, The Administration, Mentors in the Residence Homes, the Internal Quality Assurance Team, the Student Body, the Lecturers and all those who work within the Institution.

GENERAL PRINCIPLES

1.Learning Works is committed to respecting the principles of honesty, correctness and legality with all stakeholders. The rules of correctness, loyalty, and collaboration shall apply.

2. Learning Works shall strive at all times to maintain the highest standards of integrity and quality. This is not limited to compliance with laws and regulations and contractual obligations since even the appearance of impropriety or misconduct can be damaging to the Institution. Rules of fairness, honesty, and respect for the rights of others shall govern the Institution's conduct in the absence of specific laws or regulations.

3. Learning Works is an institution dedicated to the pursuit of excellence. This commitment is the principle of treating each person who works or studies within this institution fairly and with respect. Inclusion and diversity are practised as a matter of course apart from being enshrined as part of the Institution's policies.

4. The Institution undertakes to respect and pursue objectives of environmental social and economic sustainability, aimed at minimising its own impact on the environment and

natural resources, to increase social cohesion and to reduce inequalities and sustainable economic advancement.

5. The institution encourages academic freedom of inquiry and expression as long as members of faculty follow principles of external rigour. Faculty members are free to teach subjects based on their expertise, without undue interference from political, institutional or external elements so long as course content and methodology are in accordance with the programme approved and accredited by the Malta Further and Higher Education Authority.

6. Members of the teaching profession shall maintain professional boundaries, avoid improper physical contact, avoid inappropriate communication via any form of media and avoid inappropriate relationships with students. The members of the teaching profession are duty bound and are ultimately responsible for maintaining a professional distance. They are expected to act appropriately towards students exercising care in their language, gestures and attitudes, ensuring that they do not act in a manner that is embarrassing or disparaging and ensuring that they do not use abusive language or make inappropriate remarks.

7. The Institution considers excellence in research and innovation as fundamental factors for the advancement of society and expects students and lecturers to respect intellectual property. Teachers are furthermore expected to maintain high standards of practice in relation to teaching and learning, classroom management assessment and reporting. They are also expected to keep abreast of current trends and practices to improve their academic knowledge.

8. All members of the Institution are expected to comply with all applicable rules, laws and regulations and policies pertaining to the use, protection and disclosure of data and information.

9. Members of the Institution are expected to employ sound business practices and exercise prudent financial management in their stewardship of the Institution's resources.

PURPOSE

1. The Code is mainly meant to be aspirational and is intended as a framework to assist staff, students and teachers to achieve excellence.

2. In the case of reported breaches of the Code, the Head of Institution /CEO will appoint an investigative board which will examine the issue raised. After due consultation with the party/parties involved, a report will be drawn up. Action will be taken based on the seriousness of the case with minor infractions being decided internally with the party/parties concerned and more serious ones being referred to the competent authorities.

CHARLO BONNICI

CEO

Appendix 26

Learning Works' Policy (LWP27): Research Ethics Policy and Procedure

TYPE: POLICY and PROCEDURE
SUBJECT: Research Ethics **REFERENCE: LWP 27**
DATE: 8th August 2024

LAST REVIEWED:
APPROVED BY: The Board of Directors

Preamble

This policy is aimed at addressing the need of students carrying out research while following courses organised by Learning Works.

Research Ethics Committee

The CEO will appoint persons to form part of the Research Ethics Committee (REC). Members should be in possession of a master's degree and have experience in applying research methods and carrying out research.

The members of the REC are particularly responsible to handle any research queries and issues addressed to it by the lecturing staff of Learning Works.

Research Guidelines

Students who are carrying out research as part of their course requirements, particularly in the writing of dissertations, are in duty bound to follow ethical principles. The key principles include the following:

1.Voluntary participation. The research subject* is autonomous and has a right to his/her own values and choices*.*

 * The research subject is the person who is participating in the research.

2.   Informed consent. The subject needs to give his/her consent prior to being interviewed or asked to fill in any questionnaire.

3.   Anonymity and confidentiality protection of privacy. Subjects cannot be identified in the study.

4.   Avoiding potential harm. Any research work should be carried out for the benefit of the subject and is geared to avoid any harm.

 5.   Results' communication. Results of the study should be communicated to the subject should the subject wish that this be done.

6.   Honesty: truthfulness in terms of the study is essential and facts cannot be altered to fit any preconceived results.

7.Justice: research subjects are to be treated fairly at all times.

 The following research studies require approval by Learning Works:

1.   Diagnostic tests where analysis of data is involved.

2.   Quality improvement and cost benefit analysis.

3.   Surveys and interviews particularly where sensitive information is identified or collected.

 Responsibilities of students carrying out research

1.   **Researchers need to follow the research guidelines indicated above.**

2.   **They need to submit the research consent form attached to this document to Learning Works after it is administered to the research subject.**

3.   Researchers are to inform the research subjects, in writing, what they will be doing, drawing attention to what could conceivably be objected to. The language to be used must be the one that the research subject fully understands. They need to inform the subjects how the collected data will be used and how and to whom it will be reported.

4.   They are to ensure that confidentiality of data is maintained by complying with the General Data Protection Regulations.

Responsibilities of supervisors of dissertations

Supervisors of dissertations are responsible for fostering the required skills and competences through one-to-one or small group teaching.

Supervisors are to provide guidance and advice to students on projects leading to the writing of a dissertation. Guidance is to be provided at all stages of the dissertation process starting from the origination stage, the planning, the execution and completion of the project till the end resulting in the writing stage. This support is also to be extended on issues related to language competence, information technology, mathematics or statistics.

Supervisors related to the student on the basis of consanguinity or affinity are to declare such a relationship and may not proceed with this role in such cases.

The supervisory role comes to an end when the dissertation is submitted for examination.

Supervisors give feedback intended to improve the quality of work and are not responsible for approving a dissertation.

Supervisors are not responsible for proof-reading the dissertation and neither are they responsible for any plagiarism that might be present in the finished dissertation.

If a supervisor decides that plagiarism is present in submitted work s/he is at liberty to admonish the student and demand corrective action or report the matter to the institution's Research Ethics Committee. If an admonishment is carried out and a second case of plagiarism is again present, the supervisor is obliged to report the matter to the Research Ethics Committee.

Supervisors are expected to keep a written record of supervision meetings, including dates and any critical action agreed and deadlines.

References: *Principles of Procedure on the Supervision of Masters' Dissertations and Doctoral Theses,* University of Malta, 2010

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Charlo Bonnici

CEO

Appendix 27

LEARNING WORKS' POLICY (LWP 28) CODE OF CONDUCT FOR HEALTHCARE STUDENTS ON WORK PLACEMENTS

TYPE: CODE OF CONDUCT
SUBJECT: CONDUCT DURING WORK PLACEMENTS **REFERENCE: LWP 28**
DATE OF IMPLEMENTATION of CODE of CONDUCT: 01.10. 2024
LAST REVIEWED:

APPROVED BY: The Board of Directors

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Learning Works is of the firm opinion that students who are carrying out their work placements need to abide by the code of conduct indicated below:

1.   Act with respect for residents' rights to freedom of expression, self-determination and decision-making in accordance with applicable laws and regulations.

2.   Respect the residents' dignity and value their diversity through recognizing their uniqueness.

3.   Act with respect to the privacy of the residents.

4.   Communicate appropriately and effectively.

5.   Provide care, support, and services safely and competently with care and skill.

6.   Keep within your scope of practice by only carrying out duties in the areas for which you have been trained for which you have appropriate knowledge and skills.

7.   Act with integrity, honesty, and transparency.

8.   Promptly take steps to act on concerns about matters that may impact the quality and safety of care, support, and services of the residents.

9.   Provide care, support, and services free from all forms of violence, discrimination exploitation, neglect, abuse, and sexual misconduct.

10. Refuse any gifts, favours or hospitality from residents which might be construed as attempts to exert influence to obtain preferential treatment.

11. Act with respect for residents' rights to freedom of expression, self-determination and decision-making in accordance with applicable laws and regulations.

12. Respect the residents' dignity and value their diversity through recognizing their uniqueness.

13. Act with respect to the privacy of the residents.

14. Communicate appropriately and effectively.

15. Provide care, support, and services safely and competently with care and skill.

16. Keep within your scope of practice by only carrying out duties in the areas for which you have been trained for which you have appropriate knowledge and skills.

17. Act with integrity, honesty, and transparency.

18. Promptly take steps to act on concerns about matters that may impact the quality and safety of care, support, and services of the residents.

19. Provide care, support, and services free from all forms of violence, discrimination exploitation, neglect, abuse, and sexual misconduct.

20. Refuse any gifts, favours or hospitality from residents which might be construed as attempts to exert influence to obtain preferential treatment.

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References: Australian Government, Aged Care Quality and Safety Commission; Maltese Code of Ethics for Nurses and Midwives, 1997; Health and Care Professions Council, hcpc-uk.org/standards-of-conduct-performance-and-ethics published on 26/01/2016

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Charlo Bonnici

CEO

Appendix 28

LEARNING WORKS' POLICY (LWP 29): TEACHING and LEARNING

TYPE: POLICY

SUBJECT: TEACHING and LEARNING

REFERENCE: LWP 29

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DATE: 20th SEPTEMBER 2024

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LAST REVIEWED:

APPROVED BY: The Board of Directors

SCOPE

The aim of this policy is to provide guidelines leading to quality teaching resulting in better learning. It is not excluded that some of the issues that are discussed below feature in other policies of this institution.

APPROACHES to TEACHING and LEARNING

Excellent teaching leading to the development of learning is an important factor in improving learners' academic performance. While there is no single approach that will necessarily lead to success, it is acknowledged that there are strategies and practices that lead learners to better understanding and performance. Learning and teaching strategies, as indicated in Learning Works Policy 1, inevitably focus on the roles performed by both teachers and learners.

Active learning, where the students are actively engaged in the learning process rather than being passive recipients of knowledge and information, is crucial. Interaction between learners and the teacher where feedback is provided helps in creating the right climate for learning

STRATEGIES

Teachers need to use different approaches to ensure that they reach all the learners. As indicated below, this involves carrying out differentiated teaching.

Teachers need to apply formative assessment techniques to regularly inform themselves whether learners are reaching their objectives. Knowing where the learners have arrived on their learning journey will enable teachers to carry out differentiated instruction where necessary. Differentiation can take place in a number of ways, the most straightforward

being through varying how a lesson is taught and how it is assessed. Through flipped learning, time will be available to carry out individualized learning.

Teachers need to keep in mind that the learners following the institution's courses are adults and therefore their approach needs to focus on andragogy, on how adults learn how learning can be monitored effectively and how effective teaching can take place.

Effective teaching involves scaffolding of learning through identifying key concepts. Reflecting on key concepts can help teachers to focus their teaching particularly when teaching courses at Levels 1 to 3.

A learner-centred approach where students are actively involved through solving problems, engaging in discussions and answering questions denotes that students are actively engaged.

Cooperative learning where students work together in pairs or teams either in face-to-face teaching or in breakout rooms during online teaching can be a highly effective instructive approach.

ATTRIBUTES

Learners and teachers need to have various dispositions to excel. The following attributes, developed by Cambridge, foster learning habits that will inspire learners to embrace learning and help them lead fulfilled and successful lives:

Confidence – Learners are keen to explore and evaluate ideas in a structured manner while teachers are confident in their subject knowledge and in its pedagogy.

Responsible – Learners take ownership of their own learning with teachers who are supportive and collaborative.

Reflective – Learners are reflective and develop the ability to think critically and solve problems continuing on the road to become lifelong learners. Teachers develop their skills through reflection on practice involving research, evaluation and adaptation.

Innovative – Learners adapt flexibly to new challenges. Teachers need to carry out an inquiry-based approach in their teaching. They are ready to learn and apply new skills.

Engaged – Learners are eager to learn. Teachers are passionate about learning and teaching.

INFORMATION COMMUNICATION TECHNOLOGY (ICT)

Effective use of ICT is essential for teaching. Teachers not only need to have the skills to use

the technology available, but they also need to be pedagogically competent to ensure that

learners remain engaged throughout the course.

CULTURALLY INCLUSIVE

Learners from various countries, together with Maltese students, follow courses at

Learning Works. This necessitates the following approaches to be adopted:

The medium of instruction is English. Recourse to the Maltese language can only be

made if the learners who request this are in a class where there are only Maltese

learners who are fully conversant in this language.

Teachers need to be culturally responsive and adapt their teaching methods to

accommodate the diverse learning needs of their learners.

Where possible opportunities are to be created for learners to share their experiences and learn from one another.

Charlo Bonnici

CEO

Appendix 29

LEARNING WORKS POLICY LWP30: Recruitment, Rights and Responsibilities, Performance Evaluation and Professional Development of Administrative Staff

TYPE: POLICY and PROCEDURES
SUBJECT: Recruitment, Rights and Responsibilities, Performance Evaluation and Professional Development of Administrative Staff
REFERENCE: LWP 30
DATE: 24th FEBRUARY 2025

LAST REVIEWED:
APPROVED BY: The Board of Directors

Recruitment of Administrative Staff

Learning Works applies clear, fair and transparent processes for the recruitment of administrative staff. Recruitment is based on job descriptions that outline required qualifications, responsibilities and duties. Advertisements will be placed on the institution's website and social media. Selection will be carried out through an interview process that considers qualifications, experience, skills and alignment with the institution's values.

Rights and Responsibilities of Administrative Staff

Administrative staff are entitled to a competitive salary, benefits and job security according to their roles and responsibilities. As stated in the Vassallo Group Employee Handbook, the Group is committed to continuously improving the health, safety, and wellbeing of all employees within the Group. Benefits, including leave and family - friendly measures are set out in said Handbook.

Administrative staff are expected to uphold a high level of professionalism in all interactions within the institution and with external stakeholders. Admin staff are to provide effective, efficient, and responsive support services both to academic staff and to students. Administrative staff must maintain confidentiality regarding sensitive information related to students, staff and institutional issues.

Performance Evaluation

The performance of administrative staff is assessed annually to identify areas for growth and to acknowledge recognition of strengths. The main policies and procedures that affect administrative staff are indicated in the afore-mentioned Employee Handbook. Administrative

staff will undergo annual performance reviews based on the quality and timeliness of their work, collaboration and communication within teams and departments and innovation and contribution to institutional goals.

Promotion

The potential of staff based on job performance, experience and contribution to organisational goals will be rewarded, where possible, by promotion.

Professional Development

The institution will offer professional development opportunities such as training workshops for administrative staff to grow in their roles and develop new skills. Additionally, staff are encouraged to join in training courses offered by the institution at subsidized rates.

Charlo Bonnici

CEO

Appendix 30

LEARNING WORKS POLICY LWP31: Artificial Intelligence AI

TYPE: Policy and Procedure
REFERENCE: LWP 31
SUBJECT: Artificial Intelligence (AI) Policy
DATE: 20th November 2025

LAST REVIEWED: 20th November 2025
APPROVED BY: The Board of Directors

1. Purpose and Scope

This policy sets out how Artificial Intelligence (AI) technologies may be used within Learning Works in teaching, learning , assessment, and research. Learning Works is committed to innovation in the delivery of its courses. Artificial Intelligence provides both opportunities and challenges for how we develop and deliver our educational programmes, our research, and knowledge exchange activities. The policy aims to consider the opportunities, benefits and risks within developing ethical and good practice in the use of Artificial Intelligence technologies**.**

2. Definitions

Artificial Intelligence (AI):

Technologies that generate, predict, or process outputs based on patterns in data including generative AI and machine learning.

Generative AI (Gen AI):

This is a subset of AI that specialises in creating new content based on patterns learned from existing data and creative applications like writing.

AI-Generated Content:

Any output produced substantially or fully by an AI system such as ChatGPT, Claude, Gemini or other AI systems.

3. Principles

a. Benefits

The institution acknowledges the benefits of AI and strongly recommends the use of good practices in its application. It is important that staff and students understand the opportunities associated with the use of these tools and can critically evaluate and apply what they have learned.

b. Fairness and Transparency

Use of AI needs to be clear, fair and transparent. Users must declare when AI has been used to generate or significantly contribute to academic work.

c. Standards

The highest standards of academic rigour and integrity are to be upheld and maintained.

4. Acceptable uses of AI

AI may be used for the following:

· Drafting ideas, outlines or plans with due acknowledgement.

· Language support, grammar checking or accessibility assistance.

· Research support including literature searches.

5. Ethical and Legal Issues

a. Privacy and data considerations

Risks to privacy and intellectual property associated with the information that students and staff may enter exists and due attention needs to be exercised by all users.

b. Risk of bias and discrimination

AI tools produce answers based on information generated by humans which may contain societal biases and stereotypes which may be replicated in the AI tool's outputs.

c. Inaccuracy and misinterpretation of information

Data and information contained within generative AI tools is obtained from a wide range of sources, including those that are poorly referenced or incorrect. Similarly, unclear commands may be misinterpreted by generative AI tools and incorrect, irrelevant or outdated information may be produced. The accuracy of information generated by these tools when transferred to another context lies with the user.

d. Plagiarism

Generative AI tools re-present information developed by others with the risk of the content provided being plagiarised or having copyright infringements with the users then submitting this information as being their own.

6. Assessment

a. Declaration

Students must disclose AI assistance using a statement such as: '*I used {Name of Tool} for {Indicate Purpose}. The final work reflects my own understanding and I have duly verified it.*

b. Turn-it-in

The AI detector tool used by the institution may be used only as a supportive indicator and not as sole evidence. Decisions need to be taken by tutors based on their knowledge of the students' abilities and on their knowledge of the subject/s.

c. Assessments

Tutors need to ensure that apart from carrying out formative assessments where the scope is to ensure that learning is taking place and summative assessments where students are set tests/examinations in accordance with the course description, they also need to focus on assessment as learning. As a result of the widespread use of AI tools, when assessing student presentations and assignments tutors need to set tasks where students are required to show that they have grasped the subject content and when they have doubts about the authenticity of the work submitted they need to call up students and ask them questions to determine whether they have actually understood what they have written.

Charlo Bonnici

CEO

Appendix 31

Standard Operating Procedure 1 (LW SOP 1)

STRUCTURES FOR DATA COLLECTION, REPORTING AND ANALYSIS OF FEEDBACK

The quality assurance cycle, with time frames for structures for data collection, reporting and analysis of feedback includes the planning, implementation, evaluation, and review of the different tasks carried out by Learning Works involving the teaching and learning processes. This Standard Operating Procedure aims to regulate the action that will be taken to ensure the implementation of the tasks in question.

Attendance

The monitoring and electronic registration of attendance through Moodle* is carried out by every lecturer during every session. The attendance is made available to the administrative staff of Learning Words after each session with absent students being duly recorded. Students who are absent on three consecutive sessions are contacted by the administrative staff to determine the reason for their absence. Learning Works adopts a policy of a minimum 80% attendance/ participation rate for each course of study.

At the end of each module, the attendance records of each student are passed on to the Internal Quality Assurance team. The IQA analyses the records and issues a statistical report on the attendance of each student. This report is passed on to the administrative team to enable them to issue certificates to students who are in line with the above-mentioned attendance parameters.

The attendance records are then discussed with the Head of the institution during the first weekly meeting held by the IQA and the head of the institution. In cases where there are abnormally high rates of absenteeism, these are discussed by the IQA with the lecturer concerned.

Attendance records are monitored by the IQA for further sessions with special attention being given to cases which have high rates of absenteeism unless these are justified.

Programme outlines and session plans.

Lecturers hand in their programme outlines and session plans to the administrative team at least a month before a course starts.

Plans for courses being run for the first time will need to be passed on to students for their input, preferably through a focus group meeting chaired by the lead lecturer prior to being passed on to the IQA for the team's perusal. Any issues are cleared up prior to the start of the course in question.

The IQA will also ensure that students are engaged in the design of the programmes and in the review of current ones through a focus group meeting in which the lead lecturer of that particular programme is also invited to attend. Following this meeting, feedback will be given to the Head of the Institution.

If the situation warrants, the IQA team will meet lecturers to discuss any proposed changes before implementation.

Teaching materials and learner-support resources.

Lecturers hand in the above to the administrative team at least a month before the start of a module. The materials are passed on to the IQA team for approval. The IQA team analyses the materials and records any changes that need to be made. The changes are passed on to the administrative team for onward transmission to the lecturers at least two weeks prior to the start of a course.

Meetings with lecturers will be held by the IQA should the need arise. Minutes are to be kept of these meetings.

Final recommendations will be passed on to the Head of the institution by the IQA team.

Assessment Tasks

The IQA team monitors the setting of assessment tasks set to students. This consists of the vetting of examination questions as well as assignment questions. Lecturing staff hand in assessment tasks to the Executive Administrator by email. The latter transmits these tasks to the IQA team two weeks prior to the assessment being set for the students. The IQA team analyses the assessment tasks and holds meetings with lecturers should there be any issues that need to be discussed. A report is issued by the IQA on the questions set indicating their reliability and validity should there be any issues concerning these tasks. In such cases, the reports are sent to the administrative team and filed accordingly.

Feedback from Students

Students are given a feedback form at the start of a course or module after the induction session has been held. During the final week of their module, students will be given another feedback form focusing on lecturer evaluation, evaluation of the administrative

set-up of Learning Works and on self-evaluation. Forms are to be filled in electronically through a link sent to the student via email.

The IQA will analyse the feedback and draw up a report indicating the strengths and weaknesses indicated by the students. These are included as part of the end-of-module report prepared by the IQA.

The feedback will be passed on to the Head of the institution for his/her perusal. If the situation warrants, the Head of the institution will discuss the report with the lecturer involved to enable the necessary changes to be made once the views of the lecturer have been duly discussed.

The IQA monitors the situation in future teaching sessions to ensure that the changes indicated have been taken on board.

Feedback forms are reviewed yearly.

Feedback from Lecturers

Lecturers are given a feedback form during the course they are delivering. These are handed to the IQA not later than seven working days after the course has ended.

The IQA analyses the feedback and draws up a report indicating the strengths and weaknesses indicated as part of the End-of-Module report. This will be passed on to the Head of the institution for his/her perusal.

If the situation warrants, the Head of the institution discusses the report with the lecturer/s involved to enable the necessary changes to be made once the views of the lecturer have been duly discussed.

The IQA monitors the situation in future teaching sessions to ensure that the changes indicated have been taken on board.

The feedback form given to lecturers will be reviewed annually.

Peer Review

The IQA assessors will observe lecturers at work and fill in a feedback form.

The IQA draws up a peer-review schedule at the start of the academic year and forwards it to the Executive Administrator as Head of the administration department.

The assessors fill in the peer-review form, analyse the feedback on each individual lecturer and discuss the actions that need to be taken with the lecturer concerned. If the situation warrants, the assessors discuss issues with the Head of the institution.

In the case of any lecturers, especially those newly recruited, who demonstrate the need for pedagogical or other support, action will be taken accordingly, as early as possible, but not later than one month after feedback has been submitted to the lecturer.

The peer review forms currently used by the IQA are reviewed annually.

Internal Verification

Once assignments are uploaded onto Moodle the IQA reviews samples of the assignments submitted. The same applies to examination papers. In both cases, the procedure to be followed is that listed in the IQA Manual

The IQA team will draw up a report on the assignments submitted and submit this to the Head of the institution.

Departmental meetings

Departmental meetings are scheduled on a weekly basis between the IQA and the head of the institution. These meetings may be held online or face-to-face.

Meetings are also held with the administrative staff on a need-to-meet basis.

Additionally, yearly meetings are held between the Head of the institution, the IQA and lecturers.

Decisions are minuted and filed in the administrative office of the institution.

Continuous Professional Development

Continuous professional development sessions are held every quarter. Sessions are mandatory. The topics of the sessions are communicated at the start of the year. Sessions are held online, and participant interaction is expected. Participants are encouraged to submit topics for consideration for their professional growth.

End of Module Report

The IQA prepares an end-of-module report incorporating the points listed above. Recommendations for improvement, if applicable, will be made. This report will be sent to the Head of the institution for his/her attention.

Tracer Study

Once a year a questionnaire is sent to all individuals who have completed a Learning Works course in the previous year. The results of this survey are to be analysed by the IQA and reported to the Head of the institution who may wish to implement any changes that may be required.

* Electronic Learning Platform used at Learning Works

Appendix 32

 Standard Operating Procedure 2 (LW SOP 2)

The Peer Review Process

Standards of Procedure

The aim of these standards is to indicate the procedures that are to be followed in the peer review process both during face-to-face meetings as well as for online sessions.

Purpose of carrying out reviews

Learning Works undertakes teaching and learning observations for a wide range of reasons, which include:

 · developing lecturers' skills;

 · sharing effective practices among staff;

· evaluating the impact of innovative approaches to teaching and learning;

· identifying priorities for staff development;

· mentoring and coaching serving lecturers and trainee lecturers;

· observing newly qualified and newly employed lecturers;

· evaluating the quality of learning across the range of learning environments;

· carrying out internal inspections for purposes of self-assessment and evaluation.

Appraisers

The person observing a lesson should have the appropriate training, expertise, and experience to carry out appraisals. The appraiser will have the possibility of having access to subject experts in

case of issues related to the subject matter.

Appraisal

Learning Works will carry out formal observations of lecturing staff for the purpose of appraisal once every year after the lapse of twelve months unless there are issues in the level of the lectures being delivered. In cases where lecturers teach further education, that is from MQF Level 4 downwards and are also responsible for Higher Education from Level 7 down to Level 5, appraisal visits will be carried out once for the same lecturer for both Further and Higher education rather than having two separate observation visits.

Appraisals are to take place throughout the duration of the Course. In the case of newly recruited lecturers, the observation visits are to be held at the start of the teaching process, preferably after two sessions have already been delivered but not on the first day of a course. No peer review sessions are to be scheduled for the first day of the course even in the case of experienced lecturers.

In the case of lecturers requiring mentoring, this can be provided by the IQA reviewer who observed the lecturers. The mentoring process can include an online meeting where the IQA supports the lecturer and provides suggestions for improvement. The IQA member needs to submit a written record of the proceedings of the mentoring process to the administrative team. Mentoring visits are not to exceed three in number.

After the mentoring process, a further observation visit needs to be carried out, this time by a different member of the IQA team.

The administrative team needs to draw the attention of the CEO, Learning Works when lecturers are mentored.

Duration of Observations

Teachers are to be observed throughout the duration of the session whether it is of 120 or 150 minutes since it is vital that the reviewer is there at the start of the lesson, during the lesson, and at the end.

Procedures

Before visits, lecturers are to send the IQA reviewer some background information about the class and lesson plans or schemes of work. The IQA reviewer will also need to access Moodle to get attendance records and check examples of learners' marked work if these are available.

Notification to staff as to when the observation will occur will be communicated by the administrative staff of Learning Works within a two-day window. This will prevent lecturers from being notified of the specific date of observation.

The lecturer is to have access to the observation template so that s/he will be aware of what the assessment will focus on. The report prepared by the IQA member is to be sent to the lecturer concerned by the IQA member himself together with a copy to be sent to the administrative staff of Learning Works for filing and administrative purposes. This will ensure that a rapport is built between the IQA reviewer and the lecturer with any queries raised by the latter being dealt with expeditiously.

Collaboration

Administrative staff and the IQA reviewers need to work hand in hand to ensure that the internal verification process runs smoothly and efficiently. The CEO Learning Works will call an annual meeting for IQA reviewers who will discuss standards and expectations and ensure that they are sending the same messages to lecturers.

Conclusion

Learning Works strongly believes that lesson observation is central to Learning Works. Furthermore, it affirms that it is viewed not merely as a tool for internal inspection and self-assessment but is primarily a method for helping teachers to improve their own practice.

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09.05.2022

Appendix 33

Standard Operating Procedure 3 (LW SOP 3)

Onboarding Process of new Academic Staff

The new academic staff orientation has to date been the remit of the Administrative Section of Learning Works. What is being laid out in this Standard of Procedure is an onboarding process which is more of a long-term strategic plan that should result in improved employee performance and higher retention. Orientation by the administrative staff is to continue as has hitherto been the case.

The actual onboarding process includes:

· A detailed introduction to the employee's course description.

· Participation in online/face-to-face meetings with the Internal Quality Assurance team.

· Learning the institution's business culture and objectives.

Onboarding Starts Pre-Hire

Onboarding and the hiring process go hand-in-hand. The administrative staff is to carry out the duties of the hiring process which should include:

· **Providing a clear job description.**

· **Explain to candidates how the hiring process is structured and how long it typically takes.**

· **Being upfront about reference and background checks.**

The offer stage that follows the successful interview should include:

· **A scheduled work offer through a phone call.**

· **A follow-up with a warm, enthusiastic offer letter.**

· **A contract of employment specifying *inter alia* duties and terms of payment.**

Before the First Session

· **Administrative staff will send course times and other details to the lecturers.**

· **Training on the use of the Moodle portal and duties concerning uploading teaching material, assignments, and attendance are to be carried out by the administration staff.**

· **Administrative staff are to indicate clearly to the lecturer the need to submit teaching material and assignments for prior review by the Quality Assurance team and set deadlines accordingly.**

Delivery of the First Session

· **Communication by the Quality Assurance team before and after the first session needs to be carried out.**

· **Ideally, the follow-up meeting should be in the form of a post-mortem where the lecturer speaks about issues arising in the session delivered. This can be carried out through an online session.**

Support Visit

· **A support visit is to be carried out by a Quality Assurance team member after three or four sessions are held unless an earlier visit is requested. The aim is to ensure that feedback is given to the lecturer to ensure that detailed feedback highlighting strengths and areas that require support is indicated.**

· **Feedback will be sent on the ad hoc template used by Learning Works with an online meeting to discuss the feedback delivered.**

· **If necessary, a follow-up visit is to be carried out. This could be by the same member or by a different member depending on the need for the visit.**

Future Support

· **The link between the Quality Assurance Team and academic staff needs to be sustained throughout the teaching process with contact being made even in the form of communication by email to ensure that no difficulties are encountered and left unresolved.**

Continuing Further Education

Academic staff and the Quality Assurance Team will have the opportunity to meet and discuss progress during the Continuing Development Sessions held twice a year in the institution's premises at the Mediterranean College for Sport, Birkirkara.

12.03.2025

Appendix 34

STANDARD OPERATING PROCEDURE 4 (LW SOP 4)

STUDENT REPRESENTATIVE - ROLES AND RESPONSIBILITIES

Role of Student Representative

Student representatives represent the student body in Learning Works. Their main role of class representatives is to gather views from their peers regarding various aspects of their course and to communicate these views to the member of staff responsible for student affairs. This can be positive feedback on aspects that work well as well as concerns about issues that might negatively affect the student experience. Student representatives will be invited to comment on and provide input to proposed changes to structures or procedures in reaction to student surveys or teaching programme reviews. They also report back to their fellow students the main points of discussions that took place at staff-student meetings and share any information decided as a result of the discussion.

Selection Process of Student Representative

Two weeks after the start of each course, all enrolled students are invited to nominate candidates as Student Representatives. One student will be the representative for each course. If more than one candidate is nominated, then the students will be invited to vote for the candidate. The staff member responsible for student affairs will organize and oversee the voting. Students cast their votes and the candidate with the maximum votes will be

elected. In the case of only one nomination, the nominated candidate is elected automatically.

Selection Criteria for Student Representatives

▪ **Effective verbal and written communication skills**

▪ **Interpersonal skills**

▪ **Commitment to participation in *ad hoc* meetings that can be held online and working with students and administrators to implement initiatives and solutions.**

Benefits of Becoming a Student Representative

The role enables student representatives to develop and/or strengthen leadership skills and assist their peers with having their voices heard. Their contribution will be duly mentioned during the award ceremony when the students graduate. Student representatives will also be in a position to refer to this role in their *curriculum vitae*.

Effective Date: 1/9/2023

Appendix 35

Standard Operating Procedure 5 (LW SOP 5)

Standards of Procedure for Mentors and Students during Placements for Students following Healthcare Courses

tandard Operating Procedure 1
eporting for Duty
unctuality: All students and staff are to report for work 5-10 inutes prior to official start of duty
bsence: Students are to inform the Care Home if they are unable o attend their placement at least thirty minutes in advance.
rooming: **Students and mentors are to wear an LW t-shirt at the lacement, not whilst travelling to work.**   **Shoes are either white or black.**   **Rings or bracelets are not allowed.**   **Hair to be neatly brushed and tied if it is long.**
tandard Operating Procedure 2
n-house rules to have a safe, clean, and positive working nvironment for staff and students

Be a team player.

Give every resident your total attention, patience and courtesy.

Always wear gloves during resident contact.

Carry out handwashing before and after resident contact and as often as needed.

Be ethical in decision-making and workplace behaviour.

Observe strict confidentiality standards and do not leak personal medical information of residents to third parties.

tandard Operating Procedure 3
Mentoring

Effective mentoring is built on a trusting, two-way relationship between the mentors and the mentees.

Mentors are role models and leaders. They have knowledge and experience that mentees look up to and rely for guidance.

Through listening and providing guidance mentors provide a vital role in supporting the well-being of your mentees.

Effective mentoring creates strong social ties, encourages a growth mindset, and promotes a learning culture within the organisation.

Mentors are passionate about helping and inspiring others. Mentees need somebody who cares about their success.

Mentors need to be able to articulate their advice in a way that is easy to understand by the mentee. The best mentors are excellent listeners, patient and empathetic.

The qualities of a great mentor include learning how to guide mentees rather than solving their problems for them.

Mentors give constructive and honest feedback.

Mentors ask meaningful questions that lead mentees on a journey of self-discovery,

Mentors share their knowledge and experience to help mentees grow.

Mentors provide support and acceptance by delivering advice in a compassionate way.

Skilled mentors know the importance of collaboration and networking and use these tools to create a supportive environment for their mentees.

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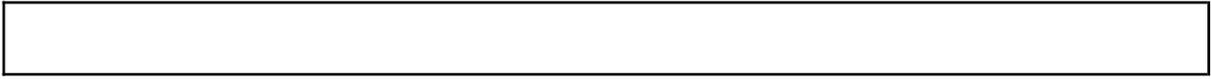ffective date of implementation 1st October 2024

Appendix 36

Standard of Procedure 6 (LW SOP 6)

STANDARD OF PROCEDURE No 6
SUBJECT: Examinations
DATE: 26th August 2024

1.   Preamble

These standards of procedure are aimed at ensuring quality outcomes in the administration of examinations organised by Learning Works.

2.   Definition of Examination

Examination refers to any theory based, oral, aural or practical examination which is held on a specific date for a specific duration.

3.   Examiners need to consider the following principles of assessment when setting Examinations:

3.1 Validity

An examination is valid when it measures what it is designed to measure.

3.2 Reliability

Reliability ensures that results are consistent under similar conditions.

3.3 Fair

Fairness implies that all learners have equal opportunities.

4.   Roles and Responsibilities in Examinations

4.1 The Examination Supervisor/Receptionist

The Examination Supervisor must:

- · Inform students about the duration of the examination.

- · Distribute examination papers face down.

- · Check the identity of the students.

- · Monitor the examination candidates to ensure that no talking/copying is carried out. The use of a mobile; reading a book/newspaper is strictly forbidden.

- · Ensure that all the students sign the attendance sheet.

- · When an unexpected event occurs during an examination such as a medical emergency, the Examination Supervisor must ensure that the integrity of the examination is maintained at all times. Such events are to be recorded in writing after the examination comes to an end.

- · Ten minutes before the end of the examination, the Examination Supervisor is to inform the candidates that ten minutes remain and that nobody is allowed to leave until the examination comes to an end.

- · Ensure that she collects all the examination scripts at the end of the examination.

- · The Examination Supervisor then places the examination scripts in a envelope which she then seals.

- · The Examination Supervisor puts down the number of scripts on the sealed envelope.

- · Once all the examination scripts have been collected, the students will then be allowed to leave the examination hall.

4.2 The Student Support Officer

The Student Support Officer must:

· Print the examination papers and keep them in a secure place until the examination is held.

· Hand the examination papers to the Examination Administrator 15 minutes before the start of the examination.

4.3 The Student

The student must:

· The student must be in attendance 10 minutes before the start of the examination.

· Not enter the examination after 30 minutes have passed from the start of the examination.

· Sign the attendance logbook/sheet.

· Present a valid identity card for inspection by the Examination Administrator.

· Not bring into the examination any resource related to the examination. This includes electronic equipment, not just books or notes.

· Turn off her/his mobile phone in the examination hall.

· Not leave the examination hall and return unless the Examination Supervisor is satisfied that the student's need to leave the examination is justified.

· Act responsibly and observe protocol relating to the holding of examinations.

· Not leave the examination hall in the last ten minutes of the examination.

Effective date of implementation: 1ˢᵗ October 2024