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# INTERNAL QUALITY ASSURANCE POLICY

## PREAMBLE

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

The vision of Learning Works is one of transformation where staff engage in continuous learning that is necessary in a rapidly changing world, identifying and addressing critical issues related to education and using technology to broaden and support learning opportunities.

The mission statement of Learning Works is built on the vision that education serves as a keystone in improving society and building better futures. *Learning Works seeks to provide high quality education and vocational training with the aim of helping learners identify educational and career goals, develop skills necessary to achieve intellectual and personal growth, excel in their studies or area of specialization, enabling them to ultimately secure quality employment, career advancement and to reach their maximum potential.*

The core values of Learning Works, based on those of the Vassallo Group, define and permeate who we are and what we do as an institution. These core values include:

- Excellence – We commit to the highest professional standards of quality, integrity and performance in our programmes, services and operations;
- Innovation – We recognize the importance of digital learning and ensure synchronous and asynchronous learning take place. We also aim to continuously improve using data-driven decision-making, assessment of performance and evaluation of results;
- Accountability - We strive to ensure accountability for assessment decisions and quality standards while ensuring that awarding body procedures and policies are maintained;
- Respect – We acknowledge the value and dignity of each member of the Institution, including the student body, and treat one another as we want to be treated;
- Enthusiasm – We display a passion for our work and believe each day provides us with opportunities to have a positive impact on the lives of those with whom we come in contact;
- Sustainability – We work towards ensuring long-term delivery of high-quality teaching which shows respect towards the environment.

## **SCOPE OF THE POLICY**

This policy is provided for Learning Works' customers, course participants, staff members and educators.

## **POLICY STATEMENT**

Learning Works is committed to provide the highest possible level of service to satisfy the requirements of learners and other customers. This level of service is achieved through quality management and the adoption of a system of procedures found in this document designed to maintain a high standard of teaching, assessment, and administration.

The principles underlying Learning Works' Internal Quality Assurance policy reflect the core values embraced by the Institution and are aimed at:

- guaranteeing fairness where every student has equal opportunities of success;
- ensuring that the quality of the teaching programmes and their assessment is well documented, verifiable and can be appraised;
- promoting a process of continuous improvement of Learning Programmes together with their delivery.

The key principles underpinning the Institution's Quality and Standards Policy are:

- Quality is best achieved through building a climate of critical self-reflection with course participants;
- Learning Works' staff and lecturers, have responsibility for enhancing the learning experience of course participants while acknowledging that as adult learners, students have responsibility for their own learning;
- Both internal and external evaluation are crucial to improvement;
- Lecturing staff, course participants and other stakeholders provide valid feedback for improvement;
- The review and evaluation of policies and academic standards are central to the development of Learning Works.

## **THE INTERNAL QUALITY ASSURANCE(IQA) STANDARDS**

The IQA system of Learning Works revolves around the learning outcomes-based Quality Cycle of the National Quality Assurance Framework for Further and Higher Education (2015). Through the implementation of the Quality Cycle of 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 IQA is underpinned by the eleven standards for quality assurance set by the Malta Further and Higher Education Authority (MFHEA). The standards for internal quality assurance are:

1. Policy for internal quality assurance
2. Institutional probity
3. Design and approval of programmes
4. Student-centred learning, teaching and assessment
5. Student admission, progression, recognition and certification
6. Teaching staff
7. Learning resources and student support
8. Information management
9. Public information
10. Ongoing monitoring and periodic review of programme
11. Cyclical external quality assurance

## **1. Policy for Internal Quality Assurance**

### *1.1 Introduction*

Learning Works is committed to implementing effective processes of Quality Assurance in the conduct of all its courses. This is achieved through the implementation of policies and procedures which control the recruitment and registration of students, tutor development, teaching quality, assessment methods and awards. These policies and procedures are supported by a number 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 whole 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.

## *1.2 Aims of 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 reached for all our students and that the MFHEA's Standards for Internal Quality Assurance are fully met;
- To support the teaching staff in their lecture room, online or blended delivery and in their assessment activities by affording them the opportunity to receive critically supportive comments;

## *1.3 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.

## *1.4 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 to be used to gather the required feedback.

### *1.5 Implementation of the Quality Assurance Policy*

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

- 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* (LWP20).
- 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.
- 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 also 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.

### *1.6 Corporate Structure of Learning Works*

The ownership and corporate structure of Learning Works is shown in Appendix A, *Learning Works Corporate Structure* which shows the organogram for Learning Work's ownership, corporate and management structure. The operations of Learning Works are supported by the professional management set-up of the Vassallo Group. This means that the management aspect has the full support of the group's CEO, who is also the Chairman of Learning Works. All the financial control aspects are dealt with by the company's financial controller. Further details are supplied in the following section This support is also complimented by the company's HR Executive who supports the Head of Institution and the Executive Administrator of Learning Works in the choice of the human capital element, the IQA team, the lecturers/assessors, administrative staff and placement mentors. The Head of Institution is currently the CEO of Learning Works.

### *1.7 Requirements for Staff Engagement*

*Learning Works ensures that all members of staff are in possession of the appropriate qualifications and experience.*

As indicated in Section 6 below, all staff keep updated and regularly undergo mandatory Professional Development Training.

Learning Works ensures that it retains a competent workforce possessing the necessary qualifications, of an appropriate size, including sufficient managerial, academic and administrative staffing and other resources, to undertake the delivery of the qualifications required by the awarding bodies.

### *1.8 Head of Institution*

The Head of Institution of Learning Works is expected to have at least 5 years' experience in the area of training and 5 years' experience in management and hold a Master's degree at Level 7 (EQF/MQF) in any one of the following areas: Management, Business Administration, Communication or Education.

### *1.9 Lecturers*

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

### *1.10 IQA Team*

Members of the IQA team are expected to have spent at least 5 years teaching, have at least 5 years' experience in management and hold a Master's degree at level 7 in Management, Leadership or Education.

## **2. Institutional Probity**

### *2.1 Learning Works Organisation*

Learning Works is wholly owned by the Vassallo Group. Like the parent company it carries out strategic planning covering a five-year period. Learning Works is professionally staffed with competent people who are assigned specific responsibilities including administration, human resource management and finance. These functions all support the operation of Learning Works as necessary.

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

## *2.2 Insurance Policy*

A Public Liability Insurance policy is in place that covers all third parties including healthcare students who will be undergoing work placements within CareMalta Homes as well as other course participants carrying out placements as part of other courses such as childcare and mental health care.

## *2.3 Financial Oversight*

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

### *2.4.i Financial Planning*

The Head of the Institution assisted by the Financial Controller is responsible for preparing, on an annual basis, a rolling five-year financial plan consistent with the strategic plans of the Institution.

### *2.4.ii Budget Objectives*

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

### *2.4.iii Resource Allocation*

Resources are allocated annually by the Head of the Institution.

### *2.4.iv Budget Preparation*

The Financial Controller is responsible for preparing each year an annual revenue budget while ensuring that detailed budgets are prepared to support the resource allocation process. 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.

#### *2.4.v. Budgetary Control*

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

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

#### *2.4.vi. Changes to the Approved Budget*

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

#### *2.4.vii. Accounting Arrangements*

##### *Financial Year*

Learning Work's year will run from 1<sup>st</sup> January until 31<sup>st</sup> December of the same year.

##### *Basis of Accounting*

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

##### *Format of the Financial Statements*

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

##### *Accounting Records*

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

Learning Works is required by law to retain prime documents for ten (10) years. These include but are not limited to invoices, bank statements, copies of receipts, payroll records, petty cash vouchers, visa statements, receipt books, monthly sales report and statements of purchasing accounts.

The Financial Controller will make appropriate arrangements for the retention of electronic records.

### *Audit Requirements*

External auditors and internal auditors shall have authority to:

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

### *External Audit*

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

### *Internal Audit*

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

### *Fraud and Corruption*

It is the duty of all members of staff, management and the Head of Institution to notify the Internal Auditor immediately whenever any matter arises which involves, or is thought to involve, irregularity, including fraud, corruption or any other impropriety. Learning Works' *Anti-Bribery and Corruption Policy*, LWP17 provides added weight to this section.

### *Other Auditors*

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 of access as external and internal auditors, subject to relevant legislation.

## **3. Design and Approval of Courses**

All programmes offered by Learning Works are in line with the Malta Qualifications Framework (MQF) and the updated Malta Referencing Report

2016 and accredited by the MFHEA. The expected student workload is defined in terms of ECTS learning credits.

The courses are learning-outcomes based with each course description including specific and defined knowledge, skills, competences and where relevant, core values.

The target audience is included in each programme with the minimum eligibility and selection criteria where applicable. The duration of courses, contact hours, placement hours, self-study hours and assessment hours are specified. The breakdown of information on the courses indicates the direction given to students where they are expected to be responsible for their own learning. The modes of delivery as well as detailed modes of assessment are indicated in the course description of each programme. Courses are designed so that they enable smooth student progression both within the course itself as well as with higher level courses. Proposals for programmes include the language/s of instruction.

The minimum qualification for lecturers and mentors is a recognized qualification in the subject applied for together with experience in the field. These roles are normally filled through an external call for applications or internally within the CareMalta group.

Learning Works has embarked on the process of involving stakeholders from the world of work in the design and review of its employment-oriented courses on health care. Students will also be involved in the design of courses offered by the Institution as well as in their review.

The development of new courses is carried out through consultation with external stakeholders, recognized experts in the field, lecturers, employers and students. The process is coordinated by the Head of Institution and the Internal Quality Assurance team. Further information about the design and approval of programmes is available in Learning Works' Policy 23, *Design and Approval of Programmes*.

#### **4. Student-centered Learning, Teaching and Assessment**

Learning Works is committed to providing quality teaching, learning and assessment to enable all course participants to reach their full potential. The

Institution aims to assist students not only to sustain but improve their life chances in the world of work while transmitting values aimed at nurturing responsibly engaged learners. The Institution's Teaching, LWP 20 and its Assessment Policies and Procedures, LWP 21, aim to ensure that all course participants are provided with high quality learning experiences that lead to consistently high levels of achievement. These policies involve all the staff at Learning Works namely managerial, administrative, lecturing together with the external consultants and applies to all the teaching and learning programmes offered by the Institution. Learning Works takes a number of steps to ensure that the desired outcomes of quality teaching and learning are reached. These include:

- the publication of clear, accurate, objective and up-to-date information on courses and programmes on the institution's website [www.learningworks.edu.mt](http://www.learningworks.edu.mt);
- due importance given to staff recruitment processes;
- the delivery of an induction process for staff and students;
- a clear focus on teaching learning and assessment;
- continuing professional development;
- internal verification.

#### *4.1 Learning and Teaching Strategies*

Lecturers at Learning Works are facilitators who guide students through the learning process. They are expected to provide autonomy and involve students in managing the learning environment.

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

Teachers use experiential techniques such as discussion, simulation, case studies. These techniques enable students to actively participate, apply critical thinking and negotiate meaning in relation to their individual experiences. They also use simulations to encourage active and reflective learning. When students reflect on their choices and review what has been learned, deep learning takes place.

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

Lecturers at Learning Works also use other methods of instruction depending on the target audience, the type of course and the level of the participants. These methods include the use of case studies, the story line approach, quizzes and lectures.

#### *4.2 Student Diversity*

The implementation of student-centred learning and teaching respects the diversity of students and their needs. Learning Works' policy LWP15, *Equality, Diversity and Student Support Policy* states that Learning Works provides students with the support required to sustain their development during their learning journey. Learning Works respects the needs of a diverse student population which is taken into account 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.

Educators at Learning Works use different modes of delivery and a variety of pedagogical methods and are encouraged to self-evaluate and adjust their modes of delivery and pedagogical methods according to the needs of their learners since the Institution does not believe in a one-size-fits-all approach.

#### *4.3 Assessment*

Learning Works adopts a variety of assessment tools aimed not only at determining the levels achieved by the course participants but also at supporting learning thus ensuring that both assessment of learning and assessment for learning takes place. Educators at the Institution are encouraged to use different assessment strategies and assessment tasks to check student achievement of the different learning outcomes. Assessment criteria are presented in advance and formative feedback is given to learners



in relation to the intended outcomes with advice, where necessary, on the learning process. This feedback is in evidence during the teaching process as well as in the written comments in assignments.

Quality assurance processes for assessment are set out in Learning Works' *Assessment Policy and Procedure* LWP21. These indicate the parameters within which assessment is carried out. Foremost among these conditions is that assessment is consistent, fair and reliable. Two procedures govern the internal quality assurance mechanisms. The first ensures that the assessment design is fit for purpose and the second is that the assessment procedures are of the desired level. Learning Works' policy LW09 *Mitigation Policy and Procedures* regulates the action to be taken by students should there be situations that warrant such action. A formal procedure for student complaints, grievances and appeals is in place as can be evidenced in Learning Works' Policies LWP 12, 13 and 14.

## **5. Student Admission, Progression, Recognition and Certification.**

Learning Works is committed to ensure that quality assurance measures are built into all the processes that affect the 'learner journey'. These include:

- the publication of clear, accurate, objective and up-to-date information on courses and programmes on the institution's website [www.learningworks.edu.mt](http://www.learningworks.edu.mt) (LWP03, *Public Information*);
- the induction processes;
- reviews on student progress;
- learner achievement including certification.

### *5.1 Student Admission*

Admission processes and criteria are implemented consistently and in a transparent manner to ensure equitable access to the programmes offered by Learning Works. The Institution defines the entry requirements of respective programmes and publishes this information on its website. The eligibility criteria, as set out in the *Registrations and Admissions Policy* LWP02, are based on qualifications. Additionally, Learning Works recognizes and accredits knowledge, skills and competences gained by individuals

through formal, non-formal, informal or experiential learning and recognition of prior learning as set out in LWP10 *Recognition of Prior Learning*.

## *5.2 Student Induction*

The induction processes focus both on the Institution and on the programme the students will be following. Administrative staff of Learning Works deliver an induction session at the start of every course during which course participants are handed a pack containing relevant information on their learning journey. A full description of this induction session is available in *Learning Resources and Student Support Resources* LWP 18. A Student Handbook is also given to each student. This contains the mission statement of Learning Works and includes among other items an outline of curriculum provision and services, information about the internal quality assurance system, administrative procedures, student support services as well as conduct and health and safety regulations.

## *5.3 Monitoring of Student Progression*

Learning Works ensures that internal quality assurance is available for the duration of a learning programme/qualification to enable the collection, monitoring and managing of information on student progression. Written procedures for internal quality assurance are in place. The IQA team has access to accurate information on students and on their needs and is able to ensure that access arrangements are available for the duration of the qualification. Any additional or special learning/development needs learners may have once they apply for a specific course or programme are met in line with the *Equality, Diversity and Student Support* Policy LWP15. The needs covered include technical aids, physical adaptations such as large print materials and extra support.

Thereafter, the IQA team maintains up-to-date information on individual learner progress, average timescales for the achievement of different qualifications, and lecturer availability (both current and projected).

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

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

#### *5.4 Certification*

The certification process at Learning Works is overseen and coordinated by the Head of Institution and the Executive Administrator. On successful course completion, students receive documentation explaining the context, the Malta Qualifications Framework level, the amount of learning credits, the content and status of the qualification gained. This documentation, including a course transcript is in line with MFHEA regulations. Additionally, the IQA team carries out a quality check to ensure that such information is factual, reliable and in compliance with the expected quality standard.

### **6. Teaching Staff**

Learning Works applies clear, fair and transparent processes for the recruitment, conditions of employment and professional development of staff. LWP20, *Teaching and Administrative Staff Policy* gives further information about the selection of staff and requirements for teaching.

Lecturers at Learning Works base their teaching on the concept of andragogy, fully aware that adult learners adopt different learning strategies from those used by young learners. Adults need to know why they are learning something. They learn through doing, are problem solvers and are fond of social interaction. They generally want to use their life experiences in the classroom and integrate new ideas with existing knowledge.

Learning Works is conscious of the link between research and education and encourages staff to conduct research that will enable them to improve their practice.

As specified in *Continuous Professional Development Policy* LWP, the Institution believes that lecturing staff are responsible for maintaining a sound knowledge of their area of teaching and keep updated on their pedagogical expertise to ensure that the best possible learning opportunities are planned and delivered. Learning Works organizes three Continuing Professional Development (CPD) Sessions for teaching staff during the year since it believes that all the teachers need to be leaders of learning, as well as disseminators of knowledge and best practice.

Lecturers are further supported through feedback given by the IQA team who monitor the teaching, learning and assessment processes as indicated elsewhere in this document.

## **7. Learning Resources and Student Support**

### *7.1 Learning Environment*

Learning Works strives to provide a learning environment that stimulates learners to achieve their full learning potential both of theoretical-based courses as well as of their work-based placements in line with the following Learning Works' policies: *Student Work Placement Policy*; *Learning Resources and Student Support Policy*; *Online Learning Policy* and the *Assessment Policy and Procedure*. Programmes are delivered in ways that encourage students to participate actively and assume responsibility for their own learning.

Learning can take place face-to-face, online or blended as indicated in Learning Works' policy LWP19 *Online Learning*. LWP 19 provides an in-depth write-up of the procedures adopted in connection with this mode of learning.

When face-to-face courses are held, the venue is Learning Works, Training Hub at the Landmark Business Centre in Qormi. The Training Centre is on the first floor of the building and is serviced by a passenger lift making it fully accessible to persons with a disability. There is wheelchair manoeuvrability in all areas of the Institution with accessible sanitary facilities.

A student-centred approach where students have more input in what is learned, how it is learned and when it is learned has been introduced at Learning Works. Students are empowered to own their learning through critical thinking, inquiry and collaboration where the lecturer increasingly adopts the role of facilitator. Through the constructivist approach which builds on prior knowledge, purposeful active learning and sense making, students are empowered and enabled to grow.

### *7.2 Physical Resources*

Learning Works is equipped with the necessary learning facilities and resources to support student learning. All lecture rooms are equipped with Wi-Fi and an interactive whiteboard/ overhead projector/ large screen televisions as the case may be. Sound amplification facilities are available where required.

### 7.3 Learning Resources

An online system is available to support online and blended teaching as indicated in LWP19, *Online Learning Policy*. The technological infrastructure at Learning Works has been designed and developed with input from education and training experts together with information technology experts. The design process incorporated all elements of integrity expected from a further and higher education institution operating in Malta as defined by the IQA policy of Learning Works. Testing procedures deployed during the development of the infrastructure also ensured the reliability and availability of a solid technological infrastructure.

The support of the IT department and the companies providing the service related to the Virtual Learning Environment, for example, ensure that the Institution and the administrative staff are supported both during and after office hours particularly during lecturing times.

Once enrolled, every student has access to our Learning Management System through which s/he may download course material such as power point presentations, notes etc. Students and lecturers may also be able to make use of our library service with access to over 500,000 books. As an Institution, Learning Works is currently subscribed to *Perlego*.

### 7.4 Student Support

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.

Advice on issues relating to student performance on the course as well as on personal issues is given by the administrative staff. Additionally, administrative staff refer issues to the IQA team for further guidance. LWP 18 *Learning Resources and Student Support* gives further details on the service provided.

Any special learning/development need that is triggered by the lecturer or student through a referral process is catered for through the engagement of dedicated support staff. LWP15, *Equality, Diversity and Student Support* provides additional information on the support provided. The IQA team also ensures that learner progress is monitored in such instances. LWP15 also promotes equal opportunities and respects and adheres to all legislation relating to this issue.

As indicated previously in section 5.2, all students are required to attend an induction session as specified in LWP18, *Learning Resources and Student Support* during which the Student Handbook is distributed to course participants. Topics discussed include scheduling of timetables, programme structure, learning outcomes of programmes, submission of assignments, processes of moderation of assignment briefs and assignment grading, plagiarism and information about procedures to be followed in the case of extenuating circumstances. Course participants are informed that on the first day of the course, lecturers will give them a week-by-week syllabus and core and additional reading lists for the module. Information on practice placements is given and practice handbooks are distributed and discussed. Discussions on student complaints procedures and plagiarism are also held.

## **8. Information Management**

Learning Works keeps admission records for each student, together with lists of course participants, retention, success and completion rates and assessment records.

The Institution manages data as defined in the expected quality standard for information management. Retention of all records is compliant with regulations. LWP 07, *Records Management and Archiving Policy* indicates the procedures used in the collection, management and storage of data.

Student feedback during and after course completion is available. This is collected by the IQA team. Employment rates and career paths will be available once tracer studies are carried out.

The internal quality assurance system adopted by Learning Works contains documented evidence of written internal quality assurance procedures, an effective communication strategy, summative sampling, monitoring of teaching sessions and standardisation activities. The IQA team together with staff and students, is involved in systematically collecting, analysing and evaluating information for improvement.

## **9. 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 mission statement of Learning Works is also in the public domain. Events carried out by Learning Works are advertised on the Facebook page of the Institution. Information provided is clear, accurate and up-to-date.

LWP03, *Public Information Policy* reflects the guidelines of MFHEA communication 09/2021 concerning the information that educational institutions are obliged to publish on their websites. These include *inter alia*:

- the selection criteria for the courses/programmes;
- information on each course including the number of ECTSs;
- the content, aims and objectives, teaching and learning approaches, assessment procedures, pass rates and learning outcomes and opportunities for further study and career progression;
- the MQF/EQF levels for each course are clearly presented;
- course fees are available together with a Withdrawal and Refund Policy (LWP05);
- procedures for progression from one MQF level to the next are clearly presented on the Institution's website where applicable;
- the amount of learning hours of each course.

The information available allows prospective applicants to make informed choices in terms of the knowledge, skills and competences they are expected to acquire on successful completion of the programme.

## **10. 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 maximum potential.

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 programmes and courses is also carried out.

The Institution implements the agreed plans and then carries out the necessary studies by regularly collecting and collating data to assess whether the targets set are being met.

Feedback is obtained from students, teaching staff, the IQA team and external stakeholders. External stakeholders give feedback on curricular provision. This ensures that updates to technology, legal, economic, social and environmental matters related to a particular area are reflected in the provision at Learning Works.

Learning Works has embarked on carrying out tracer studies among its former students to determine the extent of the impact of its courses on the students' careers. This data together with internal and external feedback are duly analysed. Action is taken following this exercise through internal discussions of the suggested changes with a view to adopting these recommendations. The actions arising from the reviews carried out shall be communicated to all concerned to ensure continuous improvement of the service delivered. The reports drawn up are available for scrutiny.

## **11.Cyclical External Quality Assurance**

Learning Works undergoes the mandatory five-yearly external review by the MFHEA.

Learning Works subscribes to the view that the EQA audit is a tool for both development and accountability and that the tool supports the internal quality management of the Institution. The self-assessment report provides an opportunity for Learning Works to demonstrate how Learning Works is carrying out its internal quality assurance.

Learning Works ensures that the following issues are addressed:

- The fitness for purpose and effectiveness of its internal quality assurance processes including an examination of the systems and procedures that have been implemented together with the documentation that supports them.
- The compliance with the obligations of licence holders with established regulations and any conditions or restrictions imposed by the MFHEA.



- The governance and financial sustainability of providers, the appropriateness of corporate structures and the competence of staff with senior management responsibilities.

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

- The written IQA procedures including the internal quality assurance sampling strategy.
- Numbers of current registered learners per qualification and level.
- Learner Centre enrolment and awarding organisation registration details.
- Lecturer details – specifically CVs, CPD records, qualifications, development plans and workload.
- Learner progress reviews and achievements, any access arrangements requirements and equal opportunities monitoring information.
- Training programmes, assessment records, plans, reviews and tracking sheets
- Available learner support resources.
- Details of all learning and assessment sites.
- Details of alternative locations subcontractors or franchise and partnership arrangements.
- IQA records including feedback to lecturers, assessors, discussions with learners.
- Records of claims for certification.
- Learner work and/or portfolios.
- Minutes of internal quality assurance meetings.
- Records of standardisation activities.
- Procedures for storage and retention of Centre records.

Following monitoring activities by the EQA, feedback or actions are to be promptly disseminated to the IQA team at Learning Works. Any action or points raised by the external quality assurer will be acted upon within the timescales specified.

## **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

1. Learning Works' Corporate Structure
2. Learning Works' Standard Operating Procedure 1, *Structures for Data Collection, Reporting and Analysis of Feedback* (LW SOP 001).
3. LWP 02, *Registration and Admission Policy*
4. LWP 03, *Public Information Policy*
5. LWP 04, *Performance and Attendance Policy*
6. LWP 05, *Withdrawal and Refund Policy*
7. LWP 06, *Data Protection Policy*
8. LWP 07, *Records Management and Archiving Policy*
9. LWP 08, *Academic Integrity Policy*
10. LWP 09, *Mitigation Policy*
11. LWP 10, *Recognition of Prior Learning Policy*
12. LWP 11, *Student Work Placement Policy*
13. LWP 12, *Student Complaints Policy*
14. LWP 13, *Student Grievances Policy*
15. LWP 14, *Student Appeals Policy*
16. LWP 15, *Equality, Diversity and Student Support Policy*
17. LWP 16, *Anti-Slavery and Human Trafficking Policy*
18. LWP 17, *Anti-Bribery and Corruption Policy*
19. LWP 18, *Learning Resources and Student Support Policy*
20. LWP 19, *Online Learning Policy*
21. LWP 20, *Teaching and Administrative Staff Policy*
22. LWP 21, *Assessment Policy and Procedure*
23. LWP 22, *Continuous Professional Development Policy*
24. LWP 23, *Design and Approval of Programmes Policy*

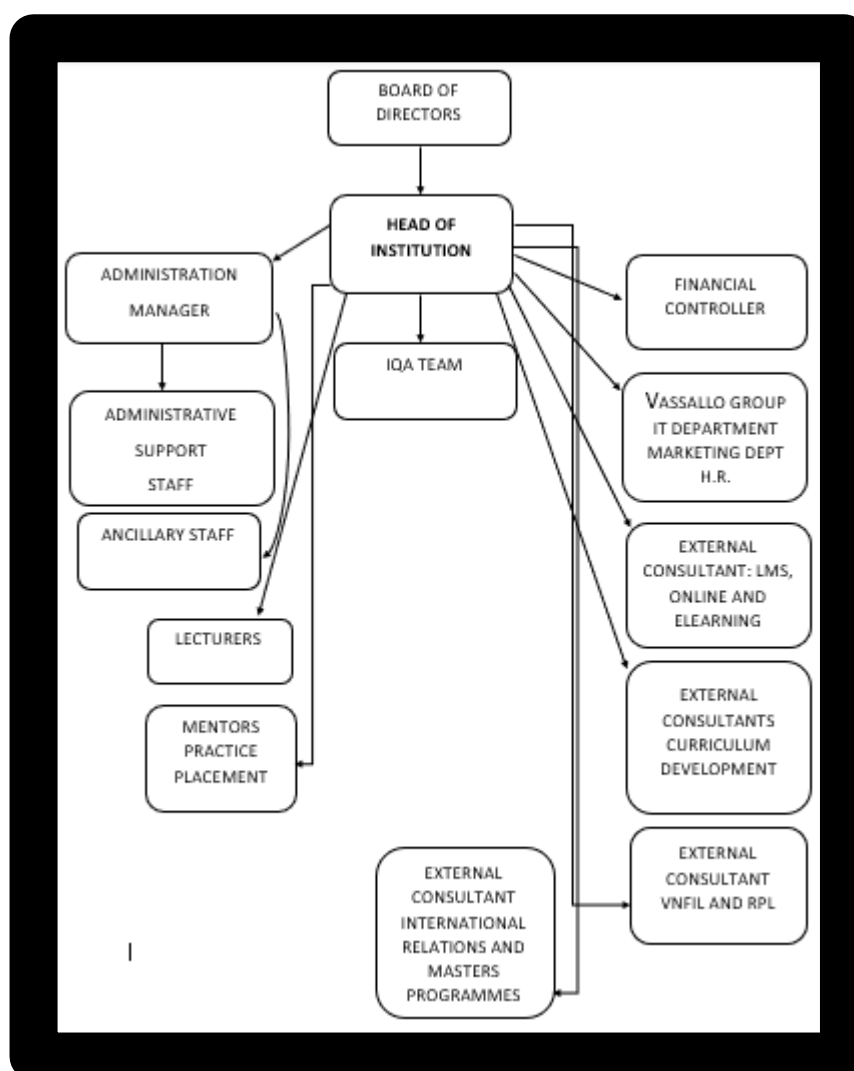
25. LWP 24, *Health and Safety Policy*

26. LWP 25, *VNFIL IQA Policy*

## Appendix 1

### Learning Works' Corporate Structure

Following is Learning Works' corporate structure. It shows the organogram for Learning Work's ownership, corporate and management structure. The operations of Learning Works are supported by the experienced and professional management set-up of the Vassallo Group. This means that the management aspect has the full support of the group's CEO, who is also the chairman of Learning Works as well as the group's management team.



### Role Descriptions

Below are the role descriptions of all the Learning Work's members of staff as well as all those who although are not employed by the Institution provide a service as indicated hereunder.

The institution has a detailed job description covering all roles indicated hereunder.

### **Head of Institution**

The Head of Institution is directly responsible for the running of the Institution including academic affairs, business development and marketing. The Head of Institution is currently the CEO of Learning Works thus ensuring a high level of corporate commitment to Learning Works.

### **Internal Quality Assurance Team**

The Internal Quality Assurance team is responsible for the implementation and the monitoring of a Quality Assurance system across Learning Works as established through this policy. The IQA team is responsible for evaluating and updating the policies of Learning Works apart from monitoring the teaching, learning and assessment taking place in the Institution. The IQA team also provides academic support to the institution on a day-to-day basis and is carrying out research in the form of a tracer study to determine the impact and effectiveness of the courses delivered by Learning Works.

### **Administration Manager**

The Administration Manager is responsible for the administrative team, human resources, student registration, student services, coordination with lecturers, upkeep of premises, minor staff and external suppliers.

### **Administrative Support Staff**

Administrative support staff are responsible for inquiries, student affairs, support to the IQAs and external consultants, support to the lecturers, sales and marketing.

### **Ancillary Staff**

Ancillary staff is responsible for cleaning and maintenance of the Institution.

### **Lecturers**

Lecturing staff is responsible for delivering lectures, setting questions for assignments and preparation of rubrics for assessment, correction of assignments and the drawing up of examination papers together with their rubrics for assessment.

## **Mentors**

Mentors are responsible for mentoring students during their practice placements where applicable.

## **Financial Controller**

The financial controller is responsible for the preparation of monthly or yearly accounts, budgets and payments to suppliers.

## **External Consultants**

External Consultants have been included in the organogram because they form part of Learning Works in that they are engaged by the Institution to carry out tasks assigned by the Head of Institution. They are, however, autonomous in their line of work.

The external consultants responsible for programme development are responsible for the creation of new programmes and the filling of the relevant forms to be 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 provide 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.

## **Vassallo Group:**

### **i. IT Department**

The Vassallo Group IT Department supports Learning Works in all matters related to IT.

### **ii. Marketing Department**

The Vassallo Group Marketing Department supports Learning Works in matters related to marketing which are not covered by the Institution's administrative support staff.

### **iii. Human Resources (HR) Department**

The Vassallo Group HR Department supports Learning Works in recruitment and other HR processes.



## **Appendix 2**

### **LEARNING WORKS STANDARD OPERATING PROCEDURE 1 (LW SOP/001)**

#### **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 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 Works* after each session with absent students being duly recorded. Students who absent themselves 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 team 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 Institution during the first weekly meeting held by the IQA and the Head of 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 experienced 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. Issues are cleared prior to the start of the course in question.

The IQA team 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 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 for approval. The IQA 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 teachers will be held by the IQA team should the need arise. These meetings are to be minuted.

Final recommendations will be passed on to the Head of 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 to the students. The IQA team analyses the assessment tasks and hold meetings with lecturers should there be any issues that need to be discussed. A report is issued by the IQA team 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 team 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 Institution for his/her perusal. If the situation warrants, the Head of 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 team 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 team not later than seven working days after the course has come to an end.

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 Institution for his/her perusal.

If the situation warrants, the Head of 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 team 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 team will observe lecturers at work and fill in a feedback form.

The IQA team 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 teacher concerned. If the situation warrants, the assessors discuss issues with the Head of 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 team are reviewed annually.

### **Internal Verification**

Once assignments are uploaded onto Moodle the IQA team 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 hand this to the Head of Institution.

### **Departmental meetings**

Departmental meetings are scheduled on a weekly basis between the IQA team and the Head of 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 Institution, the IQA team and lecturers.

Decisions are minuted and filed in the administrative office of the institution.

### **Continuous Professional Development**

Continuous professional development sessions are held three times a year. Sessions are mandatory. The topics of the sessions are communicated at the start of the year. Sessions are held on-line, 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 Institution for his/her attention.

### **Tracer Study**

Once a year a questionnaire is sent to all individuals who would have completed a Learning Works course in the previous year. The results of this survey are to be analysed by the IQA team 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 3

### LEARNING WORKS' LWP02: REGISTRATIONS AND ADMISSIONS POLICY

TYPE: Policy and Procedure
SUBJECT: REGISTRATIONS AND ADMISSIONS REFERENCE: LWP02
DATE: 1st October, 2020
LAST REVIEWED: 1 <sup>st</sup> October, 2021
APPROVED BY: The Board of Directors
<p><b>A. POLICY &amp; SCOPE</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>B. ELIGIBILITY</b></p> <p>Learning Works defines the entry requirements of respective programmes and publishes this information on the public domain, normally on the Institution's website: <a href="http://www.learningworks.edu.mt">www.learningworks.edu.mt</a>. 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:</p> <p><b>1. Qualifications</b></p> <p>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.</p>

## **2. Maturity Clause**

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

## **3. Recognition of Prior Learning**

Students who request recognition of prior learning are required to provide evidence of their work experience and/or projects 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.

## **4. 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.

## **C. 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).

Charlo Bonnici  
CEO

## APPENDIX 4

### LEARNING WORKS' LWP03: PUBLIC INFORMATION POLICY

TYPE: Policy
SUBJECT: Public Information REFERENCE: LWP03
DATE: 15 <sup>th</sup> February 2021
LAST REVIEWED:  10 <sup>th</sup> November, 2021
APPROVED BY: The Board of Directors
<p>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:</p> <p><b>1. General Information about Learning Works' on:</b></p> <ul style="list-style-type: none"><li>● facilities;</li><li>● location;</li><li>● contact details;</li><li>● accreditation;</li><li>● the academic team.</li></ul> <p><b>2. Course information indicating:</b></p> <ul style="list-style-type: none"><li>● course title;</li><li>● EQF/MQF Level; ECTS/ECVET learning credits;</li><li>● course code;</li><li>● content, aims and objectives;</li></ul> <p><b>3. Course Rationale:</b></p> <ul style="list-style-type: none"><li>● learning and teaching outcomes;</li><li>● teaching methods;</li><li>● assessment procedures including pass mark for each course;</li><li>● selection criteria;</li><li>● procedures for progression from one MQF level to the next are clearly presented on the Institution's website where applicable;</li></ul>

- 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 5

### LEARNING WORKS' LWP04: PERFORMANCE AND ATTENDANCE POLICY

TYPE: Policy
SUBJECT: <b>PERFORMANCE &amp; ATTENDANCE POLICY</b>  REFERENCE: LWP04
DATE: 1st October 2020
LAST REVIEWED: 22nd June 2022
APPROVED BY: The Board of Directors
<p><b>POLICY AND SCOPE</b></p> <p>Attendance during in-class lecturing sessions and during online learning (whether synchronous or asynchronous) is an individual student 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.</p> <p>Learning Works keeps a record of attendance rates and adopts a policy of minimum 80% attendance/participation rate for each course. Students who are aware that they will not be able to attend a session/ sessions are to inform Learning Works three days ahead of the session in question giving details of the reason for their lack of attendance.</p> <p>If students fail to reach the 80% threshold, an <i>ad hoc</i> board will be set up to determine whether the student had valid reasons that prevented him/her from fulfilling this demand. Valid reasons for failing to reach the said threshold include the special circumstances indicated further down in this document.</p> <p>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</p> <p><b>SPECIAL CIRCUMSTANCES</b></p> <p>Learning Works applies an internal mechanism to consider special circumstances for students' participation/attendance. Students are required to inform their respective teaching staff member 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:</p>

- Participation in an event/activity as part of a national activity;
- Major illness of close family member of student;
- Legal proceedings;
- Participation in approved events/activity of Learning Works;
- Injury/Illness of student.

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

Charlo Bonnici  
CEO

## APPENDIX 6

### LEARNING WORKS' LWP05: WITHDRAWAL AND REFUND POLICY

TYPE: POLICY
SUBJECT: WITHDRAWAL AND REFUND
REFERENCE: LWP05
DATE OF POLICY: 1 <sup>st</sup> October, 2020
LAST REVIEWED: 10 November, 2021
APPROVED BY: The Board of Directors
<p><b>POLICY</b></p> <p>Upon enrolling on a course offered by Learning Works, a student enters a legal agreement in which s/he agrees to abide by the conditions of enrolment (including meeting stated payments), in exchange for the service offered by the Institution in the delivery of the course.</p> <p>In a situation where a student wishes to cancel or change his/her enrolment, as a measure of goodwill, Learning Works will allow the options indicated below. A student may only avail himself/herself of one of these options once.</p> <p><b>Cancellation Policy</b></p> <p>Students wishing to cancel their enrolment must submit a notification of withdrawal in writing within 14 days of the confirmation of enrolment. To apply for a cancellation, the student must send an email on <a href="mailto:info@learningworks.edu.mt">info@learningworks.edu.mt</a> and indicate his/her intentions clearly.</p> <p>It is recommended that students contact Learning Works within 24 hours of submitting a cancellation request to confirm receipt. Learning Works accepts no responsibility for and will not be liable for non-receipt of messages or transmissions.</p> <p><b>Withdrawal and Refund Policy</b></p> <p>A completed enrolment form acts as confirmation of acceptance, and commitment to, paying all fees as stated in the Letter of Acceptance.</p> <p>Students are considered to have commenced their course from the date that course login details have been issued by Learning Works.</p> <p>An administration fee of seventy-five (75) euro, plus postage &amp; handling costs where applicable, will be deducted from the refunded cost when applicants withdraw or request a transfer from one course to another. Additionally, other costs may be incurred as stipulated in the Acceptance Letter issued to students before they start following a course/ programme of studies.</p> <p>Refunds may be granted in the event that an application is submitted within a month of enrolment. If you would like to request a refund, please email the administrative team on <a href="mailto:info@learningworks.edu.mt">info@learningworks.edu.mt</a>. In the case of international students, refunds can only be given as indicated in their Letter of</p>

Acceptance.

Refunds cannot be issued in the event an assignment has already been submitted and returned.

#### 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](mailto: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 [info@learningworks.edu.mt](mailto:info@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.

Charlo Bonnici  
CEO

## APPENDIX 7

### LEARNING WORKS' LWP06: DATA PROTECTION POLICY

TYPE: Policy
SUBJECT: Data Protection Policy REFERENCE: LWP06
DATE: 1 <sup>st</sup> October 2020
LAST REVIEWED: 1 <sup>st</sup> November 2021
APPROVED BY: The Board of Directors
<p>Learning Works is part of the Vassallo Group.</p> <p>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.</p> <p>Personal information is obtained when you use our website and/or when you visit our Learning Works Building in Level 2 Suite, The Landmark, 5 Triq l-Iljun, Qormi.</p> <p>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.</p> <p><b>1. What data do we collect?</b></p> <p>Learning Works collects specific data according to the role of the individual which includes all or part of the following data:</p> <p><b>In the case of Students</b></p> <ul style="list-style-type: none"><li>• Personal identification information (Name, ID number, email address and phone/mobile number, etc.)</li><li>• Personal bust photo for identification</li><li>• Next of kin information (Name, email address and phone/mobile number)</li><li>• Bank Account details (To facilitate payments).</li><li>• Special Category Data (This will include any health conditions that we need to know to ensure safety).</li></ul>

### **In the case of 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).

## **2. 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:

### **In the case of Students:**

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

### **In the case of Employees:**

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

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

### **In the case of Students:**

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

### **In the case of Employees:**

- Public Administration
- Various internal standardised reports created by Learning Works to ensure progress during your career.standardized

- Personal file from the mother company – Vassallo Group.

### **3. How will we use your data?**

Learning Works collects your data so that we can:

#### **In the case of 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.

#### **In the case of 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.

### **4. How do we store your data?**

#### **In the case of Students:**

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

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

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

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

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

**In the case of 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.

**5. Who has Access to the data?****In the case of Students:**

Authorised employees are responsible for the maintenance of all student records which are required to be maintained accurately and which pertain to educational progress and wellbeing while at Learning Works.

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

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

**In the case of Employees:**

Authorised 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 authorised administration personnel.

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

**6. Marketing**

From time to time Learning Works will be sending information and reminders to



students and employees about internal events.

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 participation 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 Company's **Data Protection Officer** at:

Email: [dpo@vassallogroupmalta.com](mailto:dpo@vassallogroupmalta.com)

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

## **7. 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 in 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 in consideration of 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 organisation, 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:

## **8. Cookies**

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

For further information, visit [allaboutcookies.org/manage-cookies](http://allaboutcookies.org/manage-cookies)  
Learning Works or any of its online portals do not store personal information at any time.

## **9. How to manage cookies**

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

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

## **10. Privacy policies of other websites**

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

## **11. Changes to our privacy policy**

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

## **12. How to contact us**

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

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

### **13. How to contact the appropriate authority**

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

Email: [idpc.info@idpc.org.mt](mailto: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 8

### LEARNING WORKS' LWP07: RECORDS MANAGEMENT AND ARCHIVING POLICY

TYPE: Policy
SUBJECT: Records Management and Archiving Policy REFERENCE: LWP07
DATE: 1 <sup>st</sup> October 2020
LAST REVIEWED:  1st October 2021
APPROVED BY: The Board of Directors
<b>Introduction</b>  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 the the Institution monitors this data management process during the lifetime of the student's activity at Learning Works including student progression.  <b>These are the processes to collect, monitor, manage and store information on student progression at Learning Works:</b>  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. Records and documentation created in the course of research, whether internally or externally funded, are also subject to contractual record-keeping requirements.  2. The persons within Learning Works responsible for the collation, processing, retention and analysis of data collated are the Head of Institution and the Executive Administrator who is also responsible for the day-to-day administrative work related to Learning Works.

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 continued 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

### **Definition of Records Management**

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

### **Objectives and Responsibilities**

9. 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.

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

- 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.

11. 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.

12. 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.

13. Individual employees must ensure that 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**

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

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

17. All records created and received by Learning Works or its officers and employees in the course of their official duties must be retained as long as required to meet legal, administrative, financial and operational requirements of Learning Works. The retention of records is not to be longer than necessary.

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

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

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

### **Relationship with Existing Policies and Legislation**

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

## **Learning Works *Archiving Policy***

### **1. Introduction**

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

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

### **2. Definition of Archives**

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 9

### LEARNING WORKS' LWP08: ACADEMIC INTEGRITY

TYPE: POLICY and PROCEDURE
SUBJECT: ACADEMIC INTEGRITY REFERENCE: LWP08
DATE OF POLICY: 1 <sup>st</sup> October 2020
LAST REVIEWED: 1 <sup>st</sup> October 2021
APPROVED BY: The Board of Directors
<p><b>1. Policy Statement</b></p> <p>Learning Works upholds a high standard of academic integrity and will adopt a zero-tolerance policy towards plagiarism and cheating during examinations and tests as defined in the sections below. This policy applies to all students enrolled in a programme at Learning Works. All students are informed of this policy before entry in any programme.</p> <p><b>2. Plagiarism</b></p> <p>Learning Work 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 programme/qualification. 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.”</p> <p>Plagiarism includes but is not limited to:</p> <ul style="list-style-type: none"><li>• Copying any portion from books, journals, and electronic sources without acknowledgement;</li><li>• Paraphrasing material from another source without proper acknowledgment or citation;</li><li>• Using any part of a previously marked work in a new assignment;</li><li>• Obtaining an assignment from an internet research service and handing it in as your own.</li></ul> <p><b>3. Cheating during Examination and Tests</b></p> <p>Learning Works believes that it is imperative that it conducts fair and transparent examinations and tests. Cheating during examinations and tests is not tolerated.</p> <p>Cheating in examinations and tests includes but is not limited to:</p> <ul style="list-style-type: none"><li>• Having unauthorised material in your possession including notes or any other documents or information;</li></ul>

- Communication with others during the examination or test.

#### **4. 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. In order to assist in this process, LW has introduced 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%.

#### **5. Consequences**

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

- A verbal warning;
- 'Fail' grade for the students' work;
- Suspension from course, temporary or permanent;
- Cancellation of examination/test.

Charlo Bonnici  
CEO

## APPENDIX 10

### LEARNING WORKS' LWP09: MITIGATION POLICY

TYPE: POLICY
SUBJECT: MITIGATION REFERENCE: LWP09
DATE OF POLICY: 1 <sup>st</sup> October 2020
LAST REVIEWED: 1st October 2021
APPROVED BY: The Board of Directors
<p><b>MITIGATION POLICY</b></p> <p>1. Definition</p> <p>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.</p> <p>2. Considerations</p> <p>Such circumstances may include the following:</p> <ul style="list-style-type: none"><li>• physical or mental ill-health</li><li>• severe financial hardship</li><li>• emotional/personal difficulties e.g. bereavement, family illness</li><li>• disability i.e., where the student's disability comes to light for the first time at assessment</li><li>• unavoidable absence</li><li>• loss of immigration status</li><li>• jury service/court attendance</li><li>• other serious circumstances which could not be foreseen by the student or serious circumstances beyond the control of the student.</li></ul> <p>1.Responsibilities</p> <p>Students are responsible for submitting their assessments on time, presenting themselves for assessment and examinations at the appropriate times and venues, and submitting relevant information on mitigating circumstances when this measure is requested. Where mitigation is requested, the student is responsible for seeking 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</p>

Executive Officer of Learning Works with a recommendation for the action to be taken.

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Charlo Bonnici

CEO

## APPENDIX 11

### LEARNING WORKS' LWP 10: RECOGNITION OF PRIOR LEARNING

TYPE: Policy and Procedure	
SUBJECT: Recognition of Prior Learning REFERENCE: LWP10	
DATE: 24 <sup>th</sup> September 2021	
LAST REVIEWED:	
APPROVED BY: The Board of Directors	
<b>Purpose</b> <p>The purpose of Recognition of Prior Learning (RPL) is to recognise and accredit knowledge, skills and competences gained by individuals through formal, non-formal, informal or experiential learning. RPL allows applicants to demonstrate learning achieved through a range of learning experiences, including formal, non-formal and informal education. RPL enables applicants to gain entry to a chosen programme of study by satisfying entry requirements through different forms of learning. Furthermore, RPL also provides an opportunity for students to gain exemptions from ECTS as part of the programme.</p> <p>This policy will guide Learning Works when managing the process of recognition of prior learning. Learning Works shall carry out RPL based on a set of core principles intended to ensure a fair and transparent process.</p>	
<b>Glossary</b>	
<b>Formal Learning</b>	Formal learning can be described as learning which takes place in a structured manner and in organised environments such as universities, education institutions or at 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.
<b>Non-Formal Learning</b>	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. Non-formal learning may be validated and can lead to certification or recognition of prior learning. Non-formal learning is also sometimes described as semi-structured learning.
<b>Informal Learning</b>	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.
<b>Work-Based Learning</b>	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.
<b>Lifelong Learning</b>	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.
<b>Knowledge</b>	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
<b>Skills</b>	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)
<b>Competence</b>	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.
<b>Learning Outcomes</b>	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.
<b>Portfolio of Evidence</b>	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.
<b>RPL Coordinator</b>	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.
<b>RPL Technical / Academic Expert</b>	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

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 30 ECTSs through RPL.

## **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](http://www.learningworks.edu.mt) to facilitate and encourage prospective candidates to come forward and seek guidance prior to applying.

### **1. 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.

### **2. 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](mailto: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.

### 3. 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.

### 4. 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.

### 5. 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:

- i. **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.
- ii. **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.
- iii. **Authenticity** – The applicant should provide a variety of documentation together with signed declaration forms.

- iv. **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.

- i. **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.
- ii. **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.
- iii. **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.
- iv. **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.
- v. **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.

## 6. 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.

## 7. 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](mailto:cbonnici@learningworks.edu.mt) copying the Internal Quality Assurance staff ([IQA@learningworks.edu.mt](mailto: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.

## 8. 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.

## 9. 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.

## 10. 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 55 ECTS 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 12

### LEARNING WORKS' LWP11: STUDENT WORK PLACEMENT POLICY

SUBJECT: STUDENT WORK PLACEMENT REFERENCE: LWP11
DATE OF POLICY: 21 <sup>st</sup> October, 2021 (To become effective on 1 <sup>st</sup> January, 2022)
LAST REVIEWED:
APPROVED BY: The Board of Directors
<b>DEFINITIONS</b>  For the purposes of this document:  a “work placement” refers to a planned specific experience, normally outside the Institution, either in a workplace of the Vassallo Group or of another provider where the learning outcomes are an intended and integral part of the programme and module or unit of the course of study;  “sponsors” means the organisations or individuals approved by Learning Works to deliver the work-based learning component;  “training logbook” means a reflective work-based logbook, which presents a systematic report of activities conducted during the periods of work-based learning.  <b>POLICY</b>  The principles underlying this policy are that all placements: <ul style="list-style-type: none"><li>• Are integral to the programme of study.</li><li>• Are an extension of the learning process carried out during lectures and allow the student to integrate theory and practice.</li><li>• Facilitate the student’s development of the required standards of proficiency.</li><li>• Are in a setting that reflects the normal context and environment for that practice.</li><li>• Are of a number and duration that enable learners to fulfil the demands of the profession.</li></ul> <b>RESPONSIBILITIES</b>  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 and moderated by the Internal Quality Assurers (IQA).
- 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:
  - i. training programme title;
  - ii. relevant skilled and technical occupation;
  - iii. eligibility and entry requirements;
  - iv. 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;
  - v. learning outcomes and credits for institution-based and work-based learning defining the knowledge, skills behaviours and attitudes to be gained;
  - vi. assessment methodology providing the types of assessment, dates, duration, location at the sponsor and at Learning Works;
  - vii. 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;
  - viii. progression to further training programmes;
  - ix. due date of review of the educational content of the training programme by Learning Works.

## **RIGHTS AND OBLIGATIONS**

- 1 Learning Works shall:

- i. act as the administrator of the training programmes and shall be responsible for the development, co-ordination, control, assessment and certification of the training programmes, as well as the provision of the institution-based learning component;
- ii. develop training programmes in consultation with sponsors;
- iii. review the programme every three years;
- iv. conduct internal quality audits on training programmes and their support administrative processes;
- v. 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;
- vi. ensure that training programmes, systems and processes reflect the national strategy for social inclusion in education;
- vii. issue the qualification or award for each training programme in accordance with the Malta Qualifications Framework or on international qualification structures recognized by industry;
- viii. mediate on issues relating to-work-based learning and training which may arise between the learner and the sponsor;
- ix. 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;
- x. 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;
- xi. provide proper health and safety equipment and facilities in accordance with the Occupational Health and Safety Authority Act;
- xii. ensure that learners are covered by the sponsor's public liability insurance;

- xiii. 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:

- i. they may be eligible to benefit from student maintenance in terms of the Student Maintenance Grant Regulations;
- ii. those on apprenticeship programmes have the right to an income equivalent to the national minimum wage per hour for the hours spent at the workplace as stipulated in the training programme plan. The income per hour is calculated as the income derived from the sponsor and from the student maintenance grant.

2 b. Learners shall:

- i. perform tasks entrusted to them as part of their work-based training;
- ii. undergo vocational education and examinations as outlined in the training programme plan;
- iii. abide by the instructions given to them within the framework of their work-based training by the sponsor, trainer or any other persons entitled to give such instructions;
- iv. attend for work-based training in accordance with the pre-established training programme plan;
- v. attend for 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 discontinues the work-based period before the time specified by the training agreement shall not be liable to pay the sponsor any amount in respect of the training received during the time spent at work as well as for the remainder of time specifically agreed upon for the work-based period.
- 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;
  - ii. identification of Learning Works as the overseer of the training programme;
  - iii. 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;
  - iv. start, end date, duration and the specific hours of the work-based component of the training programme;
  - v. training programme plan issued by Learning Works;
  - vi. 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:
  - i. training programmes in progress by occupation, gender, nationality and level of certification;
  - ii. training programmes concluded that year by occupation, gender, nationality and level of certification;
  - iii. 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*:
  - i. Adapt, where possible, existing curricula into training programmes including a work-based learning component;
  - ii. review training programmes;
  - iii. 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:
  - i. either the sponsor or the learner is unable to fulfil the conditions of the training agreement; or
  - ii. either the sponsor or the learner fails to observe any of the conditions of the agreement; or
  - iii. any difference or disagreement arises between the sponsor and the learner; or
  - iv. 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 13

### LEARNING WORKS' LWP12: STUDENT COMPLAINTS POLICY and STUDENT COMPLAINTS FORM

TYPE: POLICY and PROCEDURE
SUBJECT: STUDENT COMPLAINTS REF: LWP12
DATE: 7 <sup>th</sup> September 2021
LAST REVIEWED:
APPROVED BY: The Board of Directors
<p>1. Introduction.</p> <p>1.1 A complaint is an expression of dissatisfaction by one or more students about action or lack of action by the institution, or about the standard of service provided by or on behalf of the institution.</p> <p>1.2 The institution aims to operate a fair and transparent student complaints procedure and students will not suffer any detriment by making a complaint.</p> <p>1.3 Whenever possible, concerns raised by students should be resolved informally without recourse to formal procedures. If a student has a complaint about any issue related to administration, it should be raised with the administrative staff. Complaints related to teaching need to be raised with the lecturing staff involved.</p> <p>1.4 Complaints by students with a registered disability about the provision of reasonable adjustments for teaching and assessment shall be given priority and dealt with urgently, to prevent prejudice to the student that might be caused by any delay.</p> <p>2. POLICY &amp; SCOPE</p> <p>Learning Works is committed to respect the dignity of the individual and seeks to respect and promote the principles of diversity and inclusion. Learning Works adopts a zero-tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.</p>

### 3. CONFIDENTIALITY

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:

- 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.
- b. 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.
- c. 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.
- d. 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.
- e. 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

	<p style="text-align: right;"><b><u>Student Complaints – Form</u></b></p> <p style="text-align: right;">REFERENCE: LWP12b</p>

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, Triq l-Iljun, Qormi

## Section A

### Student Details

Full  
Name:

Date  
:

	First	Last			
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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:

A. Who or What is being complained about?

- B. The events that took place in chronological order.
- C. The consequence that you believe you have suffered as a result.

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### 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)

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

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- B. Date of meeting/ discussion: \_\_\_\_\_

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

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Section D

**Desired Outcome:**

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**Signature**



## APPENDIX 14

### LEARNING WORKS' LWP13: STUDENT GRIEVANCES POLICY and STUDENT GRIEVANCES FORM

TYPE: Policy and Procedure
SUBJECT: Student Grievances REFERENCE: LWP13
DATE: 7 <sup>th</sup> September, 2021
LAST REVIEWED:
APPROVED BY: The Board of Directors
<p>1. Introduction.</p> <p>1.1 A grievance is a formal difference or dispute between a student and a Learning Works employee about the interpretation and/or application of the institution's policies and procedures, or provision of services, by members of the institution that negatively affects the student. A grievance may be based on one of the following claims: failure to provide services, arbitrary and /or capricious actions by a Learning Works employee; policy or procedure applied unfairly and/or in a different manner than it was applied to others; administrative error in the application of the policy or procedure.</p> <p>1.1 1.2 The purpose of the Student Grievance Policy and Procedure is to provide equitable and orderly processes to resolve grievances indicated by students. The institution aims to operate a fair and transparent student grievance procedure and students will not suffer any detriment when submitting a grievance.</p> <p>1.2 The student is strongly encouraged to seek informal resolution of a grievance by bringing it to the attention of the relevant individual, administrator, or office.</p> <p>2. POLICY &amp; SCOPE</p> <p>Learning Works is committed to respect the dignity of the individual and seeks to respect and promote the principles of diversity and inclusion. Learning Works adopts a zero-tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.</p>

### 3. CONFIDENTIALITY

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


### 5. 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.

## 6. 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

	<h2 style="margin: 0;">Student Grievances – Application Form</h2> <p style="margin: 0;">REFERENCE: LWP13b</p>

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, Triq I-Ljun, Qormi.

### Section A

#### Student Details

Full  
Name:

Date  
:

	First	Last			
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Phone:

Email  
/

ID/Passport no: \_\_\_\_\_

### Section

#### Type of Grievance

Grievance against the grade/action of:

1. Name: \_\_\_\_\_
2. Course: \_\_\_\_\_
3. Is this grievance based on unlawful discrimination, harassment or retaliation?

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

Course: \_\_\_\_\_

Term/Year: \_\_\_\_\_

Grade Received: \_\_\_\_\_

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

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6. 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)

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### Section C

#### An outline of the action you have taken so far:

7. Have you attempted to resolve this matter with the institution?

Yes ☐ No ☐

8. If yes, with whom did you speak?

Name: \_\_\_\_\_

Mobile/Phone Number: \_\_\_\_\_

Title: \_\_\_\_\_

Date of Communication: \_\_\_\_\_

9. What were the results of this communication?

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### Section D

#### Desired Outcome:

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Signature

## APPENDIX 15

### LEARNING WORKS LWP14: STUDENT APPEALS POLICY and STUDENT APPEALS FORM

TYPE: Policy and Procedure
SUBJECT: STUDENT APPEALS REFERENCE: LWP14
DATE: 1 <sup>st</sup> October 2020
LAST REVIEWED: 1 <sup>st</sup> October 2021
APPROVED BY: The Board of Directors
<p>1. Introduction.</p> <p>1.1 An appeal is a petition to change a decision particularly about an academic matter. The basis for a student's appeal of an academic decision may be either that the academic judgment was unfair in the view of the student or that the institution's academic policies were applied incorrectly in the view of the student.</p> <p>1.2 Students are responsible for their academic choices and for meeting the standards of academic performance established for each course in which they register.</p> <p>1.3 Students may appeal an academic decision if they believe that an academic judgment was unfair or that the institution's academic policies were not followed or were applied incorrectly. Both student and lecturer or decision-maker involved have a right to a meaningful opportunity to be heard and to respond to information and to documentation presented.</p> <p>2 POLICY &amp; SCOPE</p> <p>Learning Works is committed to respect the dignity of the individual and seeks to respect and promote the principles of diversity and inclusion. Learning Works adopts a zero-tolerance policy on matters related to aggression, harassment (physical and/or verbal), aggression and unfair discrimination.</p>

### 3 CONFIDENTIALITY

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 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:

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

### 5 APPEALS


The decision of the appeals board is final.

### 6 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



	<p style="text-align: right;"><b><u>Student Appeals – Form</u></b></p> <p style="text-align: right;">REFERENCE: LWP14b</p>

**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 l-Ljun, Qormi.**

#### Section A

##### STUDENT DETAILS:

Full Name:		Date	
	First	Last	: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 1.2em; vertical-align: middle;"></span>

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:**

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

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

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

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

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### Section C

<b>Give an outline of the action you have taken so far:</b>
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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?

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

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3. If the issue involves teaching/assessment, did you make a complaint about the issue with the lecturer? When was this done?
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4. Why did you remain dissatisfied with the response to your complaint?

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**Section D:**

<b>EXPECTED OUTCOME - What do you wish to achieve with your appeal?</b>
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**Section E:**

<b>For Office Use:</b>
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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: \_\_\_\_\_

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**Elaine Bonnici**

**Administration Manager**

## APPENDIX 16

### LEARNING WORKS' LWP 15: EQUALITY, DIVERSITY AND STUDENT SUPPORT POLICY

TYPE: Policy
SUBJECT: <b>EQUALITY, DIVERSITY AND STUDENT SUPPORT POLICY</b>  REFERENCE: LWP15
DATE: 1st October 2020
LAST REVIEWED: 1 <sup>st</sup> October 2021
APPROVED BY: The Board of Directors
<p><b>POLICY &amp; SCOPE</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Equality 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.</p> <p>Learning Works provides students with the support required to sustain their development during the learning engagement while engaging in their course of study.</p>

Learning Works adopts a student-centred approach respecting the needs of a diverse student population which is taken into account 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 17

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

TYPE: POLICY
SUBJECT: ANTI-SLAVERY AND HUMAN TRAFFICKING POLICY REFERENCE: LWP16
DATE OF POLICY: 1 <sup>st</sup> October 2020
LAST REVIEWED: 1 <sup>st</sup> Oct 2021
APPROVED BY: The Board of Directors
<p><b>1. The Policy</b></p> <p>i. As one of the companies within the Vassallo Group, Learning Works disassociates itself from any activity/business which is directly or indirectly related or which might in any circumstances lead to modern slavery.</p> <p>ii. We consider modern slavery in all its forms as a fundamental violation of human rights which deprives the person from his freedom and leads to exploitation. Mainly this includes:</p> <ul style="list-style-type: none"><li>• Slavery;</li><li>• Servitude;</li><li>• Forced and compulsory labour;</li><li>• Human trafficking.</li></ul> <p>iii. As a company we strive to act immediately to address any issue related to modern slavery, adopting a zero-tolerance approach by:</p> <ul style="list-style-type: none"><li>• Acting ethically and with integrity at all times;</li><li>• Conducting our business within a legal framework;</li><li>• Setting an effective system to continuously control that no abuse takes place.</li></ul> <p>iv. To eradicate this inhuman activity, we continuously check that we do business with partners sharing the same values and that they promote an Anti-Slavery and Human Trafficking approach.</p> <p>v. This policy binds all employees, in all levels, who work at Learning Works. It also expects that all students share and promote the same values.</p> <p>vi. This policy is communicated to all employees and to all students and may be updated from time to time to reflect the latest developments.</p>

## **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 whistle blower 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 18

### LEARNING WORKS' LWP17: ANTI-BRIBERY and CORRUPTION POLICY

TYPE: POLICY
SUBJECT: ANTI-BRIBERY AND CORRUPTION POLICY REFERENCE: LWP17
DATE OF POLICY: 1 <sup>st</sup> October 2020
LAST REVIEWED:  15 <sup>th</sup> October 2021
APPROVED BY: The Board of Directors
<p>Learning Works strongly believes that bribery and corruption are unethical and unacceptable and inconsistent with its values. It abides by Vassallo Group's Anti-Bribery and Corruption Policy reproduced hereunder:</p> <p>Vassallo Group adopts a zero-tolerance approach to bribery and corruption and is committed towards acting fairly, professionally, transparently and with integrity in all its business dealings and relationships. Vassallo Group is committed towards implementing and enforcing effective systems to counter bribery and corruption.</p> <p><b>1. Policy Applicability</b></p> <p>This Anti-Corruption and Anti-Bribery Policy ("the Policy") shall apply to:</p> <ul style="list-style-type: none"><li>i. All employees, officers, directors, and contracted personnel of Vassallo Group, and to such other persons as shall be designated by Vassallo Group from time to time (hereinafter referred to as "Employee", collectively "Employees"); and,</li><li>ii. All natural and legal persons (and their respective employees, officers and directors) that perform services for or on behalf of Vassallo Group, including without limitation, supply chain business partners, suppliers, consultants, contractors, distributors, and agents (hereinafter referred to as "Associated Person", collectively "Associated Persons").</li></ul> <p>Employees and Associated persons shall adopt at all times, high standard of behaviour and be guided by the general principles of honesty and transparency in personal and business conduct.</p> <p>Contracts and agreements entered between Vassallo Group and Associated Persons may contain more specific provisions addressing certain issues set out in this Policy. In the event of any inconsistency between this Policy and any other provision of a particular contract or agreement, the provisions in the contract or agreement shall prevail.</p> <p>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</p>

Executive Officer or the respective line manager. The same shall apply for any conflict or inconsistency which may be detected by any Employee or Associated Person, between this Policy and any other provision in the code of conduct, policies, rules or procedures of Vassallo Group.

## **2. Definitions**

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

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

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

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

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

## **3. Principles and Expectations of Employee behaviour with Associated Persons, Third Parties and Clients**

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

## **4. 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.

#### **5. Donations**

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

#### **6. Associated Persons**

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

#### **7. Internal Controls**

Employees are to record all monetary and economic transactions according to Vassallo Group's financial and internal control policies and procedures. The Company also acquires the services of an Internal Auditor, tasked with reviewing and ensuring that these procedures are adhered to.

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

#### **8. Monitoring**

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

#### **9. Breach of Policy and Reporting Procedure**

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

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

#### **10. 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.

#### **11. Revisions**

Vassallo Group undertakes to review this Policy on a regular basis at its absolute discretion and shall introduce revisions where necessary or appropriate. Vassallo Group may from time to time also issue addenda, guidelines and memoranda to this Policy.

#### **12. Responsibility**

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

#### **13. Training**

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

#### **14. Confirmation**

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

Charlo Bonnici  
CEO

## APPENDIX 19

### LEARNING WORKS' LWP18: LEARNING RESOURCES and STUDENT SUPPORT POLICY

TYPE: Policy
SUBJECT: Learning Resources and Student Support Policy REFERENCE: LWP18
DATE: 15 <sup>th</sup> February 2021
LAST REVIEWED: 25 <sup>th</sup> November 2021
APPROVED BY: The Board of Directors
<p>All students will be required to attend an intensive induction which in turn must include the following as a minimum requirement for discussion during induction:</p> <ol style="list-style-type: none"><li>1. Programme<ul style="list-style-type: none"><li>• Programme Aims;</li><li>• Programme structure and scheduling;</li><li>• Learning outcomes of programme;</li><li>• Modules per semester.</li></ul></li><li>2. Lecturers<ul style="list-style-type: none"><li>• Names of Lecturers are disseminated.</li></ul></li><li>3. Process of moderation of:<ul style="list-style-type: none"><li>• Assignment briefs;</li><li>• Assignment grading;</li><li>• Ongoing internal verification of assignment briefs and graded assignments.</li></ul></li><li>4. Marking Scheme indicating fail, referrals, pass, merit and distinction.</li><li>5. Student front page when submitting assignment should include:<ul style="list-style-type: none"><li>• Programme name;</li><li>• Name of Academic Institution;</li><li>• Awarding Body;</li><li>• Clear demarcation of lecturer teaching the module;</li><li>• Demarcation of Module title;</li><li>• Assignment demarcation (i.e.: Assignment 1, 2, title if available, etc.);</li><li>• Name of the student (including student ID);</li><li>• Deadline date according to assignment brief;</li><li>• Word count;</li><li>• Plagiarism statement;</li></ul></li></ol>

- Extenuating circumstances: Policy and processes should a student not be able to submit an assignment on time.

#### 6. Tutorial 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.

#### 7. Library facilities:

- Key textbooks for a course are put on reserve. Students will be allowed to make reference to books in the library. Books on reserve must always remain on school grounds in order to be accessible to all students;
- Use of in-house digital library;
- Use of on-line library;
- Use of Public University libraries.

#### 8. Submission of assignments:

- Students must submit their assignments to the Institution via its Learning Management System.
  - Should for some reason an assignment be presented in paper format the student will receive a Receipt depicting:
    - Name of Programme;
    - Student name and USN;
    - The module for which submission has been made;
- Assignment Reference;
- Lecturer'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.

#### 9. 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).

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

#### 11. Practice handbooks:

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

#### 12. Discussions on:

- The Institution's Student Complaints', Grievances' and Appeals' Policies and Procedures are discussed;
- Plagiarism policies and procedures as highlighted in LWP08 are discussed.
- Discuss "Turnitin" software. Provide an example of how it works
- Health and Safety issues - e.g.: procedures in case of illness and fire

13. 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 20

### LEARNING WORKS' LWP 19: ONLINE LEARNING POLICY

TYPE: POLICY AND PROCEDURE
SUBJECT: ONLINE LEARNING REFERENCE: LWP19
DATE OF POLICY: 21 <sup>st</sup> October 2020
LAST REVIEWED: 21 <sup>st</sup> November 2021
APPROVED BY: The Board of Directors
<p><b>Scope</b></p> <p>Learning Works will use online/blended learning where appropriate, to support experiences that are flexible, responsive and effective and meet the needs of all its stakeholders mostly, of the students themselves.</p> <p><b>Definitions:</b></p> <p><b>Elearning</b></p> <p>The term “eLearning” is referred to when learning is taking place using both a computer and the Internet. There are several facets to eLearning including the hardware (computers, mobile phones, digital cameras), digital resources the web, materials presented via Virtual, and online communication tools (e-mail, chat forums etc.) elearning environments, (online libraries etc.), software (tutorials, ‘office packages etc.).</p> <p><b>Blended Learning</b></p> <p>The term blended learning is commonly referred to as a combination of face-to-face learning along with eLearning.</p>

## Different forms and services

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

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

Learning Works shall refer to both synchronous and asynchronous modes of delivery of its training and learning programmes when the term eLearning is being referred to.

Whether synchronous or asynchronous the Lecturer/Tutor is responsible for the module being delivered while the student has the freedom to access the Virtual Learning Platform (VLE) anytime as it is available 24/7 and synchronous sessions are recorded and made available on demand by the student. Among the eLearning pedagogies there are discussion forums, recorded webinars and peer to peer comments.

Each student has her/his own assigned ID and student-generated password to log into the learning management system.

### **Strategic Management**

The strategy is to include both eLearning and blended learning so it can move towards a student-centred learning covering all MQF levels. Learning Works shall therefore commit itself to offer ways that students may choose to enrol and select the best possible option including the pattern or timeframe most suitable to them apart from traditional face-to-face learning.

Learning Works is also offering eLearning and blended learning to cater for student diversity. This shall also result in having teachers/ lecturers and support staff engaged in the process of enrolment and admission including teaching and learning using ICT and other resources which ultimately present elearning/blended learning options apart from the traditional, in-class, face-to-face approach.

The key features of the above are:

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

eLearning and blended learning are also governed by ethical and legal considerations to be in line and in conformity with GDPR.

### **Policy and Procedures**

The Policy and Procedures pertaining to eLearning and blended learning are the responsibility of the Head of Institution of Learning *Works*. The Policy and Procedures address:

- Management,
- Responsibility,
- Accountability
- Staffing and staff development
- Financial, physical and technical resources (including software).

### **Designing and Development of eLearning and blended learning programmes**

The eLearning and blended training programmes are designed in accordance with the National Commission for Further and Higher Education (NCFHE) framework as stipulated in the Referencing report, 4th Revised Edition, February 2016. Learning Works will also be carrying out, in the future, curricular mapping of online courses in line with the Guidelines for Quality Assurance issued by the MFHEA.

### **Learning Outcomes**

The intended learning outcomes for each training programme are:

- Clearly stated;
- Relevant, i.e., appropriate for the intended learners;
- Observable/demonstrable;
- Measurable;
- Achievable and realistic;
- Appropriate to the rigour and breadth of the award, certificate, diploma, or degree awarded;
- Consistent with the mandate of the

provider.

### **Curriculum and Training Programme**

The Curriculum content is:

- Credible with sources identified;
- Accurate;
- Relevant;
- Balanced and free of bias;

- Updated consistently and routinely. Documented;
- Appropriate to the learning outcomes;
- Culturally sensitive;
- Consistent with current copyright laws in the jurisdiction of the provider.

### **Training and Teaching Materials and other Research Resources**

Both the teaching and learning materials are:

- Prepared by qualified content experts (author identified, recorded and documented) working with qualified design experts where appropriate (identified, recorded and documented);
- Readily available;
- Learner friendly;
- Interesting in content and layout;
- Well-organized;
- Free of cultural, racial, class, age and gender bias;
- Accessible to those with disabilities;
- Free from errors;
- Adaptable to learner needs and abilities but still respecting the learning

outcomes.

### **Learning Aids and Technology for The Teacher and the Learner**

Learning technologies provided are appropriate to:

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

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

are:

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

### **Student- Centred and User-Friendly Technology**

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

- Appealing in appearance;
- User-friendly;
- Customizable;
- Inclusive of all institutional services and activities (registration, payment, advising, tutorial assistance and library services);
- Complete;
- Reviewed and evaluated routinely

### **Design of Assessments**

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

Grading rubrics are in the process of preparation and will be available at the end of the academic year.

Course participants will have the possibility of contesting assessment decisions in line with Learning Works Policies on complaints, grievances and appeals.

In the case of blended courses, summative assessments are carried out on campus.

### **Plagiarism Policy**

Plagiarism, intentional or unintentional, is not permissible. Learning Works is against plagiarism and informs the student accordingly through its policy and procedure on plagiarism in the Student Handbook which is also available online on its website. Learning Works has its plagiarism software, *Turnitin*, to detect this with 21% similarity being acceptable.

Student identity in online activities is verified through individual login with students having unique usernames to log into the LMS. All users of the LMS are responsible for ensuring that their usernames and passwords are secure.

### **Use of Technological Devices and Technical Assistance**

The development of online learning material needs to be accessible and usable via a variety of devices including mobile phones. This material consists of videos, recorded webinars, power points, links to websites and *YouTube* etc.

All videos to be used as a mode of delivery in synchronous teaching are to be sent to the administration for approval prior to use. If 'You Tube' social media videos are to be used the lecturer should submit the link to that video for approval by the Head of Institution to determine its quality. Once approved, the link can be part of the pedagogy used in teaching and learning.

The requirements for videos are as follows:

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

#### Technology Technical Assistance

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

- The purpose of the technology/ technologies;
- Skills and knowledge required to manipulate and interact with the technologies being used.

Technology, computers and other ICTs are appropriately used to:

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

The following are engaged to provide technical assistance for eLearning staff and users at the three main stages of production, delivery and access.

HIVE, a third-party ICT specialist, gives the technical assistance for the website.

The IT Department of the Vassallo Group also gives technical assistance where needed and applicable. Similarly, the administration team also gives technical assistance where applicable.

#### **Mode /s of Delivery for eLearning and Blended Training Programmes**

Zoom is used for synchronous, non-traditional, online teaching whereas the virtual learning platform for asynchronous learning is Moodle. Learning Works provides students with a password to access sessions on Zoom. They will also be provided with the same password for asynchronous eLearning Courses.

#### **Delivery of eLearning and Blended Training Programmes including Feedback**

Feedback to student assignments will be delivered in a timely manner by the lecturer.

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

Student Contact Hours for courses will be determined according to the credit hours assigned to the course. The VLE also records the amount of time students spend on the VLE.

New students enrolling on a training programme with Learning Works are required to attend the eLearning environment training during the first week of student orientation. Students may also attend the on-going eLearning orientation throughout the semester should they so wish.

### **Staff Recruitment and Support**

Staff recruitment of instructors / teachers / lecturers will be based on:

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

### **Programme Management**

The person accountable for programme management shall be the Head of Institution who is accountable for:

- Student management and students' rights;
- Learning management;
- Technology planning and utilization;
- Recruitment and selection of appropriate personnel;
- Planning and evaluation of all aspects of the product/service;
- Responsiveness and flexibility to the student and to changing learning requirements;
- Maintaining links within the education and business communities;
- Research and continuous improvement;
- Financial viability and continuity.

Since there can be usability issues of online environments, students and lecturers encountering difficulties in navigating and learning, shall be provided with pre-recorded videos to assist them. Moreover, real time support is also provided by the IT department of Learning Works on 22107237.

### **Student Communications Support**

Though Learning Works is committed to providing the best services possible in relation to communications support, there are shared responsibilities that students need to be aware of. These include:

- Own responsibility for ensuring the minimum technology requirements to complete online courses, including access to a computer and printer and a stable DSL Internet connection. Students may check with the Administrative Executive to ensure that they have access to accessible technology.
- Students and Learning Works will answer all forms of communication in a timely fashion. Learning Works administration must communicate with students by email and Whatsapp prior to a lecturer's absence for a synchronous session.
- Learning Works is committed to meet the specific needs of students with disabilities and complies with the provision of the Equal Opportunities Act for any required support.
- Learning Works will offer free one-to-one or group training and support to students in all the three areas of production, delivery and access.

### **Tutor and Mentoring Support**

Lecturers acting as tutors are all qualified and currently using the Online Learning Platform, Moodle.

All lecturers shall function as tutors and support students in several ways like direct face-to-face support before or after a lecture, through emails or other type of social media. Any 'ad hoc' feedback is done within a minimum of 48 to 72 hours when a student makes a request for assistance. Tutors are to monitor students including those who do not make contact to check if any assistance is needed.

Regular student support comes through feedback after every assessment whether formative or summative. The feedback can be in the form of emails or any other means that helps the student learn.

Mentoring by tutors refers to the support given during on-the-job training where students are under supervision as they are still on a learning curve. This type of support is usually engaged in face-to-face situations, however, this can be also adapted, depending on the nature of on the job according to a specific module.

A report is finally presented by the mentor to Learning Works both to the lecturer carrying out the module the administrative executive.



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

Learning Works will provide CPD training to ensure all lecturers are up to speed with the technology used for online teaching

#### Institutional Support, Archiving and Backup Plans

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

Learning Works offers an open space and also provides laptops that can be used by students for research purposes and also to access the online library with photocopying facilities on demand at the administration offices.

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

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

The Prospectus has three direct email links for any support required including telephone numbers for direct contact.

The emails provided for student support are:

Head of Institution: [cbonnici@learningworks.edu.mt](mailto:cbonnici@learningworks.edu.mt)

Manager Administration: [ebonnici@learningworks.edu.mt](mailto:ebonnici@learningworks.edu.mt)

Student Support Officer : [hchilds@learningworks.edu.mt](mailto:hchilds@learningworks.edu.mt)

Telephone number: 00356 22107237 Ext 232, 219 and 550 respectively.

The current LMS has the capability to store most of the data requested i.e., students' records, assignments and assessments. Learning Works keeps other statistics in Excel format.

Learning works guarantees that it has a relevant data protection system and back -up mechanism using 'One Drive' and is supported also by our third-party software and ICT technical support provider 'Seasus.'

#### **Admissions**

If on application the student is not sure of possessing the right qualifications, student support is given following the writing of an email on [info@learningworks.edu.mt](mailto:info@learningworks.edu.mt)

The students will be informed by email if they have been enrolled. A Learning Agreement will be attached to the email.

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

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

### **Collecting Student Feedback**

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

#### **Quality Cycle for Revision of Training Programmes**

The IQA team will carry out an annual audit to determine whether the Policies and Procedures are executed and exercised as well as to review the policy.

Following feedback from the students and lecturers as well as external experts contracted by the institution, programmes go through a review process to ensure that they are updated accordingly.

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Charlo Bonnici  
CEO

## APPENDIX 21

### LEARNING WORKS' LWP20: TEACHING AND ADMINISTRATIVE STAFF

TYPE: Policy
SUBJECT: Teaching and Administrative Staff REFERENCE: LWP20
DATE: 15 <sup>th</sup> February 2021
LAST REVIEWED: 13 <sup>th</sup> October 2021
APPROVED BY: The Board of Directors
<p>Learning Works applies clear, fair and transparent processes for the recruitment, conditions of employment and professional development of teaching and administrative staff. This activity is coordinated by the Head of Institution at Learning Works through the deployment of the following:</p> <ul style="list-style-type: none"><li>• Selection and/or interview processes;</li><li>• External (public) calls for recruitment;</li><li>• Employment contracts in the form of contracts for services;</li><li>• Engagement with key experts in education to develop CPD sessions;</li><li>• CPD plan and activities for teaching staff;</li><li>• Access to learning and academic resources for teaching and administrative staff.</li></ul> <p>Requirements:</p> <ul style="list-style-type: none"><li>▪ In the case of academic courses pegged at MQF level 1 to 5, all teaching staff are required to have at least a level 6 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.</li><li>▪ For vocational courses pegged at MQF levels 1-4, all teaching staff are required to have at least a level 5 qualification in a relevant area of study together with evidence of a teaching qualification and at least 2 years teaching experience.</li><li>▪ With respect to any course pegged at MQF levels 6 or 7, all teaching staff are required to have a qualification of at least 1 level higher than that of the course, in a relevant</li></ul>

area of study together with evidence of a teaching qualification and at least 2 years teaching experience.

- In the case of vocational courses up to level 5, when there is clear evidence that the local market does not provide tutors of the required qualification level, Learning Works will submit a request for approval to the MFHEA for twinned provision, namely that in which a highly-experienced and effective tutor with a lower qualification level is mentored by a colleague with a qualification at the appropriate level, who will be involved in co-delivery, to ensure that the required level of learning outcomes delivery and assessment is maintained. This process will be monitored by the Internal Quality Assurance team (IQA) in place at Learning Works.
- Candidates applying for administrative posts should be in possession of qualifications and experience required for the performance of role applied for. These requirements are clearly indicated when the vacant posts are advertised.

Charlo Bonnici  
CEO

## APPENDIX 22

### LEARNING WORKS' LWP21: ASSESSMENT POLICY

TYPE: Policy and Procedure
SUBJECT: Assessment Policy REFERENCE: LWP21
DATE: 1st October, 2020
LAST REVIEWED: 1 <sup>st</sup> October, 2021
APPROVED BY: Board of Directors
<p><b>A. POLICY &amp; SCOPE</b></p> <p>Learning Works promotes assessment methods that are both formative and summative in nature. Assessment is an integral part of the learning process and internal quality assurance processes at Learning Works takes into account the following parameters:</p> <ul style="list-style-type: none"><li>• Teaching staff are familiar and competent in the design, delivery and correction of assessments;</li><li>• A gradual shift from assessment of learning to one that includes assessment for learning;</li><li>• Formative assessment that will be carried out during lecturing and practical sessions;</li><li>• Formative feedback that is provided to all students on all assessments undertake;</li><li>• Methods of assessment and assessment criteria that are published in advance of the start of courses;</li><li>• Assessment is consistent, fair, valid and reliable;</li><li>• Students have the right to appeal assessment decisions;</li><li>• No fees are charged for revision of assessment.</li></ul> <p>The policy and procedure for assessment at Learning Works ensure that all the above criteria are effectively adhered to.</p> <p><b>B. DEFINITIONS</b></p> <p><b>1. Assessment</b></p>

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 is defining 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.

## **C. PRINCIPLES & PROCEDURES**

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

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

1. Teaching staff develops assessment in line with assessment policy and procedure.
2. 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,
  - 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:
  - o Feedback has been provided to students;
  - o Assessment decisions are fair and consistent;
  - o The Final mark/grade is correct.

**D. 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.

END OF DOCUMENT

Charlo Bonnici  
CEO

## APPENDIX 23

### LEARNING WORKS' LWP22: CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY

TYPE: POLICY
SUBJECT: CONTINUOUS PROFESSIONAL DEVELOPMENT POLICY REFERENCE: LWP22
DATE OF POLICY: 1 <sup>ST</sup> October, 2020
LAST REVIEWED: 16 <sup>th</sup> November 2021
APPROVED BY: The Board of Directors
<p>1. PURPOSE</p> <p>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.</p> <p>2. SCOPE</p> <p>This policy applies to all staff employed by Learning Works.</p> <p>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.</p> <p>3. POLICY</p> <p>Learning Works expects that staff keep updated in their area of expertise and take responsibility for their own professional development. It is of the firm opinion that there is a strong relationship between research and learning and teaching and expects that this relationship is manifested both in the preparation of the lecturing staff as well as in the tasks set to learners.</p> <p>It is mandatory for lecturing staff to engage in four professional development sessions that it organises during the year. Learning Works encourages lecturing staff to submit suggestions for these CPD sessions on areas that they wish to develop apart from ensuring that it covers areas to meet its obligations.</p> <p>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 lecturing staff who have the required expertise in the areas in question.</p> <p>Operational staff development will be organised and delivered by the Head of Institution or her/his delegate.</p>



#### 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.

Charlo Bonnici  
CEO

## APPENDIX 24

### LEARNING WORKS' LWP23: DESIGN and APPROVAL of PROGRAMMES POLICY

TYPE: Policy
SUBJECT: Design and Approval of Programmes REFERENCE: LWP23
DATE: 15 <sup>th</sup> February 2021
LAST REVIEWED: 22 <sup>nd</sup> October 2021
APPROVED BY: The Board of Directors
<p><b>The Approval Process</b></p> <p>The decision whether a programme is approved is a two-step process:</p> <ol style="list-style-type: none"><li>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.</li><li>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).</li></ol> <p>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 Assurance team (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, students and external peers.</p> <p><b>Documentary Requirements</b></p> <p>The precise format of documentation is a matter for the curriculum development team within the institution to decide. However, there are a number of general principles governing the relevant documentation.</p> <p><b>A proposal for a programme should include:</b></p> <ul style="list-style-type: none"><li>● Subject area;</li><li>● Title proposed;</li><li>● MQF Level proposed with matching Learning Outcomes;</li><li>● Target candidates;</li></ul>

- 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;
- Total Learning Hours;
- Total Contact Hours;
- Total Summative Assessment Hours, Formative Assessment to be on-going;
- 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.

### **Decision Taking**

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 lecturers.

Once a decision is taken to proceed with the development of a programme the curriculum development team would need to identify 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);
- 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;
- Learning outcomes which match the MQF levels;
- Judgement skills, critical abilities for the module and other 21<sup>st</sup> 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 particular module will be assessed;
- Core Reading and Supplementary Reading Lists;
- Description of minimum formal qualifications and experience required to teach each module.

The last stage of the programme development process will be to transfer all the information 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 Reports**

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

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

**Candidate Evaluation of Courses**

The evaluation questionnaires are analysed by the IQA team who will decide whether action is needed.

An analysis of candidate evaluation forms will be included in the Course Monitoring Report and will be used as input to the teaching staff appraisal process to improve the teaching process.

Charlo Bonnici  
CEO

## APPENDIX 25

### LEARNING WORKS' LWP24: Health and Safety Policy

TYPE: POLICY
SUBJECT: Health and Safety Policy
REFERENCE: LWP 24
DATE: 20 <sup>th</sup> DECEMBER 2021
LAST REVIEWED:
APPROVED BY: The Board of Directors
<p>SCOPE</p> <p>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.</p> <hr/> <p>HEALTH &amp; SAFETY Policy</p> <p>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.</p> <p>STUDENTS</p>

Students following courses at Learning Works are expected to act responsibly at all times and draw the attention of staff should there be any perceived or actual health and safety issues.

#### DUTIES of EMPLOYEES

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. Appendix 1 highlights the rules and regulations issued by the Health Department which are to be followed where applicable.

#### 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 26:

### LEARNING WORKS' LWP25: VNFIL IQA Policy and LWP 25A: VNFIL APPEALS POLICY and VNFIL APPEALS FORM

#### LWP 25: VNFIL IQA POLICY

<b>Type</b>	Policy and Procedure
<b>Subject</b>	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)
<b>Reference</b>	LWP 25
<b>Date</b>	15 <sup>th</sup> November 2022
<b>Last Reviewed</b>	26 <sup>th</sup> September 2023
<b>Approved by</b>	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.

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

<b>Formal Learning</b>	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.
<b>Non-Formal Learning</b>	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.
<b>Informal Learning</b>	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.
<b>Work-Based Learning</b>	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.
<b>Lifelong Learning</b>	The rationale behind lifelong learning is the continuous 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.
<b>Knowledge</b>	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
<b>Skills</b>	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)
<b>Competence</b>	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.
<b>Interviews/Debates</b>	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.
<b>National Occupational Standards (NOS)</b>	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.
<b>Portfolio of Evidence/Logbook</b>	A portfolio is a collection of objects, items, 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.
<b>Sectoral Skills Unit</b>	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.
<b>Technical Experts/ Validation Practitioners</b>	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.
<b>Staged Assessments</b>	Any form of organized assessment under supervision.
<b>VNFIL Facilitator/Co-Ordinator</b>	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.
<b>Practical Test</b>	Where candidates' behaviour is observed and assessed, either through a simulated or a real-life work scenario.
<b>Written or Oral Test</b>	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, Learning Works ensures to implement VNFIL with transparency and fairness and follows the set standard procedures as described below for all candidates. This document ensures that the Validation of Non-Formal and Informal Learning is carried out in accordance with S.L. 607.02 and the Validation Assessment Guidelines issued by MFHEA (September 2022). Furthermore, it is to be ensured that all staff is updated accordingly with the implemented process of the validation of non-formal and informal learning.

### 1. Identification and Documentation

*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.*

1. Learning Works will ensure the website is updated with the correct information when it comes to VNFIL, this includes information on the application process, the benefits of obtaining a VNFIL award, what it means to obtain an MQF-level rated award and the glossary section with the key terms used within validation.
2. The validation application form will also be uploaded on the website and easily downloadable. Additionally, candidates will have access to the contact details which Learning Works will ensure that they are in working order.
3. Prior to formally submitting their application forms, prospective applicants will attend an induction meeting to be able to understand the process. During this meeting, it is imperative that the following information is communicated:
  - a. 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.
  - b. The requirements to be eligible for VNFIL (3 years' experience in the sector and MQF level rated Health and Safety Certificate).
  - c. How to fill in the application form correctly.
  - d. How they can obtain the requested information on their past job experiences.
  - e. An explanation of the National Occupational Standards and where they can be located.
  - f. The VNFIL process in a nutshell (Application > Assessment > Results > Certificates)
  - g. Who the assessors shall be.

- h. Whom they can contact throughout the process should they have any queries.
  - i. 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.
4. Candidates will be able to apply online or in person at the offices of Learning Works. Applications shall be processed administratively at Learning Works and when necessary, reviewed by the VNFIL coordinator and by the relevant subject experts/assessors. Learning Works will ensure that candidates can contact Learning Works at any time throughout the application process and will be assisted accordingly. Learning Works can also work with the candidates' place of work if necessary to assist their HR department throughout their employees' validation application process.
  5. It is ensured that an acknowledgment email is sent 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 (e.g., CV) were attached to the application, or the work experience section was filled in correctly.
    - The declaration is duly signed.

If the application form indicates that the candidate has the required three years' experience, they will automatically proceed to the assessment.

6. The responsible officer together with the VNFIL Coordinator shall process the validation applications and the keeping of associated records. Records will be kept electronically.
7. If the application forms received are filled in incorrectly, Learning Works' responsible officer will contact the applicant and guide the applicant to fill in the application form correctly by filling in the missing information. If need be, another meeting can be held to offer further guidance.
8. Candidates will be informed about the assessments that they are required to sit for according to their selected role. They will be told that they shall be receiving an appointment for the next assessment after a week according to their and the assessors' availabilities.
9. All applicants will be treated equally and fairly by ensuring that they are supported to enable them to identify the knowledge, skills and achievements they have acquired throughout the full validation process. All applicants will have the opportunity to ask the responsible officer or the VNFIL coordinator at any point throughout the application process for further information and guidance.
10. GDPR regulations and the privacy of candidates will be respected by having limited Learning Works' staff who will have access to records. Access will be available to the responsible officer and to the CEO.
11. The Administration Manager of Learning Works will ensure that documents required prior to validation will be collected, processed, and evaluated expeditiously. Once this is confirmed and the assessors have been informed accordingly, Learning Works shall email the appointment to all candidates including the following information (if any of the candidates do not have access to email, Learning Works will ensure that the candidate is informed otherwise):

- Appointment information (date, time and place) of the first assessment.
- The first assessment process (if an interview, they will be asked questions on their day-to-day work in their preferred language).
- The assessment criteria
- Information on the next steps, follow-up assessments, certification etc.

## 2. Assessment

*The assessment process is the main part of the VNFIL process. At this stage, constant communication with the candidate is imperative. As stated above, prior to sitting for their assessment, candidates shall be informed of what the assessment process includes, the set assessment criteria based upon the relevant National Occupational Standards and how the results will be worked out and communicated to them to ensure transparency throughout the whole process.*

1. The responsible officer from Learning Works 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.
2. The IQA for Validation Policy includes the necessary standards for prior assessment of the portfolio of evidence, employment history, and other relevant documents as described above. The responsible officer shall ensure that all the necessary information is collected and correct. Whenever necessary, the responsible officer shall confirm this with the VNFIL Coordinator.
3. The IQA policy for validation identifies the different forms of assessment through the selection of technical experts and assessors depending on the role. Detailed information about each method of assessment was drawn up by these experts as per the below.
4. The interview assessment will either be carried out on the premises of Learning Works or on-site. The VNFIL coordinator shall draft interview sheets including questions based upon the knowledge section within the respective National Occupational Standards (a template of the interview sheet is found in Annex 1 of this document). Prior to the interview appointments, the assessors would review the interview sheets and ensure that the contained information is correct. During the interview, the assessors would prepare the interview sheets, fill in the information and award marks on the applicants' respective sheets accordingly. Throughout the interview, the assessors would make sure the candidate is following, is being spoken to in the language he/she prefers (Maltese or English) and understands the assessment process.
5. Following the Interview, the assessors shall meet to discuss the marks given in the separate filled-in interview sheets to discuss the average mark to award the applicants. Once agreement is reached, the mark is to be communicated to Learning Works to update the applicant accordingly. A sample of the filled-in interview sheets will be analysed by the QA staff or the VNFIL coordinator to ensure that all is in order and carried out in a fair and transparent manner. The involved staff (responsible officer, assessors, QA, VNFIL Coordinator, Head of Institute) shall meet to discuss who passed (over 60%) and should proceed immediately with the awarding of the VNFIL certificate and who is to sit for a second assessment such as an on-the-job assessment.

6. Preferably, the on-the-job assessment will be carried out through site visits at the place of work of applicants. Alternatively, if this is not feasible, applicants will be called to carry out practical assessments at the Vassallo Group building sites. The place of other types of assessments will be determined according to the nature of the assessment and what is best for the VNFIL candidate. Once this is set, the responsible officer shall inform the applicants of the date and duration of the on-the-job assessment, the number of assessors who will be reviewing them, and the criteria on which they will be assessed. During the on-the-job assessment, the candidate will be asked to carry out a task that is familiar to them or done during their day-to-day work. The assessors will then review the applicant and if necessary ask simple questions to invite the candidate to describe what they are doing. The assessors will then fill in the on-the-job assessment sheet ( a template of this practical assessment sheet is found in Annex 2 of this document). The assessors shall pass on their filled-in assessment sheets to Learning Works, a sample of which shall be reviewed by the QA staff to ensure the assessment was carried out in a fair and transparent manner. A meeting can be held between the involved staff to discuss who is awarded the VNFIL certificate or not in case of any doubts.
7. It is important that at the end of each assessment phase, candidates are to be informed of what the next step is and by when they should expect the results (a specific timeframe) to keep them updated accordingly.
8. It is ensured that fairness, transparency and quality are maintained throughout the validation assessment process through observation of the stipulated procedure drawn up by the experts and through the keeping of written records. This is done through different processes such as QA staff within Learning Works will monitor the process through internal verification
9. It is ensured that practical or on-the-job assessments will pose no health and/or safety risk to candidates and third parties through the wearing of safety clothing and after the site safety officer has issued an all-clear go-ahead.
10. Technical experts (assessors) are selected to carry out validation assessments based on their qualifications and experience as per the MFHEA guidelines on Validation (September 2022).
11. Records of the different forms of assessment that the VNFIL applicant sat for together with assessment sheets shall be available in paper format.
12. Learning Works will keep records of assessment sheets, data of validation assessments, and other relevant data. It will make these available when needed for data collection and auditing purposes.
13. VNFIL candidates shall be allowed to appeal the assessment and carry out another re-assessment after due notification. This will be against payment of the original fee. 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 and VNFIL Appeals Form number LWP25A, found on the website of Learning Works. Should the candidate feel that any

form of discrimination has taken place, an appeal can be lodged against a fee of Euro Twenty (20).

14. Candidates may forward any complaints to the MFHEA on the following email address: [validation@mfhea.mt](mailto:validation@mfhea.mt) and postal address MFHEA, Triq J Abela Scolaro, Hamrun, Malta, HMR 1304.
15. Learning Works Policy LWP05, Withdrawal, and Refund will apply in the case of candidates who apply for VNFIL assessments and then withdraw.

### **3. Results and Certification**

*Following the assessments, results should be communicated to the applicants in a timely manner as per the below set procedures:*

16. Learning Works shall issue the results of the full cohort of applicants 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%.
17. Results shall be communicated to applicants in a clear and easy-to-understand manner via email or by post (if no access to an email). If the result is successful, Learning Works should inform the applicant about the certificate as well as a brief explanation of what it means to have the MQF-level rated VNFIL award and an invitation to email any queries in this regard. If the result is unsuccessful, Learning Works should inform the applicant of their right to appeal and the procedure, and the area in which they require more training and offer the possibility to them to re-sit the assessment to be able to eventually obtain the VNFIL Award.
18. Each successful validation award is to be confirmed with a certificate. The certificate template is to include Learning Works' log as well as MFHEA's logo and it needs to be signed by the Head of the Institution and an MFHEA representative. The certificate template was approved by MFHEA. Learning Works shall issue and print certificates for each successful candidate and forward to MFHEA for signatures accordingly.
19. Each certificate will be accompanied by a transcript listing the criteria that the applicant has been assessed against. This document can be presented by the applicant together with his certificate whenever needed for ease of understanding of the validation award.
20. Candidates shall be notified upon the attainment of their certification by email or phone call. Certificates will be distributed within 30 days of candidates' obtaining passes in their practical and/or theoretical assessments.

Charlo Bonnici CEO
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## **LEARNING WORKS: VNFIL APPEALS POLICY and VNFIL APPEALS FORM (LWP 25 A)**

TYPE: Policy and Procedure
SUBJECT: VNFIL APPEALS POLICY REFERENCE: LWP 25 A
DATE: 10 <sup>th</sup> November 2023
LAST REVIEWED: 10 <sup>th</sup> November 2023
APPROVED BY: The Board of Directors
<p><b>1. POLICY</b></p> <p>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.</p> <p>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.</p> <p>1.2 Candidates may forward their complaints to the MFHEA at <a href="mailto:validation@mfhea.mt">validation@mfhea.mt</a> or by post to MFHEA, Triq J. Abela Scolaro, Hamrun, Malta, HMR1304 notwithstanding the fact that Learning Works will also be taking this step.</p> <p><b>2. CONFIDENTIALITY</b></p> <p>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.</p>

### 3. 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:

- a. 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.
- b. A written report is forwarded directly to the VNFIL co-ordinator. 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,
- 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.

### 4. APPEALS


The decision of the appeals board is final.

### 5. 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



	<p align="right"><b><u>VNFIL Appeals – Form</u></b></p> <p align="right">REFERENCE: LWP25 A</p>

This form is to be used by candidates making an appeal outlined in the VNFIL Appeals Policy. This form, when completed, must be presented to the Administration Office of Learning Works, Triq L-Ljun, Qormi. A copy of this form will be sent to the MFHEA by Learning Works at: [validation@mfhea.mt](mailto: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 appeal by choosing from the below options:**

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

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

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

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### Section C

<b>Give an outline of the action you have taken so far:</b>
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1. Did the complaint concern an assessment issue? If it is an assessment issue, which assessment is in question?

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

3. If the issue involves an assessment, did you make a complaint about the issue with the assessor? When was this done?

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

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**Section D:**

<b>EXPECTED OUTCOME - What do you wish to achieve with your appeal?</b>
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## Annex 1: Interview Sheet Template

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

Candidate Details:

### **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 70% 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	<i>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.</i>	
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 70% 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	
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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 XXX marks. The candidate requires at least 70% to pass this assessment. Any mark over XXX is considered a pass and any mark under XXX is considered a fail.*

Total Mark Achieved:		Total in %		Pass		Fail	
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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:

<b>Rate the following statements 1 (lowest mark) to 5 (highest mark)</b>	
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)	
<b>Rate the following statements 1 (lowest mark) to 10 (highest mark)</b>	
The necessary preparation prior to starting the job including 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.*

<b>Rate the following statement 1 (lowest mark) to 25 (highest mark)</b>	
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:

1. 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.
2. Demonstrated understanding of assessment and validation methodologies.

#### Technical Competence:

- Proficiency in using assessment tools, software, and technology relevant to the validation process.
- Ability to analyze 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.
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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 license 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 license 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 license 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 license 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:

1. 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.
2. I have not coached any candidate during the last year.
3. I have not worked with the candidates over the last three years.
4. I am not a friend of the candidates.
5. I have not had any business relationship with the Candidates over the last three years.

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DATE

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Name and Signature of Assessor

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**END**