



Type	Policy and Procedure
Subject	Learning Works Validation Assessment Centre (VAC)'s Internal Quality Assurance Policy on the Principles and Mechanisms of the Validation of Non-Formal and Informal Education (VNFIL)
Reference	LWP 25
Date	15 th November 2022
Last Reviewed	26 th September 2023
Approved by	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

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

	technical skills and develop their employability. Work-based learning can be achieved using alternate methods in a vocational context between VET institutions and or on the job.
Lifelong Learning	The rationale behind lifelong learning is the continuous personal and professional development undertaken throughout life with no age limit with the aim of acquiring a certification and improving attitudes, values, knowledge, skills, and competencies, and acquiring qualifications that enhance an individual's personal and social dimension as well as the prospects of a better career.
Knowledge	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
Skills	A skill is an ability to apply knowledge and the use of know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials and tools, and instruments)
Competence	The proven ability to use knowledge, skills, and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development.
Interviews/Debates	Generally, a formal meeting during which the candidate or applicant is asked questions orally, sometimes discussing technical situations or different case scenarios. This can also include debates where candidates demonstrate the depth of their knowledge and communication and social skills.
National Occupational Standards (NOS)	Standards which describe what an individual in a particular occupation should know and be able to do to be formally recognized as competent in a given occupation. A list of all published NOS may be found in the MFHEA website and is also reproduced, in part, in Appendix 1 of this Policy.
Portfolio of Evidence/Logbook	A portfolio is a collection of 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.
Sectoral Skills Unit	An industry-focused unit established by the Authority that develops occupational standards and designs qualifications to improve the workforce's skills. Units are made up of stakeholders with technical expertise in a particular sector or area. In conjunction with experts, these publish NOS and guide appropriate Validation Assessment Centres.
Technical Experts/ Validation Practitioners	VNFIL Technical Experts/ Validation Practitioners are experts in a particular subject or area and possess sound knowledge and competence. Technical experts possess a formally recognized qualification in their area of expertise.
Staged Assessments	Any form of organized assessment under supervision.
VNFIL Facilitator/Co-Ordinator	The VNFIL facilitator/coordinator is the person or contact who facilitates the VNFIL procedures within the Validation Assessment

	Centre. This is the office or person/s indicated in the application which is the first point of contact for candidates seeking VNFIL. The VNFIL facilitator shall offer support to applicants throughout the whole process.
Practical Test	Where candidates' behaviour is observed and assessed, either through a simulated or a real-life work scenario.
Written or Oral Test	Where candidates demonstrate, orally or in writing, their competencies on a specific subject for the purposes of assessment.

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

As a Validation Assessment Centre, 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 and postal address MFHEA, Triq J Abela Sclaro, 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

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 th November 2023
LAST REVIEWED: 10 th November 2023
APPROVED BY: The Board of Directors
<p>1. POLICY</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 validation@mfhea.mt or by post to MFHEA, Triq J. Abela Scolaro, Hamrun, Malta, HMR1304.</p> <p>2. CONFIDENTIALITY</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"><u>VNFIL Appeals – Form</u> 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

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.

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

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

Section C

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

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

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?

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

Section D:

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

Annex 1: Interview Sheet Template

Candidate Details:

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

A note to the assessor:

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

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

The candidate must get at least 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:

Rate the following statements 1 (lowest mark) to 5 (highest mark)	
Health and Safety precautions that the candidate has taken prior to starting the task. (5 marks)	
The appropriate handling of materials, tools and equipment throughout the task. (5 marks)	
The clean, safe and appropriate maintenance of the work area throughout the task. (5 marks)	
The clearing-up methods used by the candidate upon finishing the task. (5 marks)	
Rate the following statements 1 (lowest mark) to 10 (highest mark)	
The necessary preparation prior to starting the job 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.

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

FINAL MARK: _____/100

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

SIGNATURE of ASSESSOR 1: _____

SIGNATURE of ASSESSOR 2: _____

ANNEX 3

General Selection Criteria of Assessors

Educational Qualifications and Experience:

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.

DATE

Name and Signature of Assessor
