

Appendix 25: Validation of Non-formal and Informal Learning (VNFIL) IQA Policy (LWP 25) and VNFIL Appeals Policy and Appeals Form (LWP 25A)

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

Purpose

This Internal Quality Assurance Policy aims to present the principles and mechanisms that Learning Works will be adopting when implementing VNFIL for its role as a Validation Assessment Centre. The policy will include details on how quality assurance is maintained throughout the validation process including the three phases; identification and documentation, assessment and certification. The policy will come into effect in its entirety once the MFHEA will indicate that the consultation phase has been finalised. Learning Works shall carry out the Validation of Non-Formal and Informal Learning (VNFIL) based on a set of core principles intended to ensure a fair and transparent process.

Glossary

Formal Learning	Formal learning can be described as learning that takes place in a structured manner and in organized environments such as universities, educational institutions, or the workplace. This is normally structured in a way where time, objectives, tasks, and resources are clearly set by the educational institution. Candidates will apply to participate in this learning experience thus, demonstrating that learning is intentional from the candidate's end.
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Non-Formal Learning	Non-formal learning is defined as learning that takes place within planned activities. It generally takes place outside formal learning environments but may also take place in a formal institution or in a structured manner in terms of specified time frames, listed objectives and provided support.
Informal Learning	Informal learning is not intentionally organized or structured in terms of main objectives, tasks and time constraints. Informal learning normally occurs during various daily activities resulting from the place of work, and other leisure and family activities. Objectives may be achieved without the students' knowledge or perspective. Informal learning is achieved through experience which can be random, incidental learning.
Work-Based Learning (Work-integrated Learning)	Work-based learning is an educational strategy that provides students with real-life work experiences where they can apply academic and technical skills and develop their employability. A typical example of work-based learning is apprenticeship programmes where knowledge and skills are obtained and developed in real-life professional settings. Work-based learning can be achieved using alternate methods in a vocational context between VET institutions and or on the job.
Life-long Learning	The rationale behind life-long and life-wide learning is the continuous voluntary personal and professional development undertaken throughout life with no age limit with the aim of acquiring a certification and improving attitudes, values, knowledge, skills, and competencies, and acquiring qualifications that enhance an individual's personal and social dimension as well as the prospects of a better career.
Knowledge	Knowledge is the outcome of the collection and assimilation of information through learning. In the EQF, knowledge is described as being theoretical or factual.
Skills	A skill is an ability to apply knowledge and the use of know-how to complete tasks and solve problems. In the EQF, skills are described as cognitive (use of logical, intuitive, and creative thinking) and practical (involving manual dexterity and the use of methods, materials and tools, and instruments)
Competence	The proven ability to use knowledge, skills, and other abilities to perform a function against a given standard in work or study situations and in professional and/or personal development.

Interviews/Debates	Generally, a formal meeting during which the candidate or applicant is asked questions orally, sometimes discussing technical situations or different case scenarios. This can also include debates where candidates demonstrate the depth of their knowledge and communication and social skills.
National Occupational Standards (NOS)	Standards which describe what an individual in a particular occupation should know and be able to do to be formally recognized as competent in a given occupation. A list of all published NOS may be found in the MFHEA website and is also reproduced, in part, in Appendix 1 of this Policy.
Portfolio of Evidence/Logbook	A portfolio is a collection of documents, artifacts and materials compiled by the applicant to substantiate/demonstrate that learning has been achieved through different learning processes. A portfolio(or proof of past experience) is where candidates demonstrate critical reflection while making evidence-based statements about the competencies they possess.
Sectoral Skills Unit	An industry-focused unit established by the Authority that develops occupational standards and designs qualifications to improve the workforce's skills. Units are made up of stakeholders with technical expertise in a particular sector or area. In conjunction with experts, these publish NOS and guide appropriate Validation Assessment Centres.
Technical Experts/ Validation Practitioners	VNFIL Technical Experts/ Validation Practitioners are experts in a particular subject or area and possess sound knowledge and competence. Technical experts possess a formally recognized qualification in their area of expertise.
Staged Assessments	Any form of organized assessment under supervision.
VNFIL Facilitator/Co-Ordinator	The VNFIL facilitator/coordinator is the person or contact who facilitates the VNFIL procedures within the Validation Assessment Centre. This is the office or person/s indicated in the application which is the first point of contact for candidates seeking VNFIL. The VNFIL facilitator shall offer support to applicants throughout the whole process.
Practical Test	Where candidates' behaviour is observed and assessed, either through a simulated or a real-life work scenario.
Written or Oral Test	Where candidates demonstrate, orally or in writing, their competencies on a specific subject for the purposes of assessment.

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

The Validation Process indicated below is in keeping with the Quality Assurance Guidelines of Validation of Non- Formal and Informal Learning issued by the MFHEA which, in turn, are in accordance with the recommendations of CEDEFOP. As can be seen, the validation

process is articulated in four main phases: Identification, Documentation, Assessment and Certification, listed below in sections A-D. The process draws on assessing skills and competence that a candidate may already possess, having obtained them through life-long learning, work experience or training in further education.

A. IDENTIFICATION

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

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

QUALITY ASSURANCE (QA) of the Identification Process is ensured by the VAC through the following:	CHECKED	DATE
Learning Works has a candidate-centred approach where no discrimination against gender, race, religion, sexual orientation or opinion is carried out. The VAC is committed to ensure quality, fairness and transparency in validation assessments.		
The validation application form will be uploaded on the VAC's website and easily downloadable.		
The latest copy of public reliability insurance (PRI) is provided by the VAC where the nature of the validation assessment poses a great risk to the candidate themselves and or third parties when using dangerous mechanical, electrical or heavy equipment.		
Learning Works will ensure that access to its QA Policy and Procedures is available online to ensure a candidate-centred approach.		
Information on the validation process is available prior to a candidate's application. Learning Works will ensure that the website is updated with the correct information on the application process and on the whole process of validation assessments.		

Access to the National Occupational Standards (NOS) is available enabling candidates to be aware of and to self-assess their current knowledge, skills and competences.		
A copy of the approved licence to carry out validation assessments, signed by the MFHEA is displayed once it is issued. This will contain the list of the Trade or Sectoral National Occupational Standards that the VAC is approved to carry out.		
The VAC holds information on the person/s, consultants and /or companies assigned to carry out internal quality assurance including their relevant qualifications.		
The VAC has available the last signed report of the last signed report of the internal Quality Assurance audit on VNFIL including comments or further suggestions to address.		
A signed copy of the external Quality Assurance audit carried out by the MFHEA on the Vac is available.		
The table of fees a candidate should pay for each validation assessment is available. It includes the sectoral competence level/s approved by the MFHEA which the validation centre can carry out, without any hidden or further extra charges.		
Information on how a candidate may apply and sit for validation assessment is provided. This may or shall include: The person in charge to offer further guidance, telephone number/s and or a website link of the VAC. Identification of knowledge, skills and competence of the candidate/s through the VAC information prior to application.		

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

B. DOCUMENTATION

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

The VAC ensures Quality Assurance (QA) of the Documentation Process through:	CHECKED	DATE
The provision of evidence of any learning, experience, skill/s and competence that a candidate may already possess in practical scenario/s if the candidate/s have applied to be assessed on them . These may or shall include: Portfolio of evidence submitted prior to validation assessment/s. Portfolios need to include: · Selection of Work carried out. · Coverage of content and assessment objectives. · Authenticity of work. · Access arrangements. Detailed curriculum vitae (CV) e.g. in a Europass format. A curriculum vitae needs to cover the areas below: · Profile · Employment History · Education · Skills · References Work samples that attest prior achievements of skills and competence in the related field. Work samples could be in the following format: · Portfolios · Photographs/ videos of work carried out Relevant employment history related to relevant technical or sectoral skill/s. This would cover the following areas: · Companies worked for · Job titles · Dates of employment- Start and end dates List of achievements/responsibilities Certification of skill/s and competence from recognised Institutions or training centres. Documentation of on-the-job training including continuing professional development (CPDs). References from previous or present employers. Videos of skills and or competence of the sectoral skill and competence may be included to support the candidate's competence.		

The provision of evidence of any learning and or competence a candidate may have in knowledge and scenario/s, obtained prior to validation assessments.

Certificates of CPDs from recognised bodies, institutions and or training centres related to the NOS in the sectoral field and competences are required prior to any validation assessment/s.

Evidence that any knowledge, skill or competence in a particular sectoral skill or competence in line with the NOS has been achieved.

Recorded videos on any prior knowledge and skills validation assessments carried out.

The VAC endorses GDPR regulations and ensures the privacy of candidates by having limited staff being able to access records.

The VAC has available Copies and Forms for:

1. Candidate's application for Validation Assessment.
2. Declaration of Authenticity Form for any work and or documents presented by the candidate.
3. Consent Form for any online assessments.
4. Candidate Personal Data Retention Form.
5. Provision of Data Consent for Statistical Purpose Form.
6. Assessor's Declaration of Interest Consent Form.
7. Validation Assessment Attendance Form.
8. Collection of Certificate Form.

All forms have clear declaration and identification information for :

- Name and Surname
- Official Identity (Identity Card, Passport and or Residence)
- Address of Residence
- Date and Signature/s

PROCEDURE to be adopted:

1. An acknowledgment email is sent by the VAC for each application received. Following this, the responsible officer shall review the applications to ensure that:
 - The contact details filled in are correct and sufficient.
 - The necessary documents are attached to the application, or the work experience section is filled in correctly.

· The declaration is duly signed.		
2. The responsible officer together with the VNFIL Coordinator shall process the validation applications and the keeping of associated records. Records will be kept electronically.		
3. If the application forms received are filled in incorrectly, the VAC's responsible officer will contact the applicant and guide the applicant to fill in the application form correctly.		
4. Documents required prior to validation will be collected, processed, and evaluated expeditiously.		

C. ASSESSMENT

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

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

The VAC has the following in place to ensure Quality Assurance (QA) of the Assessment Process	CHECKED	DATE
The responsible officer from the VAC shall ensure that the assessors are informed of the scheduled applicants. Furthermore the responsible officer shall ensure that each candidate has received the information email prior to their assessment.		
Assessment tasks are both formative and summative. Formative assessments include examples of portfolios of evidence prepared by candidates while summative assessments would include the interview.		
Sample/s or copies of theoretical or staged assessments in line with the required knowledge and competence listed in the NOS.		

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

For on-the-job and or practical assessment/s the VAC has the following requirements in place: The qualification or certification of the technical expert/s carrying out practical or on-the-job assessment/s An assessment criterion based on the NOS where any skill gaps or feedback can be provided to the candidate/s. Risk assessment procedures are in place for contexts where the nature of the assessment may pose a great risk and danger to the candidate/s, individual/s or third parties. These may include: the use of dangerous substances and chemicals, heights, electrical execution and mechanical handheld operating equipment and tools, fires, weather conditions, excavation and demolition.		
The VAC has Candidate Attendance Forms which include the date and signature of the candidate/s.		
The VAC has Declaration Forms that assessors have no conflict of interest to conduct the assessment/s.		
The Interview: Interview questions are based on the knowledge section within the respective National Occupational Standards. Throughout the interview, the assessors need to make sure that the candidate is following, is being spoken to in the language s/he prefers, Maltese or English and understands the assessment process. Following the interview, the assessors shall meet to discuss the average mark to be awarded to the applicant. A sample of the filled-in interview sheets will be analysed by the Q.A. staff. A meeting is then held should there be any disagreement on the marks to be awarded. The award of the VNFIL certificate is to proceed immediately once the passes are determined. Candidates who need to sit for a second assessment are likewise to be notified as soon as results are issued.		

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

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

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

The VAC ensures Quality Assurance for the Certification Process through the following:	CHECKED	DATE
Certificates of competent candidates are issued within a stipulated and reasonable timeframe.		
Candidates are notified within 30 days of how, where and when candidates can collect their certificate/s.		
Use of Forms indicating consent from the candidate to collect or receive the certificate/s. These include the required details of the person collecting the certificate including the identity and signature of the person collecting any certificate/s.		
Use of officially recognised means of identification of the person/s collecting or receiving the certificate/s and /or the skills card including signature/s. These may include the person's Identity Card, Passport or Legal National Working Permit.		
Certificates and/or skill cards have the signature of the person and/or coordinator responsible and representing the VAC and the name and signature/s of the assessor/s who have carried out the candidate's assessment.		

Certificate/s and or skills cards clearly indicate the following: The Candidate's Name The Occupation, Sector and Job Title The Malta Qualification Framework (MQF) Level The photo of the Candidate The VAC issuing the Certificate Identification of the Assessor/s The Official Stamp and Signature of the VAC		
Certificates and/or skills cards have an Identification number indicating the VAC Licence Number, sector, candidate ID number, abbreviations of Job Title, MQF Level and Year of Assessment.		
Provisioning of data is in place and available when required by the MFHEA and other government authorities including validation inspectors.		
Charlo Bonnici CEO		

Appendix 1

FACT SHEET FOR THE IDENTIFICATION PROCESS

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

Appendix 2

FACT SHEET FOR THE DOCUMENTATION PROCESS

NOT SHEET FOR THE DOCUMENTATION PROCESS		
Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:
Recommendations on the DOCUMENTATION process noted after an Internal Q.A. Audit. In case there are no specific recommendations, mark 'N.A.' in this field.		
Name of the person responsible for the IQA Audit: Date: Signature:		

Recommendations on the DOCUMENTATION process noted after an External Q.A. Audit.
In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

Date:

Signature:

Appendix 3

FACT SHEET FOR THE ASSESSMENT PROCESS

NOT SHEET FOR THE ASSESSMENT PROCESS		
Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:
Recommendations on the ASSESSMENT process noted after an Internal Q.A. Audit. In case there are no specific recommendations, mark 'N.A.' in this field.		
Name of the person responsible for the IQA Audit: Date: Signature:		

Recommendations on the ASSESSMENT process noted after an External Q.A. Audit.
In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

Date:

Signature:

Appendix 4

FACT SHEET FOR THE CERTIFICATION PROCESS

NOTESHEET FOR THE CERTIFICATION PROCESS		
Indicate with an X whether an Internal or an External Quality Assurance Audit was carried out	Internal QA Audit:	External QA Audit:
Recommendations on the CERTIFICATION process noted after an Internal Q.A. Audit. In case there are no specific recommendations, mark 'N.A.' in this field.		
Name of the person responsible for the IQA Audit: Date: Signature:		

Recommendations on the CERTIFICATION process noted after an External Q.A. Audit.
In case there are no specific recommendations, mark 'N.A.' in this field.

Name of the person responsible for the EQA Audit:

Date:

Signature:

ANNEX 1

INTERVIEW SHEET TEMPLATE

Candidate Details:

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

A note to the assessor:

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

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

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

Name of Module per NOS		
Question		Marks
1	<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 XX % to pass this unit assessment. Any mark over XX is considered a pass and any mark under XX is considered a fail.

Total Mark Achieved:		Pass		Fail	
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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 XX marks. The candidate requires at least XX % to pass this assessment. Any mark over XX is considered a pass and any mark under XX is considered a fail.

Total Mark Achieved:		Total in %		Pass		Fail	
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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 includes any calculations that need to be done such as calculating how much material is needed for the area. (10 marks)	
The work ethic the candidate has shown throughout the task at hand. (10 marks)	
The candidate has shown key competences and useful skills such as communication skills throughout carrying out the task. (10 marks)	

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

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

FINAL MARK: _____/100

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

SIGNATURE of ASSESSOR 1: _____

SIGNATURE of ASSESSOR 2: _____

ANNEX 3

General Selection Criteria of Assessors

Educational Qualifications and Experience:

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

Demonstrated understanding of assessment and validation methodologies.

Technical Competence:

- Proficiency in using assessment tools, software, and technology relevant to the validation process.
- Ability to analyse and interpret assessment data effectively.

Knowledge of Regulatory Frameworks:

- In-depth knowledge of relevant sector's industry regulations, standards, and compliance requirements.
- Ability to ensure assessments align with legal and regulatory frameworks.

Communication Skills:

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

Analytical and Critical Thinking:

- Strong analytical skills with the ability to critically evaluate assessment content and methodologies.
- Capacity to identify and address potential biases and ensure fairness in assessments.

Ethical Standards:

- Adherence to high ethical standards in assessment practices, ensuring fairness, integrity, and confidentiality.
- Awareness of potential conflicts of interest and commitment to managing them appropriately.

Validation assessors are to provide their *Curriculum Vitae* which demonstrates that they possess sufficient academic credentials to assess and validate the knowledge, skills and competencies of the respective National Occupational Standards (NOS) for which candidates

applied. Assessors are to submit a signed Declaration of No Conflict of Interest before embarking on the process of validation.

Specific Selection Criteria per National Occupational Standard

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

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

Demolition Operative (with no licence to operate small mobile plants) – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Demolition Operative (with licence to operate small mobile plants) – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Excavation Plant Operative (without licence to operate small mobile plants) – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Excavation Plant Operative (with licence to operate small mobile plants) – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Concreter – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Bar Bender and Steel Fixer – MQF level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Panel Beater – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Structural Steel Erector – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Mobile Crane Operator – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Tower Crane Operator – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Dry Rubble Wall Builder – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Piling Work Operative – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Quality Controller – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Road Works Operative – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Tile Layer – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Gypsum Boards Installer – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Road Construction Inspector – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Asphalt Plant Operator – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Plumber – MQF Level 3	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Advanced Level Concreter – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Advanced Scaffolder – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.

Stone Mason – MQF level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Advanced Bar Bender and Steel Fixer – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Mobile Crane Operator – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.
Tower Crane Operator – MQF Level 4	MQF Level 5 in a relevant topic and 5 years' experience within the industry.

ANNEX 4

Declaration of Commitment by Assessors

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

Responsibility:

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

Integrity:

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

Competence Recognition:

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

Transparency:

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

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

Signature: _____

Date: _____

ANNEX 5

Declaration of Interest of Validation Assessors

I _____, holder of ID card no _____
hereby declare that:

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

I have not coached any candidate during the last year.

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

I am not a friend of the candidates.

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

DATE

Name and Signature of Assessor

Appendix 25 Continued: VNFIL Appeals Policy

TYPE: Policy and Procedure
SUBJECT: VNFIL APPEALS POLICY REFERENCE: LWP 25 A
DATE: 10 th November 2023

LAST REVIEWED: 21st October 2024

APPROVED BY: The Board of Directors

POLICY

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

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

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

CONFIDENTIALITY

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

PROCEDURE

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

At the informal resolution process, the candidate should discuss the matter directly with the party involved and make a reasonable effort to resolve the issue. If this does not lead to a resolution a formal procedure needs to be made consisting of the following process: The candidate logs in a formal, documented complaint to the VNFIL co-ordinator or any member of Learning Works top management team of his/her trust. If the relevant administrator made the original decision about which the appeal is being raised, an appropriate administrator will be assigned to the administrative role in the appeals process.

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

A formal hearing is scheduled by the ad hoc board within a maximum of 8 days of appointment. The ad hoc board calls in any individual it deems fit for the effective proceedings of the hearing.

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

APPEALS

The decision of the appeals board is final.

RECORD KEEPING

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

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Charlo Bonnici
CEO

- <u>VNFIL Appeals Form</u> REFERENCE: LWP25 A

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 Ix-Xorrox, Birkirkara. A copy of this form will be sent to the MFHEA by Learning Works at: validation@mfhea.mt

Section A

STUDENT DETAILS:

Full Name and Surname:

Date:

Phone/ Mobile: _____

ID/ Passport No: _____

email: _____

VNFIL Occupation applied for: _____

Section B

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

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

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

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

Section C

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

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

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

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

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

Section D:

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