



Malta
Further & Higher
Education Authority

Quality Assurance Guidelines of Validation of Non-Formal and Informal Learning (VNFIL)

September 2024



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Preamble

Introductory Message from the CEO of the MFHEA

In an ever-evolving world of work and learning, it has become increasingly essential to recognise skills and competencies acquired through various experiences and contexts, beyond the traditional educational environment. The European Community has long advocated for such recognition, and we are proud to be part of this significant initiative, which is also aligned with the strategic objectives of the European Centre for the Development of Vocational Training (CEDEFOP).

The purpose of this Guide to VNFIL Quality Assurance is to offer a practical, step-by-step manual for Validation Assessment Centres (VACs), outlining the necessary components for ensuring a transparent, fair and quality-assured process. Additionally, the guide can support audits that may be conducted by the Malta Further and Higher Education Authority (MFHEA).

We are publishing this Guide to provide direction to existing and potential VACs across various sectoral skills, aligned with the National Occupational Standards (NOS) established by the MFHEA. Details on existing and upcoming NOS, which are regularly updated and reviewed, can be accessed on the MFHEA website, offering further guidance to both current and future VACs in Malta.

The validation of non-formal and informal learning has been a longstanding challenge in the pursuit of quality and equality in vocational education and training. A key obstacle in this process is the introduction of validation assessments for various forms of learning, which occur in different contexts. Our country is facing similar challenges, as ensuring quality in validation assessments, in line with both legal requirements and contextual factors, remains a priority for education and employment stakeholders.

Since the introduction of VNFIL and Recognition of Prior Learning (RPL) across all EU member states in 2018, Malta has made significant progress in establishing quality assurance frameworks and promoting parity of esteem, under our regulation and supervision.

We have seen slow but steady progress in validation assessments, with the involvement of all stakeholders in ensuring quality within the assessment process. The number of VACs has steadily increased, with each Centre dedicated to continuously developing and upholding quality assurance and transparency in their operations.

It is our aim to remain constant in the validation process, to continue identifying, documenting, assessing and certifying. We hope that this Guide will not only support the existing VACs but also encourage the establishment of new centres in diverse fields, fostering the growth of a skilled and competent workforce. As we move forward, the MFHEA remains dedicated to promoting lifelong learning and ensuring that both formal and non-formal education are valued equally within our communities.

I encourage all stakeholders to explore this Guide thoroughly and make use of the resources it offers to keep improving the quality of validation assessments in Malta.

MFHEA Chief Executive Officer

Dr. Rose Anne Cuschieri

Introduction

The need to introduce Validation of Non-Formal and Informal Learning (VNFIL) assessments has long been discussed at the European Commission (EC) level, to promote recognition of learning stemming from different environments, contexts and learning modes. One trigger of this development is the need to facilitate the migration of a skilled and competent labour force within the European Community, based upon the parity of esteem between formal educational learning and non-formal and informal learning. The European Centre for the Development of Vocational training (CEDEFOP) has played an important role in developing and implementing vocational training policies of the EU.

Scope

The scope and objective for this Guide to the VNFIL Quality Assurance is to provide a pragmatic step-by-step handbook for the Validation Assessment Centres (VAC) on the components they should have in place to ensure a quality-assured, fair and transparent process. Moreover, the Guide can facilitate audits that may occasionally be carried out by the MFHEA in Malta.

This Guide will be published by the MFHEA with the objective of providing guidance to existing and prospective VACs in various sectoral skills, in the framework of the National Occupational Standards (NOS) published by the MFHEA. Information on existing and future NOS is subject to updates and review and can be found on the MFHEA website, to provide further guidance for both existing and future prospective VACs in Malta.

The NOS, as published by the MFHEA, can be found on the following website:

<https://qualifications.mfhea.gov.mt/#/more-database>

The NOS are identified by several experts for each sectoral occupation, skill and competence, to ensure safety and the expected and required standards of validation assessment/s.

Abbreviations

CEDEFOP	European Centre for the Development of Vocational Training
CPD	Continuing Professional Development
EQA	External Quality Assurance
GDPR	The General Data Protection Regulation (GDPR), a legal framework that sets guidelines for the collection and processing of personal information from individuals who live in the European Union (EU).
IQA	Internal Quality Assurance
MFHEA	Malta Further and Higher Education Authority
MQRIC	Malta Qualification Recognition Information Centre
NOS	National Occupational Standards
NSC	National Skills Council
NSO	National Statistics Office
POD	Provisioning of Data which can be used for statistical purposes
QA	Quality Assurance
RPL	Recognition of Prior Learning
TCNs	Nationals coming from outside the European Union (EU)
VAC	Validation Assessment Centre
VET	Vocational Education and Training
VNFIL	Validation of Non-Formal and Informal Learning

Definitions for Different Learning Types

Term	Explanation
Formal learning	Formal learning can be described as learning which takes place in a structured manner and in an organised environment such as at universities, institutions or the workplace. It is normally structured in a way that time, objectives, tasks and resources are clearly defined. Formal learning, if successful, will then lead to formal certification.
Non-formal learning	Non-formal learning is defined as learning which takes place within planned activities other than at educational institutions. It is not explicitly designated in a structured manner in terms of specified timeframes, listed objectives and provided support. Non-formal learning may still be validated, which can then lead to certification or a skills card. Non-formal learning is sometimes described as semi-structured learning.
Informal learning	Informal learning is not intentionally organised or structured in terms of main objectives, tasks and time constraints. Informal learning is normally gained from various activities such as the place of work or across leisure and family activities. Objectives may, however, be achieved irrespective of the candidate's knowledge or perspective. Informal learning is achieved through experience which can also be randomly occurring, incidental learning.

<p>Work-based Learning (Work-integrated Learning)</p>	<p>Work-based learning can be achieved using alternative methods in a vocational or other educational context and/or on the job. 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 and work-integrated learning should always be monitored and supervised.</p>
<p>Life-long Learning</p>	<p>Life-long learning and life-wide learning are defined as voluntary, ongoing and self-motivated types of learning. The main objective of the provider is to keep the beneficiary at the centre, offering independence, and adopting a holistic approach while giving equal opportunities.</p>

Glossary Terms

Term	Explanation
Case Scenarios	A description of how things can or might happen in the future.
Competence	The ability to do something successfully and efficiently.
Interviews	An organised event such as a formal meeting at which the candidate is asked questions to discuss technicality situations and at which different case scenarios in professional contexts are discussed, to find out if the candidate is suitable for a particular job, or for a course of study in an educational institution, or to assess job competence, etc.
Jobplus	Jobplus is a governmental entity with the mission to bolster career prospects and needs according to local working needs, and to advise both the local government and employers about the needs of the local labour requirements.
Legislation	A law or a set of laws passed by a parliament.
Letters of Support	Official documents from various previous employments of the candidate that can support the evidence of knowledge, skills and competence in a job sector or job occupation.

National Occupational Standards	Standards of performance which act as benchmarks for assessing the knowledge, skills and competences needed for specific unregulated occupations across different sectors.
National Skills Council	An executive government body focused on advancing skill development, recognition and validation to foster a prosperous and a resilient national workforce.
Parity of Esteem	Parity of esteem in education is an expression referring to the equality in status between vocational and academic education, and, by extension, across contexts of formal, non-formal and informal learning.
Police Conduct Certificate	A certificate of conduct, report or statement from a national law enforcement authority, or other public authority, in charge of criminal records, on the status of an applicant's criminal record.
Policy	A plan of action agreed or chosen by a political party, authority, a business, etc.
Portfolio of Evidence	A portfolio is a collection of documents, artifacts and materials compiled by the applicant to substantiate and demonstrate that their competences have been obtained in real-life professional or other settings. Learning may be achieved through different learning modes.

Recognition of Prior Learning	According to the SCQF definition (2010) adopted by the MFHEA: "RPL is the process for recognising learning that has come from experience and/ or previous formal, non-formal and informal learning contexts. This includes knowledge and skills gained within school, college and university and outside formal learning situations as through life and work experiences."
Risk Assessment	The act of identifying possible risks, calculating how likely they are to happen and estimating what effects they might have, especially in the context of a company taking responsibility for the safety of its employees or members of the public.
Sectoral Skills Committee	A committee consisting of stakeholders with technical expertise in a particular sector or area.
Sectoral Skills Unit	A specialized team of public and private sector individuals focused on identifying and addressing skills needs within their industry and developing necessary National Occupational Standards (NOS).
Skill	The ability to apply knowledge and use Skills and competences to complete tasks and solve problems.
Staged Assessment	An organised assessment under supervision.
Subsidiary Legislation	Subsidiary Legislation is in the form of Legal Notices issued by the Minister responsible for the regulation of services in terms of a specific empowering clause contained in the Main Legislation to which they relate. This includes any proclamation, rule, regulation, order, notification, by-law, or other instrument made under any Act, Ordinance, or other lawful authority that carries legislative effect.
Technical Experts	VNFIL technical experts are experts in a particular subject or area and possess a sound knowledge and competence in that area. Technical experts possess a formally recognised qualification in their area of expertise.
Third Country Nationals	Candidates who are coming from countries outside the European Union.

VNFIL Facilitator	The VNFIL facilitator is the person or contact who facilitates the VNFIL procedures within the VAC. This is the person in that office, and indicated in the application, who is responsible for the first point of contact for candidates seeking VNFIL. The VNFIL facilitator shall offer support to applicants throughout the whole process.
Working Permit	A permit issued by Jobsplus based on the prerequisites and needs for the local job requirements with a stipulated timeframe.

Validation of non-formal and informal learning has been a long-term challenge when developing quality and parity of esteem in vocational education and training. One of the key challenges in the process is the introduction of validation assessments for all different forms and types of learning which may occur. This situation is not unfamiliar in Malta either: ensuring quality in validation assessments based on the context and legal obligations is a concern for education and employment stakeholders. Since the introduction of VNFIL and Recognition of Prior Learning (RPL) in all EU member states by 2018, Malta has made extensive progress in establishing quality assurance protocols and parity of esteem, which is regulated and overseen by the Malta Further and Higher Education Authority (MFHEA). Malta has seen slow but steady progress in validation assessments, with the involvement of all stakeholders, in ensuring quality within the assessment process. The number of Validation Assessment Centres (VAC) has seen an increase since their introduction, and all Centres are committed to the development and monitoring of quality assurance and transparency within their operations.

According to the recommendations of the European Centre for the Development of Vocational Training (CEDEFOP), the validation process is articulated in four main phases: Identification, Documentation, Assessment and Certification. The entire 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. Below, the four phases are presented with tables of checkup to enable systematic and transparent quality assurance protocols for the VAC.

Identification

The Identification process is the first phase where the VAC should have a candidate-centred approach, to provide useful information and guidance to candidate/s who wish to apply to be assessed on their skills and competences. In the identification phase, the VAC undertakes measures to identify competence gaps that the candidate/s may have in the field they are applying to be recognised in.

Requirements for the VAC to ensure Quality Assurance (QA) for the Identification Process:	Checked	Date
<p>The validation centre has a candidate-centred approach with a documented and implemented QA Policy to ensure:</p> <p>No discrimination against gender, race, religion, sexual orientation or opinion is enforced.</p>	<input type="checkbox"/>	
<p>The QA Policy ensures quality, fairness and transparency in validation assessments.</p>	<input type="checkbox"/>	
<p>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 and or heavy equipment.</p>	<input type="checkbox"/>	
<p>Access to the VAC QA Policy and Procedures is available online to ensure a candidate-centred approach.</p>	<input type="checkbox"/>	
<p>Information on the validation process is available prior to a candidate's application. This may include a booklet or a website link where candidates can access useful information and guidance on the whole process of validation assessment/s.</p>	<input type="checkbox"/>	

Access to NOS is available, enabling candidates to be aware of and self-assess their current knowledge, skills and competences.	<input type="checkbox"/>	
An approved licence copy to carry out validation assessments, signed by the MFHEA, is displayed. It contains the list of the Trade or Sectoral National Occupational Standard/s that the VAC is approved to carry out.	<input type="checkbox"/>	
The information on the person/s, consultant/s and or companies assigned to carry out internal quality assurance audits is available, including their relevant qualification/s.	<input type="checkbox"/>	
The last signed report of the internal QA audit on VNFIL is available, including comments or further suggestions to address.	<input type="checkbox"/>	
A signed copy of the external QA audit carried out by the MFHEA on the VAC is available, including comments or further suggestions on areas which need improvement.	<input type="checkbox"/>	
The table of fee/s 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.	<input type="checkbox"/>	
Information on how a candidate may apply and sit for validation assessment/s 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.	<input type="checkbox"/>	
Identification of knowledge, skills and competence of the candidate/s through the VAC information prior to application/s.	<input type="checkbox"/>	

Select with \checkmark whether an Internal or an External Quality Assurance Audit was carried out.	Internal QA Audit <input type="checkbox"/>	External QA Audit <input type="checkbox"/>
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Recommendations on the IDENTIFICATION phase/process noted after an Internal QA 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 IDENTIFICATION phase/process noted after an External QA 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:

Documentation

This is the second phase of VNFIL assessments. Documentation is crucial to ensure quality assurance, fairness and transparency of the candidates' assessments. Both Identification and Documentation are important tools that interconnect. 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 already have obtained through self-assessment/s, and apply to be assessed on any knowledge, skill, or competence where candidate/s may have skill gaps or needs of further competence, including any required legal or employment updates.

Requirements for the VAC to ensure Quality Assurance (QA) for the Documentation Process:	Checked	Date
<p>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:</p> <ul style="list-style-type: none"> Portfolio of evidence submitted prior to validation assessment/s. Detailed curriculum vitae (CV), e.g. in a Europass format. Work samples that attest prior achievements of skills and competence in the related field. Relevant employment history related to relevant technical or sectoral skill/s. 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 employer/s. Videos of skills and or competence of the sectoral skill and competence may be included to support the candidate's competence. 	<input type="checkbox"/>	

Requirements for the VAC to ensure Quality Assurance (QA) for the Documentation Process:	Checked	Date
<p>The provision of evidence of any learning and or competence a candidate may have in knowledge and scenario/s, obtained prior to validation assessments.</p> <p>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.</p> <p>Evidence that any knowledge, skill or competence in a particular sectoral skill or competence in line with the NOS has been achieved.</p> <p>Recorded videos on any prior knowledge and skills validation assessments carried out.</p>	<input type="checkbox"/>	
<p>The VAC endorses GDPR regulations and states proof on this protocol.</p>	<input type="checkbox"/>	
<p>Copies and Forms for:</p> <p>Candidate's application for Validation Assessment Declaration of Authenticity Form for any work and or documents presented by the candidate Consent Form for any online assessments Candidate Personal Data Retention Form Provision of Data Consent for Statistical Purpose Form Assessor's Declaration of Interest Consent Form Validation Assessment Attendance Form Collection of Certificate Form</p> <p>All forms should have clear declaration and identification information for:</p> <ul style="list-style-type: none"> • Name and Surname • Official Identity (Identity Card, Passport and or Residence) • Address of Residence • Date and Signature/s 	<input type="checkbox"/>	

Select with ✓ whether an Internal or an External Quality Assurance Audit was carried out.	Internal QA Audit <input type="checkbox"/>	External QA Audit <input type="checkbox"/>
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Recommendations on the **DOCUMENTATION** phase/process noted after an Internal QA 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** phase/process noted after dan External QA 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:

Assessment

The Assessment is the third and most important phase for the VNFIL process of the candidate. It should have a candidate-centred approach and be designed in function to the candidate's individual needs, depending on the candidate's knowledge, skills and competences achieved through life-wide learning that are listed and published in the NOS.

The Assessment process is closely linked to the Identification and Documentation phases as a solid foundation for assessment/s to ensure quality, fairness and transparency. Candidates are to be provided with assessment feedback on their performance in the assessments. The feedback should include 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. The VAC is obliged to inform the candidate/s on a reasonable extra cost for possible supplementary assessments.

Requirements for the VAC to have in place to ensure Quality Assurance (QA) for the Assessment Process:	Checked	Date
Sample/s or copies of theoretical or staged assessments in line with the required knowledge and competence, as listed in the NOS.	<input type="checkbox"/>	
Time and length, stating the beginning and the end for each assessment, which includes theoretical and practical testing.	<input type="checkbox"/>	
Marking criteria, including mark allocation for theoretical questions and practical task/s for staged assessments.	<input type="checkbox"/>	
Copies of corrected theoretical or staged assessments, including evaluation on whether the candidate/s were competent or not yet competent, including feedback.	<input type="checkbox"/>	
A sample of the pool of questions, based on the NOS, that the candidate/s are required to answer when using virtual learning environment applications for staged assessment/s.	<input type="checkbox"/>	
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.	<input type="checkbox"/>	
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.	<input type="checkbox"/>	

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.	<input type="checkbox"/>	
<p>For on-the-job and or practical assessment/s the VAC has the following requirements in place:</p> <p>The qualification or certification of the technical expert/s carrying out practical or on-the-job assessment/s.</p> <p>An assessment criterion based on the NOS where any skill gaps or feedback can be provided to the candidate/s.</p> <p>Risk assessment procedure/s are in place for contexts where the nature of the assessment may pose a great risk and danger to candidate/s, individual/s or third parties. These may include:</p> <p>The use of dangerous substances and chemicals, heights, electrical execution and mechanical handheld operating equipment and tools, fires, weather conditions, excavation and demolition.</p>	<input type="checkbox"/>	
Sample/s of assessment/s feedback provided to candidate/s, including any skill gap/s in knowledge or competence the candidate/s may have.	<input type="checkbox"/>	
The provision and gathering of required data are kept by the VAC and provided for future reference when needed.	<input type="checkbox"/>	
The candidate/s right of appeal is clearly documented in the QA Policy of the VAC, which also include/s extra fee/s the candidate/s may or are required to pay.	<input type="checkbox"/>	
Declaration Form/s that assessors have no conflict of interest to conduct the assessment/s.	<input type="checkbox"/>	
Possible Conflicts of Interest reports are forwarded to the MFHEA by means of email, phone or registered mail.	<input type="checkbox"/>	
A clear notification of the time window in the IQA Policy 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.	<input type="checkbox"/>	
Candidate/s Attendance Form which includes the date and signature of the candidate/s.	<input type="checkbox"/>	

Select with ✓ whether an Internal or an External Quality Assurance Audit was carried out.	Internal QA Audit <input type="checkbox"/>	External QA Audit <input type="checkbox"/>
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Recommendations on the **ASSESSMENT** phase/process noted after an Internal QA 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** phase/process noted after an External QA 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:

Certification

The Certification is the fourth and final phase of the VNFIL process. For candidates, this is a rewarding stage for successful achievement of the knowledge, skills and competence for a job title in a trade sector the candidate/s have applied to be assessed for. 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

Requirements for the VAC to ensure Quality Assurance (QA) for the Certification Process	Checked	Date
Certificates of competent candidates are issued within a stipulated and reasonable timeframe and clearly listed in the IQA Policy.	<input type="checkbox"/>	
Candidate/s are notified within a reasonable timeframe of how, where and when candidate/s can collect their certificate/s. This is clearly stated in the IQA Policy	<input type="checkbox"/>	
An Identification Form from the candidate and or consent from the candidate to collect or receive the certificate/s. Any Consent Forms on behalf of the candidate/s are available and include/s the required details of the person collecting the certificate, including the identity and signature of the person collecting any certificate/s.	<input type="checkbox"/>	
Officially recognised 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.	<input type="checkbox"/>	
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.	<input type="checkbox"/>	

<p>Certificate/s and or skills cards clearly indicate the following:</p> <ul style="list-style-type: none"> • 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 	<input type="checkbox"/>	
<p>Certificates and or skills card have an Identification number. An example is provided hereunder:</p> <p>Validation Assessment Centre License Number: 025</p> <p>Sector: HOSP</p> <p>Candidate Identity: 0000035M</p> <p>Job Title: BT for bartender</p> <p>MQF Level: 2</p> <p>Year of Assessment: 2024</p> <p>025/HOSP/0000035M/BT/MQF2/2024</p>	<input type="checkbox"/>	
<p>Provisioning of data is in place and available when required by the MFHEA and other governmental authorities, including validation inspectors, if need be.</p>	<input type="checkbox"/>	

Select with ✓ whether an Internal or an External Quality Assurance Audit was carried out.	Internal QA Audit <input type="checkbox"/>	External QA Audit <input type="checkbox"/>
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Recommendations on the CERTIFICATION phase/process noted after an Internal QA 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 phase/process noted after an External QA 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:

Conclusion

Whilst the intention of VNFIL through life-wide and/or work-based experiential learning is a protocol with recommendations on a European level, the assessment process should be in line with the NOS. The introduction of VNFIL was triggered by the need to facilitate the movement of skilled and competent employees. However, sectoral standards may differ according to the context and nature of different countries. The NOS are set by the Sectoral Skills Unit within the different sectors. They include professionals within a particular sector to discuss and scrutinise the competences required for a particular job of sectoral position/s at different levels of the Malta Qualification Framework (MQF). Other competent authorities may from time to time be invited and involved to discuss any issues of concern, to ensure that quality assurance is maintained within any changes or adaptations of legal requirements, resulting from new or updated subsidiary legislation requirements to existing ones. These may continuously change, due to the nature and context of the Maltese Islands.

The MFHEA reserves the right, as the trusted or responsible authority for VNFIL, to engage competent professionals if the need arises, in case responsibilities are not ensured or abuse has taken or takes place in terms of quality assurance. The MFHEA may also reserve the right to annul or remove licence/s issued to any approved VAC if continuous or repeated neglecting of obligations to quality assurance auditing is noted.

MFHEA Validation Contacts

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Useful links

MFHEA Referencing Report 2024

https://mfhea.mt/wp-content/uploads/2024/04/RR_Final-Cover-Front-Back_R01_compressed.pdf

VNFL - Validation of Non-Formal and Informal Learning

<https://mfhea.mt/validation/>

National Occupational Standards (NOS)

<https://mfhea.mt/national-occupational-standards/>

Validation Assessment Centre - Informational Guide

<https://mfhea.mt/wp-content/uploads/2023/02/Validation-Assessment-Guidelines-Document-September-2022.pdf>

MQRIC - The Malta Qualifications Recognition Information Centre

<https://mfhea.mt/academic-qualifications/>



The following documents and forms are for example purposes only, to safeguard the integrity of the candidates applying for validation assessments and to ensure that quality assurance for VACs is in place and that the utmost for due diligence is adhered to by all stakeholders.

All documents may be filled out by hand or in a digital form.

Validation of Non-Formal and Informal Learning Assessment Application Form

Insert Passport
Size or Identity
Card
Photograph

Candidate's Name and Surname

Sector

e.g., Hospitality and Tourism

Job Occupation / Title

e.g., Commis Chef

MQF Level

e.g., Level 2 as per published National Occupation Standards

Please also provide the following information so that you can be contacted and provided with further guidance on how to proceed for validation assessments.

Contact Telephone Number:

Email address:

Postal address: _____



Please attach any relevant documentation, such as:

- police conduct certificate

- a working permit issued by relevant authorities
- copies of previous and recent related employment
- in house training/continuing professional development (CPDs)
- awards previously achieved
- a Curriculum Vitae (e.g., Europass)
- a portfolio of evidence
- position descriptions
- references

Once the Validation Assessment Centre (VAC) receives your application, the person and or coordinator nominated to provide guidance and further information regarding validation of non-formal and informal learning (VNFIL) by the institution will contact you, using the details provided in this application, to explain the process individually or as an initial group information session.

This may include third party evidence from previous workplaces and community settings and previous study, certified documents and certificates, and samples of work you have conducted previously. A list of the occupational standards that you will be assessed against may be downloaded from the Malta Further and Higher Education Authority (MFHEA) on the following link

<https://qualifications.mfhea.gov.mt/#/more-database>

Either in the initial or a subsequent interview, the assessor will ask you a range of documented questions relating to your experience to initiate a competence conversation. Your responses will be documented and used as evidence to ascertain your level of knowledge, skills and competence. You may also be required to demonstrate your skills in a practical environment, to ensure you meet the required skills and knowledge as published by the MFHEA, according to the national occupational standards for competence.

Declaration of Authenticity Consent Form

Name and Surname: _____ residing at

with Identity Card: _____ and or Passport Number: _____,

declare that all the relevant documents and information provided are complete, up to date, valid, reliable and authentic. I also give my full consent to authorise the Validation Assessment Centre (VAC) to make any further enquiries with previous and current employers, training organisations including Malta Qualifications Recognition Information Centre (MQRIC), and other relevant authorities including Jobsplus employment history, to facilitate the assessment process in case of any dubious or forged documents and or incorrect information.

I also understand that any false declaration or statements provided by myself in my initial application for validation of knowledge, skills and competence can lead to an immediate disqualification of the validation assessment/s without the right of appeal or reimbursement of the fee paid.

Candidate's Signature: _____

Date: _____

Assessor's Declaration of Conflict-of-Interest Form

Name and Surname: _____ residing at

bearing Identity Card or Passport number _____ hereby declare

that I have **no** conflict of interest whatsoever to conduct assessment/s for validation assessments

Assessor's Signature: _____

Date: _____

Candidate Assessment Attendance Form

Date: _____

Validation Assessment Centre (VAC) Identification or License Number:

Name and Surname	ID Number or Passport Number	Candidate Signature

Name and Surname: _____

Signature of Assessor/s: _____

Provision of Data Consent Form

Name and Surname: _____ residing at

bearing Identity Card or Passport number _____

give my full consent to the Validation Assessment Centre (VAC) to keep all relevant records and documents, respecting the European Union (EU) General Data Protection Regulation (GDPR) and for the **sole purpose** and the provision of data as may be required from time to time by the National Statistics Office (NSO) and the Malta Further and Higher Education Authority (MFHEA).

Candidate's Signature: _____

Date: _____

Candidate Online Assessments Recording Consent Form

Name and Surname: _____ residing at

bearing Identity Card or Passport number _____

approve to give my full consent to the Validation Assessment Centre (VAC) to record any interviews and or case scenario assessments as means of evidence that the assessment has been fair, transparent and valid, and that the candidate has been responding on the candidate's own merit.

Furthermore, the recording for these assessments may be kept for a stipulated period of time (___ months) for the purpose of any candidate's appeal/s that the assessment was not fair and not in line with the assessment criteria based on the National Occupational Standards (NOS).

Candidate's Signature: _____

Date: _____

Certification Collection Form

This Certificate Collection Form is to be used if the candidate/s collect their certificate/s in person. The candidates must present identification such as an Identity Card and or Passport, enter their details and sign the form.

Date of Collection: _____

Validation Assessment Centre (VAC) Identification or License Number:

Address of residence collecting the certificate/s:

Name and Surname	Identity Card or passport Number	Candidate Signature

VAC Stamp and Signature

Risk Assessment Form

Name and Surname: _____

Identity Card and or Passport Number _____

Address of Residence _____

declare that I:

have conducted a risk assessment where the nature of the assessment may cause serious injuries or even death to self and third parties. (e.g. excavation and demolition)

and possess the necessary academic qualification issued to carry out risk assessments recognised by, academic institution/s _____ issued in the year _____ .

Therefore, I fully understand my duties and responsibilities when carrying out risk assessment/s and the risk/s these may entail.

Curriculum Vitae (CV) of the person carrying out the risk assessment should be attached to with this form

Signature: _____

Date: _____



Malta
Further & Higher
Education Authority

Malta Further and Higher Education Authority (MFHEA)

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