

Validation and Assessment in Vocational Hospitality Training

Jesmond Atkins



Author(s) Jesmond Atkins	
Master's programme Culinary Management and Innovation	
Report/thesis title Validation and Assessment in Vocational Hospitality Training	Number of pages 51 + Appendices
<p>The research presented in the thesis is about assessments and validation issues in vocational training in hospitality. The objective of this master's thesis is to investigate and analyse possible and existing challenging factors, including administrative challenges in assessments and validation processes used in vocational training.</p> <p>The context chosen for this study is the hospitality vocational education in which I have been working and teaching for the past 33years.</p> <p>The research methods chosen were deductive and qualitative where a qualitative questionnaire was sent to selected people who are somehow involved in the education sector and assessments, starting from working colleagues and others. I had also analysed literature review about challenges that assessments and validation may present to individuals as well assessors which may include also administrative challenges. This study is a continuation to my previous research study in my bachelor's degree. The previous study was about validation of informal and non- formal learning at the Institute of Tourism Studies (ITS) in the Food and Beverage area. Though having a wide experience in teaching and assessing, I need to do further research to see what are the most common good practices that can be used for both validation and assessments.</p> <p>The findings are presented with listed tables from the answers that I have received from the questionnaires which have been analysed with listed results and further recommendations to this study.</p>	
Keywords validation, assessments, occupational standards, skills, competence.	

Table of Contents

Abstract	
List of Tables	
List of Figures	
1 Introduction	1
2 Acknowledgements.....	3
3 Theoretical Framework.....	4
3.1 Definitions of Assessment and Validation.....	4
3.2 Different Forms of Learning.....	6
3.3 Commonly Known Assessment Practices.....	9
3.4 Tools Used for Assessment and Validation.....	11
4 Empirical Part.....	20
4.1 The Purpose of Validation and Assessments.....	20
4.2 Challenging Factors in Validation and Assessments.....	22
4.3 Administrative Challenges.....	23
5 Methodology.....	26
5.1 The Research Question Matrix.....	26
6 Findings.....	29
7 Personal Experience.....	38
8 Conclusions.....	39
8.1 Reflective Summary of Main Findings.....	39
8.2 Evaluation of Study.....	41
8.3 Explanation of The Cycle Tool for Establishing Criteria.....	44
8.3.1 Examining Job Occupational Competences.....	44
8.3.2 Selecting Common Skills to Establish Key Competences.....	44
8.3.3 Establishing Criteria.....	45
8.3.4 Assess and Validate.....	46
8.3.5 Recommendations for Further Studies.....	47
8.3.6 Synergy Between NOS -VNFIL - RPL and JOC-KS.....	47
8.3.7 Value Added to VNFIL Assessments in Vocational Educational Training...	48
References.....	50

List of Tables

Table 1	Question Research Matrix
Table 2	Question 1 (Webropol Data Chart)
Table 3	Question 3 (Webropol Data Chart)
Table 4	Question 4 (Webropol Data Chart)
Table 5	Question 5 (Webropol Data Chart)
Table 6	Question 6 (Webropol Data Chart)
Table 7	Question 7 (Webropol Data Chart)
Table 8	Question 8 (Webropol Data Chart)
Table 9	Question 9 (Webropol Data Chart)

List of Figures

Figure 1	An example of Overarching Process
Figure 2	Overarching Model of Validation
Figure 3	Assessment Overarching Process Model
Figure 4	5 Step Cycle Tool for Validation in Hospitality VET Malta
Figure 5	Tool Model for a Job Occupational Competence
Figure 6	5 Step Cycle Tool For Assessment and Validation in Hospitality VET Training Malta (update)
Figure 7	Tool for Establishing Common Key Competences Flow Chart
Figure 8	Benefits of the JOC-KS Model

1 Introduction

The reason for this study is to continue building upon my first study thesis that was about validation of different learning forms of informal and non formal work or experience. During my first study I have learned through literature review and my personal experience about the value that validation gives to a candidate and also the benefit it has for the employee the employee and the country as a whole. In my personal opinion my first study was very interesting and useful within my career. In fact I have taken the role of a coordinator for recognition of prior learning (RPL) within the Institute of Tourism Studies and also selected to act and participate as a National Expert of ECVET within the National Commission for Further Education (NCFHE) Malta. My role within the Commission was to promote and also teach and educate about the value and importance of validation of knowledge ,skills and competences and how this can be implemented.

Now I want to take my study a further to analyse and evaluate the synergy between an assessment and validation whilst having quality , fairness and transparency within the process. A definition of the term assessment is “*an opinion or a judgement about somebody/something that has been thought about very carefully*” (while validation is defined as “*the act of proving that something is true or correct*” Though both terms are defined differently , there are similar issues in both validation and assessment. Through my experience and study one could note that both processes have almost the same overarching issues and tools that can be used in both processes. I shall study the existing methods and applications , while examining possible tools that may be used and be fit for purpose in the 21st century. Both assessment and validation have common practices with their processes are becoming important and more valuable after the EU commission has issued a recommendation to all EU state members to have validation in place by the year 2018. This recommendation has in fact been published and one can have access to see this on the following link; https://www.cedefop.europa.eu/files/Council_Recommendation_on_the_validation_20_December_2012.pdf (CEDEFOP 2012).

Other recent recommendations on ‘validation’ is the Berlin recommendations on Validation as from May 2019. This contains six paragraphs mirroring the policy tracks discussed during the 3rd validation of prior learning (VPL) Biennale. The

main objective was to give the VPL community within the EU countries , foundation for policy makers to make validation more effective and inclusive. .

There are important aspects and issues that I as the author of this thesis report shall be exploring as the the main objective. I shall be giving my recommendations , later in the reflective summary of this study. The first issue for me is to examine what are the needs for having a good basis to conduct effective validation and assessment processes. Though most scholars and writers agree that a criterion will set the basis to having a good validation and or assessment process , some may agree that bureaucracy may hinder the validation or assessment process.

I shall review and provide brief descriptions of most commonly types of assessment methods which can be used in a vocational scenario and also work based learning. I will be looking and examine whether the criteria used for assessment or validation shall remain valid and can be used in different environments based on a job description of an occupational standard. Combination of different assessment methods that can be overarched in the validation process shall be examined especially in the use of formative assesement. The process of engaging different assessment methods is to test validity and competence. Some scenarios may be utilised for both assessment and validation processes.

Transperency and fairness are nowadays requested by quality assurance , and examine the extent shall the criterion be for both processes. I will be looking into different forms of assessments which can be an overarching form of formative over summative and summative over formative. Afterall , the main purpose of both assessments and validation is a process used that verify truthfulness and that the work , task , assignment , portfolio etc belongs to the candidate. As for references the Harvard method has been applied to list any citations for this study. This method was chosen for the simple fact it is easier for me to use than other citation and reference methods suggested.

2 Acknowledgements

I would like to dedicate this study to my mum who has recently passed away. Some of my literature review and writings were done in hospital near my mums' bed while she was deeply asleep or unconscious. I have done this mainly during the night of which myself and my brothers and sister took our turns to be at her bedside during this difficult time. She has spent three weeks from when the last rites were administered until she has peacefully passed away. My gratitude and special thanks also go to my friends and colleagues of whom have in some way or another have offered support during my studies. Special thanks go to the management at the Institute of Tourism Studies who have sponsored my studies for this master.

Another special thanks go to my tutor Mäkelä Marjaana from Haaga-Helia University of Applied Sciences in Finland for being there whenever I needed her advice on this thesis and the previous thesis. She has offered tremendous support and guidance, and to be honest if it wasn't for her encouragement, probably I wouldn't have continued this master study due to a lot of other commitments. Finally, I cannot but not mention my family including my wife Doreen and my three boys who has been tremendously patient and supportive to continue with my studies. but least not specially thank my wife Doreen and my children for their tremendous support especially during my studies.

3 Theoretical Framework.

The theoretical framework includes readings and literature reviews which are directly related to assessments and validation processes listed by different authors including tools and challenges. The ones chosen were the ones that made more sense for my study which covers both theoretical and practical spectrum, findings and recommendations. These includes arguments and conflicts from different authors about the subject context and matter.

In order to make explicit terms and concepts, definitions are provided in the theoretical framework so readers can understand better the meaning of these terms and their context within this study. In this study the readers are given some information on the different forms of learning today and common practices and tools used to assess or validate. I shall examine and evaluate the challenges in assessment and validation processes and recommend to the reader of this study recommendations for further studies.

This thesis study is a continuation to my first-degree thesis about validation of formal, non-formal and informal learning. I shall be using the theories that-makes more sense for the scenario of vocational training especially for training within hospitality. I will in fact start by listing different exact definitions for training and education so the reader can better understand the difference between assessment and validation although these might sound and look the same.

3.1 Definitions of Assessment and Validation

A simple definition of the word assessment is *“the action of assessing someone or something”* (Oxford Online, 2017)

while the definition of validation is *“the action of checking or proving the validity or accuracy of something.”* (Oxford Online, 2017).

Though the definitions may seem to be the same, these are not the same but are closely seen to be related to one another. In my opinion of how I understand both these terms is that an assessment is when someone is examining someone else perform a task or knowledge of a particular subject and context ,while the term val-

validation is when someone else is assessing a performance or knowledge of a particular subject and context that has already been learned or achieved in the past. There is an evident synergy between when validation and assessments take place.

Assessments are fundamental and crucial within an assessment and is a tool and an ingredient within an education system (Dasmani, 2011). These have evolved ever since and shall continue to evolve and offer challenges, while adopting to different methodologies (Black, 2005). Continuous transformation in assessment methodologies shall be designed to facilitate the learning process for the student so the student can benefit from such a process.

This transformation in assessment methodologies and different methods of assessment techniques are designed to facilitate the learning for the benefit of the student. The term assessment does not only refer to one specific tool but rather to a combination of tools, that teachers and educators make use of to measure and evaluate learning and competency or proficiency of a subject or a task.

The aim of an assessment is to instigate and motivate further improvement of performance and not just as an auditing tool to measure the learning (Walvoord, 2010). Evidence of learning should be well planned in a systematic way, where the evidence of learning is collected in a planned and systematic manner. (Kap-pan, 2004). Some added complexity in assessments is that some learners focus more on the grades not on the knowledge in depth understanding or its application. Assessment is an established factor that can both encourage surface learning and deep learning through applied real environment world scenarios including the hospitality industry (George & Cowan, 1999).

The term validation regarding to most scholars has more value added than assessment because though different in its definition than the word assessment, may be used for the same purpose to validate a previous assessment. Both validation and assessment are continuously used in a vocational context overarching each other (figure 1). Validation which started as an interest for a few experts, has now become the core topic for all forms of informal and non-formal learning policies within the European Union. Another influence on the validation process is the 'Nordic Model' as it clearly states the different stages of validation including the 'what',

‘where’, ‘when’, ‘whom’ under different conditions. In 2013, a Nordic group of experts compiled and published a Nordic Quality Model for Validation. (NVL, 2013) This tool is comprised of eight quality factors in validation, each step with quality indicators and the individual in the centre of the procedure.

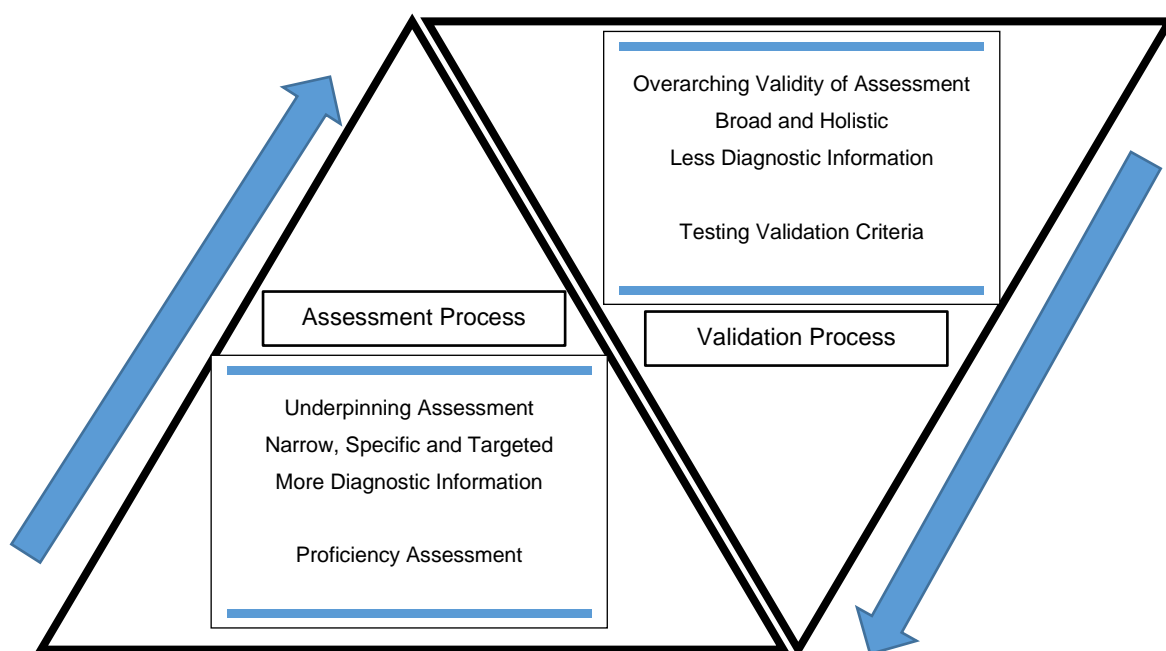


Figure 1: An Example of an Overarching Process

The recommendation put forward by the Council of Europe in December of 2012 has reflected in increased attribution to all forms of learning especially informal and non-formal learning. Validation is a tool or instrument to help individuals make better use of skills and competences acquired through life-long learning (Cedefop, 2014). While assessments can be described as both summative and formative, validation is more of a formative type of testing someone or something and feedback is one of the main structures of the validation of an ongoing process. Validation can be seen mainly as a tool for competence and skills which makes the process more reliable and valid for a vocational context. Validation can be an overarch of both summative and formative assessments.

3.2 Different Forms of Learning

Learning may take place in different forms and contexts as well explained in the glossary. “*Learning is a process by which an individual assimilates information, ideas and*

values which will thus acquires knowledge, know-how, skills or competence.

(CEDEFOP, 2014)

Learning occur through personal reflection, reconstruction and social interaction. It may take place in formal, non-formal, or in-formal settings” (CEDEFOP, 2014).

Formal learning

Formal learning can be described as learning which takes place in a structured manner and an organised environment such as universities, institutions or at the workplace.

This is normally structured in a way that time, objectives, tasks and resources are clearly notified. Candidates will apply therefore learning is intentional from the candidate’s point of view. Formal learning will then lead if successful to formal certification.

Non-formal learning

Learning is defined as learning which taking place within other planned activities and are not explicitly attached and designated as learning which takes place in a formal institution or in a structured manner in terms of specified time frames, listed objectives and provided support. Non- formal learning may still be validated which can then lead to certification or recognition for prior learning as non-formal learning is also sometimes described as semi-structured learning.

Informal learning

Again, as for non-formal 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 done daily resulting from the place of work, and other leisure and family activities. Objectives may though be achieved unintentionally to the candidate’s knowledge or perspective. Informal learning is achieved through experience which can be also random incidental learning.

Work based learning

Work based learning can be achieved using alternate methods in a vocational context between vocational educational training (VET) institutions and or on the job. A typical example of alternative work-based learning are apprenticeship programmes where knowledge and skills are shared alternate lively. Work based learning can also occur in higher education context.

Lifelong learning

According to the report by the European Lifelong Guidance Policy Network (ELGPN), lifelong learning is based upon four main principles. The first and main objective is to keep the beneficiary at the centre, offering independence giving a holistic approach while giving equal opportunities.

All learning activity undertaken throughout life, which results in improving knowledge, know-how, skills, competences and/or qualifications for personal, social and/or professional reasons (CEDEFOP, 2014). There is an ongoing debate at CEDEFOP on whether a consensus exists in the field of validation in Europe and it has been clearly observed that validation of competences within vocational areas has made a huge advancement. Various thoughts to validation of non-formal and informal learning and the way that these are conducted is still much debatable within EU member states.

A key objective of the 2012 recommendation states that EU Member States should work together towards national arrangements for validation by the year 2018. This should make possible for all citizens to have their non-formal and or informal learning identified and documented, and if they so wish would be assessed and certified.

Ongoing debates and discussions have clearly indicated that everyone will benefit from validation with an emphasis on citizens within EU countries. Validation arrangements can be of benefit to all citizens thus helping combat unemployment by improving skills matching and social cohesion (CEDEFOP, 2015).

The report clearly and strongly defines validation as a process, confirmation by an authorised body that an individual or candidate have acquired learning outcomes measured against a relevant standard. Validation is carried out by several institutions and stakeholders outside education and training.

Life -wide Learning

Another more recent form of learning is about life-wide learning where this is referred as learning that takes place in real context or different contexts in related settings that would be difficult to attain in formal education alone.

Life-wide Learning (LWL) refers to student learning in real contexts and authentic settings. Such experiential learning enables students to achieve certain learning goals that are more difficult to attain through classroom learning alone. It helps students to

achieve the aims of whole-person development and enables them to develop the life-long learning capabilities that are needed in our ever-changing society.

All different forms of learning can be somehow assessed or validated based on different forms of criteria within a different context. The criteria to assess or validate skills, knowledge or competence may differ in nature but all forms of learning can be assessed or validated. Formal learning can be assessed or validated using the learning outcomes of the study unit of the module concerned to design the criteria of the assessment or validation. While other different forms of learning may be assessed or validated using job occupation standards which are set either by National Skills Councils or Occupation Sectoral Skills Units. Again, the criteria to validate or assess skills, knowledge and competence shall be designed in a way that covers the standards set by these agencies or units. Some may also have overarching methods between the different learning contexts. A clear example of this are apprenticeship programmes where learning has different contexts and both assessment and validation are used between formal and work-based learning.

3.3 Commonly known assessment practices

Two most common types of assessments are known to be summative and formative assessments. Formative assessment is also known as assessment *for* learning, while summative form of assessment is also known as assessment of learning (Harlen, 2005).

Some scholars argue that all assessments begin with a summative form and as the teacher, lecturer or trainer may need to discover prior to their preparation. On the other hand, when summative assessment is applied while feedback is given, this becomes a formative type for the learner (Taras, 2005).

Formative assessment

Teachers may continually adapt and include a range of assessments to evaluate, conduct diagnostic testing to modify teaching practices to improve student attainment this becomes a formative type of assessment (Black & William, 2009).

Formative form of assessment is about making a judgement upon standards, goals and criteria. Formative and summative forms may have the same process. For a formative

form of assessment, feedback is required that can indicate the gap between the actual level of the task or work being assessed and the standard required. This will give a clear indication of how the work or task can be improved to reach the required standards (Taras, 2005).

Summative assessment

When students are assessed and no feedback whatsoever is given about the outcomes this becomes a summative type and only focus on the outcome of a program and test or evaluate the individual development of participants at a time (Mctighe & O'Connor, 2005).

Summative assessment is a judgement which collects and encapsulates all evidence up to a given time frame. This time frame is seen as the finish line of that judgement. A summative form of assessment may have other functions which may not impinge on the process (Taras, 2005).

Some definitions may be very pragmatic about the two forms of assessment.

“When the cook tastes the soup, that’s formative. When the guest tastes the soup, that’s summative.” (Robert E. Stake, 2018).

This statement refers to different forms of assessment within the same scenario with the possibility of taking a different approach and measures in assessment. This can easily be used in a vocational context especially in cooking and hospitality sector. In the statement above the author is referring that the two characters mentioned, the cook and the guest are different and that their behaviour during the assessment of the product may differ from one to the other also. When the cook is tasting the soup before this goes to the customer, the cook may notice that this needs more seasoning or even being too salty, so there is still time to adjust the soup before this goes to the customer. This can be seen as a formative type of assessment. After the tasting, learning has taken place and the space and time to adjust upon the assessment when tasting may change or differ from the actual first product through self-assessment.

The second scenario refers to the guest assessment of the soup as being more of a summative type since there is little or nothing the guest may do to adjust the palate if the soup is very salty. The guest would therefore complain and will not eat the soup. This is seen as being summative since the guest could do nothing to adjust the taste of

the soup so there were no other options for adjusting after tasting which can be seen as an assessment of taste. This reflects that although both did taste the soup, these may reflect two different scenarios.

3.4 Tools used for Assessment and Validation

There are various tools which can be associated and used for assessment purposes. All tools can be used for both assessment and validation given that the tool is fit for purpose within a context. Having mixed assessment tools will give more value to both the assessment and validation process. One should consider using overarching methods of both formative and summative assessments. Planned and suitable combinations of both formative and summative assessment, using a variety of methods will lead and result in processes which are characterised by validity and repeatability.

This makes the assessment far more superior than just using one method within the process. Formative approach has the greatest benefit as conceptualisation which forms part of a comprehensive system facilitate the learning process (Bennett, 2011).

Written Assessments

In formal education written tests are commonly used as summative assessment which is normally carried out after the study unit is completed. These may vary from multiple choice questions, alternative response, matching type, question completion type. Other forms may be quizzes, open notes and essay type tests. There is a time which is pre-determined for each written assessment. There are three types of written assessments, of which one type is to select responses and the other two involves composed or constructed answers (Rahm et al. 1995).

Some of the disadvantages associated with multiple choice type of assessment is that these take time to prepare and may not be reliable and fully valid as students may try to guess, therefore students might be getting marks for something which they did not know correctly. The main advantages of multiple-choice questions are, that this is a

quick method for answering as well for correction as this can be done electronically. The same may be said for true or false questions.

The other two forms of written assessments which may include essays, scenarios and problem solving may have their own advantages and disadvantages as well. The advantages are that students are given a chance to express freely further their opinion on the subject matter with different answers provided in a confident manner. The opposite is also true as student may have difficulties expressing themselves in a written manner especially if their level of reading and writing is poor. While most students cannot have a guess at the answers, these types of assessment may take considerable time to correct and subjectivity when grading by the assessor may remain.

Oral Assessments

Oral assessments are defined as an assessment which is conducted by the spoken word or gesture. As also in other forms of assessment oral type has its own advantages and disadvantages according to Gordon Joughin, from the academic development unit of Wollongong University of Australia.

According to Professor Gordon the main disadvantages of oral assessment may include anxiety, speech impairment, time consuming and lack of anonymity. He also states that oral assessments may have also advantages such as student feeling at ease to express themselves. It has an immediate response and clarifications to the questions being asked while reducing plagiarism. Assessors may use these to probe and test the knowledge and competence of the learner. Oral assessment can be used in validation processes also in what we call interviews.

Performance Assessments

Performance assessments should increase student activity hence the opportunity for students to apply knowledge by answering questions. However, it takes trained educators to build rubrics and criterion based upon skills and competence within that performance. An organization known as (Project Appleseed) which is also known for the advocacy it uses for performance assessments, state that students are to demonstrate knowledge and skills, while being able to solve problems in the process. Common characteristics of performance assessments listed by other authors is to use tasks, by

having meaningful activities which have real word applications and problem solving (Oberg, 2010)

Practical Assessments

Practical assessments are mainly used in vocational education to measure the student's ability to perform the task given while showing that he/she is competent to do so. Practical assessments are known mainly to be a summative form going on to being formative at the end of the practical when feedback is provided.

The students are requested to show that they can perform autonomously and individually. These practical assessments are commonly used processes / protocols /tools used in food and beverage formal education where at the end of the course students are tested for the knowledge and skills learnt throughout the academic year. Practical assessments may also be used to validate an individual's competence technical practical areas. As other forms practical assessments have their advantages and disadvantages.

Some disadvantages to carry practical assessments or validation may be inadequate laboratories or facilities to carry such assessments, logistics and the costs of the raw materials besides other variable costs of power and assessors. Other forms of disadvantage from the learner's point of view may include anxiety under examination conditions. Advantages may include the validity of the skills and competence achieved while doing autonomously the task and performance. It is also able to show the student ability to perform under pressure with resembles the hospitality sector. This is based upon my personal experience which I have accumulated throughout the 20 years I have been working and carrying out assessments at The Institute of Tourism Studies.

Digital Assessments

The use of digital assessment can be defined as presentation of evidence, while making judgement of student's achievement using computer technology. This may include the use of network, hardware and software. The use of digital assessments has some advantages thus having also some disadvantages. Some disadvantages may be of a social background such as not having access to accommodate digital assessments.

There might be also some logistical problems relating to the number of computers available to conduct such assessments. Other disadvantages may include that it would

be difficult to autocorrect answers to questions with open-ended response. Teachers and Lecturers may also have trouble using modest to advanced digital assessments as they are not familiar with. This may also be applied to students who lack experience using such technology unless they are trained to do so.

On the other hand, one shall not leave out the advantages of using digital assessments. Advantages may include that immediate feedback can be provided alongside time saving for corrections if questions are of one answer type. Others may include the use of groupwork and self-study. Moodle is a good example of using digital assessments.

Digital Portfolios

In today's society and beyond the 21st Century the use of digital portfolios known as ePortfolios is becoming popular with the use of mobile technologies (Bronwyn & Matt, 2019). According to both authors students were more engaged by using smart app technologies to develop ePortfolios. This, they consider as being very important to support students using technologies which are closer to their environment. In their research three applications were chosen to conduct their research.

ePortfolio is a resource using electronic/online applications to record and list learning progression and artefacts while listing self-reflection of the individual learner. It has the potential to record evidence-based practice for both the trainer and the trainee for future development needs and experiences.

The apps chosen were Facebook, google plus (G+) and Evernote. Facebook was found to be the most preferred app followed by Evernote because of being able to edit images and annotation features. Google plus was the least preferred amongst the students.

Students were noted to enhance their achievement rates while the lecturer has scaffolded their use of mobile technologies. This was slowly developing students to become more autonomous and confident in what they do. The teacher on the other hand has continuously challenged the students and encourages collaboration true the use of technology.

Some of the main advantages noted were that it is prompt, frequent and timely by using their ePortfolios. It was also recommended that teaching staff are to seek proper guidance when designing tasks or activities that encourage the use of mobile technologies, so technical support can be provided (Cochrane, 2014).

Using mobile devices will help so the learning process can be personalised thus making it more enjoyable for the student while being flexible (Murugan & Lieberman, 2017). The number of students attending higher education owing some sort of smartphone has increased significantly a few numbers of lecturers have encouraged their use. eportfolio can be a wonderful tool for work-based learning and workplace assessments, especially in Hospitality.

The use of technology has provided the teachers and lecturers to have a more learner-centred approach towards various activities and assessments. Some disadvantages may be that students do not have access to internet or mobile devices in poorer environments. Portfolios being digital or not still provide a very efficient tool for validation processes besides other means of testing or assessment.

Overarching Assessment Models

This though should also include an overarching inclusion of both summative and formative forms. All assessment and validation tools have advantages and disadvantages if used as standalone. Overarching is necessary for the validity of the assessments that takes place. For a formative type candidate are continuously being monitored and feedback is provided while summative is used to measure whether learning has taken place. When using both types and forms of assessment models, the assessor is being assured what has really being learned and what progression has been achieved. Two models of such overarching methods can be seen in figure 2 and figure 3.

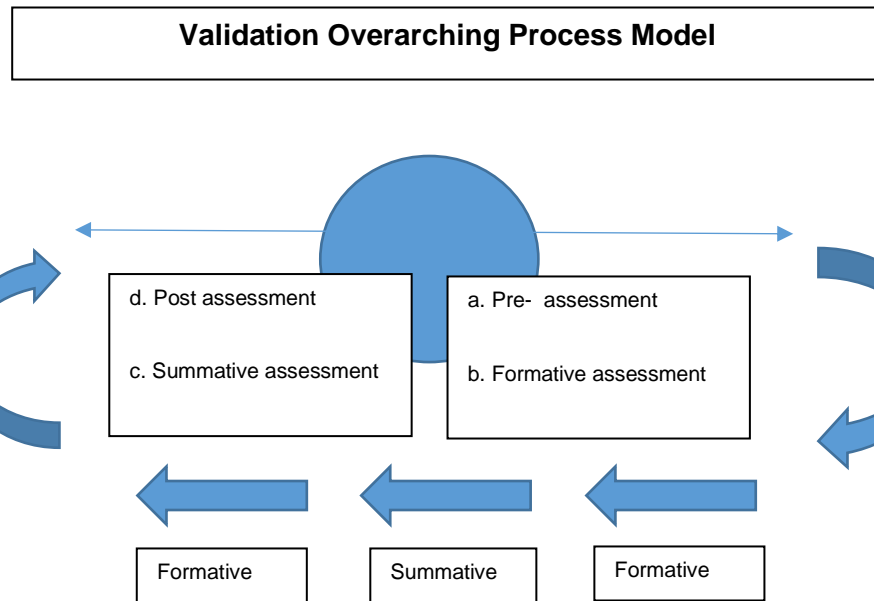


Figure 2 – Overarching model of validation

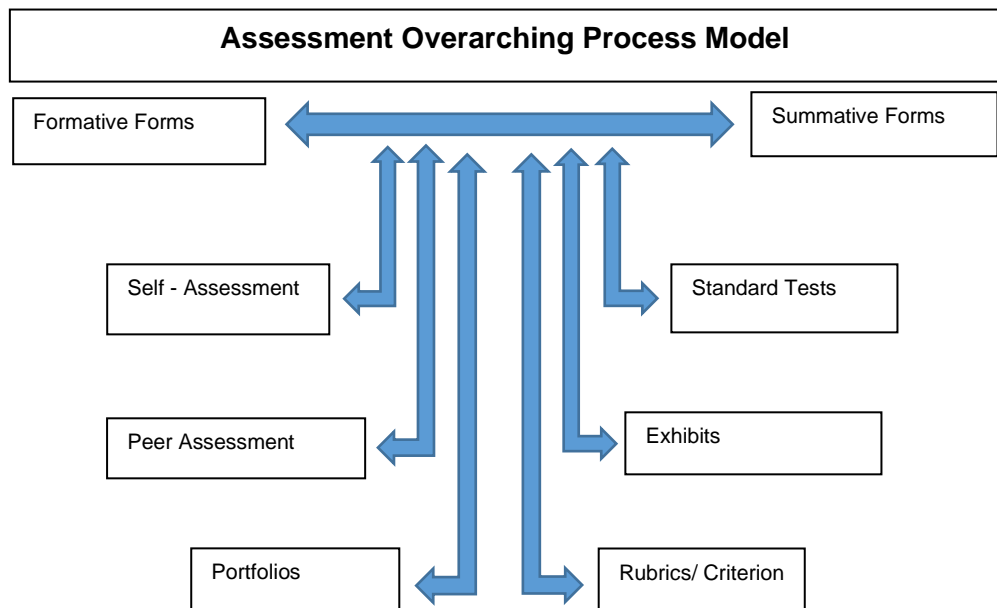


Figure 3 – Assessment Overarching Process Model

Several situations have resulted in a preferred use of formative assessments at the expense of summative rather than attempting to choose the best method from both forms depending on the context. This may be highly detrimental (Taras, 2005). Therefore, the concept that summative judgements (evaluation) can also be assessed by simply having a summation of formative ones may present an incorrect picture of the capabilities

the learner might have. Therefore, some authors have listed that this should not be advocated (Harlen & James, 1997).

There might be a discrepancy between what is actually assessed as being the learner's 'performance' and the learner's ability in the particular 'performance' hence this being a 'competence' (Messick, 1984). When a student's specific task is evaluated this is somehow 'summative', which differs from what the student has handed in as this would be called the 'performance' which the educator would in response assess the work that has been offered. This performance may not reflect the actual competence of the student as may be distracted by varying factors such as poor communication or criterion specifications, stress and fatigue.

The notion and fear of not being able to control the learning process through experiential learning is wider and has a different scope. Experiential learning may take place by reading a book or being in class attending a lecture. Assessing experiential learning requires more extensive assessment methods to verify the appropriate level of learning than traditional, school-based learning (Karttunen, 2003).

Use of overarching methods may decrease the gap between 'performance' and the underlying 'competence' in testing. By this manner unreliable performances are minimised (Paul & Elder, 2010). There are other innovative forms suggesting at least 10 formative type of assessments as suggested by Wabisabi Learning website (Learning 2019). Learner analysis task is where teachers can give homework which encourages the students to detail their rationale about a specific topic. In this manner the teacher can learn and understand better the actual knowledge and skills on the subject including learning style, strengths and weaknesses. The use of charts and strategic questioning where learning is taking place via brainstorming while developing team working skills.

Three-way summaries are listed as another modern formative assessment where students are challenged to summarize key point within different length of words in a response to a topic or subject. e.g. 10-15 or 75-100 words. Think pair share is where students share their knowledge of understanding and doubts in a safe environment before sharing to the whole class where teachers and educators can give immediate feedback to the whole class.

Classroom polls can be used to allow students to give quick responses which require high order thinking while having fun in the classroom. Exit / Admin Tickets is another tool where an exit ticket which is a small piece of paper that is given to the students prior to the lesson so they can write down the gist or essence of the lesson and list the main points and understanding. This can also be used reversely where students can have questions themselves.

Admit tickets are done at the start of the lesson from the summarise homework and give students the opportunity to share comments from the previous lesson. Others may be one-minute papers which are given at the end of the lesson to cover the main points from that lesson and the use of creative extension projects which may include mini presentations, posters, collages, models. flash cards etc.

Some if not all these formative forms of assessment may be applied to theoretical lessons at the Institute of Tourism Studies, since students are more mature and have access to modern technology using laptops, smart phones etc. I have personally noticed that when students are given the opportunity to participate in the learning most of them have responded well. The old classical way of teaching alone does not make sense in today's society where the student is only allowed to listen. Validation is a tool which is also a formative type of assessment as feedback is given after the validation process.

Through the feedback given to the candidate/student, the candidate/student can respond, connect and adjust to the learning process, therefore formative learning shall take place.

In my concluding opinion using a wider selective assessment method will help the trainee or candidate to be assessed fairly in a way that the candidate feels most confident with. After all the assessor is assessing the skill, knowledge or competence. I have tried to experiment also the use of written digital assessments and candidates of younger generation felt more confident with the use of such assessment , while older part-time students, though not all had some difficulty with the use of the smart phone or laptop rather than the assessment itself.

Through my years of experience students with low academic reading skills are not assessed properly for their knowledge but for their writing and reading skills. An example of which I have also seen often through my years of experience is that some may not

be able to read therefore they cannot answer properly even though some questions may be of a multiple choice. On the other hand, if the question is read to them in their mother tongue together with the answers, they are able to select and choose the right answer.

4. Empirical Part

My central research topic for this thesis is to investigate the various contexts of learning (blended, informal, non-formal and work based) and their influence in assessment and validation processes in vocational education. The reason to study further this phenomenon is to continue and learn in depth about common challenges such as a good criteria which would be fit for purpose depending on the context of learning while eliminating or reduce unnecessary paper work thus being fair and transparent throughout the process while satisfying quality assurance that may arise within assessments and validation processes. Other sub objectives that are of interest and that I shall be looking into my studies are as follows:

What are the main factors that can hinder a validation assessment process?

Which are the most important factors that gives a good basis for validation assessments?

Are validation assessments always fair and transparent ?

How does the bureaucracy of the assessment context contribute to the assessment process?

My empirical approach was to design a research matrix questions so I could collect data which will reflect the opinion of colleagues, assessors and people with vast experience in education. This was designed by reflecting on the questions regarding the problems or objectives in assessment and validation. For this purpose, the focus was to discuss mainly the purpose, factors and challenges that provide a good basis for both validation and assessment, fairness and transparency and a less bureaucratic approach to both validation and assessment. More literature review was used as well for this purpose to have a qualitative deductive approach.

4.1 The purpose of validation/competence assessment by enterprises

Validation is seen as an important instrument that may help individuals to strengthen employability by having increasing flexibility to education and training through life-long learning while improving its functionality in the labour market according to their publication (Use of Validation by Enterprises for Human Resources and Career Development Purposes). It also states that European Enterprises gives high priority to make skills,

knowledge and competence visible and give value to them. It has also been noted that the term validation is not well known within enterprises and competence assessment is the preferred term used by most. Terminological difference though this can be overcome.

This could make a difference to link competence assessment practices in enterprises to public validation arrangements. Competence as a term can be attributed to Boyatzis in his book named "The competent manager" (Boyatzis, 1982). He has defined the term as an underlying characteristic of a person, stating that these may be a body of knowledge that he or she uses including a motive, trait, skill or even a social role. Authors Nordhaug and Gronhaug define competence as being more specific to 'work-related knowledge, skills and abilities (Nordhaug & Gronhaug, 1994).

The three main reasons listed for competence assessments in working places is for recruitment where individuals are assessed extensively and systematically followed by competence development of personnel to determine the needs so training can be developed. The third but not least competence-based assessments are used for career progression and succession. In larger companies this is considered crucial and often an evaluation criterion is in place to assess upon.

The report also states that competence assessments are mainly targeted for executives and highly qualified technicians. Lower skilled workers were noted to be the least exposed to systematic competence assessments. The report continues that are various main types of assessment, while the most commonly used and extensively assessed is specifically job related because it is the most valuable for career planning. It continues that social and personal competence is ranked as second place, especially in higher management positions. At such level these competences are considered more important than technical skills and are assessed thoroughly for sales and customer related jobs and positions.

Other assessment competence was noted to be the use of ICT since automation is increasing therefore this should seriously be considered. An emerging trend is to look at

the potential the individual might have a five-year time frame period and not just look at the current status of skills and competence.

4.2 Challenging factors in competence/validation assessments

It is also noted that the authors Boyatzis, R and Nordhaug , Gronhaug , stated that it is less difficult to establish a list of criteria for a job position, than of that to assess the level of competence an individual might have. This was mainly due to the subjectivity of the assessors chosen who are usually line managers. This usually results as a challenge to assess professionally competences. The author/s suggests that there are specific factors that will determine the quality of the competence/validation assessments. Assessors are to be provided with training themselves before conducting any assessments thus experience and the level of competence the assessor have will defiantly determine the success and the quality of such an assessment and validation of skills, knowledge and competences.

It also suggests that having more than one person to assess with careful identification of criteria of the task or job requirement is the basis for that criteria while having an assessment scale attached to it. Assessment from time to time using different mixed methods and instruments will increase is a key factor to success.

Other challenges noted in the report (Use of Validation by Enterprises for Human Resources and Career Development Purposes) is the acceptance of competence assessments by employees. According to their study competence assessment practices were generally positive with the results being accepted also. Though it also stated that this acceptance of assessment practices was the result of several factors in its preparation (Cedefop, 2014).

These factors were noted mainly to be prior communication and information together with the involvement of employees and their representatives followed by discussed constructive feedback. These are also noted to be the same factors listed by different authors including my previous thesis about validation (Atkins, 2017). This will make the competence/validation assessment process more acceptable by creating room for openness, trust and transparency.

External determinants must also be considered prior to having a set of criteria or occupational standards to assess or validate knowledge, skills and competence. These may

include collective agreements or public regulations including national policies and labour legislations. Occupational standards may be viewed by most candidates with confusion, even if these are sometimes carefully explained. Candidates sometimes struggle to see the whole picture when it comes to the main segments of standards, units and performance criteria.

Standards may be difficult to interpret and may have caused time gestation between commencement of a programme and production units. While occupational standards may appear logical to some, experience have shown otherwise as managerial work does not come by small incremental steps thus candidates will not be able to understand how the performance criteria may be evidenced (Harbourne, 1995). Another two authors have listed their studies on the limitations that competence-based approach may have (Graeme & Roger, 1995). According to another two authors Steward and Hamlin the use of competence-based approach has opened possibilities to gain credits through validation and recognition of prior learning (Steward & Hamlin, 1990).

4.3 Administrative Challenges

Bureaucracy is always somehow a major administrative challenge to obtain a good balance in assessments and validation. It may always be difficult to please all participants and stakeholders about how much paperwork associated to assessments and validation processes should have. You may have internal and external quality assurance in formal education context insisting on every detail within an assessment and validation process while on the other hand you may have those conducting the assessment stating that there is no need to have a lot of unnecessary paperwork which makes the assessment and validation process a bureaucratic one. It seems that a dilemma exists over the issue and that is why I have chosen to write and explore the challenges of bureaucracy in assessments and validation. Let me start to explore what really bureaucracy really is;

Bureaucracy is defined by scholars and through dictionaries as;

'a system of government in which most of the important decisions are taken by state officials rather than by elected representatives or as excessively complicated administrative procedure'.

There was quite a lot of scholars who wrote different theories regarding bureaucracy. Karl Marx was probably the first to describe bureaucracy and have written about the role and the function of bureaucracy though he has never used such term in his writing

(Karl Marx, 1843). He was in support of the roles that public administration had as specialized officials. He had described and mentioned though there is a difference in the role between corporate government and public administration these rely mutually on each other to function properly where he listed that the corporate side will attempt to become the state and that bureaucracy is somehow the state which makes up for civil society.

Max Weber, who was a German sociologist, took the term bureaucracy to new heights with his studies about bureaucracy. In fact, his studies and work led for the term bureaucracy to become more popular. In one of his published writings he also listed his taught about bureaucracy which he said makes no difference whether this is private or public (Weber Max, 1992). He stated that bureaucracy is mainly characterised by hierarchy within the organisation having lines of command leading to different chains of command. Nevertheless, he mentioned a strict fixed area of activity having a rigid division of tasks and labour with regular and continuous execution of tasks.

Ludwig von Mises an Austrian economist argues and focuses his theories that bureaucratic management is necessary in one of his writings on bureaucracy (Von Misses Ludwig, 1994). Ludwig compared effective methods in an organisation through bureaucratic profit management. While he did never oppose universal management that use bureaucratic methods, he stated that this is essential for organizations that their code of conduct is not subject to changes. An example of this he stated is the Catholic Church.

According to authors Paul Adler and Bryan Borys there two types of bureaucracy which they list as enabling and coercive. They compare the both as one being negative and the other being positive related to human interactive attitudes. According to the authors there are also other aspects and facets of bureaucracy which one can find or relate to labour markets and the roles within staff. According to their research this presents two conflicting views of human behaviour and attitudinal outcome of bureaucracy. Looking at bureaucracy negatively, bureaucratic form of organization demotivates employees, does not give much room for creativity while encouraging and fosters dissatisfaction within employees in an organisation. Positive view of the bureaucratic form provides guidelines with clarified job descriptions and responsibilities thus reducing stress

while having more active and effective participation within the organization (Adler & Borys, 1996).

In their research both Paul and Bryan have delved deeper into their research to provide other reflective issues of bureaucracy. During a secondary stream of research some technical function of bureaucracy was noted and the assumption of this was that work can be fulfilling rather than a disutility. Organizations may experience cooperation rather than abrogation and autonomy. This happens when employees note overlapping between own goals and those of the organization therefore potential contribution may be noted which leads to formalization and efficiency.

Deming W Edwards agrees to the extent in his writing that employees will fully participate while embracing formal work procedures if these are properly designed and implemented. Design and implementation are important because if the procedures are well designed, tasks will be facilitated thus enhancing employee's performance and pride of workmanship (Deming W, Edwards 1986)

Another interesting writing on enabling type of bureaucracy Kahn Robert Louis, agreed that there must be some sort a mechanism to establish a positive relationship between personal attitude outcomes. According to numerous studies the need for formalization will reduce conflicts and ambiguity. This in return will increase job satisfaction at places of work (Kahn RL, 1964).

Scott Richard has argued that to be able to objectify structure the use of formalization is important as roles and the relation for such role are prescribed independently with different personal attributes within such role of individuals within the structure (Scott W.R 1990).

5. Methodology

The methodology used for this study research was a qualitative deductive approach by using online semi structured questionnaires. The survey questionnaire was sent by email to select personnel of whom have some experience with assessments as part of their job or also other related matters to assessments preparations and processes. These included representative for validation and assessments from the National Commission for Further and Higher Education (NCFHE) which is the competent authority in Malta through a subsidiary legislation to carry validation assessments, representatives from one of sectoral skills validation board member from the Institute of Tourism Studies (ITS) Lecturers from Malta College of Arts and Science Technology (MCAST) and an assistant director for Coordinating Apprenticeship Programs and also a candidate which has already sat for one of these validation processes at ITS.

The reason that I have chosen to go for a qualitative deductive approach was because the subject and the research of the topic is specific, therefore a selective list of participants were selected to participate in the survey. This was also possible, since I have friends and contacts working in education sector in different educational further and higher Institutions. The qualitative questionnaire was sent by email using webropol as a tool to collect answers and data which is presented also in this report. A reflective question matrix was prepared to analyze the answers that would make more sense for my research. The questions included challenges, difficulties, good practices, fairness and transparency within assessment and validation processes.

The tool used to carry out the survey was webropol software. Some pre-preparation to what questions would be asked and the reason for these questions were carefully noted beforehand in a brainstorming session to what exactly should be asked and why? A research matrix was used to help me develop the questions.

5.1 The Research Question Matrix

The research matrix has in a way helped me a lot to carefully select the questions for the questionnaire and evaluate the rationale behind these questions. There were several questions where answers could only be selected from the set of answers provided.

These were mostly related to gender, age, experience and how are somehow related to assessments experience. These could be noted and seen from question 1 of the questionnaire up to question 9. The other questions from question 10 up to question 13 were more of an open type questions of which the respondents could freely give their honest opinions backed by their own experiences. The matrix for these can be seen listed in the (table 1) below.

Table 1. Research Question Matrix

Question	Reason / Purpose		Connection to Literature Review view The literature review says that...	Topic / Refers to.
Which from the following would best describe your working position? Management Lecturer Supervisor Other	Find out the position the correspondent has and collect different opinions. Position might be related to the experience the correspondent that the candidate might have.		Literature states that validation assessments can be carried out by several people having varied positions.	Literature Review
Describe your experience in validation assessments? Years Position	Find out about whether the correspondent has knowledge and adequate experience about validation assessments.	Experience	The technical experience to carry validation assessments is important and some cases crucial for that validation to be considered as valid within the industry. Literature states that varied type of assessments can be used including interviews which means those making the interviews must be technical in their area of expertise.	
Which from the following would best describe your experience in validation assessments? Quite Proficient Some Experience Very Little Experience	Find out about the amount of experience the correspondent has about validation assessments.		Determine the hands experience during validation assessments using hands on experience.	Technical experience
If you have carried out validation assessments where were these carried out? At the place of work At the college where I work At the university where I work Both at work and educational campuses	Find out on whether these validation assessments are formal, informal or non-formal.		Determine the hand on experience of formal, informal non formal learning assessing in different context. Determine whether the correspondent has carried these validation assessments in different context.	Level of expertise of validation assessment in formal, informal, non-formal assessment.
Do you consider assessment criteria or guidelines important to carry out validation assessments? Yes, very important No not so important Not sure whether important Other	Find out about whether hypothesis regarding criteria and guidelines can be confirmed. Determine if the criteria or guidelines are commonly used in these validations' assessments		Confirm what literature review is listing about issues in validation assessments and whether without the criteria or guidelines issues may arise. Determine whether a clear and fair validation assessment can be carried out without this criterion.	Determine the importance of a clear listed criteria or guidelines.
Which from the following list do you consider to be the most important factor in validation assessments? A clear listed strict criterion. A criterion based on the most common outcomes. Guidelines providing that skills and competences are met.	Find out about the most important factors that correspondents consider to be the most important and may be included in a criteria or guidelines in validation assessments.		Confirm whether a criteria or clear guidelines are important. Confirm which is the most important in relation to what should be included in an assessment criterion.	Reason for a clear criteria / guideline

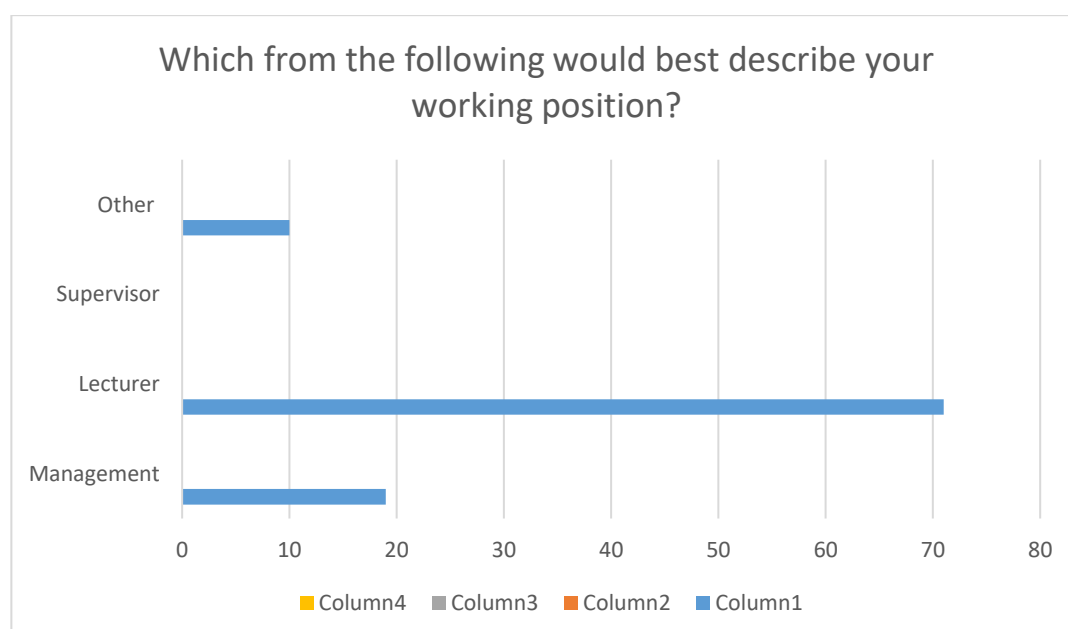
Should a good validation assessment criterion be based on; Identified list of skills Listed national occupational standards List of competence based on skills leading to a competence that meets national occupational standards set by the labor market.	Find out what a good valid validation assessment should include.	Determine from the correspondents what a good validation assessment should have included in relation to skills and competence. Determine whether occupational standards are considered important for assessors in a validation assessment.	Reason for a good validation assessment.
How important do you consider the feedback on scale 1-5? 1 being less important while 5 being very important 1 2 3 4 5	Find out whether the correspondents consider feedback important in a validation assessment process. Find out whether there are other things or options which are important for the correspondent in validation assessments.	Determine the importance of feedback in validation assessments. Determine whether assessors agree that feedback is important	Literature Review
Can proper and good feedback be provided without a list of guidelines or criteria? Yes No Other _____	Determine whether good feedback can be provided without listed guidelines and criteria. Helps to determine the importance of guidelines and criteria.	Confirm that criteria and guidelines are important to be able to provide a good reasonable feedback.	Factors affecting feedback
Why would you consider feedback essential and important in a validation assessment?	Determine why correspondents consider feedback important. Determine if this is important for a fair and transparent validation assessment.	Confirm if consensus exist on most important factors leading to a good valid assessment in validation. Discover if feedback can lead to further studies	Challenge or confirm hypothesis of literature review.
In your opinion based on your experience which are the most common issues that can facilitate validation assessments?	Discover what correspondents consider important to facilitate validation assessments. Discover whether common factors exist in facilitating validation assessment.	Consider current validation assessment practices and suggest factors that may facilitate validation assessments.	Critical factors affecting validation assessments
In your opinion based on your experience which are the most common issues that can hinder validation assessments?	Discover what correspondents consider most common issues that can hinder validation assessments. Discover whether common factors exist in hindering validation assessments.	Suggest a better validation assessment process while avoiding bad practices that may hinder the validation process.	Critical factors affecting validation assessments
In your opinion what can make a validation assessment process too bureaucratic?	Find out what can be considered as bureaucratic in a validation assessment. Discover what can make validation assessment bureaucratic.	Discover attributes that may lead to a bureaucratic practice in validation assessments.	Critical factors that can make validation assessments bureaucratic.

6. Findings

The findings from the webropol survey questionnaire are presented in the charts provided below from table 2 to 9 with the central question shown in each graph presented. The same questions from the research matrix were used to reflect the same outcome as in the research matrix.

These questions were sent to the individuals using webropol which disseminates automatically figures and tables for proper analysis. Some of the questions were designed in a way to give respondents freedom of expression and criticism on the topic. A total of 210 email messages were sent of which some were repetitive. There was a total of 59 individuals which have seen the email. 21 individuals chose to respond to the questionnaire while a total of 38 individuals did not answer the questionnaires. The correspondents that had received the study questionnaire were all people that are related somehow to vocational training from different institutions in Malta. These were carefully selected as to have a closer view at assessments from those who do carry out such assessments.

Table 2: Question 1 (webropol survey)

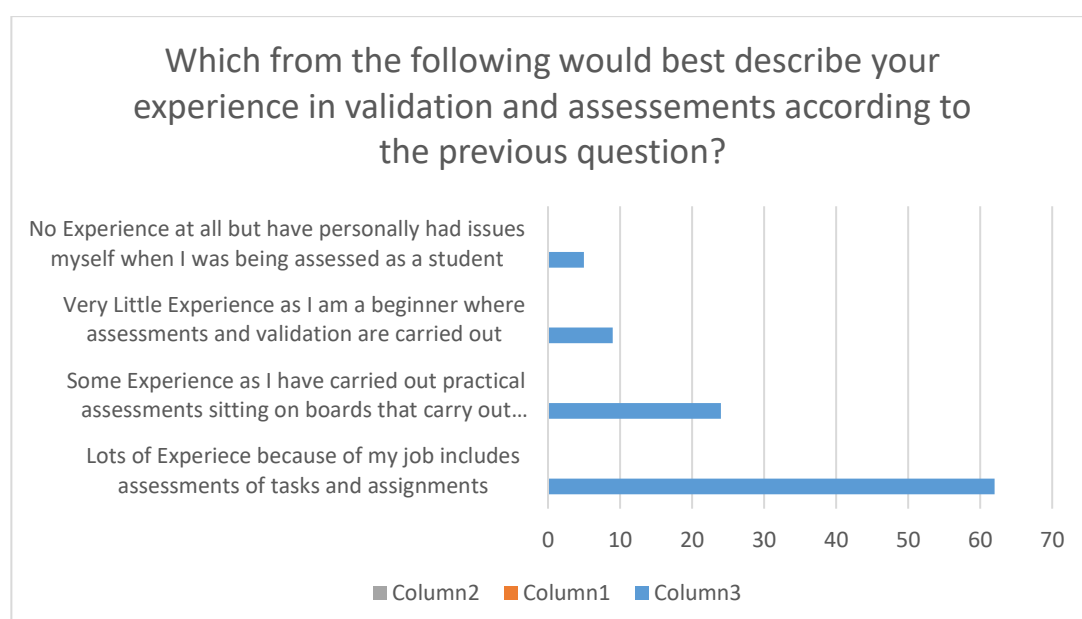


From the data collected a total of 71% were lecturers teaching in vocational training institutions. There was a smaller percentage from people or human resources from management. A total of 19% from management had some previous experience on assessments or had in a way or another been involved in implementation or design of curricula.

Around 10% of the correspondents were people that work within educational institutions as support to management or academic support. Some of these are involved though in assessments or validation. One of these correspondents working position is a validation officer within the National Commission for Further and Higher Education (NCFHE). Another correspondent works as an accreditation officer within the same authority in Malta. The National Commission for Further and Higher Education is the only competent authority to carry out validation from Level 2 up to level 5.

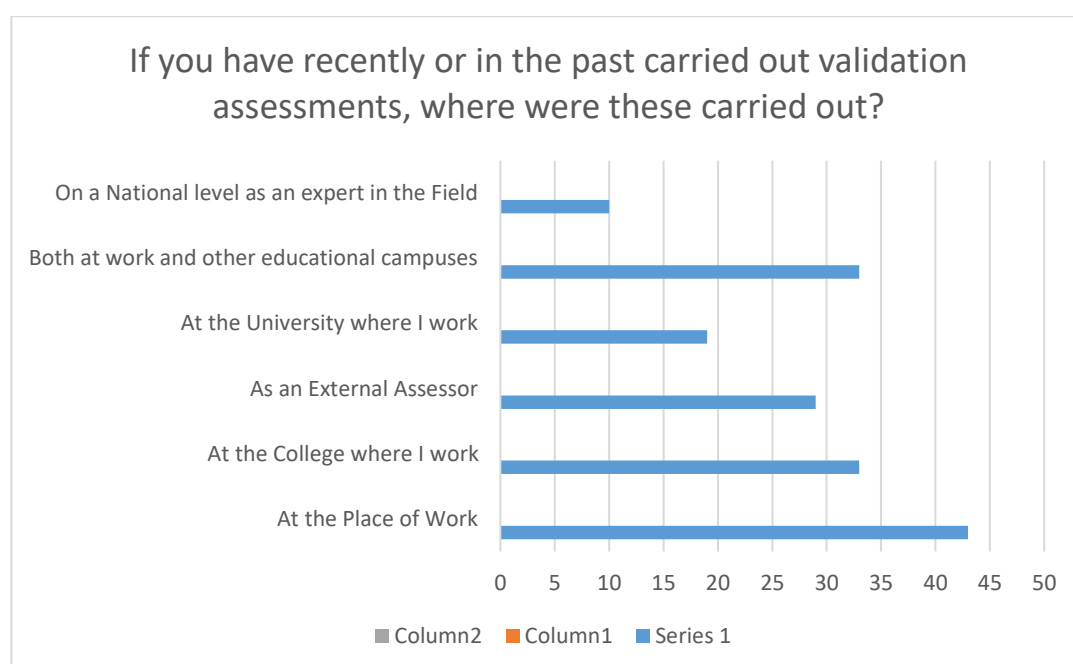
Another correspondent is a Professor and a good friend of mine and works at The University of Malta. She is involved in preparing and teaching future teachers in Malta. She was also involved in assessments and validation. Through all correspondents I have noted that from the data collected a mixture of assessments are carried out. Some may be theoretical, written and others may be practical's.

Table 3: Question 3 (webropol survey)



An interesting 62% of the correspondents responded that they have a lot of experience in assessments as this is part of their job to carry assessments using different tasks or even assignments. Another 24% from the correspondents said they have only some experience and have carried out mainly practical assessments. The rest which carried out a total of 14% responded to having very little experience or had issues themselves as students when they have been assessed.

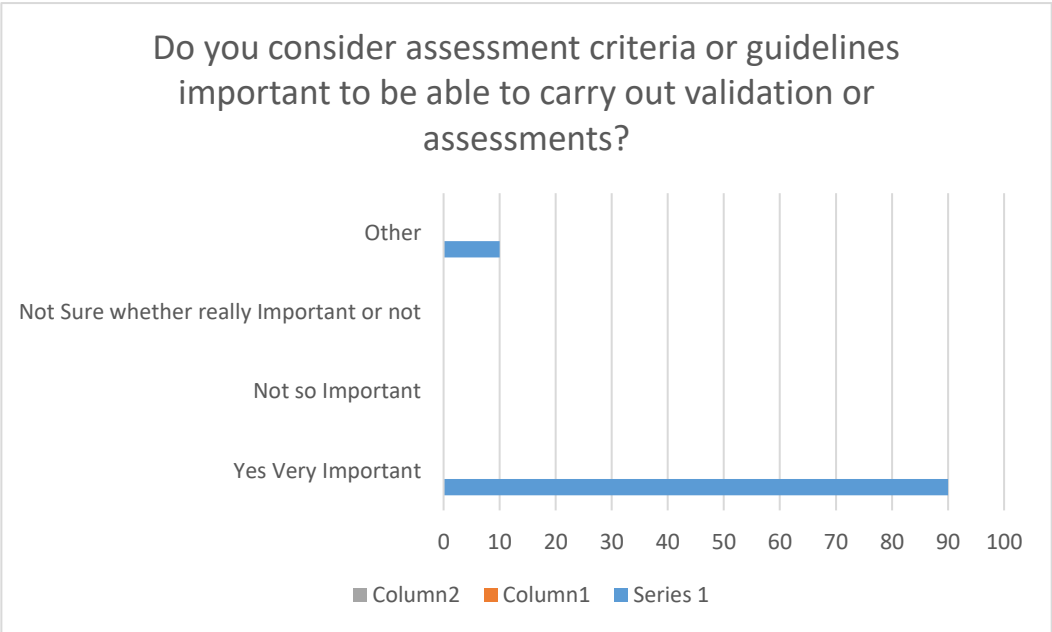
Table 4: Question 4 (webropol survey)



Correspondents were asked when and where these assessments have been carried out. The option of selecting more than one option was given in the questionnaire. A total of 76% have responded to have carried out these assessments at the place of work or the college / institution that they work at.

Another 29 % have acted as external assessors in different institution or educational entity. Though a smaller percentage 19% have carried assessments and validation at the university they work for. Others which included only 10% have carried assessments on a National Level as experts in the field while another 33% have had assessments or validation both at the place of work and educational institutes.

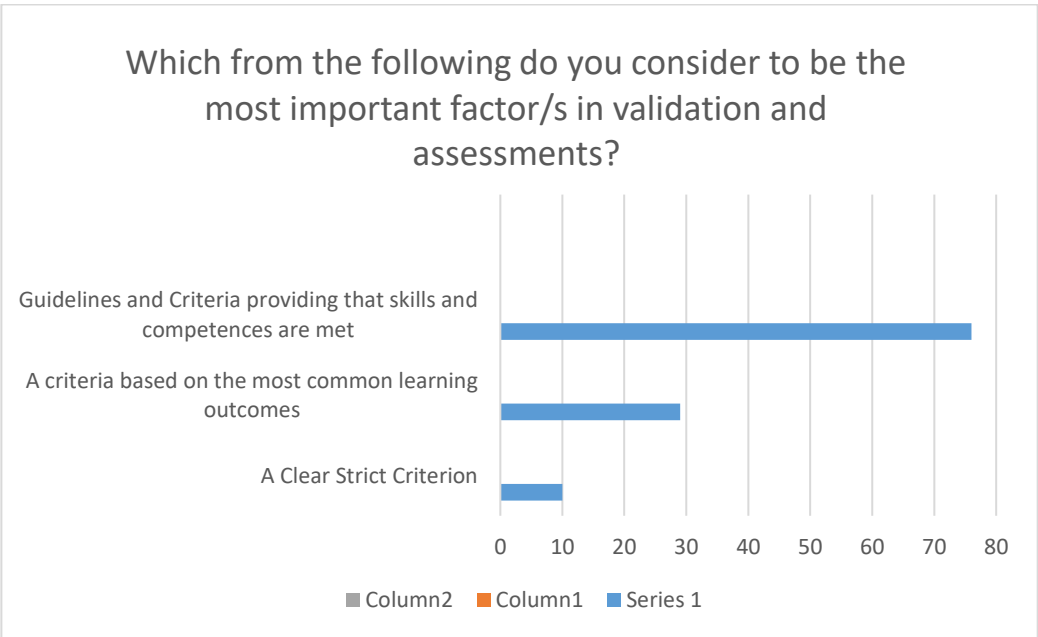
Table 5: Question 5 (webropol survey)



When correspondents were asked if they consider criteria or guidelines important to carry out assessments or validation almost everyone agreed with 90% of these stating that these are very important. The other 10% responded that though these are important these are to be prepared by technical experts in the field and based on learning outcomes of a study unit.

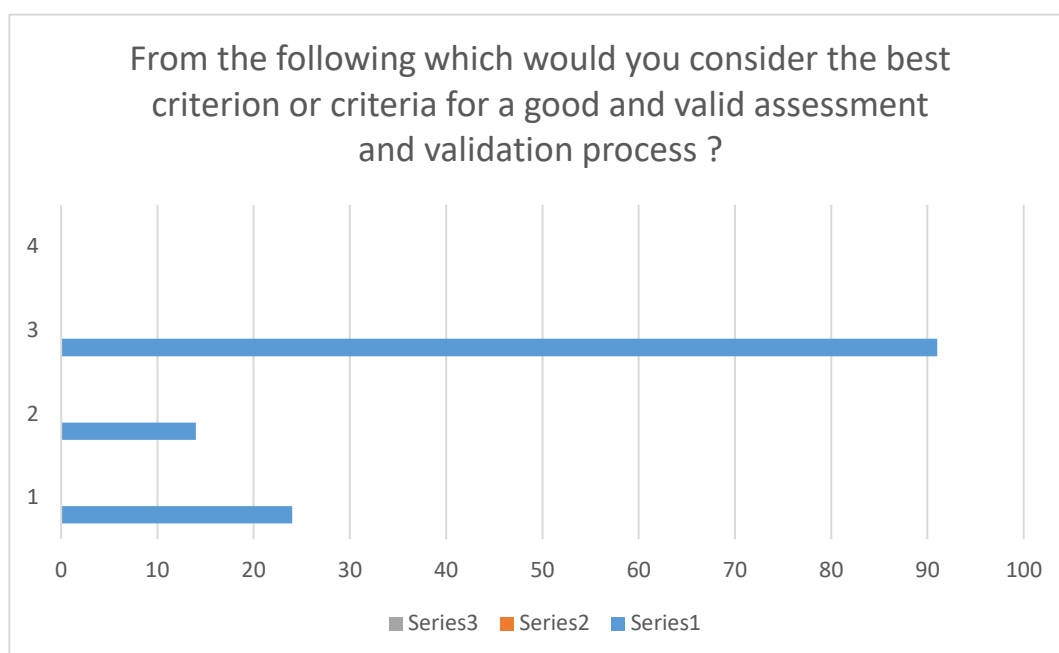
Answers based from the next question stated that guidelines and criteria should be based and done in such a way that skills and competences are listed within that criteria. A total of 76% agreed to the above.

Table 6: Question 6 (webropol survey)



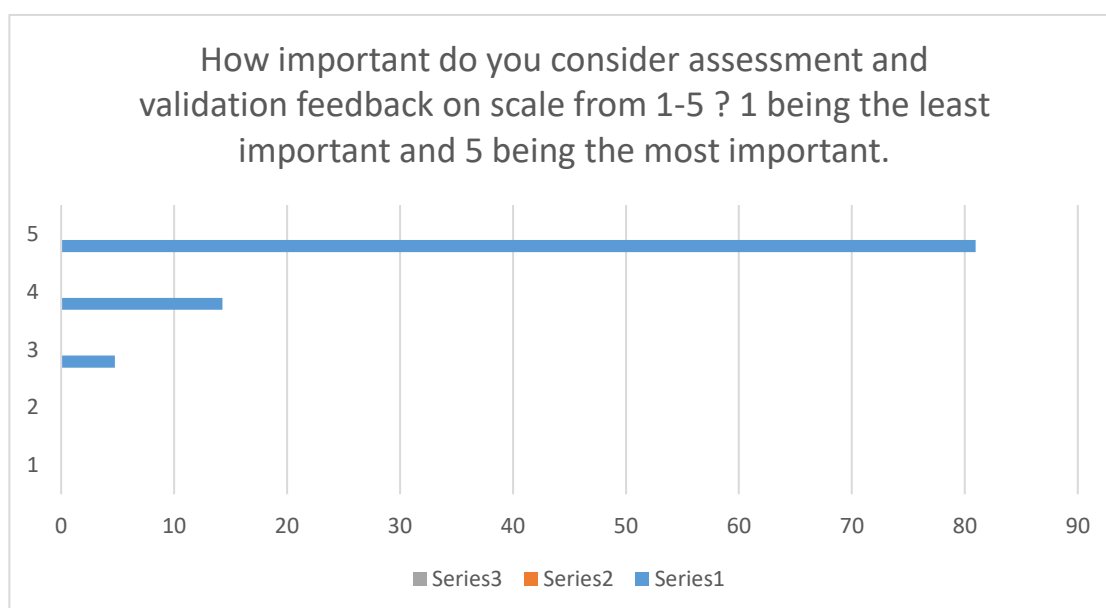
The rest responded that a criterion based on the common learning outcomes with a total of 29% while 10% responded that a clear listed criterion. The answers provided were answers for what would they consider as the most important factors in assessments and validation.

Table 7: Question 7 (webropol survey)



The question in table 7 was about, if skills and competencies should be somehow linked to occupational standards with a list of answers provided starting with an identified list of skills and competence only. The total correspondents which selected this as their answer was 24%.

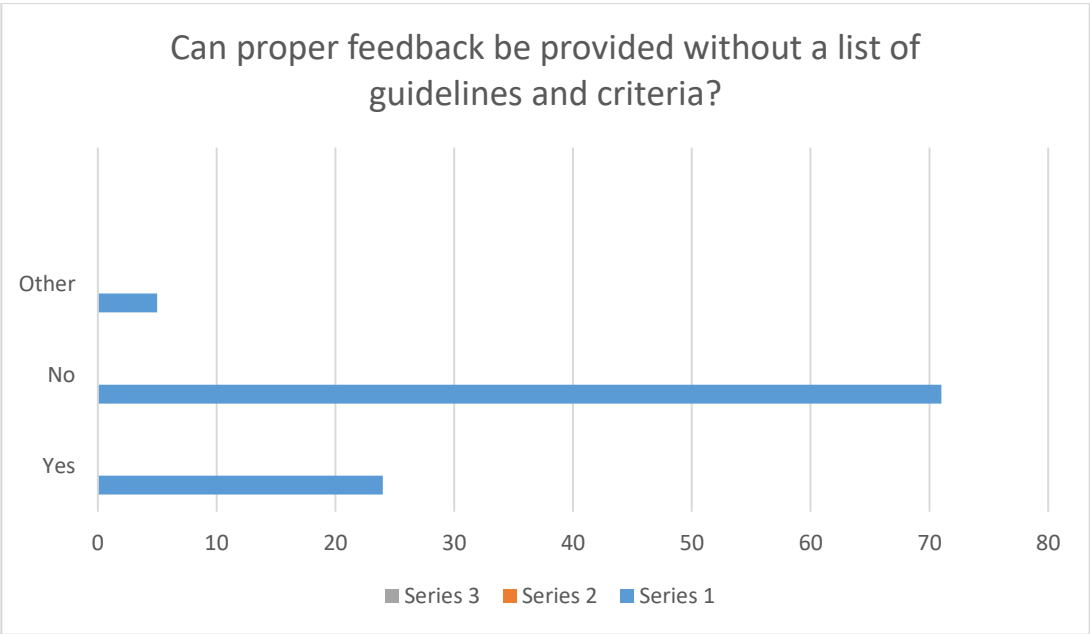
Table 8: Question 8 (webropol survey)



Another question which relates to the research matrix as well as for the sub questions for my study was if the correspondents would consider feedback important and essential for both validation and assessment.

All the correspondents agreed that yes feedback is very important stating different and valid reasons. Some states that feedback is important as this is formative type of assessment therefore students can learn and change or adapt their written, task or performance for the future.

Table 9: Question 9 (webropol survey)



Others stated and added that feedback gives more value and gives assessments and validation more transparency. By giving feedback students are given the chance to adapt and improve their performance. Unless good feedback is given the assessment and validation would be useless from the student's point of view.

Feedback is essential in validation process and assessments for further optimization as students might like in most cases adapt and improve their failed performance to achieve better results and be able to move forward.

Answers which were related to the next question on what can facilitate validation process and assessments were somehow mixed but with some having valid justifications.

These were issues that were listed;

Fairness

Students shall have excess to the learning outcomes of the study unit as students have the right to know what they would be assessed upon. A standardized assessment criterion was also listed as one of the answers.

Transparency

A clear and an explicit criterion was another issue mentioned that will facilitate both validation and assessments. Clear distribution of tasks and description while another suggested the use of multi vocal assessments and feedback. Another said that a tailor-made criterion that fits the purpose might be needed. The importance of the active verb was listed while the correspondent said these are go be linked to an MQF level within the Malta Qualification Framework. The assignment or task marking scheme should reflects the criteria. This will make the assessment or validation valid.

Feedback

Feedback was again mentioned which can be given prior to the validation and assessment processes and afterwards as mentioned earlier on so this would be a formative type.

Consistency

Assessments and Validation are to be somehow consistent which makes the process reliable for both. Guidelines and procedures are to be clearly set to give consistency of the process.

Other issues listed about facilitation of assessments and validation which the author consider as equally important were, collection of feedback from the student's point of view. Allowing academic lecturers to have brainstorming sessions prior to finalization

of assessments and validation process. Unclear band descriptors, overlapping of band specific criteria, test specificity and sensitivity including an aide memoir to ensure all areas are covered.

85% of the correspondents agreed again that a heavy bureaucratic system can hinder both validation and the assessment process without mentioning to the word bureaucracy but referring to situations that lead to bureaucracy. Around 22% of the correspondents argued that some bureaucracy is indeed needed for different purposes such as quality assurance within the institution as well as for transparency and fairness within and throughout both processes. Again around 93% of the correspondents agreed that paperwork and unnecessary bureaucracy can be deducted if proper preparation to prepare clear guidelines, skills and competencies are listed.

For the last question some of the same notes were listed as to what makes an assessment and validation process too bureaucratic. Long sheets and loads of paperwork should be reduced while most agreed to having a sensible bureaucracy. This question was also open for any correspondent suggestions and the use of technology and paperless assessments was mentioned for further studies.

7. Personal Experience

The reason why I have chosen to write a bit about my experience is for the readers to understand a bit my background and why I have chosen to study about assessment and validation issues. I have been teaching and lecturing at The Institute of Tourism Studies (ITS) in Malta for the past 18 years after doing also years working in the hospitality industry in food preparation and production. In my job, I assess my students daily through continuous assessment and have assessed students regularly during practical examinations. During my years at ITS I have taken various posts within the food and preparation area as well have done other part-time jobs within government boards etc.

I have spent almost six years as a Chairman of trade testing board where myself and two other people appointed by The Ministry of Education had to oversee and assess candidates doing apprenticeship programs. Assessment and validation of logbooks using various tools used to be held. If candidates were successful, the Journeyman's Certificate used to be awarded.

After that I was appointed also by the Institute of Tourism Studies to coordinate apprenticeship programs a post which I held for almost six years. Recently I was appointed as coordinator for recognition for prior learning including also validation after I have completed my degree studies with Haaga -Helia University of Finland.

My thesis for such a degree was about validation of formal, informal and non-formal learning which was something that I always had interest in (Atkins J, 2017). The most recent positions which I am still doing to this day besides my full-time job at the Institute of Tourism Studies is that of a National ECVET Expert for the National Commission for Further and Higher Education (NCFHE) and that of being an active member on the National Skills Council (NSC) of Malta. As you can see both validation and assessment issues are of great interest to me personally but also for the career that I hold.

8. Conclusions

This is probably the most interesting part of my study as this is where taught, ideas and reflections to literature review stated by different authors and the results from the findings are used to analyze and suggest recommendations. Challenges and conflictive ideas remain in assessments and validation remains. It is difficult to establish and find a balance to eliminate and provide solutions for the different contexts and forms that assessments and validation may take place to avoid unnecessary bureaucracy while pleasing quality assurance and assessors in assessment and validation processes, discussions and disagreements remain, formative type of assessment is the way forward as this can be overarched for both an assessment and validation.

Though the literature research suggests formative forms of assessments are of a better form and nature, summative forms continue to be used for various reasons such as logistics and cost efficiency. With the help of technology this may be reduced soon as assessments can be designed using technology to be formative instead summative in written assessments.

8.1 Reflective Summary of Main Findings

These are my reflective points about this study in which I have mainly learned that such hypothesis about different methods of assessments using formative and summative methods using also different tools remain. There is almost an immediate conflict between quality assurance and bureaucracy.

While personnel and human resources argue about the collection of evidence and in-depth criteria, others carrying these assessments find that certain assessments and validation processes used are too bureaucratic in such a way that these assessments are not endorsed or used properly by those conducting the assessment thus may not be totally valid.

Technical experts have argued that though a certain amount of bureaucracy shall and have to remain to satisfy quality assurance requirements, most have also agreed that the criterion should be done in way to assess only what is valid and required for such a

task. I have also learned that there are new methods which can be applied within today's society where the use of ICT is becoming imperative. What was mainly interesting is that though there are conflicting theories by different authors, almost everyone has agreed that having a list of criteria is imperative to be able to assess fairly while being transparent. Arguments about how and what should be listed on the criteria remains a valid issue.

During my study I have also noted that different educational institutions, companies and enterprises use different terminology to the assessment processes that these might use. It was noted for instance that companies and enterprises prefer the term 'competence' instead of the word 'occupational standards'. This is because the assessment that takes place in companies and enterprises are mainly competence based and that occupational standards might differ from the needs of the company or enterprise.

On the other hand, institutions and educational entities prefer to use the term 'assessment' or 'validation' as this makes more sense within the context of formal education where syllabi might vary from different company needs and requirements. Looking from a different perspective and in my opinion the term 'occupational standards' or 'job occupation competence' makes more sense for a lot of reasons from a holistic approach, which includes vocational educators and employers.

The reason why the terms 'occupational standards' or 'job occupation competence' makes more sense is because although skills and competence may vary from one company to another, common skills and competence may be found within a specific job or a position within that position. Another advantage is that an agreement can be reached between employers and all stakeholders to establish such standards and requirements pegged to a job specification which later be pegged to the National Qualification Framework.

As an example, in a kitchen you will find a kitchen brigade where you have different positions and different skills and competences attached within that position. Occupational standards are different from one another depending on the position held within that brigade. Responsibilities are different and are specifically attached to the position and role within that brigade. To give you an example the responsibility of a commis-chef within

the kitchen brigade is small and almost none compared to the responsibility of the Executive Chef in which he/she is totally and fully responsible for the day to day running of the operation.

Some basic responsibilities will include doing menus, organizing food purchases, prepare duty rosters, stock take, select staff, give annual leave, cover sick leave etc. Within such responsibilities lies obviously certain skills and competence in the individual doing the executive chef role to carry the work diligently and in a professional manner. The same positions may apply for different hotels irrelevant of the star rating that common skills and practices exists.

These 'occupational standards' may also be included in study units within educational institutions and formal education and once occupational standards are in place, validation can be simplified using these occupational standards as a minimum basis for the criterion that can be used for a validation process.

While this may suit both formal educational institutions, companies and enterprises based on collaborative standards between educational institutions and employers of which representatives of both would sit either on sectoral skills committees, sectoral skills unit or even on national skills councils as to establish these standards and be endorsed by most if not all stake holders.

8.2 Evaluation of Study

After evaluating my study, I have found out that the cycle tool that I have proposed in my first-degree thesis about validation still makes sense for this study to answer the sub-objectives of my research in this master's thesis. In my first-degree study I have proposed a cycle tool which can be seen in (figure 3). This was a cycle that in my opinion and expertise in the field suggested as a basis for good validation process that are in line with the 6th Referencing Report which was published in 2016 as a guideline for all educational institutions to refer to when designing their study programs in Malta (NCFHE, 2016).

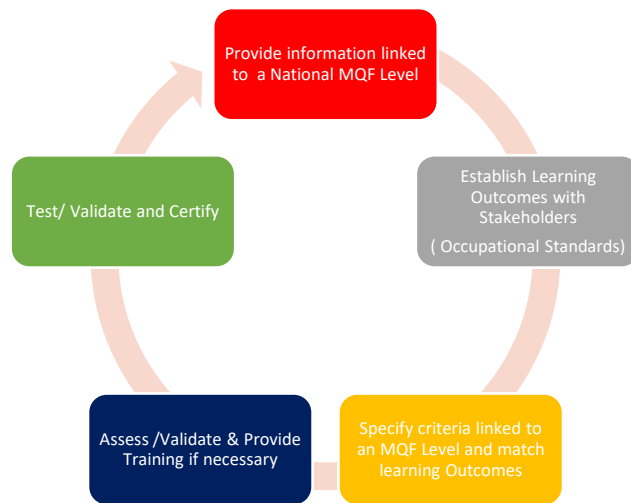


Figure 4. 5 step cycle tools for validation in Hospitality VET Malta (Atkins J, 2017)

In the cycle I have listed and selected issues that came out from the study based on processes which were common validation processes suggested in the Nordic validation model and published CEDEFOP guidelines to validation. The was suggested and recommended, using also my technical experience of which was shortly stated earlier in this thesis.

This model was designed in a way to reduce unnecessary bureaucratic processes while keeping quality in validation of informal and non-formal in mind. As in normal situations, quality assurance standards procedures are to be designed in a way to ensure fairness, visibility and transparency throughout the whole validation process.

Though in this study I have found that different terms may be used for assessment purposes, a criterion is needed to ensure standards are met. Occupational standards were found to be commonly used but may not be fully understood as a term by companies and enterprises. Therefore, I may suggest that the term could be changed to 'job occupational competences' as these could easily be related to any job specification and the competencies that are attached to the requirements of the job and what the job entails. (figure 4) These are ideally agreed and determined by all specific stakeholders in a vocational area.

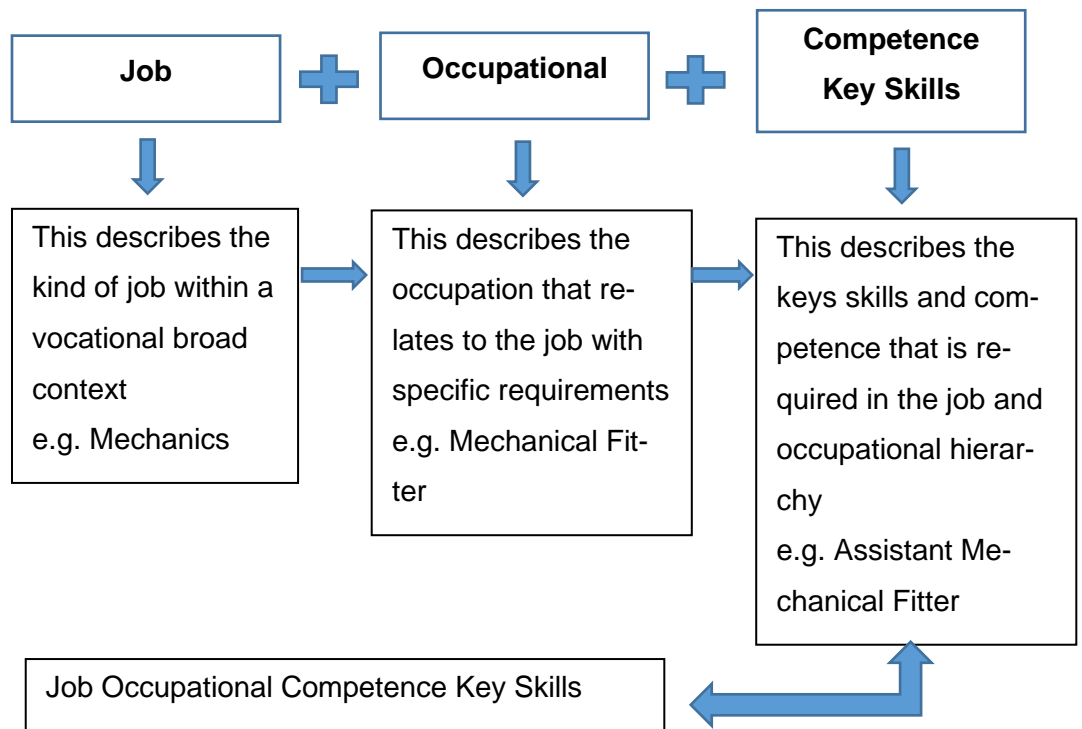


Figure 5. Tool Model for a ‘Job Occupational Competence Key Skills’ (JOC-KS)

These ‘occupational competences’ should be established through various consultation processes with main stakeholders. Once these ‘occupational competences’ are endorsed, should be embedded within the national educational curriculum as the minimum competence level in a program of studies. As you can now see in figure 5 the cycle tool which was used in the first-degree thesis remains valid and only the terminology, not all either have been changed.

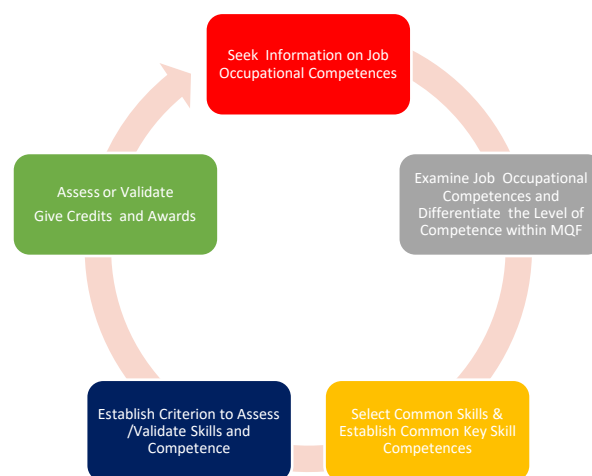


Figure 6: 5 step cycle tool for assessment and validation in Hospitality VET training.

8.3 The cycle tool to establish assessment criteria

There are five cycles listed in figure 6 which I have suggested to carry out assessments and validation in different contexts. The first four steps of the cycle are pre-preparatory steps that shall lead to a fair, transparent and valid assessment/validation including criteria, data and evidence that internal quality assurance demands according to their quality assurance manual. Audits may be carried out also by external quality assurance to check that the processes used are transparent and in line with the criteria listed in either a study unit, job description or occupational standard.

8.3.1 Examine Job Occupational Competences

In the first step of the cycle it is suggested that there is a need to examine the competences required to be competent on the job within an occupation (job description). These are suggested to be drafted by the sectoral skills units, sectoral skills committees and approved by the National Skills Council which shall oversee the operation of the sectoral skills units as well sectoral skills committees. These shall be made up of stakeholders as explained earlier in this study.

8.3.2 Select Common Skills and Establish Common Key Skill Competences

The second step of the cycle is to establish common key competence within similar broad vocational context. An example of this could be hospitality as a broad job sector. Though restaurants and hotels, not to mention other areas are slightly different and may operate differently there are competences within the job that are common whether you work in a hotel or in a restaurant.

A closer example to these would be a 'food and beverage operator'. Though you do find a food and beverage operator in both a hotel and a restaurant, same key competences maybe needed to be able to work as a food and beverage server in both hotel and restaurant in the hospitality sector (context).

JOC-KS Tool Model

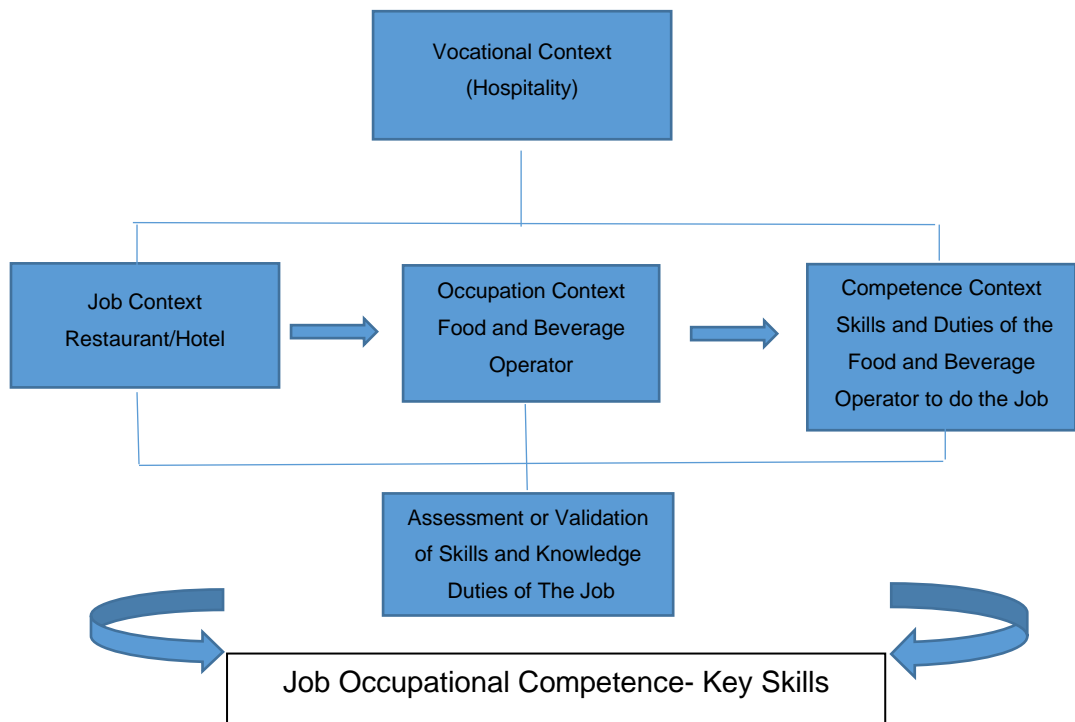


Figure 7. Tool for Establishing Common Key Competences Flow Chart.

8.3.3 Establish Criteria

The third step of the cycle is to design a criterion that can be used for both assessment and validation while suggesting which tools can be used and for what these can be utilized. The criteria for assessment and validation is then designed in a way that will cover the key competences selected and suggested and published as National Occupational Standards (NOS) or as being suggested Job Occupational Competence (JOC). This will give assessors during assessments and validators a clear vision what to assess for to achieve a competence.

If these are published, which should be also gives a clear guideline to candidates sitting for assessment or validation to what is expected from them during such assessments. This not only gives the process transparency but also will serve as copies for

evidence shall these reports /copies of evidence shall be needed again. As stated, earlier bureaucracy may hinder assessments and validation processes if the criteria are full of unnecessary or unwanted skills and competence which were covered before or have no relation to the 'job occupational competence'.

I suggest and recommend that the criteria though may have ticking boxes, shall also include comments that may be used for feedback after the assessment or at a later stage if candidates may sit for validation. I also recommend that the criterion be designed in way that will have sections for skills, knowledge, competence but separately may include others that can be transferable from one assessment / validation process to another. These may include skills and other competencies needed for that occupation but can also be transferred or utilized in similar vocational context. For example, 'health and safety 'and 'personal attributes.

The importance of the criterion is such important as well being mentioned in my research questionnaire answers that an assessment or validation will not be fair and may cause issues during the assessment itself. A good criterion can be used for different assessment methods including different tools that may be used including ePortfolios for instance. Criteria is like a mission statement and vision that companies project for their businesses to be able to move forward, set common goals and work towards the same objectives.

8.3.4 Assess or Validate

The final step is the process itself where assessment and validation take place with a clear criterion to carry such assessments / validation thus being fair and transparent. The pre-preparation in the cycle therefore is crucial for an assessment/validation process while being a formative form at the end, even if this starts with a summative form. This can enable all stakeholders including quality assurance to oversee, investigate and act if necessary, to adjust. From the candidate's point of view a formative assessment will help the candidate to identify the skill gap analysis if any and may consider training and re-sit for an assessment or validation process.

8.3.5 Recommendations for Further Studies

Though almost everyone agrees that to be able assess or validate fairly and properly a criterion is needed disagreements remain about the bureaucracy of such assessments and validation processes about the length and writing in such assessments and validation. I recommend that some other considerations for further studies may be taken to facilitate the assessment and validation process through modern tools and means.

We cannot ignore the use of modern technology to carry out assessments and validation processes. Digital portfolios including digital assessments tools can help us reduce time, be more effective when needed, and have data stored immediately to when this is needed including imperative information about the assessment / validation.

Living in a fast-moving world where certain skills and competences may not exist anymore soon through automation, the value of validation and assessment is even bigger where you have two different scenarios of which assessment and validation still have priority and value. The two different scenarios that may exist is to totally re-skill or to validate and up-skill through a skill gap analysis in the validation and assessment process. Therefore, I recommend that assessments and validation assessments should be clear, simple and straight to the point as the life span of these skills may become soon become nonexistent.

8.3.6 The synergy between NOS and JOC-KS model for VNFIL, RPL Assessments

Through previous and recent experience including further studies I have noted that there can be other further studies to examine the synergetic approach between the proposed tool that I am proposing in thesis studies which is more competence based to facilitate and create a common assessment factor thus avoiding repetitive and bureaucratic approach. The idea of giving the name JOC-KS came to my mind after unexpectedly watching a horse race where the horses are driven by Jockeys and heard the commentator constantly naming the word jockey and his name. Since I was looking further to connect the name given to my proposed tool to a similar objective, I instantly realised that this can make sense to the name I should propose for the tool. Soon afterwards I looked up for the actual definition of the word 'jockeys. The term 'Jockeys' means "The unique movement of a rider on a horses' back "drive" a horse faster by

creating kinetic energy. All racehorse jockeys ride similarly, but some jockeys are better than other jockeys at making their horse run more quickly". I could therefore see a further connection of the objectives of using the name for the proposed tool to make assessments faster than other while driving forward the candidate reaching further objectives and goals. Therefore, through my personal experience my recommendations is for vocational institutions to endorse the National Occupational Standards (NOS) as a critical part of their curricula. Study unit descriptors should match a particular competence for a specific job title reflecting the competence that a job skill requires. I also suggest that the term National Occupational Standards (NOS) is more focused on the competency of the job requirement and therefore the term job occupation competence (JOC-KS) could be better understood by the industry and employers alike especially at lower levels of the Malta National Framework (MQF).

The same thing applies to learning outcomes in study unit descriptors as these through my empirical research is also misunderstood by employers within the industry. An interesting finding was to prove that the synergy between Learning Outcomes and National occupational Standards both list and describe the knowledge and skill needed leading to a competence. The National Occupational Standards in Malta clearly describes the skill and knowledge in the same way study as study unit descriptors through the learning outcomes describe the knowledge and skills the students have covered or need to have. Both National Occupational Standards (NOS) and learning outcomes in a Vocational Education in Malta are supposed to lead to a competence which even gives strength to my recommendations. This recommendation may also reduce further confusion of candidates seeking VNFIL or RPL. In my personal opinion a VNFIL assessment needs to be recognised and recognition of prior learning needs to be validated.

8.3.7 Value added to VNFIL Assessment in Vocational Education Training

As the current situation stands in Malta when exemptions are given, which is another form of assessment used mainly for formal qualification, the credits of that exemption is given or allocated to the candidate. When it comes to recognition for prior learning (RPL) when the candidate applies for assessment for a module and is found to be competent, the candidate will also be exempted, and the credits of that assessment will be given to the candidate.

When it comes to validation of non-formal and informal learning the candidate is assessed against the current occupational standards published criteria and if the candi-

date is successful and competent a skill card and a certificate is issued. My recommendation gives further strength to my recommended proposal since no credits are allocated to the candidate therefore candidates and employers, especially the candidate may see no value added in the assessment. Therefore, value may be added to the validation assessments when credits are allocated to the JOC-KS tool.

This may drive forward the candidates to seek validation assessments if the skills and knowledge leading to a competence can also act as a currency to be exempted for vocational educational study units from a whole study module. After all the criteria published in the occupational standards in Malta are provided by stakeholders in a particular sector and are linked to a job competence including and pegged to an MQF Level. These are endorsed both by employers and educators and are updated from time to time to match the requirements of the industry or sector.

Finally, I recommend the Institute of Tourism Studies to examine and explore my recommendations further especially where a practical competence is listed as part of a whole program of studies. This may lead to revise our study unit descriptors to match the competence required to link the learning outcomes to the occupational standards by using the JOC-KS Tool. There would be multiple benefits for all stakeholders. Another model on the benefits to all stakeholder can be seen in figure 8.

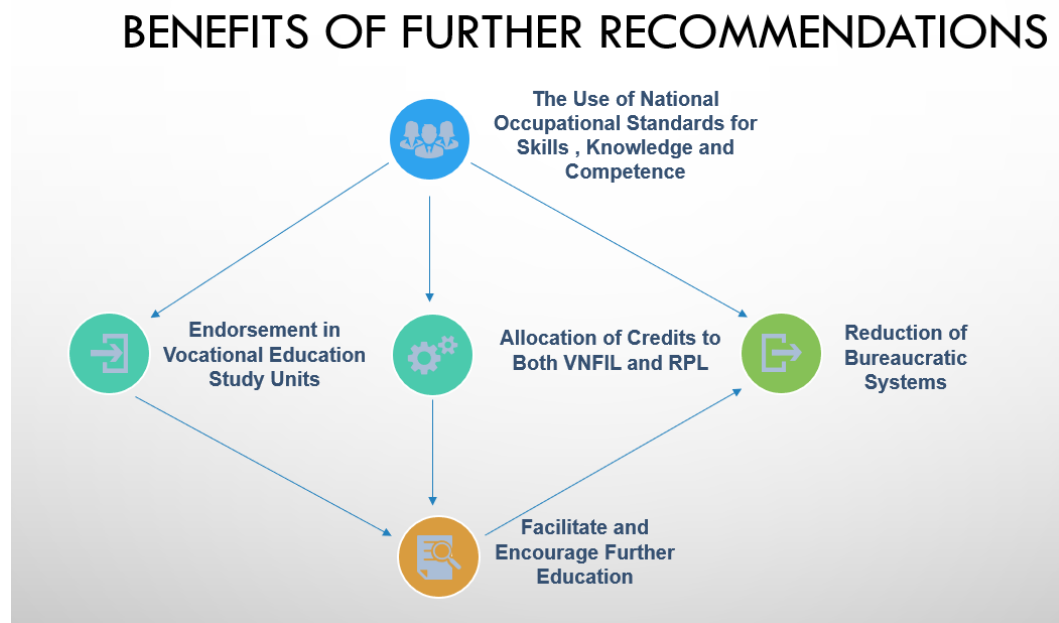


Figure 8 – The benefits of the JOC-KS Model as a Tool

References

- Adler, P. S. & Borys, B., 1996. Two Types of Bureaucracy : Enabling and Coercive. *Administrative Science Quarterly*, Issue 41, pp. 61-89.
- Atkins, J. 2017. *Validation of Non-Formal and In-Formal Learning within the Food and Beverage Department of The Institute of Tourism Studies Malta*.
- Bennett, R. 2011. Assessment in Education Principles. 'Policy and Practices'.
- Black, P. & W. D. How policies, politics and cultures constraint and afford assessment practices. *The Curriculum Journal*, Issue 16, pp. 249-261.
- Black, P. & William, D. 2009. "Developing the theory of Formative Assessment" Educational Assessment, Evaluation and Accountability. *International Journal of Policy, Practice and Research*.
- Boyatzis, R. 1982. *The Competent Manager : A Model for Effectiveness Performance*.
- Bronwyn, H. & Matt, T. 2019. A Teacher's Influence on Student Engagement: Using Smartphones for Creating Vocational Assessment EPortfolios.
- CEDEFOP, 2014. *Terminology of European Education and Training Policy*.
- CEDEFOP, 2014. *Use of validation by enterprises for human resource and career development purposes* .
- Cochrane, T. 2014. Critical success factors for transforming with mobile Web 2.0.. *Brithish Journal of Educational Technology*.
- Dasmani, A. 2011. Challenges facing technical institute graduates in practical skills acquisition in Upper East Regional of Ghana.
- Deming, W. 1986. *Out of the Crisis*: MIT Centre for Advanced Engineering Study.
- NCFHE, 2016. *Referencing Report 6th Edition*.
- Cowan, J. & George, J. 1999. *A handbook of techniques for formative evaluation. mapping the student's learning experience*.
- Graeme, C. & Roger, D. 1995. Competence-based managment development: rhetoric and reality. *Journal of European Industrial Training* .
- Harbourne, D.1995. *Employment in the Catering and Hospitality Industry - Employee Attitudes and cCareer Expectations*.
- Harlen, W. 2005. Teacher's summative practices and assessmentfor learning - tensions and synergies:*The Curriculum Journal*.
- Harlen, W., James, M. 1997. Assessment and Learning differences and relationships between formative and summative assessment.. *Assessment in Education: Principles , Policy and Practice*.
- Joughin, G., 2010. *A short guide to oral assessment*. Leeds.

- Kahn, R. L. et al 1964. *Organizational Stress*. .
- Kappan, D, P. 2004. Assessment for Learning in the Classroom." *Working inside the Black Box*" .
- Marx, Karl. 1843. *Critique of Hegel's Philosophy of Right*.
- Karttunen, A. 2003. Quality in recognition and accreditation of non-formal and informal learning.
- Learning, W. 2019. *10 Innovative Formative Assessment Examples For Teachers to Know*. [Online]
Available at: [https:// www.wabisabiilearning.com/blog/formative-assessment-examples](https://www.wabisabiilearning.com/blog/formative-assessment-examples)
[Accessed July 2019].
- Mctighe, J. & O'Connor, K. 2005. Seven Practices of Effective Learning. *Educational Leadership*.
- Messick, S. 1984. The psychology of educational measurement. '*Journal of Education Measurement*'.
- Mises, L. V. 1944. *Bureaucracy*.
- Murugan, D. & Lieberman, A. 2017. The wonders of technology in teaching and learning English '*Indonesian EFL Journal*' .
- Nordhaug, O. & Gronhaug, K. 1994. Competences as resource in firms. '*International Journal of Human Resources*' .
- Oberg, C. 2010. Guiding Classroom Instruction Through Performance Assessment. '*Journal Case Studies in Accreditation and Assessment*'.
- Elder ,L. , Paul ,R. 2010. *Foundation of Critical Thinking*. [Online]
Available at: <http://www.criticalthinking.org/pages/universal-intellectual-standards/527>
[Accessed June 2019].
- Scott, W. R. 1990. Technology and Structure. '*Technology and Organizations*'
- Steward, J. & Hamlin. Competence- Based Qualifications ' The Case Against Change. *Journal of European Industrial Training*'.
- Taras, M., 2005. Assessment- Summative and Formative : Some Theoretical Reflections. '*British Journal of Educational Studies*' .
- Walvoord, B. 2010. *Assesment clear and simple*. '*A particular guide for Institution Department and General Education*'.
- Weber, M. 1922. *Economy and Society*.

Validation and Assessment Issues in Vocational Training

Respondent:

malcolm.micallef@um.edu.mt

Response on:

22.04.2019, 16:04 - 22.04.2019, 16:24

1. 1. Which from the following would best describe your working position?	Management
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	I have been working at the MATSEC Support Unit as a Principal Subject Area Officer (Vocational Subjects) for the past 4 years and before this experience I used to work as a lecturer, internal verifier and coordinator within the Institute of Community Services within MCAST. I spent 10 years at MCAST teaching and coordinating courses related to Health and Social Care.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the place of work At the college where I work As an external assessor On a National level as an expert in the field
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	A clear strict listed criterion
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div><div></div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>
9. Can proper feedback be provided without a list of guidelines and criteria?	Other

10. Why would you consider feedback essential and important in validation and assessments?

Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.

Feedback is important for transparencies sake. Through feedback candidates can identify which areas they need to improve upon and which are their strengths. In this manner they can also learn how to tackle future assignments.

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

If assessment criteria are written in the right manner (that is they are written at the right MQF level by taking into consideration the MQF descriptors found in the referencing report, they have one active verb and they are clear and concise) and the assignment and marking scheme reflects the criteria, than the assessment is valid.

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?

List your most common experiences that may have hindered validation and assessments process.

There are several issues that makes assessment invalid: 1. The active verb is not respected; 2. Marks are awarded not according to what the criteria is asking; 3. The assessment is not written in a language that the candidate can understand.

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that

Too much paperwork and a syllabus which is

you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

too prescriptive. However, I believe that quality assurance processes are necessary for the validation of assessment.

Validation and Assessment Issues in Vocational Training

Respondent:

martin.debattista@its.edu.mt

Response on:

10.05.2019, 22:43 - 10.05.2019, 23:16

1. 1. Which from the following would best describe your working position? *	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	I have never down validation but I have done assessments for the last 7 years.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	Very little experience as I am a beginner where assessments and validation are carried out.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	As an external assessor At the university where I work Both at work and educational campuses On a National level as an expert in the field												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria? *	No												
10. Why would you consider feedback essential and important in validation and assessments? *	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in validation and</td><td>Validation and assessment is not a quiz with one single correct answer. Guidelines are important but feedback also provides an</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in validation and	Validation and assessment is not a quiz with one single correct answer. Guidelines are important but feedback also provides an										
Kindly write your reflective constructive answer about the importance of feedback in validation and	Validation and assessment is not a quiz with one single correct answer. Guidelines are important but feedback also provides an												

	<table> <tr> <td>assessments.</td><td>opportunity for the learner to upskill/upgrade through the right way/path.</td></tr> </table>	assessments.	opportunity for the learner to upskill/upgrade through the right way/path.
assessments.	opportunity for the learner to upskill/upgrade through the right way/path.		
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *	<table> <tr> <td>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</td><td>Guidelines for validators and assessors are not clear or comprehensive enough Expectations of learners are too high</td></tr> </table>	The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	Guidelines for validators and assessors are not clear or comprehensive enough Expectations of learners are too high
The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	Guidelines for validators and assessors are not clear or comprehensive enough Expectations of learners are too high		
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *	<table> <tr> <td>List your most common experiences that may have hindered validation and assessments process.</td><td>Same as previous answer</td></tr> </table>	List your most common experiences that may have hindered validation and assessments process.	Same as previous answer
List your most common experiences that may have hindered validation and assessments process.	Same as previous answer		
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *	<table> <tr> <td>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</td><td>Paper work! Unclear flow in processes Processes biased in favour of the validator/assessor /institution rather than skills/competences /learner</td></tr> </table>	Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Paper work! Unclear flow in processes Processes biased in favour of the validator/assessor /institution rather than skills/competences /learner
Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Paper work! Unclear flow in processes Processes biased in favour of the validator/assessor /institution rather than skills/competences /learner		

Validation and Assessment Issues in Vocational Training

Respondent:

simon.borg@its.edu.mt

Response on:

22.04.2019, 09:38 - 22.04.2019, 09:48

1. 1. Which from the following would best describe your working position?	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	Senior Lecturer 1, I have been planning, validating and assessing assessments in the education sector for the past 7 years.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	Some experience as I have carried out practical assessments sitting on boards that carry out candidate assessments regularly.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the place of work												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria?	No												
10. Why would you consider feedback essential and important in validation and assessments?	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in</td><td>It is important since that the learner knows his mistakes and what he did wrong in relations to an</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in	It is important since that the learner knows his mistakes and what he did wrong in relations to an										
Kindly write your reflective constructive answer about the importance of feedback in	It is important since that the learner knows his mistakes and what he did wrong in relations to an												

	validation and assessments.	assessment. This is highly important for the learner in order to move forward and improve.
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?	The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	A rubric for the work assigned, this will help to standardise the process, validate it and offer a fair outcome for the learner.
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?	List your most common experiences that may have hindered validation and assessments process.	An vague assessment without any guidelines, as to how to compile such assessments and how to distribute the marks allocated.
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?	Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	A long criteria (rubric), heavy wording and unclear explanation of the task assigned.

Validation and Assessment Issues in Vocational Training

Respondent:

aaron.rizzo@its.edu.mt

Response on:

21.04.2019, 20:08 - 21.04.2019, 20:54

1. 1. Which from the following would best describe your working position?	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	<p>I am senior lecturer at ITS. I compiled the assessment sheets for the food and beverage dept at ITS for the lecturer to assess the coursework assessment for the practicals in restaurant service. This created fairness for the student as he or she will know their courseowrk mark at the end of the lesson and can confirm the mark with the signature of both the student and the lecturer. However, when it comes for the practical examination, back in 2010, I ensured that no lecturer will be able to assess the students as there can be a high amount of bias from the lecturer's part. In the past a student failed because he or she was not liked by the lecturer even when the same student was not taught by the internal assessor (lecturer). To creat fairness and more validity, an external assessor started to be recruited to assess restaurant service practical examinations. iTS needed an expert in the field of food and beverage service with qualifications so as to assess externally.</p>
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	<p>A lot of experience because of my job which includes assessments of tasks and assignments.</p>
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	Both at work and educational campuses
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	<p>Other</p> <p>Extremely important to set criteria to make it more reliable and valid. Criteria are based on the learning outcomes so the student knows how he will be assessed.</p>

<p>6. Which from the following do you consider to be the most important factor/s in validation and assessments?</p>	<p>A criteria based on the most common learning outcomes.</p>													
<p>7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;</p>	<p>List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by labor market alone.</p>													
<p>8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important</p>	<table border="1"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>1</td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input checked="" type="radio"/></td> </tr> </tbody> </table>			1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5									
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>									
<p>9. Can proper feedback be provided without a list of guidelines and criteria?</p>	<p>No</p>													
<p>10. Why would you consider feedback essential and important in validation and assessments?</p>	<table border="1"> <tr> <td data-bbox="975 779 1177 2197"> <p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p> </td> <td data-bbox="1181 779 1497 2197"> <p>Feedback is important to the student to ensure that the student learns from his mistakes. At the end of the day lecturers are here to educate and form an individual and therefore proper and constructive feedback according to learning outcomes is vital for a student to acknowledge his learning and ensure that learning has taken place. Feedback is especially important during coursework assessments as during 28 weeks of practice the student can know where he or she went wrong and arrange the mistakes committed thanks to proper written feedback. It is important however that the assessor is focused on this matter and does not disregard this process as extra work as normally this is done by the end of</p> </td> </tr> </table>		<p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p>	<p>Feedback is important to the student to ensure that the student learns from his mistakes. At the end of the day lecturers are here to educate and form an individual and therefore proper and constructive feedback according to learning outcomes is vital for a student to acknowledge his learning and ensure that learning has taken place. Feedback is especially important during coursework assessments as during 28 weeks of practice the student can know where he or she went wrong and arrange the mistakes committed thanks to proper written feedback. It is important however that the assessor is focused on this matter and does not disregard this process as extra work as normally this is done by the end of</p>										
<p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p>	<p>Feedback is important to the student to ensure that the student learns from his mistakes. At the end of the day lecturers are here to educate and form an individual and therefore proper and constructive feedback according to learning outcomes is vital for a student to acknowledge his learning and ensure that learning has taken place. Feedback is especially important during coursework assessments as during 28 weeks of practice the student can know where he or she went wrong and arrange the mistakes committed thanks to proper written feedback. It is important however that the assessor is focused on this matter and does not disregard this process as extra work as normally this is done by the end of</p>													

the lesson when everyone would like to leave the class. The student has a right for proper feedback and the student will be helped to develop his learning skills and outcomes and get them better with time until the last day of an examination by an external assessor. If mistakes in practical skills are disregarded by the lecturer, the student will never learn and will continue to repeat the same mistakes again. The lecturer must be constantly by the student's side observing what they are doing from mise en place to cleaning after service so that a proper valid assessment can be made. Feedback can be both verbal (during service and mise en place so that mistakes are immediately pointed out to the student) and written (using a coursework assessment sheet for two semesters on a weekly basis showing date of assessment, the role of the student during service, and marks given according to the different stages of service: marks for mise en place, service skills, grooming and personal presentation, after service skills, soft skills (customer care) and a professional attitude which includes punctuality of the

student. The feedback has to be short, precise and concise as many student will be assessed by the lecturer.

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

1. Fairness : learning outcomes are given to the student. The student needs to know on what he will be assessed on. 2. How the marks will be given to the student both for coursework and examination so the student knows where he stands, as from day one. 3. The assessor needs to be qualified to teach the student according to the qualification level. Eg. a degree level 6 student will be assessed by a level 7 assessor. A level 4 diploma student by at least a level 5 HND level. 4. To make it more valid, there should be constant monitoring by management to observe the students being assessed in the classrooms both for theory and practical and the lecturer is given feedback on the positive and negative teaching methods. Class monitoring is crucial for validation of assessment methods and criteria. 5. There should be a system where practical sessions are logged in to assess what the student has done and observe

	<p>mistakes and positive skills of the students. Signatures by both the student and the lecturer must be in place to confirm that the student accepted the level of feedback by the lecturer. 6. Assessment sheet feedback reports must be updated on a yearly basis before the start of semester 1 to make the system more reliable and adjust any problems that there were in the past.</p>		
<p>12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?</p>	<table> <tr> <td data-bbox="983 871 1179 2197"> <p>List your most common experiences that may have hindered validation and assessments process.</p> </td><td data-bbox="1187 871 1506 2197"> <p>1. A lecturer or assessor not observing the students especially during practical Sessions. 2. No class monitoring by management which means that lecturers can do what they want and no one knows if learning outcomes have been met. 3. A system of bureaucracy can hinder validation with too much paperwork. One coursework sheet per semester is enough to assess and give feedback. It has to be straight to the point. 4. Each student is assessed fairly by ensuring that every lecturer know how to assess the students. Management should constantly check on assessment methods and feedback given. When it comes for examinations, students should be checked of</p> </td></tr> </table>	<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>1. A lecturer or assessor not observing the students especially during practical Sessions. 2. No class monitoring by management which means that lecturers can do what they want and no one knows if learning outcomes have been met. 3. A system of bureaucracy can hinder validation with too much paperwork. One coursework sheet per semester is enough to assess and give feedback. It has to be straight to the point. 4. Each student is assessed fairly by ensuring that every lecturer know how to assess the students. Management should constantly check on assessment methods and feedback given. When it comes for examinations, students should be checked of</p>
<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>1. A lecturer or assessor not observing the students especially during practical Sessions. 2. No class monitoring by management which means that lecturers can do what they want and no one knows if learning outcomes have been met. 3. A system of bureaucracy can hinder validation with too much paperwork. One coursework sheet per semester is enough to assess and give feedback. It has to be straight to the point. 4. Each student is assessed fairly by ensuring that every lecturer know how to assess the students. Management should constantly check on assessment methods and feedback given. When it comes for examinations, students should be checked of</p>		

they have achieved their learning outcomes.

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

1. Management who do not focus on the student. 2. Lecturer or assessor giving feedback is constantly writing instead of onserving and goving immediate verbal feedback especially when doing practical sessions. 3. Paperwork or assessment sheets must be simple and concise giving the right guidelines and criteria without too much wording. 4. Technology can help in this regard. A system in place to give feedback on line like for turnitin. This can be done for practical sessions and would be immediately recorded on the students assessment of competence skills without the need of paper.

Validation and Assessment Issues in Vocational Training

Respondent:

bernard.micallef@its.edu.mt

Response on:

22.04.2019, 16:26 - 07.05.2019, 15:00

1. 1. Which from the following would best describe your working position? *	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	I have been in the position of assistant lecturer for the past two years.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	Very little experience as I am a beginner where assessments and validation are carried out.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	At the college where I work
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	Listed national occupational standards/learning outcomes
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>
9. Can proper feedback be provided without a list of guidelines and criteria? *	No
10. Why would you consider feedback essential and important in validation and assessments? *	<div><div>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</div><div>Feedback is essential and important so the student would know about his performance through out the year and by feed back he can improve his academic or vocational performance.</div></div>

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

That every course has its own assessment criteria and a template should be issued to every assessor, so there would be a general guideline.

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *

List your most common experiences that may have hindered validation and assessments process.

To be honest I am new in this type of operation.

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

Still no experience in this field.

Validation and Assessment Issues in Vocational Training

Respondent:

david.pace@its.edu.mt

Response on:

21.04.2019, 23:24 - 21.04.2019, 23:40

1. 1. Which from the following would best describe your working position?	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	I worked for over 25 years in Secondary schools and continued working at a post sec level for another 10.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	Some experience as I have carried out practical assessments sitting on boards that carry out candidate assessments regularly.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	Both at work and educational campuses
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	Identified list of skills and competence.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>
9. Can proper feedback be provided without a list of guidelines and criteria?	No
10. Why would you consider feedback essential and important in validation and assessments?	<div><div>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</div><div>Validation always needs guidelines.</div></div>
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?	<div><div>The answer should</div><div>Consistency</div></div>

	<table> <tr> <td>reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</td><td>and reliability are very important.</td></tr> </table>	reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	and reliability are very important.
reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	and reliability are very important.		
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?	<table> <tr> <td>List your most common experiences that may have hindered validation and assessments process.</td><td>Lack of fairness and bias in assessing.</td></tr> </table>	List your most common experiences that may have hindered validation and assessments process.	Lack of fairness and bias in assessing.
List your most common experiences that may have hindered validation and assessments process.	Lack of fairness and bias in assessing.		
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?	<table> <tr> <td>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</td><td>Assessment, tracking and marking systems that are not fit for purpose. One size fits all. Unnecessary auditing and accountability.</td></tr> </table>	Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Assessment, tracking and marking systems that are not fit for purpose. One size fits all. Unnecessary auditing and accountability.
Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Assessment, tracking and marking systems that are not fit for purpose. One size fits all. Unnecessary auditing and accountability.		

Validation and Assessment Issues in Vocational Training

Respondent:

joseph.mallia@its.edu.mt

Response on:

12.05.2019, 10:08 - 12.05.2019, 10:15

1. 1. Which from the following would best describe your working position? *	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	Various positions, eh director of studies, head of school, university boards etc. Over 25 years
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	A lot of experience because of my job which includes assessments of tasks and assignments.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	At the place of work As an external assessor At the university where I work Both at work and educational campuses
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	A criteria based on the most common learning outcomes. Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div> <div> <div>1</div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input type="radio"/></div> <div><input checked="" type="radio"/></div> </div>
9. Can proper feedback be provided without a list of guidelines and criteria? *	Yes
10. Why would you consider feedback essential and important in validation and assessments? *	<div> <div>Kindly write your reflective constructive answer about the</div> <div>Ensure learner guidance and growth Ensure fairness for the</div> </div>

	<table> <tr> <td>importance of feedback in validation and assessments.</td><td> learner Ensure fairness across cohorts of learners Ensure standards for the educational institution Ensure standards for industry </td></tr> </table>	importance of feedback in validation and assessments.	learner Ensure fairness across cohorts of learners Ensure standards for the educational institution Ensure standards for industry
importance of feedback in validation and assessments.	learner Ensure fairness across cohorts of learners Ensure standards for the educational institution Ensure standards for industry		
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *	<table> <tr> <td>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</td><td> Lack of standardization of assessment with a gold standard Issue with test sensitivity Issue with test specificity Band descriptors unclear Overlapping of band-specific criteria </td></tr> </table>	The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	Lack of standardization of assessment with a gold standard Issue with test sensitivity Issue with test specificity Band descriptors unclear Overlapping of band-specific criteria
The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	Lack of standardization of assessment with a gold standard Issue with test sensitivity Issue with test specificity Band descriptors unclear Overlapping of band-specific criteria		
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *	<table> <tr> <td>List your most common experiences that may have hindered validation and assessments process.</td><td>As per previous question [11]</td></tr> </table>	List your most common experiences that may have hindered validation and assessments process.	As per previous question [11]
List your most common experiences that may have hindered validation and assessments process.	As per previous question [11]		
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *	<table> <tr> <td>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</td><td> Lack of clarity creates issues. Good assessment and validation is bound to be labour-intensive, but if the terms are clear than the time spent is a good investment </td></tr> </table>	Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Lack of clarity creates issues. Good assessment and validation is bound to be labour-intensive, but if the terms are clear than the time spent is a good investment
Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Lack of clarity creates issues. Good assessment and validation is bound to be labour-intensive, but if the terms are clear than the time spent is a good investment		

Validation and Assessment Issues in Vocational Training

Respondent:

emie.briffa@its.edu.mt

Response on:

21.04.2019, 18:09 - 21.04.2019, 18:18

1. 1. Which from the following would best describe your working position?	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	Ass/ lecturer, 5 years.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the place of work												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	A criteria based on the most common learning outcomes.												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by labor market alone.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria?	Yes												
10. Why would you consider feedback essential and important in validation and assessments?	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</td><td>So the student will know where he is in his studies</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	So the student will know where he is in his studies										
Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	So the student will know where he is in his studies												
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?	<table><tr><td>The answer should reflect your personal</td><td>Feed assessment</td></tr></table>	The answer should reflect your personal	Feed assessment										
The answer should reflect your personal	Feed assessment												

	<div>experience based on your experience which suggest a more valid approach to validation and assessments.</div> <div>every lesson</div>
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?	<div> <div>List your most common experiences that may have hindered validation and assessments process.</div> <div>In the exam they panic and don't pass especially in the practical exam</div> </div>
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?	<div> <div>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</div> <div>The long sheets to fill</div> </div>

Validation and Assessment Issues in Vocational Training

Respondent:

gino.schiavone@its.edu.mt

Response on:

21.04.2019, 18:11 - 21.04.2019, 18:21

1. 1. Which from the following would best describe your working position?	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	Lecturer status with 15 years experience in assesement correcting coursework and exams
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the place of work
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	Identified list of skills and competence.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div><div></div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>
9. Can proper feedback be provided without a list of guidelines and criteria?	No
10. Why would you consider feedback essential and important in validation and assessments?	<div><div>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</div><div>Important for learning and to assess that learning has taken place and if a re take of assesement is needed the learner will be in a better position to achieve the skills and compeyencies</div></div>

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

Proper policies and procedures which are public knowledge

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?

List your most common experiences that may have hindered validation and assessments process.

Too much emphasis placed on academic theoretical assessments and cultural differences and institutions which are not open and using skills and competencies as their yardstick

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

Anything that lacks the holistic picture on competencies will make it more difficult. The ultimate aim is to assess or validate if a person is capable or not and not perfection.

Validation and Assessment Issues in Vocational Training

Respondent:

james.attard@its.edu.mt

Response on:

11.05.2019, 10:52 - 11.05.2019, 13:37

1. 1. Which from the following would best describe your working position? *	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	Senior lecturer 10 years, establishing the mode of assessment, for various modules												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	At the place of work As an external assessor												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	A criteria based on the most common learning outcomes. Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	Identified list of skills and competence. List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market. List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria? *	Yes												
10. Why would you consider feedback essential and important in validation and assessments? *	<table><tr><td>Kindly write your reflective</td><td>Just Feedback you are holistically</td></tr></table>	Kindly write your reflective	Just Feedback you are holistically										
Kindly write your reflective	Just Feedback you are holistically												

constructive answer about the importance of feedback in validation and assessments.	assessing more on an the individual, giving more in-depth and focal points of assessment
-------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	More monitoring that the modes of validation and assessment criteria which have been established are properly addressed in-order to have uniformity, throughout the module of cohort.
------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *

List your most common experiences that may have hindered validation and assessments process.	No clear and establish modes, No verification and Time consuming,
----------------------------------------------------------------------------------------------	-------------------------------------------------------------------

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	None
---------------------------------------------------------------------------------------------------------------------------------------------------------------	------

Validation and Assessment Issues in Vocational Training

Respondent:

joseph.casingena@its.edu.mt

Response on:

26.04.2019, 09:27 - 26.04.2019, 09:54

1. 1. Which from the following would best describe your working position?	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	I have been involved in in assessment processes and validation for 7 years peak time during my time as program coordinator at ITS.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	Some experience as I have carried out practical assessments sitting on boards that carry out candidate assessments regularly.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the college where I work												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	A criteria based on the most common learning outcomes.												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria?	No												
10. Why would you consider feedback essential and important in validation and assessments?	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in validation and</td><td>Very important as the candidate is being given feedback when the task has been previously performed and it</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in validation and	Very important as the candidate is being given feedback when the task has been previously performed and it										
Kindly write your reflective constructive answer about the importance of feedback in validation and	Very important as the candidate is being given feedback when the task has been previously performed and it												

assessments.

is still fresh in his mind

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

Tailor made criteria that fits the purpose
Using specially adopted software. An aide memoire to ensure that all the areas are covered

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?

List your most common experiences that may have hindered validation and assessments process.

Hidden agenda of the assessor
Constraints caused by unnecessary interference from the part of the management.
Assessor not having the adequate knowledge of the skill and competence. Lack of information about the required task especially to the student.

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

The involvement of too many members of a steering committee
Unorganized paperwork and wrong decisions that have to be revised.
Information staggering through the wrong channels

Validation and Assessment Issues in Vocational Training

Respondent:

marjaana.makela@haaga-helia.fi

Response on:

24.04.2019, 13:22 - 24.04.2019, 13:30

1. 1. Which from the following would best describe your working position?	Management												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	Process development and follow-up; practitioner, coordinator during more than 10 years. Currently, I hold the position of a Principal Lecturer, but after the official approval of the licence of our new shool unit, I will be acting as Vice Rector.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the university where I work												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria?	No												
10. Why would you consider feedback essential and important in validation and assessments?	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in</td><td>feedback is crucial, since the validation process is most often new to candidates, and possibly also to industry stakeholders. Providing</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in	feedback is crucial, since the validation process is most often new to candidates, and possibly also to industry stakeholders. Providing										
Kindly write your reflective constructive answer about the importance of feedback in	feedback is crucial, since the validation process is most often new to candidates, and possibly also to industry stakeholders. Providing												

validation and assessments.	feedback from the assessing body and the assessors ensures that counterparts understand the outcomes of the process and are able to position it in a larger context of competences.
-----------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	Establishment of competence-based curricula, to enable successful demonstration and assessment of competences. Clear and explicit criteria for assessment. Clear distribution of tasks and description of process. Multivocal assessment and feedback: teachers/lecturers, industry representatives, peer students, self-reflection.
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?

List your most common experiences that may have hindered validation and assessments process.	Lack of the points described in Q11.
----------------------------------------------------------------------------------------------	--------------------------------------

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	If there are many forms to fill in, to enter the process. If task distribution is not clear for all. If guidelines e.g. on the website are obscure.
---------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------

Validation and Assessment Issues in Vocational Training

Respondent:

kevin.bonello@its.edu.mt

Response on:

22.04.2019, 09:28 - 22.04.2019, 09:43

1. 1. Which from the following would best describe your working position?	Management
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	Assuming that this is about the validation and assessment of qualifications, my job is to check each and every applicant's qualifications to see whether the qualifications are as described as well as to see whether the qualifications presented are of the level required for entry.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	Some experience as I have carried out practical assessments sitting on boards that carry out candidate assessments regularly.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the place of work
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	A criteria based on the most common learning outcomes. Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	Identified list of skills and competence. Listed national occupational standards/learning outcomes List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div><div></div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>

9. Can proper feedback be provided without a list of guidelines and criteria?	Yes		
10. Why would you consider feedback essential and important in validation and assessments?	<table border="1"> <tr> <td data-bbox="970 174 1197 1088"> Kindly write your reflective constructive answer about the importance of feedback in validation and assessments. </td><td data-bbox="1197 174 1497 1088"> First of all it is important that the candidate is given a clear picture of his competencies and what s/he has managed to achieve. Moreover transparency is definitely a paramount feature in such processes, whereby the client should be informed every step of the way and given the necessary feedback. Moreover detailed feedback will also guide persons from different fields in case of cross checking or cross examinations. </td></tr> </table>	Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	First of all it is important that the candidate is given a clear picture of his competencies and what s/he has managed to achieve. Moreover transparency is definitely a paramount feature in such processes, whereby the client should be informed every step of the way and given the necessary feedback. Moreover detailed feedback will also guide persons from different fields in case of cross checking or cross examinations.
Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	First of all it is important that the candidate is given a clear picture of his competencies and what s/he has managed to achieve. Moreover transparency is definitely a paramount feature in such processes, whereby the client should be informed every step of the way and given the necessary feedback. Moreover detailed feedback will also guide persons from different fields in case of cross checking or cross examinations.		
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?	<table border="1"> <tr> <td data-bbox="970 1164 1197 1924"> The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments. </td><td data-bbox="1197 1164 1497 1924"> There needs to be a clear price structure for such services. There also needs to be clear feedback as well as clear flow of information from the assessing mechanism to the rest of the affected players (example institution or employers). The process should also be interlinked with the VET card proposed by CEDEFOP. </td></tr> </table>	The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	There needs to be a clear price structure for such services. There also needs to be clear feedback as well as clear flow of information from the assessing mechanism to the rest of the affected players (example institution or employers). The process should also be interlinked with the VET card proposed by CEDEFOP.
The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	There needs to be a clear price structure for such services. There also needs to be clear feedback as well as clear flow of information from the assessing mechanism to the rest of the affected players (example institution or employers). The process should also be interlinked with the VET card proposed by CEDEFOP.		
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?	<table border="1"> <tr> <td data-bbox="970 2000 1197 2190"> List your most common experiences that may have </td><td data-bbox="1197 2000 1497 2190"> The biggest hurdles to effective validation can vary depending on the case. Most </td></tr> </table>	List your most common experiences that may have	The biggest hurdles to effective validation can vary depending on the case. Most
List your most common experiences that may have	The biggest hurdles to effective validation can vary depending on the case. Most		

hindered validation and assessments process.	commonly lack of cooperation from the candidate is one issue, as well as lack of clear working experiences. However I consider that the biggest hindrance occurs when there are varying interpretations of the same criteria by the same or different assessors. This is why clear guidelines are needed at all levels.
----------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	If more bureaucratic means a more transparent process and one which is as fool proof as possible I would prefer to stick with bureaucracy. Bureaucracy is not always an evil. The most important thing is that the process is clear and structured without unnecessary paper work or repeated work processes.
---------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Validation and Assessment Issues in Vocational Training

Respondent:

martina.a.vella@gov.mt

Response on:

26.04.2019, 11:04 - 26.04.2019, 16:34

1. 1. Which from the following would best describe your working position?	Other Validation Officer at NCFHE (Regulator)
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	I have been working at NCFHE for the past three years on implementation of the subsidiary legislation 327.432 on the validation of informal and non-formal learning. Together with my colleague, I sit on Sector Skills Units which are boards that help develop the national occupational standards which aid the VINFL. As a regulator, NCFHE sets the standards for validation in various sectors and then through a third party organises validation assessment in these sectors.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	Both at work and educational campuses
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	Listed national occupational standards/learning outcomes
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div><div>12345</div><div>1<div><div></div><div></div><div></div><div></div><div></div></div></div></div>
9. Can proper feedback be provided without a list of guidelines and criteria?	No

<p>10. Why would you consider feedback essential and important in validation and assessments?</p>	<table border="1"> <tr> <td data-bbox="975 69 1249 394"> <p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p> </td><td data-bbox="1249 69 1497 394"> <p>Applicants would need to know where they can improve especially if they failed the assessment.</p> </td></tr> </table>	<p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p>	<p>Applicants would need to know where they can improve especially if they failed the assessment.</p>
<p>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</p>	<p>Applicants would need to know where they can improve especially if they failed the assessment.</p>		
<p>11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?</p>	<table border="1"> <tr> <td data-bbox="975 477 1219 902"> <p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p> </td><td data-bbox="1219 477 1497 1350"> <p>1. Better induction and initial information process to the applicants. 2. Guidance to applicants to build proper portfolios. 3. Assessment should be tailored according to individual needs, hence if applicant has learning difficulties he/she can still sit for the validation assessment. 4. Validation Awards should include credits, so that they can be adequately used for RPL.</p> </td></tr> </table>	<p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p>	<p>1. Better induction and initial information process to the applicants. 2. Guidance to applicants to build proper portfolios. 3. Assessment should be tailored according to individual needs, hence if applicant has learning difficulties he/she can still sit for the validation assessment. 4. Validation Awards should include credits, so that they can be adequately used for RPL.</p>
<p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p>	<p>1. Better induction and initial information process to the applicants. 2. Guidance to applicants to build proper portfolios. 3. Assessment should be tailored according to individual needs, hence if applicant has learning difficulties he/she can still sit for the validation assessment. 4. Validation Awards should include credits, so that they can be adequately used for RPL.</p>		
<p>12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?</p>	<table border="1"> <tr> <td data-bbox="975 1429 1219 1787"> <p>List your most common experiences that may have hindered validation and assessments process.</p> </td><td data-bbox="1219 1429 1497 1798"> <p>1. No induction or proper information provided to applicants 2. No tailored assessments 3. No credits in awards... hence no easy access to rpl.</p> </td></tr> </table>	<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>1. No induction or proper information provided to applicants 2. No tailored assessments 3. No credits in awards... hence no easy access to rpl.</p>
<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>1. No induction or proper information provided to applicants 2. No tailored assessments 3. No credits in awards... hence no easy access to rpl.</p>		
<p>13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?</p>	<table border="1"> <tr> <td data-bbox="975 1877 1209 2157"> <p>Your answer may include practical experiences that you may have seen as being too</p> </td><td data-bbox="1209 1877 1497 2157"> <p>1. If the application process isn't guided or too long, hence it will be difficult for the applicant to understand what he needs to do. 2. If the</p> </td></tr> </table>	<p>Your answer may include practical experiences that you may have seen as being too</p>	<p>1. If the application process isn't guided or too long, hence it will be difficult for the applicant to understand what he needs to do. 2. If the</p>
<p>Your answer may include practical experiences that you may have seen as being too</p>	<p>1. If the application process isn't guided or too long, hence it will be difficult for the applicant to understand what he needs to do. 2. If the</p>		

bureaucratic.
You may include
reflective
suggestions to
reduce
bureaucracy.

assessment is
divided into different
sections which will
be held on different
days with a long
period of time
between the
different sections or
parts of the
assessment. 3. If the
results take long to
be issued.

Validation and Assessment Issues in Vocational Training

Respondent:

steve.danastasi@its.edu.mt

Response on:

23.04.2019, 10:10 - 24.04.2019, 11:22

1. 1. Which from the following would best describe your working position?	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	11 Years Lecturing experience as Lecturer assessing student both at individual level classroom environment \nd also in production classes												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the college where I work As an external assessor												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria?	No												
10. Why would you consider feedback essential and important in validation and assessments?	<table><tr><td>Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.</td><td>For future reference to enhance students knowledge</td></tr></table>	Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	For future reference to enhance students knowledge										
Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.	For future reference to enhance students knowledge												

<p>11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?</p>	<table> <tr> <td data-bbox="970 73 1289 353"> <p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p> </td><td data-bbox="1289 73 1506 353"> <p>Standardized assessment criteria</p> </td></tr> </table>	<p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p>	<p>Standardized assessment criteria</p>
<p>The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.</p>	<p>Standardized assessment criteria</p>		
<p>12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?</p>	<table> <tr> <td data-bbox="970 436 1289 678"> <p>List your most common experiences that may have hindered validation and assessments process.</p> </td><td data-bbox="1289 436 1506 678"> <p>Lack of communication</p> </td></tr> </table>	<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>Lack of communication</p>
<p>List your most common experiences that may have hindered validation and assessments process.</p>	<p>Lack of communication</p>		
<p>13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?</p>	<table> <tr> <td data-bbox="970 768 1289 1090"> <p>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</p> </td><td data-bbox="1289 768 1506 1090"> <p>Too much repetition in the tasks needed to be performed</p> </td></tr> </table>	<p>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</p>	<p>Too much repetition in the tasks needed to be performed</p>
<p>Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.</p>	<p>Too much repetition in the tasks needed to be performed</p>		

Validation and Assessment Issues in Vocational Training

Respondent:

suzanne.gatt@um.edu.mt

Response on:

28.04.2019, 11:24 - 28.04.2019, 14:49

1. 1. Which from the following would best describe your working position?	Lecturer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position.	<p>I have been working on validation of informal and nonformal learning for the past twelve years, initially through policy writing for the Malta Qualifications Council in 2007 particularly on the topic as part of the Valuing all learning policy series. I have then continued on the topic through other work with MQC with the development of the Lifepass (an EU project). I have published on the topic and again worked on it when drafting the 4th edition of the Referencing Report. I have in previous years reviewed the the cedefop report on validation of informal and non formal learning in Malta, as well as for Refernet. This year I have worked on the updated CEDEFOP report on the validation of informal and nonformal education in Malta.</p>
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question?	A lot of experience because of my job which includes assessments of tasks and assignments.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out?	At the university where I work
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments?	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments?	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process;	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important	<div> <div></div> <div>1</div> <div>2</div> <div>3</div> <div>4</div> <div>5</div> </div>

9. Can proper feedback be provided without a list of guidelines and criteria?

No

10. Why would you consider feedback essential and important in validation and assessments?

Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.

Feedback in validation has different roles; 1. to explain to the applicant what skills s/he has achieved and which not, but goes further to provide guidance as to which areas the applicant needs to invest in, in order to achieve that missing learning outcomes; 2. it also serves as important information to those who have the role of providing guidance as with experience they will learn what assessors are looking for, what type of evidence can be provided, and which experience applicants have which is of value to the sector/course; 3. It also provides a form of evidence for quality assurance which reflects transparency of the process to course providers/ employers of the value of the process; 4. It is also important at national level as it provides evidence of how skills are validated.

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments?

The answer should reflect your personal experience based on your experience which suggest a

Malta currently does not have a common national tool in terms of portfolio which all persons wanting

more valid approach to validation and assessments.	to validate their learning can use to compile evidence of their learning. This, together with a framework for the process of support are needed.
----------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments?

List your most common experiences that may have hindered validation and assessments process.	It needs a lot of energy from personnel which would make it very expensive and costly to have a proper well developed system. If there is the necessary funding there can be investment in capacity building so that system can be developed.
----------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ?

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	The process in itself needs to have a degree of bureaucracy. It there are national tools in the forms of templates as well as adequate number of personnel working on validation, the process for collation of evidence will be simplified (or become more efficient) and process can be faster.
---------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Validation and Assessment Issues in Vocational Training

Respondent:

tara.portelli@its.edu.mt

Response on:

29.04.2019, 14:01 - 13.05.2019, 17:42

1. 1. Which from the following would best describe your working position? *	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	Lecturer 4 years Most of my assessment involve presentations and written essays. To correct them I follow a marking a scheme I created which includes presentation skills, use of correct information etc.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	At the place of work At the college where I work												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important												
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td><td><input type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria? *	Yes												

10. Why would you consider feedback essential and important in validation and assessments? *

Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.

It helps students understand subject better. It helps students improve themselves. Feedback is important for effective learning.

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

Having a clear marking scheme

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *

List your most common experiences that may have hindered validation and assessments process.

Time to assess the students properly

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.

Waiting until the end of module to receive coursework sheet Filling in marks on a paper.

Validation and Assessment Issues in Vocational Training

Respondent:

theodora.bond@gov.mt

Response on:

13.05.2019, 09:22 - 13.05.2019, 09:57

1. 1. Which from the following would best describe your working position? *	Other Accreditation Officer
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	In my field of work i do not work in Validation but I do have colleagues who work in the field of Validation. for my understanding Validation - the action of checking or proving the validity or accuracy of something.
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	No experience at all but have personally had issues myself when I was being assessed as a student.
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	At the college where I work
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Yes very important
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	Guidelines and criteria providing that skills and competences are met
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by institute.
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<div>12345</div> <div>1<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/></div>
9. Can proper feedback be provided without a list of guidelines and criteria? *	No
10. Why would you consider feedback essential and important in validation and assessments? *	<div>Kindly write your reflective constructive answer about the importance of feedback in</div> <div>Feedback is important as one can identify what needs to be done or how</div>

	validation and assessments.	one can improve in a certain field.
11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *	The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.	My apologies but i do not work in the related field.
12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *	List your most common experiences that may have hindered validation and assessments process.	Apologies but i do not know enough about the subject.
13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *	Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to reduce bureaucracy.	Not in my field of work.

Validation and Assessment Issues in Vocational Training

Respondent:

victor.zarb@its.edu.mt

Response on:

21.04.2019, 20:53 - 14.05.2019, 22:53

1. 1. Which from the following would best describe your working position? *	Lecturer												
2. Describe in brief your experience in validation and assessments stating the number of years and your job status position. *	My current job status position is that of a full time Food Preparation and Production Lecturer at the Institute of Tourism Studies in Malta. My experience in validation and assesments, is attributed through the Bachelor's Degree and also through the undergoing of Master's Degree, both in relation to Hospitality management. My previous 25 years experience in the Catering Industry, also play an important part through this process.												
3. 3. Which from the following would best describe your experience in validation and assessments according to the previous question? *	A lot of experience because of my job which includes assessments of tasks and assignments.												
4. 4. If you have recently or in the past carried out validation assessments where were these carried out? *	Both at work and educational campuses												
5. Do you consider assessment criteria or guidelines important to be able to carry out validation or assessments? *	Other Yes, if the criteria or guidlines are carried out professionally and accordingly.												
6. Which from the following do you consider to be the most important factor/s in validation and assessments? *	Guidelines and criteria providing that skills and competences are met												
7. From the following which would you consider the best criterion or criteria for a good and valid assessment and validation process; *	List of competence based on skills leading to a competence that meets both national occupational standards/learning outcomes set by the institute/ labor market.												
8. How important do you consider assessment and validation feedback on scale from 1-5 ? 1 being the least important and 5 being the most important *	<table><tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>1</td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input checked="" type="radio"/></td></tr></table>		1	2	3	4	5	1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
	1	2	3	4	5								
1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>								
9. Can proper feedback be provided without a list of guidelines and criteria? *	No												

10. Why would you consider feedback essential and important in validation and assessments? *

Kindly write your reflective constructive answer about the importance of feedback in validation and assessments.

Feedback is very essential in validation and assesments, for further optimization.

11. Using your personal opinion based on your experience, which are the most common issues that you suggest to facilitate validation and assessments? *

The answer should reflect your personal experience based on your experience which suggest a more valid approach to validation and assessments.

1. A full and complete explanation of the validation and assesment criteria to all the students involved. 2. Brainstorming of opinions from ALL the lecturers involved, prior to finalizing the validation and assesments. 3.All criteria should be clearly listed on all the respective descriptors. 4. Feedback from the students themselves, with regards to assesments

12. In your personal opinion based on your experience which are the most common issues that can hinder validation assessments? *

List your most common experiences that may have hindered validation and assessments process.

1. Lack of teamwork from lecturers 2. Lecturers not adapting assesment criteria as structured 3. Not enough clear statements

13. In your personal opinion what does make an assessment and a validation process too bureaucratic ? *

Your answer may include practical experiences that you may have seen as being too bureaucratic. You may include reflective suggestions to

1.When the assesment and validation process is too complicated 2. When the process is not tailor made for the student, but to facilitate the lecturer 3. When the

reduce
bureaucracy.

process is not fully
explained to the
respective students
(for granted)