



Quality Assurance Policy

(Training Services)

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CHANGE HISTORY

Date	Author	Description
15 January 2017	Nadine Muscat Cini	Created document. First draft.
10 April 2017	Nadine Muscat Cini	1 st Cycle Amendments.
15 June 2017	Nadine Muscat Cini	2 nd Cycle Amendments for final approval.
23 September 2022	Beverly Cutajar	3 rd Cycle Amendments
1 st November 2022	Beverly Cutajar	4 th Cycle Amendments

1. Preface

1.1 QA POLICY STATEMENT (TRAINING SERVICES)

ThinkTalent strives to ensure that the delivery of its training services is professional, effective and relevant to client's needs and the content is based on the most up-to-date research and best practices related to the topics covered in each training programme.

This is done by:

- Employing/contracting the finest training practitioners;
- Providing them with the necessary resources and support;
- Soliciting feedback from our clients, programme participants and other stakeholders;
- Reviewing our programmes, policies and procedures on a regular basis;
- Taking prompt action to implement any changes necessary.

1.2 BACKGROUND AND MISSION

ThinkTalent provides training services as part of its portfolio of services. Some of these services involve delivering home-grown training programmes accredited by the Malta Further and Higher Education Authority (MFHEA). ThinkTalent Ltd is a Further and Higher Education Institution licensed by the MFHEA with Licence Number: 2017/04.

We are deeply committed to inspiring and empowering people and organisations; our mission is to bring out the very best in our trainees and optimising our corporate clients' business potential. We achieve this through our top quality consultancy and professional development services that enable organisations to reach peak performance and excellence through people.

ThinkTalent's corporate philosophy revolves around three inter-related features of our transformation and development proposal. These are: Create; Develop; Achieve. We are deeply passionate about our work and confident that through our experience and services we will positively contribute towards our clients' success.

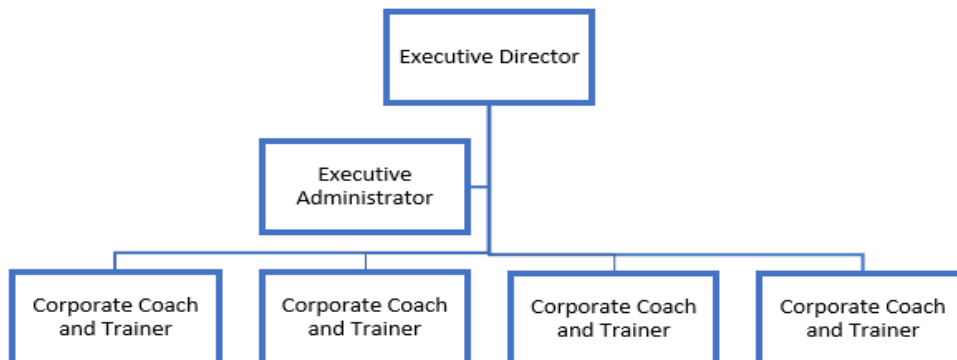
The main operational model that ThinkTalent uses is akin to a b2b model where we sell training programmes directly to other businesses targeted specifically for their employees. In this regard the trainees would typically receive training at their workplace and during their normal working hours so dates/timings and location of the training programmes are agreed with the employer of the participants and rates are negotiated directly with the company. In addition, we may also from time to time advertise our training programmes to the public as part of an Open-Programme Training Calendar. In this case, dates, timings, cost and venue are pre-determined and details are published regularly on our website.

1.3 SCOPE

These quality assurance policies and procedures apply to all training programmes delivered by ThinkTalent unless specifically related to accredited programmes.

2. THE ORGANISATIONAL SET-UP

2.1. ORGANOGRAM



2.2 QUALITY MANAGEMENT RESPONSIBILITIES

Quality assurance is recognised as being the responsibility of all ThinkTalent director/s, employees and contractors. The Executive Director is ultimately responsible for the application of the Quality Assurance Policy and Procedures. The Executive Director oversees implementation of this policy, audits its implementation and effectiveness and periodically approves amendments as required.

The responsibilities related to quality assurance are detailed below.

The Executive Director is responsible for:

- Recruiting all staff
- Setting and implementing the quality standards
- Approving programmes before delivery
- Approving any changes to training content, policy and procedures
- Determining assessment methodology
- Approving recommendations for award of certificates
- Overseeing all marketing initiatives
- Budgetary control
- Developing and maintaining relationships with corporate clients
- Liaising with the MFHEA
- Acting as legal representative

Trainers are responsible for:

- Designing training programmes
- Delivering training programmes
- Assessing the training participants (where applicable)
- Recommending award of certificates to successful participants
- Recommending any changes to training content, policies and procedures.

The Executive Administrator is responsible for:

- Maintaining all programme and trainee records
- Handling all administrative and logistical duties related to the training programme
- Supporting trainees during their learning journey
- Issuing of certificates to successful participants

3. INSTITUTIONAL PROBITY

ThinkTalent Ltd. ascribes to yearly audited accounts with regular budget plans prepared by its Sole Shareholder and Executive Director who is responsible for developing, creating and delivering further or higher education programmes as well as ensuring long term financial stability of the organisation.

Long term financial stability is ensured by carrying out the following yearly forecasts:

- Identification of the number of courses per year being offered to organisations or directly to trainees;
- Estimated revenue per year;
- Identifying trainers to deliver the courses and their cost;
- Running costs of the courses including premises, coffee and lunch breaks, course materials;
- General administration costs.

ThinkTalent has set the minimum eligibility criteria of the persons occupying the various positions in the organisation and how it ensures they are fit for purpose. **Appendix A – Staff Minimum Eligibility Criteria Policy**

4. TRAINEE-RELATED POLICIES AND PROCEDURES FOR ACCREDITED PROGRAMMES

4.1 ADMISSION PROCEDURES

Any minimum requirements for each programme are clearly indicated on any proposals sent to potential clients and on any promotional material accessible to the public. Once an application to join a training programme is received from a prospective client/trainee, the Executive Administrator requests proof of any eligibility from the prospective trainee and assesses whether the applicant satisfies the specific minimum level of requirements for the programme or not. Prospective trainees are then informed of their admission to the programme via email (see Acceptance Letter - Appendix B with preliminary information on the programme and a request for submission of full trainee details via the Course Registration Form (Appendix C). Unsuccessful applicants are also informed via email with an explanation why their application was unsuccessful and offering further guidance.

4.2 TRAINEE DATA

All personal details of trainees attending our training programmes will be kept confidentially, in accordance with the Data Protection Act.

Once a person has been accepted to attend a training programme, the following information is requested via the Course Registration Form (Appendix C) and the information is stored by the Executive Administrator. The trainee details collected include:

- Course Title
- First name (as per ID/passport)
- Preferred name (if applicable)
- Surname
- Date of Birth
- Gender
- I.D / Passport Number
- Nationality
- Email address
- Home address
- Mobile Number
- Name of Current Employer

Other data stored by the Executive Administrator once the programme commences, include:

- Attendance sheets and reports
- Trainee Feedback Forms (Appendix J)
- Corrected assignment/exam papers
- Assignment/exam grading scores
- Any correspondence related to trainee complaints
- Copies of proof of eligibility for attendance (where applicable)

ThinkTalent keeps track of the profile of trainees enrolled in its accredited programmes by handling confidential records appropriately, as per our Data Retention Consent Form [Appendix D] which is signed and data by each participant.

A shared folder is set up for each accredited programme organised by calendar year and all trainee data is held therein. These shared folders are stored on an internal server and are exclusively for internal administrative use. All personal information is deleted within 12 months from collection.

Trainees are requested to opt in voluntarily to receive our marketing materials.

4.3 INDUCTION

Every trainee will be sent a copy of the Trainee Manual (Appendix E) as soon as all the necessary trainee details have been received. The formal induction to ThinkTalent and introduction to the programme is typically conducted during a welcome briefing on the first day of the programme.

When the programme is one that is accredited by MFHEA, ThinkTalent also provides information regarding the specific programme's MQF level, amount of learning credit, programme content and learning outcomes gained upon course completion.

Trainees will also be made aware of any assessments/examinations that must be successfully completed, the grading methodology utilised as well as any self study involved. The importance of regular attendance will also be outlined as well as the availability of any resources other than the training handouts provided by the trainer.

4.4 ATTENDANCE

Trainees must attend at least 80% of the total programme (as well as successfully complete all assignments with a minimum pass mark of 50% where applicable) in order to be qualify for receipt of the programme certificate. Attendance records are taken by the trainer and kept by the Executive Administrator for all courses. Where trainers note a lack of punctuality and/or attendance they are to discuss the reasons for this with the trainee in private and where this might prejudice the award of the certificate clarify the potential consequences with the trainee.

If a trainee is unable to attend a training session for a justifiable reason such as injury, sickness and other situations beyond the trainee's anticipation or control, he/she must inform the Executive Administrator via email before the start of the session missed. Failure to do so will mean that the trainee will be marked as absent.

4.5. PROCEDURE FOR SUBMISSION OF TRAINEE ASSIGNMENTS

Various training programmes might require the submission of a written assignment set by the programme trainer. The assignment details will be sent to the students by the executive administrator. Completed assignments need to be submitted via email as a soft-copy (PDF format) to the executive administrator on or before the deadline due date. The submitted assessment must include:

- Full name of the trainee
- Identity card number of the trainee
- Title of the programme
- Submission date of the assignment

The executive administrator will acknowledge receipt of the assignment via email and keep a copy of the assignment on file.

4.5.1 REQUEST FOR EXTENSION

Trainees may request an extension for their assignment submission date if there is a valid reason including:

- Illness
- Personal and family issues
- Any other valid circumstances

The trainee must ask for such an extension in via email to the Executive Administrator at least three days before the submission deadline. After evaluation, the Executive Administrator will communicate the length of the extension to the trainee in writing after consulting the relevant trainer. The extension can be appealed by the trainee via email at least three days after the Executive Administrator has communicated the length of the extension. Each trainee can only appeal such an extension once.

4.5.2 LATE SUBMISSION

The written assignment submission deadline is clearly communicated to the trainees by the trainer. Should a trainee submit work after the end of the deadline, the trainer is to immediately inform the Executive Administrator. Trainees are only allowed two late submissions per programme.

4.5.3 FEEDBACK/GRADES

After submission of any written assessments, these are corrected and verified by the relevant trainer. Written feedback and grades are emailed to the trainee within four weeks after the submission deadline date by the trainer. A copy of the trainee assignment/exam grading sheet is kept on file. Once the grades are sent to the trainee, the trainee has 10 days to appeal the grades.

In addition to 80% attendance to the training sessions, trainees must also get a minimum of a C grade in all assignments/examinations to be eligible to receive the certificate showing successful completion of the programme. Should a trainee get less than a C grade (see below) in any of the assignments then that trainee is allowed to resubmit the assignment within 2 weeks of the date of trainer grading. No resits of examinations are allowed.

4.5.4 GRADING FOR ASSIGNMENTS/EXAMS

Assignments are set by the trainers who are also the persons responsible for their grading. The Executive Director regularly reviews a sample of corrected assignments to ensure that the grading is fair, transparent and in line with the guidelines set below.

ThinkTalent’s trainers are made aware of the guidelines regarding assessment and examination grading and their grading is reviewed regularly by the Executive Director.

Grade	Description	Marks (out of 100)
A	Clearly demonstrates a sophisticated understanding of the topic, with a high degree of competence and has excellent usage of relevant literature, theory and methodology.	80 - 100
B	Has a critical understanding of the topic, a significant degree of competence and has appropriate usage of the relevant materials.	65 - 79
C	Evidence of some critical understanding of the topic, can use structured argument, and has a degree of competence when using relevant materials.	50 - 64
NI (Needs Improvement)	Considerable further work is required to meet the minimum understanding, implementation and competence of relevant literature, theory and methodology.	0 - 49

Any examinations set are held under examination and invigilation conditions. Trainees however can make use of the programme notes provided by ThinkTalent. No access to any other digital or hard-copy material is allowed during the exam.

4.6 TRAINEE MISCONDUCT

Trainees attending the training programmes are expected to act appropriately. Whilst most minor misconduct is expected to be dealt with by the trainer some instances of misconduct will require formal disciplinary procedures. Examples of such misconduct include (but are not limited to):

- Plagiarism
- Cheating in assignments/examinations
- False citation
- Harassment or aggressive behaviour of trainer/other trainees/ThinkTalent staff

The Executive Administrator shall, in writing, notify the trainee within 8 days of the trainee’s misconduct and the trainee will have the opportunity to clarify and discuss such allegations in person

with the Executive Director. The decision on the penalty shall be communicated to the trainee via email within three days of the meeting.

4.7 TRAINEE COMPLAINTS POLICY

Trainees who wish to make a complaint about any matter related matter that concerns the programme administration, material or delivery, will involve three possible solution areas and phases.

1. Trainees should in the first instance seek resolution by taking your complaint to the member of ThinkTalent most closely involved with the substance of your complaint.
2. Should this not be possible or it fails to resolve your complaint, in the second instance you should contact the Administrative Executive.
3. As a last resort and in the third and final instance, should the Administrative Executive fail to resolve your complaint, the matter should be made to the Executive Director in writing.

Complaints are to be addressed to the Executive Director in writing within 72 hours of the event which led to the complaint. In the written complaint you need to communicate the details of your complaint, the consequences for you as a result, and the remedy you are seeking. The Executive Director will communicate with the trainee within 72 hours after the complaint is received either via telephone or (depending on the seriousness of the complaint) an invitation to a meeting with the Executive Director in person, with one other member of ThinkTalent not directly involved in the complaint present in the room for evidence of the discussion. All of the outcomes, conclusions, decisions and actions taken by ThinkTalent, will be communicated to the trainee in writing via email. The trainee has the right to appeal the decision within 72 hours after the decision on the complaint is sent. All appeals must be sent to the Executive Director in writing outlining why you think the decision on your complaint should be reviewed. Each trainee has the right for one appeal per complaint after the initial communication of the outcomes, conclusions, decisions and actions taken by ThinkTalent. After the appeal is discussed internally, ThinkTalent will conclude and communicate its decision and that decision is final.

4.8 TRAINEE SUPPORT

The Executive Administrator is the point of reference for all forms of general trainee support required by individuals that are about to, or currently attending, a ThinkTalent training programme. This could include:

- Trainee registration
- Information on training programme logistics
- Help and advice on any funding schemes available
- Issuing of certificates
- Loaning of supplementary reading material

On matters related to their learning, trainees are supported directly by their trainer/coach who takes the role of their academic tutor.

Moreover, ThinkTalent supports Trainee Diversity and Equality by implementing the appropriate guidelines as mentioned in our Diversity and Equality Policy [Appendix H]

4.8.1 SUPPLEMENTARY READING MATERIAL

ThinkTalent keeps copies of books that are identified as useful supplementary reading material for various training programmes. Trainees enrolled on an accredited programme can borrow any books related to the programme for a period of not longer than 2 weeks. If there is no other request to borrow a particular book that is out on loan, the person can extend the loan by a further period of 2 weeks but must return the book after the second loan period. All loaned books must be returned or their replacement cost reimbursed before the issuing of any certificates.

4.9 CERTIFICATES

After successfully completing an accredited training programme, trainees will be sent a hard copy of the signed certificate (Sample Certificate - Appendix I) together with a transcript of results in the form of set learning outcomes.

4.10 REFUNDS (FOR SELF-PAID APPLICANTS ONLY)

In circumstances when a scheduled programme does not run, the trainee will be offered a deferral. If the student does not avail of this deferral, a full refund will be offered. Please note that refunds can take up to 30 working days to process.

ThinkTalent Ltd. reserves the right to charge a late payment fee on overdue accounts and to dismiss any student at any time for non-payment of fees or other amounts due.

Where study materials have been supplied to the student, refunds are not available for any amounts paid. Any exam fees (where applicable) are strictly non-refundable and non-transferable.

Course commencement is dependent on student demand and course fees will not be refunded once a course has commenced.

5. PROGRAMME DEVELOPMENT

5.1 GENERAL

ThinkTalent delivers its own “home-grown” training programmes. Typically, the need for the programme arises in one of two ways:

- Either a particular company approaches us with a training need
- Or we notice a particular need for training in the market

In either case, we would discuss with the various stakeholders how best to address the training need and if it is clear that the best way would be to develop a training programme, a suitably qualified trainer is tasked with carrying out research on the topic and develop general learning outcomes and a skeleton outline of the programme. These are then discussed internally and with other relevant stakeholders (including where possible prospective trainees) and if it looks likely that the programme is feasible, the trainer would be tasked with designing the programme, sourcing any supplementary resources/material and determining assessment procedures. In cases where the programme will involve more than 25 hours of total learning, we would consider the benefit of applying for accreditation from the MFHEA.

5.2 PROGRAMME REVIEW

After a training programme is delivered, the trainer delivering the session will take note of any of the following and communicate them to the Executive Director:

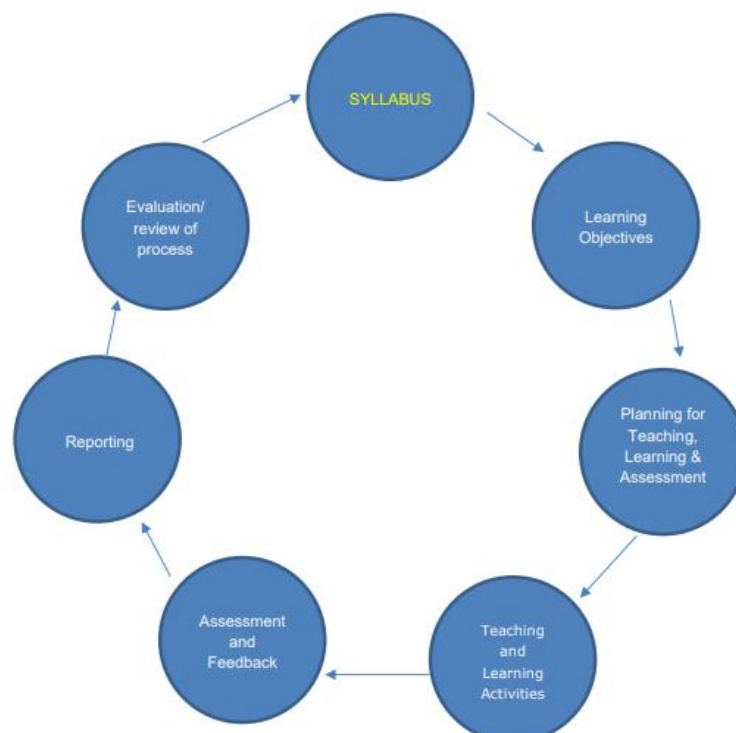
- Any shortcomings of the training material noticed
- Any issues encountered in the delivery of the programme
- Any issues related to the assessment of the programme participants
- Any recommendations for improvement of the programme

Any amendments are discussed with the Executive Director during the quarterly staff team meeting.

Moreover, the participants of the training programme are given a trainee feedback form (Appendix J) to fill in at the end of the training to identify their level 1 reactions (Kirkpatrick) and recommend any improvements to the training programme. Where a programme is delivered to trainees from a single client organisation, a separate corporate client feedback form (Appendix K) is sent (around 6 weeks after the end of the programme) by the Executive Director to the person in charge of training within that company to identify whether there have been noticeable changes to behaviour and results directly attributable to the training.

Any trainer feedback as well as the participants' feedback forms are passed on to the Executive Director for review. The Executive Director will then decide whether any of the recommendations from the trainer, the participants and (where applicable) the organisation should be implemented. Any revisions to the training programmes are discussed by the Executive Director during our quarterly staff team meetings as part of the agenda for that meeting. Where any changes impact accredited programmes then MFHEA are duly informed of any changes.

The development of a training programme's syllabus can be summarised in the diagram below:



6. PROGRAMME DELIVERY

6.1 RECRUITMENT OF TRAINERS

At ThinkTalent we understand that no matter how comprehensive and interesting the training material is, it is the trainer that can bring it to life and help the trainee achieve the learning outcomes set. For this reason we place a high emphasis on recruiting/contracting the best trainers available.

We look for trainers who possess the following 8 key characteristics:

1. Extensive knowledge of the subject/s they will be delivering training on
2. Extensive first-hand experience of the subject/s they will be delivering training on
3. Professional attitude to their role as trainers
4. Ability to establish rapport and inspire others
5. Willingness to keep learning and stay current on the subject/s and training methodologies
6. Organised and methodical
7. Willingness to self-analyse/receive feedback and improve
8. Strong ethical conduct and reputation

In addition to the minimum eligibility criteria outlined in Appendix A, for courses accredited by the MFHEA, trainers must also meet the following criteria:

- Minimum qualification one level higher than the module taught
- 3 years' management experience
- MQF Level 5 Award in Train the Trainer or equivalent

The recruitment and selection of trainers is conducted by the Executive Director who also oversees their continuous professional development.

6.2 TRAINING METHODOLOGY

Although trainers are encouraged to develop their own style of training, all trainers employed/contracted by ThinkTalent are to follow the company's training methodology.

Our approach is based on an "experiential learning philosophy" and is highly interactive. ThinkTalent encourages trainees to take an active role in the learning process by:

- ✓ including a range of activities in the training programme (approximately every 15 minutes) that engage the trainee actively rather than passively receiving the programme content
- ✓ ensuring that the training content and delivery take into account different learning styles i.e. Activist, Theorist, Pragmatist and Reflector (Peter Honey and Alan Mumford)
- ✓ ensuring that the training content caters for trainees with different sensory preferences i.e. visual, auditory, reading & writing, kinaesthetic (Neil Fleming).

A combination of training methods is applied to cater for the various ways in which people learn. These include discussions, case studies, role-plays and model exercises. A strong emphasis is also placed on the application and transfer of training content to the workplace, thus making it relevant and practical.

6.3 TRAINERS' CPD

All trainers employed/contracted by ThinkTalent are responsible for their own continuous professional development. In order to support its trainers, ThinkTalent provides each full-time trainer up to EUR100 annual allowance to purchase reading material as well as up to EUR150 annual allowance towards any learning events that the trainers feel will enhance their knowledge and skills. In addition, full-time trainers are encouraged to dedicate 10% of their time. Trainers are required to share their acquired knowledge to the rest of the team during the quarterly CPD session where best practices and latest research are shared among the trainers.

6.4 TRAINING MATERIAL

All trainers are responsible for the development and updating of the training materials relevant to the training programme they are delivering. All material is kept in a shared folder and accessible to all trainers. Before any significant changes to the material are made by any of the trainers, approval is sought from the Executive Director who informs any other trainers of the changes effected. All employed trainers are allowed to block off time in their calendar to prepare for their training as well as to carry out any administrative duties that they are responsible for during or after the training session/programme.

6.5 TRAINERS' OBSERVATION

All trainers are regularly observed by the Executive Director who shadows a training session once a quarter for each trainer and gives them feedback on their competence as trainers (See Trainer Observation Feedback Form - Appendix L). The trainers also meet up with the Executive Director for an annual appraisal meeting that formally documents the feedback over the past year as well as any development plans for the individual trainer in the year ahead.

7. PUBLIC INFORMATION

ThinkTalent's training programmes are featured on our website and through various social media channels. The accredited programmes are described in detail, showing the intended learning outcomes, the qualifications awarded, including MQF level and ECTS learning credits. The teaching, learning and assessment procedures used are also detailed clearly.

Public information is periodically reviewed by the Executive Director with staff members during the quarterly staff meeting to ensure it is up to date and correct.

8. EXTERNAL QUALITY ASSURANCE

ThinkTalent Limited will undergo external quality assurance by, or with the approval of the MFHEA on a cyclical basis according to MFHEA guidelines, once every five years.

9. CONTACT DETAILS

eMail: admin@thinktalent.com.mt

Telephone (workdays, office hours only): (+356) 2703 0133

Postal Address:

c/o Ceek, Centris Business Gateway,
Level 2E, Triq is-Salib tal-Imriehel Zone 3
Central Business District
Birkirkara, CBD 3020
Malta

Web: www.thinktalent.com.mt

10. APPENDIX A

Staff Minimum Eligibility Criteria Policy

1. Executive Director

The Executive Director is a senior-level executive that focuses on business development, employee recruitment, and client relations. The Executive Director performs the following duties:

- Establish new business contacts
- Interact with clients
- Recruit employees
- Develop strategic marketing and sales plans to boost profits and efficiency
- Coordinate the efforts of various company functions, such as legal, finance, marketing, and sales, to meet company goals
- Act as Legal Representative; consult with the Company Lawyer where necessary
- Recruiting all staff
- Setting and implementing the quality standards
- Approving programmes before delivery
- Approving any changes to training content, policy and procedures
- Determining assessment methodology
- Approving recommendations for award of certificates
- Overseeing all marketing initiatives
- Budgetary control
- Developing and maintaining relationships with corporate clients
- Liaising with the MFHEA

Required Education	Master's degree in Business Administration or subject related to industry is preferred.
Other Requirements	Significant work experience relevant to specific industry.
Essential Prerequisites	<ul style="list-style-type: none"> ✓ Effective communicators with excellent leadership skills. ✓ Management experience and the ability to motivate employees. ✓ Must be results oriented and creative in addition to having strong business-development skills and the ability to interact with clients, staff and senior management. ✓ Supervise and build teams, delegate responsibility and develop employee talents.

2. Corporate Coach and Trainer

The Corporate Coach and Trainer provides leadership in developing, creating maintaining and updating high-quality training materials, including video tutorials, presentations, and guides, to support multiple lines of businesses and clients. This work includes the creation of project plans and the review of existing resources so that they are aligned to corporate goals and tailored to meet the needs of our client partners. The Corporate Coach and Trainer must have or develop a strong understanding of our client partners; being students, employees and organisations alike to create high quality training delivery and content.

The Corporate Coach and Trainer must have exceptional training (product) development acumen, project management, professional writing and organisational skills, as well as perform the following duties:

- Designing training programmes
- Delivering training programmes
- Assessing the training participants (where applicable)
- Recommending award of certificates to successful participants
- Recommending any changes to training content, policies and procedures.
- Develop training material to ensure customer needs are met, and evaluate product effectiveness
- Work with the Executive Director to execute multiple project plans simultaneously and update a variety of training products on an annual basis
- Review, evolve, and create training resources
- Professionally develop any direct reports and reinforce team standards, protocols, and best practices in writing, project management, and cross-team collaboration
- Monitor the effectiveness of communication materials and implement changes based on available data and user feedback to ensure continual improvement
- Work with employees in other internal departments to coordinate communication efforts
- May oversee other managers or department heads
- Regularly report to executive director

Required Education	Bachelor's or Master's degree in Business Administration, Communications, Education, Education Technology, Instructional Design or a related field preferred.
Other Requirements	Significant work experience relevant to specific industry.
Essential Prerequisites	<ul style="list-style-type: none"> ✓ An exceptionally engaging communicator and public speaker. ✓ Create and conduct high quality professional presentations and print resources. ✓ Exceptional verbal and written communication skills; ability to write and present with precision and clarity. ✓ Well-organised with the ability to work remotely while producing quality deliverables. ✓ Ability to engage and motivate other team members. ✓ Experience and interest in successfully managing people, providing constructive feedback, and professionally developing talent.

3. Executive Administrator

The Executive Administrator is responsible for making sure that the company's support staff and services are running smoothly, efficiently and professionally. The Executive Administrator provides customer service and front office duties, and greets clients, students, candidates, staff and suppliers on a daily basis.

Apart from ensuring the smooth day to day running of the office, the Office Manager obtains various quotes for the business, plans Company events, as well as performs the following duties:

- Maintaining all programme and trainee records
- Handling all administrative and logistical duties related to the training programme
- Supporting trainees during their learning journey
- Issuing of certificates to successful participants
- Heads the Student Support Department; provides executive level support to all our Students and Trainers
- Use a range of office software, including email, spread sheets and databases, to ensure the efficient running of the office
- Prepare and print reports and presentations
- Respond to customer and student enquiries and complaints
- Manage digital and paper filing systems
- Develop and implement new administrative systems, such as record management
- Record office expenditure and manage the office budget
- Organise the office layout and maintain supplies of stationery and equipment
- Maintain the condition of the office and arrange for necessary repairs
- Organise meetings with staff - this may include typing the agenda and taking minutes
- Review and update health and safety policies and ensure they are observed
- Check that data protection laws are being adhered to in relation to the storage of data, and review and update policies

Required Education and Experience	Secretarial Qualification preferred or equivalent office administration work experience of 3 years.
Other Requirements	Excellent organisational and time management skills, Knowledge of Microsoft Office Suite (Word, PowerPoint, and Excel), strong IT and typing skills.
Essential Prerequisites	<ul style="list-style-type: none"> ✓ Able to prioritise tasks. ✓ Good team-working skills and the confidence to lead and motivate a team. ✓ Attention to detail. ✓ A problem-solving approach to work. ✓ Project management skills. ✓ Excellent interpersonal, oral and written communication skills.

11. APPENDIX B

Re: Name of Programme

Dear Participant,

Please be informed that you have been accepted for the above-captioned training programme, due to start on date.

Kindly print, fill in the attached registration form/data retention consent form and send a scan back to me on the address admin@thinktalent.com.mt

Kindly ensure that you have read the student manual being sent along with this correspondence.

Yours truly,

Administrative Executive

12. APPENDIX C

Course Registration Form

Course Title	
First Name (as per ID/passport)	
Preferred Name (if applicable)	
Surname	
Date of Birth	
Gender	
I.D. / Passport Number	
Nationality	
Email Address	
Home Address	
Mobile Number	
Name of Current Employer	

Tick this box if you would like to receive information about our products and services via email

13. APPENDIX D

DATA RETENTION CONSENT FORM

1. By completing this consent form you are granting ThinkTalent Ltd full consent to use any personal information supplied on these forms.
2. This data will only be used for the administrative purposes and not be used for other purposes (unless you have given us consent above).
3. The data provided will not be transferred to any other person, and it will not be transferred internationally, and will not be transferred to an international organization/s or to a third country/ies;
4. The collected data will be stored for a period of 12 months from the end of your training programme.
5. The person granting consent enjoys the right to request access to and rectification or erasure of the personal data collected. The same person enjoys the right to request the restriction of processing of all data concerning the data subject or to object to its processing as well as the right to data portability. The right to data portability refers to the person's right to receive the personal data concerning him or her, which he or she has provided, in a structured, commonly used, and machine-readable format and includes the right to transmit the data to another controller without hindrance. This also includes the right to have the personal data transmitted directly from ThinkTalent Ltd to another data controller, where technically feasible;
6. The person granting consent can withdraw consent to the use of the data at any time, without affecting the lawfulness of the processing based on the consent prior to its withdrawal. Withdrawal of consent can be requested by sending an email to admin@thinktalent.com.mt
7. The person granting consent enjoys the right to lodge a complaint with regards to any concern relating to data protection with the Information and Data Protection Commissioner;
8. The data will be processed in accordance with the Data Protection Act and the General Data Protection Regulation.

Full Name	
Signature	
Date	

14. APPENDIX E

Student Manual (Accredited Programmes)

FOREWORD

This student manual provides participants of our accredited programmes the necessary information that will help to guide them throughout their learning journey with us. The goal of this manual is to show the student the way ThinkTalent ensures that the programme is delivered in accordance to its quality policy.

1. ABOUT THINKTALENT

Founded in 2009, ThinkTalent is a Further and Higher Education Institution licenced by the Malta Further and Higher Education Authority (MFHEA) Licence Number: 2017/04. Founded in 2009, ThinkTalent Ltd is made up of seasoned and experienced practitioners with extensive experience in the training industry. We bring together diverse and multi-skilled specialists that combine practical experience, a student-centric approach, as well as the right credentials to back our services.

2. ADMISSION PROCEDURES

Once an application to join a training programme is received from a prospective client/trainee, the Executive Administrator requests proof of any eligibility from the prospective trainee and assesses whether the applicant satisfies the specific minimum level of requirements for the programme or not. Prospective trainees are then informed of their admission to the programme via email with preliminary information on the programme and a request for submission of full trainee details via the Course Registration Form.

3. TRAINEE DATA

All personal details of trainees attending our training programmes will be kept confidentially, in accordance with the Data Protection Act.

Other data stored by the Executive Administrator once the programme commences, include:

- Attendance sheets and reports
- Trainee Feedback Forms
- Corrected assignment/exam papers
- Assignment/exam grading scores
- Any correspondence related to trainee complaints
- Copies of proof of eligibility for attendance (where applicable)

ThinkTalent keeps track of the profile of trainees enrolled in its accredited programmes by handling confidential records appropriately, as per our Data Retention Consent Form which is signed and data by each participant.

A shared folder is set up for each accredited programme organised by calendar year and all trainee data is held therein. These shared folders are stored on an internal server and are exclusively for internal administrative use. All personal information is deleted within 12 months from collection.

Trainees are requested to opt in voluntarily to receive our marketing materials.

4. INDUCTION

The formal induction to ThinkTalent and introduction to the programme is typically conducted during a welcome briefing on the first day of the programme.

When the programme is one that is accredited by MFHEA, ThinkTalent also provides information regarding the specific programme's MQF level, amount of learning credit, programme content and learning outcomes gained upon course completion.

Trainees will also be made aware of any assessments/examinations that must be successfully completed, the grading methodology utilised as well as any self study involved. The importance of regular attendance will also be outlined as well as the availability of any resources other than the training handouts provided by the trainer.

5. ATTENDANCE

Trainees must attend at least 80% of the total programme (as well as successfully complete all assignments with a minimum pass mark of 50% where applicable) in order to be qualify for receipt of the programme certificate. Attendance records are taken by the trainer and kept by the Executive Administrator for all courses. Where trainers note a lack of punctuality and/or attendance they are to discuss the reasons for this with the trainee in private and where this might prejudice the award of the certificate clarify the potential consequences with the trainee.

If a trainee is unable to attend a training session for a justifiable reason such as injury, sickness and other situations beyond the trainee's anticipation or control, he/she must inform the Executive Administrator via email before the start of the session missed. Failure to do so will mean that the trainee will be marked as absent.

6. PROCEDURE FOR SUBMISSION OF TRAINEE ASSIGNMENTS

Various training programmes might require the submission of a written assignment set by the programme trainer. The assignment details will be sent to the students by the executive administrator. Completed assignments need to be submitted via email as a soft-copy (PDF format) to the executive administrator on or before the deadline due date. The submitted assessment must include:

- Full name of the trainee
- Identity card number of the trainee
- Title of the programme
- Submission date of the assignment

The executive administrator will acknowledge receipt of the assignment via email and keep a copy of the assignment on file.

6.1. REQUEST FOR EXTENSION

Trainees may request an extension for their assignment submission date if there is a valid reason including:

- Illness
- Personal and family issues
- Any other valid circumstances

The trainee must ask for such an extension in via email to the Executive Administrator at least three days before the submission deadline. After evaluation, the Executive Administrator will communicate the length of the extension to the trainee in writing after consulting the relevant trainer. The extension can be appealed by the trainee via email at least three days after the Executive Administrator has communicated the length of the extension. Each trainee can only appeal such an extension once.

6.2. LATE SUBMISSION

The written assignment submission deadline is clearly communicated to the trainees by the trainer. Should a trainee submit work after the end of the deadline, the trainer is to immediately inform the Executive Administrator. Trainees are only allowed two late submissions per programme.

6.3. FEEDBACK/GRADES

After submission of any written assessments, these are corrected and verified by the relevant trainer. Written feedback and grades are emailed to the trainee within four weeks after the submission deadline date by the trainer. A copy of the trainee assignment/exam grading sheet is kept on file. Once the grades are sent to the trainee, the trainee has 10 days to appeal the grades.

In addition to 80% attendance to the training sessions, trainees must also get a minimum of a C grade in all assignments/examinations to be eligible to receive the certificate showing successful completion of the programme. Should a trainee get less than a C grade (see below) in any of the assignments then that trainee is allowed to resubmit the assignment within 2 weeks of the date of trainer grading. No resits of examinations are allowed.

6.4. GRADING FOR ASSIGNMENTS/EXAMS

Assignments are set by the trainers who are also the persons responsible for their grading. The Executive Director regularly reviews a sample of corrected assignments to ensure that the grading is fair, transparent and in line with the guidelines set below.

ThinkTalent's trainers are made aware of the guidelines regarding assessment and examination grading and their grading is reviewed regularly by the Executive Director.

Grade	Description	Marks (out of 100)
A	Clearly demonstrates a sophisticated understanding of the topic, with a high degree of competence and has excellent usage of relevant literature, theory and methodology.	80 - 100
B	Has a critical understanding of the topic, a significant degree of competence and has appropriate usage of the relevant materials.	65 - 79
C	Evidence of some critical understanding of the topic, can use structured argument, and has a degree of competence when using relevant materials.	50 - 64
NI (Needs Improvement)	Considerable further work is required to meet the minimum understanding, implementation and competence of relevant literature, theory and methodology.	0 - 49

Any examinations set are held under examination and invigilation conditions. Trainees however can make use of the programme notes provided by ThinkTalent. No access to any other digital or hard-copy material is allowed during the exam.

7. TRAINEE MISCONDUCT

Trainees attending the training programmes are expected to act appropriately. Whilst most minor misconduct is expected to be dealt with by the trainer some instances of misconduct will require formal disciplinary procedures. Examples of such misconduct include (but are not limited to):

- Plagiarism
- Cheating in assignments/examinations
- False citation
- Harassment or aggressive behaviour of trainer/other trainees/ThinkTalent staff

The Executive Administrator shall, in writing, notify the trainee within 8 days of the trainee's misconduct and the trainee will have the opportunity to clarify and discuss such allegations in person with the Executive Director. The decision on the penalty shall be communicated to the trainee via email within three days of the meeting.

8. TRAINEE COMPLAINTS POLICY

Trainees who wish to make a complaint about any matter related matter that concerns the programme administration, material or delivery, will involve three possible solution areas and phases.

1. Trainees should in the first instance seek resolution by taking your complaint to the member of ThinkTalent most closely involved with the substance of your complaint.
2. Should this fail to resolve your complaint, in the second instance you should contact the Administrative Executive.
3. As a last resort and in the third and final instance, should the Administrative Executive fail to resolve your complaint, the matter should be made to the Executive Director in writing.

Complaints are to be addressed to the Executive Director in writing within 72 hours of the event which led to the complaint. In the written complaint you need to communicate the details of your complaint, the consequences for you as a result, and the remedy you are seeking. The Executive Director will communicate with the trainee within 72 hours after the complaint is received either via telephone or (depending on the seriousness of the complaint) an invitation to a meeting with the Executive Director in person, with one other member of ThinkTalent not directly involved in the complaint present in the room for evidence of the discussion. All of the outcomes, conclusions, decisions and actions taken by ThinkTalent, will be communicated to the trainee in writing via email. The trainee has the right to appeal the decision within 72 hours after the decision on the complaint is sent. All appeals must be sent to the Executive Director in writing outlining why you think the decision on your complaint should be reviewed. Each trainee has the right for one appeal per complaint after the initial communication of the outcomes, conclusions, decisions and actions taken by ThinkTalent. After the appeal is discussed internally, ThinkTalent will conclude and communicate its decision and that decision is final.

9. TRAINEE SUPPORT

The Executive Administrator is the point of reference for all forms of general trainee support required by individuals that are about to, or currently attending, a ThinkTalent training programme. This could include:

- Trainee registration
- Information on training programme logistics
- Help and advice on any funding schemes available
- Issuing of certificates
- Loaning of supplementary reading material
-

On matters related to their learning, trainees are supported directly by their trainer/s.

Moreover, ThinkTalent supports Trainee Diversity and Equality by implementing the appropriate guidelines as mentioned in our Diversity and Equality Policy [Appendix A]

9.1. SUPPLEMENTARY READING MATERIAL

ThinkTalent keeps copies of books that are identified as useful supplementary reading material for various training programmes. Trainees enrolled on an accredited programme can borrow any books related to the programme for a period of not longer than 2 weeks. If there is no other request to borrow a particular book that is out on loan, the person can extend the loan by a further period of 2 weeks but must return the book after the second loan period. All loaned books must be returned or their replacement cost reimbursed before the issuing of any certificates.

10. CERTIFICATES

After successfully completing an accredited training programme, trainees will be sent a hard copy of the signed certificate together with a transcript of results in the form of set learning outcomes.

11. REFUNDS (FOR SELF-PAID APPLICANTS ONLY)

In circumstances when a scheduled programme does not run, the trainee will be offered a deferral. If the student does not avail of this deferral, a full refund will be offered. Please note that refunds can take up to 30 working days to process.

ThinkTalent Ltd. reserves the right to charge a late payment fee on overdue accounts and to dismiss any student at any time for non-payment of fees or other amounts due.

Where study materials have been supplied to the student, refunds are not available for any amounts paid. Any exam fees (where applicable) are strictly non-refundable and non-transferable.

Course commencement is dependent on student demand and course fees will not be refunded once a course has commenced.

12. CONTACT INFO

General Enquiries – admin@thinktalent.com.mt

Tel (workdays, office hours only): (+356) 2703 0133

APPENDIX A

THINKTALENT LIMITED

DIVERSITY AND EQUALITY POLICY

AIMS

This policy is about promoting positive attitudes towards equality and diversity and to ensure that everyone working and studying at ThinkTalent is treated fairly with dignity and respect. This Policy aims to ensure that no prospective or existing trainee shall receive less favourable treatment on the grounds of age, race, colour, nationality, ethnic origins, disability, sexual orientation, gender, marital or parental status, gender re-assignment, religious belief or non-belief, political belief or social or economic class, pregnancy and maternity or any other basis that cannot be shown to be properly justifiable. ThinkTalent will ensure that its policies, procedures and practices comply with current equality legislation.

EQUALITY AREAS

2.1 Age

ThinkTalent celebrates and values the diversity of trainees of all ages and aims to ensure that all trainees are treated fairly with dignity and respect.

2.2 Disability

In support of the work on disability equality ThinkTalent ensures that trainees with disability are treated fairly and with dignity and respect.

2.3 Gender Reassignment

ThinkTalent celebrates and values the diversity of its trainees and aims to ensure that all transgender trainees are treated fairly and with dignity and respect. All transgender trainees will be referred to by their chosen gender identity – whether male, female, or gender neutral.

2.4 Marriage and Civil Partnership

ThinkTalent aims to ensure that all trainees who are in a marriage or civil partnership are treated fairly with dignity and respect. Civil partnership is recognised and reflected in ThinkTalent's policies in accordance with the law.

2.5 Pregnancy and Maternity

ThinkTalent aims to provide an environment where trainees are supported and treated fairly with dignity and respect during pregnancy, maternity and whilst breastfeeding.

2.6 Race

In support of the work on race equality ThinkTalent aims to provide an environment where all trainees are supported and treated fairly.

2.7 Sexual Orientation

ThinkTalent celebrates and values the diversity of its trainees and aims to ensure that all LGBTQ trainees are welcomed and are treated fairly with dignity and respect.

THINKTALENT FUNCTIONS

All ThinkTalent functions will take account of the equality policy. The following functions have specific responsibilities:

3.1 Trainee Admissions

ThinkTalent is committed to excellence in admissions and aims to provide a professional and fair service for applicants.

3.2 Teaching, learning and assessment

ThinkTalent values the diversity of backgrounds and experiences that trainees bring to the learning environment and is committed to meeting the needs of a diverse and changing trainee body. ThinkTalent aims to ensure that all teaching, learning and assessment strategies are equitable, undertaken with awareness of the different needs of trainees, and are directed towards the encouragement of academic and personal development.

3.4 Trainee Support - Well Being

The welfare of all trainees of ThinkTalent is of the highest priority. ThinkTalent offers an environment that aims to secure the personal development, physical and mental well-being and welfare of all trainees, supporting them in realising their learning potential.

3.5 Trainee Support - Academic

The learning needs of different trainees are supported through adapting and varying the course delivery, content and assessment methods to help them achieve success. The Trainee Support Office is represented by the Executive Administrator

3.6 Delivering a Conducive Learning Experience

How ThinkTalent caters for high achievers:

- Provide activities or assessment tasks that require higher order thinking processes.
- Ask questions that require analysis, synthesis and evaluation.
- Have trainees peer teach or direct group work for more complex thinking and communication skills.

How ThinkTalent caters for low achievers:

- Give specific instruction to trainees when circulating the classroom.
- Scaffold learning.
- Adapt assessment tasks where appropriate.
- Consult with other trainers for how to best support them, with permission.
- Individual meetings to discuss assessment feedback in detail for trainee understanding.
- Get trainees interested in lesson content through their interests.

EFFECTIVE PRACTICES FOR PREVENTING AND DETECTING ACADEMIC FRAUD

ThinkTalent's assessment design will consider how instances of cheating by trainees can be prevented or detected. Prevention and detection activities are best focused where learning and teaching occurs. The following summarise activities that, when used together, help actively prevent and detect cheating by trainees:

- **Actively preventing cheating by raising trainee consciousness.**

The first step in preventing dishonesty is raising trainee consciousness. ThinkTalent ensures learners have the opportunity to think about, be reminded of, and understand the need for honesty and integrity *before* they are assessed.

- **Actively preventing cheating through using well designed and administered assessment.**

Assessments that are well-designed and administered will deter trainees who are tempted and minimise opportunities for cheating. Trainees should understand what the requirement and purpose of assessment is.

- **Actively detecting cheating by staying alert for the potential for it to happen**

Detection should be undertaken as a matter of course – active detection keeps tutors alert to situations where a trainee may have cheated.

- **Actively detecting cheating through exploring suspicions**

The relationship tutors have with trainees is vitally important in good assessment practice. However, if a tutor has suspicions that trainees may be cheating, they will apply research techniques to help them take a closer look.

HARASSMENT

ThinkTalent aims to provide a stimulating and supportive environment for learning, teaching and research which will enable trainees to fulfil their personal potential. All members of the ThinkTalent community, trainees and staff alike, have an important role to play in creating an environment where harassment is unacceptable. Trainees experiencing harassment, discrimination, intolerance or bullying in any form can contact the Trainee Support Office, who are the first point of contact to anyone experiencing harassment. The Trainee Support Office is represented by the Executive Administrator.

COMPLAINTS

Trainees who wish to make a complaint about an equality related matter or a function related matter that concerns the course material or delivery, will involve three possible solution areas and phases.

4. Trainees should in the first instance seek resolution by taking your complaint to the member of ThinkTalent most closely involved with the substance of your complaint.
5. Should this fail to resolve your complaint, in the second instance you should contact the Administrative Executive.
6. As a last resort and in the third and final instance, should the Administrative Executive fail to resolve your complaint, the matter should be made to the Executive Director in writing within 72 hours of the event which led to the complaint using the appropriate form which is available from the Administrative Executive.

IMPLEMENTATION AND RESPONSIBILITIES

ThinkTalent seeks to ensure that, as far as it is reasonable practicable, members of ThinkTalent, trainees and staff alike, are informed of this Policy and any associated procedures. All members of ThinkTalent are responsible for familiarising themselves with this Policy and its implementation.

15. APPENDIX F

Re: Title of Programme

Dear Name of Prospective Trainee,

Thank you for your interest in our name of training programme.

We have carefully reviewed your application however we regret to note the following:

Reason for rejection

Should you wish to discuss our decision further please contact us via email. We would be very happy to guide you towards an alternative programme that could meet your requirements.

Yours truly,

Administrative Executive

16. APPENDIX G

ThinkTalent Limited Administration Policy

1. AIMS

1. The Administration Policy promotes the appropriate collection of procedures that provides guidelines for ThinkTalent's Administration Management in the managing of records, including paper and electronic formats.

2. MANAGEMENT OF RECORDS

2. ThinkTalent is conformant with the Data Protection Act, whereby ThinkTalent applies the following regulations and abides by the nine principles of good information handling. Article 7 of the Act lists the requirements for processing, where the main purpose of these principles is to protect the interest of the individuals about whom personal data is processed. To ensure compliance with the Act, the ThinkTalent ensures that:
 1. Personal data is processed fairly and lawfully;
 2. Personal data is always processed in accordance with good practice;
 3. Personal data is only collected for specific, explicitly stated and legitimate purposes;
 4. Personal data is not processed for any purpose that is incompatible with that for which the information is collected;
 5. Personal data that is processed is adequate and relevant in relation to the purposes of the processing;
 6. No more personal data is processed than is necessary having regard to the purposes of the processing;
 7. Personal data that is processed is correct and, if necessary, up to date;
 8. All reasonable measures are taken to complete, correct, block or erase data to the extent that such data is incomplete or incorrect, having regard to the purposes for which they are processed;
 9. Personal data is not kept for a period longer than is necessary, having regard to the purposes for which they are processed.

2.1 Objectives

Paper-based, active records are managed in office locations where they are used. Currently, electronic formats of records are more prevalent. However, a portion of ThinkTalent's records will continue to exist in paper format, such as Employee Files. This procedure will provide records custodians with their procedures for the management of active paper records. Paper-based documents will be filed into uniquely identified case files. A systematized approach to purging means that records occupy office space only while in active use.

2.2 Responsibilities

Records custodians have the responsibility to:

- Maintain the index and retrieval system of office files
- Produce file folder labels, or an appropriate alternative, indicating the classification to which files belong
- File incoming documents into the records management system to support the business process
- Use papers when needed and eliminate paper duplicates
- Use appropriate file supplies and equipment
- Conduct an annual purge of active records to destroy those no longer needed, and transfer to semi-active storage or archives those no longer needed in the office
- Assist other office staff with proper security levels to identify and retrieve the active records

2.3 File System Arrangement

The basic options of file arrangement are alphabetic, numeric, alphanumeric, and chronological. When arranging files within each classification, a department chooses a filing option arrangement that best serves its retrieval needs.

2.4 Electronic Documents in Business Process

Administration processes that rely on electronic documents to support business procedure need to:

- Demonstrate that all electronic records in question are treated in the same confidential manner consistent with other records at ThinkTalent
- Ensure that the appropriate electronic storage is applied (clearly identified file names, content description, information contained in messages)

2.5 Destruction of Files

The first disposition category is physical destruction. Some records are scheduled for destruction immediately after active use; others are scheduled for destruction after the semi-active phase of retention. Physical destruction for paper-based records is defined as confidential shredding. Physical destruction for electronic documents and e-mail or physical destruction of stored media is defined as deleting the documents from active computer system repositories to ensure data is deleted and no longer accessible.

3. IMPLEMENTATION AND RESPONSIBILITIES

ThinkTalent seeks to ensure that, as far as it is reasonable practicable, members of ThinkTalent, students and staff alike, are informed of any relevant parts of this Policy and any associated procedures. All members of ThinkTalent are responsible for familiarising themselves with this Policy and its implementation.

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IMPLEMENTATION AND RESPONSIBILITIES

ThinkTalent seeks to ensure that, as far as it is reasonable practicable, members of ThinkTalent, trainees and staff alike, are informed of this Policy and any associated procedures. All members of ThinkTalent are responsible for familiarising themselves with this Policy and its implementation.

18. APPENDIX I



Malta
Further & Higher
Education Authority



EU funds
for Malta
2014-2020



This is to certify that

Name Surname

has successfully achieved the

Award

Number of Days / Weeks / Months

Awarded by **ThinkTalent Limited** Licence Number: **2017/04**

Further and Higher Education Institution

Dr. Beverly Cutajar
Head of Institution

*The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at **MQF Level 5 (4 ECTS)** of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning.*

Date of Issue 00.00.0000

Certificate No: 000/0000

19. APPENDIX J

Training Feedback Form

Name of Programme:

Please indicate your impressions of the items listed below.

	Strongly Agree -5	Agree-4	Neutral-3	Disagree-2	Strongly Disagree-1
1. The training met my expectations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I will be able to apply the knowledge learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The training objectives for each topic were identified and followed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The content was organised and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The materials distributed were pertinent and useful (if applicable).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The trainer was knowledgeable in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The quality of instruction was good.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The trainer met the training objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Class participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Adequate time was provided for questions and discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. How do you rate the training overall?					
Excellent -5	Good – 4	Average – 3	Poor – 2	Very poor - 1	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

What aspects of the training could be improved?

Any other comments?

THANK YOU FOR YOUR PARTICIPATION!

20. APPENDIX K

Corporate Client Feedback Form

Name of Programme:

Full Name of Respondent:

Job Title:

Organisation:

Please tick the box that best represents your opinion on the following statements:

	Strongly Agree -5	Agree- 4	Neutral-3	Disagree-2	Strongly Disagree-1
1. We can see evidence (in participants' performance/behavior) that the programme's training outcomes have been achieved.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participant feedback (collected internally) was overall positive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The content was discussed with us in detail before the programme started	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Our input was sought before the start of the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. We were clear on the learning outcomes of the programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. We were given the opportunity to brief ThinkTalent about any special needs of individual participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The quality of communication with ThinkTalent was good	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Overall, we feel the programme added value to our organisation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. We would be very happy to repeat this programme for our employees in the future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In hindsight, what aspects of the programme could be improved?

Any other comments?

21. APPENDIX L

Trainer Observation Feedback Form

Name of Trainer:

Programme Title:

Session Title (if applicable):

Date of Observation:

Observe:

Competence	Observed			Comments
	Yes	No	N/A	

1. Trainer Expertise

Demonstrated confidence in topic

Examples may include but are not limited to:

- Comfortable with subject and questions
- Minimal reliance on notes or slides when talking about content
- Recognizes aspects of the content that are challenging for trainees

Incorporated relevant and current research to support the content of the class when appropriate

Examples may include but are not limited to:

- Shares current related research to engage trainees
- Shares current new items or events to engage trainees

2. Instructional Delivery

Planned class time effectively to explain content and allow trainee engagement

Examples may include but are not limited to:

- Started session on time
- Summarized and linked to previous session(s) material
- Previewed session
- Clear transitions
- Review of session at regular intervals and conclusion
- Previewed next session
- Ended session on time

Used effective questioning techniques

Examples may include but are not limited to:

- Use appropriate wait time following questions
- Repeated trainee responses so everyone could hear
- Acknowledged and encouraged trainees responses by saying things like, “tell me more about that,” or, “yes, and can anyone add to that response?”

Listened carefully to trainee initiated comments and questions and responded effectively

Examples may include but are not limited to:

- Restates trainees’ questions to check for understanding
- Responds to questions addressing what, why, how, etc.
- Is encouraging in their responses

Used a variety of appropriate instructional strategies

Examples may include but are not limited to:

- Small group work
- Individual processing/work time
- Class discussion
- Paired discussion/problem solving

Used appropriate technology (any tool for delivering content) effectively to support student learning

3. Classroom Management

Provided trainees class materials for this session (notes, slides, objectives, reference papers, assignments)

List specific materials used here:

Practiced effective training strategies that acknowledged and valued differences among trainees, including differences in opinion during group discussions

Examples may include but are not limited to:

- Created an inclusive learning environment where all or most trainees participated during session
- Approached group communication and management with balance and sensitivity

Summary Comments

Things that went well for the trainer/session:

Challenges in this particular session:

Specific suggestions for enhancing learning and the learning environment:

Adapted from: Framework of Faculty Teaching Performance Evaluation, Texas A&M University.