



# Quality Assurance Policy

## (Training Services)

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## TABLE OF CONTENTS

Change History.....	3
1. Preface .....	4
1.1 QA Policy Statement (Training Services).....	4
1.2 Background and Mission.....	4
2. The Organisational Set-Up .....	5
2.1. Organogram .....	5
2.2 Quality Management Responsibilities .....	5
3. Institutional Probity .....	6
4. Trainee-Related Policies and Procedures for Accredited Programmes .....	7
4.1 Admission Procedures .....	7
4.2 Trainee Data.....	7
4.3 Induction.....	8
4.4 Attendance.....	8
4.5. Procedure for Submission of Trainee Assignments .....	8
4.5.1 Request for Extension.....	9
4.5.2 Late Submission .....	9
4.5.3 Feedback/Grades .....	9
4.5.4 Grading for Assignments/Exams.....	9
4.6 Trainee Misconduct .....	10
4.7 Trainee Complaints Policy.....	11
4.8 Trainee Support .....	11
4.8.1 Supplementary Reading Material .....	12
4.9 Certificates.....	12
5. Programme Development.....	12
5.1 General.....	12
5.2 Programme Review.....	12
6. Programme Delivery .....	14
6.1 Recruitment of Trainers.....	14
6.2 Training Methodology.....	14
6.3 Trainers’ CPD.....	14
6.4 Training Material.....	15
6.5 Trainers’ Observation.....	15
7. Public Information .....	15
8. External Quality Assurance .....	15
9.Contact Details .....	15

## APPENDICES

Appendix A - Staff Minimum Eligibility .....	16
Appendix B – Student Agreement .....	18
Appendix C –e-mail Template – Provisional Acceptance e-mail.....	22
Appendix D – e-mail Template - Rejection e-mail .....	23
Appendix E – e-mail Template - Welcome e-mail.....	24
Appendix F – e-mail Template - Request for Info to Register for Sponsored Programme .....	25
Appendix G – Academic Integrity Policy .....	26
Appendix H – Diversity and Equality Policy .....	28
Appendix I – Sample Certificate .....	30
Appendix J – Assignment Cover Sheet.....	31
Appendix K – Policy for Delivering Training to Students with Varying Abilities and Backgrounds.....	32
Appendix L – Survey – Long-Term Impact of Training.....	33
Appendix M – Training Programme Registration Form .....	34
Appendix N - Training Participants’ Feedback Form .....	36
Appendix O – Trainers’ Feedback Form .....	38
Appendix P - Trainer Observation Feedback Form .....	39
Appendix Q – Corporate Client Feedback Form .....	40
Appendix R – e-mail Template – Notification of Changes to Accredited Training Programme.....	42

## CHANGE HISTORY

Date	Author	Description
15 January 2017	Nadine Muscat Cini	Created document. First draft.
10 April 2017	Nadine Muscat Cini	1 <sup>st</sup> Cycle Amendments.
15 June 2017	Nadine Muscat Cini	2 <sup>nd</sup> Cycle Amendments for final approval.
23 September 2022	Beverly Cutajar	3 <sup>rd</sup> Cycle Amendments
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14 <sup>th</sup> December 2023	Jes Camilleri	5 <sup>th</sup> Cycle Amendments
4 <sup>th</sup> January 2024	Glorianne Rose-Mamo	Formatting

# 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, trainers 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. This includes delivering home-grown training programmes as well as foreign 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.

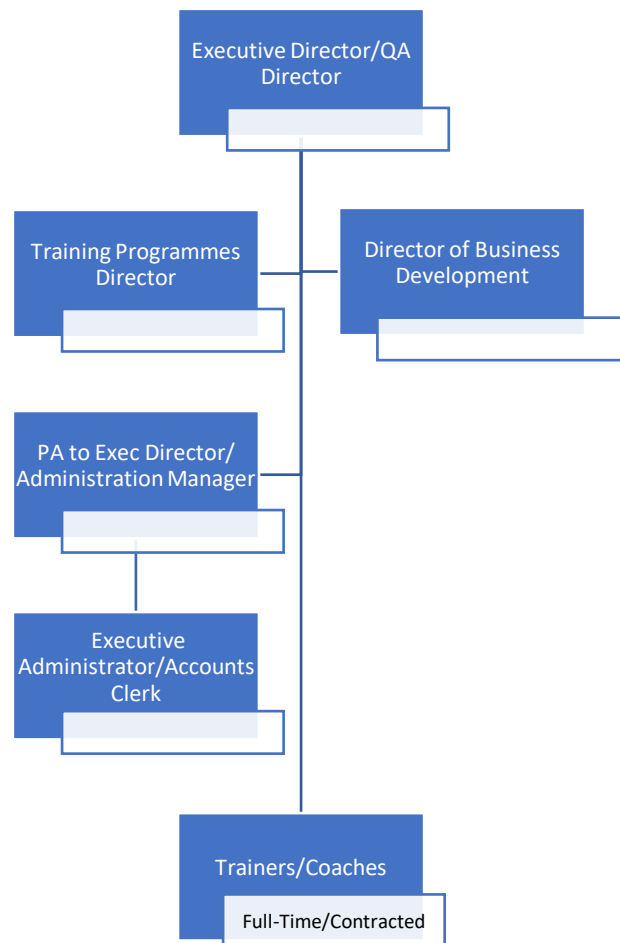
At ThinkTalent we are deeply committed to inspiring and empowering people and organisations; our mission is to bring out the very best in our trainees and optimising our corporate clients' business potential. We achieve this by delivering high quality training services that enable organisations and individuals to reach peak performance and excellence.

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 contribute positively 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 terms and conditions are agreed directly with the company. In addition, we may also from time to time advertise specific training programmes to the public. In this case, dates, timings, cost and venue are pre-determined and details are published regularly on our website. In the latter case the client is considered to be the student and the terms and conditions are included in the Student Agreement (see **Appendix B – Student Agreement**)

## 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 also the QA Director and is ultimately responsible for the implementation of this Quality Assurance Policy. The Executive Director oversees execution of this policy, internally audits its implementation and effectiveness and periodically approves amendments as required.

The key responsibilities related to quality assurance are detailed below.

**The Executive Director/QA Director is responsible for:**

- Recruiting all staff
- Setting and implementing the quality standards
- Approving programmes before delivery
- Approving any changes to policy and procedures
- Approving recommendations for award of qualifications
- Budgeting

**The Director of Business Development is responsible for:**

- Developing and maintaining relationships with corporate clients
- Overseeing all marketing initiatives
- Focusing on client satisfaction and business growth.
- Acting as legal representative

**The Training Programmes Director is responsible for:**

- Vetting of all MFHEA accredited training programmes
- Developing new programmes with specialist trainers
- Developing learning objectives for training programmes and methods of assessment methodology with specialist trainers
- Liaising with MFHEA for accreditation purposes
- Developing training content for existing and new programmes

**Trainers/Coaches are responsible for:**

- Contributing to the design of training programmes
- Delivering training programmes/coaching sessions
- Ensuring accurate recording of trainee/coachee attendance
- Acting as the first point of reference for trainees/coachees
- Assessing the training participants (where applicable)
- Recommending any changes to training content, policies and procedures.

**The Administration Manager is responsible for:**

- Overseeing administrative staff responsible for client communications, trainee support and general department operations.
- Managing the day-to-day operations, including programme scheduling, resource allocation, and budget management.
- Coordinating training events, and ensuring smooth logistics for the delivery of training programmes.

**The Student Support/Executive Administrator is responsible for:**

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

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 (see **Appendix A – Staff Minimum Eligibility**)

### **3. INSTITUTIONAL PROBITY**

ThinkTalent Ltd. has yearly audited accounts with regular budget plans prepared by its Executive Director with the Director of Business Development who are responsible for ensuring the 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 the general public;
- Estimated revenue per year;

- Identifying trainers to deliver the courses and their cost;
- Running costs of the courses including premises, resources, course materials etc;
- General administration costs.

## 4. TRAINEE-RELATED POLICIES AND PROCEDURES FOR ACCREDITED PROGRAMMES

### 4.1 ADMISSION PROCEDURES

Any minimum requirements for accredited programmes are clearly indicated in the relevant fact sheet that accompanies the proposals sent to potential corporate clients and on any promotional material accessible to the public. All fact sheets can also be found at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>

In the case where students are being sponsored by their employer, the individual students are contacted via e-mail and made aware of any minimum requirements before their acceptance on the programme (see **Appendix F - Request for Information to Register for a Sponsored Training Programme**).

Once a registration form to join a training programme is received from a prospective trainee, the Executive Administrator vets the eligibility of 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 the provisional acceptance of their registration via e-mail (see **Appendix C – E-mail Template - Provisional Acceptance E-mail**) with preliminary information on the programme as well as a copy of the Student Agreement and relevant Invoice. Unsuccessful applicants are also informed via e-mail with an explanation why their application was unsuccessful and offering further guidance (see **Appendix D – E-mail Template - Rejection E-mail**).

Once a student has signed the Student Agreement and settled any pending amounts a Welcome e-mail (see **Appendix E E-mail Template – Welcome E-mail**) is sent with exact dates and timings of the sessions as well as links to the Student Manual as well as this Quality Assurance Policy (both of which can also be found on <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/> )

### 4.2 TRAINEE DATA

All personal details of trainees attending our training programmes will be kept confidentially, in accordance with the Data Protection Act. ThinkTalent's privacy policy is available online at <https://www.thinktalent.com.mt/privacy-policy/>

All applicants for accredited programmes are required to submit an online Course Registration Form found at <https://forms.gle/jeK8NPeT84uUbs28A>

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
- Personal email address

- Home address
- Mobile Number
- Name of Current Employer (if sponsored)

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

- Attendance sheets and reports
- Training Participants' Feedback Forms
- Corrected assignment/exam papers
- Assignment/exam grading scores
- Any correspondence related to any 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 Privacy Policy.

An online shared folder is set up for each accredited programme and all trainee data is held therein. These shared folders are exclusively for internal administrative use. All personal information is deleted within 12 months from the end of the programme.

### 4.3 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 or as a separate session prior to the first day of the programme

During the induction session, 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 trainers.

### 4.4 ATTENDANCE

Trainees must attend at least 80% of the total programme (as well as successfully complete any coursework/assignments/exams with a minimum pass mark of 50% where applicable) in order to qualify for receipt of the qualification certificate. Attendance records are taken by the session trainer/s and kept by the Executive Administrator for all accredited programmes. 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 any part of the programme is delivered online, all participants are to keep their cameras on for the duration of the programme. Screenshots showing the faces of all online participants will be taken by the trainer to show attendance.

If a trainee is unable to attend a training session (or must attend less than half a particular 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 e-mail before the start of the session on [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt). Failure to do so will automatically 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/coursework set by the programme trainer. The assignment details will be sent to the students by the relevant trainer. Completed assignments need to be submitted via e-mail as a soft-copy (PDF format) to the trainer on or



before the deadline due date. The submitted assessment must be accompanied by a cover sheet (see **Appendix J – Assignment Cover Sheet**)

The trainer will acknowledge receipt of the assignment via e-mail, correct it and pass it on to the Training Programmes Director with the assessment mark/grade. The Training Programmes Director will review the assessment and keep a copy of the assignment and cover sheet on file in the respective programme folder.

#### 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 via e-mail to the Executive Administrator at least three days before the submission deadline. After consulting the relevant trainer and Training Programmes Director, the Executive Administrator will communicate the length of the extension to the trainee in writing. The maximum extension period allowed is two (2) weeks. Each trainee can request a maximum of two (2) extensions during the same programme.

#### 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 (or approved extension period), the trainer is to immediately inform the Training Programmes Director. Assignments submitted after the end of the deadline (or approved extension period) will not be corrected by the trainer and marked as “not submitted”.

#### 4.5.3 FEEDBACK/GRADES

After submission of any written assessments, these are acknowledged, corrected and verified by the relevant trainer. Written feedback and grades are e-mailed to the trainee within four weeks after the submission deadline date by the trainer. A copy of the trainee coursework/assignment/exam paper including mark/grading is kept on file by the Training Programmes Director and go towards the final grade. 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 pass (minimum C) grade in all coursework/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 COURSEWORK/ASSIGNMENTS/EXAMS

Coursework/assignments/exams are set by the trainers who are also the persons responsible for their grading. The Training Programmes Director regularly reviews a sample of corrected work to ensure that the grading is fair, transparent and in line with the guidelines set below. The Training Programmes Director also acts as a second assessor where applicable.

ThinkTalent’s trainers are made aware of the guidelines regarding assessment and examination grading and their grading is reviewed regularly by the Training Programmes Director. The following assessment rubric will be used for marking purposes:

Grade	Description	Marks (out of 100)
<b>A</b>	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>B</b>	Has a critical understanding of the topic, a significant degree of competence and has appropriate usage of the relevant materials.	65 - 79
<b>C</b>	Evidence of some critical understanding of the topic, can use structured argument, and has a degree of competence when using relevant materials.	50 - 64
<b>NI (Needs Improvement)/F (Fail)</b>	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):

- A serious lack of academic integrity (see **Appendix G – Academic Integrity Policy**)
- Harassment or aggressive/obstructive behaviour of trainer/other trainees/ThinkTalent staff

The Executive Administrator shall, in writing, notify the trainee of the suspected 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 e-mail within three days of the meeting. Should the Executive Director decide that the trainee’s behaviour warrants dismissal from the programme, the trainee will not be entitled to a refund nor a certificate.

## 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 are encouraged to raise any concerns to the member of ThinkTalent most closely involved with the substance of their complaint. The staff member will advise the trainee on the different ways the issue might be tackled.
2. Trainees can opt to raise their concern as an informal complaint with any member of ThinkTalent staff. In this case the ThinkTalent staff member will take note of the complaint and the complainant is advised of any outcomes accordingly. If the complainant is not satisfied with the response the complainant can raise a formal complaint (see below).
3. Trainees can opt to raise their concern as a formal complaint. In this case the complaint must be raised by the complainant in writing via e-mail to the Executive Director ideally within 72 hours of the event which led to the complaint. In the formal complaint trainees need to communicate the details of their complaint, the consequences for them as a result, and the remedy they are seeking. The complaint will be acknowledged by the next working day after the complaint is received either via e-mail or (depending on the seriousness of the complaint) an invitation to a meeting with the Executive Director (or her deputy) 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 e-mail within 21 days of the acknowledgement of the complaint (unless agreed otherwise with the complainant).

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 via e-mail 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
- Communication regarding any complaints and appeals
- 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 [see **Appendix H – Diversity and Equality Policy**]

## 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 copy of the signed certificate (see **Appendix I - Sample Certificate**). Student may also apply for a transcript of their results in the form of set learning outcomes (whenever applicable).

# 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 Training Programmes Director via the Trainers’ Feedback Form (see **Appendix O - Trainers’ Feedback Form**):

- Any concerns aired by the programme participants
- 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

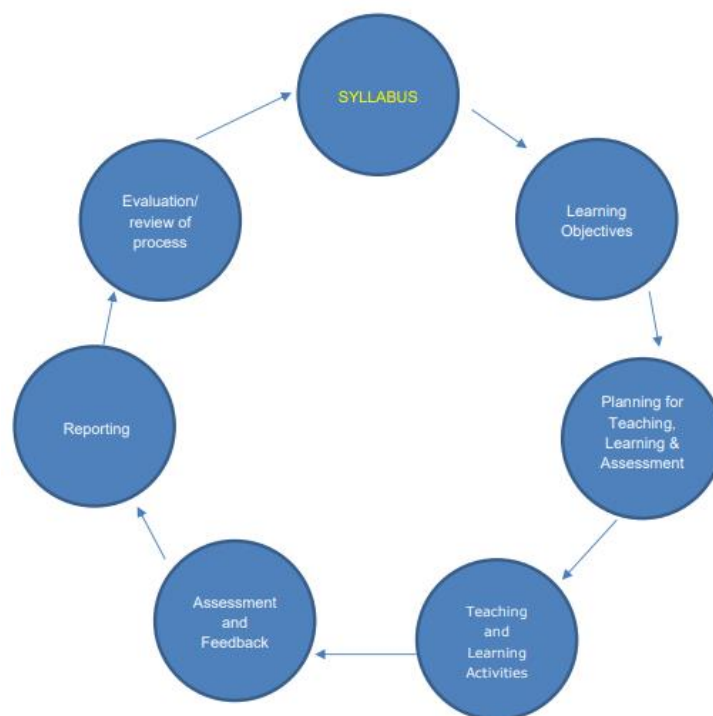
Moreover, the participants of the training programme are given a trainee feedback form (see **Appendix N – Training Participants’ Feedback Form**) to fill in at the end of the training programme to identify their level 1 reactions (Kirkpatrick) and recommend any improvements to the training programme.

Where a programme is delivered to trainees employed by a corporate client organisation, a separate corporate client feedback form (see **Appendix Q – Corporate Client Feedback Form**) is sent (around 6 weeks after the end of the programme) by the Executive Administrator 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. In some cases, participants may be contacted between 6-12 months after the end of their programme to participate in a survey on the long-term impact of the training programme (see **Appendix L – Survey – Long Term Impact of Training**).

Any client feedback as well as the participants' feedback forms are passed on to the Training Programmes Director for review. The Training Programmes Director will then decide whether any of the recommendations from the trainer, the participants and (where applicable) the corporate client organisation should be implemented. Any amendments to the training programmes are discussed with the Executive Director and communicated to the rest of the staff during the 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 using the e-mail template for Notification of Changes to Accredited Training Programme (see **Appendix R – E-mail Template – Notification of Changes to Accredited Training Programme**).

The development of a training programme's syllabus can therefore 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

The minimum eligibility criteria are outlined in the trainers' job description and can also be found in **Appendix A – Staff Minimum Eligibility**. 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 15-20 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 (see **Appendix K - Policy for Delivering Training to Students with Varying Abilities and Backgrounds**). 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 Training Programmes Director who informs any other relevant trainers of the changes effected. All full-time 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 employed 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 **Appendix P - Trainer Observation Feedback Form**). 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 that are being offered to the public 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

e-mail: [admin@thinktalent.com.mt](mailto: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: <https://www.thinktalent.com.mt/>

## APPENDIX A

### STAFF MINIMUM ELIGIBILITY

#### **Business Development Director:**

- Bachelor's degree in Business Administration, Marketing, or a related field
- Minimum 2 years of proven experience in business development or sales leadership, preferably in the training and education industry.
- Strong understanding of the training and development landscape, including e-learning and blended learning solutions.
- Excellent negotiation, communication, and presentation skills.
- Proven track record of meeting or exceeding sales targets.
- Strong leadership and team management abilities.
- Proficiency in Microsoft Office Suite.

#### **Training Programmes Director:**

- Bachelor's degree in Education, Instructional Design, Business, or a related field OR minimum 2 years of proven experience in designing, developing, and delivering training programmes in a training and education company.
- Strong leadership and team management skills.
- Excellent project management abilities, including budget management and resource allocation.
- Exceptional communication, presentation, and client relationship management skills.
- Strong analytical and problem-solving capabilities.

#### **Administration Manager/PA to Executive Director:**

- Bachelor's degree in Business Administration, Management, or a related field OR at least 2 years of experience in office management or administration.
- Strong leadership, team management, and interpersonal skills.
- Excellent organisational and time management abilities.
- Proficiency in office software and tools, including Microsoft Office Suite.
- Budget management experience and attention to detail.
- Exceptional written and verbal communication skills.
- Knowledge of health and safety regulations and compliance.
- Ability to adapt to changing priorities and work effectively in a fast-paced environment.

#### **Executive Administrator/Accounts Clerk:**

- School leaving certificate.
- 2 years' experience in a similar role with relevant accounting and invoicing experience.
- Proficiency in using spreadsheets (e.g., Microsoft Excel).
- Strong communication and interpersonal skills, with a strong customer service-oriented approach.
- Good command in written and spoken English.
- Excellent organisational and time management abilities.
- Proficiency in office software and tools, including Microsoft Office Suite.
- Attention to detail and the ability to multitask effectively.
- Discretion and the ability to handle confidential information.
- Strong attention to detail and a high level of accuracy in financial record-keeping.
- Ability to work independently and manage time effectively.



**Trainer/Coach:**

- Qualification in the related field that is at least one level higher than that for which the candidate will be delivering the training.
- Minimum 2 years of experience as a trainer/coach in the training and education industry.
- Strong expertise in the subject matter relevant to assigned training programmes.
- Proficiency with coaching and training tools and technologies.
- Excellent presentation, communication, and interpersonal skills.
- Ability to adapt training methods to meet diverse learning styles and needs.
- Proficiency in using training technology, audiovisual equipment, and virtual training platforms.
- Commitment to ethical conduct and maintaining confidentiality.

**Trainer:**

- Qualification in the related field that is at least one level higher than that for which the candidate will be delivering the training.
- Minimum 2 years of experience as a trainer in the training and education industry.
- Strong expertise in the subject matter relevant to assigned training programmes.
- Excellent presentation, communication, and interpersonal skills.
- Ability to adapt training methods to meet diverse learning styles and needs.
- Proficiency in using training technology, audiovisual equipment, and virtual training platforms.

## APPENDIX B

### STUDENT AGREEMENT

#### 1. Introduction

This agreement shall govern the relationship between ThinkTalent Limited, located at Centris Business Gateway, Level 2E, Triq is-Salib tal-Imriehel Zone 3, Central Business District, Birkirkara CBD 3020, MALTA with MFHEA license number 2017/04 and company registration number C46641, hereinafter referred as 'the training institution' and

Name of Student with Identity card/Passport number X, hereinafter referred to as 'the student'.

By completing the process of registration and enrolment, the institution and the student agree to abide by the terms and conditions of this agreement which can also be found at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>

The terms and conditions governing this agreement will become effective upon signing of this agreement and payment to the training institution of the fees for the training programme quoted in Clause 3 below.

#### 2. Training Programme Details

##### General:

- Name of the educational programme: X (In case of accredited programmes see attached FACT SHEET for details)
- Duration: X
- Commencement date: X
- Termination date: X
- Addresses where the programme will be delivered: X
- Language of Instruction: English or Maltese. English will be the language of choice if there is at least one attendee who does not understand Maltese.

#### 3. Fees Due

The total cost of registering for the above mentioned programme is EUR X payable in full not later than 10 days before training programme commencement date stipulated in Clause 2 above.

#### 4. Duties of the Educational Institution

The educational institution shall: -

- Provide to the student the teaching, assessment and other educational services for which the student is enrolled and the educational institution shall take all the steps which are reasonably in its power to provide these educational services in accordance with the terms of this agreement.
- Guarantee the students' rights, including the right to obtain assessment results upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

## **5. Duties of the Student**

The student shall: -

- i. Disclose to the educational institution full and accurate academic and personal information as required for applications for admission, registration, and enrolment purposes.
- ii. Inform the educational institution if there is any change to the academic or personal information that was provided at admission, registration or enrolment stage as soon as is reasonably practicable.
- iii. Fulfill all the academic requirements of the educational programme; including participating in lectures/tutorials or other guided-learning activities, submitting coursework/assignments on time, participate in course-related activities and adequately prepare and sit for any examinations/assessment.
- iv. Abide by any statutes, regulations, rules and policies which are in place in the educational institution, and which apply to students.
- v. Overseas students shall furnish the educational institution with any change in their contact details, which include their residential address and telephone number in Malta as well as a contact address overseas, following the completion of their studies.

## **6. Changes Due to Unforeseen Circumstances**

The educational institution reserves the right to alter the venue, date, time and/ or trainers/coaches/facilitators for the entire training programme due to unforeseen circumstances. In such cases no refund is due to the student. Changes to dates and times will be notified to registered students at least 24 hours before the start of the session via the contact details submitted on the registration form.

## **7. Cooling-Off Period**

Students have the right to withdraw from this agreement within 14 days without giving any reason. The withdrawal period will expire after 14 days from the date of this agreement for the programme you registered for. To exercise the right of withdrawal, you must inform ThinkTalent of your decision to withdraw from this contract by an unequivocal statement sent by e-mail, to [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt). To meet the withdrawal deadline, it is sufficient for you to send your communication concerning your exercise of the right of withdrawal before the withdrawal period has expired. ThinkTalent will acknowledge the receipt of such a withdrawal by e-mail without delay.

If the programme you are applying for is due to commence during the withdrawal period and you still choose to register for and attend the programme, you shall pay ThinkTalent an amount which is in proportion to what has been provided until you have communicated to ThinkTalent your withdrawal from this agreement. If you have attended the full programme, then no refund can be provided.

If you withdraw from this contract, ThinkTalent shall reimburse you with all payments received from you, without undue delay and in any event not later than fourteen (14) days from the day on which ThinkTalent is informed about your decision to withdraw from this contract. Such reimbursement will be effected using the same means of payment as you used for the initial transaction, unless you have expressly agreed otherwise; in any event, you will not incur any fees as a result of such reimbursement, except for bank charges arising from any bank transfer.

In the event of cancellations which take place after the 14 day period mentioned above, payment will be forfeited entirely and you will incur the liability to settle any amounts due if payment would not have been as yet effected. The educational institution may, at their sole and exclusive discretion, issue vouchers against cancellations if there is a genuine reason for the cancellation supported by documentary evidence where necessary and when requested by ThinkTalent. Substitute delegates may also be nominated at any time. Cancellations and substitution requests must always be made in writing.

## **8. Institution's Default Clauses**

The institution is in default and hence obliged to refund the student in full, when: -

- i. The educational programme is cancelled before the agreed start date;
- ii. The educational programme ceases to be provided at any time after it starts but before it is completed;
- iii. The educational programme is not provided in full to the student due to a condition or restriction imposed on the educational institution by the Authority in accordance with the regulations in S.L607.03 or due to the revocation, by the Authority, of the applicable license or accreditation in accordance to S.L.607.03.
- iv. Provided that where the intending student or the student has withdrawn from the programme before the day on which such circumstances arise, the educational institution shall not be deemed to be so in default
- v. The educational institution fails to issue all examination and other assessment results to the student upon the student having completed all the necessary assessment requirements of the programme or parts thereof.

## **9. Student's Default Clauses**

The student is in default and hence not eligible for a refund of tuition fees and any related expenses incurred:

- i. Where the student not having previously withdrawn from the programme, fails to start the programme on the agreed start date.
- ii. Where the student fails to pay an amount he was directly or indirectly liable to pay the educational institution in order to undertake the programme.
- iii. Where the student breaches a condition on the student visa.

## **10. Liability and Indemnification**

Registrants agree to indemnify, defend and hold harmless ThinkTalent against any claims of any nature that may be made by others against ThinkTalent in relation to your violation of these Terms & Conditions. ThinkTalent, its partners, trainers, affiliates, or entities involved in otherwise contributing to the event you are applying for, shall not be liable for damages, direct or indirect, in relation to any loss or injury resulting from your registration through this website or your attendance at the training programme for which you are registering, whatever the nature of any alleged loss, injury, or damages, and whether such claims are based on breach of contract, tort (including negligence), product liability or otherwise, unless ThinkTalent was negligent in carrying out its obligations under this agreement.

## **11. Data Sharing Clause**

In accordance with article 5 of the Further and Higher Education Act (CAP 607 Laws of Malta) and without prejudice to the data protection provisions established by virtue of Regulation (EU) 2016/679 (the General Data Protection Regulation (GDPR)), the educational institution shall grant access to the Malta Further and Higher Education Authority (MFHEA) to the information collected through this student agreement. The data shall be transmitted to the Authority within a reasonable time from when it was requested and shall be used by the Authority in pursuance of its functions.

Furthermore, the Student authorises the educational institution to share his personal data with CEEK Limited, a company registered in Malta with registration number C67754 of Centris Business Gateway, Level 2E Triq is-Salib tal-Imriehel, Zone 3, Central Business District, Birkirkara CBD 3020, MALTA for the purposes of finding employment opportunities for the student. This authorisation is granted in

accordance with the General Data Protection Regulation. The student understands that his personal data may include, but is not limited to the name, a copy of identity document, address, contact information, and academic qualifications. The student acknowledges that the data shared will be used solely for the specified purpose and will be handled in compliance with applicable data protection laws. The student reserves the right to revoke this authorisation at any time by providing written notice to the educational institution.

#### **12. Dispute Resolution Clause**

The educational institution and the student shall attempt to resolve any dispute through negotiation. Should this not produce resolution, the parties can consider mediation or arbitration before moving to litigation as a last resort.

#### **13. Law and Arbitration**

This Agreement and the rights and obligations of the Parties hereto shall be governed by and construed in accordance with the laws of Malta. Any disputes arising from this Agreement shall be referred to Arbitration at the Malta Arbitration Centre in accordance with the provisions of Chapter 387 of the Laws of Malta. Any decision from such arbitration shall be final and binding upon the parties such that no appeal shall be available, even on a point of law.

This agreement does not preclude the student from taking further action under the Consumer Affairs Act (Cap378 Laws of Malta)

#### **14. Jurisdiction**

This Agreement and the obligation of the Parties hereunder shall be interpreted, construed and enforced in accordance with the laws of Malta.

#### **15. Severability**

In the event that any of these terms, conditions or provisions shall be determined invalid, unlawful or unenforceable to any extent, such term(s), condition(s) and provision(s) shall be severed from the remaining terms, conditions and provisions, which shall continue to be valid to the fullest extent permitted by law.

#### **16. Amendment**

No modification, amendment or waiver of this Agreement or provision hereof shall be binding upon any Party unless made in writing or confirmed in writing by their duly authorised representatives.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Head of Institution's Name

\_\_\_\_\_  
Student's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## APPENDIX C

### E-mail Template: Provisional Acceptance E-mail – Self-Paying Participants

**SUBJECT: Provisional Acceptance Letter for Training Programme**

Dear XXXX,

Thank you for your registration form. Please be informed that you have been provisionally accepted for the training programme below:

<b>Course Title</b>	XXXX
<b>Date/s and Timings of Session/s</b>	XXXX

Please note that this acceptance letter is subject to the receipt of the attached Student Agreement duly signed and completed as well as the full payment of the amount on the invoice, also accompanying this e-mail.

Please print the Student Agreement, sign it, and send a scanned copy to me on [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt) or post it to our address:

ThinkTalent Limited,  
Centris Business Gateway,  
Level 2E, Triq is-Salib tal-Imriehel, Zone 3,  
Central Business District,  
Birkirkara CBD 3020

**PLEASE NOTE THAT YOUR PLACE ON THE PROGRAMME CANNOT BE GUARANTEED UNTIL WE RECEIVE YOUR SIGNED CONTRACT AND FULL PAYMENT**

Let me know if you have any difficulties or would like any additional information. I will be your first point of contact for all matters regarding this programme.

Yours truly,

**Executive Administrator**

ATTACHMENTS:

- **Student Agreement**
- **Invoice**

## APPENDIX D

### E-mail Template: Rejection E-mail – All Participants

**SUBJECT: Rejection Letter for Training 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 e-mail. We would be very happy to guide you towards an alternative programme that could meet your requirements.

Yours truly,

**Executive Administrator**

## APPENDIX E

### E-mail Template: Welcome E-mail

**SUBJECT: Welcome to your Training Programme with ThinkTalent**

Dear Programme Participants,

We are thrilled to welcome you to the upcoming [Training Programme Name]! We are committed to provide you with a memorable experience of learning, growth, and self-development.

You are strongly encouraged to read the **Student Manual** which can be accessed at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>. A copy of our **QA (Quality Assurance) Document** can also be accessed from the same link.

A detailed induction to your learning journey will be provided on the first day of the programme but in the meantime, here are a few important details to get you started:

**Training Programme Date/s:** (Dates)

**Timings:** [Start time] to [End time] (Please be on time and clear your diary to attend all the sessions in full)

**Location:** [Training Venue]

#### **What You Need to Bring:**

- A notebook and pen for taking notes
- A copy of your ID/Passport (that you used to register for the programme)
- A curious and open mind
- Your enthusiasm for learning

**Contact Information:** If you have any questions or need assistance before the programme begins, please do not hesitate to contact me on [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt)

We hope you are as excited about this programme as we are! It is a privilege to have you on board, and we are confident that you will find the experience both rewarding and enlightening.

Yours truly,

**Executive Administrator**



## APPENDIX F

### E-mail Template: E-mail Request for Information to Register for Sponsored Training Programme - Sponsored Participants

**SUBJECT: Register for Your Upcoming Training Programme**

Dear Participants,

I am pleased to inform you that following the signing of a contract between your company and ThinkTalent for the provision of training services you have been nominated by your employer to attend the programme detailed below (see attached **Fact Sheet** attached for full details).

- Title of Training Programme: XXXXX
- Dates and Timings of Session/s: XXXXX
- Location of Training: XXXXX
- Required Evidence of Minimum Entry Requirements (if applicable): XXXXX

You are kindly requested to fill in and submit the “Training Programme Registration Form” that can be accessed from <https://forms.gle/jeK8NPeT84uUbs28A>.

Please send any necessary additional information regarding eligibility indicated above (if applicable) via e-mail to [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt) by **not later than 5 working days from the date of this e-mail**.

Please note that an individual is only deemed to be accepted on the programme once he/she has been deemed to satisfy any entry requirements and has received a formal acceptance e-mail from our end.

All costs for the programme are being borne by your employer and your participation on the programme is subject to the terms and conditions of the relevant contract entered into between ThinkTalent and your employer.

Do not hesitate to get in touch with me if you have any questions.

Yours truly,

**Executive Administrator**

ATTACHMENTS:

- **Training Programme Fact Sheet (if applicable)**

## APPENDIX G

### ACADEMIC INTEGRITY POLICY

#### 1. Introduction

ThinkTalent is committed to maintaining the highest standards of academic integrity and expects all students to conduct themselves in an honest and ethical manner throughout their coursework. This Academic Integrity Policy outlines the principles of academic honesty, the types of academic misconduct, and the consequences of violations.

#### 2. Principles of Academic Integrity

At ThinkTalent, we define academic integrity as the adherence to the following principles:

- a. Honesty: Students must submit their own work and provide accurate and complete information.
- b. Fairness: Students must treat all coursework and assessments as individual assignments unless instructed otherwise.
- c. Respect: Students must respect the work and ideas of others, giving proper credit through citations and references when using external sources.

#### 3. Types of Academic Misconduct

Academic misconduct includes but is not limited to the following:

- a. Plagiarism: Presenting someone else's work, ideas, or words as one's own without proper citation.
- b. Cheating: Using unauthorised materials, receiving or giving unauthorised assistance during exams, quizzes, or assignments.
- c. Fabrication: Submitting falsified information, data, or documents.
- d. Collusion: Collaborating with others inappropriately on assignments or exams without instructor permission.
- e. Duplicate Submission: Submitting the same work for multiple courses without prior approval from instructors.

#### 4. Reporting Academic Misconduct

If a trainer suspects or detects academic misconduct, they will report the incident to the Training Programmes Director for further investigation.

#### 5. Consequences of Academic Misconduct

ThinkTalent takes academic misconduct seriously and may impose the following consequences:

- a. Written Warning: A written warning may be issued for a first-time offense, with a clear statement about the misconduct and the importance of academic integrity.
- b. Coursework Deductions: Trainers may choose to reduce points or grades for assignments or exams involved in the misconduct.
- c. Programme Failure: Serious or repeated misconduct may result in a failing grade for the entire programme.
- d. Academic Suspension: In cases of severe or repeated misconduct, a student may face temporary academic suspension.
- e. Expulsion: In extreme cases, a student may be expelled from the programme.

## **6. Appeals Process**

Students have the right to appeal any academic misconduct decisions made by ThinkTalent. Appeals should be submitted in writing to the Executive Director within [Specify timeline] days of receiving the decision.

## **7. Education and Prevention**

ThinkTalent is committed to educating students about academic integrity through orientation, training, and awareness programmes. We encourage students to seek clarification from instructors if they are uncertain about academic honesty principles.

## **8. Conclusion**

ThinkTalent considers academic integrity essential to the educational process. We expect all students to uphold these principles and maintain the highest standards of honesty and integrity in their coursework.

By enrolling in courses at ThinkTalent, students acknowledge their commitment to this Academic Integrity Policy and agree to abide by its principles and consequences.

## APPENDIX H

### 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 academic support function 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.

# APPENDIX I

## SAMPLE CERTIFICATE



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**

## APPENDIX J

### ASSIGNMENT COVER SHEET

<i>To be filled in by student</i>	
Student Name and Surname	Click here to enter text.
ID Card	Click here to enter text.
<i>To be filled in by trainer</i>	
Qualification Title	Click here to enter text.
Module/Unit Title	Click here to enter text.
Name of Trainer	Click here to enter text.
Assignment Title	Click here to enter text.
Number of Words	Click here to enter text.
Submission Date	Click here to enter text.
Final Mark/Grade	

I hereby declare that I am the legitimate author of this assignment and that it is my original work. No portion of this work has been submitted in support of an application for another qualification of this or any other institution of learning.

Click here to enter a date.

## APPENDIX K

### POLICY FOR DELIVERING TRAINING TO STUDENTS WITH VARYING ABILITIES AND BACKGROUNDS

At ThinkTalent we strongly believe that, when delivering training to a diverse group of students with varying abilities and backgrounds, it's important to create an inclusive learning environment that caters to everyone's needs.

The following are some specific arrangements and strategies that ThinkTalent trainers are encouraged to consider:

**Differentiated Instruction:** Differentiate instruction by offering a variety of learning activities and resources that accommodate different learning styles, levels of ability, and backgrounds. This may include written materials, videos, hands-on activities, and discussions.

**Clear Learning Objectives:** Clearly define the learning objectives and outcomes of the training. Make sure students understand what is expected of them and what they will gain from the training.

**Flexibility:** Be flexible with your approach. Allow students to choose the pace at which they progress through the material. Some students may need more time to grasp concepts, while others may progress more quickly.

**Accessibility:** Ensure that all training materials and resources are accessible to individuals with disabilities. This includes providing alternative formats for written materials, using closed captioning/subtitles for videos, and making physical spaces accessible.

**Grouping and Collaboration:** Encourage peer collaboration and group work. Students can learn from each other and share their unique perspectives and experiences.

**Scaffolding:** Provide support and scaffolding for students who need it. This might involve additional resources, extra guidance, or breaking down complex tasks into smaller, manageable steps.

**Feedback and Assessment:** Provide regular feedback on student performance and assess their progress. Use a variety of assessment methods, such as quizzes, projects, and presentations, to accommodate different learning styles.

**Multimodal Instruction:** Use a combination of instructional methods, including visual, auditory, and kinesthetic approaches, to cater to diverse learning preferences.

**Culturally Relevant Content:** Incorporate diverse perspectives and examples that reflect the backgrounds and experiences of your students. This can make the training more engaging and relatable.

**Reflective Practice:** Continuously reflect on your teaching methods and the effectiveness of your strategies. Be open to feedback from students and adjust your approach accordingly.

**Inclusive Classroom Policies:** Establish inclusive classroom policies that promote respect, equity, and diversity. Address any instances of bias or discrimination promptly.

**Professional Development:** Stay updated on best practices in inclusive teaching by participating in professional development and training opportunities.

The key to successfully catering to the needs of students with varying abilities and backgrounds is flexibility, empathy, and a commitment to creating an inclusive learning environment. By implementing these arrangements and strategies, you can create a positive and effective learning experience for all your students.



## APPENDIX L

### SURVEY: Long-Term Impact Of Training

As part of our commitment to continuous improvement, we are conducting a survey to assess the long-term impact of the training programme that you attended. Your valuable insights will help us understand how the training has influenced your skills and performance over time. Your responses will aid us in enhancing future training initiatives.

\* Indicates required question

Name and Surname*	
Current JobTitle	
e-mail Address	

<b>The training helped me acquire new skills relevant to my role*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>I have successfully applied the skills learned during the training in my day-to-day tasks*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The training improved my ability to solve work-related challenges*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Overall, the training has positively impacted my job performance *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>I have seen a noticeable improvement in the quality of my work since attending the training*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The training contributed to my efficiency in completing tasks*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>I have been able to transfer the concepts learned in the training to real-world situations*</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The training adequately prepared me for challenges I faced after the programme*</b>	
Strongly Disagree 1 - Strongly Agree 5	

Please provide any additional comments or suggestions you have about the training programme's long-term impact on your skills and performance:

I am happy for ThinkTalent to use my comments above in their marketing campaigns.

## APPENDIX M

### TRAINING PROGRAMME REGISTRATION FORM

Thank you for your interest in registering for one of our programmes. A copy of the programme's fact sheet can be found at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>

Kindly fill in all sections below and click 'submit'. We will get back to you via e-mail.	
<i>* Indicates required question</i>	
Title of Programme (that you wish to register for) *	
Start Date of Programme (Month/Year e.g. April 2024) *	
Title*	
First Name (as per ID/passport) *	
Surname/Family Name (as per ID/Passport) *	
Date of Birth*	
Gender*	
I.D. / Passport Number*	
Nationality*	
Personal e-mail Address*	
Postal Home Address (incl. postcode and country) *	
Mobile Phone Number (incl. Country Code if not a Maltese number) *	

Will the cost of your programme be covered by your employer? *	
If your employer is covering your programme costs, write down the name of your employer who is sponsoring you *	

I consent for ThinkTalent to collect and process data that is provided via this form in accordance with ThinkTalent's Privacy Policy (available at <https://www.thinktalent.com.mt/privacy-policy/> )\*

I am aware of any eligibility requirements related to the programme, and I will be submitting the necessary proof to ThinkTalent via e-mail to [admin@thinktalent.com.mt](mailto:admin@thinktalent.com.mt)\*

If you are unsure about your eligibility to the programme check out the programme's fact sheet found at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>

I have read, understood and accept ThinkTalent's Terms and Conditions (available at <https://www.thinktalent.com.mt/accredited-training-courses/documents-and-resources/>)

**NOT APPLICABLE TO SPONSORED STUDENTS**

## APPENDIX N

### TRAINING PARTICIPANTS' FEEDBACK FORM

<i>Kindly fill in all sections and submit at the end of the questionnaire. We thank you for your feedback!</i>	
<i>* Indicates required question</i>	
Full name and surname of respondent (OPTIONAL)	
Job title of respondent (OPTIONAL)	
Company Name (OPTIONAL)	
Title of Training Programme*	
Start Date of Programme (Month/Year e.g. December 2023) *	

<b>The training met my expectations *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>I will be able to apply the knowledge learned *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The training objectives for each topic were identified and followed *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The content was organised and easy to follow *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The materials distributed were pertinent and useful *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The trainer/s was/were knowledgeable in the subject/s *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The quality of instruction was good *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>The trainer/s met the training objectives *</b>	
Strongly Disagree 1 - Strongly Agree 5	

**The trainer/s encouraged class participation and interaction \***

Strongly Disagree 1 - Strongly Agree 5

**The trainer/s allowed adequate time for questions and discussion \***

Strongly Disagree 1 - Strongly Agree 5

**How do you rate the training programme overall? \***

Strongly Disagree 1 - Strongly Agree 5

What aspects of the training could be improved?

What aspects of the training did you really like?

Any additional comments?

Do you consent for us to use any comments above in our publicity? \*

## APPENDIX O

### TRAINER'S FEEDBACK FORM

<p><i>Kindly fill in this form and submit to share any feedback you have or may have received from participants/stakeholders regarding the training you have delivered.</i></p>	
<p><i>* Indicates required question</i></p>	
<p>Trainer's Name and Surname*</p>	
<p>Title of Programme*</p>	
<p>Session Name/Number (if multi-session programme) <b>NB - If you delivered all sessions in programme write "ALL"</b></p>	
<p>Name of Corporate Client (if applicable)</p>	
<p>Share any feedback or comments you received from participants/stakeholders below:</p>	
<p> </p>	
<p>Reflecting on the session you have just delivered, what aspects of the session did you feel went particularly well?</p>	
<p> </p>	
<p>Were there any challenges you faced during the session?</p>	
<p> </p>	
<p>If any challenges/issues were identified above, do you have any suggestions about how can these be addressed for improvement in future sessions?</p>	
<p> </p>	
<p>Additional comments, suggestions or thoughts?</p>	
<p> </p>	

## APPENDIX P

### TRAINER OBSERVATION FEEDBACK FORM

<i>* Indicates required question</i>	
Name of Trainer*	
Name of Observer*	
Programme Title*	
Date of Observation*	dd/mm/yyyy

<b>Trainer demonstrated confidence in topic *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Trainer planned time effectively to cover content and allow trainee engagement *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Trainer used effective questioning techniques *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Trainer listened carefully to trainee-initiated comments and questions and responded effectively *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Positive points noticed by observer *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Challenging points noticed by observer *</b>	
Strongly Disagree 1 - Strongly Agree 5	

<b>Suggestions for trainer to help overcome/enhance above points *</b>	
Strongly Disagree 1 - Strongly Agree 5	

## APPENDIX Q

### CORPORATE CLIENT FEEDBACK FORM

Kindly fill in all sections and submit by clicking done at the end of the questionnaire. We thank you for your feedback!

*\* Indicates required question*

Full Name and Surname of Respondent (on behalf of the client) *	
Job Title of Respondent *	
Name of Client Organisation *	
Title of Programme Delivered by ThinkTalent *	
Start Date of Programme (Month/Year e.g. April 2024) *	

**We can see evidence (in participants' performance/behaviour) that the programme's training outcomes have been achieved \***

Strongly Disagree 1 - Strongly Agree 5

**Participant feedback (collected internally) was overall positive \***

Strongly Disagree 1 - Strongly Agree 5

**ThinkTalent discussed the content with us in detail before the programme started \***

Strongly Disagree 1 - Strongly Agree 5

**Our input was sought by ThinkTalent before the start of the programme \***

Strongly Disagree 1 - Strongly Agree 5

**We were clear on the learning outcomes of the programme \***

Strongly Disagree 1 - Strongly Agree 5

**We were given the opportunity to brief ThinkTalent about any special needs of individual participants \***

Strongly Disagree 1 - Strongly Agree 5

**The quality of communication with ThinkTalent was overall good \***

Strongly Disagree 1 - Strongly Agree 5

**Overall, we feel the programme added value to our organisation \***

Strongly Disagree 1 - Strongly Agree 5

**We would be happy to work again with ThinkTalent in the future \***

Strongly Disagree 1 - Strongly Agree 5



**How do you rate the training overall?\***

Poor 1 – Excellent 5

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

Additional Comments

Do you consent for us to use any comments above in our publicity? \*

## APPENDIX R

### E-mail Template: Notification of Changes to MFHEA Accredited Training Programme

Dear Sir/Madam,

I hope this e-mail finds you well. I am writing on behalf of ThinkTalent to inform you of some important changes to our accredited training programme, [Programme Name], which has been accredited by MFHEA since [Accreditation Date].

We take our commitment to maintaining the quality and relevance of our training programme very seriously, and as a result, we have made the following updates:

**Change Description:** Provide a clear and concise description of the change(s) you are making. Explain why these changes are necessary and how they will improve the programme.

**Implementation Date:** Specify the date when these changes will go into effect or when they were already implemented.

**Impact Assessment:** Share your assessment of how these changes will affect the programme's compliance with the accreditation standards and requirements set by MFHEA.

**Supporting Documentation:** Attach any necessary supporting documentation, such as revised curriculum outlines, syllabi, or any other relevant documents that demonstrate the changes.

**Contact Information:** Provide contact information for the person or team responsible for overseeing the implementation of these changes and address any inquiries related to the updates.

We understand the importance of maintaining accreditation standards and compliance and want to assure MFHEA that these changes have been carefully considered and implemented to enhance the quality and effectiveness of our training programme.

We kindly request that MFHEA review these changes and provide us with any guidance or feedback to ensure that our programme continues to meet the high standards set by your organisation.

If there is a formal process or any specific forms or documents required for submitting these changes, please let us know, and we will promptly complete the necessary paperwork.

We value our partnership with MFHEA and are committed to upholding the highest standards of excellence in our training programmes. Thank you for your attention to this matter, and we look forward to your feedback and guidance.

Should you have any questions or require further information, please do not hesitate to contact me at [Your Contact Information].

Sincerely,

Training Programmes Director