



Policy Number QA190825
Quality Assurance Policy
6th Cycle Amendments

Issued August 20 2025

Review Date August 2026



TABLE OF CONTENTS

Table of Contents

1. 1. Preface.....	5
1.1 QA Policy Statement (Training Services).....	5
1.2 Background and Mission	5
2. 2 The Organisational Set-up	6
2.1. Organogram	6
2.2 Quality Assurance Responsibilities.....	7
2.2.1. Executive Leadership & Governance	7
2.2.2 Quality Assurance Leadership.....	8
2.2.3. Management & Support Roles	9
2.2.4 Training & Delivery	10
2.2.5. Governance Flow	10
2.2.6 RACI Matrix Quality Assurance Governance.	11
3. 3. Institutional Probity	12
4. 4. Trainee-Related Policies and Procedures for Accredited Programmes	13
4.1 Admission Requirements.....	13
4.2 Trainee Data	14
4.3 Induction.....	15
4.4 Attendance.....	15
4.5. Procedure for Submission of Trainee Assignments.	16
4.5.1 Request for Extension.....	16
4.5.2 Late Submission	16
4.5.3 Feedback/ Grades	17
4.5.4 Grading for Coursework / Assignment/ Exams	17
4.6 Trainee Misconduct.....	19
4.7 Trainee Complaints Policy	20
4.8 Trainee Support.....	21
4.8.1 Supplementary Reading and Online Resources.....	21
4.8.2 Website and Learning Management System (LMS)	21
4.9 Certificates	22
5. 5 Programme Development.....	23
5.1 General.....	23

5.2 Post-Programme Feedback and Review.....	24
5.2.1 Post-Programme Feedback and Review.....	25
6. 6. Programme Delivery.....	26
6.1 Trainer Recruitment.....	26
6.2 Training Methodology	26
6.3 Trainers' CPD	28
6.4 Training Material	28
6.5 Trainers' Observation.	28
7. 7. Public Information	29
8. 8. External Quality Assurance.....	29
9. 9. Contact Details	30
10.10. Appendices.....	31
Appendix A – Staff Minimum Eligibility	33
Appendix B– Student Agreement	35
Appendix C – Provisional Acceptance Email Template	41
Appendix D – Rejection Email Template.....	42
Appendix E – Welcome Email Template	43
Appendix F – Sponsored Programme Registration Email Template	44
Appendix G – Academic Integrity Policy	45
Appendix H – Diversity and Equality Policy	47
Appendix J Assignment Cover Sheet.....	49
Appendix K: Inclusive Training Policy:.....	51
Appendix L Survey: Long-Term Impact Of Training	53
Appendix M: Training Programme Registration Form	54
Appendix N: Training Participants' Feedback Form	56
Appendix O: Trainer's Feedback Form	58
Appendix P: Trainer Observation Feedback Form	59
Appendix Q: Corporate Client Feedback Form	62
Appendix R: Notification of Changes to Accredited Training Programme	64

Change History

Date	Author	Description
15 January 2017	Nadine Muscat Cini	Created document. First draft.
10 April 2017	Nadine Muscat Cini	1st Cycle Amendments.
15 June 2017	Nadine Muscat Cini	2nd Cycle Amendments for final approval.
23 September 2022	Beverly Cutajar	3rd Cycle Amendments.
1 November 2022	Beverly Cutajar	4th Cycle Amendments.
14 December 2023	Jes Camilleri	5th Cycle Amendments.
4 January 2024	Glorianne Rose-Mamo	Formatting improvements.
16 December 2024	Jes Camilleri	Pre-final draft updates.
3 June 2025	Mario Cordina	6 th Cycle Amendments. Major revision including new QA governance structure, LMS, CRM integration, and appendices update.
August 2025	Mario Cordina	Issued final draft for approval under Policy QA190825.

	Quality Assurance Policy	Page	5
---	---------------------------------	-------------	----------

1. Preface

1.1 QA Policy Statement (Training Services)

ThinkTalent is committed to delivering training services that are professional, effective, and tailored to client needs, with content grounded in the latest research and best practices. We achieve this by:

- Engaging highly qualified and experienced training practitioners
- Equipping them with the necessary resources and ongoing support
- Actively soliciting feedback from clients, participants, trainers, and other stakeholders
- Regularly reviewing and updating our programmes, policies, and procedures
- Taking prompt and proactive action to implement improvements where needed.

1.2 Background and Mission

ThinkTalent provides training services as part of its diverse portfolio, offering both in-house developed programmes and internationally accredited programmes licensed by the Malta Further and Higher Education Authority (MFHEA). ThinkTalent Ltd is officially recognised as a Further and Higher Education Institution, holding Licence Number: 2017/04.

At **ThinkTalent**, we are deeply committed to inspiring and empowering people and organisations. Our mission is to help individuals unlock their full potential while enabling corporate clients to optimise their business performance. We achieve this by delivering high-quality training programmes that drive growth, excellence, and sustainable success.

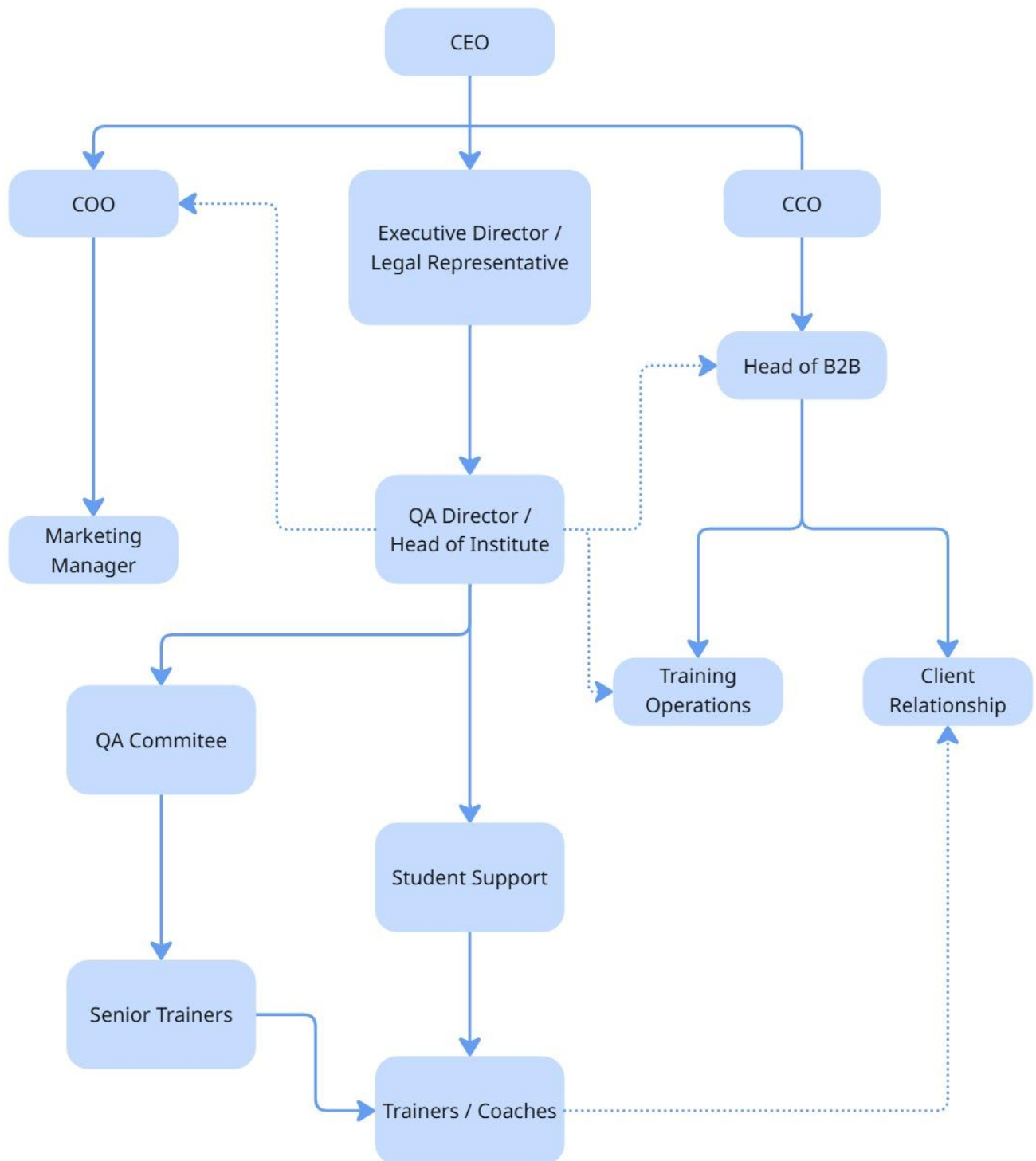
Our corporate philosophy is built around three interconnected principles: **Create, Develop, Achieve**. These guiding values reflect our passion for transformation and development, and we are confident that our expertise and services will contribute positively to our clients' long-term success.

Operationally, ThinkTalent follows a B2B model, providing training programmes directly to organisations for the development of their employees. In these cases, training is typically delivered at the client's workplace during regular working hours, with dates, timings, and locations agreed upon in advance with the employer. Terms and conditions are also established directly with the company.

In addition, ThinkTalent offers open training programmes to the general public. For these courses, the schedule, fees, and venue are pre-determined, and details are published regularly on our website. In such instances, the student is considered the client, and participation is governed by the Student Agreement (see *Appendix B – Student Agreement*).

2 The Organisational Set-up

2.1. Organogram



	Quality Assurance Policy	Page	7
---	---------------------------------	-------------	----------

2.2 Quality Assurance Responsibilities

This section outlines the responsibilities, accountability structures, and governance flow for Quality Assurance (QA) at ThinkTalent. It establishes clear lines of responsibility and reporting in line with MFHEA standards, OTHM accreditation requirements, and international best practices.

Quality Assurance is recognised as a shared responsibility of all directors, managers, trainers, and support staff. The following section defines the duties of each role, supported by a RACI Matrix to ensure accountability and transparency.

2.2.1. Executive Leadership & Governance

Chief Executive Officer (CEO)

The Chief Executive Officer (CEO) holds overall accountability for the organisation's strategic direction and ensures that quality assurance is embedded in all aspects of operations. The CEO is responsible for recruiting staff, setting targets and KPIs, and providing financial oversight to ensure adequate resources are allocated to quality assurance. While the QA Director leads on the design and implementation of QA policies, the CEO ensures that QA remains aligned with the organisation's mission, compliance obligations, and long-term strategy. In this capacity, the CEO acts as the primary authority supporting the QA Director, ensuring that quality standards are not only maintained but continuously improved.

Chief Operating Officer (COO)

The Chief Operating Officer (COO) ensures operational excellence across all departments, aligning resources, processes, and systems with QA standards. The COO oversees day-to-day operations, translating QA objectives into practical procedures, and ensuring effective coordination between departments such as QA, Sales, Marketing, B2B, and Student Support. Working in collaboration with the QA Director, the COO also oversees risk management and operational audits to identify improvement opportunities. By ensuring that all operational staff are properly trained and supported in applying QA standards, the COO provides a critical link between strategy and execution.

Chief Commercial Officer (CCO)

The Chief Commercial Officer (CCO) drives business growth while ensuring that commercial activities are consistent with the organisation's QA framework. The CCO works closely with the Head of B2B to oversee client acquisition, service delivery, and business development initiatives, ensuring these are delivered in line with accreditation standards and compliance requirements. The CCO also liaises with the QA Director on new ventures, programme innovations, and training-related issues, ensuring that business expansion aligns with quality objectives. By monitoring client feedback and market trends, the CCO ensures that growth is balanced with the organisation's commitment to excellence.

	Quality Assurance Policy	Page	8
---	---------------------------------	-------------	----------

Executive Director

The Executive Director provides strategic oversight of quality assurance across all operations and holds ultimate accountability for compliance with accreditation and licensing requirements. Responsibilities include approving recommendations for QA policy amendments, allocating resources for QA activities, and acting as the organisation's legal representative. The Executive Director relies on reports from the QA Director and input from the Quality Assurance Committee to make informed decisions that safeguard quality standards and ensure alignment with ThinkTalent's mission.

2.2.2 Quality Assurance Leadership

QA Director/ Head of Institute

The QA Director, or Head of Institute, is responsible for the design, implementation, and continuous oversight of the Quality Assurance Policy. This role ensures that all training programmes meet established quality standards and comply with accreditation requirements, including those set by MFHEA and OTHM. The QA Director coordinates internal audits, oversees accreditation processes, approves programmes prior to delivery, and collaborates with Senior Trainers in developing new training programmes. Acting as the central authority on quality, the QA Director liaises with external accreditation bodies, foreign institutions, and regulatory agencies to ensure compliance, recognition, and excellence in all training and operational activities.

In relation to policy and standards, the QA Director develops, implements, and maintains the Quality Assurance Policy, sets benchmarks and key performance indicators, and ensures all programmes adhere to accreditation requirements. The Director also approves and monitors training programmes, collaborates with Subject Matter Experts to define objectives and assessment methodologies, and ensures content remains current, relevant, and compliant.

The QA Director oversees audit, compliance, and monitoring activities, including internal reviews of programmes, trainers, and delivery methods. Class observations, feedback, and evaluation data are systematically analyzed to maintain high standards. Stakeholder engagement is a key responsibility, encompassing the collection and analysis of feedback from trainers, students, and clients, as well as liaising with accreditation bodies, foreign institutions, Visa Control Units, and agents. The QA Director represents the organisation in all external audits and accreditation reviews.

Finally, the QA Director ensures continuous improvement through regular reporting to the Executive Director, managing corrective and preventive actions following audits, and approving recommendations for the award of qualifications. These measures ensure that ThinkTalent consistently maintains excellence in all aspects of training and operations.

	Quality Assurance Policy	Page	9
---	---------------------------------	-------------	----------

2.2.3. Management & Support Roles

Marketing Manager

The Marketing Manager ensures that all communications reflect the organisation's QA standards. Reporting directly to the COO, the Marketing Manager oversees marketing initiatives, including social media and website updates, ensuring that they accurately reflect accredited programmes and approved quality standards. In collaboration with the QA Director, the Marketing Manager ensures that promotional materials align with compliance requirements and enhance the organisation's reputation for quality and professionalism.

Head of ThinkTalent B2B

The Head of ThinkTalent B2B oversees corporate client relationships and ensures that B2B services align with QA standards. Acting as the first point of reference for B2B clients, the Head of B2B supports the sales team in translating client needs into tailored training solutions. The role involves liaising with the QA Director to ensure programme design meets accreditation standards, and with the CCO to align business growth initiatives with QA priorities. By bridging client service and quality assurance, the Head of B2B ensures that ThinkTalent's corporate offerings consistently meet both client and compliance expectations.

Client Relationship Manager (CRM)

The Client Relationship Manager (CRM) ensures that client interactions and training programmes meet QA requirements. Responsibilities include proposal preparation, supporting programme design, collecting and analysing feedback, and conducting class observations to assess delivery quality. The CRM collaborates with Senior Trainers, the QA Director, and the Head of B2B to ensure that training solutions are client-focused, accredited, and effective. Acting as a subject matter expert and first point of contact for trainers, the CRM safeguards both client satisfaction and organisational quality standards.

Trainers Operations Manager

The Trainers Operations Manager manages the operational aspects of training delivery, ensuring that programmes run smoothly and in accordance with QA requirements. This includes overseeing administrative staff, programme scheduling, resource allocation, and logistical coordination. The Trainers Operations Manager liaises with the QA Director to ensure operational compliance and with the COO to align processes with wider organisational goals. By maintaining accurate records and supporting trainers and trainees, this role underpins the organisation's ability to deliver high-quality, consistent training experiences.

	Quality Assurance Policy	Page	10
---	---------------------------------	-------------	-----------

2.2.4 Training & Delivery

Senior Trainers

The Senior Trainers play a vital role in maintaining and enhancing training quality. Acting as subject matter experts, they collaborate with the QA Director and Client Relationship Manager in designing programmes, developing content, and ensuring learning objectives are aligned with QA standards. Senior Trainers also contribute to trainer development, conduct class observations, gather feedback, and support sales efforts by providing expert input during client consultations. By linking client needs with quality-driven delivery, they ensure that training programmes achieve measurable outcomes while remaining compliant with accreditation requirements.

Trainers/Coaches

The Trainers and Coaches deliver training and coaching sessions in line with approved content and QA standards. They contribute to the design and improvement of training programmes, record attendance, assess participants, and act as the first point of reference for trainees. Trainers and Coaches also collect feedback that feeds into the QA system, ensuring continuous programme improvement. As the frontline representatives of the organisation, they play a direct role in upholding quality and ensuring participant satisfaction.

Student Support / Executive Administrator

The Student Support / Executive Administrator provides essential administrative and learner support that underpins the QA process. This includes maintaining trainee records, handling programme logistics, and issuing certificates to successful participants. The role also involves supporting learners throughout their training journey to ensure that their experience is consistent, professional, and aligned with quality standards. By ensuring accurate documentation and compliance with accreditation requirements, Student Support contributes directly to the integrity of the QA framework.

2.2.5. Governance Flow

- The QA Director reports directly to the Executive Director, ensuring independence of judgment while maintaining accountability.
- The Quality Assurance Committee, composed of selected trainers, staff, and external advisors, supports the QA Director by reviewing outcomes, identifying risks, and proposing improvements.
- The Executive Director, informed by reports from the QA Director and input from the committee, makes final decisions on QA policy amendments and resource allocation.
- The CEO, COO, and CCO provide leadership to ensure QA standards are embedded into strategic, operational, and commercial functions, ensuring continuous improvement in line with MFHEA standards and international best practices.

2.2.6 RACI Matrix Quality Assurance Governance.

RACI Matrix Quality Assurance Governance											
Task / Activity	Executive Director	COO	QA Director	Senior Trainers	CRM	CEO	Head B2B	CCO	TOM	Trainers Coaches	Student Support
QA Policy Development	A	C	R/A	C	C	I	I	C	I	I	I
QA Policy Approval	A	I	R	C	I	I	I	I	I	I	I
Accreditation Liaison (MFHEA/OTHM)	I	I	R/A	C	I	I	I	C	I	I	I
Programme Vetting & Approval	I	C	R/A	C	C	I	I	C	I	I	I
Programme Development (objectives, assessments)	I	I	R/A	R	C	I	I	C	C	C	I
Training Delivery	I	I	C	C	I	I	I	I	I	R/A	I
Class Observations	I	I	R	R	R	I	I	C	I	I	I
Client Consulting & Proposals	I	I	C	R	R/A	I	C	C	I	I	I
Client Relationship Management (B2B)	I	I	I	I	R	I	A	C	I	I	I
New Ventures & Programme Innovations	I	I	C	C	C	I	C	R/A	I	I	I
Resource Allocation	A	R	C	I	I	C	I	I	I	I	I
Programme Scheduling & Logistics	I	R	C	I	I	I	I	C	R/A	I	I
Record Keeping	I	I	I	I	I	I	I	I	I	I	R/A
Issuing Certificates	I	I	A	I	I	I	I	I	I	I	R
Feedback Collection & Analysis	I	I	R/A	R	R	I	I	C	I	R	I
QA Performance Reporting	I	C	R/A	C	C	I	I	C	I	I	I
Legend:											
R = Responsible		A = Accountable		C = Consulted		I = Informed					

	Quality Assurance Policy	Page	12
---	---------------------------------	-------------	-----------

3. Institutional Probity

ThinkTalent Ltd. has yearly audited accounts with regular budget plans prepared by the Executive Director, the Chief Executive Officer and the Chief Operations Officer 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.

	Quality Assurance Policy	Page	13
---	---------------------------------	-------------	-----------

4. Trainee-Related Policies and Procedures for Accredited Programmes

4.1 Admission Requirements

The minimum requirements for any accredited programme are clearly indicated in the description that accompanies each course on offer on the www.thinktalent.com.mt website. The description comes with a list of learning outcomes and the Target Group/Audience which includes a minimum age group and other requirements like minimum MQF or language proficiency level where relevant.

Proposals sent to potential corporate clients and any promotional material accessible to the public include fact sheets that inform the client of course requirements. Furthermore, 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 on to Register for a Sponsored Training Programme). Individual students may access the website and may contact info@thinktalent.com.mt about any queries.

Registration forms are either sent via email or can be filled in online on the Student Resources page (<https://thinktalent.com.mt/student-resources>). Once a registration form to join a training programme is received from a prospective trainee, the Head of Institute 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 about the programme as well as a copy of the Student Agreement (available at <https://thinktalent.com.mt/student-resources>) and relevant Invoice.

Unsuccessful applicants are also informed via e-mail with an explanation regarding the reasons behind their unsuccessful application 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 fees a Welcome e-mail (see Appendix E E-mail Template – Welcome E-mail) is sent with exact dates and timings of the sessions. The student is asked to familiarise oneself with the Student Manual as well as this Quality Assurance Policy (Agreement (available at <https://thinktalent.com.mt/student-resources>))

	Quality Assurance Policy	Page	14
---	---------------------------------	-------------	-----------

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://thinktalent.com.mt/student-resources>.

All applicants for accredited programmes are required to submit an online Course Registration Form found at <https://thinktalent.com.mt/student-resources>.

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) 16.

Other data stored by the LMS system 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 queries and 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.


	Quality Assurance Policy	Page	15
---	---------------------------------	-------------	-----------

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 familiarise themselves with the premises and facilities. Formalities, including signatures, documents and LMS induction will be carried out. 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 (apart from successfully completing 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 Training Operations Manager 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 Training Operations Manager via e-mail before the start of the session on admin@thinktalent.com.mt. Failure to do so will automatically mean that the trainee will be marked as absent. Work that is required on-line and as self-study will also be monitored and assessed when required for specific course requirements.

	Quality Assurance Policy	Page	16
---	---------------------------------	-------------	-----------

4.5. Procedure for Submission of Trainee Assignments.

Various training programmes might require the submission of written assignment/coursework set by the programme trainer. Assignment details will be communicated and submitted via the LMS system unless otherwise stipulated by the relevant trainer. In any case all assignments are to be submitted in PDF format and may be subject to formats as regulated by external assessor bodies. Assignments for assessment must be submitted before the deadline due date and must be accompanied by a cover sheet (see Appendix J – Assignment Cover Sheet)

The LMS system will automatically acknowledge receipt of the assignment. In case of hard copies or other types of assessment (including presentations, live reporting etc), the trainer will enter the details, comments, reports and/or grading in the LMS. In cases where the trainer does not have access to the LMS system, receipt of the assignment will be acknowledged via e-mail to the Training Programmes Director. The Training Programmes Director will review/update the LMS systems as required.

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 Training Programmes Director at least three days before the submission deadline. After consulting the relevant trainer and Training Programmes Director 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 and LMS notification. 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”.

	Quality Assurance Policy	Page	17
---	---------------------------------	-------------	-----------

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 made available on the LMS. If for any reason the trainee does not have access to the LMS, the trainee can request such information via e-mail within four weeks after the submission deadline date by the trainer. A copy of the trainee coursework/assignment/exam paper including mark/grading is automatically recorded or manually entered into the LMS 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 / Assignment/ 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)
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)/F (Fail)	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. Online examinations may be live AI automated, recorded or review proctored in accordance to the regulations stipulated by the external examination body.

	Quality Assurance Policy	Page	19
---	---------------------------------	-------------	-----------

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 Head of Institute 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 Head of Institute decide that the trainee's behaviour warrants dismissal from the programme, the trainee will not be entitled to a refund nor a certificate.

	Quality Assurance Policy	Page	20
---	---------------------------------	-------------	-----------

4.7 Trainee Complaints Policy

Trainees who wish to make a complaint about any 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 a relevant ThinkTalent member of staff. 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 may choose to raise a concern as a formal complaint. In such cases, the complaint must be submitted in writing via e-mail to the Head of Institute, ideally within 72 hours of the event that gave rise to the complaint.

In their formal complaint, trainees should clearly outline:

- The details of the complaint,
- The consequences or impact on them, and
- The remedy or resolution they are seeking.

The complaint will be acknowledged by the next working day following receipt, either via e-mail or, depending on the seriousness of the matter, through an invitation to meet with the Head of Institute in person. A member of ThinkTalent not directly involved in the complaint will also be present at any meeting to provide independent evidence of the discussion.

All 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 a different timeframe is mutually agreed with the complainant).

If the trainee is not satisfied with the outcome, they have the right to appeal the decision within 72 hours of receiving it. Appeals must be submitted in writing via e-mail to the Head of Institute, clearly stating the grounds for requesting a review of the decision.

Each trainee is entitled to one appeal per complaint. Following internal review, the Head of Institute will communicate ThinkTalent's final decision in writing.

	Quality Assurance Policy	Page	21
---	---------------------------------	-------------	-----------

4.8 Trainee Support

The Training Operations Manager is the primary point of contact for all forms of trainee support required by individuals who are about to begin, or are currently attending, a ThinkTalent training programme. This support may include:

- Trainee registration
- Information on training programme logistics
- Guidance on available funding schemes
- Communication and advice regarding complaints and appeals
- Issuing of certificates
- Loan of supplementary reading materials

On matters directly related to learning, trainees are supported by their assigned trainer or coach, who acts as their academic tutor.

In addition, ThinkTalent is committed to supporting Diversity and Equality by implementing the appropriate guidelines outlined in our *Diversity and Equality Policy* (see Appendix H).

4.8.1 Supplementary Reading and Online Resources

ThinkTalent maintains a collection of books identified as useful supplementary reading material for its training programmes. Trainees enrolled on an accredited programme may borrow books related to their course for a period of up to two weeks.

- If no other trainee has requested the same book, the loan may be extended for an additional two weeks.
- After the second loan period, the book must be returned.
- All borrowed books must be returned, or their replacement cost reimbursed, before any certificates are issued.

In addition to physical books, ThinkTalent provides access to an online resource library, where trainees can access digital reading materials, research articles, and reference documents relevant to their training programme. Access to this resource library is granted upon registration and remains available throughout the duration of the programme.

4.8.2 Website and Learning Management System (LMS)

The ThinkTalent Website provides general information about programmes, schedules, policies, and updates. It also serves as the first point of reference for news, announcements, and links to trainee support services. Complementing this, the Learning Management System (LMS) acts as the central platform where trainees can access course content, assignments, assessments, and track their progress. The LMS further facilitates communication between trainees and their trainers or coaches and includes discussion forums and messaging functions to encourage both academic and peer support.

	Quality Assurance Policy	Page	22
---	---------------------------------	-------------	-----------

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). Trainees may also apply for a transcript of their results in the form of set learning outcomes (whenever applicable). Transcripts will be made available on the LMS by end of year 2025.

	Quality Assurance Policy	Page	23
---	---------------------------------	-------------	-----------

5 Programme Development.

5.1 General

ThinkTalent delivers its own "home-grown" training programmes as well as programmes that are open to the general public, including set courses accredited by internationally recognized institutions such as OTHM and ICF.

Typically, the need for a home-grown programme arises in one of two ways:

1. A company approaches ThinkTalent with a specific training need.
2. ThinkTalent identifies a particular training requirement in the market.

In either case, discussions take place with relevant stakeholders to determine the most effective way to address the training need. If it is agreed that developing a new programme is the best solution, a suitably qualified trainer is tasked with conducting research on the topic and developing general learning outcomes along with a skeleton outline of the programme.

These initial plans are then reviewed internally and, where possible, with other stakeholders, including prospective trainees. If the programme is deemed feasible, the trainer is responsible for designing the full programme, sourcing supplementary resources and materials, and determining assessment procedures.

For programmes that involve more than 25 hours of total learning, ThinkTalent considers the benefits of applying for accreditation from the Malta Further and Higher Education Authority (MFHEA).

Open-access programmes that are already accredited by international bodies such as OTHM or ICF follow the standards and guidelines set by the respective accrediting institution while being delivered through ThinkTalent's training framework.

	Quality Assurance Policy	Page	24
---	---------------------------------	-------------	-----------

5.2 Post-Programme Feedback and Review

After a training programme is delivered, the trainer responsible for the session will record any observations and communicate them to the Training Programmes Director via the Trainers' Feedback Form (see Appendix O). This includes:

- Any concerns raised by programme participants
- Any shortcomings noted in the training materials
- Any issues encountered during programme delivery
- Any issues related to the assessment of participants
- Recommendations for programme improvement

Additionally, participants complete a Trainee Feedback Form (see Appendix N) at the end of the programme. This collects their Level 1 reactions (Kirkpatrick) and suggestions for improvement.

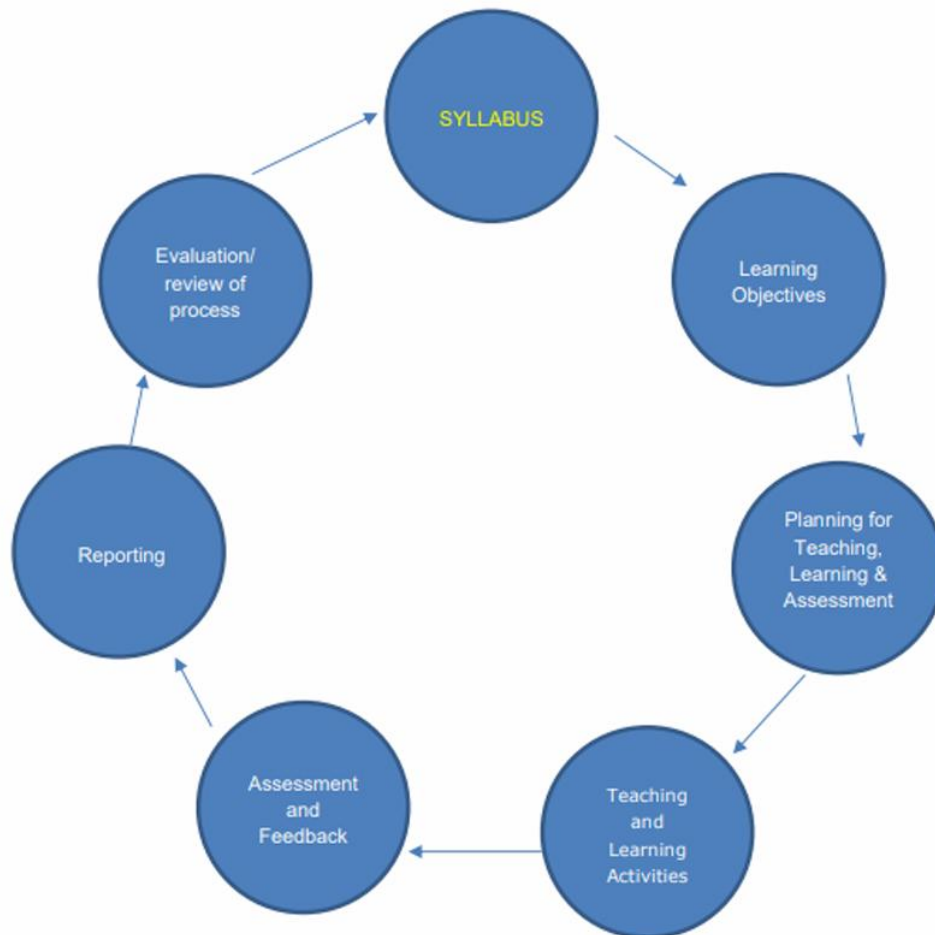
For programmes delivered to employees of corporate client organisations, a Corporate Client Feedback Form (see Appendix Q) is sent by the Executive Administrator approximately six weeks after the programme to the person responsible for training within that organisation. This form aims to identify any noticeable changes in behaviour or performance directly attributable to the training. In some cases, participants may also be contacted 6–12 months after completion to take part in a long-term impact survey (see Appendix L).

All feedback—from trainers, participants, and corporate clients—is reviewed by the Training Programmes Director, who decides which recommendations, if any, should be implemented. Any amendments to the programme are discussed with the Executive Director and communicated to staff during the quarterly team meetings.

Where changes affect accredited programmes, the MFHEA is informed using the Notification of Changes to Accredited Training Programme template (see Appendix R).

5.2.1 Post-Programme Feedback and Review

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



	Quality Assurance Policy	Page	26
---	---------------------------------	-------------	-----------

6. Programme Delivery

6.1 Trainer Recruitment

At ThinkTalent, we recognise that no matter how comprehensive or engaging the training materials are, it is the trainer who brings them to life and helps trainees achieve the intended learning outcomes. For this reason, we place a strong emphasis on recruiting or contracting high-quality trainers.

We seek trainers who demonstrate the following eight key characteristics:

1. Extensive knowledge of the subject(s) they will be delivering training on
2. Substantial first-hand experience in the subject(s) they will be teaching
3. A professional attitude towards their role as a trainer
4. The ability to establish rapport and inspire learners
5. A commitment to continuous learning and staying up-to-date with both their subject(s) and training methodologies
6. Organised and methodical working practices
7. Openness to self-analysis, feedback, and professional growth
8. Strong ethical conduct and a respected professional reputation

Minimum eligibility criteria for trainers are detailed in their job description and are also outlined in Appendix A – Staff Minimum Eligibility.

The Chief Executive Officer in liaison with the Head of Institute is responsible for the recruitment and selection of trainers, as well as overseeing their ongoing professional development to ensure the highest standards of training delivery are maintained.

6.2 Training Methodology

Although trainers are encouraged to develop their own style of training, all trainers employed or contracted by ThinkTalent are required 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 interactive activities approximately every 15–20 minutes to engage trainees actively rather than passively receiving content
- Ensuring that the training content and delivery take into account different learning styles, i.e., Activist, Theorist, Pragmatist, and Reflector (Peter Honey & Alan Mumford)
- Ensuring that the training content caters for trainees with different sensory preferences, i.e., visual, auditory, reading & writing, and kinaesthetic (Neil Fleming)

A combination of training methods and pedagogical approaches is applied to accommodate 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
- Neuro-Linguistic Programming (NLP) techniques to enhance communication, motivation, and learning effectiveness
- Content and Language Integrated Learning (CLIL) strategies for language-supported learning contexts
- Online learning best practices, including interactive digital tools, LMS features, and virtual engagement strategies

A strong emphasis is placed on the application and transfer of training content to the workplace, ensuring that learning is both relevant and practical.

Component	Description / Approach	Examples / Techniques
Active Engagement	Trainees are encouraged to participate actively rather than passively receiving content.	Interactive exercises every 15–20 minutes; group discussions; case studies; role-plays.
Learning Styles	Training content is adapted to accommodate different ways people learn.	Activist, Theorist, Pragmatist, Reflector (Peter Honey & Alan Mumford),
Sensory Preferences	Training content considers different sensory modalities for learning.	Visual, auditory, reading & writing, kinaesthetic (Neil Fleming) and Harold Bloom's Taxonomy.
Experiential & Practical Learning	Emphasis on applying learning to real workplace scenarios.	Model exercises, simulations, practical assignments
Advanced Methodologies	Enhances learning effectiveness through specialized approaches.	NLP techniques for motivation and communication; CLIL for language-supported learning; online best practices (interactive LMS tools, virtual engagement strategies).
Combination of Methods	Blends approaches to suit diverse learners.	Discussions, case studies, role-plays, model exercises, digital/online activities.
Learning Transfer	Ensures knowledge is applied in practice.	Workplace projects, scenario-based exercises, reflective activities.

	Quality Assurance Policy	Page	28
---	---------------------------------	-------------	-----------

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-me 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-me 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-me employed trainers are allowed to block off me 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.

	Quality Assurance Policy	Page	29
---	---------------------------------	-------------	-----------

7. Public Information

ThinkTalent's training programmes offered to the public are showcased on our website and across various social media channels. Accredited programmes are described in detail, including the intended learning outcomes, the qualifications awarded (with MQF level and ECTS learning credits where applicable), and the teaching, learning, and assessment procedures employed. Publicly accessible programmes that are accredited by internationally recognized institutions, such as OTHM and ICF, are clearly identified and presented with their respective accreditation details.

All public information is periodically reviewed by the Head of Institute with staff during the quarterly team meetings to ensure it remains accurate, current, and fully reflective of the programmes offered.

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. The Institute is also subject to other external audits by relevant bodies including OTHM and ICF.

	Quality Assurance Policy	Page	30
---	---------------------------------	-------------	-----------

9. Contact Details

e-mail: admin@thinktalent.com.mt

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

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

	Quality Assurance Policy	Page	31
---	---------------------------------	-------------	-----------

10. Appendices

This section contains the full set of appendices (A–R) that complement the QA Policy. They provide detailed operational documents, templates, and policies to ensure clarity, transparency, and compliance with MFHEA and international standards.

Appendix A – Staff Minimum Eligibility

Defines the minimum qualifications and competencies for each role, including Business Development Director, Training Programmes Director, Administration Manager, Executive Administrator, Trainers, and Coaches. Standards include degree-level education (or equivalent experience), subject expertise, leadership, and adherence to QA and compliance expectations.

Appendix B – Student Agreement

Sets out the contractual relationship between ThinkTalent and students. Covers programme details, fees, student and institutional obligations, refund/withdrawal rights, GDPR compliance, dispute resolution, and compliance with MFHEA requirements.

Appendix C – Provisional Acceptance Email Template

Template email confirming provisional acceptance pending signed agreement and payment.

Appendix D – Rejection Email Template

Template email notifying unsuccessful applicants, including reason and guidance for alternatives.

Appendix E – Welcome Email Template

Template welcoming students, confirming programme details, and linking to Student Manual and QA Policy.

Appendix F – Sponsored Programme Registration Email Template

Template email for sponsored learners, outlining requirements, employer agreement, and next steps.

Appendix G – Academic Integrity Policy

Defines academic honesty principles and misconduct types (plagiarism, cheating, collusion, fabrication). Outlines consequences (warnings, grade reduction, suspension, expulsion) and appeals process.

Appendix H – Diversity and Equality Policy

Commits to fairness, respect, and inclusion regardless of age, gender, disability, race, religion, or background. Ensures inclusive teaching, learning, assessment, and student support.

Appendix I – Sample Certificate

Visual example of official certificate issued upon successful completion of accredited programme.

	Quality Assurance Policy	Page	32
---	---------------------------------	-------------	-----------

Appendix J – Assignment Cover Sheet

Template requiring student name, programme, assignment details, submission date, and declaration of originality.

Appendix K – Policy for Training Students with Varying Abilities and Backgrounds

Guidelines for inclusivity in training delivery, including differentiated instruction, accessibility, flexibility, and culturally relevant content. Trainers adapt delivery to meet diverse learner needs.

Appendix L – Long-Term Impact Survey

Survey template to assess long-term effects of training on performance and behaviour 6–12 months post-programme.

Appendix M – Training Programme Registration Form

Form requiring personal details, programme information, eligibility confirmation, employer sponsorship (if applicable), and consent to data processing under GDPR.

Appendix N – Student Feedback Form

Form capturing learners' evaluation of programme content, trainer effectiveness, and overall experience.

Appendix O – Trainer Feedback Form

Form for trainers to reflect on delivery, challenges, and suggested improvements.

Appendix P – Trainer Observation Form

Used by management to appraise trainer performance during live sessions, covering delivery, engagement, and effectiveness.

Appendix Q – Corporate Client Feedback Form

Captures employer/client evaluation of programme outcomes, value added, and alignment with organisational needs.

Appendix R – Notification of Changes to MFHEA Accredited Programmes

Template for formally notifying MFHEA of changes to accredited programmes, including rationale and supporting documents.

	Quality Assurance Policy	Page	33
---	---------------------------------	-------------	-----------

Appendix A – Staff Minimum Eligibility

1. 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.

2. 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.

3. Administration Manager / PA to Head of Institute

- 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 organizational 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.

4. Executive Administrator / Accounts Clerk

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

5. Trainer / Coach

- Qualification in the relevant field at least one level higher than the training programme being delivered.
- 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.

6. Trainer

- Qualification in the relevant field at least one level higher than the training programme being delivered.
- 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.

	Quality Assurance Policy	Page	35
---	---------------------------------	-------------	-----------

Appendix B– Student Agreement

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

Student Name _____ Surname _____ with
Identity card/Passport number _____, 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.

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:
- Duration:
- Commencement date:
- Termination date:
- Addresses where the programme will be delivered: ThinkTalent, Level 3, Centris Business Gateway, Building 1, Triq is-Salib tal-Imriehel Zone 3, Central Business District, Birkirkara, CBD 3020
- Language of Instruction: English

3. Fees Due

The total cost of registering for the above-mentioned programme is €XXX (excl. VAT) payable in the following format:

- Deposit: €XXX – due on registration
- X No. of Interim Payment/s (only for programmes longer than 6 weeks: €XXX – due week/s X of the programme)
- Final Payment: €XXX – due at the end of the programme/before the start of the programme if programme is shorter than 6 weeks (Deposit on booking / payments)

*VAT will be charged for companies and VAT registered individuals.

**Companies / Individuals are responsible for their own claim for reimbursement or application for either the 'Get Qualified' or 'Investing in Skills' funding schemes.*

4. Duties of the Educational Institution

The educational institution shall:

- (i) 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.
- (ii) 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) Fulfil all the academic requirements of the educational programme; including participating in lectures/tutorials or other guided-learning activities, submitting coursework/assignments on time, participating in course-related activities and adequately prepare and sit for any examinations/assessment.

	Quality Assurance Policy	Page	37
---	---------------------------------	-------------	-----------

(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 Ltd of your decision to withdraw from this contract by an unequivocal statement sent by e-mail, to 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 Ltd will acknowledge the receipt of such a withdrawal by email 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 Ltd an amount which is in proportion to what has been provided until you have communicated to ThinkTalent Ltd 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 Ltd 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 Ltd 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 Think Talent Ltd. 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. 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
- (iv) 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. Students' 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/she 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.

	Quality Assurance Policy	Page	39
---	---------------------------------	-------------	-----------

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 authorizes the educational institution to share his personal data within The Remarkable Collective group of brands and companies, registered in Malta with registration number C of C46641 Centris Business Gateway, Building 1 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 authorization 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 authorization 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.

	Quality Assurance Policy	Page	40
---	---------------------------------	-------------	-----------

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

Student's Signature

Head of Institution's Name
Date:

Student's Name
Date:

Appendix C – Provisional Acceptance Email Template

Template email or CRM automatic notification confirming provisional acceptance pending signed agreement and payment.

Subject: Provisional Acceptance Letter for Training Programme

Dear [Name of Student],

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

Course Title	
Date/s and Timings of Session/s	

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 email.

Different courses or courses that need documents for visa purposes are issued with different templates which are updated in accordance with new regulations.

Such Provisional Acceptance or Conditional Letter Offers are always available on the Student Resources page in the Registration Procedure Policy.

	Quality Assurance Policy	Page	42
---	---------------------------------	-------------	-----------

Appendix D – Rejection Email Template

Template email notifying unsuccessful applicants, including reason and guidance for alternatives.

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: [in detail]

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,

Head of Institute

	Quality Assurance Policy	Page	43
---	---------------------------------	-------------	-----------

Appendix E – Welcome Email Template

Email or CRM Template welcoming students, confirming programme details, and linking to Student Manual and QA Policy.

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

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.

Warm regards,

Head of Institute.

	Quality Assurance Policy	Page	44
---	---------------------------------	-------------	-----------

Appendix F – Sponsored Programme Registration Email Template

Template email for sponsored learners, outlining requirements, employer agreement, and next steps.

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. Kindly check the course details on the course page on the Think Talent Website. You should also familiarise yourself with Think Talent policies available on the Student Resources page.

Title of Training Programme: [Title]
 Dates and Timings of Session/s: [Dates / Timings]
 Location of Training: [Location]

Required Evidence of Minimum Entry Requirements (if applicable):

You are kindly requested to fill in and submit the "Training Programme Registration Form" that can be accessed from the Student Resources page on <https://thinktalent.com.mt/student-resources>

Please enter any necessary additional information in the Registration Form comment box or send any query regarding eligibility indicated above (if applicable) via e-mail to 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,

Head of Institute.

	Quality Assurance Policy	Page	45
---	---------------------------------	-------------	-----------

Appendix G – Academic Integrity Policy

Defines academic honesty principles and misconduct types (plagiarism, cheating, collusion, fabrication). Outlines consequences (warnings, grade reduction, suspension, expulsion) and appeals process.

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:
Honesty: Students must submit their own work and provide accurate and complete information.

Fairness: Students must treat all coursework and assessments as individual assignments unless instructed otherwise.

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:

- **Plagiarism:** Presenting someone else's work, ideas, or words as one's own without proper citation.
- **Cheating:** Using unauthorised materials, receiving or giving unauthorised assistance during exams, quizzes, or assignments.
- **Fabrication:** Submitting falsified information, data, or documents.
- **Collusion:** Collaborating with others inappropriately on assignments or exams without instructor permission.
- **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 Operations Manager and the Head of Institute for further investigation.

	Quality Assurance Policy	Page	46
---	---------------------------------	-------------	-----------

5. Consequences of Academic Misconduct

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

- **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.
- **Coursework Deductions:** Trainers may choose to reduce points or grades for assignments or exams involved in the misconduct.
- **Programme Failure:** Serious or repeated misconduct may result in a failing grade for the entire programme.
- **Academic Suspension:** In cases of severe or repeated misconduct, a student may face temporary academic suspension.
- **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.

	Quality Assurance Policy	Page	47
---	---------------------------------	-------------	-----------

Appendix H – Diversity and Equality Policy

1. 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.

2. 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.

	Quality Assurance Policy	Page	48
---	---------------------------------	-------------	-----------

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

Certificate No: 001/2025



This is to certify that

A SAMPLE

has successfully achieved the

Programme Title

Number of Hours

Awarded by **ThinkTalent** Licence Number: **2017/04**
a Further and Higher Education Institution



Dr. Beverly Cutajar
Executive Director

Date of Issue 21st July 2025

*The Malta Further and Higher Education Authority (MFHEA) deems this certificate to be at **MQF Level 5 (40 ECTS)** of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning.*

Appendix J Assignment Cover Sheet.

(Kindly note that this will be integrated onto the Think Talent LMS system as from September 2025)

To be filled in by student	
Student Name and Surname	Click here to enter text.
ID Card	Click here to enter text.
To be filled in by trainer	
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: Inclusive Training Policy:

Inclusive Training Policy: Delivering Education to Students with Varying Abilities and Backgrounds

1. Purpose

To ensure all ThinkTalent learners—regardless of background, ability, or personal circumstances—are supported to achieve their full potential in line with MFHEA Standards and international best practices.

2. Scope

Applies to all accredited and non-accredited training delivered under ThinkTalent Ltd (Licence No. 2017/04), across B2B and B2C programmes, in Malta and internationally.

3. Principles

- **Equity & Inclusion:** No student is disadvantaged based on age, disability, race, gender, language, or socioeconomic status.
- **Accessibility:** All materials, assessments, and learning platforms must be accessible (digital compatibility, subtitles, large print, physical access).
- **Flexibility:** Trainers adapt pace, delivery style, and assessment methods according to learner needs.
- **Transparency:** Learning objectives and outcomes are clear and communicated in advance.
- **Cultural Responsiveness:** Examples and case studies reflect diverse cultural contexts, particularly for international cohorts.

4. Implementation Strategies

- **Differentiated Instruction:** Incorporating multimodal learning (visual, auditory, kinaesthetic, digital tools).
- **Scaffolding & Support:** Providing additional resources, extended time, or step-by-step guidance.
- **Assessment Diversity:** Use of written assignments, projects, presentations, online quizzes, and practical tasks.
- **Collaboration & Peer Learning:** Structured group work and cross-cultural exchanges.
- **Learning Needs Analysis (LNA):** Conducted at enrolment and induction to capture individual requirements.
- **Feedback Loops:** Continuous student feedback via LMS, surveys, and 1-to-1 support informs adjustments.

	Quality Assurance Policy	Page	52
---	---------------------------------	-------------	-----------

5. Staff Responsibilities

- Trainers must apply inclusive teaching techniques as outlined in Appendix K of the QA Policy.
- The QA Director / Head of Institute ensures monitoring, compliance, and reporting to MFHEA.
- The Training Operations Manager records accommodations and ensures logistics.
- The Student Support Office acts as first point of contact for students requiring assistance.

6. Continuous Improvement

- Annual review of the Inclusive Training Policy as part of QA reporting.
- Regular staff CPD on diversity, accessibility, and inclusive pedagogy.
- Benchmarking against MFHEA standards, OTHM requirements, and EU accessibility directives.

7. Governance

This policy forms part of ThinkTalent's Quality Assurance Policy (2025), referenced in Section 6.2 Training Methodology and Appendix K. It is reviewed annually by the QA Director and approved by the Executive Director.

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.

These forms are currently sent out as links to online forms. They will be integrated into the Think Talent LMS system before end of year 2025.

(*Indicates required question)

Name and Surname*	
Current JobTitle	
e-mail Address	

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

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

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

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

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

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

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

The training adequately prepared me for challenges I faced after the programme*	
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:

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

Appendix M: Training Programme Registration Form

Available on the Student Registration Page on the Think Talent website.



Citizen Status*

☐ EU
 ☐ Non-EU

Non-EU citizens will need to apply for Visa and the Institute will guide and aid students with regards to regulation requirements and procedures.
 Kindly note that prices vary for EU and Non-EU students because of such procedures.
 EU citizens may be eligible for part funding programmes.

Name and Surname*

Passport/ ID Number *

Date of Brth

Nationality *

null

Course Chosen *

Level *

☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7

Course Start Date *

☐ October 2025
 ☐ November 2025
 ☐ December 2025
 ☐ January 2026
 ☐ March 2026
 ☐ April 2026
 ☐ May 2026
 ☐ June 2026
 ☐ July 2026

Required Documents *

Choose Files

No file chosen

Kindly upload a PDF with:

(1) Passport/ ID scan.

(2) Relevant Qualifications.

(3) C.V.

(4) Motivational Letter for RPL purposes.

(5) IELTS Certificate for non native speakers of English attempting levels 6-7.

Email Address *

Telephone Number *

Agent Name

If Applicable

Comments

Consent *

☐

I consent for ThinkTalent to collect and process data that is provided via this form in accordance with ThinkTalent's Privacy Policy and regulated under the GDPR Act.

Acceptance *

☐

I have read, understood and accept ThinkTalent's Terms and Conditions available on Think Talent's Student Resources Page.

Submit

Appendix N: Training Participants' Feedback Form

This form is currently available through QR codes on slides and/or through links. They will be fully integrated into the new Think Talent LMS system before end of year 2025.

Kindly fill in all sections and submit at the end of the questionnaire. We thank you for your feedback!	
* Indicates required question	
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.	
The training met my expectations *	
Strongly Disagree 1 - Strongly Agree 5	
I will be able to apply the knowledge learned *	
Strongly Disagree 1 - Strongly Agree 5	
The training objectives for each topic were identified and followed *	
Strongly Disagree 1 - Strongly Agree 5	
The content was organised and easy to follow *	
Strongly Disagree 1 - Strongly Agree 5	
The materials distributed were pertinent and useful *	
Strongly Disagree 1 - Strongly Agree 5	
The trainer/s was/were knowledgeable in the subject/s *	
Strongly Disagree 1 - Strongly Agree 5	
The quality of instruction was good *	
Strongly Disagree 1 - Strongly Agree 5	
The trainer/s met the training objectives *	
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

These forms are currently sent out as links to online forms. They will be integrated into the Think Talent LMS system before end of year 2025.

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

Appendix P: Trainer Observation Feedback Form

Note to trainer: This is the session form to be completed by the observer, who will look at both the planning and the implementation of the session. Please mark with a tick (✓) any areas for which you would particularly welcome feedback ('All' is not an option!). Please fill in the details marked (*) and return the form to the observer the day before the session.

Group Observation Form / Written Feedback

*Trainer's Name:		*Observer's Name:	
*Course:		*Date:	
Client/ Company name		*No. of Learners:	
Length of Observation:		Whole Session/Part Session:	
Session Outcome: *Session Objectives: *Personal Objective(s):			
Session Structure			
1	Planning & Preparation Was the lesson planned to meet the needs of the trainees?		
2	Objectives <ul style="list-style-type: none"> • Were the 'Learning Outcome & Learning Objectives' clear? • Were personal objectives realistic? 		
3	Staging, Variety & Pace <ul style="list-style-type: none"> • Was the session clearly staged and paced? • Did it cater for a variety of interaction? 		
Delivery			
4	Trainee Room Was the room a good learning environment?		
5	Rapport Was there evidence of rapport between the Trainer and the Trainees?		

6	Participation <ul style="list-style-type: none"> Was there a suitable balance between TTT and STT? (Trainer Talking Time and Student Talking Time) Were all Trainees involved in the lesson? 	
7	Flexibility Where necessary, was the planned session modified in response to trainees' ' reactions and circumstances?	
Classroom Management / Trainer Skills		
8	Classroom management Were instructions given clearly and checked carefully? Was there a variety of interaction?	
9	Skills training Was the skills training/ content effective?	
10	Materials <ul style="list-style-type: none"> Were materials appropriate and fully exploited? Was Presentation / Board / IWB work clear and useful? 	
13	Training Style Was the lesson presented professionally?	
14	Outcomes Were the planned session outcomes & objectives met?	
15	Any other comment?	

Summary:

To think about:

To be agreed and completed during 'Feedback Session':

Areas to work on / Action Points:

Observer's Name

Observer's Signature

Trainer's Name

Trainer's Signature

Date of Feedback Session

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? *	

	Quality Assurance Policy	Page	64
---	---------------------------------	-------------	-----------

Appendix R: Notification of Changes to Accredited Training Programme

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,

Head Of Institute

	Quality Assurance Policy	Page	65
---	---------------------------------	-------------	-----------

E-mail Template: Notification of Changes to OTHM 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 OTHM 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 OTHM.)

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 OTHM that these changes have been carefully considered and implemented to enhance the quality and effectiveness of our training programme.

We kindly request that OTHM 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 OTHM 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,

Head Of Institute



End of Policy Number QA190825

Prepared by Mario Cordina

Verified by Dr. Beverly Cutajar

Date 01.08.2025

