

AcrossLimits

(TrainingMalta.com brand name for training centre)

Training Quality Manual

Context

AcrossLimits is a dynamic Maltese technology research and consulting SME with its roots firmly derived from the innovation and ICT sectors. In fact, its core business is still centred around the areas of Internet-based solutions for business and social purposes. Our mission statement is: “Innovation for solving tomorrow’s challenges”.

The company was established in June 2001 as a limited liability company. In the last years, **AcrossLimits** has diversified and now is made up of three main divisions, namely:

- Technology
- European Projects
- Education

Under the brand name of Training Malta (www.trainingmalta.com) **AcrossLimits** offers courses to teachers, lecturers, adult trainers and other individuals that include, but are not limited to:

- Courses that fall under the Erasmus+ programmes. Participants in the training sessions are provided with hands on experience together with theoretical material to adopt the skill gained during the course for their particular situation.
- The provision of in-house training facilities with all the equipment needed to run a course or external training facilities where all logistics required are coordinated by the in-house employees.

Courses offered are either of a 20 hour or 40 hour duration, over 5 days in 1 week. 4 of these days will be with the tutor, while the 5th day is dedicated to students preparing a task and/or doing an online exam.

Tutors assess the task in the presence of all students so as to

- ensure fairness,
- allow students to explain themselves, and
- gives students the opportunity to learn from their peers.

Online exams are automatically corrected by the system as soon as the student completes all questions and submits their answers.

If the student fails these methods of assessment, a certificate of attendance is issued. If the student passes, a certificate of achievement is given to them.

Most students attending these courses are foreign (95%), therefore the only direct contact they will have with the tutors will be while they are attending the course. Online support is given to students after they have completed the course. This may be given via emails, using the eLearning platform of the company, over the phone or face-to-face.

Standard 1 : Policy for Quality Assurance

a. ISO 9001:2015 Certification

AcrossLimits developed and implemented a QMS which meets the requirements of the international standard MSA EN ISO 9001:2015. The certificate was originally awarded to the organization on 13 December 2016, and has been renewed until 12 December 2022 by Lloyds LRQA.

b. Our Quality Policy (Annex A)

Includes a commitment:

- to satisfy customer requirements
- to ensure compliance with applicable requirements of MSA EN ISO 9001:2015
- to promote continuous improvement

and is:

- communicated, understood and applied within **AcrossLimits**
- available to relevant interested parties, as appropriate
- Reviewed at each annual management review for continuing suitability. During this management review the following is focused on:
 - Audit results
 - Customer feedback
 - Process performance
 - Service conformity
 - Corrective/preventive actions
 - Actions from previous reviews
 - Improvement ideas
 - Possible changes that might affect the system

Based on the management review, improvements are made to the following:

- Process/es
- Quality management system
- Services
- Resources

c. The QUALITY POLICY

AcrossLimits provides internet based and integrated solutions for business and social purposes, and training courses for the education sector by participating in European projects and working closely with the industry.

AcrossLimits adopts a Quality Management System based on the requirements of MSA EN ISO 9001:2015 and any applicable regulatory or statutory requirements. The ISO Quality Manual v3 plays an integral part of this Policy (Annex B)

AcrossLimits has established the following strategic objectives to be pursued through the Quality Management System:

- Long Term Vision
 - To establish long-lasting business relationships with customers at different levels including the European Union, national agencies, leaders and users, built on mutual trust that have strong potential for development and growth.
 - To evolve and be at the forefront of the fast changing industry
 - Customer Focus
 - To meet customer requirements in a timely and professional manner without ever comprising the business ethics and principles.
 - To ensure that procedures are in place to deal with academic fraud
 - To enforce zero-tolerance of any kind of discrimination against students or staff
 - To constantly strive to exceed customer expectations.
 - To give the required and deserved respect and attention to all clients.
 - Resources
 - To harness and develop the experience and knowledge earned over the years.
 - To encourage the continuous professional development of employees with the aim to be constantly updated about changes in technology and the education sector
 - To urge teamwork and cooperation between the employees of **AcrossLimits** and also with partners and customers.
 - Quality
 - To continuously improve the quality management system and the overall management of **AcrossLimits**.
 - To constantly nurture the culture of good quality and continuous improvement across **AcrossLimits**.
- d. Organigram (Annex C)
- The Management representative is Ms Angele Giuliano (Managing Director)
 - Roles and Responsibilities : Annex D
 - All members of staff are committed to the culture of good quality and continuous improvement
- e. Key Processes: Annex E
- f. We expect our students to behave with academic integrity and will hold them accountable for any lapses in this regard.
- g. Academic Fraud

- In order to ensure against academic fraud, trainers are encouraged to
 - discuss academic dishonesty with colleagues and
 - to attend workshops so that they understand how students commit acts of academic dishonesty.
 - Where applicable,
 - academic fraud should be a part of the syllabus of each course
 - Trainers should show more interest in their students' academic performance so as to dissuade them from committing academic fraud
 - Trainers are expected to model academic integrity in all situations
 - Trainers should discuss issues concerning academic fraud with their students during the first week of each course
 - Trainers are to provide resources for students to refer to in connection with academic fraud
 - The Legal Representative must be notified of all fraud allegations, whether it is cheating, plagiarism, fabrication/falsification or sabotage immediately, with supporting evidence, via email on angele@acrosslimits.com.
 - Within 24-hours the Legal Representative will review each incident and, if the allegation is found to be justified, the student concerned will be verbally advised and asked to give their side of the story.
 - If the allegation is founded, the student will not receive a certificate of attendance or achievement.
- h. Acts of Intolerance or Discrimination
- AcrossLimits will not condone any act of intolerance or discrimination against students or staff whether it is due to gender or gender identity, race or ethnicity, disability, religion, sexual orientation, nationality, age or social/economic class.
 - In order to ensure against intolerance of any kind or discrimination against students/staff, Acrosslimits has implemented the following:
 - Training and awareness-raising strategies to ensure that staff and students are aware of this policy and grievance procedures for staff and students
 - Grievance management procedures which are based on the principles of procedural fairness
 - Treating all grievances in a sensitive, fair, timely and confidential manner
 - Acting against victimization
 - Encourage the reporting of such behavior
 - The Legal Representative must be notified of all allegations relating to intolerance or discrimination immediately, with supporting evidence, via email on angele@acrosslimits.com.
 - Within 24-hours the Legal Representative will review each incident and, if the allegation is found to be justified, the parties concerned will be verbally advised and asked to give their side of the story.
 - Where it has been proved that such an act has taken place, the offender will be immediately suspended from the course, with no right to a refund.
- i. AcrossLimits ensures that everyone is aware of the quality policy; quality objectives; legal requirements; positive impacts and benefits of improved contribution to the effectiveness of the QMS; negative impacts and implications of non-conformity with the said QMS and/or the legal requirements.

j. Stakeholders

- Internal and External stakeholders are committed to the Quality Assurance of the organisation.
 - Internal Stakeholders

A 360° evaluation process is in place whereby :
Trainees/tutors complete specific feedback forms after each course (Annexes F and G, respectively). They are asked to give their feedback on the course content, delivery of course, tutor/students, training venue, equipment, handouts provided, and anything else they would like to mention. These questionnaires are then reviewed in order to ascertain whether the training course achieved the planned outputs/intended deliverables. Changes are then made based on these criteria.
The Administrator sits in on each course once a year and completes a feedback form (Annex H) assessing the tutor, course content and students' interaction/interest in the course. These questionnaires are normally reviewed once a year but, if the need arises, action is taken while the course is being run.
 - External Stakeholders

The main external stakeholders are employers who finance the training of their staff. These stakeholders expect courses to be relevant to today's workplace. Open communication is maintained with employers before the course to ensure that the contents are in line with their requirements, and after the course to ascertain that the desired outcome has been achieved. Depending on their significance, feedback may lead to immediate changes in the course content, or is discussed when courses are reviewed every year.

Standard 2 – Institutional Probity

- a. The organisation's financial year ends on 31 December. A financial audit is carried out annually by the Company Auditors WDM International.
- b. The accounting software used by the organisation is SageLine 50, 2012.
 - This software:
 - Has an in-built help feature
 - Allows easy management of accounts, keeping updated bank records and understanding cash position.
 - Facilitates the calculation, verification and submission of accurate VAT returns
 - Stores all training information, raising quotes and invoices, and records sales in a seamless and convenient manner
 - Efficiently produces reports such as debtors lists, training departments reports, so as to allow for well-informed decisions
 - is regularly updated with newer versions so as to ensure that it is fit for purpose vis-à-vis usability and legal requirements.
 - Regular backups are kept both onsite and offsite.
 - Technical support: ICT Solutions, 1 Brewery Street, Mriehel tel: 23436550 email info@ictsolutions.com.mt
- c. Budgets are reviewed and revised every three (3) months. When being drawn up particular attention is made to the following opportunities and threats, both external and internal, in order to ensure minimal deviation from actuals:
 - External Issues : Annex B – Pages 9 -11
 - Internal Issues - Human Resources : Annex B – Page 12

Due to these issues, and the diversity of courses available, internal staff may not be able to run all courses. A cost-benefit analysis is carried out before external staff are engaged so as determine the viability of running the course.
- d. The Legal Representative overseeing the delivery of the course must
 - be of good moral character,
 - be in possession of a post-graduate degree
 - have at least 5 years' experience in a top management position
 - have no physical or mental impediment that may prevent them from carrying out their duties to the necessary standards as required by Law.

Standard 3 : Design and approval of programmes

- a. Process for the design of courses : Refer to Annex E - page 6

All courses are designed in a learning outcomes approach in line with ECTS requirements. Course descriptions include details of what students will have learnt by the end of the course.

- b. A student-centred approach is ensured by giving weight to students' feedback on every aspect of the course, whether it is:

- Direct : Questionnaire at end of course
 Face-to-face while course is running
- Indirect : Positive e-mails / reference letters received from students
 Complaints received from students

Where necessary, appropriate action is taken by management.

- c. Process for renewal of courses: Refer to Annex E - page 7

- d. Resources and forms of assessment :

Student resources in the form of course material is available online to all students. This material is reviewed and updated every year as per the Process for Renewal of Courses (Standard 3b). Students are encouraged to contact the organization after the course if they require any clarifications and/or additional support.

A 360° evaluation process is in place whereby :

- Trainees/tutors complete specific feedback forms after each course (Annexes F and G, respectively). They are asked to give their feedback on the course content, delivery of course, tutor/students, training venue, equipment, handouts provided, and anything else they would like to mention. These questionnaires are then reviewed in order to ascertain whether the training course achieved the planned outputs/intended deliverables. Changes are then made based on these criteria.
- The Administrator sits in on each course once a year and completes a feedback form (Annex H) assessing the tutor, course content and students' interaction/interest in the course. These questionnaires are normally reviewed once a year but, if the need arises, action is taken while the course is being run.

- e. The process for the design of courses (Standard 3a) is followed in order to ensure that qualifications are in line with the referencing report
- f. Acrosslimits believes in the involvement of external stakeholders in order to ensure the relevance of each course. The main external stakeholders are employers who finance the training of their staff. These stakeholders expect courses to be relevant to today's workplace. Open communication is maintained with employers before the course to ensure that the contents are in line with their requirements, and after the course to ascertain that the desired

outcome has been achieved. Depending on their significance, feedback may lead to immediate changes in the course content, or is discussed when courses are reviewed every year.

- g. After each course, students are encouraged to fill in and submit the course questionnaire. Every year changes are made to courses based on feedback from students/tutors and changes in the industry/market.

Standard 4: Student-centred learning, teaching and assessmenta. Pedagogical

- AcrossLimits believes in combining different pedagogical approaches in order to encourage students to take an active role in learning. The different types of approaches are open-ended instructions, problem-based learning, integrated learning, inquiry learning, differentiated instructions, experiential learning, co-operative learning, assessment and evaluation of student learning, peer teaching, case studies and locus of control.
- Students are encouraged both before, during and after the course to take an active role in learning. We ask everyone to prepare for the course by first sharing a bit about themselves, who they are and what they want to achieve. Then when they are with us in Malta, all the tutors constantly engage the students in practical activities during the course that match those requests. Even once they leave, we are always there to help and guide them, and we ask them to keep requesting our help and asking us questions. We also have a Facebook page full of the “alumni” of Trainingmalta, and this is how we keep in touch with them once they leave.
- AcrossLimits welcomes diversity, whether it is cultural, ethnic, learning style-based, background, or due to special needs, whether physical or mental. While different pedagogical approaches (point above) are used to cater for student diversity, the company takes a different approach when teaching students with special needs. In fact teachers are expected to:
 - apply individual, informed and human dignity with respect to their approach to students,
 - if it is of use, prepare modified versions of some or all of course content and study control. These should, however, differ from the standard procedure only to the minimum possible extent,
 - utilise support services and the functional diagnosis to provide students with access to information conveyed during the course in a form that makes it accessible for them.
 - adopt a multisensory approach to the maximum extent possible in courses,
 - do not, in their approach, reduce the study demands placed on special-needs students,
 - provide students with individual tuition and above-standard consultation.

The company not only believes that everyone has a right to learn but also that students will benefit from a diverse learning environment.

- A 360° evaluation process is in place whereby :
 - Trainees/tutors complete specific feedback forms after each course (Annexes F and G, respectively). They are asked to give their feedback on the course content, delivery of course, tutor/students, training venue, equipment, handouts provided,

and anything else they would like to mention. These questionnaires are then reviewed in order to ascertain whether the training course achieved the planned outputs/intended deliverables. Changes are then made based on these criteria.

- The Administrator sits in on each course once a year and completes a feedback form (Annex H) assessing the tutor, course content and students' interaction/interest in the course. These questionnaires are normally reviewed once a year but, if the need arises, action is taken while the course is being run.
- Acrosslimits is a firm believer in creating learning environments that support student wellbeing. That is why the company ensure that the design of classes, tutors' interaction with students, approaches tutors adopt and learning goals they develop promote this objective

b. Assessment

- Criteria and modes of assessment are built together with the course tutor of each course in order to ensure that all the learning outcomes of the course have been achieved. These criteria are communicated to prospective applicants and where applicable this is also posted on TrainingMalta's website www.trainingmalta.com. At the beginning of each course, the tutor explains again to the students how they will be assessed.
- Participants are evaluated throughout the course. At the end of the course an on-line exam is held, and/or a task is given, to determine what each participant has learnt throughout the course.
- closed answer formats (multiple choice, true or false, multi-select, numerical answers) whereby a large pool of questions is created and at random a specific number of these are given to each student. Students perform this exam in class under supervision of the tutor by using the online platform. Assessment of the online exam is carried out automatically by the software platform thus ensuring fairness and consistency. Students are notified of results immediately after they have completed the exam and the correct answer is displayed so that the student can learn from their mistakes. A marking scheme is not needed in this case since the system marks exams automatically.
- Task: Students give a presentation of the task they have been asked to carry out. The tutor reviews and discusses the presentation and the results of the task in the presence of all students to ensure fairness, allow students to explain themselves, and gives students the opportunity to learn from their peers. Tasks could include the creation of software, lesson plans, business plans, audio visual content and other materials according to the course curriculum area. A marking scheme is created for different specific tasks of different courses giving details to how the tutor should mark the task and also giving a best practice example as a benchmark.
- Guidance and advice is available to students before, during and after completion of the course. This may be given via emails, over the online platform, over the phone or face-to-face. Each student is different and there are those that express themselves better in the written form, and others more directly and personally. We also maintain a Facebook page where they can keep in contact also with other students that have attended TrainingMalta courses and they sometimes share information with each other.

- All tutors are qualified and IT conversant and are therefore comfortable with the assessment methods.
- Any student with a complaint who feels they have been treated unfairly will have the right to be heard fairly and promptly. The company recognises that disputes may sometimes arise and requires the parties involved to resolve the conflict informally whenever possible. If resolution cannot be reached, a formal complaint process will be provided in order to assure impartial and equitable resolution for those conflicts.
 - The Complaint Process is divided into an informal and formal process. This process is initiated by the student who will receive support and information during each of the three steps that may be involved. A complaint may be resolved at various stages of the process. Complaints should be filed as soon as possible and no more than 90 days after the incident occurs.

- **Informal Complaint**

The Company requires that the student first makes every effort to informally resolve a complaint or concern. It is important that the student talks directly with the person with whom they have a complaint in order for them to have an opportunity to hear the concerns and work with the student to resolve the issue.

The student is advised to:

- Contact the person concerned by phone or email to schedule an appointment
- Be clear about the concern and how they would like the issue resolved

If the complaint or concern has not been resolved to the student's satisfaction, they may make a formal complaint:

- **Formal Complaint**

Step Two: The formal complaint process is utilised after exhausting the informal complaint process directly with the person with whom the student has a complaint or concern. The formal complaint must be sent to the Administrator at the email address info@trainingmalta.com

After the formal complaint has been submitted, the student will receive an email that it has been received; this notification will occur within five (5) business days. The student will then be provided information regarding next steps in the process and may be asked for additional information, if necessary.

If the complaint or concern has not been resolved to the student's satisfaction, the student may appeal the decision made by the Administrator by continuing the complaint process into Step Three listed below.

Within this step of the process, complaints involve the Administrator

Step Three: To appeal a decision made by the Administrator with whom the student has worked to resolve the complaint or concern, an email needs to be submitted to: angele@acrosslimits.com stating the desire to appeal the current decision and providing the following information:

- Brief outline of steps that have taken toward resolving the issue
- Decision given by the Administrator
- Reason for appealing this decision

- Possible solution(s) to the issue
- Contact information (phone, email, etc.)

After the email requesting an appeal has been submitted, the student will receive an email notification that it has been received; this notification will occur within five (5) business days. The student will be notified of the next steps in the process and be given information as to who will contact them in the near future. Within this step of the process, complaints involve the Legal Representative. Decisions of the Legal Representative are final and cannot be appealed.

Standard 5: Student admission, progression, recognition, and certification

- a. Admission Process: Refer to Annex E - page 5
- b. The Company has an open policy as regards student admission as we believe that everyone who wishes to learn should be given the opportunity to do so. AcrossLimits accepts applications from individuals with
 - Higher education study
 - Vocational education and training (VET) study
 - Secondary education
 - Work and life experience

Applications are submitted through the trainingmalta.com website by clicking on the desired course and filling in the personal details and information on the level of education or work/life experience on the Individual Provisional Booking Form which is then sent to the Administrator. The Administrator reviews the booking form, checks that the prospective student has all the necessary requirements to successfully complete the course and to fully benefit from the course itself, and also checks that all necessary fields have been filled in. Once this process has been carried out, the Administrator will send an email to the applicant informing them that booking will be confirmed against payment of the deposit.

Once the deposit has been received, the Administrator sends a confirmation email to the applicant.

Applications are accepted until the course is fully-booked.

This process is outlined in Articles (4) and (6) of the Terms and Conditions (Annex I) on trainingmalta.com's website.

- c. All information on the courses offered by the organisation is available on the website www.trainingmalta.com. Prospective students may also ask for information by email or leaving a message on the website. The Administrator endeavours to reply within 48 hours of receipt of same.
- d. As all courses are held in English it is imperative that students are conversant in this language. This is written in the courses page on the TrainingMalta website (<http://www.trainingmalta.com/courses>).
- e. At the start of the course an induction is given to students whereby they are introduced to the institute, the general facilities and help and support available. Students are then given information on the content of the course, how it will be taught, what level of involvement is expected from them and the method of assessment that will be used at the end of the course. The online training platform is also explained to the students and an online registration is performed to ensure they have access to all course materials.
- f. Following successful completion of the course the student is awarded a "Certificate of Achievement" if they have passed the exam or a "Certificate of Attendance" if this is not the case. Each certificate has an explanation of the context, MQF level, amount of learning credit, content and status of the qualification gained and learning outcomes.

g. Templates for these certificate are as follows:

- Front:



This certifies that

Joe Borg

has successfully completed

eLearning Made Fun – Quizzes & Games
Consisting of 25 Hours training

MQF/EQF: Level 4
ECTS: 5 points

In Hamrun Malta 31st July to 4th August, 2017

Angele Giuliano
AcrossLimits Ltd
Hamrun, Malta

AcrossLimits Ltd is registered as a Further Education Institute with Licence Number: 2014-FHI-02



The National Commission for Further and Higher Education (NCFHE) deems this certificate to be at Level "4" of the Malta Qualifications Framework and the European Qualifications Framework for Lifelong Learning.

- Back:

PROFILE OF SKILLS AND COMPETENCES

The holder of this certificate has demonstrated formally through a process of assessment, both summative and cumulative, a number of skills and competencies and acquired knowledge related to the acquisition of andragogy, hence the ability to:

- Express a topic or subject through a game or in the form of a quiz.
- Explain to the user of the created quizzes and games through brief, yet comprehensive instructions.
- Interact with other learners by sharing the created games and quizzes.
- Present these eLearning tools in European Projects.
- Express learning outcomes of a particular topic through the creation of games and quizzes.
- Keep abreast with the use of different tools to match different learning outcomes and the needs of the learners.
- Use different key words which they might use when they encounter a technical problem;
- Act according to copyright issues and ethics when using images and other people's material;
- Create different social media accounts and platforms
- Design a lesson plan incorporating the use of social media and WEB2.0 Tools
- Evaluate advantages and disadvantages in using such tools in eLearning.
- Choose the correct social media according to their target users.
- Compare different tools that can be used.
- Explain and collaborate with others about the use of social media and WEB2.0 tools.

GRADING SCALE/PASS REQUIREMENTS

Grade	Range	Description
Pass	65% - 100%	Work of very good quality
Fail	0% - 64%	Unsatisfactory work at this level
Final Mark Obtained	PASS	

Standard 6 : Teaching Staff

- a. Process to ascertain competency of training experts: Refer to Annex E - page 10
- b. Minimum Eligibility Criteria : Teaching staff are expected to have at least a graduate degree in the area to be taught. Apart from this they should have:
- An in-depth knowledge of the subject or professional area
 - written and verbal communication skills
 - interpersonal skills and the ability to relate to students of all ages and abilities
 - organisation and planning skills
 - creativity
 - a flexible approach to work
 - enthusiasm, motivation and commitment
 - patience and a sense of humour.

Following this an interview is held whereby applicants are graded according to their being fit for purpose as follows:

- R1 Capable of satisfactorily fulfilling the teaching functions of the subject in question, without the need for intensive induction or continuous supervision
 - R2 Capable of satisfactorily fulfilling most of the teaching functions of the subject in question, but requiring formal induction and ongoing supervision over a period of time to achieve competence
 - R3 Capable of fulfilling some of the major teaching functions of the subject in question, but requiring intensive induction and ongoing, continuous monitoring and supervision to achieve competence in the full range of duties.
 - Unsatisfactory - Not suitable for employment at this time
- c. AcrossLimits believes that the recruitment process should be clear, fair and transparent. In this respect the company follows the following steps:
- Defining a clear job role by gathering information about the nature of the job such as the content/tasks, but also the job's purpose, the outputs required by the job holder. Consideration is also given to the skills and personal attributes needed to perform the role effectively.
 - Creating a fair job description that:
 - Defines the overall purpose of a job and the main tasks carried out including job title, job purpose, principle duties and responsibilities
 - Provides a "picture" of the job to potential applicants who can then decide whether to apply or not
 - Helps the manager to look at the job to see whether its requirements have changed
 - Is the foundation for everything else in the recruitment procedure
 - Is a semi-legal document forming part of the employee's Contract of Employment and the employer will need to consult over drastic changes

- Is essential in providing induction training to the employee recruited
 - Is needed when setting standards for the new recruit to achieve in the job
 - Is a reference document where performance problems have been identified in the post relating to the job holder
- Defining an accurate person specification that states the necessary and desirable criteria for selection, and are based on a set of competencies necessary for the performance of the job. This should include essential factors, which are the minimum requirements in order to perform the job effectively, as well as desirable factors, which together form a profile of the ideal person to fill the role.
Criteria are to include
 - **Skills, knowledge and experience** - the type of experience and competencies needed to perform well within the role
 - **Qualifications and Training** - education and training required to demonstrate the ability to do the job
 - **Disposition** – i.e. ability to work under pressure, problem solving, ability to meet tight deadlines
 - **Special requirements** – Anything that is specifically needed for the role,
 - Putting together a vacancy advert that complies with GDPR. Where applicable, application forms are to include a clause explaining what the information will be used for, will only ask for information relevant to the recruitment decision and will explain that checks may be undertaken to verify information provided.
 - Shortlisting by analysing completed application forms and matching them as closely as possible to the job description and person specification to produce a list of candidates to interview. Attention must be given to factors such as:
 - Relevant experience
 - Qualifications and training
 - Additional skills that may be useful to the organisation
 - Advising shortlisted applicants to attend an interview
 - Carrying out an interview with a view to assess the extent to which the candidates meet the criteria contained in the person specification and to provide the candidate with information about the job.
 - When preparing for the interview, the following should be determined:
 - Format of the interview and order of questions
 - Questions to be asked of all applicants and the weight assigned
 - Who is going to ask which questions
 - Whether a work sample should be submitted
 - The optimum start date for the position
 - Any other details applicants may need about the role that were not noted in the job description
 - When conducting the interview, interviewers should know which questions each of them will ask. Format to be as follows:
 - Introductions of each panel member
 - A brief description of the role they are being interviewed for
 - Description of how the interview panel will conduct the interview (e.g. each alternates questions and all will take notes)

- The candidate gives an overview of their experience
 - Each interviewer provides their questions at the conclusion of the interview.
 - The candidate is given time at the end to ask questions
 - The candidate is informed of the next step (will be contacted either by phone or in writing of the outcome)
 - The candidate is thanked for coming and someone shows the candidate out
 - Upon completing the interview, interviewers will carry out evaluations and include comments which are relevant to the requirements of the position.
 - Selection of candidate: Once the interviews have been completed, the interviewers will meet to discuss the candidates. They will need to assess the extent to which each candidate meets their selection criteria while keeping in mind that
 - The best candidate for the position is to be chosen on the basis of qualifications/experience; and
 - The candidate will help achieve the company's objectives
 - Hiring of candidate : Upon completion of the recruitment process the job is offered to the selected candidate and a Contract of Employment for all teaching staff is drawn up and signed by parties concerned (Annex J)
- d. A 360° evaluation process is in place whereby :
- Trainees/tutors complete specific feedback forms after each course (Annexes F and G, respectively). They are asked to give their feedback on the course content, delivery of course, tutor/students, training venue, equipment, handouts provided, and anything else they would like to mention. These questionnaires are then reviewed in order to ascertain whether the training course achieved the planned outputs/intended deliverables. Changes are then made based on these criteria. The Administrator sits in on each course once a year. The Administrator informs the tutor before the course that they will be observing the teaching of the whole course. During the course the Administrator fills in the Teaching Observation Form (Annex H) that assesses the class structure, methods, tutor-student interaction and content. The observations are discussed with the Legal Representative within 5 days after the end of the course . A face-to-face meeting is held with the tutor within 2 weeks of this meeting to discuss the observations and how they can improve their teaching.
 - AcrossLimits encourages training to ensure that all employees are responsible, mature, professional and appropriately skilled to perform the required tasks. At the beginning of every year a Training Needs Analysis is carried out with each member of staff in order to determine the skills gap vis-a-vis new courses and staff improvement so as to ensure that individuals are “au current” with the latest developments in their profession. Training may be in the form of formal external training or on-the-job training
- e. All staff, whether they are full-time or part-time, are given equal opportunities to training. Courses approved by management are paid for by the Company. Employees are given time off work to attend these courses. Employees are also entitled to study and examination leave.

Standard 7: Learning Resources and student support

- a. Learning resources in the form of course material is available online to all students. This material is reviewed and updated every year as per the Process for Renewal of Courses (Standard 3b). Students are encouraged to contact the organization after the course if they require any information and/or additional support.
- b. We have built an online eLearning platform that can be found on <http://courses.trainingmalta.com> and each student is given the ability to log in and access their course with a password. Once inside, they can access the different materials that are used during the course itself (powerpoints, text documents, images, videos) and also additional reading material to continue learning on their own. (Please note that for quality control and auditing purposes a temporary password can be given to access the platform)
- c. Online internet access to learning resources is available to all students 24/7. If they require additional information and/or support, an email may be sent to the Administrator who will reply to the student within 48 hours.
- d. Every course is deemed to be equally important so resources are allocated as and when needed.
- e. Classes and amenities are accessible to people with disabilities/special needs.
- f. In the case of students with special needs, tutors are expected to:
 - apply individual, informed and human dignity with respect to their approach to students,
 - if it is of use, prepare modified versions of some or all of course content and study control. These should, however, differ from the standard procedure only to the minimum possible extent,
 - utilise support services and the functional diagnosis to provide students with access to information conveyed during the course in a form that makes it accessible for them.
 - adopt a multisensory approach to the maximum extent possible in courses,
 - do not, in their approach, reduce the study demands placed on special-needs students,
 - provide students with individual tuition and above-standard consultation.
- g. Information on our location, facilities and contacts for student support can be found on the website www.trainingmalta.com. Students are again reminded about this at the start of the course.

Standard 8: Information management

- a. Appropriate arrangements in place for the systematic collection, analysis and evaluation of key information about its students and staff:

A database of staff and past and present students is kept by the Administrator in line with GDPR rules in order to keep track of admission records, student details and proof of assessment (Annex K – Privacy Policy). The database is stored on google drive and only authorised people are allowed access to it, namely the Legal Representative and the Administrator.

- Students' Data
 - Full name
 - Gender
 - Country of residence
 - Current occupation
 - Age
 - Course attended
 - Email address
 - Level of certification obtained including copy of certificate

Emails are sent to students to promote TrainingMalta's courses and to obtain information requested by the NCFHE such as employment rates and career paths as well as participation and success rates.

- Staff Data
 - Full name
 - Gender
 - Country of residence
 - Current Designation
 - Age
 - Courses teaching
 - Email address
 - Qualifications

All emails are sent bilaterally or through a group email mailing program such as mailchimp so that the addressees contact details are not divulged to third parties. Emails sent by a mailing program also give recipients the option to unsubscribe at any time from promotional emails and/or requests for information. Once the recipient unsubscribes from this list, the Administrator makes a note of this on the database and deletes all contact details.

- b. Feedback Forms

- Tutors

The Administrator hands a hard copy of the feedback to members tutors which is to be filled in and returned to the Administrator within 5 working days.

- Students

After each course students are asked to complete the online feedback form which is found on the website www.trainingmalta.com (Annex F). Information from students' feedback is automatically fed into the system which gives an immediate and real time analysis of this data.

- c. AcrossLimits performs an internal management review at least once a year to ensure informed management decision making.
 - AcrossLimits follows the following agenda for the management review:
 - the status of actions from previous management reviews
 - changes in external and internal issues that are relevant to the QMS including its strategic direction
 - information on the performance, including trends and indicators for:
 - nonconformities and corrective actions
 - monitoring and measurement results
 - audit results
 - customer satisfaction
 - issues concerning external providers and other relevant interested parties
 - adequacy of resources required for maintaining an effective quality management system
 - process performance and conformity of products and services
 - the effectiveness of actions taken to address risks and opportunities
 - new potential opportunities for continual improvement
 - AcrossLimits retains documented information on 'Management Review'.
- d. According to the European Commission Vulnerable groups “ include but are not limited to: people with disabilities, migrants and ethnic minorities (including Roma), homeless people, ex-prisoners, drug addicts, people with alcohol problems, isolated older people and children.”
(http://ec.europa.eu/employment_social/2010againstpoverty/extranet/vulnerable_groups_en.pdf) . Due to the delicacy of the subjects in question, the company prefers not to collect data on this issue, unless it is freely given. However, having said this, AcrossLimits believes in inclusivity and, as such, people from any walk of life s are encouraged to participate in the courses, as the company believes that everyone who wants to learn should be given the opportunity to do so.
- e. A 360° evaluation process is in place whereby :
 - Trainees/tutors complete specific feedback forms after each course (Annexes F and G, respectively). They are asked to give their feedback on the course content, delivery of course, tutor/students, training venue, equipment, handouts provided, and anything else they would like to mention. These questionnaires are then reviewed in order to

ascertain whether the training course achieved the planned outputs/intended deliverables. Changes are then made based on these criteria.

- The Administrator sits in on each course once a year and completes a feedback form (Annex H) assessing the tutor, course content and students' interaction/interest in the course. These questionnaires are normally reviewed once a year but, if the need arises, action is taken while the course is being run.

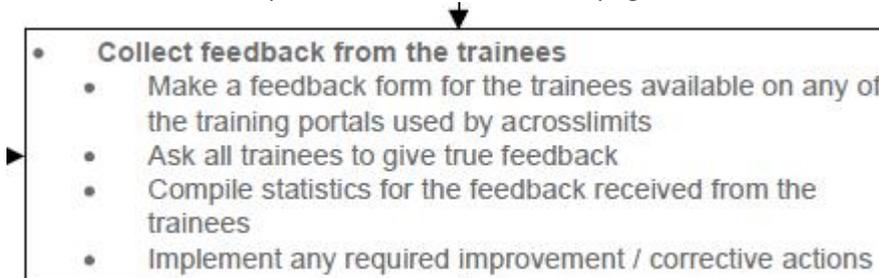
Standard 9: Public Information

- a. All information about our courses for prospective students and other stakeholders can be found on our website trainingmalta.com. The Company has an open policy as regards student admission as we believe that everyone who wishes to learn should be given the opportunity to do so.
- b. Information on the www.trainingmalta.com website is reviewed every 3 months, or less if necessary as follows
 - Course content : The Administrator reviews the feedback forms from students and tutors, suggestions from employers and changes in the market/industry. The Administrator then submits these observations to the Legal Representative who will make amendments where necessary to the course content. The Project Manager updates the course contents pages holds a meeting with the respective tutors to ensure that they are aware of the changes and asks the tutors to send a copy of the revised course notes to ensure that they have been updated accordingly. Once this criterium has been satisfied, the tutor may run the course.
 - Other pages : The Administrator reviews all pages to ensure that links are working and that the information contained in them is still valid, such as the dates of courses, terms of reference, contact us, company details, etc. Changes are made by the Administrator where necessary.
- c. Students are asked about their views on the relevance and user friendliness of the website in the online questionnaire and also bilaterally during the course. These comments are taken into consideration in the next website review
- d. On the website we publish the :
 - The learning outcomes of the courses offered
 - Qualification level and number of ECTS/ECVET
 - Processes for teaching, learning and assessment
 - Pass rates
 - Further learning opportunities
 - Application criteria (if course requires prior know-how)
 - Selection criteria (as part of our standard terms and conditions)

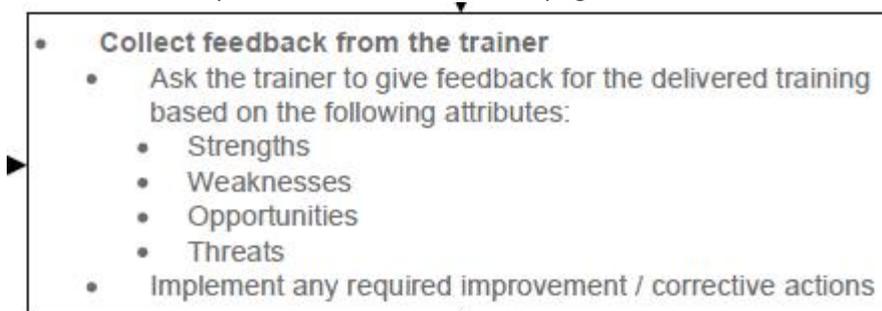
Standard 10: on-going monitoring and periodic review of programmes

a. The Administrator sits in on each course once a year and completes a feedback form (Annex H) assessing the tutor, course content and students' interaction/interest in the course. These forms are normally reviewed once a year but, if the need arises, action is taken while the course is being run.

- Trainee Feedback process: Refer to Annex E - page 9



- Trainer Feedback process: Refer to Annex E - page 9



b. Apart from this, students' comments, whether submitted personally or electronically, are reviewed immediately by the Administrator. Depending on the nature of the comment, it is either actioned immediately or reviewed with the Legal Representative at the quarterly meeting.

c. Courses are also customised according to the needs of employers. These requests are taken into consideration during the quarterly course review as they reflect the requirements of industry and are used to update the current courses or even to develop new ones. The Administrator also compares our courses to others to ensure that courses are of the required standard. AcrossLimits regularly participates in employers' fora thanks to its links with different organisations like the Malta Employers Association, the Foundation for Women Entrepreneurs and the Malta Association of Women in Business. Bilateral discussions are held with different employers and comments from these discussions are fed back to the Administrator. This feedback is taking into account when designing new curricula and focusing on particular skills that improve employability. Moreover AcrossLimits follows the European Union Initiative New Skills for New Jobs

(<http://ec.europa.eu/social/main.jsp?catId=88&eventsId=232&furtherEvents=yes&langId=en>) that gives a more pan-European angle on what skills are currently needed by employers all over Europe. Updated course curricula are uploaded on the website www.trainingmalta.com and new courses are communicated also via social media (Facebook). Direct mailings are done to employers who have shown an interest in our courses in the past

- d. All recommendations are considered. When courses have been reviewed, tutors are informed to amend their courses accordingly, the course content of the course in question is submitted to the Administrator who checks that the revision has been made. If not, it is returned to the tutor for further revision. This process is continued until the course content has been approved. The Administrator is physically present during the course to see that the course is delivered as per the approved version. The website is updated so that prospective students are aware of the new/up-to-date course content.
- e. If a course is updated after being reviewed, it is to be re-submitted to the NCFHE for re-accreditation.