



POLICY HANDBOOK

V5.0

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Mission and Objectives

Mission

- We do our best to prepare all students to become adult lifelong learners to meet the challenges of the future that help them develop the knowledge, critical thinking skills, necessary to succeed.

Objectives

- Our vision is to forge strong, positive connections with students so they empower themselves, build confidence, and gain academic knowledge and be prepared to cope with a changing post-modern and globalized world.
- To prepare and motivate our students for a rapidly changing world by instilling in them critical thinking skills, to have success for today and be prepared for tomorrow.
- Teach students through innovative digital and online methods, ensuring that all students know how to use and access digital media, and train all students on the training platform that will be used for learning.
- To provide inclusive student-centered educational programs that challenge all students to perform at their highest potential.
- Enhance the quality of learning and teaching. Meet the learning style or needs of every student through different learning materials. Improve user-accessibility and time flexibility to engage learners in the learning process. Use diverse instructional tools and strategies that are increasingly commensurate with student abilities, interests, and expectations.
- To advance quality digital teaching and learning experiences designed to reach and engage the modern learner – anyone, anywhere, anytime. We seek to inspire innovation and quality through an extensive set of resources, including best-practice publications, videos and on-line exercises to assess and test the student's potential.

Recruitment Policy

We aim to recruit individuals who are not just adequately qualified and skilled but who also share our vision and values. We look for people who are passionate about providing high quality student care and about working for a company that strives to be a market leader in teaching Human Resources.

We conduct appropriate employment screening, either directly or through an external provider on potential new employees during consideration for employment. Additional screening may be undertaken from time to time both internally and / or via professional sources / bodies to ensure an employee remains fit and proper to work for us.

An employee may be summarily dismissed from employment if he/she is found to have misrepresented information, provided incorrect information to the Company or has not been able to maintain the relevant work permits and/or visa and/or regulatory registration / accreditation to hold employment with us.

Head of Institution

We will source the Head of Institution through various channels including through job adverts, website, social media (such as LinkedIn) and recruitment agencies.

Selection Process

Any prospective Head of Institute undergoes an interview to establish their suitability for the job they are being considered for and to assess their fit with the company including their experience, expertise, qualifications, attitude and potential. Interviews are conducted by the shared-owners of Training Three Sixty.

Screening

The screening process ensures that only adequately qualified, skilled/licensed individuals become the Head of Institution. The screening process also includes Pre-Employment Vetting that ensures that any individual who joins is actually who they say they are, have a clean criminal record and is fit and proper to carry out the job they are being recruited to carry out. Screening and Pre-Employment Vetting includes:

Identification

Each candidate must provide an original Identification document (National ID Card or Passport).

Criminal Record Check

Every candidate must provide police conduct certificate showing that they have a clean criminal record. This is obtained from the Criminal Records Office at the Police General Headquarters in Floriana whilst Gozo residents can pick the Conduct Certificate from the Gozo Police Office in Victoria. The police conduct certificate must not exceed 1 month from the date of issue. Foreign nationals must produce a Criminal Record Check from their latest country of residence and the certificate must not exceed 3 months from date of issue.

Valid Employment Licence

Any foreign national must be in possession of or are in the process of obtaining a visa and or valid Employment License depending on their country of origin.

Qualifications

Head of Institute are to be recruited on the basis of their Academic qualifications and Administration/Management Experience. All candidates must provide copies of Degrees, Diplomas or Certificates that they possess and that are required so that they can carry out their job. All Qualifications need to be provided at interview stage, and copies are taken and signed as true copies of Diplomas and Degrees. It is the responsibility of applicants to produce evidence of the recognition, comparability or accreditation of their qualifications. Such statements can be obtained by using the online application on the MFHEA website (accessible at <http://www.ncfhe.org.mt>).

A head of institute is required to have a minimum of MQF level 6 in in a related management subject and relevant experience in administration (min.3 years).

Previous Employment References

An employee may be required to provide references from their previous employer/s. The reference will normally include information around the duties that they performed including their achievements.

Training Three Sixty appoints Mr Albert Cassar as the Head of Institution. Mr Cassar is in possession of Master Degree at MQF Level 7 in Human Resources Development and a Degree in Public Administration. Mr Cassar has an employment experience of 30 years mainly in Human Resources, and Management and has been teaching as an Adult Educator for the past 2 years.

Mr Cassar is of good conduct and therefore merits the position of Head of Institution for Training Three Sixty.

Candidate Sourcing

We will source academic staff through various channels including through job adverts, its website, social media (such as LinkedIn) and recruitment agencies. CV's and requests for employment are also received directly from employees who contact us themselves.

Selection Process

Any prospective employee undergoes an interview to establish their suitability for the job they are being considered for and to assess their fit with the company including their experience, expertise, qualifications, attitude and potential. Interviews are conducted by the recruiting manager where the employee will be joining.

Screening

The screening process ensures that only adequately qualified, skilled/licensed individuals become employees. The screening process also includes Pre-Employment Vetting that ensures that any individual who joins is actually who they say they are, have a clean criminal record and is fit and proper to carry out the job they are being recruited to carry out. Screening and Pre-Employment Vetting includes:

Identification

Each employee must provide an original Identification document (National ID Card or Passport).

Criminal Record Check

Every employee must provide a police conduct certificate showing that they have a clean criminal record. This is obtained from the Criminal Records Office at the Police General Headquarters in Floriana whilst Gozo residents can pick the Conduct Certificate from the Gozo Police Office in Victoria. The police conduct certificate must not exceed 1 month from the date of issue. Foreign nationals must produce a Criminal Record Check from their latest country of residence and the certificate must not exceed 3 months from date of issue.

Valid Employment Licence

Any foreign national must be in possession of or are in the process of obtaining a visa and or valid Employment License depending on their country of origin.

Qualifications

Employees recruited on the basis of their Academic qualifications such as teaching professionals, must provide the original Degrees, Diplomas or Certificates that they possess and that are required so that they can carry out their job. All Qualifications need to be provided at interview stage, and copies are taken and signed as true copies. Diplomas and Degrees It is the responsibility of applicants for a qualification allowance to produce evidence of the recognition, comparability or accreditation of their qualifications. Such statements can be obtained by using the online application on the NCFHE website (accessible at <http://www.ncfhe.org.mt>).

Based on the programme of studies the individual need to have the following requirements:

- If teaching at a diploma (MQF level 4/5) level – a relevant Degree (MQF level 6) needs to be provided
- If teaching at degree (MQF level 6) level – a Master’s Degree (MQF level 7) is required

Previous Employment References

An employee may be required to provide references from their previous employer/s. The reference will normally include information around the duties that they performed including their achievements.

Ongoing/Periodical Vetting

The Head of Institute may carry out periodical checks or require refreshed Employment Vetting on any individual if this is deemed necessary, in order to assess whether an employee remains fit and proper to carry out their job.

Documents

All documentation must be provided to us in original, will make a copy and retain it on the employee's file as prescribed by law and observed under the GDPR regulations

Student Recruitment.

Following a call for application through an advert, which will be drafted in line with the Authority's guidelines, students will be encouraged to make contact by email to show their interest to apply for the course.

As soon as the students makes contact, the admin team will send out the Learning Outcomes programme which will indicate the learning outcomes, mode of assessment for each module, the MQF level, length of course and mode of delivery will be sent to the students. Furthermore, the application form (FORM A) with student details will be sent out in the same email.

All our MQF level 5 award programmes require the student to be competent in reading, writing and communicating in basic English, whilst basic computer literacy is also required.

If the students fail to meet the entry requirement, it is our duty to help the student in finding a course to enable him to achieve the basic requirements to attend our courses.

Standards and guidelines for internal quality assurance

Training Three-Sixty takes internal Audits very seriously and bases its criteria on the National Quality Assurance Frameworks for Further and Higher Education issued in July 2015. The following are the guidelines and principles that Training Three Sixty will be adopting to approach internal audit to ensure the quality standards required are being met.

The standards for internal quality assurance that will be adopted by Training Three-Sixty are listed hereunder:

1. Standards for Internal Quality Assurance
2. Institutional Probity
3. Design and Approval of Programme
4. Student Centre learning, teaching and assessment
5. Student admission, progression, recognition, and certification
6. Teaching staff admission, progression, and recognition
7. Learning Resources and Student Support
8. Information Management
9. Public Information
10. On-going monitoring and periodic review if programmes
11. Cyclical external quality assurance

1. Standards for internal Quality assurance

Training three-sixty is jointly owned by two people who are responsible for the management of the training institution, the administration, delivering the training programme as well as taking care of internal audit.

The organisation of the quality assurance system.

The below organisation charts show how Training Three-Sixty will be carrying out the function to ensure that the requirements are met.



The Head of Institution is responsible for the Training Institution and creates a shared responsibility, as shown on our organogram. The Head of Institution is the Quality Auditor and the Signatory however, for good practice and for internal control, there is also a checker that is responsible to double-check and ensure that the work being signed off is correct and in line with the required standard of operations.

The IQA process and mechanism is found in the Training Three sixty policy handbook. A framework of the salient points of our commitment to providing quality education is submitted to every student on application.

Our mission is:

“We do our best to prepare all students to become adult lifelong learners to meet the challenges of the future that help them develop the knowledge, critical thinking skills, necessary to succeed. “

The mission statement does not only aim towards academic integrity. It helps students in their self-development and personal growth and learn to critically think about issues, a trait which is given paramount importance in education nowadays.

What procedures do you have against academic fraud (ex policies against plagiarism)?

Training three-sixty, through its organisational structure, has a comprehensive procedure to ensure that academic standards are being observed, including continuous evaluation of assignments, evaluation of examination marks, and an annual review of the course and curriculum framework by collecting feedback from clients regarding their experience of study with Training Three-Sixty. This is the effort that Training Three-Sixty will be incorporating in its operations to ensure that it is trading in line with the missions and values of the training institute whilst ensuring that the targeted learning outcomes are addressed when the course is completed. Furthermore, with potential further growth, Training Three-Sixty will be implementing tools such as turnitin.com that provide extra assurance that learners are displaying academic integrity. Also, during exams adult learners must keep their camera on all the time which needs to be focussed on them.

Reference to the relationship between research and learning & teaching, where applicable.

Training Three-Sixty will ensure to provide learners the best learning experience by adopting the best technological means and tools available on the market such as (Eduflow Platform, Microsoft Teams, GoogleForms, Mentimeter, Pollseverywhere) , which will be embedded in the delivery of the course, to sustain a positive teaching and learning experience.

Training three-sixty will ensure that the tutors that are hired through the established recruitment policy are of good quality, up to date on their subject (policy handbook/recruitment policy pg 4). They would be required to undergo an induction process. The Induction Process will help the tutor to familiarise themselves with the platform, the Company policies as well familiarisation with the established curriculum that would require to be delivered.

The first lesson will be considered as the Induction Training Process. Whereby tutors will be given training on the training platforms the institute will be using. The institute will also be giving an induction training session to students to familiarise themselves with the platform. Tutors will be given practical exercises on how to use the platform. They will also be given an overview on the policies and procedures included in the policy handbook prior that the institute issues them with a copy. Any updates on policies and new learning techniques will be communicated to them whenever necessary.

Procedures for ensuring academic integrity and freedom, where applicable; procedures for ensuring against academic fraud.

The attainment of a certificate issued by Training Three-Sixty is conditioned to the successful attainment of ALL THE academic curriculum requirements as outlined on the application form for an accredited programme of studies.

Procedures for ensuring against intolerance of any kind or discrimination against the students or staff

Training Three-Sixty will strive to maintain and provide, in accordance with the law, a positive, dignified, discrimination and harassment free work environment, a harmonious relationship amongst employees and students where everyone is treated with respect and to prevent any type of harassment during the teaching and learning experience. A policy aimed at bringing to attention that an individual's behaviour impacts other learners and what may be acceptable to one person may be unacceptable to another will be written. Training Three sixty has a zero-tolerance policy (policy handbook/Unfair treatment intolerance and discrimination Pg16) against age, gender, race/ethnic origin, colour, religion, disability, political opinion, and sexual orientation.

The involvement of external stakeholders in quality assurance.

Feedback and continuous feedback are important for Training Three-Sixty. In line with our values, the institute believes that 360-degree feedback is required to assess and enhance the effectiveness of education. Feedback from our learners will allow the institute to understand what is being done right now to help the students learn, as well as what changes need to be made.

To this effect, students will have the opportunity to submit an anonymous feedback form to the administration team upon completion of each module.

Feedback from external stakeholders

The institution will be collecting feedback from employers from the world of work related to the courses that the institute will be offering. Training Three Sixty will be meeting face-to-face or via video conferencing tools, with stakeholders every 2 years to ensure that the courses offered are relevant to the world of employment.

During the meeting a record will be kept of the feedback given to be used for future courses.

Procedures for the quality assurance of any elements of an entity's activities that are subcontracted to or carried out by other parties; in the case of local representatives or franchises of foreign providers, explicit reference to the quality assurance procedures of the parent provider and the role of the local representative or franchise in this.

This is the inception of Training Three-Sixty. The Institution hope to grow big, however at this stage, the institute will not be onboarding any external auditors.

2. Institutional Probity

At this stage, Training Three-sixty is in its very early days, and based on our projections, the institution will not be exceeding the €50,000 turnover capping during the first years.

To this effect, the institution will be having yearly financial statements and regular budget plans to ensure that the business is in line with best accounting practices.

Through the robust recruitment policy, Training Three-Sixty will ensure that persons occupying a headship position are fit and proper persons to deliver further and/or higher education programmes.

To this effect, further to the call for application and as part of the recruitment and selection process, references, primary source verification and a recent police conduct will need to be obtained prior to start of employment (policy handbook/Recruitment policy pg4)

3.Design and Approval of Programmes

Training Three-Sixty will ensure that any designed training programme, is accredited by the MFHEA and shall follow all the programme accreditation procedure and instructions of the Authority based on Learning Outcomes and ECTS.

This programme is designed to provide students with the knowledge that is required if they want to venture their career in Human Resources.

If in the future, the Authority will require to design a programme, the application forms provided by the MFHEA will be submitted to the Authority for assessment, verification and accreditation. Any student feedback received will also be considered.

4. Student Centred learning, teaching and assessment

Training Three-Sixty makes certain that the programs are offered in a way that encourages students to participate actively in the learning process, and that student evaluations reflect this approach. The institution strives to use different learning strategies such as adopting the VARK system in the curriculum.

The institution envisage to practice student-centred learning and teaching by implementing Knowles principles to learning whereby the institution considers the diversity of students and their needs, allowing for flexible learning paths for self-growth; tutors are encouraged to use different modes of delivery, and to adopt a variety of pedagogical methods (policy handbook/student centred learning, pg 10); regularly providing feedback both in class and on a one-to-one method to create and sustain a culture of guidance and support.

The institution believes that student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection, and engagement in the learning process. Based on the this, as a training institute, considers the design and delivery of study programmes and the assessment of outcomes. The institution encourages active student participation and will have in place a channel of communication which enables continuous communication between the tutor and adult learners and between adult learners themselves like for example 1. The learning platform (Eduflow) 2. emails, 3. Whatsapp messages, 4. Mobile calls, 5. Microsoft Teams Call

When it comes to renewal of courses besides following MFHEA's procedures the institutes will carry out a 360-degree evaluation to get feedback on whether the learning outcomes and adult learner's expectations are being met.

The institute ensures that students are fully cognisant of the assessment criteria for each module. Each assignment is marked and comments towards improving their work may be added when felt necessary. Feedback will be given to students through Eduflow platform, As soon as their work is received, it will be corrected and feedback is provided accordingly. If the institute deems that a face to a face session will be required to provide feedback, a Teams call will be scheduled.

In order to ensure fairness, the exams are corrected by two examiners. Tutors will be always available to assist students regarding any clarification on any assignment. Should the institution increase its number of courses the Head of Institution may use his discretion to take a sample number of assignments and give them to another examiner, besides the Tutor to check them. Should there be a student complaint or appeal there will be a revision of paper to be carried out between the Head of Institution and Tutor (policy handbook/students complain procedure pg 27).

5. Student admission, progression, recognition, and certification

The Administration team, upon receiving an intent of course participation from prospective students, sends out The Admission Record and Student Detail Form to the students electronically with instructions for filling in the Application form. The students will be required to fill the form manually or electronically, and a copy would need to be forwarded to Training Three Sixty for processing and record keeping.

Students who wish to enrol in courses offered by Training Three Sixty are required to fill in the Student Registration Form on-line. This form is used to collect information about the student in order to apply for a course (policy handbook/student admission, progression, recognition and certification policy pg 11). This form is compulsory, and all the details need to be inserted prior to submission

Under section A, the student is required to provide to their personal information namely: name and surname, identity card number, address, e-mail address, phone number, emergency details – name of relative and phone number.

Under section B, the students are expected to outline the course they are applying for and their preferred method of payment. The students will be requested to attach a CV to their application. The application is vetted for correctness and endorsed by the Head of Institution. If all the details are correct an e-mail of acknowledgement is immediately sent to the applicant. An e-mail of acceptance to the course is immediately sent to the applicant.

The first lesson of the course is the induction training programme. During the induction training programme, the Institution will make sure that the students are re-informed about the Learning Outcomes and modes of assessment, participation, and essay writing and plagiarism and basic company policy. The learning platform Eduflow, will be shown to the students and how they can access the training material.

Upon completion of the course, a certificate will be issued. The certificate will include the students name and surname, award achieved, the MQF level and signed by the Head of Institution as based on the requirement as set by the Authority. This certificate marks the successful completion of a student's programme of studies.

6. Teaching staff admission, progression, and recognition

At Training Three-Sixty the institution believes that the tutors' role is critical in providing a high-quality educational experience for students and facilitating the acquisition of knowledge, competencies, and abilities. To sustain this, the institution will develop a program for tutors to attend regular self-development sessions to keep evolving in their career prospects.

A robust recruitment and selection policy (policy handbook/recruitment policy pg 4) will help us to attract the best tutors to deliver our training programmes, in a fair and transparent manner, whilst through the investment programme, the institution fosters the use of modern technologies and innovative teaching methods. This will ensure that the institution creates and retains top talent in our training institution. Tutors may be required to undergo different development courses to ensure that their learning methods are kept up to date.

Lessons will be delivered using Microsoft Teams, and each lesson will be recorded. The Head of school reserves the right to ask for the recorded lesson, and based on the hearing feedback will be provided. Furthermore, the institution has a policy in place regarding the performance appraisal for tutor with feedback to be given after each module. Frequent lesson visits, during lesson hours will be performed by the Head of Institute to ensure that all is fine (policy handbook/performance appraisal pg 23).

7. Learning Resources and Student Support

Training Three-Sixty will make available student resources and student support throughout their learning experience by providing accessible learning resources and continuous support through discussion forums, e-mails, phone, and one-on-one meetings.

Apart from the online resources, the institution will be suggesting further reading about the module of students as listed on the programme accreditation form. Additionally, the institution will provide to student with resources such as newspaper cuttings, journals, videos etc

The online library consists of numerous journals that are saved in pdf. These pdf documents will be sent out to students by means of an email.

The Head of Institution will provide guidance to prospective students about the programme of studies through counselling and will offer support to tutors in their task to deliver the course.

Training three-sixty will make available online a library of journals and free e-books for the students to further their knowledge in their area of studies.

In line with Knowles teaching on adult learning one of our primary concerns is relevance of subject to adult learners so prior to the actual course the Tutors will carry out an analysis of the adult learners composition to ensure relevancy of subject.

8. Information Management

The information supplied in the application form shall be used exclusively by Training Three sixty for record keeping and verification purposes (policy handbook/information Management policy pg 12). Personal information provided on this application form is protected and used in accordance with the provisions of the Data Protection Act.

Apart from managing data about student records, the Management will be collecting data to analyse the performance of the Training Institute. The data will be transposed on a report that provide key performance metrics such as: student population profile; student progress, success, and drop-out rates; and student satisfaction with programs. This data will help the training institute to take actions and to develop a strategic vision in line with the mission of Training Three-Sixty.

Only students' names, surnames and academic records for the purpose of issuing academic transcripts or certificates shall be kept for a period of 40 years.

Data of Requirements b to e of the said standard 8 shall be kept in an **anonymised manner** following the retention period which is of **4 years from the date of graduation**. This is in line with GDPR.

9. Public Information

Public information is a priority for Training Three-Sixty as it strives to promote the courses being offered in a clear and descriptive manner. Upon publishing the course for prospective students to be enrolled to follow the programme of studies, the Head of Institute should ensure that any published adverts are clear, accurate, and that the programme of studies is easily accessible. Information should include the course content, the learning outcomes, the award achieved by the end of the studies, the assessment procedure, and the pass rates.

The institution will be using social media, such as Facebook to promote the courses.

The information on social media will be upload by the business owners which are Albert Cassar and Charlot Cauchi D'Anastasi. All adverts/text will be in line with MFHEA Communication: <https://mfhea.mt/wp-content/uploads/2021/09/MFHEA-Comm-009-2021-V1.pdf>

[Furthermore, Training Three Sixty will be committing itself to create a website to provide information for intending students, parents and the public about the educational institution and the educational programmes which will be offered, among other things.](#)

10. On-going monitoring and periodic review of programmes

At Training Three-Sixty, it is our culture for the Head of Institute together with the tutors to meet on regular basis, to discuss any issues, to provide feedback and updates, and to revise the curriculum set and the design for the programme of studies. After each meeting, a report is drafted and shared with all involved parties outlining any action points, by when and by whom.

The Google Forms Anonymous questionnaire will be sent to students will be used to revise any changes in the curriculum.

Training Three Sixty welcome the Authority every 5 years and upon the review of licence to abide by the suggestions for improvement as required by the external auditor.

A report received from the external auditor will be updated with all the implemented suggestions. If the report requires the attention of the students, it will be communicated to the students whilst if the report calls for the attention of the Tutor, will be communicated by emails and meetings accordingly.

It our intention to review the main policy document on a yearly basis to ensure that the policies are compliant will all regulations and any necessary updates. These updates will be drawn up following approval for the MFHEA.

This culture is to support the idea that the programme of studies delivered by the Training Institute remains relevant to address the learners needs and to respond to the requirement of the students as collected from their feedback.

11. Cyclical external quality assurance

Training Three-Sixty, in accordance with local requirements, agrees to undergo external quality assurance audit, to prove that the training institute is operating in line with the established criteria of the Authority, with an open mind towards updating, improvement and feedback.

The following section, is the Quality Assurance policy in line with the standard of *Guidelines for Quality Assurance – For online learning providers in Malta* Framework for online learning providers:

Domain 1. Leadership and Management

Domain 2. Staffing Profile and Professional Development

Domain 3. Review and Improvement

Domain 4. Resources

Domain 5. Student Information, Experience, and Support

Domain 6. Assessment and Integrity

Domain 7. Learning Outcomes

Domain 8. Curriculum Design

Domain 1. Leadership and Management

Training Three-Sixty will deliver its programmes online. The delivery of the lessons will be Synchronous. By Synchronous the institute means that the lessons will be live and students will be required to join the online lessons.

To ensure best communication between the tutor and the learner, Training Three-Sixty will provide a digital platform whereby both tutor and students can interact together on a 24/7 basis, and more literature and information about the session will also be made available online.

The Head of Institution will provide frequent training opportunities to tutors to ensure that the online delivery is of the required standard. Training Three-Sixty will ensure that all students are fluent in using online technology, and it is compulsory, that students attend a session of introduction to experience online learning and to learn how to use our digital platform.

Domain 2. Staffing Profile and Professional Development

At Training Three-Sixty, the Head of Institute, will be assuming the responsibility to ensure that all programmes of study are designed in line with the requirement of teaching and learning online, and furthermore in line with the requirements of the MFHEA.

At recruitment stages, Training Three-Sixty will ask the prospective candidates if they feel comfortable delivering lessons online, and if they have received any particular training related to delivering online sessions. Preference will be given to experienced candidates however, Training Three-Sixty, at induction stage, will train all tutors on how to deliver a training session online, and how to use the digital platform.

Furthermore, the Head of Institution will deliver frequent training session to staff and students on how to behave ethically online by addressing the following sessions: to submit work that is their own, to follow applicable copyright laws and how to correctly quote references, and how to correctly give attribution to the work of others when referencing. Students are also encouraged to be diligent, collaborate with each other and to strive for excellence. Also tutors will be encouraged to ensure that they implement an assessment system designed to fairly measure student's achievement.

Domain 3. Review and Improvement

Training Three-Sixty strives for excellence. The training institute gives importance to feedback received from students and tutors. Feedback will allow the institute to see what is being done right now to help students and tutors learn and grow together, as well as it gives the training institute an insight to what changes need to be made.

To this effect, students and tutors will have the opportunity to submit an anonymous feedback form to the administration team upon completion of each module.

Data received from the feedback questionnaires, will be collected and analysed to provide us with indicators related to the performance of the Training Institute. The data will be transposed on a report that provide key performance metrics such as: student population profile; student progress, success, and drop-out rates; and student satisfaction with programs. This data will help the training institute to take actions and to develop a strategic vision in line with the mission of Training Three-Sixty.

The Head of Institute is also responsible to provide training to all staff at training three-sixty to ensure that all tutors are up-to date with any changes, new developments and technology. Also, the Head of Institute, for time to time, will be informing tutors about interesting webinars on the subject for personal and career growth.

Domain 4. Resources

Training Three-Sixty will be providing a digital platform for all students. The institute will be uploading interesting journals and free e-books for all students and tutors to access. These journals and e-books will be placed on the platform, and students and tutors can interact with each other on this platform. This allows the student and tutor to build a positive learning and teaching experience.

By providing the documents on-line, the students will not be required to attend physically at our institution to read or access the learning material. Whenever required the assignment will be based on these reading resources, which can be used for citing and reference.

As part of the assessment for learners, to ensure that the learning objectives for each module is being met students will be asked to write as assignment. Furthermore, periodically, students will also be assessed in class to ensure that the learning outcomes are also being met. The latter can take form of discussions, team work, write-ups and case studies. Through these systems, students will be individually informed of the marks obtained following the review.

Domain 5. Student Information, Experience, and Support

Training Three-Sixty makes certain that the programs are offered in a way that encourages students to participate actively in the learning process, and that student evaluations reflect this approach. The institute strives to use different learning strategies such as adopting the VARK system in the curriculum.

The institute envisage to practice student-centred learning and teaching by implementing Knowles principles to learning whereby the institute considers the diversity of students and their needs, allowing for flexible learning paths for self-growth; tutors are encouraged to use different modes of delivery, and to adopt a variety of pedagogical methods; regularly providing feedback both in class and on a one-to-one method to create and sustain a culture of guidance and support.

The institute believes that student-centred learning and teaching plays an important role in stimulating students' motivation, self-reflection, and engagement in the learning process. Based on this, as a training institute, considers the design and delivery of study programmes and the assessment of outcomes. The institute encourages active student participation and will have in place a channel of communication which enables continuous communication between the tutor and adult learners and between adult learners themselves.

When it comes to renewal of courses besides following MFHEA's procedures the institute will carry out a 360-degree evaluation to get feedback on whether the learning outcomes and adult learner's expectations are being met.

Training Three Sixty ensures that students are fully cognisant of the assessment criteria for each module. Each assignment is marked and comments towards improving their work may be added when felt necessary. In order to ensure fairness, the exams are corrected by two examiners. Tutors will be always available to assist students regarding any clarification on any assignment. Should the institution increase its number of courses the Head of Institution may use his discretion to take a sample number of assignments and give them to another examiner, besides the Tutor to check them. Should there be a student complaint or appeal there will be a revision of paper to be carried out between the Head of Institution and Tutor.

Training Three-Sixty, provides 24/7 support to both students and tutors by multiple means. The institute is available to give support either through the digital platform, e-mail, Teams meetings, and phone. Furthermore, the institution can provide additional technical support to students and tutors through TeamViewer.

Domain 6. Assessment and Integrity

Online assessment are intrinsically aligned with the lecture given on the day and relevant readings.

With potential further growth, Training Three-Sixty will be implementing tools such as turnitin.com that provide extra assurance that learners are displaying academic integrity. Also, during exams adult learners must keep their camera on all the time which needs to be focussed on them.

Furthermore, the Head of Institution will deliver frequent training session to staff and students on how to behave ethically online by addressing the following sessions: to submit work that is their own, to follow applicable copyright laws and how to correctly quote references, and how to correctly give attribution to the work of others when referencing. Students are also encouraged to be diligent, collaborate with each other and to strive for excellence. Also, tutors will be encouraged to ensure that they implement an assessment system designed to fairly measure student's achievement.

Domain 7. Learning Outcomes

Training Three-Sixty will ensure that any designed training programme, is designed with the knowledge required that the course will be delivered 100% online This means that Training Three-Sixty will avoid lecture mirroring whereby tutors will be not be using traditional methodology by giving a lesson online. Tutors are instructed to make best use of the technology software available which reflect a modern pedagogical approach to online learning.

Training three-Sixty will ensure that all programmes delivered are accredited by the MFHEA and shall follow all the programme accreditation procedure and instructions of the Authority based on Learning Outcomes and ECTS.

To keep abreast with the teaching and learning requirements, the Head of Institute will keep himself/herself informed of all the advancements within the learning industry. Furthermore, the Head of Institute will keep himself/herself aware of the Lifelong learning policy, so that the operations and curriculum design is in line with the requirement of such policy, which is written in line with the required European Standards Framework to reach to create a community of learners, to be able to address the social need of future employment and employability.

Domain 8. Curriculum Design

Training three-sixty endeavours to provide a vast array of learning projects in order to achieve the learning outcomes which may include role-plays, team work, inverted learning, case studies, and different kind of assignments like quizzes, self-reflection, mentimeter, pollseverywhere and google feedback forms.

Unfair Treatment – Intolerance and Discrimination

Policy Scope

The scope of this policy is for Training Three Sixty to maintain and provide, in accordance with the law, a positive, dignified, discrimination and harassment free work environment, a harmonious relationship amongst employees where all employees are treated with respect and to prevent any type of harassment in the workplace. This policy is also aimed at bringing to attention that an individual's behaviour impacts other colleagues and students and what may be acceptable to one employee or student may be unacceptable to another. Through this policy employees and students will also be informed on what means of redress are available if they feel they are victims of harassment.

Applicability

All Training Three Sixty employees and students.

Definitions

Unfair treatment is any treatment which is not justified, conforming to approved standards, honest or ethical. Unfair treatment may include:

Harassment

Harassment is defined as an act committed by a person that makes another feel uncomfortable, offended, intimidated or oppressed. It is a form of misconduct that undermines the integrity of the employment relationship. All employees have the right to work in an environment free from all forms of discrimination and conduct which can be considered harassing, coercive, or disruptive, including sexual harassment. Harassment may also be related to gender, religion, race or disability of an individual.

Forms of harassment include, but not limited to:

- Degrading words, spoken put downs, jokes or other unwanted comments.
- Physical contact of any kind, put down gestures or other unwanted acts.
- Jokes or comments related to race, religion or political affiliation.

Sexual Harassment

Sexual harassment is defined as any unwanted physical, verbal or visual sexual advances, requests for sexual favours, and other sexually oriented conduct which is offensive or objectionable to the recipient. Sexual harassment also includes any employee and student conduct unreasonably interfering with another's work performance by creating an intimidating, hostile, or offensive work and studying environment.

Forms of sexual harassment include, but not limited to:

- Epithets
- Subtle pressure for sexual activity
- Demands for sexual favours
- Derogatory or suggestive comments
- Inappropriate touching
- Inappropriate language
- Physical Assault
- Slurs or gestures and offensive posters, cartoons, pictures, or drawings.

The Maltese Law defines sexual harassment as unwelcome sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature when:

- Submission to such conduct is either an explicit or implicit term or condition of employment
- Submission to or rejection of the conduct is used as a basis for making employment decisions

Sexual harassment does not refer to occasional compliments of a socially acceptable nature. Sexual harassment refers to behaviour that is not welcome, that is personally offensive, that debilitates morale, and that, therefore, interferes with work effectiveness.

Bullying

Bullying is defined as persistent pattern of mistreatment from others in the workplace that causes either physical or emotional harm. It can include such tactics as repeated or habitual verbal, nonverbal, psychological, physical abuse and humiliation. It is the use of force, threat or coercion to abuse intimidate or aggressively dominate others.

One essential prerequisite is the perception by the bully or by others of an imbalance of social or physical power which distinguishes bullying from conflict.

Forms of Bullying include but are not limited to:

- Spreading malicious rumours, insulting someone by word or behaviour
- Ridiculing or demeaning someone – picking on them or setting them up to fail
- Excluding or isolating someone socially
- Making jokes that are 'obviously offensive' by spoken word or e-mail
- Yelling or using profanity
- Criticising a person persistently or constantly
- Belittling a person's opinions
- Unwarranted (or undeserved) punishment
- Blocking applications for training, leave or promotion with no justified reason
- Tampering with a person's personal belongings or work equipment.

Discrimination

Discrimination is defined as treating, or proposing to treat someone unfavourably or when an unreasonable condition is imposed on and disadvantages an individual because of personal characteristics which are protected by law such as: gender, race,

age, status. Discrimination often happens when people make unfair assumptions about what people with certain personal characteristics can and cannot do.

Employees are protected from discrimination at all stages of employment, including:

- Recruitment i.e. how positions are advertised and how interviews are conducted;
- Being offered unfair terms and conditions of employment;
- Being denied training opportunities, or other employment-related benefits; and
- Being unfairly dismissed, retrenched or demoted.

Forms of Discrimination include but are not limited to:

- Wrongfully terminated from employment on the basis of being pregnant;
- Wrongfully terminated from employment on the basis of being injured and needing time off to heal;
- When treated differently based on gender (pay gaps for two sexes, people with gender identity issues in the same position).

It is a criminal offence for any person for whatever reason to harass another person. Anyone engaging in harassing conduct will be subject to discipline, ranging from a warning to termination.

Scope of Definition

In determining whether the alleged conduct constitutes any kind of unfair treatment, consideration shall be given to the record of the incident as a whole and to the totality of the circumstances, including the context in which the alleged incident(s) occurred.

Procedures

1.1 What should management do?

When the Head of Institute receives a complaint it is to discuss with the complainant whether s/he wishes to proceed informally or formally in terms of these guidelines and proceed accordingly.

1.2 Dealing with Harassment and Bullying Informally

An alleged victim has the option of taking informal action by approaching the alleged harasser / bully and trying to resolve issues without resorting to the submission of a formal complaint to the Head of Institute. Some people may not be aware that their behaviour is offensive and an informal discussion can lead to a better understanding and agreement that such behaviour has to stop. Nevertheless, it is important that the alleged victim makes it clear to the alleged harasser / bully that his/her behaviour is unacceptable and must stop.

In many cases, the alleged victim may raise the problem with the alleged harasser / bully immediately after the incident, stating clearly that the behaviour is unacceptable. A record of the action taken should be kept by the alleged victim.

If the alleged victim feels awkward with approaching the alleged harasser / bully alone, one can seek support from a tutor to raise the complaint informally with the alleged harasser.

Within an informal process, efforts should focus on:

- Reaching a mutually agreeable solution for all parties concerned;
- Ensuring that all parties concerned understand and accept their responsibilities for maintaining appropriate and professional behaviour at the workplace;
- Ensuring that any inappropriate behaviour with regard to harassment or bullying has ceased;

Furthermore, no formal written records are filed at this stage by the Institution. However, each person involved should keep documentation of discussions, outcomes and actions taken, if any.

If the matter is resolved through the informal process, no further action is required. However, if no solution is reached through this process, the employee may voluntarily opt to file a formal complaint.

1.3 Dealing with Harassment and Bullying Formally

Alleged victims of harassment and bullying may lodge a formal complaint, either without first resorting to an informal procedure, as mentioned in section 4.3 or if the informal approach has not yielded a successful outcome.

If the complainant and/or the alleged harasser / bully are victimised by other colleagues/students because of their actual or alleged behaviour, the latter are liable to disciplinary action.

1.4 Preliminary Investigations of Formal Complaints

Upon receipt of the complaint, the Head of Institute shall conduct a preliminary investigation, promptly and objectively, to determine if the matter falls under the scope of this policy and if a formal investigation is the appropriate tool with which to address the complaint. The Head of Institute shall keep a copy of the formal complaint in a confidential file.

The Head of Institute should consider all the circumstances before reaching a conclusion following a fair procedure where both the complainant and the alleged harasser / bully are treated fairly. In this regard, the alleged harasser should immediately be provided with a copy of the written complaint and be given ten (10) working days to respond to the complaint and the allegations made against him/her.

If the alleged harasser admits, no investigations will be carried out and disciplinary action will be taken accordingly. Furthermore, the Head of Institute may, after considering the reply of the alleged harasser, decide not to proceed with the preliminary investigation in cases where allegations do not constitute harassment or bullying as defined in this policy and allegations are made after the lapse of six months.

In cases where the Head of Institute decides not to proceed with an investigation process, the decision, together with a justified reason, should be communicated to the complainant and the alleged harasser / bully in writing.

Both the complainant and the alleged harasser / bully shall have the right to be assisted by a person of their choice at the preliminary investigation. The complainant shall be given the opportunity to explain the alleged incident/s fully. On the same lines, the alleged harasser / bully shall be given the opportunity to defend him/herself during the preliminary investigation. Witnesses are encouraged to appear at the preliminary investigation if requested by either party or by the panel. It is acknowledged that certain witnesses may be reluctant to do so. In these circumstances, the person/s conducting the preliminary investigation will, if necessary, adjourn the hearing to ask supplementary questions to the witnesses in private, not in the presence of the alleged harasser / bully or the alleged victim, but in the presence of their representatives. Witnesses are to be assured that victimisation, as a result of evidence provided, will not be permitted. A serious approach will be taken on attempts by any of the parties in the case, to influence witnesses. Witnesses may, voluntarily, submit a written statement instead of appearing before the panel conducting the preliminary investigation. Copies of statements made by witnesses shall be made available to the alleged harasser / bully and to the complainant, who shall both be given the opportunity to ask questions during a hearing of the preliminary investigation.

During the investigation, any alleged tampering of evidence will be duly investigated. Furthermore, any legal issues are to be interpreted by legal persons and not by generalist staff.

On the conclusion of the preliminary investigation, the Head of Institute shall send, under confidential cover to the complainant and to the alleged harasser / bully, a copy of the report showing the outcome of the investigation and indicating any further action being contemplated.

1.5 Following the Preliminary Investigation

1.5.1 Proven Cases

If from the preliminary investigation it results that there is reasonable indication that the harassment / bullying actually took place and the Head of Institute considers that the alleged offence:

- a. is an offence which does not constitute a criminal offence, the Head of Institute shall initiate disciplinary proceedings against the alleged harasser / bully where the charge shall be classified as a serious offence, which may potentially lead to dismissal;
- b. is clearly and unambiguously a criminal offence, the Head of Institute shall immediately report the alleged offence to the police to be investigated under criminal law;

If, however, the Head of Institute is in doubt whether the alleged offence is a disciplinary offence or a criminal offence, the Head of Institute shall consult the advice of relevant authorities or professionals.

In proven cases, all documents are to be retained in accordance and in compliance with the General Data Protection Regulations.

1.5.2 Non-Proven Cases

If from the preliminary investigation it results that the case is not proven, all documents related to the case held in the disciplinary file shall be disposed of, in accordance with the law. In light of the potential initiation of proceedings at a later stage, all documents concerning the preliminary investigation should be retained up to the period prescribed by the Laws of Malta. In all cases documents should be handled according to the General Data Protection Regulations (GDPR).

Employer Responsibility

It is the responsibility of Head of Institute to uphold the requirements of basic human justice, and with regard to any kind of unfair treatment, to ensure that the Company's environment be kept free of it. For that purpose, this policy is adopted to avoid misunderstandings by management and staff on the definitions of the types of unfair treatment at the place of work.

Justice requires that the rights and concerns of both complainant and respondent be fully assured. The Company shall make every effort to assure and protect these rights, and shall undertake no action that threatens them. The Head of Institute is to ensure that there is no victimisation or retaliation against a complainant and witnesses (if any) and, if the complaint is upheld, the Head of Institute should ensure that the harassment / bullying stops.

Employee/Student Responsibility

Employees and Student, who unjustly accuse colleagues or students or raise malicious or frivolous complaints, will themselves become liable to disciplinary /criminal proceedings.

Confidentiality and Support

Harassment and bullying are sensitive issues. In this light, confidentiality should be maintained as far as possible, to respect the privacy of all parties concerned and to ensure that any matters are dealt with sensitively and effectively. The related documents are to be retained in line with and as required by the General Data Protection Regulations (GDPR). Any breach of confidentiality may result in disciplinary action against those concerned.

Employees and students, who believe they are experiencing unfair treatment, are advised to note and record each incident without delay on by means of a letter addressed to the Head of Institute. Details may include: date, time, place where the incident happened, name of the harasser / bully, name of witnesses (if any), what actually happened, the feelings sensed, action taken at the time and whether the incident was reported to the Head of Institute.

Furthermore, employees and students (the alleged victim as well as the alleged Harasser/bully) are encouraged to discuss the situation with a person of trust such as a colleague, superior/s, relevant authorities for confidential advice and guidance in accordance with this policy.

Disciplinary Action

Any employee found to have harassed another employee or applicant for employment will be subject to appropriate disciplinary procedure action, including reprimands, suspension or termination of employment or suspension from course.

A person committing harassment may also be held legally liable for his or her actions under applicable law.

Collection of Data

Training Three Sixty will process personal data, provided in accordance with applicable data protection legislation.

Personal data will be processed for the purpose of managing data related activities to analyse the performance of the training institute. Such process is legally permissible under Article 6(1)(f) of Regulation (EU) 2016/679 (General Data Protection Regulation) as necessary for the purposes of the legitimate interests pursued by the training institute, which are the solicitation, evaluation, and performance of the training institute.

Personal data is stored on secure cloud systems and with providers of secure information storage. Training Three Sixty will not share or exchange any personal data unnecessarily to or with any third party without first obtaining your written consent or transfer your data outside the European Economic Area (the “EEA”) unless compelled by law or authorised/ordered by a court or adjudicating body of a competent jurisdiction.

Only students’ names, surnames and academic records for the purpose of issuing academic transcripts or certificates shall be kept for a period of 40 years. Data of Requirements b to e of the said standard 8 shall be kept in an **anonymised manner** following the retention period which is of **4 years from the date of graduation**. This is in line with GDPR

Under the GDPR and Maltese relevant legislation, you have the right to request Training Three Sixty for access to, rectification or erasure of your personal data or restriction of processing of your personal data and, in certain circumstances, the right to object to processing of your personal data as well as the right to data portability.

In addition, the student may lodge a complaint with Training Three Sixty on how the students personal is handled by contact the Head of Institute in line with the complaint handling policy, as outlined in this document, to have the matter investigated. In the event that you are not satisfied with the Company’s response, you can then file a complaint with the Malta Office of the Information and Data Protection Commissioner by accessing the following link:

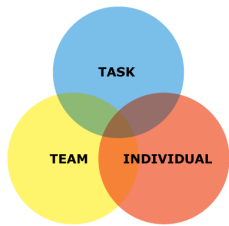
<https://idpc.org.mt/en/Pages/contact/complaints.aspx>.

Performance Appraisal

Policy Scope

The main scope of Performance Assessment is to promote and improve teaching effectiveness in line with the Learning Outcomes. It is a continuous process where the Head of Institute and employees work together to plan, monitor and review an employee's work objectives or goals and his or her overall contribution to Training Three Sixty.

It is more than just an annual performance review. It is the **continuous process** of setting objectives, assessing progress and providing on-going coaching and feedback to ensure that tutors are meeting their objectives and career goals.



Applicability

All tutors and employees at Training Three Sixty.

Usage of the Performance Assessment Process

At Training Three Sixty, performance assessment is required to ensure that the obligations of both the employees and the management are effectively met. The process also supports pay related decisions and helps in effective employee development.

Furthermore, when the performance assessment concentrates on employee development, the information relating to the assessment is used to provide guidance for job experience, training, mentoring and other activities that would engage the employees to continuously develop their individual capabilities.

Benefits of Performance Assessments

Performance Assessments provide a structured tool on managing, reviewing and recording the performance of the employees. However, the overarching aim of appraising performance is to ensure an **ongoing two-way communication between employees and the Head of Institute** around the individual performance.

Whilst the **formal aspect** of the process i.e. that of holding and recording formal periodical reviews, is a key requirement for an effective performance assessment, the **informal aspect** i.e. the **ongoing conversations and giving / receiving feedback between the Head of Institute and employee** is equally, if not more, important so that the process is truly effective.

The performance assessment process helps identify the performance and development gaps of employees and indicates the areas where improvement is required

Setting Objectives

The need to set objectives

Objectives and goal setting are key elements to the Training Three Sixty performance assessment process. They give a clear indication of the expected performance by the reviewer (the person conducting the assessment) to the reviewee (the person being assessed) for the coming year and sets the foundation to the next year's evaluation. Once set, objectives give a valuable benchmark from which one can recognize improvement needs, and screen and support performance over a timeframe. Clear objectives and expectations are a valuable tool, helping the reviewer to recognize what is being done, by whom

and when whilst identifying training needs and the improvement required to strengthen the performance of the employee.

Completion of objectives

Objectives must be set at the beginning of each course

Factors to Consider

The following is the information that one requires to set objectives:

The Job Description

At Training Three Sixty, all employees sign for a job description. The job description provides a guidance of the duties and responsibilities that are expected from an employee in a particular role. The language used in the job description should provide a clear indication of the level expected in the role. Likewise, to set objectives, one needs to consider the employee's experience and the skills required to perform the job.

Setting S.M.A.R.T. Objectives

S.M.A.R.T. objectives, when set the right way, provide clarity and direction to the reviewee and will help grow the individual and the organisation.

The acronym SMART describes the key elements that are required to set objectives namely:

- Specific
- Measurable
- Achievable
- Relevant
- Time-framed

Specific

A specific goal has a much greater chance of being accomplished than a general goal. To set a specific goal one must answer the six "W" questions:

Who	Who is involved?
What	What do I want to accomplish?
Where	Identify a location.
When	Establish a time frame.
Which	Identify requirements and constraints.
Why	Specific reasons, purpose or benefits of accomplishing the goal

Measurable

Establish concrete criteria for measuring progress toward the attainment of each goal one sets.

When progress is measured, one stays on track, reach objective dates, and experience the motivation to achieve the continued effort required to reach the established goals.

To determine if the goal is measurable, ask questions such as:

- How much? How many?
- How will I know when it is accomplished?

- What management data is available to measure performance?

Attainable

When one identifies goals, one needs to figure out ways to make them come true. One can attain any set goal by planning the required steps of achievement wisely and establish a time frame that allows you to carry out those steps.

Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because one's goals shrink, but because one grows and expands to match them

Relevant

To be relevant, the objective should make sense with the broader business /department goals i.e. what is the impact of the objective and why is it important?

Timely

A goal should be grounded within a time-frame. An objective quantified by time gives a value as well as a sense of urgency to achieve the objective. When a date is attached to a goal, it sets the individual unconsciously into motion to begin working towards the goal.

Recording the Objectives

Objectives are to be recorded on the Performance Assessment Form. They are to be discussed and agreed by the Head of Institute and the Employee.

Reviewing Progress

The purpose of regular performance reviews is to:

- Discuss progress against objectives, thereby ensuring employee is on track;
- Coach and guide an employee to improve in situations to ensure they meet / exceed expectations;
- Motivate students.

Performance should be reviewed not just against **WHAT** is being achieved by the employee but also on **HOW** they are achieving their objectives.

The Head of Institute should conduct and record progress reviews at least every 6 months to build a picture of the employee's performance over the whole year. These should be recorded on the Performance Assessment Template.

Not achieving objectives

Where it transpires from the periodical reviews that an individual is considered as not meeting his objectives formal reviews may need to be carried out more frequently.

Evidence

It is important that both Head of Institute and employee keep evidence of progress against objectives as this will form the basis of the performance review discussions.

Recording and Providing Feedback

Importance of Taking Notes about the Employee's Performance

Establishing and managing accurate non-biased accountability and documentation of employees' performance is regarded as one of the most important tasks of the Institute. The value of effective documentation aids the institute in providing effective feedback to the employees, leads to better performance assessment and helps in tracking both areas that require improvement and positive performance.

End of Training Course Review

At the end of the training course performance review the employee is given an overall performance rating based on the following rating scale:

Exceptional – Performance exceeds expectations in all areas of responsibility. Remarkable achievement and performance.

Expectations exceeded-Performance exceeds expectations in some areas and met in others.
Strong - Performance meets expectations

Underachieved – Performance does not meet all expectations

Unacceptable – Performance falls substantially short of expectations.

End of year reviews are to be completed by end January of the following year.

Any queries regarding the Performance Appraisal policy should be directed to the Head of Institute.

Student Complaint Procedure

Training Three Sixty takes all student concerns, whether formal or informal, extremely seriously and handles them quickly and efficiently.

Complaints are taken seriously and addressed in the strictest of confidence. If a student has a complaint or appeal, it must be made in writing and addressed to the Head of Institute through email.

Students can also talk to their Training Three Sixty Tutor about any non-academic concerns they're having.

When a complaint is received an acknowledgement by email is issued.

All complaints will be dealt with immediate action, and will be addressed within five working days.

Student Records- Maintenance, Retention and Archiving

Under this section, we are providing a brief information about the following documentation that will be used by the administration for the successful enrolment of students and to keep records of students who attend a course at Training Three-Sixty, for up-to forty years.

Training Three-Sixty will keep the following under-mentioned three main records which will be used for the purposes which will serve as a basis of a record of students who attended the course and for administrative purposes.

- Admission Record and Student Details
- Attendance Record
- Student Record Sheet

Admission Record and Student Details

The Administration team, upon receiving an intent of course participation from prospective students, sends out The Admission Record and Student Detail Form (Form A) to the students electronically with instructions for filling in the Application form. The students will be required to fill the form manually or electronically, and a copy would need to be forwarded to Training Three Sixty for processing and record keeping.

Students who wish to enrol in courses offered by Training Three Sixty are required to fill in the Student Registration Form on-line. This form is used to collect information about the student in order to apply for a course. This form is compulsory and all the details need to be inserted prior to submission

Under section A, the student is required to provide to their personal information namely: name and surname, identity card number, address, e-mail address, phone number, emergency details – name of relative and phone number.

Under section B, the students are expected to outline the course they are applying for and their preferred method of payment. The students will be requested to attach a CV to their application. The application is vetted for correctness and endorsed by the Head of Institution. If all the details are correct an e-mail of acknowledgement is immediately sent to the applicant. An e-mail of acceptance to the course is immediately sent to the applicant

Attendance Record (Form B)

An individual attendance record will kept for every student, and stored in the student's personal file. The attendance is taken online during the lesson by the tutor. Attendance is mandatory. The attendance sheet hard copy is signed and dated by the tutor; ad sent to the administration for filing.

Student Record Sheet (Form C)

The students record sheet is the sheet where the tutor will be keeping a summary and a record about the student's progression and marks achieved during the exam.

This document is required to be duly filled and signed by the tutor and provided to Administration for record keeping purposes.

Maintaining and Retaining Information.

Upon receiving documents from students, all data will be stored electronically on our computer system which will be backed-up by a cloud system where data will be stored securely for the next forty years. We have designed an electronic filing system, whereby students' data will be stored according to the year of course application and course they are applying for, and for each student, an electronic file will be created.

The computer system where data will be stored, will be backed up regularly at 6-month intervals, on an external hard drive, and this practice will help us to secure the storage and archiving of data safely.

Based on our future goals, Training Three Sixty will invest in a CRM system, whereby all data about students will be stored in a centralised place. The system will allow Training Three Sixty to manage relationships with all stakeholders involved.

What will be retained on students' files.

On the student file, the following records will be kept:

- Admission record and student details form
- Curriculum Vitae
- Attendance record
- Essay and Exam write-ups
- Student Records Sheet
- Copy of Certificate
- Any other relevant information

The information supplied in the application form shall be used exclusively by Training Three sixty for record keeping and verification purposes. Personal information provided on this application form is protected and used in accordance with the provisions of the Data Protection Act.



Form A

Admission Record and Student Details

The information supplied in the application form shall be used exclusively by Training Three sixty for record keeping and verification purposes. Personal information provided on this application form is protected and used in accordance with the provisions of the Data Protection Act.

A. Personal Information

Name and Surname	
ID Card number	

Address	
Email Address	
Phone Number	
Emergency Contact Details (Name/Relation and Number)	

B. Course Information

Course Name:

Payment detail:

Thick below as appropriate

Cash	Cheque	Bank Transfer

Attach CV

Student signature

Student Signature

Date

For office use:

Vetted by (Name and Surname)	
Signature	
Date	



Form B

Student Attendance Record

Student Name	Date	Tutor Signature

Vetted by Head of Institution: _____

Date: __/__/__



Form C

Student Record Sheet

Student's Name: _____

ID Card: _____

Address: _____

Mobile: _____

Course Title: _____

Course start date:	
Finish Date:	
Exam Date:	

Assessment	Mark
Assessment 1	
Assessment 2	
Assessment 3	
Assessment 4	

Assessment Average Mark (60%) _____

Final Written Exam Mark (40%) _____

Final Grade _____

Approved and signed: _____

Date: _____