LEA
Training Services

Quality Assurance Manual

2026

Updated March 2026

LEAD Training Services

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LEAD
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Foreword

Quality Assurance Manual – LEAD Training Services

LEAD Training Services is pleased to present this Quality Assurance Manual, which has been drawn up with responsibility and care. Our organisation is committed to helping adults gain new skills and grow professionally. For this reason, we acknowledge that it is important to offer high-quality, reliable training that meets learners' needs and supports their success.

LEAD Training Services delivers short, accredited courses that give adult learners the skills, knowledge, and confidence they need for today's job market. Whether people want to update their skills, earn new qualifications, or simply continue their personal growth, we are here to support them. This promise is part of everything we do, from how we develop our courses to how we teach and help our learners. This manual is a guide to how we ensure quality in every part of our work.

To our learners: Thank you for choosing *LEAD Training Services*. We respect your goals and challenges, and we want to help you succeed.

To our instructors and staff: Your skills, dedication, and passion are the foundation of our company. We appreciate your commitment to quality and support your ongoing development.
To the wider community: We know we play a part in lifelong learning and workforce development. We want to contribute positively and set an example for good, responsible education.

Adult education is always changing, shaped by technology, workplace needs, and what learners want. *LEAD Training Services* is committed to growing and making a bigger impact—not just in size, but in quality. This Quality Assurance Manual is both a record of what we have achieved and a base for future success. Let this manual inspire every member of our community to aim higher, enjoy learning, and succeed together.

With a true commitment to quality and ongoing improvement,

The Leadership Team
LEAD Training Services

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Quality Assurance Policy Statements

1. Internal Quality Assurance Policy

Quality assurance is not a one-time goal or simply a checklist. At *LEAD Training Services*, it is a continuous process that means staying alert, reflecting, and adapting to new situations. This helps us make sure our courses are up to date, our instructors are skilled, and that our learners get lasting value from their training.

The purpose of this manual is to explain our approach to quality, including how we design courses, assess learning, teach, train our staff, and support our learners. It is an important resource for everyone involved with *LEAD Training Services*, and it serves to reassure learners that our courses are aligned with the expectations set out by the Malta Further and Higher Education Authority (MFHEA).

Our internal processes are set up to:

- Review and update courses regularly so they stay relevant and meet accreditation standards.
- Use fair and solid assessment methods that really measure learning and skills.
- Provide ongoing training, feedback, and growth opportunities for our instructors.
- Gather and use feedback from learners, employers, and other partners to keep improving.
- Have strong systems for managing risks, solving problems, and protecting everyone involved.

We use proven methods, value accountability, and always aim for excellence.

Philosophy and Values

We believe excellence comes from everyone working together over time. At LEAD Training Services, we all share a vision of what adult education can achieve. This manual supports a culture where everyone takes responsibility for quality. We celebrate our successes, learn from challenges, and welcome new ideas.

At *LEAD Training Services*, we believe that education is a life long journey, that should be available to everyone, therefore we aim to create learning environments that are open, fair, and current in today's ever-changing industry landscape.

We focus on these core values:

- **Learner-centred education:** Putting adult learners first when we make decisions about courses, teaching, and assessment.
- **Integrity and transparency:** Being open, honest, and fair in all we do.
- **Continuous improvement:** Using feedback, trying new ideas, and learning from best practices so our programmes get better over time.
- **Collaboration:** Building strong partnerships with industries, accrediting bodies, and the wider education community.
- **Professional development:** Supporting our staff and trainers as they keep learning and growing in their careers.

2. Institutional Probity

LEAD Training Services is committed to the highest standards of integrity, transparency, and ethical conduct in all of its processes and operations. We ensure compliance with all legal, regulatory, and accreditation requirements, maintaining robust governance structures that uphold the trust of our learners, staff, and stakeholders.

The Organisation:

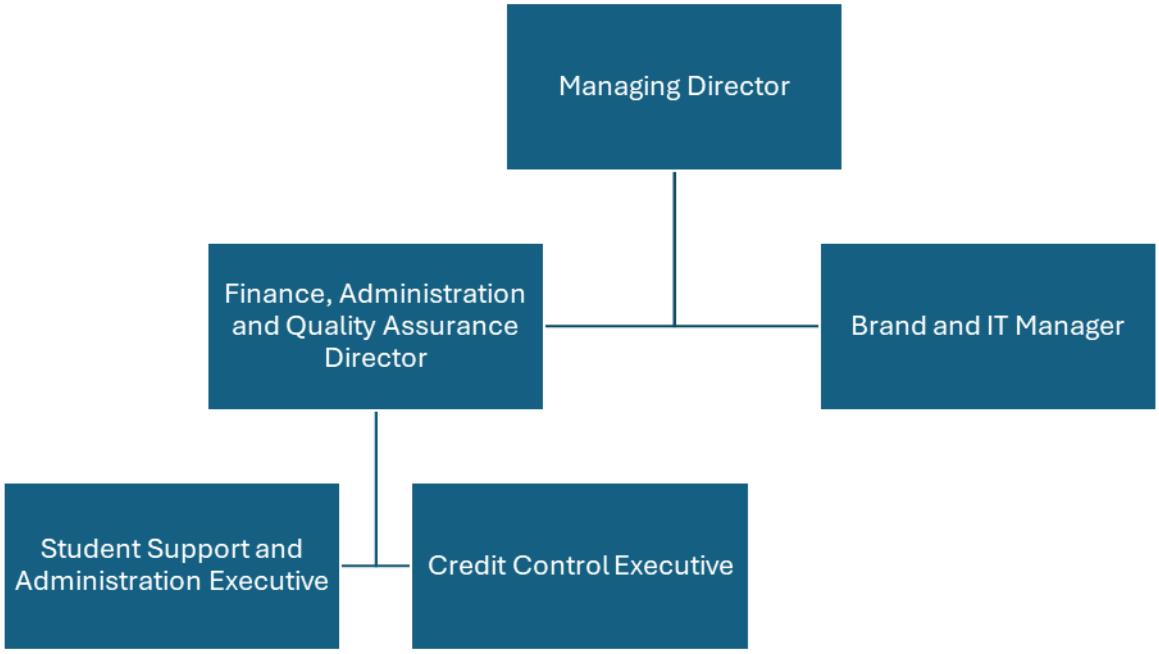


Figure 1.0: Lead Training Services Organisation Chart

Team Member	
Managing Director	The role of *Lead Training Services*' Managing Director, as the owner of the company is vital to the survival of the company and its aspirations. The Managing Director sets the company goals and directs the work and resources of the company towards the achievement of the said goals. The Managing Director is also responsible for overseeing the financial performance of the company, explore and pursue business development opportunities as well as overseeing quality assurance throughout the company's processes.
Director of Finance, Administration and Quality Assurance	The Director of Finance, Administration and Quality Assurance is tasked with overseeing the company's financial performance and managing revenues and expenditures. The role also places responsibility for ensuring compliance with all the relevant regulations relating to finance and tax authorities. The Director of Finance, Administration and Quality Assurance also deals directly with the management and quality of the company's service delivery, while overseeing processes which enhance students' experience at Lead Training Services.
Brand and IT Manager	An essential part of Lead Training Services' local success is the brand itself, building a recognisable brand and reputation. The Brand and IT Manager is responsible for the maintenance of the company website, ensuring that it is functional and updated. The Brand and IT Manager is also tasked with managing marketing campaigns.

Student Support and Administration Executive	The role of Student Support and Administration Executive, is in direct contact with the company's learners. In this role the Executive manages the processes related to the enrolment of students, management of ongoing courses, co-ordination with tutors etc.
Credit Control Executive	The Credit Control Executive is responsible for carrying out credit-control duties, as well as guiding students with any enquiries on relevant funding schemes.

3. Design and Approval of Programmes

All programmes are carefully designed in alignment with industry needs and adult learning principles. Each course undergoes a rigorous internal review and approval process, including compliance with the Malta Further and Higher Education Authority (MFHEA) accreditation framework. This ensures that all courses not only meet internal standards of relevance and coherence, but also adhere to the quality benchmarks established by the MFHEA before being offered to learners.

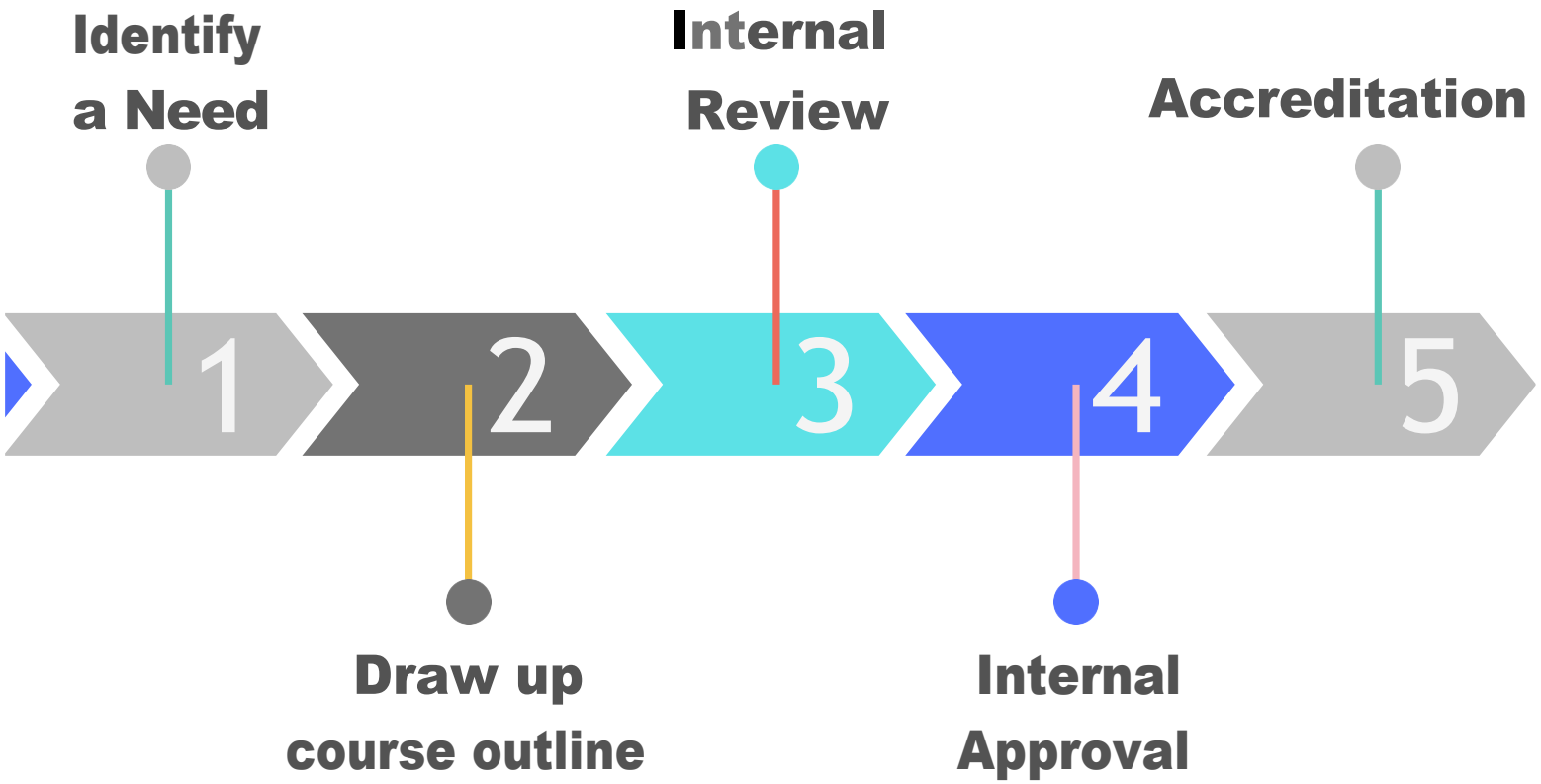


Figure 2.0: Steps in the Design and Approval of New Programmes

4. Teaching Staff

LEAD Training Services ensure that its staff is qualified, experienced, and dedicated, and possess both subject expertise and a passion for adult education. Continuous professional development within each individual's area of expertise is encouraged, in order to ensure up-to-date knowledge with industry developments.

Furthermore, internal information sessions are regularly held internally to maintain teaching excellence in terms of current teaching methods and tools.

5. Public Information

LEAD Training Services provides accurate, clear, and accessible information about its courses, admission requirements, and learning outcomes. Detailed and up-to-date information regarding each course on offer—including MQF level, ECTS earned, course schedule, trainers, learning outcomes, price, and eligibility for relevant funding schemes—is made available on the website at www.leadtraining.com.mt.

All public communications reflect our commitment to honesty and transparency, enabling prospective learners and partners to make informed decisions. The website also contains information relating to LTS' terms and conditions, and policies which drive our operation. A list of Frequently Asked Questions may also be accessed. Website visitors may ultimately contact our administration staff directly via email, in case of any further queries.

6. Student-centred Learning, Teaching and Assessment & Learning Resources and Student Support

Student-centred Learning, Teaching and Assessment:

At LEAD Training Services, the educational approach is fundamentally student-centred. This means that teaching methods and curriculum design are tailored to the specific needs, backgrounds, and experiences of adult learners. Instruction is interactive and flexible, encouraging active participation and engagement. Teaching staff is instructed and encouraged to use teaching methods that accommodate diverse learning styles, by incorporating real-world case studies, group discussions and practical exercises, where possible.

Assessment methods are mainly via an assignment that is given at the end of the course, with questions that aim to capture the learners' knowledge and skills learnt throughout the course.

Learning Resources:

Varied learning resources are made available to students to support their studies and enhance their learning experience. These resources may include digital course materials, recommended readings and multimedia content. These resources are curated by the course trainers and updated from time to time as necessary to ensure they are relevant, accessible, and aligned with current industry standards and best practices.

Student Support:

LEAD Training Services is committed to providing comprehensive support to all learners throughout their educational journey. Students have access to academic guidance and personalised support from trainers and administrative staff. Support services are designed to address a variety of needs and queries that students may have, including assistance with course selection and registration, time management, and funding opportunities. Additional resources such as introductory sessions, assignment explanation, various manuals are also available, ensuring that every learner is empowered to succeed.

7. Student Admission, Progression, Recognition and Certification

Admission processes are fair, transparent, and designed to recognise prior learning (where applicable) and relevant experience. The registration process is a simple online form, through which the necessary information is requested. This is then followed by the Student Support and Administration Executive, who remains the main point of contact with the students, guiding them throughout the registration, course progression up to completion.

The student data that is collected includes demographic information, academic performance, attendance records and any feedback from learners. Appropriate data protection protocols are employed to safeguard the confidentiality and integrity of all records.

Additionally, feedback and outcome data feed into ongoing quality assurance initiatives, ensuring that the learning environment remains responsive, effective, and aligned with both student needs and industry developments.

8. Information Management

We maintain robust and secure systems for the collection, analysis, and safeguarding of institutional data at every stage of a student's journey.
At the admission stage, essential information is gathered through the application process, including personal details, educational background and work experience. This foundational data forms the basis for the student's educational journey with *LEAD Training Services.*

During the course progression, further information is collected such as academic performance and attendance.

Upon course completion, comprehensive data is compiled, encompassing final assessments, completion status, certification eligibility, and post-course feedback.

End-of-course feedback forms provide valuable insights into the effectiveness of the programme, the quality of support received, and overall learner satisfaction.

All data, including that from feedback forms, is stored securely. Access to sensitive information is restricted to authorised personnel only.

9. Ongoing Monitoring and Review of Programmes

Continuous improvement is embedded in our culture, guided by a structured cycle of Plan, Implement, Evaluate, and Improve.

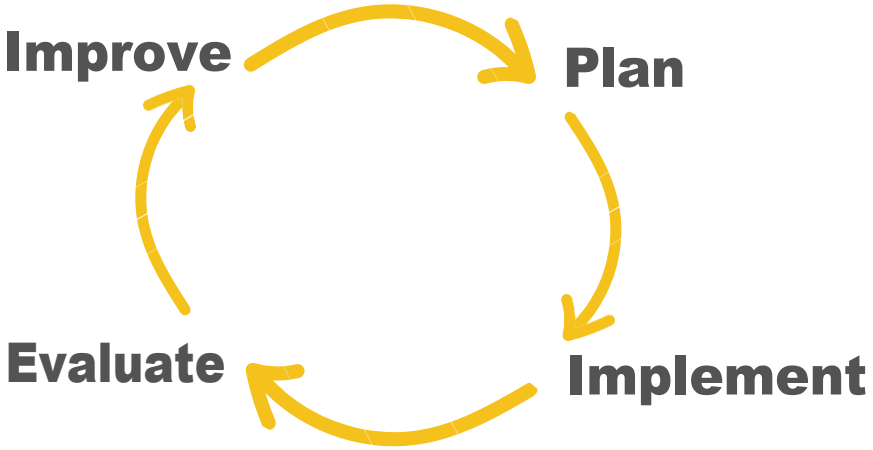


Figure 3.0: Steps in the Ongoing Monitoring of Programmes

- **Plan:** At the outset, clear objectives and desired outcomes are established for each programme, informed by learner needs, industry standards, and previous performance data. Curricula, resources, and assessment methods are developed or refined based on these goals, ensuring alignment with institutional vision and regulatory requirements.

- **Implement:** Programmes are delivered according to the developed plans. This involves deploying qualified trainers, facilitating access to learning resources, and providing ongoing support to participants.

- **Evaluate:** Systematic evaluation is conducted regularly. Feedback is collected from learners, trainers, and stakeholders, while assessment results and information gathered from feedback forms are analysed to assess programme effectiveness and identify strengths or areas of concern.

- **Improve:** Insights gained from evaluation serve to continuously improve the service offering in areas including curricula adjustment, enhancement of support systems, and updating of resources. These changes are integrated into future planning, ensuring that each iteration of the programme is more effective, relevant, and responsive to both learner and industry needs.

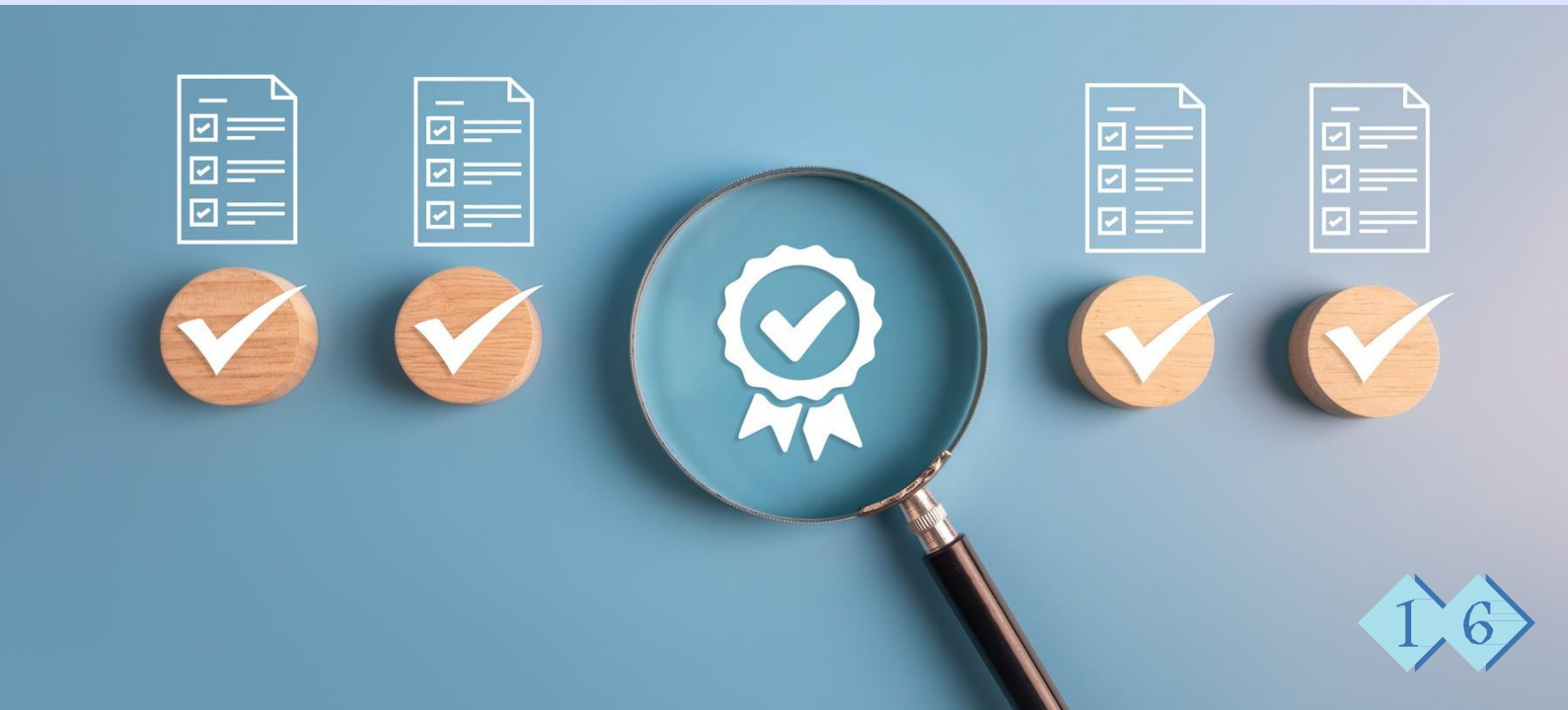
By embedding this Plan-Implement-Evaluate-Improve cycle into ongoing monitoring and review, we ensure our educational provision remains dynamic, evidence-based, and continuously advancing in quality and impact.

10. Policy for Internal Quality Assurance

Internal quality assurance is systematic and comprehensive, involving regular self-assessment, feedback from trainers and learners, and action planning. We strive to ensure that quality assurance is embedded into all our processes so that our dealings with stakeholders – be they students, teaching staff, accreditation body and others – are held to the required quality standard that befits a higher education institution. Our policies ensure that all aspects of provision meet or exceed established standards and support ongoing enhancement.

11.Cyclical External Quality Assurance

We actively participate in external quality assurance audits conducted by the accrediting body MFHEA. These thorough audits provide valuable insights into the quality of our services, highlighting areas of strength and identifying good practices. Furthermore, MFHEA offers detailed recommendations for the development of action plans for further improvement, ensuring our institution continually enhances its standards and remains accountable to both learners and stakeholders.



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