



Monitoring Visits (MV) Policy

ELT Council Monitoring Framework

Table of Contents

Introduction	3	Phase 2A:	24
Three-Phase MV Framework	4	Onsite Academic Verification	
Terminology		1. Purpose and Scope	24
Composition and Role of the Monitoring Visit Team	4	• A1. Teacher Portfolios	24
Phase 1:	6	• A2. Teacher Focus Groups	25
Pre-Visit Digital Submission		• A3. Lesson Observations	25
1. Purpose and Scope	6	Observation	25
2. Notification and Deadlines	6	Post-Observation	26
3. Digital Platform and Access	7	Interview with Teacher	26
4. Data Protection and Safeguarding	7	• A4. Academic Administration	27
5. Folder Structure, Required Evidence and Rationale	7	Phase 2B:	28
• 01_Teacher_Portfolios (T-28)	8	Onsite Management Verification	
• 02_Teacher_Focus_Group (T-10)	9	1. Purpose and Scope	28
• 03_Lesson_Observation_Documents (T-3)	9	• M1. Quality Assurance	28
• 04_Academic_Administration (T-28)	11	• M2. Staff Matters	30
• 05_Quality_Assurance (T-28)	13	• M3. Physical Premises and Safety	31
• 06_Staff_Matters (T-28)	14	• M4. Learner Feedback	33
• 07_Premises_and_Safety (T-28)	15	• M5. Learner Focus Group	33
• 08_Learner_Feedback (T-28)	16	• M6. Student Welfare	34
• 09_Learner_Focus_Group (T-10 & T-3)	17	• M7. Sustainability in Practice	36
• 10_Student_Welfare (T-28)	17	2. Staff Interviews	37
• 11_Sustainability_Initiatives (T-28)	19	Phase 3:	39
• 12_Supporting_Documents (T-28)	19	Review and Reporting	
6. Special Operational Arrangements	20	1. Reporting Procedure	39
Schools Operating from Annexes	20	2. Structure of the Final Report	39
Schools Operating Online Provision	20	3. School Response	39
7. Pre-Visit Questionnaire for Teachers	21	4. Use of the Report and Ongoing Improvement	40
8. Participant Lists and Pre-Selection	21		
9. Focus Group Procedure	22		
• Teacher Focus Group	22		
• Learner Focus Group	23		
10. Digital Tools for Data Collection	23		
11. Outputs of Phase 1	23		
12. Record-Keeping and Data Retention	24		

Introduction

The ELT Council's Monitoring Visit (MV) Policy outlines a three-phase monitoring framework designed to support and verify the maintenance of high academic standards in licensed English Language Teaching (ELT) institutions. The emphasis is on encouraging Schools to implement robust internal quality assurance and development mechanisms, with MVs serving to validate and support these systems. All procedures are aligned with ELT Council regulations and Maltese legal requirements, including data protection (GDPR) and safeguarding laws such as the Protection of Minors Act (POMA).

Each licensed ELT School is to be reviewed under the MV framework approximately once every two years, ensuring regular monitoring and support.

Three-Phase MV Framework

The monitoring cycle is structured into three main phases, each with specific activities and timelines (denoted by T-days counting back from the visit date). Once the date of the visit is determined, the following phases will commence:

- **Phase 1: Pre-Visit Digital Submission** – The School provides required documentation via a secure online platform prior to the visit (e.g. teacher portfolios, policies, schedules). This must be completed by set deadlines (e.g. T-28 days for baseline evidence) to allow the Visitors to review materials in advance.
- **Phase 2A: Onsite Academic Verification** – The on-site verification will focus on academic standards. The Visitor will focus on the following areas:

- A1) Teacher Portfolios
- A2) Teacher Focus Group
- A3) Lesson Observations
- A4) Academic Administration

These activities assess teaching quality, teacher support, and academic management in practice.

- **Phase 2B: Onsite Management & Compliance Verification** – The on-site verification will focus on management, welfare, and legal compliance. The Visitor will focus on the following areas:

- M1) Quality Assurance
- M2) Staff Matters
- M3) Premises and Safety
- M4) Learner Feedback
- M5) Learner Focus Group
- M6) Student Welfare
- M7) Sustainability

This ensures the School meets all regulatory obligations and provides a safe, supportive environment.

- **Phase 3: Review and Reporting** – The Visitors will hold a closing meeting to discuss preliminary results. After the visit, findings are consolidated into a formal report detailing commendations, recommendations, and any required follow-up actions within stipulated timeframes. The Council will send the final report approximately four weeks post-visit.

Terminology

Throughout all phases, official terminology is used as follows:

- The term “Visitor(s)” refers to the ELT Council-appointed academic and non-academic Visitors conducting the Monitoring Visit,
- The term “School” refers to the licensed ELT institution (main School and any annexes).
- Timeframes such as T-28, T-7, T-3 refer to deadlines in calendar days before the on-site visit.

All collected data and records are handled in line with ELT Council data-handling procedures, ensuring confidentiality and legal compliance (GDPR, POMA).

Composition and Role of the Monitoring Visit Team

To ensure integrity, consistency, and academic rigour across the MV process, a Monitoring Visit Team is established under the authority of the ELT Council.

1. Team Structure

- **Lead Expert – Head of Monitoring Visits:**
Oversees the design, implementation, and ongoing evaluation of the MV monitoring process. The Lead Expert ensures academic and operational consistency across visits, provides leadership and support to visitors, and liaises with the ELT Council on matters of policy and quality assurance.
- **Academic Visitors:**
Responsible for evaluating academic aspects including teaching quality, curriculum alignment and teacher development. They conduct classroom observations, review teaching materials, and assess teacher portfolios and QA practices.
- **Non-Academic Visitors:**
Focused on evaluating administrative, operational, and student support systems. They assess leadership effectiveness, welfare and safeguarding policies, internal procedures, and compliance with governance requirements.

2. Selection Criteria

- **Lead Expert must:**
 - Have at least 8 years of academic experience in the ELT sector.
 - Hold an internationally recognised Level 7 qualification (e.g. Master's in TESOL, DELTA, or equivalent).
 - Have at least 3 years of experience in ELT School inspections or quality assurance roles.
 - Demonstrate expertise in digital innovation, School leadership, and system evaluation.
 - Not have been employed or involved with any ELT School for a minimum of 6 months prior to appointment.
- **Academic Visitors must:**
 - Hold a Level 7 ELT or education-related qualification.
 - Have a minimum of 3 years' academic experience in ELT.
 - Have experience in classroom observation, teacher training, or academic quality assurance.
 - Not be actively affiliated with any ELT School under review during the current or previous six-month period.
- **Non-Academic Visitors must:**
 - Hold a Level 7 qualification in education leadership, business management, quality assurance, or related areas.
 - Have experience conducting operational inspections in education.
 - Be able to evaluate administrative systems, compliance, and leadership effectiveness.
 - Not be actively affiliated with any ELT School under review during the current or previous six-month period.

3. Confidentiality and Independence

All team members must act with impartiality, maintain strict confidentiality, and declare any conflicts of interest.

Phase 1: Pre-Visit Digital Submission

1. Purpose and Scope:

Phase 1 lays the groundwork for the MV by ensuring that key documentary evidence is submitted in advance for review. This pre-visit digital submission reduces on-site disruptions and allows the Visitors to pre-screen materials, identify any gaps, and plan targeted verification for Phase 2.

Objectives of Phase 1 include:

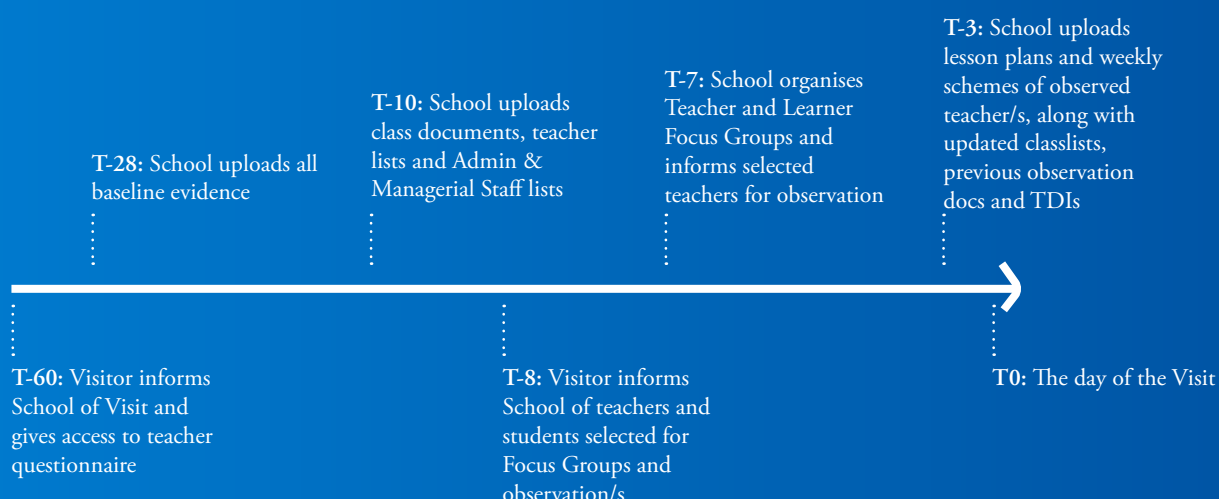
- Digitising evidence collection to minimize on-site administrative burden.
- Allowing Visitors to analyse materials beforehand and focus on areas that need attention.
- Verifying compliance with critical requirements (safeguarding, quality assurance, sustainability, etc.) at an early stage.

2. Notification and Deadlines:

Specific mandatory deadlines apply for Phase 1 submissions:

- **T-60 days:** Schools will receive formal notification of an upcoming MV at least two months (T-60) before the visit date. This notification will include a link to the Pre-visit Teacher Questionnaire in preparation for the Teacher Focus Group. This link should be sent to teachers upon receipt.
- **T-28 days:** All baseline evidence must be uploaded to the designated online folder by 28 days before the visit. This includes documents for each sub-section listed in the required folder structure. Failure to meet the T-28 submission deadline will trigger a Gap Log entry. If the required evidence is not provided within the subsequent 7 days, the ELT Council may decide to reschedule the visit. The Teacher Focus Group pre-visit questionnaire follows the same timeline, due by the T-28 submission alongside other documents.
- **T-10 days:** By 10 days prior to the onsite visit, the School must upload an up-to-date tabulated overview of current classes together with the corresponding class lists, a teacher list, and a list of administrative and managerial staff members. The Visitors will issue a Gap Log if anything remains outstanding or unclear. The School is expected to address any such gaps by T-7. If a serious compliance issue remains unresolved or the School does not remedy outstanding items within that window, the matter may be escalated.
- **T-7 days:** The School must finalise arrangements for Focus Group participants at T-7. The School's Academic Management must also notify any teachers selected for observation (Phase 2A). Teachers should be informed of the observation schedule and the post-lesson feedback meeting.
- **T-3 days:** Lesson plans and weekly schemes of work for the teachers selected to be observed must be uploaded by 3 days before the visit. This T-3 deadline ensures Visitors can review planned lesson content beforehand. An updated overview of current class timetables, together with the corresponding class lists (these should now more accurately reflect the situation at the time the Visit is scheduled), must once again be uploaded. Missing critical documentation by this point (e.g. lesson plans or safeguarding documents) may trigger immediate remedial action or postponement of the observation.

Timeline for Visit Preparation



3. Digital Platform and Access:

Lead Expert – Head of Monitoring Visits: The ELT Council will provide a secure digital platform for Phase 1 submissions. Schools must upload all documents to the assigned folder. It is recommended that each School designate a responsible staff member to oversee the uploading process and ensure all files are correctly submitted by the deadlines. Access is “view-only” for ELT Council officers and Visitors.

The folder and files should use the standard naming convention:

SchoolName_SectionName_Year
e.g., ABC_LanguageSchool_TeacherPortfolios_2025

To protect sensitive data, downloading or copying of documents by Council officials is not permitted unless covered by a signed Non-Disclosure Agreement (NDA) and in compliance with Council data-security protocols. All Phase 1 evidence remains the property of the School; any authorised copies for analysis will be handled under strict confidentiality.

4. Data Protection and Safeguarding:

All personal data in the submissions (e.g. staff and student information in portfolios, welfare forms) must be handled according to applicable data protection laws and ELT Council policies. This includes adherence to the EU GDPR and Malta’s POMA regulations for minors. The School is responsible for redacting or protecting any sensitive information in the documents and limiting access to those with a need-to-know. For example, any personal identifiers (such as individuals’ full names, contact details, or ID numbers) that are not required for verification should be removed or anonymised in the uploaded documents. Only information essential to the MV review should remain visible. Visitors and Council officers will treat all information confidentially and use it only for the purposes of the MV. Welfare and safeguarding records should be clearly identified and access-restricted even within the shared drive. Any transfer of data (if needed under NDA) must use secure methods as per ELT Council data-handling procedures.

5. Folder Structure, Required Evidence and Rationale:

Schools are required to organise the digital submission into a standardised set of parent sub-folders (numbered 01–12) to facilitate efficient review. Clearly labelled sub-folders must be created within each of the 12 parent folders, as applicable,

The required Phase 1 folder structure and contents are:

01_Teacher_Portfolios (T-28):

This folder contains teacher portfolio documents **uploaded by** the School at least 28 days prior to the visit. Schools are not required to upload every teacher’s portfolio; rather, a representative sample should be provided. Schools will submit the number of teacher portfolios according to the category of the School as listed below, ensuring inclusion of both year-round teachers and seasonal (summer) teachers. Furthermore, the sample should include portfolios of teachers who have been with the School long-term, as well as newer teachers; however, only portfolios of teachers who have 100 or more teaching hours should be uploaded.

School Category	Recommended Number of Portfolios
A	5
B	8
C	12
D	15

- **Teacher Portfolio Contents:** Each teacher’s portfolio is expected to contain:
 - **CV and qualifications:** An updated CV detailing relevant teaching experience and copies of teaching qualification certificates should be provided.
 - **ELT Permit:** The Visitor will verify that teachers within the submitted sample of portfolios has an ELT Teacher’s Permit on file.
 - **Teacher Development Interviews (TDIs):** The portfolios should contain evidence of at least one (1) development interview (the focus of this interview is strictly academic) per teacher between teacher and Director of Studies (DoS) or representative. The most recent TDIs should always be submitted. For teachers who have taught at the School for at least 2 years, more than 1 TDI must be submitted. This includes any Teacher Self-Evaluation forms and professional development targets or action plans agreed between the teacher and the DoS or representative. The Visitor will check that these interviews have happened and that both teacher and DoS/rep have signed off on action plan targets or comments. TDIs should be conducted at least once annually.
 - **Classroom Observation Records:** Records of any internal lesson observations conducted for the teacher for development purposes should be made available. For each such observation, the portfolio should include the lesson plan, a post-lesson self-evaluation by the teacher, and written feedback or an observation report by the DoS or representative. The Visitor will look for evidence that underperforming or less experienced teachers are given feedback and support, and that strong performance is noted.

Records of buzz/drop-in and/or peer lesson observations may be provided as supplementary evidence; however, they do not substitute for formal lesson observation records.

- **Schemes of Work and Timetables:** Recent Weekly Schemes of Work developed by the teacher should be provided. These should demonstrate the teacher’s planning and evidence of a clearly structured approach to teaching and learning. Each Scheme of Work must be accompanied by relevant background information to enable the Visitor to make sense of it in context. A sample of detailed lesson plans aligning with the weekly Schemes of Work submitted should also be included.

- **Samples of Student Assessment:** Examples of representative selection of marked student work with feedback. The samples should include formative and /or summative feedback that is explicitly aligned with the stated learning outcomes and assessment criteria. Evidence of feedforward (guidance on how students can improve future performance) is desirable. These materials provide evidence of the teacher’s engagement with student outcomes and the extent to which feedback is used to support student progress and inform subsequent teaching and learning.
- **Continuous Professional Development (CPD) Evidence:** The portfolio should contain certificates from workshops or courses attended, records of in-house training sessions, peer observations, and similar activities. An updated CPD log should also be provided, as this enables the Visitor to gain an overview of a teacher’s professional development activity at a glance. The Visitor verifies that the School facilitates ongoing professional development.
- **Any relevant additional** items the teacher or DoS chooses to include, such as teaching materials developed by the teacher, student feedback received, or reflective journals can also be included. While optional, such inclusions often demonstrate a reflective teaching culture.

Purpose: To confirm that the School maintains a comprehensive Teacher Portfolio for each teacher and that these portfolios demonstrate compliance with ELT Council standards for teacher qualifications, performance monitoring, and professional development. Through sampling of teacher portfolios, the Visitor will assess whether teachers are suitably qualified, whether their work is being regularly appraised, and whether opportunities for development are being provided.

02_Teacher_Focus_Group (T-10):

The Teacher Focus Group interview allows Visitor to qualitatively assess areas such as teacher support, resource adequacy, professional development opportunities, and communication within the School. It also provides teachers an opportunity to voice any concerns or suggestions in confidence.

The following documentation should be uploaded:

- **Documentation describing how teachers were informed of the Focus Group opportunity.**
- **A teacher list provided, which must include,** for each teacher:
 - their ELT or Temporary ELT Permit number,
 - their duration of service at the School,
 - relevant ELT qualifications held,
 - the programme types to which they are typically assigned, their contract type (e.g. full time, part-time flexi), and
 - whether they are employed on a year-round or seasonal basis.

It is important that all teachers be informed of the dates and arrangements for the Visit via formal communication (e.g. notices on the Teachers’ Room Notice Board and email communications etc.) to ensure that teachers are given the opportunity to join the Focus Group should they wish.

Purpose: To gather teachers’ collective feedback and perspectives on the academic environment, management support, and overall working conditions.

03_Lesson_Observation_Documents (T-3):

Seven (T-7) days prior to the Monitoring Visit, the teachers to be observed will be identified by the Visitor from the list of teachers provided in 02_Teacher_Focus_Group and the School will be informed accordingly.

At least three days (T-3) before the visit, the School will upload the relevant observation documents for each teacher.

For each teacher selected for observation, the Schools should upload:

- Lesson plan of the lesson to be observed
- Lesson material for observed lesson
- The weekly scheme of work for the week of the visit,
- Attendance register/class list
- Relevant curriculum/syllabus
- Records of previous lesson observations, including identified strengths, weaknesses, and progress against action plans.
- The teacher's most recent TDI.

Teachers who joined the School less than one month before the visit, or who are personally known to the Visitor, will not be selected for observation.

To ensure a representative sample of the teaching body, the Visitor will select a variety of teachers from the following categories (whenever possible):

- teachers with varying durations of service at the School,
- teachers with both required and higher qualifications,
- teachers who teach across different programme types (e.g. General English, Business English, Examination Preparation classes, etc.),
- both year-round and seasonal teachers.

Purpose: To directly observe classroom teaching in order to evaluate the quality of instruction and learning taking place, and to verify that teaching standards meet ELT Council expectations. Lesson observations also serve a developmental function: they provide teachers with feedback and an external perspective on their teaching.



04 Academic Administration (T-28):

Key academic management documents, demonstrating that the School has orderly academic processes (scheduling, assessment, record-keeping) in place.

The School should upload the following documents:

- **A tabulated overview of timetables**

This should provide providing an at-a-glance summary of all active classes including:

- lesson timings;
- assigned teacher(s);
- course programme type;
- room number;
- number of learners enrolled; and
- and the maximum capacity of each room.

- **Syllabi or curriculum outlines and level descriptors**

A sample of syllabi or curriculum outlines and level descriptors or can-do statements should be provided. In the case of rolling enrollment, or where the School does not follow a coursebook-based syllabus, (and the syllabus may therefore be more fluid), evidence must be provided to demonstrate that lesson content is nevertheless underpinned by a clearly defined curricular structure and aligned with the relevant level descriptors.

- **Testing procedures, test papers and key**

A Standard Operating Procedure (SOP) outlining the **testing procedures** should be provided.

For **placement tests**, this should clearly describe:

- how new students are assessed;
- the scoring bands and their corresponding proficiency levels;
- how the test assesses a variety of language skills and systems
- the marking process, including who is responsible for marking the placement test;
- the re-placement and appeals procedures; and
- how the performance/accuracy of the placement test is monitored

For **progress tests**, the SOP should clearly specify:

- the roles and responsibilities of those involved in the progress test procedure;
- when learners may take a progress test (i.e., fixed or flexible test administration windows);
- how progress tests are aligned with recognised level standards and descriptors (CEFR), and the School's own course structure;
- how it is ascertained that progress tests are assessing actual taught material;
- the procedures used to ensure that progress tests provide proportionate coverage of the relevant language skills and systems;
- how results are logged to enable systematic tracking of student progress;
- the reporting of results to learners within stipulated timeframes;
- how results are linked to follow-up procedures (tutorials, level hold/advance);and
- how and when progress tests are periodically reviewed and/or refreshed to prevent overexposure

The SOP must be accompanied by a sample placement test and sample progress test papers with corresponding answer keys. In the case of progress tests, marking schemes and rubrics relevant to the sample progress tests submitted should also be uploaded.

- **Assessment Standardisation records**

A Standard Operating Procedure (SOP) outlining how the **marking/grading of tests is standardised should be provided.**

- **Attendance policy, certificates and aggregated attendance report**

A Standard Operating Procedure (SOP) outlining how the School monitors **student attendance should be provided.**

The SOP should:

- describe how the attendance policy is communicated to learners (e.g. confirmation letter, welcome meeting etc.)
- define what is meant by present/late/absent
- specify the alert thresholds for attendance concerns (e.g. percentage drops, consecutive absences), the escalation procedures triggered when such thresholds are reached, and any welfare response mechanisms applicable to adults;
- describe attendance recording processes, staff responsibilities and timeframes
- describe the procedure for compiling, maintaining, and reviewing aggregated attendance data and how this leads to trend analysis
- describe the attendance policy (explicitly stating the required attendance percentage for the issuance of a Certificate of Attendance (some Schools may impose requirements that exceed the 75% minimum established by the Council));
- outline the procedures by which attendance percentages are captured, verified, and eventually incorporated into the final certificate;

For minors (if applicable):

- identify the individuals responsible for recording daily attendance
- specify intervention and safeguarding attendance triggers
- indicate how communications about attendance to learners and parents are logged.

The SOP should be accompanied by a sample of the most recent aggregated attendance reports.

An SOP clearly identifying the staff members responsible for generating Certificates of Attendance should be provided. The SOP should also define when certificates for departing students are printed. Certificates should ideally be printed on the final day of tuition to ensure that the recorded attendance percentage or total hours displayed on certificate are accurate.

A Certificate of Attendance template should also accompany this SOP. The content of the certificate must comply with the requirements set out in Legal Notice 221 of 2015: ‘Schools shall, over the signature of the Director of Studies, issue a certificate of attendance to every student, setting out the title and level of the course followed together with the dates of attendance and number of hours actually attended’

Purpose: To verify that the School’s academic administrative systems are robust, accurate, and supportive of quality teaching and learning. This includes ensuring that class timetables, course syllabi, student placement and progress testing, attendance tracking, assessment moderation and issuance of certificates are all properly documented and implemented.

05_Quality_Assurance (T-28):

All documents relating to the School's internal Quality Assurance should be uploaded. This should include the current QA policy manual and Standard Operating Procedures and other related documents as per below:

- A current QA policy and Standard Operating Procedures, including version history if applicable.
- At least two QA meeting records from the past twelve months, showing standing agendas, attendance, and documented decisions or actions.
- One full-cycle self-assessment or internal review completed within the last 12 months, including schedules and methodologies.

Any updates occurring after T-28 (e.g. new QA meeting minutes) should be uploaded or made available on the day of the visit.

Purpose: To evaluate the systems and practices through which ELT Schools monitor, review, and enhance the quality of their educational and administrative provision. It assesses whether the School's internal QA mechanisms are clearly defined, implemented in practice, and used to drive meaningful improvement.

06_Staff_Matters (T-28):

Documentation on staffing and HR compliance.

Required Documentation

Prior to the visit, the School must provide the following:

- A complete list of all staff and their roles (or a staff organogram), indicating which staff work directly with minors.
- A written description of management and administrative procedures (if this has already been submitted as part of the QA policy and Standard Operating Procedures, folder 05, please reupload in folder 06 for ease of reference) .

The Visitors will review management and administrative documents to ensure that clear internal management procedures are in place; communication channels between management and staff are established and effective; systems for document storage and retrieval are secure and efficient; disciplinary policies are defined and accessible.

- Redacted samples of non-academic and academic staff contracts, including all necessary clauses and terms to ensure compliance with regulations and organizational policies.
- Redacted staff contracts should comply with regulations outlined in the **Transparent and Predictable Working Conditions Regulations, 2022 (L.N. 267 of 2022)** and include:
 - Details of the employer and employee
 - Job title, duties, and responsibilities
 - Employment duration, probation, and notice period
 - Working hours, pay structure, and leave entitlements
 - Code of conduct and disciplinary procedures

- **Job descriptions for all roles within the organisation.**

Job descriptions should clearly state:

- Job title, department, and reporting line
- Job purpose and key duties
- Required qualifications and skills
- Limits of authority and areas of responsibility

- **A list of staff with Protection of Minors Act (POMA) clearance, including names, job titles and contact-with-minors status.**

All staff in direct contact with minors must hold valid POMA clearance as per [Article 4.2 of Chapter 518, The Protection of Minors \(registration\) Act](#). The School must maintain an updated record of all clearances.

- **Samples non-academic staff CPD (Continuing Professional Development) logs or plans.**

Each staff member should have a CPD plan, and/or records of previous training which demonstrate training participation and relevance to their role.

- **Redacted samples non-academic staff appraisal and teacher appraisal forms.**

- o **Non-academic staff** must have access to a structured performance appraisal process, including self-evaluation and official review forms signed by both parties.

- o **Teacher Appraisal** documentation (to be distinguished from a Teacher Development Interview) is a record of the teacher appraisal meeting between the teacher and a member of Management (not the DoS).

The most recent appraisal documentation must be included. The focus of the appraisal is not academic; it reviews learner feedback and the teacher's overall professional performance, professional conduct, and contribution to the institution. Its aim is to assess the teacher's performance against institutional standards, targets, or expectations. The Visitor will check that these appraisals take place at least once a year and that both the teacher and Management have signed off on the appraisal notes or outcomes.

Purpose: To confirm that the School maintains accurate, comprehensive, and compliant records for all staff. The Staff Matters process is designed to verify that the School's management and administrative practices meet the standards set by the ELT Council. It ensures that all staff (academic and non-academic) are appropriately qualified, legally employed, safeguarded, and professionally supported.



07_Premises_and_Safety (T-28):

This sub-section evaluates whether the ELT School's premises provide a safe, accessible, hygienic, and adequately resourced environment for learners and staff. It covers the following areas:

- Teaching & Learning Environment
- Classroom Capacity
- Health, Safety & Accessibility
- Sanitation and Restroom Facilities

The following documents must be uploaded by T-28:

- A valid **Health, Safety, and Fire Risk Assessment Certificate**, issued by an authority recognised by the Occupational Health and Safety Authority (OHSA), including date of inspection and certificate reference code.
- Refer to [Part C. Section 5.6\(i\) in L.N. 221 of 2015](#).
- **Valid certificates for all designated fire wardens and first-aiders**, including names, date of certification issue and awarding body.
- A **valid food handling certificate for all personnel handling food** (if applicable), including including names, date of certification issue and awarding body.
- **Template used for incident reporting.**
- **Template used for logging maintenance and cleaning records for sanitation facilities.**
- **Documented evidence demonstrating that lifts undergo preventative inspections** (if applicable).

Inspections must be held at intervals not exceeding six months and thorough examinations at intervals not exceeding six (6) years (refer to [Subsidiary Legislation 427.63 – Lifts Regulations](#)).

All servicing and inspection activities should be appropriately logged. Records uploaded must include the reports of at least the two most recent inspections and the scheduled date of the next inspection.

- **Photographic evidence of safety signage and evacuation plans**, clearly indicating the location where each item is displayed.
- **A list of classroom capacities.**

Each classroom's maximum capacity must be calculated in line with the minimum legal requirement of 1.75 sqm per student, detailed in [Part C. Section 5.6\(i\) in L.N. 221 of 2015](#).

- **Any additional documentation relevant to Physical Premises and Safety that has not been referenced above.**

Any updates after T-28 (e.g. new certifications) should be presented at the start of the on-site visit.

Purpose: To confirm the School holds valid and current certification relating to health and safety requirements and preparedness for emergency situations. Such documentation demonstrates compliance with health and safety legislation, the implementation of appropriate risk management measures, and the School's commitment to maintaining a safe environment for staff and students that is conducive to quality learning and staff wellbeing.

08_Learner_Feedback (T-28):

Documentation of how learner feedback is collected and used. Prior to the visit (T–28), the School must provide the following:

- **Template feedback forms for adult and young learners**

Evidence should show that feedback is collected from all learner types (juniors, adults, long-/short-term), and adaptations are carried out to accommodate language levels, age, and cultural background.

- **Feedback collection schedule**

This is an indication of when and how frequently feedback is collected (e.g. end-of-course, weekly forms, mid-stay, etc...).

- **Feedback aggregated reports**

At least two summary reports from the past 12 months showing analysed data should be uploaded, covering academic quality, welfare, facilities, and accommodation (if applicable).

- **Action plans or minutes of meetings on feedback**

Action plans showing follow-up actions based on feedback and /or minutes of meetings where feedback was discussed.

- **Proof that outcomes of feedback were communicated back to students**

Communications sent to learners regarding actions taken (e.g. emails, notices, “You Said – We Did” evidence, etc...).

- **Learner feedback policy and/or procedure**

School’s internal policy or procedure on learner feedback, including role/responsibility assignment (e.g. QA Lead, DOS). If this has already been submitted as part of the QA policy and Standard Operating Procedures in folder 05, please reupload in folder 08 for ease of reference.

Purpose: To confirm that the School maintains a structured approach to collecting learner feedback and that it uses this information to inform School improvement plans. The Learner Feedback process assesses the School’s ability to collect, analyse, and act upon learner input in a systematic, inclusive, and meaningful manner. It ensures that learner voices(both adult and minor)inform continuous improvement across academic, welfare, and operational areas.



09_Learner_Focus_Group (T-10 & T-3):

This ensures transparency and voluntary participation in the upcoming Learner Focus Group. The Focus Group may comprise both pre-selected learners by the Visitor and learners who express an interest in participating.

Schools must ensure that accurate and up-to-date learner class lists or timetables are provided to the Visitors at T-10 to facilitate participant selection.

Documents to be uploaded:

- **Class lists showing current learners**

Class lists must clearly indicate, for each learner, the class type in which they are enrolled, the classes where they are assigned, their proficiency level, the duration of their stay and their nationality.

- **A copy of the information or expression of interest notice provided to learners for the Focus Group.**

Any updates after T-10(e.g. changes in class lists) should be reuploaded at T-3.

Purpose: The Focus Group provides a structured opportunity for currently enrolled learners to share their views and experiences of both the academic and non-academic aspects of the School's provision.

10_Student_Welfare (T-28):

Evidence of Student Welfare and Safeguarding measures.

The School should upload the following documents:

- **A list of staff responsible for student welfare, shown on the School's organogram* or a dedicated Welfare Escalation Flowchart**, outlining responsibilities and reporting pathways.**

*An organogram clearly outlines the roles and responsibilities associated with student welfare.

**A Welfare Escalation Flowchart tracks the types and severity of student welfare issues, specifying the responsible member of the welfare team and sets out the procedure, escalation needs and outcomes at each stage.

- **A written Safeguarding and Welfare Policy, covering both adult and minor students.**

Adult Student welfare documentation addressing:

- Definitions of welfare areas (e.g. medical emergencies, bullying, neglect).
- Who the policy addresses (staff, students, host families).
- Identification of the non-academic Services and Student Welfare Manager.
- Reporting and escalation procedures for staff and students, including staff and learner reporting, escalation paths, secure data storage and record-keeping of action taken.
- Whistleblowing procedures.

Welfare Policy for Minors, if the School enrolls students under 18, must additionally include:

- Definitions of safeguarding and welfare risks specific to minors.
- Identification of welfare staff responsible for minors.
- Reporting and escalation procedures, including parent/guardian communication protocols.
- Procedures for secure storage and access of personal and welfare information.



- **Blank samples of Student Cards and Welcome Packs.**

Student Cards must include a student photo, name, nationality, School logo, and emergency contact information.

Welcome Packs must include School emergency numbers, contact details, photos/names of key welfare personnel, and local emergency information. The 24/7 emergency communication service to students should be provided as per [Legal Notice 221 of 2015](#).

- **Blank samples of Medical and Dietary Information Forms for adult students**

Forms should have space to collect:

- Student contact details while in Malta and an emergency contact person.
- Details of existing health conditions, medication, allergies, and special needs.
- Consent for emergency treatment.
- Dietary preferences and restrictions, including allergies and cultural requirements.

- **Blank samples of Parental Consent Forms for minors (including medical, dietary, and welfare permissions).**

Forms must include space to collect:

- Contact number of student while in Malta
- Emergency contact/ next of kin information, consent to store personal data (GDPR compliant) and parent/guardian signature and date
- Medical details, medication, allergies, and consent for first aid/emergency treatment
- Dietary preferences and restrictions
- Welfare permissions, including in loco parentis, safeguarding referrals and code of conduct agreements
- Activity and media permissions (e.g. trips, sports, transport, photos, etc...)

Purpose: To confirm that the School maintains comprehensive, accurate, and compliant student welfare documentation for both adult and minor learners. This ensures that all aspects of student care, safeguarding, and welfare (particularly for minors) are effectively implemented and compliant with ELT Council standards and Maltese legislative requirements.

11_Sustainability_Initiatives (T-28):

Documents evidencing the School's commitment to sustainability. This aligns with the ELT Council's emphasis on sustainable practices in education. Given the evolving nature of sustainability, this sub-section does not have strict regulatory requirements like others, but the ELT Council encourages best practices.

The School is encouraged (but not obliged) to make available the following items:

- **A formal sustainability policy or statement of intent.**
- **Internal action plans or Key Performance Indicators (KPIs) related to sustainability.**
- **Any reports from eco-certifications, internal sustainability reviews, or external audits.**
- **Examples of communication of sustainability efforts (e.g. newsletters, noticeboards).**
- **Evidence of curriculum integration (e.g. schemes of work with sustainability topics).**
- **Community partnership records or student project logs.**
- **Budgeting and financial reports showing investment in sustainability**

Purpose: To prepare for on-site verification by identifying whether the School maintains formal commitments and documented initiatives related to sustainability. This sub-section looks at how the School addresses sustainability in its operations and curriculum. This includes environmental sustainability (eco-friendly practices), social sustainability (staff/students well-being, community engagement, equality), and financial sustainability (long-term viability, though finances are often beyond scope except indirectly).

12_Supporting_Documents (T-28):

Any additional documents relevant to compliance that do not fit into the above categories. For example, partnership agreements for student support services (counselling, homestay arrangements), or any Virtual Learning Environment (VLE) usage policies if the School uses online platforms. This sub-section prevents omissions of evidence that might be unique to the School's context.



6. Special Operational Arrangements

- **Schools Operating from Annexes**

Where a licensed ELT School operates from one or more approved annexes, the Phase 1 digital submission will include dedicated folders for the main School and for each annex, where applicable, within the following parent folders:

- 02_Teacher_Focus_Group
- 03_Lesson_Observation_Documents
- 07_Premises_and_Safety
- 09_Learner_Focus_Group

Schools are required to upload the relevant documentation for the main School and each annex in the corresponding folder. This is to ensure that evidence relating to Teaching Staff, Lesson Observations, premises and Safety, and Learner Focus Group arrangements can be reviewed in relation to the specific site at which the provision takes place.

During the on-site visit, annexes will be visited only in relation to the above four sub-sections, namely Teacher Focus Group, Lesson Observation Documents, Premises and Safety, and Learner Focus Group. All other areas of the Monitoring Visit, including academic administration, quality assurance, staff matters, learner feedback, student welfare, sustainability initiatives, and supporting documentation, will be reviewed centrally through the main School's submission and management systems, unless otherwise indicated by the ELT Council or the Visitor.

The purpose of this arrangement is to ensure that site-specific matters are verified at the relevant premises, while avoiding unnecessary duplication where procedures, records, policies, and management systems are administered centrally by the licensed School.

- **Schools Operating Online Provision**

Where a licensed ELT School also operates online provision, this provision shall be addressed as part of the School's standard operation. The School is therefore required to ensure that online academic administration, teaching arrangements, learner support, assessment procedures, attendance monitoring, teacher allocation, and related quality assurance processes are documented and evidenced in the same manner as their face-to-face counterparts.

Online provision should be reflected within the relevant sections of the Phase 1 submission, particularly where evidence relates to timetables, class lists, syllabi or curriculum outlines, placement and progress testing, attendance records, learner feedback, teacher support, lesson planning, and quality assurance. Where online provision uses a Virtual Learning Environment, online platform, or other digital system, any relevant policies, procedures, access arrangements, or usage guidelines should also be uploaded where applicable.

During the Monitoring Visit process, online operations will be reviewed as part of the School's overall academic and operational provision. The Visitor will verify that online delivery is subject to the same level of academic oversight, administrative control, learner support, quality assurance, and record-keeping as provision delivered on the School premises. The School should therefore be in a position to demonstrate that its online provision is planned, monitored, evaluated, and improved through the same internal systems that apply to its standard operation.

7. Pre-Visit Questionnaire for Teachers:

A link to the Pre-Visit Questionnaire will be sent to the Director of Studies two months before the Monitoring Visit, at the time of the visit notification. The Director of Studies is responsible for forwarding the link to all teachers and for reminding them to complete the questionnaire by the deadline, set prior to 28 days before the visit (T-28), when the School is also required to upload the necessary documentation. The Pre-Visit Questionnaire covers key areas including:

- Professional Support & Development
- Resources & Working Conditions
- Collaboration, Communication & Learner Development

Responses from the Pre-Visit Questionnaire are collected and reviewed by the Visitor. On the basis of these responses, the Visitor may prepare a separate sub-section of tailored questions to be used during the on-site Focus Group discussion, focusing on specific issues that emerge from the pre-visit feedback.

Teachers are not required to provide their name and surname when completing the Pre-Visit Questionnaire. However, where specific issues are raised that may require further action, teachers should include their name and surname so that the Visitor can undertake appropriate follow-up. Responses submitted will not be made accessible to the Director of Studies or School Management and will be treated in confidence. The Visitor shall never disclose personal details but will communicate the issues raised for discussion and action.

Teachers will have the opportunity during the on-site visit to comment on their questionnaire responses, elaborate on their views, provide specific examples, and offer recommendations.

8. Participant Lists and Pre-Selection:

By T-10, the School must ensure that the overview of current classes, class lists, the administrative and managerial staff list and the teacher list provided are uploaded. The Visitor will use these to pre-select specific teachers and students for involvement in Phase 2 activities. Based on the submitted information, the Visitors will determine:

- Which teachers will join the Teacher Focus Group and/or have their classes observed, striving to get a representative mix of experienced and less-experienced teachers.
- Which students will form the Learner Focus Group, ensuring a spread of levels and nationalities (the overview of current classes provided by the School will help identify diverse students).
- Which teachers will be observed during the onsite visit, ensuring a variety of teacher experience, levels taught and lesson types are represented.

The Visitors will inform the School at least 8 days before the visit which specific students and teachers were selected by the Visitors for the Focus Groups and observation.

If any last-minute changes are required (e.g. a teacher or student is ill), the School must inform the Visitors immediately and substitutions can be made with justification noted. Minimum sample sizes for Focus Groups are guided by School category size as indicated in the table below. Respective School Categories will be provided to the Visitors by the ELT Council. If a School has fewer teachers than the recommended sample, all available teachers should be invited to the Focus Group. Representation across course levels and teacher experience is prioritized over number of teachers.

School Category	Number of Teachers in a Focus Group
A	4
B	6
C	8
D	10

School Category	Number of Learners in a Focus Group
A	4
B	6
C	8
D	10

School Category	Number of Teachers for observation
A	1 or 2
B	2
C	2
D	2 or 3

9. Focus Group procedure:

Teacher Focus Group:

The Focus Group will comprise both teachers selected by the Visitor and those teachers who choose to join. The Visitor will select the participating teachers from the list of teachers provided by the School prior to the visit (T-10), ensuring a representative sample.

The DoS will be notified of the selected participants at least 7 days before the visit and is responsible for informing the teachers that they have been chosen to take part in the Teacher Focus Group. The Visitor will ensure a representative sample of the teaching body by including in the Focus Group:

- Teachers with varying durations of service at the School;
- Teachers with both required and higher qualifications;
- Teachers who teach across different programme types (e.g. General English, Business English, Examination Preparation classes, Junior, Adult etc.);
- Both year-round and seasonal teachers (if applicable).

The Visitor will receive the automated and anonymised responses from teaching staff from the questionnaire.

Learner Focus Group:

Learners must be informed prior to the visit that a Focus Group will take place and invited to express interest in participating if they wish. All learners should be made aware that they may express an interest in participating by contacting the Director of Studies.

An expression of interest from the learners does not preclude the independent selection of participants by the Visitor. The Visitor will select a variety of chosen participants from the provided class lists in accordance with the School category. The Visitor will contact the School 8 days prior to the Visit (T-8) with a list of chosen participants for the Learner Focus Group.

It is the School's responsibility to ensure that the learners are informed of the date and time of the Focus Group 7 days prior to the Visit (T-7).

10. Digital Tools for Data Collection:

The ELT Council provides encrypted digital forms for use in Phases 2A and 2B. These forms (for lesson observations, Focus Group notes, checklists, etc.) will be pre-filled by the Visitors as much as possible with information from Phase 1 to streamline on-site recording. They include structured fields and secure data export for analysis. The Visitors will use these tools to ensure consistent data capture during the visit.

11. Outputs of Phase 1: By the end of Phase 1, the following outcomes will have been achieved:

- A confirmation that the School is ready for Phase 2, or if not, a list of outstanding gaps with deadlines for resolution (Gap Log).
- The completion of a Pre-Visit document and schedule for Phase 2, highlighting which areas/documents will be targeted on site and an approximate itinerary for the visit.
- A compiled set of pre-filled notes and data (from the submitted evidence) that will feed into the Academic sections and Management & Compliance sections of the MV evaluation forms. This enables the Visitor to conduct on-site checks efficiently, focusing on verification rather than data gathering from scratch.

12. Record-Keeping and Data Retention:

Schools are advised to retain copies of all evidence submitted in Phase 1 for the entire duration of the current MV cycle and any subsequent review period specified by the Council. The ELT Council will maintain an official record of the pre-visit process, including communications, logs, and decisions. All data is stored in compliance with Council record-keeping policies.

Phase 2A: Onsite Academic Verification

1. Purpose and Scope:

Following on from Phase 1, involving the screening of documents, Phase 2A consists of on-site activities focused on academic quality assurance and educational practice at the School. The Visitor will verify that the School's academic processes and teaching standards meet the Council's requirements by focusing on four key areas:

- A1. Teacher Portfolios
- A2. Teacher Focus Groups
- A3. Lesson Observations
- A4. Academic Administration

Data Security Consideration: During these checks, the Visitor may handle documents containing student names or scores. They will ensure these are viewed only on-site and not removed, maintaining GDPR compliance as noted earlier. Any notes taken will anonymize student data.

Each sub-section below outlines the policy and procedure for each A-category.



A1. Teacher Portfolios

The Visitor will review a sample of the portfolios (hard copies or digital) that were not submitted as part of the Pre-Visit Documentation Screening (these may now include portfolios of those teachers with less than 100 teaching hours) to ensure consistency between the portfolios submitted during Phase 1 and those reviewed on-site. The number of portfolios reviewed on-site will be at the discretion of the Visitor.

- Whether each teacher's file is up to date (e.g., recent CV and TDIs).
- Whether TDIs contain substantive feedback and agreed actions, and if these have been followed up through subsequent observations or support.
- Whether there are patterns of excellence or concern, such as multiple teachers lacking TDIs or receiving weak feedback, that may need to be addressed.

The Visitor will note any commendable practices (e.g., very thorough development records) as well as areas of concern (e.g., missing ELT Teacher permits, or no evidence of observations for a new teacher). These notes will feed into the MV Report under the Academic section. If any critical compliance issue arises (for example, a teacher without a permit), it will be raised immediately with the School management for clarification or action.

A2. Teacher Focus Groups

Should any of the selected teachers be absent on the day of the visit, the Visitor will choose replacement participants from the list provided by the School.

Conducting the Focus Group: The Visitor will use a set of core Focus Group questions that broadly reflect the topics covered in the pre-visit questionnaire. In addition, the Visitor may draw on a tailored selection of questions prepared in response to the Pre-Visit Questionnaire to explore specific issues raised by teachers.

The core questions are framed in two parts:

- to invite teachers to provide evidence or examples relating to their experiences;
- to encourage teachers to make recommendations for improvement.

This approach aims to capture current practice as well as generate constructive suggestions. The School should ensure that the Focus Group discussion will be conducted in a private setting without the presence of other School representatives.

The Visitor will record the majority opinions expressed during the Focus Group, note any strongly held dissenting views, and document other relevant comments that may assist in the evaluation process.

All teachers currently teaching at the School will have the right to participate in the Focus Group, and may choose to do so, or meet with the Visitor privately if they wish.

A3. Lesson Observations

Observation: The Visitor will observe the teachers identified in the pre-visit process. Each lesson observation will last between 30 and 40 minutes. The observed teacher should provide a copy of the lesson plan, weekly scheme of work, and class register, which should be present in the classroom. The Visitor will be seated where both the teacher and students can be observed clearly.

The teacher should begin and conduct the lesson as normal. The Visitor may enter the classroom at any point during the lesson. For this reason, the lesson plan must cover the whole lesson and not just the part being observed.

The Visitor will not participate in the lesson.

The Visitor will evaluate the lesson against the following areas, each rated on a 1–4 scale (1 = No evidence, 4 = Clear evidence):

- Lesson Planning:
 - o Are there clear aims? Is the lesson well-structured and linked to the scheme of work?
- Rapport:
 - o Does the teacher engage and motivate students, creating a positive atmosphere?
- Teaching Techniques:
 - o Are student-centered methods used? Is there evidence of concept checking and effective error correction?

- Classroom Management:
 - o Are instructions clear? Are activities well managed? Is classroom technology or space used effectively?
- Professionalism:
 - o Does the teacher demonstrate strong subject knowledge and professional demeanor (punctual, prepared, respectful)?
- Progress on Previous Development Points:
 - o If the teacher had action points from their last TDI or observation, is there improvement visible in this lesson?

The Visitor will document a brief description of the observed lesson stages, issues arising, key strengths, areas of concern, and overall comments.

Observations will focus on both evidence of effective practice and areas requiring improvement. The appointment and venue for feedback should be organised before the observation starts. This should be relayed to the Visitor by the academic management during the opening meeting.

Post-Observation: A 10-minute feedback meeting will take place with the teacher immediately following the observation (or at an agreed time on the same day). The feedback will be conducted in a private setting; however, a School representative may be present if agreed beforehand with the teacher and observer.

The aim is to provide constructive feedback: highlighting strengths observed, discussing areas for improvement, and jointly considering strategies or resources to support the teacher's development. The tone is developmental, not punitive. The teacher is encouraged to reflect on the lesson and share their own thoughts. Key points from the discussion will be noted by the Visitor. If any critical issues were observed (e.g., a serious safeguarding lapse or teaching practice far below standard), these will be clearly communicated and may be escalated as necessary. Otherwise, feedback is framed as professional guidance. The teacher has the right to respond to the observation comments, and this dialogue is part of the developmental approach. The DoS may be present to contextualise School procedures or give further support, but this is optional and at the teacher's discretion.

The feedback discussion will include:

- Two strengths were identified during the observation (linked to the TDI and previous observations)
- Two areas for development, with reference to the teacher's professional goals and School procedures (if applicable)
- Practical recommendations and advice for further development

A summary of the feedback and discussion will be included in the final report. All teachers selected for observation are expected to participate fully in the process, including pre-lesson, observation, and feedback meetings.

Interview with teacher: Following the 10-minute post-observation discussion, the same teacher may be asked a small number of additional questions unrelated to the observation. In such cases, the teacher will be required to allocate a further five minutes. If more than one teacher is observed, this interview will only take place with one of the teachers observed. Findings derived from these questions will be cross-checked against relevant documentation and will further support data triangulation.

A4. Academic Administration

During the onsite phase, the focus is on cross-checking the document submitted at Phase 1 against actual practice and spot-checking for accuracy.

The School should ensure that the **following documents are available** for the Visitor to view on-site.

- **Overview of timetables**
 - The Visitor will verify that the overview of current classes that was submitted at T-3 matches the reality in practice. The Visitor will choose a sample of classes from the overview of timetables/class lists submitted at Phase 1 (the versions submitted at T-3) and confirm them physically. Any substitutions or deviations (different teacher or room than what was provided) should have a documented reason (e.g., sickness covered by another teacher) and ideally a substitution log.
- **Syllabi/curriculum outlines and level descriptors:**
 - On-site Visitor will check for the rest of the syllabi/curriculum outlines and level descriptors/can-do statements that were not uploaded at Phase 1. All levels must have a clear syllabus/curriculum outline and level descriptors, which teachers should follow or have pedagogically justified reasons if diverging.
- **Testing procedures, test papers, and key Examples of recently marked Placement Tests:**
 - The Visitor will verify that the placement test procedure submitted in Phase 1 is being followed, e.g., by checking records of recent placement test results or interviewing the academic manager about how recent new arrivals were placed. The Visitor might also verify that the class level assigned to a specific learner corresponds appropriately to the School's class-level entry point.
- **Examples of recently marked Progress Testing:**
 - The Visitor will determine if the School conducts regular progress tests or assessments for continuing students (weekly, monthly, end-of-level, end-of-course tests, etc.). The Visitor will ask for evidence (date stamps/version numbers, etc.) which shows that progress tests are periodically reviewed and/or refreshed to prevent overexposure. The Visitor will also ask teachers or students during Focus Groups about the administration of progress tests.
- **Assessment Standardisation Records:**
 - On-site, the Visitor will ask for minutes of standardisation exercise meetings. The Visitor will seek evidence of internal assessment moderation.
- **Attendance policy, Certificates, and aggregated attendance reports**
 - During the on-site visit, the Visitor will examine class attendance registers (paper or electronic) to verify that attendance is being recorded in line with the submitted policy.
 - The Visitor will also ensure that the School enforces any attendance-related rules and checks evidence of instances in which attendance thresholds were triggered, including records of communications issued. For minors, the Visitor will check documented evidence in which attendance thresholds were triggered, including records of communications issued to parents/guardians.
 - The Visitor will check for evidence of trend analysis, including seasonal patterns, punctuality hotspots, etc.
 - The Visitor will verify that attendance percentages/number of hours are correctly reflected in the final certificate of attendance. School must retain a soft copy of the Certificates of Attendance issued or be in a position to produce an exact replica of the certificate awarded upon request. Certificate content must be in line with the stipulations of Legal Notice 221 of 2015.

Phase 2B: Onsite Management Verification

1. Purpose and Scope:

Following on from Phase 1, Phase 2B now addresses the non-academic aspects of the School's operation to ensure that management practices, legal compliance, and student welfare meet the standards set by the ELT Council and Maltese law. This phase covers seven (7) areas, M1 to M7, each corresponding to a key domain:

- M1. Quality assurance
- M2. Staff matters
- M3. Physical premises and safety
- M4. Learner feedback
- M5. Learner Focus Group
- M6. Student welfare
- M7. Sustainability in practice

Data Security Consideration: During these checks, the Visitor may handle documents containing sensitive School data and student identifiers. The Visitor will ensure these are viewed only on-site and not removed, maintaining GDPR compliance as noted earlier. Any notes taken will anonymize sensitive School data and student data.

Each sub-section below outlines the policy and procedure for each M-category.

M1. Quality assurance

To verify the accuracy of submitted documentation in Phase 1, the Visitor will assess the functionality of QA processes and confirm staff understanding and engagement.

The Visitor will **interview** the Centre Manager or Representative regarding the Quality Assurance (QA)/Standard Operating Procedure (SOP), internal meetings, communication to staff and learners, internal audit/self-assessment, and how these feed into staff development or operational changes.

In addition, the Visitor will ask the Centre Manager or representative to **show documented evidence** that represents different operational areas (e.g., academic, welfare, administration) and programme types (Adult/Junior, if applicable).

The Visitor will also hold **interviews with non-academic staff** across different roles regarding their participation in, and understanding of, QA processes. The number of staff interviews is determined by School category:

During the onsite visit, the Visitor will verify that:

Category A Schools	2 staff
Category B/C Schools	2 or 3 staff
Category D Schools	2 or 3 staff



During the onsite visit, the Visitor will verify that:

- **Policy and Governance**
 - evidence exists to show that QA policies/SOP are known, and any changes are communicated to staff.
 - A QA calendar exists, and meetings are held with documented outcomes.
 - Staff contribute to the School’s quality assurance process through their role or duties.
- **Internal audit and Self-assessment reports**
 - scheduled reviews are carried out using appropriate methodologies and evidence (learner feedback, attendance, assessment, and complaints).
- **Action Planning and Improvement Tracking**
 - documented action plans are linked to QA findings, assigned owners, tracked, and closed with an effectiveness check.
 - Improvement actions are communicated to stakeholders (e.g., “You said — we did” notices).
- **Integration with CPD and Operational Improvement**
 - QA outcomes are used to inform CPD planning and process improvements.

Staff Perspectives

The Visitor will carry out interviews with staff members on the day of the visit. The interviews will cover various sub-sections of the Management section. For this sub-section, the interviews are intended to confirm the staff member’s awareness of the QA process and how it operates within the School; their understanding of how they contribute to quality assurance efforts, and their involvement in CPD. (See [Phase 2B, sub-section 2: Staff interviews](#)).

Acceptable Evidence Examples

Acceptable forms of evidence may include, but are not limited to:

- QA policy and procedure documents, standing agendas, meeting minutes, and action logs.
- Internal review or self-assessment reports, supporting data, or analysis dashboards.
- Before-and-after samples of revised materials, staff notices, and learner communications.
- CPD records, TDIs, and feedback loops connecting QA to staff development.
- Access logs or procedures confirming version control and data protection compliance.



M2. Staff matters

This sub-section involves interviews with members of staff who may be the same staff as interviewed for the Quality Assurance sub-section above. The number of **non-academic staff** members for verification and interview is contingent on the size of the School, as outlined below: (**minimum: 1 welfare + 1 non-welfare staff member**).

Category A Schools	2 staff
Category B/C Schools	2 or 3 staff
Category D Schools	2 or 3 staff

In addition to interviewing non-academic staff, the Visitor will also review academic staff documentation.

For the non-academic staff members selected to be interviewed, the Visitor will confirm:

- Contracts are consistent with redacted pre-visit samples (remuneration details are to remain redacted at this stage) and are signed by both parties
- The job description corresponds with the employee's current duties.
- POMA clearance documentation is valid where applicable
- Evidence exists of recent CPD and appraisal activity

For academic members of staff, the Visitor will confirm:

- contracts consistent with redacted pre-visit samples (remuneration details are to remain redacted at this stage) and is signed by both parties
- The job description corresponds with the employee's current duties
- POMA clearance documentation is valid where applicable.
- Appraisal activity

Staff Perspectives

The Visitor will carry out interviews with staff members on the day of the visit. The interviews will cover various sub-sections of the Management section. For this sub-section, interviews are intended to confirm the staff member's awareness of their contractual terms, working hours, duties, and professional support; their satisfaction with working conditions and communication with management; their understanding of safeguarding responsibilities; and their experience of appraisal and CPD participation. (See [Section Phase 2B, sub-section 2: Staff interviews](#)).

Consistency Check

Findings from the pre-visit review, on-site verification, and interviews will be cross-checked to ensure consistency across the following areas:

- Contractual compliance
- CPD participation
- Job duties and responsibilities
- Appraisal and performance review
- Safeguarding (POMA)



M3. Physical premises and safety

The evidence for this sub-section will be gathered mainly during a guided tour of the School facilities. The School representative who carries out the tour should be able to provide the required evidence.

The tour will ensure that the Visitor confirms that the physical environment meets health, safety, hygiene, and capacity standards through direct inspection and documentation checks.

During the tour, the Visitor will check:

- **Teaching & Learning Environment**
 - Availability of teaching resources, technology, and student access to the internet
 - Study areas, libraries, or self-access spaces
 - Cleanliness and maintenance of classrooms and common areas
 - Independent access to all classrooms
 - Suitability of furniture, lighting, ventilation, and temperature control
- **Classroom Capacity**
 - Classroom capacity calculations (minimum 1.75 sqm per student)
 - Real-time attendance vs. classroom lists/attendance registers
 - Display of legal maximum capacity per room
 - Compliance with advertised maximums per course type

- **Health, Safety & Accessibility**
 - Availability and condition of first-aid kits.
 - First-aid kits must be available (1 first-aid kit for every 50 people in the building), accessible, and regularly checked. A staff member must be designated as responsible for first aid, with logs of checks maintained (Refer to <https://legislation.mt/eli/sl/646.6/eng>)
 - Presence of trained fire wardens, first-aiders, and food handlers (if applicable) on-site
 - The fire wardens, first aiders, and food handlers will be checked against the certificates provided at Phase 1.
 - Frequency and logging of fire drills
 - Fire drills shall be conducted at intervals not exceeding six months. A revised frequency may be determined by a fire safety professional recognised by the Civil Protection Directorate; however, in all cases, the interval shall not exceed twelve months (refer to [Subsidiary Legislation 646.08 – Fire Safety in Public Buildings Regulations](#)). A log of fire drills must be kept, noting the date of the last drill, the name of the staff member who signed it off, and the date of the next scheduled drill.
 - Perusal of the Incident book
 - The Visitor will check the location of the incident book, evidence of follow-up on incidents, and the type of issues that are logged in the incident book.
 - Physical checking of signage and evacuation maps
 - This includes checking that emergency exits are clearly marked and unobstructed; that the School layout map is visible at key points (including emergency exits) and that safety information is displayed clearly in classrooms and common areas (fire evacuation, emergency contacts, health notices).
 - Verification that general accessibility provisions exist for students with disabilities.
 - The Visitor will verify the existence of ramps, lifts, accessible toilets and other provisions for persons with disability.

- **Sanitation and Restroom Facilities**
 - Availability of separate restrooms for staff and learners
 - Provision of gender-specific or gender-neutral toilets at a minimum ratio of 1:50 students
 - Stocking of soap, toilet paper, and hand-drying facilities
 - Record of Maintenance logs showing frequency and responsibility for cleaning/restocking

Acceptable Evidence Examples

Acceptable forms of evidence may include, but are not limited to:

- Capacity displays in classrooms
- Health & Safety Risk Assessment Certificate (OHSA recognised)
- First aid kits and re-stocking records
- Fire warden, first-aiders, and food handler certification
- Fire drill logs
- Incident book
- Accessibility features (e.g., ramps, accessible toilets, lifts)
- Maintenance/cleaning logs for sanitation facilities

M4. Learner feedback

The Visitor will interview both the management and staff in order to confirm the authenticity and effectiveness of feedback systems and to evaluate how feedback is used to drive improvements.

Management Interviews

Members of the School's management will be interviewed to confirm:

- That reporting mechanisms exist to communicate outcomes of learner feedback to both staff and students.
- Existence of a defined and monitored cycle for collecting, analysing, and responding to feedback.
- Integration of learner feedback into broader strategic planning, including QA, risk management, and staff development e.g. feedback results influence student experience, teacher training topics, facilities upgrades or new services.

Staff Perspectives

The Visitor will carry out private interviews with selected staff members on the day of the visit. The interviews will cover various sub-sections of the Management section. For this sub-section, the staff member will be asked to confirm their awareness of the learner feedback process and their role within it; their receipt and understanding of feedback results relevant to their area of work; their recognition of recurring themes in learner feedback over the past year; and their knowledge of how learner feedback informs teaching practice, welfare provision, or CPD strategies. (See Phase 2B, sub-section 2: Staff interviews).

Learner Perspectives

As part of the Focus Group, questions will be integrated into the discussion to ensure that learners were given the opportunity to provide feedback during or after their course; that they were informed about how their feedback would be used; that they observed changes or improvements as a result of learner feedback; that they felt their feedback was taken seriously and valued by the School, and; whether the feedback tools were understandable and appropriate for their age and language level.

Acceptable Evidence Examples

Acceptable forms of evidence may include, but are not limited to:

- Communications to learners showing a response to their feedback.
- Visual evidence in common areas (e.g., "You Said – We Did" boards).

M5. Learner Focus Group

In Phase 1, the School was provided with the names of learners to take part in the Learner Focus Group. This was done to facilitate the convening of a learner Focus Group during the on-site visit, composed of a minimum number of participants based on School category. The Focus Group discussion will be conducted in private without any representative of the School present.

Please refer to *Phase 1, sub-section 7. Participants list and pre-selection* and *Phase 1, sub-section 8. Focus Group procedures*.

The Visitor will guide the discussion based on the **Learner Focus Group Interview Form** (see MV Onsite Visit Document). They shall record both majority opinions and notable individual perspectives. Where required, the Visitor may adapt the wording of questions to ensure learner comprehension, particularly for lower-level learners, provided the intended meaning is preserved.

Learner Focus Group Interview Form is structured into three domains:

- **Domain 1: Academic Experience**
 - Course satisfaction
 - Level and placement
 - Teaching quality
 - Materials and resources
 - Classroom environment

- **Domain 2: Non-Academic Experience**
 - Accommodation
 - Leisure and social programme
 - Student welfare and support services

- **Domain 3: Final reflections**
 - Main strengths of School
 - Suggestions for student experience
 - Other comments

The Interview Form includes a combination of structured questions (Yes / Somewhat / No) and open-ended prompts to elicit both consensus and individual views.

The Learner Focus Group Interview Form may also include any relevant themes, concerns, or questions arising from the pre-visit documentation screening of academic or non-academic areas (e.g., curriculum, safeguarding, welfare), and these may be addressed through targeted questioning during the Learner Focus Group.

In the final feedback meeting with the School Management or Director of Studies, the Visitor will provide a summary of key findings. Individual students will not be named or quoted directly in any documentation or verbal reporting. Anonymity will be maintained at all times.

M6. Student welfare

To confirm that student welfare and safeguarding practices are actively implemented and understood by staff across the School, the Visitor will check conformity through a series of interviews with staff. The non-academic Student Services and Welfare Manager or representative will be interviewed, along with other pre-selected members of staff. The members of staff to be interviewed will be taken from both the Welfare and Non-welfare departments. (Refer to [Phase 2B, sub-section 2: Staff Interviews](#))

Welfare Management Interview will provide evidence of:



- The presence of the Student Services and Welfare Manager or representative onsite on the day of the visit
- Staff Safeguarding certificates for viewing
- Completed Adult Consent forms and completed Parental Consent forms for Minors for viewing
- The secure storage of medical, dietary, and consent data for both adults and minors
 - All student welfare and medical data must be securely stored, password-protected, and accessed only by authorised staff on a need-to-know basis.

Non-Welfare Staff Interviews will confirm:

- Awareness of who the Student Services and Welfare Manager is
- Understanding of the School's welfare and safeguarding procedures
- Correct reporting procedures for welfare or medical concerns
- Familiarity with first aid provision and emergency contacts
- Awareness of legal age restrictions for minors

Welfare Staff interviews will confirm:

- Understanding of welfare/safeguarding responsibilities for adults and minors
- Training history (including safeguarding and first aid)
- Awareness of procedures for welfare concerns and medical emergencies
- Reporting lines for escalation and record-keeping
- Knowledge of Malta's legal age restrictions (alcohol, smoking, gambling, sexual activity)

Consistency Check

The Visitor will cross-reference findings from pre-visit documentation, on-site verification, and interviews to ensure consistency across:

- Welfare policy documentation
- Staff understanding of procedures
- Staff adherence and training records
- Secure data handling
- Parental consent processes



M7. Sustainability in practice

An interview with the Sustainability Officer or representative (if available) will take place to confirm that sustainability practices are in effect and align with institutional values, policies, and planning. Evidence is gained through this interview and through the visual evidence obtained in the guided tour.

The interview will gauge commitment to improvement and openness to support from the ELT Council and will cover 3 domains of sustainability (environmental, social, and financial):

Sustainability Officer or representative interviews will confirm:

Environmental Sustainability

- The adoption of any initiatives for reducing environmental impact and their effectiveness.
- Implementation of sustainable procurement policies, e.g., local suppliers, ethical sourcing, Fairtrade products
- Promotion of sustainable transport options and uptake by staff/students.

Social Sustainability

- Availability of wellbeing resources and inclusive practices in the School, e.g., mental health resources, flexible working/studying practices, diversity and inclusion measures
- Integration of sustainability education into formal teaching and learning.
- Participation in outreach or community sustainability projects.
- Student engagement in School-led initiatives and their perceived impact.

Financial Sustainability

- The tracking and analysis of cost-benefit outcomes of sustainability investments, e.g., ROI of solar panels, reduced utility bills from efficiency upgrades
- A contingency plan for financial risks (e.g., unexpected costs, enrollment drops, etc.)
- Fairness and competitiveness of salary review processes
- Frequency of tuition fee evaluations and review
- Investment in staff professional development as part of long-term financial planning

The **guided tour** will provide evidence of sustainability initiatives undertaken to reduce environmental impact, e.g. low-energy lighting, water saving devices, promotion of student environmental awareness.

Evidence Examples

The following forms of evidence may be used to confirm sustainable practices:

- Sustainability policies, action plans, and KPIs
- Eco-certifications or accreditation reports
- Energy/water bills showing reductions or upgrades
- Procurement records demonstrating eco-friendly sourcing
- Curriculum documents with integrated sustainability content
- Student project summaries and wellbeing initiatives

2. Staff Interviews

The Visitor should be provided with a location within which to conduct interviews with selected staff members privately. The Visitor will indicate which members of staff will be interviewed on the day of the visit.

The number of **non-academic staff** members for verification and interview is contingent on the size of the School, as outlined below (minimum of 1 welfare + 1 non-welfare):



Category A Schools	2 staff
Category B/C Schools	2 or 3 staff
Category D Schools	2 or 3 staff

Selection of Staff for Interview

Staff to be interviewed are identified during the Phase 1 pre-visit from the staff list and/or organogram provided. The staff identified for the interview will not be academic staff.

- **Welfare Staff:** one member of the Welfare staff who could be managerial and/or administrative.

- **Non-Welfare Staff:** one or two randomly chosen non-academic staff who are not part of the welfare team.

The interviews will cover various sub-sections of the Management section.

Questions pertaining to QA, Staff Matters, and Learner Feedback will be given to all interviewed staff. With regard to the Student Welfare part of the interview questions, Welfare and Non-welfare staff will be given a different set of questions.

Staff Interviews are intended to confirm:

- **Quality Assurance:**
 - Staff awareness of the QA process and how it operates within the School
 - Staff understanding of how they contribute to quality assurance efforts and
 - QA involvement in the CPD process
- **Staff matters:**
 - Staff awareness of their contractual terms, working hours, duties and professional support
 - Staff satisfaction with working conditions and communication with management
 - Staff understanding of safeguarding responsibilities
 - Staff experience of appraisal and CPD participation
- **Learner feedback:**
 - Staff awareness of the learner feedback process and their role within it;
 - Staff receipt and understanding of feedback results relevant to their area of work;
 - Recognition of recurring themes in learner feedback over the past year
 - Knowledge of how learner feedback informs teaching practice, welfare provision, or CPD strategies.
- **Student welfare**

Non-welfare staff

- Awareness of who the Student Services and Welfare Manager is
- Understanding of the School's welfare and safeguarding procedures
- Correct reporting procedures for welfare or medical concerns
- Familiarity with first aid provision and emergency contacts
- Awareness of legal age restrictions for minors

Welfare staff

- Understanding of welfare/safeguarding responsibilities for adults and minors
- Training history (including safeguarding and first aid)
- Awareness of procedures for welfare concerns and medical emergencies
- Reporting lines for escalation and record-keeping
- Knowledge of Malta's legal age restrictions (alcohol, smoking, gambling, sexual activity)

Phase 3: Review and Reporting

Phase 3 begins after the completion of the on-site visit activities (Phases 2A and 2B). This phase encompasses the consolidation of findings from both the academic and non-academic streams, internal team review, and the preparation of the official Monitoring Visit Report. It ensures clarity and consistency in how outcomes are communicated to the School, and provides an opportunity for institutional response where appropriate.

1. Reporting Procedure

Following the visit, the Academic Visitor and Management Visitor each prepare a report based on their respective areas of responsibility. These individual reports outline findings, commendations, recommendations, and any instances of non-compliance observed during the visit.

Once both reports are complete, the Lead Expert convenes a debrief meeting with the visiting team to review all evidence, discuss reviews, and address any areas requiring clarification or alignment. Based on this internal review, the Lead Expert is responsible for drafting the final Monitoring Visit Report, using the standard reporting template provided by the ELT Council.

2. Structure of the Final Report

The report includes:

- **Introduction and Context:** Overview of the visit, including visit dates, locations, and names of Visitors.
- **Summary of Findings:** A concise snapshot of how the School meets the applicable standards, highlighting key strengths and critical areas for improvement.
- **Section-by-Section Commentary:** Evidence-based narrative for each relevant sub-section (A1–A4, M1–M7), with clearly stated commendations, recommendations, and any identified non-compliance.
- **Conclusions:** A final evaluation of overall School performance.
- **Follow-Up Actions (if applicable):** Any required corrective measures or documentation to be submitted by the School.

Once the final Monitoring Visit Report is submitted, it is reviewed by designated officers of the ELT Council to ensure that the findings are consistent, fair, and aligned with established evaluation standards. Following this review, the final version of the report is issued to the School by the ELT Council approximately 4 weeks following the visit.

3. School Response

Schools have the opportunity to submit a written reply should they wish to:

- Clarify factual inaccuracies in the report.
- Share plans to address recommendations or improve practice.

While this response does not alter the original report, it may be retained on file and, where appropriate, appended to the report as part of the School's record.

4. Use of the Report and Ongoing Improvement

The Monitoring Visit Report serves multiple functions:

- It provides a basis for the School's continuous improvement planning.
- It informs future monitoring activities. In the subsequent monitoring cycle, Visitors will review the School's previous report and revisit any unresolved recommendations or areas requiring follow-up.
- It may contribute to the ELT Council's internal risk assessment framework, which informs scheduling, resourcing, and prioritisation of future visits.

In cases where significant compliance issues are identified, the ELT Council may request documented evidence of corrective action and determine if a follow-up visit is warranted.



ELT Council
Bice Mizzi Vassallo Complex,
Alamein Road, Pembroke, PBK 1773

Tel: (+356) 2598 1240 |1|2|3|4

Email: info.eltcouncil@gov.mt

Website: www.eltcouncil.gov.mt

