elt council MALTA

Monitoring Visits Framework and Policy 2026

Supporting Documentation

Table of Contents

Academic Pre-Visit Document

Academic

Each instance of non-compliance should be clearly explained in the comments section, with supporting details provided. Examples of particularly good practice should also be highlighted.

A1: Teacher Portfolios

Pre-Visit

School Category?	
Number of Teacher Portfolios submitted?	

	Gate	Item	Tick	Comments
1	T-28	The number of portfolios submitted is commensurate with the **School Category**		
2	T-28	**Updated CVs and qualifications** for each sampled Teacher		
3	T-28	**ELT Permit copies** for each Teacher with >100 teaching hours *(valid and up-to-date)*		
4	T-28	**Teacher Development Interview (TDI)** *(at least one per Teacher, with action plans)*		
5	T-28	**Lesson Observation records** *(internal observation reports, feedback, and Lesson self-evaluations)*		
6	T-28	**Schemes of work and timetables** *(examples of course syllabi or weekly plans used by the Teacher)*		
7	T-28	**Samples of Student assessment** *(marked work, Progresss Tests, or evaluation records per Teacher)*		
8	T-28	**Evidence of Continuous Professional Development (CPD)** *(certificates, training logs for each Teacher)*		
9	T-28	Additional **relevant materials** *(any optional inclusions like Teacher reflective notes or Student feedback)*		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

A2: Teacher Focus Group - Pre-Visit Questionnaire for Teachers

	Gate	Item	Tick	Comments
1	T-28	Completed **Pre-Visit Teacher Questionnaires**		
2	T-28	**Summary list of all Teachers** employed during the period *(including start date and Role)*		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

Part A: Pre-Visit Questionnaire for Teachers

Pre-Visit Questionnaire should be viewed. Matters arising from the document should be followed up On-Site.

The questionnaire broadly follows the questions asked On-Site:

Professional Support & Development	
1	Do you feel adequately supported by your School in academic areas?
Matters arising from Questionnaire:	
2	Do you feel the induction process prepared you well for your Role? *(e.g. initial briefing, familiarisation with course materials, guidance on Classroom routines, presentations of important policies, etc)*
Matters arising from Questionnaire:	
3	Have you received any structured feedback on your teaching in the past 12 months?
Matters arising from Questionnaire:	
4	Have you participated in a Teacher developmental interview in the past 12 months?
Matters arising from Questionnaire:	

5	If yes, were any action points agreed upon and has progress been reviewed?
Matters arising from Questionnaire:	
6	Do you feel the School provides opportunities for professional development? *(e.g. training, CPD)*
Matters arising from Questionnaire:	
7	Do you feel that your School values your input and suggestions?
Matters arising from Questionnaire:	
Resources & Working Conditions	
8	Do you feel the School provides adequate teaching materials and resources?
Matters arising from Questionnaire:	
9	Do you feel the School offers sufficient support in the use of technology?
Matters arising from Questionnaire:	
10	Do you feel the School provides a professional working environment? *(e.g. Class size, timetabling, Teachers' room)?*
Matters arising from Questionnaire:	
11	Do you feel satisfied with the number of hours assigned to you?
Matters arising from Questionnaire:	
12	Do you think the number of hours are distributed fairly among the Teachers?
Matters arising from Questionnaire:	

Collaboration, Communication & Learner Development	
13	Are Teacher meetings held regularly to discuss academic issues?
Matters arising from Questionnaire:	
14	Do you have opportunities to collaborate and share with other Teachers?
Matters arising from Questionnaire:	
15	Do you think Learners are generally placed in the right Class for their level?
Matters arising from Questionnaire:	
16	Are you satisfied with how Learner progresss is evaluated?
Matters arising from Questionnaire:	
17	Are you involved in the Learner progresss evaluation process?
Matters arising from Questionnaire:	
18	Are Learner needs or difficulties communicated to you?
Matters arising from Questionnaire:	
19	Is Learner Feedback regularly communicated to you?
Matters arising from Questionnaire:	

Matters arising to be transferred to MV On-Site Visit Document, A2

Part B: Choice of Teachers for the Teacher Focus Group:

The number of Teachers should be selected according to the School Category

	Teacher's Name	Years of employment	Main Teaching Focus *(e.g. general English/YL/ Business/…)*
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

This list of Teachers for the Focus Group should be communicated to the School by T-7

A3: Lesson Observations

	Gate	Item	Tick	Comments
1	T-3	**Lesson plans** for observed Lessons		
2	T-3	**Weekly scheme of work** for observed Teachers		
3	T-3	**Any prior Lesson Observation Reports** linked to those Teachers		
4	T-3	**Any prior Lesson Observation Feedback** linked to those Teachers		
5	T-3	The latest **Teacher Development Interviews** (TDIs) for those Teachers		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

Lesson Observation Part 1: Selection of Teachers to be observed (T-10)

Visitors should refer to the list of Teachers uploaded at T-10 Selected Teacher Names are to be communicated to the School by T-8 The number of observed Teachers is determined by the School Category.

	Teacher's to be observed - Name	Years of employment	Main Teaching Focus *(e.g. general English/YL/ Business/…)*
1			
2			
3			

Lesson Observation Part 2: Noting details, Lesson plans and weekly schemes of work of Teachers to be observed (T-3)

The School should provide details, Lesson plans, weekly schemes of work , previous observation documents and TDIs of Teachers to be observed at T-3 The tables below should be completed for each of the observed Teachers prior to the Visit.

<table>
<tr><th colspan="5">Observation 1</th></tr>
<tr><td rowspan="4">1</td><td></td><td></td><td>Yes</td><td>No</td></tr>
<tr><td></td><td colspan="3">Teacher's Name:</td></tr>
<tr><td>A</td><td colspan="3">Qualifications:</td></tr>
<tr><td>B</td><td>ELT Permit Number:</td><td colspan="2">Valid until:</td></tr>
<tr><td>2</td><td></td><td colspan="3">How long has the Teacher worked for the School?</td></tr>
<tr><td>3</td><td></td><td>Is the Teacher year-round?</td><td></td><td></td></tr>
<tr><td rowspan="7">4</td><td></td><td>Is the Teachers' Development Interview (TDI) available?</td><td></td><td></td></tr>
<tr><td>A</td><td colspan="3">What 2 areas of weakness from the observation were discussed with the Teacher? (inc. how these compare to the TDI and previous School observations)</td></tr>
<tr><td>B</td><td>Is it signed by both DoS (or Representative) and the Teacher?</td><td></td><td></td></tr>
<tr><td>C</td><td colspan="3">Note any action plans on the TDI with deadlines</td></tr>
<tr><td></td><td colspan="3">1</td></tr>
<tr><td></td><td colspan="3">2</td></tr>
<tr><td></td><td colspan="3">3</td></tr>
<tr><td rowspan="4">5</td><td>A</td><td>Has the Teacher been observed within 1 year of the Visit?</td><td></td><td></td></tr>
<tr><td>B</td><td colspan="3">When is the observation dated?</td></tr>
<tr><td>C</td><td colspan="3">What Level Class was observed?</td></tr>
<tr><td>D</td><td colspan="3">What Class Type was observed?</td></tr>
</table>

5	E	What were the strengths of the Lesson?
		1
		2
	F	What were the weaknesses of the Lesson?
		1
		2
		3
		Overall Comments:
		Issues for On-Site follow-up:

Observation 2

1				Yes	No
		Teacher's Name:			
	A	Qualifications:			
	B	ELT Permit Number:	Valid until:		
2		How long has the Teacher worked for the School?			
3		Is the Teacher year-round?			
4		Is the Teachers' Development Interview (TDI) available?			
	A	What 2 areas of weakness from the observation were discussed with the Teacher? (inc. how these compare to the TDI and previous School observations)			
	B	Is it signed by both DoS (or representative) and the Teacher?			
	C	Note any action plans on the TDI with deadlines			
		1			
		2			
		3			

5	A	Has the Teacher been observed within 1 year of the Visit?		
	B	When is the observation dated?		
	C	What Level Class was observed?		
	D	What Class Type was observed?		
	E	What were the strengths of the Lesson?		
		1		
		2		
	F	What were the weaknesses of the Lesson?		
		1		
		2		
		3		
Overall Comments:				
Issues for On-Site follow-up:				

Observation 3					
1				Yes	No
		Teacher's Name:			
	A	Qualifications:			
	B	ELT Permit Number:	Valid until:		
2		How long has the Teacher worked for the School?			
3		Is the Teacher year-round?			
4		Is the Teachers' Development Interview (TDI) available?			
	A	What 2 areas of weakness from the observation were discussed with the Teacher? *(inc. how these compare to the TDI and previous School observations)*			
	B	Is it signed by both DoS (or representative) and the Teacher?			
	C	Note any action plans on the TDI with deadlines			
		1			
		2			
		3			
5	A	Has the Teacher been observed within 1 year of the Visit?			
	B	When is the observation dated?			
	C	What level Class was observed?			
	D	What Class Type was observed?			
	E	What were the strengths of the Lesson?			
		1			
		2			
	F	What were the weaknesses of the Lesson?			
		1			
		2			
		3			
	Overall Comments:				
	Issues for On-Site follow-up:				

A4: Academic Administration

Academic Administration Documentation Overview

	Gate	Item	Tick	Comments
1	T-7 & T-3	Overview of timetables for all courses (current)		
2	T-28	Syllabi/curriculum outlines & level descriptors		
3	T-28	Placement Test procedures		
4	T-28	Sample Placement Test papers + Key		
5	T-28	Progresss Test procedures		
6	T-28	Sample Progresss Test papers + Key		
7	T-28	Assessment Standardisation records		
8	T-28	Attendance Policy & Sample Certificate		
9	T-28	Aggregated Attendance Reports		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

6	A.	Total number of Classes	
	B.	Number of Syllabi/Curriculum Outlines provided	
	C.	Number of Level Descriptors provided	

A. Overview of timetables (to be submitted at T-7 and T-3)

		Yes	No
1	**Are levels, rooms, and Teacher** assignments clear and consistent?		
2	Are there **no conflicts** (same Teacher/room at overlapping times)?		
3	Are **course types** (GE/evening/junior/exam prep) included and labelled?		
4	**Cross-check:** Do timetables align with uploaded Class lists?		
Overall Comments:			
Issues for On-Site follow-up:			

B. Syllabi/Curriculum and Level Descriptors

		Yes	No
1	Do the samples of Syllabi/Curriculum state learning outcomes, scope/sequence, and assessment?		
2	Do the sample level descriptors clearly describe what Learners are **expected to achieve?**		
3	Is **CEFR or equivalent level** mapping present and consistent across levels?		
4	Are references to **required materials/resources** accurate and current?		
5	Are **versions/date stamps** present and recent and are they signed off?		
6	**Cross-check:** Do weekly schemes and Lesson plans of the observation documents align with the syllabus sequence for the week of the Visit?		
Overall Comments:			
Issues for On-Site follow-up:			

C. Placement Tests

		Yes	No
1	Does the Placement Test **assess a variety of language skills and systems?**		
Comments:			
2	Are the **scoring bands for the Placement Test** and their corresponding levels clearly defined?		
3	Are test papers **aligned to CEFR/Level Descriptors** and to the S**chool's Class-level entry points?**		
Comments:			
4	Is there a provision in the Policy for Students to **change level** after placement if needed?		
5	Is **accuracy** of the Placement Test monitored? *(e.g. % of Students reclassified in a week)*		
Overall Comments:			
Issues for On-Site follow-up:			

D. Progresss Tests

		Yes	No
1	Does the Policy outline the Roles and responsibilities of those involved in the Progresss Test procedure?		
2	Are **administration windows and re-sit procedures** defined in the Policy?		
3	Is information provided in the Policy about how the Progresss Tests are assessing actual **taught material?**		
4	Is information provided in the Policy regarding how **results** are **logged and reported to Learners** within a stated timeframe?		
5	Are results linked to Student **follow-up procedures?** *(e.g.Student records, tutorials, level hold/advance records)*		
6	Are marking schemes/rubrics published with **set criteria?**		
Overall Comments:			
Issues for On-Site follow-up:			

E. Assessment Standardisation Records

		Yes	No
1	Is there a **Standardisation Policy** covering both placement and progresss?		
2	Does the Policy show **how standardisation of marking takes place** *(placement or Progresss Test)?*		
Overall Comments:			
Issues for On-Site follow-up:			

F. Attendance Policy, certificate, and aggregated attendance records

			Yes	No
	Adults			
1	A.	Does the Policy outline how **attendance requirements are communicated to Learners?**		
	B.	Does the Policy **define** what is meant by present/late/absent and indicate **attendance thresholds? (e.g., issuance of certificate, warning, escalation points,…)**		
	C.	Does the Policy show **attendance recording processes, Staff responsibilities and timeframes?**		

	D.	**Do aggregation reviews** by Academic/Management/Welfare show evidence of leading to **Trend Analysis?** *(e.g.seasonal patterns, punctuality hotspots)*		
	E.	Are procedures in place to accurately capture and incorporate **attendance percentages/number of hours into the final certificate?**		
2	Minors (if applicable)			
	A.	Does the Policy outline who is responsible for recording **daily attendance?**		
	B.	Does the Policy make explicit intervention and Safeguarding a**ttendance triggers?**		
	C.	Are **communications about attendance** to Learners and Parents logged?		
Overall Comments:				
Issues for On-Site follow-up:				

Academic On-Site Visit Document

Matters arising from the Pre-Visit Document Check should be transferred onto this document prior to the Visit.

Academic

Each instance of non-compliance should be clearly explained in the comments section, with supporting details provided. Examples of particularly good practice should also be highlighted.

A1: Teacher Portfolios

Matters arising from the Pre-Visit:
Comments:

A. On-Site Verification

Number of portfolios reviewed on site:	

	Item	Tick	Comments
1	Sample covers diverse Staff – The portfolio sample includes a good mix of Teacher types (new and experienced, year-round and seasonal Staff)		
2	Portfolios up-to-date – Each reviewed portfolio is maintained with current information (recent CVs, qualifications, and documents)		
3	Valid teaching permits – All sampled Teachers possess a valid ELT permit as required (for those exceeding the teaching hour threshold)		
4	Regular appraisals (TDI) – Each Teacher has a documented development/appraisal interview within the last 12 months, with signed records by Teacher and DoS/Academic Manager		
5	Lesson Observations recorded – Each portfolio contains at least one Lesson Observation report with Observer feedback and a Teacher self-evaluation		
6	Student progresss evidence – Portfolios show evidence of Learner assessment and progresss tracking (e.g. tests results, marked work, feedback to Learners)		
7	CPD engagement – Each Teacher's CPD record shows participation in development activities *(workshops, courses, peer observations, etc.)*		
8	No critical compliance issues – No instances found of unqualified Teachers or missing mandatory documentation (such as permits) in the sample		
	Overall Comments:		

B. Staff Interview with Director of Studies

1	How does the School ensure that Teacher Portfolios are maintained and kept up to date? Who is responsible for this?
Comments:	
2	How often are Teacher Development Interviews (TDIs) or appraisals conducted, and are they documented for all Teachers?
Comments:	
3	Can you describe the system for Lesson Observations and feedback? How is follow-up handled after observations?
Comments:	
4	What types of Professional Development opportunities are available for Teachers, and how is participation tracked?
Comments:	
5	If a Teacher lacks required qualifications or has performance issues, what steps does management take to address these issues?
Comments:	
6	Do you have any additional comments or suggestions regarding Teacher Portfolios or Teacher Development processes?
Comments:	

A2: Teacher Focus Group

These questions broadly mirror the Pre-Visit Questionnaire (Part A) and are designed to encourage further discussion, provide opportunities for elaboration and examples, and invite Teachers' recommendations. The Visitor(s) may ask a set of supplementary questions concerning issues that arose from Part A.

Matters arising from the Pre-Visit Questionnaire:
Comments:

Number of Teachers present:	

	Professional Support & Development
1	Can you give examples of how the School supports you in planning and delivering your Lessons including any induction you received when you started? - What recommendations would you make to improve this support?
Comments:	
2	What kind of structured feedback have you received on your teaching? Was it helpful? - How could feedback on teaching be improved?
Comments:	
3	Can you describe any professional development opportunities you have had (in-house or external)? - What suggestions would you make to make professional development more effective?
Comments:	

	Resources & Working Conditions
4	What teaching materials, resources and technology are provided by the School, and have you been trained or supported in using them? - What improvements would you recommend regarding resources, technology, or training?
Comments:	
5	How would you describe the School's Working Environment in terms of facilities and organisation? *(e.g. Class size, timetabling, Teachers' room)What changes would you recommend to improve the working environment?*
Comments:	

	Resources & Working Conditions
6	How do Teacher meetings and collaboration with colleagues contribute to your work? Can you give examples? - What recommendations would you make to improve meetings and collaboration?
Comments:	
7	Are Learners generally placed at the right level and how is their progresss monitored? - Are meetings held to agree on how to grade writing or speaking tasks? - What recommendations would you make regarding Learner Placement and Progresss Monitoring?
Comments:	
8	How are Learner needs, difficulties and feedback communicated to you? - How could communication about Learner needs and feedback be improved?
Comments:	
9	- Have your input or suggestions been taken on board? Can you share an example?
Comments:	

	Additional Observations
10	Do you have any additional comments or observations regarding your academic experience at this School? - Do you have any final recommendations you would like to make?
Comments:	
Visitors' Concluding Observations and Recommendations:	

A3: Lesson Observations

Observation of Teacher:

- Observation should be between 30-40 minutes long
- Observer should have access to Class register, Lesson plan and weekly scheme of work.

Observation 1			
Observer:			
Teacher:			
Room number:	Level:	Nationality mix:	Date of observation:
Number of Ss:		Length of observation:	
Actually	On the register	Duration	Time (from – to)
Class Type: (long term, short term, business, exam preparation, …):			

Brief description of what happened in the (part of the) Lesson?
Time and description:

Issues arising from the Lesson that may appear in the Final Report:	
The (part of the) Lesson observed was excellent in terms of…	Comments:
The (part of the) Lesson observed was competently taught…	Comments:
The (part of the) Lesson observed showed evidence of the following areas of concern:	Comments:
Overall Comments:	

1 – No evidence | 2 – Limited evidence | 3 – Some evidence | 4 – Clear evidence

<table>
<tr><td rowspan="2">Lesson plan:

(Clear, achievable aims; well-staged and varied activities; includes a variety of interactions; shows awareness of timing; has pre-empted potential issues; fits into the scheme of work)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Rapport:

(Engages the Students; is fair and respectful; encourages participation; grades language effectively; Lesson is pitched to appropriate level)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Teaching:

(Uses appropriate and effective methods, materials, techniques; is Student-centred; maximises learning opportunities; deals with errors effectively, engages in concept checking) effectively; Lesson is pitched to appropriate level)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Classroom Management:

(Sets up activities and interactions effectively; has organised the physical space to promote learning; gives clear instructions; good use of technology)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Professionalism:

(Models language effectively; shows strong subject knowledge; has good presentation skills; has created a Classroom environment conducive to learning)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
</table>

TDI and Lesson Observation follow-up (Is there evidence that action has been taken on weakness and further development?)	1	2	3	4	N/A
	Comments:				
Overall Comments:					

Post-Lesson Teacher Feedback 1

- The Observer should aim to have a 10-minute Feedback Session with the Teacher following the Lesson.
- The purpose of the Feedback Session is to …
- Discuss the success of the TDI and Lesson Observation process in the School
- Gauge the Teachers' willingness to receive feedback,
- Add value to the Teachers' experience of being observed.

1		Were you able to hold a brief feedback interview with the Teacher following the Lesson Observation?	Yes	No
	A.	If not, what prevented the feedback?		
	B.	If yes, continue to question 2, 3 and 4		
2		What 2 strengths from the observation were discussed with Teacher? *(inc. how these compare to the TDI and previous School observations)*		
	1			
	2			
3		What 2 areas of weakness from the observation were discussed with the Teacher? *(inc. how these compare to the TDI and previous School observations)*		
	1			
	2			
4		What advice was given to the Teacher for further development?		
		Comments:		

Discussion of School Procedures (Only to be carried out with one observed Teacher)

1	When was the last Progresss Test for this group? How are Progresss Tests scheduled and run at this School?
Comments:	
2	How do you record daily attendance/lateness/absenteeism?
Comments:	
3	How are informed of any timetable changes/cover?
Comments:	
Overall Comments:	

Observation 2			
Observer:			
Teacher:			
Room number:	Level:	Nationality mix:	Date of observation:
Number of Ss:		Length of observation:	
Actually	On the Register	Duration	Time (from – to)
Class Type: (long term, short term, business, exam preparation, …):			

Brief description of what happened in the (part of the) Lesson?
Time and Description:

Issues arising from the Lesson that may appear in the Final Report:	
The (part of the) Lesson observed was excellent in terms of…	Comments:
The (part of the) Lesson observed was competently taught…	Comments:
The (part of the) Lesson observed showed evidence of the following areas of concern:	Comments:
Overall Comments:	

1 – No evidence | 2 – Limited evidence | 3 – Some evidence | 4 – Clear evidence

Lesson plan: (Clear, achievable aims; well-staged and varied activities; includes a variety of interactions; shows awareness of timing; has pre-empted potential issues; fits into the scheme of work)	1	2	3	4	N/A
	Comments:				
Rapport: (Engages the Students; is fair and respectful; encourages participation; grades language effectively; Lesson is pitched to appropriate level)	1	2	3	4	N/A
	Comments:				
Teaching: (Uses appropriate and effective methods, materials, techniques; is Student-centred; maximises learning opportunities; deals with errors effectively, engages in concept checking) effectively; Lesson is pitched to appropriate level.)	1	2	3	4	N/A
	Comments:				
Classroom Management: (Sets up activities and interactions effectively; has organised the physical space to promote learning; gives clear instructions; good use of technology)	1	2	3	4	N/A
	Comments:				
Professionalism: (Models language effectively; shows strong subject knowledge; has good presentation skills; has created a Classroom environment conducive to learning)	1	2	3	4	N/A
	Comments:				

TDI and Lesson Observation follow-up (Is there evidence that action has been taken on weakness and further development?)	1	2	3	4	N/A
	Comments:				
Overall Comments:					

Post-Lesson Teacher Feedback 2

- The Observer should aim to have a 10-minute Feedback Session with the Teacher following the Lesson
- The purpose of the Feedback Session is to …
- Discuss the success of the TDI and Lesson Observation process in the School
- Gauge the Teachers' willingness to receive feedback,
- Add value to the Teachers' experience of being observed.

1		Were you able to hold a brief feedback interview with the Teacher following the Lesson Observation?	Yes	No
	A.	If not, what prevented the feedback?		
	B.	If yes, continue to question 2, 3 and 4		
2		What 2 strengths from the observation were discussed with Teacher? *(inc. how these compare to the TDI and previous School observations)*		
	1			
	2			
3		What 2 areas of weakness from the observation were discussed with the Teacher? *(inc. how these compare to the TDI and previous School observations)*		
	1			
	2			
4		What advice was given to the Teacher for further development?		
		Comments:		

Observation 3

Observer:			
Teacher:			
Room number:	Level:	Nationality mix:	Date of observation:
Number of Ss:		Length of observation:	
Actually	On the register	Duration	Time (from – to)
Class Type: (long term, short term, business, exam preparation, …):			

Brief description of what happened in the (part of the) Lesson?

Time and description:

Issues arising from the Lesson that may appear in the Final Report:

The (part of the) Lesson observed was excellent in terms of…	Comments:
The (part of the) Lesson observed was competently taught…	Comments:
The (part of the) Lesson observed showed evidence of the following areas of concern:	Comments:
Overall Comments:	

1 – No evidence | 2 – Limited evidence | 3 – Some evidence | 4 – Clear evidence

<table>
<tr><td rowspan="2">Lesson plan:

(Clear, achievable aims; well-staged and varied activities; includes a variety of interactions; shows awareness of timing; has pre-empted potential issues; fits into the scheme of work)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Rapport:

(Engages the Students; is fair and respectful; encourages participation; grades language effectively; Lesson is pitched to appropriate level)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Teaching:

(Uses appropriate and effective methods, materials, techniques; is Student-centred; maximises learning opportunities; deals with errors effectively, engages in concept checking) effectively; Lesson is pitched to appropriate level.)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Classroom Management:

(Sets up activities and interactions effectively; has organised the physical space to promote learning; gives clear instructions; good use of technology)</td><td>1</td><td>2</td><td>3</td><td>4</td><td>N/A</td></tr>
<tr><td colspan="5">Comments:</td></tr>
<tr><td rowspan="2">Professionalism:

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<tr><td colspan="5">Comments:</td></tr>
</table>

Post-Lesson Teacher Feedback 3

- The Observer should aim to have a 10-minute Feedback Session with the Teacher following the Lesson
- The purpose of the Feedback Session is to …
- Discuss the success of the TDI and Lesson Observation process in the School
- Gauge the Teachers' willingness to receive feedback,
- Add value to the Teachers' experience of being observed.

<table>
<tr><td rowspan="3">1</td><td></td><td>Were you able to hold a brief feedback interview with the Teacher following the Lesson Observation?</td><td>Yes</td><td>No</td></tr>
<tr><td>A.</td><td colspan="3">If not, what prevented the feedback?</td></tr>
<tr><td>B.</td><td colspan="3">If yes, continue to question 2, 3 and 4</td></tr>
</table>

2		What 2 strengths from the observation were discussed with Teacher? *(inc. how these compare to the TDI and previous School observations)*
	1	
	2	
3		What 2 areas of weakness from the observation were discussed with the Teacher? *(inc. how these compare to the TDI and previous School observations)*
	1	
	2	
4		What advice was given to the Teacher for further development?
		Comments:

A4: Academic Administration

Academic Manager

Name:	
Contact number:	**Email:**

On-Site verification of documentation

Matters arising from the Pre-Visit:
Comments:

A. On-Site verification of documentation

1 Overview of Timetables		Yes	No
1	Does the **actual situation observed** during the On-Site Visit match the uploaded overview of current Classes *(rooms, Teachers, and levels)?*		
2	Have any substitutions been made since T-3 and if so, do **substitution** logs / cover records exist and tie to daily timetables?		
2 Syllabi/Curriculum and Level Descriptors		**Yes**	**No**
1	Are syllabus packs **accessible to Teachers** *(current term/level)?*		
2	Are there a **syllabi/curriculum outlines and level descriptors for every level?**		
3	Do the 2 sample of current week's Lesson plans and schemes of work **align with the syllabi/curriculum outlines and level descriptors?**		
Comments:			

3 Testing (Placement and Progresss Testing)		Yes	No
A	Placement Test		
1	Does a sample Student from this week's Placement Testing align with **School's Class-level entry points?**		
Comments:			
B	Progresss Tests	**Yes**	**No**
1	Does a sample of 2 recent marked Progresss Tests align with the published set of **marking criteria?** *Has the Student moved level accordingly?*		
2	Is there evidence of **periodic test item review or refresh to prevent overexposure?**		
Comments:			
C	Assessment Standardisation	**Yes**	**No**
1	Are **minutes of standardisation exercise meetings available** for review?		
Comments:			
4	**Attendance Policy, Certificate and Aggregated Attendance Records**	**Yes**	**No**
1	Is **attendance for the week of the Visit being recorded in line** with the submitted Policy?		
2	Do the **records reflect the attendance of 2 sample Students?** *(e.g. register, certificate)*		
3	Has the School provided documented **evidence of instances in which attendance thresholds were triggered,** including records of the communications issued?		
4	Is there evidence of **Trend Analysis?** *(seasonal patterns, punctuality hotspots, etc.)*		
5	For Minors *(if applicable)* - Has the School provided documented **evidence of instances in which attendance thresholds were triggered,** including records of the communications issued to Parents/Guardians?		
Comments:			

B. Interview with Academic Manager

- A short interview should be carried out in private with the Staff Member
- The information gained from this interview should be compared to document findings
- Further questions can be included if matters arise from the documentation review for this Staff Member

1	How do you **ensure timetable integrity** *(clash checks, cover process)?*
Comments:	
2	How are updated syllabi **communicated to Teachers?**
Comments:	
3	In the case of rolling enrollment or for School not following a coursebook, how is the **Lesson content underpinned by and aligned to the syllabi/curriculum outlines and level descriptors?**
Comments:	
4	What are the **components of the Placement Test?** How do they map to a recognised framework *(e.g. CEFR)* to facilitate placement?
Comments:	
5	Who is involved in the **placement procedures** and what are their Roles?
Comments:	
6	What are the **components of the progress test?** How do they map to a recognised framework *(e.g. CEFR) to facilitate level progresssion?*
Comments:	
7	Who is involved in the **progress procedures** and what are their Roles?
Comments:	
8	What is the **process for the standardisation of marking** *(placement or Progresss Test*)?
Comments:	
9	Can you provide **any examples of** any recent attendance thresholds met and action taken?
Comments:	
10	**For Minors** (if applicable) - Can you provide **any examples** of any recent attendance thresholds met and action taken?
Comments:	

Further questions arising from Pre-Visit document check:
Comments:

C. Summary

Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:		Yes	No
1	Overview of Timetables		
Comments:			
2	Syllabi/Curriculum and Level Descriptors		
Comments:			
3	Testing (Placement Tests & Progresss Tests)		
Comments:			
4	Assessment Standardisation Records		
Comments:			
5	Attendance Policy, Certificate and Aggregated Attendance Records		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

Management Pre-Visit Document

Management

Items marked 'No' should be noted in the gap log.

M1: Quality Assurance

Pre-Visit

School Category?	
Number of Teacher Portfolios submitted?	

	Gate	Item	Tick	Comments
1	T-28	**Current QA Policy Document and standard operating procedures** *(including Roles and version history)*		
2	T-28	**At least 2 QA Meeting minutes from the past 12 months** *(with agendas, attendance, decisions)*		
3	T-28	**Internal audit/self-assessment reports** *(covering the last 12 months, with methodology and findings)*		
Overall Comments:				
Issues for On-Site follow-up:				
Gap log/missing documentation:				

Evidence of Quality of Quality Assurance (QA)/Standard Operating Procedures (SOP):

			Yes	No
1	Does the School's QA Policy …			
	A	Show evidence of being up to date?		
	B	Show evidence of being version-controlled?		
	C	Clearly define QA /SOP responsibilities?		
	D	Clearly identify escalation paths?		
Comments:				
2	What are the decisions arising from the QA meeting minutes?			
Comments:				

3	What are the recommendations for future action in the findings of the internal audit/ self-assessment reports?		
Comments:			
	Issues for On-Site follow-up:		

M2: Staff Matters

Items marked 'No' should be noted in the gap log.

	Gate	Item	Tick	Comments
1	T-28	A comprehensive **list of current Staff** and their Roles or a clearly labelled Staff **organogram** (inc. which Staff work in direct contact with Minors)		
2	T-28	A written **Management Processes and Administration procedures/handbook** (where available)		
3	T-28	Redacted samples of **Non-Academic and academic Staff contracts** (containing all required legal clauses)		
4	T-28	**Job Descriptions** for all Roles		
5	T-28	A list of Staff who have obtained **POMA clearance** (inc. Names, job titles and whether they are in direct contact with Minors)		
6	T-28	Samples of all Non-Academic Staff **CPD logs and /or CPD plans.**		
7	T-28	Redacted samples of all Staff **appraisal forms**		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

A. Staff Policy and procedures

	Are the following areas of operation described in the Management Processes and Administration procedures/handbook?	Yes	No
1	Established procedures for **management processes**		
2	Established procedures for **internal communication** between Staff and management		
3	Provisions for the efficient **storage and retrieval of documents**		
4	**Disciplinary policies** and procedures for Non-Academic and academic Staff		
5	**CPD and training policies** for Non-Academic Staff		
6	**Performance review and appraisal processes** for Teachers and Non-Academic Staff		
	Overall Comments:		
	Issues for On-Site follow-up:		

B. Contracts

		Do all employment contract samples have …	Yes	No
1	A	Details of Employer *(inc. reg. co. number, School permit number, Name of School Representative)*		
	B	Space for details of Employee *(inc. ID number, address)*		
	C	Job Title		
	D	Main duties / Job Description		
	Comments:			
2	A	Date of commencement		
	B	Duration of employment *(if contract is definite)*		
	C	Probation period		
	D	Normal working hours		
	E	Notice period		
	Comments:			
3	A	Space for wages *(if contract is for a full-time Role)*		
	B	Space for hourly rate *(if contact is for part-time Role)*		
	C	Space for overtime rates *(if applicable)*		
	D	Space for public holiday rates *(calculated pro rata if the contract is for a part-time Role)*		
	E	Space for leave rates *(vacation, sick, maternity, other) (calculated pro rata if the contract is for a part-time Role)*		

	Comments:			
4	A	* Code of Conduct		
	B	* Disciplinary procedures		
	Comments:			
Issues for On-Site follow-up:				

Issues for On-Site follow-up:

Issues for On-Site follow-up:

**These items are optional*

C. Job Descriptions

Do all job descriptions contain …?			Yes	No
1	A	Job Title		
	B	Job Summary *(inc. department, location, reporting relationships, Names of managers/ supervisors)*		
	C	Main duties and responsibilities		
	Comments:			
2	A	Required Qualifications & Skill		
	B	Working Conditions		
	Comments:			
Issues for On-Site follow-up:				

D. Protection of Minors Act (POMA)

From the Organogram, Staff and POMA lists…			Number	
1	A	How many members of Staff work in direct contact with Minors?		
			Yes	No
2	A	Do all members of Staff who work with Minors have POMA clearance?		
	B	Do members of Staff without direct contact with Minors have POMA clearance?		
	Comments:			

Issues for On-Site follow-up:

E. Performance Appraisal Forms (Teacher and Non-Academic Staff)

1	If yes, what areas does the self-appraisal form focus on?		
Comments:			
2	What areas does the Official Appraisal Form focus on?		
Comments:			
3	What measurement is used for evaluation of performance?		
Comments:			
		Yes	No
4	Is the Official Appraisal Form signed by both representatives of the School and Staff Member?		
5	What outcomes are noted on the form?		
Comments:			
Issues for On-Site follow-up:			

F. Non-Academic Staff CPD and Training Logs and Plans

CPD training plans: Are the following areas of Staff training identified?			Yes	No
1	A	Topic		
	B	Timeframe / Deadline for Completion		
	C	Training Providers		
	Comments:			
CPD logs: Are the following areas of Staff training logged for reference?				
2	A	Topic		
	B	Date of Completion		
	C	Staff Feedback on training		
	D	Any follow-up required in the Staff Appraisal or Planning Process		
	Comments:			
Issues for On-Site follow-up:				

G. Preparation for On-Site verification follow-up

The following should be worked out by the Visitor in preparation for deciding the number of Staff to interview during the On-Site Visit:

1	School Category	

The number of **Non-Academic Staff** Members for verification and interview is contingent on the size of the School, as outlined below (a minimum of 1 Welfare + 1 non-Welfare Staff):

Category A Schools:	1 Staff
Category B Schools	2 Staff
Category C Schools	2 or 3 Staff

Staff to be reviewed On-Site:		Name	Role
A	Staff 1		
B	Staff 2		
C	Staff 3		

List of Staff Names for interview to be transferred to (1) the MV On-Site Staff Interview Questions document and (2) the MV On-Site Visit Document, M6

M3: Physical Premises and Safety

Items marked 'No' should be noted in the gap log.

	Gate	Item	Tick	Comments
1	T-28	A valid **Health, Safety, and Fire Risk Assessment Certificate,** issued by an authority recognised by the Occupational Health and Safety Authority (OHSA).		
2	T-28	*Certification for **Fire Wardens**		
3	T-28	*Certification for **First-Aiders**		
4	T-28	*Certification for **food-handlers** *(if applicable)*		
5	T-28	Template used for **Incident Reporting**		
6	T-28	Templates for **Maintenance/Cleaning Logs** for sanitation facilities		
7	T-28	**Lift Inspection** documents *(if applicable)*		
8	T-28	**Photographic evidence** of safety signage, evacuation plans, and a clear indication of where each is located		
9	T-28	List of **Classroom Capacities**		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

A. OHSA, lift, and food handlers certification

Was the following evidence provided by the School?				
			Yes	No
1	A	Is there a valid and up-to-date **health, safety, and fire risk assessment certificate** as recommended by OHSA?		
	i	Authority recognised by the OHSA issuing the compliance certificate:		
		Date of inspection as stated on certificate:		
	ii	Date of inspection as stated on certificate:		
	iii	Certificate reference code:		
2	A	If lifts are present, are preventative inspections performed once in every period of six months?		
	i	Date of next inspection:		
	ii	Are lift servicing and inspections properly logged? Check lift log for last 2 inspections:		

	Lift Log	Date	Inspected by:
	1		
	2		

3	A	Are food and drink facilities provided to Students?		
	B	Is a valid 'food handling' certificate kept on file for the personnel handling food? (tab for more rows)		

	Date of issue		Name of Staff	Name of Awarding Body:
	1			
	2			
	3			
	4			

Issues for On-Site follow-up:

List of Qualified Fire Wardens

	Name of Staff Member	Date of Certification Issue	Awarding Body
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

List of Qualified First-Aiders

	Name of Staff Member	Date of Certification Issue	Awarding Body
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

List of Qualified Food Handlers

	Name of Staff Member	Date of Certification Issue	Awarding Body
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Any additional Staff Names can be submitted on a separate document.
List of Classroom capacities to be transferred to the MV On-Site Visit Document, M3

M4: Learner Feedback

Items marked 'No' should be noted in the gap log.

	Gate	Item	Tick	Comments
1	T-28	Template Feedback Forms for Adult and Young Learners *(e.g. end-of-course surveys, weekly forms, etc.)*		
2	T-28	Feedback Collection Schedule		
3	T-28	Aggregated Feedback Reports *(At least two summary reports from the past 12 months)*		
4	T-28	Action plans or meeting minutes on feedback		
5	T-28	Proof that outcomes of feedback were communicated back to Students *(e.g. 'You Said – We Did' evidence, emails, notices, etc.)*		
6	T-28	Learner Feedback Policy and/or procedure		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

Learner Feedback

		Yes	No
1	Does the School have different Feedback Forms for **different age groups?**		
2	Does the School adapt Feedback Forms for **different language levels?**		
Comments:			
3	How **detailed** are the Feedback Forms?		
Comments:			
4	**Short stay Students:** How many Feedback Forms are given to a Student per stay?		
Comments:			
5	**Long stay Students:** How many Feedback Forms are given to a Student per stay?		
Comments:			
6	Do the **2 aggregated Summary Feedback Reports cover a wide range of areas?** *(e.g. academics, facilities, Welfare, etc.)*		
Comments:			
7	Do the aggregated summary reports show that Students were **generally satisfied** in all aspects of their stay?		
Comments:			
8	Does the internal document clearly outline **how Student Feedback is handled, who reviews it and how actions are tracked?**		
Overall Comments:			
Issues for On-Site follow-up:			

M5: Learner Focus Group

Items marked 'No' should be noted in the gap log.

	Gate	Item	Tick	Comments
1	T-10 & T-3	Current Class lists or timetables		
2	T-10	A copy of the **information or expression of interest notice** provided to Learners		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

The Visitor will identify a variety of Learners to be invited to take part in a Learner Focus Group in accordance to the School Category and MV Policy. These Learners' stay must encompass the date of the Visit.

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

A. Learners identified for the Focus Group (This list should also be communicated to the School by T-3)

	Learner Name	Class identifier *(e.g. Classroom, course Name, …)*	Class Type *(e.g. General English, Business, YL, …)*	Proficiency Level
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

If any of the above Students are not available on the day, the School should invite the following:

	Learner Name	Class Identifier *(e.g. Classroom, course Name, …)*	Class Type *(e.g. General English, Business, YL, …)*	Proficiency Level
1				
2				

List of Learners for Focus Group to be transferred to the MV On-Site Visit Document, M5

M6: Student Welfare

Items marked 'No' should be noted in the gap log.

	Gate	Item	Tick	Comments
1	T-28	A list of Staff responsible for Student Welfare merged into		
		(a) **single section with company organogram** showing Welfare responsibilities, or (b) a **Welfare Escalation Flowchart** indicating Staff responsible for the stages in the chart.		
2	T-28	A written document of **Safeguarding and Welfare** Policy/policies, **including the care of Minors.**		
3	T-28	Blank sample of a **Student card and Welcome Pack** *(if available)*.		
4	T-28	Blank samples of medical or **dietary information forms** requested from **Adult Students**		
5	T-28	Blank samples of **parental /guardian consent** forms including **medical or dietary information for Minors**		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

A.1 - Review of Student Welfare Documentation – Adult Learners

Are the following areas of the **Safeguarding and Welfare Policy covered** for the care of Adult Learners?			Yes	No
1	A	Definitions of Welfare areas that apply to Adult Learners *(e.g. medical emergencies, bullying, neglect, …)*		
	B	Who the Policy addresses *(e.g. Staff, other Students, homestay providers, …)*		

	Comments:				
Who does the Policy identify as the Non-Academic Services and Student Welfare Manager On-Site?					
2	Name and Surname				
	E-mail Address				
	Comments:				

Does the Safeguarding and Welfare Policy cover reporting and escalation procedures, includ-ing…				
3	A	an effective system in place whereby **Staff** can voice queries and concerns?		
	B	an effective system in place whereby **Learners** can voice queries and concerns?		
	C	how **queries, concerns and/or Welfare situations** are addressed, recorded and escalated?		
	D	the **restrictions on access** of personal information and records of action taken?		
	E	**whistleblowing** procedures?		
	Comments:			
Issues for On-Site follow-up:				

A.1 - Review of Student Welfare Documentation – Minors

			Yes	No
1	Does the School cater for Students under the age of 18?			
2	If yes, are the following areas of the Safeguarding and Welfare Policy covered for the care of Minors?			
	A	Definitions of Welfare areas which apply to Minors *(e.g. medical emergencies, inappropriate behaviour, neglect, …)*		
	B	Who the Policy addresses *(e.g. Staff, other Students, homestay providers, …)*		
	Comments:			
3	Who does the Policy identify as the Non-Academic Services and Student Welfare manager On-Site for Minors?			
	Name and Surname			
	E-mail Address			
	Comments:			

Does the Safeguarding and Welfare Policy cover reporting and escalation procedures, including…				
3	A	an effective system in place whereby **Staff** can voice queries and concerns?		
	B	an effective system in place whereby **Students** can voice queries and concerns?		
	C	how Safeguarding and Welfare **concerns** are addressed and escalated when needed?		
	D	how Safeguarding and Welfare **situations** are addressed and escalated when needed?		
	E	**communication paths with Parents / Guardians?**		
	F	the **restrictions on access** of personal information and records of action taken?		
	G	**whistleblowing** procedures?		
	Comments:			
Issues for On-Site follow-up:				

A. Student Card and Welcome Pack

			Yes	No
1	Does the Student Card include…			
	A	space for a photograph of the Student?		
	B	the Students' Name and Nationality?		
	C	an Emergency Contact phone number for the School?		
	D	School logo and identifying information?		
	Comments:			
2	Does the Welcome Pack include…			
	A	contact information for the School, including address and School's 24/7 emergency phone number/s?		
	B	Names and photos of key personnel at the School, including the Non-Academic Student Services and Welfare Manager?		
	C	Useful emergency information for Malta? *(e.g. phone numbers for local emergency services)*		
	Comments:			
Issues for On-Site follow-up:				

B. Medical or Dietary Information Forms – Adult Students

			Yes	No
1	Do **Adult Student Medical Forms** include information about Student's ...			
	A	contact number while in Malta?		
	B	emergency contact /next of kin of Student, including name of contact, relationship, phone number/email?		
	C	existing health conditions?		
	D	any current medication, including Name and dosage?		
	E	allergies?		
	F	additional needs? *(e.g. mobility, hearing, vision differences, …)*		
	G	consent for emergency treatment?		
	Comments:			
2	Do **Adult Student Dietary Forms** include information about the Student's...			
	A	dietary preferences? *(e.g. vegan, halal, kosher, …)*		
	B	food allergies and intolerances? *(e.g. gluten, nuts, shellfish, …)*		
	C	any other religious or cultural dietary requirements?		
	Comments:			
Issues for On-Site follow-up:				

C. Parental Consent Forms including Medical or Dietary Information - Minors

			Yes	No
1	**General**			
	A	Contact Number of Student while in Malta		
	B	Emergency Contact of Student/next of kin, including name of contact, relationship, phone number/email		
	C	Consent for Student Information to be stored *(e.g. aligned with GDPR and accessed on a need-to-know basis)*		
	D	Parent/guardian signature and date		
2	**Medical**			
	A	Existing health conditions		
	B	Current medication and dosage		
	C	Consent for Staff to administer first aid		
	D	Consent for emergency medical treatment		
	E	Additional needs *(e.g. mobility, hearing, vision differences, …)*		
	F	Allergies		
	Comments:			

3	**Dietary**				
	A	Dietary preferences *(e.g. vegan, halal, kosher, …)*			
	B	Food allergies and intolerances *(e.g. gluten, nuts, shellfish, …)*			
	C	Any other religious or cultural dietary requirements			
	Comments:				
4	**Welfare**				
	A	Permission for the School to stand in loco parentis			
	B	Consent for Staff to make Safeguarding referrals when needed			
	C	Confirmation that the Student will abide by the School's code of conduct			
	D	Confirmation that the Student will abide by the accommodation house rules *(e.g. curfews, supervision, internet use, …)*			
	E	Acknowledgement that serious misconduct may result in early return home			
	Comments:				
5	**Consent for the Student to**				
	A	Participate in organised trips/excursions			
	B	Participate in activities, sports or games			
	C	Use private or public transport			
	D	Appear in photos and /or videos to be used in School marketing or social media			
	Comments:				
Issues for On-Site follow-up:					

M7: Sustainability in Practice

The School is encouraged (but not obliged) to make available the following items in advance or upon request at the start of the Visit.

	Gate	Item	Tick	Comments
1	T-28	A formal **Sustainability Policy or Statement of Intent**		
2	T-28	Internal **Action Plans or KPIs** related to sustainability		
3	T-28	Any **reports** from eco-certifications, internal sustainability reviews, or external audits		
4	T-28	**Examples** of communication of sustainability efforts *(e.g. newsletters, noticeboards)*		
5	T-28	Evidence of **curriculum integration** *(e.g. schemes of work with sustainability topics)*		
6	T-28	**Community Partnership** records or **Student Project Logs**		
7	T-28	Budgeting and financial reports showing **investment in sustainability**		
	Overall Comments:			
	Issues for On-Site follow-up:			
	Gap log/missing documentation:			

Was the following evidence provided by the School?			Yes	Partially	No
1	A	Does the sustainability Policy or strategic plan cover social, environmental, and economic dimensions of sustainability?			
	B	Reference Code / Identifier of relevant documentation:			
Comments:					
Was the following evidence provided by the School?					
2	A	Is there a designated person or team within the Institution responsible for leading or coordinating sustainability initiatives?			
	B	Name of Key designated Staff Member			
Comments:					

3	A	Are sustainability principles embedded in the organisation's mission, values or governance documents?				
	B	Where is this found?				
Comments:						
4	A	How often is progresss toward sustainability goals reviewed internally?				
		Annually or more frequently		Every few years		Never	
	B	Date of last internal review				
Comments:						
5	A	Does the Institution have any formal Sustainability Goals, Key Performance Indicators (KPIs), or action plans?				
	B	Name of Key designated Staff Member				
Comments:						
5	A	Does the School document and publicly report its sustainability efforts, for example through participation in recognised eco-certifications?				
	B	List the reports and/or certifications, including issuing body and date				

	Report/ Certification	Issuing Body	Date

Comments:
Overall Comments:

Management On-Site Visit Document

Matters arising from the Pre-Visit document check should be transferred onto this document prior to the Visit.

Management

M1: Quality Assurance

Matters arising from the Pre-Visit:
Comments:

A. Interview with Centre Manager or representative regarding the Quality Assurance (QA)/Standard Operating Procedure (SOP)

QA Policy and meetings		Yes	No
1	What evidence is there to show that the **QA/SOP are known to Staff?**		
Comments:			
2	Are **QA meetings scheduled** regularly?		
Comments:			
3	How are changes to the QA/SOP Policy **communicated** to Stakeholders *(Staff and Learners)*		
Comments:			
Overall Comments:			

Internal audit/ Self-assessment reports	
1	What **action plans** are in place addressing issues found in the internal audit/self-assessment reports? *(with assigned owners and timelines, and evidence that actions are monitored to completion)*
Comments:	
2	What evidence is there that the internal audit/ Self-ssessment reports findings **feed into Staff development or operational changes?** (e.g. CPD topics, curriculum updates, resource allocation)
Comments:	
Overall Comments:	

B. Summary

	Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:	Yes	No
1	Policy and Governance		
Comments:			
2	Internal audit/ self-assessment reports		
Comments:			
3	Action Planning and Improvement Tracking		
Comments:			
4	Integration with CPD and Operational Improvement		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M2: Staff Matters

Matters arising from the Pre-Visit:
Comments:

A. Staff interviews: Information transferred from Pre-Visit Document

1 Staff selected for interviews			
Staff to be reviewed On-Site:		Name	Role
A	Staff 1		
B	Staff 2		
C	Staff 2		

The number of Non-Academic Staff Members for verification and interview is contingent on the size of the School, as outlined below:

Category A Schools:	1 Staff
Category B/C Schools	2 Staff
Category D Schools	2 or 3 Staff

Staff interviews are to be carried out using questions in the the Staff Interview Booklet.

B. On-Site verification of documentation: - 2 samples (1 Teacher & 1 Non-Academic) are viewed On-Site. (i = Teacher/ii = Non-Academic)

1	What are the Roles of the members of Staff in the 2 sample contracts viewed On-Site?			
	i			
	ii			
2	**Contract**		Yes	No
	A	Do both employment contracts match the redacted samples provided in the Pre-Visit?		
	B	Are all areas of the contract adequately completed?		
	C	Are the contracts signed by both employer and employee in each case?		
		Comments:		
3	**Job Description**			
	A	What evidence is there that both Staff Members have been given a job description?		
		Comments:		

3	B	What are the main duties indicated in these Job Descriptions		
	i			
	ii			
	C	To whom do they report?		
	i			
	ii			
		Comments:		
4	**POMA**		Yes	No
	A	Do these Staff Members work in direct contact with Minors?		
	i			
	ii			
	A	Do they have POMA clearance?		
	i			
	ii			
		Comments:		
5	**Performance Appraisal** ***(Evaluation)***		Yes	No
	A	Has a Performance Appraisal been carried out in the last 12-months for both Staff Members?		
	B	Are **Self-Appraisal Documents** available to view for both Staff Members?		
	C	Are **Official Appraisal** Documents available to view both Staff Members?		
	D	Are the Appraisal Documents signed by both the School Representative and the Staff Member in each case?		
		Comments:		
	E	What outcomes have been noted on the appraisal?		
	i			
	ii			
6	**CPD & training ONLY for Non-Academic Staff**		Yes	No
	A	Is a training plan available for this Staff Member?		
	B	Has the Staff Member attended CPD or training in the last 12 months?		
	C	What areas of training has the Staff Member attended?		

	Comments:
	Overall Comments:

C. Summary

Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:		Yes	No
1	Staff Policy and Procedures		
Comments:			
2	Contract and Conditions of Employment		
Comments:			
3	Job Duties and Responsibilities		
Comments:			
4	Protection of Minors Act (POMA)		
Comments:			
5	Performance Appraisal Process		
Comments:			
6	CPD Participation		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M3: Physical Premises and Safety

Matters arising from the Pre-Visit:
Comments:

This evidence is gathered during a tour of the School

A. Teaching & Learning Environment

		Yes	Some Extend	No
1	Are resources and reference materials available to supplement Lessons for Teachers?			
2	Do all Teachers have access to computers and interactive whiteboards / panels etc.?			
Comments:				
3	Do all Students have access to the internet?			
4	Are study areas and self-access areas provided for all Students?			
5	Location of study and self-access area:			
6	Is there a Library or are books available for all Students to borrow?			
Comments:				
7	Are the Premises clean, hygienic, and well maintained?			
Comments:				
8	Is the Classroom furniture *(chairs, desks, boards, etc.)* adequate and comfortable?			
9	Are Classrooms reasonably free from noise, adequately ventilated and well lit?			
10	Is the temperature in Classrooms reasonably controlled? *(heating/cooling as appropriate)*			
	Comments:			
	Overall Comments:			

B. Classroom Capacity

**Information to be transferred from Pre-Visit Documents prior to Visit*

Classroom No / Name:	*Classroom Capacities (provided by School)	*Maximum capacity according to the Minimum Legal Requirement of 1.75 sq. metres / Student (provided by ELT Council)	Course Type	No of SS as per attendance/ Class list	Real-time headcount of SS in Class

Was the following evidence provided by the School?		Yes	No
1	Do the attendance/Class lists provided on the day of the Visit tally with the real-time headcount of the Students in each Classroom?		
	Comments:		
2	Do the actual Class sizes observed match the declared/advertised maximums? *(Visitor should refer to table in XXXX to ensure that declared/advertised maximums for specific course types are being adhered to)*		
	Comments:		
3	Is the maximum capacity visibly displayed in each Classroom?		
	Comments:		
	Overall Comments:		

C. Health, Safety & Accessibility

Compliance Criteria					
				Yes	No
1	A	Are **First-Aid Kits** provided at a ratio of at least one kit per 50 persons?			
	i	Maximum capacity of School (Staff and Students):			
		Number of First-Aid Kits:			
	B	Are First-Aid Kits accessible?			
	C	Are First-Aid Kits checked by a designated person?			
	D	Frequency of first aid kit checks: Check 2 First-Aid Kits:			
	Kit	**Location**	**Last Checked on:**	**Checked by:**	
	1				
	2				
	Comments:				
2	A	Names of qualified **Fire Wardens and First-Aiders** present on the day of the Visit:			
		Fire Warden or First Aider	**Name and Surname of Person**		
	1				
	2				
	3				
	4				

	Comments:			
3	A	Are **fire drills** carried out at least once every six months?		
i	Date of next scheduled drill:			
ii	Are drills logged and documented? Check the Fire drill log for last 2 drills:			
		Drill date	**Name and Surname of person who signed off drill log**	
	1			
	2			
	Comments:			
4	A	Is the **Incident Book** shown to Visitors On-Site aligned with, and reflective of, the template submitted at phase 1?		
	i	Location of Incident Book / Reference Code:		
	B	Is there evidence of follow-up on incidents?		
	C	What type of issues are logged in the Incident Book?		
	Comments:			
5	Are **Emergency Exits** clearly marked and unobstructed?			
	Comments:			
6	Is the **School Layout Map visible** at key points? *(including emergency exits)*			
7	Are **Safety Instructions** clearly displayed in Classrooms and common areas? (*fire evacuation, emergency contacts, health notices)*			
	Comments:			
8	Do all Classrooms have an **independent Access Point?**			
9	Is there **accessibility for Students with disabilities?** *(ramps, lifts, accessible toilets, etc.)*			
	Comments:			
	Overall Comments:			

D. Sanitation and Restroom Facilities

<table>
<tr><th colspan="7">Compliance Criteria</th></tr>
<tr><td colspan="5"></td><td>Yes</td><td>No</td></tr>
<tr><td rowspan="2">1</td><td colspan="4">Are there separate, clean, and hygienic toilet and sanitary facilities provided for Teaching/Administrative Staff and for Learners?</td><td></td><td></td></tr>
<tr><td colspan="6">Comments:</td></tr>
<tr><td rowspan="4">2</td><td>A</td><td colspan="3">Are there separate male, female, and/or gender-neutral Student restrooms? (minimum ratio of 1:50 Students)</td><td></td><td></td></tr>
<tr><td rowspan="2">i</td><td colspan="2">Maximum capacity of School (Students):</td><td colspan="3"></td></tr>
<tr><td>Number of male toilets:</td><td></td><td>Number of female toilets:</td><td></td><td>Number of gender-neutral toilets</td><td></td></tr>
<tr><td colspan="6">Comments:</td></tr>
<tr><td rowspan="2">3</td><td colspan="4">Are there separate male, female, and/or gender-neutral Student restrooms? (minimum ratio of 1:50 Students)</td><td></td><td></td></tr>
<tr><td colspan="6">Comments:</td></tr>
<tr><td rowspan="4">4</td><td>A</td><td colspan="3">Is a restroom cleaning log sheet kept and signed off / initialled by the cleaning personnel?</td><td></td><td></td></tr>
<tr><td>i</td><td colspan="2">Number of First-Aid Kits:</td><td colspan="3"></td></tr>
<tr><td>ii</td><td colspan="2">Date and time when the restroom was last cleaned / restocked:</td><td colspan="3"></td></tr>
<tr><td colspan="6">Comments:</td></tr>
<tr><td></td><td colspan="6">Overall Comments:</td></tr>
</table>

E. Learner Feedback *(to be fed into section XX)*

<table>
<tr><th colspan="4">In the tour, has the following visual evidence been seen?</th></tr>
<tr><td colspan="2"></td><td>Yes</td><td>No</td></tr>
<tr><td>1</td><td>Accessibility to Learner Feedback opportunities (e.g. online surveys, QR codes displayed, etc.)</td><td></td><td></td></tr>
<tr><td>2</td><td>Notices or signs related to communication to Learners regarding actions taken (e.g. notices, “You Said – We Did” evidence, etc…).</td><td></td><td></td></tr>
<tr><td>3</td><td colspan="3">Other:</td></tr>
<tr><td></td><td colspan="3">Comments:</td></tr>
<tr><td></td><td colspan="3">Overall Comments:</td></tr>
</table>

F. Sustainability in Practice *(to be fed into section X)*

In the tour, have the following sustainability initiatives for reducing environmental impact been observed?			
		Yes	No
1	**Waste** sorting bins		
2	**Low-energy** lighting		
3	**Renewable energy sources** such solar panels, solar water heaters or heat pumps		
4	**Water-saving devices** such as low-flow taps /aerators or dual-flush toilet		
5	**Water conservation strategies** *(e.g. rainwater collected and used for irrigation cleaning or flushing of toilets)*		
6	**Sustainable mobility** initiatives *(e.g. bike racks, public transport, carpooling)*		
7	Promotion of **Student Environmental Awareness** and activities *(e.g. posters, awareness campaigns, and wellbeing activities)*		
8	Other:		
	Overall Comments:		

G. Summary

	Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:	**Yes**	**No**
1	Teaching & Learning Environment		
Comments:			
2	Classroom Capacity		
Comments:			
3	Health, Safety & Accessibility		
Comments:			
4	Sanitation and Restroom Facilities		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M4: Learner Feedback

Matters arising from the Pre-Visit:
Comments:

A. Interview with Centre Manager or Representative

Was the following evidence provided by the School?	
1	How does the School **communicate outcomes of feedback to Staff and Students?**
Comments:	
2	How and when does the School **provide feedback opportunities** to Students? *(e.g. online surveys, QR codes displayed, etc.)*
Comments:	
3	Can you give an examples of how Learner Feedback is clearly **fed into the School's operation and development?** *(e.g. feedback results influence Student experience, Teacher training topics, facilities upgrades or new services)*
Comments:	
Overall Comments:	

If aggregated feedback is not available, the Visitor should choose a month and investigate the hardcopy versions of the Feedback Forms.

Only to be filled in if no aggregated feedback is available		
1	In what form is the feedback stored?	
Comments:		
2	Month chosen to investigate:	
3	What types of Feedback Forms are available? (e.g. End of course, first week, …)	
Comments:		
4	Number of Feedback Forms seen:	

3	Is the form detailed and effective?	Yes	No
Comments:			
4	Does the feedback show signs of having been seen by a School Representative?	Yes	No
Comments:			

	Were the majority of the Students	Less than satisfied?	Satisfied?	More than satisfied?
Comments:				
Overall Comments:				

Summary

	Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:	**Yes**	**No**
1	Feedback Robustness		
Comments:			
2	Feedback Opportunities		
Comments:			
3	Feedback Communication and Implementation		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M5: Learner Focus Group

Matters arising from the Pre-Visit:
Comments:

A. Learners identified for the Focus Group (List transferred from the Pre-Visit Doc)

	Learner Name	Class identifier *(e.g. Classroom, course Name, …)*	Class Type *(e.g. General English, Business, YL, …)*	Proficiency Level
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

This Questionnaire is to be used during the Visit with a representative sample group of Learners. *Please record majority opinions and any strongly-felt individual views.*

Domain 1: Academic Experience

A.	Course Satisfaction	Yes	Partially	No
1	Overall, are you satisfied with your course? • What have you liked or not liked so far?			
Comments:				
2	Do you feel your English is improving? • What is helping you improve your English? • What is not helping?			
3	Do you feel the course is helping you meet your personal learning goals? • Can you explain your answer?			
Comments:				
B.	**Level and Placement**	**Yes**	**Partially**	**No**
4	Do you feel you were placed in the correct level when you started the course?			

	• If not, what would you change about how Students are placed in levels?			
	Comments:			
5	Is your progresss evaluated regularly? • Are you given Progresss Tests? • Are you told whether you are ready to move up or need to change Class level? • How soon are you moved after the test?			
	Comments:			
C.	**Teaching Quality**	Yes	Partially	No
6	Do you feel your Teachers are professional and well-prepared? • Can you give examples of how your Teachers are professional and well-prepared for Lessons?			
	Comments:			
7	Do your Teachers explain clearly and use activities that help you learn? • Can you tell me about activities your Teachers use that help you learn better?			
	Comments:			
8	Do your Teachers plan the course in a clear and logical way? • How does each Lesson build on what you learned in previous Lessons?			
	Comments:			
9	Do your Teachers give you feedback to help you improve? • Can you describe a recent example?			
	Comments:			
D.	**Materials & Resources**	Yes	Partially	No
10	Do you find the learning materials interesting and useful? • What learning materials do you use?			
	Comments:			

		Yes	Partially	No
11	Is the technology used in Class helpful for your learning? • What kind of technology is used?			
	Comments:			
D.	**Classroom Environment**	**Yes**	**Partially**	**No**
1	Are you satisfied with your accommodation? • What do you like about it? • What could be improved?			
	Comments:			
2	Before you arrived, was your accommodation described to you? • Is the accommodation different from the description?			
	Comments:			
14	Does the School provide a space for self-study or learning outside of Class? • Where is this space located?			
	Comments:			

Domain 2: Non-Academic Experience

A.	Accommodation	Yes	Partially	No
1	Overall, are you satisfied with your course? • What have you liked or not liked so far?			
Comments:				
2	Do you feel your English is improving? • What is helping you improve your English? • What is not helping?			
Comments:				
B.	**Leisure and Social Activities**	**Yes**	**Partially**	**No**
3	Have you taken part in any School-organised leisure or cultural activities? • If yes, can you Name a few activities? • Did you find them enjoyable and worthwhile?			
	Comments:			
4	Are there enough opportunities to make friends and socialise outside Class? • Can you give examples of activities, events, or situations that helped you make friends or socialise? • What could the School do to improve this?			

	Comments:			
C.	**Learner Feedback**	**Yes**	**Partially**	**No**
5	Are you given the chance to provide feedback on your course? • If so, how does the School collect your feedback? • Is the feedback process easy to understand and use?			
	Comments:			
6	Are you informed about how your feedback will be used to improve the School? • Can you give examples of how the School values or uses Student feedback?			
	Comments:			
D.	**Student Welfare and Support**	**Yes**	**Partially**	**No**
7	Do you know who to talk to if you have a problem or complaint? • If yes, who is this person?			
	Comments:			
8	Has the School provided you with useful information (*e.g. about transport, health, local services, the School's 24/7 emergency number)?* • Who provided you with this information or where did you find it?			
	Comments:			
9	Were you ever late to or absent from School? • Were you contacted about this? • How were you contacted? email/SMS/app…? • Were attendance minimums explained to you?			
	Comments:			
10	Do you feel that the School cares about your wellbeing and safety? • What has the School done that makes you feel this way? Can you give an example?			
	Comments:			

Domain 3: Final Reflections

1	What are the School's main strengths from your point of view?
Comments:	
2	What would help to improve the overall Student experience?
Comments:	
3	Do you have any other comments you would like to share?
Comments:	

Visitors' Concluding Observations and Recommendations:

Summary

		Yes	No
A	Academic Experience		
Comments:			
B	Level and Placement		
Comments:			
C	Teaching Quality		
Comments:			
D	Materials & Resources		
Comments:			
E	Classroom Environment		
Comments:			
F	Non-Academic Experience		
Comments:			
G	Leisure and Social Activities		
Comments:			
H	Student Welfare and Support		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M6: Student Welfare

Matters arising from the Pre-Visit:
Comments:

List of Staff to be interviewed transferred from the Pre-Visit Document

Staff to be reviewed On-Site:		Name	Role
A	Staff 1		
B	Staff 2		
C	Staff 3		

A. Interview with Non-Academic Services and Student Welfare Manager or Representative

Staff Overview				
			Yes	No
1	Is the Non-Academic Services and Student Welfare Manager On-Site on the day of the Visit?			
2	Are Staff Safeguarding Training Certificates available for viewing?			
3	For the Named Welfare Staff identified for On-Site interview, note the dates of key Safeguarding/ Welfare-related certificates or refresher courses attended:			
	Staff Name	Certificate	Date:	
S1				
S2				
S3				
Comments:				

Student Welfare documentation:

- Visitors should view at least 2 completed Adult and 2 completed parental consent forms On-Site

			Yes	No
1	Do the **Adult** consent forms viewed On-Site align with the blank copies submitted at phase 1?			
	Comments:			

2	Is evidence available to show that medical, dietary and consent data for Adults is stored in secure manner?		
	A	How is it stored?	
	Comments:		
	B	How and by whom is it accessed?	
	Comments:		
3	Do the **parental consent forms for Minors** viewed On-Site align with the blank copies submitted at phase 1?		
4	Is evidence available to show that medical, dietary and consent data for **Minors** is stored in secure manner?		
	A	How is it stored?	
	Comments:		
	B	How and by whom is it accessed?	
	Comments:		
	Overall Comments:		

Summary

Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:		Yes	No
1	Welfare Policy and Documentation for Adults		
Comments:			
2	Welfare Policy and Documentation for Minors		
Comments:			
3	Student Cards and Welcome Packs		
Comments:			
4	Medical and Dietary Forms for Adults		
Comments:			
E	Classroom Environment		
Comments:			

5	Parental Consent Forms for Minors		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

M7: Sustainability in Practice

Matters arising from the Pre-Visit:
Comments:

Interview with Sustainability Officer or representative

A.		Environmental Sustainability	Yes	Partially	No
1	A	Has the School adopted any initiatives for reducing environmental impact?			
	B	List initiatives undertaken / observed			
2	A	Does the School implement sustainable procurement policies? *(e.g. local suppliers, ethical sourcing, fairtrade products*			
	B	Record examples of suppliers or products reviewed, including any eco-labels or supporting invoices.			
3		Does the School have any initiatives in place to promote sustainable mobility ? *(e.g. carpooling, public transport, bike-to-work, bike racks)*			
		Comments:			

B.		Social Sustainability	Yes	Partially	No
1	A	Does the Institution promote Staff and Student Wellbeing? *(e.g. mental health resources, flexible working/studying practices, diversity and inclusion measures)*			
	B	Examples of wellbeing measures:			
2	A	Are sustainability concepts integrated into your curriculum, resource materials and courses?			
	B	Date of Schemes of Work / Records of Work / Lesson Plans reviewed that included sustainability content:			
3	A	Does the Institution engage in community-oriented sustainability projects? *(e.g. partnerships with NGOs, volunteering, outreach)*			
	B	Examples of community-oriented sustainability projects which the School engages in:			
4	A	Are Students actively involved in sustainability initiatives organised by the School?			
		Many Students are active	Few Students are active	No Students are active	
	B	Examples of initiatives organised by the School and Student participation levels:			
	Comments:				

C.		Financial Sustainability	Yes	Partially	No
1	A	Does the Institution track and analyse cost-benefit outcomes of sustainability investments? *(e.g. ROI of solar panels, reduced utility bills from efficiency upgrades)*			
	B	Examples noted			
2	Is there a contingency plan for financial risks? *(e.g. unexpected costs, enrolment drops)*				
3	A	Does the School have a clear Policy or process for reviewing Staff salaries and remuneration packages?			
	B	Date of the last review carried out:			

4	A	Are Tuition Fees reviewed regularly?			
	B	Date of last Tuition Fees review:			
5	A	Does the School invest in Staff professional development as part of long-term financial planning?			
	B	Examples			
	Comments:				

Summary

Are the findings between the Pre-Visit review, On-Site Document Review and Staff interview consistent regarding:		Yes	No
1	Environmental Sustainability		
Comments:			
2	Social Sustainability		
Comments:			
3	Financial Sustainability		
Comments:			
Overall Comments:			
Key findings to be included in the final report:			

On-Site Staff Visit Interview Questions

Preparation for Visit:

The following should be worked out by the Visitor and transferred from the Pre-Visit Doc:

1	School Category	

The number of **Non-Academic Staff** Members for verification and interview is contingent on the size of the School, as outlined below (a minimum of 1 Welfare + 1 non-Welfare):

Category A Schools:	1 Staff
Category B/C Schools	2 Staff
Category D Schools	2 or 3 Staff

Staff to be reviewed On-Site:		Name	Role
A	Staff 1		
B	Staff 2		
C	Staff 2		

Management

M1: Quality Assurance

The following section can be completed with any *Non-Academic member of Staff.*

Staff Member Name:	
Staff job title:	**Department:**
Management or Non-Management Role?	

1	Can you describe the School's Quality Assurance process? What do you see as its purpose?
Comments:	
2	How do you personally contribute to the School's Quality Assurance process through your Role or duties?
Comments:	
3	How does the School use QA Internal Audits/Self -Assessment Report findings to make improvements? Can you give an example?
Comments:	
4	Have you participated in any follow-up actions or changes resulting from QA Internal Audits/Self -Assessment Reports? Can you describe your involvement?
Comments:	

5	Do you feel informed about quality issues and supported by management in maintaining standards? If yes, how?
Comments:	
6	Do you have any additional comments about the Quality Assurance process at your School?
Comments:	
Overall Comments:	

M2: Staff Matters

The following section can be completed with any *Non-Academic member of Staff.*

Only to be filled if the Staff Member is different from above:

Staff Member Name:	
Staff Job Title:	**Department:**
Management or Non-Management Role?	

	According to the Staff Member during the interview:	Yes	No
1	Do your working conditions generally meet your expectations?		
2	What are your regular working hours?		
Comments:			
3	Are you called on to work at the weekend or on public holidays?		
4	What are your main duties?		
Comments:			
5	Are you satisfied that they are being given duties within your competence and skills set?		
6	To whom do you report?		
Comments:			
7	Do you feel that the communication between Staff and management is effective?		
8	In which ways do you communicate with your superiors, peers and subordinates?		

Comments:				
9		Do you have direct contact with Minors?		
	A	If yes, have you received POMA Clearance?		
	B	If yes, have you received Safeguarding Training?		
10		What CPD or Training have you attended over the last 12 months?		
Comments:				
11		Has the CPD or Training Sessions been relevant and useful for your Role?		
12		Are you satisfied with the CPD or training you have had in the last 12 months?		
Comments:				
13		When was your last Staff Appraisal?		
14		Are you satisfied with the Appraisal Procedure?		
Comments:				

M4: Learner Feedback

The following section can be completed with any *Non-Academic member of Staff.*

Only to be filled if the Staff Member is different from above:

Staff Member Name:	
Staff job title:	**Department:**
Management or Non-Management Role?	

	According to the Staff Member during the interview:	Yes	No
1	How does the School collect Learner Feedback, and what is your Role in the process?		
Comments:			
2	Are you informed about Student feedback results relevant to your area of work? If so, how are these communicated?		
Comments:			

3	Can you provide an example of a Student concern or suggestion that was raised and how the School addressed it?		
Comments:			
4	What common themes or recurring issues have you noticed from recent Learner Feedback?		
Comments:			
5	How does Learner Feedback lead to concrete changes in teaching, welfare, or other areas? Can you identify any links to your own work or training?		
Comments:			
6	Do you have any additional comments or suggestions regarding the Learner Feedback process at your School?		
Comments:			
Overall Comments:			

M6: Student Welfare

Non-Welfare Staff:

The following section can be completed with any Non-Management member of Staff who is not in the Student Welfare Team.

Only to be filled if the Staff Member is different from above:

Staff Member Name:	
Staff job title:	**Department:**
Management or Non-Management Role?	

According to the Staff Member during the interview:		**Yes**	**No**
1	Do you have direct contact with Adult Students?		
2	Do you have direct contact with Students under 18 years old?		
3	Who is the Non-Academic Student Services and Welfare Manager		
Comments:			
4	What types of Safeguarding and Student Welfare issues is the School responsible for?		

Comments:			
5	To whom do you report a Student Welfare issue?		
Comments:			
6	What is the procedure for reporting concerns about a Student's Welfare?		
Comments:			
7	What is the procedure for School Medical Emergencies?		
Comments:			
8	Who are the Schools' First Aiders?		
Comments:			
9	Can the Staff Member correctly answer the following questions? For Minors, what is the minimum age restriction for the following activities in Malta:		
	A Alcohol consumption*		
	B Smoking**		
	C Gambling**		
	D Sexual activity***		
Comments:			

Answers: * **17 years old / ** 18 years old / *** 16 years old**

Welfare Staff

The following section MUST be completed with a Non-Management member of Staff who is in the Student Welfare Team.

Only to be filled if the Staff Member is different from above:

Staff Member Name:	
Staff job title:	**Department:**
Management or Non-Management Role?	

	According to the Staff Member during the interview:		Yes	No
1	Do you have a Welfare and Safeguarding Role with Adult Students?			
2	Do you have a Welfare and Safeguarding Role with Minors?			
3	What is your Welfare Role?			
Comments:				
4	What Welfare-related or Safeguarding training have you attended?			
Comments:				
5	Do you have access to Student Personal Details and Information?			
6	What Student information do you have access to?			
Comments:				
7	In the case of a Welfare concern with a Student, what procedure do you adopt?			
Comments:				
7	What is the procedure for School Medical Emergencies?			
Comments:				
8	In the case of a medical emergency with a Student, what procedure do you adopt?			
Comments:				
9	To whom do you report action taken or the need for escalation in the case of Student Welfare issue?			
Comments:				
10	Can you correctly answer the following questions? For Minors, what is the minimum age restriction for the following activities in Malta:			
	A	Alcohol Consumption*		
	B	Smoking**		
	C	Gambling**		
	D	Sexual Activity***		
Comments:				

Answers: * 17 years old / ** 18 years old / *** 16 years old

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