

Online TEFL Teacher Quality Assurance Policy

STANDARD 1 THE MISSION STATEMENT & THE FITNESS FOR-PURPOSE OF OUR INTERNAL QUALITY ASSURANCE (IQA) POLICY

Introduction

- Institution Name: Online TEFL Teacher
- ELT Council Licence DPL 21.01
- Contact Person: Mr. Karl J. Grech - Administrator

This Internal Quality Assurance (IQA) document outlines the policies, procedures, and mechanisms that Online TEFL Teacher has implemented to ensure high-quality English Language Teaching (ELT) training. We focus on both pre-service and in-service instructor training programs. This document aligns with the standards and guidelines provided by the ELT Council Malta and is committed to fostering a culture of striving for excellence and continuous improvement in ELT.

In addition, Online TEFL Teacher welcomes EQA reviews by the MFHEA periodically, every five years, in line with statutory External Quality Audit requirements.

OTT Mission Statement

Online TEFL Teacher is an organisation of ELT professionals conceived to bring quality online, learner-centred, experiential professional teacher training and development to a wide audience of both prospective and experienced ELT teachers.

Our Values

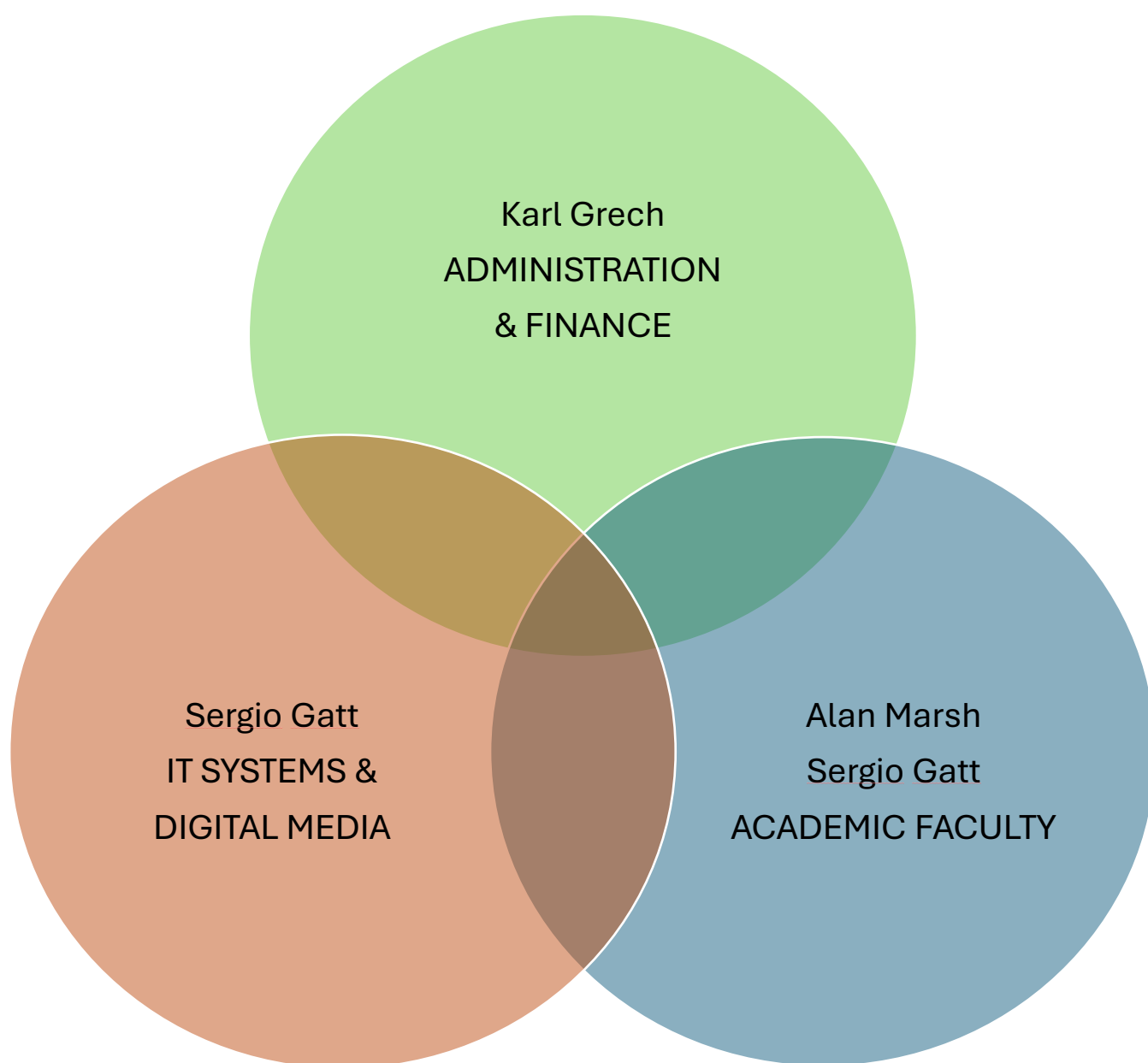
OTT's core values include **excellence, integrity, respect, inclusivity and innovation**.

Aims and Objectives

We aim to provide programmes which are based on communicative, experiential, and participant-centred methodologies, particularly but not exclusively in the domain of Communicative Language Teaching, in both virtual and physical classrooms. We aim to help individual trainee teachers and experienced teachers feel confident when teaching in these contexts and to have access to a wide range of resources and strategies in order to continue their professional development.

OTT's objectives endeavour to make language teaching and learning enjoyable, relevant, collaborative and learner-sensitive. Online TEFL Teacher focuses on enhancing the quality of English language training in Malta. We provide pre-service and in-service English language teacher training and development programmes online.

Organisational Structure



POLICY FOR INTERNAL QUALITY ASSURANCE

OTT has a comprehensive Internal Quality Assurance system tailored to the operational requirements and scope of a multi-disciplinary collaborative team. The system has been adopted since the inception of Online TEFL Teacher (OTT) and has been proven to be fit-for-purpose, lightweight and effective for the size of the organisation. The IQA document is publicly available on our website www.onlineteflteacher.com

ORGANISATION OF THE QUALITY ASSURANCE SYSTEM

The management team composed of the Administrator, Academic Head, and IT & Media Support, hold regular reviews and discuss any quality issues that may arise from time to time.

Insights are gained from all available feedback sources including assessors, students, teaching staff, the ELT Council and other stakeholders, to ensure the highest quality standards are achieved and maintained.

The Academic Head and Teaching Staff regularly observe each other's teacher training sessions, review written and oral feedback provided to course participants, exchange ideas, notes and comments and discuss any constructive criticism from both external and internal sources.

ETHICS

The identity of students is verified by acquiring personal details at application stage, a face-to-face identification during the assessment interview, and submission of A-Level certificates and other social media background checks where applicable. During each course session course participants are required to log in to each session keeping both camera and microphone switched on.

- Online TEFL Teacher embraces an inclusive, anti-discrimination policy throughout all its processes, starting from pre-service interaction with applicants, as well as ongoing in-service engagement with students and staff.
- A zero-tolerance policy towards discrimination of any kind is in place and any potentially or actual discriminatory behaviour on any part, is checked and addressed immediately, particularly during live course sessions. Any such unwarranted behaviour is flagged and responded to by the Tutors, by means of a gentle but firm real-time reprimand to any offender/s clearly stating that it will not be tolerated. If necessary, individuals are also confronted privately by means of a separate video conferencing meeting, telephone call or text message/email, expressing OTT's strong position and a warning, if warranted. In extreme cases the participant can be suspended from the course, if warnings go unheeded.
- Online TEFL Teacher nurtures an atmosphere of open and transparent engagement among students and staff members alike. Should any participant feel that they are being discriminated against by an OTT member of staff, they have recourse to the complaint form on the website to allow any such event to be brought to the attention of the Administrator and/or Academic Staff.
- Plagiarism and the use of AI or other modes of artificial writing assistance, which are considered as counter-productive, for the purpose of demonstrating personal language competence, are strictly not allowed. This is clearly stated right at the onset by means of a written warning on the online application form which students must read and acknowledge by ticking the appropriate disclaimer. This applies to all criteria of the course, from assessment stage to assignments and other tasks.
- In the event that anti plagiarism/AI detection tools, or the Tutor's opinion based on the candidates' ability, indicate a possible infringement of a significant degree, the participant is informed, given an explanation or shown evidence and requested to re-submit original work accompanied by a firm warning.

STANDARD 2 INSTITUTIONAL PROBITY

LEADING STAFF

Academic Head - Alan Marsh. (CV Attached)

A prospective Academic Head should meet the following requisites:

Minimum Level 7 Diploma in English Language Teaching Methodology e.g. Cambridge ESOL DELTA, Trinity Dip.TESOL

Minimum three years' experience in the provision of online teacher training including the use of video conferencing platforms such as Zoom, Google Meet, Microsoft Teams, etc.

Minimum three years' experience in the management and delivery of online pre-service and in-service (professional development) teacher training

Minimum 5 years' full-time (or minimum 5000 contact hours) teaching experience to learners of English as a Second or Other/Additional Language (ELT, TEFL, TESOL)

Minimum three years' experience in the management of language institutions e.g. as Director of Studies or Assistant Director of Studies in (a) recognised language teaching institution(s)

Ideally, a Level 7 Master's Degree in English Language or related subject e.g. Applied Linguistics, MA TESOL/TEFL

Administrative Head

Karl Grech - a dynamic senior management professional with 35 years of expertise in administration and leadership, with a strong commitment to excellence, continuous improvement, and driving organisational success through innovative solutions and effective leadership.

Latterly specialised in setting up, organising, coordinating and delivering advanced vocational courses for industry professionals and quality auditors including various ISO Standards with a leading vocational training organisation.

Introduced and managed a wide range of internationally accredited IRCA and PECB vocational auditor training programmes (MQF Level 6 rated), tailored to industry needs and compliance standards including:

- ISO 9001 Quality
 - ISO 14001 Environmental
 - ISO 13485 Medical Devices
 - IATF 16949 Automotive
 - PRINCE II Project Management
 - Energy Auditor (REWS)
 - Train The Trainer
- among others.

Head of Technology

Sergio Gatt - is the ideal professional to oversee the IT infrastructure of Online TEFL Teacher, an online teacher training platform. With extensive expertise in digital tools, education management, and technical systems, Sigo blends innovation, leadership, and technical precision to enhance platform functionality and user engagement.

Professional Experience and Expertise:

- **LMS Development and System Management:**
As Virtual Training Coordinator at Academy 147 Limited, Sigo spearheaded the creation and deployment of a sophisticated LMS, tailoring content and functionalities to meet stringent regulatory requirements. His hands-on approach ensured the seamless integration of technical solutions with user needs.
- **Online Course Development:**
At Online TEFL Teacher, Sigo created a highly successful asynchronous TELT (Test for English Language Teachers) Preparation Self-Study Course. This course has equipped aspiring English language teachers with the tools and knowledge to pass the TELT exam independently, exemplifying his ability to design accessible and impactful learning solutions.
- **Web Design and Digital Marketing:**
As co-founder and Web Designer for Online TEFL Teacher, Sigo manages WordPress-based systems, optimizes SEO strategies, and maintains a strong digital presence, ensuring the platform's relevance and reach across diverse audiences.
- **Educational and Technical Training:**
With years of experience as Director of Studies and Teacher Trainer, Sigo has designed and delivered professional development programs, including online training, resource creation, and academic management, ensuring a high standard of education delivery.

Qualifications:

- Diploma TESOL (Level 7) and Cert TESOL (Level 5) from Trinity College, London, underpinning his deep expertise in teaching and teacher training.
- Specialised certifications in firefighting, first aid, and vocational training, adding to his versatile skill set.
- Advanced knowledge of IT systems, including LMS platforms, WordPress, and social media integration.

Fire Fighting and Prevention St Bernard's Safety Training Institute	11/2018
Basic First Aid St Bernard's Safety Training Institute	11/2018
Train The EFL Trainer GV Malta English Centre, St Paul's Bay (Malta)	02 – 03/2014
A Teacher Trainer's Course to develop practical awareness of and practical skills to be able to train and develop other ELT Teachers.	
Diploma TESOL – MQF Level 7 - Trinity College, London (U.K.)	05/2009 – 12/2010
Cert TESOL – MQF Level 5, Trinity College, London (U.K.)	11/2005 – 12/2005
Test for English Language Teachers – MQF level 4 University of Malta	07/2003
TEFL Induction Course - University of Malta, Msida, Malta	15/03 – 16/06/2000

Sergio's creation of the TELT Preparation Self-Study Course and his extensive experience in IT and education make him uniquely qualified to lead the IT infrastructure of Online TEFL Teacher. His dedication to innovation and quality ensures the platform remains a leader in online teacher training.

Teacher Trainer Qualifications

As listed in the ELT Council TEFL Award policy document March 2024:

The ELT Council authorises trainers who, as a minimum:

1. have a valid ELT permit;
2. an international diploma at post-graduate level at National Qualifications Framework level 7 or a comparable or higher qualification in ELT from a recognised university or institution plus a minimum of 1,500 ELT contact hours spread over no less than twelve cumulative months; or
3. a first degree in English or in English as a main subject at National Qualifications Framework level 6 and an international certificate at National Qualifications Framework level 5, or a comparable or higher qualification in ELT from a recognised university or institution plus a minimum of 2,000 ELT contact hours spread over no less than twelve cumulative months;
4. a certificate of participation, within the last three years from the scheduled date of commencement of the training course, at periodical CPD programmes conducted by international ELT professionals for a minimum of six hours as approved by the ELT Council; or to more hours as it may determine from time to time;
5. have successfully completed a minimum 20-hour 'Train the EFL Teacher Trainer' course approved by the ELT Council;
6. TEFL Award trainers delivering blended or e-learning courses should have the necessary qualifications and experience in online training as determined by the ELT Council.

This has not yet been determined and therefore OTT requires that potential trainers have experience in the delivery of at least three online synchronous teacher training courses using (a) video conferencing platform(s) such as Zoom, GoogleMeet, etc and which also includes the assessment and storage of asynchronous tasks. When this experience is lacking, extra training is given by means of shadowing an experienced trainer over an entire online course.

It is highly recommended that TEFL Award trainers should not be younger than 25 years of age.

Financial Model

Online TEFL Teacher (OTT) is a collaborative team of three professionals in their own right -composed of Alan Marsh, Sergio Gatt and Karl Grech. The initiative was conceived during the Covid pandemic years, having identified a need to provide TEFL Award courses 100% online.

The concept has worked well from the start, attracting a good number of applicants consistently. Online TEFL Teacher applied for an ELT Council DLP licence (DLP21.01) in 2021 and has continued to operate successfully, delivering three to four courses every year. OTT rapidly gained popularity in providing ELT Council-approved TEFL Award courses, thereby building a strong reputation among ELT stakeholders and aspiring teacher candidates alike.

Initially, the financial model adopted was on a course-by-course rolling basis, establishing fixed and operating costs versus revenue exclusively from course fees over a 12-month period. This worked well and was retained as an effective demand-based financial formula. All course fees are collected prior to the start of each course ensuring a robust positive credit balance and minimising the risk of bad debts.

The Administrator keeps detailed yearly accounts and produces budgets, pricing policy, balance sheets and profit and loss reports, which are submitted to the management team and approved during the annual management meeting. Annual Financial Statements and Accounts are reviewed by a certified accountant to ensure accuracy and transparency.

Courses require a minimum number of participants to ensure cost effectiveness, such that incomes cover fixed and operating costs, allowing for small profit margins which are accrued in a contingency fund.

Monies are deposited in the OTT Bank Account in the Administrator's name and transactions are recorded and traceable. The bank account is operated by the Administrator.

STANDARD 3 DESIGN AND APPROVAL OF PROGRAMMES

With this application OTT seeks approval as a course provider of the award course leading to the ELT Council TEFL Award, a mandatory qualification at Level 4 of the MFHEA qualifications framework for those intending to apply for an EFL Permit in order to be employed by ELT (EFL) institutions in Malta.

The TEFL Award course syllabus is determined by the ELT Council. OTT submits the course programme and the course design, format, methodology and teaching staffing to the ELT Council prior to each course for approval.

Continuous monitoring of programmes is carried out through trainee evaluations, staff feedback, and analysis of training outcomes.

Programmes are internally reviewed considering feedback from stakeholders, developments in ELT pedagogy, and regulatory updates from the ELT Council.

Each online course is then reviewed and assessed online by an Assessor appointed by the ELT Council. The Assessor:

- a) reviews all course documentation
- b) meets (a selection of) Course Participants in order to listen to their comments, evaluations and questions on the course and to elicit their answers to a set of pre-established questions
- c) attends a minimum of 1.5 hours of input or full input sessions of a synchronous virtual input session in order to ascertain;
- d) session aims and objectives, and whether these are achieved;
- e) the level of involvement and engagement of session participants;
- f) whether the session(s) employ(s) a methodology which is essentially interactive, experiential, and learner-centred and which promotes mainly communicative language teaching and learning.
- g) meets the Main Course Tutor (and, optionally, any other Course Tutors) and any appropriate Centre/ Provider Representative in order to discuss any issues arising from Sections A, B and C above, check this and offer any advice (which takes the form of suggestions for improvement) and/or any formal recommendations (which require a response from the centre/provider, either in writing or through follow-up action).

The Assessor also takes note of any suggestions or queries that the Main Course Tutor and Centre/ Provider Representative may offer regarding support from the ELT Council or on any other course-related issues.

STANDARD 4 STUDENT-CENTRED LEARNING, TEACHING AND ASSESSMENT

Teaching Standards

OTT accredited Teacher Trainers are Alan Marsh and Sergio Gatt, who have been accredited by the ELT Council to plan, deliver and assess the TEFL Award course. OTT Teacher Trainers are encouraged to regularly attend CPD seminars, webinars and conferences and keep themselves updated by subscribing to ELT Teacher and Teacher Trainer publications.

Alan Marsh is the course leader supported by Sergio Gatt. Both are involved in the delivery of the course and the assessment of guided teaching practice and assignments.

Learning Outcomes

Learning outcomes for each programme are clearly defined and aligned with the national qualifications frameworks (MQF/EQF) and ELT Council standards.

Teaching Methods

Training ‘input sessions’ consist mainly of short talks and elicitation, which adopt a Socratic approach to issues relating to the competencies, skills and knowledge related to English Language Teaching /TEFL /TESOL. This approach fosters critical thinking skills and problem-solving tasks, which promote deeper learning and engagement. An integral part of these ‘input sessions’ takes the form of practical, hands-on, experiential learning tasks in which course participants participate in micro-teaching activities in which they experiment with online and face-to-face teaching and classroom management techniques.

Methods of Assessment

Assessment in the TEFL Award course consists of two components:

- Component One focuses on Planning and delivering Teaching Practice sessions and Reflecting on their own and their colleagues’ teaching.
- Component Two consists of three written assignments:
 - a) Language Systems-related tasks
 - b) Language Skills-related tasks
 - c) Professional Development: reflecting on teaching strengths, developmental needs and future professional development.

Both components are assessed by course tutors. Component one is assessed via live teaching, and participants receive oral and written feedback. Component two is assessed via written assignments.

Written Assessment feedback for both components is also reviewed by the Assessor appointed by the ELT Council.

Assessments are designed to be fair, transparent, and aligned with learning outcomes. Regular audits of assessment methods are conducted to ensure they meet the required standards.

Tutorials are provided for all three assignments and planning and preparation sessions are held for both Teaching Practice sessions. Extra individual assistance is provided when required and/or requested.

STANDARD 5 STUDENT ADMISSION, PROGRESSION, RECOGNITION AND CERTIFICATION

1. Applicants complete an online application form. This is available on our website at www.onlineteflteacher.com . Previous academic and professional qualifications and work/professional experience are listed in the form, which also contains an individual writing task designed to help the application assessor decide whether the applicant's written English is at the required standard for the course. The task is then received, monitored for whether it has been composed with the help of AI and then assessed.
2. If the writing is deemed proficient, the applicant is then invited to an online interview which serves a) to assess their spoken English, b) to provide further information about the course and c) to provide an opportunity for the applicant to ask further questions.
3. Applicants are informed in writing via email at the end of the interview that they have been accepted on the course.
4. Applicants are then provided with a Google Drive link to all the course materials and receive further information about what to expect and how to prepare. The first session on the course serves to create rapport amongst the course participants and also to provide an overview of Communicative Language Teaching based on experiential, interactive and participant-centred techniques.
5. Assignments contain all the grading criteria and weightings. Teaching Practice sessions include feedback forms containing assessment areas. Grades and attendance are recorded and stored on Google Drive, as is all participant work and feedback comments. It is stored for ten years.
6. After participants have successfully completed the course, they receive a signed certificate attesting that they have successfully completed the TEFL Award course. This certificate is issued by the ELT Council Malta. Participants also receive an OTT Course Report detailing all the grades achieved for the three assignments and two teaching practice sessions.

STANDARD 6 TEACHING STAFF

All teaching staff need to possess 'Teacher Trainer' status.

As listed in the ELT Council TEFL Award policy document March 2024:

The ELT Council authorises trainers who, as a minimum:

1. have a valid ELT permit.
2. an international diploma at post-graduate level at National Qualifications Framework level 7 or a comparable or higher qualification in ELT from a recognised university or institution plus a minimum of 1,500 ELT contact hours spread over no less than twelve cumulative months; or
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5. have successfully completed a minimum 20-hour 'Train the EFL Teacher Trainer' course approved by the ELT Council.
6. TEFL Award trainers delivering blended or e-learning courses should have the necessary qualifications and experience in online training as determined by the ELT Council.

This has not yet been determined and therefore OTT requires that potential trainers have experience in the delivery of at least three online synchronous teacher training courses using (a) video conferencing platform(s) such as Zoom, Google Meet, Microsoft Teams, etc., which also includes the assessment and storage of asynchronous tasks. When this experience is lacking, extra training is given by means of shadowing an experienced trainer over an entire online course.

It is highly recommended that TEFL Award trainers should not be younger than 25 years of age.

For those who have gained Teacher Trainer status in jurisdictions outside Malta, compliance with points 1 - 6 is recommended. In addition, it is recommended that such trainers have completed a minimum 20-hour teacher trainer induction process which is recognised and approved within their current or previous teacher training context.

Teaching staff ('teacher trainers') are normally expected to attend a minimum of six hours a year of relevant CPD training, as approved by the Academic Director.

They are also encouraged to participate in the delivery of public local and international teacher development conferences and workshops and to publish in physical and virtual local and international newsletters, magazines, journals and publications.

STANDARD 7 LEARNING RESOURCES AND STUDENT SUPPORT

Academic Support

Comprehensive academic support services, including tutoring, mentoring, and academic advising, are available to all trainees.

Learning Resources

All course participants are provided with a robust online library of articles, templates, procedures and worksheets pertaining to topics that form part of the syllabus. They are also provided with online links to resources which help them to plan, prepare and carry out their Teaching Practice and Written Assignments, and to further their awareness and understanding of ELT-related issues.

Participants are provided with a link to Google Drive where all session materials are stored. As well as input materials, teaching practice notes and guidelines and assignments, the Google Drive folders also provide the PowerPoint slides used by tutors, and extra materials to reinforce and consolidate course content, many of which are also designed to be used as teaching materials for when participants start their employment. Course Participants are also provided with a link to the recorded video of each session, which is useful for those who need/would like to review the session and clarify any issues.

Counselling and Wellbeing

At application and pre-course interview stages, prospective participants are asked to declare whether they suffer from any medical and/or psychological conditions which might prevent them from performing

effectively during the course. This is especially in view of the considerable workload, the time management requirements and the occasional emotional demands of the course.

If it is suspected that a participant is struggling with the cognitive, emotional and/or time-management requirements of the course, or if a participant requests it, a personal interview is held and strategies and solutions are explored. If appropriate, these may include referral to a counselling professional.

Updating and new resources

Tutors are involved both nationally and internationally in conferences, seminars, webinars and publications which help to keep them up-to-date concerning research, developments and innovations in the worldwide ELT industry. When deemed appropriate, materials and resources are designed to reflect the more significant of these advances.

The Academic Head, The Head of Technology and the Head of Administration share equal responsibility for ensuring that adequate resources are available.

Technical and media support

Sergio Gatt is responsible for IT & Media support

Automated continuity of service

As the course is conducted synchronously on our video conferencing platform, utilising communication channels such as WhatsApp and Gmail, we propose an alternative course date in the event of any equipment or software failure on a scheduled course date/s. Nonetheless, we have implemented various measures, including antivirus software, to ensure continuous and reliable service.

Back-up systems

All materials: PowerPoints, recordings and trainee work is stored on Google drive and our video conferencing internal drive (Cloud).

Students support

Tutors log in 15 minutes before each session to be able to deal with any queries or issues that need clarification, and to offer general encouragement and support. Tutors are also available via WhatsApp and email for any further assistance. When necessary or requested, one-to-one interviews or extra group sessions are provided.

At the interview stage, which also serves as a Speaking Level assessment, participants are informed that, despite the part-time nature of the course, it is still rigorous and requires a significant commitment to out-of-class preparation, research, and adherence to deadlines. The following steps are taken to ensure participants are fully aware of the course's demands and provided with necessary support:

1. **Initial Briefing:** During the interview, participants are clearly advised that the course will require dedicated time for independent study, research, and timely submission of assignments. They are also made aware of the need to manage their time effectively to meet course expectations.
2. **Ongoing Monitoring:** Throughout the course, the progress of participants is closely monitored. If it is determined that a participant is struggling, or if they request assistance, additional support is made available.

3. **One-to-One Interviews:** When necessary or upon request, personalised one-on-one sessions are arranged. These interviews typically address a range of concerns, including managing stress, improving time management, overcoming anxiety, and evaluating the participant's progress.
4. **Tailored Guidance:** During these interviews, participants are provided with tailored guidance and strategies to help them cope with the demands of the course, ensuring that they stay on track and successfully meet the course requirements.

STANDARD 8 INFORMATION MANAGEMENT

- **Letters of Acceptance:** Upon acceptance on the course, each participant receives a formal **Letter of Acceptance**, which includes comprehensive details such as the participant's full name, course name, duration, start and end dates, and any pertinent information regarding the course schedule and fee. Each acceptance letter is customised for the individual participant and sent via email, with copies securely stored for record-keeping.
- **Attendance Registers:** Throughout the duration of the course, meticulous **Attendance Registers** are maintained, ensuring an accurate log of participants' presence at each session. These registers capture the date, session time, and the status of each participant (present or absent). In addition to serving as a tool for monitoring engagement and participation, the attendance records are crucial for compliance with institutional and regulatory requirements. All attendance data is digitised and stored securely on the cloud, where it remains accessible for future reference.
- **Record of Grades:** At the conclusion of each course, a Record of Grades for every participant is compiled. These records include detailed assessments of each participant's performance throughout the course, covering assignments and teaching practice, and overall achievement. The grades are stored securely in the cloud to ensure long-term preservation and accessibility. A copy of the Record of Grades is included in the Centre Report, which is stored on the cloud and sent along with the final certificate.
- **Storage of Reports, Attendance, and Grades:** All **Centre Reports**, including course attendance and grades, are securely stored on the cloud for a period of ten years. This ensures compliance with institutional and legal requirements while allowing for efficient retrieval of historical data when necessary. The cloud-based system is designed to provide robust secure storage, preventing unauthorised access and ensuring data integrity over the long term.
- **Annual Submission of Statistics to the National Office of Statistics:** At the end of each year, the centre is responsible for compiling relevant statistical data from the courses, which includes details about enrolment numbers, gender, locality and MQF Award level. This data is aggregated and anonymised, ensuring the confidentiality of individual participants. The compiled statistics are then submitted to the **National Office of Statistics** through the MFHEA as part of a mandated annual report. This ensures that the centre contributes to national educational data while maintaining transparency and regulatory compliance.

STANDARD 9 PUBLIC INFORMATION

- **Transparency:** Online TEFL Teacher ensures that accurate and up-to-date information about its programmes, admissions, and policies is publicly accessible mainly via its website.
- **Trainee Information:** Trainees are provided with clear and detailed information about programme requirements, assessment methods, and available support services.

Online TEFL Teacher prioritizes transparency by ensuring that accurate, up-to-date information about its programmes, admissions, and policies is readily accessible, primarily in the application form and also on its website, www.onlineteflteacher.com. The site is regularly maintained and updated, providing comprehensive details on course content, dates, fees, timetables, terms and conditions, FAQs, and information related to obtaining an ELT Permit, the licence required to teach EFL in Malta.

Those interested in applying for the TEFL Award training course are invited to complete an application form, which includes a written component. This submission is used to assess whether the applicant's written English meets the required standard (a minimum of C1 on the Common European Framework of Reference for Languages). Applicants are then notified of the outcome of their application, with feedback provided if necessary.

Successful applicants are invited to attend an oral assessment via our video conferencing platform, (e.g. Zoom, GoogleMeet) which also serves as an opportunity to receive further details about the course, including potential funding initiatives. Additionally, applicants may ask any questions they have at this stage. Upon acceptance, successful applicants are contacted by OTT's Head of Administration to proceed with payment and may continue to enquire about course details as needed.

STANDARD 10 ONGOING MONITORING AND REVIEW OF PROGRAMMES

- The course programme and timetable are submitted to the ELT Council for approval.
- The ELT Council ensures the course programme aligns with the content and learning outcomes of the TEFL Award syllabus.
- The TEFL Award syllabus is determined by the ELT Council.
- Each TEFL Award course is assessed by an Assessor appointed by the ELT Council.
- Assessors are responsible for:
 - Ensuring course approval conditions are met.
 - Ensuring the quality of course delivery.
 - Offering support to centres/providers and course tutors through advice, suggestions, and recommendations.
 - Gathering and sharing feedback from centres/providers, course tutors, and participants on the training scheme.
 - Feedback is obtained through:
 - Face-to-face meetings with tutors and centre representatives.
 - A structured face-to-face interview with course participants, without tutors or centre representatives.
- Tutors and centre representatives receive oral feedback from the Assessor, including suggestions and recommendations if applicable.
- Tutors and centre representatives may provide suggestions to the ELT Council.
- Assessors compile a written report for the ELT Council, and the Centre receives a copy.
- Centre representatives and tutors discuss optional suggestions and must implement any mandatory recommendations.

- The ELT Council reviews all Assessor Reports from TEFL Award centres and makes any necessary revisions to the syllabus.

Important Note: The role of the Course Assessor is not to assess the teaching practice performance of course participants.

STANDARD 11 CYCLICAL EXTERNAL QUALITY ASSURANCE

PLAN

1. OTT makes it a point to attend international conferences meeting other professional practitioners, sharing insights, exchanging views on challenges and observing trends. This increases awareness and helps develop strategies for teachers to be able to adapt to better address the language learning needs of the changing demographics in ELT centre classrooms.
2. OTT receives regular feedback from various sources including students, assessors, the ELT Council and also obtains informal feedback from ELT Schools which employ teachers who have graduated from our courses.
3. Our online platforms are selected to ensure reliable and efficient features which meet and exceed the needs of our online courses. These platforms are at the forefront of online technologies and constantly update and add new features which improve functionality. To date, there have not been any instances where the need to seek alternative platforms has arisen. Should any instances of significant impaired performance occur that could hinder the efficiency and effectiveness of our online sessions, we would seek other alternatives which are readily available on the market, (e.g. Microsoft Teams, Google Meet)

IMPLEMENT

1. If there are any important changes aimed at improving operations and online sessions, these are carefully evaluated by the management team comprising Administration, Faculty and IT. Once a decision is taken, the change/s are implemented according to plan.
2. Introduction of any such changes are disseminated clearly to all parties concerned in writing, well in advance. The IT and Administration team make themselves available for any assistance required.

EVALUATE

1. Programmes are regularly reviewed by the management team to ascertain the effectiveness of the format, methodology and other aspects, and any issues related to changing needs of students and teaching staff are addressed.
2. Programmes are reviewed on an ongoing course-by-course basis, as well as during regular management meetings, in consultation with the ELT Council when required.
3. Alan Marsh and Sergio Gatt in collaboration with Karl Grech are all directly involved in the evaluation process.

IMPROVE

1. The Assessor meets a focus group composed of course participants to obtain feedback and acquire any suggestions for improvement. Relevant comments and suggestions are then cascaded to OTT by the Assessor in a follow-up meeting with the Centre representatives and in the Assessor report.
2. All participants are requested to complete a course feedback form containing qualitative and quantitative information.
3. The management team carefully reviews feedback to identify areas of continuous improvement.