

Tutor Improvement Policy & Procedure

Purpose and Scope

The purpose of i-to-i's Tutor Improvement Policy & Procedure is to ensure that every i-to-i tutor / assessor gives consistent, effective and efficient feedback to students, through implementing an approach of continuous tutor improvement.

This policy and procedure apply both to tutors / assessors employed directly by i-to-i and those contracted to deliver tutor / assessment services on i-to-i's behalf.

Responsibility

The Customer & Operations Director has overarching responsibility for the Tutor Improvement Policy. Authority for ensuring that the procedure is implemented appropriately and equitably is delegated to the Academic Director.

Procedure

i-to-i's procedure for continuous tutor improvement is set out below.

Stage 1: Collate and Analyse Feedback

The Academic Director collates and analyses data on tutor / assessor performance, based on:

- Student course-end evaluations
- Analysis of enquiries to the TEFL Support team
- Monthly standardisation and moderation of tutor marking
- Quarterly in-depth sampling of tutor marking
- Feedback from Gatehouse Awards on 10% sampling of tutor marking.

In addition, the Academic Director researches and monitors developments across the TEFL and online learning industries, to identify any new or emerging areas of good practice that should be integrated into i-to-i's approach.

Stage 2: Identify and Address Development Areas

The Academic Director monitors feedback from Stage 1 on an ongoing basis. If any urgent issues or specific points of concern are identified, the Academic Director will address these individually with the relevant tutor as soon as practicable. This will include the Academic Director and the individual tutor jointly agreeing an action plan with appropriate timescales to address the specific issue identified.

Broader outcomes from Stage 1 are taken forward and fed into a quarterly review. At this review, the Academic Director and the Customer & Operations Director will identify and prioritise areas for development.

Following the review, the Academic Director will create a development plan, setting out required outcomes, actions and timeframes to achieve each of the identified priorities and ensure high standards of practice are maintained.

Stage 3: Implementation

The Academic Director will present the development plan, with the desired outcomes, to the tutors, assessors and TEFL Support Team.

Where relevant, the Academic Director will identify and agree individual development activities for tutors / assessors to ensure that the plan's outcomes will be achieved within the timeframes set out. These can include (but are not limited to) team training, webinars, individual training courses and personal research.

The Academic Director will retain overall responsibility for the development plan and will provide support and feedback to tutors / assessors.

Monitoring

The Academic Director will monitor progress against the development plan. Any ongoing concerns about delivery will be raised with the Customer & Operations Director and, if relevant, escalated in line i-to-i's HR policies.

Review

This policy will be reviewed on an annual basis. The date of the next review will be December 2021.