Assessment and Quality Assurance Procedure

1. Introduction

This document outlines i-to-i's approach towards assessment and quality assurance. The procedures in place are to ensure that learners develop the knowledge, skills and understanding to teach English in a range of EFL settings and that assessment decisions are valid, reliable, and consistent.

2. Assessment

In order to achieve a TEFL qualification, learners must pass the assessment. All courses have at least one assignment, where learners are required to write a rationale to justify their ideas. These qualifications are not graded on a scale. Learners are assessed as Pass or Fail.

3. Internal Moderation

The TEFL qualifications are internally moderated and quality assured by an Internal Moderator (also known as Internal Quality Assurer or IQA) to ensure standardisation, reliability, validity, and sufficiency of the Assessor's assessment decisions. Internal Moderation involves three key processes: co-ordination of the assessment process, standardisation of assessment practice, and sampling of assessed work.

3.1. Standardisation of Assessment

The standardisation process helps to ensure that all centre staff involved in the delivery, assessment and quality assurance are consistent and fair to all learners and interpret and follow the requirements of the qualification in the same way.

Standardisation tests are conducted quarterly to ensure these requirements are met. These are closely followed by standardisation meetings to share good practice, provide feedback and support, and highlight any areas for additional training or further CPD.

3.2. Sampling Process

When planning and carrying out internal moderation activities, the Internal Moderator works to a sound sampling strategy to ensure that assessment decisions are standardised and to the highest quality. This involves reviewing the quality of Assessor's judgements and includes reviewing learner work on a quarterly basis.

In this, the Internal Moderator checks and confirm the accuracy of the application of any mark schemes, guidance and overall assessment decisions. The Internal Moderator can, therefore, evaluate the quality and consistency of the Assessor's assessment decisions and be able to identify any problems at an early stage. It highlights individual Assessor training and development needs which, in turn, can inform the programme of CPD for the assessment team as a whole.

4. External Moderation

Assessment, internal moderation and quality assurance activities are subject to external moderation (also known as External Quality Assurance or EQA) and quality assurance conducted by Gatehouse Awards (GA). GA appoints External Quality Assurers and External Moderators, who are occupationally and professionally competent, to carry out standards scrutiny and ensure accurate and consistent standards of assessments are maintained.

External quality assurance activities are designed to ensure that the centre:

- has appropriate levels of staff and physical resources to support the delivery of the qualification
- uses appropriate assessment methods and makes appropriate assessment decisions
- effectively operate appropriate internal quality assurance and internal moderation arrangements
- uses appropriate and effective management and administration processes to support the delivery and the assessment of qualifications.

5. Requirements for Assessors

i-to-i ensures that all staff members assessing the qualifications have a minimum 2 years' experience in working as a Teacher of English as a foreign/additional language. They are also required to hold a relevant teaching or assessing qualification suitable to support the making of appropriate and consistent assessment decisions in the field of English language teaching.

Each new member of staff undergoes initial training necessary to effectively perform their role, and a Continuous Professional Development (CPD) log is maintained by each member of staff whose role requires occupational competence. Assessors are required to ensure that all evidence within the learner's portfolio meets the 'CRAVES' requirements:

- **Current**: the work is relevant at the time of the assessment.
- **Reliable**: the work is consistent with that produced by other learners.
- **Authentic**: the work is the learner's own work.
- **Valid**: the work is relevant and appropriate to the subject being assessed and is at the required level.
- **Evaluated**: where the learner has not been assessed as competent, the deficiencies have been clearly and accurately identified via feedback to the learner.
- **Sufficient**: the work covers the expected learning outcomes and any range statements as specified in the criteria or requirements in the assessment strategy.

6. Monitoring and Improving the Quality Assurance Programme

An overview of the assessment and the effectiveness of the quality assurance arrangements are provided to the Awarding Organisation, Gatehouse Awards, during External Quality Assurance visits and members of the assessment team where applicable.

i-to-i seeks to improve and strengthen its Quality Assurance arrangements, and the procedures implemented, to allow effective and compliant operations. The strategy is reviewed at least annually and more frequently if need arises.

Process review

This process will be reviewed in October 2024.