



IOTEFL

Self-Evaluation Guide

A structured review tool for institutions and providers

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Official controlled document. The current published online version takes precedence over downloaded copies.

1. How to use this guide

Self-evaluation should be honest, evidence-led and focused on improvement. For each area, describe current practice, identify evidence, rate effectiveness and record planned actions.

2. Review areas

Area	Questions to consider
Governance	Who is accountable for quality, compliance and learner protection?
Programme design	Are learning outcomes, hours, delivery and assessment clearly aligned?
Tutor competence	Are tutors appropriately qualified, supported and monitored?
Learner information	Are admissions, fees, refunds and certification claims clear and accurate?
Assessment	Are decisions fair, documented, moderated and secure?
Welfare and safeguarding	How are safety, accessibility, privacy and complaints managed?
Quality improvement	How is feedback analysed and translated into action?

3. Rating scale

Rating	Meaning
4 - Embedded	Consistently implemented, evidenced and reviewed.
3 - Effective	Generally effective with minor improvements needed.
2 - Developing	Partially implemented or inconsistently evidenced.
1 - Priority action	Material weakness requiring prompt action.

4. Action planning

Each action should identify an owner, deadline, evidence of completion and method for checking effectiveness. Avoid vague actions such as “improve quality”; state exactly what will change and how success will be measured.