



## Internal Quality Assurance Policy

TSYP is committed to providing high quality Yoga training and ensuring the best experience possible for participants on all of our courses.

As part of our Internal Quality Assurance (IQA), all training courses are evaluated and our Foundation, Teacher Training and Therapy Training courses are subject to regular IQA visits as follows:

Course	IQA
Foundation Course	<ol style="list-style-type: none"><li>1. At least one visit during first course delivered by a tutor. Where there is cause for concern further visits may be undertaken during a course and the second course will also be subject to IQA visits.</li><li>2. Following successful IQA, every 3<sup>rd</sup> course delivered by a tutor.</li></ol>
Teacher Training Diploma	<ol style="list-style-type: none"><li>1. Minimum two IQA visits during a course. More visits may be necessary where it is considered the tutor(s)/course requires further support.</li><li>2. Minimum three visits where a course is delivered by a NQTT. More visits may be necessary where it is considered the tutor(s)/course requires further support.</li><li>3. In addition to TSYP requirements, IQA visits will be in line with BWYQ requirements.</li></ol>
Vedica Chant Teacher Training	<ol style="list-style-type: none"><li>1. At least one IQA visit. More visits may be necessary where it is considered the tutor(s)/course requires further support.</li></ol>
Therapy Diploma	<ol style="list-style-type: none"><li>2. In addition to TSYP requirements, IQA visits will be in line with accrediting body requirements (BCYT and/or IAYT)</li></ol>

IQA visits not only assess the quality of the teaching and learning of a course, they also contribute to the continued professional development of our course tutors which is key to the delivery of high-quality training.

The IQA for BWYQ accredited courses will be required to complete level 4 IQA training and observe TSYP IQA processes in line with TSYP and BWYQ requirements.

The IQA for FC, VCFC, VCTT will receive internal training where appropriate. To avoid conflict of interests an IQA, ideally, should not be the course tutor(s) mentor and must not have personal links with the course tutor(s), e.g. sibling, child, partner or another close relative.

The IQA for Teacher Training, Vedic Chant Teacher Training and Yoga Therapy will be appointed by the Education Committee. IQA visits for these should be organised by the course tutor(s) in liaison with the appointed IQA.

IQA visits for Foundation Courses and Vedic Chant Foundation Courses should be organised by the course tutor(s) in liaison with a recommended TSYP IQA. The Head of Foundation Courses or the Head of Yoga, Therapy, respectively, will be able to provide advice on recommended IQAs.

The IQA will observe the teaching and learning of the sessions they attend and will want to spend some time consulting with students. For Teacher Training, Vedic Chant Teacher Training and Yoga Therapy courses, the IQA may look at and moderate students' written work. The IQA will require sight of the tutor(s) course plan in order to be able to assess progress against this. They will also want to see course tutor(s) lesson plans.

Following the visit, the IQA will spend time with the course tutor to talk through their observations and offer constructive feedback where they consider that improvements are possible.

The IQA will receive payment in accordance with the TSYP [Fees & Payments Policy](#).

### **Rationale**

The IQA process provides an opportunity for course tutors to reflect on their teaching and, in collaboration with the observer, assess both teaching skills and learning outcomes. Created to be both supportive and helpful, the process also serves as an effective evaluation tool so that course tutors can enhance the quality of the training they are providing to students. Assessment of teaching effectiveness focuses on mastery of course content, ability to apply appropriate instructional methods for the students, maximizing student engagement in the learning process, and creating learning experiences that link stated learning outcomes to actual student achievement.

The IQA should be considered to be and conduct themselves in the role of a critical friend whose purpose is to provide feedback on the session/lesson's strengths and areas for development.

Excellent teachers are not born with innate teaching abilities; they learn and develop their teaching skills gradually with the help of practical approaches. Observation is a well-known and powerful practical approach used, throughout the education sector, to help teachers improve their teaching quality.

The importance of observation for all teachers and Yoga teachers in particular is explored in an *article by Frans Moors - Viniyoga - Dec. 84 - numero 4 - pg.30-31*. This translation and summary is provided kindly by Elizabeth Murtha (November 2020).

### **Why observe:**

- Observation, of oneself or others, whilst deepening knowledge, allows us to improve our practice and help others to adjust their own.
- Thanks to observation, we are not content to forever repeat the same things, as observation allows us to see what changes, and then to adapt, to progress and to evolve.
- Observation of our practice or of that of others progressively reveals more and more subtleties in the practice.
- Observation is a process of apprenticeship and knowledge...

- Without observation, there is no understanding, teaching or progression.
- "Each action should be accompanied by observation; each observation should become a reflection which allows a new understanding which then allows a new action, better adapted than the first action" (translation of a statement by Gary Krafstow)
- Observation is something that passes through the following channels: smriti, vikalpa, prayaksha, anumana and agama. As we are all human, we all make errors in observation - hence the 5 channels.

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