



NEAS... the quality choice

ANNUAL REPORT

2012–2013

QUALITY ASSURANCE IN ENGLISH LANGUAGE TEACHING



TABLE OF CONTENTS

INTRODUCTION	2
MESSAGE FROM THE CHAIR AND CHIEF EXECUTIVE	3
PEOPLE AT NEAS	5
NEAS QUALITY ASSESSORS	7
NEAS QA ASSESSOR REVIEW	7
ANNUAL ASSESSOR WORKSHOP 27-28 JUNE 2013	8
HIGHLIGHTS AND ACHIEVEMENTS	9
1. NEAS QUALITY ASSURANCE FRAMEWORK	10
2. ADULT MIGRANT ENGLISH PROGRAM (AMEP)	10
3. ASSESSMENT TASK BANK (ATB)	10
4. 2013 CSWE ALIGNMENT PROJECT	11
5. ELT MANAGEMENT CONFERENCE	11
6. LAUNCH OF NEAS' QUALITY SERVICES	11
7. GOVERNMENT (ASQA, TEQSA, BOARD OF STUDIES)	11
8. PRINCIPAL ADMINISTRATOR WORKSHOPS	12
9. NEAS INTERNATIONAL	12
10. CAMTESOL CONFERENCE	12
11. APQN AND INQAHHE CONFERENCES – TAIPEI, APRIL 2013	13
THEMES TO EMERGE FROM THE CONFERENCES:	13
IMPLICATIONS FOR NEAS	14
12. NATIONAL ACCREDITATION ACTIVITY OVERVIEW	15
<i>ELT Centre Numbers</i>	15
<i>Provider Types</i>	15
<i>Desk Audit Assessments</i>	17
<i>On-site Assessments</i>	17
<i>Changes to Scope of Accreditation</i>	18
13. FINANCE	18
14. STAFFING	18
15. STAFF TRAINING	18

INTRODUCTION

NEAS was established in 1990 by invitation from the Commonwealth Government to provide independent quality assurance in the burgeoning English Language Teaching (ELT) sector.

NEAS was established by the ELICOS Association (EA, now English Australia) in 1990 in the wake of the college collapses resulting from the 1989 Tiananmen Square incident. The Federal Government wanted no further responsibility for regulating the English Language Intensive Courses for Overseas Students (ELICOS) industry and approached the peak body, the ELICOS Association, to take over and, as a result, EA established NEAS. In 2004 EA Council decided that NEAS should be independent of the industry association and drafted a new constitution giving NEAS an “arm’s length” accreditation role.

More than 20 years later, NEAS has grown to become a global leader in ELT accreditation and quality assurance, with approximately 240 accredited centres in Australia and across South-East Asia and the Middle East.

NEAS’ familiar blue-and-white logo stands as an internationally recognised trademark for quality in ELT education.

MESSAGE FROM THE CHAIR AND CHIEF EXECUTIVE

Over the past twelve months, NEAS has repositioned its operations to better serve the needs of our stakeholders and drive a well-structured quality assurance agenda through the English language sector.

Moving on from the theme of Quality in a Time of Change, our new assurance processes were launched to NEAS-accredited providers in October 2013. Focus group feedback has been positive as the model focuses on the student experience, and will help providers add real value to their business offering. By mid 2014, the first NEAS Quality Endorsed organisations will have earned the mark of quality, and will display the new endorsement of this achievement.

Supporting providers in their transition to Quality Endorsement, NEAS Assist will also be launched as a new service to connect providers with NEAS Assessors on a national level. This simple, cost effective service provides access to NEAS' compliance, curriculum and educational expertise, the benefits of which include supporting providers in meeting their mainstream regulatory obligations.

NEAS has developed a new relationship with the NSW Board of Studies and will soon be sub-contracted to undertake ELICOS registration assessment for an identified cohort of schools in NSW.

NEAS recognises our responsibility to share the investment made by providers with key stakeholders in the industry. Our October road-show provided a platform for dialogue around marketing and quality assurance between NEAS providers and the NEAS executive.

Marketing initiatives will include informing over 3,000 agents around the world of the value behind NEAS endorsed membership. These marketing initiatives will build the quality brand and communicate the quality investment made by NEAS-endorsed providers.

Brand positioning is an ongoing process that necessarily needs time, nevertheless it is a process NEAS has begun and to which it is committed. NEAS plans to model the transition on the well-known "Heart Foundation Tick" to ensure a successful outcome for providers. In support of the repositioning of the brand, a more prestigious "look and feel" will be generated around the NEAS website and related marketing collateral. It is NEAS' intention to reflect that prestige back on our providers, providing more opportunities for differentiation in the marketplace.

We are pleased to report that NEAS has retained a strong membership base, and we thank our providers for working with us through this period of change and for their ongoing loyalty.

On other projects, our contract with DIBP to monitor delivery of adult migrant English programs now includes the rebuild of the Certificate in Spoken and Written English (CSWE), which was launched to AMEP providers in late October. The AMEP

project is due for renewal in June 2014, and NEAS have already entered into dialogue with the department on methods to enhance and refine the offerings.

On the global front, twenty three of our NEAS' members and accredited providers are located offshore, with more applications underway, providing NEAS with the opportunity to explore global best practice and forge local links for providers. NEAS also enjoys many links to quality assurance educational organisations in Asia, Europe and the Americas. It is part of the NEAS strategic plan to add more offshore providers to our membership in the coming year and to build memoranda of understanding with our educational quality assurance colleagues in other jurisdictions.

Ongoing challenges for our providers include a strong Australian dollar, a complex student visa process and a highly competitive local and global market. The temptation to reduce overheads and enter into price-based competition to maintain enrolment levels remains strong. A change of government has introduced another factor of change for the industry.

Over the past year, NEAS has been supported by various industry associations in the changing regulatory environment, including English Australia, ACPET and IEAA. We thank them for their commitment to supporting quality assurance in the sector.

Our Board of Directors has been developing and planning the NEAS strategy, against the backdrop of economic and regulatory change to support good governance and ensure a sustainable future for NEAS. This focus has included a review of NEAS' financial performance, with appropriate

budgetary interventions made to meet that objective.

Robin Simpson will retire from the Board at the AGM in November 2013. We would like to acknowledge Robin's contribution to NEAS during his 8 years on the Board and thank him for his insights and pragmatic voice representing the interests of private providers. We also thank Peter Stirling Benson for his role as acting Chief Executive for part of 2013.

Our Assessment Officers and Quality Assessors continue to provide the backbone of NEAS' value proposition through their expertise, professionalism and support for providers. This team was largely responsible for the development of the Quality Assurance framework, and are to be lauded for their efforts in assisting providers to maintain their global quality reputation.

We thank our providers for their continuing support of NEAS' role in assuring quality in international education, in advising on improvements to our processes and in alerting us to developments of interest to the industry.

As NEAS commences its 24th year in operation, our expertise and resource base remain secure and well placed to inhabit a global niche supporting quality in English language education.

Denise Taylor
Chair

Mark Raven
Chief Executive



PEOPLE AT NEAS

BOARD OF DIRECTORS



Ms Denise Taylor

Chair - Appointed June 2012,
Director since February 2012

MEd, Grad Dip Sch Lib, Dip
Tch, Cert Tch

Dip Company Directors
Course



Mr Robin Simpson

Director – since November
2005

Higher National Diploma
(Hotel and Catering
Administration), City & Guilds
Adult Teaching Cert

Managing Director, Langports



Ms Bianca Panizza

Director – English Australia
nominated representative
since February 2011

BA (Hons), CELTA, DELTA

Director of Centre for
English Language Teaching,
University of Western
Australia



Mr Seamus Fagan

Director – since February
2012

BA, Higher Dip Ed, MA

Director, University of
Newcastle Language Centre



Mr Larry Davies

Director – appointed
November 2013

BCom, MCom (Prelim)

Consultant, Windmill Tilter
Consultancy

EXECUTIVE STAFF



Mr Mark Raven

Chief Executive
Commenced
28 August 2013



Mr Stefan Boffa

Operations Manager



Ms Suzannah Clerc

International Accreditation
Manager



Ms Marion Bagot

Assessment Officer



Ms Ana Bratkovic

Assessment Officer



Ms Jan Collins

Assessment Officer



Ms Kitty Papp

Book-keeper



Ms Jenny Batten

Administration Officer

NEAS

QUALITY ASSESSORS

NEAS acknowledges the professional and excellent work undertaken by the NEAS Quality Assessors. The trained team of Assessors is integral to NEAS accreditation and their on-site assessments and associated reports help maintain the quality of the sector overall.

New South Wales	Queensland	Victoria	Western Australia
Janet Conroy	Pamela Beaumont	Harvey Broadstock	Colin Beasley
Denver Craig	Margaret Casey	Sue Casey	Helen Carroll
Louise FitzGerald	Del Childs	Lesley Crommelin	Toni Dobinson
Janet Halliday	Ronda Dove	Carol Gibson	Christabel Lee
Sharon Luhr	Deborah Kemish	Jane Hayman	Paul Mercieca
Carolyn Matthews	Cath Moore	Elizabeth Kemp	
Paul Mattingly	Jill Schiffmann	Shirley Martin	
Glenys Merrifield	Sue Woods		
Diane Price			
Pamela Riley			
Mary Ann Szeps			
Noreen Whittaker			
			South Australia
			Dr Jonathan Crichton

NEAS Quality Assessor review

Since NEAS began operating as the accrediting and quality assurance body for English Language Teaching (ELT), it has maintained a team of experienced TESOL professionals to serve as NEAS Assessment Panellists. Panellists conduct the majority of onsite assessment visits to ELT providers. This includes on-site assessments of organisations applying for Provisional Accreditation and full Accreditation. On-site assessments form part of the annual quality monitoring process following the grant of full accreditation.

In November 2012, NEAS engaged the services of a consultant to conduct a complete review of the processes around the management of the NEAS Assessment Panel. Regular reviews such as this ensure that NEAS' processes are robust and that NEAS remains in a cycle of continuous improvement.

The review made 43 recommendations and these recommendations were accepted by the NEAS Board. The recommendations were grouped into five sections:

Recruitment, Induction, Training, Support, and Enhancing Consistency.

Terminology was changed; the Panellists have become NEAS QA Assessors (Assessors), and the NEAS Assessment Panel has become the NEAS Quality Assurance Team. The Team includes not only the Assessors but also the staff-based Assessment Officers.

One of the important outcomes of the Review is a mechanism for ELT centres to provide NEAS with feedback following an on-site assessment. This is a step taken by NEAS to engage more closely with ELT centres. Feedback from centres about on-site assessments has been resoundingly positive. NEAS has continued to review procedures, such as the way providers are informed of what documentation will need to be sighted at the on-site assessment. We thank those centres who have taken the time to complete the form, and encourage all centres to give NEAS feedback after an on-site assessment.



Annual Assessor Workshop 27-28 June 2013

Interim CEO, Mr Peter Stirling Benson, welcomed 25 NEAS Quality Assessors to the annual National Workshop, where Assessors get together for a number of moderation activities, presentations and discussion. The Assessors came from all corners of the country and represented all education sectors: universities, vocational education and training (VET) colleges, secondary schools and private stand-alone ELT centres.

The vibrant one and a half days were filled with moderation of auditing processes and report writing, exploring new ideas, gaining greater understanding of the current happenings in the ELT sector, sharing ideas and networking.

The Chair of the NEAS Board, Ms Denise Taylor, outlined to Assessors NEAS' initiative to develop a Quality Assurance (QA) Framework. NEAS will have a stronger focus on quality assurance as opposed to regulation, and on guiding ELT centres to develop continuous improvement processes. Ms Taylor also explained how the framework will encourage excellence.

Two guest speakers gave fascinating, informative presentations on "Blended Learning" and the use of technology in class, and on the latest developments in the Common European Framework (CEFR). These were well received and assist in ensuring that NEAS' Assessors are kept up-to-date with the recent advances in ELT. Feedback from Assessors commended NEAS on the productive and thought-provoking nature of the Workshop.

More training will be conducted around the country in early 2014 as part of the QA Framework implementation.

The vibrant one and a half days were filled with moderation of auditing processes and report writing, exploring new ideas, gaining greater understanding of the current happenings in the ELT sector, sharing ideas and networking.

HIGHLIGHTS AND ACHIEVEMENTS



Five Quality Areas:

- A. Teaching, Learning and Assessment
 - B. The Student Experience
 - C. Resources and Facilities
 - D. Administration, Management and Staffing
 - E. Promotion and Student Recruitment
-

Throughout the reporting year NEAS continued to provide quality monitoring services to AMEP providers through its contract with the Department of Immigration and Border Protection (DIBP).

1. NEAS QUALITY ASSURANCE FRAMEWORK

A standards committee managed by Glenys Merrifield was set up in 2012 to undertake a review of NEAS Standards under the oversight of a steering committee comprising ELICOS and other education industry professionals. Industry feedback was sought in July and again in November 2012. The revised Standards were referred to an academic reference group before being approved by the steering committee in December. Thanks go to all involved for the large amount of hard work and professional insight contributed to this project.

Following the 2012 review, Dr Philida Schellekens was engaged as a consultant to undertake a review of quality assurance models internationally and to develop a Quality Assurance Framework for accreditation and quality assessment of ELT centres in Australia.

The purpose of this project is to reposition NEAS as a quality assurance body with a strong focus on quality assurance and on supporting ELT Centres in continuous quality improvement.

The second and final stage of the project is being undertaken by NEAS Quality Assessor Ms Jill Schiffmann. This involves the development of Quality Principles in each of the identified Quality Areas, along with a Quality Practice Guide to provide detailed support to NEAS-endorsed ELT centres in demonstrating and developing quality.

The QA Framework is due for completion late in 2013, although the Quality Practice Guide will continue to evolve in response to developments in the ELT industry. The QA Framework was introduced to ELT Centres through a series of national seminars in October.

2. ADULT MIGRANT ENGLISH PROGRAM (AMEP)

Throughout the reporting year NEAS continued to provide quality monitoring services to AMEP providers through its contract with the Department of Immigration and Border Protection (DIBP).

The high standard of AMEP service delivery observed by NEAS assessors demonstrates the commitment of service providers to ensuring that eligible migrants and humanitarian entrants receive quality tuition and support services to assist them settle successfully in Australia.

NEAS representatives attended three contract management meetings with DIBP representatives to discuss issues, share information and provide updates pertinent to the quality monitoring contract.

3. ASSESSMENT TASK BANK (ATB)

In addition to providing external validation in educational quality assurance to providers, NEAS manages the AMEP Assessment Task Bank (ATB), providing on-going support to over 1800 users.

The ATB is a resource of validated assessment tasks available to AMEP providers delivering the Certificates in Spoken and Written English (CSWE). In May 2013, NEAS attended and presented a workshop on the Assessment Task Bank at the 2013 AMEP Conference in Canberra. The workshop provided an overview of the ATB, the support services provided by NEAS to ATB users and the processes by which new tasks are developed for inclusion on the ATB.



4. 2013 CSWE ALIGNMENT PROJECT

Following the reaccreditation of the CSWE certificates by the Australian Skills Quality Authority (ASQA), NEAS has undertaken the process of aligning all existing assessment tasks on the ATB to the 2013 edition of the certificates. Using its experience and specialist knowledge in the management and creation of tasks, NEAS aims to complete the project by December 2013.



5. ELT MANAGEMENT CONFERENCE

The 17th NEAS ELT Management Conference held at Sydney's Sheraton on the Park attracted more than 220 domestic and international professionals in May 2013. There was a wide range of sessions, from the future of English language teaching in Australia: Identifying global and local political impacts with the Honorable Phil Honeywood, mobile devices in the classroom with Michael Griffiths and Paul Forster, the issues in language curriculum design with Dr John Macalister, Opportunities in the Asian Century: Delivering ELICOS offshore with Marie Hill, Austrade and David Larbalestier, the use of the English language by Julian Burnside AO, QC.

NEAS welcomed IELTS as the premium sponsor of this year's event and looks forwards to further developing this relationship into the future.



Feedback received post conference through the feedback form was positive, with more than 90 per cent of respondents indicating that their overall impression of the event aimed at senior ELT administrators and academic managers was either good or excellent.

6. LAUNCH OF NEAS' QUALITY SERVICES

NEAS implemented the following new services:

- An Info Desk to provide quality assurance support to NEAS accredited providers and to advise providers seeking accreditation
- Listing on the NEAS website of Teaching English to Speakers of Other Languages (TESOL) training courses which meet NEAS criteria as a service to teachers seeking training and to employers assessing applications
- Assessment of Teacher Qualifications service in line with NEAS teacher guidelines
- Redesigned NEAS website.

7. GOVERNMENT (ASQA, TEQSA, BOARD OF STUDIES)

On 7 November 2011 ASQA informed the Executive Director of their decision to contract NEAS as a "specialist provider" of audit services for CRICOS purposes, for ELICOS and Foundation Programs (Foundation Programs only until TEQSA became operational), as well as auditing those providers for compliance against ESOS and the National Code. The contract was signed by both parties on 27 June 2012. One Foundation Program and National Code audit was undertaken prior to contract signing, with the provider being successfully registered on CRICOS. A National Code audit of a NEAS accredited provider was also undertaken prior to the signing of the contract.

Discussions took place throughout the year with both ASQA and TEQSA regarding the status of NEAS accreditation in the registration process, with a view to clarifying NEAS' relationship with the regulator for NEAS accredited providers.



To date all NEAS accredited centres have been registered on CRICOS by ASQA without the need for any further ELICOS audit.

At the end of June 2012 TEQSA issued the news that they would be assuming the regulation of ELICOS pathway programs into Higher Education.

Discussions with the regulatory bodies are set to continue into the year ahead.

8. PRINCIPAL ADMINISTRATOR WORKSHOPS

The Principal Administrator Workshops were initially planned for early 2013 but postponed due to the development of the Quality Assurance Framework.



9. NEAS INTERNATIONAL

NEAS currently has 23 ELT centres accredited internationally.

During the last financial year, three additional campuses were accredited.

Accredited centres are located in Indonesia, Vietnam, Cambodia and the Middle East. Further accreditation activity is taking place in Vietnam, with two NEAS-accredited providers expanding their operations and opening more delivery locations. In addition, two assessments for accreditation by new providers are underway.

There continues to be much interest in NEAS International accreditation, with applications in progress in a number of ASEAN countries. Interest from other regions is also growing.

To be accredited by NEAS internationally, providers must demonstrate that they meet the NEAS standards in all respects and undergo a rigorous accreditation process, which includes a desk audit and on-site assessment. Applicants generally need a period of preparation time to meet NEAS standards, particularly in the areas

of teaching qualifications and class sizes. NEAS counsels and supports providers throughout this period to ensure they understand the standards they must meet.

In developing its International Growth Strategy, which commenced in 2011, NEAS is in communication with Austrade to enhance its contact with governments and businesses in a number of countries in the ASEAN region and beyond.

Through greater reach internationally NEAS aims to identify increased fee-for-service opportunities and heighten NEAS' international's profile of expertise in ELT accreditation and associated services

One step to raising the profile of NEAS internationally is the instigation of a communications campaign targeting agents. NEAS has already communicated with over 600 agents worldwide, obtaining a high 25% click-through rate. The usual rate of click through is approximately 3%. NEAS will continue to develop its database to increase awareness and understanding of NEAS and the quality programs offered by NEAS-accredited providers both nationally and internationally.

10. CAMTESOL CONFERENCE

The "Roadmap for an ASEAN Community 2009-2015" emphasises the need for mobility, which includes "promoting and investing in education and lifelong learning" and promoting "the use of English language".

The CamTESOL conference is the premier English language education event in the ASEAN region. The 2013 conference, held in Phnom Penh on 22-24 February, attracted over 1,500 participants from 34 countries. At the conference, NEAS sponsored and facilitated the Regional ELT Leadership Forum, which was attended by





Cambodian government officials, international experts in TESOL and local and international providers. NEAS also sponsored four teachers, two from Indonesia and two from Vietnam, to attend the conference to present papers. In addition, NEAS held meetings with senior managers of NEAS accredited centres and made contact with ELT centres interested in NEAS' quality assurance processes.

NEAS' ongoing attendance at and support of the CamTESOL Conference continues to raise NEAS' profile internationally. The event provides invaluable opportunities for NEAS to showcase its quality assurance work and Australian Education.



11. APQN AND INQAHHE CONFERENCES – TAIPEI, APRIL 2013

Two conferences were held back-to-back in Taipei, Republic of China (Taiwan) from 7 to 11 April 2013. The Asia-Pacific Quality Network and the International Network of Quality Assurance Agencies in Higher Education drew nearly 200 representatives of quality assurance agencies from around the world.

Keynote and plenary addresses were given by prominent figures in international quality assurance, including Dr David Woodhouse, Dr Guy Haug, Dr Maria Jose Lemaitre, Dr Jeanette Baird and Mr Anthony McClaran. NEAS also accepted an invitation to present on quality assurance in Australia, and acknowledges the contribution of Mr Alan Olsen in this respect.

Delegates represented government and non-government agencies at various stages of development. Some were in the process of developing qualifications frameworks, while others had mature systems which were being refined in light of industry developments or stretched to meet demands of government policy.

Themes to emerge from the conferences:

1. The importance of developing, enhancing and sustaining QA networks cannot be overstated. In particular, networking with international QA agencies and with key decision makers (such as ministers) has significant benefits not only for ongoing development of agency staff expertise and QA methods, but also for 'visibility' of QA activities. This in turn provides active and passive support to members.
2. Related to this is the notion of internationality, or the need of directors, employees and contractors of QA agencies to be more 'internationally-minded' (or even sourced from other countries). The challenges posed by global student mobility and the prevalence of rankings of education providers can be mitigated by a QA agency's international activities: the more a QA agency operates internationally, the more it is able to accommodate diversity and the more authority it gains in its home country.
3. As QA matures, so the push for tiered recognition grows. In a number of countries (the UK, Europe, Russia, Japan, the Philippines, New Zealand, etc.) a mandatory government-administered 'compliance' level is complemented by a voluntary (often non-government) 'quality' level for certain programs. In some, 'excellence' ratings are used to overcome the limitations of binary QA systems, and these can determine the level of government funding received.
4. With State accreditation now formal, largely quantitative and often risk-based, there is less stimulus for continuous improvement or further development. By contrast, non-government schemes produce better results because of the 'expertise

The Asia-Pacific Quality Network and the International Network of Quality Assurance Agencies in Higher Education drew nearly 200 representatives of quality assurance agencies from around the world.

in quality' and the 'quality of the expertise' offered by specialists in quality assurance, and providers continue to show a readiness to pay more for this expertise.

5. The increase in non-government, voluntary quality assurance has led to a call to ease the regulatory burden imposed by government. The hope is that as a result quality assurance reviews could be tailored to individual circumstances, including provider track record; under such a system 'risk' is not seen as only problematic or negative, but potentially also as an indicator of innovation.

The role of quality assurance was discussed and debated in the above context. It was noted that a key role is to identify quality and help it emerge: not to be 'satisfied with the adequate', but to promote 'excellence'. As such, quality is not the responsibility of the QA agency but of the provider itself; the agency supports and complements but does not replace the fundamental role of internal QA.

Central to the discussion was the role of the student. Some agencies (e.g., the UK, Spain) include students on reference groups and even on 'auditor' panels. In some cases students are able to take credit bearing courses in quality assurance as part of their studies, enabling them to engage more actively in the QA process.

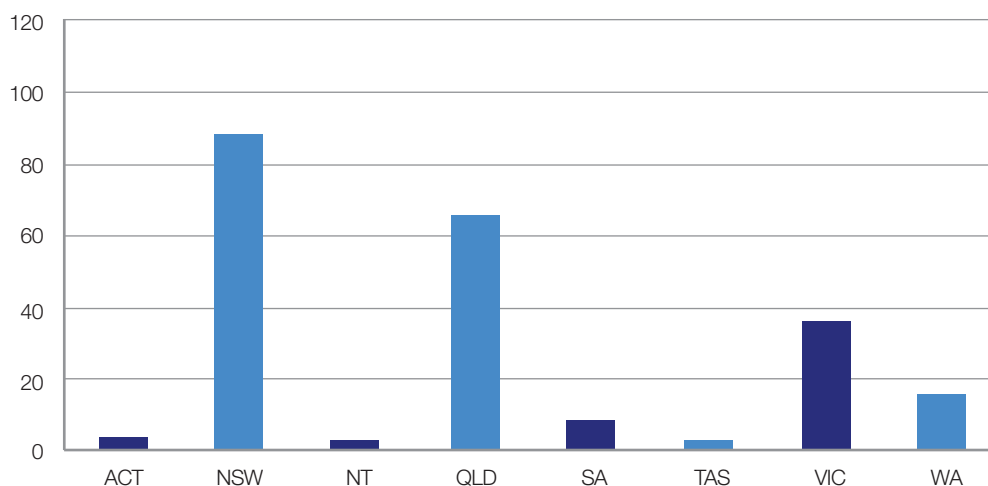
Implications for NEAS

NEAS is in an almost unique position among international QA agencies in that we work across educational sectors and provider types, and operate in several countries. This puts us in a strong position to build on existing networks and establish new ones. For instance, we could explore the feasibility of:

- i. joining an organisation such as ENIC (the European Network of National Information Centres, a one-stop shop for comparative data on inter-country qualification levels; although European by name, it includes data on countries outside Europe as well)
- ii. establishing a similar function to ENIC in collaboration with other ELT quality assurance agencies, building on the links forged at the Inaugural Symposium on Quality Assurance in Language Education (London, 2011)
- iii. developing a process for mutual recognition of domestic quality assurance and/or TESOL qualifications which do not fall under domestic qualifications frameworks, with a view to improving international portability of national accreditation
- iv. recognising accredited centres with a track record of quality ELT provision by the award of an 'excellence rating' or otherwise enhancing the current binary system of accreditation
- v. providing services to international agencies with more recently developed quality assurance schemes, and/or working collaboratively with more mature schemes, to increase the visibility of quality assurance and emphasise continuous improvement
- vi. by emulating/adapting relevant best practice from other agencies, implementing efficiencies in quality assurance processes which are cost-effective and benefit providers without reducing the rigour, and therefore the credibility, of the scheme

12. NATIONAL ACCREDITATION ACTIVITY OVERVIEW

ELT Centre Numbers

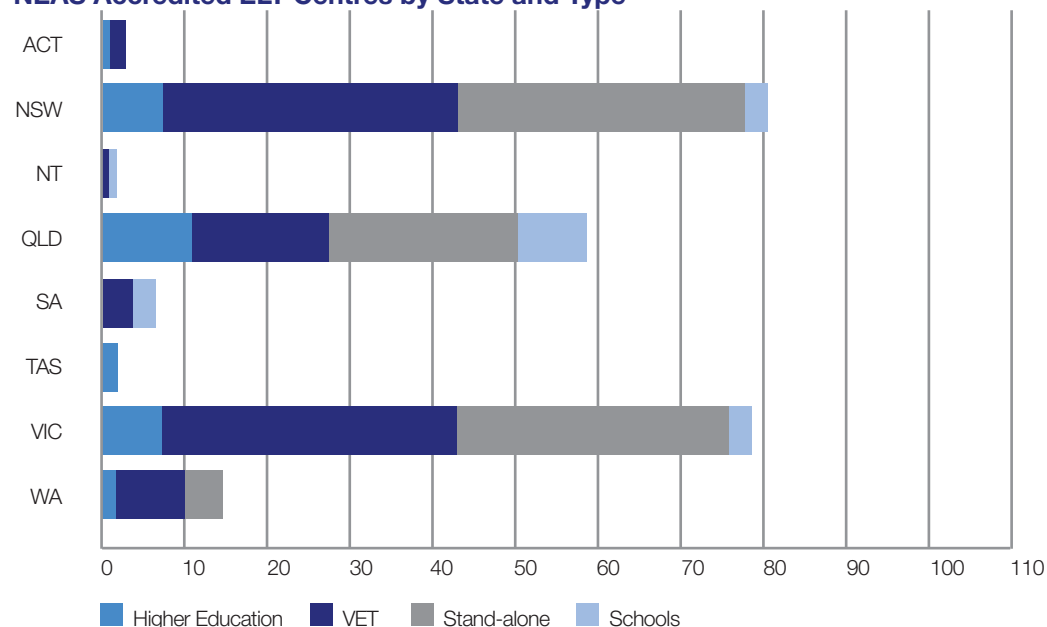


At the end of the 2012-2013 financial year, there were 217 NEAS accredited ELT centres across Australia. There are 39 centres fewer than at the end of the 2011-2012 financial year. Consolidation of operations, the regulatory requirements and low student numbers were the main reasons cited for withdrawing accreditation.

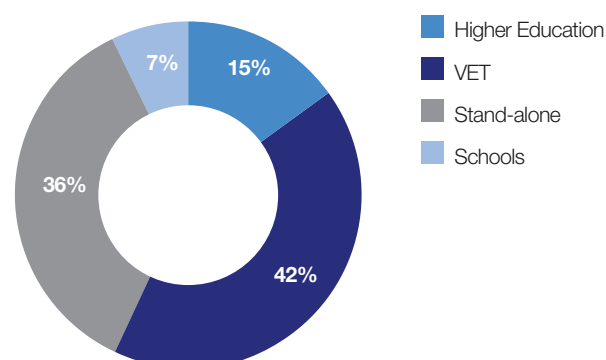
Provider Types

NEAS categorises providers under four main types of ELT centres - universities, vocational education and training (VET), stand-alone and schools – reflecting the main sector of operation for the legal entity in each case. The prevalence of cross-sector providers observed in previous years was again manifest in 2012-2013, with some organisations offering programs across four sectors.

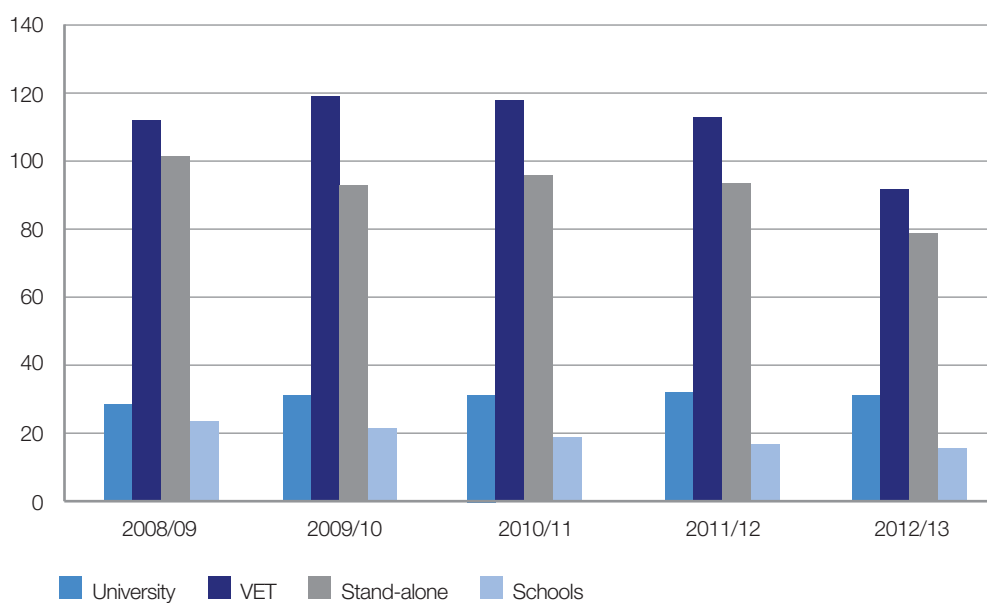
NEAS Accredited ELT Centres by State and Type



NEAS Accredited ELT Centres by Type



NEAS Accredited ELT Centres 2008-2013



Total 2012/13 by state and by provider type

Provider type	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total
University	1	8	0	12	0	2	7	2	32
VET	2	39	1	18	4	0	18	9	91
Stand-alone	0	36	1	25	3	0	9	5	79
Schools	0	3	0	9	0	0	3	0	15
Total at 30 June 2013	3	86	2	64	7	2	37	16	217

Financial year	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Total
2011-2012	4	100	2	78	9	2	41	20	256
2010-2011	4	104	2	78	8	2	47	20	264
2009-2010	4	103	1	82	9	2	44	19	264
2008-2009	2	110	1	79	10	2	42	20	266

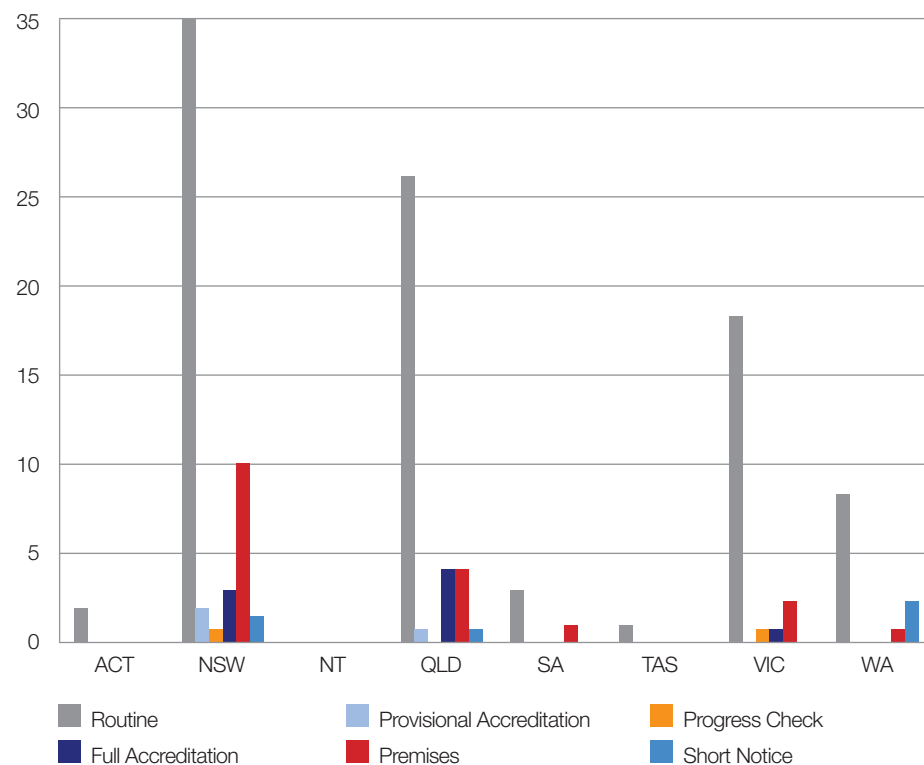
Desk Audit Assessments

Annual Accreditation Returns were in the main comprehensive, although many required clarification of details relating to ELT programs offered, the number of students and shifts, as well as promotional material.

On-site Assessments

During the 2012-2013 financial year, 130 On-Site Assessments were undertaken by NEAS Quality Assessors. As with the desk audit process, providers were given 28 days to submit follow-up information. A little under half of NEAS accredited centres across Australia received a Routine On-Site Assessment alongside their Annual Accreditation Return.

On-Site Assessments 2012-2013



Changes to Scope of Accreditation

In the latter part of the financial year, NEAS eliminated up to five fee items in its pricing structure, relating to changes of scope. This represented significant annual savings for accredited organisations.

13. FINANCE

The financial report for the year ended 30 June 2013 records a loss of \$327,865, compared with the previous year's loss of \$21,473. This result is due to an increase in expenses attributed to a minor drop in revenue, mainly due to reduced interest earnings with commensurate increases in rental, NEAS Assessor expenses and general running costs. Our retained earnings position remains strong with retained earnings of \$1,624,607 and a cash balance of over \$1,750,000.00 being held. Changes to budgetary management for the coming financial year have been implemented to support the new business model.

14. STAFFING

NEAS staffing has seen a few changes in the 2012 – 13 period although we continue to have very low turnover. The depth of experience of NEAS staff and their wide knowledge of quality in international education well equips them to support providers.

NEAS welcomed Ms Marion Bagot to the NEAS Quality Assurance team in July 2012, following the retirement of long-term employee and Assistant Manager, Ms Diane Price. Marion comes to NEAS with a wealth of knowledge and experience, including 15 years in TAFE NSW ELICOS.

Ms Anne Holmes moved on from her role as Executive Director. Mr Peter Stirling Benson led the organisation while recruitment of a permanent Chief Executive was undertaken.

Mr Mark Raven commenced as permanent Chief Executive in September 2013 with the brief to implement the new NEAS Quality Assurance framework as top priority.

15. STAFF TRAINING

NEAS is committed to remaining at the forefront of quality assurance and is proud of its role as a leading external quality assurance agency in international education.

Four staff members completed the Diploma in Quality Auditing in June 2013, building on their already impressive repository of knowledge, and ensuring that NEAS remains up-to-date with auditing processes. One staff member also achieved a Master of Educational Leadership the previous year.

NEAS congratulates the staff members on their achievements and thanks them for their commitment to NEAS and to the international education sector.

