



NEAS QUALITY ASSURANCE FRAMEWORK



NEAS

QUALITY ASSURANCE FRAMEWORK

The NEAS QA Framework has been developed through extensive consultation with the English language teaching (ELT) profession in Australia and overseas, industry bodies and government. Review is undertaken in response to changes and developments in the field, with changes implemented only after wide consultation.

The purpose of the NEAS QA Framework is to:

- Establish and uphold high standards within the ELT industry
- Support organisations and individuals in demonstrating quality in their programs, products and services
- Provide guidance to organisations and individuals in their continuous improvement processes
- Promote recognition of quality organisations and individuals

The **NEAS QA Framework** comprises fourteen **Quality Areas**:

- Teaching, Learning and Assessment
- The Student Experience
- Resources and Facilities
- Administration, Management and Staffing
- Promotion and Student Recruitment
- Welfare of Students Aged Under 18 Years
- Strategy, Risk and Governance
- Online Delivery
- ELT Qualifications
- Education Agents
- Products & Services
- ELT Professionals
- Transnational Delivery
- Foundation Programs

Within each **Quality Area**, there are

- **Quality Principles**, which identify salient aspects of quality within each Quality Area. Each Quality Principle is supported by
- **Quality Drivers**, which identify the key elements of the Quality Principles to be addressed by endorsed organisations, individuals or products and services in demonstrating quality. Quality Drivers express important aspects of quality, but should not be considered mandatory. Some Quality Drivers may not be relevant in certain contexts. For instance, Quality Drivers relating to the student experience are likely to be less relevant in offshore Centres catering to domestic students.

NEAS Quality Endorsed organisations, individuals and products and services demonstrate quality practice in all relevant Quality Areas, guided by the Quality Principles delineated in each. Depending on the nature of the organisation's or individual's operations, some Quality Areas may not be relevant.

¹ Within this document, the term "Centre" is used to refer to all forms of ELT provider, including independent English language schools, colleges and centres, as well as English language centres located within schools, VET providers, Higher Education providers and universities and Online providers.

Legislative and Regulatory Compliance

Essential to NEAS Quality Endorsement is compliance with legislative and regulatory requirements. NEAS Quality Endorsed Centres, for example ensure that:

- All staff are informed of legislation relevant to the Centre and to their statement of duties, and they understand its application to their own responsibilities
- Students are aware of their rights and obligations
- Contracts and agreements with service providers, including but not limited to, education agents and homestay providers, make clear all legislative obligations and ensure that checks are conducted as required under law
- Systematic review processes are in place to monitor compliance and to incorporate legislative or regulatory changes.

Failure to abide by legislative and regulatory requirements or the NEAS Quality Principles may result in suspension or termination of the Centre's Quality Endorsed status.

In order to receive and maintain NEAS Quality Endorsement, ELT Centres are required to confirm their compliance with all relevant laws and regulations by submitting proof of registration with relevant regulatory authorities, with no outstanding matters under consideration.

Mapping of regulatory standards

NEAS Quality Principles have been mapped against related requirements of the *National Code of Practice 2018* (NCP) and the *ELICOS Standards 2018* (ES).

It should be noted that mapping indicates those areas covered by a NEAS Quality Principle which are also addressed by a regulatory standard. While this mapping identifies areas in common, providers should be aware of differences between what is required under regulation and what may be recommended in the interests of quality.

The Quality Improvement Cycle

Essential to NEAS Quality Endorsement is a commitment to continuously improving quality. Feedback on all aspects of the Centre's operations is systematically sought from all stakeholders and integrated into its quality improvement cycle.



QUALITY AREA A

TEACHING, LEARNING AND ASSESSMENT

QUALITY PRINCIPLE A1

Course design supports quality learning outcomes.

- A1.1 Courses are designed to meet student learning needs, goals and interests.
- A1.2 Course design is informed by developments in language teaching methodology and technology.
- A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.
- A1.4 Student achievement is measured through validated assessment instruments mapped to course learning outcomes, to ensure assessment is valid, reliable, fair and flexible.
- A1.5 Assessment is moderated to ensure consistency of assessment judgement.
- A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.

QUALITY PRINCIPLE A2

Teachers have appropriate training and experience for the courses they deliver and assess.

- A2.1 Teachers hold the following minimum qualifications:
 - a recognised degree or equivalent
 - a recognised TESOL qualification
- A2.2 Teachers are allocated to levels and courses based on their experience and training.
- A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.
- A2.4 Teaching strategies are appropriate to the objectives and level of each course.

QUALITY PRINCIPLE A3

Students are enrolled in courses and levels that reflect their language proficiency and learning goals.

- A3.1 The range of courses offered is appropriate to the profile of students enrolled.
- A3.2 The Centre has effective procedures for assessing each student's capability to undertake a particular course and for placing students in appropriate classes.
- A3.3 There is regular and formal provision for students to demonstrate their ability to progress to a higher level or different course.

QUALITY PRINCIPLE A4

Course delivery, assessment and teaching approaches optimise outcomes for students.

- A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.
- A4.2 Assessment policies and procedures provide for both formative and summative assessment.
- A4.3 Where an ELICOS course is accepted for direct entry into a tertiary education course, assessment outcomes are formally benchmarked against relevant tertiary education admission criteria.
- A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests.

- A4.5 Teachers use feedback and correction techniques that maximise student learning and participation.

QUALITY PRINCIPLE A5

Students are encouraged to take control of their language learning.

- A5.1 Language learning strategies which encourage student autonomy are embedded in course design.
- A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.
- A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.
- A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.

QUALITY PRINCIPLE A6

Evaluation of courses is regular and rigorous.

- A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.
- A6.2 Validation and moderation of assessment instruments contribute to the course review process.
- A6.3 Teaching records are retained for purposes of verification, program coordination and course review.
- A6.4 Student satisfaction feedback contributes to the quality review and improvement cycle.
- A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.
- A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.

QUALITY AREA B

THE STUDENT EXPERIENCE

QUALITY PRINCIPLE B1

The application and enrolment process is clear and easy to follow for students and agents.

- B1.1 Admission procedures are implemented by trained staff.
- B1.2 Government regulations are well understood and readily explained to students by admissions staff.
- B1.3 Provision is made for enquiries and enrolments originating from a range of channels.
- B1.4 A regular review mechanism is in place to ensure admission procedures and related documents are updated in line with changes to regulatory requirements.

QUALITY PRINCIPLE B2

Students have the information and support needed to adjust to living and studying in this country.

- B2.1 Provision is made for the well-being and welfare of students, relevant to their personal and cultural backgrounds and the Centre's location.
- B2.2 Students are provided with an orientation program on arrival.
- B2.3 Students are well informed as to how to act safely and seek help as needed inside and outside the Centre.
- B2.4 Students under the age of 18 are provided with appropriate support services.
- B2.5 Students can readily access assistance to locate and arrange suitable accommodation.
- B2.6 Where a student support service is outsourced, effective processes are in place to ensure the quality of the service provided.

QUALITY PRINCIPLE B3

Students are provided with support to be actively involved in their learning program.

- B3.1 Students are made aware of course objectives, expectations, requirements and learning outcomes.
- B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes.
- B3.3 Students are provided with opportunities to extend their language learning outside the classroom.
- B3.4 Provision is made to support those students who wish to further their education in English.

QUALITY PRINCIPLE B4

Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience.

- B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services.
- B4.2 Complaint handling demonstrates a transparent commitment to resolving problems and improving relationships, programs and services.
- B4.3 Complaints are reviewed as part of the quality improvement cycle.

QUALITY AREA C

RESOURCES AND FACILITIES

QUALITY PRINCIPLE C1

The Centre's premises reflect a professional workplace.

- C1.1 The Centre has appropriate signage.
- C1.2 All areas are kept in a safe, clean and hygienic condition.
- C1.3 All areas are fitted out and furnished in accordance with their use.
- C1.4 Reception areas are appropriately staffed.

QUALITY PRINCIPLE C2

Teaching and study spaces facilitate language learning.

- C2.1 Teaching spaces are conducive to studying for extended periods.
- C2.2 Design of the teaching spaces promotes student engagement with learning.
- C2.3 Teaching spaces are appropriately furnished and equipped for language learning.
- C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.

QUALITY PRINCIPLE C3

Student facilities and services foster community.

- C3.1 The condition, furnishing and layout of student common areas promote and support student interaction.
- C3.2 Students are provided with information regarding the purchase and consumption of food in close proximity to the Centre.
- C3.3 Information is provided about available social and recreational activities suited to students' ages and cultural backgrounds.
- C3.4 Students are provided with means of sharing information relevant to them.

QUALITY PRINCIPLE C4

The Centre has resources for each course to meet a range of student learning needs, styles and preferences.

- C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.
- C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences.
- C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.
- C4.4 Assessment resources provide opportunities for students to demonstrate achievement of learning outcomes through different methods of assessment.
- C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies.
- C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.

QUALITY PRINCIPLE C5

Teachers have access to space and resources to create classroom learning materials to meet student needs.

- C5.1 There is a budget for investment in resources and development of teaching materials.
- C5.2 Teachers have the opportunity to facilitate innovation in resource development.
- C5.3 The design of work space for teachers supports development of materials.
- C5.4 Innovation in resource design and development is captured for ongoing integration into future resource development.



QUALITY AREA D

ADMINISTRATION, MANAGEMENT AND STAFFING

QUALITY PRINCIPLE D1

The Centre has an organisational structure that effectively supports the provision of services to students.

- D1.1 Reporting lines in the organisational structure support the efficient delivery of services.
- D1.2 Management is familiar with the international education environment.
- D1.3 The organisational structure supports the educational goals and welfare of students.
- D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.

QUALITY PRINCIPLE D2

The Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation.

- D2.1 Documented recruitment policy and procedures are informed by the Centre's strategic plan.
- D2.2 The senior leadership team holds the following minimum qualifications and experience:
 - a recognised degree or equivalent
 - a TESOL qualification at postgraduate diploma level
 - a robust knowledge of and experience in English language teaching
 - experience in leading and managing people
- D2.3 Each staff member has a signed statement setting out the terms and conditions of their employment, and a position description and/or statement of duties.

QUALITY PRINCIPLE D3

The Centre utilises effective systems for the dissemination of information to stakeholders.

- D3.1 Communication with stakeholders is considered and approved through formal guidelines.
- D3.2 Staff and students receive information from the Centre through various channels.
- D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.

QUALITY PRINCIPLE D4

The Centre supports a performance and development culture for all staff.

- D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice.
- D4.2 An established culture of sharing contributes to innovation and best practice.
- D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.
- D4.4 Professional development is aligned with the Centre's strategic goals.
- D4.5 Innovation and best practice are recognised and captured through a structured process.

QUALITY AREA E

PROMOTION AND STUDENT RECRUITMENT

QUALITY PRINCIPLE E1

Promotional material is ethical, accurate and consistent.

- E1.1 Accurate information about the Centre and its products and services is readily accessible to all stakeholders.
- E1.2 There is an effective procedure to maintain consistency and currency of information.
- E1.3 Courses and services which are restricted to certain groups of students are easily identifiable.
- E1.4 Stakeholder feedback is integrated into the Centre's quality review and improvement cycle.

QUALITY PRINCIPLE E2

Essential information about the Centre is readily accessible.

- E2.1 Promotional information is provided in plain language and images used are clear and relevant.
- E2.2 Support is available to assist relevant stakeholders with translation of key policies and information.
- E2.3 Web links for relevant information and assistance are clearly indicated and explained on the Centre's website.

QUALITY PRINCIPLE E3

All staff are involved in promoting the Centre.

- E3.1 Staff are actively involved in building the Centre's reputation and brand equity.
- E3.2 Staff are given strategies for building relationships with students and other stakeholders.
- E3.3 Changes to policies, procedures and services are clearly communicated to staff.
- E3.4 Staff are an effective conduit of information to students.

QUALITY PRINCIPLE E4

The Centre makes explicit its quality assurance commitment.

- E4.1 NEAS Quality Endorsement is appropriately displayed using the NEAS logo.
- E4.2 NEAS Quality Endorsement can be clearly explained by staff.
- E4.3 The Centre's commitment to quality assurance and continuous improvement is identified in promotional material.

QUALITY AREA F

WELFARE OF STUDENTS AGED UNDER 18 YEARS

NOTE:

- Providers should be aware that legislative and regulatory requirements vary in different jurisdictions. Providers with ELT Centres in different countries, States or Territories should ensure that each Centre meets local requirements.

KEY TERMS:

- In Quality Area F, “student” is used to refer to a student under the age of 18.
- As in Quality Areas A-E, “Centre” refers to any ELICOS provider, including schools.
- “Minor” is defined as an individual who is under the age of 18 years (Interpretation Act 1987)

QUALITY PRINCIPLE F1

Arrangements are in place to facilitate the student’s safe and efficient recruitment, transit and reception arrangements.

- F1.1 The Centre communicates to education agents the legal requirements, contractual obligations and service expectations regarding the transport of students and the kinds of support required for students and parents.
- F1.2 The Centre informs students, agents, parents and/or guardians about the Centre and classroom environment, including student age range, to enable an informed decision to be made about enrolling.
- F1.3 Comprehensive and Centre-specific information about living and studying in Australia is provided to students, agents, parents, guardians and/or carers to help facilitate the transition required by students and their families.
- F1.4 The Centre ensures that an appropriate airport meeting service is provided.
- F1.5 Student contact with parents on arrival is facilitated by the Centre.
- F1.6 Arrangements are in place to ensure that the student is transported to and from the Centre on their first day of attendance.

QUALITY PRINCIPLE F2

An accommodation service is provided relevant to student needs.

- F2.1 Accommodation is available in homestay or on-site boarding facilities suitable to the student’s age, gender and culture.
- F2.2 Full information about accommodation options is provided to students, agents, parents and/or guardians at the time of recruitment.
- F2.3 Adults with whom the student comes into regular contact in the accommodation have current child protection screening relevant to the jurisdiction.
- F2.4 Accommodation providers are made aware of the Centre’s requirements and expectations for the physical and mental well-being and support of students.
- F2.5 The Centre ensures homestay families are informed of their legal obligations in relation to duty of care for minors, via face-to-face training and networking which supports the sharing of information and best practice.
- F2.6 Students have opportunities to engage in social activities outside of school hours, organised by the Centre or homestay provider.
- F2.7 The Centre maintains a review process that confirms and records that homestay arrangements are consistent with literature and accommodation provider claims.

QUALITY PRINCIPLE F3**The ELT Centre supports effective welfare arrangements for all students.**

- F3.1 Legislative and contractual obligations of all guardians/carers are identified in a signed contract with their responsibilities and accountability clearly identified.
- F3.2 Up to date contact details of parents and guardians/carers are readily accessible to relevant Centre staff.
- F3.3 Where the Centre has accepted Care Accommodation and Welfare responsibility, a carer nominated by the student's family is subject to the same conditions and expectations as a homestay family.
- F3.4 Where a student lives with relative(s) the Centre ensures that they have relevant information to support the student to adjust to living and studying in this country.
- F3.5 There is regular, documented communication with parents and guardians/carers regarding the student's progress, well-being and welfare.

QUALITY PRINCIPLE F4**The ELT Centre ensures a safe and secure environment.**

- F4.1 All staff employed on-site have current child protection screening required by the relevant jurisdiction, and visitors without screening clearance are monitored while on the premises.
- F4.2 Effective arrangements are in place to prevent unauthorised persons from entering the premises.
- F4.3 Students are supervised at all times while on the premises.
- F4.4 Where students are brought to and from school by private transport, there is a designated drop-off and pick-up point.
- F4.5 Students aged under 16 are not placed in classes with adults.
- F4.6 Written and/or secure digital permission is obtained from parents/ guardians/ carers for all off-site activities.
- F4.7 The Centre provides a 24 hour emergency contact.
- F4.8 Attendance is closely monitored and appropriate action is taken within 60 minutes if a student does not arrive or is absent from class.

QUALITY PRINCIPLE F5**Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students.**

- F5.1 Staff, accommodation providers and guardians/carers are aware of and abide by mandatory reporting requirements and legislation relating to the care of minors.
- F5.2 Ongoing information and networking opportunities are provided to ensure that homestay providers are conversant with the physical and emotional needs of adolescents.
- F5.3 The ELT Centre's comprehensive policies and procedures ensuring the safety and wellbeing of students within the Centre and on excursions are incorporated into induction and training for staff and homestay providers.
- F5.4 16- and 17-year old students placed in classes for adults are clearly identified to staff.
- F5.5 A designated support person within the school has responsibility for monitoring the well-being and welfare of each student on a weekly basis.
- F5.6 Arrangements are in place to ensure the services of a registered child/adolescent psychologist are available if needed.

QUALITY AREA G

STRATEGY, RISK AND GOVERNANCE

KEY TERMS:

- “Governing body” refers to the group or individual responsible for the Centre’s governance, depending on the type of organisation, e.g. board, executive management committee, owner operator.
- “Stakeholders” may include, but are not limited to, staff, students and their families, referring agents, accommodation providers, organisation to which the Centre belongs (e.g. university, diocese), shareholders, government.

QUALITY PRINCIPLE G1

The Centre has an effective system of strategic and business planning.

- G1.1 The Centre articulates its corporate vision and goals in a published statement.
- G1.2 The Centre’s statement of its vision and goals informs a rolling strategic plan which is published at intervals of three to five years.
- G1.3 The Centre’s operations are supported by an annual business plan which is clearly linked to the strategic plan.
- G1.4 Two-way interaction with staff and other stakeholders informs the development and review of both strategic and business plans.
- G1.5 Processes are in place to ensure regular and timely reporting against both strategic and business plans.

QUALITY PRINCIPLE G2

The Centre has an effective and transparent organisational structure and system of reporting.

- G2.1 Information about the Centre’s governance structure and policies is readily available.
- G2.2 There is an induction and development system for members of the governing body.
- G2.3 The organisation has documented reporting lines, with clearly identified responsibilities for all positions.
- G2.4 Requirements (e.g. qualifications, skills, performance) for all positions support the Centre’s desired organisational culture.
- G2.5 There is a process in place for determining appropriate remuneration.
- G2.6 The Centre has an established system of internal and external audits, both financial and operational, with documented follow-up by management.

QUALITY PRINCIPLE G3

Robust financial systems are in place.

- G3.1 The Centre has a delegated independent officer and/or committee which meets regularly and includes a qualified accountant or financial professional with accounting experience.
- G3.2 The delegated officer or committee is responsible for reviewing internal and external audit reports, risk assessments, budget, staffing and organisational structure.
- G3.3 The delegated officer or committee has full and timely access to all relevant information and staff.
- G3.4 Delegations for approving expenditure are documented, regularly reviewed and clear to all staff.
- G3.5 Financial reports are signed off by the CEO and CFO, or equivalent.

QUALITY PRINCIPLE G4

The Centre has a comprehensive and documented risk management program.

- G4.1 Risk management is embedded into governance processes and is clearly linked to strategic and business planning.
- G4.2 The risk appetite for the Centre is set by the governing body and documented in a formal statement.
- G4.3 Operational risks are managed and documented through internal control systems.
- G4.4 Documented crisis management and business continuity plans support the Centre in facing emergencies and unforeseen circumstances.
- G4.5 A common risk vocabulary promotes a culture where everyone accepts responsibility for identifying and managing risk.

QUALITY PRINCIPLE G5

An ethical framework supports the Centre's organisational culture.

- G5.1 The Centre's culture and ethics are articulated in a publicly available code of conduct which is signed by all staff annually.
- G5.2 The Centre's legal and regulatory obligations are documented in a compliance management policy, with established processes for monitoring compliance and addressing breaches.
- G5.3 A fraud and corruption control framework stipulates internal reporting mechanisms and informs regular risk assessments.
- G5.4 A diversity policy identifies areas of diversity applicable to staffing and ELT delivery.
- G5.5 A sustainability policy informs actions and strategies to improve the sustainability performance of the Centre, its partners and suppliers.
- G5.6 Awareness training in all areas of the Centre's ethical framework is provided annually to the Centre's management, staff and partners.
- G5.7 Policies are monitored and regularly updated, with feedback sought from relevant stakeholders.

QUALITY PRINCIPLE G6

The Centre makes clear its commitment to Work Health and Safety.

- G6.1 A formal WHS compliance and monitoring program ensures legal compliance, and identifies hazards and minimises risk.
- G6.2 Members of the governing body maintain up to date knowledge of WHS and exercise due diligence through verifying implementation of policies.
- G6.3 There are established processes for receiving and responding promptly to information about risks and incidents, maintaining records and documenting follow-up action.
- G6.4 There are processes in place to keep WHS knowledge up to date throughout the Centre through provision of information, training and supervision.
- G6.5 Policy and procedures are in place to prevent violence, aggression and bullying in the workplace, with designated responsibilities for receiving and responding to complaints.
- G6.6 The effectiveness of WHS policy and procedures is regularly monitored.

QUALITY AREA H

ONLINE DELIVERY

NOTE:

- *Quality Area H - Online Learning Delivery should be read in conjunction with Quality Area A - Teaching, Learning and Assessment.*

QUALITY PRINCIPLE H1

The online environment is designed to support a positive and engaging user experience.

- H1.1 Navigation is intuitive, logically sequenced and signposted.
- H1.2 Visual design and layout is consistent and aesthetically pleasing throughout.
- H1.3 Courses conform to accessibility standards.
- H1.4 The teacher maintains an online presence through regularly posting updates and announcements.
- H1.5 There is a single location for announcements, news and events.
- H1.6 To maintain learner motivation, a range of learning tools is employed in the design process.
- H1.7 There is a forum where students and teachers can post comments, questions and responses.
- H1.8 There is provision for teacher interaction with individual students.

QUALITY PRINCIPLE H2

Learning and assessment strategies are appropriate to online delivery.

- H2.1 Courses provide variety in learning and assessment tasks and technologies.
- H2.2 Instructional language is appropriate to the proficiency of the learner.
- H2.3 Content is selected to ensure inclusivity.
- H2.4 Oral skills development is supported through the use of real time face-to-face video interaction.
- H2.5 Written and audio-visual input is presented in amounts which take account of cognitive load.
- H2.6 Content is linked to formative assessment activities with automated feedback.
- H2.7 Learning and assessment tasks are designed to facilitate active and collaborative learning.
- H2.8 Self- and peer-assessment activities are supported by templates and rubrics.
- H2.9 Transparency in assessment is supported by the use of common templates and rubrics throughout, for both formative and summative assessment.

QUALITY PRINCIPLE H3**Learning resources and technology support and facilitate learning.**

- H3.1 Online courses work across all devices and operating systems commonly used by students.
- H3.2 Students have the necessary technical skills and technology to complete tasks.
- H3.3 The introduction of new technologies is appropriately scaffolded.
- H3.4 There are opportunities for students with more advanced digital literacy skills to demonstrate them.
- H3.5 All course related activities are accommodated by a single sign on process.
- H3.6 There is a designated officer or help desk with responsibility and appropriate resourcing for course maintenance and troubleshooting.

QUALITY PRINCIPLE H4**Courses are supported by an integrated reporting system.**

- H4.1 There are explicit orientation and socialisation activities, with introductions to the course, the teaching team and key staff.
- H4.2 Students are given clear information and explicit instructions as to the amount and timing of participation required of them.
- H4.3 Instructor response time is clearly stated.
- H4.4 Standards and guidelines for online interaction (netiquette) are made explicit.
- H4.5 There are links to relevant support services offered by the provider.

QUALITY AREA I

ELT QUALIFICATIONS

KEY TERMS:

- “Course” refers to the whole program of study, whether the provider offers this as a single course or as a number of discrete units comprising a qualification.

QUALITY PRINCIPLE I1

Course design supports quality learning outcomes.

- I1.1 Courses are designed to prepare students for a professional career in Teaching English to Speakers of Other Languages.
- I1.2 Course design is informed by developments in TESOL methodology and technology.
- I1.3 Courses include no less than 100 contact hours, or the equivalent in Distance Education programs.
- I1.4 Courses have specific objectives which are achieved through detailed learning outcomes and align with the relevant AQF level.
- I1.5 Appropriate validation of assessment instruments ensures that assessment is valid, reliable, fair and flexible.
- I1.6 Appropriate assessment moderation ensures consistency of assessment judgement.
- I1.7 Curriculum documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.

QUALITY PRINCIPLE I2

Teaching staff have appropriate qualifications and experience for courses they deliver and assess.

- I2.1 Teaching/tutoring/lecturing staff have:
 - appropriate qualifications as stipulated by the regulating authority
 - qualifications in TESOL or applied linguistics at least one level higher than is awarded for the course of study (or for post-graduate courses, equivalent relevant academic or professional expertise)
 - knowledge of contemporary developments in TESOL
 - skills in contemporary TESOL teaching, learning and assessment principles
- I2.2 Teaching staff plan lessons and activities appropriate to the course objectives and the needs of students.
- I2.3 Teaching strategies foster progressive and coherent achievement of learning outcomes.

QUALITY PRINCIPLE I3**The TESOL program includes a suitable practical component.**

- I3.1 The practical component includes at least six hours of face-to-face teaching English to speakers of other languages in a classroom context.
- I3.2 The practice teaching is delivered in an authentic English language teaching context to actual learners of English.
- I3.3 The practical component is supervised and assessed by a teacher who is qualified as per I2.1 above.
- I3.4 The practical component is quality assured, including assurance of the quality of supervision and assessment.
- I3.5 Practical arrangements are supported by a detailed written agreement between relevant parties.

QUALITY PRINCIPLE I4**Evaluation of courses is regular and rigorous.**

- I4.1 Periodic comprehensive course reviews are informed and supported by regular interim monitoring and include external referencing or other benchmarking activities.
- I4.2 Analysis of retention rates and student achievement informs course review and the frequency of the review cycle.
- I4.3 Assessment validation and moderation outcomes contribute to the course review process.
- I4.4 Teaching records are retained for purposes of verification, program coordination and course review.
- I4.5 Student feedback on their educational experience contributes to the quality review and improvement cycle.
- I4.6 Teaching staff have opportunities to review feedback on their teaching.
- I4.7 Feedback from teaching staff and other relevant stakeholders contributes to the quality review and improvement cycle.

QUALITY PRINCIPLE I5**Assessment of prior learning is conducted in an appropriate and ethical manner.**

- I5.1 Prior learning is assessed in accordance with transparent institutional policies and procedures.
- I5.2 Recognition of prior learning (RPL) processes are designed to ensure that the integrity of the course is maintained.
- I5.3 RPL processes comply with the assessment requirements of the course.

QUALITY PRINCIPLE I6**Centre facilities are fit for purpose and reflect a professional institution.**

- I6.1 The physical, virtual or blended learning environment supports academic interaction between students.
- I6.2 Provider facilities accommodate the numbers of students who use them.
- I6.3 Students have access to a suitable range of resources relevant to TESOL theory, teaching and learning.
- I6.4 Resources are regularly monitored and updated to reflect industry best practice.

QUALITY PRINCIPLE 17**Students are provided with necessary course information and learning support.**

- 17.1 Sufficient and accurate information about the course and the course provider is accessible to enable prospective students to make an informed decision about enrolling in the course.
- 17.2 Information provided to students upon enrolment is comprehensive and accurate.
- 17.3 Individual student needs are identified and appropriate access to educational and support services is provided.
- 17.4 Students are provided with timely and appropriate feedback that assists in their achievement of learning outcomes.
- 17.5 Students have access to teaching staff to discuss their course progress and/or other course-related matters.
- 17.6 Complaint handling demonstrates a transparent commitment to resolving problems and improving relationships, programs and services.

QUALITY AREA J

EDUCATION AGENTS

QUALITY PRINCIPLE J.1

An ethical framework underpins the practices of the agency and its counsellors.

- J1.1 The agency has robust procedures for ensuring the recruitment of bona fide students that satisfy genuine student or genuine temporary entrant criteria.
- J1.2 The agency and its counsellors demonstrate commitment to observing and complying with applicable laws, regulations, codes of conduct and other industry best practice frameworks.
- J1.3 Conflicts of interest are declared and appropriate action taken to ensure transparency.
- J1.4 Confidentiality is exercised regarding sensitive information obtained from stakeholders.
- J1.5 Counsellors exhibit professionalism and integrity, and clients are treated fairly and with due care.
- J1.6 The agency has appropriate procedures in place to fulfil legal requirements and protect the welfare of clients under the age of 18.

QUALITY PRINCIPLE J.2

Information provided to stakeholders is ethical, accurate and consistent.

- J2.1 Information provided to clients about institutions and their services and facilities is accurate, current and tailored to individual needs.
- J2.2 Mechanisms are in place to facilitate regular review of information provided to clients which reflect a proactive approach to ensuring the accuracy and currency of information.
- J2.3 The agency systematically verifies the authenticity of documentation it sends to institutions on behalf of its clients.
- J2.4 Clients are informed of their rights and responsibilities regarding the conditions of their enrolment.
- J2.5 Documentation on fees and a refund policy are clearly articulated and readily available.

QUALITY PRINCIPLE J.3

The agency is supported by effective and transparent governance structures.

- J3.1 The agency has an effective system of strategic and business planning.
- J3.2 The governance structure effectively supports the goals of the agency.
- J3.3 Information about the ownership, governance and organisational structure of the agency is made clear and publicly available.
- J3.4 Members of the governing body are suitably experienced and sufficiently competent of carrying out their responsibilities with due diligence.
- J3.5 All partners, affiliates and third-party agreements of the agency are disclosed, and there is a process in place to ensure third parties act ethically, honestly and in the best interest of their clients.

QUALITY PRINCIPAL J.4**Management support a performance and development culture for counsellors and staff.**

- J4.1 Managers comprise the necessary knowledge skills and experience to provide effective leadership.
- J4.2 All counsellors have completed a suitable agent training program and are suitably qualified and experienced to provide a high level of service and support to clients.
- J4.3 The agency utilises effective systems for communicating with counsellors to ensure they remain up to date with policies and procedures and well informed about the international education industries in which they operate.
- J4.4 A formal induction process provides counsellors and staff with essential training and information about the agency and its operations.
- J4.5 Performance review and development processes for counsellors and staff provide a structure for fair and supportive performance appraisal aimed at developing and refining practice.
- J4.6 Counsellors and staff are supported in working towards their professional development goals through access to opportunities for development.

QUALITY PRINCIPAL J.5**The agency has in place systematic risk management processes.**

- J5.1 Documented policies and procedures support the agency's operations.
- J5.2 A sound accounting system is utilised to prepare financial statements which portray a true and fair view of the organisation.
- J5.3 The agency has a documented, detailed and organisation-wide risk management program.
- J5.4 Detailed written agreements underpin the agency's relationships with all stakeholders, and written agreements are signed and safely stored for a reasonable period.
- J5.5 The agency is diligent and forthright in the handling of client fees in accordance with all contractual obligations.

QUALITY PRINCIPLE J.6**Stakeholder feedback is routinely obtained to inform the continuous improvement of services.**

- J6.1 The agency has mechanisms for obtaining regular feedback from clients and institutions about the quality of services provided, and feedback is reviewed to refine and improve practice.
- J6.2 The agency extends opportunities for counsellors to provide feedback on the operations of the agency, and feedback is reviewed to refine and improve operations.
- J6.3 Complaints procedures are transparent and accessible to clients.
- J6.4 Complaints are reviewed systematically to inform continuous improvement of services.
- J6.5 Clients feel that their individual needs, goals and preferences are understood.

QUALITY AREA K

PRODUCTS & SERVICES

QUALITY PRINCIPLE K1

Development of the product or service is underpinned by substantial research

- K1.1 Needs addressed by the product or service are quantified and qualified in initial research and development.
- K1.2 Benefits of the product or service to stakeholders are concrete and clearly articulated.
- K1.3 Widespread industry and expert consultation contributed to development of the product or service.

QUALITY PRINCIPLE K2

The product or service effectively fulfils its purpose

- K2.1 The product or service provides a complete solution to identified stakeholder needs.
- K2.2 Application of the product or service is efficient.
- K2.3 The product or service demonstrates equilibrium on a price-quality attribution matrix.
- K2.4 Processes are in place to ensure that the product or service retains currency and relevance within the ELT industry.

QUALITY PRINCIPLE K3

Processes are in place to maintain the quality of the product or service

- K3.1 Internal continuous improvement processes contribute to quality control and quality assurance of the product or service.
- K3.2 Ongoing review of market alternatives and substitutes takes place and is used to establish a competitive edge.
- K3.3 There are formal processes in place for validation of the product or service against identified standards.

QUALITY PRINCIPLE K4

The product or service demonstrates unique elements and innovation

- K4.1 The product or service development strategy captures and harnesses creative concepts.
- K4.2 Feedback from key stakeholders is integrated into the product or service development and review process.

QUALITY PRINCIPLE K5

The product or service contributes to the advancement of education, specifically English language teaching and cultural development in the community

- K5.1 Benefits to identified community groups are clearly articulated.
- K5.2 The product or service contributes to empowering knowledge partnerships within the global ELT community.

QUALITY AREA L

ELT PROFESSIONALS

QUALITY PRINCIPLE L1

The professional's occupation and or interests are significantly exposed to the ELT Sector

- L1.1 The professional has a public identity and is linked to the ELT Sector through a Professional Networking platform, such as LinkedIn.
- L1.2 The professional has a clear and current curriculum vitae.

QUALITY PRINCIPLE L2

The professional is of good character and demonstrates the appropriate competence and integrity in fulfilling professional responsibilities

- L2.1 NEAS' Fit and Proper Person requirements are met.
- L2.2 The professional is supported by positive professional references.

QUALITY PRINCIPLE L3

The professional is committed to working towards their professional goals through accessing opportunities for development

- L3.1 The professional engages with NEAS Professional Development on an annual basis.
- L3.2 The professional completes and keeps a record of relevant Professional Development for their occupation and/or professional goals each year.

QUALITY PRINCIPLE L4

The professional actively supports NEAS' charitable purposes

- L4.1 The professional maintains professional and ethical interaction with others.
- L4.2 The professional's actions contribute to the advancement of education, specifically English language teaching and cultural development in the community.

QUALITY AREA M

TRANSNATIONAL EDUCATION

QUALITY PRINCIPLE M1

The Transnational Delivery program is underpinned by a strong relationship between partner institutions, i.e. the provider institution and the offshore delivery institution.

- M1.1 The provider institution has established policy and procedures for selecting partner delivery institution(s) with respect to strategic fit and to differing cultural and regulatory requirements. (e.g. due diligence, input of local and govt authorities)
- M1.2 The provider institution ensures its own ongoing compliance with a host country's regulatory and legislative requirements.
- M1.3 All details of project design are negotiated by the partner institutions, including any customisation of the provider institution's course(s) to meet legislative, regulatory and cultural requirements.
- M1.4 Contracts make clear where authority and responsibility lie at all points of program management, delivery and promotion.
- M1.5 Procedures are in place for ongoing management of the partner relationship.
- M1.6 Contracts provide for an exit strategy that will not disadvantage any students enrolled in the program.

QUALITY PRINCIPLE M2

Clear guidelines control all aspects of program delivery to ensure cultural relevance and comparability with the course provider's onshore delivery.

- M2.1 Students have access to support services suitable to their time zone, language(s), cultural expectations and distance from the provider institution's campus(es).
- M2.2 Students and staff have access to resources and facilities that are culturally appropriate and of comparable standard to those of the provider institution's onshore programs.
- M2.3 Online components are appropriate to IT practices of the host country.
- M2.4 Curriculum is internationalised in collaboration with local experts so as to ensure academic standards and course outcomes equivalent to those of the provider institution's onshore course(s).
- M2.5 Requirements which may be culturally unfamiliar to students are explicitly addressed in the curriculum. (e.g. plagiarism, group projects)
- M2.6 Comparable assessment strategies ensure equivalent course outcomes.
- M2.7 Staffing and professional development policies and procedures ensure that management, administrative and teaching staff have appropriate qualifications, experience, communication skills and cultural awareness.

QUALITY PRINCIPLE M3

Systematic evaluation of all aspects of the Transnational Delivery program contributes to continuous improvement.

- M3.1 Partner institutions have established an agreed understanding of what quality entails in all aspects of the program.
- M3.2 There is an integrated quality management system across the partner institutions.
- M3.3 Partner institutions incorporate a range of evaluative and benchmarking practices into their documented quality review and improvement cycle. (including longitudinal studies)
- M3.4 Comprehensive stakeholder feedback is obtained through culturally relevant and effective strategies.

- M3.5 The Transnational Delivery program meets the standards of quality assurance frameworks operative in the education contexts of both partner institutions.
- M3.6 The Transnational Delivery program is benchmarked against both the provider's onshore program(s) and Transnational Delivery programs offered by other providers.

QUALITY PRINCIPLE M4

The Transnational Delivery program contributes to furthering global education and enhancing the reputation of Australian education.

- M4.1 Program management and delivery contribute to strengthening community relationships, including establishing good working relationships with local authorities.
- M4.2 The Transnational Delivery experience enhances the relationship between partner institutions.
- M4.3 Transnational Delivery programs influence partner institutions to internationalise their practices.
- M4.4 Information sharing and research into Transnational Delivery contribute to continuously improving Australia's offshore activities. (e.g. professional networks, conferences, data sharing, publications)
- M4.5 Transnational Delivery providers use learnings from research and systematic program evaluation to leverage possibilities and innovate in globally competitive ways.

QUALITY AREA N

FOUNDATION PROGRAMS

NOTE:

- *The Foundation Program complies with legislative and regulatory requirements in the relevant jurisdiction.*
- *Delivery, management and marketing of the Foundation Program is in accordance with the Quality Principles of the NEAS Quality Assurance Framework.*

QUALITY PRINCIPLE N1

The Foundation Program is designed in collaboration with the provider's higher education partner(s).

- N1.1 The Program has clearly identified outcomes which reflect the provider's formal agreement(s) with higher education partner(s).
- N1.2 Program outcomes are formally benchmarked to higher education course entry requirements.
- N1.3 Program design reflects graduate attributes/skills as articulated by the higher education partner(s).
- N1.4 Discipline based subject options reflect the recruitment priorities of the higher education provider(s).
- N1.5 Specialists from (each) higher education partner to contribute to Program design.
- N1.6 There are effective mechanisms in place for receiving regular feedback from receiving faculties.
- N1.7 There is an established process for (each) higher education partner to contribute to the provider's regular Program evaluation and review process.

QUALITY PRINCIPLE N2

The academic English component is designed to prepare students for future academic study.

- N2.1 The English language syllabus develops academic communication skills in accordance with Quality Area A of the NEAS Quality Assurance Framework.
- N2.2 Any English language course that articulates into the Foundation Program meets NEAS Quality Principles.
- N2.3 The syllabus includes a focus on communication skills needed for effective collaboration.
- N2.4 English language teaching and learning activities are designed to develop creativity and critical thinking.
- N2.5 The development of academic literacy incorporates information literacy and media literacy skills.
- N2.6 Teaching and learning activities include a focus on developing broader academic skills.

QUALITY PRINCIPLE N3

Discipline based subjects are designed to meet the requirements of the higher education partner(s).

- N3.1 Discipline based subjects in both streamed and generalist programs are offered in consultation with higher education partner(s).
- N3.2 Each subject has a set of learning objectives that align with the requirements for higher education partner undergraduate degrees.
- N3.3 Learning objectives are achieved through detailed learning outcomes against which students receive ongoing feedback on their progress.

- N3.4 Subject content provides entry level knowledge and skills for higher education partner undergraduate programs.
- N3.5 Each subject focuses on a relevant balance of graduate attributes/skills, consistent with those identified by the higher education partner(s) for that discipline.
- N3.6 Students receive clear guidance as to the subjects they should take in order to meet their academic and professional goals.

QUALITY PRINCIPLE N4

Program delivery strategies prepare students for academic and professional life.

- N4.1 The program is designed to offer a range of teaching and learning strategies across its different subjects.
- N4.2 Teaching and learning strategies in discipline-based subjects are consistent with those of relevant undergraduate courses.
- N4.3 Teaching and learning strategies maximise student engagement.
- N4.4 Program delivery strategies incorporate a range of technological literacy, information literacy and media literacy.
- N4.5 Teaching and learning activities include a focus on developing broader academic skills.
- N4.6 There are regular opportunities for students to receive feedback on their progress.

QUALITY PRINCIPLE N5

There are compulsory assessment procedures for determining and reporting on academic progress.

- N5.1 At Program commencement students receive details of the assessment criteria and grading system for each subject, and assessment requirements, such as GPA, for university entry.
- N5.2 At Program commencement, students receive details of the assessment schedule for all subjects.
- N5.3 Student achievement is measured through validated assessment instruments mapped to subject learning outcomes, to ensure assessment is valid, reliable, fair and flexible.
- N5.4 Assessment procedures are consistent with the requirements of the higher education partner(s).
- N5.5 Assessment is moderated to ensure consistency of assessment judgement.
- N5.6 There are formal measures in place to ensure that assessment outcomes are comparable to other criteria used for admission to the higher education partner(s).

QUALITY PRINCIPLE N6

The program is designed to develop cultural competency.

- N6.1 Program delivery strategies are designed to develop the ability to engage actively, ethically and successfully across cultures.
- N6.2 Cultural competency is viewed as intrinsic to all subjects and where possible, Program content is selected to facilitate consideration of cultural issues.
- N6.3 The program is designed to encourage and support student engagement with extra-curricular activities.

- N6.4 Students are provided with opportunities to develop social skills and to focus on language and cultural issues to prepare them to engage outside the classroom.
- N6.5 Students have access to, and are supported to engage with, opportunities offered by higher education partner(s), e.g. sports, student societies, volunteering.

QUALITY PRINCIPLE N7

Students have access to a range of support services.

- N7.1 Suitable self-study facilities are available to students outside of class hours.
- N7.2 Students have free access to personal and academic counselling.
- N7.3 There is an established process for students at risk to be referred to support in a range of basic study skills, such as time management, independent learning and assessment preparation.
- N7.4 Students have access to professional support staff and facilities of higher education partner(s).
- N7.5 Students are encouraged and supported to participate in student-to-student activities such as peer support, mentoring and study clubs.

NOTES

WHY NEAS?

OVER 200 CENTRES

**AUSTRALIA'S
LEADING
PROVIDER OF ELT
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WEEKLY CONTACT WITH OVER



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