INTERNATIONAL STANDARDS
STANDARDS AND CRITERIA
FOR ELT CENTRES
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Introduction

NEAS’ accreditation system is structured around eight standards underpinning quality service delivery. Standards are divided into sections, each addressing a specific area of service delivery, as indicated below:

Section A: Management and Administration
Section B: Premises
Section C: Specialist Staff
Section D: Student Services
Section E: English Language Programs and Assessment
Section F: Educational Resources and Equipment
Section G: Promotion and Student Recruitment
Section H: Younger Students

Notes at the end of each Section are intended as a guide to ELT centres in addressing the respective NEAS standards.

• Standards are a measure of an ELT centre’s level of service delivery.

• ELT centres are required to comply with all standards in order to gain and maintain NEAS accreditation.

• Assessment of ELT centres’ compliance is made against the relevant criteria in each case.

• Where there is no specific requirement for evidence, assessment is made by on-site inspection.
## Section A: Management and Administration

<table>
<thead>
<tr>
<th>Standard</th>
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<tbody>
<tr>
<td>The ELT centre has an effective management structure designed to further its organisational goals and is committed to observing ethical practices in staff employment, student administration and financial control.</td>
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### Criteria

1. **Organisational goals**
   1.1 The ELT centre has clearly defined organisational goals related to the delivery of ELT which are communicated to all staff and regularly reviewed.

2. **Senior management**
   2.1 The ELT centre appoints on a full-time basis a person nominated as Principal Administrator, who is familiar with education environments and committed to facilitating the achievement of educational goals of students learning English.
   2.2 The Principal Administrator is responsible for the day-to-day operations and management of the provision of ELT and has a thorough knowledge of the ELT centre's policies related to the delivery of ELT.
   2.3 The Principal Administrator understands his/her responsibilities to any regulatory agencies and reports honestly to those bodies as required.

3. **Staff organisation**
   3.1 The ELT centre has in place an organisational structure and staffing arrangements which ensure that the following administrative functions are effectively executed:
   a. management of staff
   b. provision of ELT programs and assessment
   c. provision of ELT student support services
   d. management of ELT student records
   e. management of ELT promotion, recruitment and enrolment procedures
   f. management of finances

4. **Employment conditions**
   4.1 The ELT centre provides all staff with working conditions which are appropriate to the duties and responsibilities of the position and consistent with local industrial legislation/requirements.
   4.2 The ELT centre issues each staff member at the time of taking up employment with a signed statement setting out the terms and conditions of employment and a statement of the duties of the position.

5. **Channels of communication**
   5.1 The ELT centre's management incorporates structures and processes for the prompt and efficient dissemination of information to staff.
   5.2 The ELT centre keeps staff informed of:
       a. regulation related to the delivery of ELT
       b. internal policies and procedures related to the delivery of ELT

6. **Financial management**
   6.1 Financial reporting for the ELT centre is conducted in accordance with accepted accounting standards and practices.

7. **Quality assurance**
   7.1 The ELT centre has an effective internal quality assurance system.
Section A: Management and Administration

2. Senior management

The term Principal Administrator designates the person NEAS holds responsible for the ELT centre’s compliance with NEAS Standards and Criteria, regardless of the person's title and other responsibilities within the organisation.

“Regulatory agencies” include NEAS.

3. Staff organisation

The staffing structure should include, but not be limited to, the following range of responsibilities:

- Interviewing/recruiting teaching staff
- English language program delivery
- English language program management
- Staff development activities
- Student assessment
- Educational counselling of students
- Enrolment of students, including collection of fees
- Answering student enquiries
- Dealing with external clients
- Assisting students with accommodation location/placement if required
- Management of student records
- Marketing and promotion

4. Employment conditions

NEAS does not set down particular working conditions for staff. These should be determined by referring to relevant government industrial legislation.

7. Quality assurance

As a guide, an internal quality assurance continuous improvement system can include, but is not limited to:

- document version control
- clearly documented organisational policies and procedures, which are accessible to all staff
- feedback mechanisms for staff and students
- regular reviews and internal audits of policies and procedures
- clear channels of communication
- recording of minutes of meetings
Section B: Premises

Standard

The ELT centre's premises provide a learning and teaching environment which is designed and equipped to support the range of English language programs and services offered.

Criteria

1. Secure tenure
   1.1 The ELT centre has secure tenure of the premises in which English language programs are conducted, either as lessee, owner or part-owner.

2. Health and safety of occupants
   2.1 All premises used for English language programs and services comply with any relevant local government regulations.
   2.2 All areas are adequately lit and suitably ventilated for the number of occupants.
   2.3 ELT classrooms are insulated against outside noise and/or interference from other classrooms.
   2.4 All rooms and facilities are kept in a clean and hygienic condition.
   2.5 The ELT centre clearly displays an emergency evacuation plan, and staff and students are familiar with emergency evacuation procedures.
   2.6 The ELT centre is clearly identified by signage.

3. Designated areas
   3.1 The ELT centre's premises include areas designated for:
      a. English language teaching
      b. additional study
      c. teachers
      d. administration
      e. storage
   3.2 Where other facilities and services are offered by the ELT centre, the premises include areas specifically designated for these purposes.

4. ELT Classrooms and additional study areas
   4.1 ELT classrooms and additional study areas are large enough to accommodate the number of students and teachers occupying them.
   4.2 ELT classrooms and additional study areas are appropriately furnished and equipped for language teaching and learning activities.

5. Teacher dedicated areas
   5.1 The ELT centre has a room or rooms large enough to accommodate one desk or workspace for each equivalent full-time teacher when at maximum capacity.
   5.2 Teacher room or rooms are furnished and equipped to allow for lesson preparation and meetings.

6. Administration areas
   6.1 The administration areas are sufficient to accommodate the number of management, administrative and other staff employed by the ELT centre to cater for students learning English and are fitted out and furnished in accordance with their use.
   6.2 The Academic Manager is provided with a separate office or room, suitable for private interviews.
   6.3 There is appropriate provision for the display of notices and general information for students.

7. Storage
   7.1 Adequate provision is made for the safe storage of teaching equipment and general stores.
NOTES

Section B: Premises

1. Secure tenure
   NEAS should be notified of the intention to relocate or modify the premises at least one month before the move or modification is effected.

3. Designated areas
   Additional study areas may include, but are not limited to:
   • computer room
   • library
   • resource centre
   • language laboratory
   • self-study area
Section C: Specialist Staff

Standard

The ELT centre employs specialist staff who are suitably qualified and provides them with ongoing professional development opportunities.

Criteria

1. Academic management

1.1 The ELT centre appoints a suitably qualified and experienced person responsible for the academic management of the ELT centre who is in the full-time employ of the ELT centre and holds the following minimum qualifications and experience:
   a. recognised degree or equivalent
   b. five years’ experience in managing and/or teaching on ELT programs
   c. TESOL qualification at postgraduate diploma level or above

1.2 The person responsible for the academic management of the ELT centre is committed to achieving the educational goals of the centre through the:
   a. development, implementation and review of the curriculum
   b. management of the educational resources
   c. provision of guidance to the teaching staff

1.3 At the time of taking up appointment, the person responsible for the academic management of the ELT centre receives in writing from the centre a signed statement containing the job description and the terms and conditions of employment.

1.4 The person responsible for the academic management of the ELT centre maintains an up-to-date knowledge of significant developments in TESOL theory and practice.

1.5 Where the person responsible for the academic management of the ELT centre is not on-site full-time, the ELT centre must have in place a staff member who:
   a. meets the criteria outlined in Section C: 1.1
   or
   b. has an appropriate balance of qualifications and experience to meet the needs of the ELT centre, which can be detailed through a rationale provided by the centre

2. Teachers

2.1 The ELT centre has a policy and procedures for the recruitment and management of ELT staff.

2.2 Teachers on English language programs are professionally trained and hold specialist TESOL qualifications as follows:
   a. degree or equivalent plus recognised TESOL qualification
   or
   b. degree or equivalent plus teaching qualification with TESOL method
   or
   c. degree in education or teaching with TESOL method

2.3 Each teacher, at the time of taking up appointment, receives in writing from the ELT centre a signed statement containing a job description and the terms and conditions of employment.

2.4 The ELT centre maintains a balance of TESOL experience among the teaching staff employed which allows for:
   a. mentoring and support of any newly qualified staff by more experienced staff
   b. suitable experience appropriate to programs and students being taught

2.5 The ELT centre has procedures in place for covering absent teaching staff.
3. Teacher professional development

3.1 The ELT centre facilitates the ongoing professional development of teaching staff, to ensure teachers are kept up-to-date with current theory, knowledge and practice in the field.

3.2 ELT teachers receive ongoing guidance and support from the person responsible for academic management on lesson planning and program design.

3.3 Newly qualified ELT staff are provided with mentoring and support during their first year of employment.

NOTES
Section C: Specialist staff

1. Academic management

The term Academic Manager designates the person NEAS holds responsible for the ELT centre’s academic program, regardless of title used by the ELT centre, for example, Director of Studies, Program Manager, etc.

1.1a A degree or equivalent is at least three years’ full-time (or its part-time equivalent) in length.

1.1b A degree in education or teaching with TESOL method fulfils TESOL qualification requirements for the purpose of this standard.

1.1c. A postgraduate qualification is one which generally has an undergraduate degree or equivalent as a prerequisite and is approved/awarded by a university, approved by government, or a recognised TESOL program such as the Cambridge Diploma of English Language Teaching to Adults (DELTA).

Patterns of qualifications other than those outlined above may also be acceptable.

When drawing up the contract or letter of employment for the person responsible for academic management, it is advisable to make explicit the arrangements relating to the ownership of any curriculum and/or instructional materials created or developed by the employee while in the employ of the ELT centre.

2. Teachers

The detailed information necessary for assessing qualifications and/or experience of applicant teachers can normally be found in program transcripts from universities and statements of service from previous employers.

2.1a. A policy and procedures for the recruitment and management of ELT staff includes, but is not limited to:
   a. verification of qualifications
   b. induction of ELT staff
   c. performance assessment of ELT staff
   d. ongoing guidance and support on academic matters
   e. mentoring and support of newly qualified ELT staff

2.1b. Effective induction of new staff may include, but is not limited to, information on:
   a. organisational structure, policies and procedures
   b. expectations of staff/code of practice
   c. curriculum/program delivery
   d. intellectual property/copyright information
   e. occupational health and safety
   f. NEAS accreditation
2.2a. A degree or equivalent is at least three years' full-time (or its part-time equivalent) in length. A TESOL qualification results from a program of study having at least the following characteristics:
   a. no less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning, TESOL teaching;
   b. a practical component including at least six hours' supervised and assessed practice teaching in TESOL; and
   c. approved/awarded by a university, approved by government, or a recognised TESOL program such as the Cambridge Certificate of English Language Teaching to Adults (CELTA).

2.2b. A teaching qualification with TESOL method includes a Graduate Diploma in Education (or similar) with TESOL.

2.2c. A degree in education or teaching with TESOL method includes a Bachelor of Education (or similar) with TESOL method.

Patterns of qualifications other than those outlined above may also be acceptable.

When drawing up contracts or letters of employment for teachers, it is advisable to make explicit the arrangements relating to the ownership of any curriculum and/or instructional materials created or developed by the employee while in the employ of the ELT centre.

3. **Teacher professional development**

3.1 Professional development may include, but is not limited to:
   a. regular seminars or workshops conducted in-house or in conjunction with another ELT centre, each one focusing on an area of interest, e.g. methodology, materials, activities, ideas and insights gained from professional reading
   b. assistance with attendance at relevant conferences
   c. encouragement to pursue further qualifications
   d. a library of up-to-date teacher references, including journals, readily accessible to teachers
Section D: Student Services

Standard
The ELT centre provides appropriate support services for students who are studying English.

Criteria

1. Information and orientation
   1.1 Students learning English are provided with a program of orientation to the ELT centre and information relating to the program the student has enrolled in.
   1.2 The ELT centre makes information relating to the ELT centre and its programs available to students for ongoing reference.

2. Student support
   2.1 The ELT centre has a nominated staff member as a first point of contact for student enquiries and referrals.
   2.2 Students are provided with advice on their academic progress and related further study.
   2.3 Support mechanisms are available for students experiencing difficulties with their study requirements.
   2.4 The ELT centre has a clear policy and procedures for student complaints and ensures that procedures for student complaints are made clearly available to students.

3. Student obligations
   3.1 The ELT centre has a policy and procedures for the monitoring of student attendance and academic progress, which are made clearly known to all staff and students.
   3.2 Students are clearly informed of all obligations they may have while at the ELT centre and the possible consequences of not meeting obligations.

NOTES
Section D: Student Services

1. Information and orientation
   A program of orientation to the ELT centre may include, but is not limited to:
   • obligations
   • facilities
   • complaints procedures
   Information relating to the centre may include, but is not limited to:
   • assistance with academic matters
   • periods when the ELT centre is closed
   • library arrangements
   • use of computers

3. Student obligations
   Obligations that are required to be met in order to satisfactorily complete a program of study may include, but are not limited to:
   • attendance
   • homework
   • projects to complete
   • academic progress
   • code of behaviour
Section E: English Language Programs and Assessment

Standard

The ELT centre's programs and assessment procedures are clearly documented, relevant, based on TESOL theory and practice and designed to meet the English language needs of students. Programs, assessment procedures and assessment tools are regularly reviewed.

Criteria

1. Program delivery
   1.1 All instruction is provided by teachers qualified in accordance with Criterion C2.2.
   1.2 The student:teacher ratio for classroom based instruction does not exceed 22 students per teacher per class.
   1.3 Teaching timetables reflect the needs of the program and place priority on the achievement of the students' educational goals.
   1.4 Where the ELT centre offers a program of study with evidence of direct articulation from the program into a tertiary institution, lecture-style classes may be held with class sizes in excess of 22 for:
      a. no more than twenty percent of the weekly scheduled timetable, and
      b. no more than two hours of the daily scheduled timetable.

2. Program design
   2.1 The ELT centre demonstrates that for each program there is a set of specific objectives based on the needs of the learners and described in terms of learner outcomes.
   2.2 The ELT centre has assessment instruments that reflect the specific objectives of the program.
   2.3 The ELT centre demonstrates that program content is clearly linked to program and lesson objectives.
   2.4 The ELT centre allows for an appropriate range of teaching methods and learning activities to be provided to address the learning styles of the students.
   2.5 The ELT centre ensures that the design of specific purpose programs is informed by appropriate research into the relevant content areas.

3. Program documentation
   3.1 The ELT centre maintains a syllabus for each program, which is documented in sufficient detail to guide teachers in planning teaching programs and is readily available to teaching staff.
   3.2 The ELT centre maintains up-to-date written records of what has been taught.

4. Assessment procedures
   4.1 The ELT centre has effective methods and procedures for assessment and for ensuring the reliability and validity of assessment instruments.

5. Pre-program assessment
   5.1 The ELT centre has procedures for assessing students' capacity to undertake a particular program and for placing students in relevant programs.
   5.2 The ELT centre has procedures for correcting any incorrect placement of students.

6. Formative assessment
   6.1 The ELT centre has effective methods, procedures and instruments for monitoring student progress.
   6.2 The ELT centre maintains records of each student's progress.
   6.3 The ELT centre keeps students informed of their assessed progress.
7. Summative assessment

7.1 The ELT centre issues a document to each student at program end that includes the following:
   a. the start and finish date of the program of study
   b. the duration of the program
   c. the level of the program
   d. the grades achieved
   e. a key to grades
   f. descriptors specific to level(s) and program(s)

8. Review

8.1 The ELT centre has policies and procedures in place for the review and modification of all programs and student assessment tools.

NOTES

Section E: English Language Programs and Assessment

1. Program delivery
   Programs should be classified under the following headings:
   • Program name
   • Program type (choose from)
     o English for General Purposes
     o English for Academic Purposes
     o English for Exam Preparation
     o English for Specific Purposes (e.g., Social Welfare, Nursing, Business)
     o English for High School
   • Proficiency level(s)
   • Duration (number of weeks)
   • Number of hours per week

2. Program design
   Specific purpose programs of study include English for Nursing, English for Business, etc. For example, the relevant content areas for English for Nursing would require research into the language needs appropriate to the health care profession.
   Provide the following details for each course:
   1. Curriculum structure
      1.1 Course rationale
      1.2 Articulation with other programs of study (if applicable)
   2. The Learners
      2.1 Entry pre-requisites for this course (if applicable)
      2.2 Profile of the target learners - their characteristics and assumed needs
      2.3 The way in which the course is designed to address the learner profile
3. Objectives

3.1 Course objectives, described in terms of learner outcomes

4. Curriculum Design

4.1 The predominant principle underlying the organisation of course content (e.g. task-based, theme topic-based, text/genre-based, grammar-based) and reasons for the choice

4.2 The main content areas

4.3 The macro skill balance

4.4 An explanation of the guidance the curriculum gives teachers in selecting and sequencing course content (i.e. a copy of the syllabus)

4.5 A list of the teaching-learning materials used for this course (include core texts if applicable)

4.6 A sample timetable (10 lessons approximately)

4.7 A sample teaching record showing details of what has been taught (10 lessons approximately)

5. Assessment (formative)

5.1 Methods, procedures and instruments for monitoring students’ progress which reflect course content

6. Assessment (summative)

6.1 Sample end-of-course award document, indicating grades or levels of achievement and including descriptors specifically written for this course

7. Specialist Staff

7.1 Details of qualifications and relevant experience required of teachers on this course

4. Assessment

Assessment at the pre-program stage may be made by interview, by self-assessment, by standard or non-standard test, or by requiring a certain period of prior English language study.

The ELT centre takes all reasonable steps to ensure that government bodies, project management groups or agents who may be engaged to conduct pre-program assessment on its behalf are adequately informed and equipped to competently carry out the task.

Assessment instruments and procedures for placing students in class after arrival may be developed in-house or acquired commercially.
## Section F: Educational Resources and Equipment

### Standard

| The ELT centre maintains educational resources which are available in adequate supply for the programs offered, are relevant to program objectives, encourage diversity in learning activities and teaching methodologies, are well organised and are regularly reviewed. The ELT centre maintains educational equipment in adequate supply and in good condition. |

### Criteria

#### 1. Educational resources

1.1 The ELT centre has educational resources that are maintained in adequate supply for the ELT programs offered and the number of students enrolled.

1.2 The educational resources must:
   - a. cover a range of media
   - b. be appropriate to the levels and types of programs offered
   - c. be regularly updated
   - d. be organised to facilitate access

1.3 The ELT centre makes available educational resources for independent learning which are sufficient in number, suitably organised and appropriate for this purpose.

#### 2. Teacher reference resources

2.1 The ELT centre maintains teacher reference resources that reflect contemporary knowledge of the theory and practice of TESOL.

#### 3. Educational Equipment

3.1 The ELT centre has a range of technical equipment in sufficient quantity to support its programs.

3.2 The equipment is maintained in good working order.

#### 4. Development and review

4.1 The ELT centre has procedures for the continuing development and review of educational resources.

4.2 The ELT centre has a policy and procedures for the continuing maintenance and review of educational equipment.

#### 5. Copyright

5.1 The ELT centre has a policy and procedures for the acquisition and use of educational resources in accordance with local copyright laws.

### NOTES

**Section F: Educational Resources**

2. **Teacher reference resources**
   - Teacher reference resources include, but are not limited to:
     - books
     - professional journals
     - websites

3. **Educational equipment**
   - Educational equipment includes, but is not limited to:
     - audio-visual equipment
     - computers and photocopying equipment
Section G: Promotion and Student Recruitment

Standard

Promotional material and activities accurately reflect the ELT centre and its programs, services, resources and facilities. Recruitment of students is conducted in an ethical and responsible manner, with information provided about the ELT centre and the programs offered being accurate and comprehensive, to enable prospective students to make an informed choice.

Criteria

1. Promotional material

1.1 Text and visuals used in promotional materials are an accurate reflection of:
   - the location of the ELT centre
   - ELT staff and their experience and qualifications
   - programs offered
   - any extra curricular activities offered
   - resources
   - facilities

1.2 All forms of the ELT centre's promotional material are unambiguous and consistent in stating:
   - program names
   - levels at which programs are offered
   - hours of tuition
   - program content
   - any English language level requirement for admission
   - any statements of direct access into other programs of study

1.3 The ELT centre's promotional material only claims its programs meet the entry requirements of or are accepted for equivalence by another provider if there is a written agreement between the ELT centre and the receiving provider.

1.4 The ELT centre has procedures in place for the regular review of all promotional material.

2. Pre-enrolment information

2.1 The ELT centre's pre-enrolment information clearly indicates if a program has a mandatory self study component that is required to be completed.

2.2 All program fees and charges are clearly and accurately stated in promotional materials and pre-enrolment information for students.

2.3 Pre-enrolment information clearly indicates other likely costs associated with the program of study.

2.4 The ELT centre ensures it has a refund policy and procedures in place which are made clearly available to all students prior to enrolment.

2.5 Any specific admission requirements in terms of English language proficiency, prior study, qualifications or experience are clearly indicated in pre-enrolment information.

2.6 The ELT centre issues each student with a document detailing the conditions of enrolment, which is signed by the student.
NOTES

Section G: Promotion and Student Recruitment

2. Pre-enrolment information

Other likely costs associated with the program of study may include, but are not limited to:

• compulsory text books
• materials fees
• test fees
• out-of-class activities
**Section H: Younger Students**

<table>
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<tr>
<th>Standard</th>
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<tr>
<td>Where minors are enrolled, the ELT centre has appropriate arrangements in place for the care of the students and their learning needs.</td>
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</tbody>
</table>

**Criteria**

1. **Care for students aged 12 or under**
   1.1 In relation to students aged 12 or under, the ELT centre has a timetable for formal supervision that covers all breaks during the centre's opening hours.
   1.2 The ratio of supervisors to students is no less than 1:15 on the ELT centre's premises.

2. **Care for minors**
   2.1 The ELT centre maintains an up-to-date list of the emergency contact details for all parents or suitable nominated relative(s).
   2.2 The complaints process includes procedures for dealing with alleged abuse and/or bullying and these procedures are communicated to staff, students and parent(s) or suitable nominated relative(s).
   2.3 The ELT centre takes protective measures to prevent access to inappropriate electronic material.

3. **Specialist staff**
   3.1 Where the ELT centre offers programs for younger students;
      a. all staff must sign a declaration stating that they are not unfit to be working with minors and are informed that criminal records may be called upon, and
      b. any relevant checks are carried out as required under local law.
   3.2 At least 50% of the instruction on programs for younger students is provided by TESOL teachers who are also trained teachers eligible for registration to teach in a primary or secondary system or who have completed a TESOL qualification specifically related to teaching younger students.

**NOTES**

**Section H: Younger Students**

A minor is a person who does not have the legal rights of an adult. A minor is usually defined as someone who has not yet reached the age of majority according to local regulations.

The ELT centre is expected to adhere to local regulations regarding the care of minors.