



NEAS QUALITY ASSURANCE FRAMEWORK



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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 ELT Centres in demonstrating quality in their programs and services
- Provide guidance to ELT Centres in their continuous improvement processes
- Promote recognition of quality ELT Centres

The **NEAS QA Framework** comprises seven **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
- F. Welfare of Students Aged Under 18 Years
- G. Strategy, Risk and Governance

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 ELT Centres in demonstrating quality. Quality Drivers express important aspects of quality, but should not be considered mandatory.

Some Quality Drivers may not be relevant to certain Centres. 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 Centres demonstrate quality practice in all seven Quality Areas, guided by the Quality Principles delineated in each – unless they do not accept students aged under 18, in which case Quality Area F would not be relevant.

Legislative and Regulatory Compliance

Essential to NEAS Quality Endorsement is compliance with legislative and regulatory requirements. NEAS Quality Endorsed Centres 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.

¹ Within this document, the term “Centre” is used to refer to all forms of ELT provider, including stand-alone English language schools, colleges and centres, as well as English language centres located within schools, VET providers, Higher Education providers and universities

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.

(See Note A1 for further details)

- 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

(See Note A2.1 for further details)

- 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.

(See Note C4 for further details)

- 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*(See Note D2.2 for further details)*
- 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 enables 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.
See Note F1.2 for further details.
- 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.

For further details see Notes on Care, Accommodation and Welfare.

- 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.

For further details see Notes on Care, Accommodation and Welfare.

- 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.

NOTES TO QUALITY PRINCIPLES

A1 Course design supports quality learning outcomes.

Course design checklist

1. Course information

- a) Name, reflecting course purpose
- b) Proponent and copyright holder
- c) Duration in study weeks
- d) Course fee and compulsory non-tuition fees

2. Rationale

- a) Course rationale, including reference to research conducted
- b) Relationship to and articulation with other courses (where applicable)

3. The students

- a) Entry prerequisites for this course (where applicable)
- b) Profile of the students - their characteristics and anticipated needs

4. Objectives

- a) Course objectives
- b) Learning outcomes

5. Curriculum design and content

- a) Modes and methods of delivery, and reasons for the choice of approach
- b) Detailed course syllabus, presented in a way that effectively guides teachers in lesson and assessment planning
- c) List of key text(s)
- d) List of supporting supplementary resources
- e) Weekly timetable showing scheduled class contact hours, associated study and breaks
- f) Detailed teaching record for two consecutive weeks (other than the first or last) incorporating all activities, resources and any assessment

6. Assessment

- a) Procedure for ensuring that agents who conduct assessments on behalf of the ELT Centre do so competently and reliably
- b) Procedure for placement of students in this course, and:
 - Assessment instrument(s) used for placement
 - Table showing correlation between assessment results and student placement
- c) Policy and procedure for monitoring student progress throughout the course and for assessing achievement of course objectives, and:
 - Sample assessment task with validation record
- d) Procedure for keeping students informed of their assessed progress throughout the course, and:
 - Copy of student progress record
- e) Document(s) issued to students at end of course or on exit

7. Review and evaluation

- a) Policy and procedure for the review and evaluation of this course, including assessment

8. Staff profile

- a) Teaching qualifications and experience required

9. Promotion

- a) Text of course promotional material and pre-enrolment information



NOTES TO QUALITY PRINCIPLES

A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.

In framing course objectives and developing learning outcomes, NEAS strongly recommends referring to a recognised language framework, such as the Common European Framework of Reference (CEFR), International Second Language Proficiency Rating Scale (ISLPR), ACTFL Proficiency Guidelines and the Canadian Language Benchmarks.

Further work in relation to the CEFR has resulted in the creation of the ALTE 'Can Do' Statements, "a set of performance related scales describing what learners can actually do in the foreign language", and the Pearson Global Scale of English, "a granular scale with related objectives, materials and assessments that ... align to the CEFR".

In developing course objectives and learning outcomes using a language framework, it is important to drill down into that framework and to select and/or adapt to address the needs and context of the students for whom the course is being designed.

NB: It is essential to check on any restrictions on the use of such frameworks.

A2.1 Teachers hold the following minimum qualifications:

- a recognised degree or equivalent
- a recognised TESOL qualification

Recognised qualifications

1. A degree or equivalent is at least three years full-time (or its part-time equivalent) in length.
2. A recognised TESOL qualification results from a program of study having at least the following characteristics:
 - No less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning, TESOL teaching
 - A practical component including at least six hours face to face practice teaching in TESOL supervised and assessed by a teacher who is qualified as per these requirements
 - Is a recognised qualification delivered by an education provider registered with government as being eligible to deliver nationally recognised qualifications
3. A recognised TESOL qualification includes
 - Teaching qualification with TESOL method
 - Degree in education or teaching with TESOL method

A2.2 Teachers are allocated to levels and courses based on their experience and training.

Specialist knowledge, training and/or experience may be relevant to ESP, EAP and high school preparation courses.

A3 Students are enrolled in courses and levels that reflect their language proficiency and learning goals.

See Note A1.3. NEAS strongly recommends referring to a recognised language framework in developing course learning outcomes. The same framework would then inform placement and proficiency testing.

² TESOL (Teaching English to Speakers of Other Languages) is taken to include TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language)

NOTES TO QUALITY PRINCIPLES

A4 Course delivery, assessment and teaching approaches optimise outcomes for students.

- a) Class sizes should be appropriate to the course and student profile:
 - The student : teacher ratio for classroom based instruction should support the achievement of learning outcomes through a balanced and appropriate blend of delivery modes, bearing in mind factors such as student needs, goals, age group, life experience.
 - Delivery modes might include 1:1, small group, tutorial and/or lecture style, as well as additional self-access.
- b) Students have access to formal documentation of:
 - Course objectives
 - Anticipated learning outcomes
 - Workload requirements
 - Standardised/comparable assessment rubrics
 - Regular progress reports
 - End-of-course documentation indicating achievement of learning outcomes

A6 Evaluation of courses is regular and rigorous.

See Note A1.3. Where course objectives and learning outcomes have been developed with reference to a recognised language framework, the course evaluation and review process should include consideration of how it has been interpreted in the course design.

B2 Students have the information and support needed to adjust to living and studying in this country.

Standard 6 of the National Code of Practice 2018 gives details of information and support which must be provided to students.

C4 The Centre has resources for each course to meet a range of student learning needs, styles and preferences.

Resources include:

- educational equipment
- books and other printed materials
- audio-visual materials
- software
- on-line resources

D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.

Clearly written and readily accessible policy and procedure documents are basic to ensuring consistency and accountability within an organisation. They also enable the organisation to adapt to meet legislative changes and new commercial environments.

Policies are concise statements of the principles underpinning the Centre's operations and may also be framed to meet legislative and regulatory requirements.

Procedures describe how each policy will be put into action. A procedure should identify:

- Person(s) responsible for implementing policy

- Sequential steps required
- Associated documents required (e.g. forms, templates)

Procedures need to be reviewed regularly, and particularly in response to changes in the external environment (e.g. legislation, changing markets) and the introduction of new processes (e.g. new technology).



NOTES TO QUALITY PRINCIPLES

D2.1 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

Recognised qualifications

1. A degree or equivalent is at least three years full-time (or its part-time equivalent) in length.
2. A degree in education or teaching with TESOL method fulfils TESOL qualification requirements.
3. A postgraduate qualification is one which generally has an undergraduate degree or equivalent as a prerequisite.

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

F1.3 Comprehensive and Centre specific information about living and studying in Australia.

Information about living and studying in Australia would include, but is not limited to the following. For details of information which must be provided to students, refer to the National Code of Practice 2018, Standard 6.

- Rules, regulations and expectations of the Centre
- Homestay/boarding conditions, expectations and responsibilities
- Climate and appropriate clothing
- Local hazards, e.g. beach safety, traffic
- Emergency services; 000 and emergency contact numbers
- Australian laws relating to under 18 year olds
- On arrival arrangements

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

The Centre's requirements and expectations for support of students may include extra-curricular and weekend activities.

F5.3 The ELT Centre's policies and procedures.

Policies and procedures documentation would include, but not be limited to:

- Bullying and cyberbullying
- Complaints and grievances
- Critical incidents and record management of same
- Excursion planning, organisation and supervision
- First aid and mental health awareness and management
- Privacy and confidentiality
- Students' rights and responsibilities
- Use of computers and access to online material

NOTES TO QUALITY PRINCIPLES

G1 The Centre has an effective system of strategic and business planning.

Strategic and business plans are signed off by the CEO and governing body.

G2 The Centre has an effective and transparent organisational structure and system of reporting.

- The Centre's governance framework documents the composition of the governing body and committees, their roles, responsibilities, frequency of meetings and quorum for each.
- Where the Centre's governance is the responsibility of a group such as a board, the chair and the majority of its members are independent of management.
- In a larger organisation, committees would usually be established to deal with areas such as compliance, risk, legal matters, health and safety, finance and audit. Where the size of an organisation does not support a committee structure, responsibility for such areas is clearly defined.
- The type and frequency of internal reporting and communications are clearly specified. While reporting periods differ according to need, all are at least annually.

G2.3 The organisation has documented reporting lines, with clearly identified responsibilities for all positions.

"Positions" may include governing body, management and staff (administrative, marketing and teaching).

G3 Robust financial systems are in place.

Effective accounting software is in use.

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.

- Except in the case of an owner operator, senior management do not sit on the finance committee.
- The committee should meet monthly.
- All members of the committee can read financial statements and it is desirable for the Centre's auditor to be invited to attend meetings of the committee.

G4 The Centre has a comprehensive and documented risk management program.

- The risk management policy is endorsed by the CEO and the governing body, and risk is a regular item on the agenda of governing body meetings.
- Risk appetite is identified to protect the Centre's established value and to identify and benefit from new opportunities.
- Established policy and processes guide the assessment of operational risk, e.g. through risk assessment templates and risk registers. Risk templates or matrices reflect the Centre's common risk vocabulary.

G5 An ethical framework supports the Centre's organisational culture.

- Fit and proper person declarations are provided annually by members of the governing body and executive.
- The Centre's code of conduct is endorsed by the CEO and governing body.
- There is a regular review and audit process covering all policies, with annual reporting against each.

G5.6 Awareness training in all areas of the Centre's ethical framework is provided annually to the Centre's management, staff and partners.

Awareness training includes on-line access, especially for training updates. On-line training can facilitate the recording of staff engagement.

G5.7 Policies are monitored and regularly updated, with feedback sought from relevant stakeholders.

Monitoring of the Centre's ethical framework includes seeking feedback from staff on management's implementation of policy.

G6 The Centre makes clear its commitment to Work Health and Safety.

Processes to ensure legal and regulatory compliance include regular workplace inspections and identified emergency contacts. Processes are developed in consultation with workers and designated Health and Safety representatives.

There is regular consideration of WHS (e.g. at governing body and management meetings) along with formal reviews at intervals relevant to specific risk levels.

G6.4 There are processes in place to keep WHS knowledge up to date throughout the Centre through provision of information, training and supervision.

Information and training include induction and mentoring for staff new to a position, and emergency evacuation practice.

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.

Where aggression and bullying may be an issue, workplace relationships are monitored.

G6.6 The effectiveness of WHS policy and procedures is regularly monitored.

Monitoring includes periodic review of systems of work, staffing levels, roles and responsibilities. Monitoring strategies include analysis of data, stakeholder feedback, input from staff representatives and/or WHS Committee.

NOTES ON CARE, ACCOMMODATION AND WELFARE

1 Homestay requirements

Homestay is defined as supported and supervised in-home accommodation offered for the purpose of housing international student(s).

1.1 Accommodation standards

- The student has sole use of a secure, private bedroom with:
 - storage space for clothes, personal effects and study materials
 - desk, chair and adequate lighting for study purposes
 - means of heating and/or cooling relevant to local climate
- Two students of the same sex may share a room at the parents' request but a student may not share a room with a member of the host family
- The home is clean and appropriately furnished and resourced for a family and students, including wifi access
- The student has access to a lockable shared or private bathroom and toilet
- The student has access to shared areas of the home including kitchen, living areas, laundry
- The student has a key (or password etc) to access the homestay
- The nominated homestay host is an Australian citizen or permanent resident aged 25 or older
- A minimum three meals per day are provided, including food being available for the student to make a light lunch and an after school snack (although students may elect to purchase lunch independently).
- The appropriateness of all forms of student accommodation is verified prior to accommodation being approved and then at least every six months.

1.2 Responsibilities of the Centre's homestay officer or homestay provider company

- Ensure that all adults with whom the student comes into regular contact in the accommodation have current child protection screening relevant to the jurisdiction.
- Visit the homestay prior to placement of students and then at least once a year to check that the environment is suitable and that the homestay complies with the accommodation standards above and requirements of the Centre.
- Require that host families have appropriate insurance policy cover for hosting students.
- Provide comprehensive initial and regular training (at least annually) for host families to ensure understanding of responsibilities and familiarity with best practice.
- Provide a 24-hour emergency number for all stakeholders and ensure that students have all the information they need in order to use this number in emergency situations or cases of abuse.
- Where the carer is not resident in the homestay, ensure that both parties are aware of their roles in relation to the student and have up to date contact details for each other.
- Maintain regular contact with host families, students and school staff as required.
- Ensure that the homestay is within reasonable travelling time from the Centre and that convenient transport is available.
- Ensure that no more than three students are placed in the same homestay and that a minor is not placed in a homestay with an adult student unless the latter has current child protection screening relevant to the jurisdiction.

- Inform the host family in advance of the student's arrival of placement dates, any special requirements or relevant medical details.
- Ensure that the homestay meets any special requirements of the student, e.g. dietary, religious, gender, pets.
- Publish clear information on homestay standards, requirements and procedures, including conditions and procedures for terminating homestay arrangements and transferring wstudents.
- Support host families with conflict resolution procedures to resolve issues that may arise.

1.3 Responsibilities of host family

- Provide a safe and friendly family environment in which the student is included in family activities.
- Support the student's language development through regular conversation, in English.
- Support the student to complete homework in a timely manner.
- Provide the student with an orientation to the home, including:
 - Security and safety within the home
 - Use of appliances and facilities
 - Family rules including household tasks and the use of shared facilities
 - Meal times, and weekday and weekend curfew times
 - Visitors
- Provide the student with an orientation to the local area including public transport, shops, banks, recreation areas, any local hazards.
- Ensure the student is aware of 000 and 24-hour emergency numbers, and Australian laws relating to under 18 year olds.
- Ensure the student is appropriately supervised at all times outside of school hours, including social activities.
- Obtain written and/or secure digital permission from the parent, guardian or carer for the student to be absent from the residence, e.g. sleepover with classmate, holiday with host family.
- Refuse permission for the student to ride in cars driven by provisional licence holders (i.e. P plates) unless prior written approval is provided by their parent.
- Assist the student in making and attending appointments with medical, dental and other service providers.
- Attend meetings and interviews with Centre staff and with homestay coordinator as required.
- Notify the Centre at the beginning of the day if the student is to be absent.
- Notify the Centre immediately if the student indicates an intention to move or does not comply with supervision requirements, or if there are any concerns regarding the student's health, welfare or progress.
- Ensure that the homestay coordinator, Centre and student's family have up to date host family contact details at all times.
- Notify the homestay coordinator at least four weeks beforehand (or as soon as possible in case of emergency) of any changes which might impact on the student's placement including but not limited to:
 - proposed change of address
 - changes to the residence which prevent the host meeting the accommodation standards listed above

- changes to the household occupants of the homestay residence
- temporary inability to provide accommodation or suitable supervision, e.g. holidays, emergency

2. Guardians and carers

Guardian refers to the legal guardian of, or the person holding a guardian visa in relation to, a student aged under 18.

A **carer** is defined as an adult who undertakes responsibility for the welfare of an international student aged under 18.

A carer:

- Is an Australian Citizen or permanent resident aged 25 or older.
- Has current child protection screening relevant to the jurisdiction.
- Contracts with the Centre to provide support for the student and supervise the student's welfare for the nominated period of the student's course of study.
- Ideally, is also the accommodation provider with whom the student resides.

Responsibilities of the guardian or carer

- Provide care and support for the students and assist the students to settle into life and study in the Centre.
- Maintain close contact with the student, the Centre and, if not residing with the student, with the accommodation provider.
- Ensure that the homestay coordinator, Centre and student's family have up to date contact details at all times.
- Notify the Centre at least four weeks beforehand (or as soon as possible in case of emergency) if s/he wishes to travel to another location, so that alternative appropriate arrangements can be made for the welfare of the student during the period of absence.

3. Related documents

Documents relating to the welfare of students aged under 18 will be reviewed in connection with the Annual Return of information. At the Quality Review visit, evidence will be sought that relevant documents have been issued and/or utilised.

3.1 Pre-arrival

- Information provided to education agents making clear:
 - The legal requirements, contractual obligations and service expectations regarding the transport of minors
 - Support which agents are required to provide for students and parents
- Contract with provider of airport meeting service if this is outsourced
- Information about living and studying in Australia, which is provided to students, agents, parents and guardians/carers

3.2 Accommodation

- Contract with homestay provider company or with individual host family
- Contract with carer
- Policy, procedures and related documents for ensuring that accommodation providers are aware of:
 - Legal obligations in relation to the care of minors

- The Centre's requirements and expectations for support of students
- Policy and procedures for the review of homestay arrangements and/or airport meeting service

3.3 Care of student

- Contract with carer setting out legislative and contractual obligations
- Policy and procedures for regular communication with parents and carers regarding the student's progress and welfare
- When releasing a student, or accepting a student from another provider, negotiated and documented arrangements are in place to ensure there is no gap in welfare.

3.4 Safety and Security

Policy and procedures ensure the safety and wellbeing of students, including:

- Child protection screening of staff
- Training of staff in relation to mandatory reporting requirements and legislation relating to the care of minors
- Supervision of students and visitors
- Organisation and conduct of excursions including student(s) under the age of 18
- Attendance monitoring
- Bullying and cyberbullying
- Complaints and grievances
- Critical incidents and record management of same
- First aid and mental health awareness and management
- Privacy and confidentiality
- Students' rights and responsibilities
- Use of computers and access to online material

NOTES

WHY NEAS?

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PROVIDER OF ELT
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