



Annual Report

2014 - 2015

QUALITY ASSURANCE
IN ENGLISH LANGUAGE
TEACHING



NEAS ANNUAL REPORT 2014-2015

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MESSAGE FROM THE CHAIR AND CHIEF EXECUTIVE

NEAS' 25th year marked a turning point in our strategy and operations, with the organisation consolidating its transition from regulator to Quality Endorser.

The year also confirmed that NEAS' future direction and ongoing contribution to the English language teaching sector would be based on NEAS' unique *stakeholder driven feedback QA model*, with a range of support strategies designed to enhance the reputation of Australia's and South-East Asia's quality ELT providers.

The stakeholder driven feedback QA model is essential to NEAS' core business and is defined by a process that involves:

- i. Engaging teachers, students, admin and marketing staff members in determining quality endorsement and;
- ii. Using a range of anonymous and focus group feedback channels to test and validate stakeholder views and;
- iii. Defining quality by confirming alumni outcomes and the capability of centre operations in context.

With over 54% of the NEAS membership having been through the Quality Assurance process by 30 June 2015, Australia's and South-East Asia's quality ELT providers can proudly proclaim their transparent commitment to providing a quality product and service to their stakeholders.

When rolling out the new model, NEAS recognised that to encourage and support ELT providers who chose the road to transparency in QA, a range of support strategies needed to be provided.

These strategies needed to deliver regulatory, pedagogical and commercial value, with short and long term effects approximating elements of government recognition and brand equity, with research & development outputs.

NEAS' key support strategies that provide value to ELT centres that engage with the Quality Endorsement process therefore include:

- **Government recognition of *NEAS' Stakeholder Driven Feedback Model*, which reduces "red-tape" and supports a range of risk recognition and reduction indicators as assessed by ASQA and TEQSA**

ASQA and NEAS have established a protocol whereby the status of an ELT centre's NEAS membership and quality assurance standing translates to a risk profile that is categorised against a Traffic Light system of risk management. This system has received support from ASQA, and has resulted in many ELT centres applying for recognition through NEAS as a result.

A further development included a re-contracting of NEAS to conduct ELICOS audits on behalf of ASQA for vocational and stand-alone ELT providers, until June 2016.

TEQSA has similarly engaged in a protocol with NEAS, whereby documentation required by both parties may be accepted and recognised via a single submission. This reduces redundant duplication and onerous red-tape for the provider, whilst creating a collaborative relationship between NEAS and TEQSA.

The Queensland Department of Education also recognised NEAS' ongoing contribution to the ELT sector amongst high schools, by including in legislation the requirement for NEAS recognition of state-based high school providers' ELT courses.

NEAS continues to work with the NSW Board of Studies to conduct Quality Assurance assessments on independent NSW schools with ELICOS students.

- **Formation of the NEAS Advisory Council to provide Quality Endorsed members with representation**

The inaugural meeting of the NEAS Advisory Council was held in November 2014, and was constituted by a membership of 10 leading ELICOS providers, from the University, TAFE, Higher Education, Vocational and High School sectors.

Chaired by industry doyenne Ms Christine Bundesen AM, a major objective of the Advisory Council was to ensure that NEAS sought advice from members on matters related to sector interest and strategic direction. In so doing, NEAS has become "closer" to its membership, and is far more able to identify opportunities to add relevant value to the sector.

The Advisory Council makes recommendations to the NEAS Board on its considerations.

- **Representation to Government**

NEAS continues to represent and lobby on behalf of NEAS Quality Endorsed providers, with regular meetings in Canberra with key public servants, Ministers and their senior policy advisors. Topics for

discussion via these engagements over the previous 12 months have been related to;

- i. Quality in English testing and assessment
- ii. Adult Migrant English Program
- iii. Incorporating Quality Assurance in regulation
- iv. Supporting quality in “Brand Australia”
- v. Influencing government policy in international education

NEAS enjoys a non-aligned relationship with government policy makers, senior bureaucrats and stakeholders, and is free to maintain a focus on quality AMEP and ELT providers in both the ESL and EFL sectors respectively.

- **Complimentary professional development programmes for staff of NEAS Quality Endorsed centres via the NEAS Quality Learning Series**

Quality Assurance is not a destination, but rather an ongoing and iterative journey that requires constant monitoring and review of an organisation’s capacity to satisfy and delight its stakeholders.

In order to meet the challenges of ongoing market demands, professional development of frontline staff members in the sector has progressed from being a “nice to have” to a “must have” in a little over 12 months.

The NEAS Quality Learning Series has delivered over 40 sessions of professional development to the sector in 2015, with representation in most capital cities and a number of regional centres.

Topics covered include support for improved teaching skills, curriculum and assessment development. NEAS has also driven increased professionalisation of management, leadership, assessment validation and moderation through this information channel.

Around 800 ELT professionals have registered for and attended NEAS Quality Learning Series workshops, which continue to be provided free of charge to the staff of NEAS members. The coming year will see an expansion of this programme, with speakers being recruited from beyond the NEAS team and including testing organisations, technology providers and other representatives that add value and interest to the sector.

- **Sharing the successful efforts of Quality Assured ELT centres through a range of marketing channels**

NEAS recognises that to undergo the stakeholder-driven feedback model of quality assurance is a challenging and confronting exercise. It follows that NEAS should support providers that achieve Quality Endorsement, by sharing the success widely, and with stakeholders that influence the ongoing success of our centres.

ELICOS providers in Australia are experiencing strong growth, with the NEAS brand and quality endorsement now being actively sought by agents looking to refer students. NEAS’ research shows quality agents prefer quality providers, and that they also see a continued investment in quality as being a tried and true method of overcoming commoditisation. This brand awareness of quality amongst agents has been achieved via a number of communication strategies including;

- i. Electronic Media

NEAS’ marketing strategy has matured in 2015, with our dedicated electronic marketing platform sharing 5,000 newsletters globally each week. Recipients include agents, teachers, managers, marketing professionals, government agencies, regulators and peak bodies. Average readership rates for these missives range from 20% to 25%, confirming a strong interest from the sector in the activities and efforts of NEAS’ membership.

The *NEAS News* exists to keep members and interested stakeholders informed of the efforts being made by the sector to self-regulate quality and achieve positive outcomes for learners. NEAS has also embraced social media as NEAS News’ complementary channel, with the engagement of qualified staff to manage the Facebook and Twitter strategies.

- ii. Print Media

NEAS has actively engaged with mainstream industry-specific print media, using combinations of press releases, advertorial and advertising to broaden the reach of the NEAS Quality Marks, with the objective of increasing brand equity on behalf of members.

- iii. Agent Fairs and Workshops

Our face-to-face marketing efforts have also developed, with NEAS now a regular at a number of annual agent workshops and fairs. In the 2015 financial year, NEAS was actively involved in the ALPHE UK and ANZA workshops, meeting with agents and informing them of the diverse range of quality English language teaching providers in Australia.

These fora provide a concentrated opportunity to share the value of the NEAS brand, as a means of underpinning a value proposition and price point for

our Quality Endorsed providers. The coming year will see NEAS sharing the quality message on the “Team Australia” stand at ICEF Berlin, in collaboration with ACPET, English Australia and Austrade.

- **NEAS hosted events which build quality brand awareness and enhance provider recognition to key stakeholders**

NEAS continues to build the quality brand locally and internationally, through events that it hosts for the benefit of members, their staff and other key stakeholders. Major events hosted and delivered by NEAS during the 2015 financial year were the ELL Forums, NEAS ELT Management Conference and the QALEN Symposium.

i. NEAS ELT Management Conference

This year’s conference enjoyed an attendance level that hasn’t been seen for some time. With over 260 registered attendees and 20 paying sponsors, this year’s conference was held on Sydney Harbour at Doltone House. The 2015 NEAS Conference was opened by the Minister for Education and Training the Hon. Simon Birmingham MP.

[Around 800 ELT professionals have registered for and attended NEAS Quality Learning Series workshops, which continue to be provided free of charge to the staff of NEAS members.](#)

ii. English Language Learning Forums

The English Language Learning Forums (ELL) held in late 2014 saw attendance from EFL and ESL providers, with a common interest in developments around the improvement of quality and standardisation of learning and assessment pedagogy for English language learners.

Attendance includes representatives from vocational and other English language industry association bodies, government departments and regulators, AMEP, vocational and ELICOS providers as well as Industry Skills Council spokespeople and senior executives. Outputs included recommendations for how quality English language teaching could be applied to learners of mainstream training packages and then applied to Industry.

iii. QALEN Symposium 2014

NEAS has been at the forefront of the formation of a global syndicate of Quality Assurance agencies, with the common theme of recognising each

other’s principles and processes under a formal memorandum of understanding.

The Quality Assurance in Language Education Network was formed at the September 2014 Quality Symposium held in Sydney. The outcome has been an agreement of collaboration and cooperation with agencies from Australia, the United Kingdom, New Zealand, Malta, Canada and the United States. The benefit to local and global members of NEAS includes an element of mutual recognition allowing for cross jurisdictional application of quality assurance principles and processes and greater brand recognition amongst international agents.

The QALEN membership, its associated ELT centres and guiding principles of quality, have been presented at ALPHE UK and ICEF Berlin to combined agent networks as part of NEAS’ strategy to reduce the effects of commoditisation of the sector.

- **Cross-sectoral engagement which creates hybrid vigour and opportunities for growth and improvement in both ESL and EFL**

On other projects, NEAS’ AMEP Quality Assurance contract with the Department of Immigration and Border Protection transitioned from the Department of Industry to the Department of Education and Training in one of the many “Machinery of Government” changes which took place this year.

This Department has now proven to be an ideal landing pad for one of Australia’s most respected funded social and language education programmes.

June 2015 marked the end of the first year of a three year contract for NEAS’ role in undertaking monitoring on behalf of Industry for the AMEP.

[NEAS has been at the forefront of the formation of a global syndicate of Quality Assurance agencies, with the common theme of recognising each other’s principles and processes under a formal memorandum of understanding](#)

In the 2015 financial year, NEAS have undertaken Quality Assurance assessments on AMEP providers in some of Australia’s most remote regions, confirming yet again that newcomers continue their diaspora once they arrive on these shores!

NEAS is pleased to have participated in a review of the AMEP, and to have been found by fellow stakeholders to be a “*positive contribution to the enhancement of quality in the AMEP*”.

Other NEAS successes with AMEP in 2015 include ongoing maintenance of the Assessment Task Bank, including the re-recording and redrafting of a range of assessments by the National Working Group under the supervision of Margaret Kinvig.

CONCLUDING REMARKS

In conclusion, NEAS continues to enjoy the support of many industry associations including IEAA, UECA, TAFE Directors Australia, ACPET and English Australia.

We again send them our thanks for their ongoing support of quality assurance in the English language teaching sector.

We would also like to extend our thanks to the Commonwealth Department of Education and Training, for their active involvement and engaged participation in Quality Assurance within the AMEP and ATB programmes.

NEAS is governed by a motivated and effective Board of Directors, who have demonstrated their ongoing commitment to NEAS, and who are supported by the NEAS Advisory Council.

Joining the Board in 2015, Sarah Lance was welcomed to NEAS as an appointed Independent Director with a wealth of experience from the not-for-profit sector. It is also pleasing to note a positive margin was posted for 2015 under the financials, and that our liquidity remains as strong as ever!

The Board and Management of NEAS would like to extend their thanks to the NEAS team, for ensuring that the strategic plan is being successfully implemented.

The 2015 financial year commenced with a restructure at NEAS, whereby the team were redeployed to new roles that would support the organisation's new direction.

It has been a challenging year, of the results of which the team can be justifiably proud.

Finally but most of all, we thank our dedicated quality providers for their continuing support of NEAS' role in assuring quality in international education, and for engaging with us to advise on matters associated with improvements to processes and developments of interest.

As NEAS concludes its 25th year in operation, the combined fortunes of NEAS and the English language teaching sector are looking favourable, and we look forward to sharing the next quarter century with a strong industry and a positive outlook.



A handwritten signature in black ink that reads "Denise Taylor".

A handwritten signature in black ink that reads "Mark Raven".

Denise Taylor
Chair

Mark Raven
Chief Executive

PEOPLE AT NEAS

BOARD OF DIRECTORS



Ms Denise Taylor

Chair
appointed June 2012,
Director
appointed February
2012

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



Mr Larry Davies

Director
appointed November
2012

BCom, MCom
Consultant, Windmill
Tilter Consultancy



Mr Seamus Fagan

Director
appointed February 2012

BA, Higher Dip Ed, MA
Director, University of
Newcastle Language
Centre



Ms Heidi Reid

Director
appointed November
2013

BA, Grad Dip Ed, MA
TESOL

Principal, Australian
International College of
English



Mr Adam Kilburn

Director
appointed July 2014

BA, Grad Dip TESOL, MA,
MBA, GAICD

General Manager, College
House Group Australia



Ms Sarah Lance

Director
appointed May 2015

BEd, MBA, GAICD

Director, LikeMinds
Consulting

EXECUTIVE STAFF



Mr Mark Raven

Chief Executive



Ms Ana Bratkovic

General Manager



Ms Marion Bagot

Special Projects Coordinator



Ms Margaret Kinvig

Government Liaison
Coordinator



Ms Lauren O'Hern

Quality Assessor



Ms Diane Price

Quality Assessor



Ms Erika Layton

Book Keeper



Ms Cindy Tsai

Marketing and
Administration Officer

HIGHLIGHTS AND ACHIEVEMENTS

1. NEAS QUALITY ASSURANCE

FRAMEWORK WITH ACTIVITY SUMMARY

NEAS Quality Endorsement relies on a stakeholder-driven feedback model based on inputs from students, teachers, administrative and marketing staff. Inputs comprise anonymous surveys, focus groups and meetings grounded in the Quality Assurance Framework. The Framework comprises the key areas:

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

The Quality Endorsement model was officially introduced to members at the 2014 NEAS ELT Management Conference. By June 30 2015, 93 Quality Review Visits were conducted by NEAS staff throughout Australia. Over 11,000 students and 2000 staff members completed the anonymous surveys and 2000 stakeholders participated in the focus groups resulting in 91 centres attaining NEAS Quality Endorsement. Quality Review Visits to members are scheduled every two years. NEAS supports the maintenance of Quality Endorsement through its annual desk review, workshops delivered through the Quality Learning Series and the annual Conference, frequent updates through NEAS News and supporting resources on the NEAS website.

Members can access the Quality Assurance Framework and supporting documents such as *The Plain Guide* on the NEAS website.

As at 30 June 2015

NEAS centres Australia	173
QRVs in Australia	93 (54 %)
NEAS centres International	25
QRVs International	3

2. ADULT MIGRANT ENGLISH PROGRAM (AMEP)

NEAS undertook quality monitoring of AMEP providers throughout 2014-2015, with a total of 74 delivery locations across 27 contract regions assessed. Assessments highlighted quality service delivery across all states and territories, with all providers focused on meeting client needs efficiently and effectively.

NEAS also continued to liaise closely with the Department of Industry and the Department of Education and Training following the machinery of government changes resulting from the 2013 federal election. NEAS representatives met with the Department on four occasions throughout the reporting period to discuss NEAS's role in ELT quality assurance, developments in the Assessment Task Bank (ATB) and future possibilities for the AMEP.

NEAS continued its management of the ATB, which at 30 June 2015 had 2651 authorised users. NEAS facilitated the National Working Group, representing all providers nationally, to review ATB tasks and engage in professional development. NEAS uploaded 23 newly validated tasks to the ATB web portal – a total of 469 tasks across all CSWE levels comprised the ATB at 30 June 2015. A project has commenced to collect tasks that assess learning outcomes for which there are currently no associated tasks. It is expected that this will significantly increase the utility of the ATB for all users.



A series of forums to support AMEP teachers has been launched and these have been designed in such a way as to also address concerns teachers may have with the ATB, specific tasks, or broader assessment issues. It is anticipated that this can

grow to be a valuable resource to support teachers in their assessment activities.

3. QUALITY LEARNING SERIES SUMMARY REPORT

The NEAS Quality Learning Series (QLS) initiative was launched in 2014 as a professional development opportunity for NEAS member centres. QLS sessions are planned to reflect issues that arise out of NEAS quality assurance processes, including the Annual Return of information and Quality Review visits, as well as suggestions from NEAS members.

QLS sessions from July to December 2014 included:

- Building a Quality Culture: Rolling out NEAS Quality Assurance
- Curriculum Development and Review
- Assessment Validation and Moderation
- Preparing for Your CRICOS Audit
- Assessment for Learning (pilot)

A total of 18 QLS sessions were offered during this period, in Brisbane, Sydney, Melbourne, Adelaide and Cairns, several sessions having been run in Perth earlier in the year. Sessions had originally been limited to 12 participants, but as demand grew, limits were increased. Feedback from participants was encouraging, with positive responses running at 71-85% and negatives at 0-9%.

Feedback from the 2014 QLS series informed the 2015 program, with specific requests for further sessions on curriculum and validation, areas where demand had also been identified in the course of Quality Review visits.

The 2015 QLS series commenced in February, with 23 sessions delivered between then and the end of June. While the majority of sessions were delivered by NEAS personnel, the program also included sessions courtesy of IELTS and ETS TOEFL. Sessions delivered during the period included:

- Quality Assurance in the ELT Value Chain
- Writing Learning Outcomes
- Practical Assessment Validation
- Technology in the Classroom
- Assessment for Learning (ETS TOEFL)
- Tools for IELTS Test Preparation (IELTS)

As a result of increasing interest in the QLS, the Gold Coast was added to the program, session limits were

increased, and repeat sessions were organised in Sydney and Melbourne.

Survey responses indicated that sessions overwhelmingly attracted teachers (over half) and academic managers (40%). Positive responses ranged from 89% to 93%, with negatives at 2-9%. Comments indicate that participants particularly value the practical activities and application of ideas provided by QLS sessions, as well as the opportunity for professional discussion with colleagues.

As there is no charge to NEAS members for any of these sessions, it would not have been possible to run them without the generosity of member centres who agreed to host them. Our thanks go to AA Poly, Access Language Centre, AICE, Bradford College, Cairns College of English, CIT, CQU, English College of Adelaide, Fusion English, International House Sydney, ILSC, Kaplan, MIT Sydney, SCU College, SITEC, TAFE Qld English College, Think, Universal English and UWA-CELT.

4. GOVERNMENT RELATIONS (ASQA, TEQSA, BOARD OF STUDIES)

ASQA REPORT - To reduce the burden of compliance for English Language Intensive Courses for Overseas Students (ELICOS) providers, the Australian Skills Quality Authority (ASQA) and the National ELT Accreditation Scheme (NEAS) have agreed upon strategies for NEAS Quality Endorsement to support ASQA's provider registration and course accreditation processes.

ASQA acknowledges that NEAS Quality Endorsement is a desirable outcome for ELICOS providers, and beneficial to their students. NEAS is working with ASQA to reduce red tape for ASQA-regulated ELICOS and ELT providers. NEAS will be assigning a colour coding to each provider registered to deliver ELICOS on CRICOS that directly supports the provider's contribution and investment in external Quality Assurance.

A provider's NEAS colour code will contribute to the range of data ASQA considers in its risk profile of providers. This profile informs ASQA's decisions about what level of regulatory scrutiny or specific action should be applied to mitigate potential Education Services for Overseas Students Act 2000 (ESOS Act) risk exposures with respect to ELICOS delivery. A simple colour-coding system will be used to support those providers who are investing in Quality Assurance:

- **GREEN:** A provider who has been approved as 'NEAS Quality Endorsed' will be highlighted as a successfully quality endorsed ELICOS provider, and will be categorised as *Green* to external stakeholders.
- **YELLOW:** Providers who have scheduled their NEAS Quality Assurance process but are yet to be endorsed, or providers who have areas of improvement pending approval to Quality Endorsement, will be highlighted as being actively engaged in continuous improvement and *Orange* to external stakeholders.
- **RED:** Providers who have been refused or are unable to qualify for NEAS Quality Endorsement
- **UNASSIGNED:** Providers who are not participating in the NEAS Quality Assurance process, will be coded as UNASSIGNED. This is not a reflection on the provider's quality position, but indicates that NEAS has no independent data to support an externally validated quality assurance claim on their behalf.

This approach will reward ELICOS providers who are demonstrably investing in Quality Assurance by informing ASQA and the broader community of their ongoing commitment.

TEQSA REPORT - TEQSA and NEAS have identified those areas where common evidence may be required for both TEQSA registration and accreditation processes and the NEAS Quality Endorsement process.

Where evidence asked for is common to both processes, providers are able to submit documentation prepared for either organisation, noting that additional evidence may be required by TEQSA to address requirements of the ESOS Act and the National Code.

TEQSA welcomes the opportunity to work with quality assurance stakeholders, such as NEAS, and recognises the role that NEAS can play with ELICOS providers as a quality assurance organisation.

TEQSA has regulatory responsibility for English Language Intensive Courses for Overseas Students (ELICOS) delivered by a registered higher education provider or by a provider seeking to provide ELICOS under an entry arrangement with at least one registered higher education provider.

A full list of the documents that can be used for both TEQSA and NEAS purposes (as well as the mapping between them) has been identified on the NEAS website.

This list identifies common evidence that providers can submit for both TEQSA registration and accreditation processes and the NEAS Quality Endorsement process.

It is not an exhaustive list of the documentation that is required by either organisation. Providers should confirm additional evidence requirements with their TEQSA Case Manager or NEAS Quality Assessor, as appropriate, before submission of their application.

STATE BOARDS OF STUDY REPORT - In Queensland, for registration of a course that is an English Language Intensive Course for Overseas Students (ELICOS), the course must be accredited, endorsed or otherwise recognised by the National ELT Accreditation Scheme Limited.

The NSW Board of Studies continues to contract NEAS to undertake ELICOS assessments at schools where ELICOS students are enrolled.

5. NEAS INTERNATIONAL

As of 30th June, 2015 there are 25 international member centres in four countries, with an application for an additional centre from ACE Cambodia in the process of being finalised.

Country and centre distribution are as follows:

Country	Number of Centres
Vietnam	17
Cambodia	3
Indonesia	3
Singapore	1
UAE	1

The stakeholder-driven Quality Endorsement process for international centres was launched at ACE Cambodia in 2015, with each of the three existing campuses in Phnom Penh and Siem Reap and the new Phnom Penh campus participating in quality review visits. Quality Endorsement for all four ACE centres is due to be finalised by the end of September 2015.

All other international centres will undergo Quality Endorsement in 2016, with a target completion date set at the end of FY2016.

A Memorandum of Understanding with Vietnam's General Department of Educational Testing and Accreditation (GDETA) is currently in the process of being finalised, and will assist in relationship-building with existing Vietnamese providers, potentially resulting in additional NEAS members. It is anticipated that the MoU will be signed by October 2015.

6. NEAS ELT MANAGEMENT CONFERENCE

Over 200 delegates participated in the 2015 NEAS Management Conference held at Doltone House on Sydney's sparkling harbour. Delegates enjoyed two days of professional development workshops and seminars, networking events and the opportunity to share experiences and insights with a range of stakeholders.

Senator, The Hon. Simon Birmingham, Assistant Minister for Education and Training opened the conference and pledged support for continued positive reforms to the education and training industry.



NEAS's Silver Jubilee year was marked by a colourful retrospective of Australia's ELT sector by Christine Bundesen AM, and a celebratory birthday song performed eloquently by the Doltone House staff. A stunning and delicious birthday cake was ceremoniously cut by Christine, Denise Taylor, NEAS

Chair and Jennie Lynch, IDP/IELTS and enjoyed by all delegates at the welcome drinks.

Plenary and concurrent session speakers presented sector updates, and challenges and solutions to a diverse range of issues from Market Disruption to technical innovation to Corporate Social Responsibility. It was pleasing to see so much support from the delegates for the Nepal earthquake appeal.

Dinner was held against the backdrop of the shimmering lights from the harbour with delegates in stitches as Tommy Dean recounted his challenges in learning about the norms associated with the Aussie way of life, language and cricket.

7. CAMTESOL 2015 CONFERENCE

The conference theme, "English: Building Skills for Regional Cooperation and Mobility", emphasises the critical importance of English in the context of the ASEAN Community, which came into effect this year and "creates opportunities for English speakers in the fields of economics, politics and culture, and reflects the growing importance, popularity and proficiency of English in the region."

The CamTESOL Conference is the premier English language education event in the ASEAN region. The 11th Annual CamTESOL Conference was held at the Institute of Technology Cambodia (ITC) on 28 February to 1 March 2015, with the theme *English: Building Skills for Regional Cooperation and Mobility*.

The conference was opened by H. E. Minister Hang Chuon Naron of the Ministry of Education, Youth and Sport (MoEYS), H.E. Alison Borrows, Australian Ambassador to the Kingdom of Cambodia, and Ms Julie Chung, Deputy Chief of Mission of the US Embassy to Kingdom of Cambodia. Registration for the conference totalled 1,721, among whom 680 participants came from around 33 countries specifically for the event. There were 427 provincial teachers at the conference sponsored by various individual and institutional donors.

The conference presented over 400 papers and workshops as well as poster presentations. The three plenary speakers were Dr Willy A Renandya, Mr Dieter Bruhn and Dr Anne Burns.



NEAS once again sponsored and facilitated the CamTESOL Regional ELT Quality Assurance Forum, which was held at the Cambodiana Hotel on the afternoon of Friday 27 February. It was attended by 55 participants from 12 countries. Most of the attendees were managers and leaders in the ELT field from Southeast and East Asia. This forum provides a platform for regional managers and leaders to learn and share best practices in ELT management, with a selection of practical breakout sessions included for the first time this year. The forum is also an opportunity for professional networking.

In 2015, NEAS sponsored local Cambodian teachers to enable them to attend the conference. The NEAS representative delivered two conference papers, as well as conducting Quality Review visits at three NEAS accredited centres, and also made contact with ELT centres expressing an interest in NEAS quality assurance.

NEAS' ongoing attendance at and support of the CamTESOL Conference serves to raise NEAS' profile internationally, and particularly in the South-East Asian region where many participants are located. The event provides opportunities for NEAS to showcase its quality assurance work and Australian education.

8. OTHER CONFERENCES (ALPHE, ACPET, EA, IEAA) – FY 2015

The 2015 financial year saw NEAS representing our Quality Endorsed members at a range of conferences and events around Australia. Our presentations included:

- ACPET (Perth) 2014
"Providing What Your Market Needs - Quality Assurance That's Fit for Purpose" by NEAS Board Member Bianca Panizza

- GAELA (London) 2014
"Quality Assurance Developments in Australia" by NEAS Chief Executive Mark Raven

- AIEC (Brisbane) 2014
"What Makes You Famous - from Compliance to Quality" by NEAS Chief Executive Mark Raven

- English Australia (Melbourne) 2014
"Walking the Quality Assessment Path" by NEAS General Manager Ana Bratkovic and NEAS Quality Assessor Marion Bagot

- CAMTESOL Conference 2015 Cambodia
"Assessment in text books: Adapting tasks to suit the needs of your students" and *"Low cost tips for improving quality in your ELT centre"* by NEAS Quality Assessor Marion Bagot

- NSW ITAB (Sydney) 2015
"Quality Assurance in International Education" by NEAS Chief Executive Mark Raven

- UECA (Sydney) 2014
"Building a Quality Culture" by NEAS Chief Executive Mark Raven

- UECA (Adelaide) 2014
"Can Quality be the Same Everywhere?" by NEAS General Manager Ana Bratkovic

- TAFE Directors (Sydney) 2015
"Presentation to Chinese delegation of TAFE partnership Chinese ELT providers" by NEAS Chief Executive Mark Raven

- AMEP (Canberra) 2015
"Launching the online NEAS forums" by Government Relations Coordinator Margaret Kinvig

NEAS was represented at and supported CISA at their Adelaide Conference in June 2014 and Melbourne 2015.