NEAS
Quality Assurance Framework

Quality Practice Guide

QUALITY ASSURANCE
IN ENGLISH LANGUAGE
TEACHING

NEAS

NEAS QUALITY ASSURANCE FRAMEWORK

The NEAS Quality Assurance (QA) Framework is published in three key documents:

- The NEAS QA Framework
- The NEAS Quality Practice Guide
- Mapping Guide

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 change 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[1] 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 five **Quality Areas**:

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

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 English Language Teaching (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 students under 18 would not apply where younger students are not enrolled.

NEAS-endorsed Centres demonstrate quality practice in all five Quality Areas, guided by the Quality Principles delineated in each.

Legislative and Regulatory Compliance

Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements. NEAS-endorsed Centres ensure that:

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[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*

- All staff are informed of legislation relevant to their statement of duties and they understand its application to their own responsibilities
- Students are made 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

Prior to receiving NEAS quality endorsement, ELT Centres are required to confirm their compliance with all relevant laws and regulations. Evidence of compliance may need to be provided.

NEAS-endorsed centres that are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) meet all regulatory requirements of the ELICOS National Standards and National Code of Practice, including the following compliance requirements which do not map directly against NEAS Quality Principles, but can be seen to underpin them.

Mapping of regulatory standards

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

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 Practice Guide

The NEAS QA Framework includes the NEAS Quality Practice Guide which provides detailed support for ELT Centres in demonstrating quality through a continuous improvement process. The Quality Practice Guide is will be regularly updated and available to NEAS-endorsed ELT Centres through the NEAS website. It includes:

- **Examples of Quality Practice**

  The Examples of Quality Practice show the kinds of best practice that ELT Centres can provide to demonstrate that they are meeting the Quality Principles in each Quality Area. There may be other types of evidence more relevant to a Centre's geographical location, wider institution or student profile that could be used to demonstrate quality practice.

- **Action Guide**

  Action Guide questions are provided to assist Centres to focus on the quality of the service they are currently providing to students, and to inform their quality improvement cycle. They act as a prompt inspiring critical reflection on ELT centre practice and improvement opportunities.

QUALITY AREA A: TEACHING, LEARNING AND ASSESSMENT

Quality Principle A1		
Course design supports quality learning outcomes.		
Quality Drivers	**Examples of Quality Practice**	**Action Guide**
A1.1 Courses are designed to meet student needs, goals and interests. (See Notes at end of A1)	1. Evidence of course design and review informed by research into student needs, goals and interests 2. Design of specific-purpose courses informed by appropriate research into relevant content areas 3. Design of courses for minors informed by research into specific needs of younger learners 4. Learning activities to address differences in students' learning styles, backgrounds, ability and proficiency 5. Flexible course design allowing for adaptation to address student needs, goals and interests 6. Regular end-of-course evaluation in relation to each cohort of students to inform subsequent delivery 7. Clear policy and procedure for regular review of each course, including assessment 8. Integration of new technologies, teaching strategies, activities and resources into established courses	1. *How are student needs, goals and interests most effectively identified, and when?* 2. *How do you ensure that courses offered are relevant to target markets?* 3. *How can flexibility be built into courses to accommodate differences such as cultural expectations, educational background and ability?* 4. *How well do courses cater to students with mixed macro skill proficiency levels?* 5. *What research is needed in designing various ESP courses?* 6. *How does liaison with receiving institutions improve course design?* 7. *What are the value and limitations of designing a course around a particular text book?* 8. *Who is responsible for regular review of courses (e.g. Academic Manager; curriculum committee)?* 9. *Who should be involved in course reviews?* 10. *What should prompt formal changes to syllabus documents?* 11. *How often should courses be reviewed? Should this be the same for all courses?* 12. *What feedback is needed to inform course reviews? What other information should be considered?* 13. *How is information informing course reviews collected, collated and checked?* 14. *How do you ensure that endorsed course requirements are still being met when courses are modified?* 15. *How are outcomes of course reviews made known to teachers?*

Quality Principle A1
Course design supports quality learning outcomes.

Quality Drivers	Examples of Quality Practice	Action Guide
A1.2 Course design is informed by developments in language teaching methodology and technology.	1. A clear rationale for selection of teaching methodologies which inform course design 2. An appropriate range of teaching methods accommodated in syllabus and recommended resources 3. Review of technology owned by the Centre and/or commonly used by individual students 4. Incorporation of available technology into course design and syllabus options 5. Investment in new technology to facilitate introduction of new methodology 6. Incorporation of technology into teaching and independent learning, consistent with student expectations and access	1. *What teaching methodologies are favoured by the Centre's staff and why?* 2. *How effective are these for different types of students enrolled? How are they assessed?* 3. *What other methodologies might be of benefit?* 4. *How can course design contribute to introducing these?* 5. *What technology might be required to implement selected methodologies?* 6. *How could new technology enhance course delivery?* 7. *How feasible or desirable is it for the Centre to acquire desired technology? How effective are alternatives?* 8. *What personal access to technology do students tend to have?* 9. *How can course design make use of technology students bring with them (e.g. public domain, freeware, apps) and how do you use it?*
A1.3 Each course has specific objectives which are achieved through detailed learning outcomes. (See Notes at end of A1)	1. Course objectives specific to each course 2. Course objectives clearly linked to learning outcomes 3. Target language competence clearly identified in learning outcomes 4. Identification of learning outcomes which are observable and measurable 5. Learning outcomes achievable in view of duration and level of course 6. Course objectives and learning outcomes expressed in language meaningful to the wider community	1. *What does this course aim to achieve? How does this differ from other courses the Centre offers?* 2. *If course objectives overlap, why is this particular course being developed?* 3. *If a need has been identified for a particular course, what are its specific objectives?* 4. *What should students be able to do as a result of course objectives being met?* 5. *What preparation do students need in order to meet identified learning outcomes? Are additional learning outcomes needed?* 6. *How do learning outcomes in different macro skill areas interact with each other?* 7. *How can learning outcomes be expressed so that student achievement is observable and measurable?* 8. *How can course objectives and learning outcomes be expressed to ensure that they are transparent to students and other stakeholders?*

Quality Principle A1
Course design supports quality learning outcomes.

Quality Drivers	Examples of Quality Practice	Action Guide
A1.4 Student achievement is measured through validated assessment instruments mapped to course objectives.	1. Assessment methods and instruments appropriate to age, background and needs of students 2. Marking rubrics and clear instructions for assessment instruments 3. Concrete evidence of student achievement obtained through a variety of assessment activities 4. Grades consistent with assessment methodology 5. Terms used in awarding grades explained in language meaningful to the wider community 6. Established mapping and validation process 7. Teachers involved in assessment validation	1. *How do you ensure that all syllabus learning outcomes are assessed?* 2. *How many opportunities should students have to demonstrate achievement of learning outcomes? How much is too much?* 3. *How important is variety in assessment tasks? How much is desirable?* 4. *How are assessment tasks marked? Is the marking system consistent with the task?* 5. *Who is responsible for the design, mapping and validation of assessment tasks?* 6. *How do you ensure that grades awarded to students reflect actual achievement of learning outcomes?* 7. *What training do teachers receive in the Centre's assessment processes and in assessment validation?* 8. *How do you ensure that students understand how grades are awarded?* 9. *How can assessment processes be more fully integrated into the learning process?*
A1.5 Assessment is moderated in relation to learning outcomes, to ensure assessment is valid, reliable, fair, flexible and current.	1. Formal moderation process in place 2. Systems in place to ensure security of assessment instruments 3. Regular review of assessment instruments 4. Teachers trained in assessment moderation 5. Teachers involved in moderation of assessment	1. *Are there any assessment tasks or tools being used that are not providing information about the students' progress toward course learning outcomes? What is the value of these tools?* 2. *How do you ensure consistency in assessment across teachers and at different times?* 3. *How do you ensure that assessment instruments are valid, fair and reliable?* 4. *How do you ensure that the assessment process for each course covers all learning outcomes?* 5. *What training do teachers receive in assessment moderation?* 6. *How do you ensure that all assessment instruments have been moderated?*

Quality Principle A1
Course design supports quality learning outcomes.

Quality Drivers	Examples of Quality Practice	Action Guide
A1.6 Syllabus documents provide effective guidance for teachers in lesson and assessment planning and delivery, to meet course objectives. (See Notes at end of A1)	1. Overview of course objectives and learning outcomes 2. Appropriate balance of skills, topics, learning activities, assessment, resources and supplementary materials relevant to each week of the course 3. Sufficient detail included for a teacher new to the course or level 4. Teachers familiar with course objectives and learning outcomes, as well as with details of teaching program 5. Course content clearly linked to course and lesson objectives 6. Policy and procedure in place for monitoring student progress throughout the course and for assessing achievement of learning outcomes	1. *To what extent do teachers rely on established teaching programs without reference to course objectives and learning outcomes?* 2. *How do you ensure teachers engage with course objectives and learning outcomes so as to make informed selection of supplementary and extension material?* 3. *How do you ensure that course objectives and content remain consistent from one student cohort to the next?* 4. *How much guidance should teachers need and/or want, depending on their training and experience?* 5. *How do you ensure that syllabus documents contain enough guidance for teachers new to the level or course, without restricting experienced teachers?* 6. *How much autonomy should class teachers have in assessing student achievement?*

Notes to Quality Principle A1

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

Quality Principle A2
Teachers have appropriate training and experience for the courses they deliver and assess.

Quality Drivers	Examples of Quality Practice	Action Guide
A2.1 Teachers are appropriately qualified. (See Notes at end of A2)	1. All qualifications verified before teachers are employed 2. Certified copies of qualifications on teacher files 3. Easily accessible records of teacher qualifications and experience in relation to the Centre's courses 4. Registered teachers employed for a significant proportion of high school preparation course hours 5. Primary trained teachers employed to teach students aged 12 or under	1. *How does the Centre verify that teacher qualifications are genuine?* 2. *Who is responsible for verifying qualifications and when?* 3. *Who is responsible for ensuring that records are updated when teachers upgrade their qualifications?* 4. *Where are teacher files held?* 5. *How does the Centre ensure that courses with specific teacher qualification requirements can be appropriately staffed?*
A2.2 Teachers are allocated to levels and courses based on their training and experience.	1. Documented procedure for allocating classes and levels based on teacher qualifications and experience 2. Class teachers' qualifications and experience consistent with criteria stipulated in syllabus document 3. Formal mentoring of teachers new to a course or level to plan, deliver, assess and review effectiveness of their teaching	1. *How are teachers allocated to courses and levels? Could this procedure be improved?* 2. *How readily accessible are teacher files to the Centre's academic management for planning and timetabling purposes?* 3. *What other information is needed to facilitate effective timetabling? Who is responsible for recording it?* 4. *What are the benefits and disadvantages of teachers teaching on the one level or course for extended periods?* 5. *What further opportunities could be provided internally to equip teachers to teach and assess on more levels or courses?* 6. *How does the Centre ensure that mentors are committed and mentoring effective?* 7. *How can newly qualified teachers be better supported in the Centre?*
A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.	1. Teaching plans which reflect learning outcomes and student needs 2. Teaching records which reflect a knowledge of the course content and an appropriate sequence and balance of course components 3. Teaching records which reflect a range of learning strategies employed by students 4. Entry and formative assessment results being used by teachers to plan and review their teaching program 5. Teaching records regularly reviewed by the Academic Manager and discussed with teachers	1. *Do teachers create their own lesson plans?* 2. *Is the lesson plan / record sufficient for the class teacher / a relief teacher / the Academic Manager?* 3. *How well do lesson plans reflect the teacher's familiarity with the syllabus?* 4. *What range of activities and learning strategies should be included at different levels or in different courses?* 5. *How should different courses vary in the way they are delivered?* 6. *What review options exist to verify quality?* 7. *How could the process of teaching record review be improved to add value?* 8. *How effectively do teachers make use of assessment results in planning subsequent lessons?*

Quality Principle A2		
Teachers have appropriate training and experience for the courses they deliver and assess.		
Quality Drivers	**Examples of Quality Practice**	**Action Guide**
A2.4 Teaching strategies are appropriate to the objectives and level of each course.	1. Teachers aware of and committed to approach(es) to language acquisition adopted by the Centre 2. Knowledge of a range of ways language is learnt reflected in teaching strategies 3. Teaching strategies appropriate to specified learning outcomes 4. Teaching strategies appropriate to the English proficiency level of the students	1. *To what extent does the Centre require specific approach(es) to be used?* 2. *How does the Centre's ensure that individual teachers follow its language teaching philosophy and policies?* 3. *How much autonomy should individual teachers have in choice of teaching strategies?* 4. *How can teaching strategies maximise student participation in lessons?* 5. *How is reflection on teaching strategies encouraged?* 6. *What support is needed for teachers new to the Centre? How is this best provided?*

Notes to Quality Principle A2

Teachers are appropriately qualified.

The minimum qualifications for teachers are:

- 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 supervised and assessed practice teaching in TESOL;
    - Approved / awarded by a university or approved by government

3. A recognised TESOL qualification includes
    - Teaching qualification with TESOL method
    - Degree in education or teaching with TESOL method

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

Quality Drivers	Examples of Quality Practice	Action Guide
A3.1 The range of courses offered is appropriate to the profile of students enrolled.	1. Students placed in courses at appropriate levels of proficiency 2. Staff and students aware of proficiency levels and entry requirements of courses offered 3. Composition of classes consistent with student profile outlined in course syllabus 4. Teachers familiar with the rationale and objectives of the course(s) they teach 5. High levels of student satisfaction with the range of courses available at time of enrolment 6. Students aware at course commencement of learning investment required to achieve learning outcomes	1. *If different levels of a course are combined, how can this be achieved with high levels of student satisfaction?* 2. *How can class teachers be effectively informed of student goals and study plans?* 3. *How does the Centre identify changes in student needs and interests?* 4. *What new courses could meet emerging student demands?* 5. *How can the Centre ensure that new courses are developed quickly to meet emerging demands, without sacrificing quality?* 6. *How could current courses be customised to broaden their relevance to different student groups?*
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.	1. High correlation between off-shore assessment results and on-arrival placement assessment 2. On-arrival assessment demonstrated to be reliable for initial placement appropriate to students' language proficiency level, learning goals and needs 3. Effective process for reviewing class placement shortly after arrival 4. Clear process for students to request review of class placement 5. Clear process for integrating new students into classes 6. Analysis of student movements between levels and courses outside of expected time frames	1. *How could off-shore proficiency testing processes be improved?* 2. *How are agents who conduct pre-course assessments informed and equipped to carry out the task competently?* 3. *What proportion of students is moved to a different level shortly after arrival?* 4. *Within what period after arrival should students be able to change class?* 5. *How are misplaced students identified?* 6. *How alert are class teachers to the need to double check student placement?* 7. *What processes are in place to enable students to query their initial placement?* 8. *How can student dissatisfaction with class placement be minimised?* 9. *How reliable are placement tests for placing students in course(s) and level(s)?* 10. *How can accuracy of initial placement be increased?* 11. *If the Centre has rolling enrolments, how well do teachers integrate new students into existing classes?* 12. *How could this integration be improved?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
A3.3 There is regular and formal provision for students to demonstrate their ability to progress to a higher level or different course.	1. Teachers and students aware of relationship between course levels and of articulation between courses 2. Teachers and students aware of processes for progressing from one level or course to another 3. Students aware of their study pathways and course duration 4. Regular formal opportunities for students to demonstrate ability to change level or course 5. Teachers and students aware of the process for addressing student dissatisfaction with assessment outcomes 6. A documented process for students to appeal results and apply for re-assessment	1. *How does the Centre ensure that students are aware of entry requirements for different courses?* 2. *How effective is the management of student transition from one level or course to the next?* 3. *How frequently should students have the opportunity to progress to the next level or course?* 4. *How might regular progress assessment impact on teaching programs or student satisfaction?* 5. *What options are there for students who feel they are in a level or course that is not suitable for them?* 6. *How does the Centre ensure that students are aware of procedures for changing classes or courses?* 7. *How does the Centre address conflicts between teacher and student perceptions of a student's readiness to progress?* 8. *How does the Centre make students aware of their right to appeal assessment results?* 9. *How can student satisfaction with current placement and progression procedures be measured?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.	1. Learning goals made explicit to students at the start of each lesson 2. Proportion of teacher talk time appropriate to the lesson 3. Students actively engaged in lessons 4. Content and activities selected to cater to identified student interests 5. Teaching methods, materials and learning activities relevant to the English language environment of the local area 6. Activities designed to accommodate a range of learning styles 7. Varied range of teaching methods to cater for diverse learning styles 8. Alternative or supplementary activities provided for students needing consolidation or extension	1. *What level of autonomy should teachers have in tailoring the syllabus to meet the needs of different cohorts of students?* 2. *How can it be demonstrated that teaching in the Centre is learner-centred?* 3. *How can teachers maximise the likelihood of students engaging with the learning materials presented in the classroom?* 4. *How can teachers maximise opportunities for students to practise English in the classroom?* 5. *How can individual needs be catered for during group teaching sessions?* 6. *How can lessons cater for students who are ahead of or behind the main class cohort?* 7. *How do teachers generate feedback directly from students?* 8. *What information do teachers need about the needs, goals and interests of students in their classes?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
A4.2 Teachers select teaching and assessment resources relevant to student needs, goals and interests.	1. Information and training relating to selection and use of the Centre's resources included in teacher induction 2. Integration of authentic materials into teaching and assessment activities 3. Selection of resources guided by course objectives and clearly related to learning outcomes 4. Supplementary resources recommended in accordance with student need 5. Teachers seeking opportunities to remain oriented to student needs, influences and interests 6. Relevant information about student needs and interests available to teachers of subsequent classes 7. Policy and procedure in place for identifying and informing teachers of special needs 8. Innovation encouraged through budgeting for investment in new teaching and assessment resources	1. Who is responsible for ensuring sufficient resources are available to teachers? 2. How are teachers encouraged to recommend additional resources? 3. How do teachers maintain currency in of suitable resources? 4. How could new teachers better learn about the Centre's resources and how to use them? 5. What level of autonomy should teachers have in choosing and adapting materials for their classes? 6. How could authentic materials be better utilised to allow students to rehearse the language they require outside the ELT classroom? 7. How can such information be most effectively obtained (e.g. on application, at intake, needs analysis by teacher)? 8. To what extent can teachers rely on course placement as a predictor of student goals and interests? 9. How are special needs (e.g. health, disability) identified? 10. How do you ensure that information about special needs (e.g. large print handouts) is passed on to teachers of subsequent classes to avoid embarrassment? 11. What conflicts may there be between need to know and right to privacy? 12. What sorts of special needs can be anticipated? How well do current resources cater to these?

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

Quality Drivers	Examples of Quality Practice	Action Guide
A4.3 Teachers use feedback and correction techniques that maximise student learning and participation.	1. Correction procedures designed to maximise learning and to encourage student independence 2. Transparent marking rubrics 3. A uniform approach to correcting written texts to maximise learning and reduce confusion 4. Regular and meaningful feedback given to students 5. Transparent procedure for keeping students informed of their assessed progress throughout the course 6. Established procedures for supporting and advising students whose progress is assessed as unsatisfactory	1. How can correction maximise learning in the four macro skills? 2. In what contexts and to what extent is it desirable to avoid correction? 3. How could correction techniques be standardised so that students are not confused about feedback from different teachers? 4. How can students receive effective feedback on their work without overburdening teachers? 5. How can feedback and correction techniques be used to encourage students to take responsibility for their learning? 6. How and when should students be informed of their assessed progress throughout the course, e.g. formally, informally, by interview, via reports? 7. What arrangements should be in place for students who have not made satisfactory progress or who wish to progress more rapidly? 8. How do you ensure that all teachers follow the Centre's policy on keeping students informed of their progress?

Quality Principle A5
Students are encouraged to take control of their language learning.

Quality Drivers	Examples of Quality Practice	Action Guide
A5.1 Language learning strategies which encourage student autonomy are embedded in course design.	1. Strategies for developing learner autonomy made explicit in syllabus documents 2. Professional resources for fostering the development of learner autonomy included in teacher resource library 3. Students provided with information and activities related to development of autonomy, consistent with their English proficiency and learning goals 4. Incorporation of reflection and self-assessment into learning 5. Autonomous learning modes being identified 6. Recognition given for autonomous learning	1. *How could the ways in which students organise their learning be improved?* 2. *Which strategies are working (or not working) well in assisting students to take control of their learning? Why?* 3. *Which types of students are most in need of independent learning strategies?* 4. *How do teachers feel about encouraging student autonomy?* 5. *What training do teachers need in encouraging student autonomy?* 6. *How can reflection and self-assessment be built into learning activities, e.g. editing phase of writing tasks?* 7. *What forms of recognition might demonstrate to students the value the Centre places on autonomous learning?*
A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.	1. Regular informal feedback from class teacher on student achievement of learning outcomes 2. Periodic formal, written feedback through progress reports 3. Students aware of their specific language learning strengths and weaknesses 4. Students given guidance as to how to improve their English outside the classroom 5. Students given access to alternative avenue of feedback on request	1. *How do students' become aware of their particular strengths and weaknesses in English?* 2. *What forms of feedback appear to have the most impact on students?* 3. *What are the relative merits of informal feedback and formal reports?* 4. *How reliably and effectively are students referred to independent learning resources in conjunction with the feedback process?* 5. *What strategies are introduced to students in each level / course to improve their comprehension of authentic texts and communication with native speakers?*
A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.	1. Self-directed learning induction provided on commencement 2. Recommendations regarding how much time students should invest in self-directed learning 3. Records of training for students in how to access and use independent learning resources 4. Introductory self-paced learning sessions built into courses 5. Monitoring of effectiveness of self-paced learning	1. *How are students most effectively introduced to independent learning both inside and outside the Centre?* 2. *How effectively are students prepared to access and use independent learning resources?* 3. *How much guidance do students need to learn independently outside of class hours?* 4. *When and how often should familiarisation or training be provided to be effective?* 5. *How does the Centre demonstrate to students the value that it places on self-paced learning?* 6. *Who is responsible for monitoring its effectiveness in different classes and courses?*

Quality Principle A5
Students are encouraged to take control of their language learning.

Quality Drivers	Examples of Quality Practice	Action Guide
A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.	1. Consideration of learning goals built into regular progress discussions with class teachers 2. Designated staff member(s) knowledgeable about study pathways and options for the Centre's students 3. Teachers and students aware of how to access advice on educational pathways 4. Class visits by educational counselling staff 5. Information leaflets on display 6. Students aware of legislative and regulatory requirements relevant to their goals and pathways	1. *Who are students most likely to consult about learning goals?* 2. *What training and knowledge are needed to advise students about learning pathways?* 3. *How are students made aware of specialist educational counselling staff?* 4. *How are students made aware of further learning opportunities within the Centre or its wider organisation?* 5. *How can information on learning pathways be built into relevant courses, e.g. EAP?*

Quality Principle A6
Evaluation of courses is regular and rigorous.

Quality Drivers	Examples of Quality Practice	Action Guide
A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.	1. Assessment records retained for all courses 2. Assessment data stored in format readily accessible for course review purposes 3. Process in place for maintaining records of individual student progress 4. Individual student progress readily trackable across levels and courses 5. Records of student progress within a course stored so as to be convenient to interrogate for purpose of syllabus review 6. Analysis over time of student progress and completion rates in courses 7. Identification of learning outcomes requiring a change in emphasis in course design or delivery 8. Increased frequency of course evaluation where issues are identified	1. *How well are students succeeding in achieving learning outcomes?* 2. *To what extent has this changed over time?* 3. *How reliable are assessment processes in reflecting student achievement accurately?* 4. *How might changes in student achievement be related to changing enrolment patterns?* 5. *What changes might relate to wider cultural influences, e.g. impact of globalisation on how students are exposed to English?* 6. *What information is it useful to retain in regard to student progress?* 7. *How can this be recorded efficiently?* 8. *How do the Centre's data systems impact on the format of student progress records?* 9. *How could electronic options for records management reduce paperwork?*
A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.	1. Formal process in place for validation of assessment instruments 2. Validation panels selected to access objective expertise 3. Established format for validation records 4. Validation records retained for future consultation	1. *How should validation panels be constituted?* 2. *What support documentation should be provided?* 3. *What staff training is needed?* 4. *How does the Centre access objective expertise for professional consultation?* 5. *Is it valid to use staff from other courses within the organisation?* 6. *How might competitors collaborate on validations?*

Quality Principle A6
Evaluation of courses is regular and rigorous.

Quality Drivers	Examples of Quality Practice	Action Guide
A6.3 Teaching records are retained for purposes of verification, program coordination and course review.	1. Format of teaching records consistent with needs of program coordination and syllabus review 2. Regular, informal review of teaching records by Academic Manager or course coordinator 3. Process in place for reviewing, storing and archiving teaching records 4. Course review process informed by data from teaching records	1. *How do you ensure that the syllabus is being taught in accordance with delivery requirements?* 2. *What information about class teaching needs to be recorded to enable effective program coordination?* 3. *How much detail is needed in teaching records for reference by co-teachers or relief teachers?* 4. *How do you capture useful additions, e.g. good supplementary activities, teacher-made materials?* 5. *How can teaching records be designed to elicit desired information?* 6. *How can teaching records be designed to maximise teacher cooperation with the recording process?*
A6.4 Student and teacher feedback contributes to the quality review and improvement cycle.	1. Students aware that their feedback is valued 2. Records of informal student feedback and responses 3. Formal feedback tools appropriate to students' level of language proficiency and computer literacy 4. Process in place to access regular teacher feedback on courses 5. Student feedback integrated into the quality review cycle 6. Student feedback demonstrated to be a trigger for change and improvement	1. *How is informal student feedback reported and recorded?* 2. *How do students know that their feedback is valued by the Centre?* 3. *How can you most effectively motivate students to engage with feedback processes?* 4. *How reliable is the data collected? What factors might interfere with accessing useful data?* 5. *How do you ensure that the formal feedback process focuses on areas central to student satisfaction?* 6. *Which feedback processes are likely to provide the most useful data with the greatest convenience to the Centre?* 7. *How do you capture teacher observations on what works well and what needs changing?* 8. *What teacher feedback is more likely to be captured in daily teaching records or in end-of-course surveys?* 9. *How is student feedback on courses and assessment used in the review of teaching programs?* 10. *How is feedback used to make improvements to the quality of the services and courses offered?*

Quality Principle A6
Evaluation of courses is regular and rigorous.

Quality Drivers	Examples of Quality Practice	Action Guide
A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.	1. Analysis of students' formal results following test preparation courses 2. Monitoring of student progress in subsequent courses within the Centre and in receiving institutions 3. Evidence of analysis being used to improve teaching and assessment practices 4. Regular communication with receiving institutions regarding course content	1. How accurate are student results in the Centre's courses in predicting success in further study? 2. How are comparisons of student cohort performance made, and how are variables and differences identified? 3. How closely are student results in test preparation classes reflected in formal test results? 4. How useful is data currently gathered to measure the success of courses that prepare students for external examinations and further study? 5. How could student success in external examinations and further study be improved? 6. To what extent have student results changed over time? 7. What does feedback from external examinations and receiving institutions suggest about the strengths and the weaknesses of the Centre's preparation courses?
A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.	1. Participation in sector benchmarking activities 2. Liaison with similar ELT providers to undertake benchmarking activities 3. Group benchmarking activities within a wider organisation	1. How well is this Centre doing in relation to others in providing students with the courses and services they want? 2. For centres within a wider organisation, how well is this Centre doing in relation to others? 3. How might competitors be interested in collaborative benchmarking? 4. How often do you participate in industry surveys that enable you to benchmark against industry norms? 5. What national benchmarking activities are commercially available? 6. What benchmarking activities could be organised through industry associations? 7. How might out-of-industry benchmarking enhance 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.

Quality Drivers	Examples of Quality Practice	Action Guide
B1.1 Admission procedures are implemented by trained staff.	1. Training for admissions staff in regulatory requirements, student management systems and the Centre's internal enrolment procedures 2. Staff training in cross-cultural awareness and cross-cultural communication 3. Staff training in intergenerational communication 4. Staff training in managing outsourced services 5. Customer service focus	1. How do most students make their initial contact with the Centre? 2. What provision is there for enquiries and enrolments originating from a range of channels? 3. Who is responsible for handling enquiries and admissions through the different channels? 4. Could the skills of staff handling pre-arrival communication be used more effectively, e.g. capitalising on social media skills? 5. How could the impact of staff training be enhanced? 6. How do you manage training in relation to outsourced services, e.g. accommodation agency? 7. How does feedback from admissions staff inform ongoing quality improvement?
B1.2 Government regulations are well understood and readily explained to students by admissions staff.	1. Designated responsibility for ensuring procedures are correctly implemented 2. All relevant staff given appropriately induction and training 3. Agreed format for explaining complicated aspects to students 4. Support information accessible to students and staff	1. Which administration processes have to comply with government regulation and/or rely on government computer systems? 2. What training is provided for / required of administration staff? 3. How effective is it? Does it require supplementing? 4. How well do staff understand the regulatory requirements behind the processes they are required to implement? 5. How can you be sure staff can explain these accurately to students? 6. How can such information be made conveniently available to students and staff for ongoing reference?

Quality Principle B1
The application and enrolment process is clear and easy to follow for students and agents.

Quality Drivers	Examples of Quality Practice	Action Guide
B1.3 Provision is made for enquiries and enrolments originating from a range of channels.	1. Clear step-by-step enrolment procedures, made available to students and agents 2. Clear pre-enrolment communication with students and agents 3. Analysis and improvement of pre-enrolment systems and communication	1. *How effective are processes currently in place to handle enrolments from different sources? How could they be made more efficient?* 2. *Where are the barriers to enrolment procedures? By what means might you be able to influence these?* 3. *How could admissions processes be made more attractive to potential students?* 4. *How is the effectiveness of pre-enrolment communication with students and agents monitored? How could it be improved?* 5. *How do you ensure that representatives provide full and accurate information? How could you increase their motivation to do so?* 6. *What technologies could you use to improve enrolment processes?*
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.	1. Identified staff responsible for checking updates 2. Review dates built into annual processes 3. Document version control systematically implemented 4. Processes in place to ensure only current version in use	1. *How can the Centre ensure updates are received when regulations change?* 2. *How does the Centre ensure that required changes are made within allowed timeframes?* 3. *What processes are in place to ensure that required changes are made in all relevant places, including promotional material and website?* 4. *What processes are in place to ensure that version changes are recorded where applicable, e.g. on policy documents?* 5. *What processes are in place to ensure that outdated documents are removed from circulation?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
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.	1. Pre-departure information for students, additional to that required under legislation, that will assist them to adjust to living and studying in this country, such as information about airport reception, studying in a culturally diverse environment, culture shock and homesickness 2. Provision made for the religious / cultural requirements of students 3. Ongoing evaluation of airport pick-up and reception services 4. Buddying programs supporting peer integration	1. *How well does information provided to students before arrival prepare them for study and life in this country?* 2. *How do you ensure that information provided is useful for students from all your target markets?* 3. *How do you judge the quality of your airport arrival service? Could it be improved?* 4. *How easy is it for students to find their way to the ELT Centre on the first day of their course?* 5. *How do you cater for cultural diversity in the services you provide to students?* 6. *How can students be assisted to settle in to the Centre?*
B2.2 Students are provided with an orientation program on arrival.	1. Orientation activities and resources tailored for students with mixed levels of English proficiency and from a range of backgrounds 2. Orientation content tailored to the Centre and the local environment 3. Print or electronic orientation manual provided for ongoing reference 4. Follow-up sessions to reinforce orientation information 5. Incorporation of some orientation material into early lessons 6. Student-driven information sources such as Facebook, blogs, newsgroups	1. *How accessible is your orientation information to students from different backgrounds and with a range of English proficiency levels?* 2. *What are the most effective channels for making information accessible to students?* 3. *What do students need to know (e.g. about the Centre, regulatory requirements, cultural expectations, the local area?* 4. *What information should be included in a reference document?* 5. *How could the orientation process be improved?* 6. *How much information are students likely to absorb on the first day?* 7. *What information will need to be repeated?* 8. *What strategies do you have in place to reinforce orientation information?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
B2.3 Students are provided with information to assist them to act safely and to seek help as needed inside and outside the Centre.	1. Emergency contact numbers included on student ID cards 2. Training for all staff in common welfare issues such as homesickness and culture shock and in when to refer students to the welfare counsellor 3. Records of advice to students about responding to bullying or harassment 4. Records of internal responses to bullying or unsafe behaviour 5. Records of advice to students, relevant to the Centre's location and student profile, about safe behaviour, e.g. beach safety, driving safety, responsible drinking, taking public transport at night 6. Contact information for external welfare agencies / counselling services recommended by the Centre and easily accessible to relevant staff	1. *How are safety issues built into teaching programs?* 2. *What measures do you employ to help ensure the safety and well-being of students both in the Centre and outside the Centre?* 3. *What particular safety issues might need to be addressed in your location or in the local area?* 4. *What welfare or safety issues might be particularly relevant to students from different backgrounds?* 5. *How do you ensure that welfare and safety issues have been communicated effectively to students?* 6. *How could the impact of welfare and safety communication be enhanced?* 7. *What are your internal strategies and processes for dealing with emergencies or accidents?* 8. *How do you ensure that all staff are aware of and comply with emergency procedures? What training do they receive?* 9. *How do you ensure your staff are aware of their legal obligations, e.g. in relation to criminal behaviour on the Centre's premises?*
B2.4 Students under the age of 18 are provided with appropriate support services.	1. Strategies in place for the clear identification of minors within the Centre 2. Information made available to all staff and students as to laws pertaining to minors 3. Training for teachers regarding the inclusion of minors in their classes 4. Welfare strategies built into programs for students aged under 18 5. 24-hour Centre emergency contact details given to minors and their homestay providers 6. Relevant training and/or experience required for staff responsible for counselling students under 18	1. *What additional measures do you have in place, aside from those required by the National Code, for the welfare of students under 18?* 2. *What training do staff need in order to provide quality care for minors?* 3. *How do you ensure the welfare of minors enrolled in mixed-age classes?* 4. *How is feedback accessed from staff who are experienced with teaching and/or counselling minors to inform the quality improvement cycle?* 5. *How do you ensure that relevant staff are motivated to provide quality out-of-hours service to minors when needed?* 6. *How do you use communication with parents, agents and homestay providers to contribute to the welfare of minors?* 7. *Are intervention and advocacy models available to redress issues?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
B2.5 Students can readily access assistance to locate and arrange suitable accommodation.	1. Established criteria for selecting recommended accommodation 2. Effective processes for providing up-to-date information about a suitable range of local accommodation options to students 3. Information for accommodation providers and students to assist in positive outcomes and experiences 4. Records of regular visits to accommodation providers by Centre staff or contracted agency 5. Records of ongoing process for accommodation monitoring 6. Regular communication between the Centre and accommodation providers 7. Records of student satisfaction feedback on accommodation providers 8. Records of complaint handling and resolution in relation to accommodation	1. *What types of accommodation tend to be preferred by your students?* 2. *How do you ensure adequate access to and information about these types of accommodation?* 3. *How do you monitor the quality of your recommended accommodation providers and facilities?* 4. *What standards do you apply as a minimum in recommending an accommodation option? Why?* 5. *How do you ensure that students are aware of their obligations and rights in various forms of accommodation?* 6. *What information do you give accommodation providers to assist them to best meet the needs of your students and to avoid conflicts arising?* 7. *How do you support students and accommodation providers in cases of conflict?* 8. *How does your accommodation service add to the quality of a student's experience of learning English in this country?*
B2.6 Where a student support service is outsourced, effective processes are in place to ensure the quality of the service provided.	1. Contract with service provider, with clear performance indicators 2. Performance review process in place 3. Designated liaison officer with responsibility for making needs and expectations known to contractor 4. Liaison person qualified and experienced enough to decide when to intervene 5. Timely interventions with regular updates on incidents, and strategies to minimise these 6. Features in place to enhance program 7. Orientation for families provided by homestay contractor 8. Case management of homestay placements	1. *How do you select reliable providers?* 2. *What exactly do you expect of the contractor and is it clear in the contract?* 3. *How well do contractors understand your expectations and student needs?* 4. *How well can you trust your contractor to deal with the unexpected, e.g. student not arriving at airport; death in homestay family; student illness on weekend excursion?* 5. *Does the homestay contractor have access to crisis accommodation?* 6. *Does the contractor provide 24 hour contact?* 7. *What safeguards do you need for contractors providing services to students aged under 18?* 8. *What review processes exist to maintain quality?*

Quality Principle B3
Students are provided with support to be actively involved in their learning program.

Quality Drivers	Examples of Quality Practice	Action Guide
B3.1 Students are made aware of course objectives, expectations, requirements and learning outcomes.	1. Information for students about the requirements of their course(s) 2. Information for students before and during their course about assessment of student progress and documentation they will receive at the end of their course(s) 3. Documented activities in the teaching program that are designed to assist students to feel part of a group and to relate to students from a range of backgrounds 4. Information for students about the role of learners in the Centre's approach to language acquisition 5. Information for teachers about transitioning new students into their classes 6. Students advised of desirable ratio of self-directed study to classroom hours 7. Sample assessments available for review by students	1. *How knowledgeable are students about the expectations, requirements and outcomes of their course(s)?* 2. *Do they understand what is required to "go up" a level or "pass" their course? Why / why not? How can you ensure that they do?* 3. *How do teachers assist new students to feel part of their class and of the Centre in general?* 4. *How do students learn about "how to learn"? Is this an issue that needs to be addressed with your student cohort?* 5. *How do you measure students' engagement with learning English? How can you enhance it?* 6. *How do you ensure that students develop strategies for ongoing independent language learning after their course is finished?* 7. *How do students learn about the assessment process in their course? How well do they understand it?* 8. *How do students become aware of what information is included on their end-of-course documentation?* 9. *How do you ensure that end-of-course documentation includes the type of information students would need and/or value?*
B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes.	1. Staffing schedules providing support services across all shifts 2. Strategies to cater for students with special needs 3. Online support information available at all times	1. *How do you ensure that all your students receive effective access to student services, relevant staff and information regardless of the timetabling of their classes?* 2. *How would / do you cater for students with special needs?* 3. *What training is provided to assist teachers to identify students with special needs?* 4. *How are students supported to self-identify if they have particular needs?* 5. *What particular needs might be expected to arise from your student cohort? (e.g. macro skills balance)*

Quality Principle B3
Students are provided with support to be actively involved in their learning program.

Quality Drivers	Examples of Quality Practice	Action Guide
B3.3 Students are provided with opportunities to extend their language learning outside the classroom.	1. Student engagement in a range of social activities organised by the Centre outside timetabled teaching hours 2. Identified staff member(s) who can provide job-seeking information and assistance 3. Elective skills training for job-seeking integrated into relevant courses 4. Assistance with finding volunteer work opportunities 5. Monitoring of student participation in paid and volunteer work 6. Monitoring of student participation in community activities and clubs	1. *How are your students supported to find opportunities to use English outside the Centre?* 2. *How much support do they need in order for it to be effective?* 3. *How can the particular circumstances of the ELT Centre be exploited to support students in using English? (e.g. location, local community, part of a larger institution)* 4. *Have the services you offer or promote changed in recent years? Why / why not?* 5. *How do you measure student participation in and satisfaction with these services?* 6. *How do you use a range of feedback to improve opportunities available to students?*
B3.4 Provision is made to support those students who wish to further their education in English.	1. A range of resources promoting further English language and other education opportunities 2. Identified staff member(s) available to students to discuss future education opportunities 3. Student participation in organised visits to other educational institutions or education fairs 4. Relevant self-access material available and/or recommended	1. *What information is provided to your students about further education opportunities in this country? How?* 2. *How do you ensure that information is provided in ways that are most appropriate for your students?* 3. *How do you support those students who wish to further their education in English?* 4. *How do you determine the most effective ways of enabling students to engage with further education opportunities in this country?* 5. *How could students begin preparing independently for further study programs they are interested in?*

Quality Principle B4
Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience.

Quality Drivers	Examples of Quality Practice	Action Guide
B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services.	1. Student and agent feedback on the pre-enrolment process 2. Student feedback on their experience, including facilities, course content, assessment and progression 3. Student and other stakeholder feedback on community engagement 4. Student and provider feedback on accommodation services 5. Established processes for including feedback from various sources in continuous improvement cycle 6. Evidence of changes prompted by feedback	1. *Who are your stakeholders in relation to student services?* 2. *How do you use stakeholder feedback to evaluate programs and services?* 3. *How do you ensure that you access feedback from all stakeholders?* 4. *For which services is it valuable to capture immediate feedback at the time of service delivery? How do you do this?* 5. *How do you ensure various types of feedback are incorporated into the continuous improvement cycle?*
B4.2 Complaint handling demonstrates a transparent commitment to resolving problems and improving relationships, programs and services.	1. Documented analysis of complaints and complaint handling and resolution 2. Staff training in complaint resolution 3. Complaints policy reflecting the contribution of complaints to the quality improvement cycle 4. Open and transparent management of complaints	1. *What processes are in place for dealing with complaints?* 2. *How are staff trained to handle complaints?* 3. *How does the approach to complaints reflect a commitment to resolving problems, building relationships and improving programs and services?* 4. *How do you elicit student and other stakeholder feedback that will reveal problems and complaints?* 5. *How do you address cultural barriers to making complaints so that you are able to identify problems?*
B4.3 Complaints are reviewed as part of the quality improvement cycle.	1. Regularly scheduled review of systems and processes 2. Process in place for recording and analysing complaints and complaint resolution 3. Inclusion of feedback into a quality improvement cycle 4. Quality improvement plans incorporating formal and informal complaints 5. Student re-assessment requests reviewed in context with cohort, course and teaching variables	1. *When do reviews take place?* 2. *How does stakeholder feedback inform your quality improvement process?* 3. *How is feedback on students services used in the quality improvement process?* 4. *How are informal suggestions incorporated into the quality improvement process?* 5. *How is complaint analysis built into your review and quality improvement cycle?* 6. *What recent complaints have you received? How were they resolved?* 7. *Do the same types of complaint keep recurring? What process would you envisage implementing to reduce these?*

QUALITY AREA C: RESOURCES AND FACILITIES

Quality Principle C1
The Centre's premises reflect a professional workplace.

Quality Drivers	Examples of Quality Practice	Action Guide
C1.1 The Centre has appropriate signage.	1. Centre easily located from the street 2. Centre easily located on a larger campus by signage and clearly marked on campus maps 3. Reception clearly signed in the lift of a multi-storey building 4. Directions and maps included in pre-arrival information	1. *How easy is it for new students to locate facilities and services?* 2. *How easy is it for people to find the Centre and the reception desk? Could this be improved?* 3. *Where signage is restricted (e.g. building management policy) what alternative strategies could improve access to the Centre?* 4. *How user-friendly is the room numbering system within the Centre?* 5. *How easy is it for students to locate staff by relying on signage within the Centre?*
C1.2 All areas are kept in a safe, clean and hygienic condition.	1. Observance of building codes 2. Routine cleaning and maintenance schedules in place to keep the facilities in a clean, safe and hygienic condition 3. Regular review of cleaning and maintenance schedules to accommodate changes such as enrolment fluctuations 4. An emergency evacuation plan in plain English and in diagrammatic form in each room and common area 5. Records of regular evacuation drills 6. Readily accessible emergency contact list 7. Staff familiar with critical incident procedures and lines of communication 8. Clearly designated fire wardens and first aid officer(s)	1. *How often is the Centre professionally cleaned?* 2. *What measures are in place to keep the facilities clean and safe during all shifts?* 3. *How is entry to the Centre monitored / controlled?* 4. *How are students made aware of safety and evacuation procedures?* 5. *Which staff are trained in evacuation procedures?* 6. *When was the last evacuation drill?* 7. *What was learnt from the last evacuation drill?* 8. *How does the Centre ensure that records are kept of accidents and incidents?* 9. *How is experience from accidents and incidents used to improve processes?* 10. *How do staff know what to do in an emergency situation?* 11. *What training do fire wardens need?* 12. *Who on staff has current first aid training?*
C1.3 All areas are fitted out and furnished in accordance with their use.	1. Sufficient space for each administration / support staff member to perform their role 2. Separate offices or special purpose spaces for relevant staff 3. Suitably equipped and adequate common space for staff 4. Appropriate occupation certification available if requested.	1. *Which staff can work effectively in open plan office space?* 2. *Which staff need separate offices or access to special purpose spaces?* 3. *What is the rationale for the design of the administration area(s)?* 4. *How does design of work spaces contribute to or impede work?* 5. *Where are teaching and/or administration staff meetings held?* 6. *What do staff think about the suitability of workspaces and common areas?*

Quality Principle C1
The Centre's premises reflect a professional workplace.

Quality Drivers	Examples of Quality Practice	Action Guide
C1.4 Reception areas are appropriately staffed.	1. Staff available throughout normal office hours to handle enquiries 2. Reception staff numbers appropriate for the size and configuration of the Centre 3. Prompt and effective means of attracting attention when reception desk is not staffed 4. Emergency contact numbers clearly visible when reception desk not staffed 5. Clear delineation of staff roles	1. *How effectively is the reception desk staffed during opening hours?* 2. *During what hours do clients reasonably expect reception staff to be available?* 3. *Does this vary in key markets?* 4. *How might alternative staffing arrangements improve access for clients?* 5. *How many staff are needed to provide efficient service?* 6. *Where are they best located in terms of customer service and work efficiency?* 7. *Is the reception area in the most effective location?* 8. *How might changes to the location or configuration of the reception area improve efficiency?*

Quality Principle C2
Teaching and study spaces facilitate language learning.

Quality Drivers	Examples of Quality Practice	Action Guide
C2.1 Teaching spaces are conducive to studying for extended periods.	1. Rooms designed to maximise air flow and light, and to minimise external noise 2. Effective lighting, heating and cooling policy in place 3. Records of regular monitoring and maintenance of heating and/or cooling systems 4. Evidence that students take breaks in areas outside their classrooms 5. Classroom furniture ergonomically suitable for extended periods of study	1. *What impression does the design and decoration of the Centre aim to achieve? How well does it do this?* 2. *How do you ensure that teaching spaces are suitable for extended periods of occupancy?* 3. *How are teaching spaces sound-proofed?* 4. *How important is natural light in teaching spaces?* 5. *How does the type and design of artificial light support extended periods of study?* 6. *What rules are there about opening windows? Why are these rules in place?* 7. *How important is it to have air conditioning and/or heating in all rooms?* 8. *How do you ensure that heating and cooling systems are efficient and effective?*
C2.2 Design of teaching spaces promotes student engagement with learning.	1. Rooms designed to accommodate intended group size(s) in a variety of teaching configurations 2. Whiteboards and projection screens of suitable size, location and surface 3. Facilities for displaying and engaging with student work, physically and/or electronically	1. *How conducive is the design of teaching spaces to learning?* 2. *How easy is it to use or change the design of the teaching spaces for different types of lessons / activities?* 3. *How and why was classroom furniture selected?* 4. *Which rooms best facilitate student engagement? How? Why?* 5. *How suitable is classroom equipment for teaching approaches currently in use?* 6. *Is there sufficient access to contemporary technologies?*
C2.3 Teaching spaces are appropriately furnished and equipped for language learning.	1. Student furniture which is light and flexible in configuration 2. Furniture arranged to maximise student engagement 3. Educational technologies relevant to teaching programs, readily accessible and easy to use	1. *How readily can teachers use or change the set-up of teaching spaces for different types of lessons / activities* 2. *How manoeuvrable is furniture if classes wish to rearrange it?* 3. *What educational technology is needed to deliver the Centre's courses effectively?* 4. *How can adequate access to relevant technology be provided in a cost effective manner?*

Quality Principle C2
Teaching and study spaces facilitate language learning.

Quality Drivers	Examples of Quality Practice	Action Guide
C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.	1. Relevant language learning aids displayed in study areas for easy reference 2. Study areas separate from recreational areas 3. Access to power and wi-fi 4. Access to educational technology	1. *What is displayed in classrooms and study areas for student reference?* 2. *What are the benefits of making student work available for others to read? How could this be done?* 3. *Where can students study privately or in small groups in the Centre?* 4. *How suitable are those areas for study? What improvements might be made to them?* 5. *How important is it for students and teachers to have internet access in the Centre? How easy is it to access?*

Quality Principle C3
Student facilities and services foster community.

Quality Drivers	Examples of Quality Practice	Action Guide
C3.1 The condition, furnishing and layout of student common areas promote and support student interaction.	1. Adequate areas for students to relax and gather in within the Centre 2. Common areas furnished and equipped in a way that invites students to interact with each other 3. Information displayed in common areas about services and available to students 4. Computer access in common areas	1. *Where do most students prefer to take their breaks? Why?* 2. *Where can students comfortably congregate during breaks in wet or cold weather?* 3. *How well suited are common areas to the range of cultural backgrounds of the students?* 4. *What equipment is there in common areas to encourage students to interact with each other?* 5. *How do students use this equipment?* 6. *What else could be added to the common areas to encourage students to interact with each other in English?*
C3.2 Students are provided with information regarding the purchase and consumption of food in close proximity to the Centre.	1. Students aware of outlets selling affordable and appropriate food nearby 2. Vending machines and/or cafeteria on-site 3. Liaison with food outlets nearby to improve service for students	1. *How well do students patronise local food outlets?* 2. *How well do local food outlets cater to the dietary requirements of the Centre's students?* 3. *How might liaison with local vendors improve options for students, e.g. timing of breaks; types of food available?* 4. *How significant are vending machines (or might they be) to students?* 5. *How well served are evening students?* 6. *How might timetabling impact on student access to local food outlets?*
C3.3 Information is provided about available social and recreational activities suited to students' ages and cultural backgrounds.	1. Information displayed in common areas about activities available to students 2. Information about recommended websites for social activities 3. Students encouraged to participate in weekend activities provided by the Centre or commercially available 4. Tourist leaflets on display	1. *What recreational activities are available locally?* 2. *What websites provide information about local activities?* 3. *What sorts of activities would be suitable and of interest for the types of students in the Centre?* 4. *Are there reputable tour providers to whom you'd be happy to refer students?* 5. *Is there a local company who provides a leaflet service?*
C3.4 Students are provided with means of sharing information relevant to them.	1. Dedicated student noticeboard in common area or electronic means of communication established by the Centre 2. Designated responsibility for vetting information on student noticeboard or electronic equivalent provided by the Centre 3. Information about relevant websites publically available	1. *What sorts of information are students likely to want to share (e.g. seeking flat mate; text books for sale)?* 2. *How do students prefer to access information?* 3. *Who is responsible for monitoring suitability of content?* 4. *Are students aware of the difference between information authorised by the Centre and that which is not?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.	1. Syllabus documents include recommended resources mapped against learning outcomes 2. Recommended resources cater to different learning styles and interests 3. A selection of alternative resources for extension and consolidation work 4. A selection of alternative resources to limit duplication when students repeat a class and to keep teachers engaged	1. *What guidance is required as to learning resources suitable for different learning outcomes?* 2. *How much guidance is needed in relation to use of resources to ensure an acceptable degree of consistency in course delivery?* 3. *How can professional development include techniques that encourage teachers to source resources themselves?* 4. *How well do alternative resources cater to a range of learning styles and teaching methodologies?* 5. *How well do alternative resources cater for students who need extra support or who are ahead of the class?*
C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences. (See Note at end of C4)	1. Wide range of resources available for all the Centre's courses 2. Access to reference resources for teachers 3. Specific resources available to address special needs 4. An index or catalogue of resources designed for teachers to select and locate materials appropriate to their students' course, level, learning needs and preferences 5. Access to resources in various media 6. Documented guidance on alternative resources and approaches to learning 7. Sufficient resources to avoid duplication of teaching material when students are repeating a level or course 8. Processes and/or equipment to avoid excessive photocopying 9. Authentic materials available for each course	1. *What are the culturally preferred learning styles of the Centre's students?* 2. *How can these be harnessed to maximise learning?* 3. *What is the most effective way of providing teachers with reference resources that reflect contemporary knowledge of the theory and practice of TESOL?* 4. *In what new areas of TESOL theory and practice might teachers need access to reference resources?* 5. *How well do resources cater to the preferred teaching methodologies of the Centre's staff? How desirable is it that they do?* 6. *How often do students repeat materials? How might this be avoided?* 7. *Are there equivalent levels of resources for all courses? Should there be?* 8. *What authentic materials do students work with in each course?* 9. *How are authentic materials sourced, and where are they stored?* 10. *How effectively is the technology available for teaching being used?* 11. *How effectively have teachers been trained to use available technology?* 12. *How are new approaches to resources and technology encouraged?* 13. *How could monitoring of equipment / technology use contribute to continuous improvement within the Centre?* 14. *How well equipped is the Centre to accommodate students with special needs?* 15. *What special needs might be anticipated from past experience or student profile?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.	1. Guided Independent Learning facility available within the Centre, with a selection of print and on-line resources 2. Independent learning resources reflecting learning objectives of the Centre's courses at each level 3. Information and instructions provided for the use of resources available 4. Recommended materials categorised by course and level 5. Online materials made available to students off-site 6. Links provided to quality language learning websites and free e-books suitable for learners in different courses and levels 7. Information for students about suitable free apps to enhance language learning	1. *What is the role of independent learning in the different courses?* 2. *What is the value of providing independent learning resources within the Centre?* 3. *How many students wish to attend out of scheduled class hours?* 4. *How can use of an established independent learning facility be maximised?* 5. *What are the most cost-effective ways of supporting independent learning?* 6. *What are the advantages of monitoring how students use independent learning materials?* 7. *What information or advice should be given to students about publically available internet based resources for language learning?* 8. *What additional independent learning resources would be useful for students to allow them to work on their identified areas of weakness?* 9. *How could the independent learning resources be better matched to the weekly objectives of each level or course? What are the benefits of making resources available to students off-site?* 10. *How much investment would this entail, e.g. software, staff time?*
C4.4 Assessment resources provide opportunities for students to demonstrate achievement of learning outcomes through different methods of assessment.	1. A range of assessment methods and instruments for teachers to select from at each level / course 2. Sufficient assessment instruments to avoid overly frequent use 3. Alternative methods of assessment to cater to different learning styles 4. Assessment options consider student special needs	1. *How are students' different learning styles and cultural backgrounds accounted for in the assessment tasks used in the different courses?* 2. *How many opportunities do students have to demonstrate their achievement of the learning outcomes of their course?* 3. *How may assessment instruments be recycled over time, without becoming predictable?* 4. *How do you identify aspects of an assessment instrument that might impede demonstration of achievement?* 5. *How reliable is the process for developing new assessment instruments? How could it be improved?* 6. *How much independence should teachers have in the assessment process, with formative and/or summative assessment?*

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

Quality Drivers	Examples of Quality Practice	Action Guide
C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies.	1. Labelling used to cross reference resources to specific courses 2. Process in place to avoid resources being repeated in different levels of the same course 3. Learning materials referenced in lesson plans and records 4. Feedback from teachers incorporated in regular review of resource allocation 5. Use of resources addressed in teacher induction	1. *What processes are in place to ensure that resources allocated to a specific course are not used on other courses in which students may enrol?* 2. *How can duplication be avoided where students may be repeating a course or level?* 3. *How is resource usage monitored?* 4. *How often are resources replaced or renewed?*
C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.	1. An asset register of the Centre's resources 2. A register of equipment faults and repairs 3. Designated responsibility for monitoring resources and arranging repairs 4. Sufficient capital budget allocated for purchase and repair of resources 5. Feedback from teachers incorporated in regular review of resource design and purchase 6. Designated teaching staff responsible for sourcing new equipment and approaches 7. Available technology supports current and emerging teaching methodologies	1. *How do you go about reporting and fixing faulty or broken equipment?* 2. *What technologies are being used in the classroom?* 3. *How responsive is the Centre to teacher suggestions for new technologies?* 4. *How does the Centre keep up with changing industry practice in use of technology?* 5. *How effective is the process for recommending new resources for purchase?* 6. *What emergency options are available to support last minute issues with technology and resources?*

Notes to Quality Principle C4

Resources include:

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

Quality Principle C5
Teachers have access to space and resources to create classroom learning materials to meet student needs.

Quality Drivers	Examples of Quality Practice	Action Guide
C5.1 There is a budget for investment in resources and development of teaching materials.	1. Budget allocation for resources 2. Time allocation for resource development 3. An up-to-date list of web-based teacher reference materials for each course offered by the Centre 4. Subscriptions to ELT journals for access by teaching staff 5. An index or catalogue of teacher reference resources held by the Centre or otherwise available to teachers	1. *How does the Centre ensure that resources are kept up to date?* 2. *Of the courses currently offered, which require purchase of additional resources and which require investment in resource development?* 3. *In specific contexts, is it more effective to purchase, develop or adapt resources?* 4. *How can the Centre ensure that time allocation for resource development is cost effective?* 5. *How are teacher reference materials stored and/or catalogued?* 6. *How are teachers encouraged to use these materials?* 7. *Who is responsible for keeping teachers up to date with on-line reference materials? How is this achieved?* 8. *What ELT journals does the Centre subscribe to?* 9. *What criteria are used for selecting subscriptions to journals and other teacher reference materials?*
C5.2 Teachers have the opportunity to facilitate innovation in resource development.	1. Time allocation for materials development 2. Resource development team(s) functioning within the Centre 3. Processes in place to encourage teachers to explore innovative practice 4. Involvement of teaching staff with industry oriented quality circles and innovation groups 5. Recognition for teacher innovation	1. *How does the Centre ensure access to information about commercially available resources, particularly in developing technologies?* 2. *How does the Centre effectively access and further develop relevant materials developed in the course of teaching?* 3. *How are teachers encouraged and supported to engage in innovative practice?* 4. *How is quality control built in to ensure that innovation in resources effectively supports the Centre's courses without stifling incentive?*

Quality Principle C5
Teachers have access to space and resources to create classroom learning materials to meet student needs.

Quality Drivers	Examples of Quality Practice	Action Guide
C5.3 The design of work space for teachers supports development of materials.	1. Provision of workspace subject to local agreement, such as: • A workspace for each equivalent full time teacher when at maximum capacity • Shared work spaces conducive to team work • Formal arrangements for teachers to work from home 2. Ready access for teachers to computers and the internet 3. Ready access to teacher reference resources 4. Resources for teachers to use in creating teaching materials 5. An effective storage and retrieval system for teacher created materials 6. Access to resources / equipment to develop multimedia teaching materials 7. Training for teachers in computer-based and multimedia materials development	1. *What workspace locations and configurations do teachers' prefer?* 2. *What workspace configurations are most conducive to preparation and materials development?* 3. *How are teachers enabled to store personal items securely?* 4. *How effective are arrangements for teachers to work off-site?* 5. *How are teachers encouraged to make and use their own teaching materials?* 6. *What do teachers think about the Centre's policies regarding the making and sharing teaching resources?*
C5.4 Innovation in resource design and development is captured for ongoing integration into future resource development.	1. Staff collaboration and consultation in technological and academic teams 2. Incorporation in strategic plan of budget and strategies to develop skills and technology to support innovation 3. Records of projects established and carried through 4. Systematic evaluation of innovative practice 5. Recognition system for innovation and best practice	1. *How do you identify and encourage innovative teachers?* 2. *Which teachers have shown interest and potential in this area?* 3. *Which teachers tend to prompt innovation in each other?* 4. *What should be provided to teachers to assist them to create and reproduce teaching resources?* 5. *How can innovative resource development be facilitated (e.g. timetabling co-teachers; paid teaching release time)?* 6. *How can teacher interest in resource development be used and supported to benefit the Centre?* 7. *How are materials which have been developed or adapted by teachers evaluated and incorporated into the Centre's resources?* 8. *How is the process of innovation monitored and mapped?* 9. *How can a culture of quality in development be established?*

QUALITY AREA D: ADMINISTRATION, MANAGEMENT AND STAFFING

Quality Principle D1
The ELT Centre has a strategic planning cycle that reflects corporate goals and guides operational plans.

Quality Drivers	Examples of Quality Practice	Action Guide
D1.1 Staff have avenues to contribute to the Centre's strategic planning.	1. Avenues for all teaching, management and administration staff in the Centre to contribute to the Centre's planning 2. Meeting minutes relating to planning 3. Strategic planning leadership included in one or more role statements 4. A document for staff depicting the planning and review cycle(s) used in the Centre	1. How are new staff made aware of the Centre's (and its wider organisation's) goals and plans? 2. How are the Centre's plans and goals linked to the organisation's wider goals? 3. How accessible is the planning process to all staff? 4. Who leads the review and development of the Centre's plans? 5. How can staff contribute ideas to the Centre's planning and improvement cycle?
D1.2 Strategic and operational plans contain qualitative and quantitative objectives and allocated resources.	1. Quality improvement / operational plans clearly linked to the organisation's strategic plan 2. Operational / quality improvement plans with appropriate time lines and sufficient resources 3. Means of measuring achievement and success built into operational / quality plans	1. How are plans for change and development designed, documented and implemented? 2. Who is responsible for monitoring the delivery of operational plans and measuring their success? 3. What resources are required, e.g. time, money?
D1.3 The Centre regularly evaluates its strategic goals and the quality of its services as part of its quality review and improvement cycle.	1. Scheduled review processes 2. Records of evaluations of strategic goals and services 3. Records of actions resulting from evaluations	1. How often should the Centre's strategic goals be reviewed? 2. How often should the Centre's services be reviewed? 3. Who is responsible for reviewing strategic goals and/or service quality? 4. Who should be involved in the review process(es)? 5. What form should reviews take to maximise their effectiveness?

Quality Principle D2
The Centre has an organisational structure that effectively supports the provision of services to students.

Quality Drivers	Examples of Quality Practice	Action Guide
D2.1 Reporting lines in the organisational structure support the efficient delivery of services.	1. An up-to-date organisational chart indicating lines of reporting 2. Staff handbook information about the roles and responsibilities of Centre staff 3. Photos for students to identify key Centre personnel 4. Sufficient staff within each reporting line 5. Position descriptions and duty statements for all positions 6. Documented procedures for replacing staff on leave	1. *How are new students and staff made aware of different people's roles and responsibilities?* 2. *What information is provided to new staff about their role in the Centre and its relationship to others?* 3. *When, how and by whom are new roles in the Centre created?* 4. *Who is responsible for ensuring that the work of people absent or on leave is carried out? How could this process be improved?* 5. *How effective are current staffing levels and structure?*
D2.2 Management is familiar with the international education environment.	1. Manager(s) familiar with and experienced in international education, including legislation and associated elements 2. Induction procedure in place for new managers 3. Processes in place to receive industry updates promptly 4. Attendance at industry conferences and seminars	1. *How do management staff keep up-to-date with issues and developments in international education in this country and elsewhere?* 2. *What sources of information can be accessed (e.g. NEAS updates, industry organisations; industry conferences)?* 3. *In what areas might managers need access to additional expertise?* 4. *How can this be most effectively provided?*
D2.3 The organisational structure supports the educational goals and welfare of students.	1. Manager(s) contributing to welfare and educational counselling of students as appropriate 2. Identified responsibility for educational counselling of students 3. Professionally qualified welfare counsellor(s) accessible as needed 4. Process in place for referring students at risk to health professionals 5. Responsibilities and referral lines for student support clearly delineated 6. Managers and support staff clearly identified to students	1. *How does the organisational structure support students' educational goals and welfare?* 2. *What opportunities are there for senior management to engage with students?* 3. *Who is responsible for counselling students about educational goals?* 4. *Who is responsible for welfare counselling in the first instance?* 5. *How are students at risk referred to professional help?* 6. *How do students know who to refer to if they want assistance?* 7. *Are all staff aware of who to refer students to for different matters?*

Quality Principle D2
The Centre has an organisational structure that effectively supports the provision of services to students.

Quality Drivers	Examples of Quality Practice	Action Guide
D2.4 The person responsible for academic management is appropriately qualified and experienced. (See Notes at end of D2)	1. Academic Manager who meets the minimum NEAS qualifications and experience criteria 2. Clear statement of duties identifying academic management responsibilities and chain of responsibility 3. If Academic Manager not on site full time, responsibility for academic management clearly delegated to someone who meets the same criteria 4. Academic Manager involved in ongoing professional development	1. *Who is responsible for validating the qualifications and experience of the Academic Manager?* 2. *What does the Centre require of an Academic Manager? (E.g. is curriculum developed in-house, or centrally within a wider organisation?)* 3. *If the workload is too great for one person, what aspects should be delegated, and to whom?* 4. *What specific qualifications and/or experience will be most useful to the Centre (e.g. curriculum expertise; teacher training; materials development)?* 5. *What areas of professional development will enable the Academic Manager to make the greatest contribution to the Centre?*
D2.5 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.	1. Staff records accessible in the Centre 2. Staff clear about their roles and responsibilities 3. Staff clear about reporting lines and chain of responsibility	1. *What is the most effective way of maintaining staff records, e.g. on-site, in HR unit of wider organisation?* 2. *If records are kept off-site, how can they be accessed, e.g. during quality endorsement visits?* 3. *What are the advantages of maintaining electronic staff records?*

Notes to Quality Principle D2

The person responsible for academic management is appropriately qualified and experienced.
The minimum qualifications for Academic Managers are:
- 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 NEAS qualification requirements for an Academic Manager.
3. A postgraduate qualification is one which generally has an undergraduate degree or equivalent as a prerequisite.

Quality Principle D3
The Centre utilises effective systems for the dissemination of information to stakeholders.

Quality Drivers	Examples of Quality Practice	Action Guide
D3.1 Communication with stakeholders is considered and approved through formal guidelines.	1. The roles of external stakeholders are defined to support appropriate communication outcomes 2. Communication with external stakeholders via formalised channels and specified personnel 3. Clearly defined lines of communication within the Centre and wider organisation 4. Nominated person(s) responsible for keeping noticeboards up-to-date 5. Version control used in the development and review of publications	1. *What channels are used to achieve communication with various external stakeholders? Can these be improved / extended?* 2. *Who are the Centre's external stakeholders?* 3. *Who is responsible for communicating with each of these groups?* 4. *How are break downs in communications / miscommunications identified and rectified?*
D3.2 Staff and students receive information from the Centre through various channels.	1. A range of channels utilised for communicating with staff and students inside the Centre 2. Noticeboards or electronic bulletin boards (or similar) for staff and students 3. Regular information updates 4. Use of attention-seeking strategies to encourage focus on Centre communications 5. Linking of classroom based communication to electronic bulletin boards 6. Course-related information provided to students in print or electronic form at identified points of each course	1. *What are the various means that Centre management uses to communicate information to staff? Which are most effective?* 2. *How is information formally communicated from the wider organisation to Centre staff? How effective is this?* 3. *What appear to be the most effective means for communicating information to students?* 4. *How can communication between the Centre and these students be improved?* 5. *What are the most effective ways of providing students with course information, e.g. learning outcomes, assessment schedule?* 6. *How do students access ongoing information about student services and activities?*
D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.	1. Process in place for induction of all new staff 2. Print and/or electronic information provided for ongoing reference 3. Relevant compliance information included in induction material 4. Workplace culture and expectations reflected in induction material 5. Appropriate workplace health and safety elements covered	1. *What information do new staff need about the Centre and its operations?* 2. *What information may staff need to refer to on an ongoing basis?* 3. *How can the induction process be used to promote the Centre's philosophy and culture?* 4. *How should the induction process differ for different types of staff?* 5. *Who is responsible for staff inductions?* 6. *Is the person responsible for staff inductions familiar with their legal responsibilities for workplace health and safety?*

Quality Principle D4
The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice.	1. Continuous performance and review cycle in place for all full time / permanent staff 2. Designated person(s) responsible for development of a performance and development culture, as per position description(s) 3. Documented and regularly reviewed goals for all full-time and permanent staff, related to both performance and development 4. Staff goals, and ways of measuring progress towards them, agreed with relevant line manager 5. Feedback provided to staff designed to develop and refine practice 6. Evidence of teacher performance drawn from a range of sources 7. Persistent underperformance recognised, documented and managed in accordance with HR policies and procedures 8. Staff development provided on workplace harassment and bullying; workplace health and safety; ethics and duty of care; chain of responsibility	1. Which staff should be involved in a formal performance review and development process? Why? 2. What key performance indicators are required of teachers? Of other staff? 3. What are the most effective, valid and reliable means of obtaining information about staff performance? Impact of teaching on student outcomes? Direct observation of teaching? Student / peer feedback? Self-assessment? 4. What guides or underpins current practices for conducting performance reviews? 5. How should staff performance reviews be structured to contribute to ongoing quality improvement? 6. How should ongoing underperformance be managed by the Centre? 7. How should excellent performance be recognised by the Centre? 8. What strategies could be put in place to enhance the current performance and development culture in the Centre? 9. How can performance goals be linked to both individual and organisational needs? 10. What information is provided on the National Employment Standards?
D4.2 An established culture of sharing contributes to innovation and best practice.	1. Teaching records reflecting cooperation between co-teachers 2. In-house print and/or electronic fora for sharing of ideas 3. Organised presentation to colleagues of professional reading or own research 4. Innovative teachers invited to present their work to colleagues 5. Selective timetabling to encourage collaboration	1. How can organisation of staff accommodation encourage sharing of ideas and materials? 2. How can class timetabling be utilised to facilitate cooperation between teachers? 3. In what ways can sharing of innovative practice be encouraged and rewarded? 4. How can staff be encouraged to feel confident to share concerns and seek solutions?

Quality Principle D4
The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.	1. Professional development program aligned with Centre's (and wider organisation's) goals 2. Participation in industry conferences, seminars and workshops 3. Selection of staff to participate in external professional development linked to established goals 4. Aspects of the professional development program informed by the Centre's teacher reference resources 5. Purchase of some resources linked to specific professional development 6. Coaching and mentoring used to build performance 7. Employer financial support available, including time off for study	1. *What professional development is needed for staff to meet KPIs?* 2. *What opportunities are there for staff at the Centre to undertake professional development?* 3. *Could the current policy on funding for attendance of staff at professional development be made fairer or more accessible?* 4. *What other strategies could be put in place to develop and extend individuals professionally?* 5. *What should be the focus of professional development for teachers? Why?* 6. *How can more learning opportunities be created within the Centre?* 7. *What resources would support professional development or could be drawn on for it, e.g. ELT journals?* 8. *How could low-cost professional development be provided using staff skills and/or existing resources?* 9. *Who on the staff would benefit from mentoring and in what areas?*
D4.4 Professional development is aligned with the Centre's strategic goals.	1. Professional development built into the Centre's strategic plan 2. Professional development designed in response to stakeholder feedback 3. Skills gaps identified and addressed 4. Records of professional development associated with introduction of new courses 5. Records of professional development in the use of educational technologies available to teachers	1. *How can professional development further the Centre's philosophy and support its culture?* 2. *What areas of need are suggested by student feedback on courses and assessment?* 3. *How could use of technology be improved?* 4. *What professional development is needed to facilitate change, e.g. to meet student demands for use of technology?* 5. *How can the Centre's current skill base be extended through mentoring or through in-house professional development?*
D4.5 Innovation and best practice are recognised and captured through a structured process.	1. Instances of innovation and best practice actively sought out by Academic Manager 2. Records of semi-formal, group based development interactions such as quality circles; self-directed teams; innovation cells 3. Staff funded to present on innovation and good practice at industry conferences	1. *How are innovation and good practice identified and rewarded?* 2. *How can innovation and best practice be encouraged?* 3. *Which staff are recognised by colleagues as innovative or outstanding?* 4. *Which staff work well together to produce best practice?* 5. *How much time is available to pursue discretionary projects?* 6. *Does the Centre's culture reward risk taking?*

QUALITY AREA E: PROMOTION AND STUDENT RECRUITMENT

Quality Principle E1
Promotional material is ethical, accurate and consistent.

Quality Drivers	Examples of Quality Practice	Action Guide
E1.1 Accurate information about the Centre and its products and services is readily accessible to all stakeholders.	1. Promotional materials which are flexible and easy to update 2. Clear and unambiguous online presence 3. A documented strategy for promotion of the Centre through a range of channels and campaigns 4. A review process for identifying and selecting new channels through which to promote the Centre 5. Records of regular communication with and briefing of agents 6. Records of student permission for their words / images to be used in promotional materials 7. Designated responsibility for promptly updating changes to product mix, pricing and positioning	1. *How do potential students find out about the Centre?* 2. *What cultural preferences do students in target markets have for various channels of promotion?* 3. *How is the effectiveness of different channels of promotion measured?* 4. *What other channels of promotion might the Centre be able to exploit effectively?* 5. *How are new channels of promotion identified and selected?* 6. *How easy is it to find the Centre's website? Can it be confused with others?* 7. *How easy is it to navigate?* 8. *How easy is it to locate information about the Centre on the website of a larger provider (e.g. international ELT, VET or HE provider?* 9. *Where can students find further information about the Centre other than on-line? Where are these sources publicised?* 10. *How is permission gained from students to use their images in promotional materials?* 11. *How important are word-of-mouth referrals to this Centre in recruiting students?* 12. *How often do the Centre's marketers and agents visit the Centre and talk to staff and students?* 13. *What is the value of online public feedback mechanisms such as Facebook and Twitter?* 14. *How is that feedback collected and acted on?*

Quality Principle E1
Promotional material is ethical, accurate and consistent.

Quality Drivers	Examples of Quality Practice	Action Guide
E1.2 There is an effective procedure to maintain consistency and currency of information.	1. Evidence of regular communication between the Centre and its marketing division 2. An established procedure for making and authorising changes to the information contained in promotional materials 3. Version control of publications 4. Strategies to monitor unauthorised information about the Centre online or in print	1. Who checks that the information in all promotional material is accurate and up-to-date? 2. How is this done? 3. How easy is it to change the information in different promotional materials / channels? 4. How is this achieved? 5. Who checks that information provided to potential students is consistent no matter how they receive it? 6. How can word-of-mouth information be monitored? How might it be influenced? 7. Who is responsible for monitoring online feedback mechanisms? How should negative feedback or inaccurate information be handled? 8. Who monitors any unauthorised references to the Centre on line or in print? How?
E1.3 Courses and services which are restricted to certain groups of students are easily identifiable.	1. Clear identification of courses or services restricted to certain groups of students 2. Clear information on entry criteria for advertised courses 3. Clear information on visa requirements for advertised courses 4. Clear identification of courses not available to student visa holders as their principal course	1. What information do students need about courses and services in order to make informed decisions? 2. How clear is this information in promotional materials? 3. Which courses or services at the Centre are not available to student visa holders? 4. Which courses may student visa holders undertake in addition to their main course? 5. How important is it to distinguish award from non-award courses? 6. What is the value of restricting certain services to certain groups of students? 7. What is the value of age-based entry criteria, for the Centre and for its students? 8. Where the Centre caters to both local and international students, how effectively are conditions applying to both groups clarified?
E1.4 Stakeholder feedback is integrated into the Centre's quality review and improvement cycle.	1. Student feedback as to how well the Centre met the expectations they formed from promotional material 2. Engagement with alumni group(s) 3. Records of responses to agent feedback / suggestions about promotional materials and strategies 4. Tracking of information source(s) at point of application	1. How do most students learn of the Centre? Does this vary in different markets? 2. What impression of the Centre and its courses were gained by students from the promotional materials? 3. To what extent do students feel their expectations were met? 4. Who monitors and responds to feedback about promotional activities? 5. What is the relative importance of various forms of feedback received?

Quality Principle E2
Essential information about the Centre is readily accessible.

Quality Drivers	Examples of Quality Practice	Action Guide
E2.1 Promotional information is provided in plain language and images used are clear and relevant.	1. Simple and unambiguous language used in promotion 2. Inclusion of clear images that accurately represent the Centre and its services 3. Images placed to support and reflect accompanying text 4. Images reflective of the Centre 5. Effective use of a variety of channels for promotion of the Centre 6. Communications tailored to the needs of various stakeholders	1. How well could a person with limited English understand key information in promotional materials? 2. Is the language level consistent with the levels of courses offered by the Centre? 3. Do the images in the promotional materials give an accurate picture of the Centre and its current services? 4. Could more or better use be made of diagrams? 5. Is the material relevant to culturally determined expectations? 6. What are the most effective channels with potential students, given the ages and cultural backgrounds of those being targeted? 7. How could you target more students with alternative forms of contact? 8. What are the most effective channels for promoting the Centre to other stakeholders (e.g. parents, agents)? 9. How could promotion be enhanced using alternative forms of contact? 10. Who is responsible for the different promotional channels?
E2.2 Support is available to assist relevant stakeholders with translation of key policies and information.	1. Translations acquired from reputable and trustworthy sources 2. Translations not relied upon in contractual agreements with students 3. Bilingual support accessible if required 4. Use of interpreters in key markets 5. Established processes for checking the quality of interpreting and translation	1. What is the value of having key information translated – for students, and for the Centre? 2. How feasible is this given the number of enrolments and backgrounds of students? 3. What information would it be most useful to have translated? 4. How are translations obtained and verified? 5. How are they updated? 6. What are the legal implications of providing policy information in languages other than English? 7. How can the skills of bilingual staff be most effectively accessed to provide information about the centre?

Quality Principle E2
Essential information about the Centre is readily accessible.

Quality Drivers	Examples of Quality Practice	Action Guide
E2.3 Web links for relevant information and assistance are clearly indicated and explained on the Centre's website.	1. Web links readily located in promotional materials 2. Web links to government sites and regulatory requirements 3. Web links to sources of local information 4. Routine checking to ensure web links remain current 5. Only verifiable sources used	1. *What links should be included on the Centre's website to assist students in adjusting to living and studying in this country?* 2. *What sites could provide students with useful information about the local area?* 3. *What links may students need in case of emergencies?* 4. *What additional links would be relevant to student interests?* 5. *Who is responsible for managing and maintaining links on the website?* 6. *How regularly should links be checked to ensure they are still operating?*

Quality Principle E3
All staff are involved in promoting the Centre.

Quality Drivers	Examples of Quality Practice	Action Guide
E3.1 Staff are actively involved in building the Centre's reputation and brand equity.	1. Cross-cultural communication training for staff 2. Marketing training for staff, targeted to their roles in the Centre 3. Evidence that the Centre's staff contribute to the development of strategies to maintain and build the Centre's reputation 4. Staff able to describe their role in promoting the Centre and building its reputation 5. Teaching staff using classroom strategies to highlight student achievement	1. *How is the Centre's reputation built and maintained?* 2. *How well do staff understand the Centre's goals?* 3. *How can a staff culture be developed where all staff take responsibility for contributing to the Centre's reputation and brand equity?* 4. *How does the Centre's code of practice reflect the importance of staff in this regard?* 5. *How can staff induction and/or professional development be most effectively used to build staff skills?* 6. *How can teachers assist students to recognise their own success during their enrolment at the Centre?*
E3.2 Staff are given strategies for building relationships with students and other stakeholders.	1. Records of staff induction in the Centre's services and courses, identifying stakeholder profiles 2. Training provided for all staff in building and maintaining the relationships the Centre has with students 3. Staff induction materials designed to include a clear focus on relationship building and customer service 4. Additions or changes to stakeholder profiles communicated to staff	1. *How significant do staff see their roles as being in the ongoing marketing of the Centre?* 2. *How familiar are staff with all current courses and services offered to students?* 3. *How can both teaching and administration staff be encouraged to take responsibility for promoting the Centre and maintaining its relationship with students and other stakeholders?* 4. *What else could be done to build lasting relationships with current and ex-students and other stakeholders?* 5. *What are the most effective ways to engage ex-students?*
E3.3 Changes to policies, procedures and services are clearly communicated to staff.	1. Evidence of formal communication to staff of changes to services, policies and procedures 2. Electronic communications marked with date and clearly referenced recipients 3. Staff involved in decision making about changes that impact specifically on their responsibilities 4. A range of strategies used to ensure that staff are fully conversant with changes 5. Appropriate briefing notes provided for ongoing reference	1. *How is it determined who needs to be informed about any particular change to services or courses?* 2. *What are the most effective ways of communicating changes?* 3. *Could this communication be improved?* 4. *How do you ensure that staff understand changes and their implications?* 5. *How do you ensure that staff engage effectively with changes?* 6. *Are staff required to acknowledge awareness of significant changes?*

Quality Principle E3
All staff are involved in promoting the Centre.

Quality Drivers	Examples of Quality Practice	Action Guide
E3.4 Staff are an effective conduit of information to students.	1. Identified information to be conveyed to students during their period of enrolment 2. Identified staff responsibilities in this regard 3. Processes in place to ensure information is effectively conveyed to students 4. Appropriate integration of information into teaching programs	1. *What information does the Centre need to convey to its existing students?* 2. *Who is best placed to convey this information?* 3. *How do you ensure that the appropriate staff have all the information they need in order to be an effective conduit to students?* 4. *How do you ensure that staff fully understand the intent of information before imparting it to students?* 5. *How do you ensure that staff see conveying this information to students as intrinsic rather than additional to their role?* 6. *How important is it to market to students after they start their course?* 7. *How can marketing information be integrated into teaching programs (e.g. listening and note-taking, research tasks)?* 8. *To what extent should teaching programs be used to market the Centre or its wider organisation?*

Quality Principle E4
The Centre makes explicit its quality assurance commitment.

Quality Drivers	Examples of Quality Practice	Action Guide
E4.1 NEAS quality endorsement is appropriately displayed using the NEAS logo.	1. NEAS logo displayed in material used to promote the centre to various stakeholders 2. NEAS logo displayed in accordance with the Guidelines for its use 3. Identified responsibility for keeping logos up to date 4. NEAS endorsed courses distinguished in promotional materials 5. NEAS logo displayed on documents relating to NEAS endorsed courses	1. *What are the guidelines for the use of the NEAS logo?* 2. *How do the guidelines for display of the Centre's logo accommodate display of the NEAS logo?* 3. *Who is responsible for ensuring logos are used correctly in all publications?* 4. *When is this done?* 5. *Where is it most beneficial to the Centre to display the NEAS endorsement logo?* 6. *How can the use of such branding be used to contribute to word-of-mouth advertising?* 7. *Which courses are NEAS-endorsed and which are not (e.g. award courses)?* 8. *How can NEAS endorsement of courses be leveraged?* 9. *How many different course-related documents do students receive?* 10. *Which of these should display both the Centre's and the NEAS logo (e.g. course information, end-of-course documentation)?*
E4.2 NEAS quality endorsement can be clearly explained by staff.	1. Administration and reception staff able to explain to students the value of enrolling in a NEAS-endorsed Centre 2. Teachers aware of the NEAS logo on student documents and able to explain its value to students	1. *How do staff assist the Centre to leverage off its NEAS Quality Endorsement?* 2. *How aware are teaching and administration staff of what NEAS Quality Endorsement means to the Centre?* 3. *How many staff are involved in Quality Endorsement processes?* 4. *How can awareness of quality endorsement processes be increased?*
E4.3 The Centre's commitment to quality assurance and continuous improvement is identified in promotional material.	1. The Centre explicitly promoting itself as being committed to quality and improvement 2. The significance of NEAS endorsement explained in promotional material 3. Key aspects of quality identified and explained in promotional material 4. Data published by the Centre publishes supporting its claims of quality practice and improvement 5. Student involvement in quality improvement identified in promotional material	1. *How are stakeholders informed about the Centre's commitment to quality?* 2. *What information could be provided to support and illustrate this commitment?* 3. *What aspects of quality are likely to be most relevant to intending students in deciding where to study?* 4. *What aspects of quality are likely to be most relevant to other stakeholders?* 5. *What are the most effective promotional channels for reaching different stakeholders?* 6. *How can a focus on quality in promotional materials be used to help attract the types of students preferred by the Centre?*