



NEAS AUSTRALIA MAPPING THE ENGLISH LANGUAGE TEACHING LANDSCAPE 2019

THIS REPORT PROFILES THE IMPORTANCE OF NEAS WITHIN AUSTRALIA'S
EDUCATION SYSTEM AND THE LEAD ROLE THEY PROVIDE IN QUALITY
ASSURANCE SERVICES TO STUDENTS, ELT AND VOCATIONAL PROVIDERS.

DR SARA BOOTH
ONLINE PEER SOLUTIONS PTY LTD

INTRODUCTION

This preliminary research report profiles the importance of NEAS within Australia's education system and the lead role NEAS provides in quality assurance services to students, teachers, English Language Teaching (ELT) and vocational providers. The report will provide some interim findings for consideration; however, a much larger research study will occur in late 2019. The subsequent review will focus on the impact NEAS has had in English Language Teaching in Australia and overseas, as well as a further review of all the other quality areas and the implications for future strategic directions.

This report focuses on mapping the impact and lessons learnt from three NEAS Quality Review Visit (QRV) cycles (2014-2015, 2016-2017, and 2018-2019) and an initial review of the NEAS Quality Assurance (QA) Framework, in particular, Quality Area A: Teaching, Learning and Assessment and Quality Area B: The Student Experience.

The report first presents a mapping of legislative and regulatory compliance and standards and how this has impacted on the NEAS QA Framework and the quality assurance cycle. Next, the report will provide a comprehensive analysis of the three quality assurance cycles across Quality Areas A and B and how the sector has significantly improved as a result of the NEAS QRV cycles. The report will also identify themes for improvement and areas of strategic focus for the sector, including recommendations and planning for Stage Two of the research study.

Note to Readers

Whilst every effort has been made to ensure the information is accurate, data derived from Assessment Reports are based on the information provided as part of each individual institutional review and associated surveys. Also, data derived from other published reports has been used based on the information that was provided.

EXECUTIVE SUMMARY

In the last five years, there has been significant changes to the economic, political and education landscape in ELT quality assurance in Australia.

During this time, international education has become a world-leading brand. To support this global branding, the Australian Government released a 10-year plan for developing Australia's role as a global leader in education, training and research. The National Strategy for International Education (2025) aims to build on this global brand and establish new opportunities so that Australian international education supports students, communities and industry to succeed.

Some of the key ideas to emerge from national-level strategic discussions on the implementation of the National Strategy (2025) include:

- Importance of building new networks and partnerships to have a sector approach to international education;
- Embrace a borderless approach to learning 24/7 which means a focus on more meaningful data for how we can use quality assurance approaches; and
- Unleash technology to improve provider operations and understanding the student experience (Department of Education, 2016).

Over the past five years, the NEAS Brand has transformed into a multi-sector, global brand which is synonymous with quality assurance, education and training.

Purpose of this Research

- ✓ Review NEAS at the national level across all education levels focusing on Quality Area A: Teaching, Assessment and Learning and Quality Area B: The Student Experience and provide recommendations as a result of the review.
- ✓ Position NEAS as the global leader in independent ELT quality assurance and training across all international education levels (Schools, ELICOS, Vocational Education and Training, Higher Education and Research) in Australia and Asia.

NEAS commissioned Online Peer Solutions Pty Ltd to provide an independent, evidence-based review of the Australian ELT sector focusing on the contribution NEAS has made to the sector in safeguarding the interests of all students through a tightly controlled monitoring framework across 3 NEAS Quality Review Visit QRV cycles (2014-2019).

The review was undertaken over the month of July 2019 and 8 recommendations were developed based on the strategic direction for NEAS and the findings from the analysis of the evidence. The 8 recommendations are ranked in terms of strategic priority, so that NEAS is well-positioned and highly responsive in both the national and international ELT landscape.

NEAS is now ready to extend independent quality assurance to the entire sector focused on expanding its products and services, including the development of a service-orientated online professional qualification and credentialing program in teaching and assessment across Australia and overseas. To lead this major sector initiative focused on the professionalisation of ELT requires NEAS to be supported by online, automated learning management systems that automate data and identify national and international trends which inform long-term strategic decision-making.

BACKGROUND

The National ELT (English Language Teaching) Accreditation Scheme Ltd (NEAS) is a not-for-profit organisation registered with the Australian Charities and Not for Profits Commission. Governed by a Board of Directors with extensive experience in accreditation and quality assurance in English Language Teaching (ELT), NEAS provides an independent quality assurance service to the English language teaching sector Australia wide and internationally, across all stages of the student lifecycle. NEAS Ltd was established in 1990 in conjunction with the Commonwealth Government, in response to calls for better regulation and risk management to protect international student interests in English Language Teaching delivery. NEAS' current remit is to be the independent quality assurance body for the entire ELT sector in Australia and neighbouring countries in the ASEAN region, safeguarding the interests of all students of English language, through a tightly controlled monitoring framework. NEAS was established concurrently with the development of the Commonwealth's Education Services for Overseas Students (ESOS) Act, which aims to regulate providers of education courses to overseas students and since 2012 has worked closely with Australian regulators ASQA and TEQSA to support quality outcomes in English Language Teaching.

NEAS is funded by the fees of its constituents in respect of ELICOS and internationally quality assured institutions. It is comprised of:

- NEAS Board
- NEAS Advisory Council
- NEAS Executive Team
- NEAS Endorsement Committee

NEAS Board

The Board is responsible for the overall conduct of NEAS, specifically for:

- the determination, review and development of the strategic plan;
- the determination, review and development of policy;
- the formulation, review and updating of requirements for quality assurance;
- establishment of the Endorsement Committee to consider Quality Assurance Endorsement applications;
- the hearing of appeals against adverse decisions of the Endorsement Committee;
- the determination of complaints against endorsed institutions; and
- any other matter affecting the standing, reputation or viability of NEAS.

NEAS Advisory Council

The NEAS Advisory Council is comprised of industry leaders from some of Australia's leading English Language Teaching institutions. The Council meets four times a year to discuss matters pertinent to English Language Teaching to international students in Australia and the ASEAN region, and to advise and make recommendations to the NEAS Board and Chief Executive Officer. Representation consists of private, public, small and large providers of standing.

NEAS Executive

Executive responsibility is held by the Chief Executive Officer, Dr Patrick Pheasant, who is broadly responsible for the overall management of the scheme, coordination of operations, provision of advice to the NEAS Board and liaison with quality assured providers, government, private stakeholders and industry professionals. The CEO oversees a team of highly experienced and qualified Quality Assessors who work directly with NEAS Endorsed centres, teachers, management staff and other stakeholders. All NEAS Quality Assessors hold specialist ELT and Quality Auditing qualifications and are experts in their field.

NEAS Endorsement Committee

The NEAS Endorsement Committee meets as needed to confer Endorsement and recommends outcomes resulting from significant changes to a provider's scope or endorsement status. The Committee comprise representatives of NEAS Management, NEAS Board and the Quality Assessment team.

NEAS Quality Assurance Assessors

NEAS Quality Assurance Assessors visit and assess members in Australia and abroad. A background in teaching, management, compliance and quality assurance education is a requirement. Assessor duties include managing Quality Assurance visits for ELICOS and Accreditation visits for ASQA, representing NEAS at conferences locally and overseas, the delivery of professional development workshops and seminars and participation in the annual NEAS Conference. Other elements include coordinating special projects and the delivery of consultancy services involving teacher qualifications and best practice in ELT.

The Role of NEAS in National and International ELT Quality Assurance

The past five years has seen a significant transformation of NEAS, responding to changes in the economic, political and educational landscape of ELT Quality Assurance in Australia. NEAS' Quality Assurance process is supporting their members in doing the right things, the right way. Quality assurance can only be effective when all stakeholders understand and embrace its challenges and benefits. Developing a culture of quality requires strong, committed stewardship from leaders in this sector such as NEAS. NEAS provides the framework to support the ELT community in its efforts to foster a culture of quality.

Australian international education is a world-leading brand. Hundreds of thousands of students are attracted to Australia each year, and Australian teaching and research is delivered around the world. It provides high-quality education for students at all levels, from school through to higher education, vocational education and training and English language tuition. It is a valuable component of the Australian economy, and it builds capacity and networks for national and international business and industry. However, there continues to be significant opportunities to expand and improve our education offerings and build our international brand (Australian Government, 2016).

As a response to this environment, NEAS has moved into the frontier space of Quality Assurance of all aspects of English Language Teaching, adding new dimensions based on stakeholder feedback to the NEAS Quality Assurance Process. Services to members have expanded with the addition of NEAS Assist, NEAS Benchmarking, NEAS Premium Product Endorsement and endorsement of TESOL / ELT Qualifications and Online Learning. These services integrate with one another to provide a sophisticated snapshot of the quality of each member centre. Members are provided with ongoing support and information through the NEAS Quality Learning Series, NEAS Online (a LMS consisting of online courses mapped against the NEAS Quality Assurance Framework), NEAS News and website.

NEAS is now poised to extend more services to more members. Providing Quality Assurance globally to a wider segment of the International Education industry can make future growth possible. Strategy for growth will be focused around six strategic pillars: Trust, Capacity, Reach, Capability, Innovation and Leadership. NEAS has served the English language-teaching arm of international education and is now ready to extend independent Quality Assurance to the entire sector.

NEAS commissioned Online Peer Solutions Pty Ltd to provide an independent, evidence-based review of the Australian ELT sector focusing on the contribution NEAS has made to the sector in safeguarding the interests of all students through a tightly controlled monitoring framework across 3 NEAS Quality Review Visit QRV cycles (2014-2019). The review was undertaken over the month of July 2019 and 8 recommendations were developed based on the strategic direction for NEAS as the findings from the analysis of the evidence. The 8 recommendations are ranked in terms of strategic priority, so that NEAS is well-positioned and highly responsive in both the national and international ELT landscape.

NEAS is now ready to extend quality assurance to the entire sector focused on developing a service-orientated professional qualification and credentialing program in teaching and assessment across Australia and overseas. To lead this major sector change requires **NEAS to be responsive to be supported by online, automated learning management systems** that automate data and identify international trends which inform long-term strategic decision-making.

METHODOLOGY

The methodology used for this research study involved a documentary analysis of NEAS documentation and data, including 127 Assessment Reports (over 80%) across three audit cycles (2014-2019); survey themes and survey response rates; and key themes from survey results from the UECA external referencing project on assessment (2019).

The documentary analysis included coding themes both quantitatively and qualitatively, and these themes were compared across sectors as well as across cycles (Appendix A: Table 1 and Appendix B: Table 2). An example of an institutional report coded across three cycles is provided in Appendix C: Table 3.

MAPPING THE ELT QUALITY ASSURANCE LANDSCAPE

In the last five years, there have been significant changes to the economic, political and education landscape in ELT quality assurance in Australia. During this time, international education has become a world-leading brand. To support this global brand, the Australian Government released a 10-year plan for developing Australia’s role as a global leader in education, training and research. The National Strategy for International Education (2025) aims to build on this global brand and establish new opportunities so that Australian international education supports students, communities and industry to succeed.

- Some of the key ideas to emerge from national-level strategic discussions on the implementation of the National Strategy (2025) include:
- the importance of building new networks and partnerships to have a sector approach to international education;
 - embracing a borderless approach to learning 24/7 which means a focus on more meaningful data for how we can use quality assurance approaches; and
 - unleashing technology to improve provider operations and understanding the student experience (Department of Education, 2016).

This section will provide an overview of the ELT quality assurance landscape over the last three NEAS QRV cycles, drawing on data, policy, national and international reports.

International Student Data

For the purposes of this report, there are five education pathways that international students can enter in Australia [Higher Education (HE), VET, Schools, ELICOS and Non-Award]. Figure 1 below provides a clear picture of the total number of *commencing international students* across these five pathways over a four-year period (2015-2018). Figure 1 shows a steady growth in numbers of commencing international students in HE and to some extent VET, however, growth in pathways involving ELICOS, Schools and Non-Award courses have remained relatively static over the last three years.

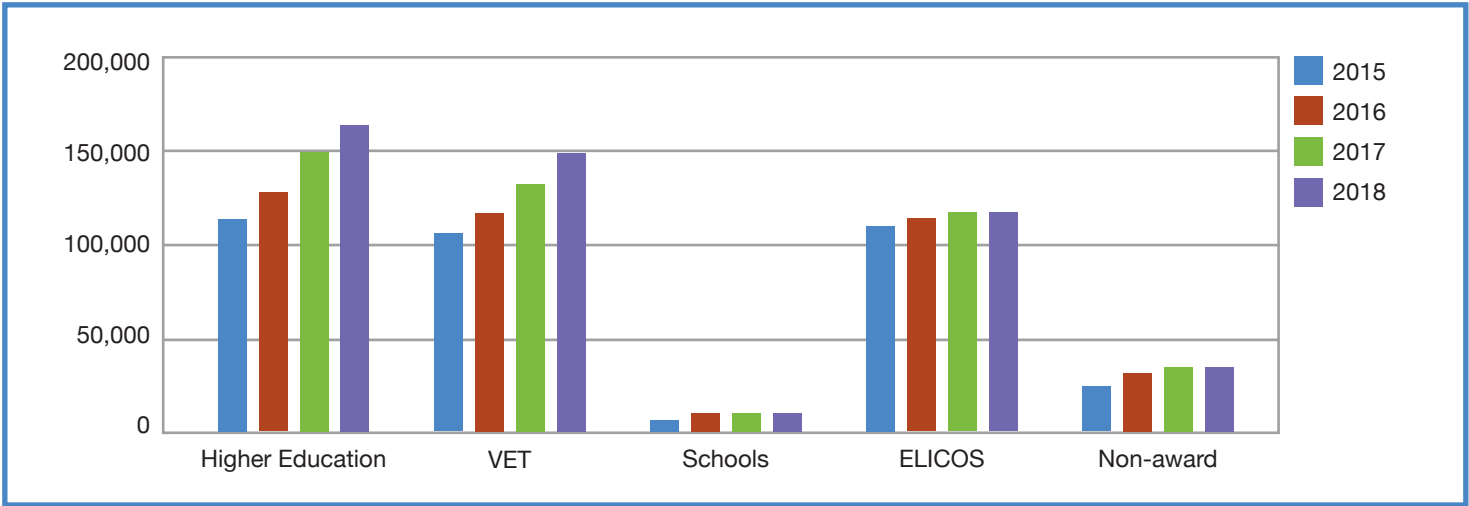


Figure 1. Commencing international students (2015-2018)

*Source: PRISM Dataset

Figure 2 below provides a clear picture of the *total number of students across the ELICOS* sector over a five-year period (2014-2018). From 2014, there has been a gradual increase in the number of ELICOS students: 18.9% (2014); 19.7% (2015); 20.1% (2016); 20.5% (2017); and 20.7% (2018). Student numbers by age in 2017: 90% adults, 10% juniors.

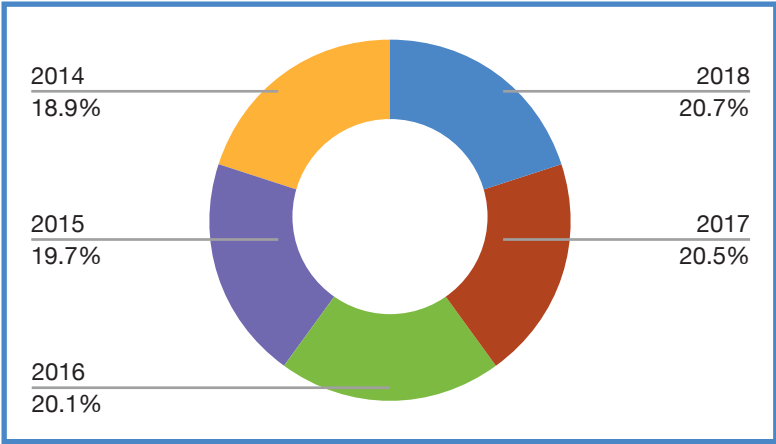


Figure 2. ELICOS Sector (2014-2018)
*Source: English Australia (June 2019). National ELICOS Market Report 2018

Figure 3 below provides an overview of the *percentage of growth in ELICOS student numbers by State*. New South Wales has the majority of ELICOS students in 2017-2018. Queensland is the fastest growing state in 2017-2018. Student numbers by provider location in 2017 were identified as 92% city-based and 8% regional. Asia Pacific is the main source region for all states.

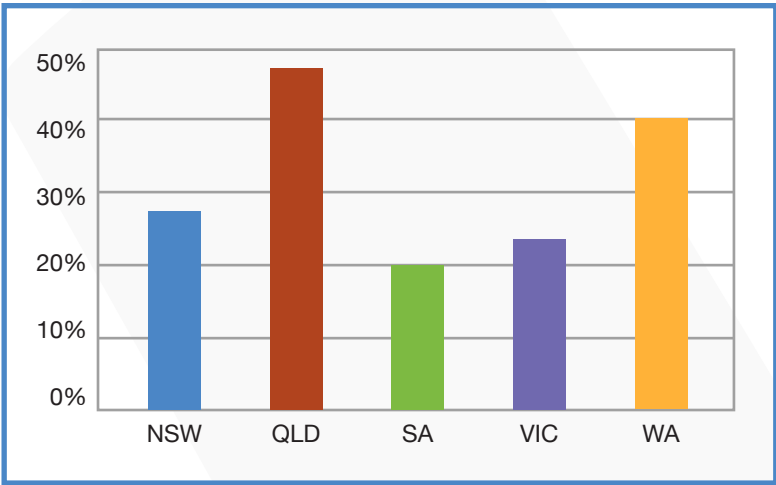


Table 1 below maps the ELT quality assurance landscape against the three NEAS QRV cycles, in terms of national policy implementation and revision, as well as major national reviews across different sectors. A brief summary of each cycle and its key activities has been included for information.

Table 1. Mapping the ELT Quality Assurance Landscape against the NEAS QRV cycles

Cycle	Cycle 1 (2014-2015)	Cycle 2 (2016-2017)	Cycle 3 (2018-2019)
NEAS QA Framework and Quality Review Visits (QVR)	• NEAS Quality Assurance Framework	• QA. F Welfare of students under 18 years released, rolled out to schools; QA. G Strategy, Risk and Governance piloted in 2017	• QA. H Online Delivery • QA. I ELT Training • NEAS Mapping Document (Appendix D: Table 4)
Major Policy Changes and Reviews	• Part C and D of the National Code under the ESOS Act (2000) revised Dec 2015 to align and map to TEQSA and ASQA Frameworks • VET Fee Help (2014-2015) • UECA Benchmarking (2014-2015)	• Revision of the ELICOS Standards (2017) • Revision of Higher Education Standards Framework (2015) • ASQA strategic review (2016) concerns on poor assessment practices and inadequate trainer and assessor skills • TEQSA (2017-2018) A review of the Register of Experts and its approach to engagement with TEQSA experts • Review of the National Vocational Education and Training Regulator Act 2011 Report (2018)	• ELICOS Standards (2018) From 2018 meet minimum requirements to course contact hours, teacher qualification and student-staff ratios. • TEQSA Guidance Note: Scholarship (2018) • TEQSA Guidance Note Direct Entry Standards (2019) • TEQSA Guidance Note on External Referencing (2019) • Braithwaite Review (2018) annual review of teaching performance, including teacher quality improvement actions; career path for teaching excellence; and Master Assessors • AQF Review (2018-2019) • Australian Government Response (2018) to the Review of the National Vocational Education and Training Regulator Act 2011 • UECA Assessment External Referencing Project (2019)

Cycle 1: Streamlining and Aligning Quality Across Sectors

Cycle 1 demonstrates a national focus on streamlining and aligning different sectors in quality. At the national policy level in 2014-2015, there were significant changes to national policy including the revision of the Education Services for Overseas Students Act (2000) in December 2015 to streamline the Act with quality assurance frameworks administered by the Tertiary Education Quality and Standards Agency (TEQSA) and the Australian Skills Quality Authority (ASQA). The fallout from the VET FEE-HELP Scheme, in relation to the actions of some RTOs, also had major implications for ASQA in ensuring quality in the VET sector.

NEAS implemented the Quality Assurance Framework with the Quality Review Visit (QVR) cycle in 2014. All providers, except some intransigent ones, completed the first cycle in the calendar years 2014-2015.

At the same time, in relation to quality assurance activities, the University English Centres Australia (UECA) (2014-2015) underwent a quantitative benchmarking exercise which focused on 8 specific aspects on the English language sector, including scale and size of centres; source countries; relationship to university; research; student recruitment and student services; scholarships and philanthropy; English language proficiency and NESB students.

Cycle 2: Revision and Mapping of Legislative and Regulatory Architecture

Cycle 2 has a national focus on the revision and mapping of legislative and regulatory frameworks. In 2017, the consultation, and the subsequent revision and approval of the ELICOS Standards 2018 ensured that the ELICOS Standards would apply to new and existing providers from 1 January, 2018 and to transitioning providers from 1 March 2018. The main amendment was to the definition of an ELICOS course to bring all intensive English language courses registered on CRICOS within the scope of the ELICOS Standards. The ELICOS Standards applies to providers who deliver courses which are solely or predominantly of English language instruction to student visa holders in Australia, including vocational education and training (VET) English courses.

Furthermore, a revised Higher Education Standards Framework (HESF) legislative instrument was approved in 2015 and came into effect from 1 January 2017. The mapping of Parts C and D of the National Code (established under the ESOS Act 2000), brought into focus the key areas of teaching, learning and assessment and student experience for the purposes of this Report [Quality Areas A & B].

In 2016, ASQA had a strategic review which highlighted concerns about poor assessment practices and inadequate trainer and assessor skills. Subsequently, the Australian Government in 2017 commissioned a review of the National Vocational Education and Training Regulator Act 2011 (NVETR Act) and its associated legislative framework to ensure the quality of the national vocation education and training sector. TEQSA also undertook a review of their Register of Experts and its approach to engagement with TEQSA Experts and their role in reaccreditation.

NEAS implemented the Quality Assurance Framework with the QRV cycle across 2016-2017. Quality Area F: Welfare of students under 18 was released out to schools and Quality Area G: Strategy, Risk and Governance was piloted in 2017 and then rolled out in 2018.

Cycle 3: Evidence-based Approach to Quality and Information Systems Support

Cycle 3 has a national focus on education institutions developing an evidence-based approach to quality as well as having the appropriate information systems in place to support this evidence. An evidence-based approach to quality involves the collection, management, analysis and sharing of data to improve teaching quality, and in turn, the quality of the student experience.

Linked to this national theme is the critical need for education institutions across all sectors, including government departments, having in place secure, *online data management systems*, to provide efficient and timely feedback for decision-making and reporting purposes. TEQSA, in their Corporate Plan (2018-22, p. 23) has highlighted the timely access to, and appropriate use, of trusted data required by TEQSA for informed decision making, and to enable innovation and support higher quality regulation in the sector. Similarly, ASQA's Corporate Plan (2019-2020, p. 22) outlines their Information and Communication Technology (ICT) strategies including: 1) ensuring robust, responsive and supportive technology and; 2) to progress the migration of core systems and services to the Cloud, to make use of the best available software.

From 2018, to meet the ELICOS standards, providers must meet the minimum requirements for course contact hours, teacher qualifications and student-staff ratios. Furthermore, TEQSA, in response to the implementation of the HESF (2015), released a set of guidance notes on scholarship, direct entry standards and external referencing to support the sector in unpacking the standards and the evidence required to meet these standards.

Together with NEAS, UECA and English Australia provided feedback on the draft guidance note on Direct Entry Standards in 2018. In response to this guidance note, UECA commissioned a national external referencing project on assessment policies and processes and external review of assessment involving 20 universities (2018-2019). *The UECA project included up to 60 assessors as part of the external review of assessment phase, which all institutions completed on the online Peer Review Portal.* TEQSA has approved the Peer Review Portal as an online support mechanism to support the comparison of Direct Entry Programs and external referencing [See TEQSA Guidance Notes in Reference List].

An evaluation of the UECA project by 14 universities (2019), identified areas of good practice, areas for improvement and areas for further enhancement (See Appendix E: Table 5). Some key themes identified for further development include tracking student data across different cohorts and sectors; developing a strategy to collect data from faculties and students; retention in the quality of staff in a casualised workforce; inconsistency in the quality of teaching; improved understanding of assessment principles; and digital literacy skills.

The Braithwaite Review (2018) has also made similar recommendations, including *assessing the quality of its teaching workforce, through developing teacher quality improvement actions, including an annual review of teaching performance* (Rec 7); *career path for teaching excellence* (Rec 8); and *Master Assessors* (Rec 9). The Australian Government's response to the Braithwaite Review's (2018) three recommendations was to *support Rec 7 and Rec 8 in principle* and the Government notes Rec 9. The Government notes the review's findings and evidence highlighting interest in the sector for external evaluation and validation of professional development and student outcomes.

Another strategic initiative across the higher education landscape has been the review of the Australian Qualifications Framework (AQF, 2018), commissioned by the Department of Education and Training. The AQF Review which began in 2018 could significantly impact the shape and type of qualifications, both across higher education and vocational education and training. A key theme for national discussion which has received positive feedback has been *the inclusion of micro-credentials, particularly in relation to skills sets, short courses, enabling and foundation courses, MOOCs and professional and vendor courses* (AQF Review, 2018, p.14). The New Zealand Qualifications Authority has recently introduced a micro-credentialing system as part of New Zealand's regulated education and training system. NZQA has also received positive support for the concept of 'New Zealand micro-credentials' as part of New Zealand's regulated education and training systems. In New Zealand, *there will be opportunities for professional associations and regulatory bodies to develop and assess micro-credentials to maintain the competency of their members* (NZQA, 2019).

Another key theme to emerge from the AQF Review has been the importance of student choice in their education and qualifications, including the importance of complementarity in both the public and independent higher education system. Troy Williams, CEO, ITECA, states that, 'ITECA believes in student choice in offering a complete range of training... and that [such an] approach should be embedded as a long-standing feature of Australia's tertiary education landscape' (Nous, 2019, p.2). Furthermore, the 2019 ITECA State of the Sector Report also highlighted the importance of metrics and micro-credentials to provide better student outcomes and that *a solution is based on the responsiveness of the independent tertiary education system coupled with a commitment to quality.*

ITECA represents over 700 member institutions which offer a diverse range of qualifications in vocational education, higher education, English language, foundation studies and primary/secondary school. Independent providers, thus, play a significant role in Australia's fast-growing international education and training sector (Nous, 2019). *ITECA are supporting the sector by embedding an ITECA Industry Certification Program and the ITECA College of Vocational Education and Training Professionals.* The ITECA College offers trainers, assessors and managers continuing professional development and credentials (CPD) such as CEP-Certified Education Professionals or CEM-Certified Education Manager and access to a professional community (ITECA, 2019).

Building on and maintaining the trust and capacity of NEAS has been essential in keeping members engaged and continuing to renew their membership. This was done by heightening the capacity of the various internal stakeholders of NEAS. The NEAS Advisory Council was leveraged to support outreach and industry engagement. They also assisted in reaching out to potential members and maintaining good relations with existing members. The NEAS Advisory Council was extended to have additional member representatives from UECA, English Australia and ITECA to ensure engagement of members from these industry associations. NEAS staff and assessors were trained to support more functions of the organisation.

Over the last two years, NEAS has seen more formalised relationships with English Australia, UECA, ITECA, TEQSA and ASQA. NEAS works closely with government bodies such as Austrade, DHA, DET and State and Federal Governments. Through these relationships and MOUs, NEAS has continued to influence quality assurance of the International Education Industry in Australia.

By developing multiple communities of practice, NEAS was able to reach more members, in more regions. Focus was on building a hub and spoke model with best practice advocates and state-based teams. Membership categories were enhanced and extended to VET, TAFE, agents, partners, teachers, government and industry and online providers. Synergies were explored to extend ELT quality assurance process to the wider international education community in order to support transnational education and articulation and collaborative agreements between Australian ELT providers and their partners in ASEAN.

A client relationship database and a new NEAS LMS was established to track and support a growing networked community of organisations, individuals, partners, teams and regions. NEAS News and the website, in conjunction with the LMS was utilised to expand reach with professional development and resources for members, the QLS workshops and pre-QA checklists and models. This enabled identification of new member categories allowing for expansion of NEAS services to benchmarking, audit services, health and readiness checks and strategic consulting.

NEAS has implemented the Quality Assurance Framework (2019) with the Quality Review Visits (QVR) cycle across 2018-2019. In 2019, some of the Visits have been substituted with Self-Assessment Activities, allowing for development of ongoing sustainable self-analysis and internal quality review. Not all providers will undergo a Self-Assessment, based on a confidential support rating determined by a sophisticated risk matrix developed internally by NEAS. Quality Areas H and I were added to the 2019 version of the Framework allowing providers options to have their ELT Qualifications and Online Delivery quality endorsed by NEAS. NEAS has also undertaken a mapping exercise with the NEAS Quality Assurance Framework (2019), with the ELICOS Standards (2018), the National Code of Practice (2018) and the TEQSA Guidance Notes (Appendix D, Table 4).

RESULTS AND FINDINGS

NEAS OVERALL SECTOR RESULTS

From 2014-2019, the success of NEAS has been encapsulated in the overall sector results outlined in Table 5. NEAS has strategically led the stewardship of the quality assurance sector for English language teaching across Australia and into Asia Pacific. NEAS has been responsive to sector-wide changes in regulation and review and has provided 154 endorsed providers with a robust, quality road-tested and responsive Quality Assurance Framework to meet the ELT sector’s regulations and needs (as at 30 June 2019, NEAS has in its membership 225 centres across 129 ultimate holding entities). For this research study, 127 institutions were analysed based on the data that was provided.

Table 5. Overall Sector Results (2014-2019)

NEAS Overall Sector Results (2014-2019)	
✓	Robust, road-tested and responsive Quality Assurance Framework
✓	154 endorsed providers (127 reviewed)
✓	6000 participants in the NEAS Quality Learning Series in Australia over 3 cycles
✓	18 schools, 52 VET providers, 35 Independent providers and 22 universities have been nationally endorsed over 3 cycles [n=127]
✓	25,836 survey participants over 3 cycles [n= Cycle 1: 8469; Cycle 2: 9428; Cycle 3=7939]
✓	1920 conference participants over 3 cycles
✓	17 NEAS assessors over 3 cycles
✓	NEAS formally collaborates with ASQA, TEQSA, English Australia, UECA, Ministry of Education, Vietnam, OET, Cambridge English Assessments, QALEN ITECA
✓	Services, include: NEAS Assist, NEAS Benchmarking, NEAS Premium Product Endorsement, NEAS Quality Learning Series, NEAS Online LMS with courses, NEAS news and website

NEAS SECTOR-WIDE IMPACT (2014-2019)

NEAS has played a significant role in quality assuring English Language Centres across these diverse sectors as well as providing professional development and training to their staff. A documentary analysis of 127 Assessment Reports (2014-2019) identified key themes to emerge across the different sectors (HE institutions, self-accrediting providers, VET and schools (Table 6).

Table 6. Key Themes across Sectors

HE Institutions	Self-Accrediting Providers	VET	Schools
✓ Development of learning outcomes ✓ Mapping learning outcomes to assessment ✓ Validation and moderation ✓ Teacher verification ✓ Establishing course evaluation and review processes ✓ Student support for under 18s ✓ Access to online study resources ✓ Support for Academic Manager role	✓ Development of learning outcomes ✓ Mapping learning outcomes to assessment ✓ Teacher verification ✓ Introduction of validation and moderation ✓ Establishing course evaluation and review processes ✓ Student support for under 18s ✓ Access to online study resources	✓ Development of learning outcomes ✓ Mapping learning outcomes to assessment ✓ Teacher verification ✓ Validation and moderation, internal and external ✓ Establishing course evaluation and review processes ✓ Student support for under 18s ✓ Access to online resources	✓ Development of learning outcomes ✓ Mapping learning outcomes to assessment ✓ Introduction of validation and moderation ✓ Introduction of evaluation and review processes ✓ Student support for under 18s

In this time, NEAS has been instrumental in assuring the quality of teaching, learning and assessment across each of the sectors, in relation to Quality Area A. In particular, the development and mapping of learning outcomes to assessment has been a major multi-sector shift in the learning and teaching culture, moving from a teacher-centred approach focused on teaching the syllabus and textbooks to a more student-centred approach with explicit learning outcomes which are mapped to assessment.

Another key multi-sector change has been the implementation of assessment moderation and validation processes. In 2014-2015, assessment moderation in English Language Centres was generally the responsibility of one person only, the Academic Manager and it usually was an informal process. Over the course of the three cycles, there has been a major shift to a more formal, team-based approach to assessment and moderation. A strength of the VET sector has been external moderation. The HE and self-accrediting providers lead in the implementation of assessment and moderation with a shift towards the development of assessment/moderation teams. The UECA external referencing project (2018-2019) is a good practice model in the ELT sector including both internal and external validation of assessment with teams of assessors.

In relation to teacher verification, there was a noticeable shift across the three cycles in ensuring that evidence of teaching qualifications was kept centrally, however, there seemed to still be in place a 'minimum standards approach to teaching qualifications' rather than the strengthening and professionalising of teaching practice. There was evidence of new teachers being mentored by more experienced teachers, however, this was not formalised or linked to teaching performance reviews or rewards. A key factor across all sectors was the significant impact of casualisation of the teaching workforce which has major implications for the ongoing professional development of teachers in the ELT sector.

Over the three cycles, course evaluation and review has progressed from informal approaches to more structured approaches in curriculum review. A major area for improvement across all sectors was teaching and student evaluation. It was noted by many students in focus groups in Assessment Reports that they had not been involved in a survey, and if they had, they had not seen the results. Similarly, teachers had not been informed about the feedback from students or whether there had been any noticeable changes to the curriculum or teaching practice. The school sector is an area for improvement as there were inconsistent practices in evaluation and review. Many teachers considered tearoom conversations to be course evaluation and review.

Over the three cycles, NEAS has been instrumental in supporting students under 18, in relation to Quality Area B: The Student Experience. During 2014-2015 there were few students under 18 who had enrolled in English Language Centres [except for schools], and if they had, they were provided with a guardian. The inclusion of this standard in the QA Framework, has significantly changed and strengthened multi-sector practice in relation to the support and care for students under 18.

Another multi-sector shift across the three cycles, has been the access to online study resources. During Cycle 1, many students were provided with little or paper-based study resources to support their learning, however, this has shifted to ELT providers moving to an online environment with Learning Management Systems and online study resources.

In terms of sector responsiveness to each of the three cycles, the HE institutions and self-accrediting institutions have progressed the most in terms of meeting the standards in the NEAS QA Framework. Both the VET and school sectors, have some way to go in the implementation of consistent standards in both Quality Areas A and B.

KEY GOOD PRACTICE THEMES IN TEACHING, LEARNING AND ASSESSMENT

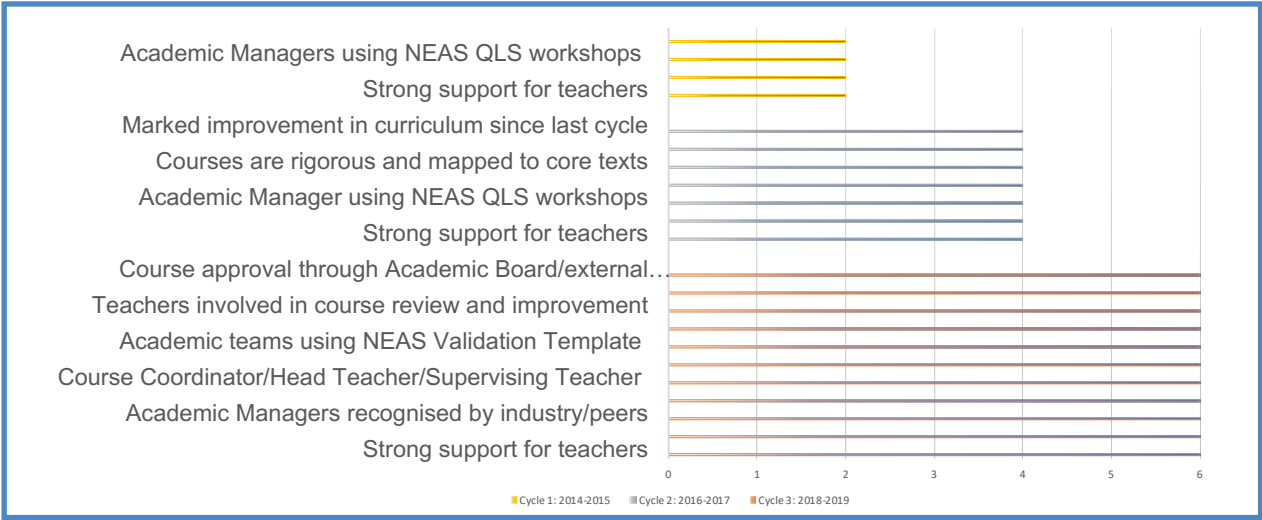


Figure 4. Good Practice Themes in Teaching, Learning and Assessment

Figure 4 provides a summary of good practice themes in teaching, learning and assessment. *There was strong support for teachers* by students across all three cycles. Also, teachers were allocated appropriate classes for the different levels of English language proficiency.

A key theme across the three cycles has been the significant impact of *NEAS QLS workshops, conferences and quality review activity, which has supported the professionalisation of English Language teaching in Australia*. Another major impact NEAS has contributed to is *the professionalisation of the Academic Manager* role which has transitioned into an academic leadership role with clear lines of responsibility across teaching teams. Lastly, the focus on the ELT curriculum and evaluation across the three cycles demonstrates the transition and implementation of an *evidence-based approach to quality*.

KEY GOOD PRACTICE THEMES IN STUDENT EXPERIENCE

Figure 5 below provides a summary of good practice themes in student experience. A key strength has been the training of admissions and support staff in regulatory requirements and support for international students' needs. In terms of student experience, students enjoyed their student experience, particularly through a range of excursions, outdoor activities, coffee clubs, conversation clubs and orientation activities.

Over the three cycles, it is noted the significant impact NEAS has made on monitoring an English Only Policy and support for under 18s. Cycle 3 also evidences NEAS' role in providing professional development on enhancing the student experience.

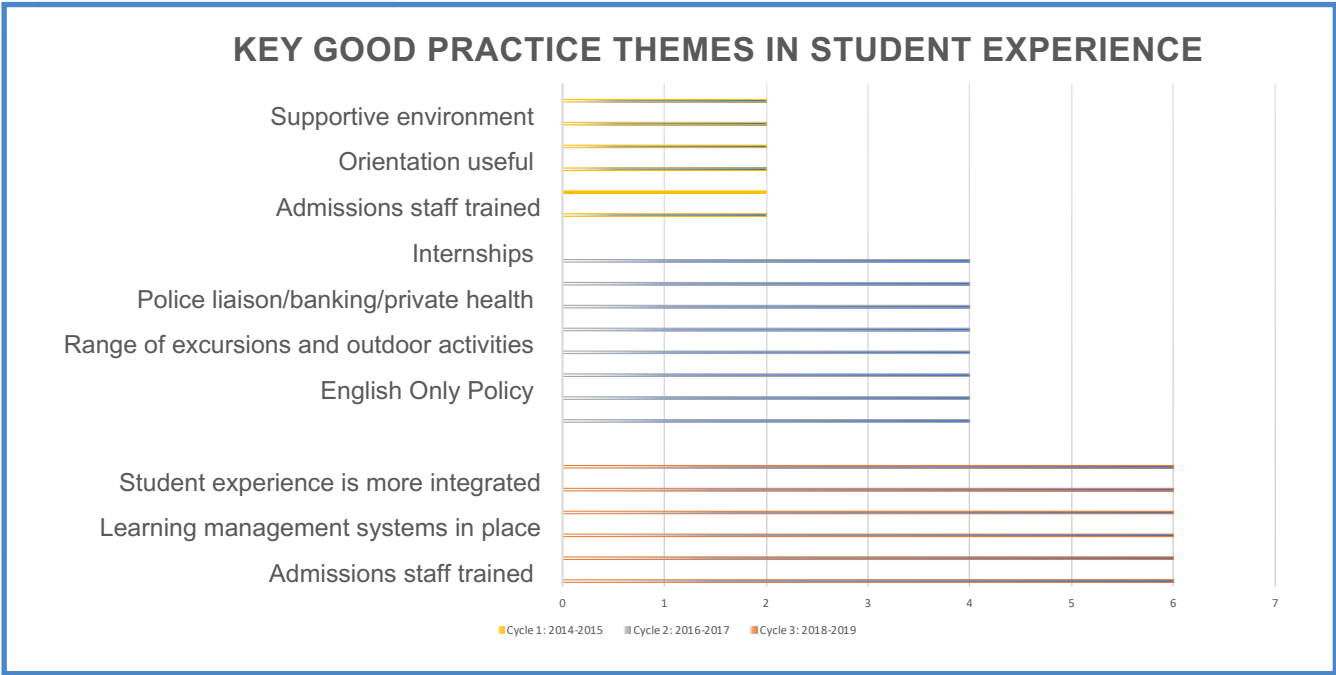


Figure 5. Good Practice Themes in Student Experience

REFERENCES

Australian Government (2016). *National Strategy for International Education 2025*. Go to:

<https://www.education.gov.au/national-strategy-international-education>

Australian Qualifications Framework Review Panel (2018). *Review of the Australian Qualifications Framework: Discussion Paper*. Go to: <https://www.education.gov.au/australian-qualifications-framework-review-0>

Braithwaite, V. (2018). *Review of the National Vocational Education and Training Regulator Act 2011*. Go to:

<https://www.education.gov.au/nvetr-act-review>

Nous Group. (2019). *ITECA State of the Sector Report*. Go to:

https://www.iteca.edu.au/ITECA/Statistics/ITECA_Sector_Overview/ITECA/Content/Statistics/ITECA_Sector_Overview.aspx?hkey=228f8f5b-3ccf-40b9-9769-74bc7c6dc3f5

NZQA (2019). *Approval of micro-credentials*. Go to:

https://www.nzqa.govt.nz/providers-partners/approval-accreditation-and-registration/micro-credentials/?utm_campaign=website&utm_source=sendgrid.com&utm_medium=email#heading2-8

Resources: National Policies and Reports

- ACPET Corporate Plan (2019-2020)
- https://www.asqa.gov.au/sites/default/files/asqa_corporate_plan_2019-20.pdf
- ELICOS Standards (2018)
- English Australia (June 2019). National ELICOS Market Report Market 2018
- ESOS Act (2000)
- Higher Education Standards Framework (2015)
- NEAS Annual Reports (2014-2018)
- Prism Dataset
- <https://internationaleducation.gov.au/research/International-Student-Data/Pages/InternationalStudentData2017.aspx>
- UECA (2018-2019) National External Referencing Project on assessment policies and processes
- TEQSA guidance notes on external referencing and direct entry standards <https://www.teqsa.gov.au/guidance-notes>
- TEQSA Corporate Plan (2018-2022). <https://www.teqsa.gov.au/sites/default/files/corporate-plan-2018.pdf?v=1535417773>

APPENDICES

Appendix A. Table I. Audit Timeline, QA Framework, Student Profiles & Evidence

Audit Cycle Dates	2014-2015	2016-2017	2018-2019	2020-2022
NEAS Quality Endorsement Cycle	Visit, Surveys, Focus Groups, Interviews, Management meeting One Assessor Manual	Visit, Surveys, Focus Groups, Interviews, Management meetings One Assessor Manual	Visit, Surveys, Focus Groups, Interviews, Management meetings One Assessor, Trial of Self-Assessment Manual	- Online Self-Assessment - Online Calibration by Two Assessors - Visit - Online Benchmarking reports, nationally and internationally - Online Good Practice Case Studies - Online Annual Evaluation Reports by NEAS Assessors
International Student Profiles	Embedded in Assessment Report	Embedded in Assessment Report	Embedded in Assessment Report	Online Student Experience Survey with Student Profiles that can be quantified
Teaching Qualifications and Professional Development	Embedded in Assessment Report	Embedded in Assessment Report	Embedded in Assessment Report	Possible new types of online evidence in teaching that can be quantified as well as qualitative: - Permanent Teacher Numbers - Sessional Teacher Numbers - International Teaching Accreditation process and evidence collected individually and institutionally - Use of student feedback - National Validation and Calibration process
Survey Responses Total No of Institutions =127 Average number of participants across 3 cycles 18 Schools [91 participants] 52 VET [179 participants] 35 IND [278 participants] 22 HE [257 participants] Focus Group numbers were not valid for reporting purposes	8469 Survey Participants	9428 Survey Participants	7933 Survey Participants	- Improve response rates by shortening surveys and having a national/ international response rate strategy in place; - Response rates can be quantified if all surveys are online
Types of Data Evidence	Assessment Report Student Survey Teacher Survey Admin/Marketing Survey Staff interviews Focus Groups	Assessment Report Student Survey Teacher Survey Non-Teaching Survey Staff interviews Focus Groups	Self-Assessment Report Assessment Report Student Survey Teacher Survey Non-Teaching Survey Staff interviews Focus Groups	Self-Assessment Report, Assessment Report, Teacher Survey, Non-teaching Survey, Focus Groups, Staff interviews Possible new types of evidence <i>Attrition, Retention & Progression rates</i> <i>Student Experience Survey</i> <i>Agent Survey</i> <i>Faculty/Pathway Provider Checklist</i> <i>Tracer Studies</i>

Appendix B. Table 2. Key Themes Coded across Three Cycles

Teaching, Learning and Assessment	Cycle 2014-2015	Cycle 2016-2017	Cycle 2018-2019
Good Practice	1. Strong support for teachers 2. Teachers allocated to appropriate classes/mentoring of new teachers 3. Managers implemented key learnings from NEAS QLS workshops, such as assessment validation 4. Syllabus documents provide guidance for teachers	1. Strong support for teachers 2. Teachers allocated to appropriate classes/mentoring of new teachers 3. Academic Managers taking on more leadership roles 4. Courses are rigorous and mapped to core texts 5. Academic Managers using NEAS Quality Learning Series 6. Academic Managers using NEAS Validation Template 7. Marked improvement in curriculum since last cycle 8. Collaboration on curriculum development	1. Strong support for teachers 2. Teachers allocated to appropriate classes/mentoring of new teachers 3. Courses have clear learning outcomes and mapped to the CEFR 4. Academic Managers recognised by industry/peers; 5. Academic Managers have clear lines of responsibility, with no teaching load 6. Course Coordinator/Head Teacher Assessment Coordinator/Supervising Teacher 7. Designated marking days with moderation/validation being built into programs 8. Regular teachers are involved in PD workshops such as NEAS QLS 9. Teachers involved in course review and improvement 10. Academic teams using NEAS Validation Template 11. External benchmarking of Direct Entry programs, ELT Barometer and UECA and tracer studies 12. Course approval through Academic Board/external committees
The Student Experience	Cycle 2014-2015	Cycle 2016-2017	Cycle 2018-2019
Good practice	1. Admissions staff trained 2. Strong relationships with agents 3. Orientation useful 4. Accommodation is outsourced 5. Supportive environment 6. Range of excursions and outdoor activities	1. Admissions staff trained 2. English Only Policy 3. Under 18's are accepted and supported 4. Coffee clubs, Conversation Clubs, job clubs 5. Police liaison/banking/private health 6. Buddy systems 7. Internships	1. Admissions staff trained 2. NEAS online course on Enhancing the Student Experience 3. Learning management systems are in place, 4. Information centrally recorded such as student handbook 5. Student experience is more integrated across campuses/institutions 6. Students can access self-study materials online
Improvement	1. More information on community activities, living in Australia, student services 2. No under 18s enrolled or rarely enrolled 3. Surveys are paper based 4. Admission staff need training 5. No support officers 6. Reporting of attendance 7. Student representation/leadership 8. Marketing staff providing students with advice/counselling 9. Self-study materials	1. Teachers not aware of accommodation options, medical providers/transport 2. Student handbook is paper-based, students moving towards more online options 3. More opportunities to connect to mainstream students 4. More information on community activities, living in Australia 5. Build a strong student community 6. PD on international student expectations 7. Attendance Policy 8. Volunteer activities	1. Link to national Student Experience Survey (SES) 2. NEAS recommends implementation of surveys, focus groups and internal staff survey 3. Non-teaching staff wanted updates through NEAS workshops and information sessions 4. Surveys are becoming electronic, through Google Docs and Survey Monkey 5. Students are unaware of the purpose of surveys 6. Survey feedback and reporting 7. Buddy system with new and previous students

Appendix C. Sample NEAS Report (2014, 2016, 2018)

Table 1. Analysis of University XXX Onsite Assessment Reports

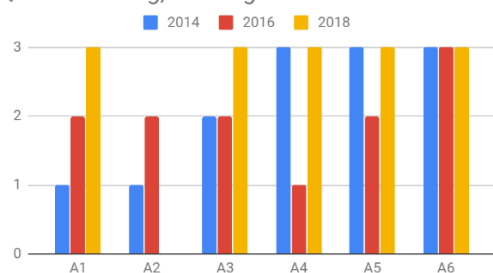
Assessment Reports	QA: A	2014	2016	2018	Good Practice	Improvement
Course design/documentation	A1				(2018) Thorough documentation supporting the design of course, particularly Direct Entry Courses. (2018) Process of transforming General English curriculum into Global English; positive steps in line with vision of XXX, welcome and timely by teachers and students	(2014: T) Curriculum needs radical revamp; (2016: S) Some dissatisfaction on recent focus on IELTS skills which was confusing, students wanted to focus on academic skills, not tests; students disadvantaged for those preparing for postgraduate studies; (2016: T) Dissatisfaction with DEC syllabus, more timetable than LOs
Teachers appropriate training and experience	A2				(2016: T) Good mentoring system in place new teachers	(2014:T) Teacher training varies; not all DEC teachers are training in L&T and genre, issues with standardisation of new teachers at peak times; (2016:T) Concerns about DEC's teacher's book; Peak times are an issue for mentoring new staff, need to create more written guidance for new DEC teachers to cover peak times
Students are enrolled and English language proficiency programs	A3				(2014:S) Appreciated different teaching styles; (2018) Direct Entry courses are formally benchmarked against relevant admission criteria: Funding IELTS examinations for 250 students biannually; ongoing tracer studies; regular communication between XXX faculty staff	(2014: T) Too much assessment
Course delivery, assessment and teaching approaches	A4				(2014:S) Course is well planned; (2018) NEAS Premium Product Endorsement for series of 5 MOOCs titled Academic Skills for Success Specialisation; adopted by mainstream University to introduce students to different contexts of communication	(2016: T) Concerns about assessment, in relation to validity and ad hoc standardisation; use of common rubric for writing a concern; (2016:S) General English students dissatisfied with mixed levels in classes
Students are encouraged to take control of their language learning	A5				(2014:S) Learning strategies and online resources were valuable; (2018) Review of DEC courses, learning and support materials are being embedded in the Centres, Canvas.	(2016:S) Students indicated more homework; but (2016: T) More guidance regarding self-access materials
Evaluation of courses is regular and rigorous	A6				(2014: T) Course evaluation and review was a strength, more teachers wanted to be involved in the review process; (2016: T) Thorough ongoing evaluation and review process; including student and teacher surveys (2018) Evaluation of Direct Entry Courses influenced by faculty staff, on feedback and results data from students in UG/PG study. Development phase of the review is extensive due to range of stakeholders.	
	QA: B	2014	2016	2018		
Application and enrolment process is clear for students and agents	B1				(2018) Approach to feedback and training for agents is thorough	
Students have information and support to adjust to living and studying	B2				(2016: A/M) Range of services available to students through Educational Services and Student Experience Officer; XXX Counsellors; Accommodation services outsourced; (2018) XXX Connect App allows for centralisation of information and streamlined communication regarding the Student Engagement Program. Students are impressed with the App. App is currently only available for Direct Entry	(2014: S) Students would like more information before arrival, found accommodation expensive and wanted support to find accommodation before arrival (2014: T) Students don't read the information; not informed about their course or access to resources

					Course students, plans to extend to other students.	
Students are provided with support to be actively involved in their learning program	B3				(2016) Established Student Engagement Council, weekly workshops. Recent workshop on reading attracted 70 students. XXX exploring ways of tracking and leveraging student engagement in activities. (2016:S) XXX cares about them (2018) XXX's student engagement program, XXX Connect, is an innovative approach to engaging students in activities, which is structured around a points-based gamified system.	(2014:T) Difficulty in providing course information to students; (2014: A/M) concerned about engaging students in Sydney social life/calendar; (2016:S) ITP students would like more activities to practice English outside class time; GE students would like more information on local community events (2016: T) No formal system in place for identification and welfare of students under 18
Stakeholder feedback is integrated to improve student experience	B4				(2016: A/M) student and teacher surveys focus on course delivery; agents are surveyed in relation to course, pricing and areas for improvement. (2018) Communication with agents is thorough, including regular newsletters, electronic correspondence and face-to-face workshops and training when XXX staff travel abroad.	(2016) Communication issue, consider flat screen TV celebration of activities;
	QA: C	2014	2016	2018		
Centre's premises reflect professional workplace	C1				(2014:A/M) positive about sharing reception duties with staff; (2016) Premises are excellent including facilities, materials and teaching technology; (2018) Centre for English Teaching has 17 main classrooms fitted with state of the art interactive boards; student lounge and leisure facilities; classes in addition university buildings; access to SITEC library; Reception area is staffed by students an initiative that provides them with an opportunity to develop valuable workplace skills and experience	(2014:S) Difficulty in locating XXX on arrival, need improvement in level of service at reception;
Teaching and study spaces facilitate language learning	C2				(2018: T) Teachers have access to large staff area and access to desk and computer each; arrangement by Department	(2014:S) Some issues with air-conditioning; students use XXX computers and mobile devices in class (2016) Ongoing problems with leaky air-conditioning
Student facilities and services foster community	C3					(2014: A/M) University union has monopoly on food provision on campus, food outlets in King St not pointed out to students during orientation
Centre has resources for each course to meet student learning needs, styles and preferences	C4				(2014: A/M) XXX very well resourced; (2014:S) Books were of good quality (2018) XXX's wide variety of resources to cater to a range of student learning needs; LMS support through Canvas	(2014:S) Problems with IT and teaching equipment; issues with assessment tasks and marking system
	QA: D	2014	2016	2018		
Centre has organisational structure that effectively supports provision of services to students	D1				(2018) XXX has clear and comprehensive strategic plan, with 4 goals and aligned to University plans; Organisational structure is robust to support strategic goals with Director/two Deputy Directors and management positions.	(2014: T) No avenues to contribute to XXX's strategic planning, due to change to 3 shifts and 8am start, informal means of feeding back on projects. (2016: T) No input into XXX's strategic planning, want greater transparency; (2016: A) Top heavy system, changes confusing, requested greater consultation
Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation	D2				(2014: A/M) Duty statements are effective	(2016) Team environment is positive but review job responsibilities to maintain job satisfaction

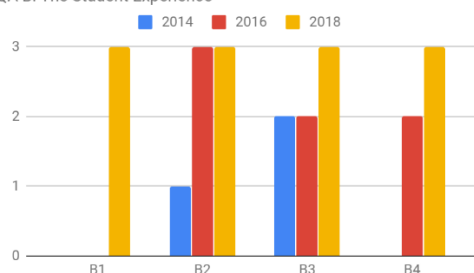
Centre utilises effective systems for dissemination of information to stakeholders	D3				(2014: T) Teacher handbook useful; (2018) Multiple avenues for communicating with a variety of stakeholders; (2018) XXX Connect App is fantastic addition to system and both students and staff expressed satisfaction with App.	(2014:T) more information on initiatives, such as trip to Hungry and NEAS site visit; actual induction of new teachers is difficult due to conflicting commitments; (2016:T) Concerned about lack of perceived awareness of XXX within uni (2016: FG) Communication with stakeholders is a key issue within XXX (2018: FG) Teachers concerned about less face-to-face collaboration between teachers; more guidance on establishing boundaries with students via social media; Recommend establishing a clear social media policy to be communicated to all staff
Centre supports a performance and development culture for staff	D4				(2014: A/M) Annual performance review system for all staff, with staff being paid; collegial atmosphere; (2016) Impressive system of professional development, including PD days per year, Performance Management and Development system available also to casual teachers. PD days are more focused on teachers, than admin staff. (2018) Staff encouraged to participate in both internal and external PD. Attend UECA PD Fest and NEAS QLS	(2014:T) PD not aligned to teacher goals; proposed training in genre-based methodology for new and casual teachers; more PD for experienced teachers, sessions on academic course delivery; T&L Cycle; Gets good speakers but not advertised; Would like financial support for overseas conference presentations; XXX positions are not research positions; suggest staff discount on postgraduate study; (2018) Mentoring is less structured, would like to see it formalised, Directors said it is already being review and may include a mandatory and more systematic manager and/or peer observation component.
	QA: E	2014	2016	2018		
Promotional material is ethical, accurate and consistent	E1				(2014:S) XXX brochure and website info accurate but too general; (2014: A/M) XXX is focusing on greater diversity in markets/courses; (2018) Promotion material is creative and engaging based on four hero characters.	
Essential information about the Centre is readily accessible	E2				(2014:S) XXX is a very good or excellent place to study; (2018) information about the Centre can be found in the student A-Z directory on uni website; policies are clearly presented; information with the addition of the XXX Connect App is more accessible	
All staff are involved in promoting the Centre	E3				(2016: T) Role in promoting a professional ethos and cited the Centre's focus on research; Engagement with Faculty of Education; XXX Alumni (2018) Staff are proud to be part of the XXX team and promote the Centre in presentations at events and conferences.	(2014: A/M) Not all staff involved in building XXX's reputation/brand
Centre makes explicit quality assurance commitment	E4					(2016:S) Students expected more, investigate strategies to increase student awareness of the value they receive; Students request data on success of XXX alumni in university courses
	QA: GA	2014	2016	2018		
Centre has effective system of strategic and business planning	G1				(2018) XXX publishes a statement of its corporate vision and goals in annual Strategic Plan which aligns with the University of Sydney Strategic Plan.	
Centre has effective and transparent organisational	G2				(2018) Governance structure of the University is transparent and accessible to the	

structure and system of reporting					public. XXX has moved to the Education Portfolio and is now reporting to the DVC Education; Staff see positive move towards greater recognition within the University	
Robust financial systems are in place	G3				(2018) Delegations for approving expenditure at XXX are outlined in University-wide rule	
The Centre has a comprehensive and documented risk management program	G4				(2018) The University of Sydney underwent a major risk management evaluation in 2017. Risk Management team and Framework	
An ethical framework supports the Centre's organisation	G5				(2018) XXX implements and adheres to the University's Code of Conduct. Management are active in approach to creating a safe, supportive Organisational culture and promoting awareness in all areas of the Centre's ethical framework. Staff participated in a two-day workshop on first aid and mental health.	
The Centre makes clear its commitment to Work Health and Safety	G6					

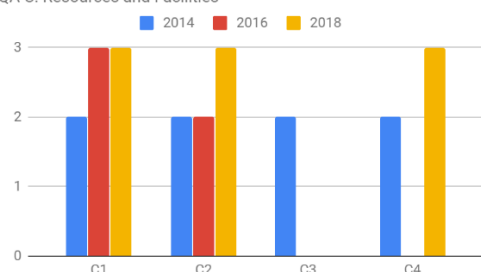
QA A: Teaching, learning and assessment



QA B: The Student Experience



QA C: Resources and Facilities



Appendix D. NEAS QA Framework mapped against other frameworks

QUALITY AREA A: TEACHING, LEARNING AND ASSESSMENT

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes - excerpts
Quality Principle A1 Course design supports quality learning outcomes. A1.1 Courses are designed to meet student learning needs, goals and interests. A1.2 Course design is informed by developments in language teaching methodology and technology. A1.3 Each course has specific objectives which are achieved through detailed learning outcomes. A1.4 Student achievement is measured through validated assessment instruments mapped to course learning outcomes, to ensure assessment is valid, reliable, fair and flexible. A1.5 Assessment is moderated to ensure consistency of assessment judgement. A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.	Standard C1 - Mandatory requirements for course applications (See NEAS QA Framework Note A1 below for further details) C1.1 Course applications are provided in the format required by the designated authority and include: - course outcomes expressed in learner oriented terms P3.1 The provider has policies and procedures in place to ensure that: - class sizes are appropriate P3.2 Planning policies and procedures enable teachers to: - customise teaching to student needs - access resources required for delivery of the course - research any special purpose course content and developments in English language teaching to meet student needs. P4.1 Assessment policies and procedures provide for: - formative and summative assessment - clear identification of assessment outcomes as they relate to progress through the course - assessment that is valid, reliable, fair, flexible and clearly referenced to criteria - includes appropriate oversight or moderation of assessment outcomes - in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.	8.1 The registered provider must monitor overseas students' course progress... 8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying: - requirements for achieving satisfactory course progress for the course - processes for recording and assessing course progress - details of the registered provider's intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress	<i>Academic Leadership</i>, pp.1-2: What is Academic Leadership <i>Academic Leadership</i>, pp.5-7: What TEQSA will look for <i>ELICOS Direct Entry</i>, Relevant <i>ELICOS Standards</i> (pp.1-3) Standard P4 at P4.1 c (ii) TEQSA needs to be satisfied that the ELICOS course is fit for purpose and that these requirements are met for students entering higher education on the basis of successfully completing an ELICOS direct entry program.... The primary intent of ELICOS Standard P4.1 c (ii) is that TEQSA can be satisfied that students who enter higher education by direct entry from an ELICOS program meet comparable English language criteria to students who enter via other means.... <i>ELICOS Direct Entry</i>, <i>Expectations of ELICOS Providers</i> (p.3) Providers are encouraged to ensure ongoing validation and continual improvement of course content and assessment.
Quality Principle A2 Teachers have appropriate training and experience for the courses they deliver and assess. A2.1 Teachers hold the following minimum qualifications: - a recognised degree or equivalent - a recognised TESOL qualification	P3.2 Planning policies and procedures enable teachers to: - customise teaching to student needs - research any special purpose course content and developments in English language teaching to meet student needs. P3.3 Records of teaching delivery ensure:	8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying: details of the registered provider's intervention	<i>Academic Leadership</i>, pp.2-3: Particular features of higher education <i>Academic Leadership</i>, pp.5-7: What TEQSA will look for

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes - excerpts
A2.2 Teachers are allocated to levels and courses based on their experience and training. A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students. A2.4 Teaching strategies are appropriate to the objectives and level of each course.	b) learning outcomes to be achieved are documented P6.4 ELICOS teachers have the following: a) a degree or diploma of at least three years full-time or equivalent (teaching or other) b) a suitable TESOL qualification or qualification that contains TESOL as a method c) appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience. P6.7 The registered ELICOS provider verifies the qualifications of all teachers employed by the provider.	strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress	
Quality Principle A3 Students are enrolled in courses and levels that reflect their language proficiency and learning goals. A3.1 The range of courses offered is appropriate to the profile of students enrolled. A3.2 The Centre has effective procedures for assessing each student's capability to undertake a particular course and for placing students in appropriate classes. A3.3 There is regular and formal provision for students to demonstrate their ability to progress to a higher level or different course.	P3.1 The provider has policies and procedures in place to ensure that: a) students are placed in a class appropriate to their current language proficiency level, learning goals and learning needs and consistent with their written agreement b) where a special need is identified for a student, arrangements are put in place to address the need and support the student to learn effectively	2.2 The registered provider must have and implement a documented policy and process for assessing whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course. 8.1 The registered provider must monitor overseas students' course progress... 8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying: 8.7.1 requirements for achieving satisfactory course progress for the course 8.7.2 processes for recording and assessing course progress 8.7.3 details of the registered provider's intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress	• <i>Academic Leadership, pp.5-7: What TEQSA will look for</i>

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes - excerpts
Quality Principle A4 Course delivery, assessment and teaching approaches optimise outcomes for students. A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere. A4.2 Assessment policies and procedures provide for both formative and summative assessment. A4.3 Where an ELICOS course is accepted for direct entry into a tertiary education course, assessment outcomes are formally benchmarked against relevant tertiary education admission criteria. A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests. A4.5 Teachers use feedback and correction techniques that maximise student learning and participation.	P3.2 Planning policies and procedures enable teachers to: b) access resources required for delivery of the course P4.1 Assessment policies and procedures provide for: a) formative and summative assessment c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria (ii) in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.	6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student. 8.1 The registered provider must monitor overseas students' course progress... 8.4 The registered provider must have and implement documented policies and processes to identify, notify and assist an overseas student at risk of not meeting course progress or attendance requirements where there is evidence from the overseas student's assessment tasks, participation in tuition activities or other indicators of academic progress that the overseas student is at risk of not meeting those requirements.	• <i>Academic Leadership, p.4: Intent of the Standards</i> • <i>Academic Leadership, pp.5-7: What TEQSA will look for</i> • <i>ELICOS Direct Entry, Relevant ELICOS Standards (pp.1-3) Standard P4.1 c (ii)</i> TEQSA needs to be satisfied that the ELICOS course is fit for purpose and that these requirements are met for students entering higher education on the basis of successfully completing an ELICOS direct entry program.... The primary intent of ELICOS Standard P4.1 c (ii) is that TEQSA can be satisfied that students who enter higher education by direct entry from an ELICOS program meet comparable English language criteria to students who enter via other means.... The ELICOS provider must be able to provide evidence that a valid and reliable mechanism (or combination of mechanisms) is in place to independently demonstrate this comparability. (See pp.2-3 for recommended mechanisms, p.6 for Peer Review Portal.)
Quality Principle A5 Students are encouraged to take control of their language learning. A5.1 Language learning strategies which encourage student autonomy are embedded in course design. A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes. A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre. A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.	P4.1 Assessment policies and procedures provide for: d) clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course. P4.3 The registered ELICOS provider issues a document to each student, on completion (or partial completion) of study, that: a) indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory b) includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels.	6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student. 8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying: 8.7.1 requirements for achieving satisfactory course progress for the course 8.7.2 processes for recording and assessing course progress 8.7.3 details of the registered provider's intervention strategy to identify, notify and assist students at risk of	

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes - excerpts
		not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress	
Quality Principle A6 Evaluation of courses is regular and rigorous. A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle. A6.2 Validation and moderation of assessment instruments contribute to the course review process. A6.3 Teaching records are retained for purposes of verification, program coordination and course review. A6.4 Student satisfaction feedback contributes to the quality review and improvement cycle. A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle. A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.	P3.3 Records of teaching delivery ensure: - efficient administration - learning outcomes to be achieved are documented - effective review, revision and delivery of courses.P3.4 & P4.4 Delivery of courses is continuously improved by: - monitoring appropriateness of delivery for student groups - regularly evaluating learning outcomes achieved. P4.2 Records of assessment ensure: - efficient administration - documented learning outcomes - effective review and revision of assessment as necessary. P4.4 Assessment of courses is continuously improved by: - regularly evaluating course outcomes achieved. P6.1 The registered ELICOS provider has an academic management system that ensures: - a coordinated and effective approach to developing, implementing and reviewing curriculum		<i>Academic Leadership, pp.5-7: What TEQSA will look for</i> <i>ELICOS Direct Entry, Expectations of ELICOS Providers (p.3)</i> Cohort studies may be undertaken after students transfer to the higher education provider ... Supplementary qualitative studies may include feedback from former students and/or higher education academic staff on how well the ELICOS Direct Entry program is perceived to have prepared students for their higher education studies.... Providers are encouraged to ensure ongoing validation and continual improvement of course content and assessment. <i>ELICOS Direct Entry, Expectations of higher education providers (pp.5-6)</i> TEQSA will expect a higher education provider to be able to provide evidence of these Standards being met from its monitoring and analysis of the progress and success of cohorts of direct entry students, compared to other cohorts in the same course of study (where applicable) or in similar courses of study... Providers are required to monitor the progress of particular cohorts (1.3.5) such as ELICOS direct entry students... Providers are also expected to monitor and analyse student success and reflect on and improve entry arrangements accordingly (e.g. 5.3.7), which would include arrangements for direct entry from ELICOS programs.

Note A1:

NEAS QA Framework	ELICOS Standards 2018
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	Standard C1 Mandatory requirements for course applications C1.1 Course applications for registration on CRICOS must be provided in the format required by the ESOS Agency and where relevant, the designated State authority. Course applications must be fit for purpose and must include the following information: a) course name b) course component c) copyright information d) course duration (expressed in weeks) e) course purpose f) relationship with other course(s) g) details of any articulation arrangements h) profile of target learner group, including arrangements to meet the learning needs of students of different age groups and learning capabilities i) course outcomes expressed in learner oriented terms j) course entry requirements k) strategy for monitoring student learning progress l) strategy for assessing achievement of learning outcomes including policies and procedures, materials and resources m) samples of certification of completion and partial completion that set out the CRICOS course name, levels of achievement or proficiency, course duration, date of completion, name and contact details of the registered ELICOS provider, and name and title of the signatory n) modes and methods of course delivery o) course structure demonstrating that it meets the minimum requirement of 20 hours face-to-face scheduled course contact per week, as well as any other study requirements and any scheduled breaks p) course syllabus that provides a statement of the purpose and objectives of the course, expected learning outcomes, subjects, structure and assessment of learning and progress q) strategy for ongoing course evaluation and review r) experience and qualifications of course teachers s) key and supplementary teaching resources t) maximum course fee.

QUALITY AREA B: THE STUDENT EXPERIENCE

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle B1 The application and enrolment process is clear and easy to follow for students and agents. B1.1 Admission procedures are implemented by trained staff. B1.2 Government regulations are well understood and readily explained to students by admissions staff. B1.3 Provision is made for enquiries and enrolments originating from a range of channels. B1.4 A regular review mechanism is in place to ensure admission procedures and related documents are updated in line with changes to regulatory requirements.		3.1 The registered provider must enter into a written agreement with the overseas student or intending overseas student, signed or otherwise accepted by the student, concurrently with or prior to accepting payment of tuition fees or non-tuition fees. A written agreement may take any form provided it meets the requirements of the ESOS Act and the National Code. See 3.3 – 3.5 for details Standard 6 - Overseas student support services	
Quality Principle B2 Students have the information and support needed to adjust to living and studying in this country. B2.1 Provision is made for the well-being and welfare of students, relevant to their personal and cultural backgrounds and the Centre's location. B2.2 Students are provided with an orientation program on arrival. B2.3 Students are well informed as to how to act safely and seek help as needed inside and outside the Centre. B2.4 Students under the age of 18 are provided with appropriate support services. B2.5 Students can readily access assistance to locate and arrange suitable accommodation. B2.6 Where a student support service is outsourced, effective processes are in place to ensure the quality of the service provided.	P2.1 Arrangements for students aged under 18 years comply with Australian, state and territory government legislation. P2.2 Facilities and operations for any mixed-age student cohorts are appropriate to the enrolment of younger students. P4.1 Assessment policies and procedures provide for: d) clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course. P6.5 Where the registered ELICOS provider offers courses of preparation for entry to Australian state or territory secondary schools, an appropriate percentage of the TESOL teachers are registered to teach in the Australian state or territory primary/secondary system as determined by state/territory legislation or policy. P6.6 Where students are 12 years old or less, their teachers hold a TESOL qualification and a recognised primary teaching qualification. P6.9 The registered ELICOS provider: a) employs or contracts a person or persons with formal qualifications in counselling and/or relevant experience who is able to advise and provide counselling to students in an intercultural context about: ii. welfare matters.	Standard 6 - Overseas student support services 5.2 Registered providers must ensure students under 18 years of age are given age-and culturally-appropriate information on: 5.2.1 who to contact in emergency situations, including contact numbers of a nominated staff member and/or service provider to the registered provider 5.2.2 seeking assistance and reporting any incident or allegation involving actual or alleged sexual, physical or other abuse.	

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
	P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: f) offices for the management of the ELICOS provider and for the confidential counselling of students.		
Quality Principle B3 Students are provided with support to be actively involved in their learning program. B3.1 Students are made aware of course objectives, expectations, requirements and learning outcomes. B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes. B3.3 Students are provided with opportunities to extend their language learning outside the classroom. B3.4 Provision is made to support those students who wish to further their education in English.	P3.1 The provider has policies and procedures in place to ensure that: b) students' special learning needs are identified as early as possible and arrangements are put in place to address these needs e) students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block. P6.9 The registered ELICOS provider: a) employs or contracts a person or persons with formal qualifications in counselling and/or relevant experience who is able to advise and provide counselling to students in an intercultural context about: i. academic and future progress advice b) ensures that the person(s) described in 6.9a: i. are available at suitable times for access by students ii. are readily accessible to students. P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: f) offices for the management of the ELICOS provider and for the confidential counselling of students.	Standard 6 - Overseas student support services	• ELICOS Direct Entry, Relevant Standards in the HES Framework (p.4) The Standards that are immediately relevant to direct entry include (paraphrased): 1.1.2 students are informed of their rights and obligations 1.1.3 conditions of study and contractual arrangements relating to admissions are in writing • ELICOS Direct Entry, Expectations of higher education providers (p.5) TEQSA will need to be satisfied that... where direct entry may lead to educational risks, those risks are mitigated through targeted support mechanisms (2.3.1, 2.3.2).
Quality Principle B4 Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience. B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services. B4.2 Complaint handling demonstrates a transparent commitment to resolving problems and improving	P3.4 & P4.4 Delivery of courses is continuously improved by: a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate P8.4 The registered ELICOS provider has management systems that are responsive to the needs of students, staff and stakeholders and the environment in which the provider operates, including:	10.1 The registered provider must have and implement a documented internal complaints handling and appeals process and policy, and provide the overseas student with comprehensive, free and easily accessible information about that process and policy. See 10.2 – 10.4 for details required	• ELICOS Direct Entry, Expectations of higher education providers (p.5) Supplementary qualitative studies may include feedback from former students and/or higher education academic staff on how well the ELICOS Direct Entry program is perceived to have prepared students for their higher education studies.

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
relationships, programs and services. B4.3 Complaints are reviewed as part of the quality improvement cycle.	a) a systematic and continuous improvement approach to managing its operations		

QUALITY AREA C: RESOURCES AND FACILITIES

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle C1 The Centre's premises reflect a professional workplace. C1.1 The Centre has appropriate signage. C1.2 All areas are kept in a safe, clean and hygienic condition. C1.3 All areas are fitted out and furnished in accordance with their use. C1.4 Reception areas are appropriately staffed.	P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P5.2 The registered ELICOS provider has educational facilities with sufficient equipment and support resources for the number of enrolled students, including: c) self-study areas and equipment organised to facilitate access and independent use by students. P7.2 The registered ELICOS provider ensures that students are safe and have access to facilities that support their education, including circumstances: a) where the provider accesses or uses areas that may also be used for other purposes b) where facilities are accessed by people not associated with the provider's operations. P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: a) rooms of a size appropriate to size of class b) teacher studies/staffrooms c) student recreation areas d) private study areas or areas for related activities, such as library, resource centre and language laboratory e) storage areas f) offices for the management of the ELICOS provider and for the confidential counselling of students.		
Quality Principle C2 Teaching and study spaces facilitate language learning. C2.1 Teaching spaces are conducive to studying for extended periods. C2.2 Design of the teaching spaces promotes student engagement with learning. C2.3 Teaching spaces are appropriately furnished and equipped for language learning. C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.	P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P5.2 The registered ELICOS provider has educational facilities with sufficient equipment and support resources for the number of enrolled students, including: b) where the registered ELICOS provider makes material available for self-access or self-study, that material is catalogued and presented for easy access c) self-study areas and equipment organised to facilitate access and independent use by students.		

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
	P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: a) rooms of a size appropriate to size of class d) private study areas or areas for related activities, such as library, resource centre and language laboratory		
Quality Principle C3 Student facilities and services foster community. C3.1 The condition, furnishing and layout of student common areas promote and support student interaction. C3.2 Students are provided with information regarding the purchase and consumption of food in close proximity to the Centre. C3.3 Information is provided about available social and recreational activities suited to students' ages and cultural backgrounds. C3.4 Students are provided with means of sharing information relevant to them.	P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: c) student recreation areas		
Quality Principle C4 The Centre has resources for each course to meet a range of student learning needs, styles and preferences. C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre. C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences. C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours. C4.4 Assessment resources provide opportunities for students to demonstrate achievement of learning outcomes through different methods of assessment. C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies. C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.	P2.4 Course materials and tutoring must be tailored to meet student learning requirements, taking into account their differing levels of age and maturity. P4.1 Assessment policies and procedures provide for: a) formative and summative assessment b) clear identification of assessment outcomes as they relate to progress through the course c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria P5.1 The registered ELICOS provider demonstrates access to educational resources that: a) are sufficient to provide for each student at every stage of their course, as appropriate b) are appropriate for the type and level of courses offered c) include access to a range of multimedia, as appropriate d) enable varied learning activities and teaching methodologies e) are developed for classroom and individual student use and address specific student needs and course outcomes f) reflect new developments in TESOL theory and practice		

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
	and changes in course offerings and student profiles. P5.2 The registered ELICOS provider has educational facilities with sufficient equipment and support resources for the number of enrolled students, including: a) educational and computer technology that supports classroom teaching/learning activities; independent student practice, study and research; and teacher study, research and preparation P5.3 The registered ELICOS provider provides its teachers with easy access to reference resources that reflect contemporary knowledge of the theory and practice of TESOL in its own facilities or through easily accessible jointly managed facilities. c) self-study areas and equipment organised to facilitate access and independent use by students. P6.1 The registered ELICOS provider has an academic management system that ensures: c) management of educational resources		
Quality Principle C5 Teachers have access to space and resources to create classroom learning materials to meet student needs. C5.1 There is a budget for investment in resources and development of teaching materials. C5.2 Teachers have the opportunity to facilitate innovation in resource development. C5.3 The design of work space for teachers supports development of materials. C5.4 Innovation in resource design and development is captured for ongoing integration into future resource development.	P5.3 The registered ELICOS provider provides its teachers with easy access to reference resources that reflect contemporary knowledge of the theory and practice of TESOL in its own facilities or through easily accessible jointly managed facilities. P7.3 The registered ELICOS provider designates areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including: b) teacher studies/staffrooms		

QUALITY AREA D: ADMINISTRATION, MANAGEMENT AND STAFFING

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle D1 The Centre has an organisational structure that effectively supports the provision of services to students. D1.1 Reporting lines in the organisational structure support the efficient delivery of services. D1.2 Management is familiar with the international education environment. D1.3 The organisational structure supports the educational goals and welfare of students. D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.	P6.1 The registered ELICOS provider has an academic management system that ensures: - clear organisation-wide academic leadership of ELICOS - a coordinated and effective approach to developing, implementing and reviewing curriculum - management of educational resources - provision of guidance to teaching staff.	Standard 6 - Overseas student support services Standard 7 - Overseas student transfers	<i>Academic Leadership, pp.2-3: Particular features of higher education</i>
Quality Principle D2 The Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation. D2.1 Documented recruitment policy and procedures are informed by the Centre's strategic plan. D2.2 The senior leadership team holds the following minimum qualifications and experience: - a recognised degree or equivalent - a TESOL qualification at postgraduate diploma level - a robust knowledge of and experience in English language teaching - experience in leading and managing people D2.3 Each staff member has a signed statement setting out the terms and conditions of their employment, and a position description and/or statement of duties.	P6.1 The registered ELICOS provider has an academic management system that ensures: - clear organisation-wide academic leadership of ELICOS - provision of guidance to teaching staff. P6.2 Senior academic leadership staff have a degree, suitable postgraduate TESOL qualification/s, and appropriate educational management and TESOL teaching experience or equivalent. P6.3 Senior academic leadership staff maintain an up-to-date knowledge of significant developments in TESOL theory and practice.	Standard 6 - Overseas student support services	<i>Academic Leadership, pp.1-2: What is Academic Leadership</i> <i>Academic Leadership, p.4: Intent of the Standards</i>
Quality Principle D3 The Centre utilises effective systems for the dissemination of information to stakeholders. D3.1 Communication with stakeholders is considered and approved through formal guidelines. D3.2 Staff and students receive information from the Centre through various channels. D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.	P6.8 The registered ELICOS provider: has and implements policies and procedures for the induction and ongoing professional development of its teaching staff	Standard 6 - Overseas student support services	

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle D4 The Centre supports a performance and development culture for all staff. D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice. D4.2 An established culture of sharing contributes to innovation and best practice. D4.3 Staff are supported in working towards their professional goals through access to opportunities for development. D4.4 Professional development is aligned with the Centre's strategic goals. D4.5 Innovation and best practice are recognised and captured through a structured process.	P6.1 The registered ELICOS provider has an academic management system that ensures: a) clear organisation-wide academic leadership of ELICOS d) provision of guidance to teaching staff. P6.8 The registered ELICOS provider: a) has and implements policies and procedures for the induction and ongoing professional development of its teaching staff b) develops and implements a program of professional development each year.		<i>Scholarship, p. 1</i> <i>Engagement in scholarship can be viewed at:</i> – The level of individual activity (e.g. as part of an individual's personal development, teaching, research or professional practice), or – Across a provider as whole (e.g. policy frameworks, resource allocation, cultural expectations, staff development) Various aspects of scholarship include: – Making a contribution to the advancement of knowledge or professional practice in a field, or the transmission of these advances through effective, contemporary approaches to teaching and learning. What TEQSA will look for: The intent of the Standards is both the process of scholarship (e.g. Academic staff are engaged in continuing scholarship) and its outcomes (e.g. course design is informed by current scholarship). – B1.1.3 The higher education provider's academic staff are active in scholarship which informs their teaching. – B1.2.4 the higher education provider demonstrates the commitment of teachers, researchers, course designers, and assessors to the systematic advancement and dissemination of knowledge. – B1.2.6 The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally. The Standards for staffing (Section 3.2) specify requirements for teachers to be engaged with scholarship concerning their field of study and to be skilled in teaching, learning and assessment practices appropriate to their discipline. The intent of this Section is that teaching staff: • are engaged in scholarship (which may include research) that is directly relevant to informing both the content and methods of their teaching • keep up to date with developments in the field of education

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
			or discipline in which they teach have an informed and advanced understanding of the field and/or how it is taught, learned and applied in practice.

QUALITY AREA E: PROMOTION AND STUDENT RECRUITMENT

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle E1 Promotional material is ethical, accurate and consistent. E1.1 Accurate information about the Centre and its products and services is readily accessible to all stakeholders. E1.2 There is an effective procedure to maintain consistency and currency of information. E1.3 Courses and services which are restricted to certain groups of students are easily identifiable. E1.4 Stakeholder feedback is integrated into the Centre's quality review and improvement cycle.	P1.2 Written agreements between registered ELICOS providers and students must specify: - a minimum of 20 hours face-to-face scheduled course contact per week for the course - any other scheduled course contact hours required by the course. Standard P8 - Business Management	1.1 The registered provider must ensure that the marketing and promotion of its courses and education services in connection with the recruitment of overseas students or intending overseas students, including through an education agent (in accordance with Standard 4), is not false or misleading, and is consistent with Australian Consumer Law. See 1.2 – 1.5 for details. 2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student... See 2.1.1 – 2.1.11 for details of information required 4.1 – 4.6 sets out that registered providers must ensure that their education agents act ethically, honestly and in the best interests of overseas students as well as uphold the reputation of Australia's international education sector.	ELICOS Direct Entry, Relevant Standards in the HES Framework (p.4) The Standards that are immediately relevant to direct entry include (paraphrased): 7.2.1 information for students is available and accessible, accurate, relevant and timely ELICOS Direct Entry, Expectations of higher education providers (p.5) Supplementary qualitative studies may include feedback from former students and/or higher education academic staff on how well the ELICOS Direct Entry program is perceived to have prepared students for their higher education studies.
Quality Principle E2 Essential information about the Centre is readily accessible. E2.1 Promotional information is provided in plain language and images used are clear and relevant. E2.2 Support is available to assist relevant stakeholders with translation of key policies and information. E2.3 Web links for relevant information and assistance are clearly indicated and explained on the Centre's website.		2.1 Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student... See 2.1.1 – 2.1.11 for details. 3.1 The registered provider must enter into a written agreement with the overseas student or intending overseas student, signed or otherwise accepted by the student, concurrently with or prior to accepting payment of tuition fees or non-tuition fees. A written agreement may take any form provided it meets the requirements of the ESOS Act and the National Code. See 3.3 - 3.5 for details.	ELICOS Direct Entry, Relevant Standards in the HES Framework (p.4) The Standards that are immediately relevant to direct entry include (paraphrased): 7.2.2 plain English information is available prior to acceptance of an offer.
Quality Principle E3 All staff are involved in promoting the Centre. E3.1 Staff are actively involved in building the Centre's reputation and brand equity.			

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
E3.2 Staff are given strategies for building relationships with students and other stakeholders. E3.3 Changes to policies, procedures and services are clearly communicated to staff. E3.4 Staff are an effective conduit of information to students.			
Quality Principle E4 The Centre makes explicit its quality assurance commitment. E4.1 NEAS Quality Endorsement is appropriately displayed using the NEAS logo. E4.2 NEAS Quality Endorsement can be clearly explained by staff. E4.3 The Centre's commitment to quality assurance and continuous improvement is identified in promotional material.			

QUALITY AREA F: WELFARE OF STUDENTS AGED UNDER 18

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle F1 Arrangements are in place to facilitate the student's safe and efficient recruitment, transit and reception arrangements. F1.1 The Centre communicates to education agents the legal requirements, contractual obligations and service expectations regarding the transport of students and the kinds of support required for students and parents. F1.2 The Centre enables informs students, agents, parents and/or guardians about the Centre and classroom environment, including student age range, to enable an informed decision to be made about enrolling. F1.3 Comprehensive and Centre-specific information about living and studying in Australia is provided to students, agents, parents, guardians and/or carers to help facilitate the transition required by students and their families. F1.4 The Centre ensures that an appropriate airport meeting service is provided. F1.5 Student contact with parents on arrival is facilitated by the Centre. F1.6 Arrangements are in place to ensure that the student is transported to and from the Centre on their first day of attendance.			
Quality Principle F2 An accommodation service is provided relevant to student needs. F2.1 Accommodation is available in homestay or on-site boarding facilities suitable to the student's age, gender and culture. F2.2 Full information about accommodation options is provided to students, agents, parents and/or guardians at the time of recruitment. F2.3 Adults with whom the student comes into regular contact in the accommodation have current child protection screening relevant to the jurisdiction. F2.4 Accommodation providers are made aware of the Centre's requirements and expectations for the physical and mental well-being and support of students.		5.1 Where the registered provider enrolls a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates. 5.3 – 5.7 sets out details where the registered provider takes on responsibility under the Migration Regulations for approving the accommodation, support and general welfare arrangements.	

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
F2.5 The Centre ensures homestay families are informed of their legal obligations in relation to duty of care for minors, via face-to-face training and networking which supports the sharing of information and best practice. F2.6 Students have opportunities to engage in social activities outside of school hours, organised by the Centre or homestay provider. F2.7 The Centre maintains a review process that confirms and records that homestay arrangements are consistent with literature and accommodation provider claims.			
Quality Principle F3 The ELT Centre supports effective welfare arrangements for all students. F3.1 Legislative and contractual obligations of all guardians/carers are identified in a signed contract with their responsibilities and accountability clearly identified. F3.2 Up to date contact details of parents and guardians/carers are readily accessible to relevant Centre staff. F3.3 Where the Centre has accepted Care Accommodation and Welfare responsibility, a carer nominated by the student's family is subject to the same conditions and expectations as a homestay family. F3.4 Where a student lives with relative(s) the Centre ensures that they have relevant information to support the student to adjust to living and studying in this country. F3.5 There is regular, documented communication with parents and guardians/carers regarding the student's progress, well-being and welfare.	P2.1 The provider's arrangements for students under the age of 18 must comply with the National Code. P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P2.3 Students must have access to services, learning opportunities, facilities and equipment that address their English language learning needs. Standard P4 - Assessment of ELICOS students Standard P8 - Business Management	Standard 6 - Overseas student support services 5.1 Where the registered provider enrolls a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates. 5.2 Registered providers must ensure students under 18 years of age are given age-and culturally-appropriate information on: 5.2.1 who to contact in emergency situations, including contact numbers of a nominated staff member and/or service provider to the registered provider 5.2.2 seeking assistance and reporting any incident or allegation involving actual or alleged sexual, physical or other abuse. 5.3 – 5.7 sets out details where the registered provider takes on responsibility under the Migration Regulations for approving the accommodation, support and general welfare arrangements.	
Quality Principle F4 The ELT Centre ensures a safe and secure environment. F4.1 All staff employed on-site have current child protection screening required by the relevant jurisdiction, and visitors without screening clearance are monitored while on the premises.	P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P2.3 Students must have access to services, learning opportunities, facilities and equipment that address their	Standard 6 - Overseas student support services 5.1 Where the registered provider enrolls a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates.	

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
F4.2 Effective arrangements are in place to prevent unauthorised persons from entering the premises. F4.3 Students are supervised at all times while on the premises. F4.4 Where students are brought to and from school by private transport, there is a designated drop-off and pick-up point. F4.5 Students aged under 16 are not placed in classes with adults. F4.6 Written and/or secure digital permission is obtained from parents/ guardians/ carers for all off-site activities. F4.7 The Centre provides a 24 hour emergency contact. F4.8 Attendance is closely monitored and appropriate action is taken within 60 minutes if a student does not arrive or is absent from class.	English language learning needs. Standard F7 - ELICOS premises	5.2 Registered providers must ensure students under 18 years of age are given age-and culturally-appropriate information on: 5.2.1 who to contact in emergency situations, including contact numbers of a nominated staff member and/or service provider to the registered provider 5.2.2 seeking assistance and reporting any incident or allegation involving actual or alleged sexual, physical or other abuse.	
Quality Principle F5 Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students. F5.1 Staff, accommodation providers and guardians/carers are aware of and abide by mandatory reporting requirements and legislation relating to the care of minors. F5.2 Ongoing information and networking opportunities are provided to ensure that homestay providers are conversant with the physical and emotional needs of adolescents. F5.3 The ELT Centre's comprehensive policies and procedures ensuring the safety and wellbeing of students within the Centre and on excursions are incorporated into induction and training for staff and homestay providers. F5.4 16- and 17-year old students placed in classes for adults are clearly identified to staff. F5.5 A designated support person within the school has responsibility for monitoring the well-being and welfare of each student on a weekly basis. F5.6 Arrangements are in place to ensure the services of a registered child/adolescent psychologist are available if needed.	P2.1 The provider's arrangements for students under the age of 18 must comply with the National Code. P2.2 Facilities and operations for any mixed-age student cohorts must be designed to meet the needs of students of different ages, maturity and levels of English language proficiency. P2.3 Students must have access to services, learning opportunities, facilities and equipment that address their English language learning needs. Standard P6 - ELICOS specialist staff Standard P8 - Business Management	5.1 Where the registered provider enrolls a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates.	

QUALITY AREA G: STRATEGY, RISK AND GOVERNANCE

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
Quality Principle G1 The Centre has an effective system of strategic and business planning. G1.1 The Centre articulates its corporate vision and goals in a published statement. G1.2 The Centre's statement of its vision and goals informs a rolling strategic plan which is published at intervals of three to five years. G1.3 The Centre's operations are supported by an annual business plan which is clearly linked to the strategic plan. G1.4 Two-way interaction with staff and other stakeholders informs the development and review of both strategic and business plans. G1.5 Processes are in place to ensure regular and timely reporting against both strategic and business plans.	Standard P8 - Business Management		• <i>Academic Leadership, pp.5-7: What TEQSA will look for</i>
Quality Principle G2 The Centre has an effective and transparent organisational structure and system of reporting. G2.1 Information about the Centre's governance structure and policies is readily available. G2.2 There is an induction and development system for members of the governing body. G2.3 The organisation has documented reporting lines, with clearly identified responsibilities for all positions. G2.4 Requirements (e.g. qualifications, skills, performance) for all positions support the Centre's desired organisational culture. G2.5 There is a process in place for determining appropriate remuneration. G2.6 The Centre has an established system of internal and external audits, both financial and operational, with documented follow-up by management.	Standard P6 - ELICOS specialist staff Standard P8 - Business Management		• <i>Academic Leadership, pp.1-2: What is Academic Leadership</i> • <i>Academic Leadership, pp.2-3: Particular features of higher education</i> • <i>Academic Leadership, pp.5-7: What TEQSA will look for</i>
Quality Principle G3 Robust financial systems are in place. G3.1 The Centre has a delegated independent officer and/or committee which meets regularly and includes a qualified accountant or financial	Standard P8 - Business Management		

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
professional with accounting experience. G3.2 The delegated officer or committee is responsible for reviewing internal and external audit reports, risk assessments, budget, staffing and organisational structure. G3.3 The delegated officer or committee has full and timely access to all relevant information and staff. G3.4 Delegations for approving expenditure are documented, regularly reviewed and clear to all staff. G3.5 Financial reports are signed off by the CEO and CFO, or equivalent.			
Quality Principle G4 The Centre has a comprehensive and documented risk management program. G4.1 Risk management is embedded into governance processes and is clearly linked to strategic and business planning. G4.2 The risk appetite for the Centre is set by the governing body and documented in a formal statement. G4.3 Operational risks are managed and documented through internal control systems. G4.4 Documented crisis management and business continuity plans support the Centre in facing emergencies and unforeseen circumstances. G4.5 A common risk vocabulary promotes a culture where everyone accepts responsibility for identifying and managing risk.	Standard P8 - Business Management	Standard 6 - Overseas student support services 5.1 Where the registered provider enrolls a student who is under 18 years of age, it must meet the Commonwealth, state or territory legislation or other regulatory requirements relating to child welfare and protection appropriate to the jurisdiction(s) in which it operates. 5.2 Registered providers must ensure students under 18 years of age are given age-and culturally-appropriate information on: 5.2.1 who to contact in emergency situations, including contact numbers of a nominated staff member and/or service provider to the registered provider 5.2.2 seeking assistance and reporting any incident or allegation involving actual or alleged sexual, physical or other abuse.	• <i>Academic Leadership, p.4: Risks to Quality</i> • <i>ELICOS Direct Entry, Risks to Quality (p.4-5)</i> The main risks associated with direct entry arrangements arise where students who are admitted are insufficiently prepared in speaking and the use of English language to participate effectively in their chosen higher education course of study and/or to achieve the specified learning outcomes for that course. (Possible causes listed)
Quality Principle G5 An ethical framework supports the Centre's organisational culture. G5.1 The Centre's culture and ethics are articulated in a publicly available code of conduct which is signed by all staff annually. G5.2 The Centre's legal and regulatory obligations are documented in a compliance management policy, with established processes for monitoring compliance and addressing breaches.	Standard P8 - Business Management	10.1 The registered provider must have and implement a documented internal complaints handling and appeals process and policy, and provide the overseas student with comprehensive, free and easily accessible information about that process and policy. See 10.2 – 10.4 for details required	• <i>Academic Leadership, pp.1-2: What is Academic Leadership</i>

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes
G5.3 A fraud and corruption control framework stipulates internal reporting mechanisms and informs regular risk assessments. G5.4 A diversity policy identifies areas of diversity applicable to staffing and ELT delivery. G5.5 A sustainability policy informs actions and strategies to improve the sustainability performance of the Centre, its partners and suppliers. G5.6 Awareness training in all areas of the Centre's ethical framework is provided annually to the Centre's management, staff and partners. G5.7 Policies are monitored and regularly updated, with feedback sought from relevant stakeholders.			
Quality Principle G6 The Centre makes clear its commitment to Work Health and Safety. G6.1 A formal WHS compliance and monitoring program ensures legal compliance, and identifies hazards and minimises risk. G6.2 Members of the governing body maintain up to date knowledge of WHS and exercise due diligence through verifying implementation of policies. G6.3 There are established processes for receiving and responding promptly to information about risks and incidents, maintaining records and documenting follow-up action. G6.4 There are processes in place to keep WHS knowledge up to date throughout the Centre through provision of information, training and supervision. G6.5 Policy and procedures are in place to prevent violence, aggression and bullying in the workplace, with designated responsibilities for receiving and responding to complaints. G6.6 The effectiveness of WHS policy and procedures is regularly monitored.	Standard P8 - Business Management		

Table 10. UECA Evaluation Survey (2019)

Good Practice	Further Development
▪ Course was aligned to learning outcomes, assessment mapped to learning outcomes ▪ Moderation/standardisation and validation of assessment tasks ▪ Combination of formative and summative assessment ▪ Reading and listening skill assessment in summative examinations ▪ Online assessment development ▪ Strategic intervention for students at risk ▪ External benchmarking of direct entry writing learning outcomes ▪ External peer review project ▪ Student exit survey and action plans ▪ Teachers are well trained and experienced ▪ Implementing new teaching strategies which incorporate blended learning ▪ Research and pedagogy to inform course design and assessment tasks ▪ Use of data analytics and external reference points ▪ Roles and responsibilities for Course Coordinator ▪ Study Skills/broader academic skills/ academic literacies component ▪ Curriculum review and course monitoring ▪ External Course Advisory Committees/ Consulting Panels for Direct Entry Programs for reviews ▪ Action research project	▪ Comprehensive tracking system of students post DEEP ▪ Digital literacy skills ▪ Monitoring and review of course ▪ Explicitly map learning outcomes to CEFR/IELTS ▪ Development of the rubric in line with the CEFR ▪ Additional student learning support ▪ Working with external stakeholders and working more closely with the University ▪ Academic integrity issues ▪ Retention of quality of staff in casualised workforce ▪ Improved understanding of assessment principles ▪ Inconsistency in the quality of teaching ▪ Compare first term pass rates of University students with those entering from a recognised proficiency test to confirm anecdotal evidence ▪ Strategy to collect data from faculties and students ▪ Strategies to track the success of students ▪ Academic skills/literacy ▪ Formal post-assessment feedback for teachers ▪ Strategies to increase student response rates ▪ Comprehensive report, related to Post Program Data Collection to be presented to the Course Advisory Committee; cohort tracking across all faculties ▪ College-wide Assessment Policy ▪ External benchmarking with other DEP programs through the UECA platform

Appendix G, Table 1. Mapping Quality Assurance Frameworks with the NEAS QA Framework

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018	TEQSA Guidance Notes - excerpts
Quality Principle A4 Course delivery, assessment and teaching approaches optimise outcomes for students. A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere. A4.2 Assessment policies and procedures provide for both formative and summative assessment. A4.3 Where an ELICOS course is accepted for direct entry into a tertiary education course, assessment outcomes are formally benchmarked against relevant tertiary education admission criteria. A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests. A4.5 Teachers use feedback and correction techniques that maximise student learning and participation.	P3.2 Planning policies and procedures enable teachers to: b) access resources required for delivery of the course P4.1 Assessment policies and procedures provide for: a) formative and summative assessment c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria (ii) in the case of ELICOS courses which are provided under a direct entry arrangement to a tertiary education course, formal measures must be in place to ensure that assessment outcomes are comparable to other criteria used for admission to the tertiary education course of study, or for admission to other similar courses of study.	6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student. 8.1 The registered provider must monitor overseas students' course progress... 8.4 The registered provider must have and implement documented policies and processes to identify, notify and assist an overseas student at risk of not meeting course progress or attendance requirements where there is evidence from the overseas student's assessment tasks, participation in tuition activities or other indicators of academic progress that the overseas student is at risk of not meeting those requirements.	<i>Academic Leadership, p.4: Intent of the Standards</i> <i>Academic Leadership, pp.5-7: What TEQSA will look for</i> <i>ELICOS Direct Entry, Relevant ELICOS Standards (pp.1-3) Standard P4.1 c (ii)</i> TEQSA needs to be satisfied that the ELICOS course is fit for purpose and that these requirements are met for students entering higher education on the basis of successfully completing an ELICOS direct entry program.... The primary intent of ELICOS Standard P4.1 c (ii) is that TEQSA can be satisfied that students who enter higher education by direct entry from an ELICOS program meet comparable English language criteria to students who enter via other means.... The ELICOS provider must be able to provide evidence that a valid and reliable mechanism (or combination of mechanisms) is in place to independently demonstrate this comparability. (See pp.2-3 for recommended mechanisms, p.6 for Peer Review Portal.)
Quality Principle D4 The Centre supports a performance and development culture for all staff. D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance and developing and refining practice.	P6.1 The registered ELICOS provider has an academic management system that ensures: a) clear organisation-wide academic leadership of ELICOS d) provision of guidance to teaching staff. P6.8 The registered ELICOS provider:		<i>Scholarship, p. 1</i> <i>Engagement in scholarship can be viewed at:</i> – The level of individual activity (e.g. as part of an individual's personal development, teaching, research or professional practice), or – Across a provider as whole (e.g. policy frameworks, resource allocation, cultural expectations, staff development)

D4.2 An established culture of sharing contributes to innovation and best practice. D4.3 Staff are supported in working towards their professional goals through access to opportunities for development. D4.4 Professional development is aligned with the Centre's strategic goals. D4.5 Innovation and best practice are recognised and captured through a structured process.	a) has and implements policies and procedures for the induction and ongoing professional development of its teaching staff b) develops and implements a program of professional development each year.		Various aspects of scholarship include: – Making a contribution to the advancement of knowledge or professional practice in a field, or the transmission of these advances through effective, contemporary approaches to teaching and learning. What TEQSA will look for: The intent of the Standards is both the process of scholarship (e.g. Academic staff are engaged in continuing scholarship) and its outcomes (e.g. course design is informed by current scholarship). – B1.1.3 The higher education provider's academic staff are active in scholarship which informs their teaching. – B1.2.4 the higher education provider demonstrates the commitment of teachers, researchers, course designers, and assessors to the systematic advancement and dissemination of knowledge. – B1.2.6 The higher education provider identifies and implements good practices in student teaching and learning, including those that have the potential for wider dissemination nationally. The Standards for staffing (Section 3.2) specify requirements for teachers to be engaged with scholarship concerning their field of study and to be skilled in teaching, learning and assessment practices appropriate to their discipline. The intent of this Section is that teaching staff: • are engaged in scholarship (which may include research) that is directly relevant to informing both the content and methods of their teaching • keep up to date with developments in the field of education or discipline in which they teach • have an informed and advanced understanding of the field and/or how it is taught, learned and applied in practice.
---	--	--	---

NOTES

NOTES

neas.org.au



Suite 211
25-29 Berry Street
North Sydney NSW 2060
T +61 2 9055 9275