![NEAS Quality Assurance in Education and Training logo]

Form A102 APPLICATION FOR ENDORSEMENT OF AN ELT COURSE

TAX INVOICE ABN 29 003 980 667
WHEN COMPLETED THIS FORM BECOMES A TAX INVOICE

PLEASE COMPLETE ALL FIELDS

Name of Legal Entity (Provider) making this submission

Trading Name of Legal Entity

Course Name
NOTE: Course names must reflect the fact that they are English language courses

Course Type

Proficiency Levels

to

Duration
- Contact hours per week
- Total weeks
- Total contact hours
- Associated study hours per week
- Total hours per week
- Total weeks break during course
- Total weeks including breaks

Weekly Tuition Fee

Compulsory Non-Tuition Fees

Author of Course

Owner of Course Intellectual Property
NOTE: If the provider is not the owner of the course, attach evidence that the provider has permission to use it.

Signature of Principal Administrator

I declare that the information in this application is true and correct

I am authorised on the behalf of the provider to submit this application

I have read and understood the terms and conditions

Date

SUBMISSION OF DOCUMENTS AND PAYMENT

SUBMISSION OF DOCUMENTS

- Organise documents in sequence with clear referencing
- All documents to be in Word or PDF (not scanned)
- Submit documents electronically

Email completed forms and attachments to:
neas@neas.org.au

FEE PAYABLE	$675
+ GST	$67.50
Total:	**$742.50**

Please indicate method of payment:
☐ CHEQUE (payable to NEAS)
☐ EFT (BSB **032-099** ▪ Acct No **187624** ▪ Account Name **NEAS**)
☐ CREDIT CARD (www.neas.org.au/formsandguides/payments)

When making payment please quote
A102 and **Provider Name**

Indicate date of payment:

NEAS
ABN 29 003 980 667

PO Box 1140
Surry Hills NSW 2010

T +61 2 9055 9275
E neas@neas.org.au
W neas.org.au

CONFIDENTIALITY: The information contained in this submission remains confidential to the Directors and Staff of NEAS and to individual NEAS Quality Assessors who are under contract of confidentiality to NEAS. The information may also be made available to governments.

Appendix A
Information to be submitted with Form A102

Please address each sub-heading in a separate section, clearly numbered as below, and submit all documents electronically.

When completing this application, it is important to refer to the Course Application Guide on the following pages. You may also wish to refer to the NEAS Quality Principles and the ELICOS Standards.

1. Rationale
  1a   Course rationale, including reference to research conducted
  1b   Relationship to and articulation with other courses (where applicable)

2. The students
  2a   Entry prerequisites
  2b   Profile of intended students including arrangements to meet differing learning needs

3. Objectives
  3a   Course objectives
  3b   Learning outcomes

4. Curriculum design and content
  4a   Modes and methods of delivery, and reasons for the choice of approach
  4b   Detailed course syllabus
  4c   List of key texts
  4d   List of supporting supplementary resources
  4e   Weekly timetable showing scheduled class contact hours, associated study and breaks

5. Assessment
  5a   Procedure for ensuring that agents who conduct assessments on behalf of the ELT centre do so competently and reliably
  5b   Procedure for placement of students in this course, and:

  - Assessment instrument(s) used for placement
    Provide name of external test, or include a copy of placement test
  - Table showing correlation between assessment results and student placement

  5c   Policy and procedure for monitoring student progress throughout the course and for assessing achievement of course objectives, and:

  - List of assessment materials and resources
  - Sample assessment task with validation record
  - Sample assessment task with moderation record
  - Where direct entry arrangements are in place, measures in place to ensure comparability of assessment outcomes to tertiary entry criteria

  5d   Procedure for keeping students informed of their assessed progress throughout the course, and:

  - Copy of student progress record

  5e   Document(s) issued to students at end of course or on exit

6. Review and evaluation
   Policy and procedure for the review and evaluation of this course, including assessment

7. Staff profile
   Teaching qualifications and experience required for teachers on this course

8. Promotion
   Text of course promotional material and pre-enrolment information

Courses for Young Learners

Additional information is required in relation to a course designed for students aged under 18.

The headings below relate to Quality Area F of the *NEAS Quality Assurance Framework*. Please refer to this document for further details.

9. Arrangements in place to facilitate the student's safe and efficient recruitment, transit and reception arrangements

9a Information provided to education agents making clear:

- The legal requirements, contractual obligations and service expectations regarding the transport of minors
- Support which agents are required to provide for students and parents

9b Contract with provider of airport meeting service if this is outsourced

9c Policy, procedures and related documents supporting the student's safe and efficient:

- Recruitment
- Transit arrangements
- Reception arrangements

9d Information about living and studying in Australia as provided to students, agents, parents, guardians and/or carers

10. Provision of an accommodation service relevant to student needs

10a Documents specifying:

- Accommodation standards applying to homestay or on-site boarding facilities
- Contract with homestay provider company OR individual host family
- Responsibilities of the Centre's homestay officer and/or homestay provider company

10b Policy, procedures and related documents to ensure that accommodation providers, carers and guardians are aware of:

- Legal obligations in relation to the care of minors
- The Centre's requirements and expectations for support of students

10c Policy and procedures for the review of:

- Homestay arrangements
- Airport meeting service

11. Support for effective welfare arrangements for all students

11a Contract with carer

11b Policy and procedures supporting regular communication with parents/guardians and carers regarding the student's progress and welfare

12. Safe and secure environment

Policy and procedure documents relating to:

12a Child protection screening of staff

12b Training of staff in relation to mandatory reporting requirements and legislation relating to the care of minors

12c Supervision of students and visitors

12d Organisation and conduct of excursions including student(s) under the age of 18

12e Attendance monitoring

12f Bullying and cyberbullying

12g Complaints and grievances

12h Critical incidents and record management of same

12i First aid and mental health awareness and management

12j Privacy and confidentiality

12k Students' rights and responsibilities

12l Use of computers and access to online material

Appendix B
Course Application Guide

Introduction

To assist in structuring this application, this Guide provides a brief overview and explanation of NEAS' requirements for the endorsement of a new non-award course. To facilitate the CRICOS registration process for providers, most of the information required by NEAS is mirrored in ASQA and TEQSA applications for CRICOS registration and can be copied into them. In some cases, additional information is required for NEAS Quality Endorsement.

It should be noted that there are variations in the order of the information required in NEAS, ASQA and TEQSA application forms. Further, the TEQSA application form also requires substantial information which addresses aspects of the National Code of Practice and which is not required by NEAS or ASQA in the context of a course application.

Please note that NEAS endorses English language courses only. Where a course includes objectives other than English language, the application must demonstrate that the primary objectives of the course relate to the teaching of English language. In the case of English for Specific Purposes courses, the syllabus should therefore integrate language outcomes with any learning outcomes related to a specific vocational area (e.g. business, nursing) and demonstrate how those outcomes will be addressed.

In the case of High School Preparation (HSP) courses, lessons specific to mainstream school subjects should have clear language objectives. It is noted, however, that HSP courses are often more than 20 hours per week, and thus may be able to include activities such as sport, chapel, laboratory skills which are conducted by non-ELICOS teachers and provided with a view to integrating students into a wider school population and/or to developing subject specific skills. Where possible, it is desirable that such lessons be taught by teachers with TESOL training. It is strongly recommended that a syllabus be provided for additional activities to integrate language outcomes with subject-specific learning outcomes.

A separate application must be completed for each course submitted. Information should be provided according to the sub-headings listed on page 2 of the application form. These are designed to assist in the development of a cohesive and complete curriculum, with a relatively detailed syllabus that effectively guides teachers in their lesson and course planning. Teachers should be able to access the curriculum and syllabus documents as required.

Definitions

Curriculum

This is the course as a whole – for example, its rationale, aims, objectives, how it is to be implemented, its articulation with other courses, how learning is organised, its assessment procedures, evaluation procedures and learning materials.

Syllabus

The syllabus forms part of the curriculum. It provides details of course content and guides teachers in the selection and sequencing of this content to enable the preparation of weekly programs and specific lesson plans.

To facilitate processing of this course application, please ensure that all files are named according to the headings below, commencing with the relevant section number.

Application form, page 1

Course name

The course name should reflect the course purpose and must reflect the fact that it is an English language course.

Proficiency levels

The proficiency level(s) of the course refer to the level(s) of instruction and materials used. For example, if a course is designated as being Upper-Intermediate, students will have studied at that level and would be awarded an Upper-Intermediate level on completion of that course.

Owner of course intellectual property

If the ELT centre is not the owner of the curriculum, a licence or permission from the owner to deliver the course must be included with the course application.

1. Rationale

1a   Course rationale, including reference to research conducted

The course rational is an outline of the organisational and educational factors that have led to the development of the course.

Organisational factors may include market demand from agents or students, arrangements with other providers or the need to construct a course that articulates with other accredited courses.

Educational factors might be the need to develop a course that provides language skills for specific areas, such as further study or the workplace, or a need to develop a General English course that offers flexibility or content that will appeal to a particular student cohort.

For HSP courses, the course rationale should include an explanation of:

- How the course prepares students for the relevant level(s) of school study
- Reasons for choosing to include course content in specific subject areas
- Relative amount of time allocated to each subject area

Research might include:

- Consultation with stakeholders, e.g. via surveys, interviews
- Industry data
- Academic literature
  (NB: Courses for young learners should make explicit reference to research into learning needs of children or adolescents.)
- Course content required by receiving institutions, e.g. for EAP, ESP, HSP courses
- Educational philosophy and teaching methodology of receiving institutions
- Skills requirements of relevant syllabuses of receiving institutions (for HSP and ESP courses)
- For HSP courses, consultation with the receiving school(s) regarding information required at exit

1b   Relationship to and articulation with other courses (where applicable)

Include details of provider and course name in relation to:

- Courses which articulate into the new course (either from within the same centre or from another centre)
- Subsequent courses which the new course articulates with (either within the same centre or in another centre where a formal agreement exists).

Attach a copy of each relevant formal articulation agreement with another provider.

2. The students

2a   Entry prerequisites

Entry prerequisites should be identified in terms of:

- English language level – If using public examination scores please be specific and explain any reference to equivalents
- Education level
- Age

2b   Profile of intended students

This identifies the student cohort(s) the course is aimed at, their characteristics and assumed needs. Examples of characteristics might include age, language level, language strengths and weaknesses, learning styles, learning capabilities, cultural factors.

Assumed needs might include factors such as language skills, specific vocabulary, educational background, academic or vocational goals. For HSP courses, they would also include the language and learning demands of relevant subject areas and level(s) of the school curriculum.

3. Objectives

The terms "course objectives" and "learning outcomes" can be used in different ways in the literature and are sometimes used interchangeably, since both address the same overall course goals. However, learning outcomes focus specifically on how the student applies and integrates the content of the course.

For the purposes of NEAS course endorsement, the two terms are used as follows:

3a Course objectives

Course objectives are broad statements identifying what the teacher will cover in the course. Course objectives might address areas such as:

- Skills and strategies across macroskills
- Skills requirements of key subject-specific areas (for HSP courses)
- Target language
- Sociocultural implications
- Study skills
- Independent learning skills

Example: To develop writing skills relevant to academic study

3b Learning outcomes

Learning outcomes are specific statements focusing on what the student should know and be able to do by the end of the course. Consequently, learning outcomes are expressed as "can" or "will do" statements. Learning outcomes should be specific and measurable. They also need to be comprehensible to stakeholders such as teachers and students.

To be useful to teachers, it is important that learning outcomes are limited in number and organised in such a way that teachers can readily start internalising them in lesson planning and assessment.

Even where a syllabus closely follows a core textbook, it is important that teachers have access to a list of learning outcomes to guide them in selecting/creating supplementary material and assessment. Learning outcomes may need to be extrapolated from teaching material if they are not explicit in the textbook.

Learning outcomes are included in course information for students, progress reports and end-of-course documentation so need to be expressed in language that is comprehensible to students, parents and other people not familiar with the ELT centre.

Ideally, learning outcomes:

- Use active verbs
- Are measurable
- Specify an observable behaviour
- Specify criteria for acceptable performance
- Include conditions for demonstrating learning
- Are limited in number
- Enable assessment to align with teaching

Example: Can write an information report of 500-700 words from graphical and/or written information

4. Curriculum design and content

4a Modes and methods of delivery, and reasons for the choice of approach

This refers to the predominant principle(s) underlying the organisation of course content and gives an explanation for the choice. It should be evident that the course is based on current TESOL theory and practice.

The choice of approach will be determined by the type of course. For example, a task-based approach may be used to practise language structures or contextual language; a genre-based approach may be preferred in an academic preparation course. In some cases, different approaches may be preferred in different parts of the course.

Similarly, delivery methods are selected to address course outcomes and student needs and goals. For instance, lecture-style or video presentations may be relevant to ESP or EAP courses; small group sessions or individual tutorials may be relevant for some ELT Centres with specific clientele.

In HSP courses, delivery methods should prepare students for the delivery methods used in the receiving school(s).

4b   Detailed course syllabus

The course syllabus should be presented in a way that effectively guides teachers in lesson and assessment planning. This will depend to some extent on the experience and qualifications of teachers. The syllabus needs to provide sufficient guidance to enable a teacher new to the Centre or to the course to plan and assess effectively to ensure that learning outcomes are met.

The course syllabus provides a week by week overview of what is to be taught. It includes:

- Topics or subject matter
- Linguistic content, e.g. key grammar and vocabulary
- An appropriate balance of macroskills, including targeted subskills, e.g. skimming, reading for detail
- Learning activities
- Core and supplementary resources with details such as unit or page references
- Formative and summative assessment

Where a syllabus closely follows a core textbook, these details may need to be extrapolated from it. Even a prescriptive syllabus should be made explicit to teachers to guide them in focusing on essential aspects and in selecting material for consolidation and/or extension work to meet student needs.

HSP courses would normally include a focus on English (i.e. as taught in high school) and English for Maths, Science, Humanities and IT. While some content may be included in the core English syllabus, some would be incorporated into separate subject-specific units. A syllabus should be provided for core English language and for each subject-specific unit. Subject-specific units should be organised with a focus on the English language skills required in that subject area. Syllabus documents should indicate the time allocation for each unit.

There are various ways of presenting a syllabus and NEAS does not stipulate any particular format. However, a week per page grid format is recommended as this enables different information to be viewed simultaneously and makes it easy to trace skills development across weeks.

A sample syllabus template is available on request from NEAS. While this template format is recommended, alternative syllabus formats will be preferred by some providers.

4c   List of key texts

List key print/electronic texts which are

- Currently available at the centre
- To be purchased specifically for this course.

4d   List of supporting supplementary resources

List those currently available at the centre for both students and teachers. Resources include:

- Books and other printed materials
- Audio-visual materials
- Software
- On-line resources
- Educational equipment
- Relevant school syllabus documents (HSP courses)

4e   Weekly timetable showing scheduled class contact hours, associated study and breaks

This should be a blank timetable, showing times and days only. There is no need to include details of teachers or lesson content.

Some HSP providers incorporate non-ELICOS activities, such as sport and "taster" placements in mainstream classes. Where students undertake such activities for part of the week, the timetable should include at least 20 hours face-to-face English language tuition.

5. Assessment

5a **Procedure for ensuring that agents who conduct assessments on behalf of the ELT centre do so competently and reliably**

Some courses may require a pre-test to assist in class allocation, e.g. EAP, international test preparation courses. Where class placement is based on tests conducted by agents, the ELT Centre must have a policy to ensure the reliability of such tests. Written instructions on test management must be provided to agents to ensure that tests are carried out in accordance with the provider's requirements.

Where students are re-tested on arrival in accordance with the provider's placement procedures, they must be advised of this by agents and in relevant promotional material.

5b **Procedure for placement of students in this course**

This should outline all ways in which students are placed in this course, e.g. external test score, internal placement test. The following should be included:

- **Assessment instrument(s) used for placement**

  Provide the name of any external test accepted for course placement, and/or include a copy of the ELT Centre's internal placement test.

- **Table showing correlation between assessment results and student placement**

  Where test results are not expressed in numerical scores, a marking rubric should be provided indicating how students are to be placed in the appropriate level/course.

5c **Policy and procedure for monitoring student progress throughout the course and for assessing achievement of course objectives**

The ELT Centre's strategy for monitoring learner progress should be detailed in a policy and procedure document which outlines the approach to assessment and includes:

- Formative and summative assessment
- Frequency of assessment
- Assessment methods, e.g. role play, listening comprehension, writing portfolio
- Responsibility for developing and validating assessment instruments
- Process for determining final achievement. This may be through a combination of assessment tasks throughout the course, a final examination or both.

The following should be included:

- **Sample assessment task with validation record**

  The assessment task must be consistent with the course content and learning outcomes. It should also include a marking rubric to guide teachers in determining student achievement.

  The assessment task should be validated against learning outcomes to ensure that assessment is valid, fair and reliable. Validation also identifies learning outcomes which are not addressed in a particular task and which will need to be assessed alternatively.

  The validation record identifies the assessment task, learning outcomes addressed and the persons involved in the validation process. It is recommended that a standard validation format be developed by the ELT Centre.

  A sample assessment validation template is available from NEAS on request. While this template format is recommended, alternative validation formats will be preferred by some providers.

5d **Procedure for keeping students informed of their assessed progress throughout the course**

This details how feedback is delivered to students and, in the case of minors, to parents and guardians, e.g. via written reports and/or student interviews, and how these are scheduled. The following should be included:

- **Copy of student progress record**

  This should be a completed sample copy of an individual student record relevant to the course, indicating the assessment tasks carried out and a key to how achievement has been assessed.

  The record should be designed in such a way as to facilitate the transfer of information onto the end-of-course document to ensure that the relationship between progress

records and final achievement is transparent. For example, some end-of-course documents award one grade for each macroskill (e.g. Speaking), while others award grades for sub-skills (e.g. Oral Presentation).

The record should include the assessment results used to determine final grade(s).

5e **Document(s) issued to students at end of course or on exit**

A copy of all versions of documentation issued to students at end of course or on exit should be provided.

All students must receive documentation at the end of the course or on exit, regardless of their level of achievement or their attendance. However, this need not be the same form of document. For instance, an ELT Centre may have a certificate format for students who have completed the course and a written statement for those whose performance or attendance was unsatisfactory, or who left the course part way through.

Documentation may comprise one or more documents, e.g. a single statement or a certificate and transcript. It is strongly recommended that where documentation comprises more than one page, that each be annotated to indicate this. The *ELICOS National Standards* at P4.3(a) and P4.3(b) stipulate information which must be included.

Documentation must include:

- Course name as registered on CRICOS
- Registered ELICOS provide and contact details
- Dates of study
- Course duration
- Levels of achievement or proficiency
- Authorised signature and name and title of signatory
- Explanation in plain English of the terms used in awarding grades at all levels

NEAS strongly recommends including descriptors specific to the course and to any component course level(s), and consistent with course learning outcomes. The NEAS Quality Assurance Framework supports transparency to stakeholders and the importance of providing feedback on progress in relation to learning outcomes, which is promoted by the inclusion of descriptors specific to level and course on end-of-course documents. These descriptors can also be a vehicle for showcasing the quality of an ELT Centre's courses.

NEAS also recommends that, if courses are graded, a key to grades be included and, if ungraded, that this be clearly stated on the documentation.

For HSP courses, documentation should reflect the information required by the receiving school(s), e.g. band scales, marks for attitude and/or participation.

6. Review and evaluation

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

The ELT Centre's strategy for the ongoing review and evaluation of this course should be detailed in a policy and procedure document which outlines the regular academic review of the course by a curriculum committee or designated officers. It should indicate:

- Which staff are involved
- Timing and frequency of the review
- Catalysts for course review, e.g. changes to school curriculum (HSP courses) or to courses of receiving provider (ESP courses)
- What information is used, e.g. stakeholder surveys, student assessment results, feedback from receiving providers, school syllabus documents
- Process for implementing course changes
- How changes will be made known to teachers
- Mechanism for ensuring that HSP and ESP courses remain up to date

The course review and evaluation process should consider:

- Curriculum
- Core and supplementary resources
- Assessment instruments and rubrics
- Course promotion

7. Staff profile

Teaching qualifications and experience required for teachers on this course

Where an ELT Centre requires higher level qualifications and/or experience than indicated in the NEAS QA Framework, this should be indicated as the staff profile, as it may impact on other areas of the application.

Where a course such as ESP includes specialist content which is best taught by a teacher with experience in a particular field (e.g. English for Journalism/ Nursing/ Engineers) this should be noted as a/the preferred staff profile. Where teachers do not have expertise in the relevant field, appropriate professional development should be outlined.

For HSP courses, the *ELICOS Standards 2018* (at P6.5) require "an appropriate percentage" of ELICOS teachers to be registered teachers. The syllabus document should stipulate the percentage the provider considers appropriate. NEAS would expect this to be at least 50%.

8. Promotion

Text of course promotional material and pre-enrolment information

Include copies of all promotional text relating to this course, e.g. brochure, information sheets, website, the written agreement, fee schedule. Promotional material should include course information required under the *National Code of Practice 2018*, Standards 2 and 3.

Information must be consistent across all promotional materials and consistent with the course objectives and learning outcomes as stated in Section 3: Objectives above.