



**ELICOS  
STANDARDS 2018**

MAPPED TO

**NEAS QUALITY  
ASSURANCE  
FRAMEWORK**



# MAPPING OF THE ELICOS STANDARDS 2018 AND THE NEAS QUALITY ASSURANCE FRAMEWORK

This guide maps the NEAS Quality Assurance Framework against the ELICOS Standards 2018 to reveal how NEAS endorsed providers meet the requirements of the ENS. These two documents are different in intent, with the ELICOS Standards 2018 specifying compliance standards, while the NEAS Framework is designed to support quality over and above minimum compliance standards.

The two documents are also very differently organised, so that the degree of correlation between the two varies considerably, with some areas of the NEAS QA Framework mapping against two or more aspects of the ELICOS Standards 2018. In many places, there can be seen to be an overlap, rather than a direct correlation, with the NEAS Framework going beyond the ELICOS Standards. Aspects of the Framework which are not addressed by the ELICOS Standards are included at the end of this guide.

## ELICOS Standards 2018

The ELICOS Standards 2018 are organised under the following areas:

- C1 Mandatory requirements for course applications
- P1 Scheduled course contact hours
- P2 Needs of younger ELICOS students
- P3 Teaching ELICOS
- P4 Assessment of ELICOS students
- P5 ELICOS educational resources
- P6 ELICOS specialist staff (academic leadership, teaching and counselling)
- P7 ELICOS premises
- P8 Business Management

Each Standard contains an Outcome statement, which is elaborated in a series of sub-points. The ELICOS Standards specify **minimum standards** for the delivery of ELICOS courses and are mandatory for ELICOS providers.

## NEAS Quality Assurance Framework

The NEAS Quality Assurance Framework comprises seven **Quality Areas**:

- A. Teaching, Learning and Assessment
- B. The Student Experience
- C. Resources and Facilities
- D. Administration, Management and Staffing
- E. Promotion and Student Recruitment
- F. Welfare of Students Aged Under 18 Years
- G. Strategy, Risk and Governance

Within each Quality Area, there are **Quality Principles**, which identify salient aspects of quality within each Quality Area. Each Quality Principle is supported by **Quality Drivers**, which identify the key elements of the Quality Principles to be addressed by NEAS Endorsed ELT Centres in demonstrating quality.

Quality Drivers express important aspects of quality, but should not be considered mandatory. Some Quality Drivers may not be relevant to certain Centres. For instance, Quality Drivers relating to the student experience are likely to be less relevant in offshore Centres catering to domestic students.

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

### Legislative and regulatory compliance

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

- All staff are informed of legislation relevant to their statement of duties, and they understand its application to their own responsibilities
- Students are made aware of their rights and obligations
- Contracts and agreements with service providers, including but not limited to, education agents and homestay providers, make clear all legislative obligations and ensure that checks are conducted as required under law
- Systematic review processes are in place to monitor compliance and to incorporate legislative or regulatory changes

Failure to abide by legislative and regulatory requirements or the NEAS Quality Principles may result in suspension or termination of the Centre's Quality Endorsed status.

In order to receive and maintain NEAS Quality Endorsement, ELT Centres are required to confirm their compliance with all relevant laws and regulations by submitting proof of registration with relevant regulatory authorities, with no outstanding matters under consideration.

NEAS-endorsed centres that are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) meet all regulatory requirements of the ELICOS Standards 2018 and National Code of Practice 2017, including compliance requirements which do not map directly against the NEAS Quality Assurance Framework, but can be seen to underpin it.

<b>ELICOS Standards 2018</b> <b>C1 Mandatory requirements for course applications</b>	<b>NEAS QA Framework</b>		
<p>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:</p> <ol style="list-style-type: none"> <li>a) course name</li> <li>b) course component</li> <li>c) copyright information</li> <li>d) course duration (expressed in weeks)</li> <li>e) course purpose</li> <li>f) relationship with other course(s)</li> <li>g) details of any articulation arrangements</li> <li>h) profile of target learner group, including arrangements to meet the learning needs of students of different age groups and learning capabilities</li> <li>i) course outcomes expressed in learner oriented terms</li> <li>j) course entry requirements</li> <li>k) strategy for monitoring student learning progress</li> <li>l) strategy for assessing achievement of learning outcomes including policies and procedures, materials and resources</li> <li>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</li> <li>n) modes and methods of course delivery</li> <li>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</li> <li>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</li> <li>q) strategy for ongoing course evaluation and review</li> <li>r) experience and qualifications of course teachers</li> <li>s) key and supplementary teaching resources</li> <li>t) maximum course fee.</li> </ol>	<p><b>Quality Principle A1</b>  <b>Course design supports quality learning outcomes.</b></p> <p>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.  A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.</p> <p><b>Legislative and regulatory compliance</b>  Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Course design checklist</b></p> <table border="0"> <tr> <td style="vertical-align: top;"> <ol style="list-style-type: none"> <li>1. Course information <ol style="list-style-type: none"> <li>a) Name, reflecting course purpose</li> <li>b) Proponent and copyright holder</li> <li>c) Duration in study weeks</li> <li>d) Course fee and compulsory non-tuition fees</li> </ol> </li> <li>2. 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<b>ELICOS Standards 2018</b> <b>P1 Scheduled course contact hours</b>	<b>NEAS QA Framework</b>
<p><i>Written agreements between registered ELICOS providers and students must provide accurate information to students on scheduled course contact hours for the ELICOS course.</i></p> <p>P1.1 An ELICOS course must have a minimum of 20 hours face-to-face scheduled course contact per week.</p> <p>P1.2 Written agreements between registered ELICOS providers and students must specify:</p> <ul style="list-style-type: none"> <li>a) a minimum of 20 hours face to face scheduled course contact per week for the course</li> <li>b) any other scheduled course contact hours required by the course.</li> </ul>	<p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>

ELICOS Standards 2018 P2 Needs of younger ELICOS students	NEAS QA Framework
<p><i>Where a registered ELICOS provider enrolls students under the age of 18, the operations of the provider are appropriate for the age, maturity and English language proficiency of the students.</i></p> <p>P2.1 The provider's arrangements for students under the age of 18 must comply with the National Code.</p>	<p><b>Legislative and regulatory compliance</b> Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>
<p>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.</p>	<p><b>Quality Principle C1: The Centre's premises reflect a professional workplace.</b> C1.3 All areas are fitted out and furnished in accordance with their use.</p> <p><b>Quality Principle C2: Teaching and study spaces facilitate language learning.</b> 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.</p> <p><b>Quality Principle F3: The ELT centre supports effective welfare arrangements for all students [aged under 18]</b> F3.2 Up to date contact details of parents and guardians/carers are readily accessible to relevant Centre staff. F3.5 There is regular, documented communication with parents and guardians/carers regarding the student's progress, well-being and welfare.</p> <p><b>Quality Principle F4: The ELT Centre ensures a safe and secure environment.</b> F4.1 All staff employed on-site have current child protection screening required by the relevant jurisdiction, and visitors without screening clearance are monitored while on the premises. F4.2 Effective arrangements are in place to prevent unauthorised persons from entering the premises. F4.3 Students are supervised at all times while on the premises. F4.4 Where students are brought to and from school by private transport, there is a designated drop-off and pick-up point. F4.5 Students aged under 16 are not placed in classes with adults. F4.6 Written and/or secure digital permission is obtained from parents/ guardians/ carers for all off-site activities. F4.7 The Centre provides a 24 hour emergency contact. F4.8 Attendance is closely monitored and appropriate action is taken within 60 minutes if a student does not arrive or is absent from class.</p> <p><b>Quality Principle F5: Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students.</b> F5.4 16- and 17-year old students placed in classes for adults are clearly identified to staff.</p>

ELICOS Standards 2018 P2 Needs of younger ELICOS students	NEAS QA Framework
<p>P2.3 Students must have access to services, learning opportunities, facilities and equipment that address their English language learning needs.</p>	<p><b>Quality Principle A2: Teachers have appropriate training and experience for the courses they deliver and assess.</b></p> <p>A2.2 Teachers are allocated to levels and courses based on their experience and training.</p> <p>A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.</p> <p>A2.4 Teaching strategies are appropriate to the objectives and level of each course.</p> <p><b>Quality Principle A3: Students are enrolled in courses and levels that reflect their language proficiency and learning goals.</b></p> <p>A3.1 The range of courses offered is appropriate to the profile of students enrolled.</p> <p><b>Quality Principle A4: Course delivery, assessment and teaching approaches optimise outcomes for students.</b></p> <p>A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.</p> <p>A4.5 Teachers use feedback and correction techniques that maximise student learning and participation.</p> <p><b>Quality Principle B2: Students have the information and support needed to adjust to living and studying in this country.</b></p> <p>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.</p> <p>B2.4 Students under the age of 18 are provided with appropriate support services.</p> <p><b>Quality Principle C3: Student facilities and services foster community.</b></p> <p>C3.3 Information is provided about available social and recreational activities suited to students' ages and cultural backgrounds.</p> <p><b>Quality Principle F5: Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students.</b></p> <p>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.</p> <p>F5.2 Ongoing information and networking opportunities are provided to ensure that homestay providers are conversant with the physical and emotional needs of adolescents.</p> <p>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.</p> <p>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.</p> <p>F5.6 Arrangements are in place to ensure the services of a registered child/adolescent psychologist are available if needed.</p>



<b>ELICOS Standards 2018</b> <b>P2 Needs of younger ELICOS students</b>	<b>NEAS QA Framework</b>
<p>P2.4 Course materials and tutoring must be tailored to meet student learning requirements, taking into account their differing levels of age and maturity.</p>	<p><b>Quality Principles A1: Course design supports quality learning outcomes.</b>  A1.1 Courses are designed to meet student learning needs, goals and interests.</p> <p><b>Quality Principle A4: Course delivery, assessment and teaching approaches optimise outcomes for students.</b>  A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.  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.</p> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b>  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.</p>



ELICOS Standards 2018 P3 Teaching ELICOS	NEAS QA Framework
<p><i>Policies and procedures for teaching provide students with optimal opportunities for achieving successful outcomes.</i></p> <p>P3.1 The provider must have policies and procedures in place to ensure that:</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>c) teacher-to-student ratios do not exceed 1:18 per class</li> <li>d) students are informed of the outcomes to be achieved from the course and, for each learning block, the learning outcomes for that block.</li> </ul>	<p><b>Quality Principle A1: Course design supports quality learning outcomes.</b></p> <p>A1.1 Courses are designed to meet student learning needs, goals and interests.</p> <p><b>Quality Principle A3: Students are enrolled in courses and levels that reflect their language proficiency and learning goals.</b></p> <p>A3.1 The range of courses offered is appropriate to the profile of students enrolled.</p> <p>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.</p> <p>A3.3 There is regular and formal provision for students to demonstrate their ability to progress to a higher level or different course.</p> <p><b>Quality Principle A 5: Students are encouraged to take control of their language learning.</b></p> <p>A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.</p> <p><b>Quality Principle B3: Students are provided with support to be actively involved in their learning program.</b></p> <p>B3.1 Students are made aware of course objectives, expectations, requirements and learning outcomes.</p> <p>B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes.</p> <p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>

ELICOS Standards 2018 P3 Teaching ELICOS	NEAS QA Framework
<p>P3.2 Planning policies and procedures must enable teachers to:</p> <ul style="list-style-type: none"> <li>a) customise teaching to student needs</li> <li>b) access the resources required for delivery of the course</li> <li>c) research course content and developments in English language teaching to meet student needs</li> </ul>	<p><b>Quality Principle A1: Course design supports quality learning outcomes.</b></p> <p>A1.2 Course design is informed by developments in language teaching methodology and technology.</p> <p>A1.6 Syllabus documents provide effective guidance for teachers, in lesson and assessment planning and delivery, to meet course objectives.</p> <p><b>Quality Principle A2: Teachers have appropriate training and experience for the courses they deliver and assess.</b></p> <p>A2.2 Teachers are allocated to levels and courses based on their experience and training.</p> <p>A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.</p> <p><b>Quality Principle A4: Course delivery, assessment and teaching approaches optimise outcomes for students.</b></p> <p>A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.</p> <p>A4.2 Teachers select teaching and assessment resources relevant to student needs, goals and interests.</p> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <p>C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.</p> <p>C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences.</p> <p>C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.</p>
<p>P3.3 Providers must maintain records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensure:</p> <ul style="list-style-type: none"> <li>a) retention and accessibility of records, including electronically</li> <li>b) learning outcomes are documented</li> <li>c) effective review, revision and delivery of courses</li> </ul>	<p><b>Quality Principle A1: Course design supports quality learning outcomes.</b></p> <p>A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.</p> <p><b>Quality Principle A5: Students are encouraged to take control of their language learning.</b></p> <p>A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.</p> <p><b>Quality Principle A6: Evaluation of courses is regular and rigorous.</b></p> <p>A6.3 Teaching records are retained for purposes of verification, program coordination and course review.</p>
<p>P3.4 Providers must continuously improve delivery of courses by::</p> <ul style="list-style-type: none"> <li>a) making adjustments based on analysis of feedback from students and other stakeholders as appropriate</li> <li>b) monitoring appropriateness of delivery for student groups</li> <li>c) regularly evaluating learning outcomes achieved.</li> </ul>	<p><b>Quality Principle A6: Evaluation of courses is regular and rigorous.</b></p> <p>A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.</p> <p>A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.</p> <p>A6.4 Student satisfaction feedback contributes to the quality review and improvement cycle.</p> <p>A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.</p> <p><b>Quality Principle B4: Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience.</b></p> <p>B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services.</p>

<b>ELICOS Standards 2018</b> <b>P4 Assessment of ELICOS students</b>	<b>NEAS QA Framework</b>
<p><i>Policies and procedures for the assessment of students provide them with optimal opportunities for achieving successful outcomes from their courses.</i></p> <p>P4.1 Providers must clearly outline assessment policies and procedures, which must provide for:</p> <ul style="list-style-type: none"> <li>a) formative and summative assessment</li> <li>b) clear identification of assessment outcomes as they relate to progress through the course</li> <li>c) assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and <ul style="list-style-type: none"> <li>(i) includes appropriate oversight or moderation of assessment outcomes</li> <li>(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.</li> </ul> </li> <li>d) clear and regular reporting on assessment outcomes and progress through the course to the student and their parent or guardian, where the student is under the age of 18.</li> </ul>	<p><b>Quality Principle A1: Course design supports quality learning outcomes.</b></p> <ul style="list-style-type: none"> <li>A1.3 Each course has specific objectives which are achieved through detailed learning outcomes.</li> <li>A1.4 Student achievement is measured through validated assessment instruments mapped to course learning outcomes, to ensure assessment is valid, reliable, fair and flexible.</li> <li>A1.5 Assessment is moderated to ensure consistency of assessment judgement.</li> </ul> <p><b>Quality Principle A4: Course delivery, assessment and teaching approaches optimise outcomes for students.</b></p> <ul style="list-style-type: none"> <li>A4.2 Assessment policies and procedures provide for both formative and summative assessment.</li> <li>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.</li> <li>A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests.</li> </ul> <p><b>Quality Principle A5: Students are encouraged to take control of their language learning.</b></p> <ul style="list-style-type: none"> <li>A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.</li> </ul> <p><b>Quality Principle B2: Students have the information and support needed to adjust to living and studying in this country.</b></p> <ul style="list-style-type: none"> <li>B2.4 Students under the age of 18 are provided with appropriate support services.</li> </ul> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <ul style="list-style-type: none"> <li>C4.4 Assessment resources provide opportunities for students to demonstrate achievement of learning outcomes through different methods of assessment.</li> </ul> <p><b>Quality Principle D3: The Centre utilises effective systems for the dissemination of information to stakeholders.</b></p> <ul style="list-style-type: none"> <li>D3.1 Communication to stakeholders is considered and approved through formal guidelines.</li> </ul> <p><b>Quality Principle F3: The ELT Centre supports effective welfare arrangements for all students.</b></p> <ul style="list-style-type: none"> <li>F3.5 There is regular, documented communication with parents and guardians/carers regarding the student's progress, well-being and welfare.</li> </ul> <p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>

<b>ELICOS Standards 2018</b> <b>P4 Assessment of ELICOS students</b>	<b>NEAS QA Framework</b>
<p>P4.2 The registered ELICOS provider must, upon completion (or partial completion) of study, issue each student with a document that:</p> <ul style="list-style-type: none"> <li>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</li> <li>b) includes, or is accompanied by, a plain English explanation of the terms used in awarding grades at all levels</li> </ul>	<p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Quality Principle A1: Course design supports quality learning outcomes.</b></p> <p><i>Note A1 (e): Document(s) issued to students at end of course or on exit</i></p> <p><b>Quality Principle A5: Students are encouraged to take control of their language learning.</b></p> <p>A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.</p>
<p>P4.3 Providers must undertake processes for continual improvement of student assessment by:</p> <ul style="list-style-type: none"> <li>a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate</li> <li>b) monitoring appropriateness of assessment for student groups</li> <li>c) regularly evaluating course outcomes achieved.</li> </ul>	<p><b>Quality Principle A6: Evaluation of courses is regular and rigorous.</b></p> <p>A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.</p> <p>A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.</p> <p>A6.3 Teaching records are retained for purposes of verification, program coordination and course review.</p> <p>A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.</p>

<b>ELICOS Standards 2018</b> <b>P5 ELICOS educational resources</b>	<b>NEAS QA Framework</b>
<p><i>Registered ELICOS providers maintain a supply of sufficient educational resources that are aimed at achieving course objectives, encourage diversity in learning activities and teaching methodologies, and are appropriately organised and regularly reviewed.</i></p> <p>P5.1 The registered ELICOS provider must demonstrate access to educational resources that:</p> <ol style="list-style-type: none"> <li>a) are sufficient to provide for each student at every stage of their course, as appropriate</li> <li>b) are appropriate for the type and level of course offered</li> <li>c) include access to a range of multimedia, as appropriate</li> <li>d) enable varied learning activities and teaching methodologies</li> <li>e) are developed for classroom and individual student use and address specific student needs and course learning outcomes</li> <li>f) reflect new developments in TESOL theory and practice and changes in course offerings and student profiles.</li> </ol>	<p><b>Quality Principle A4: Course delivery, assessment and teaching approaches optimise outcomes for students.</b></p> <p>A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests.</p> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <p><i>Note C4: Resources include educational equipment, books and other printed materials, audio-visual materials, software, on-line resources</i></p> <p>C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.</p> <p>C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences.</p> <p>C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.</p> <p>C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies.</p> <p>C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.</p> <p><b>Quality Principle C5: Teachers have access to space and resources to create classroom learning materials to meet student needs.</b></p> <p>C5.1 There is a budget for investment in resources and development of teaching materials.</p> <p>C5.2 Teachers have the opportunity to facilitate innovation in resource development.</p> <p>C5.3 The design of work space for teachers supports development of materials.</p> <p>C5.4 Innovation in resource design and development is captured for ongoing integration into future resource development.</p>

<b>ELICOS Standards 2018</b> <b>P5 ELICOS educational resources</b>	<b>NEAS QA Framework</b>
<p>P5.2 The registered ELICOS provider must have educational facilities with sufficient equipment and support resources for the number of enrolled students, including:</p> <ul style="list-style-type: none"> <li>a) educational and computer technologies that support:               <ul style="list-style-type: none"> <li>i. classroom teaching and learning activities;</li> <li>ii. independent student practice, study and research; and</li> <li>iii. teacher study, research and preparation.</li> </ul> </li> <li>b) material that is catalogued and presented for easy access, where the registered provider makes material available for access or independent study</li> <li>c) equipment and resources to facilitate independent study (for example, study areas or wi-fi access).</li> </ul>	<p><b>Quality Principle C1: The Centre’s premises reflect a professional workplace.</b></p> <p>C1.3 All areas are fitted out and furnished in accordance with their use.</p> <p><b>Quality Principle C2: Teaching and study spaces facilitate language learning.</b></p> <p>C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.</p> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <p><i>Note C4: Resources include educational equipment, books and other printed materials, audio-visual materials, software, on-line resources</i></p> <p>C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.</p> <p>C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.</p>
<p>P5.3 The registered ELICOS provider must give teachers 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.</p>	<p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <p>C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences.</p> <p>C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.</p> <p><b>Quality Principle C5: Teachers have access to space and resources to create classroom learning materials to meet student needs.</b></p> <p>C5.1 There is a budget for investment in resources and development of teaching materials.</p>

ELICOS Standards 2018 P6 ELICOS specialist staff	NEAS QA Framework
<p><i>Registered ELICOS providers must employ suitably qualified specialist staff and provide them with ongoing opportunities for professional development.</i></p> <p><b>Academic leadership of ELICOS</b></p> <p>P6.1 The registered ELICOS provider must have an academic management system that ensures:</p> <ul style="list-style-type: none"> <li>a) clear organisation-wide academic leadership of ELICOS</li> <li>b) a coordinated and effective approach to developing, implementing and reviewing curricula</li> <li>c) management of educational resources</li> <li>d) provision of guidance to teaching staff.</li> </ul>	<p><b>Quality Principle A6: Evaluation of courses is regular and rigorous.</b></p> <ul style="list-style-type: none"> <li>A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.</li> <li>A6.2 Validation of assessment instruments is conducted through objective, peer-reviewed consultation.</li> <li>A6.3 Teaching records are retained for purposes of verification, program coordination and course review.</li> <li>A6.4 Student satisfaction feedback contributes to the quality review and improvement cycle.</li> <li>A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle.</li> <li>A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.</li> </ul> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <ul style="list-style-type: none"> <li>C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.</li> </ul> <p><b>Quality Principle C5: Teachers have access to space and resources to create classroom learning materials to meet student needs.</b></p> <ul style="list-style-type: none"> <li>C5.1 There is a budget for investment in resources and development of teaching materials.</li> </ul> <p><b>Quality Principle D2: The Centre has an organisational structure that effectively supports the provision of services to students.</b></p> <ul style="list-style-type: none"> <li>D1.1 Reporting lines in the organisational structure support the efficient delivery of services.</li> <li>D1.2 Management is familiar with the international education environment.</li> <li>D1.3 The organisational structure supports the educational goals and welfare of students.</li> <li>D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.</li> </ul> <p><b>Quality Principle D4: The Centre supports a performance and development culture for all staff.</b></p> <ul style="list-style-type: none"> <li>D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice.</li> <li>D4.2 An established culture of sharing contributes to innovation and best practice.</li> <li>D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.</li> <li>D4.4 Professional development is aligned with the Centre's strategic goals.</li> <li>D4.5 Innovation and best practice are recognised and captured through a structured process.</li> </ul>



ELICOS Standards 2018 P6 ELICOS specialist staff	NEAS QA Framework
<p>P6.2 Senior academic leadership staff must hold a degree, suitable postgraduate TESOL qualification/s, and appropriate educational management and TESOL teaching experience or equivalent.</p>	<p><b>Quality Principle D2: The Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation.</b></p> <p>D2.2 The person responsible for academic management holds the following minimum qualifications and experience:</p> <ul style="list-style-type: none"> <li>• a recognised degree or equivalent</li> <li>• a TESOL qualification at postgraduate diploma level</li> <li>• a robust knowledge of and experience in English language teaching</li> <li>• experience in leading and managing people</li> </ul>
<p>P6.3 Senior academic leadership staff must maintain an up-to-date knowledge of significant developments in TESOL theory and practice.</p>	<p><b>Quality Principle D4: The Centre supports a performance and development culture for all staff.</b></p> <p>D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining practice.</p> <p>D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.</p> <p>D4.4 Professional development is aligned with the Centre's strategic goals.</p>
<p><b>Teaching staff</b></p> <p>P6.4 ELICOS teachers must have the following:</p> <ol style="list-style-type: none"> <li>a) a degree or diploma of at least three years full-time or equivalent (teaching or other)</li> <li>b) a suitable TESOL qualification or qualification that contains TESOL as a method</li> <li>c) appropriate TESOL teaching experience or are formally mentored by a senior staff member with this experience.</li> </ol>	<p><b>Quality Principle A2: Teachers have appropriate training and experience for the courses they deliver and assess.</b></p> <p>A2.1 Teachers hold the following minimum qualifications:</p> <ul style="list-style-type: none"> <li>• a recognised degree or equivalent</li> <li>• a recognised TESOL qualification</li> </ul> <p><i>Note A2.1: Recognised qualifications</i></p> <ol style="list-style-type: none"> <li>1. A degree or equivalent is at least three years full-time (or its part-time equivalent) in length.</li> <li>2. A recognised TESOL qualification results from a program of study having at least the following characteristics: <ul style="list-style-type: none"> <li>• No less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning, TESOL teaching</li> <li>• A practical component including at least six hours face to face practice teaching in TESOL supervised and assessed by a teacher who is qualified as per these requirements</li> <li>• Is a recognised qualification delivered by an education provider registered with government as being eligible to deliver nationally recognised qualifications</li> </ul> </li> <li>3. A recognised TESOL qualification includes <ul style="list-style-type: none"> <li>• Teaching qualification with TESOL method</li> <li>• Degree in education or teaching with TESOL method</li> </ul> </li> </ol>

ELICOS Standards 2018 P6 ELICOS specialist staff	NEAS QA Framework
<p>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 must be registered to teach in the Australian state or territory primary or secondary system as determined by state or territory legislation or policy</p>	<p><b>Legislative and regulatory compliance</b> Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Quality Principle A2</b> <b>Teachers have appropriate training and experience for the courses they deliver and assess.</b> A2.2 Teachers are allocated to levels and courses based on their experience and training.</p>
<p>P6.6 Teachers of students of 12 years old or less must hold a TESOL qualification and a nationally recognised primary teaching qualification.</p>	<p><b>Legislative and regulatory compliance</b> Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Quality Principle A2</b> <b>Teachers have appropriate training and experience for the courses they deliver and assess.</b> A2.2 Teachers are allocated to levels and courses based on their experience and training.</p>
<p>P6.7 The registered provider must verify the qualifications of all its teachers.</p>	<p><b>Quality Principle G4: The Centre has a comprehensive and documented risk management program.</b> G4.3 Operational risks are managed and documented through internal control systems.</p>
<p>P6.8 The registered provider:</p> <ul style="list-style-type: none"> <li>a) must implement policies and procedures for the induction and ongoing professional development of its teaching staff</li> <li>b) must implement a program of professional development each year.</li> </ul>	<p><b>Quality Principle D1: The Centre has an organisational structure that effectively supports the provision of services to students.</b> D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.</p> <p><b>Quality Principle D3: The Centre utilises effective systems for the dissemination of information to stakeholders.</b> D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.</p> <p><b>Quality Principle D4: The Centre supports a performance and development culture for all staff.</b> D4.1 Staff performance and development processes occur in a cycle which provides a structure for appraising performance, and developing and refining 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.</p>

ELICOS Standards 2018 P6 ELICOS specialist staff	NEAS QA Framework
<p><b>Counselling staff</b></p> <p>P6.9 A registered ELICOS provider must:</p> <ul style="list-style-type: none"> <li>a) employ or contract 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: <ul style="list-style-type: none"> <li>i. academic and future progress advice</li> <li>ii. welfare matters.</li> </ul> </li> <li>b) ensure that the counselling services are available and accessible by students at suitable times.</li> </ul>	<p><b>Quality Principle B2: Students have the information and support needed to adjust to living and studying in this country.</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>B2.4 Students under the age of 18 are provided with appropriate support services.</li> <li>B2.6 Where a student support service is outsourced, effective processes are in place to ensure the quality of the service provided.</li> </ul> <p><b>Quality Principle B3: Students are provided with support to be actively involved in their learning program.</b></p> <ul style="list-style-type: none"> <li>B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes.</li> <li>B3.4 Provision is made to support those students who wish to further their education in English.</li> </ul> <p><b>Quality Principle D2: The Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation.</b></p> <ul style="list-style-type: none"> <li>D2.1 Documented recruitment policy and procedures are informed by the Centre's strategic plan.</li> </ul> <p><b>Quality Principle F5: Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students [aged under 18].</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>F5.6 Arrangements are in place to ensure the services of a registered child/adolescent psychologist are available if needed.</li> </ul>

ELICOS Standards 2018 P7 ELICOS premises	NEAS QA Framework
<p><i>The premises of registered ELICOS providers offer teaching and learning environments that are appropriately designed and equipped to support the range of English language courses and student support services offered.</i></p> <p>P7.1 The registered ELICOS provider's premises must comply with all relevant legislation and regulations.</p>	<p><b>Quality Principle C1: The Centre's premises reflect a professional workplace.</b></p> <p>C1.2 All areas are kept in a safe, clean and hygienic condition.</p> <p>C1.3 All areas are fitted out and furnished in accordance with their use.</p> <p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>
<p>P7.2 The registered ELICOS provider must ensure that students are safe and have access to facilities that support their education, including where:</p> <p>a) the provider utilises areas within their facility for ELICOS classes that may also be used for other purposes</p> <p>b) facilities are accessed by people not associated with the provider's operations.</p>	<p><b>Quality Principle C1: The Centre's premises reflect a professional workplace.</b></p> <p>C1.2 All areas are kept in a safe, clean and hygienic condition.</p> <p>C1.3 All areas are fitted out and furnished in accordance with their use.</p> <p><b>Quality Principle C2: Teaching and study spaces facilitate language learning.</b></p> <p>C2.1 Teaching spaces are conducive to studying for extended periods.</p> <p>C2.2 Design of the teaching spaces promotes student engagement with learning.</p> <p>C2.3 Teaching spaces are appropriately furnished and equipped for language learning.</p> <p>C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.</p> <p><b>Quality Principle F4: The ELT Centre ensures a safe and secure environment.</b></p> <p><i>Where students aged under 18 are enrolled:</i></p> <p>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.</p> <p>F4.2 Effective arrangements are in place to prevent unauthorised persons from entering the premises.</p> <p>F4.3 Students are supervised at all times while on the premises.</p> <p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>

ELICOS Standards 2018 P7 ELICOS premises	NEAS QA Framework
<p>P7.3 The registered ELICOS provider must designate areas of its premises sufficient in size to support quality delivery of its ELICOS courses, including:</p> <ul style="list-style-type: none"> <li>a) rooms and equipment that are fit for purpose and proportionate or appropriate to the number of students and course syllabus</li> <li>b) teacher staffrooms</li> <li>c) student recreation areas</li> <li>d) private study areas or areas for related activities, such as a library or resource centre</li> <li>e) storage areas</li> <li>f) offices for the management of the ELICOS provider and for the confidential counselling of students.</li> </ul>	<p><b>Quality Principle C1: The Centre’s premises reflect a professional workplace.</b></p> <p>C1.3 All areas are fitted out and furnished in accordance with their use.</p> <p><b>Quality Principle C2: Teaching and study spaces facilitate language learning.</b></p> <p>C2.1 Teaching spaces are conducive to studying for extended periods.</p> <p>C2.2 Design of the teaching spaces promotes student engagement with learning.</p> <p>C2.3 Teaching spaces are appropriately furnished and equipped for language learning.</p> <p>C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.</p> <p><b>Quality Principle C3: Student facilities and services foster community.</b></p> <p>C3.1 The condition, furnishing and layout of student common areas promote and support student interaction.</p> <p><b>Quality Principle C4: The Centre has resources for each course to meet a range of student learning needs, styles and preferences.</b></p> <p>C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.</p> <p>C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies.</p> <p><b>Quality Principle C5: Teachers have access to space and resources to create classroom learning materials to meet student needs.</b></p> <p>C5.3 The design of work space for teachers supports development of materials.</p>

ELICOS Standards 2018 P8 Business management	NEAS QA Framework
<p><i>The operations of the provider are supported by effective management actions.</i></p> <p>P8.1 A registered provider must:</p> <ol style="list-style-type: none"> <li>a) comply with relevant Commonwealth, state or territory legislation and other regulatory requirements that are relevant to its operations</li> <li>b) ensure that its staff, students and other clients are fully informed of all regulatory requirements where they affect their duties or participation in ELICOS education.</li> </ol>	<p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements. NEAS Quality Endorsed Centres ensure that:</p> <ul style="list-style-type: none"> <li>• All staff are informed of legislation relevant to their statement of duties, and they understand its application to their own responsibilities</li> <li>• Students are made aware of their rights and obligations</li> <li>• Contracts and agreements with service providers, including but not limited to, education agents and homestay providers, make clear all legislative obligations and ensure that checks are conducted as required under law</li> <li>• Systematic review processes are in place to monitor compliance and to incorporate legislative or regulatory changes</li> </ul> <p>Failure to abide by legislative and regulatory requirements or the NEAS Quality Principles may result in suspension or termination of the Centre's Quality Endorsed status.</p> <p>In order to receive and maintain NEAS Quality Endorsement, ELT Centres are required to confirm their compliance with all relevant laws and regulations by submitting proof of registration with relevant regulatory authorities, with no outstanding matters under consideration.</p> <p>NEAS-endorsed centres that are registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS) meet all regulatory requirements of the ELICOS Standards 2018 and National Code of Practice 2017, including compliance requirements which do not map directly against the NEAS Quality Assurance Framework, but can be seen to underpin it.</p> <p><b>Quality Principle B1: The application and enrolment process is clear and easy to follow for students and agents.</b></p> <p>B1.2 Government regulations are well understood and readily explained to students by admissions staff.</p> <p><b>Quality Principle D1: The Centre has an organisational structure that effectively supports the provision of services to students.</b></p> <p>D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation.</p> <p><b>Quality Principle D3: The Centre utilises effective systems for the dissemination of information to stakeholders.</b></p> <p>D3.1 Communication with stakeholders is considered and approved through formal guidelines.</p> <p>D3.2 Staff and students receive information from the Centre through various channels.</p> <p>D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.</p> <p><b>Quality Principle F3: The ELT Centre supports effective welfare arrangements for all students [aged under 18].</b></p> <p>F3.1 Legislative and contractual obligations of all guardians/carers are identified in a signed contract with their responsibilities and accountability clearly identified.</p>

ELICOS Standards 2018 P8 Business management	NEAS QA Framework
	<p><b>Quality Principle F5: Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students [aged under 18].</b></p> <p>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.</p> <p>F5.2 Ongoing information and networking opportunities are provided to ensure that homestay providers are conversant with the physical and emotional needs of adolescents.</p> <p>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.</p>
<p>P8.2 A registered provider must hold public liability insurance throughout its registration period.</p>	<p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Quality Principle G4: The Centre has a comprehensive and documented risk management program.</b></p>
<p>P8.3 A registered ELICOS provider must:</p> <ul style="list-style-type: none"> <li>a) have its accounts prepared to Australian Accounting and Auditing Standards, at least annually</li> <li>b) provide the certificate of accounts to the ESOS agency on request</li> <li>c) provide a full audit report of its financial accounts from a qualified and independent auditor, if the ESOS agency reasonably deems this necessary</li> <li>d) provide other business management documents as requested by the ESOS agency, if reasonably deemed necessary.</li> </ul>	<p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p> <p><b>Quality Principle G3: Robust financial systems are in place.</b></p> <p>G3.1 The Centre has a delegated independent officer and/or committee which meets regularly and includes a qualified accountant or financial professional with accounting experience.</p> <p>G3.2 The delegated officer or committee is responsible for reviewing internal and external audit reports, risk assessments, budget, staffing and organisational structure.</p> <p>G3.3 The delegated officer or committee has full and timely access to all relevant information and staff.</p> <p>G3.4 Delegations for approving expenditure are documented, regularly reviewed and clear to all staff.</p> <p>G3.5 Financial reports are signed off by the CEO and CFO, or equivalent.</p>



ELICOS Standards 2018 P8 Business management	NEAS QA Framework
<p>P8.4 A registered provider must have management systems that are responsive to the needs of students, staff and stakeholders and the environment in which the provider operates, including:</p> <ul style="list-style-type: none"> <li>a) a systematic and continuous improvement approach to managing its operations</li> <li>b) management of records to ensure their accuracy and integrity.</li> </ul>	<p><b>Quality Principle A6: Evaluation of courses is regular and rigorous.</b></p> <p><b>Quality Principle B1: The application and enrolment process is clear and easy to follow for students and agents.</b></p> <p>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.</p> <p><b>Quality Principle B4: Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience.</b></p> <p><b>Quality Principle D1: The Centre has an organisational structure that effectively supports the provision of services to students.</b></p> <p><b>Quality Principle E1: Promotional material is ethical, accurate and consistent.</b></p> <p>E1.4 Stakeholder feedback is integrated into the Centre's quality review and improvement cycle.</p> <p><b>Quality Principle G1: The Centre has an effective system of strategic and business planning.</b></p> <p><b>Quality Principle G2: The Centre has an effective and transparent organisational structure and system of reporting.</b></p> <p><b>Quality Principle G4: The Centre has a comprehensive and documented risk management program.</b></p> <p><b>Quality Principle G5: An ethical framework supports the Centre's organisational culture.</b></p> <p><b>Quality Principle G6: The Centre makes clear its commitment to Work Health and Safety.</b></p> <p><b>Legislative and regulatory compliance</b></p> <p>Essential to NEAS quality endorsement is compliance with legislative and regulatory requirements.</p>