

## NEAS Quality Assurance Framework

The NEAS QA Framework has been developed through extensive consultation with the English Language Teaching (ELT) profession in Australia and overseas, industry bodies and government. Review is undertaken in response to changes and developments in the field, with change implemented only after wide consultation.

The purpose of the NEAS QA Framework is to:

- Establish and uphold high standards within the ELT industry
- Support ELT Centres<sup>1</sup> in demonstrating quality in their programs and services
- Provide guidance to ELT Centres in their continuous improvement processes
- Promote recognition of quality ELT Centres

The **NEAS QA Framework** comprises 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 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 Quality Endorsed 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.

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<sup>1</sup> Within this document, the term “Centre” is used to refer to all forms of ELT provider, including stand-alone English language schools, colleges and centres, as well as English language centres located within schools, VET providers, Higher Education providers and universities

## 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.

## Mapping of regulatory standards

NEAS Quality Principles have been mapped against related requirements of the National Code of Practice 2018 (NCP) and the ELICOS Standards 2018.

It should be noted that mapping indicates those areas covered by a NEAS Quality Principle which are also addressed by a regulatory standard. While this mapping identifies areas in common, providers should be aware of differences between what is required under regulation and what may be recommended in the interests of quality.

## The Quality Improvement Cycle

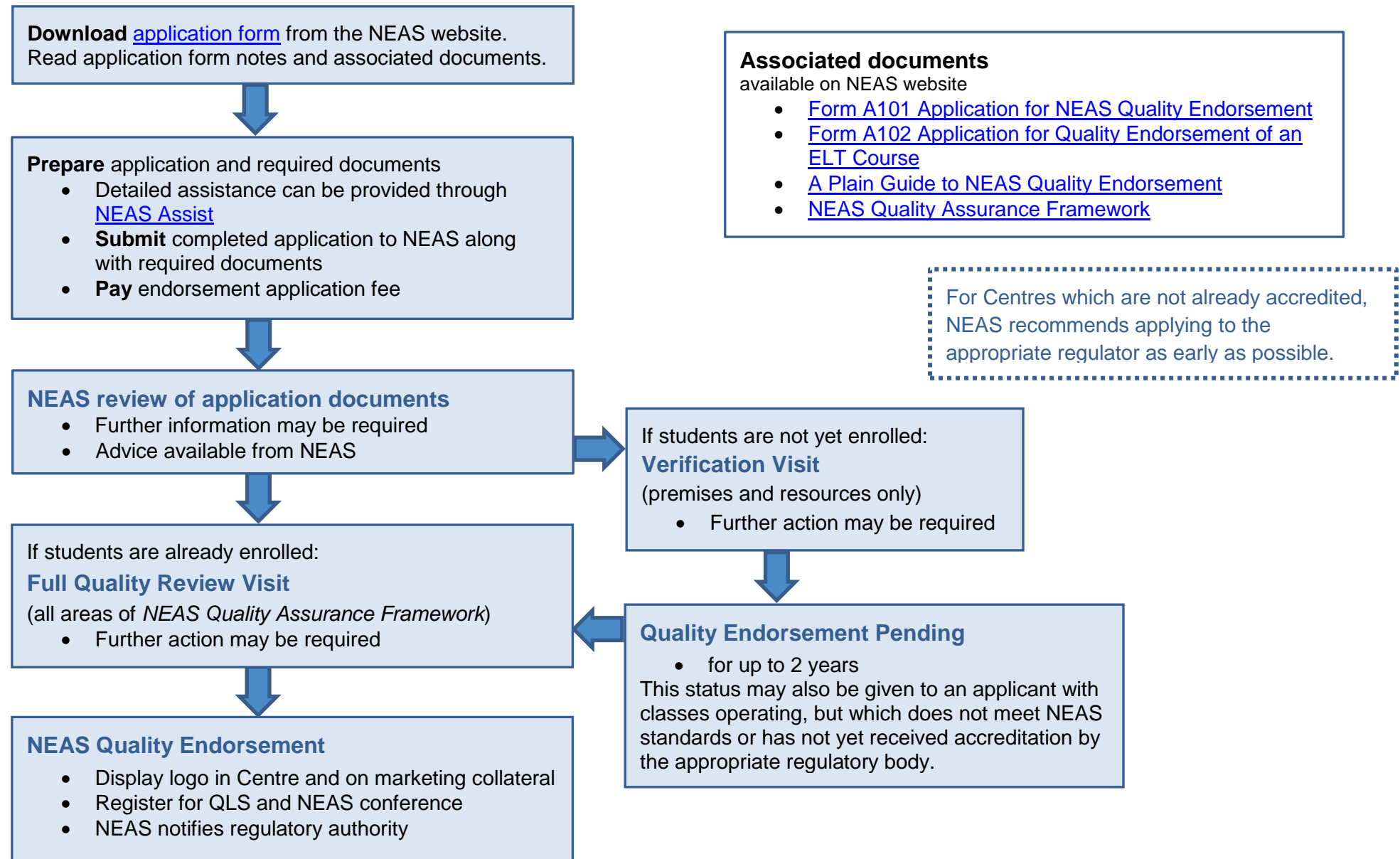
Essential to NEAS Quality Endorsement is a commitment to continuously improving quality. Feedback on all aspects of the Centre's operations is systematically sought from all stakeholders and integrated into its quality improvement cycle.

## Quality Practice Guide

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

- **Examples of Quality Practice**  
The Examples of Quality Practice show the kinds of best practice that ELT Centres can provide to demonstrate that they are meeting the Quality Principles in each Quality Area. There may be other types of evidence more relevant to a Centre's geographical location, wider institution or student profile that could be used to demonstrate quality practice.
- **Action Guide**  
Action Guide questions are provided to assist Centres to focus on the quality of the service they are currently providing to students, and to inform their quality improvement cycle. They act as a prompt inspiring critical reflection on ELT centre practice and improvement opportunities.

# Applying for NEAS Quality Endorsement



## Quality Area A: Teaching, Learning and Assessment

### Quality Principle A1 Course design supports quality learning outcomes.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A1.1 Courses are designed to meet student needs, goals and interests. (See Notes at end of A1)</p>	<ol style="list-style-type: none"> <li>1. Evidence of course design and review informed by research into student needs, goals and interests</li> <li>2. Design of specific-purpose courses informed by appropriate research into relevant content areas</li> <li>3. Design of courses for minors informed by research into specific needs of younger learners</li> <li>4. Learning activities to address differences in students' learning styles, backgrounds, ability and proficiency</li> <li>5. Flexible course design allowing for adaptation to address student needs, goals and interests</li> <li>6. Regular end-of-course evaluation in relation to each cohort of students to inform subsequent delivery</li> <li>7. Clear policy and procedure for regular review of each course, including assessment</li> <li>8. Integration of new technologies, teaching strategies, activities and resources into established courses</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are student needs, goals and interests most effectively identified, and when?</i></li> <li>2. <i>How do you ensure that courses offered are relevant to target markets?</i></li> <li>3. <i>How can flexibility be built into courses to accommodate differences such as cultural expectations, educational background and ability?</i></li> <li>4. <i>How well do courses cater to students with mixed macro skill proficiency levels?</i></li> <li>5. <i>What research is needed in designing various ESP courses?</i></li> <li>6. <i>How does liaison with receiving institutions improve course design?</i></li> <li>7. <i>What are the value and limitations of designing a course around a particular text book?</i></li> <li>8. <i>Who is responsible for regular review of courses (e.g. Academic Manager; curriculum committee)?</i></li> <li>9. <i>Who should be involved in course reviews?</i></li> <li>10. <i>What should prompt formal changes to syllabus documents?</i></li> <li>11. <i>How often should courses be reviewed? Should this be the same for all courses?</i></li> <li>12. <i>What feedback is needed to inform course reviews? What other information should be considered?</i></li> <li>13. <i>How is information informing course reviews collected, collated and checked?</i></li> <li>14. <i>How do you ensure that endorsed course requirements are still being met when courses are modified?</i></li> <li>15. <i>How are outcomes of course reviews made known to teachers?</i></li> </ol>

**Quality Principle A1**  
**Course design supports quality learning outcomes.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A1.2            Course design is informed by developments in language teaching methodology and technology.</p>	<ol style="list-style-type: none"> <li>1. A clear rationale for selection of teaching methodologies which inform course design</li> <li>2. An appropriate range of teaching methods accommodated in syllabus and recommended resources</li> <li>3. Review of technology owned by the Centre and/or commonly used by individual students</li> <li>4. Incorporation of available technology into course design and syllabus options</li> <li>5. Investment in new technology to facilitate introduction of new methodology</li> <li>6. Incorporation of technology into teaching and independent learning, consistent with student expectations and access</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What teaching methodologies are favoured by the Centre's staff and why?</i></li> <li>2. <i>How effective are these for different types of students enrolled? How are they assessed?</i></li> <li>3. <i>What other methodologies might be of benefit?</i></li> <li>4. <i>How can course design contribute to introducing these?</i></li> <li>5. <i>What technology might be required to implement selected methodologies?</i></li> <li>6. <i>How could new technology enhance course delivery?</i></li> <li>7. <i>How feasible or desirable is it for the Centre to acquire desired technology? How effective are alternatives?</i></li> <li>8. <i>What personal access to technology do students tend to have?</i></li> <li>9. <i>How can course design make use of technology students bring with them (e.g. public domain, freeware, apps) and how do you use it?</i></li> </ol>
<p>A1.3            Each course has specific objectives which are achieved through detailed learning outcomes.            (See Notes at end of A1)</p>	<ol style="list-style-type: none"> <li>1. Course objectives specific to each course</li> <li>2. Course objectives clearly linked to learning outcomes</li> <li>3. Target language competence clearly identified in learning outcomes</li> <li>4. Identification of learning outcomes which are observable and measurable</li> <li>5. Learning outcomes achievable in view of duration and level of course</li> <li>6. Course objectives and learning outcomes expressed in language meaningful to the wider community</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What does this course aim to achieve? How does this differ from other courses the Centre offers?</i></li> <li>2. <i>If course objectives overlap, why is this particular course being developed?</i></li> <li>3. <i>If a need has been identified for a particular course, what are its specific objectives?</i></li> <li>4. <i>What should students be able to do as a result of course objectives being met?</i></li> <li>5. <i>What preparation do students need in order to meet identified learning outcomes? Are additional learning outcomes needed?</i></li> <li>6. <i>How do learning outcomes in different macro skill areas interact with each other?</i></li> <li>7. <i>How can learning outcomes be expressed so that student achievement is observable and measurable?</i></li> <li>8. <i>How can course objectives and learning outcomes be expressed to ensure that they are transparent to students and other stakeholders?</i></li> </ol>

**Quality Principle A1**  
**Course design supports quality learning outcomes.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A1.4            Student achievement is measured through validated assessment instruments mapped to course learning outcomes, to ensure assessment is valid, reliable, fair and flexible.</p>	<ol style="list-style-type: none"> <li>1. Assessment methods and instruments appropriate to age, background and needs of students</li> <li>2. Marking rubrics and clear instructions for assessment instruments</li> <li>3. Concrete evidence of student achievement obtained through a variety of assessment activities</li> <li>4. Grades consistent with assessment methodology</li> <li>5. Terms used in awarding grades explained in language meaningful to the wider community</li> <li>6. Established mapping and validation process</li> <li>7. Teachers involved in the process of validating assessment instruments</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you ensure that all syllabus learning outcomes are assessed?</i></li> <li>2. <i>How many opportunities should students have to demonstrate achievement of learning outcomes? How much is too much?</i></li> <li>3. <i>How important is variety in assessment tasks? How much is desirable?</i></li> <li>4. <i>How are assessment tasks marked? Is the marking system consistent with the task?</i></li> <li>5. <i>Who is responsible for the design, mapping and validation of assessment tasks?</i></li> <li>6. <i>How do you ensure that grades awarded to students reflect actual achievement of learning outcomes?</i></li> <li>7. <i>What training do teachers receive in the Centre's assessment processes and in assessment validation?</i></li> <li>8. <i>How do you ensure that students understand how grades are awarded?</i></li> <li>9. <i>How can assessment processes be more fully integrated into the learning process?</i></li> </ol>
<p>A1.5            Assessment is moderated to ensure consistency of assessment judgement.</p>	<ol style="list-style-type: none"> <li>1. Formal moderation process in place</li> <li>2. Systems in place to ensure security of assessment instruments</li> <li>3. Regular review of assessment instruments</li> <li>4. Teachers trained in assessment moderation</li> <li>5. Teachers involved in the process of moderating assessments</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Are there any assessment tasks or tools being used that are not providing information about the students' progress toward course learning outcomes? What is the value of these tools?</i></li> <li>2. <i>How do you ensure consistency in assessment across teachers and at different times?</i></li> <li>3. <i>How do you ensure that assessment instruments are valid, fair and reliable?</i></li> <li>4. <i>How do you ensure that the assessment process for each course covers all learning outcomes?</i></li> <li>5. <i>What training to teachers receive in assessment moderation?</i></li> <li>6. <i>How do you ensure that all assessment instruments have been moderated?</i></li> </ol>

## Quality Principle A1 Course design supports quality learning outcomes.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A1.6 Syllabus documents provide effective guidance for teachers in lesson and assessment planning and delivery, to meet course objectives.  (See Notes to Quality Principle A1 below)</p>	<ol style="list-style-type: none"> <li>1. Overview of course objectives and learning outcomes</li> <li>2. Appropriate balance of skills, topics, learning activities, assessment, resources and supplementary materials relevant to each week of the course</li> <li>3. Sufficient detail included for a teacher new to the course or level</li> <li>4. Teachers familiar with course objectives and learning outcomes, as well as with details of teaching program</li> <li>5. Course content clearly linked to course and lesson objectives</li> <li>6. Policy and procedure in place for monitoring student progress throughout the course and for assessing achievement of learning outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>To what extent do teachers rely on established teaching programs without reference to course objectives and learning outcomes?</i></li> <li>2. <i>How do you ensure teachers engage with course objectives and learning outcomes so as to make informed selection of supplementary and extension material?</i></li> <li>3. <i>How do you ensure that course objectives and content remain consistent from one student cohort to the next?</i></li> <li>4. <i>How much guidance should teachers need and/or want, depending on their training and experience?</i></li> <li>5. <i>How do you ensure that syllabus documents contain enough guidance for teachers new to the level or course, without restricting experienced teachers?</i></li> <li>6. <i>How much autonomy should class teachers have in assessing student achievement?</i></li> </ol>

### Notes to Quality Principle A1

#### Course design checklist

##### 1. Course information

- a) Name, reflecting course purpose
- b) Proponent and copyright holder
- c) Duration in study weeks
- d) Course fee and compulsory non-tuition fees

##### 2. Rationale

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

##### 3. The students

- a) Entry prerequisites for this course (where applicable)
- b) Profile of the students - their characteristics and anticipated needs

#### **4. Objectives**

- a) Course objectives
- b) Learning outcomes

#### **5. Curriculum design and content**

- a) Modes and methods of delivery, and reasons for the choice of approach
- b) Detailed course syllabus, presented in a way that effectively guides teachers in lesson and assessment planning
- c) List of key text(s)
- d) List of supporting supplementary resources
- e) Weekly timetable showing scheduled class contact hours, associated study and breaks
- f) Detailed teaching record for two consecutive weeks (other than the first or last) incorporating all activities, resources and any assessment

#### **6. Assessment**

- a) Procedure for ensuring that agents who conduct assessments on behalf of the ELT centre do so competently and reliably
- b) Procedure for placement of students in this course, and:
  - Assessment instrument(s) used for placement
  - Table showing correlation between assessment results and student placement
- c) Policy and procedure for monitoring student progress throughout the course and for assessing achievement of course objectives, and:
  - Sample assessment task with validation record
- d) Procedure for keeping students informed of their assessed progress throughout the course, and:
  - Copy of student progress record
- e) Document(s) issued to students at end of course or on exit

#### **7. Review and evaluation**

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

#### **8. Staff profile**

- a) Teaching qualifications and experience required

#### **9. Promotion**

- a) Text of course promotional material and pre-enrolment information

Additional information is required in relation to a course designed for students aged under 18, reflecting Quality Area F of the NEAS Quality Assurance Framework.



## Quality Principle A2

### Teachers have appropriate training and experience for the courses they deliver and assess.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A2.1 Teachers are appropriately qualified. (See Notes at end of A2)</p>	<ol style="list-style-type: none"> <li>All qualifications verified before teachers are employed</li> <li>Certified copies of qualifications on teacher files</li> <li>Easily accessible records of teacher qualifications and experience in relation to the Centre's courses</li> <li>Registered teachers employed for a significant proportion of high school preparation course hours</li> <li>Primary trained teachers employed to teach students aged 12 or under</li> </ol>	<ol style="list-style-type: none"> <li><i>How does the Centre verify that teacher qualifications are genuine?</i></li> <li><i>Who is responsible for verifying qualifications and when?</i></li> <li><i>Who is responsible for ensuring that records are updated when teachers upgrade their qualifications?</i></li> <li><i>Where are teacher files held?</i></li> <li><i>How does the Centre ensure that courses with specific teacher qualification requirements can be appropriately staffed?</i></li> </ol>
<p>A2.2 Teachers are allocated to levels and courses based on their experience and training.</p>	<ol style="list-style-type: none"> <li>Documented procedure for allocating classes and levels based on teacher qualifications and experience</li> <li>Class teachers' qualifications and experience consistent with criteria stipulated in syllabus document</li> <li>Formal mentoring of teachers new to a course or level to plan, deliver, assess and review effectiveness of their teaching</li> </ol>	<ol style="list-style-type: none"> <li><i>How are teachers allocated to courses and levels? Could this procedure be improved?</i></li> <li><i>How readily accessible are teacher files to the Centre's academic management for planning and timetabling purposes?</i></li> <li><i>What other information is needed to facilitate effective timetabling? Who is responsible for recording it?</i></li> <li><i>What are the benefits and disadvantages of teachers teaching on the one level or course for extended periods?</i></li> <li><i>What further opportunities could be provided internally to equip teachers to teach and assess on more levels or courses?</i></li> <li><i>How does the Centre ensure that mentors are committed, and mentoring effective?</i></li> <li><i>How can newly qualified teachers be better supported in the Centre?</i></li> </ol>
<p>A2.3 Teachers plan lessons and activities appropriate to the course learning outcomes and the needs of students.</p>	<ol style="list-style-type: none"> <li>Teaching plans which reflect learning outcomes and student needs</li> <li>Teaching records which reflect a knowledge of the course content and an appropriate sequence and balance of course components</li> <li>Teaching records which reflect a range of learning strategies employed by students</li> <li>Entry and formative assessment results being used by teachers to plan and review their teaching program</li> <li>Teaching records regularly reviewed by the Academic Manager and discussed with teachers</li> </ol>	<ol style="list-style-type: none"> <li><i>Do teachers create their own lesson plans?</i></li> <li><i>Is the lesson plan / record sufficient for the class teacher / a relief teacher / the Academic Manager?</i></li> <li><i>How well do lesson plans reflect the teacher's familiarity with the syllabus?</i></li> <li><i>What range of activities and learning strategies should be included at different levels or in different courses?</i></li> <li><i>How should different courses vary in the way they are delivered?</i></li> <li><i>What review options exist to verify quality?</i></li> <li><i>How could the process of teaching record review be improved to add value?</i></li> <li><i>How effectively do teachers make use of assessment results in planning subsequent lessons?</i></li> </ol>

## Quality Principle A2

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

Quality Drivers	Examples of Quality Practice	Action Guide
A2.4 Teaching strategies are appropriate to the objectives and level of each course.	<ol style="list-style-type: none"><li>1. Teachers aware of and committed to approach(es) to language acquisition espoused by the Centre</li><li>2. Knowledge of a range of ways language is learnt reflected in teaching strategies</li><li>3. Teaching strategies appropriate to specified learning outcomes</li><li>4. Teaching strategies appropriate to the English proficiency level of the students</li></ol>	<ol style="list-style-type: none"><li>1. <i>To what extent does the Centre require specific approach(es) to be used?</i></li><li>2. <i>How does the Centre ensure that individual teachers follow its language teaching philosophy and policies?</i></li><li>3. <i>How much autonomy should individual teachers have in choice of teaching strategies?</i></li><li>4. <i>How can teaching strategies maximise student participation in lessons?</i></li><li>5. <i>How is reflection on teaching strategies encouraged?</i></li><li>6. <i>What support is needed for teachers new to the Centre? How is this best provided?</i></li></ol>

### Notes to Quality Principle A2

#### Teachers are appropriately qualified.

The minimum qualifications for teachers are:

- a recognised degree or equivalent
- a recognised TESOL qualification

#### Recognised qualifications:

1. A degree or equivalent is a qualification of at least three years full-time (or its part-time equivalent) in length (i.e. not a combination of shorter qualifications).
2. A recognised TESOL qualification results from a program of study having at least the following characteristics:
  - No less than 100 contact hours, or the equivalent in Distance Education programs, with a content focus on English language, language learning, TESOL teaching;
  - A practical component including at least six hours supervised and assessed practice teaching in TESOL;
  - Approved / awarded by a university or approved by government
3. A recognised TESOL qualification includes
  - Teaching qualification with TESOL method (e.g. Grad Dip Ed)
  - Degree in education or teaching with TESOL method

## Quality Principle A3

### Students are enrolled in courses and levels that reflect their language proficiency and learning goals.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A3.1 The range of courses offered is appropriate to the profile of students enrolled.</p>	<ol style="list-style-type: none"> <li>1. Students placed in courses at appropriate levels of proficiency</li> <li>2. Staff and students aware of proficiency levels and entry requirements of courses offered</li> <li>3. Composition of classes consistent with student profile outlined in course syllabus</li> <li>4. Teachers familiar with the rationale and objectives of the course(s) they teach</li> <li>5. High levels of student satisfaction with the range of courses available at time of enrolment</li> <li>6. Students aware at course commencement of learning investment required to achieve learning outcomes</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>If different levels of a course are combined, how can this be achieved with high levels of student satisfaction?</i></li> <li>2. <i>How can class teachers be effectively informed of student goals and study plans?</i></li> <li>3. <i>How does the Centre identify changes in student needs and interests?</i></li> <li>4. <i>What new courses could meet emerging student demands?</i></li> <li>5. <i>How can the Centre ensure that new courses are developed quickly to meet emerging demands, without sacrificing quality?</i></li> <li>6. <i>How could current courses be customised to broaden their relevance to different student groups?</i></li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. High correlation between off-shore assessment results and on-arrival placement assessment</li> <li>2. On-arrival assessment demonstrated to be reliable for initial placement appropriate to students' language proficiency level, learning goals and needs</li> <li>3. Effective process for reviewing class placement shortly after arrival</li> <li>4. Clear process for students to request review of class placement</li> <li>5. Clear process for integrating new students into classes</li> <li>6. Analysis of student movements between levels and courses outside of expected time frames</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How could off-shore proficiency testing processes be improved?</i></li> <li>2. <i>How are agents who conduct pre-course assessments informed and equipped to carry out the task competently?</i></li> <li>3. <i>What proportion of students are moved to a different level shortly after arrival?</i></li> <li>4. <i>Within what period after arrival should students be able to change class?</i></li> <li>5. <i>How are misplaced students identified?</i></li> <li>6. <i>How alert are class teachers to the need to double check student placement?</i></li> <li>7. <i>What processes are in place to enable students to query their initial placement?</i></li> <li>8. <i>How can student dissatisfaction with class placement be minimised?</i></li> <li>9. <i>How reliable are placement tests for placing students in course(s) and level(s)?</i></li> <li>10. <i>How can accuracy of initial placement be increased?</i></li> <li>11. <i>If the Centre has rolling enrolments, how well do teachers integrate new students into existing classes?</i></li> <li>12. <i>How could this integration be improved?</i></li> </ol>

### Quality Principle A3

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

Quality Drivers	Examples of Quality Practice	Action Guide
<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>	<ol style="list-style-type: none"><li>1. Teachers and students aware of relationship between course levels, and of articulation between courses</li><li>2. Teachers and students aware of processes for progressing from one level or course to another</li><li>3. Students aware of their study pathways and course duration</li><li>4. Regular formal opportunities for students to demonstrate ability to change level or course</li><li>5. Teachers and students aware of the process for addressing student dissatisfaction with assessment outcomes</li><li>6. A documented process for students to appeal results and apply for re-assessment</li></ol>	<ol style="list-style-type: none"><li>1. <i>How does the Centre ensure that students are aware of entry requirements for different courses?</i></li><li>2. <i>How effective is the management of student transition from one level or course to the next?</i></li><li>3. <i>How frequently should students have the opportunity to progress to the next level or course?</i></li><li>4. <i>How might regular progress assessment impact on teaching programs or student satisfaction?</i></li><li>5. <i>What options are there for students who feel they are in a level or course that is not suitable for them?</i></li><li>6. <i>How does the Centre ensure that students are aware of procedures for changing classes or courses?</i></li><li>7. <i>How does the Centre address conflicts between teacher and student perceptions of a student's readiness to progress?</i></li><li>8. <i>How does the Centre make students aware of their right to appeal assessment results?</i></li><li>9. <i>How can student satisfaction with current placement and progression procedures be measured?</i></li></ol>

## Quality Principle A4

### Course delivery, assessment and teaching approaches optimise outcomes for students.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A4.1 Lessons are student-centred to maximise engagement and ensure a positive learning atmosphere.</p>	<ol style="list-style-type: none"> <li>1. Learning goals made explicit to students at the start of each lesson</li> <li>2. Proportion of teacher talk time appropriate to the lesson</li> <li>3. Students actively engaged in lessons</li> <li>4. Content and activities selected to cater to identified student interests</li> <li>5. Teaching methods, materials and learning activities relevant to the English language environment of the local area</li> <li>6. Activities designed to accommodate a range of learning styles</li> <li>7. Varied range of teaching methods to cater for diverse learning styles</li> <li>8. Alternative or supplementary activities provided for students needing consolidation or extension</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What level of autonomy should teachers have in tailoring the syllabus to meet the needs of different cohorts of students?</i></li> <li>2. <i>How can it be demonstrated that teaching in the Centre is learner-centred?</i></li> <li>3. <i>How can teachers maximise the likelihood of students engaging with the learning materials presented in the classroom?</i></li> <li>4. <i>How can teachers maximise opportunities for students to practise English in the classroom?</i></li> <li>5. <i>How can individual needs be catered for during group teaching sessions?</i></li> <li>6. <i>How can lessons cater for students who are ahead of or behind the main class cohort?</i></li> <li>7. <i>How do teachers generate feedback directly from students?</i></li> <li>8. <i>What information do teachers need about the needs, goals and interests of students in their classes?</i></li> </ol>
<p>A4.2 Assessment policies and procedures provide for both formative and summative assessment.</p>	<ol style="list-style-type: none"> <li>1. Teachers conversant with principles of formative and summative assessment</li> <li>2. Students aware of assessment policies and procedures</li> <li>3. Students receive formal advice at the beginning of the course as to how final assessment outcome is determined</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you ensure that assessment policies and procedures are implemented?</i></li> <li>2. <i>Who is responsible for developing formative assessments? For developing summative assessments?</i></li> <li>3. <i>How formal should each form of assessment be within the context of your Centre and of the particular course?</i></li> <li>4. <i>What about summative assessment in an exam preparation course?</i></li> <li>5. <i>In preparation courses, to what extent should assessment policies and procedures reflect those of receiving institutions?</i></li> </ol>
<p>A4.3 Where an ELICOS course is accepted for direct entry into a tertiary education course, assessment outcomes are formally benchmarked against relevant tertiary admission criteria.</p>	<ol style="list-style-type: none"> <li>1. Receiving institution(s) consulted in the benchmarking process</li> <li>2. Benchmarking document readily available to relevant teaching staff</li> <li>3. Benchmarking referenced in assessment validation processes</li> <li>4. Benchmarking regularly reviewed to ensure currency</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is responsible for benchmarking?</i></li> <li>2. <i>How can input from receiving institution(s) be assured?</i></li> <li>3. <i>How do you ensure benchmarking remains current?</i></li> <li>4. <i>What documentation is needed to ensure effective communication with staff responsible for program delivery and assessment?</i></li> </ol>

## Quality Principle A4

### Course delivery, assessment and teaching approaches optimise outcomes for students.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A4.4 Teachers select teaching and assessment resources relevant to student needs, goals and interests.</p>	<ol style="list-style-type: none"> <li>1. Information and training relating to selection and use of the Centre's resources included in teacher induction</li> <li>2. Integration of authentic materials into teaching and assessment activities</li> <li>3. Selection of resources guided by course objectives and clearly related to learning outcomes</li> <li>4. Supplementary resources recommended in accordance with student need</li> <li>5. Teachers seeking opportunities to remain oriented to student needs, influences and interests</li> <li>6. Relevant information about student needs and interests available to teachers of subsequent classes</li> <li>7. Policy and procedure in place for identifying and informing teachers of special needs</li> <li>8. Innovation encouraged through budgeting for investment in new teaching and assessment resources</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is responsible for ensuring sufficient resources are available to teachers?</i></li> <li>2. <i>How are teachers encouraged to recommend additional resources?</i></li> <li>3. <i>How do teachers maintain currency in of suitable resources?</i></li> <li>4. <i>How could new teachers better learn about the Centre's resources and how to use them?</i></li> <li>5. <i>What level of autonomy should teachers have in choosing and adapting materials for their classes?</i></li> <li>6. <i>How could authentic materials be better utilised to allow students to rehearse the language they require outside the ELT classroom?</i></li> <li>7. <i>How can such information be most effectively obtained (e.g. on application, at intake, needs analysis by teacher)?</i></li> <li>8. <i>To what extent can teachers rely on course placement as a predictor of student goals and interests?</i></li> <li>9. <i>How are special needs (e.g. health, disability) identified?</i></li> <li>10. <i>How do you ensure that information about special needs (e.g. large print handouts) is passed on to teachers of subsequent classes to avoid embarrassment?</i></li> <li>11. <i>What conflicts may there be between need to know and right to privacy?</i></li> <li>12. <i>What sorts of special needs can be anticipated? How well do current resources cater to these?</i></li> </ol>

## Quality Principle A4

### Course delivery, assessment and teaching approaches optimise outcomes for students.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A4.5 Teachers use feedback and correction techniques that maximise student learning and participation.</p>	<ol style="list-style-type: none"><li>1. Correction procedures designed to maximise learning and to encourage student independence</li><li>2. Transparent marking rubrics</li><li>3. A uniform approach to correcting written texts to maximise learning and reduce confusion</li><li>4. Regular and meaningful feedback given to students</li><li>5. Transparent procedure for keeping students informed of their assessed progress throughout the course</li><li>6. Established procedures for supporting and advising students whose progress is assessed as unsatisfactory</li></ol>	<ol style="list-style-type: none"><li>1. <i>How can correction maximise learning in the four macro skills?</i></li><li>2. <i>In what contexts and to what extent is it desirable to avoid correction?</i></li><li>3. <i>How could correction techniques be standardised so that students are not confused about feedback from different teachers?</i></li><li>4. <i>How can students receive effective feedback on their work without overburdening teachers?</i></li><li>5. <i>How can feedback and correction techniques be used to encourage students to take responsibility for their learning?</i></li><li>6. <i>How and when should students be informed of their assessed progress throughout the course, e.g. formally, informally, by interview, via reports?</i></li><li>7. <i>What arrangements should be in place for students who have not made satisfactory progress or who wish to progress more rapidly?</i></li><li>8. <i>How do you ensure that all teachers follow the Centre's policy on keeping students informed of their progress?</i></li></ol>

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

Quality Drivers	Examples of Quality Practice	Action Guide
A5.1 Language learning strategies which encourage student autonomy are embedded in course design.	<ol style="list-style-type: none"> <li>1. Strategies for developing learner autonomy made explicit in syllabus documents</li> <li>2. Professional resources for fostering the development of learner autonomy included in teacher resource library</li> <li>3. Students provided with information and activities related to development of autonomy, consistent with their English proficiency and learning goals</li> <li>4. Incorporation of reflection and self-assessment into learning</li> <li>5. Autonomous learning modes being identified</li> <li>6. Recognition given for autonomous learning</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How could the ways in which students organise their learning be improved?</i></li> <li>2. <i>Which strategies are working (or not working) well in assisting students to take control of their learning? Why?</i></li> <li>3. <i>Which types of students are most in need of independent learning strategies?</i></li> <li>4. <i>How do teachers feel about encouraging student autonomy?</i></li> <li>5. <i>What training do teachers need in encouraging student autonomy?</i></li> <li>6. <i>How can reflection and self-assessment be built into learning activities, e.g. editing phase of writing tasks?</i></li> <li>7. <i>What forms of recognition might demonstrate to students the value the Centre places on autonomous learning?</i></li> </ol>
A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes.	<ol style="list-style-type: none"> <li>1. Regular informal feedback from class teacher on student achievement of learning outcomes</li> <li>2. Periodic formal, written feedback through progress reports</li> <li>3. Students aware of their specific language learning strengths and weaknesses</li> <li>4. Students given guidance as to how to improve their English outside the classroom</li> <li>5. Students given access to alternative avenue of feedback on request</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do students become aware of their particular strengths and weaknesses in English?</i></li> <li>2. <i>What forms of feedback appear to have the most impact on students?</i></li> <li>3. <i>What are the relative merits of informal feedback and formal reports?</i></li> <li>4. <i>How reliably and effectively are students referred to independent learning resources in conjunction with the feedback process?</i></li> <li>5. <i>What strategies are introduced to students in each level / course to improve their comprehension of authentic texts and communication with native speakers?</i></li> </ol>
A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre.	<ol style="list-style-type: none"> <li>1. Induction to self-directed learning provided on commencement</li> <li>2. Recommendations regarding how much time students should invest in self-directed learning</li> <li>3. Records of training for students in how to access and use independent learning resources</li> <li>4. Introductory self-paced learning sessions built into courses</li> <li>5. Monitoring of effectiveness of self-paced learning</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are students most effectively introduced to independent learning both inside and outside the Centre?</i></li> <li>2. <i>How effectively are students prepared to access and use independent learning resources?</i></li> <li>3. <i>How much guidance do students need to learn independently outside of class hours?</i></li> <li>4. <i>When and how often should familiarisation or training be provided to be effective?</i></li> <li>5. <i>How does the Centre demonstrate to students the value that it places on self-paced learning?</i></li> <li>6. <i>Who is responsible for monitoring its effectiveness in different classes and courses?</i></li> </ol>



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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A5.4            Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.</p>	<ol style="list-style-type: none"> <li>1. Consideration of learning goals built into regular progress discussions with class teachers</li> <li>2. Designated staff member(s) knowledgeable about study pathways and options for the Centre's students</li> <li>3. Teachers and students aware of how to access advice on educational pathways</li> <li>4. Class visits by educational counselling staff</li> <li>5. Information leaflets on display</li> <li>6. Students aware of legislative and regulatory requirements relevant to their goals and pathways</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who are students most likely to consult about learning goals?</i></li> <li>2. <i>What training and knowledge are needed to advise students about learning pathways?</i></li> <li>3. <i>How are students made aware of specialist educational counselling staff?</i></li> <li>4. <i>How are students made aware of further learning opportunities within the Centre or its wider organisation?</i></li> <li>5. <i>How can information on learning pathways be built into relevant courses, e.g. EAP?</i></li> </ol>

**Quality Principle A6**  
**Evaluation of courses is regular and rigorous.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A6.1            Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle.</p>	<ol style="list-style-type: none"> <li>1. Assessment records retained for all courses</li> <li>2. Assessment data stored in format readily accessible for course review purposes</li> <li>3. Process in place for maintaining records of individual student progress</li> <li>4. Individual student progress readily trackable across levels and courses</li> <li>5. Records of student progress within a course stored so as to be convenient to interrogate for purpose of syllabus review</li> <li>6. Analysis over time of student progress and completion rates in courses</li> <li>7. Identification of learning outcomes requiring a change in emphasis in course design or delivery</li> <li>8. Increased frequency of course evaluation where issues are identified</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How well are students succeeding in achieving learning outcomes?</i></li> <li>2. <i>To what extent has this changed over time?</i></li> <li>3. <i>How reliable are assessment processes in reflecting student achievement accurately?</i></li> <li>4. <i>How might changes in student achievement be related to changing enrolment patterns?</i></li> <li>5. <i>What changes might relate to wider cultural influences, e.g. impact of globalisation on how students are exposed to English?</i></li> <li>6. <i>What information is it useful to retain in regard to student progress?</i></li> <li>7. <i>How can this be recorded efficiently?</i></li> <li>8. <i>How do the Centre's data systems impact on the format of student progress records?</i></li> <li>9. <i>How could electronic options for records management reduce paperwork?</i></li> </ol>
<p>A6.2            Validation and moderation of assessment instruments contribute to the course review process.</p>	<ol style="list-style-type: none"> <li>1. Formal process in place for validation of assessment instruments</li> <li>2. Validation panels selected to access objective expertise</li> <li>3. Established format for validation records</li> <li>4. Validation records retained for future consultation</li> <li>5. Formal process in place for moderation of assessment outcomes</li> <li>6. Moderation data in format to facilitate contribution to course review process</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How should validation panels be constituted?</i></li> <li>2. <i>What support documentation should be provided?</i></li> <li>3. <i>What staff training is needed?</i></li> <li>4. <i>How does the Centre access objective expertise for professional consultation?</i></li> <li>5. <i>Is it valid to use staff from other courses within the organisation?</i></li> <li>6. <i>How might competitors collaborate on validations?</i></li> <li>7. <i>Who should be involved in moderating assessment outcomes?</i></li> <li>8. <i>How can moderation data be most usefully organised?</i></li> <li>9. <i>Can moderation and validation activities be leveraged for training purposes?</i></li> </ol>

**Quality Principle A6**  
**Evaluation of courses is regular and rigorous.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A6.3  Teaching records are retained for purposes of verification, program coordination and course review.</p>	<ol style="list-style-type: none"> <li>1. Format of teaching records consistent with needs of program coordination and syllabus review</li> <li>2. Regular, informal review of teaching records by Academic Manager or course coordinator</li> <li>3. Process in place for reviewing, storing and archiving teaching records</li> <li>4. Course review process informed by data from teaching records</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you ensure that the syllabus is being taught in accordance with delivery requirements?</i></li> <li>2. <i>What information about class teaching needs to be recorded to enable effective program coordination?</i></li> <li>3. <i>How much detail is needed in teaching records for reference by co-teachers or relief teachers?</i></li> <li>4. <i>How do you capture useful additions, e.g. good supplementary activities, teacher-made materials?</i></li> <li>5. <i>How can teaching records be designed to elicit desired information?</i></li> <li>6. <i>How can teaching records be designed to maximise teacher cooperation with the recording process?</i></li> <li>7. <i>How do you capture teacher observations on what works well and what needs changing?</i></li> <li>8. <i>What teacher feedback is more likely to be captured in daily teaching records or in some other form(s)?</i></li> </ol>
<p>A6.4  Student feedback feedback contributes to the quality review and improvement cycle.</p>	<ol style="list-style-type: none"> <li>1. Students aware that their feedback is valued</li> <li>2. Records of informal student feedback and responses</li> <li>3. Formal feedback tools appropriate to students' level of language proficiency and computer literacy</li> <li>4. Student feedback integrated into the quality review cycle</li> <li>5. Student feedback demonstrated to be a trigger for change and improvement</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How is informal student feedback reported and recorded?</i></li> <li>2. <i>How do students know that their feedback is valued by the Centre?</i></li> <li>3. <i>How can you most effectively motivate students to engage with feedback processes?</i></li> <li>4. <i>How reliable is the data collected? What factors might interfere with accessing useful data?</i></li> <li>5. <i>How do you ensure that the formal feedback process focuses on areas central to student satisfaction?</i></li> <li>6. <i>Which feedback processes are likely to provide the most useful data with the greatest convenience to the Centre?</i></li> <li>7. <i>How is student feedback on courses and assessment used in the review of teaching programs?</i></li> <li>8. <i>How is feedback used to make improvements to the quality of the services and courses offered?</i></li> </ol>

**Quality Principle A6**  
**Evaluation of courses is regular and rigorous.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>A6.5            Student results in external examinations and/or further study contribute to the quality review and improvement cycle.</p>	<ol style="list-style-type: none"> <li>1. Analysis of students' formal results following test preparation courses</li> <li>2. Monitoring of student progress in subsequent courses within the Centre and in receiving institutions</li> <li>3. Evidence of analysis being used to improve teaching and assessment practices</li> <li>4. Regular communication with receiving institutions regarding course content</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How accurate are student results in the Centre's courses in predicting success in further study?</i></li> <li>2. <i>How are comparisons of student cohort performance made, and how are variables and differences identified?</i></li> <li>3. <i>How closely are student results in test preparation classes reflected in formal test results?</i></li> <li>4. <i>How useful is data currently gathered to measure the success of courses that prepare students for external examinations and further study?</i></li> <li>5. <i>How could student success in external examinations and further study be improved?</i></li> <li>6. <i>To what extent have student results changed over time?</i></li> <li>7. <i>What does feedback from external examinations and receiving institutions suggest about the strengths and the weaknesses of the Centre's preparation courses?</i></li> </ol>
<p>A6.6            Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.</p>	<ol style="list-style-type: none"> <li>1. Participation in sector benchmarking activities</li> <li>2. Liaison with similar ELT providers to undertake benchmarking activities</li> <li>3. Group benchmarking activities within a wider organisation</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How well is this Centre doing in relation to others in providing students with the courses and services they want?</i></li> <li>2. <i>For centres within a wider organisation, how well is this Centre doing in relation to others?</i></li> <li>3. <i>How might competitors be interested in collaborative benchmarking?</i></li> <li>4. <i>How often do you participate in industry surveys that enable you to benchmark against industry norms?</i></li> <li>5. <i>What national benchmarking activities are commercially available?</i></li> <li>6. <i>What benchmarking activities could be organised through industry associations?</i></li> <li>7. <i>How might out-of-industry benchmarking enhance evaluation processes?</i></li> </ol>

## Quality Area B: The Student Experience

<b>Quality Principle B1</b> <b>The application and enrolment process is clear and easy to follow for students and agents.</b>		
Quality Drivers	Examples of Quality Practice	Action Guide
<p>B1.1 Admission procedures are implemented by trained staff.</p>	<ol style="list-style-type: none"> <li>1. Training for admissions staff in regulatory requirements, student management systems and the Centre's internal enrolment procedures</li> <li>2. Staff training in cross-cultural awareness and cross-cultural communication</li> <li>3. Staff training in intergenerational communication</li> <li>4. Staff training in managing outsourced services</li> <li>5. Customer service focus</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do most students make their initial contact with the Centre?</i></li> <li>2. <i>What provision is there for enquiries and enrolments originating from a range of channels?</i></li> <li>3. <i>Who is responsible for handling enquiries and admissions through the different channels?</i></li> <li>4. <i>Could the skills of staff handling pre-arrival communication be used more effectively, e.g. capitalising on social media skills?</i></li> <li>5. <i>How could the impact of staff training be enhanced?</i></li> <li>6. <i>How do you manage training in relation to outsourced services, e.g. accommodation agency?</i></li> <li>7. <i>How does feedback from admissions staff inform ongoing quality improvement?</i></li> </ol>
<p>B1.2 Government regulations are well understood and readily explained to students by admissions staff.</p>	<ol style="list-style-type: none"> <li>1. Designated responsibility for ensuring procedures are correctly implemented</li> <li>2. All relevant staff given appropriately induction and training</li> <li>3. Agreed format for explaining complicated aspects to students</li> <li>4. Support information accessible to students and staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Which administration processes have to comply with government regulation and/or rely on government computer systems?</i></li> <li>2. <i>What training is provided for / required of administration staff?</i></li> <li>3. <i>How effective is it? Does it require supplementing?</i></li> <li>4. <i>How well do staff understand the regulatory requirements behind the processes they are required to implement?</i></li> <li>5. <i>How can you be sure staff can explain these accurately to students?</i></li> <li>6. <i>How can such information be made conveniently available to students and staff for ongoing reference?</i></li> </ol>

## Quality Principle B1

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B1.3 Provision is made for enquiries and enrolments originating from a range of channels.</p>	<ol style="list-style-type: none"> <li>1. Clear step-by-step enrolment procedures, made available to students and agents</li> <li>2. Clear pre-enrolment communication with students and agents</li> <li>3. Analysis and improvement of pre-enrolment systems and communication</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How effective are processes currently in place to handle enrolments from different sources? How could they be made more efficient?</i></li> <li>2. <i>Where are the barriers to enrolment procedures? By what means might you be able to influence these?</i></li> <li>3. <i>How could admissions processes be made more attractive to potential students?</i></li> <li>4. <i>How is the effectiveness of pre-enrolment communication with students and agents monitored? How could it be improved?</i></li> <li>5. <i>How do you ensure that representatives provide full and accurate information? How could you increase their motivation to do so?</i></li> <li>6. <i>What technologies could you use to improve enrolment processes?</i></li> </ol>
<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>	<ol style="list-style-type: none"> <li>1. Identified staff responsible for checking updates</li> <li>2. Review dates built into annual processes</li> <li>3. Document version control systematically implemented</li> <li>4. Processes in place to ensure only current version in use</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How can the Centre ensure updates are received when regulations change?</i></li> <li>2. <i>How does the Centre ensure that required changes are made within allowed timeframes?</i></li> <li>3. <i>What processes are in place to ensure that required changes are made in all relevant places, including promotional material and website?</i></li> <li>4. <i>What processes are in place to ensure that version changes are recorded where applicable, e.g. on policy documents?</i></li> <li>5. <i>What processes are in place to ensure that outdated documents are removed from circulation?</i></li> </ol>

## Quality Principle B2

### Students have the information and support needed to adjust to living and studying in this country.

Quality Drivers	Examples of Quality Practice	Action Guide
<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>	<ol style="list-style-type: none"> <li>1. Pre-departure information for students, additional to that required under legislation, that will assist them to adjust to living and studying in this country, such as information about airport reception, studying in a culturally diverse environment, culture shock and homesickness</li> <li>2. Consultation with students as to types of information desirable</li> <li>3. Provision made for the religious / cultural requirements of students</li> <li>4. Ongoing evaluation of airport pick-up and reception services</li> <li>5. Buddying programs supporting peer integration</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How well does information provided to students before arrival prepare them for study and life in this country?</i></li> <li>2. <i>How do you ensure that information provided is useful for students from all your target markets?</i></li> <li>3. <i>How do you judge the quality of your airport arrival service? Could it be improved?</i></li> <li>4. <i>How easy is it for students to find their way to the ELT Centre on the first day of their course?</i></li> <li>5. <i>How do you cater for cultural diversity in the services you provide to students?</i></li> <li>6. <i>How can students be assisted to settle in to the Centre?</i></li> </ol>
<p>B2.2 Students are provided with an orientation program on arrival.</p>	<ol style="list-style-type: none"> <li>1. Orientation activities and resources tailored for students with mixed levels of English proficiency and from a range of backgrounds</li> <li>2. Orientation content tailored to the Centre and the local environment</li> <li>3. Print or electronic orientation manual provided for ongoing reference</li> <li>4. Follow-up sessions to reinforce orientation information</li> <li>5. Incorporation of some orientation material into early lessons</li> <li>6. Student-driven information sources such as Facebook, blogs, newsgroups</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How accessible is your orientation information to students from different backgrounds and with a range of English proficiency levels?</i></li> <li>2. <i>What are the most effective channels for making information accessible to students?</i></li> <li>3. <i>What do students need to know (e.g. about the Centre, regulatory requirements, cultural expectations, the local area)?</i></li> <li>4. <i>What information should be included in a reference document?</i></li> <li>5. <i>How could the orientation process be improved?</i></li> <li>6. <i>How much information are students likely to absorb on the first day?</i></li> <li>7. <i>What information will need to be repeated?</i></li> <li>8. <i>What strategies do you have in place to reinforce orientation information?</i></li> </ol>

## Quality Principle B2

### Students have the information and support needed to adjust to living and studying in this country.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B2.3 Students are well informed as to how to act safely and to seek help as needed inside and outside the Centre.</p>	<ol style="list-style-type: none"> <li>1. Emergency contact numbers included on student ID cards</li> <li>2. Training for all staff in common welfare issues such as homesickness and culture shock, and in when to refer students to the welfare counsellor</li> <li>3. Records of advice to students about responding to bullying or harassment</li> <li>4. Records of internal responses to bullying or unsafe behaviour</li> <li>5. Records of advice to students, relevant to the Centre's location and student profile, about safe behaviour, e.g. beach safety, driving safety, responsible drinking, taking public transport at night</li> <li>6. Contact information for external welfare agencies / counselling services recommended by the Centre and easily accessible to relevant staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are safety issues built in to teaching programs?</i></li> <li>2. <i>What measures do you employ to help ensure the safety and well-being of students both in the Centre and outside the Centre?</i></li> <li>3. <i>What particular safety issues might need to be addressed in your location or in the local area?</i></li> <li>4. <i>What welfare or safety issues might be particularly relevant to students from different backgrounds?</i></li> <li>5. <i>How do you ensure that welfare and safety issues have been communicated effectively to students?</i></li> <li>6. <i>How could the impact of welfare and safety communication be enhanced?</i></li> <li>7. <i>What are your internal strategies and processes for dealing with emergencies or accidents?</i></li> <li>8. <i>How do you ensure that all staff are aware of and comply with emergency procedures? What training do they receive?</i></li> <li>9. <i>How do you ensure your staff are aware of their legal obligations, e.g. in relation to criminal behaviour on the Centre's premises?</i></li> </ol>
<p>B2.4 Students under the age of 18 are provided with appropriate support services.  (See also Quality Area F)</p>	<ol style="list-style-type: none"> <li>1. Strategies in place for the clear identification of minors within the Centre</li> <li>2. Information made available to all staff and students as to laws pertaining to minors</li> <li>3. Training for teachers regarding the inclusion of minors in their classes</li> <li>4. Welfare strategies built into programs for students aged under 18</li> <li>5. 24-hour Centre emergency contact details given to minors and their homestay providers</li> <li>6. Relevant training and/or experience required for staff responsible for counselling students under 18</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What additional measures do you have in place, aside from those required by the National Code, for the welfare of students under 18?</i></li> <li>2. <i>What training do staff need in order to provide quality care for minors?</i></li> <li>3. <i>How do you ensure the welfare of minors enrolled in mixed-age classes?</i></li> <li>4. <i>How is feedback accessed from staff who are experienced with teaching and/or counselling minors to inform the quality improvement cycle?</i></li> <li>5. <i>How do you ensure that relevant staff are motivated to provide quality out-of-hours service to minors when needed?</i></li> <li>6. <i>How do you use communication with parents, agents and homestay providers to contribute to the welfare of minors?</i></li> <li>7. <i>Are intervention and advocacy models available to redress issues?</i></li> </ol>



## Quality Principle B2

### Students have the information and support needed to adjust to living and studying in this country.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B2.5 Students can readily access assistance to locate and arrange suitable accommodation.</p>	<ol style="list-style-type: none"> <li>1. Established criteria for selecting recommended accommodation</li> <li>2. Effective processes for providing up-to-date information about a suitable range of local accommodation options to students</li> <li>3. Information for accommodation providers and students to assist in positive outcomes and experiences</li> <li>4. Records of regular visits to accommodation providers by Centre staff or contracted agency</li> <li>5. Records of ongoing process for accommodation monitoring</li> <li>6. Regular communication between the Centre and accommodation providers</li> <li>7. Records of student satisfaction feedback on accommodation providers</li> <li>8. Records of complaint handling and resolution in relation to accommodation</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What types of accommodation tend to be preferred by your students?</i></li> <li>2. <i>How do you ensure adequate access to and information about these types of accommodation?</i></li> <li>3. <i>How do you monitor the quality of your recommended accommodation providers and facilities?</i></li> <li>4. <i>What standards do you apply as a minimum in recommending an accommodation option? Why?</i></li> <li>5. <i>How do you ensure that students are aware of their obligations and rights in various forms of accommodation?</i></li> <li>6. <i>What information do you give accommodation providers to assist them to best meet the needs of your students and to avoid conflicts arising?</i></li> <li>7. <i>How do you support students and accommodation providers in cases of conflict?</i></li> <li>8. <i>How does your accommodation service add to the quality of a student's experience of learning English in this country?</i></li> </ol>
<p>B2.6 Where a student support service is outsourced, effective processes are in place to ensure the quality of the service provided.</p>	<ol style="list-style-type: none"> <li>1. Contract with service provider, with clear performance indicators</li> <li>2. Performance review process in place</li> <li>3. Designated liaison officer with responsibility for making needs and expectations known to contractor</li> <li>4. Liaison person qualified and experienced enough to decide when to intervene</li> <li>5. Timely interventions with regular updates on incidents, and strategies to minimise these</li> <li>6. Features in place to enhance program</li> <li>7. Orientation for families provided by homestay contractor</li> <li>8. Case management of homestay placements</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you select reliable providers?</i></li> <li>2. <i>What exactly do you expect of the contractor and is it clear in the contract?</i></li> <li>3. <i>How well do contractors understand your expectations and student needs?</i></li> <li>4. <i>How well can you trust your contractor to deal with the unexpected, e.g. student not arriving at airport; death in homestay family; student illness on weekend excursion?</i></li> <li>5. <i>Does the homestay contractor have access to crisis accommodation?</i></li> <li>6. <i>Does the contractor provide 24 hour contact?</i></li> <li>7. <i>What safeguards do you need for contractors providing services to students aged under 18?</i></li> <li>8. <i>What review processes exist to maintain quality?</i></li> </ol>

## Quality Principle B3

### Students are provided with support to be actively involved in their learning program.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B3.1 Students are made aware of course objectives, expectations, requirements and learning outcomes.</p>	<ol style="list-style-type: none"> <li>1. Information for students about the requirements of their course(s)</li> <li>2. Information for students before and during their course about assessment of student progress and documentation they will receive at the end of their course(s)</li> <li>3. Documented activities in the teaching program that are designed to assist students to feel part of a group and to relate to students from a range of backgrounds</li> <li>4. Information for students about the role of learners in the Centre's approach to language acquisition</li> <li>5. Information for teachers about transitioning new students into their classes</li> <li>6. Students advised of desirable ratio of self-directed study to classroom hours</li> <li>7. Sample assessments available for review by students</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How knowledgeable are students about the expectations, requirements and outcomes of their course(s)?</i></li> <li>2. <i>Do they understand what is required to "go up" a level or "pass" their course? Why / why not? How can you ensure that they do?</i></li> <li>3. <i>How do teachers assist new students to feel part of their class and of the Centre in general?</i></li> <li>4. <i>How do students learn about "how to learn"? Is this an issue that needs to be addressed with your student cohort?</i></li> <li>5. <i>How do you measure students' engagement with learning English? How can you enhance it?</i></li> <li>6. <i>How do you ensure that students develop strategies for ongoing independent language learning after their course is finished?</i></li> <li>7. <i>How do students learn about the assessment process in their course? How well do they understand it?</i></li> <li>8. <i>How do students become aware of what information is included on their end-of-course documentation?</i></li> <li>9. <i>How do you ensure that end-of-course documentation includes the type of information students would need and/or value?</i></li> </ol>
<p>B3.2 All students receive appropriate levels of service and support regardless of the timetabling of their classes.</p>	<ol style="list-style-type: none"> <li>1. Staffing schedules providing support services across all shifts</li> <li>2. Strategies to cater for students with special needs</li> <li>3. Online support information available at all times</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you ensure that all your students receive effective access to student services, relevant staff and information regardless of the timetabling of their classes?</i></li> <li>2. <i>How would / do you cater for students with special needs?</i></li> <li>3. <i>What training is provided to assist teachers to identify students with special needs?</i></li> <li>4. <i>How are students supported to self-identify if they have particular needs?</i></li> <li>5. <i>What particular needs might be expected to arise from your student cohort? (e.g. macro skills balance)</i></li> </ol>

## Quality Principle B3

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B3.3 Students are provided with opportunities to extend their language learning outside the classroom.</p>	<ol style="list-style-type: none"> <li>1. Student engagement in a range of social activities organised by the Centre outside timetabled teaching hours</li> <li>2. Identified staff member(s) who can provide job-seeking information and assistance</li> <li>3. Elective skills training for job-seeking integrated into relevant courses</li> <li>4. Assistance with finding volunteer work opportunities</li> <li>5. Monitoring of student participation in paid and volunteer work</li> <li>6. Monitoring of student participation in community activities and clubs</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are your students supported to find opportunities to use English outside the Centre?</i></li> <li>2. <i>How much support do they need in order for it to be effective?</i></li> <li>3. <i>How can the particular circumstances of the ELT Centre be exploited to support students in using English? (e.g. location, local community, part of a larger institution)</i></li> <li>4. <i>Have the services you offer or promote changed in recent years? Why / why not?</i></li> <li>5. <i>How do you measure student participation in and satisfaction with these services?</i></li> <li>6. <i>How do you use a range of feedback to improve opportunities available to students?</i></li> </ol>
<p>B3.4 Provision is made to support those students who wish to further their education in English.</p>	<ol style="list-style-type: none"> <li>1. A range of resources promoting further English language and other education opportunities</li> <li>2. Identified staff member(s) available to students to discuss future education opportunities</li> <li>3. Student participation in organised visits to other educational institutions or education fairs</li> <li>4. Relevant self-access material available and/or recommended</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What information is provided to your students about further education opportunities in this country? How?</i></li> <li>2. <i>How do you ensure that information is provided in ways that are most appropriate for your students?</i></li> <li>3. <i>How do you support those students who wish to further their education in English?</i></li> <li>4. <i>How do you determine the most effective ways of enabling students to engage with further education opportunities in this country?</i></li> <li>5. <i>How could students begin preparing independently for further study programs they are interested in?</i></li> </ol>

## Quality Principle B4

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services.</p>	<ol style="list-style-type: none"> <li>1. Student and agent feedback on the pre-enrolment process</li> <li>2. Student feedback on their experience, including facilities, course content, assessment and progression</li> <li>3. Teacher feedback on effectiveness of courses</li> <li>4. Student and other stakeholder feedback on community engagement</li> <li>5. Student and provider feedback on accommodation services</li> <li>6. Established processes for including feedback from various sources in continuous improvement cycle</li> <li>7. Evidence of changes prompted by feedback</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who are your stakeholders in relation to student services?</i></li> <li>2. <i>How do you use stakeholder feedback to evaluate programs and services?</i></li> <li>3. <i>How do you ensure that you access feedback from all stakeholders?</i></li> <li>4. <i>For which services is it valuable to capture immediate feedback at the time of service delivery? How do you do this?</i></li> <li>5. <i>How do you ensure various types of feedback are incorporated into the continuous improvement cycle?</i></li> </ol>
<p>B4.2 Complaint handling demonstrates a transparent commitment to resolving problems and improving relationships, programs and services.</p>	<ol style="list-style-type: none"> <li>1. Documented analysis of complaints and complaint handling and resolution</li> <li>2. Staff training in complaint resolution</li> <li>3. Complaints policy reflecting the contribution of complaints to the quality improvement cycle</li> <li>4. Open and transparent management of complaints</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What processes are in place for dealing with complaints?</i></li> <li>2. <i>How are staff trained to handle complaints?</i></li> <li>3. <i>How does the approach to complaints reflect a commitment to resolving problems, building relationships and improving programs and services?</i></li> <li>4. <i>How do you elicit student and other stakeholder feedback that will reveal problems and complaints?</i></li> <li>5. <i>How do you address cultural barriers to making complaints so that you are able to identify problems?</i></li> </ol>
<p>B4.3 Complaints are reviewed as part of the quality improvement cycle.</p>	<ol style="list-style-type: none"> <li>1. Regularly scheduled review of systems and processes</li> <li>2. Process in place for recording and analysing complaints and complaint resolution</li> <li>3. Inclusion of feedback into a quality improvement cycle</li> <li>4. Quality improvement plans incorporating formal and informal complaints</li> <li>5. Student re-assessment requests reviewed in context with cohort, course and teaching variables</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>When do reviews take place?</i></li> <li>2. <i>How does stakeholder feedback inform your quality improvement process?</i></li> <li>3. <i>How is feedback on students services used in the quality improvement process?</i></li> <li>4. <i>How are informal suggestions incorporated into the quality improvement process?</i></li> <li>5. <i>How is complaint analysis built into your review and quality improvement cycle?</i></li> <li>6. <i>What recent complaints have you received? How were they resolved?</i></li> <li>7. <i>Do the same types of complaint keep recurring? What process would you envisage implementing to reduce these?</i></li> </ol>

## Quality Area C: Resources and Facilities

<b>Quality Principle C1</b> <b>The Centre's premises reflect a professional workplace.</b>		
Quality Drivers	Examples of Quality Practice	Action Guide
<p>C1.1 The Centre has appropriate signage.</p>	<ol style="list-style-type: none"> <li>Centre easily located from the street</li> <li>Centre easily located on a larger campus by signage and clearly marked on campus maps</li> <li>Reception clearly signed in the lift of a multi-storey building</li> <li>Directions and maps included in pre-arrival information</li> </ol>	<ol style="list-style-type: none"> <li><i>How easy is it for new students to locate facilities and services?</i></li> <li><i>How easy is it for people to find the Centre and the reception desk? Could this be improved?</i></li> <li><i>Where signage is restricted (e.g. building management policy) what alternative strategies could improve access to the Centre?</i></li> <li><i>How user-friendly is the room numbering system within the Centre?</i></li> <li><i>How easy is it for students to locate staff by relying on signage within the Centre?</i></li> </ol>
<p>C1.2 All areas are kept in a safe, clean and hygienic condition.</p>	<ol style="list-style-type: none"> <li>Observance of building codes</li> <li>Routine cleaning and maintenance schedules in place to keep the facilities in a clean, safe and hygienic condition</li> <li>Regular review of cleaning and maintenance schedules to accommodate changes such as enrolment fluctuations</li> <li>An emergency evacuation plan in plain English and in diagrammatic form in each room and common area</li> <li>Records of regular evacuation drills</li> <li>Readily accessible emergency contact list</li> <li>Staff familiar with critical incident procedures and lines of communication</li> <li>Clearly designated fire wardens and first aid officer(s)</li> </ol>	<ol style="list-style-type: none"> <li><i>How often is the Centre professionally cleaned?</i></li> <li><i>What measures are in place to keep the facilities clean and safe during all shifts?</i></li> <li><i>How is entry to the Centre monitored / controlled?</i></li> <li><i>How are students made aware of safety and evacuation procedures?</i></li> <li><i>Which staff are trained in evacuation procedures?</i></li> <li><i>When was the last evacuation drill?</i></li> <li><i>What was learnt from the last evacuation drill?</i></li> <li><i>How does the Centre ensure that records are kept of accidents and incidents?</i></li> <li><i>How is experience from accidents and incidents used to improve processes?</i></li> <li><i>How do staff know what to do in an emergency situation?</i></li> <li><i>What training do fire wardens need?</i></li> <li><i>Who on staff has current first aid training?</i></li> </ol>
<p>C1.3 All areas are fitted out and furnished in accordance with their use.</p>	<ol style="list-style-type: none"> <li>Sufficient space for each administration / support staff member to perform their role</li> <li>Separate offices or special purpose spaces for relevant staff</li> <li>Suitably equipped and adequate common space for staff</li> <li>Appropriate occupation certification available if requested.</li> </ol>	<ol style="list-style-type: none"> <li><i>Which staff can work effectively in open plan office space?</i></li> <li><i>Which staff need separate offices or access to special purpose spaces?</i></li> <li><i>What is the rationale for the design of the administration area(s)?</i></li> <li><i>How does design of work spaces contribute to or impede work?</i></li> <li><i>Where are teaching and/or administration staff meetings held?</i></li> <li><i>What do staff think about the suitability of workspaces and common areas?</i></li> </ol>

## Quality Principle C1

The Centre's premises reflect a professional workplace.

Quality Drivers	Examples of Quality Practice	Action Guide
C1.4 Reception areas are appropriately staffed.	<ol style="list-style-type: none"><li>1. Staff available throughout normal office hours to handle enquiries</li><li>2. Reception staff numbers appropriate for the size and configuration of the Centre</li><li>3. Prompt and effective means of attracting attention when reception desk is not staffed</li><li>4. Emergency contact numbers clearly visible when reception desk not staffed</li><li>5. Clear delineation of staff roles</li></ol>	<ol style="list-style-type: none"><li>1. <i>How effectively is the reception desk staffed during opening hours?</i></li><li>2. <i>During what hours do clients reasonably expect reception staff to be available?</i></li><li>3. <i>Does this vary in key markets?</i></li><li>4. <i>How might alternative staffing arrangements improve access for clients?</i></li><li>5. <i>How many staff are needed to provide efficient service?</i></li><li>6. <i>Where are they best located in terms of customer service and work efficiency?</i></li><li>7. <i>Is the reception area in the most effective location?</i></li><li>8. <i>How might changes to the location or configuration of the reception area improve efficiency?</i></li></ol>

**Quality Principle C2**  
**Teaching and study spaces facilitate language learning.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C2.1 Teaching spaces are conducive to studying for extended periods.</p>	<ol style="list-style-type: none"> <li>1. Rooms designed to maximise air flow and light, and to minimise external noise</li> <li>2. Effective lighting, heating and cooling policy in place</li> <li>3. Records of regular monitoring and maintenance of heating and/or cooling systems</li> <li>4. Evidence that students take breaks in areas outside their classrooms</li> <li>5. Classroom furniture ergonomically suitable for extended periods of study</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What impression does the design and decoration of the Centre aim to achieve? How well does it do this?</i></li> <li>2. <i>How do you ensure that teaching spaces are suitable for extended periods of occupancy?</i></li> <li>3. <i>How are teaching spaces sound-proofed?</i></li> <li>4. <i>How important is natural light in teaching spaces?</i></li> <li>5. <i>How does the type and design of artificial light support extended periods of study?</i></li> <li>6. <i>What rules are there about opening windows? Why are these rules in place?</i></li> <li>7. <i>How important is it to have air conditioning and/or heating in all rooms?</i></li> <li>8. <i>How do you ensure that heating and cooling systems are efficient and effective?</i></li> </ol>
<p>C2.2 Design of teaching spaces promotes student engagement with learning.</p>	<ol style="list-style-type: none"> <li>1. Rooms designed to accommodate intended group size(s) in a variety of teaching configurations</li> <li>2. Whiteboards and projection screens of suitable size, location and surface</li> <li>3. Facilities for displaying and engaging with student work, physically and/or electronically</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How conducive is the design of teaching spaces to learning?</i></li> <li>2. <i>How easy is it to use or change the design of the teaching spaces for different types of lessons / activities?</i></li> <li>3. <i>How and why was classroom furniture selected?</i></li> <li>4. <i>Which rooms best facilitate student engagement? How? Why?</i></li> <li>5. <i>How suitable is classroom equipment for teaching approaches currently in use?</i></li> <li>6. <i>Is there sufficient access to contemporary technologies?</i></li> </ol>
<p>C2.3 Teaching spaces are appropriately furnished and equipped for language learning.</p>	<ol style="list-style-type: none"> <li>1. Student furniture which is light and flexible in configuration</li> <li>2. Furniture arranged to maximise student engagement</li> <li>3. Educational technologies relevant to teaching programs, readily accessible and easy to use</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How readily can teachers use or change the set-up of teaching spaces for different types of lessons / activities?</i></li> <li>2. <i>How manoeuvrable is furniture if classes wish to rearrange it?</i></li> <li>3. <i>What educational technology is needed to deliver the Centre's courses effectively?</i></li> <li>4. <i>How can adequate access to relevant technology be provided in a cost effective manner?</i></li> </ol>

## Quality Principle C2

### Teaching and study spaces facilitate language learning.

Quality Drivers	Examples of Quality Practice	Action Guide
C2.4 Teaching spaces and additional study areas reflect and support a language learning environment.	<ol style="list-style-type: none"><li>1. Relevant language learning aids displayed in study areas for easy reference</li><li>2. Study areas separate from recreational areas</li><li>3. Access to power and wi-fi</li><li>4. Access to educational technology</li></ol>	<ol style="list-style-type: none"><li>1. <i>What is displayed in classrooms and study areas for student reference?</i></li><li>2. <i>What are the benefits of making student work available for others to read? How could this be done?</i></li><li>3. <i>Where can students study privately or in small groups in the Centre?</i></li><li>4. <i>How suitable are those areas for study? What improvements might be made to them?</i></li><li>5. <i>How important is it for students and teachers to have internet access in the Centre? How easy is it to access?</i></li></ol>



**Quality Principle C3**  
**Designated student common areas foster community.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C3.1  The condition, furnishing and layout of student common areas promote and support student interaction.</p>	<ol style="list-style-type: none"> <li>1. Adequate areas for students to relax and gather in within the Centre</li> <li>2. Common areas furnished and equipped in a way that invites students to interact with each other</li> <li>3. Information displayed in common areas about services and available to students</li> <li>4. Computer / wifi access in common areas</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Where do most students prefer to take their breaks? Why?</i></li> <li>2. <i>Where can students comfortably congregate during breaks in wet or cold weather?</i></li> <li>3. <i>How well suited are common areas to the range of cultural backgrounds of the students?</i></li> <li>4. <i>What equipment is there in common areas to encourage students to interact with each other?</i></li> <li>5. <i>How do students use this equipment?</i></li> <li>6. <i>What else could be added to the common areas to encourage students to interact with each other in English?</i></li> </ol>
<p>C3.2  Students are provided with information regarding the purchase and consumption of food in close proximity to the Centre.</p>	<ol style="list-style-type: none"> <li>1. Students aware of outlets selling affordable and appropriate food nearby</li> <li>2. Vending machines and/or cafeteria on-site</li> <li>3. Liaison with food outlets nearby to improve service for students</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How well do students patronise local food outlets?</i></li> <li>2. <i>How well do local food outlets cater to the dietary requirements of the Centre's students?</i></li> <li>3. <i>How might liaison with local vendors improve options for students, e.g. timing of breaks; types of food available?</i></li> <li>4. <i>How significant are vending machines (or might they be) to students?</i></li> <li>5. <i>How well served are evening students?</i></li> <li>6. <i>How might timetabling impact on student access to local food outlets?</i></li> </ol>
<p>C3.3  Information is provided about available social and recreational activities suited to students' ages and cultural backgrounds.</p>	<ol style="list-style-type: none"> <li>1. Information displayed in common areas about activities available to students</li> <li>2. Information about recommended websites for social activities</li> <li>3. Students encouraged to participate in weekend activities provided by the Centre or commercially available</li> <li>4. Tourist leaflets on display</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What recreational activities are available locally?</i></li> <li>2. <i>What websites provide information about local activities?</i></li> <li>3. <i>What sorts of activities would be suitable and of interest for the types of students in the Centre?</i></li> <li>4. <i>Are there reputable tour providers to whom you'd be happy to refer students?</i></li> <li>5. <i>Is there a local company which provides a leaflet service?</i></li> </ol>
<p>C3.4  Students are provided with means of sharing information relevant to them.</p>	<ol style="list-style-type: none"> <li>1. Dedicated student noticeboard in common area or electronic means of communication established by the Centre</li> <li>2. Designated responsibility for vetting information on student noticeboard or electronic equivalent provided by the Centre</li> <li>3. Information about relevant websites publicly available</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What sorts of information are students likely to want to share (e.g. seeking flat mate; text books for sale)?</i></li> <li>2. <i>How do students prefer to access information?</i></li> <li>3. <i>Who is responsible for monitoring suitability of content?</i></li> <li>4. <i>Are students aware of the difference between information authorised by the Centre and that which is not?</i></li> </ol>

## Quality Principle C4

There are resources for each course to meet a range of student learning needs, styles and preferences.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C4.1 Each course syllabus includes a range of suggested teaching and learning resources, which are available within the Centre.</p>	<ol style="list-style-type: none"> <li>1. Syllabus documents include recommended resources mapped against learning outcomes</li> <li>2. Recommended resources cater to different learning styles and interests</li> <li>3. A selection of alternative resources for extension and consolidation work</li> <li>4. A selection of alternative resources to limit duplication when students repeat a class and to keep teachers engaged</li> <li>5. Adequate resources to avoid excess photocopying which might contravene copyright legislation</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What guidance is required as to learning resources suitable for different learning outcomes?</i></li> <li>2. <i>How much guidance is needed in relation to use of resources to ensure an acceptable degree of consistency in course delivery?</i></li> <li>3. <i>How can professional development include techniques that encourage teachers to source resources themselves?</i></li> <li>4. <i>How well do alternative resources cater to a range of learning styles and teaching methodologies?</i></li> <li>5. <i>How well do alternative resources cater for students who need extra support or who are ahead of the class?</i></li> <li>6. <i>How do you ensure that photocopying complies with Centre policy and legislative requirements?</i></li> </ol>
<p>C4.2 Teaching and learning resources meet a range of learning needs, styles and preferences. (See Note at end of C4)</p>	<ol style="list-style-type: none"> <li>1. Wide range of resources available for all the Centre's courses</li> <li>2. Specific resources available to address special needs</li> <li>3. An index or catalogue of resources designed for teachers to select and locate materials appropriate to their students' course, level, learning needs and preferences</li> <li>4. Access to resources in various media</li> <li>5. Documented guidance on alternative resources and approaches to learning</li> <li>6. Sufficient resources to avoid duplication of teaching material when students are repeating a level or course</li> <li>7. Processes and/or equipment to avoid excessive photocopying</li> <li>8. Authentic materials available for each course</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the culturally preferred learning styles of the Centre's students?</i></li> <li>2. <i>How can these be harnessed to maximise learning?</i></li> <li>3. <i>How well do resources cater to the preferred teaching methodologies of the Centre's staff? How desirable is it that they do?</i></li> <li>4. <i>How often do students repeat materials? How might this be avoided?</i></li> <li>5. <i>Are there equivalent levels of resources for all courses? Should there be?</i></li> <li>6. <i>What authentic materials do students work with in each course?</i></li> <li>7. <i>How are authentic materials sourced, and where are they stored?</i></li> <li>8. <i>How effectively is the technology available for teaching being used?</i></li> <li>9. <i>How effectively have teachers been trained to use available technology?</i></li> <li>10. <i>How are new approaches to resources and technology encouraged?</i></li> <li>11. <i>How could monitoring of equipment / technology use contribute to continuous improvement within the Centre?</i></li> <li>12. <i>How well equipped is the Centre to accommodate students with special needs?</i></li> <li>13. <i>What special needs might be anticipated from past experience or student profile?</i></li> </ol>

## Quality Principle C4

There are resources for each course to meet a range of student learning needs, styles and preferences.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C4.3 Students have ready access to a range of appropriate resources to support self-directed learning outside scheduled course hours.</p>	<ol style="list-style-type: none"> <li>1. Guided Independent Learning facility available within the Centre, with a selection of print and on-line resources</li> <li>2. Independent learning resources reflecting learning objectives of the Centre's courses at each level</li> <li>3. Information and instructions provided for the use of resources available</li> <li>4. Recommended materials categorised by course and level</li> <li>5. Online materials made available to students off-site</li> <li>6. Links provided to quality language learning websites and free e-books suitable for learners in different courses and levels</li> <li>7. Information for students about suitable free apps to enhance language learning</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What is the role of independent learning in the different courses?</i></li> <li>2. <i>What is the value of providing independent learning resources within the Centre?</i></li> <li>3. <i>How many students wish to attend out of scheduled class hours?</i></li> <li>4. <i>How can use of an established independent learning facility be maximised?</i></li> <li>5. <i>What are the most cost-effective ways of supporting independent learning?</i></li> <li>6. <i>What are the advantages of monitoring how students use independent learning materials?</i></li> <li>7. <i>What information or advice should be given to students about publicly available internet based resources for language learning?</i></li> <li>8. <i>What additional independent learning resources would be useful for students to allow them to work on their identified areas of weakness?</i></li> <li>9. <i>How could the independent learning resources be better matched to the weekly objectives of each level or course? What are the benefits of making resources available to students off-site?</i></li> <li>10. <i>How much investment would this entail, e.g. software, staff time?</i></li> </ol>
<p>C4.4 Assessment resources provide opportunities for students to demonstrate achievement of learning outcomes through different methods of assessment.</p>	<ol style="list-style-type: none"> <li>1. A range of assessment methods and instruments for teachers to select from at each level / course</li> <li>2. Sufficient assessment instruments to avoid overly frequent use</li> <li>3. Alternative methods of assessment to cater to different learning styles</li> <li>4. Assessment options consider student special needs</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are students' different learning styles and cultural backgrounds accounted for in the assessment tasks used in the different courses?</i></li> <li>2. <i>How many opportunities do students have to demonstrate their achievement of the learning outcomes of their course?</i></li> <li>3. <i>How may assessment instruments be recycled over time, without becoming predictable?</i></li> <li>4. <i>How do you identify aspects of an assessment instrument that might impede demonstration of achievement?</i></li> <li>5. <i>How reliable is the process for developing new assessment instruments? How could it be improved?</i></li> <li>6. <i>How much independence should teachers have in the assessment process, with formative and/or summative assessment?</i></li> </ol>

## Quality Principle C4

There are resources for each course to meet a range of student learning needs, styles and preferences.

Quality Drivers	Examples of Quality Practice	Action Guide
C4.5 Teaching and learning resources are allocated so as to avoid inappropriate duplication of materials across courses and levels and to maximise efficiencies.	<ol style="list-style-type: none"><li>1. Labelling used to cross reference resources to specific courses</li><li>2. Process in place to avoid resources being repeated in different levels of the same course</li><li>3. Learning materials referenced in lesson plans and records</li><li>4. Feedback from teachers incorporated in regular review of resource allocation</li><li>5. Use of resources addressed in teacher induction</li></ol>	<ol style="list-style-type: none"><li>1. <i>What processes are in place to ensure that resources allocated to a specific course are not used on other courses in which students may enrol?</i></li><li>2. <i>How can duplication be avoided where students may be repeating a course or level?</i></li><li>3. <i>How is resource usage monitored?</i></li><li>4. <i>How often are resources replaced or renewed?</i></li></ol>
C4.6 Resources are regularly monitored and updated to reflect industry best practice and currency.	<ol style="list-style-type: none"><li>1. An asset register of the Centre's resources</li><li>2. A register of equipment faults and repairs</li><li>3. Designated responsibility for monitoring resources and arranging repairs</li><li>4. Sufficient capital budget allocated for purchase and repair of resources</li><li>5. Feedback from teachers incorporated in regular review of resource design and purchase</li><li>6. Designated teaching staff responsible for sourcing new equipment and approaches</li><li>7. Available technology supports current and emerging teaching methodologies</li></ol>	<ol style="list-style-type: none"><li>1. <i>How do you go about reporting and fixing faulty or broken equipment?</i></li><li>2. <i>What technologies are being used in the classroom?</i></li><li>3. <i>How responsive is the Centre to teacher suggestions for new technologies?</i></li><li>4. <i>How does the Centre keep up with changing industry practice in use of technology?</i></li><li>5. <i>How effective is the process for recommending new resources for purchase?</i></li><li>6. <i>What emergency options are available to support last minute issues with technology and resources?</i></li></ol>

## Notes to Quality Principle C4

Resources include:

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

## Quality Principle C5

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C5.1 There is a budget for investment in resources and development of teaching materials.</p>	<ol style="list-style-type: none"> <li>1. Budget allocation for resources</li> <li>2. Time allocation for resource development</li> <li>3. An up-to-date list of web-based teacher reference materials for each course offered by the Centre</li> <li>4. Subscriptions to ELT journals for access by teaching staff</li> <li>5. An index or catalogue of teacher reference resources held by the Centre or otherwise available to teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How does the Centre ensure that resources are kept up to date?</i></li> <li>2. <i>Of the courses currently offered, which require purchase of additional resources and which require investment in resource development?</i></li> <li>3. <i>In specific contexts, is it more effective to purchase, develop or adapt resources?</i></li> <li>4. <i>How can the Centre ensure that time allocation for resource development is cost effective?</i></li> <li>5. <i>How are teacher reference materials stored and/or catalogued?</i></li> <li>6. <i>How are teachers encouraged to use these materials?</i></li> <li>7. <i>Who is responsible for keeping teachers up to date with on-line reference materials? How is this achieved?</i></li> <li>8. <i>What ELT journals does the Centre subscribe to?</i></li> <li>9. <i>What criteria are used for selecting subscriptions to journals and other teacher reference materials?</i></li> </ol>
<p>C5.2 Teachers have the opportunity to facilitate innovation in resource development.</p>	<ol style="list-style-type: none"> <li>1. Time allocation for materials development</li> <li>2. Resource development team(s) functioning within the Centre</li> <li>3. Processes in place to encourage teachers to explore innovative practice</li> <li>4. Involvement of teaching staff with industry oriented quality circles and innovation groups</li> <li>5. Recognition for teacher innovation</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How does the Centre ensure access to information about commercially available resources, particularly in developing technologies?</i></li> <li>2. <i>How does the Centre effectively access and further develop relevant materials developed in the course of teaching?</i></li> <li>3. <i>How are teachers encouraged and supported to engage in innovative practice?</i></li> <li>4. <i>How is quality control built in to ensure that innovation in resources effectively supports the Centre's courses without stifling incentive?</i></li> </ol>

## Quality Principle C5

### Teachers have access to space and resources to create classroom learning materials to meet student needs.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>C5.3 The design of work space for teachers supports development of materials.</p>	<ol style="list-style-type: none"> <li>1. Provision of workspace subject to local agreement, such as:               <ul style="list-style-type: none"> <li>• A workspace for each equivalent full-time teacher when at maximum capacity</li> <li>• Shared work spaces conducive to team work</li> <li>• Formal arrangements for teachers to work from home</li> </ul> </li> <li>2. Ready access for teachers to computers and the internet</li> <li>3. Ready access to teacher reference resources</li> <li>4. Resources for teachers to use in creating teaching materials</li> <li>5. An effective storage and retrieval system for teacher created materials</li> <li>6. Access to resources / equipment to develop multimedia teaching materials</li> <li>7. Training for teachers in computer-based and multimedia materials development</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What workspace locations and configurations do teachers' prefer?</i></li> <li>2. <i>What workspace configurations are most conducive to preparation and materials development?</i></li> <li>3. <i>How are teachers enabled to store personal items securely?</i></li> <li>4. <i>How effective are arrangements for teachers to work off-site?</i></li> <li>5. <i>How are teachers encouraged to make and use their own teaching materials?</i></li> <li>6. <i>What do teachers think about the Centre's policies regarding the making and sharing teaching resources?</i></li> </ol>
<p>C5.4 Innovation in resource design and development is captured for ongoing integration into future resource development.</p>	<ol style="list-style-type: none"> <li>1. Staff collaboration and consultation in technological and academic teams</li> <li>2. Incorporation in strategic plan of budget and strategies to develop skills and technology to support innovation</li> <li>3. Records of projects established and carried through</li> <li>4. Systematic evaluation of innovative practice</li> <li>5. Recognition system for innovation and best practice</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you identify and encourage innovative teachers?</i></li> <li>2. <i>Which teachers have shown interest and potential in this area?</i></li> <li>3. <i>Which teachers tend to prompt innovation in each other?</i></li> <li>4. <i>What should be provided to teachers to assist them to create and reproduce teaching resources?</i></li> <li>5. <i>How can innovative resource development be facilitated (e.g. timetabling co-teachers; paid teaching release time)?</i></li> <li>6. <i>How can teacher interest in resource development be used and supported to benefit the Centre?</i></li> <li>7. <i>How are materials which have been developed or adapted by teachers evaluated and incorporated into the Centre's resources?</i></li> <li>8. <i>How is the process of innovation monitored and mapped?</i></li> <li>9. <i>How can a culture of quality in development be established?</i></li> </ol>

## Quality Area D: Administration, Management and Staffing

<b>Quality Principle D1</b> <b>The Centre has an organisational structure that effectively supports the provision of services to students.</b>		
Quality Drivers	Examples of Quality Practice	Action Guide
<p>D1.1 Reporting lines in the organisational structure support the efficient delivery of services.</p>	<ol style="list-style-type: none"> <li>1. An up-to-date organisational chart indicating lines of reporting</li> <li>2. Staff handbook information about the roles and responsibilities of Centre staff</li> <li>3. Photos for students to identify key Centre personnel</li> <li>4. Sufficient staff within each reporting line</li> <li>5. Position descriptions and duty statements for all positions</li> <li>6. Documented procedures for replacing staff on leave</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are new students and staff made aware of different people's roles and responsibilities?</i></li> <li>2. <i>What information is provided to new staff about their role in the Centre and its relationship to others?</i></li> <li>3. <i>When, how and by whom are new roles in the Centre created?</i></li> <li>4. <i>Who is responsible for ensuring that the work of people absent or on leave is carried out? How could this process be improved?</i></li> <li>5. <i>How effective are current staffing levels and structure?</i></li> </ol>
<p>D1.2 Management is familiar with the international education environment.</p>	<ol style="list-style-type: none"> <li>1. Manager(s) familiar with and experienced in international education, including legislation and associated elements</li> <li>2. Induction procedure in place for new managers</li> <li>3. Processes in place to receive industry updates promptly</li> <li>4. Attendance at industry conferences and seminars</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do management staff keep up-to-date with issues and developments in international education in this country and elsewhere?</i></li> <li>2. <i>What sources of information can be accessed (e.g. NEAS updates, industry organisations; industry conferences)?</i></li> <li>3. <i>In what areas might managers need access to additional expertise?</i></li> <li>4. <i>How can this be most effectively provided?</i></li> </ol>
<p>D1.3 The organisational structure supports the educational goals and welfare of students.</p>	<ol style="list-style-type: none"> <li>1. Manager(s) contributing to welfare and educational counselling of students as appropriate</li> <li>2. Identified responsibility for educational counselling of students</li> <li>3. Professionally qualified welfare counsellor(s) accessible as needed</li> <li>4. Process in place for referring students at risk to health professionals</li> <li>5. Responsibilities and referral lines for student support clearly delineated</li> <li>6. Managers and support staff clearly identified to students</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How does the organisational structure support students' educational goals and welfare?</i></li> <li>2. <i>What opportunities are there for senior management to engage with students?</i></li> <li>3. <i>Who is responsible for counselling students about educational goals?</i></li> <li>4. <i>Who is responsible for welfare counselling in the first instance?</i></li> <li>5. <i>How are students at risk referred to professional help?</i></li> <li>6. <i>How do students know who to refer to if they want assistance?</i></li> <li>7. <i>Are all staff aware of who to refer students to for different matters?</i></li> </ol>

## Quality Principle D1

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>D1.4 All aspects of the Centre's operations are supported by documented policies with clearly articulated procedures to facilitate their implementation</p>	<ol style="list-style-type: none"><li>1. An established format for policy and procedure documents</li><li>2. Procedures including responsibilities, time frames in sufficient detail to support</li><li>3. Current policy and procedure documents readily available to relevant staff</li><li>4. List of all the organisation's policy and procedure documents readily accessible</li></ol>	<ol style="list-style-type: none"><li>1. <i>What is the most effective way of dividing the Centre's operations into separate policy areas? Several large documents / multiple small ones?</i></li><li>2. <i>How can policy and procedure documents be organised and stored so as to be most readily accessible by relevant staff?</i></li><li>3. <i>How do you ensure policies and procedures are kept updated?</i></li><li>4. <i>How do you ensure that outdated documents do not remain in circulation?</i></li></ol>



## Quality Principle D2

The Centre recruits staff to meet regulatory requirements as well as the identified needs of the organisation.

Quality Drivers	Examples of Quality Practice	Action Guide
D2.1 Documented recruitment policy and procedures are informed by the Centre's strategic plan.	<ol style="list-style-type: none"> <li>1. Policy and procedures for recruitment of staff documented in accordance with the Centre's established format</li> <li>2. Policy and procedures designed to ensure that staffing is in accordance with regulatory requirements</li> <li>3. Policy and procedures designed to ensure that staffing meets the Centre's ongoing needs</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who should be responsible for recruitment, when and under what circumstances?</i></li> <li>2. <i>How does the Centre ensure that strategic planning is reflected in recruitment practice?</i></li> <li>3. <i>What external pressures might need to be taken into consideration in developing recruitment policy?</i></li> <li>4. <i>How are recruitment needs determined? Who needs to be consulted in planning recruitment?</i></li> </ol>
D2.2 The senior leadership team has appropriate qualifications and experience (See Notes at end of D2)	<ol style="list-style-type: none"> <li>1. Academic Manager who meets the minimum NEAS qualifications and experience criteria</li> <li>2. Clear statement of duties identifying academic management responsibilities and chain of responsibility</li> <li>3. If Academic Manager not on site full time, responsibility for academic management clearly delegated to someone who meets the same criteria</li> <li>4. Academic Manager involved in ongoing professional development</li> <li>5. Suitable balance of skills across the senior leadership team to meet the needs of the Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is responsible for validating the qualifications and experience of the Academic Manager?</i></li> <li>2. <i>What does the Centre require of an Academic Manager? (e.g. is curriculum developed in-house, or centrally within a wider organisation?)</i></li> <li>3. <i>If the workload is too great for one person, what aspects should be delegated, and to whom?</i></li> <li>4. <i>What qualifications and experience should other members of the senior management team have?</i></li> <li>5. <i>What combination of qualifications and experience in the senior leadership team best meets the needs of the Centre?</i></li> <li>6. <i>What specific qualifications and/or experience will be most useful to the Centre (e.g. curriculum expertise; teacher training; materials development)?</i></li> <li>7. <i>What areas of professional development will enable the Academic Manager to make the greatest contribution to the Centre?</i></li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Staff records accessible in the Centre</li> <li>2. Staff clear about their roles and responsibilities</li> <li>3. Staff clear about reporting lines and chain of responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What is the most effective way of maintaining staff records, e.g. on-site, in HR unit of wider organisation?</i></li> <li>2. <i>If records are kept off-site, how can they be accessed, e.g. during quality endorsement visits?</i></li> <li>3. <i>What are the advantages of maintaining electronic staff records?</i></li> </ol>

## Notes to Quality Principle D2

**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

**Recognised qualifications:**

1. A degree or equivalent is a qualification of at least three years full-time (or its part-time equivalent) in length (i.e. not a combination of shorter qualifications).
2. A degree in education or teaching with TESOL method fulfils NEAS qualification requirements for an Academic Manager.
3. A postgraduate qualification is one which generally has an undergraduate degree or equivalent as a prerequisite.

## Quality Principle D3

### The Centre utilises effective systems for the dissemination of information to stakeholders.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>D3.1 Communication with stakeholders is considered and approved through formal guidelines.</p>	<ol style="list-style-type: none"> <li>1. The roles of external stakeholders are defined to support appropriate communication outcomes</li> <li>2. Communication with external stakeholders via formalised channels and specified personnel</li> <li>3. Clearly defined lines of communication within the Centre and wider organisation</li> <li>4. Nominated person(s) responsible for keeping noticeboards up-to-date</li> <li>5. Version control used in the development and review of publications</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What channels are used to achieve communication with various external stakeholders? Can these be improved / extended?</i></li> <li>2. <i>Who are the Centre's external stakeholders?</i></li> <li>3. <i>Who is responsible for communicating with each of these groups?</i></li> <li>4. <i>How are break downs in communications / miscommunications identified and rectified?</i></li> </ol>
<p>D3.2 Staff and students receive information from the Centre through various channels.</p>	<ol style="list-style-type: none"> <li>1. A range of channels utilised for communicating with staff and students inside the Centre</li> <li>2. Noticeboards or electronic bulletin boards (or similar) for staff and students</li> <li>3. Regular information updates</li> <li>4. Use of attention-seeking strategies to encourage focus on Centre communications</li> <li>5. Linking of classroom based communication to electronic bulletin boards</li> <li>6. Course-related information provided to students in print or electronic form at identified points of each course</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the various means that Centre management uses to communicate information to staff? Which are most effective?</i></li> <li>2. <i>How is information formally communicated from the wider organisation to Centre staff? How effective is this?</i></li> <li>3. <i>What appear to be the most effective means for communicating information to students?</i></li> <li>4. <i>How can communication between the Centre and these students be improved?</i></li> <li>5. <i>What are the most effective ways of providing students with course information, e.g. learning outcomes, assessment schedule?</i></li> <li>6. <i>How do students access ongoing information about student services and activities?</i></li> </ol>
<p>D3.3 A formal induction process provides new staff with essential information about the Centre and its operations.</p>	<ol style="list-style-type: none"> <li>1. Process in place for induction of all new staff</li> <li>2. Print and/or electronic information provided for ongoing reference</li> <li>3. Relevant compliance information included in induction material</li> <li>4. Workplace culture and expectations reflected in induction material</li> <li>5. Appropriate workplace health and safety elements covered</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What information do new staff need about the Centre and its operations?</i></li> <li>2. <i>What information may staff need to refer to on an ongoing basis?</i></li> <li>3. <i>How can the induction process be used to promote the Centre's philosophy and culture?</i></li> <li>4. <i>How should the induction process differ for different types of staff?</i></li> <li>5. <i>Who is responsible for staff inductions?</i></li> <li>6. <i>Is the person responsible for staff inductions familiar with their legal responsibilities for workplace health and safety?</i></li> </ol>

## Quality Principle D4

### The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
<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>	<ol style="list-style-type: none"> <li>1. Continuous performance and review cycle in place for all full time / permanent staff</li> <li>2. Designated person(s) responsible for development of a performance and development culture, as per position description(s)</li> <li>3. Documented and regularly reviewed goals for all full-time and permanent staff, related to both performance and development</li> <li>4. Staff goals, and ways of measuring progress towards them, agreed with relevant line manager</li> <li>5. Feedback provided to staff designed to develop and refine practice</li> <li>6. Evidence of teacher performance drawn from a range of sources</li> <li>7. Persistent underperformance recognised, documented and managed in accordance with HR policies and procedures</li> <li>8. Staff development provided on workplace harassment and bullying; workplace health and safety; ethics and duty of care; chain of responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. Which staff should be involved in a formal performance review and development process? Why?</li> <li>2. What key performance indicators are required of teachers? Of other staff?</li> <li>3. What are the most effective, valid and reliable means of obtaining information about staff performance? Impact of teaching on student outcomes? Direct observation of teaching? Student / peer feedback? Self-assessment?</li> <li>4. What guides or underpins current practices for conducting performance reviews?</li> <li>5. How should staff performance reviews be structured to contribute to ongoing quality improvement?</li> <li>6. How should ongoing underperformance be managed by the Centre?</li> <li>7. How should excellent performance be recognised by the Centre?</li> <li>8. What strategies could be put in place to enhance the current performance and development culture in the Centre?</li> <li>9. How can performance goals be linked to both individual and organisational needs?</li> <li>10. What information is provided on the National Employment Standards?</li> </ol>
<p>D4.2 An established culture of sharing contributes to innovation and best practice.</p>	<ol style="list-style-type: none"> <li>1. Teaching records reflecting cooperation between co-teachers</li> <li>2. In-house print and/or electronic fora for sharing of ideas</li> <li>3. Organised presentation to colleagues of professional reading or own research</li> <li>4. Innovative teachers invited to present their work to colleagues</li> <li>5. Selective timetabling to encourage collaboration</li> </ol>	<ol style="list-style-type: none"> <li>1. How can organisation of staff accommodation encourage sharing of ideas and materials?</li> <li>2. How can class timetabling be utilised to facilitate cooperation between teachers?</li> <li>3. In what ways can sharing of innovative practice be encouraged and rewarded?</li> <li>4. How can staff be encouraged to feel confident to share concerns and seek solutions?</li> </ol>

## Quality Principle D4

### The Centre supports a performance and development culture for all staff.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>D4.3 Staff are supported in working towards their professional goals through access to opportunities for development.</p>	<ol style="list-style-type: none"> <li>Professional development program aligned with Centre's (and wider organisation's) goals</li> <li>Participation in industry conferences, seminars and workshops</li> <li>Selection of staff to participate in external professional development linked to established goals</li> <li>Aspects of the professional development program informed by the Centre's teacher reference resources</li> <li>Purchase of some resources linked to specific professional development</li> <li>Coaching and mentoring used to build performance</li> <li>Employer financial support available, including time off for study</li> </ol>	<ol style="list-style-type: none"> <li><i>What professional development is needed for staff to meet KPIs?</i></li> <li><i>What opportunities are there for staff at the Centre to undertake professional development?</i></li> <li><i>Could the current policy on funding for attendance of staff at professional development be made fairer or more accessible?</i></li> <li><i>What other strategies could be put in place to develop and extend individuals professionally?</i></li> <li><i>What should be the focus of professional development for teachers? Why?</i></li> <li><i>How can more learning opportunities be created within the Centre?</i></li> <li><i>What resources would support professional development or could be drawn on for it, e.g. ELT journals?</i></li> <li><i>How could low-cost professional development be provided using staff skills and/or existing resources?</i></li> <li><i>Who on the staff would benefit from mentoring and in what areas?</i></li> </ol>
<p>D4.4 Professional development is aligned with the Centre's strategic goals.</p>	<ol style="list-style-type: none"> <li>Professional development built into the Centre's strategic plan</li> <li>Professional development designed in response to stakeholder feedback</li> <li>Skills gaps identified and addressed</li> <li>Records of professional development associated with introduction of new courses</li> <li>Records of professional development in the use of educational technologies available to teachers</li> </ol>	<ol style="list-style-type: none"> <li><i>How can professional development further the Centre's philosophy and support its culture?</i></li> <li><i>What areas of need are suggested by student feedback on courses and assessment?</i></li> <li><i>How could use of technology be improved?</i></li> <li><i>What professional development is needed to facilitate change, e.g. to meet student demands for use of technology?</i></li> <li><i>How can the Centre's current skill base be extended through mentoring or through in-house professional development?</i></li> </ol>
<p>D4.5 Innovation and best practice are recognised and captured through a structured process.</p>	<ol style="list-style-type: none"> <li>Instances of innovation and best practice actively sought out by Academic Manager</li> <li>Records of semi-formal, group based development interactions such as quality circles; self-directed teams; innovation cells</li> <li>Staff funded to present on innovation and good practice at industry conferences</li> </ol>	<ol style="list-style-type: none"> <li><i>How are innovation and good practice identified and rewarded?</i></li> <li><i>How can innovation and best practice be encouraged?</i></li> <li><i>Which staff are recognised by colleagues as innovative or outstanding?</i></li> <li><i>Which staff work well together to produce best practice?</i></li> <li><i>How much time is available to pursue discretionary projects?</i></li> <li><i>Does the Centre's culture reward risk taking?</i></li> </ol>

## Quality Area E: Promotion and Student Recruitment

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>E1.1 Accurate information about the Centre and its products and services is readily accessible to all stakeholders.</p>	<ol style="list-style-type: none"> <li>1. Promotional materials which are flexible and easy to update</li> <li>2. Clear and unambiguous online presence</li> <li>3. A documented strategy for promotion of the Centre through a range of channels and campaigns</li> <li>4. A review process for identifying and selecting new channels through which to promote the Centre</li> <li>5. Records of regular communication with and briefing of agents</li> <li>6. Records of student permission for their words / images to be used in promotional materials</li> <li>7. Designated responsibility for promptly updating changes to product mix, pricing and positioning</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do potential students find out about the Centre?</i></li> <li>2. <i>What cultural preferences do students in target markets have for various channels of promotion?</i></li> <li>3. <i>How is the effectiveness of different channels of promotion measured?</i></li> <li>4. <i>What other channels of promotion might the Centre be able to exploit effectively?</i></li> <li>5. <i>How are new channels of promotion identified and selected?</i></li> <li>6. <i>How easy is it to find the Centre's website? Can it be confused with others?</i></li> <li>7. <i>How easy is it to navigate?</i></li> <li>8. <i>How easy is it to locate information about the Centre on the website of a larger provider (e.g. international ELT, VET or HE provider)?</i></li> <li>9. <i>Where can students find further information about the Centre other than on-line? Where are these sources publicised?</i></li> <li>10. <i>How is permission gained from students to use their images in promotional materials?</i></li> <li>11. <i>How important are word-of-mouth referrals to this Centre in recruiting students?</i></li> <li>12. <i>How often do the Centre's marketers and agents visit the Centre and talk to staff and students?</i></li> <li>13. <i>What is the value of online public feedback mechanisms such as Facebook and Twitter?</i></li> <li>14. <i>How is that feedback collected and acted on?</i></li> </ol>

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>E1.2  There is an effective procedure to maintain consistency and currency of information.</p>	<ol style="list-style-type: none"> <li>1. Evidence of regular communication between the Centre and its marketing division</li> <li>2. An established procedure for making and authorising changes to the information contained in promotional materials</li> <li>3. Version control of publications</li> <li>4. Strategies to monitor unauthorised information about the Centre online or in print</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who checks that the information in all promotional material is accurate and up-to-date?</i></li> <li>2. <i>How is this done?</i></li> <li>3. <i>How easy is it to change the information in different promotional materials / channels?</i></li> <li>4. <i>How is this achieved?</i></li> <li>5. <i>Who checks that information provided to potential students is consistent no matter how they receive it?</i></li> <li>6. <i>How can word-of-mouth information be monitored? How might it be influenced?</i></li> <li>7. <i>Who is responsible for monitoring online feedback mechanisms? How should negative feedback or inaccurate information be handled?</i></li> <li>8. <i>Who monitors any unauthorised references to the Centre on line or in print? How?</i></li> </ol>
<p>E1.3  Courses and services which are restricted to certain groups of students are easily identifiable.</p>	<ol style="list-style-type: none"> <li>1. Clear identification of courses or services restricted to certain groups of students</li> <li>2. Clear information on entry criteria for advertised courses</li> <li>3. Clear information on visa requirements for advertised courses</li> <li>4. Clear identification of courses not available to student visa holders as their principal course</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What information do students need about courses and services in order to make informed decisions?</i></li> <li>2. <i>How clear is this information in promotional materials?</i></li> <li>3. <i>Which courses or services at the Centre are not available to student visa holders?</i></li> <li>4. <i>Which courses may student visa holders undertake in addition to their main course?</i></li> <li>5. <i>How important is it to distinguish award from non-award courses?</i></li> <li>6. <i>What is the value of restricting certain services to certain groups of students?</i></li> <li>7. <i>What is the value of age-based entry criteria, for the Centre and for its students?</i></li> <li>8. <i>Where the Centre caters to both local and international students, how effectively are conditions applying to both groups clarified?</i></li> </ol>
<p>E1.4  Stakeholder feedback is integrated into the Centre's quality review and improvement cycle.</p>	<ol style="list-style-type: none"> <li>1. Student feedback as to how well the Centre met the expectations they formed from promotional material</li> <li>2. Engagement with alumni group(s)</li> <li>3. Records of responses to agent feedback / suggestions about promotional materials and strategies</li> <li>4. Tracking of information source(s) at point of application</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do most students learn of the Centre? Does this vary in different markets?</i></li> <li>2. <i>What impression of the Centre and its courses were gained by students from the promotional materials?</i></li> <li>3. <i>To what extent do students feel their expectations were met?</i></li> <li>4. <i>Who monitors and responds to feedback about promotional activities?</i></li> <li>5. <i>What is the relative importance of various forms of feedback received?</i></li> </ol>

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>E2.1  Promotional information is provided in plain language and images used are clear and relevant.</p>	<ol style="list-style-type: none"> <li>1. Simple and unambiguous language used in promotion</li> <li>2. Inclusion of clear images that accurately represent the Centre and its services</li> <li>3. Images placed to support and reflect accompanying text</li> <li>4. Images reflective of the Centre</li> <li>5. Effective use of a variety of channels for promotion of the Centre</li> <li>6. Communications tailored to the needs of various stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How well could a person with limited English understand key information in promotional materials?</i></li> <li>2. <i>Is the language level consistent with the levels of courses offered by the Centre?</i></li> <li>3. <i>Do the images in the promotional materials give an accurate picture of the Centre and its current services?</i></li> <li>4. <i>Could more or better use be made of diagrams?</i></li> <li>5. <i>Is the material relevant to culturally determined expectations?</i></li> <li>6. <i>What are the most effective channels with potential students, given the ages and cultural backgrounds of those being targeted?</i></li> <li>7. <i>How could you target more students with alternative forms of contact?</i></li> <li>8. <i>What are the most effective channels for promoting the Centre to other stakeholders (e.g. parents, agents)?</i></li> <li>9. <i>How could promotion be enhanced using alternative forms of contact?</i></li> <li>10. <i>Who is responsible for the different promotional channels?</i></li> </ol>
<p>E2.2  Support is available to assist relevant stakeholders with translation of key policies and information.</p>	<ol style="list-style-type: none"> <li>1. Translations acquired from reputable and trustworthy sources</li> <li>2. Translations not relied upon in contractual agreements with students</li> <li>3. Bilingual support accessible if required</li> <li>4. Use of interpreters in key markets</li> <li>5. Established processes for checking the quality of interpreting and translation</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What is the value of having key information translated – for students, and for the Centre?</i></li> <li>2. <i>How feasible is this given the number of enrolments and backgrounds of students?</i></li> <li>3. <i>What information would it be most useful to have translated?</i></li> <li>4. <i>How are translations obtained and verified?</i></li> <li>5. <i>How are they updated?</i></li> <li>6. <i>What are the legal implications of providing policy information in languages other than English?</i></li> <li>7. <i>How can the skills of bilingual staff be most effectively accessed to provide information about the centre?</i></li> </ol>



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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>E2.3  Web links for relevant information and assistance are clearly indicated and explained on the Centre's website.</p>	<ol style="list-style-type: none"> <li>1. Web links readily located in promotional materials</li> <li>2. Web links to government sites and regulatory requirements</li> <li>3. Web links to sources of local information</li> <li>4. Routine checking to ensure web links remain current</li> <li>5. Only verifiable sources used</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What links should be included on the Centre's website to assist students in adjusting to living and studying in this country?</i></li> <li>2. <i>What sites could provide students with useful information about the local area?</i></li> <li>3. <i>What links may students need in case of emergencies?</i></li> <li>4. <i>What additional links would be relevant to student interests?</i></li> <li>5. <i>Who is responsible for managing and maintaining links on the website?</i></li> <li>6. <i>How regularly should links be checked to ensure they are still operating?</i></li> </ol>

## Quality Principle E3

### All staff are involved in promoting the Centre.

Quality Drivers	Examples of Quality Practice	Action Guide
E3.1 Staff are actively involved in building the Centre's reputation and brand equity.	<ol style="list-style-type: none"> <li>1. Cross-cultural communication training for staff</li> <li>2. Marketing training for staff, targeted to their roles in the Centre</li> <li>3. Evidence that the Centre's staff contribute to the development of strategies to maintain and build the Centre's reputation</li> <li>4. Staff able to describe their role in promoting the Centre and building its reputation</li> <li>5. Teaching staff using classroom strategies to highlight student achievement</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How is the Centre's reputation built and maintained?</i></li> <li>2. <i>How well do staff understand the Centre's goals?</i></li> <li>3. <i>How can a staff culture be developed where all staff take responsibility for contributing to the Centre's reputation and brand equity?</i></li> <li>4. <i>How does the Centre's code of practice reflect the importance of staff in this regard?</i></li> <li>5. <i>How can staff induction and/or professional development be most effectively used to build staff skills?</i></li> <li>6. <i>How can teachers assist students to recognise their own success during their enrolment at the Centre?</i></li> </ol>
E3.2 Staff are given strategies for building relationships with students and other stakeholders.	<ol style="list-style-type: none"> <li>1. Records of staff induction in the Centre's services and courses, identifying stakeholder profiles</li> <li>2. Training provided for all staff in building and maintaining the relationships the Centre has with students</li> <li>3. Staff induction materials designed to include a clear focus on relationship building and customer service</li> <li>4. Additions or changes to stakeholder profiles communicated to staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How significant do staff see their roles as being in the ongoing marketing of the Centre?</i></li> <li>2. <i>How familiar are staff with all current courses and services offered to students?</i></li> <li>3. <i>How can both teaching and administration staff be encouraged to take responsibility for promoting the Centre and maintaining its relationship with students and other stakeholders?</i></li> <li>4. <i>What else could be done to build lasting relationships with current and ex-students and other stakeholders?</i></li> <li>5. <i>What are the most effective ways to engage ex-students?</i></li> </ol>
E3.3 Changes to policies, procedures and services are clearly communicated to staff.	<ol style="list-style-type: none"> <li>1. Evidence of formal communication to staff of changes to services, policies and procedures</li> <li>2. Electronic communications marked with date and clearly referenced recipients</li> <li>3. Staff involved in decision making about changes that impact specifically on their responsibilities</li> <li>4. A range of strategies used to ensure that staff are fully conversant with changes</li> <li>5. Appropriate briefing notes provided for ongoing reference</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How is it determined who needs to be informed about any particular change to services or courses?</i></li> <li>2. <i>What are the most effective ways of communicating changes?</i></li> <li>3. <i>Could this communication be improved?</i></li> <li>4. <i>How do you ensure that staff understand changes and their implications?</i></li> <li>5. <i>How do you ensure that staff engage effectively with changes?</i></li> <li>6. <i>Are staff required to acknowledge awareness of significant changes?</i></li> </ol>

## Quality Principle E3

### All staff are involved in promoting the Centre.

Quality Drivers	Examples of Quality Practice	Action Guide
E3.4 Staff are an effective conduit of information to students.	<ol style="list-style-type: none"><li>1. Identified information to be conveyed to students during their period of enrolment</li><li>2. Identified staff responsibilities in this regard</li><li>3. Processes in place to ensure information is effectively conveyed to students</li><li>4. Appropriate integration of information into teaching programs</li></ol>	<ol style="list-style-type: none"><li>1. <i>What information does the Centre need to convey to its existing students?</i></li><li>2. <i>Who is best placed to convey this information?</i></li><li>3. <i>How do you ensure that the appropriate staff have all the information they need in order to be an effective conduit to students?</i></li><li>4. <i>How do you ensure that staff fully understand the intent of information before imparting it to students?</i></li><li>5. <i>How do you ensure that staff see conveying this information to students as intrinsic rather than additional to their role?</i></li><li>6. <i>How important is it to market to students after they start their course?</i></li><li>7. <i>How can marketing information be integrated into teaching programs (e.g. listening and note-taking, research tasks)?</i></li><li>8. <i>To what extent should teaching programs be used to market the Centre or its wider organisation?</i></li></ol>

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

Quality Drivers	Examples of Quality Practice	Action Guide
<p>E4.1  NEAS quality endorsement is appropriately displayed using the NEAS logo.</p>	<ol style="list-style-type: none"> <li>1. NEAS logo displayed in material used to promote the centre to various stakeholders</li> <li>2. NEAS logo displayed in accordance with the Guidelines for its use</li> <li>3. Identified responsibility for keeping logos up to date</li> <li>4. NEAS endorsed courses distinguished in promotional materials</li> <li>5. NEAS logo displayed on documents relating to NEAS endorsed courses</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the guidelines for the use of the NEAS logo?</i></li> <li>2. <i>How do the guidelines for display of the Centre's logo accommodate display of the NEAS logo?</i></li> <li>3. <i>Who is responsible for ensuring logos are used correctly in all publications?</i></li> <li>4. <i>When is this done?</i></li> <li>5. <i>Where is it most beneficial to the Centre to display the NEAS endorsement logo?</i></li> <li>6. <i>How can the use of such branding be used to contribute to word-of-mouth advertising?</i></li> <li>7. <i>Which courses are NEAS Quality Endorsed and which are not (e.g. study tour courses)?</i></li> <li>8. <i>How can NEAS endorsement of courses be leveraged?</i></li> <li>9. <i>How many different course-related documents do students receive?</i></li> <li>10. <i>Which of these should display both the Centre's and the NEAS logo (e.g. course information, end-of-course documentation)?</i></li> </ol>
<p>E4.2  NEAS quality endorsement can be clearly explained by staff.</p>	<ol style="list-style-type: none"> <li>1. Administration and reception staff able to explain to students the value of enrolling in a NEAS Quality Endorsed Centre</li> <li>2. Teachers aware of the NEAS logo on student documents and able to explain its value to students</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do staff assist the Centre to leverage off its NEAS Quality Endorsement?</i></li> <li>2. <i>How aware are teaching and administration staff of what NEAS Quality Endorsement means to the Centre?</i></li> <li>3. <i>How many staff are involved in Quality Endorsement processes?</i></li> <li>4. <i>How can awareness of quality endorsement processes be increased?</i></li> </ol>
<p>E4.3  The Centre's commitment to quality assurance and continuous improvement is identified in promotional material.</p>	<ol style="list-style-type: none"> <li>1. The Centre explicitly promoting itself as being committed to quality and improvement</li> <li>2. The significance of NEAS endorsement explained in promotional material</li> <li>3. Key aspects of quality identified and explained in promotional material</li> <li>4. Data published by the Centre publishes supporting its claims of quality practice and improvement</li> <li>5. Student involvement in quality improvement identified in promotional material</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are stakeholders informed about the Centre's commitment to quality?</i></li> <li>2. <i>What information could be provided to support and illustrate this commitment?</i></li> <li>3. <i>What aspects of quality are likely to be most relevant to intending students in deciding where to study?</i></li> <li>4. <i>What aspects of quality are likely to be most relevant to other stakeholders?</i></li> <li>5. <i>What are the most effective promotional channels for reaching different stakeholders?</i></li> <li>6. <i>How can a focus on quality in promotional materials be used to help attract the types of students preferred by the Centre?</i></li> </ol>

## Quality Area F: Welfare of Students Aged Under 18 Years

<b>Quality Principle F1</b> <b>Arrangements are in place to facilitate the student's safe and efficient recruitment, transit and reception arrangements.</b>		
Quality Drivers	Examples of Quality Practice	Action Guide
<p>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.</p>	<ol style="list-style-type: none"> <li>Information for agents documented and readily accessible, e.g. agent handbook, agent section on Centre's website</li> <li>Information provided takes into account cultural expectations and practices</li> <li>Experienced agents consulted in development and review of information</li> <li>Centre notified of arrangements for support of student while travelling, e.g. accompanying adult, airline service</li> </ol>	<ol style="list-style-type: none"> <li><i>What information do agents need in each of the Centre's main source countries?</i></li> <li><i>How might parental expectations differ from those of the Centre?</i></li> <li><i>What support do parents and students need? Is this different in the Centre's different source countries?</i></li> <li><i>What is the most effective format for communicating obligations and expectations to agents?</i></li> </ol>
<p>F1.2 The Centre 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.</p>	<ol style="list-style-type: none"> <li>Information readily accessible, e.g. on website, in simple English and/or translation</li> <li>Pictures and/or video of facilities and classes for under 18s</li> <li>No faces of minors shown in visual images</li> </ol>	<ol style="list-style-type: none"> <li><i>What information will parents want?</i></li> <li><i>What shows the Centre to best advantage, e.g. video tour of premises, class rooms?</i></li> <li><i>How can visual images be best used to attract parents and students?</i></li> <li><i>Is it feasible to film a class from the back of the room to avoid showing faces?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>Information readily accessible to all stakeholders and regularly updated</li> <li>All information required by NCP Standard 6 included</li> <li>Students and other stakeholders consulted in determining useful information</li> </ol>	<ol style="list-style-type: none"> <li><i>What is the most effective way of communicating information?</i></li> <li><i>Who is it mainly for? Parents? Students? Agents?</i></li> <li><i>Are the people responsible for producing this information conversant with the NCP?</i></li> <li><i>What particular issues are there in your Centre or local area?</i></li> <li><i>What might students and parents need to know about difference in the culture of study in ELT and/or mainstream education?</i></li> <li><i>What do current students or alumni wish they had known before?</i></li> <li><i>What do teachers in your Centre or receiving institutions see as major challenges to a smooth transition?</i></li> </ol>

## Quality Principle F1

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

Quality Drivers	Examples of Quality Practice	Action Guide
F1.4 The Centre ensures that an appropriate airport meeting service is provided.	<ol style="list-style-type: none"><li>1. The Centre's expectations of airport meeting service provider(s) clearly documented and readily accessible</li><li>2. Clear and documented processes to ensure all unaccompanied students are met at the airport.</li><li>3. Quality assurance processes in place to monitor effectiveness of meeting service</li></ol>	<ol style="list-style-type: none"><li>1. <i>How is this service best provided in your context, e.g. contracted agency, homestay provider, Centre staff?</i></li><li>2. <i>How does the Centre confirm student arrival, especially if the student is going to live with relatives?</i></li><li>3. <i>If the Centre has assumed welfare responsibility for a student, must the student use the Centre's meeting service?</i></li><li>4. <i>How is feedback best sought while any issues remain fresh in the student's mind?</i></li></ol>
F1.5 Student contact with parents on arrival is facilitated by the Centre.	<ol style="list-style-type: none"><li>1. Students receive assistance with phone, wifi access</li><li>2. Established process to ensure students contact their parents promptly on arrival</li></ol>	<ol style="list-style-type: none"><li>1. <i>Who should be responsible for ensuring students contact their parents, e.g. homestay provider, class teacher?</i></li><li>2. <i>What is the process for ensuring students have access to phone and/or wifi?</i></li><li>3. <i>How are students informed of processes in place?</i></li></ol>
F1.6 Arrangements are in place to ensure that the student is transported to and from the Centre on their first day of attendance.	<ol style="list-style-type: none"><li>1. Included in homestay provider contract</li><li>2. Where the Centre provides student transport, established process for notifying driver of new arrivals</li><li>3. New students monitored at end of first day's classes</li></ol>	<ol style="list-style-type: none"><li>1. <i>What issues might there be with transport in the local area?</i></li><li>2. <i>How does the Centre monitor transport arrangements?</i></li><li>3. <i>What happens if arrangements fall through?</i></li></ol>

## Quality Principle F2

### An accommodation service is provided relevant to student needs.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>F2.1 Accommodation is available in homestay or on-site boarding facilities suitable to the student's age, gender and culture.</p>	<ol style="list-style-type: none"> <li>1. Documented policy and process for selecting providers of homestay to under 18s</li> <li>2. Accommodation contracts stipulate facilities and conditions for hosting under 18s</li> <li>3. Maximum three students per homestay</li> <li>4. Mixed gender placements only if requested by parents</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What do homestay providers need to know about hosting students aged under 18?</i></li> <li>2. <i>What makes a suitable provider of homestay to students aged under 18?</i></li> <li>3. <i>What requirements or restrictions need to be made clear to accommodation providers?</i></li> <li>4. <i>What should be covered by contract?</i></li> <li>5. <i>What changes might need to be negotiated with a third party accommodation provider company?</i></li> </ol>
<p>F2.2 Full information about accommodation options is provided to students, agents, parents and/or guardians at the time of recruitment.</p>	<ol style="list-style-type: none"> <li>1. Accommodation options detailed, e.g. on website, in simple English and/or translation</li> <li>2. General homestay information provided in early correspondence and on website or via link to third part provider.</li> <li>3. Information provided targets cultural information which has been found to be problematic for some students</li> <li>4. Photographs and/or video tour of sample homestays and/or boarding facilities</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the most effective ways of making this information available?</i></li> <li>2. <i>What sort of information do parents and agents want?</i></li> <li>3. <i>What information do intending students want?</i></li> <li>4. <i>What information do parents and students need, e.g. cultural, regulatory</i></li> </ol>
<p>F2.3 Adults with whom the student comes into regular contact in the accommodation have current child protection screening relevant to the jurisdiction.</p>	<ol style="list-style-type: none"> <li>1. Established process for annual child protection screening to be viewed and recorded by Centre</li> <li>2. All family/staff aged 18 or over screened</li> <li>3. Regular visitors to homestay family screened, e.g. housekeeper, boyfriend</li> <li>4. Homestay records include names of regular visitors</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How are accommodation providers made aware of the Centre's expectations regarding child protection screening?</i></li> <li>2. <i>How does the Centre maintain up to date records of screening of its accommodation providers and staff?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>1. The Centre's requirements and expectations made explicit in information provided to accommodation providers and in a signed contract</li> <li>2. Periodic information and networking sessions for accommodation providers</li> <li>3. Regular contact between the Centre and accommodation providers</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What information do homestay providers need in order to provide appropriate support for students?</i></li> <li>2. <i>What about older providers? Or parents of younger children, inexperienced with adolescents?</i></li> <li>3. <i>Do homestay providers understand homesickness? Culture shock? The appetite of the average 15 year old boy?</i></li> <li>4. <i>How can homestay providers access urgent assistance in case of an unexpected problem or emergency?</i></li> </ol>

## Quality Principle F2

### An accommodation service is provided relevant to student needs.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Relevant regulation and legislation made clear and communicated via different media</li> <li>2. Changes to regulation and legislation communicated promptly to homestay providers</li> <li>3. Homestay providers are provided with opportunities to network and share information and best practice</li> <li>4. Where homestay family does not have carer responsibility, regular communication with carer is facilitated by the Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How often should training be provided? What about other forms of communication?</i></li> <li>2. <i>Are there cultural differences among carers which might need to be taken into consideration?</i></li> <li>3. <i>Do all families have access to relevant government web sites?</i></li> <li>4. <i>What examples of best practice should be disseminated?</i></li> <li>5. <i>What is the most effective way of doing this?</i></li> </ol>
<p>F2.6 Students have opportunities to engage in social activities outside of school hours, organised by the Centre or homestay provider.</p>	<ol style="list-style-type: none"> <li>1. Importance of social activities made explicit to homestay providers</li> <li>2. Regular communication with homestay providers about upcoming social activities organised by the Centre</li> <li>3. Homestay providers provided with information/ suggestions about suitable activities in the local community</li> <li>4. Periodic opportunities for homestay providers to network and share information and best practice</li> <li>5. Feedback sought from students about this aspect of their homestay experience</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you get parents, agents and students to appreciate the value of social activities in developing confident English?</i></li> <li>2. <i>Who should be providing social activities? The Centre? Homestay families?</i></li> <li>3. <i>Is there a local community you can work with, e.g. extended school community or church, local sporting teams?</i></li> <li>4. <i>How do students feel about the social activities available to them?</i></li> <li>5. <i>Does this feedback indicate that some homestays need more information or encouragement?</i></li> <li>6. <i>Are there homestay families who would better be used for placement of adult students?</i></li> </ol>
<p>F2.7 The Centre maintains a review process that confirms and records that homestay arrangements are consistent with literature and accommodation provider claims.</p>	<ol style="list-style-type: none"> <li>1. Documented policy and procedure for ongoing review and evaluation of homestay arrangements</li> <li>2. Regular feedback sought from students, including informally by class teacher</li> <li>3. Periodic verification visits</li> <li>4. Changes to homestay requirements communicated clearly to homestay providers and contracts updated</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How often should homestay arrangements be reviewed?</i></li> <li>2. <i>How often should each homestay be visited?</i></li> <li>3. <i>If homestay is outsourced, should the Centre be involved in any spot checks?</i></li> <li>4. <i>What are the best times in a student's enrolment to access useful feedback?</i></li> <li>5. <i>Who is best placed to get honest feedback from students, and in what form?</i></li> </ol>



**Quality Principle F3**  
**The ELT Centre supports effective welfare arrangements for all students.**

Quality Drivers	Examples of Quality Practice	Action Guide
<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>	<ol style="list-style-type: none"> <li>Explanation provided in simple English or translation where relevant, e.g. where guardian is family friend or relative with limited English</li> <li>Legislative obligations made explicit, especially where guardian (or onshore parent) is foreign national</li> <li>Responsibilities specific to the Centre's context included, e.g. Saturday sport, parent-teacher meetings</li> </ol>	<ol style="list-style-type: none"> <li><i>What can you reasonably expect in the Centre's context, e.g. stand-alone ELT centre, ELT section of a secondary college?</i></li> <li><i>What obligations should be contracted with legal guardians (as distinct from carers)?</i></li> <li><i>How often should contracts be renewed?</i></li> <li><i>Are legal advisers fully conversant with role of carers in international student context?</i></li> </ol>
<p>F3.2  Up to date contact details of parents and guardians/carers are readily accessible to relevant Centre staff.</p>	<ol style="list-style-type: none"> <li>Details secure and readily accessible, e.g. via staff log in</li> <li>Regular reminders sent to capture changes</li> </ol>	<ol style="list-style-type: none"> <li><i>Are parents and guardians/carers aware of obligation to notify changes within seven days?</i></li> <li><i>How often should confirmation of details be sought?</i></li> <li><i>Are there additional contacts which could usefully be included, e.g. family members living locally?</i></li> <li><i>Who needs ready access to contact details?</i></li> <li><i>What is the most convenient form for storage and access, in accordance with privacy obligations?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>Rationale explained to families</li> <li>Full homestay check conducted and recorded, including working with children checks</li> <li>Periodic verification visits</li> <li>Same student feedback process as for those placed in homestay</li> </ol>	<ol style="list-style-type: none"> <li><i>Within the Centre's systems, is it feasible to process nominated carers as homestay exclusive to one student?</i></li> <li><i>Is it preferable for students to live with their carer or to have a carer independent of the homestay?</i></li> <li><i>Are nominated carers aware of their obligations to comply with the Centre's decisions regarding student welfare?</i></li> <li><i>How should verification visits be organised?</i></li> <li><i>How does the Centre access useful feedback from a student placed with a carer nominated by their family, in order to monitor the student's wellbeing?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>Feedback sought from relevant teaching, admin and support staff as to most needed information</li> <li>Legal restrictions on minors included, e.g. smoking, alcohol</li> <li>Cultural expectations of receiving schools included</li> </ol>	<ol style="list-style-type: none"> <li><i>What information do relatives need in order to provide effective support? If they do not have adolescent children? If they have limited residency in Australia?</i></li> <li><i>In HSP programs, is useful information available through the student's receiving school?</i></li> </ol>

**Quality Principle F3**  
**The ELT Centre supports effective welfare arrangements for all students.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>F3.5            There is regular, documented communication with parents and guardians/carers regarding the student's progress, well-being and welfare.</p>	<ol style="list-style-type: none"> <li>1. Regular progress reports inviting feedback from parents and guardians/carers</li> <li>2. Prompt contact where concerns arise</li> <li>3. Periodic parent-teacher meetings</li> <li>4. Bilingual staff (if any) included in communication processes</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How often should information on progress and wellbeing be provided to parents and guardians/carers? What sort of information should be included?</i></li> <li>2. <i>What are family expectations?</i></li> <li>3. <i>Is translation or other support required at parent-teacher meetings?</i></li> <li>4. <i>If a student appears to be at risk, are there established avenues for contacting the family, e.g. via the education agent, local family members?</i></li> </ol>

**Quality Principle F4**  
**The ELT Centre ensures a safe and secure environment.**

Quality Drivers	Examples of Quality Practice	Action Guide
<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>	<ol style="list-style-type: none"> <li>1. Staff records readily accessible</li> <li>2. Processes in place to ensure screening updated in accordance with requirements</li> <li>3. Established protocols for identifying and monitoring visitors on-site</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is responsible for ensuring that screening is renewed promptly?</i></li> <li>2. <i>Are there regular visitors who should be screened (depending on jurisdiction) or could be asked to undergo screening?</i></li> <li>3. <i>How are legitimate visitors recorded and identified within the Centre?</i></li> <li>4. <i>Are there security cameras?</i></li> <li>5. <i>Are there preferred times for certain types of visit?</i></li> </ol>
<p>F4.2  Effective arrangements are in place to prevent unauthorised persons from entering the premises.</p>	<p>For example:</p> <ul style="list-style-type: none"> <li>• Control/monitoring of entry points</li> <li>• Location of reception desk</li> <li>• Control of lift access in shared building</li> <li>• Clear direction to main office of school</li> <li>• Visitor passes clearly displayed while on premises</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>How vulnerable is the Centre to unauthorised entry?</i></li> <li>2. <i>Has a risk assessment been carried out?</i></li> <li>3. <i>Is it feasible to physically reduce access? To increase monitoring of access points?</i></li> <li>4. <i>How can unauthorised visitors be made more obvious, e.g. by having authorised visitors wear prominent visitor identification?</i></li> </ol>
<p>F4.3  Students are supervised at all times while on the premises.</p>	<ol style="list-style-type: none"> <li>1. Supervision during scheduled breaks</li> <li>2. Arrangements in place for before and after class</li> <li>3. Break times for under 18s and adult students scheduled at different times</li> <li>4. Arrangements in place to ensure under 18s remain on premises during scheduled class and break times</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How do you provide supervision for students aged under 18 if they arrive early or leave late? Should there be limits on when younger students are on-site?</i></li> <li>2. <i>What are the most effective ways of supervising younger students within the Centre's context and layout?</i></li> <li>3. <i>Is there a designated location available to younger students during break times?</i></li> </ol>
<p>F4.4  Where students are brought to and from school by private transport, there is a designated drop-off and pick-up point.</p>	<ol style="list-style-type: none"> <li>1. Pick-up /drop-off point clearly signposted</li> <li>2. Safety of pick-up / drop off point assured through liaison with relevant authorities</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Does the Centre already have access to a drop-off and pick-up point, e.g. if located in school grounds?</i></li> <li>2. <i>If not, where is the safest and most convenient place to establish one?</i></li> </ol>
<p>F4.5  Students aged under 16 are not placed in classes with adults.</p>	<ol style="list-style-type: none"> <li>1. Promotional material specific about age limits for different courses</li> <li>2. Specified in policy and procedure for student placement</li> <li>3. Student ages indicated on class roll</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Which courses should be restricted to adults?</i></li> <li>2. <i>Are agents aware of this? Are enrolment staff? Is it made clear in promotional material?</i></li> <li>3. <i>Does the class placement process include consideration of age?</i></li> </ol>

**Quality Principle F4**  
**The ELT Centre ensures a safe and secure environment.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>F4.6            Written and/or secure digital permission is obtained from parents/ guardians/ carers for all off-site activities.</p>	<ol style="list-style-type: none"> <li>1. Common excursion template with details of activity, location, times, approval by parent/guardian/carer</li> <li>2. Permission through signature or secure log in</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What is the most effective way of seeking permission for off-site activities, e.g. permission slip, on-line authorisation, prior agreement?</i></li> <li>2. <i>What information is needed for parents/guardians/carers to give informed consent?</i></li> <li>3. <i>How is permission recorded and retained for information of staff and to protect the Centre?</i></li> <li>4. <i>How are any exceptions recorded?</i></li> </ol>
<p>F4.7            The Centre provides a 24 hour emergency contact.</p>	<ol style="list-style-type: none"> <li>1. Number advertised extensively in course promotional and enrolment material, and on website</li> <li>2. Information provided as to uses of this number and of 000</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is responsible for maintaining this service?</i></li> <li>2. <i>Should the responsibility be rostered? On a regular basis? During periods of leave?</i></li> <li>3. <i>How are relevant stakeholders made aware of this number?</i></li> </ol>
<p>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>	<ol style="list-style-type: none"> <li>1. Attendance monitoring policy and procedures made clear to all staff</li> <li>2. Attendance recorded for each class</li> <li>3. All staff aware of importance of and processes for notifying absences</li> <li>4. Communication process facilitates prompt notification by class teacher, e.g. via specialist software, mobile phone, class visits</li> <li>5. Carer/guardian contacted within 60 minutes if student does not arrive</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the most effective ways of tracking attendance?</i></li> <li>2. <i>Can the Centre afford to invest in relevant software? Or not to?</i></li> <li>3. <i>How do you get teachers to notify absences promptly? What system will work best given the resources available?</i></li> <li>4. <i>Is there a system for identifying students legitimately absent from part of a class</i></li> </ol>

## Quality Principle F5

**Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students.**

Quality Drivers	Examples of Quality Practice	Action Guide
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.	<ol style="list-style-type: none"> <li>1. Designated officer responsible for keeping information and training updated</li> <li>2. Regular training required, e.g. face-to-face, on-line updating</li> <li>3. Relevant to jurisdiction</li> <li>4. Records kept of participation in training and updates</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the reporting requirements for this jurisdiction?</i></li> <li>2. <i>How might the Centre and its reputation be vulnerable in this regard?</i></li> <li>3. <i>Would it be desirable to introduce requirements from another jurisdiction if these are more stringent?</i></li> <li>4. <i>How do you ensure all staff remain aware of their legislative responsibilities?</i></li> <li>5. <i>How do you get commitment from accommodation providers and guardians/carers?</i></li> <li>6. <i>Is training enough?</i></li> </ol>
F5.2 Ongoing information and networking opportunities are provided to ensure that homestay providers are conversant with the physical and emotional needs of adolescents.	<ol style="list-style-type: none"> <li>1. Periodic information and networking sessions with professional input regarding needs of adolescents</li> <li>2. Sharing of concerns and experience among homestay providers facilitated</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Is there a counsellor on staff or on contract who can contribute to information sessions?</i></li> <li>2. <i>Are there experienced homestay providers who could contribute?</i></li> <li>3. <i>How do you create a supportive environment where homestay providers can share concerns and experience constructively?</i></li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Policies and procedures documentation including, but not limited to: <ul style="list-style-type: none"> <li>• Bullying and cyberbullying</li> <li>• Complaints and grievances</li> <li>• Critical incidents and record management of these</li> <li>• Excursion planning, organisation and supervision</li> <li>• First aid and mental health awareness and management</li> <li>• Privacy and confidentiality</li> <li>• Students' rights and responsibilities</li> <li>• Use of computers and access to online material</li> </ul> </li> <li>2. Policy documents readily accessible to staff and homestay providers</li> <li>3. Induction and training records maintained and accessible</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What aspects of student safety and wellbeing need to be addressed in policies and procedures?</i></li> <li>2. <i>How should these be organised?</i></li> <li>3. <i>How do you get staff to engage with policy and procedures?</i></li> <li>4. <i>How do you make policy and procedure documents readily available to staff to be consulted when needed?</i></li> <li>5. <i>What policies and/or procedures should be in the public domain? Made known to students?</i></li> </ol>

## Quality Principle F5

**Staff, accommodation providers and guardians/carers are provided with information and training to support the welfare and wellbeing of students.**

Quality Drivers	Examples of Quality Practice	Action Guide
F5.4 16- and 17-year old students placed in classes for adults are clearly identified to staff.	<ol style="list-style-type: none"> <li>1. System in place for ongoing identification of these students to teachers and relevant non-teaching staff, e.g. tagged in student management system and on class roll</li> <li>2. Identification automatically carried over to subsequent class placement</li> <li>3. Staff aware of responsibilities attaching to identification</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What advantages / inherent problems might there be in including 16- and 17- year old students in adult classes?</i></li> <li>2. <i>Should any conditions be imposed on such placements?</i></li> <li>3. <i>How will this impact on class management and course delivery, e.g. course content, organising excursions and social activities?</i></li> <li>4. <i>What is the most effective way of making sure class teachers remain aware of additional responsibilities to younger students?</i></li> </ol>
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.	<ol style="list-style-type: none"> <li>1. Face to face meeting with each student</li> <li>2. Required resources available, e.g. time, location</li> <li>3. Strategies in place to support student confidence in this person</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who is best placed to provide this support?</i></li> <li>2. <i>How can support be provided non-intrusively?</i></li> <li>3. <i>What resources are needed to do the job effectively?</i></li> <li>4. <i>Can it be integrated into other aspects of the Centre's support for under 18s?</i></li> </ol>
F5.6 Arrangements are in place to ensure the services of a registered child/adolescent psychologist are available if needed.	<ol style="list-style-type: none"> <li>1. Professional counsellor on site or services contracted locally</li> <li>2. Established processes for identifying at risk students and determining need for referral</li> <li>3. Teachers of under 18s aware of responsibilities and procedure for notifying</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Is there a suitable psychologist in the local area?</i></li> <li>2. <i>What services might be needed? What sort of arrangements are needed to access these?</i></li> <li>3. <i>What training is needed for staff in recognising students at risk and in using the Centre's procedures for doing so?</i></li> <li>4. <i>Who should be responsible for the referral process?</i></li> </ol>

## Quality Area G: Strategy, Risk and Governance

### Quality Principle G1

The Centre has an effective system of strategic and business planning.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G1.1 The Centre articulates its corporate vision and goals in a published statement.</p>	<ol style="list-style-type: none"> <li>Underpinned by research and consultation</li> <li>Short, clear, specific, ambitious</li> <li>Clearly aligned with the Centre's values</li> <li>Development process documented</li> </ol>	<ol style="list-style-type: none"> <li><i>Who will shape the Centre's vision statement, and how will it be used?</i></li> <li><i>Where are you now and where do you want to be?</i></li> <li><i>What are the Centre's core values?</i></li> <li><i>How do you achieve a balance between the ambitious and the realistic?</i></li> <li><i>How can choice of wording encourage stakeholders to relate to the published statement?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>Underpinned by research and consultation</li> <li>Long and short term goals identified</li> <li>Wording and format accessible to key stakeholders</li> <li>Signed off by CEO and governing body</li> <li>Means of measuring achievement and success built in</li> </ol>	<ol style="list-style-type: none"> <li><i>Who is responsible for developing and maintaining the strategic plan?</i></li> <li><i>What components need to be included in the strategic plan?</i></li> <li><i>What analyses need to be carried out in the development or review process?</i></li> <li><i>How are the Centre's plans and goals linked to the organisation's wider goals?</i></li> <li><i>How can the strategic plan promote a sense of purpose?</i></li> <li><i>How can the design of the strategic plan promote effective action?</i></li> <li><i>Who should be involved in the review process(es)?</i></li> <li><i>What form should reviews take to maximise their effectiveness?</i></li> </ol>
<p>G1.3 The Centre's operations are supported by an annual business plan which is clearly linked to the strategic plan.</p>	<ol style="list-style-type: none"> <li>Underpinned by research and consultation</li> <li>Designed to facilitate sound business decision making</li> <li>Means of measuring achievement and success built in</li> <li>Appropriate time lines and sufficient resources</li> </ol>	<ol style="list-style-type: none"> <li><i>Who is responsible for developing and reviewing the business plan?</i></li> <li><i>What are the benefits of having a business plan?</i></li> <li><i>What components need to be included in the business plan?</i></li> <li><i>Who is it being written for? How should it be designed and worded?</i></li> <li><i>How often does it need to be updated?</i></li> <li><i>What information do you need to access? What are the best ways of getting it?</i></li> </ol>

## Quality Principle G1

### The Centre has an effective system of strategic and business planning.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G1.4 Two-way interaction with staff and other stakeholders informs the development and review of both strategic and business plans.</p>	<ol style="list-style-type: none"> <li>1. Avenues for all teaching, management and administration staff in the Centre to contribute to the Centre's planning</li> <li>2. Staff clearly aware of their input</li> <li>3. Strategic planning leadership identified in one or more role statements</li> <li>4. Scheduled review processes</li> <li>5. A document for staff depicting the planning and review cycle(s) used in the Centre</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How accessible is the planning process to all staff?</i></li> <li>2. <i>Who leads the review and development of the Centre's plans?</i></li> <li>3. <i>Who should be involved in the review process(es)?</i></li> <li>4. <i>What resources are required, e.g. time, money?</i></li> <li>5. <i>How often should reviews take place?</i></li> <li>6. <i>What are the most effective ways for accessing input from different stakeholders?</i></li> <li>7. <i>Are stakeholders aware that their input is sought and valued?</i></li> <li>8. <i>How are staff and other stakeholders made aware of the Centre's (and its wider organisation's) goals and plans?</i></li> </ol>
<p>G1.5 Processes are in place to ensure regular and timely reporting against both strategic and business plans.</p>	<ol style="list-style-type: none"> <li>1. Documented policy and processes for reporting</li> <li>2. Staff aware of reporting requirements</li> <li>3. Systematic records of reports and resulting actions</li> <li>4. Type and frequency of internal reporting and communications clearly specified.</li> <li>5. All reporting periods defined - annually or more frequently</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How frequently is it desirable and feasible to require reporting against the strategic plan? The business plan?</i></li> <li>2. <i>Who should be responsible?</i></li> <li>3. <i>What resources are required, e.g. time, money, report templates?</i></li> <li>4. <i>What form should reports take to maximise their effectiveness?</i></li> </ol>



## Quality Principle G2

### The Centre has an effective and transparent organisational structure and system of reporting.

Quality Drivers	Examples of Quality Practice	Action Guide
G2.1 Information about the Centre's governance structure and policies is readily available.	<ol style="list-style-type: none"> <li>1. Composition of governing body and committees, their roles, responsibilities, frequency of meetings and quorum for each documented in the Centre's governance framework</li> <li>2. Framework diagram readily accessible</li> <li>3. Chair and majority of Board members independent of management</li> <li>4. In a larger organisation, committees established to deal with areas such as compliance, risk, legal matters, health and safety, finance and audit</li> </ol> <p>In the absence of a committee structure, responsibility for such areas clearly defined</p>	<ol style="list-style-type: none"> <li>1. <i>How is the governing body accountable, and to whom?</i></li> <li>2. <i>What skills and knowledge are needed by the governing body? How can they best be accessed?</i></li> <li>3. <i>Is the governance structure suitable for the Centre in its current form? As the organisation grows?</i></li> <li>4. <i>What are the key areas of responsibility that need to be addressed?</i></li> <li>5. <i>Who is best placed to take responsibility for them?</i></li> <li>6. <i>What areas would best be dealt with by committees? How many are needed?</i></li> <li>7. <i>What is the most effective and efficient way of making governance information available and updated? Are different versions desirable?</i></li> </ol>
G2.2 There is an induction and development system for members of the governing body.	<ol style="list-style-type: none"> <li>1. Policy and procedures documented</li> <li>2. Developed with stakeholder input and targeted to needs of the Centre</li> <li>3. Regulatory and Centre requirements made explicit and kept updated</li> <li>4. Obligatory and readily accessible, on-line and/or in hard copy</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What do new members of the governing body need to know about the Centre and its operations?</i></li> <li>2. <i>If Board members are recruited with specific skills, what knowledge might they lack?</i></li> <li>3. <i>Who should be responsible for keeping the governing body up to date with regulatory changes?</i></li> <li>4. <i>What is the most effective way of designing induction and development to ensure that members of governing body engage with it?</i></li> <li>5. <i>What skills and knowledge might the Centre's employees be able to contribute to the induction and development system?</i></li> </ol>
G2.3 The organisation has documented reporting lines, with clearly identified responsibilities for all positions.	<ol style="list-style-type: none"> <li>1. Documented authority and responsibilities for members of governing body, management and all staff (administrative, marketing and teaching).</li> <li>2. Reporting lines identified in org chart readily accessible to all staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Are there position descriptions throughout the organisation?</i></li> <li>2. <i>Do they reflect current reality? How are they kept updated?</i></li> <li>3. <i>Are any aspects of the organisational structure contested?</i></li> <li>4. <i>How often should the organisational structure be reviewed?</i></li> <li>5. <i>What are the most effective ways of making reporting lines clear to all staff?</i></li> </ol>
G2.4 Requirements (e.g. qualifications, skills, performance) for all positions support the Centre's desired organisational culture.	<ol style="list-style-type: none"> <li>1. Aspects of organisational culture identified in recruitment policy and procedures</li> <li>2. Relevant aspects specified in position descriptions</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What is the organisational culture? What aspects of it do you want to maintain or enhance through selection of staff?</i></li> <li>2. <i>Is a skills audit desirable? If so, in what areas?</i></li> <li>3. <i>Is there an agreed format for position descriptions? Who has oversight of these?</i></li> </ol>

## Quality Principle G2

### The Centre has an effective and transparent organisational structure and system of reporting.

Quality Drivers	Examples of Quality Practice	Action Guide
G2.5 There is a process in place for determining appropriate remuneration.	<ol style="list-style-type: none"><li>1. Documented policy and procedures</li><li>2. Consistent with industrial legislation</li><li>3. Transparent to staff</li></ol>	<ol style="list-style-type: none"><li>1. <i>What internal and external constraints affect remuneration?</i></li><li>2. <i>Are there incremental scales? Are they desirable?</i></li><li>3. <i>What and how much information should be made public?</i></li></ol>
G2.6 The Centre has an established system of internal and external audits, both financial and operational, with documented follow-up by management.	<ol style="list-style-type: none"><li>1. Audit policy and procedures documented</li><li>2. Audit records readily accessible</li><li>3. System in place for recording follow-up actions</li><li>4. Regular review and audit process covering all policies, with annual reporting against each</li></ol>	<ol style="list-style-type: none"><li>1. <i>What needs to be audited to maintain the health of the organisation?</i></li><li>2. <i>How much control does the organisation have over scheduling audits?</i></li><li>3. <i>How can elective audits be used to prepare the organisation for regulatory audits?</i></li><li>4. <i>What internal audits are desirable? Should these be entirely internal?</i></li><li>5. <i>Does the organisation have access to “critical friends” to conduct internal audits?</i></li><li>6. <i>How can you make sure that required follow-up actions are taken?</i></li><li>7. <i>What is the most useful way of documenting action required and then followed up?</i></li><li>8. <i>How do you get relevant staff to view audits as part of an ongoing process of improvement?</i></li></ol>

## Quality Principle G3 Robust financial systems are in place.

Quality Drivers	Examples of Quality Practice	Action Guide
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.	<ol style="list-style-type: none"> <li>1. Senior management not included in finance committee, except in the case of an owner operator</li> <li>2. Regular monthly committee meetings</li> <li>3. All committee members able to read financial statements</li> <li>4. The Centre's auditor invited to attend committee meetings / meet regularly with delegated independent officer</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>In a small organisation, how can a delegated officer best fulfil the functions elsewhere carried out by a finance committee?</i></li> <li>2. <i>What should "independent" mean in this context?</i></li> <li>3. <i>What qualifications should be held by a delegated officer or by members of a finance committee?</i></li> </ol>
G3.2 The delegated officer or committee is responsible for reviewing internal and external audit reports, risk assessments, budget, staffing and organisational structure.	<ol style="list-style-type: none"> <li>1. Formalised in policy and procedure documentation identifying responsibilities, time frames, review and reporting formats</li> <li>2. System in place for recording review outcomes and follow-up actions</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How can these best be scheduled into the officer's or committee's annual schedule?</i></li> </ol>
G3.3 The delegated officer or committee has full and timely access to all relevant information and staff.	<ol style="list-style-type: none"> <li>1. Documented policy and procedures identifying responsibilities and timeframes for providing information</li> <li>2. Established formats for providing information, e.g. templates, matrices</li> <li>3. Effective accounting software in use</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What information is needed by the committee / delegated officer?</i></li> <li>2. <i>How is it best accessed, e.g. in person, on-line, written reports?</i></li> <li>3. <i>Is there a need for protocols to enable information to be provided across different sections of the organisation?</i></li> </ol>
G3.4 Delegations for approving expenditure are documented, regularly reviewed and clear to all staff.	<ol style="list-style-type: none"> <li>1. Delegations determined so as to facilitate prompt processing of applications for expenditure</li> <li>2. Relevant staff conversant with their own delegations for approving expenditure</li> <li>3. All staff aware of the process for having expenditure approved in their own area of the Centre's operations</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who should be responsible for approving expenditure of what amounts?</i></li> <li>2. <i>Are there restrictions within the wider organisation that need to be taken into account?</i></li> <li>3. <i>How can a system of delegations best ensure that requests for expenditure are processed promptly?</i></li> <li>4. <i>How often should expenditure delegations be reviewed?</i></li> </ol>
G3.5 Financial reports are signed off by the CEO and CFO, or equivalent.	<ol style="list-style-type: none"> <li>1. Formalised in policy and procedure documentation</li> <li>2. Records maintained and readily accessible</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Is there a standard format for financial reports?</i></li> <li>2. <i>Who should sign off financial reports?</i></li> </ol>

## Quality Principle G4

### The Centre has a comprehensive and documented risk management program.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G4.1 Risk management is embedded into governance processes and is clearly linked to strategic and business planning.</p>	<ol style="list-style-type: none"> <li>1. Risk management policy and procedures endorsed by CEO and governing body</li> <li>2. Risk a regular agenda item for meetings of governing body</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the different types of risk management? What is going to be most useful to you?</i></li> <li>2. <i>How do you go about developing a useful risk management framework?</i></li> <li>3. <i>How can risk management be embedded into governance processes?</i></li> <li>4. <i>Is consideration of risk built into strategic and business planning processes?</i></li> <li>5. <i>Does the organisation have a risk management plan? Is it kept up to date?</i></li> <li>6. <i>How does risk management create value for the organisation?</i></li> <li>7. <i>How do you ensure risk management is based on the best available information?</i></li> </ol>
<p>G4.2 The risk appetite for the Centre is set by the governing body and documented in a formal statement.</p>	<ol style="list-style-type: none"> <li>1. Risk appetite statement clearly expressed and readily available</li> <li>2. Management familiar with risk appetite statement and its relevance to their area of responsibility</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What types of risk is the organisation willing to take to meet its strategic objectives?</i></li> <li>2. <i>What degree of risk is acceptable in different areas?</i></li> <li>3. <i>What risks might be involved in avoiding risk?</i></li> <li>4. <i>How does the organisation protect its established value?</i></li> <li>5. <i>How can it benefit from emerging opportunities?</i></li> </ol>
<p>G4.3 Operational risks are managed and documented through internal control systems.</p>	<ol style="list-style-type: none"> <li>1. Established policy and processes guiding assessment of operational risk, e.g. through risk assessment templates and risk registers.</li> <li>2. A common risk vocabulary reflected in risk templates and/or matrices</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the operational risks to the organisation?</i></li> <li>2. <i>Who is best placed to manage them?</i></li> <li>3. <i>Who should be involved in developing internal risk control systems?</i></li> <li>4. <i>Does operational risk management incorporate feedback and review mechanisms?</i></li> </ol>
<p>G4.4 Documented crisis management and business continuity plans support the Centre in facing emergencies and unforeseen circumstances.</p>	<ol style="list-style-type: none"> <li>1. Documented policy and procedure(s)</li> <li>2. Crisis management plan addressing potential emergencies in local area</li> <li>3. Clear information and instructions readily available to staff</li> <li>4. Strategies in place to limit vulnerability to staff changes, e.g. work process documents, cross skilling of staff</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What crises might be anticipated from past experience, e.g. climatic, political?</i></li> <li>2. <i>How would they affect students and or staff?</i></li> <li>3. <i>Is there information that should be provided to students, e.g. at orientation?</i></li> <li>4. <i>How vulnerable is the organisation to potential crises?</i></li> <li>5. <i>How vulnerable is it to sudden staff or management changes? How can vulnerability be reduced?</i></li> </ol>

## Quality Principle G4

The Centre has a comprehensive and documented risk management program.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G4.5 A common risk vocabulary promotes a culture where everyone accepts responsibility for identifying and managing risk.</p>	<ol style="list-style-type: none"><li>1. All staff aware of the organisation's risk policies</li><li>2. Risk responsibilities written into position descriptions</li><li>3. Risk awareness expressed visually within the centre</li><li>4. Risk awareness incorporated into English courses</li><li>5. Consistent wording across media identifying risk</li></ol>	<ol style="list-style-type: none"><li>1. <i>How do you get staff buy-in for the organisation's risk policies?</i></li><li>2. <i>How do you build risk awareness?</i></li><li>3. <i>How do you develop a common system that works across all levels of the organisation?</i></li><li>4. <i>Who should be involved in developing risk awareness?</i></li><li>5. <i>What vocabulary will stakeholders relate to?</i></li></ol>

## Quality Principle G5

### An ethical framework supports the Centre's organisational culture.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G5.1 The Centre's culture and ethics are articulated in a publicly available code of conduct which is signed by all staff annually.</p>	<ol style="list-style-type: none"> <li>Fit and proper person declarations provided annually by members of the governing body and executive</li> <li>Code of conduct endorsed by the CEO and governing body</li> <li>Code of conduct publicly available and made known to students and other stakeholders</li> <li>System in place for all staff to commit annually to code of conduct, e.g. log in</li> </ol>	<ol style="list-style-type: none"> <li><i>Who should be involved in developing a code of conduct?</i></li> <li><i>How should it be worded for effective communication with stakeholders? For public consumption?</i></li> <li><i>How do you get stakeholder buy-in for it?</i></li> <li><i>Are there discrepancies between the Centre's existing and desired culture and ethics?</i></li> <li><i>How is it most effectively disseminated?</i></li> <li><i>How can you make sure staff remain aware of and committed to it?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>Policy expressed clearly and concisely</li> <li>Relevant regulatory standards referred to</li> <li>Processes in place to keep all relevant policies and documents updated</li> <li>Monitoring processes designed to close loopholes</li> <li>Clear information provided to students and other stakeholders regarding compliance processes</li> </ol>	<ol style="list-style-type: none"> <li><i>Who should be responsible for keeping up to date with legal and regulatory obligations?</i></li> <li><i>What legal obligations are there in addition to regulatory standards, e.g. visas, EEO, WHS</i></li> <li><i>What additional obligations has the Centre committed to through membership of professional or other associations?</i></li> <li><i>How can information be provided to stakeholders in a supportive rather than oppressive way?</i></li> </ol>
<p>G5.3 A fraud and corruption control framework stipulates internal reporting mechanisms and informs regular risk assessments.</p>	<ol style="list-style-type: none"> <li>Fraud risk assessment policy and fraud awareness training, including ICT security</li> <li>Employment screening policy and procedures</li> <li>Conflict of interest policy and declarations</li> <li>Identified officer responsible for dealing with and recording suspected fraud</li> <li>Clear reporting mechanism made known to all staff</li> <li>Whistle blower protection provided for</li> <li>Quarterly reporting to governing body</li> </ol>	<ol style="list-style-type: none"> <li><i>Where are the organisation's internal and external vulnerabilities to fraud and corruption?</i></li> <li><i>Who is best placed to provide this information?</i></li> <li><i>What procedures need to be implemented at the point of recruiting staff and contractors?</i></li> <li><i>How do you avoid fraudulent misrepresentation by employees and contractors?</i></li> <li><i>How do you ensure that staff or other stakeholders feel confident to report concerns?</i></li> <li><i>How do you protect both whistle blowers and the organisation's reputation?</i></li> </ol>

## Quality Principle G5

### An ethical framework supports the Centre's organisational culture.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G5.4 A diversity policy identifies areas of diversity applicable to staffing and ELT delivery.</p>	<ol style="list-style-type: none"> <li>1. Consistent with EEO and anti-discrimination legislation</li> <li>2. Staffing policies identify the organisation's needs in non-discriminatory terms</li> <li>3. Diverse needs reflected in leave policies</li> <li>4. The organisation's diversity actively promoted, e.g. on website</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How can the organisation benefit from a more diverse workforce?</i></li> <li>2. <i>How does the existing diversity among staff relate to the diversity of the student population?</i></li> <li>3. <i>Are there ways in which current recruitment practices work against diversity?</i></li> <li>4. <i>Does the profile of the teaching staff facilitate new directions and the delivery of new courses?</i></li> <li>5. <i>How can the language skills required of staff be defined in non-discriminatory terms?</i></li> </ol>
<p>G5.5 A sustainability policy informs actions and strategies to improve the sustainability performance of the Centre, its partners and suppliers.</p>	<ol style="list-style-type: none"> <li>1. Procedures in place for identifying conditions and practices that compromise sustainability</li> <li>2. Policies and procedures for reuse, recycling, reduction of paper use and energy conservation</li> <li>3. Staff guidelines and training provided</li> <li>4. Clear mechanisms for reporting environmental concerns</li> <li>5. The organisation's commitment to sustainability actively promoted, e.g. on website, to stakeholders, in curricula</li> <li>6. Sustainability a regular agenda item for governing body</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How can a sustainability policy benefit the organisation?</i></li> <li>2. <i>How long since a sustainability audit was conducted?</i></li> <li>3. <i>What are the major areas of waste? How easy are they to address?</i></li> <li>4. <i>Where can you make the most immediate improvement?</i></li> <li>5. <i>What actions will have the most impact?</i></li> <li>6. <i>How do you get stakeholder buy in?</i></li> </ol>
<p>G5.6 Awareness training in all areas of the Centre's ethical framework is provided annually to the Centre's management, staff and partners.</p>	<ol style="list-style-type: none"> <li>1. On-line access to training in the Centre's ethical framework</li> <li>2. On-line training enables recording of staff engagement</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What needs to be included?</i></li> <li>2. <i>Is it preferable to provide training face to face and/or in self-access form on line?</i></li> <li>3. <i>Should it be a condition of employment?</i></li> <li>4. <i>How do you make sure everyone is on board? How do you get buy in from partners?</i></li> </ol>

## Quality Principle G5

An ethical framework supports the Centre's organisational culture.

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G5.7 Policies are monitored and regularly updated, with feedback sought from relevant stakeholders.</p>	<ol style="list-style-type: none"><li>1. Established system for the creation of policy and procedure documents</li><li>2. Established processes for systematic monitoring and updating of policies</li><li>3. Policy and procedures in place to ensure currency of policies in use, e.g. version control, archiving</li><li>4. Feedback sought from staff on management's implementation of policy</li></ol>	<ol style="list-style-type: none"><li>1. <i>Do you need a policy on writing policies?</i></li><li>2. <i>Who is responsible for ensuring policies and processes are regularly reviewed?</i></li><li>3. <i>How do you ensure that policies in use are the current version?</i></li><li>4. <i>How do you get useful feedback from people implementing policies and procedures?</i></li><li>5. <i>How do you get useful feedback from people at the receiving end of policies and procedures?</i></li><li>6. <i>How do you get useful feedback from staff on management's implementation of policy?</i></li></ol>



**Quality Principle G6**  
**The Centre makes clear its commitment to Work Health and Safety.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G6.1  A formal WHS compliance and monitoring program ensures legal compliance, and identifies hazards and minimises risk.</p>	<ol style="list-style-type: none"> <li>1. WHS policy and procedures documented, with relevant work templates</li> <li>2. Potential hazards formally identified in all areas of the Centre's operations</li> <li>3. All electrical appliances tested and tagged</li> <li>4. Designated officer responsible for ensuring legislative compliance and notifying changes</li> <li>5. Procedures in place to facilitate and monitor staff compliance with documented policy</li> <li>6. Regular risk audits</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What hazards exist within the Centre for office staff, teachers and students, visitors?</i></li> <li>2. <i>What hidden hazards are there, e.g. ergonomics, air quality, lighting?</i></li> <li>3. <i>What about kitchen and storage areas?</i></li> <li>4. <i>How might hazards impact individuals? The Centre's reputation?</i></li> <li>5. <i>What hazards are there to staff travelling off-site?</i></li> <li>6. <i>How can safety of staff travelling be enhanced and monitored?</i></li> </ol>
<p>G6.2  Members of the governing body maintain up to date knowledge of WHS and exercise due diligence through verifying implementation of policies.</p>	<ol style="list-style-type: none"> <li>1. WHS a regular item on governing body agenda</li> <li>2. Processes in place for reporting to governing body on implementation of WHS policies</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>What are the most effective means of ensuring the governing body remains up to date with WHS requirements?</i></li> <li>2. <i>Does the governing body accept this responsibility?</i></li> <li>3. <i>How can the governing body verify implementation of policies?</i></li> </ol>
<p>G6.3  There are established processes for receiving and responding promptly to information about risks and incidents, maintaining records and documenting follow-up action.</p>	<ol style="list-style-type: none"> <li>1. Identified first aid officer(s) with appropriate equipment, clearly indicated</li> <li>2. Identified fire wardens</li> <li>3. All staff and students aware of fire safety procedures</li> <li>4. Security procedures in place for visitors to the Centre</li> <li>5. All staff aware of processes in place for reporting hazards and/or handling such reports</li> <li>6. WHS records readily accessible</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Who should be responsible for what areas of workplace safety?</i></li> <li>2. <i>What resources do they need to carry out their responsibilities?</i></li> <li>3. <i>What are the most effective ways of ensuring staff, students and visitors are aware of appropriate procedures?</i></li> <li>4. <i>How should visitors to the Centre be treated to ensure their and others' safety?</i></li> <li>5. <i>How should processes for reporting hazards be designed to encourage staff to engage with them?</i></li> <li>6. <i>How can recording processes and templates be designed to facilitate prompt initial recording and follow up action?</i></li> </ol>

**Quality Principle G6**  
**The Centre makes clear its commitment to Work Health and Safety.**

Quality Drivers	Examples of Quality Practice	Action Guide
<p>G6.4            There are processes in place to keep WHS knowledge up to date throughout the Centre through provision of information, training and supervision.</p>	<ol style="list-style-type: none"> <li>1. Regular training for identified officers with WHS responsibilities</li> <li>2. WHS include on annual professional development calendar for all staff</li> <li>3. WHS supervision included in position description for all staff with management responsibilities</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How often do WHS officers need re-training and who should provide it?</i></li> <li>2. <i>How can staff professional development be used to develop a culture of awareness of work safety?</i></li> <li>3. <i>How aware are staff in general of WHS issues?</i></li> <li>4. <i>Which issues might they be overlooking?</i></li> <li>5. <i>In what areas is training most needed?</i></li> </ol>
<p>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.</p>	<ol style="list-style-type: none"> <li>1. Explicit policy on bullying and aggression, with clearly delineated processes for reporting</li> <li>2. Staff roles and responsibilities clearly delineated, transparent and consistent across documents</li> <li>3. Policies explicitly value work/life balance and the taking of leave and breaks</li> <li>4. Staff consulted in decision making and purchase of resources needed to do their job</li> <li>5. Designated officer responsible for receiving, responding to and recording complaints</li> <li>6. Staff aware of policy and of legal responsibilities</li> <li>7. The organisation's commitment to a safe workplace actively promoted to staff, students and other stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How aware are staff and students of issues relating to bullying and aggression?</i></li> <li>2. <i>What are the risks to individuals and to the organisation in not addressing these issues?</i></li> <li>3. <i>What underlying factors might tend to facilitate workplace bullying?</i></li> <li>4. <i>What elements contribute to transparency around what should be expected of staff, e.g. statement of duties, process documents, staff are of website, annual review?</i></li> <li>5. <i>How do you create a safe environment to raise concerns about bullying, aggression and violence ?</i></li> <li>6. <i>How can staff best be made aware of the Centre's policies and commitment?</i></li> <li>7. <i>How can the Centre's commitment be shared with students?</i></li> <li>8. <i>Who should deal with issues relating to bullying and aggression? What additional training might be needed?</i></li> <li>9. <i>How can staff access process documentation when needed?</i></li> </ol>
<p>G6.6            The effectiveness of WHS policy and procedures is regularly monitored.</p>	<ol style="list-style-type: none"> <li>1. Regular audits</li> <li>2. Feedback sought from all stakeholders</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>How often should WHS audits be conducted? How often should an external body be engaged?</i></li> <li>2. <i>What policies need to be monitored on a regular basis and by whom? To whom should they be reported?</i></li> <li>3. <i>Is it desirable to have standard reporting templates?</i></li> <li>4. <i>Who can provide useful feedback on WHS issues?</i></li> </ol>