

Standards and Criteria for English Language Teaching (ELT) centres



QUALITY ASSURANCE IN ENGLISH LANGUAGE TEACHING



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Standards and Criteria for ELT Centres

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Introduction

NEAS' accreditation system is structured around eight standards underpinning quality service delivery. Standards are divided into sections, and each standard addresses a specific area of service delivery, as indicated below:

- Section A: Management and Administration
- Section B: Premises
- Section C: Specialist Staff
- Section D: Student Services
- Section E: English Language Programs and Assessment
- Section F: Educational Resources and Equipment
- Section G: Promotion and Student Recruitment
- Section H: Younger Students

Notes at the end of each Section are intended as a guide to ELT centres in addressing the respective NEAS standards.

- ◆ **The following standards pre-suppose the ELT centre is compliant with the *National Code 2007*.**
- ◆ **Standards are a measure of an ELT centre's level of service delivery.**
- ◆ **ELT centres are required to comply with all standards in order to gain and maintain NEAS accreditation.**
- ◆ **Assessment of ELT centres' compliance is made against the relevant criteria in each case.**
- ◆ **Where there is no specific requirement for evidence, assessment is made by on-site inspection.**

Standard

The ELT centre has an effective management structure designed to further its organisational goals. The ELT centre is committed to observing ethical practices in staff employment, student administration and financial control.

Criteria

1. Organisational goals

- 1.1 The ELT centre has clearly defined organisational goals related to the delivery of ELT which are communicated to all staff and regularly reviewed.

2. Senior management

- 2.1 The ELT centre appoints on a full-time basis a person nominated as Principal Administrator, who is familiar with the international education environment and committed to the educational goals and welfare of students learning English.
- 2.2 The Principal Administrator is responsible for the day-to-day operations and management of provision of ELT and has a thorough knowledge of the ELT centre's policies related to the delivery of ELT.
- 2.3 The Principal Administrator has detailed knowledge of the regulatory environment in which ELT operates.
- 2.4 The Principal Administrator understands his/her responsibilities and obligations to all related regulatory agencies.

3. Staff organisation

- 3.1 The ELT centre has in place an organisational structure and staffing arrangements which ensure that the following administrative functions are effectively executed:
- a. management of staff
 - b. provision of ELT programs and assessment
 - c. provision of ELT student support services, including welfare and academic support, and assistance with accommodation if offered
 - d. management of ELT student records
 - e. management of ELT promotion, recruitment and enrolment procedures
 - f. management of finances

4. Employment conditions

- 4.1 The ELT centre ensures that all staff have working conditions appropriate to the duties and responsibilities of the position and consistent with industrial legislation requirements.
- 4.2 The ELT centre issues each staff member at the time of taking up employment a signed statement setting out terms and conditions of employment and a statement of the duties of the position.

5. Channels of communication

- 5.1 The ELT centre's management incorporates structures and processes for the prompt and efficient dissemination of information to staff.
- 5.2 The ELT centre informs staff of regulation related to the delivery of ELT.

6. Financial management

- 6.1 Financial reporting for the ELT centre is conducted in accordance with accepted accounting standards and practices.

7. Quality assurance

- 7.1 The ELT centre has an effective internal quality assurance system.

NOTES

Section A: Management and Administration

Refer to the National Code 2007 - Standard 15

2 Senior management

The term Principal Administrator designates the person NEAS holds responsible for the ELT centre's compliance with NEAS Standards and Criteria, regardless of the person's title and other responsibilities within the organisation.

The regulatory environment includes the respective roles of the Commonwealth, the State/Territory Government and NEAS.

The regulatory agencies include DIAC, DEEWR, the State/Territory Government registering authority and NEAS.

4 Employment conditions

NEAS does not set down particular working conditions for staff. These should be determined by referring to relevant Commonwealth or State/Territory industrial legislation.

7 Quality assurance

As a guide, an internal quality assurance continuous improvement system can include, but is not limited to:

- document version control
- clearly documented organisational policies and procedures, which are accessible to all staff
- feedback mechanisms for staff and students
- regular reviews and internal audits of policies and procedures
- clear channels of communication
- minutes of meetings recorded

Section B: Premises

Standard

The ELT centre's premises provide a learning and teaching environment which is designed and equipped to support the range of English language programs and student services offered.

Criteria

1. Secure tenure

- 1.1 The ELT centre has secure tenure of the premises in which English language programs are conducted, either as lessee or owner/part-owner.

2. Health and safety of occupants

- 2.1 All premises used for English language programs and services comply with relevant local government regulations including:
- zoning for educational purposes
 - building regulations
 - fire safety controls
 - approved maximum number of occupants
 - any limits to hours of operation
- 2.2 All areas are adequately lit and suitably ventilated for the number of occupants.
- 2.3 ELT classrooms are insulated against outside noise and/or undue interference from other classrooms.
- 2.4 All rooms and facilities are kept in a clean and hygienic condition.
- 2.5 The ELT centre clearly displays in plain English and graphic form an emergency evacuation plan.
- 2.6 The ELT centre is clearly identified by signage.

3. Designated areas

- 3.1 The ELT centre has premises that include areas designated for:
- ELT classrooms
 - additional study areas
 - teachers
 - student common areas
 - confidential counselling
 - administration
 - storage

4. Classrooms and additional study areas

- 4.1 ELT classrooms and any additional study areas are large enough to accommodate the number of students and teachers occupying them in accordance with the appropriate standard of 2m² per occupant.
- 4.2 ELT classrooms and any additional study areas are appropriately furnished and equipped for language teaching and learning activities.

5. Teacher dedicated areas

- 5.1 The ELT centre has a room or rooms large enough to accommodate one desk or workspace for each equivalent full-time teacher when at maximum capacity.
- 5.2 Teacher room or rooms are furnished and equipped so as to allow for the preparation of lessons and meetings.
- 5.3 Teacher room or rooms have space for storing teaching materials.

6. Student common areas

- 6.1 Student common areas are adequate for the size of the maximum number of students it can enrol, and are fitted out and furnished in accordance with their function.
- 6.2 There is provision for the display of notices and general information for students learning English.

7. Administration areas

- 7.1 The administration areas are sufficient to accommodate the number of management, administrative and other staff employed by the ELT centre to cater for students learning English and is fitted out and furnished in accordance with its use.
- 7.2 The Academic Manager is provided with a separate office or room, suitable for private interviews.
- 7.3 There is an office or room available for confidential counselling of students.

8. Storage

- 8.1 Adequate provision is made for the safe storage of teaching equipment and general stores.

NOTES

Section B: Premises

Refer to the National Code 2007 - Standard 14

3 Designated areas

Additional study areas may include, but not be limited to:

- computer room
- library
- resource centre
- language laboratory
- self-study area

6 Student common areas

The size of the area and the facilities offered will differ according to such factors as the size of the student body and the ELT centre's proximity to suitable food outlets.

Section C: Specialist Staff

Standard

The ELT centre employs specialist staff who are suitably qualified and provides them with ongoing professional development opportunities.

Criteria

1. Academic management

- 1.1 The ELT centre appoints a suitably qualified and experienced person responsible for the academic management of the ELT centre who is in the full-time employ of the ELT centre and holds the following minimum qualifications and experience:
 - a. recognised degree or equivalent
 - b. five years experience in managing and/or teaching on ELT programs plus
 - c. TESOL qualification at postgraduate diploma level or above
- 1.2 The person responsible for the academic management of the ELT centre is committed to achieving the educational goals of the centre through the:
 - a. development, implementation and review of the curriculum
 - b. management of the educational resources, and
 - c. provision of guidance to the teaching staff.
- 1.3 At the time of taking up appointment, the person responsible for the academic management of the ELT centre receives in writing from the centre a signed statement containing the job description and the terms and conditions of employment.
- 1.4 The person responsible for the academic management of the ELT centre maintains an up-to-date knowledge of significant developments in TESOL theory and practice.
- 1.5 Where the person responsible for the academic management of the ELT centre is not on-site full-time, the ELT centre must have in place a staff member who:
 - a. meets the criteria outlined in Section C: 1.1
 - or
 - b. has an appropriate balance of qualifications and experience to meet the needs of the ELT centre which can be detailed through a rationale provided by the centre.

2. Teachers

- 2.1 The ELT centre has a policy and procedures for the following:
 - a. verification of qualifications
 - b. induction of ELT staff
 - c. performance assessment of ELT staff.
- 2.2 Teachers on English language programs are professionally trained and hold specialist TESOL qualifications as follows:
 - a. degree or equivalent plus recognised TESOL qualification
 - or
 - b. degree or equivalent plus teaching qualification with TESOL method
 - or
 - c. degree in education or teaching with TESOL method
- 2.3 Each teacher, at the time of taking up appointment, receives in writing from the ELT centre a signed statement containing a job description and the terms and conditions of employment.

- 2.4 The ELT centre must demonstrate the provision of a balance of TESOL experience among the teaching staff employed which allows for:
 - a. mentoring and support of newly qualified staff by more experienced staff, and
 - b. suitable experience appropriate to programs and students being taught
- 2.5 The ELT centre has procedures in place for covering absent teaching staff.

3. Teacher professional development

- 3.1 The ELT centre facilitates the ongoing professional development of teaching staff, to ensure teachers are kept up-to-date with current theory, knowledge and practice in the field.
- 3.2 ELT teachers receive ongoing guidance and support from the person responsible for academic management on lesson planning and, if required, program design.
- 3.3 Newly qualified staff are provided with mentoring and support during their first year of employment.

4. Counselling staff

- 4.1 The ELT centre employs at least one person with sufficient knowledge to counsel students on academic matters related to English language learning and future educational opportunities.
- 4.2 The ELT centre employs in the role of welfare counsellor a person who has formal counselling qualifications and/or relevant experience in counselling international students.

NOTES

Section C: Specialist staff

Refer to the National Code 2007 - Standard 14

1 Academic management

The term Academic Manager designates the person NEAS holds responsible for the ELT centre's academic program, regardless of title used by the ELT centre - for example: Director of Studies, Program Manager, etc

- 1.1 a A degree or equivalent is at least three years full-time (or its part-time equivalent) in length.
- 1.1 b A degree in education or teaching with TESOL method fulfils TESOL qualification requirements for the purpose of this standard.
- 1.1 c. A postgraduate qualification is one which generally has an undergraduate degree or equivalent as a prerequisite.

Patterns of qualifications other than those outlined above may also be acceptable.

When drawing up the contract or letter of employment for the person responsible for academic management, it is advisable to make explicit the arrangements relating to the ownership of any curriculum and/or instructional materials created or developed by the employee while in the employ of the ELT centre.

2 Teachers

The detailed information necessary for assessing qualifications and/or experience of applicant teachers can normally be found in program transcripts from universities and statements of service from previous employers. Teachers holding degrees or equivalent from overseas institutions should possess a statement of equivalence from AEI-NOOSR, formerly the National Office of Overseas Skills Recognition (telephone 1800 020 086)

- 2.2 a. A degree or equivalent is at least three years full-time (or its part-time equivalent) in length.
A 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; and
 - approved/awarded by a university, approved by government, or a recognised TESOL program such as the Cambridge Certificate of English Language Teaching to Adults (CELTA)
- 2.2 b. A teaching qualification with TESOL method includes a Graduate Diploma in Education with TESOL.
- 2.2 c. A degree in education or teaching with TESOL method includes a Bachelor of Education with TESOL method.

Patterns of qualifications other than those outlined above may also be acceptable.

When drawing up contracts or letters of employment for teachers, it is advisable to make explicit the arrangements relating to the ownership of any curriculum and/or instructional materials created or developed by the employee while in the employ of the ELT centre.

3 Teacher professional development

Professional development may include but is not limited to:

- regular seminars or workshops conducted in-house or in conjunction with another ELT centre, each one focusing on an area of interest, eg methodology, materials, activities, ideas and insights gained from professional reading
- assistance with attendance at relevant conferences
- encouragement to pursue further qualifications
- a library of up-to-date teacher references, including journals, which is readily accessible to teachers

Effective induction of new staff may include but is not limited to information on:

- organisational structure, policies and procedures
- expectations of staff/code of practice
- curriculum/program delivery
- intellectual property/copyright information
- occupational health and safety
- NEAS accreditation
- the National Code 2007 and other legislation and regulations

Section D: Student Services

Standard

The ELT centre provides appropriate support services for international students who are at varying levels of English language proficiency.

Criteria

1. Information and orientation

- 1.1 Students learning English are provided on arrival with a program of orientation to the ELT centre and local community.
- 1.2 The ELT centre ensures orientation information is made available to students as a manual in plain English for ongoing reference.
- 1.3 The ELT centre ensures the procedures for student complaints and appeals are made clearly available to students in plain English.

2. Accommodation

- 2.1 The ELT centre assists students learning English with finding accommodation.
- 2.2 Where a homestay service is provided, a nominated member of the ELT centre's staff is responsible for monitoring student satisfaction with accommodation arrangements and for ensuring the suitability of homestay accommodation and host families.
- 2.3 Where a homestay service is provided, the ELT centre has a policy and procedures covering homestay arrangements that should include the following:
 - a. suitability of the homestay family and accommodation for the age and sex of the student
 - b. limits on the number of students accommodated in one home
 - c. an orientation program for members of approved first-time families
 - d. onsite inspection of homestays before approval by the ELT centre
- 2.4 Where a homestay agency is used, a contractual agreement is entered into and a nominated member of the ELT centre's staff is responsible for monitoring the services provided.

3. Social and recreational activities

- 3.1 The ELT centre informs students of available social and recreational activities suited to their age and sensitive to their cultural backgrounds.

4. Student attendance

- 4.1 The ELT centre has a policy and procedure in place for monitoring student attendance.
- 4.2 The ELT centre monitors student attendance for each study period.
- 4.3 The ELT centre issues each student with a statement of their overall attendance.

NOTES

Section D: Student Services

Refer to the National Code 2007 - Standards 6 – 8 & 11

1 Complaints and appeals procedures

ELT centres should check with the relevant State/Territory government authority to ensure that the complaints and appeals procedures comply with any additional State/Territory requirements.

2 Accommodation

Types of accommodation service include:

- Homestay
- On campus / off campus accommodation
- Rental accommodation

4 Student attendance obligations

Each teaching day is divided into a number of study periods, separated by breaks. Attendance records should reflect each of these study periods.

Standard

The ELT centre's programs and assessment procedures are clearly documented, relevant, based on TESOL theory and practice and designed to meet the English language needs of students. Programs, assessment procedures and assessment tools are regularly reviewed.

Criteria

1 Program delivery

- 1.1 The ELT centre offers full-time English language programs of a minimum of 20 hours per week of face-to-face instruction and up to a maximum of six hours of face-to-face instruction per day.
- 1.2 The ELT centre ensures that all instruction is provided by a qualified TESOL teacher.
- 1.3 The student:teacher ratio for classroom based instruction does not exceed 18 students per teacher per class.
- 1.4 Where the ELT centre offers a program of study with evidence of direct articulation from this program into a tertiary institution, lecture-style classes can be held with class sizes in excess of 18 for:
 - a. no more than twenty percent of the weekly scheduled timetable, and
 - b. no more than two hours of the daily scheduled timetable.
- 1.5 The ELT centre allows for a minimum break time of 15 minutes within each 4 hours of face-to-face teaching or 45 minutes within each 5 or more hours of face-to-face teaching with a break not being counted as part of a teaching hour.

2 Program design

- 2.1 The ELT centre demonstrates that for each course there is a set of specific objectives based on the needs of the learners and described in terms of learner outcomes.
- 2.2 The ELT centre has assessment instruments that reflect the specific objectives of the course.
- 2.3 The ELT centre demonstrates course content that is clearly linked to course and lesson objectives.
- 2.4 The ELT centre allows for an appropriate range of teaching methods and learning activities to be provided to address the learning styles of the students.
- 2.5 The ELT centre ensures that the design of specific purpose courses is informed by appropriate research into the relevant content areas.

3 Program documentation

- 3.1 The ELT centre ensures that the syllabus for each course is documented in sufficient detail and readily available to teaching staff to guide teachers in planning teaching programs.
- 3.2 The ELT centre maintains up-to-date written records of what has been taught.

4. Assessment procedures

- 4.1 The ELT centre has effective methods and procedures for assessment and for ensuring the reliability and validity of assessment instruments.

5. Pre-program assessment

- 5.1 The ELT centre has procedures for assessing the student's capability to undertake a particular program and for placing students in relevant programs.
- 5.2 The ELT centre ensures that agents who conduct pre-program English language assessment on the centre's behalf carry out the task competently and reliably.

6. Formative assessment

- 6.1 The ELT centre has effective methods, procedures and instruments for monitoring student progress.
- 6.2 The ELT centre maintains records of each student's progress.
- 6.3 The ELT centre keeps students informed of their assessed progress.

7. Summative assessment

- 7.1 The ELT centre issues a document to each student at program end that includes the following:
- a. the start and finish date of the program of study
 - b. the duration in study weeks
 - c. the level of the course
 - d. the grades achieved
 - e. a key to grades
 - f. descriptors specific to level(s) and course(s)

8. Review and evaluation

- 8.1 The ELT centre has policies and procedures in place for the review and evaluation of all courses and student assessment tools.

NOTES

Section E: English Language Programs and Assessment

Refer to the National Code 2007 - Standards 9 - 13

2 Program design

Specific purpose programs of study include English for Nursing, English for Business, etc. For example, the relevant content areas for English for Nursing would require research into the language needs appropriate to the health care profession.

Course Checklist

1. **Curriculum structure**
 - 1.1 Rationale
 - 1.2 Articulation with other courses (if applicable)
2. **The Learners**
 - 2.1 Entry pre-requisites for this course (if applicable)
 - 2.2 Profile of the target learners – their characteristics and assumed needs
 - 2.3 The way in which the course is designed to address the learner profile
3. **Aims and Objectives**
 - 3.1 Course aims
 - 3.2 Course objectives, described in terms of learner outcomes
4. **Curriculum Design**
 - 4.1 The predominant principle underlying the organisation of course content (eg task-based, theme/topic-based, text/genre-based, grammar-based) and reasons for the choice
 - 4.2 The main content areas
 - 4.3 The macro skill balance
 - 4.4 An explanation of the guidance the curriculum gives teachers in selecting and sequencing course content (i.e a copy of the syllabus)
 - 4.5 A list of the teaching-learning materials used for this course (include core texts if applicable)
 - 4.6 A sample weekly timetable showing lesson and break times
 - 4.7 A sample weekly teaching record showing details of a week's work (any identified week other than the first or last)
5. **Assessment (formative)**
 - 5.1 Methods, procedures and instruments for monitoring students' progress which reflect course content
 - 5.2 Methods by which records of individual students' progress are maintained
 - 5.3 The ways in which students are kept informed of their assessed progress
6. **Assessment (summative)**
 - 6.1 The means of assessing the extent to which the desired outcomes were achieved in respect of each learner
 - 6.2 Sample of end-of-course award document, indicating grades or levels of achievement and including descriptors specifically written for this course
7. **Course review and evaluation**
 - 7.1 Description of structures and/or procedures for reviewing and evaluating the course, including assessment procedures
 - 7.2 The methods to be used to evaluate the effectiveness of the course
8. **Specialist Staff**
 - 8.1 Details of qualifications and relevant experience required of teachers on this course
9. **Promotion**
 - 9.1 Text of promotional material associated with the course, including a general description of course content and teaching materials as well as teaching methods and assessment methods used

5 Pre-course assessment

Assessment at the pre-course stage may be made by interview, by self-assessment, by standard or non-standard test, or by requiring a certain period of prior English language study.

Assessment instruments and procedures for placing students in class after arrival may be developed in-house or acquired commercially.

Section F: Educational Resources and Equipment

Standard

The ELT centre maintains educational resources which are available in adequate supply for the courses offered, are relevant to course objectives, encourage diversity in learning activities and teaching methodologies, are well organised and are regularly reviewed. The ELT centre maintains educational equipment in adequate supply and in good condition.

Criteria

1. Educational resources

- 1.1 The ELT centre has educational resources that are maintained in adequate supply for the ELT courses offered and the number of students enrolled.
- 1.2 The educational resources must:
 - a. cover a range of media
 - b. be appropriate to the levels and types of courses offered
 - c. be regularly updated
 - d. be organised to facilitate access.
- 1.3 The ELT centre ensures educational resources are available for independent learning and are sufficient in number, suitably organised and appropriate for this purpose.

2. Teacher reference resources

- 2.1 The ELT centre maintains teacher reference resources that reflect contemporary knowledge of the theory and practice of TESOL.

3. Equipment

- 3.1 The ELT centre has a range of technical equipment in sufficient quantity to support its courses.
- 3.2 The equipment is maintained in good working order.

4. Review, development and evaluation

- 4.1 The ELT centre has procedures for the continuing review, evaluation and development of educational resources.
- 4.2 The ELT centre has a policy and procedures on the continuing maintenance and review of educational equipment.

5. Copyright

- 5.1 The ELT centre has a policy and procedures for the acquisition and use of educational resources in accordance with copyright laws.
- 5.2 Staff are made aware of the policy and procedures relating to the use of material subject to copyright.

NOTES

Section F: Educational Resources

Refer to the National Code 2007 - Standard 14

2 Teacher reference resources

Teacher reference resources include, but are not limited to:

- books
- professional journals
- websites

3 Educational equipment

Educational equipment includes, but is not limited to:

- audio-visual equipment
- computers and photocopying equipment

5 Copyright

Course materials may include items that are copied from printed, audio-visual or online sources. Copying materials from any of these sources may involve reproducing items protected by copyright. A number of licences are available which permit institutions to reproduce copyright material for educational purposes lawfully.

Information about licences can be obtained by contacting the following organisations:

Television courses
(including cable and satellite)
and radio broadcasts

Screenrights
www.screen.org

Performance of music
and/or printed music

APRA/AMCOS
www.apra.com.au

Printed material from books,
publications and online sources

Copyright Agency Limited (CAL)
www.copyright.com.au

Standard

Promotional material and activities accurately reflect the ELT centre, its courses, services, resources and facilities. Recruitment of students is conducted in an ethical and responsible manner, with information provided about the ELT centre and the courses offered being accurate and comprehensive, to enable prospective students to make an informed choice.

Criteria

1. Promotional material

- 1.1 Text and visuals used in promotional materials are an accurate reflection of:
 - a. location of the ELT centre
 - b. ELT staff and their experience and qualifications
 - c. courses offered
 - d. any extra curricular activities offered
 - e. resources, and
 - f. facilities.
- 1.2 All forms of the ELT centre's promotional material are unambiguous and consistent in stating;
 - a. course names
 - b. levels at which courses are offered
 - c. hours of tuition, and
 - d. any pre-requisite English language level admission requirement or any statements of direct access into other courses of study.
- 1.3 Descriptions of courses offered by the ELT centre must clearly distinguish between those which are registered and available to holders of student visas and any courses which are not available to holders of student visas as their principal course.
- 1.4 The ELT centre ensures that its promotional material only claims if its courses meet the entry requirements of or are accepted for equivalence by another provider if there is a written agreement between the ELT centre and the receiving provider.
- 1.5 The ELT centre has procedures in place for the regular review and evaluation of all promotional material.

2. Pre-enrolment information

- 2.1 The ELT centre clearly indicates if a course has a mandatory self study component that is required to be completed over and above the minimum 20 hours of face-to-face instruction.
- 2.2 Where accommodation and airport meeting services are offered, the ELT centre clearly presents accurate information on these services and related cost.

3. Formalisation of enrolment

- 3.1 The written agreement between the ELT centre and the student includes the weekly hours of the course for which the student is enrolled.

4. Education agents

- 4.1 Where agents are requested to conduct an assessment of a student's level of English on behalf of the provider, the ELT centre ensures the agent has the relevant assessment tool and information on the procedures to be followed.

NOTES

Section G: Promotion and Student Recruitment

Refer to the National Code 2007 - Standards 1 - 4

Standard

Where students under the age of 18 are enrolled, the ELT centre ensures appropriate arrangements for the care of the students and their learning needs are in place.

NOTE: Specialist staff and accommodation requirements must be applied to all ELT centres regardless of main sector of operation. All other criteria must be applied to ELT centres not contained within an Australian state/territory registered high school or primary school.

Criteria

1. Care for students aged 12 or under

- 1.1 In relation to students aged 12 or under, the ELT centre has a timetable for formal supervision that covers all breaks during the provider's opening hours and the ratio of supervisors to students is no less than:
 - a. 1:15 on the ELT centre's premises
 - b. 1:8 off the ELT centre's premises
- 1.2 In relation to students aged 12 or under, there are no more than 15 students in a class.

2. Care for students under 18

- 2.1 The ELT centre carries out the checks required under law in relation to persons with whom students under 18 will come into contact while enrolled with the provider.
- 2.2 The ELT centre maintains an up-to-date list of the emergency contact details for all parents, suitable nominated relative(s) and/or homestay parent(s).
- 2.3 The complaints and appeals process includes procedures to deal with alleged abuse and/or bullying and these procedures are communicated to staff, students under 18, parent(s), suitable nominated relative(s) and/or homestay parent(s).
- 2.4 The ELT centre ensures protective measures are taken to prevent access to inappropriate electronic material.

3. Specialist staff

- 3.1 Where the ELT centre offers courses of preparation for entry to Australian primary/secondary schools, at least 50% of instruction on these courses is provided by TESOL teachers who are trained teachers eligible for registration to teach in the Australian primary/secondary system and who have experience in teaching in Australian primary/secondary schools
- 3.2 The ELT centre nominates a member of staff who is available for welfare counselling for students under 18 and ensures that this member of staff is made known to students.

4. Accommodation

- 4.1 Where a homestay service is offered, the ELT centre meets the requirements of Standard D Criterion 2 and carries out the checks required under law in relation to persons with whom students under 18 will come into contact.
- 4.2 The ELT centre informs accommodation providers of the hours the student under 18 is required to attend classes and all rules relating to the ELT centre.

NOTES

Section H: Younger Students

Refer to the National Code 2007 – Standards 5 - 6

2 Care for younger students

The ELT centre should refer to the relevant state/territory regulation in relation to working with under 18s.



QUALITY ASSURANCE IN ENGLISH LANGUAGE TEACHING

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