Welcome to NEAS Benchmarking

Quality Review of the Australian ELT Sector (2014 – 2016)
Patrick Pheasant, Chief Executive Officer, NEAS
Heidi Reid, Principal AICE, Board Member, NEAS
Change for the Better
The Quality Improvement Cycle

1. QLS Quality Learning Series
2. NEAS Endorsed by
3. NEAS Benchmarking
1. A Quality Learning Culture
2. Stakeholder Driven Quality Assurance
3. Quality and Performance Comparison
NEAS Benchmarking

A combined report that reflects the ELT sector’s commitment to the NEAS Quality Principles & the ELICOS National Standards

The most comprehensive collection of quality assurance data ever collected from the Australian ELT sector from:

- Universities
- High schools with ELICOS programs
- TAFE providers
- Vocational (VET) and higher education private institutions
- Stand-alone private ELT centres
- International education providers
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Three years’ quality assurance data from:

• 200+ English Language Teaching centres based in Australia and South-East Asia

• Respondents - 20,000 students & 4,500 ELT professionals

• Average of 50 questions answered per stakeholder surveyed

• Qualitative validation of quantitative data undertaken via focus groups
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Quality Assurance Data reflecting sector performance in:

A. Teaching, Learning and Assessment
B. The Student Experience
C. Resources and Facilities
D. Administration, Management and Staffing
E. Promotion and Student Recruitment
NEAS Benchmarking

I enjoy my course

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>36%</td>
<td>59%</td>
<td>5%</td>
<td>1%</td>
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<tr>
<td>35%</td>
<td>60%</td>
<td>4%</td>
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<td>37%</td>
<td>53%</td>
<td>5%</td>
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<tr>
<td>35%</td>
<td>57%</td>
<td>4%</td>
<td>1%</td>
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<tr>
<td>36%</td>
<td>60%</td>
<td>5%</td>
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</tbody>
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AllStudentsMarch2016  StudentsUniversitiesMarch2016  StudentsHighSchoolMarch2016  StudentsVocationalCentresMarch2016  StudentsStandAloneMarch2016

QUALITY ASSURANCE IN ENGLISH LANGUAGE TEACHING

Sponsored by: guard.me international insurance

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Student Data
Is easy to get information before enrolling

![Student Data]

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>Strongly Agree</td>
<td>25%</td>
<td>35%</td>
<td>14%</td>
</tr>
<tr>
<td>Agree</td>
<td>28%</td>
<td>52%</td>
<td>14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>23%</td>
<td>57%</td>
<td>9%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>24%</td>
<td>61%</td>
<td>15%</td>
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- AllStudentsMarch2016
- StudentsUniversitiesMarch2016
- StudentsHighSchoolMarch2016
- StudentsVocationalCentresMarch2016
- StudentsStandAloneMarch2016
The school gives me useful information about living in Australia

- 27% Strongly Agree
- 31% Agree
- 53% Disagree
- 3% Strongly Disagree
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Validation of assessment is via peer review

![Bar chart showing percentage of responses to the statement 'Validation of assessment is via peer review' for different groups: All Staff March 2016, Staff Universities March 2016, Staff High Schools March 2016, Staff Vocational Centres March 2016, and Staff Stand Alone March 2016.]

- Strongly Agree: 21% (All Staff), 28% (Universities), 27% (High Schools), 41% (Vocational Centres), 40% (Stand Alone)
- Agree: 40% (All Staff), 42% (Universities), 40% (High Schools), 37% (Vocational Centres), 40% (Stand Alone)
- Disagree: 11% (All Staff), 7% (Universities), 6% (High Schools), 4% (Vocational Centres), 7% (Stand Alone)
- Strongly Disagree: 7% (All Staff), 2% (Universities), 0% (High Schools), 1% (Vocational Centres), 1% (Stand Alone)
- N/A: 20% (All Staff), 21% (Universities), 19% (High Schools), 14% (Vocational Centres), 18% (Stand Alone)
- Don't Know: 21% (All Staff), 18% (Universities), 16% (High Schools), 19% (Vocational Centres), 17% (Stand Alone)
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Students under 18 have appropriate support services
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Industry conclusions

What we are getting right:
• Teachers and curriculum – both students and staff are satisfied
• Assessment
• Levels of classes
• Orientation and welcoming
• Facilities

Room for improvement:
• Chances to use English outside the classroom
• Pre-arrival information
• Validation processes for teachers
• Using student results and feedback to guide quality and course review
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What are our competitive advantages

1) Teachers  Are delivering on the core promise of quality in English language teaching and assessment

2) Courses  Courses are well designed and fit for purpose, with greater levels of pedagogical sophistication developing

3) Country  Australia is a great place to study, but we can’t afford to rest on our laurels!
An individual centre

9. QPA5 – My teachers explain my progress to me.

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<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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<tbody>
<tr>
<td>AICE Students March 2016</td>
<td>41%</td>
<td>53%</td>
<td>6%</td>
<td>1%</td>
</tr>
<tr>
<td>Stand Alone Students 2016</td>
<td>32%</td>
<td>54%</td>
<td>13%</td>
<td>1%</td>
</tr>
<tr>
<td>All Sectors Students 2016</td>
<td>34%</td>
<td>55%</td>
<td>10%</td>
<td>1%</td>
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AICE: Doing it Better in So Many Ways!
The NEAS Quality Assurance process provides AICE with benchmarks to tell us about how we are performing compared to other English schools in Australia with the famous NEAS tick of approval. AICE has had some excellent results, with higher than average scores in areas of:

- Teacher Helpfulness
- Relevant Learning & Correct Levels
- Teacher Communication with Students
- Taking Care of Students

The process is a rigorous one. This year, our students think of us, our processes, our teaching and learning and their overall impressions of the school. After we received our tick of approval, we also received a wonderful feedback report that helps to make AICE even better.

This Month’s Volunteer: Meet Ivy (Meling) Rap:

In this volunteer work, my friends and I joined the long walk -- Bondi-Bronte event which leave with first group of walkers and stay at checkpoint 7 in Bondi beach. Also, we helped the organization to supply the morning tea which is a special event for survivors and carers. I think being a volunteer to do these meaningful things which help others can make me feel very...
24. QPC1 – The school is clean and tidy.

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<th>Disagree</th>
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<tbody>
<tr>
<td>AICE Students March 2016</td>
<td>20%</td>
<td>44%</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>Stand Alone Students 2016</td>
<td>39%</td>
<td>51%</td>
<td>8%</td>
<td>2%</td>
</tr>
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<td>All Sectors Students 2016</td>
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<td>50%</td>
<td>8%</td>
<td>2%</td>
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23. QPC1 – The school was easy to find on my first day.
Innovations resulting from benchmarking

- Marketing materials
- Improvements in communication
- Improvements in policies and procedures
- Meeting the needs of the stakeholders (students, teachers, administration and marketing staff, and agents)