The premier pathway provider for students going to UTS

A large and growing international footprint

What is Resilience?

Task: In pairs or groups discuss the following:

Q1) What does resilience mean to you?

Q2) What is institutional resilience?

Q3) How does your institution build resilience?
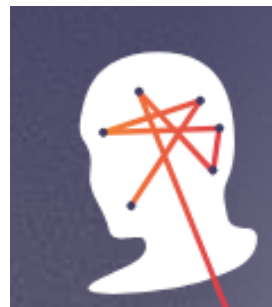
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What is Resilience and Why Do We Need It?

Cave paintings tell us a story of early human history

Several key priorities:
1) Build shelter,
2) Find and grow food
3) Don't get eaten

Automatic responses:
Fight
Flight
Freeze

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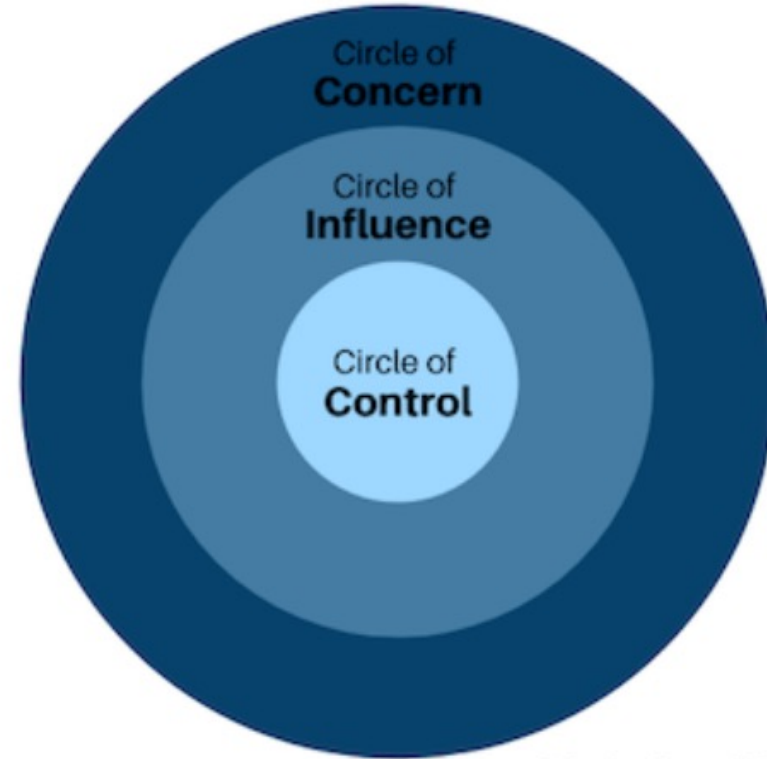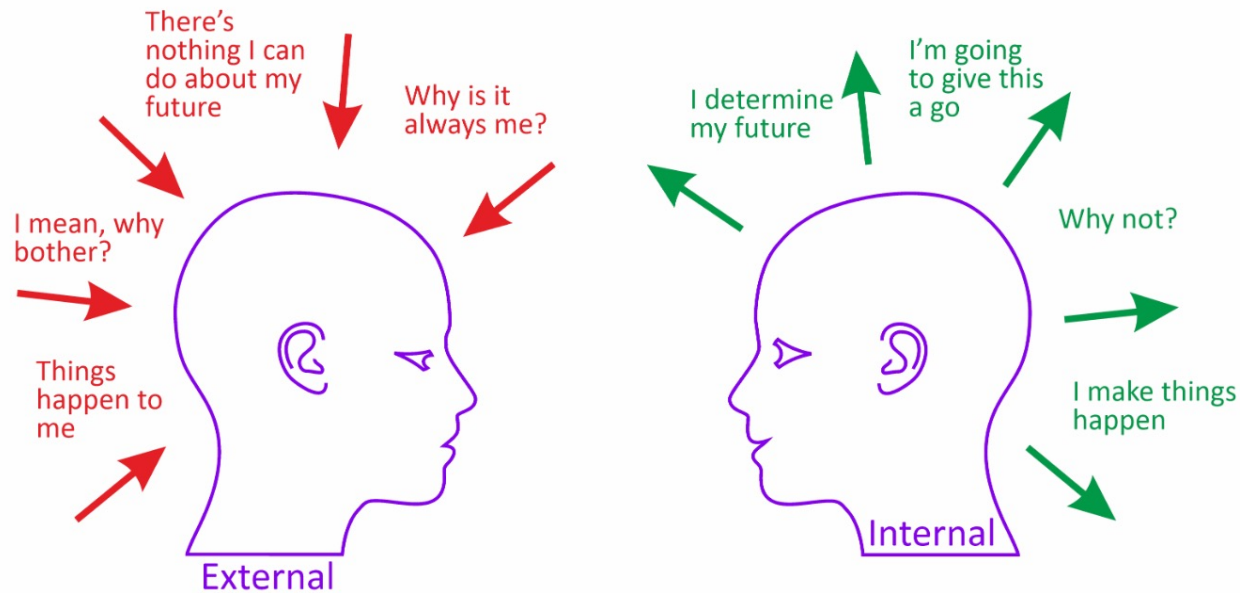
Challenges for Institutions

Redefining: Macro-level Challenges

Volatility	Teacher in a class face-to-face with a book, then… - teaching from home, blending learning and/or hybrid, learning Zoom-type technologies - Learning to teach online, use breakout rooms, learning to adapt teaching pedagogy for teaching online/hybrid etc -Then…. Back to Compliance (TEQSA) / face-to-face on-campus - Immigration surges after borders reopen
Uncertainty	- The COVID Pandemic created lots of uncertainty and change - Borders closing then re-opening - Immigration and visa changes - Will our students get visas? Which ones? When? - How will these affect changes to student attitudes to study here? - Changing TNE contexts such as floods – how to maintain continuity for students?
Complexity	- Regulatory changes e.g. English standards - Complaints requirements by ASQA/TEQSA - AI/Gen AI/Academic Integrity - Accreditation, reaccreditation and compliance – how to manage these?
Ambiguity	- Do we have enough TESOL/ELICOS teachers? - How can we ensure our financial future? - How are markets changing? How should we respond?

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Building Resilience

Locus of Control

There's nothing I can do about my future

Why is it always me?

I mean, why bother?

Things happen to me

External

I determine my future

I'm going to give this a go

Why not?

I make things happen

Internal

Circle of
Concern

Circle of
Influence

Circle of
Control

© Stephen Covey, 1990

The Locus of Control | Talk-Works   Circle of Influence Model. A Pro-Active Tool for Anxious Times | Summit (summitteambuilding.com)

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First Principles

Redefining Excellence: Get Help!

Accreditation Bodies
1) ASQA Australian Skills Quality Authority (ASQA) (VET Sector)

2) TEQSA TEQSA | Tertiary Education Quality and Standards Agency
Acts and standards | Tertiary Education Quality and Standards Agency (teqsa.gov.au)
Higher Education Standards / ESOS Act / National Code 2018 etc / ELICOS

Endorser
NEAS   NEAS – QUALITY ASSURANCE IN EDUCATION AND TRAINING
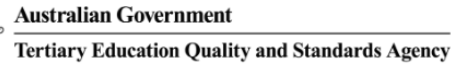
Industry Advocates and Support
AusELT #AusELT | Connecting ELT professionals in Australasia and beyond
English Australia   Home - English Australia
Study NSW World-class education in an iconic location - Study NSW
UECA UECA – University English Centres Australia

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First Principles

Resources

TEQSA | Tertiary Education Quality and Standards Agency

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Redefining Excellence

Resources

A PLAIN GUIDE TO NEAS QUALITY ENDORSEMENT

Download A Plain Guide To NEAS Quality Endorsement

NEAS QUALITY ASSURANCE FRAMEWORK MAPPED TO THE ELICOS STANDARDS 2018 AND THE NATIONAL CODE 2018

Download The NEAS Quality Assurance Framework Mapped to The ELICOS National Standards And the National Code

The purpose of the NEAS Quality Assurance Framework is to:

- Establish and uphold high standards within the ELT industry
- Support ELT Centres in demonstrating quality in their programs and services
- Provide guidance to ELT Centres in their continuous improvement processes
- Promote recognition of quality ELT Centres
- Establish a cluster of like-minded, quality-focused stakeholders in the ELT Community

The **NEAS QA Framework** comprises of fourteen Quality Areas.

1. Teaching, Learning and Assessment
2. The Student Experience
3. Resources and Facilities
4. Administration, Management and Staffing
5. Promotion and Student Recruitment
6. Welfare of Students Aged Under 18 Years
7. Strategy, Risk and Governance
8. Online Delivery
9. ELT Qualifications
10. Products and Services
11. Education Agents
12. ELT Professionals
13. Transnational Delivery
14. Foundation Programs

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Redefining Excellence

Resources

NEAS QA Framework	ELICOS Standards 2018	National Code of Practice 2018
Quality Principle A5 **Students are encouraged to take control of their language learning.** A5.1 Language learning strategies which encourage student autonomy are embedded in course design. A5.2 Students receive regular feedback on their progress in relation to course objectives and learning outcomes. A5.3 Students are inducted into the effective use of self-paced study resources offered by the Centre. A5.4 Students are provided with opportunities to discuss their learning goals and pathways with an appropriately trained member of staff.	P4.1 Assessment policies and procedures provide for: d) clear, regular reporting to the student and their parent or guardian, where the student is under 18, of their assessment outcomes and progress through the course. P4.3 The registered ELICOS provider issues a document to each student, on completion (or partial completion) of study, that: a) indicates the CRICOS course name, registered ELICOS provider and contact details, dates of study, course duration, levels of achievement or proficiency, authorised signature and name of signatory b) includes, or is accompanied by, an explanation in plain English of the terms used in awarding grades at all levels.	6.3 The registered provider must offer reasonable support to overseas students to enable them to achieve expected learning outcomes regardless of the overseas student's place of study or the mode of study of the course, at no additional cost to the overseas student. 8.7 The registered provider must have and implement a documented policy and process for monitoring and recording course progress for the overseas student, specifying: 8.7.1 requirements for achieving satisfactory course progress for the course 8.7.2 processes for recording and assessing course progress 8.7.3 details of the registered provider's intervention strategy to identify, notify and assist students at risk of not meeting course progress requirements in sufficient time for those students to achieve satisfactory course progress
Quality Principle A6 **Evaluation of courses is regular and rigorous.** A6.1 Analysis of student achievement of learning outcomes informs course review and the frequency of the review cycle. A6.2 Validation and moderation of assessment instruments contribute to the course review process. A6.3 Teaching records are retained for purposes of verification, program coordination and course review. A6.4 Student satisfaction feedback contributes to the quality review and improvement cycle. A6.5 Student results in external examinations and/or further study contribute to the quality review and improvement cycle. A6.6 Students are encouraged to participate in sector-wide benchmarking activities to provide satisfaction data beyond the Centre's internal evaluation processes.	P3.3 Records of teaching delivery ensure: a) efficient administration b) learning outcomes to be achieved are documented c) effective review, revision and delivery of courses.P3.4 & P4.4 Delivery of courses is continuously improved by: b) monitoring appropriateness of delivery for student groups c) regularly evaluating learning outcomes achieved. P4.2 Records of assessment ensure: a) efficient administration b) documented learning outcomes c) effective review and revision of assessment as necessary. P4.4 Assessment of courses is continuously improved by: c) regularly evaluating course outcomes achieved. P6.1 The registered ELICOS provider has an academic management system that ensures: b) a coordinated and effective approach to developing, implementing and reviewing curriculum	

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MAPPING - QA TO ELICOS NS and NC 18.indd (neas.org.au)

Rethinking: Institutional Resilience

People, Systems and Technology

People

i)Teachers
ii) People who support teachers

Systems

i) Learning and teaching
ii) Policies and procedures
iii) Constructive alignment

Technology

i)   Your LMS
ii)   Integration of systems
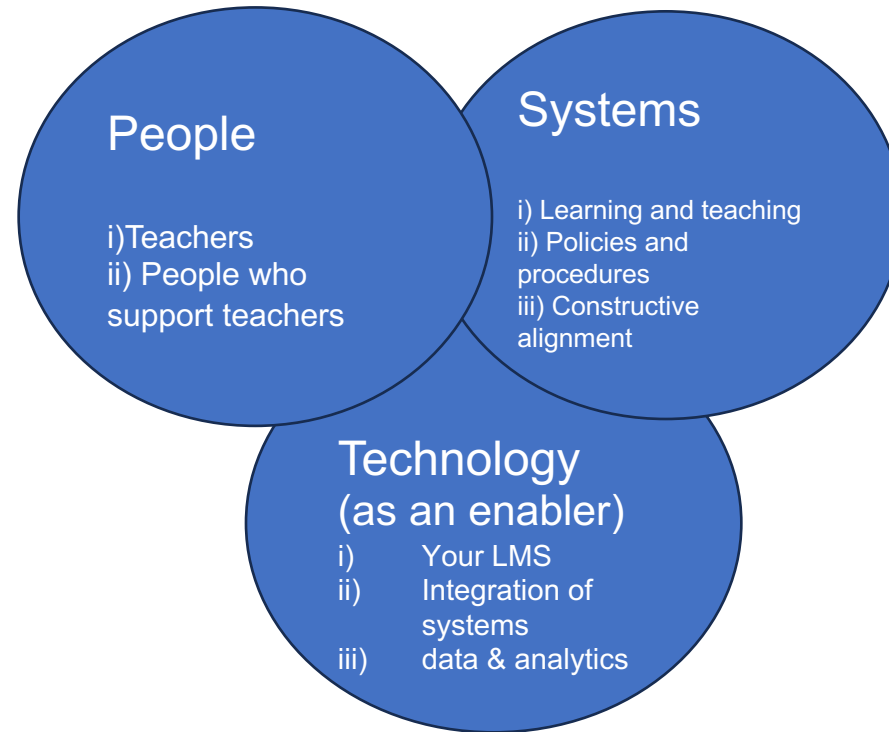iii)   data & analytics
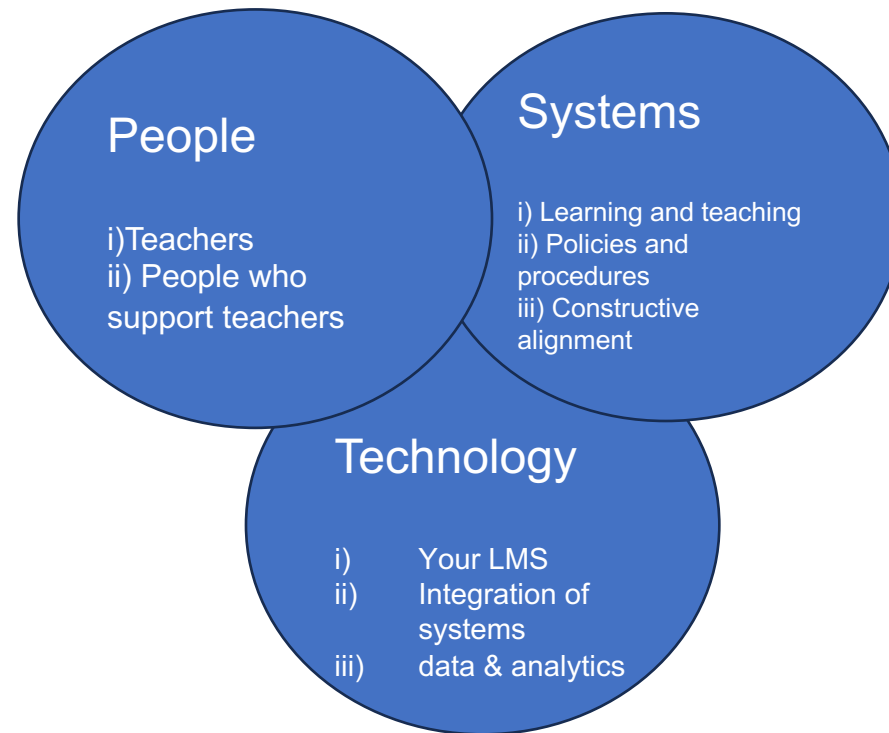
Rethinking: Institutional Resilience

Task: Discuss in groups

Think about an Education provider you've worked for:

Q1: What are the interconnections between the people, systems and technology there?

Q2: If you could change one thing in respect to either the people, systems or technology, what would that be?

People

i)Teachers
ii) People who support teachers

Systems

i) Learning and teaching
ii) Policies and procedures
iii) Constructive alignment

Technology (as an enabler)

i)   Your LMS
ii)   Integration of systems
iii) data & analytics

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Institutional Resilience Strategy

Task: In pairs or groups of discuss the following:

Q1) How does this picture relate to institutional resilience?

Q2) Why is this important?

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Strategy:
Resilience through **people**

Institutional resilience is built through diversity, inclusion and equity

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Redefining Excellence

Resources - NEAS

Strategy:
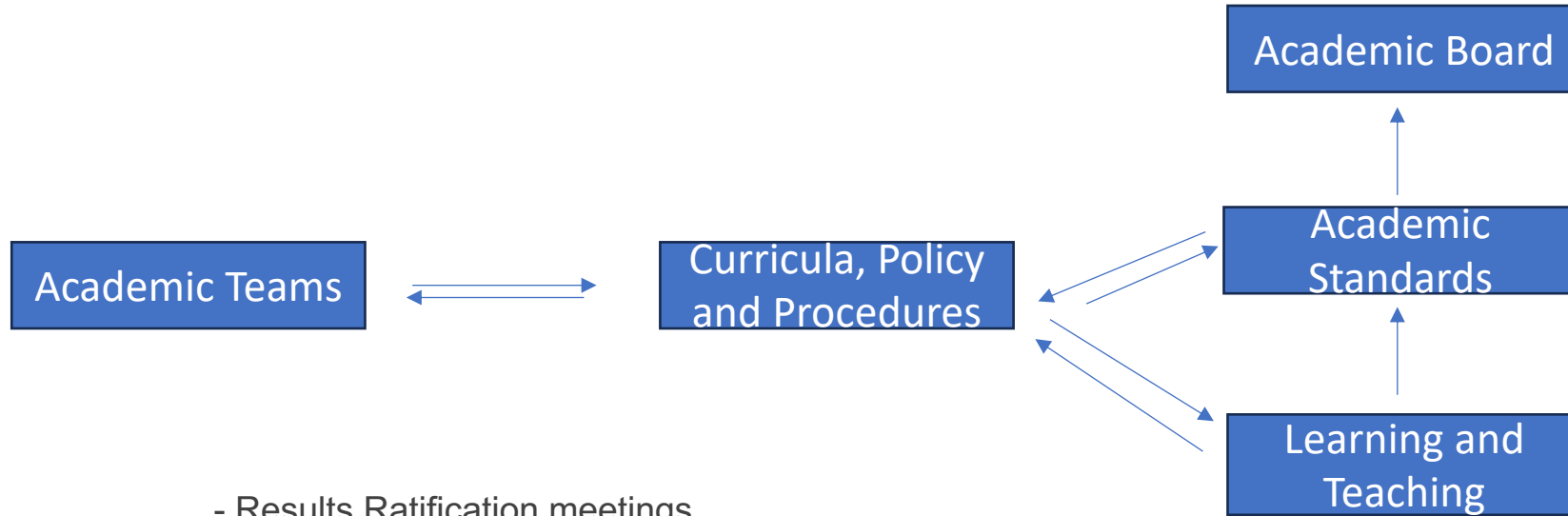Resilience through **systems**

Institutional resilience is built through frameworks such as the NEAS QA Framework

Quality Principle B4 **Stakeholder feedback is routinely integrated into the Centre's processes designed to enhance the student experience.** B4.1 Stakeholder feedback is used to evaluate programs and services and is incorporated into planning and improvement of courses and services. B4.2 Complaint handling demonstrates a transparent commitment to resolving problems and improving relationships, programs and services. B4.3 Complaints are reviewed as part of the quality improvement cycle.	P3.4 & P4.4 Delivery of courses is continuously improved by: a) making adjustments based on collection and analysis of feedback from students and other stakeholders as appropriate P8.4 The registered ELICOS provider has management systems that are responsive to the needs of students, staff and stakeholders and the environment in which the provider operates, including: a) a systematic and continuous improvement approach to managing its operations	10.1 The registered provider must have and implement a documented internal complaints handling and appeals process and policy, and provide the overseas student with comprehensive, free and easily accessible information about that process and policy. See 10.2 – 10.4 for details required

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MAPPING - QA TO ELICOS NS and NC 18.indd (neas.org.au)

Institutional Resilience Strategy

Redefining Excellence in ELT: Continuous Improvement

Academic Teams ⟷ Curricula, Policy and Procedures

Academic Board

Academic Standards

Learning and Teaching

- Results Ratification meetings
- Curriculum and Assessment team/LED initiated changes
- Teacher initiated curriculum changes
- Student Advisory Groups
- Student Learner Surveys
- Student complaints
- Student representation on committees

Strategy:
Resilience through **systems**

Institutional resilience is built through systems that build continuous improvement and organisational learning where the student voice is present

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Strategy: The Student Experience

Rethinking the Student Experience

Student feedback is important to us at UTS College

We consider our students as partners in creating the best possible student experience. Your feedback on your experience at the College, helps us to shape the future.
Please see below for how your feedback has initiated positive change for all students at the College.

In 2023 you gave us over 12000 points of feedback on your student experience via our student surveys!

∨ You asked for more support in class

∨ You asked for a better educational experience

∨ We created Student Representative Groups

∨ We have improved our teacher training

∨ You asked for more student support

∨ Support for Students Under 18 Years Old

∨ Support Through Peer Mentoring

∨ You asked for better systems and processes

You asked, we listened, and we have taken action

Strategy:
Resilience through **people**

Institutional resilience is built through listening and responding to the Student Voice

https://utscollege.edu.au/au/current-students/you-asked,-we-listened,-and-we-have-taken-action

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Reshaping Resilience

Recognition – Do you thank and recognise your teachers?

Send a Thank You!

Acknowledge an everyday contribution with an instant personalised Thank You message sent to your colleague. The message is also shared with their Manager.

Whether you are based **onshore** or **offshore**, anyone can send a Thank You at any time to make a colleague's day.

Nominate for an Appreciation Award!

Recognise a colleague who exemplifies ongoing and consistent contributions, or a one-off significant contribution, in an area of:
- Exemplifying our Ethics
- Enhancing the Student Experience
- Enhancing the Staff Experience
- Delivering an Outstanding Outcome
- Outstanding Customer or Stakeholder Service

Any staff member, **onshore** and **offshore**, can nominate a colleague at any time.

System: MS PowerAutomate
Steps:
1) Any staff member completes an online form,
2) PA automatically emails the teacher/staff member and their manager
3) Manager thanks their teacher/staff member and approves Appreciation Award
4) Thank you's are published publicly

Strategy:
Resilience through **technology**

Institutional resilience is built through enabling technology that supports your people to acknowledge great teaching work

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References and Resources

Rethinking Excellence: What about you?

1) What about you?
2) What are your strategies for building resilience?

[10 Ways to Build and Develop Resilience (youtube.com)](youtube.com)

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References and Resources

Resourcing Excellence and Communities In ELT

#AusELT | Connecting ELT professionals in Australasia and beyond

Australian Skills Quality Authority (ASQA)

Circle of Influence Model. A Pro-Active Tool for Anxious Times | Summit (summitteambuilding.com)

Home - English Australia

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MAPPING - QA TO ELICOS NS and NC 18.indd (neas.org.au)

NeuRA | Transforming lives through medical research | Neuroscience…

10 Ways to Build and Develop Resilience (youtube.com)

World-class education in an iconic location - Study NSW

TEQSA | Tertiary Education Quality and Standards Agency

Acts and standards | Tertiary Education Quality and Standards Agency (teqsa.gov.au)

The Locus of Control | Talk-Works

UECA – University English Centres Australia

https://utscollege.edu.au/
https://utscollege.edu.au/au/current-students/you-asked,-we-listened,-and-we-have-taken-action

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Q&A

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