English Language Proficiency Procedure

Purpose

1. This Procedure gives effect to the English Language Proficiency Policy and outlines measures that are employed by Global Higher Education (GHE) to ensure that all students have the English Language skills required to successfully participate in and complete their chosen course.

Scope

2. This Policy applies to all prospective and current students of higher education courses.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at https://www.globalhe.edu.au/policy

Suite documents

4. This Policy is linked to the following Procedures:
   a) English Language Proficiency Procedure;
   b) Admissions Procedure – Schedule One: Minimum Entry Requirements.

Procedure

Minimum English Language requirements

5. Minimum entry requirements, including English Language requirements for both domestic and international students, are approved by Academic Board and outlined in individual course accreditation documents and the **Admissions Procedure – Schedule One: Minimum Entry Requirements**.

6. GHE will benchmark English Language requirements during course approvals and reviews to ensure the standards set remain current and appropriate.

Pre-entry assessment of English Language proficiency

7. English Language proficiency of prospective students may be demonstrated by:
   a) the achievement of the required results in external proficiency tests;
   b) satisfactory completion of an ELICOS Program;
   c) passing an English entry test at the discretion of the Academic Director.

8. Where the assessment of English Language proficiency is on the basis of completion of an ELICOS Program, GHE will satisfy itself that the provider of the relevant program can demonstrate the comparability of its outcomes with the required levels of proficiency as evidenced by external proficiency testing.

9. Students will also be invited to self-assess any need for additional English Language support through the 'Getting Started' questionnaire administered shortly after they accept their offer of enrolment in a course (see **Student Wellbeing, Orientation and Support Policy**).

Post-enrolment English Language support

10. The results of the 'Getting Started' questionnaire are considered by the Academic Director and used to direct students to a range of appropriate services (see **Academic Progress** and **Student Wellbeing, Orientation and Support** policies). Members of students' Personal Contact Teams (PCTs) will also assist in making sure students access appropriate support.

11. Students may seek English Language support from the English Language Support Services provided through the shared services agreement with ITP, such as:

    a) appointments with teachers on an ad hoc basis;

    b) attendance at academic success workshops in English Language support and writing skills;

    c) accessing extra materials for English Language study through online resources.

12. The design of courses supports the development and maintenance of English Language proficiency through:

    a) the selection of course learning outcomes that clearly define and articulate the development of written and oral communication skills;

    b) the inclusion of early and formative assessment in each unit that enables the identification of students 'at risk' and the provision of English Language support as early as possible;

    c) identified units incorporate and foster the development of English Language skills in their teaching approaches, learning environment, resources and assessments;

    d) a variety of assessment tasks that gives students the opportunity to further develop their communication skills across a wide range of contexts.

13. Teaching staff are required to assess and monitor students' English Language proficiency within and between units of study.

14. Teaching staff are appropriately supported in their role to develop students' English Language proficiency, particularly those who teach large cohorts of students from diverse cultural and linguistic backgrounds who may have different levels of proficiency.

15. Students are provided with regular and timely feedback on their academic progress throughout the year.

16. Students are also given the opportunity to provide feedback about their units, courses, student support services and campus experience as part of GHE's quality assurance and monitoring processes, as outlined in the **Quality Assurance Policy**.

Monitoring and evaluation

17. Admissions criteria, including English Language requirements, are reviewed annually by the Teaching, Learning and Quality Committee (TLQC) as part of the Student Cohort Monitoring reporting cycle. Reports review and evaluate student outcomes against English Language test results, entry pathways and indicators concerning students 'at risk'.

18. The TLQC then recommends any changes to the criteria to Academic Board for approval in accordance with the **Admissions Procedure**.

Roles and responsibilities

19. The Academic Director is responsible for:
    a) ensuring that results from the 'Getting Started' questionnaire are used to direct students to English Language support services where appropriate;
    b) facilitating opportunities for relevant professional development of staff;
    c) ensuring that all students are receiving appropriate English Language support;
    d) reviewing the efficacy of early assessments and the timeliness of feedback provided to students.
    e) all records management arising from this Policy and Procedure.

20. The TLQC is responsible for:
    a) evaluating analysis of student progress by sub-cohort;
    b) recommending any required changes to English Language entry requirements or support programs.

21. The Manager, Quality and Compliance is responsible for:
    a) ensuring compliance with this Policy and Procedures;
    b) ensuring that staff are adequately notified of the existence of this Policy and Procedure;
    c) benchmarking GHE policy and standards with those adopted elsewhere in the higher education sector.

22. Members of staff with responsibilities under this Procedure are responsible for becoming familiar with and complying with this Procedure.

Associated information

Related Internal Documents	English Language Proficiency Procedure Credit and Recognition of Prior Learning Policy Academic Progress Policy Admissions Policy Quality Assurance Policy Student Wellbeing, Orientation and Support Policy Glossary of Terms
Related Legislation, Standards and Codes	*Tertiary Education and Quality Standards Agency Act 2011* *Higher Education Standards Framework (Threshold Standards) 2021* *Education Services for Overseas Students (ESOS) Act 2000* *National Code of Practice for Providers of Education and Training to Overseas Students 2018* TEQSA Guidance Note: ELICOS Direct Entry Version 2.0
Date Approved	7 February 2020
Date Endorsed	21 February 2020
Date of Effect	21 February 2020
Date of Review	June 2026
Approval Authority	Academic Board
Policy Custodian	Academic Director
PinPoint DocID	2573

Change history

Version Control		Version 1.3
Change Summary	7-Feb-20	V1.0 Draft approved by Academic Board (AB) 7 Feb 20 with minor amendments and recommended to the Board of Directors (BoD) for endorsement
	10-Mar-20	V1.1 revised version endorsed by BoD 21-Feb-20 plus administrative updates
	20-Jul-20	V1.2 administrative updates
	8-Jul-23	V1.3 administrative updates following TEQSA registration