

## ENGLISH PROFICIENCY PROCEDURE

### Section 1 - Purpose and Scope

- (1) This Procedure outlines:
- the College's minimum required English language proficiency requirements for students and academic staff members; and
  - the available student support services for students lacking proficiency in English language or with their level of academic skills.

### Section 2 - Definitions

- (2) In this Policy:
- Domestic student** (or applicant) means an Australian citizen, a permanent resident in Australia, a New Zealand citizen or permanent visa holder for New Zealand (including a diplomatic or consular representative of New Zealand, a member of the staff of such a representative, or the spouse or dependent relative of such a representative). Anyone not meeting this definition is classified as an **international student** (or applicant).
  - LLN** means Language, Literacy and Numeracy.

### Section 3 – Procedures

#### Requirements for students

- (3) The minimum English language proficiency requirement for applicants to be considered for admission to the College is one of the following:
- The applicant's first language is English.
  - The applicant has successfully completed their prior study in English. That is, the applicant has:
    - a New South Wales secondary school year 12 qualification (HSC) or deemed equivalent;
    - an Australian tertiary qualification at AQF Level 4 or higher; or
    - successfully completed a program to the required minimum level with a partner in accordance with a formal articulation agreement.
- (4) Where a student has completed their HSC in New South Wales:
- the expectation is that the student completes English Standard or English Advanced as part of their HSC;
  - a student who has completed English Studies as part of their HSC may still be eligible for admission but may require additional support and/or a reduced enrolment load.

- (5) Applicants for whom English is a second language (whether a domestic or international applicant) must demonstrate a level of English language proficiency so they can successfully engage in the requirements of the course.
- (6) The College may, at its discretion, require a prospective or current student for whom English is a second language to be assessed in their English language proficiency.
- (7) This assessment is at the prospective or current student's own expense and the scores must be no more than two (2) years old.
- (8) The minimum English language requirements that must be achieved is a score at least equivalent to one of the following:
  - a. An International English Language Testing System (IELTS) Academic overall score of at least 6.5, with a minimum of 6.0 in each of the Reading, Writing, Listening and Speaking components.
  - b. Cambridge English: Advanced (CAE 176 – 184).
  - c. Pearson (PTE) Academic Score of 61 (overall score).
  - d. A Test of English as a Foreign Language (TOEFL) internet-based test (iBT) of 85 (overall) and a minimum of 22 for writing.
- (9) Where an applicant for whom English is a second language is seeking admission into an Initial Teacher Education course, the minimum English language requirements that must be achieved is a score at least equivalent to one of the following:
  - a. An IELTS Academic overall score of at least 7.5, with no score below 7.0 and a score of at least 8 in Speaking and Listening.
  - b. Scores deemed equivalent to the IELTS requirements.
- (10) The College may grant an applicant conditional entry as a non-award student in a single unit where the College has reasonable concerns about a prospective student's English and academic skills. (See the *Admissions Policy – Undergraduate and Postgraduate and related Procedure*).

### **Student Support Services**

- (11) Any student demonstrating a lack of proficiency in English during the admission process or is struggling with the required English language and academic skills at any time during their enrolment:
  - a. will be directed to Student Learning Services for support in the first instance;
  - b. may be required to enter into an Intervention Strategy pursuant to the Intervention Strategy for At Risk Students Policy and Procedure; and
  - c. may, in limited circumstances, be advised that they need to undertake a bridging course or other skills development before they can continue in the course.
- (12) The types of support that may be offered to a student requiring assistance include:

- a. one-on-one literacy or numeracy skills development with an Academic Skills (Literacy or Numeracy) Advisor or other tutoring if appropriate;
- b. access to a dedicated international student contact – an Academic Skills Advisor who has expertise in literacy and language development for English as a Second Language speakers; and
- c. access to “Study Skills” workshops.

(13) The College may undertake an assessment of students in certain circumstances, such as for students studying Education courses or otherwise considered appropriate. The College reserves the right to determine how and to whom the assessment is provided, noting that:

- a. Lecturers understand which content and curriculum may prove difficult or challenging for students and what specific skills are required.
- b. Lecturers are expected to identify students who may require additional support and refer them to Student Learning Services for appropriate support.
- c. Students may be referred to the Diversity, Equity, and Inclusion Policy when they disclose their LLN requirements.
- d. Students may ask for additional support during their course.

### **Requirements for academic staff**

(14) The College may, at its discretion, require a prospective academic staff member for whom English is a second language be assessed in their English language proficiency.

(15) This assessment is at the prospective academic staff member's own expense and the scores must be no more than two (2) years old.

(16) The minimum English language requirements that must be achieved is a score at least equivalent to:

- a. IELTS Academic 8.0 (overall score).
- b. Cambridge English: Advanced (CAE 185 – 190).
- c. Pearson (PTE) Academic Score of 66 (overall score).
- d. TOEFL iBT score of 95.

(17) The College reserves the right not to proceed with engaging a person who does not meet the minimum English language requirements set out in this Procedure.

### **Related documents**

This Procedure should be read in conjunction with but not limited to:

- a. English Proficiency Policy
- b. Intervention Strategy for At Risk Students Policy and Procedure
- c. Admissions Policy – Undergraduate and Postgraduate
- d. Admissions Procedure – Domestic students
- e. Diversity, Equity and Inclusion Policy

*Legislation:*

- a. Higher Education Standards Framework (Threshold Standards) 2021
- b. Education Services for Overseas Students Act 2000
- c. National Code of Practice for Providers of Education and Training to Overseas Students 2018

## Document Administration

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*# Unless otherwise indicated, this Procedure will still apply beyond the Review date*