

# English Language Proficiency Policy and Procedure

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## 1 Purpose and scope

The policy provides a framework for developing and monitoring English Language Proficiency (ELP) at AIE Institute.

This policy applies to all members of AIE Institute's higher education community.

## 2 Objectives

AIE Institute is committed to ensuring that its students have an appropriate level of ELP on admission to its courses to ensure academic success. Programs are conducted in upper-intermediate, advanced and fluent levels of English. Students are expected to be able to comprehend, learn and communicate effectively during their studies. ELP is further developed throughout the course to achieve the required level of discipline specific ELP to contribute to their studies and professional work environment on graduation.

AIE Institute:

- a. Recognises and respects diversity of cultural and linguistic backgrounds of all students, including Aboriginal and Torres Strait Islander, international and domestic students
- b. Provides support for ELP through the Student Support Office and by directing students at risk to third-party English language programs
- c. Ensures that admission standards for ELP are set at levels that allow students to participate effectively in their studies.

## 3 Implementation

The Academic Board ensures that ELP is monitored via reports from the Teaching and Learning Committee. The Academic Director is responsible for implementing this policy and ensuring that ELP is appropriately included in curriculum design and assessment, and that support is provided to students to achieve the required levels of ELP.

## 4 Procedure

### 4.1 Responsibilities

AIE Institute ensures that:

- a. Access to appropriate resources is provided to enable the development of ELP and communication skills through the Student Support Office
- b. Staff are assisted in programs where there are diverse cultural and linguistic backgrounds.

Students are responsible for:

- c. Seeking assistance with ELP
- d. Acting on feedback provided by staff
- e. Making use of the available support and resources provided by AIE Institute.

Staff are responsible for:

- f. Monitoring and identifying students who need support with ELP
- g. Advising students of the support available
- h. Developing discipline specific ELP of their students
- i. Providing feedback to students on developing their communications skills
- j. Ensuring learning outcomes articulate the achievement of ELP and communication skills.

The *Student Support Policy and Procedure* provides details of support available.

## 4.2 Curriculum

The Academic Director is responsible for integrating ELP into curriculum design and assessment practices that foster and assess students' development and achievement of communication skills that are embedded within the program learning outcomes and graduate attributes, as required under the Australian Qualifications Framework (AQF) and the Threshold Standards 2021. Learning outcomes and assessment consider the specific discipline needs of the course, the profession, employers and further study. Specific units may be targeted to explicitly address communication skills, including ELP, that provide assessment across a diverse range of contexts. Early assessment strategies are used to identify students at risk. AIE Institute ensures that graduate attributes are developed that include ELP and effective communication.

## 4.3 Admissions

AIE Institute sets ELP entry requirements at appropriate standards that allow students to participate effectively and successfully in their studies. ELP entry requirements are listed in Appendix A. The Teaching and Learning Committee monitors student progress and reports to the Academic Board to ensure the entry requirements remain appropriate.

## 4.4 Appeals

If a student is not satisfied with a decision related to ELP, they may seek an appeal as outlined in the *Student Grievance Policy and Procedure*.

# 5 Definitions

**At Risk** means a student who has been identified as having the potential to not meet student progress requirements and may need support; or students who have not met milestones such as submission of assignments or failed a subject and may need support to progress successfully.

**English Language Proficiency** is the ability of students to use the English language to comprehend and communicate effectively in verbal and written contexts.

# 6 Related documents

The following policies and procedures are related to this policy:

- a. Admissions Policy and Procedure
- b. Assessment, Moderation and Progress Policy and Procedure
- c. Course Development Policy and Procedure
- d. Course Review Policy and Procedure
- e. Credit and RPL Policy and Procedure
- f. Student Grievance Policy and Procedure
- g. Student Support Policy and Procedure
- h. Teaching and Learning Plan.

## **7 Review**

Three years from commencement.

## **8 Accountabilities**

The Academic Board is responsible for review and approval of this policy.

The policy is to be implemented via induction and training of staff and distribution to students and AIE Institute's higher education community via the website and other publications.

## Appendix A: English Language Proficiency requirements

AIE Institute requires students to achieve minimum English language proficiency requirements to ensure that applicants are sufficiently prepared academically as competent users in the English language. This will allow students to participate effectively in their studies and achieve the expected course outcomes. Students can demonstrate their English language proficiency by completing an English language test or through previous secondary or tertiary study as outlined below. AIE Institute does not offer an English Language Program for international students. AIE Institute reserves the right to request any student to sit an English Language Proficiency test or to undertake an Academic English Bridging program at a third-party location as a condition of offer.

The following English language tests should be completed less than 2 years before applying to AIE Institute.

### International students' English proficiency requirements for undergraduate degrees

<b>IELTS Academic</b>	6.0 overall, with no individual band score lower than 5.5
<b>C1 Advanced Cambridge (formerly CAE) and C2 Proficiency (formerly CPE)</b>	169 overall, with no individual band score lower than 162
<b>PTE Academic</b>	50-55 overall, with no individual band score lower than 50
<b>TOEFL (PBT)</b>	531 overall
<b>TOEFL (iBT)</b>	73 overall, with no score lower than 18

### International students' English high school qualifications

Applicants who have completed studies in English as a component of one of the following secondary schooling certificates can demonstrate their English language proficiency as follows:

<b>Danish Studentereksamen</b>	A minimum score of 7 in English A or 10 in English B
<b>Dutch Voorbereidend Wetenschappelijk Onderwijs (VWO)</b>	A minimum grade of 8 in final year English
<b>Finnish Upper Secondary School Certificate</b>	A minimum score of 8 in English or English A
<b>GCE O Levels</b>	A minimum grade of C or better in English Language or Literature in English Must be endorsed by CIE, OCR, Edexcel, AQA or other UK authority
<b>GCE A Levels</b>	A minimum grade of C or better in the General Paper, English Language, English Language & Literature or English Literature Must be endorsed by CIE, OCR, Edexcel, AQA or other UK authority
<b>German Abitur</b>	A minimum grade of at least 3 or 7 points in English or a minimum grade of B in all sections of the DAAD language test
<b>Hong Kong Diploma of Secondary Education</b>	A minimum Level 4 or above in English Language or Literature in English
<b>IB Diploma</b>	A grade of 4 or above in English A: Language & Literature or English A: Literature at higher level or standard level A grade of 5 or above in English B at higher level
<b>Norwegian Vitnemal</b>	A minimum grade of 4 in English
<b>Malaysian Sijil Tinggi Persekolahan (STPM)</b>	A minimum grade of C in Literature in English (920)
<b>Swedish Avgångsbetyd/Slutbetyd</b>	A grade of VG or C in English

## Domestic students (English as primary language)

Domestic students must have either:

- a. All primary and secondary education taught and assessed solely in English in a recognised country
- b. A combination of secondary and tertiary qualifications, where you have undertaken:
  - I. At least 2 years of secondary education which was taught and assessed solely in English in a recognised country, and
  - II. Tertiary qualifications in a relevant professional discipline were taught and assessed solely in English in Australia a recognised country, either:
    - i. At least one year full-time (or equivalent) undergraduate study at an Australian higher education provider or an equivalent institution in a recognised country.
    - ii. An AQF level Advanced Diploma or Associate Degree at a recognised Australian Registered Training Organisation (RTO).
    - iii. An AQF level Diploma or Certificate IV in English for Academic purposes.

The above **tertiary** studies should be completed within 2 years prior to application to AIE Institute.

### Recognised Countries

American Samoa, Australia, Botswana, Canada, Fiji, Ghana, Guyana, Ireland, Jamaica, Kenya, Lesotho, Liberia, New Zealand, Nigeria, Papua New Guinea, Singapore, Solomon Islands, South Africa, Tonga, Trinidad and Tobago, United Kingdom, United States of America, Zambia and Zimbabwe.

English Language Skills Tests conversion table – Overall scores

IELTS Academic	TOEFL PBT <i>Paper Based Test</i>	TOEFL iBT <i>Internet Based Test</i>	PTE Academic <i>Pearson Test of English</i>	Cambridge English: Advanced (CAE) <i>Pre-2015</i>	Cambridge English: Proficiency (CPE) <i>Pre-2015</i>	Cambridge English scale: CAE and CPE <i>From 2015</i>
5.5	506	46-59	46	47	-	162
6.0	534	60-78	54	52	-	169
6.5	565	79-93	61	58	45	176
7.0	592	94-101	68	67	51	185
7.5	615	102-109	76	74	56	191
8.0	635	110-114	79	80	60	200
8.5	651	115-117	84	87	-	205
9.0	664	118-120	88	93	96	209

IELTS Band Descriptors <sup>1</sup>	
<b>BAND 5:</b>	<b>Modest user</b> – has partial command of the language, understands basic communication and overall meaning but makes many mistakes.
<b>BAND 6:</b>	<b>Competent user</b> – has generally effective fully operational command of the language, despite some inaccuracies, inappropriate usage and misunderstandings, understands fairly complex language in familiar circumstances.
<b>BAND 7:</b>	<b>Good user</b> – has operational fully operational command of the language with occasional inaccuracies, inappropriate usage and misunderstandings., understands complex language and its reasoning.
<b>BAND 8:</b>	<b>Very Good user</b> – has fully operational command of the language with only occasional inaccuracies and inappropriate usage. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.
<b>BAND 9:</b>	<b>Expert user</b> - has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

<sup>1</sup> The listed band descriptors have been adapted from the IELTS website, [www.ielts.org](http://www.ielts.org)

## ENGLISH LANGUAGE INDIVIDUAL SKILLS TEST SCORES

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R/L/S/W <i>Reading Listening Speaking Writing</i>	TWE <i>The Test of Written English</i>	R/L/S <i>Reading Listening Speaking</i>	Writing	Section Minimum	Section Minimum	Section Minimum	Section Minimum
5.5	4	14	16	46	n/a	n/a	162
6.0	4.5	17	19	54	Borderline	n/a	169
6.5	4.5	20	22	61	Borderline	Weak	176
7.0	5	23	25	68	Good	Weak	185
7.5	5.5	25	27	76	Good	Weak	191
8.0	6	27	29	79	Exceptional	Borderline	200
8.5	6	29	30	84	Exceptional	Good	205
9.0	6	30	30	88	Exceptional	Exceptional	209

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