

English Language Proficiency Policy and Procedure

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 2015. 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. 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.