

## ENGLISH LANGUAGE SUPPORT POLICY

<b>Approving authority</b>	Academic Board
<b>Purpose</b>	To identify English language proficiency entry requirements and provide English language support to students to improve their opportunity for academic success and employability.
<b>Responsible Officer</b>	Academic Dean and Head of Marketing and Student Experience
<b>Next scheduled review</b>	September 2026
<b>Document Location</b>	<a href="http://www.oxford.edu.au/higher-education/policies-and-procedures/">http://www.oxford.edu.au/higher-education/policies-and-procedures/</a>
<b>Associated documents</b>	Admissions Policy and Procedure Academic Progress Policy and Procedure Assessment Policy and Procedure Course and Unit Development, Approval and Review Policy and Procedure Student Code of Conduct Policy and Procedure Student Support and Services Policy and Procedure

### 1. PRINCIPLES

Oxford Institute of Higher Education (hereafter referred to as “the Institute) recognises the importance of English language proficiency in the academic success and employability of its graduates. The Institute has a responsibility to ensure that prospective and current students are sufficiently competent in English language to effectively participate in their studies.

English Language proficiency and communication skills are important skills which underpin the Institute’s Course learning outcomes and are integral to learning activities and assessment tasks and are demonstrated through a variety of methods. (Refer ***Assessment Policy and Procedure***).

The Institute recognises its responsibility to help students acquire, maintain or improve their English language proficiency, where necessary, and provide opportunities to improve proficiency through the Oxford Institute English Language Centre.

### 2. SCOPE

This policy applies to all staff and all current and potential students of the Institute.

### 3. DEFINITIONS

#### ***English language proficiency measures***

The Institute uses and recognises scores of English Language Proficiency from the following tests

- International English Language Testing System
- Test of English as a Foreign Language (TOEFL) paper based
- TOEFL internet based test
- Cambridge English: Advanced (Certificate in Advanced English)
- Pearson Test of English Academic
- Occupational English Test

### ***Intervention Strategy***

This is an action plan that is implemented for an at-risk student to mitigate the likelihood of the student being assessed as making unsatisfactory progress.

### ***At Risk***

This is where, for whatever reason, a student is considered as potentially not meeting the course progression requirements. ‘At-risk students’ are defined as:

- students who, at enrolment, are considered potentially at risk of non-completion without an academic support program.
- students in their first study period who have been identified as at risk of non-completion of a unit through the failure or non-submission of an assessment item.
- a student who fails more than 50% of a study load (equivalent full-time study load) in any study period for the first time or a student who fails the same unit for the second time.
- students who have experienced ‘educational disadvantage’ (because of illness, disability, disrupted education, family problems or misadventure).
- any students who have been referred directly by an academic staff member.

## **4. POLICY**

4.1 The Institute will ensure in the design and delivery of its courses that it meets the requirements and expectations of relevant professional accreditation bodies regarding English language proficiency and the English language proficiency of the Institute’s graduates.

### **English language entry requirements**

4.2 The Institute has set out the English Language entry requirements for prospective students in the ***Admissions Policy and Procedure***.

4.3 The Institute will set English language entry requirements to exceed the minimum specified by the Department of Home Affairs. The English language entry requirements will be benchmarked with other higher education providers who offer similar higher education courses.

4.4 The Institute will publish the English language entry requirements for each AQF qualification on the Institute website and in other print based course marketing material;

4.5 Students who apply to the Institute for admission and are assessed as not meeting the English language entry requirements will be advised of ways to acquire the appropriate skills, including studying at the Ozford English Language Centre or another similar English Language school.

### **Developing English language capability**

4.6 Development of English language proficiency is integrated with curriculum design, assessment practices and course delivery through a variety of methods as set out in the ***Course and Unit Approval and Review Policy and Procedure***.

4.7 Students have responsibility for further developing their English language proficiency during their study at the Institute and are advised of this responsibility in the Admissions process.

- 4.8 Students are supported from the outset to adapt to their academic, sociocultural and linguistic environments. This support is provided through the Orientation Program, consultations with academic staff and the monitoring of academic progress and intervention strategies.
- 4.9 Students are encouraged and supported to enhance their English language development through effective social interaction on and off campus through a range of activities organised by the Student Experience staff.

### **English language support**

- 4.10 Any difficulties that students have with English language proficiency will be diagnosed early in their study and students will be provided with opportunities to improve their English Language proficiency.
- 4.11 Irrespective of the student's official IELTS (or equivalent) score on entry to a course, a student deemed by Academic staff to be at risk due to poor English language proficiency will be placed on an English language support program which will run in addition to their normal classes as an intervention strategy as set out in the ***Academic Progress Policy and Procedure***.
- 4.12 The Institute will adequately resource English Language Support Programs through the Ozford English Language Centre.
- 4.13 Students will be provided with opportunities to self-assess their language skills throughout their studies and to undertake developmental activities in response to the needs they identify by accessing the services of the Ozford English Language Centre.

### **Monitoring and Reporting**

- 4.14 A Student Progression Report will be provided to the Academic Board (AB) every trimester that includes an assessment of English language capability of students.

## **5. QUALITY ASSURANCE**

To ensure that this policy is fit for purpose and meet the requirements of the HES Threshold Standards the policy will be;

- 5.1. internally endorsed by the Executive Management Team on development or review, prior to approval by Governing Board, or the Academic Board or other delegated authority;
- 5.2. externally reviewed as part of any independent review of the HES Threshold Standards approved by the Governing Board;
- 5.3. internally reviewed by the Responsible Officer every three years from the date of approval (if not earlier);
- 5.4. referenced to the applicable HES threshold Standard and/or other legislation/regulation.

## 6. FEEDBACK

Feedback or comments on this policy is welcomed by the listed Responsible officers of the Institute.

## 7. ACKNOWLEDGEMENT

This policy was developed in reference to the following:

- James Cook University, English Language and Numeracy Policy, 2018 ([English Language and Numeracy Policy - Policy - JCU Australia](#))
- The University of Newcastle, English Language Proficiency Policy, 2023 ([English Language Proficiency Policy / Document / UON Policy Library / The University of Newcastle, Australia](#))
- The University of Queensland, English Language Proficiency Development and Concurrent Support – Policy, 2018 ([English Language Proficiency Development and Concurrent Support - Policy - Policies and Procedures Library - The University of Queensland, Australia \(uq.edu.au\)](#))
- UTS, English Language Policy, 2022 ([English Language Policy | University of Technology Sydney \(uts.edu.au\)](#))
- Australian Universities Quality Agency (AUQA), 2009, *Good Practice Principles for English language proficiency for international students in Australian universities*, Report to the Department of Education, Employment and Workplace Relations, Canberra.
- Department of Home Affairs, Student visa English Language Requirements , <https://www.homeaffairs.gov.au/Trav/Stud/More/Student-Visa-English-Language-Requirements>

## 8. VERSION CONTROL

Version	Date approved	Description	Approved by
1.0	18 March 2014	Initial issue	AB
2.0	August 2018	Internal review	AB
3.0	June 2023	Internal Review	AB
3.1	September 2023	Internal review – minor formatting changes and add external referencing	EMT
Related legislation/regulation/standard		Tertiary Education Quality and Standards Act 2011 Higher Education Standards Framework (Threshold Standards) 2021 Education Services for Overseas Students Act (ESOS) 2000 Education Services for Overseas Students Regulations 2019 The National Code of Practice for Providers of Education and Training to Overseas Students 2018 Standards 2, 6 and 8.	

Notes:

AB = Academic Board

EMT = Executive Management Team