



English Language Policy

Academic Board Approved Policy

Policy Compliance with Relevant Legislation

Regulatory Requirements	Relevant Standards	Section/s
Education Services for Overseas Students Act 2000 (ESOS Act)		
Higher Education Standards Framework (Threshold Standards) 2021 (HES Framework)		
7.2 Information for Prospective and Current Students	e. information to facilitate access to services and support including the types of services available such as educational resources including English language support, personal support services, cultural support and ancillary services, hours of availability, how to access services and emergency contact details where applicable	Entire Policy

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Version	v1.5
Review	The Academic Board will review this Policy in accordance with the Institute's <i>Policy Documents Review Schedule</i> .
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Policy Custodian	Dean
Policy Contact	Dean
Related Document	Glossary of Terms Assessment Policy and Procedure Academic Progression and Early Intervention Policy and Procedure Admissions Policy and Procedure Student Code of Conduct Learning and Teaching Plan
Related Legislation	Higher Education Standards Frameworks (Threshold Standard) 2015 & 2021 (Cth) TEQSA Risk Assessment Framework
Higher Education Standards Frameworks (Threshold Standard) 2015 & 2021(Cth)	BI.1 "Higher Education Provider" Category Section 2.2
Policy Benchmarking	Australian Catholic University The University of Technology Sydney The University of Wollongong

1. Preamble

1.1. Purpose

Southern Cross Institute's ('the Institute' or 'SCI') English Language Policy ('the Policy') sets out the framework for English language proficiency requirements and support, to ensure that students are sufficiently competent to participate effectively in their studies at the Institute and for overall demands of Australian tertiary education. This Policy must be read in conjunction with *SCI Admissions Policy and Procedure* which outlines the English language requirements for admission into SCI courses.

1.2. Definitions

For definitions, please refer to the '*Glossary of Terms*'.

2. Scope

This Policy applies to all students undertaking courses at the Institute.

3. Policy Statement

SCI recognises and respects the importance of the rich linguistic diversity of all students, including Aboriginal and Torres Strait Islanders, as well as international students and domestic students from diverse cultural and linguistic backgrounds. This Policy provides framework for quality support to all students in language proficiency.

4. Policy Principles

- 4.1 SCI considers the development of English language proficiency to be integral to the development of discipline-based knowledge.
- 4.2 SCI concedes that students should be able to successfully engage with their studies, chosen discipline and future work environments.
- 4.3 SCI recognises the importance of English language proficiency and development, both generally and within discipline-specific contexts.
- 4.4 SCI offers a comprehensive range of high-quality supports across academic and other areas, including a focus on English language development for relevant students.
- 4.5 Learning design for SCI academic courses includes the progressive development of English language skills.
- 4.6 All students are expected to improve English language proficiency and discipline-specific language skills during their studies.
- 4.7 SCI recognises that English language proficiency and communication are essential to graduate attributes for all students. English language skills, particularly oral and written, are developed and sustained throughout the students' studies by integration of English language skill development within curriculum design, in the Institute's social activities, tasks, industry events, assessment practices, and course and unit delivery.

5. Entry Requirements for Admissions

- 5.1 All applicants must fulfil the following criteria in relation to the overall entry criteria for admission to a course:

5.1.1 If English is the first language of the applicant, applicants need to have citizenship or permanent long-term residency (minimum ten years) and completed secondary or higher education (tertiary) studies in an English-speaking country recognised by SCI. Those countries are:

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

5.1.2 To verify applicants' English language competency for admission, SCI requires all applicants to provide proof of citizenship/residency and/or completed secondary or higher education (tertiary) studies in an English-speaking country recognised by SCI.

5.1.3 If English is not the first language of the applicant or the applicant has not completed secondary or tertiary education entirely in English, including all teaching, assessments, and examinations, the applicant must also fulfil one of the following requirements:

- i. an International English Language Testing System (IELTS) overall academic score of 6.0 or higher with no band lower than 5.5 or equivalent score from an approved English language higher education entry testing system; or
- ii. successful completion of an approved English for Academic Purposes (EAP) course.

Note: Other tests of English language may also be used to satisfy the English language requirement. The table below presents the equivalence of different tests acceptable scores for SCI admission.

TEST	ACCEPTABLE SCORE
IELTS	6.0 (or better) (no component lower than 5.5)
TOEFL (internet-based)	Minimum overall score of 60
Pearson (PTE Academic)	Minimum overall score of 50 with no band less than 42

5.2 The English language entry requirements of the Institute as specified in the *Admissions Policy and Procedure*, are set at a level that ensures that students are able to participate successfully in their studies with sufficient knowledge of the English language upon admission.

5.3 All English language test scores must be less than two years old at the time of admission at the Institute. However, if the English language test scores is expired, the student may sit the English language test conducted by an accredited ELICOS provider and achieve required IELTS equivalent score.

5.4 Student Support Manager assesses and verifies all documents submitted by the students to ensure consistency with relevant legislation and as per the entry requirement mentioned in this Policy.

6. Students' Language Development

In compliance with the requirements of the AQF and HESF, all SCI courses must be structured to specifically encourage and evaluate the development and achievement of the communication skills incorporated in the course learning outcomes including English language proficiency. This is achieved through the following measures:

6.1 course learning outcomes clearly articulate the development and achievement of written and

oral communication skills, including English language proficiency, appropriate to the level and qualification type.

- 6.2 students are given the opportunity to obtain feedback and further improve their communication skills through a wide range of discipline-related activities, tasks, environment and contexts by ensuring diversity in communicative assessment tasks.
- 6.3 core units within a course of study must specifically facilitate and measure the achievement and development of particular aspects of the course learning outcomes related to communication skills, including English language proficiency, by planning the learning process, assessment tasks, and teaching methods and resources.
- 6.4 early assessment within a unit are used to identify students 'at risk' due to English language proficiency.
- 6.5 students identified 'at risk' due to English language proficiency are provided with additional support.

7. Roles and Responsibilities

7.1 Student Responsibilities

- 7.1.1 Students are responsible for addressing their own language development needs through;
 - i. acting on feedback provided about their English language proficiency; and
 - ii. making use of available activities and resources for language development provided by the Institute.

7.2 Staff Responsibilities

- 7.2.1 prospective and current students are informed about the resources and opportunities for developing English language proficiency during their studies;
- 7.2.2 the Institute offers ongoing resources and opportunities for the staff to extend their skills and knowledge in promoting the development of English language competence in their students;
- 7.2.3 in addition to supporting the development of English language proficiency, all academic staff share responsibility for improving the discipline-specific language skills of their students;
- 7.2.4 the Dean or the nominee, in conjunction with Academic Director(s) is responsible for:
 - i. ensuring Course Learning Outcomes clearly articulate the development of communications skills;
 - ii. ensuring selected units within a course are designed to explicitly foster and assess students' development and achievement of communication skills, including English language proficiency.
- 7.2.5 academic staff who identify a student in need of additional language development are to:
 - i. advise students, when and where appropriate, that they need additional language support to succeed in the Unit; or
 - ii. consult with the academic support services for guidance on how to facilitate appropriate support; or
 - iii. direct students to the academic support services if necessary.
- 7.2.6 the Institute has a range of learning activities offered through Library & Learning Support Manager to address the needs of students who require additional support to achieve English language proficiency. Please see Appendix-I for more details on additional learning support available to the students.

8. Learning, Teaching and Curriculum

SCI endeavors to support students with its curriculum and student support services to further develop their English language proficiency by:

- 8.1 integrating English language proficiency into curriculum design and assessment practices;
- 8.2 developing assessment tasks and criteria that explicitly address students' communication skills;
- 8.3 ensuring learning outcomes are embedded into units to foster communication skills development appropriate to the course of study and level of qualification;
- 8.4 determining processes of course approval and review to manifest the extent of English language proficiency in the course design;
- 8.5 to ensure course learning outcomes, design, teaching and assessment appropriately scaffold students' achievement of the required communication skills;
- 8.6 providing staff with the opportunities to develop their understanding of the role of language in learning and of approaches that may be used to develop and assess the communication skills including the English language proficiency of their students.

9. Supporting 'At-risk' Students

- 9.1 SCI recognises that not all students are equally proficient in English. The Institute provides services to adequately support all students through their studies.
- 9.2 the Institute encourages English language development by providing a supportive social and academic environment which promotes students' language development and proficiency across the four macro skills: speaking, listening, reading and writing.
- 9.3 the Institute follows systematic steps to monitor students' progress throughout their coursework as per the *'Academic Progression and Early Intervention Policy'*.
- 9.4 For students requiring further English language or academic support:
 - i. To record compulsory attendance at Learning Support Sessions particularly for those students who have been identified by their lecturers or tutors as having language or academic difficulties.
 - ii. Further resources to be provided to those students who have been identified by their lecturers or tutors as having language or academic difficulties for self-study in those areas.
 - iii. Students are encouraged to take advantage of those resources and seek individualised help from Learning Support Manager.
 - iv. In exceptional circumstances the support staff discusses with the students an option for one on one continuing English language development -- Remedial Language Support.

10. Progression Standards

The Institute expects all its graduates to exhibit discipline-appropriate knowledge and skills including English language proficiency and effective communication. Completion of a course at SCI, therefore, signifies competence in English language proficiency for professional and academic purposes. The Dean monitors progression and completion rates and reports to Academic Board on English language proficiency development strategies across the Institute.

Appendix I – Learning Support

SCI provides on-going and timely additional learning support to students through structured Learning Support Sessions to facilitate further development of learning skills and to improve English language proficiency. Students have access to Learning Support Sessions that are delivered during weekdays by Library & Learning Support Manager. Students are encouraged to attend maximum number of these workshops throughout the semester. The Learning Support Sessions' topics that are given below are reviewed at the end of each semester. Based on the learner and academic staff feedback, these topics are adjusted to suit the learning needs of SCI students.

Modules	Topics
Module 1	English language skills for academic success
Module 2	Study skills and exam preparation
Module 3	Formal and professional writing
Module 4	Referencing
Module 5	Research with EBSCO
Module 6	Plagiarism (and how to avoid it)

Learning Support Sessions Timetable

Odd Weeks

	Tuesday	Wednesday	Thursday	Friday
8:30 am - 9:00 am				By appointment only
1:00 pm - 1:30 pm	Formal and professional writing	What is plagiarism (and how to avoid it)?	Referencing	

Even Weeks

	Tuesday	Wednesday	Thursday	Friday
8:30 am - 9:00 am	English language skills for academic success			By appointment only
1:00 pm - 1:30 pm		Research with EBSCO	Study skills and exam preparation	

Appendix 2 – English Language Support Flow Chart

In addition to attendance at structured Learning Support Sessions throughout the Semester, students may seek individualised learning support by making appointment with the Library & Learning Support Manager.

Additional English Language Support Flow Chart

