English Language Proficiency Policy

Purpose

1. This Policy outlines the principles for assuring that Global Higher Education (GHE) students have the English language skills required to successfully participate in and complete their chosen course of study in accordance with Domain 1 (Student Participation and Attainment) of the *Higher Education Standards Framework (Threshold Standards) 2021*.

Scope

2. This Policy applies to all prospective and current students of GHE higher education courses.

Definitions

3. Definitions for key terms are presented in the Glossary of Terms which may be accessed on the GHE website at https://www.globalhe.edu.au/policy

Suite documents

4. This Policy is linked to the following Procedures:
    a) English Language Proficiency Procedure;
    b) Admissions Procedure – Schedule One: Minimum Entry Requirements.

Policy

Principles

5. GHE is committed to ensuring that:
    a) the minimum English Language requirements that are determined for entry to each of its courses are based on benchmarking of standards for courses at the same AQF level, and the latest research in English Language proficiency levels required for success in higher education;
    b) admission requirements and processes verify that students who are offered a place in a higher education course fulfil the required levels of English Language proficiency prior to enrolment;
    c) all students, regardless of their educational background, entry pathway, mode or place of study have equivalent opportunities to successfully transition and progress in their course of study;
    d) there are mechanisms and strategies in place to identify specific learning needs in individuals and cohorts, to tailor support needs to all students, and to accommodate student diversity across the institution;
    e) participation, progress, and language proficiency are monitored to ensure there are no language proficiency limitations that may impede student completions.
6. GHE assesses all prospective students for their language, literacy and abilities so that additional targeted support may be provided post-enrolment where appropriate.
7. GHE ensures that students have timely and targeted English Language support throughout their course through the provision of a range of programs and services. Students are made aware of the range of services and programs through pre-enrolment information, orientation and transition programs, and post-enrolment academic support services.

8. GHE monitors and analyses annually the progress and overall success of a range of sub-cohorts, including comparisons of students who fulfilled English Language entry requirements through external proficiency tests, and those who were admitted on the basis of successful completion of an ELICOS Program or other means.

9. Results of this monitoring and analysis are used to amend entry requirements and improve support programs and services where indicated.

10. Analysis of student and staff feedback is also used to improve the provision of English Language support.

Associated information

Related Internal Documents	English Language Proficiency Procedure Credit and Recognition of Prior Learning Policy Academic Progress Policy Admissions Policy Quality Assurance Policy Glossary of Terms
Related Legislation, Standards and Codes	*Tertiary Education and Quality Standards Agency Act 2011* *Higher Education Standards Framework (Threshold Standards) 2021* *Education Services for Overseas Students (ESOS) Act 2000* *National Code of Practice for Providers of Education and Training to Overseas Students 2018* TEQSA Guidance Note: ELICOS Direct Entry Version 2.0
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	20-Jul-20	V1.1 administrative updates
	8-Jul-23	V1.2 administrative updates following TEQSA registration