
La Trobe Melbourne

English Language Standards Policy and Procedure

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1. Policy Objectives

This policy establishes the framework for English language admissions requirements for prospective students, English language support during LTM studies and English language exit requirements. English is the primary language of instruction at La Trobe Melbourne and proficiency in speaking, listening comprehension, reading comprehension and writing English is essential.

The English Language Standards Policy and Procedure is designed to ensure that La Trobe Melbourne students meet appropriate English language standards before commencing their course of study, are supported and assisted in their English language development throughout their courses and meet appropriate English language standards at the conclusion of their course, including meeting the English language requirements for entry to La Trobe University degree programs.

2. Distribution of this Policy

This policy and procedure is circulated to all College staff twice per year, so that they are aware of La Trobe Melbourne English language entry requirements, the standard of English language support to be provided and the English language competency required at graduation. The Policy and Procedure will be reviewed annually.

3. Scope

This policy and procedure applies to all students and staff at La Trobe Melbourne.

4. Definitions

4.1 As defined under the **English Language Standards for Higher Education (ELSHE) 2010**, "English language proficiency has been defined as the ability of students to use the English language to make and communicate meaning appropriately in spoken and written contexts while completing their higher education studies and after they graduate".

At La Trobe Melbourne, English language proficiency also includes the ability to undertake a particular level of English Language Intensive Courses for Overseas Students (ELICOS) at the College.

4.2 Attachments 1 and 2 list the requirements for English language proficiency for Foundation Studies, Diploma and ELICOS courses at La Trobe Melbourne.

4.3 Other Definitions:

ELICOS	English Language Intensive Courses for Overseas Students
Delegated staff	Delegated staff who may interpret this policy and make judgments on English language levels include: Director of Studies; Director, Student Services and Admissions; College Director and Principal; Academic Director
DIAC	Department of Immigration and Citizenship
FSDP	Foundation Studies and Diploma Programs
ILC	Independent Learning Centre
LTU	La Trobe University
TEQSA	Tertiary Education Quality Standards Agency

5. English Language Standards Policy Statement

This policy is in line with the standards outlined in the **English Language Standards for Higher Education (ELSHE) 2010** but modifies them to include Foundation Studies and ELICOS programs, as well as Higher Education Diplomas:

Standard One

La Trobe Melbourne ensures that its students are sufficiently proficient in English to participate effectively in their studies on entry.

Standard Two

La Trobe Melbourne ensures that prospective and current students are informed about their responsibilities for further developing their English language proficiency during their studies.

Standard Three

La Trobe Melbourne ensures that resourcing for English language development meets students' needs throughout their studies.

Standard Four

La Trobe Melbourne actively develops students' English language proficiency during their studies.

Standard Five

La Trobe Melbourne ensures that students are appropriately proficient in English when they graduate.

Standard Six

La Trobe Melbourne uses evidence from a variety of sources to monitor and improve its support for the development of students' English language proficiency.

6. Standard One

- 6.1 La Trobe Melbourne ensures that its students are sufficiently proficient in English to participate effectively in their studies on entry by developing a holistic approach to English language competency, as follows:
- i. By setting appropriate English language requirements for all courses and monitoring the effectiveness of those requirements both formally and informally;
 - ii. By providing adequate support for language development and monitoring the effectiveness of support provided;
 - iii. By examining the particular English language needs of specialized courses and ensuring that language support meets those needs.
- 6.2 La Trobe Melbourne checks its English language entry requirements against the recommendations of testing organisations (IELTS, TOEFL and Pearsons).
- 6.3 La Trobe Melbourne ensures that Diploma courses have English language entry requirements that are agreed with La Trobe University Faculties and are in line with the requirements of relevant professional and registration bodies.

- 6.4 La Trobe Melbourne checks the veracity of English language test certificates presented by students either by checking in relevant databases (e.g. IELTS) or by being sent the test results directly by the test provider (Pearson Versant).
- 6.5 Academic Directors and Coordinators receive regular feedback from teaching staff about the English language proficiency of students on commencement and throughout their course. They will assess the feedback and make or propose changes to policy and procedure, as required.
- 6.6 ELICOS courses, which are used as direct entry to FSDP courses and La Trobe University degree programs, are benchmarked against the IELTS examination every two years.
- 6.7 Students must present an English language test result for entry to FSDP courses or pass an EFS course at La Trobe Melbourne at an appropriate level.
- 6.8 Students may enter ELICOS courses without an international English language test but must take a Placement Test on arrival. This Placement Test is kept securely and all test papers are collected at the end of the test and the results are stored electronically on the student's record. The writing component is varied regularly to prevent students from preparing their writing papers.

7. Standard Two

- 7.1 La Trobe Melbourne ensures that prospective and current students are informed about their responsibilities for further developing their English language proficiency during their studies, as follows:
 - i. Students are reminded at Orientation about their responsibility to continue developing their English language skills and are informed of the English language support opportunities at La Trobe Melbourne;
 - ii. FSDP subject teachers provide and mark assignments early each trimester. If students are clearly struggling with the language requirements, teachers will direct them to make an appointment with the Academic Skills Advisor and will inform the relevant Academic Coordinator.
 - iii. ELICOS students at risk of non-progression are identified in Week 1 of their course and provided with a plan as to how they may overcome their weaknesses.

8. Standard Three

- 8.1 La Trobe Melbourne ensures that resourcing of English language development meets students' needs throughout their studies by:
 - i. Identifying student needs and weaknesses early in their course; and
 - ii. Providing advice on how students can develop their language proficiency, through student-teacher consultations.

- 8.2 La Trobe Melbourne maintains and develops English language resources in its Independent Learning Centre, which contains both student and teacher resources, and provides a designated budget for this purpose.
- 8.3 La Trobe Melbourne has many postgraduate qualified TESOL staff who are able to provide expertise on how to integrate English language development into content-related courses.
- 8.4 La Trobe Melbourne provides ongoing professional development on the integration of English language development into content related courses, including for casual staff.
- 8.5 La Trobe Melbourne has a designated Academic Skills Advisor, a full-time teacher in the Independent Learning Centre and learner support teachers who provide support to students and advice to FSDP teaching staff on the development of English language proficiency. The Academic Skills Advisor works closely with Foundation Studies and Diploma teachers with one-on-one consultations and academic skills workshops. The ILC teacher assists walk-in ELICOS or FSDP students seeking assistance with their writing or academic skills. Learner support teachers provide free optional language development workshops to all students at a range of levels as per an advertised timetable.
- 8.6 FSDP teachers are encouraged to revise curricula and teaching methods in order to integrate English language development into their courses, for example by explaining new terms in simple language, or providing glossaries.

9. Standard Four

- 9.1 La Trobe Melbourne actively develops students' English language proficiency during their studies as follows:
- i. The Academic Skills Adviser assists FSDP students with one-on-one consultations and academic skills workshops.
 - ii. ELICOS teachers assist and take responsibility for the English language development of their students.
 - iii. Twenty hours of free optional language support activities are provided for all students.
 - iv. The ILC is open for student use and borrowing, Monday to Friday 8.00 am to 5.00 pm.
 - v. The ILC contains English language books, online materials, DVDs, listening materials and computers for research.
 - vi. FSDP students who demonstrate lower levels of language proficiency are directed to the Academic Skills Advisor for support.
 - vii. All students may seek the support of the ILC Teacher for their English language development.
- 9.2 La Trobe Melbourne's graduate capabilities are aligned with those of La Trobe University, which are as follows:
- Writing
 - Speaking
 - Inquiry/Research

- Critical thinking
- Creative Problem-solving and
- Teamwork

La Trobe Melbourne also includes the following elements in its graduate capabilities:

- Listening
- Reading.

La Trobe University Faculties have identified faculty or discipline-specific graduate capabilities, which are known as Faculty Graduate Capabilities. These FCGs are embedded into Diploma programs at La Trobe Melbourne.

- 9.3 Student workloads are adjusted to give time to English language development. In general, Diploma programs include one extra hour of tuition per week. Foundation Studies programs include a credit subject, Academic Study Skills 1, for all students in Semester 1.
- 9.4 Course reviews consider the extent to which English language development is included in curricula, assessment and teaching.
- 9.5 Classes are interactive as far as possible and encourage the use of English in practical communication activities.
- 9.6 La Trobe Melbourne conducts a range of social activities to encourage students to develop their informal English language competency, including volunteer work, excursions, sightseeing and sports.

10. Standard Five

- 10.1 La Trobe Melbourne ensures that students are appropriately proficient in English when they graduate, through the following mechanisms:
- i. Moderation of Diploma examinations is conducted every trimester by La Trobe University Faculties to ensure that La Trobe Melbourne students meet the same requirements as students of the University.
 - ii. Foundation Studies courses are cross-moderated every semester by ACN, a managed campus of La Trobe University in Sydney.
 - iii. ELICOS direct entry courses, which provide entry into La Trobe University degrees and FSDP courses, are benchmarked against the IELTS examination every 2 years.
 - iv. Communication components are included in every assessment item. Course outlines clearly indicate the assessment expectations regarding a range of communication skills.
 - v. The Graduate Satisfaction Survey and Student Satisfaction Survey both seek information on how well students believe they have improved their written and oral communication.
 - vi. La Trobe Melbourne's Academic Board includes two representatives from industry who are involved in the review of student outcomes at La Trobe Melbourne.

11. Standard Six

- 11.1 La Trobe Melbourne uses the following range of evidence to monitor and improve its support for the development of students' English language proficiency:
- i. Course reviews by teachers and students
 - ii. Student and graduate satisfaction surveys
 - iii. Monitoring and review of English language standards annually
 - iv. Benchmarking of policies and procedures
 - v. Continuous review and improvement of entry standards, resourcing, curricula, assessment practices and teaching methods
 - vi. Specific surveys of language support opportunities at La Trobe Melbourne.

12. English Language Entry Requirements Procedure

- 12.1 English language entry requirements for Foundation Studies programs in Australia must meet the "National Standards for Foundation Programs", currently administered by TEQSA. Currently, the Foundation Studies program is delivered by La Trobe Melbourne on behalf of La Trobe University.

Foundation Studies applicants must fulfill the minimum requirements set by the National Standards. The entry requirements are also described in the agreement between La Trobe University and La Trobe Melbourne and thus may be amended by the Joint Management Committee of the LTU/LTM relationship.

- 12.2 International students without the required level of English at the time of application for FSDP programs are required to satisfactorily complete an appropriate ELICOS program at La Trobe Melbourne.
- 12.3 From time to time, students may present evidence of English language proficiency for which there is no current recognition. In this case,
- i. Student may be required to submit for an approved test or course, or
 - ii. College Director and Principal may seek to ascertain the acceptability of the submitted evidence.

From time to time, new tests or courses will emerge for which recognition is sought. The College Director and Principal will coordinate the determination of the acceptability of the test or course and the levels at which students can be considered to have achieved a standard comparable to the minimum required test scores. New tests or courses will be added to the attached schedule following approval by the Academic Board.

- 12.4 English language entry requirements for La Trobe Melbourne Diplomas are negotiated with the relevant La Trobe University Faculty and may be renegotiated due to changes in the

external environment and student success rates. Entry requirements require final approval from La Trobe Melbourne Academic Board.

- 12.5 Where an international student disputes La Trobe Melbourne's decision to reject the evidence submitted in support of their English language proficiency, and where the evidence is not based on a measure publicly accepted by La Trobe Melbourne, the matter will be referred and responded to in accordance with the Student Grievance Policy and Procedure.
- 12.6 Where a student presents fraudulent English language proficiency documents, La Trobe Melbourne has the right to refuse or cancel enrolment (see Enrolment Policy).
- 12.7 All measures of attainment of English language proficiency have a currency of 2 years prior to the anticipated date of first enrolment.

13. Admissions Procedure

- 13.1 When an FSDP application is received, Admissions staff check whether it meets the published English language entry requirements. They also check the relevant English language test database to prevent the use of fraudulent documents.
- 13.2 When an ELICOS application is received with an international English language test result, Admissions staff determine which level of English is appropriate and how many weeks of English are required for the student's intended study plan, based on published English language entry requirements.
- 13.3 If no international English language test result is received with an ELICOS application, Admissions staff inform the student that he/she will need to undertake a Placement Test on arrival.
- 13.4 If Admissions staff are in doubt about whether an English language test result meets the published English language requirements, they must seek confirmation from a Designated Staff Member, who will determine if the English language level is sufficient to undertake a particular course or ELICOS level.
- 13.5 Any changes or additions to English language requirements for courses must be examined by the Admissions and Selection Committee. The Marketing team will publish changes to English language requirements via the La Trobe Melbourne brochure and web page. The Admissions and Selection Committee submits these changes to Academic Board for final approval.

14. One-to-one Consultations

- 14.1 All teaching staff provide one-to-one counselling for their students, including feedback on their English language progress and development needs. Teachers provide high levels of support to students at risk of not progressing and provide additional feedback on their progress and needs.

15. Professional Development

- 15.1 Teaching staff who undertake professional development on the integration of English language competency into content-related subjects are expected share their expertise with other teachers at the college.

**Attachment 1 – English Language Entry Requirements to Foundation Studies
and Diploma programs**

English entry requirements

English language qualification	Foundation Studies/ Diploma of Business/ Diploma of Information Systems	Diplomas of Bioscience/Health Sciences/Mass Media and Communications
GCE O-level English	English — C6	English — C5
GCE A-level general	English — D7	English — C6
SPM/STPM English	C	B
HKCEE English	3	2
HKALE	D	C
HKDSE	3	4
IELTS (Academic)	5.5 (no band score below 5.0)	6.0 (no band score below 5.5)

Note: Students who apply for a Bachelor of Nursing will be required to demonstrate an IELTS 7.0, no score less than 6.5 for entry.

Attachment 2 Entry Requirements to English language Programs

English program entry requirements

Students will be placed in an English program level based on evidence of an English language test such as IELTS, TOEFL or Pearson's. For EFS students, the table below indicates the English score required, for undergraduate and postgraduate programs, from a range of tests to enter the appropriate level at La Trobe Melbourne to study English.

A minimum of ten weeks of study is required to complete each level.

English level	IELTS	TOEFL iBT	Pearson's	Exit to
EFS 3	4.5 (minimum writing score 4.5)	47	38	-
EFS 4	5.0 (minimum writing score 5.0)	55	40	Foundation Studies/ Diploma program
EFS 5	5.5 (minimum writing score 5.5)	65	48	UG (IELTS 6.0); Diploma Program
EFS 6	6.0 (minimum writing score 6.0)	80 (no band <20)	61 or 68	PG (IELTS 6.5)

Policy Title	English Language Standards Policy and Procedure	
Policy Owners	College Director and Principal	
Contact Persons	Denise Bush	
Key Stakeholders	College Director Director, Quality and Services Director, Marketing and Admissions Academic Director Director of Studies Admissions Staff Marketing Staff	
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Related Guidelines		
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