Southern Academy of Higher Education (SAHE)

English Language Proficiency Policy

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1. **Policy Statement**

The English Language Proficiency Policy ('the Policy') outlines the Southern Academy of Higher Education's ('SAHE' or 'the Academy') expectations of student's English language proficiency at the point of admission and the requirements for the development and assessment of these proficiencies during their program of study.

1.1 Definitions

For definitions, please refer to the '*Dictionary of Terms'*

2. **Scope**

This Policy applies to all current and prospective students at SAHE.

3. **Policy Principles**

a. With reference to academic and English language proficiency, SAHE will uphold the principles that all students seeking to enrol are treated fairly, equitably and based on clearly defined entry criteria in accordance with the SAHE *Admissions Policy and Procedure.*
b. SAHE will support student development of English language skills within units and across their program of study.
c. SAHE will ensure students take an active role to improve their English language proficiency throughout their program of study.
d. SAHE will assess English language proficiency as appropriate at the time of application to a program of study, to support the attainment of competencies contained in the Program Learning Outcomes, the SAHE Graduate Attributes, Professional Accreditation Standards and the Higher Education Standards.

4. **English Language Requirements**

4.1 Requirements

a. SAHE accepts the results of various internationally recognised tests of English language proficiency. These requirements are outlined below and will be published on the SAHE website.
b. English language proficiency test results must have been attained no more than two years before the date of application.
c. Student Services 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.
d. International students without the required level of English at the time of application will be required to satisfactorily complete an appropriate English Language Intensive Course for Overseas Students (ELICOS) program with an accredited provider before being admitted to the Academy.
e. English language requirements (for international students whose secondary education was conducted in a language other than English):

Test	Acceptable Score
IELTS	6.0 (or higher) (no component lower than 5.5)
TOEFL (electronic)	213 (or higher) (with a minimum essay rating of 4.5)
TOEFL (internet-based)	80 (or higher) (with a minimum of 19 in all bands)
Pearson (PTE Academic)	50 (or higher) (with all communicative skills scores

	50 or above)

4.2 Exemptions

SAHE reserves the right to waive the English language requirements if the prospective student meets the criteria below:

a. Successful completion of one year of tertiary study in Australia (Diploma, Foundation or Higher Education);
b. Successful completion of a Certificate IV in a related field at an Australian institution;
c. Successful completing of the International Baccalaureate (IB) English B Standard Level grade 5 or above, English Higher Level (A1 or A2) grade 4 or above;
d. Students from the following countries who have citizenship or permanent long-term residency (minimum ten years) or have completed senior secondary study or at least one year of full-time university study in one of these countries and the language in which the qualification was undertaken was English:

• American Samoa	• Guyana	• New Zealand
• Botswana	• Ireland	• Nigeria
• Canada	• Jamaica	• Papua New Guinea
• Fiji	• Kenya	• Singapore
• Ghana	• Lesotho	• Solomon Islands
• Tonga	• Liberia	• South Africa
• United States of America	• Trinidad and Tobago	• United Kingdom
• Zambia	• Zimbabwe	

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

5. English Language Support

5.1 Integrated Curriculum Structure

a. SAHE students will be supported from point of entry to graduation by an integrated and scaffolded approach to English language proficiency that is systematically incorporated into curriculum design, assessment practices and unit delivery.
b. Early identification and intervention will be embedded in core units that students undertake in their first year of study. Where needed, students will also be directed to additional English language support.
c. Each Major will include units with assessment tasks to improve student communication skills and identify students in need of additional English language support.
d. Program/Unit Learning Outcomes clearly articulate the development and achievement of written and oral communication skills, including English language proficiency.

5.2 Staged Approach

To achieve Program Learning Outcomes curriculum structure and design will adopt a staged approach to the development of English language proficiency such that;

a. In the first stage/year, the program-level focus will be on gathering ideas and

information from careful and critical reading, listening and observing. This will ensure that students can engage with a wide variety of texts (traditional or digital) required to build the conceptual and factual foundations of their disciplines;

b. In the middle stage/year, the program-level focus will be on analysing, reasoning and producing well-argued and carefully constructed accounts of complex thinking and where appropriate interpreting concepts to solve problems and communicate results; and

c. In the final stage/year, the focus will be on students demonstrating the English language proficiency required for professional purposes and postgraduate studies and achieving the Australian Qualification Framework (AQF) Level 7 competencies.

5.3 Learning Support Activities

a. SAHE will offer several formal and informal language support services and programs which will provide international students with the opportunity to practice, and build confidence in, their English language skills.

b. Students will be provided with English language support activities that may include (but are not limited to) assistance with:
   i. English expression, grammar, spelling, syntax and learning to edit their work;
   ii. reading/ comprehension, pronunciation, understanding slang and cultural/social aspects of Australia;
   iii. understanding professional lexicon;
   iv. preparing for oral presentations.

c. The Learning Support Manager and Program Manager(s) will offer assistance and guidance on support services where required.

d. SAHE will provide ongoing academic support to students requiring additional language development programs, program progression intervention and academic support for people with disabilities and learning difficulties. For further details on additional support services please refer to the *Student Support Services Policy*.

6. Implementation

a. SAHE will ensure that students have access to a carefully designed curriculum and additional English language support services to support the achievement of AQF Level 7 competencies at graduation.

b. Strategies to support English language development will undergo regular evaluation and yearly review and will be monitored and improved, as required, using an evidence-based approach.

c. The Dean and the Teaching and Learning Committee monitor progression and completion rates and annually report to the Academic Board on English language proficiency development strategies of the Academy.

7. Appeals

A student may appeal against a decision made under this Policy. The grounds for appeal are that the decision is inconsistent with this Policy. Appeals will be considered in accordance with the *Student Grievance Management Policy and Procedure*.

Version Control

Version	v1.2
Review	The Academic Board will review this Policy in accordance with the Southern Academy of Higher Education *Policy Documents Review Schedule*.
Approving Body	Academic Board
Approval and Effective Date	4 May 2023
Policy Custodian	Dean
Policy Contact	Dean
Higher Education Standards Frameworks (Threshold Standard) 2015 (Cth)	B1.1 "Higher Education Provider" Category Standard 1.3; ss 2 Standard 3.3; ss 4 Standard 7.2; ss 2 e
Benchmarking Institutes	Charles Sturt University La Trobe University Australian National University The University of Wollongong Deakin University James Cook University Australian Catholic University Australian Institute of Higher Education
Related Document	Dictionary of Terms Admissions Policy and Procedure Teaching and Learning Plan Student Code of Conduct Library and Information Services Plan Student Consultation Policy Student Grievance Management Policy and Procedure
Related Legislations	Higher Education Standards Frameworks (Threshold Standard) 2021 (Cth)

	Education Services for Overseas Student Act 2000 (ESOS) National Code 2018