



English Language Proficiency Policy

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A. Overview

- i. The Lead Institute of Higher Education ('the Institute' or 'LIHE') is committed to offering courses to students from a broad range of backgrounds and cultures. LIHE recognises its responsibility to ensure all students, including those whose first language is not English, have sufficient English language proficiency to undertake the course. This Policy establishes the framework for English language admissions requirements for prospective international students.
- ii. Definitions

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

B. Scope

This Policy applies to all LIHE courses and all current and future international students.

C. Policy Principles

This Policy is underpinned by the following principles:

- i. English language proficiency requirements are established for each course in accordance with the course content and requirements of external accreditation bodies;
- ii. Enrolled students are sufficiently competent in English language skills to participate effectively in their studies;
- iii. Students have an adequate level of written and spoken English language proficiency to enable them to successfully engage with the academic content of the course;
- iv. Students who may require ongoing English language support and development will be directed to appropriate English language support at the Institute;
- v. LIHE will facilitate the ongoing and timely support for the further development of English language proficiencies for all students undertaking courses at the Institute.

D. English Language Requirements

- i. LIHE accepts the results of various internationally recognised tests of English language proficiency as set out in the table below:

English language requirements (International Students)	
Where English is not the primary language of an applicant or previous qualifications (including Secondary Education or equivalent) were undertaken in a language other than English, they must demonstrate English proficiency with one of the following levels of attainment.	
Undergraduate Courses	<ul style="list-style-type: none">• IELTS Overall 6.0 with no band score lower than 5.5; OR• PTE Academic Score of 50; OR• TOEFL iBT Score of 60-78; OR• Cambridge English: Advanced from Cambridge ESOL (CAE) Score of 169, OR• Equivalent as determined by LIHE.
Postgraduate Courses	<ul style="list-style-type: none">• IELTS Overall 6.5 with no band score lower than 6.0; OR• PTE Academic Score of 58; OR• TOEFL iBT Score of 79-93; OR• Cambridge English: Advanced from Cambridge ESOL (CAE) Score of 176 OR• Equivalent as determined by LIHE.

- ii. English language proficiency test results must have been attained no more than two years before the date of application for admissions.
- iii. Applicants who have lived or worked in an English-speaking country may demonstrate that they meet minimum English language proficiency requirements through evidence of residence or employment:
 - a. Residence – 5 years ongoing residence in a recognised English-speaking country and able to provide evidence of proficient written and verbal English;
 - b. Employment - 5 years in an occupation requiring proficient written and verbal English, in a recognised English-speaking country.
- iv. Recognised English-speaking countries include:
 - a. Australia
 - b. Canada
 - c. Fiji
 - d. Ireland
 - e. Kenya
 - f. New Zealand
 - g. Papua New Guinea
 - h. Samoa
 - i. Singapore
 - j. Solomon Islands
 - k. South Africa
 - l. United Kingdom (England, Northern Ireland, Scotland and Wales)
 - m. United States of America
 - n. Zambia.
- v. Evidence of residence or employment is assessed on a case-by-case basis, and may include but is not limited to:
 - a. a passport;
 - b. an interview;
 - c. residency/citizenship documentation;
 - d. supporting statements from employers or professional practitioners who know the applicant. Supporting statements must include current contact details to allow for verification.

E. English Language Development Support

Consistent with the requirements of the Australian Qualifications Framework (AQF) and the Higher Education Standards Framework (HESF), all LIHE courses will be designed to foster and assess development and achievement of communication skills. English language proficiency will be embedded within the learning outcomes.

- i. Students will be provided with feedback and opportunity to further develop their communication skills across a wide range of contexts relevant to the discipline using a variety of communicative assessment tasks;
- ii. Learning outcomes will articulate the development and achievement of written and oral communication skills, including English language proficiency, appropriate to the level and qualification type;
- iii. Early assessment within a course will be used to identify students 'at risk' due to substandard English language proficiency;
- iv. Students identified 'at risk' will be provided with additional English language support.

F. Appeals

Applicants may appeal a decision by writing to the Student Support Manager if they believe that the decision has not considered all the facts or there was a procedural or administrative error, within 10 working days from the date decision was sent. For details, refer to *the Student Grievance Policy and Procedure*.

Version	Approved by	Approval Date
I	Academic Board	15 August 2022
Next Review	Custodian	Effective Date
Refer to the <i>Policy Documents Review Schedule</i>	Dean	15 August 2022
Related Documents	Dictionary of Terms Student Grievance Policy and Procedure Student Selection and Admission Policy and Procedure Assessment Policy and Procedure Academic Progression and Graduation Policy	
References and Legislations	National Code of Practice for Providers of Education and Training to Overseas Students 2018 Higher Education Standards Framework (Threshold Standards) 2021 Australian Qualifications Framework	