



ENGLISH LANGUAGE SUPPORT POLICY

Approving authority	Academic Board
Approval date	18 March 2014
Purpose	To identify students with poor English language proficiency and provide English language support to improve their opportunity for academic success and employability.
Responsibility for implementation	Head of School (HE)
Next scheduled review	January 2018
Document Location	R:\OIHE\\Policies\English Language Support Policy.docx
Associated documents	Admissions Policy Academic Progress Policy Assessment and Grades Policy Course and Unit Development, Approval & Review Policy Student Services & Support Policy

The underlying principles of good practice in this policy document have been sourced from:

Australian Universities Quality Agency (AUQA), 2009, *Good Practice Principles for English language proficiency for international students in Australian universities*, Report to the Department of Education, Employment and Workplace Relations, Canberra.

1. Principles

- 1.1 Oxford Institute of Higher Education (hereafter referred to as “the Institute) recognises English language proficiency as a key determinant of academic success and employability of its graduates and has a responsibility to ensure its students are sufficiently competent in English language to effectively participate in their studies.
- 1.2 The Institute recognises its responsibility to improve the English language proficiency of students, where necessary, and will provide an opportunity through the Oxford Institute English Language Centre.
- 1.3 English Language proficiency and communication skills are important skills which underpin the Institute’s Graduate Attributes and are integral to learning activities and assessment tasks and are demonstrated through a variety of methods. (Refer *Assessment and Grades Policy*).

2. Policy

It is policy that:

- 2.1 The Institute has set English Language entry requirements appropriate to its courses (Refer *Admissions Policy*).
- 2.2 Irrespective of a student’s official IELTS (or equivalent) score on entry to a course, a student deemed to have poor English language proficiency will be placed on an English language support program which will run in addition to their normal classes as an intervention strategy as covered in the *Academic Progress Policy*.



- 2.3 Students have responsibilities for further developing their English language proficiency during their study at the Institute and are advised of these responsibilities prior to enrolment.
- 2.4 Students will be provided with opportunities to self-assess their language skills throughout their studies and to undertake developmental activities in response to the needs they identify by accessing the services of the Oxford English Language Centre.
- 2.5 The Institute will adequately resource English Language Support Programs through the Oxford English Language Centre.
- 2.6 Development of English language proficiency is integrated with curriculum design, assessment practices and course delivery through a variety of methods (Refer *Course and Unit Approval & Review Policy*).
- 2.7 International students are supported from the outset to adapt to their academic, sociocultural and linguistic environments. This support is provided through the Orientation Program, consultations with academic staff and the monitoring of academic progress and intervention strategies.
- 2.8 English language proficiency of students will be diagnosed early in their study and will be provided with opportunities to improve their English Language proficiency (Refer clause 2.2).
- 2.9 Students who identify their own need to improve their English language proficiency will be provided with a range of ways in which this can be done by accessing Oxford English Language Centre.
- 2.10 International students are encouraged and supported to enhance their English language development through effective social interaction on and off campus through a range activities provided by the Student Services department of the Institute.
- 2.11 The Institute will ensure its meets the requirements and expectations of relevant professional accreditation bodies regarding English language proficiency and the English language proficiency of the Institute's graduates.
- 2.12 As part of its approach to benchmarking (Refer *Quality Framework Policy* and the *Learning & Teaching Plan*) the Institute regularly compares its policies and practices for English language development against those of comparable institutions and considers these in developing and reviewing policies and practices that reflect the specific needs of its students and the requirements of specific discipline areas.