

Assessing English Language Proficiency of International Student

PURPOSE

Policy #4.11

Adequate English language ability is central to a student's chances of success in their chosen course. This policy sets out the English language proficiency requirements and assessment for admission to all AFTT's vocational courses.

SCOPE

This policy applies to all international applicants seeking entry into any program delivered by AFTT. The policy does not apply to professional and continuing education programs or other non-award short courses delivered on-shore and offshore.

The processes and procedures outlined in this document are monitored by JMC as part of the Service Level Agreement held with AFTT.

DEFINITIONS

For definitions not listed here please refer to AFTT's Glossary.

POLICY

1.1 KEY REQUIREMENTS

To ensure students are sufficiently competent in the English language to participate effectively in their studies, AFTT's International Services Division will:

- Establish English language proficiency requirements in accordance with the specifications of external accreditation bodies, and in accordance with the program content.
- Ensure students applying for admission are able to demonstrate each of the English language skills (reading, writing, speaking and listening) at a level required for admission to the relevant course.
- Recognise that students have an adequate level of English to enable them to successfully engage with the academic content of the course or program.

For specific course entry requirements please refer to the *Assessing English Proficiency of International Students Procedure*.

1.2 MONITORING, REVIEW AND ASSURANCE

The Director of International Services is required to monitor the academic performance of international students and, where necessary, propose changes to English proficiency requirements and support.

Proposed changes are first presented to the Campus Manager and the Chief Executive Officer.

PROCEDURE

Adequate English language ability is central to a student's chances of success in their chosen course. AFTT's core English proficiency requirement may be demonstrated by a variety of means as detailed below.

Students from the following countries may be exempt from evidencing English language proficiency: England; Fiji; Ireland; Kenya; Papua New Guinea; Singapore; Solomon Islands; South Africa; United States of America; Zambia. The final decision on granting exemptions lies with the Director of International Services, who may also from time to time modify this list based on feedback from Academic Team Members about student academic performance. In order to receive the exemption, students must have successfully completed senior secondary school or one year of tertiary studies in one of these countries, where the language of instruction was English.

1.3 ENGLISH TEST SCORE REQUIREMENTS

IELTS	Academic: Overall score of 6.0 with no single band score below 5.5
TOEFL	iBT: 80 overall; minimum 20 in Writing
Pearson English Test	PTE: 57

Cambridge English Test	CAE with no band below 169
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1.4 ALTERNATIVE EVIDENCE: PATHWAY REQUIREMENTS

Students may provide evidence of successful completion of, or achieving a minimum standard, a pre-academic English courses delivered by one (1) of AFTT's pathway provider partners.

- **Ability Education (MEL, SYD) Students**
Achievement of a Grade three (3) overall score, with no band score below two (2), in Ability's EAP course.
- **Discover English (MEL)**
Successful completion of one of the following: CAE program (plus a letter of recommendation from the Director of Studies); 5 weeks Advanced EAP; five (5) weeks English Excel; ten (10) weeks IELTS Pass A.
- **ELS Universal English College (SYD)**
Achievement of a B grade in ELS AE4 course or an A grade in ELS AE3 course.
- **Embassy English (BNE, MEL, SYD)**
Successful completion of the EAP3 program.
- **English Language Company (SYD)**
Achievement of EAP2 certificate following minimum ten (10) weeks EAP program OR completion of IELTS stream with internal assessment of reaching EAP2 level.
- **Holmes English Language College (BNE, MEL, SYD)**
Completion of the HELC EAP course with a result of 60% or higher.
- **ILSC Education Group (BNE, MEL, SYD)**
Completion of twelve (12) weeks of any of the following programs: IELTS Mastery Program (Target 6.0), Academic Preparation Program [fourteen (14) level], or English Communication Program [fourteen (14) level].
- **Impact English Language College (BNE, MEL)**
Completion of CAE; OR ten (10) weeks (min) IELTS/EAP Advanced (less weeks required for more advanced students); OR ten (10) weeks IELTS/EAP Upper Intermediate + min five (5) weeks IELTS/EAP Advanced Level; OR FCE + min five (5) weeks IELTS/EAP Advanced.
A letter of recommendation from the Principal or Director of Studies must also be provided.
- **International House Sydney (SYD)**
Achievement of 85% in the EAP two (2) program.
- **Langports English Language College (BNE, SYD)**
Achievement of 66 in Langports EAP program.
- **Macquarie Education Group Australia (MEGA) (SYD)**
Achievement of 60% in the EAP three (3) program.
- **Navitas English (BNE, MEL, SYD)**
Achievement of a Pass in the Academic English Level three (3) program.
- **Shafston International College (BNE)**
Achievement of A grade in IELTS B program, and/or result of 60% or higher in Shafston's Internal Test of Academic English.
- **Sydney College of English (SYD)**
Completion of CAE with no band below one hundred and sixty nine (169) or result of 60% in the SCE EAP3.
- **Swinburne College (MEL)**
Achievement of 70% in the EAP four (4) program, with attendance and achievement certificate provided.

Where a student has studied at another Australian ELICOS school and requests direct entry into an AFTT course on that basis, the Director of International Services will make a decision on whether that ELICOS course satisfies AFTT's requirements.

1.5 ALTERNATIVE EVIDENCE: OTHER

AFTT also recognizes the following as having satisfied the normal English proficiency requirements for admission to our courses:

- Completion of one (1) year of full-time university study in an English-speaking country or where the language of instruction was English,
- Completion of one (1) year of full-time study in a tertiary education program in Australia where the minimum entry requirement was evidenced to be an overall IELTS band score of not less than 5.5 (or equivalent),
- Completion of the final two (2) years of senior high school in an English-speaking country or where the language of instruction was English,
- Program-specific and country-specific alternatives. Please refer to the table below. These alternatives are reviewed at the time of application.

Program	English language requirements
GCE A Levels	C grade or higher in the General Paper
International Baccalaureate (IB)	Completion of IB program where the language of instruction was in English OR where the language of instruction was not in English, completion of English A2 or A1

Country	English language requirements
Denmark	Grade eight (8) in final year English
Finland	Completion of high school with grade of eight (8) in English unit
Germany	Minimum English score of 3.0 in English
Hong Kong	HKDSE: Level 3 in English OR HKALE levels: C pass in English OR English Level four (4)
Malaysia	GCE A Levels: C Grade or higher in the General Paper OR STPM English (1119) C6
Netherlands	Overall score of at least seven (7) in English
Norway	IEC – four (4) or higher
Sweden	VG or grade four (4) in final year English or a C grade in English six (6)

1.6 VERIFICATION OF ENGLISH PROFICIENCY RESULTS

The AFTT International Admissions and Inquiries Officer uses the ielts.uct.ac.za portal to verify all IELTS results and ETS online TOEFL score verification system.

If English requirements have been met by participating in an English for Academic Purposes course delivered by an ELICOS package partner they are required to confirm that the student has satisfied all requirements of the pathway course.

1.7 STUDENT INTERVIEWS

The AFTT International Admissions and Inquiries Officer interviews all applicants who have entered the admissions process by video facility, such as Skype, or in person. This process gives AFTT an additional opportunity to check students' English verbal and aural proficiency. If, despite evidencing satisfactory English proficiency in an internationally benchmarked test, the student displays difficulty communicating in English, they will be referred to an ELICOS pathway partner for further testing. Interview details are noted on an Interview Form.

1.8 STRATEGIES TO ENSURE ENGLISH TESTING RESULTS WERE NOT FRAUDULENTLY OBTAINED

The AFTT International Admissions and Inquiries Officer conducts the following:

- Cross-check passport and IELTS results photos (online and on paper results),
- Checking language proficiency in the mandatory interview,
- Conducting all interviews on Skype or in person.

1.9 ACTION WHERE FRAUD IS DETECTED

In such cases two course of action are taken:

- The applicant will not be offered a place in AFTT,
- We will report the fraud to DoHA within five (5) business days.

1.10 ARRANGEMENTS FOR ENSURING THAT ENGLISH TEST SCORES ARE RECORDED ON THE CoE
 IELTS scores are recorded on the CoE in the appropriate place. Test scores other than IELTS, such as those from ELICOS pathway course graduates and other measures of English proficiency, are identified on the CoE as: "Student meets alternative English language requirements."

1.11 STRATEGIES TO ENSURE THAT INTERNATIONAL STUDENTS CONTINUE TO DEVELOP ENGLISH LANGUAGE PROFICIENCY DURING THEIR STUDIES.

All international students are initially placed on AFTT's Support and Intervention Strategy. This strategy seeks to identify in the early part of a student's course any language difficulties or other learning obstacles that may impact on their ability to succeed in their course of study. Any identified language obstacles are then initially addressed through consultation sessions with the Academic Support Officer as part of a Transition and Intervention Strategy. AFTT Academic and Admin team members will endeavour to provide substantial remedial support to struggling students and to regularly deliver learning support workshops.

International students who fail to overcome language difficulties after participating in one-on-one academic support sessions may then be referred to part-time ELICOS programs outside of the Academy. In extreme cases AFTT will consider suspending the student's enrolment for one (1) term while they undertake full-time English for Academic Purposes study.

COMPLAINTS and APPEALS

Students may access the Student Complaints and Appeals Policy – and its associated procedures – at any time, against any decisions prescribed in this policy.

POSITIONS RESPONSIBLE FOR IMPLEMENTING POLICY

- International Inquiries and Admissions Officer`
- Director of International Services
- Chief Executive Officer
- Course Directors
- Campus Manager

RELATED LEGISLATION

This Policy supports AFTT's compliance with the following legislation:

- Education Services for Overseas Students (ESOS) Act 2000 (Cth),
- National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2018
 - ESOS National Code 2018 Part B, Standard 2