

English Proficiency Policy

Policy Summary	
Department Responsible for Policy	Academic Department
Contact Person for Policy	Academic Manager
Approving Authority	Academic Board
Date Last Approved	15/06/2015
Next Review Date (Evaluation)	Annual review
Related Documents	Guidelines <ul style="list-style-type: none"> National Code Part D, Standard 2 Standards for Registered Training Organisations 2015 Policies <ul style="list-style-type: none"> <i>1-01-001 Student Code of Conduct</i> Manuals <ul style="list-style-type: none"> <i>9-02-001 Academic Manual</i> <i>1-03-001 Student Handbook</i> <i>2-02-012 English Proficiency Guide for Admissions</i>
Document Number	2-01-002

Policy History	
Policy version	Main changes made
1.0	<ul style="list-style-type: none"> New Policy
2.0	<ul style="list-style-type: none"> Additional reference to 2-01-012
3.0	<ul style="list-style-type: none"> Added ILSC Agreement
4.0	<ul style="list-style-type: none"> Changed Ability EAP level to 2
5.0	<ul style="list-style-type: none"> Added English Degree from Philippines
6.0	<ul style="list-style-type: none"> New Standard Reference and rebranded

1. Preamble

- 1.1 The policy is in accord with the College's inclusion of students from diverse backgrounds. In doing so it ensures that students have sufficient English to undertake the program of their choice.
- 1.2 The College therefore requires applicants to undertake courses to meet established English proficiency requirements, prior to enrollment.
- 1.3 The setting and enforcement of English language requirements is in keeping with the relevant aspects in the National Code as well as the Standards for Registered Training Organisations RTOs 2015.
- 1.4 The purpose of the policy is to set the standard of English proficiency required of an applicant for admission to the College.

2. Definitions

Australian Qualifications Framework (AQF) First introduced in 1995, it is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Australian Quality Training Framework (AQTF) The national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system. Initially established in 2001 for implementation in 2002, it is approved by the Ministerial Council for Tertiary Education and Employment (MCTEE), which includes all Ministers for VET in Australia.

College Kenvale College - Hospitality and Event Management. The College is a project of Foundation For Education and Training Limited (FFET), a non-profit company limited by guarantee, and is a Registered Training Organisation with ASQA.

Education Development Association (EDA) A not-for-profit company and a registered charity. Its aim is to promote education and the development of character in accordance with the principles and ideals of Christianity. The EDA owns and operates a variety of centres in Australia, including halls of residence for students in Higher Education, clubs with study facilities for young people, vocational training centres, and venues for residential courses and seminars.

Higher Education (HE) Provider A body that is established or recognised by the Commonwealth or a state or territory government to issue qualifications in the HE sector.

The National Code - The National Code is a set of nationally consistent standards that governs the protection of overseas students and delivery of courses to those students by providers registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).

NVR National VET (Vocational Education and Training) Regulation (Australia).

Registered Training Organisation (RTO) A vocational education and training organisation registered by a state or territory registering body in accordance with ASQA.

Unit of Competency (UoC) A single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole AQF qualification. (AQF, 2013)

Vocational Education and Training (VET) A type of tertiary education under the Australian Qualifications Framework (AQF), which enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

3. Scope

Aim

- 3.1 This policy aims to provide clear guidelines for English proficiency entry requirements for all applicants to the College.
- 3.2 This policy will ensure the best interests of the students remain paramount in order to maximise their educational experience.

Scope

- 3.3 This policy covers the application process for those applicants wanting to study at the College.
- 3.4 This policy does not apply to applicants to short courses at the College.
- 3.5 This policy does not contain overlap with the *1-03-001 Student Handbook* and *1-01-001 Student Code of Conduct*. For all student specific information, or information aimed for student consumption, please refer to the *1-03-001 Student Handbook*.

4. Application

4.1 This policy applies to applicants to the College.

4.2 Applicants must provide evidence of English Language proficiency through one of the three following methods:

4.2.1 Provide minimum proficiency test results as outlined in table below. English language test scores must be less than 2 years old at the date of course commencement at the College.

English Language Test	Minimum Requirement*
IELTS - Academic version only	5.5 overall with minimum scores of 5.5 in speaking & listening and 5.0 in reading and writing.
TOEFL - Internet-based Test (iBT)	80 overall with a minimum score of 24 in writing.
TOEFL - Paper-based Test (PBT)	477 overall with a minimum score of 4.5 in the Test of Written English (TWE). The paper-based test is not acceptable without the TWE.
PTE (Academic) - Pearson Test of English	60 overall
Cambridge Certificate of Proficiency in English (CPE)	C grade
Cambridge Certificate in Advanced English (CAE)	60 overall
ABILITY English EAP (English for Academic Purposes)	2 (IELTS 5.5 Equivalent)
ILSC University Pathway Certificate	14 or above

4.2.2 Provide evidence of having completed the International Baccalaureate and have met one of the following criteria:

- Completion of English A1 or Language A: Literature at Higher or Standard level
- Completion of English A2 or Language A: Language and Literature at Higher or Standard level
- Completion of English B at Higher Level with a Grade of 4 or more;
- Completion of English B at Standard Level with a Grade of 5 or more

4.2.3 Provide evidence of a qualification accepted by the College as proof of your

proficiency in English as specified in Table 2 below:

Country/Qualification	Standard
American Samoa	Completion of accepted senior secondary/tertiary studies in English
Australia	Completion of accepted senior secondary/tertiary studies in English
Canada	Completion of accepted senior secondary/tertiary studies in English
Denmark Studentereksamen	A grade of 8 or better for English A A grade of 10 or better for English B, level B
Fiji	Completion of accepted senior secondary/tertiary studies in English
Finland Upper Secondary School Certificate	A grade of 8 or better in English or English A language
GCE Ordinary Level (Malaysia, Singapore, United Kingdom)	B pass or better in the subject English
Germany Abitur	A grade of 3 or better in Advanced Level English (LF)
Hong Kong A Levels	B pass in Use of English
Ireland	Completion of accepted senior secondary/tertiary studies in English
Kenya	Completion of accepted senior secondary/tertiary studies in English
Malaysia STPM	C pass in 920 English or B pass in 914 English
Netherlands VWO	A grade of 8 or better for level 6 High School English
New Zealand	Completion of accepted senior secondary/tertiary studies in English
Norway Vitnemal	A grade of 4 or better for upper secondary school English
Papua New Guinea	Completion of accepted senior secondary/tertiary studies in English
Philippines	Completion of accepted tertiary studies in English
Singapore	Completion of accepted senior secondary/tertiary studies in English
Solomon Islands	Completion of accepted senior secondary/tertiary studies in English
South Africa	Completion of accepted senior secondary/tertiary studies in English
Sweden Avgångsbetyg/Slutbetyg	A grade of VG or better in Upper Secondary School English
United Kingdom	Completion of accepted senior secondary/tertiary studies in English
United States of America	Completion of accepted senior secondary/tertiary studies in English
Zambia	Completion of accepted senior secondary/tertiary studies in English

5. Responsibilities

- 5.1 The College's Academic Department is responsible for the management of this policy.
- 5.2 The College's Academic Department and Admissions Department are responsible for the application of this policy, where applicable.

6. Quality and Compliance

- 6.1 The College's approach to English Proficiency aligns with the National Code Standard 2.
- 6.2 This policy will be reviewed and updated annually by the Academic Department to ensure the quality and relevance of its content, and to maximise the effectiveness of its application to both the students and the needs of industry.
- 6.3 The College's position on, and response to, sexual harassment and discrimination is in line with the *Anti-discrimination Act 1977* and the *Sexual Discrimination Act 1984*.
- 6.4 The College must ensure any termination of an agreement, arrangement and/or partnership is always done in accordance with all legal requirements.
- 6.5 The following legislation and compliance regulations apply to this policy:

National Code 2007	
2.1	"Prior to accepting a student, or an intending student, for enrolment in a course, the registered provider must provide, in print or through referral to an electronic copy, current and accurate information regarding the following: a. the requirements for acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and whether course credit may be applicable"
2.2	"The registered provider must have documented procedures in place, and implement these procedures to assess whether the student's qualifications, experience and English language proficiency are appropriate for the course for which enrolment is sought."
Standards for Registered Training Organisations (RTOs) 2015	
Clause 1.2	For the purposes of Clause 1.1, the RTO determines the amount of training they provide to each learner with regard to: <ul style="list-style-type: none"> a) the existing skills, knowledge and the experience of the learner; b) the mode of delivery; and where a full qualification is not being delivered, the number of units and/or modules being delivered as a proportion of the full qualification.
Clause 2.1 – 2.2	The RTO ensures it complies with these Standards at all times, including where services are being delivered on its behalf. This applies to all operations of an RTO within its scope of registration. The RTO: <ul style="list-style-type: none"> a) systematically monitors the RTO's training and assessment strategies and practices to ensure ongoing compliance with Standard 1 and b) systematically evaluates and uses the outcomes of the evaluations to continually improve the RTO's training and assessment strategies and practices. Evaluation information includes but is not limited to quality/performance indicator data collected under Clause 7.5, validation

	outcomes, client, trainer and assessor feedback and complaints and appeals.
Clause 3.2	All AQF certification documentation issued by an RTO meets the requirements of Schedule 5 .
Clause 5.1 & 5.2	<p>Prior to enrolment or the commencement of training and assessment, whichever comes first, the RTO provides, in print or through referral to an electronic copy, current and accurate information that enables the learner to make informed decisions about undertaking training with the RTO and at a minimum includes the following content:</p> <ul style="list-style-type: none"> a) the code, title and currency of the training product to which the learner is to be enrolled, as published on the National Register; b) the training and assessment, and related educational and support services the RTO will provide to the learner including the: <ul style="list-style-type: none"> i) estimated duration; ii) expected locations at which it will be provided; iii) expected modes of delivery; iv) name and contact details of any third party that will provide training and/or assessment, and related educational and support services to the learner on the RTO's behalf; and v) any work placement arrangements. c) the RTO's obligations to the learner, including that the RTO is responsible for the quality of the training and assessment in compliance with these Standards, and for the issuance of the AQF certification documentation. d) the learner's rights, including: <ul style="list-style-type: none"> vi) details of the RTO's complaints and appeals process required by and vii) if the RTO, or a third party delivering training and assessment on its behalf, closes or ceases to deliver any part of the training product that the learner is enrolled in; e) the learner's obligations: <ul style="list-style-type: none"> i. in relation to the repayment of any debt to be incurred under the VET FEE-HELP scheme arising from the provision of services; ii. any requirements the RTO requires the learner to meet to enter and successfully complete their chosen training product; and iii. any materials and equipment that the learner must provide; and iv. information on the implications for the learner of government training entitlements and subsidy arrangements in relation to the delivery of the services.
Clause 6.1	<p>The RTO has a complaints policy to manage and respond to allegations involving the conduct of:</p> <ul style="list-style-type: none"> a) the RTO, its trainers, assessors or other staff; b) a third party providing services on the RTO's behalf, its trainers, assessors or other staff; or <p>a learner of the RTO.</p>
Clause 8.1	<p>The RTO cooperates with the VET Regulator:</p> <ul style="list-style-type: none"> a) by providing accurate and truthful responses to information requests from the VET Regulator relevant to the RTO's registration; b) in the conduct of audits and the monitoring of its operations; c) by providing quality/performance indicator data; d) by providing information about substantial changes to its operations or any event that would significantly affect the RTO's

	<p>ability to comply with these standards within 90 calendar days of the change occurring;</p> <p>e) by providing information about significant changes to its ownership within 90 calendar days of the change occurring; and</p> <p>f) in the retention, archiving, retrieval and transfer of records.</p>
Clause 8.5	The RTO complies with Commonwealth, State and Territory legislation and regulatory requirements relevant to its operations.

7. References

- 7.1 Australian Qualifications Framework Council, 2013, Australian Qualifications Framework (AQF), second ed., South Australia.
- 7.2 The National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students 2007
- 7.3 Australian Skills Quality Authority (ASQA), 2015, Standards for Registered Training Organisations RTOs 2015.
- 7.4 Education Services for Overseas Students (ESOS) Act 2000