

English Language Policy

Section 1 - Policy Purpose

(1) This Policy sets out the principles that the University follows in developing English language proficiency in undergraduate and postgraduate courses.

(2) English language proficiency is the ability of students to use the English language to make and communicate meaning appropriately in spoken and written contexts. A proficiency in English language is critical both to academic success and the development of discipline-based discourses.

Section 2 - Background Information

(3) The University has a mission to provide quality education to a diverse student body. We recognise and respect the value of the rich linguistic diversity of all the students of the University, including Aboriginal and Torres Strait Islander and international students and domestic students from culturally and linguistically diverse backgrounds.

(4) The University has a responsibility to undergraduate and postgraduate students in all courses, to ensure they achieve a level of discipline-specific English language proficiency that allows them to successfully engage with their studies and participate in their professional work environments on graduation.

(5) This Policy reflects the requirements of the [Higher Education Standards Framework \(Threshold Standards\) 2021](#) that course design processes "provide for the appropriate development of key graduate attributes in students including English language proficiency" (Chapter 3, S1.2). Processes to support the development of ACU's ten graduate attributes are integrated into all levels of the curriculum: this Policy specifically refers to Graduate Attribute 9: "ACU courses enable graduates to be able to demonstrate effective communication in oral and written English language and visual media".

Section 3 - Policy Statement

Entry Standards

(6) The University's English language entry standards for undergraduate and postgraduate courses, as prescribed in the [Admission to Coursework Programs Policy](#), are set at a level that ensures that students are sufficiently proficient in the English language on entry to participate effectively in their university studies.

(7) Some students access the University through pathway programs, and these too are evaluated to ensure that students are adequately prepared for university study.

Development of English Language Proficiency

(8) The Deputy Vice-Chancellor (Education) (DVCE), working with the Executive Deans, the Faculties, units and students, monitors the development of students' English language proficiency, and determines appropriate strategies in response to the needs of student cohorts.

Students' Responsibilities

(9) Prospective and current ACU students will be informed about the resources and opportunities for developing English language proficiency during their university studies.

(10) Students are responsible for making use of the language development activities and resources that are provided by the University.

Staff Responsibilities

(11) The University provides staff with ongoing opportunities and partnerships to extend their skills and knowledge in supporting the development of English language proficiency in their students.

(12) In addition to supporting the development of English language proficiency, all staff share the responsibility for developing the discipline-specific language skills of their students.

Integrated Curriculum Approach to Developing English Language Proficiency

(13) English language proficiency is integrated into curriculum design and assessment practices.

(14) Course approval and review processes assess the extent to which English language proficiency is articulated throughout the course design.

(15) Course design includes English language proficiency outcomes that are required of graduates in the discipline for workplace practicums, employment or further study.

(16) The University also fosters English language proficiency development through social and course-based experiences in formal and informal settings.

Supporting 'At-Risk' Students

(17) The University has a range of learning activities to help to identify and address the needs of students who require additional support to achieve English language proficiency.

Progression and Exit Standards

(18) The University requires that all its graduates demonstrate knowledge and skills appropriate to the discipline, including English language proficiency and effective communication. Completion of a degree at ACU, therefore, signifies competence in English language proficiency for professional and academic purposes.

(19) The DVCE monitors progression and completion rates and reports to Academic Board on English language proficiency development strategies across the University.

Section 4 - Application of Policy

(20) The Policy applies to all ACU staff and to all ACU students undertaking undergraduate and postgraduate courses.

Section 5 - Roles and Responsibilities

(21) Accountable body: Academic Board.

(22) Responsible officer: Deputy Vice-Chancellor (Education) (DVCE).

(23) The Executive Deans are responsible for implementing the policy within the programs in their Faculties.

(24) The DVCE uses evidence from a variety of sources to monitor the development of students' English language proficiency and the success of strategies implemented under this Policy.

(25) The DVCE reports to Academic Board and the University community about the effectiveness of this Policy and its implementation.

The DVCE may issue relevant guidelines and / or procedures at their discretion.

(26) Implementation: Director, Student Experience; Director, Centre for Education and Innovation; Associate Deans, Learning and Teaching; Pro Vice-Chancellor (Global and Education Pathways); Heads of School.

Section 6 - Further Assistance

(27) Any staff member who requires assistance in understanding this Policy should first consult the nominated officer responsible for the implementation and operation of these arrangements in the work area. Should further advice be needed, the staff member should contact their Head of School or Associate Dean, Learning and Teaching, if they are academic staff; or the Director, Student Experience, if they are professional staff.

Section 7 - Revisions to this Policy

(28) Changes to this Policy will show in the Status and Details tab.

Section 8 - Associated Information

(29) For related legislation, policies, procedures and guidelines and any supporting resources, please refer to the Associated Information tab

Status and Details

Status	Historic
Effective Date	5th March 2024
Review Date	3rd May 2024
Approval Authority	Vice-Chancellor and President
Approval Date	5th March 2024
Expiry Date	10th September 2024
Responsible Executive	Andrew O'Neil Chair, Academic Board
Responsible Manager	Julie Cogin Provost and Deputy Vice-Chancellor (Academic)
Enquiries Contact	Office of the Provost and Deputy Vice-Chancellor (Academic)