



ENGLISH LANGUAGE POLICY

Version:	Approved by:	Approval Date:	Effective Date:	Next Review:											
4	Academic Board	1 Dec 2022	1 Dec 2022	1 Dec 2025											
Policy Custodian:	English Program Manager		Document No:	UOWC-ELP-POL-12											
Purpose:	<ol style="list-style-type: none"> This policy outlines UOW College's commitment to building English language communication skills within all students to ensure preparedness for life and future academic study. This policy was developed in consideration of the Legislation, regulation and frameworks to ensure that the College is compliant with all requirements. 														
Scope:	<table border="1"> <tr> <td>UOWGE</td> <td></td> <td>UOWCA</td> <td>✓</td> <td>UOWD</td> <td></td> <td>UOWCHK</td> <td></td> <td>UOWMKDU</td> <td></td> </tr> </table>	UOWGE		UOWCA	✓	UOWD		UOWCHK		UOWMKDU		<p>This policy applies to:</p> <ul style="list-style-type: none"> UOW College Students UOW College Staff Partner institutions that design or deliver UOW College courses and programs 			
UOWGE		UOWCA	✓	UOWD		UOWCHK		UOWMKDU							
Related Documents:	<p>Academic Quality Standards Admissions Policy Course Review Procedure Subject Review Procedure</p>														
References & Legislation:	<p>Australian Qualifications Framework Common European Framework of Reference for Languages Education Services for Overseas Students Act 2000 (ESOS Act) Higher Education Standards Framework (Threshold Standards) 2021 National Code of Practice for Providers of Education and Training to Overseas Students 2018 ELICOS Standards 2018 National Standards for Foundation Programs TEQSA Guidance Note for Direct Entry English Courses https://www.teqsa.gov.au/latest-news/articles/english-language-and-support-services-protecting-international-students IEAA A guide to English language policy making in higher education</p>														



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1. Definitions

Term	Definition
Advanced English	<p>Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express themselves fluently and spontaneously, without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</p> <p>This reflects the competencies of the <i>Common European Framework of Reference for Languages, Level C1</i>.</p>
Course	<p>A program of study that includes those courses leading to higher education and vocational awards and non-award courses.</p>
English Language Proficiency	<p>Refers to a student's ability to comprehend and create meaning effectively in the social, academic and professional contexts to which their education relates.</p>
English Language Proficiency Requirements	<p>The minimum English language proficiency requirements for students to be admitted to a course at UOW College.</p>
Learning Outcomes	<p>Statements of the knowledge, understanding and skills students are expected to achieve as a result of engagement with the content of the subject or course.</p>
Staff	<p>Full-time, fixed-term, part-time, sessional and casual employees of UOW Enterprises.</p>
Student	<p>Any person who is enrolled in any course or program offered at, or in conjunction with, the College. For vocational, this may be referred to as learner.</p>
Teacher	<p>A staff member (whether permanent, sessional, or casual) who carries out teaching or training responsibilities under the authority of a Head of Program, Course Coordinator or Subject Coordinator.</p>
Upper-Intermediate English	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of</p>



	<p>specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> <p>This reflects the competencies of the <i>Common European Framework of Reference for Languages, Level B2</i>.</p>
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2. Policy Principles

- 2.1. UOW College, students and teachers share responsibility for the ongoing development of communication skills and English language proficiency.
- 2.2. The development of communication skills in students is most appropriately and successfully achieved as part of the assurance of learning with a course.
- 2.3. Academic and Vocational courses at UOW College are conducted in the upper-intermediate, to advanced and fluent levels of English and students are expected to comprehend, learn, and communicate effectively within this environment.
- 2.4. English language courses delivered at UOW College are designed to develop the English language proficiency and communicative competencies of students. UOW College students will have access to facilities, resources, and materials that help their development of communication skills, including English language proficiency.

3. Admission

- 3.1. UOW College will set English language proficiency requirements for admission at a standard that allows students to fully participate in their studies at UOW College. This process is overseen by the Academic Board.
- 3.2. English language requirements will be informed by:
 - a. The annual Performance of UOWCA students at UOW report
 - b. Internal student tracking.

4. Assuring English Language Development

- 4.1. All UOW College courses will be designed to foster and assess students' development and achievement of the embedded communication skills and English language proficiency. This will be achieved through the following:

- a. Students will be provided with the opportunity to obtain feedback and further develop their communication skills across a wide range of purposes, audiences, and contexts relevant to the discipline by ensuring variety in communicative assessment tasks;
- b. Course learning outcomes will clearly articulate the development and achievement of written and oral communication skills, including English language proficiency, appropriate to the level and qualification type;
- c. Selected subjects within a course will explicitly foster and assess students' development and achievement of specific aspects of the course learning outcomes pertaining to communication skills, including English language proficiency, through the design of the learning environment, assessment activities, and teaching strategies and resources;
- d. Early assessment and/or teacher feedback within a course will be used to identify students at risk due to English language proficiency; and
- e. Students identified at risk due to English language proficiency will be provided with additional support.

5. Roles & Responsibilities

Role	Responsibility:
Students	<ul style="list-style-type: none"> • Addressing their own language development needs; • Acting on feedback provided about their English language proficiency; and • Making use of available resources for language development provided by UOW College.
Subject Coordinators	<ul style="list-style-type: none"> • Ensuring learning outcomes are embedded into subjects to foster communication skill development appropriate to the course and level of qualification; • Engaging processes that provide students with constructive feedback and opportunities to develop their communication skills; • Developing assessment tasks and criteria that explicitly address students' communication skills, and where appropriate, identify students at risk due to English language proficiency; and • Where appropriate, liaise with language providers to ensure relevant and timely support is provided to students at risk.
Head of Program	<ul style="list-style-type: none"> • Identifying which subjects within a course will explicitly address the development of students' communication skills, including English language proficiency;



	<ul style="list-style-type: none"> • Reviewing learning outcomes to ensure they explicitly address students' communication skills, including English language proficiency; • Ensuring that across selected subjects, students have the opportunity to develop their communication skills across a wide range of purposes, audiences and contexts relevant to the discipline by ensuring variety in communicative assessment tasks; and • Liaising with language providers to arrange for appropriate language development provision • Provide specific discipline staff with the opportunities to develop their understanding of the role of language in learning and of approaches that may be used to develop and assess the communication skills including the English language proficiency of their students; • Provide assistance to staff who teach in courses with large cohorts of students from diverse cultural and linguistic backgrounds or literacy levels; and • Provide assistance to staff who teach subjects identified as explicitly developing student English language proficiency. <p><u>WITH Academic Quality Coordinator:</u></p> <ul style="list-style-type: none"> • Ensuring course learning outcomes clearly articulate the achievement of communication skills, including English language proficiency appropriate to the qualification level and qualification type; and • Ensuring selected subjects within a course are designed to explicitly foster and assess students' development and achievement of communication skills, including English language proficiency
Academic Quality Coordinator	<ul style="list-style-type: none"> • Ensuring course learning outcomes clearly articulate the achievement of communication skills, including English language proficiency appropriate to the qualification level and qualification type; and • Ensuring selected subjects within a course are designed to explicitly foster and assess students' development and achievement of communication skills, including English language proficiency

6. Change History

Version	Approved By	Date Effective	Amendment
1	UOW College Academic Board	15 September 2012	New Policy



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2	Compliance Officer	21 July 2016	Minor change Only – College branding and formatting updated
3	Academic Board	23 November 2017	Scheduled Policy Review conducted in consultation with UOW LTC
4	Academic Board	1 December 2022	Update template, plus scheduled policy review.