

English Language Requirement Policy

Date of Approval by Governing Board: 7th April 2016

Date of review: 7th April 2019

1. Purpose

1.1 This Policy sets out the *Leaders Institute* (LI) requirements and expectations of undergraduates in English language proficiency at admission and during their courses of study.

1.2 Independent of LI requirements and expectations, the Department of Home Affairs sets out requirements for students to obtain a student visa.

1.3 International students applying for undergraduate study, from countries determined by the Department of Home Affairs, must provide a satisfactory Academic International English Language Testing System (IELTS) test score or equivalent when applying for a student visa. Students should refer to the Application Guide at <http://www.homeaffairs.gov.au> to view current Australian Government regulations.

2. Principles

2.1 LI acknowledges that admission to undergraduate study at LI requires a minimum level of English language competence.

2.2 LI recognises that the development of English language proficiency is integral to the development of discipline-based knowledge.

2.3 LI acknowledges that language use varies according to context, audience and purpose.

2.4 LI expects all students to have requisite academic language skills to be able to successfully engage with their studies.

2.5 LI expects applicants to satisfy the Institute's entry requirements and course entry requirements, including English language requirements as set out in the *Student Admission Procedures*.

2.6 Regardless of LI requirements and its acceptance of certain equivalents, international applicants must satisfy the Department of Home Affairs English Language and other requirements for visa applications.

3. Roles and Responsibilities

3.1 LI Academic Board will regularly monitor and review English language proficiency requirements to ensure they remain comparable to expected standards in the sector.

3.2 LI provides support for the development of students' English language proficiency throughout the course of study, applying course-integrated and non-integrated strategies designed for the particular requirements of disciplines and student cohorts from time to time.

3.3 The Program Directors are responsible for managing the collection, analysis and reporting of evidence of students' English language proficiency and ensuring timely response to students at risk.

4. Scope

4.1 This policy applies to all LI undergraduates undertaking courses in which English is the language of instruction and assessment, and to LI staff responsible for designing and delivering the courses.

4.2 The policy should be read in conjunction with the following documents:

- *English Language Requirement Procedures*
- *Student Admission Policy*
- *Student Admission Procedures*
- *Student Learning Support*

English Language Requirement Procedures

1. Context

- 1.1 These procedures apply to all courses delivered by *Leaders Institute* (LI).
- 1.2 This document should be read in conjunction with the following LI documents: *English Language Policy*, *Admissions Policy* and *Admissions Procedures*.
- 1.3 All students who have been admitted to an undergraduate course at LI are required to demonstrate English language proficiency as specified in the Institute's *Admissions Policy*.
- 1.4 English Language Proficiency entry requirements along with English language support will be reviewed by LI annually.
- 1.5 Minimum English Language Proficiency requirements will not be waived for any domestic or international applicant seeking entry to a course of study at LI.

2. English Language Proficiency (ELP) Requirements

- 2.1 All applicants graduating from Australian high schools and have a rank score, will meet the English Language Proficiency requirements for entry to a LI course, provided they meet the LI Admission Rules.
- 2.2 International applicants who are citizens of designated countries will be considered to have satisfied ELP requirements if they have completed senior secondary schooling (or higher) in a designated country demonstrating successful studies and proficiency in each of the English language skills. (Refer to ELP country requirements Table 1 and ELP entry scores Table 2 below).

3. Language Support

- 3.1 LI students are responsible for addressing their own language development needs and acting on feedback provided about their English language proficiency. They will be encouraged to take advantage of the support provided by LI.
- 3.2 At the start of each semester LI will provide an academic orientation program designed to support students.
- 3.3 The academic orientation program introduces students to the LI culture of learning, literacy requirements and the need for students to take responsibility for continuing to develop their language competences as they progress through their course.
- 3.4 LI also provides support for the development of students' English language proficiency throughout their course of study, applying course-integrated and non-integrated strategies designed for the particular requirements of disciplines and student cohorts.
- 3.5 Program Directors will ensure that their courses include opportunities to assess students' language competences early in the course. As a result of this assessment, teaching staff will provide feedback to guide students in how to further develop their language competences, including directing them to appropriate learning resources.

3.6 Students identified as being 'at risk' due to insufficient English language proficiency will be provided with additional support, which may include an intensive one week English language proficiency course held at the beginning of each semester.

3.7 Program Directors will ensure that courses include opportunities for students to develop relevant academic and professional literacies, including both oral and written literacies, to help students develop critical capacities in appraising relevant literature and in presenting their own work.

Table 1

QUALIFICATION	LEVEL OF COMPLETION	ADDITIONAL INFORMATION
AUSTRALIA		
Foundation Program	Completed with an overall average of at least 55% with an OP score of 17	
BANGLADESH		
Higher School Certificate (HSC)	Completed with a Grade Point Average (GPA) of at least 3.0 (out of 5)	
BRAZIL		
Diploma de Ensino Medio or equivalent	Successful completion with GPA of at least 5.5 (out of 10)	
CANADA		
High School Diploma (from relevant Territory or Province)	Completed with an overall average of at least 55%	
Ontario Secondary School Diploma (or OSSC)	Completed with an overall average of at least 55%	Average is calculated out of 6 University Preparation Subjects.
CHINA		
Gaokao or National College Entrance Examination (NCEE)	Successful completion of Senior Middle 3 (SM3) with 70-75% average	
FIJI		
Fiji 7th Form Certificate	Completed with an overall average (all subjects) of at least 60% or grade B	
GERMANY		

Abitur	Completed with an overall average (in all subjects) of at least	Average is calculated on a scale of 1 - 6 (with 1 the highest grade).
HONG KONG		
Hong Kong Diploma of Secondary Education (HKDSE)	Completed with a minimum score of at least 18	Total score is calculated on the sum of 6 subjects (comprising of 4 core units and 2 electives from category A or C) with no grade less than 3. Grades are calculated where 5**=6, 5*=5.5, 5=5,
HK A Levels qualification	Completed with an overall result of at least 5	Marks are calculated as a total of 2 or 3 Advanced Level (A2) subjects where A=5, B=4, C=3, D=2 and E=1. A maximum of 2 standalone Advanced Subsidiary subjects may be added to the total (marks are calculated with A=2.5, B=2, C=1.5, D=1 and E=0.5) as long as this subject has not been studied at Advanced level.
INDIA		
Indian School Certificate (issued by the Council for the Indian School Certificate Examinations)	Completed with average score of at least 65%	Average score is calculated as the average of the best 4 subjects (excluding local language) non-academic subjects.
All India Senior School Certificate (issued by the Central Board of Secondary Education)	Completed with average score of at least 65%	Average score is calculated as the average of the best 4 subjects (excluding local language) non-academic subjects.
State Board (various) examinations	Completed with average score of at least 65%	Average score is calculated as the average of the best 4 subjects (excluding local language) non-academic subjects.
INDONESIA		
Sekolah Menengah Atas (SMA) 3 (Senior School Certificate of Graduation)	Completed with an average score (academic subjects only) of a least 7.0	Successful completion of the National Examination is also required.
IRAN		
Pre-University Certificate	Completed with an overall average (in all subjects) of at least 12(out of 20)	
JAPAN		

Kotogakko Sotsugyo Shosho (Upper Secondary School) qualification	Completed with an overall average (in all subjects) of at least 3(out of 5)	
KENYA		
Kenya Certificate of Secondary Education (KCSE)	Completed (and passed a minimum 6 of 8 subjects taken) with an overall average (all subjects) of at least C	Average of subjects are calculated where A = 12, A- = 11, B+ = 10, B = 9, B- = 8, C+ = 7, C = 6, C- = 5, D+ = 4, D = 3, D- = 2 and E = 1.
KOREA, REPUBLIC OF		
Immumgye Kodung Hakkyo Choeupchang (Senior High School Certificate)	Completed with an overall average (in all subjects) of at least 60% or grade C	
MALAYSIA		
Sijil Tinggi Persekolahan Malaysia (STPM)	Completed with a total of at least	Grade calculation is based on a total of 3 Subject Grade Points (SGP) of the academic subjects only results where A = 4, A- = 3.67, B+ = 3.33, B = 3, B- = 2.67, C+ = 2.33, C = 2, C- = 1.67, D+= 1.33, D = 1 and F=0.
Unified Examination Certificate (UEC)	Completed with an overall average of at least	Calculation of grade is based on an average of the best five subjects (excluding Chinese and Bahasa Malayu) where A1 = 1, B2 = 2, B3 = 3, B4 = 4, B5 = 5, B6 = 6, C7 = 7, C8 = 8 and F = 0
Ontario Secondary School Diploma (OSSD)	Completed with an overall average of at least	Average is taken from the 6 best Grade 12 subjects
PAKISTAN		
Intermediate Certificate / Higher Secondary School	Completed with an average score of at least 660 (out of 1100)	
Certificate (Pre-English or Pre-Medicine)		
PERU		

Certificado de Educación Secundaria Común Completa	Successful completion of Secondary education	
SINGAPORE		
Singapore Cambridge A-Levels qualification	Completed with an overall result of at least 12	Marks are calculated from a minimum of 2 and maximum of 3 H2 (A Level) subjects where A=10, B=8, C=6, D=4 and E=2. H1 subject marks are calculated as half points where A=5, B=4, C=3, D=2 and E=1.
SOUTH AFRICA		
National Senior Certificate	Completed with an overall result of at least 60%	
SRI LANKA		
Sri Lankan A-levels	Completed with an overall result of at least 9(CCC)	Marks are calculated from 3 A Level subjects where A=5, B=4, C=3 and S=1. Any pre-requisite subjects require a C or above.
SWEDEN		
Avgangsbetyg/Slutbetyg Fran Gymnasieskola	Completed with an overall average (in all subjects) of at least 3	The average grade is calculated with G = 3, GV = 4, MVG = 5
TAIWAN		
Senior High School Leaving Certificate	Completed with an overall average (in all subjects) of at least 65%	
THAILAND		
Matayom 6 (Certificate of Secondary Education)	Completed with a Grade Point Average (GPA) of at least 2.5(out of 4)	
UNITED KINGDOM		
General Certificate of Education (A-Levels)	Completed with an overall result of at least 5	Marks are calculated as a total of 2 or 3 Advanced Level (A2) subjects where A=5, B=4, C=3, D=2 and E=1. A maximum of 2 stand alone Subsidiary Subject marks may be added to the total (where A=2.5, B=2, C=1.5, D=1 and E=0.5) as long as this subject has not been studied at an Advanced level.

UNITED STATES OF AMERICA		
High School Diploma	Completed with a Grade Point Average (GPA) of at least 2.5(out of 4)	
	Completed with an overall average (in all subjects) of at least 70% (with minimum 500 in each band)	
VIETNAM		
Bang Tot Ngiep Trung Hoc Pho Thong (Upper Secondary	Completed with an overall average (in all subjects) of at least 6.0(out of 10)	
Education Graduation Diploma)		
	For all other countries, please enquire at Leaders Institute	

Test Name	LEADERS INSTITUTE	RMIT	VICTORIA UNIVERSITY	QUT	MARTIN COLLEGE	CQU	JCU	UQ	KAPLAN BUSINESS SCHOOL	HOLMES INSTITUTE
IELTS (Academic)	6.0 (no band less than 5.5)	6.5 (no band less than 6.0)	6.0 (6.0)	6.5 (with no individual band score of less than 6.0)	IELTS 6.0 (no band less than 5.0)	6 (with no individual band score of less than 5.5)	6.0(no component lower than 5.5)	6.5 (no band less than 6.0)	6.0, (with not less than 6.0 for Speaking and Writing and 5.5 for Listening and Reading)	6.0(No component lower than 5.5)
TOEFL (Paper Based Test)	550 (TWE* 5.0)	580 (TWE* 4.5)	NA	NA	TOEFT (paper) 513 (TWE 4) TOEFL (online) 190	NA	550 (plus minimum Test of Written English score of 4.0)	570(5.0 in TWE (written), and 54 in reading & listening)	550	550
TOEFL (Internet Based Test - iBT)	Overall score 79 with minimum overall for SLR 18; W 22	Overall score of 92 with minimum of 20 in all sections	67 (Listening 12, Speaking 18, Reading 15, Writing 21)	90(with minimum of 20 in all sections)	TOEFL iBT 68 (22 in writing)	Overall score of 75 with no score less than 17.	79(minimum writing score of 19)	87(21 in written, 19 in reading, listening & speaking)	79-80	NA
Pearson Test of English (Academic) (PTE (A))	57 (no band less than 50)	58 (no communication band less than 50)	50-57 (50)	64(no band less than 58)	PTE Academic 46 (writing 46)	Overall score of 50 with no score less than 42.	57	64(60 in each communicative skills section)	50-57	NA
Cambridge English: Advanced (CAE)	2014: 52 with no less than 'borderline' in each skill	2014: 58 with no less than 'borderline' in each skill	52	58	47	Overall test score of 169 (with no individual band score of less than 154)	NA	A grade of C (58)	NA	NA
	2015 onwards: 169 with no less than 162 in any component	2015 onwards: 176 with no less than 169 in any component	NA	C1	NA	NA	NA	NA	NA	NA
Cambridge English: Proficiency (CPE)	2015 onwards: 169 with no less than 162 in any component	2015 onwards: 176 with no less than 169 in any component	A	NA	NA	Overall test score of 169 (with no individual band score of less than 154)	NA	A grade of C (45) or better	NA	NA



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