

Policy Owner	Academic Director
Contact Officer:	Program Coordinator - Communication Skills
Policy Number:	QTDPO021
Approved by:	Academic Board
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Related Policies:	Admission and Student Selection Policy QMKPO003 Progress and Attendance Policy QTDPO011
Related Documents	English Support Program Process QTDPR035 Post Enrolment Language Assessment Process QTDPR032

1. Overview

- 1.1. Curtin College will ensure that the development of all students' English language skills is a priority.
- 1.2. Curtin College is committed to ensuring that all students are provided with sufficient English language support and development opportunities both within the curriculum and in support of the curriculum to ensure "English language proficiency" (as defined by the Good Practice Principles for English language proficiency) appropriate for successful engagement in the College's Diploma programs.
- 1.3. This policy has been developed in line with the Higher Education Standards Framework including Threshold Standards. The Good Practice Principles for English Language Proficiency for International Students in Australian Universities.

2. Organisational Scope

- 2.1. The purpose of this document is to provide an outline of the College's policy on English language support and development for all students from pre-enrolment through to completion of the diploma program.
- 2.2. This policy applies to both students that are speakers of English as a Second Language (ESL) and students that are from an English speaking background.

3. Definitions

- 3.1. **ALEP:** Academic Language Enrichment Program. This program provides the additional English language classes provided for diploma students. ALEP is course specific and classes are tailored to meet the language needs of the various different courses.
- 3.2. **Co-requisite:** A requirement for students to be concurrently enrolled in a designated unit at the same time as enrolling in another unit.
- 3.3. **English Language Proficiency:** the ability of students to use the English language to make and communicate meaning in spoken and written contexts while completing their tertiary studies.
- 3.4. **ESL:** English as a second language
- 3.5. **ESP:** English Support Program. This program provides additional English language classes to Diploma (Stage One) students.
- 3.6. **Letter of Offer:** A formal offer of place at Curtin College in a nominated course
- 3.7. **PELA:** Post Enrolment Language Assessment. An assessment conducted at the start of each study period to assess all new and returning Diploma (Stage 1) students on their academic English levels.

- 3.8. TCS:** Tertiary Communication Skills- a communication and language support unit for students in the Diploma of Commerce and Diploma of Arts and Creative Industries..

4. Policy Principles

- 4.1.** Curtin College alerts every new student about the English language entry requirements for their respective course through the College's Course Guide, website and policies.
- 4.2.** All Curtin College students will be provided with additional English support regardless of whether they are domestic or international students.
- 4.3.** English language support may be offered on both a voluntary and/ or compulsory basis.
- 4.4.** English language support at the College will be provided at no additional cost to the student.
- 4.5.** All English language academic teaching staff involved in providing English support classes will have a formal ESL teaching qualification.

5. Policy Content

5.1. PELA

- 5.1.1.** All students will complete a PELA in either week one or two of the Co- requisite unit.
- 5.1.2.** PELA results will be made available to all students via College email by the end of week 3 of the study period.
- 5.1.3.** Students identified as at risk for poor English through the PELA will be notified by College email about their at risk status and will be provided with specific instructions regarding attendance to additional free support English classes.
- 5.1.4.** Students that are in Diploma (Stage One) will be instructed to attend ESP and students enrolled in Diploma (Stage Two) programs will be instructed to attend ALEP.
- 5.1.5.** Students that have not been identified through the PELA for additional English support may also self-select additional English through either ESP or ALEP.

5.2. ESP

- 5.2.1.** All students in Diploma (Stage One) that are identified as at risk for English through the PELA will be directed into ESP classes.
- 5.2.2.** ESP will be provided for two hours once a week, beginning in week 3 culminating in week 11.
- 5.2.3.** Students that have been identified as at risk for English are expected to attend 80% (7.5 classes) of the ESP classes.
- Attendance is measured as per Curtin College Progress and Attendance Policy clause 7.1 and 7.2
 - Attendance is recorded as per Curtin College Progress and Attendance Policy clause 7.3
- 5.2.4.** Participation in ESP is defined as:
- Punctual attendance to every class
 - Contributing to verbal discussions and participation in all activities in every class
 - Speaking English during class time and during all class activities
- 5.2.5.** Students that miss two classes of ESP will be required to attend a supplementary ESP class in week 12. Students that miss between 1, 2 or 3 classes of ESP will be required to attend a supplementary ESP class in week 12.
- 5.2.6.** Students will be provided with an individualized assessment of progress at the end of the program by their class teacher.

- 5.2.7.** Students who miss more than 3 ESP classes will not be eligible to qualify for the course co-requisite credit (if co-requisite mark total is 50% or more) in the relevant linked unit. The Board of Examiners will allocate a grade of D.A. (deferred assessment) if the mark total is 50% or more and the student will be offered a supplementary PELA test.

If the student passes the supplementary PELA prior to repeating ESP then this will be considered to be evidence that the student has improved their English to the standard required and the Chair of the Board of Examiners will amend the D.A. grade to the appropriate pass grade.

If the student does not pass the supplementary PELA the linked unit grade will be changed to 'Did not Submit' (DNS) and the student will be required to repeat ESP in the next study period.

- 5.2.8.** Exceptions to the rule described in 5.2.7 will apply when a student is in their last study period of the Diploma (Stage One) and a pass grade in the linked unit will allow them to progress to Diploma.

In these exceptions a grade of D.A. will not be applied and the student will be credited with the appropriate pass grade for the linked unit. However they will take the PELA in the next Diploma study period and if they score poorly they will be required to take ALEP.

5.3. ALEP

- 5.3.1** All students in diploma programs that are identified as at risk for English through the PELA will be directed to compulsory ALEP classes.

- 5.3.2** ALEP will be provided for two hours once a week, beginning in week 3 and culminating in week 11.

- 5.3.3** ALEP will be linked to one identified unit per diploma course as a Co-requisite.

- 5.3.4** Students that have been identified as at risk for English are expected to attend and participate in 80% (7.5 classes) of ALEP classes.

- Attendance is measured as per Curtin College Progress and Attendance Policy clause 7.1 and 7.2
- Attendance is recorded as per Curtin College Progress and Attendance Policy clause 7.3

- 5.3.5** Participation in ALEP is defined as:

- Punctual attendance to every class
- Contributing to verbal discussions and participating in all activities in every class
- Speaking English during class time and during all class activities

- 5.3.6** Students that miss between 1, 2 or 3 classes of ALEP will be required to attend a supplementary ALEP class in week 12.

- 5.3.7** Students that miss more than 3 ALEP classes will not be eligible to qualify for the course co-requisite credit (if the total mark is 50% or more) in the relevant linked unit. The Board of Examiners will allocate a grade of D.A. (deferred assessment) if the mark total is 50% or more and the student will be offered a supplementary PELA.

If the student passes the supplementary PELA prior to repeating ALEP then this will be considered to be evidence that the student has improved their English to the standard required and the Chair of the Board of Examiners will amend the D.A. grade to the appropriate pass grade.

If the student does not pass the supplementary PELA the grade in the linked unit will be changed to 'Did Not Submit' (DNS) and the student will be required to repeat ALEP in the next study period.

- 5.3.8** An exception to the rule described in 5.3.7 will apply when a student is in their last study period of the Diploma and a pass grade in the linked unit will allow the student to graduate. Completion of the Diploma will be regarded as sufficient evidence that the student has achieved the required competency in literacy to meet Diploma requirements and no further evidence will be required. In this exception to 5.3.7, a grade of DA. will not be applied and the student will be credited with the appropriate pass grade for the linked unit.

5.4. Determining whether Language Support is required:

Band	Diploma (Stage 1) - ESP	Diploma (Stage 2) - ALEP
6.0 & Above	Language Requirement Met	Language Requirement Met
5.5	Language Requirement Met	Requires ALEP
5.0 & Below	Requires ESP	Requires ALEP

Explanatory Notes:

When determining Bands 4, 5, and 6 the categories *Lexical Resource* and *Grammatical Range and Accuracy* need to be the key focus. *Task Response* and *Coherence and Cohesion* are necessary when determining the higher Band scores. Refer to Appendix 1.

5.5. Tertiary Communication Skills (TCS)

- 5.3.9** This program is offered as an additional unit in the first trimester for Diploma (Stage 2) students that have been given Provisional Entry due to a slightly lower English language entry score. The aim of the TCS is to improve students' English proficiency across the four main skills of reading, writing, speaking and listening, as well as developing students' use of grammar and vocabulary. The focus of the TCS is to develop skills to enable students to communicate effectively in an academic context, so that students are better prepared for the language demands of tertiary study.

- 5.3.10** Students who accept an offer to take TCS in the first trimester of their studies (Diplomas of Commerce and Arts and Creative Industries only) will be required to limit their enrolment in academic units to a maximum of one unit in the next study period they will enroll in 3 units and in 4 units in their third trimester if successful in previous units.

Students enrolled in TCS must be committed to completing their Diploma over a minimum of three trimesters. The selection of these academic units is to be on the basis of choosing units which have a lower language intensity. Members of the Academic Team will confer with Admissions and Marketing to confirm the appropriate choice of units on a case by case basis.

Prior to the commencement of each trimester Admissions will provide to the Diploma Program Coordinators a list of the students who are to be enrolled in TCS for the new Trimester. The Diploma Program Coordinators will determine the appropriate academic units for each TCS student and will ensure that during the orientation enrolment session each TCS student is guided on their unit selections. Diploma Program Coordinators to also follow up with late arriving students going into TCS to ensure correct unit selections. The units selected must exclude in the first trimester, any unit that is linked to a support ALEP class.

- 5.3.11** Students who fail the TCS (a final mark less than a total of 50%) will be offered a supplementary assessment if their mark is between 45- 49%. Students who do not qualify for a supplementary assessment or who fail the supplementary assessment will be required to repeat TCS in the next study period and will be required to reduce their academic study load.

Students who fail TCS twice will be advised to enroll in a Curtin English after which they can resume their Diploma studies.

Students who are failing TCS and their academic units will be advised that unless remedial language instruction is undertaken, course termination will be inevitable. However students who refuse to accept the College's professional advice on the need to undertake further English tuition but are making satisfactory progress in their academic units, will be required to meet with the Academic Director. The Academic Director will require such a student to sign a

declaration that they have chosen to decline the College's advice, will take full responsibility for their results, will continue with their Diploma studies and accepts they will not be allowed to repeat TCS for the third time.

6. Administrative procedures

- 6.1. The Academic Director will ensure that all Program Coordinators and partner providers are made aware of the requirements of this policy.
- 6.2. This policy is accessible through the Curtin College website at: <http://www.curtincollege.edu.au/policies-curtin> under the Policies and Procedures.
- 6.3. This policy and related procedures will be communicated to staff via email and ongoing staff information sessions. New staff will receive policy information during the induction process.

Version	Last changes:
V1 5 (Oct '16)	<ul style="list-style-type: none"> • Removed reference to the Certificate IV in Tertiary Preparation Studies as this course is no longer offered. • Updated definition for TCS • Updated Policy Principles • 5.1.2 added 'via college email' • Updated section 5.2 • Updated table in 5.4 • Updated position title in 5.3.10
V1 4 (Oct '15)	<ul style="list-style-type: none"> • Definitions updated • Overview updated for new Diploma programs run in 2 stages • Policy updates to recognise name change of URP to ESP and teach out of Certificate IV and replacement by Stage One • 5.5.1 updated for Diploma (Stage Two) • 5.5.2 updated for condition of taking only one academic unit in first study period of TCS

Appendix 1.- Bands

BAND	Task Response	Coherence and Cohesion	Lexical Resource	Grammatical Range and Accuracy
9	Fully addresses all parts of the task. Presents a fully developed position in answer to the question with relevant, fully extended and well supported ideas	Uses cohesion in such a way that it attracts no attention. Skillfully manages paragraphing	Uses a wide range of vocabulary with very natural and sophisticated control of lexical features; rare minor errors occur only as 'slips'	Uses a wide range of structures with full flexibility and accuracy; rare minor errors occur only as 'slips'
8	Sufficiently addresses all parts of the task. Presents a well-developed response to the question with relevant, extended and supported ideas	Sequences information and ideas logically. Manages all aspects of cohesion well. Uses paragraphing sufficiently and appropriately	Uses a wide range of vocabulary fluently and flexibly to convey precise meanings. Skillfully uses <i>uncommon lexical</i> items but there may be occasional inaccuracies in word choice and collocation. Produces rare errors in spelling and/or word formation	Uses a wide range of structures. The majority of sentences are error-free. Makes only very occasional errors or inappropriacies
7	Addresses all parts of the task. Presents a clear position throughout the response. Presents, extends and supports main ideas, but there may be a tendency to over-generalise and/or supporting ideas may lack focus	Logically organises information and ideas; there is clear progression throughout. Uses a range of cohesive devices appropriately although there may be some under-/over-use. Presents a clear central topic within each paragraph	Uses a sufficient range of vocabulary to allow some flexibility and precision. Uses less common lexical items with some awareness of style and collocation. May produce occasional errors in word choice, spelling and/or word formation	Uses a variety of complex structures. Produces frequent error-free sentences. Has good control of grammar and punctuation but may make a few errors.
6	Addresses all parts of the task although some parts may be more fully covered than others. Presents a relevant position although the conclusions may become unclear or repetitive. Presents relevant main ideas but some may be inadequately developed/unclear	Arranges information and ideas coherently and there is a clear overall progression. Uses cohesive devices effectively, but cohesion within and/or between sentences may be faulty or mechanical. May not always use referencing clearly or appropriately. Uses paragraphing, but not always logically	Uses an adequate range of vocabulary for the task. Attempts to use less common vocabulary but with some inaccuracy. Makes some errors in spelling and/or word formation, but they do not impede communication	Uses a mix of simple and complex sentence forms. Makes some errors in grammar and punctuation but they rarely reduce communication.
5	Addresses the task only partially; the format may be inappropriate in places. Expresses a position but the development is not always clear and there may be no conclusions drawn. Presents some main ideas but these are limited and not sufficiently developed; there may be irrelevant detail	Presents information with some organisation but there may be a lack of overall progression. Makes inadequate, inaccurate or over-use of cohesive devices. May be repetitive because of lack of referencing and substitution. May not write in paragraphs, or paragraphing may be inadequate	Uses a limited range of vocabulary, but this is minimally adequate for the task. May make noticeable errors in spelling and/or word formation that may cause some difficulty for the reader	Uses only a limited range of structures. Attempts complex sentences but these tend to be less accurate than simple sentences. May make frequent grammatical errors and punctuation may be faulty; errors can cause some difficulty for the reader
4	Responds to the task only in a minimal way or the answer is tangential; the format may be inappropriate. Presents a position but this is unclear. Presents some main ideas but these are difficult to identify and may be repetitive, irrelevant or not well supported	Presents information and ideas but these are not arranged coherently and there is no clear progression in the response. Uses some basic cohesive devices but these may be inaccurate or repetitive. May not write in paragraphs or their use may be confusing	Uses only basic vocabulary which may be used repetitively or which may be inappropriate for the task. Has limited control of word formation and/or spelling; errors may cause strain for the reader	Uses only a very limited range of structures with only rare use of subordinate clauses. Some structures are accurate but errors predominate, and punctuation is often faulty
3	Does not adequately address any part of the task. Does not express a clear position. Presents few ideas, which are largely undeveloped or irrelevant	Does not organise ideas logically. May use a very limited range of cohesive devices, and those used may not indicate a logical relationship between ideas	Uses only a very limited range of words and expressions with very limited control of word formation and/or spelling. Errors may severely distort the message	Attempts sentence forms but errors in grammar and punctuation predominate and distort the meaning