

English and Academic Language Development Policy

Colleges of Business and Technology (WA) Pty Ltd
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Document

Document Name	English and Academic Language Development Policy
Brief Description	The purpose of this document is to enable staff and students to understand and effectively use the academic language literacy support structures available at Curtin College.
Responsibility	Academic Board
Initial Issue Date	09/2013

Version Control

Date	Version	Summary of Changes	Reviewer
31/03/2021	2.0	Review and update to align with National Code and ESOS Act	Manager Quality and Compliance
27/2/2024	2.1	Reviewed and updated links to legislation, minor updated of 2.2 (iv, vi, vii and x) and 4.3a. New template	Manager Quality and Compliance and Program Managers.
25/3/2026	3.0	Complete re-write of policy.	Academic Policy Working Group

Related Documents

Name	Location
Admission and Student Selection Policy	Curtin College website
Assessment Policy	Curtin College website
Progress and Intervention Policy	Curtin College website
Support for Students Policy	Curtin College website
Program Approval and Review Policy	Curtin College website

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1 Purpose

- 1.1 This policy outlines Curtin College's approach to ensuring that all students are provided with sufficient English and academic language development opportunities during their studies.

2 Scope

- 2.1 This policy applies to all students, staff and programs at Curtin College and its Partner Providers.

3 Curtin College Mandate

- 3.1 Curtin College is accredited by the Tertiary Education Quality and Standards Agency (TEQSA) to offer award and enabling programs in English; the language of instruction and assessment at the college and its Partner Providers is English.
- 3.2 Students who enrol at Curtin College are expected to use English to communicate with teachers, peers and administrators and to dedicate time and effort towards developing their English language proficiency.
- 3.3 Curtin College's objective is to provide access to a Curtin University degree to those students who did not meet the university's direct entry requirements for academic and/or English language proficiency reasons or who wish to have a highly supportive learning environment for their first year. Therefore, the college environment and academic model are designed to support all students to develop the skills necessary for success at university.

4 English Language Proficiency and Academic Success

- 4.1 Curtin College defines 'English language proficiency' as the ability of students to use the English language to make and communicate meaning appropriately while completing their higher education studies and after they graduate.
- 4.2 While there is a 'proficiency threshold' in English, or a level at or below which students are unlikely to be successful in academic study, language tests do not consider the complex set of skills that students require and develop as part of academic study.
- 4.3 All students are responsible for developing their English and academic language skills and for seeking support when and where needed.
- 4.4 Curtin College's academic program design and delivery are predicated upon the notion that a student's English language proficiency will improve over their program of study if there are appropriate opportunities to develop that proficiency and if the student is motivated to do so. Student English and academic language acquisition are influenced by individual factors such as motivation, resilience, financial status, employment and family commitments, factors outside the direct influence of the college.
- 4.5 Generally, students require general English and academic English preparation for higher education studies; at Curtin College they will also be guided in developing discipline language, in preparation for effective participation at Curtin University and, eventually, in the workplace.
- 4.6 Curtin College will provide students with opportunities for socialising, to promote the development of intercultural skills and colloquial language use.
- 4.7 Any English and academic language support provided will be at no additional cost.
- 4.8 The College will ensure that it provides sufficient resourcing for student language support.

5 Information for Prospective Students

- 5.1 Prospective students will be informed of Curtin College's delivery model, standards, entry requirements and expectations in relation to English language proficiency through the college website, marketing collateral and the activities of recruitment staff.
- 5.2 All stakeholders in student recruitment, including family members, secondary school staff and education agents, will be informed that entry to Curtin College via an accepted language test is not the end of English acquisition; students are responsible for further developing their proficiency.

6 Entry Requirements and Admission

- 6.1 Curtin College's language entry requirements will be reviewed by the Learning and Teaching Committee and approved by the Academic Board.
- 6.2 Entry requirements will be subject to external referencing / benchmarking.
- 6.3 Recognising the close relationship between student preparedness, academic success and a positive student experience, Curtin College will ensure that students are sufficiently prepared linguistically and academically to participate effectively in their program on entry.
- 6.4 Curtin College will require all prospective students to submit a recognised English language test, including the four language sub-skills, as per the Student Selection and Admission Policy.
- 6.5 Curtin College's language entry requirements may be program-specific so that students are prepared for the linguistic demands of their discipline.
- 6.6 Curtin College will have systems in place to verify the accuracy and authenticity of language test documentation submitted by prospective students.
- 6.7 Data from the Admissions team on incoming student cohorts will be used by the academic team to plan for and anticipate potential student needs, including language development support.

7 Student Orientation and Onboarding

- 7.1 During Orientation, all new students will be reminded of:
 - a) the level of academic language proficiency and literacy required for their studies;
 - b) the importance of further developing these;
 - c) how early identification of language needs can assist them; and
 - d) the support services that are available at the college.
- 7.2 Students will be informed of their obligations, rights and responsibilities to improve their academic language and literacy through the resources and support made available to them by the College.
- 7.3 Curtin College will communicate its expectations to students, including that students will:
 - a) take ownership of their learning and seek resources or opportunities to help them meet their learning goals;
 - b) embrace the concept of lifelong learning; and
 - c) utilise resources effectively by:
 - i. exploring digital tools to supplement their learning;
 - ii. engaging with materials actively, such as notetaking, summarising and questioning; and
 - iii. collaborating with and learning from peers.

8 Staff Induction, Onboarding and Professional Development

- 8.1 Curtin College will ensure it has appropriately qualified staff to meet the language and learning needs of its students.
- 8.2 The Position Description for Academic Teachers will make specific mention of the role's responsibility in relation to promoting academic language and literacy.
- 8.3 Where necessary, Curtin College will engage people with the expertise to assist academic staff to integrate English language development into curricula and teaching practice.
- 8.4 Curtin College will offer professional development in relation to understanding, promoting and integrating language development with discipline-specific learning.
- 8.5 Teaching staff will be helped to understand what is signified by English language test results, including the strengths and limitations of these tests.
- 8.6 Curtin College will resource English and academic language support.

9 Curriculum Design and Delivery

- 9.1 All academic programs will have Program Learning Outcomes relating to communication skills.
- 9.2 In alignment with its partner university, Curtin College will design learning activities to promote student progression towards the Graduate Attributes relating to communication:
 - a) Graduate Attribute 1 – Culturally Capable: “Graduates will demonstrate an understanding of and the ability to engage with diverse cultural perspectives”; and
 - b) Graduate Attribute 2 – Competent in Communication and Digital Literacy: “Graduates will be able to communicate clearly and effectively in a range of contexts and utilise appropriate technology.”
- 9.3 The College will ensure that the provision of academic language and literacy activities are integrated with curriculum design, assessment practices and program delivery.
- 9.4 All programs will have a ‘designated unit’ in the first study period that covers academic integrity, professional ethics, academic skills and communication within the discipline context, at both the ‘stage 1’ and ‘stage 2’ levels.
- 9.5 Curtin College will conduct a written and invigilated academic literacy diagnostic as part of formative or summative assessment in the designated unit of each program, to:
 - a) authentically identify class / cohort language development needs;
 - b) identify students to be referred to extra support;
 - c) promote learner self-reflection and ownership of their language development;
 - d) collect a sample of student writing that may be referred to during academic integrity confirmation checks; and
 - e) monitor English language entry requirements.
- 9.6 Curtin College’s delivery model will promote academic language and literacy development by maintaining smaller classes sizes and by increasing the duration of class time for identified units to promote staff-student and student-student interaction and language use.

10 Student Support Services

- 10.1 Student’s language needs will be diagnosed and students referred to support services as part of a student-at-risk Early Intervention strategy.
- 10.2 Curtin College may direct students to undertake an English language test post-arrival to enable the provision of further advice and support. Where the proficiency level is such that the student is unlikely to meet the program learning outcomes even when engaging with support services available at the college, the student will be required to pause their academic studies to study English.
- 10.3 Curtin College will offer multiple and complementary avenues for academic language and literacy support, including:
 - a) tailored online resources;
 - b) discipline-specific foundational units that help students develop transferable skills;
 - c) meetings with Teaching Academics and Unit Coordinators for unit-related academic support;
 - d) discussions with Program Managers / Discipline Leads to provide program advice or program-related career advice; and
- 10.4 the Student Learning Advisor for individual and group study support consultations and group workshops on study skills development.

11 Monitoring, Review and Improvement

- 11.1 Academic language and literacy support services will be subject to the College’s continuous improvement process to ensure efficacy.
- 11.2 Curtin College will use evidence from a variety of sources to monitor and improve its support for the development of students’ academic language proficiency and literacy.

- 11.3 The college will maintain an admissions precedent database to enable it to monitor student performance in relation to language entry requirements.
- 11.4 Curtin College will provide feedback to pre-entry providers, where possible and appropriate, about the linguistic preparedness of their students.
- 11.5 Curtin College will actively seek feedback and information from Curtin University about the linguistic and academic preparedness of Curtin College graduates for their principal program.
- 11.6 Curtin College will clarify its expectations with direct entry providers and there will be formal agreements between Curtin College and direct entry providers. Student performance data will be reviewed prior to the renewal of such agreements.
- 11.7 English entry requirements will be adjusted if monitoring indicates a need for change, subject to the approval of the Academic Board.
- 11.8 Ongoing monitoring of academic language proficiency and literacy by way of student performance data will be overseen by academic governance bodies, namely the Program Advisory Committee, Learning and Teaching Committee and Academic Board.
- 11.9 Tracer study data on student performance from Curtin University and Curtin Singapore will be used by the college to assure itself that its graduates have sufficient English language proficiency and academic preparedness for successful degree-level study.
- 11.10 This policy and student performance data will be benchmarked with other providers.
- 11.11 The college will obtain feedback from students on the forms of academic language and literacy support that they believe meet their needs most effectively.

12 Responsibilities

- 12.1 Students are responsible for:
 - a) using English to communicate with staff and other students; and
 - b) reflecting and acting upon feedback on their language proficiency.
- 12.2 Unit Coordinators are responsible for:
 - a) designing activities that promote language use and development in the classroom;
 - b) designing assessment that provide feedback to learners on academic language proficiency and literacy; and
 - c) identifying English language proficiency concerns and notifying their Program Manager to enable follow-up action.
- 12.3 Teaching staff are responsible for:
 - a) conducting activities that promote language use and development in the classroom;
 - b) identifying students who are struggling with language proficiency;
 - c) requiring that English is the language used in the classroom; and
 - d) linking students with appropriate support services and resources.
- 12.4 Program Managers and Discipline Leads are responsible for:
 - a) ensuring this policy and related procedures are communicated to all program staff including during onboarding of new teachers; and
 - b) monitoring student performance, pass, retention and progression rates to ensure that program entry requirements are set accurately and that post-arrival academic language and literacy support is sufficient.
- 12.5 The Academic Director is responsible for:
 - a) ensuring that Program Managers, Discipline Leads and Partner Providers are aware of and understand the requirements of this policy; and
 - b) ensuring this policy is published on the website.

- 12.6 The Director of Marketing and Admissions is responsible for:
- a) making admissions requirements transparent in marketing collateral;
 - b) communicating the college's expectations and approach to stakeholders; and
 - c) working to achieve diversity in student cohorts.
- 12.7 The Admissions Manager is responsible for admitting students according to the *Admission and Student Selection Policy*.
- 12.8 The College Director and Principal is responsible for ensuring that the college adequately resources academic language and literacy.

13 Relevant Legislation

- 13.1 This policy has been written with reference to:
- a) [Higher Education Standards Framework \(Threshold Standards\) 2021](#);
 - b) [National Code of Practice for Providers of Education and Training to Overseas Students 2018](#);
 - c) [Education Services for Overseas Students Act 2000](#); and
 - d) [Good Practice Principles for English Language Proficiency for International Students in Australian Universities](#). Department of Education, Employment and Workplace Relations (DEEWR) 2009).
- 13.2 The Curtin Singapore campus is required to comply with the quality assurance requirements stipulated by SkillsFuture Singapore (SSG) and EduTrust's voluntary certification scheme.
- 13.3 Curtin College students in Singapore will be required to meet the prerequisites as set out in the [Curtin Singapore](#) website.

14 Policy Review

- 14.1 This policy will be reviewed every two years by the Academic Director in line with the IT Security readiness schedule and any changes to the regulatory compliance requirements, legislation, regulation and guidelines to ensure alignment to appropriate strategic direction and continued relevance to the College's current and planned operations.

15 Records Management

- 15.1 All records in relation to this document will be managed as follows:

Record type	Owner	Location	Retention	Disposal
Policy	Academic Director	Curtin College website, Shared Drive	Permanent until reviewed and updated	Archived