# English Proficiency Policy - VET

**Policy Code:** STU-037     **Version:** 2.0     **Effective Date:** 12 October 2012

## Purpose:

This Policy outlines the process by which Vocational Education and Training (VET) students and staff of the College may have language, literacy and numeracy issues effectively addressed.

**Definition of "College"** – *The Australian College of Natural Medicine Pty Ltd (ACNM) trades as Endeavour College of Natural Health, College of Natural Beauty, FIAFitnation and Wellnation. For the purpose of this Policy, any reference to 'College' or 'the College' should be considered a reference to each or any of these respective trading names.*

**Scope:**
- All VET Students
- All VET Trainer / Assessors (including contractors)
- All Admissions and Student Services staff

## Policy Statement:

All courses at the College are delivered in the English language. It is essential that a student has language, literacy and numeracy (LLN) skills sufficient to successfully complete assessments at the Vocational Education and Training (VET) level as reflected in the Australian Qualifications Framework (AQF) and as detailed in the relevant Training Package.

It is also essential that trainer / assessors have LLN skills sufficient to communicate course content to students in a manner that is clearly understandable. The College provides clear information to each prospective student and staff member on enrolment about language, literacy and numeracy requirements including the provision of assessments that are recommended if students self-identify as having difficulties.

Student language, literacy and numeracy skills are not assumed upon admission and students who identify as having a language, literacy or numeracy concern may be asked to attend an appraisal session with an external organisation.

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# English Proficiency Requirements and Support

## Students

Students who identify with English as a Second Language (ESL) or who demonstrate difficulty with the English language during their course admission process or studies should contact their Student Adviser to inform them of their difficulties. The Student Adviser can advise the student of any programs to assist the student with English difficulties to equally participate in College life and course requirements.

VET applicants who identify with ESL must have an academic IELTS score of 6.0 or 5.0 (or equivalent for other tests) depending on the course. These levels have been set to ensure the student will have the ability to successfully engage in their studies and in the chosen vocation at completion of their studies. The College reserves the right to determine IELTS scores required for specific courses based on professional body and / or professional association requirements and / or as per industry recommendations.

At the discretion of the College, prospective students who demonstrate difficulty with English language during their course admission process may be required to undertake an assessment of English language at their own cost and achieve a result at least equivalent to:

**Certificate IV, Diploma & Advanced Diploma qualification:**

- IELTS 6.0 (overall score)
- Cambridge English: First (FCE 169-175)
- Pearson (PTE) Academic Score of 52 (overall score)
- Paper based (PBT) TOEFL (Test of English as a Foreign Language) score of 537
- Internet based (iBT) TOEFL score of 79.

**Certificate II and Certificate III**

- IELTS 5.0
- Cambridge English: First (FCE 154-161)
- Pearson (PTE) Academic Score of 40 (overall score)
- Paper based (PBT) TOEFL (Test of English as a Foreign Language) score of 500
- Internet based (iBT) TOEFL score of 61.

English test results must be no more than two (2) years old. After provision of scores above, if it is identified that a students' English language skills are not proficient, the student may be required to undertake a further test at the students' cost.

## Staff

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VET trainers / assessors who identify with ESL must have an academic IELTS score of 7.5. This level has been set to ensure the staff member will have the ability to successfully impart knowledge to students at the appropriate level through all forms of communication. At the discretion of the College, prospective trainers / assessors who demonstrate difficulty with English language may be required to undertake an assessment of English language at their own expense and achieve a result at least equivalent to:

- IELTS 7.5 (overall score)
- Cambridge English: Advanced (CAE) score of 191-199
- Pearson (PTE) Academic score of 72 (overall score)
- Paper based (pbt) TOEFL (Test of English as a Foreign Language) score of 625
- Internet based (ibt) TOEFL score of 105.

English test results must be no more than two (2) years old. After provision of scores above, if it is identified that a prospective staff member's English language skills are not proficient, the College reserves the right not to employ that person.

Current staff teaching and assessing in VET who are identified as having English difficulties (such as through student feedback) may be required to undertake an assessment of English language at the expense of the College. If the results outlined above are not achieved by an existing staff member, the College may take appropriate action such as reassigning the trainer / assessor to a lower level unit of study, reassigning the trainer / assessor to administrative duties while English levels are increased, and / or enrolling the trainer / assessor staff member in further English classes.

It is also a condition of employment at the College for a VET trainer to hold a Certificate IV in Training and Assessment which includes the competency *Address adult language, literacy and numeracy skills* (TAELLN411).

## Support Options

It is important to note that assistance with English language is available to all VET students including those for which English is the first language.

A number of differing support options for students can be implemented and MAY include the following:

- Pairing the student with a study mentor or buddy that demonstrates well developed English language skills
- Additional self-study review
- One-on-one tutoring.

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If a tutor or buddy with the necessary expertise or resources to provide assistance is unavailable then it is appropriate to refer students to local language support services. In special circumstances it may become appropriate to use the services of an external specialist to develop a specific language program such as AMES. Information on AMES is available at: *http://www.ames.edu.au/*. Students are expected to cover any costs involved in order to access external English language support.

The College acknowledges its responsibility to support VET students with LLN difficulties within the scale and scope of its operations. Consequently our trainer / assessors and supervisors are urged to use direct or indirect strategies to assist students experiencing difficulties and register the student as 'At Risk' (SAR) with Student Services for appropriate follow up and assistance where required. All of the College's VET trainers have the requisite knowledge to address LLN skills as required by the Certificate IV in Training and Assessment qualification.

# Language, Literacy & Numeracy Strategies

The LLN Strategy at the College recommends individual and group support to enhance learning for students. The following strategies are implemented:

- Provision of concurrent assistance
- Planning teaching
- Provision of study buddy, mentor, coach
- Modifying learning materials where appropriate that do not compromise the integrity of the assessment
- Referral to external agencies for literacy and numeracy courses
- Providing flexibility in learning and assessments delivery modes, scheduling and access to support services
- Access to 'Study Skills' workshops
- One-on-one tutoring if appropriate.

The College employs a number of teaching and learning / training strategies including the use of verbal explanations, diagrams / charts, group presentations, demonstrations, incorporation of workplace materials, modelling and activities to assist with differing student learning styles and requirements.

# Complex Terminology

Where it is a requirement of competencies students may require specific language and terminology. College trainers / assessors are required to implement appropriate strategies where applicable including attendance at the 'Medical Terminology' workshops conducted on campus. Where lack of

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expertise risks a successful outcome for the student the matter should be referred to the National VET Manager via the Student At Risk (SAR) process for intervention strategies and referral.

## LLN Assessment

Whilst preferable, LLN testing for students is not mandatory under the Australian Qualifications Framework (AQF), however provision is to be made for assessments where it is requested and appropriate. The College reserves the right to determine how and to whom the assessment is provided. The following points should be noted:

- Experienced and qualified trainers / assessors understand which content and curriculum may prove difficult or challenging and what specific skills are required.
- Trainers / assessors are expected to identify Students At Risk (SAR) and know when to refer to Student Services for appropriate follow through and intervention.
- Students may indicate or self-disclose their LLN requirements and be referred to the *Access and Equity Program* if English is a Second Language (ESL).
- Students may ask for additional support during their course.

Assessment of LLN competencies can also be conducted as part of a formal assessment against a training package competency. Where possible, the trainer / assessor must observe the assessment requirements of the training package.

## On Enrolment

On enrolment, the Admissions Advisers provide prospective students with information about the training / teaching and learning environment and seek to gain an insight into the learning styles and language preferences of the applicant. The College uses this information to make informed choices about a prospective VET students' capacity to meet the course requirements and to ascertain if additional support is required. The Admissions Adviser will discuss the prospective student's LLN capabilities and may recommend an external assessment occur before admission. Any persons who have concerns are encouraged to discuss these as soon as possible with their local Student Adviser or Access and Equity Officer.

## Further Resources:

**The Reading Writing Hotline**

The Reading Writing Hotline (the Hotline) provides a national service for adults seeking English language, literacy and numeracy (LLN) information, advice and support.

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The Hotline provides information on:

- adult reading, writing and numeracy classes held locally across Australia or via correspondence
- becoming a literacy volunteer
- adult LLN teaching and learning resources
- Commonwealth-funded programs for Centrelink clients
- Commonwealth-funded English as an additional language programs for migrants
- literacy and numeracy in the workplace for employers.

Further information is available at the Reading Writing Hotline website (*http://www.literacyline.edu.au/*) or phone 1300 6 555 06.

**Queensland**

- Executive Officer, Community Learning and Skilling
  Department of Employment and Training (07)3247 0278
  *www.det.qld.gov.au*
- TAFE Language Literacy Services (07) 3234 1666
- Southbank TAFE (07) 3244 5014

**Victoria**

- Specific Learning Difficulties Association of Victoria (SPECO) Inc.
  494 Brunswick Street
  North Fitzroy, Victoria 3068
  (03) 9489 4344
  *spelduic@bigpond.com.au*

**Western Australia**

- TAFE International Western Australia
  Level 7, 190 St Georges Terrace
  Perth, Western Australia, 6000
  (08) 9320 3746
  *skill@tiwa.com.au*

# Related Procedures:

Not applicable

# Further Information:

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| **Definitions:** | **Student** – is an individual person who is formally enrolled to study at the College. The individual person is that who appears on the College's documents such as enrolment, admission and payment documents, and who is assigned an individual student ID. |
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| **Related Policies:** | *Student at Risk Policy - VET* |
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| **Benchmarking:** | Southern School of Natural Therapies |
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| | Swinburne University |

| **Supporting Research and Analysis:** | Not Applicable |
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| **Related Documents:** | *Access and Equity Program (Endeavour)* |
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| | *Access and Equity Program (FIAFitnation)* |
| | *Access and Equity Student Handbook - VET* |
| | *International Intervention Strategy - Form* |
| | *Intervention - Progression Form - Domestic* |
| | *Intervention Strategy* |

| **Related Legislation:** | Not Applicable |
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| **Guidelines:** | *National Reporting System (NRS) Test Benchmarks for Educational Function Levels (EFL)* |
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| **Policy Author:** | National VET Manager |
| **Policy Owner:** | National VET Manager |
| **Contact:** | National VET Manager<br>*ewan.birnie@fiafitnation.com.au* |
| **Recommending Body:** | VET Advisory Board<br>Meeting date: 12 November 2014 |
| **Approval Body:** | Dean and Operations Director<br>Date: 15 November 2018 |
| **Policy Status:** | Revised |
| **Responsibilities for Implementation:** | • Admissions Advisers<br>• National Student Recruitment and Engagement Manager<br>• National VET Manager<br>• Student Advisers, Student Services<br>• VET Trainers / Assessors |
| **Key Stakeholders:** | • Sales and Admissions<br>• Marketing<br>• National Manager, Student Experience<br>• Student Services<br>• VET students |

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