

A105 English Language Proficiency Policy

Policy Category	Academic	
Responsible Officer	Academic Dean	
Review Date	April 2025	
Related documents	Admissions Policy Admissions Procedures English Language Proficiency Procedure Information for Students Policy Student Support Framework	
Version	Authorised by	Approval Date
2.0	Academic Board	23/03/2024

1. Context

This Policy supports the Australian Institute of Business Intelligence Higher Education (the 'Institute's) commitment to the integrity of its courses and associated awards.

This Policy details the English language proficiency level required for students to gain admission to the Institute and the rationale informing these requirements.

2. Definitions

Academic Dean: within this document this refers to the Academic Dean of the faculty that the prospective student is applying for English proficiency equivalency.

Australian Qualifications Framework (AQF): Australia's national policy for regulated qualifications. It encompasses higher education, vocational education and training and school education and provides for national recognition and a consistent understanding of what defines each qualification type.

Domestic student: Australian citizens, New Zealand citizens, or holders of an Australian permanent visa (holders of all categories of permanent resident visas including Humanitarian Visas).

English language proficiency: the ability to successfully use the English language to communicate meaning in an academic and discipline context, in both verbal and written form.

Higher Education Standards Framework (Threshold Standards) 2021: these standards are the basis for the regulation of higher education providers and courses in Australia by the Tertiary Education Quality and Standards Agency (TEQSA).

Overseas student: a student who is not a domestic student and who holds a student visa and is protected by the Education Services for Overseas Students Act 2000 legislative framework.

Qualification: the result of an accredited complete course of learning that leads to formal certification that a student has achieved learning outcomes as described in the Australian Qualifications Framework.

3. Scope

This Policy applies to overseas and domestic applicants for admission into all Institute courses in a country where English is not the official language of instruction at the secondary education level.

4. Principles

The key principles informing this Policy are:

- commitment to complying with the Institute’s obligations as set out in the *Higher Education Standards Framework (Threshold Standards) 2021* and ensuring that the students accepted for study are sufficiently competent in the English language in order to successfully complete the course they have enrolled in;
- recognition of the Institute’s institutional obligation to ensure that all students continue to develop an appropriate level of English language competence; and
- recognition that an ability to communicate well in the English language is an essential attribute of all Institute graduates.

5. Requirements

5.1. English Language Proficiency Table

Overseas and domestic applicants who have not studied in a country where English is the official language of instruction at secondary school level, seeking admission into an Institute course will need to demonstrate the required level of English proficiency. This can be demonstrated with evidence of one of the following:

Evidence	Minimum requirement*
AQF award at Certificate IV or above	English was the language of instruction and assessment, and the final year of study was undertaken during the five years immediately prior to applying to study with the Institute.
Completion of at least one subject of study in an accredited higher education course at undergraduate level or above	English was the language of instruction and assessment, and the final year of study was undertaken during the five years immediately prior to applying to study with the Institute.
CAE (Cambridge Certificate in Advanced English)	Grade C (52-57)
CPE (Cambridge Certificate of Proficiency in English)	Grade of C (45) or better
Duolingo English Test	An overall score of 105 with no section less than 85 - 90
ELICOS EAP Pathway	See 5.2

IELTS Academic (International English Language Testing System)	Overall Band Score 6.0 with a minimum sub-score of 5.5 in writing, reading, speaking and listening
TOEFL (Test of English as a Foreign Language). Paper Based Test	575 with a minimum score of 4.0 in the Test of Written English (TWE), 50 in Listening and Reading , and 52 in speaking.
TOEFL (Test of English as a Foreign Language). Internet Based Test (iBT)	60-78 with a writing score of 18 and reading, speaking and listening scores of 16
PTE Academic (Pearson Test of English)	Overall score 52 with no skill score under 50

**Variations to these minimum entry requirements may be appropriate due to the nature of a course and require the approval of the Academic Board.*

5.2. Approved Pathway providers

The following English for Academic Purposes preparatory courses are considered as the equivalent to an IELTS of 6.0 for the purposes of meeting admission requirements.

Provider and CRICOS Code	Course
English Unlimited (CRICOS 01331F)	EAP 2 CRICOS Code 074850A
ILSC (CRICOS 02137M)	EAP 2 CRICOS Code 062542A
International House (CRICOS 06223G)	EAP 2 CRICOS Code 062542A
Mercury Colleges (CRICOS 00172B)	EAP 2 CRICOS Code 062952E

5.3. Completion of English language subjects

Overseas and domestic applicants that have undertaken secondary studies in one of the following countries and have completed an equivalent English subject to the required standard are considered to have met the English language requirement:

Completion of an equivalent English language subject		
Austria	Germany	Norway
Denmark	Hong Kong	Sweden
Finland	Netherlands	Switzerland

5.4. Instruction in English

Overseas and domestic applicants that have undertaken secondary studies where the language of instruction is in English in a country listed in below are not required to further demonstrate English language proficiency:

Language of instruction is in English		
American Samoa	Jamaica	Solomon Islands
Australia	Kenya	South Africa
Botswana	Lesotho	Tonga
Canada	Liberia	Trinidad and Tobago
Fiji	New Zealand	United Kingdom
Ghana	Nigeria	United States of America

Guyana	Papua New Guinea	Zambia
Ireland	Singapore	Zimbabwe

5.5. Other evidence of English language proficiency

On occasion, and at the discretion of the Academic Dean, alternative evidence of English language proficiency may be considered.

6. Appeals

Appeals concerning any decision taken in relation to this Policy should be made under the relevant *Complaints and Appeals Policy*, which can be accessed from the Institute's website. Overseas students who are not satisfied with the manner in which a complaint or appeal has been managed by the Institute, may lodge an appeal with the Overseas Students Ombudsman.

7. References

Higher Education Standards Framework (Threshold Standards) 2021 - Part A, Standards 1.1, 1.3

National Code of Practice for Providers of Education and Training to Overseas Students 2018, Standard 2

Australian Qualifications Framework January 2013

8. Acknowledgements

In developing this policy, the Institute acknowledges:

- *TEQSA's Glossary of Terms*

Document History:

Version	Date	Author	Reason	Sections
0.1	14/9/2017		Incorporated Academic Board feedback from AB minutes 14 Sept 2017	All
1.0	27/03/18	Stephen Andrews	Revised in response to Academic Board feedback 26/2/18, and approved Policy Development and Review Framework	All
1.1	30/12/2019	Philippa Ryan	Amended to reflect new trading name 'Waratah Institute'.	All
2.0	04/01/2022	Zoe Williams	Amended to reflect new corporate name Australian Institute of Business Intelligence; abbreviated to the Institute and new logo; updated references to the Higher Education Standards Framework 2021 and inclusion of Duo Lingo as an alternative English Proficiency Test	All
2.1	23/03/24	Amon Broughton	Review from staff feedback. Updated minimum requirements for English tests and added completion of one higher ed subject.	2, 5.1