

# English Language Entry Requirements Policy

Version number	3
Approved by	Academic Board
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## Purpose

Sydney Institute of Higher Education (SI) acknowledges that establishing and enforcing clear English language entry requirements is integral to upholding its commitment to academic integrity and industry best practice.

This *English Language Entry Requirements Policy* states the principles underpinning the procedures for enforcing English language entry requirements. It then outlines the procedures of fairly and consistently assessing the English language proficiency of applicants to SI.

## Scope

This policy applies to all prospective students who wish to enrol in a program at SI.

## Principles

All applicants to SI are to demonstrate their English language proficiency. Through this requirement, SI can ensure that all students have the capacity to complete their desired program.

SI requires applicants to provide evidence of their English proficiency.

Whilst SI has and will maintain robust English language criteria for entry into programs of study, SI will also continue to provide English language support for all enrolled students who require it.

## Procedures

In order to be admitted to a program at SI, applicants should meet the English language requirements of the program.

Applicants can demonstrate their English proficiency with evidence of completing one of the courses or tests listed below.

### ***Prior education***

Applicants will meet the English language entry requirements if they provide evidence of completing:

- International Baccalaureate Diploma (IB).
- A course of study with an Australian TAFE, university or private study provider.
- A Foundation Program at one of the following universities:
  - The Australian National University
  - The University of Melbourne
  - The University of Sydney
  - Monash University
  - The University of Adelaide
  - The University of Queensland
  - The University of Western Australia
  - The University of New South Wales

Applicants will meet the English language entry requirements if, in the last four years, they have:

- Undertaken formal secondary or tertiary study in English in an overseas institution listed in the AEI NOOSR Country Education Profiles, or
- Completed undergraduate or postgraduate studies in English at a foreign university listed in the AEI NOOSR Country Education Profiles. In this case, official documentation should be provided that the studies were undertaken in English. Documentation should be certified and verifiable.

### **English Language Tests**

The following English language tests and scores will meet the English language requirements. The test should have been completed within the last two years.

Test	Undergraduate Courses	Postgraduate Courses
Academic IELTS	An overall minimum score of 6.0 with at least 5.5 in each component of the test	An overall score of 6.5 with at least 6.0 in each component
TOEFL - Paper based test	A score of 577 with a test of written English score of 5.0	A score of 565 with a test of written English score of 4.5
TOEFL - Internet based test	A score of 90 with a minimum 23 in writing, 22 in reading, speaking, listening	A score of 85, with a minimum of 19 in writing and at least 17 in reading, listening, speaking
Cambridge CAE Advanced (Post 2015)	An overall score of 176 with at least 169 in all other components	
Cambridge CAE Advanced (Pre 2015)	58 overall with all other components at the borderline level or higher	
PTE Academic	An overall score of 64, with a minimum of 55 in all sections	An overall score of 61 with at least 54 in writing and 60 in all other sections

C1 Advanced (formerly CAE)		Pre-2015: 58 2015 and onwards: 176
C2 Proficiency (formerly CPE)		Pre-2015: 45 2015 and onwards: 176

### ***Other pathways***

The applicant may demonstrate that they meet the English language entry requirements by providing evidence of:

- Satisfactory completion of any English course at diploma level or above at an accredited Australian education provider or at an overseas institution listed in the AEI NOOSR Country Education Profiles
- Completion of a NAATI accredited Professional interpretation or professional translation course as an English translator.

### ***English language support***

SI will continue to provide, monitor, and evaluate the impact of English language support for all enrolled higher education students in accordance with the *Academic Support Plan*.

This support is offered under the same general provisions and with the same monitoring and continual improvement processes as those described in the *Academic Support Policy*.

The *Academic Board* will continue to monitor and review English language support offered to higher education students and provide advice on future improvements to the *Corporate Governance Board*.

The findings of such reports will also inform future changes to SI student admissions policies and processes.

## **Policy Implementation and Monitoring**

The *Academic Board* delegates responsibility for the monitoring day-to-day implementation of this policy to *Program Monitoring Committee*.

The *Academic Board* will review all periodic reports from relevant committees and staff members, in accordance with the *Compliance Calendar*.

Additionally, the *Academic Board* will review all relevant student complaints, concerns raised by staff members, and instances of student or staff misconduct in accordance with the *Compliance Calendar*.

Based on these monitoring activities, the *Academic Board*, in accordance with the *Compliance Calendar*, will provide a report to the *Corporate Governance Board* and ensure that findings are taken into account in planning, quality assurance and improvement processes.

## Definitions

**Academic Board:** the governing body responsible for academic matters, including teaching and learning, program approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes. The *Academic Board* reports to the *Corporate Governance Board*.

**Australian Qualifications Framework (AQF):** National guidelines that regulate Australian post-compulsory education and training qualifications. The framework identifies learning outcomes for each AQF level and qualification, policy requirements, educational and economic objectives, governing and monitoring arrangements.

**Domestic student:** an individual enrolled in a program at SI who is either an Australian or New Zealand citizen, or an Australian Permanent Resident.

**International student:** an individual enrolled in a program at SI who is not a citizen of Australia or New Zealand, or an Australian Permanent Resident, and has been granted a student visa by the Department of Home Affairs to study full-time in Australia.

## Review schedule













This policy will be reviewed by the *Academic Board* every three years.

Version History				
Version number:	Approved by:	Approval date:	Revision notes:	Next review date:
1	Academic Board	13/01/2019		
2	Academic Board	15/09/2019	Include AEI NOOSR Country Education Profiles	15/09/2022
3	Academic Board	02/05/2022	Amend postgrad entry requirements	02/05/2025





End of document: "English Language Entry Requirements Policy"

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### Related Documents

		<a href="#">Academic Support Policy</a>
		<a href="#">Admissions Policy</a>
		<a href="#">Education Agents Policy</a>
		<a href="#">Enrolment Policy</a>
		<a href="#">Academic Support Plan</a>
		<a href="#">Academic Board - Terms of Reference</a>

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		<a href="#"><u>Corporate Governance Board - Terms of Reference</u></a>
		<a href="#"><u>Program Monitoring Committee - Terms of Reference</u></a>