



## English Language Proficiency Policy (V4)

Date	Action	Version
07 October 2015	Policy developed and approved	1.0
02 June 2017	Update	2.0
20 October 2019	Update	3.0
11 December 2020	Update	4.0
Dec 2021	Review	

Responsibility for Implementation: Head of Trainers

Authority: Approved by PEO

### 1. Purpose

This policy sets out the requirements for, and expectations of, students' English language proficiency at admission and during their courses of study.

### 2. Scope

The policy applies to all students undertaking courses in which English is the language of instruction and assessment.

### 3. Definitions

English language proficiency means the ability of students to use the English language to make and communicate meaning appropriately in spoken and written forms in the context of their studies.

### 4. Principles

4.1 The students at Elite Education Vocational Institute should have the necessary knowledge and skills to successfully engage with their studies and, as graduates, successfully participate in their work environments. Admissions policies, requirements and procedures are documented, are applied fairly and consistently, and are designed to ensure that admitted students have the proficiency in English needed to participate in their intended study, and no known limitations that would be expected to impede their progression and completion.

4.2 The Institute recognises that the development of English language proficiency is integral to the development of discipline-based knowledge and that language use varies according to context, audience and purpose.

4.3 English language entry standards:

The English language entry standards for VET courses must be set at a level that allows commencing students to participate effectively with their VET course studies. The medium of instruction is English.

All students are required to demonstrate a minimum level of proficiency in English language to qualify for admission. The students from Australian local institutes must complete the NSW Secondary School (minimum

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of Year 10) Certificate or equivalent.

For students enrolling from non-English speaking countries directly, the condition of admission is

- IELTS 5.5 with no sub band scores less than 5.0; or
- Successful completion of at least one year of full-time study in an English speaking institution at an Australian AQF Level 3 or above; or
- Completion of the English for Academic Purposes (EAP) program at EEVI or an TEQSA/ASQA accredited ELT Centre; or
- Pass EEVI' s Placement Test.

Please see below English language entry requirement for students enrolling from non-English speaking countries:

	<b>Certificate II</b>	<b>Certificate III</b>	<b>Certificate IV</b>	<b>Diploma</b>	<b>Advanced Diploma</b>	<b>Graduate Certificate</b>	<b>Graduate Diploma</b>
<b>ENGLISH PROFICIENCY</b>	Intermediate Level of English  OR IELTS Test Score of 5.0  OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 35  • PTE Academic Test Score of 36  • Cambridge English: FCE  • OET Pass Grade  • TOEFL PBT Test Score of 500  • TOEIC 405- 600			Upper-intermediate Level of English  OR IELTS Test Score of 5.5  OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 54-56  • PTE Academic Test Score of 42  • Cambridge English: FCE  • OET D Grade  • TOEFL PBT Test Score of 550  • TOEIC 600		Upper-intermediate Level of English  OR IELTS Test Score of 6.0  OR Other recognised English Language tests such as: • TOEFL iBT Test Score of 74-75  • PTE Academic Test Score of 50  • Cambridge English: FCE  • OET C Grade  • TOEFL PBT Test Score of 525  • TOEIC 670	

Students will also meet this admission criteria if they have completed at least one year of full-time at secondary, post-secondary or tertiary level that were delivered in English.

#### 4.5 Promptly identify students who require English Language support

Close scrutiny of students is maintained by trainers and student services staff. If students who fail to attend class regularly and/or who fail to submit one or more assessments are contacted by the Admissions and Student Services Coordinator, s/he will consult with each student identified as having English Language support needs.

#### 4.6 Development of students' English language proficiency.

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The Institute provides support for the development of students' English language proficiency throughout the course of study, English language workshops and resources include such topics as essay writing, report writing, etc.

## 4.7 Information for students on the development of their English language proficiency

Prospective and current students at the Institute are to be informed that they are responsible for taking action to continue to develop their English language proficiency during their studies and be encouraged to take advantage of the support provided by the Institute. Where relevant, students and prospective students must be made aware that English language development strategies are integrated with the courses and that they will be assessed on their English language proficiency as an integral part of their course.