



QUANTUM INSTITUTE OF HIGHER EDUCATION

English Language Policy

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English Language Policy

Purpose

As Quantum Institute of Higher Education ('QIHE') will commence its teaching and learning operations in English as an Australian higher education provider, the English Language Policy ('the Policy') outlines the expectations of QIHE for its students and graduates on their preparedness and communication skills to partake their studies and further their professional development.

Scope

The Policy applies to all applicants, students, graduates and staff of QIHE.

I. Policy Principles

QIHE upholds the following principles:

- i. **Awareness.** Students should be aware of their responsibilities regarding their English language proficiency to pursue their higher education studies, even prior to admission to QIHE;
- ii. **Equal Requirement.** Students must have the English language proficiency required to participate in the active learning process throughout the course of their study;
- iii. **Development of Communication Abilities.** Dedication to the development of students' professional and communication abilities for active participation and a smooth learning process;
- iv. **Appropriate Proficiency of Graduates.** Striving for the appropriate proficiency and language mastery of QIHE's graduates;
- v. **Provision of Support.** Providing the support required for students to further develop their abilities.

2. English Language Requirements

- i. For admission to QIHE, applicants are expected to possess adequate English language skills for communication and comprehension.
- ii. The English language requirement for admission to the undergraduate programs in QIHE is set as a minimum IELTS (Academic) overall score of 6.0 with no band less than 5.5.
- iii. Other English language proficiency test results are also acceptable in equivalence to IELTS, namely:
 - a. TOEFL (IBT) overall score of minimum 60;
 - b. PTE Academic overall score of minimum 55;

- c. Cambridge English Advanced (CAE) score of minimum 169.
- iv. The English language proficiency test results are acceptable if obtained within two (2) years prior to enrolment.
- v. QIHE shall check and verify the validity of the English language test results by checking the relevant databases.

3. Exemptions

- i. English language requirements can be waived for certain students if they meet certain criteria as outlined below:
 - a. Proof of study conducted fully in English;
 - b. Applicants are citizens from English-speaking countries, such as New Zealand, the United Kingdom, the United States of America, Canada, the Republic of Ireland, Singapore, American Samoa, Fiji, Jamaica, Salomon Island, Ghana, Kenya, Nigeria, Botswana, Guyana, Lesotho, Papua New Guinea, Tonga, Zambia, Liberia, Trinidad and Tobago, Zimbabwe.
- ii. Applicants must present a document proving their eligibility to be waived from the English language requirements. Documents may include but are not limited to:
 - a. Passport;
 - b. Residency/citizenship documents;
 - c. Testamur/Marksheet/Diploma, indicating prior studies in English.
- iii. QIHE may also consider applicants who wish to waive their English language requirements on the basis of their employment in an English-speaking country as specified above, the conditions for consideration are:
 - a. The applicant has been working for a minimum of 4 years in an English-speaking country;
 - b. The applicant is able to demonstrate their residency or working permit from the English-speaking country;
 - c. The applicant is able to submit a letter from the employer with proof of employment which shall indicate the duration of work, the responsibilities undertaken, and information about the employer;
 - d. The applicant is willing to undertake an interview to indicate their English language ability.

4. Development of English Language in Teaching and Learning

QIHE will be taking measures to actively support, develop and maintain students' English language proficiency through various means such as:

- i. The design of the courses within QIHE's program and the development of the teaching and learning experience will include attention to the progressive development of student's English language skills;
- ii. Students will also obtain feedback, whether from their activities, tasks, assessments, and other forms of evaluation, to further improve their communication ability and comprehension;
- iii. QIHE will set in place language support activities and systems which will be managed by the Student Support Team;
- iv. The designated staff that manages language support activities and systems is expected to possess the requisite capabilities that are required to handle the English language support activities;
- v. QIHE will also provide professional development for academic staff in supporting students' English language skills;
- vi. QIHE will also identify students in need of English language support through early assessment, in which the students identified will then be referred to the appropriate support service for assistance;
- vii. Necessary resources regarding English language development including books and online resources will be provided by QIHE via the Library Manager. These resources will be carefully curated and implemented throughout the student's learning program;
- viii. To ensure that students continuously fulfill the English language standard required for their professional development, QIHE may undertake regular moderation and external benchmarking activities. This includes various external groups from the industry or employers, should it be necessary;
- ix. Regular monitoring and feedback mechanisms from students regarding the English language development support will be conducted to ensure continuous improvement in English language strategies.

5. Roles and Responsibilities

5.1 Academic Board

- i. Responsible for setting in place the English language proficiency standard in QIHE to ensure the smooth operation and effectiveness of the teaching and learning experience;
- ii. Responsible for maintaining the English language standard in QIHE's programs.

5.2 Course and Industry Advisory Committee

- i. Responsible for ensuring that the courses within QIHE's programs are designed and structured to encourage the development of student's English language communication skills.

5.3 Dean

- i. Responsible for overseeing the implementation of English language support throughout QIHE;
- ii. Monitoring English language progressions and program completion rates to be reported to the Academic Board to measure the success of English language proficiency development strategies in QIHE.

5.4 Admission Officer

- i. Checking and verifying applicants' English language proficiency, including by implementing the appropriate system, to prevent admission fraud;
- ii. In relation to the agents, ensuring that agents are aware of the requirements and expectations from QIHE to effectively assist prospective students;
- iii. Ensuring that applicants understood the requirements set in place by QIHE for admissions.

5.5 Academic and Non-Academic Staff

- i. Ensuring the effective implementation of English language development program;
- ii. Academic staff are encouraged to conduct regular monitoring, review and assessment of their students' communication abilities for further review of the strategies.

5.6 Applicants and Students

- i. Applicants are responsible for providing accurate information regarding their English language ability and satisfying the English language requirements set by QIHE as well as the Department of Home Affairs for student visa-related matters;
- ii. Applicants or students found to have presented inaccurate and fraudulent information or documents will be refused enrolment at QIHE;
- iii. Students are expected to engage in the supports provided by the Institute to develop their English language proficiency.

6. Rights to Appeal

Applicants or students may submit a request to appeal the decision made by QIHE, particularly in regard to the English language requirements of QIHE's programs. Appeals can be made in accordance with the *Complaints and Appeal Policy and Procedure*.

7. Privacy and Records Management

QIHE upholds the importance of everyone's privacy. All records and information regarding applicants and students will remain confidential within QIHE's database. All records will be kept in accordance with the *Records Retention Policy*.

QIHE will only disclose information to authorised State or Territory Government agencies should they require the information as disclosed under the Higher Education Support Act (HESA) 2003 and other legislation in place. This may include the Department of Education, Department of Immigration and Border Protection and Commonwealth.

8. Monitoring and Review

QIHE is dedicated to ensuring compliance and continuous improvement, therefore the provisions in this Policy will undergo regular reviews in accordance with the *Policy Review Schedule*.

Glossary

Assessment refers to a process used to determine a student's achievement of expected learning outcomes (AQF 2013 p.92).

AQF refers to the Australian Qualifications Framework, the national policy for regulated qualifications in Australian education and training.

Course refers to QIHE's units of study or subjects.

Members of the Committee refers to all members of QIHE's Governing Body, including members of the Governing Council, Academic Board, Course and Industry Advisory Committee, Teaching and Learning Committee, Risk Committee, and Executive Management Team.

Program refers to the Bachelor of Business and Bachelor of Information Technology degree of QIHE.

TEQSA (Tertiary Education Quality and Standards Agency) refers to the independent national regulator for the higher education sector in Australia.

Governing Body refers to all the functional bodies within QIHE.

Secondary Education refers to the level of schooling that follows primary education which completion will result in the High School Certificate (HSC) or an equivalent qualification. Equivalent qualifications in other countries include high school diplomas or similar certifications.

Version Control

Version	1.0
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Policy Category	Academic Board
Related Documents	<i>Admission Policy and Procedure</i> <i>Advanced Standing, Credit Transfer and Articulation Policy</i> <i>Program Design, Development and Review Policy</i> <i>Student Support and Consultation Policy</i> <i>Teaching and Learning Plan</i>
Legislation References	TEQSA Higher Education Standards Framework (Threshold Standards) 2021 English Language Standards for Higher Education (ELSHE) 2010 Australian Qualification Framework (AQF)
References	La Trobe College James Cook University University of Wollongong Deakin University