THIS POLICY IS CURRENTLY UNDER REVIEW

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ENGLISH LANGUAGE SUPPORT POLICY AND PROCEDURE

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Mission Statement

While respecting and valuing the richness of cultural and linguistic diversity, English Language Support at Excelsia College strives to empower NESB students from a range of different communities to access the same educational opportunities as their English-speaking peers and to become fully-integrated members of the College and wider community. The College intentionally seeks to identify student English language needs, recognise the skills they bring to the College, and ensure a quality of access to the curriculum.

As such, the College is committed to making appropriate provision of teaching and resources for students for whom English is a second or additional language, and for raising the achievement of those students who are at risk from under-achievement due to English language challenges.

Staff Roles and Responsibilities

Chief Academic Officer

(a) Assume overall responsibility for the development and implementation of the College's language support profile.
(b) Oversee the development, implementation and review of the provision of language support across the College.
(c) Ensure adequate physical and virtual teaching resources are provided for language support.

Head of School

(a) Assume direct responsibility for coordinating language support.
(b) Identify the language support needs of individual students.
(c) Place emphasis on oral and written language development across the curriculum.
(d) Set learning targets for students at an appropriate level.
(e) Facilitate the adjustment of coursework activities in line with agreed needs and activities.
(f) Ensure a high level of consultation and co-operation between lecturers and students.

Lecturers

(a) Set achievable language acquisition targets for each student.
(b) Prepare each student, on an ongoing basis, to access learning opportunities.
(c) Provide, as required, modified programs of work and assessment based on the curriculum.
(d) Support the ongoing development of students' English language proficiencies, thus increasing access to the curriculum and providing the same education opportunities as available to first-language English speaking peers.
(e) Assist each student to develop appropriate and independent strategies and skills to support their learning.

Assessment, Monitoring and Review

(a) Ongoing observation of the language and literacy performance of each student.
(b) Screening and selecting pupils for supplementary teaching when appropriate.
(c) Maintaining appropriate records on each student to ensure continuity of language support across the degree.

Procedure

(a) During audition, for undergraduate students, they are required to complete a Literacy test.
(b) It is a condition of acceptance that students who score below 50% in their literacy test are to enrol in the Academic Skills unit.
(c) Students will find that as a condition in their written agreement received with their offer letter.
(d) Students enrol online for this unit as per usual enrolment process.
(e) Upon assessment of a student language proficiency, a lecturer may advise the student to enrol in the Academic Skills unit.
(f) Upon this request, it is the responsibility of the student to enrol in the unit as per usual enrolment process.

References and Related Documents

PPR-STU-01 Assessment Policies and Procedures Manual
STA-G27 Inclusive Assessment, Making Reasonable Adjustments and Providing for Alternative Assessment Arrangements
STU-AC-F24 Application for Extension
PO-STU-05 Academic Progress Monitoring and Intervention Policy
WP-STU-26 Academic Progress Monitoring and Intervention Procedure
ACA-STU-01 Academic Integrity Framework
PO-STU-06 Student Grievance Policy and Procedures
PO-STU-28 Student Appeals Against Academic Decisions
PO-STU-29 Student Attendance and Classes Policy