



EXCELSIA
COLLEGE
Sydney - Australia

Document Name

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

PO-STU-03 Assessment Policy
STU-G18 Explanation of Grades
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
PO-STU-04 Academic Integrity Policy and Procedure
PO-STU-06 Student Grievance Policy and Procedures
PO-STU-28 Student Appeals Against Academic Decisions
PO-STU-29 Student Attendance and Classes Policy