English Language Proficiency Development and Concurrent Support Policy

Section 1 - Purpose and Scope

Purpose

(1) English proficiency plays a critical part in the academic success of students and in the development of discipline appropriate discourse. Proficiency in effective communication has been established by the University as an attribute that is part of the overall qualities, skills, knowledge and abilities that should be achieved by graduates of all academic programs. The completion of a degree at the University will, in many employment and educational contexts, be regarded as signifying competence in the English language.

(2) This Policy addresses the development of language proficiency during students' enrolment in the University, the post-admission needs and the opportunities for concurrent development of English language competence.

Scope

(3) This Policy applies to all current students undertaking award and non-award programs delivered by the University, at undergraduate, postgraduate and research levels.

(4) The Policy does not apply to secondary school enrichment studies, professional and continuing education programs or other short courses delivered on-shore and offshore. The Policy addresses the development of language proficiency during students' enrolment in the University.

Section 2 - Principles and Key Requirements

(5) To ensure student proficiency in English continues to develop throughout the course or program of study, the University will:

   a. Provide its students with opportunities to access both formal and informal English language learning experiences, including Concurrent English Language Support programs.
   b. Consider formal and informal curriculum experiences to develop linguistic proficiency in English.
   c. Include effective communication as an essential graduate attribute (see section 4 of Graduate Statement and Graduate Attributes Policy) and a core competency to be developed through the core and extra curricula activities within the University. Language development is integral to the development of discipline-based knowledge.

(6) Students are also accountable for their own language and learning development and are encouraged to meet these responsibilities as set out in the Student Code of Conduct Policy.

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Section 3 - Roles, Responsibilities and Accountabilities

Vice-Chancellor

(7) The Vice-Chancellor exercises delegated authority from Senate, on advice from the University's Academic Board, to approve the English language proficiency requirements of new academic programs, and changes to the English language proficiency requirements of existing programs.

Deputy Vice-Chancellor (Academic)

(8) The Deputy Vice-Chancellor (Academic) provides assurance to the Vice-Chancellor on the University's academic program approval process and the maintenance and development of high standards of teaching and learning.

Faculties

(9) Faculties are responsible for the determining the English language proficiency requirements for admission into the programs they administer, and subsequent monitoring of student performance in engaging with academic content of their programs.

Section 4 - Monitoring, Review and Assurance

(10) The Deputy Vice-Chancellor (Academic) is required to monitor the academic program approval process, and review of the Policy and procedures through the Academic Board and its committees.

(11) The Academic Registrar is required to monitor the University's compliance with the Education Services for Overseas Students Act 2000 (ESOS Act), and when required, provide reports to members of the University Senior Management Group and Senate.

Section 5 - Recording and Reporting

(12) The records of all proposals initiated and maintained through this Policy shall be managed in accordance with the below policies and procedures:

   a. Information Management Policy;
   b. Information Security Classification Procedure;
   c. Data Handling Procedure;
   d. Access to and Amendment of UQ Documents Procedure;
   e. Records Management Procedure.

Section 6 - Appendix

Definitions

Term	Definition
Academic Program	the sequence of study leading to the award of a qualification such as an undergraduate degree or diploma, postgraduate coursework qualification or Higher Degree by Research (HDR).

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Term	Definition
ELP	English Language Proficiency, the ability of an individual to communicate competently in English. ELP at the University is further categorised into general proficiency (general communicative competence), academic proficiency (skills in the specialised vocabularies, concepts, and knowledge associated with particular disciplines) and professional proficiency (intercultural competence and interpersonal skills in the discourses and behaviours associated with particular professional domains).
Non-Award enrolment	enrolment in a course or courses offered by the University but not enrolment in a program that leads to an award of the University. Examples include students enrolled in the Enhanced Studies Program, cross-institutional students, exchange students and Study Abroad students.

Status and Details

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Policy Owner	Kathryn Blyth Director, Academic Services Division and Academic Registrar
Enquiries Contact	Office of the Deputy Vice-Chancellor (Global Engagement)

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