

English Language Proficiency Admission Procedure

Section 1 - Purpose and Scope

- (1) This Procedure addresses the level of English language proficiency required for entry to the University.
- (2) This Procedure applies to all prospective students applying for entry into award and non-award programs delivered by the University, at undergraduate, postgraduate and research levels, including Study Abroad and exchange students, and students articulating from Study Abroad or exchange programs into UQ academic programs. The following are not within the scope of this Procedure: secondary school enrichment studies, professional and continuing education programs, or other short courses delivered on-shore and offshore.

Section 2 - Process and Key Controls

- (3) This Procedure addresses the level of English language proficiency required for entry to the University.
- (4) This Procedure applies to all prospective students applying for entry into award and non-award programs delivered by the University, at undergraduate, postgraduate and Higher Degree by Research (HDR) levels, including Study Abroad and exchange students, and students articulating from Study Abroad or exchange programs into UQ academic programs.
- (5) This Procedure does not apply to secondary school enrichment studies, professional and continuing education programs, or other short courses delivered externally. English language proficiency requirements for shorter form credentials are covered under the [Shorter Form Credentials Admission, Enrolment, Fees and Assessment Procedure](#).

Section 3 - Key Requirements

- (6) Applicants will be considered to have satisfied the University's ELP requirements provided they meet the criteria applicable for their program.
- (7) Minimum ELP requirements for admission to UQ programs are provided in clause 8. ELP requirements for higher-than-minimum ELP programs are provided in [Table 1](#).
- (8) Applicants will meet minimum ELP requirements if:
- a. they demonstrate achievement of the following grades in English language proficiency tests:
 - i. IELTS Academic: Overall Band Score of 6.5 AND a minimum score of 6 in each sub-band of Writing, Reading, Speaking and Listening; or
 - ii. TOEFL iBT (including Paper Edition): Overall score 87 with a Writing score of 21 and Reading, Speaking and Listening scores of 19; or
 - iii. PTE Academic: Overall score of 64 with 60 in each communicative skills section; or
 - iv. CAE/CPE: Overall Cambridge English Scale (CES) score of 176 with a minimum score of 169 in each skill; or
 - v. BE: A minimum overall grade of 4 plus a minimum grade of C in all four macro skills; or

Note: test scores are considered to be valid for English Language Proficiency purposes for two years from the date of the test to the date of commencement at the University.

- b. they have completed senior secondary schooling in designated countries listed in Part A of [Table 2](#) (but not listed in Part B of [Table 2](#)) where the medium of instruction is English; or
- c. they hold qualifications and satisfy relevant conditions set out in Part B of [Table 2](#); or
- d. they have successfully undertaken at least one year of full-time (or part-time equivalent) post-secondary study (at diploma level or higher) in a designated country as listed in Part A of [Table 2](#), from an accredited university or institution which is recognised by The University of Queensland as one where:
 - i. English was the medium of instruction, and
 - ii. English was the medium of assessment; or
- e. they have successfully completed a bachelor or master's degree program from an accredited university or institution which is recognised by The University of Queensland as one where:
 - i. English was the medium of instruction, and
 - ii. English was the medium of assessment, and
 - iii. the final year of study has been undertaken during the five (5) years immediately prior to the commencement of study at the University (see note below); or
- f. they have successfully undertaken at least two years of full-time (or part-time equivalent) post-secondary study (at diploma level or higher), from an accredited university or institution which is recognised by The University of Queensland as one where:
 - i. English was the medium of instruction, and
 - ii. English was the medium of assessment, and
 - iii. the final year of study has been undertaken during the five (5) years immediately prior to the commencement of study at the University; or
- g. they provide evidence of sufficient English language skills developed through substantial paid and/or voluntary work experience in a primarily English-speaking professional environment, in designated countries listed in Part A of [Table 2](#), for a period of at least three (3) years full-time immediately prior to the commencement of study at the University.

Note: The time limits specified in clause 8(e) do not apply where the applicant has held 'predominant residence' in a designated country, as defined in section 9 Definitions, Terms, Acronyms and as listed in [Table 2](#). Evidence of language of instruction and residence must be submitted.

(9) Applicants who cannot demonstrate ELP specified for their program may be referred, as follows, for consideration of relevant evidence to ascertain whether they meet the University's ELP requirements:

- a. By the Manager, Domestic Admissions or the Manager, International Admissions to the Academic Registrar (coursework applications)
- b. By the Manager, Domestic Admissions, UQ Director, Graduate School, UQ Graduate School (HDR applications).

(10) Applicants who cannot demonstrate that they satisfy ELP requirements for their program may consider one of UQ's English language pathways as outlined in Section 4.

(11) Where an applicant has provided evidence that they have met the ELP requirements for their program but concerns have been raised about their English language ability through the admissions process, the Academic Registrar may be asked to seek an objective assessment of the applicant's abilities by UQ College.

Note for Section 3

(12) Applicants with grades in the high school subject English for ESL Learners (or equivalent) must:

- a. for applications received in 2017 or 2018, achieve an overall 'High Achievement' (or equivalent) or greater for entry into UQ programs with higher-than-minimum ELP entry requirements (refer to [Table 1](#) for details)
- b. for applications received in or after 2019, achieve an overall 'Sound Achievement' (or equivalent) or greater for entry into all UQ programs.

(13) For Study Abroad and Exchange applicants, the changes take effect from 1 December 2018 for applications received from that date onwards (refer to the [archived English Language Proficiency Admission and Concurrent Support Procedure](#)).

Section 4 - English Language Pathways to UQ Programs

(14) If an applicant has the academic qualifications required for entry into a University program but does not satisfy the University's ELP requirements for that program, they may be eligible for a package offer. Package offers are not available to undergraduate domestic applicants, or to HDR applicants wishing to be considered for the UQ Graduate School Scholarship.

(15) The University of Queensland offers English language pathway entry options through the UQ College. More information on pathway options, including entry requirements, is available at [English Language Requirements](#).

Section 5 - English Language Proficiency Requirements Review Process

(16) The Academic Board's Committee for Academic Programs Policy (CAPP), through its Coursework Admission Standards Sub-Committee (CASSC), is responsible for the setting and the ongoing review of the University's English Language Proficiency requirements. English Language Proficiency entry requirements are reviewed formally on an annual cycle and reported to CASSC.

(17) Schools, Faculties and Institutes that wish to establish higher requirements for admission to particular programs, based on professional registration standards or particular program requirements, must submit such requests, using the [Proposal to Change English Language Proficiency Requirements for Current Programs - Form](#), and then to the CASSC for consideration. Submissions to change the ELP requirement for a program must include the academic justification for the change and must be submitted for consideration by CASSC and Academic Board by July each year for implementation in the following admissions cycle.

(18) If endorsed by CASSC, such requests will be referred to CAPP and the Academic Board for further consideration, and to the Vice-Chancellor for approval. If approved, these changes will be clearly and widely promulgated, in advance of implementation, to prospective students and other relevant stakeholders.

(19) A case may be made to vary the ELP requirements for student exchange or study abroad cohorts from key strategic partners. Such arrangements are limited to formal University partners and are underpinned by a program of study that recognises the University's duty of care to both domestic and international students. Such exchange or study abroad cohorts may be restricted to undertaking specific UQ courses and arrangements documented via a written agreement (see [International Agreements Policy](#)).

Section 6 - Roles, Responsibilities and Accountabilities

Vice-Chancellor

(20) 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 (Global Engagement)

(21) The Deputy Vice-Chancellor (Global Engagement) provides assurance to the Vice-Chancellor that proposals to establish higher requirements for admission to particular programs are made in accordance with the University's overall engagement strategy.

Deputy Vice-Chancellor (Academic)

(22) 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

(23) 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 7 - Monitoring, Review and Assurance

(24) 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.

(25) The Academic Registrar is required to monitor the University's compliance of the [Education Services for Overseas Students Act 2000](#).

Section 8 - Recording and Reporting

(26) The records of all proposals initiated and maintained through these Procedures shall be managed in accordance with [Information Management Policy](#).

(27) Planning and Business Intelligence and the Admissions (Domestic) and International Admissions teams shall provide, as required, reports to Academic Board and its committees, members of the University Senior Executive Team and/or Senate.

Section 9 - Appendix

Definitions, Terms, Acronyms

Term	Definition
Academic Program	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).
BE	Bridging English.
CAE/CPE	Cambridge English: Advanced / Cambridge English: Proficiency.
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).
English-rich Disciplines	Disciplines that require extensive use of, and assessment in, the English language. An English-rich discipline is a discipline that develops English language skills and includes in-depth study and analytical, critical and creative engagement with a range of texts, allowing students to acquire understanding of stylistic conventions and participate in extended writing.
English Language Skills	The four macro skills of reading, writing, speaking and listening in English.
Higher-than-minimum ELP Program	A UQ program that requires an applicant to demonstrate higher-than-minimum ELP, as specified for that program in Table 1 .
UQ College	UQ College .
IELTS	International English Language Testing System.
Minimum ELP requirement	The standard English language entry requirement for entry into UQ programs; applied unless specified otherwise in Table 1 .
Minimum ELP Program	A UQ program that requires an applicant to demonstrate minimum ELP, as specified in Section 3. All UQ programs are minimum ELP programs unless specified otherwise in Table 1 .
Non-Award Study	Enrolment in a course or courses offered by the University without being enrolled 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.
Package Offer	A combined offer comprising an offer of English Language Studies plus the conditional offer of the principal UQ program once ELP requirement has been met.
Predominant Residence	Residence in the country for more than half of the total time between completing the tertiary qualification and the start of the semester for which the applicant has applied.
PTE	Pearson Test of English.
TOEFL	Test of English as a Foreign Language.

Status and Details

Status	Historic
Effective Date	15th September 2023
Review Date	15th September 2028
Approval Authority	Deputy Vice-Chancellor (Academic)
Approval Date	15th September 2023
Expiry Date	9th May 2024
Policy Owner	Kathryn Blyth Director, Academic Services Division and Academic Registrar
Enquiries Contact	Office of the Deputy Vice-Chancellor (Global Engagement)