



English Language Proficiency Policy (Education)

Title: English Language Proficiency Policy (Education)¹
Author: Dean of Education
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Policy overview

All current and prospective students and staff of Morling College are entitled to:

- a) Know what constitutes the English Language Proficiency policy; and
- b) Know the guidelines that MC has in place for students who do not demonstrate English Language proficiency

Policy purpose

The purpose of this policy is to outline:

- (a) the admission requirements in respect of English Language Proficiency for all Education courses:
- (b) the ways in which Morling College supports the development of the key graduate attribute related to English Language Proficiency in the Master of Teaching (Secondary) i.e. Articulate and effective communication in the English Language; and Master of Education and Master of Education (Leadership) i.e. An articulate and effective communicator in the English Language who demonstrates higher order thinking in their writing such as analysing, synthesising and evaluating knowledge. (Relates to TEQSA Standard 1.2)

¹ Adapted from the UQ and UNSW English Language Proficiency Policies

Admission Requirements

English Language development and proficiency is an important part of the academic success of students in the Education courses at Morling College. In order to be able to study at Morling College, fluency in English is required. English language can be a barrier for students particularly from non-English Speaking backgrounds. For this reason students, for whom English is a second language, must provide evidence that their English language ability meets the minimum requirements for admission outlined below.

Master of Education and Master of Education (Leadership)

- Any applicant with English as a second language must provide evidence that their English language ability meets the minimum requirements for admission. Normally, a recent (within the past two years) IELTS (Academic version)* transcript with a minimum overall score of 6.5 in each of the sub-tests of speaking, listening, reading and writing should be submitted with the application unless the applicant has completed their education/ undergraduate degree in English in which case this must be evident in the documentation.

Master of Teaching (Secondary)

- Applicants must provide evidence of at least a Band 4 English at the Higher School Certificate or equivalent.
- Applicants whose first language is not English must demonstrate proficiency in spoken and written in English adequate to undertake the course. This would normally be a recent (within the past two years) IELTS (Academic Version)* transcript with a minimum overall score of 8.0 with a minimum of 7.5 in any band.
- In addition, applicants whose first language is not English and have successfully completed at least **one** year of full-time study in an assessable qualification at a university or other post-secondary educational institution where the sole language of instruction and assessment was English, may not be required to undertake a language test if they can provide a statement or certificate issued by the Registrar (or

equivalent) of that institution confirming this. The study must have been completed no more than **two years** prior to the commencement of the program.

Further applicants from non-English speaking backgrounds who have graduated from Australian high schools and have at least a Band 4 in English will meet the minimum English Language Proficiency (ELP) requirements for entry into all courses.

*Morling College recognises the following equivalent tests which can be used in place of IELTS Academic (English Language Testing System)

TOEFL (Test of English as a Foreign Language)

CAE/CPE (Cambridge Certificates in Advanced English/or Proficiency)

PTE Academic (Pearson Test of English)

English Language Development

Resources to help students in their English language development such as the paper by Professor Martin Dowson on *How to write an academic essay* and the Morling College Style Guide provides guidance for good academic writing in the English language (see Education Essentials on Moodle). In addition, a link is provided to UNSW's learning centre which gives excellent online resources on essay structure and writing.

Graduate Attributes: An essential graduate attribute of the Master of Teaching (Secondary) course is that a graduate demonstrates articulate and effective communication in the English Language. In the Master of Education and Master of Education (Leadership) one of the essential graduate attributes is that a graduate of the course demonstrates articulate and effective communication in the English Language and one who demonstrates higher order thinking such as analysing, synthesising and evaluating knowledge in their writing.

Assessment Criteria: Once students have been enrolled in the course their English language proficiency should continue to develop through the various online teaching and learning experiences and in particular through the assessment tasks. The criteria developed to assess the assessment tasks include the student's ability cohesive structure which involves synthesis, logical and literary style; the ability to demonstrate critical analysis and synthesis of the information giving appropriate reasons with reference to the literature. (See Section V of the Education Handbook).