



# **English Language Proficiency Policy and Procedures**

## **Purpose**

This Policy sets the principles by which the English language proficiency requirements for entry to the Central Institute of Technology and Innovation (the Institute) will be applied. This policy is underpinned by the Institute's commitment to offering educational Courses to students from a broad range of backgrounds, cultures, and languages. In doing so, the Institute acknowledges a responsibility to ensure that all students have the academic preparation and proficiency in English needed to participate in their intended study, without unexpected limitations that may impede their progression and completion.

## **Scope**

This Policy applies to all applicants seeking admission to the Institute.

## **Related Documents**

This policy should be read in conjunction with the following Institute documents:

- Recognition of Prior Learning, Advanced Standing, and Credit Transfer Policy and Procedures
- Admissions and Enrolment Policy and Procedures
- Information and Privacy Policy and Procedures
- Course Rules, Progression and Completion Policy and Procedures
- Information and Records Management Policy and Procedures
- Student Support Policy and Procedures
- Student Grievances, Complaints, and Appeals Policy and Procedures

All documents referenced in this policy can be accessed via the CITI website.



# Definitions

For the purpose of this Policy, the following definitions apply:

<b>Term</b>	<b>Definition</b>
English Language Entry Requirements	<p>English Language Entry Requirements means the minimum level of English language proficiency that an applicant must demonstrate as a condition of admission to a course of study at the Institute. These requirements are established to ensure that students have the necessary academic language skills to participate effectively in learning and assessment activities, to meet course learning outcomes, and to progress and complete their studies successfully.</p> <p>English Language Entry Requirements are determined in accordance with the Higher Education Standards Framework (2021), as administered by TEQSA, and may be met through approved English language tests, recognised prior secondary or tertiary education, or other evidence deemed acceptable by the Institute and approved by the Academic Board.</p>
English Language Proficiency Standard	<p>English Language Proficiency Standard means the minimum English language proficiency requirement of the Institute, expressed in terms of International English Language Testing System (IELTS) test equivalency, as approved by the Academic Board and outlined in this Policy.</p>
Recognised Qualification	<p>Recognised Qualification means a formal qualification offered by the Institute which has been assessed in English and where successful completion by the applicant may indicate that they meet the English</p>



<b>Term</b>	<b>Definition</b>
	language proficiency requirements for admission to the Institute
English Language Proficiency Register	English Language Proficiency Register means the Institute's register of internally recognised qualifications from institutions that are approved as sufficient to demonstrate English language proficiency, and are in addition to those qualifications issued from institutions that are listed in formal qualification concordance publications (such as the World Higher Education Database, Ecctis Database or the Department of Education, Skills and Employment's Country Education Profiles)
Educational pathway	Educational pathway is a defined pathway that enables a student to progress from a completed course of study to another course of study with admission and/or credit (based on TEQSA definition).
Recognition of Prior Learning (Advanced Standing)	Recognition of Prior Learning (RPL) is a process that involves assessment of an individual's relevant prior learning (including formal, informal, and non-formal learning) to determine the credit outcomes of an individual's application for credit (based on TEQSA definition).

## Policy Principles

The Institute is guided by the following principles in the application of this Policy:

1. **Academic Preparedness and Student Success:** The Institute is committed to ensuring that all admitted students possess an appropriate level of English language proficiency to engage effectively with their studies, meet academic requirements, and successfully progress and complete their course of study.



2. **Equity, Fairness, and Inclusivity:** English language proficiency requirements are applied consistently, transparently, and fairly to all applicants, whether domestic or international, while recognising diverse educational backgrounds, pathways, and prior learning experiences.
3. **Standards-Based and Evidence-Informed Decision Making:** Decisions relating to English language proficiency are based on clearly articulated, evidence-informed standards approved by the Academic Board, and aligned with sector benchmarks, the Higher Education Standards Framework (2021), and good practice in higher education admissions.
4. **Transparency and Informed Choice:** English language proficiency requirements for each course are clearly documented, publicly available, and communicated to applicants through Course Handbooks and admissions materials, enabling informed decision-making prior to enrolment.
5. **Recognition of Legitimate Pathways and Prior Learning:** The Institute recognises that English language proficiency may be demonstrated through a range of recognised qualifications, educational pathways, English language tests, and prior secondary or tertiary study, including Recognition of Prior Learning, where appropriate.
6. **Quality Assurance and Continuous Improvement:** English language proficiency standards, recognised qualifications, and admission practices are subject to regular monitoring and review as part of the Institute's quality assurance and course review processes, ensuring ongoing academic integrity, relevance, and regulatory compliance.
7. **Early Identification and Targeted Support:** The Institute is committed to the early identification of students who may require additional English language support through post-entry language assessment and to the provision of timely, appropriate academic language support to enhance learning and retention outcomes.
8. **Protection of Overseas Students and Regulatory Compliance:** In relation to international students, the Institute applies English language proficiency requirements in accordance with the Education Services for Overseas Students Act 2000 (ESOS Act) and the National Code of Practice for Providers of



Education and Training to Overseas Students, ensuring that admission decisions support students' capacity to participate successfully in their chosen course of study.

9. **Accountability and Responsible Admission Practices:** The Institute maintains robust governance and accountability arrangements to ensure that English language proficiency requirements are applied responsibly, consistently, and in a manner that protects the integrity of academic standards and the interests of students.

## **Policy Statement**

### **1. English Language Proficiency Standard Approval and Review**

- 1.1 The Institute will maintain an English Language Proficiency Entry Requirements Register (Appendix 1) which identifies and benchmarks recognised English language tests, qualifications, and educational pathways that may be used to demonstrate compliance with the Institute's English Language Proficiency Standard.
- 1.2 The Register establishes the minimum English language proficiency standard required for admission to each course of study and provides a consistent framework for assessing applicant eligibility across domestic and international cohorts.
- 1.3 The English Language Proficiency Standard is designed to ensure that admitted students possess the academic language capability necessary to meet course learning outcomes and assessment requirements, in accordance with the Higher Education Standards Framework (2021) and, where applicable, the ESOS Act and the National Code.
- 1.4 The English Language Proficiency Standard for each course, including any course-specific requirements that exceed the Institute-wide minimum standard, must be



approved by the Academic Board on the recommendation of the relevant academic governance committees.

- 1.5 The English language proficiency requirements applicable to each course are documented in the relevant Course Handbook and associated admissions materials and are made publicly available to ensure transparency and informed decision-making by prospective students.
- 1.6 The English Language Proficiency Register, including recognised qualifications and benchmark equivalencies, is subject to review as part of the Institute's scheduled course review, admissions review, and quality assurance processes, or more frequently where changes in regulatory requirements or sector standards occur.
- 1.7 The Institute reserves the right to add, amend, or remove recognised qualifications, tests, or pathways from the English Language Proficiency Register where such changes are necessary to maintain academic standards, ensure regulatory compliance, or respond to emerging risks identified through admissions or progression data.
- 1.8 Any amendments to the English Language Proficiency Standard or the English Language Proficiency Register must be formally approved in accordance with the Institute's academic governance and delegations framework and recorded in the Institute's quality assurance documentation.

## **2. Application to a Course**

- 2.1 Applicants, whether domestic or international, for admission to any course must provide evidence that their English language ability meets the minimum requirements for admission as specified in the Institute's English Language Proficiency Standard.
- 2.2 The English language proficiency requirement for a course will be either: The Institute's standard English language proficiency level; or A higher level of English proficiency than the Institute-wide standard, where such a requirement has been approved by the Academic Board based on course-specific learning outcomes or professional accreditation requirements.
- 2.3 Applicants are deemed to have satisfied the Institute's English language entry requirements if they provide evidence demonstrating proficiency through one or



more of the following pathways:

- 2.4 Approved English language tests (e.g., IELTS, TOEFL) that meet the minimum Institute thresholds; Prior senior secondary education completed in English; Prior tertiary or higher education completed at AQF Levels 5–10 where the language of instruction was English; or University preparation studies or equivalent programs, including English language courses, recognised by the Institute.
- 2.5 The Institute reserves the right to request additional evidence or clarification regarding an applicant's English language proficiency where the documentation provided is deemed insufficient to demonstrate the required standard.
- 2.6 Decisions regarding whether an applicant meets the English language proficiency requirements are made by the Institute in accordance with the documented standards and governance processes. Such decisions are final and cannot be appealed through the Institute's internal appeal processes, except as permitted under the Student Grievances, Complaints, and Appeals Policy and Procedures where procedural fairness or other relevant issues may apply.
- 2.7 Applicants who are dissatisfied with the outcome of an English language proficiency assessment, and who have exhausted all internal avenues for review, may seek further review or advice through the National Student Ombudsman.
- 2.8 The Institute ensures that all applicants are informed of the English language proficiency requirements, associated documentation expectations, and available support resources prior to enrolment, in accordance with the principles of transparency, fairness, and equity.

### **3. Post-Entry Language Assessment (PELA)**

- 3.1 Students admitted to the Institute are required to undertake a Post-Entry Language Assessment (PELA) to support early identification of potential academic language needs and to promote successful engagement with learning and assessment activities. The PELA is used as a risk indicator for academic progress and as a mechanism to inform timely and appropriate academic language support.
- 3.2 The PELA is a diagnostic assessment only and does not form part of the admission decision, nor does it affect a student's enrolment status. Completion of the PELA is expected as part of the orientation program prior to the commencement of a student's first teaching period, unless otherwise approved by the Institute.



- 3.3 PELA outcomes are used to guide students to appropriate English language and academic literacy support services provided or facilitated by the Institute. Such support may include academic skills workshops, embedded language support within units of study, referrals to learning advisers, or other targeted interventions designed to enhance students' academic communication skills.
- 3.4 Where a student is identified through the PELA as requiring additional English language support, the Institute may recommend or require participation in specified support activities. These interventions are intended to support academic success and do not constitute a penalty or restriction on progression.
- 3.5 The Institute may require identified cohorts of students to complete a PELA or similar diagnostic assessment at later stages of their course, including in upper-level units of study, for the purposes of quality assurance, monitoring academic language development, and informing curriculum design and learning and teaching enhancement initiatives.
- 3.6 Data and outcomes arising from the PELA are monitored and reviewed by relevant academic and professional staff to inform continuous improvement in teaching, learning, and student support practices, in accordance with the Institute's quality assurance framework and privacy obligations.
- 3.7 The administration of the PELA and the use of assessment outcomes will be conducted in a manner consistent with the Higher Education Standards Framework (2021), the ESOS Act, the National Code, and the Institute's Information and Privacy Policy and Procedures.

## **Procedures**

Nil



## Related Legislation

This policy should be read in conjunction with the following related documents:

- [Higher Education Standards Framework \(Threshold Standards\) 2021](#)
- [Education Services for Overseas Students Act 2000](#)
- [Australian Qualifications Framework](#)
- [Department of Home Affairs](#)

## Change and Version Control

Version	Date Approved	Authored by	Approved by	Description
1.0	23/08/2023	Chief Executive Officer	Academic Board	Academic Policy

## Policy Information

Author	Chief Executive Officer
Responsible Officer	Academic Head
Approved by	Academic Board
Approval date	23/08/2023
Status	Approved
Next review due	23/08/2026

Name of Policy	English Language Proficiency Policy and Procedures	
Version	V1.0	
Policy: Academic	Date: 23/08/2023	Status: Final ratified by the Academic Board on 23/08/2023



File: English Language Proficiency Policy and Procedures\_V1.0



## **Appendix 1: English Language Entry Requirements for CITI Courses (English Language Proficiency Register)**

The following table details the minimum English requirements for direct entry (i.e., not including packaged offers) into the Institute. Students only need to meet one of the below criteria.

<b>English requirement</b>	<b>Undergraduate</b>	<b>Postgraduate</b>
International English Language Testing System IELTS* (ACADEMIC only; GENERAL not accepted)	Minimum overall score of 6.0 with no band less than 5.5	Minimum overall of score 6.5 with no band less than 6.0
Test of English as a Foreign Language TOEFL* (Internet Based Test)	Minimum overall score of 60 with no band less than: Listening – 11 Speaking – 17 Reading – 12 Writing – 20	Minimum overall score of 79 with no band less than: Listening – 19 Speaking – 19 Reading – 18 Writing – 23
Cambridge English: Advanced CAE*	Minimum overall score of 169 with no band less than 162	Minimum overall score of 176 with no band less than 169

\* Results for IELTS, TOEFL, and CAE (Academic and Cambridge English: Advanced) are valid for two years