English Language and Learning Procedures

1. LEGISLATION/ENTERPRISE AGREEMENT/POLICY SUPPORTED

English Language and Learning Policy

2. PROCEDURAL DETAILS

English language and learning procedures are concerned with responsibilities related to the development of the English language proficiency of all commencing students in Curtin degree courses and include:

- assessment of English language proficiency post-entry;
- instruction and continued assessment of English language proficiency; and
- development of English language proficiency.

Post-Entry Language Assessment (PELA) and development

2.1 All commencing students in Curtin degree courses, including those who enter via pathways or receive credit for recognised prior learning, will complete a diagnostic post-entry language assessment (PELA) of their English language proficiency (see *Policy* statement 2.7). This assessment will be content-aligned and administered within the Faculty in which they are enrolled.

2.2 Students who achieve lower than the required level on the diagnostic PELA will be directed by the Faculty to one of the following options for additional support. The choice of support will depend on the level of achievement, with minimum acceptable levels to be decided by the Faculty in consultation with the Faculty English Language Development Coordinator.

    (a) For first year undergraduate students mandatory attendance in an additional, English-focused tutorial stream that is content-aligned to the discipline and attached to an identified communication skills unit. This tutorial will be delivered in face-to-face and online environments.

    (b) For later entry undergraduate students, mandatory attendance in additional language development programs that are content- aligned to the discipline. These programs will be delivered in either face-to-face or online environments.

    (c) For postgraduate and higher degree research students, completion of a non-credit bearing program designed for the development of English language proficiency, delivered in either face to face or online environments.

Communication Skills Unit

2.3 All first year undergraduate students will successfully complete a communication skills unit. The communication skills unit is compulsory and will be provided as a core unit by each Faculty. The communication skills unit will be content-aligned to the discipline area and completed either as a stand-alone unit, or integrated in a foundation coursework unit.

Embedded English Language

2.4 English language development will be embedded in course learning outcomes and relevant weighted assessment tasks across the curriculum. This embedding will include first year to postgraduate courses.

2.5 English language assessment criteria will be drawn from levels B2 to C2 of the Common European Framework Reference scales for language proficiency (see Schedule 1).

2.6 The expected English proficiency level for individual weighted assessment tasks will depend on the following considerations:

    (a) year of the degree course in which the task occurs; and

    (b) unit learning outcome and graduate attribute being assessed.

3. RESPONSIBILITIES

The Faculty Pro Vice-Chancellors/Director of CAS, or their nominees, are responsible for ensuring these procedures are implemented and monitored.

4. SCOPE OF PROCEDURES

These procedures apply to all students studying at Curtin and all staff managing courses.

5. DEFINITIONS

(Note: Commonly defined terms are located in the *Curtin Common Definitions*. Any defined terms below are specific to this document)

Nil

6. SCHEDULES

Schedule 1: Common European Framework Reference scales for Languages

7. RELATED DOCUMENTS/LINKS/FORMS

Nil

Policy Compliance Officer	Craig Zimitat, Director, Course Quality | Curtin Learning and Teaching
Policy Manager	Deputy Vice-Chancellor, Academic
Approval Authority	Deputy Vice-Chancellor, Academic
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REVISION HISTORY

Version	Approved/ Amended/ Rescinded	Date	Committee / Board / Executive Manager	Approval / Resolution Number	Key Changes and Notes
New	Approved	30/08/2013	Academic Board	AB 157/13	Attachment 3 to Document No 00922/13
	Administratively Updated	06/10/2015	Director, Legal and Compliance Services	EC 76/15	Executive Manager Title Changes

Schedule 1: Common European Framework Reference scales for Languages

The Common European Framework Reference (CEFR) scales provide "a transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum guidelines, the design of teaching and learning materials, and the assessment of [..] language proficiency." (Council of Europe, accessed from: http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp).

Global descriptors for the CEFR scales B2 to C2, are as follows:

B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.