	English Language Proficiency Policy
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1. Purpose

a. The purpose of the English Language Proficiency Policy is to set out S P Jain School of Global Management's (S P Jain / the School) expectations and commitment to ensuring appropriate levels of English language proficiency of its students.

b. This policy outlines S P Jain's obligations to all higher education students as an Australian registered institute of higher education under the TEQSA Act (2011), ESOS Act (2000) and National Code 2018. It details the support processes, mechanisms and services designed for a diverse cohort of students to enable student progression, student achievement of learning outcomes and ultimately enable student success.

2. Scope

a. This Policy applies to all enrolled students in any course studying in any campus of S P Jain.

3. Policy Principles

a. The responsibility for ongoing assessment, monitoring and development of English language proficiency is shared between students, teaching staff and the School.

b. Students are required to meet the English language requirements as set out in the admission policies and in case of International (overseas) students as detailed on the home affairs website for student visas (https://immi.homeaffairs.gov.au/visas/getting-a-visa/visa-listing/student-500#Eligibility) to successfully participate in the relevant courses and communicate effectively within S P Jain's learning environment.

c. S P Jain is committed to the provision of timely and targeted student support including communications and language skills development. Students will be provided with appropriate access to facilities, resources and materials to support the development of communications and English language proficiency skills.

d. S P Jain recognises its obligations to provide a range of support student services as a registered Institute of Higher Education under the TEQSA Act (2011), and as a registered CRICOS provider of courses to international students under the ESOS Act (2000).

e. S P Jain supports students and fosters independence by encouraging them to be responsible for their own learning.

f. S P Jain is committed to ensuring that all students, regardless of their educational background, entry pathway, mode or place of study have equivalent opportunities to successfully transition and progress in their course of study, and that the School has mechanisms and strategies to identify specific learning and support needs of all students.

g. S P Jain is committed to the ongoing resourcing and improvement of a range of support services that acknowledge the academic, personal, cultural, technical and language needs of all students enrolled at S P Jain.

4. Admissions

a. The School's recruitment and admission processes are robust and designed to ensure that all students have the necessary English language skills to progress successfully through each course and communicate effectively with both students and staff during their studies at S P Jain.

b. S P Jain establishes separate English language proficiency requirements for admissions into its undergraduate,postgraduate and doctoral courses. These standards are set to ensure that students can participate fully in their studies at the School.

c. The admissions criteria, including the English language requirements within those criteria, will be reviewed annually by the Director - Admissions. The review would include review of student outcomes against English language test results, entry pathways and indicators about students 'at risk'.

d. Any recommendations for changes to the English language requirements will be submitted to the Director - Admissions or Registrar for review. The Registrar will then recommend to the Vice President – Administration and Academic Board any changes to the criteria for approval.

5. Scope of Services and Measures to Assure English Language Development

a. Consistent with the requirements of the Australian Qualifications Framework (AQF) and Higher Education Standards Framework (2021), S P Jain has implemented measures to ensure English language development and support for its students. These include the following:

b. The School recognises not all students' language proficiency will be the same and that some students will require specific language support. Therefore, during admission, English language support needs are identified with support measures designed in collaboration with the academic team and the Registrar's office

c. S P Jain's Graduate Attributes and Course Learning Outcomes will clearly define and articulate the need and/or development of written and oral communication skills

d. Identified subjects will incorporate and foster the development of English language skills in its teaching approaches, learning environment, resources and assessments

e. Students will be given the opportunity to further develop their communication skills across a wide range of contexts through a variety of assessment tasks

f. Early assessments within a course will be used to allow students and /or academic staff to gauge their academic progress, to identify students 'at risk' and enable these students to seek English language support as early as possible

g. Students are provided with regular feedback on their academic progress throughout the year

h. Students will also be given the opportunity to provide feedback about their subjects, courses, student support services and School experience as part of S P Jain's quality assurance and monitoring processes

i. All students will have access to appropriate English language and related support to progress successfully through their course.

6. Roles and Responsibilities

a. Students are responsible for:
   i. Taking a proactive approach to their own English language development needs
   ii. Acting on feedback provided about their English language proficiency
   iii. Accessing available English language support services provided by S P Jain.

b. S P Jain is responsible for:
   i. Clearly defining the Course Learning Outcomes, including the achievement of an appropriate level of English, both written and oral communication skills with the qualification level
   ii. Ensuring that select subjects are aligned with course learning outcomes and that the development of English language proficiency is explicitly fostered and assessed
   iii. Ensuring that appropriate English language proficiency requirements are set for admissions into undergraduate and postgraduate courses. This would include an annual review to ensure that those standards are suitable
   iv. Ensuring that staff are appropriately supported in their role to develop students' English language proficiency, particularly those who teach large cohorts of students from diverse cultural and linguistic backgrounds.
   v. Implementing measures to ensure that students:
      - Are informed of and have access to appropriate English language support services
      - Receive early and regular feedback so that students identified as 'at risk' due to English language proficiency are provided with the necessary English language support as early as possible
      - Have the opportunity to develop their communications and English language skills in a range of learning and assessment contexts
      - Have the opportunity to provide feedback about the quality of their subjects, course, and student experience and support.

7. Information to Students

The procedures related to each of the services and the mechanisms for implementation are set out in specific detail in a range of information sources available to students and staff including related policies, on campus information, student handbooks, the S P Jain website and on student learning management systems (LMS).

8. Related Policies and Documents

a. Course Development, Review and Approval Policy

b. DBA Admission Policy

c. Postgraduate Admission and Selection Policy

d. Rules of Progression Policy

e. Student at Risk Policy

f. Student Handbook

g. Student Support Policy

h. Undergraduate Admission and Selection Policy