

Russo Business School English Language Proficiency Policy

Scope & Purpose

This policy and procedure applies to all staff and students of Russo Business School Pty Ltd ABN 34 601 105 319 trading as Russo Business School (RBS) (CRICOS Provider Code – 03441F).

It sets out the policy, process and strategies and responsibilities in relation to the development of English language proficiency by students of Russo Business School.

Definitions

Articulation Arrangements (or Agreements) ‘enable students to progress from a completed qualification to another with admission and/or credit in a defined qualification pathway’ ([AQF 2nd ed, 2013](#)).

An **Australian Applicant** is an Australian citizen, a permanent resident or the holder of a permanent humanitarian visa.

A **course** is an appropriate suite and sequence of subjects that meets the requirements and specifications of the relevant level of the [Australian Qualifications Framework \(2nd ed, 2013\)](#) and which leads to the conferral of an award. For example, a Diploma of Business.

Credit ‘is the value assigned for the recognition of equivalence in content and learning outcomes between different types of learning and/or qualifications. Credit reduces the amount of learning required to achieve a qualification and may be through credit transfer, articulation, recognition of prior learning or advanced standing’ ([AQF 2nd ed, 2013](#)).

English Language Proficiency (ELP) ‘refers to language proficiency (the ability to communicate in the English language) and academic language proficiency (the ability to:

- participate effectively in a course of study delivered in English and to achieve expected learning outcomes without requiring significant English language support; and
- to gain entry to the labour market or a further course of study.)’
(TEQSA *Quality Assessment: ELP of Reference April 2013*)

An **International Applicant** is an applicant who does not hold citizenship of Australia or New Zealand, Australian permanent residence status or a permanent visa. The language of instruction at Russo Business School is English. International students must demonstrate a suitable level of English language proficiency before being admitted to a Russo Business School course.

Proficiency ‘reflects a student’s *knowledge* (language proficiency) and *practice* (academic literacy) of the English language against core competencies. Proficiency is measured at admission (including conditional admission), throughout a course of study, and at completion of a course of study.’ (TEQSA *Quality Assessment: English Language Proficiency Terms of Reference April 2013*)

Recognition of Prior Learning ‘is an assessment 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 application for credit (National Quality Council Training Packages glossary)’ ([AQF 2nd ed, 2013](#)).

A **subject** is a unit of study that focuses on the development of knowledge, skills and the application of knowledge and skills in a given content area in accordance with the requirements and specifications of the [Australian Qualifications Framework \(2nd ed, 2013\)](#). A subject may form part of a course.

- ACPET** - Australian Council for Private Education and Training
- ASTAS** - Australian Student Tuition Assurance Scheme
- CRICOS** – Commonwealth Register of Institutions and Courses for Overseas Students
- ELP** - English Language Proficiency
- ESOS** - Education Services for Overseas Students
- DIBP** – Department of Immigration and Border Protection
- TPS** – Tuition Protection Service

Policy

Russo Business School recognises the significance of the development of ELP for all enrolled students and focuses on the development of ELP at three (3) key stages in the student life-cycle including upon entry, throughout the chosen course of study and upon completion.

Russo Business School emphasises the development of ELP through the curriculum with a focus on ELP in its graduate skills statement.

Strategies for the Development of English Language Proficiency

Russo Business School aims to assist all students undertaking study at Russo Business School to be well prepared for their University studies in terms of ELP. Russo Business School does this through the implementation of a number of key strategies:

Strategy	Responsibility
Setting, approving and reviewing appropriate, benchmarked English language entry standards for the course.	Academic Board
Implementing and undertaking diagnostic testing of ELP at study period commencement for all new students. (For example BSKB during Orientation, the results of which are to be also provided to the teaching staff of the Academic and Business Skills Development subject.)	Language and Learning Advisor (or Academic Program Manager/Orientation Organiser)
Delivering a free interactive English language class for the first 5 weeks of each study period for students achieving below a designated level on the diagnostic test in orientation.	Language and Learning Advisor (also Unipath English language teaching staff)
<ul style="list-style-type: none"> i. Ensuring students understand their responsibilities in continuing to develop their ELP throughout their studies by: Encouraging academic and professional staff to promote the use of English language among students at most times. Explaining this responsibility during Orientation; ii. Placing posters reminding students of this responsibility throughout Campus buildings. (Joint effort of Education Group??); 	Academic Program Manager All relevant academic staff for the course Campus Operations staff

Upon successful completion of a Russo Business School program, students will be deemed to have met the required English language proficiency levels.