

## English Language Proficiency Policy & Procedure

### 1. Purpose

The purpose of this policy and procedure is to ensure that ACBI (the College) clearly defines and communicates the English language proficiency requirements for admission into nationally recognised training programs. This Policy ensures that prospective students are informed of the required English language proficiency level prior to enrolment and understand the rationale for these requirements. The policy also outlines the College's approach to implementing early intervention measures post-enrolment to support students who may require additional assistance with English language proficiency.

### 2. Policy

Access to this policy and the College's English language entry requirements is readily available in ACBI's pre-enrolment information, course guides, marketing materials, and on the ACBI website.

As English is the primary language of instruction at ACBI, demonstration of proficiency in English comprehension and expression is essential for all applicants. To be eligible for admission to a course, all applicants must provide evidence that they meet ACBI's minimum English language requirements.

ACBI reserves the right to request that a student undergo an English test in addition to any other evidence of English proficiency provided.

#### Exemptions

##### Australian Qualifications

If an applicant has completed a Certificate IV level qualification or higher qualification in Australia within the past two (2) years, and can present their certificate of completion for review, they are exempt from providing further proof of English proficiency.

*Note:* For CRICOS students, this exemption also satisfies Department of Home Affairs visa evidence requirements under current legislative instruments.

##### Secondary or Higher Studies in English

Overseas or domestic applicants who have completed secondary or higher studies where the language of instruction was English in a country listed in Table 1 are considered to have met ACBI's English entry requirements.

*Table 1. Countries where secondary studies in English will meet the English language proficiency requirements for admission.*

American Samoa	New Zealand
Australia	Nigeria
Botswana	Papua New Guinea
Canada	Singapore
Fiji	Solomon Islands
Ghana	South Africa
Guyana	Tonga
Ireland	Trinidad and Tobago
Jamaica	United Kingdom
Kenya	United States of America
Lesotho	Zambia

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Liberia	Zimbabwe
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Overseas and domestic applicants who have undertaken secondary studies (or higher) in Austria, Denmark, Finland, Germany, Hong Kong, Netherlands, Norway, Sweden, and Switzerland and have completed an equivalent English subject to the required standard are considered to have met ACBI's English language requirement.

**Note:** This exemption applies to admission to ACBI only. Students should confirm whether the Department of Home Affairs (DHA) requires separate English test evidence for their visa application using the Department of Home Affairs' [Document Checklist Tool](#).

#### English Entry Requirements and Acceptable Forms of Evidence

Non-exempt applicants seeking admission into an ACBI course will need to demonstrate the required level of English proficiency.

Applicants can demonstrate that they meet ACBI's English entry requirements through presenting evidence of one of the following:

Evidence	Minimum requirement
ACBI English Placement Test	Overall grade of Upper-Intermediate (equivalent to CEFR B2).
AQF award at Certificate IV level or above*	English was the language of instruction and assessment, and the final year of study was undertaken during the two years immediately before applying to study with the College.
C1 Advanced (Cambridge Advanced Test)	Overall band score of 161.
CELPPIP General (Canadian English Language Proficiency Index Program General)	Overall band score of 7.
Duolingo English Test	Overall band score of 105.
ELICOS Pathway (English for Academic Purposes, General English)	Minimum ten weeks of study with an exit level of Upper-Intermediate level (equivalent to CEFR B2) and meeting the minimum attendance requirements (80% attendance).
IELTS (International English Language Test System) Academic	Overall band score of 6.0.
IELTS (International English Language Test System) General Training	Overall band score of 6.0.
LANGUAGECERT Academic	Overall band score of 61.
MET (Michigan English Test)	Overall band score of 53.
OET (Occupational English Test)	Overall band score of 1210.
PTE Academic (Pearson Test of English Academic)	Overall band score of 47.
TOEFL iBT (Test of English as a Foreign Language internet-Based Test)	Total band score of 67.

*\* Applicants who have completed post-graduate study in Australia where the qualification was completed outside of the two years immediately preceding the application date will be assessed on a case-by-case basis.*

#### ELICOS Pathway

The College recognises that applicants may present with different English language learning backgrounds. Students who have already completed an ELICOS (English Language Intensive Courses for Overseas Students)

program (for example, on a previous visa) may be considered for admission regardless of the overall length of study, provided the course and outcomes meet the criteria below.

Students who intend to package an ELICOS program as a direct pathway into ACBI are subject to a maximum ELICOS study duration of 26 weeks for admission purposes.

The College will accept students who have successfully completed an ELICOS course prior to commencing their studies with the College provided the following criteria have been met:

- The ELICOS course was a minimum of ten weeks.
- The course completion date was within two years of the application date to study with ACBI.
- The applicant's exit level from the course was minimum Upper-Intermediate level or B2 level on the Common European Framework of Reference (CEFR).
- The student met the minimum attendance requirement for ELICOS in Australia (80% of the total scheduled class hours).
- Where an applicant seeks to package additional ELICOS study as a pathway to ACBI, the maximum duration of ELICOS accepted for admission purposes is 26 weeks.

Applicants who package their enrolment with an ELICOS course and do not achieve the required exit level by the commencement date of their VET course may be required to defer their studies and extend their ELICOS program. Applicants should refer to ACBI's *Deferment, Suspension and Cancellation Policy & Procedure* for further details.

#### **ACBI's English Placement Test (EPT)**

Applicants who are unable to present alternative proof of English proficiency may be invited to sit ACBI's internal English Placement Test (EPT). For example, students who have previously completed an approved English proficiency test (i.e. IELTS) which has recently expired may be invited to take ACBI's EPT.

The placement test is composed of two parts: an online written assessment and a virtual or face-to-face speaking assessment. The written assessment is marked in three sections: Grammar, reading, and writing. The speaking assessment is marked in two sections: speaking and listening. The EPT is administered by a qualified ESL teacher and validated externally.

To successfully pass the ACBI English Placement Test the applicant must achieve an overall score of Upper-Intermediate (equivalent to CEFR level B2) with no more than one band score at Intermediate level. Results will be provided to the applicant within two working days of the completion of both assessments.

ACBI's English Placement Test is only available to international applicants who are not required to submit proof of English proficiency as part of their student visa application.

The EPT is not accessible to applicants who are actively enrolled in an ELICOS pathway, who must provide a completion certificate from their ELICOS provider to satisfy the English language entry requirements.

EPT results are valid for six (6) months from test date.

#### **Early Intervention for English Language Support**

To promote student success, ACBI is committed to identifying and supporting students who may experience challenges with English language proficiency after enrolment.

The College implements an early intervention process within the first four weeks of the initial study period by monitoring class participation, assessment performance, and trainer referrals.

Where indicators suggest a student may be at risk, ACBI will initiate a meeting with the student and may require a Language, Literacy and Numeracy (LLN) assessment using approved diagnostic tools.

The outcomes of this process will inform the development of a tailored Support Plan, which may include additional academic support sessions or other targeted strategies. All interventions and outcomes are documented and retained in accordance with ACBI procedures.

### **3. Responsibilities**

**Compliance Manager** is responsible for the implementation of this procedure and to ensure that staff and students are aware of its application and that staff implement its requirements.

**Admissions Team** is responsible for reviewing English proficiency evidence at the time of application and verifying its authenticity against the College's entry requirements.

**Academic Team** is responsible for monitoring student progress post-enrolment and implementing early-intervention strategies for students identified as at-risk due to challenges with English proficiency.

### **4. Requirements**

#### **National Code 2018**

##### **Standard 2.1**

Prior to accepting an overseas student or intending overseas student for enrolment in a course, the registered provider must make comprehensive, current and plain English information available to the overseas student or intending overseas student on:

- the requirements for an overseas student's acceptance into a course, including the minimum level of English language proficiency, educational qualifications or work experience required and course credit if applicable.

##### **Standard 2.2**

The registered provider must have and implement a documented policy and process for assessing whether the overseas student's English language proficiency, educational qualifications or work experience is sufficient to enable them to enter the course.

#### **Outcome Standards for RTOs 2025**

Standard 2.2 – VET students are advised, prior to enrolment, about the suitability of the training product for them, taking into account the student's skills and competencies.

Standard 2.3 – VET students have access to support services, trainers and assessors and other staff to support their progress throughout the training product.

#### **Department of Home Affairs (DHA) – Visa Evidence Requirements**

For CRICOS students, English language evidence requirements for Student (subclass 500) visa applications are set by the DHA and are subject to periodic change.

## 5. Scope

This policy applies to:

- All student applications for enrolment into a course delivered by the College;
- All staff responsible for marketing, student recruitment, application processing, enrolment, and student administration;
- All qualifications and courses on the College's scope of registration, including CRICOS registered courses.

## 6. Procedure

### Assessing English proficiency prior to enrolment

All enquiring students must be provided with access to the College's English language entry requirements and this policy, which are made available via the pre-enrolment information, marketing materials, and on the ACBI website.

To be accepted the applicant must meet the College's minimum English language proficiency requirements. Verified evidence of the applicant's English language proficiency must be included with the application.

Having assessed the other key admissions criteria, the applicant's English language skills will be assessed. If the applicant has a satisfactory English test result or has provided evidence of exemption, the applicant will be offered a place in the chosen course.

If an applicant cannot produce a satisfactory English test result or evidence of exemption, and there are doubts about the English language skills to cope in an academic environment, the applicant may be advised to enrol in an English (ELICOS) course for an appropriate duration.

All English entry assessment outcomes and suitability decisions (including reasons where not suitable) must be recorded in the SMS and retained.

### Support post-enrolment

After enrolment, to ensure student success, the College implements an early intervention process for students who may require additional English support. Within the first four weeks of the initial study period, the College will monitor class participation, assessment results, and teacher referrals for indicators suggesting the student may be at risk.

If a student is identified as at-risk due to limitations with their English language skills, the College will schedule a meeting with the student and may arrange an LLN assessment to inform the creation of a Support Plan outlining required actions (e.g. additional support from trainer).

The results of the LLN assessment will be received by the Compliance Manager and shared with the Academic team who will create and share the Support Plan with the student. The Support Plan will consider the results of the LLN assessment, discussions from the student meeting, and feedback from the student's trainer.

Once the Support Plan has been reviewed and agreed to by the student, the Academic team will implement the plan and continue to monitor the student's progress. Alterations to the Support Plan may be made as required and must be communicated to the student.

Interventions and outcomes must be recorded in the SMS and retained in the student's file.

## Procedure Table

Step	Action	Responsible Department
1	Provide prospective students with information on the College's English entry requirements via course guides, website, and application form.	Student Recruitment Managers / Admissions team
2	Submit completed application form and verified supporting documents including evidence of English proficiency or proof of exemption.	Applicant
3	Assess evidence provided against course English entry requirements. Verify: Evidence of exemptions (e.g. AQF Level IV Certificate completed within past 2 years) and/or authenticity of English test result (e.g. IELTS verification portal).	Admissions team
4	If English entry requirements are not met with provision of initial proof, assess whether the student is eligible to package with ELICOS study or to attempt the ACBI English Placement Test.	Admissions team
5	If the student requires and is eligible for an ACBI English Placement Test, send the applicant instructions on how to book and complete both the writing, reading and grammar assessment and speaking and listening assessment. Results to be provided to the student within 2 working days of the completion of both assessments.	Admissions team
6	Approve successful applications and prepare Letter of Offer and Enrolment Acceptance Agreement. Students who have been accepted via an ELICOS package will receive a conditional Letter of Offer on the basis that they achieve the required English exit level to commence their VET studies.	Admissions team
7	Students who have successfully completed their ELICOS study must provide the College with a copy of their completion certificate prior to the VET course commencement date for verification by the Admissions team.	Applicant
8	Following enrolment, where a student is identified as at risk due to limited English proficiency, the College will convene a meeting with the student and may require the completion of a Language, Literacy and Numeracy (LLN) review using approved diagnostic tools to determine the problem areas (i.e. writing skills).	Academic team / Trainers
9	The outcomes of the LLN review will be shared with the Academic team to inform the development of a tailored Support Plan specifying required actions, such as additional trainer-led support sessions. After the Support Plan is reviewed and agreed to by the student, the College implements the plan and continues to monitor the student's progression.	Academic team

## 7. Policy Implementation

This policy will be made available to all staff members and stakeholders through the internal communication channels and via the ACBI website.

## 8. Review and Continuous Improvement

This Policy and Procedure will undergo a review every two years, or sooner if required, to ensure it remains relevant and effective in guiding the operations and strategies or as needed to reflect any changes in the regulatory environment or operational practices.

Feedback will be collated and analysed and discussed at the monthly management meetings, for noting or action with any necessary changes documented in the Continuous Improvement Register.

## Document Control

Version number:	V2.1	Approved by:	CEO
Approval date:	13 January 2026	Review date:	13 January 2028
Standards: National Code Standards 2, Outcome Standards for RTOs 2025 Standard 2			
Legislation: Migration (English Language Tests and Evidence Exemptions for Subclass 500 (Student) Visas) Instrument 2025			

## Version History:

Version	Date	Author	Reason	Sections
1.0	28/02/2024	Ivan Negro	Overhaul of document to reflect changes to the Australian Government's Migration Strategy released on 11 December 2023	All
1.1	08/04/2024	Ivan Negro	Amendments to acceptable proof table and other minor changes	2
1.2	09/10/2024	Sam Hartley	Addition of minimum attendance requirements for ELICOS	2
1.3	19/02/2025	Sam Hartley	Updates to PTE and ToEFL minimum scores to align with legislative instrument LIN 24/022	2
2.0	26/08/2025	Sam Hartley	Merging separate policy & procedure documents, introduction of procedure table, updates to align with LIN 25/090	All
2.1	13/01/2026	Sam Hartley	Clarification on where exemptions are based on ACBI entry requirements and additional DHA requirements. Addition of reference to STROs OS 2.3 and information on early intervention process to support students identified as at risk due to issues with English proficiency.	Sections 2, 4 and 6