



## CASE 2: DEVELOPING AN INSTITUTIONAL APPROACH

This example describes the approach taken in a university that has more than 35,000 students overall, and has an international student population of more than 35% of the total. Its main campus is in a state capital, but the university has a number of other campuses within Australia and overseas, and works with numerous transnational partners. The overarching institutional approach described here was initiated in 2008 and ran as a project for almost two years. In subsequent years additional activities and strategies have been introduced.

There were two areas of focus for the institutional approach: English language at entry and ongoing language development to graduation. The overarching plan aimed to:

- Develop a shared institutional understanding of tertiary English language proficiency
- Provide students with the opportunity to assess their language needs
- Identify and provide appropriate language development programs and activities
- Offer support to academic staff to help them facilitate their students' language development.

Item	Activity
1	Project established, led by the Deputy Vice-Chancellor, Academic.
2	Project leader appointed.
3	Steering group formed and consultation undertaken across the university.
4	Draft plan submitted to all university staff and to student representatives for comment, and reviewed following feedback. Included plans for: <ul style="list-style-type: none"><li>• Establishing an institutional model/scale of proficiency, revising its English entry requirements</li><li>• Introducing a PELA and promoting/providing a range of language development options</li><li>• Implementing staff development activities</li><li>• Engaging in a systematic process of data collection, monitoring and review</li></ul>
5	Plan submitted through committee system and ultimately approved by the Academic Board.
6	Communication plan for student English language development written and implemented. Included Orientation activities, brochures, campus posters, website, proficiency blog, updates through the committee system, and broadcast emails to staff and students.
7	Institution-wide online post-entry language assessment developed, piloted, evaluated and made available to all students through the learning management system on a voluntary basis.
8	Common European Framework of Reference for Languages (CEF) adopted as the university's framework for describing language and language proficiency. Entry measures aligned to the CEF.
8	English language entry requirement, as measured by IELTS, increased for undergraduate entry.
9	University website introduced, dedicated to providing and identifying online resources to develop student English language proficiency.
10	Program piloted which embedded post-entry language assessment into discipline-based communication unit. Program evaluated and extended into other faculties.
11	Core communication skills credit-bearing units introduced into all teaching faculties.
12	English language development program for staff introduced.
13	Student records database amended to specify in one field the means by which students meet the English language entry requirements.
14	English Language Proficiency Handbook for staff published and distributed to all Schools.