



CASE 3: DEVELOPING AN INSTITUTIONAL APPROACH

The university in this example has over 50,000 students, and is located in one of Australia's largest cities. It has a number of transnational partners, and international students represent up to 30% of its intake.

With strategies for student English language development that were based on a 1990 review, the university had for some time been at the forefront of provision of theory-led English language development initiatives. In 2009 the university commissioned an external review into its provision of student support services. The report's recommendations and subsequent actions to date are described in the table below.

Current activities to promote student language proficiency undertaken at this university include:

- Implementation of a discipline-based post-entry language assessment tool
- Roll out of an embedded approach to academic literacy in different disciplines
- Integration of e-learning language development projects into the teaching faculties
- Provision of credit-bearing language development courses
- Administration of bridging programs for targeted groups of students (e.g. low SES)
- Provision of generic language development workshops and individual consultations.

Item	Activity for most recent institutional initiative
1	External review was held into the provision of all support services for international students. Report included recommendations on English language development.
2	University produced a white paper on the recommendations from the review.
3	An international programs committee was set up.
4	An audit of language and learning support for international students was conducted by the university's learning centre.
5	Working party was established to develop policy, procedures and guidelines for post-entry student language assessment and development, with a focus on academic and professional communication skills.
6	Working party developed document outlining good practice principles for academic and professional communication and circulated to stakeholders.
7	Document from working party was submitted to the international programs committee for approval prior to submission to Academic Board.