



ENGLISH LANGUAGE ENTRY REQUIREMENTS POLICY

Purpose

Lincoln Education Australia (LEA) acknowledges that establishing and implementing clear English language entry requirements is integral to upholding its commitment to academic integrity and industry best practice and ensuring students admitted to its courses are able to achieve academic success.

This Policy specifies the minimum English language requirements for admission to LEA courses.

Scope

This policy applies to all prospective students who wish to enrol in a course at LEA.

Principles

All applicants to LEA shall demonstrate their English language proficiency. Through this requirement, LEA can ensure that all students have the capacity to complete their desired course.

LEA requires applicants to provide evidence of their English proficiency.

Whilst LEA has and will maintain robust English language criteria for entry into courses of study, LEA shall also continue to provide English language support for all enrolled students who require it.

Requirements

In order to be admitted to a course at LEA, applicants are required to meet the English language requirements of the course.

Applicants can demonstrate their English proficiency with evidence of completing one of the courses or tests listed below.

Prior Education

Applicants shall meet the English language entry requirements if they provide evidence of completing:

- International Baccalaureate Diploma (IB).
- A course of study with an Australian TAFE or private study provider.
- A Foundation Program at an Australian university



Applicants shall meet the English language entry requirements if, in the last four years, they have:

- Undertaken formal secondary or tertiary study in English in a relevant national education system, or
- Completed studies in English at a LEA-recognised university in any of the following countries:

American Samoa	Gibraltar	New Zealand	Tonga
Australia	Ghana	Nigeria	Trinidad and Tobago
Bahamas	Guyana	Papua New Guinea	United Kingdom
Barbados	Ireland	Philippines	United States of America
Belize	Jamaica	Singapore	Zambia
Botswana	Kenya	Solomon Islands	Zimbabwe
Canada	Lesotho	South Africa	
Fiji	Liberia	The Gambia	

In this case, official documentation is to be provided to show that the studies were undertaken in English. Documentation must be certified and verifiable.

English Language Tests

The following English Language tests and scores will generally meet the English language requirements. Minimum English language requirements may vary between programs and study levels. The test must have been completed within the last two years.

Table 2: English language requirements for undergraduate and graduate courses

Test	Undergraduate Courses	Graduate Courses
Academic IELTS	An overall minimum score of 6.5 with at least 6 in each component of the test	An overall score of 7 with at least 7 in writing and at least 6 in each other component
TOEFL – Internet based test	A score of 79-93 with a minimum 21 in writing, 22 in reading, speaking, listening	A score of 94, with a minimum of 25 in writing and at least 23 in reading, listening, speaking
Cambridge Certificate of Proficiency in English (CPE)	An overall score of 176-184 with at least 169 in all other components	An overall score of 185 with at least 185 in writing and 169 in all other components
Cambridge Certificate of Advanced English (CAE)	An overall score of 176-184 with at least 169 in all other components	An overall score of 185 with at least 185 in writing and 169 in all other components
PTE Academic Module	An overall score of 58-64, with a minimum of 55 in all sections	An overall score of 70 with at least 70 in writing and 60 in all other sections



Other Pathways

The applicant may demonstrate that they meet the English language entry requirements by providing evidence of satisfactory completion of a university English course at diploma level or above

English Language Support

LEA shall continue to provide, monitor, and evaluate the impact of English language support for all enrolled higher education students. This support is offered under the same general provisions and with the same monitoring and continual improvement processes as those described in the *Student Learning Support Policy and Procedures*.

The Academic Board shall continue to monitor and review English language support offered to higher education students and provide advice on future improvements to the Corporate Governance Board.

The findings of such reports shall also inform future changes to LEA student admissions policies and processes.

Policy Implementation and Monitoring

The Academic Board delegates responsibility for the monitoring of day-to-day implementation of this policy to the Chief Executive Officer and the Academic Dean.

The Academic Board shall review all periodic reports from relevant committees and staff members.

Additionally, the Academic Board shall review all relevant student complaints, concerns raised by staff members, and instances of student or staff misconduct on an ongoing basis.

Based on these monitoring activities, the Academic Board shall provide a report to the Corporate Governance Board and to ensure that findings are taken into account in planning, quality assurance and improvement processes.

Compliance

All relevant staff, and all students at LEA are required to comply with this policy and its procedures, and with related policies and respective procedures. Non-compliance may result in disciplinary action.

File Number	LEA-GEN-COR-70030-D
Responsible Officer	Chief Executive Officer
Contact Officer	Academic Dean
Legislative Compliance	<ul style="list-style-type: none">• <i>Higher Education Standards Framework (Threshold Standards)</i>



	<p>2015</p> <ul style="list-style-type: none"> • Australian Qualifications Framework (2013) • Tertiary Education Quality and Standards Agency Act 2011
Supporting Documents	
Related Documents	<ul style="list-style-type: none"> • Admissions Policy and Procedures • Student Learning Support Policy and Procedures • Education Agents Policy and Procedures
Superseded Documents	
Effective Date	1 January 2022
Next Review	3 years from the effective date

Definitions

Academic Board: Governing body responsible for academic matters, including teaching and learning, course approval, workforce planning, academic staff appointments, research and professional development, academic policies and procedures, overseeing student grievances and appeals processes.

Australian Qualifications Framework (AQF): National guidelines that regulate Australian post-compulsory education and training qualifications. The framework identifies learning outcomes for each AQF level and qualification, policy requirements, educational and economic objectives, governing and monitoring arrangements.

Domestic student: Individual enrolled in a course at LEA who is either an Australian or New Zealand citizen, or an Australian Permanent Resident.

International student: Individual enrolled in a course at LEA who is not a citizen of Australia or New Zealand, or an Australian Permanent Resident, and has been granted a student visa by the Department of Immigration and Border Protection to study full-time in Australia.

Review Schedule

This policy shall be reviewed by the Academic Board every three years.

Version History			
Version number:	Approved by:	Approval Date:	Revision Notes:
1.0	Academic Board	13/08/2020	New policy
1.1	Academic Board	25/01/2021	Test results requirements revised
1.2	Academic Board	25/02/2021	Test results requirements revised
1.3	Academic Board	26/09/2022	<ul style="list-style-type: none"> • Text revised to indicate English language requirements may vary between programs and study levels. • Removal of out-dated English tests