



ENGLISH LANGUAGE PROFICIENCY ASSESSMENT POLICY AND PROCEDURE

1. Policy context

This policy establishes the framework through which Alice Springs College of Australia assesses English language proficiency for entry into training and participation in learning and assessment.

The policy supports compliance with:

- Standards for registered training organisations (RTOs) 2025
- ESOS and national code requirements (where applicable)
- Suitability and pre-training review obligations
- Student support and LLN requirements

English language capability directly affects a learner's ability to engage in training, understand assessment requirements and demonstrate competency.

2. Purpose

Alice Springs College of Australia recognises that learners must possess an appropriate level of English language proficiency to successfully participate in vocational education and training.

The purpose of this policy is to ensure that:

- English proficiency is assessed prior to enrolment and training
- Learners are suitable for the training program
- Language barriers that may affect learning are identified early
- Appropriate support is provided where required
- Training and assessment integrity is maintained

The policy ensures that admission decisions are informed and learner outcomes are supported.

3. Scope

This policy applies to:

- Prospective students seeking entry into training
- Domestic and international students
- Staff involved in enrolment, pre-training review and support
- Third-party partners engaged in recruitment or admission

4. Policy statement

Asca requires learners to demonstrate sufficient English language proficiency to participate effectively in training and assessment.

English language capability is assessed during the enrolment and pre-training review process to ensure that learners:

- Understand course requirements
- Can communicate effectively in a learning environment
- Can interpret instructions and assessment tasks



- Are capable of participating in discussions and workplace simulations
- Where proficiency gaps are identified, learners may be supported or advised on suitable pathways prior to commencing training.

5. Assessment of English proficiency

English proficiency may be determined through a range of evidence sources, including prior education, work experience, language qualifications and interaction during enrolment and pre-training review.

Assessment considers the learner's ability to:

- Understand written instructions
- Communicate verbally
- Engage in training activities
- Complete assessment tasks

The assessment process is designed to ensure fairness, consistency and suitability for training participation.

6. Pre-training review

As part of the pre-training review process, ASCA evaluates whether a learner's English proficiency is appropriate for the training program.

Where concerns are identified, learners may:

- Receive guidance regarding support options
- Be referred to English language development pathways
- Be advised on alternative learning options

This process ensures that learners are positioned for success.

7. Language support

Asca provides support for learners requiring assistance with English language development.

Support may include:

- LLN support
- Learning resources
- Academic guidance
- Referrals to external services

Support is provided in a manner that maintains competency requirements and training integrity.

8. Continuous monitoring

English proficiency is monitored throughout the training lifecycle through participation, assessment performance and engagement.

Where challenges emerge, appropriate support or intervention is implemented.

9. Confidentiality

Information relating to English proficiency is handled in accordance with privacy and confidentiality requirements.



10. Governance and continuous improvement

English proficiency assessment practices are reviewed through Asca's quality assurance processes to ensure fairness, consistency and effectiveness.

11. Publication

This policy is available to students and staff and forms part of student support and welfare documentation.

12. Review

This policy will be reviewed annually or following regulatory updates.

Responsibility: CEO / RTO manager

VERSION CONTROL			
Policy Name:	ENGLISH LANGUAGE PROFICIENCY ASSESSMENT POLICY AND PROCEDURE		
Policy Owner:	CEO/ Alice Springs College of Australia Pty Ltd		
Effective Date:	06/02/2026	Next Review Date:	06/02/2027
Version	Date	Description of Changes	Approved By
V1.0	30/01/2022	Initial document creation in accordance with applicable RTO compliance requirements	CEO
V1.1	06/02/2026	<ul style="list-style-type: none"> • Reviewed and updated to align with the RTO Standards 2025 (ASQA requirements) • Reformatted to meet ASCA documentation requirements • Updated official letterhead • Updated Northern Territory Campus Address 	CEO