



English and Second Language Policy and Procedure

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Modification history

Date	Modification	Person/s responsible
12/01/2012	Modification of existing policy	Dr Ian Whyte
6/11/2012	Addition of the Changes to the Policy section	Dr Ian Whyte and Gerald Lipman
19/12/2013	Changes to Proof of Proficiency	Dr Ian Whyte and Gerald Lipman
7/01/2014	Where applicable change reference to degrees to include all programs - following 19/12/2013 recommendation by TEQSA	Dr Ian Whyte and Gerald Lipman
10/6/2016	Address for VLLC updated	Dr Ian Whyte
13/12/2016	Addition to Language Training Provider/Assessor	Dr Ian Whyte
7/03/2017	Changes to Language Training Provider/Assessor	Dr Ian Whyte
02/07/18	Address for VLLC updated	Dr George Brown

Definitions

“Registered Language Training Provider” – a language teaching and assessing institution that has been approved by ICHM for the purpose of delivering and/or assessing second language proficiency.

Preamble

As a global business, the international hospitality industry values language proficiency. Students require fluency in English to undertake the ICHM programs and a second language to be awarded the SHA Diploma and SHA Bachelor Degree.

English language pre-requisite

Each student applying for entry, re-enrolment or re-instatement to the College shall submit with his or her application such evidence as the College may require from time to time of proficiency in English (reading, writing, speaking and listening) to a level equivalent to or exceeding

English Qualification	Year 1 or Advanced Entry
IELTS	6.0 Academic (min 5.5 in any band)
TOEFL (IBT)	60 (min 15 in any band)
PTE	50 (writing & speaking not below 18)
Cambridge English	52
HKDSE	4
High School	Successful completion of the last 2 years of high/secondary school, where the language of instruction was English.
English Language College	Successful completion of an English program at Eynesbury or other approved English language college.

The Principal may in addition to such evidence require any student to undergo any oral or written examination set by the Academic Board to confirm such proficiency.

The College may accept a student on his or her undertaking to attain, at his or her expense, the required proficiency in English before commencement of the first Semester. If the student has not attained the required proficiency prior to commencement, the student shall not be entitled to commence the Semester.

The student upon attainment of the required proficiency level shall be entitled to entry into the next available applicable course and the fees already paid by the student shall be applied in satisfaction of the student's fee obligations in respect of such course. Failure to attain the required proficiency level does not entitle the student to a refund of fees.

Students returning to ICHM after a period of deferred studies may be required to undergo retesting in English to establish their current level of proficiency.

Second language requirement

To qualify for the Swiss Hotel Association Diploma of International Hotel Management or the Bachelor of International Hotel Management (Swiss Hotel Association) it is a requirement that students demonstrate functional proficiency, at a business level, in a second language. Students meeting the entry criteria for ICHM are deemed to be proficient in English which becomes by default the "first" language. Students may nominate their mother tongue for approval to meet the second language requirement.

Students not proficient in a second language

Students who are not proficient in a second language may, at their discretion, choose to undertake to study a second language in lieu of the third Industry Placement (Semester 6). Students wishing to undertake second language study in an Industry Placement other than the third, must seek permission by writing to the Principal outlining their reasons.

Students may choose to study a second language in any manner they wish with or without the assistance of a recognised language training provider, however, assessment of proficiency may only be conducted by a suitably qualified Registered Language Training Provider approved by ICHM.

Level of second language proficiency

Approved Registered Language Training Providers must use an internationally recognised assessment scale. The following scales have been approved by the ICHM Academic Board:

- Eurocentre Assessment Criteria (attached as an example)
Minimum Standard: 6.0
- International Second Language Proficiency Rating (ISLPR)
Minimum Standard: 3 (in Reading, Writing, Listening and Speaking)
- Common European Framework of Reference for Language (CEFRL)
Minimum Standard: B2 (in Learning, Teaching and Assessment)

The following qualifications have been benchmarked against the CEFRL:

- Progetto Lingua Italian Dante Aligheri (PLIDA), Livello Progresso B2
- Certificazione di Italiano come Lingua Straniera (CILS), CILS Due
- Certificato di Conoscenza della Lingua Italiana (CELI) Level 3,4,5
- Diplomas de Español como Lengua Extranjera (DELE) Intermediate
- Diploma Básico de Español (high intermediate level)
- Diplome d'Etudes en Langue Francais (DELF), B2
- Test fur Deutsch als Fremdsprache (TestDaF), TDN 4,5
- Test of Russian as a Foreign Language (TRKI) Level 2, 3 or 4

The following qualification has been benchmarked against the Eurocentres scale:

- Han Yu Shui Ping Shi (HSK) examination for Chinese (Mandarin): Level 3 (Basic) for reading and writing and level 7 (Intermediate) for speaking and listening

Note: For languages employing scripts other than roman, the minimum standard for Reading and Writing (only) is reduced to:

- Eurocentre: 4.0 or
- ISLPR: 2 or
- CEFRL: B1

Proof of proficiency in a second language

Students may satisfy evidence requirements of current second language proficiency through one of three methods:

1. Language of instruction at school: Academic statements or other documentary evidence to show that within the 8 years prior to commencing at ICHM the student has attended schooling for 5 years in a language other than English.
2. Achievement of minimum grades in selected languages in internationally recognized language studies at the high school level:
 - General Certificate of Education (GCE)
 - i. Mandarin Chinese, Tamil or Malay (in Singapore only) at the Grade of "C" or higher at the "O" level or "E" or higher at the AS or A Levels
 - ii. Cantonese (in Hong Kong only) at the Grade of "3" or higher under the HKCEE and from 2012 under the HKDSE
 - International Baccalaureate (IB)
 - i. Language B (SL): Grade of 5 or 6
 - ii. Language B (HL): Grade of 4 or higher
 - iii. Language A (SL): Grade of 5 or 6
 - iv. Language A (HL): Grade of 4 or higher
 - Siljil Pelajaran Malaysia (SPM)
 - i. Mandarin Chinese, Bahasa Malaysia or Tamil with a grade of Credit at "O" level or better
 - South African Matriculation with a pass in the subject Afrikaans.
 - Philippine National Secondary Assessment Test (NSAT)
Completed and passed with a grade of 75% or better including Filipino and/or an equivalent certification

3. Assessment of proficiency conducted by a suitably qualified Registered Language Training Provider approved by ICHM.

The Vocational Language Learning Centre (VLLC) is the organisation appointed in Australia to assess the language fluency of ICHM Students (information attached – page 8).

Other registered providers/assessors include:

Eurocentres:	Eurocentre Scale of Language Proficiency, Level 6. Various languages
Alliance Francaise:	The Diplôme d'Etude en Langue Française (DELF) Level B2, Independent User for French
Chambre de Commerce et d'industrie Paris:	Diplome de francais des Affaires (DFP1 or DFP2) for French
Instituto Cervantes (in association with the University of Salamanca):	Diplomas de Español como Lengua Extranjera (DELE) Diploma Básico de Español (high intermediate level) for Spanish
Goethe Institute:	Goethe Zertifikat B2 for German.
Società Dante Alighieri:	Progetto Lingua Italiana Dante Alighieri (PLIDA) Livello Progresso (B2) for Italian
VOS Buenos Aires:	Diplomas de Español como Lengua Extranjera (DELE)

When choosing a language provider, students should check with ICHM Administration if their chosen provider has been recently added to the ICHM “approved” list. A list of ICHM approved language training providers and assessors is attached on page 9. Testing for second language fluency is at the students’ expense.

Where students wish to be tested at a different accredited Language Training provider they must contact the ICHM Principal at least 60 days in advance to seek approval.

In approving a new language provider/assessor ICHM will consider:

- that the assessor is an accredited education institution, and
- that it has experience in the languages being assessed

Recognition of proficiency in a second language (Special Provision)

This Policy sets out the evidence required to demonstrate proficiency in a second language.

The Principal is constrained by this Policy and, in the normal course of events, may only confirm second language proficiency if the evidence provided meets the criteria set out above.

In the event that no approved testing regime is available or other exceptional circumstances exist, the Principal is empowered to employ alternative means to have proficiency assessed. The Principal may exercise his/her discretion to determine whether the student is, in fact, proficient in that second language, in exceptional circumstances, after taking into consideration all available evidence and alternative assessments.

All such determinations, however, must be reported to the ICHM Academic Committee at its next regular meeting along with an explanation for the reason for the exercise of this provision.

Changes to the Policy

The Chief Executive and Principal must approve any change to this English and Second Language Policy and Procedure.

EUROCENTRES SCALE OF LANGUAGE PROFICIENCY

Listening

Mastery: Can understand and interpret correctly virtually everything he/she hears in standard English, recognising the significance of the style adopted and subtle distinctions of usage. Can understand much non-standard usage of the language.

9: Can understand a wide range of live, recorded or broadcast standard spoken English, and some non-standard usage. Can identify finer points of detail including implicit attitudes and relationships between speakers.

8: Can understand spoken English, live, recorded or broadcast, and identify speaker viewpoints and stated attitudes in addition to the information content.

7: Can understand the information content and line of argument in standard English spoken around him/her or in most recorded or broadcast material on topics of personal interest, identifying points of emphasis or particular interest.

6: *Can understand what is said directly to him/her in standard English. Can catch most of what is said around him/her and in the majority of recorded or broadcast material on topics of personal interest in clear standard English.*

5: Can understand clear, simple English spoken directly to him/her and generally follow discussions. Can understand a large part of many TV programmes on topics of personal interest when the delivery is relatively slow and clear.

4: Can understand clear, simple English in everyday situations and catch the main points in some TV programmes on familiar topics when the delivery is slow and clear.

3: Can understand what is said clearly and directly to him/her in simple everyday conversation and follow in outline some simple TV programmes on familiar topics when the delivery is slow and clear.

2: Can understand simple English spoken slowly and carefully to him/her and catch the main points in short, clear, simple messages and announcements

1: Can understand simple greetings, questions and instructions addressed carefully and slowly to him/her and follow short simple directions.

Reading

Mastery: Can read with ease and interpret accurately a very wide range of complex written English, appreciating subtle distinctions of style and implicit meaning.

9: Can understand implied as well as stated options and finer shades of meaning in a wide range of complex written English in addition to identifying points of emphasis.

8: Can understand different kinds of standard written English on a wide range of subjects, generally recognising implied as well as stated opinions and differences in style in addition to identifying points of emphasis.

7: Can understand the information content and line of argument in standard written English on a range of subjects of personal or professional interest, identifying points of emphasis or particular interest.

6: *Can understand the main content of easier, standard written English and can read longer material on subjects of personal interest.*

5: Can understand most of the simpler written material he/she encounters in everyday situations. Can read straightforward newspaper articles on familiar subjects.

4: Can find and understand relevant information in simple everyday material. Can also recognise significant points in straightforward newspaper articles on familiar subjects.

3: Can understand common signs and notices, short simple personal letters, descriptions and instructions. Can find relevant information in simple everyday material.

2: Can understand many common signs and notices, and find specific, predictable information in simple everyday material.

1: Can recognise familiar names, words and very basic phrases on simple notices and instructions in the most common everyday situations.

Speaking

Mastery: Can exploit a fluent and accurate mastery of the language to express ideas and opinions with precision in well-structured language. Can use a personal style appropriate to the audience and the situation.

9: Can speak fluently, using a wide range of language to express him/herself clearly and effectively in well-structured language with a high degree of accuracy and appropriacy.

8: Can interact effectively in discussion and speak confidently and competently on a wide range of topics in clear well organised English.

7: Can intervene in formal and informal discussion to present and evaluate viewpoints and express ideas and opinions clearly on a range of topics.

6: *Can take an active part in discussion, keeping up with the argument and finding ways to formulate his/her point of view, but may sometimes be less easy to follow when the discussion concerns complex or unfamiliar areas.*

5: Can maintain a conversation or discussion and give extended descriptions and explanations but may sometimes be difficult to follow when trying to say exactly what he/she wants to in less familiar situations.

4: Can take part in conversation and exchange information in everyday situations, expressing him/herself with some cooperation from the person he/she is talking to.

3: Can exchange ideas and information on familiar topics in everyday situations, and is able to express much of what he/she wants to, provided the other person helps.

2: Can make him/herself understood asking and answering questions in simple everyday situations provided the other person helps if necessary.

1: Can use simple phrases and get what he/she needs in common, simple everyday situations, given help.

Writing

Mastery: Can write with clarity and precision exploiting a mastery of the written language in a natural style appropriate to his/her relationship with the audience.

9: Can write clear, accurate, well-structured English, employing a wide range of expression with a high degree of appropriacy to convey ideas and emphasise significant points to achieve a particular effect.

8: Can employ a range of expression and stylistic variation to present complex information and describe opinions and experiences. His/her writing is clear and well-organised.

7: Can express opinions and report factual information clearly on a wide range of subjects so that although the formulation may not always be appropriate, the reader has no difficulty following.

6: *Can write on a range of subjects, and compose personal and straightforward formal letters so that, despite some errors and problems of formulation, the reader has little difficulty following.*

5: Can write descriptions, accounts of events and activities, instructions, and personal and straightforward formal letters on familiar subjects, although the message may be sometimes difficult to follow.

4: Can write short letters and descriptions of personal experiences and events. Can write comprehensible longer pieces if he/she is following a model.

3: Can write short, simple notes and messages. Can describe people, places, plans and events and write personal letters with the help of a model.

2: Can join phrases to write very short, simple notes and messages. Can follow a model to describe people and places, plans and events in a very simple manner.

1: Can write single words and short, simple phrases in a note or on a postcard and fill in very simple forms with basic personal information.

Vocational Language Learning Centre (VLLC)

ICHM has appointed the Vocational Language Learning Centre (VLLC) as the organisation responsible to assess the language fluency of ICHM students. Testing of language fluency by VLLC is available in the following languages:

Japanese, Mandarin Chinese, Indonesian, German, French, Italian, Spanish, Greek, Russian, Arabic, Thai and English.

VLLC may be contacted for languages other than those listed above, however the fee charged may be higher.

VLLC is represented in Australia at the following locations.

VLLC Adelaide
5/116 Melbourne Street
North Adelaide SA 5006
Telephone: (08) 8267 1177
Facsimile: (08) 8267 1243

VLLC Melbourne
538 Swanston Street, Carlton
Melbourne, VIC, 3053
Telephone: (03) 9602 1605
Facsimile: (03) 9642 4806

Web: www.vllc.com.au

Language Training Provider/Assessor

Language Training Provider/Assessor

Location

French

Alliance Francaise	Worldwide
Chambre de Commerce et l'Industrie Paris	FRANCE - Paris
IFALPES	FRANCE - Paris
Universite de Poitiers - Centre de Francais Langue Etrangere (CFLE)	FRANCE - Poitiers

German

Goethe Institute	GERMANY - numerous locations
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Italian

Scuola Leonardo da Vinci	ITALY - Florence, Milan, Rome, Siena
Societa Dante Alighieri	Worldwide

Spanish

Colegio Bolivar	COLUMBIA - Cali
Enforex	SPAIN - Alicante, Barcelona, Cadiz, Granada, Madrid, Malaga, Marbella, Pamplona, Salamanca, Seville, Tenerife, Valencia LATIN AMERICA - Argentina, Bolivia, Chile, Costa Rica, Cuba, Dominican Republic, Ecuador, Guatemala, Mexico, Peru
Instituto Cervantes (in association with the University of Salamanca)	Worldwide
Instituto Hemingway	SPAIN - Bilbao
Proyecto Espanol	SPAIN - Alicante, Barcelona, Granada, Madrid ARGENTINA - Buenos Aires ECUADOR - Quito
Solexico	MEXICO - Playa del Carmen, Puerto Vallarta, Oaxaca, Guanajuato
Don Quijote (DELE)	SPAIN - Madrid, Alicante, Granada, Barcelona, Marbella, Salamanca, Seville, Tenerife, Valencia
VOS	ARGENTINA - Buenos Aires
El Pasaje	ARGENTINA - Buenos Aires

Various Languages

Eurocentre	Worldwide
Vocational Language Learning Centre	AUSTRALIA - Adelaide, Melbourne