



Iona COLLEGE
TRINITY

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Course Delivery in a Language Other Than English Policy

Approved by the Academic Board on 18 August 2022

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1. Purpose

This Policy sets out the approach of Iona Trinity College of Higher Education (**the College**) to the development and delivery of courses in a Language Other Than English (LOTE) and should be read in conjunction with the relevant policies.

2. Scope

This Policy applies to all LOTE courses proposed by or offered at the College.

3. Policy

Where the College proposes to deliver a course to be delivered in LOTE:

- The course will be developed in English, and the review and approval process will be undertaken in English in line with the College's approved *Course Development and Review Policy and Procedure*.
- All parts of the course (all assessment tasks and all units) will be delivered in the relevant language. For example, a course to be delivered in Korean will have all units and assessment tasks described and explained in Korean.
- LOTE courses must be aligned with the Australian Qualifications Framework, *Higher Education Framework Standards (Threshold Standards) 2021*, Iona Trinity College Strategic Plan and Graduate Attributes, the College's approach to pedagogy and, if applicable, requirements of accrediting bodies.
- Students undertaking a LOTE course will be proficient in the relevant language of delivery. A level of proficiency in the language of delivery will be published in the *Admissions Policy and Procedure*, on the College's website and in the College's marketing material.
- Classes will be conducted separately, in English and in the LOTE. For example, delivery of a unit in Korean to a student enrolled in the Korean course will be separate from the delivery of the same unit in English to a student enrolled in the English course.
- Upon successful completion of a LOTE course, students will receive testamurs and records of results that state clearly the language in which the course was delivered.
- Students who complete one or more units of study that do not lead to the award of a qualification (e.g. if the student withdraws from the course) will have access to an authorised record of results for the units taken that state clearly the language in which the units were delivered.

To ensure course content and learning activities are equivalent:

- The final course, once approved in English by the College's governing bodies and subject to accreditation by TEQSA, will then be translated into the language of delivery by a translator certified by the National Accreditation Authority for Translators and Interpreters (NAATI).
- The NAATI certified translator will attest to the equivalency of the English and LOTE versions of each course to ensure that all approved curriculum and assessment materials are equivalent.

In the delivery of a LOTE course, the College will ensure the following are equivalent:

- Learning outcomes (course and unit), assessment methods and assessment moderation for a LOTE course will be equivalent to the English language version
- Learning resources and student support (learning and personal) services will be consistent with the LOTE of the course
- Student information (e.g. handbook, prospectus and orientation slides) in LOTE will be equivalent to those in English
- To provide for student's transition and progression through the College's course and to enable students to achieve the learning outcomes, academic staff responsible for delivering a course in LOTE will be proficient in English and in the relevant language, which will be Korean for the immediate future.
- All staff (academic and non-academic) will be proficient in English as well as in the relevant language of delivery, which will be Korean for the immediate future.

To ensure equivalent outcomes for students, regardless of the language of delivery, the College will endeavour to enter into benchmarking agreements with other higher education providers who deliver LOTE courses. Benchmarking will be undertaken in alignment with the provisions of the *Benchmarking Policy and Procedure* and must include the following types of benchmarking:

- **Course** – course structure and content, entry criteria, learning outcomes and assessment methods
- **Process** – comparison of particular processes and practices, e.g. complaint resolution time
- **Student outcomes** – comparing outcomes data, e.g. student attrition, progression, completion.

4. Responsibilities

The Academic Board oversees the implementation of this policy, and other policies and procedures relating to delivery of a course in LOTE.

5. Definitions

For the purposes of this Policy and Procedure, the following terms are defined as follows:

Australian Qualifications Framework	The national policy for regulated qualifications in Australian education which incorporates the qualifications from each education sector into a single comprehensive national qualifications framework
Equivalency	Refer to Appendix One.
NAATI	The National Accreditation Authority for Translators and Interpreters is Australia's principal accrediting body for translators and interpreters.

6. Version history

Version #	Changes	Approval Body	Approval Date
1.0	Original version	Academic Board	18/08/22
2.0	Definition of equivalency added. Statement on Equivalency appended.	Academic Board	15/12/22

7. Additional Information

Policy Status	Approved
Policy Owner	Principal
Next Review Date	3 years from Approval Date
Associated Internal Documents	Admissions Policy and Procedure Benchmarking Policy and Procedure Course Development and Approval Policy and Procedure
Higher Education Standards Framework (Threshold Standards) 2021	Standards 1.1.1, 1.1.3, 1.3.6, 1.5.6, 1.5.7, 7.1.1
National Code of Practice for Providers of Education and Training to Overseas Students 2018	Standards 1.1, 1.2.3, 2.1, 6.4
Other Applicable Legislation and Instruments	Australian Qualifications Framework

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Appendix One – Statement of Equivalency

Equivalence where a course is offered in more than one language:

1. Equivalence means that a student achieves the same learning outcomes and standards for a course or unit regardless of the language in which they study. Learning outcomes include the specified outcomes of a course or unit and the relevant AQF standards and outcomes. In short, equivalence is not about comparing offerings but about ensuring that each offering meets the relevant outcomes and standards.
2. A student's learning in a course or unit should be based in the relevant literature in the language in which they are studying. (Note: the course and unit approval process must include assurance that an appropriate relevant literature is available.)
3. Teaching should not normally require the translation of literature used in teaching in another language. The primary aim of teaching is to engage students with literature and practice in their language of study and to ensure that they become effective learners and practitioners in that language, with the ongoing capacity to engage with current literature and the development of practice in their language after graduation.
4. WIL should ideally be undertaken in the relevant language.
5. Consequences of the above include:
 - 5.1 the literature for an offering must support the outcomes and standards but need not be identical with an offering in another language;
 - 5.2 specific topics in a unit must support the learning outcomes but need not be identical;
 - 5.3 assessment standards must be identical but specific assessment items need not be identical and should take account of the relevant literature and context for practice.