



Policy Number: S-132

Policy Name: Language Proficiency Requirement Policy

Related Policies, Forms, and Procedures:

Policy Name: Student Use of

Date Written or Last Modified: December, 2024

Date Approved By Director Team: January, 2025

PURPOSE

The **Language Proficiency Requirement (LPR) Policy** at Centre for Arts and Technology ensures that all students possess the necessary language skills to succeed in their academic programs and professional training. This policy establishes clear standards for language proficiency, supporting students' ability to comprehend course material, engage effectively with peers and instructors, and produce high-quality work. By meeting these requirements, students can fully participate in their educational experience, maximize their potential, and prepare for successful careers in their chosen creative industries.

This policy is guided by the following principles:

1. **Accessibility and Fairness:** The policy will provide clear, equitable, and transparent language proficiency requirements to ensure all prospective students have an equal opportunity to demonstrate their readiness for academic success.
2. **Academic and Professional Preparedness:** Language proficiency standards will align with the demands of the academic programs and the communication expectations of creative industries, ensuring students are equipped to thrive in both learning environments and their future careers.
3. **Student Success:** The policy prioritizes student success by setting realistic and achievable language benchmarks that allow students to fully engage with course material, collaborate effectively, and produce high-quality work.
4. **Support and Development:** The institution will offer pathways for students to meet language requirements through testing or other recognized qualifications, fostering a supportive environment for skill development.
5. **Continuous Improvement:** The policy will be regularly reviewed and updated to ensure it reflects current best practices, evolving industry standards, and the diverse needs of the student population.

SCOPE

The Language Proficiency Requirement (LPR) Policy applies to all applicants seeking admission to programs at the Centre for Arts and Technology. This policy encompasses:

1. **Program Eligibility:** All diploma and certificate programs offered by the institution, where language proficiency is essential for academic success and professional preparation.
2. **Prospective Students:** Both domestic and international applicants are required to meet the language proficiency standards outlined in this policy.

3. **Language Proficiency Methods:** The policy covers all accepted methods of demonstrating proficiency, including standardized language tests, recognized qualifications, and institution-approved preparatory courses or assessments.

This policy is designed to uphold academic integrity, promote student success, and ensure consistent language proficiency standards across all programs and applicant groups.

POLICY STATEMENT

Students whose education was in a country where English is one of the principal languages are expected to have completed a minimum of grades 9-11.

Mature students can demonstrate their language proficiency by:

- Providing their official high school transcript showing their completion of grades 9-11 in an English-speaking country; or
- Providing a current resume demonstrating at least three (3) years of employment in an English-speaking environment.

Students whose primary language is not English are expected to have a minimum competency with the English language corresponding to a score of:

- TOEFL iBT (68)
- TOEFL PBT (520)
- TOEFL CBT (190)
- IELTS Band (6.0)
- TOEIC (700)
- Cambridge First Certificate in English (Level B1)
- Canadian Test of English for Scholars – CanTest (4.0 in each component)
- Cambridge Certificate of Proficiency in English (C Grade)
- Pearson Test of English (58%)
- Canadian Language Benchmark Examination – CLB (7)
- Duolingo (95-100)

In line with PTIRU, Centre for Arts and Technology considers education completed (in English) in the following countries:

American Samoa	Falkland Islands	Liberia	St. Lucia
Anguilla	Fiji	Malta	St. Vincent & the Grenadines
Australia	Gambia	Mauritius	Tanzania
Bahamas	Ghana	Montserrat	Trinidad & Tobago
Barbados	Gibraltar	New Zealand	Turks & Caicos Islands
Belize	Grenada	Nigeria	Uganda
Bermuda	Guam	Seychelles	United Kingdom
Botswana	Guyana	Sierra Leone	US Virgin Islands
British Virgin Islands	Ireland	Singapore	USA
Canada	Jamaica	South Africa	Zambia
Cayman Islands	Kenya	St. Helena	Zimbabwe
Dominica	Lesotho	St. Kitts & Nevis	