

## Addendum B – English Language Policy Statement

# English Language Policy Statement (ELPS) for International Learners

## AMERICAN COLLEGE DUBLIN

Responsible Office: Assistant Director of Enrolment Management / Quality Assurance Officer  
Next Review: Feb 2027

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## 1. Context

American College Dublin (hereinafter “ACD”) aims for the highest standards of quality in all admission-related activities. ACD maintains a comprehensive set of policies, procedures, and processes to support the recruitment, admission, and retention of international learners in programs of higher education, as set out in the ACD Quality Assurance Manual (QAM) and the Admissions Office Handbook.

TrustEd Ireland is part of a national suite of measures designed to protect the interests of learners in Ireland’s education and training system. Under the QQI Code of Practice for Provision of Programmes of Higher Education to International Learners, higher education providers are required to publish an English Language Policy Statement as part of the authorization to use the TrustEd Ireland mark.

This English Language Policy Statement should be read in conjunction with (and is subject to) the relevant provisions of the ACD Quality Assurance Manual, the Admissions Office Handbook, the ACD Course Catalog, and applicable recognition frameworks, including the Lisbon Recognition Convention as implemented through QQI policies on the recognition of foreign qualifications.

ACD’s approach to English for Academic Purposes (EAP) is delivered through an embedded model rather than stand-alone pre-sessional or in-sessional courses. Academic English is developed through program design and delivery, including Academic Communication modules, continuous assessment with structured feedback, and academic advising through the Student Services and Support Office.

English language entry requirements (accepted tests, minimum scores, validity, and exemptions) are published in the English Language Policy (below) and implemented by the Admissions Office in accordance with the Admissions Office Handbook and the QAM.

## 2. Definitions

- English for Academic Purposes (EAP): Academic English skills required for participating in higher education programs.
- International Learner: A non-Irish citizen lawfully in the State to receive education.
- Proficiency Test: An internationally recognized English language examination used for admissions purposes.

## 3. Purpose and Scope

ACD delivers all programs through the medium of English. This English Language Policy Statement (ELPS) sets out ACD’s institution-wide policy approach to:

- assessing English language proficiency for admission
- providing, supporting, and developing English for Academic Purposes (EAP)
- quality assurance, credit, and awarding arrangements relevant to English language learning
- ensuring institutional consistency and transparency in line with QQI HE Code, the ACD Quality Assurance Manual (QAM), and the Admissions Office Handbook

## 4. Policy Principles

- English language proficiency is essential to successful learner participation, progression, and award attainment
- English language assessment procedures must be consistent, transparent, and quality assured

- Policy implementation must adhere to ACD’s governance and quality assurance structures

## 5. English Language Proficiency Entry Requirements

### 5.1 Accepted English Language Qualifications

ACD accepts the following internationally recognized examinations:

- IELTS Academic
- TOEFL iBT
- Pearson PTE Academic
- Duolingo English Test
- Skills for English (SELT)
- LanguageCert Academic

### 5.2 Minimum Score Requirements (summary)

Program-specific minima are reviewed annually. The following summarizes current institutional thresholds:

Award Level	Minimum Standard	Notes
Bachelor’s Degrees	IELTS 6.0 (≥5.5 subscores) or equivalent	See Appendix B for equivalents
Master’s Degrees	IELTS 6.5 (≥6.0 subscores) or equivalent	See Appendix B for equivalents
Writing-Intensive (BFA/MFA Creative Writing)	Higher thresholds for writing components	See Appendix B for equivalents

### 5.3 Validity and Verification of Test Results

- Validity - English test results must be no more than 2 years old at the point of program entry.
- Verification – All accepted exam results must be verified by the Admissions Office online. Applicants are required to share their English language results with the Admissions Office. If an applicant takes a Duolingo exam, they must share their results with us via the Duolingo website. For guidance, see [englishtest.duolingo.com/sharing](https://englishtest.duolingo.com/sharing). If an applicant takes any of the other English language exams, they must upload the official certificate to their application or send it to the Admissions Office via email.

### 5.4 Exemptions

Applicants who have completed secondary education (Bachelor applicants) or university studies (Master applicants) in one of the following countries with English as the sole language of instruction are exempt from additional English language requirements:

*Australia, Canada, Ghana, Ireland, New Zealand, Nigeria, Singapore, South Africa, the United Kingdom, and the United States of America*

**Applicants qualifying for an exemption may still be required to present a recognized English language certificate for visa purposes to the Irish Immigration authorities.**

If an applicant feels they qualify for an exemption based on education not mentioned above, they should make the request in their application, and ACD will consider their request.

## 6. English for Academic Purposes (EAP) Provision and Support

ACD does not operate standalone pre-sessional or in-sessional EAP programs. English for Academic Purposes is embedded across programs through the following supports:

### 6.1 Curriculum-Embedded EAP

- Academic Communication modules at undergraduate and postgraduate levels
- Coursework requiring academic writing, research, referencing, and oral presentations
- Faculty-supervised projects, essays, dissertations, and performance work

### 6.2 Discipline-Appropriate EAP

Discipline-appropriate academic English expectations are set and communicated within programs. See Appendix A for an illustrative discipline-specific support map.

## 7. English Language Supports Prior to and During Study

### 7.1 Pre-Arrival Supports

- Clear communication of program-specific English requirements in offers
- Guidance on acceptable examinations and minimum thresholds
- Confirmation of official certification requirements for immigration
- Pre-arrival orientation materials

### 7.2 Induction and Orientation

- Orientation sessions introducing academic expectations in an Irish HE context.
- Academic integrity and referencing overview
- Explanation of assessment requirements and standards
- Introduction to student supports and learning platforms

### 7.3 Ongoing In-Sessional Supports

- Student Services & Support Office support for academic and personal adaptation
- Mid-semester check-ins for at-risk students identified by assessment boards

## 8. Quality Assurance, Credit, and Awarding Arrangements

### 8.1 Quality Assurance of English Language Components

- Module approval processes
- Annual Programmatic Review (Academic Committee)
- Internal Student Learning Assessment Board oversight
- External Examiner review of assessment quality and standards
- Academic Council ratification of recommendations
- Learner and faculty feedback channels

### 8.2 Credit & Awarding Arrangements

ACD does not operate standalone credit-bearing EAP programs. EAP content is embedded within credit-bearing academic modules.

### **8.3 Evidence & KPIs (How we know the approach meets learner needs)**

ACD monitors year-on-year trends in international learner progression, pass rates, module-level English-related outcomes, external examiner commentary, and learner survey feedback; findings and actions are tracked through the Annual Programmatic Review and recorded at the Academic Council.

## **9. Responsibilities of ACD and Applicants**

### **9.1 ACD Responsibilities**

- Publish clear, timely English entry requirements across channels (website, catalog, program pages, offers, marketing).
- State program-specific thresholds, validity periods and exemption rules.
- Specify accepted certification and submission methods; verify authenticity.
- Brief authorized agents and partners each cycle to ensure accuracy.
- Provide accessible information and contact points for Admissions and QA.
- Review and improve information and processes through QA and the Academic Council.

### **9.2 Applicant Responsibilities**

- Provide official certification meeting the published minimum scores and validity.
- Submit results via specified channels and respond to verification queries.
- Acknowledge understanding of the designated study path and conditions.
- Accept the offer and terms by the stated deadline; complete post-acceptance steps.
- Keep contact details and examination information accurate and up to date.
- Meet deadlines and comply with ACD policies (ELPS, QAM, Admissions Handbook).

### **9.3 Non-Compliance**

- Delayed processing, withholding of visa-support documentation, deferral or withdrawal of the offer may apply where requirements are not met.

## **10. International Foundation Year Programs**

ACD does not offer International Foundation Year (IFY) or pre-master's foundation programs, nor does it partner with external providers for such provision.

## **11. Institutional Governance, Approval, and Review**

### **11.1 Governance**

- Admissions Office: operational implementation
- Quality Assurance Officer: policy alignment with QA standards
- Academic Dean: academic oversight
- Academic Council: approval, publication, and annual review
- Board of Trustees: oversight through governance reports

### **11.2 Review Cycle**

This policy is reviewed annually as part of the QAM review cycle and updated as needed following changes to QQI policy, immigration rules, program review outcomes, or recommendations from the Admissions Office, Academic Committee, or QA Officer.

## 12. Contact Information

- Admissions Office  
American College Dublin  
1 Merrion Square, Dublin 2  
[degree@iamu.edu](mailto:degree@iamu.edu)
- Quality Assurance Officer  
[qa@iamu.edu](mailto:qa@iamu.edu)

## Appendix A — Discipline-Specific Support Map (Illustrative)

### A1. Business Programs

- Assessment mix emphasizing reports, case analysis, MCQs/short answers, and presentations
- Language focuses on professional register, concision, data commentary, and business referencing
- Supports: formative feedback on structure and clarity; presentation coaching within classes

### A2. Liberal Arts & Creative Writing

- Assessment mix emphasizing long-form drafting, peer critique workshops, and reflective commentary
- Language focuses on advanced rhetoric, narrative voice, editing for precision and style
- Supports: extended drafting cycles; tutor feedback on craft and mechanics; genre-specific reading lists

### A3. Performing Arts & Musical Theatre

- Assessment mix emphasizing oral/voice work, rehearsal journals, reflective writing, and viva/panels
- Language focuses on articulation, performance terminology, and reflective analysis of practice
- Supports: voice and diction coaching in class; structured reflective templates; presentation skills.

## Appendix B — Minimum English Language Score Summary

This appendix summarizes current thresholds. Detailed and test-by-test sub-score requirements are published on the ACD website and in Admissions materials.

Program Type	IELTS	TOEFL iBT	Notes / Other Tests
Bachelor's	6.0 (≥5.5 subscores)	Old scale - ≥60 (W≥18; others ≥12) New scale - ≥4.0 (W≥4.0; others ≥4.0)	<ul style="list-style-type: none"> <li>• PTE ≥50 (subs ≥45)</li> <li>• Duolingo ≥105 (subs ≥95)</li> <li>• Skills for English B2 Pass in 4 skills</li> <li>• LanguageCert Academic ≥65 (subs ≥60)</li> </ul>
Master's	6.5 (≥6.0 subscores)	Old scale - ≥79 (W≥21; others ≥17) New scale - ≥4.5 (W≥4.5; others ≥3.5)	<ul style="list-style-type: none"> <li>• PTE ≥58 (subs ≥50)</li> <li>• Duolingo ≥120 (subs ≥105)</li> <li>• Skills for English B2 Pass with Merit in 4 skills</li> <li>• LanguageCert Academic ≥70 (subs ≥65)</li> </ul>
BFA Creative Writing	6.5 (Writing ≥6.5; others ≥6.0)	Old scale - ≥79 (Writing ≥24; others ≥17) New scale - ≥4.5 (W≥5.0 others ≥3.5)	<ul style="list-style-type: none"> <li>• PTE ≥58 (Writing ≥58; others ≥50)</li> <li>• Duolingo ≥120 (Production ≥120; others ≥105)</li> <li>• Skills for English B2 Pass with Merit in 4 skills</li> <li>• LanguageCert Academic ≥70 (Writing ≥70; others ≥65)</li> </ul>
MFA Creative Writing	7.0 (Writing ≥6.5; others ≥6.0)	Old scale - ≥94 (Writing ≥27; others ≥17) New scale - ≥5.0 (W≥5.5 others ≥3.5)	<ul style="list-style-type: none"> <li>• PTE ≥65 (Writing ≥65; others ≥50)</li> <li>• Duolingo ≥130 (Production ≥130; others ≥105)</li> <li>• Skills for English C1 Pass in 4 skills</li> <li>• LanguageCert Academic ≥75 (Writing ≥70; others ≥65)</li> </ul>