

# The Place of English Language in UK Immigration Policy



Diane Schmitt

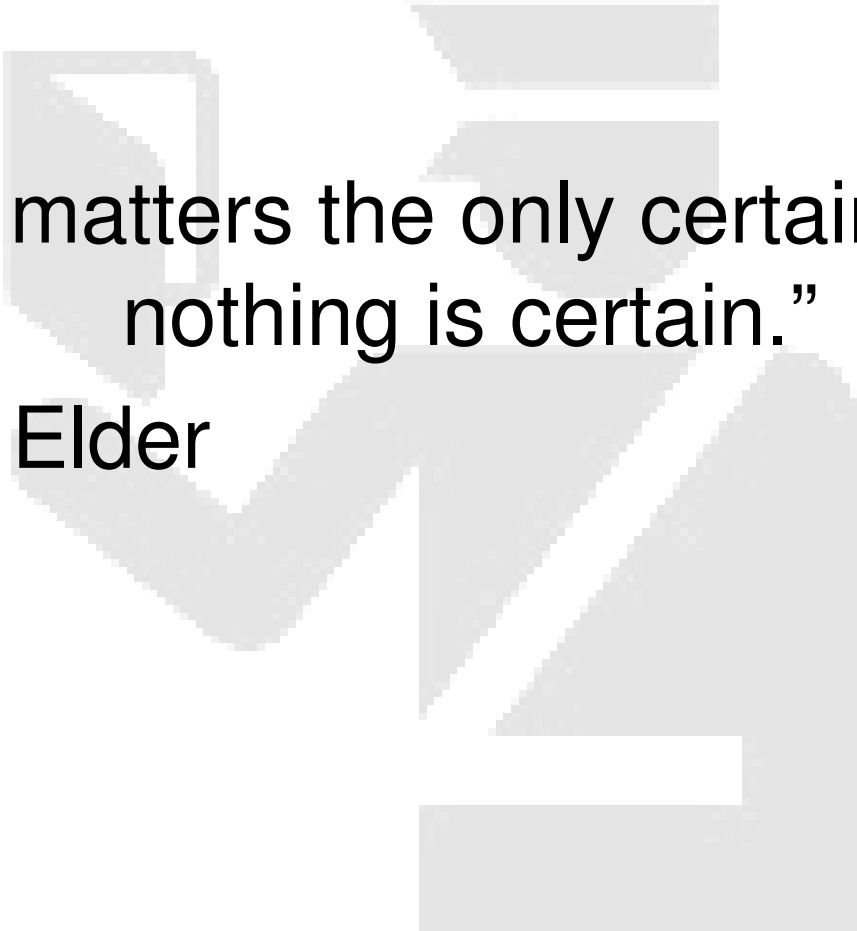
Nottingham Trent University

# The future of the PBS

*The points-based system alone is not sufficient. It's been tried and it is not effective.....*

Theresa May's Speech on immigration hosted by the thinktank Policy Exchange

(5 November, 2010)



“In these matters the only certainty is that  
nothing is certain.”

Pliny the Elder

## Focus for today...

- Tier 4 – Student visas
- Spouse or partner visas
- Approved lists of tests
- Impact on English language providers

# The Points-based System

- The points-based system (PBS) is a system for managing migration for those wishing to enter the UK for work or study. It consists of five tiers. These are:
  - Tier 1 - for highly skilled workers, such as scientists and entrepreneurs
  - Tier 2 - for skilled workers with a job offer, such as teachers and nurses
  - Tier 3 - for low-skilled workers filling specific temporary labour shortages, such as construction workers for a particular project
  - Tier 4 - for students
  - Tier 5 - for temporary workers, such as musicians coming to play in a concert, and participants in the youth mobility scheme.
- Tiers 1, 2, 4 and 5 are now open.
- Tier 3 is currently suspended.

# The Points-based System – Role Out

- 29 February 2008 - Tier 1 (General) Migrant for foreign nationals living in the UK
- 30 June 2008 three additional sub-tiers and the programme was extended to applicants resident overseas.
  - Tier 1 (Investor),
  - Tier 1 (Entrepreneur)
  - Tier 1 (Post-Study Work).
- 27 November 2008 - Tier 2 for Skilled Workers & Tier 5 for Temporary Workers and the Youth Mobility Scheme
- 31 March 2009 - Tier 4 (General) Student & Tier 4 (Child)



# Tier 4

# What is the problem under consideration? Why is government intervention necessary?

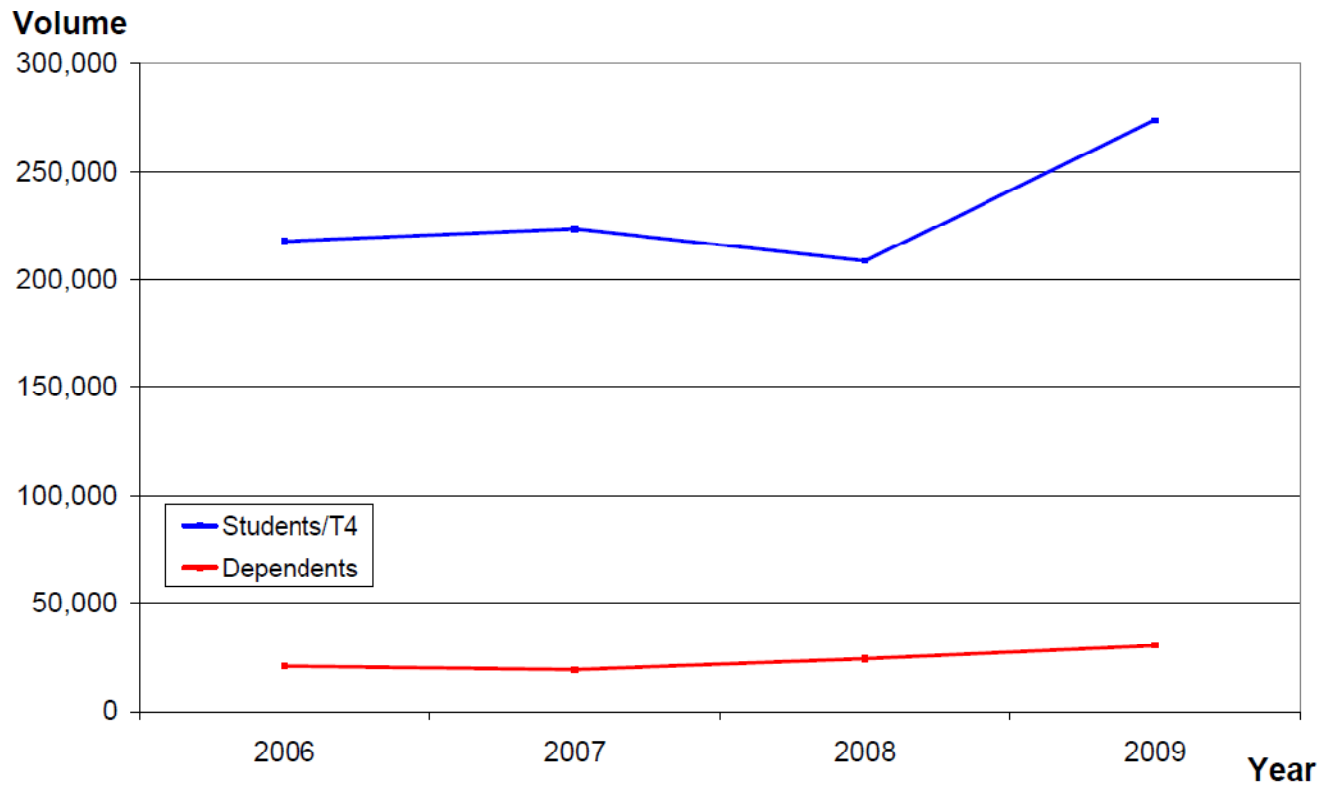
- Following the launch of the new Tier 4 route for students on 31 March 2009 there has been a rise in adult student applications and there is evidence that the route is being used as a route to illegal migration and a backdoor to low skilled economic migration.
- The UK Border Agency has put a series of short-term measures in place to pause certain types of application in some areas of the world. However, on 12 November 2009, the Prime Minister announced a review of Tier 4 in order to assess whether any longer-term policy changes ought to be made.

(Impact assessment of changes to Tier 4, 22 March 2010)



# Applicant Data

Figure 1, Non-EEA Students and Their Dependents Volumes, 2006-09.



Source: Control of Immigration Statistics, 2009Q4, The Home Office.

# Tier 4 Impact Assessment

## Quality of the Applicant

- A high proportion of applicants in the areas that have seen the highest application rises are **undertaking either low-level courses or English language courses** but have not demonstrated the required level of competence.
- There is evidence to suggest that those applying under Tier 4 in the [geographic] areas of concern have high-risk profiles – that **they have not studied for over a decade** or have had previous applications for entry to the UK refused.

# Personal Observation

- A link appears to have been drawn between low levels of English and high risk immigration profiles
- “There are risks that those who wish to abuse the system will transfer to another route. However displacement effects are anticipated to be small because **those who abuse this route tend to have poor qualifications and low English language competency** and are unlikely to qualify for any other route. (ibid, p. 10)”

# Theresa May's Speech on Immigration

(5 November, 2010)

*With unskilled labour set to zero, all that happened was student visas rocketed by thirty per cent to a record 304,000 in just one year, as some applicants used it as an alternative work route.*

# What are the policy objectives and the intended effects?

- The policy objective is to strengthen the existing Tier 4 policy to ensure that the route allows genuine international students to come to the United Kingdom, while deterring economic migrants who have abused the route, in order to maintain effective immigration control. The main objectives are:
  - To introduce Highly Trusted Sponsors (HTS);
  - Increase the English language standards required to come and study in the UK;
  - Reduce work entitlements of main applicants and dependents; and
  - Restrict provision of foundation courses below degree level with work placements to HTS.

(Impact assessment of changes to Tier 4, 22 March 2010)

# Summary of Recommendations

1. National Qualifications Framework (NQF) level 3 courses to be delivered by the new category of Highly Trusted Sponsor (HTS) only;
2. UKBA, working with representatives of the education sector and other stakeholders, to continue to develop detailed proposals for introducing the Highly Trusted Sponsor (HTS) scheme in time for launch on 6 April 2010;
3. All HEIs and FECs to be HTS by default – but evidence of abuse to lead to removal of that status;
4. Twin-track process to get significant number of private sector colleges up to HTS by the end of June 2010;
5. Raise the bar for English language students coming under Tier 4 from A2 (beginner) to B2 (intermediate) with effect from the first part of 2010;
6. Make a special allowance for overseas Government-sponsored English language students, given their low risk, to allow them to study at any level under Tier 4;

# Summary of Recommendations

7. Permit students on pre-sessional English language courses as preparation for full degree courses to continue to pursue these, at any level, where their progression to their main course is unconditional;
  8. All students on courses below degree level (NQF level 6 and its equivalents) or Foundation Degree (NQF Level 5 and its equivalents) should be required to demonstrate to their sponsors a level of English competency of at least B1 standard using a UKBA approved secure test with effect from the first part of 2010;
  9. The same approved test requirement should be applied to those coming to study English language. (As the minimum level of English language course to be studied under Tier 4 will have been raised to B2 level, a test at B1 standard will be appropriate for these courses);
  10. To minimise the impact, we will also provide for HTS to carry out their own tests, subject to satisfying concerns around security;
- (Impact assessment of changes to Tier 4, 22 March 2010)

# Tier 4 English Language Test Provider Criteria

The test provider must provide:

- Evidence that their test(s) assess the candidate's competency in **reading, writing, listening and spoken** English to level B1 of the Common European Framework of Reference (CEFR). The test must score the candidate on all four facets and **the applicant must achieve at least level B1 of the CEFR in every area.**

Tier 4 English Language Test Provider Criteria, May 2010



# Tier 4 List of Approved English Language Test Providers

- TOEFL iBT
- Pearson Test of English Academic
- IELTS
- International Legal English Certificate (ILEC)
- International Certificate in Financial English (ICFE)
- Certificate of Proficiency in English (CPE)
- Certificate of Advanced English (CAE)
- Business English Certificate (BEC) Vantage
- Business English Certificate (BEC) Higher
- Business English Certificate (BEC) Preliminary
- First Certificate in English (FCE)
- Preliminary English Test (PET)
- ESOL Skills for Life (levels Entry 3 and above)

# Indirectly limit the number or range of suppliers

- Similarly there will be no indirect restrictions or adverse impacts on education suppliers as they are all party to the PBS in its proposed form.
- There will be a limit to provide secure English language testing but this is for very good reasons.
  - Organisations who wish to apply to do this must show that their testing procedures will be robust, secure and quality assured.
  - This will not limit or restrict the supply of education provision but it will limit the number of suppliers of testing, and institutions will have to use of a set of licensed suppliers of English language testing.
  - Security and quality assurance are over-riding considerations here.

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## Table 2: Cost Benefit Analysis of Tier 4 Policy Changes

Option 2	5 year NPV (£)
<b><u>Costs</u></b>	
<b>Private and the Public Sector</b>	
Loss of direct revenue to institutions that have been recruiting, knowingly or otherwise, bogus students	£176,727,400
Familiarisation costs for migration advisors, private sector	£960,000
Costs to business of employing a resident worker over an illegal worker (bogus student).	£10,962,900
<b>UKBA</b>	
Loss of Tier 4 visa revenue	£35,175,500
Loss of Tier 4 sponsorship fees	£1,699,300
Caseworker training	£25,000
Familiarisation costs for UKBA staff	£75,000
Changes to the IT system	£10,000
Setting up and administering the EL approved testers register	£300,000
<b>Third Sector</b>	
Familiarisation costs for migration advisors third sector	£120,000
<b>TOTAL COSTS</b>	<b>£226,055,100</b>

## Managing an approved test register

- UKBA will have to set aside up to £500,000 in order that a register of independent English language (EL) testers can be set-up and maintained. There will be no increase in staff costs as they are likely to be transferred from one task to another. The lowest IT estimate and associated costs for this is £100,000 and the central estimate is £300,00

These changes do not prevent students or complete beginners from coming to the United Kingdom to study English language. It does mean, however, that those coming to study English language for over 6 months must already have intermediate language ability in order to demonstrate a clear commitment to study in the United Kingdom.

# Who loses?



# Who loses?

- Low-level students who wish to study on courses longer than six months (East Asia and Latin/South America)
- Students (primarily from the Middle East) who don't have access to government sponsorships
- Students from educational backgrounds where all four skills are not given equal priority in the school system making it unlikely that they can present an even profile on the CEFR.
- Students who wish to legitimately combine work and study.

# How are educational providers coping?

- Universities (NQF Level 6) are exempt from the language policies – both the B1 requirement and the approved test requirement
- For the moment - highly trusted sponsors (including language schools) are entitled to use their own tests
  - Password + institution's own writing test + speaking test via Skype
- Pre-sessionals for foundation courses are being incorporated into the foundation course itself to take advantage of the pre-sessional exemption for students progressing directly on to degree programmes
- Private language school sector is performing well/FE colleges have been somewhat harder hit



# Theresa May's Speech on Immigration

(5 November, 2010)

- *People might imagine that **by students we mean people who come here for a few years to study at university and then go home** – but that's not always the case.*

*We estimate that **nearly half of all students coming here from abroad are coming to study a course below degree level**. We have to question whether these **are the brightest and the best that Britain wants to attract** – they may be, or they may not.*

*I am particularly concerned about some areas of the education sector. Home Office data for students whose visas have expired suggests that students studying in **privately funded colleges** are much more likely not to have left the country than their counterparts in universities. And the vast majority of sponsor institutions who have had their licence revoked were **privately funded colleges**.*

# Theresa May's Speech on Immigration

(5 November, 2010)

- *I want a system where we continue to attract the top students to our top universities. A system where well equipped students come here to study and at the end of their period of study return to their country of origin. And a system where we only let in those students who can bring an economic benefit to Britain's institutions and can support Britain's economic growth.*

*The areas of concern we will need to look at are: the **standard of courses** which students can come here to study; **entry criteria and English language requirements**; ensuring that students return overseas after their course; and, the right to work for students and their dependants.*

# Theresa May's Speech on Immigration

(5 November, 2010)

- *We will also want to look at how we can **improve accreditation and self-policing in the sector**, and whether we can apply **a more risk-based approach** to the way in which we check applications who come here to study, so we focus our resources on those who pose the greatest risk, whilst making it easier for genuinely high-quality students.*

## Question to ponder

- What role might language play in risk assessment?
- How will the government define “the brightest and the best”? Will language proficiency be an issue?
- What role might language tests play in “policing” the sector?



**Partners**

# Theresa May's Speech on Immigration

(5 November, 2010)

## Family

- *We estimate that the family route accounted for nearly 20 per cent of non EU migration last year....*

*As well as tackling abuse of the marriage route we need to ensure that those who come here can integrate successfully into society and play a part in their local community.*

*So from 29 November, those applying for marriage visas will have to demonstrate a minimum standard of English.*

*This is only right. People coming to this country must be able to interact with the rest of the population.*

# Theresa May's Speech on Immigration

(5 November, 2010)

## Integration

- *As the Minister for Women and Equalities as well as the Home Secretary, I am passionate about the cross-government work to increase integration, participation and equality of opportunity....*
- *We know that speaking English is key to integration. Our requirement for foreign spouses to be able to speak English will help and we are committed to reviewing language requirements across the immigration system with a view to tightening them further.*

# New English language requirement for partners

- From 29 November 2010, any migrant who wants to enter or remain in the UK as the partner of a British citizen or a person settled here will need to show that they can speak and understand English.
- You will need to meet the requirement if:
  - you are a national of a country outside the European Economic Area and Switzerland; and
  - you are in a relationship with a British citizen or a person settled here; and
  - you want to apply to enter or remain in the UK as that person's husband, wife, civil partner, fiance(e), proposed civil partner, unmarried partner or same-sex partner



# Spouses and Partners

## What will you need to do?

- If you are not a national of a majority English-speaking country or do not have a degree taught in English (see below), **you will need to pass an acceptable English language test with one of our approved test providers.**
- In the test, you will need to **demonstrate a basic command of English (speaking and listening) at level A1** of the Common European Framework of Reference. This is a basic level, **which is judged to require 40 to 50 hours' tuition for most learners.** Someone assessed at level A1 can understand and use simple, everyday expressions and very basic phrases.
- You will not need to demonstrate your reading and writing skills.

# Spouses and Partners

## What will you need to do?

- When you make your application to us, you will need to provide evidence that you have passed the test.
- You will need to pay for your own English language test. The cost of a test will vary according to your test provider and country.
- If you have an academic qualification which is deemed by UK NARIC to meet the recognised standard of a Bachelor's degree, we will accept this as evidence that you can speak and understand English to level A1 of the Common European Framework of Reference
- We will **not** accept Master's degrees and PhDs as evidence, because UK NARIC can only assess whether Bachelor's degrees (and not Master's degrees or PhDs) were taught in English.

## Spouses and Partners

- The top five nationalities granted leave to enter the UK as a spouse or fiancé(e) in 2009 were:-
  - Pakistan (5,075)
  - India (3,375)
  - Bangladesh (1,605)
  - USA (1,815)
  - Thailand (1,380).

*Language and the Earnings of Immigrants* by Christian Dustmann and Arthur Van Soest, *Industrial and Labor Relations Review*, Vol. 55, No. 3, pp. 473-492, 2002

- [The above article] indicates that language proficiency, particularly of women, may have implications beyond matters directly related to the individual. The ability of the mother to communicate in the host country language may assist access to, as well as understanding of, institutions that are vital for the child's development. **It may also relate directly to the offspring's own acquisition of proficiency in the host country language.** These intergenerational aspects of language proficiency may significantly add to the value and benefit of language education of first generation migrants.

## Subtractive Bilingualism?

- Ensuring that migrant spouses and partners ... have English language skills before they come to the UK can only have a positive impact on the English language skills of their children. Requiring some English language ability from foreign spouses/partners coming to the UK to settle will help remove current barriers for the second generation who suffer academically **when English is not able to be spoken in the home**. When compared with pupils with English as an additional language, a greater proportion of pupils (in the Early Years foundation stage) whose first language was English achieved a good level of development.
- Latest national statistics on Early Years Foundation Stage Profile Attainment by Pupil Characteristics, in England 2008/09, Department for Children, Schools and Families, 28th January 2010.

# Equality Impact

- Race
- Religion
- Disability
- Gender
- Gender Identity
- Sexual Orientation
- Age
- Welfare of Children
- Socio-economic
- Human Rights

Home Office Equality Impact  
Assessment, 1 Oct, 2010

- *However, the Government considers that any indirect discrimination which resulted from the rule change would be justified on the basis that English language skills are necessary to assist migrants' integration into British life, to open up opportunities and to promote the economic well-being of the UK.*

# Only 40-50 hours of tuition?

## Guided learning hours

Cambridge ESOL is often asked about the number of study hours required to reach a certain examination level. It is not possible to give a categorical answer to this, as hours of study required will vary depending upon several factors such as the candidates' language learning background, the intensity of the study, the inclinations and age of the individual as well as the amount of study/exposure outside of lesson times. The following figures are, however, sometimes quoted as an approximate guideline:

<b>Common European Framework</b>	<b>Guided Learning Hours</b>
A2	approximately 180–200
B1	approximately 350–400
B2	approximately 500–600
C1	approximately 700–800
C2	approximately 1,000–1,200

## Are the most appropriate aspects of language ability being assessed?

- The requirement is for tests of speaking and listening
- The focus of immigration policy is on integration
- Should any test assess the spoken interaction scales on the CEFR rather than isolating speaking and listening



# A1 descriptors for spoken interaction

## A1 - OVERALL SPOKEN INTERACTION

- *Can interact in a simple way but communication is totally dependent on repetition at a slower rate of speech, rephrasing and repair.*
- *Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.*

## A1 - UNDERSTANDING A NATIVE SPEAKER INTERLOCUTOR

- *Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.*
- *Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.*
- *Can make an introduction and use basic greeting and leave-taking expressions.*

## A1 - CONVERSATION

- *Can ask how people are and react to news.*
- *Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.*

# A1 descriptors for spoken interaction

## A1 - INFORMAL DISCUSSION (WITH FRIENDS)

- *No descriptors available*

## A1 - FORMAL DISCUSSION AND MEETINGS

- *No descriptors available*

## A1 - GOAL-ORIENTED CO-OPERATION (e.g. Repairing a car, discussing a document, organising an event)

- *Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.*
- *Can ask people for things, and give people things.*

## A1 - TRANSACTIONS TO OBTAIN GOODS AND SERVICES

- *Can ask people for things and give people things.*
- *Can handle numbers, quantities, cost and time.*

## A1 - INTERVIEWING AND BEING INTERVIEWED

- *Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonidiomatic speech about personal details.*

# A1 descriptors for spoken interaction

## A1 - TRANSACTIONS TO OBTAIN GOODS AND SERVICES

- *Can ask people for things and give people things.*
- *Can handle numbers, quantities, cost and time.*

## A1 - INFORMATION EXCHANGE

- *Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.*
- *Can ask and answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.*
- *Can ask and answer questions about themselves and other people, where they live, people they know, things they have.*
- *Can indicate time by such phrases as next week, last Friday, in November, three o'clock.*

## A1 - INTERVIEWING AND BEING INTERVIEWED

- *Can reply in an interview to simple direct questions spoken very slowly and clearly in direct nonidiomatic*
- *speech about personal details.*

# A1 descriptors for oral production

## A1 - OVERALL ORAL PRODUCTION

- *Can produce simple mainly isolated phrases about people and places.*

## A1 - SUSTAINED MONOLOGUE: Describing experience

- *Can describe him/herself, what he/she does and where he/she lives.*

## A1 - ADDRESSING AUDIENCES

*Can read a very short, rehearsed statement – e.g. to introduce a speaker, propose a toast.*

# A1 descriptors for listening comprehension

## A1 - OVERALL LISTENING COMPREHENSION

- *Can follow speech which is very slow and carefully articulated, with long pauses for him/her to assimilate meaning.*

## A1 - UNDERSTANDING CONVERSATION BETWEEN NATIVE SPEAKERS

- *No descriptor available*

## A1 - LISTENING TO ANNOUNCEMENTS AND INSTRUCTIONS

- *Can understand instructions addressed carefully and slowly to him/her and follow short, simple directions.*

# List of Approved Tests for Partners

- [english-tests-partners.pdf](#)



# Example Test Provider



**Academy of Oriental Cuisine**  
The Academy Building  
First Floor  
Gower Street  
Leeds LS2 7PX

**Telephone:**  
00 44 (0) 113 242 6174  
**Fax:** 00 44 (0) 113 244 4833  
**Email:** [Click here to email us](#)

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[Home / About us](#)

[Prospective Students](#)

 **未MU蘭LAN**  
RESTAURANT & BAR

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## Welcome to the Academy of Oriental Cuisine

The Academy of Oriental Cuisine is based in Leeds, Yorkshire.

We are very passionate about learning, and especially learning about food. We aim to deliver high quality and motivating classes to enrich your life-long learning journey.

We are accredited by Accreditation Services for International College (ASIC) to deliver our courses. The Academy of Oriental Cuisine is on the UK Border agency's register of Sponsors licensed under the Points Based System. We are proud to say we are still A-rated sponsors.

Please go to our prospective student pages and check out our different courses.

We look forward to seeing you in our classrooms soon!

**\*\*NEW\*\*** [Click here](#) for the Points Based System English Test for Dependents

[Click here](#) for the Points Based System English Test Tier 2 application form

[Click here](#) for the Points Based System English Test Tier 1 application form

[Click here](#) for the International Courses application form





# Example Test Provider



Application Form

For **PBSET-TD\***

\*Point Based System English Test for Dependents

PLEASE WRITE IN BLOCK CAPITALS USING A BLACK PEN

Please glue one recent passport sized photo on a white background here

Enclose one identical passport sized licence in the envelope with your name on the back

PERSONAL INFORMATION	
Surname	
Title (Dr / Mr / Mrs / Miss / Ms)	
Given Names (these names must be the same on your passport and must appear in the same order)	
Passport Number	
Telephone/Mobile Number	
E-mail Address	
Date of Birth dd/mm/yyyy	Gender
Country of Origin	Nationality
First Language	Job Title
Dependent Status	Husband <input type="checkbox"/> Wife <input type="checkbox"/>
	Civil partner <input type="checkbox"/> Fiance(e) <input type="checkbox"/>
	Proposed civil partner <input type="checkbox"/>
	Unmarried partner <input type="checkbox"/>
	Same-sex partner <input type="checkbox"/>

Address in the UK ..... ..... .....	If you want the certificate to go to another address, please supply it here: ..... ..... .....
Postcode	Postcode
Partner's Address in the UK ..... ..... .....	Home Address outside the UK ..... ..... .....
Postcode	Postcode

TEST INFORMATION	
CEFR A1 level – Speaking and listening only (minimum requirements)	
Preferred Date of Test	Second Choice
Have you ever taken the PBSETT2 before? Yes No	If yes, what was your most recent date?
Do You Have Any Special Needs for the Test? Yes No (if yes – you will need to submit evidence)	Your Payment Method Cash <input type="checkbox"/> Cheque <input type="checkbox"/> Card <input type="checkbox"/> (Please fill the page 3 if you would like to pay by cash or card*)
Time of Test: 10am <input type="checkbox"/> 1pm <input type="checkbox"/>	
Do you want to join the AOC members club? Keep up to date with news and events! The AOC members club will send you regular information about immigration news, new courses and send you information about upcoming jobs. I want to join the AOC members club <input type="checkbox"/> I do not want to join the AOC members club <input type="checkbox"/>	

I declare that I have read and understood the PBSET Rules and Regulations. I understand that this application form is filled out incorrectly, or it is incomplete, it may delay my results being issued regardless of whether I have requested express results.

Signature: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_\_\_

## PAYMENT BY CARD

Please complete the details below if you wish to pay my card or cash. If you are paying my cash no monies will be taken unless you fail to turn up to the PBSET without prior cancellation in line with the Rules & Regulations.

Type of Card	<input type="checkbox"/> Switch <input type="checkbox"/> Credit Card <input type="checkbox"/> Solo <input type="checkbox"/> Debit
	LEEDS
PBSET T2 Test Fee	£120.00 <input type="checkbox"/> <small>(three weeks for results)</small>
Awareness Fee	£120.00 <input type="checkbox"/> <small>(one day session)</small>
Emergency Fee	£120.00 <input type="checkbox"/> <small>(special date)</small>
Express Service	£50.00 <input type="checkbox"/> <small>(one week for results)</small>
Total Amount	£ .00
Card Number	-----
Name on the Card	
Issue Number	
Valid From	___/___ (Month / Year)
Expire Date	___/___ (Month / Year)
3 Security digits	___ (on the back of your card)
Billing Address	
Card Holder's Authorisation Signature	



# Example Test Provider

## Construction and Test Procedures

<b>Duration</b>	Approximately 80 minutes
<b>Structure</b>	Basic Attributes/Examinee Questionnaire Registration
	Listening (Parts A - C) Total of about 30 questions (Approx. 13 minutes)
	Reading (Parts A - C) Total of about 30 questions (Approx. 24 minutes)
	Writing (Parts A - C) Total of 3 questions (Approx. 26 minutes)
	Speaking (Parts A - D) Total of 4 questions (Approx. 12 minutes)
<b>Scoring</b>	System based on a scale of 0 to 1000 points
<b>Location</b>	At any one of 84 Berlitz Language Centers throughout Japan, or on a PC at a licensee corporation
<b>Date</b>	At any time (always available)
<b>Environment</b>	PC (Windows 2000 or better), headset, always-on Internet environment (ADSL or faster connection)

**12,600.00 JPY = 95.0046 GBP**

# Example Test Provider



COLLEGE OF EXCELLENCE



Home About Us Online Registration Accreditation Affiliation Contact us Online Revision: Notes & Videos



**UKBA APPROVED**  
English Language Test For TIER 1, TIER 2  
**SAME DAY CERTIFICATE**

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- ▶ ACCA Qualification
- ▶ iam Programmes
- ▶ How to Apply



**Download Application Form**



**Download CIELT Registration Form**



**Approved for English Language Test for Partners**

## About Us

In a world full of competition and today's ever-changing business environment, individuals need skills that are relevant and place them in an advantageous position in the technological marketplace.

### COLLEGE OF EXCELLENCE

College of Excellence was founded to assist such individuals and to enable them to compete favourably in our modern world. Our most important asset is our students. We therefore strive to foster the talents which will give our students that crucial competitive edge. We place our highest priority on training that can be turned quickly into practice.

### Well-qualified Staff

Our professional staff are always willing to spend time with students to ensure that the subject matter has been grasped and that students are adequately prepared for any examinations. The college also provides an independent student counselling service and advice on career planning and applying for further study.

### Facilities

We have comprehensive learning resources. Our library offers all visual aids such as digital projectors, audio and video equipment, photocopying and printing facilities. Internet access is available to all students. Within easy walking distance from our campus there are a range of local shops and various restaurants.

### Courses

We offer a flexible range of courses with a choice of subject and modules. Examinations are scheduled throughout the year and students can resit exam as necessary.

### We Prepare You To Succeed, Not To Fail.

Courses are designed and taught with the needs of all students in mind and thus ensuring that each student benefits to the maximum. Classes and tutorials are held in small groups allowing each student to contribute their best to the group.

# Consumer Awareness

- What information is available to determine whether this is a good test?  
“CIELT is based on the Common European Framework of Reference (CEFR) for languages. CIELT assessment criteria have been adapted from CEFR and are **consistent with industry standards**. Assessment criteria are applied impartially and professionally and where necessary are verified by a second examiner.”  
<http://www.coex.org.uk/CIELT%20App%20Form.pdf>

# Cost to migrant

- There may be adverse impacts on those with limited funds due to additional costs of English tuition if required and paying for the test with an approved test provider. However that has to be seen in the context of existing costs and requirements. **The cost of a settlement visa is £644. Proportionally, costs of tuition and a test represent only a small percentage rise in the overall cost of seeking to settle in the UK on the basis of your relationship.**

## Questions to Ponder

- Is language proficiency an appropriate criteria for immigration policy?
- If so, what level(s) of proficiency are appropriate for the various immigration categories?
- Are tests the most appropriate means of demonstrating language proficiency?
- If so, which tests are suitable for this purpose?

# Should BAAL and related organisations become more politically pro-active?

- 14 June, 2010 - James Simpson's email to the BAAL list about spouse or partners
- 5 December – 27 February, 2008 – Marriage Visas: Pre Entry English Requirements Public Consultation
- August, 2009 announcement to introduce this policy made by previous government
- 9 June, 2010 policy brought forward to Nov, 2010 by current government

Asleep at the wheel?



## Channel 4 – Dispatches

### *Fashion's Dirty Secret*

- While in Leicester I met and interviewed Gurjeet Samra, a well-respected Sikh elder who has helped many of the workers in Leicester factories. He said the conditions in some factories were tantamount to being 'like slave labour'. He also told me that **many of the people in the factories were here on student visas**, working illegally and stuck in a cycle of hopelessness - needing the money but not able to report the conditions in which they were expected to work. (aired Monday, 8 November 2010)