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EM Normandie UK

English as a Foreign Language (EFL) Intervention Policy

Location	Oxford Campus, c/o Activate Learning, Jericho Building, Oxford OX1 1SA
Monitoring	The Principal and EFL Coordinator
Overall responsibility	Board of Directors
Author	EFL Coordinator
Created	May 2025
Last review date	na
Next review date	August 2026 or as necessary

1. Purpose

EM Normandie Business School is committed to supporting all students in developing the language skills necessary for success in their academic and professional careers. The EFL Intervention Policy ensures that students are systematically assessed, supported, and guided throughout their language learning journey. By utilising a staged intervention approach, the school ensures that each student's needs are addressed promptly and effectively.

2. Scope

This policy applies to all students of EM Normandie UK Limited (hereafter 'EMN', 'EMN UK', 'the school', 'us'). It outlines the procedures and responsibilities for monitoring English as a Foreign Language (EFL) proficiency and implementing targeted interventions to support students in achieving academic language competence.

3. Objectives

- To identify students who require additional language support through systematic monitoring and assessment.
- To provide a structured, staged approach to language intervention based on students' needs.
- To ensure continuous improvement of English language skills to meet academic and professional standards.
- To promote student autonomy by setting clear, measurable goals for language development.

4. Additional Resources

In addition to their coursework, students are provided with online resources for self-directed practice. These include materials for English-language test preparation (e.g. TOEIC, TOEFL,



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IELTS) and for improving writing skills, grammar, and general study skills. These resources do not require feedback from EFL faculty, allowing the students to engage at any point.

5. Monitoring and Identification:

Students' English proficiency is assessed at multiple stages

- Pre-Course Assessment

Students sit a TOEIC online test before commencing their programme. A minimum score of 550/990 for undergraduate years (U1/U2/U3) and a minimum score of 785/990 for postgraduate years (M1/M2) is required for Oxford campus enrolment. These correspond to B1-level (intermediate) and B2-level (upper- intermediate), respectively, in accordance with the Common European Framework of Reference for Languages.

- Semester Assessments

With the exception of students in their 5th year (M2), regular monitoring takes place through continuous assessments (40% of final grade) and an end-of-semester exam (60% of final grade). Continuous assessments include writing tasks, spoken performance, and grammar/vocabulary checks. The end-of-semester exam assesses reading and writing skills plus grammar and vocabulary.

- EFL Faculty Input

EFL faculty provide qualitative and quantitative feedback, highlighting students who may require additional support.

- Non-EFL Faculty Referral

If a student consistently underperforms, non-EFL faculty can refer them for further assessment and potential intervention.

6. Intervention Procedures:

- Identification

Students are identified through assessment results, non-EFL faculty referral, and EFL faculty recommendations.

- Initial Meeting

The EFL coordinator discusses the student's performance with the relevant faculty and arranges a meeting with the student (and faculty, if deemed necessary) to discuss the student's progress.

- Goal Setting

The student sets a SMART goal, agreed upon with the EFL coordinator, to address identified areas of improvement.



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- Intervention Plan

Specific strategies are selected, including targeted tutorials, mentoring, and/or additional language practice sessions.

- Monitoring Progress

Regular follow-up meetings are scheduled to review progress and adjust the intervention as needed.

- Final Review

At the end of the intervention cycle, the effectiveness of the support is evaluated, and decisions are made regarding continued support or completion of the intervention.

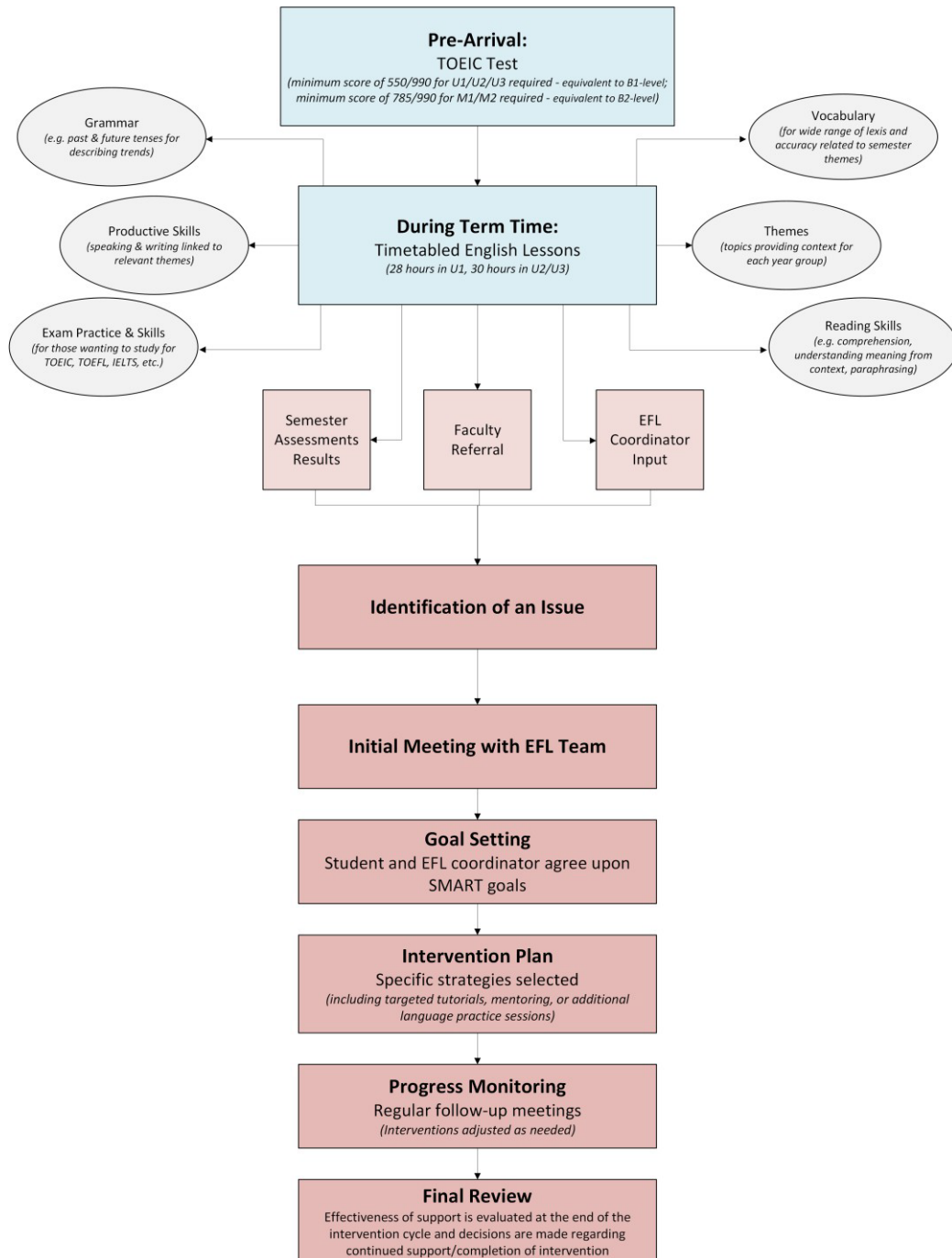
7. Roles and Responsibilities

- **Faculty** : Identify students needing support and provide continuous feedback.
- **EFL Coordinator** : Oversee the intervention process, conduct meetings, and maintain records.
- **Students** : Engage actively in the intervention process and demonstrate commitment to improve language skills.

8. Evaluation and Review

This policy will be reviewed annually to ensure its effectiveness and relevance. Feedback from students, faculty, and EFL coordinators will inform updates to the intervention strategies.

EFL Intervention – Line of Procedure





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Annex 1 – Control table

Version	V1	Name	Role	Date
Created by:		Duncan Jamieson	EFL coordinator	May 2025
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Approved by:		Academic Board		
Version		Name	Role	Date
Reviewed by:				
.....				
Approved by:				