



Policy Language Proficiency	Replaces former policy: <input type="checkbox"/> Title: <input checked="" type="checkbox"/> N/A
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Policy Statement

Applicants to the College of Health and Care Professionals of BC (CHCPBC) must demonstrate proficiency commensurate with the expectations of professional practice and sufficient to meet the communication requirements of health care environments, ensuring the delivery of safe, effective, ethical, and culturally safe services.

Applicants may demonstrate English language proficiency through one or more of the following pathways:

- Education Pathway
 - Completion, within the past 5 years, of professional education delivered in English in a jurisdiction with comparable language standards.
- Licensure Pathway
 - Current licensure, or licensure within the past 5 years, in another regulated jurisdiction with English language proficiency requirements comparable to those of CHCPBC.
- Language Assessment Pathway
 - Completion, within the past 2 years, of a College-approved English language proficiency test where corresponding minimum scores are met or exceeded in each domain, as outlined in Appendix A: Approved English Language Proficiency (ELP) Tests and Minimum Scores.

Additional evidence may be requested to support an ELP assessment if an applicant does not meet the recency requirement for their pathway(s).

English language proficiency requirements are applied by CHCPBC in a manner that is equitable, culturally responsive, and free from discrimination, while maintaining public protection.



1. Policy Rationale and Purpose

The CHCPBC Bylaws establish English language proficiency as a foundational competency for licensing.

English language proficiency is fundamental to public protection and ensures that individuals licensed to practise can communicate, verbally and in writing, clearly, respectfully, and appropriately with clients, families, colleagues, interprofessional teams, and the public in ways that uphold safety, quality, dignity, and trust.

The purpose of this policy is to:

- establish a framework for determining English language proficiency
- advance equity, accessibility, anti-racism, cultural safety, and reconciliation by enabling multiple pathways to demonstrate proficiency and reducing unnecessary barriers

2. Policy Scope

This policy applies to all CHCPBC applicants.

3. Duties and Responsibilities

Licensure Team members

Licensure Team members:

- apply this policy consistently, equitably, and in a culturally safe manner
- identify when additional information or clarification is needed to confirm proficiency
- raise issues that may identify a pattern of discrimination to Licensure Managers
- refer to relevant guidance documents for procedural requirements

Licensure Managers

Licensure Managers support staff training and ensure staff apply this policy consistently and ensure decisions are documented and reviewed for fairness and bias mitigation.

Licence Committee Members

Licensure Committee members apply this policy within their statutory mandate to make impartial and culturally safe decisions.

4. Legal and Regulatory Authority

This policy is linked to the following legislation and regulatory documents:

- CHCPBC Bylaw 6.3(a)(ii)(G)



5. Other Relevant Policies and Documents

None identified at this time.

6. Key Partnerships

- Association of Canadian Occupational Therapy Regulatory Organizations (ACTORO)
- Canadian Alliance of Physiotherapy Regulators (CAPR)
- Federation of Optometric Regulatory Authorities of Canada (FORAC)
- National Alliance of Speech-Language Pathology and Audiology Regulators (NASPAR)

7. Definitions

English Language Proficiency is the ability to read, write, speak, and understand spoken English at a level sufficient to ensure safe, ethical, and effective professional practice.

8. Process Check

The following documents have been consulted and applied to this policy.

- Policy Development Framework (required)
- Anti-Discrimination Measures (S14/15 HPOA) (required if applicable)
- Health Standards Organization BC Cultural Safety and Humility Standard policy best practices (required if applicable)
- Safe Spaces Playbook (required if applicable)
- In Plain Sight Report and Recommendations (required if applicable)

9. Resources/References

Acceptable Minimum Standardized Language Test Scores table, Language Proficiency Working Group - National Alliance of Speech-Language Pathology and Audiology Regulators (unpublished)

[Canadian Language Benchmarks](#) document, Citizenship and Immigration Canada – Centre for Canadian Language Benchmarks

[Countries that Satisfy UBC's English Language Admission Standard](#) webpage, UBC Undergraduate Programs and Admissions

[Language Proficiency](#) webpage, Canadian Alliance of Physiotherapy Regulators

[Right-Touch Regulation Framework](#), Professional Standards Authority (UK)



[Substantial Equivalency Assessment System \(SEAS\) Documents Required](#) webpage,
 Association of Canadian Occupational Therapy Regulatory Organizations

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Appendices

Appendix A: Approved English Language Proficiency (ELP) Tests and Minimum Scores

Canadian English Language Proficiency Index Program (CELPIP) - General

Domain	Minimum Score*	Minimum Score for Psychology and Speech-Language Pathology
Listening	8	9
Speaking	8	9
Reading	9	9
Writing	8	9

International English Language Testing System (IELTS) – General and Academic

Domain	Minimum Score*	Minimum Score for Psychology and Speech-Language Pathology
Listening	6.5	8
Speaking	7	7
Reading	7	7
Writing	6.5	7

Occupational English Test (OET)

Domain	Minimum Score for Speech-Language Pathology
Listening	450
Speaking	350
Reading	350
Writing	350



Pearson Test of English (PTE) - Core

Domain	Minimum Score*	Minimum Score for Psychology and Speech-Language Pathology
Listening	71	82
Speaking	76	84
Reading	78	78
Writing	79	88

Test of English as a Foreign Language (TOEFL) – iBT (for tests taken on or after January 21st, 2026)

Domain	Minimum Score*	Minimum Score for Psychology and Speech-Language Pathology
Listening	4.5	5.5
Speaking	4	5
Reading	4	4.5
Writing	4.5	4.5

*Applies to Audiology, Dietetics, Hearing Instrument Dispensing, Occupational Therapy, Opticianry, Optometry, and Physical Therapy.

ELP Test Score Validity Period

ELP test scores are valid 2 years from the test date.

Exceptions may be considered where applicants face documented barriers (e.g., pandemic disruption, displacement, conflict), using accommodated pathways.

Retesting and One Skill Retake

Mixing scores from multiple sittings is not permitted. IELTS One Skill Retake (OSR) is accepted.

ELP Test Score Submission

Results must be submitted to CHCPBC directly from the testing agency.