

# The EMI Standards of Good Practice (EMI SGPs)

*Meeting with Taiwan Ministry of Education*

*23 April 2021*

# Introductions

- Dr. Fabrizio Trifirò: Head of Quality Benchmark Services, Ecctis
- Richard Covington: International Education Analyst, Ecctis
- Julie Dearden: Director, Oxford EMI
- Tom Spain: Head of Training, Oxford EMI
- Ben Beaumont: Senior Trainer and EMI Researcher, Oxford EMI

# Agenda

- 8:30 – 8:35: Introductions
- 8:35 – 11:15: Ecctis/Oxford EMI introduction to the EMI SGP
  - 8:35 – 8:50 Institutional Strategy and Management
  - 8:50 – 10:30 Learning, Teaching and Student Experience
  - 10:30 – 11:15 Information and Quality Assurance
- 11:15 – 11:30: Wrap-up and final discussion



## About Ecctis

We are world's leading providers of services in the recognition and evaluation of qualifications and skills

Since 1997 we manage on behalf of the UK Government the national qualifications recognition function, UK ENIC (formerly UK NARIC)

We also provide UK Visas and Nationality services on behalf of the UK Home Office, and we manage the UK Centre for Professional Qualifications on behalf of the UK Government Department for Business, Energy and Industrial Strategy

## About Ecctis

...and we offer a number of global solutions to *improve understanding* of and *confidence* on international qualifications, and *enhance institutional capacity* to offer education provision of good quality and standards:

- **Qualification Benchmarking**
- **TNE Quality Benchmark**
- **TVET Quality Review and Accreditation**
- **EMI Quality Review**

# EMI SGP Structure

- Institutional Strategy and Management
- Learning and Teaching
- Student Experience
- Information to Student and the Public
- Quality Assurance

# Institutional Strategy and Management

- *Indicator 1:* EMI provision is consistent with clearly outlined institutional strategies and objectives.
- *Indicator 2:* A clear institution/faculty-level policy on the use of EMI is in place and is implemented consistently.
- *Indicator 3:* The EMI and multi-lingual policies are clearly communicated to all stakeholders; administrators, teachers and students.

# Institutional Strategy and Management

- EMI provision is clearly aligned with, support the implementation of, and is supported by the broader institutional / department level strategies
- The rationale for engaging in EMI provision will inform the most suitable approach to EMI development: e.g.
  - International students / internationalising Taiwanese students
  - Institutional / department level
  - Research / academic partnerships
  - External / internal priorities



# Institutional Strategy and Management

- A clear strategic vision, and clearly set priorities, and ensuring these are communicated clearly across the institution and relevant departments is also key to secure organisational commitment to EMI and to facilitate the planned allocation of appropriate resources to support and oversee EMI provision

# Teaching and learning

- *Indicator 4:* Academic staff are suitably qualified to deliver the specified subject in English at the required level.
- *Indicator 5:* Teaching approaches, learning activities, and assessment methods, are appropriate and effective in supporting language and subject knowledge acquisition by students.
- *Indicator 6:* The institution has a specific staff development policy in relation to EMI provision that caters for both content lecturers as well as English Language specialists, where appropriate.

# The Student Experience

- *Indicator 7:* Clear and transparent admissions policies relating to English language ensure that students have the required English language capacity to achieve the expected learning outcomes.
- *Indicator 8:* Learning resources and support, including English language support, give all students studying on EMI provision the opportunity to achieve the expected learning outcomes.
- *Indicator 9:* Feedback is regularly sought from students on all aspects of their study experience, and demonstrably responded to and taken into account.

# Information to Student and the Public

- *Indicator 10:* Information about the EMI programme of study and qualification, are made clear to prospective students at recruitment stage, including its national and international recognition for further studies and employment.
- *Indicator 11:* Information about the learning experience, student support and services, and the experience and qualifications of EMI programme teachers is made clear and accessible to students and the public.
- *Indicator 12:* Clear and up to date information about the EMI programme of study and qualification is provided upon graduation, through study transcripts or equivalent documents.

# Information to Student and the Public

- It is in the wider public interest that providers should publish information that enables the public to understand their profile and the type of provision they offer
- Prospective students, and their family, will however require more detailed information:
  - e.g. programme of study, learning outcomes, teaching approaches, academic and English language support, resources available, advisory services, opportunities to study abroad, specific information for international students

# Information to Student and the Public

- In sum: students, prospective students, employers and other stakeholders will need to be able to satisfy themselves about the nature of the programme of study studied through EMI
  - This includes information provided through the certificate or record of academic achievement stating the principal language of instruction
- It will also be important to:
  - have effective control over the accuracy of all public information, publicity and promotional activity relating to EMI provision
  - to provide reassurance that awards obtained through EMI provision are equivalent to other awards offered at a similar level

# Quality Assurance

- *Indicator 13:* EMI modules and programmes are developed, approved, monitored, and reviewed through processes that are as robust as those for non-EMI modules and programmes.
- *Indicator 14:* The EMI provision is of comparable standards to those of same or comparable non-EMI provision delivered.
- *Indicator 15:* The performance and outcomes of students on EMI provision is regularly monitored and benchmarked against the performance and outcomes of students of the same or comparable non-EMI programmes.

# Quality Assurance

- The same quality assurance processes applying to traditional non-EMI provision should equally apply to EMI provision
  - EMI programme development aligns with broader EMI institutional (and national) strategy
  - make use of relevant external expertise programme design, approval and review, including about pedagogy (particular relevant to EMI)
  - admission requirements are both consistent with general admission policy, and include specific EMI requirements
  - the outcomes of students studying on EMI provision are comparable to those of non-EMI students studying on similar programmes



# Quality Assurance

- The specific needs of students are taken into account, e.g. international students, and those whose first language is not English
- Teachers' preparedness and specific learning resources / support
- Safeguarding the interests of EMI students in case of programme withdrawal (making sure that enrolled students can complete their studies or transfer to another programme or provider)

Q & A

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