

(Institution name)

**The Program on Bilingual
Education for Students in College**

June 2023

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EMI Enhancement Plan 2021-2026

In this document institutions are invited to outline their plans for the growth and enhancement of their English Medium Instruction (EMI) provision for the period 2021-2026, against the backdrop of the overarching targets and expectations set by the Taiwan Ministry of Education in the Programme on Bilingual Education for Students in College (BEST).

Institutions can submit an Enhancement Plan either for the whole institution or for a specific college within the institution. In this document reference is made to 'applying institution' as Enhancement Plans at college level are still expected to be submitted by the institution a college is part of.

Section 1 of this document outlines the BEST Programme's targets and expectations representing the overarching framework for the development of your institution's EMI Enhancement Plan 2021-26, and the underpinning definition of EMI.

Section 2 asks applying institutions to outline a 2021-2026 strategy for the growth and enhancement of EMI provision at your institution, explaining the rationale for intending to grow and develop EMI provision, and for requesting financial support under the BEST Programme.

Section 3 asks applying institutions to provide details of your current EMI provision, and set yearly targets for growth and improvement with regard to students' English language proficiency and the expansion of your EMI provision, with specific reference to the BEST targets in these areas.

Section 4 asks applying institutions to outline the measures that your institution is planning to put in place to support the implementation of the 2021-2026 EMI strategy in six key areas: Institutional Strategy and Management, Teaching and Learning, the Student Experience, Information to Students and the Public, Quality Assurance, and External Engagement. In this section you will be guided by series of indicators of good practice.

In Section 5, the final section, applying institutions are asked to outline the financial support required to implement your plans for growth and enhancement, and explain how the measures you will put in place will be self-sustainable in the long term.

Section 1: BEST framework and EMI definition

1.1 The BEST Targets and Expectations

Strategy: Institutions should formulate bilingual programme talent cultivation goals which are aligned with the development stage and specific features of their institution. The strategies and measures supporting the institutional enhancement plans should be concrete, feasible, and clearly defined. Teachers and students should be consulted, as stakeholders, in the development of the action plan and implementation strategies (see 3.1 and 4.1)

Organization: Institutions should establish a dedicated central unit with a clear mission to support the growth and enhancement of EMI across the institution. The unit should be adequately resourced and should cooperate with other existing English-teaching units or language centers (see 4.1).

Teachers: Institutions should provide full training and support for teachers to support effective EMI delivery (see 4.2).

Courses: The percentage of EMI courses available to undergraduates and graduate students in relation to the total provision within the institution or college should be set to rise year by year (see 3.2).

Students: Students are provided with all necessary language training and support to ensure they have the required capacity to successfully participate in EMI courses (see 4.3).

The percentage of domestic students at sophomore level who reach B2 level is set to rise year by year. At least 25% of the domestic student population at sophomore level is expected to reach B2 level at the end of the 2023-24 academic year, and at least 50% at the end of the 2029-30 academic year (see 3.5).

The number of sophomore and first-year Master's students taking EMI courses should increase year by year and align with specific targets for the years 2024 and 2030. In 2024 at least 20% of all courses taken by 20% of the sophomores (admitted in the 2022-23 academic year) and 20% of the first-year master's students (admitted in the 2023-24 academic year) are expected to be EMI courses. In 2030 at least 50% of all courses taken by 50% of the sophomores (admitted in the 2028-29 academic year) and 50% of the first-year master's students (admitted in the 2029-39 academic year) are expected to be EMI courses (see 3.3 and 3.4)

Institutions should set, at their discretion, incremental targets for the percentage of EMI credits obtained by undergraduates upon graduation, based on the following ranking table (see 3.5):

E1	Either up to 16 credits are earned from the EMI courses, or such credits earned account for at least 12.5% of the required graduation credits.
E2	Either up to 32 credits are earned from the EMI courses, or such credits earned account for at least 25% of the required graduation credits.
E3	Either up to 64 credits are earned from the EMI courses, or such credits earned account for at least 50% of the required graduation credits.
E4	Either up to 98 credits are earned from the EMI courses, or such credits earned account for at least 75% of the required graduation credits.
E5	Either up to 128 credits are earned from the EMI courses, or such credits earned account for 100% of the required graduation credits.

Upon graduation students should be conferred a 'Certificate Completion of EMI Courses' certificate stating the E1-E5 ranking level (see 4.4.).

Sharing of resources: Funded institutions are expected to put in place measures and initiatives to share their EMI resources more widely across the sector. Institutions are expected to develop qualitative and quantitative indicators at their discretion with a view to incrementally improving the way they share resources year on year (see 4).

Funded institutions are also expected to offer 5 online modular EMI courses per year to be made available across Taiwan (see 4.6).

Other considerations: Institutions are encouraged to outline additional qualitative and quantitative indicators at their discretion.

1.2 Definition of EMI course

The English courses in which the learning is focused on language rather than subject content should not be considered as EMI courses. However, the importance of ESL, EAP, or ESP courses should be emphasised, and the contribution of English teachers should be considered essential in the provision of EMI courses. This means that universities should place a strong emphasis on embedding English courses and teachers into their enhancement plans.

For EMI courses, the delivery of content, the interaction between students and teachers, the learning material, and the demonstration and assessment of learning outcomes (such as oral presentation, assignments, or tests) should be 100% in English.

Other languages may be used by students in a limited way in specific circumstances. Student-to-student interaction in pair work and group work may sometimes take place in languages other than English to aid mutual comprehension and idea generation. However, students should present their discussion outcomes in English and lecturers should ensure that at least 70% of class communication takes place in English.

Good EMI course practice should encourage the student to engage in English speaking and writing as much as possible.

Section 2: Self-assessment

2.1. Institution Information

i.	Are you applying as an institution or college?	Institution <input type="checkbox"/> College <input type="checkbox"/>
ii.	Institution / College name	

2.2. History and mission

Please outline the history and mission of your institution.

When applying as a college, if applicable, also outline any aspects pertaining specifically to the history and mission of the college.

[Please insert your response here]

Please list the colleges which form part of the institution.

[Please insert your response here]

2.3. Overview of the institution (and college)

2.3.1 Number of students

Across the whole institution			
Level	Domestic students	Students from China, Hong Kong, and Macau	International Students
Undergraduate			
Master's			
Doctoral			

Across the applying college (if applicable)			
Level	Domestic students	Students from China, Hong Kong, and Macau	International students
Undergraduate			
Master's			
Doctoral			

2.3.2 Number of Faculty

Across the whole institution		
	Domestic	International
Full-time		
Part-time		

Across the applying college (if applicable)		
	Domestic	International
Full-time		
Part-time		

2.4. EMI strategy

2.4.1. Rationale

Please outline the rationale for offering EMI provision and for wishing to engage with the BEST programme.

[Please insert your response here]

On a scale from 1 to 10, 1 being the most important and 10 being the least important, how important are each of the following drivers to your institution or college's EMI strategy? Different drivers can be ranked as equally important.

Drivers	1-10
Improving Taiwanese graduates' English language skills and employability	
Growing international student recruitment	
Developing international student exchange	
Developing international academic partnerships through TNE	
Growing international research partnerships / outputs	
Attracting international staff	
Increasing institutional ranking	
Competing in the global education landscape	
Other (please add rows as needed)	

2.4.2. Please outline how your EMI strategy aligns with and supports the broader institutional strategy and mission.

[Please insert your response here]

2.5. Current EMI provision (2022/23)

2.5.1. Percentage of EMI courses, by level of study, of overall provision across the institution¹

Level of Study	Total number of courses offered	Number of EMI courses	%
Undergraduate			
Master's			
Doctoral			

2.5.2. Percentage of EMI courses of overall provision by level of study by college²

College Name	Total number of courses offered	Number of EMI courses	% Under-graduate	Total number of courses offered	Number of EMI courses	% Master's	Total number of courses offered	Number of EMI courses	% Doctorate

¹ Please note that this section refers to the percentage of EMI courses currently offered at each study level. For example, at undergraduate level the answer would be based on this equation:

$$\% = \frac{\text{Number of EMI courses @ UG level} * 100}{\text{Total number of courses @ UG level}}$$

² Please follow the above example on a college-by-college basis

2.5.3. Percentage of students earning at least 20% of their credits from EMI courses.³

Stage		Total number of students	Number of students earning at least 20% of credits from EMI courses	%
End of sophomore year ⁴	domestic students			
	students from China, Hong Kong, and Macao (optional)			
	International students (optional)			
End of 1 st year of Master's studies	domestic students			
	students from China, Hong Kong, and Macao (optional)			
	International students (optional)			

2.5.4. Language proficiency of students in undergraduate studies⁵

Year	CEFR Level	% of domestic students	% of students from China, Hong Kong, and Macao (optional)	% of international students (optional)
Freshman	B2			
	C1 or above			
Sophomore	B2			
	C1 or above			
Junior	B2			
	C1 or above			
Senior	B2			
	C1 or above			
Total	B2			
	C1 or above			

Please outline your institution's approach to determining student English language proficiency and the skills assessed (e.g. reading, listening, writing, speaking). If the tools your institution/college uses are not international standardised assessments (e.g. IELTS, TOEIC,

³ Please note that this section refers to the percentage of students who earn ≥20% of their sophomore year and 1st year Master's credits from EMI courses. Please refer to the example equation below:

$$\% = \frac{\text{Number of domestic students obtaining } \geq 20\% \text{ of credits from EMI courses at the end of sophomore year} * 100}{\text{Total number of domestic students enrolled at the end of sophomore year}}$$

⁴ Only includes credits earned during the sophomore year

⁵ Please note that this section refers to the percentage of students in each year whose English language proficiency level meets B2 or C1 and above. Please refer to the example equation below:

$$\% = \frac{\text{Number of domestic students with B2 level English enrolled in freshman year} * 100}{\text{Total number of domestic students enrolled in freshman year}}$$

TOFEL), please explain your approach, what is assessed and how it is mapped to CEFR levels.
Please provide data that is evidence-based; otherwise, please indicate you have no relevant data.

[Please insert your response here]

2.5.5. Current approach to EMI

For those institutions where current provision categorised as EMI does not meet the working definition of EMI outlined in Section 1, please use the table below to indicate your current typical approach to the use of English in the classroom **by ticking the most appropriate box.**

Type of activity	≤25% in English	>25% ≤50% in English	>50% ≤75% in English	>75% <100% in English	100% in English
Content delivery	<input type="checkbox"/>				
Academic / Teaching Materials	<input type="checkbox"/>				
Assessment and demonstration of learning outcomes	<input type="checkbox"/>				
In-classroom lecturer/student interaction	<input type="checkbox"/>				
Student/student interaction	<input type="checkbox"/>				

Section 3: Plans for growth of EMI Provision

Please use the tables below to detail your targets for growth over the course of the next five years.

Please note that consideration should be given to the BEST targets set for the academic year 2023/24 as outlined in Section 1. These should be regarded as the minimum threshold targets to be achieved. This does not prevent institutions or colleges from setting higher targets.

3.1. Percentage of EMI courses of overall provision by level of study⁶

Overall Provision	Undergraduate level			Master's level			Doctoral level		
	Total number of courses offered	Number of EMI courses	%	Total number of courses offered	Number of EMI courses	%	Total number of courses offered	Number of EMI courses	%
21/22									
22/23									
23/24									
24/25									
25/26									

⁶ Please note that this section refers to the planned percentage of EMI courses to be offered at each study level in the following years. For example, at undergraduate level the answer would be based on this equation:

$$\% = \frac{\text{Planned number of EMI courses @ UG level} * 100}{\text{Planned total number of courses @ UG level}}$$

3.2. Percentage of students earning at least 20% of their credits from EMI courses.⁷

	% of domestic students					% of students from China, Hong Kong, and Macao (optional)				
	21/22	22/23	23/24	24/25	25/26	21/22	22/23	23/24	24/25	25/26
End of sophomore year ⁸										
End of 1 st year of Master's studies										
	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
End of sophomore year ⁹										
End of 1 st year of Master's studies										

⁷ Please note that this section refers to the planned percentage of students who earn 20% or more of their sophomore year and 1st year Master's credits from EMI courses. Please refer to the example equation below:

$$\% = \frac{\text{Planned number of students obtaining } \geq 20\% \text{ of sophomore year credits from EMI courses} * 100}{\text{Planned total number of students in sophomore year}}$$

⁸ Only includes credits earned during the sophomore year

⁹ Only includes credits earned during the sophomore year

3.3 Language proficiency of students at the beginning of sophomore year¹⁰

CEFR level	% of domestic students					% of students from China, Hong Kong, and Macao (optional)				
	21/22	22/23	23/24	24/25	25/26	21/22	22/23	23/24	24/25	25/26
CEFR B2										
CEFR C1 or above										
CEFR level	% of international students (optional)									
	21/22	22/23	23/24	24/25	25/26					
CEFR B2										
CEFR C1 or above										

¹⁰ Please note that this section refers to the planned percentage of students at the beginning of the sophomore year whose English language proficiency level meets B2 or C1 and above. Please refer to the example equation below:

$$\% = \frac{\text{Planned number of domestic students with B2 level English at the beginning of the sophomore year} * 100}{\text{Planned total number of domestic students enrolled at the beginning of the sophomore year}}$$

Section 4: Plans for enhancing EMI provision

4.1 Institutional strategy and management

In this section you are asked to outline how your institution or college plans to support the management and implementation of the EMI strategy for growth and enhancement at a strategic/organisational level.

4.1.1 Organisational structure

Outline how the implementation of plans to support the growth and enhancement of EMI will be overseen, at institutional or college level, or both.

Please include reference to key units, academic committees, and personnel who bear responsibility for implementing and monitoring the strategy.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed Key Performance Indicators (KPIs) and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.1.2 Resourcing

Outline how the implementation of the strategy will be resourced, at institutional or college level, or both.

*Please include reference to the steps the institution will take to establish a **central institutional unit** to support the growth and enhancement of EMI provision across the institution.*

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.1.3 Stakeholder engagement

Outline your plans to engage with relevant internal and external stakeholders in developing, monitoring, and implementing your EMI strategies and policies.

They should include plans to consult with teachers, English language support staff, administrative/support staff (e.g. student advice, library), students, and internal or external EMI experts.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.1.4 English language / bilingual policies

Outline any English and other language policies your institution or college intends to implement.

These might cover for example the use of English language across the institution or college, including language/s used in the classroom, the resourcing of the library, the recruitment of teaching and support staff (see also 4.2), and the enrolment of students (see also 4.3).

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.1.5 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.

[Please insert your response here]

4.1.6 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to Institutional Strategy and Management.

[Please insert your response here]

4.2 Teachers and teaching

In this section you are asked to outline the teaching staff recruitment, training, support and capacity development measures your institution or college plans to put in place to support the growth and enhancement of EMI teaching and learning.

4.2.1 English language proficiency

Outline English language requirements for the recruitment of teachers and teaching assistants (TAs)

Please note that teachers need an absolute minimum CEFR level of B2 and preferably a C1 level to teach successfully in EMI. Teachers with a B2 level of English should be expected to reach C1 level with support provided to achieve this. Teaching Assistants will need similar CEFR levels.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement (reaching C1 level) in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.2.2 Pedagogical proficiency

Outline any pedagogical requirements you might consider putting in place for the recruitment of EMI teachers, e.g. previous experience of teaching in English, evidence of EMI or pedagogical training.

Please note as EMI requires an interactive pedagogy and advanced teaching skills, EMI teachers should show evidence of EMI or relevant pedagogical training in previous teaching contexts.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.2.3. Capacity development

Outline the support that will be made available to enhance the EMI capacity of teachers.

This might include initial training in the pedagogical skills needed to teach an academic subject in EMI to an international university class; English language support to reach a C1 level; an organised mentoring system for new EMI teachers.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.2.4. Teacher Support

Outline the ongoing teaching support that will be made available to EMI teachers.

This might include availability of academic teaching and learning materials and resources in English, relevant teaching technology and IT support, lecture preparation and language support from English language experts.

Trained or experienced EMI teachers would also benefit from targeted EMI support given by internal and external EMI experts, teaching observation, mentoring, international staff mobility programmes, as well as initiatives to incentivise teaching in EMI which requires more preparation than teaching in a first language.

*Please note a **Community of Practice** should be set up so that trained teachers exchange ideas and skills to ensure best practice within the College or Institution.*

*The establishment of an **EMI Support Unit** will support teachers and students within the Institution and also contribute to the dissemination of EMI materials, information, and training to other institutions in the region.*

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.2.5 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.

[Please insert your response here]

4.2.6 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to teachers and teaching.

[Please insert your response here]

4.3 Students and learning

In this section you are asked to outline what student admissions and support measures your institution or college plans to put in place to support the growth and enhancement of EMI provision.

4.3.1 English language proficiency

Outline English language requirements for the recruitment of students at undergraduate and postgraduate level.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.3.2 English language support

Outline the English language support that will be made available to students to facilitate their successful participation in EMI courses.

This might include ongoing tailored EAP and ESP courses, assistance in improving English language proficiency (CEFR level), regular testing, any initiative to incentivise students to take EMI courses and appropriate effective English language support.

[Please insert your response here]

Please indicate any specific actions that will need be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.3.3 International student experience

Outline the measures that will be put in place to support the international student experience and to help the transition of international students to your institution and Taiwan.

This might include pre-arrival guidance and advice on how to study and live in Taiwan and at your institution, accommodation, an induction programme, buddy programme, academic introduction, any initiatives to facilitate international student integration inside and outside of the classroom.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.3.4 Student engagement

Outline how you plan to engage EMI students at institution, faculty, programme, course level with a view to enhancing their study experience.

This might include measures to regularly collect and respond to students' feedback about their EMI studies, and the possibility to involve international students in students' councils/committees if applicable.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.3.5 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.

[Please insert your response here]

4.3.6 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to students and learning.

[Please insert your response here]

4.4. Information to students and the public

In this section you are asked to outline what measures the institution or college plans to put in place to support the growth and enhancement of EMI provision with regard to providing information to students and the public.

4.4.1 Information to prospective students

Outline how you intend to provide easy to access information about EMI study opportunities.

This might include marketing strategy, web-site information, and measures to ensure the information provided is clear, accurate and up-to-date.

Information about EMI study should include, at a minimum, information about course content, learning outcomes, English language requirements, approach to teaching and learning assessment, learning resources, and academic and extra-academic support.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.4.2 Information to current students

Outline how you intend to provide current students with information about EMI study options, and English language resources and support available.

Information to current students should include opportunities for students to provide feedback on their EMI studies, or raise complaints or appeals, and information on how international students can be involved in student bodies.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.4.3 Information upon graduation

Outline the information you will provide to students upon graduation about their EMI studies.

This should include a certificate or transcript certifying the completion of EMI Courses, including reference to the % of credits which have contributed to their qualification (e.g. E Ranking Level set out in Section 1).

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.4.4 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.

[Please insert your response here]

4.4.5 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to information to students and the public.

[Please insert your response here]

4.5. Quality assurance

In this section you are asked to outline what measures the institution or college plans to put in place to ensure that standards and quality of EMI courses meet national expectations for similar or comparable non-EMI courses, and to inform the continuous improvement of its EMI provision.

4.5.1 Course development and monitoring

Outline how your institution or college will ensure that standard processes for course development, approval, monitoring and review apply to EMI courses.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.5.2 Assessment

Outline how your institution or college will ensure that learning outcomes of EMI provision are assessed at the same level of same or comparable non-EMI provision.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.5.3 Student performance

Outline how your institution or college plans to monitor the outcomes of students on EMI provision and compare them against the outcomes of students of same or comparable non-EMI programmes.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.5.4 Stakeholder engagement

Outline how you plan to collect and respond to stakeholders' feedback, including teachers and students, as part of regular monitoring and enhancement processes.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.5.5 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3

[Please insert your response here]

4.5.6 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to quality assurance.

[Please insert your response here]

4.6. Other initiatives for enhancement

In this section you are asked to outline any other measures the institution plans to put in place to support the growth and enhancement of its EMI provision, as well as the EMI capacity across the Taiwan sector more generally.

4.6.1 Sector-wide engagement

Outline how you intend to share expertise, lessons learned, and good practice with other institutions to help support the growth and enhancement of EMI provision across Taiwan.

*This should include your plans to deliver 5 **online EMI courses** per year, which should be made accessible country wide.*

You might also consider how you could utilise the dedicated EMI central unit to facilitate engagement.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.6.2 International engagement

Outline whether you intend to pursue any international activities to develop your institution or college EMI capacity and/or as a result of your strengthened EMI capacity.

These might include students and staff mobility programmes, TNE partnerships, research collaborations, engagement with internal events or initiatives or other forms of international engagement.

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.6.3. Engagement with industry / employers

Outline whether, and how, you plan to engage with industry and employers to support the development of EMI provision, improve the capacity of students to use English for employment purpose, and enhance the employability of EMI students

[Please insert your response here]

Please indicate any specific actions that will need to be taken to support enhancement in this area and your proposed KPIs and target date for implementation. Please add rows as needed.

Action(s) to be taken	Start date / Target date	KPIs

4.6.4 Any other measures

Please outline any other measures you intend to put in place to support your plans for EMI enhancement and growth which have not already been captured so far.

[Please insert your response here]

4.6.5 Relation to growth targets

Please outline how you think the measures described above will support the institution or college in achieving the targets for growth outlined in Section 3.

[Please insert your response here]

4.6.6 Strengths and weaknesses

Please outline your assessment of current strengths and weaknesses in relation to the above broader initiatives for enhancement.

[Please insert your response here]

Section 5: Budget

5.1 Requested budget

Please outline the expected budget in **US Dollars** needed to support your plans for EMI growth and enhancement.

In US Dollars
(28 NT Dollars to 1 US dollars)

Year	Requested Budget			Matching funding ¹¹
	Personnel	Operating	Capital ¹²	
2021/22				
2022/23				
2023/24				
2024/25				
2025/26				

5.2 Sustainability

Please outline your strategy to ensure the long-term self-sustainability of your plans for EMI growth and enhancement after the conclusion of the Ministry funding programme.

[Please insert your response here]

¹¹ The matching fund should be at least 10% of the grant award

¹² Capital spend should be capped at 10% of the grant award