



# Guide to developing the EMI Enhancement Plan

*9 June 2021*

*Ecctis in partnership with Oxford EMI*



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# Structure of the session

- Section 1: EMI definition and BEST framework
- Section 2: Self-assessment
- Section 3: Plans for growth of EMI Provision
- Section 4: Plans for enhancing EMI provision
- Section 5: Budget
- Key criteria for assessing Enhancement Plans

# Section 1: BEST targets and expectations

- **Strategy:** Bilingual talent cultivation goals
- **Organization:** Central unit to support EMI
- **Teachers:** Training and support
- **Courses:** Year-on-year increase in EMI course provision
- **Students:** Language training and support / increased proficiency / increased enrolment on EMI courses

# Section 1: BEST targets and expectations

- **Sharing of resources:** Measures and initiative to share EMI resources
- **Institutional autonomy:** Any additional qualitative and quantitative indicators relevant to enhancement

# Section 1: Definition of EMI course

- English language courses should not be considered as EMI courses. However, the importance of ESL, EAP, or ESP courses should be emphasised, and should be integrated with successful EMI.
- 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.
- Student-to-student interaction in pair or group work may sometimes take place in languages other than English. 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

- **Institution information**
- **History and mission**
- **Overview of the institution (and college):** number of students and faculty
- **EMI strategy:** rationale for developing EMI, and how it aligns with broader institutional strategies
- **Current EMI provision:** % of EMI courses (overall and taken by sophomore/Master students), language proficiency, current interpretation of EMI

# Section 3: Plans for growth of EMI Provision

- Percentage of EMI courses of overall provision by level of study (across the whole institution)
- Percentage of EMI courses of overall provision by level of study by College
- Percentage of EMI courses taken by undergraduate students at the end of sophomore year and by Master's students at the end of the 1<sup>st</sup> year of study
- Language proficiency of students at the end of sophomore year

# Section 3: Plans for growth of EMI Provision

- Percentage of EMI courses of overall provision by level of study (across the whole institution)

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



# Section 3: Plans for growth of EMI Provision

- Percentage of EMI courses of overall provision by level of study by College

Undergraduate	21/22	22/23	23/24	24/25	25/26
College Name	%	%	%	%	%
College Name	%	%	%	%	%
College Name	%	%	%	%	%
College Name	%	%	%	%	%

# Section 3: Plans for growth of EMI Provision

- Percentage of EMI courses taken by undergraduate students at the end of sophomore year and by Master's students at the end of the 1<sup>st</sup> year of study

	% of Domestic students					% of International students				
	21/2	22/2	23/2	24/2	25/2	21/2	22/2	23/2	24/2	25/2
	2	3	4	5	6	2	3	4	5	6
End of sophomore year										
End of 1 <sup>st</sup> year of Master's studies										

# Section 3: Plans for growth of EMI Provision

- Language proficiency of students at the end of sophomore year

CEFR level	% of domestic students					% of international students				
	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										

# Section 4: Plans for enhancing EMI provision

- The space for you to outline your specific plans in 6 key areas (the 5 EMI Standards of Good Practice + external engagement)
- Each thematic section contains a number of sub-sections where you are asked to indicate the specific actions that you are intending to take to support enhancement in this area, and your proposed KPIs (as SMART as possible: *specific, measurable, attainable, relevant, time-specific*)
- Relation to growth targets set out in Section 3
- Strengths and weaknesses analysis

# Section 4: Institutional strategy and management

- **Organisational structure:** how the implementation of the Plan will be overseen, key lines of responsibilities, units/roles etc..
- **Resourcing:** how the Plan will be resourced (Central Unit)
- **Stakeholder engagement:** plans for consulting with key internal and external stakeholders in the development/implementation of the plan
- **English language / bilingual policies:** e.g. use of English, or other languages, across the institution, in the classroom, staff recruitment/support, etc..

# Section 4: Teachers and teaching

- **English language proficiency:** English language level requirements for staff recruitment
- **Pedagogical proficiency:** eventual requirements for previous EMI pedagogical expertise/training
- **Capacity development:** support made available to enhance teachers' EMI capacity, and language proficiency
- **Teacher support:** e.g. teaching resources, technology, English language experts, EMI experts, Community of Practice, EMI support unit

# Section 4: Students and learning

- **English language proficiency:**  
requirements for students enrolment
- **English language support:**  
EAP, ESP
- **International student experience:**  
measures to support international students transition and experience
- **Student engagement:**  
feedback from EMI students

# Section 4: Information to students and the public

- **Information to prospective students:** e.g. marketing strategies, measures to monitor published information is clear, comprehensive, and accurate
- **Information to current students:** e.g. clear and easy to access information about EMI study options, and support available
- **Information upon graduation:** e.g. transcript + 'Certificate Completion of EMI Courses'



# Section 4: Quality assurance

- **Course development and monitoring:** how to ensure that standard institutional processes apply to EMI courses
- **Assessment:** how to ensure that EMI courses are assessed at the same level of comparable non-EMI provision
- **Student performance:** plans to monitor the outcomes of EMI students is comparable to that of students on comparable non-EMI provision
- **Stakeholders engagement:** measure to engage key stakeholders in internal quality assurance of EMI provision

# Section 4: Other initiatives for enhancement

- **Sector-wide engagement:** plans to support the growth and enhancement of EMI provision across Taiwan, including through at least **5 online EMI courses per year**
- **International engagement:** plans to engage internationally to support the development of your EMI capacity, or as a result
- **Engagement with industry / employers:** plans to engage with industry/employers to support the development of EMI provision and enhance employability of EMI students

# Section 5: Budget

- Requested budget

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

- **Sustainability:** strategy to ensure the long-term self-sustainability of your plans for EMI growth and enhancement

# Indicator for Good Enhancement Plans

- **Meeting minimum expectations**: ministry quantitative KPIs and 'qualitative' expectations (central unit, resource sharing, 5 online modules)
- **Feasibility**: against the backdrop of providers' current situation
- **Fitness for purpose**: are the devised measure appropriate to meet the set targets

# Indicator for Good Enhancement Plans

- **Sustainability**: to what an extent they are sustainable in the long term after funding
- **Clarity** in the way the plans are formulated
- **Aiming higher**: extent to which the plans go beyond the minimum expectations sets by the Ministry, whilst remaining realistic

# Q & A

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