

A grayscale photograph of four graduates in academic regalia (caps and gowns) holding their diplomas. They are arranged in a row, smiling slightly. The image is semi-transparent, serving as a background for the text.

INTRODUCING THE EMI QUALITY MARK

What is it and how is it relevant to UK universities?

Leading the way in International Admissions and Recruitment

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Defining EMI

“The use of English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English”

(Dearden, 2015)



Research on EMI

Growth in Europe

(2002 → 2007 → 2014) [2]



Top 5 European countries for ETPs (2014)

Share (%) of institutions

Finland (83) [35/42]

Sweden (81) [34/42]

Netherlands (65) [39/60]

Iceland (50) [4/8]

Lithuania (48) [21/43]

[2e]

Estimated no. of ETPs

Netherlands (1078)

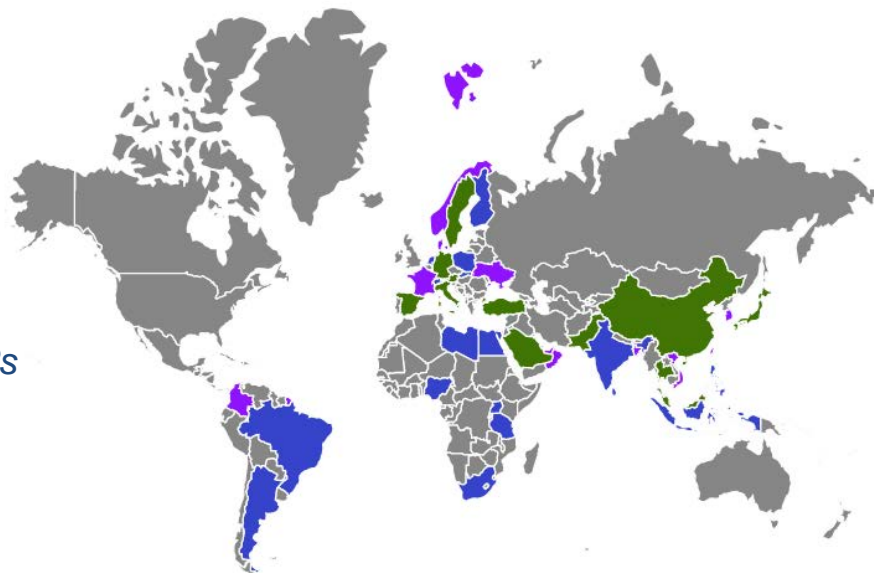
Germany (1030)

Sweden (822)

France (499)

Denmark (494)

Global literature



■ Secondary ■ HE ■ Both [2]



Drivers for EMI



Competition for (international) students

Providing (home) students with a competitive edge in the labour market

Improve positioning in international rankings?

Key Challenge 1



Teacher proficiency and pedagogy

- *What is the teacher's level of proficiency? How is it measured?*
- *Can they teach a subject in English (to the standard that they could in the home language)?*
- *What support and/or resources are available to them?*

Key Challenge 2



Student proficiency on entry and completion

- *What is their level on entry? Variations among incoming cohort, not only in level but skills profile*
- *Is the programme intended/designed to support English language learning?*
- *What support and monitoring of students' English language learning is in place?*

Institutional Research on Student Outcomes



No meaningful difference between the English language test scores of those studying through English vs Chinese medium instruction. [2] citing Hu et al (2014)



IELTS score rose from 5.0 on entry, to 5.5/6.0 on completion of a four-year degree taught in English [2] citing Rogier (2012)



Listening improved for all, grammar got worse for students who had a high level of proficiency on entry [2] citing Aguilar and Munoz (2014)

The EMI Quality Mark

An independent evaluation and rating scheme for higher education providers of EMI



Designed to address the lack of guidelines on quality EMI implementation

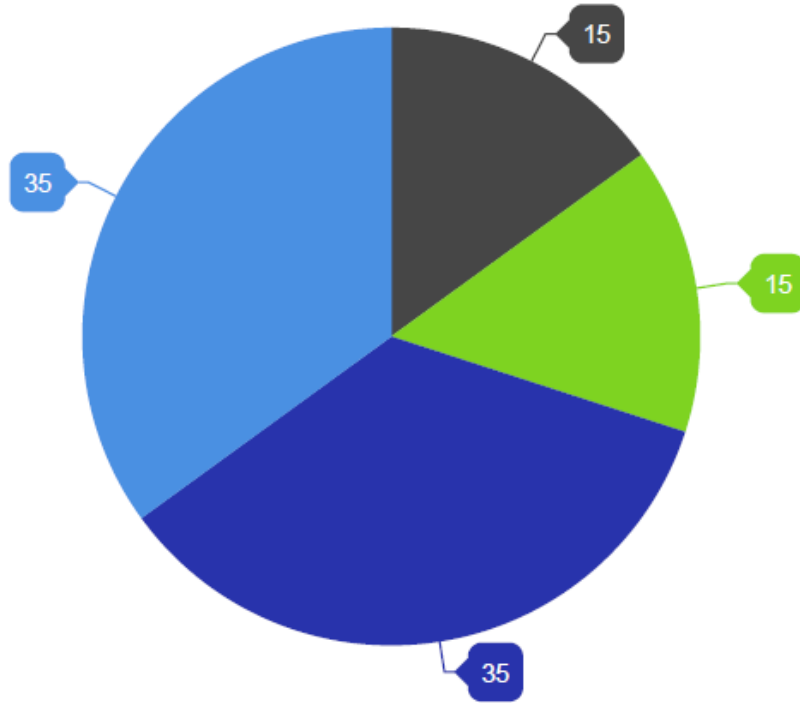
Available to institution or individual faculties/schools

Identifying good practice in EMI:

- ✓ Coherent and quality approach to EMI
- ✓ Quality teaching
- ✓ Positive outcomes for students



Assessing Quality



Quality Areas:

- Context and management
- Admissions and student support
- Teaching and learning
- Assessment and student outcomes

Outputs – and relevance to UK universities

Applicant Faculty / Institution:

- Comprehensive evaluation report
- Quality EMI Provider Certificate
- Use of the EMI Quality Mark logo for 4 years
- Inclusion on UK NARIC's official list of Quality EMI providers
- Dissemination via NARIC News to over 16,000 stakeholders in over 900 organisations

“Developing” or EMI Quality Mark:



Enhanced information on EMI courses, institutions, quality and English language outcomes to inform international admissions and partnerships



Thank you

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Sources:

[1] Dearden, J. (2015). [*English as a Medium of Instruction - a Growing Global Phenomenon*](#)

[2] Macaro, E., Curle, S., Pun, J., An, J. and Dearden, J. (2018). [*A Systematic Review of EMI in Higher Education*](#)

Citing:

- [2a] Aguilar, M. & C. Munoz (2014). *The effect of proficiency on CLIL benefits in Engineering students in Spain.*
- [2b] Hu, G., L. Li & J. Lei (2014). English-medium instruction at a Chinese University
- [2c] Maiworm, F. & B. Wächter (2002). *English-language-taught degree programmes in European higher education: Trends and success factors.*
- [2d] Rogier, D. (2012). *The effects of English-medium instruction on language proficiency of students enrolled in higher education in the UAE*
- [2e] Wächter, B. & F. Maiworm (2014). *English-taught programmes in European higher education: The state of play in 2014.*
- [2f] Wächter, B. & F. Maiworm (2008). *English-taught programmes in European higher education: The picture in 2007.*