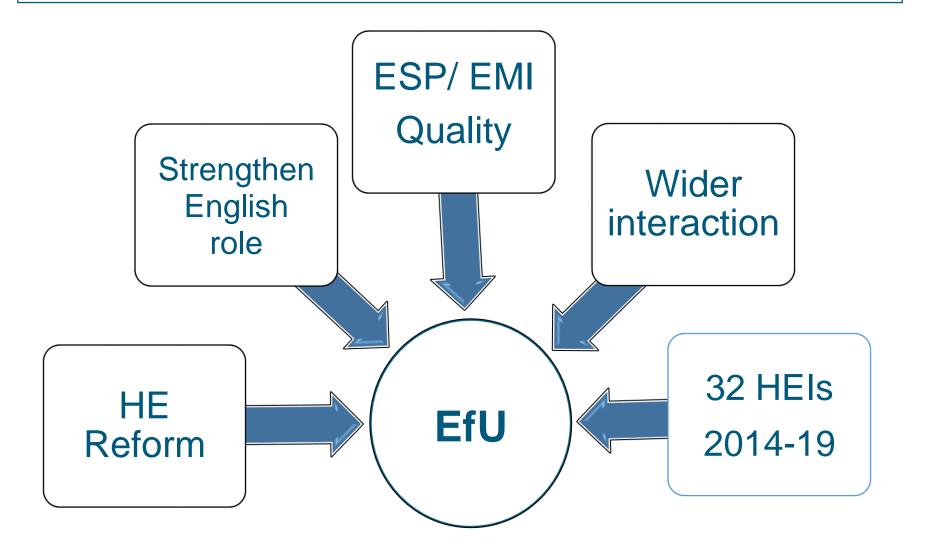


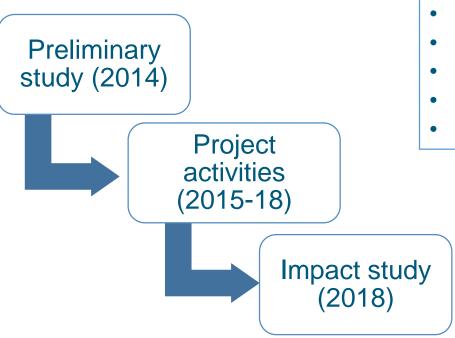
QUALITY ASSURANCE IN HIGHER EDUCATION, INTERNATIONAL CONFERENCE TUESDAY, 11 JUNE 2019

INFORMING REFORM IN ENGLISH IN HIGHER EDUCATION

THE PROJECT



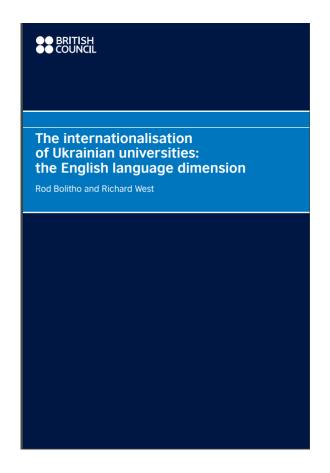
PROJECT IMPLEMENTATION

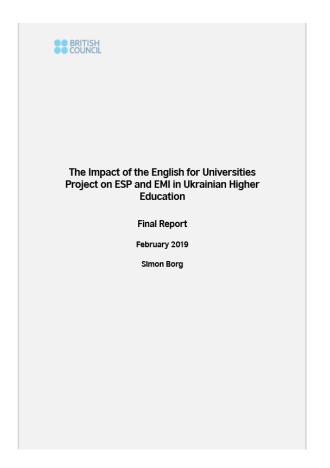


F2f training

- Dissemination
- Action planning
- Course design
- Symposia
- HoD meetings

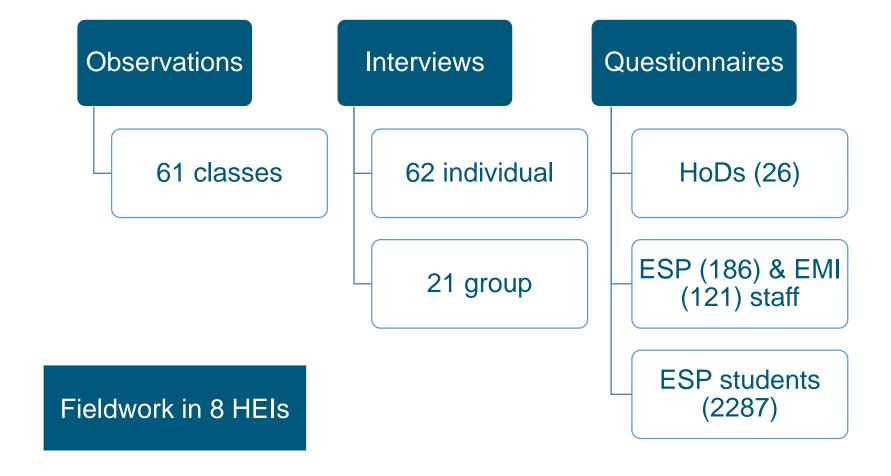
RESEARCH



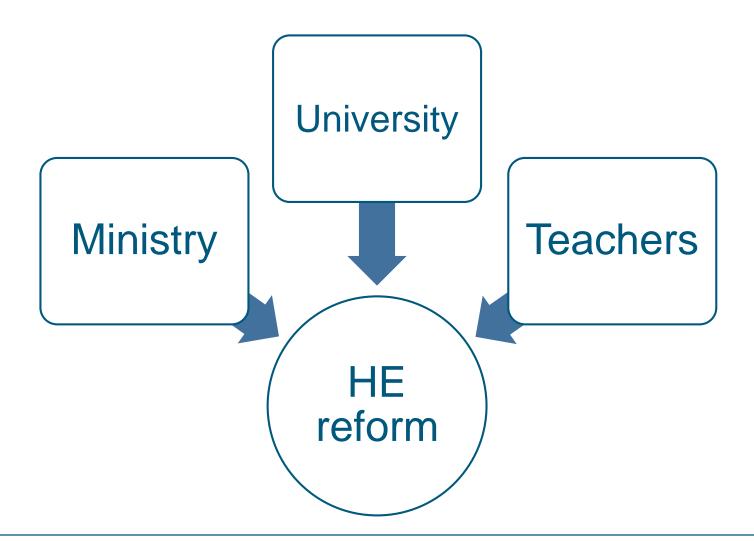


http://www.britishcouncil.org.ua/en/teach/projects/english-universities

EVALUATION METHODOLOGY



RECOMMENDATIONS



FOR MINISTRY OF EDUCATION



Develop a national policy for English Internal and external

quality assurance and accreditation

Standards for undergraduates and post graduates

> Standards for ESP teachers

Standards for EMI teaching

Inclusive criteria for career progression for **FSP** teachers

FOR UNIVERSITIES

Recommendations

Clear policy for EMI to standardise practices

Provide support and coordination for EMI

Offer incentives for EMI

Ensure methodology training for EMI teachers

Set Inclusive criteria for career progression

Pre-requisite standards for EMI teaching

Evidence of C1 for novice ESP teachers

Provide more hours of English

Evidence of updated methodology in ESP teaching

Ensure access to international resources

FOR TEACHERS

Recommendations



B2 English proficiency

EMI methodology

Student-centred and competency-based approach in EMI teaching

ESP

Student-centred and competency-based approach in ESP teaching

Functional focus

Quality resources and course books

CPD

Pedagogy and methodology for HE teachers

English for academics

FEEDBACK

The key message for sure was student-centred learning ... We have to concentrate more on students and give them the opportunity to speak a lot, to express their ideas.

(ESP teacher)

I am more enthusiastic. (ESP teacher)

It changed me as a teacher. I understand that it's very important to collaborate with students during all classes. (EMI lecturer)

I feel more confident lecturing in English. (EMI lecturer)

LEGACY

Through the English for Universities project, 32 universities are currently:

- Engaged in reform processes
- Developing communities of practice
- Sharing new methodologies
- Implementing new classroom practices
- Providing time for professional development
- Collaborating with colleagues from other countries
- Supporting student and academic mobility
- Ready to support the process of reform and contribute to the Ministry of Education's new policy on English in Higher Education