

Symposium Speakers 研讨会发言嘉宾



Dr. Fabrizio Trifiro, Head of Quality Benchmark Services, NARIC, UK, aimed at supporting the recognition of international qualifications. He oversees four key services, TNE Quality Benchmark, TVET-Quality Review and Accreditation, Qualifications Benchmarking, and the EMI Quality scheme. Prior to joining UK NARIC Fabrizio was with the Quality Assurance Agency for Higher Education for over 10 years, where he led on Transnational Education, the International student experience, and international strategic engagement. Fabrizio holds a PhD in Political Theory (University of London), an MA in Human Rights (University of Bologna), an MSc in Social Research Methods (University of Sussex), and a post-doctoral fellowship at Trinity College Dublin..

Dr. Fabrizio Trifiro英国国家学历学位评估认证中心质量标准服务部负责人。他主管四项关键业务：跨国教育质量基准、职业技术教育培训质量审查及认证、资质基准以及全英文授课质量规划。加入英国国家学历学位认证中心之前，法布里齐奥就已在英国高等教育质量保证署积累了十多年的工作经验，主管跨国教育、国际学生留学体验和国际战略参与等活动。法布里齐奥持有英国伦敦大学政治学理论博士学位证书、博洛尼亚大学人权硕士学位证书、萨塞克斯大学社会研究方法理科硕士学位证书，同时也是都柏林圣三一大学博士后研究员。





第21届中国国际教育年会 —— CACIE 2020 ——

**UK NARIC: EMI quality review and training...
and TNE quality benchmark**

**英国国家学历学位评估认证中心(UK NARIC): 全英文授课(EMI)
质量评审与培训 及跨国教育(TNE)质量基准**

**Dr. Fabrizio Trifiro', Head of Quality Benchmark Services, UK NARIC
英国国家学历学位评估认证中心质量基准服务负责人 Fabrizio Trifiro博士**

27 October 2020

2020年10月27日



英国文化教育协会
英国大使馆文化教育处



中国教育国际交流协会

CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGE

About UK NARIC

英国国家学历学位评估认证中心简介

EMI Quality Review and Training

全英文授课质量评审与培训

Transnational Quality Benchmark (TNE QB)

跨国教育质量基准 (TNE QB)

About UK NARIC

英国国家学历学位评估认证中心简介

The Designated National Agency responsible for providing advice and expert opinion on international education systems and qualifications and their comparability to the UK

是英国官方指定，针对国际教育体系、学历学位认证及与英国学历互认提供建议与专家意见的国家机构

Managed on behalf of the Government, it was established when the UK signed the 1997 Lisbon Convention

于1997年英国签署关于欧洲国家资历互认的《里斯本公约》时成立，代表政府行使职责

United Nations
Educational, Scientific and
Cultural Organization

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



About UK NARIC

英国国家学历学位评估认证中心简介

Mission: support the internationalization of education by facilitating the recognition of qualifications of demonstrated quality and standards.

使命: 根据院校教学质量与标准, 协助资质认证工作, 促进教育国际化。

NOTE: UK NARIC membership base includes providers of higher and vocational education from about 60 other countries

注: UK NARIC 会员包括来自全球60多个国家与地区的高等及职业教育机构

United Nations
Educational, Scientific and
Cultural Organization

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE



Drivers for EMI 开设全英文课程的动因



Competition for (international) students
增强院校对（国际）生源的吸引力

Providing (home) students with a competitive
edge in the labour market
加强（本国）学生在劳动力市场中的竞争优势

Improve positioning in international rankings
提升院校的国际排名

Key Challenges

主要挑战



Teacher proficiency and pedagogy
教师的水平与教学方法



Student proficiency on entry and completion
学生参加和完成课程的能力



Institutional strategy / policy
院校的战略/政策

EMI Quality Review and Training

EMI 质量检查与培训

An independent evaluation for higher education providers (at institutional or faculty/school level) designed to inform and support enhancement of their EMI provision

对高等教育提供方（在机构、院系或学校层面）进行独立评估，为院校EMI课程的改进工作提供建议与支持。



EMI Quality Review and Training

EMI 质量检查与培训

The evaluation, recommendations, and subsequent training activities are carried out against a framework of EMI good practice covering 4 key areas:
根据EMI优秀实践框架，开展评估、建议与后续培训活动，涵盖以下四方面：

- *Institutional strategy and management* 院校政策与管理
- *Admission and student support* 招生与学生支持
- *Teaching and learning* 教与学
- *Quality assurance and enhancement* 质量保障与改进

EMI Quality Framework

EMI 质量框架

Institutional strategy and management

院校政策与管理

- Clear policy on the use of English (including recruitment policies)
- 明确清晰的英语应用政策（包括招生政策）
- Measures to support the use of English (e.g. lingual signage on site; support to all students facing staff)
- 支持使用英语的措施（例：现场语言标识；为面向学生的全体教职员工提供相关支持）

Admission and student support

招生与学生支持

- Admissions policy supporting fairness and student achievement
- 体现公平与学生成绩的招生政策
- Student support system (e.g. English for academic purposes; transition to an international learning environment)
- 学生支持体系（例：学术英语课程；国际化学习环境的过渡）



EMI Quality Framework

EMI 质量框架

Teaching and learning

教与学

- Staff development (EMI and internationalisation) and appraisal policies
- 教职人员发展（EMI与国际化）与评估政策
- Teaching and assessment practices supporting the acquisition of both language and subject knowledge
- 帮助语言及学科知识习得的教学与评价实践

Quality Assurance and Enhancement

质量保障与改进

- Embedding EMI in programme approval, monitoring and review
- 将EMI嵌入到项目批准、监控与审核机制
- Seeking and responding to students and stakeholders feedback
- 征集学生与相关方的反馈，并采取相应改进措施

The global TNE challenge

跨国教育 (TNE) 的全球性挑战

Recurrent
concerns about
quality and quality
assurance
对教学质量与质量
保障的反复担忧

TNE is growing
跨国教育正在发展

Quantity, spread, complexity:
Students, providers, models,
sending and receiving
locations...

数量、传播、复杂性：学生、院校、模型、TNE课程的课源地与接收地...

**Lack of trust /
recognition**
信任与认知不足

**Lack of
reassurance**
缺少保障

Lack of robust and
shared systems for
external QA (out-
bound & in-bound)
缺乏健全和共享的
质量保障外部体系
(课程输出&接收)



TNE Quality Benchmark (TNE QB) – *a global solution to a global challenge*

跨国教育质量基准 (TNE QB) ——应对全球性挑战的全球性解决方案

An international independent peer-review scheme aimed at improving the international understanding of and confidence in TNE qualifications of demonstrated quality and standards

一项独立的国际同行评审机制，旨在加强国际上对体现其教学质量与标准的跨国教育资质的理解与信心



...by demonstrating the quality of TNE based on 4 international pillars:
...基于四项国际基础，展示跨国教育质量：

International
Scope

国际范围：

Any TNE
operation,
regardless of
location of origin or
delivery

所有跨国教育活动，
不论课源地或授课地

International
Standards

国际标准：

framework aligned
with accepted
international
reference points

与国际公认参照点一致
的框架

International
peer-review

国际同行评审机制：

International
review teams and
Advisory Board

国际审查小组与咨询委
员会

International
cooperation

国际合作：

with sending and
receiving
locations, and
regional/
international
networks

课源地与接收地；及区
域与国际网络



TNE International Standards

跨国教育国际标准

Management of the TNE operation

跨国教育项目管理

- Awarding institutions should have robust processes in place for the establishment and management of TNE operations, sufficient to provide reassurance that its TNE provision meets expected standards and quality
- 提供TNE的院校应建立健全的流程以开设并管理TNE项目与活动，保证TNE的开展符合预期标准及质量

Standards of the programme of study

学习方案的标准

- Awarding institutions should ensure that their TNE provision is of comparable standards to those of the same or comparable provision delivered in their home country (or across its delivery model for distance learning)
- 与院校在本国开展的教育项目与课程（或所有远程教育课程模式）相比，应确保其TNE项目符合同样或相当的课程标准。



TNE International Standards

跨国教育国际标准

Quality of the student experience

学生学习质量

- Awarding institutions should ensure that students studying on their TNE provision receive sufficient support to enable them to achieve the expected standards
- 提供TNE的院校应保证其学生能够得到充分帮助，以达到预期的学习效果与标准

Alignment with local requirements

授课内容符合当地规定

- Awarding institutions should ensure that their TNE provision takes account of the expectations of the relevant authorities in the location of delivery
- 院校应确保在开展TNE时，考虑当地政府与相关机构的规定与要求

Information to students and the public

向学生与公众提供信息

- Awarding bodies provide complete descriptions of programmes of study and qualifications to prospective students and relevant stakeholders
- 院校应向学生与相关方提供TNE完整项目信息与资质



International Cooperation

国际合作

To build that *shared understanding, trust, ownership* required to facilitate and inform the recognition of quality TNE, regardless of country of origin or delivery

为了促进对优质TNE课程的认可，在课源地与接收地建立广泛的理解、信任和参与基础

To address regulatory gaps, and regulatory overlaps, strengthening the effectiveness and efficiency of external QA of TNE

为了解决监管空白与监管重叠，加强TNE外部质量保障的效果、提高效率

Current formal MoUs include
目前与以下组织签订正式合作备忘录

中国教育国际交流协会
CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGEANQAHE
Arab Network for Quality Assurance in Higher Education
الشبكة العربية لضمان الجودة في التعليم العالي



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Q & A 问答环节

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英国大使馆文化教育处



中国教育国际交流协会

CHINA EDUCATION ASSOCIATION FOR INTERNATIONAL EXCHANGE