

ENGLISH LANGUAGE ENTRY REQUIREMENTS IN EMI DEGREE PROGRAMMES AT BACHELOR LEVEL IN ITALY

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Abstract – The internationalization of education at university level is rapidly leading to the proliferation of English Medium Instruction (EMI) programmes in many educational contexts around the globe. This study deals with the entry requirements for prospective candidates for accessing EMI degree programmes at bachelor level (BA) in Italian universities, with a focus on English language proficiency. So far, this particular aspect has received little attention, especially from a comparative perspective among Italian universities. However, language competence is crucial to learn effectively in an EMI context. This paper illustrates the results of a survey involving eighteen Italian universities which offer such programmes at bachelor level. To identify the English language requirements, the relevant webpages of the institutions have been explored, starting from the University website - a platform which presents an overview of the Italian universities providing EMI programmes. All the undergraduate degree courses delivered in the English-only formula have been considered. The results show that not only are the institutional webpages and their admission requirements sections quite different from one another but, most importantly, the required level of English proficiency varies considerably across universities and degree courses, ranging from B1 to C1 (according to the CEFR descriptors). In addition, programmes also differ in terms of how students' English proficiency is verified. This study, therefore, suggests that, at least as far as entry language requirements are concerned, EMI in Italy is far from being a homogenous phenomenon and that local practices tend to shape this educational policy.

Keywords: EMI; English language entry requirements; English proficiency; admission requirements; CEFR.

1. Introduction

The internationalization of higher education (HE) is a global phenomenon that is spreading exponentially and is encouraging the use of English as a medium of teaching and learning. In Europe, the initial input was given by the Bologna Process in 1999, when numerous European countries signed the so-called Bologna Declaration. The objectives set have been implemented in different ways across Europe because of the diverse nature of the countries involved. The use of English as a medium of instruction (EMI) is one of the main results of the Bologna process and of the subsequent internationalization of the tertiary level of education (Campagna, Pulcini 2014; Coleman 2006; Costa 2016; Hultgren *et al.* 2015; Francomacaro 2011). This has led to a substantial increase of EMI degree courses both at undergraduate and postgraduate levels in many public and private universities in non-English speaking countries, including Italy (Dearden, Macaro 2016; Pulcini, Campagna 2015). In the Italian academic setting, EMI is a relatively new phenomenon that began in the 1990s and has increased over the last few years, albeit in different ways within the country and at a slower pace compared to other European countries (Campagna, Pulcini 2014; Costa 2015; Macaro *et al.* 2018).

Starting from the assumption that EMI consists of the teaching and learning of

academic content through the use of English in countries where it is not the home language of most of the students enrolled (Macaro 2018; Pecorari, Malmström 2018), the issue of the students' language proficiency cannot be taken for granted. A certain level of linguistic proficiency is needed to ensure an excellent quality of education and to avoid damaging the universities' reputation and credibility (Breetvelt, 2018; Jeffrey *et al.* 2019; Pulcini, Campagna 2015; Wilkinson 2004). Indeed, admission procedures and effective course planning are key factors for enhancing educational quality and also for meeting the goals of EMI, i.e. to improve the international profile of universities, to attract overseas students and scholars and to prepare them for the global job market (Clark, Guarda 2018; Costa 2015; Dimova 2020; Macaro 2018; Mariotti 2011). Because of the numerous issues involved, in recent years there has been an increasing amount of research investigating the progress of the EMI phenomenon in the institutions where it is taking place. Nevertheless, little attention has been given to the English entry requirements required for students to enrol in EMI programmes (Jeffrey *et al.* 2019).

2. Literature review

In this section, studies on the students' linguistic proficiency and the admission criteria in EMI programmes are reviewed. So far, a small body of literature has been published and much research is needed to shed light on how students' English proficiency may affect and influence the success of EMI.

The issues of guaranteeing and maintaining a high educational quality in EMI classes and of the students' insufficient English proficiency have been identified as major challenges for the implementation of successful degree programmes in English around the world (Dimova *et al.* 2015; Evans, Morrison 2011; Gürtler, Kronewald 2015; Lasagabaster 2015). In Japan, Chapple (2015) reports the findings of a study on two groups of both Japanese and international students studying through the medium of English. Because the entry level required to attend EMI programmes was the IELTS¹ score of 4.0 – corresponding to a B1 level² on the CEFR³ – students experienced difficulties understanding and following the instructors (Borg 2016; Chappel 2015). The issue of students' low proficiency is also discussed in a study conducted by Belhiah and Elhami (2015) in the United Arab States, where a bilingual approach is often preferred in EMI classes to meet the classroom needs and to preserve the national language. Ingvarsdóttir and Arnbjörnsdóttir (2015) show the results of a five-year study in Iceland where more than a third of university students enrolled in EMI programmes had an insufficient level of English. In a study undertaken by Breetvelt (2018) in the Netherlands, it is argued that students who want to enrol in EMI programmes should have at least a band score of 6.0 in the IELTS test, which corresponds to a B2 level⁴ on the CEFR, in order to enhance a high quality of education and a mutual understanding in class. Other

¹ IELTS: *International English Language Testing System*; it is designed to measure the candidate's English skills through a profile of scores based on speaking, writing, listening and reading tests.

² Retrieved from: <https://www.ielts.org/-/media/pdfs/comparing-ielts-and-cefr.ashx>.

³ According to the Common European Framework of Reference (CEFR) descriptors.

⁴ Retrieved from: <https://www.ielts.org/-/media/pdfs/comparing-ielts-and-cefr.ashx>.

international certifications such as TOEFL⁵ and Cambridge ESOL⁶ are also accepted. Exceptions to this are the students who have already studied in previous educational settings through the medium of English who are admitted without any additional language requirements. An improvement in English competence is expected from the students who should reach a C1 level on the CEFR or an IELTS band score of 6.5 by the end of their studies. Nevertheless, the findings show that they do not always reach the benchmark set (Breetvelt 2018). Klaassen and Bos (2010) confirm that Dutch students who have completed their secondary school studies normally have a level of English that ranges from B1 to B2 and that this is expected to progress during their academic studies through the medium of English and to reach a C1 level. Indeed, some scholars believe that a certain degree of language improvement may take place when studying in an EMI environment (Ament, Pérez-Vidal 2015; Costa 2017; Dafouz *et al.* 2007; Doiz *et al.* 2011; Margić, Vodopija-Krstanović 2015; Pulcini, Campagna 2015). Nonetheless, other researchers are more sceptical about effective language development and improvement (Ament *et al.* 2018; Macaro *et al.* 2018; Rose *et al.* 2020), probably because in EMI classes: “*English is not itself the subject being taught [...], language development is not a primary intended outcome*” (Pecorari, Malmström 2018, p. 3).

Several EMI scholars argue that English proficiency plays a major role in the efficacy of education through the medium of English and that valid admission criteria and specific levels of English should be set to avoid unbalanced classrooms where students have varying levels of proficiency (Guarda, Helm 2017; Macaro *et al.* 2018; Martinez 2016; Wächter, Maiworm 2014). In Austria, Tatzl (2011) reports the findings of an investigation in a master degree programme (MA) taught in English where some lecturers had to simplify the complexity of the content due to different levels of students’ proficiency, in order to preserve the quality of the teaching. In a study on the impact of EMI on Chinese undergraduates’ English proficiency conducted by Lei and Hu (2014), it emerges that prior English proficiency is necessary for students to learn effectively, to fully process the content taught and to achieve the objectives set in the degree programme. The importance of setting adequate language benchmark is also stressed in a study carried out by Wanphet and Tantawy (2018) on one hundred students studying in the United Arab States through the medium of English. It emerges that an appropriate level of English is expected and needed to fully understand the content and to benefit from EMI. Martinez (2016) maintains that the issues of inadequate students’ proficiency and of learning gains are also debated in Brazil, even though the first EMI programmes were implemented in 2010 and the phenomenon is still at an early stage. In his study, it is argued that some Brazilian universities do not require any minimum English entry level for accessing EMI programmes and that this is one of the main issues to tackle in the future. Similarly, at the University of the Basque Country, no proof of students’ English proficiency is needed to access the EMI programmes offered (Lasagabaster, Doiz 2018). As a matter of fact, students’ inadequate English proficiency may undermine the effective learning of content (Arkin, Osam 2015), negatively affect classroom interaction (Cicillini, Giacosa, 2020; Cots 2013; Doiz *et al.* 2011; Margić, Vodopija-Krstanović 2015; Wilkinson 2013) and

⁵ TOEFL: *Test of English as a Foreign Language*; it is used to measure candidates’ ability to use and understand English; the final score is based on the candidates’ reading, listening, speaking and writing skills.

⁶ The Cambridge Assessment Department of the University of Cambridge provides several qualifications and tests for learners and teachers of different levels of English.

even limit the effective implementation of EMI degree programmes, as suggested by Pulcini and Campagna (2015) with respect to the Italian context.

Overall, these studies highlight concerns about the students' English proficiency and how it may affect the quality of education in EMI contexts. As a matter of fact, the English entry requirements and the threshold levels of proficiency to enrol in English-only programmes should be further explored in future research in order to enhance the effectiveness and the growth of EMI all over the world.

3. Research questions and Methodology

The aim of the present study is to map the EMI programmes offered at undergraduate level in Italy and to identify the main entry requirements for English language proficiency. It seeks to answer the following research questions:

RQ1: What are the English language entry requirements needed to be admitted to an EMI degree programme at bachelor level in Italy?

RQ2: How are language entry requirements verified?

RQ3: Do language entry requirements differ across disciplinary areas?

In order to investigate these issues, a mixed methods approach was used by combining quantitative and qualitative insights. The study was carried out by exploring the information available online, firstly in the (1) *Universitaly*⁷ website and then in the (2) universities webpages.

(1) *Universitaly* is an online database made available by the Italian Ministry of University and Research (MUR)⁸ which provides information on the degree programmes offered in the Italian territory. The homepage displays all the degree courses divided by location and institution, all the courses taught in the English language – the so-called EMI programmes – and the tuition fees. When clicking on the section *courses in English*, the user can find a list of universities, in alphabetical order and all the BA and MA degree programmes available in English. Each department and degree course has a link to its institutional webpage and another to its *annual report (Scheda SUA)*⁹ where the degree programmes' objectives and outcomes can be consulted. For the purpose of this research, all the BA programmes in English, listed in the *Universitaly* database, were taken into account and their language entry requirements were observed. Eighteen universities, public and private, and thirty-nine EMI programmes were analysed, even though a preliminary observation revealed that the highest number of EMI programmes in Italy are at master level. This paper, therefore, provides an initial perspective on language entry requirements at undergraduate level which will have to be further extended to MA programmes in future research.

(2) To verify what level of English is expected from prospective applicants, each institutional webpage, its admission section, its call for applications (if any) was explored, starting from the links provided by the *Universitaly* database. The overall architecture of the institutional webpages and their admission sections were observed to verify the

⁷ <https://www.universitaly.it/> - last access: November 2019.

⁸ MUR: *Ministero dell'Università e della Ricerca*.

⁹ *Scheda SUA: Scheda Unica Annuale*.

accessibility of the information. Some relevant keywords were used to scan the webpages and the calls for applications, such as “*entry requirements*”, “*English*”, “*English requirements*”, “*entry test*”. The data collected, stored in an excel document, will be displayed in graphs and tables in order to report the most significant findings.

4 . Findings and discussion

The MUR website confirms¹⁰ the presence of 97 HE institutions in Italy, of which 67 are State universities, 19 are non-State universities and 11 are distance learning universities. Nevertheless, an initial analysis of the *University* database, revealed that only 61 universities provide EMI degree programmes¹¹. Moreover, it emerged that there are 440 EMI degree courses offered throughout Italy (see Figure 1), of which 39 are BA programmes (9%) and the remaining 401 are MA (91%). This data confirms the trends discussed in previous studies conducted in Italy, showing a higher number of MA programmes compared to BA ones (Broggini, Costa 2017; Campagna, Pulcini 2014; Costa, Coleman 2013; Guarda, Helm 2017; Helm, Guarda 2015).

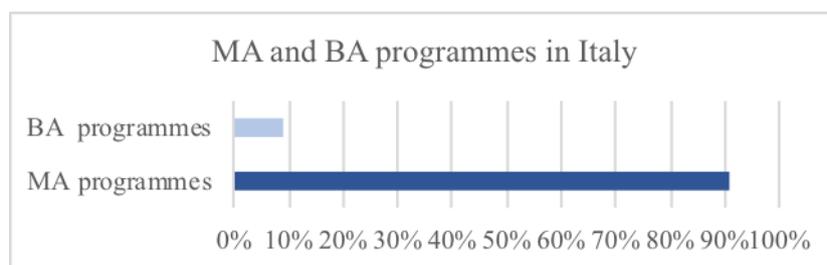


Figure 1
MA and BA programmes in Italy.

Figure 2 illustrates the EMI courses throughout Italy; what is interesting is that the departments with the highest number of EMI programmes at undergraduate level are located in the north of Italy, i.e. 20 programmes (51%), followed by 16 programmes in the centre (41%) and only 3 in the south (8%) of the country. A possible explanation for this trend, as suggested by Costa and Coleman (2013), may be that the Italian northern universities have a longer tradition of EMI programmes compared to the others; indeed, the first EMI programmes in Italy were offered in the north of the country, starting from the 1990s. These results confirm those obtained by other scholars (Broggini, Costa 2017; Campagna, Pulcini 2014; Costa, Coleman 2013).

¹⁰ Retrieved from the MUR website: <https://www.miur.gov.it/istituzioni-universitarie-accreditate> - last access: November 2019

¹¹ <https://www.university.it/> - last access: November 2019.

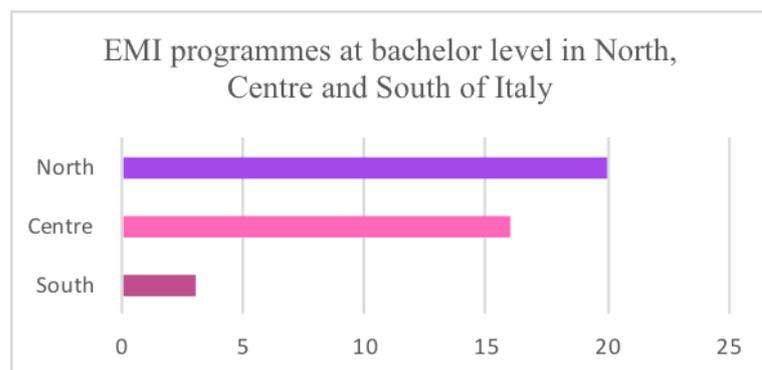


Figure 2
EMI programmes at bachelor level in the North, Centre and South of Italy.

Italian universities have open (33%) and restricted (67%) admission procedures, depending on the type of institution and on the degree programme; in both the cases, different pre-requisites are requested, including an initial assessment of prospective applicants' skills and their overall academic preparation. The results may be crucial to the students' actual enrolment, especially in the case of restricted access courses, which have a limited number of available places and admission rankings. Pre-requisites vary across universities with the exception of a secondary school certificate which is compulsory for accessing higher education.

Table 2, in the Annexe, presents that data collected which has been divided into five categories: 1) Disciplinary area¹²; 2) EMI programme; 3) English requirements; 4) language assessment; 5) HE institution. What stands out in table 2 in the annexe and in figure 3 is that a variety of levels of English language proficiency is required at bachelor level; indeed, different language thresholds are required for the prospective EMI applicants and these range from B1 to C1 levels, according to the CEFR descriptors. The B2 level (57%) is the one most frequently required (22 degree programmes), followed by the B1 level (15%) in 6 EMI programmes and the C1 (13%) in 5 programmes. In the remaining 15%, the level of English is not explicitly expressed by means of the CEFR scale but, instead, through diverse specifications such as “*basic knowledge of English*”, “*adequate knowledge of English*”, “*proficiency in written and oral English*” or even “*not specified*”. A possible explanation for the fact that B2 is the most requested level of English may be that Italian students are expected to reach at least a B2 level by the end of the upper secondary education, as suggested by the Eurydice report¹³ (2017). Nonetheless, as shown in figure 3, there are some universities where the English entry requirements are lower than B2; therefore, it may be hypothesized that the threshold set at school is not always met by Italian students and that higher language entry requirements may prevent them from effective enrolment in HE programmes.

¹² In Italy, the degree programmes are grouped into disciplinary areas which correspond to certain fields; they have specific educational objectives and may refer to the bachelor level (e.g. L-2, *Laurea Triennale* in Biotechnologies) or to the master level (e.g. LM-77, *Laurea Magistrale* in Business Administration).

¹³ Retrieved from: http://eurydice.indire.it/wp-content/uploads/2017/05/Key-Data-on-Teaching-Languages-2017-Full-report_EN.pdf - last access February 2020



Figure 3
English levels required at bachelor level.

Table 2 in the annexe and Figure 4 also report how the universities observed assess the language pre-requisites set. Considering the numerous ways used to verify the students' English proficiency and the different language tests available, the assessment procedures have been grouped into four categories: (1) external tests; (2) internal tests; (3) internal and/or external tests; (4) other methods.

- (1) The *external tests* category includes the following certifications: international linguistic certifications such as TOEFL, IELTS and Cambridge certifications¹⁴, sometimes with specific scores; entrance examinations scores, such as English TOLC-E and English-TOLC-I¹⁵, SAT general test¹⁶, which assess both the candidates' academic and general proficiency. The students who need the English TOLC-E and the English TOLC-I certifications are required to have a minimum B1 level of English in order to sit those tests. The International Baccalaureate certifications (IB) and upper secondary school certificates awarded in English are also accepted as alternative proofs of English proficiency. In 38% of the EMI programmes investigated, the students' English proficiency is verified through external tests. This data is confirmed by a study conducted by Costa and Coleman (2013) in which more than 50% of the institutions analysed requires entry tests and/or international certifications for admission.
- (2) The *internal tests* category refers to in-house assessments, through the use of placement tests and oral interviews conducted by internal staff. Internal tests are used as a way of assessing prospective candidates in 26% of the EMI programmes analysed. They usually replace the international certifications and their criteria are set by internal members. In addition, if students do not meet the language entry requirements, some universities provide additional language support during the first year.

¹⁴ First (FCE), Advanced (CAE), Proficiency (CPE), BEC preliminary, vantage and higher are accepted.

¹⁵ English TOLC-E and English-TOLC-I, *Test Online Cisia*, are admission tests used to access Economics and Engineering programmes, respectively. They are administered by the Consortium of Inter-University Integrated Access Systems (CISIA) in the English language.

¹⁶SAT: *Scholastic Assessment test*; it is designed to measure students' preparation to enter university courses; it is used by universities to make admission decisions on the basis of the score reached by the applicants. It is administered by the College Board in the English language.

- (3) The *internal/external tests* category includes both the assessment procedures mentioned, which are adopted in 31% of the EMI programmes investigated. This means that both types of tests are accepted and used equally and that candidates can decide how to be assessed.
- (4) The *other methods* category refers to those assessment procedures that are not clearly described and specified in the institutional websites and remain vague. This is the case of 5% of the EMI programmes analysed which are likely to lead to ambiguity and confusion among the future candidates.

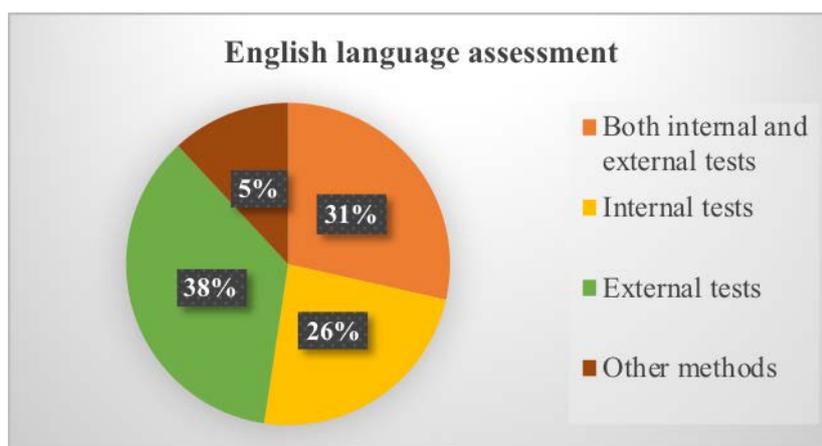


Figure 4
English language assessment.

The degree programmes shown in table 2 in the annexe have also been categorized according to the disciplinary areas and they all refer to BA programmes (*L: Laurea triennale*). As indicated on the Cestor¹⁷ website, in the Italian university system there are 50 scientific and disciplinary sectors at bachelor level, into which all academic subjects are grouped. In the present research, it emerged that 19 out of 50 scientific and disciplinary sectors are taught through the medium of English. The majority of the EMI courses in Italy are in the following areas:

- L-18, *Economics and Business Administration* (25%);
- L-33, *Economic Science* (15%);
- L-2, *Biotechnologies* (7%);
- L/SNT01, *Nursing and Midwifery* (7%);
- L-14 *Sciences of Legal Services* (5%).
- L-16, *Sciences of Administration and Organization* (5%);
- L-36, *International Politics* (5%);

¹⁷ Cestor (Centro Studi Orientamento) is a non-profit organization, based in Italy, which deals with higher education orientation and lifelong learning. It provides up to date information on the Italian higher education, <http://www.cestor.it/atenei/Oclasse1.htm>
last access: February 2020

The remaining degree courses observed represent 3% each of the overall scientific and disciplinary sectors. This data confirms the trends observed in previous studies in which it is shown that Business and Economics are the sectors mostly taught through the medium of English (Campagna, Pulcini 2014; Costa 2009; Hultgren *et al.* 2015; Kuteeva, Airey 2014; Rose, McKinley 2018)

As can be seen from table 2 in the annexe, in some disciplinary sectors, prospective candidates are expected to have different levels of English, depending on the university they are applying for. Table 1 shows the case of the bachelor in Economics and Business Administration (L-18), which is the one with the highest number of EMI programmes offered in Italy.

Disciplinary sector	English level	HE institution
L-18	B1	University of Bologna
	B2	Link Campus University
	B2	University of Torino
	B2	University of Venezia - Ca' Foscari
	B2	University of Pisa
	B2	University Of Milano - Cattolica del Sacro Cuore
	B2	University of Roma - Tor Vergata
	B2/C1	University Of Milano – L.Bocconi
	Knowledge of English	Link Campus University
	Adequate knowledge	University Luiss Guido Carli

Table 1
L-18 Economics and Business Administration.

What is interesting about the data from table 1 is the diversification of the English language requirements with respect to the type of institution involved: as a matter of fact, the levels required range from B1 to C1, even though B2 is the most frequent. Differences between universities could be attributed to several reasons. Indeed, a lower level English entry requirement may be set because of an insufficient number of enrolled students in certain degree programmes, especially in newly established ones, or for the purpose of attracting more students and increasing enrolments. Conversely, it may be hypothesized that higher language thresholds are necessary to limit the number of applications in those highly ranked universities where a limited number of places are available. Besides, a more explicit statement of the entry requirements should be encouraged in order to avoid vagueness – as in the case of certain labels used, such as “knowledge of English” or “adequate knowledge of English”, as shown in table 1 and table 2.

5. Conclusions

This study has focussed on the EMI programmes offered at bachelor level in Italy and on the language entry requirements necessary for accessing English-only degree courses, an aspect of the EMI phenomenon which has not been widely explored yet. In order to

answer the research questions posed above, the information available online, both in the *Universitaly* database and in the institutional webpages was observed. Eighteen universities and thirty-nine BA programmes taught in English were analysed. It has emerged that most of them are offered in northern and central Italy, mostly in specific disciplinary sectors, i.e. Economics and Business Administration, Nursing, Biotechnologies and International Politics. Moreover, most of them have restricted access and admission rankings based on different pre-requisites set. With respect to the English language pre-requisites that prospective candidates should possess, the findings show that the Italian universities observed do not adopt a homogenous strategy for setting, verifying and assessing the candidates' English proficiency. The most common means of verifying the level of students are the external tests, such as the international linguistic certifications and the entrance examinations; this may be explained by the belief that certain testing systems – such as IELTS or TOEFL– are valid and reliable assessment methods to check students' proficiency (Charge, Taylor 1997). Nevertheless, some institutions prefer assessing their candidates' levels through internal tests, such as placement tests and oral interviews, managed by internal staff.

With regard to the level of English required for applicants, it ranges from C1 to B1, according to the CEFR descriptors, even though B2 is the most frequent level required by the institutions observed. This may be explained by the fact that Italian students are supposed to reach a B2 level of English by the end of their school studies; however, it still remains unclear why some universities have decided to lower the threshold to B1. It is therefore likely that these differences may encourage the most talented students to enrol in certain HE institutions where entry requirements are higher and stricter, enhancing their prestige and reputation and increasing the quality gap among the national HE institutions.

The final results also show that the disciplinary sectors analysed often request different levels of English from candidates, depending on the institution involved, although the educational objectives set in each degree course are established by law and should be identical. Again, the data reported shows that Italian universities do not have a common strategy in setting the English language requirements for accessing EMI programmes.

To conclude, MA programmes were not considered in the present study even though they represent the majority of the EMI programmes throughout the Italian territory. For this reason, the present investigation only offers an initial perspective on the issue of students' English proficiency. Further research is needed to complete the picture of the Italian context and hopefully compare it with other European settings.

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Annexe

Disciplinary Area	EMI programme	English requirements	Language assessment	HE institution
L-2	Genomics	B2	External test	University of Bologna
	Bioinformatics	B2	External test	University of Roma - Sapienza
	Biosciences and Biotechnology	B1	Internal and/or external test	University of Camerino
L-3	DAMS – Film and Theatre Making	B2	External test	Link Campus University
L-5	Philosophy, International and Economic Studies	B2	External test	University of Venezia - Ca' Foscari
L-8	Electronic and Communications Engineering	B2	External test	Politecnico di Torino
L-9	Engineering Sciences	Basic knowledge	Internal test	University of Roma - Tor Vergata
L-14	Global Law and Transnational Legal Studies	B2	Internal and/or external test	University of Torino
	Comparative, European and International Legal Studies	B2	Internal test	University of Trento
L-16	Politics and International Relations	B2	Internal test	Link Campus University
	Global Governance	B2	Internal test	University of Roma - Tor Vergata
L-18	Business Administration & Economics	B2	External test	University of Roma - Tor Vergata
	International Business Administration	B2	Internal test	Link Campus University
	Business & Management	B2	External test	University of Torino
	Digital Management	B2	External test	University of Venezia -

				Ca' Foscari
	World Bachelor in Business	B2	External test	University Of Milano – L.Bocconi
	Economics and Management	B2	External test	University Of Milano - Cattolica del Sacro Cuore
	Management for Business and Economics	B2	External test	University of Pisa
	International Economics and Management	C1	Internal and/or external test	University Of Milano – L.Bocconi
	Management and Computer Science	Adequate knowledge	Internal test	University Luiss Guido Carli
	Business and Economics	B1	External test	University of Bologna
	Innovative Technologies for Digital Communication	Knowledge of English	Others	Link Campus University
L-20	Sustainable Building Engineering	B1	External test	University of Roma - Sapienza
L-23	Psychological Science	Not specified	Internal test	University of Padova
L-24	Food Production Management	B2	Internal and/or external test	University Of Milano - Cattolica del Sacro Cuore
L-25/ L-26	Maritime science and technology	B1	Internal test	University of Genova
L-28	Geological, Natural and Environmental Sciences	B1	Internal and/or external test	University of Camerino
L-33	Economics and Business	Adequate knowledge	Internal test	University Luiss Guido Carli
	Economics and Finance	B2	External test	University of Bologna
	Economics and Social Sciences	C1	Internal and/or external test	University Of Milano – L.Bocconi
	Economics, Management and Computer Science	C1	Internal and/or external test	University Of Milano – L.Bocconi
	International Economics and Finance	C1	Internal and/or external test	University Of Milano – L.Bocconi
L-36	International Politics and Government	C1	Internal and/or external test	University Of Milano – L.Bocconi
	International Politics, Law and Economics (IPLE)	B2	Internal and/or external test	University of Milano – La Statale
L-38	Animal care	B2	Internal and/or external test	University of Padova
L-41	Data Analytics	B1	Internal and/or external test	University of Campania – L.Vanvitelli
L/SNT1	Nursing	B2	Internal test	University of Roma - Sapienza
	Nursing	B2	External test	University of Palermo
	Nursing	B1	Others	University of Campania – L.Vanvitelli

Table 2
Degree programmes at bachelor level in Italy.