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Learning Abroad at Australian Universities

THE CURRENT ENVIRONMENT

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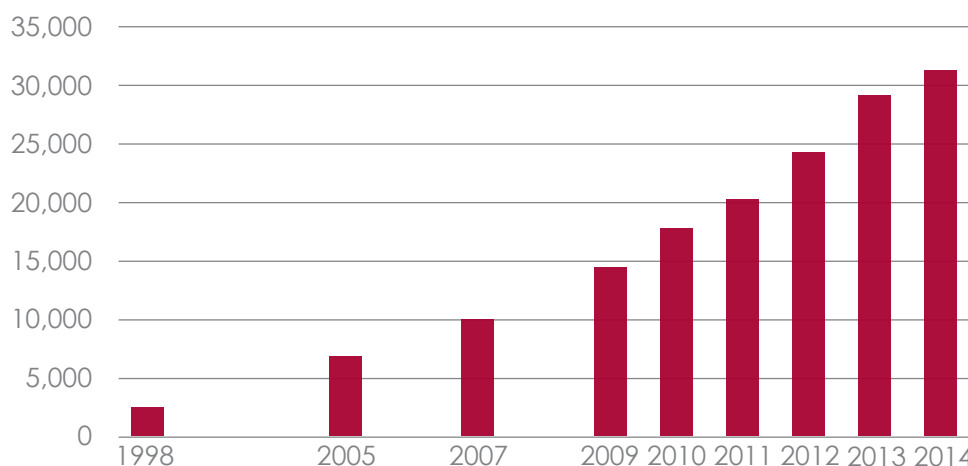
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Introduction

Only 10 to 15 years ago, representatives of Australian universities would often tell international partner institutions that Australian students don't study abroad. Over the last 10 years, a major cultural change has occurred. This may be a consequence of growing numbers of international students on campus, an increasingly mobile Australian population or a global trend of young people seeking meaningful opportunities outside of their home context. It is most likely a combination of factors, including an increased focus of university and government policy makers and practitioners to making learning abroad more academically accessible, more affordable and less complicated.

The students of Australian universities have responded accordingly. At some universities, around one quarter of undergraduate students participated in learning abroad programs in 2014 (AUIDF, 2015). The growth in learning abroad participation, as demonstrated by Chart 1, is likely to continue as students and their families are educated on the benefits of learning abroad. Growth is also likely to be impacted by the increasingly competitive graduate employment market globally, with students seeking to build their personal experience portfolio in order to gain a competitive edge in the recruitment process.

**CHART 1: PARTICIPATION IN LEARNING ABROAD
(by Headcount) 1998, 2005, 2007 and 2009–2014**



Source: Davis, Milne, & Olsen, 1999; Olsen, 2014; AUIDF, 2015

Learning abroad in the Australian context refers to short-term (generally less than one year) international education experiences undertaken as part of an Australian university degree. Learning abroad may also be referred to as outbound mobility, study abroad, international learning mobility, student exchange or credit mobility. Learning abroad has become the preferred term as students seek out a growing diversity of experiences that take them beyond the traditional classroom setting, into communities, workplaces and other experiential environments. This paper provides an overview of the current context of learning abroad at Australian universities and the policies and practices that support the participation of students in these programs.

AUSTRALIAN POLICY CONTEXT

Learning abroad has been identified as a key priority over the years in the Australian Government's 'Engaging the World Through Education' (2003), 'Review of Australian Higher Education' (2008), and the 'Australia in the Asian Century' (2012) white paper. In 2006, a National Roundtable on Outbound Mobility brought together university practitioners and strategy makers, government officials, consular staff and industry groups to improve opportunities for Australian students to study overseas (Malicki, 2006).

Some of the outcomes that followed the roundtable included:

- Government confirmation that global learning in the Asia Pacific was a priority
- Doubling of Cheung Kong-sponsored grants
- Establishment of a national census on learning abroad at a tertiary level, in order to inform planning – AUIDF confirmed as definitive study
- Importance of identifying learning abroad outcomes and increasing employer awareness
- Establishment / prioritisation of research into learning abroad
- Changes to the OS-HELP loan scheme, including the removal of the 20 per cent loan fee.

In the 10 years since the National Roundtable on Outbound Mobility, universities have worked closely with governments to continue to develop and expand a range of activities and funding to support learning abroad (Molony, 2011).

Learning abroad is now a key component of a university's internationalisation strategy in Australia. More recently, institutions are making learning abroad a core component of their overall institutional strategic plans. RMIT University, for example, has placed learning abroad as central to its 2020 'Ready for Life and Work' strategic plan (RMIT University, 2015). Both Monash University and the University of Melbourne have stated explicitly in their strategic plans their commitment to increasing learning abroad opportunities as a major priority in their 2015–2020 Strategic Plans (Monash University, 2015; Growing Esteem, The University of Melbourne 2015). The University of Technology Sydney places learning abroad as one of the centrepieces of the UTS Model of Learning (UTS, 2016).

Learning abroad is considered an important contributing factor to enhancing the student experience and employability. Universities are also using learning abroad in their promotional and recruitment campaigns as they attempt to differentiate and strengthen their market positioning.

LEARNING ABROAD TRENDS

Students enrolled at Australian universities have steadily increased participation in learning abroad activities over the last 10 years. This can be attributed to an increased awareness of the benefits of learning abroad, as well as growing support from Australian government agencies and higher education institutions via a range of scholarships, grants and loan programs (Nerlich, 2015).

A total 31,846 students, enrolled at 34 Australian universities, participated in a learning abroad experience in 2014. These students engaged in a range of activities that included semester or year-long exchanges, faculty-led study tours, internships, research-led activities, summer/winter programs at a host university and volunteering/community engagement (AUIDF, 2015). Just over half of these experiences (56 per cent) were short term (two weeks to under a semester in length), with the most frequent destinations being the USA, China and the UK.

TABLE 1: TOP DESTINATION COUNTRIES 2014		% OF STUDENTS	RANK 2013	RANK 2012
1	USA	15.4%	1 (15.5%)	1 (14.3%)
2	China	9.2%	2 (9.1%)	3 (8.9%)
3	UK	8.8%	3 (8.9%)	2 (9.0%)
4	Canada	4.8%	4 (5.4%)	4 (4.7%)
5	Japan	3.8%	9 (3.4%)	8 (3.5%)
6	Indonesia	3.4%	13 (2.3%)	n/a (1.8%)
7	India	3.3%	11 (2.6%)	9 (3.0%)
8	Germany	3.3%	7 (3.9%)	5 (4.0%)
9	Italy	3.1%	5 (4.2%)	7 (3.8%)
10	France	3.0%	6 (4.1%)	6 (3.9%)

Source: AUIDF, 2015; Olsen, 2014; Olsen, 2013

The 18,736 Australian undergraduate students who participated in a learning abroad activity in 2014 represented 16.5% of the graduating domestic undergraduate cohort (AUIDF, 2015), which compares to a participation rate of 14.8% in 2013, 13.1% in 2012 and 12.3% in 2011 (Olsen, 2014).

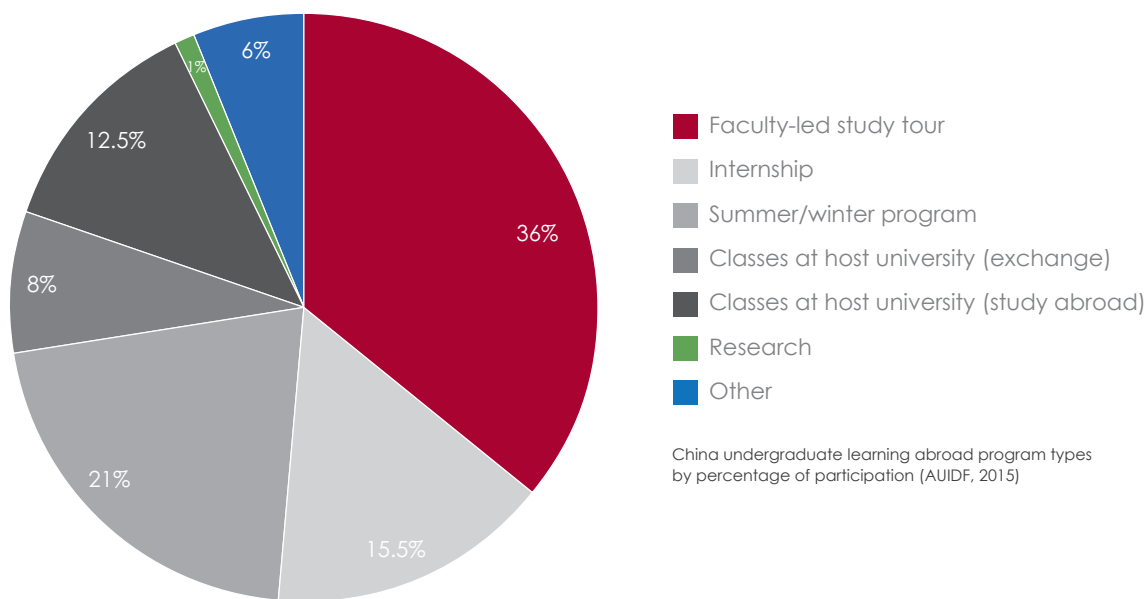
CHART 2: RATE OF PARTICIPATION 2011–2014 (%)



Source: Olsen, 2014; AUIDF, 2015

Of these Australian undergraduate students, just over one third (35 per cent) participated in an exchange program at a host university, 26 per cent participated in a faculty-led study tour and 17 per cent participated in an internship or other practical placement (AUIDF, 2015). Indo-Pacific countries attracted around 8,500 Australian undergraduate students (7 per cent of the graduating domestic undergraduate cohort). Although 33 per cent of Australian undergraduate students participated in programs in Asia, compared with 35 per cent in 2013 (Olsen, 2014), Asia is predominantly a short-term study destination. 58 per cent of programs in China, 65 per cent in Indonesia and 66 per cent in India were 2–4 weeks in duration (AUIDF, 2015).

CHART 3: LEARNING ABROAD – CHINA PROGRAMS



A semester or more abroad remains the central offering for the majority of Australian universities, with some increasing participation through study abroad mechanisms alongside the classic reciprocity model of exchange. However, learning abroad models are evolving with more institutions broadening their offerings. Participation in short study programs – whether integrated within the curriculum structure or stand-alone – continues to grow. Increasingly, more institutions are exploring ways of internationalising programs such as Work-Integrated Learning (WIL). Deakin, RMIT, Victoria University and Swinburne University of Technology, for example, offer WIL international options. Others are finding new ways of connecting international industry and communities throughout the student journey. For example, preparing the student for the global labour market through industry placements in which the university and industry have partnered on program design and assessment processes.

Virtual industry projects or ones combined with short international experiences are emerging offerings. RMIT offers ‘Virtual Global WIL Projects’ in which its students work with students from one or more countries on an accessible industry project. These projects provide an opportunity for students to work in multinational teams and collaborate on a global project across countries, time zones and cultures, mimicking the manner in which global business operates (RMIT, 2015b).

LEARNING ABROAD PROVIDERS

The growth of student interest in learning abroad has supported the establishment of several learning abroad program providers in the Australian sector. Providers are well established in the US, and it is primarily this model that has been adopted in Australia. Learning abroad providers generally focus on program modes and destinations that are not well supported by universities, such as short-term programs, internships and volunteering. Some also work with universities to support faculty in the development of study tours, and to identify gaps in program catalogues that may be better filled by provider organisations. For example, some language programs may not be sustainable if offered by a single university. A provider, however, can recruit students from several universities to boost the size of the cohort and diversify the participant experience.

In 2015, more than 1,200 students participated in learning abroad programs through the leading providers. It is likely that this number underestimates actual learning abroad provider activity, particularly in the internship and volunteering/community service space.

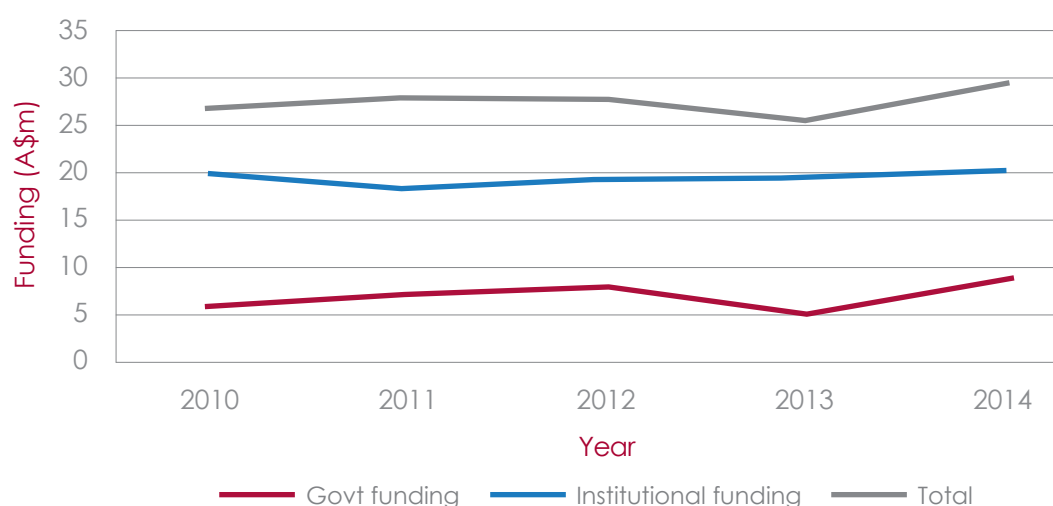
FUNDING SUPPORT

Finance has been identified as a major barrier to participation in learning abroad (Lawrence, 2016; Salisbury et al, 2009). The cultural/linguistic and socio-economic backgrounds of students also influence participation (Anderson & Stafford, 2014). Access and equity in learning abroad has emerged as a key challenge facing governments, institutions and other stakeholders as they seek to widen participation.

Australian Government agencies and educational institutions have supported learning abroad for many years through a range of scholarship and loan programs (Nerlich, 2015). In 2013, 47 per cent of all students undertaking learning abroad opportunities received funding support – A\$26 million in university funds, government grants and private or foundation funds and A\$38.3 million in OS-HELP loans (Olsen, 2014). University funding to support learning abroad activities has fluctuated slightly over the years, with A\$20.1 million in 2010, A\$18.6 million in 2011, A\$19.7 million in 2012, A\$19.8 million in 2013 and A\$20.4 million in 2014 (Olsen, 2014; AUIDF 2015).

Over this same period, Australian government programs provided A\$6.3 million in 2010, A\$7.5 million in 2011, A\$7.9 million in 2012, \$5.7 million in 2013 and A\$9.1 million in 2014 (Olsen, 2014; AUIDF 2015). Private funds or foundations also provided \$568,000 in funding support for learning abroad programs in 2013 – down considerably from a peak of A\$2.1 million in funding support in 2011 (Olsen, 2014). Chart 4 tracks government and institutional funding since 2010 (private funding is not included).

CHART 4: INSTITUTION AND GOVERNMENT FUNDING* 2010–2014



Source: Olsen, 2014; AUIDF, 2015

Funding support through the Australian Government's OS-HELP loan scheme has increased dramatically over the past year. A total 10,986 students accessed an OS-Help loan in 2014 compared to 6,373 the year prior (up 72 per cent). Furthermore, funding provided through OS-HELP increased from A\$39 million in 2013 to A\$67 million in 2014 (up 71 per cent).

TABLE 2: OS-HELP Loan uptake 2010 – 2014	2010	2011	2012	2013	2014
OS-HELP students	4,086	5,035	5,675	6,373	10,986
OS-HELP \$m	22	28	32	39	67

Source: Universities Australia, 2015

NEW COLOMBO PLAN

The New Colombo Plan (NCP) initiative is considered an integral part of Australia's foreign affairs policy, with A\$100 million over five years committed to support Australian undergraduate students undertaking study opportunities, internships and mentorships in the Indo-Pacific region. The NCP is intended to be transformational and aims to assist in 'deepening Australia's relationships with the region, both at the individual level and through expanding university, business and other stakeholder links' (Australian Government, 2015).

The NCP comprises two parts: awards to students and awards to institutions. The scholarship program is for Australian undergraduate students to undertake up to one year of study, often combined with an internship or mentorship.

The NCP mobility program provides grants to institutions for Australian undergraduate students to pursue short and longer-term study, internships, mentorships, practicums or research organised through their institution. Study in the NCP must count as credit or a requirement towards the participants' Australian degree program.

The pilot year in 2014 saw 40 scholars and more than 1,300 mobility program students undertake study in Hong Kong, Indonesia, Japan and Singapore.

By 2015, 69 scholars and over 3,100 mobility program students were undertaking study in the 38 eligible host locations in the Indo-Pacific region: Bangladesh, Bhutan, Brunei Darussalam, Burma, Cambodia, China, Cook Islands, Federated States of Micronesia, Fiji, Hong Kong, India, Indonesia, Japan, Kiribati, Laos, Malaysia, Maldives, Marshall Islands, Mongolia, Nauru, Nepal, Niue, Pakistan, Palau, Papua New Guinea, Philippines, Republic of Korea, Samoa, Singapore, Solomon Islands, Sri Lanka, Taiwan, Thailand, Timor-Leste, Tonga, Tuvalu, Vanuatu, Vietnam.

It is expected that 100 scholars and more than 5,400 mobility program students will take up NCP places in 2016, bringing the total participation numbers to over 10,000 in the first three years of operation (Australian Government, 2015). The ultimate goal of the program is to establish learning experiences in the Indo-Pacific region as a 'rite of passage' for Australian undergraduate students.



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Australian Government, 2015

CORPORATE PHILANTHROPY: INVESTING IN THE NEW COLOMBO PLAN

Bennelong and Myer Foundation Cultural Studies Seminars

The New Colombo Plan program was established with a \$100 million grant from the Australian Government over a five-year period. However, this funding was required to be spent entirely on the NCP scholarships and mobility travel grants (some of these funds could also be expended on program promotion). It soon became apparent that it would be beneficial to many NCP mobility students if they could be provided with a greater understanding of the culture, language and customs of their study destination country.

In order to maximise the benefits to be gained from their time spent abroad it was considered that such cultural training would be best provided before the students arrived in their host country and institution. As many NCP students are also 'first in family' to attend university and/or travel overseas, there is perceived to be a wider community benefit for such training to take place.

In 2015, a Melbourne-based philanthropic organisation, the Bennelong Foundation, decided to provide a \$500,000 grant towards the establishment and implementation of a pre-departure intercultural competency training program specifically for NCP mobility students. Additional funds for this purpose were also provided by the Myer Foundation and Asialink Business, which is based at the University of Melbourne.

When bundled together, funding for this initiative totalled approximately \$1 million. A project steering committee was then established which includes representatives of these three organisations together with the CEO of the International Education Association of Australia (IEAA) and two senior members of the NCP secretariat. The committee contracted Asialink Business to put together the content for the pre-departure training, and to deliver the training in both face-to-face and online formats.

In late 2015, the face-to-face training program was piloted at six separate metropolitan and regional university campuses. These included Western Sydney University (Parramatta), University of New England (Armidale), RMIT (Melbourne), Federation University (Ballarat), Charles Stuart University (Bathurst) and Griffith University (Brisbane). These pilot seminars were well received by both the NCP mobility students, administration staff and academics in attendance. However, because of different departure times for various NCP student cohorts, it was decided that regional campus students would be provided with access to an online training program and the face-to-face seminars would continue to be provided only in the five mainland capital cities.

In 2016, it is anticipated that 5,500 Australian students will be undertaking an NCP mobility experience. Of these, an estimated 680 will attend the face-to-face pre-departure intercultural competency seminars with the online program to commence later in the year to ensure further reach and accessibility.

In July 2015, Minister for Foreign Affairs, Julie Bishop, launched an NCP Business Champions initiative. This involves 10 high profile business and sporting figures who have agreed to promote at every opportunity the value of undertaking an NCP experience and the importance of university students and graduates engaging with Asia. In addition, approximately 160 Asian companies and Australian and multinational companies based in Asia, are currently offering internships in the region to NCP students.

To date, the Bennelong Foundation's training program makes up the most significant financial support from Australian charitable foundations or the corporate sector.

OTHER FEDERAL GOVERNMENT GRANT SCHEMES

AsiaBound Grants

The AsiaBound Grants Program was launched in 2013 as a \$37 million initiative to provide support for Australian undergraduate and postgraduate students undertaking short and longer-term study, internships and practicums in Asia. Institutions were able to apply for project funding to provide grants to students, with additional funding available for language training. Although the scheme was replaced by the New Colombo Plan after a change of Government at the end of 2013, funding for Asiabound programs continued in 2014 and 2015.

Endeavour Mobility Grants

A range of funding support is available through the Endeavour Mobility Grants, which aims to support Australian undergraduate, postgraduate and vocational education and training students in pursuing an overseas study experience that contributes to their Australian qualification (DET, 2015). Some of the grants supporting higher education students include:

- Study Overseas Short Term Mobility Program (STMP) – provides grants for both Australian undergraduate and postgraduate students to undertake study up to six months in duration in locations outside Asia and the Pacific.
- Asia Postgraduate Program – a replacement for the postgraduate component of the AsiaBound Grants program, Asia Postgraduate Program provides grants to Australian postgraduate students for short term study in Asia, with additional language grants available to support students in improving Asian language competence before or during study.
- Endeavour Cheung Kong Student Exchange Program (ECKSEP) – provided grants to support Australian undergraduate students studying for a semester exchange at selected Asian locations. Grants are also available to support inbound exchange students studying in Australia.
- International Student Exchange Program (ISEP) – provides grants to support both Australian undergraduate and postgraduate students studying for a semester exchange at locations that exclude Asia and the Pacific. Grants are also available to support inbound exchange students studying in Australia.

OS-HELP LOAN SCHEME

The Australian Government provides financial assistance for Australian undergraduate students with a Commonwealth Supported Place to undertake some of their study overseas. OS-HELP, which is part of the Higher Education Loan Program, provides loans of up to A\$6,470 for students studying outside of Asia for up to six months of study. Students undertaking study in Asia are eligible for a loan of up to A\$7,764. Students can take a maximum of two loans during their lifetime. Those undertaking a program in Asia can borrow an additional amount of up to A\$1,035 to support relevant Asian language study (OS-HELP, 2016).

UNIVERSITY FUNDING SUPPORT

As previously stated, universities provided \$20.4 million in funding support for learning abroad in 2014 (AUIDF, 2015). A recent desktop study on university websites reviewed the breakdown of this financial investment. It was found that the vast majority of universities in Australia (30 of 39) have set aside institutional funding to support student participation in learning abroad programs.

For many institutions, this funding is not allocated solely to the standard 'exchange semester/year' programs. At least 19 institutions noted support was available for short term study, with another nine institutions having additional support for language study.

Faculties within 19 institutions invest additional funding to support learning abroad programs, and 17 institutions have access to philanthropic funding to support learning abroad scholarships. Corporate philanthropy is also providing funding support for learning abroad programs at 9 institutions – six of these being Group of Eight universities.

"Receiving the RMIT Equity Travel Grant enabled me to participate in a study tour which I would otherwise not have had the opportunity to be a part of, due to financial difficulty. It was an incredibly enriching experience, providing many opportunities for me to think beyond purely localised possibilities in order to further my career. It allowed me to develop cultural awareness of the broader art community and build connections with this well established European network. I highly recommend this experience to any student wishing to further develop their career in a globalised context."

RMIT University Equity Travel Grant recipient

A high proportion (31 per cent) of universities around the world list access and equity in learning abroad as the highest risk that internationalisation poses to institutions, with concerns that only students with financial means will be able to participate (Egron-Polak & Hudson, 2014). However, at the time of publication, only five institutions Australia-wide advertise specific access/equity grants/scholarships to support learning abroad programs, and only two of these are aimed at Indigenous students.

ACCESS AND EQUITY: BEING INDIGENOUS IN A GLOBAL STUDY TOUR

The University of Adelaide

In 2015, 40 students were awarded grants under the University of Adelaide's Access Grants scheme. The program targets low socioeconomic status students. Of these grants, 16 were awarded to students undertaking an all-Indigenous study tour 'Being Indigenous in a Globalised World'.

The study tour, offered to Indigenous students, focuses on what it means to be an indigenous person in today's society. It involves visits to universities with strong Indigenous study programs in Canada and New Zealand.

'The tour offers the opportunity for Australian Indigenous students to learn from and share experiences with Indigenous students in settler societies with their own unique experiences of colonialism, and all the challenges this presents for Indigenous societies' (University of Adelaide, 2016).

The study tour offers the opportunity for personal discovery and deep learning in an aim to prepare indigenous students to be future leaders.

All universities in Australia actively promote OS-HELP as a funding source for students.

STATE GOVERNMENT INITIATIVES

Most state governments acknowledge the importance of a learning abroad experience in their international education strategies. Some state governments have initiatives in place to support student exchange at a schools level. However, only the Victorian Government invests in student exchange at a higher education level.

Victorian Government: Hamer Scholarships

The Victorian Government Hamer Scholarships Program offers grants from \$10,000 to \$15,000 for language study in China, Indonesia, Japan and Korea. The language and cultural immersion program is *designed to build the Asia-engagement capabilities of Victorians and to help strengthen cultural awareness and partnerships between Victoria and Asia.*

Language study duration must be at least five months and the student must attend a 'nominated institution' (Hamer Scholarships, 2016).

Victorian Government: Homecoming Forum Melbourne

Supported by Study Melbourne, the Homecoming Forum Melbourne is an event for returned exchange students. The forum is designed to assist students in making the most of their exchange experiences, both personally and professionally. In 2016 the forum aims to bring together domestic exchange students with international students studying in Melbourne (IEAA, 2016).

OTHER FUNDING SUPPORT

Along with access to Australian Federal Government and institutional funding support, students may also have access to additional funding through offshore governments, partner institutions and corporate philanthropy. This list is continually changing. See Appendix B (p.19).

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Appendix A

LEARNING ABROAD DATA DEFINITIONS

Definition of experience types

Classes at a host university (exchange program)

A program involving reciprocal movement of students between two institutions for regular semester or year.

Classes at a host university (study abroad program or other)

A program involving one-way movement of students to an overseas university for a regular semester or year.

Classes at an overseas campus of the home university

A program involving the movement of a student to an overseas campus of their university.

Summer or winter program (or other less than semester program) at a host university

A program of less than semester duration based at a host university. Often these occur during the summer or winter break. May be study abroad or provider program.

Summer or winter program (or other less than semester program) at an overseas campus of the home university

A program of less than semester duration based at an overseas campus of the home university. Often these occur during the summer or winter break.

Faculty-led study tour

An international study program directed by a faculty member (or members) from the home campus who accompanies students abroad.

Other study tour

An international study program that is not based at a campus and is not faculty-led. May be an independent short-term program of unknown classification.

Internship, work integrated learning (WIL) or other practical placement

Internship, business placement, clinical placement, sandwich program or co-op, in which a student is embedded in an external organization for a period of time.

Conference, international competition

Attendance of an international conference or meeting, participation in an international competition such as a moot court.

Research-related experience

Part of a research project, research double degree, or conference presentation of research findings, other lab-based experience.

Volunteering, service learning or community engagement experience

A placement or field study program in which the pedagogical focus is an activity that serves the needs of the community.

Coursework double degree

An international study program for which the student is awarded the degree of the host institution.

Other

Any other international study experience not captured in the definitions above.

Definition/clarification of credit statuses:

For credit

Academic credit was granted for the experience.

For recognition

Part of the degree program such as a practical placement, which is required, but no credit is awarded.

Non-credit

An international experience that is recognized by the university in some form (for example, as part of a leadership program), but no academic credit was awarded, and it was not a required part of the degree program.

Definition/clarification of funding types:

OS-HELP

A loan available to eligible students enrolled in a Commonwealth supported place who want to undertake some of their study overseas. OS-HELP can be used for a range of expenses such as airfares, accommodation, and other travel or study expenses. Students may receive one loan per six-month study period and can access a total of two OS-HELP loans over their lifetime.

Australian Government Mobility Funding

Administered by the Department of Education and Training and the Department of Foreign Affairs and Trade, this funding includes Endeavour Mobility Grants, New Colombo Plan (NCP) Mobility Grants and NCP Scholarships.

University: scholarship/travel grant/general funding

This type of funding is specific to any general source of funding provided to a student by their university and funded by the university. This could be travel grants, bursaries or scholarships allocated in a competitive or non-competitive process.

Private funding

Private funding may come from various sources (both international and domestic) and can be from government, industry, universities or NGOs.

Appendix B

OTHER FUNDING

Westpac Bicentennial Foundation - Scholarship Program

The Westpac Asian Exchange Scholarship supports undergraduates who are passionate about Asia and want to actively contribute to Australia's success in Asia.

Scholarship recipients are given the opportunity to spend a semester studying at a leading Asian university. Encouraging students to 'build their own adventure', the scholarship also provides students with the freedom to individualise their exchange program and enhance their experience through a range of opportunities beyond the classroom.

bicentennial.westpacgroup.com.au/scholarships/asian-exchange

Australian Centre for Italian Studies

Each year, the Australian Centre for Italian Studies (ACIS) offers scholarships (usually up to two, worth \$5,000 each), to provide postgraduate students at an Australian or New Zealand university with the opportunity to work on a research project in Italy. Successful applicants are expected to spend at least two months in Italy on research.

acis.org.au/scholarships-for-2015

Gobal Society Foundation Grants (formerly known as the Study Overseas Foundation)

Scholarships are intended to promote the recipients' academic development at an educational institution overseas by way of study of a component of an Australian course. They are designed to support students that can demonstrate leadership potential or who can clearly show how their overseas study experience will assist them to become a better leader in their field.

www.studyoverseas.org.au/study-overseas-foundation-grants

Walter Mangold Language Scholarships (formerly known as the Walter Mangold Study Abroad Scholarships)

The Walter Mangold Language Scholarships are travel grants for advanced tertiary language students of Chinese, Indonesian, Japanese, Spanish or Italian who are currently attending a university in Victoria and planning to go abroad or 'on exchange' to continue their language studies.

www.mangoldtrust.org.au/language-scholarships

OFFSHORE GOVERNMENT FUNDING SCHEMES

Baudin Travel Grant (France)

The Nicolas Baudin grants are designed to encourage Australian nationals to study for a semester or a full academic year at a French university at undergraduate level (3rd year), postgraduate level (master 1 or 2: years 4 or 5 of university studies, or PhD). The grant is a lump sum of AU\$2,300.

www.ambafrance-au.org/Applications-for-the-Nicolas-Baudin-Grants-are-now-closed

DAAD Scholarship (Germany)

The DAAD is Germany's largest scholarship-awarding organisation and runs several programs to support academic exchange between Germany and all parts of the world. These programs range from short-term exchanges for research or teaching purposes to doctoral scholarships lasting several years. The scholarships offered by the DAAD are awarded to younger university graduates from all academic disciplines as well as from the fields of music and art.

<http://ic.daad.de/sydney/scholarship.htm>

Monbukagakusho Scholarship (Japan)

Scholarship for students undertaking study in Japan.

<http://www.studyjapan.go.jp/en/toj/toj0302e.html>

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ieaa.org.au/learning-abroad