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International Education
Association of Australia



career outcomes of learning abroad

national report

Dr Davina Potts

Author

Dr Davina Potts – Associate Director (Careers, Employability and Global Learning), The University of Melbourne; Chair, IEAA Research Committee.

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Limitations


The instrument used in this study relies on self-reported data for the assessment of career outcomes, which is an accepted research practice in the area of student mobility. The study also relied upon respondents to opt-in to the survey and, as such, the sample may represent an optimistic view of the actual phenomenon being studied. Although the value of self-reported data may be discounted against objective measures, the results should be considered to represent the lived experience of the respondents and used to improve our understanding of how learning abroad connects with career experiences for former students. These research findings can improve policy and practice in learning abroad, especially with respect to improving access to international study opportunities and informing advice to specific student groups.

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Every job is international. Although the scope of some roles is local, the nature of our multicultural communities, international supply chains and global economic connections require all graduates to be equipped with core international competencies. These competencies include interacting with people from different cultural backgrounds, the capacity to adapt and learn from their environment, and the self-confidence to thrive in the 21st century workplace. Our society benefits when we are able understand and respect those around us.

This research report begins with the assumption that international skills, knowledge and experience are important for every graduate. It expands the evidence base to support access to learning abroad for all students. In 2018, around 19 per cent of students (all levels of study) at Australian universities participated in a learning abroad program. For undergraduates, the participation rate was 22 per cent, approaching a quarter of all students (AUIDF, 2018). While still a long way from universal participation, impressive growth has been achieved in a short time. High participation rates in Singapore, Germany and some Scandinavian countries demonstrate that it is possible to mobilise the majority of the student population through effective policy and practice.

The results of this project, the Career Outcomes of Learning Abroad, suggest that as further growth is planned, serious consideration needs to be given to how institutions take the next step in expanding access to all students, regardless of their socio-economic background, discipline of study, educational circumstances or cultural capital. Learning abroad is an enabler of skills development and all graduates should be able to access co-curricular learning experiences that will help to shape their future. Investment in the development of a globally-astute workforce is a priority for many countries as societies adapt to the complex demands of the 21st century. Australia is no exception.



Learning abroad is an enabler of skills development and all graduates should be able to access co-curricular learning experiences that will help to shape their future.

About this study

This study was launched by the International Education Association of Australia (IEAA) in 2019 to learn more about how international study opportunities connect to the skills development and employment outcomes of graduates. This is the first large-scale examination of learning abroad outcomes for participants from Australian universities across all types of programs.


The study is informed by a growing body of research on the connections between learning abroad and career outcomes in Europe, the US and Japan (see Potts, 2018) and is the second report published by IEAA.

A survey was sent to alumni of Australian universities between March and June 2019. A total of 4,976 responses were received. The final dataset of 3,376 – representing respondents who participated in learning abroad and who had graduated at the time of the survey – was used for the first stage of the study. This paper presents data from the full sample of respondents who indicated they participated in an international study program while enrolled at an Australian university. The sample represents a national cohort, with the exception of the Northern Territory. Thirty-six universities are represented.

Two research questions guided this study:

1. What is the perceived impact of learning abroad on skills development, job attainment and career prospects of participants?
2. Are former participants engaged in international work (organisations, tasks, location)?

Across all areas tested, the highest impact was reported in two areas – developing self-confidence and developing an understanding of the host country.



“Study abroad has enhanced my ability to think laterally and be people-centric, adaptable, able to work and communicate effectively across different teams in different contexts. Most importantly, my experience has reminded me of my own place in the larger world. It made me more curious, but also more humble.”

Survey respondent

Key findings

Across all areas tested, the highest impact was reported in two areas – developing self-confidence and developing an understanding of the host country. For some participants (n=3376), the learning abroad experience offered the first opportunity to live independently. Even when travelling with group programs, respondents reflected on the need to adapt to new living and learning environments, to accommodate different modes of learning and adjust to the challenges of navigating unfamiliar settings. Respondent comments frequently mentioned the importance of their international study program for increasing their self-confidence and the connection to their ability to perform well in subsequent education and professional experiences. For some, there was a direct association between self-confidence and their success in obtaining graduate employment.

Developing an understanding of the host country may be an expected outcome of learning abroad. However, the value of some programs in fostering a deep understanding of the local environment is sometimes questioned, especially for short experiences abroad. This finding indicates that learning abroad program leaders and designers are achieving the objective of providing a highly contextualised international experience to participants, even when they are in the host country for a short time. Students are learning the entire time they are abroad and yet the learning recognition frameworks of many Australian universities are based entirely on classroom contact hours. Within this context, standard credit evaluation practices could be redesigned to better recognize the entire learning proposition of learning abroad programs.



97%

Self-confidence



96%

Gaining new perspectives
on my home country and/or Australia



97%

Developing an understanding
of the host country



95%

Communication
skills



96%

Ability to interact with
diverse individuals



95%

Capacity to adapt and
learn quickly

**Highest
impact**

In terms of the development of important employability skills, around 95 per cent of respondents rated their learning abroad experience as important or very important for developing their ability to interact with diverse individuals, communication skills and the capacity to adapt and learn quickly.

Two direct impacts on graduate employment are notable. Firstly, 85 per cent of respondents indicated that learning abroad had a positive impact on developing skills to support their professional role. This finding confirms a strong connection between learning abroad and work, from the perspective of this respondent group. Secondly, 59 per cent of respondents agreed that learning abroad had a positive impact on obtaining their first job in their field of study. Additional comments from respondents explained that this impact may have taken the form of a direct connection between their international study experience and their work role, or it may have been a more indirect impact of providing lived examples from their international experience to demonstrate their competency in work-related behaviours.

The connection between learning abroad and career outcomes is amplified for participants of internships, practicums and clinical placement programs – 75 per cent of respondents who participated in a work-related program (n=211) reported that their international experience had a positive impact on obtaining their first job. A significantly higher positive experience was reported across seven aspects measured in this study, included the development of professional skills to support their current job. With such notable results for these programs, institutional actions to expand access and encourage student participation should be a priority.

The majority of respondents, 94 per cent indicated that they were working or studying, and of those working, 63 per cent worked for an organisation with an international or national scope. Considering international work engagement, 41 per cent of respondents have engaged in international work since graduation. Additionally, one third plan to work abroad in the future. Just over one in five respondents worked abroad at the time of the survey, with the top six locations being UK, USA, Canada, Singapore, Germany, Hong Kong.

Graduate employment outcomes are included in the new Australian Government performance-based funding scheme. In line with this policy change, consideration should be given to how institutions are supporting students to develop employability skills and related competencies through learning abroad. More work also needs to be done to educate graduate employers on the skills development that may be attributed to learning abroad participation and how this can benefit employers and their workplaces.

A significantly higher positive experience was reported for internship participants across seven aspects measured in this study and included the development of professional skills to support their current job.



1. Employability skills development

This study used a list of commonly stated graduate employability skills as the basis for testing the perceived connection between learning abroad and skills development. The list of skills assessed takes into account the fact that respondents were most likely to be in the early stages of their career and as such, were unlikely to have extensive managerial experience.

The most important finding of this study is the very positive results for the impact of learning abroad on employability skills development for eight of nine skills tested, as rated by former participants.

Each of these skills is critically important to success in the workplace. Communication skills are especially notable because of their high value to employers and also because this skill can be more challenging to develop in an academic environment. In some areas, students are offered limited opportunities to develop and practice communication skills, and learning abroad can provide another opportunity to foster and test those skills.

With 95 per cent or higher agreement,
the top three skills were:

Ability to interact
with different individuals

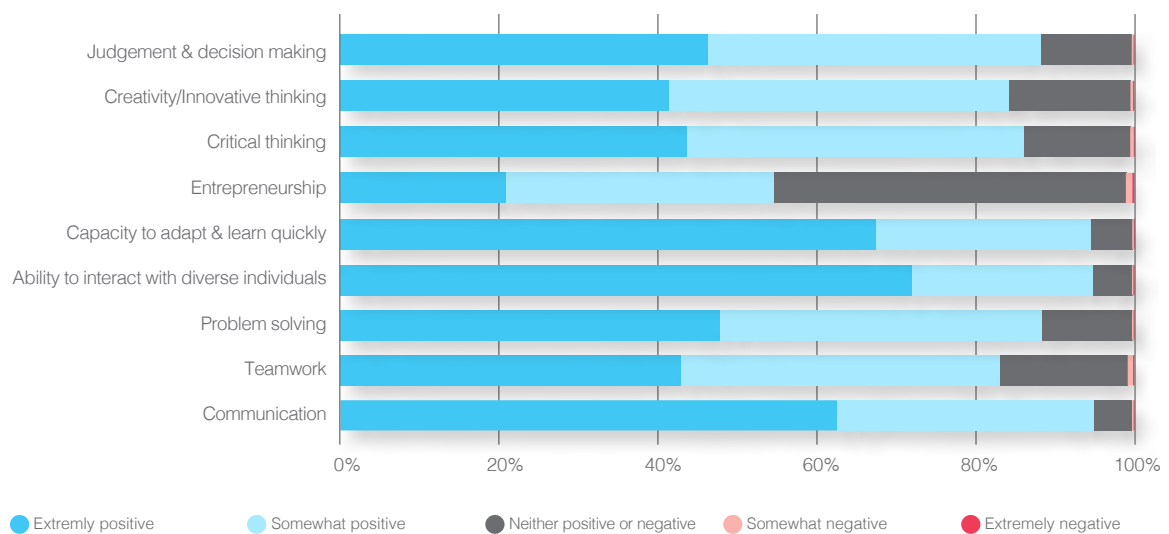
Communication skills

Capacity to adapt
and learn quickly

Skills rated 86 per cent or higher are Problem solving, Judgement and decision-making and Critical thinking. These skills are core to higher education graduate attributes. Learning abroad is not the primary way of developing these skills at university. However, this study provides evidence to support the role learning abroad can play in helping students develop, practice and articulate these skills. More than 80 per cent of respondents rated the impact of learning abroad as very positive or somewhat positive for Creative/innovative thinking and Teamwork. The perceived impact of learning abroad on the development of Teamwork skills increases to 90 per cent for Study Tours and 89 per cent for Internships, Professional Practicums and Clinical Placements, confirming that these specific program types have different impacts on skills development.

More than 80 per cent of respondents rated the impact of learning abroad as very positive or somewhat positive for Creative/innovative thinking and Teamwork.

Participants were asked to consider their international study experience and rate the extent to which their experience impacted each one of the following skills:



Teamwork
 What type of learning abroad programs are rated most highly for developing teamwork skills?


Very positive and positive

- 90% Study tour
- 89% Internship
- 82% Academic classes at a host institution
- 85% Other program

2. Personal, academic and professional development

The second question asked respondents to reflect on key aspects of personal, academic and professional development that may have been impacted by their international study experience. Again, respondents were resoundingly positive about the value of learning abroad across a range of questions, with 80 per cent or more rating these areas as very worthwhile or somewhat worthwhile. Developing self-confidence, at 97 per cent was rated as worthwhile by almost all respondents. This is a critically important developmental aspect for university students, as they prepare for the graduate recruitment process or further study. For some students, learning abroad can provide a safe space to exercise their independence and try new experiences, away from familiar home environments.

The next three items – Developing an understanding of their host country, Gaining new perspectives on their home country, and Developing an interest in world affairs – suggest that respondents took steps towards becoming global citizens as part of the study abroad experience. Learning about their host country and becoming interested in world affairs may be areas students are expected to develop while abroad. However, the enduring nature of this impact may not be fully appreciated. These are knowledge areas that will often occur outside of the classroom, as incidental to the formal learning experience. Students are learning and developing almost the entire time they are abroad, and yet the learning recognition frameworks used by universities usually only consider the hours spent in formal classroom settings (contact hours). This finding suggests that there is room to re-evaluate how Australian universities recognise the learning part of learning abroad programs.



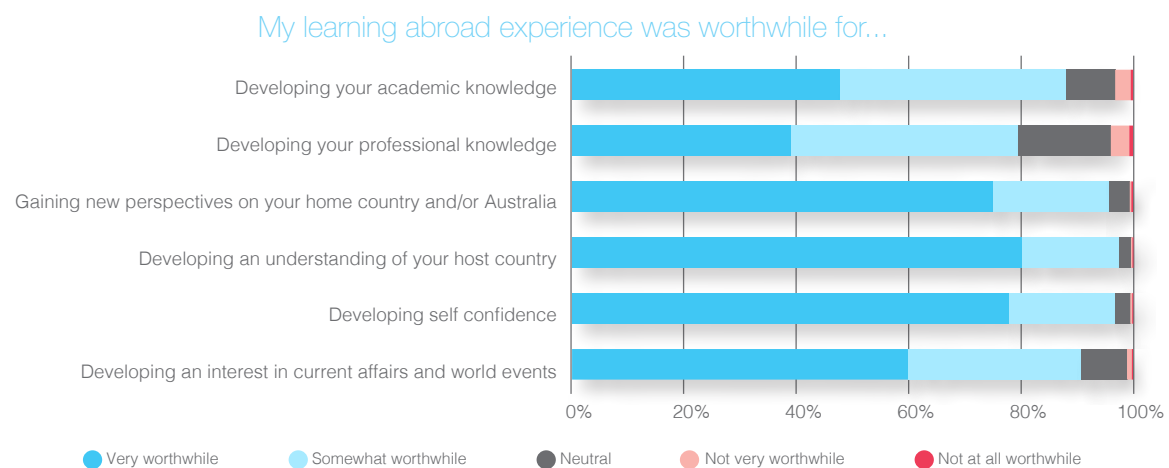
I found that the “time-off” activities we had can be just as enlightening as the core program (if not more). You can never predict what leaves an impact on a person, so I’d say having a diverse program with both conventional and unconventional activities is important.

Gaining new perspectives on their home countries when abroad is a valuable step towards understanding the impact of culture and governance structures on society, and the interdependence of countries and economies of the world. This aspect is listed as part of the UN Sustainable Development Goals (4.7 Quality Education) and is recognised as a critical part of developing engaged citizens. However, it is not often directly connected to learning abroad and could be better recognised by institutions as part of their contribution to the Sustainable Development Goals.

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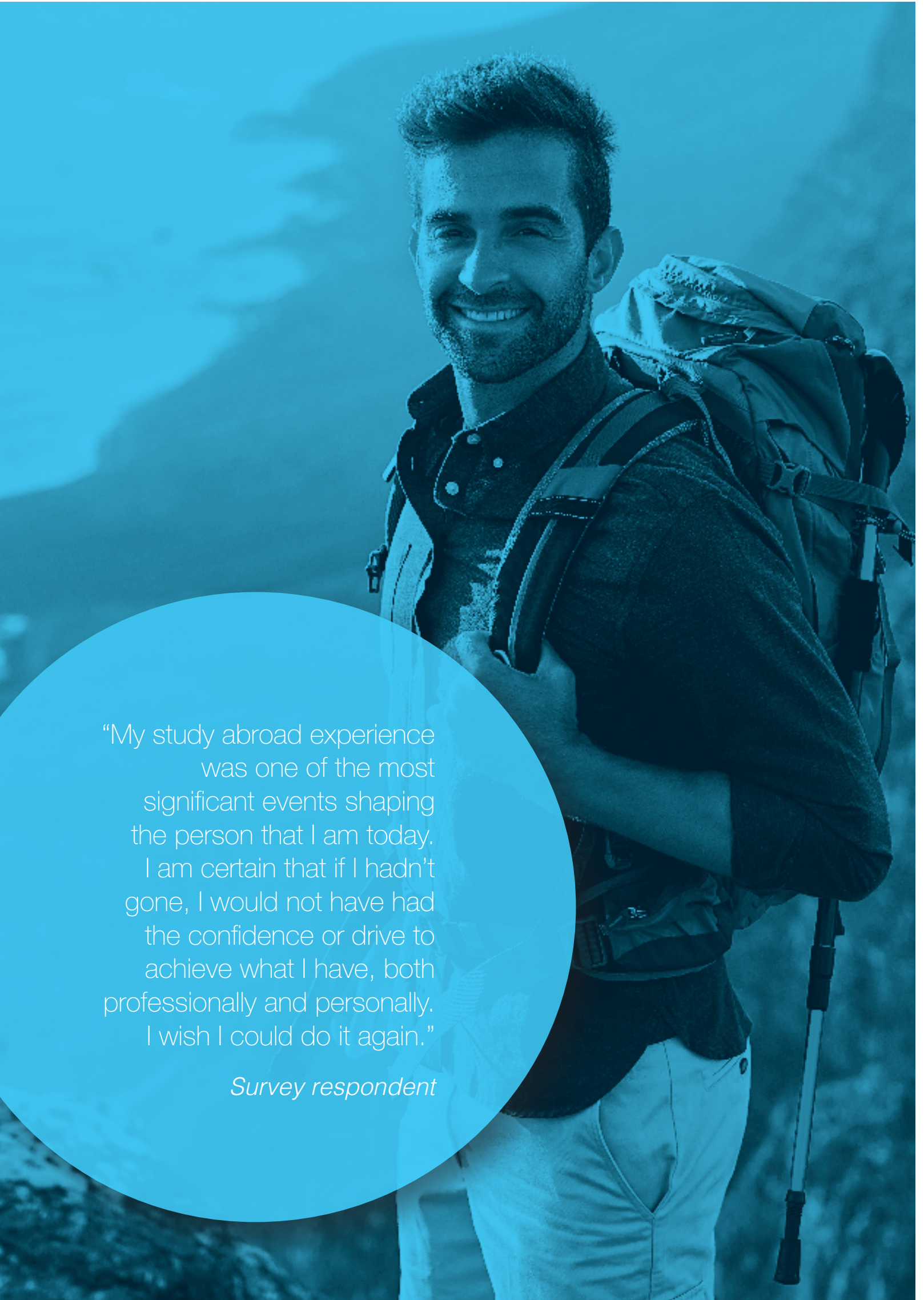
The results for Developing academic knowledge and Developing professional knowledge were highly dependent on the type of learning abroad program undertaken. Respondents who participated in a full semester or more of study at a host institution indicated higher levels of academic knowledge impact. While respondents who undertook an internship or practicum experience rated the professional knowledge gained as more highly worthwhile.

Participants were asked to what extent they considered their international study experience worthwhile, with regard to the following:



Very worthwhile and somewhat worthwhile

- 97% Developing an understanding of your host country
- 97% Developing self confidence
- 96% Gaining new perspectives on your home country and/or Australia
- 91% Developing an interest in current affairs and world events
- 88% Developing your academic knowledge
- 80% Developing your professional knowledge

A photograph of a man with a beard and short hair, smiling and looking towards the camera. He is wearing a dark jacket over a polo shirt and has a large backpack on his back. He is standing in a mountainous, outdoor setting. The entire image has a blue color overlay. A large, semi-transparent blue circle is positioned on the left side of the image, containing white text.

“My study abroad experience was one of the most significant events shaping the person that I am today. I am certain that if I hadn’t gone, I would not have had the confidence or drive to achieve what I have, both professionally and personally. I wish I could do it again.”

Survey respondent

Overall impact on employment

In line with similar research in this area, respondents were asked to rate the impact of learning abroad on five areas related to employment and their future career prospects. The highest rated impact reported was in Developing skills to support my professional role. Taken together with the employability skills reported in the previous section, this is one of the main findings of the study: learning abroad supports the development of work-relevant skills – 85 per cent of respondents were very positive or positive about this aspect.

In 2019, the Australian Government introduced a performance-based funding scheme which includes incentives for achieving successful graduate employment outcomes. Fifty-nine percent of respondents in this project attributed learning abroad as supporting them in securing their first job in their field of study. This figure is higher for internship and professional practicum participants at 75 per cent (see the section on internships). Increasing access to learning abroad may be one way for institutions to improve graduate outcomes and further consideration should be given to intentionally building employability skills development into learning abroad program design. Connecting returned students to career services is also important, as they develop their elevator pitches, craft their LinkedIn profiles and practise responding to behavior-based interview questions.

The perception of former participations of learning abroad in relation to the overall impact on their employment has remained relatively consistent over time. In a 2015 study, respondents rated the impact of learning abroad on obtaining their first job at 66 per cent, higher than the 59 per cent found in this study. However, the current respondent group was more positive about the long-term impact of learning abroad on their career prospects at 66 percent, compared with 63 per cent in 2015 (Potts, 2015). The impact on income level was stable at 22 per cent, compared with 21 percent in 2015. The state of the graduate employment market is a key factor impacting these results at any point in time.

Although research on employer perspectives of learning abroad in Australia is scarce, there are some indications that the developmental benefits are not fully understood or considered in graduate recruitment processes. Work by Green, King & Gallagher (2019) suggests that it is largely up to the student/graduate to explain why their learning abroad experience is relevant to the role or organisation for which they are applying. While some employers recognise direct connections between an international experience and the prospective graduate role, more work is needed to communicate the unique benefits high quality learning abroad programs can offer future employers.

Participants were asked to rate the extent to which their learning abroad experience has impacted their employment in these areas:



- 85% Developing skills to support your professional role
- 66% Long-term career prospects
- 59% Obtaining your first job in your field of study
- 56% Obtaining subsequent career-related jobs
- 22% Income level in current role

At the time of the study

22%
of respondents
worked abroad

Located in
57 countries

Top 6 countries



1. UK
2. USA
3. Canada

4. Singapore
5. Germany
6. Hong Kong

41%
of respondents
**had engaged in international
work since graduation**

Including:



**Being posted
abroad by an
employer**



**Undertaking
a short-term
assignment abroad**



**Independent
travel for the
purpose of work**



One third of respondents
planned to work abroad in the future

Where are they now?

At the time of the study, 22 per cent of respondents worked abroad. They were located in 57 countries including the UK, USA, Canada, Singapore, Germany and Hong Kong. In total, 41 per cent of respondents had engaged in international work of some kind since graduation. This included being posted abroad by an employer, undertaking a short-term assignment abroad, and independent travel for the purpose of work. Around one third of respondents indicated that they planned to work abroad in the future.

Respondents were asked about their enrolment status as students – 7 per cent identified as being international students. While this will partially account for current international work locations, it does not fully explain international mobility within the group.

Eighty-six per cent of the sample were employed and a further 8 per cent were undertaking full-time study. Three per cent were unemployed and a further three per cent were not available for work or study. Thirty-eight per cent of respondents worked for an organisation with an international scope, and an additional 25 per cent worked for an organisation with a national scope. Fifty-four per cent identified as working in a private sector organisation and the top industries of employment were Professional & Scientific (18%) and Education & Training (16%).

The majority of respondents, 46 per cent, graduated between 2016 and 2018, meaning they had been in the workforce for three years or less at the time of the survey. A small group of respondents, 14 per cent, had more extensive work experience, graduating before 2010. The sample is a highly educated group, with 4 per cent having earned a terminal degree and 36 per cent having completed a graduate coursework degree.

Internships, professional practicums and clinical placements

IEAA's Career Outcomes of Learning Abroad research project has created one of the first data sets on international work experience programs for graduates of Australian universities. Globally there is a lack of empirical studies on global internships, especially studies which go beyond a single program or institution. This data provides unique insight into the topic which may inspire other large-scale research.

Two hundred and eleven respondents (n=211, 6.3%) indicated they had participated in an internship, professional practicum or clinical placement (the term internships will be used in this section) as their major activity while abroad. The cohort is different to the overall respondent pool and this is an important consideration when analysing the results. Internship participants were more likely to be enrolled in a graduate coursework degree, more likely to be studying a Health or Education discipline and less likely to be studying a Society & Culture discipline. Learning abroad programs in this category were more likely to be short-term (less than 7 weeks in duration). Finally, respondents who undertook an internship were more likely to be working in the Health sector at the time of the study.

According to the respondents in this study, internships provide additional employment and career value across six aspects, compared to other learning abroad program types. In two aspects, internship participants reported a lower impact¹. In terms of obtaining employment, internship respondents were more positive about the value of their learning abroad experience. Participants also reported a positive impact for Developing skills to support your professional role and Developing your professional knowledge.

While some of these positive impacts may be expected through participation in an international work-related program, the results confirm that major institutional and individual investment in these programs is resulting in amplified graduate outcomes. The higher return on investment on these programs should support future expansion of international internships, professional practicums and clinical placements in future. These programs may be especially important in supporting students to secure work in their field of study after graduation and beyond.

Two areas in which internship respondents reported lower results were Income level and Self-confidence. The result for Income level may reflect the over-representation of Health sector workers in the respondent group. Internship participants are more likely to be working in the Public and Non-profit sectors (59% internship; 39% other programs) rather than the Private sector (41% internship; 55% other programs).

The result for Self-confidence is more difficult to explain, and reflects the difference in the rating between the categories "very worthwhile" and "somewhat worthwhile"². One explanation may be that undertaking an international work-related experience exposes students to new and ambiguous situations, through which they realise how much they still have to learn to engage in a professional work environment in the future. Kolb's theory of learning through tension was used by Cleary (2014) to explain how students learn through challenges in the international workplace. This finding suggests internships may help students to discover how much they don't know at that stage of their professional development.

1 Differences reported in this section are statistically significant at the p=0.5 level

2 Self-confidence - Very worthwhile Internship 67%; Other programs 79%, Worthwhile Internship 28%; Other programs 18%

Internships, professional practicums and clinical placements

Very positive & positive impact

92%

Internship

84%

Other learning abroad

Developing skills to support your professional role

75%

Internship

58%

Other learning abroad

Obtaining your first job in your field of study

66%

Internship

55%

Other learning abroad

Obtaining subsequent **career-related jobs**

16%

Internship

23%

Other learning abroad

Income level in current role

89%

Internship

83%

Other learning abroad

Teamwork

90%

Internship

88%

Other learning abroad

Problem solving

92%

Internship

79%

Other learning abroad

Developing your **professional knowledge**

96%

Internship

97%

Other learning abroad

Developing **self confidence**

Very worthwhile & somewhat worthwhile

Supporting growth through access to learning abroad

Over the last five years participation has grown (in particular) in short-term programs, study tours and programs in Asia. At least part of this shift can be attributed to Federal Government policy funding for undergraduate study in Asia through the New Colombo Plan. Many institutions have successfully used government funding, often supplemented by institutional funding, to increase the participation of students from under-represented backgrounds.

The data collected in this study provided a unique opportunity to look at participation patterns for defined cohorts of students. Individual respondent data was collected on both socio-economic status³ and first-in-family (to university) status⁴. Due to the nature of these indicators, there is overlap (the indicators are correlated). Neither indicator provides a perfect measure of access and equity, but the trends are notable and worth considering in terms of how Australian universities plan to expand participation in the future.

Socio-economic status and first-in-family status are correlated with region, duration and activity. This means that the family background of a student is related to where they choose to go, how long they go for and the kind of activity they undertake. Questions remain about the rationale for their choices – this analysis provides correlation, not causation. Research from other countries indicates that learning abroad participation for under-represented students is more complex than the financial equation, and often involve many other factors including family commitments, other travel experiences (or lack of), and academic considerations such as time to graduation.

Correlation between both socio-economic status and first-in-family status and New Colombo Plan participation⁶ suggests that the Federal Government strategy in this area is having some impact, particularly for low and medium SES, first-in-family students.

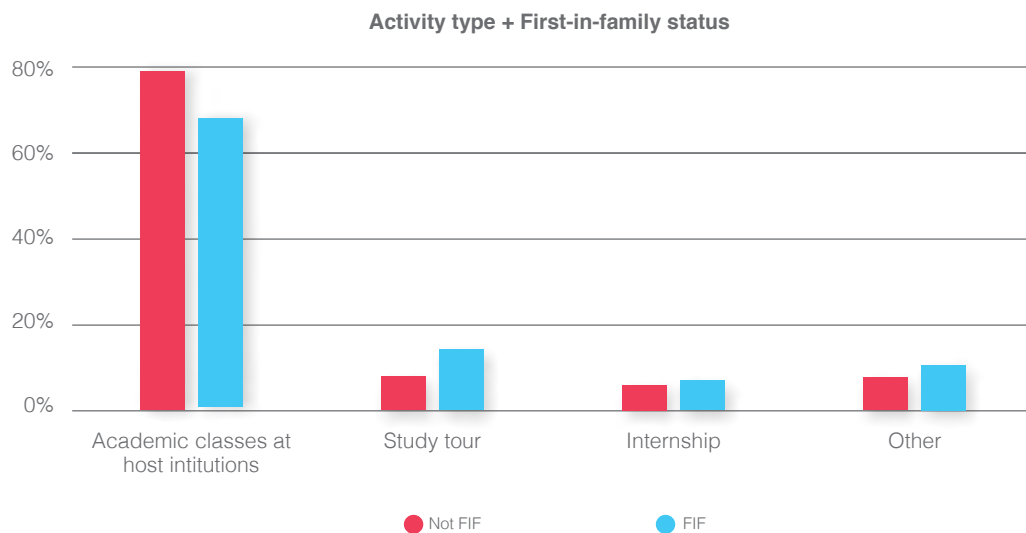
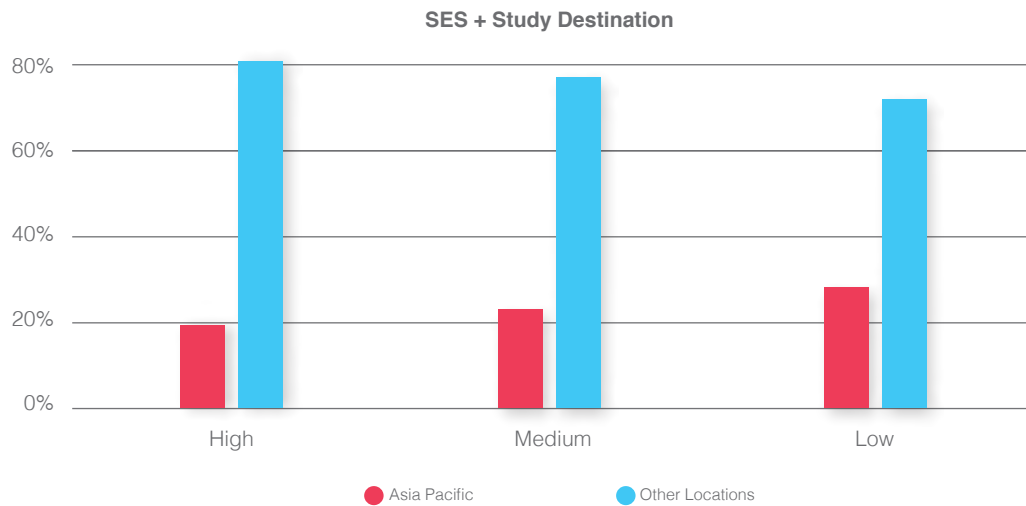
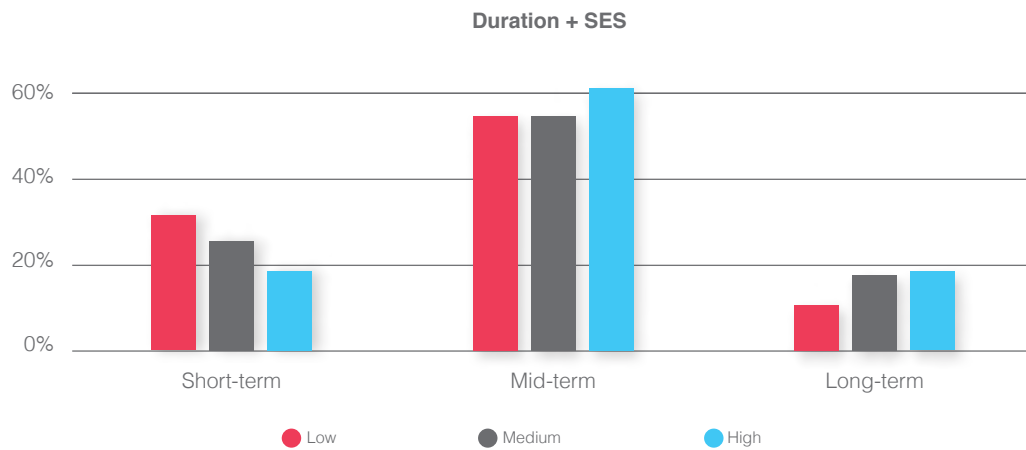
While further research on this topic would be helpful, institutions can use their own participation data to understand the trends within their own student cohorts. Where institutional grants and scholarships are provided, consideration should be given to how conditions on these awards may be unintentionally restricting access to learning abroad programs. Consideration should also be given to other target groups that may be added to access and equity categories.

Correlation between both socio-economic status and first-in-family status and New Colombo Plan participation suggests that the Federal Government strategy in this area is having some impact, particularly for low and medium SES, first-in-family students.

3 Respondents provided their high school, which was converted to postcode and assigned an SES designation according to the ABS SEIFA IRSAD index. While this is not a perfect measure of individual family SES, it is an acceptable proxy measure. SES was only recorded for Australian domestic students. n=2747

4 Respondents provided highest education level of mother and father. Data was only included where status of both parents were complete. n=3247

5 The size effect is very small.



Implications for policy and practice

The study of outcomes from learning abroad programs is not a simple task, especially when asking respondents to reflect on educational experiences that occurred in the past, as part of a broader study program. Time changes memories and reflection can alter the value of past life events. The results presented in this report are not objective measures of skills development or income levels. However, they represent the opinions of alumni of Australian universities, who are now advocates of the value of international study opportunities as an important component of the higher education system. Their opinions matter as they move into leadership roles in their communities and their organisations.

This study has provided the first comprehensive insight of the connection between learning abroad and careers for a large sample of former participants of learning abroad programs. The key take-away of the study is that learning abroad supports the development of work-relevant skills and knowledge. While the positive impact was found across all program types, durations and destinations of study, internships and other practical experiences resulted in an amplified impact on skills and graduate employment. To strengthen employability outcomes, institutions should increase access to learning abroad programs that provide students with a practical work component. Such programs can be difficult to deliver and often require additional resources. However, the findings of this study indicate that the return on investment on such programs is high.

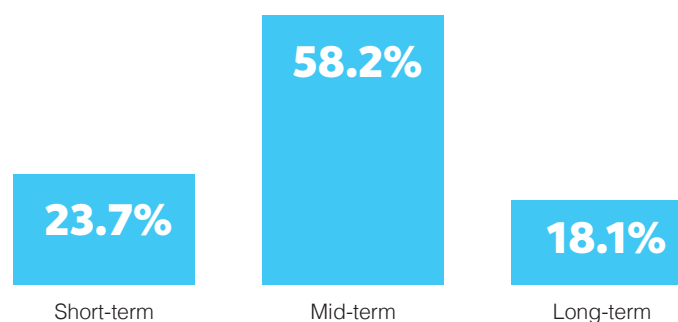
It is important to recognise that learning abroad is part of an eco-system of high impact educational experiences offered by universities to enrich the student experience. Not all students want to study abroad – students should be encouraged to find the right educational experiences to align with their personal and professional goals. However, there are many more students in Australian universities who can benefit from learning abroad if the policy settings are aligned to support a diversity of destinations, program formats and student participants. The recent pivot to Asia has broadened and deepened access to learning abroad in Australia while expanding positive employability outcomes for graduates. With the benefit of recent experience and greater insight, more students can be supported to build skills, knowledge and confidence while learning about the world.

This study has provided the first comprehensive insight of the connection between learning abroad and careers for a large sample of former participants of learning abroad programs. The key take-away of the study is that learning abroad supports the development of work-relevant skills and knowledge.

About the study sample

Learning abroad program

YEAR OF LEARNING ABROAD PROGRAM			
2019	5 (0.0%)	2012	222 (6.6%)
2018	222 (6.6%)	2011	202 (6.0%)
2017	435 (12.9%)	2010	142 (4.2%)
2016	442 (13.1%)	2009	112 (3.3%)
2015	365 (10.8%)	2008	90 (2.7%)
2014	399 (11.8%)	Prior to 2008	423 (12.6%)
2013	317 (9.4%)		
REGION OF STUDY			
Africa & Middle East	51 (1.5%)	Europe	1642 (48.6%)
Asia & Oceania	749 (22.2%)	Americas	934 (27.7%)
TOP COUNTRIES			
USA	552 (16.4%)	Italy	170 (5.0%)
UK	481 (14.2%)	China	141 (4.2%)
Canada	287 (8.5%)	Netherlands	138 (4.1%)
France	178 (5.3%)	Japan	137 (4.1%)
Germany	177 (5.2%)	Sweden	118 (3.5%)
DURATION OF LEARNING ABROAD			
2 weeks or less (short)	264 (7.8%)	4-6 months (mid)	1804 (53.4%)
3-4 weeks (short)	382 (11.3%)	7-12 months (long)	538 (15.9%)
5-7 weeks (short)	154 (4.6%)	More than 12 months (long)	72 (2.1%)
2-3 months (mid)	162 (4.8%)		



ACTIVITY			
Academic classes taught at an overseas institution			2561 (75.9%)
Study tour (home institution)			213 (6.3%)
Study tour (another organisation)			100 (3.0%)
Internship, practicum, clinical placement			211 (6.3%)
Language program			93 (2.8%)
Volunteering			39 (1.2%)
Research			74 (2.2%)
Double/joint degree			40 (1.2%)
Conference/competition			16 (0.5%)
Other			29 (0.9%)
LANGUAGE OF LEARNING ABROAD			
English			2522 (74.7%)
Host country language			387 (11.5%)
Combination of English and host country language			445 (13.2%)
Other			21 (0.6%)
ACADEMIC CREDIT STATUS			
For credit			3184 (94.3%)
Not for credit			139 (4.1%)
Don't know			53 (1.6%)
SCHOLARSHIP OR GRANT (MULTIPLE SELECTIONS PERMITTED)			
Home institution	2080 (61.6%)	A Foundation	66 (2.0%)
Australian Government	658 (19.5%)	Other	117 (3.5%)
Foreign Government	87 (2.6%)	Program affiliation	
Host institution	119 (3.5%)	NCP	239 (7.1%)
STUDIED ABROAD MORE THAN ONCE			
Yes	863 (25.6%)	Twice	681 (20.2%)
No	2513 (74.4%)	Three times	140 (4.1%)
		Four or more	41 (1.2%)

Study detail

DEGREE LEVEL WHEN ABROAD			
Undergraduate			2976 (88.2%)
Postgraduate coursework			337 (10%)
Higher Degree Research			63 (1.9%)
GRADUATION YEAR			
2018	776 (23%)	2013	221 (6.5%)
2017	454 (13.4%)	2012	204 (6%)
2016	404 (12%)	2011	125 (3.7%)
2015	348 (10.3%)	2010	114 (3.4%)
2014	268 (7.9%)	Prior to 2010	462 (13.7%)
MAJOR AREAS OF STUDY			
Agriculture, environment & related studies			106 (3.2%)
Architecture & building			161 (4.8%)
Creative arts (inc. comms & media)			503 (15.1%)
Education			118 (3.5%)
Engineering & related technologies			228 (6.8%)
Food, Hospitality, personal services			15 (0.4%)
Health			278 (8.3%)
Information technology			76 (2.3%)
Management & commerce			652 (19.5%)
Natural & physical sciences			264 (7.9%)
Society & culture			1411 (42.3%)
Mixed Field Programs			110 (3.3%)
ENROLMENT STATUS			
International student			251 (7.4%)
Domestic student			3125 (92.6%)
HIGHEST LEVEL OF STUDY COMPLETED			
Undergraduate	1487 (44%)	Graduate coursework	1201 (35.6%)
Undergraduate Honours	578 (17.1%)	PhD	119 (3.5%)

Individual background information

GENDER			
Female	2274 (67.7%)	Other	18 (0.5%)
Male	1027 (30.6%)	Prefer not to say	38 (1.1%)
ATSII			
Yes	24 (0.7%)	Prefer not to say	44 (1.3%)
No	3274 (97%)		
AGE			
15-19 years	1 (0%)	35-39 years	250 (7.5%)
20-24 years	971 (29%)	40-44 years	137 (4.1%)
25-29 years	1219 (36.4%)	45 and older	123 (3.7%)
30-34 years	629 (18.8%)	Prefer not to say	20 (0.6%)
SES		FIRST IN FAMILY TO UNIVERSITY	
Low	210 (7.6%)	No	2280 (67.5%)
Mid	1080 (39.3%)	Yes	967 (28.6%)
High	1457 (53%)	Unknown	129 (3.8%)
INTERNATIONAL EXPERIENCE BEFORE HE ENROLMENT - WORKED, LIVED OR STUDIED ABROAD			
Yes	1408 (41.7%)	No	1968 (58.3%)

Overall impact of learning abroad

EXTREMELY POSITIVE & SOMEWHAT POSITIVE			
Ability to interact with diverse individuals	96%	Critical thinking	86%
Communication	95%	Creativity/Innovative thinking	84%
Capacity to adapt & learn quickly	95%	Teamwork	83%
Problem solving	88%	Entrepreneurship	55%
Judgement & decision making	88%		
VERY POSITIVE & POSITIVE IMPACT			
Developing skills to support your professional role	85%	Obtaining subsequent career-related jobs	56%
Long-term career prospects	66%	Income level in current role	22%
Obtaining your first job in your field of study	59%		

Current work

CURRENT MAJOR ACTIVITY			
Full-time employment	2267 (67.4%)	Full-time study	276 (8.2%)
Self-employed	152 (4.5%)	Seeking employment	95 (2.8%)
Part-time employed	281 (8.4%)	Family care	36 (1.1%)
Part-time employed + study	189 (5.6%)	Taking a break	69 (2.1%)
SECTOR			
Public or Government	944 (30.5%)	Non-profit	253 (8.2%)
Private	1697 (54.7%)		
TOP 6 INDUSTRIES OF EMPLOYMENT			
Professional & scientific services	554 (17.9%)	Healthcare & social assistance	335 (10.8%)
Education & training	479 (15.5%)	Financial & insurance services	195 (6.3%)
Other services	426 (13.7%)	Information media & telecommunications	141 (4.5%)
SCOPE OF ORGANISATION			
Local/regional	945 (30.5%)	International	945 (37.5%)
National	781 (25.2%)		
COUNTRY OF CURRENT ROLE			
Australia	2558 (77.7%)	Another country	497 (22.3%)
TOP 6 COUNTRIES (CURRENT ROLE)			
UK	115 (3.5%)	Singapore	29 (0.9%)
USA	82 (2.5%)	Germany	24 (0.7%)
Canada	33 (1%)	Hong Kong	21 (0.6%)
INTERNATIONAL WORK EXPERIENCE SINCE GRADUATION			
I have mostly worked in Australia	2126 (64.9%)		
I have mostly worked in a country other than Australia or my home country	381 (11.6%)		
I have been posted overseas by my employer	136 (4.1%)		
I have been sent overseas on short-term work assignments	266 (8.1%)		
I have lived abroad for the purpose of employment independent of an employer	457 (13.9%)		
I plan to work abroad in the future	1007 (30.7%)		
Other	90 (2.7%)		

Represented institutions

INSTITUTION	
Australian Catholic University	Southern Cross University
Australian National University	Swinburne University
Bond University	University of Adelaide
Central Queensland University	University of Canberra
Charles Sturt University	University of Melbourne
Curtin University	University of Newcastle
Deakin University	University of New England
Edith Cowan University	University of New South Wales
Federation University	University of Queensland
Flinders University	University of South Australia
Griffith University	University of Sydney
James Cook University	University of Tasmania
La Trobe University	University of Technology Sydney
Macquarie University	University of the Sunshine Coast
Monash University	University of Western Australia
Murdoch University	University of Wollongong
QUT	Victoria University
RMIT	Western Sydney University

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International Education
Association of Australia



Contact us

 +613 9925 4579

 admin@ieaa.org.au

ieaa.org.au

