Improving work placement for international students, their mentors and other stakeholders

Final report 2016

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http://wisp-project.weebly.com
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List of acronyms

ACEN  Australian Collaborative Education Network
AIEA  Australian International Education Association
AUQA  Australian Universities Quality Agency
CaLD  Culturally and Linguistically Diverse
DEEWR Department of Education, Employment and Workplace Relations
DET  Department of Education and Training
EAL   English as an Additional Language
ESL   English as a second language
GBS   Griffith Business School
IEAA  International Education Association of Australia
IELTS International English Language Testing System
IMPEL Impact Management Planning and Evaluation Ladder
NAFEA National Association of Field Experience Administrators
NAFSA Association of International Educators
OLT   Australian Government Office for Teaching and Learning
QUT   Queensland University of Technology
TOEFL Test of English as a Foreign Language
USQ   University of Southern Queensland
WIL   Work Integrated Learning
WISP  Work Placement for International Students Programs
WMWP  WISP Model of Effective Practice

Key terms defined

International students  Students who come to study in Australia from another country.
Workplace staff       The person or people responsible for supervising, mentoring or facilitating international students during work placement.
University staff       The person or people responsible for activities at the university site related to work placement, e.g., academic, university liaison, coordinator, placement officer, English support staff etc.
Work placement         An experience undertaken by international students in a workplace that is usually assessed, e.g., WIL, work experience, practicum, internship etc.
Course                 Refers to any single semester or unit of study at university
Program                Refers to the overall degree students are undertaking
Executive summary

Work Placement for International Student Programs (WISP) Project

Project context and issue
With an increase in international students enrolling in universities across Australia, as well as a reported interest in workplace experience, career advice and employability for international students the Work Placement for International Student Programs (WISP) project was timely (Barton, Hartwig & Cain, 2015). The research literature shows strong evidence of issues and concerns that international students face during the work placements within their study programs (Barton et al., 2015; Brown, 2008; Spooner-Lane, Tangen & Campbell, 2009). However, limited discourse exists on successes and the strengths and richness that international students can offer in workplace contexts. With many universities developing Internationalisation and Employability policies and frameworks, investigating the work placement component of study programs in a range of disciplinary areas was necessary to improve the international student experience.

Aims of the projects
The WISP project’s main aim was to improve work placement components of study programs for international students. More specifically the project aimed to:

- Identify current procedures and practices in relation to work-placement and associated assessment for international students in the discipline areas of Business, Education, Engineering, and Health in participating institutions
- Identify and understand challenges, concerns and successes for international students, their mentors (i.e. those people who are responsible for assessing and working with students during their placement) and coordinators (i.e. those people responsible for the coordination of placements, at both universities and workplaces) prior to, during and after the students leave and
- Develop and apply a working model of effective practice around internationalisation, work-place socialisation and reflection. The model provided a theoretical and evidence-based foundation in the development of support materials for current and prospective international students, their supervisors, coordinators and relevant university staff.

Project approach and methodology
A number of strategies were employed to investigate work placements for international students across six university sites including the lead institution, Griffith University (Education and Psychology), Curtin University (Engineering and Occupational Therapy),

1 The WISP project was originally submitted to the OLT as Improving work placement for international students, their mentors and other stakeholders. Work placement refers to any experience within a workplace context such as work integrated learning, work experience, practicum, internship etc.
Deakin University (Education), Monash University (Education), Queensland University of Technology (Business, Education, Nursing and Psychology), and University of Southern Queensland (Business).

Initially an annotated bibliography including a large database of relevant literature was compiled. Next a scan, collation and analysis of documents such as course or unit profiles, resources and materials such as workplace handbooks, and past international student reports were carried out (totalling over 250 artefacts). A large number of interviews were conducted with international students (approximately 80), their supervisors (approximately 20) and university staff including academics, placement and support staff across each university site (approximately 45). A large scale survey was also developed and distributed Australia-wide. With 340 students completing this survey important data was collected about international students’ workplace experiences and self-perceived employability. Findings from each of these data sets informed the development of a model of effective practice for international students, their supervisors and other stakeholders related to work placements.

Project outputs/deliverables/resources
All outputs from the WISP project are available publicly on the website: http://wisp-project.weebly.com/ In particular, the website holds:

- an annotated bibliography and large database of relevant literature (wisp-project.net)
- information on the large scale data collection and analysis procedures
- an explanation of the model of effective practice including application of the model for success in work placement
- resources for international students, university staff and workplace staff
- information on past and upcoming events and
- research outputs and dissemination strategies including publications, conference presentations, workshops, seminars and the official project forum.

Video clips highlighting success stories also feature on the website.

Impact of the project
The most significant impact from the project to date is the collaboration across a range of institutions as well as disciplinary areas. These collaborations have resulted in a number of workshops and seminars as well as national and international conference presentations. Feedback from these events have been positive with participants commenting favourably on both the relevance of the model of effective practice as well as the resources developed as a result of the data collection and analysis.

Resulting from the extensive data collection for the WISP project are important insights into international students’ experiences before, during and after work placements within Australian university programs. Viewing international students’ workplace experiences from a positive and strengths-based lens has also impacted greatly on the research literature, particularly given previous research largely focuses on challenges and negative aspects of international students’ experiences in workplace contexts (Barton, Hartwig, Joseph & Podorova, in press).
In addition, an edited volume titled: *Professional Learning for International Students: Exploring Theory and Practice* is being published by Springer Publishers (in press). The book, split into three sections, investigates theorisations around key concepts of internationalisation and interculturalisation, multi-socialisation and reflection and reflective practice; empirical data resulting from the WISP project; and strategies for systemic change within higher education institutions related to work placements and international students.

Further work that impacts on systemic procedures and policies will be ongoing at each of the university sites. This includes but is not limited to: continued improvement of the delivery of learning and teaching practices that prepares international students in each of the discipline areas and sites; increasing the number of workshops and conference presentations delivered at other university sites across Australia as well as internationally; continued collaborations with the International Education Association Australia through events such as symposiums and the annual Australian International Education Association conference; and input into relevant and key policies and practices within higher education contexts.

**Key findings or recommendations**
A number of key findings and recommendations resulted from the WISP project. Workplace experiences are highly valued by international students, who often experience success in workplace contexts. Unfortunately, these successes are not usually reported on.

International students, as well as their supervisors and other relevant stakeholders also experience challenges that can easily be alleviated if an intercultural approach to understanding and interaction is carried out. The WISP model of effective practice highlights ways in which to embed such an approach. Overall recommendations² include:

<table>
<thead>
<tr>
<th>International students</th>
<th>University Staff (includes academic support staff)</th>
<th>Work place supervisors and staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know and use the range of support services available at your university for international students.</td>
<td>Organise a meeting with international students and their supervisor prior to work placement, as well as post-placement sessions with university staff.</td>
<td>Create a welcoming workplace environment including a student work space, clear expectations and open lines of communication.</td>
</tr>
<tr>
<td>Learn about and experience new cultural and professional contexts through volunteering.</td>
<td>Encourage international students to gain experience in new cultural and professional contexts through volunteering.</td>
<td>Embrace and utilise international students’ unique cultural knowledge and experience in your workplace.</td>
</tr>
<tr>
<td>Be involved in any university learning activities that will assist you to reflect and understand Australian workplace contexts.</td>
<td>Include a range of teaching and learning activities such as role plays, videos and critical reflection to assist international students’ understanding of Australian workplace contexts.</td>
<td>Include a diverse range of communication techniques to explain key concepts about the workplace context.</td>
</tr>
<tr>
<td>Participate in a community of learners by sharing your expertise, cultural knowledge and skill sets with the university, workplace and your peers.</td>
<td>Create a community of learners through multimedia to encourage communication during work placement.</td>
<td>Encourage international students to become involved in the wider workplace community.</td>
</tr>
<tr>
<td>Regularly seek your supervisor’s feedback on your performance and ensure you understand and can implement this advice.</td>
<td>Share responsibility of feedback and assessment to allow a fuller understanding of the student’s progress.</td>
<td>Provide international students regular feedback and demonstrate strategies for improvement and check for understanding.</td>
</tr>
</tbody>
</table>

² Further details of these can be found at the end of this report as well as in Appendix M – that includes reports from each university site.
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Chapter 1  Context and aims

Context
Internationalisation and enrolment of international students in higher degree institutions in Australia has increased remarkably over the past decade; indeed, over 440,000 international students enrolled in Australian universities in 2016 alone (Australian Government, 2016; DEEWR, 2009-2016). Research on international students acknowledges the many challenges these students face when undertaking study in another country (Cruickshank, 2004; Qing, Schweisfurth, & Day, 2010; Spooner-Lane, Tangen, & Campbell, 2007, 2009). There are additional challenges related to work placement (practicum, field experience, work integrated learning [WIL]), components of study (Campbell, Tangen, & Spooner-Lane, 2006; Liu, 1998; Tangen, Mercer, Spooner-Lane, & Hepple, 2011). It is important to note, however, that international students experience their study, their work placement and even their time away from home differently and can experience success (Barton, Hartwig, & Cain, 2015). Carroll and Ryan (2005) noted that students identified as ‘international’ are actually a diverse group and it is important to consider their educational mobility, pedagogic variation, and their differences in English proficiency. Understanding that individual international students have distinct needs, in particular during work placement components of study, is not present in existing learning and teaching, and research studies.

The research literature acknowledges that there are a number of challenges and issues that international students face during their work placements in unfamiliar surroundings. These include factors such as: language difficulties, homesickness, lack of understanding of the cultural and professional context, differences in approaches to discipline learning, and difficulties with their supervisors (Brown, 2008; Campbell & Uusimaki, 2006; Cruickshank, 2004; Facchinetti, 2010; Spooner-Lane et al., 2009). In addition, team members of the WISP project acknowledged a range of issues faced by international students including: diversity in cultural practices and language, difficulty understanding the Australian context, and misunderstandings and communication with supervisors while undertaking work placements. There is an inherent lack of literature and evidence-based research however, that explores successful strategies related to work placements as well as positive and strengths-based approaches to international student experiences before, during and after work placement. The WISP project aimed to fill this gap.

The project followed on from, and drew on, a number of other projects including a Griffith Learning and Teaching grant that explored the practicum experience for international pre-service teachers (Hartwig & Barton, 2013); a Griffith University Business School project entitled the Work integrated learning overseas project (Sands et al., 2012); The WIL Report (Patrick et al., 2009); Developing agentic professionals through practice-based pedagogies (Billett, 2009); and a teaching and learning project entitled Improving success in field experience within the Faculty of Education at the Queensland University of Technology.
Bahr, Crosswell, & Barton, 2013). Initial findings from these projects confirmed a number of issues and/or concerns, specific to work placements, which international students experience. There was however, limited insight into the successes that international students face during work placement.

Despite the findings from these previous projects, there was still a lot to achieve in the improvement of work placement practices for international students particularly when considering the effective partnership required between the university and workplace sites. The research literature indicated that there are still unmet needs for international students in Australia undertaking work placements across various disciplines. As such, initial findings from the above projects and the research literature (Brown, 2008; Campbell & Uusimaki, 2006; Cruickshank, 2004) indicated a need for a model of effective practice that can be flexible enough to be applied across faculties, universities and workplace contexts. Without such a model, practices may continue without further improvement to international students’ experiences and outcomes. It could also mean that the relationship between Australian universities and overseas students may diminish without a concerted effort to improve the important work placement components in courses of study.

**Aims**

This project aimed to improve work placements for international students across a range of disciplines and universities. The project addressed the Office for Learning and Teaching’s priority area of internationalisation as it aimed to improve the ways in which international students, as individuals, engage with their work placement as well as with their supervisors or industry partner throughout the assessment process. The project included an investigation of current procedures, practices and assessment related to work placements for international students in a number of programs including Education, Psychology and Speech Pathology at Griffith University; Business at the University of Southern Queensland (USQ); Education and Nursing at the Queensland University of Technology (QUT); Education at Monash University and Deakin University in Victoria; and Engineering and Occupational Therapy at Curtin University in Western Australia. The number of international students that undertook work placement at these universities in these selected disciplinary areas during 2015 was approximately 1200 students³ across 28-35 undergraduate and postgraduate courses.

The broader aims of this project were:

- To identify current procedures and practices in relation to work placement and the assessment of work placement for international students in the discipline areas of Business, Education, Engineering and Health (Nursing, Occupational Therapy, Psychology and Speech Pathology) in participating institutions.

³ During 2015, Griffith University had a total of 7190 international students enrolled across all courses and programs.
• To identify challenges, concerns and successes for international students, their supervisors (i.e. those people who are responsible for assessing and working with students during their placement) and coordinators (i.e. those people responsible for the coordination of placements, at both universities and workplaces) prior to, during and after work placement.

• To develop a working model of effective practice around internationalisation, workplace socialisation and reflection. The project acknowledges the positive partnership required in order for work placements to be successful and therefore considered this relationship in a model we have named the WISP Model of Effective Practice for international students (WMEP). This model is available on the project’s website and has accompanying supporting materials and associated resources for current and prospective international students, their supervisors and coordinators as well as relevant university staff.

These aims have been achieved by the WISP team working collaboratively across schools and faculties, with each institution’s international student support centres, as well as with the external jurisdictions involved in the work placement components of each course.
Chapter 2  Approach and methodology

Approach

Theoretical framework
The WISP project was proposed with reference to previous OLT learning and teaching projects and the notions of internationalisation (Nash, 2011; Yarlagadda, 2013) and interculturalisation (Griffith University, 2014; Hunter, Pearson, & Guiterrez, 2015), multi-socialisation (Barton et al., in press; Billett, 2004; Orrell, 2011; Smith, 2011) and reflection and reflective practice (Boud, 1999; Ryan & Ryan, 2013). It acknowledges the important relationship between university and work placement sites and aims to use these theoretical approaches to improve and strengthen this relationship, including procedures, practices and assessment associated with work placement. Consequently, the project’s research drew on conceptualisations developed around:

1. Internationalisation and interculturalisation – including the diversity of international student cohorts and the associated policy, practices and assessment related to international students in higher education;
2. Multi-socialisation – exploring the ways in which international students socialise into a new country, new university and new workplace with a particular focus on Work Integrated Learning (WIL) and disciplinarity; and
3. Reflection and reflective Practice – acknowledging that for improvement and change to occur those involved need to reflect on current and possible future practice.

Understanding the underlying and critical principles of each of these three areas as well as where they intersect was crucial for the success of this study. Previous research tended to focus on just one or two of these (Smith, Clegg, Lawrence, & Todd, 2007; Welch, Vo-Tran, Pittayachawan, & Reynolds, 2012) but the WISP project argues that a consistent and systematic approach that acknowledges all three, and the relationship between them, is required in order to assist international students, higher education staff and other stakeholders involved in work placement components of study.

Internationalisation and interculturalisation
Internationalisation has received a great deal of attention over the past few decades (DEEWR, 2005-2009; Jiang & Carpenter, 2011). Considering work placements for international students, and the processes surrounding them, can be complex. Each student, institution and discipline potentially has distinct approaches to the work placement component of study. International students themselves are diverse but are often referred to as a cohesive group. International student cohorts come from different geographical locations, have distinct individual needs, and differ in their reasons for studying abroad. They also have had diverse experiences (particularly in the discipline chosen as their focus
on study), and individually have various support systems in place while living away from home.

Knight's (1999) work presented a strategic view of a number of approaches to internationalisation. The first was an *activity* approach, which focused on the types of pursuits that take place for international students and those around them; second, a *competency* approach, explored change in knowledge, skills, interest, values and attitudes of the various groups involved; thirdly, an *ethos* approach assisted in the development of an ethical culture and climate which facilitated internationalisation; and finally, a *process* approach supported international aspects of an organisation including academic and managerial components. In her later work, Knight (2004) remodelled this initial work and added outcomes, rationales, on campus and cross-border/abroad approaches in higher education.

Another theory related to internationalisation is interculturalisation which is identified by Griffith University’s internationalisation policy as “a process that aims for staff and graduates to gain appropriate competencies and proficiencies to fulfil and take their role as global citizens”. Similarly, Hunter, Pearson and Guiterrez’s (2015) research sees interculturalisation as an approach that “understands others first, yourself second, and in a truly reflective nature, the introspective analysis of teaching and learning” (Hunter, Pearson and Gutierrez, 2015, p. i). They further extrapolate that interculturalisation is an approach that exercises tolerance and openness which can be understood through a process of ‘transcending’ one cultural system for another. This means that individuals are able to consider a critical event from a different perspective to what they would normally be used to. Hunter *et al.* (2015) acknowledge that people would therefore act as cultural agents as they learn about others’ “shared knowledge, values, and behaviours that connect us” (p. 1). Ultimately, positive engagement between all parties is needed for intercultural exchanges to be successful amongst international students, their mentors and others participating in the provision of workplace experiences.

An intercultural approach needs both international students and work placement staff to be aware of the diverse range of how people consider their experiences as well as what they know, can do and value (Barton & Billett, 2016). An acknowledgement of differences in how people analyse, understand and enact is important to accept others’ beliefs and cultural backgrounds. Wells’ (2000) cultural development model has also started us thinking about the concepts of cultural awareness, cultural proficiency and cultural competence, whereby an embedded approach takes us beyond these particular competencies. The six stages of the Wells’ (2000, p. 191) model are:

1. cultural incompetence: a lack of knowledge of the cultural implications of health behaviour;
2. cultural knowledge: learning the elements of culture and their role in shaping and defining health behaviour;
3. cultural awareness: recognising and understanding the cultural implications of health behaviour;
4. cultural sensitivity: the integration of cultural knowledge and awareness into individual and institutional behaviour;
5. cultural competence: the routine application of culturally appropriate healthcare interventions and practices; and
6. cultural proficiency: the integration of cultural competence into the culture of the organisation and into professional practice, teaching and research mastery of the cognitive and affective phases of cultural development.

Progression through the last three stages of this model requires practical experience working with culturally and linguistically diverse populations (Wells, 2000).

A thorough investigation of these approaches was necessary for the WISP project particularly in regard to the ways in which each distinct institution and discipline approached work placement with their international students. All data collected was analysed using Knight’s (1999) approaches to internationalisation with the view of developing a model flexible enough to be appropriate for the diversity of students, disciplines and work placement.

**Multi-socialisation: Personal and professional**

Socialisation is a process throughout life where people adopt and adapt to certain traditions, attitudes and values of a social group. The process of socialisation can occur across multiple contexts and amongst a range of populaces. When considering work placements for international students there is potential for socialisation practices to occur not only in the workplace environment but also within the cultural boundaries of that environment. In addition, international students are likely to continue their socialisation amongst their peers, families and communities at the same time. Combined, this creates a complex and multi-dimensionalised process of socialisation for international students - or what we term ‘multi-socialisation’ (Barton et al., in press). It can therefore be difficult for some to negotiate within these spaces; for others it is exciting and rewarding.

An alignment of the dimensions mentioned above has been made with a disciplinary theoretical framework known as professional socialisation (Barton, 2015; Barton & Hartwig, in press). Much recent research on work integrated learning (WIL) sees the immersion of higher education students into the professional workplace and disciplinary field for individuals to learn “to adopt the values, skills, attitudes, norms and knowledge needed for membership in a given society, group or organisation” (Gardner & Barnes, 2007, p. 3). Professional socialisation involves the role of both students and their supervisors in the work process. For any under- or post-graduate student, negotiating and understanding the workplace, its expectations and organisational structure (including relationships) can be extremely complex, difficult and time consuming. For international students these aspects are magnified given the differences of their prior life experience. There is evidence that
international students often find it difficult to understand a new cultural context as well as certain work practices, particularly if they have not experienced such practices before and if they are not obvious. Not only do international students need to socialise into the higher education institution and disciplinary area in which they embark upon their studies, but also need to negotiate within the work placement component of their course. For some students this occurs within 2-3 months of their arrival in a new country. Golde (1998) acknowledges this as a ‘double socialisation’ process, and this plays an important role in both the findings of the project and the production of resources.

Billett’s (2004) research on workplace participatory practices identifies a number of routine levels that are either afforded or regulated within the professional environment. These are: that learning is seen as a consequence of participation in social practices; the notion that there are procedural goals that impact on workplace pedagogy; and that individuals’ own agency and intentionalities come into play. It was important for this study to investigate all aspects of work integrated learning, particularly framed around Billett’s (2004) notions of affordances and regulations, for international students.

Reflection and reflective practice

Reflection or reflective practice is a critical component of any disciplinary practice, as well as for higher education students throughout their study. Presently, each university in this project\(^4\) have reflection listed as an essential skill of graduates, similar to many universities’ graduate skills across the country. Students often complete assessment tasks that involve some kind of reflective practice whether oral or written. In components of study such as work placement, reflecting on one’s experience is vital for success. Reflection can be a complex skill and therefore this project aims to implement the 4Rs model\(^5\) (Ryan & Ryan, 2013) for both students and their supervisors during the work placement. The 4Rs model (reporting, relating, reasoning, and reconstructing) provides a framework whereby students can enact reflective practice and critical thinking “in order to improve their lifelong learning and professional practice in higher education” (Rogers, 2011 as cited in Ryan, 2011, p. 1). It has been noted that reflection can be particularly useful in courses that include work placements (Ryan, 2011) but further that reflective practice may take various forms depending on the discipline in which it takes place (Barton & Ryan, 2013). It is envisaged that the 4Rs model will provide a starting point in which both student and industry supervisor can reflect more effectively on their experiences, including feedback or development over the course of the work placement, the assessment processes, and the relationship both professionally and personally between student and supervisor within the work placement context.

\(^4\) Griffith’s Centre for Learning Futures lists under the graduate attribute: Ability to apply discipline/professional skills and knowledge in the workplace, that learning outcomes are maximised through reflection.

\(^5\) This model is based on Bain, Ballantyne, Mills and Nestor’s 5R model (2002).
This project explored the relationship between these conceptualisations (see Figure 1): internationalisation and interculturalisation, multi-socialisation and reflection and reflective practice, in order to develop the WISP model of effective practice as well as the website and resources to support effective practice surrounding international students and work placement.

The WISP Model of Effective Practice (WMEP)

The above theoretical frameworks provided a suitable platform by which to highlight the issues and concerns as well as areas in which students find success and effective strategies to support them through their workplace. It is therefore argued that considering the interrelatedness of these models is vital for improvement of work placement for international students in general.

The team has utilised the WISP Model of Effective Practice (see Figure 2) when conducting workshops and other dissemination activities, to demonstrate ways to support and improve the experience of international students during work placement.
The three theoretical frameworks of internationalisation, multi-socialisation and reflection and reflective practice greatly influenced the development of the model. Further, interculturalisation, development and understanding is encouraged for all stakeholders in moving towards success. A professional PowerPoint presentation has been constructed which shows how the model can be applied in practice. This presentation is on the public website and is attached in Appendix D to this report.

Methodology

The WISP project employed a mixed method in gathering data to answer the following research questions:

1. What are the current procedures and practices in relation to work placement and the assessment of work placement for international students in the discipline areas of Business, Education, Engineering and Health (Nursing, Occupational Therapy, Psychology and Speech Pathology) in participating institutions?
2. What are the current challenges, concerns and successes for international students, their supervisors (i.e. those people who are responsible for assessing and working with students during their placement) and coordinators (i.e. those people responsible for the coordination of placements, at both universities and workplaces) prior to, during and after work placement?
3. What would a model of effective practice, that takes into account the concepts of internationalisation/interculturalisation, multi-socialisation and reflection look like?

The project acknowledged that positive partnerships are required in order for work placements to be successful. The WISP model of effective practice has informed the project website and accompanying supporting materials and associated resources for current and prospective international students, their supervisors and coordinators as well as relevant university staff.

Data collection methods

A number of data collection methods were carried out for the WISP project. These included:

1. An annotated literature review and large literature database related to work placement and international students for team members: www.wisp-project.net
2. A large scale survey exploring workplace experiences and self-perceived employability of current international students in Australia
3. Interviews and focus groups with international students, university staff and workplace staff
4. A scan, collation and analysis of a large number of artefacts, including past student reports, current course/unit profiles, any other materials or resources such as handbooks, related to work placements in a range of disciplines

Further information about these phases is provided below.

A four-phase approach to activities related to the study was used. In the first two phases, an extensive review of literature related to the three focus areas was undertaken. A resulting
annotated bibliography was compiled. The lead university collected and analysed all relevant course profiles from each site. All materials sent to industry partners (e.g., schools, hospitals, businesses) including WIL handbooks, report templates, and introductory material was collected and analysed from each site. The project team also accessed and analysed numerous past student reports and student reflections relating to their WIL experience. The focus of this investigation was the attention given (if at all) to the experience of international students and how they are assisted when on placement. Most importantly, all sites completed multiple interviews with international students, their supervisors, site coordinators and other university staff involved in the placement process. These provided invaluable feedback demonstrating the realities of the WIL placement process.

The themes highlighted by gaining an in-depth understanding of the current issues surrounding international students on work placement, have informed a collection of informational brochures. These two page documents present concise recommendations for students, supervisors, and university staff with links to further information. These resources are housed on the project website which also features video clips of recent successful work placement case studies, which further demonstrates how implementing the WISP recommendations can lead to successful experiences for students, supervisors and academics alike.

In Phases 3 and 4 the focus was on dissemination of the project’s findings and resources. This occurred through the project team attending, organising, and presenting at national and international conferences, workshops, and symposia. This allowed the team to network with industry partners, academics from other institutions, and governmental bodies to promote the project. Several publications have resulted from the project’s findings including an edited book which has been accepted for publication by Springer International. The WISP Model of Effective Practice (WMEP) was refined and further development of the project website occurred as well as a second round of interviews with students, supervisors and university staff.

**Analytical methods**

**Interviews, focus groups and artefacts**

Interviews and focus groups form a large part of the WISP data corpus. Most interviews were approximately between ½ - 1 hour and completed by a research assistant. All interviews were subsequently transcribed. Analysis of transcripts involved a dual mapping process:

**Stage 1**

The first stage was to initially identify concepts related to the theoretical frameworks drawn upon for the WISP project. These included:

1) Internationalisation
In relation to the multi-socialisation process, a number of these concepts are also cross-referenced within internationalisation and reflection. However, definitions of each follows:

a. Opportunities and affordances refers to whether or not the international student was provided the chance to demonstrate understanding of learning through practice as well as offered occasions by which they could demonstrate their strengths and positive capacities through a range of professional activities within the workplace. Some affordances for example could have been detrimental to the student’s progression through the work placement.

b. Agency and dispositions: how an individual, with strong capacities, can direct the ways in which they socialise into the workforce or professional practice rather than having the workplace impose upon them.

c. Professional competencies – these relate to knowledge and skills that are disciplinary-specific or ‘signature pedagogies’ (Shulman, 2005) to the workplace context.

d. Contextual considerations – any issues or elements related to the work placement that are contextually specific such as the environment in which they are working or factors required or expected by the university context.

e. Cultural considerations – this concept operates on a range of levels. It could be related to language or cultural differences between the context or the individuals within the context; other issues related to being an international student such as Visa requirements, accommodation or finances; the relationship between stakeholders that emphasise the mutuality between persons acting and the social and cultural circumstances in which they act.

The team members, upon reading the transcripts, marked up the areas of discussion that addressed the topics above. After this initial reading a second reading was undertaken and sections of the transcripts related to each of the theoretical concepts were then selected and pasted into an excel spreadsheet. This allowed for team members to notice if there were common themes across the data as well as view each individual response separately.

**Stage 2**

Once Stage 1 was completed a further reading of the transcripts was carried out. This stage involved identification of common themes throughout the interview data. An inductive thematic analysis therefore occurred. According to Braun and Clarke (2006):
Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail. However, frequently it goes further than this, and interprets various aspects of the research topic (Boyatzis, 1998). The range of different possible thematic analyses will further be highlighted in relation to a number of decisions regarding it as a method. (p. 79)

In Stage 2 the team can decide which data sets to draw upon including the entire corpus of interview data; a subset within a particular discipline; or even two sets of disciplinary data whereby a cross-comparison analysis will occur.

As each team member revisits the interview transcripts more themes may emerge. Braun and Clarke (2006) note that “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set” (p. 82).

When thematically analysing the data it is important to note a number of contextual factors as outlined by Tong, Sainsbury and Craig (2007). These include 3 domains:

1. The research team – Who is carrying out the thematic analysis? and What is their relationship with the participants?
2. The study design – What theoretical frameworks are being utilised when considering the methodological orientation? Who are the participants? Where was the data collected? and What types of questions were asked?
3. The analysis and findings – How many team members coded according to the above? What themes were identified and how? Were these consistent? Was clarity of major and minor themes carried out amongst team members?

**Student survey**

A four-part questionnaire was developed to measure the perceptions and attitudes of international students of the Australian workplaces where they undertook their work placements using the scale developed from the work of Ross and Elechi (2002). It also assesses the students’ self-perceived employability via the scale developed Rothwell, Herbert and Rothwell (2008). 18 items on student workplace experiences (Ross & Elechi, 2002) are included in the attitudinal scale and 16 items on the self-perceived employability scale (Rothway et al., 2008). They were both measured on a 5-point Likert scale ranging from 1 to 5 (1=Strongly Agree, 2=Agree, 3=Uncertain, 4=Disagree, and 5=Strongly Disagree) and included in Section 3 of the questionnaire. Other formats used in this questionnaire are closed and open questions. Closed questions include the selection of a range of options in Section 1 seeking for participants’ demographic background information. Section 4 comprises of four questions opened to further comments on several features incurring at workplaces including personal experiences, context, impact factors, and hindrances. The survey was conducted online using LimeSurvey tool. The data was exported to SPSS for
analysis using descriptive, frequency and reliability tests. Detailed interpretations of the results are outlined in Appendix J.
Chapter 3 Output and findings

The following highlights how each of the proposed outputs and subsequent findings for the WISP project were carried out.

Literature Review

An annotated bibliography was compiled and is available on the WISP website. In addition, an extensive literature data base (over 100 articles) has also been compiled. This data base was available for all team members and informed many of the WISP publications (journal articles and the WISP book).

Scan, collation and analysis

Course profiles

The collation and analysis of course profiles for each discipline at each site has been completed. A major finding from these documents is that there is limited information available relating to internationalisation in general, and international students more specifically. This is concerning given many university's strategic plans indicate the importance of embedding an international perspective through teaching and learning. As such the team leaders have met with those involved in management positions across a number of universities to discuss ways in which the presence of internationalisation and recognition of the diverse needs of international students can be improved in such documents.

University documentation

Over 100 artefacts related to work placements for international students have been collected and analysed. These included handbooks, documentation distributed to industry partners, and professional experience guidelines.

A major finding from these documents is similar to the inclusion of international perspectives in the majority of course profiles – limited presence and information available that specifically refers to international students. With this in mind, the project team was prompted to provide some easy-to-access brochures with recommendations for industry partners to consider when supervising international students.

Past international students’ reports

Over 100 student placement reports from the lead institution in the areas of education, speech therapy, and psychology, as well as the discipline of business at USQ have been obtained and analysis has been completed. The reports from the mentors have a focus on English language skills and the managing of the classroom (in the education setting). Little emphasis is given to the positive interactions that can be present when an international student is at the school site/work place.
Obtaining reports from the other partner institutions has been somewhat problematic as they are classed as personal documents and as such current ethical approval does not permit the project to access these.

**Past international students’ reflections**
Reflection is often an expected task that is undertaken during work placements. However, reflective practice is a skill that needs to be taught and developed to be highly effective. The reflections were analysed at a very shallow level so this is an identified area for improvement in the future.

**Interviews with students, supervisors, academics and support staff**
A total of 80 interviews with international students, 20 with student supervisors, and 45 with university staff have been completed. These interviews (across all sites) provided a rich set of data which has been analysed using the analysis framework as outlined in the methodology section of this report. This data has informed a set of recommendations for the three main groups of stakeholders, as well as chapters written by Working Group members for the publication by Springer International.

Important findings include:

- International students experience a **multi-socialisation** process in that they not only have to socialise into a new profession but also a new cultural context with limited or at least unfamiliar support structures available to them
- International students, resulting from their diverse experiences, have many strengths that workplace supervisors and university staff should draw upon more to ensure success in the workplace component of study
- When workplace staff have a high ethos approach to supervising international students (Knight, 1999) as well as extensive cultural proficiencies (Wells, 2000) including affording students key learning opportunities then both student and supervisor will benefit positively and
- When students have certain personal agencies and dispositions (Billett, 2004, 2009) and are able to take on-board feedback and reconstruct practice through effective reflection then they are more likely to achieve success in the workplace context.

**Resources**
Three informational brochures for all stakeholders in the WISP project have been developed. These are attached in Appendix E.

The *student brochure* acknowledges that international students are a diverse group of unique individuals who contribute in strong ways to the culture of their university and their work placement sites. It also acknowledges associated challenges of studying and working in a new country such as language, cultural competency and isolation issues.

Recommendations include encouraging international students to learn about and experience new cultural and professional contexts through volunteering; encouraging international students to regularly seek supervisor’s feedback on performance and ensure
understanding and implement this advice; and encouraging students to become familiar with and use the range of support services available at their universities.

The supervisor brochure highlights the many positive attributes, knowledge and experiences that international students bring to these placements. Recommendations include creating a welcoming workplace environment; embracing and utilising international students’ unique cultural knowledge and experience; and utilising a diverse range of communication techniques to explain key concepts about the workplace context to international students.

The brochure for university staff is aimed at lecturers and tutors who teach work placement courses. It similarly highlights the many positive factors that international students bring to the workplace. It acknowledges that there are misconceptions about how international students undertake and succeed in their work placements, and details what resources are available to assist in making placements successful learning opportunities.

Recommendations include academic staff and placement staff meeting with international students prior to their placements; creating a multimedia community of learners amongst the international student cohort; and including a range of teaching and learning activities such as role plays, videos and critical reflection to assist international students’ understanding of Australian workplace contexts.

Website
A project website has been developed: http://wisp-project.weebly.com/. This website is an important means of communicating the processes and outcomes of the WISP project. It hosts a variety of information about the project and resources for stakeholders, including three brochures with recommendations for international students, supervisors, and university staff and other relevant publications. As one of the aims of the WISP project is to highlight the many positive contributions that international students make to their work placements, videos highlighting how the WISP recommendations can be implemented in practice through student case studies are also featured on the site.

WISP Forum
A forum was held on 2 June, 2016. This forum included presentations by the team leaders and also each team member. Participants were involved in providing feedback on the draft recommendations. The Honorable Phil Honeywood, CEO of the Australian International Education Association (AIEA) officially opened the forum. The forum participants were representative of international students, higher education academics and placement officers, workplace supervisors and coordinators, and interested industry personnel.

Book publication
A book titled Professional learning in the workplace for international students: Exploring theory and practice, published with Springer publishers, has also resulted from the WISP
project. The book has been separated into three sections. The first has explored conceptualisations around the topic of work placements for international students including globalisation, communities of practice for ESL/EAL students, reflection and reflective practice, and personal and professional socialisation. The second section presents empirical data from the WISP project across a range of discipline areas. The final section explores the ways in which higher education contexts can consider systemic change for improvement of work placement components of study for international students. The book includes contributions from all team members as well as international contributions from Canada, The Netherlands, Sweden, and Finland. See Appendix F for the list of chapters of the book.

Meetings: Project team and reference group
Team meetings were held monthly for the duration of the project. These meetings provided regular communication for all members where issues and progress were discussed. This also included a budget report and presentations by the Independent Evaluator.

Each site presented an official progress report every three months. Reference group meetings were also conducted. Six meetings were held (3 per year). This group comprised the research team, the independent evaluator, institution representatives and industry representatives.

These meetings allowed the team to inform the reference group of the project’s progress and engage the group in providing feedback.

Analysis of professional graduate attributes
An analysis of professional graduate attributes and professional accreditation competency standards for all disciplines included in the WISP project has been completed. This review reveals some acknowledgement of Australia as a multicultural country and that professionals must demonstrate awareness of diverse cultural, religious, and linguistic factors in the workplace. Overall, there is relatively little mention of issues connected to international students. The following associations make some mention of cultural diversity in their competency standards (see Appendix N):

*Engineers Australia* acknowledges that engineers need to work in multicultural teams and must have an understanding of the social, cultural, global and environmental responsibilities of their discipline. However, no professional competency standards or application abilities relate directly to this theme.

The *Australian Institute for Teaching and School Leadership* graduate standards require teachers to know their students and how they learn, and that students come from diverse linguistic, cultural, religious and socioeconomic backgrounds. Therefore, teachers should differentiate their teaching to cater for all students in an inclusive manner.
Speech Pathology Australia requires that their members consider an individual’s cultural and linguistic background and develop their capability in intercultural understanding.

Occupational Therapy Australia requires that practitioners adopt a client–centred approach to therapy and practice in a ‘culturally safe professional manner’.

The Nursing and Midwifery Board of Australia requires nurses to ‘practise within a professional and ethical framework which includes accepting individuals regardless of race, culture, or religion and acknowledges the ‘dignity, culture, values, beliefs and rights’ of each patient. Nurses must ensure that their practice is ‘sensitive and supportive to cultural issues’.

It is significant that no mention of international students in the workplace is present in any of these documents, despite Australia being in the top five (USA, UK, Germany, France and Australia) global destinations for international students (Griffith University, 2015).

Factors of success for project

As with all large projects both a number of challenges and successes are met. For the WISP project the overwhelming strength was the project’s team across the six university sites. The team members have worked collaboratively and positively towards a common goal – to improve work placement for international students and other stakeholders. As such, each team member has worked hard at their own individual sites collecting data, analysing this data, facilitating a range of workshops and seminars, as well as presenting at a number of national conferences or at prospective professional organisations (please see Appendix M for full summaries from each site).

In terms of challenges, these presented differently at each site. Some for example were:

- The chance to contact and interview international students and their mentors during and after the work placements (some university’s ethics committees disallowed this and students often go home directly afterwards)
- Contacting and involving workplace staff who are extremely busy
- Finding time to follow through with some actions due to busyness within university contexts, e.g., attending every meeting etc.

We did manage, however, to rise above these challenges and seek solutions to the problems by distributing a large scale survey to students and using wider communication strategies.

Additional outcomes

Outcomes additional to the original deliverables included a large scale survey of international students across Australia. In addition, a webinar was held for the Australian Collaborative Education Network (ACEN) on October 15th 2015. The webinar was attended by interested parties from 5 countries and received extremely positive feedback. Members are able to access this webinar on the ACEN website: http://tinyurl.com/acen_webinar
Further, an analysis of professional graduate attributes and professional accreditation competency standards; and a concluding forum attended by approximately 50 participants. The team are particularly pleased with being able to extend the original expectations within the original scope of the project.

Details of each phase of the project are shown in a table in Appendix G. Chapter 3 has provided information on the completed deliverables for Phases 1 and 2, and further details of Phases 3 and 4 can be found in Chapter 4.

There is generalisability and transferability of the findings from this project to: other disciplinary areas, other institutions, and for domestic students (including those from a CaLD background) as well as domestic students engaging in overseas placements. Investigating the experience that international students have prior to, during and after their work placement will assist in a deeper understanding of the procedures, practices and assessment surrounding this component of study. It is crucial to provide evidence of positive change as a result of findings and an embedding of recommendations in regard to improving international students’ workplace experience at each university – Griffith, QUT, USQ, Monash, Deakin and Curtin.
Chapter 4 Impact, dissemination and evaluation

Impact
According to the IMPEL (see Figure 3), the project has made progress at levels 1 through 5 – due to access to students and disseminated our findings through the public website and publications. Attendance and presentations at conferences and workshops nationally have assisted in ‘spreading the word’. Workshops at each site have led to systemic adoption within the project’s universities. While the team members were responsible for many of these workshops other people’s expertise was also drawn upon, for example, members of the Reference Group and wider community (see Appendix H for more details). By sharing and working with members of Griffith University’s governance committees (such as the Deputy Vice Chancellors) at the culminating Forum, and by investigating current practices that are successful and working well but could enhance the international student experience, the project has achieved broad systemic adoption which will continue beyond its end.

![The Impact Management Planning and Evaluation Ladder (IMPEL) model](image)

Figure 3 The IMPEL model

Publications
The main publication for the project is an edited book to be published by Springer International in 2016. The book is divided into three sections which centre on 1) theoretical data underpinning the three focus areas–internationalisation, multi-socialisation, and reflection and reflective practice; 2) case studies from a variety of discipline areas including education, health, and engineering; and 3) issues effecting recommendations for systemic
change. Eighteen chapters by Australian and international authors from Canada, Finland and Sweden include, for example, the WISP model for effective practice, work integrated learning in Australia and Canada, work placement for EAL learners, reflective practice for international students and their supervisors, and personal epistemologies in the workplace.

A number of journal articles have also been published, submitted for publication or in progress including:


Kavanagh, M. (in progress). Ensuring connectivity, process and a focus on learning outcomes when international students undertake work placements offshore.

Rouse, L., & Joseph, D. (accepted). Struggling to connect – early childhood international pre-service teachers striving for meaning to understand their role. Australian Association of Research in Education.

Conferences, workshops, and symposia
The WISP team have been particularly active in attending and presenting at a number of conferences and symposia. These include:

- Attendance and presentation at the International Student Employability Forum in Melbourne, November 2014
- Attendance and presentation at the Western Australian Teaching and Learning Forum in Perth, January, 2015
- Attendance at the International Education Association of Australia Forum in Melbourne, May 2015
- Attendance at the Work Integrated Learning online forum, May 2015
- Attendance at the How to Assess Chinese Applications workshop in Brisbane, May, 2015.
- Attendance at the Cultural Awareness: Know More About Your Chinese Students workshop, Griffith University, Brisbane, May 2015. Presented by the Confucius Centre.
- Attendance at OLT workshop – Volunteering to Learn - Southbank, Brisbane, May, 2015.
- Attendance at the Challenging Cultural Thinking Workshop, June 2015, University of Queensland.
- Attendance and symposium presentations at the Higher Education Research and Development Society of Australia (HERDSA) conference, in Melbourne, July 2015
- Attendance at the International Education Australia Association Conference – Adelaide, October 2015
- Presentation of online webinar for Australian Collaborative Education Network, October 2015
- Workshop for School of Human Services and Social Work, Griffith University, November 2015
The project team have also developed a number of workshops for colleagues at their universities and for industry partners. Through advertising the project in a number of in-house newsletters, the team have received requests for additional workshops. The promotional flyer is included in Appendix I to this report. These include a half day workshop for the staff of the School of Social Work and Human Services at Griffith University, and a full day workshop for the nursing staff at the Logan campus at Griffith University. These workshops were particularly successful as academics work with large numbers of international students who often arrive in Australia less than a week before they start their clinical placements. A workshop outline and associated PowerPoint have been included as appendices to this report.

**Webinar**

On Thursday, October 15th, the project leaders conducted a very successful Webinar attended by 100 people from 5 countries. The objectives were to outline the WISP project including the aims and preliminary findings, to identify challenges and successes related to international students and their work placements and to share the model of effective practice for international students and other stakeholders in relation to work placement.

Comments from webinar participants feature below:

*Thank you to the presenters and congratulations on the project - much needed.*

*The chat and presentation were both very valuable, thanks for the invitation.*

*I think universities are very good at front ending support for IS and your work will contribute to providing support through the IS experience.*

*Great Webinar - thanks everyone for such a great chat experience as well.*

**Large scale survey**

A large scale survey was developed using the LimeSurvey platform and trialled with education students at Griffith University. This survey was sent to all international students preparing to undertake work placements in early 2016. The questions were designed to
gauge students’ opinions, concerns and expectations about their upcoming placements as well as how they plan to deal with specific challenges they encounter. This survey was developed after consideration of the results of the national ‘International Student Survey’ which was undertaken by the International Research and Analysis Unit of the Department of Education and Training in 2014. The WISP team will collaborate regarding their follow up survey. Results from this survey indicate that students generally have positive workplace experiences, however, they still feel their employability skills need improvement. The survey and results have been included in Appendix J.

Forum
The concluding event for the WISP project was a forum held at Southbank in Brisbane on Thursday, June 2nd, 2016. This event was attended by 50 people from universities, workplaces and relevant government agencies. Facilitated by international students, the project leaders reviewed the projects objectives and findings, shared work placement success stories, and then participants worked in break out groups to discuss findings per discipline. A final group discussion completed the forum which resulted in commitment to further improving the work placement experience by international students.

Feedback from the forum was positive with 48 people completing a feedback survey. Results are presented below in Figure 4.

![Figure 4 Feedback on WISP Forum](image)

Comments were also positive. For example:

- I have gained a lot of ideas where I can implement them at an operational level. Additionally, I will share these ideas with my colleagues so we can further develop them for our context.

- Great passion for an important topic. It would be great to see more people know about this project.
**WISP project website**
A project website has been developed - http://wisp-project.weebly.com/

The site hosts a variety of information about the project and resources for stakeholders, including three brochures with recommendations for international students, supervisors, and university staff and other relevant publications. As one of the aims of the WISP project is to highlight the many positive contributions that international students make to their work placements, videos highlighting how the WISP recommendations can be implemented in practice through student case studies are featured on the site. A monthly ‘What’s New’ section will keep interested parties up to date with the project’s latest contributions.

**Evaluation**
Evaluation took place throughout the course of the project. Evaluation of each stage of the project informed the next stage, and the design of the project allowed sufficient time for this to occur. Partner institutions and members of the Reference Group were consulted at the beginning of the project and have provided valuable formative feedback at various stages of the project. Dr Ann Kelly from Griffith University evaluated the project. The project team was delighted to receive such a positive and constructive evaluation and is greatly encouraged by Dr Kelly’s suggestions to further their activities in Appendix K.

The project was evaluated in the following ways:

- Partner institutions were consulted at the beginning of the project as to the most appropriate form of evaluation for their context.
- The Reference Group was informed about progress and findings to date at frequent intervals through virtual meetings. Their feedback has been of substantial benefit to the project.
- The lead institution team evaluated the findings of the analysis of interview data and documents. They provided helpful guidance on the format and wording of the informational brochures and project website.
- The partner institutions evaluated their individual analysis processes and provided further direction at monthly team meetings.
- The summative evaluation in the final phase of the project took place through close consultation and collaboration with all project participants and the external evaluator.

Dr Kelly’s full report is included as Appendix K.

The WISP project has been developed during a period of intense interest about the experiences of international students in the Australian tertiary context. This has made WISP an immensely valuable project because of its emphasis on providing a positive experience for international students in their work placements.
Chapter 5  Conclusions and suggestions for future practice

The project team has been aware of the importance of making a difference for international students’ experience of work placement across a number of disciplinary areas. We initially focused on aspects of each program that are successful and effective due to the fact that a number of our team member’s programs have excellent processes already in place to support students’ before, during and after work placement. However, limited documentation has been found detailing these practices. We believe this is an important task of the WISP project as well as finding ways in which each program can be enhanced.

We also acknowledge areas in need of improvement as well as a number of challenges. Some challenges identified during the first year of the project include:

- Availability of students during and after work placements
- Understanding the new work context
- Cultural understanding and sensitivity
- English language proficiency
- Students’ personal challenges, e.g., financial, family
- Student and supervisors’ reflective practice
- International students’ reflective writing
- International students’ understanding and implementation of supervisor’s feedback
- International students developing a range of oral communication skills to succeed in the workplace
- Professional development being available for supervisors in the supervision of international students, particularly in relation to:
  - Providing effective and timely feedback
  - Supporting international students’ strengths in the workplace, e.g., cultural inclusion
  - Understanding processes and protocols
- International students’ individual needs and
- Awareness of university support systems for international students.

As such, a number of recommendations have resulted from the WISP project.

For university staff (includes academics and support staff)
1. Organise a meeting with international students and their supervisor prior to work placement, as well as post-placement sessions with university staff.
2. Encourage international students to gain experience in new cultural and professional contexts through volunteering.
3. Include a range of teaching and learning activities such as role plays, videos and critical reflection to assist international students’ understanding of Australian workplace contexts.
4. Create a community of learners through multimedia to encourage communication during work placement.
5. Share responsibility of feedback and assessment to allow a fuller understanding of the student’s progress.

For international students
1. Know and use the range of support services available at your university for international students.
2. Learn about and experience new cultural and professional contexts through volunteering.
3. Be involved in any university learning activities that will assist you to reflect and understand Australian workplace contexts.
4. Participate in a community of learners by sharing your expertise, cultural knowledge and skill sets with the university, workplace and your peers.
5. Regularly seek your supervisor’s feedback on your performance and ensure you understand and can implement this advice.

**For workplace supervisors and other staff**

1. Create a welcoming workplace environment including a student work space, clear expectations and open lines of communication.
2. Embrace and utilise international students’ unique cultural knowledge and experience in your workplace.
3. Include a diverse range of communication techniques to explain key concepts about the workplace context.
4. Encourage international students to become involved in the wider workplace community.
5. Provide international students regular feedback and demonstrate strategies for improvement and check for understanding.
Appendix A Certification by Deputy Vice-Chancellor

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: [REDACTED] Date: 19-9-11

[Signature]
### Appendix B Glossary of terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affordances</td>
<td>Opportunities for learning</td>
</tr>
<tr>
<td>Agency</td>
<td>Sense of ownership, power or control</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Real, true or accurate</td>
</tr>
<tr>
<td>Authentic learning</td>
<td>Real life learning</td>
</tr>
<tr>
<td>AUQA</td>
<td>Australian Universities Quality Agency</td>
</tr>
<tr>
<td>Blended learning</td>
<td>Part of course content is delivered online</td>
</tr>
<tr>
<td>CALD</td>
<td>Culturally and linguistically diverse</td>
</tr>
<tr>
<td>Case study</td>
<td>Research into the development of a particular person, group, or situation over a period of time</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Working with others to produce something</td>
</tr>
<tr>
<td>Conceptual model</td>
<td>A diagram which shows a set of relationships within a system</td>
</tr>
<tr>
<td>Cultural competency</td>
<td>An ability to interact effectively and sensitively with people of different cultures and socio-economic backgrounds</td>
</tr>
<tr>
<td>Cultural awareness/understanding</td>
<td>A person’s ability to understand the differences and similarities between themselves and people of different cultures and socio-economic backgrounds</td>
</tr>
<tr>
<td>Cultural proficiency</td>
<td>The knowledge, skills and attitudes that enable someone to engage with people of different cultures and socio-economic backgrounds</td>
</tr>
<tr>
<td>Culture shock</td>
<td>Disorientation when experiencing an unfamiliar way of life or culture</td>
</tr>
<tr>
<td>Dispositions</td>
<td>Temperament or character qualities</td>
</tr>
<tr>
<td>Diversity</td>
<td>Including individuals from a variety of ethnicities, ages, physical abilities religious beliefs, educational backgrounds etc.</td>
</tr>
<tr>
<td>Double socialisation</td>
<td>The process of inculcating norms, customs and ideologies from two different areas of society</td>
</tr>
<tr>
<td>Employability</td>
<td>The acquisition of knowledge, skills and understandings that are necessary to gain employment</td>
</tr>
<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>English language proficiency</td>
<td>The ability of an individual to speak or perform in the English language. Universities in Australia often have proficiency requirements for overseas students</td>
</tr>
<tr>
<td>Ethnocentrism</td>
<td>Judging another culture solely by the values and standards of one’s own culture</td>
</tr>
<tr>
<td>Equity</td>
<td>The quality of being fair and impartial</td>
</tr>
<tr>
<td>Feedback</td>
<td>Information that relates to a person’s performance of a task</td>
</tr>
<tr>
<td>Good practice principles</td>
<td>Assist teachers to design, implement and evaluate criteria and teaching practices in international education</td>
</tr>
<tr>
<td>Global citizenship</td>
<td>A person who places their identity with the 'global community'</td>
</tr>
<tr>
<td>Global mobility</td>
<td>The ability of an individual to move internationally for employment</td>
</tr>
<tr>
<td>Globalisation</td>
<td>The process of international integration arising from the interchange of world views, products, ideas as other aspects of culture</td>
</tr>
<tr>
<td>IEAA</td>
<td>International Education Association of Australia</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>Intercultural competence</td>
<td>The ability to accept cultural difference and also communicate effectively and appropriately with people from other cultural and linguistic backgrounds.</td>
</tr>
<tr>
<td>Internationalisation</td>
<td>According to Knight (1999) internationalisation is related to international dimension of higher education and involved the four areas below.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Activity</strong></td>
<td>Internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses (Knight, 2004, p. 20)</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>is deliberately used to convey that internationalization is an ongoing and continuing effort (Knight, 2004, p. 11)</td>
</tr>
<tr>
<td><strong>Competency</strong></td>
<td>Emphasises development of skills, attitudes, knowledge and values of students and staff in university and workplace contexts</td>
</tr>
<tr>
<td><strong>Ethos</strong></td>
<td>Emphasises the culture or climate that values and supports international students</td>
</tr>
<tr>
<td><strong>Internationalisation of the curriculum</strong></td>
<td>All aspects of a university’s experience fostering a global perspective. Strategies engage students and staff from different backgrounds</td>
</tr>
<tr>
<td><strong>International student</strong></td>
<td>Students who are not citizens of the country in which they are studying</td>
</tr>
<tr>
<td><strong>Key competencies</strong></td>
<td>Abilities that people need to participate effectively in the workplace</td>
</tr>
<tr>
<td><strong>Labour market</strong></td>
<td>Where workers find paying work, employers find employees and where wage rates are determined</td>
</tr>
<tr>
<td><strong>Mentor</strong></td>
<td>A person with more experience or knowledge who has a personal or working relationship with the learner</td>
</tr>
<tr>
<td><strong>Massification of education</strong></td>
<td>Development of education to meet the mass market and increasing student enrolment</td>
</tr>
<tr>
<td><strong>Multi-socialisation process</strong></td>
<td>The process of inculcating norms, customs and ideologies from multiple areas of society</td>
</tr>
<tr>
<td><strong>Opportunities</strong></td>
<td>Favourable or advantageous circumstances</td>
</tr>
<tr>
<td><strong>Pastoral Care</strong></td>
<td>Care provided to those in institutional settings with a focus on healing, guiding or sustaining</td>
</tr>
<tr>
<td><strong>Personal epistemology</strong></td>
<td>How an individual develops a conception of knowledge to understand the world</td>
</tr>
<tr>
<td><strong>Performance-gap</strong></td>
<td>The difference between the current situation and intended situation</td>
</tr>
<tr>
<td><strong>Practicum</strong></td>
<td>A course designed to give students supervised practical application of studied theory</td>
</tr>
<tr>
<td><strong>Pre-service teacher</strong></td>
<td>Students who are studying education and whom have not yet begun working in the profession</td>
</tr>
<tr>
<td><strong>Professional identity</strong></td>
<td>One’s professional self-concept based on attributes, beliefs, motives and experiences</td>
</tr>
<tr>
<td><strong>Professional socialisation</strong></td>
<td>The acquisition of values, attitudes, skills, and knowledge pertaining to a professional subculture</td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Serious thought, consideration, and critical analysis of a situation, act, or piece of information</td>
</tr>
<tr>
<td><strong>‘Real world’ learning</strong></td>
<td>Learning which focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice</td>
</tr>
<tr>
<td><strong>Reflective thinking</strong></td>
<td>Critical thinking process referring specifically to the processes of analysing and making judgments about what has happened</td>
</tr>
<tr>
<td><strong>Reflective practice</strong></td>
<td>Paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively</td>
</tr>
<tr>
<td><strong>Reflexivity</strong></td>
<td>Circular relationships between cause and effect</td>
</tr>
<tr>
<td><strong>Regulations</strong></td>
<td>A rule or directive made and maintained by an authority</td>
</tr>
<tr>
<td><strong>Scaffolding</strong></td>
<td>The process through which educators support and guide children to build upon their emerging abilities and interests</td>
</tr>
<tr>
<td><strong>Self-assessment</strong></td>
<td>Assessment or evaluation of oneself or one’s actions, attitudes, or performance</td>
</tr>
<tr>
<td><strong>Self-awareness</strong></td>
<td>The capacity for introspection and the ability to recognise oneself as an individual separate from the environment and other individuals</td>
</tr>
<tr>
<td><strong>Service learning</strong></td>
<td>A method of teaching that combines classroom instruction with meaningful community service</td>
</tr>
<tr>
<td><strong>Socialisation</strong></td>
<td>The adoption of the behaviour of the surrounding culture</td>
</tr>
<tr>
<td><strong>‘Soft skills’</strong></td>
<td>Personal attributes that enable someone to interact effectively and harmoniously with other people</td>
</tr>
<tr>
<td><strong>Stakeholder</strong></td>
<td>A person with an interest or concern in something</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Study abroad</td>
<td>Pursuing educational opportunities in a country other than one's own</td>
</tr>
<tr>
<td>Study exchange</td>
<td>A reciprocal arrangement where students pursuing educational opportunities in each other's countries</td>
</tr>
<tr>
<td>Supervisor</td>
<td>A person who supervises a person or an activity</td>
</tr>
<tr>
<td>University liaison</td>
<td>University employee who provides support for students when taking work placements</td>
</tr>
<tr>
<td>Threshold Learning Outcome</td>
<td>Minimum standard of performance, achievement or attainment</td>
</tr>
<tr>
<td>TOEFL</td>
<td>Test of English as a Foreign Language</td>
</tr>
<tr>
<td>Work experience</td>
<td>Work experience is any experience that a person gains while working in a specific field or occupation</td>
</tr>
<tr>
<td>Work integrated learning (WIL)</td>
<td>Purposeful, organised, supervised and assessed educational activity that integrates theoretical learning with its applications in the workplace</td>
</tr>
<tr>
<td>Work placement</td>
<td>Temporary (usually unpaid) employment in order to gain skills and experience</td>
</tr>
<tr>
<td>Work place ready/ work ‘readiness’</td>
<td>Having sufficient skills, knowledge and experience in order to enter the workforce</td>
</tr>
<tr>
<td>Work simulated learning</td>
<td>Immersive techniques to simulate real experiences that evoke aspects of the real world in a fully interactive fashion</td>
</tr>
</tbody>
</table>
Appendix C References


Knight, J. (1999). Internationalization of higher education. In J. Knight, & H. de Wit (Eds.), *Quality and internationalization in higher education*, (pp. 13-23). Paris: OECD.


Appendix D PowerPoint Presentation

Slide 1

Model of Effective Work Placement for International Students

Slide 2

Simplistic view of student journey between University and Workplace
3

Relationships between various participants in work placement

Student

University

Director

University Liaison

Placement Officer

Workplace

CEO

Supervisor

Co-workers

Issues = student/co-workers not connected strongly to decision makers.

4

How the 4R model fits in the journey

Reason

Relate

Report

Workplace

Reflection

University

5

The 4Rs Model of Reflective thinking
Appendix E Brochures

Organise a meeting with international students and their supervisor prior to work placement, as well as post-placement sessions with university staff.

Encourage international students to gain experience in new cultural and professional contexts through volunteering.

Include a range of teaching and learning activities such as role plays, videos and critical reflection to assist international students’ understanding of Australian work place contexts.

Create a community of learners through multimedia to encourage communication during work placement.

Share responsibility of feedback and assessment to allow a fuller understanding of the student’s progress.

Create a welcoming work place environment including a student work space, clear expectations and open lines of communication.

Embrace and utilise international students’ unique cultural knowledge and experience in your work place.

Include a diverse range of communication techniques to explain key concepts about the work place context.

Encourage international students to become involved in the wider work place community.

Provide international students regular feedback and demonstrate strategies for improvement and check for understanding.

Know and use the range of support services available at your university for international students.

Learn about and experience new cultural and professional contexts through volunteering.

Be involved in any university learning activities that will assist you to reflect and understand Australian work place contexts.

Participate in a community of learners by sharing your expertise, cultural knowledge and skill sets with the university, work place and your peers.

Regularly seek your supervisor’s feedback on your performance and ensure you understand and can implement this advice.
### Appendix F Professional learning in the workplace for international students: Exploring theory and practice

#### Table of contents


<table>
<thead>
<tr>
<th>Chapter</th>
<th>Chapter title</th>
<th>Chapter authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Editors’ introduction: The importance of intercultural exchanges for international students on work placement</td>
<td>Georgina Barton and Kay Hartwig</td>
</tr>
<tr>
<td>2</td>
<td>Work placements for international student programs: A model of effective practice</td>
<td>Georgina Barton, Kay Hartwig, Dawn Bennett, Melissa Cain, Marilyn Campbell, Sonia Ferns, Liz Jones, Dawn Joseph, Marie Kavanagh, Ann Kelly, Ingrid Larkin, Erin O’Connor, Anna Podorova, Donna Tangen, Marleen Westerveld</td>
</tr>
<tr>
<td>3</td>
<td>Creating a Climate for Global WIL: Barriers to participation and strategies for enhancing international students’ involvement in WIL in Canada and Australia</td>
<td>Cate Gribble and Norah McRae</td>
</tr>
<tr>
<td>4</td>
<td>International Students, Inclusion and Field Education</td>
<td>Gai Harrison and Kathleen Felton</td>
</tr>
<tr>
<td>5</td>
<td>Who fails whom? A case study exploration of factors leading to unsuccessful international pre-service teachers’ workplacements</td>
<td>Donna Tangen and Marilyn Campbell</td>
</tr>
<tr>
<td>6</td>
<td>Reflection and reflective practice for international students and their supervisors in context</td>
<td>Mary Ryan and Georgina Barton</td>
</tr>
<tr>
<td>7</td>
<td>Personal epistemologies and disciplinarity in the workplace: Implications for international students in higher education</td>
<td>Georgina Barton and Stephen Billett</td>
</tr>
<tr>
<td>8</td>
<td>Practicum for international students in teacher education programs</td>
<td>Georgina Barton, Kay Hartwig, Dawn Joseph and Anna Podorova</td>
</tr>
<tr>
<td>9</td>
<td>Culturally and linguistically diverse healthcare students’ experiences of learning in a clinical environment</td>
<td>Kristina Mikkonen, Marianne Pitkäjärvi and Maria Kääriäinen</td>
</tr>
<tr>
<td>10</td>
<td>Revisiting cultural and linguistic diversity in speech pathology programs in Australia: Listening to the voices of staff and international students</td>
<td>Simone Howells, Marleen Westerveld, and Susanne Garvis</td>
</tr>
<tr>
<td>11</td>
<td>Maintaining professionalism in Psychology: Improving reflective practice</td>
<td>Liz Jones, Erin O’Connor and Christine</td>
</tr>
<tr>
<td>12</td>
<td>Functional and cognitive aspects of employability: Implications for international students</td>
<td>Dawn Bennett and Sonia Ferns</td>
</tr>
<tr>
<td>13</td>
<td>Study abroad programs: Benefits and concerns</td>
<td>Kay Hartwig</td>
</tr>
<tr>
<td>14</td>
<td>“Let’s focus on exploration”: Developing professional identity of international students as “global teachers” in a question-driven practicum</td>
<td>Harry Stokhof and Peter Fransen</td>
</tr>
<tr>
<td>15</td>
<td>Perceptions of Chinese international students about the benefits of Work Integrated Learning in their Australian tourism and hospitality degree</td>
<td>Katrine Sonnenschein, Michelle Barker, Raymond Hibbins, Melissa Cain</td>
</tr>
<tr>
<td>16</td>
<td>Ensuring systemic change to support international students in the workplace</td>
<td>Nan Bahr, Donna Pendergast, Christopher Klopper</td>
</tr>
<tr>
<td>17</td>
<td>Transforming challenges into opportunities: A work placement model to help international students become employable</td>
<td>Ann Kelly</td>
</tr>
<tr>
<td>18</td>
<td>What is the future of internationalisation?</td>
<td>Kay Hartwig</td>
</tr>
</tbody>
</table>
## Appendix G Project phases

### Table 1  Phase 1 and 2 of the project

<table>
<thead>
<tr>
<th>Activity</th>
<th>Personnel</th>
<th>Deliverable</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Literature review</td>
<td>Team leaders and project manager</td>
<td>Annotated bibliography</td>
<td>An overview of policy and scholarship made available to the public on the website</td>
</tr>
<tr>
<td>2. Scan, collation and analysis of course profiles</td>
<td>Team leaders and project manager</td>
<td>Analysis of attention to the three focus areas</td>
<td>Analysis of 42 course profile documents for statements of learning design for international students</td>
</tr>
<tr>
<td>3. Scan, collation and analysis of materials sent to industry partners</td>
<td>Team leaders</td>
<td>Analysis of attention to the three focus areas</td>
<td>Analysis of 21 WIL handbooks for statements of learning design for International students</td>
</tr>
<tr>
<td>4. Scan, collation and analysis of past international students' reports across disciplines and institutions</td>
<td>Team leaders</td>
<td>Analysis of student reports</td>
<td>Analysis of over 200 students for statements relating to issues associated with International students on placement experiences</td>
</tr>
<tr>
<td>5. Interviews/focus groups with university staff responsible for work placements for international students</td>
<td>Research assistance and working group members from all sites</td>
<td>Interviews with university staff</td>
<td>42 interviews with university staff at seven sites were completed</td>
</tr>
<tr>
<td>6. Round 1 of interviews with international students prior to, during and after practicum</td>
<td>Research assistance and working group members from all sites</td>
<td>Interviews with international students</td>
<td>83 interviews with international students at seven sites were completed</td>
</tr>
<tr>
<td>7. Round 1 interview with supervisors and site coordinators and/or industry partners</td>
<td>Research assistance and working group members from all sites</td>
<td>Interviews with supervisors</td>
<td>20 interviews with workplace supervisors at were completed</td>
</tr>
<tr>
<td>8. Analysis of student and supervisor reflections and feedback during work placement</td>
<td>Team leaders and research assistants</td>
<td>Reflections from international students' work placements</td>
<td>Written reflections were collected in Business, Education, Engineering and Speech Pathology. Oral reflections were present in interview data.</td>
</tr>
<tr>
<td>9. Transcription and analysis of interview data</td>
<td>Research assistants</td>
<td>Interview transcriptions</td>
<td>138 interviews were transcribed and analysed</td>
</tr>
<tr>
<td>10. Workshop Number 1 with staff involved with international students and work placement</td>
<td>Team leaders and project manager</td>
<td>Workshop 1</td>
<td>A workshop for Griffith University academics from the School of Social Work and Human Service was conducted on November 3, 2015.</td>
</tr>
<tr>
<td>11. Development of support materials, e.g., guides to be included in materials sent to industry partners</td>
<td>Team leaders, project manager and multimedia assistant</td>
<td>Support materials</td>
<td>A set of recommendations for international students, university staff, and workplace staff were created</td>
</tr>
<tr>
<td>12. Development of Model of Effective Work Placement for international students</td>
<td>Team leaders and multimedia assistant</td>
<td>Model of Effective Practice</td>
<td>An animated model of effective practice was developed</td>
</tr>
<tr>
<td>Activity</td>
<td>Personnel</td>
<td>Deliverable</td>
<td>Outcome</td>
</tr>
<tr>
<td>----------</td>
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</tr>
<tr>
<td>13. Development and submission of publications</td>
<td>All working group members</td>
<td>Submission of journal articles and an edited book</td>
<td>1 journal article has been published, 3 have been submitted for review and three are in progress. One edited book has been accepted for publication.</td>
</tr>
<tr>
<td>14. Round 2 of interviews with international students prior to, during and after practicum (WMEP)</td>
<td>Research assistance and working group members from all sites</td>
<td>Interviews with international students</td>
<td>A definite impact on ways in which each team member implemented change was evident</td>
</tr>
<tr>
<td>15. Collection of international student reflective diaries/blogs</td>
<td>Team members and project manager</td>
<td>Access to some of these was difficult – reflections from Business and Education were collected</td>
<td>It was identified that international students need explicit instruction on written reflection; oral reflection tasks however, were more effective. A chapter on intercultural reflection features in the WISP book</td>
</tr>
<tr>
<td>16. Round 2 interview with supervisors and site coordinators or industry partners</td>
<td>Research assistance and working group members from all sites</td>
<td>Interviews with site coordinators and supervisors including videoed success stories</td>
<td>Videos of success stories are available on the WISP website</td>
</tr>
<tr>
<td>17. Collection of reflective feedback from supervisors</td>
<td>Team members and project manager</td>
<td>Mainly through interviews with supervisors, some written feedback was available</td>
<td>It was also identified that supervisors could include more intercultural approaches to feedback – suggestions have been made</td>
</tr>
<tr>
<td>18. Analysis of professional graduate attributes and professional accreditation competency standards</td>
<td>Project manager</td>
<td>Analysis of attributes and competency standards for professional bodies in Engineering, Education, Speech Pathology, Occupational Therapy and Nursing</td>
<td>Included as an appendix to the final report</td>
</tr>
<tr>
<td>19. Development of website including support materials and resources</td>
<td>Team leaders, project manager and multimedia assistant</td>
<td>Public website and printable PDF resources for students, academics and workplace staff</td>
<td>All materials are available at: <a href="http://wisp-project.weebly.com/">http://wisp-project.weebly.com/</a></td>
</tr>
<tr>
<td>20. Additional workshops</td>
<td>Team members and project manager</td>
<td>Workshop 2 and Seminar series</td>
<td>A second workshop for staff at QUT was conducted as well as three professional seminars for industry partners</td>
</tr>
<tr>
<td>21. Forum</td>
<td>Team members and project manager</td>
<td>WISP forum on June 2, 2016. Approximately 50 attendees from 12 educational institutions and government bodies.</td>
<td>Information on project website. Guest speaker Hon Phil Honeywood, CEO IEAA.</td>
</tr>
<tr>
<td>22. Presentations at conferences, workshops and symposia</td>
<td>Working group members from all sites</td>
<td>Conference presentations</td>
<td>Presentations at seven national conferences and symposia were delivered.</td>
</tr>
</tbody>
</table>
Appendix H Members of the Reference Group and wider community

<table>
<thead>
<tr>
<th>Reference Group Members</th>
<th>Research Assistants</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPA Australia</td>
<td>Curtin University</td>
</tr>
<tr>
<td>Mr Adam Seuss</td>
<td>Ms Elsie Chipper</td>
</tr>
<tr>
<td><strong>Deakin University</strong></td>
<td><strong>Deakin University</strong></td>
</tr>
<tr>
<td>Professor Christine Ure</td>
<td>Dr Jill Bamforth</td>
</tr>
<tr>
<td><strong>Education Queensland</strong></td>
<td>Ms Jayne Garrod</td>
</tr>
<tr>
<td>Mr David Brand</td>
<td></td>
</tr>
<tr>
<td><strong>Griffith University</strong></td>
<td><strong>Griffith University</strong></td>
</tr>
<tr>
<td>Professor Nan Bahr</td>
<td>Ms Natasha Berrell</td>
</tr>
<tr>
<td>Professor Michelle Barker</td>
<td>Ms Tatjana Dordic</td>
</tr>
<tr>
<td>Professor Stephen Billett</td>
<td>Ms Joy Reynolds</td>
</tr>
<tr>
<td>Ms Shelley Maller</td>
<td>Dr Jill Ryan</td>
</tr>
<tr>
<td>Professor Donna Pendergast</td>
<td>Mr Michael Ryan (Initial Project Manager)</td>
</tr>
<tr>
<td>Ms Heidi Piper</td>
<td>Mr Eric Wilson</td>
</tr>
<tr>
<td>Dr Jill Ryan</td>
<td>Dr Sarah Young</td>
</tr>
<tr>
<td>Associate Professor Cheryl Sim</td>
<td></td>
</tr>
<tr>
<td><strong>Monash University</strong></td>
<td><strong>Monash University</strong></td>
</tr>
<tr>
<td>Dr Judy Williams</td>
<td>Ms Kathryn Garnier</td>
</tr>
<tr>
<td><strong>Queensland University of Technology</strong></td>
<td><strong>Queensland University of Technology</strong></td>
</tr>
<tr>
<td>Ms Rena Frohman</td>
<td>Ms Donna Pennell</td>
</tr>
<tr>
<td>Dr Erika Hepple</td>
<td></td>
</tr>
<tr>
<td>Professor Robyn Nash</td>
<td></td>
</tr>
<tr>
<td>Dr Deborah Peach</td>
<td></td>
</tr>
<tr>
<td>Ms Caroline Robinson</td>
<td></td>
</tr>
<tr>
<td>Professor Mary Ryan</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I Promotional flyer

WISP: Work Placement for International Student Programs*

WISP SEMINAR 1
3 June 2016

Date: Friday 3 June
Time: 9:00 – 11:00am
Venue: Griffith University
M10-5.04, G40-Red Zone Conference, L03-2.27 (teleconf)

Who should attend?
International students, University staff, Industry partners

Seminar 1 Focus

A Worthwhile Endeavour: The Challenge of Stakeholder Engagement with Genuine Employability Initiatives for International Students

This presentation will focus on how the International Education Association of Australia (IEAA) has attempted to engage with education providers, Australian employers and the international students themselves in facilitating enhanced employability skills provision, acquisition and employment opportunities. Key findings from three recently published IEAA Guides will be discussed and possible ways to maintain the momentum with employability and WIL to be debated.

Guest Speaker: Hon. Phil Honeywood
Chief Executive Officer International Education Association of Australia (IEAA)

Phil Honeywood was a Member of the Victorian State Parliament, Australia, for 18 years (1988–2006). During this period Phil served as the Victorian Minister for Tertiary Education, Training and Multicultural Affairs. He was also Deputy Leader of the Opposition from 2002–2006. Since retiring from full-time politics in 2006, Phil was Marketing Director and CEO at Stott’s Business College and Cambridge International College in Melbourne. Phil also served two terms on the Governing Council of Swinburne University of Technology. Phil is a member of the Higher Education Standards Panel, New Colombo Plan Steering Committee, Education Visa Consultative Committee and the inaugural Council for International Education. He is also a volunteer advisor to the Benelong Philanthropic Foundation. With experience in senior management positions, in both the Australian public and private sectors, Phil brings a unique background and perspective to international education. Phil has an Honours degree from the Australian National University in Political Science and Japanese.

* The WISP project is an Office for Learning and Teaching project led by Dr Georgina Barton and Dr Kay Hartwig from the School of Education and Professional Studies, Griffith University. The views in this seminar do not necessarily represent the OLT.
Seminar 2 Focus

A Proposed Model of Effective Practice for Work Placements\(^1\), International Students and Universities

This presentation will explore a proposed model of effective practice for international students undertaking work placement in Australian universities. With a marked increase of international students enrolling in university programs it is important that both their personal and professional experiences are positive and engaging. Many international students have indicated the need for more opportunities to enhance employability skills through a range of employment opportunities. In addition, many of the programs international students study, have core components of work placement (WIL, practicum, field experience etc.). Therefore, it is important that a model of effective practice is available for all stakeholders. This presentation shares a model that ensures success for international students and university and work place staff.

Guest Speaker: Dr Georgina Barton

Senior Lecturer and Program Director in the School of Education and Professional Studies (EPS) Griffith University

Dr Georgina Barton is a Senior Lecturer and Program Director in the School of Education and Professional Studies at Griffith University. She is the project leader, along with co-lead Dr Kay Hartwig, of an Office for Learning and Teaching project titled: Work Placement for International Student Programs (WISP). The WISP project has included data from six universities sites across Australia from a range of disciplines including: Business, Education, Engineering, Nursing, Occupational Therapy, Psychology and Speech Pathology.

*The WISP project is an OL project led by Dr Georgina Barton and Dr Kay Hartwig from the School of Education and Professional Studies, Griffith University. The views in this seminar do not necessarily represent the OL.

\(^1\) Work placements refers to any kind of work experience international students may undertake during their study including WIL, practicum, field or professional experience, clinical placement, volunteering etc.
Appendix J Survey and results

Overview

A four-part questionnaire was developed to measure the perceptions and attitudes of international students of the Australian workplaces where they undertook their work placements using the scale developed from the work of Ross and Elechi (2002). It also assesses the students’ self-perceived employability via the scale developed by Rothwell, Herbert and Rothwell (2008). 18 items on student workplace experiences (Ross & Elechi, 2002) are included in the attitudinal scale and 16 items on the self-perceived employability scale (Rothway et al., 2008). They were both measured on a 5-point Likert scale ranging from 1 to 5 (1=Strongly Agree, 2=Agree, 3=Uncertain, 4=Disagree, and 5=Strongly Disagree) and included in Section 3 of the questionnaire. Other formats used in this questionnaire are closed and open questions. Closed questions include the selection of a range of options in Section 1 seeking for participants’ demographic background information. Section 4 comprises of four questions opened to further comments on several features incurring at workplaces including personal experiences, context, impact factors, and hindrances.

The survey was conducted online using LimeSurvey tool. The data was exported to SPSS for analysis using descriptive, frequency and reliability tests. Detailed interpretation of the results is outlined in the following session.

Results

Respondents

Overall 340 respondents were recorded doing the survey with an overview of the participants provided in Table 3, which summarises key demographic features of the study group. It reports on 340 persons – 200 females (59.2%), 137 males (40.5%), 1 unspecified gender (.3%), and 2 missing responses for this question. Thus the group is predominantly female of relatively young age between 17 and 25 (79.2%).

Asian ethnic background is overwhelmingly represented among the international student groups, accounting for 77.1% (n=243). The majority of the respondents speak other languages than English as their first languages (78.7%) compared to 21.3% of English speakers. Half of the respondents (48.7%) obtained bachelor degrees across different disciplines. They are at various stages of their current study with 27.8% on their first semester of their first year, followed by 19.1% on their 2nd year 1st semester.
Table 3  Background and demographic characteristics of the student respondents

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
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<td>24.9</td>
</tr>
<tr>
<td></td>
<td>21-25</td>
<td>185</td>
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<td>26-30</td>
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<td>31-35</td>
<td>10</td>
<td>2.9</td>
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<td></td>
<td>36-40</td>
<td>8</td>
<td>2.3</td>
</tr>
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<td></td>
<td>41-50</td>
<td>4</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>&gt;50</td>
<td>1</td>
<td>.3</td>
</tr>
<tr>
<td>Gender</td>
<td>Female</td>
<td>200</td>
<td>59.2</td>
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<tr>
<td></td>
<td>Male</td>
<td>137</td>
<td>40.5</td>
</tr>
<tr>
<td></td>
<td>Not specified</td>
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<td>.3</td>
</tr>
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<td>Ethnicity</td>
<td>Hispanic</td>
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<td>.6</td>
</tr>
<tr>
<td></td>
<td>Asian</td>
<td>243</td>
<td>77.1</td>
</tr>
<tr>
<td></td>
<td>South Asian</td>
<td>19</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Indian</td>
<td>25</td>
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<td>African</td>
<td>9</td>
<td>2.9</td>
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<tr>
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<td>European</td>
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<td>1.9</td>
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<td>Middle Eastern</td>
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<tr>
<td></td>
<td>Other</td>
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<td>2.1</td>
</tr>
<tr>
<td>English as first language</td>
<td>Yes</td>
<td>71</td>
<td>21.3</td>
</tr>
<tr>
<td></td>
<td>No</td>
<td>262</td>
<td>78.7</td>
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<tr>
<td>Qualification</td>
<td>High school</td>
<td>56</td>
<td>16.7</td>
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<tr>
<td></td>
<td>Grad Cert/Dip</td>
<td>57</td>
<td>17</td>
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<tr>
<td></td>
<td>Bachelor degree</td>
<td>163</td>
<td>48.7</td>
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<tr>
<td></td>
<td>Masters</td>
<td>57</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>Doctorate</td>
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<td>.6</td>
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<tr>
<td>Disciplines</td>
<td>Science</td>
<td>32</td>
<td>9.4</td>
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<td></td>
<td>Medicine</td>
<td>7</td>
<td>2.1</td>
</tr>
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<td></td>
<td>Nursing</td>
<td>25</td>
<td>7.3</td>
</tr>
<tr>
<td></td>
<td>Engineering</td>
<td>66</td>
<td>19.4</td>
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<td></td>
<td>Psychology</td>
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<td>.3</td>
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<td></td>
<td>Education</td>
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<td>17.9</td>
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<tr>
<td></td>
<td>Linguistics/Applied Linguistics</td>
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<td>.6</td>
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<tr>
<td></td>
<td>TESOL</td>
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<td>0</td>
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<td></td>
<td>Business</td>
<td>48</td>
<td>14.1</td>
</tr>
<tr>
<td></td>
<td>Tourism/Hospitality</td>
<td>9</td>
<td>2.6</td>
</tr>
<tr>
<td></td>
<td>Economics</td>
<td>11</td>
<td>3.2</td>
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<td></td>
<td>Finance</td>
<td>34</td>
<td>10</td>
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<td>Accounting</td>
<td>53</td>
<td>15.5</td>
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<td>Banking</td>
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<td>1.2</td>
</tr>
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<td></td>
<td>Other</td>
<td>27</td>
<td>7.9</td>
</tr>
<tr>
<td>Year of study</td>
<td>1st year 1st semester</td>
<td>86</td>
<td>27.8</td>
</tr>
<tr>
<td></td>
<td>1st year 2nd semester</td>
<td>38</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>2nd year 1st semester</td>
<td>59</td>
<td>19.1</td>
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<td></td>
<td>2nd year 2nd semester</td>
<td>35</td>
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<td>3rd year 1st semester</td>
<td>31</td>
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<td>3rd year 2nd semester</td>
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<td>4th year 1st semester</td>
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</tr>
<tr>
<td></td>
<td>4th year 2nd semester</td>
<td>11</td>
<td>3.6</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>3</td>
<td>.9</td>
</tr>
</tbody>
</table>

General work placements

A large number of the respondents, accounting for 38.8%, have completed some work placements in school followed by those completing theirs in small/medium private enterprises (25.1%) and large corporate companies including multi-nationals (15.6%). Each placement involved more than one assessment tasks. The three most common assessment tasks used in these placements are practical tasks (40.8%), observations (38.4%), and
reflections (37.8%). Further information on placement types, length of the placements, and assessment tasks required in those placements are detailed in Table 4.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Values</th>
<th>N</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placement type</td>
<td>Government department</td>
<td>13</td>
<td>5.1</td>
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<tr>
<td></td>
<td>School</td>
<td>99</td>
<td>38.8</td>
</tr>
<tr>
<td></td>
<td>Hospital</td>
<td>24</td>
<td>9.4</td>
</tr>
<tr>
<td></td>
<td>Clinical setting</td>
<td>9</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>Small/Med private</td>
<td>64</td>
<td>25.1</td>
</tr>
<tr>
<td></td>
<td>Large corporate</td>
<td>43</td>
<td>16.9</td>
</tr>
<tr>
<td></td>
<td>Bank</td>
<td>3</td>
<td>1.2</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>12</td>
<td>3.5</td>
</tr>
<tr>
<td>Length of placement</td>
<td>10-20 hours</td>
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<td>16.4</td>
</tr>
<tr>
<td></td>
<td>20-50 hours</td>
<td>38</td>
<td>15.6</td>
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<tr>
<td></td>
<td>&gt;100 hours</td>
<td>17</td>
<td>7</td>
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<tr>
<td></td>
<td>1 week</td>
<td>10</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>2 weeks</td>
<td>18</td>
<td>7.4</td>
</tr>
<tr>
<td></td>
<td>3 weeks</td>
<td>30</td>
<td>12.3</td>
</tr>
<tr>
<td></td>
<td>4 weeks</td>
<td>14</td>
<td>5.7</td>
</tr>
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<td></td>
<td>5 weeks</td>
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<td>3.3</td>
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<td>6 weeks or above</td>
<td>55</td>
<td>21.7</td>
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<tr>
<td>Assessment types</td>
<td>Reflections</td>
<td>129</td>
<td>37.8</td>
</tr>
<tr>
<td></td>
<td>Observations</td>
<td>131</td>
<td>38.4</td>
</tr>
<tr>
<td></td>
<td>Practical tasks</td>
<td>139</td>
<td>40.8</td>
</tr>
<tr>
<td></td>
<td>Working with clients</td>
<td>87</td>
<td>25.5</td>
</tr>
<tr>
<td></td>
<td>Sales</td>
<td>28</td>
<td>8.2</td>
</tr>
<tr>
<td></td>
<td>Planning</td>
<td>85</td>
<td>24.9</td>
</tr>
<tr>
<td></td>
<td>Reports on others</td>
<td>84</td>
<td>24.6</td>
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<tr>
<td></td>
<td>Demonstrations</td>
<td>47</td>
<td>13.8</td>
</tr>
<tr>
<td></td>
<td>Self-evaluation reports</td>
<td>94</td>
<td>27.6</td>
</tr>
<tr>
<td></td>
<td>Peer teaching/observing reports</td>
<td>73</td>
<td>21.4</td>
</tr>
<tr>
<td></td>
<td>Other</td>
<td>16</td>
<td>4.8</td>
</tr>
</tbody>
</table>

**Consistent responses**

To ascertain the consistency in response patterns across the 34 in two scales, a Reliability analysis was undertaken and yielded a high Cronbach’s alpha (α = .957), indicating very strong consistency in responses across items. Reliability tests were also undertaken across items in each scale in the survey, resulting in similar high Cronbach’s alphas (α > .9), suggesting very good consistency in responses across items in each scale (see Table 5).

<table>
<thead>
<tr>
<th>Scales</th>
<th>N</th>
<th>α</th>
<th>N of items</th>
</tr>
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<td>Self-perceived employability</td>
<td>299</td>
<td>.908</td>
<td>16</td>
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<tr>
<td>Workplace experiences</td>
<td>225</td>
<td>.947</td>
<td>18</td>
</tr>
<tr>
<td>Scale total</td>
<td>203</td>
<td>.957</td>
<td>34</td>
</tr>
</tbody>
</table>

**Self-perceived employability**

In order to examine the levels of confidence in relation to capacities during work placements, participants were asked to respond to 16 statements relating to student’s perceptions of four components, i.e. (i) their university’s reputation, (ii) their field of study,
(iii) the state of the external labour market, and (iv) self-belief of one’s skills and abilities (Rothwell et al., 2008).

Descriptive and frequency statistics are presented in Table 6. Although only two items 5 and 12 had the means higher than the mid-point (M = 2.59, SD = 0.87 and M = 2.72, SD = 0.95), modest scores found for all item (mean > 2) suggest the surveyed students were not very positive but uncertain about their employability, evidenced by high percentages of uncertain responses in most items (>25%).

<table>
<thead>
<tr>
<th>#</th>
<th>Statements on employability**</th>
<th>n</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD %</th>
<th>M*</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I achieve high grades in relation to my studies.</td>
<td>338</td>
<td>10.4</td>
<td>53.8</td>
<td>25.4</td>
<td>7.7</td>
<td>2.7</td>
<td>2.38</td>
<td>.872</td>
</tr>
<tr>
<td>2</td>
<td>I regard my academic work as top priority.</td>
<td>340</td>
<td>21.5</td>
<td>58.2</td>
<td>13.5</td>
<td>5</td>
<td>1.8</td>
<td>2.07</td>
<td>.840</td>
</tr>
<tr>
<td>3</td>
<td>Employers are eager to employ graduates from my university.</td>
<td>326</td>
<td>12</td>
<td>40.2</td>
<td>41.1</td>
<td>5.5</td>
<td>1.2</td>
<td>2.44</td>
<td>.820</td>
</tr>
<tr>
<td>4</td>
<td>The status of this university is a significant asset to me in job seeking.</td>
<td>339</td>
<td>16.2</td>
<td>54.3</td>
<td>23</td>
<td>5.3</td>
<td>1.2</td>
<td>2.21</td>
<td>.818</td>
</tr>
<tr>
<td>5</td>
<td>Employers specifically target this university in order to recruit individuals from my subject area(s).</td>
<td>330</td>
<td>10.3</td>
<td>34.2</td>
<td>44.2</td>
<td>8.8</td>
<td>2.4</td>
<td>2.59</td>
<td>.879</td>
</tr>
<tr>
<td>6</td>
<td>My university has an outstanding reputation in my field(s) of study.</td>
<td>335</td>
<td>17.9</td>
<td>49.6</td>
<td>26.9</td>
<td>4.2</td>
<td>1.5</td>
<td>2.22</td>
<td>.839</td>
</tr>
<tr>
<td>7</td>
<td>A lot more people apply for my degree than there are places available.</td>
<td>329</td>
<td>10.3</td>
<td>39.8</td>
<td>38.6</td>
<td>8.5</td>
<td>2.7</td>
<td>2.53</td>
<td>.890</td>
</tr>
<tr>
<td>8</td>
<td>My chosen subject(s) rank(s) highly in terms of social status.</td>
<td>333</td>
<td>12.3</td>
<td>43.8</td>
<td>31.5</td>
<td>10.2</td>
<td>2.1</td>
<td>2.46</td>
<td>.910</td>
</tr>
<tr>
<td>9</td>
<td>People in the career I am aiming for are in high demand in the external labour market.</td>
<td>335</td>
<td>16.7</td>
<td>50.4</td>
<td>27.2</td>
<td>5.1</td>
<td>.6</td>
<td>2.22</td>
<td>.805</td>
</tr>
<tr>
<td>10</td>
<td>My degree is seen as leading to a specific career that is generally perceived as highly desirable.</td>
<td>333</td>
<td>21.3</td>
<td>52.3</td>
<td>19.5</td>
<td>5.1</td>
<td>1.8</td>
<td>2.14</td>
<td>.871</td>
</tr>
<tr>
<td>11</td>
<td>There is generally a strong demand for graduates at the present time.</td>
<td>333</td>
<td>13.2</td>
<td>46.2</td>
<td>28.5</td>
<td>9.9</td>
<td>2.1</td>
<td>2.41</td>
<td>.913</td>
</tr>
<tr>
<td>12</td>
<td>There are plenty of job vacancies in the geographical area where I am looking.</td>
<td>334</td>
<td>8.7</td>
<td>32.3</td>
<td>41</td>
<td>13.8</td>
<td>4.2</td>
<td>2.72</td>
<td>.950</td>
</tr>
<tr>
<td>13</td>
<td>I can easily find out about opportunities in my chosen field.</td>
<td>330</td>
<td>9.1</td>
<td>45.5</td>
<td>30.6</td>
<td>12.4</td>
<td>2.4</td>
<td>2.54</td>
<td>.909</td>
</tr>
<tr>
<td>14</td>
<td>The skills and abilities that I possess are what employers are looking for.</td>
<td>331</td>
<td>12.7</td>
<td>56.8</td>
<td>26</td>
<td>3.3</td>
<td>1.2</td>
<td>2.24</td>
<td>.758</td>
</tr>
<tr>
<td>15</td>
<td>I am generally confident of success in job interviews and selection events.</td>
<td>335</td>
<td>13.7</td>
<td>50.1</td>
<td>27.5</td>
<td>7.8</td>
<td>.9</td>
<td>2.32</td>
<td>.838</td>
</tr>
<tr>
<td>16</td>
<td>I feel I could get any job so long as my skills and experience are reasonably relevant.</td>
<td>335</td>
<td>18.2</td>
<td>54.3</td>
<td>19.1</td>
<td>6.9</td>
<td>1.5</td>
<td>2.19</td>
<td>.865</td>
</tr>
</tbody>
</table>

*m = mean

**SA – Strongly Agree; A – Agree; U – Uncertain; D – Disagree; SD – Strongly Disagree

Attitudes towards workplaces in Australia

The main objective of the survey is to seek international student’s perceptions of the effectiveness of the work placement including the preparation for work placement at
universities in Australia. The students were asked to appraise their internship experiences via various attitudinal assessments of these experiences.

Descriptive and frequency statistics on the items on this scale were presented in Table 7. The results show that the students generally had positive experiences during their work placements with mean scores ranging from 1.93 to 2.26. The lowest mean scores, suggesting strong positive attitudes, were yielded for item 3 ‘The internship experience has improved my understanding of the field of my study’ (M = 1.94, SD = 0.73) and item 10 ‘I understood the placement environment’ (M = 1.93, SD = 0.66).

<table>
<thead>
<tr>
<th>#</th>
<th>Statements on workplace experiences**</th>
<th>n</th>
<th>SA %</th>
<th>A %</th>
<th>U %</th>
<th>D %</th>
<th>SD %</th>
<th>M*</th>
<th>Std. Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The assignments given to me by the workplace met my expectations.</td>
<td>272</td>
<td>13.2</td>
<td>56.3</td>
<td>22.8</td>
<td>6.6</td>
<td>1.1</td>
<td>2.26</td>
<td>.812</td>
</tr>
<tr>
<td>2</td>
<td>In general, I was treated as an employee of the workplace.</td>
<td>267</td>
<td>13.1</td>
<td>60.3</td>
<td>17.6</td>
<td>7.9</td>
<td>1.1</td>
<td>2.24</td>
<td>.818</td>
</tr>
<tr>
<td>3</td>
<td>The internship experience has improved my understanding of the field of my study.</td>
<td>260</td>
<td>26.5</td>
<td>55.8</td>
<td>15</td>
<td>2.3</td>
<td>.4</td>
<td>1.94</td>
<td>.736</td>
</tr>
<tr>
<td>4</td>
<td>My field supervisor took an active interest in my progress during the internship.</td>
<td>256</td>
<td>20.7</td>
<td>50</td>
<td>23</td>
<td>5.1</td>
<td>1.2</td>
<td>2.16</td>
<td>.850</td>
</tr>
<tr>
<td>5</td>
<td>My supervisor listened to me and my suggestions.</td>
<td>257</td>
<td>23.7</td>
<td>46.3</td>
<td>24.9</td>
<td>3.9</td>
<td>1.2</td>
<td>2.12</td>
<td>.857</td>
</tr>
<tr>
<td>6</td>
<td>I felt accepted and valued in my placement.</td>
<td>253</td>
<td>20.6</td>
<td>56.9</td>
<td>17.4</td>
<td>3.6</td>
<td>1.6</td>
<td>2.09</td>
<td>.812</td>
</tr>
<tr>
<td>7</td>
<td>I was well supported by my university when I had questions.</td>
<td>260</td>
<td>20</td>
<td>53.1</td>
<td>18.8</td>
<td>6.5</td>
<td>1.5</td>
<td>2.17</td>
<td>.874</td>
</tr>
<tr>
<td>8</td>
<td>My cultural strengths were valued in my placement.</td>
<td>263</td>
<td>16.7</td>
<td>54.8</td>
<td>21.3</td>
<td>4.9</td>
<td>2.3</td>
<td>2.21</td>
<td>.861</td>
</tr>
<tr>
<td>9</td>
<td>I was encouraged and supported to frequently reflect on my practice whilst on placement.</td>
<td>260</td>
<td>20.4</td>
<td>55</td>
<td>20.8</td>
<td>2.3</td>
<td>1.5</td>
<td>2.10</td>
<td>.797</td>
</tr>
<tr>
<td>10</td>
<td>I understood the placement environment.</td>
<td>260</td>
<td>23.5</td>
<td>62.7</td>
<td>11.9</td>
<td>1.5</td>
<td>.4</td>
<td>1.93</td>
<td>.668</td>
</tr>
<tr>
<td>11</td>
<td>Overall, I was assigned to tasks that were appropriate for this placement.</td>
<td>261</td>
<td>18</td>
<td>63.2</td>
<td>14.6</td>
<td>3.1</td>
<td>1.1</td>
<td>2.06</td>
<td>.742</td>
</tr>
<tr>
<td>12</td>
<td>The review/reflection sessions improved my understanding of the field.</td>
<td>257</td>
<td>19.8</td>
<td>61.5</td>
<td>16.7</td>
<td>1.6</td>
<td>.4</td>
<td>2.01</td>
<td>.682</td>
</tr>
<tr>
<td>13</td>
<td>If I had the opportunity, I would accept assignment to this workplace again.</td>
<td>258</td>
<td>24</td>
<td>48.4</td>
<td>20.9</td>
<td>3.9</td>
<td>2.7</td>
<td>2.13</td>
<td>.914</td>
</tr>
<tr>
<td>14</td>
<td>The internship fulfilled my expectations.</td>
<td>249</td>
<td>22.1</td>
<td>50.2</td>
<td>21.7</td>
<td>4.4</td>
<td>1.6</td>
<td>2.13</td>
<td>.863</td>
</tr>
<tr>
<td>15</td>
<td>The field supervisor met his/her obligations to assist me.</td>
<td>251</td>
<td>20.3</td>
<td>57.8</td>
<td>16.3</td>
<td>2.8</td>
<td>2.8</td>
<td>2.10</td>
<td>.850</td>
</tr>
<tr>
<td>16</td>
<td>I was able to interact with other students when undertaking my placement.</td>
<td>255</td>
<td>20</td>
<td>58.4</td>
<td>12.5</td>
<td>6.7</td>
<td>2.4</td>
<td>2.13</td>
<td>.889</td>
</tr>
<tr>
<td>17</td>
<td>The degree program I am undertaking and its curriculum adequately prepares me for this internship.</td>
<td>252</td>
<td>19.4</td>
<td>56</td>
<td>19.4</td>
<td>3.6</td>
<td>1.6</td>
<td>2.12</td>
<td>.814</td>
</tr>
<tr>
<td>18</td>
<td>I was provided opportunities to suggest ways for improvement or change aspects of my placement.</td>
<td>250</td>
<td>19.2</td>
<td>53.6</td>
<td>20</td>
<td>6</td>
<td>1.2</td>
<td>2.16</td>
<td>.846</td>
</tr>
</tbody>
</table>

* m = mean  
**SA – Strongly Agree; A – Agree; U – Uncertain; D – Disagree; SD – Strongly Disagree
Summary

The survey was conducted to understand international students’ experience during work placements through their course of study in Australia. It explores international students’ feelings about the effectiveness of the work placement including the preparation for work placement at Australian universities via an 18-item scale, as well as levels of confidence in relation to capacities during the work placement via a 16-item scale, being measured on a 5-point Likert scale ranging from 1 (strongly agree) to 5 (strongly disagree). The results show that the international students were positive about their internship experiences and the relevance of the curriculum in their studies in Australia despite a moderate level of uncertainty about their employability.

References


Appendix K Independent evaluation by Dr Ann Kelly

Work Placement for International Students Programs (WISP)

Evaluation Report

Dr Ann Kelly
Educational Consultant

Increasingly it is becoming apparent that work placements, work experiences, work-integrated learning, or whatever other nomenclature this phenomenon may be given, is becoming a desirable component of study by international students in Australia and elsewhere (Billett, 2014). While there has been an expanding literature focusing on the experiences of international students studying in Australia (see, for example, Eaves, 2009; Lee, 2013; Moro, 2000) and on those of students generally who engage in various forms of work experience (for example, Corradi, Gherardi, & Verzelloni, 2010; Kennedy, Billett, Gherardi & Grealish, 2014; Orrell, 2011), there has been considerably less scholarship (Spooner-lane, Tangen & Campbell, 2009; Patrick, Gamble, & Fong, 2008; Jackson, Ferns, Rowbottom and Mclaren, 2015) that addresses the dynamics of the integration of these two areas of interest. The project that is the focus of this evaluation report (henceforth abbreviated to WISP), therefore, is timely because its key aim was to improve the work placement experiences of international students, their mentors and other stakeholders who were located in both university and workplace environments.

In evaluating the ways in which the WISP project met this key aim, this report comprises three main sections. The first briefly considers a number of issues relating to the topic of international students engaged in work placements that were evident from the literature and provides details of the project, including its more specific aims and the methodology and design that were employed to meet these aims. The next section focuses on the evaluation of the strengths and limitations of the study. It begins with a theoretical...
discussion of the approach that was taken in this work, the strategies that were used to
develop a considered opinion of the project and the findings that ensued from these
processes. The final section draws on these insights, presents a short summary of the overall
findings and offers two main points for consideration when implementing further research
on this topic.

**Issues, aims and methodology and design employed in the WISP study**

A number of issues relating to international students’ engagement in work placements in
Australia was identified as potential barriers to the successful completion of this aspect of
students’ study programs. These included cultural, social and language differences,
homesickness, time pressures, differences across disciplinary academic settings and
professional workplaces, and the students’ limited abilities to use metacognitive strategies
to reflect on difficulties encountered and then to address them effectively
(https://sites.google.com/a/griffith.edu.au/the-wisp-report/). This set of factors was used to
frame the project initially and then to reflect on its outcomes. In addition, the four separate
sets of theories, namely internationalisation (Knight, 1999), professional socialisation
(Billett, 2004; 2009), reflection and reflective practice (Ryan & Ryan, 2011) and cultural
development (Boud; Ryan & Ryan, 2011) were integrated to inform the direction of the
project, including the development of a model of effective work placement for international
students.

Three key aims of the project flowed from these issues. These were:

- to make visible those procedures and practices, including assessment regimes, that
  were being employed in work-placement programs in the discipline areas of
  Business, Education, Engineering and Health across participating university
  campuses;
- to determine the particular challenges, concerns and successes facing international
  students and their workplace mentors as well as both university and workplace
  placement staff; and
- to propose a working model of effective practice aimed at serving as a theoretical
  and pragmatic basis for the supporting materials and resources intended to improve
  future workplace experiences that are expected to remain available to stakeholders
  on a dedicated website when the WISP project is completed.

The WISP project encompassed a range of multi-disciplinary participants from six different
Australian universities. While the two chief WISP investigators and the project manager
were based in the School of Education at Griffith University, the working group members
were located within the disciplines of Psychology at this university and within the discipline
of Business, Nursing, Engineering and Occupational Therapy located at the Queensland
University of Technology, the University of Southern Queensland and Deakin, Monash and
Curtin Universities. As a result the university student cohort who was involved in the study
also derived from these disciplines. In addition to these key participants, a reference group was established to provide advice to the team leaders and working group.

The methodology that was chosen to implement the WISP project was designed to gather different sets of data to inform the researchers’ and others’ understandings of the work placement experiences of international students and other stakeholders. To this end, it was proposed that interviews would be conducted with international students across the selected disciplines prior to, during and following work placements. This approach reflected the concept of there being a number of ‘life stages’ that the students were likely to experience. Interviews were also planned for mentors and coordinators both within university settings and workplaces as well as with other stakeholders. Interview protocols were developed and made available to the team participants for each of these groups. Additional data sets in the research design comprised student reports of their work placement experiences, and other resources such as work placement handbooks, prepared by university staff and these were made available to all the members of the WISP working group. To aid communication and to share administrative forms of information, such as meeting agendas, minutes, contact details, interview schedules, interview protocols and timelines, between key participants, a secure website which was restricted to their access was established. In addition, a research storage site for depositing data as they were collected was made available to the team participants.

In summary then, the deliverables/outcomes proposed for the WISP project were largely selected for their relevance to future improvements to the workplace experiences of international students. These conceptual and tangible products were as follows:

- evidence of current practices, processes and assessments which included:
  - course profiles
  - information and support materials for students and workplace personnel related to international students and their work placements
  - reflections on work experiences by students
- regular group meetings and resultant minutes
- reports of student work experiences
  - transcripts of interviews with
  - international students engaged in work placements
  - their workplace mentors and industry coordinators associated with their supervision while they were on work placement
- academic and other university staff (e.g., practicum placement officers) with differing responsibilities for the placement, progress, reporting and assessment processes inherent in managing the work placements of international students
- published, submitted or in-progress articles and chapters relating to the project
- one or more workshops with university staff involved in work placement for international students in the participating universities and
• a model to help others to improve their work placement practices.

This list of items then became one focus of the evaluation process that was implemented to ascertain the strengths and limitations of the WISP project.

Evaluation of the WISP investigation

Theoretical approach adopted towards the WISP evaluation process

The evaluation of this project was characterised by three main features. First, there was a particular theoretical approach taken. Second, in order to appreciate how the key participants perceived how well the proposed outcomes and deliverables were achieved, sets of semi-structured conversations were held with the chief investigators, the project manager and the team leaders directly involved with the project. These were then collated and analysed. Finally, the accumulated data, including transcripts of interviews, resources and artefacts that were collected, were examined.

The evaluation approach that was adopted derived from the ALTC Evaluation Framework developed by Chesterton and Cummings (2007) and operationalised by Parry (2011). It aimed to answer four key questions.

1. Were the proposed deliverables/outcomes of the study met? If not, were they amended and if so, how?
2. Were the processes employed in implementing the project effective? Could any of them have been improved?
3. With respect to the sustainability of the project:
   • What is perceived to be the longer term value of the artefacts and support materials relating to work placements for international students that will be available on the dedicated webpage?
   • How will the transcript data be used to disseminate the findings from the study?
4. From individual reflections by team participants, has the study generated new learning experiences that can be applied in the future?

A four-feature framework developed by Luo (2010) was employed to organise the answers to these questions. Luo’s specific features are value, methods, use and purpose. With respect to the feature of value, this author suggests that it is important for an evaluator to give prominence to the values of the different stakeholders when choosing criteria on which to determine, whether a project has been successful or not. He provides two reasons for this position. First, it “reflects[s] the concept of a plural democracy” (p. 47); second, it addresses the concerns of the major stakeholders and thus assists them to be aware of the evaluation content; and third, it helps to limit the personal bas of the evaluator. The values of the most relevant WISP participants (i.e., the chief investigators, the project manager and the working group members) were considered through the employment of a semi-structured conversation where their views on the project generally and on specific aspects...
in particular were canvassed. These separate perspectives were collated and analysed and they are discussed in the following section.

In the case of methods, Luo (2010) claims that, while an evaluator should have a good knowledge of, and ability to use, a range of different research methods, it is important to discuss the preferred methods with key stakeholders early in the evaluation process. To meet this criterion, an evaluation plan was developed in the early stages of the project implementation, discussed with the key stakeholders, and then submitted for approval to the Office of Learning and Teaching. This was subsequently given.

The third feature in Luo’s model, namely, use, was also an important consideration in the evaluation of the WISP project. A key requirement of OLT projects is that a number of their outcomes are sustainable. To assist in working through how this might be achieved, an adaption to the ‘Impact Management Planning and Evaluation Ladder (IMPEL)’ model (Hinton, 2014) was adopted (Figure 5 below).

![Figure 5](image)

**Figure 5** (IMPEL) model Adapted from (Hinton, 2014 cited in Coolbear, 2014)

The final feature that Luo (2010) considers important in evaluating a project is its purpose or role which he advocates should be summative. The key reason given for this stance is that he believes that, ultimately, evaluators must make decisions about the final outcomes of the investigation and these should be based on rational judgements and be as free from personal bias as possible, a point that is mentioned in the values paragraph above. If evaluators take a strong participative role, then their core evaluative role is likely to be compromised. Thus, while I attended most of the monthly team meetings, the quarterly reference committee meetings and one of the forums, and gave some advice on a number of occasions on aspects of the project, such as its sustainability, my role largely remained somewhat peripheral to the implementation of the WISP investigation.
**Design of the WISP evaluation**

Four types of data were used to determine the success or otherwise of the WISP project. These comprised (a) the series of structured conversations that were held with the chief investigators, the project manager and the working group members, a total of 14 participants, towards the end of the investigation. (Appendix i contains a copy of the questions that were used to frame the conversations with the chief investigators). The topics that formed the basis of talks with these participants were similar. The perspectives of this cohort were subsequently collated and analysed. The other sources of information for this report were the transcripts of the recorded interviews with international students involved in work placements, their workplace mentors and their university staff mentors and co-ordinators, the resources, artefacts and information that were collected, developed and uploaded onto the WISP websites, and my own observations, reflections and understandings derived from my involvement in the project.

**Evaluation findings**

The following section addresses the aims of the study and provides evidence as to whether these aims were met. It also includes other outcomes that were realised during the implementation of the project and reflections by key participants about the personal learning that resulted from their engagement in the investigation.

**Outcomes/deliverables and processes**

i. **Evidence of current work placement practices including assessment regimes**

The types of artefacts and resources relating to the organisation of work placement for international students that were requested by the project leaders included a) course profiles, b) handbooks for students, workplace mentors and both university and workplace coordinators and c) student reports on their work experiences. Most of the participating universities offered work placement as an integral and assessable part of their professional programs in the disciplines in which the working group members were employed. As a result, course profiles were available and these were submitted for inclusion in the set of resources and artefacts that was being developed during the WISP project. In addition to such profiles, most universities provided manuals or guidelines as support materials for various stakeholders in the work placement program and these were also submitted to the WISP project document repository. The terms that were used for the descriptors and types of such documents varied, however. The descriptors included ‘work experience’, ‘professional experience’, ‘placement’, ‘work placement’, ‘field studies’ and ‘field experience’. As well, the names of such documents were also diverse. They were called’ guides’, ‘guidelines’, handbooks’, ‘manuals’, ‘memos’, and ‘packs’. These taxonomic elements, to some extent, reflected the breadth of content that was included in the documents. In addition, to these variations, the intended audiences for the resources
differed. For example, there were guides for the host organisation and for industry supervisors in the case of engineering students engaging in work placement programs and ‘facilitator packs’ in the case of nursing students.

For those courses embedded in disciplines such as clinical psychology and school education where assessments of competency in work placements were important for the students’ eligibility for professional registration, placement reports or reviews were also requirements. These were often staged at prescribed intervals across the work experience period. To support these formal processes, a range of other documents was used. For example, there were placement proposal forms, work placement agreements to be signed by the organisational/school mentor and the student, supervision forms, flowcharts of student progression, calendars and at-risk forms. Where there were no ethical restrictions, these documents were also forwarded to the project manager for uploading in the WISP project cache.

Other documents that were made available to the WISP project on a dedicated, secure website were more particular to individual universities than those described above. For example, at one university, where there was a requirement for students to reflect on their work placement experience, a guide was available to assist them in this task. At another university, there was information available to international students on where they could seek assistance for improving their academic studies, and a different university provided pedagogical advice for pre-service teachers. The project itself generated additional resources. These included a set of illustrated brochures for use with stakeholders and video recordings featuring international students and their supervisors and mentors discussing successful work experiences.

Both the commonalities and differences in submitted resources provided a strong indication of how work placement programs, whether very formal or more informal, were institutionally supported with the provision of documents and practices and, at a more practical level, such documents provided opportunities for comparisons between university provisions and examples for future consideration for inclusion in individual resource sets for students, supervisors, mentors and other stakeholders. Indeed, one team member who only works with a few international students who are engaged in work placements said she intended to use these examples to improve her practice. The visibility of these documents also contributed to the expansion of knowledge about work placement practices in Australian universities by the WISP working group which was perceived as a key benefit of their participation in the project.

Another outcome of the sharing of these documents was the recognition that international students, as a group, are generally not specifically catered to in work placement programs. One exemption to this situation was the provision of a ‘good practice’ handbook for international students in the Business discipline at one university. In some cases, such as Counselling academic programs, this is not seen as a problem because the student numbers
are very small, the language scores that are required for entry to such programs are high, they are closely supervised, and potential problems are addressed in a supportive and respected environment. A number of working group members, however, were concerned that the specific challenges that international students may face, such as dialect and general oral language barriers in the case of Asian students, were not being addressed either at all or to a sufficient extent. This concern hinged on the broader issue of “equity versus difference” where institutional attitudes favoured non-acceptance of the perspective that international students may experience particular barriers that hinder their likelihood of engagement in a positive workplace experience. There was a commitment on some participants’ part to work to make more explicit this situation to academic colleagues and superiors and to work together to consider how it might be addressed in a collective way.

A final deliverable, the potential of which is yet to be fully realised, that was developed during the WISP project was a student questionnaire that sought international student attitudes towards Australian workplaces. It is likely that the data that result from student responses to this instrument will provide another valuable source of information that will be analysed and reported on in a variety of forms in the future.

ii. **Regular meeting reports and a final project report**

The WISP working group met 14 times over the duration of the project with nine members participating in more than half of these sessions, most of which were held at monthly intervals during semester periods over the life of the project. Both agendas and minutes respectively were available in a timely manner prior to and following each meeting via individual emails and were placed on the administrative website that had been established. These regular opportunities to share information and to develop personal relationships were cited as a highlight of their involvement in the project by the key project members who attended the meetings on a regular basis. The “good rapport that was established”, as one group member noted, and the “inclusive teamwork” and the feeling of being “very much a part of a team” where experience was acknowledged was also stated by a second participant as being a very satisfying element of the project. This community aspect had positive implications for the smooth conduct of the project (e.g., the submission of requested documents), collaboration in scholarly presentations, and commitment to future engagement in this area of research.

Another member of the working group, however, felt that the regular meetings focused overly on the delivery of information which was available elsewhere and would have been more productive if they were used to solve problems in a shared way. It was suggested also that alternative, smaller types of meetings, involving differing sets of group members, considering, for example, similarities and differences in program provision, might have been a useful alternative to some of the group meetings. A further member suggested the one or more face-to-face meetings would have been beneficial in assisting even more the scope and success of the project.
With respect to reports, a progress summary was presented to OLT and the final project is well in hand at the time of writing this report. Two strategies were implemented to ensure that these reports reflected the positions of the stakeholders with respect to the WISP project. The first was the early flagging of their requirements to the working group and the provision of clear details of the nature of the contributions that were sought. The second strategy that was employed was a telephone conversation with an OLT officer prior to the submission of the progress report and to another relevant Australian Government officer before the submission of the final report. The purpose of these interactions was to ensure that the products met the funding body’s expectations. Indeed, this practice was used on other occasions to ensure that the understandings of different aspects of the project implementation and outcomes were commonly held between the stakeholders.

While the group meetings were generally perceived to be a positive feature of the project, this was not the case for the reference group meetings. Initially twenty people, mostly high-status academics, comprised the reference group. Also, in contrast to the regularity of the working group meetings, only six reference group meetings were held and these were poorly attended. As one of the working group leaders commented, the more careful selection of such members, a clearer defining of their roles and the allocation of specific tasks for them to address may have led to improved outcomes in this facet of the research.

iii. Interview data

In the initial proposal, it was envisaged that interviews would be conducted with international students prior to, during and following their work placements, with their academic supervisors and workplace mentors across a number of disciplinary areas. However, as the scope of the project became larger, the range of types of work placement programs became more diverse. For example, in counselling programs, there is no such staged format as students engage in weekly work experiences. There was also a problem with gaining access to students at these different stages of their work placement. A further problem encountered was the more limited interviews that were conducted with industry mentors and supervisors.

Despite these difficulties, a corpus of rich data was gathered that related to work placement arrangements and experiences across seven disciplinary areas and within six different Australian universities. This reflected the views of 145 interviewees, more than half of whom were international students (80). While most of these interviews were conducted using a face-to-face format, additional student views were gathered using two focus groups. In addition to student interviewees, the perspectives of 45 academic staff comprising university workplace officers, supervisors and learning and general support advisors also attached to universities along with 20 supervisors, mentors and organisational workplace coordinators made up the interview corpus complement. The findings from these data have been used, and will continue to be used, to support claims in a range of workshop and conference presentations as well as in journal articles and book chapters.
iv. Presentations, symposia, workshops and publications

From the beginning of the project, a publication plan and template were developed and distributed. Their purpose was two-fold: to emphasise the importance of the dissemination of findings from the study; to encourage working group members to publish from the data that had been collected through their university; and to record the continuing products that were evolving. The presentations that have been conducted and the publications that are in train represent another key outcome from the project. Indeed, the sustainability of the project through these means has been taken very seriously by the group members. For example, there have been thirteen occasions so far where the highlights of the WISP project have been presented, usually by small groups of WISP participants, not always working in the same university, to a range of audiences. Additional presentations are planned in both national and international spheres. In the conversations with the working group members, a continuing commitment to continue to engage with academics and other stakeholders about the issue of work placement for international students was evident.

In the case of publications, a refereed journal article by the WISP chief investigators has been accepted for publication and an edited book focusing on the project is in its final stage of development. In addition, other articles have been submitted to peer-reviewed journals or are in train. The opportunity to contribute to this latter initiative, particularly, has been welcomed enthusiastically by the working group members who expect to use their own university data to produce further publications in the future. One working group participant reflected that the various forms of data that had been collected allowed for different foci to be selected and different “stories” to be told through such avenues.

v. The WISP model

To ensure that the project was grounded in a sound theoretical base, the development of a model was identified in the WISP proposal as an important outcome of the project. The final model encompasses and integrates three separate sets of theories, namely internationalisation (Nash, 2011; Yarlagadda, 2003), professional socialisation (Billett, 2004; 2009; Orrel, 2011; Smith, 2011) and reflection and reflective practice (Ryan & Ryan, 2013). By drawing these theories together in a continuing iterative way, it is expected that stakeholders can be assisted to improve the effectiveness of the work placement of their international students. The model has been employed in presentations, workshops and publications and may be refined further as its utility is explored in the future.

Reflections on the project

Overwhelmingly the working group members were very pleased to have participated in the WISP project. Responses to this effect included that it was a very good “capacity-building” experience, it “raised awareness of issues that are under the radar”, and was both a “good learning opportunity to become more culturally responsive” and opened up a new domain
of research involving “scholarship, reading and learning”. On a personal level, the view that the study “put the issue into perspective” through talking with others who were responsible for differing numbers and types of international students about what can make a difference to their work placement experience was echoed by a number of working group members. Individuals also appreciated the chance to work closely with supportive and enthusiastic colleagues from different universities on a larger and more complex project than they had in the past. Further, as noted above, there was also a stated commitment to continue to make the topic of work placement by international students an integral part of the participants’ work role through the continuing provision of workshops, forums, conference presentations and articles. There was also a commitment by many to work within their own universities to improve the workplace provision arrangements for this cohort of students. While this was perceived to be particularly applicable to those who believed that their current provision needed urgent attention, even those with well-developed systems in place said they had learned new ideas from their engagement in the project that they would trial in the future. For example, one working group participant plans to provide a form of mentorship involving past successful international students to the new cohort prior to their work placements in new year.

In retrospect, only a couple of problems in the implementation of the project were noted. These were the very limited contribution by the reference group. This may have been addressed by choosing different members and providing them with specific tasks and responsibilities. The second major problem was the somewhat limited involvement of workplace mentors and coordinators. There was very minor representation of this sector on the reference group and this was highly valued for the contacts that were provided, for example, in inviting audiences to forums and workshops, and for the particular contributions that were made to the discussions of issues. As noted above, there were also some interviewees who were workplace mentors or coordinators but the project outcomes are likely to have been enhanced with a more extensive involvement from this group. However, because of the diversity of work placement arrangements, practices and the characteristics of the international student cohort, as well as the restrictions in time that work personnel have, the development of close and strong relations generally between universities and the key staff employed in those work spaces where international students undertake their work placements is likely to remain a longer-term challenge.

References


Knight, J. (1999). Internationalization of higher education. In J. Knight, & H. de Wit (Eds.), *Quality and internationalization in higher education*, (pp. 13-23). Paris: OECD.


Independent evaluation Appendix I

Project leaders’ evaluation of the WISP (Improving the work integrated learning experiences of International students’ project)

This five-part document comprises questions that relate to the WISP. These will form the basis of a conversation that I, as its evaluator, would like to have with you at a time and through a medium that are convenient to you. I am interested in exploring your opinion of the selection and achievability of the specified deliverables and outcomes of the project, the processes that were implemented to meet these, the likely short- and long-term impact of the project and your reflections on the learning that ensued for you because of your leadership of the project. Your responses will be helpful in my evaluation of the project and, perhaps, in providing an opportunity for you to reflect on your involvement in the study. Ultimately, your responses are likely to assist in helping to improve the work placement experiences of future International students.

Deliverables/Outcomes of the WISP Project

The deliverables/outcomes proposed for the WISP project were as follows:

- evidence of current practices, processes and assessments (i.e.,
  - course profiles
  - information and support materials for students and workplace personnel related to international students and their work placements
  - reflections on work experiences by students
- regular group meetings, reports and interview transcripts featuring both international students and workplace mentors and/or industry partners associated with the student participants in regard to work placement expectations and experience in supervising international students containing information in regard to
  - their expectations of, and preparedness to engage in, work placements
  - the successes and difficulties experienced in engaging in work placement
  - analysed observations and feedback prior to, during and after work placement that is relevant to informing a model for workplace experience and in the development of support materials
- published, submitted or in-progress articles and chapters relating to the project
- one or more workshops with university staff involved in work placement for international students in your university
- a model to help others to improve their work placement practices.

Section A: Overall perception of the WISP

1. Generally, do you think the outcomes/deliverables of the WISP were met?
2. Which aspects were particularly successful?
3. In which areas weren’t the outcomes/deliverables met? How did this change the overall result of the project?

Section B: University-focused contributions:

With respect to the work placement programs that are integral to the School of Education and Professional Studies’ programs at Griffith University:

4. Were you able to contribute to the WISP deliverables/outcomes? If so, which ones?
5. Which deliverables/outcomes were you NOT able to contribute to? Why?
6. Are there other deliverables/outcomes that you believe were achieved that are not included? If so, what are these?

Section C: Processes implemented in the WISP Project

A number of processes were employed to ensure the project deliverables/outcomes were achieved. These included:

- The broadening of the initial scope of the project
- The allowance of a measure of independence to the groups with respect to their contribution to the Project
- The conduct of regular working group meetings
- Initial and, in some cases, follow-up requests for specific documents (e.g., student reports on their workplace experience, support materials, interview transcripts, a final project report).
- Personal contact with the group members
- The addition of a student questionnaire
- The provision of drafts and final copies of documents
7. Were these processes appropriate? Were they effective?
8. Could they have been improved? If so, how?
9. Were there other processes used that were critical to the success of the Project?

Section D: Impact of the WISP Project and your reflections on your participation in it

One of the features of OLT-funded projects is that they have a sustainable impact at their formal conclusion.

For you as a Project leader

10. What is the type and range of documentation of effective practices, strategies and resources that have been contributed to the project? Will it all be placed on the WISP website? If not, how will it be shared with key stakeholders. Are you working towards having effective strategies in place to assist with improving work placement for international students, their supervisors and other stakeholders?
11. Do you intend to present conference sessions about the project in the future? What will be the foci of these?
12. Do you intend to prepare and publish additional articles and chapters to those that you are presently preparing or have published? What will be the foci of these?

_For your university_

13. Do you intend to take a leadership role at the end of the project and in the future in helping relevant colleagues at your university to improve the work experience of international students? If so, what do you envisage this role to comprise?

**Section E: Your learning from your leadership of the WISP**

14. What have you learnt from the project?
15. How will this help you specifically and generally in engaging in your international student work experience role and/or other research projects and in your academic work?
16. Do you want to say anything more about the WISP project and your participation in it?

Thank you for talking with me. I appreciate very much the time you have given and the information and reflections you have provided.

**Griffith University, Curtin University, Deakin University, Monash University, Queensland University of Technology, University of Southern Queensland**

_Funded by the Office for Learning and Teaching_

The views expressed in through this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.
## Independent evaluation Appendix ii

### Table 8 Impact WISP Project

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Project completion</th>
<th>Six months post-completion</th>
<th>Twelve months and later since completion</th>
</tr>
</thead>
</table>
| **1. Team members** | • Each team member’s programs will have effective strategies in place to assist with improving work placement for international students, their supervisors and other stakeholders.  
• Documentation of effective practices will have occurred.  
• Presentations relating to the project will have been given at national and international conferences (e.g. Australian International Education (AIEC), NASFA and ANZAHPE).  
• Articles and book chapters relating to the project will be published. | • Strategies that have been implemented to ensure improvement of work placement for international students, their supervisors and other stakeholders will be evaluated.  
• Key resources for all stakeholders involved in work placement for international students will be developed.  
• An edited book by Springer will be published.  
• Articles and book chapters relating to the project will continue to be published. | • Strategies that have been implemented to ensure improvement of work placement for international students, their supervisors and other stakeholders will be evaluated.  
• Key resources for all stakeholders involved in work placement for international students will be developed. |
| **2. International students directly involved in work placement programs** | • These students will have a greater understanding of their own discipline’s distinct approach to, expectations of, and standards for work placement.  
• They will have more awareness of what support systems are available including English HELP for students from NESBs. | • These students will be able to participate in an increased number of workshops prior to and after work placement to assist them in understanding the context and how to deal with any issue they may face.  
• Workshop on understanding Australian cultural context will be available to these students. | |
| **3. Opportunistic adaptors within participating institutions for immediate students** | • Some team members will assume a leadership role in making an impact within their own and other discipline areas within their group (e.g., they may work with colleagues who are involved in work placement components of study for international students in improving practice by sharing project’s materials and other resources with them and updating relevant document). | • These team members will continue to provide assistance to academic staff responsible for work placement for international students in direct programs within their group.  
• They will offer workshops and further support to relevant staff and students within their group. | |
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• Workshop on understanding Australian cultural context will be available to these students. | |
| 6. Opportunistic adaptors within participating institutions for immediate students | • Some team members will assume a leadership role in making an impact within their own and other discipline areas within their group (e.g., they may work with colleagues who are involved in work placement components of study for international students in improving practice by sharing project’s materials and other resources with them and updating relevant document). | • These team members will continue to provide assistance to academic staff responsible for work placement for international students in direct programs within their group.  
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</tr>
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<tbody>
<tr>
<td><strong>7. Systemic adaptors in participating institutions to benefit all relevant students</strong></td>
<td>• Some team members will assume a leadership role in making an impact within a number of other groups across their university (e.g., they may work with colleagues who are involved in work placement components of study for international students in improving practice by sharing project’s materials and other resources with them and updating relevant document).</td>
<td>• These team members will continue to provide assistance to academic staff outside their own group who are responsible for work placement for international students in direct programs within their group.</td>
<td>• They will offer workshops and further support to relevant staff and students within their group.</td>
</tr>
</tbody>
</table>
Appendix L The WISP Model of Effective Practice

As a result of a comprehensive literature review the team focused on four theoretical frameworks and how these interrelate and ultimately how they can be utilised in order to support and improve the experience of international students during work placement.

These theoretical models include:

- Internationalisation and interculturalisation – the work of Jane Knight (1999, 2004); Hunter et al. (2015); and cultural development – the work of Wells (2000)
- Multi-socialisation – the work of Barton et al. (in press)
- Reflection and reflective practice – the work of Mary Ryan and Michael Ryan (2013)

The definition of internationalisation can be complex and confused as highlighted in Knight’s 2004 paper titled *Internationalisation remodeled: Definition, approaches, and rationales*, as the context – whether institutional or in relation to different sectors - impacts on such a classification. However, for ease the meaning of internationalisation can be outlined as “the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”. (Knight, 2004, p. 2)

Similarly, the notions of cultural competency and cultural awareness or even cultural literacies are often recognised in the literature. Wells’ (2000) work in the area of nursing and health aims to work ‘beyond cultural competence’ by offering a model of cultural development. Wells’ model acknowledges both cognitive and affective phases in meeting the challenges of diversity in health settings. We apply this idea to the use of internationalisation in the work place context.

Socialising into the work place is a complex process. Not only do international students have to negotiate a new social and university life, but when undertaking a work placement new challenges are introduced. Golde (1998) talks about a double socialisation process with both primary and secondary socialisation aspects however, we argue that international students face a *multi-socialisation* process (Barton et al., in press) when participating in work placements. Issues such as students’ own dispositions and agencies as well as the opportunities or affordances available through the workplace impact greatly on success (Billett, 2009).

A large part of this success is whether or not students are able to critically reflect and take into account the feedback and suggestions made by their supervisors as well as reconstruct their practice. This requires deep levels of reflection *on* and *in* practice (Schön, 1983). Ryan and Ryan’s (2013) 4Rs model (based on Bain et al.’s, 2002, 5Rs) provides a suitable model by

Work Placement for International Student Programs (WISP) Project 70
which students can develop their personal reflection skills whether written, oral or other modes of communication.

These models combined highlight the issues and concerns as well as areas in which students find success and effective strategies to support them through their work place. It is therefore argued that considering the interrelatedness of these models is vital for improvement of work placement for international students in general.

The team has utilised the WISP Model of Effective Practice when conducting workshops and other dissemination activities, to demonstrate ways to support and improve the experience of international students during work placement. The four theoretical frameworks—Internationalisation, Professional multi-socialisation, reflective practice, and intercultural development differ slightly from the foci of the initial model as the project leaders remain open to changes with regard to recent findings in the data. A professional PowerPoint presentation has been constructed which shows how the model can be applied in practice. This presentation is on the public website and is attached as Appendix D.

A simplistic linear version of the model can be seen below.
### Table 9 Details relating to the WISP Model of Effective Practice

<table>
<thead>
<tr>
<th>Ethos</th>
<th>Process</th>
<th>Competency</th>
<th>Metacognitive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internationalisation is interpreted as the creation of a culture or climate on and off campus that promotes and supports international/intercultural understanding and focuses on campus-based, workplace or “at home” activities.</td>
<td>Internationalisation is presented in the form of desired results such as student competencies particularly in the work place, increased profile, and more international and professional agreements, partners, or projects.</td>
<td>Both student and mentor are able to relate the notion of internationalisation to the work place and professional competencies. This ensures intercultural understanding and global awareness in the work place.</td>
<td>Students and mentors appreciate and understand each other’s differences and see these as strengths. They can use this knowledge to reconstruct professional practice. Students are work place ready and have developed a personal epistemology.</td>
</tr>
<tr>
<td>Policy or documentation related to international students and work place component in study programs. The rhetoric in university policy in relation to catering to international student needs.</td>
<td>Report on the competencies expected to be fulfilled by international students in the work place environment. These are agreed upon by university and work place coordinators. Often impacted on by external jurisdictions.</td>
<td>Processes and procedures are reviewed and refined according to past experiences and needs of students and/or staff.</td>
<td>With acceptance of the need to improve intercultural understanding a work place can value professional competencies from an international perspective. Students may also re-evaluate practice in order to be more culturally-inclusive.</td>
</tr>
<tr>
<td>Students are able to draw on personal attributes as an international student and draw on these skills for improvement in professional practice. Mentors are able to be compassionate about students’ international attributes and/or relate to their own international experiences.</td>
<td>A report on the processes and procedures within the university context in relation to work placement takes into account needs of international students. Similarly, the processes and procedures established the work place environment consider the hosting of international students.</td>
<td>Reasons, including theoretical justifications, are provided as to the how and why processes are altered to better meet the needs of international students, their mentors and other stakeholders.</td>
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<tr>
<td>Students can implement and start to reason why internationalisation is important in the work place and why this is significant for the particular discipline in which they are working. Mentors can clearly and effectively explain the importance of international perspectives in the work place.</td>
<td>Students and mentors recount the activities that occur in the work place. Improvements however, may not be provided OR the student may not yet have the capacity to implement suggestions offered.</td>
<td>Reasons, including theoretical justifications, are provided as to the how and why processes are altered to better meet the needs of international students, their mentors and other stakeholders.</td>
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<tr>
<td>Students are able to understand the significance of the activities undertaken before, during and after work placement. They can relate this experience to learnings within the university context. Mentors are able to provide critical and evidence-based feedback.</td>
<td>Students can unpack the activities undertaken and start to reconstruct their practice. This is informed by relevant theory. Mentors are able to provide suggestions and recommendations for improvement and give reason for these related to theory.</td>
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<tr>
<td>Students can implement and start to understand each other’s differences and see these as strengths. They can use this knowledge to reconstruct professional practice. Students are work place ready and have developed a personal epistemology.</td>
<td>Students are able to relate the activity that they have been involved in to previous life experience (in employment or other work experience).</td>
<td>Reasons, including theoretical justifications, are provided as to the how and why processes are altered to better meet the needs of international students, their mentors and other stakeholders.</td>
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### Activity

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<th>Competency</th>
<th>Metacognitive</th>
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<tr>
<td>Internationalisation is described in terms of activities such as study abroad, curriculum, academic programs, international students, institutional linkages and networks, development projects, branch campuses and work placements.</td>
<td>Internationalisation is considered to be a process in which an international dimension is integrated in a sustainable way into the three primary functions of an institution: teaching/learning, research, and functions of an institution: sustainable way into the three primary dimension is integrated in a process in which an international agreement, partners, or projects.</td>
<td>Professional competencies that are effective in an international context are explained and related to relevant theory.</td>
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<td>Students and mentors recount the activities that occur in the work place. Improvements however, may not be provided OR the student may not yet have the capacity to implement suggestions offered.</td>
<td>A report on the processes and procedures within the university context in relation to work placement takes into account needs of international students. Similarly, the processes and procedures established the work place environment consider the hosting of international students.</td>
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<td></td>
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</table>

### Theoretical Frameworks of Internationalisation

- Knight, 1999
- Bain et al. 1999
- Ryan & Ryan, 2011
- Anderson and Krathwohl, revision on Blooms Taxonomy

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**Work Placement for International Student Programs (WISP) Project**
Appendix M Project site summaries

Each project site has provided a summary of their findings in this section.

**Griffith University - Education**

Dr Georgina Barton and Dr Kay Hartwig

**Data Collection**

A number of data sets were collected with the School of Education and Professional Studies at Griffith University. These are listed below:

1. International student interviews
2. International student focus groups
3. University staff interviews
4. Mentor teacher interviews
5. Past student reports
6. Collection and analysis of artefacts related to school professional experience

Students undertaking professional programs such as teacher education have a number of challenges - being proficient in English is certainly one of them but also there are the taken for granted assumptions they have about teaching and learning as a result of their own experience that impacts on how they see the role of teacher, issues of classroom management among others. A project at Griffith focused on international students studying education where one area of emphasis is enhancing the workplace experience. These students have the challenge of coming to a new country, a new university, a new workplace and profession or discipline that has specific cultural nuances and expectations.

Students have two placements in schools of six weeks. In order to support these students, the School of Education and Professional Studies has implemented a number of initiatives: they provide more information for these students about the cultural context of Australian schools and use role playing and modelling to demonstrate and reinforce what is required. Students also undertake some cultural awareness training.

Supervisors from the Faculty try to ensure that international students feel welcome in the prac setting – and that they are included in the ‘life of the school, emphasising the contribution these students can make through intercultural understanding”.

Among a number of challenges, one was helping students know how to put a suggestion for change in practice. A successful intervention at Griffith was putting scaffolding and feedback into place when students were operating in a classroom situation.
Vincent was an international music student undertaking a Graduate Diploma in Education specialising in classroom and instrumental music. This vignette is drawn from a video in which features comments from Vincent, Emma his mentor and supervising teacher, Sally the site coordinator and Georgina the University liaison academic from the Faculty of Education and Professional Studies.

Emma
Vince came to the department ... and first thing that struck me was his exuberance and his passion for his subject and his enthusiasm. He had a genuine desire to do well in the classroom and his personality struck a chord with everybody in the department right from day 1. ... 
He had challenges developing his confidence, getting a feel for the environment understanding different protocols that are required in our school environment compared to other school settings... In addition to that Vincent also had the same challenges of other international students that manifest itself in different ways; not always easily identifiable - slight cultural differences and of course managing a second language.

Sally
Initially he tended to focus on the negative ... he was very down on himself... but we worked with him and he turned this around to thinking what went really well and what did you enjoy.

Emma
Throughout the six-week period what I found incredibly helpful from the university was he had opportunities to do interim assessment of where the student was at, meeting the requirements of the course and fulfilling the criteria and objectives by the end of the period with us.

Georgina
At about the half way point Emma contacted us needed to put an action plan in place and we do that for students who need some extra support. As a team the three of us worked together to fill in the action plan and work out areas where he needed to focus on and improve.

Vince
I have learned a lot of things from the kids. I had to learn renaissance music...it was difficult because of the terminology I had never heard ...

Demonstrative impact and future recommendations

Through the collaborative relationship and the work undertaken by the site coordinator, mentor supervising teacher, the University Liaison academic and the student a set of interventions were put in place to provide the student with scaffolding to ensure that he met the practice requirements of the practicum as well as develop understanding of teaching in Australian schools. That Vince now has a job in a Queensland school attests to the value and effectiveness of this approach.

In the School of Education, an ‘international check-in’ time has been conducted that was a dedicated time for the students to share and express their concerns and questions re all things to do with their study. During semester 1, 2016 a concentrated program was developed and implemented to assist in their preparation for the first placement in a school. This session was held weekly for one hour over the nine weeks prior to the placement.

These sessions included role plays, videos, discuss and question time relating to being a teacher in an Australian school. Graduated students were involved in the delivery of these sessions. As the group was predominantly from Asian countries, Alex (graduated student) was able to ensure the students that he had successfully completed the program and gave them confidence through his practical advice and strategies that they could also be successful. Eric (who had graduated a few years ago) and now has a position in an Education School was able to reflect on his previous experiences as an international student and then as an international teacher in an Australian school. He engaged with the students and brought his own current experiences into the sessions.
As these sessions proved to be very successful they will continue to run in the future for all the international education students.

**Dissemination of findings**

The staff from Griffith University’s School of Education and Professional Studies facilitated a number of workshops and other forms of dissemination including:

- Webinar for ACEN, 15th October, 2015 - Dr Georgina Barton and Dr Kay Hartwig
- Workshop for the School of Human Services and Social Work at Griffith University – November 3rd 2015 (Dr Georgina Barton, Dr Kay Hartwig and Dr Melissa Cain)
- Australian Association of Research in Education, Fremantle December 2015 – Symposium titled: Workplacements for International Student Programs
- Workshop with QUT WIL community of practice, May 2016, Dr Georgina Barton and Ingrid Larkin
- National Association of Field Experience Administrators July 2016 – Keynote presentation, Dr Kay Hartwig and Associate Professor Dawn Joseph
- British Educational Research Association Leeds, UK September 2016, Dr Georgina Barton
- Seminar series hosted at Griffith University
- NAFSA 2017 – Georgina Barton and Kay Hartwig (pending)
- The Learner Conference – Hawaii July 2017 (pending)
- Future workshops through Learning Futures, Griffith University including with the School of Nursing and Midwifery

**Publications**


**Griffith University and Queensland University of Technology - Psychology**

Associate Professor Liz Jones, Dr Erin O’Connor and Dr Christine Boag-Hodgson

**Data Collection**

The focus was on postgraduate psychology students studying clinical, organisational, counselling or health psychology at Griffith University and Queensland University of Technology. These students undertake a two years Master program or a four year PhD program, within which they undertake 1000 hours of supervised practice, across a minimum of three settings. Supervision is provided by accredited supervisors, who provide one hour of supervision for every 7.5 hours of practice.

Students were from a range of countries including, England, Thailand, Malaysia, Hong Kong, Singapore, Malaysia, Brunei, and Samoa, and were either currently enrolled or had completed their course in the previous six months. Individual interviews were conducted with three students prior to commencing placements and eleven students either during or at the end of their placement. Interviews were also conducted with eight supervisors, some of whom were also placement co-ordinators. The team also examined placement documentation for these students, including evaluations of their placements, reflections on their placements and logs of their supervision sessions.

**Dissemination of findings**

A series of meetings have been held with placement co-ordinators across five higher education providers. Workshops were conducted at the following meetings: College of Organisational Psychologists, May 2016; Griffith University School of Applied Psychology May 2016, WISP forum June 2016, WISP workshop September 2016.
Conference presentation


Publications


Jones, L. O’Connor, E., & Boag-Hodgson, C. A strengths-based approach to understanding international students’ experiences on workplacements. Submitted to Journal of studies in International Education.

Documentation of impact:

A range of web-based resources have been developed for students to prepare them for the different stages of placements, including videos, tip-sheets and workbook activities. Similar resources are now being developed for supervisors. The Queensland University of Technology will develop resources based on ours. There have also been changes made to the orientation processes used in the School of Applied Psychology at Griffith.

Long term impact

A workshop for psychology supervisors is being developed that will incorporate findings from the project and will be delivered in November, 2016.

Meetings commencing in early September with staff involved in placements in other health disciplines at Griffith University will be conducted to examine how to improve the placement experience of international students, as part of broader discussion about placements.

Recommendations for future practice:

- Reflective journals for students across the program that will help students to identify early potential strengths and vulnerabilities they bring to their placements.
- A focus on assisting more international students in the transition to work post-study (i.e., employability strategy), including managing the visa process.
The University of Southern Queensland

Professor Marie Kavanagh

The USQ student population is very different to many universities. In 2014 27% attended on campus and 73% studied in external/online mode; in 2015 30% attended on campus and 70% studied in external/online mode. With regard to student background in 2014, 9.6% were international offshore, 7.6% international on campus and 82.8% domestic. In 2015 7.7% were international offshore, 7.9% international on campus and 84.4% domestic. Regardless of mode of study students are afforded extensive online materials and learning support. In USQ, while work integrated learning or professional work experiences courses have been used in Education, Nursing, and Engineering disciplines it had not been a priority in the business disciplines.

Research indicates that for optimal economic and social outcomes, graduates must be able to proactively navigate the world of work and self-manage the career building process (Hooley et al. 2013). Many statements in the higher education sector both nationally and internationally acknowledge academic standards, the development of professional capabilities and measures of student experiences of their education and perceived learning outcomes. Universities are now under pressure to develop the transferable generic skills required by graduates (Bunney, Sharplin & Howitt, 2015). Since academic efforts to teach employability skills to date are at best producing mixed results (Jackson, 2013) universities are now seeking to address the development of employability skills through Work Integrated Learning (WIL) programs, making industry experience a pre-requisite of undergraduate business programs (Australian Collaborative Education Network 2015; Lebihan 2007). The gap that exists between employer expectations of the skills graduates in business and commerce should possess has been an issue for some time (Crebert et al., 2004; Kavanagh & Drennan, 2008). ‘Soft skills’ or twenty-first century’ skills and abilities such as communication, critical and reflective practice, teamwork and creativity are highly sought after (Moore & Morton, 2015). This requires students to be able to reflect on and articulate their experience and learn to position themselves in relation to future work (Holmes, 2013).

The impetus for engaging in the OLT Project “WISP” at USQ was based on the premise that student learning of knowledge and practical capabilities, can best be driven by real world experience through Work Integrated Learning programs in the professional disciplines of commerce, business and law with an intent to enhance student capacity to reflect upon learning during and after a work placement. There was also a need to enable USQ students to undertake work placement regardless of different modes of study and demographic diversity, e.g., external online international students some of whom are off shore, international and domestic students studying on campus or externally.
At USQ, the design and implementation of the OLT project followed the action research spiral (planning, acting/implementing, observing, reflecting and evaluating). Relevant stakeholders (academic and professional university staff, students, host organisations in the community) were involved throughout the whole process:

**Planning**

Stage 1 of the project commenced in Semester 3, 2014 with students studying the capstone work integrated learning courses of BUS3000 and WIL3000 where students from the disciplines of commerce, business and law undertake up to 120 hours of workplacement in their chosen industry. Stage 2 of the project involved the redesign and merger of the two Work Integrated Learning courses into one Professional Work Experience course PWE3000 to be offered in Semester 3, 2015. It was acknowledged that the process of implementing and evaluating the new course would continue post engagement in the OLT project which provided strong impetus to integrate and refine the new course.

In preparation for engagement in the project the framework below:

<table>
<thead>
<tr>
<th>Program and Course Learning Objectives</th>
<th>Individual Learning</th>
<th>Outcomes of the Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Methods</td>
<td>Constructive &amp; Critical Reflection</td>
<td>Reflective diaries and Projects</td>
</tr>
<tr>
<td>Grading of Attainment</td>
<td>Capturing the Experience through narratives</td>
<td>Scaffolded evidence of enhanced knowledge &amp; skills</td>
</tr>
</tbody>
</table>

This led to identification of the need to develop the following:

**Curriculum and resources**

A constructivist theory was applied using narrative and reflective learning. Teaching and learning activities and interventions were aligned to result in scaffolded development of knowledge and skills for students engaging in different industries, in different global locations and from different cultural backgrounds.

**Assessment**

Alignment of assessment items to build in the reflective practice requirements of the course objectives was critical. An assessment rubric was developed for each piece of assessment in accordance with criterion-referenced assessment (Sadler 2005).

**Supported professional development** for academics to be able to create, manage and support students as they engage in a myriad of projects in different workplace environments.
Acting/Implementing

Online learning environment

The capstone courses are delivered fully online. USQ’s Learning Management System “USQStudyDesk” provides the platform for supporting and guiding students throughout their learning journey during work integrated learning. The activity section for the course Study Desk was constructed in accordance with the students’ likely support requirements and learning needs, as shown in Figure 6.

![Figure 6 USQStudyDesk – USQ’s Learning Management System](image)

Training for students

Students were provided with an extensive manual incorporating Frequently Asked Questions and flowcharts to assist them to understand the process of finding and gaining approval for their placement, identifying a project to be completed, and using reflective practice to document the learning and highlights of their placement. Clarity around building a reflective narrative now resides in the scaffolded learning activities that are provided via the StudyDesk, and in the training that students receive in week 1 of the program. Student orientation was enabled through two short videos to explain the expectations for the course and to assist students to understand how the course would be delivered and support available. This communication with students in the first week helped them settle into the course, provided guidance about expectations as they began their placements, opened lines of communication particularly for students studying off shore or externally and set requirements for assessment.
Observing, monitoring and moderating

Throughout the semester, teacher presence (Garrison, Anderson & Archer, 2000) was critical within the online learning environment to support and scaffold learning and foster student engagement, with online communication tools playing an important role particularly for the cohort of off shore international students. Moreover, the design of assessment tasks enabled the teaching staff to monitor student progress and challenges and provide timely feedback.

Evaluation and Feedback

Evaluation of the project implementation at USQ involved collection of reflections from professional and academic staff members involved in the design and delivery of the course in stage 1, and Stage 2. In addition, students’ reflective assessment items were analysed to elicit impact on student satisfaction and learning outcomes for stage 1. In Stage 1 reflections from employers who were hosting students for their Work Integrated Learning Experience were received as part of the final piece of assessment.

Data collection

Data was collected using a mixed method approach: academic and professional staff meeting minutes documented process around course design, contractual and placement process, delivery and evaluation; employer feedback was collected via email and a final survey; and in assessing international students’ work a qualitative assessment method of reflective writing was used. Because of a change in legislation, placement off shore for international students were discontinued early in 2015. Data collected for this project at this site is restricted to the Semester 3 offering November 2014 to February 2015. 34 students undertook the course – 22 domestic students and 12 international students. 10 of these international students completed their placement in off shore locations. Data from these students is the subject of this case study.

Dissemination of findings

- Presentation to staff USQ School of Commerce, August 2015
- Presentation WISP Forum June, 2016
- Work in Progress: Paper “Ensuring connectivity, process and a focus on learning outcomes when international students undertake workplacements offshore”.

Documentation of impact

The learning design and development processes required to implement and assess students engaged in an offshore placement experience in the course prompted me, as course leader, to re-think the way I wanted my students to perceive and reflect on their learning, but more importantly to allow them to connect with me to enable the support they needed. Implicit in the process was to ensure allocation of sufficient time to:
• refocus the course pedagogically to enhance the integration reflective practice activities;
• allow course development in terms of scaffolded learning tasks and assessment items that align with course objectives;
• learn new skills personally and become familiar with technology in order to understand and support the students' learning journeys regardless of location.

The strong positive outcomes to come out of the project were:

• Assessment items are now fit for purpose in terms of the learning experience and the skills to be developed in the courses included in Stage One of the Project. Work is ongoing in this area as a review is undertaken of the new PWE course.
• Awareness of cognitive demands on the part of teaching staff and time required to at all times maintain connectivity with offshore international students and their hosts;
• The project led to a knowledge of what was happening in other disciplines and a sharing of resources between disciplines
• The Project has facilitated dialogue to initiate change in the Institution within and across disciplines.

Feedback and comments gathered from key stakeholders about the impact of the project is documented below:

Academics and Professional Staff: Two academic staff and several professional staff were involved in the planning and delivery of the courses used for the project. Professional staff felt “that the project provided great impetus for change in terms of development of new resources, online delivery, support for students and host organisations...led to the development of the new Professional Work Experience course”. Academic staff highlighted the need ‘for their own training, and the need for cross discipline expertise to effectively manage and assess student projects that involved great diversity and levels of complexity across the disciplines of business, commerce and law” and “for training for students in the art of reflective practice”. Further comments from academic staff alluded to the fact that ‘Off shore placements bring with them a higher degree of complexity and risk because of the lesser ability to communicate with and assess off shore host organisations of international students and the impact of culturally specific ‘ways of doing business’ that students encountered”. Both academic and professional staff found that “communication and engagement was not such a problem for the students who were undertaking their placement offshore as they were well versed in online study practices”.
Students

Of the 12 international students enrolled in the course 10 students were students studying offshore in Pakistan, Turkey and Vietnam. These students completed an online survey about their experience.

The placement experience

Overall “I faced a few challenges, not with my supervisor, but because of him as some people were jealous of me as he was the CEO of the company and he was very nice to me”. All of the students found the placement experience very rewarding “I found through this placement the power of organisation, person ability, strategy and persistence”. Several students commented on the fact that the course design involved “self-development and required self-reflection about new skills acquired (rather than the more traditional rote learning)” and gained in confidence “I would definitely hire myself because the need for an educated employee….is highly needed in Pakistan”.

Challenges encountered

Students made reference to some of the difficulties encountered because of factors beyond control “the security situation in Pakistan affected my performance by causing delays due to striker and protests”. Others found difficulty with “I sincerely feel that learning the theoretical concepts and practically implementing have some gaps”. Another commented that “the placement has pushed me out of my comfort zone and helped me grow as a person”.

Employers

All 10 of employers provided feedback on the performance of the students while on placement. Generally, all were extremely polite and very positive about the students “The student displayed a higher level of organisational citizenship behaviour…very valued in our culture” and the contribution that the students made to their organisations “his strengths are everlasting and can be improved with more experience…but he should further educate himself and complete his masters before taking on further projects, as his education should be his first priority as opposed to chasing a career”. Different communication styles were evident in different cultures “…should be more social and open between him and staff, he talks only when needed to, …but in the culture of Pakistanis they love to know more about the person before conducting business with them”. Most were impressed with the course “The best part of the course is how it encourages students to reflect on their experiences. This not only helps in their personal development … but encourages active engagement in work processes. We were very impresses by …. dignified demeanour”. Suggestions for improvement included more support for students to travel to the workplace “because Pakistan has very poor economic structures”.

Work Placement for International Student Programs (WISP) Project
Recommendations for future practice:

Key learnings

To respect and take account of the impact of cultural and ‘business practice’ factors on the experience of international students undertaking their placement in other countries;

To understand culturally appropriate communication protocols to improve connectivity with host organisation supervisors and better understand the placement environment and expectations for students;

To emphasise that one ‘model’ will not always apply in terms of student placements in other countries and build in flexibility in assessment and completion requirements;

To apply lessons from this project to encourage domestic students from different cultural backgrounds, in particular Indigenous peoples, to engage in workplacements and build curriculum and resources to support.

The project has led to the complete overhaul of process, curriculum, delivery and assessment in refining a new course PWE Professional Work Experience. The course will continue to be rolled out and the learnings applied across other disciplines in the university such as engineering.

The feedback from stakeholders indicates some positive outcomes and has also highlighted areas for improvement. While the up-front processes put in place were very considered and appropriate the actual implementation practicalities need refinement in the next iteration. As with any innovation, commitment from all levels is required. Champions with the authority to drive, resource, and allocate sufficient time for staff to make things happen are critical. When innovation is desired, academic course leaders with a risk appetite for change are needed.

References


Queensland University of Technology Education

Professor Marilyn Campbell and Dr Donna Tangen

Data was collected at QUT’s Kelvin Grove Campus with International students undertaking BEd; Grad Dip (Education), Masters Education from the Philippines, Japan, Malaysia, India, China, Singapore, Colombia, and Taiwan. It is anticipated that the impact of the project will continue to lead to improvements in institutional processes in terms of the support provided for international students involved in workplacement in the business disciplines. It is also anticipated that dialogue with various stakeholders will continue, which will lead to ongoing improvements to pedagogical practices across disciplines.

In 2014 data was collected from six Education students, two Educational Psychology Masters students, two academics, two support personnel and six school personnel.

Dissemination of findings:

- Queensland University of Technology: School of Cultural and Professional Learning (SCPL) Staff Meeting (May 2015)
- WISP website shared with SCPL staff
- AARE Conference 2015 (Perth)

Documentation of impact

There is no evidence based documentation at present. However, the structure and support for students’ professional experience placements in schools is now under review in the faculty of education and the issue of supporting international students is an agenda priority for consultation.

Long term impact

- Working with the professional experience coordinators and administrators to improve support services in placing international students
- Providing mentoring services for international students
- Providing mentoring services for QUT staff who are involved in professional experience
Recommendations for future practice

- Work with the professional experience team members to ensure that placements and support for international students is included in any reforms made.
- Staff involved in professional experience need further training to support international students on placement.
- University staff need to commit to working more closely with schools who accept students for placements. This is a priority area currently under discussion.
- Develop common understanding that some students, while not classed as international have the same profile as an international student: lack of English language proficiency, lack of understanding of education systems and protocol in Australia–these students have migrated to Australia generally during the last years of high school as EAL/D–they are largely hidden in the system because they are classed as domestic students and so do not receive the level of support they generally need beyond that given to students generally.
Monash University

Dr Anna Podorova

The Faculty of Education at Monash University has a large number of international students (n=520) in its courses with a professional experience component. International students constitute approximately 10% of the Bachelor of Education cohort, 20% of the Master of Teaching cohort and 27% of the Master of Counselling cohort.

Five student participants in this project were from the Master of Teaching (Early Years) program, one was from the Bachelor program (Early Years and Primary), one from the Bachelor Primary and Secondary program. The students were from China, Malaysia, Hong Kong, Korea and Taiwan.

Interviews with seven students, five academics, four mentors (3 ECE, 1 Pri), two site coordinators (1 ECE, 1 Pri), two university placement staff (placement office managers), and one university support staff. Placement documentation and reflections from several students (15 documents) were also collected.

Dissemination of findings:

- Conference presentations with the working group members were delivered: HERDSA 2015 and APAIE 2016
- Book chapter - work in progress (co-authored with the working group members)
- Proposed journal publication with the focus on staff development in Early Years education settings later in 2016
- Proposed workshops in the faculty and at the university in 2017.

Documentation of impact

Findings and recommendations from the project will be considered in development of the Preparation for Placement program in the Faculty of Education. The program will include activities specifically aimed at international students. The findings and recommendations which were related to English language proficiency were considered in the development of the cross-disciplinary Academic Language Feedback toolkit. The on-line version of the toolkit is being developed and will be made available to public later in 2016. It is anticipated that academics and students from all disciplines in Australian universities and overseas would benefit from the toolkit resources. Findings and recommendations from the project were used for facilitator training purposes in the university-wide English Connect program.

The findings of the project have implications for international placement experiences undertaken by Australian students in overseas settings. The recommendations will be discussed in the context of such experiences at Monash and beyond.
• Relevant resources will be developed and added to the project website to be used by students, workplace mentors and academics.
• Generic and discipline-specific professional development resources for mentors of students from diverse cultural and linguistic backgrounds are being developed and will be trialled in the next 12 months.
• There is a need to provide professional learning opportunities for workplace staff (OTP and mentors) on intercultural communication skills and multi-socialisation.
• In ECE settings, language is discussed by OTP and mentors in terms of impact on placement experiences mostly in case of low proficiency; in primary and secondary schools, language requirements appear to be much higher.
• Students talk about their language issues more than mentors. Students often talk about language in terms of knowledge of local culture (books, movies, songs), vocabulary range and communication skills required to interact with children, colleagues and parents.
• Monash academic and professional staff are aware of the importance of international student transition into the culture of an Australian workplace setting (ECE centre, school) but there seems to be no systematic approach.
• International students bring multiculturalism into classrooms and ECE settings. Their cultural and linguistic knowledge is explored by experienced mentors but is at times ignored. Chinese pre-service teachers are often seen as helpers when communication with children and parents from the Chinese background.
• Seven international students in the Monash context have a wide range of experiences and skills which help them cope in a new environment. However, those experiences and skills are not always sufficient for Australian educational and placement settings and help from university and placement staff is much appreciated.
• International students face issues of transportation and financial hardship which are often ignored by universities when arranging placements.
• International students’ peer networks play a crucial role in preparation for placement, job search and study experiences.

Recommendations for future practice

For universities

• Compulsory placement information sessions with a practical focus, preferably with experienced teachers and room for questions to clarify expectations, do’s and don’ts.
• Reflection techniques and templates to provide guidelines on proper reflection with the focus on pre-service teacher professional identity development.
• Clear documentation for mentors to ensure early feedback provision (e.g., scheduled ‘middle of placement’ feedback session, not only assessment at the end; direct
instructions; indication of students’ progression in the course, e.g., first placement or final placement).

- Clear and direct communication channels between universities and placement settings to minimise student involvement in paperwork and requirement negotiations.
- Learning management system and on-line resources to be available before, during and post placement.
- A university staff member to be available for advice without any consequences for placement outcomes.
- Scheduling placement to allow students to familiarise themselves with a setting before a more intensive ‘block’ part of placement.
- Providing an opportunity for students to provide feedback on their placement settings with regards to quality and student experience upon completion of each placement.

For workplaces

- Proper guidelines and professional development opportunities for workplace staff with regards to international student placement.
- Allocating more time to mentoring and supervision of international students to allow for effective communication to take place between mentors and mentees (should not be part of mentors’ allocated planning time).
- Awareness of the students’ ‘learner’ status and treating international students as guests may be helpful in creating a welcoming atmosphere.

For students

- Awareness of responsibility with regards to workplace preparation and learning (e.g., seeking resources, being reflective about workplace experiences and understanding expectations, improving English language proficiency, being an active observer, etc.).
- Importance of understanding initiative and being proactive on placement.
- Using peer networks and staff on placement to fill gaps in knowledge about Australian workplace settings.
Data was collected at the Burwood Campus with international students undertaking the Master of Teaching Early Childhood course. 90% were from Asia (Mainland China, Taiwan, Hong Kong, Singapore, Malaysia, India) and others from Iran, Italy and the United Kingdom.

**Data collection:**

In 2015, 18 individual interviews were conducted with eight academics, three placement officers, three international students, and four administration staff (international student support services and admin mentoring and support service)

Anonymous Question data in 2015 -16

**Dissemination of findings**

- Deakin University: School of Education WISP workshop 2/1/2015
- Participated in the ACEN webinar where findings from Deakin were shared.
- OLT forum Brisbane June 2nd
- HERDSA conference 4-7th July 2016 presented a paper with Dr L. Rouse
- Joseph, D. & Rouse. L (2016) The power of play: preparing international higher education students for practicum. HERDSA. (Freemantle, 4-7 July) Accepted refereed peer review conference paper (awaiting publication)

**Documentation of impact**

- No evidence base documentation at present. However, the early childhood academic visits the students on placement and also presents the interactive workshops reports that the play workshops does have an impact on helping international students prepare for Australian early childhood and care centres (settings). It gives them some idea of what to expect when they go out on placement. Though not ideal as the workshops take place as a tute on campus and not at an actual placement site,
the workshops provide a ‘a safe space’ for international students and academic to engage teaching and learning theories and pedagogies that will help assist students when they do go out on placements

• The notion of using ‘play workshops’ used in teacher education may be transferred to other discipline areas.

• There are plans to follow up conversation with the academics taking the M.Teach Early Childhood international students to see what new and or different things they plan to do for and with the international student that will help them be better prepared for their workplacement

• Explore what some of the other schools within the university are doing in relation to preparing students for workplacements and share what is been done for example in the M.Teach Early childhood program such as ‘play workshops or role play as an effective initiative.

• Continue to build and improve international collaborative partnerships with it students

• Improve support services and mentoring

• Use students’ satisfaction feedback to address issues/concerns/recommendations.

Recommendations for future practice

• Play workshops for the Master of Teaching Early childhood international students should take place at an early childhood or care centre and not at the university early in the course.

• The academic should take international students to an Australian Early childhood centre as part of the unit/course to help them understand the setting and what is expected of them when on placement.

• Have more partnership meetings/collaboration with mentors working with international students.

• Locate a ‘pool of sites’ that are supportive of International students.

• Reassess the power relations of mentor teachers where they should not have the sole ability to fail a placement student.

• Consider improving the occupational suitability testing, as IELTS is not a reliable indicator of ability.

• More explanation of academic terminology and assessment methods are required by international students require.

• More active support systems at institutional level, such as study groups are needed.

• Workload/payment for extra support from university lecturers/tutors to visit international students on placement is requested and recommended.

• More transparency in communication between mentor teachers, lecturers, placement officers and students are vital to avoid miscommunications and misunderstanding.
• Increase discussion with students about Australian workplace culture, to avoid both language and cultural misunderstandings.
• For most international students where English is not their first language they found Australian university life unit/course/program including their placement to be culturally and linguistically challenging. Supporting students in these matters, as well as the provision and facilitation of social support is a strong theme emerging from the interviews, as is the importance of ensuring an equitable assessment system, consistent with the standards expected of a Masters level program.
• International students face a myriad of social, cultural, academic and emotional difficulties.
• Many are quite young and/or naïve, and find being away from their home and family difficult.
• The customs of the host culture can be alien and alienating.
• Additional difficulties are faced due to lack of familiarity with the customs, culture, terminology and practices of an Australian classroom/workplace environment.
• Programs offering social support are vital to facilitate social inclusion.
• Peer mentoring programs seem to have been quite successful, giving mentor students a sense of pride; additionally, they look favourable on a CV.
• Mentees found the social support conducive to friendship building.
• Practical life skills were mentioned as being difficult for some of [especially] the younger students – such things as finding accommodation, budgeting, and cooking.
Griffith University Speech Pathology

Dr Marleen Westerveld

The speech pathology course is a two-year (four semesters in duration) graduate entry course. The course has a maximum enrolment of 35 domestic and five international students per year. The majority of the students are female, speak English as a first language, and are born in Australia or New Zealand (Howells, Barton, & Westerveld, 2016). To qualify for entry into the Master of Speech Pathology (MSP) program, students whose first language is a language other than English need to complete the International English Language Testing System (www.ielts.org) and obtain a score of 7.5 or higher for speaking and listening. Perhaps as a result, most of the international students are from English-speaking backgrounds (US, Canada, Jamaica), although in the past 5 years, the program has also hosted international students from Hong Kong and Malaysia.

The MSP course utilises a Problem Based Learning Curriculum (PBL) (Whitehill, Bridges, & Chan, 2014). Considering the relatively small cohort size, combined with the curriculum’s reliance on group-based learning, student cohorts tend to get to know each other quite well during the program. The program has 4.8 full time equivalent (FTE) academic staff members as well as a full-time clinical placement officer, whose role is administrative in nature. In addition, student learning is supported by PBL facilitators as well as clinical educators, some of whom are employed by the university on a short-term contract basis.

Data collection

In total two staff members and five international students were interviewed for the project. We also interviewed two recent international graduates from the program.

Dissemination of findings

The main focus has been on the book chapter “Revisiting cultural and linguistic diversity in speech pathology programs in Australia: Listening to the voices of staff and international students” – Simone Howells, Marleen Westerveld, and Susanne Garvis. In addition, we have shared our findings at staff meeting and at the WISP forum held in June in Brisbane.

Documentation of impact

Ms Howells (the clinical education coordinator) and Dr Marleen Westerveld have put plans into place to enhance support for our 2017 cohort of international students. They will measure the impact of these micro-level changes using qualitative methodology, including focus groups with the students, their peers and the clinical educators (who supervise their workplace learning).
**Recommendations for future practice**

Plans for 2017 include the introduction of peer mentors for international students, prior to the international student leaving their home country. These peer mentors can be recent international graduates. We will also investigate whether a cultural liaison officer is needed at program or school-level. Finally, we will investigate whether accent modification classes can be offered to those international students who, despite high IELTS scores, may have communication difficulties due to reduced speech intelligibility.

**Plans to continue impact past the life of the project**

See sections above.

**Any other important findings of observations**

Involvement in the WISP project has given us a better appreciation of the opportunities provided by having a proportion of international students complete their speech pathology degree in our program. Asking the international students to more explicitly share their cultural practices and insights with domestic students may facilitate the cultural awareness and development of both students and staff involved in the program. Considering the current discrepancy in cultural and linguistic diversity between the speech pathology workforce and their clients, this is an opportunity not to be missed.
Curtin University of Technology

Professor Dawn Bennett and Ms Sonia Ferns

Occupational Therapy: Students included in the study came from diverse nations including USA. China, Malaysia and Canada. They are studying the Master degree in Occupational Therapy.

Engineering: Undergraduate students included in the study came from a range of engineering disciplines, including forestry, electrical and production engineering. The students are originally from Brazil and Malaysia.

Data collection

Engineering: Interviews with one Work-Integrated Learning placement coordinator, one Senior Lecturer/Academic. Seven students completed 1st interviews, five students completed all three interviews (pre-mid-post placement). There were two interviews with senior Human Resources placement coordinators.


Occupational Therapy: Interviews with one University contact, one Unit and WIL placement coordinator, five students completed all three interviews, and two Industry placement coordinators. Additional Data collected includes: one Fieldwork manual, 12 placement reflections (including placement summaries, case-studies and progress notes), one student placement fieldwork evaluation form, and two placement supervisor feedback forms.

Dissemination of findings

1. One workshop at Teaching and Learning Forum WA
2. One chapter in the WISP Springer publication
3. One presentation at AARE conference, Fremantle, WA

International students appear to make optimal use of the opportunity to undertake work placements in an Australian context as it is perceived to be valuable for gaining the ‘competitive edge’ in a highly global and dynamic workforce. The skills and attributes developed through experiencing the workplace in a culture different from their own builds resilience and the capacity to confront and manage challenges. They value highly, the support and feedback from supervisors and mentors.

Documentation of impact

- Impacted on the development of WIL resources on University website
• Informed other research projects, built on findings from this project
• Evidence to support discussions and engagement with staff in best-practice for developing and managing WIL placements for all students
• The rich data that has been collected provides the impetus and evidence for several publications over the coming year.
• Findings from the project will form the basis of strategies for working with international students in the WIL space and inform WIL pedagogy across the University.

Recommendations for future practice

• Creating heightened awareness of the challenges facing international students and the opportunities to be gained from hosting them;
• Workshopping with students some of the common scenarios so that they have strategies to cope. For example, asking for clarification or managing informal conversations;
• Work with national bodies to advocate the value of including international students;
• Consider giving international students extra time to become familiar with the workplace culture before the formal placement begins;
• At a discipline level, note common acronyms and uses of the vernacular, and make these available to students ahead of time.
Appendix N Professional Standards

Engineering: Engineering Australia

Graduate Attributes

Graduates from an accredited program should have the following attributes:

- ability to apply knowledge of basic science and engineering fundamentals;
- ability to communicate effectively, not only with engineers but also with the community at large;
- in-depth technical competence in at least one engineering discipline;
- ability to undertake problem identification, formulation and solution;
- ability to utilise a systems approach to design and operational performance;
- ability to function effectively as an individual and in multi-disciplinary and multi-cultural teams, with the capacity to be a leader or manager as well as an effective team member;
- understanding of the social, cultural, global and environmental responsibilities of the professional engineer, and the need for sustainable development;
- understanding of the principles of sustainable design and development;
- understanding of professional and ethical responsibilities and commitment to them; and
- expectation of the need to undertake lifelong learning, and capacity to do so.

Professional Competency Standards

Knowledge and Skill Base

1.1. Comprehensive, theory based understanding of the underpinning natural and physical sciences and the engineering fundamentals applicable to the engineering discipline.

1.2. Conceptual understanding of the mathematics, numerical analysis, statistics, and computer and information sciences which underpin the engineering discipline.

1.3. In-depth understanding of specialist bodies of knowledge within the engineering discipline.

1.4. Discernment of knowledge development and research directions within the engineering discipline.
1.5. Knowledge of engineering design practice and contextual factors impacting the engineering discipline.

1.6. Understanding of the scope, principles, norms, accountabilities and bounds of sustainable engineering practice in the specific discipline.

Engineering Application Ability

2.1. Application of established engineering methods to complex engineering problem solving.

2.2. Fluent application of engineering techniques, tools and resources.

2.3. Application of systematic engineering synthesis and design processes.

2.4. Application of systematic approaches to the conduct and management of engineering projects.

Professional and Personal Attributes

3.1. Ethical conduct and professional accountability.

3.2. Effective oral and written communication in professional and lay domains.

3.3. Creative, innovative and pro-active demeanour.

3.4. Professional use and management of information.

3.5. Orderly management of self, and professional conduct.

3.6. Effective team membership and team leadership.

Teaching: Australian Institute for Teaching and School Leadership

Graduate Standards

Professional Knowledge

1. Know students and how they learn

Focus areas

1.1 Physical, social and intellectual development and characteristics of students
Demonstrate knowledge and understanding of physical, social and intellectual development and characteristics of students and how these may affect learning.

1.2 Understand how students learn
Demonstrate knowledge and understanding of research into how students learn and the implications for teaching.
1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds
Demonstrate knowledge of teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students
Demonstrate broad knowledge and understanding of the impact of culture, cultural identity and linguistic background on the education of students from Aboriginal and Torres Strait Islander backgrounds.

1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities
Demonstrate knowledge and understanding of strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

1.6 Strategies to support full participation of students with disability
Demonstrate broad knowledge and understanding of legislative requirements and teaching strategies that support participation and learning of students with disability.

2. Know the content and how to teach it

Focus areas

2.1 Content and teaching strategies of the teaching area
Demonstrate knowledge and understanding of the concepts, substance and structure of the content and teaching strategies of the teaching area.

2.2 Content selection and organisation
Organise content into an effective learning and teaching sequence.

2.3 Curriculum, assessment and reporting
Use curriculum, assessment and reporting knowledge to design learning sequences and lesson plans.

2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians
Demonstrate broad knowledge of, understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

2.5 Literacy and numeracy strategies
Know and understand literacy and numeracy teaching strategies and their application in teaching areas.
2.6 Information and Communication Technology (ICT)
Implement teaching strategies for using ICT to expand curriculum learning opportunities for students.

Professional Practice

3. Plan for and implement effective teaching and learning

Focus areas

3.1 Establish challenging learning goals
Set learning goals that provide achievable challenges for students of varying abilities and characteristics.

3.2 Plan, structure and sequence learning programs
Plan lesson sequences using knowledge of student learning, content and effective teaching strategies.

3.3 Use teaching strategies
Include a range of teaching strategies.

3.4 Select and use resources.
Demonstrate knowledge of a range of resources, including ICT, that engage students in their learning.

3.5 Use effective classroom communication
Demonstrate a range of verbal and non-verbal communication strategies to support student engagement.

3.6 Evaluate and improve teaching programs
Demonstrate broad knowledge of strategies that can be used to evaluate teaching programs to improve student learning.

3.7 Engage parents/carers in the educative process
Describe a broad range of strategies for involving parents/carers in the educative process.

4. Create and maintain supportive and safe learning environments

Focus areas

4.1 Support student participation
Identify strategies to support inclusive student participation and engagement in classroom activities.
4.2 Manage classroom activities
Demonstrate the capacity to organise classroom activities and provide clear directions.

4.3 Manage challenging behaviour
Demonstrate knowledge of practical approaches to manage challenging behaviour.

4.4 Maintain student safety
Describe strategies that support students’ wellbeing and safety working within school and/or system, curriculum and legislative requirements.

4.5 Use ICT safely, responsibly and ethically
Demonstrate an understanding of the relevant issues and the strategies available to support the safe, responsible and ethical use of ICT in learning and teaching.

5. Assess, provide feedback and report on student learning
Focus areas

5.1 Assess student learning
Demonstrate understanding of assessment strategies, including informal and formal, diagnostic, formative and summative approaches to assess student learning.

5.2 Provide feedback to students on their learning
Demonstrate an understanding of the purpose of providing timely and appropriate feedback to students about their learning.

5.3 Make consistent and comparable judgements
Demonstrate understanding of assessment moderation and its application to support consistent and comparable judgements of student learning.

5.4 Interpret student data
Demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice.

5.5 Report on student achievement
Demonstrate understanding of a range of strategies for reporting to students and parents/carers and the purpose of keeping accurate and reliable records of student achievement.

Professional Engagement

6 Engage in professional learning
Focus areas

6.1 Identify and plan professional learning needs
Demonstrate an understanding of the role of the Australian Professional Standards for Teachers in identifying professional learning needs.

6.2 Engage in professional learning and improve practice
Understand the relevant and appropriate sources of professional learning for teachers.

6.3 Engage with colleagues and improve practice
Seek and apply constructive feedback from supervisors and teachers to improve teaching practices.

6.4 Apply professional learning and improve student learning
Demonstrate an understanding of the rationale for continued professional learning and the implications for improved student learning.

7 Engage professionally with colleagues, parents/carers and the community

Focus areas

7.1 Meet professional ethics and responsibilities
Understand and apply the key principles described in codes of ethics and conduct for the teaching profession.

7.2 Comply with legislative, administrative and organisational requirements
Understand the relevant legislative, administrative and organisational policies and processes required for teachers according to school stage.

7.3 Engage with the parents/carers
Understand strategies for working effectively, sensitively and confidentially with parents/carers.

7.4 Engage with professional teaching networks and broader communities
Understand the role of external professionals and community representatives in broadening teachers’ professional knowledge and practice.

Speech Pathology: Speech Pathology Australia

Graduate Standards

Principle 1

In all work contexts and decision-making, the speech pathologist must consider the recommended evidence base for the speech pathology practice. They also must consider an individual’s:
functioning and health (ICF); preferred mode of communication (e.g., alternative and augmentative communication [AAC]); physical well-being; hearing status; developmental abilities or cognitive abilities; educational or employment circumstances; cultural and linguistic background; social circumstances (e.g., complexity and/or vulnerability); mental health status (e.g., emotional well-being); significant others/caregivers; other professionals involved.

**Principle 2**

Speech pathologists at entry-level are not required to demonstrate full competence in areas of complex clinical practice. Clinical complexity is by its nature difficult to define or to classify. Examples of clinical complexity include:

- a clinical presentation for which the efficacy of treatment will be significantly affected by environmental factors (e.g., the child with developmental delay, who is living in a vulnerable environment and whose mother has depression)
- where co-morbidities combine to require specialist intervention (e.g., the adult with intellectual disability, mental health issues and significant behavioural problems). Clinicians achieve competence in complex areas of practice through experience and repeated exposure to patterns of features of disorders. Therefore, it is often counterproductive to exclude the entry-level speech pathologist from any involvement with complex cases. However, it is essential that the entry-level speech pathologist has supervision from a senior speech pathologist when working with complex cases to ensure clinical standards are maintained. If supervision and/or mentoring cannot be provided, the entry-level speech pathologist should not be working in areas of complex clinical practice.

**Principle 3**

There are a number of designated areas within the range of practice of speech pathology that are acknowledged as advanced practice and require further training and/or workplace credentialing in order for the speech pathologist to provide them. Examples include, but are not limited to, the management of voice prostheses (determine type, size and fit) following laryngectomee. Refer to Tracheostomy Management Clinical Guideline, Neuromuscular Electrical Stimulation (NMES) Position Statement and FibreOptic Endoscopic Evaluation of Swallowing (FEES) Clinical Guideline.

In addition, the insertion of nasogastric tubes and administration of nasopharyngeal and/or endotracheal suctioning are considered to be emerging areas of speech pathology practice requiring extended practice skills. Refer to Credentialing Position Statement.
Principle 4

Interprofessional practice is a critical component of competence for an entry-level speech pathologist. In many workplaces, speech pathologists are involved in multidisciplinary, interdisciplinary and transdisciplinary practice. Transdisciplinary practice is considered an extended skill within the scope of speech pathology practice in Australia and should not be expected of an entry-level speech pathologist.

Graduate Attribute 1:

Acquire an understanding of core topics in the discipline, including: abnormal psychology; biological bases of behaviour; cognition, information processing and language; individual differences in capacity and behaviour; testing and assessment; and personality learning; lifespan developmental psychology; motivation and emotion perception; social psychology; history and philosophy of psychology; intercultural diversity and indigenous psychology.

Graduate Attribute 2:

Research methods in psychology describe the basic characteristics of the science of psychology; describe, apply and evaluate the different research methods used by psychologists; demonstrate practical skills in laboratory-based and other psychological research design and conduct basic studies to address psychological questions: frame research questions; undertake literature searches; critically analyse theoretical and empirical studies; formulate testable hypotheses; operationalise variables; choose an appropriate methodology; make valid and reliable measurements; analyse data and interpret results; and write research reports.

Graduate Attribute 3:

Critical thinking skills apply knowledge of the scientific method in thinking about problems related to behaviour and mental processes; question claims that arise from myth, stereotype, pseudoscience or untested assumptions; recognise and defend against the major fallacies of human thinking.

Graduate Attribute 4:

Values, research and professional ethics evaluate psychologists’ behaviour in psychological research and other professional contexts in relation to the Australian Psychological Society “Code of Ethics” and the complementary “Ethical Guidelines”, as well as the Australian “National Practice Standards for the Mental Health Workforce” use information in an ethical manner (e.g., acknowledge and respect work and intellectual property rights of others through appropriate citations in oral and written communication).
Graduate Attribute 5:

Communication skills write a standard research report using American Psychological Association (APA) structure and formatting conventions demonstrate effective oral communication skills in various formats (e.g., debate, group discussion, presentation) and for various purposes

Graduate Attribute 6:

Learning and the application of psychology apply knowledge of legislative frameworks (including privacy, human rights) apply knowledge of consumer and carer participation in psychological care apply knowledge of psychology, society and the workplace/influencing systems describe major areas of applied psychology (e.g., clinical, organizational) demonstrate a capacity for independent learning to sustain personal and professional development in the changing world of the science and practice of psychology.

Occupational Therapy: Occupational Therapy Australia

Minimum Competency Standards

1. Occupational Therapy Professional Attitudes and Behavior
   1.1 Adopts a client-centred approach to practice (see 1.1.3)
   1.2 Practices in a culturally safe professional manner (see extensions here – very relevant)
   1.3 Practices in a professional manner that meet ethical and legal responsibilities
   1.4 Promoted and facilitates occupation through the application of professional knowledge, skills, attitudes and evidence appropriate to the practice context
   1.5 Incorporates best available research evidence and professional reasoning into occupational therapy practice
   1.6 Maintains and enhances competence through lifelong learning and continuing professional development activities.
   1.7 Demonstrates professional knowledge, skills and attitudes appropriate for the working environment (see 1.7.7)
   1.8 Contributes to the promotion and advancement of occupational therapy

2. Occupational Therapy Information Gathering and Collaborative Goal Setting
   2.1 Performs a relative, comprehensive assessment of occupational assessment
   2.2 Engages in critical, collaborative professional reasoning processes to determine priorities for intervention
   2.3 Develops, communicates and implements an effective, efficient plan for occupational therapy intervention.

3. Occupational Therapy Intervention and Service Implementation
   3.1 Demonstrates client centeredness during intervention
   3.2 Promotes client occupational performance and participation
   3.3 Selects and implements intervention strategies and methods appropriate to the client
3.4 Selects and implements intervention strategies and methods appropriate to the working environment
3.5 Utilises available environmental resources, facilities and services (see 3.5.1)
3.6 Respects and supports the role(s) of significant other(s)
3.7 Plans cessation/completion of services/effective handover
4. Occupational Therapy Service Evaluation
4.1 Incorporates perspectives of multiple stakeholders in evaluation of occupational therapy service provision (see 4.1.1)
4.2 Demonstrates ability to understand or conduct multiple evaluation methods and techniques
4.3 Demonstrates an understanding of, and commitment to, principles and methods of quality improvement
4.4 Utilises evaluation outcomes to make recommendations for future practice
5. Occupational Therapy Professional Communication
5.1 Facilitates active participation of the client in service provision (see 5.1.1)
5.2 Adopts a communication approach appropriate to the working environment
5.3 Documents and reports relevant aspects of service provision
5.4 Shares professional information responsibly
6. Occupational Therapy Professional Education and Development
6.1 Engages in lifelong processes and activities to maintain professional competence
6.2 Contributes to education and professional practices of students
7. Occupational Therapy Professional Practice Responsibilities
7.1 Adopts an efficient, effective, and systematic approach, to daily workload management
7.2 Works effectively within the structure of the workplace environment
7.3 Contributes to quality assurance and service development (see 7.3.2)

Sources
Teaching and Leadership: http://www.aitsl.edu.au/australian-professional-standards-for-teachers/standards/list