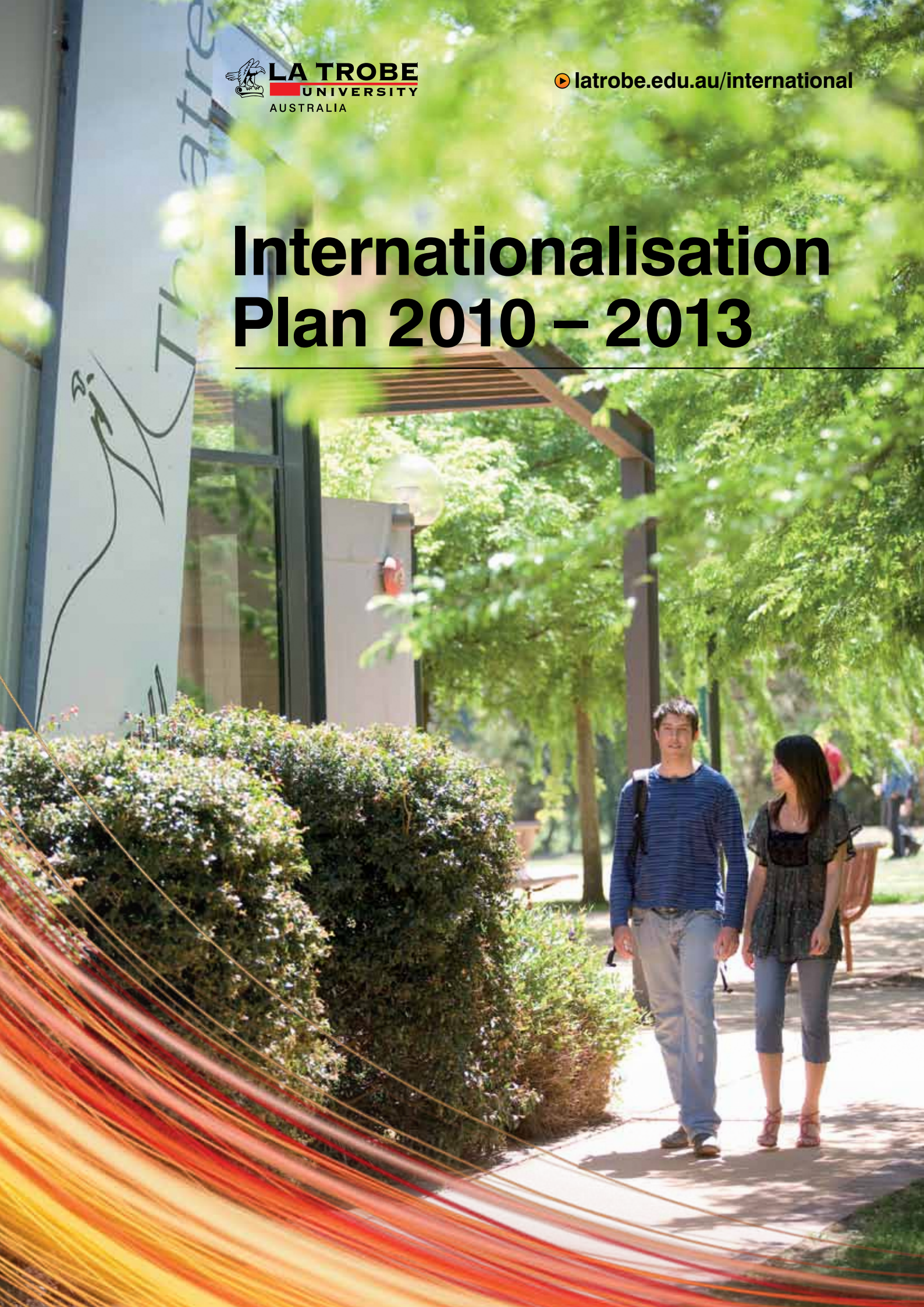


Internationalisation Plan 2010 – 2013



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Executive summary

Vision 2015, the new Strategic Plan for the University, describes a picture wherein, **“La Trobe University will transform the lives of students and communities through learning and knowledge creation. We will be nationally and internationally acclaimed in socially-responsible teaching and research.”**



Professor John Rosenberg
Senior Deputy Vice-Chancellor
and Vice-President

In accordance with this newly-articulated vision with its specific reference to the international reputation of the University, it is timely to remind ourselves of La Trobe University's commitment to internationalisation activities over the period 2010 – 2013. It is also time to offer a vision for a continued and focused enhancement of internationalisation.

The *Internationalisation Plan 2010 – 2013* describes a vision for internationalisation at La Trobe, which will contribute to the achievement the University's overarching strategic objectives as outlined in *Vision 2015*.

It identifies eight strategies and a set of measures of success, timelines and accountabilities for each of those objectives which will guide the development of University, Faculty and Divisional Operational Plans on an annual basis.

It also provides a snapshot of information that describes the University's position with respect to many measures of internationalisation at July 2010, as well as an analysis of relevant elements of the internal and external environments.

The period of the Plan, 2010 – 2013, while fitting within that of *Vision 2015*, recognises the volatility of many aspects of the international and national contexts within which the internationalisation of higher education in Australia is occurring.

It also acknowledges that there is value in setting a slightly shorter term vision for this area, to allow for a full review of the success of the Plan prior to the development of the next University strategic plan.

Internationalisation

Introduction

Vision 2015, the new Strategic Plan for the University, describes a picture wherein, **“La Trobe University will transform the lives of students and communities through learning and knowledge creation. We will be nationally and internationally acclaimed in socially-responsible teaching and research.”**

In accordance with this newly-articulated vision with its specific reference to the international reputation of the University, it is timely to remind ourselves of La Trobe University’s commitment to, and offer a vision for, a continued and focused enhancement of its internationalisation activities over the period 2010 – 2013.

While acknowledging that most aspects of the global environment in recent times seem unpredictable beyond one or two years, the University’s vision and plan for its ongoing internationalisation should extend to a longer period. It should also encompass the experience of local students, the international validity of curricula, the conduct of research activities (including the supervision of Doctoral students) and the professional expertise and perspectives of the staff of the institution. It can also recognise international students as contributors to the University’s culture, and commit the University to active engagement with the communities from which they come.

Purpose

The *Internationalisation Plan 2010 – 2013* describes a vision for internationalisation at La Trobe which will contribute to the achievement of the University’s overarching strategic objectives as outlined in *Vision 2015*.

The *Internationalisation Plan 2010 – 2013* will support faculties, divisions and the University as a whole through the development and ongoing enhancement of international research and teaching activities, internationally-relevant courses and programs and the policy, quality, risk management and compliance frameworks which support them. The Plan will also fulfil this goal through the development of internationally-sensitive student services and systems, to help faculties, divisions and the University as they seek to:

- transform student lives through learning
- create new and useful knowledge
- support and reward staff excellence, and
- operate sustainably and ethically.

The vision for internationalisation

This vision includes:

- the maintenance and enhancement of the University’s international reputation particularly through strong international research partnerships and internationally focused research
- becoming a University of choice for international undergraduate, postgraduate coursework students, research degree candidates and sponsoring bodies
- a distinctively supportive approach to student engagement and student service delivery managed within a context of sustainability
- courses that prepare students to be global citizens, entrepreneurs, employers and employees through an internationally-relevant curriculum, plus opportunities to study overseas
- a student experience which brings together an Australian experience with a supportive and celebratory multicultural student environment
- exceptionally strong engagement with employers, industry and with alumni
- strong and productive partnerships with pathway providers onshore and offshore
- staff who are increasingly comfortable working in international environments within the University and overseas.

The *Internationalisation Plan 2010 – 2013* supports the achievement of this vision by outlining eight strategies and a set of measures of success, timelines and accountabilities for each strategy, which will guide the University, Faculties and Divisions in the development of annual Operational Plans.

The Plan also provides background information (see the Appendix from page 12) on internationalisation and a snapshot of La Trobe’s position across a range of measures (July 2010), as well as an analysis of key aspects of the external and internal contexts within which internationalisation of higher education is occurring today in Australia.

Key strategies

The vision for internationalisation at La Trobe will be achieved through a series of strategies, which in themselves, demonstrate the breadth of activity the University considers as defining our international engagement. None of these strategies will be achieved by just one part of the University. All require the active engagement and collaboration of many players and the demonstration of the characteristics described in *Vision 2015*, which define how we aim to be:

Open – to our communities, prospective students and new ideas

Transformative – by making a positive difference to our students, staff and communities and to knowledge and practice

Engaged – in knowledge creation and public discourse in local, regional, national and international contexts

Accountable – to each other and our communities, improving what we do and how we do it

Sustainable – ensuring that by our individual and collective actions we extend the capabilities and choices of future generations.



The following key strategies will enable the achievement of the vision for internationalisation at La Trobe:

- Build the La Trobe University brand internationally through high-quality academic relationships, a strong and engaged alumni and an effective online presence.
- Develop a small number of sustainable, major University-wide partnerships to support student and staff mobility, teaching, research and student recruitment.
- Develop and maintain a range of undergraduate and postgraduate courses and pathways that meet the requirements of the diverse markets in which we operate, and which are delivered onshore in Victoria and Sydney, or offshore with high-quality transnational teaching partners.
- Provide professional development for both academic and general staff to enable them to further develop international perspectives and competencies.
- Increase the number, quality and diversity in the international student body.
- Provide opportunities for all La Trobe students to develop the skills and knowledge to operate effectively in a global environment.
- Foster an enriching student experience for onshore international students by providing them with opportunities and support to engage successfully in their University life and in their communities.
- Develop and enhance systems, policies and procedures to support the management of compliance and risk, relevant to international contexts.

These strategies are presented in the detailed plan that follows (page 6 – page 11) with a number of measures of success, timelines and accountabilities for each, for the period 2010 – 2013.

The strategies and the measures inform the development of University, Faculty and Division annual Operational Plans to support the broadening and deepening of the University's approach to internationalisation.

Strategies and measures of success

- 1 Build the La Trobe University brand internationally through high-quality academic relationships, a strong and engaged alumni and an effective online presence.

Measures of success	Timetable	Accountability
Number and proportion of senior visiting university delegations which yield a measurable outcome	Measured annually, 2011 – 2013	SDVC & VP, Executive Deans
Quality of international partners (ARWU and THE rankings of partners)	Tracked annually, 2011 – 2013	SDVC & VP, Executive Deans
Growth in government-sponsored student numbers (overseas and Australian government)	Measured annually, 2011 – 2013 (data collection to start 2011; targets set out for ensuing years)	SDVC & VP, Executive Deans, DVC (R)
Number of registered and active international alumni	Measured annually, 2010 – 2013	SDVC & VP, VP (O)/COO
Number of active, self sufficient, sustainable offshore alumni chapters	Tracked annually, 2010 – 2013	SDVC & VP, VP (O)/COO
Growth in web hits, awards for web presence and increased use of web forms by prospective international students	Measured annually, 2010 – 2013	SDVC & VP
Feedback from overseas stakeholders on appropriateness of University branding	Initial survey conducted 2011	SDVC & VP

- 2 Develop a small number of sustainable major University-wide partnerships to support student and staff mobility, teaching, research and student recruitment.

Measures of success	Timetable	Accountability
Broad agreement in the University on the small number of University-wide key partnerships on which to focus	2011, subject to annual review	SDVC & VP, Executive Deans, DVC (R)
Regular activities with each key partner, particularly involving mobility of academic staff and HDR students, for teaching and research	2011 – 2013	SDVC & VP, Executive Deans, DVC (R)

3

Develop and maintain a range of undergraduate and postgraduate courses and pathways that meet the requirements of the diverse markets in which we operate, and which are delivered onshore in Victoria and Sydney, or offshore with high-quality transnational teaching partners.

Measures of success	Timetable	Accountability
Onshore		
Enhanced synergy between academic and business case development for new course proposals/revisions to speed up approvals	2010 – 2013	SDVC & VP, Executive Deans, PVC (EP & Q), DVC
Increased number of coursework Master's degrees and increased demand for these degrees	2010 – 2013	SDVC & VP, Executive Deans
Re-registration of La Trobe University and its courses on CRICOS for delivery in New South Wales (NSW)	2011	SDVC & VP, Executive Deans
Review of quality and business frameworks and systems underpinning degree delivery in NSW to deliver more courses and make more of the value of the Sydney market in pricing	Review completed 2011	SDVC & VP, Executive Deans
Transnational		
University-wide confidence in the management of the transnational programs through a revised set of policies and procedures	2011	SDVC & VP
Number of transnational programs being developed and delivered in accordance with new policies and procedures	Measured annually, 2011 – 2013	SDVC & VP, Executive Deans
Retention, progression and success rates of transnational students comparable to those of onshore students	Tracked annually, 2011 – 2013	Executive Deans, VP (O)/COO, DVC
Transnational student and graduate satisfaction survey results comparable to those of onshore students (SFS, SFT and CEQ)	Tracked annually, 2011 – 2013	Executive Deans, VP (O)/COO, DVC
Growth in articulation to onshore enrolments	Measured annually, 2011 – 2013	SDVC & VP, VP (O)/COO
Growth in revenue from transnational activity reflects sustainable programs	Measured annually, 2011 – 2013	VP (F & R)/CFO, Executive Deans

4

Provide professional development for both academic and general staff to enable them to further develop international perspectives and competencies.

Measures of success	Timetable	Accountability
Delivery of one internationalisation seminar or internal conference each year with positive feedback from participants	Delivered annually, 2010 – 2013	SDVC & VP
Increased number of International Education Association of Australia (IEAA) members leading to increased uptake of affordable, external professional development in international education	Measured annually, 2010 – 2013	SDVC & VP
Identification of areas of interest to staff, and of the need for professional development in areas related to internationalisation for delivery within La Trobe	2011	SDVC & VP, ED (P & C)
Inclusion of ESOS information in online staff induction program	2011	SDVC & VP, ED (P & C)
Inclusion of internationalisation as one of the themes in new corporate induction program	2011	SDVC & VP, ED (P & C)



5 Increase the number, quality and diversity in the international student body.

Measures of success	Timetable	Accountability
Strategic plan load targets for onshore and offshore students achieved or exceeded	Measured annually, 2010 – 2013	SDVC & VP, Executive Deans
Key pathway programs – specifically La Trobe Melbourne, ACN/La Trobe Sydney, and regional TAFE pathways – in place with joint recruitment activities for all pathways	Underway 2011, then ongoing	SDVC & VP, Executive Deans
Strategy documents developed for designated countries (China, Vietnam, India) to integrate and communicate the range of activities underway and leverage those to build student numbers	2011	SDVC & VP, Executive Deans
Positive alignment of targets, recruitment activities/registered alumni growth/student and staff mobility and recruitment growth	Ongoing, 2011 – 2013	SDVC & VP, Executive Deans, VP (O)/COO
A PhD program structure in place which is more supportive of applicants with postgraduate qualifications but with little previous formal research experience	2012	DVC (R), SDVC & VP
Student numbers from new and developing markets (Middle East/North Africa, South America) showing improved growth	Measured annually, 2011 – 2013	SDVC & VP, Executive Deans
International coursework scholarship programs and funding reviewed and enhanced	2011	SDVC & VP, DVC
New management and administration framework for international coursework scholarships in place, and new promotional material available	2011	SDVC & VP, DVC
Review the availability of University scholarships for international HDR students to support the development of University-wide international partnerships	2011 – 2012	SDVC & VP, DVC (R)

6 Provide opportunities for all La Trobe students to develop the skills and knowledge to operate effectively in a global environment.

Measures of success	Timetable	Accountability
Development, documentation and implementation of a co-curricular framework to support the "Student Experience @ La Trobe" which will include student mobility and internationalisation at home programs (among others), and create opportunities for national and international students to engage more meaningfully with one another	Developed in 2011, implementation from 2012	SDVC & VP, DVC
System in place to measure incoming and outgoing HDR student mobility	Implementation from 2012	SDVC & VP, DVC (R)
Number and diversity of undergraduate, postgraduate coursework and HDR mobility participants in total and as proportions of their cohorts	2011	SDVC & VP, Executive Deans
Balance in incoming and outgoing exchange numbers	Measured annually, 2010 – 2013	SDVC & VP, Executive Deans
Number and diversity of faculty-led short programs to overseas destinations	Measured annually, 2010 – 2013	SDVC & VP, Executive Deans
Number and diversity of internships, clinical and teaching placements offered in overseas locations	Measured annually, 2010 – 2013	SDVC & VP, Executive Deans
Global Leadership Certificate program in place and integrated with other La Trobe award programs (included in "Student Experience @ La Trobe")	2011	SDVC & VP, Executive Deans, DVC
"Volunteering for credit" program in overseas locations underway and appropriately risk managed (included in "Student Experience @ La Trobe")	2012	SDVC & VP, Executive Deans, VP (O)/COO

7 Foster an enriching student experience for onshore international students by providing them with opportunities and support to engage successfully in their University life and in their communities.

Measures of success	Timetable	Accountability
English language diagnostic testing and additional support services developed and available for all students	2012	SDVC & VP, DVC
Accommodation support services developed and available to all students	2011 – 2012	SDVC & VP, DVC
Continuous improvement in International Student Barometer and other survey measures of international student satisfaction and success	Measured annually, 2010 – 2013	SDVC & VP, Executive Deans, DVC

8

Develop and enhance systems, policies and procedures to support the management of compliance and risk relevant to international contexts.

Measures of success	Timetable	Accountability
Internationalisation Communication Structure (see page 22) in place and enhance networks and decision-making across the University	In place 2010; then ongoing	SDVC & VP
International risk register reviewed, finalised and communicated	2011	SDVC & VP, VP (O)/COO
International critical incident management framework reviewed	2011	SDVC & VP, VP (O)/COO
University mandatory re-registration on CRICOS in Victoria and NSW completed successfully	2010	SDVC & VP
Re-registration of La Trobe University and all relevant courses on CRICOS for delivery in NSW with DET NSW	2011	SDVC & VP, Executive Deans
Internationalisation of University academic administration and student administration policies completed	2011	SDVC & VP, Executive Deans, DVC
ESOS information available through online staff induction and corporate induction activities	2011	SDVC & VP, ED (P & C)



Appendix 1

Internationalisation in higher education



More than 10 years ago, Jane Knight defined internationalisation in higher education as **“the process of integrating an international/intercultural dimension into the teaching, research and service functions of the institution.”** (Knight, 1994)

This definition, which is widely accepted in developed countries, offers a relatively straightforward guide to the areas of university activity which need to be included in a planned approach to creating an international culture for the institution. Historically in Australia the implementation of policy and strategy in this area, largely driven by economic policy changes at the federal level and focused primarily on incoming overseas students, saw the focus shift from 'education as aid' to 'education as trade' in the late 1980s. This change in emphasis meant that for many institutions, the success of internationalisation was measured in numbers of students and the revenue generated to supplement government grants (Leask, 2003).

Knight (2004) remodelled her internationalisation framework grouping strategies into those supporting internationalisation at home, and those focused on internationalisation abroad, acknowledging that many students and staff in universities do not have opportunities to cross borders to have international learning, teaching or research experiences.

For an Australian university today, *Internationalisation at Home* typically involves consideration of:

- policy, culture and administration
- curriculum and teaching
- research and research links
- intercultural skills of staff
- international student support services, and
- community outreach or engagement with an international or intercultural emphasis.

Internationalisation Abroad includes those strategy elements which typically involve the movement of staff, students and/or curriculum across borders including:

- international student programs where international students come to study on campus in Australia in higher education and in pathways to higher education
- transnational education programs, including delivery of courses outside Australia, partnerships offshore and pathways offshore to universities in Australia
- international student mobility where students undertake outgoing international study experiences of a range of types, individually or in groups, away from their home campus, and
- international projects where staff carry out project work or customised training outside Australia or for clients outside Australia, for development assistance or commercial purposes.

The Australian Universities Quality Agency (AUQA) in its *Internationalisation of Australian Universities; Learning from Cycle 1 Audits*, reflected the concept of internationalisation as defined by universities quite broadly as to include:

- arrangements for the teaching and learning of international students in Australia (including partner arrangements and campuses)
- arrangements for teaching and learning of international students overseas (transnational education including partner arrangements and campuses)
- internationalisation of the curriculum, and
- other international activities such as research collaborations, overseas study experiences and staff mobility (Stella and Liston, 2008).

Well before the series of incidents which affected some international students in 2009 and the consequent government reactions, there was a growing recognition by the Commonwealth Government and by Australian universities that a truly international higher education system or institution must develop or maintain a broad concept of internationalisation. Also, that it would be a process and must encompass all or most elements of the definitions above, if it was to remain a credible participant on the world stage.

Appendix 2

Internationalisation at La Trobe

La Trobe has been strongly committed to internationalisation since its inception and has an enviable international reputation, which is reflected in its place in international rankings over the past few years.

In 2009 the University was ranked 241 in the Times Higher Education ranking of universities worldwide. La Trobe has been ranked in the top 500 universities in the Academic Rankings of World Universities (ARWU, produced by Shanghai Jiao Tong University) every year since the rankings began in 2003 – one of only four Australian universities outside the Group of Eight to have done so.

In 2008, to help support this reputation, La Trobe launched its *International Engagement Plan 2008 – 2012* that outlined **“its intention to improve its participation in the global exchange of knowledge and expertise and to raise its international profile.”**

In working toward that goal over the first three years that the International Engagement Plan has been in place, the University has:

- increased the size and diversity of its international, and therefore total, student body
- increased numbers of La Trobe students undertaking semester long, or short-term overseas study experiences
- improved cost effectiveness and established systems and communication mechanisms to improve the alignment of teaching and research partnerships
- begun to foster an enriching student experience for onshore international students
- reviewed the operation and strategic value of its offshore teaching programs, and
- raised awareness of opportunities for international engagement among La Trobe students and staff.

2.1 Onshore international students

Growth in fee-paying international student enrolments on La Trobe University campuses in Victoria was steady from 2006 to 2009 (Table 1). In 2009 La Trobe achieved a 17% increase in numbers of international student enrolments over 2008, its strongest growth in one year on the previous four years. Thus at the beginning of 2010, more than 6000 students from over 100 countries were studying on-campus at La Trobe. Annual enrolment growth slowed in 2010 to 7% as commencing student numbers showed a decline of 5% (YTD August 2010) over 2009 (Table 2).

Table 1: International student enrolments (persons) by faculty in on-campus, full-fee paying courses (Study Abroad and award), 2006 – 2010.

Faculty	2006	2007	2008	2009	2010*
EDU	255	306	306	340	340
HS	346	377	467	524	571
HUSS	442	397	416	422	410
L&M	1995	2603	2949	3464	3862
STE	930	858	919	1181	1171
Total	3968	4541	5057	5931	6354

Source: MIU Data Warehouse; *2010 data are YTD 12 August 2010.

Table 1 reveals the proportion of international enrolments across faculties, with 61% of the 2010 cohort in the Faculty of Law and Management (L&M), 18.5% in the Faculty of Science, Technology and Engineering (STE), 9% in the Faculty of Health (HS) Sciences, 6.5% in the Faculty of Humanities and Social Sciences (HUSS) and 5% in the Faculty of Education (EDU).

The skewed distribution toward L&M may increase in coming years with the marked decline in commencing student numbers in STE in 2010; although in La Trobe's case our burgeoning and well-publicised additional infrastructure in STE is encouraging interest from overseas partners including sponsoring bodies. Commencing numbers in 2010 by faculty (Table 2) show L&M increased its share of the international student intake to 66% and STE dropped to 13% while the remaining three faculties had approximately the same percentage of commencing students as their current share of enrolled students (HS, 9%; HUSS, 6%; EDU, 6%).

Table 2: International student commencements (persons) by faculty in on-campus, full-fee paying courses (single semester Study Abroad and award courses), 2006 – 2010.

Faculty	2006	2007	2008	2009	2010*
EDU	199	215	214	192	158
HS	83	146	224	242	234
HUSS	195	217	206	173	168
L&M	1080	1244	1345	1668	1807
STE	382	378	425	609	368
Total	1939	2200	2414	2884	2735

Source: LTI International Student Information System (ISIS); *2010 data are YTD, 12 August 2010.

In addition, approximately 900 students were enrolled in English language, Foundation Studies and Diploma courses at the then La Trobe University International College (LTUIC) (now La Trobe Melbourne) across 2009, and 620 international students were based in Sydney studying La Trobe programs through our interstate partner institutions, Navitas (Australia Campus Network (ACN) and Think: Education Group (William Blue College of Hospitality Management)).

2.2 Offshore programs

Offshore or transnational programs delivered in association with partner institutions in Bhutan (now concluded), China, France, Hong Kong, New Zealand (now concluded), Japan (now concluded), Malaysia, Singapore and Vietnam have enhanced the University's profile and positioning in those countries. La Trobe has held offshore graduations associated with many of these programs and together with the partner institutions and the graduates, the University has facilitated the development of strong alumni networks in each country which continue to be actively supported.

The University reviewed its suite of offshore programs in 2010. The criteria used in the review to assess existing programs were:

- strategic value and alignment with the University's Strategic Plan
- effectiveness and success of the relationship with the partner
- financial viability and return to the University
- academic quality and standards and the student experience, and
- sustainability and environmental concerns.

As a result the University is putting in place better integrated and more streamlined agreement approval and records management procedures to complement the University's rigorous academic quality assurance processes for course development.

In addition to increasing engagement with international communities, transnational programs – which meet demand or a local need in-country – are a way of maintaining the University's profile and building productive relationships in periods of economic difficulty or a downturn in onshore recruitment.

Thus the University will:

- strengthen and streamline its QA processes supporting TNE, and
- maximise the potential for these programs to act as onshore pathways.

2.3 Student mobility

Over the past four years the University has actively engaged with over 110 student exchange partner institutions in more than 35 countries. By the end of 2010, at least 1640 La Trobe students would have participated in overseas study experiences since 2007. This may have been through formal semester exchange arrangements with partner institutions, or shorter term opportunities which include faculty-led, discipline-related programs, higher degree by research (HDR) student overseas activities, internships and clinical placements (Table 3). Growth in full semester programs in Semester 2 2009 and Semester 1 2010 was affected by applicants experiencing unexpected financial constraints and then withdrawing from the program as the global financial crisis seemed to affect local student aspirations. Shorter term programs offer greater flexibility and are more affordable for many students.

Table 3: La Trobe student participation in overseas study experiences, 2007 – 2010.

Type of activity	2007	2008	2009	2010*
Semester Exchange	154	179	180	227
Other	192	206	353	150
Total	346	385	533	377

Source: LTI; *number of students participating at 12 August, 2010.

2.4 International partnerships

The University has a large number of international partnerships with institutions and government entities overseas. Many of these provide the basis for student exchange arrangements, while others are related to transnational (offshore) program delivery, collaborative research, articulation or pathway relationships, scholarship programs, etc.

La Trobe's *International Engagement Plan 2008 – 2012* suggested the implementation of a hierarchy of partnership types. This framework was to include a few Key Partnerships at the institutional level which were to be comprehensive in the scope of activities covered, a larger number of Major Partnerships each with a more limited scope of activities, and it also mentioned the idea of faculty-level partnerships. The framework acknowledged the importance of individual partnerships, which continue at the level of the individual academic staff member. This framework has not been implemented to date, though there is value in identifying key institutional partnerships that can focus resources and development.



In 2010 the University had close to 400 international partnerships (Table 4), the administration of which was then underpinned by additional resources and systems designed to facilitate sharing of agreement information among faculties, and enabling stronger performance management to ensure only partnerships which delivered value for the University were approved and maintained.

The University is a founding member of the International Network of Universities (INU) whose members share the common philosophy of advancing internationalisation for all students and staff. The intention of the INU was that working together worldwide would allow the universities to provide a richer array of educational and research opportunities than any one university acting alone. La Trobe has recently decided to discontinue its membership of the INU, effective from 1 January 2012.

Table 4: International partnership agreements in place or in progress, August 2010.

Type of partnership	Number of agreements (in effect or in progress 2010)
Offshore programs	19
Exchange (only)	113
Study Abroad (only)	16
Exchange and Study Abroad	25
Double-degree programs	11
MOU	84
Research*	117
Other	9
Total	394

Source: *AUQA portfolio report, 2009; all other data, LTI August, 2010.

2.5 International student experience

The majority of international students and graduates would be positive advocates for Australian higher education (AEI, 2007, 2010) and the same can be said for international students at La Trobe (Table 5 below). La Trobe has conducted the International Student Barometer (ISB) – the largest annual international survey of international students, their experiences and their satisfaction levels worldwide – since 2008. The Barometer surveys international students each April on a large number of services and experiences across four areas:

- **learning** – students’ experience of the academic aspect of their time at La Trobe
- **living** – the aspects of their experience which are generally in off-campus or community environments
- **arrival** – the services and experiences around and during the period of settling in Australia
- **support** – the experience and satisfaction of students with the specific support services used at the University.

Table 5: Satisfaction levels of La Trobe students with segments of their student experience,

2008 – 2010 (figure in bracket is the equivalent figure for all Australian universities participating that year).

Segment	2008 (12)	2009 (12)	2010 (29)
Learning overall	87% (87%)	84% (86%)	83% (84%)
Living overall	84% (85%)	87% (89%)	87% (86%)
Arrival overall	82% (84%)	80% (85%)	87% (87%)
Support overall	81% (83%)	81% (86%)	87% (86%)
Overall satisfaction	Not available	85% (87%)	87% (86%)
Would recommend LTU?	68%	72%	75%

Source: International Student Barometer, i-Graduate, 2008 – 2009; IGI Services Ltd.

Analysis of the ISB data reveals areas of strength at La Trobe in terms of the student experience, but also highlights specific service areas where further work is needed. From the 2010 survey, these include employability and work experience, host friends and addressing (or managing expectations around) the cost of living and accommodation.

Appendix 3

External context

3.1 The global and national higher education marketplace

Australian universities are now even more part of a global 'market' for higher education. Some of the higher-level features of this market are:

- greater opportunities for students from North and South East Asia to study in their own countries, or closer to home, thereby decreasing their costs and willingness to travel overseas for higher education
- the emergence of Hong Kong and Singapore as regional education hubs, and the similar aspirations of Malaysia, China, the United Arab Emirates, and others
- major universities from the United States, the United Kingdom and Europe establishing offshore campuses and partnerships, particularly in North Asia
- the impact of the global financial crisis on US and UK institution budgets, which is expected to require the increased recruitment of international students to already-favoured institutions and destinations
- the establishment of campuses in Australia by highly-regarded international universities and the entry into the Australian higher education market of successful overseas private providers offering flexible study options (e.g. large online providers)
- the growing importance attached to global and national rankings of institutions
- more positive and welcoming immigration policy settings and visa processing efficiencies by some of our major English-speaking competitors (e.g. US, UK, NZ, Canada), although subject to sudden change with changes in government or policy
- greater funding and encouragement from foreign governments to send their citizens overseas for international study experiences e.g. Vietnam, Saudi Arabia, Libya, Chile
- increasing demands of students from a new generation (Y) who seek courses they perceive to lead to better career outcomes
- the continued volatility of foreign exchange rates, and
- the increased speed of global communications, and increasingly voracious 24/7 media outlets.

Even with the growth of competition worldwide, with foreign exchange issues and the changing of Australian government policy on immigration, the global demand for higher education is forecast to grow to 3.720 million in 2025 (up 71% from 2.173 million in 2005) (Banks, Olsen and Pearce, 2007). Although Australia's market share is not anticipated to increase because of the competitive forces outlined above, demand for international higher education in this country is forecast (in 2007) to grow by 4.25% per year until 2010 and then slow to 3% per year to 2015, and 2.9% to 2025.

Overall, growth in higher education through numbers of onshore international students over 20 years is forecast at 78%. This growth will come from a diminishing pool of countries, with the major source countries for the next 10 years forecast to be China, India, Malaysia and Indonesia (Banks, Olsen and Pearce, 2007). La Trobe's experience is that Vietnam should continue steady growth, and the European adoption of full fees progressively from 2011 may encourage more students and sponsoring agencies (e.g. Pakistan) to look more favourably toward Australia.

On the basis of these demand data, and on a 2007 survey of the 'appetite and capacity' of Australian universities for continued growth in international onshore student numbers, demand is expected to exceed supply from 2020.

However, these forecasts were developed in advance of the Bradley Review and its recommendations, and the current government's commitments to an environment with almost unlimited supply of places for Australian students from 2012. Included in these commitments are specific targets to grow the proportion of Australians holding undergraduate degrees. It is conceivable that if and when these domestic targets are approached, the supply of places for international students may diminish sooner than 2020 as it may be increasingly difficult politically to explain the recruitment of international students in the face of unmet domestic demand.

3.2 Victoria and La Trobe

In the period from 2007 to 2009 (see Table 6 on page 17), recruitment of international students by La Trobe as reflected in commencing student numbers, consistently and at least equalled – and particularly in 2009, outpaced – both national and Victorian growth rates. The University also grew its market share in commencing numbers in Victoria over the same period from 9.6% to 11%.

The events which led to a collapse in international education markets for Victoria in 2010 affected La Trobe and other universities that were particularly exposed to the Indian market. A rapid decline in enquiries and applications from July 2009 resulted in about a 60% decline in commencements from this critical market. Changes in Saudi Arabian government policy at the same time resulted in a similar rate of decline (though on a smaller scale) in commencing numbers at La Trobe. Continued identification and development of new markets in the Middle East (including Turkey), South America and Africa, as well as more intensive recruitment work in China, Australia, Vietnam, Indonesia and Malaysia, are all important to ensure future recruitment targets are met.

Table 6: Commencing onshore higher education international students in Australia, Victoria and La Trobe 2007 – 2010.

Level	2007 ^a	2008 ^a	%	2009 ^a	%	2010	%
Australia	66,437	73,211	10.1	83,877	14.6	86,061 ^b	2.6
Victoria	21,221	22,452	5.8	25,961	15.6	24,686 ^b	-4.9
La Trobe	2,032	2,183	7.4	2,809	28.7	2,735 ^c	-2.6
LTU/Vic % mkt share	9.6	9.7	–	10.8	–	11.1	–

Sources: **a** AEI annual summary for all three levels (AEI reports based on PRISMS student visa data); **b** AEI/Austrade monthly report, 31 August 2010; **c** LTU – ISIS data to 12 August 2010.

3.3 National context

The past year has seen recommendations for change across a number of Commonwealth Government policy contexts, which are or will affect international education. A change of government could affect the impact of these areas of proposed change and reform. The areas under reform include:

3.3.1 Baird Review of the Education Services for Overseas Students (ESOS) Act: this review was brought forward and condensed as part of the Commonwealth Government's response to the attacks on students in Melbourne and Sydney beginning midway through 2009.

The approved or proposed changes to the National Code of Practice 2007 in particular will raise the bar to entry to the industry as a provider, improve the tuition fee assurance arrangements for students, seek to improve the quality and accuracy of information provided to prospective students, enhance the management and monitoring of agents, and increase the enforcement of compliance by governments.

While improvements are much needed to measures to protect prospective international students' funds, and also rid Australia's international education industry of poor-quality providers, many of the proposed reforms will again increase the compliance impost on all providers.

3.3.2 DIAC changes: the Department of Immigration and Citizenship (DIAC), through its administration of Australia's visa program, creates the regulatory environment within which international students are admitted to the country and the conditions under which they are permitted to stay.

Changes to student visas, though perhaps necessary to ensure incoming students had sufficient funds to support themselves appropriately, were introduced in such a way that there was no chance for students and families to save or borrow sufficient funds to arrive in 2010. This has dramatically affected student intakes from most of South Asia (and to a lesser extent, China) and its impact in conjunction with the strong Australian dollar means that Australia may remain less affordable relative to many other education destinations.

The limited availability of suitable part-time work in some cities has further aggravated this situation. In December 2010 the Commonwealth Ministers of Education and Immigration announced changes, lessening the restrictions on students coming to universities in Australia to study, for India, China and several other countries, effective April 2011. A full review of the student visa scheme, to take place in 2011, was also announced.

DIAC also controls the skilled migration channels, and the prospect of migration has been an important driver for many prospective students, again especially from South Asia. Rapid and unpredictable change in this area in the 12 months to July 2010 has led to a situation where no incoming student can be confident that the regulations related to migration in place today would remain up to the end of their course. This degree of uncertainty will continue to cause many prospective students to consider more welcoming study and migration destinations, including the US and the UK.

3.3.3 AQF Review: the review of the Australian Qualifications Framework (AQF) started in early 2009, and the Framework – with new definitions of levels and relationships between levels – is expected to be finalised before the end of 2010. If significant changes need to be made to La Trobe qualifications (e.g. from one year to 1.5 year Master's degrees), and sufficient notice can be given to the market, we hope the impact will be minimal.

3.3.4 Roles of AEI/Austrade: since 1 July 2010, Australian Education International (AEI), the international education branch of the Department of Education, Employment and Workplace Reform (DEEWR), has handed over its responsibility for the promotion of Australian international education to Austrade, the international trade branch of the Department of Foreign Affairs and Trade (DFAT). While it is still early days in the transition, the known cost of Austrade services (compared to AEI), the lack of experience (to date) of many Austrade staff with education as a traded service, the distancing of the trade of education from the other aspects of international activity which AEI retains, as well as the sense of the more overt commercialisation of education inherent in this change, have all been identified as immediate negative outcomes of this transition.

3.3.5 TEQSA: the Tertiary Education Quality and Standards Agency (TEQSA) was established in 2010 as the Commonwealth Government response to the recommendations in the Bradley Review of Higher Education. TEQSA is an independent body with powers to regulate university and non-university higher education providers, monitor quality and set standards. Its primary task will be to ensure that students receive a high-quality education at any of our higher education providers.

As its website describes, "TEQSA will register providers, carry out evaluations of standards and performance, protect and assure the quality of international education and streamline current regulatory arrangements. It will join together the regulatory activity currently undertaken in the states and territories with the quality assurance activities currently undertaken by the Australian Universities Quality Agency." (TEQSA, 2010)

With the Government response to the recommendations of the Baird Review of the ESOS Act not having been finalised at the time of writing, there are elements of TEQSA's role in the quality assurance of international education that will not be clear for some time.

3.3.6 Australia's international education brand: recent attacks on international students and the closure of some private colleges have negatively affected the perception of Australia's education brand. It is expected that the brand will be re-launched and revitalised together with Australia's new tourism brand – "There's nothing like Australia" – with the brand for Australian education likely to place special emphasis on the quality of our universities and the country's research strengths and capabilities.



Appendix 4

Internal context

4.1 Strategic Plan – *Vision 2015*

In July 2010, the Council of the University approved a new Strategic Plan for La Trobe entitled, *Vision 2015*. The vision has four key objectives:

- transform student lives
- create new and useful knowledge
- support and reward excellent staff, and
- operate sustainability and ethically.

Included in the Plan are the overarching growth targets for 2015 for international and domestic students and targets for pathway development to support that growth. The target for international student numbers is at least 6800 enrolments by 2015.

While this is the only target specifically related to internationalisation at La Trobe, throughout *Vision 2015* are areas where an international perspective or international activities will directly contribute to the University reaching its other targets including in:

- ensuring higher rates of student retention and success, Objective 1 (3), through increased student mobility opportunities, appropriate entry requirements including English language, improved language and learning and other support services, improved advocacy support in appeal mechanisms, etc.
- producing more excellently-trained research graduates, Objective 2 (2), through identification and fostering of overseas government research degree scholarship programs, effective management of the sponsored student program, capture and reporting of data on HDR students undertaking overseas study opportunities, growth in Australian Government Scholarships scheme students, etc.
- investing in staff development, Objective 3 (3), through identifying and promoting professional development opportunities in intercultural communication, organising an internationalisation seminar or conference in the University each year, supporting international staff shadowing programs, etc.
- becoming a sustainable organisation, Objective 4 (1), through developing a sensible, market-responsive set of course-pricing principles, considering financial yield of each student recruited, reducing cost per recruited student and cost as a percentage of international student revenue, and developing and supporting a carbon offset scheme for international flights.

4.2 Design for Learning

In May 2009, the University's Academic Board approved an ambitious program of curriculum review and renewal across the University. The consequences of this program will have a profound impact on the courses offered by the University, the services available to students, and on student recruitment.

From 2009 to 2013 La Trobe University will review and renew every undergraduate course under the auspices of the *Design for Learning (DfL) Project*. The overall project will consist of a number of inter-related initiatives (sub-projects) across all faculties which will address, among other things, the first-year experience, curriculum design guidelines, course mapping, and the evaluation of learning outcomes and standards.

The *Design for Learning (DfL) Project* is well underway and as part of it a number of programs and initiatives related to the student experience at La Trobe are being developed or improved (e.g. student orientation). One point of intersection between DfL and this *Internationalisation Plan* emerges from the DfL focus on student service delivery that is learning-centred.

Other points are the measures in this Plan related to the delivery of student mobility programs, the potential for a Global Leadership Program and the value of integrating the existing International Welcome Festival Orientation – which includes both academic and settlement aspects – with the broader University orientation and transition programs under development.

The value and potential of developing an overarching framework to define and support co-curricular activities and programs which will encourage La Trobe students to develop international perspectives and competencies, along with other skills and knowledge, is also being investigated (working title, "Student Experience @ La Trobe"), and this too is now included in this Plan.

4.3 Research Plan for 2009 to 2012

La Trobe is one of Australia's leading research universities, with a worldwide reputation for academic excellence and innovation. All faculties have extensive research programs, with significant numbers of higher degree by research students, an increasing proportion of whom are international students.

The University's research strengths include Agribioscience and the Environment, Health and Society, Human Behaviour and Thought, Human Communication, Human Society and Organisation, Molecular Science, and Studies of the Past.

In 2008 the University prepared the *Research Plan 2009 – 2012* to guide the direction and development of the University's research program. With the Research Plan in place, there is no need to develop additional strategies to enhance the University's research activity in the *Internationalisation Plan*. Exceptions to this are areas related to international HDR student recruitment, engagement and HDR student mobility where collaborative work across the University in support of internationalisation can boost the achievement of the University's Research Plan.

Another area where the two plans intersect is recognition of the importance of the University's research performance and reputation in the development of strategic partnerships with overseas universities. Individual, collaborative research relationships are often at the heart of these key University-wide partnerships, which then expand to encompass teaching links, and student and staff mobility.

4.4 The role of La Trobe International

La Trobe International works in conjunction with the Office of the SDVC and Vice-President, and collaborates with faculties, divisions and administrative units to facilitate and support the achievement of the University's strategic directions in internationalisation. The Division does this through a range of specific functions including:

- leading and coordinating international relations and market development
- leading and coordinating international student recruitment
- building and maintaining the University's brand and market presence in key international markets including the management of a small network of in-country representatives
- delivering, coordinating and supporting international student exchange and education abroad programs
- leading and coordinating international student support services, and delivering specific programs and consultancy services
- supporting international policy and strategy development
- ensuring effective relationship management with public and private providers that provide English language, Foundation studies and Diploma programs for international students on pathways to La Trobe University
- supporting the University's international quality and compliance systems and frameworks.





4.5 International pathways

The University has a number of existing pathways supporting the movement of international students (and in some cases domestic students) as uniform as possible through: approved and documented articulation arrangements, joint-offer and eCOE arrangements, and strong working relationships between relevant administrative and academic staff in the University with their colleagues in the partner organisations. Some of these pathways are being renewed or restructured to varying degrees in the period of this Plan. Offshore pathways include a combination of articulation agreements, transfers of students from courses delivered offshore, and a small number of other credit and dual-degree arrangements.

Our major current international pathways within Australia are:

La Trobe Melbourne (LTM): in late 2010, Navitas Pty Ltd assumed responsibility for the delivery of ELICOS, Foundation and Diploma programs for the University which were formerly delivered through the La Trobe University International College (LTUIC). These activities are delivered under the name 'La Trobe Melbourne' and the relationship is covered by a very detailed agreement and is managed and quality-assured by a strong relationship management structure chaired by the SDVC & VP.

Growth in student numbers coming to La Trobe via this pathway will develop through the partnership with a larger organisation (Navitas) that has a greater global reach than La Trobe, and through the development of additional Diploma programs so that all faculties will benefit. Once LTM is CRICOS registered in its own right, it will deliver LTM Diplomas and will be able to enrol fee-paying domestic students as well as international students. This may assist the University in meeting some of its domestic recruitment objectives.

La Trobe Sydney (LTS): La Trobe University has had an agreement with Navitas Pty Ltd through one of its Sydney operations, Australian Campus Network (ACN), since 2001. ACN currently delivers La Trobe Diploma programs in business and IT as well as the related Bachelor's Degree programs. Thus, students completing the La Trobe Diploma articulate directly into the degree program all within, what is in effect, a managed campus in Sydney. ACN does not deliver programs for any other institution.

With the selection of Navitas as the preferred provider for the Melbourne pathway activity, making a similar agreement and name change for the University's relationship with ACN seems a logical step. Once University approval is received, a new agreement will be established with Navitas for the delivery of Diploma programs in Sydney, and clarification of the delivery of degree programs on that site, under the name La Trobe Sydney (LTS). Again, registered training provider status and CRICOS registration will be sought, and similar relationship management and quality assurance mechanisms will be put into place. This will develop throughout 2011.

William Blue College of Hospitality Management:

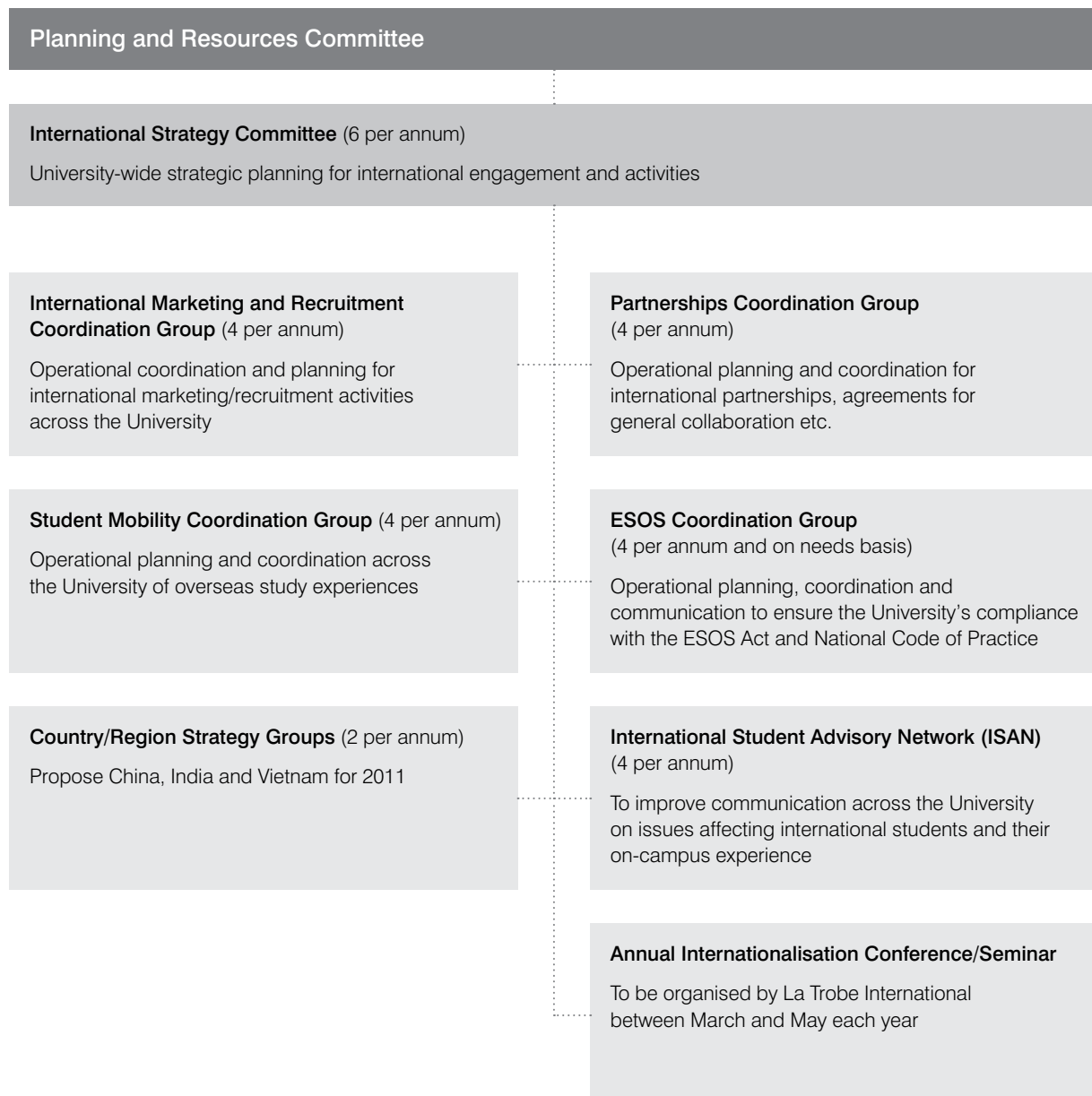
the University has an agreement with Think: Education Group for the delivery of La Trobe's Bachelor of Business (Tourism and Hospitality) to international students (only) who successfully complete the William Blue Advanced Diploma of Hospitality with the required grade point average. The Faculty of Law and Management manages the program, which is quality assured through normal course approval and review processes within the University.

Like the ACN offerings, this La Trobe program is CRICOS registered against the University's provider registration number in NSW, and all aspects of ESOS compliance related to these programs are overseen by the Director, La Trobe International (LTI). Stronger connections have been established between William Blue and LTI and we are reviewing the current business processes to improve the efficiency of the movement of students from the Advanced Diploma into the degree program.

TAFE institutes: TAFE institutes that are closely associated with La Trobe campuses (NMIT, BRIT, Sunraysia, Wodonga and Goulburn-Ovens) offer a range of articulation and credit transfer opportunities which can support the movement of international (and domestic) students into the University. In regional areas, many of these institutes also offer the best option for local ELICOS services to La Trobe applicants at regional campuses, who have received offers conditional on their completion of pre-course English language training.

Internationalisation Communication Structure

University-wide communication



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Approved by the Planning and Resources Committee February 2011. Published by La Trobe University, July 2011. La Trobe University is a registered provider under the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). CRICOS Provider 00115M.

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