TERTIARY EDUCATION ORGANISATION

INTERNATIONALISATION STUDY

2014

PHASE TWO:

INTERNATIONAL EXPERIENCES FOR STUDENTS

INSTITUTES OF TECHNOLOGY AND POLYTECHNICS
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INTRODUCTION

The information in this report comes from responses that Institutes of Technology and Polytechnics (ITPs) gave to the Ministry of Education’s survey of the internationalisation of the teaching and learning experience in 2014. Fifteen ITPs responded to the survey. There are 18 ITPs in New Zealand.

The survey was Phase Two of the Ministry of Education’s Tertiary Education Organisation Internationalisation Study.

The three phases of the Study are:

- the international student programme
- international experiences for domestic students (including student mobility)
- institutional internationalisation, including institutional strategies, research internationalisation and international outreach.

The three phases of the Study will provide a snapshot of internationalisation within New Zealand tertiary education organisations (TEOs) as at 2014. This updates previous studies in 2006 and 1998.

Aim of the Tertiary Education Organisation Internationalisation Study

The Study aims to accurately document TEO internationalisation practice to provide a useful resource for the tertiary sector and for Government.

The Study goes beyond export education to look at internationalisation more broadly. The Study will help TEOs individually and collectively to understand the process of internationalisation in their subsector.

The Study will help Government better understand the value of international education and its impact on the New Zealand higher education system. It will also help the Government, the sector, and TEOs to understand the sectors’ strengths and areas for improvement and formulate targeted strategies and priority actions for the future.

The Study (particularly Phase Three) will also assist with the monitoring of priority six of the 2014-2019 Tertiary Education Strategy, which focuses on ‘growing international linkages.’

The Ministry of Education would like to thank the Sector Advisory Group, who assisted in the development of the survey. The members of the Sector Advisory Group were:

- Wayne Angus – University of Otago
- Beth Knowles – Christchurch Polytechnic Institute of Technology
- Neil Miller – Independent Tertiary Institutions
- Craig Musson – Independent Tertiary Education New Zealand
- Professor Rob Rabel (Chair) – Victoria University of Wellington
- Distinguished Professor Graham Hingararoa Smith – Te Whare Wānanga o Awanuiārangi.

Universities New Zealand also contributed to the development of the survey.
STUDENT MOBILITY

1. 15 ITPs responded to the question about the types of student mobility programmes they made available to students in 2013. Four ITPs said they had no student mobility programmes. The most common type of student mobility arrangement was student exchange (available at eight ITPs), followed by study abroad (available at six ITPs). The graph below shows the range of student mobility programmes ITPs offer and the number that offered each type.

2. Ten out of the 11 ITPs who responded to this question said that student mobility opportunities developed from other international relationships such as Memoranda of Understanding, joint programmes, twinning arrangements and research partnerships.

3. One ITP said that it looks for these opportunities when developing institutional partnerships. Another commented that student mobility opportunities emerge from academics working together, with virtual student projects developing from this. A third said that discussions about international partnerships often begin with discussions about staff and student mobility. This ITP added that often these conversations are more about international students coming to study than reciprocal arrangements such as student exchange. A fourth ITP said that their dual degree progressed from a generic degree.

Student exchanges

4. Nine out of 11 respondent ITPs said that they had exchange agreements with overseas institutions. One said it did not know. The figures ranged from one to 60, with a mean of 17.
5. One ITP said it had formal agreements with over 20 institutions in China, India, Korea, the Philippines, Macau and Japan. Another said it had five in Japan, three in China, two in South Korea, two in the Netherlands, two in Germany, one in the UK, one in Australia, one very active in USA and others under the ‘Global Education Skills Alliance’, and one under development in Indonesia. A third ITP that had 13 Memoranda of Understanding said that these were unlikely to be successful unless “the culture of overseas study and financial implications changes”.

6. Seven ITPs responded to a question about the type of support provided to outbound exchange. Their responses are shown in the table below:

<table>
<thead>
<tr>
<th>Support Type</th>
<th>ITP A</th>
<th>ITP B</th>
<th>ITP C</th>
<th>ITP D</th>
<th>ITP E</th>
<th>ITP F</th>
<th>ITP G</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural training</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Mentoring from other students</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Language training</td>
<td></td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-departure information</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. The graph below shows which fields of study exchange students were studying in at the nine ITPs who replied to this question.

![Graph showing fields of study](image)

8. With one exception, ITPs expected to have very few students on outbound exchange in 2014. Of the seven ITPs who reported the numbers of students they expect to have on outbound exchange in 2014, most had fewer than five. However, one ITP said they would have 130 students on outbound exchange.
9. The numbers of inbound exchange students at ITPs was consistently higher than outbound numbers. The table below shows the number of inbound and outbound exchange students at each of the ten ITPs who answered this question.

<table>
<thead>
<tr>
<th></th>
<th>ITP A</th>
<th>ITP B</th>
<th>ITP C</th>
<th>ITP D</th>
<th>ITP E</th>
<th>ITP F</th>
<th>ITP G</th>
<th>ITP H</th>
<th>ITP I</th>
<th>ITP J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outbound</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>--</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>130</td>
<td>0</td>
</tr>
<tr>
<td>Inbound</td>
<td>20</td>
<td>20</td>
<td>40</td>
<td>0</td>
<td>--</td>
<td>22</td>
<td>28</td>
<td>6</td>
<td>300</td>
<td>1</td>
</tr>
</tbody>
</table>

ITP B commented that four (outbound) was very low and that it was expecting more in 2015.

10. Germany and Japan were the countries most commonly mentioned as the focus for student exchange activities, with five of the ten respondents to this question listing them as focus countries. Four ITPs listed USA, three listed South Korea, and three listed China.

11. Reasons given for focusing on certain countries included:
   - That they were major source countries for inbound students (four ITPs)
   - Articulation and exchange agreements (two)
   - Keeping with the institute’s strategic direction
   - The possibility for students to study in English
   - Students’ interest levels in exchange and study abroad
   - Historical and student interest.

12. Of the nine ITPs that responded to this question, promotion of exchange opportunities was achieved by dissemination to faculties by six ITPs, and information sessions and fairs by five ITPs. One ITP also promoted exchange opportunities through presentations by current exchange students about their country or institution, presentations by returning exchange students about their experience, participation in career expos and
open days, and programme brochures. Another promoted exchange opportunities through industry engagement at faculty level.

13. Of the five ITPs that responded to this question, promotion of exchange opportunities were provided during the first semester of first year by four ITPs, during orientation and during the second semester of first year by three ITPs, during orientation by three ITPs, and during high school by two ITPs. One ITP also promoted exchange opportunities in students’ third year, another throughout the year, and another continuously through its website and posters around its campus.

Other student mobility opportunities

14. When asked about the most common forms of international experience (excluding student exchange) offered by their organisation, ITPs gave the following answers:
- interaction and studying with international students (five ITPs)
- language exchange and courses (four)
- cultural events (two)
- international parts of the curriculum (two)
- joint research
- international student presentations
- collaborative projects with offshore students, overseas and virtually
- academic exchange
- consultancy
- student events
- study and student groups
- professional development for teachers.

15. Target countries for outbound international experience (excluding student exchange). Of the 11 ITPs that answered this question, seven said they target China and six said they target India. The number of times each country was listed in an ITPs' top five is listed below:
One ITP mentioned that they target ASEAN countries in general.

16. Reasons given for focusing on these countries included:
- major source countries for inbound students (two)
- trade link development (two)
- correlation with institution's strategic direction (two)
- articulation agreements
- economic developmental aid
- export education development
- correlation with Prime Minister’s scholarships
- different culture
- negotiated activities in-country
- proximity and affordability
- established networks.

17. Only one of ten ITPs said they have any courses or programmes that require a student to undertake a portion of their study overseas. Two ITPs said they planned to develop in this area.

Credit recognition arrangements

18. 11 of 15 ITPs said they have mechanisms in place to facilitate credit transfer for students who have completed a period of study overseas. Those mechanisms included:
- recognition of prior learning on submission of unit and course descriptors (three)
- processes for academic registry and faculties to recognise possible overseas credit (two)
- cross-crediting through the academic centre (two – one mentioned they do so in consultation with NZQA)
- MoU agreements (two)
- articulation agreements
- assessment by the programme manager of students’ overseas qualification or courses against the learning outcomes of the institution’s learning aims (with approval by an internal committee).
Financial support for organised overseas study

19. Six of 13 ITPs said they provide scholarships or financial support to their students who want to participate in study abroad or student exchange programmes. One ITP said it did not know.

20. ITPs reported making information about funding for study abroad, student exchange, and other short term periods of offshore study to students via:
   - faculties (three ITPs)
   - the institution’s website (two)
   - the institution’s scholarship coordinator
   - presentations.

   Two ITPs said they did not have the requisite information to answer this question.

Scholarships targeted specifically at New Zealand students to enable them to complete a qualification offshore

21. Only one of 13 ITPs said it offers scholarships specifically targeted at New Zealand students to enable them to complete a qualification offshore.

22. Five of 13 ITPs said they provide information to students about scholarships that would allow them to complete a qualification offshore. Three ITPs said they were not sure whether they did this.

23. ITPs provided the following resources to students to assist them to find scholarships to complete a qualification offshore.

24. No ITPs reported any students taking up scholarships to complete qualifications overseas. Five ITPs said they were not sure.

25. Two of eight ITPs that answered this question said they keep records of the countries that students on scholarships go to to take up their scholarships. One ITP only keeps
records of destinations for scholarships that it funds, while the other only keeps records of destinations for scholarships that it funds and/or administers. Both ITPs said their students went to Japan. One ITP said it was planning to begin record keeping next year.

26. Only one ITP knew who the major scholarship funding bodies that provided funding to its students to complete a qualification overseas were. This was the institution’s privately-funded Rika Fund.

PROGRAMMES TAUGHT BY AND ON BEHALF OF OVERSEAS INSTITUTIONS

27. Two of 13 ITPs had full programmes taught by overseas institutions (one and two programmes respectively). Three ITPs had part programmes taught by overseas institutions (one, two, and three programmes respectively).

28. No ITPs taught full programmes on behalf of overseas institutions. One ITP taught part programmes on behalf of overseas institutions (two programmes).

COUNTRY OR REGION SPECIFIC CENTRES

29. Only one of 13 ITPs that responded to this question said that it had a centre specifically focused on other countries or regions, in this case a Chinese culture and language centre. This centre did not deliver any academic programmes.

INTERNATIONALISATION OF TEACHING AND LEARNING

30. Eight of 13 ITPs said they provide specific support to encourage the internationalisation of teaching and learning at their institution. One ITP said that it plans to. This support included:
   • offshore visits to partner institutions in China
   • professional development training in teaching students from other cultures
   • exploratory funding to determine feasibility of specific programmes for overseas development and delivery
   • internationalisation units included in the Adult Education programme
   • culture awareness training
   • Chinese culture and language training
   • professional development programmes for teaching staff for teaching of international and domestic students
   • courses for institutions overseas to learn about Western styles of teaching
   • opportunities for teachers to visit partner institutions
   • the inclusion of the internationalisation of teaching and learning in MOUs and encouragement of this activity at department-level.

31. Ten of 13 ITPs said they have courses or programmes where international dimensions are specifically included in the curriculum design and delivery. These courses or programmes included:
• business, including international business (three ITPs)
• professional cookery, including baking (three)
• tourism, including Pacific tourism (two)
• hospitality
• cross-cultural communication
• maritime studies
• accounting
• applied social sciences
• graduate diplomas.

Two ITPs said they include international dimensions in many courses and programmes, as needed. One offered a study skills programme that includes international dimensions and international approaches to study. Another ITP’s international dimension was provided by the presence of international lecturers, and another through internship components in some programmes.

Collaborative learning between domestic and international students

32. 11 of 13 ITPs said they had strategies or initiatives to promote collaboration and interaction between domestic and international students. Seven ITPs had institution-wide strategies or initiatives, five had strategies or initiatives specific to certain programmes, and one had faculty-wide strategies or initiatives.

33. These strategies and initiatives included:
• a buddy system between domestic and international students (two ITPs)
• cultural days and performances (including Maori and Polynesian days) (two)
• orientation programmes, including orientation week (two)
• social and networking opportunities, including conversation groups (two)
• study groups
• international workshops and forums
• encouraging domestic students to participate at international events
• placement and integration of students in the classroom
• activities and trips for domestic and international students
• activities organised by the International Student Welfare Officer
• inter-faith events
• internship projects requiring cross cultural interaction.

One ITP said it was just starting work in this area.

International students as a resource for learning and teaching

34. Six of 13 ITPs said they used international students as a resource for teaching and learning. The ways in which they did so included:
• as laboratory assistants
• as tutorial assistants in Language Self Access Centre Language Exchange Programme Presentations about their home country
• using international students as peer tutors
• asking international students to contribute their opinions to a programme teaching staff about teaching international students
• using international PhD or Masters level students.

35. ITPs found the following barriers or challenges to using international students as a resource for teaching and learning:
• language barriers (three ITPs)
• social barriers
• cultural shyness
• lack of time away from study
• adapting to New Zealand pedagogy
• inability to attain the right to work
• getting staff to see international students as a resource for teaching and learning.

36. 11 of 13 ITPs said they provide teaching staff professional development opportunities to learn how to facilitate effective collaborative learning between domestic and international students.

37. ITPs said they provide the following kinds of support to academic staff teaching international students:
• professional development, including dedicated capability development and development teams (four ITPs)
• support through the student learning support centre (three)
• dedicated international department or centre (two)
• pastoral care administration (two)
• workshops (two)
• international student counsellors
• study skills centre
• bilingual student advisors for advice on cultural differences
• regular engagement with the academic centre and faculties
• support from the language centre around students for whom English is a second language
• human resources
• living-job experiences
• interaction with academic staff with knowledge in the cross-cultural teaching domain
• web page with links and video.

38. ITPs identified the following benefits that result from having international students in the teaching, learning and community environment of their organisation:
• improving international perspectives (four ITPs)
• internationalisation of the organisation (two)
• enriching the teaching and learning for teachers and students (two)
• sharing of cultures between domestic and international students (two)
• exposing students to different ways of learning and working (two)
• opportunities for staff to increase their knowledge of other culture and types of learning (two)
• the broader education of domestic students
• better equipping students for the global work environment
• broader understanding and acceptability of different cultures
• growing international linkages
• exposure to advanced technological environments
• increase in diversity
• economic impact for the entire community
• international experience and exposure
• strategies for thinking laterally.

39. ITPs identified the following challenges that result from having international students to the teaching, learning and community environment of their organisation:
• challenges adapting to the New Zealand style of teaching and learning, particularly the difference between analytical thinking and rote learning (six ITPs)
• communication barriers due to language difficulties (four)
• resistance from staff and the organisation to adapt to the differences presented by international students (three)
• unfamiliarity with cultural and social values (two)
• different perceptions and expectations, including appearing too demanding (two)
• the greater number of assessments in the New Zealand system
• comprehension of guidelines and institutional rules
• a complex and changing regulatory framework.

INTERNATIONAL LANGUAGES

40. Three of 13 ITPs said they teach languages other than New Zealand's official languages (Te Reo, New Zealand sign language, and English). The languages taught were Chinese (two ITPs), German, Italian, Japanese, Korean, and Spanish.

41. Two of the three ITPs that teach foreign languages said that they had policy initiatives to encourage students to study those languages. One said it was focused on including unspecified electives in its undergraduate programmes that allow students to do a language elective. The other said it runs courses through its department of languages.

42. The three ITPs encouraged students to study Te Reo Māori (two), Japanese, Chinese, Korean, and English.

INTERNATIONAL CAPABILITIES

43. Four ITPs said they actively encourage all students to incorporate courses that are supportive of international capability development into their programmes. Four ITPs said they structure programmes to help students to incorporate courses that are supportive of international capability development into their programmes. One ITP mentioned that it is in the initial stages of designing its programmes to facilitate this over a greater range of its programmes, and one ITP said its students are encouraged to think internationally, since they may leave New Zealand after finishing their studies.
Increasing the international capabilities of staff

44. Six of 12 ITPs provided their staff with opportunities to work overseas through staff exchange or sabbatical arrangements. Six of 12 ITPs provided their staff with opportunities to increase intercultural understanding through targeted professional development. Examples included:

- staff visits to overseas institutions (two ITPs)
- language courses
- opportunities to work offshore in conjunction with marketing activities
- opportunities to teach at partner institutes.

45. ITPs enabled teaching staff to pursue these opportunities in the following ways:

- through funding for professional development (two)
- through academic study leave (two)
- at faculty level (two)
- through consultation with faculty about who is best placed to teach overseas (two)
- through annual performance planning sessions with managers
- in conjunction with marketing staff
- provision of information and contacts
- through ‘train the trainer’ programmes.

46. Seven of ten ITPs said they have a unit dedicated to the development of teaching and learning that provides related professional development. Five of ten ITPs said they have a unit dedicated to the development of teaching and learning that explores and/or promotes the development of practice in internationalisation of the curriculum. One ITP said it does not have a unit, but internationalisation is nevertheless focused on in the curriculum. Another said it plans to incorporate these roles shortly.

International capabilities in graduate profiles

47. Only two of 12 ITPs include international capabilities in their graduate profile or list of graduate attributes, competencies, or outcomes.

48. Four of eight said they see learning opportunities offered to students to develop their international capabilities as a necessary part of their education. The remaining four said they do not see international capabilities as a necessary part of students’ education. However, it was noted that this changes depending on specific programmes.

CO-CURRICULAR INTERNATIONAL LEARNING OPPORTUNITIES

49. No ITPs offered co-curricular international learning opportunities to students.

50. Nine of 11 ITPs said they provide extra-curricular international learning opportunities to students. These opportunities included:

- mentoring (three ITPs)
- buddy programmes (two)
• conversation and language groups (two)
• peer tutors
• online student community
• migrant support office
• study hubs
• international social clubs
• sports teams
• ‘Kiwi Life’ seminars.

One ITP said it was planning to do this in 2015.

FORMAL WORK PROGRAMMES TO INCREASE INTERNATIONAL EXPERIENCES FOR ALL STUDENTS

51. Only one of 12 ITPs said it runs a formal work programme around providing and increasing international experiences for all students. Three ITPs said they are actively working towards this to be realised in the future.

52. Three ITPs noted that the internationalisation of teaching and the learning experience is a work in progress at their institution.