TERTIARY EDUCATION ORGANISATION
INTERNATIONALISATION STUDY

2014

PHASE TWO:
INTERNATIONAL EXPERIENCES FOR STUDENTS

PRIVATE TRAINING ESTABLISHMENTS
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INTRODUCTION

The information in this report comes from responses that Government-funded Private Training Establishments (PTEs) gave to the Ministry of Education’s survey of the internationalisation of the teaching and learning experience in 2014. Fourteen PTEs responded to the survey.

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 Hingangaroa Smith – Te Whare Wānanga o Awanuiārangi.

Universities New Zealand also contributed to the development of the survey.
INTERATIONALISATION SURVEY PHASE TWO RESULTS

STUDENT MOBILITY

1. 14 PTEs responded to the question about the types of student mobility programmes they made available to students in 2013. Six PTEs said they had no student mobility programmes. The most common type of student mobility arrangements made available in 2013 were study abroad and overseas conference attendance (four PTEs each). The graph below shows the range of student mobility programmes PTEs offer and the number that offered each type. Note that while in responding to this question, no PTEs mentioned that they had offered student exchanges, later questions suggest that at least six PTEs may have had student exchange activity in 2013.

2. Six of the eight PTEs 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 PTE said that student and faculty arrangements come through personal contact which occurs through conferences, exhibitions, and faculty visits. Another said that Memoranda of Understanding and joint programmes form a very large part of student mobility arrangements. Another mentioned that research partnerships, in which Masters and Doctorate students do practical clinical research for degrees at home universities, were its main contributors. Another mentioned that its student mobility opportunities come from memoranda it has with a range of Chinese universities, and also from relationships with overseas agents.

Student exchanges

4. Six out of eight respondent PTEs said they had exchange agreements with overseas institutions, ranging from two to six.
5. Two PTEs responded to the question about the type of support provided to outbound exchange. One provided support in the form of cultural training and staff advice and support, and the other provided support in the form of language training.

6. Five PTEs answered which fields of study their students study when they go on exchange. Three said their students study creative arts, and two said their students study health.

7. PTEs expected to have few students on outbound exchange during 2014. Of the six PTEs who reported the numbers of students on outbound exchange for 2014, two had no students, two had just one student, one had ten, and one had 40.

8. The numbers of inbound exchange students PTEs expected to have in 2014 was also low. Of the five PTEs who reported the numbers of students on inbound exchange for 2014, one had no students, one had one student, one had two, one had five, and one had ten.

9. China was the country most commonly mentioned as the focus for student exchange activities, four of the six respondents to this question listing this country as a focus. Three PTEs listed Malaysia. USA, Australia, and South Korea were listed twice each.

10. Reasons given for focusing on certain countries included:
    - historical relationships (two PTEs)
    - the nature of the subject in focus for the exchange (e.g. Chinese medicine or chiropraxy) (two)
    - established links
    - well-established markets
    - the focus of international expansion
    - Memoranda of Understanding.
11. Of the three PTEs that responded to this question, promotion of exchange opportunities were provided by dissemination to faculties by two PTEs, and information sessions and fairs by two PTEs. One PTE promoted exchange opportunities through a web page dedicated to exchange opportunities. One PTE used a combination of faculty and the institution’s president. Another used student email and Facebook.

12. Of the three PTEs that responded to this question, promotion of exchange opportunities were provided during the second semester of first year, during orientation, at the time of enrolment, through community outreach, through the institution’s newsletter, and throughout the degree programme by one PTE each.

**Other student mobility opportunities**

13. When asked about the most common forms of international experience (excluding student exchange) offered by their organisation, PTEs gave the following answers:

- international conferences for staff (two PTEs)
- short term scholarship workshops
- visiting lecturers
- visiting delegations
- webinars
- World Congress of Chiropractic Students
- work placement (internship).

14. Target countries for outbound international experience (excluding student exchange). Of the seven PTEs that answered this question, four said they target the USA and three said they target China. The following table indicated the number of times each country was mentioned:

<table>
<thead>
<tr>
<th>Country</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>USA</td>
<td>4</td>
</tr>
<tr>
<td>China</td>
<td>3</td>
</tr>
<tr>
<td>India</td>
<td>1</td>
</tr>
<tr>
<td>Malaysia</td>
<td>1</td>
</tr>
<tr>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>Canada</td>
<td>1</td>
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<tr>
<td>Denmark</td>
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<tr>
<td>Italy</td>
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<tr>
<td>Singapore</td>
<td>1</td>
</tr>
<tr>
<td>Tonga</td>
<td>1</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>1</td>
</tr>
<tr>
<td>Germany</td>
<td>1</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
</tr>
</tbody>
</table>

One PTE mentioned that they aim to target Australia in 2015.

15. Reasons given for focusing on these countries included:

- opportunities to grow the market in those countries
• memoranda of understanding with institutes in host country
• location of conferences
• location of offshore campuses
• traditional contact
• applicability of subject (e.g. Chinese medicine)
• church networks.

16. No PTEs said they have any courses or programmes that require a student to undertake a portion of their study overseas.

Credit recognition arrangements

17. 11 of 14 ITPs said they have mechanisms in place to facilitate credit transfer for students who have completed a period of study overseas. Those mechanisms included:
• cross-credit application process, usually based on transcripts (three PTEs)
• through the Academic Registrar and ratified by the Dean of Faculty
• articulation agreements with schedules for credit transfer
• through memoranda of understanding
• recognition of prior learning for credit purposes.

Financial support for organised overseas study

18. No PTEs said they provide scholarships or financial support to their students who want to participate in study abroad or student exchange programmes.

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

19. No PTEs said they offer scholarships specifically targeted at New Zealand students to enable them to complete a qualification offshore.

20. Three of ten PTEs said they provide information to students about scholarships that would allow them to complete a qualification offshore.

21. PTEs provided the following resources to students to assist them to find scholarships to complete a qualification offshore (one PTE each):
• access to Breakout Scholarships Database
• scholarships webpage on the organisation’s website
• scholarships information disseminated to faculty
• application to the Travel and Study Committee of the Methodist Church of New Zealand.

22. Two of ten PTEs had students who took up scholarships to complete qualifications overseas. One PTE had one student and the other PTE had two students.

23. Two of ten PTEs said they keep records of the countries that students on scholarships go to in order to take up their scholarships. One PTE said it only keeps records of destinations for scholarships that it funds. The other PTE said it keeps records of
destinations for all scholarships recipients, regardless of who funds. Their students went to China and Switzerland respectively.

24. These two PTEs knew who the major scholarship funding bodies that provided funding to its students to complete a qualification overseas were; an overseas university partner and the Methodist Church of New Zealand.

PROGRAMMES TAUGHT BY AND ON BEHALF OF OVERSEAS INSTITUTIONS

25. No PTEs had full programmes taught by overseas institutions. One PTE had a part programme taught by an overseas institution.

26. Two PTEs taught full programmes on behalf of overseas institutions (one and two programmes respectively). One PTE taught a part programme on behalf of overseas institution.

COUNTRY OR REGION SPECIFIC CENTRES

27. Only two of 13 PTEs that responded to this question said they had a centre specifically focused on other countries or regions, in this case a Centre for Research in International Education and an overseas university. One of these delivered academic programmes, and had 25 enrolled students.

INTERNATIONALISATION OF TEACHING AND LEARNING

28. Five of 12 PTEs said they provide specific support to encourage the internationalisation of teaching and learning at their institution. This support included:
   • professional development for teaching staff (two PTEs)
   • research collaboration
   • research budget for presentation of papers at overseas conferences
   • staff scholarships to attend international conferences
   • transfer of staff to New Zealand for training
   • staff visits overseas
   • participation in overseas qualifications
   • informal learning with overseas and local organisations.

29. Four of 11 PTEs said they have courses or programmes where international dimensions are specifically included in the design and delivery of the curriculum in place. These courses or programmes included:
   • business, including international business
   • business law
   • tourism management
   • Chinese medicine
   • Tongan hermeneutics
   • science
   • medicine.
Collaborative learning between domestic and international students

30. Eight of 12 PTEs said they had strategies or initiatives to promote collaboration and interaction between domestic and international students. Seven PTEs had institution-wide strategies or initiatives, while one had institution-wide and faculty-wide strategies or initiatives.

31. These strategies and initiatives included:
   - project and research groups (two PTEs)
   - cultural festivals, including Diwali, Chinese New Year, etc. (two PTEs)
   - study groups
   - student council activities
   - sports days
   - orientation camps
   - through general teaching
   - living in the same hostel
   - training programmes.

International students as a resource for teaching and learning

32. Three of 12 PTEs said they used international students as a resource for teaching and learning. The ways in which they did so included:
   - using case studies and examples from different countries in class
   - research on support systems for international students
   - research on international students’ learning styles
   - contributions from students in class
   - gauging the international student experience from student questionnaires.

33. Only one PTE reported encountering barriers or challenges to using international students as a resource for teaching and learning. It identified them as hesitancy to communicate in non-native language and shyness.

34. Two of ten PTEs said they provide teaching staff professional development opportunities to learn how to facilitate effective collaborative learning between domestic and international students. These opportunities were in-house workshops, attendance at relevant seminars and conferences, and informal links between colleges.

35. PTEs said they provide the following kinds of support to academic staff teaching international students:
   - workshops by the study skills advisor and the director of research support from the English Language Centre
   - help from Student Services
   - help from the marketing team responsible for pastoral care
   - presentations to staff by other staff who have been awarded international scholarships
   - cross-cultural awareness professional development
   - professional advice and support
• academic support
• pastoral care support
• professional development.

36. PTEs identified the following benefits that result from having international students to the teaching, learning and community environment of their organisation:
• exposure to international perspectives in class and the organisation (five PTEs)
• cross-culture communication and familiarisation (two)
• networking for future business opportunities
• connections with offshore institutions
• internationalisation
• providing all students with an understanding of cultural diversification.

37. PTEs identified the following challenges that result from having international students to the teaching, learning and community environment of their organisation:
• communication barriers due to language difficulties (five PTEs)
• challenges adapting to the New Zealand style of teaching and learning, particularly the difference between analytical thinking and rote learning (three)
• plagiarism
• poor attendance
• inconsistent academic performance
• unfamiliarity with cultural and social values.

Two PTEs noted that they have only experienced positive outcomes from having international students.

INTERNATIONAL LANGUAGES

38. None of ten PTEs said they teach languages other than New Zealand's official languages (Te Reo, New Zealand sign language, and English).

INTERNATIONAL CAPABILITIES

39. No PTEs said they actively encourage all students to incorporate courses that are supportive of international capability development into their programmes. Three PTEs said they structure programmes to help students to incorporate courses that are supportive of international capability development into their programmes. One PTE mentioned that since a very high proportion of its students are international, all of its programmes do this.

Increasing the international capabilities of staff

40. Two of nine PTEs provided their staff with opportunities to work overseas through staff exchange or sabbatical arrangements. Four of nine PTEs provided their staff with opportunities to increase intercultural understanding through targeted professional development.

41. PTEs enabled teaching staff to pursue these opportunities in the following ways:
• research and study leave funding (three PTEs)
• scholarships to attend offshore conferences and opportunities (three)
• offshore teaching assignments at sister schools
• paying for courses
• funded applications.

42. Three of nine PTEs said they have a unit dedicated to the development of teaching and learning that provides related professional development. Two PTEs 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 PTE said it has a unit dedicated to the development of teaching and learning that provides related professional development.

**International capabilities in graduate profiles**

43. Three of ten PTEs said they offer co-curricular international learning opportunities to students. These opportunities were provided in the following ways:

• student council membership
• organisation of events
• participation as class representatives in student and programme forums and student management forums
• world conference attendance
• participation in international competitions
• assistance with arranging overseas clinical experience.

44. Four of ten PTEs said they provide extra-curricular international learning opportunities to students. These opportunities included:

• buddy support (three PTEs)
• Maori and Pacific Island study group
• monthly meetings
• international days
• participation in international competitions
• serving on international organisations' executives
• student support clubs.

**CO-CURRICULAR INTERNATIONAL LEARNING OPPORTUNITIES**

45. Four of ten PTEs said they include international capabilities in their graduate profile or list of graduate attributes, competencies, or outcomes. The relevant extracts were:

• “Our mission is to develop individuals as valued contributors in international communities. [The organisation] creates and delivers relevant quality educational programmes in a supportive international environment. [The organisation] equips individuals with the knowledge, skills and abilities to succeed in an increasingly global environment. Graduates will be able to communicate effectively with people from other cultures”
• “[Students] have advanced cultural awareness, and be able to apply this to communication and decision-making”
"NZQA and CCEA accreditation provide the opportunity to sit international board exams to apply for registration to practice professionally in a growing list of countries and states"

"[G]raduates prepared for global awareness and community engaged leadership within the Pacific Region."

46. Three of eight PTEs said they see learning opportunities offered to students to develop their international capabilities as a necessary part of their education. The other five said they do not see international capabilities as a necessary part of students’ education.

**FORMAL WORK PROGRAMMES TO INCREASE INTERNATIONAL EXPERIENCES FOR ALL STUDENTS**

47. Only one of nine PTEs said it runs a formal work programme around providing and increasing international experiences for all students.