Conference Program

Australian International Education Conference 2008
Brisbane Convention & Exhibition Centre
Queensland, Australia
7-10 October 2008

Global Citizens,
Global Impact

www.aiec.idp.com
**Tuesday 7 October 2008**

<table>
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<tr>
<th>Time</th>
<th>Mezzanine M4</th>
<th>Mezzanine M3</th>
<th>Mezzanine M2</th>
<th>Mezzanine M1</th>
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</table>
| 9:00am to     | **WORKSHOP 1**
               | Transnational Education: Managing for Success                               | **WORKSHOP 2**
               | 12:30pm          | Bishop, Ross Mr                                          | Clayton, Debbie Prof                                                      | Malicki, Rob Mr                                                            | Olsen, Alan Mr                                                | Blazos, Rebecca Ms                                      |
|               | Workshop 1 continued                                                        | Workshop 2 continued                                                        | **WORKSHOP 3**
               |                  | Transnational Education: Managing for Success                               | Education Abroad: Good Practice in Outbound                               | Good Practice in Social Engagement and Inclusion of International Students on | Campus (half day)                                          | Barker, Michelle Prof                                    | Daly, Amanda Dr                                           | Colvin, Cassandra Ms                                     |
|               | Workshop 2 continued                                                        | Workshop 3 continued                                                        | **WORKSHOP 4**
               |                  | Transnational Education: Managing for Success                               | Education Abroad: Good Practice in Outbound                               | Internationalisation of the Curriculum: Obstacles, Opportunities and Action   | Planning (half day)                                        | Leask, Betty A/Prof                                      | Sanderson, Gavin A/Prof                                  | Jones, Elspeth Prof                                      |
| 12:30pm to    | Lunch provided for full-day workshops only                                  |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
| 1:30pm to     | **WORKSHOP 5**
               |                                                                              | **WORKSHOP 6**
               | 5:00pm           | Internationalisation and Auditing: Preparing for AUAQ's Cycle 2 Audits       | Business Intelligence: International Education                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
|               | Workshop 1 continued                                                        | Workshop 5 continued                                                        | Workshop 6 continued                                                        | Workshop 5 continued                                                        | Workshop 6 continued                                                        |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
|               | Transnational Education: Managing for Success                               | Internationalisation and Auditing: Preparing for AUAQ's Cycle 2 Audits       | Workshop 6 continued                                                        |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
| 5:30pm to     | **Welcome Plenary**                                                         | Welcome Plenary Session – Great Hall 1&2                                     | Welcome Reception Sponsor QETI:                                             | Welcome Plenary Session – Great Hall 1&2                                     | Welcome Reception Sponsor QETI:                                             |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
| 6:30pm to     | **Welcome Reception** – AIEC 2008 Exhibition, Welcome Reception              | Welcome Plenary Session – Great Hall 1&2                                     | Welcome Reception Sponsor QETI:                                             | Welcome Plenary Session – Great Hall 1&2                                     | Welcome Reception Sponsor QETI:                                             |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |
| 8:00pm        |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |                                                                              |

**NB:** Pre-conference workshops are optional and the cost is not included with the conference registration.

The conference program may change at any time. Please check the notice boards for updates and changes.

Presentations will be available on the website after the conference: www.aiec.idp.com
### Wednesday 8 October 2008

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<tr>
<th>Time</th>
<th>Location/Great Hall &amp; Mezzanine</th>
<th>Sector / Area of Interest</th>
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<tr>
<td>8:30am to 9:00am</td>
<td>Arrival Tea &amp; Coffee (AIEC Exhibition)</td>
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<tr>
<td>9:00am to 10:00am</td>
<td>Opening Plenary Session – Great Hall 1&amp;2</td>
<td>Opening Plenary Keynote Speaker: Dr William Tan</td>
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<td>Co-Chairs: Mr Anthony Pollock, IDP Education Pty Ltd and Prof Tony Adams, President, IEAA and Tony Adams and Associates</td>
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<td>Welcome to Host state Queensland: The Hon Rod Welford, Queensland Minister for Education, Training and the Arts</td>
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<td>10:00am to 10:30am</td>
<td>Morning Tea (AIEC Exhibition) – Sponsored by Carrick Institute</td>
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<td>10:30am to 11:30am</td>
<td>Mini-Plenary Where Are They Now? The Journey From International Student to Australian Graduate</td>
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<td>Lawrence, Robert Mr Banks, Melissa Mrs C: Anthony Pollock</td>
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<td>Hong Kong as an International Education Hub: Focus on the Realities for Hong Kong</td>
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<td>Cribbin, John Prof C: Emily Tse</td>
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<td>Emerging Forms of Mobility: Case Studies from the US and UK</td>
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<td>Hudzik, John Prof Jones, Elspeth Prof C: Rob Malicki</td>
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<td>New Models for Skills Assessment</td>
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<td>Hurley, Peter Mr Morrisey, Coralie Ms C: Martin Riordan</td>
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<td>The Rise and Rise of English Language Testing: Impacts and Outcomes</td>
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<td>Longbottom, Julian Mr Cooper, Anne-Marie Ms C: Christine Bundesen</td>
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<td>11:30am to 11:40am</td>
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<td>11:40am to 12:10pm</td>
<td>The Dynamics of International Student Circulation in a Global Context</td>
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<td>de Wit, Hans Dr C: Tony Adams</td>
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<td>2008 Research Agenda: Australian Universities International Directors’ Forum</td>
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<td>Mackintosh, Bruce Dr Olsen, Alan Mr Wright, Rebecca Ms Chuah, Tze Ay Mrs C: Bruce Mackintosh</td>
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<td>STRATEGIE - Enhancement of Student Mobility Through Transparent Recognition, Accreditation Tools and Experience in a Global Environment - Comparative EU and Australia Study</td>
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<td>Buisson, David Prof Abanteniba, Sylvester Prof Elfgren, Charlotte Ms C: David Buisson</td>
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<td>Internationalisation: Alive and Well in Queensland Non-Government Schools</td>
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<td>Roulston, John Dr Roper, Ed Mr Zappala, Vera Ms Dorrington, Jamie Mr C: John Roulston</td>
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<td>The Legal Ramifications of Students Being Consumers</td>
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<td>Clarke, Philip Prof C: Jerry van Delft</td>
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<td>Strategic International Engagement: Building Priority Partnerships</td>
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<td>O’Brien, Carolyn Dr Haywood, Susanne Dr C: Jerry van Delft</td>
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<td>12:15pm to 12:40pm</td>
<td>Lunch (AIEC Exhibition) – Sponsored by Carrick Institute</td>
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<td>12:40pm to 1:50pm</td>
<td>Mini-Plenary The Colombian-Australian Relationship</td>
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<td>Competing for the Best: The Changing International Market for Research Students</td>
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<td>Kemp, Neil Dr C: Will Archer</td>
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<td>Developing Global Citizens Using the Formal and Informal Curriculum</td>
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<td>Leask, Betty A/Prof Simpson, Lyn A/Prof Ridings, Simon A/Prof Sanderson, Gavin A/Prof C: Betty Leask</td>
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<td>International Students’ English Language Competence: Good Practices for Higher Education and ELICOS Institutions</td>
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<td>Blundell, Sue Ms Baird, Jeanette Dr C: Seamus Fagan</td>
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<td>Marketing and Recruiting High School Students the Queensland Way.</td>
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<td>Hensen, Deborah Ms Bartlett, Michael Mr Mahajan, Sangeeta Ms C: Michelle Davies</td>
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<td>3:00pm</td>
<td>Mezzanine 4</td>
<td>Social Inclusion of International Students</td>
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<td>How Online Communities Change International Education: Strategic</td>
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<td>Responses to New Technologies, Channels, and Networks</td>
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<td>3:55pm to</td>
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<td>Building an Internationally Relevant Curriculum in Business and IT</td>
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<td>4:20pm</td>
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<td>Paper 2</td>
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<td>Subjects: Considerations for Academics and Teachers</td>
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<td>4:30pm to</td>
<td>International Graduate</td>
<td>International Student Experience Benchmarking: Australian First XI vs.</td>
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<td>5:00pm</td>
<td>Employment: An Open</td>
<td>The World</td>
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<td>Paper 1</td>
<td>and Shut Case</td>
<td>Bush, Simon Mr</td>
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<td>Lawrence, Robert Mr</td>
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<td>Dodd, Tim Mr</td>
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<td>5:05pm to</td>
<td>International Health</td>
<td>Tactics and Strategies for Improving and Sustaining quality in the</td>
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<td>5:30pm</td>
<td>Science Program:</td>
<td>Middle East Student Market</td>
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<td>Paper 2</td>
<td>Lessons Learned and</td>
<td>Azurin, Jane Ms</td>
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<td>Future Implications</td>
<td>C: Gina Abarquez</td>
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<td>Ranck, Diané Ms</td>
<td>C: Melissa Banks</td>
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<td>Soliman, Mohsen Mr</td>
<td>C: Gina Abarquez</td>
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<td>HE, V, EL, A, B, D</td>
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<td>6:00pm to</td>
<td>Drinks @ UQ – University</td>
<td>Understanding and Using TOEFL® iBT Scores</td>
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<td>7:30pm</td>
<td>of Queensland</td>
<td>Tyson, Eileen Ms</td>
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<td>C: Chris Wallace</td>
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<td>University of Queensland see page 7 or the notice board.</td>
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## Thursday 9 October 2008

### 8:30am to 9:00am
**Arrival Tea & Coffee (AIEC Exhibition)**

### 9:00am to 9:40am
**Paper 1**
**The African Challenge: Perspectives on Working in Africa**
Ullero, Helene, Ms
Jones, Elspeth Prof
Howell, Sheila Ms
C: Tony Adams

**Research Forum Part A - Roundtable Discussion**
Chair: de Wit, Hans Dr
Panel of leading Australian and International researchers including:
A/Prof Christopher Ziguras
Prof Christopher Nyland
Ms Melissa Banks
Dr Neil Kemp OBE
Assoc Prof Betty Leask
Mr Steve Nerlich

**Joint/dual International Degrees: Opportunities and Challenges (Part 1) Innovative International Joint/ Dual Degree Models to Better Prepare Students for the Emerging Global Environment**
Calway, Bruce Dr
Bain, Andrew Mr
C: Madeleine Reeve

**Implications of Global Workforce Development for International Development**
Moss, Julie Ms
Giles, John Mr
Perry, Wendy Ms
C: Rebecca Blazos

**External Quality Assurance of HE in Australia: Alignment with International Good Practice**
Stella, Antony Dr
Woodhouse, David Dr
C: Anna Ciccarelli

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### 9:45am to 10:30 am
**Paper 2**
**Joint/dual International Degrees: Opportunities and Challenges (Part 2) What kinds of Innovative Degree Programs are Students Seeking? How Do We Manage and Support Them**
McCabe, Tracy Ms
Messina, Maritza Mrs
Storti, Joanna Ms
C: Christopher Madden

- **Facilitating a Global and Professional Workforce: Latin America A Case Study**
Nelson, David Mr
Beamond, Maria Ms
C: Victoria Romaniuk

- **Contrasts in Current Approaches to Quality Assurance of Higher Education Institutions - The case of Australia, the United Kingdom and New Zealand**
Holmes, Greg Mr
McC ready, Janine Miss
C: Chris Costley

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### 10:30am to 11:00am
**Morning Tea (AIEC Exhibition)**

### 11:00am to 11:40am
**Paper 1**
**Global Employability - Are Universities Meeting the Needs of Students?**
Mahoney, Craig Prof
Purves, Joanne Ms
C: Chris Costley

**Research Forum Part B - Research Presentations**
Short presentations of research papers followed by peer discussion and expert review.
Presenters are:
- Dr Laws
  - Ms Dunkley
  - Dr Green
  - Dr Choi
  - Mr Quirk
  - Dr Pearce
  - Dr Narayanan

**Due Diligence: A Framework for Best Practice**
Colaso, Rachel Mrs
Marnane, Katherine Ms
C: Madeleine Reeve

**Building Bridges: Building Understanding for Muslim Students in Social and Learning Environments**
Walsh, Jeannette Ms
C: Seamus Fagan

**The Power of Partnership**
Bundesen, Christine Ms
Nelson, David Mr
C: Paul Mahony

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### 11:45am to 12:30pm
**Paper 2**
**Diversity, Excellence, Competitiveness: Why Germany Needs to Promote its HE and Research Opportunities Worldwide**
Müller, Christian Mr
C: Anthony Pollock

**The Australian Pacific Technical College: Contributing to Skills Development in the Pacific**
Barnaart, Antoine Mr
Jione, Fastu Mr
Jalal, Carolyn Ms
Nee, Carmel Ms
C: Ian Kidd

**Enhancing International Student Engagement in Australian Higher Education**
Edwards, Daniel Dr
C: Go Maeda

**Online Applications for Students and Agents**
Bendall, Roger Mr
Loon, Ingeborg Ms
Brosnahan, Dale Ms
C: Jose Herrera Perea

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### 12:30pm to 1:50pm
**Lunch (AIEC Exhibition)**
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<td>1:50pm to 2:50pm</td>
<td>Mini-Plenary The Third Phase of International Education in Australia</td>
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<td>Buffinton, Fiona Ms Grigg, Trevor Prof Pollock, Anthony Mr Wood, John Prof</td>
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<td>Paper 2 Innovative Offshore Programs in the VET Sector</td>
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<td>4:30pm to 5:00pm</td>
<td>Paper 1 The Outlook for Inbound Study Abroad Students to Australia</td>
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<td>Hudzik, John Prof</td>
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<td>C: Liz Stinson</td>
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<td>5:05pm to 5:30pm</td>
<td>Paper 2 Enhancing Employment Outcomes for Australian International Graduates</td>
<td>HE, E, V, C</td>
<td>G, B, F</td>
<td>HE, V, EL, S</td>
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<td>Employability, Employment and Careers in Australia and Indonesia</td>
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<td>Smith, Shannon Dr</td>
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<td>C: Melissa Banks</td>
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<td>7:00pm to 12:00 midnight</td>
<td>Conference Dinner – Plaza Ballroom</td>
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<td>8:30am to 9:00am</td>
<td>Arrival Coffee (AIEC Exhibition)</td>
<td>General Hall 1 &amp; 2</td>
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| 9:00am to 10:00am  | **Mini-Plenary**  
Leadership and Management in International Education: Fostering and Sustaining Leadership and Management for a Successful Industry  
Forbes, Dean Prof Sherrin, Craig Mr Goedegebuure, Leo A/Prof Murray, Dennis Mr C: Dennis Blight AO FRSA | Mezzanine 4        | HE, V, S, C C, D, G     |
|                    | Mini-Plenary  
India  
Thadani, Vijay Mr NIIT India C: Ms Linda Laker | Mezzanine 3        | HE, V, EL, S D, F       |
|                    | General Skilled Migration Reforms, Impacts and Prospects  
Speldewinde, Peter Mr C: Racquel Shroff | Mezzanine 2        | HE, V, EL, S B, C, F    |
|                    | Improving the Welfare support systems for Overseas Students  
Moragolle, Dilan Mr Singh, Dolores Miss Jhowny, Manish Mr Tan, Marcus Mr Toaha, Mohammed Mr C: Eric Pang | Mezzanine 1        | HE F                    |
|                    | Perspectives from students in China, India, Pakistan, Malaysia and Indonesia: Which Countries are Most Attractive For International Study? Results from the 2008 StudentPulse Research Programme  
Archer, William Mr Disbury, Andrew Mr C: Julian Longbottom |  |                         |
| 10:00am to 10:30am | Morning Tea (AIEC Exhibition)                                        |                   |                         |
| 10:30am to 11:30am | Engaging Indigenous Peoples Through International Education  
Lunn, Laurel Ms McDaniel, Michael Prof Newman, Jennifer Ms C: Diane Dwyer | Network of International Education Associations: Regional Issues  
Representatives from International Education Associations C: Tony Adams | HE, V, EL, S D       |
|                    | Can We Predict the Future? Exploring a Series of Indicators That Can Help Us Predict Future Student Demand  
Reimann, Stephen Mr Banks, Melissa Ms Shephered, Scott Mr C: David Harrington | The International Research Student Experience: Comparing the Experience of International Research Students in Australia With Key Competitors  
Bush, Simon Mr Ziguras, Chris Dr C: William Archer | HE, V, EL, S B, C, F |
|                    | The Australian Education Experience - Personal Reflections by International Students  
Pheakkdey Nguon and a panel of international students C: Anna Ciccarelli |                   | HE F                    |
| 11:30am to 11:40am | 10 minute break                                                      |                   |                         |

**HE** = Higher Education, **V** = VET, **S** = Schools, **EL** = English Language, **C** = Corporate  
**A** = Transnational Education, **B** = Marketing and Recruitment of International Students, **C** = Student Mobility, **D** = International Education Policy, **E** = Teaching, Learning and Internationalisation, **F** = Student and Graduate Experience, **G** = Migration and the Mobile Labour Market
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<tr>
<th>Time</th>
<th>Great Hall 1 &amp; 2</th>
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<td>11:40am to 12:10pm</td>
<td>Paper 1</td>
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<td>Benchmarking International Operations of Australian TAFE Systems and Institutes</td>
<td>Olsen, Alan Mr</td>
<td>Mr Riordan, David Mr</td>
<td>Biazos, Rebecca Ms</td>
<td>C: Craig Sherrin</td>
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<td>Mini-Plenary</td>
<td>The Role of International Education in Australian Innovation and Development</td>
<td>Buffinton, Fiona Ms</td>
<td>Borthwick, Jessie Ms</td>
<td>Grigg, Trevor Prof Daly, Deb Ms</td>
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<td>Global Experience: Giving Students A View Of The World</td>
<td>Feast, Vicky Dr</td>
<td>C: Mia Seo</td>
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<td>Preparing For Diversity: Are Universities Ready?</td>
<td>Barthel, Alex Mr</td>
<td>C: Julian Longbottom</td>
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<td>Internationalisation of Education: Addressing Linguistics and Cultural Constraints on Learning Outcomes for International Students</td>
<td>McGowan, Ursula Ms</td>
<td>University of Adelaide</td>
<td>C: Michelle Beveridge</td>
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<td>12:15pm to 12:40pm</td>
<td>Paper 2</td>
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<td>Mini-Plenary</td>
<td>Trainer Training in Tanzania: Opportunities, Pitfalls and Contextualisation needs for Offshore Delivery</td>
<td>Ratcliffe, Marc Mr</td>
<td>C: Mia Seo</td>
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<td>It's All About the Experience: International Students' Perspectives on Uni Life</td>
<td>Govan, Cassandra Dr</td>
<td>C: Julian Longbottom</td>
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<td>What Quality of Global Impact? Intercultural Awareness and Communication Skills: A Missing Link in International Education</td>
<td>Lubbers, Sue Ms</td>
<td>Macquarie University</td>
<td>C: Michelle Beveridge</td>
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<td>12:40pm to 1:40pm</td>
<td>Lunch (AIEC Exhibition)</td>
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<td>Mini-Plenary</td>
<td>Best Practices in Engaging North American Alumni</td>
<td>Wolf, Sarah Ms</td>
<td>Schulte, Sheila Ms</td>
<td>Sunnygard, John Mr</td>
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<td>Influence of Migration Pathways on International VET Student Recruitment: Queensland's Experiences TAFE</td>
<td>Chapman, Janelle Ms</td>
<td>C: Raquel Shroff</td>
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<td>Generating Two-Way Traffic</td>
<td>Hughes, Kirilee Ms</td>
<td>Abermann, Gabriele Dr</td>
<td>C: Tracy McCabe</td>
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<td>2:15pm to 2:40pm</td>
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<td>Peer to Peer Outreach: The Value of Student Ambassador Programs</td>
<td>Wolf, Sarah Ms</td>
<td>Schulte, Sheila Ms</td>
<td>Sunnygard, John Mr</td>
<td>C: Fiona Morris</td>
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<td>Sunshine State to Smart State: Positioning Queensland as a Leading Australian International Education State</td>
<td>Castellaro, Johanna Ms</td>
<td>Bendall, Roger Mr</td>
<td>C: Raquel Shroff</td>
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<td>2:45pm to 4:00pm</td>
<td>Closing Plenary</td>
<td>Closing Plenary Session – Great Hall 1&amp;2</td>
<td>Closing Comments: Mr Anthony Pollock, IDP Education Pty Ltd and Prof Tony Adams, IEAA</td>
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Workshop 1: Transnational Education: Managing for Success

Time: 0900 - 1700
Room: Mezzanine 4

Mr Ross Bishop
Transnational Education Services Australia

Mr Graeme Russell
Transnational Education Services Australia

Professor Debbie Clayton
Director, Clayton International

This workshop will provide participants with the knowledge and skills to identify and resolve the key risk management issues to succeed in successful planning and delivery of transnational education projects and to ensure compliance with Australian, regulatory, quality assurance and auditing and requirements and practices. The workshop is relevant to both existing and to future transnational education projects.

The workshop will be useful to senior management, quality assurance, planning, business development and finance staff, senior academic/teaching staff and marketing and administrative staff responsible for or involved in development and delivery of transnational programs.

Topics to be covered include:

- Setting up a TNE partnership from initial business planning, risk assessment, partner selection, due diligence and partner selection through to project and partner management, review and evaluation.
- Quality assurance targets involving measurable goals, and success measures
- Organisational and management systems to ensure successful business and academic outcomes
- The applicability of such management processes to existing TNE projects
- How to develop TNE management skills, risk management regimes, and staff training and succession planning to create an enduring TNE culture of success

Participants will be expected to undertake preliminary work on a set of prescribed issues and case studies. These will be followed up fully in the course of the workshop.

Workshop 2: Education Abroad: Good Practice in Outbound International Student Mobility

Time: 0900 - 1700
Room: Mezzanine 3

Chair: Emeritus Prof Di Yerbury

Mr Rob Malicki
Australian Institute for Mobility Overseas

Mr Alan Olsen
Director, Strategy Policy and Research in Education Limited, HONG KONG

Ms Rebecca Biazos
TAFE Directors Australia

This full day workshop will brief participants on what is happening in Australia with outbound international student mobility, covering international and intercultural skills and the extent to which employers value those skills; facts, figures, trends and international comparisons; business models, processes and resources; and case studies across sectors of good practice in outbound student mobility.

The workshop targets generalists from all international education sectors who wish to develop their understanding of Education Abroad, as well as practitioners already specialising in Education Abroad. Specifically, the workshop covers the international mobility of Australian students in vocational education and training and schools as well as in higher education.
There will be two morning sessions of 90 minutes each plus breaks, and two afternoon sessions. Each session will have 60 minutes of information presentation plus 30 minutes of interaction. Participants will be exposed to a range of best practice examples across sectors and will take away a resource kit of research references and data, which isn’t available in the public domain. Also included will be templates for business models and good practice case studies.

International Skills: This first morning session will open with an analysis of the opportunity to develop international and intercultural skills as the key driver of outbound international student mobility, and at recent research on the extent to which prospective employers value those skills. The session will include findings from research globally on motivations of students seeking international study experiences, the role of global leadership skills programs, the benefits of international study experiences and the impacts of study abroad.

Facts, Figures and Trends: The second morning session will look at the extent of outbound mobility of Australia’s university students. From a benchmarking of outgoing international study experiences from Australian universities in 2007, the workshop will provide information on numbers of international study experiences, their types (exchanges, short term programs, study tours, internships, research experiences), by level of study, gender, field of education and international study destination. The presentation will look at how international study experiences are funded and will compare data from Australia with the Open Doors study of US, and with some limited data from UK and Europe, including a comparison of the extent to which students from different countries have access to international study experiences. The session will also review the results of an audit of outward mobility in the Queensland vocational education and training sector.

Business Models, Processes and Resources: Education Abroad is a resource intensive activity for universities in Australia. The first session after lunch will look at different business models for Education Abroad, at resources and processes, at how barriers to outbound student mobility have been overcome, and at the assistance available to universities seeking to grow their Education Abroad activities.

Good Practice: The final session of the day will provide specific case studies of good practice in outbound student mobility.

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**Workshop 3: Good Practice In Social Engagement & Inclusion Of International Students on Campus**

**Time:** 0900 - 1230 7/10/2008  
**Room:** Mezzanine 2

- **Professor Michelle Barker**  
  Professor of Management, Griffith Business School

- **Dr Amanda Daly**  
  Lecturer, School of Management, University of Tasmania

- **Ms Cassandra Colvin**  
  Manager International Student Support, Murdock University

This workshop will use key research from Australia and overseas, as well as case studies of good practice from a number of education sectors to enable workshop participants to design and implement innovative and effective social inclusion and engagement programs for international and local students.

Staff in all education sectors interested in or responsible for:

- the support and well-being of international students and
- for allocating resources for this purpose.

The workshop will address:

- The concepts of social inclusion and social engagement
- What is known about the social inclusion experiences of international students
- Some of the dimensions that impact on social inclusion
- Strategies to assist institutions to create campuses that maximise the benefits of intercultural diversity within the student cohort
Workshop 4: Internationalisation of the Curriculum: Obstacles, Opportunities and Action Planning

Time: 0900 - 1230 7/10/2008
Room: Mezzanine 1

Associate Profes Betty Leask
University of South Australia

A/Prof Gavin Sanderson
University of South Australia

Prof Elspeth Jones
International Dean, Leeds Metropolitan University, UK

The workshop will assist participants to recognise and overcome obstacles, and create and seize opportunities, to effectively internationalise the curriculum wherever they work - in schools, TAFE colleges or universities. Within an overarching framework of internationalisation, a range of participants will share what’s worked and what hasn’t, the joys and frustrations, obstacles and opportunities related to internationalisation of the curriculum. The purpose of the workshop is to stimulate thought and assist participants to develop an action plan to internationalise the curriculum in their unique context.

Teaching and administrative staff in all sectors with responsibility for internationalising the curriculum

The workshop will cover such topics as:

- frameworks for internationalisation of the curriculum
- identifying and making the most of opportunities and resources
- developing an action plan that utilises expertise and exploits opportunities

Workshop 5: Internationalisation and Auditing: Preparing for AUQA's Cycle 2 Audits

Time: 1330 - 1700 7/10/2008
Room: Mezzanine 2

Dr David Woodhouse
Australian Universities Quality Agency

Emeritus Prof Adrian Lee
Honorary Auditor, AUQA

Prof Vi McLean
Queensland University of Technology

This half day workshop will explore AUQA’s approach to auditing ‘internationalisation’ in the second round audit cycle of higher education institutions and provide identification and practical workshopping of issues of priority interest to the sector, including in light of experience of a number of second round audits that will have taken place by the time of the AIEC.

Academic and administrative staff at all levels in higher education responsible for internationalisation policy, strategy, planning, quality assurance and program delivery on and offshore, as well as staff of the VET, schools and ELICOS sectors with similar responsibilities interested in auditing and quality assurance in regard to international education.

The workshop will involve senior AUQA management and auditors as well as one or two practitioners from the higher education sector.

Topics to be covered during the workshop include:

- Identifying risk factors, priority issues and areas of focus within the internationalisation theme
- Identifying and presenting evidence relevant to the theme
- Investigating academic standards and outcomes and determining outcome measures
- Deciding best practice principles for internationalisation
- Documentation required for auditing the theme - Audit panel interpretation of the evidence

Time: 1330 - 1700 7/10/2008
Room: Mezzanine 1

Mr Alan Olsen
Director, Strategic Policy and Research in Education Limited, HONG KONG

Mrs Melissa Banks
Head, Research Services, IDP Education Pty Ltd

This workshop will acquaint participants with the various data sources that comprise the essential toolkit for building knowledge and skills in the analysis and interpretation of industry data in order to understand current market trends and forecast future patterns as they relate to the business of international education. Participants will take away knowledge of resources available, and trends in data from, Australian Education International, Australia’s Department of Education Science and Training, IDP Education P/L, English Australia, Australian Bureau of Statistics and from overseas sources such as Open Doors, the Higher Education Statistics Agency, OECD and UNESCO. The workshop will incorporate fresh data including 2008 data from Australian Education International, new areas of research including the impact of the Australian currency, retention of international and Australian students and progress rates for international and Australian students, plus changes, patterns and trends across Australia. The workshop will include some analysis of growth potential in eight key source markets: China, India, Korea, Indonesia, Vietnam, Bangladesh, Pakistan and Nepal, plus Australia as a source country.

The workshop targets generalists from all international education sectors who wish to develop their business intelligence or market intelligence skills, as well as beginners likely to specialise in these areas. Over half a day, the presentations will build up from first principles to a useful working knowledge of current trends and patterns.

There will be three sessions of 60 minutes each, plus breaks. Each session of 60 minutes will have 40 minutes of information presentation plus 20 minutes of interaction.

Public Data: Sourcing statistics from AEI, DEST, IDP, ABS and English Australia, and presenting findings

Desk Research: Sourcing statistics from less public sources, using published research, looking internationally, making sense of OECD and UNESCO

Trends and Patterns: Putting it all back together in terms of what is happening with international education globally and specifically in Australia, what is happening in eight key source markets plus Australia, and what the latest research is saying.
Welcome Plenary

Time: 1730 - 1830 7/10/2008
Room: Great Hall
Chair: Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd

Ms Linda Mickleborough
Circus Oz

Ms Ali Barker
Circus Oz

The Hon John Mickel
Minister for Transport, Trade, Employment and Industrial Relations, Queensland Government

Circus Oz is an iconic Australian brand. Take a glimpse behind the scenes with Circus Oz General Manager Linda Mickleborough and Marketing and Communications Director Ali Barker and gain insight into the company’s history of international touring and international marketing strategies.

Linda Mickleborough
Linda Mickleborough is the General Manager for Circus Oz and has been part of the team since 1987. Linda ran away from the Australia Council for the Arts to coordinate the Nanjing Acrobatic Training Project for the Flying Fruit Circus. Following this Linda worked as the Coordinator of Death Defying Theatre. On joining Circus Oz in 1987 she spent six years as the company’s Tour Manager traveling from Yirrkala to Bogota and many other places in between. She took up her current position in late 1993 and is generally managing.

Ali Barker
Ali Barker is Marketing & Communications Director with Circus Oz. Ali always wanted to swing on a trapeze, but was thwarted by an intrinsic fear of heights and lack of co-ordination. Once an overzealous photographer put her on a trapeze on stage to set up a shoot, and she nearly fainted and fell off. Ali joined Circus Oz after living in London for six years where she worked for the Barbican Centre, V&A and Shakespeare’s Globe.

Welcome Reception (AIEC Exhibition)

1830 - 2000

Sponsored by

Study Queensland
The smart choice for education

Study Queensland
The smart choice for education
Opening Plenary

**Time:** 0900 - 1000  
**Room:** Great Hall

**Co-Chairs:**  
Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd  
Prof Tony Adams, President, IEAA and Tony Adams and Associates  

**The Hon Rod Welford**  
Minister for Education Training and the Arts, Queensland Government

**Dr William Tan**  
International Education Association of Australia

An Alumnus of the National University of Singapore a Harvard University Fulbright Scholar and an Oxford University’s Raffles Scholar, William Tan is also a neuroscientist, medical doctor, Olympic wheelchair athlete and world records holder. For the last 18 years, Dr William Tan has raised $16 million through his 60 ultra marathons, which included pushing himself in his racing wheelchair through gravel and snow from the North to the South Poles. Hear his remarkable story and learn how his experiences have shaped his outlook on life.

1000 – 1030  Morning Tea (AIEC Exhibition) sponsored by

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**Where Are They Now? The Journey from International Student to Australian Graduate**

**Time:** 1030 - 1130  
**Room:** Great Hall

**Chair:**  
Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd

**Areas of Interest:**  
International Education Policy; Student and Graduate Experience; Migration and the Mobile Labour Market

**Sectors:**  
Higher Education, VET, Corporate

**Mr Robert Lawrence**  
Director, Prospect Marketing

**Mrs Melissa Banks**  
Head, Research Services, IDP Education Pty Ltd

Australia’s international student program has produced significant outcomes for international students. As international graduates contribute to the global workforce, establish global diasporic networks and join global brain circulation it is apparent that Australia’s international student program is a key driver of Australia’s connectedness with Asia and beyond. The impacts go global.

With an emphasis on these outcomes and impacts of international education, IDP Education P/L has undertaken in 2008 a series of research studies to be presented and published as five papers. This session will introduce the five papers and present the first two in the series, focusing on graduate and alumni outcomes.

Rob Lawrence, Principal, Prospect Research and Marketing, will present the results of new market research quantifying the many and various outcomes for international graduates including employment, labour market and migration outcomes. The types of jobs graduates have gained, whether in Australia or overseas, and the extent to which they have the employment outcomes for which they trained will be explored along with aspirations and reality of skilled migration and the extent to which opportunities for skilled migration and employment outcomes influenced initial purchase choices.

Melissa Banks, Head of Research Services at IDP Education will consider outcomes for alumni asking where are they now, the extent to which they contribute to Australia’s connectedness in Asia and beyond and how our alumni continue to contribute positive benefits for Australia well beyond their study period in Australia.
Hong Kong as an International Education Hub: Focus on the Realities for Hong Kong

Time: 1030 - 1130 10/10/2008
Room: Mezzanine 4
Chair: Ms Emily Tse, Deputy Country Director, IDP Education Pty Ltd, HONG KONG
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility
Sectors: Higher Education, Schools, VET

Mr John Cribbin
Secretary and Registrar, HKU School of Continuing and Professional Education
HONG KONG

In his presentation, John Cribbin addresses some of the key education policy and change issues facing Hong Kong and their implications for overseas providers of offshore and onshore programmes.

The Hong Kong government has since 1997 initiated a number of educational policy reforms including the "3+3+4" education system, expansion of access, private university initiatives and a policy objective to become a regional education hub. In this latter context there may not have been thorough analysis of the current realities concerning offshore education in Hong Kong and the region.

Education is an important policy issue in Hong Kong and in the decade since 1997 much has changed.

Hong Kong is an importer of education programmes; well over 1,000 programmes are offered by overseas institutions. Data from annual reports provided by these institutions under the Non-local Ordinance shows the scale of student numbers involved. Overseas providers supply about half as many graduates as the government funded sector.

Numbers of overseas students in Hong Kong are growing from a very low base and are small compared to China Mainland, Singapore and Malaysia. Hong Kong institutions do provide a significant proportion of the overseas education provision in China Mainland where Hong Kong is treated in the same way as any foreign institution.

Hong Kong has a number of advantages in terms of education hub development and scores well in the context of the "global university city index" drawn up by researchers at RMIT. However, Hong Kong may find it difficult to develop as a major education hub given that it does not meet local demand and the Government's funding policies for the local universities do not provide significant incentives for them to expand overseas numbers.

Hong Kong also has a private education sector that comprises both self-financed continuing education arms of the local universities as well as private companies and agencies. This sector has more capability to respond to the education hub policy but there are barriers in place in terms of the ability of students to enter Hong Kong to study. The capability to export programmes may also be limited.

Emerging Forms of Mobility: Case Studies from the US and UK

Time: 1030 - 1130 8/10/2008
Room: Mezzanine 3
Chair: Mr Rob Malicki, Director, Australian Institute for Mobility Overseas
Areas of Interest: Student Mobility
Sectors: Higher Education

Prof John Hudzik
Vice President for Global Engagement and Strategic Projects, NAFSA President-Elect, Michigan State University, USA

Prof Elspeth Jones
International Dean, Leeds Metropolitan University, UK

A range of highly successful, innovative student mobility programs are emerging around the world. This session will focus on two institutions - Michigan State University (USA) and Leeds Metropolitan University (UK). Michigan State University is currently a national leader in study abroad with over 200 programs in 60 countries on all continents. Outbound mobility from Michigan State University grew from 750 students in 1997 to 3000 students in 2007. How was this growth achieved and what issues must now be attended to in order to consolidate those gains and continue to move forward? Leeds Metropolitan University is also achieving success through its International Volunteering Program whereby students and staff of the University are able to participate in community projects on 6 continents. Speakers will present case studies from their respective institutions as well as providing information about other emerging forms of global student mobility from their regions.
New Models for Skills Assessment

Time: 1030 - 1130  8/10/2008
Room: Mezzanine 2
Chair: Mr Martin Riordan, TAFE Directors Australia
Areas of Interest: Teaching, Learning and Internationalisation
Sectors: VET, Corporate

Mr Peter Hurley
Assessment Coordinator, VETASSESS

Ms Coralie Morrissey
Executive Director, Victoria University

This session will provide an update on the delivery of a new Assessment Service for skilled workers seeking permanent migration to Australia being delivered by a large Australian consortium led by Vocational Education and Training Assessment Services (VETASSESS). VETASSESS is an Australian government assessing authority gazetted by the Minister for Immigration and Citizenship to undertake skill assessments for the Commonwealth Government’s General Skilled Migration Program.

As part of this work, VETASSESS is providing a practical skills assessment for applicants seeking to permanently migrate to Australia from the United Kingdom, the Philippines, India, South Africa and Sri Lanka under the following nine occupations:

- Plumbing
- Automotive Mechanics
- Air-Conditioning and Refrigeration
- Cable Jointing
- Electrical linesperson
- Carpentry
- Joinery
- Electrical
- Bricklaying

This session will include a presentation from Ms Karen Berkley, Executive Director with VETASSESS outlining the process and outcomes to date of the program.

This will be supported with a provider perspective from Coralie Morrissey, Executive Director, Victoria University who is involved in the assessment process. Victoria University provides in-country assessments in United Kingdom, India, Sri Lanka, South Africa and the Philippines in nine different trade areas that have been identified as skills shortages in Australia. The presentation will identify the highlights and challenges of assessing off-shore from an assessor’s perspective and how to promote the benefits of the program to teaching staff. Developing international business relationships and how to maximise this for future training opportunities for the University are some of the issues raised.

The session is a must for providers keen to understand the principles of the model and the opportunities that it provides for in country gap training and other offshore pre migration assessment models.

The Rise & Rise of English Language Testing: Outcomes and Impacts

Time: 1030 - 1130  8/10/2008
Room: Mezzanine 1
Chair: Ms Christine Bundesen, Director, Institute of Continuing & TESOL Education
Areas of Interest: Student Mobility; International Education Policy; Migration and the Mobile Labour Market
Sectors: Higher Education, VET, English Language, Schools, Corporate

Mr Julian Longbottom
General Manager, Marketing & Research, IDP Education Pty Ltd

Mrs Anne-Marie Cooper
Head, Global Examination Services, IDP Education Pty Ltd

IELTS has grown to become the leading test of English language proficiency in the world. From its origins as a test of English for academic purposes, IDP Education played a lead role among the IELTS partners (including Cambridge ESOL & British Council) in extending the test development to include a separate vocational component known as General Training, now used extensively for immigration purposes.

The global market is changing rapidly & requirements for excellent communications skills in English is in hot demand in the global community. This presentation discusses the drivers of demand, the implications & obligations for receiving organisations; education institutions, governments, professional organisations & employers.

1130 - 1140  10 minute break
The Dynamics of International Student Circulation in a Global Context

Time: 1140 - 1240  8/10/2008
Room: Great Hall
Chair: Prof Tony Adams, President, IEAA and Tony Adams and Associates
Areas of Interest: Migration and the Mobile Labour Market; Teaching, Learning and Internationalisation; International Education Policy
Sectors: English Language, Higher Education, Schools, VET

Dr Hans de Wit
Dean; Editor of the Journal of Studies in International Education, a founding member of the European Association for
International Education (EAIE), Windesheim Honours College
THE NETHERLANDS

Student Mobility is the most important factor in the internationalization of higher education. This session will question existing assumptions including: mobility is primarily South-North and North-North and that South-South flows are still rather marginal; that the economic rationale, in particular revenue generation, has become so dominant that there are nearly no other motives to be found anymore; and that the growing presence of national and international providers of higher education, and opportunities for distance education, reduce the need for international student mobility. In addition, methodological issues concerning data on international student flows will be addressed.

2008 Research Agenda: Australian Universities International Directors’ Forum

Time: 1140 - 1240  8/10/2008
Room: Mezzanine 4
Chair: Dr Bruce Mackintosh, University of Western Australia
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Student and Graduate Experience
Sectors: Higher Education

Dr Bruce Mackintosh
Director, International Centre, The University of Western Australia

Mr Alan Olsen
Director, Strategy Policy and Research in Education Limited, HONG KONG

Mrs Rebecca Wright
Researcher, Strategy Policy and Research in Education Limited, HONG KONG

Mrs Tze Ay Chuah
Director, UTS International University of Technology, Sydney

Dr Bruce Mackintosh, Director International Centre, University of Western Australia and Chair, Australian Universities’ International Directors’ Forum (AUIDF), will chair this session, describe the research agenda of AUIDF and introduce each of the research topics.

Alan Olsen, Director, and Rebecca Wright, Researcher, of SPRE Limited, will present findings from three studies:

- Benchmarking Australian University International Operations 2007, involving 36 of the 38 members of Universities Australia, covering 78,580 commencing international students. The study has now been conducted from 2002 to 2007 so this session will include time series
- Benchmarking from the Public Domain, analysis of data on finances and students in Australian universities from Australia’s then Department of Education, Science and Training (DEST) in 2007. This session will present a comparison of university revenues from international students. It will outline the extent to which international students are represented in universities, by field and level, including the extent to which international students are represented among postgraduate research students
- Student Retention in Australian Universities, a study of comparative retention rates between international and Australian students in selected universities for 2006

Alan Olsen will present findings from Outgoing International Mobility of Australian University Students 2007, a stocktake and benchmarking of international study experiences of students in Australian universities in 2007 by type of experience, enrolment status (domestic or international), level of study, gender, duration of experience, field of education and destination.

Tze Ay Chuah, Director, UTS International will present on good practice in Outgoing International Mobility of Australian University Students at UTS, through its Institute for International Studies.

Bruce Mackintosh will describe the OUTWARD online database developed by The University of Western Australia
STRATEGE - Enhancement of Student Mobility through Transparent Recognition, Accreditation Tools and Experience in a Global Environment - Comparative EU and Australia Study

Time: 1140 - 1240  8/10/2008
Room: Mezzanine 3
Chair: Prof David Buisson, Faculty of Built Environment and Engineering
Areas of Interest: Student Mobility; Teaching, Learning and Internationalisation
Sectors: Higher Education

Prof David Buisson
Assistant Dean (External Relations), Queensland University of Technology.

Prof Sylvester Abanteriba
Director, RMIT International Industry Experience and Research Program, RMIT

Ms Charlotte Elfgren
International Project Coordinator Australia, Japan, Singapore, Kungliga Tekniska Högskolan (Royal Institute of Technology) KTH, SWEDEN

This project, funded by DEEWR examines how universities of technology can better prepare graduates in engineering in both Europe and Australia to meet industry requirements in a globalised environment. How do the new European qualifications frameworks, ECTS and Diploma supplements contribute to meeting these requirements? How can exchange of students be increased and what is inhibiting student exchange? This comparative study of course design, combined with feedback from employers and students, provides greater transparency for participants, students and the professional community. The study uses the ATN group of Universities in Australia and in Europe KTH Sweden, Politecnico di Torino, Italy and the Universitaet Karlsruhe, Germany. Outcomes presented will cover:

- Definition of requirements to describe in detail and with transparency the global qualifications frameworks, playing special attention to the bachelors/masters degree structure in Europe;
- Specifications of what graduate attributes are required especially from the point of view of the work market, industry and business for engineering graduates;
- Definition of joint quality assurance measures, which are compatible between EU and Australia and may be employed with equal understanding by both continents;
- Levels of student exchange between the EU and Australia, barriers to exchange (in particular to Australian students), and how exchange can be promoted;
- How Germany and potentially other EU countries are adapting their programs to be acceptable to the Washington Accord and the impact on Australian recognition of EU programs and mobility of Australian students, scholars and graduates;
- Identification and recommendations for resolving credit transfer issues especially across national borders between Australian and EU universities;
- The role of professional accreditation systems vis-à-vis the role of Diploma Supplements and Europass;
- The potential use of e-portfolios by graduates for global mobility
Internationalisation: Alive and Well in Queensland Non-Government Schools

Time: 1140 - 1240 8/10/2008
Room: Mezzanine 2
Chair: Dr John Roulston, Independent Schools Queensland
Areas of Interest: International Education Policy; Teaching, Learning & Internationalisation
Sectors: Schools

Mr Ed Roper
Deputy Headmaster, Brisbane Grammar School

Ms Vera Zappala
Principal, St Francis Xavier School, Cairns

Mr Jamie Dorrington
Principal Saint Stephen’s College

Queensland Non-Government Schools engage internationally in diverse ways, as befits the nature of the sector. Individual schools develop policies and programs which serve school communities in terms of internationalisation - a school’s response to, and participation in, a globalised world. Visionary leaders in Non-Government Schools shape and manage internationally focussed programs which enhance teaching and learning opportunities within and beyond school communities, which accrue academic, cultural and social benefits to stakeholders.

In this session three Queensland Non-Government Schools are used as case studies to share their vision and practices around international engagement and education of future global citizens. The case studies represent three very different schools within the sector, and very different responses within an educational context to globalisation. There are programs which involve very young children as well as older students, and established programs along with recent forays into the international arena. The case studies also represent regional, metropolitan and non-metropolitan schools.

Common threads in the session case studies include a world view of education and educational possibilities, visionary school leadership, a passion for international engagement, and an appreciation of the many benefits of international engagement that accrue to school communities. Programs and strategies include inbound and outbound student visits, development of virtual and strategic school to school relationships, and programs which address cultural immersion and integration of culturally diverse students into mainstream programs.

Other education sectors may not always be aware of the vitality in international programs which exist within schools. This session aims to provide examples of good practice and innovation to other schools, and also to demonstrate to post-secondary institutions that internationalisation is alive and well in the schools sector.

PRESENTATIONS:

1) The Legal Ramifications of Students Being Consumers
2) Strategic International Engagement

Time: 1140 - 1240 8/10/2008
Room: Mezzanine 1
Chair: Mr Jerry van Delft, IDP Education Pty Ltd

Presentation 1: The Legal Ramifications of Students Being Consumers

Time: 1140 - 1210
Areas of Interest: Marketing and Recruitment of International Students; Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, VET, English Language

Prof Philip Clarke
Pro Vice-Chancellor (International), Deakin University

This Session Presentation will address the legal obligations of tertiary institutions to international students in relation to the services they provide and the expectations they create and the rights of those students when they are disappointed. As international education is now seen as an export and tertiary institutions operate as commercial entities within what is viewed as an industry, it is not surprising that students see themselves as consumers. This has significant ramifications for the legal obligations of those institutions in areas such as marketing and recruitment, teaching and learning, student services and graduate outcomes. Using Australian, UK and US examples, the session will examine the sources and nature of those obligations and the correlative rights of students when they are disappointed by their educational experience.
Presentation 2: Strategic International Engagement: Building Priority Partnerships

Time: 1215 – 1240

Areas of Interest: International Education Policy; Student and Graduate Experience

Sectors: Higher Education

Dr Carolyn O’Brien
Senior Policy Advisor, The University of Melbourne

Dr Susanne Haywood
Knowledge Transfer & Partnerships, Office of the Deputy Vice-Chancellor (Global Relations), The University of Melbourne

Universities around the world are recognizing the value of international partnerships as an integral part of their internationalisation and profiling strategies. Nationally, the Australian university sector is becoming more sophisticated in its approach to building effective long-term partnerships for academic cooperation and exchange. This paper will explore an emerging trend of creating priority partnerships with selected compatible institutions for multifaceted collaboration.

The premise underpinning this paper is that due to the resource-intensive nature of developing and maintaining such relationships, universities may need to select a small number of bilateral partners where a deeper and more extensive set of programs and cooperative activities can be pursued for mutual benefit. This paper will consider the challenges of developing meaningful and multifaceted relationships with these priority partners. In particular, it will discuss the selection of appropriate institutions, the identification of synergies and programs of mutual interest, drawing on concrete examples. The paper will also consider what internal policies might be put in place to ensure successful outcomes, including whole-university buy-in, and how such partnerships can be successfully embedded in a university’s international strategy.

This policy of differentiation will assist universities to capitalize on their international linkages and to develop sustainable joint programs based on strong academic and professional contacts. The paper argues that building priority bilateral partnerships is a sound and efficient strategy for internationalisation.

The Columbian-Australian Relationship

Time: 1350 - 1450

Room: Great Hall

Chair: Mr Douglas Proctor, Manager, International Relations, The University of Melbourne

Sectors: Higher Education, VET, English Language, Schools

Prof Obdulio Velasquez Posada
Rector, Universidad de la Sabana, COLOMBIA

The growth of international education is an effect of globalization. In order to meet the needs of today’s market Colombian students are seeking higher qualifications and international experiences, for this reason in the last ten years the Colombian community has become the second largest group (after Brasil) in Australia. This session will examine the close relationship created between Australia and Colombia as well as the strength of the partnership between Australian and Colombian universities, including the potential for further opportunities between both countries.

In the last few years, Colombian higher education institutions have built strong ties with Australian universities by forming Cooperation Agreements and collaborate research opportunities. Colombia would like to expand the collaboration to incorporate doctoral programs. Another goals is to provide competitive programs in order to attract Australian students to study in Colombia.

One of our strong points of collaboration is that both our nations share a quality higher education system, and currently the Colombian community in Australia is recognized for their skills and adpatibility to different challenges.

This session will discuss the development of the Colombian-Australian bilateral relationship and its impact on the two countries. We are thankful for the goals we have already achieved and are looking forward to a bright future of joint collaboration between our higher education institutions.
Competing for the Best: The Changing International Market for Research Students

Time: 1350 - 1450 8/10/2008
Room: Mezzanine 4
Chair: Mr William Archer, Chief Executive, i-graduate, UNITED KINGDOM
Areas of Interest: Marketing and Recruitment of International Students
Sectors: Higher Education, VET, Schools, English Language

Dr Neil Kemp OBE
Independent Consultant and Visiting Fellow, University of London, UNITED KINGDOM

The need to recruit large numbers of high quality international research students is increasing globally as countries seek to support the demands of their growing knowledge economies. This market is currently dominated by the USA and UK who between them probably enrol over half of all internationally mobile research students. While the global market seems likely to continue to grow moderately, it is finite and it is also changing in significant and potentially far-reaching ways. The most apparent changes include:

- The entry to the market of a greater number of competitors, both countries and institutions (public and private), the majority of whom are taking new approaches to funding and student support;
- The re-invigorated approach emerging from USA, by far the most dominant global player;
- The decline in some country markets from which research students had previously been recruited;
- The increasingly different (and higher) expectations of research students;
- The continuing relatively low levels of interest by domestic students in USA and UK in key subject areas necessitating continued international recruitment;

The paper will draw on findings from a recent study that the authors undertook in the UK; this considered the changing patterns of recruitment (subjects in demand and main source countries), the funding and support requirements as well as the attitudes, needs and influences on international research students.

Developing Global Citizens using the Formal and Informal Curriculum

Time: 1350 - 1450 8/10/2008
Room: Mezzanine 3
Chair: A/Prof Betty Leask, Dean Teaching & Learning, University of South Australia
Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, Schools, VET

A/Prof Betty Leask
Dean, Teaching and Learning, University of South Australia

A/Prof Lynnette Simpson
Associate Dean, Teaching and Learning, Queensland University of Technology

A/Prof Simon Ridings
Dean, International Faculty of Health Sciences, Curtin University

A/Prof Gavin Sanderson
Acting Deputy Director, Learning and Teaching Unit, University of South Australia

Internationalisation in higher education has traditionally focused on student mobility and the development of students as global citizens. The cultural, linguistic, and educational diversity on campus that results from the recruitment of international students, including study abroad and exchange students, is perceived by policy makers and educators to be an important catalyst in the development of the knowledge, skills and attitudes that students require to operate successfully in an increasingly globalised world. However, research indicates that having this type of diverse student demographic does not, in itself, guarantee high levels of positive interaction between Australian and international students, nor the development of intercultural competence per se. Many academic staff also continue to say, 20 years after the beginning of Australia’s full fee-paying international student program (FFPPOS), that teaching international students remains difficult and challenging.

In this session, the presenters will explore student and staff experiences of internationalisation that have emerged from several research projects conducted in recent years and share strategies that have been employed in both the formal and the informal curriculum to increase interaction between international and domestic students and develop in students the knowledge, skills, and attitudes that foster the notion of global citizenship. Although the research was conducted in the higher education sector, the findings have relevance for both the VET and schools sector.
International Students’ English Language Competence: Good Practices for Higher Education and ELICOS Institutions

Time: 1350 - 1450 8/10/2008
Room: Mezzanine 2
Chair: A/Prof Seamus Fagan, The University of Newcastle
Areas of Interest: Marketing and Recruitment of International Students; Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, English Language

Ms Sue Blundell
Executive Director, English Australia

Dr Jeanette Baird
Adit Director, Australian Universities Quality Agency

This Session will present the outcomes of two projects (one completed and one in progress) that explore and codify good practices for institutions in English language proficiency for international students. Both projects aim to advance the outcomes of the August 2007 National Symposium on English Language Competence of International Students.

The first project, carried out by English Australia (EA), reports on a completed study of best practice in Direct Entry Programs involving the ELICOS sector. The second project, funded by DEEWR and managed by a Steering Committee convened by the Australian Universities Quality Agency (AUQA), is developing a set of good practice principles of English language proficiency in academic studies for use by universities and other institutions in the Australian higher education sector. Both these projects draw on the views of institutions within the Australian education sector, and so reflect an emerging consensus about good practices to support English language proficiency in preparatory programs and in academic studies.

The presenters will outline the underlying assumptions and concepts used for each project and will provide specific examples, and introduce the findings and proposed principles, for good practice. The issues and challenges for institutions in meeting good practice will be discussed, together with proposed next steps. The presentation will also explore the implications for international students studying in Australia. The session will be relevant to international as well as to Australian delegates.

Marketing and Recruiting High School Students the Queensland Way

Time: 1350 - 1450 8/10/2008
Room: Mezzanine 1
Chair: Mrs Michelle Davies, St Paul’s School
Areas of Interest: Marketing and Recruitment of International Students
Sectors: Schools

Ms Deborah Hensen
Director of Studies, St Paul’s School

Mr Michael Bartlett
Director International Education, All Saints Anglican School

Ms Sangeeta Mahajan
CEO, Nudgee International

Marketing and Recruitment of International High school students is extremely competitive given the smaller number of students undertaking Senior High school in Australia. Ensuring Schools in Queensland get a share of this market is managed by not only the individual efforts of schools marketing overseas but also the collaborative efforts of Queensland schools to market together overseas for the benefit of all.

1450 – 1520 Afternoon Tea & Coffee (AIEC Exhibition) sponsored by

Carrick Institute of Education
Social Inclusion of International Students

Time: 1520 - 1620  8/10/2008
Room: Great Hall
Chair: Ms Dorothy Davis, Committee Member, International Education Association of Australia (IEAA)
Areas of Interest: Student and Graduate Experience
Sectors: English Language, Higher Education, Schools, VET

Ms Linda Laker
Manager, International Strategy Branch, Australian Education International (AEI), DEEWR

Mr Danny Ong
Former President, Monash University International Student Services and an independent researcher on international student welfare.

Prof Chris Nyland
Professor of International Business, Monash University and researcher in international student security.

A member of the Queensland civil authorities is also likely to participate on this panel

Improving the well-being of international students and fostering their active and successful engagement with the Australian community are critical parts of Australia’s international student program.

Media coverage often focuses on isolated negative aspects of student experiences on and off campus. How valid is this viewpoint? What do we know about social inclusion of international students and what are the gaps in our knowledge? Should institutions be doing more and doing better in this area, especially beyond campuses? Do governments have a role to play?

This session will attempt to identify and discuss the experiences of international students - in areas of health, safety and security, housing, discrimination and racism, and relations with the civil authorities/community organizations outside campus - covering the broad range of issues affecting their social inclusion.

An international student spokesperson together with experts from institutions, government and the civil authorities will put the matter under the spotlight in the hope that the topic will be a focus of important future investigation and practical policy advice for institutions, professional organisations and other relevant groups.

How Online Communities Change International Education: Strategic Responses to New Technologies, Channels, and Networks

Time: 1520 - 1620  8/10/2008
Room: Mezzanine 4
Chair: Prof Tony Adams, President, IEAA and Tony Adams and Associates
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Student and Graduate Experience
Sectors: Higher Education, VET, Schools, Corporate

Dr Daniel Guhr
Managing Director, ICG, USA

Online communities are rapidly changing the focus and direction of marketing, recruiting, and teaching of educational institutions worldwide. This trends has vast implications for the international positioning possibilities of (Australian) universities, much of which are not yet well understood.

This session surveys major technologies and highlights key communities such as Facebook, MySpace, LinkedIn, and YouTube. These new technologies and communities hold great promises but also pose substantial risks for institutions which are briefly surveyed.

Importantly, in order to exploit these technologies and communities strategic, coordinated institutional initiatives rather than fragmented, technology driven responses are required. Thus a specific focus is placed on explaining the degree of interdependence, linkages, and circular information flow between students, potential applicants, alumni, and employers.

Brief case studies of undergraduate courses on YouTube, professional networks on LinkedIn, a self-generated admissions-focused community on Orkut, and a vast online network of ‘stolen’ academic brand names are used to provide participants with tangible examples of what works and what remains challenging when dealing with the online community world.
## Developing a National Mobility Strategy for the USA

**Time:** 1520 - 1620  
**Room:** Mezzanine 3  
**Chair:** Mr John Molony, Chief Officer International, La Trobe University  
**Areas of Interest:** Student Mobility  
**Sectors:** Higher Education, VET

Prof John Hudzik  
Vice President for Global Engagement and Strategic Projects; NAFSA President-Elect, Michigan State University, USA

Although outbound study abroad has a long and fairly robust history in the United States, it is in the last decade that both student participation rates and institutional interest in study abroad have mushroomed. This occurred despite the absence of a ‘national’ mobility strategy. Origins of recent growth are more grassroots, arising from increased student interest in study abroad, commitments by individual institutions to ‘democratize’ access to study abroad, and institutional accommodations and innovations to make study abroad more feasible for students to incorporate into their degree programs. The Abraham Lincoln Study Abroad Commission and subsequent proposals for the Paul Simon federal study abroad scholarship program follow from, rather than lead, these grassroots efforts. The proposed legislation seeks not only to significantly increase participation rates but to more widely institutionalize the innovations of the past decade.

The jury is still out as to whether there will be a federally supported national strategy per se, but it seems clear that with or without government support, the outlines of such a strategy are already emerging, as well as being incorporated into the proposed Simon legislation. Several kinds of higher education reforms are being touted as part and parcel of reform efforts and some will impact partner institutions abroad. This session will outline aspects of the emerging strategy and likely impacts for American higher education and some institutional partners abroad.

## PRESENTATIONS:

1) Becoming a Global Citizen Through International Hands-on Projects  
2) Building an Internationally Relevant Curriculum in Business and IT Subjects  

**Time:** 1520 - 1620  
**Room:** Mezzanine 2  
**Chair:** Ms Christine Faugoo, Country Director, IDP Education Pty Ltd, MAURITIUS

**Presentation 1:** Becoming a Global Citizen through International Hands-on Projects  
**Time:** 1520 - 1550  
**Areas of Interest:** Transnational Education, Student Mobility; Teaching, Learning & Internationalisation  
**Sectors:** Higher Education, VET

Dr Gretel Lamont  
Business Development Consultant, RMIT University  
Ms Caryl Hertz  
Manager, Advertising, International Business/Trade, Logistics, Marketing & PR, RMIT University

While Australians are avid travellers, there is a shortage of Australian students studying abroad in exchange programs. The main deterrent for students is the cost of travel and living overseas. Science Engineering & Technology (SET) students at RMIT University are even less likely to participate in a student exchange program than other RMIT students.

One of the priorities of RMIT University is to offer all students a global passport to learning and work. Additionally it is now policy for all undergraduate students to have a Work Integrated learning (WIL) experience during their studies in which feedback from clients and others from industry and community is integral to the experience.

One of the ways RMIT celebrated its 120th anniversary in 2007 was to support a total of 120 students in hands on projects in Vietnam. The 40 SET students participated in 5 extremely varied projects that had a WIL component, engaged with local organisations and provided the Australian students with an opportunity to interact with students in Vietnam.

This paper presentation will describe some of the projects and present outcomes from student and staff perspectives. It will also discuss the impact of the projects on Vietnamese organisations. The project was very successful, and ideas will be presented for sustainably continuing and possibly expanding this type of hands on project experience to enable more VET and Higher Education students to participate in an international activity and indeed become Global Citizens.
Presentation 2: Building an Internationally Relevant Curriculum in Business and IT Subjects: Considerations for Academics and Teachers

Time: 1555 - 1620
Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education

Dr Shanton Chang
Assistant Dean (International Programs), The University of Melbourne

This paper discusses ways in which academics and teachers can build internationally relevant curriculum, using examples of subjects in the business and information technology fields. It highlights and integrates important considerations for internationalisation with various key issues in curriculum development, including; rationale and philosophy behind the subject; aims and objectives; assessment structure; balance between content and skills; industry relevance and workload management. Internationalisation of the curriculum should also include ways in which engagement between domestic and international students may be facilitated. Therefore, the paper builds on Leask’s (2005) discussion around the need for a more international curriculum (including intercultural engagement) in Australia’s higher education sector.

The paper uses the subjects taught by the author as key case examples and provides a critical analysis of the approach adopted. It will provide a step by step guide on how to operationalise institutional policies on internationalisation of the curriculum. Finally, student feedback will be used to illustrate some of the learning outcomes derived by students who have experienced these subjects.

PRESENTATIONS:

1) New Options for Australian Students to Study in Indonesia
2) Outcomes of the Student Exchange Experience

Time: 1520 - 1620 8/10/2008
Room: Mezzanine 1
Chair: Ms Isla Winarto, Country Director, IDP Education Pty Ltd, INDONESIA

Presentation 1: New Options for Australian Students to Study in Indonesia: Helping your University to Increase Global Mobility

Time: 1520 - 1550
Areas of Interest: Student Mobility; Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education

A/Prof David Reeve
Senior Visiting Fellow, University of New South Wales / ACICIS

Why is it so hard to increase the number of Australian university students who take a semester for credit at an overseas university? Back in the early 1990s there were targets set of around 15% of the student body to undertake overseas study by 2000. How far we are from those targets. Did any Australian university reach a more creditable target than 1-2% of the student body taking courses overseas?

This session describes current measures to develop courses in a range of disciplines taught in English at senior Indonesian universities, for Australian undergraduate students to take for credit at their home universities. These proposals are being developed by ACICIS, the Australian Consortium for In-Country Indonesian Studies, of which 20 Australian universities are members. ACICIS already has three main options: one or two semester courses in Indonesian Studies (taught in Indonesian); plus an Islamic Business one-semester course taught in English, and a Journalism Professional Practicum, offered for 6 weeks in January-February. Student evaluations have been extremely positive.

ACICIS is now planning to develop a further 3 or 4 options, to be offered over the next few years. Key questions are: short summer courses or semester length courses? Which disciplines?: medicine, law, science, agriculture? Courses or placements?

This paper offers information about the planning process now underway, and looks for input into the sorts of courses that would help Australian universities to send more students away for the overseas experience.
Presentation 2: Outcomes of the Student Exchange Experience

Time: 1555 - 1620
Areas of Interest: Student Mobility
Sectors: Higher Education

Dr Amanda Daly
Lecturer, University of Tasmania

While numerous studies have reported the benefits of student mobility programs, the outcomes of the overseas study experience tends to be assumed rather than proven with much research conducted retrospectively and analysing students’ perceived changes (Carlson, Burn et al. 1990; Clyne and Rizvi 1998; Sussex Centre for Migration Research and Centre for Applied Population Research 2004; Milstein 2005; Van Hoof and Verbeeten 2005). Moreover, there is a growing body of work focusing on the study abroad and student exchange experiences of American, British and European students (Teichler and Jahr 2001; Sussex Centre for Migration Research and Centre for Applied Population Research 2004; Milstein 2005; Van Hoof and Verbeeten 2005). Yet, there is a paucity of research of student exchange at New Zealand universities and few studies have examined student exchange in the Australian context.

The current study employed a longitudinal research design examining the pre-departure factors which influenced Australian and New Zealand university students to participate in the exchange program and their international orientation and career plans post-sojourn. The results suggest that before departing the home country, students chose to study abroad because they had a desire to travel, intended to work and live overseas and they felt that it would assist them with gaining employment both at home and abroad. Post-sojourn, exchange students continued to express high levels of international orientation including plans for working abroad. Future studies will investigate to what extent the exchange experience has influenced the career outcomes of students and what levels of international orientation exchange graduates now demonstrate.

1620 - 1630 Ten Minute Break

International Graduate Employment: An Open and Shut Case

Time: 1630 - 1730 8/10/2008
Room: Great Hall
Chair: Mrs Melissa Banks, IDP Education Pty Ltd
Areas of Interest: Marketing and Recruitment of International Students, Student and Graduate Experience, Migration and the Mobile Labour Market
Sectors: Corporate, English Language, Higher Education, Schools, VET

Mr Robert Lawrence
Director, Prospect Marketing

Mr Tim Dodd
Manager External Relations, IDP Education Pty Ltd

Panel of Employers

Employment opportunities may be a primary driver for students looking to study in Australia, but why is it that so many international graduates lament the lack of openings. We can presume that some employers perceive language or cultural difficulties, and that others anticipate a mountain of administration. Yet employers continue to assert chronic skills shortages.

Over the past few years, Rob Lawrence has interviewed over 800 employers. The results from many of these interviews highlight that whilst there may be entrenched barriers, the reality is that many graduates do not possess the competencies and experiences which employers demand; and conversely, that many employers fail to recognise just what additional attributes international graduates can bring to organisations.

In Rob’s ten minute presentation he will highlight that so many barriers can be broken down by a little more dialogue, patience and understanding - from both sides of the employment divide.

Tim Dodd drawing on his impressive journalistic background will then quiz a panel of employers to gain a deeper appreciation of their positions and perceptions of international graduates, what could realistically be done to improve the employment outcomes for all parties and the degree of difficulty involved in achieving positive outcomes.

Program continued on page 47
International Student Experience Benchmarking: Australian First XI vs. The World

Time: 1630 - 1730  8/10/2008
Room: Mezzanine 4
Chair: Mr William Archer, i-graduate, UK
Areas of Interest: Marketing and Recruitment of International Students, Student and Graduate Experience
Sectors: Higher Education, VET, Corporate

Mr Simon Bush
Head, Analysis and Reporting, i-graduate, UK

Mr Kevin Brett
Director, Client Services, i-graduate, UK

More than 120 education providers across nine countries are using i-graduate’s International Student Barometer (ISB) to keep their finger on the pulse of student opinion. They are tracking the experience of their international students to inform decision making, develop a greater understanding of the needs of international students and enhance their marketing and recruitment efforts.

As at March 2008, the ISB had collected feedback from more than 250,000 students studying in 10 countries. By October 2008 more than 350,000 students would have provided feedback on their experience at more than 200 education providers in the HE, VET and English Language sectors.

This presentation will provide a first glimpse at how the international student experience in Australia compares with key competitor countries through feedback on a large scale quantitative survey which is consistent across education providers and countries, providing a strong benchmark for comparisons. Data will be drawn from aggregated ISB results from pioneering Australian universities and TAFEs and will be compared against a broad group of institutions from competing study destinations.

The focus of this session will be on where Australia leads its competitors and where there is room for improvement.

PRESENTATIONS:
1) Tactics and Strategies for Improving and Sustaining Quality in the Middle East Student Market
2) Bridging the Gap - The Saudi Arabian Health Science Program

Time: 1630 - 1700  8/10/2008
Room: Mezzanine 3
Chair: Ms Gina Abarquez, Project Manager, IDP Education Pty Ltd

Presentation 1: Tactics and Strategies for Improving and Sustaining Quality in the Middle East Student Market

Time: 1630 - 1700
Areas of Interest: Transnational Education; Marketing and Recruitment of International Students
Sectors: Higher Education, VET, English Language

Ms Jane Azurin
A/g Consul (Education), DEEWR International Group

This session will provide the latest AEI Middle East Post strategic insights to stimulate decision-makers to reflect on their current engagement and inform their future engagement in the region. Topics covered include a snapshot of the Middle East environment, forward prospects for student recruitment, relationship and partnership development and transnational opportunities. Emphasis will be placed on the need to balance achievement of immediate student recruitment targets with need to establish sustainable relationships as the basis of improving quality. Specific strategies and tactics for market engagement, including AEI strategic support to industry activities will be provided.
### Understanding and Using TOEFL® iBT Scores

**Time:** 1630 - 1730  
**Room:** Mezzanine 2  
**Chair:** Ms Chris Wallis, Director, Swinburne College  
**Areas of Interest:** International Education Policy; Marketing and Recruitment of International Students; Migration and the Mobile Labour Market  
**Sectors:** English Language, Higher Education, Schools  
**Mrs Eileen Tyson**  
Director, Educational Testing Service, USA  

The TOEFL iBT test has now been available for three years. In keeping with good score use practices, many users of TOEFL scores have begun to review their initial score requirements in light of performance data and university experience. In this session the presenter will discuss how TOEFL scores are currently used, the meaning of scores and how to review initial score requirements. The presenter will also offer suggestions on how to best use TOEFL scores to receive maximum information about applicants’ English proficiency. Audience participation will be encouraged.

Finally, the presentation will include an update on DIAC recognition of TOEFL.

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**Drinks @ UQ**  
**The University of Queensland**  
Please see page 7 for further details  

Sponsored by
THURSDAY 9 OCTOBER 2008
CONFERENCE PROGRAM

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The African Challenge: Perspectives on Working in Africa

Time: 0900 - 1030 9/10/2008
Room: Great Hall
Chair: Prof Tony Adams, President, IEAA and Tony Adams and Associates
Sectors: Higher Education, VET, English Language, Schools

- Ms Helene Ullero
  Senior Programme Administrator, Netherlands Organisation for International Cooperation in Higher Education (NUFFIC), THE NETHERLANDS

- Ms Sheila Howell
  Distance Education and e-Learning Consultant, RMIT University

- Prof Elspeth Jones
  International Dean, Leeds Metropolitan University, UK

This session brings together a panel of African specialists to examine a range of education-related issues affecting African nations and the challenges associated with working in Africa. Drawing on direct experience in countries such as Kenya, Tanzania, Rwanda, Ghana, Namibia and Benin, panelists will present case studies involving the United Kingdom, The Netherlands and Australia. Questions to be covered in the session include: What are the educational needs of African countries? What are the challenges facing African universities? How are overseas institutions perceived by the Governments of African nations? What opportunities exist for foreign institutions in Africa? What are the big issues in terms of delivering educational services to African countries?

Research Forum Part A: Roundtable Discussion

Time: 0900 – 1030 9/10/2008
Room: Mezzanine 4
Chair: Dr Hans de Wit, Windesheim Honours College, THE NETHERLANDS
Sectors: English Language, Higher Education, Schools, VET

- A/Prof Christopher Ziguras
  Associate Professor of International Studies, RMIT University

- Prof Chris Nyland
  Professor of International Business, Monash University

- Mrs Melissa Banks
  Head, Research ServicesIDP Education Pty Ltd

- Dr Neil Kemp OBE
  International HE Consultant, UK

- A/Prof Betty Leask
  Dean, Teaching and Learning, Division of Business, University of South Australia

- Mr Steve Nerlich
  Director, International Research & Analysis Unit, Department of Education, Employment & Workplace Relations

The research forum brings together leading international education research specialists from Australia and overseas to discuss research priorities for the field and to present different perspectives on issues such as: improving global data on international student mobility; sharing research findings with practitioners; publishing; managing media interest; and accessing research funding. The intention is to provide an opportunity for an open discussion of current and new research and the challenges facing researchers, and to develop a network of established and emerging researchers in international education. The session is open to all conference delegates.
PRESENTATIONS:
1) Joint/dual International Degrees: Opportunities and Challenges (Part 1)
   Innovative International Joint/Dual Degree Models to Better Prepare Students for the Emerging Global Environment
2) Joint/dual International Degrees: Opportunities and Challenges (Part 2):
   What Kinds of Innovative Degree Programs are Students Seeking? How do we Manage and Support Them?

Presentation 1: Joint/dual International Degrees: Opportunities and Challenges (Part 1):
   Innovative International Joint/Dual Degree Models to Better Prepare Students for the Emerging Global Environment

Time: 0900 - 0940
Chair: Dr Madeleine Reeve, RMIT University
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Teaching, Learning and Internationalisation
Sectors: Higher Education

Dr Bruce Calway
Associate Dean, Swinburne University of Technology
Mr Andrew Bain
Senior Executive to the Pro-Vice Chancellor, University of Adelaide

Australian universities have joint and dual degrees operating at undergraduate, postgraduate and doctoral level with partners in South East and North Asia, Europe, North and South America. Strategic partnering with international institutions to devise new and innovative models of degree programs provides both opportunities and challenges for academic and professional staff. Delivery of international joint/dual degree programs promotes internationalization of the curriculum and a closer working relationship with key partners. Faculty staff develop an understanding of other cultures and academic systems. However negotiation of learning and teaching requirements across national boundaries brings challenges. Fresh solutions designed to support these new interactions and modes of delivery are needed. The University of Technology Sydney (UTS) has a preferred model of offshore delivery of programs of teaching and learning in the dual degree program of study. Students follow two programs, one from their home university and one from UTS. Learning and teaching issues for these programs will be discussed. Swinburne University of Technology has developed the Collaborative Articulation Program (CAP) model. The model has received innovation recognition and awards, and been replicated successfully as a whole of university program in three other partnerships to date in China. The delivery of this holistic and participative model, its strengths and weaknesses will be outlined within challenging education and political environments. The University of Adelaide has developed a tripartite joint degree with a UK and an American university, and a dual degree with an Indonesian university. Specific issues faced in negotiating such agreements and their solutions will be put forward, including the distribution of responsibilities between partner institutions, viable enrolment numbers, timeframes and calendars, adding additional partners and review mechanisms.

Presentation 2: Joint/dual International Degrees: Opportunities and Challenges (Part 2):
   What Kinds of Innovative Degree Programs are Students Seeking? How do we Manage and Support Them?

Time: 0945 - 1030
Chair: Mr Christopher Madden, Griffith University
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Teaching, Learning and Internationalisation
Sectors: Higher Education

Ms Tracy McCabe
Director, Newcastle International, Newcastle University
Mrs Maritza Messina
Global Program Coordinator (Dual Degrees) Macquarie Abroad, Macquarie University
Ms Joanna Storti
International Development Manager, La Trobe University

International Education is constantly evolving and institutions must acknowledge the changing and diverse needs of students by creating innovative program offerings, flexible modes of learning, and creative, but market specific opportunities such as dual degree options. Some joint/dual awards focus on the building of specific discipline skills. Others offer masters qualifications in global citizenship and peace or global leadership studies. The development of cotutelle (dual PhD) arrangements brings special challenges research staff and supervisors, partners and students. Joint and dual degrees bring the benefits of exposure to international staff and immersion in several cultures. But who will come to enroll? How do we successfully market the benefits to both local and international students? What specific support services should institutions provide students who need to negotiate complex degree structures in an international context? Newcastle University offers a
double degree with a partner in South America and has embarked upon a very ambitious program of double/dual PhD degrees with some partners in China. Macquarie University, Sydney operates multiple dual awards with partners in Latin America, and focuses on providing excellent service to students and staff. This ensures programs are supported during their development and students manage the complex transitions between providers smoothly. La Trobe University, Melbourne has developed four distinctive dual degree models with various well known European institutions. This session will provide some working examples of best practice program delivery and student outcomes in joint and dual international degree programs.

PRESENTATIONS:
1) Implications of Global Workforce Development for International Development
2) Facilitating a Global and Professional Workforce

Time: 0900 - 1030  9/10/2008
Room: Mezzanine 2

Presentation 1:  Implications of Global Workforce Development for International Development

Time: 0950 - 1030
Chair: Ms Rebecca Biazos, Director International Engagement, TAFE Directors Australia
Areas of Interest: Migration and the Mobile Labour Market
Sectors: VET

Ms Julie Moss
National Chair of the Australian Council of Private Education and Training (ACPET)

Ms Wendy Perry
Managing Director, Workforce BluePrint

Mr John Giles
Director, Giles Consulting International

This panel session will provide an update on the trends in global workforce development and the implications for international education. It will provide a look at the current labour market challenges in Australia and in our key markets around the world. Global trends in labour mobility, talent recruitment and retention and economic development growth areas will form the basis for this panel session. International education and training (both on shore student recruitment and offshore delivery) are impacted by changes in global workforce development, this session is a must for those who want to ensure that their product and priorities align with these global trends.

Presentation 2:  Facilitating a Global and Professional Workforce: Latin America A Case Study

Time: 0900 - 0945
Chair: Ms Victoria Romaniuk, International Development Manager - Americas, The University of Sydney
Areas of Interest: Migration and the Mobile Labour Market
Sectors: Higher Education

Mr David Nelson
Deputy Director, Deputy Director Market Development, The University of Queensland

Ms Maria Beamond
Latin America Projects Officer, The University of Queensland

Australia's relations with Latin America have been expanding rapidly in recent years including trade and investment, tourism and education. A significant number of Australian companies have established operations in the region especially in the resources and energy sectors while an increasing number of Latin American companies are now establishing operations in Australia. A major priority for these companies is to build a global, professional, flexible workforce within an environment of increasing skills shortages.

This paper reports on the outcomes of original research examining the current connectivity of Latin students studying in Australia with industry actively engaged with or interested in Latin America and with local companies in Latin America looking to invest in Australia. The research has been undertaken through funding assistance from the Council of Latin America Relations (COALAR), Queensland Education and Training International (QETI) and the University of Queensland.

The paper also presents ideas and proposed initiatives for developing and facilitating matching of Latin American graduate aspirations and the skills sets demanded by an increasingly global industry.
PRESENTATIONS:
1) External Quality Assurance of HE in Australia
2) Contrasts in Current Approaches to Quality Assurance of Higher Education Institutions

Time: 0900 - 1030 9/10/2008
Room: Mezzanine 1

Presentation 1: External Quality Assurance of HE in Australia: Alignment with International Good Practices

Time: 0900 - 0940
Chair: Dr Anna Ciccarelli, Pro Vice Chancellor: International and Development, University of South Australia
Areas of Interest: Transnational Education
Sectors: Higher Education

Dr Antony Stella
Audit Director, AUQA

Dr David Woodhouse
Executive Director, AQUA

Transnational education (TNE) is the international face of Australian education, so international opinions of the quality of Australian HE depend heavily on the actual quality of TNE, the perceived quality of TNE, and the attention Australia pays to the quality of TNE. In fact ‘perceptions’ have a significant impact and therefore achieving high regard in TNE requires (inter alia) highly visible attention to the EQA regime to ensure that the public perceptions come closer to the ‘actual’.

Media reports on overseas problems of Australian HE institutions have a high probability of tarnishing the image of the whole of Australian HE in the eyes of foreign students. AUQA believes that such problems are the exception rather than the rule. How can we convince others that this is so? One effective way is to be able to point to extensive, intensive, independent QA attention to our TN operations, as a guarantee that if there were more problems we would be finding them. Emphasising how the QA framework of AUQA is in alignment with internationally accepted standards and guidelines will strengthen the public confidence on this assurance.

In recent years, there has been increasing attention to the question: what is a good quality assurance system? Discussions addressing this question have resulted in identifying a set of characteristics or aspects that can be expected of ideal QA frameworks. Among the various standards and guidelines, developed around this preferred set of characteristics, this presentation considers three significant ones for the impact they have made among the international QA community—‘Guidelines of Good Practice (GGP)’ of the International Network of Quality Assurance Agencies in Higher Education (INQAAHE), UNESCO-OECD Guidelines for QA of Cross-Border Higher Education, and European Standards and Guidelines (ESG).

Against one of these three guidelines—the GGP of INQAAHE—this presentation also outlines a map of the QA arrangements of AUQA, NZQA, and QAA. It emphasises that the three QA systems are very similar in terms of adhering to good principles of QA. The differences arise mainly in finer details of implementation to suit the specific context in which they need to operate.

Presentation 2: Contrasts in Current Approaches to Quality Assurance of Higher Education Institutions - The Case of Australia, the United Kingdom and New Zealand

Time: 0945 - 1030
Chair: Mr Chris Costley, Global Network Operations Director, IDP Education Pty Ltd
Areas of Interest: Transnational Education, International Education Policy; Teaching, Learning and Internationalisation
Sectors: Higher Education

Mr Greg Holmes
Team Leader - QA, New Zealand Qualifications Authority, NEW ZEALAND

Miss Janine McCardle
Policy Analyst, Policy (International) Unit, New Zealand Qualifications Authority, NEW ZEALAND

New Zealand, Australia and the United Kingdom and New Zealand have different higher education systems that result from their history, the development of their education systems and the make-up of their wider post-compulsory or tertiary education sectors.

All three countries approach quality assurance through a combination of rigorous and ongoing internal quality assessment supported by a periodic independent external review.

The external quality assurance of universities is undertaken in Australia by the Australian Universities Quality Agency (AUQA), and in the United Kingdom by the Quality Assurance Agency for Higher Education (QAA).
In New Zealand, the New Zealand Qualifications Authority (NZQA) has overarching responsibility for setting quality assurance standards for all higher education institutions. The Vice Chancellors’ Committee (NZVCC) is responsible for the quality assurance of universities. In terms of its quality assurance role, the NZVCC has a standing committee, the Committee on University Academic Programmes (CUAP) for course approval, and an independent body, the New Zealand Universities Academic Audit Unit (NZUAAU), for external quality audit.

While the principles for the quality assurance of universities are the same for the three countries, the contrasts are to be found in the differences in structures, funding and approaches to external quality assurance.

This presentation will look at contrasts between the three organisations, AUQA, QAA and NZVCC and will cover specific differences in the following areas:

- **Structure**: The different structures of the three organisations, the way that funding is received by each, and their roles.
- **Systems of quality assurance**: The systems for the quality assurance of the universities in each country, the differences in the timing and process of external quality audits, and each organisation’s systems for university course approval.
- **Transnational education**: The systems for quality assurance of providers delivering courses offshore.

All three organisations provide an example of different ways in which quality assurance can be undertaken successfully within and across higher education and in sync with the type of higher education system running in each country.

**PRESENTATIONS:**

1. Global Employability - Are Universities Meeting the Needs of Students?
2. Diversity, Excellence, Competitiveness

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**Presentation 1:** Global Employability - Are Universities Meeting the Needs of Students?

**Time:** 1100 - 1140

**Chair:**

**Areas of Interest:** Teaching, Learning and Internationalisation; Student and Graduate Experience; Migration and the Mobile Labour Market

**Sectors:** Higher Education, Corporate

**Prof Craig Mahoney**
Deputy Vice-Chancellor, Northumbria University, UK

**Ms Joanne Purves**
Director, International Development, Northumbria University, UK

The internationalisation agenda in the UK has gained new momentum in the last couple of years. The inexorable rise of the Chinese and Indian economies has thrown the spotlight on the need to ensure that our graduates, British and international, are globally competitive and effective in operating in different cultures. Do the perceptions that British students are unwilling to engage in the global agenda hold true? Can we succeed in integrating our international students effectively while giving them the tools to re-enter their respective job markets?

This session will examine the local tensions inherent in developing the curriculum to educate tomorrow’s global citizens when balanced with the need to remain institutionally competitive, from the viewpoint of Northumbria University, one of the UK’s most successful universities in terms of international recruitment and commercial activity. It will examine the process needed at Northumbria to prepare a wide evidence base for the benefits of internationalisation activity and how the diverse strands are managed, while remaining true to the University’s identity of commercial focus and employer engagement.

At a wider level, this will be placed in context of the UK agenda and will look at the reasons for the accelerating drive to internationalisation, drawing on recent research on good practice. It will also comment on the effect of government policies and initiatives at local and national levels in areas such as international student employability.
Presentation 2: Diversity, Excellence, Competitiveness: Why Germany Needs to Promote its HE and Research Opportunities Worldwide

Time: 1100 - 1230
Chair: Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd
Areas of Interest: Marketing and Recruitment of International Students, Student Mobility, Migration and the Mobile Labour Market
Sectors: Higher Education

Mr Christian Muller

Germany came late referring to international higher education marketing. For a long time, German HE institutions did not see any necessity of presenting themselves abroad, recruiting students, building and managing an institutional brand. Education was considered a public good, financed by the tax-payer, and international students were seen as people looking for opportunities they cannot find at home and who need assistance and funding. This picture has changed dramatically. Although higher education remains, broadly, free of tuition fees, the importance of internationalisation and international marketing is seen now as essential. Driven by a series of different motivations and factors, German HE institutions are now implementing marketing strategies, building networks of offices abroad, founding campuses off-shore, and recruiting and training staff for marketing business. DAAD, the German Academic Exchange Service, is the national agency for the internationalisation of education and research; as such, it helps German universities to learn the business of international marketing and recruitment and runs the national campaign for study an research in Germany. We will report on the experiences and challenges of the first seven years of activities and highlight political and strategic aspects of Germany’s international agenda.

Research Forum Part B: Research Presentations

Time: 1100 - 1230
Room: Mezzanine 4
Sectors: English Language, Higher Education, VET

Dr Kevin Laws
Director of International Students, The University of Sydney

Ms Melanie Dunkley
Global Mobility Officer, The University of Melbourne

Dr Wendy Green
Lecturer, Higher Education (Internationalisation), The University of Queensland

Dr Serene Choi
Postdoctoral Research Fellow, The University of Queensland

Mr Victor Quirk
Project Officer and PhD Candidate, International Division, University of Newcastle

Dr Amanda Pearce
Associate Director, Language and Learning, Victoria University

Dr Geetha Narayanan
Research Associate, Genetics Education Networking for Innovation and Excellence, University of Leicester, UK

The second part of the Research Forum provides an opportunity for selected researchers in the field, including a number of PhD candidates, to present their research to a panel of Australian and international experts. Researchers will present a brief outline of their research and the panel members will provide constructive feedback and comments. Research topics include global citizenship, study abroad experience, transnational curriculum, profiling Australian science internationally, and an employment project for international postgraduate students. As with Part A of the Research Forum, the intention is to provide an opportunity for discussion of current and new research and to develop a network of established and emerging researchers in international education. The session is open to all conference delegates.
Presentation 1: Global citizenship and the internationalised classroom: What students think

Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience

Sectors: Higher Education

Dr Kevin Laws
The University of Sydney

Dr Lindsey Napier
The University of Sydney

Dr Fran Waugh
The University of Sydney

Throughout the world universities are acknowledging that programs of study should, among other things, develop graduates who think and act as global citizens. However, what the concept of global citizenship involves and how courses can develop such knowledge, skills and values is often not clearly articulated. In 2007, the Faculty of Education and Social Work at the University of Sydney conducted a study aimed overall at making internationalisation meaningful in the classroom. It comprised staff seminars, staff and student focus groups and an on-line survey of students. This survey, which asked students to report on the concept of ‘global citizenship’, is the focus of this paper.

Findings revealed a sophisticated and diverse understanding of global citizenship, with students seeing themselves as actively living and involved in an ongoing changing reality. Their account will be examined in the light of the literature on the role of The University in the production of global citizens.

Presentation 2: How can Australian physics be more visible?

Areas of Interest: Student Mobility; Student and Graduate Experience; Migration and the Mobile Labour Market

Sectors: Higher Education

Dr Serene Choi
The University of Queensland

Australia has a reputation for a first-class natural and environmental experience. Beaches, coral, sailing, kangaroos, blue sky, sheep, cows, barbeque and beer are the images of Australia that attract many tourists from all around the world. However, despite a world-class per capita research output, this tourist image does not accord with science, research and, technology that-Australian science research and related higher education, for example in disciplines such as physics, is not well recognised.

In relation to the international education business, Australia appeals as an English-speaking competitor of the USA and UK, but an intellectual or scientific image is hardly attached to Australian international higher education. This is problematic, since with only English language or immigration possibilities, it is hard to attract and recruit academically talented international students into Australian higher education. In the long term, this will hamper the academic and scientific reputation of Australian international higher education.

We argue that the marketing strategy of the Australian international higher education business needs to be reconsidered in order to consider the international image of Australian science. As a first step, we investigated (1) the current reputation level of Australian physics overseas, (2) possible reasons for it, and (3) some suggested strategies to make Australian physics visible in international higher education markets. In this study, in-depth interview were conducted with twelve research postgraduate international students, eight postdoctoral research fellows and two early career researchers in physics in a research-driven Australian university.

Presentation 3: International Post-Grad Employment Pilot Project :
Providing employment to International Post-Graduate students to address skill shortages in local industry

Areas of Interest: Student and Graduate Experience; Migration and the Mobile Labour Market

Sectors: Higher Education, English Language

Mr Victor Quirk
Project Officer and PhD Candidate, International Division, University of Newcastle

The University of Newcastle has this year instigated an International Post-Graduate Employment Pilot Project in conjunction with the Hunter (region) Business Chamber, that is endeavouring to provide part-time employment opportunities for International Post-Graduate students with local firms experiencing significant skills shortages. The presentation will outline the strategies adopted for the pilot project, issues encountered and how they are being addressed, and the current status of the project at the time of conference.
Presentation 4: Living and learning abroad: A pilot study of student perspectives on the value of participating in student exchange programs.

Areas of Interest: Student Mobility; Teaching, Learning and Internationalisation; Student and Graduate Experience

Sectors: Higher Education

Dr Wendy Green
Victoria University

This paper reports on a pilot study, which is investigating the impact of living and studying abroad, from the perspective of students from an Australian university. While it is often assumed that studying abroad will ‘automatically’ improve students’ ability to communicate effectively and act responsibly in an increasingly interconnected world, this ‘romanticised view’ (Tarp, 2006) is now strongly contested. In line with calls for more qualitative studies (e.g., Pearson-Evans, 2006) that allow for a richer, more holistic and student-centered understanding (McInnis et al, 2004), this study takes an interpretative approach. Framed by Klineberg’s (1981) conceptualisation of cross-cultural adjustment and learning as a ‘mini-life-history’, this study will collect data from interviews and questionnaires, as well as students’ personal writings and other autobiographical ‘artefacts’ (Creswell, 2007), in order to make their experiences more ‘intelligible’. The complete pilot study will address the following questions:

- What motivates students to take part in an exchange programme from an Australian university, and what determines their choice of destination?
- How do students adjust to the new culture/s of their host country?
- What do these students learn through their study abroad experience; what factors facilitate or inhibit learning?
- How does this experience impact on students’ cultural identity/identities?
- How does this experience impact on students’ perceptions of their personal and future professional development?
- How do students experience their transition back to their home campus?
- What value do students perceive in this experience, and how does it relate to their initial expectations?
- How does participation in this study shape students’ understanding of their experience studying/living abroad?
- And, therefore, what implications does this have for curriculum development?

This paper will present the findings from the first phase of this study regarding the participants’ motivations for studying abroad.

Presentation 5: Student Centred from a Chinese perspective: Collaboration with Chinese teaching partners to develop a meaningful curriculum and maximise student engagement

Areas of Interest: Transnational Education; Teaching, Learning and Internationalisation

Sectors: Higher Education

Ms Fiona Henderson
Victoria University

Dr Amanda Pearce
Associate Director, Language and Learning

Victoria University seeks to collaborate with its teaching partners in China to explore the student related issues of: what is an appropriate interpretation of the curriculum, what teaching methods are preferred by the students, what are the students’ preferred learning styles. The ongoing collaboration and conversations between VU staff and their Chinese partners have been facilitated by an annual ‘VU and Chinese Partner’ conference. This conference is in its 3rd year and while the content changes to reflect current interests and needs of the group, the overarching goal is to build better understanding between teaching communities so that the student experience is more meaningful and positive.

The current challenges for the Australian and Chinese teaching community involved with Victoria University’s transnational education programs are twofold. The VU Bachelor of Business has introduced a series of new subjects based around Professional Development of students as future employees. In Australia this is taught in a seminar format with significant levels of groupwork, a focus on self-directed independent learning, oral presentations and the use of online resources; how can this subject be transplanted into the Chinese educational system? Secondly what are appropriate ways of enhancing Learning in the Workplace and Community opportunities for Chinese students undertaking the VU Bachelor of Business in China? The initial outcomes of these conversations at this year’s conference will be the focus of this paper.
Presentation 6: Study Abroad - Cultural Identity and Global Citizenship

Areas of Interest: Student Mobility; Teaching, Learning and Internationalisation; Student and Graduate Experience

Sectors: Higher Education

Ms Melanie Dunkley
The University of Melbourne

Study abroad is becoming increasingly important for Australian universities in developing international education strategies. This paper presents findings from a qualitative postgraduate research project, exploring what students are learning overseas, in the context of globalisation and internationalisation in higher education, and against a background of historical and current discourse that marginalises study abroad. The case study of undergraduate students from an Australian university recently returned from exchange study at overseas universities explored students’ perceptions of their experience through interviews. This paper reviews study abroad in terms of government and educational policy, strategy and research. There is much evidence that intercultural learning is a main outcome for these students, and that through the learning process students have gained a new perspective on themselves, their future, and the world that they live in. This study recommends that for study abroad to fully achieve its educational goals and to maximise student learning, students should be resourced to approach their overseas learning experience informed and well-prepared. It is suggested that study abroad programs are integrated into the students’ degree course in an academic framework of critical analysis, reflection and intercultural education, which would facilitate an emphasis on societal issues, thus extending student learning beyond the personal context.

Presentation 7: The Challenges of International Students on Taught MSc programmes

Areas of Interest: Marketing and Recruitment of International Students; Teaching, Learning and Internationalisation; Student and Graduate Experience

Sectors: Higher Education

Dr Geetha Narayanan
GENIE CETL, UK

The taught postgraduate student population currently comprises 12% of all postgraduates at the University of Leicester. As in many UK universities this figure is rapidly expanding in all Faculties, and a large proportion of these are international students. This study focuses on identifying the challenges faced by international students on one year taught postgraduate programmes, in the Faculty of Medicine and Biological Sciences. The results of this research will be used as a model to be applied to University-wide taught masters programmes that also have a large proportion of international students.

International students often have to cope with transition to an unfamiliar educational system, culture, and language. This, combined with the highly intensive nature of one year MSc programmes can present very significant challenges for students, as well as for teachers. The aim of this study is to identify, and address issues relating to marketing, selection, induction, teaching, assessment and feedback, which cause particular problems for international students. Firstly, this has involved collecting and analysing questionnaire data and performing individual semi-structured interviews with students, teaching and University support services staff. Secondly, it is using on-going pedagogic research in the field, to inform solutions to address these issues. Finally, the impact of these new approaches will be determined by analysis of questionnaire data and student performance in assignments and examinations. The findings of our research in this area will be presented.

PRESENTATIONS:
1) Due Diligence - A Framework for Best Practice
2) The Australian Pacific Technical College: Contributing to Skills Development in the Pacific

Time: 1100 - 1230
Room: Mezzanine 3
9/10/2008

Presentation 1: Due Diligence – A Framework for Best Practice

Time: 1100 - 1140
Areas of Interest: Transnational Education
Sectors: Higher Education, English Language, Schools, VET

Mrs Rachel Colaso
International Education Consultant, International Education Business

Ms Katherine Marnane
Director, VET Export Office, Department of Education, Training and the Arts

Current trends in International Education suggest that International partnerships and alliances are becoming more prevalent. Whilst collaborating with an overseas partner can be advantageous it can also be a high risk activity. The importance of a robust due diligence process can not be overstated in the process of international partner selection. Failure to conduct due diligence can expose your organisation to risks ranging from a loss of a few students to loss of a whole market, damage to your reputation and branding as well as financial ruin.

The Best Practice Guide - Due Diligence of International Partners establishes a framework for users to adapt their individual needs given their experience, resources, the business opportunity being pursued and the international partnership being considered.
The process involves the consideration of six overriding principles during which users of The Guide identify key attributes of their ‘ideal partner’ in a particular market and then identify whether a potential partner holds these attributes.

On completion of the due diligence process using these principles, providers should have a thorough understanding of the risks and opportunities associated with aligning with a particular partner and identify strategies to mitigate against those risks.

Presentation 2: The Australian Pacific Technical College: Contributing to Skills Development in the Pacific

Time: 1145 - 1230
Chair: Mr Ian Kidd, Senior Program Manager, IDP Education Pty Ltd
Areas of Interest: Transnational Education
Sectors: VET

Mr Antoine Barnaart
General Manager, Australian Pacific Technical College, FIJI

Mr Fasiu Jione
Marketing Manager, Australian Pacific Technical College, FIJI

Ms Carolyn Jalal
Senior Communications Officer, Australian Pacific Technical College, SACEM

Ms Carmel Nee
Project Coordinator, Australian Pacific Technical College, School of Tourism & Hospitality

The Australian Pacific Technical College (APTC) is a centre of training excellence for Pacific Island Students. The College delivers Australian accredited TVET courses to students from Pacific Island Forum countries at 4 campuses in Fiji, Samoa, PNG and Vanuatu. The APTC is an AusAID funded program with support of $150M through to 2011. The College is geographically diverse, contractually complex and has to meet the challenge of delivering Australian TVET qualifications to AQTF standards but within the appropriate cultural context of the Pacific. A partnership approach, with local TVET providers, underpins APTC delivery in each campus country. This session will outline the APTC strategies for establishment and growth, consistent with the labour market needs of the Pacific.

PRESENTATIONS:

1) Building Bridges: Building Understanding for Muslim Students in Social and Learning Environments

Time: 1100 - 1140
Chair: A/Prof Seamus Fagan, The University of Newcastle
Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, VET, English Language

Ms Jeannette Walsh
International Student Counsellor, The University of Newcastle

This paper explores the proactive approach taken by the University of Newcastle in building the capacity of the university and local communities to accommodate and meet the needs of Muslim students. This approach has required the University to develop collaborative partnerships with external organisations, such as the Newcastle Muslim Association and through this paper, the advantages of developing networks to maximise project outcomes will be highlighted.

Through this project, workshops have been developed and facilitated and there have been five resources produced, through financial assistance from two funding grants, one from the National Action Plan DIAC; the other an Equity Initiatives grant from the University. The rationale and process for obtaining external grant funding will also be discussed.

Resources produced to date include: Welcome to Newcastle: Information for Muslim Students and Families Understanding Islam Focusing on Islam: Answers to Frequently asked Questions Teaching International Students in Health Areas Challenges for International Muslim Students in the Academic Environment

The paper will provide detail about how these projects have evolved; how the faculties and schools of the University have responded to the initial resources by requesting training so that staff can gain greater understanding of the needs of Muslim students in the learning environment and how students’ experience has been enhanced as a result; how Muslim students studying in Health areas are now undertaking a session during orientation so that they will have a better understanding of the challenges within their academic program and are then able to develop strategies to deal with these challenges.

Finally the paper will outline new projects and report on the interest now being shown by organisations such as Hunter New England Health in this work.
Presentation 2: Enhancing International Student Engagement in Australian Higher Education

Time: 1145 - 1230
Chair: Mr Go Maeda, Manager Student Services Brisbane Office, IDP Australia Pty Ltd
Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education

Dr Daniel Edwards
Senior Research Fellow, Australian Council for Educational Research

This session will explore how international students engage in higher education in Australia. It draws on data collected as part of the 2007 Australian Survey of Student Engagement (AUSSE) from first- and third-year international and domestic students in 20 Australian universities. Findings from this cross-institutional survey provide new insight on this critically important area of Australian university education.

The paper focuses on the extent to which the engagement of international students differs from domestic students. The AUSSE is a cross-national data collection, and comparisons are also made with the USA, Canada and New Zealand. In doing so, it enables us to better understand the different way in which these students live, work and study. It also helps build insight on how international students are shaping university education in Australia.

The paper shows, for instance, that international students indicate they are less likely than their domestic peers to ask questions during class, but that they are more likely to discuss coursework with their lecturers outside of class time. It examines the determinants of international students’ satisfaction with their university experience. It explores how international and domestic students are developing the skills required for participation in the global knowledge economy. Such findings from the AUSSE highlight differences in employment patterns, time spent on campus and ability to keep up to date with university work.

These insights help to build an understanding of the experiences of the international student cohort and can be used by universities to better cater for these students and improve engagement and retention - issues which ultimately advance the standing of an institution in the international student market.

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Presentations:
1) The Power of Partnership
2) Online Applications for Students and Agents

Time: 1100 - 1230 9/10/2008
Room: Mezzanine 1

Presentation 1: The Power Of Partnership

Time: 1100 – 1140
Chair: Mr Paul Mahony, Country Director - Cambodia, IDP Education Pty Ltd, CAMBODIA
Areas of Interest: Student Mobility; Student and Graduate Experience
Sectors: Higher Education, English Language

Ms Christine Bundesen
Director, Institute of Continuing & TESOL Education The University of Queensland (ICTE-UQ)

Mr David Nelson
Deputy Director, Institute of Continuing & TESOL Education The University of Queensland (ICTE-UQ)

This session will outline the strategic importance of partnerships for public and private international education and training providers looking to successfully differentiate and position their courses in the increasingly competitive global market place and as a strategy for growth, diversity and sustainability. The Institute of Continuing & TESOL Education at the University of Queensland has developed a strongly differentiated ‘Power of Partnership’ model involving over 150 active government, institutional and corporate client partners across 16 countries and a diverse range of customized courses. The partnership model is the key driver in the Institute’s global positioning strategy and is generating strong success through repeat and multiplier business.

The paper will highlight a number of different partnership models and successful case studies and will highlight the imperative for flexibility, responsiveness, customization and premium quality teaching and student support services for establishing and maintaining loyal partners. The ‘Power of Partnership’ strategy has required a customer focused cultural change within the organization to be successful and sustainable and is providing the Institute with a ‘winning edge’.

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Presentation 2: Enhancing International Student Engagement in Australian Higher Education

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### Presentation 2: Online Applications for Students and Agents

**Time:** 1145 - 1230

**Chair:** Mr Jose Herrera Perea, Global Online & Web Manager, IDP Education Pty Ltd

**Areas of Interest:** Marketing and Recruitment of Students

**Sectors:** Higher Education, VET, Schools, English Language

- **Mr Roger Bendall**  
  Client Services Director, Studylink

- **Ms Ingeborg Loon**  
  Director International Marketing, Griffith University

- **Ms Dale Brosnahan**  
  Head, Admissions, Scholarships and Prizes, ANU

In the past 12-month period, 43% of direct postgraduate, international and other fee paying course applications at The Australian National University were processed through their online application system. As a result of this success, ANU have now commenced the roll out of this apply online solution to their recruitment agents worldwide.

Griffith University is planning for a paperless prospect through to admissions solution within the next 12 months. The strategy will reduce data entry and increase accuracy, free marketing and admissions staff to focus on assessment and improve admissions times. Faster applications mean earlier marketing efforts and a stronger application pipeline.

Learn how to convert your online leads by focusing on an application pipeline and not an enquiry pipeline. And how you can adjust your online marketing to drive the right traffic for this strategy.

Case studies from Ingeborg Loon, Director International Marketing at Griffith University and Nathan Asher, Deputy Registrar at ANU – a live agent based demonstration will also feature in the session.

| 1230 - 1350 | Lunch (AIEC Exhibition) |

### The Third Phase of International Education in Australia

**Time:** 1350 - 1450  9/10/2008

**Room:** Great Hall

**Chair:** Prof Tony Adams, President, IEAA and Tony Adams and Associates

**Areas of Interest:** Student Mobility; International Education Policy

**Sectors:** Higher Education, Schools, VET

- **Ms Fiona Buffinton**  
  Chief Executive, Australian Education International

- **Mr Anthony Pollock**  
  CEO, IDP Education Pty Ltd

- **Prof John Wood**  
  Executive General Manager, University Programs, Navitas

- **Prof Trevor Grigg**  
  Deputy Vice-Chancellor (International & Development) University of Queensland

This session will complement other Conference sessions looking at the future of international education globally. An industry panel will explore the concept of the ‘Third Phase’ of Australian international education.

Are we now in a ‘Third Phase?’ If so, what are the critical issues? Should we focus on consolidation or further growth? Should we deepen our internationalisation efforts by diversifying into other areas such as increasing outbound mobility, by focussing more on attracting postgraduate research students, or by further quality improvement? Are capacity limits likely to constrain us? What will the future drivers be? How do we effectively maintain market share? How should institutions and sectors respond to the ‘Third Phase’? What role should government now play?
Create, Innovate, Ideate

Time: 1350 - 1450 9/10/2008
Room: Mezzanine 4
Chair: Mr Ben Holgate, Head of Brands and Marketing, IDP Education Pty Ltd
Sectors: All

Mr Nils Vesk

Author, TV host, creative coach for executives, corporate trainer & yoga instructor, Nils will get you thinking with his presentation: Create, innovate, ideate... Do you have a culture of creativity and a formalised system of idea generation? Do you challenge the way you do business and strive for greatness every day? Do you have a great status quo, or a status ho-hum? Take the guesswork out of creativity, making it easier for you to turn your struggle to create ideas into a red-hot ability to make things happen.

Leadership Matters

Time: 1350 - 1450 9/10/2008
Room: Mezzanine 3
Chair: Ms Ann Banham, IDP Education Australia Pty Ltd
Sectors: All

Mr Peter Baines

Peter Baines is an expert at creating successful results starting from nothing - no time, no money, no staff, but as Peter says, 'No worries'. Throughout almost two decades Peter has experienced and led people through some of life’s most challenging events, as a Detective Inspector of Operations within the Forensic Services Group of the NSW Police. Through his experiences, Peter offers a rare insight into what it takes to lead powerfully and with compassion, taking audiences into a world of crisis management where Leadership Matters.

Outcomes and Impacts of International Education: Academic Outcomes and Impacts on Providers

Time: 1520 - 1420 9/10/2008
Room: Great Hall
Chair: Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd
Areas of Interest: International Education Policy; Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education

Mrs Melissa Banks
Head, Research Services, IDP Education Pty Ltd

Mr Alan Olsen
Director, Strategy Policy and Research in Education Limited, HONG KONG

Mrs Helen Cook
Researcher and Consultant

Mr Tim Dodd
Manager External Relations, IDP Education Pty Ltd

Australia’s international student program has had significant outcomes on students, and significant impacts on providers and communities.

In 2008 IDP Education has undertaken a series of research studies exploring various aspects of the outcomes and impacts of Australia’s international student program. These will be presented and published as five papers. This session will build from the previous session on graduate and alumni outcomes, the first two papers in the series, and present the final three papers looking at academic success, and impacts on providers and community.

Alan Olsen, Director, SPRE Limited, will present the findings of specially designed research into the academic success of Australia’s international students, exploring the comparative academic performance of international and Australian students, using measures such as progression and retention.

Helen Cook, Researcher and Consultant, will then move to consideration of the impacts and outcomes for education providers from developments such as midyear intakes, the need for pathway programs, opportunities for international study experiences, internationalisation of curriculum and teaching with diversity, to the extent to which international students are represented in postgraduate research student populations in Australia, with comparisons with UK and US.

Tim Dodd, External Relations Manager, IDP Education P/L, and Alan Olsen, Director, SPRE Limited, will look at the impacts and outcomes of international education on communities, considering the extent to which international student programs play a part in developing world class education cities, renowned for their intellectual capacity and creative energy, building reputations for education and research, drawing the best talents to research, teach, study and work in knowledge driven economies.
Innovative Offshore Programs in the VET Sector

Time: 1520 - 1620  9/10/2008
Room: Mezzanine 4
Chair: Mr Andrew Smith, Chief Executive Officer, ACPET
Areas of Interest: Transnational Education; Migration and the Mobile Labour Market
Sectors: VET

Mrs Kay Ganley
CEO, Charlton Brown Group

Ms Bev Jeffreys
Consultant International Projects, Chisholm Institute of TAFE

Mr Andrew Clegg
Group Learning Manager, Thiess Pty Ltd

Offshore industry partnership models are growing in number and significance across leading institutions in the VET sector. TAFE institutes and private providers have moved from the traditional transnational partnership involving institution to institution linkages to partnering direct with industry in meeting global skills needs. This session will draw on the offshore partnership models from the perspective of a public provider, private provider and from Australian industry.

Philippines Australia Aged Care Training Partnership

Charlton Brown Group, a Brisbane based RTO identified the Philippines as a key market for skills development for aged care workers. The RTO has entered into an innovative delivery arrangement with Integrative Learning, a Davao based training provider to deliver customised training offshore linked to targeted and industry relevant feeder programs into Australia. Students and industry are more than satisfied with the results. Kay Ganley, CEO Charlton Brown will share with you the experience in offshore delivery from the perspective of a niche, industry focused private RTO and will outline how this project is informing other offshore models.

China Electricity Council and Chisholm Institute

Chisholm recently renewed an existing 5-year co-operative agreement with the China Electricity Council (CEC) for a further 5 years. It is understood that this project is the only one in China to involve an agreement between a peak industry body and an Australian institution. For Chisholm, this means working with the Council and to date, 10 Power company vocational colleges for the delivery of the Diploma of Electrical Power Systems.

Recent data from the largest provider shows that entry scores for students rose consistently over 5 successive intakes and that more than 90% of graduates have found immediate employment.

Session participants will take away from the session an appreciation of all the elements required to build strong transnational relationships for mutual benefit and student success. The success of the program has been attributed to genuine commitment to joint management and joint program development supported by excellent teaching practices and use of technology.

Thiess Contractors Indonesia - Training and Development with Australian partners

Thiess Contractors Indonesia (TCI), a Business Unit of Thiess Pty Ltd, has been operating in Indonesia for 20 years and has over 7000 Indonesian and expatriate employees on mining and construction projects spread throughout Indonesia. The most visible practical demonstration of the substantial commitment to people development has been the TCI Training and Development Centre in Balikpapan (East Borneo) with 60 staff. One core program is the TCI apprenticeship program that began in 1992 with an Intake of 8 mechanical apprentices. This program has since grown to a program with over 400 apprentices under training in mechanical, auto-electrical and welding trades. The program is accredited through Central Queensland Institute of TAFE. In 2004 a renewed emphasis was placed on the development of Thiess staff with the introduction of a graduate development process, cross cultural awareness training, external study through Australian Universities and other programs to increase the capability of Indonesian staff. The keystone program developed as part of this staff development process is the TCI Management Development Program. The people development process of Thiess in Indonesia is built on effective talent management and line management commitment.
Issues Facing Learners, Teachers and Institutions in Transnational Higher Education Around the World

Time: 1520 - 1620 9/10/2008
Room: Mezzanine 3
Chair: A/Prof Michelle Wallace, Graduate College of Management, Southern Cross University
Areas of Interest: Transnational Education
Sectors: Higher Education

Ms Maureen Bell
Senior Lecturer, University of Wollongong

Ms Lee Dunn
Lecturer in Academic Development, Southern Cross University

Dr Catherine Doherty
Lecturer, Queensland University of Technology

A/Prof Betty Leask
Dean Teaching & Learning, University of South Australia

A/Prof Chris Ziguras
Associate Professor of International Studies, RMIT University

In this session contributors to chapters of a recently published book on transnational education will join the editors to discuss the issues and challenges of transnational higher education that face teachers, students and institutions around the globe including Australia, the UK, Zambia, Dubai, China and New Zealand.

The session will include discussion of current and emerging trends and issues in transnational higher education such as trade liberalisation and cultural politics and teaching for effective learning and professional development in transnational settings. Finally the presenters will explore implications for institutions such as risk management, quality assurance and whole of institution approaches to such things as the induction and professional development of staff.

PRESENTATIONS:
1) Response to Australia as a Study Destination
2) Researching Personal Growth and Behavioural Change During Study Abroad

Presentation 1: Researching Personal Growth and Behavioural Change During Study Abroad: Conducting Dissertation Research on Education Abroad and Learning from Our Students

Time: 1520 - 1550
Chairs: TBA
Areas of Interest: C, E, F
Sectors: Higher Education

Mr John Sunnygard
Innovations in Global Education, USA

We will focus on the ways students change when they study abroad. Over 220,000 American students studied abroad in 2006 - 2007 (Open Doors, 2007). Furthermore, at least 640,000 American students will study abroad annually by 2016 (CALSAFP, 2005). Students often return from study abroad with glowing reports about how they have changed and grown as a result of the unforgettable experience. What are the factors that affect that ‘unforgettable experience’ and ‘transformative’ learning? What is personal growth in education abroad?

This presentation will investigate the phenomena of personal change and growth in American students abroad by using larger groups of students and empirical research methods. The study tracked students who spend a semester abroad. Students completed online questionnaires before they leave the United States, as well as 2, 8, and 12 weeks into the study-abroad experience. Findings show that students increased across the semester in life satisfaction, worldliness, and self-esteem. Students abroad showed larger increases than students planning to study abroad the following semester but who spent the target semester at the home university. Personal growth and personal change occurred in the vast…
**Presentation 2: Response to Australia as a Study Destination: North American Student Expectations, Perceptions and Outcomes**

**Chair:** Shiela Houston  
**Areas of Interest:** Marketing and Recruitment of International Students; Teaching, Learning and Internationalisation; Student and Graduate Experience  
**Sectors:** Higher Education

Ms Cynthia Banks  
Executive Director, AustraLearn: Study in Australia & New Zealand, USA  
Ms Heidi Piper  
Manager, Study Abroad and Exchange Programs, Griffith University

Australia remains a desirable North American Study Abroad and Degree student destination, however, growth has slowed since it gained popularity in the late 1980’s. AustraLearn, a major North American representative for Australian universities with over 18,000 alumni, is interested to rejuvenate interest in Australia as a study destination. The organization has created new positioning statements for their marketing efforts and is working with the Australian Education International office in Washington DC and other providers to ascertain potential joint market development initiatives. AustraLearn has surveyed staff, previous students and advisors about destination perceptions and expectations along with student outcomes from both study abroad and degree students.

The first half of the presentation will report on elements of the survey data collected from previous AustraLearn students. The second half of the presentation will include reports from a partner university of AustraLearn who will present on focus group data collected from current students. The University may comment on their own marketing experience in the USA including challenges for recruiting degree students in this market. Time will be allowed for suggestions and discussion on current destination strategies and messages for Australia in North America.

Overall, the presentation will lend information to the discussion of Australia as a study destination for North American students and better prepare universities, VET and schools to deal with North American student perceptions regarding Australia as a study destination thereby creating opportunity for North American market development.

**New Technologies: An Australian Perspective: Using New and Emerging Technologies in the Recruitment of International Students**

**Time:** 1520 - 1620  
**Room:** Mezzanine 1  
**Chair:** Ms Sharon Tickle, Director, International Marketing and Recruitment; QUT International, QUT  
**Areas of Interest:** Marketing and Recruitment of International Students  
**Sectors:** Corporate, English Language, Higher Education, Schools, VET

Mr David Harrington  
Managing Director, Hobsons Australia  
Ms Suzi Ardley  
Communications Manager, La Trobe University  
Ms Kathleen Evesson  
Marketing and Communications Coordinator, Macquarie University

How do you continue to engage with prospective international students from initial enquiry right through to enrolment? In the absence of face-to-face human interaction, what is the best way to reach and engage with international students to make them feel part of your university community before they even arrive? How do you incorporate the principles of Web 2.0 in your recruitment and marketing strategies?

Institutions are facing increasing competition in the recruitment of quality international students; many are seeking a competitive advantage in the tools and technologies that they use.

Prospective international students are savvy. They have more choices, access to better information and higher customer service expectations than ever before.

What technologies can you harness to ensure that your marketing has the necessary ‘pull’ to attract the savviest student?

This session looks to answer all these questions from the perspective of two different Australian universities- what are there differences in the use and application of new technologies? How does the market respond?

This session will be of interest to strategic decision makers, International Directors, marketing managers, operations and admissions managers from all sectors of the education industry.

1620 - 1630  
10 Minute Break
The Outlook for Inbound Study Abroad Students to Australia

Time: 1630 - 1730  9/10/2008
Room: Great Hall
Chair: Ms Liz Stinson, Executive Director, Deakin International, Deakin University
Areas of Interest: Student Mobility
Sectors: Higher Education

Prof John Hudzik  
Vice President for Global Engagement and Strategic Projects; NAFSA President-Elect, Michigan State University, USA

Dr Hans de Wit  
Dean; Editor of the Journal of Studies in International Education; and a founding member of the European Association for International Education (EAIE), Windesheim Honours College, THE NETHERLANDS

Mr John Molony  
Chief Officer International, La Trobe University

Ms Cynthia Banks  
Executive Director AustraLearn / AsiaLearn / EuroLearn

Over the past 20 years Australia has won a solid share of the study abroad market however in the US market Australia seems to have stalled while old competitors such as Germany, Italy and Spain are growing and the major new player China is booming. Changes are also occurring in our traditional European markets. A panel of distinguished international educationalists from the USA, Europe and Australia will discuss emerging trends and key drivers for study abroad mobility to Australia. What makes Australia attractive and what are students really saying about Australia as a study destination? What are students and sending institutions now looking for? Future success in the study abroad market will require innovation and Australia will need to differentiate itself from other destination countries.

Enhancing Employment Outcomes for Australian International Graduates: Employability, Employment and Careers in Australia and Indonesia

Time: 1630 - 1730  9/10/2008
Room: Mezzanine 4
Chair: Mrs Melissa Banks, Manager Research Services, IDP Education Pty Ltd
Areas of Interest: Marketing and Recruitment of International Students; Student and Graduate Experience; Migration and the Mobile Labour Market
Sectors: Higher Education, VET, Corporate

Ms Isla Winarto  
Country Director, IDP Education Pty Ltd, INDONESIA

Ms Racquel Shroff  
Project Manager - Research & Marketing Services, IDP Education Pty Ltd

Dr Shannon Smith  
Counsellor (Education), Director AEI Indonesia, Australian Embassy Jakarta, INDONESIA

The first part of this session will focus on the topic of unemployment in Indonesia, including latest statistics. It will describe, in particular, what is happening to Indonesian graduates in general and discuss how this situation could impact on Indonesia and its neighbour, Australia. The employment outcomes for returning graduates from Australia will be considered along with the perceptions and expectations of Indonesian employers of foreign educated graduates. The possible effects on future outbound student numbers from Indonesia will also be examined.

Suggestions for a positive role for Australia in developing marketable alumni global citizens will be put forward. These will be based, in part, on feedback from Indonesian graduates of Australian educational programs.

The second part of the session will draw on various research papers focussing on the employment experiences of international graduates who choose to remain in Australia after completing their study and provide some recommendations for government, industry and institutions to consider improving their graduates’ employability in light of the skills shortages facing many Australian industries.

Using case studies from India and China, the paper will also showcase the strong correlation between policies relating to Australian skilled migration and student visas on international student recruitment from July 2001 till date. Implications for the Australian education industry in future will be considered in the event that there continues to be a mismatch between career aspirations of international graduates and their graduate outcomes. Cases studies to illustrate examples of good practice will be provided.
International Education: Emerging Trends

Time: 1630 - 1730 9/10/2008
Room: Mezzanine 3
Chair: Mr Julian Longbottom, IDP Education Pty Ltd
Areas of Interest: Transnational Education; International Education Policy; Marketing and Recruitment of International Students
Sectors: Higher Education, VET, English Language, Schools

Ms Fiona Morris
Partner, JWT Education

The world is a rapidly changing place and those changes continue to have a significant impact on the education sector. This session presents a look at some of these key global, as well as local, trends and how they are impacting the sector. It will review some of the macro economic, social and demographic changes; the changing nature of international student demand and behaviour; the emerging competitors and the threat that they represent; the growth of transnational education; and the changing role of communications and distribution channels. The session will conclude by looking at how institutions can make sense of these changes and in turn adapt and take advantage of the opportunities presented.

PRESENTATIONS:
1) A New Paradigm for International Student Support
2) NLC’s Update on the Representation of International Students Across All Sectors

Time: 1630 - 1730 9/10/2008
Room: Mezzanine 2

Presentation 1: A New Paradigm for International Student Support
Time: 1630 - 1700
Chair: Mr Dennis Murray, Executive Director, IEAA
Areas of Interest: Marketing and Recruitment of International Students; Student and Graduate Experience
Sectors: Higher Education, VET

Mr Ben Mackenzie
Director, Swinburne International & National Recruitment, Swinburne University of Technology

Prof Tony Adams
President, IEAA and Tony Adams and Associates

The existing paradigm for international student support is based on a ‘level playing field’ model, where support is provided by the institution to ensure that international students are not disadvantaged by cultural and language issues. This has often led to support which is vastly superior to that provided for domestic students. The ESOS Act in terms of its consumer protection focus has reinforced this situation. Even so, support groups are often at arms length from the central strategic focus of international offices and the wider university around questions of marketing, recruitment and alumni.

In this session a theoretical perspective will be provided around this emerging paradigm and the practical efforts and rationale at Swinburne University of Technology to move in this direction.

Presentation 2: NLC’s Update on the Representation of International Students Across All Sectors
Time: 1705 - 1730
Chair: Mr Dennis Murray, Executive Director, IEAA
Areas of Interest: International Education Policy
Sectors: Higher Education, VET, English Language, Schools

Mr Eric Pang
President, National Liaison Committee for International Students

The representation of Overseas Students in Australia has gone through a significant overhaul due to the impact of VSU and the defunct of many semi-autonomous on-campus Overseas Students representative organisations in the universities across nation. Due to the increase in population in other sectors, NLC has embarked on challenging journey to revive the representation in the HE sector, at the same time introducing representation to the students in the VET, ELICOS & Private sector.
Educating in a Reconstructed Iraq Three Years Down the Track

Time: 1630 - 1730 9/10/2008
Room: Mezzanine 1
Chair: Ms Lyn Zarifis, Director of Admissions, St Michael's Grammar School - Vision International
Sectors: All

Mr Khaled Salih
Advisor to the Prime Minister, Kurdistan Regional Government, SWEDEN

At the AIEC 2005 Dr Khaled Salih, gave a keynote address discussing the pre and post-war Iraqi education system, the initial reconstruction plans for education after the war, achievements since mid 2003, the longer-term education goals and the major challenges, both country-wide and regional, facing education in Iraq. He also examined the extent to which the political and constitutional processes facilitated and/or impeded the reconstruction of education in Iraq.

Dr Salih is back in 2008 to present an update on the situation in Iraq and give his thoughts on where the Iraqi education is heading given events in the intervening three years. There will be an opportunity for audience participation in a less formal setting that of 2005 and delegates are encouraged to ask questions and engage in the discussion.

1730 - 1900 Merivale's Bar will be open on the Ground Floor

1900 - 2330 AIEC Conference Dinner
Plaza Ballroom, Brisbane Convention & Exhibition Centre
Please see page 7 for further details.

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Leadership and Management in International Education: Fostering and Sustaining Leadership and Management for a Successful Industry

Time: 0900 - 1000  10/10/2008
Room: Great Hall
Chair: Mr Dennis Blight AO FRSA, Director, Studylink
Areas of Interest: International Education Policy
Sectors: Corporate, English Language, Higher Education, Schools, VET

Mr Craig Sherrin  
Chief Executive Officer, Southbank Institute of TAFE

A/Prof Leo Goedegebuure  
Academic Programs Director, L H Martin Institute for Higher Education Leadership and Management, University of Melbourne

Prof Dean Forbes  
Deputy Vice-Chancellor (International), Flinders University

Mr Dennis Murray  
Executive Director IEAA

For more than 20 years Australian international education has shown exemplary leadership on a global level. The success of Australian international education has derived from innovation and entrepreneurship underpinned by effective management in all sectors.

As the industry matures it faces increased complexities and challenges, including increased competition from English speaking destination countries, in particular the U.K. and a resurgent U.S.

How are we to sustain the industry over the coming decades? Who will the next generation of Australian international education leaders be? How do we go about fostering and supporting talent to ensure the sustainability of the industry over the long term? These questions will be addressed in a special mini-plenary involving all education sectors.

There will be ample opportunity for input from session presenters and participants in the form of an extended dialogue. The session will be relevant to conference participants from all sectors and will provide an opportunity to air views and to discuss the future leadership and management of the industry with the aim of identifying future directions and priority concrete programs to underpin the future success of Australian international education.
India

Time: 0900 - 1000  10/10/2008
Room: Mezzanine 4
Chair: Ms Linda Laker, Branch Manager, International Strategy, Australian Education International (AEI)
Sectors: All

Mr Vijay Thadani
Chief Executive Officer, NIIT Ltd, INDIA

Vijay K. Thadani is the Chief Executive Officer of NIIT Ltd, a Global Education & Training organization. As the co-founder of NIIT, he has built an organization that is recognised for its innovative efforts of taking IT education out of the confines of a few exclusive universities and bringing it to the masses.

Vijay also serves on the Board of NIIT Technologies Limited, a leading SEI-CMMI Level 5 assessed IT Solutions organisation, servicing customers in the USA, Europe, Japan, Asia Pacific, and India.

Vijay led the Group’s globalization efforts since 1991, taking the NIIT flag to over 40 countries. As the Chairman of NIIT USA, and based out of Atlanta, he mentored NIIT’s Strategic Alliance Program that resulted in successful acquisitions of leading technology companies to fill in critical technology gaps in NIIT’s Software Solutions and Knowledge Solutions offerings.

Vijay is deeply involved in strengthening and consolidating NIIT’s presence in China, where the company has now expanded its presence to a 125 centre network across 25 provinces. Vijay was recently honoured with the position of ‘Economic Consultant’ to Chongqing, world’s largest city in the People’s Republic of China.

Vijay has headed many Industry Associations and Societies including the Indian IT industry association, MAIT. He has also chaired the Indian Government’s Committee on National Information Infrastructure Policy. Vijay has served as the Chairman of the IT Committee of the Confederation of Indian Industry (CII) in the USA and has led delegations to Korea, Japan, Taiwan, China and the United States to promote India’s IT capability. He is currently the Chairman of CII National Committee on Education.

A ‘Distinguished Alumnus’ of the premier IIT Delhi, Vijay has lectured at prestigious institutions including the University of Michigan Business School, the J L Kellogg Graduate School of Management and the Indian Institutes of Management (IIMs).

General Skilled Migration Reforms, Impacts and Prospectus

Time: 0900 - 1000  10/10/2008
Room: Mezzanine 3
Chair: Ms Racquel Shroff, Project Manager - Research & Marketing Services, IDP Education Pty Ltd
Areas of Interest: Student Mobility; International Education Policy; Migration and the Mobile Labour Market
Sectors: Higher Education, VET, Corporate, Schools, English Language

Mr Peter Speldewinde
Department of Immigration and Citizenship, Director

The presentation will outline the impacts of the changes to the General Skilled Migration program (effective 1 Sept 2007) as well as the prospects for the GSM program in the next two years. Particular emphasis will be given to the GSM within the international education industry context.
Improving the Welfare Support Systems for Overseas Students

Time: 0900 - 1000  
Room: Mezzanine 4  
Chair: Mr Eric Pang, President, National Liaison Committee for International Students  
Areas of Interest: International Education Policy; Student and Graduate Experience  
Sectors: Higher Education, VET, Schools, English Language  

Mr Dilan Moragolle  
President, Adelaide University Overseas Students Association (OSA)  
Miss Dolores Singh  
Secretary, National Liaison Committee for International Students (NLC)  
Mr Manish Jhowry  
Convenor, Curtin University International Students Committee (ISC)  
Mr Marcus Tan  
President, Australian National University Overseas Students Association (OSA)  
Mr Toaha Mohammed  
President, Victoria University International Students Association (ISA)  

The welfare of Overseas Students has been the duty of care of the institutions according to the national code of practice & ESOS act., however with population of students and the commercialisation of the international education in the private sector, there has been increasing concerns where Overseas Students were treated as cash cows and did not have access to the welfare services in some institutions due to a range of issues. The welfare of the students are crucial as it directly affects their outcome in academic, employment and experience living in Australia. The discussion between the International Education Industry stakeholders and the International Student Representatives panel aimed to facilitate a constructive discussion within the industry to develop strategies to improve the current welfare systems in Australia to be inclusive & equitable for all Overseas Students from various ethnicity, language and cultural backgrounds across all sectors institutions & government departments.

Perspectives for Students in China, India, Pakistan, Malaysia and Indonesia: Which Countries are Most Attractive for International Study? Results from the 2008 Student Pulse Research Programme

Time: 0900 - 1000  
Room: Mezzanine 1  
Chair: Mr Julian Longbottom, General Manager, Marketing & Research, IDP Education Pty Ltd  
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; International Education Policy  
Sectors: Higher Education, VET, Schools, English Language  

Mr William Archer  
Founder, i-graduate, UK  
Mr Andrew Disbury  
Director of Recruitment and Admissions, University of St Andrews, SCOTLAND  

Based on feedback from over 11,000 students actively considering international education this year, this session will deliver insights into their motivations for international study, what levels of study they are considering and, most importantly, their views on how the world’s leading study destinations compare. This session also reveals what proportion of students actively considering international study are considering TNE in their own country or another country.

Country comparisons include perceptions of the value of a qualification from each country, perceptions of which countries are the safest study destinations, opinions on visa processes, opportunities for full-time employment and cost of study.

Featured destination countries include the Australia, New Zealand, US, Canada, UK, Japan, China, Malaysia, South Africa, Thailand, Singapore, Germany, France, Dubai, Ireland and the Netherlands.

1000 - 1030  Morning Tea (AIEC Exhibition)
Engaging Indigenous Peoples through International Education

Time: 1030 - 1130  10/10/2008
Room: Great Hall
Chair: Ms Diane Dwyer, Director, International Office, University of Western Sydney
Areas of Interest: Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, VET, Schools

Prof Michael McDaniel
Dean, Indigenous Education, University of Western Sydney

Ms Jennifer Newman
A&TSI Programmes, Faculty of Education, University of Technology

Ms Laurel Lunn
PhD Candidate, Vanderbilt University, USA

This session will focus on two key concepts: ‘internationalising the indigenous’ and ‘indigenising the international’. A panel of speakers from Australia and the USA will discuss the transformative nature of indigenous education in the context of internationalisation as well as the process if engaging indigenous peoples through international education. Theoretical frameworks will be explained and case studies used to demonstrate the value of identifying commonalities and differences in approaches to problems and experiences in order to provide a broader and richer repertoire with which to affect change. Emphasis will be given to the development of an intercultural field school on indigenous issues involving collaboration between Vanderbilt University, University of New Mexico, University of Northern Colorado, University of Western Sydney and James Cook University.

The Network of International Education Associations: Regional Issues

Time: 1030 - 1130  10/10/2008
Room: Mezzanine 4
Chair: Prof Tony Adams, President, IEAA and Tony Adams and Associates
Areas of Interest: International Education Policy
Sectors: English Language, Higher Education, Schools, VET

Mr George Harada
Managing Director, JAFSA

Prof Everett Egginton
President, NAFSA

Prof John Hudzik
President Elect, NAFSA

Mr Chris Madden
Board Member, APAIE

The ‘Network of International Education Associations’ was established during the NAFSA conference in Montreal in 2006 in order to provide a global forum for international education associations to discuss issues and explore collaboration in areas such as research, joint training and professional development. To date over a dozen associations have declared their membership. This session brings together senior representatives of a number of member associations. Speakers will provide an update on regional issues as well as current and future developments relating to the Network.
### Can We Predict the Future? Exploring a Series of Indicators that can help us Predict Future Student Demand

**Time:** 1030 - 1130  
**Room:** Mezzanine 3  
**Chair:** Mr David Harrington, Managing Director, Hobsons Australia  
**Areas of Interest:** Marketing and Recruitment of International Students; International Education Policy  
**Sectors:** Corporate, English Language, Higher Education, Schools, VET  
**Mr Steve Reimann**  
Hobsons Australia  
**Mrs Melissa Banks**  
Head, Research Services, IDP Education Pty Ltd  
**Mr Scott Sheppard**  
Deputy Vice Chancellor, Queensland Institute of Technology / Hobsons Australia

In the current climate of economic crises and policy changes, there are significant threats to international student education. Are there factors that can be used to predict the future of the market? Can we model future demand to help plan for down-turns and crises that may - or may not - be around the corner?

We propose looking at a series of global factors that historically have had a demonstrable impact on international student demand: from policy changes, economic factors and competitor activities.

During the presentation, we will be comparing five years worth of recruitment data from eleven Australian universities and demonstrating what impact - if any - these local and global changes have on enrolment numbers.

### The International Research Student Experience: Comparing the Experience of International Research Students in Australia with Key Competitors

**Time:** 1030 - 1130  
**Room:** Mezzanine 2  
**Chair:** Mr William Archer, i-graduate, UK  
**Areas of Interest:** Marketing and Recruitment of International Students; Student Mobility; Student and Graduate Experience  
**Sectors:** Higher Education, Corporate  
**Mr Simon Bush**  
Head, Analysis and Reporting, i-graduate, UK  
**A/Prof Christopher Ziguras**  
Associate Professor of International Studies, RMIT University

The ability to attract international research students is a high priority for nations in the race for global competitiveness. i-graduate's International Student Barometer (ISB) has collected feedback on the decision making process and experience of more than 20,000 international research students studying in nine countries.

This presentation will draw on responses of more than 20,000 current and prospective international research students to examine some of the differences in the perceptions, decision making and experience of studying in Australia with competing study destinations.

The analysis will include an examination of the career intentions and aspirations of the research students and a discussion of the implications of these for government and institution policy.

### The Australian Education Experience - Personal Reflections by International Students

**Time:** 1030 - 1130  
**Room:** Mezzanine 1  
**Chair:** Dr Anna Ciccarelli, Pro Vice Chancellor: International and Development, University of South Australia  
**Areas of Interest:** Student and Graduate Experience  
**Sectors:** Higher Education, Schools  
**Mr Pheakkdey Nguon**  
Masters Student of International Development and Environmental Analysis, Monash University

A panel of international students

This session brings together a panel of past and current international students to reflect on their experiences as international students in Australia. The panelists will talk about their motivations for studying in Australia, their expectations for and the realities of their experience, including the highs and lows, as well as commenting on the outcomes of their study experience and their plans for the future. This important session provides delegates with a valuable opportunity to hear the personal views of international students as they reflect on their Australian experience and complements other conference sessions on social inclusion of international students and graduate outcomes.
Benchmarking International Operations of Australian TAFE Systems and Institutes

Time: 1140 - 1240 10/10/2008
Room: Great Hall
Chair: Mr Craig Sherrin, Institute Director and CEO, Southbank Institute of Technology
Areas of Interest: Marketing and Recruitment of International Students
Sectors: VET

Mr Alan Olsen
Director, Strategy Policy and Research in Education Limited, HONG KONG

Mr David Riordan
Chief Executive Officer, DET International and TAFE NSW National Business, NSW Department of Education and Training

Ms Rebecca Biazos
Director International Engagement, TAFE Directors Australia

Alan Olsen, Director, SPRE Limited in the Hong Kong Special Administrative Region of China, will present findings from the study TAFE Benchmarking of International Office Operations, involving 15 TAFE systems and institutes and covering 11,585 commencing international students in 2007. The study benchmarked six specific aspects of the international operations of TAFE: costs of international operations; staffing of marketing, admissions and compliance; admissions procedures and quotas; costs of recruiting for key source countries; conversion rates from applications to offers to commencements; recruitment channels and conversion rates. The study has been conducted for four years, from 2004 to 2007, and the presentation will include some time series, plus comparisons with university international operations.

David Riordan, Chief Executive Officer, DET International and TAFE NSW National Business, will provide a TAFE NSW perspective on the use of benchmark results for strategic review of VET international operations, for continuous improvement of VET international office processes, and for analysis of trends in costs such as commission payments across the industry.

Rebecca Biazos, Director International Engagement, TAFE Directors Australia, will close the session on how providers can effectively build their capability to engage in benchmarking, demonstrating what providers need to be able to do and know to be involved in future TAFE or VET benchmarking studies.

The Role of International Education in Australian Innovation and Economic Development

Time: 1140 - 1240 10/10/2008
Room: Mezzanine 4
Chair: Dr Neil Kemp OBE, Independent Consultant and Visiting Fellow, University of London, UNITED KINGDOM
Areas of Interest: International Education Policy
Sectors: English Language, Higher Education, Schools, VET

Ms Fiona Buffinton
Chief Executive, Australian Education International (AEI)

Ms Jessie Borthwick
Head, Science and Research Division of the Department of Innovation, Industry, Science and Research (DIISR)

Prof Trevor Grigg
Deputy Vice-Chancellor (International and Development) University of Queensland

Ms Deb Daly
Chair TAFE Directors Australia and Executive Officer Gold Coast Institute of TAFE

Advancement in Australian international education policy and practice is intimately connected with policy and program initiatives that emerge out of two recent major Australian Government reviews: the Review of Australian Higher Education (Bradley Review) and the Review of the National Innovation System (Cutler Review).

At the same time, recent IDP research has demonstrated how closely aligned the international student program now is to Australia's economic development needs.

Given the growing centrality of international education in economies and societies, failure to include international education issues within the context of wider higher education and innovation policy would make all three policy positions incoherent.

This session explores these issues within a public policy context. Panelists will provide perspectives on how institutions and governments should respond to the emerging evidence about Australian international education to Australia's future in a competitive global industrial and economic context. A particular focus will be how to develop a coherent national approach to ensuring a more effective role for international education within Australia's innovation and economic systems, and extending internationalisation beyond the student program.
PRESENTATIONS:
1) Global Experience: Giving Students a View of the World
2) Trainer Training in Tanzania

Presentation 1:  Global Experience: Giving Students A View Of The World
Time: 1140 - 1210
Areas of Interest: Student Mobility; Teaching, Learning and Internationalisation; Student and Graduate Experience
Sectors: Higher Education, Schools, Corporate
Dr Vicki Feast
University of South Australia

This paper reports on Global Experience, a new initiative from the University of South Australia, which seeks to broaden students’ intercultural engagement through a range of international experiential activities. Run for the first time in Semester 1, 2008, the program began with over 100 local and international onshore undergraduate students from a range of disciplines including: business, health sciences, engineering and the humanities. Students are required to complete a total of 120 points through four compulsory components to achieve the requirements for Global Experience, which will ultimately appear as a notation on students’ final academic transcripts. The four components are orientation (5 points), an undergraduate course (10 points), a suite of activities (100 points), and a final presentation to industry representatives (5 points). The program is designed to be completed over the life of the student’s degree, and run concurrently with traditional academic requirements. At the core of the program is the Experience Suite, which includes activities such as international exchange, overseas volunteering experiences, conference attendance, on-campus workshops and mentoring, and is intended to deeply engage students in intercultural learning. The other central element of the program is the course, Global Experience Professional Development, which is designed to develop students’ ability to network effectively with people from different linguistic and cultural backgrounds, and strategically manage their careers in a global context. In addition to attending course seminars and workshops, students have the opportunity to meet with industry professionals and engage in a range of self-directed activities. It is envisaged that Global Experience will provide students with the opportunity to tailor their university education in line with their career and life goals, and result in a competitive advantage in the graduate employment market.

Presentation 1:  Trainer Training in Tanzania
Time: 1215 - 1240
Areas of Interest: Transnational Education; Teaching, Learning and Internationalisation
Sectors: Higher Education, VET, Corporate
Mr Marc Ratcliffe
Principal, MRWED

Jambo Sana! Welcome. I had been conducting trainer training in one form or another for close to 10 years. After conducting over 250 Trainer Training courses, I figured I had seen everything there was to see. But I was soon to discover that this confidence was to be dented in ways I did not expect and I needed to do some quick thinking and make some critical changes and a few new friends; otherwise I would have been lost in Africa.

With differences in language, literacy, culture, religion, experience, social interaction, attitudes, values and western reference points, I knew it was going to test my skills and creativity. But, my best guesses were to be challenged in the first seconds of my delivery, but I am glad to say that the remainder of my 17 days in Africa was to be some of the most rewarding times in my training life. I have since returned three more times and have enjoyed the training and the offshore opportunities.

This session tracks the journey of contextualisation for conducting the Certificate IV in Training and Assessment with local Tanzanians working at mine site Resolute: Golden Pride Project in East Africa. The session explores the steps taken to reflect differences in language, literacy, culture, religion and experience. We will show you pictures, share anecdotes, outline resources and provide tips for others delivering training offshore. So join this Safari and find out how the TAA met Swahili! Asante.
PRESENTATIONS:
1) Preparing for Diversity: Are Universities Ready?
2) It’s All About the Experience: International Students’ Perspectives on Uni Life

Time: 1140 - 1240 10/10/2008
Room: Mezzanine 2
Chair: Mr Julian Longbottom, General Manager, Marketing & Research, IDP Education Pty Ltd

Presentation 1: Preparing For Diversity: Are Universities Ready?
Time: 1140 - 1210
Areas of Interest: Teaching, Learning and Internationalisation
Sectors: Higher Education, English Language
Mr Alex Barthel
Director, ELSSA Centre, University of Technology, Sydney

Australian universities are faced with complex challenges when preparing students for academic studies. Not only do local and overseas students come from a wide variety of ethnic, cultural and linguistic backgrounds, but they also enter universities via a diverse range of pre-university educational pathways. Once these students are at university, what linguistic hurdles do they face and how well do tertiary institutions help them get over them?

This paper presents and discusses three key aspects of the issues universities face in preparing students for university study: firstly, the paper considers some issues resulting from university students’ diverse preparedness for university study depending on whether their previous education was an Australian high-school, a pathway institution or whether they came directly from an overseas educational institution.

Secondly, the paper explores the types of challenges university students face in preparing and submitting academic assignments. In particular, it looks at the shift from traditional academic texts, such as the essay, to more work place specific texts.

Finally, the paper looks at the range of strategies Australian universities use to provide academic and professional English assistance to meet the academic language and learning needs of its increasingly diverse student population, both at a developmental and remedial level. The paper concludes that academic language and learning support is not only diverse across the Australian university sector, but that it suffers from a lack of recognition and adequate resources.

Presentation 2: It’s All About the Experience: International Students’ Perspectives on Uni Life
Time: 1215 - 1240
Areas of Interest: Student and Graduate Experience; Marketing and Recruitment of International Students
Sectors: Higher Education, Corporate
Dr Cassandra Govan
Associate Director, Sweeney Research

This presentation will focus on key learnings and insights from our recent study of students at Australian Universities. The research included 10 focus groups and an online survey of 5,408 students (with close to 600 international students).

The inclusion of international students in the survey allows us to prepare specific topics of interest for this conference - comparing and contrasting the experiences of local students with those of international students.

Areas of coverage in the presentation include:

- Social and financial pressures and concerns - what are students worried about when it comes to debt, money and financial pressures of uni? Are they enjoying the social side of uni and making new friends? do they feel like they belong?
- Attitudes towards course quality - how do they rate their course/lecturers/uni in terms of academic quality? are they striving to do well academically? would they recommend their uni to others? how does the perceived quality of an Australian uni degree stack up to international options?
- Selection of a uni - what factors contribute to the selection of a university by students?
- Expectations - were their expectations of uni met or did they fall short? what has lead to better or worse experiences than they were hoping for?
- Life after uni - what do they want to do when they finish uni? where do they want to go? More study or are they career bound?
- Employer/industry preference - where do students want to work? who are seen as attractive employers by the students?

Interestingly, for some experiences and attitudes, there is little difference between local and international students. However, for some experiences and attitudes there are large differences between local and international students. This presentation will highlight where the opportunities lie for improving the experience of the international student experience (and how this can be vastly different to the local student experience).
PRESENTATIONS:  
1) Internationalisation of Education  
2) What is Quality Global Impact?

Time: 1140 - 1240  
Room: Mezzanine 1  
Chair: Ms Michelle Beveridge, Chief Information Officer, IDP Education Pty Ltd

Presentation 1: Internationalisation of Education: Addressing Linguistics and Cultural Constraints on Learning Outcomes for International Students  
Time: 1140 - 1210  
Areas of Interest: Transnational Education; International Education Policy; Teaching, Learning and Internationalisation  
Sectors: Higher Education

Ms Ursula McGowan  
Senior Lecturer, Deputy Director CLPD, The University of Adelaide

While internationalisation of education may have the potential of creating global citizens domestically and internationally, rapid changes in the demographic of student numbers in host institutions have set constraints on learning outcomes for individuals studying in a language that is not their mother tongue. Such constraints are determined not only by the entry level of the language of instruction, but also by cultural differences between the students’ countries of origin and their host countries. The context of this paper is education in an Australian university where a high percentage of students originates from Asian countries and in particular from China. For these students language based constraints stem from the IELTS entry levels which vary across the Australian tertiary sector from scores of 6 to 7.5. While such scores are deemed to be ‘adequate’ for certain courses, they are in fact merely the basis for further development, in particular of academic writing styles and referencing conventions. Cultural constraints include mismatches in teaching and learning styles and a mutual lack of cultural awareness, with the result that there is little formal recognition in tertiary institutions of these students’ continuing language development needs. This is an omission that has unfortunate consequences, since the inability to write in an appropriately academic style frequently results in incidents of unintentional plagiarism which not only absorb a disproportionate amount of a lecturer’s time, but can also be responsible for deep emotional trauma and loss of face for students involved. This paper is based on data derived from the author’s work in assisting students and staff with understanding the issues of research-based writing. It sets out to challenge academic institutions to address students’ continuing development of the written and spoken language of academe as an integral part of the institution’s internationalisation policy.

Time: 1215 - 1240  
Areas of Interest: International Education Policy; Teaching, Learning and Internationalisation; Student and Graduate Experience  
Sectors: Higher Education, English Language, Corporate

Ms Sue Lubbers  
Head Language Programs, NCELTR, Macquarie University

Globalisation is often put forward as a phenomenon that is enabled by the rapid development of technology and that is driven by huge, unstoppable economic forces that are beyond the control of the individual. In reality, however, as the title of this conference reminds us, as with any great social or industrial movement, at its core as both its creators and its receivers of impact are human beings. And, as Scollon and Scollon (2001) assert, all human beings belong to a number of ‘intersecting cultures’ and, since we acquire our culture/s at a very early age, our sense of what are appropriate and inappropriate behaviours, attitudes and values are often deeply felt rather than rationally reflected upon. At NCELTR at Macquarie University, Sydney, a number of initiatives have been implemented that aim to develop intercultural awareness and communication skills among both students and staff. These include taking all students who come into the centre through intercultural communication orientation sessions; the targeting for employment of English language teachers and support staff from a wide range of cultural backgrounds; and professional development in the same for all staff. The overarching concern is to create a learning and teaching environment that taps into the rich resource that our international students - as well as our staff - represent, and to support and promote a ‘productive diversity’ (Kalantzis and Cope) rather than a ‘deficiency’ model of the internationalisation of education. This session describes the various initiatives and discusses the benefits students, staff and the Centre as well as the University derive from them.

1240 - 1340 Lunch (AIEC Exhibition)
From Forecast to Futurecast

Time: 1340 - 1440  10/10/2008
Room: Great Hall
Chair: Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd
Sectors: English Language, Higher Education, Schools, VET

Mr Robert Lawrence
Director, Prospect Marketing

Mr Anthony Pollock
Chief Executive, IDP Education Pty Ltd

At last year’s conference IDP produced its third study on Global Student Mobility, based around extensive economic modelling and an examination of key factors impacting global supply and demand. One year on and the initial forecasts are in-line with Australia’s market trends.

In this joint paper by IDP Education and Prospect Research and Marketing, we will be building upon the mobility study results through the addition of a new layer of market intelligence, and a series of market impact assessments.

This mini-plenary session will be in two parts:

Part one sets the scene with an analysis of the high-level factors which have shaped global student mobility over the past two decades. There will be a particular focus on the market trends of the past year with a ‘one year out’ assessment of the forecasts in IDP’s 2007 Global Student Mobility study.

Part two looks into the future: An examination of the aspirations and goals of international students in Australia. This is based upon an enormous in-depth study of several thousand international students throughout Australia, undertaken over the past two months. It examines the career, employment and lifestyle goals of the current generation of international students - where they want to live, where they expect to work, what drives them, how their experiences of an Australian education will help shape their future etc.

This is a major body of work, with the top-line results being presented for the very first time. It has been deliberately included at the close of the conference as a scene-setter; a platform for 2011 when the majority of students interviewed will be taking their first steps on their career ladder.

Part one will be presented by Tony Pollock, CEO of IDP Education. Part two will be a presentation by Robert Lawrence of research conducted and sponsored by Prospect Research and Marketing.
PRESENTATIONS:
1) Best Practices for Engaging North American Alumni
2) Peer to Peer Outreach

Time: 1340 - 1440 10/10/2008
Room: Mezzanine 4
Chair: Ms Fiona Morris, Partner, JWT Education

Presentation 1: Best Practices in Engaging North American Alumni
Time: 1340 - 1410
Areas of Interest: Marketing and Recruitment of International Students; Student and Graduate Experience
Sectors: Higher Education, VET

Ms Sarah Wolf
Assistant Manager Education, Australian Education International, North America, USA

Ms Sheila Shulte
Director, International Student & Scholar Services, Georgia Institute of Technology, USA

Mr John Sunnygard
President, Innovations in Global Education, USA

American and Canadian alumni of Australian institutions can be a valuable marketing and development resource in North America. However, unlike other markets, North American alumni are spread out geographically making traditional alumni engagement challenging. Representatives from AEI NA and American universities will discuss best practices in alumni development. AEI NA has developed a student ambassador program that engages with study abroad alumni to promote study in Australia to their peers. It has piloted a successful all-Australia alumni event as part of G’Day Vancouver. Two US presenters will discuss US best practices in alumni relations and development.

Presentation 2: Peer to Peer Outreach: The Value of Student Ambassador Programs
Time: 1415 - 1440
Areas of Interest: Marketing and Recruitment of International Students; Student and Graduate Experience
Sectors: Higher Education, VET

Ms Sarah Wolf
Assistant Manager Education, Australian Education International, North America, USA

Ms Sheila Shulte
Director, International Student & Scholar Services, Georgia Institute of Technology, USA

Mr John Sunnygard
President, Innovations in Global Education, USA

North American students are marketing-savvy. They dislike marketing messages and seek more ‘authentic’ information about study opportunities from students who have direct experience of a particular college, university or country. Peer-to-peer marketing is one of the most effective ways to promote study opportunities. In response to this, AEI NA has developed a student ambassador program that engages returned study abroad and full degree students in Study in Australia promotional activities. Through campus outreach and online social networking, student ambassadors have the capacity to extend AEI NA’s reach in the North American market as well as act as ‘authentic’ resources on Australia to their peers who are considering study abroad and full degree programs. This session will discuss the AEI NA Student Ambassador Program and how Australian institutions can apply the model to their own marketing and recruitment activities. US university presenters will also present on their student ambassador or student volunteer programs and share best practices.
PRESENTATIONS:
1) Influence of Migration Pathways or International VET Student Recruitment
2) Sunshine State to Smart State

Time: 1340 – 1440 10/10/2008
Room: Mezzanine 3
Chair: Ms Racquel Shroff, Project Manager - Research & Marketing Services, IDP Education Pty Ltd

Presentation 1: Influence of Migration Pathways on International VET Student Recruitment: TAFE Queensland’s Experiences
Time: 1340 – 1410
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Migration and the Mobile Labour Market
Sectors: VET

Ms Janelle Chapman
Manager, International Sales, Southbank Institute of Technology

With the Australian Government’s prioritisation of skilled migration in skills shortage areas in recent years, and the present abundance of roles in these shortage areas, international VET students have become increasingly focused on potential migration pathways when choosing their VET programs. This session examines TAFE Queensland’s recent experiences in marketing and recruiting international VET students, and the influence that associated migration pathways is having on VET program demand flows.

Presentation 2: ‘Sunshine State’ to ‘Smart State’ - Positioning Queensland as a Leading Australian International Education State
Time: 1415 – 1440
Areas of Interest: Marketing and Recruitment of International Students
Sectors: Higher Education, VET, English Language, Schools

Ms Johanna Castellaro
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‘Sunshine State’ to ‘Smart State’ - positioning Queensland as a leading Australian international education state

Queensland is home to some of the world’s top education and research institutions but is often better known as a tourist destination with surf, sun and fun. Queensland faced the challenge of leveraging from strong destination awareness to build a strong international profile for education and training.

Queensland Education and Training International (QETI) works to guide, market and strengthen Queensland’s international education and training industry and build a whole of industry approach. This includes promoting the Queensland Government’s Smart State Strategy, which is underpinned by education, skills development, research and innovation.

This session will discuss the Study Queensland branding including collateral and website development. The session will also explore how QETI works with industryto address sector specific needs and assist the industry to be responsive to future directions in international education. The partnership with StudyLink is discussed including the solutions that were implemented to meet student needs in the internet connected world.
Generating Two Way Traffic

Time: 1340 - 1410 10/10/2008
Room: Mezzanine 2
Chair: Ms Tracy McCabe, Director, Newcastle International, The University of Newcastle
Areas of Interest: Marketing and Recruitment of International Students; Student Mobility; Student and Graduate Experience
Sectors: Higher Education

Ms Kirrilee Hughes
Marketing Manager, International Division, The University of Newcastle

Dr Gabriele Abermann
Director of International Relations, Salzburg University of Applied Sciences, AUSTRIA

While student mobility from Europe into Australia has been a continuous stream, movement in the opposite direction has been merely a trickle, especially into non-English speaking countries. This session seeks to identify the motives of Australian students in undertaking an exchange semester in Europe by using the University of Newcastle, Australia, and Salzburg University of Applied Sciences, Austria, as a specific case study. Salzburg students are queuing up for a place in Newcastle whereas convincing Newcastle students to go to Salzburg proves more challenging.

Although language appears to be the obvious barrier for Newcastle students, it cannot be the sole reason for their disinclination, as Salzburg offers sufficient numbers of units in English.

In order to investigate the motivations and behaviour of Newcastle students, an online questionnaire was designed and administered. By learning more about what Newcastle students expect from an exchange semester, in terms of location of study, financial support and program of study, both universities can tailor promotional strategies that achieve higher levels of effectiveness.

The questionnaire focuses on the bilateral relationship between the University of Newcastle and Salzburg University of Applied Sciences, but also unearthed more general trends. The session outlines the questionnaire methodology, results and discusses the future direction that the Newcastle - Salzburg partnership will take.

Closing Plenary

Time: 1445 - 1600 10/10/2008
Room: Great Hall
Co-Chairs: Mr Anthony Pollock, Chief Executive, IDP Education Pty Ltd
           Prof Tony Adams, President, IEAA and Tony Adams and Associates

Archie Roach
Ruby Hunter
Shane Howard

Archie Roach is an Australian singer, songwriter and guitarist. He survived a turbulent upbringing as one of the stolen generation to develop into a powerful voice for indigenous Australians, a storyteller in the tradition of his ancestors, and a nationally popular and respected artist. He turned his story into a song ‘ Took the Children Away ’ which earned him the Human Rights Achievement Award. It was the first time the award was ever presented to a songwriter. His lifelong partner, and musical soul mate Ruby Hunter is also a singer and songwriter and one of Australia’s stolen generation. A Ngarrindjeri/Kukath/Pitjantjatjara woman from South Australia, she often performs with Archie and together they have collaborated with the Australian Art Orchestra and have so far created two hugely successful shows; Ruby’s Story and Kura Tungar: River Songs and Stories.

Shane Howard was one of the first Australian musicians to broach the subject of Aboriginal rights and he impacted powerfully on a generation of musicians who followed. His songs (remember Goanna and ’Solid Rock’!) pay homage to the culture both of his Irish ancestors and the Aboriginal people whose land he lives on. A quiet but passionate rebel, he continues to provide a local, national and international view of Australia and Australians through his songs and stories. He and his songs continue to provide meaningful insights into the human spirit and interpret the Australian landscape in a way that has helped to build a bridge between Aboriginal and non Aboriginal peoples.

Thank you for attending AIEC 2008.
We look forward to seeing you in Sydney for AIEC 2009
Australian International Education Conference 2009

Sydney Convention & Exhibition Centre
New South Wales, Australia
13 - 16 October 2009

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