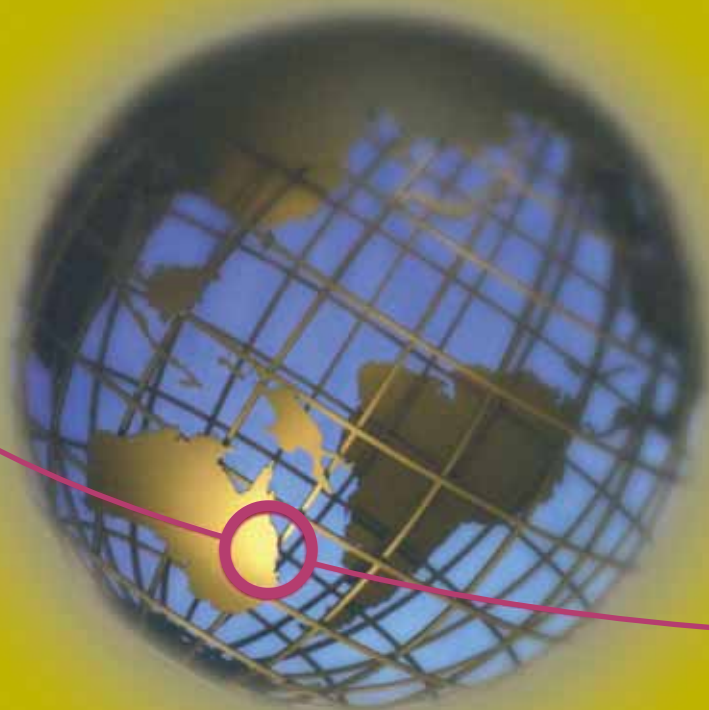# Queensland VET Sector Outbound Mobility

A Best Practice Guide for
Developing Outbound Mobility Programs

Department of Education, Training and Employment
Queensland Government Australia

Queensland Government

Queensland VET Sector Outbound Mobility

International Education: Best Practice Guide Series

**Department of Education, Training and Employment
Queensland Government, Australia**

Acknowledgments

Disclaimer

This Guide contains ideas and examples on recognised industry good practice in conducting outbound mobility projects. It has been developed in good faith to support the Queensland VET sector and is intended for use as a source of ideas and options that can be adapted and customised for a provider's unique situation. The Queensland Government disclaims all responsibility and all liability for any expenses, losses, damages and costs that might incur as a result of the information in this Guide, and accompanying provider resources, being inaccurate or incomplete in any way, or from the use of, or reliance on, this material.

For Further Contributions

By their very nature, Best Practice Guides are a work in progress. They are a snapshot in time of how providers are dealing with a topic and or market opportunity. It is not possible to capture every detail regarding the subject or every provider's experience. As a dynamic industry resource, your ongoing submissions, contributions and ideas are welcomed. Please email us at TAFEQueenslandinternational@deta.qld.gov.au

Industry Contributions

Table of Contents

Introduction

About the Guide

The Queensland VET Sector Outbound Mobility Best Practice Guide builds on two important publications from the Queensland and Australian Governments released in 2007 and 2010 respectively.

In 2007 the Queensland Government released the Queensland VET Sector Outward Mobility Audit. This was a first for Queensland and a first for Australia. The Audit was the starting point to better understand the activities of VET providers involved in staff and student mobility. The goal of the 2007 Audit was threefold. Firstly, it was designed to scope activity currently being undertaken across public and private providers in the State with regard to mobility. Secondly, the audit sought to build an understanding of outbound mobility models and practice for the sector. Finally, it provided advice and recommendations regarding the role of government and industry in reducing barriers to VET sector outbound mobility.

Since 2009, the Australian Government, through the Department of Education, Employment and Workplace Relations (DEEWR), has actively funded and supported Registered Training Organisations (RTOs) to engage more comprehensively in outbound mobility activities. In 2010 the Australian Institute of Mobility (AIM) Overseas was engaged by DEEWR to produce The VET Sector Outbound Mobility Portal and Toolkit. This project was guided by an industry-led steering committee and is a comprehensive collection of tools, templates and procedures to support mobility. To access The VET Sector Outbound Mobility Portal and Toolkit visit www.studyoverseas.gov.au.

Aim of the Guide

This Guide has been developed to enhance Queensland VET providers' knowledge and understanding of outbound mobility (OM). The Queensland Department of Education, Training and Employment recognises that in an increasingly globalised world, VET teachers, administrators and students need to be armed with views, skills and knowledge that are globally focused. Outbound mobility, as part of a broader internationalisation strategy, is a tangible way to enable this global competence.

Outbound mobility has been traditionally viewed as one of the 'nice to have features' of a VET provider's international strategy. With the pressure on local skills shortages, there has also been a tendency to overlook the experience as something that detracts from meeting local skills needs. Ultimately the goal of the Guide is to enable more VET providers to undertake outbound mobility projects and to include mobility as part of their international engagement strategies.

The Approach

The development of this Guide involved a three-stage process:

1. Review of existing materials and previous guides
2. Interviews with key stakeholders in Queensland to develop case studies and tools
3. Preparation and design of the Guide.

How to Use this Guide

This Guide has been designed to support VET providers at any stage in their mobility activities. The continuum below (Figure 1) shows where providers may be located in terms of mobility practice. Regardless of where your organisation is placed on the continuum, this Guide will assist you in both developing and improving mobility practice.

Figure 1: Continuum of Mobility Practice

Non-existent	Considered but not actioned	In process of commencing program	Program in place	Multiple programs in place	Stand alone OM strategy in place	OM embedded in strategy

The Guide has been designed around a phased approach to mobility (see Figure 2 below). Depending on your needs, you can work through the Guide or simply choose relevant sections. Each process includes a series of templates, checklists and case studies for reference.

Figure 2: Phases of Mobility.[1]

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
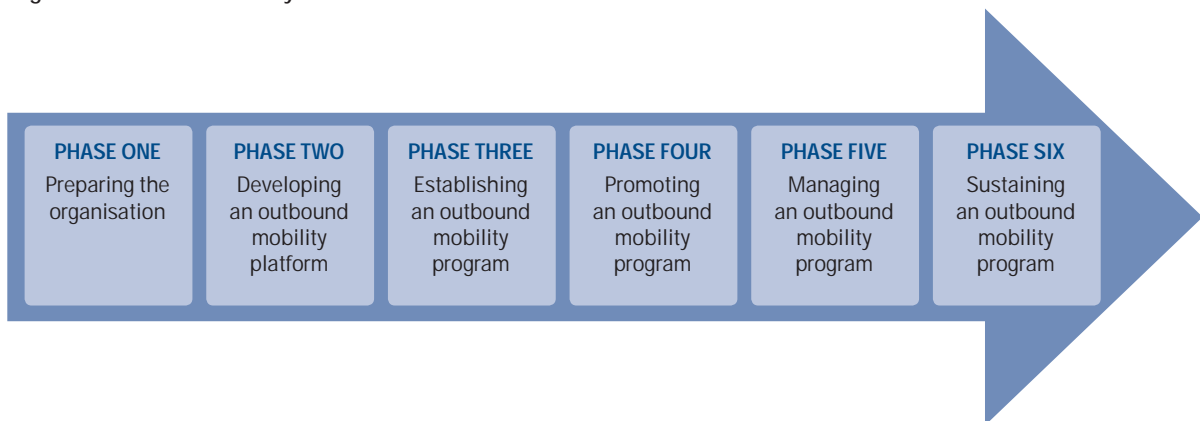
1   Adapted from Ipsos Australia Pty Ltd (2006) Establishing Cooperative Academic Relationships and Student Mobility between Australia and the European Union: A Good Practice Guide

SECTION ONE
OVERVIEW OF OUTBOUND MOBILITY

1　What is Outbound Mobility

1.1　Definitions

The terms 'outbound mobility'[2], 'transnational mobility' and 'international student mobility' are frequently interchanged when discussing the movement of students around the world. The University of Sussex (2004) defines international student mobility as:

> Any form of international mobility that takes place within a student's programme of study in higher education (HE). The length of absence ranges from a short trip to a full-duration programme of study such as a degree. In addition to study at a foreign institution, mobility can also involve a period in a workplace or other non-HE environments.

In a key piece of work relating specifically to mobility in the VET sector, Kristensen (2001) notes that, 'Transnational mobility describes a phenomenon which is basically a period of work experience (or work-based learning) undertaken in another country'. This definition recognises that the activity may take place during studies and post study, where the individual is employed or seeking employment.

1.2　Forms of Mobility

Outbound mobility in the VET sector usually takes the form of Australian students or staff travelling abroad for some form of global education or work experience. This may be managed through exchange programs, study tours, work placements, service learning (volunteering) and scholarships that support independent study or work experiences. Outbound mobility for the purpose of this Guide may be undertaken by both staff and students.

Olsen (2005), in his work with the Australian universities' study abroad network, suggests a typology of international student experiences including:

- Exchange
- Other semester/year programs
- Short-term programs
- Placements or practical training
- Research
- Other

Table 1 highlights the most prevalent forms of mobility in the VET sector.

2　The 2007 Audit used the terminology outward mobility. This has been updated to outbound mobility to align with the broader literature and practice in this area.

Table 1: VET Sector Mobility Types[3]

Program Type	Description
Long-term exchange program (semester or longer)	A long-term exchange program involves an Australian-based student spending a period of time at a partnering institution overseas. Key steps in establishing a long-term exchange program include development of a Student Exchange Agreement, curriculum mapping process and student support agreements. The basis of exchanges should be reciprocal – i.e. for every outbound student, an inbound student should attend under the same conditions.
Short-term exchange program	A short-term exchange program involves small groups of students or staff (and in some cases, individuals) undertaking a short period of study – usually between two and six weeks – at a partner institution overseas. The experience abroad may be counted for course credit, vocational placement or acknowledged in some way towards the student's Australian qualification. Fees may or may not be exchanged between partners; particularly in cases where the program is two-way, the student's fees paid in the home country will usually cover the costs in the host.
Study tour	A study tour involves a group of Australian students being 'led' to a destination by their institution (teacher, administrator or both). Study tours are typically short in duration – between two and four weeks – and may be credited as part of an Australian qualification; however, more often these are included in the VET provider's desire to offer a 'global learning experience'.
Service learning (volunteering)	Service learning (volunteering) involves a student or group of students undertaking a project overseas designed to provide a service to a local community. Service learning and volunteer programs are usually designed in partnership with a non-government organisation in the host country. This arrangement can reduce the administrative requirement for Australian institutions.
Internship or work placement	An internship or work placement involves an individual student or group of students undertaking a period of work placement overseas, with an industry partner. This may be supervised by an Australian trainer and included as vocational placement or managed through industry partnerships.
Post award scholarship or program	Institutions may elect to partner with a range of foundations and industry partners to promote and support post study international placements. This may include support for alumni to apply for scholarships such as the Queensland Overseas Foundation, or global internships, such as the program on offer from Disney.

---

3   Table adapted from AIM Overseas (2010) The VET Sector Outbound Mobility Portal and Toolkit, DEEWR

1.3 What the Research Shows

The nature of work has been transformed through globalisation and the growing importance of the 'knowledge economy'. Employers and human resource managers report increasing difficulties in securing knowledgeable and adaptable workers with the skills suitable for a globalising economy. Increasing outbound mobility may be one way for government and employers to respond to and benefit from the globalisation of industry and skills.

The value of outbound mobility is multifaceted and offers benefits to individuals, training providers, employers and communities. For a student undertaking an outbound mobility experience, the value can sometimes be confused as merely a 'trip overseas' or a 'nice thing to do'. Yet the benefits are much larger than just the individual. There is a sizable body of evidence, mainly generated from the United States, on the benefits of mobility for students, institutions and the community. Several longitudinal studies of Erasmus[4] mobility undertaken by Teichler and Stuebe (2001) conclude that students see their time abroad as overwhelmingly valuable. A large-scale study on American students abroad reached similar conclusions: students returned intellectually enhanced, with better work habits and with more empathy for other cultures (Carlson et al 1990).

From an employer's perspective, a 2007 report concluded that, 'If you need a highly skilled employee with broad-based experience, then someone who's spent the last two years in a developing country might be the right person for the job'. (Brook J, Missingham B, Hocking R and Fifer D 2007). This was further supported by a Queensland Government report into employers' views of international experience. It stated that, '61% of employers felt that an overseas studying experience is a positive on a graduate resume, particularly if it were focused on the student's area of expertise, or related directly to the industry they hoped to enter'. It further asserted that graduates who undertake an overseas experience return to Australia with enhanced skills that are applicable to the workplace (IEAA and QETI 2006).

From the Federal Government perspective, the then Minister for Education, Julia Gillard, asserted that, 'Many benefits flow our way, as our own students study overseas in greater numbers and are exposed to other cultures and education systems. Such exchanges deepen and improve our own education system and I look forward to seeing a real growth in numbers of Australian students taking the opportunity to study overseas' (Gillard 2008).

Industry has been a vocal supporter of training providers being accountable to deliver graduates with global understanding. An industry participant from the 2010 VET Outbound Mobility Forum suggested that, 'Industry is the end user of the training systems product, i.e. trained students. Lots of industries are interested in students with international understanding – it's up to you to deliver that'. This was further supported by another industry leader from the hospitality sector who stated that, 'International study is a powerful story on a resume. We would, without a doubt, take students who've done international placements over those who haven't'.

With the increase in the number of Australian businesses operating offshore or interacting with international organisations, Australia needs to have globally-skilled and culturally-aware staff to deal effectively in international environments. 'Student mobility through exchange and study abroad will help build a globally skilled and globally minded workforce that is able to innovate, adapt and work in culturally diverse situations.' (QETI, IEAA 2007)

In the globally competitive employment market, the following illustration (Figure 3) best sums up the value of an international experience.

---

4   Erasmus is the European Union's flagship educational exchange program for higher education students, teachers and institutions

Figure 3: The Value of International Experience

1.4 Why Mobility is Important

The benefits of international mobility are far reaching. International mobility rewards individuals, their future employers, industry and both the sending and receiving training providers. Yet despite a growing recognition that outbound mobility can strengthen bilateral relationships and help sustain Australia's inbound student market, there is limited activity from Australian training providers in this area. This next section considers the benefits from mobility for providers, students and the broader industry.

For Providers

Outbound mobility is still a relatively new phenomenon in vocational education and training. The 2007 Audit identified a number of barriers to mobility in the sector: these included cost, nature of VET students as part-time, identifying international partners, demand from students, lack of resources, competing priorities, limitations of training packages and the local skills shortages. While these barriers may well be real, a number of providers, within Australia and globally, have embraced outbound mobility. While each provider approaches this differently, the benefits of outbound mobility for providers may be summarised as:

- enhancing bilateral and multilateral networks and partnerships
- contributing to a marketing edge and competitive product in the domestic market place
- providing staff development and potential leverage for other international commercial projects
- producing globally-aware graduates with highly-regarded soft skills and cross-cultural expertise
- supporting a well rounded and sustainable internationalised education program.

For Students

The Institute for the International Education of Students (IES) conducted the first large-scale survey aimed at exploring the long-term impact of study abroad on a student's personal, professional, and academic life. It showed that study abroad positively influences the career path, world-view, and self-confidence of students. The researchers surveyed alumni from all IES study abroad programs from 1950 to 1999. Regardless of where students studied and for how long, the data from more than 3,400 respondents showed that studying abroad is usually a defining experience in a person's life and continues to impact

the participant's life for years afterwards. The reported benefits for students, as evidenced through the literature, include:

Personal growth

- increased self confidence, maturity and independence
- a lasting impact on work views
- improved decision making and problem-solving skills

Academic growth

- enhanced interest in academic study
- influenced subsequent educational experiences

Intercultural development

- a better understanding of the individual's own cultural values and biases
- fostered inter-cultural understandings
- encouragement to seek a greater diversity of international relationships

Educational and career advancement

- acquired skills that influence a career path
- supported and enhanced career directions
- international contacts gained for post-study opportunities

Improved language skills

- a basic understanding of different languages
- appreciation of the advantages of second language proficiency.

For Australian Industry

With increased international trade and the impact of globalisation, Australia will need to continue to develop skills to effectively operate in the global economy and be internationally competitive. Outbound mobility provides students with a level of cultural awareness and international alertness that can only be gained by experience and/or immersion in other countries. These skills will be critical to ensuring that Australia can actively participate in, contribute to and influence global agendas.

SECTION TWO
PHASES OF MOBILITY

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
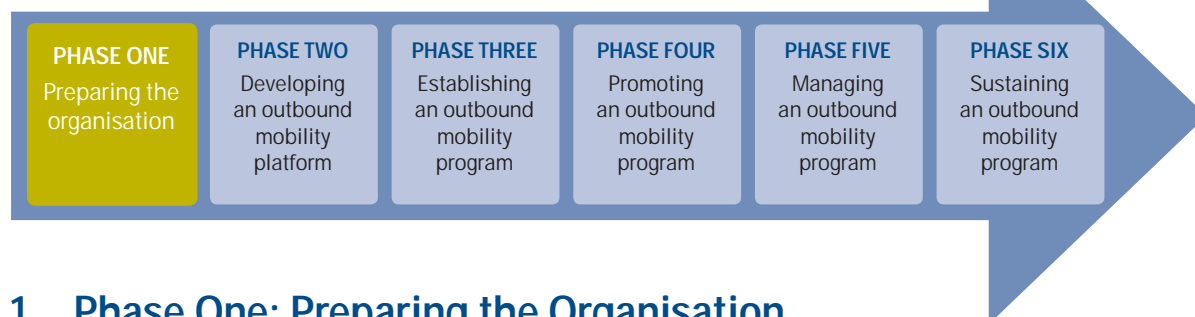
1   Phase One: Preparing the Organisation

1.1 Building Internal Support

Many VET providers in Queensland report that gaining support from senior management to invest time and resources into outbound mobility is difficult. In one respect this is not surprising given that most international offices are built on the model of inbound student recruitment and operate as commercial entities. For many the inclusion of mobility requires a process of change management, including the re-allocation of staffing, resources and strategy. Using the research and data presented in Section One may offer some persuasion to senior management, yet many VET providers who took part in the survey and consultations for the preparation of this guide, noted that the main reason they moved into mobility is less to do with strategy and more to with funding and/or requests from international partners.

One approach is to use Kotter's (1996) stages in managing change to support the actions you need to take to embed mobility. The Eight Stages of Managing Change for Mobility tool has been designed to assist you to customise this approach for mobility. Kotter's eight stages are:

1. Establish a sense of urgency
2. Create the guiding coalition
3. Develop vision and strategy
4. Communicate the change vision
5. Empower broad-based action
6. Generate short-term wins
7. Consolidate gains and produce more change
8. Anchor new approach in the culture

The Change Management Tool in Section Three provides a process for providers to work through that is specific to outbound mobility.

See Section Three: Provider Templates

1.2 Addressing Barriers to Mobility

VET providers in Australia have identified a number of barriers that restrict mobility activities in their organisations. These are consistent and have not changed greatly since the first audit was completed in 2007. They include financial limitations, staffing issues, lack of partners, competing priorities, limited language skills of students, limited internal buy-in and staff experience.

Table 2 takes the most commonly cited reasons and offers some examples of best practice strategies and actions providers have taken in overcoming these barriers.

Table 2: Overcoming Barriers to Mobility – Best Practice Strategies[5]

Barrier	Best Practice Strategy/Approach
Financial limitations (students and institution)	• Leverage government funding available through Endeavour VET Mobility Awards, Endeavour Executive Awards and other not-for-profit foundations or bilateral business councils • Generate industry buy-in into program and seek sponsorship from industry to support programs • Conduct student focus groups to ascertain the price sensitivity of students in certain programs • Create products to attract fee-paying inbound exchange and study abroad tours who may be interested in two-way visits • Seek ways to communicate directly with parents who may be funding students' international experience and to outline the benefits and possible return on investment • Investigate options to include international placements as part of students' up-front fees in programs, including the option for VET Fee HELP • Create programs that are open to alumni, industry partners, and RTOs training in the same industry to make the most of economies of scale in running a program
Lack of internal commitment and support from the organisation	• Prepare a strategic plan and engage key staff in planning process • Conduct a staff workshop on mobility and its benefits • Ensure that mobility is included in strategic planning • Conduct an audit of your staff (teaching and administration) regarding interest in specific countries and programs
Identifying partners	• Conduct an audit of your current inbound student partners (agents, industry and institutions) to identify areas for potential collaboration • Work with Australian Education International (AEI), particularly when identifying industry partners in key regions • Determine your preferred destinations and identify partners through bilateral business councils • Look at mobility and exchange programs that are currently on offer through your university pathway partners: where are your pathway students taking international placements and how can you leverage from this?
Language expertise	• Partner with a local language or cultural provider to offer language support
Not enough time to resource outbound mobility	• Investigate options to out source your mobility activities to service providers • Partner with other like-minded RTOs to develop programs • Seek a grant to develop an initial program and build expertise and knowledge • Identify and support internal champions who have a passion and interest for international mobility

---

5   Adapted from The VET Sector Outbound Mobility Portal and Toolkit

1.3 Embedding Mobility in International Strategy

Mobility on its own is considered by many as 'nice to have', not a critical element of strategic positioning for an organisation. Yet mobility embedded in an international strategy is a must for organisations seeking to broaden their engagement away from purely inbound student recruitment and when fully integrated can successfully leverage other commercial and cultural opportunities. Embracing mobility practice is increasingly expected by our counterparts. Our competitors – Canada, UK and USA – all outperform Australia's VET sector mobility activity. Figure 4 (below) illustrates four main tools of engagement that may be employed by training providers. At its most basic level, you could conceptualise these as a four-legged stool requiring each leg to ensure that it is solid, robust and functional.

Figure 4: A Balanced Approach to International Engagement

Offshore Delivery- Industry

Offshore Delivery – Institutional

Outbound Student Program

Inbound Student Program

CASE STUDY: Strategic Alignment of Outbound Mobility

College A has been offering international placements and scholarships to its fashion students for over a decade. As a highly globalised industry, fashion graduates are eager to see the world and test their skills with global counterparts. In 2010, with the launch of a new Strategic Plan for the College, senior management decided it was time to elevate the importance of global connections. They took the success of the fashion program and launched a college-wide pilot called 'Global Connections'. This program was an operational response to the College's mission to be 'job focused, industry linked and globally connected'. In 2010–2011 'Global Connections' supported two new student mobility programs (to Japan and Brazil), received grant funding from DEEWR, the Australia Japan Foundation (AJF) and industry partners such as the Australian Institute of Professional Photographers, and oversaw the development of faculty-based plans to increase and support mobility. It was noted that, 'Without the support of the director and senior staff across the institute, mobility programs would be nice to have, but they would not be viable'.

Those providers who are reaping the benefits of outbound mobility programs all share something in common: they have a commitment to mobility from the top of the organisation. Given the importance of gaining buy-in across the organisation, it is suggested that training providers take time to assess their corporate readiness for mobility. The Assessing Corporate 'Readiness' for Mobility diagnostic tool may assist in this process.

See Section Three: Provider Templates

1.4 Getting Started - IDP

Hall (2010) developed a model that may assist providers to prepare for mobility in a staged process. The acronym stands for Initiate, Develop and Promote (IDP) and seeks to offer a range of entry options for providers relative to their resources, skills set and appetite for mobility.

Figure 5: IDP

Initiate	Develop	Promote
Resource intensive, high skills needs	Partnership for resources and skills	Limited resources and low skills needs
Provider initiates a mobility program arranging all funding, course development, student recruitment and project management	Provider develops a program in partnership with local or offshore partner and shares the development of the course, student support and project management	Provider supports mobility but lacks resources and skills to manage internally. Promotes programs on offer through service providers and other scholarship funds but no investment required
Example: Provider initiates a new study tour for students for hospitality to international hotel	Example: Non-government Organisation approaches the organization seeking student placements for volunteer project	Example: Provider promotes Queensland Overseas Foundation (QOF) scholarships and other fee-for-service mobility programs (i.e. AIM Overseas and Australians Abroad) for students to undertake independently

CASE STUDY – Getting Started - Outsourcing Mobility

A number of VET providers have successfully out sourced services needed to start and support a mobility program. A Brisbane-based service provider works with a range of education partners both locally and abroad in delivering a range of international study and internship placements. Through the company's extensive network of institutions, employers and not-for-profit partners, they are able to arrange placements such as professional internships, au pair programs and volunteer placements. Professional internship programs offer candidates an opportunity to gain hands-on training in the workplace. Most positions are non-paid training positions which are directly related to candidates' educational backgrounds. Placement durations are from 4 to 52 weeks and are available in 17 global destinations. Many providers who are interested in mobility but do not have the resources to develop or initiate programs, work with a service provider to support their needs.

PHASE ONE
Preparing the organisation

PHASE TWO
Developing an outbound mobility platform

PHASE THREE
Establishing an outbound mobility program

PHASE FOUR
Promoting an outbound mobility program

PHASE FIVE
Managing an outbound mobility program

PHASE SIX
Sustaining an outbound mobility program
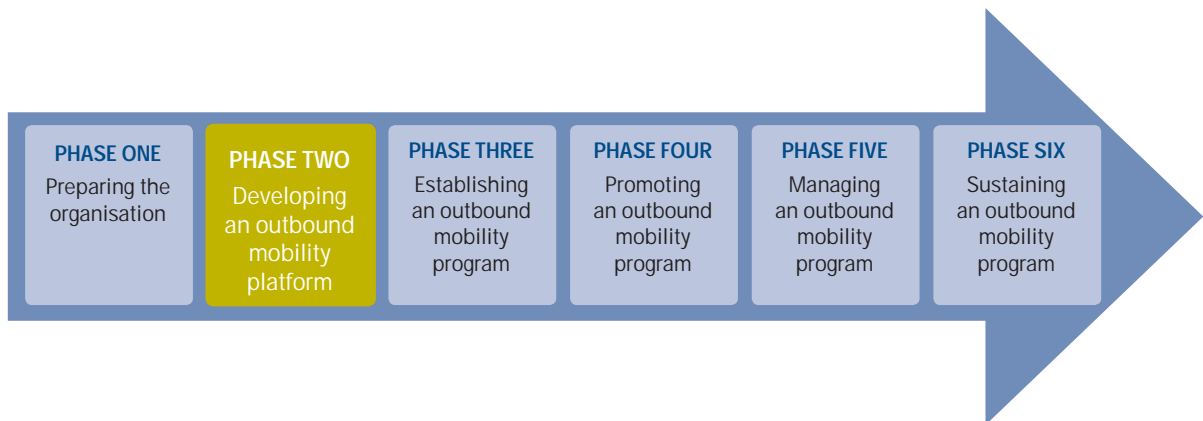
2   Phase Two: Developing an Outbound Mobility Program

2.1 Forming Partnerships

VET Sector outbound mobility involves a broad range of partners both locally and offshore. Some of these partners may include:

- Other training providers
- Industry in Australia
- Overseas industry
- Industry associations
- Australian Federal and State Government/s
- Foreign Government/s
- Non-government Organisations
- Service providers

How you engage with each of these partner groups will vary depending on the type of mobility and the desired outcomes of the partnership. The Partnership Due Diligence Best Practice Guide, prepared by Queensland Department of Education, Training and Employment, offers a range of tools and templates to assess potential partners. Completing a Mobility Partner Checklist will enable you to consider the attributes that are important to your organisation for mobility.

See Section Three: Provider Templates

Table 3 offers specific links to agencies that are able to refer or conduct due diligence on potential partners.

Table 3: Identifying Partners for Mobility

Type of Organisation	Potential Role	URL
Austrade	Links to industry partners and institutions seeking mobility partnerships	www.austrade.gov.au
Australian Education International (AEI)	Links to government and institutions seeking mobility partnerships	www.deewr.gov.au
Trade and Investment Queensland	Links to government, industry and institutions seeking mobility partnerships	www.export.qld.gov.au
International Vocational Education and Training Association (IVETA)	Global organisation representing individual VET providers	www.iveta.org
Bilateral business councils	Membership of Australia's bilateral business councils includes many members who have active partnerships in specific countries. These may be ideal for mobility partnerships.	For example Australia India Business Council www.aibc.org.au and Australia China Business Council www.acbc.com.au
Australian Council for Private Education and Training (ACPET)	Potential partnerships from ACPET international peak body affiliates	www.acpet.edu.au
TAFE Directors Australia (TDA)	Potential partnerships from TAFE Directors Australia international peak body affiliates	www.tda.edu.au
UNEVOC UNESCO	Focus on UNESCO's 193 member states to strengthen and upgrade TVET systems. Member institutions and centres interested in international collaboration in many forms	www.unevoc.unesco.org
The Forum on Education Abroad	The Forum is a standards-based organisation dedicated solely to study abroad practice and programming. The Forum membership has grown to include more than 300 institutions all interested in mobility and exchange.	www.forumea.org
Community Colleges for International Development (CCID)	The mission of CCID is to provide opportunities for building global relationships that strengthen educational programs, and promote economic development.	ccid.kirkwood.cc.ia.us

2.2 Types of Partnerships

Where the mobility of students is involved, partnerships should always be formalised. Mobility partnerships may be formalised under a broad-based Memorandum of Understanding that covers a range of international activities, or through a specific agreement focusing on mobility. In the case of a formal student exchange, it is recommended that a Student Exchange Agreement be entered into. This document lays out conditions for the exchange of students and includes references to details such as accommodation and tuition fees. See the sample Student Exchange Agreement and the Mobility Partnership Agreement template in Section Three.

2.3 Markets for Mobility

Outbound mobility programs vary depending on the country, industry area and form of program. The following 10 questions assist in selecting markets for mobility.

1. **Cost** – How much does it cost to get there?

2. **Ease of Entry** – How easy/difficult is it to gain a visa?

3. **Relationships** – What existing relationships do we have in this country?

4. **Strategic Importance** – How important is this country in our overall strategy?

5. **Innovation** – What can we learn from the location?

6. **Interest** – Are students and staff interested in this market?

7. **Funding** – Are there funding or grant opportunities in relation to this country?

8. **Safety** – Is the country safe for travel?

9. **Recognition** – Can students gain recognition for their program of study/work?

10. **Alignment** – Are there synergies with our inbound student program and transnational delivery?

> **CASE STUDY: Selecting a Destination for Mobility**
>
> OM College worked with an external mobility advisor to determine priority mobility markets. A country assessment is conducted on the basis of the 10 parameters identified in the 'markets for mobility' questionnaire. This is conducted as a formal process, built around a staff workshop and student focus groups, or a more informal process. Regardless of the approach, it is important to know why a destination has been selected for mobility. Understanding the country selection process and the motivation for engagement will inform how the program is managed and who is involved. For example, if the project is important for **alignment** with a transnational education (TNE) project in that country, it will be vital to have the TNE teaching staff and partners also involved, or at least informed. Alternatively, if the project is driven by **innovation**, then the approach will require closer involvement of teaching staff and curriculum developers.

2.4 Funding Mobility

The single largest barrier cited by providers and students for mobility is funding. This section considers a range of funding options to support mobility. The following list highlights the primary sources of funding for VET outbound mobility programs:

- Grants
- Student fees
- Student /corporate fund raising
- Institutional scholarships
- Industry contributions

Grants

Endeavour VET Outbound Mobility

The Endeavour VET Outbound Mobility Program, managed by DEEWR, has been developed specifically to support VET providers enhance outbound mobility grants for their students. The grants offer $2,000 per student and $1,500 per staff member to undertake an international placement. Training providers must apply and manage the process of establishing projects and managing students.

Bilateral Councils

The Department of Foreign Affairs and Trade (DFAT) administers and funds eight bilateral councils. Each Council has a program of small grants for projects and programs (including exchange and international collaboration) between Australia and their respective countries. Visit www.dfat.gov.au for a list of councils and closing dates for grants.

See Section Three: Provider Templates

CASE STUDY: Australia Japan Foundation (AJF)

In 2010 the Australia Japan Foundation (AJF) supported a program called the 'Australia Japan Fashion Exchange and Showcase'. It is an initiative of an Australian College and a Japanese College designed to highlight the excellence of the Australian fashion industry, training providers and students to key Japanese counterparts. The program involves four key components: (1) Development of virtual fashion exchange between final year Advanced Diploma students in Australia with counterparts in Japan; (2) Industry placement and exchange (part 1) to Japan, includes teacher and up to 5 students to be based at Japanese College for global fashion immersion program; (3) Industry placement and exchange (part 2) to Australia, includes teacher and up to 5 students to be based at Australian College for English and global fashion immersion study; (4) Hosting of Australia Japan Fashion Showcase to coincide with conclusion of exchange and commencement of the College's celebrations around Australian Fashion Week. Whilst the colleges had a strong existing partnership, funding through the AJF has enabled this to be further strengthened and opened the program up to a greater number of participants.

Endeavour Executive Awards

A number of VET providers have leveraged the Endeavour Executive Award to support staff (administrative and teaching) to undertake an international placement with partner or potential partner organisations. The awards are competitive based grants and should not be connected to commercial activities. Leveraging awards to support outbound mobility programs and partnerships is viewed positively.

CASE STUDY: Endeavour Executive Award Opens up India

Below is a firsthand account from a previous Endeavour Executive Award recipient of the difference the Award has made professionally and personally:

'The Endeavour Executive Award provided me with an opportunity to undertake a program that blended professional learning, research that was relevant to my previous academic studies and an opportunity to meet with people of a different culture and context to mine. Focussing on India, I met with over 40 education, government and corporate organisations during my six week placement. I often tell people that undertaking such an experience changed my life, and I do not say this lightly. Undertaking such an intense in-country activity transforms **"Globalisation 101"** into a real life experience that can, and should, shape and influence your thinking and beliefs. From a professional perspective it reinforced a core belief in the social and economic importance and the value of vocational education and training. The experience, knowledge and relationships made during this period have a daily influence on my professional thinking, and my professional practices, within the Australian VET sector. As an entrée into developing the capabilities of an individual, or organisation in the international education-training market, undertaking programs such as the Endeavour Award provides immeasurable benefit to the individuals and organisations involved.'

Student Fees

Most programs are built around a contribution from students and grant funding. The figures below are indications only of possible fees charged to participating students on various mobility programs.

$800–$2,500	$2,500–$5,000	$6,000–$10,000
2-week study program	short-term exchange	long-term exchange

College B, Queensland, is committed to improving mobility between Australia and China. The College has a strong affinity with China and in 2010 ran their first mobility project, sending 10 TESOL students to teach English as a Foreign Language (EFL) in Senior High Schools in the provinces of Shanxi, Zhandong, Guangdong and Shandong. Given the high need in China for skilled native-speaking English language teachers and the College's strong connections with China it has been a natural fit to offer international placements for their students. In 2011, seven TESOL students travelled to Zhe Jiang Province to complete a two-week placement. For students completing a TESOL qualification, teaching internationally is often a career aspiration. The opportunity to test their skills through a quality partner, authorised by their training institution, is a unique advantage for them as graduates in a competitive market place. While funding from other agencies would certainly support the growth of mobility programs, College B has demonstrated successfully that with the right program students are willing to fund this experience. The Director of Studies from College B reflects, 'We know that mobility is important for our students and our partners. We have been fortunate to be able to leverage partners, who are already known to the College, through our other international engagement activities'

Student fund raising

Many providers also use international placements as an opportunity to engage students in undertaking fund raising for their project. This not only offsets costs; moreover it is a good way to build team camaraderie and to showcase to other students and faculties the mobility program. Particularly in the case of service learning projects, fund raising is a natural fit that not only supports the students but also the not-for-profit partner who is acting as host.

CASE STUDY: Student Fund raising Approaches

In 2009 College C was introduced to a charity based in Sri Lanka, committed to rebuilding livelihoods and creating a safe environment for children, disabled and the elderly. The charity is built on a site that was reclaimed post the 2006 tsunami devastation in the region. For two years the College has included a two-week volunteer placement with the charity for current students, alumni and industry partners. Each year around six participants travel to the charity to hone their skills in child care, aged care and community services and to also contribute to the charity. This project is run entirely on student contributions and involves a significant fund raising component. The College runs an annual event to raise funds for the students' travel. Over $10,000 is raised each year to support the program. The College CEO notes, 'This project is entirely funded by student and College contributions. We chose to open the placement up to not only current students but also graduates and our industry partners. This broadened the participant pool but also enabled us to engage with our graduates and industry. They could see that we are serious about global engagement and we are able to contribute with skills to a community that really needs it'.

Institutional scholarships

Another form of funding for mobility activities are scholarships supported by the training provider. Small grants of usually no more than $500–$1,000 can make a significant difference to staff and students as outbound mobility participants. Institutions can choose to promote these broadly as 'international scholarships' or may use them to subsidise other programs.

Industry contributions

Industry is a willing partner for educational programs that add to the skills and knowledge of vocational graduates. It is highly recommended to include industry organisations and individual enterprises, both as financial and in-kind partners, into global mobility programs. Even a small contribution or a letter of support can make all the difference to the program.

2.5 Structuring the Project Team

After budgetary concerns, the next greatest challenge for VET providers in managing and delivering mobility programs is the skills needed to manage such programs. Structuring the project team and getting organization-wide support for a program and strategy is vital. Figure 5 below indicates the six functional areas that are usually part of a mobility project team. Depending on the complexity of the program this may be an active or a passive role.

Figure 6: Functional Areas for Outbound Mobility in Organisations
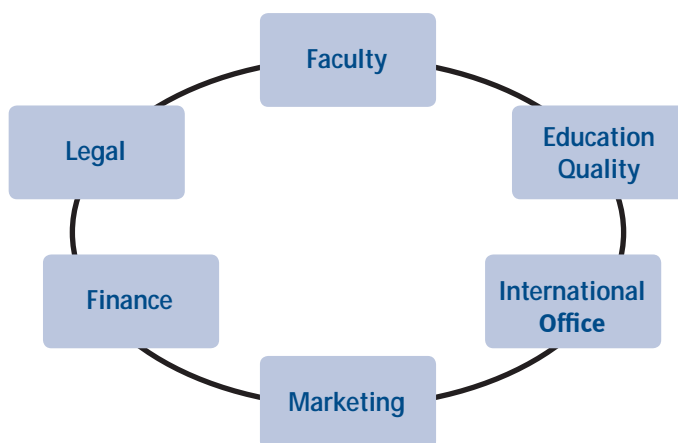
When considering the various aspects of mobility projects there are typically three levels that need to be considered and managed: educational, international and operational. To manage these needs, outbound mobility projects often cut across several areas of an organisation and include teachers, educational managers, international directors, administrators, and finance, legal and marketing teams.

Planning who is going to be involved, and understanding their role, is crucial. A good Project Plan will assist this, as will clear project role descriptions and regular meeting/reporting requirements.

It goes without saying that your project team should communicate often and meet regularly as agreed. Ideally, a member of the team should be appointed as 'secretariat' for the project; this role involves organising and minuting meetings, collecting and circulating relevant documents, and managing project time lines. For any mobility project there are both internal and external stakeholders; it is important that processes are in place to manage both of these appropriately. The Project Plan for each mobility activity should be the basis for your meeting structures. However, a streamlined meeting agenda is also suggested. A Sample Outbound Mobility Project Team Meeting Agenda is included in Section Three.

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
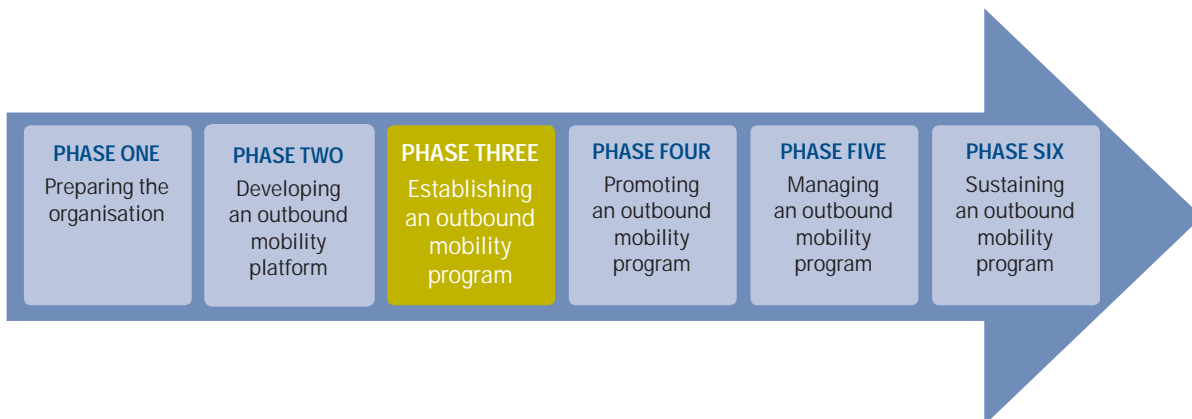
3 Phase Three: Establishing an Outbound Mobility Program

3.1 Project Planning

This phase of the guide aims to bring together the elements of the project plan that will be required to establish an outbound mobility program. This next section explores the detail required to deliver a successful program including time frames, budgets, designing itineraries and recognition for programs. Depending on the type of mobility being planned time lines may vary. The National VET Mobility Handbook (2010) offers an indicative implementation time for each form of mobility taking into account establishing partnerships and agreements, logistical preparations, generating student interest and preparing for departure.

Table 4: Indicative Project Time frames

Project Type	Indicative Implementation Time
Long-term exchange program	18 months
Short-term exchange program	12 months
Study tour	12 months
Service learning (Volunteering)	6 months
Internship or work placement	6 months
Conference	3 months

A detailed Project Plan is a necessity to deliver a successful project. The Project Plan template may be used in Word and or Excel format depending on your preferences.

See Section Three: Provider Templates

3.2 Budget Development

Outbound mobility can be a resource-intensive process; it also requires close attention to detail on elements of the budget that are not always evident for new providers. Having a good understanding of the budget requirements enables improved planning and reporting. Some typical budget items included in a mobility program may be:

- staff salaries and on costs
- backfilling for staff when planning and travelling
- administrative staff salaries
- consultants – including predeparture programs and country specialists
- advertising and promotion
- freight and postage
- stationery
- phones and communication
- air travel
- accommodation
- on-ground transport during placement
- insurance
- gifts (for partners)
- IT development and maintenance
- visa costs

A sample Budget Template, which can be readily copied to excel, is included in Section Three.

3.3 Skills Recognition and Credit Transfer

VET providers identified that one of the consistent barriers to fully embracing mobility has been the difficulty in recognising international placements and exchanges for credit. As outlined in Table 1 (page 9), the form of mobility will usually directly correlate to the credit requirements. For example, students and staff may be more willing to engage in a short study tour program without credit and focus on the experience aspects, as opposed to a longer-term semester exchange that may be viewed as a 'waste' if it does not include credit.

The continuum below suggests a range of approaches to recognition for credit of a VET mobility program.

Figure 7: Continuum of Credit Options for VET Mobility Program[6]

No credit	Partial credit	Vocational placement	Assessed as part of qualification	Integrated assessment

Less complex / short-term project ←————————————————→ Complex / long-term project

---
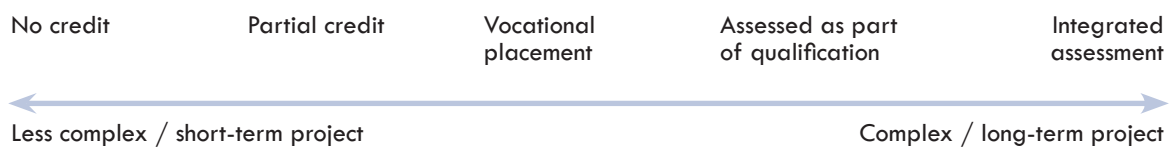
6   Adapted from DEEWR (2010) The VET Sector Outbound Mobility Portal and Toolkit

3.4 Staff Capacity

As discussed in Phase Two, a Project Team will most likely be arranged to manage the three core aspects of a mobility program – educational, international and operational. This section of the Guide considers the skills set required of teachers or accompanying staff in establishing a mobility program.

As a general guide the following skills sets are needed by staff with responsibility for in-country mobility roles:

- cross-cultural understanding and empathy
- strong administrative and customer relations skills
- ability to multi- task
- understanding of industry and global implications.

Two elements are important when selecting and assessing staff for the Project Team:

First, the Group Leader's roles and responsibilities predeparture, during program and post-program should be clearly defined. Agreeing on the Group Leader Role Description is important. Section Three includes sample Group Leader Guidelines.

Second, the process should identify appropriate staff to be involved in mobility activities. Selection processes are usually managed within the faculty but, depending on the nature of the project, may involve the CEO and other senior staff members. Being able to assess the skills needed to successfully undertake an international placement is vital. The Staff Capability Assessment is a tool you may use once staff have submitted their expressions of interest to be involved in a mobility program.

See Section Three: Provider Templates

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
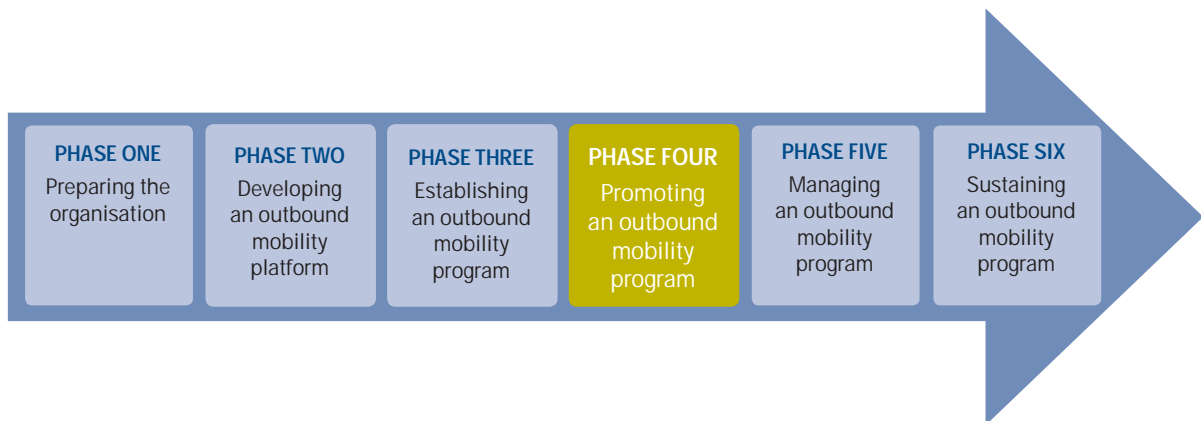
4 Phase Four: Promoting an Outbound Mobility Program

4.1 Marketing and Recruitment

Designing a good program is only one component of a successful mobility program – ensuring demand from students to take part in the program is equally important. Following are examples of ways VET providers have promoted programs to students. You may choose all or some of these approaches depending on your context.

Class visits – A teacher and/or guest lecturer joins a class to brief them on the mobility opportunity. Once you have developed alumni of returned participants they may also be interested in sharing the benefits with new students.

Online – Promoting outbound mobility via electronic media is highly efficient and can be well targeted. This method may also include sending targeted emails to various student groups, running online webinars and using Facebook or other social media sites to promote the opportunity.

Orientation sessions – Establishing outbound Programs as a concept for students early in their studies is an important consideration. It also assists providers in connecting with students who may be deciding between one provider and another. Actively promoting your mobility programs, even to prospective students, is a good marketing strategy. If you have open days or orientation session for students make sure you do not forget to promote your international connections.

Testimonials – Utilising previous students and participants on mobility programs is the best way to promote new programs. This may be done face-to-face, but recording a great video or audio testimony can also enable you to use this information during presentations and on other online formats.

4.2 Application Process

Getting the application process right is fundamental to developing a program. Ensuring transparency, equity and efficiency is paramount. Agreeing on a standard, organisation-wide, application template and process will eliminate the need to continue to 'reinvent' the process for future programs. Section Three includes a Student Application Form template.

Once applications have been received the next step is ensuring a robust selection process. A sample of considerations and criteria for student selection are:

- academic performance
- personal attitude
- professional references
- motivation to undertake placement
- personal statement (about why they want to participate in the project).

4.3 Managing Student Expectations

Managing participants' expectations is crucial to ensure the best outcomes for the project. Managing expectation takes place primarily during the lead-up to students' participation. It is vital that all stakeholders understand:

- what they will be doing whilst abroad
- logistics for their overseas experience (transport arrangements, accommodation, visits etc)
- formalities they need to complete prior to their departure (visas, immunisations, predeparture training)
- assessment requirements for their experience.

Managing expectations also means making students aware of the fact that sometimes things can change or go wrong – this is a normal part of an overseas experience. From consultation with industry a key step in managing student expectations is a participant's agreement. This outlines the basic terms of the project and the responsibility of the student, the training provider and other service providers. It is often completed prior to the application process or as part of the application process. A Student Agreement template is provided in Section Three of this guide.

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
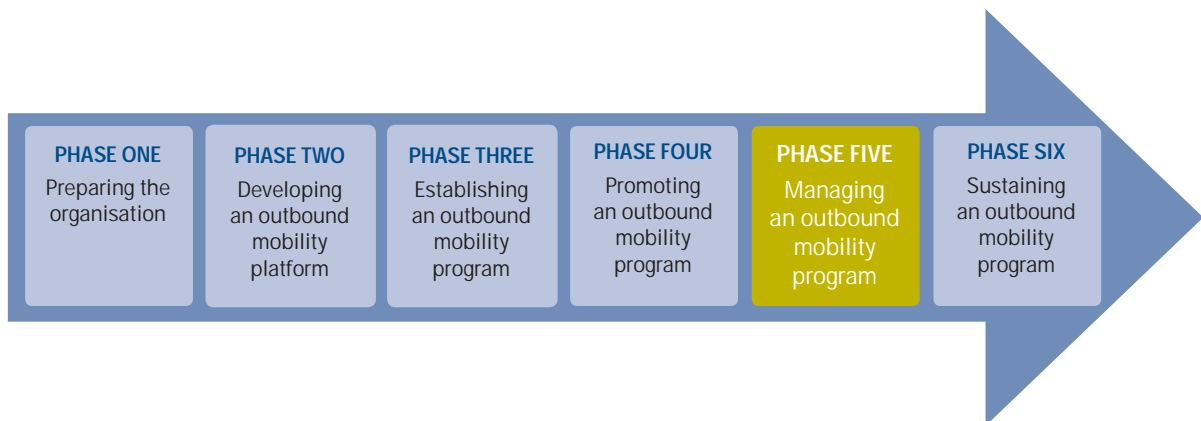
5 Phase Five: Managing an Outbound Mobility Program

5.1 Managing Risk

Sending students and staff abroad attracts a certain level of risk. Safety and security are prime considerations in planning and managing a Mobility Program. Risks can be categorised as organisational, reputational and health and safety. See Table 5 below.

Table 5: Risks in Outbound Mobility

Organisational Risk	Reputational Risk	Health and Safety Risk
• Attaining visas • Partner's commitment to project • Senior staff commitment to project	• Student behaviour • Staff performance • Mismatch in student and staff expectations during program	• Safety of staff and students on program • Management of preexisting medical conditions • Vaccinations

It is a must for any organisation engaging in outbound mobility projects to develop a critical incident policy and response plan. If you are intending to access government funding to support your mobility activities this is a contractual requirement. You need to consider:

- the steps you will take in a crisis
- stakeholders involved in your risk management planning
- developing a 'Safety Profile' for programs/destinations
- types of crises for students/staff specific to the destination/program
- resources 'on the ground' for assistance in the event of a crisis
- developing a critical incident matrix.

The Critical Incident Matrix in Section Three provides a sample of risks that may need to be evaluated and planned for in an outbound mobility program.

5.2 Predeparture Programs

Preparing students and staff for an international mobility program is critical to its success. The following elements are considered best practice in predeparture preparation:

- Incorporate a structured predeparture program involving all students and staff with a focus on culture, business and work etiquette, educational outcomes and language (four weeks minimum).

- Prepare a detailed handbook and guide to be used during the predeparture program and the program.

- Incorporate access to an online cultural assessment tool such as the Global Competency Aptitude Assessment (GCAA) www.globalcompetence.org to measure pre- and post- cultural awareness.

- Host a farewell/bon voyage event to wish students well and engage with industry and the broader institute on the value of this experience.

Remember that if you don't have the skills in house to do this kind of training, there are service providers who are able to offer fee-for-service programs to support the predeparture process. Section Three includes two key templates: a Predeparture Checklist and Program Handbook.

CASE STUDY: Working With a Service Provider for Predeparture Training

College D secured an Endeavour VET Outbound Mobility grant in 2009 for tourism, hospitality and events students to undertake a three-week industry placement with a leading hotel in Kuala Lumpur, Malaysia. In making the application the College was aware that it would need to identify a partner to adequately prepare the students for their experience. A predeparture language and cultural program was designed with the Institute of Modern Languages (IML) at the University of Queensland. The predeparture program ran over 12 weeks and involved a trainer from IML travelling to the campus to deliver two-hour sessions with the 12 students and their accompanying teacher. The sessions included both language and cultural orientation programs. Given that the students were from different industries and did not necessarily study together this also gave them the opportunity to get to know one another and form as a group. Equally, the teacher who taught some of the students also got to know the individuals' strengths and weaknesses and was able to plan and prepare accordingly. The partnership with IML was very cost effective and enabled the students and staff access to a local 'expert' in the market. Post-event surveys from the students rated the predeparture program as highly effective; it was important in supporting students to grasp the cultural shift that would be required to operate successfully in a 5-star hotel in the Malaysian capital.

5.3 Project Evaluation

Mobility programs should be evaluated at both the strategic and operational levels. At the strategic level evaluation will usually take place within the annual review cycle, whereas at the operational level evaluation is usually conducted immediately following the activity. The measures of evaluation will correlate with the goals that your organisation established in creating the mobility program. Table 6 shows some sample project and program goals from outbound mobility projects in Queensland and potential indicators to assess the outcome.

Table 6: Outbound Mobility Project Goals and Potential Indicators

Goal	Potential Indicator
Improve domestic enrolments in photo-imaging through the inclusion of international work placement	• % increase in preferences for course • Number of paid student participants in the program, word-of-mouth from industry partners regarding the program
Support the MOU between Australian VET provider and industry partner in China through staff and student mobility	• Number of staff exchanges to industry partner • Number of student exchanges to industry partner • Student and staff qualitative evaluation of the program and experience
Position Australian VET provider as leading provider with local industry partner	• Australian industry partner financial contribution to program
Students to gain improved employment outcomes through international placement	• Student destination outcomes post studies • Student testimonials through ongoing linkages with teaching team regarding the value of international experience
Students improve ability to relate to cultures other than their own	• Student outcomes from online cultural assessment • Evidence from student educational assessments including blogs, reflective journals etc.

There are at least three core perspectives required to evaluate mobility programs: education, administration and strategy. Correspondingly, evaluation should be included to measure educational outcomes, administrative performance and alignment to strategic intent. To capture valid data from each of these core elements, evaluation must be approached as a multi- stakeholder process with at least the following five stakeholder groups included:

- Students
- Teaching staff
- Administration staff
- Partner institution or host organisation staff
- Industry partners/supporters.

Conducting an evaluation from students is critical for the development and sustainability of programs. Section Three includes a Student Survey Template.

PHASE ONE	PHASE TWO	PHASE THREE	PHASE FOUR	PHASE FIVE	PHASE SIX
Preparing the organisation	Developing an outbound mobility platform	Establishing an outbound mobility program	Promoting an outbound mobility program	Managing an outbound mobility program	Sustaining an outbound mobility program
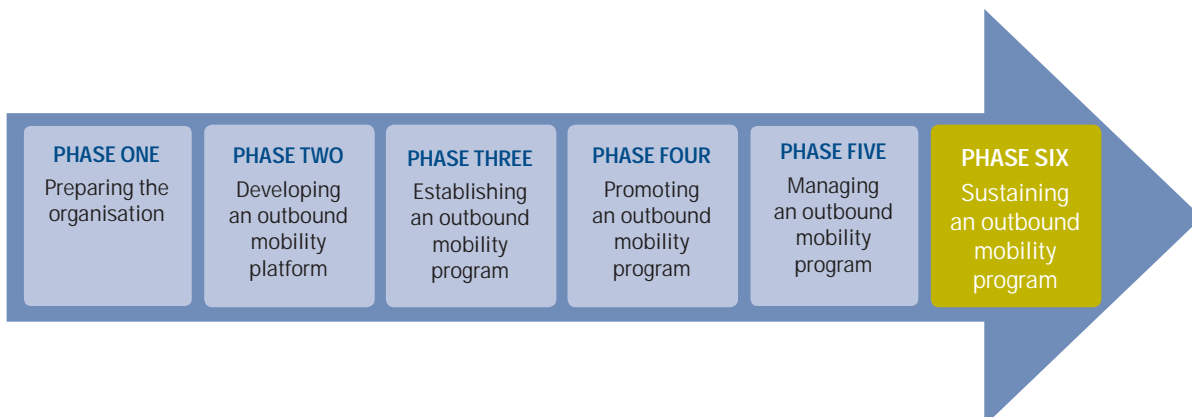
6   Phase Six: Sustaining Outbound Mobility Programs

This is an important but often overlooked phase of mobility planning. It goes without saying that VET providers who invest time and resources into establishing mobility projects would like to see a sustainable program as a result.

Taking a strategic and planned approach to mobility is one way to sustain mobility programs. Based on the practice observed from Queensland VET providers, the following five principles have been identified at the core of sustaining mobility programs:

1. Building and maintaining relationships
2. Integrated international engagement strategy
3. Strong project management approach
4. Broad stakeholder buy-in and support
5. Commitment to continual improvement and innovation

CASE STUDY: Sustaining a Successful Mobility Program

College E has been offering a 'cross cultural' component to their Certificate IV in Community Services for over 12 years. Designed as a two-month program after three months intensive training locally, the program offers a unique insight into global community development. The program has been sustained over this time by a continued focus on the partnerships in the countries where the students are being placed and a broad level of commitment from all stakeholders in the provider. The program is fully funded by the students and attracts up to six participants per annum.

Attachment 1: Sample Programs From Queensland Providers

EU Australia VET Mobility Program

Type of Program: Long-term exchange program   Length of Program: 4 months

Program Description: College F received funding through the EU Australia Mobility Grants (under the auspices of the Department of Education Employment and Workplace Relations (DEEWR) and European Union (EU)) to support a long-term exchange program with European counterparts in the hospitality industry. The program was funded for two years and supports both diploma students and apprentices. Each year 10 Diploma of Hospitality student travels to exchange partners in Holland for a four-month exchange. During this time the students study full-time but also gain part-time work in the industry. Apprentices travel to Finland and Italy to complete four months of on-the-job training as part of their apprenticeship program.

Photo Imaging Study Tour, Brazil

Type of Program: Study tour   Length of Program: 2 weeks

Program Description: College G partnered with a private university based in Sao Paolo Brazil, to include a two-week study tour as part of the learning experience for final year Diploma of Photo Imaging students. The program involves a combination of master classes with a Professor of Photography at the College, industry visits and photo tours with a local guide (also a professional photographer) and language classes with the Portuguese teaching staff at the university. The program is supported by the DEEWR VET Mobility Grants, student fees and an industry bursary from the Australian Institute of Professional Photography. Six students and two teachers took part in the inaugural program in August 2011. College G intends to offer a return study tour for students and staff from the Brazilian University.

Service Learning Program

Type of Program: Service learning (Volunteering)   Length of Program: 2 weeks

Program Description: College H was one of the first institutions in Australia to receive an Endeavour VET Outbound Mobility Grant to support an innovative service learning program in Vietnam. The program involves up to 10 students at Certificate IV level from aged care, child care and community services to undertake a two-week placement at an Orphanage in Vietnam. The program has run now for three years and is heralded as the flagship program for the College's Global Linkages Program.

Hospitality Internship to 5-star Hotel Malaysia

Type of Program: Internship or Work placement   Length of Program: 3 weeks

Program Description: College L partnered with a local service provider to identify a potential international partner for a tourism and hospitality placement. The result was the development of three-week work placement program at a sister hotel in Kuala Lumpur, Malaysia. Twelve students studying at Diploma level in tourism, events and hospitality took part in the program, accompanied by a teacher. Students were inducted into the hotel and worked alongside local staff for three weeks, learning all aspects of the operation.

VET Graduate Undertaking Queensland Overseas Scholarship in London

Type of Program: Post Award Scholarship   Length of Program: up to 1 year

Program Description: Grace graduated from a Diploma of Interior Design and Decoration at College M. She was encouraged by her teacher to apply for a Queensland Overseas Foundation (QOF) scholarship to further her skills and experience in design. She applied for the QOF scholarship and spent 12 months in the UK honing her skills and building a portfolio of experience. This would not have been possible without the $7,000 scholarship from QOF to set her on her path. Grace is now based in Shanghai and working in interior design and styling.

SECTION THREE:
PROVIDER TEMPLATES

Section Three: Provider Templates

Phase	Templates and Tools
1. Preparing the Organisation	1. Tool – Eight Stages to Managing Change for Mobility 2. Tool – Assessing Corporate 'Readiness' for Mobility
2. Developing an OM Platform	3. Tool – Mobility Partner Checklist 4. Sample Student Exchange Agreement 5. Template – Mobility Partnership Agreement 6. Funding Mobility – Government Grants and Foundations 7. Template – Outbound Mobility Project Meeting Agenda
3. Establishing an OM Program	8. Template – Project Plan 9. Template – Budget 10. Sample Group Leader Guidelines 11. Tool – Staff Capability Assessment
4. Promoting and OM Program	12. Template – Student Application Form 13. Template – Student Agreement
5. Managing an OM Program	14. Template – Critical Incident Matrix 15. Template – Predeparture Checklist 16. Template – Program Handbook
6. Sustaining an OM Program	17. Template – Student Survey 18. Template – Program Evaluation Report Questionnaire

1. Tool – Eight Stages of Managing Change for Mobility[7]

Stage	Questions to consider	What actions will I take to achieve this stage?
1. Establish a sense of urgency	What are the internal/external factors that create urgency to act now?	
2. Create the guiding coalition	Who are the people within the college that need to be 'on board' with this initiative? What kind of structure works best to get things done in my organisation?	
3. Develop vision and strategy	Does the vision fit with the organisation's overall vision? How can I demonstrate the link?	
4. Communicate the change vision	What vehicles are available within your college to communicate the new vision and strategies? What culture change is needed? What is important for internal stakeholders?	
5. Empower broad-based action	Are there any barriers to actioning this vision? Do we need to remove obstacles to change?	
6. Generate short-term wins	What are the immediate and relatively simple short term wins we can focus on? How can we recognise and reward employees involved in these early stages? Can we work with other partners/ divisions/agencies to get these visible outcomes sooner?	
7. Consolidate gains and produce more change	How can you use increased credibility to change/improve systems, structures, and policies that do not fit the vision? Where are the opportunities to continually reinvigorate the process with new projects, themes, and change agents?	
8. Anchor new approach in the culture	How do I get this to stick? How do I reward those in the organisation who strive for excellence in this area? How do we grow new initiatives and programs through leadership and innovative thinking?	

---

7   This tool has been developed based on the work of Kotter (1996) Leading Change and also features in The VET Sector Outbound Mobility Portal and Toolkit

2. Tool – Assessing Corporate 'Readiness' For Mobility

You may use this diagnostic tool independently or as the foundation for a strategic discussion with your team regarding your 'readiness' for mobility.

Using the Outbound Mobility (OM) Continuum where would you place your organisation or faculty?

Non-existent	Considered but not actioned	In process of commencing program	Program in place	Multiple programs in place	Stand alone OM strategy in place	OM embedded in strategy

Strategy

- Does your institution have an international strategy?
- Does this strategy include targets and initiatives for outbound mobility?
- How important is outbound mobility for your institution?

People

- Does your organisation have a lead area for mobility?
- Are your staff experienced and prepared for leading and managing international mobility placements?

Programs

- What outbound programs do you offer for students - study tours, internships and exchanges?

Partners

- What countries are priorities in your international engagement and how might these relate to mobility activities?
- Which international partners have previously expressed interest in outbound mobility programs?

Perceptions

- What are the key drivers for you in offering mobility programs to your students?

To set us apart from other providers, offering a marketing edge	To gain government funds
To offer a more "global" learning experience	To produce globally aware graduates
To enhance our existing international partnerships	To satisfy our industry partners
To offer our teaching staff international experience	To be socially aware and volunteer

- What are the major barriers to the uptake of outbound student mobility within your institution?

Cost	Awareness of programs
Finding international partners	Current focus on skills development of State
Lack of interest from students	Lack of resources
Lack of interest from staff	Competing priorities
Limited language training	Training packages

3. Tool – Mobility Partner Checklist[8]

This Mobility Partner Checklist may be used in conjunction with other due diligence tools. The checklist is designed to ensure that the essential elements of success partnerships will be met. This checklist may be completed during a site visit to the partner, through a reputable Third party or through a series of virtual engagements with the potential partner.

The Overseas Partner		
• Are they internationally recognised?	❑ yes	❑ no
• Is their reputation comparable to ours?	❑ yes	❑ no
• Are there synergies with our internationalisation strategy?	❑ yes	❑ no
• Are they recommended by other partners?	❑ yes	❑ no
• Have we worked with them successfully in previous areas?	❑ yes	❑ no
Education/Industry Profile		
• Does this program fit our academic goals?	❑ yes	❑ no
• Are their teaching areas similar to ours?	❑ yes	❑ no
• Can we compare our courses and teaching?	❑ yes	❑ no
• Are faculties involved?	❑ yes	❑ no
• Are they accredited nationally?	❑ yes	❑ no
• Will we recognise their courses?	❑ yes	❑ no
• Are courses available in the appropriate language?	❑ yes	❑ no
Programs		
• Are they interested in internships?	❑ yes	❑ no
• Are they interested in short term exchange?	❑ yes	❑ no
• Are they interested in long term exchange?	❑ yes	❑ no
• Are they interested in study tours ?	❑ yes	❑ no
• Will this be a two way opportunity?	❑ yes	❑ no
Student Interest		
Is this partner attractive to our students		
• Academically?	❑ yes	❑ no
• Financially?	❑ yes	❑ no
• Geographically?	❑ yes	❑ no
• Culturally?	❑ yes	❑ no
Facilities		
• Is there a good student support system?	❑ yes	❑ no
• Are pastoral care programs in place?	❑ yes	❑ no
• Is the equipment comparable, more advanced or unique for our student learning?	❑ yes	❑ no
Processes		
• Is it safe to send our students there?	❑ yes	❑ no
• Are travel advisories in place? (www.smarttraveller.gov.au)	❑ yes	❑ no
• How easy is it to get a visa to this location for study or work?	❑ yes	❑ no

8   Adapted and expanded from "AQUARIUS: Assuring quality in internationalisation of study courses and course guidance", ERASMUS MUNDUS PROJECT 022-A4-2004, The project was financed by the EU Commission for 16 months in 2004–2006 and National VET Sector Mobility Handbook and Toolkit

4. Sample Student Exchange Agreement

MEMORANDUM OF UNDERSTANDING

FOR A STUDENT EXCHANGE PROGRAM
BETWEEN
(INSERT AUSTRALIAN INSTITUTION NAME)
AND
(Name of Provider)

The purpose of this Agreement is to establish a Student Exchange Program between (Name of Provider) and (Australian Institution). The program seeks to broaden the scope of vocational skills and local curriculum and to provide a unique learning experience for students in an overseas environment, as well as to promote cooperation between the two institutions.

1. TERMS OF THE AGREEMENT

    The two institutions agree to enter into this Agreement commencing (date agreement is to commence)

2. ACADEMIC YEAR

    The academic calendar at (Australian Institution) extends from March to June (Semester 1) and July to November (Semester 2). The academic calendar at (Name of Provider) extends from (Academic Calendar). The participating students can enrol at the host institution for one or two semesters commencing in either semester, and may enrol over two academic years provided semesters of study are consecutive. One semester of study at (Australian Institution) is equivalent to one semester of study at (Name of Provider).

3. NUMBERS OF PARTICIPANTS

    (Australian Institution) will send up to (number of students) exchange students to (Name of Provider) each year and (Name of Provider) will send up to (number of students) exchange students to (Australian Institution) each year for the duration of this agreement, unless this number is varied by mutual agreement. One student for one year will be equivalent to two students for one semester. Both institutions will review the program annually for any imbalance in the number of exchange students and will adjust the number of exchange students over the term of the agreement, as necessary, to maintain a reasonable balance in the exchange. In the review process balance will be sought on numbers across all faculties covered by the terms of this Agreement.

4.   SELECTION OF PARTICIPANTS

(i)   The student exchange program will be open to Diploma and Advanced Diploma students with the prerequisite that exchange students must have completed at least one year of continuous study at the home institution before the exchange year.

(ii)   The home institution will screen applicants prior to exchange. The host institution will reserve the right to make final judgements on the admissibility of each student nominated for the exchange.

(iii)   The following guidelines shall apply:

   a.   The exchange students must satisfy all admission requirements, including the language proficiency requirements (where applicable) of the host institution.

   b.   The exchange students may apply to any academic program offered by the host institution as specified within the Terms of this Agreement, as non-degree students at a level determined by the host institution. The host institution reserves the right to exclude students from restricted enrolment programs. Any academic credit earned at the host institution shall be transferred back to the home institution in accordance with procedures determined by the latter. An exchange student's in-country study program must be full-time and must be such that, provided it is successfully completed, the equivalent of full credit for the period of study must be awarded by the student's home institution. For example, if one semester of full-time study load is completed at the host institution, the exchange student should receive credit equivalent to credit normally allocated for one semester of full-time study at the home institution; and if study is for two semesters of full-time study at the host institution, the exchange student should receive credit equivalent to credit normally allocated for two semesters of full-time study at the home institution.

   c.   Upon completion of the exchange program at the host institution, the exchange students must return to the home institution. Any extension of stay must be approved by both institutions.

   d.   The exchange students must abide by all rules and regulations of the host institution. They will also have the rights and privileges enjoyed by other students at the host institution. They will be the subject to the same assessment procedures for the course in which they are enrolled as students of the host institution.

5.   FINANCIAL AND OTHER RESPONSIBILITIES OF EACH INSTITUTION

Each institution will appoint an overall Coordinator to facilitate the exchange of students under the terms of this Agreement. The Coordinators will exchange all relevant information about the courses offered at their respective institutions (course description, timetable, admission requirements, etc).

(i)   Responsibilities of (Australian Institution)

(Australian Institution) agrees to accept the prescribed number of exchange students from (Name of Provider), to enrol them as full-time, non-degree students for the one or two regular semesters of the academic year, and to provide them with tuition fee waivers. Campus facilities and the appropriate student support including orientation and social programs will be available to exchange students from (Name of Provider) under the same conditions, and where applicable at the same incidental fees as those applying to (Australian Institution) students. At the end of the semester, (Australian Institution) will send an official academic transcript for each exchange student studying at (Australian Institution) from (Name of Provider).

(Australian Institution) agrees to monitor the success of the program by obtaining feedback from participating students, and to use this information, where necessary, to make improvements to the Student Exchange Programme or as a basis for staff training and development.

(ii)   Responsibilities of (Name of Provider)

(Name of Provider) agrees to accept the prescribed number of exchange students from (Australian Institution), to enrol them as full-time, non-degree students for the one or two regular semesters of the academic year, and to provide them with tuition fee waivers. Campus facilities and the appropriate student support including orientation and social programs will be available to exchange students from (Australian Institution) under the same conditions, and where applicable at the same incidental fees as those applying to students at (Name of Provider). At the end of the semester, (Name of Provider) will send an official academic transcript of credits for each exchange student studying at (Name of Provider) from (Australian Institution).

(Name of Provider) agrees to monitor the success of the program by obtaining feedback from participating students, and to use this information, where necessary, to make improvements to the Student Exchange Programme or as a basis for staff training and development.

(iii)   Student responsibilities

All exchange students must register and pay tuition and other required fees at their home institution. Each host institution will provide tuition fee waivers for the exchange students. Exchange students will be responsible for personal health and medical insurance coverage. Exchange students at (Australian Institution) will be required to register for Overseas Student Health Cover (OSHC), as

required by the Australian Government, and will be subject to the conditions of their student visas. The host institution will provide the necessary documents (where applicable) to enable the exchange student to obtain a student visa.

The exchange students will be responsible for the following:

a.   Transportation to and from host institution

b.   Room and board expenses

c.   Medical insurance

d.   Student union fees, if applicable

e.   Textbooks, clothing and personal expenses

f.   Passport and visa costs

g.   All other debts and incidental expenses incurred during the course of the exchange period.

6.   RENEWAL, TERMINATION AND AMENDMENT

This agreement shall remain in force for a period of (term of agreement) from the date of the last signature, with the understanding that it may be terminated by either party giving (include term) prior notice to the other party in writing. The agreement may be extended by mutual written consent of the two institutions. This agreement may be amended by the exchange of letters between the two institutions. Such amendments once approved by both institutions, will become part of this Memorandum of Agreement.

Insert appropriate signature block	Insert appropriate signature block

5. Template – Mobility Partnership Agreement

Memorandum of Understanding
Between
(Insert name of Australian Institution)
and
(Insert name of overseas partner)

Preamble (Australian Institution) and (international institution) pledge to enhance the liaison and cooperation between our respective organisations, according to the laws and conventions of both nations, for the development of relations in global student and staff mobility. Both Parties agree to progress the activities as detailed in the Partnership Action Plan.

Principles of Cooperation

Both parties agree to:

- Strengthen a long-term, cooperative relationship and to develop a healthy, stable partnership into the twenty-first century**.**

- Exchange information and share perspectives to gain a greater understanding of education and training in both countries.

- Encourage the development of staff and student mobility activities including short and long term exchange, industry placements and study tours.

Agreed Actions and Activities: (year–year)

Both parties agree to actively work to progress the key actions as outlined below:

Area of Cooperation	Key Actions	Responsible
Information Sharing		
Curriculum Design		
Staff Exchange		
Student Exchange		

6. Funding Mobility – Government Grants and Foundations

Funding Source	URL
For Individual – students	
Queensland Overseas Foundation	www.qof.org.au
Australian Youth Ambassadors for Development	www.ayad.com.au
For Individual – staff/students	
Endeavour Executive Awards	www.deewr.gov.au/International/EndeavourAwards
The Pratt Foundation/ISS Fellowship	www.issinstitute.org.au
Australian Volunteers International	www.australianvolunteers.com
Australian Business Volunteers International	www.abv.org.au
Churchill Fellowships	www.churchilltrust.com.au
Fulbright VET Scholarship	www.fulbright.com.au
For Training providers	
Endeavour VET Outbound Mobility Grants	http://www.deewr.gov.au/International/Mobility/Pages/VETOutboundProgram.aspx
Australian EU Mobility Projects	http://www.deewr.gov.au/International/Pages/EuropeanUnion.aspx
Australia China Council	www.dfat.gov.au/acc
Australia India Council	www.dfat.gov.au/aic
Australia Indonesia Institute	www.dfat.gov.au/aii
Australia Japan Foundation	www.ajf.australia.or.jp
Australian Korea Foundation	www.dfat.gov.au/akf
Australia Malaysia Institute	www.dfat.gov.au/ami
Australia Thailand Institute	www.dfat.gov.au/ati
Council for Australia Arab Relations	www.dfat.gov.au/caar
Council on Australia Latin America Relations	www.dfat.gov.au/coalar

7. Template – Outbound Mobility Project Meeting Agenda

Meeting Agenda

Date	
Project Name	
Attendees	

Agenda Items

Item	Details	Actions	Due
1	Project Logistics		
2	Project Partner Communication		
3	Student Management		
4	Staff Requirements		
5	Marketing and Promotions		

Reminder: Are there any implications for others not attending this meeting?

INTERNATIONAL OFFICE	LEGAL AND RISK	FINANCE	HR	MARKETING	EDUCATION QUALITY

Action Item	By Who	By When

8. Template – Project Plan

Project Name:

Project Manager:

Activity	By whom	Due Date	Status/Notes
Gain approval from senior management to commence project			
Establish Project Team and regular project meetings			
Scope basic program and itinerary			
Cost program and establish student fees for program			
Seek grant funding/support for program			
Commence recruitment of Group Leader Role			
Promote program and call for student applications			
Establish agreed communication arrangements with in-country partner			
Design and commission a student predeparture program			
Deadline for student EOIs for program			
Select students to participate in program			
Confirm student participants and enter into deed of agreement			
Identify skills needs for Group Leader and commence training if required			
Commence visa applications			
Make travel and accommodation bookings			
Arrange travel insurance			
Confirm dates for predeparture program			
Run predeparture briefing and preparation program			
Register at www.smarttraveller.gov.au			
Conduct visit			
Conduct student evaluation – including testimonials			
Conduct teacher evaluation			
Conduct partner evaluation			
Complete project reporting arrangements			

9. Template – Budget

Name of Program:

Dates of Program:

Program Manager:

Last update:

Item	Individual Cost	Total Student Cost (by # of students)	Teacher Cost (by # of teachers)	Total Cost
Flights				
Visa				
Insurance				
Course fees				
Local guide				
Accommodation				
Airport pickup and drop off				
Ground transport				
Predeparture training				
Teaching salaries				
Gifts				
Equipment				
Marketing and admin costs				
Teacher per diem				
Total cost				
Less student investment				
Less grants and scholarship				
TOTAL investment				

10. Sample Group Leader Guidelines

Role of Group Leader

The management and administration of the overseas study program/work placement while overseas is the primary responsibility of the Group Leader. Their responsibilities include the smooth running of the program and the academic, physical and mental wellbeing of the students. The Group Leader is our representative to students, partners and other stakeholders in the project. Due to the distance from the support systems normally available the Group Leader is 'in charge' when the situations that require immediate action arise, although all institutional policies should be adhered to at all times.

Group Leader Skills

- Demonstrated understanding of the impact of studying within a global environment
- Understanding of cultural diversity, with the ability to operate in a cross-cultural environment
- Capacity to support students on academic, social and emotional issues
- Ability to plan, manage and report
- Effective skills as a team leader and ability to prioritise tasks and manage conflict
- Demonstrated capacity to be an effective ambassador
- Willingness to implement change and be involved with ongoing international partner relationships

Summary of Responsibilities of the Group Leader

Stage	Responsibilities
Pre Program	- Understand and commit to learning country-specific issues - Participate in student information meetings and promotion - Participate fully in the predeparture session - Work with Project Team to support student applications for visas - Provide detailed program outlines to the students - Market the program to students and industry - Understand the background to the partner and destination - Ensure timetabling of any assessment required prior to departure
During Program	- Support students' needs while on program including academic, health, emotional and logistical - Report and document any emergencies or incidents that arise - Retain receipts for all expenditures that require reimbursement on return - Communicate regularly and when necessary with the main contact at the partner organisation - Manage the in country relationship and partnership with relevant partner organisations - Conduct student assessments and academic activities where required - Represent the institution with local partners and international industry partners - Consider and document potential improvements for future programs
Post Program	- Conduct student assessments related to the overseas study program - Submit a trip report - Present to other staff and industry regarding the experience - Submit receipts for reimbursement or balancing - Maintain and build ongoing relationship with partner

11. Tool – Staff Capability Assessment

Staff Capabilities Required for Outbound Mobility	Assessment of Staff Application Against Required Capabilities		
	Low (1)	Medium (2)	High (3)
Demonstrated understanding of the impact of studying within a global environment	Limited understanding of impact of studying within a global environment	Some understanding of impact of studying within a global environment	Clear understanding of impact of studying within a global environment
Understanding of cultural diversity; ability to operate in a cross cultural environment	Has a limited awareness of for cultural difference	Has a limited awareness of for cultural difference	Has a strong awareness of cultural difference
Capacity to support students; ability to counsel students on academic, social & emotional issues	Limited examples & strategies useful for supporting students	Articulated examples & strategies useful for supporting students	Detailed examples and strategies useful for supporting students
Demonstrated skills in effective team leadership and ability to prioritise tasks and managing conflict	Limited examples of team leadership skills, task prioritisation and management of conflict	Some examples of team leadership skills, task prioritisation and management of conflict	Strong examples of team leadership skills, task prioritisation and management of conflict
Demonstrated capacity to be an effective ambassador for industry, self, community, organisation & country	Limited/no involvement in exchange programs Limited or no recognition of responsibilities for representing industry, community, organisation and Australia Limited ability to communicate effectively	Some involvement in exchange programs Some recognition of responsibilities for representing industry, community, organisation and Australia Clear level of ability to communicate effectively	High level of involvement supporting exchange programs Strong recognition of responsibilities for representing industry, community, organisation and Australia High level of ability to communicate effectively
Willingness to implement change and ongoing relationships with international partners	Limited ability and/or interest to be part of ongoing relationships with partners	Some demonstrated interest and ability to engage with international partners post trip	High level of interest and demonstrated ability to engage with international partners
Application and referees	Some sections incomplete Limited support by referee	All sections completed Some reservations to support identified by referee	All sections completed High level of support from referee

12. Template – Student Application Form

Study Tour Student Application Form

Student ID		Date of Birth	
Family Name		First Name	
Citizenship		Passport #	
Name of qualification		Year due to complete	
Name of Study Tour		Date of Study Tour	

Selection Criteria (maximum 200 words per criteria)

Why are you interested in taking part in this program?
What benefits do you think you will gain from the program?
What do you consider your three greatest achievements?
Have you had any previous exposure to cultural difference? If so, in what context? What did you learn from this experience?

Student Declaration

I declare that the information presented in this application and the accompanying documentation is true and complete. I acknowledge that the provision of incorrect information or documentation relating to this application may result in cancellation of any offer of place in a student exchange program. I am aware of the likely costs associated with this program and have the necessary financial capacity to meet such costs for the duration of the study tour.

Signature

Date

Attachments: Referee Reports (x 2)

13. Template – Student Agreement[9]

I hereby agree to accept a placement in the (insert name of program) (the 'Program') organised by (insert name of institution) (the 'Institution') on the following terms and conditions:

1. EXPENSES

I agree to pay all relevant expenses associated with my participation in the Program, including but not limited to:

- (insert $ amount) fees toward costs of program to be paid in full by date specified;
- All costs incurred in securing a passport;
- All travel and health insurance costs as well as medical, pharmaceutical expenses and vaccinations costs incurred for my benefit;
- Additional transport costs outside of any scholarships; and
- Meals and personal spending;
- Entry fees for tourist destinations and museums;
- All costs resulting from the modification or termination of my participation in the program.

2. VISAS

I agree that I am responsible for obtaining appropriate visa of entry documents prior to my departure. I agree to comply with requests to provide documentation within specified time frames.

3. INSURANCE & MEDICAL PRE-DEPARTURE CHECK

- I will be covered by the joint program insurance, as arranged through (insert name of insurance provider)

Or

- I will arrange my own travel insurance for the duration of the program and will provide the full details of the policy and plan to the institution and pay for this expense directly.

I also accept responsibility for receiving all the necessary vaccinations recommended for entry into the 'host' country. I understand that I am responsible for advising of any pre-existing medical conditions which may require additional support prior to departure and whilst at the host institution.

4. DISCLOSURE OF PERSONAL INFORMATION

In accordance with Information Privacy Policy, Confidentiality of Study Records Policy and associated enrolment declaration, I hereby consent to the release of the following additional personal information about me in the following specific circumstances as appropriate:

- If the disclosure would assist in satisfying my immigration or visa requirements during the Program or otherwise facilitate my travel
- If the disclosure is required to enable or assist me to obtain funds
- In the case of a critical incident where personal details are required.

---

9   Adapted from Sample Student Agreement The VET Sector Outbound Mobility Portal and Toolkit

5. ACKNOWLEDGEMENT, RELEASE AND ASSUMPTION OF RISK

I understand that my participation in the Program will be at my sole risk. I acknowledge the risks associated with my participation in the Program and I voluntarily choose to participate in the Program, fully accepting that such risks, should they arise, may cause personal injury or death. I release and hold harmless (insert name of institution), its servants and agents, from and against all and any actions or claims which may be made by me or on my behalf or by other parties for or in respect of or arising out of any injury or death caused to me whether by negligence, breach of contract or in any way whatsoever, to the fullest extent permitted in law.

6. UNFORESEEN EVENTS

I understand that due to the international aspect of the Program, events beyond the control of (insert name of institution) may occur including the outbreak of war, civil unrest or natural disasters and that these may require a modification or termination of my participation in the Program. I agree that (insert name of institution) may modify or terminate my participation in the Program in these circumstances.

7. AMBASSADORSHIP

I acknowledge that being a representative and ambassador of (insert name of institution) and Australia is an important part of the Program. I agree to conduct myself in a manner that will not offend either the laws of the host country or the cultural norms or behaviour pattern of the people of the host country. I agree that my participation may be terminated if I fail to maintain what is considered to be an acceptable standard of public and private conduct.

8. PARTICIPATION IN PREDEPARTURE TRAINING

I commit to attend the mandatory predeparture training programs as part of this program.

9. ON-GOING OBLIGATIONS

On my return from the Program, I agree to assist upon request, in:

- Updating information concerning the Program and activities
- Any related marketing activities such as testimonials and interviews
- Completing necessary Program evaluation activities.

10. STUDENT DECLARATION

I agree that the information I have supplied is, to the best of my knowledge, complete and correct. I confirm that I have not provided forged or false information of my citizenship or immigration status. I understand and agree with the terms and conditions outlined in this Agreement.

EXECUTED AS A DEED

Insert Signature Block	Insert Witness Signature Block

14. Template – Critical Incident Matrix

Name of Class:			Number in Group / Class:		
Name of Campus:			Group Leader:		
Description and Location of Mobility Program:			Accompanying Staff/Volunteers:		
Date(s):					
Location:					
Activity	**Hazard Identification & Associated Risk Type / Cause**	**Assess Risk**	**Elimination or Control Measures**	**Who**	**When**
All Risks					
Luggage Handling					
Air Travel					
Health for Trip					
Natural Disaster					
Illness or Issues With Family at Home					
Internal Travel					
Overall Risk in Country					
Accommodation					
Risk of Being Left Behind					
Use of Alcohol or Illicit Drugs					
Getting Lost					
Arising Emergencies					
Injuries					
Personal Security					

Monitor and Review – Monitor the effectiveness of controls and change if necessary. Review the risk assessment if an incident or a significant change occurs.

15. Template – Predeparture Checklist

Name of Program:

Program Dates:

	Activity	Due Date	Completed
1	Pay your deposit and secure place on program		
2	Commence application for passport if haven't already		
3	Commence application of visa to enter country		
4	Visit travel doctor to complete pre travel medical arrangements, including vaccinations		
5	Arrange travel insurance		
6	Submit any documentation required for funding or scholarships		
7	Ensure you have access to appropriate electrical adaptors, ability to withdraw access funds and phone/IT services		
8	Commence predeparture program		
9	Register with Smart Traveller http://www.smartraveller.gov.au		
10	Make copies of all your travel documentation and leave copy with project officer		

PROGRAM HANDBOOK
Name of Program

Queensland VET Sector Outbound Mobility | **A Best Practice Guide**

16. Template – Program Handbook

Contents

Welcome Letter

Include a welcome letter from the relevant person in your institution wishing students well and highlighting the important aspects of the programs.

Introduction to (host institution/location)

Include details and images about the host location here. Remember the more information you include the better prepared students are for what lies ahead.

Study Tour Participants

Name	Email	Mobile Phone whilst on program

Group Leader and Support Staff

Name	Email	Mobile Phone whilst on program

Preparing for Departure

This section of the handbook focuses on what you need to do to prepare yourself for the program.

What to pack

Below is a list of recommended items to take

- Long pants
- Skirts or shorts below the knee
- Toiletries
- Medication – (including Imodium/Gastro-Stop and Panadol)
- Any prescription medication in original package and with script
- Camera – of course!!
- Contact Lenses or Eye Glasses (extra pair)
- Converter/Adapter
- Money belt (invaluable for carrying important travel documents i.e. tickets passport, money)
- Old wallet with small amount of local cash

- Tissue packets
- Traveller's alarm clock
- Zip lock plastic bags

(add to or remove from list as required)

It is advisable to make copies of all important documents like passports, visas, medical vaccinations and travel insurance with you when you depart Australia. It is advisable to take a Cash Passport or Travel card (available from most leading banks in Australia in most major currencies) with you when you travel as it is safer than carrying cash. Make sure that you keep your passport in a safe and secure place at all times and if necessary, a safe in your room or hotel.

Insert other industry specific items here.

Safety and Security

While you are about to embark on an exciting and challenging adventure, it is important to be mindful of safety and security concerns as you make your travel plans.

Check the Department of Foreign Affairs and Trade (DFAT) web site located at www.dfat.gov.au for:

- Travel and Health advice and bulletins
- Passport and visa information
- Information about registering your presence with an Australian Embassy overseas

It is a requirement of the program that you register at: http://www.smartraveller.gov.au/ before departure. This is so that you can be contacted in case of an emergency. All Australian citizens can access the consular emergency centre which is open 24 hours. The number in Australia is +612 6261 3305.

Health

Insert notes here about specific vaccination requirements.

Take copies of optical prescriptions (a spare pair of sunglasses or contact lenses if possible).

Sending or taking medicine under the Pharmaceutical Benefits Scheme (PBS) out of the country may be illegal unless it is for your personal use, or the personal use of someone travelling with you.

You should take with you a detailed letter from your doctor explaining any ongoing or existing medical conditions and medication that may be required in case this is demanded by Australian and overseas customs officials. Include both the chemical and commercial names of any medication. Leave personal medication in original packaging so it is clearly labelled with your name and dosage.

Insurance

Ensure that you have thoroughly read through the conditions of your travel insurance supplied. You need to accept the conditions and what you are covered for by the insurance. If you have elected to purchase additional cover, ensure that you have a copy of the cover and the necessary contact details whilst you are travelling. Ensure that you have the contact details and numbers for your insurance.

Important Document Folder

Keep a copy of the following documentation in a folder, pack one copy in hand luggage and leave one copy at home with a relative or friend. It's also a good idea to scan these and email them to yourself so you will have an electronic copy, if you are able to.

- Airline ticket
- Passport
- Visas
- Credit cards
- Travellers cheques
- Travel Insurance information
- Medical records and any required prescriptions
- Bank details (in case you need to contact your branch in Australia about a missing or stolen credit card).

On Program

This next section of the handbook focuses on details whilst you are in country on the program.

Flights

Insert flight details.

Accommodation

Insert name of accommodation.

Tel

Fax

Email

Reservation numbers

Dress

Are there any special requirements regarding uniform etc? Please include here.

Transportation

Include details about how the group will travel and the requirements for this.

Money

The currency is (insert current name). Currency rates vary daily and from one money converter to another. You may expect the AUD to equal around (insert rate) as at (insert date).

Include country specific details regarding access to banks, use of foreign cards, cash and travellers cheques.

Punctuality

Punctuality is a reflection of the consideration of others. The group will leave at the allocated time and all participants are to be ready for departure.

Include relevant notes about the importance or role of time in the culture you are travelling to.

Local laws and customs

To include relevant to country travelling to, this may be sourced from DFAT www.dfat.gov.au or Lonely Planet www.lonelyplanet.com or Central Intelligence Agency (CIA) World Fact Book www.cia.org

Daily Program

Date/Time	Activity	Location

Academic Requirements

Insert details about any assessment or academic requirements during placement.

Returning to Australia

This final section relates to your post trip obligations and experience.

Study Tour Debrief

Insert details about the debrief arrangements.

Student Evaluations

Insert details about the student evaluations

Key Words and Translation

English	Language
Hi / Hello	
My name is	
Nice to meet you	
What is your name?	
I am from......	
Excuse me	
Please	
Thank you	
I'm staying at the	
What time is it?	
Where is the toilet?	
How much?	
Passport	
Flight	
Airport	
Reservation	
Train/Subway	
Bus	
Luggage	
Boarding pass	
Student	
Help	
Call an ambulance	
I don't feel well	
Where is the nearest hospital?	
Police?	
Emergency	

Important Numbers & Web sites

Name	Number /Web site
Group Leader Mobile	
Accommodation	
Police	
Australian Consulate (in host country)	
DFAT (in home country)	
International Office	
24 Hour Emergency Contact No	
Parent Enquiries Whilst Overseas	
Travel Insurance	

In the Event of an Emergency

Insert from your critical incident policy or own emergency procedures.

17. Template – Student Survey

Student Evaluation Questionnaire

Name	
Institution/ Faculty	
Student Number	
Program	
Destinations visited	
Dates of travel	
Phone contact	
Email	

1. How do you undertake your qualification? For example, classroom, online, and/or distance; and full-time or part-time while working.									

2. Please rate how important your international experience was in completing your qualification and adding to your skills. (Scale: 1 not important at all to 10 extremely important)

1	2	3	4	5	6	7	8	9	10

3. What was the most valuable element of the experience for your learning/skills?

4. Please rate how important it was to you that your international experience directly contributed to your personal development. (Scale: 1 not important at all to 10 extremely important)

1	2	3	4	5	6	7	8	9	10

5. What was the most valuable element of the experience for your personal development?

6. Please rate how important it is to you that your participation in your international experience is viewed positively by potential employers. (Scale: 1 not important at all to 10 extremely important)

1	2	3	4	5	6	7	8	9	10

7. Do you think this opportunity has enhanced your qualification in the eyes of potential employers? If so, how?

8. What would you say the benefits of this international experience are to your qualification?

9. What would you say to other vocational education and training students about the chance to undertake an international experience as part of their qualification?

10. What element of your international experience did you most enjoy?

11. What element of your international experience do you think could be improved?

12. Is there anything else you would like to share about this opportunity?

Note: depending on how you wish to use the survey information you will need to add in appropriate consent approvals here.

18. Template – Program Evaluation Report Questionnaire

Program Evaluation Questionnaire

Project Title	
Country of Delivery	
Qualification	
Project Partners	

Evaluation Measures

This report covers the following evaluation measures. In order to complete these you may need to rely on other surveys and evaluation tools including student and staff surveys, partner evaluations and project management documentation. These measures will focus on:

- student participation
- student satisfaction
- staff satisfaction
- partner review and satisfaction
- budget and project deliverables.

Student Participation

Target number of students	
Number of participating students	
Number of students who expressed interest	
Gender ratio (males v females)	

Student Satisfaction

Student satisfaction rating with program	
Student outcomes reported (summary)	
Student benefits reported (summary)	

Staff Participation

Group Leader	
Support Staff	

Staff Satisfaction and Feedback

What worked well?	
What could be improved?	
What did I learn from the visit?	
What changes will I make to my working practice as a result of this visit?	

Partner Review and Satisfaction

Did the partner host meet our needs?	
What did we learn about the partner?	
Are there additional areas we can investigate for partnership?	
How should we engage with this partner into the future?	

Budget and Project Deliverables

Did the project run on time?	
Did the project run to budget?	
What worked well in project management?	
What could we improve in project management?	

List Of Acronyms

Acronym	Full Name
ACBC	Australia China Business Council
ACC	Australia City College
ACPET	Australian Council for Private Education and Training
AEI	Australian Education International
AIBC	Australia India Business Council
AIM Overseas	Australian Institute of Mobility Overseas
AJF	Australia Japan Foundation
CCID	Community Colleges for International Development
DEEDI	Department of Employment Economic Development Innovation (QLD)
DEEWR	Department of Education Employment and Workplace Relations (Australian)
DFAT	Department of Foreign Affairs and Trade
EFL	English as a Foreign Language
HE	Higher Education
HTA	Hospitality Training Association
IDP (Model)	Initiate, Develop and Promote
IEAA	International Education Association of Australia
IES	Institute for the International Education of Students
IVETA	International Vocational Education Training Association
MSIT	Metropolitan South Institute of TAFE
OM	Outbound Mobility
QETI	Queensland Education and Training International (now International Education and Training Unit, Trade and Investment Queensland)
QOF	Queensland Overseas Foundation
RTO	Registered Training Organisation
TDA	TAFE Directors Australia
TESOL	Teachers of English to Speakers of Other Languages
TNE	Transnational Education
UNESCO UNEVOC	United Nations Education Scientific Cooperation Organisation International Centre for Technical and Vocational Education and Training
VET	Vocational Education and Training

References

AIM Overseas (2010) Report from 2010 VET Outbound Mobility Forum, Melbourne

Department of Education Employment and Workplace Relations (2010) National VET Outbound Mobility Handbook and Toolkit, AIM Overseas

Biazos R (2007) Queensland VET Sector Outbound Mobility Audit

Brook J, Missingham B, Hocking R and Fifer D (2010) The Right Person for the Job: International Volunteering and the Australian Employment Market

Carlson J (1990) Relevant results from the study abroad articulation program. In Burn B (ed) Integrating Study Abroad into the Undergraduate Liberal Arts Curriculum. New York; Greenwood Press

EU Commission (2004) AQUARIUS: Assuring Quality in Internationalisation of Study Courses and Course Guidance, ERASMUS MUNDUS PROJECT 022-A4-2004,

Gillard J (2008) Speech to the Australian Education International Industry Forum, Canberra April 2008

Hall R (2010) Outward Mobility in the VET Sector, presentation to Australian International Education Conference October 2010

IEAA and QETI (2006) The Attitudes and Perceptions of Australian employers towards an overseas study experience, Prospect Marketing

Ipsos Australia Pty Ltd (2006) Establishing Cooperative Academic Relationships and Student Mobility between Australia and the European Union: A Good Practice Guide

Kotter J (1996) Leading Change Harvard Business Press, Watertown MA

Kristensen S (2001) Learning by Leaving - Towards a Pedagogy for Transnational Mobility in the Context of Vocational Education and Training (VET); European Journal of Education, Vol 36 No 4 2001

Malicki, R and Vaughn, L (2004) Promoting Outbound Exchange, Conference paper to the ISANA International Education Association Annual Conference

Olsen A (2005) International Mobility of Australian University Students; presented at Australian International Education Conference, Perth October 2005

Queensland Department of Education, Training and Employment (2008) Outcomes of National Forum on VET Outbound Mobility

Sussex Centre for Migration Research (2004) International Student Mobility; University of Sussex, United Kingdom

Teichler U & Steube W (1991) The logistics of study abroad programs and their impacts. Higher Education.