

cisaustralia

Study | Intern | Volunteer Abroad

Learning Abroad Industry Survey Results 7.0

July 2024



Introduction

As part of CISaustralia's ongoing industry engagement strategy and to make a significant ongoing contribution to the Learning Abroad Sector (and to our partner Universities), CISaustralia have developed a detailed survey and subsequent set of data that supports the management and growth of institutional Learning Abroad strategies.

The survey and data was born out of COVID but has expanded to be far more than a COVID impact and recovery data set. Australian Universities have provided ongoing positive feedback about the data quality and we believe the survey continues to provide valuable insights, that advance shared knowledge across Australian institutions and the Learning Abroad sector as a whole.

The initial survey was sent in 2020 to determine the immediate impacts of COVID-19 on the Learning Abroad Sector. Subsequent versions of the survey, now in its seventh iteration, were all designed to build on those original results, analyse what has changed, and to benchmark institutional data. A primary goal is to support universities and the Learning Abroad sector to successfully navigate into the future using the latest data and trends. The purpose of this survey is not to duplicate AUIDF data and enrolment reporting. The two surveys collate very different data sets and are complimentary.

CISaustralia has developed a set of indicators for Australian Universities to provide data that has been collated and shared anonymously and confidentially in a summarised format. This 7.0 survey was sent to all 40 Australian Universities and in most cases was completed by the University's Learning Abroad Director, Manager, Coordinator or similar.

A summary of survey results will also be presented at the IEAA Learning Abroad Forum in August 2024.

Thank You



A sincere thank you to the following Universities for their additional support during the formulation of the 2024 survey; the University of Newcastle (Jonathan and Adam), The University of Western Australia (Jeannette), the University of Sydney (Amy), Edith Cowan University (Simon), Western Sydney University (Steve), University of Southern Queensland (Julie), the University of Queensland (Corinne), the University of Technology Sydney (Simon), and the University of Tasmania (Patrick).

Data Integrity

The insights gathered from this survey will enhance shared knowledge across the Learning Abroad Sector and Australian institutions in regards the latest strengths, challenges, trends, threats and opportunities impacting the Learning Abroad sector. Where applicable, the results will be benchmarked against data from the previous six industry surveys. We will share a summary of the results publicly, presenting the information anonymously and in a format without identifying any individual or institution. A detailed summary of the survey findings is also being prepared for the Learning Abroad Forum in August 2024.

Participation in this survey is voluntary, and all responses will be kept confidential. No self-identifying information is collected, and all data is stored securely in a password-protected electronic format. By completing the survey, your institution consents to sharing information in a consolidated (non-identifying) manner.

All data from the 2024 survey and all previous surveys are publicly available from the [CISAustralia Industry Research web pages](#).

The initial survey in April 2020 assessed the immediate impacts of COVID-19 on Learning Abroad at Australian Universities. Subsequent versions (November 2020, May 2021, November 2021, July 2022, and July 2023) built on these results, analysing changes and benchmarking institutional feedback. The goal of the survey is to assist universities to better understand the sector and what other institutions across Australia are doing or considering in the Learning Abroad space.



Methodology / Results

The following slides contain summarised data from the 2024 Learning Abroad Industry survey sent 28th June 2024. The survey was sent to all 40 Australian Universities with 36 institutions providing responses (a 90% response rate).

Results for the 2024 survey will be benchmarked to all previous six (6) surveys.

The response rate for each survey since inception (2020) has been between 87% - 97%, with the average response rate being 92.1%.

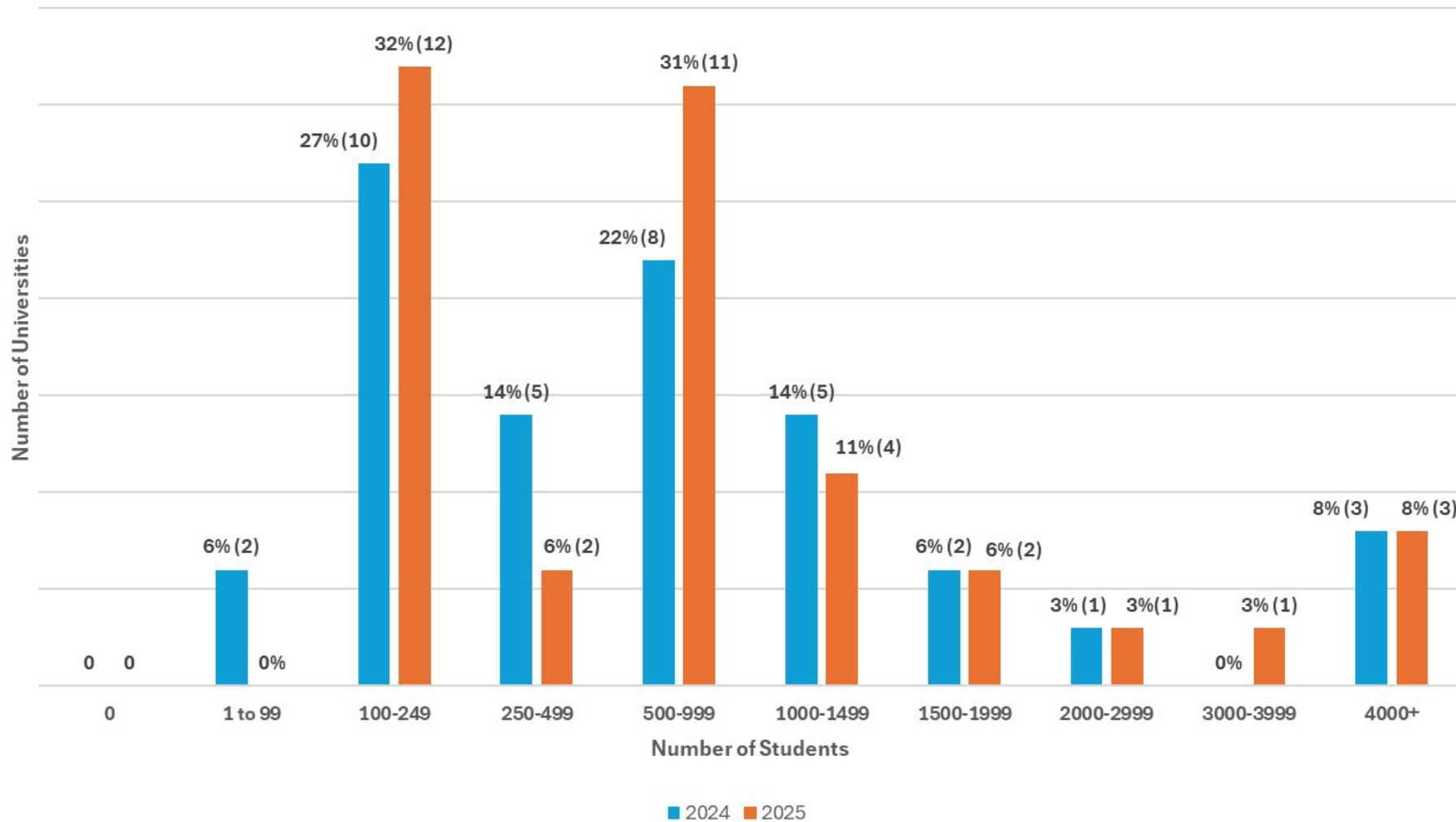
All survey data, for the past 7 surveys, can be located on the [CISaustralia Industry Research website](#). Information is collated and saved on behalf of the Learning Abroad sector.

Response Rate

90%

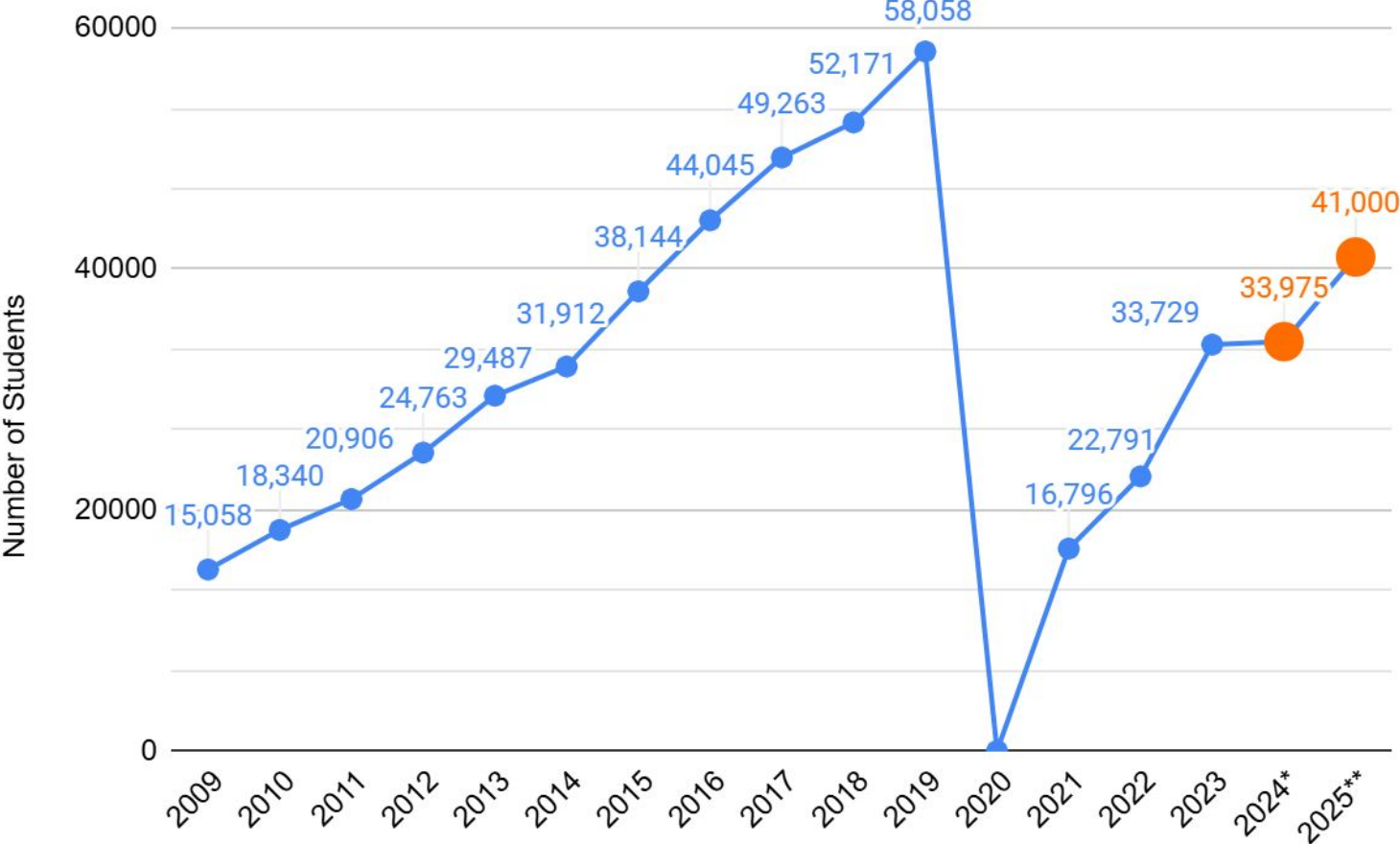


Q 2 & 4: In 2024 and 2025, how many students do you expect to place overseas from your University on an approved (for credit) study, intern, volunteer, exchange or other Learning Abroad program?



of Responses: 36 | Response Rate: 100%

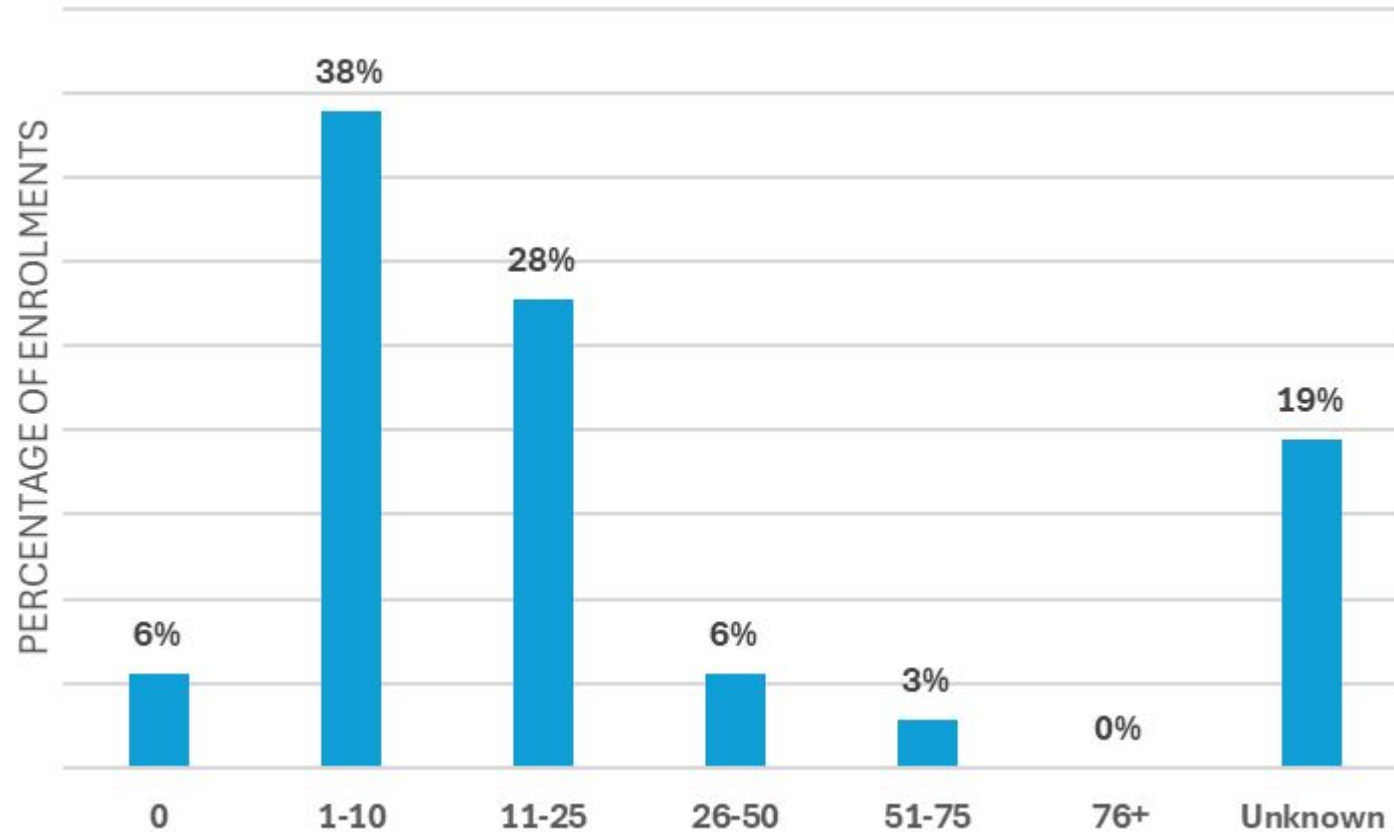
Participation by Students from Australian Universities (Outbound Mobility) in Learning Abroad Programs: 2009 - 2025



*Projected University figure

**2025 projected University figure was collated before the changes to the 2025 NCP Guidelines

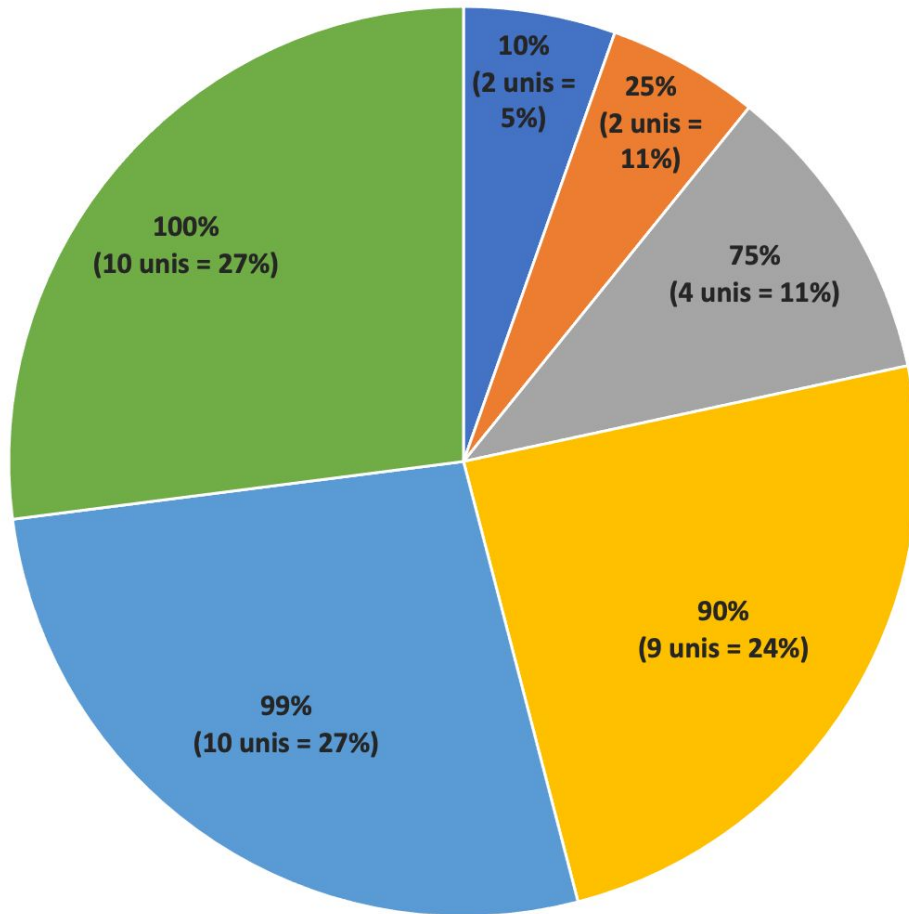
Q3: In 2024, how many outbound Learning Abroad enrolments from your institution identify as Aboriginal and/or Torres Strait Islander?



of Responses: 36 | Response Rate: 100%

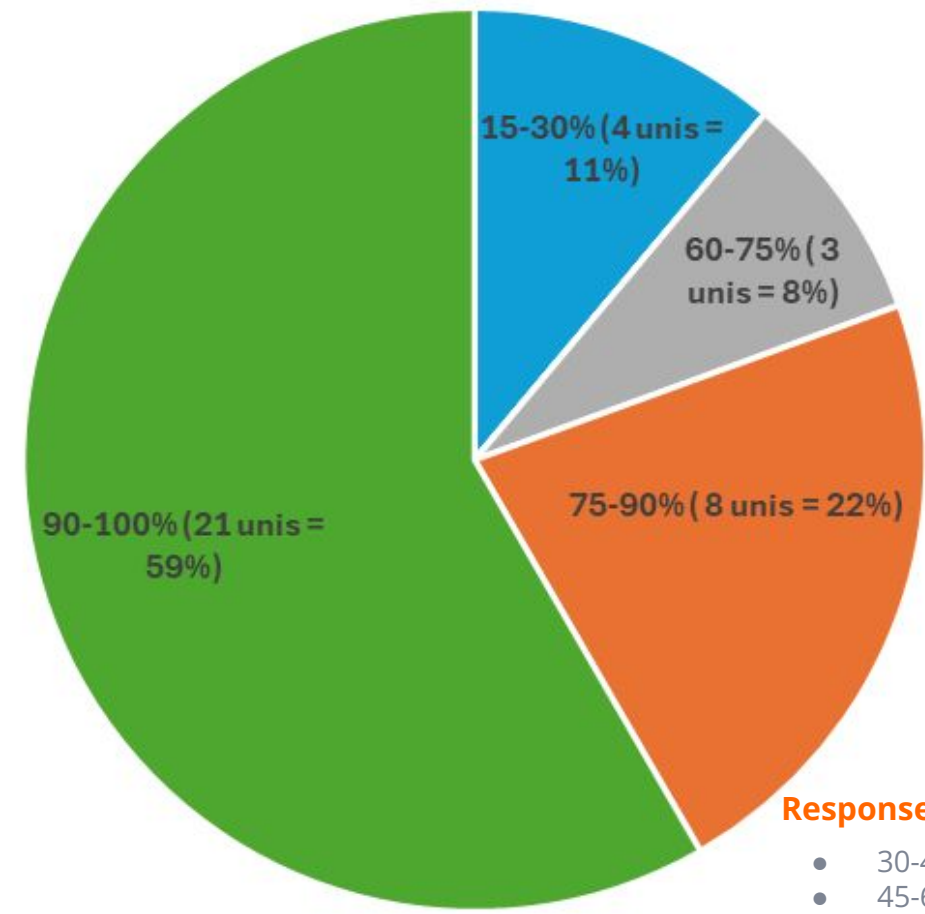
Q5: What (approx.) percentage of your outbound student cohort do you expect to go abroad next year on approved programs FOR ACADEMIC CREDIT?

2023 responses



of Responses: 37 | Response Rate: 100%

2024 responses



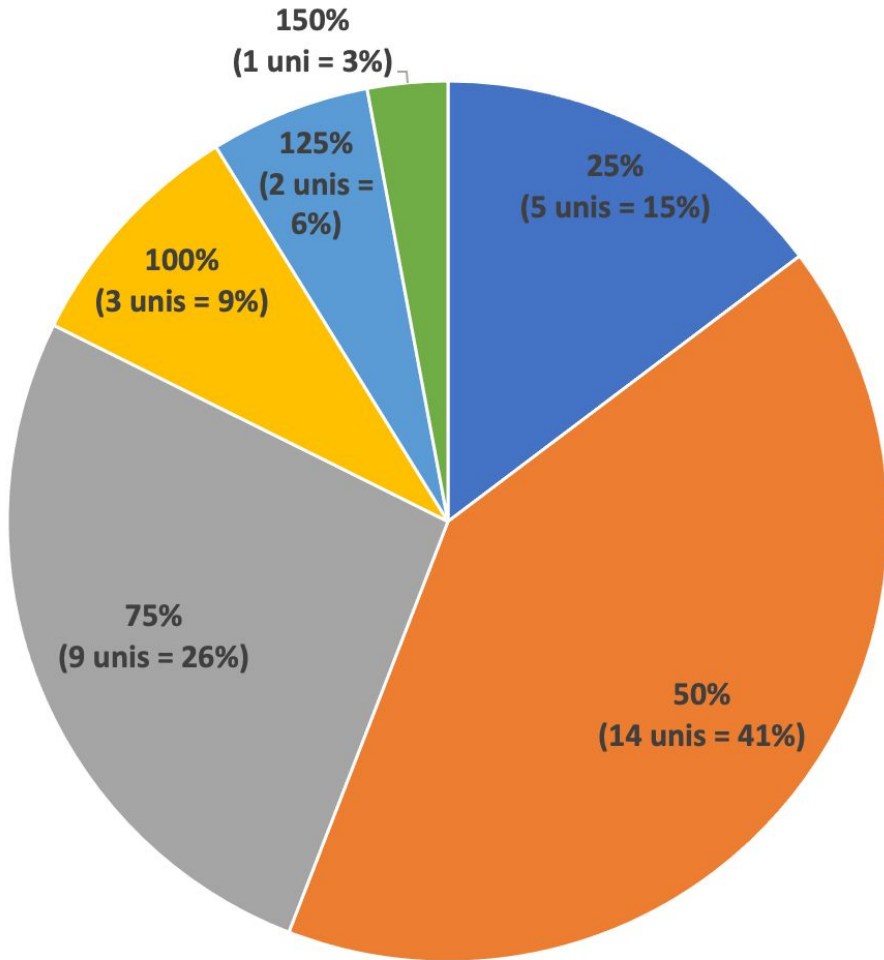
Responses Not Selected:

- 30-45% (0 units)
- 45-60% (0 units)

of Responses: 36 | Response Rate: 100%

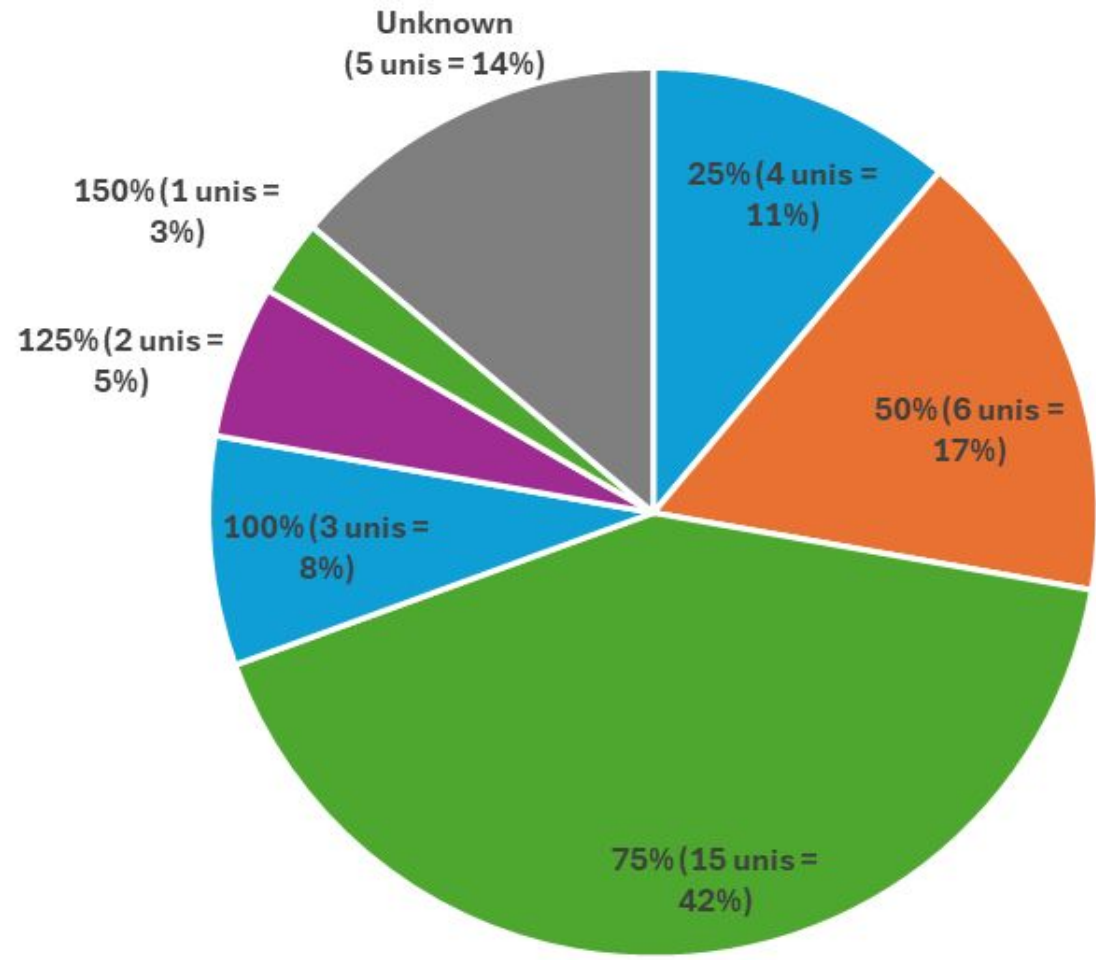
Q6: What (approx.) percentage will your 2024 projected enrolments represent compared to your normal pre-COVID Learning Abroad levels, i.e. 2019?

2023 responses



of Responses: 34 | Response Rate: 92%

2024 responses



of Responses: 36 | Response Rate: 100%

Q7: What factors will limit your institution's Learning Abroad enrolment levels indicated for 2024?

	1 – Least important	2	3	4	5 – Very important
Limited HR support	2024: 36% 2023: 50%	2024: 19% 2023: 6%	2024: 17% 2023: 19%	2024: 14% 2023: 11%	2024: 14% 2023: 14%
Limited support from senior management	2024: 11% 2023: 25%	2024: 25% 2023: 17%	2024: 19% 2023: 17%	2024: 25% 2023: 28%	2024: 20% 2023: 14%
Limited interest, availability or engagement from academic staff	2024: 0% 2023: 8%	2024: 8% 2023: 14%	2024: 25% 2023: 22%	2024: 47% 2023: 37%	2024: 20% 2023: 19%
Limited communication and marketing to students	2024: 3% 2023: 3%	2024: 11% 2023: 25%	2024: 28% 2023: 33%	2024: 39% 2023: 22%	2024: 19% 2023: 17%
Lack of funding / scholarships for students	2024: 6% 2023: 3%	2024: 20% 2023: 19%	2024: 23% 2023: 35%	2024: 34% 2023: 24%	2024: 17% 2023: 19%
High demand from students but limited ability to service demand	2024: 22% 2023: 11%	2024: 25% 2023: 26%	2024: 36% 2023: 22%	2024: 11% 2023: 27%	2024: 6% 2023: 14%
Impact of new technology introduced or being introduced	2024: 47% 2023: 33%	2024: 30% 2023: 41%	2024: 17% 2023: 14%	2024: 3% 2023: 6%	2024: 3% 2023: 6%
Lack of interest / awareness to the benefits of Learning Abroad across your institution more broadly	2024: 6% 2023: 8%	2024: 6% 2023: 22%	2024: 36% 2023: 36%	2024: 33% 2023: 17%	2024: 19% 2023: 17%
Student concerns about the impact of travel on the environment	2024: 36% 2023: 27%	2024: 36% 2023: 35%	2024: 17% 2023: 30%	2024: 5% 2023: 5%	2024: 6% 2023: 3%

Are there other important limiting factors to student enrolments you are aware of?

- Rising cost of living / increased cost of travel
- Lack of staff able to assist programs
- Visa cost increases and potential student caps may impact student placements
- [Working students] cannot obtain leave to participate in programs
- High withdrawal rates
- Difficulties navigating curriculum and lack of early academic planning
- Government de-prioritisation of learning abroad
- Limited staff allocated to learning abroad activities
- Placements impacting students ability to participate in learning abroad
- Limited mobility within trimester calendars
- Faculties shifting away from learning abroad to recruitment due to resource challenges
- Over-supply of programs/partners in the same location focused on the same discipline
- Increasing fear of debt for students impacting their willingness to apply for OS-HELP
- [Share house students] fearful of not obtaining residence on return
- Very structured courses with limited elective choices
- Expensive faculty led programs
- Inefficient systems and new technology being introduced

Q8: What do you believe will be your students' least popular to most popular type of Learning Abroad programming at your institution in the next academic year?

	1 – Least important/popular	2	3	4	5 – Very important/popular
Short-term study abroad programs in January and/or July	2024: 3% 2023: 0%	2024: 19% 2023: 14%	2024: 19% 2023: 30%	2024: 42% 2023: 24%	2024: 17% 2023: 32%
Study tours (short-term faculty-led customised programs)	2024: 0% 2023: 0%	2024: 0% 2023: 0%	2024: 8% 2023: 14%	2024: 28% 2023: 27%	2024: 64% 2023: 59%
Professional Internships abroad (WIL)	2024: 6% 2023: 11%	2024: 22% 2023: 19%	2024: 38% 2023: 50%	2024: 31% 2023: 17%	2024: 3% 2023: 3%
Virtual programs	2024: 80% 2023: 78%	2024: 11% 2023: 14%	2024: 6% 2023: 5%	2024: 3% 2023: 3%	2024: 0% 2023: 0%
Volunteering / Experiential Service Learning	2024: 25% 2023: 49%	2024: 52% 2023: 30%	2024: 17% 2023: 16%	2024: 6% 2023: 5%	2024: 0% 2023: 0%
Traditional semester exchange	2024: 6% 2023: 0%	2024: 8% 2023: 11%	2024: 25% 2023: 27%	2024: 33% 2023: 35%	2024: 28% 2023: 27%
Conferences	2024: 46% 2023: 51%	2024: 42% 2023: 41%	2024: 6% 2023: 5%	2024: 6% 2023: 3%	2024: 0% 2023: 0%
Other non-traditional forms of programming abroad	2024: 58% 2023: 62%	2024: 31% 2023: 29%	2024: 11% 2023: 9%	2024: 0% 2023: 0%	2024: 0% 2023: 0%

Other important/popular forms of programming not listed?

- NCP Scholarship for exchange and Study Abroad.
- New Colombo Plan
- Hybrid virtual/in-country experiences
- It's important to note that those programs offered for credit and with funding available are the most popular regardless of time of year / duration.
- Language programs, COIL
- Research

of Responses: 36 | Response Rate: 100%

Q8b: Comments Around Your Ranking Selections (why, caveats etc.)?

- All is depended on students receiving NCP funding or other scholarships.
- We have a large cohort for our NCP Mobility program to Nepal, and decent numbers on students wanting exchange. Price factors are a major concern for many of our students, so scholarships and affordable programs are most welcome.
- College managed study tours are returning to normal levels at XXX and we are seeing good interest in these from students - particularly if students are reaching the end of their program and aren't able to fit a full exchange semester into their academic program.
- We are transitioning to a trimester-based calendar so the dates in January/July may be difficult for students to participate at this time.
- We don't track student's participation in conferences
- Virtual has been less popular since borders opened. Students at our institution are most interested in semester exchange, due to the curriculum model (which is more flexible than some institutions). There is little support in the faculties to source international internships for students.
- Interest for virtual is significantly down, but if targeted towards specific demographics can be successful. Study tours are the dominant form of overseas programs followed by trimester exchange.
- Short programs and study tours are more popular than semester exchanges or internships because they require less time commitment. Employed, part-time students who already have jobs may find it easier to fit these shorter experiences into their schedules without disrupting their work commitments. Additionally, study tours are more likely to be promoted by engaged faculty, making them more visible and appealing to students looking for international experience without a lengthy absence.
- Short-term programs will continue to outperform semester programming but we're working towards increasing faculty-led programs specifically.
- Our program profile reflects are inherent strengths and capabilities, that is, our global network of sites and campuses.
- Degree programs that restrict ability to participate
- Our demographic lends itself to shorter term, organised overseas learning abroad experiences
- The most popular usually have funding attached and/or established processes and partners in place.
- Academic led study tours are the most popular, however these are very dependent on the Colleges as to how many we run etc.
- 'Summer' Short programs have some appeal, but less so post-pandemic. With competing opportunities for internships and/or a need to take wage earning 'real' work in Australia students are preferring to take up these options during session breaks, over the global experiences that had previously had strong appeal.
- I rated the popularity of short-term programs as 3 because the question referred to January and/or July. Since our university operates on a trimester system, short-term programs are more popular in November and December, so I would have given it a higher rating of 4.
- Short-term programs for credit remain the best and most affordable way for students to get an overseas study opportunity. Volunteering is becoming more popular among our students as ways to give credit for the experience are being found.
- Virtual has completely fallen away after covid. Experiential Service Learning is still growing but may be impacted by WIL. Semester exchange and short courses will always be popular but just not in really large numbers. WIL for all will have an impact on WIL numbers in 2025. Study tours via NCP supported trips will still be high as they are easy for students, relatively cost effective and often advertised well through the academic / school.
- Study tours remain popular for us as the mostly are funded by the NCP and have the support of an academic pushing the program. Unfunded programs receive little interest from our cohort of students.
- We don't offer any virtual programs as no funding available.

Q9: What do you believe will be your students' most popular Learning Abroad destinations for your institution next year?

	1 – Least popular	2	3	4	5 – Very popular
Africa	2024: 86% 2023: 75%	2024: 6% 2023: 14%	2024: 8% 2023: 11%	2024: 0% 2023: 0%	2024: 0% 2023: 0%
Asia	2024: 0% 2023: 0%	2024: 3% 2023: 6%	2024: 17% 2023: 14%	2024: 36% 2023: 42%	2024: 44% 2023: 40%
Europe	2024: 0% 2023: 0%	2024: 0% 2023: 0%	2024: 14% 2023: 3%	2024: 25% 2023: 35%	2024: 61% 2023: 62%
North America	2024: 0% 2023: 0%	2024: 6% 2023: 3%	2024: 56% 2023: 35%	2024: 22% 2023: 32%	2024: 16% 2023: 30%
South America	2024: 53% 2023: 51%	2024: 39% 2023: 33%	2024: 8% 2023: 8%	2024: 0% 2023: 8%	2024: 0% 2023: 0%
Pacific / Oceania	2024: 8% 2023: 14%	2024: 31% 2023: 23%	2024: 19% 2023: 29%	2024: 31% 2023: 26%	2024: 11% 2023: 8%

of Responses: 36 | Response Rate: 100%

Q9a: Comments around your ranking selections (why, specific countries, etc.)?

- We have no offerings for South America or Africa at this point.
- We have many students wanting North America and Europe, however cost tends to hold many back. I've also based my rankings around our most popular programs.
- We don't currently have exchange or learning abroad connections in Africa. Asia Pacific region remains a popular destination likely **due to a large amount of funding support** being available to students, and student enrolment in degree programs in the ANU College of Asia and the Pacific. We have seen a slight increase in the interest in South American destinations since the post covid return to travel.
- **Only NCP is driving popularity to Asia** outside Japan and Korea
- Marine Programs are very popular for our students so regions that incorporate these programs.
- In the past two years, we have experienced a downward trend in applications to the US
- English speaking countries continue to be the most attractive
- Our students are still heavily driven towards the UK and western europe, **despite NCP funding**. The US has significantly dropped in popularity due to politics and safety concerns.
- Trimester exchange has seen less interest in North America, but interest in Asia/Indo-Pacific has risen especially for short term.
- Traditionally, students (and their parents) have preferred locations considered developed and within their comfort zones. They tend to choose destinations that are perceived as familiar and safe, ensuring a smoother transition and a less intimidating experience.
- UK is still the most popular for outbound semester exchange but USA is becoming less popular. Asia still a solid short term program option for short term and **NCP funded programs and study tours**.
- Declining in demand for USA and China. This will push interest to other countries in these regions, or beyond these regions altogether. Very low demand for South America, volatility and cost makes this difficult to grow at scale and demand remains bespoke.
- Asia is most popular due to where XXX is located **plus more NCP /DACEP scholarships** available to support students.
- Europe continues to be both semester exchange and short-term study location of choice. **The Indo Pacific popularity is largely driven by abundance of funding through DFAT and DET.**

Q9a continued: Comments around your ranking selections?

- The most popular is the UK, Continental Europe and South America has language barriers
- **Funding (link the NCP) creates trends towards the Asia/Pacific.** English speaking countries are popular for obvious reasons
- Cost of flights, **NCP funding**
- **There is Government funding available for Indo Pacific regions,** and geographically closer to home.
- **The popularity of Asia is primarily due to NCP funding for this region,** and is also more popular for short-term programs/study tour. Europe, followed by North America still most popular for semester exchange.
- A trend away from USA continues. There is a strong gender split with almost no female students choosing the US. These female students have trended to the UK, Sweden and Netherlands. Strong growth in Spain programming.
- Based on 2025 applications Europe and the UK are our number one destination (UK, Denmark, Sweden, Spain, Italy, Netherland), followed by Asia (Korea and Japan in particular) and North America (Canada).
- **Better financial support is available for the Asia-Pacific region, e.g., NCP/DACEP.** Academics are realizing this rapidly, hence more NCP mobility interests to Asia and Pacific/Oceania.
- UK most popular. Only Japan and South Korea are popular in Asia. Language a major deterrent and fear of lower standards of living.
- Asia/Pacific/Oceania ranks highly **due to the NCP funding support.** Africa - we do see students opting for volunteer work in Africa. As for the traditional exchange semester, less students are opting for North America...it seems.
- England has grown in popularity
- **Asia will still have the most due to NCP Grants. Pacific will also do well due to NCP and costs.** Europe and UK of most interest to students for short courses / semester exchange. US / Canada starting to come back a little bit for Semester exchange. We dont offer a lot in South America or Africa at the moment
- **NCP/Cheung Kong funding attracts students** (and academics) to Asia/Pacific for their programs. While some of our TPPs providers offer programs in Africa/South America, we have had no interest in these regions from students
- **Asia is popular due to the NCP funding.** For unfunded programs (traditional semester exchange/ partner short terms) Europe is the most popular region. The USA in particular has had a decline in interest from our students.
- We don't offer any programs in Africa or South America. Faculty led programs go to Asia (majority), USA and Europe.

Q10: What will be your most popular NCP funded Learning Abroad program locations in 2025?

Country	% of Universities that ranked country as either "4" or "5 – Very Popular"
Japan	64%
Republic of Korea	61%
Fiji	50%
Indonesia	50%
Singapore	36%
India	31%
Malaysia	33%
Vietnam	25%
Hong Kong	22%
China	19%
Thailand	19%
Cambodia	17%
Nepal	11%

of Responses: 36 | Response Rate: 100%

Q11: What will be your most popular non-NCP funded Learning Abroad program locations in 2025?

Country	% of Universities that ranked country as either "4" or "5 – Very Popular"
England	89%
Canada	56%
Scandinavia	53%
USA	50%
Scotland	44%
France	36%
Italy	31%
Netherlands	31%
Spain	28%
Ireland	25%
Germany	22%
Wales	11%

of Responses: 36 | Response Rate: 100%

Q10a: Comments around your ranking selections (why, specific countries, etc.)?

- NCP Funded -

- Particularly strong interest in China, Singapore, Japan where we have strong, longstanding partnerships with institutions. Strong interest in Indonesia - largely through XXXX programming. We also have long standing short term programs in Vanuatu, Fiji, Mongolia, and Papua New Guinea thus the good standard of interest.
- Using past data on countries that are most popular
- We don't currently have programs or partnerships in the countries ranked lower. Our students don't usually tend to source programs independently as much as programs that are already established.
- China is very popular for our students of Chinese descent (to discover their heritage). Japan and Korea continue to be popular options for both summer/winter programs and semester programs. We struggle with other countries (India in particular, which is very much a uni strategic location but not one that proves popular for domestic students).
- NCP guidelines haven't been released yet, so we haven't had a chance to work on our mobility grant submissions for this year. We are hoping to have more mobility to India in 2025.
- Regarding the "Very Popular" destinations, their appeal is driven by a combination of factors including popularity, strategic importance, and cultural heritage. Faculty often have associations with these countries, and the university has strategic priorities aligned with these locations.
- Based on current available funding and potential NCP successful applications under the 2025 round.
- As we have not yet undertaken any formal review of 2025 NCP guidelines, this information is based on the locations that were considered in the previous year.
- Students seem to be interested in Asian countries such as Indonesia, Nepal, and Hong Kong. Numbers are still small to get a sense of where the majority of students are interested in visiting.
- Funding plays an important role in the Indo Pacific. The Ranking is largely based on where we are likely to have funding to support these programs
- Course work aligns well with languages: Indonesian, Chinese, Japanese.

Q10a continued: Comments around your ranking selections?

- NCP Funded -

- Other reasons are affordability. Easy of access. Pre-existing professional linkages.
- Many of our students have not travelled abroad and perceive countries like Japan, South Korea and Thailand to be relatively safe
- These are where we have well established partners and/or programs
- The majority of our NCP funding is for study tours, so popularity of destinations is dependent on what study tours academics are running (which is normally dependent on their own personal linkages, research etc)
- Faculty led short programming is trending toward these countries. Semester programming remains strong to Japan, Hong Kong, Singapore, and less so to Korea and Malaysia
- This is based on IGET managed programs so does not include faculty-led study tours
- Our popularity indicators are based on the 2024 NCP Mobility staff (applicants) interests, which I agree with from a mobility perspective.
- Students have a fear of lower standards of living.
- The above responses are a total stab in the dark at this stage. Apologies. I just don't yet have an indication from our academic staff as to who intends to apply for 2025 NCP funding and what the location is likely to be. I have ranked higher the locations for which we already have NCP funding.
- Based on remaining NCP pipeline data. Have not started 2025 NCP mobility round yet so difficult to judge exactly - more based off interest in academics from previous rounds.
- I have based my rankings of previous locations for NCP mobility programs or where academics have expressed interest in running programs.
- The bulk of our NCP study tours are to Malaysia, Indonesia and Fiji and we never have trouble filing these programs. Fiji in particular is popular for scholars as well. India has been popular with academics however some funding has had to be returned in the past due to lack of applications from students.
- India and Thailand are popular with our veterinary science students

Q11a: Comments around your ranking selections (why, specific countries, etc.)?

- **non NCP Funded** -

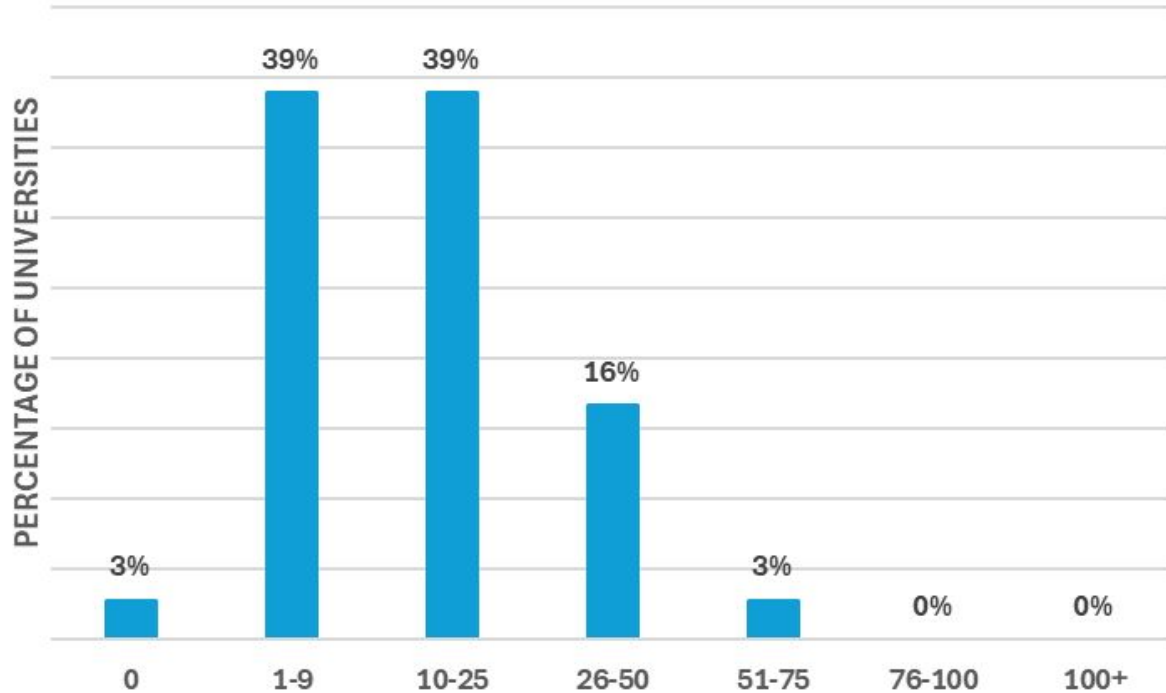
- Not listed, but very high interest in Switzerland - particularly in recent years. We've seen consistently high interest for placements in Scandinavia - particularly Sweden. Similarly the Netherlands and the UK remain our most popular destinations for students. Since the return to travel post covid we haven't seen a return to pre covid interest in US destinations. Anecdotally, students have attributed this to concerns for gun violence, reproductive rights and general safety concerns. Another factor is that our partners in the United States have a very high GPA requirement, meaning that fewer meet the threshold for admission.
- Based on initial advising sessions with students for 2025
- Least popular ranked countries are those that we do not have an established program with.
- UK is our most popular country, followed by Canada, Netherlands, Denmark, and France - by and large students see western europe as easy to travel in and get around while only speaking english.
- England, Scandinavia and US are typically the most popular countries for overseas programs. We do not have partnerships with any universities in Wales, Greece or the Middle East.
- Students often choose locations such as the UK, Canada, and the US because they feel more comfortable and familiar, influenced by popular culture. With English being the main language, it's much easier to communicate and fit in. Plus, there's a historical and cultural connection with the UK and a shared cultural vibe with the US and Canada, making these places feel like a home away from home. These countries are also perceived as safe and stable, providing peace of mind for both students and their parents.
- Basing this on trends from previous years
- Based on where we have exchange partners.

Q11a continued: Comments around your ranking selections (why, specific countries, etc.)?

- **non NCP Funded** -

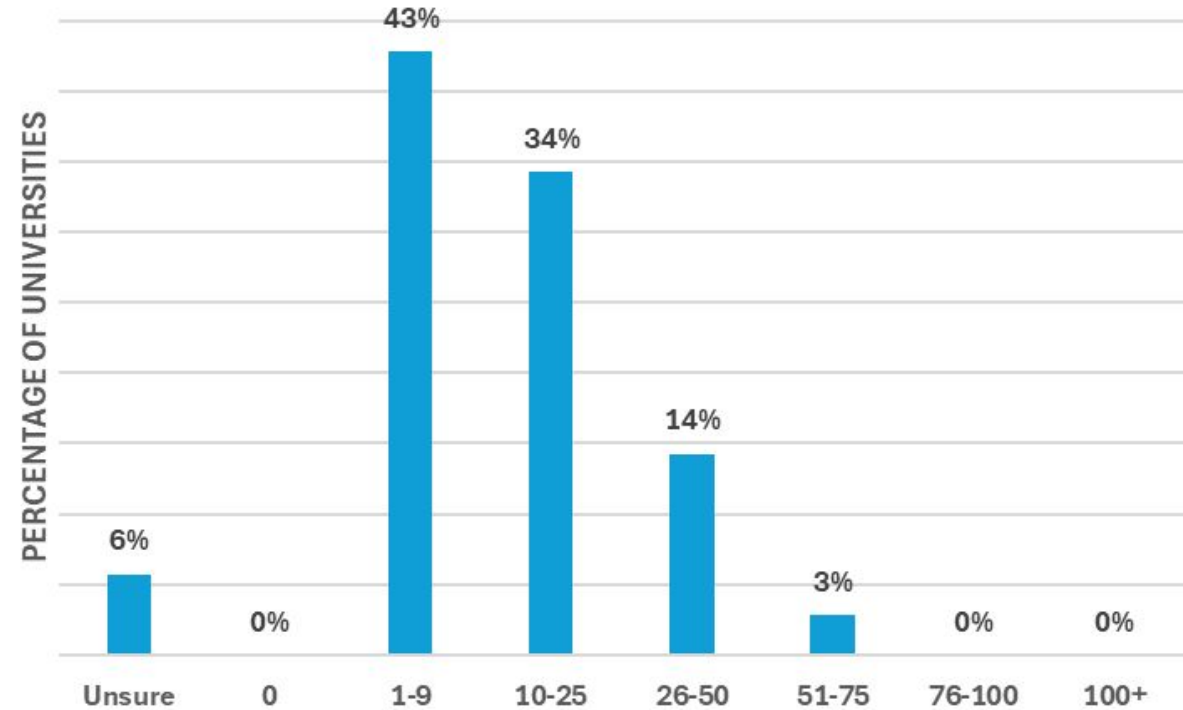
- Outbound mobility for XXX is still growing since Covid-19 so numbers have been very small. There is a pipeline of students interested but still small numbers of students going overseas.
- Location of exchange partners and short-term partner programs
- Based on where we have partners
- English speaking, Affordability, Ease of visa
- Strong partnerships in these destinations with some well-established programs. And based on current exchange interest / preferences we have seen so far for 2025.
- We don't have many options in some markets - e.g. Africa - hence lower popularity
- Norway and Denmark are famous for the exchange with our students. They would have been ranked at 3.
- We don't offer programs in New Zealand, otherwise we would probably see higher interest.
- UK most popular country for exchange and short courses. This data will change greatly based on where faculties allow students to do WIL placements
- These rankings are based primarily on the location of faculty led programs in 2024 and interest received so far from students.
- UK and Sweden have been very popular for semester exchange programs. Sweden has had success with Early Childhood Education.
- USA has dropped and the current environment there may be having an impact on demand. Canada has remained steady and not picked up those who would have gone to the States.
- New Zealand popular with paramedic students

Q12: How many internal NCP group submissions did your institution receive in 2023?



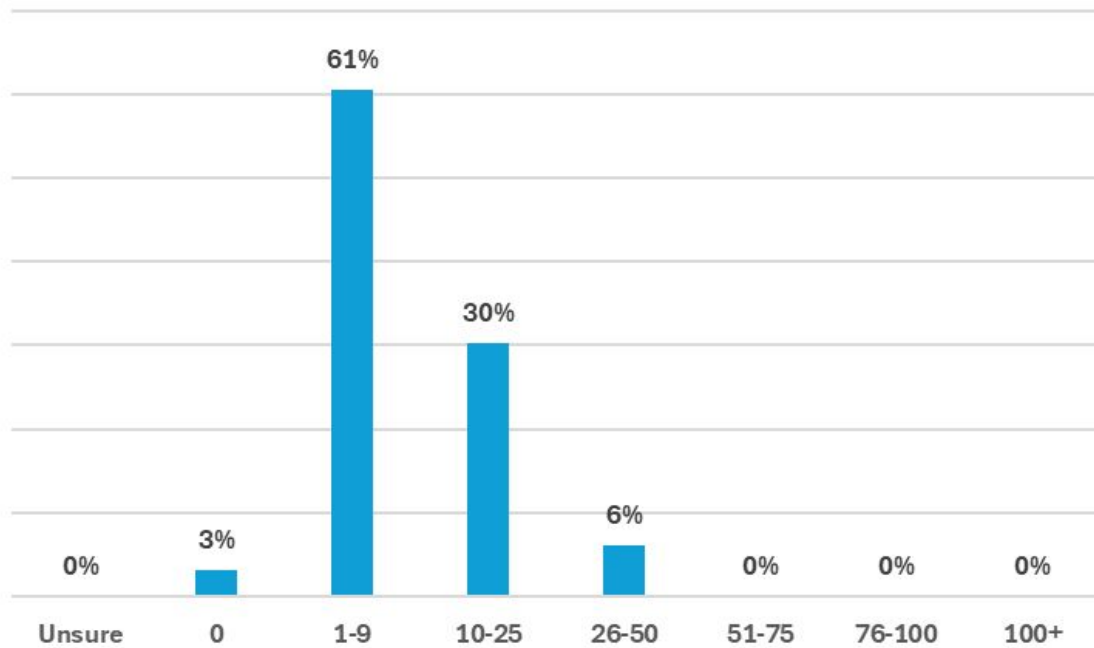
of Responses: 36 | Response Rate: 100%

Q12a: How many of your 2023 internal NCP group submissions were approved by your institution and subsequently submitted to DFAT?



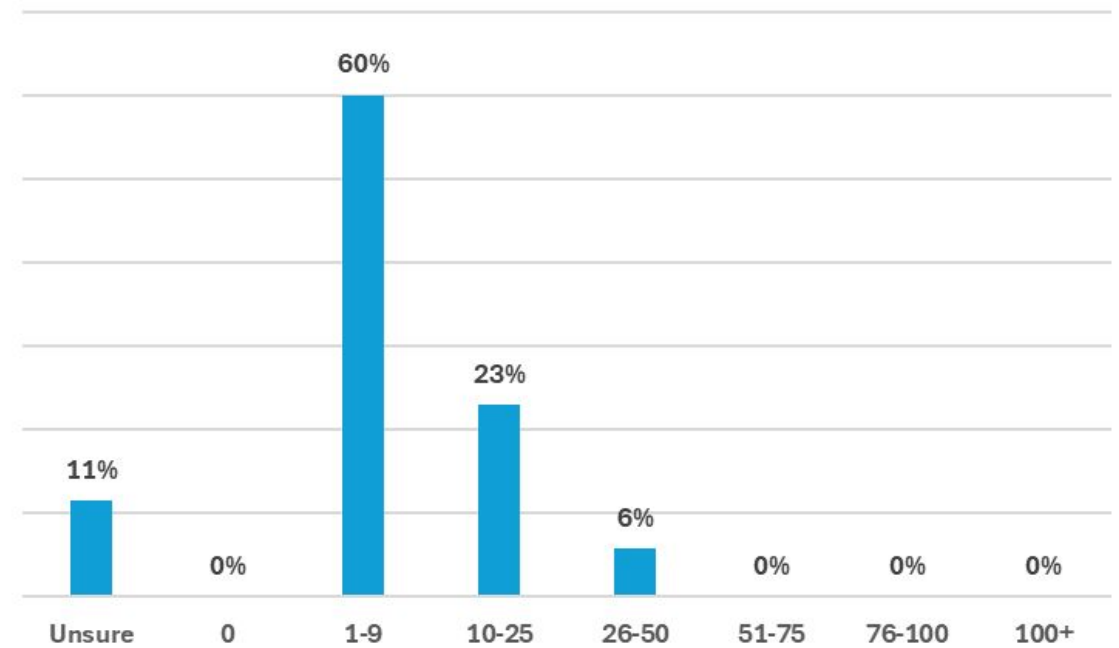
of Responses: 35 | Response Rate: 97%

Q12b: How many of your 2023 NCP group submissions that were successfully submitted to DFAT were ultimately approved by NCP/DFAT?



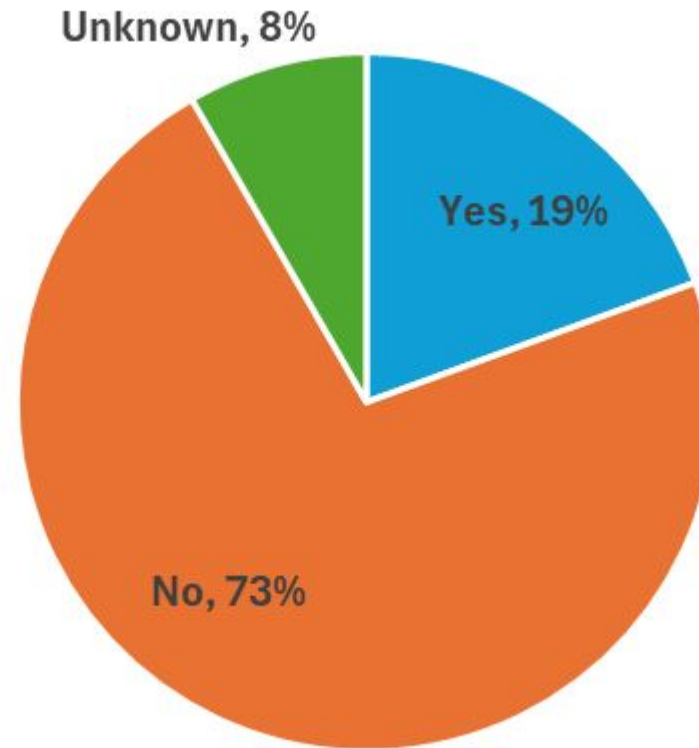
of Responses: 33 | Response Rate: 92%

Q12c: How many of your 2023 NCP group submissions that were successfully approved by NCP/DFAT have or will ultimately fund Learning Abroad group programs in 2023/2024/2025?



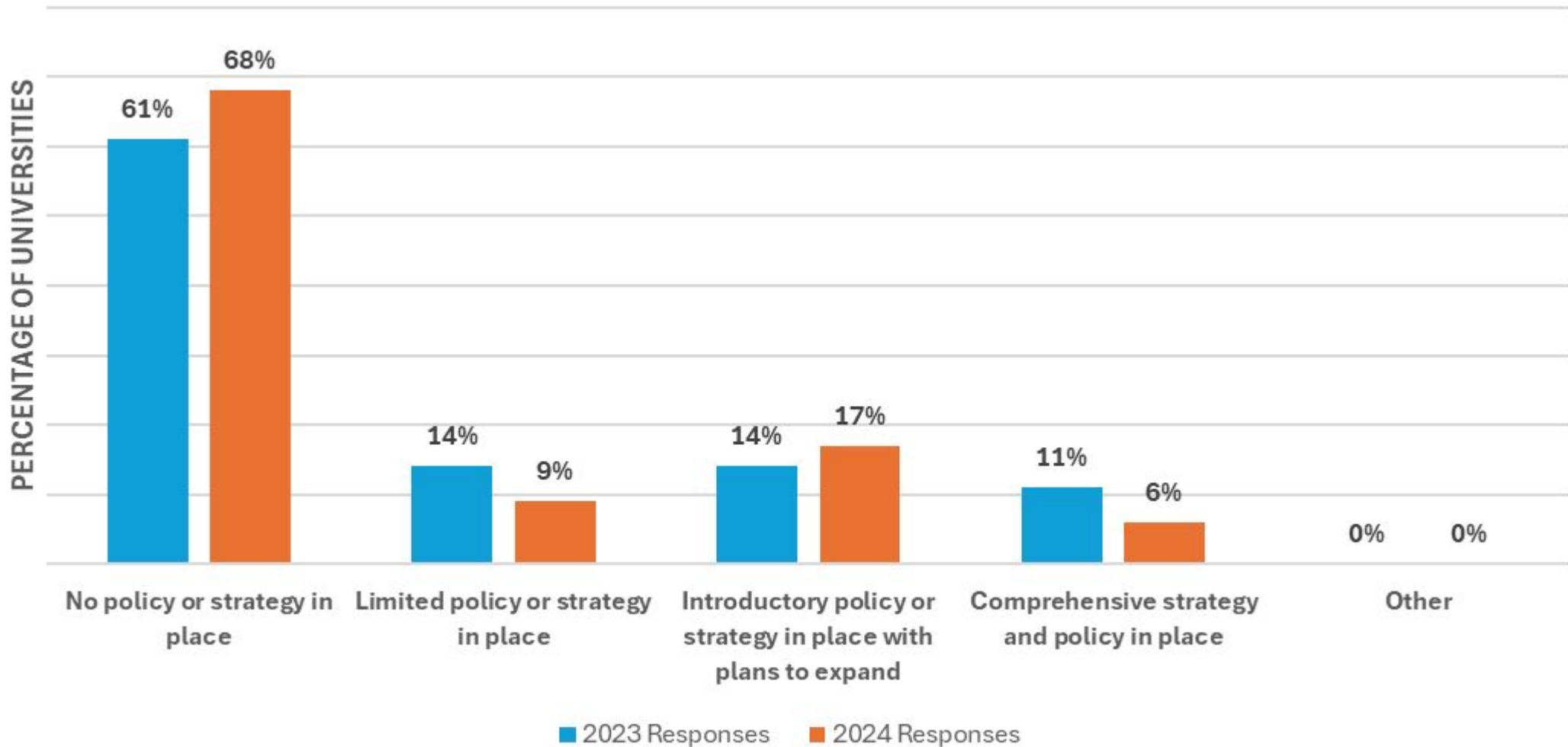
of Responses: 35 | Response Rate: 97%

Q13: Does your institution have an internal NCP policy (or similar) regarding: if an NCP group program submission is not successfully granted by NCP/DFAT, that your institution will ensure that same group program is still offered to students (funded by OS-HELP or other)?



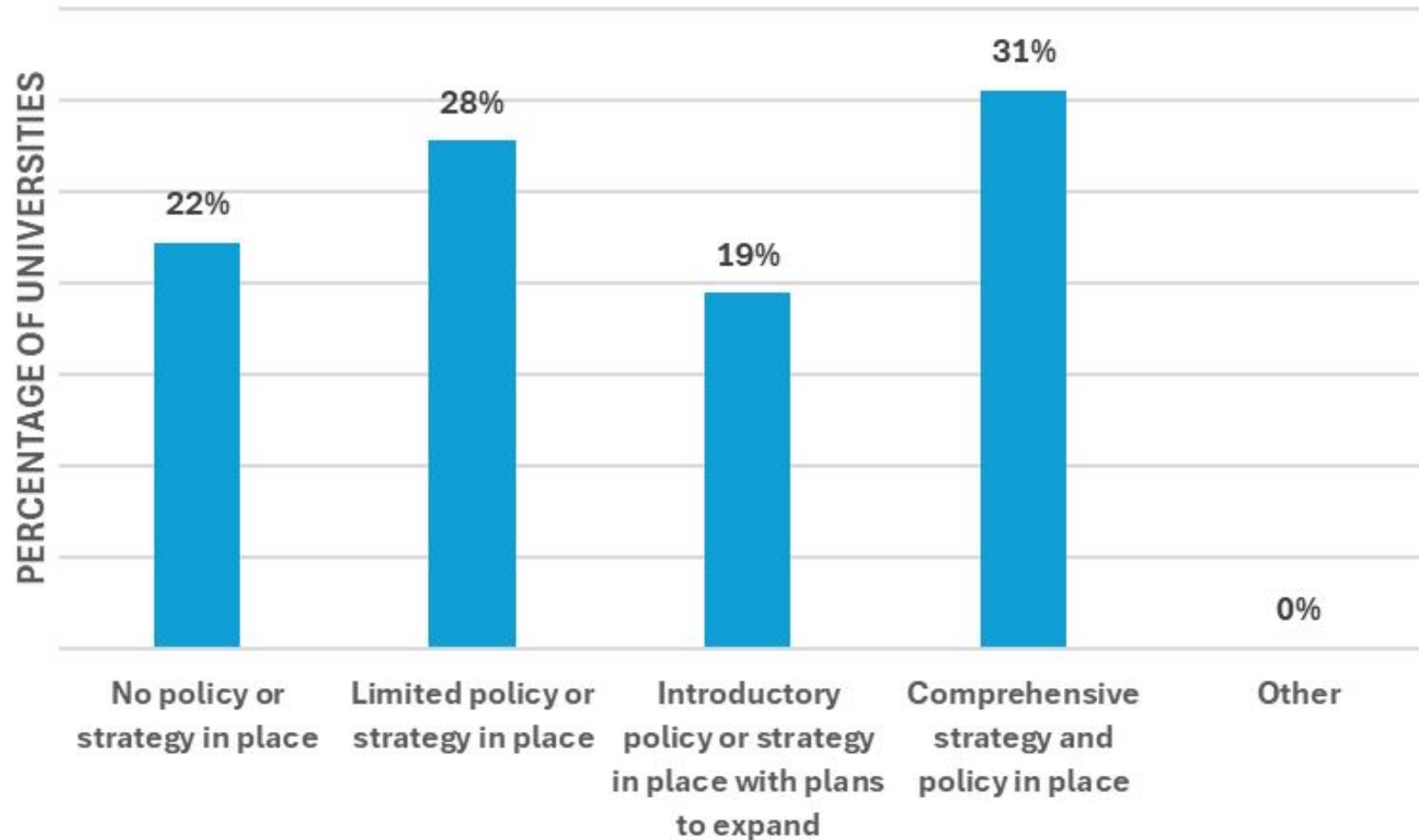
of Responses: 36 | Response Rate: 100%

Q14: Has your institution put in place a policy or strategy in 2024 to offset the impact of carbon emissions on the environment as a result of student travel?



of Responses: 35 | Response Rate: 97%

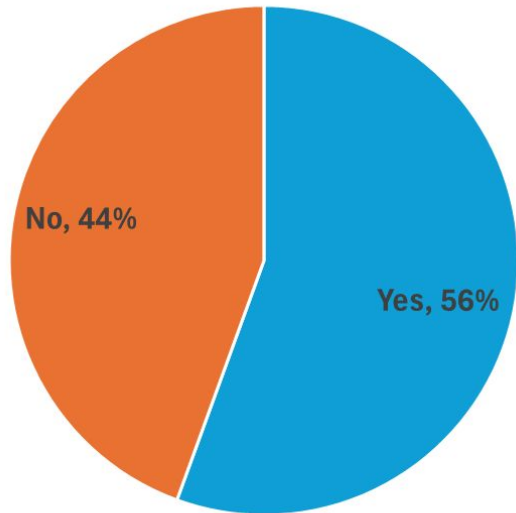
Q15: Has your institution formally implemented any targets or strategies which are specifically aimed towards addressing the UN 17 Sustainable Development Goals?



of Responses: 36 | Response Rate: 100%

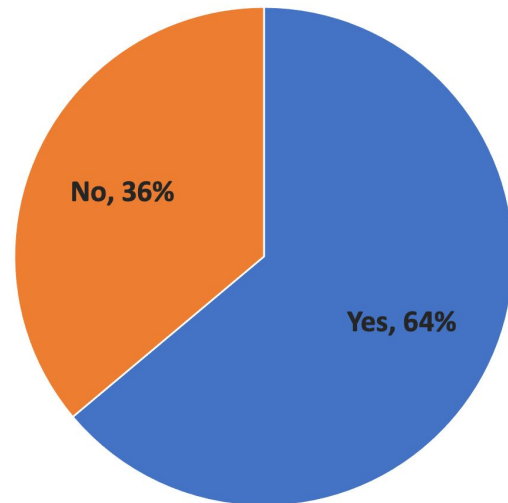
Q16: Will your institution utilise the complimentary Green Book online resource as part of your pre-departure process (guides / sessions, etc.) for all outbound students in 2024?

2024



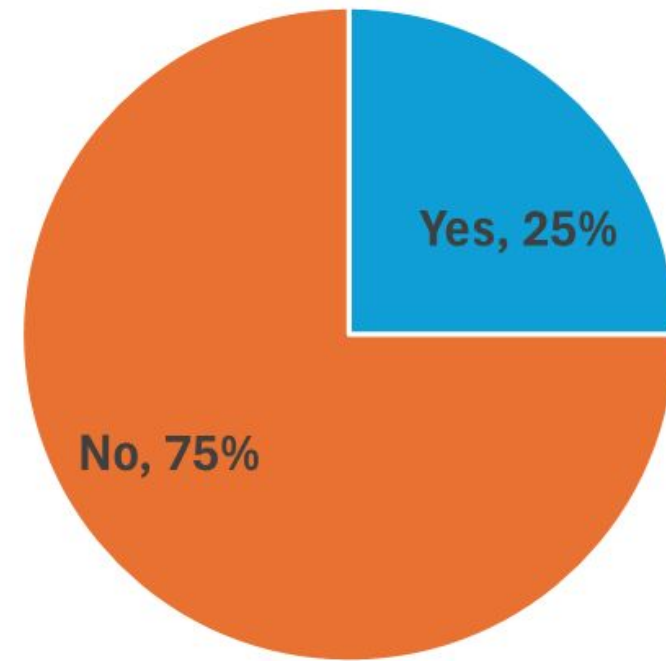
of Responses: 36 | Response Rate: 100%

2023



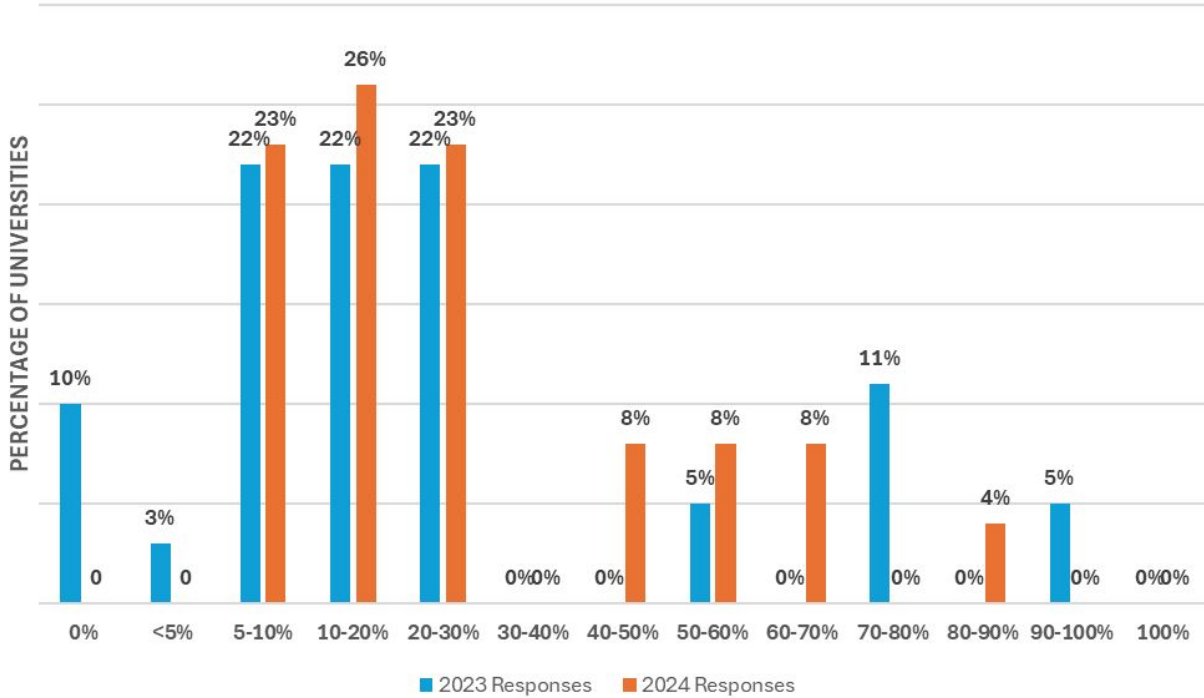
of Responses: 36 | Response Rate: 97%

Q17: Will your institution utilise the Green Book online resource as part of welcoming all inbound international study abroad and exchange students in 2024?



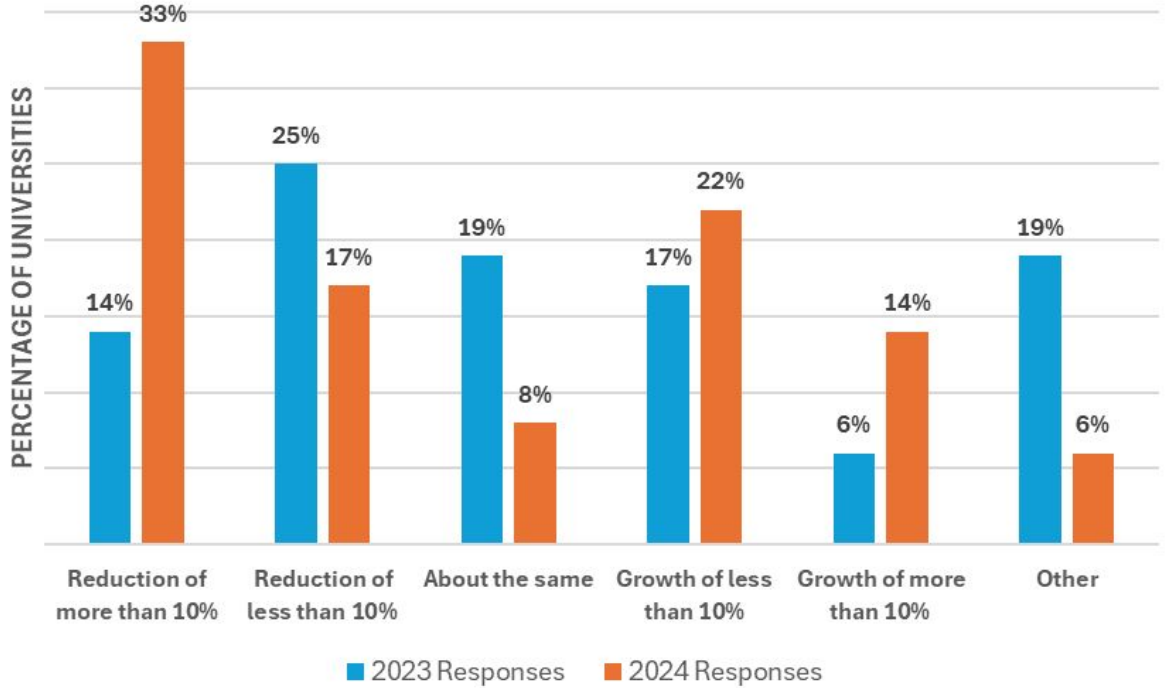
of Responses: 36 | Response Rate: 100%

Q18: What (approx.) percentage of your outbound student cohort in 2024 do you expect to go abroad via one of your approved Third-Party Providers (TPP)?



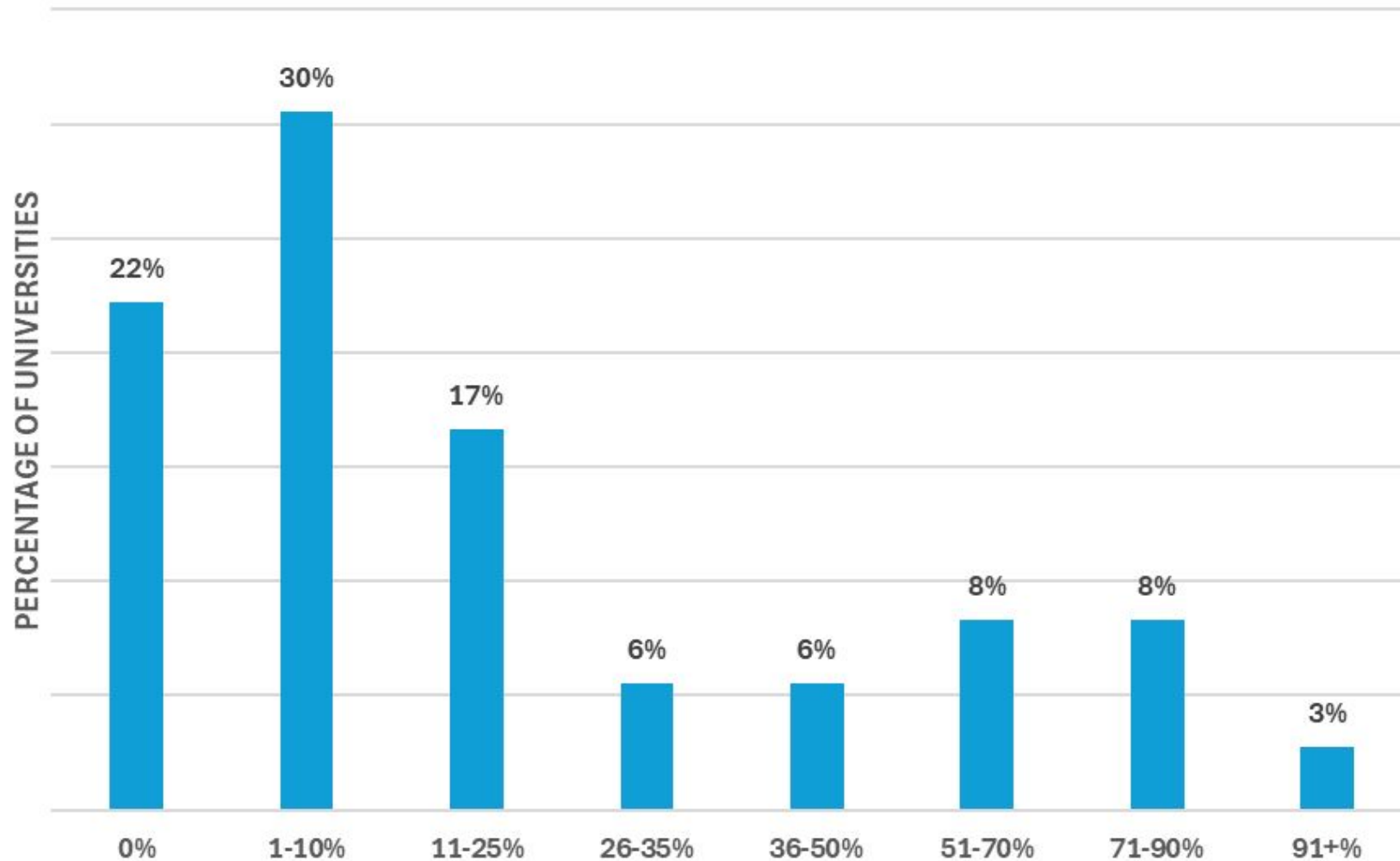
2023 # of Responses: 37 | Response Rate: 100%
 2024 # of Responses: 26 | Response Rate: 72%

Q19: How does the percentage of outbound students via a TPP compare with a normal year (such as 2019)?



of Responses: 36 | Response Rate: 100%

Q20: What approx. percentage of your fee paying inbound study abroad students attended your institution with the support of an overseas agent in 2024?

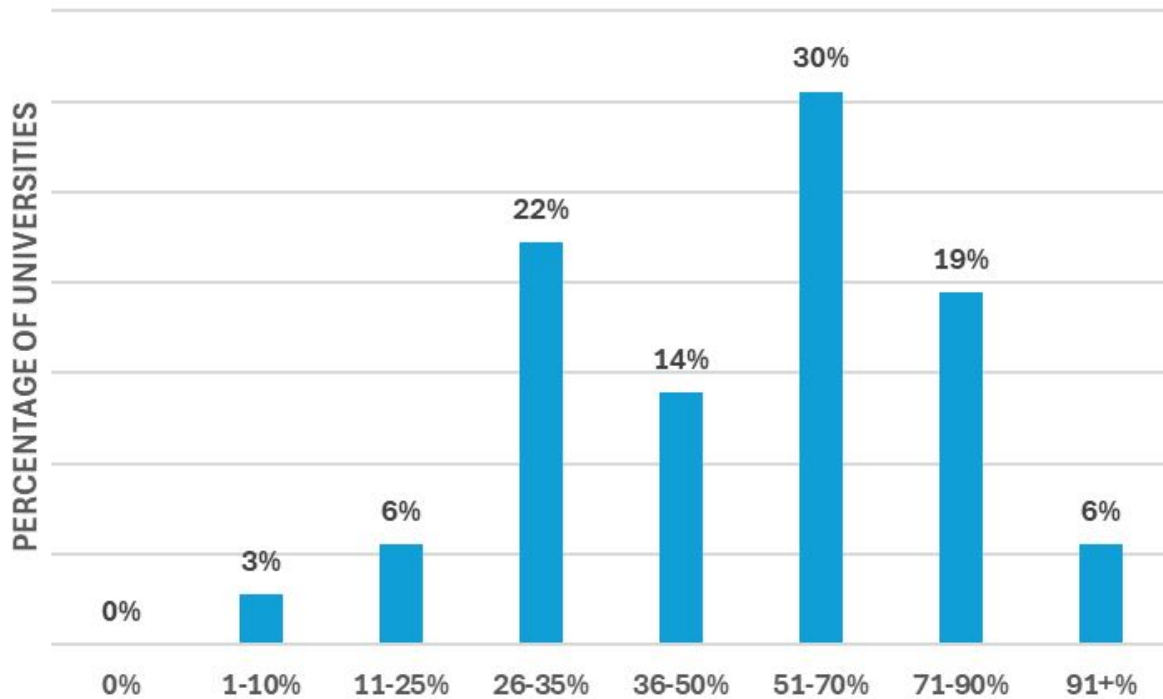


of Responses: 36 | Response Rate: 100%

Q21: What else could your approved Third-Party Providers be doing to assist your institution in your efforts to support your students Learning Abroad?

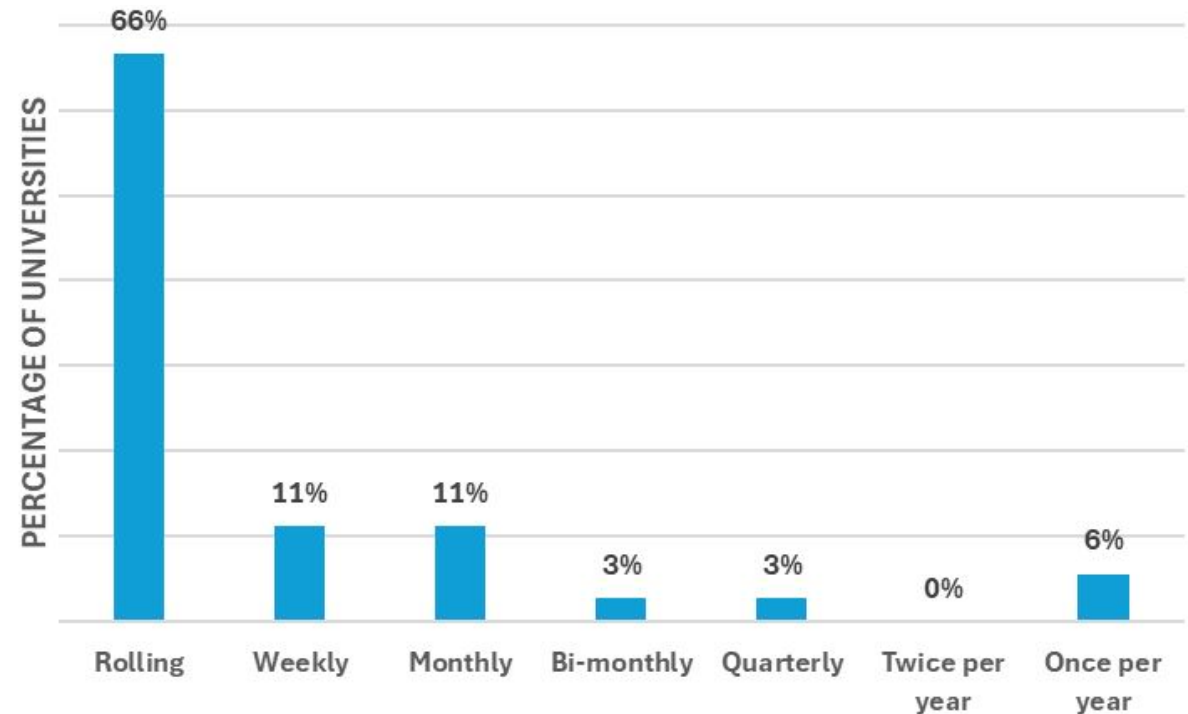
- Assist with pre-approval of academic credit for students.
- Cost
- Provide more cost-effective programs
- Our challenge is student engagement and ghosting, which seems to be a generational issue. We're not sure how to address this problem effectively.
- Share information related to what TPPs are doing with other institutions around credit assessment and approvals, particularly for disciplines like Nursing and off-the-shelf programs.
- Offering online information sessions to students
- Placement programs for Health and Education
- Working to submit funding proposals and to have credit pre-approvals for students.
- Reducing costs for programming where feasible. Student budgets don't stretch as far as they used to.
- I think it would be wonderful to welcome CISAustralia onto our campus to deliver an information session - in person. This is something we could then invite students to and commence a conversation.
- Nothing - it's hard to promote all the opportunities and to keep our websites up to date
- I believe we have a good working relationship with our TPPs - I am not sure they can do more - it is just having the staffing internally to create all the right connections between the TPP opportunities and the correct academics that need to know
- I think they're doing quite well. Note: the percentage of students that go through a TPP includes our faculty led programs, the majority of which engage a TPP. Outside of faculty-led programs, the percentage of students that complete a TPP off-the-shelf program is minimal (5%)
- Unfortunately for us, our Mobility team is under resourced which has led to little ability to promote our programs to the cohort.
- Keep costs down

Q22: In 2024, approximately what percentage of your outbound Learning Abroad student cohort will utilise OS-HELP to fund their program abroad?



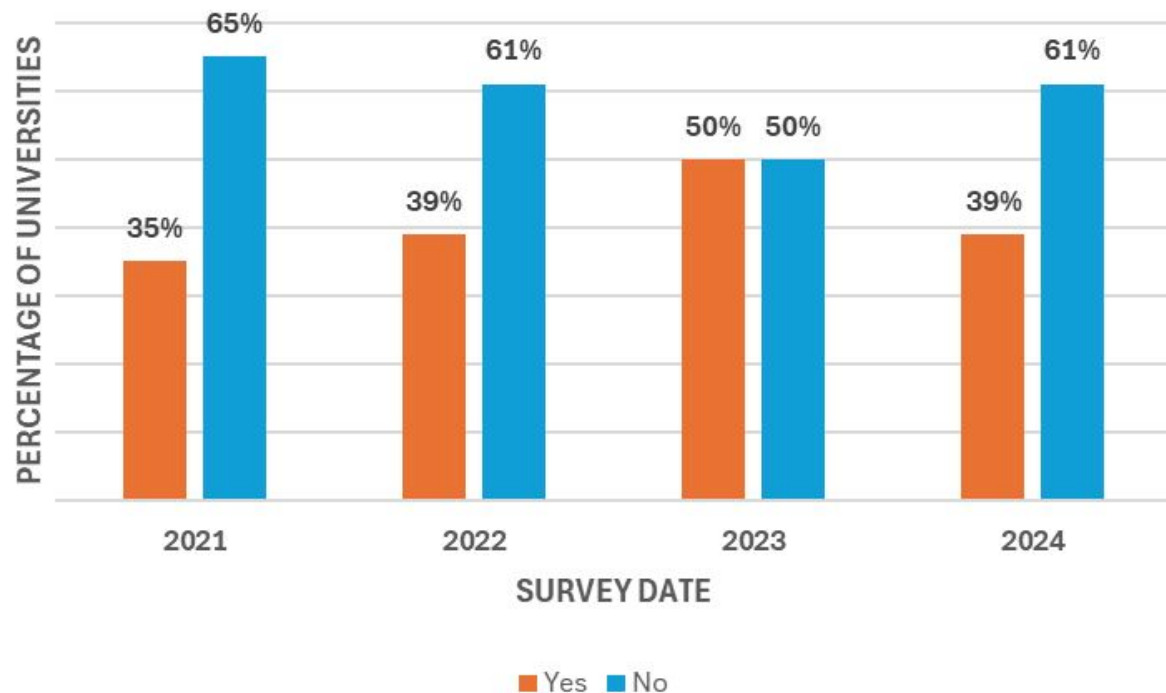
of Responses: 36 | Response Rate: 100%

Q23: At what periods does your institution disperse OS-HELP?



of Responses: 36 | Response Rate: 100%

Q24: Have you employed any new staff in the past 6 months?

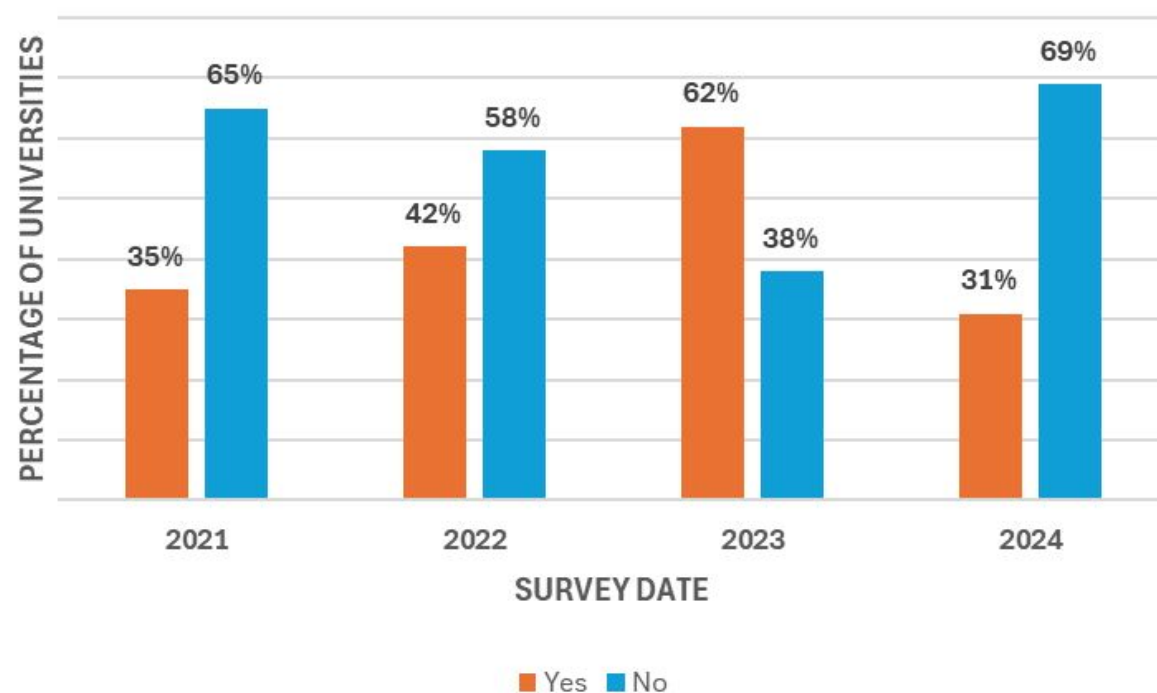


of Responses: 36 | Response Rate: 100%

If yes, how many:

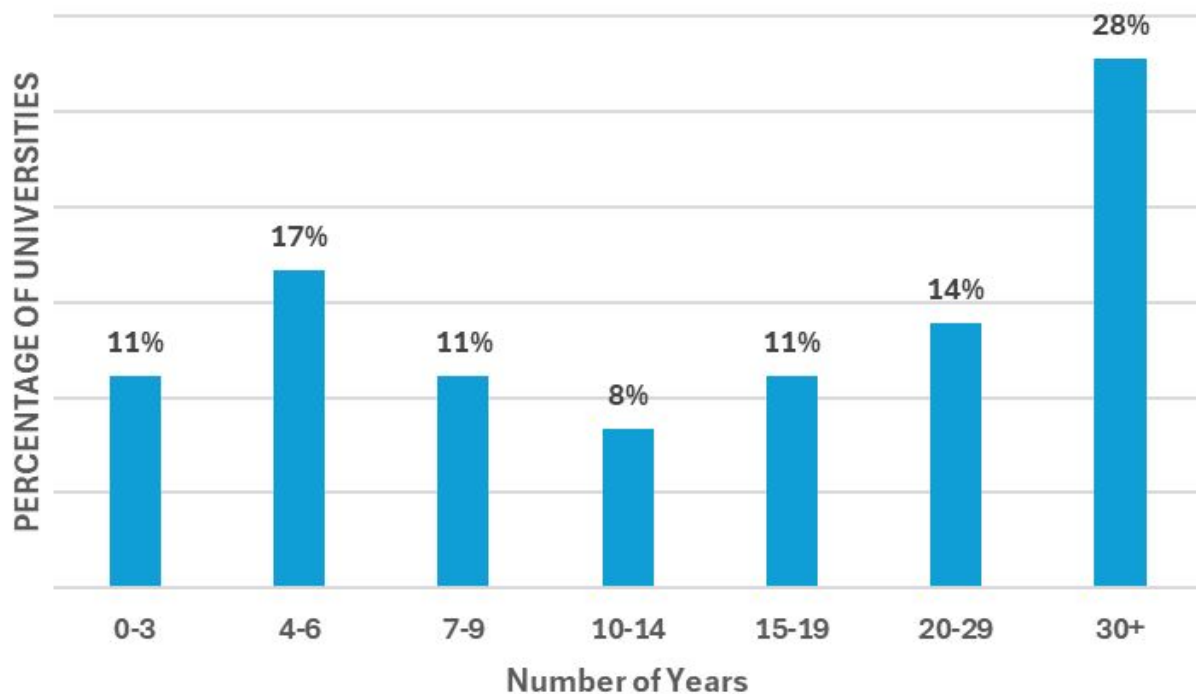
- 1 (43%)
- 2 (29%)
- 3 (14%)
- 4 (14%)

Q25: Do you plan to employ any new staff within the next 12 months?



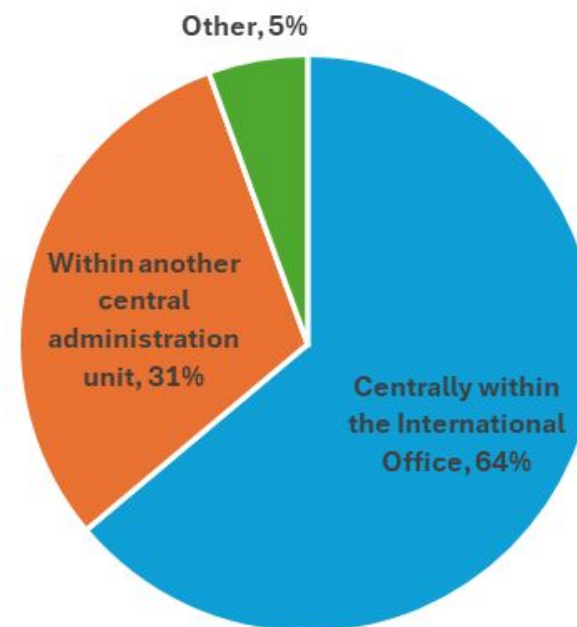
of Responses: 36 | Response Rate: 100%

Q26: What is the average combined length of time your staff have been involved in the Learning Abroad Office within your institution?



of Responses: 36 | Response Rate: 100%

Q27: Where is your Learning Abroad office "located"?

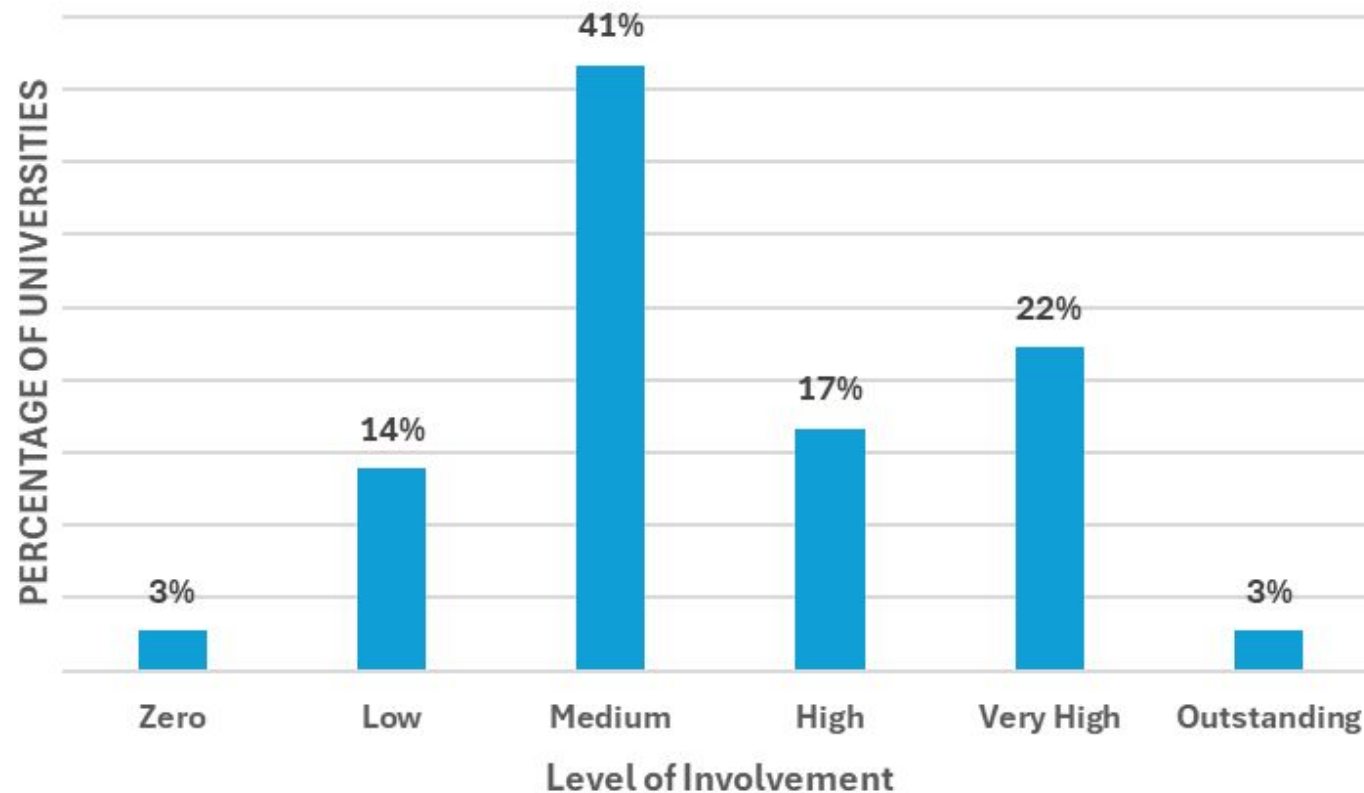


Other:

- International office and within another administration unit
- Across two central units and faculties

of Responses: 36 | Response Rate: 100%

Q28: What level of involvement and support do you receive from your institution's senior management (Director and/or PVC-I) in relation to Learning Abroad?



of Responses: 36 | Response Rate: 100%

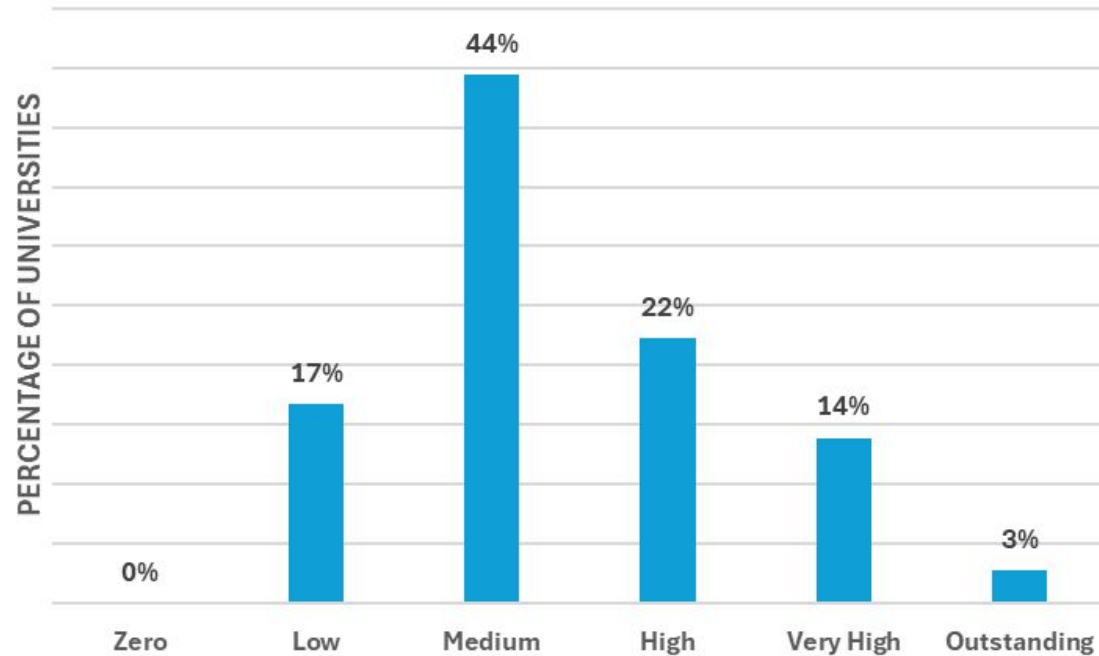
Q28a: How could your institution's senior management improve its level of engagement and support for Learning Abroad?

- **Treating Learning Abroad as a higher priority.**
- Place outbound student mobility into education strategy
- Greater interest and understanding of how Learning Abroad works and the intricate processes involved
- By setting specific targets per faculty, and by mandating the centralisation of support for LA across the institution (instead of varying levels of student experience depending on the faculty)
- Considering the current situation with a new Vice Chancellor and an upcoming university restructuring, it may be challenging to generate immediate interest in Learning Abroad programs. We need to understand the new Vice Chancellor's priorities and vision for the university and position Learning Abroad
- Implement an **institutional policy or strategy aimed at the respective head of schools, to set KPI's and improve LA engagement.**
- Increasing the resources available to create new position(s) needed to support continued growth
- Encourage faculty staff to consider leading study tours and encouraging students to consider learning abroad opportunities. Providing faculty staff with resources to deliver programs.
- Fund it appropriately with systems resources and staff. Provide leadership in the mobility space rather than focussing solely on full degree enrolments. Internal messaging that supports and showcases the benefits of learning abroad
- We need more on campus accom
- **Improve understanding of learning abroad programs Inbound & Outbound.** Learn about the barriers (funding & curricular), so that these barriers can be removed.
- **Top-down directives/strategies for academic schools to recognise LA as a Learning and teaching activity** and embed then into curricula
- Extra staff and resources to continue to grow and improve student experience and volume of Learning Abroad.
- Out of the pandemic Learning Abroad was prioritised and planned with a detailed rebuild strategy. There was explicit and stated support for learning abroad goals. Staffing growth plans were agreed with senior management, and when targets were achieved recruitment could occur.

Q28a continued: How could your institution's senior management improve its level of engagement and support for Learning Abroad?

- In 2024 though rebuild targets were met, agreed staff recruitment actions were not permitted, (other than for resignations/attrition and long leave replacements). The financial circumstances of the university are unlikely to permit this growth, and senior management attention has turned away from learning abroad notably this year. We don't see any ability to grow further into the next 2-year horizon, which is disappointing. We are looking at pulling back from agreed plans for growth and will focus on sustaining participation until the budget and senior leadership can support actions to enable and foster learning abroad.
- For exchange: getting the faculties on board to **simplify the study plan approval process**. Ideally, ensure the program structures allow for students to go overseas. For Short-term: create more shell courses so students can get credit more easily. Invest in a new system as we are now working across systems that don't talk to each other
- Involve in wider global strategy, set targets.
- Our senior management do engage and support learning abroad. It would be nice if they shared trip reports/site visit updates with us so that we could learn what they have learned and hear what they have been discussing with our partners when they travel.
- I do often feel that our LA staff no longer get the opportunity to travel internationally to conferences/partner universities and the **result is a real gap in our knowledge and ability to then advise...** Mostly I am happy with the structure we have here but recently this is something I have been concerned about.
- Communicate with senior management of colleges / faculties the importance of Learning abroad and the need to let their academics have time to put in to learning abroad such as running study tours. Also **communicate with senior management of colleges / faculties** the importance of admin staff to help academics in this space.
- While increasing the number of students participating in a learning abroad experience is in our Strategic Plan, currently there is limited top-down engagement in how to achieve this. A clear plan needs to be designed for each faculty, especially around how to staff faculty-led programs which are overwhelmingly our most popular program type.
- Setting KPIs for the Learning Abroad office is great, but without faculty buy-in, increasing numbers is difficult.
- Learning Abroad is just not a focus at the moment for the university unfortunately. Hopefully once restructures and new teams are settled within the portfolio there will be a change in this. Only once Learning Abroad is properly resourced will we see growth
- **Approve use of mobility software** to remove manual processes

Q29: What level of involvement and support do you believe IEAA provides to your institution in relation to Learning Abroad?

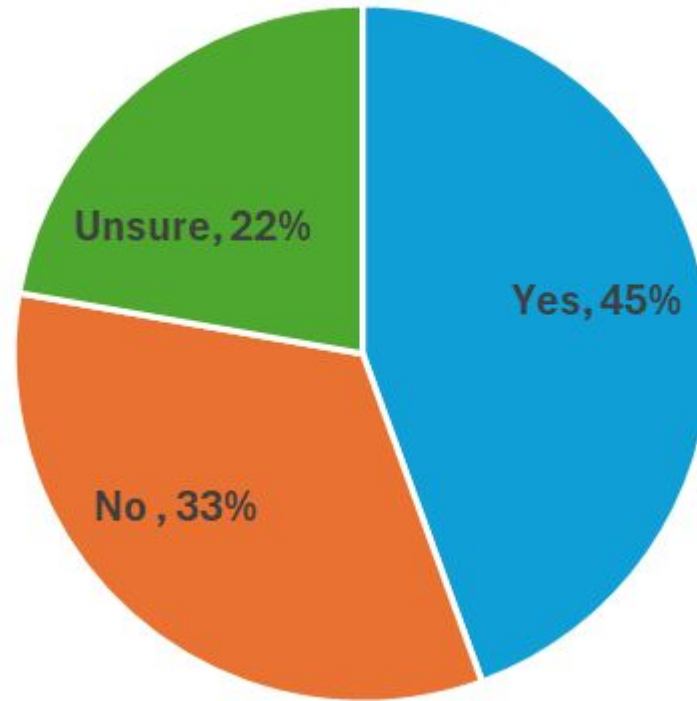


of Responses: 36 | Response Rate: 100%

Q29a: How could IEAA improve its level of engagement and support for Learning Abroad?

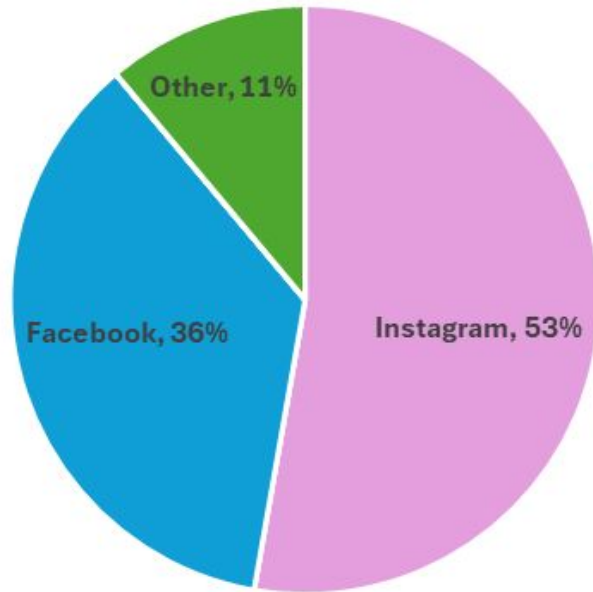
- Unsure. The August Forum looks great!
- I think online national meetings on quarterly basis would be helpful.
- Quarterly Online sessions for Learning abroad with discussions on policy changes, best practice etc
- More resources (like the Forum offers to its members)
- Scheduling the Global Learning Fair with consideration for other conferences staff may be travelling to at the same time which may affect capacity.
- Potentially IEAA could help bring more awareness to advocate Learning Abroad to Senior Executives, via valuable insights into current trends and successful models. Additionally, IEAA can collaborate with XXX or other Sydney universities to create specialised professional development programs for faculty and staff.
- Perhaps encourage more engagement within each state LA network by offering events or other activities. Maybe even offering free IEAA annual membership for university staff who wish to be Chairs of each network as an incentive.
- Online training in best practice is Australian Universities. A platform to discuss current issues and potential solutions showcasing innovative programs with practical steps that outline implementation
- Unsure
- IEAA remains a strong advocate for LA in general. I'd be interested to know what else IEAA could do.
- Learning Abroad gets generally swallowed up within the bigger international student recruitment noise.
- More practical data / ideas from across the sector as to what other unis are doing in this space.. Some resources / guides. Rather than just the forum - some upskilling zoom sessions for new staff and hot topics throughout the year
- Other than the annual Forum, I haven't thought of using IEAA for support.
- More learning abroad webinars... while the forum is excellent, many staff cannot attend this so more online sessions on diverse topics

Q30: Is Learning Abroad clearly articulated and built into your institution's central overarching strategic plan (with clear goals and/or targets) in 2024?



of Responses: 36 | Response Rate: 100%

Q31: What is your institution's number one social media channel to engage students about Learning Abroad?



of Responses: 36 | Response Rate: 100%

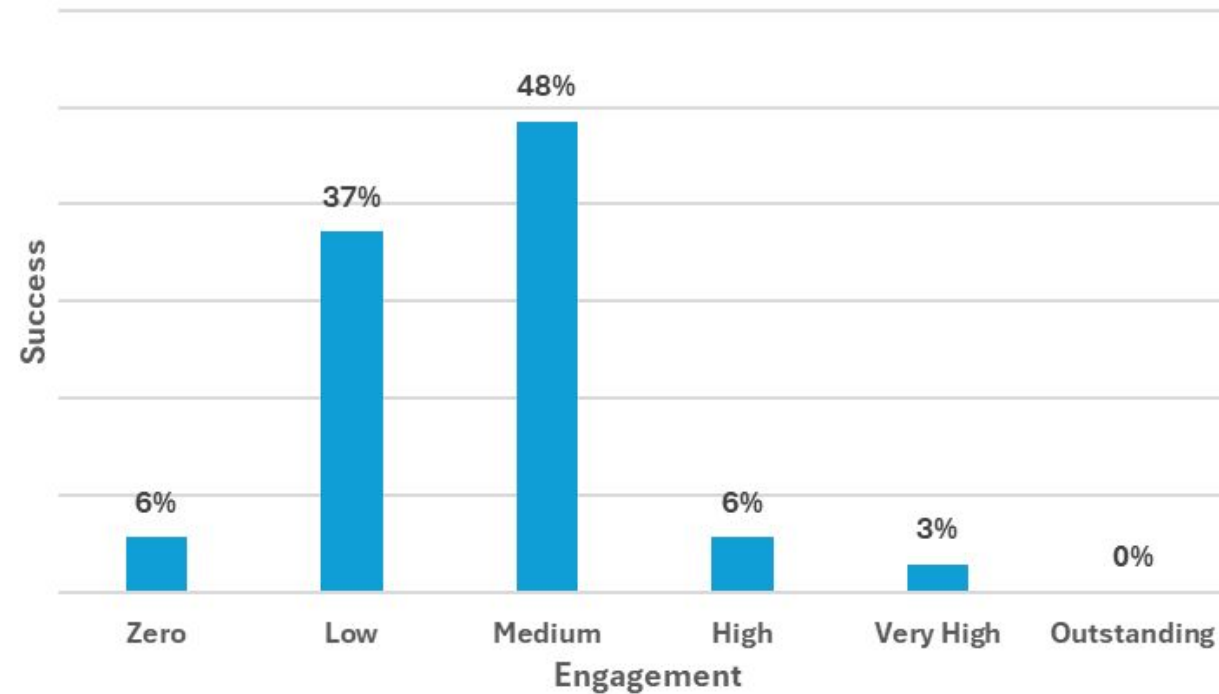
Responses Not Selected:

- LinkedIn (0%)
- Snapchat (0%)
- TikTok (0%)
- X (Twitter) (0%)

Other:

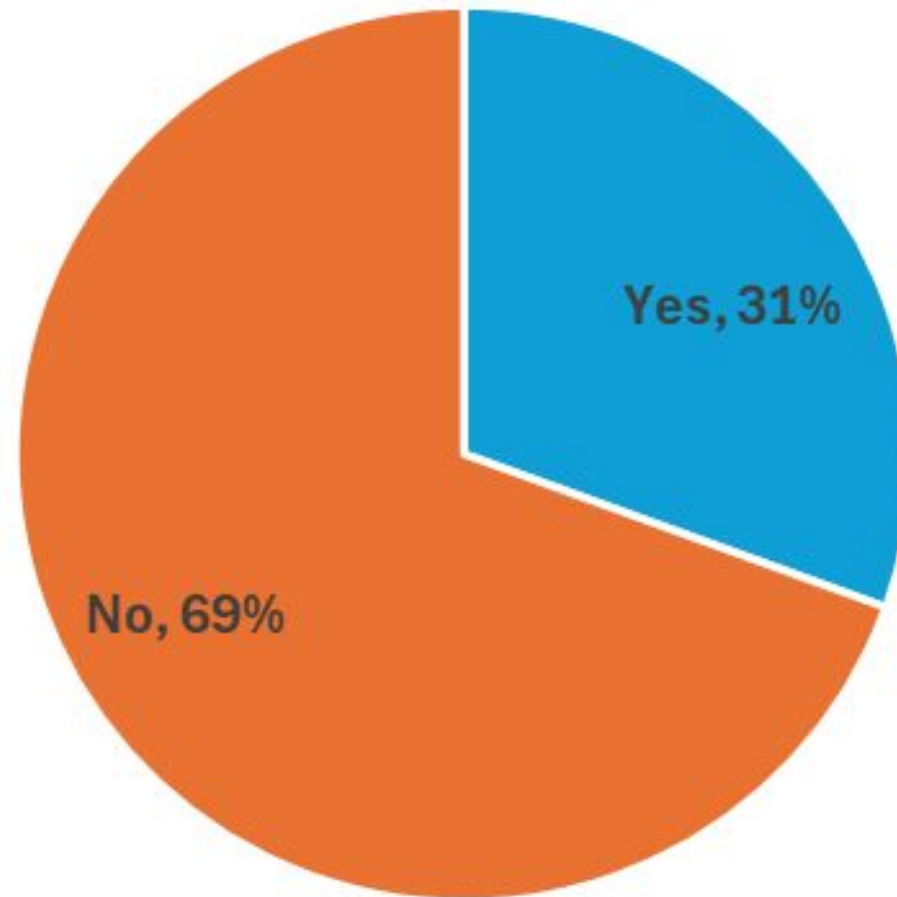
- We don't have our own dedicated social media channels - we utilise the university main ones - Instagram
- We have stopped our own channels and only use the main university accounts now.

Q31a: What is the level of success in engaging with students via this channel?



of Responses: 35 | Response Rate: 97%

Q32: Do you have an active, documented, and well coordinated student learning Abroad Ambassador strategy or program?



Of those who answered yes, respondents considered their level of success to be Medium (91%) and High (9%)

of Responses: 36 | Response Rate: 100%

Q33: What do you see as the main obstacle to students and academic staff attending and leading Learning Abroad Programs in 2024/25?

- Funding and resources.
- Luck of appropriate funding
- **Cost and time commitments**
- Cost of living/travel.
- Low priority for university outside Global office.
- Cost and time with our new Academic Calendar
- **Budget changes** within the university
- Financial constraints for students and resources (time/funding) for staff leading programs.
- Finding out about it, it is hard to get airtime on the uni's main comms channels.
- **Timely support** from the Learning Abroad team and clarity around processes
- Costs and taking time off work/study.
- The main obstacle to students and academic staff attending and leading Learning Abroad Programs in 2024/25 is multifaceted. Firstly, there is a crucial **need for robust support from senior executives** to prioritise and champion these programs. This top-down endorsement can significantly influence the perception and value of Learning Abroad Programs within the institution. However, the most immediate and pressing challenge is the **conversion and commitment from students**. While there is often initial interest, many students hesitate or back out when it comes time to make a firm commitment. Therefore, to enhance participation, it is essential to have not only executive backing but also a **strategic approach to engage and reassure students** throughout the decision-making process.
- Budget and workload allocation models
- **Limited academic appetite and subsequent head of school support** is consequently affecting student engagement. Our institution also has limited 'shell' courses, to support students who would like to study overseas - making the credit component quite challenging.
- **Finances**

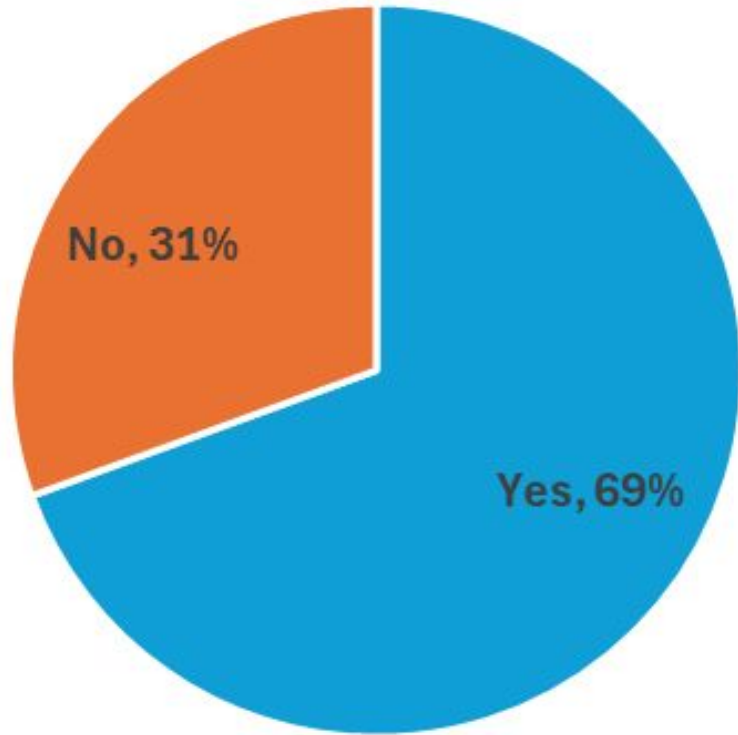
Q33 continued: What do you see as the main obstacle to students and academic staff attending and leading Learning Abroad Programs in 2024/25?

- **Budget and workload allocation models**
- **Limited academic appetite and subsequent head of school support** is consequently affecting student engagement. Our institution also has limited 'shell' courses, to support students who would like to study overseas - making the credit component quite challenging.
- LA program development being included as part of academic workload. Many staff have little time and incentive to develop and coordinate overseas programs; buy-in from faculty is necessary. For students, **academic approval and awareness in time to plan for an overseas experience.**
- For students, cost of participation, for staff, general sector uncertainty will dampen faculty investment.
- Limited staff to support learning abroad activities
- Students - cost of program - cost of living and work, faculty - limited support and workload allocation
- Funding
- Faced with large withdrawal rates.
- Main obstacle for academic staff is availability which has then limited the number of programs being delivered
- The **levels of support for academics vary significantly.**
- **Students unaware of opportunities** due to engagement challenges.
- Staff lack of time and resources/funding.
- For XXXX it's a bit specific in the form of deprioritization of business as usual work for learning abroad staff and academic staff in the lead up to the merger/new university
- The cost of living, competitive rental market, and job commitment make it hard for students to participate.
- Strategic Management Support, Academic support, Funding, Student awareness and appreciation of the benefits of overseas experience
- **Staff workloads**
- Student **cost of living and them not wanting to forgo their accommodation/jobs**

Q33 continued: What do you see as the main obstacle to students and academic staff attending and leading Learning Abroad Programs in 2024/25?

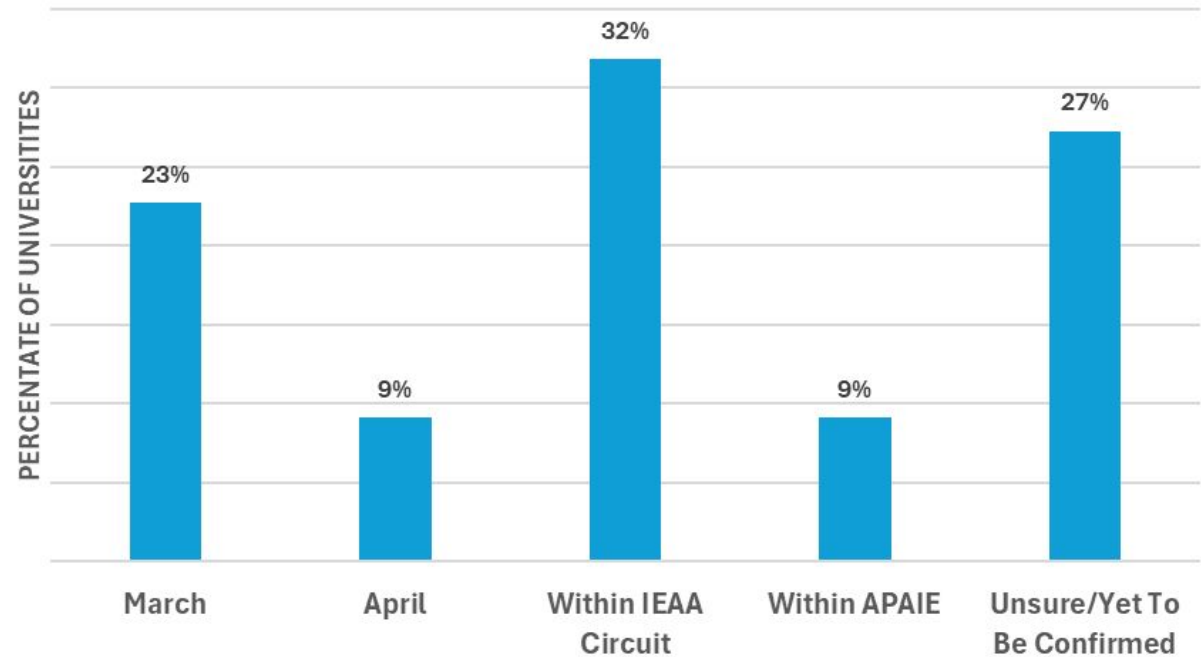
- Institutional budget challenges are dampening interest and capacity to foster and support LA programming - from academics to Deans to administration. As Deans focus on bottom line, staff are pushed to teach subjects that maintain load, and I see they have lower enthusiasm, energy and capacity to develop what they increasingly **see as resource intensive and 'nice to have' options** such as faculty-led learning abroad programming. We've lost some key faculty champions. **New Colombo Plan administration is increasingly inconsistent**, and very challenging to work with. They demand more inputs per student and programs from institutions and students, while becoming more inflexible and less supportive. There isn't any respect or understanding of institutional challenges in administering the program. Faculties see less benefit from participating. **Students have to work more (cost of living) but conversely have better opportunities onshore (high quality work or internships due to 'full employment')**, so are less likely to take short programs in Summer/Winter breaks. Both these are driving down short program participation. Semester programming remains strong, though some concerns about expense of participation. OS-HELP, students have realised this is a HECS debt for the first time, as indexation went to 7%
- **The cost of living, competitive rental market, and job commitment** make it hard for students to participate.
- Students require increased levels of support, higher incidences of mental health issues and anxiety leaving staff exhausted and burned out. Students are ill prepared and entitled despite extensive pre-departure sessions, particularly for short-term programs in countries with lower standards of living and stronger cultural differences.
- Students - space in degree, hearing about it, wanting to actually do it, have the time to participate, finances. Academics - **time and resources**, admin support; support from senior management; competing priorities
- Students: cost of living and not wanting to give up their lease and/or part-time job, cost of travel and living abroad, for exchange I would add the rigidity of many programs. Staff: lack of time and resources to organise study tour
- The main obstacle for students is either **their course doesn't offer any learning abroad programs** (ie health courses), or there are insufficient places available on the programs that are delivered

Q34: Do you plan to hold a face to face Learning Abroad fair in 2025?

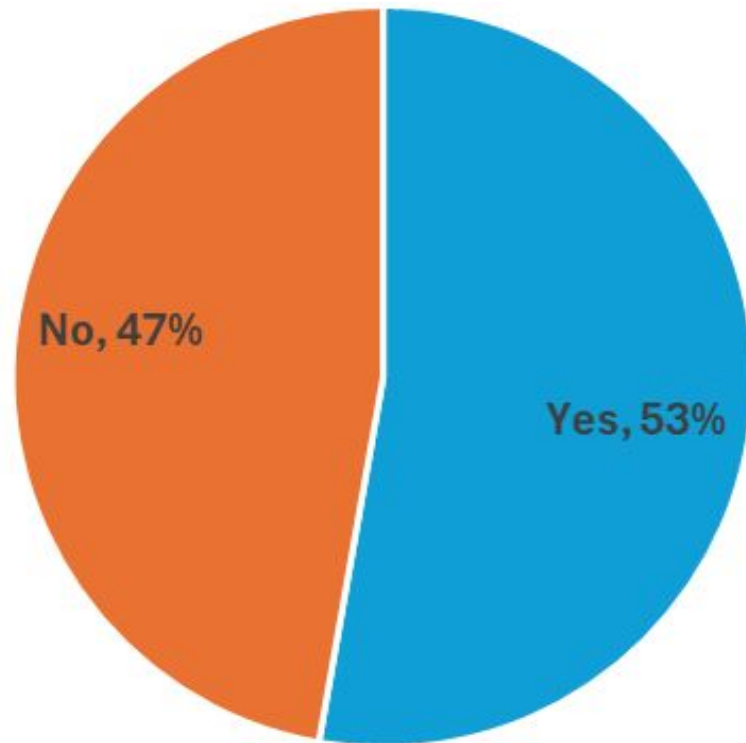


of Responses: 36 | Response Rate: 100%

If yes, please indicate timing:

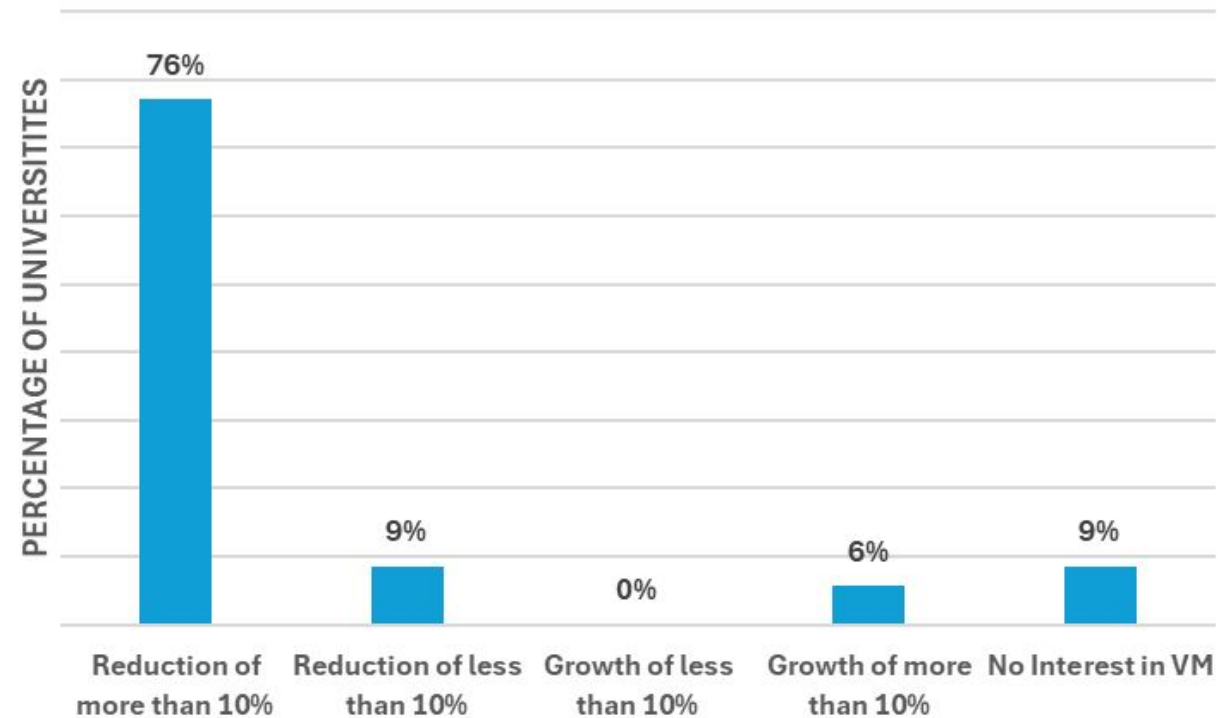


Q35: Is your University planning to offer Virtual mobility programs in 2025 and beyond?



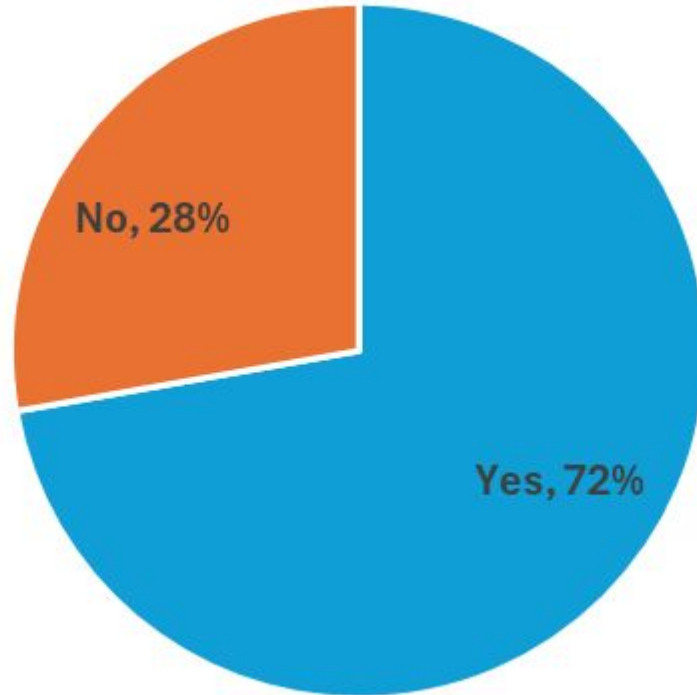
of Responses: 36 | Response Rate: 100%

Q36: How do you perceive the interest from students in Virtual mobility (VM) programs in 2024 compared to 2023?



of Responses: 35 | Response Rate: 97%

Q37: Is your institution offering any internal institutional funding to students on overseas Learning Abroad programs in 2024/2025?



of Responses: 36 | Response Rate: 100%

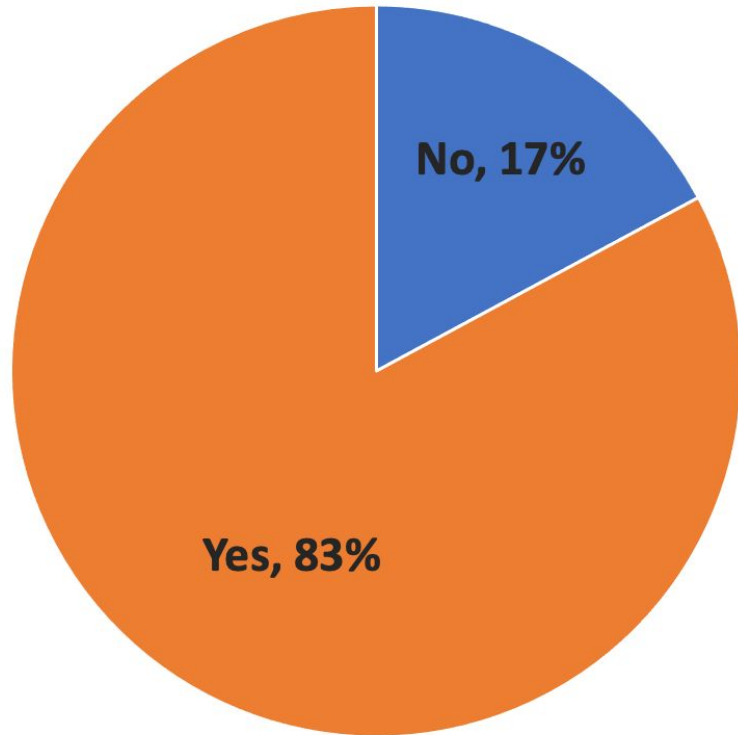
If yes, indicate funding amount per student, per program:

- \$1-500 (8%)
- \$501-1000 (23%)
- \$1001-2000 (28%)
- \$3001-4000 (0%)
- \$4,000+ (11%)
- Other (30%)

of Responses: 26 | Response Rate: 72%

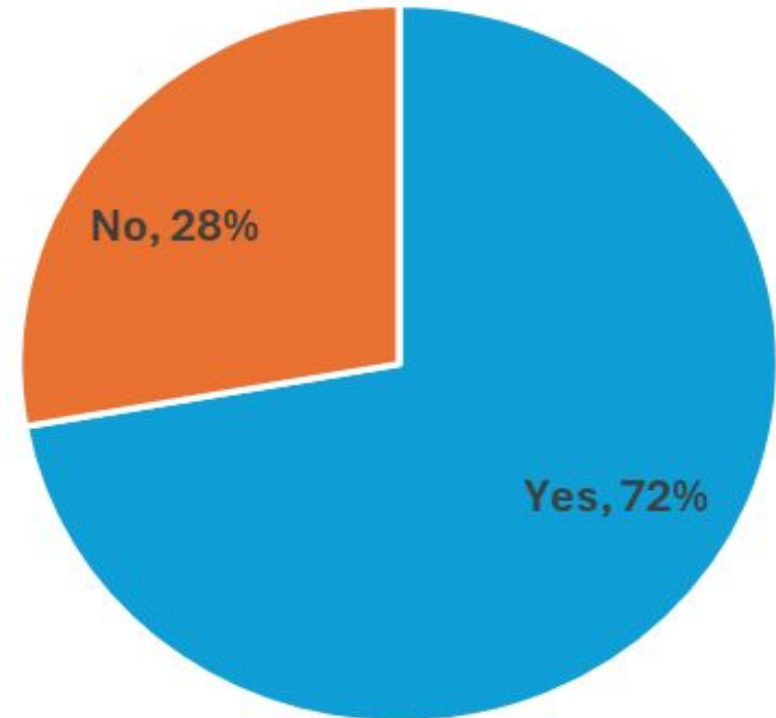
Q38: Do you anticipate increased interest and engagement regarding Learning Abroad from your university's academic staff in 2025 compared to 2024?

2023 responses



of Responses: 35 | Response Rate: 95%

2024 responses



of Responses: 36 | Response Rate: 100%

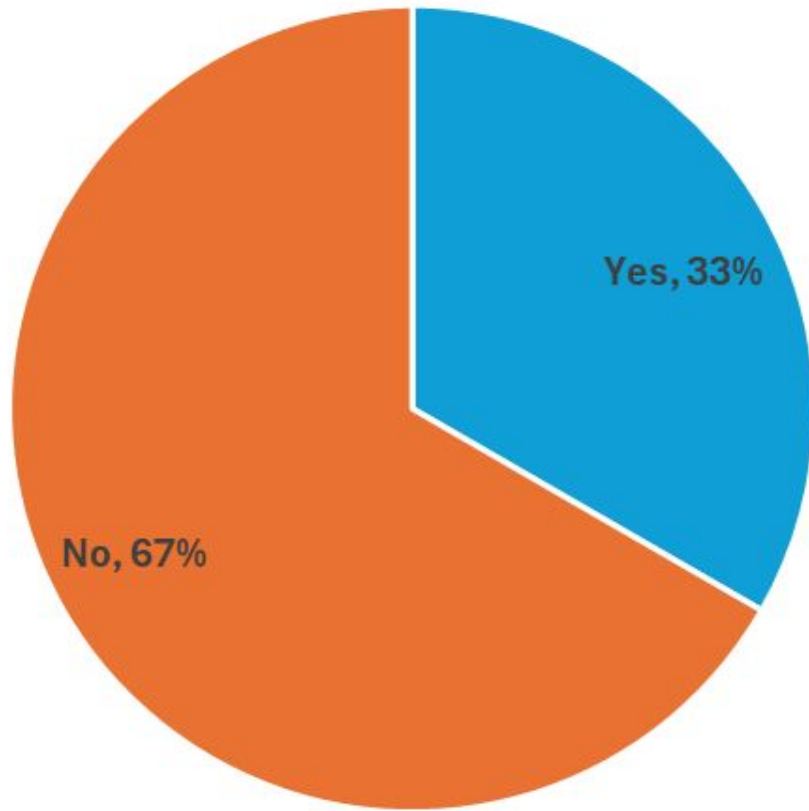
Q39: What successful new initiatives (if any) has your institution implemented in 2023/2024 to assist students and academic staff in attending / leading overseas Learning Abroad programs?

- Updated website, reach out to academic staff to promote. **Working with centralized marketing team.**
- **Promoting at University Orientation and Open Days**
- We're reimplementing our Study Abroad program which should be ready for 2025.
- **Implementation of Ambassador's Program, Briefing sessions** from International SOS for pre departure and short term preparation sessions
- More education to Academics on Learning Abroad programs.
- Streamlining the processes
- Small internal grants of \$1000. Pushing more programs that can be funded by NCP grants.
- We already engage regularly with students; however, we are increasing our **outreach to staff** by conducting **more frequent and one-on-one meetings**. Securing staff buy-in is crucial
- We have developed a centralised LA team, to support all types of mobility experiences.
- **Created more resources online** for students and staff to learn about LA; established Digital Media Ambassador program to support social media engagement.
- **New branding and advising model, an expanded portfolio of signature experiences, a new system expected to launch later this year.**
- A more coordinated approach to **identifying potential academic leads** that will work collaboratively with the intl office
- **Increasing engagement with academic champions**, providing more streamlined support.
- As we became a Table A in 2020 OS Help is now available to XXXX students
- Implemented **a new tech solution** (Terra Dotta)

Q39 continued: What successful new initiatives (if any) has your institution implemented in 2023/2024 to assist students and academic staff in attending / leading overseas Learning Abroad programs?

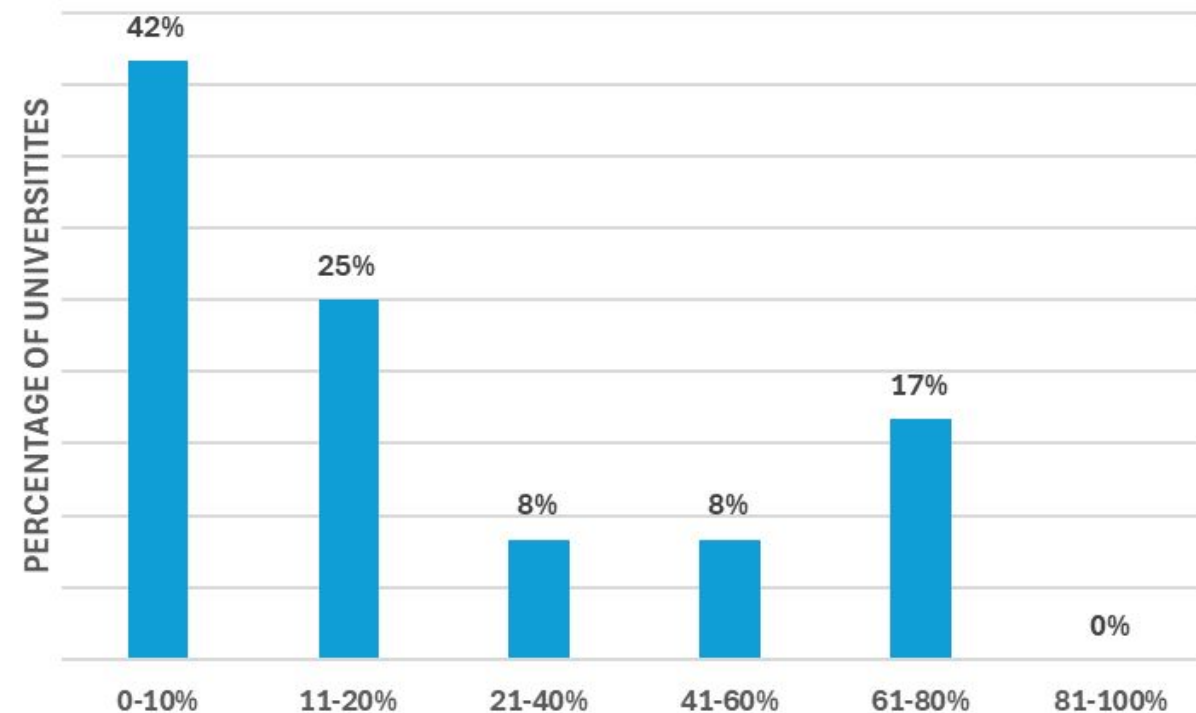
- **Repurposed funding to support academics** to still lead unfunded NCP projects with students accessing OS HELP
- **Funding incentives in certain schools**
- We did develop online Study Tour Leader Training modules - but yet to be tested!
- Our community of practice continues
- Staff instabilities made this challenging, however we are currently working on a training program for academic staff to be run during personal development weeks.
- In 2023 XXXXXX hosted the **first annual Global Engagement Forum**. This was an opportunity for all international office staff (including those who are normally located offshore) to meet with and workshop ideas with Schools/Academics/Senior Leaders etc. It was run over two days and was a huge knowledge sharing success.
- We moved our **travel grants away from giving to individual students and instead supporting academics to run trips** which maybe they missed NCP funding. This has created a few news trips that may not have run without this support.
- We have **revamped our website** to make it easier for students, are working with our Student Communications team on a comm plan and i'm being more hands-on with assisting students to find units etc to reduce potential roadblocks. For academic engagement, I've **revamped our staff only website** to ensure information and resources can be accessed easily and am working more closely with staff interested in leading an overseas program to ensure it's not too administratively onerous on them.
- **Online application form for OS-HELP**

Q40: Does your institution run a welcome back event for your returning Learning Abroad students?



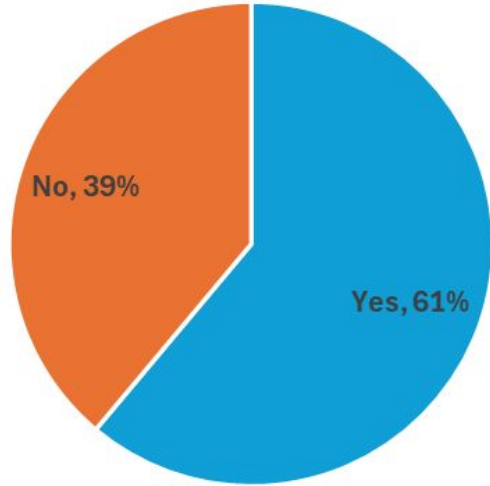
of Responses: 36 | Response Rate: 100%

If yes, what percentage of your returning Learning Abroad students attend?



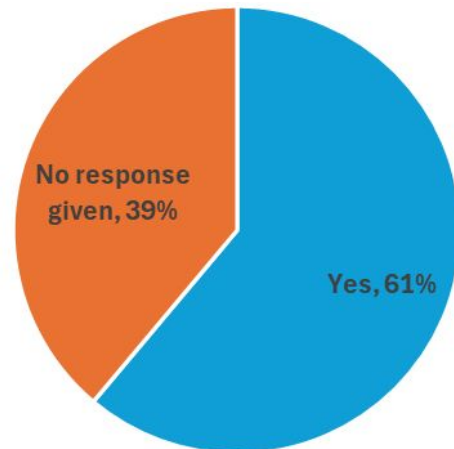
of Responses: 35 | Response Rate: 97%

Q41: Does your institution offer and conduct post program evaluations (be they in person, paper, or electronic) for all returning Learning Abroad students?

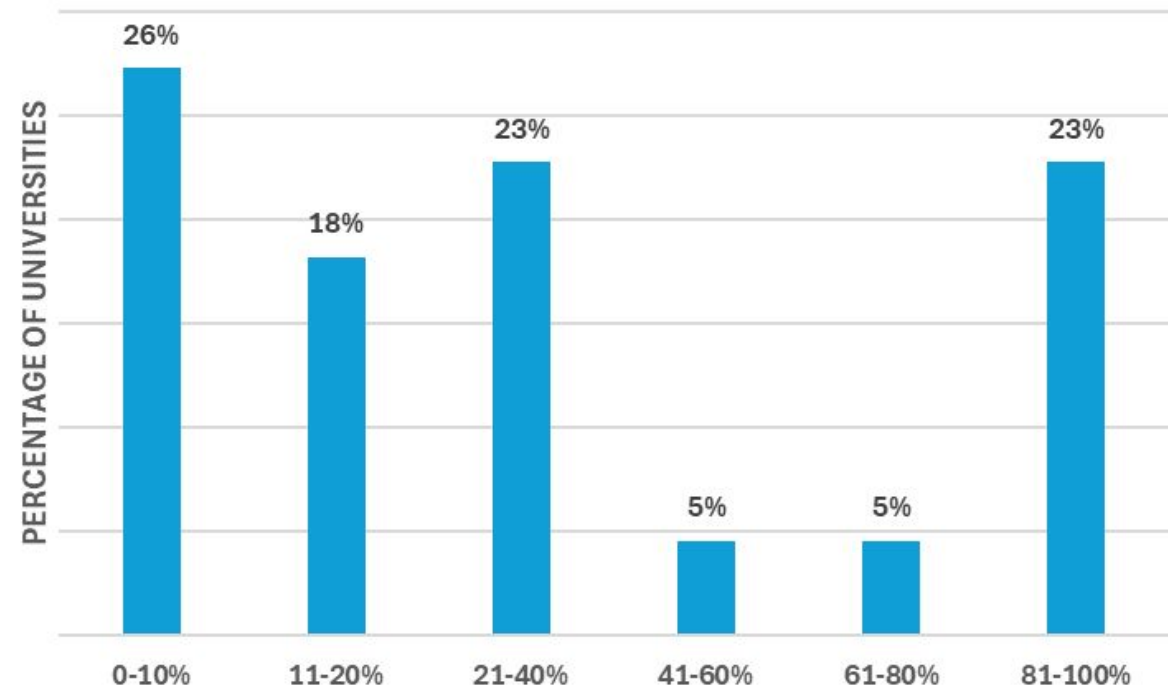


of Responses: 36 | Response Rate: 100%

Q41a: Does your institution review those evaluations and follow up/action relevant feedback?



If yes, what percentage of your returning Learning Abroad students complete the evaluation?



of Responses: 22 | Response Rate: 61%

Q42: What additional types of programming, support or assistance would you like CISAustralia to provide to you or your institution in 2024/25 (and what destinations if applicable)?

- Programs for allied health students, eg. Social Work, Speech Pathology, Osteo.
- Short study tours that credit back to our courses
- Engagement is consistent and **we are happy with the relationship.**
- Unfortunately it's all price point these days. Would love to work more with CIS though
- Perhaps more Science & Engineering programs for students who don't get to go on programs often due to the nature of their degree
- **More programs for credit in non-traditional countries.** Eg. South America, Africa
- I'd love for you to identify 10 of the most popular CIS programs we could market directly to our students from discipline areas which generally can't go on semester exchange and help us with promo material to support the recruitment of 15-20 students for each program.
- **We are happy with the current level of programming** and support provided by CISAustralia. Further discussion is required to determine if additional programming/support is needed.
- At present it's hard to predict, considering the university and international office is facing restructuring and uncertainty in 2024/2025.
- There has been good engagement in Faculty led tours and NCP programs and expect this will continue.
- I am hopeful we can **work with CIS more closely on some off the shelf pre approved WIL opportunities** for the WIL for all role out in 2025
- More low cost Jan / July programs involving local universities
- You do a **great job supporting the sector**
- Potential for faculty led program assistance
- **Help to promote programs**
- Supporting funding requests.
- CIS offers a **good range of options.**
- I think that all the **support you offer and the programs you offer are wonderful.**

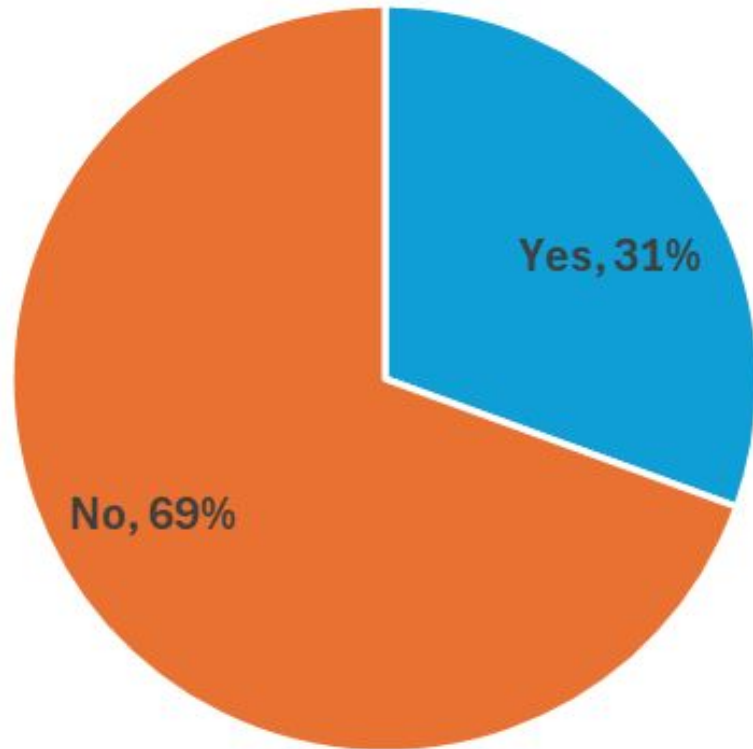
Q43: What aspects of CISAustralia's operations are you satisfied with and would like us to continue?

- They organize everything, **high level of support**.
- Continuing to support uni's
- Engagement is consistent and we are happy with the relationship
- **Quality**, Great communication
- The wonderful programs we can offer our students
- **Great communication** and clear information on websites
- Awesome leadership, love the range of programs and the **quality of support** provided
- CISAustralia provides **in-depth support and quality programs** for our students. The support and communication that CIS staff has provided to staff and students during the application process has been remarkable.
- CIS is a **premium organisation** and they have particularly been good in regard to quality and **responses to critical incidents**.
- There has been good engagement in Faculty led tours and NCP programs and expect this will continue.
- **The Green Book is fantastic** - perhaps this could be further developed to include more tips/advice/website references. Perhaps region specific ones? (that's a bit of work, I know!).
- We would be most likely to use summer/winter school opportunities in locations where we not already represented through partnerships/sites
- Working with our team to **support faculty led tours**.
- Really appreciate the newsletters and general updates that are provided. Perhaps if there was a specific program offered that was developed for Indigenous students
- Thank you to the whole team at CIS for your **support and collegiality**. Always a pleasure to work with you.

Q43: What aspects of CISAustralia's operations are you satisfied with and would like us to continue?

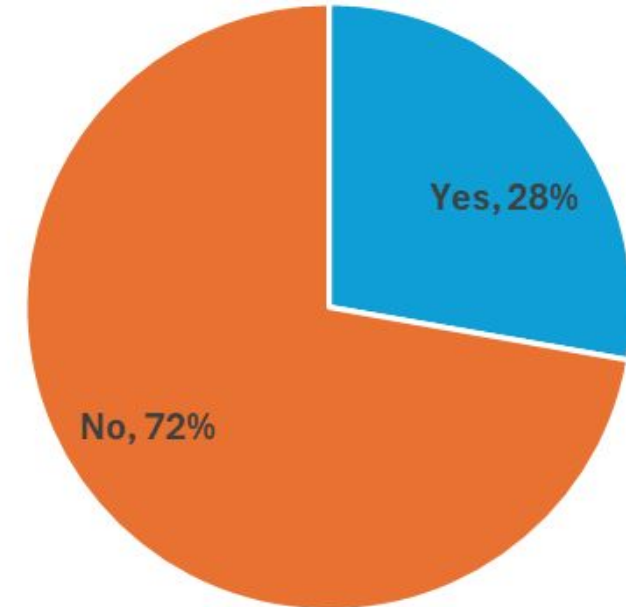
- **Awesome customer service** & outreach, good reporting, good customised program team.
- Comms are regular, engagement is good, programs are well coordinated.
- **Flexible, supportive, easy to work with**
- We have been impressed with the amount of interaction we have had with Joanne Newsome, Program Coordinator. Also impressed with the Pre-Departure workshop and guide provided and the enrolment spreadsheet. We have also received regular feedback on how the tour is progressing.
- Good program offerings for locations we do not have offerings
- **Great communication** - in all aspects, but **particularly in student incidents** and follow up
- CIS is good to work with.
- Regular and **honest communication** on where everyone is at. Support and leadership provided in making the decision to cancel the New Caledonia program
- Customised programs are generally good.
- I like your newsletter. **I trust you as a source of good information.** I appreciate your flexibility when waiting for payments etc as our operations are slow.
- Easy to work with and responsive
- Marketing and student support
- Your communication, **professionalism, attention to detail, care for the students**
- Easy to communicate with
- **100% satisfied with the CIS team**
- Communication & marketing
- Keep up the good work!

Q44: Has your institution placed students in the USA on an institutional academic led study tour in 2024?



of Responses: 36 | Response Rate: 100%

Q45: Is your institution planning to place students in the USA on an institutional academic led study tour in 2024/2025?



of Responses: 36 | Response Rate: 100%

If yes, please provide visa details you expect students to travel to US on?

- ESTA (60%)
- Other (40%)



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