

Students from Australian Universities in Learning Abroad 2014

Australian Universities International
Directors Forum (AUIDF)

Report prepared by Davina Potts



AUIDF

AUSTRALIAN UNIVERSITIES INTERNATIONAL DIRECTORS FORUM

Executive summary

In 2014, one in six Australian university students participated in a learning abroad program: 16.5% of completing Australian undergraduates undertook an international study experience from 32 reporting universities. A total of 23,474 undergraduate students participated in learning abroad in 2014, including 18,736 domestic students. Five percent of international study experiences were for a year, 31% for a semester, 17% between 4 and 10 weeks and 40% for 2 to 4 weeks. Thirty-three percent of experiences were to Asia, 29% to Europe and 21% to North America. The top five countries for undergraduate students were USA (15%), China (10%), UK (9%), Canada (5%) and Japan (4%).

In the 2014 data collection, a new classification of program type was introduced. The most common experience was undertaken through an exchange program at a host university representing 35% of undergraduate experiences. A further 3% participated in a study abroad program at a host university. Twenty-six percent of undergraduate students took part in a faculty-led study tour. Internships or other practical experiences represented a further 17% of participants. Eight percent participated in a summer or winter program at a host university. Two percent attended classes or a summer/winter program at an overseas campus of their home university. The final 5% participated in research, conferences or other types of programs.

Students studying in Health disciplines accounted for 19% of undergraduate participants, while Society and Culture (16%) and Management and Commerce (14%) were also well represented. Ten percent of participants were studying Law or a combined degree which included Law and a further 8% of participants were in a combined degree not including Law. Science and Engineering students each represented 6% of participants.

Australian universities include both credit and non-credit learning abroad experiences in the annual data collection. Eighty-six percent of undergraduate students received credit for their learning abroad program, while for a further 5% of students, the experience was recognized as a component of their degree program. Six percent of undergraduate participants were reported as undertaking non-credit experiences.

Considering the individual characteristics of students, 56% of undergraduate participants were female and 35% were male (the gender of 9% was reported as unknown). For the first time in 2014, Australian universities attempted to report data on the participation of students from access and inclusion categories. A total of 2,784 undergraduate students representing 12% of the learning abroad cohort were included in these categories (though it is likely that students represent more than one category and are counted more than once). Students from a non-English speaking background were the largest group with 1059 participants. 504 regional and remote students, 413 first-in-family to attend university, 405 students from low socio-economic status backgrounds, 293 students with disabilities and 72 indigenous students were reported.

With regards to students from other levels of study included in the report, 4,447 postgraduate research students participated in learning abroad programs in 2014, which represented 65% of the graduating cohort from the 31 reporting universities. 3,991 postgraduate coursework students were reported as participating in learning abroad programs in 2014, representing 3% of the graduating cohort. Additional data on the undergraduate and research cohorts are included in the full report.

Introduction

The Australian Universities International Directors Forum (AUIDF), established in 2002, represents 38 Australian universities. AUIDF annually conducts a survey of outbound study experiences of students from Australian universities. This data has been collected annually since 2009, and biannually between 2005 and 2009. 34 universities submitted data for the survey.

In 2014, a major overhaul of the survey was undertaken and therefore there is a break in the time-series in some categories. Top-level data remains consistent, and every effort has been made in this report to consider trends across years. Where data is not consistent, it is noted in the text. Given the growth in activity in this area for Australian Universities, a refresh was necessary to provide institutions with a comprehensive analysis activity in learning abroad.

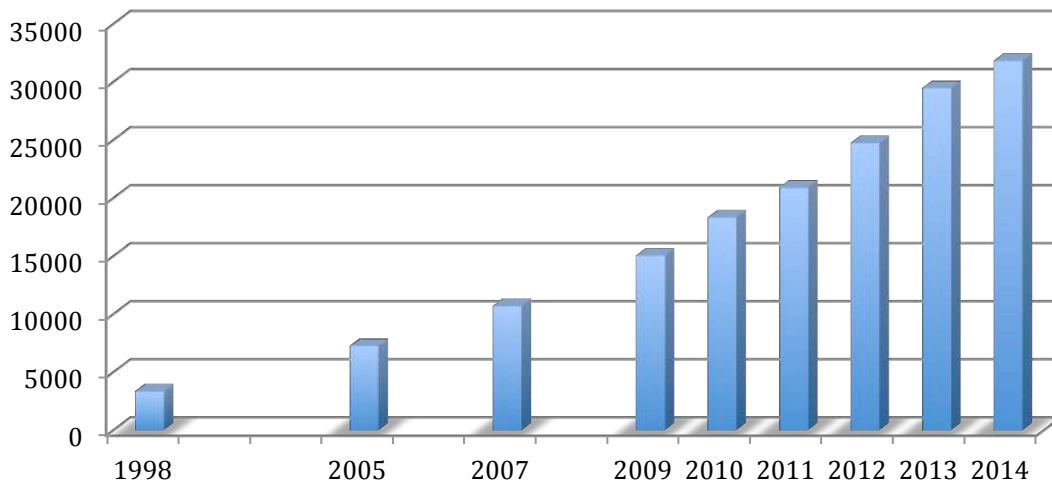
To support the Australian Government's policy initiative, the New Colombo Plan, this report contains information specific to the Indo-Pacific region as the target region of the policy. This data is intended to provide a baseline of activity in the pilot year of the program. Note that not all students reported in this section were participating in New Colombo Plan activities. Rather, this data provides a snapshot of all learning abroad activities in the region at the undergraduate level.

34 universities reported 31,912 learning abroad experiences at all levels in 2014. This compares to 29,487 students at all levels reported by 37 universities in 2013, 24,763 in 38 universities in 2012, 20,906 in 36 universities in 2011, 18,340 in 37 in 2010, 15,058 in 36 in 2009 and 10,718 in 37 in 2007 (Olsen, 2014) (see Figure 1).

These 31,912 students represent 11.4% of the graduating cohort (total completions at all levels in 2014 from the 34 participating universities were 279,855). The participation rate has increased from 11.0% in 2013, 9.5% in 2012, 8.1% in 2011, 7.6% in 2010, 6.1% in 2009 and 4.7% in 2007.

On average, Australian universities sent 939 students abroad in 2014, an increase of 17% from 797 in 2013.

Figure 1. Students from Australian universities in learning abroad programs 1998 – 2014 (number of students all levels) (available years)



(Sourced from Davis, Milne & Olsen, 1999, and Olsen, 2014; Reproduced from Potts, 2016)

Level of study

In 2014, 58.7% of learning abroad participants were undergraduate students. This is comparable to the 2013 figure of 60.4%. The proportion of research student participants was also comparable at 13.9% in 2014 and 13.6% in 2013. However it should be noted that weak institutional data appears to have increased in the past year and this needs to be considered when interpreting the data presented by level of study in this report.

Table 1. Level of students undertaking learning abroad

Level of study	2013	2014
Undergraduate	17,812	18,736
Research	4,027	4,447
Postgraduate coursework & unknown	7,648	3,991
Total	29,487	31,912

Part A. Analysis by cohort: All students

A. Type of learning abroad experience

As Australian students now participate in a broad range of learning abroad activities, data was reported for 12 categories, compared to 5 in 2013. The directly comparable category is the traditional exchange program and this category represented 27.4% of reported participants in 2014. This compares to 36.8% in 2013, indicating further diversification in the type of program being undertaken. Short-term program types, including Faculty-led study tour, Summer or winter program at a host university, Other study tour, and Summer or winter at an overseas campus of the home university represented 31.4% of experiences, which was less than the proportion of short-term programs reported in 2013 (34.4%). However, due to the expansion in the reporting categories, it is probably not accurate to say that there has been negative growth in short-term programs in the reporting year. More likely, data reporting now more accurately reflects the type of activities being undertaken.

In other program types, participation in Internships or other practical training has increased from 13.0% in 2013 to 16.5% in 2014, while Research-related activities appear to have decreased from 11.7% to 6.7%. However, due to the change in the categories and the inclusion of Conferences as a distinct category, the apparent decrease may be a result of more accurate classification of the data.

Table 2. Learning abroad experiences 2014 by type (all levels)

Type of learning abroad experience	Number of experiences	Percentage
Classes at a host university (exchange program)	8,750	27.4%
Faculty-led study tour	6,874	21.5%
Internship or other practical placement	5,259	16.5%
Conference, international competition	2,437	7.6%
Summer or winter program at a host university	2,276	7.1%
Research-related experience	2,135	6.7%
Classes at a host university (study abroad)	1,365	4.2%
Volunteering or community engagement	858	2.7%
Other study tour	482	1.5%
Summer/winter at overseas campus of home university	430	1.3%
Classes at overseas campus of home university	340	1.1%
Coursework double degree	6	0.02%
Other/unknown	700	2.2%
Total	31,912	100%

B. Discipline

Field of education in this report refers to the discipline of study at the home institution rather than the discipline of study abroad. Field of education remained consistent with prior trends in 2014. Students in Health disciplines remained dominant in 2014, with Society and culture, and Management and commerce taking second and third position. Science and Engineering students were also highly represented.

Table 3. Field of education 2014 (all levels)

Field of education	Number of experiences	Percentage
Health	6,304	19%
Society & culture	5,013	15%
Management & commerce	4,828	15%
Science	2,849	9%
Engineering & related technologies	2,351	7%
Combined/double degree not including Law	2,103	6%
Creative arts	1,803	6%
Architecture & building	1,611	5%
Combined/double degree including Law	1,469	4%
Law	1,386	4%
Education	1,063	3%
Agriculture, environment & related	995	3%
International studies/relations	725	2%
IT	539	2%
Food, hospitality & personal services	99	0%

(N=33,138 indicating that participants may be double counted)

C. Duration

For the first time in 2014, duration was included as a distinct category (separated from program type). The full data is shown in Table 4. Splitting the data by short-term and long-term programs, learning abroad programs 10 weeks and under represented 55% of reported programs. Duration for 12% of program was unknown and 33% of programs were more than 10 weeks in duration, including semester and year-long learning abroad programs. Level of study matters in duration of learning abroad, and breakdowns by level are provided in the following sections of this report.

Table 4. Duration 2014 (all levels)

Duration	Number of experiences	Percentage
2-4 weeks	12,278	38%
4-6 weeks	2,978	9%
6-10 weeks	2,450	8%
More than 10 weeks, less than a semester	472	2%
Semester, quarter, term, trimester	8,046	25%
More than a semester, less than an academic year	472	2%
Academic year	1,289	4%
Other/unknown	3,930	12%
Total	31,915	100%

D. Region & country of study

In 2014, Asia was the leading study destination for Australian students, with 32% of participants at all levels. China, Japan, Indonesia and India were all listed in the top 10 countries. Europe remained a popular destination, with 29% of participants. Although North America was the third destination region, the US and Canada were ranked amongst the 4 most popular destination countries for Australian students.

Destination regions closely reflected the 2013 data. However, in 2014, traditional continental European destinations Germany, Italy and France all declined in popularity, from 5, 6 and 7 in 2012 to 8, 9 and 10 in 2014. In comparison, Japan, Indonesia and India have become more popular destination countries, ranking 5, 6 and 7 in 2014. Indonesia has risen sharply as a chosen destination, and this may reflect a variety of aspects including a safer local environment, greater engagement of Australian universities in Indonesia, and increased awareness of the geo-political importance of Indonesia in relation to Australia.

Country of study was captured for 47 countries. The Other category made up 12% of the data, which may account for some discrepancies in the data between 2013 and 2014.

Figure 2. Region of study 2014 (all levels)

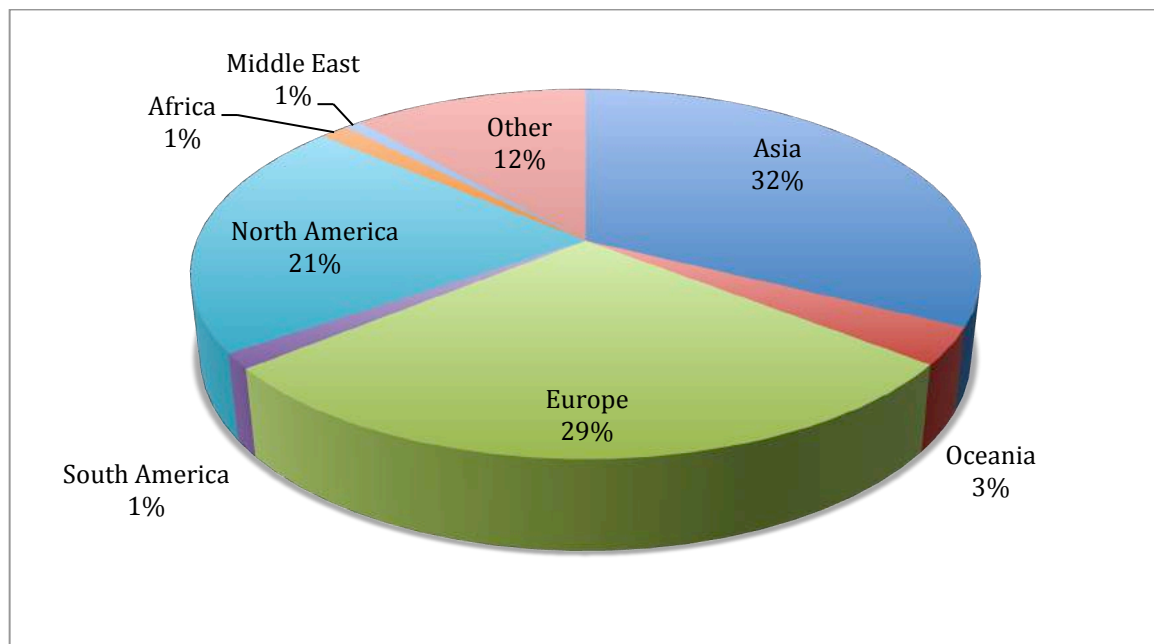


Table 5. Top 10 countries (all levels) 2012-2014

Top destination countries 2014	Percentage of students	Rank 2013	Rank 2012
1. USA	15.4%	1 (15.5%)	1 (14.3%)
2. China	9.2%	2 (9.1%)	3 (8.9%)
3. UK	8.8%	3 (8.9%)	2 (9.0%)
4. Canada	4.8%	4 (5.4%)	4 (4.7%)
5. Japan	3.8%	9 (3.4%)	8 (3.5%)
6. Indonesia	3.4%	13 (2.3%)	NA (1.8%)
7. India	3.3%	11 (2.6%)	9 (3.0%)
8. Germany	3.3%	7 (3.9%)	5 (4.0%)
9. Italy	3.1%	5 (4.2%)	7 (3.8%)
10. France	3.0%	6 (4.1%)	6 (3.9%)

E. Gender

Women dominate international study experiences. 54% of learning abroad participants at all levels were female. Male participants made up 37%, while 9% were of unknown gender.

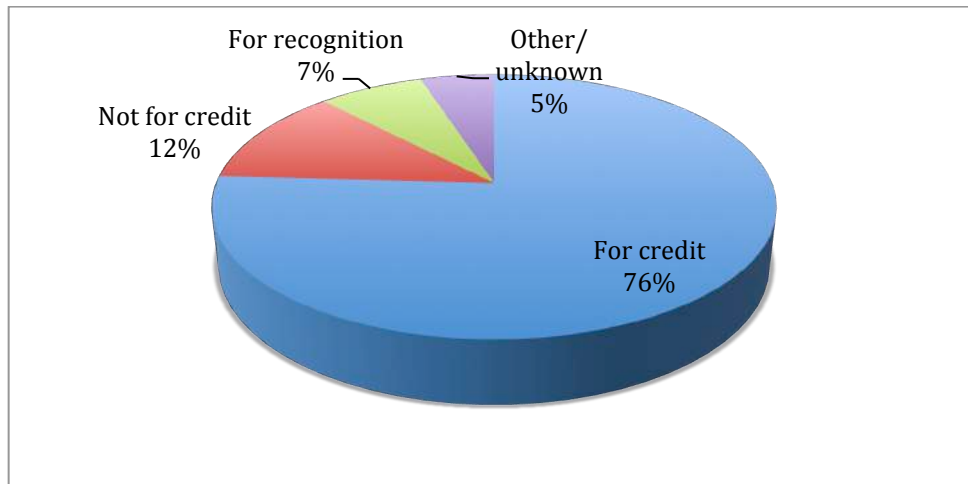
F. Residency status

International students represented 15% of learning abroad participants at all levels. This suggests that international students may be under-represented in learning abroad programs. There are a variety of possible explanations for this. It should be noted that for 9% of participants, residency status is unknown.

G. Credit status

The Australian learning abroad data reports have traditionally recognized all learning abroad experiences regardless of the credit status. In 2014, additional categories were added to explore this category further. For credit experiences represented 76% of participants. Additionally, for 7% of participants, although no credit was earned, learning abroad was recognized as part of their degree program. Non-credit experiences represented 12% of participants and for 5%, the credit status was unknown. The data indicates that not-for-credit experiences may have increased slightly in 2014, from 8.9% in 2013.

Figure 3. Credit status 2014 (all levels)



H. Access and equity

For the first time in 2014, an attempt was made to capture learning abroad participation by students from underrepresented populations. This has been partially successful, and signals that in future years, better data will be captured for these participant groups. In total, 4660 participants represented the 7 categories reported. Although this represents 14.6% of reported participants, it should be noted that double counting in these categories may mean a simple metric over-reports participation by underrepresented students. Many participants reported in one category may also be represented in another category. For example, a student from a remote/regional background may also be first in family to university.

In future years, data in this category will support policy to expand learning abroad opportunities to all students.

Table 6. Access and equity participants 2014

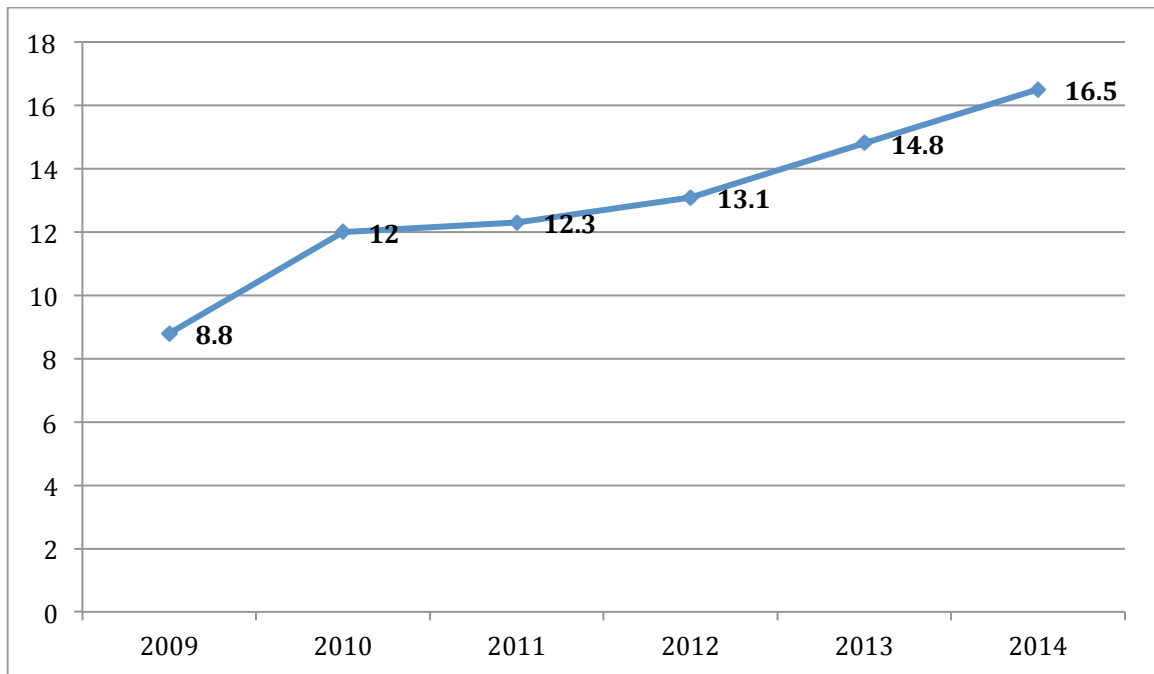
Access and equity category	All participants	UG participants
First in family to university	507	413
GLBTIQQA	0	0
Indigenous students	90	72
Low SES	550	405
Non-English-Speaking background	2341	1,059
Regional/remote	710	504
Students with a disability	462	293
	4660	2746

Part B. Analysis by cohort: Undergraduate students

In 2014, one in six Australian domestic university students participated in a learning abroad program: 16.5% of completing Australian undergraduates undertook an international study experience from 32 reporting universities¹. 18,736 Australian undergraduate students participated in learning abroad in 2014. Undergraduate participation has grown from 8,354 in 2007, which represented 5.8% of the graduating cohort at that time². Figure x illustrates the growth in undergraduate participants since 2007.

The Australian undergraduate access figure of 16.5% compares with 14.8% in the US. Open Doors reported that for the 2013/14 academic year, 259,710 undergraduate domestic students participated in learning abroad programs (IIE, 2015). The data indicates that learning abroad participation for this key cohort, domestic undergraduate students, is now growing at a faster rate in Australia than in the US, though overall population size should be considered.

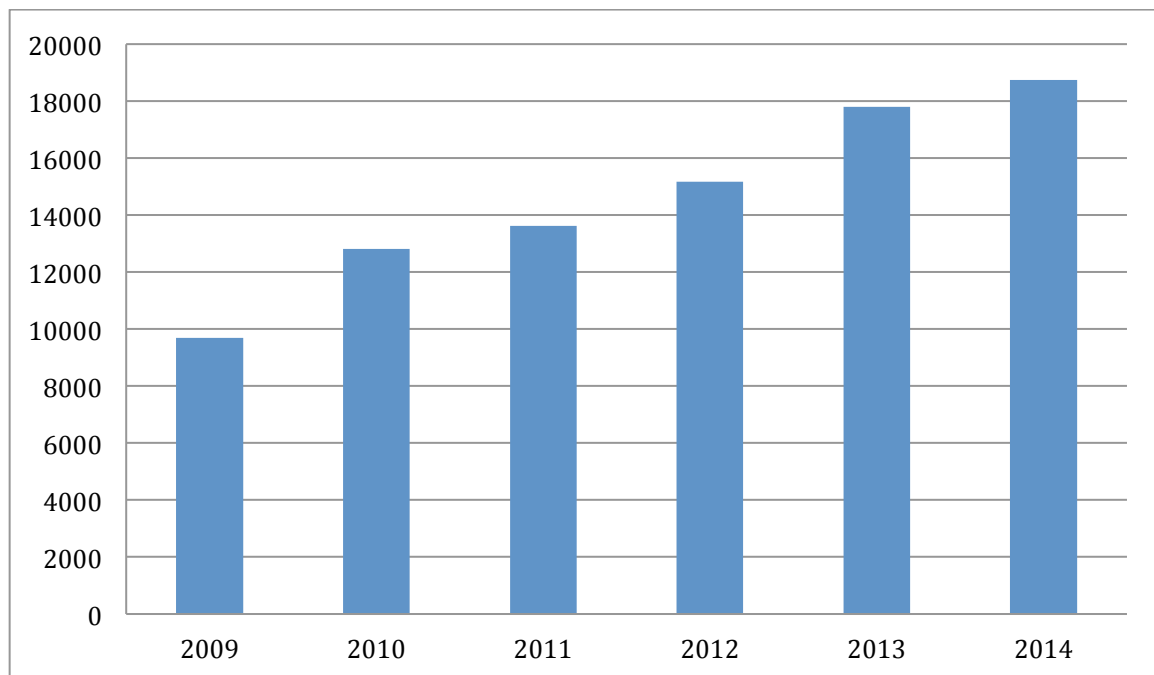
Figure 4: Participation rate undergraduate domestic students 2009-2014



¹ Undergraduate domestic completions for 32 participating universities in 2014 was 113,576

² The 2007 access figure included international students.

Figure 5. Total undergraduate domestic participants by headcount 2009-2014



Including international students, a total of 23,474 undergraduate students from Australian universities participated in learning abroad in 2014. There was a total of 169,816 undergraduate completions from the participating universities in 2014. The overall access rate for undergraduate students was 13%.

A. Type of learning abroad experience (undergraduate)

The expanded classification of type of learning abroad experience captured most experience types for undergraduate students. The traditional exchange program remains the most common form of learning abroad for undergraduates, representing 35% in 2014. Two other forms of experiences, faculty-led study tours (26%) and internships (17%) are also important enablers of learning abroad at the undergraduate level. Summer/winter programs based at a host university represented 8% of participants and it is likely that this figure will grow as short-term learning abroad expands.

For the first time, this data set captures learning abroad undertaken at an off-shore campus of the home university. Although this is restricted to a few universities, 753 undergraduate students were able to utilize this option for their learning abroad experience.

Table 7. Type of learning abroad program 2014 (undergraduate)

Type of experience	Number of experiences	Percentage
Classes at a host university (exchange program)	8,130	34.6%
Faculty-led study tour	5,991	25.5%
Internship or other practical placement	4,045	17.2%
Summer or winter program at a host university	1,976	8.4%
Volunteering or community engagement experience	793	3.4%
Classes at a host university (study abroad or other)	692	2.9%
Summer or winter program at an overseas campus of the home university	430	1.8%
Other study tour	368	1.6%
Conference, international competition	325	1.4%
Classes at an overseas campus of the home university	323	1.4%
Research-related experience	85	0.4%
Coursework double degree	0	0.0%
Other	267	1.1%
Unknown	49	0.2%
	23,474	100%

B. Discipline

This section captures the discipline of study at the home university rather than the discipline of study of the learning abroad program. Consistent with previous years, in 2014, the leading disciplines for participation in learning abroad programs at the undergraduate level were Health (19%), Society and culture (16%), and Management & commerce (14%).

Table 8. Field of education 2014 (undergraduate)

Discipline	Number of experiences	Percentage
Health	4,624	18.7%
Society & Culture	4,002	16.2%
Management & Commerce	3,574	14.4%
Combined or Double Degree not including Law	2,085	8.4%
Creative Arts	1,560	6.3%
Science	1,539	6.2%
Combined or Double Degree including Law	1,465	5.9%
Engineering & related technologies	1,393	5.6%
Law	1,128	4.6%
Architecture & Building	1,041	4.2%
Education	747	3.0%
Agriculture, Environment & related	680	2.7%
International Studies/Relations	546	2.2%
Information Technology	289	1.2%
Food, Hospitality and Personal services	95	0.4%

N=24,768 indicating that students may have been included in more than one discipline category

C. Duration

While short-term learning abroad for Australian students appears to be growing dramatically, in 2014, programs of a semester or more represented 37% of undergraduate participants, which is comparable with 36% reported in 2013. Although the categories have expanded, this classification remains relatively consistent.

For the first time, data is available on the duration of short-term learning abroad experiences being undertaken by students at Australian universities. Overall, 56% of participants study abroad for 10 weeks or less. The largest group of undergraduate students participated in programs of 2-4 weeks in duration in 2014.

Table 9. Duration 2014 (undergraduate)

Duration	Number of experiences	Percentage
2-4 weeks	9,339	39.7%
4-6 weeks	2,305	9.8%
6-10 weeks	1,584	6.7%
More than 10 weeks but less than a semester/term	296	1.3%
A semester, quarter, term or trimester	7,280	31.0%
More than a semester but less than an academic year	175	0.7%
An academic year	1,192	5.1%
Other	950	4.0%
Unknown	378	1.6%

D. Region & country of study

Region of study for undergraduate students reflects the overall regional distribution for all students. Asia was the most popular region for learning abroad in 2014 with 33% of the cohort. Europe (29%) and North America (which includes Mexico) (21%) maintain their traditional popularity. All three of these regions are represented in the top four destination countries for undergraduate participants, USA (15%), China (10%), UK (9%) and Canada (5%). Overall, 60% of undergraduate students study in the top 10 countries.

Figure 6. Destination region 2014 (undergraduate)

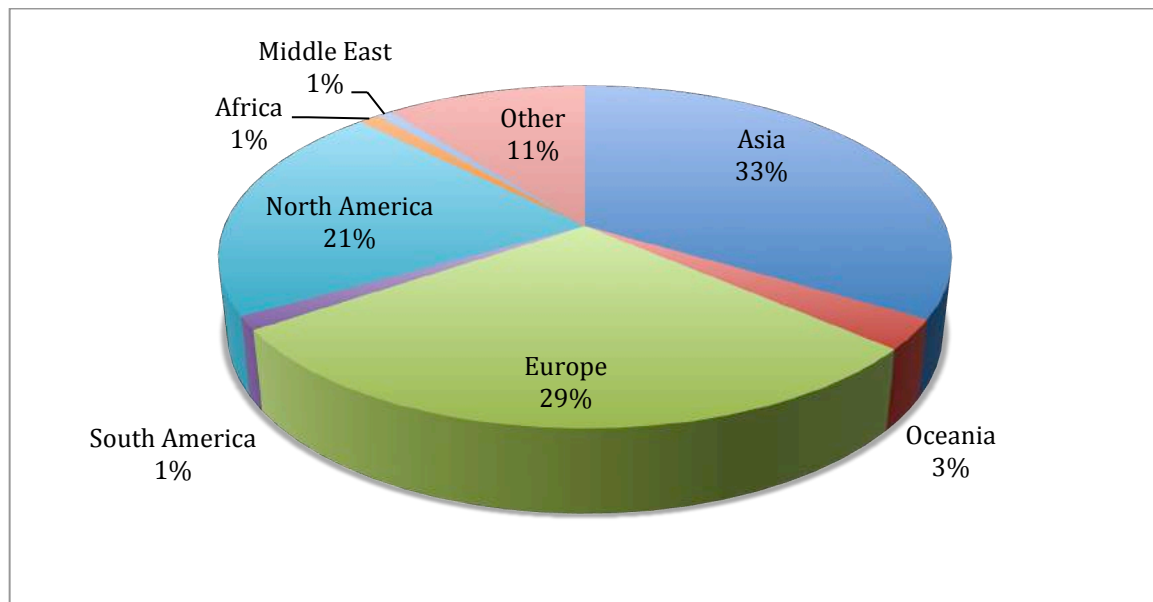


Table 10. Top 10 countries for undergraduate learning abroad experiences 2014

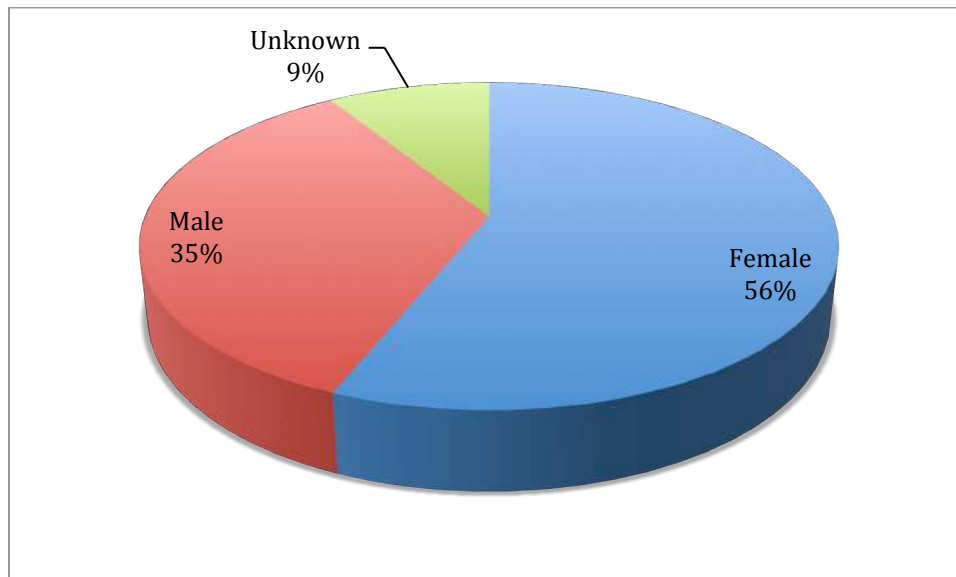
Country	Number of experiences	Percentage
USA	3,685	15.0%
China	2,423	9.9%
UK	2,313	9.4%
Canada	1,248	5.1%
Japan	990	4.0%
Indonesia	880	3.6%
India	847	3.5%
Italy	835	3.4%
Germany	767	3.1%
France	751	3.1%
Total top 10 countries	14,739	60.2%

n=24,486 indicating that some participants have been included in more than one category.

E. Gender

The gender of 91% of undergraduate participants was reported for 2014. Consistent with previous data, females outnumber males with 56% of participants being female. If the unknown category was resolved in favour of male participation, then the data would reflect the gender split of the undergraduate cohort at Australian universities. As this is unlikely, there appears to be higher participation by female students in learning abroad.

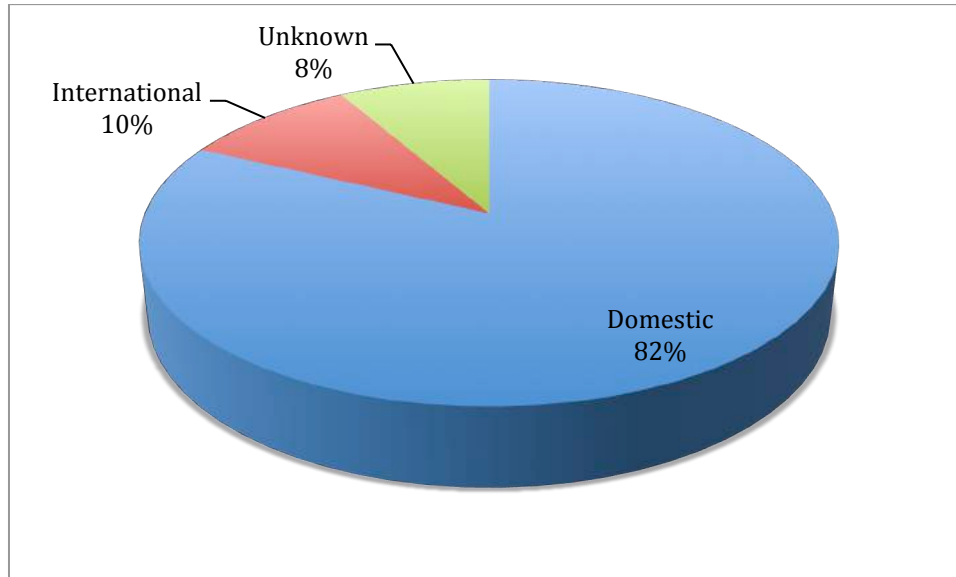
Figure 7. Gender 2014 (undergraduate)



F. Residency

Residency status was reported for 92% of undergraduate students. 10% of learning abroad participants at undergraduate level were international students (though it should be noted that residency status for 8% of students was unknown). With 56,240 graduating international undergraduate students from 32 participating universities in 2014, the access rate for international students was 3.9%. This suggests that international students may be underrepresented in learning abroad programs.

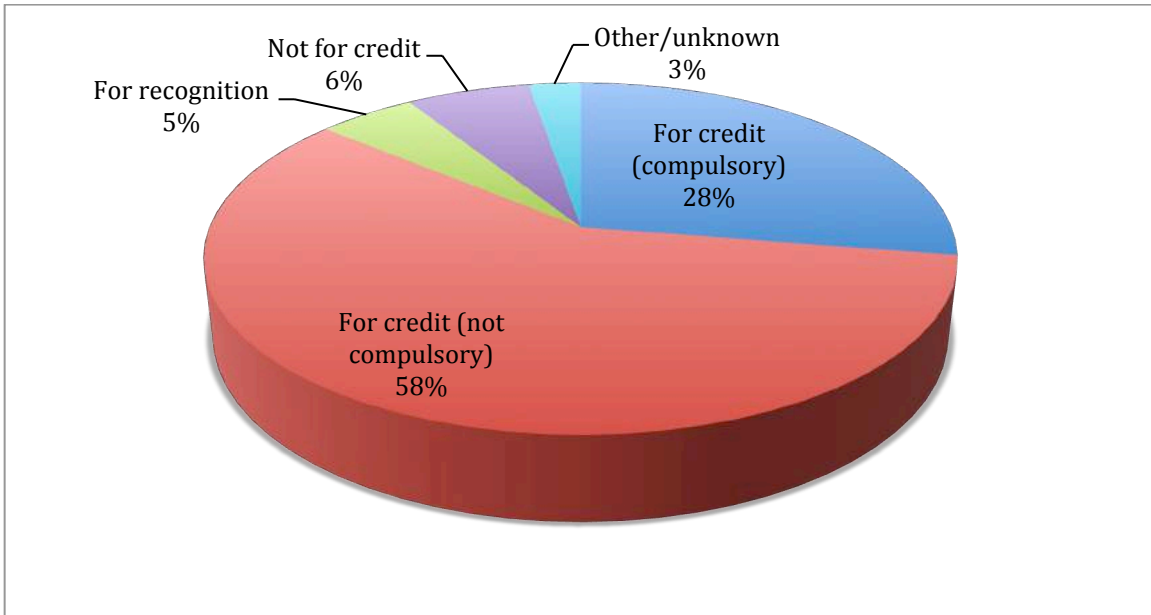
Figure 8. Residency 2014 (undergraduate)



G. Credit status

Learning abroad data in Australia has a history of reflecting both credit-bearing and non-credit-bearing experiences. In 2014, 86% of undergraduates were awarded credit for their learning abroad experience. A further 5% of students gained recognition towards their degree program, such as fulfilling a practicum requirement. Given the difficulty in reporting non-credit experiences, it is likely that this category is under-represented.

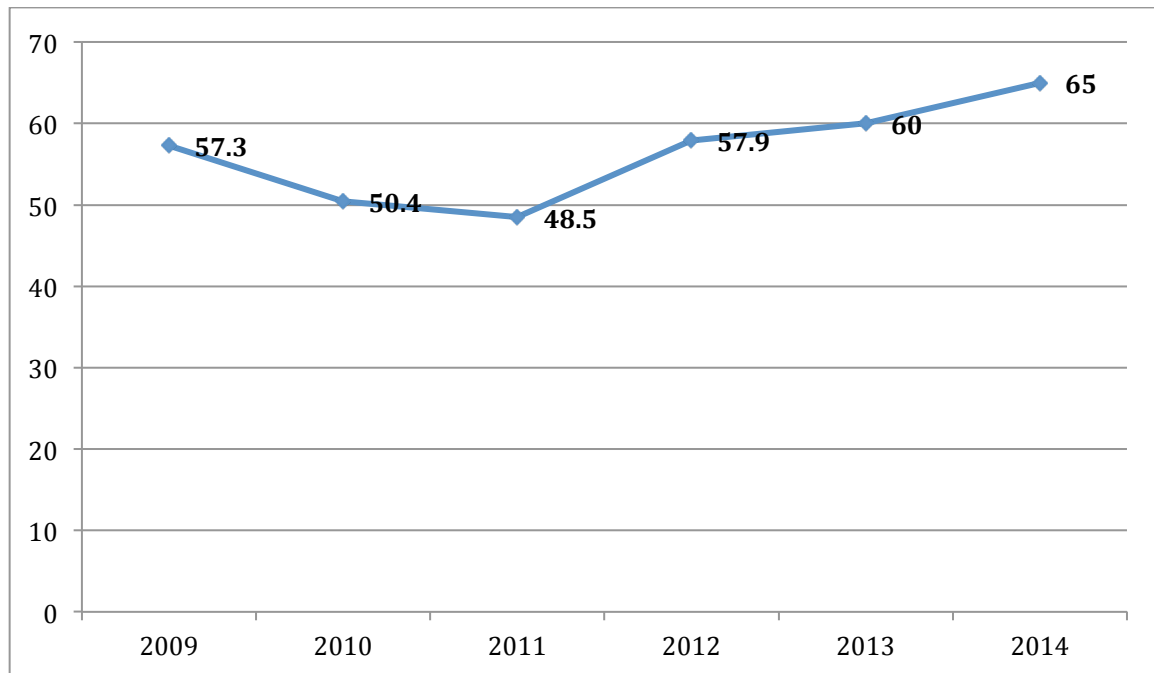
Figure 9. Credit status 2014 (undergraduate)



Part C. Analysis by cohort: Research students

Tracking the international mobility experiences of higher degree research students at Australian universities is becoming increasingly important as universities attempt to measure their international engagement and research impact. In 2014, 4,447 postgraduate research students were reported by 31 universities as participating in learning abroad experiences, representing a participation rate of 65%. This has increased from 60% in 2013, 58% in 2012 and 49% in 2011.

Figure 10. Participation rate research students 2009-2014 (%)



A. Type of learning abroad experience

Two types of learning abroad experiences dominate for postgraduate research students – conference participation (45%) and research-related experiences (45%). Around 2% of students participated in a study tour.

Table 11. Type of experience 2014 (research)

Type of experience	Number of experiences	Percentage
Conference, international competition	1,995	44.9%
Research-related experience	1,984	44.6%
Other study tour	85	1.9%
Internship or other practical placement	50	1.1%
Classes at a host university (study abroad or other)	29	0.7%
Classes at a host university (exchange program)	15	0.3%
Summer or winter program at a host university	12	0.3%
Faculty-led study tour	3	0.1%
Unknown	260	5.8%
Other	14	0.3%

B. Discipline

Compared to undergraduate learning abroad, science and engineering fields dominate learning abroad participation for research students. Taken together with Information technology (consistent with STEM classification), these students represented 47% of learning abroad in 2014. The data appears generally consistent with previous years.

Table 12. Field of education 2014 (research)

Field of education	Number of experiences	Percentage
Science	1,033.00	23.3%
Engineering & related technologies	844	19.0%
Society & Culture	703	15.8%
Health	681	15.3%
IT	218	4.9%
Agriculture, Environment & related	203	4.6%
Creative Arts	200	4.5%
Management & Commerce	197	4.4%
Education	130	2.9%
Architecture & Building	91	2.0%
Law	73	1.6%
International Studies/Relations	64	1.4%
Food, Hospitality and Personal services	3	0.1%

C. Duration

Although data in the duration category provides some interesting insight into trends, duration for around 42% of experiences could not be reported. Around a third of participants went abroad for 4 weeks or less, while around 10% participated in activities between one semester and one academic year.

Table 13. Duration of learning abroad 2014 (research)

Duration	Number of experiences	Percentage
2-4 weeks	1,441.00	32.4%
4-6 weeks	316	7.1%
6-10 weeks	239	5.4%
More than 10 weeks but less than a semester/term	127	2.9%
A semester, quarter, term or trimester	158	3.6%
More than a semester but less than an academic year	213	4.8%
An academic year	75	1.7%
Other	954	21.5%
Unknown	924	20.8%

D. Region & country of study

Patterns of learning abroad with regard to destination country are different for higher degree research students compared with undergraduate students. Asia represents less experiences (24% compared with 33% for undergraduate participants) and North America represents slightly more (23% compared with 21%. New Zealand as a destination for 5% of students is notable. All regions except Oceania appear to have declined since 2013, but this may be a data issue.

The leading countries for research students were USA (20%), UK (7%), New Zealand (5%) and China (5%). The spread of countries represented by learning abroad for research students appears to be more diverse than for undergraduates, though the extent of this diversity was not fully captured in this data.

Figure 12. Destination region 2014 (research)

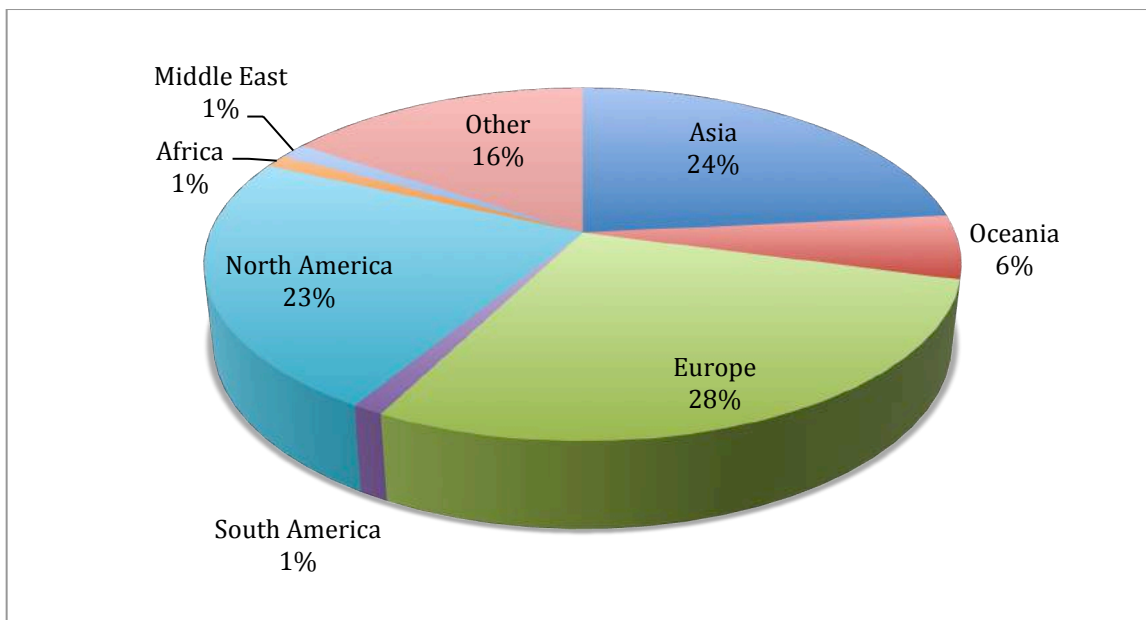


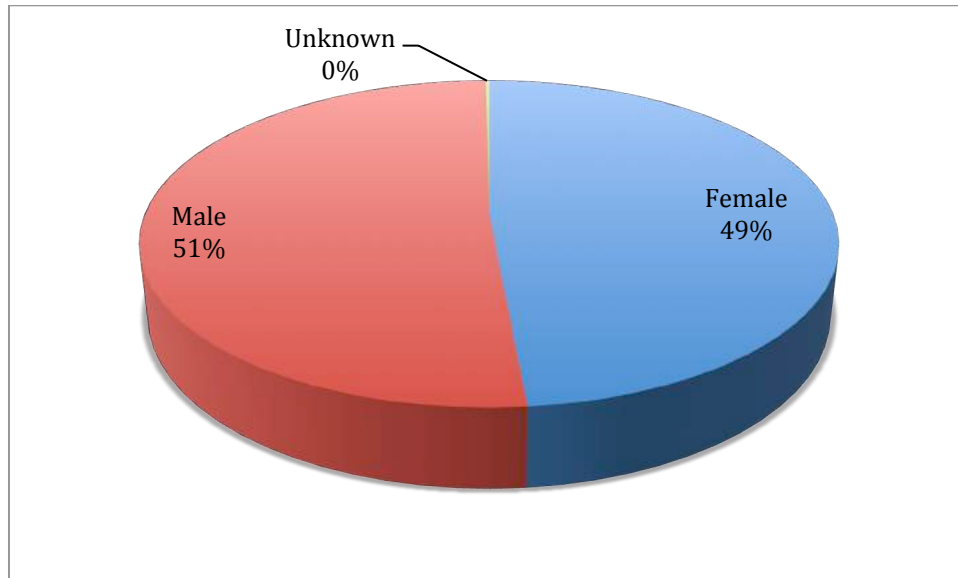
Table 13. Top 10 countries for research-level learning abroad 2014

Country	Number of experiences	Percentage
United States of America	937	20.2%
United Kingdom	324	7.0%
New Zealand	235	5.1%
China	232	5.0%
Germany	198	4.3%
Japan	169	3.6%
Canada	129	2.8%
France	122	2.6%
Indonesia	120	2.6%
Italy	113	2.4%
Total top 10 countries	2579	55.6%

E. Gender

At the higher degree research level, the gender participation pattern is different to the data reported for undergraduate students, with more males undertaking learning abroad experiences. This may be correlated with the discipline pattern and the dominance of STEM fields.

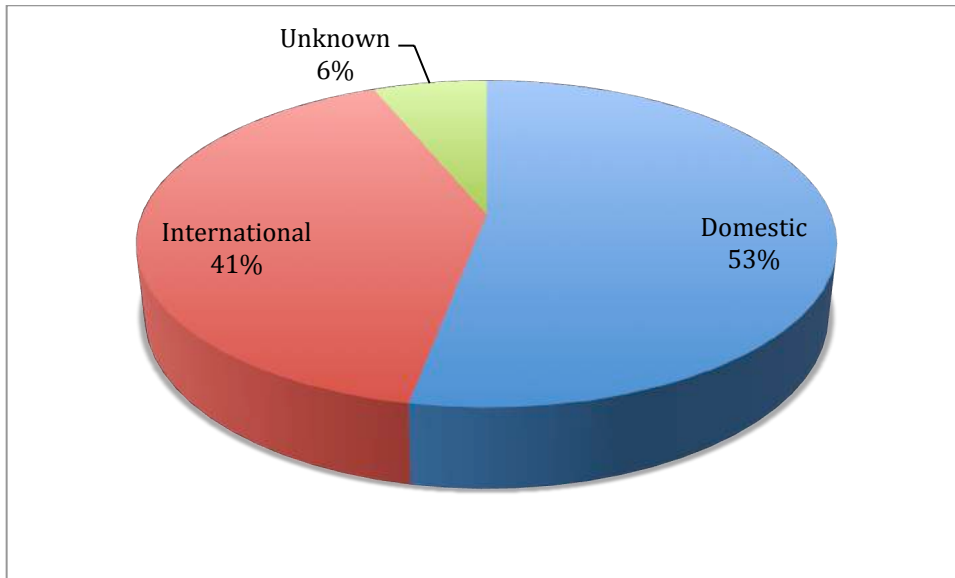
Figure 13. Gender 2014 (research)



F. Residency

Consistent with international student enrolment in higher degree research programs in Australia, international students represented 41% of learning abroad participants in 2014 at research level. This data may demonstrate that international experiences are an important part of the research education experience for international students.

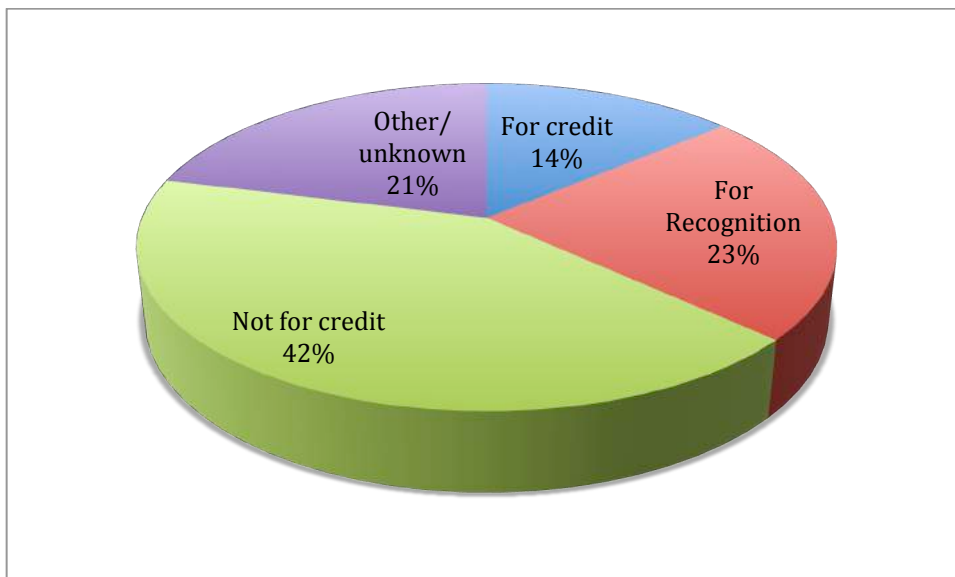
Figure 14. Residency 2014 (research)



G. Credit status

In line with the structure of Australian higher degree research programs, only 14% of international study experiences at this level are credit-bearing. Although 42% are recorded as not for credit, it is likely that they are considered to be an important part of a research degree program given that they are recorded and reported.

Figure 15. Credit status 2014 (research)



Part D. Funding

In 2014, 25 Australian universities provided an aggregate of \$20.3 million in funding for learning abroad in the form of grants or scholarships to students. In prior years, this university funding was \$19.8 million in 2013 (n=37), \$19.7 million in 2012 (n=38), \$18.6million in 2011 (n=36) and 20.1 million in 2010 (n=37). In 2014, the range of grants per student was \$543 to \$4,704.

In 2014, 6 universities provided between \$1,177,500 and \$3,446,481 in total funds. Three of these institutions supported between 1,147 and 2,091 participants, while the other three institutions supported between 618 and 781 participants with this funding. A further 6 universities provided between \$583,000 and \$883,000. 14 universities provided between \$14,000 and \$476,500 in scholarships and grants.

Australian government mobility funding increased to \$9.1 million in 2014 (n=25), from \$5.7 million in 2013 (n=37), \$7.9 million in 2012 (n=38), \$7.5 million in 2011 (n=36) and \$6.3 million in 2010 (n=37). The introduction of the New Colombo Plan is likely to be the reason for the increase in the 2014 reporting year.

Private funding reported by 11 participating universities in 2014 was \$324,000. In 2013, \$568,000 was reported from 37 universities.

A total 10,986 students accessed an OS-Help loan in 2014 compared to 6,373 the year prior (up 72%). Furthermore, funding provided through the OS-Help Loan scheme increased from A\$39 million in 2013 to A\$67 million in 2014 (up 71%) (Universities Australia, 2015).

Table 14: OS Help Loan uptake 2010 – 2014 (Universities Australia, 2015) (reproduced from Harrison & Potts, 2016).

	2010	2011	2012	2013	2014
OS Help students	4,086	5,035	5,675	6,373	10,986
OS Help \$m	22	28	32	39	67

Part E. Indo-pacific experiences for undergraduate domestic students

As the first year of the New Colombo Plan, data was collected to provide a baseline for growth in future years. Detailed tables are provided in the appendix.

A. Country of study

In 2014, 8,437 domestic undergraduate students participated in learning abroad programs in the Indo-pacific region, representing 7% of the graduating cohort in that year. The Indo-pacific region represents 45% of the mobility that took place in 2014 from domestic undergraduate students. Of the 38 countries reported, China was the leading destination for undergraduate students with 23% (1936), and this number was more than double the second destination, Japan, which represented 7% of learning abroad students (907). Indonesia (9%; 792), India (9%; 737) and Singapore (6%; 471) were ranked three, four and five respectively. The other five countries represented in the top ten were Cambodia, Malaysia, Hong Kong, Vietnam and Nepal. No experiences were reported in seven destinations.

B. Type of experience

In 2014, Faculty-led study tours were the most common learning abroad activity in the Indo-pacific region representing 36% of all activity in the region. Internships and other practical placements (20%) represented the second most common experiences, and summer or winter program at a host university represented the third most common experience (13%). Classes at a host university (exchange program) (9%) were fourth with Japan being the highest ranked of the top 5 destination countries for this category (30% of all experience types to Japan).

Breaking down experience type across the top five destination countries (China, Japan, Indonesia, India and Singapore) the leading four experience types were consistent with the above except for India and Singapore which both recorded internships and other practical placements as the second most common experience type for the destination, and Japan where Classes at a host university (exchange program) were reported as the second most common experience type.

C. Discipline

Overall, students in Society and Culture disciplines were the leading group for undergraduate study in the Indo-pacific region. Learning abroad program participants in China and Indonesia were most likely to be from Society and Culture disciplines, or Management and Commerce disciplines. Participants undertaking learning abroad in Japan were most likely to be studying Society and Culture disciplines as their home university degree. While for India and Singapore, Health disciplines were most represented, followed by Management and Commerce disciplines.

D. Duration

Consistent with the type of experience, learning abroad programs in the Indo-pacific region in 2014 were most likely to be short-term, with 2-4 weeks duration being the most represented. The top countries followed this pattern with the exception of Japan. Participants of learning abroad in Japan were almost equally as likely to have undertaken a program of 2-4 weeks in duration as a program of 10 weeks or more. Longer programs were also more common in Hong Kong and South Korea.

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Appendix A – Learning Abroad Data Definitions

Definition of experience types:

Classes at a host university (exchange program)

A program involving reciprocal movement of students between two institutions for regular semester or year.

Classes at a host university (study abroad program or other)

A program involving one-way movement of students to an overseas university for a regular semester or year.

Classes at an overseas campus of the home university

A program involving the movement of a student to an overseas campus of their university.

Summer or winter program (or other less than semester program) at a host university

A program of less than semester duration based at a host university. Often these occur during the summer or winter break. May be study abroad or provider program.

Summer or winter program (or other less than semester program) at an overseas campus of the home university

A program of less than semester duration based at an overseas campus of the home university. Often these occur during the summer or winter break.

Faculty-led study tour

An international study program directed by a faculty member (or members) from the home campus who accompanies students abroad.

Other study tour

An international study program that is not based at a campus and is not faculty-led. May be an independent short-term program of unknown classification.

Internship, work integrated learning (WIL) or other practical placement

Internship, business placement, clinical placement, sandwich program or co-op, in which a student is embedded in an external organization for a period of time.

Conference, international competition

Attendance of an international conference or meeting, participation in an international competition such as a moot court.

Research-related experience

Part of a research project, research double degree, or conference presentation of research findings, other lab-based experience.

Volunteering, service learning or community engagement experience

A placement or field study program in which the pedagogical focus is an activity that serves the needs of the community.

Coursework double degree

An international study program for which the student is awarded the degree of the host institution.

Other

Any other international study experience not captured in the definitions above.

Definition/clarification of credit statuses:

For credit

Academic credit was granted for the experience

For recognition

Part of the degree program such as a practical placement, which is required, but no credit is awarded

Non-credit

An international experience that is recognized by the university in some form (for example, as part of a leadership program), but no academic credit was awarded, and it was not a required part of the degree program

Definition/clarification of funding types:

OS-Help

A loan available to eligible students enrolled in a Commonwealth supported place who want to undertake some of their study overseas. OS HELP can be used for a range of expenses such as airfares, accommodation, and other travel or study expenses. Students may receive one loan per six-month study period and can access a total of two OS HELP loans over their lifetime.

Australian Government Mobility Funding

Administered by the Department of Education and Training and the Department of Foreign Affairs and Trade, this funding includes Endeavour Mobility Grants, NCP Mobility Grants and NCP Scholarships.

University: scholarship/travel grant/general funding

This type of funding is specific to any general source of funding provided to a student by their university and funded by the university. This could be travel grants, bursaries or scholarships allocated in a competitive or non-competitive process.

Private funding

Private funding may come from various sources (both international and domestic) and can be from government, industry, universities or NGOs.

Appendix B - Worldwide Learning Abroad Activity 2014

Table I. All study levels

Destination	Number of experiences	Percentage
United States of America	5,129.00	15.48%
China	3,054.00	9.22%
United Kingdom	2,919.00	8.81%
Other	2,838.00	8.56%
Canada	1,583.00	4.78%
Japan	1,275.00	3.85%
Indonesia	1,110.00	3.35%
India	1,100.00	3.32%
Germany	1,089.00	3.29%
Italy	1,035.00	3.12%
France	982	2.96%
Unknown	959	2.89%
Singapore	832	2.51%
Malaysia	792	2.39%
The Netherlands	651	1.96%
Hong Kong	614	1.85%
Vietnam	585	1.77%
New Zealand	584	1.76%
Thailand	530	1.60%
Sweden	528	1.59%
Sub Saharan Africa	462	1.39%
South Korea	443	1.34%
Denmark	439	1.32%
Spain	425	1.28%
Australia (from transnational campuses)	421	1.27%
Switzerland	316	0.95%
Middle East/North Africa	272	0.82%
Austria	243	0.73%
Mexico	217	0.65%
Ireland	169	0.51%
Peru	169	0.51%
Taiwan	164	0.49%
Sri Lanka	148	0.45%
Norway	135	0.41%
Chile	125	0.38%
Turkey	117	0.35%
Finland	102	0.31%

Greece	96	0.29%
Brazil	91	0.27%
Colombia	63	0.19%
Bangladesh	59	0.18%
New Caledonia	59	0.18%
Belgium	55	0.17%
Hungary	54	0.16%
Portugal	53	0.16%
Russia	30	0.09%
Pakistan	15	0.05%
French Polynesia	4	0.01%
Total	33,135.00	100.00%

*Activities in multiple destinations were not distinguished in the data

Table II. Undergraduate students

Destination	Number of experiences	Percentage
United States of America	3,685.00	15.05%
China	2,423.00	9.90%
United Kingdom	2,313.00	9.45%
Other	1,931.00	7.89%
Canada	1,248.00	5.10%
Japan	990	4.04%
Indonesia	880	3.59%
India	847	3.46%
Italy	835	3.41%
Germany	767	3.13%
France	751	3.07%
Unknown	659	2.69%
Malaysia	637	2.60%
Singapore	608	2.48%
The Netherlands	492	2.01%
Hong Kong	439	1.79%
Thailand	406	1.66%
Sweden	403	1.65%
Vietnam	399	1.63%
Australia (from transnational campuses)	362	1.48%
Denmark	332	1.36%
South Korea	330	1.35%
Spain	318	1.30%
New Zealand	285	1.16%
Sub Saharan Africa	274	1.12%

Switzerland	220	0.90%
Middle East/North Africa	181	0.74%
Austria	180	0.74%
Mexico	163	0.67%
Peru	153	0.62%
Ireland	141	0.58%
Taiwan	128	0.52%
Sri Lanka	94	0.38%
Norway	86	0.35%
Chile	80	0.33%
Turkey	72	0.29%
Finland	69	0.28%
New Caledonia	52	0.21%
Colombia	49	0.20%
Greece	49	0.20%
Hungary	39	0.16%
Brazil	31	0.13%
Belgium	24	0.10%
Bangladesh	20	0.08%
Russia	19	0.08%
Portugal	15	0.06%
Pakistan	7	0.03%
French Polynesia	0	0.00%
Total	24,486	100%

*Activities in multiple destinations were not distinguished in the data

Table III. Research students

Destination	Number of experiences	Percentage
United States of America	937	20.21%
Other	518	11.17%
United Kingdom	324	6.99%
New Zealand	235	5.07%
China	232	5.00%
Unknown	203	4.38%
Germany	198	4.27%
Japan	169	3.64%
Canada	129	2.78%
France	122	2.63%
Indonesia	120	2.59%
Italy	113	2.44%
Singapore	111	2.39%

The Netherlands	83	1.79%
Malaysia	83	1.79%
Spain	74	1.60%
Vietnam	69	1.49%
Sweden	67	1.44%
South Korea	66	1.42%
Middle East/North Africa	63	1.36%
Sub Saharan Africa	55	1.19%
Thailand	55	1.19%
Switzerland	52	1.12%
India	51	1.10%
Austria	43	0.93%
Hong Kong	43	0.93%
Denmark	42	0.91%
Greece	38	0.82%
Sri Lanka	36	0.78%
Turkey	35	0.75%
Norway	29	0.63%
Taiwan	28	0.60%
Australia (from transnational campuses)	25	0.54%
Belgium	24	0.52%
Portugal	23	0.50%
Brazil	20	0.43%
Finland	19	0.41%
Chile	19	0.41%
Hungary	13	0.28%
Bangladesh	13	0.28%
Mexico	12	0.26%
Colombia	9	0.19%
Pakistan	8	0.17%
Ireland	8	0.17%
New Caledonia	7	0.15%
Russia	5	0.11%
Peru	5	0.11%
French Polynesia	4	0.09%
Total	4637	100.00%

*Activities in multiple destinations were not distinguished in the data

Appendix C – Time series - participation rates

Table IV. Undergraduate students

Year	Percentage of graduating cohort (%)	Participation numbers
2009	8.8	9,703
2010	12.0	12,809
2011	12.3	13,629
2012	13.1	15,180
2013	14.8	17,812
2014	16.5	18,736

Table V. Research students

Year	Percentage of graduating cohort (%)
2009	57.3
2010	50.4
2011	48.5
2012	57.9
2013	60.0
2014	65.0

NOTE: participation numbers are not available

Appendix D - Indo Pacific destination data

Table VI. ALL Undergraduate experiences in Indo Pacific 2014

Destination	Number of experiences	Percentage
China	1,936.00	23%
Japan	907	11%
Indonesia	792	9%
India	737	9%
Singapore	471	6%
Cambodia	393	5%
Malaysia	343	4%
Hong Kong	330	4%
Vietnam	327	4%
Nepal	315	4%
Thailand	305	4%
Republic of Korea	267	3%
Bangladesh	246	3%
Vanuatu	174	2%
Philippines	147	2%
Laos	113	1%
Fiji	97	1%
Timor-Leste	87	1%
Taiwan	80	1%
Solomon Islands	75	1%
Sri Lanka	64	1%
Samoa	61	1%
Bhutan	55	1%
Papua New Guinea	31	0%
Maldives	30	0%
Tonga	21	0%
Cook Islands	11	0%
Burma	9	0%
Pakistan	8	0%
Mongolia	3	0%
Brunei Darussalam	2	0%
Federated States of Micronesia	0	0%
Kiribati	0	0%
Marshall Islands	0	0%
Nauru	0	0%
Niue	0	0%

Palau	0	0%
Tuvalu	0	0%
Total	8,437.00	100%

Table VII. Undergraduate experiences in Indo Pacific 2014 by type of experience (excluding 7 countries which recorded no activity)

Destinations list	Total	Classes at a host university (exchange program)	Classes at a host university (study abroad program or other)	Classes at an overseas campus of the home university	Conference, international competition	Coursework double degree	Faculty-led study tour	Internship or other practical placement	Research-related experience	Summer or winter program at a host university	Summer or winter program at an overseas campus of the home university	Volunteering or community engagement experience	Other study tour	Other
China	1,936	150	243	0	28	0	692	310	27	408	1	8	36	33
Japan	907	276	25	0	33	0	340	32	16	148	11	0	8	18
Indonesia	792	20	137	0	21	0	284	87	32	179	0	16	3	13
India	737	9	29	0	2	0	309	216	3	23	0	114	20	12
Singapore	471	60	55	12	4	0	122	129	12	77	0	0	0	0
Cambodia	393	0	2	0	32	0	116	85	4	14	0	94	46	0
Malaysia	343	2	16	13	7	0	141	126	7	8	0	14	8	1
Hong Kong	330	99	15	0	19	0	89	57	2	38	0	0	6	5
Vietnam	327	0	8	9	5	0	141	64	6	13	0	41	40	0
Nepal	315	0	11	0	1	0	118	125	8	14	0	30	8	0
Thailand	305	16	10	0	6	0	116	87	9	30	0	25	6	0
Republic of Korea	267	97	14	0	7	0	47	20	7	61	10	0	0	4
Bangladesh	246	41	0	0	2	0	38	50	6	35	0	73	0	1
Vanuatu	174	0	1	0	0	0	107	45	1	2	0	14	4	0
Philippines	147	2	3	0	4	0	74	37	11	0	0	16	0	0
Laos	113	0	0	0	0	0	85	17	0	1	0	1	9	0
Fiji	97	0	0	0	1	0	46	36	1	0	0	13	0	0
Timor-Leste	87	0	2	0	0	0	47	7	3	9	0	19	0	0
Taiwan	80	14	7	0	3	0	13	8	2	22	0	10	1	0
Solomon Islands	75	0	1	0	0	0	21	42	6	5	0	0	0	0
Sri Lanka	64	1	1	0	0	0	22	39	1	0	0	0	0	0
Samoa	61	0	0	0	2	0	4	25	18	0	0	2	10	0
Bhutan	55	0	0	0	1	0	46	1	1	0	0	0	6	0
Papua New Guinea	31	0	3	0	2	0	0	19	7	0	0	0	0	0
Maldives	30	0	0	0	0	0	0	14	0	0	0	16	0	0
Tonga	21	0	0	0	0	0	21	0	0	0	0	0	0	0

Cook Islands	11	0	0	0	0	0	0	11	0	0	0	0	0	0
Burma	9	0	0	0	3	0	0	0	5	0	0	0	1	0
Pakistan	8	0	0	0	0	0	4	0	3	0	0	1	0	0
Mongolia	3	0	0	0	0	0	0	2	1	0	0	0	0	0
Brunei Darussalam	2	0	0	0	0	0	0	1	0	0	0	1	0	0

Table VIII. Undergraduate experience in the Indo Pacific 2014 by duration (excluding 6 countries with no recorded activity)

Destinations list	Total	2-4 weeks	4-6 weeks	6-10 weeks	More than 10 weeks but less than a semester/term	Semester/ quarter/ term/ trimester	More than semester less than academic year	Academic year	Other
China	1,845	1,071	236	278	32	81	6	57	84
Japan	848	337	82	29	42	126	9	117	106
Indonesia	715	467	72	19	18	45	7	8	79
India	705	464	159	47	14	2	3	0	16
Singapore	422	270	34	19	12	36	1	12	38
Cambodia	384	291	47	19	13	0	2	0	12
Malaysia	336	172	61	47	2	14	0	2	38
Nepal	309	208	25	48	2	0	1	0	25
Vietnam	297	145	44	16	0	10	1	0	81
Hong Kong	295	140	35	21	12	55	0	18	14
Thailand	287	164	29	23	1	13	0	2	55
Republic of Korea	232	99	18	11	21	51	1	19	12
Vanuatu	172	157	8	5	0	0	0	0	2
Philippines	158	119	16	9	1	2	2	0	9
Timor-Leste	103	77	2	17	0	0	1	0	6
Laos	102	101	0	0	0	0	0	0	1
Fiji	85	53	0	2	1	4	0	0	25
Solomon Islands	70	50	15	4	0	1	0	0	0
Samoa	68	23	16	14	12	0	0	0	3
Sri Lanka	62	34	8	19	0	1	0	0	0
Bangladesh	59	33	20	1	2	1	0	1	1
Taiwan	59	22	13	5	1	13	1	1	3

Bhutan	36	34	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
Papua New Guinea	36	9	8	6	0	0	0	0	0	1	6	6	6	6	6	6	6	6
Maldives	30	26	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tonga	21	21	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cook Islands	11	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3
Burma	10	2	1	2	1	0	0	0	0	0	1	3	3	3	3	3	3	3
Palau	10	10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pakistan	8	4	1	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0
Mongolia	3	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brunei Darussalam	2	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NOTE: The total number of experiences reported exceeds the total of participants as participants may be counted in more than one country for the same experience.

Table IX. Undergraduate experiences in the Indo Pacific 2014 by discipline (excluding 6 countries with no recorded activity)

Destinations list	Total	Agriculture, Environment & related	Architecture & Building	Combined or Double Degree including Law	Combined or Double Degree not including Law	Creative Arts	Education	Engineering & related technologies	Food, Hospitality and Personal services	Health	International Studies/ Relations	IT	Law	Management & Commerce	Science	Society & Culture	Other
China	1,752	56	84	115	99	55	43	162	0	175	33	19	150	349	52	352	8
Japan	839	16	21	32	125	46	20	29	0	43	27	12	45	59	55	308	1
Indonesia	748	26	86	32	52	15	38	16	0	65	40	10	33	101	56	178	0
India	654	10	31	49	51	58	3	12	1	177	29	4	10	111	29	78	1
Singapore	451	17	15	21	19	40	1	42	1	102	3	2	8	80	59	38	3
Cambodia	387	24	33	16	31	22	25	8	0	143	4	0	5	9	20	29	18
Thailand	311	3	5	5	10	21	9	5	1	68	30	0	19	65	39	31	0
Vietnam	303	13	11	10	26	22	3	12	1	88	10	2	0	42	20	29	14
Hong Kong	302	1	31	22	22	29	18	13	0	16	4	10	23	61	32	17	3
Malaysia	286	30	1	20	15	0	54	45	0	51	3	0	1	23	12	31	0
Nepal	261	46	17	0	24	3	36	0	0	98	6	0	0	3	13	15	0
Republic of Korea	237	1	17	8	21	14	5	11	2	20	13	2	9	69	6	36	3
Vanuatu	173	0	0	0	12	1	29	0	0	102	3	0	15	5	3	3	0
Philippines	151	5	1	27	16	1	3	1	1	72	3	0	0	7	5	8	1

Laos	107	20	0	3	5	0	0	0	0	47	2	0	0	1	14	14	1
Timor-Leste	98	16	0	0	9	2	2	3	0	25	21	0	0	0	1	19	0
Fiji	96	22	1	4	7	1	11	1	0	31	3	1	0	1	7	6	0
Solomon Islands	74	1	0	0	2	2	21	5	0	37	4	0	0	0	0	2	0
Taiwan	72	1	8	1	1	1	7	3	0	20	0	1	2	13	6	8	0
Samoa	61	1	0	0	0	0	11	3	0	23	4	0	0	0	15	4	0
Sri Lanka	61	1	20	0	1	0	0	1	0	29	1	0	0	1	2	5	0
Bhutan	54	6	0	0	2	0	6	0	0	12	0	0	12	0	15	1	0
Bangladesh	46	0	3	0	0	14	0	0	0	25	0	0	0	0	0	4	0
Maldives	29	0	5	0	0	0	13	0	0	11	0	0	0	0	0	0	0
Papua New Guinea	29	1	1	0	7	0	0	0	0	11	5	0	0	0	0	4	0
Cook Islands	11	1	0	0	3	0	3	0	0	3	0	0	0	0	1	0	0
Palau	10	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0
Burma	9	0	0	0	0	0	0	0	0	1	1	0	0	0	0	7	0
Pakistan	8	0	0	0	0	0	0	0	0	6	0	0	0	1	0	1	0
Tonga	8	0	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0
Mongolia	3	0	0	0	0	0	0	0	0	2	0	0	0	0	0	1	0
Brunei Darussalam	2	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0

NOTE: The total number of experiences reported exceeds the total of participants as participants may be counted in more than one discipline for the same experience.