Quality in Australian Outbound Student Mobility Programs: Establishing Good Practice Guidelines for International Work-Integrated-Learning in Health Sciences

Final report 2016
Curtin University

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List of acronyms used

ACEN	Australian Collaborative Education Network
AIEC	Australian International Education Conference
CINAHL	Cumulative Index to Nursing and Allied Health Literature
eDelphi	Electronically administered Delphi process
GNARTN	Greater Northern Australia Regional Training Network
HERDSA	Higher Education and Research Development Society of Australasia
NHMRC	National Health and Medical Research Council
OLT	Office for Learning and Teaching
TEQSA	Tertiary Education Quality and Standards Agency
US	United States
WIL	Work-Integrated-Learning

Quality in Australian Outbound Student Mobility Programs: Establishing Good Practice Guidelines for International Work-Integrated-Learning in Health Sciences [1]

Lead institution: Curtin University

The major deliverable from this 12 month Seed Grant was the creation of a user-friendly guide entitled *Australian Outbound Student Mobility: Quality dimensions for international fieldwork in health sciences*.

About the guide

The guide outlines the quality dimensions developed through this project, which addresses the essential preparatory requirements, supervision model and assessment criteria for international fieldwork in health. Twenty-five experts involved in health sciences' international fieldwork from 13 Australian universities contributed their knowledge to identify and refine the quality dimensions created through an eDelphi[2] process. Rather than a broad framework the quality dimensions provide sufficient detail to enable their application. Both the guide and the quality dimensions are timely given the increasing focus on international fieldwork as a means to develop both key generic graduate capabilities and expand the range and number of clinical fieldwork opportunities (1, 2). Furthermore, the guide addresses the lack of Australian good practice standards or frameworks for implementing and monitoring the quality of international fieldwork in health. The guide functions, therefore, as a tool to inform the development of international fieldwork in health and to assist with benchmarking.

Creating the conversation

The process of developing the quality dimensions has supported a national conversation on international fieldwork in health sciences through:

i. undertaking an eDelphi process with a panel of experts in the field

ii. a webinar to present the findings to the expert panel

iii. a subsequent international webinar which was promoted and co-badged with the Australian Collaborative Education Network (ACEN).

Findings from the project were presented at the Higher Education and Research Development Society of Australasia (HERDSA) Conference (July, 2015) and the Australian International Education Conference (AIEC) (October, 2015). The project team also plans to present the findings at the 2016 HERDSA and ACEN conferences.

[1] *Support for this project has been provided by the Australian Government Office for Learning and Teaching.*

[2] The Delphi technique has been defined as a multi-staged survey which attempts to achieve consensus on an important issue.

Executive summary

This report is designed to be read in conjunction with the accompanying guide *Australian Outbound Student Mobility: Quality dimensions for international fieldwork in health sciences*.

Background

International fieldwork is accepted as a subset of work-integrated-learning (WIL), which supports students to achieve work-readiness and develop graduate attributes that employers, students and universities desire. These include the development of cultural capability (4-6), key discipline skills in real-world contexts (7-9) and employability skills (10, 11). International fieldwork experiences are considered essential for students to be competitive in the global workforce (12).

The value placed on international fieldwork is reflected by the growing trend towards outbound mobility experiences across Australian universities (1, 13). It has also been recognised by the Australian Government with the $100 million New Colombo Plan initiative supporting Australian undergraduate students to study and undertake internships in the Indo Pacific region (14). These trends suggest that there is a need to understand the academic standards required to ensure quality international fieldwork learning experiences, particularly in light of the high costs associated with outbound mobility.

At the time of this report, no systematic research had been published on quality processes for Australian international fieldwork in health. Such research is essential to ensure high quality learning experiences for students and appropriate engagement with the communities in which they take place.

Project aim

To establish academic standards for international fieldwork within health science disciplines, focusing on preparation requirements, the level and model of supervision to monitor fieldwork and assessment criteria to ensure excellent student learning outcomes.

Project objectives and deliverables

The specific objectives of the project were to:

i. Identify current Australian international fieldwork practices in health science disciplines.

ii. Define the essential preparatory requirements for health sciences' students participating in an international fieldwork placement.

iii. Establish a minimum standard and a sustainable model of supervision for interprofessional and discipline specific international fieldwork.

iv. Develop a standardised set of essential learning assessment criteria for health sciences' students participating in an international fieldwork placement.

The project deliverables included:

i. A user-friendly guide to inform good practice for international fieldwork practices in health sciences.

ii. Recommendations for the sector on quality assurance and the promotion of positive student learning experiences in international fieldwork for health sciences' students.

Methodology

The project consisted of four key phases:

i. A narrative literature review of the evidence related to preparation, supervision and learning assessments in international fieldwork in health sciences at a tertiary level.

ii. A desktop website review of international fieldwork in health sciences offered across the 38 universities in Australia.

iii. Utilisation of a Delphi process to identify and gain consensus on important components relating to preparation, supervision and assessment for international fieldwork in health sciences for inclusion in good practice guidelines.

iv. Development of a good practice guide for international fieldwork in health sciences.

Key findings

(i) *Narrative literature review*

A review of the contemporary peer reviewed literature (2010 to 2015) on international fieldwork in health science disciplines revealed that there is a dearth of guidelines or standards for best practice. Four guidelines were identified with only one applicable across health sciences (15) with the remaining three focused on physiotherapy and occupational therapy (16, 17) and nursing (18) disciplines. None of the guidelines identified were derived empirically from broad stakeholder consultation, raising questions as to whether these guidelines adequately cater to the needs of students, supervisors, sponsor and host institutions both in terms of relevance and the detail required at an operational level.

(ii) *Desktop website review*

Great variation was identified across the 38 Australian university websites in terms of accessibility and breadth of information on international fieldwork in health sciences. Although the information available was inconsistent, the majority of Australian international fieldwork in health sciences appears to be for credit and primarily clinical placements.

A standardised template for universities to communicate information on international fieldwork to stakeholders, including current and future students, accreditation bodies and the sector, would be a useful contribution to the field.

(iii) *Delphi process*

A total of 140 statements relating to standards or recommendations for preparation, supervision and assessment for international fieldwork in health sciences were developed. Consensus (by an expert panel) on the relative importance of 114 statements was achieved using a recognised and robust methodology (eDelphi) (19).

Key recommendations relating to preparation included provision of essential travel information; identification of desirable student attributes and capabilities and; consideration of the timing of fieldwork preparation. Key standards for supervision included identification of desirable supervisory attributes; low supervisor:student ratio; and good access to both local and university supervisors. Notable recommendations for assessment included a range of diverse strategies to provide students with feedback on learning and utilisation of reflective practice.

All standards and recommendations were derived directly from expert stakeholders. Sufficient detail was included to assist in the practical translation of information at an operational level.

(iv) ***Development of a good practice guide***
The guide was developed utilising the findings from the eDelphi process and aligned with Dunkin and Biddle's (1974) presage-process-product, or 3P, model (20) to identify quality dimensions in international fieldwork in health sciences. The guide also examines the role of the fieldwork coordinator and community engagement.

Implications

To the project team's knowledge, this is the first study, both nationally and internationally, that has consulted with a broad range of stakeholders to identify the important components relating to preparatory requirements, supervision model and learning assessment to ensure the quality of student learning in international fieldwork for health sciences disciplines. The resulting good practice guide identifies and promotes quality dimensions to optimise student learning and achieve the desirable program objectives. This guide supports the WIL agenda in Australian higher education; national standards identified for WIL by the Tertiary Education Quality and Standards Agency (TEQSA) and the Australian Government's New Colombo Plan.

Recommendations

- Australian universities should adhere to a standardised reporting template to communicate information about international fieldwork programs to stakeholders.
- Collaborative partnerships amongst community host sites, relevant professional and academic staff at universities and accreditation bodies are required to facilitate creative mechanisms to foster international fieldwork.
- Quality dimensions for international fieldwork programs need to be applied flexibly and with consideration of the intent of the program and available resources. For example, the application of a single, inflexible supervision model is not appropriate given the diversity of programs and their aims.
- There is a need for more research to establish the impact of international fieldwork on student learning.

Table of Contents

Tables and figures

Tables

Figures

Definitions

Assessment: a process to determine a student's achievement of identified learning outcomes and may include a range of written and oral methods and practice or demonstration (21).

Academic standards: an agreed specification (such as a defined benchmark or indicator) that is used as a definition of a level of performance or achievement, rule, or guideline. Standards may apply to academic outcomes, such as student or graduate achievement of core discipline knowledge and core discipline skills (known as learning outcomes), or to academic processes such as student selection, teaching, research supervision, and assessment (21).

Benchmarking: benchmarking is recognised as a means by which an entity can demonstrate accountability to stakeholders; improve networking and collaborative relationships; generate management information; develop an increased understanding of practice, process or performance; and garner insights into how improvements might be made. For example, in the context of course accreditation, benchmarking involves comparing performance outcomes and/or processes of similar courses of study delivered by other providers. 'Internal benchmarking' against other relevant courses offered by the provider may also be undertaken (21).

Clinical placement: involves supervised practice in approved clinical settings.

Cultural capability: "refers to a person's capacity to deliver services that are responsive to the cultural concerns of racial and ethnic minority groups including their languages, histories, traditions, beliefs and values, and response by developing a set of skills, knowledge, and policies to deliver effective treatments" [(22) p. 271].

Graduate attributes: generic learning outcomes that refer to transferable, non-discipline specific skills that a graduate may achieve through learning that have application in study, work and life contexts (21).

Employability: students and graduates can discern, acquire, adapt and continually enhance the skills, understandings and personal attributes that make them more likely to find and create meaningful paid and unpaid work that benefits themselves, the workforce, the community and the economy (23).

Global citizenship: shows global empathy in cross-cultural settings and respects and values diversity. Thinks and acts for human dignity with a focus on social justice and equity (24).

International fieldwork: placements during tertiary study that occur in countries other than where the students received their academic preparation. In the context of this guide to Australian student mobility in health sciences, fieldwork also refers to **clinical placements**.

Internationalisation: Intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education (25).

Interprofessional practice: “When two or more professions learn with, from and about each other to improve collaboration and the quality of care” (Freeth et al., 2005, p. xv); occurs in both tertiary and clinical settings [(26) p. 10].

Learning outcomes: are the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning (21).

Leadership: “means the aggregated leadership of an organization is dispersed among some, many, or maybe all of the members. This additive understanding does not privilege the work of particular individuals or categories of persons, nor is there a presumption about which individual’s behavior carries more weight with colleagues. On the other hand, numerical or multiple leadership allows for the possibility that all organization members may be leaders at some stage” [(27) p. 427].

Outbound mobility: international study experiences for students in a location outside their home country (28).

Quality: “Academic quality is a way of describing how well the learning opportunities help students to achieve the learning outcomes. It is about making sure that appropriate and effective teaching support, assessment and learning opportunities are provided” [adapted from (29), p. 130].

Quality dimensions: elements of a product and/or service that define quality.

Reflective practice: a personal perspective on how the learner interacts with the learning experience, individualises outcomes, and identifies personal future learning needs (30).

Work-integrated-learning (WIL): where structured and purposefully designed learning and assessment activities integrate theory with the practice of work. Work-integrated learning includes service learning, and activities normally involve students interacting with industry and community within a work context or similar situation (that may be simulated) to allow them to learn, apply and demonstrate skills and knowledge applicable to the course of study being undertaken (21).

Chapter 1: Background

1.1 Project context

Graduate employability and work-readiness are viewed as essential elements of tertiary education (31). Whilst generic capabilities are embedded across the curriculum, many academics are unsure how to teach and assess graduate attributes (32, 33). Significantly, WIL has been identified as an important avenue through which students will achieve work-readiness and develop graduate attributes (34-36). As a subset of WIL, fieldwork is an important component of the graduate employability agenda and can provide rich learning experiences that support the achievement of the capabilities that employers, students and universities desire. International fieldwork learning can be highly productive as it facilitates the development of students' cultural capability (4-6), key discipline skills in real-world contexts (7-9) and employability skills (10, 11).

1.1.1 A growing trend towards international fieldwork placements across Australian universities

A 2013 report revealed that approximately one in eight undergraduate students (12.3 per cent) had experienced some kind of international study experience, with 94.3 per cent of these experiences undertaken for credit (37). Additionally, the Australian Government has committed $100 million over five years to the New Colombo Plan initiative which supports Australian undergraduate students to study and undertake internships in the Indo Pacific, demonstrating an increasing emphasis on international placements (14). With increasing student enrolments in health, the Greater Northern Australia Regional Training Network (GNARTN) is also exploring the potential for international fieldwork to alleviate pressure on local Australian clinical placement sites and provide mutually beneficial partnerships with Asian Pacific countries (2). Given the increased risk and intense resourcing associated with international fieldwork, and the upward trend for outbound student mobility, there is a pressing need to better understand the academic standards required to ensure quality international fieldwork learning experiences.

1.1.2 Quality in international fieldwork

The importance of providing quality WIL has been recognised by TEQSA, which requires higher education providers to have effective quality processes in place that monitor practices such as placement supervision.

Orrell (2011) highlights the need for good practice principles for implementing WIL programs and calls for "Evidence from a variety of sources … used to monitor, evaluate and improve the effectiveness of diverse WIL program arrangements" [p. 68 (38)]. Although much work has been undertaken in WIL more broadly, it has been highlighted that there is a need to explore the distinct learning outcomes for students who undertake international placements (38). Similarly, good practice recommendations pertaining to ensuring students are "sufficiently prepared" are undefined in the context of international fieldwork [p. 20 (38)]. Despite the need for academic standards in this area, there has been limited research into quality management frameworks. In particular, preparation requirements prior to international WIL, and the level and model of supervision to monitor fieldwork and assessment criteria to ensure optimal student learning outcomes.

At the time this report was written, no systematic research had been published on Australian international fieldwork experiences in health. Additionally there has been little research into their quality management processes for ensuring optimal learning experiences for students and appropriate engagement with the communities in which the fieldwork takes place. Limited studies that indirectly address quality issues have been published but they do not provide an overall picture of current practices nor do they place international fieldwork in health within a quality assurance framework for teaching and learning (12, 39).

1.2 Project aim, objectives and deliverables

The aim of this project was to improve student learning by identifying good practice in the sector (health sciences) and establishing academic standards for international fieldwork, with a particular emphasis on preparation requirements, the level and model of supervision and assessment criteria to ensure quality student learning outcomes.

The project focused on health sciences' students (including nursing, physiotherapy, occupational therapy, speech pathology, pharmacy, medicine, podiatry and dietetics) participating in an international placement of more than two weeks. Research has established that longer international fieldwork placements are those that have the greatest capacity to develop the desired graduate attributes, hence the focus on placements of two weeks or more (40). Furthermore, the National Health and Medical Research Council (NHMRC) has identified the need to increase the cultural competency in health as a matter of priority (41). Health science is the field of education that students most commonly undertake an international placement (37, 42).

The specific objectives of the project were to:

i. Identify current Australian international fieldwork practices in health sciences (including the desired learning outcomes, supervision and assessment practices).
ii. Define the essential preparatory requirements for health sciences' students participating in an international fieldwork placement.
iii. Establish a minimum standard and a sustainable model of supervision required for interprofessional and discipline specific international fieldwork that will promote student learning.
iv. Develop a standardised set of essential learning assessment criteria for health sciences' students participating in an international fieldwork placement.

The project deliverables included:

iii. A user-friendly guide to inform good practice for international fieldwork practices in health sciences.
iv. Recommendations for the sector on quality assurance and the promotion of student learning experiences in international fieldwork for health sciences' students.

1.3 Project approach

The project consisted of four key phases:

i. A narrative literature review to identify and synthesise the evidence related to, and contemporary recommendations for, preparation, supervision and learning assessments in international fieldwork placements across tertiary health science disciplines.

ii. A desktop website review of international fieldwork placements in health sciences offered across the 38 universities in Australia.

iii. Utilisation of a Delphi process to identify and gain consensus on important components relating to preparation, supervision and assessment for international fieldwork in health sciences.

iv. Development of a good practice guide for international fieldwork in health sciences.

Chapter 2: Project Phases

2.1 Project phase 1: Narrative literature review

2.1.1 Key findings and implications of the narrative literature review

- The narrative review identified that there is a dearth of contemporary good practice guidelines or frameworks for international fieldwork placements in health sciences.
- Of the peer reviewed published literature, the vast majority focused on students' perceptions of international fieldwork (using qualitative methods) to demonstrate the importance and acceptability of global clinical education in health sciences, rather than provide guidance or recommendations of good practice approaches. To date, there has been no review/audit of the quality of studies in this area which would make a valuable contribution to the field.
- Of the four guidelines/frameworks identified from the review, none were derived empirically from broad level stakeholder consultation which raises questions as to whether these guidelines adequately cater to the needs of students, supervisors, sponsor and host institutions both in terms of relevance and the level of operational detail.

2.1.2 Purpose

The aim of the narrative literature review was to identify and synthesise the evidence related to, and contemporary recommendations for preparation, supervision and learning assessments in international fieldwork across tertiary health science disciplines.

2.1.3 Methodology

A specified search strategy was developed with assistance from an academic librarian. Search terms included: student; global mobility or global citizenship; fieldwork or work integrated learning or clinical placement or cultural competence; and experience or guidelines or best practice or recommendations. It is acknowledged that terminology used in this area is highly variable and therefore a range of terms were employed to ensure an extensive search. Restrictions applied were peer reviewed articles published between 2010 and July 2015 to identify contemporary requirements of international fieldwork placements and articles written/available in English.

Two electronic scholarly databases, namely Web of Science and Cumulative Index to Nursing and Allied Health Literature (CINAHL), were searched. These databases were selected given the focus on multidisciplinary health professional education. The search process used is illustrated in Figure 1.

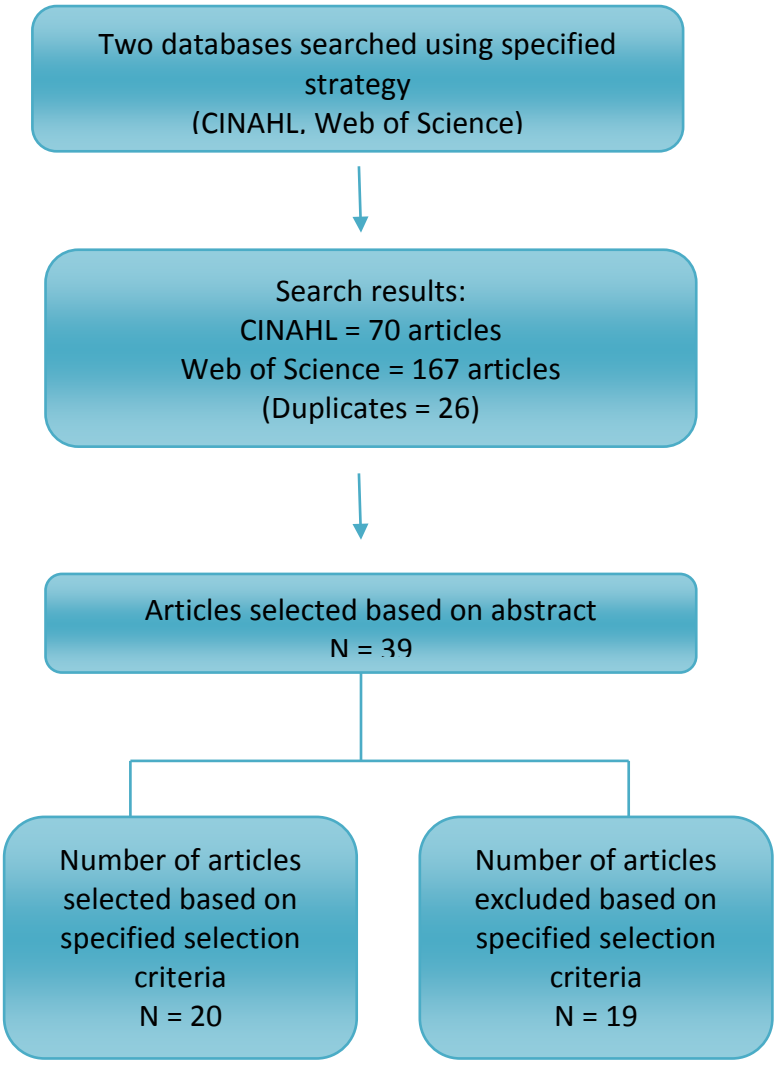

Figure 1: Search process for narrative review

Abstracts of all articles were initially reviewed and selected articles chosen for closer analysis based on relevance relating to preparation, supervision or learning assessment information for international fieldwork. Full texts of selected articles were then read and included in the review if they met the following criteria, as assessed by one member of the research team (JJ):

- reported empirical data related to preparatory, supervision or assessment components of international fieldwork placements for tertiary health sciences students' and;
- provided insight, further considerations, recommendations or guidance in relation to preparatory information, supervision or learning assessment.

Reference lists of included papers were also searched manually to ensure that relevant articles were not omitted in the search.

2.1.4 Results

Search outcomes

A search identified 70 articles in CINAHL and 167 articles in Web of Science. Between the two search results, there were 26 duplicates, resulting in 211 articles obtained.

Following a review of all titles and abstracts, 39 articles were selected for closer analysis by reviewing the full text to determine whether the selection criteria, as outlined above, were met.

Study characteristics
Twenty articles were included in the review with authors represented from 12 different countries: United States (US), Canada, Australia, England, Northern Ireland, Namibia, Uganda, Peru, Tanzania, Malaysia, Thailand and Sweden. Over half of the articles were from North America. The majority of papers focused on international fieldwork from a single health science discipline with one relevant across all health science disciplines (15) and four involving students from multiple health science disciplines (16, 43-45). The predominant research method utilised was qualitative.

Four articles provided best-practice guidelines or a framework for international fieldwork in health sciences (15-18). Of these, only one provided best-practice guidelines across health science related disciplines (15); two were discipline-specific relating to physiotherapy and occupational therapy (16, 17) and one relating to nursing (18). The vast majority of articles focused on students' perceptions of international fieldwork to demonstrate the importance and acceptability of global clinical education. However, this empirical research led to valuable discussion of further considerations and, in some cases, recommendations for future international fieldwork programs.

2.1.5 Dissemination of findings

The narrative literature review is now being prepared as a journal article and will include an additional section assessing the quality of all articles reviewed. It is anticipated that the article will be submitted for publication in early 2016.

2.2 Project phase 2: Desktop website review of Australian universities international fieldwork placements in health sciences

2.2.1 Key findings and implications

- The desktop website review identified that there is great variation amongst Australian university websites in relation to the accessibility and depth of information provided about international fieldwork placements in health sciences.
- Given the increasing focus on up scaling international fieldwork programs, it is surprising that Australian universities are not promoting programs widely, particularly to prospective students.
- A standardised reporting template for universities to communicate information about international fieldwork programs to stakeholders would be a useful contribution to the field.
- Based on the information available at the time of the review, the majority of international fieldwork programs in health sciences are clinical fieldwork placements for credit.

2.2.2 Purpose

The objective of the desktop website review was twofold:

i. To determine the extent to which Australian universities provide information on international fieldwork in health sciences on their websites.
ii. To identify potential expert panel members as part of the Delphi process (see Section 2.3) to contribute to identifying preparatory requirements, supervision components and learning assessment criteria for inclusion in good practice guidelines for international fieldwork in health sciences.

2.2.3 Methodology

The Australian Universities website (http://www.australianuniversities.com.au) was used to identify the 38 institutions and their websites.

Between August and September 2014, all 38 institutions' websites were reviewed using the following keywords: study abroad, international clinical placements, international fieldwork, work integrated learning, short programs abroad, health sciences (or specific health science disciplines).

The following information was collected for each website:

- name of placement/program
- description of placement/program

- whether there are any academic eligibility requirements for placement/program
- credit/no credit towards degree
- disciplines
- relevant web links
- date website was accessed
- names of relevant contacts to consider for the Delphi process (see Section 2.3).

2.2.4 Results

Results of the desktop review are provided in Appendix B, however, findings indicate there was a distinct lack of consistency across university websites in relation to:

- Advertising international fieldwork on websites. For example, some publish it as part of their formal university exchange program whilst others include it under relevant faculty or school web pages. There were also a few instances where information about international fieldwork was not accessible as it was published on the university intranet and not accessible to the general public.
- The level of information provided about the fieldwork namely: selection criteria, whether credit is awarded towards degree, duration of placement and locations.
- A contact person to obtain further information about international fieldwork at the relevant institution.

Appendix B provides the detail of the desktop review, and Table 1 (below) summarises the information in terms of the nature of the program (study tour or clinical fieldwork), whether students gain credit for participation and the number of disciplines. Although this may not be entirely accurate due to the difficulties in locating information on the websites and issues relating to the currency of the information, it appears that the majority of programs are related to clinical fieldwork and for credit. While there is a commonly held belief in academic circles that professional accreditation bodies limit international fieldwork in health sciences to being incorporated as part of a program of study (1, 46), this desktop review suggests that is not necessarily the case.

Table 1: Summary of desktop review results for Australian universities international fieldwork programs in health sciences

	Type of fieldwork			Number of disciplines			For credit		
	Study Tour	Clinical	Unclear/ both	Single	Multiple	Not stated	Yes	No	Not stated
ACT & NT (3)	1	2	-	-	3	-	3	-	-
NSW (11)	1	10	-	2	4	5	10	-	1
QLD (8)	1	5	2	4	3	1	7	1	-
SA (3)	-	2	1	-	3	-	2	-	1
VIC (7)	2	1	1	-	3	1	4	-	-
TAS (1)	-	1	-	-	1	-	1	-	-
WA (5)	1	3	1	1	4	-	2	-	3
Total (38)	6	24	5	7	21	7	29	1	5

2.3 Project phase 3: Utilisation of a Delphi process to identify and gain consensus on important components relating to preparation, supervision and assessment for international fieldwork in health sciences

2.3.1 Summary of key findings

- A total of 140 statements relating to standards or recommendations for preparation, supervision and assessment for international fieldwork in health sciences were developed. Consensus (by an expert panel) on the relative importance of 114 statements was achieved.
- There were challenges associated with achieving a set of standards appropriate to a broad range of fieldwork placements. For example, a clear message from the expert panel was the need for a flexible and adaptive supervision model that reflected the aims and resourcing of the program involved.
- There is a need for more research to establish the impact of international fieldwork on student learning.

2.3.2 Purpose

The objective of the Delphi process was to gain consensus on the important components relating to preparation, supervision and assessment practices of health sciences' international fieldwork to inform best practice guidelines.

2.3.3 Methodology

The Delphi method involves an iterative process using a multi-staged survey which engages a group of experts to achieve consensus on an important subject (3). The Delphi technique represents an appropriate method to engage a panel of experts, rather than reliance on an individual, and enables content experts to contribute without having to meet physically. Most importantly, the Delphi provides an opportunity to collect rich information which ultimately leads to a deeper understanding of a particular topic (47).

Establishment of an expert panel

A Delphi expert panel was established consisting of individuals with experience in international fieldwork in health sciences. To be eligible, panel members had to meet the following criteria:

i. be a current staff member at an Australian tertiary institution;

ii. have at least one year of experience in developing, coordinating or supervising international fieldwork placements, and;

iii. be currently involved in international fieldwork.

The selection criteria was intentionally left broad to encourage as many expressions of interest as possible.

Panel members were recruited between August and October 2014 via several methods including an expression of interest via ACEN and other relevant peak bodies; a search of current peer reviewed literature; a desktop website review of 38 Australian universities (see Section 2.2) and snowball sampling. All individuals who expressed interest completed demographic information and a screening questionnaire. Information provided by applicants was closely reviewed by the project team to confirm eligibility prior to being formally invited to join the expert panel.

Delphi process

The electronically administered Delphi process (eDelphi) consisted of three survey rounds. For each round, panellists were given two weeks to respond with three reminders sent over this time period to panellists who had not responded. If a panellist failed to respond in a round, they were automatically excluded from any following rounds. The online survey software Qualtrics™ was utilised to conduct the eDelphi process. As an acknowledgement for their time and contribution, expert panellists received a A$100 gift voucher after completing all three rounds.

Round 1

The first round was conducted in October 2014. Panel members were asked to respond to nine open-ended questions which asked for their views relating to preparatory requirements, supervision models and learning assessment criteria for international fieldwork placements. Content analysis (using a conventional approach) of qualitative responses was undertaken by one member of the project team member (JJ). For the purposes of this report, qualitative content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes (48). Key themes were derived and more detailed and specific information supporting each key theme was referred to as elements. Key themes and corresponding elements were reviewed by all members of the project team and further refined for clarity and comprehensiveness.

Round 2

Round 2 was conducted in February 2015. The purpose of the second round was to seek endorsement from the expert panel of key themes and corresponding elements identified from Round 1. Panellists were asked to review each key theme and corresponding elements and select one of three nominal response options:

1. agree entirely (no modifications required)
2. partly agree (modifications required)
3. disagree entirely.

If a panellist selected the option partly agree or disagree, they were requested to provide suggestions for refinements to the key theme and corresponding elements.

Basic proportional analysis to determine relative agreement of key themes (and underpinning elements) was undertaken. Additionally all suggestions for refinements were reviewed by three members of the project team (BKT, SF, HF) and changes made to key themes and corresponding elements through discussion and consensus.

Round 3

Round 3 was conducted in April 2015. In the third and final round, expert panel members were presented with a final synthesis of key themes and corresponding elements. These were presented as statements which related to recommendations for preparatory requirements, supervision model and learning assessment criteria for international fieldwork placements in health sciences. Panellists were asked to rank the importance of each statement using a five point Likert scale:

1. not at all important
2. somewhat important
3. neutral
4. importance
5. essential.

Expert consensus was defined as being reached where a statement was ranked by 80 per cent of the panel members as being essential or important, which is consistent with other studies that have utilised eDelphi to develop guidelines (49). Relative frequencies of responses were calculated for each statement and classified as either reaching consensus (equal to or greater than 80 per cent) or not (less than 80 per cent).

2.3.4 Results

Expert panel members

A total of 33 expressions of interest to take part as an expert panellist in the project were received, with 31 individuals meeting the selection criteria. Two individuals were deemed ineligible as they did not meet the stated requirements and one respondent (deemed eligible) was unable to be contacted, despite multiple follow ups, resulting in 30 expert panel members commencing the project.

Overall 25 panel members completed all three rounds of the eDelphi process. Table 2 provides a profile of both the initial and final expert panel members recruited for the project. Figure 2 illustrates the range of health science disciplines represented in the final panel (n=25) and Figure 3 shows the representation of panel members across Australian States and Territories as well as different Australian universities.

Table 2: Profile of expert panel members at commencement and completion of project

	Commencement of project (n=30)	Completion of project (n=25)
Female, n(%)	24 (80)	21 (84)
Years involved in tertiary sector, mean (SD)	17.3 (10)	16.3 (8)
Years involved in international fieldwork placements, mean (SD)	7.2 (5)	7.8 (5)
Current primary role with international fieldwork placements, n(%)		
Coordinator	19 (63)	15 (60)
Director	6 (20)	6 (24)
Supervisor	2 (7)	2 (8)
Administrator	1 (3)	1 (4)
Research	2 (7)	1 (4)
Nature of placements, n(%)		
Single	16 (54)	13 (52)
Multidisciplinary	10 (33)	9 (36)
Interdisciplinary	4 (13)	3(12)
Duration of fieldwork placements, n (%)		
1-2 weeks	2(7)	1(4)
2-3 weeks	3(10)	3(12)
3-4 weeks	8(27)	8 (32)
4-5 weeks	7(23)	6 (24)
5-6 weeks	6(20)	4 (16)
7+ weeks	4(13)	3 (12)
Supervision model with students, n (%)		
On site	13(43)	10 (40)
Combination (on and off site)	17 (57)	15 (60)

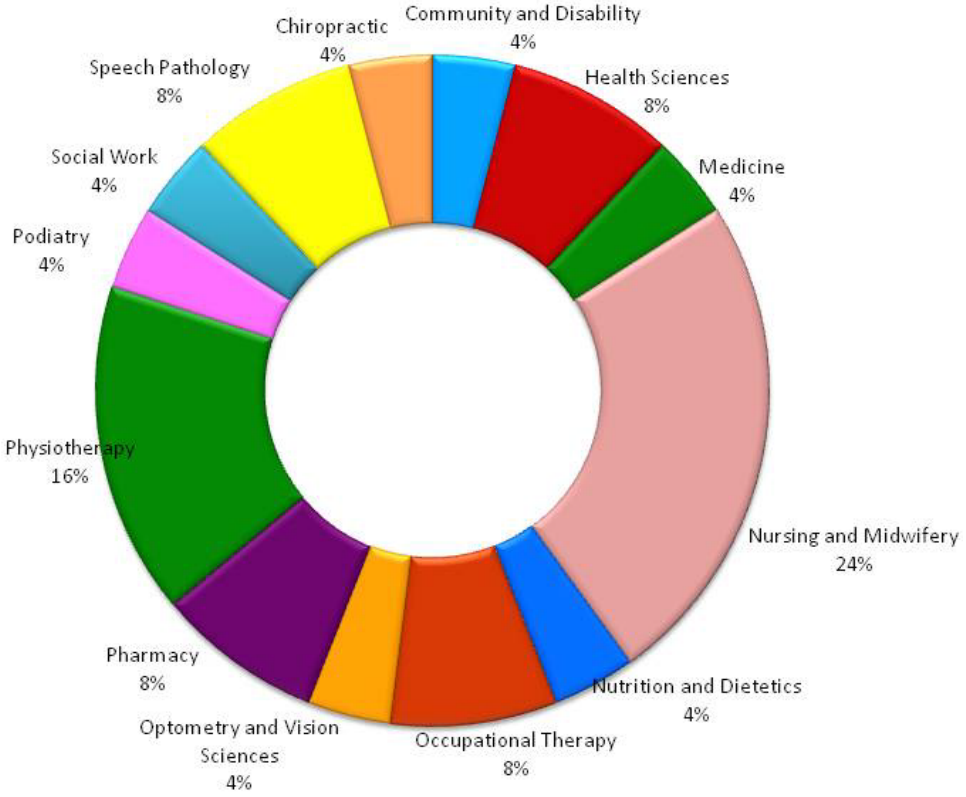

Figure 2: Range of health science disciplines represented by expert panellists (n=25)

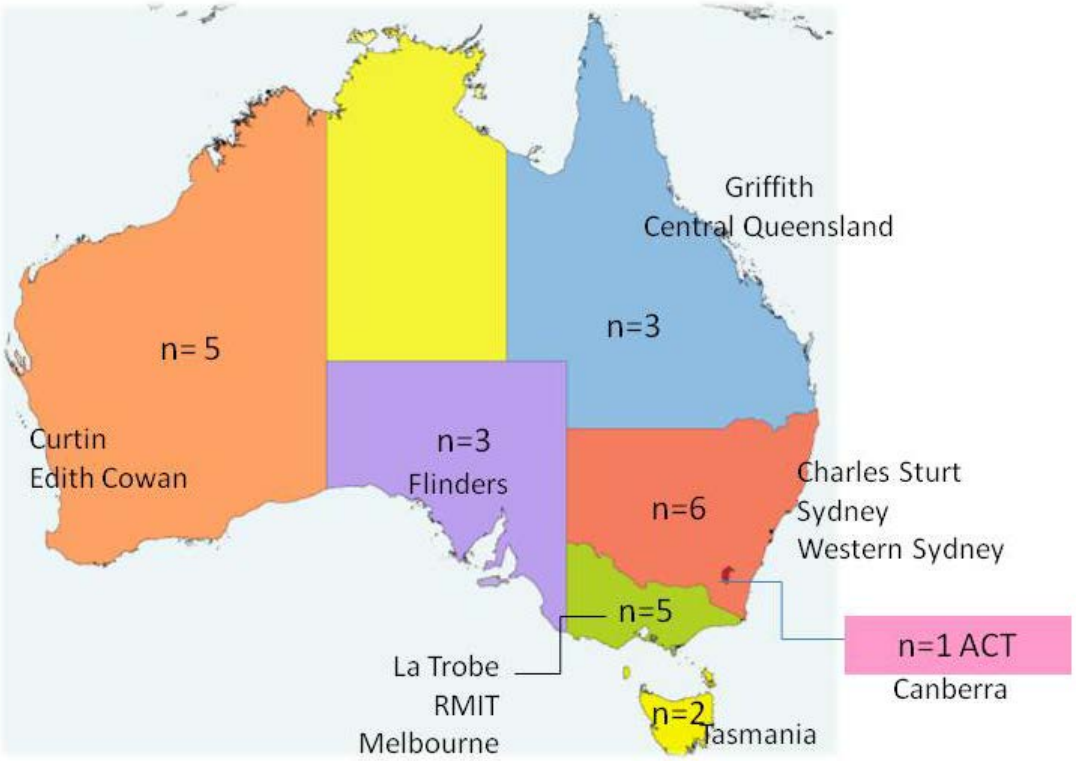

Figure 3: Representation of expert panellists across Australian States and Territories and Australian universities (n=25)

Round 1 results

Twenty nine of the 30 expert panel members completed Round 1 (97 per cent response rate). Overall 65 key themes were identified across the three areas of focus, namely preparatory requirements, supervision model and assessment. These are summarised in Figure 4 below.

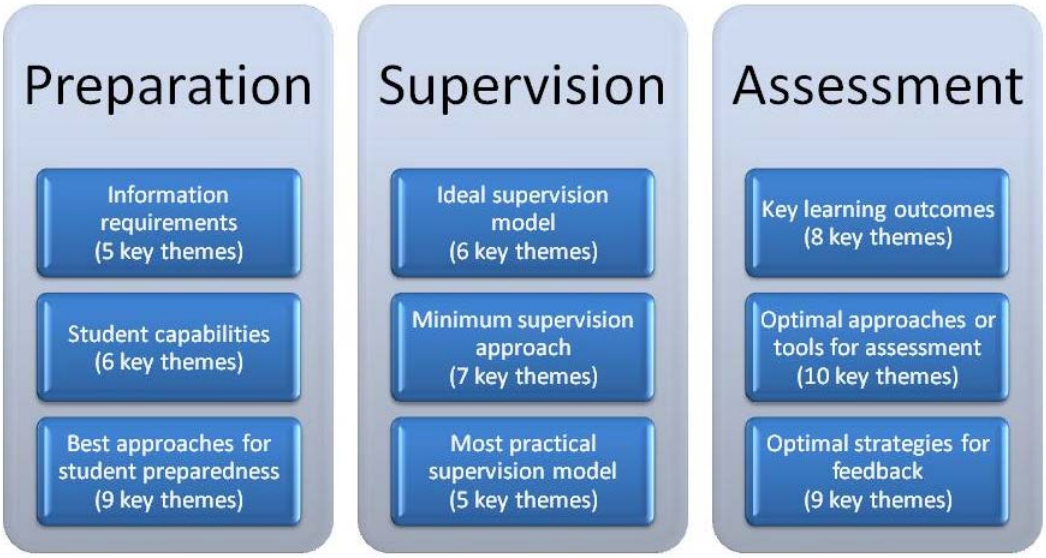

Figure 4: Key themes identified from Round 1 of the eDelphi process

Round 2

Twenty five of the 29 panellists completed Round 2 (86 per cent response rate). Relative agreement for all key themes is presented in Table 3 below (pages 28 to 30).

Key themes relating to supervision was the area where most expert panel members indicated the need for further refinement. Panellists were cognisant of the diversity of international fieldwork programs and that supervision models are largely dependent on context, the student cohort and nature of the placement. Consequently it was deemed unrealistic to be prescriptive about a supervision model and much of the feedback received placed emphasis on the need to identify factors that should be considered for supervision models (as appropriate) rather than recommending a specific model. Additionally panel members identified repetition of elements across ideal, minimum and most practical supervision models and advised further refinement of key themes and elements.

Another area where expert panel members highlighted the need for further modifications related to student capabilities (under preparatory requirements). A consistent issue raised was whether students should come with some evidence of the desired capabilities to maximise the learning experience or whether the fieldwork placement should wholly develop the desired capabilities.

There was high level of agreement amongst expert panel members relating to the types of key learning outcomes that should be assessed as part of an international fieldwork program and strategies recommended to be utilised to provide students with feedback on learning.

Table 3: Level of agreement with key themes identified relating to preparation, supervision and assessment for international fieldwork placements from Round 2 of the eDelphi process.

A. PREPARATORY REQUIREMENTS		% Agree entirely	% Partially agree	% Disagree
INFORMATION REQUIREMENTS	Fieldwork specific information.	80	20	0
	Placement curriculum outline.	88	12	0
	Professional knowledge.	76	24	0
	Cultural information.	80	20	0
	Travel information.	68	32	0
DESIRABLE STUDENT ATTRIBUTES	Self-efficacy.	72	28	0
	Communication abilities.	60	40	0
	Professional abilities.	52	48	0
	Learning abilities.	76	24	0
	Personal attributes.	56	44	0
	Cultural abilities.	44	56	0
APPROACHES TO STUDENT PREPAREDNESS	Selection process to identify appropriate students for placements.	56	44	0
	Timing of fieldwork preparation.	84	16	0
	Using pre departure assessments to attain knowledge about fieldwork site.	68	24	8
	Face-to-Face pre departure training.	68	32	0
	Pre departure team building activities.	56	40	4
	Combination of delivery methods.	76	24	0
	Range of stakeholders involved.	84	16	0
	Onsite orientation.	88	12	0

B. SUPERVISION		% Agree entirely	% Partially agree	% Disagree
IDEAL SUPERVISION MODEL	Factors to consider for supervision model.	96	4	0
	Combination of at least two supervisors.	60	32	8
	Desirable attributes and skills of supervisors.	40	60	0
	Onsite location of supervisor(s).	72	28	0
	Low supervisor: student ratio.	68	28	4
	Well-established student-supervision relationship.	64	36	0
MINIMUM SUPERVISION MODEL	Factors to be considered for minimum supervision model.	96	4	0
	Direct (face-to-face) supervision at early stages of placement.	56	36	8
	At least two supervisors.	44	36	20
	Preference for onsite supervisor.	76	16	8
	Less than 1:10 staff: student ratio.	68	20	12
	Preference for daily contact between supervisor and students.	64	32	4
	Supervisor to be a practicing health professional.	56	40	4
MOST PRACTICAL MODEL OF SUPERVISION	Flexible and tailored approach.	96	4	0
	Good access to supervisor for entire placement.	60	40	0
	Mix of direct and distance supervision of students.	64	20	16
	Adoption of host institution's model of supervision.	48	28	24
	Mentoring model of supervision.	76	16	8

C. ASSESSMENT		% Agree entirely	% Partially agree	% Disagree
KEY LEARNING OUTCOMES	Cultural competencies.	84	12	4
	Health service delivery learning outcomes.	80	20	0
	Clinical skills.	64	32	4
	Professional learning outcomes.	88	12	0
	Communication learning outcomes.	96	4	0
	International healthcare learning outcomes.	80	20	0
	Global citizenship.	88	12	0
	Personal learning outcomes.	92	8	0
APPROACHES OR TOOLS FOR ASSESSMENT	Performance checklist.	60	32	2
	Reflective practice.	88	12	0
	Standardised assessment tools.	52	28	12
	Regular feedback from supervisor during placement.	80	20	0
	Oral presentations.	56	32	12
STRATEGIES TO PROVIDE STUDENTS WITH FEEDBACK ON LEARNING	Formative assessment processes.	92	8	0
	Establishment of learning goals and feedback processes prior to fieldwork.	88	12	0
	Debriefing activities.	92	8	0
	Tailored feedback on site.	84	16	0
	Diversity in feedback formats and communication modes.	84	16	0
	Facilitating students receptiveness towards feedback.	84	16	0
	Frequent feedback throughout fieldwork placement from multiple sources.	80	20	0
	Reflective practice.	88	12	0
	Utilisation of standardised assessment tools.	88	8	4

Round 3

A response rate of 100 per cent was achieved in Round 3 with all 25 expert panel members reviewing and ranking 140 statements in terms of the level of importance for inclusion in good practice guidelines for international fieldwork placements. As indicated in the methodology, consensus on a statement was defined as where 80 per cent or more of the expert panel members had ranked it as either essential or important.

Overall expert consensus was achieved on 114 statements, with only 26 statements being ranked below the 80 per cent threshold of importance as shown in Table 4. These statements are presented under the relevant area i.e. preparatory requirements, supervision or assessment. Full results from Round 3 are provided in Appendix C.

Table 4: Statements where expert consensus was not reached

Statement	% importance
SECTION A: PREPARATORY REQUIREMENTS	
It is recommended students should be provided with caseload information on site prior to fieldwork placement.	76
Cultural abilities students should possess: Community spirited/minded.	76
Cultural abilities students should possess: Having basic language skills.	60
Selection process: Travel supervisors and academic staff monitor student progress prior to placement.	76
Selection process: Interview applicants.	64
Preparatory delivery of information: Utilisation of hard copy resources (written documentation).	72
Preparatory delivery of information: Utilisation of apps.	12
Preparatory delivery of information: Utilisation of social media.	36
Range of stakeholders involved in preparatory programs: Past students to provide insights into experiences and practical tips.	76
Range of stakeholders involved in preparatory programs: Key staff at host site.	68
Range of stakeholders involved in preparatory programs: International students from host country.	36
Preparatory programs should build knowledge of site: Research on the placement (e.g. addressing activities, challenges, safety, housing, support and resources).	76
Preparatory programs should build knowledge of site: Basic understanding of public health care and global public health issues.	64
Pre departure activities: Social events (e.g. casual catch up coffee sessions, dinners relevant to the country and culture).	40
Pre departure activities: Case studies and scenario based group work.	60
Pre departure activities: Mentoring from senior students who have been to the placement.	48

Table 4 continued: Statements where expert consensus was not reached

Statement	% importance
SECTION B: SUPERVISION	
Good access to supervisors: For a high risk placement the supervisor should be on site and from the same discipline as the student.	76
Supervisor attributes: Experienced in supervising an overseas placement.	76
Supervisor attributes: Local practicing health professional (registered in the local host country if applicable).	56
Supervisor attributes: university academic.	40
Student-supervisor working relationship: Including structured peer supervision sessions.	60
To facilitate student learning in an interprofessional group of students, it is recommended that there should be at least two supervisors available to the students; an interprofessional facilitator/mentor and discipline-specific clinical supervisor throughout the entire placement (combination of onsite and distance from local and Australian-based supervisors).	56
SECTION C: ASSESSMENT	
Reflective practice: Sharing student reflective journals with supervisor and discuss.	48
Establish an achievable learning plan with opportunities for review, prior to placement. This learning plan should align to the curriculum and the learning objectives/outcomes of the placement.	76
Standardised assessment tool: Students grade themselves before each formal assessment.	56
Recommended approaches for feedback: formative feedback from multiples sources (onsite, local and Australian supervisors).	76

2.3.5 Key findings and implications

The breadth of components nominated by the expert panellists for consideration in good practice guidelines highlights the diversity and complexity of current international fieldwork within health science disciplines in Australia. One of the particular challenges identified during the eDelphi process was attempting to strike a pragmatic balance between ideal standards or requirements for preparation, supervision and assessment in international fieldwork whilst also being cognisant of finite human and financial resources available to support these programs.

A further deliberation was ensuring components were relevant and applicable to a broad range of fieldwork placements, for example in terms of nature i.e. single, multi/interdisciplinary and duration. The fact that expert consensus was obtained for 81 per cent of statements supports the conclusion that the components identified have applicability across different international fieldwork placements.

An additional strength of the eDelphi process was the level of operational detail provided by expert panellists in relation to preparation, supervision and assessment requirements. This highlighted the depth of experience and involvement of expert panel members in

international fieldwork and is in distinct contrast to other guidelines for international fieldwork placements in health sciences (15, 17) which provide overarching statements rather than providing explicit operational detail or guidance for stakeholders (see Section 2.1 for further detail).

Whilst this study contributes new and important information to the field, it is acknowledged that there are some limitations. These include the potential for selection bias of expert panel members, the fact that not all stakeholder groups were included in the process (e.g. students, host institutions) and that there was a focus on health science disciplines and therefore generalisations to other disciplines may be less plausible.

Through the use of an eDelphi approach, important components relating to preparatory requirements, supervision model and learning assessment for international fieldwork in health sciences were identified and consensus achieved across a diverse group of Australian experts in the field. This information was utilised to develop good practice guidelines for international fieldwork in health sciences for Australian Universities which accompanies this report.

2.3.6 Project impact and dissemination

Webinars

Two webinars have been conducted to disseminate key findings from the eDelphi process. The first webinar was held on 27 May 2015 with expert panel members to present and discuss initial results and potential structures for good practice guidelines. The second was held on 26 June 2015 to a broader professional audience in collaboration with ACEN Western Australian branch. It was advertised through several professional communication networks as well as contacts identified through the desktop website review (Section 2.2).

<u>26 June 2015 webinar</u>

A total of 96 participants registered for the webinar representing 29 institutions from every Australian state, three participants from an international institution and one participant from the Office for Learning and Teaching (OLT).

Disciplines included generic health, arts, human services, biomedical sciences, medical imaging, medicine, nursing and midwifery, occupational therapy, physiotherapy, paramedics, pharmacy science and engineering, social work, spatial sciences, speech pathology, veterinary science and exercise physiology. Registrants also included several staff from central teaching and learning areas, areas that facilitate travel within an institution, and a registrant from research and development.

Overall 53 participants attended the webinar which indicates strong interest in this area. A post-webinar evaluation (n=14) strongly indicated that participants viewed the webinar as a worthwhile experience, was relevant to their work and valued the level of interaction and discussion. Discussion from the second webinar focused on the areas that consensus was not reached - particularly in relation to the need for team building exercises prior to the placement, the nature and model supervision and the level of experience of a supervisor.

Preparation of journal publication

A peer reviewed journal article is being prepared on the eDelphi process undertaken and development of good practice guidelines for international fieldwork in health sciences in Australian Universities. It is anticipated that the journal article will be submitted in 2016.

Availability of good practice guidelines resource for universities

Five hundred copies of the guide have been published and disseminated through the following channels:

- expert panel members
- project communication list
- ACEN website and newsletter
- OLT website
- international peak bodies (such as the Canadian Association for Co-Operative Education and the New Zealand Association for Co-operative Education).

Conference presentations

The outcomes of the project findings were presented at the following conferences:

i. HERDSA Conference, 6-9th July, 2015, Melbourne.
ii. AIEC 6-9th October, 2015, Adelaide.

Planned presentations:

I. HERDSA Conference, 4-7th July 2016, Perth.
II. ACEN Conference, 28-30th September 2016, Sydney.

2.4 Project phase 4: Good practice guide

The good practice guide titled *Australian Outbound Student Mobility: Quality dimensions for international fieldwork in health sciences* has been published as a separate document.

The guidelines capture the quality dimensions determined through the eDelphi process and are presented grounded in the literature on quality in higher education, leadership for fieldwork and community engagement. Specifically, the approach taken in the guide aligns with Biggs (1993) adaption of Dunkin and Biddle's (1974) presage-process-product, or "3P", model (20). Quality is understood as contextual rather than absolute and should be interpreted within the context of a specific international fieldwork program, its aim and level of resourcing (50). This is consistent with one of the key messages from the expert panel; that the application of prescriptive standards would not adequately reflect the diversity of current international fieldwork programs in Australian universities. In other words, the quality dimensions need to be applied with some degree of flexibility. This approach is consistent with Probert's (51) observations of "quality" in higher education, where quality cannot simply be measured in isolation against a set of standards. In other words, a culture of quality is preferable that considers how all educational processes align to improve performance rather than external demands of accountability focused on a single program or department (51).

The guidelines are designed to be read in conjunction with this report and aim to deliver an easy to read and succinct framework with sufficient detail to either create an international fieldwork program or engage in benchmarking. Feedback on the structure of the guide, including its length and additional components (fieldwork leadership and community engagement), was sought from the participants in the two webinars conducted as part of the project and reflects their views.

2.5 Conclusion

To the project team's knowledge, this is the first study, both nationally and internationally, that has consulted with a broad range of stakeholders to identify the important components relating to preparatory requirements, supervision model and learning assessment that should be included in good practice guidelines for international fieldwork programs in health sciences. Of particular significance is the utilisation of a recognised and robust process to gain consensus across a diverse range of experts of what content and standards should and should not be included in good practice guidelines.

Appendix A - Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Professor Jill Downie Date: /10/2015

Appendix B – Desktop website review

Table A: Website review of Australian Capital Territory and Northern Territory Universities international fieldwork placements in Health Sciences

University	Australian National	Canberra	Charles Darwin
State	Australian Capital Territory	Australian Capital Territory	Northern Territory
Name of Program	Global Programs System	Study Abroad	Short Term Mobility
Description	Study Tours - courses run between four to six weeks. Students undertake preparatory classes at ANU before being accompanied on the study tour by an ANU academic.	Short courses are offered between semesters for a duration of two to six weeks.	Offers a range of short term study options, usually between two and six weeks, including clinical placements.
Student academic eligibility requirements	Specific to discipline	• Are enrolled full-time • Have completed at least 24 credit points • Can demonstrate they have the skills to manage a new and challenging academic and social environment.	Different requirements dependent on School
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Variety	Nursing, Physiotherapy, Pharmacy, Nutrition and Dietetics	Humanitarian and Community Studies,
Web link	https://anu-au-sa.terradotta.com/ http://cmbe-cpms.anu.edu.au/study/opportunities/international-study	http://www.canberra.edu.au/study-abroad/travel-os/short-term/faculty-led-programs http://www.canberra.edu.au/wil/varieties/clinical-placements	http://www.cdu.edu.au/international/outgoing-exchange http://www.cdu.edu.au/health/community-course
Date accessed	28/08/2014	18/09/2014	5/09/2014
Contacts	Science, Medicine and Health College Enquiries	Erin Stacey, WIL consultant Dr Nikki Lucas (Health)	Adriana Stibral, Course Coordinator, Humanitarian and Community Studies Sally-Anne Hodgets, Manager International Programs

Table B: Website review of New South Wales Universities international fieldwork placements in Health Sciences

University	Charles Sturt	Macquarie	New England
State	New South Wales	New South Wales	New South Wales
Name of Program	CSU Global	Student Exchange	UNE Study Abroad
Description	Short Term international programs (as part of degree) offered in Faculty of Science include: - Physiotherapy - Nutrition & Dietetics - Nursing - Podiatry (Vietnam, Nepal, Bangaldesh)	These programs take place during the Macquarie semester breaks (in the July holidays between semester one and two, as well as during the summer holidays).	Focuses on exchange opportunities only for 1 or 2 semesters (no other short course options provided).
Student academic eligibility requirements	Enrolled in specific degree	Not stated	Must have completed and received final marks for at least one year of full-time study (8 units) Achieved credits or better in all subjects
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Physiotherapy, Nutrition & Dietetics, Nursing, Podiatry, Social Work	Psychology	Not stated
Web link	http://www.csu.edu.au/csuglobal/short-term-programs/science http://www.csu.edu.au/faculty/science/cmhealth/international-experiences	http://students.mq.edu.au/opportunities/student_exchange/short_term_programs/	http://www.une.edu.au/study/international/study-options/exchange/une-international-travel-overseas-as-part-of-your-une-degree
Date accessed	10/09/2014	11/09/2014	12/09/2014
Contacts	Dr Marissa Samuelson, Nutrition & Dietetics Tim Retchford, Community Health Kristy Robson, Podiatry Kay Skinner, Physiotherapy Associate Professor Michael Curtin, OT		Mr John McKinnon, Study Abroad and Exchange Officer

Table B continued: Website review of New South Wales Universities international fieldwork placements in Health Sciences

University	New South Wales	Newcastle	Sydney
State	New South Wales	New South Wales	New South Wales
Name of Program	Global Education	Study Overseas/iLead Program	Faculty of Health Sciences Abroad (FHS)
Description	UNSW offers opportunities to obtain international experience via Practicum Exchange (2 weeks to 6 months) to gain research experience at a partner university or Short Courses and Study Tours (2 to 6 weeks) whether specialised courses at partner Universities can be arranged.	Options for overseas student mobility include: - international short (academic) courses between 2 and 6 weeks - international internships/placements	Under 'FHS Abroad,' senior students across all undergraduate and graduate entry master's programs have the opportunity to take part in international fieldwork placements. The 6 credit point elective units of study can be taken in Semester 1 or Semester 2 and involve working with non-government organisations and other development agencies for up to six weeks in a range of Faculty-elected locations across South and South East Asia.
Student academic eligibility requirements	Not stated	-complete 60 units in their current program - have a cumulative GPA of 4.5 or above in their current program (credit average)	Not stated
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Faculty specific (not stated) however UNSW has no Health Sciences faculty (only Medicine)	Not stated	Behavioural and Social Sciences in Health, Exercise and Sport Science, Medical Radiation Sciences, Occupational Therapy, Physiotherapy, Rehabilitation Counselling
Web link	http://www.international.unsw.edu.au/outbound-opportunities/opportunities-unsw-students-overseas/	http://www.newcastle.edu.au/international/study-with-us/study-abroad-and-exchange/study-overseas	http://sydney.edu.au/health-sciences/current-students/fhs-abroad.shtml
Date accessed	8/09/2014	12/09/2014	10/09/2014
Contacts	Ms Michelle Kofod, Global Education Programs	Study Overseas Office	FHS Abroad Coordinator, Charlotte Scarf

Table B continued: Website review of New South Wales Universities international fieldwork placements in Health Sciences

University	Technology Sydney	Western Sydney	Woollongong
State	New South Wales	New South Wales	New South Wales
Name of Program	Overseas Coursework	UWS Global Mobility	Global Student Mobility
Description	Several UTS courses include overseas practicum (faculty specific)	Students in fields of study involving clinical placements may have the opportunity to undertake a placement overseas	No information provided on overseas clinical placement opportunities. UoW have a student exchange program but this relates to semester based study and short courses (none relate to Health Sciences)
Student academic eligibility requirements	Faculty specific	Faculty specific	For exchange/short terms programs: - minimum requirement is a credit average (65%) with no subjects completed below a 'Pass' grade - have completed the equivalent of at least one full-time year of study (48 points)
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Outside Health Sciences	Nursing and Medicine	Not stated
Web link	http://www.uts.edu.au/current-students/opportunities/overseas-opportunities/overseas-coursework http://www.uts.edu.au/current-students/health/clinical-practice/clinical-placement-locations	http://www.uws.edu.au/globalmobility/goglobal	http://www.uow.edu.au/student/exchange/destinations/UOW024298.html
Date accessed	12/09/2014	12/09/2014	12/09/2014
Contacts	Clinical placement office, Faculty of Health	Clinical placements unit, nursing	Faculty of Science, Medicine and Health

Table B continued: Website review of New South Wales Universities international fieldwork placements in Health Sciences

University	Southern Cross	Australian Catholic
State	New South Wales, Queensland	New South Wales, Queensland, Victoria, South Australia, ACT
Name of Program	SCU Discovery	Faculty Led Study Tours
Description	Southern Cross University provides intensive study programs for 2-6 weeks. These programs range from research projects to learning experiences which include volunteering with teaching staff from your discipline area. Current short term programs are organised to Indonesia, Cambodia, China, Spain, and Hong Kong through the Schools	Study Tour programs are available within some of the ACU Faculties. Students advised to contact Course Coordinator on what is available. Currently, there are opportunities in China, Fiji, The Solomon Islands, Malta, Taiwan, Cambodia, Timor Leste, Vanuatu and The Philippines
Student academic eligibility requirements	Not stated	Not detailed on website
Credit/No Credit towards degree	Credit	Not stated
Disciplines	Non related to Health Sciences (Teaching, Arts, Environmental Science)	Not stated specifically
Web link	http://scu.edu.au/international/index.php/192	http://students.acu.edu.au/student_life/study_abroad_and_exchange/program_type_and_partner_institutions/other_international_activities
Date accessed	11/09/2014	28/08/2014
Contacts	Clinical Health Placements, School of Health and Human Services	Study Abroad office

Table C: Website review of Queensland Universities international fieldwork placements in Health Sciences

University	Bond	Central Queensland	Griffith
State	Queensland	Queensland	Queensland
Name of Program	Outbound Exchange from Bond	Outbound Mobility	Outbound Global Mobility - Short term and Study Abroad programs
Description	Health Professional Programs involve a substantial component of clinical placements. Master of Nutrition and Dietetics offer international placement.	Outbound Mobility offer students the opportunity to study overseas and earn credit toward their CQUniversity degree without adding time to the duration of their degree. The School of Nursing and Midwifery offer opportunities for international student placements (Nepal)	Short term and study abroad programs include Faculty led study tours or overseas prac/clinical placements
Student academic eligibility requirements	Must have achieved minimum 2 semesters with a GPA of at least 65%. Undergraduate students may apply from second semester at Bond, postgraduate from first semester.	Not stated	Different requirements dependent on Faculty
Credit/No Credit towards degree	Not stated	Credit	Credit
Disciplines	Various	Nursing	Pharmacy, Speech Pathology, Medicine (potentially others but not clearly stated)
Web link	http://bond.edu.au/faculties/health-sciences-and-medicine/internships-career-development/index.htm	http://www.cqu.edu.au/study/useful-info/study-abroad-in-australia http://www.cqu.edu.au/academic/hed/snm/about	http://www.griffith.edu.au/international/outgoing-exchange/short-term-programs http://www.griffith.edu.au/health/placement-essentials/school-course-information
Date accessed	8/09/2014	8/09/2014	5/09/2014
Contacts	Study Abroad and Exchange Office	Professor Kerry Reid-Searl School of Nursing and Midwifery	Jacki Broadbridge, Lecturer, Occupational Therapy Lois Sear (pharmacy placement coordinator)

Table C continued: Website review of Queensland Universities international fieldwork placements in Health Sciences

University	James Cook	Queensland Technology	Southern Queensland
State	Queensland	Queensland	Queensland
Name of Program	Short study programs	Study Tours (as part of Study Overseas and Exchange)	Study Abroad and Exchange - Health Placements
Description	Medical students have opportunity to undertake international clinical placements. In 2013, medical students completed 105 international clinical placements in 24 countries.	Nursing - opportunity to participate in a two week study tour in November each year to various locations (past destinations include China, Taiwan, USA, Norway), available to select group of second year undergraduate nursing students. Undergraduate public health and social work students undertake placements in Vietnam.	For clinical placements, students must successfully complete 840 clinical hours within the 6 clinical courses
Student academic eligibility requirements	Not stated	Not stated	Enrolled in Bachelor of Nursing course
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Medicine	Nursing, public health and social work	Nursing
Web link	http://www.jcu.edu.au/studentexchange/public/groups/everyone/documents/guide/jcuprd_055568.pdf http://www.jcu.edu.au/smd/medicine/medstudents/Clinicalelectivestudents/index.htm	https://www.qut.edu.au/health/industry-and-community/international-projects https://www.qut.edu.au/health/courses-and-study/study-overseas-and-exchange	http://www.usq.edu.au/current-students/assessment/health-placements http://www.usq.edu.au/current-students/assessment/health-placements
Date accessed	17/09/2014	17/09/2014	17/09/2014
Contacts	School of Medicine	Faculty of Health	USQ Toowoomba Professional Experience Placements USQ Fraser Coast Professional Experience Placements

Table C continued: Website review of Queensland Universities international fieldwork placements in Health Sciences

University	Sunshine Coast	Queensland
State	Queensland	Queensland
Name of Program	GO Program	Fieldwork Program (Social Work) and School of Health and Rehabilitation Sciences Intercultural Student Placement Program
Description	Study Overseas Short-Term Programs incorporate Work Place Learning and study tours.	Social Work degrees have opportunities for students in their final year to have a clinical placement overseas. In 2014, final year students enrolled in Bachelor of Physiotherapy, Bachelor of Occupational Therapy, Bachelor of Speech Pathology and Master of Occupational Therapy will travel to Vietnam and East Timor and will work with children and gain unique practical experience in multidisciplinary teams.
Student academic eligibility requirements	Not stated	Not stated
Credit/No Credit towards degree	Credit	Credit
Disciplines	Biomedical Science (potentially others but not clearly outlined)	Social Work, Health Sciences (Physio, OT, Speech pathology)
Web link	http://www.usc.edu.au/study/courses-and-programs/study-overseas-go-program/short-term-programs# http://www.usc.edu.au/study/courses-and-programs/study-in-the-workplace-internships	http://www.uq.edu.au/swahs//?page=159065 http://www.shrs.uq.edu.au/docs/SchoolMeetings/Vietnam_SHRSpres_2014.pdf
Date accessed	17/09/2014	4/09/2014
Contacts	Dr Mark Holmes, Biomedical Science Discipline Leader	Ruth Dunwoodie, Manager, Clinical Education Unit

Table D: Website review of South Australian Universities international fieldwork placements in Health Sciences

University	Flinders	Adelaide	South Australia
State	South Australia	South Australia	South Australia
Name of Program	Learn Without Borders	Global Engagement Office	Global Experience Program
Description	Nursing and Midwifery have international clinical placements (six weeks) in Canada and Denmark. Flinders University also have an official WIL policy:	Open Access Student Mobility focuses on finding opportunities for all students to participate in international placements.	Global Experience offers a range of overseas study tour and placement opportunities throughout the year, all of which offer credit towards UniSA degree.
Student academic eligibility requirements	•have achieved an overall GPA of 5.0 following completion of one semester (18 units) of their current program of study; or •have achieved an overall GPA of 4.0 following completion of at least one year of their current program of study (36 units); •are enrolled as a full-time student at the time of the proposed exchange.	Not specified (indicated being revised)	• At least 36 units (8 courses) in undergraduate UniSA degree. • Minimum GPA of 4.0 and no more than 2 fails in current degree • Program Director must approve your participation in the study tour to count as one elective course in your UniSA program.
Credit/No Credit	Credit	Not stated	Credit
Disciplines	Nutrition, Nursing/Midwifery Psychology and Behavioural Science Speech Pathology	Various	Health Sciences (general)
Web link	http://www.flinders.edu.au/international-students/student-exchange-study-abroad/outbound/outbound_home.cfm http://flinders.edu.au/nursing/international-students-&-programs/	http://www.adelaide.edu.au/pvci/learning/	http://w3.unisa.edu.au/health/cpu/default.asp http://www.unisa.edu.au/Student-Life/Global-opportunities/Global-Experience/Go-overseas-with-Global-Experience/
Date accessed	2/09/2014	2/09/2014	2/09/2014
Contacts	Annette Stenberg School of Nursing & Midwifery	Mr Chris Hoffman, Manager, Global Learning	Clinical Placement Unit, Health Sciences Division Coordinator, Global Placements

Table E: Website review of Victorian and Tasmanian Universities international fieldwork placements in Health Sciences

University	Deakin	Federation	LaTrobe
State	Victoria	Victoria	Victoria
Name of Program	Global Citizenship Program	Study Abroad and Exchange	LaTrobe International
Description	As part of the Global Citizenship Program, study tours or field schools are intensive programs led by the faculties at Deakin. They typically run for 2-3 weeks and offer students the opportunity to combine study and cultural immersion whilst gaining credit towards your degree.	Semester exchange offered - no mention of short courses or international fieldwork/clinical placements	Options are provided for short term programs which include: - short term academic programs - clinical placements - internships - volunteering opportunities
Student academic eligibility requirements	Not detailed on website	Not stated	Not stated
Credit/No Credit towards degree	Credit	Credit	Credit
Disciplines	Variety	Disciplines not specifically stated	Nursing, Oral Health (other Health Science disciplines indicated but not outlined specifically)
Web link	https://study-abroad.deakin.edu.au/index.cfm?FuseAction=Abroad.ViewLink&Parent_ID=0&Link_ID=B83DFB64-97BC-8C70-AFCB006D57066F66	https://federation.edu.au/international/education-partnerships/study-abroad-and-exchange-programs	http://www.latrobe.edu.au/study/exchange-and-study-abroad/study-overseas/study-trips
ate accessed	27/08/2014	18/09/2014	27/08/2014
Contacts	Victoria Heron, Global Student Mobility Manager, Luke Seacombe Global Mobility Adviser		Ronald Knevel (Oral Health), Sonia Reisenhoefer (Nursing)

Table E continued: Website review of Victorian and Tasmanian Universities international fieldwork placements in Health Sciences

University	Monash	Royal Melbourne Institute of Technology	Melbourne
State	Victoria	Victoria	Victoria
Name of Program	Monash Abroad	Not stated	Melbourne Global Mobility
Description	Medicine, Nursing and Health Sciences have specific clinical placements with length and location varying across disciplines.	International fieldwork placement in final year	Range of placements, including short-term mobility placements ranging between two and six weeks.
Student academic eligibility requirements	Not stated - specific to faculty	Not stated on website	Not stated
Credit/No Credit towards degree	Not stated - specific to faculty	Not stated	Not stated
Disciplines	Medicine, Honours Degree Bachelor of Medical Science, Nursing Clinical placements, psychology, social work.	Bachelor of Health Science/Bachelor of Applied Science (Chiropractor)	Nursing, Physiotherapy, Medicine
Web link	http://www.monash.edu.au/careers/students-grads/work-integrated-learning/med-nursing-health.html http://www.monash.edu.au/study-abroad/outbound/faculty-programs/medicine-nursing-health/	http://www.rmit.edu.au/programs/bp280	http://www.mobility.unimelb.edu.au/outbound/exchange/advisors/mdhs.html http://www.mobility.unimelb.edu.au/outbound/index.html
Date accessed	26/08/2014	26/08/2014	28/08/2014
Contacts	Medicine - Amelia Donaldson Nursing - Virginia Plummer Psychology - Deborah Krasey, Meredith Cole Social Work - Marija Dragic		Nursing - Robyn Faulkner Physiotherapy - Mr Rob LoPresti

Table E continued: Website review of Victorian and Tasmanian Universities international fieldwork placements in Health Sciences

University	Victoria	Tasmania
State	Victoria	Tasmania
Name of Program	Study Overseas	Global Engagement - Study Abroad
Description	As part of Study Abroad program, short courses and programs give students the opportunity to study overseas for a few short weeks.	Discipline specific destinations for either 1 or 2 semesters or short course/clinical placements. In relation to Health Sciences - Nursing, Medicine
Student academic eligibility requirements	Achieve a credit average Undertaken at least one year of degree at Victoria University	Credit average of 5.0 GPA or more Meet Faculty specific criteria Have completed at least one full year at UTAS
Credit/No Credit towards degree	Credit	Credit
Disciplines	Sports Sciences (Finland), Paramedic, Nursing (Vietnam)	Nursing, Medicine
Web link	http://www.vu.edu.au/student-life/study-overseas/short-courses-programs	http://www.utas.edu.au/global-engagement/study-abroad http://www.utas.edu.au/nursing-midwifery/professional-experience-program/exchange-programs/students-going-overseas
Date accessed	24/09/2014	17/09/2014
Contacts	Education Abroad	Student Mobility Office Annette Marlow (Nursing)

Table F: Website review of Western Australian Universities international fieldwork placements in Health Sciences

University	Curtin	Edith Cowan	Murdoch
State	Western Australia	Western Australia	Western Australia
Name of Program	Go Global	Study Tours	Study Abroad and Study Tours
Description	4 week placements in Cambodia, China, India and Vietnam.	Study Tours are group programs led by an academic staff member and can run from 1-6 weeks in length	Faculties offer specific study abroad, study-tours or placements including Nursing and Chiropractic Schools
Student academic eligibility requirements	Must be in final year (Health Sciences) Course Weighted Average of 60% or more	Weighted Average Mark (WAM) of 50 Completed at least 60 credit points towards ECU degree	Different requirements for different schools
Credit/No Credit towards degree	Not for credit	Not stated	
Disciplines	Health Science	Health, Science and Engineering Faculty - School of Nursing and Midwifery	Nursing and Chiropractic
Web link	http://healthsciences.curtin.edu.au/local/docs/GG_2015__Info_Pack_Final_120814.pdf	https://www.ecu.edu.au/international/study-overseas/study-tours http://www.ecu.edu.au/schools/nursing-and-midwifery/news-and-events/snm/2012/01/final-year-nursing-students-complete-clinical-placement-in-manila http://www.ecu.edu.au/schools/nursing-and-midwifery/community-activity	http://our.murdoch.edu.au/Student-life/Join-in/Overseas-study-opportunities/Other-Study-Abroad-Opportunities/ http://our.murdoch.edu.au/Student-life/_document/Study-Abroad/List-of-Study-Abroad--Study-Tour-options
Date accessed	26/08/2014	26/08/2014	10/09/2014
Contacts		Miss Jacqueline Sawle, Clinical Skills Facilitator	Professor Bruce Walker (Chiropractic) Mark Hecimovich (Exercise Science) Caroline Brown (Nursing) Nygell Topp (Nursing)

Table F continued: Website review of Western Australian Universities international fieldwork placements in Health Sciences

University	Notre Dame	Western Australia
State	Western Australia	Western Australia
Name of Program	Study Abroad	International Centre - Short Term Programs
Description	Specific courses with clinical placement have opportunities to undertake these abroad.	Short term programs are offered by a number of UWA faculties. School of Medicine has a unit which comprises of a minimum six-week clinical elective placement in a medical-related workplace overseas.
Student academic eligibility requirements	Different requirements for different schools	(Medicine) - successful completion of Level 5 of the MBBS course
Credit/No Credit towards degree	Credit	Credit
Disciplines	Nursing, Medicine,	Medicine
Web link	http://www.nd.edu.au/fremantle/schools/nursing/staff/darrenfalconer.shtml	http://units.handbooks.uwa.edu.au/units/imed/imed6603
Date accessed	6/09/2014	17/09/2014
Contacts	Darren Falconer, Clinical Supervisor for international placements Sharon Bell, Aboriginal, Rural and Remote Medical placement	Katherine Edhouse – Placement Coordinator

Appendix C – eDelphi Round 3 statements by importance ranking

Statements	% importance
1. Information requirements prior to an international fieldwork placement	
1.1 It is recommended students should be provided with the following fieldwork site specific information:	
a. Site occupational Health and Safety briefing	92
b. Contact details for site and supervisors, and communication procedures	100
c. Common challenges/dilemmas that may be faced (e.g. practical tips from peers from previous placements)	100
d. Caseload	76
e. Types of tasks they will be involved in	96
1.2 Students should be provided with the curriculum for the placement which includes:	
a. Where the placement fits within their course/degree	96
b. The purpose and learning objectives/outcomes of the placement	100
c. Expectations for placement, including roles and responsibilities during the placement	100
d. The structure of the placement	100
e. Their scope of practice during the placement	96
f. The discipline specific pre-requisite knowledge	100
g. The assessment tasks	96
1.3 Students should be provided with the following information related to their ***professional practice and knowledge***.	
a. Expectations regarding professional and ethical behaviour	100
b. Critical reflective practice and evaluation tools	84
c. Conflict management strategies	88
d. Discipline specific knowledge and skills	96
e. Professional indemnity (e.g. legal and insurance matters)	88
1.4 Students should have the following ***cultural information*** for the host country.	
a. Cultural awareness and strategies for appropriate verbal and non-verbal behaviour	92
b. Social determinants of health specific to host country	92

Statements	% importance
c. Social, political and health landscape of host country	92
d. General knowledge of the host country (e.g. via self-study)	88
e. Commonly used phrases of the local language of host country (if necessary)	84
1.5 Students should have essential ***travel information*** **that includes:**	
a. Passport and visa requirements	92
b. Travel insurance	96
c. Personal safety (DFAT safety ratings)	72
d. What to take	44
e. Referral to GP or travel doctor for general healthcare during travel	52
f. Accommodation	64
g. Hygiene	48
h. Incidents and accidents policies and procedures	68
i. Emergency and disaster management information (in host country and in Australia)	76
j. Financial information (costs relating to travel/ placement)	64
k. Tentative itinerary	52
2. Identifying and developing desirable attributes and capabilities prior to international fieldwork	
2.1 *Self-efficacy capabilities*:	
a. Coping skills and resilience	96
b. Ability to be self-sufficient	92
c. Self-motivated	92
d. Ability to manage risk	92
e. Flexible and adaptable to new or unexpected situations	100
f. Open to new experiences	100
2.2 *Communication skills:*	
a. conflict resolution	92
b. team work (e.g. ability to negotiate, listen and , build relationships)	100

Statements	% importance
2.3 P*rofessional knowledge and skills*:	
a. Reflection/reflective practice skills	96
b. Leadership skills (time management, team management, and ability to organise and multitask)	80
c. Enthusiastic and passionate about discipline and professional practice	96
d. If relevant to the placement, discipline specific skills (clinical reasoning, role clarification, interprofessional skills)	100
2.4 L*earning abilities*:	
a. Curious and inquisitive	84
b. Ability to problem solve (with guidance if necessary)	92
c. Self-awareness and willingness to learn from others	96
d. Ability to seek help/feedback when necessary	92
e. Ability to give and receive constructive feedback	92
f. Ability to improvise (that is "think on feet")	88
2.5 C*ultural abilities*:	
a. Able to self-regulate in a culturally appropriate way (e.g. patient, tolerant, thoughtful, respectful and humble)	100
b. Genuine and respectful interest in people from different cultures. (i.e. ability to understand the person and context to which they are interacting)	100
c. Community spirited/minded	76
d. Culturally sensitive	100
e. Have basic language skills (if necessary)	60
3. Approaches to ensure student preparedness prior to an international fieldwork placement	
3.1 Selection Process It is recommended that ***a selection process is used to identify appropriate students for placement.*** The selection process should be relevant to the fieldwork context and appropriate to the resources available. The following features of a selection process are recommended:	
a. An application process (written or other formats) that requires students to address selection criteria. For example, reflect on cultural perspectives of the country they intend to visit and reasons they want to undertake the placement.	84
b. Screen applicants for acceptable academic standards (determined by the context of the fieldwork placement)	80

Statements	% importance
c. Travel supervisors and academic staff monitor student progress prior to placement	76
d. Interview applicants	64
3.2 ***Timing of the fieldwork preparation program*** *should allow adequate time to prepare students and is conducted when students can focus.*	96
3.3 A ***combination of delivery methods*** for the fieldwork preparation program should include any combination of the following:	
a. face-to-face (physical or synchronous virtual) meetings/workshops/presentations/information sessions held individually or in group	96
b. Hard copy resources (written documentation)	72
c. Online resources	84
d. Apps	12
e. Social media (e.g. Facebook, Moodle)	36
3.4 It is recommended that preparatory sessions are conducted ***face-to face (either physical or synchronous virtual)*** and incorporate the following: :	
a. ***Compulsory*** for all students	92
b. Interactive training and discussion	92
c. Open and direct about known challenges	100
d. An emergency plan that everyone is aware of and familiar with	96
3.5 ***A range of stakeholders (on-campus)*** should be involved in the preparation program which consists of:	
a. Past students to provide insights into experiences and practical tips.	76
b. Experienced clinical staff/experts	96
c. University staff	80
d. Key staff at host site (if available)	68
e. International students from the host country (if available)	36

Statements	% importance
3.6 An ***on-site orientation, prior to the commencement of the fieldwork component*** for students to meet key staff who will guide and provide support during the first weeks of placement.	96
3.7 It is recommended ***pre departure assessments*** are utilised ***to ensure the attainment of knowledge about the fieldwork site*** including:	
a. Research on the placement (e.g. addressing activities, challenges, safety, housing, support and resources)	76
b. Basic understanding of public health care and global public health issues	64
3.8 If students are travelling in a group, ***pre-departure team building activities*** are recommended. A range of activities, either student- or staff-initiated, that may consist of:	
a. Social events (e.g. casual catch up coffee sessions, dinners relevant to the country and culture)	40
b. Meet and greet sessions with key people involved in placement	84
c. Case studies and scenario based group work	60
d. Mentoring from senior students who have been to the placement	48
4. Supervision model	
4.1 Flexible and adaptable supervision model	
a. The learning objectives/outcomes of the placement (clinical/hands-on or experiential, high or low risk, length of placement)	100
b. Nature of placement and area of practice (e.g. single, multi-disciplinary or interprofessional; caseload; size of group: single or large group of students)	100
c. Level of students' competence (skills and competencies, year of progression in their degree)	96
d. Nature of organisation and context of placement (e.g. country of placement, environmental risks, degree of support from host)	100
e. Needs and capacity of placement/host site (focus on building a strong, collaborative partnership with placement site)	96
f. Supervisor skills, commitment and availability (discipline specific or mentor/facilitator, staff student ratio, frequency, onsite vs. distance)	100
4.2. To facilitate student learning, there should be a ***low supervisor: student ratio of less than 1:10*** (range 1:3 to 1:8) which should be determined by the nature/type of placement, the placement context/location and clinical risks.	84
4.3. Good access to supervisors	

Statements	% importance
a. Onsite supervision for at least 50% of the placement in the early stages to support clinical, communication and reasoning skills and tapering off to collaborative/consultative supervision for other 50% of the placement using technology (e.g. Skype)	88
b. Good access to a (local) onsite supervisor, to support learning and respond to and deal with students' issues or needs	96
c. Access to a discipline specific supervisor (on site or distance)	80
d. For a high risk placement the supervisor should be on site and from the same discipline as the student	76
e. Use of alternative supervision models (e.g. Skype, Face Time) for geographically remote areas or if staff are unable to travel with students.	92
4.4 To facilitate learning during the placement, it is recommended that the **supervisors** (either local or Australian) have the following **attributes, experience and qualifications:**	
a. Responsive, flexible and student-centred	100
b. Capacity to mentor students to facilitate reflection and make meaning from experience	96
c. Recent knowledge of clinical areas, and learning theories	96
d. Experienced in supervising and overseas placement	76
e. Negotiation skills	88
f. Local practicing health professional (registered in the local host country if applicable)	56
g. Australian registered health professional (if required by the accreditation body of the course)	92
h. University academic	40
4.5 To facilitate student learning, it is recommended that a ***well-established student-supervisor working relationship*** be facilitated through:	
a. Establishing learning plans pre departure to explicitly outline expectations (including feedback mechanisms) of student and supervisor	80
b. Developing mutual, reciprocal and respectful relationships in which the supervisor mentors students to consider their practices, make meaning from their experiences and journey towards professional goals-	96
c. Conducting daily debriefs to optimise key learning and link theory, practice and reflection on cultural differences	80
d. Including structured peer supervision sessions	60

Statements	% importance
4.6 To facilitate student learning in an **interprofessional group of students**, it is recommended that there should be at least two supervisors available to the students; an interprofessional facilitator/mentor and discipline-specific clinical supervisor throughout the entire placement (combination of onsite and distance from local and Australian-based supervisors).	56
5. Key learning outcomes for students participating in an international fieldwork program	
5.1 ***Develop an international healthcare perspective*** in the fieldwork site that they are in. This encompasses:	
a. An awareness of the healthcare system in the setting and acknowledge the associated benefits and challenges	100
b. Ability to critically compare and contrast Australia and host country healthcare systems	84
c. Understand the way social determinants of health contribute to health outcomes in the host setting	92
5.2 ***Deliver culturally appropriate healthcare services*** that include the ability to develop	
a. appropriate action plans to enhance current and future practice relevant to the cultural setting	92
b. culturally appropriate and sustainable resources	100
c. an understanding and ability to apply different consultative models of practice/service delivery	84
5.3 ***Develop cultural competence*** in the placement setting which include:	
a. Experience of and reflection on 'otherness', the social/cultural identity they have developed and the social/cultural identities of other groups	88
b. An awareness of cultural differences and sensitivity to different cultural, social and healthcare practices	100
c. An appreciation of culture and population	92
d. An appreciation of the need for cultural competence	96
e. Basic language phrases (where appropriate) for the setting they are in.	92
5.4 ***Further develop professional skills and capabilities*** that include:	
a. Enhanced professional awareness across cultural contexts	100
b. The ability to adapt professional practice to different context and healthcare needs	96
c. Increased awareness of legal and ethical practices in the cultural setting they are in	88
d. The ability to train and work with interpreters	88
e. Other generic skills from their course (time management, decision making, teamwork, understanding professional responsibilities, professional communication and training others)	100

Statements	% importance
5.5 ***Tailor communication to a diverse range of stakeholders*** in the cultural setting they are in.	92
5.6 ***Create an awareness of what it means to be a global citizen***	92
5.7 **Further develop self-efficacy skills and capabilities** (resilience, confidence and adaptability awareness of self and others; organisational skills).	96
6. Optimal approaches or tools to assess learning outcomes	
6.1 ***Reflective practice*** facilitated through	84
a. The use of reflective diary/journal to reflect on their performance	48
b. Sharing student reflective journals with supervisor and discussed	96
c. Regular discussion between supervisor and students to help students reflect on and develop specific attributes for personal and professional development (e.g. what they have learned still need to learn, achievements, expectations, attitudes and strategies for improvement).	
6.2 ***Regular and timely formative feedback from supervisor and relevant key stakeholders*** throughout placement.	96
6.3 ***Learning Plan*** **Establish an achievable learning plan with opportunities for review**, prior to placement. This learning plan should align to the curriculum and the learning objectives/outcomes of the placement.	76
6.4 ***Standardised assessment tool***	
a. Use a relevant standardised assessment tool (generic or discipline specific).	88
b. Students grade themselves before each formal assessment.	56
6.5 ***Students report on their achievement or learning through presentations.*** This can be in various formats (oral, written, audio-visual, portfolio, individual or group) or in combination of these formats.	80
7. Optimal strategies to provide students with feedback on learning	
7.1 Recommended strategies to provide students with feedback during an international placement (either onsite or remotely) include	
a. using regular and timely individualised formative feedback	96
b. constructive feedback to encourage reflective practice (regular review of learning goals; identifying strengths and areas and strategies for improvement)	92
c. formative feedback from multiples sources (onsite, local and Australian supervisors)	76

Statements	% importance
d. utilising a range of formats for feedback, singly or in combination (verbal, written, and/or structured assessment tools) where appropriate to the placement	92
e. conducting regular debriefing activities (individually or in a group where appropriate) during and after placement	96
f. optimising student's receptiveness to feedback by ensuring adequate time and preparation for receiving and responding to feedback (so that students have 'headspace' to take on board and reflect on feedback)	88

Appendix D: References

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