

**International Health
School of Nursing and Midwifery**

**An investigation into whether Curtin University's Go Global
program increases employability: Perceptions of Go Global
graduates and teaching staff**

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**This thesis is presented for the Degree of
Masters by Research
of
Curtin University**

April 2015

DECLARATION

To the best of my knowledge and belief this thesis contains no material previously published by any other person except where due acknowledgement has been made. This thesis contains no material which has been accepted for the award of any other degree or diploma in any university.

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ABSTRACT

In recognition of escalating globalisation and a growing diversity in local populations, there is a demand for healthcare professionals with cultural competence. Universities are placing more emphasis on international fieldwork as a mechanism to address the need to produce ‘employable’ graduates for the global environment. While anecdotal evidence suggests international fieldwork enables students to develop practical skills and capabilities such as cultural competence, there is little empirical research investigating whether international fieldwork enhances employability, the specific learning benefits of these experiences, and the components of international fieldwork that contribute to this learning.

This study aimed to investigate how Curtin University Health Sciences’ graduates and teaching staff perceived the value of an international fieldwork experience in building the following fourteen generic graduate attributes: (1) Work related knowledge and skills, (2) Writing clearly and effectively, (3) Speaking clearly and effectively, (4) Thinking critically and analytically, (5) Analysing quantitative problems, (6) Using computing and information technology, (7) Working effectively with others, (8) Learning effectively on your own, (9) Understanding people of other racial and ethnic backgrounds. (10) Solving complex, real-world problems, (11) Developing a personal code of values and ethics, (12) Contributing to the welfare of your community, (13) Developing general industry awareness, and (14) Understanding different social contexts.

An online version of the Graduate Employability Indicators developed by Oliver (2011) was completed by 49 graduates and 15 teaching staff of an international fieldwork program. The intention was to, firstly, measure their opinions on the importance of graduate attributes to employment success and, secondly, their perceptions of whether international fieldwork contributes to the development of generic graduate attributes. A similar questionnaire was completed by 105 Health Sciences students who did not participate in international fieldwork to determine the extent to which a typical Health Sciences course facilitates generic graduate attributes. A focus group discussion was also conducted with eight graduates of an international fieldwork program to gain a deeper understanding of the skills and attributes developed from an international fieldwork experience, as well as the components of international fieldwork which facilitate students to achieve those graduate attributes.

Findings from the Graduate Employability Indicators showed that graduates and teaching staff of an international fieldwork program perceived that international fieldwork experiences enhanced important employability skills. More than 90% of the graduates sampled identified that the international fieldwork experience developed the following graduate attributes (1) Understanding people of other racial and ethnic backgrounds, (2) Understanding different social contexts, (3) Contributing to the welfare of communities, and (4) Working effectively with others. One hundred percent of teaching team respondents indicated that international fieldwork developed the following graduate attributes: (1) Understanding people of other racial and ethnic backgrounds (2) Understanding different social contexts (3) Contributing to the welfare of communities (4) Working effectively with others (5) Solving complex, real-world problems (6) Learning effectively on your own, and (7) Developing a personal code of values and ethics.

A comparison of the perceptions of Health Sciences' graduates who participated in international fieldwork with those who did not revealed that significantly more international fieldwork graduates believed the experience developed attributes relating to (1) Teamwork, (2) Intercultural understanding, (3) Problem-solving, (4) Values and ethics, (5) Community engagement, and (6) Social contexts. In contrast, significantly more Health Sciences' graduates (who did not participate in an international fieldwork placement) believed their course developed attributes relating to (1) Writing, (2) Analysing quantitative problems, (3) Using ICT, and (4) Industry awareness.

Qualitative data obtained from the Graduate Employability Indicators and the focus group discussion revealed that graduates and staff of international fieldwork also believe that the experience develops capabilities relating to interprofessional practice, communication, cultural sensitivity, leadership, problem-solving, resilience, empathy and compassion, and linking theory to practice.

Specifically, the focus group discussion identified important international fieldwork program components that facilitated these learnings. These included (1) pre-departure orientation, (2) group counselling sessions, (3) an interprofessional team structure, (4) an indirect supervision model, (5) the opportunity to work in a resource-poor environment, (6) a four-week placement duration, (7) reflective journal writing and, (8) regular, structured debrief sessions.

Findings of this study therefore suggest that international fieldwork can facilitate the development of important graduate attributes that will serve to build the capacity of the future global health workforce. In particular, intercultural understanding, interprofessional practice capabilities and the ability to navigate varying social contexts. These findings can help to inform curriculum design and the academic community, employers, and students who take part in international fieldwork by providing evidence to demonstrate that international fieldwork can enhance graduate employability.

ACKNOWLEDGEMENTS

I wish to express my gratitude to all those who have helped me in the completion of this study. I would like to take this opportunity to convey my sincere appreciation to Curtin University for the scholarship awarded to me to enable me to complete this study.

My thanks and appreciation goes to my Faculty Graduate Studies Administrator, Dean Newman, for his guidance and advice throughout my study. I am very indebted to my supervisors, Dr BK Tan and Dr Helen Flavell for their constructive ideas, insight, guidance and patience. Without their support and encouragement I would not have completed my study.

I wish to record my special appreciation to Professor Beverly Oliver for providing me with the inspiration and method to undertake this study and Dr Rosie Meng for her invaluable and highly appreciated advice and guidance with regards to data analysis and computation.

Lastly, I thank all respondents involved in the survey for their cooperation.

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LIST OF ABBREVIATIONS

ABS	Australian Bureau of Statistics
AGS	Australian Graduate Survey
ALTC	Australian Learning and Teaching Council
APC	Australian Physiotherapy Council
AUSSE	Australian Survey of Student Engagement
AWPA	Australian Workforce and Productivity Agency
BIHECC	Business Industry and Higher Education Collaboration Council
CEQ	Course Experience Questionnaire
CLA	Collegiate Learning Assessment
DEEWR	Department of Education Employment and Workplace Relations
DEST	Department of Education Science and Training (transferred to the Department of Education, Employment and Workplace Relations (DEEWR) in 2009)
DIISRTE	Department of Industry Innovation Science Research and Tertiary Education
FGD	Focus Group Discussion
GDS	Graduate Destination Survey
GEI	Graduate Employability Indicators
GPS	Graduate Pathways Surveys
GCA	Graduate Careers Australia
HEC	Higher Education Council
HERDSA	Higher Education Research and Development Society of Australasia
HWA	Health Workforce Australia

IEAC	International Education Advisory Council
NSSE	National Survey of Student Engagement
OLT	Office of Learning and Teaching
PREQ	Postgraduate Research Experience Questionnaire
RMIT	Royal Melbourne Institute of Technology
SPSS	Statistical Package for the Social Sciences
TEQSA	Tertiary Education Quality and Standards Agency
USEM	Acronym for Knight and Yorke's (2004) model of employability representing: Understanding, Skilful practices, Efficacy beliefs and Meta-cognition
WCPT	World Confederation for Physical Therapy
WFOT	World Federation of Occupational Therapists
WHO	World Health Organization
WIL	Work-Integrated Learning

DEFINITIONS

Employability: The achievement of “the skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations” (Yorke, 2006, p 8).

Globalisation: The process of international integration arising from the interchange of world views, products, ideas and other aspects of culture (Ioannou, Mechili, Kolokathi & Diomidous, 2013, p. 1).

Go Global: An interprofessional, international fieldwork program offered at Curtin University in Western Australia to students across the Faculty of Health Sciences (www.healthsciences.curtin.edu.au/international/go_global.cfm).

Graduate attributes: For the purpose of this study the term refers to “the skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations” (Yorke, 2006, p. 8)

Health Sciences: A term used to describe discipline-based courses in the health professions. At Curtin University these include Exercise Sports and Rehabilitation Science, Food Science and Technology, Health Information Management, Health Promotion, Health Safety and Environment, Health Sciences, Human Biology, Preclinical, Laboratory Medicine, Medical Imaging Science, Midwifery, Molecular Genetics and Biotechnology, Nursing, Nutrition, Occupational Therapy, Oral Health Therapy, Paramedicine, Pharmacy, Physiotherapy, Psychology, Social Work and Speech Pathology.

Higher Education Institutions: In this study, the term ‘higher education institution’ will be used interchangeably with ‘university’, implying a shared meaning. In the context of this study, this meaning does not include Technical and Further Education (TAFE) providers or private colleges.

International fieldwork: For the purpose of this study: clinical placements during tertiary study that occur in countries other than where the students received their academic preparation.

New graduate: In this study a ‘new graduate’ is defined as someone with one or less than one year of work experience related to their field of study.

Work-integrated learning: An umbrella term used for a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum (Patrick, Peach, Pocknee, Webb, Fletcher & Preto, 2008).

CHAPTER 1: INTRODUCTION

1.1 Introduction to the Study

This study investigated whether international fieldwork undertaken during tertiary education enhanced students' development of generic graduate attributes. This chapter provides a general overview of the background to the study (section 1.2), followed by a description of context, including the drivers for graduates with the capabilities essential for employment in a global workforce (section 1.3), responses to these drivers such as the internationalisation of the curriculum (section 1.4) and an overview of the current research in the area of international fieldwork (section 1.5). The chapter then details the aims and objectives of the study (section 1.6) and its significance (section 1.7). This is followed by an overview of the thesis, including the structure used to present the thesis (section 1.8).

1.2 Overview of Background to the Study

This study focussed on higher education in the Australian context and explored the pedagogical assumptions underpinning international fieldwork as a means of enhancing graduate employability. Numerous 'international experiences' are currently available to Australian university students, with a scoping review of outbound mobility activities in Australian higher education institutions by Malicki (2013) identifying a total of 1,149 overseas study options being offered to students across 31 Australian universities. These learning experiences include short-term academic programs, study tours, internships, clinical practicum, language study options, volunteering, research opportunities, fieldwork programs, and conference attendance. However, despite their popularity, evidence of the impact of such experiences on graduate employability has been seldom measured (Barker, Kinsella & Bossers, 2010; Crossman & Clarke, 2010). This study focussed on 'international fieldwork', which is introduced in section 1.5 of this thesis, and investigated its value in supporting students to develop important graduate attributes for employment.

Graduate employability has become an increasing focus of Australian higher education, with the expectation being that all courses and teaching programs offered by universities meet certain criteria that promote student employability (Precision Consultancy, 2007). While 'getting a job' seems to be a straightforward concept, the notion of employability and what it

means to be employable can be contentious (Gazier, 1998; Jackson, 2010, 2013). A widely accepted definition of ‘graduate employability’ contends that it is the achievement of “the skills, understandings and personal attributes that make graduates more likely to gain employment and be successful in their chosen occupations” (Yorke, 2006, p. 8). It is generally accepted or assumed that in order to be ‘employable’, graduates must possess a complex set of skills, characteristics and abilities commonly referred to as *generic graduate attributes* (Yorke, 2006).

Whilst employability has been a focus for some time, graduate attributes have not been static and continuously evolve. For example, the globalisation and internationalisation of society and industry as brought about a demand for personnel with knowledge and understanding of cultural issues, as well as the capacity to manage international relationships and a culturally-diverse workforce (Earley, Ang, & Tan, 2006; Ledwith & Seymour, 2001; Mak, Barker, Logan & Millman, 1999). Moreover, there is a growing demand for employees who are able to solve problems, innovate and collaborate with culturally diverse individuals both locally and internationally (Crossman, 2008). Fielden, Middlehurst and Woodfield (2007) claimed that employers now look for graduates with first-hand experience of living and working amongst other cultures, which is reinforced by Archer and Davison (2008, p. 5), who asserted that within today’s globalised context “Employers value graduates who have a global perspective”. Australian universities are under increasing pressure to produce graduates who will be competitive in a globalised economy (Jones, Torezani, & Luca, 2012). Consequently, key drivers for higher education providers include the expectation to produce highly ‘employable’ graduates who are equipped with the skills and attributes needed to be successful in the 21st century.

The health workforce is no exception to this premise given the need for medical and allied health professionals to possess the knowledge, skills and attributes required to work effectively in an increasingly globalized and culturally diverse work place (Balandin, Lincoln, Sen, Wilkins, & Trembath, 2007). Together with this demand, there is an emphasis on health professionals needing to possess interprofessional capabilities to meet workforce and community needs (Brewer, Flavell, Davis, Harris, & Bathgate, 2014). Such capabilities include communication, reflective skills, team function, conflict resolution and client-centred care (Barr, 1998; Walsh, Gordon, Marshall, Wilson, & Hunt, 2005; Wood, Flavell, Vanstolk, Bainbridge, & Nasmith, 2009). The World Health Organization (WHO), for example, argues

that due to changes in population demographics there is a need for graduates with the capabilities to work collaboratively in interprofessional teams to deliver high quality, safe client care (World Health Organization, 2010).

1.3 Delivering Graduates with the Capabilities that Count

The importance and relevance of graduate skills is now recognised not only by higher education institutions and professional industry bodies, but also by governments and accrediting bodies for quality assurance (Treleavan & Voola, 2008). There is a growing emphasis worldwide on demonstrating student learning outcomes with universities being increasingly scrutinised by quality assurance organisations (Krause, Barrie, Scott, Sachs, & Probert, 2012). For example, Australian universities are now required, at a minimum, to include in their operational plans a statement of the generic outcomes of a university education, as a condition of funding (Barrie, 2006). “Institutions will be required to demonstrate that their graduates have the capabilities that are required for successful engagement in today’s complex world.” (Australian Government, 2009, p. 31).

Within the Australian context, the Labor Rudd Government launched a major review of the Australian higher education sector in 2008 to examine its future direction and “its fitness for purpose in meeting the needs of the Australian community and economy, and the options for reform” (Bradley, Noonan, Nugent, & Scakes, 2008, p. 9). This review (known as the Bradley Review) highlighted the need for a “comprehensive approach to measuring and monitoring the level of student engagement and the total student experience”; aligning the student experience with the achievement of learning outcomes (Bradley et al., 2008, p. 78). One objective of the proposed system of accreditation and quality assurance was to ensure that employers can have confidence in the quality of education provided to their current or potential employees (Bradley et al., 2009). Subsequently, the Australian Government accepted the majority of the Bradley Review’s recommendations and introduced a range of measures including the creation of a national body with responsibility for regulation and quality assurance; the Tertiary Education Quality and Standards Agency (TEQSA) (Department of Education Employment and Workplace Relations, 2009). This Agency is a single regulator for the sector with a suite of new performance measures of the student experience (Department of Education, Employment and Workplace Relations, 2011). The launch of TEQSA and the emphasis on quality and transparency of higher education means that Australian universities must now demonstrate that their courses meet threshold academic standards (Freeman, 2010). In response to these quality

assurance measures, it is imperative that universities are seen to be meeting students' learning objectives and, amongst other things, actively supporting students' future employment prospects.

In Australia, various federal government policy initiatives have steered universities to pay attention to 'employability skills'. Several instruments exist to measure how well higher education courses embed employability skills, which are described in detail in section 2.4. An example is the generic skills subscale in the Course Experience Questionnaire (CEQ), which was introduced to report on the perceptions of new graduates about the development of generic skills (Hager, Holland, & Beckett, 2002). Since 2002, Australian universities have also been required to collect graduate feedback (called the Graduate Destination Survey using the Australian Graduate Survey (AGS), which includes three scales on Good Teaching, Generic Skills, and an item on Overall Satisfaction, within the Course Experience Questionnaire (CEQ). More recently, the Australian government conveyed the intention to introduce standardised testing to assure generic capabilities from 2013 onwards (DEEWR, 2011), further confirming the Australian government's commitment to ensuring higher education providers produce 'employable' graduates.

As stated in section 1.2, the notion of 'employability' encompasses a suit of generic attributes deemed critical to future employment success. According to Knight & York (2002), the notion of employability depends on a synergic blend of personal qualities, skills of various kinds, and disciplinary understanding. Applying this definition to employability, Knight & Yorke (2002) developed the 'USEM' model of employability; Understanding, Skills (subject specific and generic), Efficacy beliefs (and self-theories generally), and Metacognition (including reflection) to represent a set of capabilities which extend beyond skills and knowledge. The impression held by Knight & Yorke (2002) was that universities typically tended to focus on 'Understanding' and 'Skills', meaning less attention was paid to developing personal qualities or efficacy beliefs and metacognition. This notion was confirmed by research into graduate attributes which suggested most Australian universities struggle to effectively embed the generic capabilities implied by graduate attributes (Barrie, Hughes, & Smith, 2009). It therefore appeared that universities were somewhat deficient at teaching, assessing, providing feedback on, and providing experiences to develop the more 'intangible' graduate attributes that are valued by employers (Knight & Yorke, 2002; Barrie et al., 2009).

One option universities are exploring in response to the pressure of developing employability skills and to address the generic capabilities that are traditionally not well taught by universities is Work Integrated Learning (WIL) (Ferns, 2014). This pedagogical approach is described in detail in section 2.5. Another option universities are embracing is the internationalisation of curricula as a mechanism to deliver the capabilities required for a changing world, with the popularity of international student mobility initiatives gaining momentum (Hermans 2007, p. 511; Leask 2007).

1.4 Internationalisation of the Curricula

In the coming decades, environmental, cultural, economic and social changes will have a profound global impact (Hajkowicz, Cook, & Littleboy, 2012) and the higher education sector is under pressure to transform the way it operates in response to these forces (Bokor, 2012). In light of the trend towards internationalisation and globalisation, higher education institutions have begun to recognise the importance of incorporating international elements into their graduate attribute statements (Harvey & Bowers-Brown, 2004; Cranmer, 2006). There is a general belief that nowadays graduates need to have an ‘international perspective’ and be ‘culturally competent’ if they are to be looked upon favourably by employers (Crossman & Clarke, 2010). Moreover, many universities are recognising the importance of offering students authentic, ‘real world’ learning experiences to develop important generic attributes required for the workforce (Ferns, 2012).

Higher educational leaders have called for the ‘internationalisation’ of institutions integrating intercultural dimensions into the teaching, research and service functions to prepare students to succeed in the twenty-first century (Childress, 2009). In order to equip students with graduate attributes required to work within a globalised context, many universities have responded by augmenting learning experiences through the internationalisation of curricula and by offering students opportunities to participate in international practice placement education (Barker et al., 2010; Kinsella, Bossers, & Ferreira, 2008; Malicki, 2013). Within the Australian context, this movement has been largely generated by the increasing demand for a deeper engagement with Asia, as highlighted in the ‘Australia in the Asian Century’ White Paper (Gillard, 2012). This paper emphasises the need for Australians to develop capabilities required to build stronger connections and partnerships across the Asian region and Australia’s universities have been prompted to play an integral role in building such capability. Moreover, the Liberal Australian Government’s New Colombo Plan (Australian Government, 2013) aims

to expand knowledge of the Indo-Pacific in Australia and strengthen institutional relationships through study and internships undertaken by Australian undergraduates in the region (Australian Government, 2013). Furthermore, government-sponsored 'AsiaBound' scholarships were introduced to encourage Australian undergraduate students to undertake semester-long or short-term study experiences in Asia (Department of Education, 2014). This emphasis has resulted in a number of Australian universities offering international student exchange, international volunteer work, international online collaboration, internships and international fieldwork opportunities.

1.5 Evidence for International Fieldwork

In an era of ever-greater accountability and cost-benefit analysis, empirical evidence is being demanded to demonstrate that investments in various forms of education, including international fieldwork, are delivering their learning objectives (Paige, Cohen, & Shively, 2004). However, despite calls to strengthen the accountability of education abroad through rigorous scientific research (Chieffo & Griffiths, 2004; Ingraham & Peterson, 2004; McKeown, 2009; McLeod & Wainwright, 2009; Sutton & Rubin, 2004) few studies have investigated the learning outcomes of international fieldwork, specifically in relation to employability. For the purpose of this study, 'international fieldwork' is defined as clinical placements during tertiary study that occur in countries other than where the students received their academic preparation. Despite the personal and professional benefits that have been attributed to international fieldwork, the value employers place on employees having an international perspective, and the increasing focus of Australian higher education on employability, little has been published on how international fieldwork experiences impact on graduate employability (Crossman & Clarke, 2010). The majority of research investigating the learning outcomes of international fieldwork amongst Health Sciences students has focussed on gains in cultural sensitivity (Anderson, Lawton, Rexeisen & Hubbard, 2006; Gilin & Young, 2009; Tesoriero, 2006; Simonelis, Njelesani, Novak, Kuzma, & Cameron, 2011; Ekelman, Bello-Haas, Bazyk, & Bazyk, 2003; Peiying, Goddard, Gribble, & Pickard, 2012) and personal and professional growth (Clark-Callister & Harmer-Cox, 2006; Thompson, Boore & Deeny, 2000; Tesoriero, 2006; Jung, Larin, Gemus, & Birnie, 1999; DeDee & Stewart, 2003; Ryan and Twibell 2002; Button, Green, Tengnah, Johansson, & Baker, 2005; Shieh, 2004). Yet, the research evidence is incomplete as the notion of 'employability' encompasses a range of specific capabilities and attributes that have seldom been explored in research into international fieldwork. Further research is therefore required to explore the degree to which international fieldwork

opportunities support the attainment of the suite of graduate attributes that contribute to 'employability'. Such evidence is crucial given the focus on international education and globalization (and the need to prepare students as global citizens) in the missions of academic institutions (Hovland, 2009).

As well as the lack of evidence surrounding the benefits of fieldwork on employability, there is also very little research to ascertain what makes an effective 'practice' learning experience (Gambrell, 2002). This is concisely conveyed by Caspi and Reid (2002) who stated that: "Field instruction largely goes on behind closed doors. Little research has been done to uncover what occurs behind those doors. Indeed, not much is known about what works and what does not in field instruction ... or about which behaviours are most successful in achieving objectives of professional competence and identity ..." (p. 36). Therefore, a gap in the literature exists as to what makes an effective international fieldwork program and what components of these learning experiences enable students to develop the desired graduate attributes. Since Caspi and Reid's (2002) study, however, more evidence has been collected pertaining to the question of what makes an effective learning experience, yet it remains poorly understood and agreed upon, with very little agreement existing amongst researchers as to what makes an effective learning experience.

1.6 Aims & Objectives

The overall aim of the study was to determine the impact of international fieldwork on the development of desired graduate attributes for employability in the Australian context. This study specifically focussed on health graduates from a range of allied health professions and investigated Curtin University's month-long international fieldwork program, 'Go Global' program, as a model of international fieldwork. The researcher theorised that students who participate in international fieldwork are perceived by themselves and teaching staff to be more 'employable' than students who do not, as the international fieldwork experience provides rich learning opportunities that support the development of graduate attributes. A secondary aim of the study was to ascertain the specific components of international fieldwork program design that support students to develop graduate attributes.

This study therefore aimed to determine:

- 1) Whether international fieldwork supports the attainment of the range of graduate attributes that facilitate employability in student health professionals;
- 2) Whether there were any differences in perceptions between graduates who did and did not participate in international fieldwork regarding the extent to which their respective learning experiences (the 'Go Global' international fieldwork program versus a standard Health Sciences course) contributed to their development of graduate attributes; and
- 3) The components of international fieldwork that support students to develop the desired graduate attributes.

In order to address the above questions, the specific objectives of this study are:

- 1) To assess the perceptions of Go Global teaching staff regarding the extent to which Go Global contributed to the development of graduate attributes in students.
- 2) To determine the self-perceptions of Go Global graduates regarding the extent to which Go Global contributed to their development of graduate attributes.
- 3) To determine the self-perceptions of Health Sciences' graduates who did not participate in the Go Global program on the extent to which their course contributed to their development of graduate attributes.
- 4) To compare Go Global and non-Go Global graduates' perceptions on the extent to which they perceive their respective learning experiences (the Go Global program versus a standard Health Sciences course) contributed to their development of graduate attributes.
- 5) To investigate the components of the Go Global program that supported students to develop the desirable graduate attributes.

1.7 Significance of the Study

This study aimed to provide new information about the degree to which international fieldwork programs impact on the attainment of graduate attributes. This is likely to lead to a greater understanding of the educational benefits of this pedagogical approach, which will support curriculum planners and academic staff to make informed decisions about embedding these initiatives into their curricula, and support funding proposals for future international fieldwork initiatives. Furthermore, international fieldwork is often expensive for students and resource intensive for universities, and the Government and higher education sector are allocating substantial funding for international student mobility programs, such as the New Colombo Plan

grants and AsiaBound scholarships. Evaluating the impact of international fieldwork on employability will provide accountability for this expenditure. Moreover, this study will have implications for teaching practice and curriculum design by shedding light on the specific elements or design components of international fieldwork programs that contribute most significantly to the development of graduate attributes. This information may ultimately lead to improvement in the design of international fieldwork programs by providing a model that can guide and direct future programs.

1.8 Overview of the Thesis

This thesis is divided into five chapters; Chapter 1. The introduction, which provides a broad overview of the background to the study as well as the objectives and significance of the study; Chapter 2. A review of the literature exploring globalisation, its impact on health professionals, graduate attributes and employability, work integrated learning and international fieldwork in health sciences; Chapter 3. A description of the methodology used; Chapter 4. A presentation of the results; and finally, Chapter 5. A discussion of the results and their significance including limitations of the study, recommendations for future work, and the conclusion.

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction

This chapter explores the influence of globalisation on the health workforce and highlights the graduate attributes that are important for health professionals to be employable in the current global climate (section 2.2). The chapter then details ‘employability’ in relation to the existing literature, including a theoretical model of employability (section 2.3), and describes the importance of embedding specific learning opportunities into the curricula to develop the desired graduate attributes believed to facilitate employment (2.3.1). In addition, various means of assessing students’ attainment of graduate attributes are presented, comparing their strengths and weaknesses, with a focus on the Graduate Employability Indicators (Oliver et al., 2011) (section 2.4). The chapter then explores the value of work-integrated learning (WIL) as a pedagogical strategy for developing some of the key graduate attributes (section 2.5) and its application to Health Sciences students (section 2.5.1). In particular, ‘international fieldwork’ is explored as a subset of WIL for student health professionals (section 2.6).

The chapter then presents evidence from the literature to support international fieldwork as an effective mechanism for developing important graduate attributes for employment, as well as gaps in the current literature on the impact of international fieldwork in developing graduate attributes (section 2.6.1). A summary of the chapter is provided in section 2.7.

2.2 Globalisation and the Health Sector

The health workforce has not escaped the forces of globalisation, with international, cross-cultural interactions playing an integral part of clinical practice (Car & Partridge, 2004). Increasing migration of people throughout the world has resulted in greater racial, ethnic, cultural and linguistic diversity. In Australia, the United Kingdom and the United States, clinical encounters are increasingly multi-cultural due largely to increased international travel, immigration, refugee resettlement and internal population shifts (Balandin et al., 2007). As a result, most health professionals need to be able to work with people from diverse cultures (Whiteford & Wilcock, 2000) and they must be able to work with the diversity within each cultural group.

Furthermore, the process of internationalisation, related to recent technological advances and increases in the mobility of human resources, has facilitated geographical mobility and the portability of professional credentials (Taylor 1995; Sinclair 2005). This has generated greater opportunities for international practice meaning clinical professionals themselves are traveling and practicing more widely and interacting with one another on a global scale (Balandin et al., 2007). The impact of such geographical mobility has resulted in a necessity for health professionals to value cultural differences amongst patient groups and understand the potential implications of culture on a patient's illness and clinical experiences (Fitzgerald, 2000).

This challenges healthcare professionals as diverse cultural groups possess unique notions of illness and health that influence the delivery and receptivity of care (AADE, 2007). Cultural biases also exist in interpreting communication cues such as body language, facial expression and tone of voice (Ekelman et al., 2003). An absence of cultural understanding amongst health professionals has been shown to compromise the quality of healthcare services (Lee, Sullivan, & Lansbury, 2006). According to Sarto (2005), "most practicing physicians, irrespective of their own cultural backgrounds, seldom have had much intercultural contact with others who are substantially unlike themselves" (p. 5). It is often the health professionals' lack of knowledge about cultural health beliefs and practices that negatively affects patient care (Shaya & Gbarayor, 2006). As a consequence, there is a growing demand for healthcare professionals to develop cultural competence and an international perspective to meet the needs of all members of multicultural societies (Majumdar, Browne, Roberts, & Carpio, 2004; Britton, 2004; American Association of Diabetes Educators, 2007). This is important as providing culturally competent services has the potential to improve health outcomes, increase the efficiency of clinical and support staff, and result in greater client satisfaction with services (Brach & Fraserirector, 2000).

Many definitions exist for 'cultural competence'. Freeman et al. (2009) describe cultural competence as "a dynamic, ongoing, interactive self-reflective learning process that transforms attitudes, skills and knowledge for effective and appropriate communication and interaction across cultures" (p. 1). It is not about specific knowledge of a single culture, but means operating effectively across cultures and challenging our own values, assumptions and stereotypes (Jones, 2013). 'International perspective' is described as a global understanding or changed perceptions about one's own or the host culture and the ability to view issues from the point of view of people living in other countries (Zorn, 1996). It is widely accepted that health

professionals need to possess these skills in order to work effectively in a globalised context (Lee et al., 2006).

In addition to these ‘global skills’, there is a common understanding that health professionals must also possess a range of interprofessional capabilities in order to meet local and international health workforce and community needs (WHO, 2010). According to Brewer & Jones (2013), interprofessional capabilities or ‘collaborative practice capabilities’ include communication, team function, professional role clarification, conflict resolution and reflection. It is assumed that the acquisition of these capabilities facilitates optimal client-centred service, client safety and quality, and collaborative practice (Brewer & Jones, 2013). According to the recent World Health Organisation report ‘Transforming and scaling up health professional education and training’ (WHO, 2013), health professionals’ education and training institutions are advised to implement interprofessional education (IPE) in both undergraduate and postgraduate programmes. According to this report, interprofessional education is a key strategy for ensuring that globally there is a health professional workforce that meets the health care needs of the 21st century (WHO, 2013).

2.3 Graduate Attributes and Employability

In a competitive, culturally diverse and increasingly internationalised workplace, students can no longer assume that possession of a tertiary degree will naturally lead to employment. Employers seek graduates with ‘employability’ skills and attributes in addition to traditional expertise within their discipline (Business Council of Australia & Australian Chamber of Commerce and Industry, 2002). Graduates therefore need to possess a range of generic attributes to ensure they are effective in the workplace: to the benefit of themselves, their employer, the community and the wider economy (Hogarth, Winterbotham, Hasluck, Carter, Daniel, Green, & Morrison, 2007).

In the context of a rapidly changing and highly competitive global economy, employability of tertiary undergraduates continues to be a subject for debate in recent policy discourse (Harvey & Shahjahan, 2013). There is a growing body of literature on stakeholders’ expectations of higher education (Bridges, 2000; Holmes, 2001), with the overall consensus emphasising employers’ need for graduates to be confident communicators, good team players, critical thinkers and problem solvers in order to function effectively in the workplace (Harvey, Moon,

Geall, & Bower, 1997). Moreover, there is a need for employees to be adaptable and transformative people capable of initiating as well as responding to change (Harvey et al., 1997). The Australian Government has a strong commitment to equity, skills, growth and quality, and acknowledges that skilled professionals are in demand (Department of Industry, Innovation, Science, Research and Tertiary Education, 2011). This has been demonstrated in the government's introduction of various quality assurance measures, as described in section 1.3 and 2.4.

Another factor universities need to consider is the potential for 'fee deregulation' in the higher education sector in Australia, which is likely to bring about avid competition amongst universities as they compete on price with each other (and with new entrants to the market) (Pyne, 2014; Curtin University, 2014b). A closer alignment of universities and industry will therefore be a competitive strength as employers require graduates with competencies aligned to industry needs. As a consequence, Australian universities are under pressure to adopt evidence-based pedagogies and programs to ensure that graduates will develop the skills and attributes required to meet the demands of a constantly changing workplace.

Reviews of the employment-readiness of graduates have shown a degree of industry dissatisfaction with graduates of Australian universities (Sharma, 2013; Australian Industry Group & Deloitte, 2009). While disciplinary expertise and professional attributes are essential, there is strong research evidence which underscores that discipline-specific knowledge is no longer sufficient for graduate employability and employers are wanting 'more' (Hager et al., 2002; Treleaven & Voola, 2008). This has been well documented in research and is summarised by Knight and Yorke (2002, p. 263) "Whereas the world of employment has, by and large, been satisfied with the disciplinary understanding and skills developed as a consequence of participation in higher education, it has been less happy with graduates' generic attainments".

Knight & Yorke's (2002) 'USEM' model of employability represents a complex theory of graduate employability that incorporates findings from the literature about employability with insights from cognitive and social psychology (Knight & Yorke, 2002). In relation to this model, 'Understanding' refers to subject understanding, 'Skills' refer to both discipline-based and generic skills, 'Efficacy' relates to personal qualities including self-theories and efficacy beliefs, and 'Metacognition' refers self-awareness of one's own knowledge and ability and

includes the ability to self-reflect (Knight & Yorke, 2002). The theory that underpins this model is that graduates who have the capabilities necessary for employment know much more than their discipline or specialist knowledge, and are able to effectively manage changing circumstances and respond appropriately (Knight & Yorke, 2002). This is based on Stephenson (1998) who argued that “Capable people not only know about their specialisms, they also have confidence to apply their knowledge and skills within varied and changing situations and to continue to develop their specialist knowledge and skills...” (cited in Knight & Yorke, 2002, p. 264).

Knight and Yorke (2002) emphasised that universities tended to predominantly address ‘Understanding’ and ‘Skills’ and focussed less on developing personal qualities or efficacy beliefs and metacognition. As mentioned in section 1.3, this view is supported by later research into graduate attributes, which suggested most Australian universities struggle to effectively embed the generic capabilities implied by graduate attributes (Barrie, Hughes, & Smith, 2009). Moreover, the *B Factor Project: Understanding Academic Staff Beliefs about Graduate Attributes* (de la Harpe, Radloff, Scoufis, Dalton, Thomas, Lawson, David, & Girardi, 2009), found that academic staff were most willing and confident to teach and assess ‘traditional’ attributes, such as critical thinking, problem solving and written communication, and least confident and willing to teach and assess attributes which are considered important by employers and industry, but less traditional to the university, such as teamwork, information literacy and information computer technology (de la Harpe et al., 2009). Data from this project therefore showed that although most academics surveyed believe graduate attributes are important, there exists a considerable gap between believing this and having the confidence and willingness to teach and assess them in their courses (de la Harpe et al., 2009). Australian universities therefore need to focus more so on the ‘intangible’ graduate attributes that are valued by employers in order to meet current workforce demands.

In Australia, most descriptions of these ‘generic graduate attributes’ originally stemmed from the definition in the Higher Education Council (HEC) report *Achieving Quality*: “These are the skills, personal attributes and values which should be acquired by all graduates regardless of their discipline or field of study (HEC, 1992, p. 20). Descriptions of graduate attributes have tended to be the products of individual institutions rather than a national statement of the generic outcomes of the country’s higher education system (Barrie, 2006). Graduate attributes are therefore typically an articulation of the core learning outcomes of a university education

and are most commonly described as the qualities, skills and understandings a university community agrees its students should develop during their time with the university” (Bowden, Hart, King, Trigwell, & Watts, 2000). More recently Barrie (2009) proposed a slightly different definition of generic graduate attributes as an orientating statement of education outcomes used to inform curriculum design and the provision of teaching and learning experiences at a university. In this way, the predetermined ‘targets’ or outcomes of graduate attribute attainment can be used to guide a university’s teaching and learning activities.

Generic graduate attributes typically range from simple technical skills to complex intellectual abilities and ethical values (Barrie, 2006). They not only include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. According to Barrie (2004), generic graduate attributes are developed regardless of the field of study or domain of knowledge and are outcomes that in some way transcend disciplinary outcomes. In this way, generic graduate attributes are transferable capabilities that can be applied to a range of contexts. They are relevant to both the world of work (employability) and other aspects of life, such as equipping graduates to act as global citizens and be effective members of modern day society who can act as ‘agents of social good’ (Bowden et al., 2000; Hager et al., 2002).

In Australia the lists of graduate attributes developed by the different universities vary, not only in terms of which attributes are included, but also with respect to the nature and level of the attributes described (Barrie, 2006). They often include a mix of generic skills, employability skills and aspects of civic engagement (Oliver, Whelan, Hunt, Hammer, Jones, Pearce, & Henderson, 2011). Previous mapping of those attributes, however, shows that most universities tend to focus on seven clusters of attributes which include: Written and oral communication; Critical and analytical (and sometimes creative and reflective) thinking; Problem-solving (including generating ideas and innovative solutions); Information literacy, often associated with technology; Learning and working independently; Learning and working collaboratively; and Ethical and inclusive engagement with communities, cultures and nations (Oliver, 2011). After reviewing various universities’ graduate attributes drawn from the National Survey of Student Engagement (Kuh, 2001), Oliver (2010) suggested that the capabilities listed in Table 2.1 address the spectrum of generic graduate attributes used by Australian universities.

Table 2.1

A spectrum of graduate capabilities used by Australian Universities

Abbreviated title	Full text in survey
1. Knowledge	Work related knowledge and skills
2. Writing	Writing clearly and effectively
3. Speaking	Speaking clearly and effectively
4. Thinking	Thinking critically and analytically
5. Quantitative	Analysing quantitative problems
6. Using ICT	Using computing and information technology
7. Teamwork	Working effectively with others
8. Independent Learning	Learning effectively on your own
9. Intercultural Understanding	Understanding people of other racial and ethnic backgrounds
10. Problem-solving	Solving complex, real-world problems
11. Values & Ethics	Developing a personal code of values and ethics
12. Community Engagement	Contributing to the welfare of your community
13. Industry awareness	Developing general industry awareness
14. Social contexts	Understanding different social contexts

(Oliver et al., 2011)

2.3.1 The Curriculum and Graduate Attributes

It has traditionally been assumed that the attainment of generic graduate attributes was fundamentally inherent to all teaching and learning (Carroll, 2004) rather than purposefully embedded into the curricula. In the late 1990s, 'skill development' was the dominant approach adopted by universities. However, as analysis of employer needs and graduate attributes became more sophisticated, there has been a shift away from 'skills' in a narrow sense, to an increasing focus on core attribute development (Harvey, 2005). In order to maximise employment outcomes for graduates, Harvey (2005) suggested that universities explicitly embed attribute development in the programs of study by modifying the curricula to make attribute development, job-seeking skills, and commercial awareness explicit. There are many pedagogical strategies for embedding 'employability' into the curricula, including offering Work-Integrated Learning (WIL) opportunities, such as clinical fieldwork placements, which will both be described in more detail in section 2.5 and 2.6 of this thesis.

2.4 Assessing Graduate Attributes

The focus on the articulation and implementation of graduate attributes has intensified in recent years by international activities such as the Bologna Process, which prioritises quality assurance, uniformity and comparability of degrees and increased student mobility (Department of Education Science and Training, 2007). As a result of the increasing focus on academic standards, quality and graduate employability outcomes, Australian higher education institutions have a greater need to develop and utilise feedback mechanisms to assess and improve graduate employability outcomes (Oliver, Hunt, Jones, Pearce, & Hammer, 2010).

Paying attention to the assessment of graduate attributes is critical since, as Ramsden (2003) and Biggs and Tang (2007), amongst others have pointed out, it is assessment that actually defines the curriculum and drives student and staff behaviour. A number of studies, however, have found that assessing and evidencing the attainment of graduate attributes is not an easy task (Crebert, 2002; Sumsion & Goodfellow, 2004; de la Harpe & Radloff, 2008; Harvey, 2005, Knight & Page, 2007). This is mainly because most academic staff have traditionally focussed more on discipline content than on graduate attributes (Anderson, 1998; Radloff, de la Harpe, Dalton, Thomas, & Lawson, 2008), are less confident at teaching and assessing generic attributes (de la Harpe et al., 2009), and find it confronting to change their assessment practices (Radloff et al., 2008). Moreover, some graduate attributes, such as 'teamwork', are difficult to

assess (Knight & Page, 2007). These attributes are more likely to be assessed by the “product” (of a team’s work for example) rather than by the actual “process” itself (Knight & Page, 2007). Despite the challenges, assessing students’ generic skills is critical to evaluating the impact of their engagement with higher education on these skill sets. In turn, this information will drive improvement in the quality of teaching and learning and provide assurance for employers and the wider community that students have acquired the knowledge and skills expected of them for attainment of their degree (DEEWR, 2011).

Several instruments exist to measure how well higher education courses develop students’ graduate attributes. These are mostly course experience questionnaires, such as the National Survey of Student Engagement (NSSE) (Kuh, 2001), which is conducted in the USA and Canada, the Australian Survey of Student Engagement (AUSSE) (Coates, 2009), and the Australian Council for Educational Research Graduate Pathways Surveys (GPS) (Coates & Edwards, 2009). The NSSE and the AUSSE measure the extent to which a student’s experience at their institution contributes to their knowledge, skills, and personal development across several generic capabilities, whereas the GPS measures graduates’ perceptions on the extent to which their experience during their bachelor degree(s) contributes to their knowledge, skills and personal development across a range of areas. Both of these assessments take into account the graduates’ perceptions, yet these are not calibrated against others’ perceptions, such as employers’ and faculty staff members’. Oliver et al. (2011) warned that omitting employer and academic staff perceptions reduces the instruments’ ability to gather relevant information pertaining to employability. Moreover, these two surveys are usually completed at the time of graduation and hence have received criticism for not providing sufficient insight into the impact of the courses on the employment success of graduates (Oliver et al., 2011).

The discussion paper released by DEEWR (2011) titled *Development of Performance Measurement Instruments in Higher Education* indicated the Government’s intention to introduce several new performance indicators designed to capture information about how universities perform in the domains of student experience and the quality of learning outcomes. This report encouraged the use of an annual University Experience Survey (UES) nationally from 2012 onwards, which is designed to measure five facets of the student experience: Skills Development, Learner Engagement, Teaching Quality, Student Support and Learning Resources. The ‘Skill Development’ items require students to rate the extent to which their

course developed several generic graduate attributes, such as their ‘ability to solve complex problems’, ‘work with others’ and ‘learn independently’. Moreover the report highlighted the Government’s intention to develop and pilot a version of the Collegiate Learning Assessment (CLA) generic skills assessment instrument (Council for Aid to Education, 2006) in 2012, with a view to implement an Australian CLA nationally from 2013. This standardised assessment can be administered to first and/or final year undergraduate students to assess their critical thinking, analytic reasoning, problem solving and written communication skills obtained during their university degree (Council for Aid to Education, 2006), however, the instrument does not cover a broad range of generic attributes and has come under some scrutiny (Association of American Colleges and Universities, 2005). The report further encouraged the continued use of the Australian Graduate Survey (AGS). In Australia, the AGS is nationally coordinated by Graduate Careers Australia (GCA) and is administered to graduates approximately four months following the completion of their course. There are three distinct components of the AGS:

- Graduate Destination Survey (GDS) which looks at graduates’ employment and further study activity four months after completion of their course
- Course Experience Questionnaire (CEQ) which explores graduates' perceptions of their course and teaching staff and provides a measure of the self-reporting of graduates’ generic skills, and
- Postgraduate Research Experience Questionnaire (PREQ) which seeks feedback from research postgraduates on their experience in their higher degree course.

In order to capture valuable data pertaining to perceptions of success in graduates’ chosen field of employment, many Australian universities favour the validated CEQ Survey (Oliver et al., 2011). The CEQ Generic Skills Scale items gather responses from graduates about four months after they have completed their degree programs, however, the generic capabilities incorporated into these items do not have a specific employability focus and, again, the data collected from graduates’ self-perceptions is not calibrated against the perceptions of employers or faculty staff members. “Perceptions of employers and academic teaching staff on what graduates need to succeed, and whether graduates generally demonstrate the capabilities that count is not systematically collected in Australia, nor is there any routine collection of teaching staff perceptions about their confidence in teaching and assessing these generic capabilities” (Oliver et al., 2011, p. 4). As a result, it is argued that the CEQ and the other

aforementioned assessments of graduate capabilities have minimal relevance to employability or curriculum issues.

Another instrument, the Graduate Employability Indicators (GEI) was developed in 2011 to address data gaps inherent in current measures associated with employability skills (Oliver et al., 2011). The GEI was created as part of the Office of Learning and Teaching (OLT) (formerly ALTC) Project, '*Building course team capacity for graduate employability*' under the leadership of OLT Fellow, Beverly Oliver (Oliver, 2011). The GEI comprises of a compilation of surveys that gather graduate, employer, and course team (staff) perceptions of the *importance* of fourteen capabilities to early professional success, and the *extent* to which they are generally demonstrated by graduates or developed in courses (Oliver, 2011).

The 14 capabilities used in the GEI (Table 2.1) were drawn from other surveys, namely: Item 11 in the NSSE (Kuh, 2001), which is widely used in the United States, Item 11 in the AUSSE (Coates, 2009) and Item 12 of section A in the Australian Council for Educational Research Graduate Pathways Surveys (Coates & Edwards, 2009). Unlike the other surveys, the GEI target graduates of up to five years, employers and course teams (teaching staff). All three stakeholder groups are asked about the importance of capabilities, and the extent they are developed or demonstrated as a result of participating in a specific course. Results from the GEIs can be used to inform course curriculum review, staff professional development and benchmarking (Oliver et al., 2011).

At the time this study was conducted, 84 courses from 10 Australian higher education providers had used the GEI, with eight course teams providing positive feedback about the instrument as a tool for curriculum reform (personal communication). In 2009 and 2010 the GEI surveys were administered to stakeholder groups associated with Accounting and Public Relations/Communications degrees in four Australian universities: Curtin University, University of Southern Queensland, RMIT University and Victoria University to investigate the contribution of Accounting graduates' education to the development of employment capabilities including an evaluation of the capabilities important for early professional success (Oliver et al., 2011). The GEI have also been used by Curtin University to gather feedback on the importance of employability capabilities from graduates, employers and teaching staff from two large undergraduate programs including a Health Sciences discipline and a professional humanities degree (Ferns, 2012).

The GEI tools were evaluated for statistical validity and reliability in 2011 by consulting statisticians from Curtin University (Oliver et al., 2011). The instrument was analysed based on basic summary statistics, factor analysis and the Rasch Rating Scale model (Andrich, 1978; Wright & Masters, 1982). The findings of the Rasch analysis suggest that the questionnaire measures multivariate traits, which was further supported by the outcomes of the factor analysis (Oliver et al., 2011). Other findings of the evaluation suggested that the items relating to graduate capability development and demonstration showed a reasonably good match between the item distribution and the person distribution (Oliver et al., 2011). Such a match was not seen for other items relating to course team confidence or the importance of the capabilities. Responses were generally positive to the quantitative questions concerned with course team confidence in teaching and assessing capabilities, and in the importance of the capabilities. Responses were less positive to the quantitative questions concerned with graduate capability demonstration and development. Therefore, the evaluation found that the respondents were consistent and logical in their response choice, generally positive overall about the importance of capabilities and less positive about the demonstration and development of the capabilities (Oliver et al., 2011). Results from this validity and reliability testing therefore indicate that the GEI offers higher education providers an effective and validated means of assuring that their graduates have acquired generic capabilities required for employment (Oliver et al., 2011). It is acknowledged, however, that publications that support these validity claims are limited. It is assumed that the lack of published material in this area is due to the relatively recent development of the tool (2011) and the notion that universities are likely to be using the data collected from the GEI for internal quality assurance and course review purposes, rather than for research publication (B. Oliver, personal communication, January 14, 2015).

2.5 Work-Integrated Learning

Australian universities are taking many different approaches to ensure that their graduates are prepared to meet their professional responsibilities, and that they will start their careers with the skills that workplaces need. One popular strategy for facilitating the development of generic graduate attributes involves embedding Work-Integrated Learning (WIL) opportunities into the curricula. The term ‘work-integrated learning’ refers to “a range of approaches and strategies that integrate theory with the practice of work within a purposefully designed curriculum” (Patrick et al., 2008, p. 9). It is a pedagogical strategy that operates as a bridge between theory and practice and integrates the world of education with the world of work (Coll & Zegwaard, 2011; Cooper, Orrell, & Bowden, 2010). “Over the past decade WIL has emerged as a

significant and authentic learning experience that has responded to changes in higher education and the need for universities to produce graduates with work related capabilities, skills and attributes” (Ferns, 2014, p. 14). Leong (2012) emphasises that embedding WIL into the curricula prepares students for their career management journey and serves to effectively develop essential career development and employability skills and attributes. Moreover, WIL experiences offer students opportunities for reflective, action-oriented, discursive, participatory, relational and embodied ways of learning (Higgs, Barnett, Billett, Hutchings, & Trede, 2012) and gives students the opportunity to put into practice discipline-specific technical skills and knowledge. It promotes learning through authentic engagement in a natural workplace setting as students develop their knowledge and skills through lived experience in a professional, discipline-specific context of practice (Fry, Ketteridge, & Marshall, 2005).

WIL opportunities have been established for some time in other countries. For example in the United States and Canada cooperative education programs (as they are referred to) have been around for close to a 100 years (Haddara & Skanes, 2007) and play an integral part of university degrees. In the United States, 63 per cent of students graduating in 2013 participated in an internship or another cooperative WIL experience (National Association of Colleges and Employers, 2013), while in the United Kingdom, ‘sandwich years’ are common, which integrate a placement year or internship in between the remaining years of a degree (Department of Business Innovation and Skills, 2012).

The WIL opportunities universities now offer to students are quite diverse. The World Association for Co-operative Education, an international organisation that promotes programs combining professional work experience with school-based learning, identified various formats of WIL including: internships, study abroad, service learning, student teaching, clinical rotations, community service, industry attachments, cooperative education, and professional work placements. Other frameworks for the classification of various types of WIL include programs such as: pre-course experience, sandwich courses, co-operative courses, cognitive apprenticeship or job shadowing, joint industry-university courses, new traineeships and apprenticeships, placement or practicum, fieldwork, and post-course internship (Gibson, Brodie, Sharpe, Wong, Deane, & Fraser, 2002).

Stakeholders including government, industry, community and education providers acknowledge the value of WIL as a mechanism for building employability capabilities in students and as an investment in the future human capital of society. The impact of WIL has

recently been investigated by an Australian national OLT (formerly known as the ALTC) project *Assessing the impact of WIL on student work-readiness* (Smith, Ferns, & Russell, 2014). The primary aim of this project was to determine the impact of WIL on the development of employability capabilities of students. Fourteen universities participated in this project and five separate studies were conducted to address the question: *What is the impact of work integrated learning (WIL) on student work-readiness?* (Smith et al., 2014). A rigorous and complex research design was adopted and the samples used throughout the project included employers, students and graduates from a wide range of discipline areas. The studies did not, however, investigate the impact of international WIL programs on student work-readiness per se, and did not focus exclusively on a Health Sciences discipline sample.

The suite of studies conducted for this project revealed that WIL placements have an impact on students’:

1. Self-awareness of abilities;
2. Application of theory in practice;
3. Professional communication;
4. Commitment to and interest in the job; and
5. Adherence to protocols, standards of dress, and other professional behaviours.

The studies also exposed several key elements of the WIL placement experience that were fundamental to quality student outcomes:

1. Authenticity of the placement or WIL activity
2. Preparation and induction processes for both students and hosts
3. A facilitated debriefing session for students that enables reflection on the experience and an opportunity to consider areas of strength and areas for further development
4. Access to and quality of supervision throughout the WIL activity (both from the host organisation and institution) to optimise the student learning experience and skill development
5. Alignment of WIL activity and assessments to WIL-appropriate learning outcomes with scaffolded skill development and robust feedback.

Overall, this ‘impact report’ categorically confirmed that WIL placements do have a positive impact on student work-readiness and contribute to the development of capabilities essential

for employability (Smith et al., 2014). The report thus verifies the value of WIL as a pedagogical approach that is worthy of investment and recommends that WIL opportunities should be built into curricula to enhance students' employability. These findings are consistent with earlier research. For example, a Business Industry and Higher Education Collaboration Council (BIHECC) report, which sought to provide advice to the Commonwealth Government on ways to improve employability skills, emphasised the particular role that WIL can play in advancing employability skills in higher education (Precision Consultancy, 2007). WIL was also the focus of an extensive Australian national scoping study in 2008 (Patrick et al., 2008) in which both university senior managers and academic staff highlighted the importance of designing WIL as an integral part of the curriculum, rather than an added extra, and identified stakeholder feedback/evaluation on the quality of WIL programs and appropriate assessment methods as important aspects of continued curriculum improvement and development (Patrick et al., 2008). In 2011 WIL was the focus of the Australian Learning and Teaching Council (ALTC) Good Practice Report: work-integrated learning (Orrell, 2011), which provided a summative evaluation of useful outcomes and good practices from ALTC projects and fellowships on work-integrated learning. According to Precision Consultancy (2007), WIL programs been shown to provide a range of benefits and outcomes including: 1. Academic benefits, including increased motivation to learn and improved performance in the classroom, 2. Personal benefits, including increased development of employability skills, such as communication, teamwork and initiative, 3. Career benefits, such as greater employment opportunities and salaries, and 4. Work skills development, such as increased competence in technical knowledge and skills.

In light of the support for WIL in the Australian literature, most Australian universities have strengthened their commitment to WIL by adding it to their strategic directions and re-shaping areas of the university to better manage and support WIL provision (McLennan & Keating, 2008).

The impact of WIL has also been investigated in other countries, yielding similar results. In North America, for example, earlier proponents of co-operative education identified benefits for students (including motivation, career clarity, enhanced employability, vocational maturity) and employers (including labour force flexibility, recruitment/retention of trained workers, input into curricula) as well as educational institutions and society (Kerka, 1999). A study by Metzger (2004) that explored employers' perception of an internship program at Boise State University, in Boise Idaho, USA, found that the vast majority of the 223 employers responding

to the survey indicated that “students gain marketable skills from participating in internships programs” (p. 46). In the United Kingdom, research into the personal benefits gained from WIL found that for students participating in business work placements ‘confidence’, ‘teamwork’, and ‘interpersonal/communication’ skills were the main areas where students vastly improved, as judged by both employers and the students themselves (Hall, Higson, & Bullivant, 2009). A further study conducted by the United Kingdom’s Department for Business Innovation and Skills found that graduates of ‘sandwich courses’ were more likely to enter employment 6 months after graduation and less likely to be unemployed than other graduate, and that the average salary of students who have completed sandwich placements is 8 percent higher than those that didn’t six months after graduating (Great Britain Department for Business Innovation and Skills, 2012). Finally, a study by Wilton (2012) investigating the impact of work placements on 880 UK graduates, concluded that WIL placements facilitate personal development across a range of skills and foster a ‘tacit understanding’ of the demands of the working environment and employment.

2.5.1 Work-Integrated Learning in Health Sciences’ Courses

Work-integrated learning has long been a fundamental component of undergraduate health education (Gamble, Guinea, & Williams, 2012). Medical education, for example, originated from the ‘apprenticeship model’ (Brooks, 2009), and nursing and paramedic education has evolved from vocational programs (Russell, 1990; Williams, Onsmann, & Brown, 2010). For many undergraduate health programs, WIL is a mandatory and significant component of student learning. This is mainly because health education relies on skill acquisition in practice to develop competencies, capabilities, and professional identity (Levett-Jones, Gersbach, Arthur, & Roche, 2011; Severinsson & Sand, 2010). Research also indicates that workplaces expect undergraduate students to actively participate in WIL experiences, and to bridge the theory-practice nexus during clinical placement (Lave & Wenger, 1991; Newton, Billett, Jolly, & Ockerby, 2011).

On a national level, Health Workforce Australia (HWA) was formed in 2012 to address current issues in the planning, training and reform of the health workforce in Australia. One of the HWA’s main objectives was to build the capacity of the workforce, through the provision of grants to increase clinical placement capacity, WIL, innovation in simulated learning, and assisting in the development of Integrated Regional Clinical Training Networks (HWA, 2012).

While this agency was disbanded in August, 2014, (with essential functions transferring to the Department of Health) the support from the government to promote WIL in higher education for Health Sciences students continues. This is evidenced by the Work Integrated Learning Australian Workforce and Productivity Agency scoping paper (AWPA, 2013), for example, which confirms the desire from all stakeholders (government, industry, university and students themselves) to increase the number of WIL placements and opportunities available to university students.

For Health Sciences students, the most common forms of WIL are clinical fieldwork placements, internships, student exchange programs and study tours. Each of these differs in design, duration, and supervision structure. Unlike students undertaking various other fields of study, Health Sciences students typically have a fixed study plan. This means that units and practical learning experiences are generally mandatory and predetermined. This is due to accreditation prerequisites, as students are required to demonstrate a predetermined set of capabilities in order to receive their qualification (World Federation of Occupational Therapists, 2002; World Confederation for Physical Therapy, 2011; Australian Physiotherapy Council, 2013).

The increasing spotlight on WIL as a means of providing authentic learning experiences for Health Science students to develop their graduate capabilities has resulted in fieldwork programs becoming more important within the curriculum. Literature surrounding the field of occupational therapy, for example, reported that fieldwork is seen as the main instrument of integrating theory and practice, enabling students to deal with the real world and to apply and test theories and principles of their chosen profession (Bonello, 2001; WFOT, 2002). Furthermore, fieldwork in the area of occupational therapy provides opportunities for students to develop advocacy, leadership, and managerial skills in a variety of practice settings (American Occupational Therapy Association, 2009).

2.6 International Fieldwork

As established earlier, there is a demand for employees to possess a 'globalised' skill-set and employers are looking to universities to emphasise learning that will prepare graduates for an internationalised workforce (Jones, 2013). Higher education institutions have responded, with the forces of internationalisation and globalisation causing them to conceptualise and deliver

their degree programs with an ever increasing focus on and commitment to the internationalisation of education (Knight, 2004; Bradley et al., 2008). These measures are in line with the priority placed on international education by the Australian Government, which is conveyed in the *Australia - Educating Globally* (Chaney Report) (International Education Advisory Council, 2013). This report makes recommendations to strengthen Australia's international education sector, encouraging Australian institutions and governments to develop strong and diverse international partnerships that encourage exchange, capacity building and collaboration (IEAC, 2013). This focus, coupled with the increasing demand for producing 'globalised' graduates, has seen more and more universities across Australia take steps to internationalise their curriculum by incorporating international and intercultural perspectives into courses (DIISRTE, 2011). The internationalisation of higher education can be defined as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" (Knight, 2004, p. 11). This is similar to the definition Leask (2009) gave for the internationalisation of curricula as 'the incorporation of an international and intercultural dimension into the preparation, delivery and outcomes of a program of study (process)'. Despite these definitions, internationalising curricula is not just about content as it "also requires changes in pedagogy to encourage students to develop critical skills to understand forces shaping their discipline and challenge accepted viewpoints" (Zimitat, 2008, p. 135).

In order to produce globalised graduates, universities are mobilizing students to undertake a range of international learning experiences (Taylor, 2004). In particular, international fieldwork opportunities in tertiary education have become a favourable option. The assumption is that international fieldwork enables students to share knowledge of their field abroad while acquiring new clinical and cultural skills (Balandin, et al., 2007). Empirical evidence suggests that international fieldwork may be an effective strategy for developing important capabilities for employment as it can develop cultural sensitivity and its related proficiencies, thus making it an appealing option for tertiary institutions (Crossman & Clark, 2010). Furthermore, international fieldwork provides universities with a platform to potentially foster global citizenship, such that students are presented with the opportunities to nurture the skills required to operate in an increasingly interconnected global society (Stoner, Tarrant, Perry, Stoner, Wearing, & Lyons, 2014).

For students in health courses, international fieldwork is gaining popularity, with many medical and allied health students taking part in international fieldwork placements around the world. For example, international fieldwork programs have been developed for student doctors (Niemantsverdriet, van der Vleuten, Majoor, & Scherpbier, 2005), nurses (Grant & McKenna, 2003; Koskinen & Jokinen, 2007; Hern et al., 2005), social workers (Gilin & Young, 2009), occupational therapists (McAllister et al., 2006; Simonelis et al., 2011), physiotherapists (Jung et al., 1999), speech pathologists (Pickering & McAllister 1999), and various combinations of these professions (Jung et al., 1999; McAllister, Whiteford, Hill, Thomas, & Fitzgerald, 2006; Peiying et al., 2012).

2.6.1 International Fieldwork and Graduate Attributes

A review of academic literature on the outcomes of outbound student mobility (Malicki & Potts, 2013) highlighted several key benefits of international education experiences to students. The benefits include the acquisition of ‘international skills’, such as understanding of the complexity of global issues (Stebleton, Soria, & Cherney, 2013), applying disciplinary knowledge in a global context (Stebleton et al., 2013), ability and comfort to work with people from other cultures (Stebleton et al., 2013), intercultural awareness (Stebleton et al., 2013; Ingraham & Peterson, 2004), adaptability and tolerance (Clyne & Rizvi, 1998), cognitive skills (KcKeown, 2009), self-confidence and self-reliance (Clyne & Rizvi, 1998; Ingraham & Peterson, 2004), open-mindedness and independence in students (Hadis, 2005), and both general and culturally-specific creativity (Lee et al., 2012). The review also found that overseas study programs can play a significant part in developing students’ personal awareness and development of a positive self-image (Ingraham & Peterson, 2004; Braskamp, Braskamp, & Merrill, 2009).

While these findings yield considerable support for international education experiences, they are not specific to, nor can be generalised to, international fieldwork as a pedagogical strategy. Moreover, the learning outcomes identified from this literature review are not specific to the international experiences of Health Sciences students. The popularity of international fieldwork for Health Sciences students has, however, resulted in a great deal of research being conducted to explore its learning outcomes. According to Maltby & Abrams (2009), international fieldwork placements immerse students in the social and health milieu of the host

country, thus enabling growth that has implications for the students' future practice as allied health professionals.

Studies of students from various Health Sciences disciplines who engage in international fieldwork often indicate positive learning outcomes in the areas of cultural sensitivity (Anderson et al. 2006; Gilin & Young, 2009; Tesoriero, 2006; Simonelis et al, 2011; Peiying et al, 2012) and understanding of global issues (Clark-Callister & Harmer-Cox, 2006; DeDee & Stewart, 2003). An Australian study conducted by McAllister et al. (2006), for example, analysed critical incidents to examine the intercultural learning experienced by nine Occupational Therapy students who completed a five-week international fieldwork placement in Vietnam and Indonesia. The study reported that the students moved from an initially 'ethnocentric' view of the foreign culture to broad-ranging cultural competence as a result of their placement. The students increased their ability to identify stereotypical patterns of thinking, re-evaluated their assumptions and reconstructed their understandings about individuals from the other culture (McAllister et al., 2006). This suggests that enhanced cultural sensitivity is a prospective outcome of cross-cultural fieldwork programs. A further study by Peiying et al. (2012) found Health Sciences students who participated in a four-week long clinical placement in India and China demonstrated gains in cultural sensitivity along the five themes of increased vigilance and adaptation to environment, uncertainty and anticipation, grappling with their privilege, recognising and appreciating differences, and cultural immersion and development.

Research has also highlighted the positive impact of international fieldwork experiences on participants' personal and professional growth (Clark-Callister & Harmer-Cox, 2006; Thompson et al. 2000; Tesoriero, 2006; Jung et al., 1999; DeDee & Stewart, 2003; Ryan and Twibell 2002; Button et al., 2005; Shieh, 2004), as well as the students' development of professional identity (Gilin & Young, 2009; Jung et al., 1999). These findings were reinforced by a study conducted by Barker et al. (2010) which conducted in-depth, semi-structured interviews with eight Occupational Therapy students following their international practice placements. The study found the core category of learning identified by participants was personal and professional development, with subcategories including 'thinking outside the box', adaptability/flexibility, cultural sensitivity, recognition of the value of interpersonal relationships, and gaining confidence through moving beyond one's comfort zone and through increasing autonomy. Furthermore, a study by DeDee & Stewart (2003) evaluated the learning

outcomes of 38 Nursing students following a two-week international fieldwork tour of England and France and reported a significant impact across four dimensions of: personal development, professional nurse role, international perspective, and intellectual development.

In addition to the most commonly reported benefits of ‘cultural sensitivity’ and ‘personal and professional growth’, participation in international fieldwork placements has also been found to improve students’ understanding of various healthcare delivery systems, to provide cultural immersion opportunities and to develop research experience (Sloand, Bower, & Groves, 2008). The literature also indicates that employers’ perceptions of graduates who undertake an overseas experience include enhanced skills that are applicable to the workplace, understanding and appreciation of how others view the world through different cultural lenses, enhanced communication across cultural and language barriers and establishment of productive relations in intercultural settings (Freeman, Treleaven, Ramburuth, Leask, Caulfield, Simpson, Ridings, & Sykes, 2010; Leask, 2005; Webber, 2005).

A review of the current literature on the impact of international fieldwork on Health Sciences students therefore supports international fieldwork as an effective learning opportunity. Similar to the broad literature on international fieldwork, research specific to Health Sciences shows that international education experiences offer students the opportunity to interact with individuals of a different culture and can facilitate gains in cultural competency (Anderson et al., 2006; Gilin & Young, 2009; Tesoriero, 2006; Simonelis et al., 2011; Ekelman et al., 2003; Peiyong et al., 2012) and personal and professional growth (Clark-Callister & Harmer-Cox, 2006; Thompson et al., 2000; Tesoriero, 2006; Jung et al., 1999; DeDee & Stewart, 2003; Ryan & Twibell 2002; Button et al., 2004; Shieh, 2004). However, despite the recognition that employers value an international perspective in potential employees, and the increasing focus of Australian higher education on employability, it appears that little has been written about how international fieldwork experiences impact on graduate employability (Crossman & Clarke, 2010). Employability encompasses much more than ‘cultural sensitivity’ and ‘personal and professional development’. In addition to these attributes, the notion of ‘employability’ encompasses a range of specific capabilities and attributes that have seldom been explored in research pertaining to international fieldwork. Further research is therefore needed to explore the degree to which international fieldwork in Health Sciences facilitates students to develop the collection or ‘suite’ of graduate attributes that contribute to ‘employability’. This is a gap that has also been identified by Barrie (2009) who states that while all Australian universities

claim graduate attribute learning outcomes in policy, few can provide convincing evidence of curricula or student experiences that comprehensively and systematically develop these abilities.

Furthermore, much of the research conducted in this area has been qualitative and many samples are homogenous (i.e., student focussed or staff focussed). The majority of studies have therefore excluded diverse perspectives, such as those from employers, service consumers and educators. Consequently there is a need to explore international fieldwork experiences in greater detail from the perspective of all relevant stakeholders, including staff involved in teaching the international fieldwork program, students undertaking the placements, and employers of graduates who participated in the international fieldwork. Understanding the perceptions of these major stakeholders is important for a more comprehensive view of international fieldwork for student health professionals, and also to identify how such initiatives can be further developed and improved.

Moreover, empirical research on international fieldwork outcomes has often failed to include control group comparisons or pre-post designs that would allow robust conclusions to be drawn about the effects of international experiences. For example Paige, Cohen, and Shively (2004) found significant growth in students' intercultural development and second language acquisition following an international fieldwork experience in a pre-post study but without a control group for comparison. And while Farrell and Suvedi (2003) found that cultural empathy and global perspective were enhanced by an international fieldwork experience, this was a post-test study only, reflecting former students' perceptions of the benefits of their international experience. More rigorous research is therefore required to investigate the learning outcomes of international fieldwork as a pedagogical strategy.

In addition, a commonly raised question pertaining to student mobility is: what ensures a successful international fieldwork placement? (Majoor 2001; Grant & McKenna 2003; Edwards, Piachaud, Rowsan, & Miranda, 2004; Trembath, Wales, & Baladin, 2005). A review of the literature has revealed that there is little research to expose what makes an effective practice learning experience (Gambrill, 2002). This is concisely conveyed by Caspi and Reid (2002) who state, "Field instruction largely goes on behind closed doors. Little research has been done to uncover what occurs behind those doors. Indeed, not much is known about what works and what does not in field instruction ... or about which behaviours are most successful

in achieving objectives of professional competence and identity ...” (p. 36). A gap in the literature therefore exists as to what makes an effective international fieldwork program and what components of these learning experiences enable students to develop the desired graduate attributes for employability.

Understanding the learning that occurs through international fieldwork programs is critical to the continuation of such initiatives. Empirical research into the learning outcomes of international fieldwork would be advantageous in attracting students to international fieldwork, preparing students for the types of learning experience that they may encounter, making explicit the potential benefits of such activities to faculty members and, thus, justifying the allocation of resources to such initiatives.

2.7 Summary

Evidence from the literature highlights the need for health professionals to possess a range of graduate attributes in order to effectively meet the needs of a globalised health workplace. Clinical encounters are increasingly multi-cultural in nature and clinical professionals themselves are traveling and practicing more widely (Balandin et al., 2007), which reinforces the need for health professionals to be culturally competent. Moreover, as emphasised by the World Health Organization (2010), in response to changes in population demographics, there is a need for health professionals to possess interprofessional capabilities to deliver high quality, safe client care. In order to be employable in the globalised context, it is therefore necessary for health professionals to possess a range of generic attributes beyond traditional ‘skills’ and ‘understanding’.

Knight and Yorke’s (2002) USEM employability model supports this notion and highlights the range of capabilities required to effectively be ‘employable’, beyond discipline or specialist knowledge. The authors emphasise the need for universities to pay more attention to teaching the more generic capabilities implied by graduate attributes in order to produce employable graduates. In Australia, the lists of graduate attributes developed by the different universities vary considerably (Barrie, 2006), however, it is accepted that the compilation of these attributes generated by Oliver et al., (2011) in Table 2.1 captures the spectrum of generic graduate attributes used by Australian universities.

Many Australian universities now embed specific learning opportunities into the curricula to develop the desired graduate attributes that are believed to facilitate employment. Furthermore, with quality assurance pressures and the requirement to meet graduate employability outcomes, universities are required to measure the effectiveness of their programs in developing 'employability skills'. While there are many ways to assess students' attainment of graduate attributes, such as the AUSSE, NSSE, and the CEQ, the Graduate Employability Indicators (Oliver et al., 2011) appear to offer an effective means of incorporating graduate, teaching team and employer perspectives in evaluating the effectiveness of a 'course' in developing important graduate attributes for employment.

In order to facilitate the acquisition of these important generic graduate capabilities, universities have responded by embedding WIL into their curricula (McLennan & Keating, 2008). Health Sciences degrees have a long history of offering students WIL opportunities, with clinical fieldwork placements generally being a mandatory component of study (Gamble et al. 2012). International fieldwork is one type of WIL that is gaining popularity amongst Health Sciences faculties as a means of facilitating students' development of key graduate attributes. However, limited empirical evidence exists about the degree to which these international fieldwork opportunities impact on graduate employability. Further, there is a scarcity of literature around the particular elements, or design components, of international fieldwork programs that are responsible for the development of such attributes.

The study presented in this thesis investigated how an international fieldwork program offered at Curtin University – the Go Global program - supports the attainment of important graduate attributes required for employability. The study contributes to the existing evidence of the learning outcomes attributed to international fieldwork by exploring additional attributes that are gained through these experiences. Furthermore, it fills an existing gap in the literature by investigating the particular components of an international fieldwork program that facilitate the attainment of graduate attributes.

CHAPTER 3: METHODS

3.1 Introduction

This chapter provides an overview of the study objectives with a description of the research setting, and the scope of the study (sections 3.2, 3.3 and 3.4). This is followed by a description of the methods used to address the study objectives, including a description of the instrument used. Sampling information and details of protocols used for this study are then explained, followed by a description of the approach undertaken to analyse the data. The chapter concludes by describing the Human Research Ethics considerations of the study (section 3.9) followed by a summary of the chapter (section 3.10).

3.2 Research Aims and Objectives

The overall aim of the study was to determine the impact of international fieldwork on the development of desired graduate attributes for employability in the Australian context. A secondary aim was to ascertain the specific components of international fieldwork program design that support students to develop graduate attributes.

Therefore the research questions for this study are:

- 1) Does international fieldwork support the attainment of the range of graduate attributes that facilitate employability in student health professionals?
- 2) Are there any differences in perceptions between graduates who did and did not participate in international fieldwork regarding the extent to which their respective learning experiences (the 'Go Global' international fieldwork program versus a standard Health Sciences course) contributed to their development of graduate attributes? and
- 3) What components of international fieldwork support students to develop the desired graduate attributes?

In order to address the above research questions, the specific objectives of this study are:

- 1) To assess the perceptions of Go Global teaching staff regarding the extent to which Go Global contributed to the development of graduate attributes in students.
- 2) To determine the self-perceptions of Go Global graduates regarding the extent to which Go Global contributed to their development of graduate attributes.

- 3) To determine the self-perceptions of Health Sciences' graduates who did not participate in the Go Global program on the extent to which their course contributed to their development of graduate attributes.
- 4) To compare Go Global and non-Go Global graduates' perceptions on the extent to which they perceive their respective learning experiences (the Go Global program versus a standard Health Sciences course) contributed to their development of graduate attributes.
- 5) To investigate the components of the Go Global program that supported students to develop the desirable graduate attributes.

3.3 Research Setting

In order to investigate the aforementioned objectives, this study has chosen to use Curtin University Faculty of Health Sciences' Go Global program as an example of international fieldwork.

Curtin University Faculty of Health Sciences' 'Go Global' program is a nationally award-winning international interprofessional fieldwork program. The program received an award in 2010 for Innovation in Curricula, Programs that Enhance Learning, from the Office for Learning and Teaching (previously known as the Australian Learning and Teaching Council). The Go Global program offers cross cultural, interprofessional clinical placement opportunities for final year students from various health disciplines including Speech Pathology, Occupational Therapy, Physiotherapy, Nursing, Dietetics, Health Promotion, Exercise and Sports Science, and Pharmacy. Students experience a unique WIL opportunity to develop skills and apply knowledge within an international, interprofessional, service-learning context. Operating under a service-learning model means a simultaneous objective of the program is to improve health standards and build health care capacity in the host countries. The Go Global practicum involves students working in interprofessional teams of between ten and twenty students to plan, deliver and evaluate quality and sustainable community healthcare services. Placements currently occur at four international partner sites in China, India, Cambodia and Vietnam and are four weeks in duration. Previous countries which hosted the program include the Philippines, South Africa, and Ukraine. Travel is preceded by compulsory orientation sessions and rigorous pre-departure preparatory sessions. Trained academic supervisors accompany the students for the first half of their placement before transferring the task of direct supervision to an international partner based at the location and commencing distant supervision via Skype/Facetime and email.

Like other universities across Australia, Curtin University is committed to producing graduates who demonstrate a predetermined set of graduate attributes (Table 3.1). Commonalities exist between this list of Curtin University’s graduate attributes and the 14 generic graduate attributes posed by Oliver (2010). The Go Global program has specific learning outcomes that are linked to Curtin University’s Graduate Attributes and therefore aims to support students develop these desired capabilities. Table 3.2 illustrates the alignment of the Go Global learning outcomes with Curtin’s Graduate Attributes.

Table 3.1

List of graduate attributes as stated in Curtin University’s course approval and quality manual (2013)

Curtin University’s Graduate Attributes

1. Apply discipline knowledge, principles and concepts;
2. Think critically, creatively and reflectively;
3. Access, evaluate and synthesise information;
4. Communicate effectively;
5. Use technologies appropriately;
6. Utilise lifelong learning skills;
7. Recognise and apply international perspectives;
8. Demonstrate intercultural awareness and understanding;
9. Apply professional skills.

(Curtin University, 2013)

Table 3.2

A list of the Go Global program's learning outcomes corresponding with Curtin University's graduate attributes, as stated in Curtin University's course approval and quality manual (2013)

Go Global Learning Outcomes	Curtin University's Graduate Attributes
1. Reflect on personal and professional progression towards attaining cross-cultural competence during an international service-learning placement.	6. Utilise lifelong learning skills; 7. Recognise and apply international perspectives; 8. Demonstrate cultural awareness and understanding;
2. Demonstrate and evaluate interprofessional practice in an international service-learning placement.	1. Apply discipline knowledge, principles and concepts; 2. Think critically, creatively and reflectively; 3. Access, evaluate and synthesise information; 4. Communicate effectively; 9. Apply professional skills
3. Synthesise and document the current influences on the healthcare system of an international community.	2. Think critically, creatively and reflectively; 3. Access, evaluate and synthesise information; 7. Recognise and apply international perspectives; 8. Demonstrate cultural awareness and understanding;
4. Apply interventions and programs that sustain community-based health outcomes of host sites.	1. Apply discipline knowledge, principles and concepts; 2. Think critically, creatively and reflectively; 3. Access, evaluate and synthesise information; 7. Recognise and apply international perspectives; 8. Demonstrate cultural awareness and understanding;

(Curtin University, 2014a, Curtin University, 2013)

3.4 Scope of the Study

The present study gathered feedback on the *importance* of employability capabilities from graduates and teaching staff as well as the *extent* to which graduates develop each of the employability capabilities (graduate attributes) as a result of participating in the Go Global program, as an example of an international fieldwork program. Teaching staff and graduates from the Go Global program at Curtin University in Western Australia were surveyed. The academic teaching staff included individuals who taught or supervised students in the program at the time of this study, while the graduates included Curtin University Health Sciences graduates who participated in the Go Global program between 2008 and 2012. Health Sciences

graduates who did not participate in the Go Global program were also surveyed as a means of comparison. These graduates also completed a Health Sciences course at Curtin University between 2008 and 2012, however, they did not participate in international fieldwork. Each sample group is described in detail in section 3.7.1.

3.5 Research Paradigm

A mixed-methods design was chosen to allow the inferences drawn from the quantitative items of the questionnaires to be further explored and verified using a qualitative approach. The qualitative and quantitative data was therefore integrated in order to derive insights from the concepts, themes and issues emerging from the research. The pragmatic paradigm, which is the over-arching philosophical foundation for mixed methods studies (Clark, Huddleston-Casas, Churchill, Green, & Garrett, 2008; Teddlie & Tashakkori, 2009), orients itself towards solving practical problems and allows new and deeper dimensions to emerge (Feilzer, 2010). The pragmatic framework was therefore considered the most appropriate strategy to effectively answer the research questions of this study, as it was deemed this approach would provide explanation and enhancement of findings from each part of the study. Both quantitative and qualitative components were therefore designed to complement each other in order to gain a better understanding of the impact of international fieldwork on graduate employability.

The study design was a cross-sectional, retrospective cohort study whereby samples of individuals were selected from previously defined populations (Go Global teaching staff, Go Global graduates and Health Sciences' graduates). These sub-sample groups were contacted at a particular point in time to obtain information. This design was an appropriate means of obtaining the opinions of three desired sampled groups regarding their prior experiences relating to their course. This study was considered a case-control study since closely matched subjects were used (Go Global graduates as the experimental group and Health Sciences graduates as the comparative group) to investigate the research questions. It was believed this approach would allow more robust conclusions to be drawn about the effects of international fieldwork experiences.

There are two main parts of this study's research design: Part 1- the self-administered questionnaires; and Part 2- the focus group discussion. These are described in detail in sections 3.7 and 3.8 respectively.

3.6 Research Methods

This study used both qualitative and quantitative research methods in a mixed methods design (Figure 3.1).

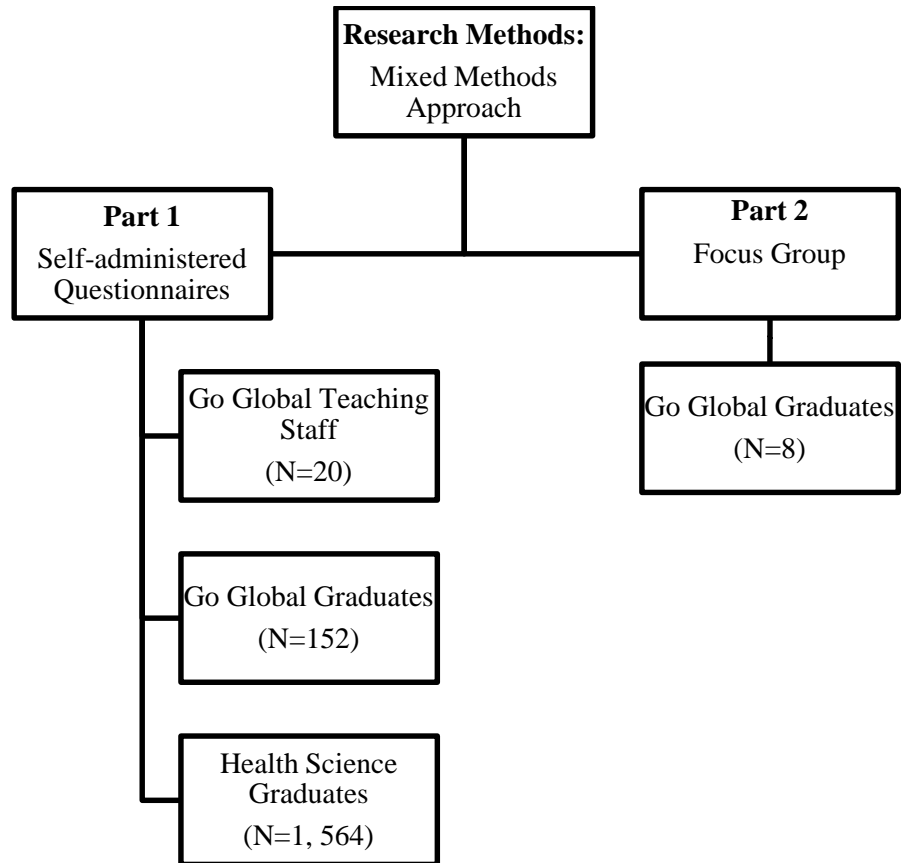


Figure 3.1. Overview of research approach employed by the study (including number of intended participants).

The quantitative component was designed to collect information on the specific graduate attributes (dependent variables) that are developed from participating in an international fieldwork experience and traditional Health Sciences course (independent variables). Quantitative methods were also used to collect information on the importance of particular attributes to early professional success, according to the perceptions of Go Global teaching staff, Go Global graduates and Health Sciences' graduates.

The qualitative component was designed to 1) Gain a deeper understanding of the skills and attributes developed by an international fieldwork (Go Global) experience, and 2) Gain an in-depth understanding of the components of international fieldwork (the Go Global program) that facilitate students' attainment of graduate attributes. The qualitative data were derived

from open-ended question items in the self-administered questionnaires and focus group discussions. The research design employed by this study is summarised in Figure 3.1.

The sources of data, which are later described in detail, included Go Global teaching staff questionnaires (section 3.7.5.1, Appendix 1) Go Global graduate questionnaires (section 3.7.5.2, Appendix 2), Health Sciences graduate questionnaires (section 3.7.5.3, Appendix 3), and transcripts from a focus group discussion involving Go Global graduates (Appendix 20). This data was used in an integrated manner in the analysis, interpretation and write-up of findings, as recommended by Teddlie & Tashakkori (2009).

Part 1 of this study utilised online, self-administered questionnaires. There is growing evidence that web-based surveys can increase response rates, compared with postal questionnaires (Yun & Trumbo, 2000) and web-based surveys are comparatively much cheaper to administer than paper surveys (Schleyer & Forrest, 2000). Furthermore, online or web-based surveys can yield results in a shorter period of time (Akl, Maroun, Klocke, Montori, & Schunemann, 2005; Jones & Pitt, 1999; Seguin, Godwin, MacDonald, & McCall, 2004). For these reasons, online questionnaires were selected for this study. Personal postal addresses of the sampled groups were also unknown to the researcher. It was also deemed that online questionnaires would minimise respondent bias on account of the anonymous nature of self-administration and the absence of the interviewer, thus maximising the authenticity and truthfulness of participants' responses. As stated by Naser (2014) "Because participants feel safe in the anonymous environment of the Internet, they are more likely to open up and give a more truthful response" (p. 1). Moreover, when dealing with a 'digital generation' (which this study's sample could be classified as), it was presumed that online questionnaires would yield a higher and faster return rate compared with mail-out surveys (Yun & Trumbo, 2000; Akl et al., 2005; Naser, 2014).

Part 2 of this study utilised a qualitative approach to gain a deeper understanding of the graduate attributes that are developed from participating in international fieldwork and the components of the program that support this development. Focus group discussions (FGDs) were utilised to collect further qualitative data. Focus group discussions were chosen over semi-structured interviews in order to generate free and open discussion amongst the participants (Bryman, 2012). Furthermore FGDs allow participants to emphasise specific themes or topics relevant to the research questions and bring to the fore issues in that they deemed to be important and significant (Bryman, 2012). For the purpose of this study it was considered that the quality component of the self-administered questionnaires was insufficient in obtaining detailed

information about the learning outcomes of the Go Global experience and the reason behind this. Therefore it was believed that FGDs would offer an opportunity to expand and clarify on issues and themes identified in the questionnaires. The FGDs consequently revolved around the key learning benefits of Go Global and the components of the program responsible for facilitating this learning.

The next section of this thesis describes the two main parts of the research design; Part 1 – the self-administered questionnaires, and Part 2 – the focus group discussion. Sampling approach, protocol, instrument and method of data analysis used for each of these parts of the research design are presented accordingly.

3.7 Part 1: Self-administered Questionnaires

Self-administered questionnaires were completed by Go Global teaching staff and graduates to measure and report on their perceptions of the extent to which Go Global contributes to the development of the graduate attributes (Appendix 1 & 2). Self-administered questionnaires were also completed by Health Sciences graduates who did not participate in Go Global to report on their perceptions of the extent to which their course (e.g., Occupational Therapy course) contributes to the development of graduate attributes as a means of comparison (Appendix 3).

The next section of this thesis describes the samples for the three groups, including the inclusion and exclusion criteria. This is followed by a description of the instrument used and its validity. A description of the protocol for data collection for each of the three sampled groups is presented in section 3.7.5.

3.7.1 Samples and Sampling Approach/procedure

3.7.1.1 Teaching team

Teaching team members who were involved in the Go Global program at the time of data collection (August-October, 2012) were purposefully sampled for this study. These were academic staff members who had knowledge of the Go Global program, its learning outcomes and the students' learning experience. The sample included Fieldwork Coordinators (of the courses that send students on Go Global for example, Occupational Therapy, Physiotherapy and Speech Pathology), Country Coordinators, who coordinate the Go Global placements in

each of the four host sites, and Supervisors who directly supervised students during Go Global placements. The total number of Go Global teaching team members meeting this inclusion criteria at the time of the study was N=20. These individuals were sent an email invitation containing a link to an online survey, as described in section 3.7.5.1.

3.7.1.2 Graduates (Go Global and Health Sciences graduates)

In order to address the study's objectives, both Go Global graduates and non-Go Global (Health Sciences) graduates were sampled.

Go Global graduates were purposefully sampled from Curtin University's Go Global Alumni membership database. Only those Go Global graduates who had completed the Go Global program within the past five years (2008-2012) were sampled (total of N=152) and only those with more than six months work experience since completing their degree were included for data analysis, as described in section 3.7.1.2. Due to a low initial response rate, the researcher used convenience sampling techniques to recruit further Go Global graduate participants through social media channels (for example, Facebook) and snowballing techniques were used, whereby respondents were asked to forward the questionnaire on to others meeting the inclusion criteria, to expand the reach of this questionnaire.

As one of the objectives of the study was to compare the responses from Go Global graduates with non-Go Global graduates, a matched sample of Health Sciences graduates from Curtin University who did not participate in the Go Global program was determined to act as a comparative group. This comparative group was matched according to course studied. Therefore, since Go Global graduates who responded to the questionnaire had only studied Occupational Therapy, Physiotherapy, Speech Pathology and Pharmacy, Health Sciences graduates were purposefully sampled from these four course Alumni membership databases. As with the Go Global graduates, the sample of Health Sciences graduates was restricted to those who had completed their degree within the last 5 years (2008-2012), and those with more than six months work experience since completing their degree were used for data analysis. Health Sciences graduates who had completed a Go Global placement or any other international fieldwork placement during their university course were excluded from this sample. Of note, Health Sciences students at Curtin University typically complete an equivalent amount of fieldwork hours in their undergraduate studies, with the majority also participating

in interprofessional practice experiences. This therefore reinforces the Health Sciences graduates as a comparative group, meaning that the international element is the main difference between the Go Global graduates and Health Science groups. The total number of Health Sciences graduates meeting this criteria was N=1,564. Due to a low initial response rate, social media was used to recruit respondents via the researcher's own informal networks (for example, Facebook) and respondents were invited to forward the questionnaire on to other graduates who met the inclusion criteria (snowball sampling).

A priori sample size calculation was conducted. As the main dependent variable for this study was the *extent* to which a particular 'course' supported the development of graduate attributes (e.g., "*very much*"), this variable was used to determine the required graduate sample size for this study. A target sample of 103 Go Global graduates and 103 Health Sciences graduates (comparative and test group) was selected, based on the following power calculation with an acceptable sampling error of 5% (de Vaus, 1991), and at 95% level of confidence:

When the alpha is 0.05 and power is 0.8, a sample of 103*2 is required to obtain the (most conservative) result that 50% vs. 70% of graduates (non-Go Global and Go Global respectively) chose a certain description/dependent variable (e.g., "*very much*") for a certain graduate attribute (e.g., "*work-related knowledge and skills*"). That is a 20% difference between the comparative and test groups.

3.7.2 *The Instrument*

The Graduate Employability Indicator Surveys (GEI) was selected as an appropriate instrument to collect data pertaining to objectives 1, 2, 3 and 4 of this study. It has been shown to be valid (Oliver et al., 2011) and has been used extensively in this area of research. The background of its development and its use has been presented in Chapter 2, section 2.4.

The original GEIs (Oliver, 2010) comprised of three online employability surveys which capture the perceptions of graduates, employers and teaching staff about the *importance* of key capabilities to early professional success, and the *extent* to which those capabilities are demonstrated by new graduates (Appendices 4, 5 and 6). The survey asked the following questions in relation to graduates of a degree program:

1. How important are the capabilities for early professional success?

2. To what extent do graduates generally demonstrate the capabilities (according to employers and teaching staff), or do courses contribute to their development (according to graduates)?
3. To what extent are graduates work-ready?
4. How confident are teaching staff in teaching and assessing the capabilities?

The GEI surveys are comprised of fourteen capabilities (Table 2.1) which are based on attributes, skills and personal qualities derived from pre-existing surveys as described in section 2.4. Each stakeholder group is asked to report their perception of graduates' overall work-readiness and two qualitative items ask respondents to comment the best aspects of the degree for developing employability skills and how could the degree be changed to improve skills for employment.

The instrument therefore gathers both qualitative and quantitative data about employability capabilities, which is then triangulated to determine variations in stakeholder perceptions. A gap analysis of the quantitative data collected from the GEI surveys is visually represented signifying the gap between aspirations (how important an attribute is perceived to be for early professional success) and the perceived development of those graduate employability capabilities (Oliver et al., 2011).

3.7.3 Validity and Reliability of the Instrument

After examining various universities' Graduate Attributes across Australia, Oliver et al (2011) theorised that the fourteen capabilities used in the GEI address the range of attributes recognised at that time of development. This list of attributes was derived from previously validated surveys, as described in section 2.4 of this thesis. Following validity and reliability evaluations (again described in section 2.4) it is accepted that the GEI offer higher education providers an effective and validated means of assuring that their graduates have acquired generic capabilities required for employment (Oliver et al., 2011).

3.7.4 *Instrument used for Current Study*

This study modified the original GEI surveys to determine respondents' perceptions of:

- The extent to which Go Global graduates generally demonstrate the attributes (according to academic teaching staff of Go Global).
- The extent to which the Go Global program contributes to the development of the attributes (according to graduates).
- The extent to which the Go Global program contributes to the development of the attributes (according to graduates) more so than typical undergraduate Health Sciences courses (e.g., Occupational Therapy).
- The importance of the graduate attributes for early professional success to Go Global academic teaching staff.
- The importance of the graduate attributes for early professional success to graduates of Go Global.
- The importance of the graduate attributes for early professional success to Health Sciences graduates who did not participate in Go Global.

(Adapted from: Graduate Employability Indicators: Handbook- Oliver, 2011)

This study therefore made minor modifications to the validated GEI to adapt it for use in the context of this study. Employers' perceptions were omitted as this was not an aim of this particular study. Including employer feedback was considered unfeasible within the scope of this Masters of Philosophy research project because of the timeframe given to complete this thesis. This study added 'Overall work-readiness' as a fifteenth attribute for staff and graduates to rate, as recommended by Oliver (2010), who included it in the original GEI, but did not include it in the original list of graduate attributes (Table 2.1). Tables 3.3 (for teaching staff) and 3.4 (for graduates) present the questionnaire items used in this study and the original GEIs proposed by Oliver (2010) highlighting the minor adaptations made.

Table 3.3

Comparison between teaching team survey items used in GEI and the current study

GEI Survey items	Survey items in current study for teaching team
Quantitative items:	
A. To what extent do new graduates generally demonstrate the following (skills)?	A. To what extent to new graduates generally demonstrate each of the following skills as a result of participating in Go Global?
B. How important do you think each of the following is to the employment success of new graduates of this degree?	B. How important do you think each of the following is to the employment success of new graduates <i>of a Health Science degree?</i>
Qualitative items:	
A. What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	A. What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?
B. What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	B. What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?
C. What do you see as your role in assisting students to develop these attributes, skills and personal qualities?	C. What do you see as your role in assisting students to develop these attributes, skills and personal qualities?
D. What sort of staff development opportunities would increase your confidence to teach and assess work-related skills, attributes and personal qualities?	D. <i>What do you think are the best aspects of the Go Global program in developing graduate skills for employment?</i>
	E. <i>How could the Go Global program be changed to improve graduate skills for employment?</i>

Note. Changes to the original GEI (Oliver, 2010) are highlighted in italics.

Table 3.4

Comparison between graduate survey items used in GEI and the current study

GEI Survey items	Survey items in current study for Go Global graduates
Quantitative items:	
A. To what extent did your experience during this degree contribute to your development in the following areas?	A. To what extent did your Go Global experience contribute to your development of in the following areas?
B. How important do you think each of the following is to the employment success of new graduates of this degree?	B. How important do you think each of the following is to the employment success of new graduates in your profession?
Qualitative items:	
A. What were the best aspects of this degree in developing your skills for employment?	A. What were the best aspects of the <i>Go Global program</i> in developing your skills for employment?
B. How could the degree be changed to improve your skills for employment?	B. How could the <i>Go Global program</i> be changed to improve your skills for employment?

Note. Changes to the original GEI (Oliver, 2010) are highlighted in italics.

The modified questionnaires used in this study collected information on the perceptions of graduates and teaching staff on the degree to which the Go Global program supports the attainment of graduate attributes. A similar questionnaire was completed by Health Sciences graduates who did not participate in the Go Global program, as a means of comparison (Appendix 3). These non-Go Global Health Sciences graduates were asked to report on their perception of their own course (e.g., an Occupational Therapy course) using the original GEI survey (Oliver, 2010), however, the term ‘degree’, which is used in the original GEI survey, was replaced with ‘course’, as this term was considered more relatable to graduates of a Health Sciences course at Curtin University (Appendix 3).

All survey items were entered into and administered using Qualtrics software, version 2013. Qualtrics is a web-based survey tool which allows users to build, distribute, and analyze online surveys and export data in multiple formats (Qualtrics Research Suite, 2013). It was estimated

that the online questionnaires used for this study would take respondents approximately eight minutes to complete.

3.7.5 Protocol

3.7.5.1 Teaching team members

Teaching team members who met inclusion criteria were emailed an invitation to participate in this study and complete the online questionnaire (N=20) (Appendix 7). Recipients were directed to a URL link in the email, which took them to the questionnaire administered by Qualtrics, version 2013. An information sheet was provided in the email (Appendix 10) explaining the background to the research, aims of the study and possible risks involved. Recipients were informed that submission of the survey indicated their consent to participate. Firstly, teaching team members were asked to provide demographic details regarding their gender, type of employment contract, length of time teaching at university, extent of industry experience, and recentness of experience related to the Go Global program (see Appendix 14 for list of demographic items and response options for each item). These variables were based on items in the original GEI (Oliver, 2010).

They were then invited to provide free text comments in response to the following questions:

- What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?
- What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?
- What do you see as your role in assisting students to develop these attributes, skills and personal qualities?

These qualitative items aimed to obtain information on staff members' perceptions of their role in assisting students to develop the capabilities, and the main incentives and disincentives for doing so. These items were included as they appeared in the original GEI, however, they were not analysed because responses did not address the research objectives of this study.

Teaching team members were then asked to give a rating of the extent to which new graduates (those with 1 or <1 year of work experience) generally demonstrate each of the 15 graduate attributes as a result of participating in the Go Global program. Response categories for each quantitative item (graduate attribute) included '*very little*', '*some*', '*quite a bit*', and '*very*

much'. Responses to this question aimed to collect data on the type of skills, attributes and qualities that Go Global supports students to develop.

Next they were asked to give a quantitative rating of the importance of each of the attributes to the employment success of new graduates of a Health Sciences degree. Again, response categories included '*very little*', '*some*', '*quite a bit*', and '*very much*'.

These items of the questionnaire therefore gathered data on the teaching teams' perceptions of:

- a. The extent to which new graduates demonstrate each of the 15 graduate capabilities as a result of participating in the Go Global program (quantitative items)
- b. The importance of each capability to the employment success of new graduates (quantitative items)

Two additional items of the questionnaire aimed to address objective 3 of the study by gathering information about the components of the Go Global program that staff perceived as beneficial in developing graduate skills for employment and potential ways the program could be changed to improve these skills. These included:

- What do you think are the best aspects of the Go Global program in developing graduate skills for employment?
- How could the Go Global program be changed to improve graduate skills for employment?

Teaching team members were given eight weeks to complete the questionnaire. After this time, two follow-up/reminder emails were sent by the researcher two weeks and four weeks respectively following the original request to maximize the response rate.

3.7.5.2 Go Global graduates

In the same way as the teaching team members, Go Global graduates who met the inclusion criteria (N=152) were emailed an invitation (by Curtin University's Alumni Relations) to participate in this study (Appendix 8). Recipients were directed to a URL link in the email, which took them to the questionnaire administered by Qualtrics, version 2013. An information sheet was provided in the email (Appendix 11) explaining the background to the research, aims of the study and possible risks involved. Recipients were informed that submission of the survey indicated their consent to participate.

Go Global graduates were firstly asked to provide demographic details pertaining to their gender, age group, recentness of Go Global experience, previous enrolment status, course studied at university, employment status, and location of employment (see Appendix 15 for full list of demographic items and response options for each item). Again, these variables were based on items used in the original GEI (Oliver, 2010).

Go Global graduates were then asked to give a rating of the extent to which their Go Global experience contributed to their development of the 15 graduate attributes. Response categories for each quantitative item (graduate attribute) included ‘*very little*’, ‘*some*’, ‘*quite a bit*’, and ‘*very much*’. Responses to this question therefore aimed to collect data on the type of skills, attributes and qualities that Go Global offers students who participate in the program.

They were then asked to give a quantitative rating of the *importance* of these 15 capabilities to early professional success. Again, response categories included ‘*very little*’, ‘*some*’, ‘*quite a bit*’, and ‘*very much*’.

These questionnaires therefore gathered data on the Go Global graduates’ self- perceptions of:

- a. The *extent* to which new graduates perceive the Go Global program contributed to their development of the 15 graduate capabilities (quantitative items)
- b. The *importance* of the capabilities to early professional success (quantitative items)

Go Global graduates were then invited to provide free text comments in response to the following questions:

- What were the best aspects of the Go Global program in developing your skills for employment?
- How could the Go Global program be changed to improve your skills for employment?

Go Global graduates were given eight weeks to respond to the request to complete the questionnaire. No follow-up/reminder emails were sent by Alumni Relations due to their policies around over-contacting University alumni.

3.7.5.3 Health Sciences graduates

Health Sciences graduates who did not participate in Go Global and who met the inclusion criteria described above (section 3.7.1.2) were sent an email to invite them to participate in this

study (N=1,564) (Appendix 9). Recipients were directed to a URL link in the email, which took them to the questionnaire administered by Qualtrics, version 2013. An information sheet was provided (Appendix 12) explaining the background to the research, aims of the study and possible risks involved and recipients were informed that submission of the survey indicated their consent to participate.

Health Sciences graduates were first asked to provide demographic details similar to those asked of the Go Global graduates (see Appendix 16 for full list of demographic items and response options for each item). These demographic details included gender, age group, type of course studied at university, recentness of course completion, employment status, and location of employment. Again, these variables were based on items used in the original GEI (Oliver, 2010).

For Health Sciences graduates, their course of study (e.g., Occupational Therapy) replaced the Go Global program as the learning experience being evaluated throughout the questionnaire. Health Sciences graduates were therefore asked to give a rating of the *extent* to which their course contributed to their development of the 15 graduate capabilities. Response categories for each quantitative item (graduate attribute) included ‘*very little*’, ‘*some*’, ‘*quite a bit*’, and ‘*very much*’. Health Sciences graduates were also asked to give a quantitative rating of the *importance* of the capabilities to early professional success. Again, response categories included ‘*very little*’, ‘*some*’, ‘*quite a bit*’, and ‘*very much*’.

These questionnaires gathered data on the Health Sciences graduates self- perceptions of:

- a. The extent to which their course contributed to the development of the 15 graduate capabilities
- b. The importance of the capabilities to early professional success

Health Sciences graduates were also invited to provide free text comments in response to the following questions (however, for the purpose of this study these responses were not analysed):

- What were the best aspects of your course in developing your skills for employment?
- How could your course be changed to improve your skills for employment?

Health Sciences graduates were given eight weeks to respond to the request to complete the questionnaire. Again, no follow-up/reminder emails were sent by Alumni Relations due to their policies around over-contacting University alumni.

3.7.6 Data Analysis

Data collected from Part 1 of this study (self-administered questionnaires) was analysed using a combination of techniques. Demographic data was analysed using descriptive statistics. Some demographic items were, however, categorised first before analysis. For teaching team members, responses to *Extent of industry experience* related to participants' experience in industries related to a Health Sciences degree (e.g., Occupational Therapy) were categorised into:

- 1 - More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to a Health Sciences degree for *more than 5 years*),
- 2 - Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to a Health Sciences degree *between 1 and 5 years*), and
- 3 - Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to a Health Sciences degree for *less than 1 year*).

Responses to *Recentness of experience related to the Go Global program* reflected how recently participants had been a full-time or part-time worker, researcher or supervisor related to Go Global. Responses were categorised into: 1 - More recently (my most recent experience was in the past *1-2 years*), 2 - Moderately recently (my most recent experience was *between 2 and 5 years ago*), or 3 - Less recently (my most recent experience was *between 6 and 10 years ago*).

For Go Global and Health Sciences graduates, only those who indicated they had more than six months work experience since completing their degree were included for data analysis.

3.7.6.1 Quantitative Analysis

Quantitative data from the survey items was analysed using descriptive statistics. The percentage of respondents from each sample group (Go Global teaching team members, Go Global graduates and Health Sciences graduates) who selected each response category (*very little, some, quite a bit, and very much*) was separately calculated for each graduate attribute. This process was used to analyse responses to both questions regarding the '*extent to which attributes are demonstrated/developed as a result of participating in Go Global/Health Sciences course*' and the '*importance to employability*' for each graduate attribute. For ease of

interpretation, responses regarding ‘importance to employability’ were collapsed into two categories: i) ‘more important’ which included responses indicating ‘quite important’ and ‘very important’ or ii) ‘less important’ which included responses indicating ‘very little importance’ and ‘some importance’. Similarly, responses to the ‘extent to which attributes are demonstrated/developed as a result of participating in Go Global/Health Sciences course’ were grouped as i) ‘more’ (‘quite a bit’ and ‘very much’) or ‘less’ (‘very little’ and ‘some’). Data were colour coded to indicate strengths and challenges, as indicated in Table 3.5, as recommended by Oliver et al. (2011).

Table 3.5

Colour coding of grouped response categories

Strengths: % agreement that capability is MORE (‘quite a bit’ or ‘very much’) important or more demonstrated or developed	At least 75%	
	Between 60 and 74%	
Challenges: % agreement that the capability is LESS (‘very little’ or ‘some’) important or less demonstrated or developed	At least 75%	
	Between 60 and 74%	

(Oliver et al., 2011)

Radar graphs were then produced for each sample to visually demonstrate any difference and the size of the gap between the respondents’ ratings of ‘important attribute to employability’ and ‘extent to which the attribute was developed through Go Global/Health Sciences course’ for each of the graduate attributes. The radar graphs therefore illustrate the comparison between the respondents’ perceptions of the *extent* to which new graduates demonstrate each capability as a result of participating in the Go Global program (for Go Global teaching team members and graduates) or Health Sciences course (for Health Sciences graduates) with the *importance* of the capabilities to new graduate success. Analysis of this quantitative data aimed to address objectives one, two and three of the study.

The question of whether there was a difference between Go Global graduates and non-Go Global (Health Sciences graduates) responses regarding the degree to which they perceive their respective ‘courses’ contributed to their attainment of graduate attributes (objective four of the study), was tested using a two-sample *t* test with equal variances. Multivariate analysis of

variance (MANOVA) was used to assess for any difference in 15 of the subscales (each separate graduate attribute) between Go Global and non-Go Global graduates.

3.7.6.2 Qualitative Analysis

Responses to the qualitative survey items for Go Global graduates and teaching staff were analysed for themes using thematic analysis (Ryan & Bernard, 2003) in order to address the fourth objective of this study. An inductive ‘bottom-up’ approach to the thematic analysis was taken, whereby data relevant to the topic was first collected and then analysed for patterns and themes. Oliver et al.’s (2011) list of graduate attributes and Knight and Yorke’s (2002) USEM employability model were used as a scaffold for identifying patterns in the data (Creswell, 2011). Firstly, the researcher conducted several readings of each transcript of the qualitative responses in order to become familiar with the data and note initial impressions. Secondly, the data were coded, which involved an initial stage of open coding where each transcript was scanned for key ideas, phrases or words (subthemes). Through closer inspection of the subthemes and relationships between them, these categories were further developed and refined into overarching concepts/themes (Table 3.6). Themes that emerged from the data are described in the Results chapter.

Table 3.6

Example of the process used to identify themes from qualitative data

Participant quotes	Subthemes	Concept/Main theme
<i>“The self-reflection and analysis required, coupled with the intense working relationships that the trip demanded resulted in a sharp increase in my self-awareness, growth and understanding of myself. I feel that self-awareness and ability to critically self-reflect is one of the most critical aspects of pre-employment skills.”</i>	ICAT assessment Self-assessment Reflective journal writing	E.g., Self-reflection

3.8 Part 2: Focus Group

After analysing the data collected in Part 1 of this study, focus group discussions (FGD) were planned to confirm and explore the depth of the responses provided by the Go Global graduates in the self-administered questionnaires. A key objective was to establish a deeper

understanding of the skills and attributes developed by the Go Global experience, as well the components of the Go Global program that facilitate students' attainment of these attributes.

Originally, three focus group discussions were planned, however, data saturation was reached following the first one (data obtained from the FGD was consistent with the qualitative component of the questionnaire and no new themes arose), and therefore only one focus group was conducted.

3.8.1 Participant Recruitment

The sample for the focus group comprised of Go Global graduates who had completed the Go Global program within the past five years and had more than six months work experience since completing their degree. In order to obtain a representative sample of Go Global graduates, the focus group included at least one participant who had completed the Go Global program one, two and three years prior to the focus group. Moreover, representatives were required from a variety of Go Global host sites (e.g., China, India, Ukraine) as these different experiences may have impacted upon graduates' perceptions of the program. An invitation was posted at the end of the Go Global graduate online questionnaire for respondents to email the researcher directly if they were willing to participate in a future focus group discussion. The researcher also used personal networks as well as snowballing to recruit participants meeting the inclusion criteria. This included private emails and invitations using Facebook. Due to these two different means of participant recruitment, it was not possible to determine whether each FGD participant had also completed the online survey. The target size of the focus group was between eight and 12 members, as this is the most widely recommended size for a group discussion (MacFarlane Smith, 1972; Bellenger, Bernhardt, & Goldstucker, 1976; Cox, Higginbotham, & Burton, 1976; Prince, 1978; Fern, 1982). For example, Fern (1982) found that focus groups of eight members generated significantly more ideas than focus groups of four members, and, at the other extreme, Mendes de Almeida (1980, p. 119) claimed that 12 respondents are viewed as "a maximum for decent moderation".

3.8.2 Focus Group Questions

An interview schedule is provided in Appendix 18 outlining the question used for the focus group. These questions were used to gather information to confirm and explore depth of the Go Global graduates' responses to the qualitative items of the self-administered questionnaires.

These questions were trialled on three Health Sciences graduates to ensure the questions were easy to understand and interpreted in the intended way.

The guiding questions used for the focus group were:

- a. What did you learn most from your Go Global experience? (Probe: What key skills and attributes did you gain from your Go Global experience that you now apply in your professional role?)
- b. How did the Go Global experience support you to develop those skills and attributes? (Probe: What components of the Go Global program were useful/ beneficial to your learning?)

3.8.3 Protocol

The focus group was held at Curtin University on May 20th 2014 and was approximately 1.5 hours in duration. Participants were provided with an information sheet detailing the purpose of the study and possible risks involved, and they were given the opportunity to ask questions before commencing the discussion. Participants were provided with an information sheet outlining the purpose of the FGD (Appendix 13) were informed that the discussion would be audio recorded and that their participation would remain anonymous. Each member of the focus group was required to sign a consent form agreeing to participate in the study (Appendix 19). The focus group was facilitated by the researcher and research assistant and was audio recorded for transcription and analysis.

3.8.4 Analysis

The focus group discussion was transcribed verbatim by the researcher and analysed for themes using thematic analysis (Ryan & Bernard, 2003) (see Appendix 20 for full transcription). Thematic analysis was chosen to gain a deeper appreciation of the content of the focus group discussion (Ryan & Bernard, 2003) and to identify patterns of meaning across the data that provide answers to the research questions (Braun & Clarke, 2006). An inductive 'bottom-up' approach to the thematic analysis was taken to determine themes in the data. Once more, Oliver et al.'s (2011) list of graduate attributes and Knight and Yorke's (2002) USEM employability model provided a scaffold for identifying patterns in the data (Creswell, 2011). The researcher was also responsive to concepts in the graduates' responses that related to, but were not covered

by, these frameworks. The researcher maintained an audit trail in the form of individual and group discussion notes throughout the analysis.

The researcher first conducted several readings of the FGD transcript in order to familiarise herself with the data and make notes of initial impressions. The transcript was analysed for themes pertaining to the skills and attributes participants considered they developed through the Go Global experience, the components of the Go Global program that participants thought enabled them to develop desirable graduate attributes, and ways the program could be improved. The coding process involved an initial stage of open coding where the transcript was scanned for key ideas, phrases or words. These codes were then collapsed into broader categories relating to a) the skills and attributes participants considered they developed from Go Global, b) the best aspects of Go Global program and c) areas for improvement. Through a closer inspection of the categories and relationships between them that emerged from this process, and with reference to the underlining theoretical frameworks, these categories were further developed and refined into overarching themes and associated subthemes (Ryan & Bernard, 2003) (Table 3.7).

Table 3.7

An example to illustrate the process used to identify themes from the FGD (regarding the skills and attributes developed by Go Global)

Participant quote	Key theme	Sub-theme	USEM Employability category
<i>“I found when you were facing those challenges on a Go Global placement you were not directly supervised by someone else, so you had to think about how you were going to solve that problem yourself. That, I think, was the most beneficial thing to me. Just having to think about it myself and being more autonomous.”</i>	Problem solving	Independence; Self-reflection	Efficacy; Metacognition

In combination with the analysis of the qualitative data obtained from questionnaires completed by Go Global teaching staff and graduates, the thematic analysis of the focus group discussion aimed to address the fourth objective of this study.

3.9 Human Research Ethics

Ethical approval was obtained from the Curtin University Human Research Ethics Committee prior to the commencement of the study [approval number HR173/2011] (Appendix 21). In order to ensure that participants were able to give informed consent, the objectives, risks and implications of the study were explained in the participant information sheets (Appendix 10, 11, 12 & 13). Participants were not coerced to join the study and were free to withdraw up until the point at which the data was collected and de-identified. Respondents of the questionnaires were informed that submission of the questionnaires indicated consent to participate and paper-copy consent forms were signed by participants of the focus group. Confidentiality was maintained and no identifying information about the participants has been used in published material. Potential risks to participants were considered minimal as there was no indication that this study would impose any physical, psychological, social, economic, or legal harm. All electronic data, including questionnaires, focus group transcripts, SPSS databases and Excel databases have been stored on a password-protected computer without identifiers which is only accessible to the researcher. This data will be kept securely for at least seven years, after which it will be destroyed. All paper records, including signed consent forms and interview notes have been stored securely in a locked filing cabinet only accessible by the researcher.

3.10 Summary

The research methods used in this study aimed to collect data about the impact of international fieldwork on the development of desired graduate attributes for employability. The assumption was that students who participate in international fieldwork are perceived as more ‘employable’ than those who do not. In order to collect this data, teaching staff and graduates from Curtin University’s Go Global international fieldwork program were sampled together with Health Sciences graduates who did not participate in Go Global. An online self-administered questionnaire was completed by each of the three sampled groups to ascertain their perceptions on the *importance* of graduate attributes to employment success and the *extent* to which graduate attributes are developed as a result of either the Go Global program (for Go Global staff and graduates) or a Health Sciences course (for Health Sciences graduates). The questionnaires distributed to the Go Global staff and graduates also aimed to collect data on the components of the program that facilitated the development of graduate attributes as well as ways the program could be improved to better facilitate the development of ‘employability skills’. A focus group discussion was held to gain a deeper understanding of the skills and

attributes developed by the Go Global experience, as well the components of the Go Global program that facilitate students' attainment these attributes.

The next chapter presents the results collected from both parts of this study: Part 1- the self-administered questionnaires and Part 2- the focus group discussion.

CHAPTER 4: RESULTS

4.1 Introduction

This chapter presents the results of the self-administered questionnaires completed by the three groups; (1) Teaching staff, (2) Go Global graduates, and (3) Health Sciences graduates of Curtin University who did not participate in the Go Global program. The key themes arising from the Focus Group Discussion (FGD) regarding the components of the Go Global program that contribute to the graduates' perception of their attainment of graduate attributes will also be presented. This chapter will conclude with a summary of the main findings.

4.2 Teaching Team

Of the 20 questionnaires that were distributed to Go Global teaching staff members at Curtin University, 15 were returned and used for data analysis, corresponding to a response rate of 75%. The majority of the teaching staff in this study were female (80%), with the majority having 'more recent' experience related to the Go Global program (93%) (Table 4.1). Most of the staff described themselves as having extensive industry experience (73%), having worked in a Health Sciences related field for more than five years either as a clinician, a researcher or a consultant. Table 4.1 summarises the demographic characteristics of Go Global teaching staff respondents.

4.2.1 Ratings of Graduate Attributes

At least 80% (N=12) of the teaching team members indicated that all 15 attributes were *more important* to the employment success of new graduates (Table 4.2). One hundred percent of the teaching team respondents identified seven attributes as being demonstrated *more* as a result of participating in Go Global. A summary of the graduate attributes that the teaching team members considered 'more developed' or 'less developed' as a result of participating in Go Global are presented in Tables 4.3 and 4.4, respectively.

Table 4.1

Demographic characteristics of the teaching team respondents involved in the Go Global program (N=15)

Question	Possible responses	N	%
Gender	Male	3	20%
	Female	12	80%
Type of contract	Full-time continuing contract	4	26.6%
	Full-time fixed term contract	4	26.6%
	Part-time continuing contract	1	6.6%
	Part-time fixed term contract	5	33.3%
	Sessional/casual contract	1	6.6%
Years teaching at the university	3 years or less	5	33.3%
	Between 4 and 7 years	5	33.3%
	More than 7 years	5	33.3%
Extent of industry experience*	More extensive	11	73.3%
	Moderately extensive	4	26.6%
	Less extensive	0	0%
Recentness of experience related to the Go Global program*	More recently	14	93.3%
	Moderately recently	1	7%
	Less recently	0	0%
Total Respondents		15	

Note. *Categories of 'Extent of industry experience' and 'Recentness of experience related to the Go Global program' are explained in Chapter 3, section 3.7.6

Table 4.2

A summary of the graduate attributes that teaching staff considered 'more important' to the employment success of new graduates

Graduate attribute	Percentage of Teaching Staff identifying the attribute as '<i>more important</i>'
Writing clearly and effectively	100%
Speaking clearly and effectively	100%
Thinking critically and analytically	100%
Working effectively with others	100%
Learning effectively on your own	100%
Understanding people of other racial and ethnic backgrounds	100%
Solving complex, real-world problems	100%
Developing a personal code of values and ethics	100%
Developing general industry awareness	100%
Understanding different social contexts	100%
Overall work-readiness	100%
Work related knowledge and skills	93.33%
Analysing quantitative problems	93.33%
Using computers and information technology	80%
Contributing to the welfare of communities	80%

Table 4.3

A summary of the graduate attributes that teaching staff considered ‘more developed’ as a result of participating in Go Global

Graduate attribute	Percentage of Teaching Staff identifying the attribute as ‘more developed’
Understanding people of other racial and ethnic backgrounds	100%
Understanding different social contexts	
Contributing to the welfare of communities	100%
Working effectively with others	100%
Solving complex, real-world problems	100%
Learning effectively on your own	100%
Developing a personal code of values and ethics	100%
Overall work-readiness	92.3%
Speaking clearly and effectively	84.6%
Thinking critically and analytically	84.6%
Work related knowledge and skills	69.2%
Developing general industry awareness	53.8%

Table 4.4

A summary of the graduate attributes that teaching staff considered ‘less developed’ as a result of participating in Go Global

Graduate attribute	Percentage of Teaching staff identifying the attribute as ‘less developed’
Using computers and information technology	84.6%
Writing clearly and effectively	62.2%
Analysing quantitative problems	61.5%

Raw data presenting the percentage of teaching staff who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two questions regarding *extent* and *importance* can be found in Appendix 22.

A graphical comparison (Figure 4.1) between the perceived *importance of each attribute for employability* (red line) and the *extent to which the attributes were developed* as the result of Go Global (blue line) identified seven graduate attributes that were very consistent, that is, there were no gap or only a small gap between these two responses. These attributes were teamwork, independent learning, intercultural understanding, problem solving, values and ethics, social contexts, and work readiness. The attribute ‘community engagement’ was, however, perceived as *more developed* as a result of Go Global than its *importance* in contributing to employability. The remaining seven graduate attributes were therefore identified as having discrepancies between the two responses. These included knowledge, writing, speaking, thinking, quantitative, using ICT, industry awareness, and community engagement.

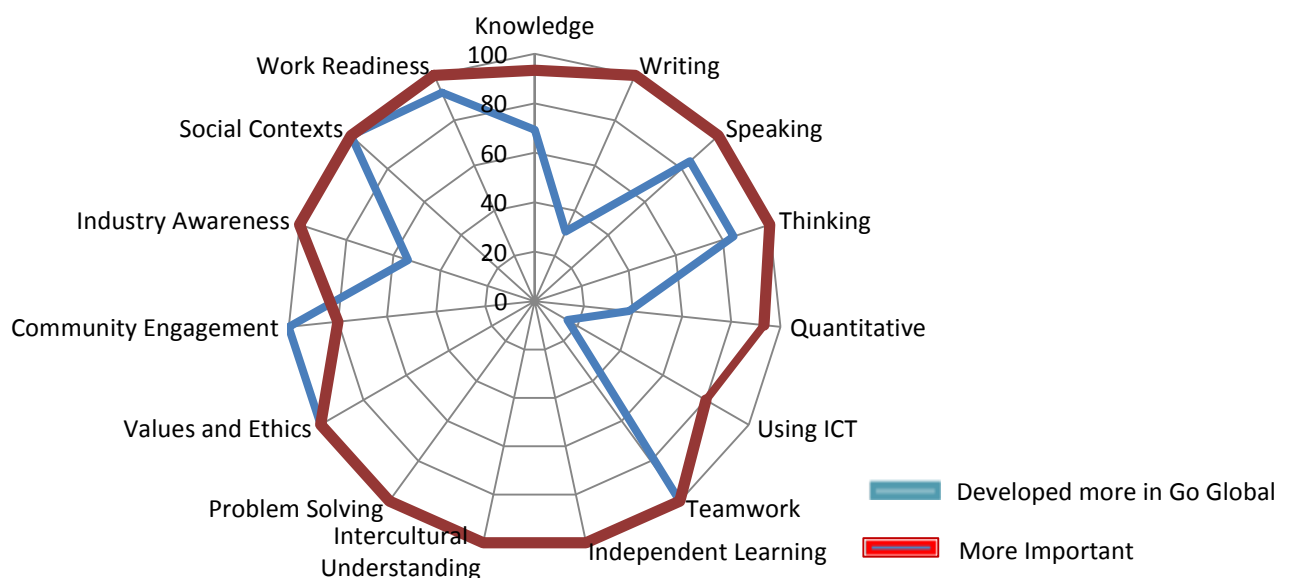


Figure 4.1. Radar chart comparing the teaching team’s perceptions of the extent the Go Global program contributes to capability development (blue line) with the importance of those capabilities for employability (red line). Quantitative items = percentage of teaching team

members who stated “more” agreement to statements regarding importance/developed in Go Global.

4.2.2 Qualitative Comments on Graduate Attributes

The response rate was varied for each the five qualitative items, however, at least 11 teaching team members provided a qualitative response for each item, representing 73% of the total respondents. Verbatim responses to the five qualitative items are provided in Appendices 23. Responses are listed in the order in which they were submitted, and comments made by different respondents are indicated by a new row. Comments are presented in full.

Item 1: What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?

Thirteen teaching team members responded to this question. The main incentives reported were intrinsic incentives such as pride and personal satisfaction obtained from assisting students develop personal and professional skills and qualities. Continual development and improvement of Health Sciences professions was also mentioned, together with supporting a better, more equipped and effective health workforce. For example, one teaching staff member commented:

“These students will be future practitioners in the community, and as such may be supervisors of future students participating in clinical placements. We want students to have excellent clinical experiences that are fostered through supervision by highly skilled clinicians who represent their relevant health discipline confidently to health consumers and other health professionals. If teaching staff start early with developing these skills and qualities in students, I believe it contributes to more of a partnership of teaching and learning, whereby the student takes responsibility for their own learning rather than thinking it is the responsibility of the teaching staff to tell them everything they need to know. Certainly from my perspective as a member of the teaching staff, this makes teaching in higher education more interesting and satisfying.” (Teaching team member with more than seven years teaching experience)

Item 2: What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?

Thirteen teaching team members responded to this question. The main disincentive identified was “lack of time”, with the majority of respondents commenting that work load allocation set by the university did not allow enough time or energy to assist students to develop skills, attributes and personal qualities. Poor remuneration, long hours and tedious assessments were also mentioned. These themes are exemplified by the below quote:

“[A main disincentive is] the time poor situation in which we work. The emphasis on research and publication by the university, which cuts down the time to be spent in producing excellent teaching resources, linking in practical ways theory and practice, involvement with industry partners. Developing the skills to graduate competency levels takes time.” (Teaching team member with more than seven years teaching experience)

Item 3: What do you see as your role in assisting students to develop these attributes, skills and personal qualities?

Fourteen teaching team members responded to this question. Many commented that their role was to model appropriate work and personal and professional behaviours (e.g., respectful communication), and encourage life-long learning. A common theme that emerged was encouraging student involvement in social entrepreneurship and international citizenship and supporting students to develop a sense of social accountability and a global perspective. Providing excellent and challenging, high standard learning experiences that relate to personal growth was also frequently mentioned, as was encouraging and facilitating professional development, professional identity, cultural competence and commitment to the profession. For example, one teaching staff member commented:

“I believe that mentorship of students combined with modelling these attributes is important. For example, including contemporary evidence-based content in learning resources, modelling professional and respectful communication, questioning decisions or answers to promote the ability to justify actions, and showing empathy and respect for a diverse student and health consumer population, in the classroom and in clinical fieldwork supervision.” (Teaching team member with more than seven years teaching experience)

The main themes emerging from teaching team members' responses to this question were therefore: 1) role modelling, 2) encouraging student engagement (including life-long learning) and, 3) providing challenging learning experiences.

Item 4: What do you think are the best aspects of the Go Global program in developing graduate skills for employment?

Fourteen teaching team members responded to this question. When providing their opinion on the best aspects of the Go Global program in developing graduate skills for employment, staff frequently commented on the degree of independence the program encourages students to adopt and the way the program facilitates self-reliance, resilience and leadership qualities. This was summarised by one staff member who stated:

“[One of the best aspects of the Go Global program is] the degree of independence the program encourages students to adopt and the way the program facilitates self-reliance, resilience and ultimately leadership qualities.” (Teaching team member with between 4-7 years teaching experience)

Furthermore, respondents highlighted that the program develops teamwork and interprofessional understanding, while requiring students be able to “enunciate and practice within the scope of their own profession”. The demand of the Go Global experience for creating sustainable and realistic programs in resource-poor environments was also mentioned as beneficial aspect of the program in developing graduate skills for employment. Respondents also highlighted the duration of the placements, being four weeks, as valuable in offering students time to adjust to the culture and establish deeper, more meaningful connections with community they were working with. Moreover, the way the program introduces students to different cultural contexts and encourages them to analyse their own belief and value system was acknowledged as a means of developing their cross cultural awareness. ‘Making a difference’ and ‘making a real contribution’ was also mentioned, as was ‘doing something for others’ and ‘developing empathy and compassion’. These themes are exemplified by the below quotes:

“[The best aspects include] the degree of independence offered to the students to come up with their own goals, and strategies to achieve those goals gives them a sense of confidence, responsibility and accountability, which is fantastic. The length of the placements is also good as it allows the students to submerge themselves in the

community and gain a more realistic perspective of the community and population they are working with - rather than a fleeting, more tourist-like visit.” (Teaching team member with between 0-3 years teaching experience)

“Planning abilities and evaluation abilities honed in resource poor and challenging situations. The need for teamwork, and interprofessional understanding, while being able to enunciate and practice within the scope of their own profession. Independence from traditional supervision. The aspect of ‘making a difference’, having a real contribution, of doing something for others rather than self, and having to create sustainable and realistic programmes.” (Teaching team member with over seven years of teaching experience)

The main themes emerging from teaching team members’ responses to this question regarding the best aspects of the go Global program in developing graduate skills were therefore: 1) the degree of independence required, 2) the interprofessional team structure, 3) the requirement to work in a resource-poor environment, 4) the four-week duration of the placement and, 5) the immersion in different cultural contexts.

Item 5: How could the Go Global program be changed to improve graduate skills for employment?

Eleven teaching team members responded to this question. When commenting on the aspects of the Go Global program most in need of improvement to enhance graduate skills for employment, two key themes emerged. One, staff identified the need to ensure students have some prior experience (clinical fieldwork, or informal work experience) working with the client group they would be providing care for during the Go Global experience (e.g., paediatric disability, neurological rehabilitation, etc.) It was proposed that this may serve to reduce pre-departure anxiety, put less reliance on other students with the experience, and increase their clinical awareness. Two, for students to be consistently supervised by an academic staff member from the students’ own profession to enhance the value of the experience as a fieldwork placement. For example, one teaching staff member commented:

“I think for improving specific professional skills and to increase the value of Go Global that the students need to be supervised by an academic from the students own profession-I think the IPE [interprofessional education] experience is valuable but if

students are supervised by someone from another profession then the value of the experience as a fieldwork placement is diminished.” (Teaching team member with over seven years of teaching experience)

4.3 Go Global Graduates

A total of 152 email invitations were originally sent to Go Global graduates by Alumni Relations requesting them to complete the online questionnaire, of which 49 were returned and used for data analysis. This represents an approximate response rate of 32% (although it is not possible to calculate a definitive response rate because of the snowballing nature of email distribution that was later used to augment the number of responses). The majority of respondents were female (96%), which is representative of typical Go Global enrolments, with about 70% of them within the 22-25 age range (Table 4.5). The majority of the respondents were Occupational Therapists (67%), in addition to Speech Pathologists (18%) and Physiotherapists (12%). Again, this sample data is representative of Go Global enrolments, which predominately comprised students studying Occupational Therapy, closely followed by Speech Pathology and Physiotherapy at the time of data collection. About half (51%) of the respondents graduated within the last two years and 84% of them were employed in a full-time employment capacity. Table 4.5 summarises the demographic characteristics of Go Global graduate respondents.

Table 4.5
Summary of Go Global graduates demographics (N=49)

Question	Possible responses	N	%
Gender	Female	47	96%
	Male	2	4%
Age group	21 or younger	2	4%
	22-25	34	69%
	26-30	11	22%
	30 or older	2	4%

How many years ago did you complete the Go Global program?	Less than 1 – 1 year ago	11	22%
	2 years ago	14	29%
	3 years ago	7	14%
	4 years ago	7	14%
	5 years ago	8	16%
	More than 5 years ago	2	4%
Enrolment status at time of Go Global placement	An Australian domestic student	49	100%
	An international student	0	0%
Course enrolled in at time of Go Global placement	Physiotherapy	6	12%
	Occupational Therapy	33	67%
	Speech Pathology	9	18%
	Dietetics	0	0%
	Nursing	0	0%
	Pharmacy	1	2%
	Other	0	0%
Current employment status	Full-time	41	84%
	Part-time	4	8%
	Not currently employed	4	8%
Is your current employment specifically linked to your degree?	Yes	43	93%
	No	3	7%
Current location of employment	Australia	39	87%
	New Zealand	0	0%
	Asia	0	0%
	Africa	0	0%
	North America	0	0%

	South America	0	0%
	Europe	5	11%
	Other	1	2%
Location category of current employment	Rural/Remote	5	11%
	Urban/Suburban	40	89%
If not currently employed, have you worked in an area related to your degree since graduation?	Yes	4	11%
	No	1	3%
Total Respondents		49	

4.3.1 Ratings of Graduate Attributes

At least 65% of the Go Global graduates indicated that all 15 attributes were *more important* to the employment success of new graduates (Table 4.6). More than 90% of graduates identified that the attributes of (1) Understanding people of other racial and ethnic backgrounds, (2) Understanding different social contexts, (3) Contributing to the welfare of communities, and (4) Working effectively with others were demonstrated *more* as a result of participating in Go Global. At least 63% indicated that 10 out of the 15 attributes were demonstrated *more* as a result of participating in Go Global. A summary of the graduate attributes that graduates considered ‘more developed’ or ‘less developed’ as a result of participating in Go Global is presented in Tables 4.7 and 4.8, respectively.

Table 4.6

A summary of the graduate attributes that Go Global graduates considered ‘more important’ to the employment success of new graduates

Graduate attribute	Percentage of Go Global graduates identifying the attribute as ‘more important’
Working effectively with others	100%
Speaking clearly and effectively	98%
Thinking critically and analytically	98%
Learning effectively on your own	98%
Writing clearly and effectively	95.9%
Understanding people of other racial and ethnic backgrounds	93.9%
Work related knowledge and skills	91.8%
Developing a personal code of values and ethics	91.8%
Understanding different social contexts	91.8%
Overall work-readiness	91.8%
Solving complex, real-world problems	89.8%
Developing general industry awareness	87.7%
Contributing to the welfare of communities	83.7%
Analysing quantitative problems	75.5%
Using computers and information technology	65.3%

Table 4.7

A summary of the graduate attributes that graduates considered ‘more developed’ as a result of participating in Go Global

Graduate attribute	Percentage of Go Global graduates identifying the attribute as ‘more developed’
Understanding people of other racial and ethnic backgrounds	98.0%
Understanding different social contexts	95.9%
Contributing to the welfare of communities	93.9%
Working effectively with others	91.8%
Solving complex, real-world problems	87.7%
Thinking critically and analytically	83.7%
Developing a personal code of values and ethics	79.6%
Overall work-readiness	67.3%
Learning effectively on your own	65.3%
Speaking clearly and effectively	63.3%

Table 4.8

A summary of the graduate attributes that Go Global graduates considered 'less developed' as a result of participating in Go Global

Graduate attribute	Percentage of Go Global graduates identifying the attribute as 'less developed'
Using computers and information technology	83.7%
Writing clearly and effectively	77.5%
Work related knowledge and skills	65.3%
Analysing quantitative problems	57.1%
Developing general industry awareness	55.1%

Raw data presenting the percentage of Go Global graduates who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two question regarding *extent* and *importance* can be found in Appendix 24.

Figure 4.2 shows a comparison between Go Global graduates' perceptions of the *extent* to which new graduates demonstrate each capability as a result of participating in the Go Global program (percentage agreement with 'quite a bit' or 'very much') (blue line) with the *importance* of the capabilities (percentage agreement with 'quite important' or 'very important') to new graduate success (red line). The figure therefore portrays the Go Global graduates' opinions of the extent to which learning opportunities provided by the Go Global program facilitated the development of desired/important attributes for employment.

The graphical comparison between the perceived *importance of each attribute for employability* and the *extent to which the attributes were developed* as the result of Go Global identified four graduate attributes that were very consistent, that is, there were no gap or only a small gap between these two responses (Figure 4.2). These attributes were teamwork, intercultural understanding, problem solving and social contexts (Figure 4.2). Three attributes were however, perceived as *more developed* as a result of Go Global than their importance in contributing to employability and these were intercultural understanding, community engagement and social contexts. The remaining eleven graduate attributes were therefore identified as having discrepancies between the two responses. These included knowledge,

writing, speaking, thinking, quantitative, using ICT, independent learning, values and ethics, community engagement, industry awareness, and work readiness.

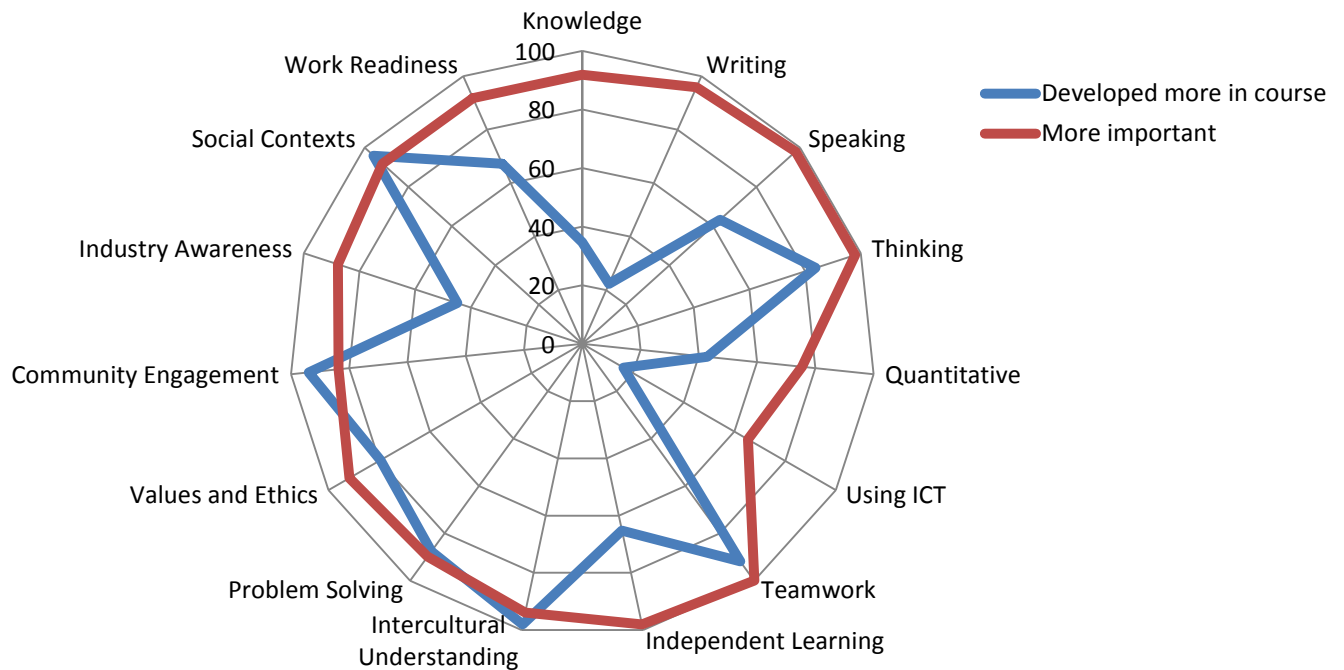


Figure 4.2. Radar chart comparing the Go Global graduates' perceptions of the extent the Go Global program contributes to capability development (blue line) with the importance of those capabilities for employability (red line). Quantitative items = percentage of graduates who stated "more" agreement to statements regarding importance/developed in Go Global.

4.3.2 Qualitative Comments on Graduate Attributes

The response rate was varied for each qualitative item, however, at least 34 Go Global graduates provided a qualitative response for each item, representing 69% of the total respondents. Responses are listed in the order in which they were submitted, and comments made by different respondents are indicated by a new row. Verbatim responses to the two qualitative items are provided in Appendix 25.

Item 1: What were the best aspects of the Go Global program in developing your skills for employment?

Fourty-four Go Global graduates responded to this question. One of the key themes identified was the interprofessional nature of the placement. Go Global graduates frequently commented that the multidisciplinary/interprofessional aspect of the experience was fundamental in developing their skills for employment. Many remarked that the interprofessional nature of the program improved their ability to function in a team, enhanced their skills in conflict management and collaboration and supported them to learn about the role of other health professionals. One respondent commented:

“[Go Global improved my] understanding of other health professionals’ roles and also the role of my profession in a different context. [Another benefit was] working in a large team with multidisciplinary students and having to come to collaborative goals and learn to understand where each other’s professional view came from.” (Female, Occupational Therapist)

Another theme identified was the intercultural aspect of the placement. Go Global graduates highlighted the intercultural component of the program in developing their skills for employment. Many graduates commented that working with people of diverse cultures and being immersed in a different culture gave them valuable skills for employment. One respondent commented:

“Due to being in a different country required me to learn to understand a different culture. Working in Mental Health part-time, being culturally aware is extremely important as many immigrants/ refugees access the service. Living in Shanghai for a month and experiencing a different culture has helped when completing assessment due to needing to differentiate between culture and mental state.” (Female, Occupational Therapist)

The way the program requires students to self-reflect as part of their assessment criteria was another theme highlighted by graduates as being beneficial to developing skills for employment. When participating in Go Global, students are required to keep a reflective journal and evaluate their own interprofessional capabilities using the Interprofessional Capability Assessment Tool (Brewer et al., 2009). One Go Global graduate commented:

“The self-reflection and analysis required, coupled with the intense working relationships that the trip demanded resulted in a sharp increase in my self-awareness, growth and understanding of myself. I feel that self-awareness and ability to critically

self-reflect is one of the most critical aspects of pre-employment skills. This supported my development as a new graduate as I was able to continue my path of self-reflection, which significantly aided my learning and growth as a new graduate.” (Female, Occupational Therapist)

The ability to self-reflect directly corresponds with the ‘metacognition’ element of the USEM model of employability (Knight & Yorke, 2002), meaning the self-reflection assessment aspect of the Go Global program is valuable for enhancing employability skills.

The requirement to work in unfamiliar and resource-poor environments was another theme that emerged as being a beneficial aspect of the program in developing graduate skills for employment. For example, one Go Global graduate commented:

“Go Global took me out of my comfort zone. It placed me in to a vastly different context and environment from anything I have experienced in the past, which increased my awareness and understanding of other cultures and the influence health care can have on a culture. It developed my ability to work in new environments and be flexible. It developed my confidence.” (Female, Occupational Therapist)

A final theme that emerged was the autonomous nature of the placement. Many graduates commented that the way the Go Global experience required them to be independent facilitated their development of skills for employment. This was summarised by one respondent who stated that:

“Due to the placement being a self-directed it requires you to independently clinically reason, create and implement interventions. This has been invaluable and I have seen how this has transferred positively into practice whilst working part-time at a private paediatric practice where, due to the practice context, there is limited time to receive supervision.” (Female, Occupational Therapist)

Both of the aforementioned student quotes imply an element of metacognition through demonstration of a self-awareness of their abilities (understanding of other cultures, flexibility, confidence and ability to clinically reason).

Item 2: How could the Go Global program be changed to improve your skills for employment?

Thirty-four Go Global graduates responded to this question. When providing their opinion on ways the Go Global program could be changed to improve their skills for employment, Go

Global graduates frequently expressed the desire for greater discipline/profession-specific supervision and feedback. The interprofessional nature of the program means that the Curtin University supervisor and the local supervisor/s may not be of the same profession as all participating students. This apparently posed challenges to some graduates with many commenting that more support from relevant supervisors, as well as a greater focus on discipline skills was needed to foster profession-specific/clinical growth. One respondent commented that:

“As a Physiotherapist, I didn't have any Physiotherapy supervisors for the initial part of our go global experience. I think it would have been valuable to have a discipline specific supervisor there to assist with some of the problem solving and planning that occurs in the first 2 weeks.” (Female, Physiotherapist)

Similarly, another respondent commented with regards to profession-specific feedback:

“It'd be helpful to receive feedback from a supervisor from your profession or debrief with someone who has knowledge and skills in my field.” (Female, Speech Pathologist)

One respondent posed a solution in that Go Global would benefit from:

“Identifying discipline specific remote supervisors to ensure accurate development of clinical skills.” (Female, Speech Pathologist)

‘Better preparation’ was also identified as a common area for program improvement, with several graduates commenting that more preparation regarding the specific clinical skills required for the population they visit was needed. Some commented that clinical/practical experience working in the area of paediatrics prior to the Go Global experience would have been useful, with others recommending industry field trips or a series of clinical development seminars/sessions to up-skill students prior to departure.

A further theme that was evident regarding how the program could be changed to improve skills for employment was to increase the duration of the placement. One graduate commented:

“...I honestly believe that the program needs to be longer, as the first 2-3 weeks are spent simply understanding the processes of the centre, starting to understand the culture and starting to have a understanding of the children's needs. I finally only began to understand what we were doing when we were in our final week and so could not put the skills to practice.” (Female, Occupational Therapist)

4.4 Health Sciences Graduates Who Did Not Participate in an International Fieldwork Placement

The total number of Health Sciences graduates who met the inclusion criteria outlined in Chapter 3, section 3.7.1.2 was 1,564. Out of the 1,564 email invitations originally sent to Health Sciences graduates by Curtin University’s Alumni Relations, 105 were returned and used for data analysis, a response rate of approximately 6%. The overall response rate, however, could not be determined due to the number of active email addresses in the Alumni database being unknown (anecdotal evidence suggests many may no longer be in use) and the snowballing nature of questionnaire distribution. The majority of respondents were female (91%) with about 40% of them within the 22-25 age range (Table 4.9). Thirty-four percent of the respondents were Physiotherapists, in addition to Occupational Therapists (33%), Speech Pathologists (26%) and Pharmacists (7%). Ninety-four percent of the respondents currently work in Australia and 78% of them are currently in full-time employment. Table 4.9 summarises the demographic characteristics of Health Sciences graduate respondents.

Table 4.9

Summary of Health Sciences (non-Go Global) graduates demographics (N=105)

Question	Possible responses	N	%
Gender	Male	9	9%
	Female	96	91%
Age group	21 or younger	1	1%
	22-25	42	40%
	26-30	41	39%
	30 or older	21	20%
How many years ago did you complete your degree?	Less than 1 – 1 year ago	26	25%
	2 years ago	24	23%
	3 years ago	7	7%
	4 years ago	7	7%
	5 years ago	7	7%

	More than 5 years ago	34	32%
Course enrolled in	Physiotherapy	36	34%
	Occupational Therapy	35	33%
	Speech Pathology	27	26%
	Pharmacy	7	7%
	Other	0	0%
Current employment status	Full-time	82	78%
	Part-time	22	21%
	Not currently employed	1	1%
Is your current employment specifically linked to your degree?	Yes	97	93%
	No	7	7%
Current location of employment	Australia	96	94%
	New Zealand	0	0%
	Asia	1	1%
	Africa	0	0%
	North America	4	4%
	South America	0	0%
	Europe	1	1%
	Other	0	0%
Location category of current employment	Rural/Remote	4	4%
	Urban/Suburban	100	96%
If not currently employed, have you worked in an area related to your degree since graduation?	Yes	9	90%
	No	1	10%
Total Respondents		105	

4.4.1 Ratings of Graduate Attributes

At least 75% of the Health Sciences graduates indicated that all 15 attributes were *more important* to the employment success of new graduates (Table 4.10). More than 80% of graduates identified that the attributes of (1) Thinking critically and analytically, (2) Work related knowledge and skills, (3) Working effectively with others, (4) Overall work readiness, (5) Learning effectively on your own, (6) Writing clearly and effectively, and (7) Analysing quantitative problems were demonstrated *more* as a result of participating in their course. At least 62% indicated that 14 out of the 15 attributes were demonstrated *more* as a result of participating in their course. A summary of the graduate attributes that Health Sciences graduates considered ‘more developed’ or ‘less developed’ as a result of participating in their course is presented in Tables 4.11 and 4.12, respectively.

Table 4.10

A summary of the graduate attributes that Health Sciences graduates considered ‘more important’ to the employment success of new graduates

Graduate attribute	Percentage of Health Sciences graduates identifying the attribute as ‘more important’
Work related knowledge and skills	100%
Working effectively with others	100%
Speaking clearly and effectively	99.04%
Overall work-readiness	99.02%
Thinking critically and analytically	98.09%
Solving complex, real-world problems	98.09%
Learning effectively on your own	98.07%
Understanding people of other racial and ethnic backgrounds	95.23%
Developing a personal code of values and ethics	92.38%
Understanding different social contexts	91.34%
Writing clearly and effectively	90.47%

Developing general industry awareness	87.61%
Contributing to the welfare of communities	84.61%
Analysing quantitative problems	78.84%
Using computers and information technology	75.23%

Table 4.11

A summary of the graduate attributes that Health Sciences graduates considered 'more developed' as a result of participating in a Health Sciences course

Graduate attribute	Percentage of Health Sciences graduates identifying the attribute as 'more developed'
Thinking critically and analytically	91.4%
Work related knowledge and skills	85.7%
Working effectively with others	85.7%
Overall work-readiness	83.8%
Learning effectively on your own	82.8%
Writing clearly and effectively	81.9%
Analysing quantitative problems	81.9%
Speaking clearly and effectively	76.1%
Solving complex, real-world problems	68.5%
Developing a personal code of values and ethics	64.7%
Understanding different social contexts	64.7%
Developing general industry awareness	63.8%
Contributing to the welfare of communities	62.8%
Understanding people of other racial and ethnic backgrounds	61.9%

Table 4.12

A summary of the graduate attributes that Health Sciences graduates considered ‘less developed’ as a result of participating in their course

Graduate attribute	Percentage of Health Sciences graduates identifying the attribute as ‘less developed’
Using computers and information technology	55.2%

Raw data presenting the percentage of Health Sciences graduates who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two question regarding *extent* and *importance* can be found in Appendix 26.

A graphical comparison between the perceived *importance of each attribute for employability* and the *extent to which the attributes were developed* as the result of the Health Sciences course identified two graduate attributes that were very consistent, that is, there were no gap or only a small gap between these two responses (Figure 4.3). These attributes were thinking critically and analytically and analysing quantitative problems (Figure 4.3). In general, the Health Sciences graduates perceived that most capabilities were *more important* than the *extent to which they were developed* by their courses. The attribute, analysing quantitative problems, was, however, perceived as slightly *more developed* as a result of the Health Sciences course than its importance in contributing to employability (Figure 4.3). The largest gaps existed between the perceived importance of ‘understanding people of other racial and ethnic backgrounds’ and ‘solving complex real-word problems’, and the extent these attribute were developed in a Health Sciences course. Figure 4.3 therefore illustrates the Health Sciences graduates’ perceptions of the extent to which learning opportunities provided by their Health Sciences course facilitated the development of desired/important attributes for employment.

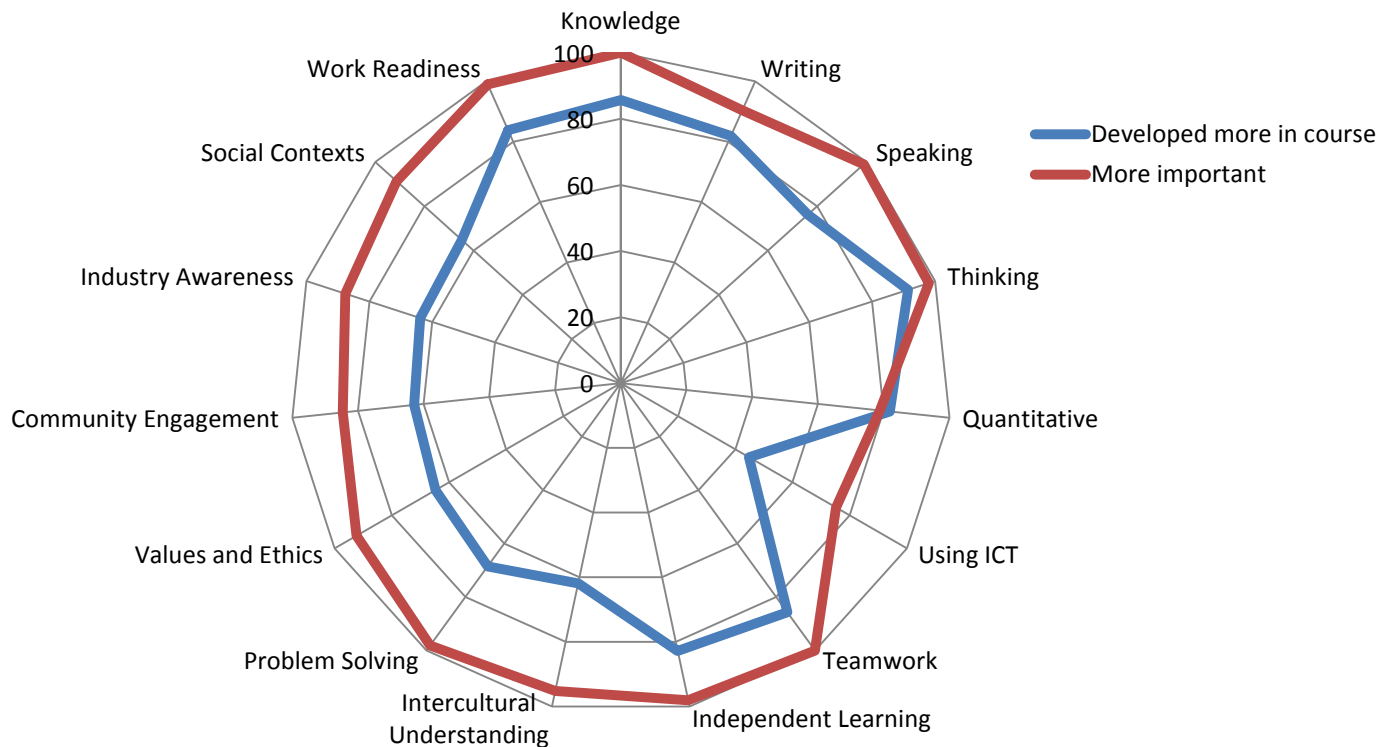


Figure 4.3. Radar chart comparing the Health Sciences graduates' perceptions of the *extent the Health Sciences course contributes to capability development* (blue line) with the *importance of those capabilities for employability* (red line). Quantitative items = percentage of Health Sciences graduates who stated “more” agreement to statements regarding importance/developed in the Health Sciences course.

4.5 Comparison of Results

When comparing the perceptions of Go Global graduates and Health Sciences graduates regarding the attributes their respective ‘courses’ supported them to develop, there were some notable differences between the attributes developed from participating in Go Global and those developed from completing a traditional Health Sciences course.

A two-sample t test showed that significantly more ($p < 0.05$) Go Global graduates believed the Go Global program developed the following attributes compared to Health Sciences graduates:

- Teamwork
- Intercultural understanding
- Problem solving
- Values and ethics

- Community engagement
- Social contexts

Whereas significantly more ($p < 0.05$) Health Sciences graduates believed their Health Sciences course developed the following attributes compared to Go Global graduates:

- Writing
- Analysing quantitative problems
- Using ICT
- Industry awareness

Results of the MANOVA and a summary of these findings are presented in Table 4.13.

Table 4.13

Comparison between Go Global and Health Sciences graduates' perceptions on the extent their respective 'learning experiences' developed their graduate attributes

Graduate Attribute	Difference = mean (Health Science) – mean (Go Global)	95% Confidence Interval	p value	Interpretation
1. Knowledge	0.09	(-0.25, 0.44)	0.59	No significant difference in degree of development
2. Writing	1.27	(1.00-1.54)	0.00	More developed in HS
3. Speaking	0.15	(-0.13-0.43)	0.30	No significant difference in degree of development
4. Thinking	-0.12	(-0.38, 0.14)	0.35	No significant difference in degree of development
5. Quantitative	0.94	(0.67, 1.22)	0.00	More developed in HS
6. Using ICT	1.18	(0.91, 1.46)	0.00	More developed in HS
7. Teamwork	-0.96	(-1.24, -0.68)	0.00	More developed in GG
8. Independent Learning	0.20	(-0.09, 0.49)	0.17	No significant difference in degree of development
9. Intercultural Understanding	-0.64	(-0.91, -0.37)	0.00	More developed in GG
10. Problem-solving	-0.71	(-0.98, -0.44)	0.00	More developed in GG
11. Values & Ethics	-0.42	(-0.71, -0.12)	0.01	More developed in GG
12. Community Engagement	-0.80	(-1.07, -0.53)	0.00	More developed in GG
13. Industry awareness	0.38	(0.07, 0.69)	0.02	More developed in HS
14. Social contexts	-0.75	(-1.07, -0.47)	0.00	More developed in GG

15. Work readiness	0.12	(-0.16, 0.39)	0.41	No significant difference in degree of development
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Note: Results rounded to two decimal places. Shading indicates a significant difference. Light blue shading = developed significantly more in Health Sciences (HS) course, dark blue shading = developed significantly more in Go Global program (GG). P value is significant when $p < 0.05$.

A graphical comparison between the perceived *importance of each attribute for employability* (red line) and the *extent to which the attributes were developed* (blue line) is shown below for Go Global and Health Sciences graduates.

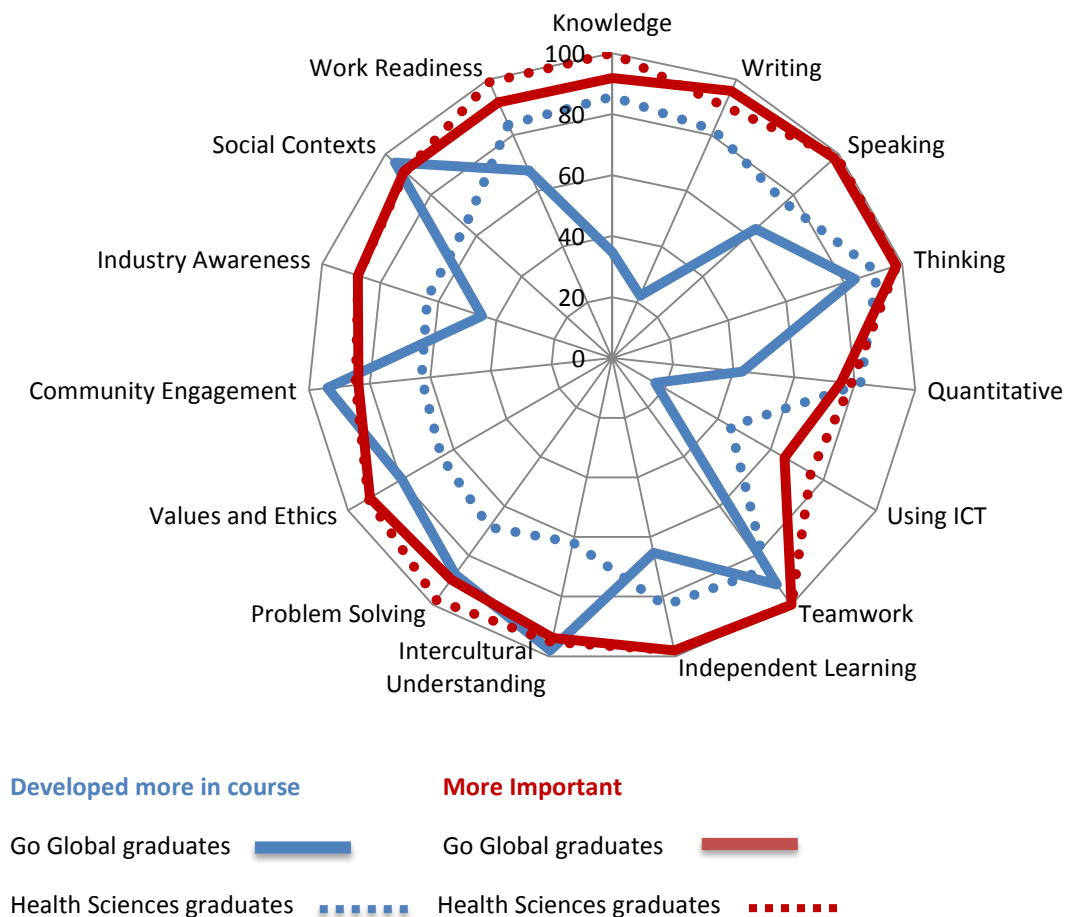


Figure 4.4. Radar chart comparing the Health Sciences graduates’ and Go Global graduates’ perceptions of the *extent their respective “course/programs” contributed to capability development* (blue line) with the *importance of those capabilities for employability* (red line).

Quantitative items = percentage of respondents who stated “more” agreement to statements regarding importance/developed in course).

4.6 Focus Group

Eight Go Global graduates participated in a FGD, which was facilitated by the researcher and research assistant. The majority of respondents were female (87%) and all of the participants were employed at the time of the FGD in jobs related to their field of study. A variety of health professions were represented including Physiotherapy, Speech Pathology, Nursing, Pharmacy and Health Promotion (Table 4.14). Four of the participants completed their Go Global placement in India, with three participants travelling to China, and one to Ukraine. All participants completed the Go Global program within the past five years, with five completing the program two years ago, two completing the program four years ago, and one completing the program five years ago.

Table 4.14

Demographic characteristics of the participants of the FGD (N=8)

Question	Possible responses	N
Gender	Male	1
	Female	7
Age group	21 or younger	2
	22-25	3
	26-30	2
	30 or older	1
How many years ago did you complete the Go Global program?	Less than 1 – 1 year ago	0
	2 years ago	5
	3 years ago	0
	4 years ago	2
	5 years ago	1

	More than 5 years ago	0
Country visited with Go Global	China	3
	India	4
	Ukraine	1
Course enrolled in at time of Go Global placement	Physiotherapy	2
	Speech Pathology	2
	Nursing	1
	Pharmacy	1
	Health Promotion	2
Current employment status	Full-time	7
	Part-time	2
	Not currently employed	0
Is your current employment specifically linked to your degree?	Yes	8
	No	0
Total Respondents		8

As described in section 3.8.4, an inductive approach was used to identify themes and sub-themes that emerged from the data in response to the two guiding questions. The key themes and subthemes relating to the skills and attributes FGD participants believed they gained from the Go Global experience are outlined in Table 4.15.

Table 4.15

Themes and sub-themes identified from the FGD data regarding the skills and attributes gained from the Go Global experience

Key theme	Sub-themes
1. Interprofessional capabilities	Teamwork Negotiation Collaboration Knowledge of other health professionals Holistic thinking
2. Communication	Cross cultural Non-verbal communication Communicating with people of authority
3. Cultural awareness	Cultural sensitivity Global perspective Experience of being a 'minority'
4. Leadership	Confidence Independence Maturity
5. Problem-solving	Critical and analytical thinking Self-reflection Debriefing
6. Empathy and compassion	-
7. Theory into practice	-

4.6.1 Interprofessional Capabilities

When providing their opinion on what they learned most from their Go Global experience, participants frequently commented on interprofessional capabilities such as teamwork, negotiation, collaboration and an increased awareness of the roles of other health professionals. One participant commented that her Go Global experience in India improved her ability to collaborate with others to achieve a common goal stating:

“... Working in that team and in that environment, everyone has a different outcome that they want to achieve ... Usually there are many groups with different interests and try to get everyone on board with something, or to make sure that no one is left out of that decision making, is an important skill that we learned.” (Female, Health Promotion student)

Another participant commented that Go Global improved her ability to negotiate with others:

“[Go Global taught me] to negotiate, definitely. Because everything that I do in my job – you have to be able to negotiate – negotiate with the patient, negotiate with your colleagues, negotiating a plan of care with somebody. We were negotiating like that with the team in India.” (Female, Nurse)

When reflecting on the interprofessional education that occurred during their Go Global experience many graduates commented that they learned a lot about each other’s professional scope of practice. One participant who travelled to Ukraine as a Speech Pathology student commented:

“You kind of become an expert in so many areas. Whereas if you were working here [in Australia] on a prac you work more in silos. ... Over there in Ukraine we had our Speechies and OTs but that was all. So we became Nurses to some degree, we became Physios to some degree... It was kind of like what we always talk about in terms on ‘rule apraxia’ where you become an expert in lots of things. And that’s what we had to do over there. It totally changed the way that I then thought about other professions and what I knew about my own profession and what I could offer clients.” (Female, Speech Pathologist)

Participants also conveyed that their interprofessional experience with Go Global developed their confidence to refer patients/clients to other health professionals exemplified by the below quote:

“I think that kind of placement better prepared me to now refer out in my clinic setting. So if I’ve got a child who might have OT needs or Physio needs I am better aware of what their role is – in a developmental sense – when I need to look at referring out to those other professionals.” (Female, Speech Pathologist)

In addition to learning more about the roles of other health professionals and developing confidence to refer to other disciplines, participants commented that their Go Global experience taught them to think more holistically about a patient/client and offer greater ‘patient-centred’ care.

“I [now] see people more holistically and I think how I can use all my skills to improve this person while I am in contact with them. I think that was one thing [I gained from Go Global].” (Female, Nurse)

When providing their opinion on the components of the Global experience that facilitated their learning, the participants summarised that the attainment of these interprofessional capabilities was attributed to the interprofessional/multidisciplinary nature of the program. Some also commented that Go Global’s mandatory assessment of interprofessional capabilities supported their development in this area. All students participating in the Go Global program are assessed using the Interprofessional Capability Assessment Tool (ICAT) (Brewer & Jones, 2013), which focuses on interprofessional capabilities including client centred service/care, client safety and quality, and collaborative practice, rather than discipline-specific competencies. One participant commented:

“The assessment component wasn’t taken as seriously by the undergraduates studying [on other placements], so to have something that was more closely monitored and assessed, I think people would have put a bit more effort into organising that interprofessional group learning.” (Female, Speech Pathologist)

As part of their preparation for Go Global, students are required to work as a team to write a report and deliver a presentation explaining issues pertaining to the Society, Technology, Economy, Environment and Politics (STEEP) of the country they are due to visit, and the impact of these issues on their experience. The STEEP activity was deemed to be crucial in facilitating teamwork and establishing positive team cohesion. One participant who went to India as a Nursing student commented:

“[The STEEP report] was also a good team-building exercise because we didn’t really know each other and we had to get to know each other during that process. It was a very good starting point for us as a team because it’s sort of like a project that we have to put together and it’s something that’s not too intense, so it was really good.” (Female, Nurse)

She added that it served as a means of getting to know her team mates and developing teamwork skills:

“It’s achievable but everyone had to contribute, so we all had to work together and we all had to get to know each other.” (Female, Nurse)

A participant who travelled to the Ukraine as a Speech Pathology student further commented on the benefits of the collaborative assignment:

“That was the start of that conflict resolution – working out what we were going to do, who is the leader... So it was like an introduction to how you’re going to all work once you get over there.” (Female, Speech Pathologist)

These sentiments were also supported by a participant who travelled to China as a Speech Pathology student. She added:

“... Working together in the group I think is what the STEEP report served its greatest purpose for... I think it was good more so for the group dynamics perspective.” (Female, Speech Pathologist)

Focus Group participants also highlighted the value of the pre and post travel group counselling sessions and language/culture sessions in supporting their collaboration and team functioning, with one participant stating:

“I think for our group I definitely found the group sessions much more beneficial. Like the group counselling, and the language sessions. I think being forced together as a group and having to talk about some very personal things with each other, we got to know each other a lot better.” (Female, Physiotherapist)

She later added:

“[In the counselling session] you kind of could figure out who the leader-type people would be... and what the dynamics would be before we even started.” (Female, Physiotherapist)

These sentiments were supported by another graduate commented:

“I think being forced together as a group and having to talk about some very personal things with each other, we got to know each other a lot better.” (Female, Physiotherapist)

Participants also reflected on the importance of the mandatory debrief sessions that occur daily during Go Global placements. One participant stated:

“[Debriefing] was a very cohesive process for our team, working together.” (Female, Health Promotion student)

The interprofessional team structure, interprofessional capability assessment, mandatory STEEP assessment, and debrief sessions were therefore considered important components of the Go Global program in developing interprofessional capabilities amongst the participants.

4.6.2 Communication

Participants emphasised the significance of the Go Global experience on their development of valuable communication skills. Many commented that experiencing a different culture and working with people who were culturally and linguistically diverse enabled them to develop cross-cultural communication skills, such as non-verbal communication, and be equipped with the skills necessary to overcome language barriers. One participant who went to China as a Speech Pathology student commented:

“No other placement here in Australia offered me the cultural diversity and the linguistically diverse people that Go Global did... It made me develop those skills where I had to kind of improvise with different ways of communicating and developing communication modes that I wouldn't have developed on another placement here [in Australia]. And I think now that is extremely relevant to my workplace.” (Female, Speech Pathologist)

These learning benefits were echoed by another participant who stated:

“... You end up just being able to have conversations with them [the residents of the orphanage in India] without using any words. Its non-verbal communication and ...you get to know them so you understand what they want from you and what they need from you. ... We had developed skills that allowed us to communicate better with them in a nonverbal way. You wouldn't have got that otherwise.” (Female, Health Promotion student)

Participants also discussed the unique opportunity Go Global gave them to interact with people in positions of authority, such as managers of the international sites students visited. One participant commented:

“We actually got the opportunity to put forth our ideas and things we thought might benefit the sites to the people who I guess were a little bit more ‘higher up’ and that gave us more of a skill-base to liaise at that level and make more of a change from a top down perspective...” (Female, Speech Pathologist)

Many participants commented that communicating with such senior staff members was unlikely on a more traditional placement in Australia.

The cross-cultural nature of the Go Global placement, together with the opportunities the experience offered students to work with people who were culturally and linguistically diverse and in positions of authority were therefore considered important components of the Go Global program in developing students' communication skills.

4.6.3 Cultural Sensitivity

Participants highlighted increased cultural sensitivity and cultural awareness as additional skills they gained from their Go Global experience. Many commented that working with people of diverse cultures and being immersed in a different culture gave them a new 'global' perspective. One participant commented on the difference between traditional tourism and her experience on Go Global:

“... I've done a bit of international travel and have been to lots of countries through south-east Asia and poor countries... but you're kind of a ‘passer-by’ and you're looking from the outside as to what different peoples' situations are - but on Go Global you're

actually living in that situation and so that definitely brings you awareness.” (Female, Physiotherapist)

This sentiment was echoed by another participant who stated:

“[Go Global] definitely opens your eyes to those sorts of things. Until you’ve experienced it yourself it is very easy to have a naïve perspective of it... You grow up going to Go Global.” (Female, Speech Pathologist)

She went on to explain the impact her experience had on her global perspective:

“I think it squashes those stereotypes you have. As a tourist you see the surface level and those stereotypes nut to actually live there and be immersed in the culture, you see it from a different light. So because of that when you do travel after it changes the way you see everything and the way you experience things.” (Female, Speech Pathologist)

Many participants reflected on how it felt being the cultural ‘minority’ for the first time during their Go Global placement and the impact this had on them. One participant who travelled to India with Go Global stated:

“...Being in Australia and being a white woman, I’ve never experienced being a minority. So ... to actually understand discrimination and stuff like that. You know, broader issues.” (Female, Health Promotion student)

Another participant who travelled to China reflected on her own experience of being the ‘minority’ for the first time:

“[In China] I was refused service... and someone who could speak English and Chinese said ‘he doesn’t want to serve you because you’re white’. And I’ve never had that experience here. Never had I had that experience with anybody here because I’m not the minority here.” (Female, Speech Pathologist)

She then explained the understanding she gained from this experience:

“On that site I was shut-down twice and I felt, I guess it heightened my empathy I guess. I looked at it in a positive sense and thought well now how can I not do that again to somebody else? How can I increase my cultural sensitivity and my understanding of different races and languages so that I don’t do that to somebody else?” (Female, Speech Pathologist)

This new-found cultural sensitivity was summarised by a participant who travelled to India as a Pharmacy student. He stated:

“Instead of focussing on our differences, I have learned that I would just focus on the same things that we all shared.” (Male, Pharmacist)

Participants attributed a lot of their development of cultural sensitivity to the 4-week duration of the Go Global placements. One participant stated:

“You only just find your feet after two weeks and that’s when you start being useful. Before that you don’t really know what you’re doing. All of the preparation is not enough to deal with what you’re going to face when you get there, so two weeks it just culture-shock, adjustment, learning, gaining trust, and then you can start working. And anything less than three weeks – you’re not really that effective.” (Female, Nurse)

This opinion was supported by another participant who stated:

“I think it needs to be a decent time. I would consider five weeks quite a long stint away. And I think anything less than that you would kind of know you were coming home soon. Like I think with a two week placement I don’t think you’d get any of the benefits that we were saying.” (Female, Physiotherapist)

Participants also attributed their cultural learning to the STEEP report component of student evaluation. A participant who travelled to India with Go Global stated:

“It [the STEEP report] put structure around just analysing the country. You can easily say oh I know about India, I read this on Wikipedia, but did you really know about it? Did you really know about the economy? About the religion? The demographics? Do you really know? ... But also just to really analyse the issues of where we were going was important.” (Female, Nurse)

The opportunities the Go Global experience offered students to immerse themselves in a different culture, work with people of diverse cultures, and experience being the cultural ‘minority’, were therefore considered important components of the Go Global program in developing students’ cultural sensitivity. The month-long duration of the placement and the STEEP report component of student evaluation were also believed to contribute to this skill development.

Several of the student statements quoted above provide evidence of the development of efficacy beliefs and metacognition (using Knight & Yorke's 2002 USEM model of employability) through the demonstration of the self-awareness of and self-reflection on their own abilities. For example, the statements above imply self-awareness of being a cultural 'minority', and critical reflectiveness about their own cultural assumptions, sensitivity, and empathy.

4.6.4 Leadership

Furthermore, participants highlighted independence and confidence as skills they gained from their Go Global experience, which contributed, overall, to the development of leadership skills. Many graduates emphasised the autonomous nature of the program in developing independence as well as the limited direct supervision. This was summarised by one respondent who stated:

"I found when you were facing those challenges on a Go Global placement you were not directly supervised by someone else, so you had to think about how you were going to solve that problem yourself. That, I think, was the most beneficial thing to me. Just having to think about it myself and being more autonomous." (Female, Nurse)

She went on to link those skills with her future employment:

"You have to do that when you're working, especially later on in your course you are on your own a bit more, not having someone like this comfort blanket right next to you the whole time." (Female, Nurse)

The limited direct supervision was considered important in developing the students' independence. A participant who travelled to India as a Nursing student reflected on the autonomy she gained from her Go Global experience stating:

"[You have] to just use your own initiative to try and think through it yourself and then use your peers for support." (Female, Nurse)

When asked to consider the impact this autonomy had on the development of leadership qualities, one participant commented:

"I think that's the difference with a Go Global placement that because there's not that direct supervision, there is an opportunity to show your leadership skills and to develop them. Whereas here on a placement you're always answering to your leader or your

supervisor. Whereas over there you don't have the leader so someone in the team has to step up and lead or you have to take turns to lead. You have to work out who are leaders and those who are leaders need to develop their skills. You know, go talk to the leader of the orphanage or organise those things, rather than just sitting back and waiting for the direction from a supervisor.” (Female, Speech Pathologist)

The distant supervision model that Go Global adopts was therefore considered an important aspect of the program in developing leadership qualities amongst the participants.

Aside from the limited direct supervision during Go Global placements, the fact that students can be the 'sole' representative of their profession on a Go Global team can also support personal growth. One of the participants reflected on the confidence she developed from being the only Speech Pathology student in a team of five Occupational Therapy students. She stated:

“In some ways it was quite nerve-wracking but in other ways it was so good for my confidence because it made me go ‘ok you do know this and you have to know it and you have to be confident enough to discuss it with your peers without being able to talk to someone or turn to a supervisor’... “It [Go Global] made me a lot more confident... I think prior to that I was very unconfident in who I was – not just in my skills as a speechie but in who I was as a person. I think with a challenging experience like that you go ‘oh maybe I am more grown up than I thought I was’. Yeah I can do this. And I did it.” (Female, Speech Pathologist)

In addition to developing a sense of confidence, participants reflected on their personal growth in maturity that occurred as a result of their Go Global experience. A participant who travelled to India while studying Physiotherapy stated:

“The whole experience kind of brings or causes you to develop more maturity... Which I think for your first year out of work is really good because you kind of come out as a baby-faced Physio or OT... Being immersed in the whole experience forces you to grow up a little bit.” (Female, Physiotherapist)

Participants attributed their development in maturity to working in unfamiliar environments for a prolonged period of time with one participant commented that:

“I think, like what we were saying before, how you're there all the time – you don't get to go home. You're working there, your living there, your experiencing another culture,

you're having to work with a language that you don't know - think everything about it [makes you more mature]." (Female, Physiotherapist)

Another participant added:

"Hmm the intensity of it all [develops your maturity]. The physical being away from home. For most of the people in my team it was the longest they've been away from their parents so that's going to force them to mature quickly." (Female, Physiotherapist)

The opportunities the Go Global experience offered students to work in unfamiliar environments for a prolonged period of time, and the fact that students are often the 'sole' representative of their profession on a Go Global team were therefore highlighted as important components of the Go Global program in developing students' leadership qualities. Moreover, the autonomous nature of the program in and the half direct, half indirect supervision model were also believed to contribute to this skill development.

The student statements on leadership also provide evidence of the development of efficacy beliefs and metacognition through the demonstration of the self-awareness of and self-reflection on their own abilities. For example, the students critically reflect of the way the limited supervision facilitated independence and developed their confidence, and self-awareness is demonstrated in the student statements through the implied understanding of themselves and their capacity to solve problems independently and use their own initiative.

4.6.5 Problem solving

Participants highlighted problem-solving and critical and analytical thinking as further skills gained from their Go Global experience. Many commented that the way the program requires students to self-reflect as part of their assessment criteria was beneficial in developing problem-solving skills and critical and analytical thinking. During a Go Global trip, students are required to keep reflective journals, in which they record personal progress, changes in their mindset and personal reflections. One participant commented:

"I think self-reflection is so important. Because otherwise if you don't actually sit down and explicitly think about it, you could develop all of these skills and not actually realise. So you actually have to sit down and go 'what was I like then?' 'What did I do today?' 'What am I like now?' And then when you do that you realise 'oh I actually have

developed my leadership skills’, or ‘I have developed conflict resolution’.” (Female, Speech Pathologist)

Participants also considered the daily debrief sessions critical for developing problem-solving skills. A participant who travelled to India as a Pharmacy student commented:

“I thought that the debrief sessions were quite important for us particularly... because we have to deal with so many things and we all had sort of different experiences, when you come back at night and sort of talked about it, it was like a good ending for the day. And then to sort of think about what we could have done better. And what we could do for tomorrow. And that was very important for our team.” (Male, Pharmacist)

This sentiment was supported by another participant who commented:

“I think it’s an important part of the process that I think is missing on [traditional] pracs here. Like again, you talk about it explicitly, you develop those [problem solving] skills more. The debriefs in the night made me really stop and think and really critique my own performance of the day and the team’s performance as a team. And those skills are skills I now embed into my daily practice.” (Female, Speech Pathologist)

The way the Go Global program requires students to self-reflect as part of their assessment criteria and the mandatory daily debrief sessions were therefore highlighted as important components of the Go Global program in developing students’ problem-solving skills..

Furthermore, the student statements quoted above provide evidence of the development of efficacy beliefs and through the demonstration of the self-awareness of and self-reflection on their own abilities. For example, the statements above imply a self-awareness of, or critical reflectiveness about, their personal leadership qualities, conflict resolution skills and ability to function as a team.

4.6.6 Empathy and Compassion

Participants highlighted empathy and compassion as skills they gained from their Go Global experience. Some participants commented that working in close proximity with the

patients/clients for an extended length of time facilitated their development of empathy. One respondent commented:

“I came back [from China] with increased and heightened empathy for people. I don’t develop those relationships with my clients here. I see them weekly. I see them fortnightly...Whereas on site on placement in China I think it was easier to develop that empathy because you had that closeness with the people...” (Female, Speech Pathologist)

These sentiments were supported by another participant who commented:

“The most important thing for me was to learn the importance of actually knowing your clients or your patients on a more personal level. In India we sort of lived with the kids for 5 weeks – and usually as a Pharmacist especially when you’re in a hospital you would probably know a person from a list of drugs before you know them by name. It is quite a sad thing.” (Male, Pharmacist)

He went on to reflect on how his Go Global experience developed his compassion, stating:

“I think before I went on Go Global I was not very in touch with my compassionate side... I just sort of developed this compassion in me and I just sort of became a little more maternal when I came back from India.” (Male, Pharmacist)

The opportunities the Go Global program offered students to work in close proximity with the patients/clients for an extended length of time was therefore highlighted as an important component of the Go Global program in developing students’ empathy and compassion.

Once more, these student statements quoted above provide evidence of the development of efficacy beliefs and metacognition. The demonstration of the self-awareness and self-reflection on their own abilities, such as their heightened empathy and compassion for people, implies a self-awareness of, or critical reflectiveness about, their personal qualities.

4.6.7 Theory into Practice

Lastly, participants reflected on how their Go Global experience enabled them how to put ‘theory into practice’. One participant who travelled to Ukraine with Go Global commented:

“... Coming out of uni [university] you know the ‘theoretical way’ and the ‘best practice’ way, but when you actually live there and you meet them and see how they work, you have to adapt it and go ‘I know that this is the best idea but actually what’s functional in this environment and what do they need or what will they be able to do in their day to day’ – and I know I take that same approach now into the work I do. I know what the best thing would be but I also know that that’s actually not going to work. So ok, what’s the best option in this environment with these people?” (Female, Speech Pathologist)

The practical opportunities that the Go Global program provided students to put theory into practice were therefore highlighted as an important component of the Go Global program.

4.6.8 Summary of Focus Group Findings

Key learnings attributed to their Go Global experience that emerged from the FGD were:

- Interprofessional capabilities (such as teamwork, collaboration, increased professional role understanding, and the ability to make referrals to other health professionals);
- Communication skills (such as cross-cultural communication, non-verbal communication and increased confidence to communicate with senior/authoritative staff);
- Cultural sensitivity;
- Leadership (including independence and confidence);
- Problem solving (including reflective practice);
- Empathy and compassion; and
- The ability to put theory into practice.

These key themes link with Knight & Yorke’s (2002) USEM model of employability, covering mainly ‘efficacy beliefs’ and ‘metacognition skills’ (including reflection), which extend beyond ‘skills and knowledge’.

Participants revealed the key components of the Go Global experience that were beneficial to their development of these skills and attributes included:

- The length of placement (4-5 weeks);
- The experience of working in unfamiliar environments;
- The indirect (distant) supervision model adopted for the second half of the placement;

- The interprofessional team structure of student groups;
- The mandatory STEEP report and associated presentation;
- The pre and post departure group counselling sessions;
- The requirement to keep reflective journals throughout the experience; and
- The daily group debrief sessions.

4.7 Summary

This chapter presented the perceptions of Go Global teaching team members, Go Global graduates and Health Sciences graduates regarding the *importance* of specific graduate attributes to employment success and the *extent* these attributes were developed through their respective ‘courses’.

At least 80% of the Go Global teaching team members indicated that all 15 attributes were *more important* to the employment success of new graduates, while at least 65% of the Go Global graduates and at least 75% of the Health Sciences graduates indicated that all 15 attributes were *more important* to the employment success of new graduates.

Regarding the *extent* to which these attributes were developed through their respective ‘courses’, 100% of teaching team respondents identified the attributes of (1) Understanding people of other racial and ethnic backgrounds (2) Understanding different social contexts (3) Contributing to the welfare of communities (4) Working effectively with others (5) Solving complex, real-world problems (6) Learning effectively on your own, and (7) Developing a personal code of values and ethics as being demonstrated *more* as a result of participating in Go Global.

More than 90% of Go Global graduates identified that the attributes of (1) Understanding people of other racial and ethnic backgrounds, (2) Understanding different social contexts, (3) Contributing to the welfare of communities, and (4) Working effectively with others were demonstrated *more* as a result of participating in Go Global.

Whiles more than 80% of Health Science graduates (who did not participate in Go Global) identified that the attributes of (1) Thinking critically and analytically, (2) Work related knowledge and skills, (3) Working effectively with others, (4) Overall work readiness, (5) Learning effectively on your own, (6) Writing clearly and effectively, and (7) Analysing

quantitative problems were demonstrated *more* as a result of participating in their Health Science course.

A comparison of Go Global graduates' and Health Sciences graduates' responses/perceptions revealed that significantly more Go Global graduates believed the Go Global program developed attributes relating to (1) Teamwork, (2) Intercultural understanding, (3) Problem-solving, (4) Values and ethics, (5) Community engagement, and (6) Social contexts compared to Health Sciences graduates. Whereas significantly more Health Sciences graduates believed their Health Sciences course developed the attributes relating to (1) Writing, (2) Analysing quantitative problems, (3) Using ICT, and (4) Industry awareness compared to Go Global graduates.

Qualitative data obtained from the Go Global teaching staff and Go Global graduate surveys, as well as the FGD, was presented regarding the skills and attributes gained most from the Go Global experience. Key themes that emerged included:

- Interprofessional capabilities
- Communication
- Cultural sensitivity
- Leadership
- Problem-solving
- Resilience
- Empathy and compassion
- Theory into practice

This chapter also presented the perceptions of Go Global teaching staff and Go Global graduates obtained from the surveys and FGD regarding the best aspects of the Go Global program in developing skills for employment. In summary, the following components of the Go Global program were identified as being important in facilitating students' attainment of generic graduate attributes:

- Pre-departure orientation (including the STEEP analysis and associated report)
- Pre-departure counselling sessions

- Interprofessional team structure
- Half direct, half indirect supervision model
- The opportunity to work in a resource-poor environment
- Four-week duration of placement
- Reflective journal writing
- Regular, structured debrief sessions

The next chapter discusses the overall findings, raises limitations of the study and areas for future research and finally draw a conclusion to the study,

CHAPTER 5: DISCUSSION & CONCLUSION

5.1 Introduction

This chapter commences with an overview of the research design (section 5.2). It then brings together research findings and literature from previous chapters in order to address the research objectives and consolidate a view of the potential for international fieldwork to develop important graduate attributes for employment and the reasons behind this (section 5.3, 5.4 and 5.5). The chapter provides recommendations for higher education (section 5.6.1), allied health professional training (section 5.6.2), and policy and practice (section 5.6.3). A discussion of the significance of the study and the limitations of the study and recommendations for further research are presented in sections section 5.7 and 5.8 respectively. A conclusion for the thesis is presented in section 5.9.

5.2 Overview of Research Design

Many factors and a variety of opinions must be considered when investigating the impact of international fieldwork on graduate employability. Therefore a mixed-methods design was used to answer this question holistically. The quantitative questionnaire items were designed to provide information on the specific graduate attributes that are developed from participating in international fieldwork and to ascertain the importance of particular attributes to early professional success. In isolation, the quantitative data would have been unable to offer much in providing insight or interpreting the findings, nor provide answers to why this occurs (Greene, Benjamin, & Goodyear, 2001). The qualitative component was therefore designed to obtain a deeper understanding of the skills and attributes developed by an international fieldwork and identify the components of international fieldwork that facilitate students' attainment of graduate attributes. The information derived from open-ended question items in the self-administered questionnaires and FGD offered useful insights and more in-depth knowledge about these areas. The purpose of the mixed methods approach, with separate and concurrent qualitative and quantitative data collection, was to compare and triangulate the results and to corroborate the findings. The two methods used together allowed a better understanding of the impact of international fieldwork on the development of graduate attributes and the reasons behind this. This complementarity contributed by enhancing

completeness, assisting with explanations of findings, and providing context for the research findings.

5.3 Important Graduate Attributes for Employment

‘Employment’ and ‘employability’ are complex phenomena and typically involve the achievement of a set of skills, characteristics and abilities commonly referred to as generic graduate attributes (Yorke, 2006). The importance of employability skills is clearly articulated in the literature and developing generic graduate attributes has become an increasing focus of Australian higher education (Precision Consultancy, 2007). Employers are placing added importance on these more ‘transferrable’ and ‘generic’ attributes, rather than discipline-specific knowledge and skills. Results from this study support the notion that graduates require a wide range of generic attributes to be ‘employable’. The data highlighted that perceptions of the ‘important’ employability capabilities were consistent for all sampled groups. That is, there were consistencies among Go Global teaching staff, Go Global graduates and Health Sciences graduates’ perceptions of the specific skills that are important for employment. These included, but were not limited to, ‘Understanding different social contexts’, ‘Working effectively with others’, ‘Solving complex, real-world problems’, ‘Developing a personal code of values and ethics’, ‘Contributing to the welfare of communities’, ‘Speaking clearly and effectively’ and ‘Understanding people of other racial and ethnic backgrounds’.

When interpreting the quantitative results regarding the importance of the graduate attributes in relation to the USEM model of employability (Knight & Yorke, 2002), there are many connections. This model highlights the importance of efficacy beliefs and metacognition, in addition to ‘skills’ and ‘knowledge’. The theory that underpins this belief is that graduates who have the capabilities necessary for employment know much more than their discipline or specialist knowledge, and are able to effectively manage changing circumstances and respond appropriately (Knight & Yorke, 2002). Knight and Yorke (2002) emphasise that it is important for graduates to possess a range of skills across the domains of ‘understanding’, ‘skills’, ‘efficacy’ and ‘metacognition’ if they are to be ‘employable’. Similarly, results from this study indicate that graduates and teaching staff generally place equal importance on attributes related to ‘skills’ and ‘knowledge’, such as ‘work related knowledge and skills’ as they do on skills related to ‘efficacy’ and ‘metacognition’, such as ‘values and ethics’. Results of this study are therefore consistent with Knight and Yorke’s (2002) theory of employability, with participants

of this study agreeing that graduates must possess a broad range of capabilities in order to be employable.

In general, teaching staff considered more attributes to be important for employment than both graduate groups, which is likely due to them having more experience in the workforce and a better understanding of what skills and attributes are necessary and valued in the workplace. Interestingly, all three sampled groups perceived the attributes of 'Using computers and information technology' and 'Analysing quantitative problems' to be less important to employment success, which may be due to the assumption that health professions are generally considered more 'hands-on' and less reliant on technology.

5.4 International Fieldwork & Graduate Attributes

Several studies have identified profound 'transformational' learning in Health Sciences students through a range of international fieldwork experiences (Anderson et al., 2006; Gilin & Young, 2009; Tesoriero, 2006; Simonelis et al., 2011; Clark-Callister & Harmer-Cox, 2006; DeDee & Stewart, 2003; Thompson et al., 2000; Jung et al., 1999; Ryan & Twibell, 2002; Button et al., 2004; Shieh, 2004; Peiying et al., 2012), as presented in Chapter 2, section 2.6.1. Whether questioning personal identity and sense of self, offering challenging opportunities or merely exposing students to alternative perspectives, significant results in terms of personal growth, self-efficacy, maturity and enhanced intercultural competence are widely reported (Jones, 2013). Data collected from this study supports the literature, with Go Global staff members and graduates being overwhelmingly in agreement that international fieldwork impacts favourably on the development of important attributes for employment.

Quantitative results from the Go Global staff and graduate surveys indicated mutual agreement to the generic attributes that a Go Global experience offers students. These mainly included 'Understanding people of other racial and ethnic backgrounds', 'Understanding different social contexts', 'Contributing to the welfare of communities', 'Working effectively with others', 'Solving complex, real-world problems', 'Thinking critically and analytically' and 'Developing a personal code of values and ethics', with over 80% of both teaching team members and graduates agreeing these attributes are more developed as a result of the Go Global experience.

Go Global staff and graduate responses to the qualitative items of the questionnaires align with these quantitative results, with staff proclaiming the Go Global experience develops students' independence, resilience and leadership qualities, and fosters skills related to teamwork and interprofessional understanding. Furthermore, staff highlighted the program's capacity to develop students' cultural sensitivity, ability to work in a resource-poor environment, and develop attributes related to having greater empathy and compassion. Go Global graduates' qualitative responses supported these opinions, with graduates frequently commenting on interprofessional capabilities, such as teamwork, conflict management and collaboration as skills they developed from their Go Global experience. Graduates also agreed that the experience enhanced their cultural sensitivity, their ability to work in a resource-poor environment, their independence, and their ability to self-reflect. Results from the FGD were consistent with the results from the questionnaires. Recurring themes identified in the FGD were interprofessional capabilities, communication, cultural sensitivity, leadership, problem solving, empathy and compassion, and the ability to put theory into practice. When mapping these attributes against the USEM model of employability (Knight & Yorke, 2002), it is therefore apparent that all four elements of the model are evidenced, meaning attributes pertaining to understanding, skills, efficacy beliefs and metacognition can be acquired from the Go Global experience.

The recurring themes identified in this study relating to skills and attributes developed from the Go Global experience can therefore be summarised as follows:

- Interprofessional capabilities (including 'Working effectively with others')
- Communication
- Cultural sensitivity (including 'Understanding people of other racial and ethnic backgrounds', 'Understanding different social contexts' and 'Contributing to the welfare of communities')
- Leadership (including 'Developing a personal code of values and ethics')
- Problem-solving (including 'Solving complex, real-world problems' and 'Thinking critically and analytically')
- Resilience
- Empathy and compassion
- Theory into practice

Of note, it was found that statistically significantly more Go Global graduates believed the Go Global program developed the following attributes compared to Health Sciences graduates perceptions of their own course:

- Teamwork
- Intercultural understanding
- Problem solving
- Values and ethics
- Community engagement
- Understanding different social contexts

It was not surprising that Go Global develops students' 'intercultural understanding'. Many studies have substantiated the causal relationship between international learning experiences and the development of cultural sensitivity including Anderson et al. (2006), Gilin & Young, (2009), Tesoriero, (2006), Simonelis et al. (2011) and Elkelman et al. (2003). The majority of Go Global staff and graduates reported that the program develops 'Understanding people of other racial and ethnic backgrounds' and 'Understanding different social contexts', which can be linked to cultural sensitivity. Fleming & Towey (2001), for example, define cultural sensitivity as "the knowledge and interpersonal skills that allow providers to understand, appreciate, and work with individuals from cultures other than their own. It involves an awareness and acceptance of cultural differences, self-awareness, knowledge of a patient's culture, and adaptation of skills" (p. 1). This was supported by qualitative responses, with Go Global staff commending the way the program introduces students to different cultural contexts and encourages them to analyse their own belief and value system. Teaching staff acknowledged these factors as means of developing students' cross cultural awareness. Moreover, graduates' qualitative responses highlighted the intercultural aspect of the program in developing their skills for employment. Many graduates commented that working with people of diverse cultures and being immersed in a different culture gave them valuable skills for employment. The significant difference between the perceptions of Go Global and Health Sciences graduates regarding the extent 'intercultural understanding' is developed from their respective learning experiences, with significantly more Go Global graduates crediting the development of this attribute to their Go Global experience, supported the findings of Clark-Callister & Harmer-Cox (2006) and DeDee & Stewart (2003). These earlier studies both reported on the apparent connection between undertaking international fieldwork and gaining

an increased understanding of global issues. Furthermore, these findings resonate with other literature exploring cultural awareness (Marcotte, Desroches, & Poupart, 2007) and global emotional intelligence (Osland, 2008) as an outcome of international experience. It is therefore apparent that results of this current study are consistent with the current literature on the topic and reinforce previous research conducted in this area. Moreover, when discussing their development of intercultural understanding, FGD participants demonstrated the development of efficacy beliefs and metacognition (using Knight & Yorke's 2002 USEM model of employability) through the demonstration of the self-awareness of and self-reflection on their own abilities. For example, several student statements imply self-awareness of being a cultural 'minority', and critical reflectiveness about their own cultural assumptions, sensitivity, and empathy.

Consistent with previous studies was the link participants made between their international fieldwork experience and their reported personal and professional growth. There is a plethora of evidence that suggests international learning experiences can support an individual's personal and professional growth (Clark-Callister & Harmer-Cox, 2006; Thompson et al., 2000; Tesoriero, 2006; Jung et al., 1999; DeDee & Stewart, 2003; Ryan & Twibell, 2002; Button et al., 2004; Shieh, 2004). Results of this study specifically indicated that international fieldwork can foster greater confidence and independence in students, with Go Global graduates frequently commenting on their gain in these areas as well as their personal growth and maturity that occurred from their Go Global experience. These findings align with other studies which advocate that one value of WIL is enhancing student confidence in their ability to perform effectively in the workplace (Jones, 2007). The majority of graduates attributed this growth to working in an unfamiliar environment for a prolonged period of time, stepping out of their 'comfort zone' and having limited supervision. These findings are consistent with the outcomes of a study by Barker et al. (2010) which found the core category of learning identified by participants of an international fieldwork trip was personal and professional development, with one subcategory being 'gaining confidence through moving beyond one's comfort zone'. This present study also found that international fieldwork can develop an individual's personal set of values and ethics, with there being a significant difference between the perceptions of Go Global and Health Sciences graduates regarding the extent 'values and ethics' are developed from their respective learning experiences, with significantly more Go Global graduates crediting the development of this attribute to their international learning experience.

In addition to personal and professional growth, results of this study revealed a reoccurring theme of 'leadership'. Leadership is highly sought-after and highly valued, with employers typically looking for leadership qualities in their workers (Northouse, 2012). Bolden (2004, p. 4) stresses that "in this changing, global environment, leadership holds the answer not only to the success of individuals and organisations, but also to sectors, regions and nations". While it is widely agreed that leadership is an important attribute for employment, the concept of leadership has not been rigorously explored in the literature in relation to international fieldwork. Much of the contemporary leadership literature emphasises the importance of intercultural adaptability and global competency, thought to encompass empathy, open-mindedness, initiative, flexibility, intercultural sensitivity, communication, extraversion, agreeableness, cooperation, openness, inquisitiveness, tolerance, and self-awareness (Bird, 2008). Results from this current study indicate that students develop many of these aforementioned skills that underpin 'leadership', including intercultural sensitivity, empathy, open-mindedness, communication, cooperation/collaboration, and self-awareness. Moreover, the development of 'self-awareness', correspondingly, relates to the development of 'metacognition' described by Knight and Yorke's (2002) USEM model of employability. When discussing leadership in the FGD, several participants demonstrated of self-awareness and self-reflection of their own abilities. For example, the students critically reflected of the way the limited supervision facilitated independence and developed their confidence, and self-awareness was demonstrated by the implied understanding of themselves and their capacity to solve problems independently and use their own initiative. The majority of Go Global graduates who participated in the FGD highlighted 'independence' and 'confidence' as skills they gained from their Go Global experience, which they felt contributed, overall, to the development of leadership skills. These two attributes of 'independence' and 'confidence' relate to the 'self-efficacy' component of Knight and Yorke's (2002) USEM model of employability. Many credited the autonomous nature of the program and the limited direct supervision for developing these skills. During a Go Global placement, for example, students are required to plan and implement sustainable projects that support the 'host' site. These projects are largely self-directed in nature, and, while a supervisor is available for guidance and assistance, students are expected to complete these projects within their team. It was agreed by focus group participants that this requirement to complete projects independently supported their development of leadership qualities. With employers placing significant value on these attributes, it is therefore promising that results of this study indicate that the Go Global program can develop important leadership qualities for employment.

Responses from the Go Global staff and graduates also revealed the link between international fieldwork and the development of interprofessional capabilities. According to Barr (1998), Walsh et al. (2005) and Wood et al. (2009) interprofessional practice capabilities for health professionals include communication, reflective skills, team function, conflict resolution and client-centred care. Across the health and social care sector, there is both growing evidence and recognised need for effective team work between agencies, educators, service providers and service users to improve patient care and outcomes. As a consequence, the future workforce must learn to work as effective members of interprofessional teams to achieve this collaborative practice, (AIPEN, 2011). Participants of this study were in agreement that interprofessional attributes are important for employment success of health professionals. This was reflected in the GEI as ‘Working effectively with others’, which 100% of Go Global staff, Go Global graduates and Health Sciences graduates rating this attribute as being ‘*more important*’ for employability. Throughout the qualitative responses to questionnaire items, staff frequently commented on the interprofessional understanding and teamwork that is developed and furthered from the Go Global experience. Go Global graduates agreed and credited the interprofessional aspect of the experience as developing many important skills. Many graduates remarked that the interprofessional nature of the program required them to interact with students from other health disciplines, which improved their ability to function in a team, enhanced their skills in conflict management and collaboration and supported them to learn about the role of other health professionals. Results from the FGD were consistent with the results from the GEI, as when providing their opinion on what they learned most from their Go Global experience, participants also commented on interprofessional capabilities including teamwork, negotiation, collaboration and an increased awareness of the roles of other health professionals.

It is not uncommon for interprofessional capabilities to be developed from team-based educational experiences. For example, studies have reported that students gain an increased understanding of professional roles and develop team-working capabilities from interprofessional learning experiences (Cooke, Chew-Graham, Boggis, & Wakefield, 2003; Ponzer, Hylin, Kusoffsky, Lauffs, Lonka, Mattiasson, & Nordstrom, 2004; Brewer et al., 2014). Moreover, Freudenberg, Brimble and Cameron (2011) found that interpersonal and team working skills were among those skills recording the greatest improvement in students following a WIL experience. What is new, however, is the evidence this current study provides for international fieldwork as a means of developing these interprofessional skills. These

findings cannot be generalised to all international fieldwork programs, however, as the critical factor here is the way the Go Global program is offered to students across various health disciplines. It is commonplace for Go Global teams to comprise of 15 Health Sciences students from up to seven different health disciplines (e.g., Occupational Therapy, Physiotherapy, Nursing), which undoubtedly plays a critical role in the interprofessional opportunities offered to students and the subsequent learning that occurs.

What is promising, however, is the difference in opinions between Curtin University Health Sciences graduates – who do often experience interprofessional learning experiences during their undergraduate courses – and Go Global graduates. When comparing the perceptions of Go Global graduates with those graduates who did not participate in the program, 91% of Go Global graduates believed their Go Global experience supported their ability to ‘work effectively with others’, compared to 85% of Health Sciences graduates, which was a statistically significant difference. This difference in opinion was interesting as, since 2011, the majority of Health Sciences students at Curtin University have had interprofessional practice placement opportunities. This reinforces the Go Global experience as being effective in developing interprofessional skills. Given that little empirical evidence currently exists to signify the association between international fieldwork and the development of interprofessional capabilities such as teamwork, this study addresses a gap in the literature by providing evidence of this association. Interestingly, however, when graduates were asked to give their opinions on how the Go Global program could be improved, many suggested having a more discipline-specific focus would be advantageous. Graduates commented that they would have preferred feedback and support from a supervisor from their own profession and more opportunities to practice discipline-specific skills. Despite these claims, the feedback from graduates was overwhelmingly in support of the interprofessional team structure and nature of the program. This discrepancy in opinion was interesting and should be explored in greater depth to ascertain the origin of the contrasting views.

Additional attributes that this study associated with international fieldwork were problem solving, resilience and the development of empathy and compassion. Once more, little empirical evidence has previously existed that draws these linkages. Moreover, these attributes are typically more difficult to teach and assess in traditional university courses. The attributes of ‘solving complex, real-world problems’ and ‘thinking critically and analytically’ reflected in the GEI both relate to problem solving and were identified by Go Global staff and graduates

as being more developed as a result of the Go Global experience. Responses to qualitative items supported this finding, with several staff members commenting on the way Go Global requires students to “think for themselves and respond ‘on their feet’ to new and challenging situations”. Staff also commented that students who participate in Go Global “become quite confident and learn to tackle issues from a number of different angles.” Furthermore, focus group participants highlighted problem-solving and critical and analytical thinking as skills gained from their Go Global experience, which many credited to the self-reflection activities they were required to complete throughout their placement as well as the daily debrief sessions. It is assumed that the necessity of students to work in a resource-poor environment during a Go Global placement supports their development of ‘problem-solving’ skills as they are required to ‘think on their feet’ and ‘think outside the box’. This study found a significant difference between the perceptions of Go Global and Health Sciences graduates regarding the extent ‘solving complex, real-world problems’ is developed from their respective learning experiences, with significantly more Go Global graduates crediting the development of this attribute to their course. Following a review of the literature, there is a scarcity of evidence that identifies ‘problem solving’ as a prospective outcome of international fieldwork programs, thus this study has addressed this shortfall.

A lot has been published recently about the importance of developing resilience in students studying health-related courses (Ahern, 2006, 2007; Hodges, Keeley, & Troyan, 2008; Jackson, Firtko, & Edenborough, 2007; McAllister & Lowe, 2011; McAllister & McKinnon, 2009). Resilience is defined as “the process of effectively negotiating, adapting to, or managing significant sources of stress or trauma” (Windle, 2011) or, according to the Oxford English Dictionary (Oxford University, 2005), the “ability to withstand or recover quickly from difficult conditions”. The nature of a Go Global placement often places stress on students as, for many, it is the first or longest time they have been away from their families. Go Global graduates who participated in the FGD, for example, commented on the fact that during their Go Global placement they couldn’t go home to their support networks at the end of the day and that if they were challenged by something they would just have to ‘deal with it’. The fact that students reside together in large teams, with very little ‘alone time’, together with changing team dynamics, can also be a source of stress. Many graduates commented that these factors helped them develop negotiation and communication skills. Furthermore, students who participate in Go Global are taken out of their ‘comfort zone’ and are expected to live and work in unfamiliar, resource-poor environments. Given the structure of the Go Global placements

and the challenges imposed on students, they are therefore required to adapt to ‘stress’, which helps to develop their resilience. For example, Hammond (2004) claims that resilience suggests the presence of an adaptive system that uses exposure to stress to provide resistance to future negative events. It is thought that the development of this adaptive system, through challenging activities and experiences often offered through Go Global, serves as the underlying basis of the development of this attribute. Given the resilience-enhancing variables are often present in international fieldwork, such as social support, self-confidence, the development of a sense of mastery and competence, and the strengthening of coping strategies for dealing with stress and uncertainty (Beightol, Jeverson, Gray, Carter, & Gass, 2009; Ewert & Yoshino, 2008), it may be reasonable to anticipate that participation in international fieldwork can be effective in enhancing levels of resiliency among students. However, despite this, few studies have explicitly examined whether short-term international fieldwork experiences can impact individual levels of resilience. This study therefore provides evidence for the potential for international fieldwork to facilitate students’ development of this attribute. Furthermore, it provides further evidence that international fieldwork can be effective in enhancing students’ ‘self-efficacy’ (using the USEM model of employability) by developing their resilience.

Go Global graduates also believed their international fieldwork experience fostered ‘empathy and compassion’. Many focus group participants reflected on this and considered the fact they resided with the ‘patients’, at the orphanage in India for example, facilitated their development of empathy. Getting to know their patients on a more ‘personal level’ and developing a close relationship with them also developed their compassion. Once more, this attribute has not been rigorously explored in the literature in relation to international fieldwork.

In summary, the main benefits of international fieldwork represented in the study included interprofessional capabilities, communication, cultural sensitivity, leadership, problem-solving, resilience, empathy and compassion, and applying theory into practice. The achievement of these attributes is significant, in that it indicates the attainment of important, more ‘intangible’ graduate capabilities, which typically are not well embedded into curricula, yet are critical for future employment. Utilising Knight and Yorke’s (2002) USEM model of employability, this study therefore illustrates how an international fieldwork program can support Health Sciences students to develop crucial graduate attributes necessary for employment that extend beyond typical ‘skills and knowledge’. The results indicate that

attributes developed from the Go Global program emphasise the ‘efficacy’ and ‘metacognition’ aspects of Knight and Yorke’s USEM model, including ‘empathy and compassion’, ‘self-awareness’, ‘confidence’ and ‘open-mindedness’. In fact, results of this study provide evidence that international fieldwork can develop skills across all four elements of the USEM model, making it an appealing option for promoting graduate employability.

When comparing the graduate attributes that are developed from international fieldwork versus traditional Health Sciences courses, it is important to consider the fact that Go Global graduates were asked to report on how a four-week Go Global experience developed attributes, whereas Health Sciences graduates were asked to report on how a four-year course developed graduate attributes. This difference is significant, as it can be assumed that the attributes, such as ‘writing’, that were reported to be ‘less’ developed as a result of participating in the Go Global program, were likely to be developed through the remainder of a student’s Health Sciences course. This is because at Curtin University the Go Global program constitutes one fieldwork placement in a broader Health Science course, meaning the attributes identified as being ‘more developed’ in a Health Sciences course (Table 4.11) are also expected to be acquired by Go Global graduates – albeit from the remainder of their course experience. In this way, international fieldwork, such as the Go Global program, can add to the suit of generic attributes fostered by traditional Health Sciences courses. This is consistent with the OLT report “*the impact of work integrated learning on student work-readiness* (Smith, et al., 2014), which emphasised the value of adding WIL placement opportunities into the curricula in order to contribute to the development of employability capabilities.

Perhaps the most intriguing data is evident in the responses from the Go Global and Health Science graduates regarding the attribute ‘work-readiness’. After analysing the data from the GEI surveys, both Go Global and Health Science graduates believed their learning experiences to develop overall work-readiness, with at least 67.3% Go Global and 83.8% Health Science graduates considering the attribute to be ‘more developed’ from their respective learning experiences. However, when comparing the Go Global and Health Science graduates’ perceptions on the extent their respective ‘learning experience’ developed their graduate attributes, there was no significant difference in the degree of development of the attribute ‘work-readiness’. This is interesting, as while the majority of findings from this study indicate that international fieldwork does, in fact, develop several important attributes for employment,

this was not reflected in the respondents' perceptions when asked to reflect on the attribute of 'work-readiness'. Several reasons may exist for this, such as the Go Global graduates not associating the skills and attributes gained from their Go Global experience to the capabilities needed to be 'work ready' or 'employable'. This notion may further be emphasised by the fact a greater percentage of Health Science graduates felt their course developed their 'work-readiness' compared to Go Global graduates.

5.4.1 The Development of 'Intangible' Attributes

According to Knight and Yorke (2002), curricula tends to pay little attention to personal qualities and self-theories which are crucial to employability as they underpin the ability to persist in the face of conflict and failure, as well as the disposition to use initiative and get things done. Knight and Yorke (2002) argue that including 'efficacy' and 'metacognition' development in curricula leads to more employable graduates who are less fixed in their attitudes, are malleable, and able to commit to life-long learning. Considering the assumption that universities are currently not teaching these 'generic' or 'personal' attributes successfully, the option of offering students international fieldwork to address this need is a viable option. Again, this view is consistent with Smith et al. (2014) who assert the value of WIL and practice-based learning experiences as a means of developing the more 'generic' attributes considered essential for employment.

This study reveals that international fieldwork can serve as an alternative means of developing more 'standard' attributes that can be attained through traditional courses. For example, traditional Health Sciences courses can develop the attributes 'Critical thinking' and 'Team work', for example, as indicated in this study by the perception of the Health Sciences graduates, and it is evident from the results of the Go Global teaching staff and graduate data that the Go Global program alone, can also provide opportunities to further develop these attributes. What is more remarkable is that results from the Go Global groups indicate the capacity an international fieldwork program has to develop more of the intangible attributes, such as 'Understanding people of other racial and ethnic backgrounds', 'Understanding different social contexts' and 'Contributing to the welfare of communities', which traditionally are very difficult to teach and assess in standard, more traditional courses. Results of this study identified that there was a significant difference between the perceptions of Go Global and Health Sciences graduates regarding the extent attributes surrounding 'community

engagement' and 'understanding different social contexts' are developed from their respective learning experiences, with significantly more Go Global graduates crediting the development of these attributes to their course. The notion of 'Contributing to the welfare of communities' for example, is one that underpins the international 'service-learning' philosophy of the Go Global program. 'Service-learning' can be described as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities (The University of North Carolina, 2014). Within the Go Global program, objectives of the placements are linked to real community needs that are designed in cooperation with community partners and service recipients. In this way there is a balance between the students' learning goals and service outcomes, meaning there is a clear intention to equally benefit the provider and the recipient of the service, as well as to ensure equal focus on both the service being provided and the learning that is occurring. As a result, an international fieldwork program that operates through a service-learning context is better able to instil the considerations and importance of "Contributing to the welfare of communities" in the student participants and thus is better equipped to facilitate the development of the more intangible attributes related to this notion compared to more traditional courses. Moreover, the philosophy behind service-learning - working in cooperation with the community partners and service recipients to establish and fulfil their goals - aligns closely with the interprofessional capability of 'client-centredness'. Client-centred service is the central principle of Brewer and Jones' (2013) Interprofessional Capability Framework. The authors describe this model of service as one that values the 'client' as an important partner in the planning and implementing of service/care and involves service providers seeking out and integrating the client's input into services, ensuring they are involved in decision-making and can exercise choice (Brewer & Jones, 2013). This description therefore shares parallels with the service learning philosophy, whereby the 'community' is the central focus and community representatives are equal partners in service design and implementation. In this way, an international fieldwork experience that adopts a service-learning model has the potential to develop and reinforce the client centred capabilities fundamental to effective interprofessional practice.

It is evident that a wide range of 'employability skills' can be developed from an international fieldwork experience that go beyond traditional 'skills and knowledge' and 'discipline understanding'. These findings are consistent with those of the *Assessing the impact of WIL on student work-readiness* report (Smith et al., 2014), which highlighted the effectiveness of WIL

and practice experiences in developing intangible attributes that ‘count’ for employment. While this study did not address international fieldwork specifically (rather focussing on local domestic WIL programs and Australian domestic students), it found linkages between WIL placements and the development of self-awareness of abilities, professional communication skills, job commitment, professional behaviours, and the application of theory in practice (Smith et al., 2014). This present study therefore complements the findings of Smith et al. (2014) by providing evidence that similar learning outcomes derived from local domestic WIL programs can also be yielded from international fieldwork programs. Moreover, the present study further complements the work of Smith et al. (2014) by evidencing skills and attributes that can be developed via a WIL experience, such as interprofessional capabilities, cultural sensitivity, leadership, problem-solving, resilience, and empathy and compassion.

Results of this study indicate that, while it might not always be possible to ‘teach’ the more ‘intangible’ graduate attributes, providing learning experiences, along with feedback, can in fact create an environment in which these attributes can be learned and developed. This study therefore helps to inform curriculum designers and the wider academic community, employers, and students who take part in international fieldwork, of the potential power of international fieldwork experiences in enhancing student employability.

5.5 International Fieldwork Program Design

As indicated by Gambrill (2002), there is very little research to ascertain what makes an effective practice learning experience, with Caspi and Reid (2002) reinforcing that “...not much is known about what works and what does not in field instruction ... or about which behaviours are most successful in achieving objectives of professional competence and identity ...” (p. 36). Engle and Engle (2004, p. 222) suggest eight factors that can differentiate study abroad programs; duration, language competency, required language use, role of faculty, coursework, mentoring and orientation, experiential initiatives, and housing. The influence of different combinations of these factors, however, is yet to be determined (Engle & Engle, 2004). It may therefore be the case that manipulating the composition or design of international fieldwork programs can yield better learning outcomes, yet little empirical evidence exists to suggest what these ‘successful components’ may be.

This study explored the components of an international fieldwork program that are considered effective or beneficial for developing desired graduate attributes for employability in order to fill the gap in the literature as to what makes an effective international fieldwork program.

Results of this study revealed several important components of the Go Global international fieldwork program that contributed to the students' attainment of employability skills, as described in Chapter 4. For example, Go Global staff and graduates frequently commented that a minimum of four weeks was an ideal duration of an international fieldwork experience as it gave them time to adjust to the culture and establish deeper, more meaningful connections with their team members and the patients they were working with, ultimately developing their cultural sensitivity. Many also reflected on the supervision model that Go Global operates from as being advantageous to their learning. Typically, a supervisor accompanies the students for the first half of the placement, and then returns to Australia - handing over supervision responsibilities to local/host supervisors and offering 'distant supervision' and support from Australia via Skype, Facetime and email if necessary. Many students credited this supervision structure and their subsequent autonomy in developing independence, conflict-resolution, resilience and leadership skills. These findings reinforce the recommendations of Smith et al. (2014) who identified access to and quality of supervision throughout the WIL activity (both from the host organisation and institution) as being a pertinent factor in WIL curriculum design. The demand of the Go Global experience for creating sustainable and realistic programs in resource-poor environments was also mentioned as beneficial aspect of the program in developing students' independence, maturity and leadership skills. In addition, the interprofessional team structure of student groups was considered critical in developing interprofessional capabilities such as communication, negotiation and teamwork.

Go Global graduates also considered the assessments utilised by the Go Global program as instrumental in developing their skills. Many graduates felt that the mandatory STEEP analysis report and associated presentation they were required to complete, for example, helped develop their cultural sensitivity and team cohesion. The other assessment component of keeping reflective journals was also considered important, with many graduates stating this supported their independence and problem-solving skills. This supports literature which contends that exposure to international experiences alone is not sufficient to optimise student learning (Bridges, Trede, & Bowles, 2010). It also reinforces the recommendation by Smith et al. (2014) that WIL activities and assessments should be aligned to WIL-appropriate learning outcomes in order to generate quality student learning outcomes.

Many graduates felt regular self-reflection helped them solve problems and think more deeply about their skills and abilities, thus developing their 'self-efficacy' and 'metacognition' skills. The compulsory debrief session at the end of each day were also considered advantageous. These findings again reaffirm the recommendations of Smith et al. (2014) who emphasise that facilitated debriefing sessions following WIL experiences that enable reflection on the experience and an opportunity to consider areas of strength and areas for further development are an important factor in curriculum design that contributes to quality student outcomes (Smith et al., 2014). The pre-departure group counselling sessions were also highlighted by Go Global graduates as facilitating team dynamics and subsequent teamwork. Once again, this aligns with recommendation of Smith et al. (2014) who emphasises the importance of including preparation and induction processes prior to WIL experiences in order to generate quality learning outcomes.

These findings are similar to components identified by Billet (2009) as being imperative to practice-based learning experiences. For example, Billet (2009) recommends providing students with extensive orientation prior to the experience, promoting effective peer interactions (i.e., collaborative learning) and active and purposeful engagement during the experience, and generates critical perspectives on work and learning processes in students (i.e., debriefing).

Themes identified in this study therefore suggest an applicable framework for the design of international experiences that facilitates student learning and the development of employability skills.

Now that these effective components have been identified, the next logical steps are to:

- 1) Model other international fieldwork programs on this design, and
- 2) Endeavour to replicate these effective components into domestic fieldwork/work-integrated learning experiences.

In order to offer domestic-based, less-mobile students (i.e. those who do not participate in international fieldwork) similar learning benefits to those outlined in this study, it is important to explore local opportunities. For example, the study findings could be applied to domestic clinical fieldwork placements by embedding regular debriefing opportunities into the structure of the placement, or by promoting an interprofessional student mix. Additionally, cross-

cultural learning experiences could be arranged on home soil. Australia has a multicultural society, with the 2011 Census revealing over a quarter (26%) of Australia's population was born overseas, equating to over 6 million 'first generation Australians' (Australian Bureau of Statistics, 2011). Add to that the fact that 53% of these people speak a language other than English at home (Australian Bureau of Statistics, 2011) and it is clear that intercultural opportunities are available without having to travel overseas. Universities could therefore design domestic fieldwork programs that offer students comparable intercultural exposure and the associated learning benefits. Mezirow (1991), for example, argues that transformational learning occurs through 'disorienting dilemmas', which lead to altered perspectives, which are offered by international experiences. However, if 'internationalisation' is viewed as one dimension of diversity, it is clear that domestic environments could play a similar role in offering experiential learning opportunities in an intercultural context, taking people beyond their comfort zones, and creating 'disorienting dilemmas' by engaging with different cultures (Jones, 2013). It is recommended that further exploration of the domestic intercultural context is carried out as a vehicle for the kind of 'transformational' learning evidenced through international fieldwork.

5.6 Recommendations

The recommendations of this study are broken down into three main sections: (1) Recommendations for higher education, (2) Recommendations for allied health professional training and (3) Recommendations for policy and practice. Recommendations for further research are explored in section 5.8 together with limitations of the study.

5.6.1 Recommendations for Higher Education

The findings of this study provide information that can be used by curriculum designers and the wider academic community in higher education. Given the potential learning outcomes of international fieldwork described throughout this study, higher education providers are encouraged to embed such opportunities in the curriculum in order to facilitate students develop the range of graduate attributes considered important for employment, or identify opportunities for international fieldwork in their existing curricula. By offering such opportunities within curricula, Australian higher education providers can demonstrate that their courses meet threshold academic standards set by TEQSA, for example, relating to graduate attributes and the development of employability skills.

Although international fieldwork is often considered ‘resource intensive’, requires specifically trained staff and is often categorised as ‘higher-risk’ by universities, the pay-off is valuable. International fieldwork can be viewed as an effective pedagogical approach for developing attributes pertaining to global citizenship, cultural competence, and general employability skills, which are of increasing focus amongst higher education institutions and are generally not well taught (de la Harpe et al., 2009). Embedding such opportunities into the curricula ‘for credits’ is further recommended, as this will emphasise the value placed on the learning outcomes developed through the international fieldwork experience.

While the findings of this study were limited to an international fieldwork program within the Faculty of Health Sciences involving Health Sciences students, it may be assumed that comparable outcomes could be yielded from similar programs across faculties. For example, Crossman and Clarke (2010) found connections between international fieldwork experience and the development of employability capabilities amongst business students. Higher education institutions should therefore consider investing in international fieldwork/student mobility programs and/or take advantage of the Government initiatives such as the ‘New Colombo Plan’ and previous Asiabound scholarships in order to promote such opportunities across faculties. It is recommended that universities offering international fieldwork programs evaluate the associated learning outcomes gained by students in order to contribute to the field of research on this topic. This will allow higher education providers to support students to make informed decisions about undertaking international fieldwork based on the potential learning outcomes and perceived benefits to employability.

5.6.2 Recommendations for Allied Health Professional Training

There is a need for understanding among educators of health professionals of the relevance and benefit of international fieldwork in shaping the future health workforce. It is widely accepted that medical and allied health professionals must possess the knowledge, skills and attributes required to work effectively in an increasingly globalized and culturally diverse work place (Balandin et al., 2007). Much has been published, for example, on the importance of health professionals having cultural competence and international perspective in order to meet the needs of all members of multicultural societies (Majumdar et al., 2004; AAP, 2004; AADE, 2007). Educators of health professionals are therefore recommended to explore international fieldwork as a means of developing these skills amongst student health professionals in order

to strengthen the future health workforce. Furthermore, the growing emphasis placed on developing resilience amongst health professionals (Ahern, 2006, 2007; Hodges et al., 2008; Jackson et al., 2007; McAllister & Lowe, 2011; McAllister & McKinnon, 2009) reinforces the appeal of international fieldwork opportunities in higher education. Evidence from this study that ‘traditional’ Health Sciences courses develop some important graduate attributes to a lesser extent than an international fieldwork program, should thus compel curriculum designers of Health Sciences degrees to consider embedding international fieldwork opportunities into their courses.

In addition, there is an emphasis on health professionals needing to possess interprofessional capabilities to meet workforce and community needs (Brewer et al., 2014). It is widely accepted that interprofessional education is a critical component of allied health professional training, with recommendations of the 2013 World Health Organisation report ‘Transforming and scaling up health professional education and training’ (WHO, 2013) urging health professionals’ education and training institutions to consider implementing interprofessional education (IPE) in both undergraduate and postgraduate programmes. According to this report, interprofessional education is a key strategy for strengthening the health system, improving health outcomes and ensuring that globally there is a health professional workforce that meets the health care needs of the 21st century (WHO, 2013). Given its recognised learning outcomes of such a pedagogical approach, including improved communication and team working skills (Dumont, Briere, Morin, Houle, & Iloko-Fundi, 2010) and increased knowledge and appreciation of the roles of other professions (Ateah, Snow, Wener, MacDonald, & Metge, 2011; Dumont, et al., 2010; Nango & Tanaka, 2010), many countries, including Australia, Belgium, Canada, Japan, Norway, Sweden, the United Kingdom and the USA incorporate IPE in the curricula in the basic training of health professionals. It is therefore recommended that educators of allied health professionals continue to offer students interprofessional education opportunities, and based on the findings of this present study, it seems especially advantageous for this to occur within an international fieldwork context or a domestic cross-cultural learning experience. An experiential learning design of this nature could serve to facilitate student health professionals gain a range of desirable, ‘transferrable’ attributes and qualities that are critical for ensuring an effective future health workforce.

5.6.3 Recommendations for Policy and Practice

Educational institutions with strategic internationalisation programs should engage students in structured and pedagogically sound teaching programs that maximises their development of important employability skills. Findings of this study should be used to guide program design and support institutions structure international education programs to meet these objectives. It is recommended that program designers within higher education take note of the effective components of international fieldwork identified in this study that facilitate students to attain graduate attributes (described in section 5.5) and, where applicable, it is recommended that international fieldwork programs are structured to include these effective components. Furthermore, it is recommended, where possible, that local domestic experiential learning initiatives also embrace these suggestions in order to provide domestic, less-mobile students with opportunities to achieve comparable learning outcomes to those participating in international fieldwork.

5.7 Significance of the Study

This study is significant for several reasons. This study was the first of its kind to evaluate the degree to which an interprofessional, international clinical fieldwork program develops graduate attributes for employment. Though various studies have previously explored the learning outcomes of international fieldwork, it was important for this study to examine the effect of such experiences on the range of graduate attributes that are considered critical for employment. The study provided insights into the types of skills attributes international fieldwork develops, the degree to which these attributes are developed through these experiences, and the importance of these attributes to new graduate success. It has contributed to the discourse about the value of international fieldwork as a pedagogical approach to teaching and learning and provides practical recommendations for future international fieldwork programs. This study therefore helps to inform curriculum designers and the wider academic community, employers and students who take part in international fieldwork, of the potential power of international fieldwork experiences to enhance student employability.

Many existing studies on the learning outcomes of international fieldwork have concentrated mainly on students' self-perceptions, without a control or comparative group. Therefore, the way this study explored the perceptions of teaching team members as well as graduates, and involved a comparative group of closely matched Health Sciences graduates, was particularly advantageous.

The mixed methods approach, the pragmatic paradigm selected, and the use of the USEM model of employability (Knight & Yorke, 2002) as the overarching framework for this study were also very important. All of them allowed the multi-factor and multi-level analysis of this phenomenon in order to understand the complexity around the impact of international fieldwork experiences on the development of graduate attributes.

The study can be considered significant on the basis that the findings:

- 1) Identified the potential of international fieldwork programs to develop those generic transferable skills sought by graduate employers.
- 2) Provided information on the design/operational components of international fieldwork programs that are deemed valuable in supporting students develop important graduate attributes for employment.

5.8 Limitations and Further Research

In considering the development of generic employability skills, this study has not taken into account employers perspectives. Graduate employers are considered important stakeholders in higher education and a valuable source of information pertaining to the capacity of graduates in the workplace from a quality assurance perspective (Coates, 2010). According to Coates (2010), the employer's voice is of significant relevance with the profile of higher education increasing as a mechanism for addressing the needs of an increasingly global, knowledge economy. Cox and King (2006, p. 272) have similarly considered the value of including employers in discussions concerned with course and program design as the "ultimate arbiters of employ ability". As a consequence, it would be advantageous to triangulate the data sourced from Go Global teaching staff and graduates' perceptions with the opinions of employers of Go Global graduates in order to holistically appraise the program's impact on graduate employability. The triangulation of employer, graduate, and teaching team stakeholder data is promoted throughout the ALTC project '*Building course team capacity for graduate employability*' (Oliver et al., 2010). As this research study was undertaken as a Masters of Philosophy, with a limited timeframe to complete the study, the perspectives of employers were omitted. It is therefore an area recommended for future research to ascertain the triangulation of perspectives.

Moreover, this study examined a single type of international fieldwork experience. It was a short-term interprofessional service-learning placement in non-English-speaking countries. As stated earlier, many alternative designs of international fieldwork exist, such as student exchange, work placement and international volunteering. The design of the international fieldwork program, including the duration of the international placements, preparatory activities and assessment tasks are also variables that may influence the perceptions of participants and student learning outcomes. Therefore, evidence presented in this paper comes from one type of international fieldwork experience and results of this study may not be transferrable or generalizable to other international learning experiences. Examination of other variables influencing program benefits also should be explored. Further research is also recommended to investigate the effectiveness of similar programs to reinforce the findings of this study and comparative studies with traditional local placements are recommended.

The graduate sample of this study was also limited to a homogenous group of Health Sciences graduates, meaning the results are not generalizable to other graduate cohorts. Extending the sample to a more heterogeneous group, including graduates from a range of courses or 'professions', would enhance the generalizability of the results.

The small sample size of participants used for this study (N=15 Go Global teaching team members and N=49 Go Global graduates) further restricts this study's ability to draw firm conclusions at this time. The small sample size meant that the target sample of 103 Go Global graduates, that was predetermined by a priori sample size and power calculation, was not achieved. Despite efforts of snowballing using social media and sending reminder emails, the limited timeframe available for this study meant the recruitment process could not be extended. It is believed that the small sample size was mainly due to the limited pool of available people who met the inclusion criteria set by the researcher. That is, the Go Global teaching team at Curtin University with relevant knowledge of the Go Global program comprised of just 20 individuals at the time the research was conducted, while the Curtin University Go Global Alumni graduate database consisted of only 152 individuals - a pool which was further refined to exclude those with less than six months work experience. Internet-based questionnaires were selected over traditional mail surveys or face-to-face interviews to minimise cost and maximise speed of response (Baron & Healey, 2002) as well as to minimise interviewer bias. Moreover, email was the only available method of communicating with graduates who had not recorded a postal address in the Alumni database system. This mode of questionnaire distribution may

have contributed to the low response rate. The low response rate of the Go Global graduates, being approximately 32%, is common with online surveys, with a meta-analysis of web surveys conducted by Cook, Heath and Thompson (2000) revealing response rates averaged 39%. The response rate for the Health Sciences graduates who did not participate in Go Global was much lower again, at approximately 6%, which may have been caused by the comparative lack of personal association with or interest in the topic of research, compared to the Go Global graduates. Due to the policies of Curtin University's Alumni Relations department, no follow-up emails were sent to Go Global graduates following the initial email request. This may have contributed to the low graduate response rate as follow-up contacts have been consistently reported as being the most powerful technique for increasing response rates, both in mail and online surveys (Dillman, 2000; Fox, Crask, & Kim, 1988; Heberlein & Baumgartner, 1978; Schaefer & Dillman, 1998; Yammarino, Skinner, & Childers, 1991). Dillman (2000) suggests the use of four contacts with a participant, but even single follow-ups have been reported to increase the response rate significantly (Heberlein & Baumgartner, 1978). Furthermore, no incentives were offered to respondents of the questionnaires used in this study which, according to Church (1993), is likely to increase response rates. In order to gain further insight into the results of this study, given the small sample size, it is recommended further research is conducted on larger samples of academic teaching staff and graduates to draw stronger conclusions between their perceptions of the impact of such learning experiences on the development of graduate attributes.

A further limitation of this study is the potential respondent bias from the Go Global graduate respondents. It may be the case that Go Global graduates only responded because they had a positive experience on their Go Global placement or felt a moral obligation to participate in a study that gave them this experience. Therefore the sample of Go Global graduates who participated in this study may not be representative of the Go Global alumni population, nor may it be representative of graduates of other international fieldwork programs. Furthermore, while it seems evident from this study that generic graduate attributes are developed through international fieldwork, equally it may be the case that international fieldwork programs appeal to students who already possess, or have an advantage in developing, these skills. For example, in a Norwegian study, Wiers-Jenssen (2011) showed that those who have studied abroad represent a select group in terms of social origin and mobility capital. This may mean that students who apply for international placements are perhaps self-selecting in that they are, for example, likely to possess characteristics inclined towards cultural sensitivity (Anderson et al.,

2006). The specific questions posed in the GEI questionnaire in this study, however, asked graduates to report on how 'their Go Global experience' developed the attributes in question, therefore attempted to minimise respondent bias.

Finally, additional studies are needed to evaluate the impact of international fieldwork programs on generic graduate attributes years after the students graduate. It is recommended a longer-term follow-up assessment is conducted to evaluate the persistence of these attributes to determine if gains are permanent. For example, it would be interesting to determine whether graduates regress after re-assimilating with their domestic peers, whether they view world events differently later in life, or what career paths they take and how they progress. Longer term, it would also be interesting to assess the impact of international fieldwork experiences on the generic attributes of working practitioners and professionals who accept overseas assignments.

5.9 Conclusion

Since the middle of the twentieth century, the internationalisation of universities has intensified significantly as they have sought to respond to global economic and cultural forces (Goby 2007; Denman & Welch, 1997). In parallel, there has been a growing demand for universities to develop students' generic graduate attributes that are deemed important for employment in our current globalised workforce (Jones, Torezani, & Luca, 2012). These drivers have seen international experience and student mobility continuously promoted as a means of increasing knowledge transfer and developing key graduate 'competencies' or 'skills' required by twenty-first century organisations (Chan & Dimmock, 2008; Teichler, 2004).

In the past decade, opportunities for cross-cultural fieldwork experiences have become more available to students. In Australia, government initiatives such as the *Australia in the Asian Century White Paper* (Gillard, 2012), the 'New Colombo Plan' (Australian Government, 2013) and the previous Asiabound scholarships demonstrate the emphasis on promoting greater student mobility globally. The impetus of the government to escalate international learning has seen many universities respond by actively promoting international exchange or mobility programs (Hermans, 2007, p. 511; Leask, 2007). Given their growing popularity and government endorsement, it makes sense that evidence is provided to demonstrate the effectiveness of such initiatives in supporting graduate employability. Another factor at play is

the fact that international fieldwork requires considerable human and financial resources and potentially carries more risks than domestic placements, and thus it is important that benefits of such initiatives are evidenced to justify these considerations. To date, few studies have investigated the learning outcomes of international fieldwork. In the realm of Health Sciences, in particular, there was previously little evidence in the literature to suggest learning benefits of international fieldwork beyond cultural sensitivity and personal and professional growth.

Results of this study address this gap and highlight the suite of graduate attributes and personal qualities that can be attained through international fieldwork, thus endorsing this pedagogical approach as a means of building the capacity of the future workforce for a global environment. The findings demonstrate that international fieldwork programs are highly valuable learning experiences that nurture the development of key graduate attributes beyond those previously reported in the literature. Important attributes for new graduate success including 'higher order', 'intangible' capabilities such as intercultural understanding, understanding different social contexts, contributing to the welfare of communities, teamwork, problem-solving, thinking critically and analytically, as well as capabilities relating to leadership, interprofessional practice, resilience, and empathy and compassion can all be developed through participation in international fieldwork.

Fieldwork design has been recognised as an important factor that contributes to the attainment of employability attributes. Results from this study indicate that the optimal international fieldwork program design that enables the development of important graduate attributes is one that adopts an interprofessional structure, a half direct, half indirect supervision model, is four weeks in duration, operates in a resource-poor environment, and incorporates significant pre-departure preparation, reflective practice activities and regular debriefing opportunities.

For the reasons outlined in the study, universities would do well to encourage a greater uptake of international fieldwork programs, particularly those that adopt the aforementioned program design. In this way universities can be confident that their graduates are equipped with the generic graduate attributes and 'X factor' qualities needed to be employable in today's globalised climate.

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APPENDICES

Appendix 1: Go Global teaching team member self-administered questionnaire

Teaching Team Survey

Dear Colleague

The aim of this research is to determine whether participation in the Go Global program enables students to develop University graduate attributes. This questionnaire is a slightly modified version of the Graduate Employability Indicators (GEI) developed by ALTC National Teaching Fellow, Beverley Oliver (2010). You are invited to participate in this survey as a member of the team that teaches **Go Global**. We would like to know about your perceptions of new graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in the Go Global program and the importance of each to new graduates' success. Your feedback will be used to help us better plan the Go Global curriculum and improve teaching practice related to the program. Your response will be used to report overall research results, and you will not be identified in any way. Submission of the survey indicates that you give your consent to your anonymous feedback being included in results and reporting.

Item	Potential responses
1. Are you employed on a	Full-time continuing contract
	Full-time fixed term contract
	Part-time continuing contract
	Part-time fixed term contract
	Sessional/casual contract
2. How many years have you been teaching at university?	3 years or less
	Between 4 and 7 years
	More than 7 years
3. How extensive is your experience in industries related to this degree?	More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for more than 5 years)
	Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree between 1 and 5 years)
	Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for less than 1 year)

4. How recently have you been a full-time or part-time worker, researcher or supervisor related to Go Global?	More recently (my most recent experience was in the past year)
	Moderately recently (my most recent experience was between 2 and 5 years ago)
	Less recently (my most recent experience was between 6 and 10 years ago)
5. What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	[Insert comment]
6. What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	[Insert comment]
7. What do you see as your role in assisting students to develop these attributes, skills and personal qualities?	[Insert comment]
8. What is your gender?	Male
	Female

9. This question is about your perceptions of new graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in a Go Global Placement and the importance of each to new graduates' success. For each of the following, please register one answer for section A and one answer for section B.

	A. To what extent do new graduates (those with 1 or less than 1 year experience) generally demonstrate each of the following skills as a result of participating in Go Global?				B. How important do you think each of the following is to the employment success of new graduates of a Health Science degree?			
	Very little	Some	Quite a bit	Very much	Very little importance	Some importance	Quite important	Very important
Work-related knowledge and skills								
Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								

Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of your community								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

Qualitative items:

10. What do you think are best aspects of the Go Global program in developing graduate skills for employment?

11. How could the Go Global program be changed to improve graduate skills for employment?

Appendix 2: Go Global graduate self-administered questionnaire

Graduate Survey (Go Global Graduates)

Dear Graduate

We would like to know your perceptions about how well the **Go Global** program developed skills for employment in your chosen field. Your feedback will be used to help us better plan the Go Global curriculum and improve teaching practice related to the program. Your response will be used to report overall research results, and you will not be identified in any way. Submission of the survey indicates that you give your consent to your anonymous feedback being included in results and reporting.

Item	Potential responses
1. What is your gender?	Male
	Female
2. What is your age group?	25 or younger
	26-35
	36-45
	More than 45
3. How many years ago did you complete the Go Global program?	1
	2
	3
	4
	5
4. Were you enrolled mainly as	An Australian domestic student
	An International student
5. When you participated in Go Global, what course were you enrolled in?	Physiotherapy
	Occupational Therapy
	Speech Pathology
	Dietetics
	Nursing
	Pharmacy
	Other

7. Are you currently employed?	Yes, full-time
	Yes, part-time
	No
8. If you answered yes to question 7, is your current employment specifically linked to your degree? For example, if you graduated with a Bachelor of Pharmacy, are you currently enrolled in a Pharmacy-related field?	Yes
	No
9. If you answered yes to question 7, where are you currently employed?	Australia or New Zealand
	Asia
	Africa
	North America
	South America
	Europe
10. What best describes your location of employment?	Rural
	Urban/Suburban
11. If you answered no to question 7, since graduation, have you worked in an area related to this degree?	Yes
	No
12. If you did a major or double major as part of this degree, what is the name of the major?	[Insert Comment]

12. This question is about your perceptions of the extent Go Global helped you achieve specific work-related skills, attributes and personal qualities, and the importance of each to success in employment. For each of the following, please register one answer in section A and one answer in section B.

	A. To what extent did your experience of Go Global contribute to your development in the following areas?				B. How important do you think each of the following is to the employment success of new graduates in your profession?			
	Very little	Some	Quite a bit	Very much	Very little importance	Some importance	Quite important	Very important
Work-related knowledge and skills								
Writing clearly and effectively								

Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of communities								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

Qualitative items:

13. What were the best aspects of the Go Global program in developing your skills for employment?

14. How could the Go Global program be changed to improve your skills for employment?

Appendix 3: Health Sciences graduate self-administered questionnaire

Graduate Survey (Health Sciences Course)

Dear Graduate

We would like to know your perceptions about how well your **university course** developed skills for employment in your chosen field. Your feedback will be used to help us better plan the Health Sciences curriculum and improve teaching practice related to the courses. Your response will be used to report overall research results, and you will not be identified in any way. Submission of the survey indicates that you give your consent to your anonymous feedback being included in results and reporting.

Item	Potential responses
1. What is your gender?	Male
	Female
2. What is your age group?	25 or younger
	26-35
	36-45
	More than 45
3. How many years ago did you complete your degree?	1
	2
	3
	4
	5
4. Were you enrolled mainly as	An Australian domestic student
	An International student
5. Which course were you enrolled in?	Physiotherapy
	Occupational Therapy
	Speech Pathology
	Dietetics
	Nursing
	Pharmacy
	Other

7. Are you currently employed?	Yes, full-time
	Yes, part-time
	No
8. If you answered yes to question 7, is your current employment specifically linked to your degree? For example, if you graduated with a Bachelor of Pharmacy, are you currently enrolled in a Pharmacy-related field?	Yes
	No
9. If you answered yes to question 7, where are you currently employed?	Australia or New Zealand
	Asia
	Africa
	North America
	South America
	Europe
10. What best describes your location of employment?	Rural
	Urban/Suburban
11. If you answered no to question 7, since graduation, have you worked in an area related to this degree?	Yes
	No
12. If you did a major or double major as part of this degree, what is the name of the major?	[Insert Comment]

12. This question is about your perceptions of the extent **your course** helped you achieve specific work-related skills, attributes and personal qualities, and the importance of each to success in employment. For each of the following, please register one answer in section A and one answer in section B.

	A. To what extent did your course contribute to your development in the following areas?				B. How important do you think each of the following is to the employment success of new graduates in your profession?			
	Very little	Some	Quite a bit	Very much	Very little importance	Some importance	Quite important	Very important
Work-related knowledge and skills								

Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of communities								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

Qualitative items:

13. What were the best aspects of your course in developing your skills for employment?

14. How could the course be changed to improve your skills for employment?

Appendix 4: Original graduate GEI questionnaire

Graduate Employability Indicators Graduate Survey



Dear Graduate

We are contacting you because you are a graduate of the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for early professional success in professions related to your degree and
- the extent to which you think your degree helped you develop those capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Item	Potential responses
1. What is your gender?	Male
	Female
2. What is your age group?	25 or younger
	26-35
	36-45
	More than 45
3. How many years ago did you graduate from this degree?	1
	2
	3
	4
	5
4. Were you enrolled mainly as	An Australian domestic student
	An International student

5. Were you enrolled mainly to study	On campus
	By Distance Education

6. Were you enrolled mainly through	A campus in Australia
	A campus or institution outside Australia
	Please specify:

7. Are you currently employed?	Yes, full-time
	Yes, part-time
	No

8. If you answered yes to question 7, is your current employment specifically linked to your degree? For example, if you are a graduate of the Bachelor of Pharmacy, are you currently employed in a Pharmacy-related field?	Yes
	No

9. If you answered yes to question 7, where are you currently employed?	Australia or New Zealand
	Asia
	Africa
	North America
	South America
	Europe

10. If you answered no to question 7, since graduation, have you worked in an area related to this degree?	Yes
	No

11. If you did a major or double major as part of this degree, what is the name of the major or majors?	[Insert Comment]
---	------------------

12. For each of the following, please register one answer in section A and one answer in section B.

	A. To what extent did your experience during this degree contribute to your development in the following?				B. How important do you think each of the following is to the employment success of new graduates of this degree?			
	Very little	To some extent	Quite a bit	Very much	Very little	Some important	Quite important	Very important
Work-related knowledge and skills								
Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of your community								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

Qualitative items (free text responses):

13. What were the best aspects of this degree in developing your skills for employment?

14. How could the degree be changed to improve your skills for employment?

Thank you for participating in this survey

Appendix 5: Original employer GEI questionnaire

Graduate Employability Indicators Employer Survey



Dear Employer

We are contacting you because our records indicate you employ graduates of the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to this degree and
- the extent to which you think new graduates generally demonstrate achievement of these capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Item	Potential responses
1. What is your position within your organisation?	Executive Manager
	Middle Manager
	Owner of a small to medium enterprise
	Human Resources Officer
	Other (please specify)
2. What type of organisation do you work in?	Small to medium enterprise
	Public sector
	Large private sector enterprise
3. Is your organisation located in	Australia or New Zealand
	Asia
	Africa
	North America
	South America

	Europe
--	--------

4. What sector do you work in?	Agriculture, Forestry and Fishing
	Mining
	Manufacturing
	Electricity, Gas and Water supply
	Construction
	Wholesale Trade
	Retail Trade
	Accommodation, Cafes and Restaurants
	Transport and Storage
	Communication Services
	Finance and Insurance
	Property and Business Services
	Government Administration and Defence
	Education
	Health and Community Services
Cultural and Recreational Services	
Personal and Other Services	

5. What is your gender?	Male
	Female

6. What skills, attributes and personal qualities do you consider to be the most useful for new graduates in this field?	[Insert comment]
7. Which (if any) skills, attributes and personal qualities of new graduates would you prioritise for improvement?	[Insert comment]

8. For each of the following, please register one answer in section A and one answer in section B.

	A. To what extent do new graduates generally demonstrate each of the following?				B. How important do you think each of the following is to the employment success of new graduates of this degree?			
	Very little	To some extent	Quite a bit	Very much	Very little important	Some important	Quite important	Very important
Work-related knowledge and skills								
Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of your community								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

Thank you for participating in this survey.

Appendix 6: Original teaching team GEI questionnaires

Graduate Employability Indicators Course Team Survey



Dear Colleague

We are contacting you because you teach in the **Bachelor of Example**.

We would like to know your views on:

- the capabilities that count for new graduates' early professional success in professions related to this degree and
- the extent to which you think new graduates generally demonstrate achievement of these capabilities
- your confidence in teaching and assessing these capabilities.

Your feedback will be used to help us better prepare our graduates to meet industry and professional needs. You will not be identified in any way in any publications or data arising from this survey. Your participation in the survey indicates your consent for your anonymous feedback being used in this way.

Item	Potential responses
1. Are you employed on a	Full-time continuing contract
	Full-time fixed term contract
	Part-time continuing contract
	Part-time fixed term contract
	Sessional/casual contract
2. How many years have you been teaching at university level?	3 years or less
	Between 4 and 7 years
	More than 7 years
3. How extensive is your experience in industries related to this degree?	More extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for more than 5 years)
	Moderately extensive (during my career, I have been a full-time or part-time worker, researcher or

	consultant in industries related to this degree between 1 and 5 years)
	Less extensive (during my career, I have been a full-time or part-time worker, researcher or consultant in industries related to this degree for less than 1 year)

4. How recently have you been a full-time or part-time worker, researcher or consultant in industries related to this degree?	More recently (my most recent experience was in the past year)
	Moderately recently (my most recent experience was between 2 and 5 years ago)
	Less recently (my most recent experience was between 6 and 10 years ago)

5. What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	[Insert comment]
--	------------------

6. What do you see as the main disincentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?	[Insert comment]
---	------------------

7. What do you see as your role in assisting students to develop these attributes, skills and personal qualities?	[Insert comment]
---	------------------

8. What is your gender?	Male
	Female

9. For each of the following, please register one answer for section A and one answer for section B.

	A. To what extent do new graduates generally demonstrate each of the following?				B. How important do you think each of the following is to the employment success of new graduates of this degree?			
	Very little	To some extent	Quite a bit	Very much	Very little importance	Some importance	Quite important	Very important
Work-related knowledge and skills								
Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of your community								
Developing general industry awareness								
Understanding different social contexts								
Overall work-readiness								

10. For each of the following, please register one answer in Section A and one answer in Section B.

	A. How confident are you in teaching each of the following?				B. How confident are you in assessing each of the following?			
	Very little confidence	Some confidence	Quite confident	Very confident	Very little confidence	Some confidence	Quite confident	Very confident
Work-related knowledge and skills								
Writing clearly and effectively								
Speaking clearly and effectively								
Thinking critically and analytically								
Analysing quantitative problems								
Using computers and information technology								
Working effectively with others								
Learning effectively on your own								
Understanding people of other racial and ethnic backgrounds								
Solving complex, real-world problems								
Developing a personal code of values and ethics								
Contributing to the welfare of your community								
Developing general industry awareness								
Understanding different social contexts								

11. What sort of staff development opportunities would increase your confidence to teach and assess work-related skills, attributes and personal qualities?

Thank you for participating in this survey

Appendix 7: Email invitation sent to Go Global teaching staff

Dear Go Global Colleague,

I am currently completing my Masters of Philosophy (International Health) and I am conducting research into graduate employability. My research project aims to determine whether participation in the **Go Global** program enables students to develop University graduate attributes, leading to greater employability.

I would be most grateful if you could assist my research by participating in a short (14 question) survey.

This questionnaire is a slightly modified version of the Graduate Employability Indicators (GEI) developed by ALTC National Teaching Fellow, Beverley Oliver (2010). You are invited to participate in this survey as a member of the team that teaches Go Global. I would like to know about your perceptions of new graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in the Go Global program and the importance of each to new graduates' success.

Your feedback will be used to help us better plan the Go Global curriculum and improve teaching practice related to the program. Your response will be used to report overall research results, and you will not be identified in any way. Submission of the survey indicates that you give your consent to your anonymous feedback being included in results and reporting.

Please submit your survey by Friday 7th September 2012.

The survey can be accessed via the following

link: https://curtin.asia.qualtrics.com/SE/?SID=SV_9zU9vmoRBrexHFy

Thank you for your time.

Kristy Tomlinson

Appendix 8: Email invitation sent to Go Global graduates

Dear Go Global Graduate,

As part of my Masters of Philosophy in International Health, I am conducting a research, which aims to determine whether participating in the **Go Global** program (previously known as **OT Abroad**) enables students to develop University graduate attributes, leading to greater employability.

At present, little is known about the impact of participating in international clinical fieldwork on the students. Hence, this study would like to capture your perceptions of graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in the Go Global program and the importance of each to graduates' success. Please find a "Participant's Information Sheet" attached. Your feedback will remain anonymous and confidential.

I would be most grateful if you could assist my research by completing a short (**14 question**) survey, which will take approximately **5 minutes** to complete.

https://curtin.asia.qualtrics.com/SE/?SID=SV_4YJjHOCLBrFdQHO

Please submit your survey by Friday 9th November 2012.

Thank you for your time.

Kristy Tomlinson

Appendix 9: Email invitation sent to Health Sciences graduates

Dear Health Sciences Graduate,

As part of my Masters of Philosophy in International Health, I am conducting a research, which aims to investigate how different Health Sciences courses/degrees develop University graduate attributes, leading to greater employability.

This study would like to capture your perceptions of graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in your course/degree and the importance of each to graduates' success. Please find a "Participant's Information Sheet" attached. Your feedback will remain anonymous and confidential.

I would be most grateful if you could assist my research by completing a short (**14 question**) survey, which will take approximately **5 minutes** to complete.

https://curtin.asia.qualtrics.com/SE/?SID=SV_5uRmMdq4RZ4sy1K

Please submit your survey by Friday 18th October 2013.

Thank you for your time.

Kristy Tomlinson

Appendix10: Information sheet (Go Global teaching team members)

Information Sheet Go Global Teaching Team

Project title

An investigation into whether Curtin University's Go Global program improves the employability of students in the community. Perceptions of Go Global graduates and teaching staff.

Researcher

Kristy Tomlinson

Dear Sir/Madam,

I am a student at Curtin University conducting a research study about the University's "Go Global" program. Curtin University's Go Global program offers Health Sciences students international clinical placement opportunities. My study aims to determine whether the Go Global program helps students develop University graduate attributes, which may make them more "employable" in the community. This questionnaire is a slightly modified version of the Graduate Employability Indicators (GEI) developed by ALTC National Teaching Fellow, Beverley Oliver (2010). You are invited to participate in this survey as a member of the team that teaches Go Global. We would like to know about your perceptions of new graduates' achievement of specific work-related skills, attributes and personal qualities as a result of participating in the Go Global program and the importance of each to new graduates' success. Your feedback will be used to help us better plan the Go Global curriculum and improve teaching practice related to the program.

Your participation in this project will include

- Completing a questionnaire

Aims:

- To improve teaching practices and the Go Global curriculum by highlighting components of the Go Global program that facilitate the attainment of the graduate attributes that could potentially be replicated in other courses or programs across the university.

Possible risks:

Risks are considered minimal as it is unlikely that harm (or discomfort or inconvenience) will occur. There is no indication that this study will impose physical harms, psychological harms, social harms, economic harms, or legal harms. This study has been approved by Curtin's Human Ethical Research Committee (approval number **HR 173/2011**).

Results from this study will be available from January 2015 and will be made available to you upon your request. Participation in this study is completely voluntary. You can withdraw at any time without prejudice. Any information which might identify you will not be used in published material.

Submission of the survey indicates your consent to participate.

For more information contact myself on 0416283667 or kristy.tomlinson@curtin.edu.au . For information about the Human Research Ethics Committee contact 9266 2784.

Thank you for participating in my study.

Yours Sincerely,
Kristy Tomlinson

Appendix 11: Information sheet (Go Global graduates)

Information Sheet Go Global Graduates

Project title

An investigation into whether Curtin University's Go Global program improves the employability of students in the community. Perceptions of Go Global graduates and teaching staff.

Researcher

Kristy Tomlinson

Dear Sir/Madam,

I am a student at Curtin University conducting a research study about the University's "Go Global" program (previously known as "OT Abroad"). Curtin University's Go Global program offers Health Sciences students international clinical placement opportunities. My study aims to determine whether the Go Global program helps students develop University graduate attributes, which may make them more "employable" in the community.

Your participation in this project will include

- Completing a questionnaire

Possible benefits of the study include improving teaching practice and the Go Global curriculum by highlighting components of the Go Global program that facilitate the attainment of the graduate attributes that could potentially be replicated in other courses or programs across the university.

Possible risks involved in this study are considered minimal as there is minimal likelihood that a harm (or discomfort or inconvenience) will occur. There is no indication that this study will impose physical harms, psychological harms, social harms, economic harms, or legal harms. This study has been approved by Curtin's Human Ethical Research Committee (approval number **HR 173/2011**).

Results from this study will be available from January 2015 and will be made available to you upon your request. Participation in this study is completely voluntary. You can withdraw at any time without prejudice. Any information which might identify you will not be used in published material.

Submission of the survey indicates your consent to participate.

For more information contact myself on 0416283667 or Kristy.tomlinson@curtin.edu.au

For information about the Human Research Ethics Committee contact 9266 2784

Thank you for participating in my study.

Yours Sincerely,

Kristy Tomlinson

Appendix 12: Information sheet (Health Sciences graduates)

Information Sheet Health Sciences Graduates

Project title

An investigation into whether Curtin University's Go Global program improves the employability of students in the community. Perceptions of Go Global graduates and teaching staff.

Researcher

Kristy Tomlinson

Dear Sir/Madam,

I am a student at Curtin University conducting a research study about the University's "Go Global" program (previously known as "OT Abroad"). Curtin University's Go Global program offers Health Sciences students international clinical placement opportunities. My study aims to determine whether the Go Global program helps students develop University graduate attributes, which may make them more "employable" in the community.

Your participation in this project will include

- Completing a questionnaire

Possible benefits of the study include improving teaching practice and the Go Global curriculum by highlighting components of the Go Global program that facilitate the attainment of the graduate attributes that could potentially be replicated in other courses or programs across the university.

Possible risks involved in this study are considered minimal as there is minimal likelihood that a harm (or discomfort or inconvenience) will occur. There is no indication that this study will impose physical harms, psychological harms, social harms, economic harms, or legal harms. This study has been approved by Curtin's Human Ethical Research Committee (approval number **HR 173/2011**).

Results from this study will be available from January 2015 and will be made available to you upon your request. Participation in this study is completely voluntary. You can withdraw at any time without prejudice. Any information which might identify you will not be used in published material.

Submission of the survey indicates your consent to participate.

For more information contact myself on 0416283667 or Kristy.tomlinson@curtin.edu.au

For information about the Human Research Ethics Committee contact 9266 2784

Thank you for participating in my study.

Yours Sincerely,

Kristy Tomlinson

Appendix 13: Information sheet (Focus Group participants)

Information Sheet Focus Group

Project title

An investigation into whether Curtin University's Go Global program improves the employability of students in the community. Perceptions of Go Global graduates and teaching staff.

Researcher

Kristy Tomlinson

Dear Sir/Madam,

I am a student at Curtin University conducting a research study about the University's "Go Global" program. Curtin University's Go Global program offers Health Sciences students international clinical placement opportunities. My study aims to determine whether the Go Global program helps students develop University graduate attributes, which may make them more "employable" in the community.

Your participation in this project will include

- Participating in a "focus group" discussion about the reasons why Go Global assisted you (or did not assist you) in developing graduate attributes
- Focus Group discussions will be recorded using audio-tapes
- Any information which might potentially identify you will not be used in published material
- You are welcome to withdraw from the study at any time

Possible benefits of the study include improving teaching practice and the Go Global curriculum by highlighting components of the Go Global program that facilitate the attainment of the graduate attributes that could potentially be replicated in other courses or programs across the university.

Possible risks involved in this study are considered minimal as there is minimal likelihood that a harm (or discomfort or inconvenience) will occur. There is no indication that this study will impose physical harms, psychological harms, social harms, economic harms, or legal harms. This study has been approved by Curtin's Human Ethical Research Committee (approval number #HR 173/2011).

Results from this study will be available from January 2015 and will be made available to you upon your request. Participation in this study is completely voluntary. You can withdraw at any time without prejudice. Any information which might identify you will not be used in published material.

For more information contact myself on 0416283667 or kristy.tomlinson@curtin.edu.au . For information about the Human Research Ethics Committee contact 9266 2784.

Thank you for participating in my study.

Yours Sincerely,

Kristy Tomlinson

Appendix 14: Demographic items and responses for teaching team members

Demographic characteristics of the teaching team respondents involved in the Go Global program (N=15)

Question	Possible responses	N	%
Gender	Male	3	20%
	Female	12	80%
Type of contract	Part-time fixed contract	5	33.3%
	Sessional/casual contract	1	6.6%
Years teaching at the university	3 years or less	5	33.3%
	Between 4 and 7 years	5	33.3%
	More than 7 years	5	33.3%
Extent of industry experience*	More extensive	11	73.3%
	Moderately extensive	4	26.6%
	Less extensive	0	0%
Recentness of experience related to the Go Global program*	More recently	14	93.3%
	Moderately recently	1	7%
	Less recently	0	0%
Total Respondents		15	

Note. Categories of 'Extent of industry experience' and 'Recentness of experience related to the Go Global program' are explained in Chapter 3, section 3.7.6

Appendix 15: Demographic items and responses for Go Global graduates

Summary of Go Global graduates demographics (N=49)

Question	Possible responses	N	%
Gender	Female	47	96%
	Male	2	4%
Age group	21 or younger	2	4%
	22-25	34	69%
	26-30	11	22%
	30 or older	2	4%
How many years ago did you complete the Go Global program?	Less than 1 – 1 year ago	11	22%
	2 years ago	14	29%
	3 years ago	7	14%
	4 years ago	7	14%
	5 years ago	8	16%
	More than 5 years ago	2	4%
Enrolment status at time of Go Global placement	An Australian domestic student	49	100%
	An international student	0	0%
Course enrolled in at time of Go Global placement	Physiotherapy	6	12%
	Occupational Therapy	33	67%
	Speech Pathology	9	18%
	Dietetics	0	0%
	Nursing	0	0%
	Pharmacy	1	2%
	Other	0	0%

Current employment status	Full-time	41	84%
	Part-time	4	8%
	Not currently employed	4	8%
Is your current employment specifically linked to your degree?	Yes	43	93%
	No	3	7%
Current location of employment	Australia	39	87%
	New Zealand	0	0%
	Asia	0	0%
	Africa	0	0%
	North America	0	0%
	South America	0	0%
	Europe	5	11%
	Other	1	2%
Location category of current employment	Rural/Remote	5	11%
	Urban/Suburban	40	89%
If not currently employed, have you worked in an area related to your degree since graduation?	Yes	4	11%
	No	1	3%
Total Respondents		49	

Appendix 16: Demographic items and responses for Health Sciences graduates

Summary of Health Sciences (non-Go Global) graduates demographics (N=105)

Question	Possible responses	N	%
Gender	Male	9	9%
	Female	96	91%
Age group	21 or younger	1	1%
	22-25	42	40%
	26-30	41	39%
	30 or older	21	20%
How many years ago did you complete your degree?	Less than 1 – 1 year ago	26	25%
	2 years ago	24	23%
	3 years ago	7	7%
	4 years ago	7	7%
	5 years ago	7	7%
	More than 5 years ago	34	32%
Course enrolled in	Physiotherapy	36	34%
	Occupational Therapy	35	33%
	Speech Pathology	27	26%
	Pharmacy	7	7%
	Other	0	0%
Current employment status	Full-time	82	78%
	Part-time	22	21%
	Not currently employed	1	1%
	Yes	97	93%

Is your current employment specifically linked to your degree?	No	7	7%
Current location of employment	Australia	96	94%
	New Zealand	0	0%
	Asia	1	1%
	Africa	0	0%
	North America	4	4%
	South America	0	0%
	Europe	1	1%
	Other	0	0%
Location category of current employment	Rural/Remote	4	4%
	Urban/Suburban	100	96%
If not currently employed, have you worked in an area related to your degree since graduation?	Yes	9	90%
	No	1	10%
Total Respondents		105	

Appendix 17: Demographic items and responses for Focus Group participants

Summary of Focus Group participants demographics (N=8)

Question	Possible responses	N
Gender	Male	1
	Female	7
Age group	21 or younger	2
	22-25	3
	26-30	2
	30 or older	1
How many years ago did you complete the Go Global program?	Less than 1 – 1 year ago	0
	2 years ago	5
	3 years ago	0
	4 years ago	2
	5 years ago	1
	More than 5 years ago	0
Country visited with Go Global	China	3
	India	4
	Ukraine	1
Course enrolled in at time of Go Global placement	Physiotherapy	2
	Speech Pathology	2
	Nursing	1
	Pharmacy	1
	Health Promotion	2

Current employment status	Full-time	7
	Part-time	2
	Not currently employed	0
Is your current employment specifically linked to your degree?	Yes	8
	No	0
Total Respondents		8

Appendix 18: Focus group interview schedule

- a. What did you learn most from your Go Global experience?

(Probe: What key skills and abilities did you gain from your Go Global experience that you now apply in your professional role?)

- b. How did the Go Global experience support you to develop those skills and abilities?

(Probe: What components of the Go Global program were useful/ beneficial to your learning?)

Appendix 19: Consent form (Focus Group participants)

Consent Form Focus Group

Project title

An investigation into whether Curtin University's Go Global program improves the employability of students in the community. Perceptions of Go Global graduates and teaching staff.

Researcher

Kristy Tomlinson

Dear Focus Group Participant,

Please tick the following boxes that apply:

- I have been informed of and understand the purposes of the study
- I have been given an opportunity to ask questions
- I understand I can withdraw at any time without prejudice
- I understand that the focus group discussion will be recorded
- I understand that any information which might potentially identify me will not be used in published material
- I agree to participate in the study as outlined to me

Name (please print): _____

Signature: _____

Date: _____

Appendix 20: Focus group transcription

Focus Group Transcription

[Researcher]: Thank you for coming tonight. It means a lot to me that you would take time out of your busy lives to come to uni for an hour or so, so I'm really grateful! I'll just go through this information sheet, as you may be aware, I'm doing a masters project and I'm researching Go Global. So my project is investigating whether participating in Go Global helps students become more employable upon graduation. So that participating in Go Global gives you these attributes that are important for employability – well that's what I'm investigating – whether it does or not. So my study has had approval from the Human Ethical Research Committee – and I'll give you a have to read the consent form. Do you have any questions for me? Feel free to ask. Are you feeling comfortable with the focus group?

Everyone: [Nods]

[Researcher]: So first of all part of my study was I sent out a survey. Some of you may have received it and some of you may have filled it out. If you did, thank you very much! And that was really trying to investigate whether Go Global gave students particular attributes and I have received those results now. And I've found that sure enough it does – Go Global does give students some really important attributes for employability and that's their self-perceptions that it has. So tonight is about diving a bit deeper and really just discussing informally how – you know, what elements of Go Global – really does enable students to develop those skills and attributes. So it's just a really informal conversation that we can have about that. Shall we just go around the room and introduce ourselves first of all? Your name, the country you visited and the year? And perhaps, Helen and I were just discussing, how long you've worked since Go Global? If you can remember all those elements!

[Participant 1]: Hi everyone, I'm [Participant 1]. I went to India in 2012 – December 2012 - and I've been working since I finished the program. So working for about a year and a half now in Joondalup hospital as a Pharmacist. That's all my information.

[Researcher]: Perfect! We should talk about our profession as well, yeah thanks.

[Participant 2]: I'm [Participant 2] and I went also with [Participant 1] in December 2012 to India. I'm a nurse and I've been working for nearly 12 months now in Royal Perth.

[Participant 3]: My name's [Participant 3]. I went to China in the November/December group of 2012 as well. And I'm working as a speech pathologist for a year and a month - so thirteen months.

[Participant 4]: I'm [Participant 4]; I went to the Ukraine in 2009, November/December. I'm a speech pathologist. And since then I guess I've worked and studied a little bit but now I'm working full-time as a speech pathologist.

[Participant 5]: Hi everyone. I'm [Participant 5]. I'm a physio and I went with [Participant 6] in September 2010 to China. And I've been working for just over three years in a private practice.

[Participant 6]: I'm [Participant 6]. Same - went to China in 2010 as a physio and I've been working at Fremantle Hospital for just over 3 years.

[Participant 7]: I'm [Participant 7] I went to India in in 2012 and I've been working since November 2013 as a Health Promotion officer.

[Participant 8]: I'm [Participant 8]; I went to India in December of 2012 as well. So finished study in November and have been employed since December.

[Researcher]: So good. We've got reps from 3 countries, so that's good. India, China and Ukraine – and we couldn't get anyone from Cambodia, unfortunately. Well we did, but then she couldn't make it last minute, so that's a shame. So I went to India as a student as well in 2007. So let's get chatting! Maybe if we start with what we all felt we learned most from our Go Global experience?

[Participant 7]: I'll crack it off! Like resilience in our abilities. Like I really felt that being confronted with a lot of the issues and like a confronting physical environment regardless of whether there were issues there or not, really taught me how to deal with a lot of workplace issues or kind of just being able to manage different projects at the same time. Being able to manage different workloads.

[Researcher]: So the resilience to tackle problems?

[Participant 7]: Yeah.

[Participant 6]: Like conflict resolution strategies? Is that what you're meaning? That you can now use in the workplace now that you're back?

[Participant 7]: Yeah.

[Participant 6]: With other staff members, yeah I'd agree with that. Like on our trip – the team dynamics

[Participant 5]: Negotiation in the team setting – like how you're going to come up with a plan and how you're going to execute it.

[Participant 6]: Because I think on other pracs here you don't have that as much because you're either the only discipline there and you're mainly just managed by a supervisor and there might just be 2 students at one time. I know with physio we are usually just in pairs. Whereas there, there's a lot more people you're on prac with so there's obviously going to be more potential conflict.

[Researcher]: So you're saying the interprofessional nature of the prac and the fact there's so many students makes you need to develop those conflict resolution skills more so than in other pracs?

[Participant 6]: Yeah I think so. And then combine that with being in a more challenging environment where people are a bit more out of their comfort zone. It outs them in...

[Researcher]: More tensions.

[Participant 6]: Yeah.

Helen: It kind of heightens that experience. The pressures. Can I ask a question? Is that something that you now use? Will you draw on those skills in your work environment? If that was your experience?

[Participant 2]: Learning to negotiate, definitely. Because everything that I do in my job – you have to be able to negotiate – negotiate with the patient, negotiate with your colleagues, yeah negotiating a plan of care with somebody. Yeah we were negotiating like that with the team in India. Definitely. Just thinking about how you're going to speak to somebody, cause it for someone who is not very naturally tactful it was a really good experience.

[Participant 8]: Those differences in priorities as well. So working in that team and in that environment, everyone has a different outcome that they want to achieve – not just as the team but as the host site. So that's something that obviously doesn't occur as much in the environments we work in now. But usually there are many groups with different interests and and try to get everyone on board with something – or to make sure that no one is left out of that decision making is an important skill that we learned.

[Researcher]: Hmm taking into consideration everyone's point of view when you make a decisions, yeah. And that's something you use now?

[Participant 8]: Yeah, the consultation thing because obviously in Health Promotion especially that kind of stakeholder engagement – because you've got a lot of different parties that are involved in something and to make sure that every person is happy with that.

[Participant 7]: And the same with me. Even with just other professionals. Cause I work on this corridor. Like what the statistician wants from our project is totally different to, I don't know, the psych element of something. You know, you have to be able to merge two different worlds. Like Pharmacy – I didn't know anything. So to be able to merge the public health elements with...

[Participant 1]: Drugs?

[Participant 7]: Yeah. Like in India the kids weren't getting water, which we saw as a hydration issue, which [Participant 1] saw as a pharmacological issue.

[Participant 1]: It's just like whether or not they are actually getting the benefits. Cause you can't say to them "here take this" –it doesn't make any sense to tell them to just take this but they are not taking it. By doing that we are not actually achieving any kind of benefits for the patient really. And I think the most important thing for me was to learn how – well learn the importance of actually knowing your clients or your patients on a more personal level. In India we sort of lived with the kids for 5 weeks – and usually as a Pharmacist especially when you're in a hospital you would probably know a person from a list of drugs before you know them by name. It is quite a sad thing. But then you realise that it's actually quite important to know them on more of a personal level and then to try to fit what they are taking into their daily lives cause there might be a really personal reason why they don't want to take something, and if that's a reason you sort of need to tell them that before you tell them that you need to take that. Cause it's not going to help if they have a reason.

[Researcher]: So you think that fact that with the prac you were living with the patients as such, that's what helped you make that connection?

[Participant 1]: Yeah.

[Participant 4]: And I think it was the same for me. I think coming out of uni you know the theoretical way and the best practice way – but when you're actually live there and you meet them and see how they work, you have to adapt it and go "I know that this is the best idea but actually what's functional in this environment and what do they need or what will they be able to do in their day to day – and I know I take that same approach now into the work I do. I know what the best thing would be but I also know that that's actually not going to work. So ok, what's the best option in this environment with these people?"

[Participant 2]: The same goes for my nursing actually. What's that person capable of complying with?

[Participant 4]: So I think Go Global threw us all the way into that and that now we've come back to environments that aren't as harsh – like we've got all resources and things – but because we've dealt with nothing in really hard circumstances, now we come back and it's a bit easier. So I think that was a good experience.

[Participant 3]: I think just drawing on that... putting yourself in a challenging environment in many ways – so you know people can't speak to you, people can't communicate with you, people are in pain and they can't tell you. When I was on placement I found that really challenging. Cause no other placement here in Australia offered me the cultural diversity and the linguistically diverse people that Go Global did. And coming from a communication background in speech pathology, it made me develop those skills were I had to kind of improvise with different ways of communicating and developing communication modes that I wouldn't have developed on another placement here. And I think now that is extremely relevant to my workplace cause I've got people walking through the door who can't speak at all in the private practice. So how can I adapt to them. How can I adapt to the environment that they're in to make it more suitable for them. So I wouldn't have gotten that on any other placement here in Perth at all. No one that had the level of cultural diversity and the level of linguistic diversity to adapt to here in Australia. You just wouldn't get that. So it definitely prepared me well for that.

[Researcher]: DO you feel that you've developed more confidence to deal with those cases due to your time in China?

[Participant 3]: Completely. Even my ability to relay that skill to my other colleagues. It made me an asset to my workplace because the other people on site I guess couldn't communicate with the language skills that I had in Chinese. Not that they're extensive but a little bit more so than others and my boss looked very highly upon that. She thought that it was quite a good asset to have, having developed those communication skills.

[Researcher]: Hmm cross-cultural communication and all that. Yeah.

[Participant 3]: Yeah. And being sensitive to the different cultures that walk through the door. In one day, for example today, I had a Muslim family, a Chinese family, a Vietnamese family and an African family all come in with different children who can't speak English or are developing English and the difficulty that they

presented with was extensive and to have to be able to use those skills that we learned on site – how do I communicate with this family, how do I need to uphold my cultural sensitivity that I learned on site that I wouldn't have learned in completely Australian-populated caseloads that you get here on site.

Helen: Can I ask something? I find that really interesting. Cause you talk about the diversity that you experienced, the cultural diversity and linguistic diversity on Go Global - and you said you wouldn't get that here in Australia. And yet you said just now that four cultural or ethnic groups that you had today. So I guess I'm interested in what is different between a placement here in Australia where you obviously do have a diverse client base versus the Go Global experience?

[Participant 3]: I think the placements that we were given didn't allow for that scope. The placements that I was on here in Perth didn't provide a number of different cultures that I would be exposed to. They were all just mainly Australian-speaking backgrounds. So Go Global gave me the opportunity to actually experience different cultures as opposed to just one specific type.

[Participant 5]: I think for physio for example we do six placements in a year – I'm not sure how yours works – but it's kind of like 'pot luck' with what you get. It's like we all do a musculoskeletal, we all do a cardiopulmonary – but you could just get from luck of draw a very similar...

Helen: Homogenous group.

[Participant 5]: Yeah you might be lucky enough to work somewhere where you do get different cultures coming in the door but then you may not. And that's just how it works because there are so many students so by doing Go Global you know that you're going to get that experience.

[Participant 2]: But I found when you were facing those challenges on a Go Global placement you were not directly supervised by someone else so you had to think about how you were going to solve that problem yourself. That, I think, was the most beneficial thing to me. Just having to think about it myself and being more autonomous. And you have to do that when you're working, so. Especially later on in your course you are on your own a bit more, not having someone like this comfort blanket right next to you the whole time or in the next room or something. Yeah, your supervisor's not there so, they set you up then leave, so yeah.

[Participant 6]: I think that's the biggest change for the prac cause no other prac they ever have that. They always have a supervisor, so that's a big difference.

[Participant 2]: Yeah someone that you can always just go and ask something, or...

[Participant 6]: You know you can Skype them or whatever – but it's not the same

[Participant 2]: But we didn't have any communication most of the time in India. Very limited communication!

Helen: So were you then more reliant on your peers?

[Participant 2]: Your peers, yeah. And to just use your own initiative to try and think through it yourself and then yeah use your peers for support. They might not be nurses but they are other health professionals. They might know something.

[Participant 4]: For me I was the only speech pathologist on a team of 5 OTs, so I was on my own. So at first it was quite nerve-wracking because I knew that although they knew a lot about child development in other areas, they wouldn't know the things that I had learned at uni. So in some ways it was quite nerve-wracking but it other ways it was so good for my confidence because it made me go ok you do know this and you have to know it and you have to be confident enough to discuss it with your peers without being able to talk to someone or turn to a supervisor and go 'is this right'? And then they go 'yep, keep going'. So that was quite good as well and I think that was the nice thing not having the supervisor on your shoulder watching every step of the way and checking what you were doing.

[Researcher]: It helped build your confidence? And create that environment for more peer support I guess.

[Participant 4]: Yeah.

Helen: And it's the physical location then. Because I'm thinking if you were on a prac in Perth without a supervisor, would you be more able to access them if you needed to? I guess you're always supervised though aren't you?

[Participant 4]: Yeah they're always there checking plans, or checking in about your clients and you're always having discussions

[Participant 2]: Or you can just fire off an email or something or a phone-call. Like there, we didn't have that.

[Participant 5]: And even if you don't have your supervisor available in a hospital there might be a nurse supervising the ward or something so if you have a general question like where do I find this, you could, there's always someone to ask.

[Participant 2]: You're always connected here – no matter where you are – even if you don't have supervision – you're always connected by technology. But there we weren't.

[Participant 8]: It's just the immersion as well, the fact that you don't leave. You're there and that's your day and then you're still there, It's kind of when you do a prac here you do your nine to five, you go home. You have that disconnect...

[Participant 6]: You can study if you need to ...

[Participant 8]: Yeah you can look things up

[Participant 5]: And you go home to your support networks. You can go home to your mum and you dad or your partner.

[Participant 8]: Exactly. Whereas if you're challenged by something to your faced with something in that environment you have to deal with it.,

[Participant 5]: Or like conflict resolution - you can't just go and get pizza!

[Participant 1]: Yeah. And you really had to think out of the box. You know, our team didn't have any physio or OT so we had to learn how to say take the measurements for a custom-made wheelchair or how to sort of teach someone how to use a walker cause we didn't have anyone that actually knew a lot about this so we had to sort of improvise on the spot, which was great I think.

[Participant 4]: You kind of become an expert in so many areas. Whereas if you were working here on a prac you work more in silos. So I'd be in a hospital or in a clinic and I'd be doing my speechie job and that was it because the others were there – whereas over there in Ukraine we had our speechies and OTs but that was all. So we became nurses to some degree, we became physios to some degree like writing notes for what would help the next teams that would come. It was kind of nice. It was kind of like what we always talk about in terms on rule praxia where you become an expert in lots of things. And that's what we had to do over there.

[Participant 5]: it gives you a good understanding I think in the workplace – going through uni we know what an OT is, we know what a speech pathologist is but then to actually have a good understanding of what you guys do – so then how we can incorporate you into what we do.

[Participant 2]: Yes. We learned a lot even when we were just hanging out in the evenings about the other professions – just talking, what do you guys do> How does that work? Especially from [Participant 1]!

[Participant 3]: I think that better prepared me, that kind of placement better prepared me to now refer out in my clinic setting. So if I've got a child who might have OT needs or physio needs I am better aware of what their role is – in a developmental sense – when I need to look at referring out to those other professionals. My other placements didn't really provide me with such an improvised and multidisciplinary approach to management. I guess the interdisciplinary approach in some ways some days as well – whereas in placements here you kind of have your own role and then you liaise out quite separately.

Helen: So nobody, I guess because of your age – that sounds bad – but because of the time you all went through your undergraduate course, none of you would have done the interprofessional first year? Or been on any other interprofessional pracs?

All: No

[Participant 4]: It was out first opportunity – well for me my first opportunity for interprofessional practice. I did do a one day case study day – I'm not really sure what it's called – but I did that. I think in terms of interprofessional learning, interprofessional education and practice that was my first experience of it. And it totally changed the way that I then thought about other professions and what I knew about my own profession and what I could offer clients.

[Participant 7]: Are you talking about the restructuring of the undergrad...

Helen: yes

[Participant 7]: yeah I went through a few units when I changed my undergrad degree – so I guess I'm the only one

[Participant 2]: I think some degrees are starting now

[Participant 3]: I think some of them offer an interprofessional education placement but it wasn't assessed as your clinical placements were. So I guess the assessment component wasn't taken as seriously by the undergraduates studying, so to have something that was more closely monitored and assessed I think people would have put a bit more effort into organising that interprofessional group learning. So we did have the opportunity but it wasn't as intense as Go Global. And it wasn't as extensive. We didn't get to work with the OTs daily and case consult weekly and debrief daily. We didn't have that intensity of multi-disc and kind of interdisciplinary teamwork. The other pracs didn't really provide that opportunity. You'd maybe liaise once every two weeks with the other health professionals, so it wasn't as intense.

[Participant 5]: I think the whole experience as well kind of brings or causes you to develop more maturity as well. Which I think for your first year out of work is really good because you kind of come out as a baby-faced physio or OT and to have, you know, being immersed in the whole experience forces you to grow up a little bit. Where as you can, not cruise through your other placements, but they're not as, overall, as challenging. So I think that's kind of nice to give you that confidence when you're trying to go out and get a job for the first time.

[Researcher]: Do you know, this may be a hard question, but what actual part of the Go Global experience makes you more mature?

[Participant 5]: I think, like what we were saying before, how you're there all the time – you don't get to go home. You're working there, your living there, your experiencing another culture, you're having to work with a language that you don't know - think everything about it.

[Participant 6]: Hmm the intensity of it all. The physical being away from home. For most of the people in my team it was the longest they've been away from their parents so that's going to force them to mature quickly – and resilience and just some independence from family

[Participant 8]: This was actually my first international trip. I had to get a passport for it and everything! So I guess for me it was quite a big deal and I didn't miss my family – ill openly admit that! But I hadn't ever had that opportunity to be part of another culture. I've been in Australia my whole life and you can think about it and you can plan and you can be aware of the kind of things you'll be facing when your over there but to just step off that plane and have that be your reality for the next five weeks, it's kind of – you just have to take everything in your stride, you have to learn as you go and you have to accept that you don't know things and just be willing to learn. And I guess being challenged isn't something that really happens as much when your just in Perth. I didn't find my pracs in Perth as challenging. You weren't faced with anything that really pushed you to your real limit. Whereas with this, you just kind of have to do it. You step off that plane and you're there., you don't get to go home.

[Participant 4]: Mine was my final prac in fourth year so it was sort of like a big landmark for the end of study. This was the final hurdle. And I think for my whole fourth year it was the thing that stands out the most out of everything that I did. I think it was because it was so challenging and so life-changing – It was life-changing and that sounds corny, but it was. Because after that it changed my interests, it changed when I came home what I studied and what I pursued for a career. It changed friendships that I had, it changed my knowledge of my own discipline, my own skills, my independence. It made me a lot more confident as well. I think prior to that I was very unconfident in who I was – not just in my skills as a speechie but in who I was as a person. I think with a challenging experience like that you go "oh maybe I am more grown up than I thought I was". Yeah I can do this. I did it.

[Participant 2]: I found out in second year that we were going at the end of our three and a half year degree and I found it such a motivation to not fail a unit, to keep going, to keep my course-weighted-average up, to not go part-time when it all just got too much, and just having something like that as a motivation at the end, you know I wasn't going to miss out on this opportunity that I've been lucky enough to get. It was really motivating.

[Participant 7]: We were lucky in that – because we're not a clinical degree we were lucky in that we didn't have to do it in our last year. We had to go back and study and actually relate all the theoretical stuff and actually see how it works in the real world. We were actually able to contribute a lot more in class in class discussions and see how important logistics are and stuff like that

[Participant 8]: So rather than coming back and being thrown straight into work, we were able to, it allowed us to contribute to other students. So rather than just contributing the skills that we had to people who are professionals, we were contributing to people who maybe have the opportunity to do something like that as well. So it was quite nice to come back and share with our peers.

[Participant 7]: Yeah to share a different perspective on stuff. My other main prac was at surf lifesaving, which is super Australian! Compared to India! I was at the beach for meetings and I actually didn't get to immerse myself in another culture. We don't normally get to see the fun clinical side of stuff. [Participant 2] would be like, 'Oh can you help me move this client' and I could actually do that. Interact with people which was really good.

[Participant 1]: I think after Go Global I rarely find things that are hard to do. Cause when you are on prac with Go Global you are not getting paid – you are paying and you are working so hard. So whenever I'm back I'm like 'you know what, I'm getting paid right now and this is not hard'. If I'm getting paid I can work even harder, really.

[Participant 3]: I think it does alter your perspective on your personal expectations of yourself. Once you know that you can do what you did on Go Global you can pretty much manage anything in the workplace. Cause yeah, you are getting paid. You aren't volunteering for this, you aren't having to be in that setting. So I think it definitely makes you more motivated and more confident in your ability to tackle more problems than you probably would normally.

[Participant 2]: One thing that stands out for me most is that with Nursing – we were a bit of a minority in our team. We weren't really sure what we were meant to be doing from a nursing perspective. But I guess going there and assessing from our perspective and seeing what I as a nurse can offer this setting – that was a really useful thing for me as well. And I think about that now – you know, as a nurse what can I offer this patient, They might just have a wound on their leg, but I think 'what else can I offer this patient?' I see people more holistically and I think how can I use all my skills to improve this person while I am in contact with them. I think that was one thing. Cause our scope wasn't as clearly defined before we went there...

[Researcher]: You were forced to think big picture, more holistically?

[Participant 2]: Yeah

[Researcher]: And that brings in what you were saying, [Participant 3], that you are able to bring in other professionals and refer to them and include them in the care of the patients. And really think holistically about the client.

[Participant 3]: Yeah definitely.

[Participant 3]: I think the other thing that Go Global offered me on the site that we were on specifically was more so the skills to communicate and liaise with not allied health professionals but managers of a health centre. So we were in a rehab centre and in our undergraduate we didn't have the opportunity to communicate to the level above us. It was more so communicating with the people who are working on the cases you are working on on the level you are on. I.e. OTs, Physios, speechies – even doctors and medical professionals, Pharmacists, nurses. You all get those experiences in your placements generally here in Perth. You've got a bit of a scope there. But then to communicate to someone who is in charge of them, like a manager of those people you don't really get to speak to them. You kind have to... I was told – in a hospital setting I was told 'you have to sit at the back' – you don't sit at the table and talk to everybody else because you're a student. So that kind of politics – workplace politics – and things like that were, I guess, lenient in the international setting because we were highly regarded in those settings, So we actually got the opportunity to put forth our ideas and things we thought might benefit the sites to the people who I guess were a little bit more higher up and that gave us more of a skill-base to liaise at that level and make more of a change from a top down perspective as opposed to work your way up and kind of miss your opportunities to input your information or your ideas. Cause you really don't get that here much.

[Participant 2]: Really good point.

Helen: Do you think that's in terms of leadership perhaps.

All: Yeah

Helen: Cause what you're talking about is leadership. It's a leadership skill

[Participant 3]: Yeah, definitely. We all got the chance – every single one of us I'd say on site – to liaise with the person who would be able to instil the changes that you thought might be suitable. Or at least consider them. At least have the chance to discuss what could possibly be done to I guess make some more changes or look at something and make some quality improvement projects in place to work towards more sustainable change, or whatever you're working on really.

[Participant 4]: So I think that's the difference with a Go Global placement that because there's not that direct supervision, there is an opportunity to show your leadership skills and to develop them. Whereas here, on a placement you're always answering to your leader or your supervisor. Whereas over there you don't have the leader so someone in the team has to step up and lead or you have to take turns to lead. You have to work out who out you are leaders and those who are leaders need to develop their skills. You know, go talk to the leader of the orphanage or organise those things, rather than just sitting back and waiting for the direction from a supervisor.

[Participant 6]: I know even now, applying for senior jobs, I still use those examples in my applications. Cause even as a junior therapist out three years, there's limited leadership opportunities when you're the junior. It's kind of like you're still a student but just that one above, you're still answering to all the seniors. So I still draw on all those, all my examples are from Go Global.

[Researcher]: For leadership?

[Participant 6]: Yeah for leadership. Because we had 12 on our trip, which is quite a lot so then people break off into small groups. And I think you would agree, leaders emerge within a large group and it's not like you're leading the whole team of twelve – but there are multiple leaders. You do have those people in the group who like to sit back or, you know, the ones that like to lead and it kind of facilitates that because there are so many of you.

[Researcher]: And you did a self-directed project, right? Do you think that project opportunity gave you more leadership skills as well?

[Participant 6]: Yeah I think so

[Participant 5]: I think so too cause that's just within our small group – I think one of us almost had to take charge a little bit cause yeah it was really challenging cause we had this whole idea of this is our project, this is what we're going to do and the you get over there and your like – oh hang on how actually are we going to do this? And where do we get our materials from? So we definitely had to kind of step up and take charge.

[Participant 6]: And that's when I say I use those examples – it's usually the projects.

[Participant 3]: I think Go Global enhanced my flexibility and adaptability when it comes to planning and then having to abandon your plan. Every day, every hour of the day. You go in there thinking that's what your degree has prepared you for: plan, plan, plan, theory, theory, theory, and apply. You can't apply in those settings as you would expect, you know. You're faced with problems that come up instantaneously every single minute if the day, you know, and how do you manage that without, I guess, freaking out and maintaining your professionalism? Maintaining your problem-solving skills because you can't just yell across the table to the person across from you, you have to maintain how professional you are and I think that really worked well. You know; having us readapt our plans, reapply the things we had already organised to a forever-changing environment. I guess we do have those kinds of environments here but I don't think it's as intense as it was over there. And having such an intensity of demand for that adaptability makes you learn, well I feel for me personally, made me learn the skills even quicker, apply them better and more effectively and efficiently with the people in my group so then I could maintain that skill and continue to practice with that 'super-adaptability' I guess you could call it.

[Participant 4]: It's like all the skills are super...

[Participant 6]: Super skills?

[Participant 4]: Yeah like super magnified. Like on prac here but times a hundred. And like you said, your more efficient at it and ...

[Participant 5]: I think as a professional trying to search for a job as an employee – I work in a private practice setting, which is nothing like Go Global. I work mainly with adults so it's not a very challenging environment but when I say to people – like ill just be chatting with my clients and I'll say 'oh yeah you know I went to China on one of my pracs' – and they're like 'Wow what, you did a prac placement in China?' It's something that is so impressive and something that I'm so proud to put on my resume as well cause it really stands out as something you've done that is out of the ordinary, that not everyone gets to do in their degree.

[Participant 2]: It comes up regularly as well when I meet people and talk to people at work. Yeah 'I went to India on a prac' and they say 'oh what uni did you go to? It must have been amazing'. All the time it comes up.

[Participant 3]: There's like a social or professional prestige for something like that. The first thing I was asked in 4 of the 5 job interviews I went to was 'oh you went to China' – it was the first question.

[Participant 2]: It makes you stand out and ...

[Participant 3]: And when my boss employed me, happily, I asked 'what made you pick me, cause there were a lot of people that applied for the position?' and she said 'well one of the things that stood out was your experience in China and how you explained that to me. She said no one else listed the skill base that you listed. She said no one else said that they had that opportunity that you've had, so that makes you a little bit better equipped to take this position. Maybe not all positions, but for that specific one.

Helen: So what were the skills that she listed? Or you listed?

[Participant 3]: Um from memory, things like resilience, adaptability – with my examples – I think I also listed things like heightened cultural sensitivity, ability to overcome language barriers, flexibility. Hmm what else, I can't remember now, it was a long time ago.

Helen: It's interesting that she was valuing those, what you were saying.

[Participant 3]: Yeah she was valuing those specific things. Things that we've all kind of mentioned here today. Interprofessional collaboration and communication, ability to communicate to a higher order senior staff and international communication. So I'd said that I'd kept into contact with supervisors and colleagues here in Australia and also in other countries as well and I'd developed my international connections to support me in that environment cause I knew that I was going with no supervisor, like we said before, no speech pathology supervisor. My supervisor was an OT. How was I going to get input from that? I didn't know so I independently organised that myself, you know, for the placement so I think those were the things that set me aside from the other applicants who hadn't had that specific opportunity.

Helen: Is that true for the rest of you? Did you have a similar interview experience?

[Participant 2]: Yes, well it wasn't so much picked up in my interview but I know I got an interview because of that and I know later, after I started work, that... Our recruitment process is not as individual as that. In nursing it's kind of like a big bulk intake. You don't really get a lot of personal feedback and I remember speaking to one of the people who was involved in recruitment and they said to me 'oh I remember your application, you were the one that went to India'. And I'm like 'yeah'. So that was the main thing that they picked out from my application – you were the one who went to India. And I said 'how did you know that?' And they said 'oh you put it in your application'. And I asked 'but do you guys read that stuff?' 'Yes'!

[Participant 7]: And it's something that your confident and proud of in an interview situation. You get really, oh you know 'tell me about your whatever skill' you go oh shit. But I'm really proud of and I can talk about India. And be able to easily list off – because we've had...

[Participant 2]: We have that passion and you can't find that passion from something you've done here in the same way.

[Participant 4]: And for me it had a long-term carry-over affect. Like I'm still involved in the Ukraine in a Ukrainian fundraiser group that supports one of the orphanages that we went to. I came back and did my PhD in a topic that I became interested in because of Go Global. SO it had a bigger shaping effect on my life than I realised it would have before I started and now even applying for jobs this year I am still talking about Go Global and I graduated or went to that in 2009. But

it's because I can see how go global shaped decisions after and I have to go back to Go Global to explain why I am still on the Precious Kids Ukrainian fundraiser board and why I did the certain topic for my PhD. It was sorting like the starting point for other things.

Helen: And what did you do your PhD in?

[Participant 4]: I just looked at children adopted from overseas and how their language develops after coming to Australia. And I think the reason I did that was because Go Global showed me – we went to this orphanage where there were kids in there – and they were kids I'd seen in previous teams' photos – and then I went there and they were still there. And then I left and I've seen other teams' photos and they're still there. It's like nothing really changes for them. Well, things do change, that sounds wrong cause that's why we go there and that's why we work in the program but these kids are still there and thought Go Global is so great but it was only five weeks of my life and I was like 'how can I make that experience then change what I do after Go Global and how can I be better equipped? Do I go back or how can I still be involved in it? And that's why I still do the fundraising and why someday I'd like to somehow go back in some sort of capacity. So I think it has a bigger carry-over effect and everyone talk who's been on Go Global still talks about it so highly and wants to be involved and wants to go back in some capacity.

Helen: So do you think that gives you more awareness of the kind of privileged..

[Participant 4]: Definitely

Helen: And more awareness around social justice kinds of issues?

[Participant 4]: I think it definitely opens your eyes to those sorts of things. Until you've experienced it yourself it very easy to have a naïve perspective of it – but I think you said it before – you grow up going to Go Global...

[Participant 5]: Yeah it's different. Cause I've done a bit of international travel and have been to lots of countries through south-east Asia and poor countries and everything, but your kind of a passer-by and your looking from the outside as to what different peoples situations are but on Go Global you're actually living in that situation and so that definitely brings you awareness I think.

[Participant 4]: So it doesn't only change your professional skills, in terms of employability for a job, but it also changes who you are as a person. And so it has a greater impact – that we might not realise. I think I see that later on, so many year post Go Global – that I saw that January or December after getting back.

Helen: A lot of you have talked about the immersions and the intensity of the experience, and it's interesting what you were saying about the tourism, but I imagine – I haven't done Go Global – but I imagine if you were there you actually build a relationship – an emotional connection with the clients while you're working with.

Everyone: Yes

Helen: I guess I'm wondering if that is one of the factors that changes things, being a tourist just passing through somewhere as opposed to having a connection and a relationship with a person?

[Participant 7]: It changed by perspective especially with Indian men. I'm a white blonde female and after talking to the Indian men at the orphanage we were working at, while I am not held in regard – I am not an equal to them in their culture – I could talk to them and know that I wasn't being stared at or anything and I had more confidence in the streets to be able to go with the flow and be more confident around Indian men, to you know, walk through the townships and travel on afterwards and went off by myself a few times and I felt really comfortable around Indian men. I felt safe. I felt fine. From a tourist perspective it changed not only my time there but my time in India afterwards and I now think super highly of India.

[Participant 4]: I think it squashes those stereotypes you have. As a tourist you see the surface level and those stereotypes but to actually live there and be immersed in the culture, you see it from a different light. So because of that when you do travel after it changes the way you see everything and the way your experience things.

[Participant 2]: It's just those basic human qualities that it doesn't matter what language you speak, where you're from, what your background is, how much money you have got – kids are exactly the same. Any just playing with them, having fun with them, whether they speak a different language, whether you can't talk to them, whether they can't talk to you, whether they're deaf, you can still have so much fun with them and they appreciate it so much – just even the fun times we had with them.

[Participant 8]: So many times I kind of forgot I wasn't talking to them. When you're there for so long and you know that if you speak English to them they're not going to understand you and they're not going to be able to communicate in that way back to you – you end up just being able to have conversations with them without using any words. It's nonverbal communication and kind of you get to know them so you understand what they want from you and what they need from you. And that's from that immersion because you were forced to develop those skills. When you travel afterwards we didn't need to break down that language barrier as much because we had developed skills that allowed us to communicate better with them in a nonverbal way. You wouldn't have got that otherwise.

[Participant 7]: And I remember one of the kids that I quite liked... this memory just flooded back... we were walking holding hands and was jabbering away and obviously I didn't understand what he was saying, and I was just jabbering away talking rubbish and that was ... At the moment I'm working in a project with seniors and so for me, I can 'small talk' really well now! I remember I would just have conversations with this boy and just kind of chat.

[Researcher]: So overcoming the need to express a message – just having that human connection. Yeah. What do you think of the duration of the prac? Do you think that enabled any of these skills? Being four weeks, five weeks.

[Participant 6]: I think it needs to be a decent time. I would consider 5 weeks quite a long stint away. And I think anything less than that you would kind of know you were coming home soon. Like I think with a two week placement I don't think you'd get any of the benefits that we were saying.

[Participant 2]: You only just find your feet after two weeks and that's when you start being useful. Before that you don't really know what you're doing. All of the preparation is not enough to deal with what you're going to face when you get there, so two weeks it just culture-shock, adjustment, learning, gaining trust, and then you can start working. And anything less than three weeks – you're not really that effective.

[Participant 4]: I remember my first night in Ukraine I cried. And I was like 'I'm here for five weeks' and I was like oh my gosh I can't do it! I was like I won't survive and I was so scared. But I wouldn't have felt like that had it only been two weeks. I would have thought oh it's just two weeks I'll be out of here before I know it – but it was knowing that is was going to be such a big thing – I had to adapt. But it had to be that long for me to actually learn.

[Participant 2]: yeah you have to actually engage and adapt and find ways that you're going to be able to cope with it, find ways that you're going to be able to deal with people in your team that you probably wouldn't hang out with anywhere else. But you just have to deal with it. You can't say of its nearly time to go, don't worry about it.

[Participant 4]: And in two weeks those situations might not arise. You might not have all that conflict. You need to wait five weeks for it to happen. And it also means after two or three weeks you start to develop those skills and it gives you another two or three weeks to really refine them and concrete them.

[Participant 5]: And it gives you time to achieve things as well. I think if you were only there for two or three weeks I think in the back of your mind you'd be thinking oh you've only got two weeks, you're not going to be that motivated to try. But knowing that you've got a longer time period there...

[Participant 4]: It takes the tourist side off of it

[Participant 5]: Yeah

[Participant 2]: And we even ran out of time! And even the day we were leaving we were still finishing off painting and bits and pieces. We could have easily stayed for another week to finish all the things we wanted to finish.

[Participant 6]: I think our trip might have highlighted that because we had a lot of public holidays in our placement. I think they changed it. I think our year was that last year they did it then. We only had something like twelve working days. So a lot of the things that you guys are saying we kind of got a lesser version of. We didn't live on site, we were only there – you know it wasn't as much and I think some of the girls – it kind of set us apart. Some of the girls were really keen to make the most of that time and almost took that on as a challenge, and some of the girls, like we said if you're only there for two weeks, thought well 'what are we going to do?' It kind of lowered their motivation, so I think it proves that point. If you are only there for two weeks it is a lot easier to take a back seat.

Helen: So [Participant 1], you haven't said much. I just wondered if there was anything about your experience that you might like to add in relation to anything that's been said.

[Participant 1]: Yeah there is one thing that was actually quite important for me. Right now I am working full-time and I think we all like to complain about our job sometimes, and whenever I do that – or when my colleagues do that – I will be like 'you know we had to treat head lice for like two hundred kids' Like 'complain about that!' And during the process we probably got spat on and many other things happened. And if you have experienced all those sort of things you appreciate your life a lot more and before you complain sort of think about that. It's not that hard. Life is not that hard. We can do this really. I think that being a junior staff member wherever you go is quite of important for us to complain less and work a lot harder because you are junior staff and you have a lot to learn and before you start complaining you should try to learn more and fix things before you complain.

Helen: And what about that being away from home? Was that the same for you?

[Participant 1]: Oh that's easy for me because I am originally from Malaysia and it's just like another trip to another country really. It was completely fine for me. I don't think I called my parents in five weeks. I only called them before the trip and after – not during.

[Participant 3]: I think another point for the length of the placement... On our placement, this may not be applicable for all the sites but for us there was a high changeover of staff on site so some of the staff on site that we went to weren't there previously for the previous Go Global group. So we had to re-establish relationships, develop rapport with people who can't speak English and we can't speak Chinese. So I guess it was hard to develop that relationship and trust and rapport to educate within two weeks' time. By the third week we had developed this rapport, we had developed this trust and respect for the really older staff members in the workplace and then instil the changes or suggestions we had for the site. So if we had had only two weeks or three weeks on our placement, you would have made no gains. No sustainable gains. I can almost guarantee that on the site that we were on given the situation.

[Researcher]: It gave you the opportunity to make those strong relationships and build that rapport...

[Participant 3]: Yes and that's what you needed. You needed that in an international setting cause if you didn't have that – you lost them. You were young, you don't speak our language, you don't understand our culture, you don't value the health system that we do. it's like 'I'm not listening to you'. I tried to communicate this to a lady who had been there for, like, double my lifespan, to make changes to something she had been practicing for years. You don't find that opportunity here. You don't get that rapport if you didn't have that length of time. So the length of the placement was good, I think it could even have been a bit longer to have instilled a little bit more of a change and to really get a hold of that relationship so you can then work together. Cause it was sometimes quite one-sided. But yeah, I think the length was suitable – if not longer would have been better.

[Participant 2]: Five to six weeks? Yeah.

[Participant 6]: Cause some of them are four weeks aren't they?

[Researcher]: They are actually all four weeks?

[Participant 1]: Really? That's too short.

Helen: What about some of the assessments?

[Researcher]: Well I was just going to say... what are your opinions on the reflective journals, the STEEP report, the orientation session? Do these factor in to all of these attributes you are talking about?

[Participant 1]: The reflective journaling was so important. Like right now I am pretty sure I was reading them about two weeks ago when BK sent us the email about the Go Global study/ I was reading them and was like, wow I've actually been through all that. And now when you look through them you think 'you know what, I've done a lot of great things'. When you're sort of bored with your life and you think what am I doing with my life now – you can sort of look back and see 'ahh

I've really done something great' and then during the whole process as well to at least sit down at night and think about what you have done today and what you achieved, I think it's quite important to know where we're at with our whole progress and our planning. Yeah I thought that was the most important part with regards to all of the paperwork.

[Participant 4]: I think self-reflection is so important. Because otherwise you if don't actually sit down and explicitly think about it., you could develop all of these skills and not actually realise. So you actually have to sit down and go 'what was I like then?' 'What did I do today?' 'What am I like now?' And then when you do that you realise 'oh I actually have developed my leadership skills', or I have developed conflict resolution'.

[Participant 2]: Reflective practice is something that has been introduced into nursing a lot this year. It's really important. We don't have competencies to achieve – skills like catheterisation, or anything like that now. It's all doing it with somebody else and doing reflective practice and that was my main experience in doing reflective practice on Go Global. And I'm guessing that they are embedding more of that in the nursing course now but that's actually really helpful because I'm quite happy to write a reflective piece on what I've done and on an experience because we had to do it on Go Global. Now we have to do it in the workplace. But the STEEP report was really good cause it made us research. It put structure around just analysing the country. You can easily say oh I know about India, I read this on Wikipedia, but did you really know about it? Did you really know about the economy? About the religion? The demographics? Do you really know? And that STEEP thing was also a good team-building exercise cause we didn't really know each other and we had to get to know each other during that process. But also just to really analyse the issues of where we were going was important.

[Participant 1]: And that was a very good starting point for us as a team cause it's sort of like a project that we have to put together and it's something that's not too intense, so it was really good.

[Participant 2]: It's achievable but everyone had to contribute, so we all had to work together and we all had to get to know each other.

[Participant 4]: That was the start of that conflict resolution – working out what we were going to do, who is the leader, and it was in a safe environment because you are here and you're at home – so there aren't all those extra added pressures of being tired, being grumpy, hungry, being somewhere that's new. I was so hungry the first few days in Ukraine cause I was like I'm not eating – but after that I was fine after I had something to eat. But I think, yeah, just getting there was such a big shock so there was all these other added pressures to teamwork, whereas at home that wasn't there. So it was like an introduction to how you're going to all work once you get over there.

[Participant 3]: I think the STEEP report was good. But I think it was good more so for the group dynamics perspective, from my personal opinion. I don't think that the STEEP report prepared me for China, as much as going to China did. So I could have got the information off the net anyway, independently. Working together in the group I think is what the STEEP report served its greatest purpose for for our group cause we could have all researched that and got the information already. It gave us some structure – it did – it gave us some structure to kind of know what were the important things to be looking at. But I guess for me personally, the STEEP report – yes it was information – but it wasn't pertinent to my placement. It was there, it was knowledge to have as a background but it wasn't pertinent. I could have done it without the STEEP report. I think that working together in the group was really good, but for me personally the STEEP report wasn't so significant. I think perhaps the team-building side of it was more significant. More so than the information base. Cause I guess the information base could come from your own independent looking.

[Researcher]: Do you think you would have though? With all the busyness of fourth-year life?

[Participant 3]: Probably not! Yeah probably not actually. It probably gave me the opportunity to do it, but yeah I probably wouldn't have done it myself.

[Researcher]: But regardless, you don't really feel that information facilitated your placement?

[Participant 3]: Not really, no. Not the placement itself. And not even just being in the country. Not so much. I don't think it really facilitated. I guess I wouldn't have done it if I didn't have the opportunity - or maybe I would have looked into it a little bit, cause everyone's different for that – but I don't think it necessarily had a linear relationship to actually what I was doing and my experience in China.

[Researcher]: Ok sure.

[Participant 2]: There were snippets of information in there. I mean, generally, yes I know about India and all that – but there were snippets of information that in creating the STEEP report that stand out for me and that the statistics on few people in India have access to a toilet regularly, as an example. And then when you are there in Calcutta and you see children defecating on the path as you walk past, and you think 'wow' that's because they don't have access to a toilet. Like, you know, half of the population! Just little things like that. I know all those things, but it just helped to put two and two together.

[Participant 7]: Even like with the toilet thing... if I need to use the loo here, I'll just pull into Maccas or a petrol station. But there's nothing!

[Participant 2]: And then you start thinking about all the public health issues – you know like children defecating on the footpath where the market is.

[Participant 7]: Cause like we don't think of public health in that way here. Even for us working in public health, our biggest issues are not sanitary.

[Participant 2]: We looked into those - the toilets in particular – as part of the STEEP report and just seeing it reality was a good thing.

[Researcher]: Do you think it helped you cope better when you saw it because you ...

[Participant 2]: [Laughs] You know, I'm a nurse, I can handle it!

[Participant 8]: I think a lot of the other parts of the orientation were maybe a bit better. Like hearing people's personal experiences of their trips was more kind of that immediate correlation between what we will be experiencing. It kind of gives you that preparation cause then you get to ask the questions about the things you're personally anxious about, rather than those kind of basics – statistics and things like that – those kind of issues that you're aware of that might be a problem for you - and actually being able to talk to someone about that. And at least for us, I found that really positive. Hearing from them. They said 'yes it will be challenging, yes it will be hard, but it will be amazing' – so hearing from those people and hearing from the other Country Coordinators and actually getting that perspective through the orientation process, I guess that put us at a lot more ease than just researching the country.

[Researcher]: So they validated your concerns but then told you it would still be worth it.

[Participant 8]: Yeah.

[Participant 5]: I think for our group I definitely found the group sessions much more beneficial. Like the group counselling, and the language sessions. I think being forced together as a group and having to talk about some very personal things with each other, we got to know each other a lot better. With the STEEP report, we were pretty slack and it was very last minute and kind of did it all online and then just split it up and everyone read their report.

[Participant 6]: I don't think we even think we read all the components of the report.

[Participant 5]: No. So I think actually getting together as a group was much more valuable. Rather than having a written assignment, which could easily be... yeah...

[Researcher]: So it helped with the group dynamics? Is that what you're saying?

[Participant 5]: Definitely. And the same thing – being able to hear about past experiences and that kind of thing.

[Participant 6]: And just know what people... I think we went around and said what we were most scared about, and you kind of could figure out who the leader-type people would be and who might be... what the dynamics would be before we even started. I guess like you said, the STEEP report kind of did then so the counselling. So we didn't necessarily need to have worked together on the research. Cause we didn't really.

[Researcher]: And you thought the counselling gave you that team feel more so than the STEEP report.

[Participant 6]: Yeah definitely. Because we just divided it up.

[Participant 3]: I think the counselling was very important for our group. I think while we were on site we didn't think we'd had any issues. Even before we left we didn't think we'd had any issues, then when we all came back and got that final counselling session there were quite a quite a few things that actually came out – with, I guess, re-adapting to home, as opposed to adapting to a different culture when we were away.

[Participant 7]: I think, yeah, same for us.

[Participant 3]: Readapting to the home kind of XX and just the personal changes that had occurred for us. And even some personal issues for us who had returned, I think the counselling session was really important so we all kind of knew 'alright, this is expected', 'this is pretty normal' we're all kind of on the same page with that. So that was a very important element of our placement. Of Go Global. I think it was very important cause it commonly overlooked. Even the placements here – we don't have counselling available for the placements here. I went on an autism-specific placement here where I got bitten, by hair pulled out, scratched, poed on – and that's quite far from the scope of practice of a speech pathologist who facilitates communication, but in that sense we didn't have what Go Global offered us there. This placement offered us the chance to debrief in a counselling-based setting, whereas the other placements really didn't provide you with that at all. It was like, 'you need support with your work?' - they'd give you support for that. But if you needed support on another level, on a more I guess a more personal professional level that was absent from other placements. So I found that even though it was Go Global specific, it was relevant for my other placements. So a very important part.

[Participant 2]: You can have quite traumatic pracs here. You know, like with mental health or something as a nurse, and we haven't been really equipped to deal with that from our studies at all. You know, you're just on your own coping with that and doing your other five assignments while you're at it, you know, and that sort of thing. But Go Global took care of us completely I felt. Our emotional health as well.

[Participant 1]: And I thought that the debrief sessions were quite important for us particularly. Because while you're on prac here in Perth you won't get a debrief with anyone really – well other than with a briefly goodbye with your supervisor. But when we were in India, cause we have to deal with so many things and we all had sort of different experiences when you come back at night and sort of talked about it, it was like a good ending for the day. And then to sort if think about what we could have done better. And what we could do for tomorrow. And that was very important for our team.

[Participant 4]: I think it's an important part of the process that I think is missing on pracs here. Like again, you talk about it explicitly, you develop those skills more.

[Participant 7]: Yeah and it brought up... it was a very cohesive process for our team, working together. Cause I think you split off and then you do your own thing and then like, I don't know what these guys did today, and then we get to chat and then I get to find out about [Participant 1] and how he coped with stuff and know you, just general chit-chat and you are all together. Like, you kind of do your own thing but...

[Participant 2]: It really strengthens the ties

[Participant 7]: Yeah, like the game-plan. We could all... yeah for us not being a clinical profession we don't debrief. It's not a thing we do. So to actually learn and value the process of debriefing was good.

[Participant 6]: yeah if anything, that could be more a formal assessment. Cause we actually didn't do that in China. We didn't debrief at night like you do in India.

[Participant 5]: We did informal debriefs like going out to dinner with each other to find out what we did each day

[Participant 6]: I think you'd have to enforce that with a supervisor. It's just part of that culture that it takes that on.

[Participant 2]: We just did it because we wanted to! We didn't have to... We debriefed all day but we were like 'let's still do a debrief anyway!'

[Participant 6]: Whereas I think in the China set-up it's just a very different setting. Cause I've been to the India placement a few years later and in China you're staying in a motel, you got to leave, everyone just kind of did things probably with their room-mate. I think we did, then not so much that whole team thing, I don't know how you could – but you could enforce that as a compulsory thing.

[Researcher]: I'm sure there'd be a way. One of the results from my survey that came was that Go Global was giving students the attribute of thinking critically and analytically. Do you [Participant 1] think that that perhaps could have come from those debrief sessions? Is that kind of what you were saying before, that evaluating your day and really reflecting on what had happened and thinking critically about it...

[Participant 1]: Yeah it definitely worked. Sometimes when bad things happened at worked, and we sort of had to report that to our supervisor and it's like if I hadn't had that experience I probably wouldn't have been able to actually think about the situation that critically and think you know that is what's happened and this is what we can do about it. And usually I would think that as a junior staff they wouldn't expect you to much from us, but when I'm actually able to say that this is what we can do, and I think that if we do it this was it would be better. And I think usually they would be quite impressed, coming from junior staff members, who would be actually able to find solutions for the problem.

[Researcher]: That's what I think I've observed from the students I've supervised and my own experience of Go Global – that the debriefs in the night made me really stop and think and really critique my own performance of the day and the team's performance as a team. And those skills are skills I now embed into my daily practice. It ignited that really. Thinking critically.

[Participant 2]: Everyone is just agreeing on everything – on what a great experience it is!

[Researcher]: That's a really good point [Participant 2]! Everyone has such different experiences...

[Participant 2]: Different professions, different countries, but I think everyone is agreeable on the same points, which is quite amazing!

[Researcher]: Yeah

[Participant 7]: Even if you had, hypothetically, a negative experience, you learnt things and you would have been challenged and you would have to think critically like 'why am I having such a terrible time?' Like, 'what am I not liking?' or 'why am I not getting along with this person?' So even if you had a bad time, we've still got to use skills to deal with that.

[Participant 6]: I think anyone who had a bad time would still be writing these things on their resume and job applications. They'd still write it. Even if they didn't enjoy it you could still use it...

[Participant 5]: There's definitely aspects of it that we all had on our placements that we didn't like – whether it was the food that you ate or where you were sleeping or, you know, just little things. But having to deal with that still adds to the positive experience overall.

[Participant 7]: Gives you resilience.

[Researcher]: That's true. What doesn't kill you makes you stronger!

[Participant 3]: I was asked a question the other day by one of my friends cause I, like you, are still involved in some Go Global things and I'm a member of the Alumni. And she asked me, she's not an allied health professional, she hasn't gone to uni, but she asked me 'why are you so motivated by this?' 'why has this prac still made you so motivated to be involved in the program somehow? And still be coming tonight?' She said 'why is that?' And I said, 'well because it's contributed to my personal and professional identity now. You know, a lot of that critical thinking, a lot of that problem-solving that I do even outside of my professional setting comes from that. I learnt a lot more than just my professional skills on that placement. I learned how to live with people I didn't know, who I didn't like! People who are now, you know, my closest friends. And she said 'well couldn't you get that here?' Like 'can't they make changes to the placements here so you get that same experience here so like I said 'yeah they could probably try' I said 'but they'll never match it because you are just immersed in a different place. So you can't get that here.

[Participant 2]: You're the minority.

[Participant 4]: It changes your life so much. Like I don't think the same way about Charlies or Royal Perth or any of the other places that I went on prac. I don't have the same feelings for them like I do for my Go Global experience.

Helen: It's interesting what you said, that you're the minority. Do you want to say anything more about that?

[Participant 2]: Um well I guess when you're in India, there was only nine of us and you've got this hundreds of – how many people were there...

[Participant 1]: Three hundred – there were over a hundred girls.

[Participant 2]: Yeah... to deal with. You're culturally a minority. You look different, you talk different...

[Participant 7]: You wear different things.

[Participant 2]: Yeah exactly, and you're the alien there. Especially in a rural part of India that we went to. You get stared at; you have totally different ways of doing things. They have no idea about our life here.

[Researcher]: And so how did that benefit you, being the minority?

[Participant 2]: I don't know that it benefitted us...

[Researcher]: Or what did it teach you?

[Participant 2]: Awareness, to fit in.

[Participant 7]: Awareness, yeah. I was always conscious of – you know how you can be really passive in the workplace or passive in kind of just generally life. You had to know what you were doing and know your surroundings. Like even running activities, from a health and safety point of view, you logistically had to have awareness of what you're doing and who's around.

[Participant 4]: Maybe that's what you mean about the minority. On a prac here at a hospital you're just one of hundreds of students that come through and you just sit on the ward and they go back at do their own thing and you're there because you have to be there. But who knows if they actually really want you there. But when

you're on a Go Global placement it's different. You stand out and people know that you're there and people are watching you and so because of all of that it changes the way you practice and it makes you more proud and you want to do a better job because you know you've got that one chance to serve there. Whereas here you know you'll be replaced in two weeks' time by another group of speech students coming through.

Helen: But presumably you will be replaced on a Go Global experience as well?

[Participant 4]: You are but – it's just – I don't know. It feels different.

[Participant 2]: In Anandaniketan in India there are things that you can see there that other groups have done. There's a slide, a playground. There's other things. That is something that was left there by past projects and that motivated us. And some of them were projects that were ten year old – they've been there for 10 years and they're still there. And that motivated us I think to try to do something that would leave our mark.

[Participant 8]: We were replaced by other students but that kind of time interval between when they go – they get so excited to see you! When you turn up in that bus and they just mob you. It's overwhelming but it's kind of knowing how much you're appreciated there. Whereas we are so rarely appreciated on prac placements here.

[Participant 2]: You're more a hassle.

[Participant 8]: Yeah you're a hassle. But they want you there, they just want you around – they don't even care what you do.

[Participant 6]: Maybe what you're saying with the minority thing is as well, what we were talking about before about leadership, like you kind of take it to another level cause you're being forced to show your leadership skills as a minority group in that setting. So it's almost like an amplified version of anything you'd ever get here on a prac. Because, you're coming from, like you were saying, you're trying to fit it and trying to be culturally sensitive to them and then be a leader in that setting. It's quite a challenge.

[Participant 7]: And back to the point of social justice, as a global citizen, being in Australia and being a white woman, I've never experienced being a minority. So to actually see where – to actually understand discrimination and stuff like that. You know, broader issues.

[Participant 5]: I think for our group that was very surprising because we, I don't know, I always thought of China as – I never thought of China as a third world country or anything like that. We were celebrities pretty much in China. We walked down the street and we'd constantly have photographs taken of us. That was a really weird thing to deal with. We were like 'but this is China'. We just assumed that everyone in China knows what a Caucasian person looks like and they'd seen them before. But it wasn't the case. So that was like another...

Helen: They probably thought you were movie stars.

[Participant 5]: Yeah! That was just another thing in everyday life that we had to deal with on top of everything we were doing in our prac placements.

[Researcher]: So it challenged your stereotypes of the Chinese people as well. You assumed they would have known you but...

[Participant 5]: Yeah definitely, yeah.

Helen: [Participant 1], can I ask you a question?

[Participant 1]: Yeah.

Helen: Without putting you on the spot. Cause you're... cause most of the things, some of the things that people have been relating to is their 'whiteness' and they experienced being the 'other'. Whereas you've obviously had that experience in Australia of being the 'other' and I'm wondering how that experience would be different for you? Cause you would have had a very different experience in Australia.

[Participant 1]: Yeah. Well to be honest, before I even met the team, I knew that I was the only Asian guy. I was the only male in my team and I was the only Asian guy in my team. I was like, oh my god how is this going to go down? I'm going to be with a team of white girls! But as it turns out, you know what? Its fine, you know, we have all been through uni and then we are actually not that different. And then when you... Well I think for us we tend to look at our differences at the beginning – when we don't really know each other that well. But when you actually know your team and you know them personally you just tend to look at the similarities between everyone. And instead of focussing on our differences, I have learned that I would just focus on the same things that we all shared. Yeah, I think that was very important for me. And I think before I went on Go Global I was not very in touch with my compassionate side – and even my partner realises the same thing. Like, I just sort of developed this compassion in me and I just sort of became a little more maternal, I don't know, when I came back from India. Really, cause we are way too comfortable, I think, when we are here and to be put into a situation like that, we have actually seen a lot of things that we wouldn't have seen and sounds corny but it really did change my life I think.

Helen: It's not corny.

[Participant 1]: Yeah.

[Participant 3]: I think a point about minority, a negative point for me, was if I was going to order something on one of the side streets and I was refused service and someone who could speak English and Chinese said he doesn't want to serve you because you're white. And I've never had that experience here. Never had I had that experience with anybody here because I'm not the minority here. And to have to be faced with that... And even sometimes on the prac sites you'd approach someone and try speaking their language and you'd just get a negative response back. Having that, I guess, negative shut-down that you don't usually get here. They usually facilitate your questions and try to understand where you're coming from on the placements here. To have you be completely shut-down prepares you for the workforce because sometimes people in charge shut you down and say sorry I can't speak to you at the moment. You kind of have to deal with that and you're not prepared for that on your other pracs. You're not prepared for that on your other sites. On that site I was shut-down twice and I felt, I guess it heightened my empathy I guess. I looked at it in a positive sense and thought well now how can I not do that again to somebody else. How can I increase my cultural sensitivity and my understanding of different races and languages so that I don't do that to somebody else. Yeah, I guess that was a negative spin on the minority point of things.

Helen: I don't see that as a negative myself.

[Participant 3]: Yeah well I think the experience itself wasn't a positive experience for me, but I got a positive result out of it. So yeah, there was a little bit of an interesting point with that. And I think with regards to you said, was it '[Participant 1]'?

[Participant 1]: Yeah.

[Participant 3]: When you said you came back and felt a little bit more maternal, I think it was for me I drew from that point was that I came back with increased and heightened empathy for people. I don't develop those relationships with my clients here. I see them weekly, I see them fortnightly, you're out of my door, it's five o'clock, see you later, I'm not getting paid. I don't want to know after 5pm really, cause it's difficult to maintain that professionalism and distance yourself from really difficult cases. So to compartmentalise but still maintain your empathy was difficult on placements here. Whereas on site on placement in China I think it was easier to develop that empathy because you had that closeness with the people, yet you could still maintain your professionalism because of the setting. You know, you're there for placement. So I guess it helped with that.

Helen: I'm just wondering if the voluntary component...

[Researcher]: Yeah I was just wondering that...

Helen: Yeah

[Participant 2]: Yeah as you said, you're there by choice, not because you're earning money to live so you can pay the bills. You're there by choice.

Helen: And other pracs aren't really by choice.

[Participant 2]: No, not in the same way.

[Researcher]: Because you've paid big dollars to go on Go Global so you want to be there.

Helen: You've invested quite a bit in it. Not just financially, but in other ways.

[Participant 2]: Other pracs I saw a bit as a hassle because you know being a mature-age student it was a really hard to for me to go on prac because you can't work and all this and it's just like 'ahhh' and you don't really want to do it. But this, you invested the time, you invested the money, you planned for it – it's something you really wanted to do.

[Participant 4]: And the thing, like with pracs here, you're still living your day-to-day lives and you've got to fit prac in amongst everything else that I do. Whereas when you're on Go Global it's your one and only priority because you've put everything else on the side and, like, I'm here just for this. And make sit nice I think cause you can just probably use all of your time and energy on it.

[Researcher]: I feel that we have enough information.

Appendix 21: HREC Approval letter



Memorandum

To	B-K Tan, Centre for International Health
From	Miss Linda Teasdale, Manager, Research Ethics
Subject	Protocol Extension Approval HR 173/2011
Date	2 July 2012
Copy	Kristy Tomlinson, Centre for International Health Helen Flavell, Centre for International Health

Office of Research and Development
Human Research Ethics Committee

TELEPHONE 9266 2784

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EMAIL hrec@curtin.edu.au

Thank you for keeping us informed of the progress of your research. The Human Research Ethics Committee acknowledges receipt of your Form B report, indicating modifications / changes, for the project "*An Investigation into Whether Curtin University's Go Global Program Improves the Employability of Students: Perceptions of Go Global Graduates, Teaching Staff and Employers*". Your application has been **approved**.

The Committee notes the following amendments have been approved:

1. Participants have the chance to win one of 2 x \$50 Coles/Myer Gift Vouchers.
2. The Participant Information Sheet has been revised to include the incentive.

Approval for this project remains until **06-03-2013**.

Your approval number remains **HR 173/2011**, please quote this number in any further correspondence regarding this project.

Please note: An application for renewal may be made with a Form B three years running, after which a new application form (Form A), providing comprehensive details, must be submitted.

Thank you.

A handwritten signature in blue ink, appearing to read "Linda Teasdale".

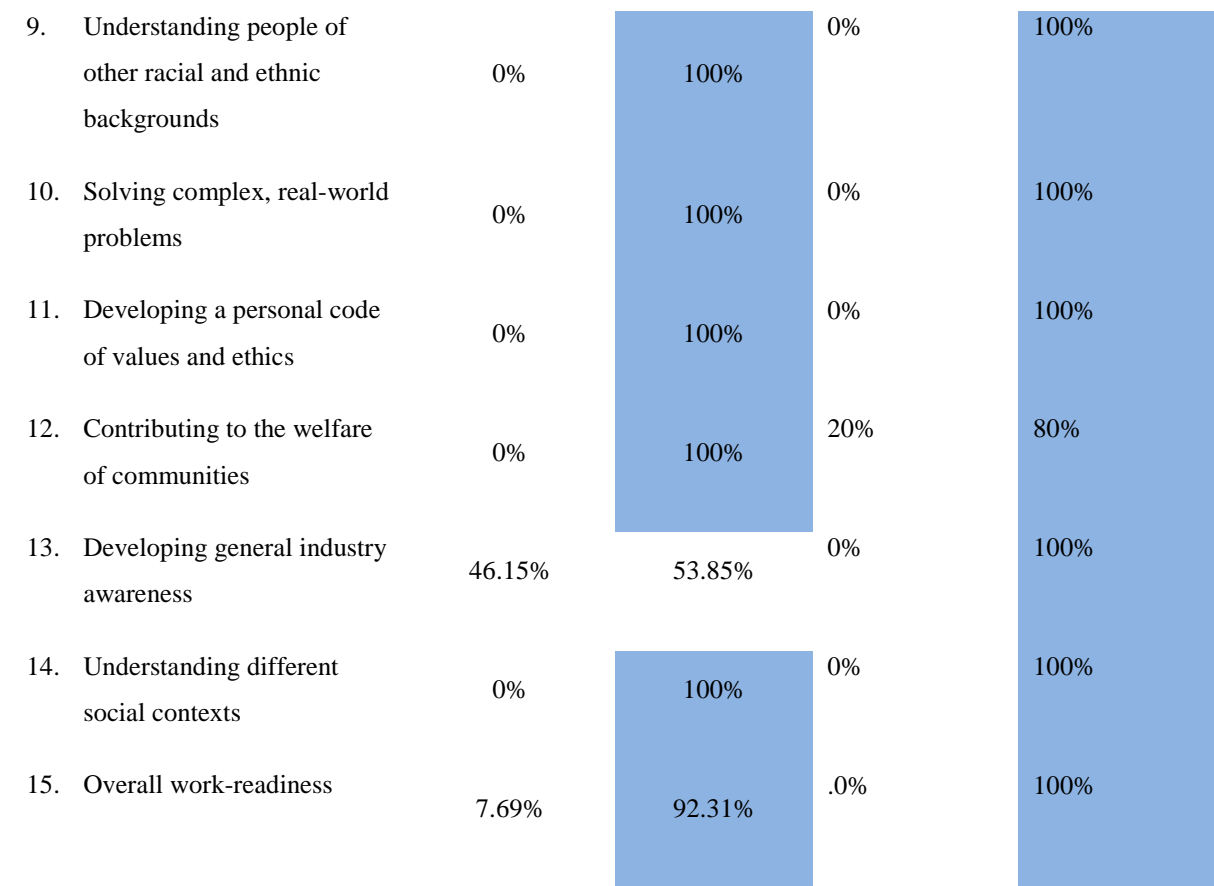
Miss Linda Teasdale
Manager, Research Ethics
Office of Research and Development

Appendix 22: Percentages (in collapsed response categories) of teaching team responses

The percentage of teaching staff who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two questions regarding *extent* and *importance*.

Percentage agreement for each response category for 15 Teaching Team members

		Extent demonstrated as a result of Go Global (N=13)		Importance to success (N=15)	
Capability	Less	More	Less	More	
1. Work related knowledge and skills	30.77%	69.23%	6.67%	93.33%	
2. Writing clearly and effectively	69.23%	30.77%	0%	100%	
3. Speaking clearly and effectively	15.38%	84.61%	0%	100%	
4. Thinking critically and analytically	15.38%	84.61%	0%	100%	
5. Analysing quantitative problems	61.54%	38.46%	6.67%	93.33%	
6. Using computers and information technology	84.61%	15.38%	20%	80%	
7. Working effectively with others	0%	100%	0%	100%	
8. Learning effectively on your own	0%	100%	0%	100%	



Note. There are two missing data for the question regarding capabilities demonstrated as only N=13 responded to the question “To what extent do new graduates demonstrate each of the capabilities, and their overall work-readiness as a result of participating in the Go Global program?”.

Note. See Table 3.5 in Chapter 3 for details on colour-coded cells.

Appendix 23: Verbatim responses to the qualitative items (teaching team members)

Responses for teaching team members

Question 5: What do you see as the main incentives for teaching staff to assist students to develop work-related skills, attributes and personal qualities?

Text Response
To continue the development of and improvement of the profession of which I am very proud to be a member - so pride is an incentive.
So the graduates can develop: - employability skills (REFERENCE: Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. Education and Training, 49(4), 277-289. doi:10.1108/00400910710754435) - continue to enhance the development of the profession they work in - as a whole - ethical duty of care to graduate competent students - better outcomes for clients, patients, people, groups, families, communities - better team work and thus better outcomes for clients, patients, people, groups, families, communities. Work-related skills, attributes and personal qualities underpin clinical reasoning and appropriate assessment and intervention. Critical to the nth degree!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!
Salary, Course accreditation, Student desire to learn.
To create the best possible practitioners in my field of practice
Improve their transition from university to work life. Increase their employability, flexibility and confidence as they enter the work place.
These students will be future practitioners in the community, and as such may be supervisors of future students participating in clinical placements. We want students to have excellent clinical experiences that are fostered through supervision by highly skilled clinicians who represent their relevant health discipline confidently to health consumers and other health professionals. If teaching staff start early with developing these skills and qualities in students, I believe it contributes to more of a partnership of teaching and learning, whereby the student takes responsibility for their own learning rather than thinking it is the responsibility of the teaching staff to tell them everything they need to know. Certainly from my perspective as a member of the teaching staff, this makes teaching in higher education more interesting and satisfying.
to enable them to be work-ready upon graduation to ensure quality of therapists for the profession
There really are none offered by the university with the current workload model...incentives are currently quite intrinsic such as the satisfaction I get from assisting them develop those skills and qualities.
The incentive is the satisfaction you feel when watching the students develop both personally and professionally over the course of the program.
- watching student develop professionally and personally from an experience which may only occur once in their professional career. - assisting students to become increasingly independent with clinical reasoning and professional behaviour - being able to inspire other OTs to see another culture and hopefully expand their awareness for personal and professional benefit. - seeing the longer term influences GG has made with the host sites through a longstanding relationship - personal travel and income
As an accredited degree, it is essential that our students develop the professional competences determined by the profession to be required for entry level professional practice. As such, supporting students to develop professional competences (encompassing skills, attributes & professional qualities) is 'core business' in our course so that graduating students meet the professional standards required for practice as a graduate health professional. Therefore the MAIN incentive is accreditation requirements. Other incentives include: 1) developing lifelong learners 2) assuring the reputation of the University / course and 3) meeting ethical obligations to the profession
Supporting a better, more equipped and effective health workforce. Having a role in supporting students to reach their full potential.
Personal Interest in Go Global focus Belief in Go Global aim, purpose & outcomes Organisational support Interest in mentoring Health Science students & developing potentially successful health professionals

Question 6: What do you see as the main DISINCENTIVES for teaching staff to assist students to develop work-related skills, attributes and personal qualities?

Text Response

- providing clinical information to host-site therapists when there is a communication barrier and/or when only demonstration and not theory is available. With the potential for staff to do more harm than good when attempting future rehab without supervision. - Being culturally sensitive and therefore aware that a western practice may not be culturally appropriate, even though beneficial to the client base. -While traveling supervision can become a 24 hour job, making it quite exhausting, especially when traveling as the only supervisor. -There are always going to be personalities that clash and it can become increasingly difficult to observe the student group dynamics and not interfere, or only interfere at an appropriate time.

I don't see any disincentives

Lack of one:one time available to work with the students, figure out their specific needs, learning styles, etc.
Lack of time allocated via work load scheme Systems that stifle creativity and initiative

NA this is core business

Nil disincentives

Organisational barriers

Poor remuneration, long hours, tedious assessments

The time poor situation in which we work. The emphasis on research and publication by the university, which cuts down the time to be spent in producing excellent teaching resources, linking in practical ways theory and practice, involvement with industry partners. Developing the skills to graduate competency levels takes time.

this is an extremely time consuming and demanding program for staff to be involved in. Students are usually under a lot of pressure prior to their departure and this then filters back to teaching staff. We are very involved with the students for a 12 month period and a number of students require a lot of support.

Time, Academics are more rewarded for research than T&L

time available (or lack of)

Work load allocated by the university not allowing enough time or energy to be spent on assisting students to develop skills, attributes and personal qualities

Question 7: What do you see as YOUR ROLE in assisting students to develop these attributes, skills and personal qualities?

Text Response
Modelling appropriate work and personal and professional behaviours. Modelling and encouraging life long learning Encouraging involvement in social entrepreneurship, and international citizenship. Providing excellent and challenging, high standard learning experiences which relate to personal growth, professional development, cultural competence and commitment to the profession.
I see my as being inspiration so students deveop work-related skills, attributes and personal qualities that are LIFELONG, appropriate the workplace context.
Its part and parcel of managing fieldwork
Mentor, role model and nurture these skills and attributes
Provide critical feedback (both positive and negative), be realistic and honest about performance and work with students to manage and better their performance, be encouraging and motivating, provide a realistic view of current work place situations by maintaining out of university work place employment for my self.
I think it is important to have daily meetings with the students while on placement with them to help facilitate these skills-to discuss their experiences that day and how they went, how they could improve and what they need to do to improve their practice (promote reflective practice) and also discuss the following day's plan,their programs etc. It is important for the supervisor to model behaviour on practice and also answer queries. Once the supervisor has left the country it is important to have regulkar SKype contact to continue student development.
I believe that mentorship of students combined with modelling these attributes is important. For example, including contemporary evidence-based content in learning resources, modelling professional and respectful communication, questioning decisions or answers to promote the ability to justify actions, and showing empathy and respect for a diverse student and health consumer population, in the classroom and in clinical fieldwork supervision
one of many in this - should be (if time permitted) something that it supported throughout the curriculum - possibly not every unit, but across a broad cross section of the units the students study
On GG pracs really getting to know their personalities and their strengths and weaknesses....being honest about areas that require development and giving them practical tips on how to achieve this. I also offer to be referee for students where appropriate and offer assistance with resume writing, letter of applications and interview skills/
Are role is to guide and mentor students both in Australia and once we travel to the host site. i have been a referee for a number of students and have spoken at length to employers about the GG program.
- guidance and support throughout clinical placement to make appropriate goals and clinical judgements - assistance to locate appropriate resources and to not give all the answers - encourage independence in host city and host site to allow them to work well individually and as a grou for the duration of their prac.
Assisting students in their understanding of 'competence' (being the integration of skills, knowledge and personal qualities) Supporting students in their insight / awareness in their skills Supporting students in their development of deep reflective practice skills Supporting students in their preparation for development / application of these during clinical placements Supporting students in their development of / application of these during clinical placements
Supporting students to develop a professional identity, confidence, and passion related to their field. To support students develep a sense of social accountability and global perspective.
Mentor Teacher Professional contact Colleague IP team participant Advisor Advocate

10. What do you think are the best aspects of the Go Global program in developing graduate skills for employment?

Text Response

Planning abilities and evaluation abilities honed in resource poor and challenging situations. The need for teamwork, and interprofessional understanding, while being able to enunciate and practice within the scope of their own profession. Independence from traditional supervision. The aspect of making a difference, having a real contribution, of doing something for others rather than self, and having to create sustainable and realistic programmes.

Autonomous practice out of their comfort zone Immersion in a different cultural milieu Living, working, succeeding, failing, crying, laughing, eating, relaxing, being stressed (etc) with the same team for 4 - 5 weeks Enhancement of their own understanding of their OWN cultural readiness for practice Mateship Making the world a 'greyer' place - less black and white/ less right and wrong Belief in themselves as a therapeutic tool, agent of change, able to succeed amongst adversity More globally aware

The team ethos and way of working required for a GG placement. The cross cultural exposure The "horizon broadening" that occurs

The students are exposed to environments that challenge their understanding of the world and help them draw together their theoretical knowledge into practice- by being in a situation with little support and a high level of responsibility they are challenged to apply their skills in the real world and take charge of the situation they are in.

Increase work readiness, introduces students to differing cultural contexts, encourages them to analyse their own belief and value system, pushes them to take risks increases cross cultural awareness.

Learning independence, building resilience, understanding other cultures, problem solving, students being challenged out of their comfort zone, team work

Students having to think for themselves and respond 'on their feet' to new and challenging situations; being a minority (and often non-local language speaker) within in a foreign country, which I believe develops their understanding of the challenges faced by migrants to Australia who face the challenge of navigating complex health, education and other social systems.

Increased awareness and skills in interpersonal skills and attributes Greater awareness of context and the impact this has when working with clients

Allowing opportunities for students to learn how to be flexible, what to do if your day/program/intervention does not go to plan. Communication skills, especially working as part of IPE team and conflict resolution skills Getting to know the students much better than a normal prac allows for more tailored and specific feedback.

students gain an experience that requires them to work with limited resources in a challenging environment. They become quite confident and learn to tackle issues from a number of different angles. They develop great empathy for the struggles that others face on a daily basis.

Increased ability and self confidence to complete clinical reasoning effectively and efficiently while not relying on a supervisor. Practiced ability to work within a group MDT setting with increased knowledge of MDT values and roles.

Enhanced social, racial, cultural and community awareness Ability to deliver innovative health services within challenging contexts Experience working with diverse cultural groups

The degree of independence offered to the students to come up with their own goals, and strategies to achieve those goals gives them a sense of confidence, responsibility and accountability, which is fantastic. The length of the placements is also good as it allows the students to submerge themselves in the community and gain a more realistic perspective of the community and population they are working with - rather than a fleeting, more tourist-like visit.

Emphasis on creating self reliance, resilience and ultimately leadership qualities in students Challenge of participating & working in a different cultural, social & economic settings Project development in real world Exposure globally to developing countries (as opposed to developed countries) Expectation of professional behaviour Interprofessional team environment

11. How could the Go Global program be changed to improve graduate skills for employment?

Text Response

Remaining true to the concept of Go Global and not becoming yet another hospital practice which has no lasting effect for the host institution. This will give the students the opportunity to develop the abilities as in the previous question. Including more evaluation of the programmes put in place, more reflection on the cost-benefit.

Ensure focus remains on the 'mutually beneficial relationships' that emerge when a service learning philosophy is applied

not sure

I feel that the program is almost perfect from my experience and offers a just right challenge for the students at this stage.

Consider the students doing Masters as they haven't always had a prac prior to Go Global and it is very overwhelming for them but overall I think it is great already - doesn't need changing.

I think for improving specific professional skills and to increase the value of Go Global that the students need to be supervised by an academic from the students own profession-I think the IPE experience is valuable but if students are supervised by some one from another profession then the value of the experience as a fieldwork placement is diminished.

unsure

No comment

The program should be a stand alone unit and recorded on their academic transcript.

Ensuring students have some experience with the client group they are working with, ie) if they do not have hands on neuro experience prior to departure, assist them find some work experience in the area. I believe it may reduce some pre-departure anxiety, put less reliance on other students with the experience and increase their clinical awareness.

Perhaps more direct community-based development projects (i.e. outside of the specific host sites) would enhance the program and contribute to the sustainability of the program's involvement in these communities.

Identify & reinforce those strategies that best create leadership qualities & professional competence of students which will in turn increase graduate abilities. Make Go Global participation a pinnacle achievement for H Sci students. Promote Go Global as 'best practice' for creating valued graduates.

Appendix 24: Percentages (in collapsed response categories) of Go Global graduate responses

The percentage of Go Global graduates who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two questions regarding *extent* and *importance*.

Percentage agreement for each response category for 49 Go Global graduates

Go Global Graduates				
Capability	Extent demonstrated as a result of Go Global		Importance to success	
	Less	More	Less	More
1. Work related knowledge and skills	65.3%	34.7%	8.2%	91.8%
2. Writing clearly and effectively	77.5%	22.4%	4.1%	95.9%
3. Speaking clearly and effectively	36.7%	63.3%	2%	98%
4. Thinking critically and analytically	16.3%	83.7%	2%	98%
5. Analysing quantitative problems	57.1%	42.9%	24.5%	75.5%
6. Using computers and information technology	83.7%	16.3%	34.7%	65.3%
7. Working effectively with others	8.2%	91.8%	0%	100%
8. Learning effectively on your own	14.3%	65.3%	2%	98%

9.	Understanding people of other racial and ethnic backgrounds	2%	98%	6.1%	93.9%
10.	Solving complex, real-world problems	12.2%	87.7%	10.2%	89.8%
11.	Developing a personal code of values and ethics	20.4%	79.6%	8.2%	91.8%
12.	Contributing to the welfare of communities	6.1%	93.9%	14.3%	83.7%
13.	Developing general industry awareness	55.1%	44.9%	12.2%	87.7%
14.	Understanding different social contexts	4.1%	95.9%	8.2%	91.8%
15.	Overall work-readiness	32.6%	67.3%	8.2%	91.8%
		Total N= 49		Total N= 49	

Appendix 25: Verbatim responses to the qualitative items (Go Global graduates)

13. What were the best aspects of the Go Global program in developing your skills for employment?

Text Response
personal growth and development. presenting you with different cultures and different experiences making you appreciate what we have in australia and preparing you for the different cultures you will experience in your working life.
Working as part of a multidisciplinary team in unfamiliar environment. Team building/ team work skills gained are highly valuable!!
Gaining experience in working in challenging environments with limited resources, working with people from different cultural groups, working in interdisciplinary groups.
The program was best able to develop critical thinking skills, the ability to work autonomously, communications skills, exposure and understanding of the influence of ethnicity on health care.
Understanding of other health professionals roles and also the role of my profession in a different context. working in a large team with multidisciplinary students and having to come to collaborative goals and learn to understand where each others professional view came from.
working in a multi-dis team awareness of the other professional roles and what they were able to do
Working in a transdisciplinary team and thinking outside the 'box' of my own profession to provide holistic care - developing a sound understanding of the role of other health professionals for a client Working with others Developing cultural and socioeconomic skills Providing services with limited resources and things found in natural environment - encouraged me to be flexible in my approach to services
- improved communication skills both verbal and non verbal - knowledge of different cultures and therefore ability to understand and relate to patients - team work within the multi-disciplinary team (MDT) but also with local staff, clients and students - the challenge of managing complex patients with minimal resources other than our own skills and knowledge, tested and further developed these skills/knowledge -working along side other members of the MDT therefore gaining skills and knowledge related to their professions - forced independence and decisions making taking away the reliance students often have on their supervisors - "hands on" practical experience with patients - intervention could only be provided for a short term. The patient therefore needed to be treated holistically and managed in terms of what would improve their overall QOL, with treatment goals that were functional and significant for that patient - extremely important skill when dealing with any patient in any setting
Opportunity to think outside of the box. To be creative in interventions and attaining resources. Promoted team work.
Working within a team with a common goal
Working towards functional goals Understanding and accepting different cultures and values Adapting services for clients depending on different cultures and social contexts Understanding more about the other allied health professions Providing multi disciplinary management Working within a team professional and personal development understanding the 'bigger picture' learning cultural relevance in service provision and applying this directly learning the value of a collaborate and interdisciplinary approach and how to do this effectively
Working in a multi-disciplinary team; Working in a different cultural context; Being put outside your comfort zone; Conflict management; Transferring skills to others

Different cultures and living over seas is a great experience. Working with physios for the first time. Developing social empathy and understanding different health systems. Working with children and participating in volunteer work. Learning to think in a different way and understand that difference is not simply better or worse, it is just an alternative method that can then be built upon. Lots of fun!

Understanding the restraints that exist in the context of the workplace and within society. E.g legislation, financial strains within an organisation, government funding.

Working in an international setting as I had always planned to live and work in another country.

Working in a team when your supervisor has left the site- having to solve issues by collaborating with others and being open to all ideas. Using the assessment (icat) to help develop your own understanding of your own strengths and weakness and being able to reflect on how to improve your skills. Having to communicate clearly within the team, to the interpreters and to the stakeholders. Taking on different roles in the team as required. Working interdisciplinary with Speech and Physiotherapists. Also being able to continually critically reflect on your own practice and work to improve it, in order to best meet the needs of the community or client your are servicing.

Collaboration, interprofessional skills. Ability to think mor holistically.

Thinking outside the box and working with the resources within the typical environment. Helps when working with families within their homes. Working within a multidisciplinary team to achieve common goals.

Communication challenges, problem solving with limited resources in a real world situation, taking responsibility for interventions made, following the ot process in a small team environment, international and cultural experiences

Working in a team

Opportunity to work with different allied health members

Communication Problem solving

Working as an interdisciplinary team, in collaboration with the community to support positive growth and Health outcomes.

Critical thinking in a resource & skill deprived context. Working effectively in a team

Experience working in challenging environments, team work, understanding various cultural backgrounds, developing flexibility and ability to modify plans based on constraints

I think that the challenges you face in the go global program, working within a different cultural environment helped me to develop skills in communication, problem solving, assertiveness and initiative that assist me in my profession. I think that working within the interdisciplinary environment was also very important in developing the level of team work required for my profession.

Due to the placement being a self-directed it requires you to independently clinically reason, create and implement interventions. This has been invaluable and I have seen how this has transferred positively into practice whilst working part time at a private paediatric practice where due to the practice context their is limited time to receive supervision. Due to being in a different country it also required you to learn to understand a different culture. Working in Mental Health part time being culturally aware is extremely important as many immigrants/ refugees access the service. Living in Shanghai for a month and experiencing a different culture has helped when completing assessment due to needing to differnt between culture and mental state. Although I do not know about all of the cultures of the people I am working with I am aware of the need for culturally sensitive practice. Adaptability and creativity were other major skills learnt which I use in both practices daily.

Working out of my comfort zone. Working within a team. Thinking realistically in the context of the client and their family, and the environment they live in. Working with people from other cultural background. Working with interpreters.

Understanding different races and ethnic back ground Working in differernt cultural contexts and under pressure Working in a team broadening experience and outlook on treatment

The self-reflection and analysis required, coupled with the intense working relationships that the trip demanded resulted in a sharp increase in my self-awareness, growth and understanding of myself. I feel that self-awareness and ability to critically self-reflect is one of the most critical aspects of pre-employment skills. This supported my development as a new graduate as I was able to continue my path of self-reflection and significantly aided my learning and growth as a new graduate. Given the new-found independence that comes about when first entering the workplace, having the capacity to work things out for myself was essential. Team work and communication was the second most important aspect of my pre-employment skill development. It was the understanding of myself that allowed me to reflect on how I function in a team. I also learnt lots of practical strategies for team work including problem solving, communication, meeting management etc.

Interdisciplinary experience An awareness of other professions Improved confidence in skills and knowledge Improved confidence in my ability to deal with problems on the spot and on my own Having free reign to work with others. Being thrown into the deep end and having the ability to take what we had and just go with it rather than having to wait for a supervisors approval. Working with the allied health team was be far the best part about the experience. Going to India taught me more about my and others' professions than the previous 3 years of Uni had done.

Inter-professional exposure; working within a team to develop solutions to complex issues

Team collaboration. Cultural awareness. Concise communication. Working with interpreters.

It gave me confidence in myself and as a professional. Team work- I leaner about the roles of the other professions as well as develop my conflict management skills. This has been very helpful as my field is all about working in a team and with others. Highlighted the importance of developing rapport with a client before clinical work.

An amazing experience, I think the most employment relevant skills developed during the go global program were team work, working in a culturally sensitive manner, being flexible in therapy plans, developing a global/social conscious, being ethically challenged and developing a personal and professional ethical framework. My specific go global skills taught me how to develop and modify a community rehab program and working with children, incorporating play into therapy sessions. Negotiating with other stakeholders was another important skill learnt.

Working with other health professionals - gained a better understanding of the different roles of the MDT. Team work skills, communication skills and confidence.

Developed an ability to work within a constrained environment to make a positive difference with the available resources. Increased awareness of individual and groups values and attitudes which may or may not be the same as your own. Created an enviroment to learn and understand another culture and the impact of an your values and attitudes to that culture on the success of interventions.

Facilitated the development of empathy

Working as a team Working independents without close supervision Using interpreters Working with complex clients

I gained so much confidence from participating in Go Global. I learned to work with different personality types and discoverd the importance of being organised and assertive with colleagues and clients. I have very strong friendships with those I travelled with which have provided opportunities to develop journal clubs and debriefing sessions with people who understand my profession.

ability to work closely within a team, improving time management and organisational skills, increasing self management skills and emotional intelligence

- Working in a multidisciplinary team environment and taking a leadership role. - Time effectiveness

- Problem solving

Go Global took me out of my comfort zone. It placed me in to a vastly different context and environment from anything I have experienced in the past, which increased my awareness and understanding of other cultures and the influence healthcare can have on a culture. It developed my ability to work in new environments and be flexible. It developed my confidence. I was able to impart my skills and knowledge.

Question 14. How could the Go Global program be changed to improve your skills for employment?

Text Response

more support from relevant supervisors. One supervisor for 10 students from different disciplines is not acceptable. a practical placement requires support and demonstration and learning. The supervisor we had background was in workplace OT and in India we work in mental health, paediatrics, ergonomics. She confessed to not being able to help us. We were unable to contact other lecturers because of the lack of internet connection. As a personal experience fantastic! as a practical experience to develop my OT knowledge useless. Students I see now that have done the go global placements come out with little knowledge in the area they have worked in however a fantastic personal growth and development.

Focus more on discipline specific skills

Ensuring that sites have adequate supervision to foster professional development.

For us it was the first year Pharmacy participated. Hopefully now having an understanding of what goals and outcomes are expected of Pharmacy students in each Go Global location this will help shape both preparation and enable Pharmacy staff to cater the experience so that students gain more Pharmacy specific outcomes. My participated developed mainly generic skills such as those mentioned in Q13.

-More effective on site supervision and reflection/learning goals -more focus on one project/goal/area during the placement and not multiple ones, so you can get deeper and learn more clinical skills or community links in the short time

Found it to be an incredible program to develop skills for employment - although I wasn't sure of it at the time, the way we all went to India and came back as a group was really good in developing a strong and cohesive team bond and allowing proper time to debrief. Rather than individuals travelling on after the placement.

- more opportunity for practical experience specific to each profession

No Suggestions. It was a great experience.

More supervision related to specific disciplinary practice

Having more whole group interventions planned before going on placement This will give groups a better idea about their role in their selected country and give them a greater sense of achievement as I feel that many members of my group felt discouraged due to the number of small intervention projects, division of our group to work on these small projects and this caused confusion and lack of certainty about our roles whilst we were in our host country.

opportunity to go to more than one location over the year some of the introduction/orientation units were not useful

There needs to be more of an emphasis on skills transfer to local staff in the facilities go global students work in. I found the program great; but it was more about going and using my skills with local clients - rather than on sustainability and transferring skills to local staff; my view is that the goal of work in developing countries should be to decrease reliance on external supports.

Make it more sustainable by having one person or one group that stays with the organisation to facilitate the projects required. I found it to be disjointed, arriving at an organisation where past projects were completed however due to lack of understanding or having someone to provide that particular therapy, it was difficult to pick it up and start again.

Not sure as I'm certain the program has changed since I participated.

Further preparation re. your specific disciplines skills with the Go Global population you will be servicing, so that when you get to work with other disciplines you are able to explain your role in the service context and work more effectively with the clients.

Even more professions to come on the placement, which may have happened since I went. Better Handover.

Possible access to series of clinical development seminars/sessions to up skill students prior to departure. Focus these on areas likely to be of value in host countries.

Longer period of time overseas (standard 7 weeks inclusive of prep meetings and travel)

Prerequisites to ensure a degree of preparedness.

More supervision and feedback

As a physiotherapist, I didn't have any physiotherapy supervisors for the initial part of our go global experience. I think it would have been valuable to have a discipline specific supervisor there to assist with some of the problem solving and planning that occurs in the first 2 weeks.

More support to learn to work with differing group dynamics/personalities. The opportunity to discuss and reflect on case studies to apply and link theory to practice (e.g. a daily reflection on what the team is wanting to achieve) Also a long term plan for each host site. I found that China's projects were not continued/ not connected so a five year plan on a specific few goals for each host site would allow changes to be implemented and sustained.

Industry field trips prior to departure. If hospitals or private organisations would donate some clinical time to coach the Go Global students as to the projects that they are about to undertake, it may have some difference in the approach the students take.

Feedback from a supervisor from your profession.. It'd be helpful to receive feedback or debrief with someone who has knowledge and skills in my field

The scholarships are great but the way in which to win them (by proposing a project) isn't really feasible given the students have no idea what to expect and therefore can't really propose a viable project. Having greater follow through of projects between batches of students, so initiated work doesn't go to waste

Increase pre-trip training in the relevant field (i.e. paediatric PRACTICAL skills prior to trip, as theoretical knowledge not enough, and most students have not completed a paediatrics placement prior to their trip).

When applying for employment it was somewhat difficult to think about the clinical skills that my go global skills could bring to the company, however I feel that the other skills outweigh this. I would change very little about my experience to make it more relevant to my employment.

Greater discipline specific focus

Identifying discipline specific remote supervisors to ensure accurate development of clinical skills

Perhaps the weekly reflections could be encouraged to be written in SOAP note or IEP format so there is additional practice with documentation/note writing?

more discussion facilitated by supervisor about the implications of Go Global on work readiness and employment, specifically in relation to the skills being developed and the expectations of the go global programme on the students

- More focus/involvement of clinical skills.

I think that specific projects within each country would allow for better planning and organisation, prior to leaving for the trip

Appendix 26: Percentages (in collapsed response categories) of Health Science responses

The percentage of Health Science graduates who agreed to each response category (*very little, some, quite a bit, and very much*) for each quantitative item (graduate attribute) for the two questions regarding *extent* and *importance*.

Percentage agreement for each response category for 105 Health Science graduates

Health Sciences Graduates perceptions				
Capability	Extent demonstrated as a result of your course		Importance to success	
	Less	More	Less	More
1. Work related knowledge and skills	14.28%	85.71%	0%	100%
2. Writing clearly and effectively	18.09%	81.90%	9.52%	90.47%
3. Speaking clearly and effectively	23.80%	76.19%	0.95%	99.04%
4. Thinking critically and analytically	8.57%	91.42%	1.90%	98.09%
5. Analysing quantitative problems	18.09%	81.90%	20.95%	78.84%*
6. Using computers and information technology	55.23%	44.76%	24.76%	75.23%
7. Working effectively with others	14.28%	85.71%	0%	100%
8. Learning effectively on your own	16.19%	82.85%	1.90%	98.07%*
9. Understanding people of other racial and ethnic backgrounds	38.09%	61.90%	4.76%	95.23%

10. Solving complex, real-world problems	31.42%	68.57%	1.90%	98.09%
11. Developing a personal code of values and ethics	35.23%	64.76%	7.61%	92.38%
12. Contributing to the welfare of communities	37.14%	62.85%	15.23%	84.61%*
13. Developing general industry awareness	36.19%	63.80%	12.38%	87.61%
14. Understanding different social contexts	35.23%	64.76%	8.57%	91.34%*
15. Overall work-readiness	16.19%	83.80%	0.95%	99.02%**
		Total N= 105		Total N= 105

Note. *1 missing data, percentage calculated out of N=104, **2 missing data, percentage calculated out of N=103