

What's Cooking?

**A Recipe Book For Employability
By Study Queensland**

StudyQueensland.qld.gov.au

+61 7 3514 3147

studyqueensland@tiq.qld.gov.au

STUDY
GOLDCOAST.

STUDY QUEENSLAND
START HERE. GO ANYWHERE.

TIO Trade & Investment
Queensland
AUSTRALIA

 **Queensland**
Government



On the Menu

The Ingredients

- o International Data Insights

Restaurant Landscapes

- o The International Restaurant Landscape
- o The Australian Restaurant Landscape
- o The Queensland Restaurant Landscape

Serving Suggestions

Signature Dishes

- o Main courses from Australia
- o International Starters: Canada, India
- o International Main Courses: Canada, Germany, Italy, the Netherlands

The Chefs

- o Nannette Ripmeester
 - o Beau Leese
- o Suggested Ingredients



Introduction

Welcome, you are about to start reading the Cookbook for Employability, with recipes for higher education institutions and government bodies to provide good quality employability support that will make an impression on those who tasted it. Like any good cookbook, we came up with some basic recipes with tested condiments but also some out-of-the-box serving ideas to bring new tastes to the table.

The fusion kitchen is popular for a reason; it blends taste and textures from across the globe, bringing together a variety of flavours into a new dish. Understanding what happens across the globe when it comes to employability and cherry-picking those tastes that seem to match best for your palate, have the possibility to bring something entirely new.

When Study Queensland appointed Nannette Ripmeester and Beau Leese as her two part-time 2018-19 *Industry Innovators*, they were anticipating to gain more insights into the state of play on employability within Queensland and within a global context and expressed a strong interest in suggestions for the way forward. This *Cookbook for Employability* is aiming to test your tasting buds! Bringing new data insights as sizzling new

ingredients and combining those with exotic case study flavours from across the world.

The *Industry Innovators* in Residence insights report will highlight employability trends, provide leading employability practices and anticipates identifying opportunities for enhancing employability in Queensland for international students. Based on a robust overview of local and global context, trends and data, this cookbook will provide serving suggestions aimed at regional, provider and program level. Whilst we will showcase foreign flavours, the recipes can be adapted to suit local palates. The cooking instructions provided range from amuse-bouches to full menus, providing frameworks for thinking systematically about employability and employability programs. The aim is to illustrate how current and future opportunities for Queensland can support the region's positioning as a globally leading 'talent hub' with regard to its employability programs. In order for Queensland to aspire reaching Michelin-star level, attracting, nurturing and launching international talent is a key ingredient.

We hope you are into trying some new tastes: *Start Here – Go Anywhere!*



The Ingredients

When you plan a meal, you start with shopping for the right ingredients to get the flavours and tastes that will lead to a nice meal and a pleasant evening filled with inspiring conversations. That is exactly the idea behind this chapter.

The Ingredients

Providing good quality ingredients, spiced up with some novel flavours. We will provide some basic statistics that help you understand the higher education landscape of Queensland. Interviews and engagements with stakeholders in Queensland have added both substance and spice to this report. The best meals often include some zest from other countries and cultures to make you both aware of what is out there and make you appreciate what you have at home. We hope the ingredients we provide you with, will deliver food for thought – which is the intent of this report.

Employability outcomes are unquestionably a major ‘Return on Investment’ (ROI) for students. Higher Education is now a mass market commodity accessed by a majority of the population. One implication of that is that a degree is no longer all that is required to obtain advantage in life and career - a degree is necessary but not sufficient. It is not sufficient to get the ROI on the investment made in education that many students and parents expect.

However, graduate employability is not ‘just’ about the job upon graduation. As Dr Dino Willox, Director Employability at the University of Queensland said; *“Employment is not employability. Employability is a broader term for a combination of discipline specific knowledge, transferable skills, and experience and attitudes that makes you more employable.”*

If higher education institutions provide students with an education that ensures they will also be able to maximize their talents, we maximize their employability and (future) career prospects.

When looking at employability outcomes, we need to assess what we consider essential elements that enhance employability. During an employer forum at the EAIE conference in Liverpool in 2016, Kashif Tay, Early Professionals Manager at IBM UK said, *“there are many words which make better sense than soft skills, for instance interpersonal skills or transferable skills, but I think we should simply call them professional skills – if you do not get this right, it will be truly difficult to find a job”*.¹

For this report, we use the following definition of employability: *“Evaluating the concept of employability needs a holistic approach that takes into consideration both personal and external factors. In short, employability is more than just a job that makes good money in a students’ early career days. It is about maximizing the talents of each student and preparing students for the world that awaits them upon graduation - this is what (ideally) employability refers to.”*²

For that reason, the international students that opt for a study in Queensland are a treasure trove for the region if engaged to stay. Nurturing international talent during their study period, may retain them for the Queensland region. If the education institutions in the Queensland region are able to supply their international students with the sought-after global employability skills, the likelihood of retention increases.

In today's world intercultural understanding is essential in being considered job-market ready for the very simple reason that our world has become more global than ever before, as The Economist White Paper 'Worldwide Educating for the Future Index' shows. Study abroad has the ability to provide the professional or 21st century skills employers are looking for.

“Employment is not employability. Employability is a broader term for a combination of discipline specific knowledge, attributes, experiences, and attitudes that makes you more employable.”

– Nannette Ripmeester



Skills current students need in order to flourish in a global interconnected world:

¹ <https://www.eaie.org/blog/employer-insights-gets-students-hired.html>

² Internationalisation of Higher Education Handbook, Issue 1, 2018 "When being book-smart is not smart enough"

International Data Insights

As mentioned in the introduction, the best meals include some inspiring global zest. Our international data insights come from the International Student Barometer (ISB) of i-graduate. The ISB is a benchmarking survey that tracks and compares the decision-making factors, expectations, perceptions and intentions of international students from application to graduation. It is an indicator of how successful institutions and regions are in meeting the hopes and ambitions of international students.

The ISB is the largest annual survey of international students in the world, and since 2005 has been used by over 1400 higher education institutions in 33 countries including Australia, Canada, Denmark, Finland, Germany, Italy, the Netherlands, New Zealand, Singapore, Spain, South Africa, Sweden, the United Kingdom, the United States of America. We have chosen to use the ISB as our main global statistical data source as the legitimacy is bolstered by the number of respondents; the ISB has received over 3.7 million student responses to date.

To understand the decision-making mechanism of international students and appreciate what makes them recommend their study abroad experience, we have analysed global data from the recent 2018-19 ISB survey. One of the most prominent trends we noticed in this current ISB wave is the increased importance of employability and careers support as a key driver for both student choice and recommendation. *'Future career impact'* is globally the major driver for international students to opt for a study abroad with 96%. The highest correlation (35%) with recommending the study experience comes from *'learning that will help me to get a good job'*. Based on a detailed analysis of the data, it is safe to say that current day international students *'expect'* to be prepared for the next step upon graduation.

For this *Industry Innovators in Residence* insights report we have compared the data from Queensland with the Global and European benchmarks regarding employability related elements.

How Do International Students Decide?

What makes international students decide to attend a particular university, of ten in a country they have never visited before? The ISB survey offers insight into why they chose to study at a particular institution in a certain country. If we look at the importance of employability related elements as to why international talent decides to come and study in Queensland, we get a clear picture: employability matters for international students in their decision-making. For 52% of the international students in Queensland that participated in the ISB, the earning potential of the chosen degree mattered in deciding to study at that institution, against 51% globally and 48% in Europe. Opportunities to continue their study in Australia played a less important role in their decision making with 47% against 41% globally and 35% in Europe. And the possibility to work while studying played an even less important role with 43% in Queensland, against 37% globally and 29% in Europe. However, for each of those 3 elements, the international students in Queensland attach greater importance than international students across the globe. Hence in order to attract and retain international talent to Queensland, it is key to effectively communicate the employability options they have when they chose for a study in Queensland.

The three tables to the right show the percentages and the number of students, given between brackets, who have answered that particular question.

EARNING POTENTIAL OF MY CHOSEN DEGREE FROM THIS INDUSTRY



OPPORTUNITIES FOR FURTHER STUDY IN THIS COUNTRY FOLLOWING MY STUDIES



OPPORTUNITIES TO WORK WHILE STUDYING



VERY IMPORTANT IMPORTANT UNIMPORTANT VERY UNIMPORTANT

What Makes International Students Enjoy Their International Study Experience Most?

The ISB survey engages international students in providing feedback on their experience. When we look at the employability related elements in the learning, living and support services areas which are being questioned in the ISB, we notice the scores in Queensland with very satisfied students is slightly lower for each of the elements when compared both globally and with the European dataset. More students opt for 'satisfied' as answer category than for 'very satisfied', however when we recall the importance of employability in decision-making, the slightly lower scores for very satisfied students in those employability related areas is worthwhile to notice.

The *advice and guidance on long-term job opportunities and careers from academic staff* during lectures scores 2% lower when compared globally for the 'very satisfied' answer category, but the group of international students that opts for 'satisfied' is 4% bigger in the global comparison. Important to realise is that learning that will help me to get a good job scores 3% higher in the 'satisfied' answer category when compared globally.

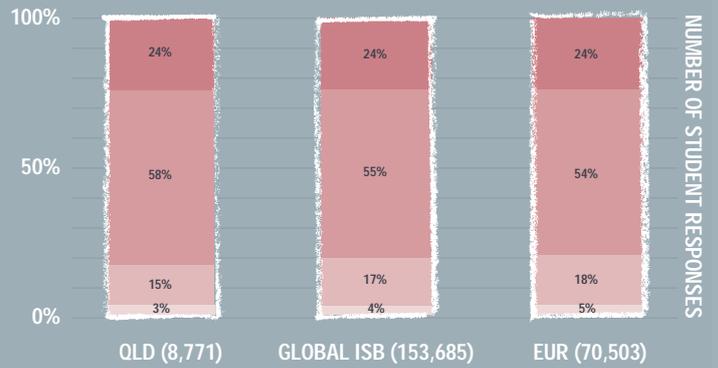
And the *opportunities for work experience/work placements as a part of my studies* scores even 5% higher in the satisfied answer category.

The opportunity to earn money while studying scores 4% higher if compared globally for the 'satisfied' answer category and 1% lower for the 'very satisfied' answer category. In the support section, the *careers advisory service* scores 1% less in the 'very satisfied' category if compared globally and 3% if compared with the European benchmark. The better European score here can maybe be attributed to the greater awareness at the European higher education institutions about the different career advisory needs of international students. International students need more support to understand what is required to get hired in their host country if they chose to stay. From simple resume tips and tricks (i.e. do I include a photo or not on my resume?), to the types of interview questions and the support in building networks, if you have not been raised in a country this may pose large hurdles to get selected for a job. Even when they chose to leave their host country and opt for a career in their home country, they may need career support to find a job in a country in which they have never looked for work or worked before.

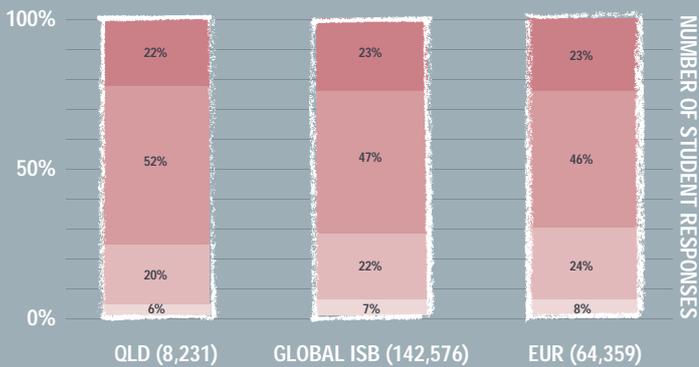
ADVICE AND GUIDANCE ON LONG-TERM OPPORTUNITIES AND CAREERS FROM ACADEMIC STAFF



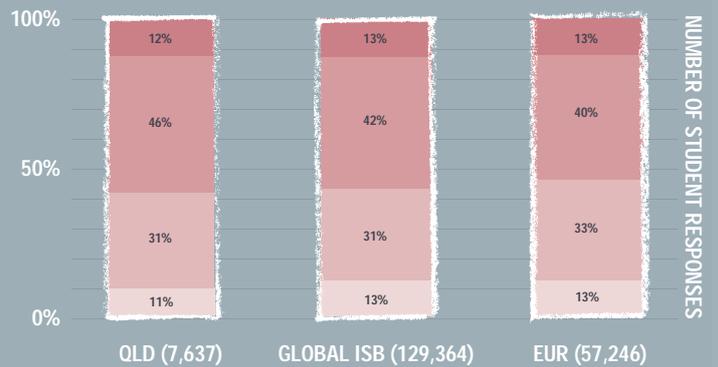
LEARNING THAT WILL HELP ME TO GET A GOOD JOB



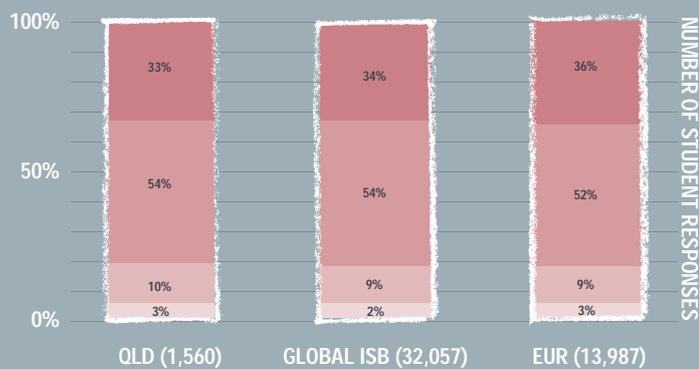
OPPORTUNITIES FOR WORK EXPERIENCE / WORK PLACEMENT AS A PART OF MY STUDIES



THE OPPORTUNITY TO EARN MONEY WHILE STUDYING



CAREER ADVISORY SERVICE



VERY SATISFIED
 SATISFIED
 DISSATISFIED
 VERY DISSATISFIED

International Data Insights

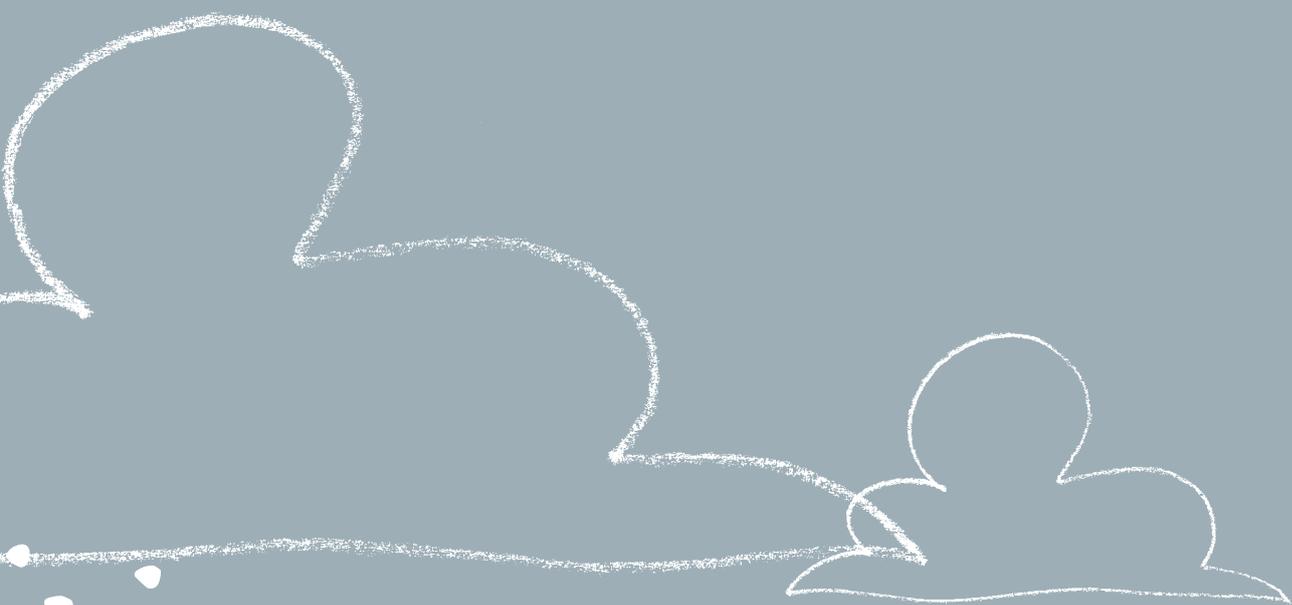


What Matters Most In Recommendation?

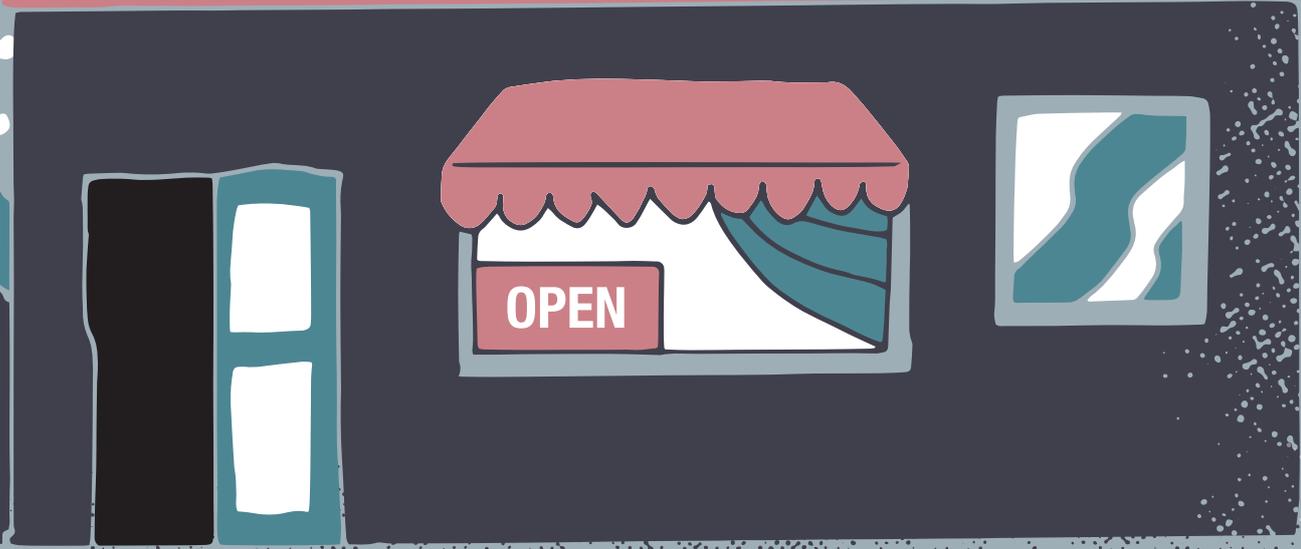
What makes an international student recommend the study experience abroad to other prospective international students? ISB data allows us to look at derived importance to help us understand which elements matter most in the recommendation. As indicated above, globally the highest correlation (35%) with recommending the study experience comes from 'learning that will help me to get a

good job'. The Queensland dataset shows the same high importance. International talent that opts for study in Queensland find employability a key element for recommending the study experience to other (prospective) students. Hence supporting their employability will most likely turn them into brand ambassador alumni for the region.





WAR FOR
TALENT



EMPLOYABILITY

Restaurant Landscapes

The success of a dinner party depends not just on having the right ingredients or even the meal itself, the layout of the table, the choice for the drinks, the music, the light, the ambience and the guests, all provide the context and hence matter.

Restaurant Landscapes

In this chapter we will sketch the various restaurant landscapes to get a sense for the differences and similarities. It will help us understand the contexts that influence employability for international talent in Queensland. In the past months the Study Queensland *Innovators in Residence* have had numerous discussions, provided and attended panel sessions, gave workshops, researched options, challenged perceptions and piloted ideas, to better understand the contexts for talent attraction, talent nurturing and talent retention in Queensland.

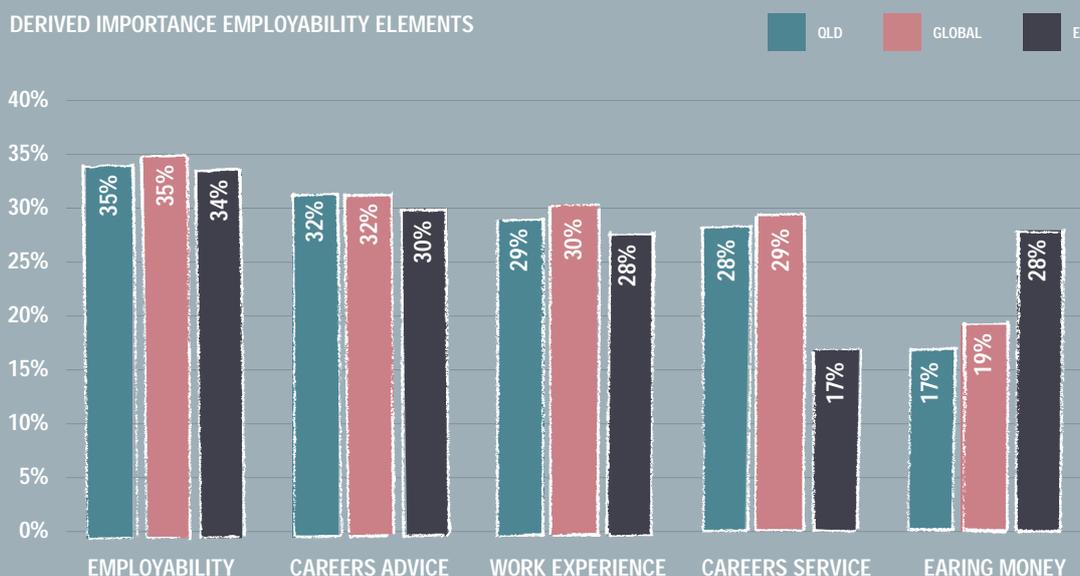
Understanding what attracts international talent to a university in Cairns and how this may differ from the type of talent that would feel at home in the innovation culture of the University of Sunshine Coast provides the regional context around the type of talent you want to attract. But what about the attraction of talent when the national policies are not aligned?

During the *Going Global* Conference in Berlin in May 2019, the British Council launched the fourth annual report called *'The Shape of Global Higher Education'*.

The report stipulates that many countries nowadays have strong ambitions for their higher education strategies where competition for talent seems to be a top priority. When this results in the co-ordination of international education and immigration policies, this supports a message of welcoming culture to international talent. Moreover, it helps if the national educational targets are set with a clear idea in mind as to the kind of talent they seek to attract. *"This implies that a country's education proposition needs to be backed by monetary commitment. The latter is a reliable indicator of the level of global competition for student talent."*⁵

However, without understanding the global context of the 'war for talent' and the skills that support employability, the dinner party will not turn into a success. In painting the contexts that matter for international talent attraction and retention, we aim to spice up the discussion.

DERIVED IMPORTANCE EMPLOYABILITY ELEMENTS



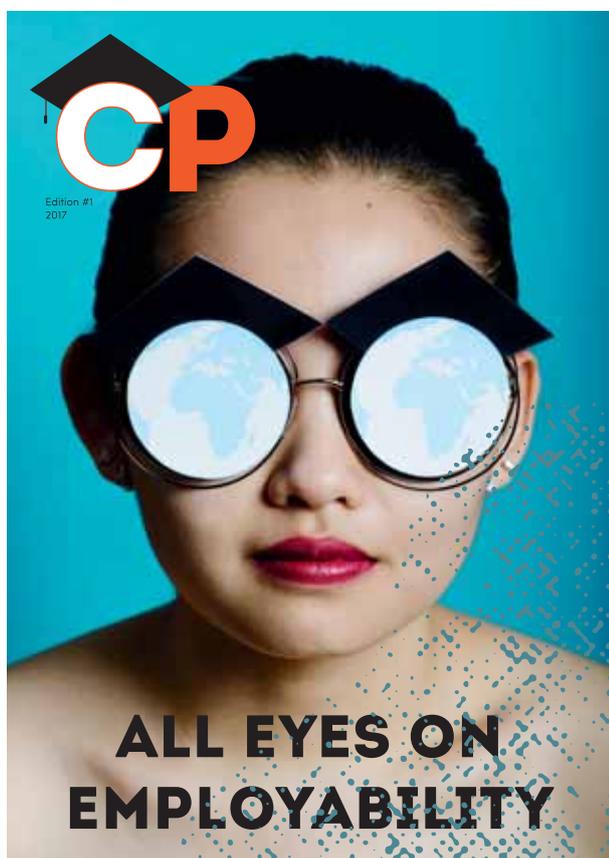


⁵ 'The Shape of Global Higher Education: International Comparisons with Europe', British Council 2019/K006
https://www.britishcouncil.org/sites/default/files/k006_02_the_shape_of_global_higher_education_in_europe_final_v5_web.pdf

Restaurant Landscapes

The International Restaurant Landscape

In a world where far-reaching changes, automation and digital technologies impact the changing employment landscape, higher education institutions around the world are under pressure to rise up to those global challenges and prepare students to succeed in an increasingly interconnected world.



Estimates range that between 16% and 47% of the jobs that today's students are studying for are at risk from automation by 2030⁶. 'At risk' doesn't mean the job will disappear, but it does mean that the person doing the job will need to transition their skills, either to continue in their position or to find a new one.

Economic groups like the World Economic Forum claim that the gap between the skills people learn and the skills people need is widening, as traditional learning falls short of equipping students with the knowledge they need to thrive. Global employers like Google, Apple, PWC, IBM and Bank of America no longer require a college degree. Education thinkers like Jack Ma are calling for a revolution in what, when and how we teach. The Foundation for Young Australians found that nearly one in three young people in Australia are currently unemployed or underemployed and on average it takes 4.7 years to transition from full time education to full time work.

It is rather obvious that a globally competitive talent system is a top priority for economic growth, innovation and productivity. Increased engagement and integration between the education and training sector and knowledge intensive industries are highly correlated with greater levels of efficient talent allocation, innovation and productivity performance⁷.

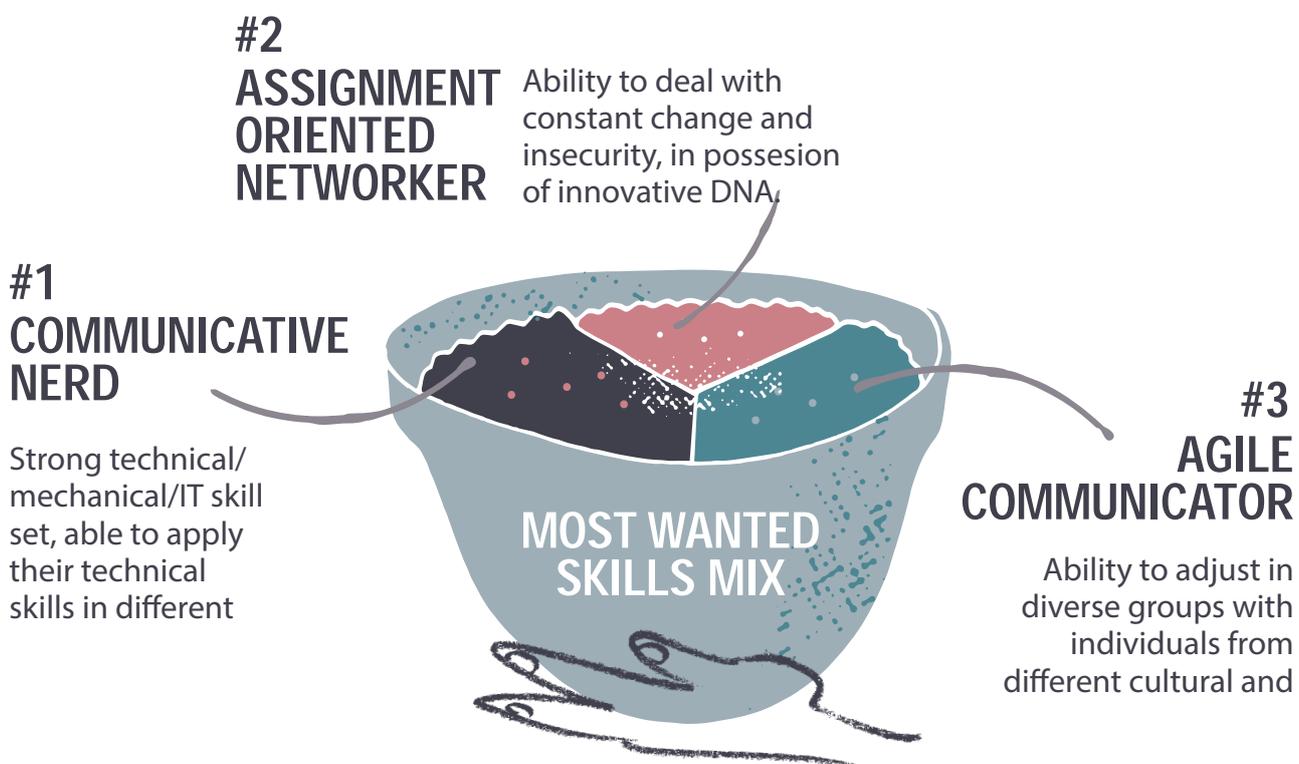
Recent Global CEO surveys⁸ indicate that top business priorities for CEOs were innovation, human capital and digital and technology capabilities. 77% of CEOs see the availability of key skills as the biggest threat to their business with soft skills such as creativity and innovation, leadership, problem solving and collaboration cited as the biggest shortfalls.

The qualitative CareerChats project⁹ identified 3 type of skill sets that employers indicated as valuable: The Communicative Nerd, the Assignment Oriented Networker and the Agile Communicator. The stronger focus on automation in our current world has an impact, but nonetheless the largest focus is on skills such as agility, creativity, empathy, and in particular communication.

For the CareerChats project employers, students and HEI professionals were interviewed to discuss matters around career preparation and employability. In order to understand how we may close the gap between education and the world of work and support students to become the most talented version of themselves, because *“the future belongs to those who believe in the beauty of their dreams.”*

When you are challenged to follow your dreams, it always helps if someone can show you the way. But to what extent do higher education institutions need to support students in bridging the gap between education and the world of work? Discovering and being yourself is not easy in this fast-paced, technology driven world. Especially for international graduates who are about to move into the world of work in their host country, this presents a challenge.

In response to the changing future of work, education is becoming more experiential, modular and lifelong. A rise of informal, micro and online models is both challenging traditional higher education and training providers and being co-opted by them into and around curricula. The scalability and intercultural dimension needs to be taken into account too, to ensure the menu served attracts, integrates and retains international talent to a region.



Reference – <https://www.linkedin.com/pulse/most-wanted-skills-5-years-time-nannette-ripmeester/>

Restaurant Landscapes

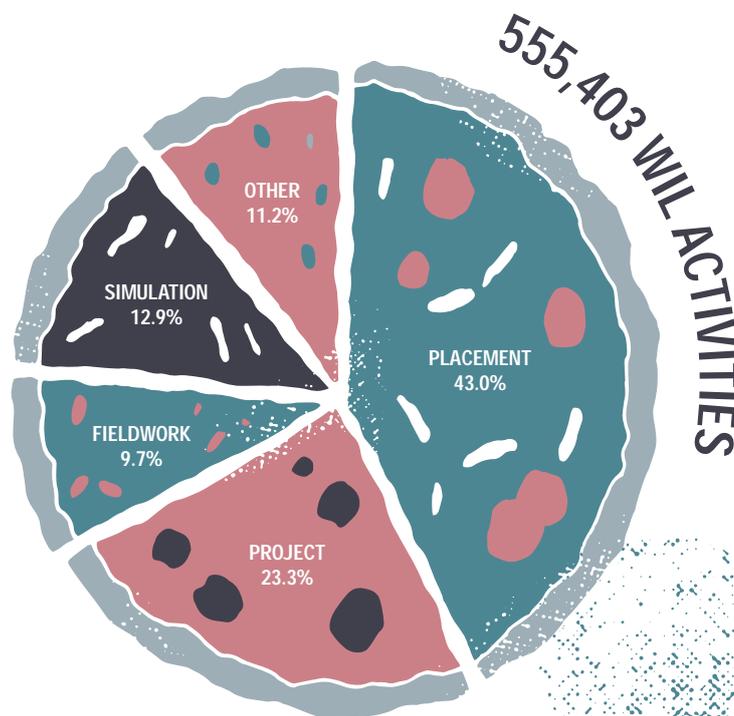
The Australian Restaurant Landscape

As a globally integrated, advanced knowledge economy, Australia is fully exposed to global trends reshaping the future of work. A recent Google report identified that automation and globalization will cause tasks across all Australian occupations to change by an average of 18% every decade¹⁰. The report found that to adapt to the future of work, Australians will undertake a third more education and training and change what, when and how we learn. The report stated that the most valuable skills will be those that complement, rather than compete with automation and artificial intelligence. The fastest growing skills are the uniquely human traits that machines cannot easily replicate such as: adaptability, teamwork, creativity and integrity. Some of the strongest demand for additional and extended education and training will come from younger people, who will need to be much better prepared than their parents to keep up with a highly dynamic work environment.

Last year The Economist highlighted Australia's surprisingly internationalised talent and education system as a key factor in strong long-term economic performance. The report highlighted that 29% of Australia's inhabitants were born in another country, the highest level by far in the developed world. 8% of the population speaks an Asian language at home. International education is Australia's largest service export, with 600,000 international students in Australia contributing \$32.2bn to the economy and representing more than 17% of the higher education student population – highest in the world alongside the UK.

Students throughout the world expect a tertiary education to equip them with the skills, knowledge and attributes to thrive. Australian governments and education providers know that employability is essential to a quality tertiary education and international student experience

Developing international students' employability skills – during and after studies – is a key objective of the Australian Government's National Strategy for International Education and all Australian state and territory international education strategies.

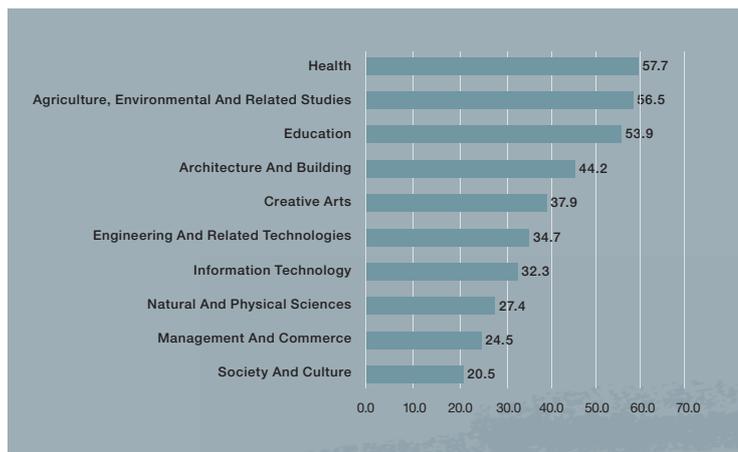


Recognising the importance of employability, every Australian University has a strategic goal to provide all of their student's employability skills and work integrated learning experiences. These aim to build on and augment curricula, encompassing both technical depth and interdisciplinary breadth, producing adaptable and pragmatic graduates who can think critically and solve problems creatively.

In the 2019 QS Graduate Employability Rankings, eight Australian universities featured in the top 100. Four were in the top 50 and two in the top 10. The QS survey found more than 80 per cent of Australian employers were satisfied with their graduates. The Australian Government's Quality Indicators in the Learning and Teaching (QILT) survey reported that 86 per cent of Australian graduates were employed within four months of graduation.

The nation's first comprehensive snapshot of Work Integrated Learning published by Universities Australia in 2019¹¹, found that Australian universities offered 555,403 workplace experiences in 2017.

While a very substantial number, this figure represents approximately 1/3 of Australia's 1.5 million students, perhaps falling short of the demand from learners and strategic aspirations of providers.



The most common type of WIL in universities was a placement, accounting for 43 per cent of the total WIL activity in 2017. This can be partially explained by placements that are integrated into specific degree programs because they are mandatory for registration in professions such as teaching, medicine and nursing.

For students in Health and Education disciplines, a WIL placement is a requirement for professional accreditation, which may explain the high participation rates. WIL activities in other disciplines are optional, which may explain the lower participation rates. The outlier is students enrolled in Agriculture, Environmental and Related Studies, where WIL tends not to be a mandatory part of the course but where participation by students in WIL is extremely high.

¹⁰ Future Skills <https://www.alphabeta.com/wp-content/uploads/2019/01/google-skills-report.pdf>
¹¹ UNIVERSITIES AUSTRALIA - Work Integrated Learning in Universities: final report, April 2019

Restaurant Landscapes



Most international students study abroad to improve their career prospects. However, some barriers are unique to international learners. Australia's employability programs increasingly target international students. This is in recognition of access and equity challenges, as well as the intercultural benefits that accrue to domestic students and businesses. The overall WIL participation rate of international students – 38.2 per cent – was relatively similar to that reported for domestic students (37.1 per cent), and participation rates were also comparable at both undergraduate (39.5 per cent vs 38.7 per cent) and postgraduate coursework levels (36.6 per cent vs 36.7 per cent).

A recent Austrade Innovations in employability report,¹² identified that continued innovation in employability was critical to vital to Australia remaining a study destination of choice for international students, and for the Australian education system to remain relevant to the industries and societies of tomorrow. The report highlighted the need for;

1. Strong partnerships between study destination agencies, education institutions, and employability and technology service providers to ensure students' access to work-integrated learning experiences during and after their studies
2. engagement with Australian businesses by education stakeholders to understand and meet their needs and expectations with employability programs to deepen the education-industry nexus
3. Initiatives that focus on cultivating, supporting and encouraging students' entrepreneurial capabilities to take their ideas to the world
4. Investment in new technology enabled delivery models to help students meet their study and employment goals, opening opportunities for delivery on a far larger scale than has previously been possible
5. Attention to the rising global attention given to microcredentials, recognising skills that are directly relevant to the immediate needs of learners as an integral component of global education systems.

¹² INNOVATION IN EMPLOYABILITY Austrade Education Insight Series, Commonwealth of Australia, March 2019

¹³ The Innovation Imperative, August 2018 Risks and opportunities for Queensland over the coming decades of economic and technological transformation; The innovation imperative: Risks and opportunities for Queensland over the coming decades of economic and technological transformation. A Report by CSIRO Data61 for the Queensland Government Department of Innovation, Tourism, Industry Development and the Commonwealth Games. Brisbane, Australia Hajkowicz SA, Neale N*, Cameron L, Horton J, Naughtin C, Bratanova A, Sauer K*, 2018

The Queensland Restaurant Landscape

In its turn, Queensland shares many of the global and national drivers transforming the imperative and nature of employability for international education and training. Research estimates that approximately 868,000 current-day jobs in Queensland are 'at risk', primarily from task automation over coming decades.¹³ There are however some real and significant differences that offer both opportunities and challenges;

✓ REGIONAL IMPERATIVE

A defining feature of Queensland's economy and the international education and training industry is the way the industry's activities are dispersed across Queensland. In the financial year 2014–2015 around 34% of all international student nights in Queensland were outside the state capital of Brisbane, compared to just 12% of similar students in New South Wales studying outside Sydney, and 4% in Victoria studying outside Melbourne.

✓ INDUSTRY MIX

Queensland's domestic economy is dominated by service industries, the state's export economy is dominated by primary industry commodities, with some inherent attachment to historically important industries – e.g.; agriculture, manufacturing and mining¹⁴. The 'contest' between traditional and 'new' industries can at times become politically charged and contested.

✓ SME INTENSITY

Quite widely cited as a barrier to employability has been the perception that SME businesses are less able to engage with students in general and international students in particular, and that SMEs are responsible for a significantly higher proportion of employment in Queensland than other jurisdictions. In fact, Queensland's SME employment of 44% is the same as the national average. However, SME intensity is undoubtedly a more significant factor in regional Queensland than in Brisbane.

✓ ACCELERATING ENTREPRENEURSHIP

Queensland has recently gained a reputation as a 'start-up state', rocketing ahead in the past few years to become a relative leader in Australia's entrepreneur tech scene.¹⁵ Start-up activity has increased dramatically in Queensland, from 16.5% in 2015, 19.5% in 2016 to 20.8% in 2017. As a proportion of start-ups, Queensland has now surpassed Victoria (14.4%) and is second only to New South Wales (44%). Uniquely, Queensland has the highest proportion of start-ups located outside its capital city, reflecting the strong innovation potential of Queensland's regions.¹⁶

✓ CULTURAL BARRIERS

It is well understood that international students face some unique challenges in engaging with and accessing Australian employers. These include language, culture, job-hunting skills, confidence, employer understanding of work rights and prevailing attitudes among employers. These issues have been more highly and consistently cited in Queensland consultations than in other jurisdictions. The idea that employment opportunities are more readily offered to local students than international, particularly in areas of employment scarcity and in traditional industries has been widely commented on.

¹⁴ The Innovation Imperative, August 2018 Risks and opportunities for Queensland 2018

¹⁵ McCauley, A, StartupAus quoted in the Brisbane Times 16 May 2018. <https://www.brisbanetimes.com.au/business/small-business/brisbane-startup-conference-plans-next-generation-of-national-policy-20180516-p4zfl1.html>

¹⁶ Startup Muster Annual Reports, Various years



Serving Suggestions

This Industry Innovators in Residence Insights Report aims to offer inputs for every employability meal to be consistently excellent - high quality, nourishing and flavourful. In this chapter we provide our serving suggestions.

Serving Suggestions

KEY RECOMMENDATIONS FROM THIS REPORT

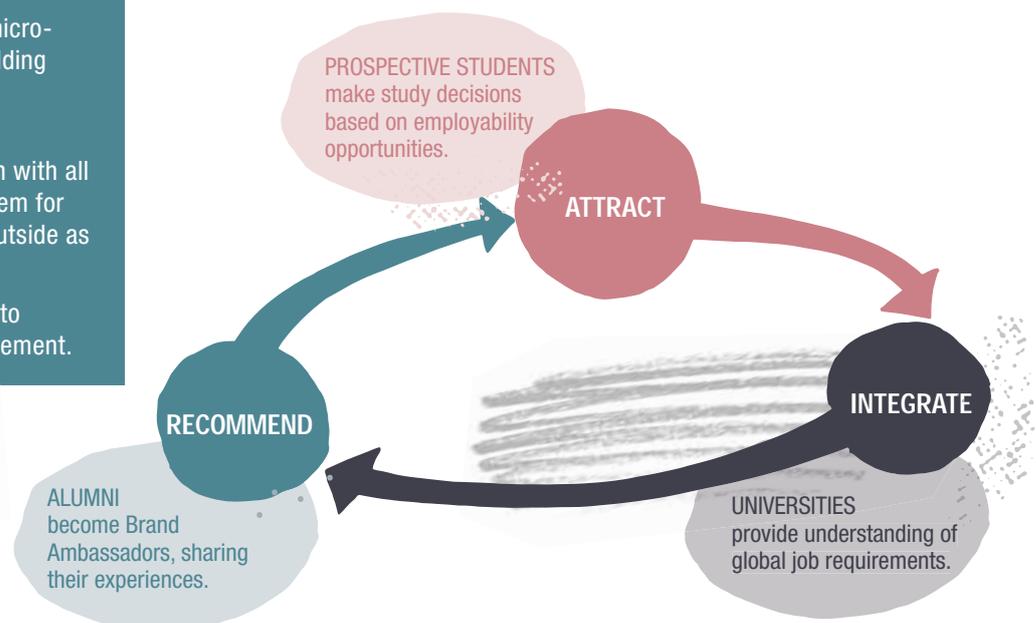
1. Take international graduate employability seriously – embed employability as a key part of the international education destination value proposition.
2. Engage, educate and add value to employers through employability programs to create connections and pathways.
3. Provide opportunities for students to build their employability and develop a pattern of authentic experience with employers across the student lifecycle.
4. Embed an experiential learning led approach that builds deeper skills and capabilities for lifelong advantage.
5. Build students employability mindset and support involvement through micro-credentials and embedding employability into the curriculum.
6. Take a global approach with all students to prepare them for career opportunities outside as well inside Australia.
7. Incorporate technology to enable scale and engagement.

Embedding Employability As The Ultimate Conversion Enhancer

The *AIR circle*¹⁷ shows how Attraction, Integration and Recommendation impact each other. The attraction of international students to a particular higher education institution is based on the potential for future career impact.

During their studies, the satisfaction of international students comes from employability and career-related elements supporting integration into the academic life abroad. The key element for recommendation of the institution comes from feeling employable and ready for the steps after graduation. Prospective students are keen to find out from the institution's alumni how they enjoyed their study and how it has contributed to their current career success and job satisfaction. In other words, it is a closed recruitment circle of happy students, employed alumni and prospective (international) students.

Hence, the rationale behind the importance of the *AIR circle* as 'the ultimate conversion enhancer' is satisfied alumni, having received international and intercultural careers advice that prepared them for the global world of work. "Happy students are good for marketing purposes. However, the ultimate conversion enhancer are satisfied alumni. Happy international graduates working across the globe,



Reference – <https://www.linkedin.com/pulse/attract-integrate-retain-creating-air-circle-build-ripmeester/>

with a successful professional life and the skills necessary to cope with the challenges of modern society, are more likely to recommend the university they have attended.¹⁸

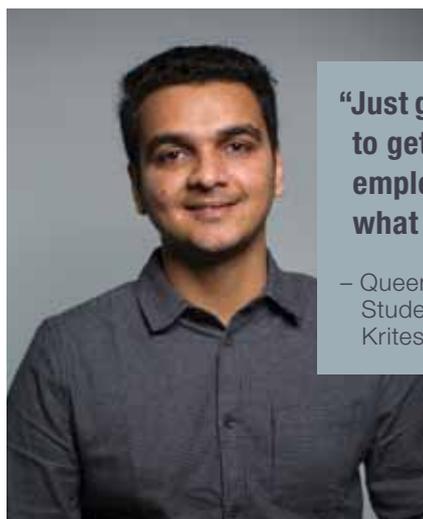
Creating Value For Employers And Alumni To Engage

Creating more direct, authentic opportunities for international students to engage with employers in experiences relevant to future careers was universally cited as an opportunity for Queensland by international students interviewed for this report.

Shared, valuable objectives can be created between employers, students and educators. A recent Northeastern University survey of 750 hiring leaders found that employers' top priority recommendation for colleges and universities was to "include real-world projects and engagements with employers and the world of work" in their programs. This was followed closely by providing academic credit for experience and on-the-job learning, as well as including more industry-based validation of curricula.

For employers, common success factors in Work Integrated Learning include;

- ✓ Give back to students and community – many professionals are seeking opportunities to give back to younger people who appreciate their time and invest in the future of their sector – if the below conditions can be met as well!
- ✓ Get value add work done – some clear outputs with potential business utility make a commitment of effort decision easier.
- ✓ Develop staff capability – develop the coaching and management capability of junior-mid career staff through engagement with students.
- ✓ Connect with future talent and fresh, diverse perspectives – engage with young people who at best might be future recruits and at least have a different take and interesting perspective. Awareness of work rights for international students can assist.
- ✓ Efficient models with manageable and clear time inputs and costs – busy professionals with many demands need to understand how their time will be respected and managed to deliver an ROI. They don't want to get entangled in an open-ended experience.



“Just give us an opportunity to get in front of an employer. We will show what we can do.”

– Queensland International Student Ambassador, Kritesh Patel

¹⁷ 'Leveraging data to improve your AIR circle', All Eyes on Employability, CP Magazine, 2018

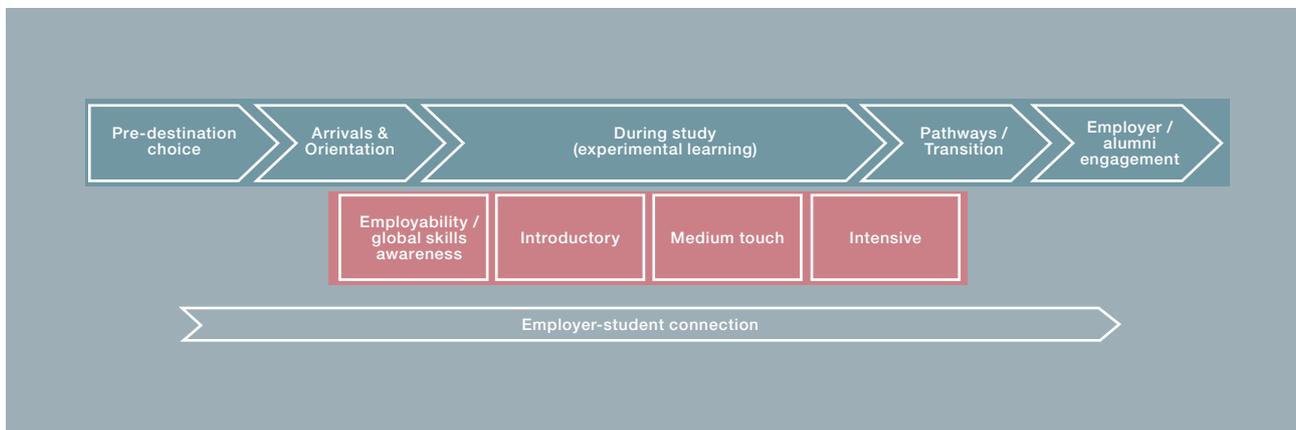
¹⁸ 'When being 'book-smart' is not enough; skills graduates need to succeed in the future workplace', Nannette Ripmeester, E 1.10, IHE Handbook, 2018 Volume No. 1, DUZ MedienHaus

¹⁹ <https://www.universityworldnews.com/post.php?story=20190213103113978>

Serving Suggestions

Across The Student Lifecycle

Students are building their awareness and technical knowledge across their study experience. The same is true of their employability skills and capabilities. The employability value proposition will benefit and better engage students scaffolded set of opportunities for students across the student lifecycle. This should develop a pattern of authentic insights and experience with employers across the student lifecycle, from pre-departure through the phases of onshore study, to transition to career and alumni. The importance of understanding the different career needs, in particular with regard to the job-hunting process, international students have is key in this respect.



Embed An Experiential Learning Led Approach

Experiential learning and critical thinking are crucial to deliver to students a lifelong capacity to evolve their skills and capabilities to navigate the changing future of work. If we are primarily teaching content and an industry skill, then we are only providing someone a commodity with a limited lifespan. If we are teaching ways of thinking and the skill of learning, then we are conferring an ongoing evolutionary advantage.

This is easier said than done. These types of valuable experiences are often complex and costly to manage, monitor and quality assure at scale.

There are some common success factors in successful experiential learning programs; For employers, common success factors in Work Integrated Learning include;

- ✓ Support for learners – to apply knowledge to new settings and complex problems.
- ✓ Meaningful engagement – with experienced practitioners aligned with program learning outcomes.
- ✓ Shared, valuable objectives and a common framework – for student, mentor and educator collaboration.
- ✓ Facilitation of the critically reflective learning process – which is required for competency and character development.



“International students need to be encouraged and challenged to build their employability and entrepreneurial mindset. It is up to each student to seek out and build the experience that employers will find valuable or will help them get investors interested in their start-up. Being employable is not about getting an internship with a Big 4 firm, but it is about lifelong learning and gaining a unique experience while studying overseas, such as the meetups, pitch competitions, volunteering and part-time jobs that Queensland has been offering.”

– Ocean Cheung, Queensland International Student Advisory Panel (QISAP) member 2018 and Managing Director, Startup Interns

To truly support students in their career goals, employability should be integrated in the curricula, allowing students to think about their future career and supporting them toward their next step into the global world of work. Delivering these programs for credit and building them into the curriculum means that students are required to make fewer trade-offs between grades, work and employability building experiences. Tomorrow’s jobs do not exist yet, however, we can prepare our students for the world to come²¹.

Frameworks for building and credentialing transdisciplinary ‘employability’ skills are gaining increasing traction, for example the World Economic Forum ‘21st century skills’²². A recent survey of 750 hiring leaders by Northeastern University²³ found that 64% of executives felt that the need for continuous lifelong learning will demand more credential attainment from job seekers.

Take A Global Approach

Provide all students – international and domestic – the advice, opportunities and mindset to build globally competitive and portable capabilities, whether they want to pursue their career onshore or internationally. Understanding the culturally-charged job-hunting ‘game’ is essential for any student keen to make a success of their next step after graduation²⁴. Especially, when students have diverse cultural backgrounds, are not native English speakers, have different professional experiences and above all different future aspirations, it is essential to take a global approach. Nurturing international talent means getting them ready for the next step after graduation and whether that step takes place in Queensland or beyond is less important – in both cases they become brand ambassador alumni for the region that provided them with global employability. Ultimate study satisfaction is in long-term career success.

²⁰ Kolb, David, 1984

²¹ <https://www.universityworldnews.com/post.php?story=20160407174626967>

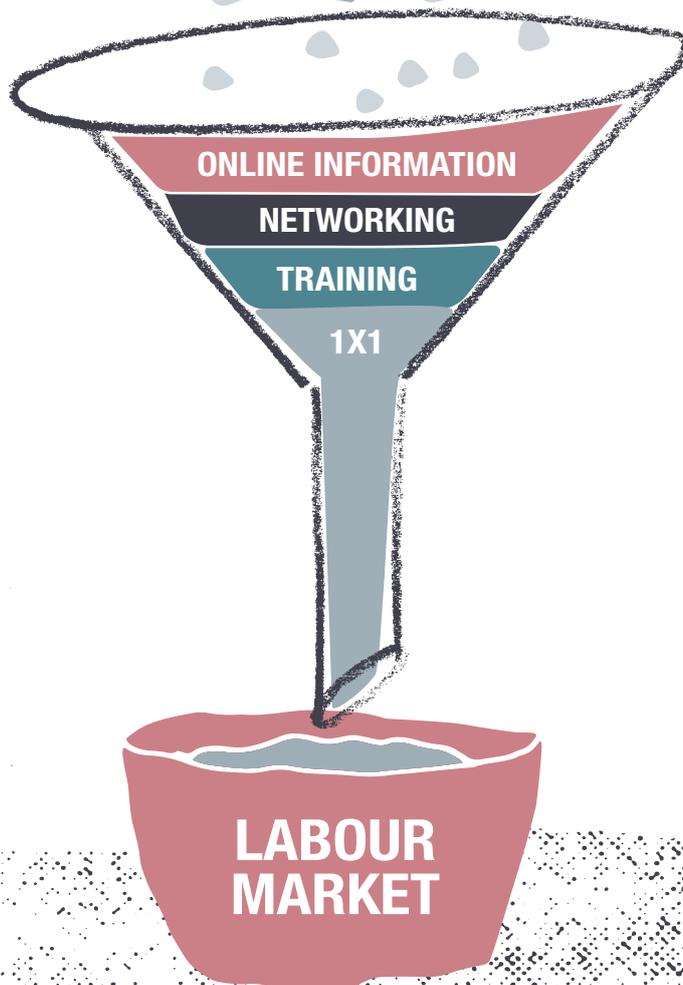
²² <https://www.weforum.org/reports/new-vision-for-education-fostering-social-and-emotional-learning-through-technology>

²³ <https://www.universityworldnews.com/post.php?story=20190213103113978>

²⁴ NAFA 2019 Poster “Incorporating Cultural Differences in Careers Preparation”

Serving Suggestions

CAREER GUIDANCE FUNNEL



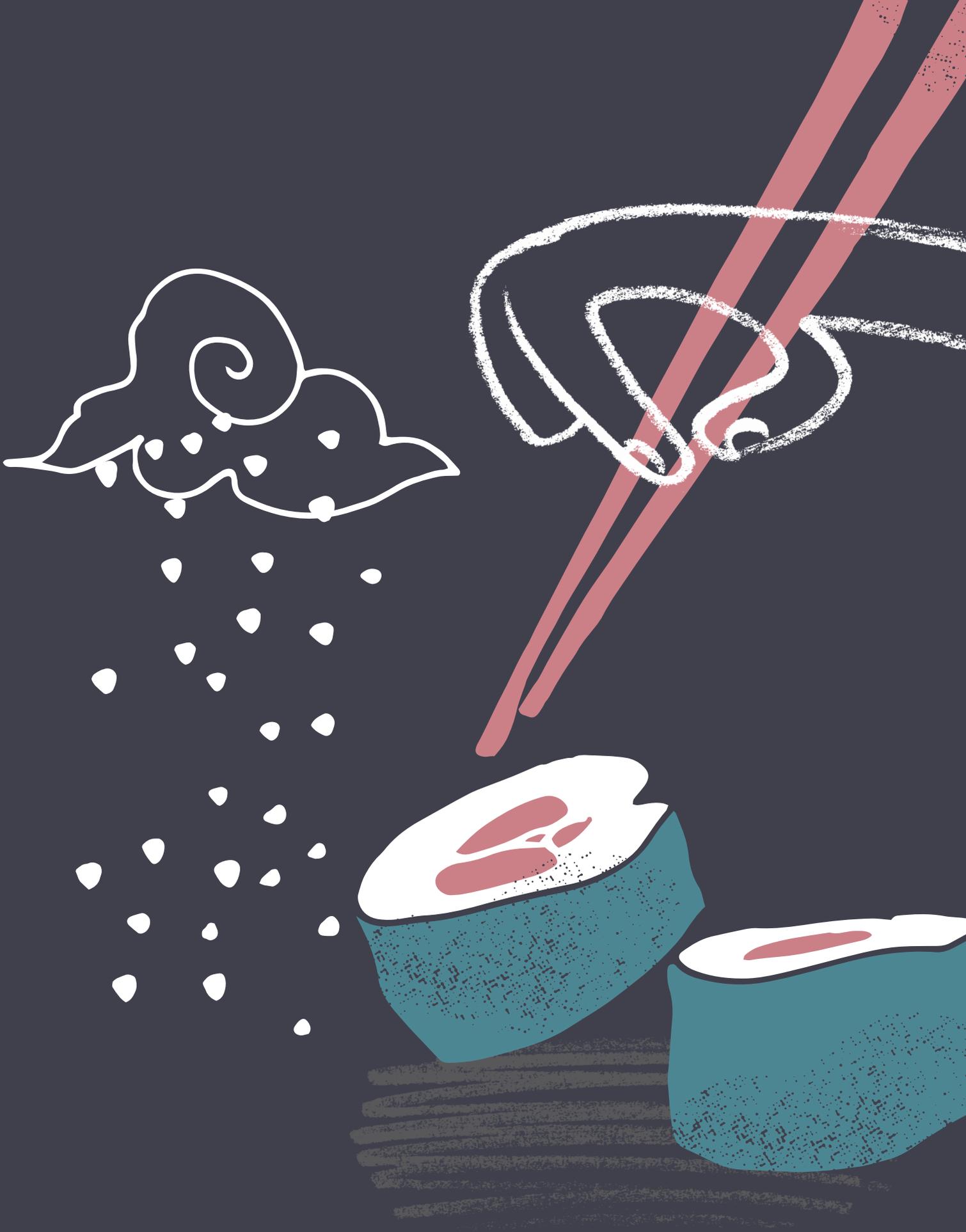
Use Technology For Scale And Engagement

Gen Z students are native consumers of technology and used to navigating apps and platforms. The future of the work will require digital literacy and be seriously influenced by platform economics – think the gig economy – and automation – think human-machine integration.

Indeed, most aspects of our lives are increasingly 'wired up' and education is no exception²⁵: course registration, assignments and a large part of communication happens online. To support employability in education, we should introduce automation if and where applicable to enhance engagement (think gamification) and allow scaling up.

²⁵ https://issuu.com/ieaaustralia/docs/vista_winter_2015_final/17?e=6827210/14550576





Signature Dishes

Every chef has a signature dish. Most of those dishes took many hours of tasting and hard work, some happened nearly accidentally such as the ‘Oops! I’ve dropped the lemon tart!’ dessert by chef Massimo Bottura of the famous Osteria Francescana. We offer some of those ‘signature dishes’ from around the globe: good practice case studies that support the employability of international students.

Signature Dishes

In this chapter, we will look at some good practice examples from Queensland and further away to get an understanding of what is happening across the globe when it comes to the employability of international talent and what is being done to ensure to support both the attraction and retention of talent. The 'signature dishes' are good practice examples of what is being done currently to equip students for the present-day global workplace and turning them into happy brand ambassador alumni, feeling ready to close the gap between education and the world of work.

Signature Dishes with the taste from Queensland

GEN[IN]

The gen[in] Student Innovation Challenge is the first-ever, internationally focused state-wide innovation challenge for young people. The aim of the gen[in] project is to develop the skills and capabilities of Queensland students (aged 14-24) so they can be future wealth creators and social capital innovators.

Cultivating a culture of entrepreneurship across all educational sectors is critical for developing students as job creators. To be successful in the future, students will increasingly need to use skills such as self-reliance, risk taking, creativity and innovation. Young people who can master these skills will be the social entrepreneurs, leaders and directors of not-for-profit and for-profit organisations.

The project formalises a framework for student innovation and entrepreneurial learning through real-life experience and mentorship by industry. The online challenge aims to build the entrepreneurial mindset and skills of participants to create the next generation of wealth creators in Queensland. Initially, hundreds of students around the state - working alone or in teams - present an online sixty second pitch about their innovation. All students who submit a video pitch will automatically qualify to progress to the next round which will see students develop a mini business plan with the help of industry mentors.

A final shortlist of groups will then be invited to a face-to-face challenge, hosted by a member of the consortium, which will include a pitching competition.



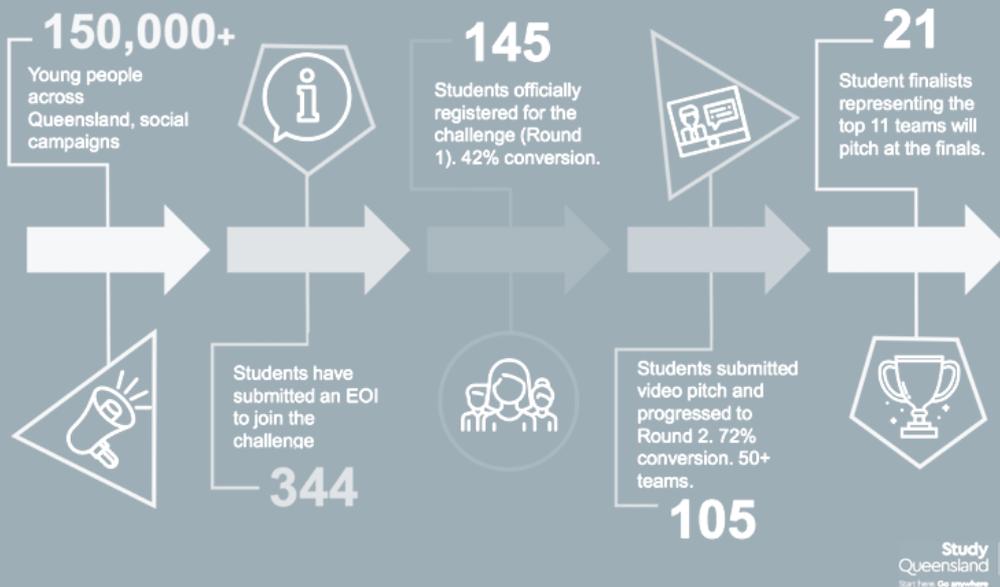
Jiyuan (Jack) is a high school student at St Peters Lutheran College in Brisbane, from China.

Winning gen[in]'s Unicorn Entrepreneur Award of \$4000, Jiyuan worked with mentored from Government and Industry to develop an innovative idea to provide a solution to international student homestay processes.

“gen[in] helped provide me with valuable suggestions, build my network and supported my idea to make it evolve. I can't wait to startup my idea to improve the homestay industry!”

– Jiyuan, 61 Homestay

2018 RESULTS OVERVIEW



gen[IN] is the flagship project from Study Queensland's IET Partnership Fund, and represents strong collaboration between industry, government and the education sector combining their knowledge to nurture our next generation of business innovators.

gen[in] is governed by the Queensland Student Innovation and Entrepreneurship Alliance (QSIEA) – a consortium set up to foster a new generation of innovators in the state.

QSIEA brings together some of the best of Queensland's start-up community to create the next generation of entrepreneurs, with a focus on connecting international and globally-minded domestic students.

The QSIEA provides guidance, governance and support to the gen[in] student innovation challenge project. The QSIEA has a diverse range of members from Government, Schools, Higher Education and Industry, led by Indooroopilly State High School.



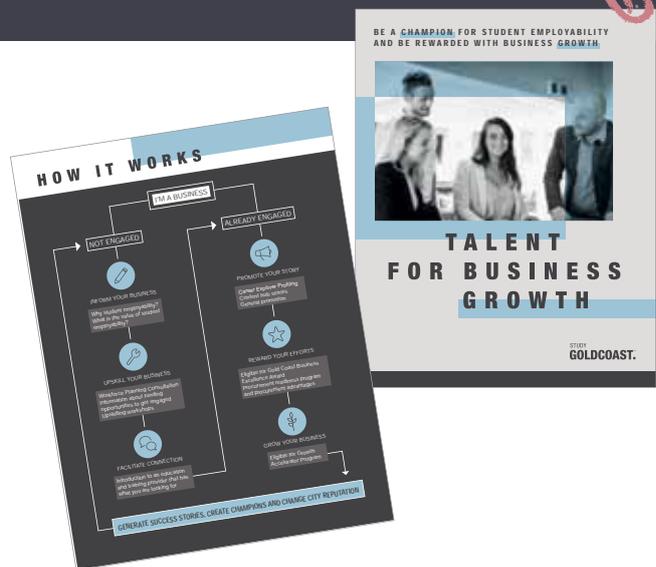
Signature Dishes With The Taste From Queensland



Talent for Business Growth

Talent for Business Growth was created as Study Gold Coast's signature international education and training employability program to support a fast growth regional economy in close proximity to Brisbane which will grow to 1.1M people by 2050.

TALENT FOR BUSINESS GROWTH

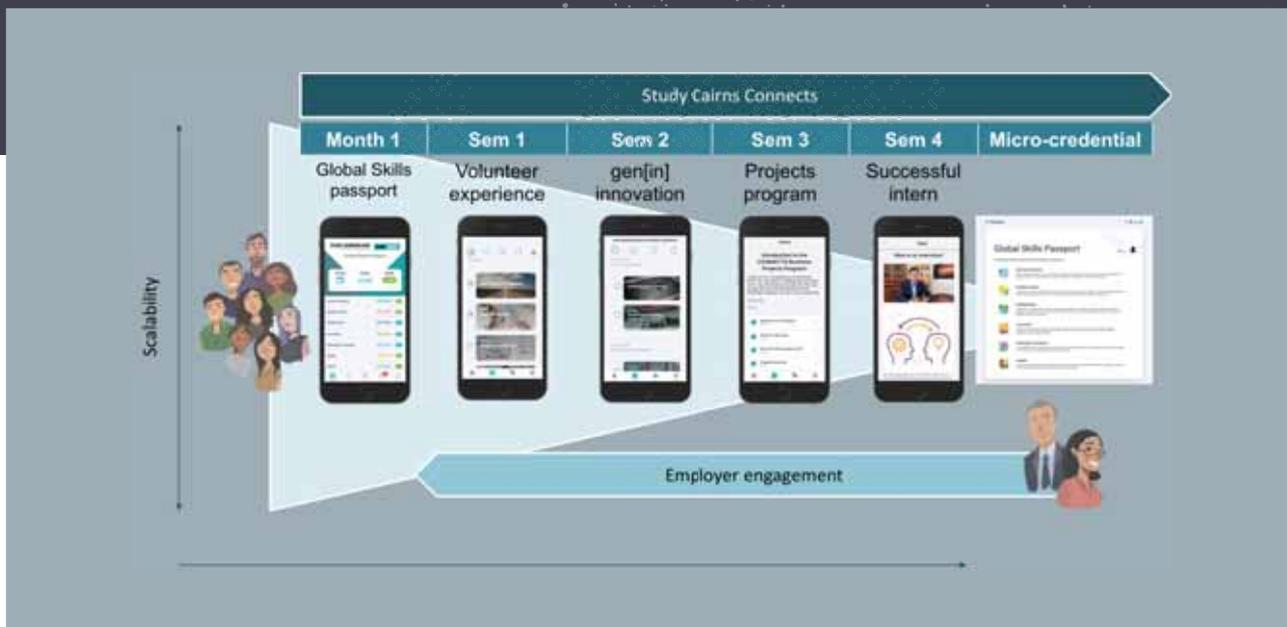


- ✓ Need, opportunity and momentum for the Gold Coast to grow tertiary student participation.
- ✓ That the future Gold Coast workforce will need to rebalance and grow mainly in knowledge intensive and services sectors.
- ✓ That global forces reshaping the future of work were also at play in the Gold Coast and identified that graduate employability programs can provide a competitive edge for the city.
- ✓ A higher proportion of SME employers on the Gold Coast than in most of Australia's top 10 cities.
- ✓ 70% of Gold Coast Businesses saw the need to engage with the education & training sector, soft skills are in high demand from Gold Coast employers.
- ✓ However, Employers find it challenging to connect to education and training sector. Businesses attribute lack of time, locating the right staff in an institution and dealing with bureaucracy as major deterrents for further or more engaged connection. Cultural barriers and Visa issues were also cited as issues in engaging more international students.

Headquartered in the Study Gold Coast Student Hub, the program is employer facing, and aims to connect employers to existing institutional employability programs. It aims to promote to and educate employers (particularly SME's) on the range of programs and initiatives already in place at Gold Coast Providers, the value of a culturally diverse workplace, visas, and on engaging at senior levels with education and training providers.

- Employers are offered a range of incentives to participate;**
- ✓ Workforce planning and growth accelerator consultation
 - ✓ Facilitate connection with an education and training provider that matches your needs
 - ✓ Business promotion, eligibility for Gold Coast Business excellence program and procurement advantages.

In focusing on employer needs, awareness, capacity and incentives, Talent for Business Growth is clearly addressing one of the most important, substantive issues in developing effective and large-scale Work Integrated Learning programs. Creating more obvious, direct value for employers, and programs that are employer value led is a pervasive issue holding back employer-education integration in Australia.



Study Cairns Connects

Study Cairns Connects is a systematic program of employability offerings and micro-credentialing for domestic and international students to develop skills, experience and connections – engaging with a growing ecosystem of Cairns business, community and Government organisations.

The first phase Study Cairns Connects launched in 2018, has offered students from Cairns providers the chance to join a gen[in] innovation workshop, a real 3 week ‘micro’ project with a Cairns employer and an internship program. These programs sit alongside and augment the many employability experiences offered by Cairns based education providers.

In phase 2 of the program launching in 2019, Study Cairns will add a volunteering module, and will launch the ‘Start Here, Go Anywhere, Skills Passport’ - a pilot app platform for all 12,000 Cairns students to build portfolios and micro-credentials of the globally relevant employability skills and experiences they develop alongside their study. Students will build and showcase a unique portfolio of the employability skills like service orientation, innovation, teamwork and communication they have developed here to demonstrate to global employers. The app provides a tool to promote employability activities and opportunities

to students, engage students through gamification them in capturing their experiential learning and competencies, review the evidence of their achievements and issue open badge standard micro-credential certificates compatible with social media platforms such as LinkedIn. Global Skills ‘Bootcamp’ workshops run in the Cairns Student Hub and Cairns providers aim to onboard students to the app, build students employability mindset, engage them with a World Economic Forum 21st century skills-based framework and introduce employability resources available.

For students, this resource provides an engaging, gamified and digital tool to help them to build and demonstrate the experiences and skills they need to succeed in the fast-changing future of work. The app will be an integral part of the Cairns Student Hub and engage students with employability opportunities available to students through Connects and available from local providers.

All Experiences are supported by the Practera experiential learning and micro-credentialing app platform, with employability e-learning content from Gen[in], Practera, Successful Graduate and other providers. This enables a scalable continuum of employability experiences across the student lifecycle accessible by international students to add value to the Cairns study experience.

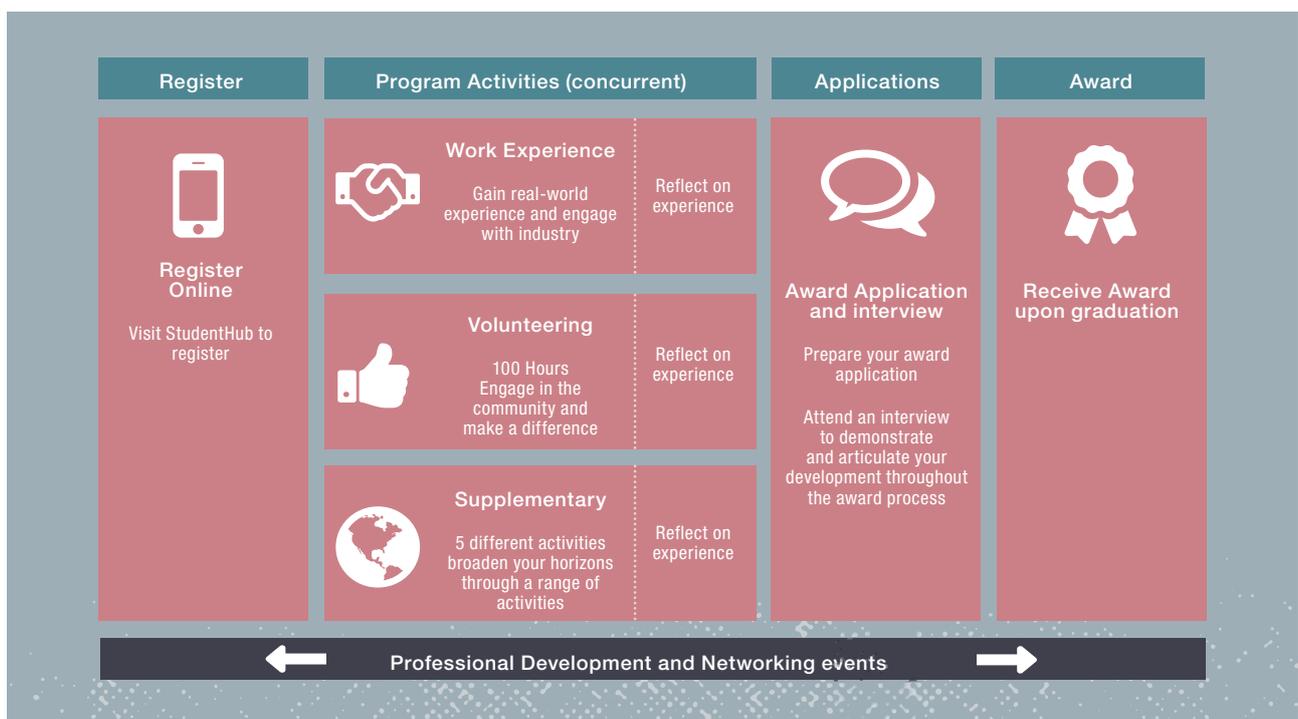
Signature Dishes With The Taste From Queensland

The University Of Queensland

The University of Queensland is Queensland's highest ranked University in the QS employability ranking, matching its overall ranking of #48 in the world.

UQ's approach to student employability development is based on experiential learning. UQ's employability framework engages students in to develop the skills and attributes that employers are looking for through experiences both at university and in life off campus. The University's student employability approach is based on four stages:

-  **Awareness**
 Employability is more than just getting a job. It is the ongoing development of discipline knowledge and skills, and personal attributes that enable you to perform effectively within a work environment and allow you to successfully navigate your career journey.
-  **Experiences**
 Participating in a range of experiences develops valuable skills and attributes which enhance your employability. We promote opportunities and support students to participate in experiences that build professional and personal capabilities that employers' value.
-  **Learning**
 Reflection on experiences to understand what skills and attributes you used, and how you can apply them again to best effect in a work context
-  **Transfer**
 Building students capabilities to understand how to communicate their skills, experience and potential to an employer.



The screenshot shows the EdX course page for 'Unlocking Your Employability'. At the top, there are navigation links for 'Courses', 'Programs & Degrees', 'Schools & Partners', and 'edX for Business'. A search bar and 'Sign In'/'Register' buttons are also present. The main content area includes a video player with a play button, the course title 'Unlocking Your Employability', and a description: 'Learn how to unlock your personal and professional development and market your skills to potential employers to maximise your career success.' Below this is the University of Queensland logo. To the right, it says 'Self-Paced' and 'Enroll Now'. There is also a checkbox for email notifications. At the bottom, there is an 'About this course' section with a note: 'A degree is necessary to secure a graduate role, but employers are looking for much more.' and a table with course details: Length: 7 weeks, Effort: 1 to 2 hours per week.

To help embed their approach, UQ has implemented an employability award for its students sitting alongside and complementing the degree. The Employability Award provides students with a structure for engaging in extracurricular activities to develop their employability, and allows them to gain recognition for their involvement. All students can register for the Award at any time, there are no minimum GPA requirements and participation is self-driven and paced.

To help students understand employability better and develop their skills, UQ have developed a free, self-paced Massive Online Open Course (MOOC).

EMPLOY101x "Unlocking your employability", is a free, self-paced, online course developed by UQ to show you how to take your experiences, extract what you've learned from them and present them in a way that would be attractive to an employer.

Tens of thousands of people from around the world have accessed the program, from countries including the United States, India, Canada, Australia and the UK.

Delivered on the EdX MOOC platform, the self-paced 'UQX' course offers seven modules and features contributions from Australian and international experts and employers, as well as students and alumni. It draws from UQ's employability framework, which enables students to self-reflect on their experiences to develop their employability and transfer their learning to the workplace.

Signature Dishes With The Taste From Queensland



Study Brisbane Student Connect for Jobs

Student Connect for Jobs connects hundreds of Brisbane based tertiary students with innovative start-ups and high growth companies through unique speed-networking events at Brisbane's start-up hub, The Capital.

Student Connect is free to attend, with local and international students from institutions such as the Queensland University of Technology, University of Queensland and Griffith University registering to speed network, along with companies and start-ups drawn from Fishburners, Little Tokyo Two and River City Labs.

The students show participating businesses why they should be hired either as interns or in project and part-time roles. Each of the start-ups and companies also deliver a pitch to convince students why they would make ideal employers. The students hail from a wide variety of courses including computer science, business, marketing, design and engineering.

The program is a collaboration between CSIRO's Data61's job-matching service, Ribit.net, and Brisbane Marketing's Study Brisbane.

The students show participating businesses why they should be hired either as interns or in project and part-time roles. Each of the start-ups and companies also deliver a pitch to convince students why they would make ideal employers. The students hail from a wide variety of courses including computer science, business, marketing, design and engineering.

Retaining and attracting a talented and skilled workforce is essential to growing Brisbane's knowledge economy and is a key priority of the Brisbane 2022 New World City Action Plan. Student Connect for Jobs aims to uncover the next wave of skilled workers to help expand the city's talent pool and propel economic growth.



TAFE Queensland

As Queensland's leading provider of vocational education and training, TAFE Queensland has always embedded practical, work integrated learning into its programs. However, with the job market a competitive and ever-evolving arena, determining a career path is more than just following your passions and skills, it's about being adaptive in this digital age and understanding what skills and jobs are in high demand, and which are facing potential extinction. Competition for graduate jobs is intense and, for international graduates planning to return home, overseas work experience has never been more important.

To help build students employability and meet these demands, TAFE Queensland is working with innovative private providers to develop leading edge solutions that help students transition between classroom and employment.

TAFE Queensland is currently work with Successful Graduate, to deliver online employability training to guide students through the process in preparing them for employment. The training builds new mindsets, confidence and practical skills for students to enter the job market. Another TAFE partner is CSIRO / Data61's RIBIT platform - a job and internship matching platform for university and VET students focused on tech and the digital space. This platform helps connect students studying in these important fast growth areas at TAFE to be connected more to industry, reversing as such searching for jobs to more showcasing talent. TAFE also works with CTurtle, an innovative platform connecting 'Sea Turtles' – an affectionate term for students from Asia returning from international study - with employers. Cturtle is the largest employment network of international students and alumni with over 500,000 members.

Signature Dishes With The Taste From Queensland

Beyond Bond

Beyond Bond is a practical, activity-based, compulsory professional development (CPD) program that extends the duration of all undergraduate degrees.

Administered by the Career Development Centre (CDC), the program formally recognises the wider engagement and experiences students obtain in addition to their academic studies. The program supports students to prepare for the changing landscape of work by developing broader employability skills actively sought by employers.

As part of all undergraduate degrees, students must undertake Bond's three University core subjects: Critical Thinking and Communication; Leadership and Team Dynamics; Ethical Thought and Action.

“Beyond Bond has resulted in a University wide ecosystem of employability development parallel to a student's academic development. We use a career development/employability approach to support students actively explore and seek out diverse opportunities and experiences, be able to integrate these with their academic learning and then consider these in line with their career goals and ideas with a focus on communicating skills. It is evident from the student work that an upward cycle of employability development occurs. In the first few semesters they are exploring and seeking out diverse opportunities, they are undertaking these and learning a range of skills and perspectives, they are then able to identify the skills that they learned and then find new contexts in which to apply them, then finally be able to share these learnings with others.

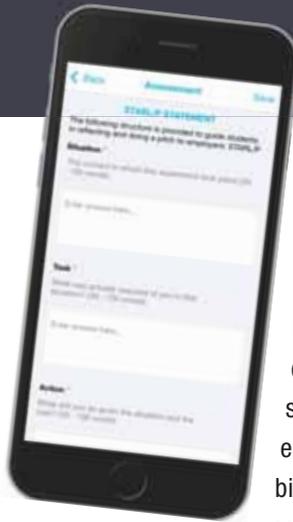
– Kirsty Mitchell, Director and Beyond Bond Convenor, Career Development Centre, Bond University

Beyond Bond guest teaches in the three core subjects. These classes incorporate career development and career management activities, ensuring that Bond graduates have a clear understanding of themselves, the world of work and a detailed strategy to achieve their career ideas/goals.

With the freedom to design their own Beyond Bond journey, students can choose how they complete the program, putting emphasis on areas that most closely align with their career and professional objectives and interests. Example activities students can choose to engage in include continued involvement in current activities (ie: team sport), engaging in new experiences on campus, (ie: student associations) or, engaging in further professional growth and development through activities such as internships and relevant work experience.

The Beyond Bond Framework aims to develop and enhance key employability skills identified as being essential to bridging the gap between university and the workplace. When completing Beyond Bond activities, students are encouraged to consider how these skills have been developed and their relevance as they prepare to transition from education into employment. Students are required to choose elective activities from a minimum of two categories to accrue a minimum of 100 Beyond Bond points throughout their degree.

Beyond Bond acknowledges that students commence undergraduate studies at different levels of career readiness and therefore recognises professional life before Bond through an RPL process. Whether a school leaver or returning to study for a career change, Beyond Bond can be tailored to suit each students' requirements and skill level.



Global Skills Passport, Nation-Wide Australia

The Australian Government through the Department of Foreign Affairs and Trade Australia Awards Indonesia Scholarship program, is piloting a digitally enabled Global Skills Credential and app through its Australia Awards Scholarship program.

The Australia Awards in Indonesia (AAI) is a longstanding scholarships program which sponsors more than 750 postgraduate Indonesian scholars to study each year in Australia. AAI is committed to building linkages for scholars in Australia around their study through the 'On Award Enrichment' program ("OAE"). A further emphasis of the program is on encouraging 'Self Led Enrichment' and in developing skills, experiences and personal qualities of value to future global employers. However, the activities and investments undertaken by scholars have been challenging to incentivise, track, support, recognise and report on.

The 'Global Skills Credential' system links scholars employability skills activity to a set of 6 World Economic Forum based competencies. Students engage with the Global Skills Passport app to collect and curate a portfolio of rich multimedia evidence of enrichment activities and achievements. Students are onboarded to the app via personal impact workshops to connect activities to high value skill building and map out an enrichment plan. An incentives program offers high value opportunities to students engaging proactively with the app and winning points through the leaderboard system. The app produces enrichment data; to enable short- and long-term measurement of skills data.

Three months after a pilot rollout to 150 students, 138 users have registered (92%), more than 40% of participants have been active in generating submissions. The pilot has recently been extended to all 750 AAI scholars.

NSW Global Connections, NSW, Australia

NSW Global Connections program recognises employers for their engagement with international students through programs, internships and employment. Employers are asked to sign the non-binding NSW International Student Business Charter seeking to promote engagement with international students and adherence to a set of principles.

Stories of how international graduates are contributing to their workplaces across NSW, and the mutual benefits to both employers and the international student community from their engagement have been filmed and are shared and promoted onshore and offshore through digital channels.



Signature Dishes With The Taste From Australia



Global Trade Accelerator, NSW, Australia

The Global Trade Accelerator (GTA) is a platform connecting teams of multinational students with expertise and experience in global markets, to undertake real international market research projects for exporters and trade professionals through a gamified project learning app.

Students review a client brief, undertake a virtual market research project aligned to international trade professional standards, work virtually with peers to complete deliverable, receive online client feedback on deliverables and receive a digital completion badge.

The Global Trade Accelerator Program is a two-week virtual program which matches university student teams with exporters and trade professionals to complete an international market research project.

Seed-funded by Study NSW through their Partner Projects 2018-19 grant round, the program is supported by Austrade, the Export Council of Australia and the Global Trade Professionals Alliance. More than 50 exporters have submitted briefs to the platform, and >500 students from 5 Universities have completed projects within 6 months of launch.

Team completion rates have been 94% with an average 80% student satisfaction. All students noted that they improved a range of skills during the program experience, of which the top 3 were collaboration, problem solving and people management.

70% of final reports have met or exceeded client's expectations. Regional food products exporter Rick Martin, CEO of Billabong Jerky has participated twice.

He said; *"For our small company it does have real value, especially in the very initial investigations into a new market. Both reports have turned up some interesting information on sales and market segments that were not what we were expecting, and saved us time and money investigating the market ourselves. I would certainly recommend participation in your program for anyone looking for initial assessments of any export markets they might be considering. The reports definitely provided some good information to build an export investigation on"*.



Study Melbourne Student Hub, Victoria, Australia

The new Study Melbourne Student Centre opened in 2018 in a bright and spacious venue in Melbourne’s iconic Hardware Lane. Double the size of the former site and relocated to the heart of Melbourne’s CBD, the improved Student Centre offers wellbeing services and career support to Victoria’s international student community.

Easy to access and nestled among Melbourne’s famous laneway cafes, the new three-story student centre boasts dedicated event and study spaces, as well as private consultation rooms.

The Student Centre has also expanded its services, working alongside career development hub and education startup Outcome.life. Co-located in the same building Outcome.life offers international students employability services tailored specifically to the needs of budding professionals who have not grown up in Australia.

Study Melbourne provides international students with free 24/7 student support, information and wellbeing service, addressing a wide range of issues including accommodation, health, employment, crisis management and legal problems and helping students make social connections. Outcome.life provides employability support and services for international students through internships, entrepreneurship seminars and networking opportunities.

Student hubs augment and complement student centres available in education institutions, accommodation facilities, and other public space. Physical space in the form of student hubs in many jurisdictions is an important part of the mix of Government support for destination marketing and onshore support.

A physical space serves as a hub for a robust program of promotional events, entrepreneurship, employability and wellbeing services for students. They offer students the opportunity to connect with staff and students external to their education institution. It offers the opportunity to build social and personal connections – particularly for students in smaller providers and living in private accommodation.

While leading Universities and TAFE’s provide a range of student spaces, support services and programs, these do not cater for the entire student market. A significant proportion of students at smaller providers – who also tend to have less familial support - do not have access to services. Sometimes students are less comfortable accessing these services from their provider and would prefer a ‘third party’.

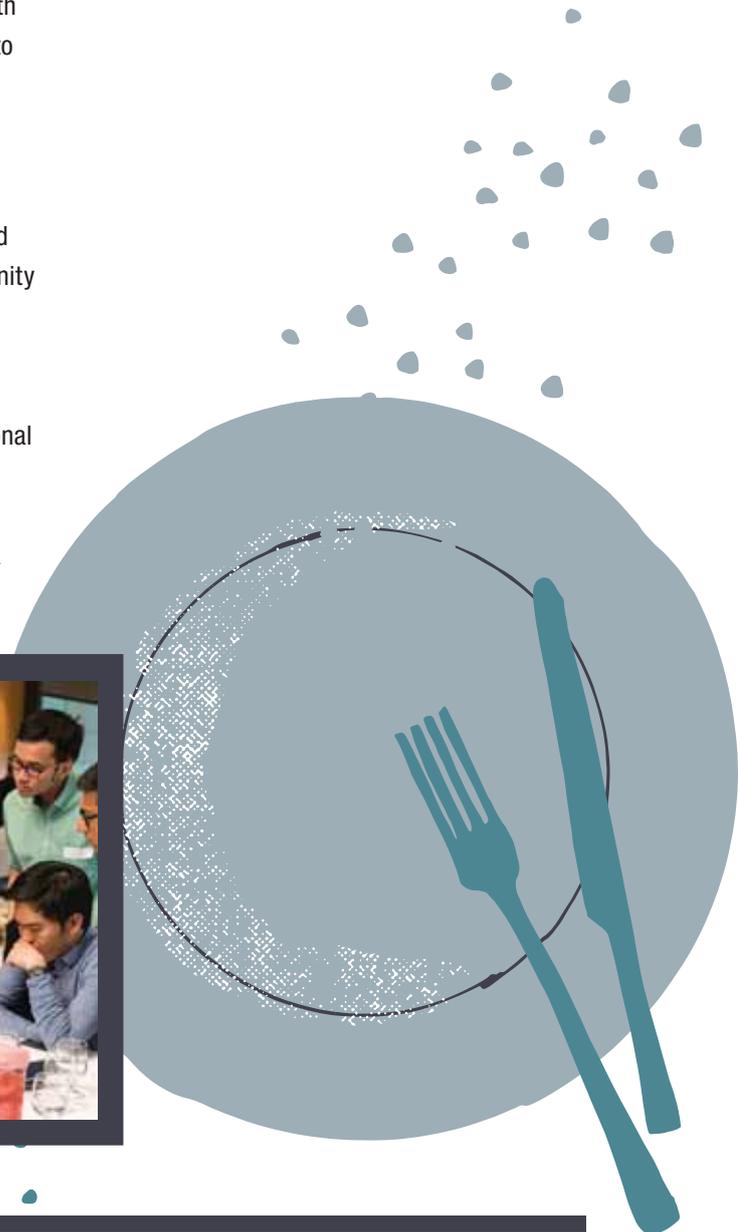
Signature Dishes With The Taste From Australia

LIVE Projects – Melbourne, Australia

Study Melbourne's International Education Sector Strategy details plans for a range of initiatives which aim to enhance the student experience in Victoria beyond the classroom, including the Lead, Intern, Volunteer, Experience (LIVE) initiative.

LIVE Projects is a flagship program within the LIVE initiative which enhances student employability and improve social connections – two key objectives for the LIVE program. Launched as a pilot program in 2017, by February 2019, Live Projects has successfully engaged with more than 180 Government, private and the not-for-profit partners to place 1025 students, working in teams, to deliver 168 work-based projects. The program is co-funded by 13 participating education providers and Study Melbourne.

The program connects teams of multinational, multi-disciplinary and cross-institutional students with government, business and community organizations to work on a real world 3-week team based project. Students attend an orientation workshop, are stepped through a structured design thinking process through an experiential learning app to tackle a real-world project brief and are provided a professional mentor. They meet their clients 3 times and present their findings and report at their client's premises. Students provide, receive and respond to 360 feedback, reflect on their experiences and receive a digital certificate.



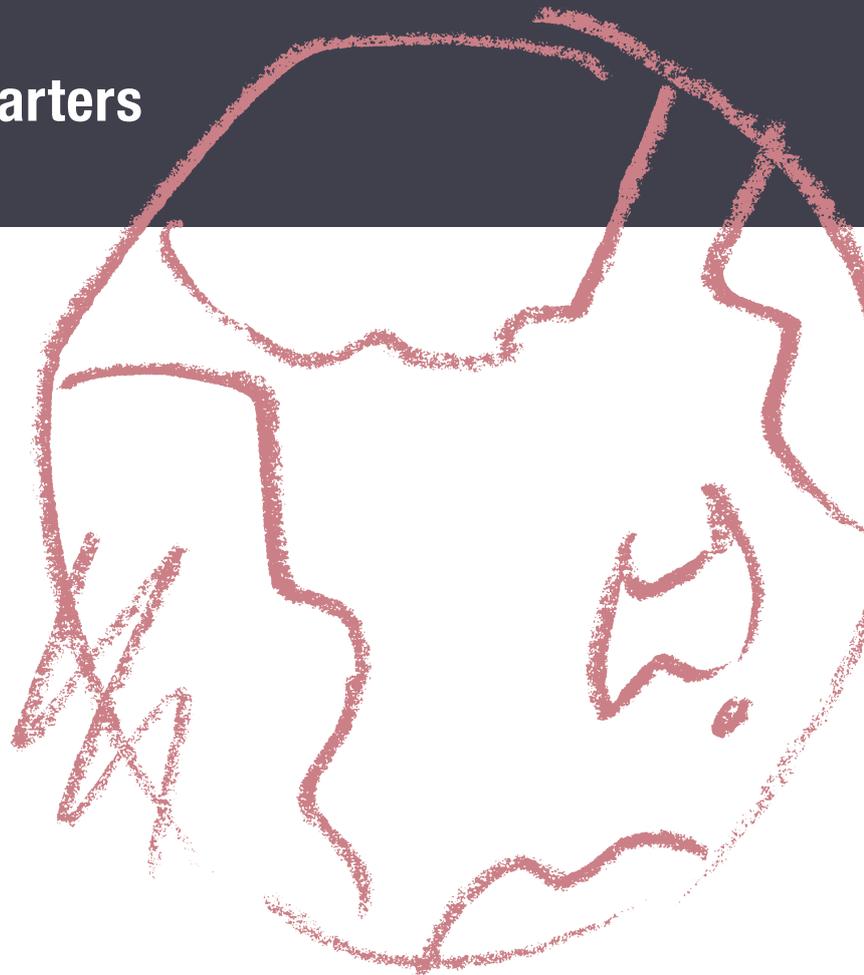
International Signature Starters

Mitacs Canada

Mitacs Canada builds partnerships between academia, industry, and the world – to create a more innovative Canada.

In 2017, the Canadian Government invested \$221 million in Mitacs, which will help it meet its goal of creating 10,000 paid internships per year by 2020–21, providing students with career-building opportunities while also helping Canadian companies innovate and compete globally. Mitacs is a national, not-for-profit organization that designs and delivers research and training programs across Canada.

Over its 18-year history, Mitacs has supported more than 21,000 post-secondary internships and trained more than 19,000 student and postdoctoral participants. Working with 60+ universities, thousands of companies, and both federal and provincial governments, Mitacs builds partnerships that support industrial and social innovation in Canada. Open to all disciplines and all industry sectors, projects can span a wide range of areas, including manufacturing, business processes, IT, social sciences, and design. Mitacs is funded by the Government of Canada, along with Alberta Innovates, the Government of British Columbia, Research Manitoba, the Government of New Brunswick, the Research and Development Corporation of Newfoundland and Labrador, the Government of Nova Scotia, the Government of Ontario, the Government of Prince Edward Island, the Government of Quebec, and the Government of Saskatchewan.



International Signature Starters

Task Telangana, India

TASK is a not for profit organisation created by the Government of Telangana (which includes Hyderabad) in 2016 for the purpose bringing synergy among institutions of Government, Industry and Academia with an objective of offering human resources and services to support industry development.

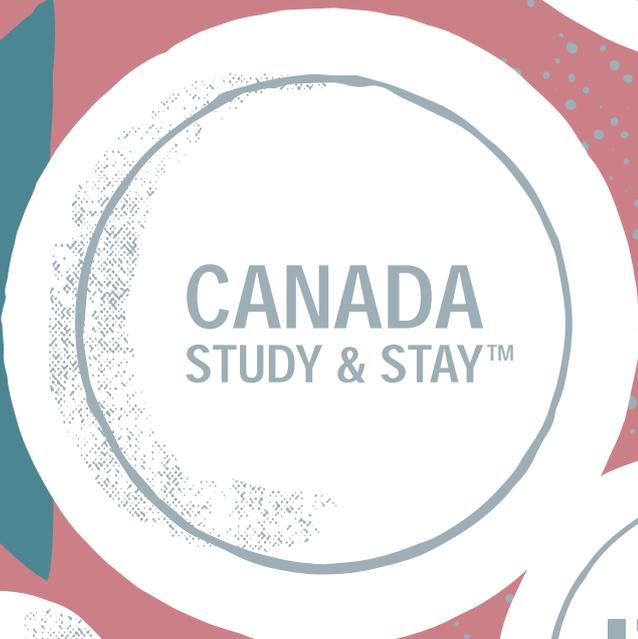
TASK provides focused, systematic programs to connect the leaders of tomorrow from 558 colleges with thousands of companies. TASK has provided subsidized access to e-learning modules and resources to more than 200K for enhancing their technology, personal and organizational skills at highly subsidized rates. Additionally, for colleges, TASK provides faculty development and research pilots, and systematic programs and candidate engagement programs for companies

TASK programs include English language courses, industry projects / visits, internships, mentoring, pathway programs for unemployed youth, career development workshops, a program of thought leader talks, access to maker space labs, recognition of prior learning programs, faculty skill development, MOOC access, entrepreneurship accelerators.





THE NETHERLANDS
CAREERS MADE IN ROTTERDAM



CANADA
STUDY & STAY™



ITALY
CAREERPROFESSOR.WORKS



GERMANY
UNIVERSITY OF BAYREUTH

International Signature Dishes

**Canada, Germany, Italy
and the Netherlands**

Signature Main Course: Study & Stay Program In Atlantic Canada

Shopping List Of Essential Ingredients:

- ✓ Regional vision
- ✓ Awareness of strategic importance
- ✓ Supportive HE leadership

It is widely recognized within Atlantic Canada’s education and training sector that international student recruitment is of strategic importance to the region. Without the presence of international students many language schools, universities and colleges would no longer be viable.

To increase international student enrollments, Atlantic Canada invested in understanding international students’ motivations for choosing to study in Atlantic Canada. In an increasingly competitive international student recruitment space, the institutions in Atlantic Canada are actively considering to “up their game” in attracting students that are a right fit for their institutions. The outcomes from the International Student Barometer project showed the importance of being consistent in outreach to students and to assist students in being the most successful while they are studying in Atlantic Canada.

Some 2017 findings²⁶ as to why students would leave Atlantic Canada after graduation include:

- No suitable jobs available in my chosen career. (43% of 1556 respondents)
- Lack of information on the job market. (33% of 1556 respondents)
- Employers are not interested in hiring foreign candidates. (28% of 1556 respondents)
- Work permit restrictions. (25% of 1556 respondents)

Future plan results stress the importance of government,



facilitating organizations and post-secondary institutions disseminating timely and accurate information about international students’ future prospects in a region. Three of the top four reasons for leaving Atlantic Canada, as cited by student respondents, are based on misperceptions or lack of information.

We asked Wendy Luther from EduNova to talk to us about attraction and retention of international talent to Atlantic Canada. EduNova’s mandate is to work with Atlantic Canada schools and higher education institutions to raise the profile of Nova Scotia’s education and training expertise. EduNova’s focus is on collaborative international recruitment activities and the identification of international retention initiatives. *“Understanding how to retain students once recruited is equally important. If an international student who was intending to study at an Atlantic Canadian school for four years, leaves after four months because of a negative experience, this is bad for the student’s personal success, a client/customer is lost for the institution, and this is detrimental to the school’s ability to attract future students because of negative word-of-mouth and social media messages. Atlantic Canadian institutions are interested in improving their ability to identify and address international students’ needs to improve retention and student success.*

EduNova recognizes the importance of education and training in today’s global economy. When international students choose to study abroad in Nova Scotia, they help connect our province to the world and spread the word about the quality of life and learning found here. When

education providers in Nova Scotia take their expertise to other countries, our province gains further international recognition and respect. We have a long history of dedication to education and we are home to some of the very best schools in Canada. With the Study and Stay™ program, we anticipate retaining that global talent for our beautiful region.”

The Atlantic Canada Study and Stay™ program²⁷ is developed by EduNova for motivated international students who are committed to living, working, and contributing to communities in Atlantic Canada. Each Atlantic province (Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland and Labrador) offers a province-wide program that connects international students to the labor market and entrepreneurship opportunities. The goal of the Atlantic Canada Study and Stay™ program is to support international students to stay post-graduation. The program provides participants with essential skills, resources, and support as they transition from ‘student’ to ‘professional’. The program assists final year (graduating) international students to learn about the local labor market, helps them to build valuable employment skills, gain workplace knowledge, and build meaningful and professional connections through workshops, networking, career conferences, and mentorship. Participating students are provided with one-on-one enhanced and group support throughout their final year of study to ensure they gain the education, tools and connections needed to launch a successful career and fulfilling life in Atlantic Canada.

In Newfoundland and Labrador, a specialized Entrepreneurship Program is added to provide students with tailored career-oriented and entrepreneurship programs, unique to the context of Newfoundland and Labrador. Selected international students get the tools, networks, and knowledge to start their own company, and to apply for Permanent Residency.

A mentorship component is an integral part of the program, providing opportunities for students to apply their learning, build connections, get assistance with their professional development, and gain a deeper understanding of Atlantic Canada’s workplace culture and labor market opportunities.

The Atlantic Canada Study and Stay™ program is a good example of what a region - similar to Queensland in the sense that they are not the region housing the capital city - can do to attract and above all retain international talent. It needs to be a joint effort of government, higher education and employers to preserve the best fitted talent to the region.

Ingredient List:

- ✓ Regional study cluster
- ✓ HE institutions
- ✓ Mentors
- ✓ International students

Preparation Time:

12 months

Cooking Instructions:

- Align all stakeholders
- Set up program
- Keep involving stakeholders
- Roll out program

²⁶ Atlantic Canada participated in 2015/16 and 2017/18 in i-graduate’s International Student Barometer. A region wide ISB is foreseen for 2019-20.

²⁷ <https://atlanticcanadastudyandstay.com>

Signature Main Course: University Of Bayreuth, Bavaria, Germany

Shopping List Of Essential Ingredients:

- ✓ Reassuring government policies
- ✓ Clear visa options after graduation
- ✓ Supportive HE leadership

In 2017, Germany launched its most recent nationwide internationalisation strategy. Attracting 350,000 international students by 2020 was the goal. This target was achieved in 2018. The higher education system in Germany has a significant degree of openness, it has a supportive policy environment for international engagement, it supports both inbound and outbound mobility and has a dedicated body which oversees the execution of the higher education strategy: the DAAD. On top of that the country does not charge tuition fees.

“Countries where higher education institutions have the autonomy to charge tuition fees tend to have much more heavily export-oriented strategies,” a British Council report concluded²⁸. According to the authors “those with relatively low tuition fees, or no fees at all, have broader and more comprehensive international education strategies”.

Germany and the Netherlands are used as examples of nations with different priorities. Germany focusses both on inbound and outbound mobility. With a lesser focus on attracting high-fee paying international students, the country and its higher education institutions have the aptitude to have more substantive support for outbound mobility.

International PhD students form a significant part of the international student body, highlighting the talent-focused policies which aim to attract and nurture global students also at the research level. A deliberate choice by the German government, in line with their economic needs.

As the number of students pursuing higher education outside their home country is now at an all-time high, understanding what factors exert the most influence on their overseas educational experience is a top priority for the educators, administrators, and agents who work with them. The top five most influential elements for ‘happy international students’ in Germany²⁹, highlight the importance of employability skills, future job prospects, and the fact that students’ surroundings do impact student happiness.

Given the increasing importance of employability, both for selecting and recommending an institution of higher education, the question ‘*how well has your institution experience prepared you for your career goals*’ is of imminent importance. Across the globe, 67% of students say they feel prepared for the next step after graduation, the German average is lower at 63%. An exception is the University of Bayreuth in Bavaria in Germany, where 84% of international students say they feel prepared for their career goals. On top of this, the university scores best in Germany regarding the ‘happiness question’, with 94% of international students saying they are happy with their life at the university. Hence, we interviewed Dr. Arnim Heinemann, the Director of the International Office of the University of Bayreuth and asked him whether the two questions were maybe inter-related. *“I would find it difficult to claim this, but I do know that over the past years we have used the ISB and other internal evaluations to constantly improve our education and our services. I have spent many hours myself leading focus groups with international students to understand what worries them, what they like and where can we improve. This constant and structured process has paid off.*

We have developed a structure of counselling and support for our international students. Already in the orientation and recruitment phase, we highlight that not all students can stay at our university for an academic career. We tell them from the very beginning of their journey with us that they need to focus on their next step after graduation and try and define their career goal as soon in the journey as possible. Based on ISB feedback in previous years we expanded our careers orientation and now have a central careers office with a strong connection to SMEs and international firms. They organise career days, career fairs, employer presentations, all kind of events but we are also aware that different people have different (career) needs and that some have no problem asking a question in a large room, whereas that may not work for others.

We try to cater for all these different needs. Next to the central career office, we have very focussed disciplinary careers advice in the faculties. But this support would not work without the English language training that we provided for staff at all levels to ensure we can support our international student population better. At the same time, we have also made more language classes available for our degree-seeking students to help them integrate better in the German community.”

The example of the University of Bayreuth in Bavaria in Germany shows that constantly listening to your international students and adapting your strategies works, provided you dare to make changes that may not be standard in your region of the world. Bayreuth dared to make employability a key focus and understood career needs for international students need different answers depending on where your international students come from.

Ingredient List:

- ✓ Student satisfaction survey
- ✓ International students
- ✓ Reassuring government policies
- ✓ Clear visa options after graduation
- ✓ Supportive HE leadership

Preparation Time:

10 months

Cooking Instructions:

- Align stakeholders
- Roll out survey
- Analyse data
- Make data-driven changes

²⁸ The Shape of Global Higher Education: International Comparisons with Europe', British Council 2019/K006 https://www.britishcouncil.org/sites/default/files/k006_02_the_shape_of_global_higher_education_in_europe_final_v5_web.pdf International Student Barometer. A region wide ISB is foreseen for 2019-20.

²⁹ The International Study Experience in Germany Explained”, GATE/DAAD report 2019: The top five elements that most frequently appeared in the highest correlations with international student happiness in Germany were 'making good contacts for the future' (Good contacts), 'the social activities (organised events)' (Social activities), 'confidence about managing a research project as a result of my experience so far (only asked to PhD students)' (Managing research), 'the surroundings outside the institution' (Good place to be) and 'learning that will help me to get a good job' (Employability).

Signature Main Course: CareerProfessor.works, Università Cattolica del Sacro Cuore, Italy

Shopping List Of Essential Ingredients:

- ✓ A vision on employability
- ✓ Courage to be the first
- ✓ Digital solution

If you say “Italy”, people respond with “pizza and pasta” – as if by any chance this comes close to the rich taste of Italian cuisine. Likewise, if you want to recruit international students to Italy, you have to debunk some myths (and strengthen some pre-existing ideas). The Italian university Università Cattolica del Sacro Cuore (UCSC) in Milan (with campuses in Brescia, Cremona, Piacenza, and Rome) is the largest private university in Italy (and Europe).

When people associate your part of the world with ‘La Bella Vita’, you may want to reframe the context for the initial higher education recruitment pitch. Hence, the recruiters of the Università Cattolica help students (and their parents) understand the region of Lombardy has a 2% better employment average than the EU28, it houses the headquarters of international and Italian multinationals, has a lively start-up scene, is the fashion and the design capital and appears in the QS Best Student Cities Rankings (2018). Still, to attract and retain international students, the focus had to shift even further towards employability.

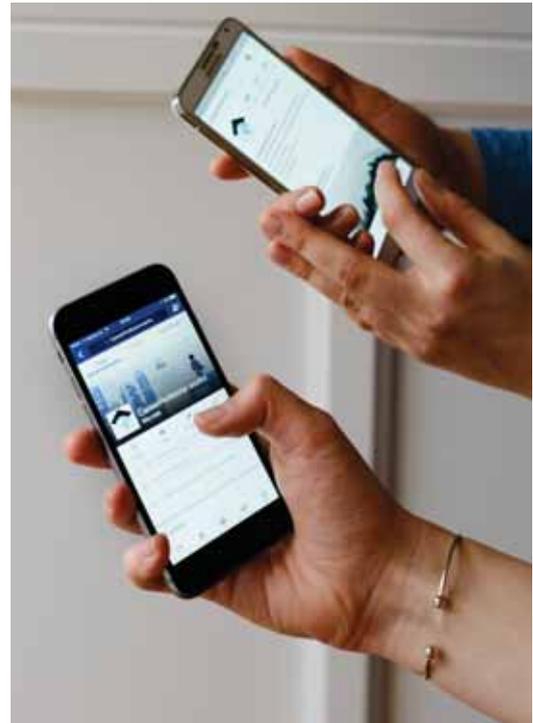
We asked Gianluca Samsa, Associate Director Education Abroad why closing the gap between education and employment matters for Università Cattolica. *“We believe, and the statistics prove it, that we do well on transitioning our students from education to employment. 80-90% of our students are employed within six months of graduation. In the QS Graduate Employability Rankings ranking*

2019 Università Cattolica ranks #1 for student-employer connections. Of course, employability differs per subject area, but we get back from industry that our students have a flexible, collaborative and social approach. And that is indeed a highly-appreciated skill set that, in general, makes our graduates employable in a variety of sectors. Our aim is to educate our students on content, which we balance with the necessary professional skill set. I believe a good dean Faculty knows how to infuse those soft skills in the curriculum. Our Career Service is doing a great job, but Università Cattolica has over 30.000 students. We need to scale our services if we want to support all those students at the 12 schools we have. We do a lot already by bringing the labour market closer to our campuses with inviting companies for presentations. But with the use of technology and gamification of career advice we hope to aid more students, starting from those involved in International experiences, with the app CareerProfessor.works. At Università Cattolica we have very successful ‘eruptions’ of career information, but we are not yet there with having still need to nurture a culture on campus that fully supports employability. I’m not even sure all our students fully grasp the importance of being ready for the next step after graduation and how to prepare for that next step. If I visit one of our highly successful Career Days and I see the long queue in front of the CV check desk, all I can think is “SCALE!”. We truly need to scale our activities to address the need for career support.

The role graduate outcome plays in student recruitment is intriguing. To look at the student cycle as a cycle is on the one hand essential but also slightly controversial. In order to recruit prospective students, we need to ensure we deliver successful alumni. That is the best marketing instrument any university can aim for. However, there is a delicate balance. I believe it is the role of a Higher Education Institution not just to please companies but to lead a country or a region into a certain direction. We educate our kids not only to be employable but to be better citizens.”

Apart from using a digital employability app to provide and scale international careers advice, Università Cattolica also introduced a Study Abroad Impact Lab. It is an extra-curricular course for international students, with self-guided reflection as well as expert-guided reflection on the study abroad experience, it includes a cross-cultural competences development part, provides attention for CV writing and self-branding. To truly prepare international students for a career in the global world of work, they have to understand what gets them hired in their host country, but also in the home country if they decide to return back home.

Source – CareerProfessor.works



Ingredient List:

- Digital solution
- International students

Preparation Time:

4 weeks

Cooking Instructions:

- Align all stakeholders
- Decide on digital solution
- Roll out app
- Keep engaging users

Signature Main Course: Holland Alumni & Careers Made in Rotterdam, The Netherlands

Shopping List Of Essential Ingredients:

- ✓ Reassuring government policies
- ✓ Clear visa options after graduation
- ✓ Supportive municipality

The British Council report³⁰ mentions both Germany and the Netherlands as examples of nations with different priorities. “Both countries have exceeded the 20% study abroad target to complete a period of study or training abroad by 2020, as agreed by the EU ministers,” the report reads. In June 2018, NUFFIC, the Dutch dedicated body overseeing the execution of the higher education strategy, launched a revised internationalisation of higher education strategy. The Dutch strategy had started years earlier with a study³¹ by Agentschap NL, to understand what similar economies are doing to attract and retain talent. ‘Make it in the Netherlands’ was the campaign that followed. The new update In June 2018, has post-graduation retention of international students as a key focus. Enabling international students’ better access to the domestic labour market is at the heart of this strategy.

The Nuffic is the Dutch organization for internationalization in education. Their ambition is for every pupil and student to gain international experience. *“Because where different worlds come together, that is where the most amazing things happen.”* Outgoing and incoming international mobility is a key part of this strategy. For incoming mobility, the emphasis has shifted to binding international talent and hence the link to the job market has become a key theme. As a result, the significance of the corporate sector as a target group has increased. And alumni play a key role within this group. For these reasons, Nuffic is intensifying the alumni activities in the years ahead.

The Holland Alumni network aims to facilitate an international network of international alumni who have studied in the Netherlands. These former international students are actively presenting at a large variety of events, often telling their personal stories of finding work on the Dutch job market. Being able to speak the Dutch language is key in this respect, hence an app has been developed to playfully support Dutch language lessons. A myriad of events is organised to support the integration of international talent into the Dutch labour market. Several municipalities and regions have also understood the importance of retaining international talent and that ‘something’ needs to happen to make talent retention work. The event ‘Careers Made in Rotterdam’ is an example; a full day interactive event for international students offered in English and supported by regional universities, various organizations and companies and the local government. The event is aimed at pre-selected international students. Max 100 students can join per event to ensure maximum networking. The key to the success is that it is about sharing knowledge and making people aware of local job opportunities and how to access those, and not ‘just’ a recruitment event.



Jeannette Leete, project manager for the municipality of Rotterdam, was asked what makes CMiR unique: *“Rotterdam is a dynamic international open city. International students quickly fall in love with it, but they are not acquainted with its job market. Seven Careers Made in Rotterdam (CMiR) events have so far given 700 internationally-focused ambitious young people a renewed feeling what Rotterdam truly has to offer for them. Each event provides market knowledge with career insight and it has the power to truly unite all participants involved.”*

The Careers Made in Rotterdam event is a clear example of how municipality, higher education and employers can join forces if they have a shared goal of retaining talent to the region. The success lies in the fact that each stakeholder is aiming to support the actual understanding of job hunting in the region. The invited employers for instance are asked to delegate non-Dutch representatives and are asked to talk about the ‘how’ of the job hunting, instead of simply pitching their vacancies.

³⁰ The Shape of Global Higher Education: International Comparisons with Europe’, British Council 2019/K006 https://www.britishcouncil.org/sites/default/files/k006_02_the_shape_of_global_higher_education_in_europe_final_v5_web.pdf

³¹ Hans de Wit & Nannette Ripmeester, ‘Het behouden van buitenlandse studenten voor de Nederlandse arbeidsmarkt, een vergelijkende analyse van beleidsplannen en initiatieven in vier Europese landen: Duitsland, Denemarken, Zweden en Finland’. Agenschap NL, 2012

Ingredient List:

- Employers
- HE institutions
- Municipality support
- International students

Preparation Time:

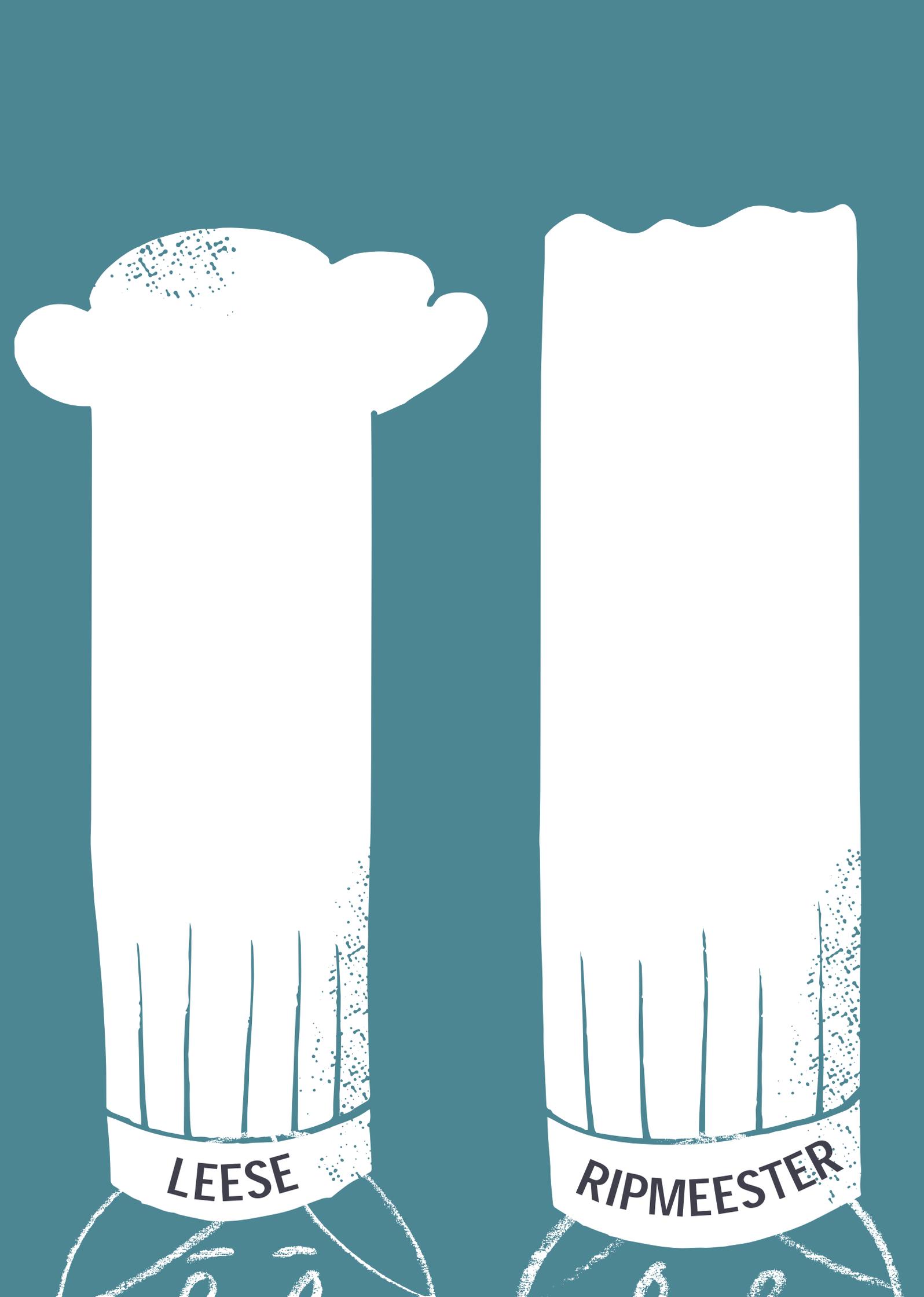
6 months

Cooking Instructions:

- Align all stakeholders
- Create agenda & workshops
- Let student apply (rigorous pitch)
- Enjoy the day

Accompanying Drink Suggestion:

Team of international student ambassadors

The image features two beer glasses filled with a golden beer topped with a thick, white head of foam. The glass on the left has a white label at the base of the foam that reads 'LEESE'. The glass on the right has a similar white label that reads 'RIPMEESTER'. The background is a solid, dark teal color. The glasses are rendered in a simple, illustrative style with some stippling and shading to suggest the texture of the foam and the liquid.

LEESE

RIPMEESTER

The Chefs

Aka The Authors

The Chefs Aka The Authors

NANNETTE RIPMEESTER is Director of Expertise in Labour Mobility, Client Services Director Europe and Atlantic Canada for i-graduate and founder of the educational gamification app CareerProfessor.works, which supports students' global employability. She started her international career at the European Commission in Brussels, working for 7 years on streamlining labour mobility issues within the European framework.

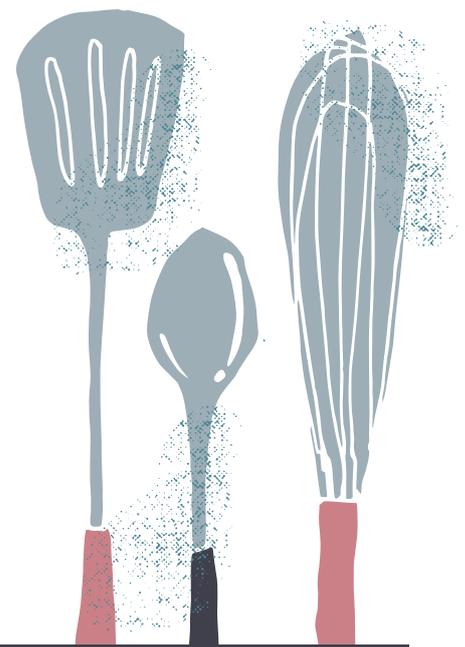
Nannette is part of the NAFSA Trainer Corps and was appointed 2018/19 Industry Innovator in Residence for Study Queensland with a focus on employability. She is a member of the Advisory Board of Codarts, the Dutch University for the performing Arts and holds advisory positions for the Professional Field Board of European Studies at the Hague University of Applied Science and for the Alumni Association of the Master of International Public Management and Policy at the Erasmus University.

With over 25 years of experience working for large corporate clients and higher education institutions across the globe, she understands what makes people internationally employable, making Nannette a leading global expert on mobility for study and work. Nannette is a regular speaker at international conferences on topic of employability and international graduate outcomes. She has written many articles, books and reports on the topic of global job hunting and the connection between education and the world of work. Nannette holds an MA from the University of Amsterdam.

BEAU LEESE is the co-founder and co-CEO of Practera, Beau leads a fast growth edtech start-up creating opportunity through experiential learning technology. Practera is a platform enabling Universities around the world to deliver experiential learning apps, programs and credentials which accelerate the development of students' real-world skills for the jobs of tomorrow.

Prior to joining Practera full time, Beau was Head of Strategy, Performance and Innovation for the CSIRO, Australia's national R&D Organisation. Beau was formerly national lead Director for Higher Education with Deloitte Consulting, co-founded two other technology start-ups and worked for Edith Cowan University in program development, international marketing and commercialization.

Beau holds a Bachelor of Laws, Masters of Marketing, is a Member of the AICD and was an AFR Boss Young Executive of the year. Beau is a member of the Business Higher Education Roundtable (BHERT) Board, and the Queensland Government's International Education Innovator in Residence for 2018/19. He is a regular speaker and panelist on skills, innovation and the future of work.



Ingredients

In addition to the authors experience and secondary research, this report is based on;

- Documentary review of available strategies, consultations and reports made available by Study Queensland and Study Gold Coast
- Interviews and discussions with Employability representatives from Universities and other education and training organizations
- Interviews and discussions with representatives from Study Queensland, Study Gold Coast, Study Brisbane and Study Sunshine Coast
- Workshop with Queensland International Student Advisory Panel - 10 international student delegates representing a range of geographies and sectors
- Attendance and discussions at 5 Study Queensland events including 2 Study Cluster executive consultations, 2 x IET steering committee meetings
- Interviews and discussions with 12 representatives of organizations participating in funded International Education and Training Partnership fund initiatives
- Interviews with stakeholders in the region during a tour of Queensland
- Employability correlations on the International Student Barometer (ISB) global dataset
- International desk research
- Interviews for the good practice cases

The Chefs Aka The Authors

Recommended Recipes

- British Council (2013). Culture at Work: The Value of Intercultural Skills in the Workplace. London, British Council.
- Centre for International Mobility (CIMO), (2014). Faktaa, Hidden Competences, Helsinki, OPH/Cimo.
- Brandenburg, U., Berghoff, S., & Taboadela, O. (2014). The Erasmus Impact Study - Effects of mobility on the skills and employability of students and the internationalisation of higher education institutions. Luxembourg, European Union.
- Egron-Polak, E. & Hudson, R. (2014). Internationalization of Higher Education: Growing expectations, fundamental values. IAU 4th Global Survey. International Association of Universities. Retrieved from <https://iau-aiu.net/IMG/pdf/iau-4th-global-survey-executive-summary.pdf>
- Jones, E. (2014). Graduate Employability and Internationalization of the Curriculum at Home. International Higher Education, 78 Special Issue, 6-8.
- Gribble, C. (2015). Enhancing the Employability of International Graduates. A Guide for Australian Education Providers, Melbourne, IEAA.
- Potts, D. (2015). Understanding the Early Career Benefits of Learning Abroad Programs. Journal of Studies in International Education, Vol 19, Issue 5, pp. 441 – 459.
- Nilssen, P., & Ripmeester, N. (2016). International Student Expectations: Career Opportunities and Employability, Journal of International Students, ISSN: 2162-3104 Print/ ISSN: 2166-3750 Online, Volume 6, Issue 2, pp. 614-631.
- Norvaisaite, V. & Ripmeester, N. (2016). Satisfaction is in success, not in canteen food. Forum Magazine, Summer 2016, pp. 14-16.
- Deardorff, D.K. & Ararasatnam-Smith, L. (2017). Intercultural Competence in International Higher Education: International Approaches, Assessment, Application. Routledge.
- Ripmeester, N. (2017). Most Wanted Skills in Five Years' Time. CP Magazine– All Eyes on Employability, Edition 1, p. 7.
- CareerChats, (2017). Managing Expectations, Moving towards Solutions, CP Magazine, Rotterdam, Expertise in Labour Mobility.
- Walton, N. (2017). The Worldwide Educating for the Future Index. A benchmark for the skills of tomorrow. The Economist Intelligence Unit. Retrieved from <https://dkf1ato8y5dsg.cloudfront.net/uploads/5/80/worldwide-educating-for-the-future-index.pdf>
- Train and Retain: Career Support for International Students in Canada, Germany, the Netherlands and Sweden (2015). Simon Morris-Lange, Florinda Brands.
- Ammigan, R., & Jones, P. (2018). Improving the Student Experience: Learning From a Comparative Study of International Student Satisfaction, Journal of Studies in International Education, Vol 22, Issue 4, pp. 283 – 301.
- International Educational Exchange (2018). Open Doors, New York, International Educational Exchange (IIE).
- The Erasmus+ Impact Studies – a turning point in the lives of 5 million students (2018) Luxembourg, European Union.



