

# Chapter 3

## International Activities



MACQUARIE  
UNIVERSITY





### 3. International Activities

The theme of International activities was proposed by AUQA for this Audit Cycle. The Agency has asked that the Portfolio should include as appropriate:

1. Arrangements for teaching and learning of international students in Australia;
2. Arrangements for teaching and learning of international students offshore;
3. Internationalisation of the curriculum and overall student experience; and
4. Other international activities such as research collaboration.

Figure 3.1 shows where each of these matters has been dealt with in the Portfolio.

AUQA Requirement	Portfolio Reference
Strategic Objectives	3.10.1 A Two Tier Approach to Internationalisation
Strategies and Processes in Place	3.10.1 A Two Tier Approach to Internationalisation 3.10.2 Learning and Teaching Strategies
Arrangements for the teaching and learning of international students in Australia (Audit Manual p34)	3.2 Quality and Compliance 3.2.2 Student Support 3.10.2 Learning and Teaching Strategies
Arrangements for the teaching and learning of international students offshore (Audit Manual p34)	3.6 Offshore Arrangements Appendix C
Internationalisation of the curriculum and overall student experience (including student mobility and staffing arrangements) (Audit Manual p34)	2.4 Joint PhD Program 3.5.2 Student Mobility 3.10.2 Learning and Teaching Strategies 3.10.3 The Global Futures Program 3.10.4 Staff Development
Other International Activities (such as research collaboration) (Audit Manual p34)	3.7 Dual Degree Arrangements 3.8 Other Partnered Activities 3.9 Pathway Providers
External Reference Points and Benchmarking	3.3 Benchmarking 3.4 External Referencing


Figure 3.1: AUQA Sub-themes and the Portfolio Structure

### 3.1 The University Context

Internationalisation has two aspects at Macquarie University. The first, dealt with extensively in this chapter because of AUQA requirements, is the recruitment and support of international students. The second aspect, dealt with in section 3.10 below, involves a wider ambition and is captured in the goal of the University's *Internationalisation Strategy* that the University should prepare all of our students:

for a life of participation, open enquiry and successful employment as global citizens.

Macquarie University has continued to maintain a high proportion of international students. Figure 3.2 reflects domestic and international student enrolments from 2005 to 2008. Data submitted for the IDP Survey in Semester 2 of 2008 indicates that international students comprise 32.3 per cent of the student population by headcount. This figure represents a substantially higher proportion than the national average of 18.5 per cent and New South Wales average of 17 per cent as indicated in the same survey.



SM03.01 IDP Survey  
Semester 2-08

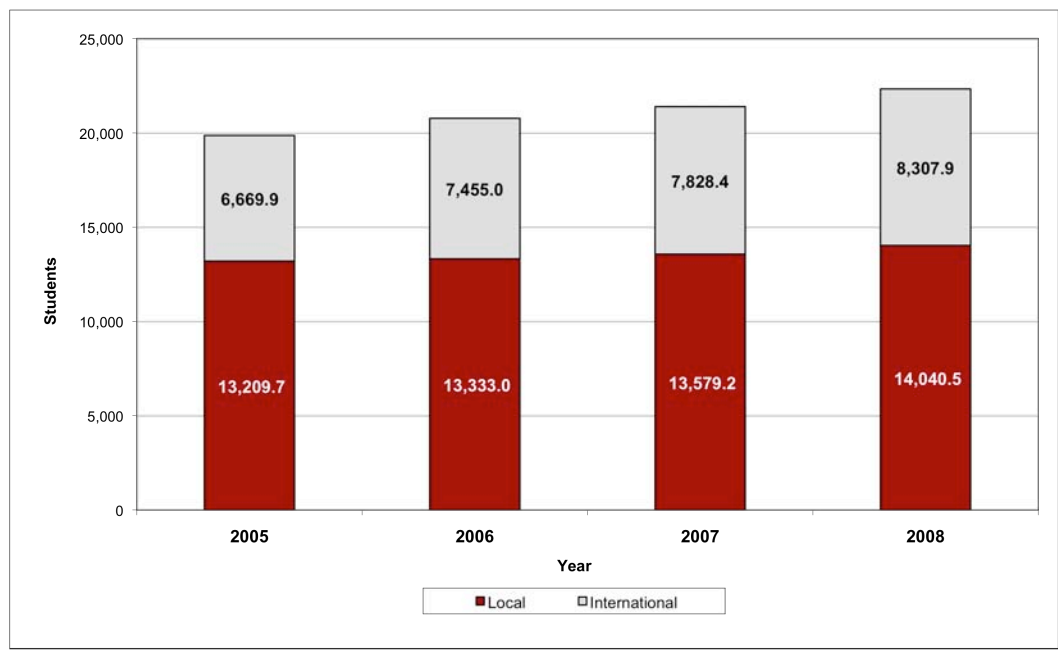


Figure 3.2: Proportions of Domestic and International Student Enrolments (EFTSL), 2005-2008

Since the first AUQA Audit, the University has undertaken substantial change management which commenced with the Executive team. A new position of Deputy Vice-Chancellor, Development and External Relations was established in late 2006, responsible for a broad area which includes marketing, recruitment, and support for international students.

A Pro Vice-Chancellor, International was appointed for the period 2007–2008 to review all aspects of the University's international operations particularly academic and commercial strategies and to plan for the future. This led to a restructure of Macquarie International, which is responsible for operational aspects of international activities including marketing, recruitment and admission of international students, Education Services for Overseas Students (ESOS) Act compliance, student support, student mobility programs, and an accommodation service. A new Executive Director, International Programs was appointed in mid 2007 to direct international operational activities. This position now reports directly to the DVC, Development and External Relations.

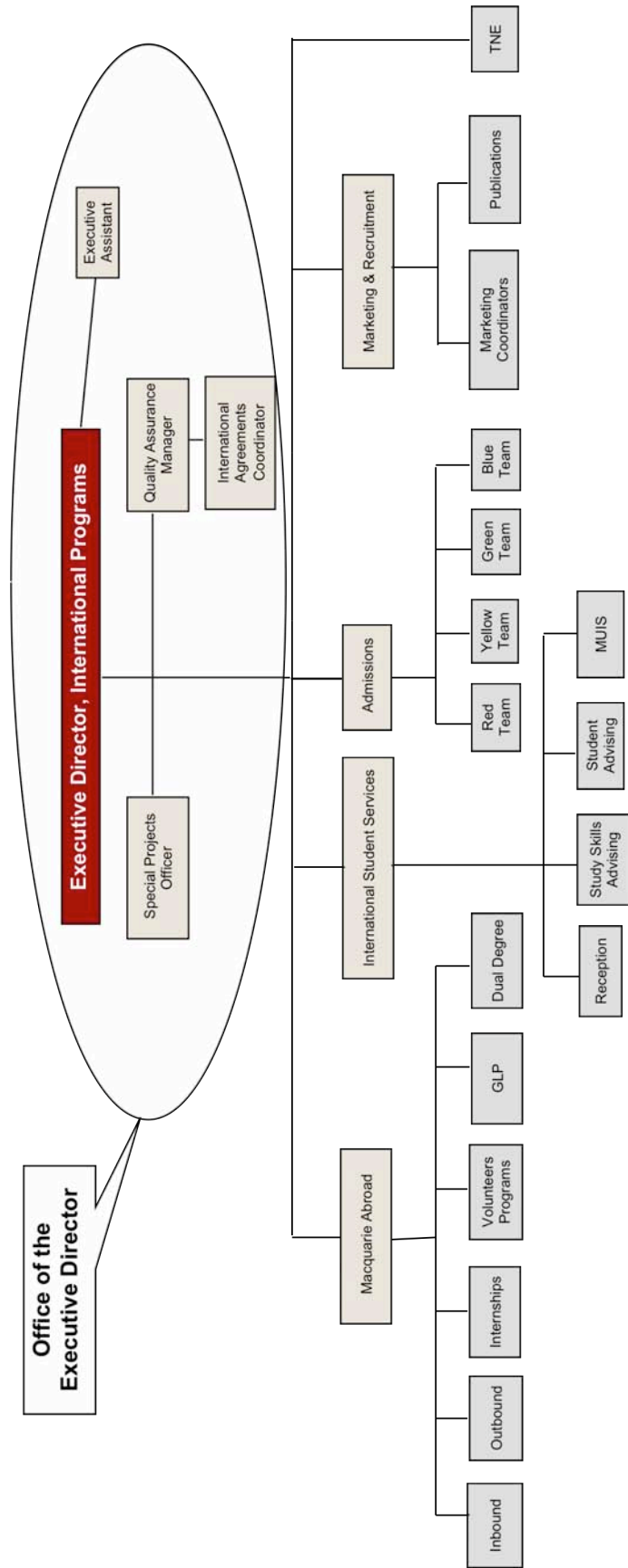


Figure 3.3: Macquarie International Organisation Chart

### **3.1.1 Change in Macquarie International**

The 2007 review identified significant problems which have been systematically addressed. The hallmarks of Macquarie International as it has transformed itself during the past two years have been:

- establishing a stable, professional administration;
- installing fiscal propriety and good governance;
- cost effective student recruitment;
- shedding non-core activities and rationalising staffing;
- closing down unviable transnational programs;
- improving gross margins to support the University's learning and teaching, and research imperatives;
- introducing strict quality assurance and compliance measures;
- regulating recruitment agents;
- ensuring academic and language admission standards match published entry standards; and
- addressing student exchange agreement imbalances.

To support change, several key positions have been created. In mid 2007, a Director of International Higher Degree Marketing and Development was appointed to strategically focus the recruitment of international research students. A Quality Assurance Manager was appointed in early 2008 to review policies and work practices and implement procedures to achieve compliance with the ESOS Act. Also in 2008, International Agreement and Articulation Coordinators were recruited to support the University quality framework.

### **3.1.2 The Quality Enhancement Framework**

The Internationalisation Steering Committee operates as the key governance body to guide Macquarie's approach to international activities. The Committee is an integral component of the Quality Enhancement Framework.

The Internationalisation Steering Committee, chaired by the

[Quality Enhancement Framework](#)

Provost, monitors Macquarie's implementation of legislative requirements and protocols for international students and transnational programs. It advises on international volunteering programs and reviews and recommends international agreements and strategies to support internationalisation. The Committee has broad representation including members of the Executive, academic staff, staff from Macquarie International and the Research Office, the Dean of Students, and a representative of the Sydney Institute of Business and Technology.

Since its inception, the Internationalisation Steering Committee has focussed upon the development and implementation of the University's internationalisation strategy, quality, international agreements, and compliance.

## **3.2 Quality and Compliance**

### **3.2.1 Compliance with the ESOS Act**

Macquarie University recognises the nexus between quality enhancement and compliance with the Education Services for Overseas Students (ESOS) Act. The Internationalisation Steering Committee monitors and reports to the Quality Enhancement Committee on issues relating to compliance with the Act, Regulations, and Framework which includes the *National Code of Practice for Registered Education Providers* last revised in July 2007.

Macquarie International is responsible for ensuring compliance with ESOS regulations for recruitment, enrolment, student support, and academic course progress monitoring. The University manages the ESOS compliance of partner institutions through ongoing training and monitoring of policies and procedures, and through the inclusion of partners in a scheduled annual audit cycle.

To fulfil the requirements of the ESOS Regulations, the

[Internationalisation Steering Committee](#)

[ESOS Act](#)

[ESOS Framework](#)

University has taken the following actions:

- appointed specialist international student advisors;
- appointed a dedicated international study skills advisor;
- implemented a process of confirming CRICOS eligibility for all courses each study period;
- developed specific policies which fulfil the requirements of the National Code;
- disseminated information for general and academic staff; and
- engaged in regular formal and informal communication with regulatory bodies.

At the start of 2008, following the implementation of the revised National Code, the Department of Education, Employment and Workplace Relations determined that the University was non-compliant with the requirements of Standard 10.6 which covers appeals processes. To address this issue, the University liaised with DEEWR to develop a procedure for correspondence which has since been sanctioned by DEEWR and has been implemented at Macquarie University City and the University's onshore partner, the International College of Management Sydney.

In September 2008, an internal assessment of ESOS compliance confirmed the University's overall compliance with the National Code. However this review did identify opportunities for improvement at the main North Ryde campus and Macquarie University City in relation to Standard 6 (student support services), Standard 12 (course credit), and Standard 13 (deferring, suspending, or cancelling enrolment). Remedial measures were implemented by the end of 2008. The first annual internal ESOS Compliance audit is expected to be completed by the end of May 2009.

[International Student Services](#)  
[International Study Support](#)  
[List of CRICOS eligibility courses](#)

[Macquarie International Intervention Strategy](#)

[National Code](#)

### 3.2.2 International Student Support

The revised National Code reaffirmed obligations for the provision of academic and pastoral support to international students and introduced requirements for the implementation of intervention strategies for at risk students.

The provision of social and academic support to international students is delivered through a shared responsibility framework involving academic and administrative areas of the University including:

- Macquarie International;
- Student Wellbeing;
- The Dean of Students;
- The University Library; and
- Faculties.

Support is integrated throughout the lifecycle of an international student commencing with pre-departure information and concluding with careers advice. International students are provided with an ESOS compliant and culturally appropriate orientation, an accommodation service that facilitates accommodation for 90 per cent of commencing international students, and academic and pastoral support throughout their studies including a chaplaincy service which caters to 15 faith groups.

Figures 3.4 and 3.5 set out the wide range of support services available for international students and identify service providers.

[National code: Student Support](#)

Academic Services	Service Provider
<i>Recruitment and Admissions</i>	Macquarie International

	International
<a href="#">Transition Program</a>	Dean of Students
<a href="#">Study Skills Advisor and Workshops</a>	Macquarie International and Dean of Students
<a href="#">Progression Monitoring and Intervention Strategies</a>	Macquarie International
<a href="#">Numeracy Centre</a>	Access and Equity
<a href="#">University Library</a>	University Library
<a href="#">Writing Skills</a>	Access and Equity
<a href="#">Online Study Support</a>	Director, Student Wellbeing
<a href="#">Information Literacy/Online Research Training</a>	Library
<i>Enrolment course administration</i>	Faculties
<i>Faculty Study Support initiatives such as <a href="#">Peer Assisted Learning</a>; <a href="#">Conversation Groups</a>; Thesis Preparation Assistance</i>	Faculties

Figure 3.4: Academic Support Services for International Students

Pastoral Services	Service Provider
<a href="#">Pre-Departure Information</a>	Macquarie International
<a href="#">Free Airport Pickup</a>	Macquarie International
<a href="#">Accommodation Service</a> <a href="#">Macquarie University Village</a>	Macquarie International/ Residential Colleges
<a href="#">Social and Academic Orientation</a>	Macquarie International
<a href="#">Buddy and Mentor Programs</a>	Macquarie International, Dean of Students and Faculties
<a href="#">Chaplaincy Services</a>	Director, Student Wellbeing
<a href="#">Medical Service</a>	Director, Student Wellbeing
<a href="#">Counselling Service</a>	Director, Student Wellbeing
<a href="#">Disability Service</a>	Director, Student Wellbeing
<a href="#">Sporting and Recreational Facilities</a>	U@MQ
<a href="#">Social Engagement through Activities and Clubs</a>	U@MQ, Macquarie International
<a href="#">Graduate Careers Service</a>	Director, Student Wellbeing

	Wellbeing
<a href="#">Alumni</a>	Executive Director, Institutional Advancement
<a href="#">Returning Home Seminars and Services</a>	Macquarie International

Figure 3.5: Pastoral Support Services for International Students

There are a number of strategies to deal with the fundamentally important question of support for students having problems with academic literacy. Assistance and support are provided by Departments, the Dean of Students and central administrative units. The Library conducts information literacy training and assistance is provided via numeracy and writing tutorials. The Office of the Dean of Students delivers study skills workshops and the University plans to expand and mainstream the provision of dedicated study skills advisers, a strategy that was pioneered by Macquarie International. A writing skills program, run by the Department of Linguistics, provides free services to all undergraduate students, both domestic and international. These include a mid-semester five week course on various aspects of writing, and one-on-one sessions with a writing skills adviser. A similar program is offered for Higher Degree Research students.

In 2007, the University's Student Services were reviewed. The review recommended that the Dean of Students and a newly created Director of Student Wellbeing should lead, coordinate and manage academic and student support at Macquarie. A priority for these positions is to establish synergies between programs directed at international and domestic students.

In late 2008, Macquarie International commenced a benchmarking initiative with three other Sydney universities to measure and compare resources for international support required by the ESOS Regulations. The results of this project will be available in mid 2009 and will identify appropriate models to inform decision making and resource allocation for

[Dean of Students  
Director of Student  
Wellbeing](#)

[Review of Student  
Support](#)

the provision of student support.

### **3.2.3 Monitoring and Management of Recruitment Agents**

The ESOS National Code introduced a standard for monitoring and training agents. The University has 338 appointed agents (including branches) located in Asia, Europe and the Americas. Agents are appointed from regions to support the University's strategic goal of diversifying the international student cohort. The ongoing management of agents, including training and onsite visits is coordinated by Regional Marketing Coordinators and overseen by the Macquarie International Marketing Manager.

While the percentage of international students recruited by agents at Macquarie is lower at 57 per cent than the average identified in AUDIF benchmarking in 2007, there has been a steady increase from 2006 to 2008. In response to this increase, the University has intensified efforts to effectively manage and train agents. We conduct in-country training and monitoring to ensure that agents are engaged in ethical practices and are meeting ESOS obligations.

[National Code: Agents](#)

[Macquarie agents](#)

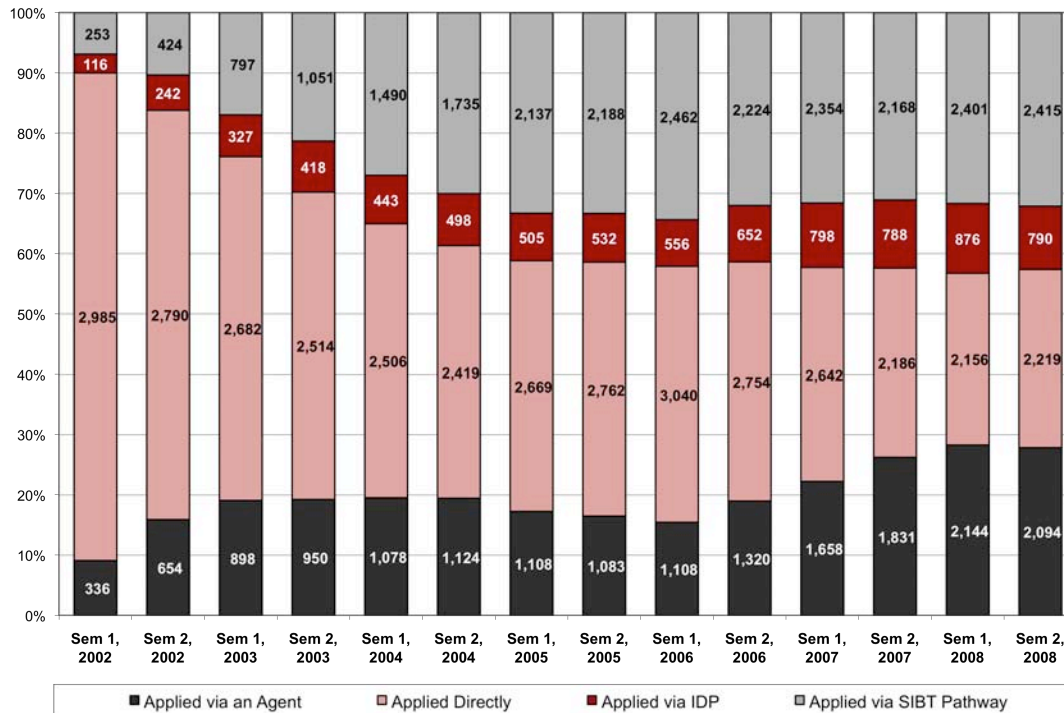


Figure 3.6: Sources of International Student Enrolments, 2002-2008

Notes: IDP is a major recruitment agent

The SIBT (Sydney Institute of Business and Technology) pathway is covered in section 3.9.1 below

These efforts have addressed concerns raised by an internal audit of agents in November 2007. The internal audit identified systemic deficiencies in the monitoring and management of agents from agent selection and due diligence, to training and payment of agent commissions. The findings instigated changes to the management and monitoring of recruitment agents throughout 2008, including:

- A revised procedure for the assessment of prospective agents, including a revised agent application form and more uniform and robust referee checks;
  - Development of an online training module for agents addressing ESOS requirements;
  - Electronic recording of the outcomes of agent visits;
  - Amendments to the agent contract due to be implemented at the end of the current contract cycle for improved performance management and monitoring;
- and



SM03.02 Internal Audit of agents

- Development of an Agent Commission database.

### 3.3 Benchmarking

The University measures performance within an international and national context by participating in a range of benchmarking activities. The level of activity has increased from 2007-2008, representing a shift from internal to external referencing which continues to guide the development and improvement of services and processes.

Key benchmarking activities are:

- Australian Universities International Directors' Forum (AUIDF) which contributes to strategic development and process review;
- IDP Education Australia Survey which informs marketing and recruitment; and
- International Student Barometer (ISB) which tracks student experience and reaction to services.

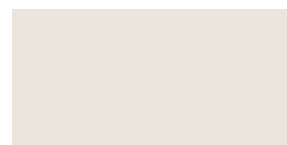
[IDP Education Australia](#)

[ISB](#)

The University has contracted Hobsons to act as an enquiry management service provider for prospective student enquiries. Weekly benchmarking with three peer institutions is coordinated by Hobsons. The results of this exercise have identified trends in marketing and recruitment of international students and the measurement of prospective student enquiries and conversion rates through the application process. The contract is now under review and will soon go to tender.

In mid 2008, the University started using the International Student Barometer (ISB) to measure student experience. The first ISB surveyed students following their arrival at Macquarie and generated valuable data on the need to improve first impressions, orientation and student services. In many areas, the international student experience on arrival at Macquarie was higher than or on par with that of other participating Australian institutions. For example, 89 per cent of students surveyed were satisfied with the expertise of lecturers and 87

per cent with course content.



Most satisfied elements of student experience	% of satisfaction
Safety	90%
Similar friends	90%
Expert lecturers	89%
Course content	87%
Academic's English	86%
Good place to be	85%
U@MQ	85%
Bank account (arrival)	85%
Sport facilities	84%
IT and system support	84%

*Figure 3.7: International Student Barometer Post Arrival Survey, First Semester 2008: Most Satisfaction*

Most dissatisfied elements of student experience	% of satisfaction
Host friends (arrival)	53%
Living cost	52%
Work experience	51%
Careers advice	48%
Accommodation cost	47%
Earning money	45%
Opportunities to teach	43%
Host friends	42%
Financial support	41%
Good contacts	39%

*Figure 3.8: International Student Barometer Post Arrival Survey, First Semester 2008: Most Dissatisfaction*

Elements of student experience	Macquarie University	Australian Universities
Safety	3.1	3.1
Accommodation quality	3	3.1
Sport facilities	3	2.8
Internet Access	2.7	2.9
Transport links	2.6	2.8
Earning money	2.5	2.7
Accommodation cost	2.5	2.7
Overall living satisfaction	Macquarie University	Australia
%	79%	85%

Figure 3.9: International Student Barometer Post Arrival Survey, First Semester 2008: Further Satisfaction Ratings Compared with Other Australian Universities—Student Experience (1 = Very Dissatisfied, 4 = Very Satisfied)

Elements of learning experience	Macquarie University	Australian Universities
Good teachers	2.9	3
Employability	2.7	2.8
Course content	3	3.1
Work experience	2.4	2.6
Technology	2.8	3
Library	2.8	3
Academic's English	3.1	3.1
Career Advice	2.5	2.7
Learning support	2.9	3
Language support	2.8	3
Research	2.9	3
Overall learning satisfaction	Macquarie University	Australia
%	84%	87%

Figure 3.10 International Student Barometer Post Arrival Survey, First Semester 2008: Further Satisfaction Ratings Compared with Other Australian Universities—Learning Experience

Elements of arrival experience	Macquarie University	Australian Universities
Bank account	3	3.2
University Orientation	2.9	3.1
Welcome	2.9	3.1
Registration	2.8	2.9
Email/ internet	2.8	3.1
Meeting staff	2.8	2.9
Finance office	2.7	2.9
Accommodation office	2.6	2.9
Overall arrival satisfaction	Macquarie University	Australia
%	79%	84%

*Figure 3.11: International Student Barometer Post Arrival Survey, First Semester 2008: Further Satisfaction Ratings Compared with Other Australian Universities—Arrival Experience*

However, the ISB identified a range of areas where the University has opportunities for improvement, particularly in student engagement, internet access and information technology, and transport links. Following feedback from the ISB, the University has revitalised its orientation program to include opportunities for greater student engagement, First Night activities, and a formal welcome event. Information technology has been dealt with in chapter 1 as an area needing improvement for the University generally and the new Library will significantly increase student access to technology. Transport (and accommodation) costs are a problem for students at all Sydney universities and it should be noted that Macquarie is the only Sydney university to use the ISB so national comparisons are perhaps unfair here. Perhaps the one improvement here is the imminent opening of the Macquarie University Rail Station.

In addition, the ISB has improved understanding of the factors motivating students to choose Macquarie as a study destination which will inform future marketing activities.

The University participates in the annual benchmarking initiatives facilitated by the Australian Universities International Directors Forum (AUIDF). In 2007, the University benchmarked Outbound Student Mobility access and participation. Results identified that Macquarie was well above the average in providing domestic and international undergraduate students with access to International Study Experiences. This study indicated that Macquarie provided 13.4 per cent of undergraduate students with access to international experiences compared to a national average of 6 per cent and a median of 5.4 per cent.

[Mobility Scholarship](#)

[Student Exchange](#)

[Volunteers Abroad](#)

[Global Leadership Programs](#)

The University's provision of scholarship funding to support student mobility programs is critical to domestic and international students accessing international study experiences. This financial commitment, combined with the University's provision of opportunities through Student Exchange, Volunteers Abroad and Global Leadership programs, has effectively increased the number of students able to access international study experiences since the previous audit, as demonstrated in Figure 3.12.

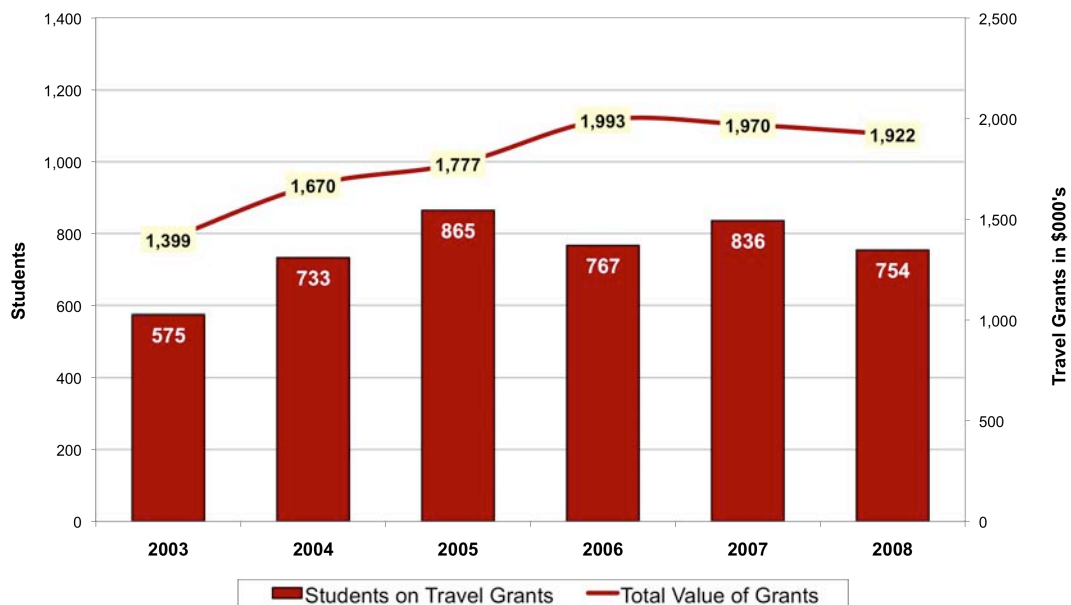


Figure 3.12: Macquarie Undergraduate Access to International Study Experiences, 2003-2008

Source: AUIDF Benchmarking Report: Student Mobility (2007)

### 3.4 External Referencing

Since the previous AUQA audit, the University has adopted the use of external reference points to measure the effectiveness of performance, policies, procedures, and business processes. Figure 3.13 identifies external sources for strategic development and for reviewing and improving business processes and functions in international activities.

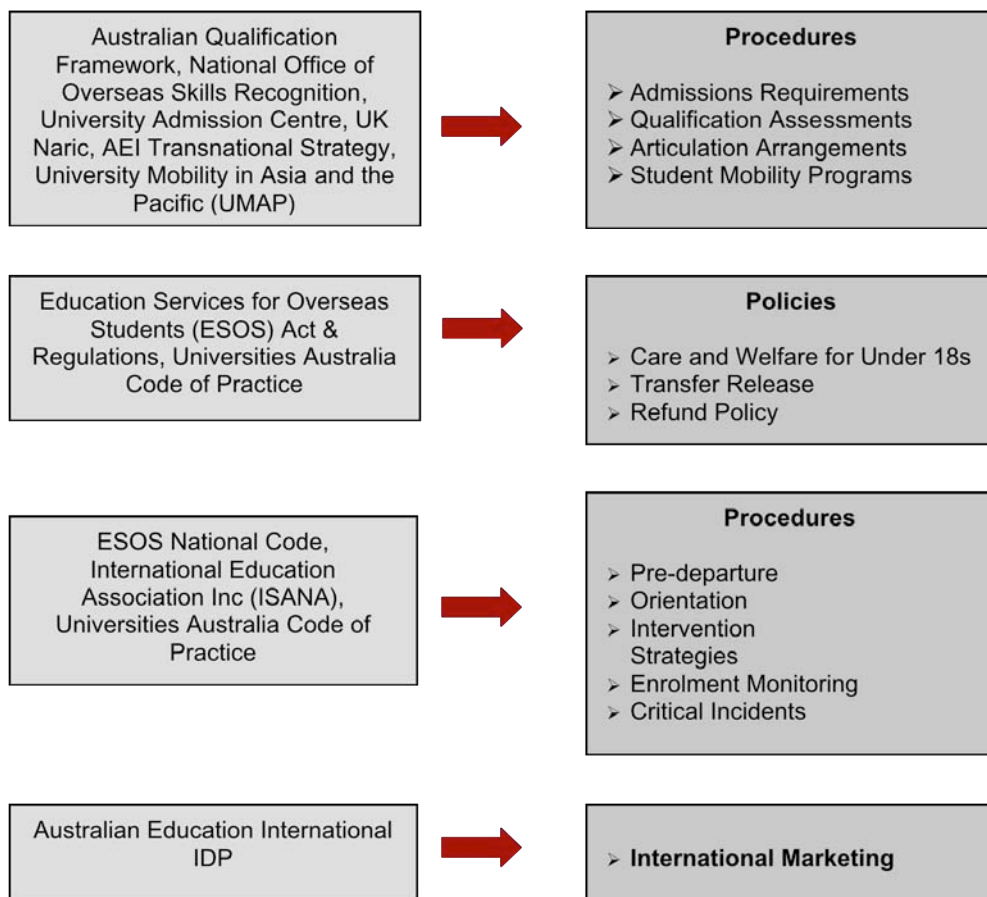


Figure 3.13: Macquarie University Use of External Reference Points

### 3.5 Performance Monitoring

As Figures 3.14-3.16 show, international student participation in the University's Course Experience Questionnaire has progressively increased, and now provides a useful source of data on the perceptions of international students. The Survey

[Course Experience Questionnaire](#)

indicate a consistent increase in international student satisfaction in generic skills, good teaching and overall satisfaction. The overall satisfaction of postgraduate international students enrolled in Business, Law and Economics (who account for 70 per cent of our international student body), has steadily increased from 57.14 per cent in 2005 to 76.09 per cent in 2007.

	2005		2006		2007	
	No.of responses	% agreement	No.of responses	% agreement	No.of responses	% agreement
<b>Undergraduate including Hons</b>						
<i>International All disciplines</i>	117	52.14	219	48.86	456	68.42
<b>Postgraduate Coursework</b>						
<i>International All disciplines</i>	240	62.50	372	62.37	518	75.48

Figure 3.14: Macquarie University Course Experience Questionnaire Results, 2005-2007—Generic Skills Scale

	2005		2006		2007	
	No.of responses	% agreement	No.of responses	% agreement	No.of responses	% agreement
<b>Undergraduate including Hons</b>						
<i>International All disciplines</i>	117	41.88	219	36.99	456	47.59
<b>Postgraduate Coursework</b>						
<i>International All disciplines</i>	240	43.75	374	47.33	518	59.46

Figure 3.15: Macquarie University Course Experience Questionnaire Results, 2005-2007—Good Teaching Scale

	2005		2006		2007	
	No.of responses	% agreement	No.of responses	% agreement	No.of responses	% agreement
<b>Undergraduate including Hons</b>						
<i>International All disciplines</i>	117	61.54	219	52.97	456	70.83
<b>Postgraduate Coursework</b>						
<i>International All disciplines</i>	240	59.17	372	60.48	518	73.17

Figure 3.16: Macquarie University Course Experience Questionnaire Results, 2005-2007—Overall Satisfaction Scale

There has been a gradual decrease in the University's retention rate for both local and international commencing and continuing undergraduate students from 2005 to 2007. However, the retention rate for international students has decreased by 4.6

per cent compared with 0.4 per cent for local students. This relates to the introduction of a minimum rate of progress requirement for undergraduate courses implemented in 2007. The University will continue to monitor retention rates and respond with appropriate support strategies.

		2005		2006		2007	
		Broad Retention Rate	Explicit Retention Rate	Broad Retention Rate	Explicit Retention Rate	Broad Retention Rate	Explicit Retention Rate
Status	Commencing/ Continuing						
International	Comm	93.6	90.3	92.0	88.7	90.9	88.0
	Cont	91.3	88.9	87.3	84.3	85.7	84.1
International Total		92.2	89.4	88.9	85.7	87.6	85.5

Figure 3:17: Macquarie University International Student Retention Rates, 2005-2007

Note: Broad retention rate refers to a student either completing a course or continuing their study at the University (which may be in another course)

Explicit retention rate refers to a student either completing a course or continuing in the same course in the following year

### 3.5.1 Student Recruitment

The University continues to attract a high number of international students to its undergraduate and postgraduate programs. Previous recruitment policies focussed upon volume and financial imperatives and achieved a considerable level of success in fulfilling these goals. However, Macquarie has now stabilised international student enrolments and is moving from financial targets to a strategy which will achieve greater diversity of markets and programs in its international student cohort. (See Figure 3.18 and, for more detail, see supporting document SM03.03 Countries of Origin.)

The number of applications rejected for admission has increased from 7.8 per cent in Semester 1 of 2007 to 11.2 per cent in Semester 2 of 2008.

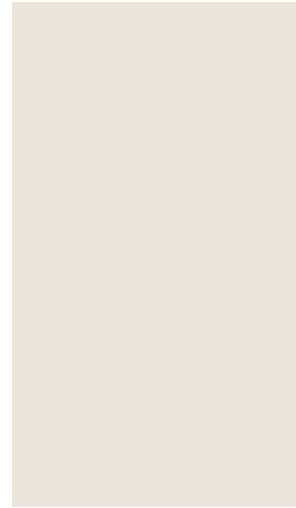
In alignment with the University's main goal, set out in *Macquarie@50*, of becoming one of the world's top 200 research universities, attention has been focussed on recruiting



SM03.03 Countries of Origin

[SM01.01 Macquarie@50](#)

international higher degree research students. These numbers have increased considerably from 183 in 2002 to 534 in 2008, as demonstrated in Figure 3.19.



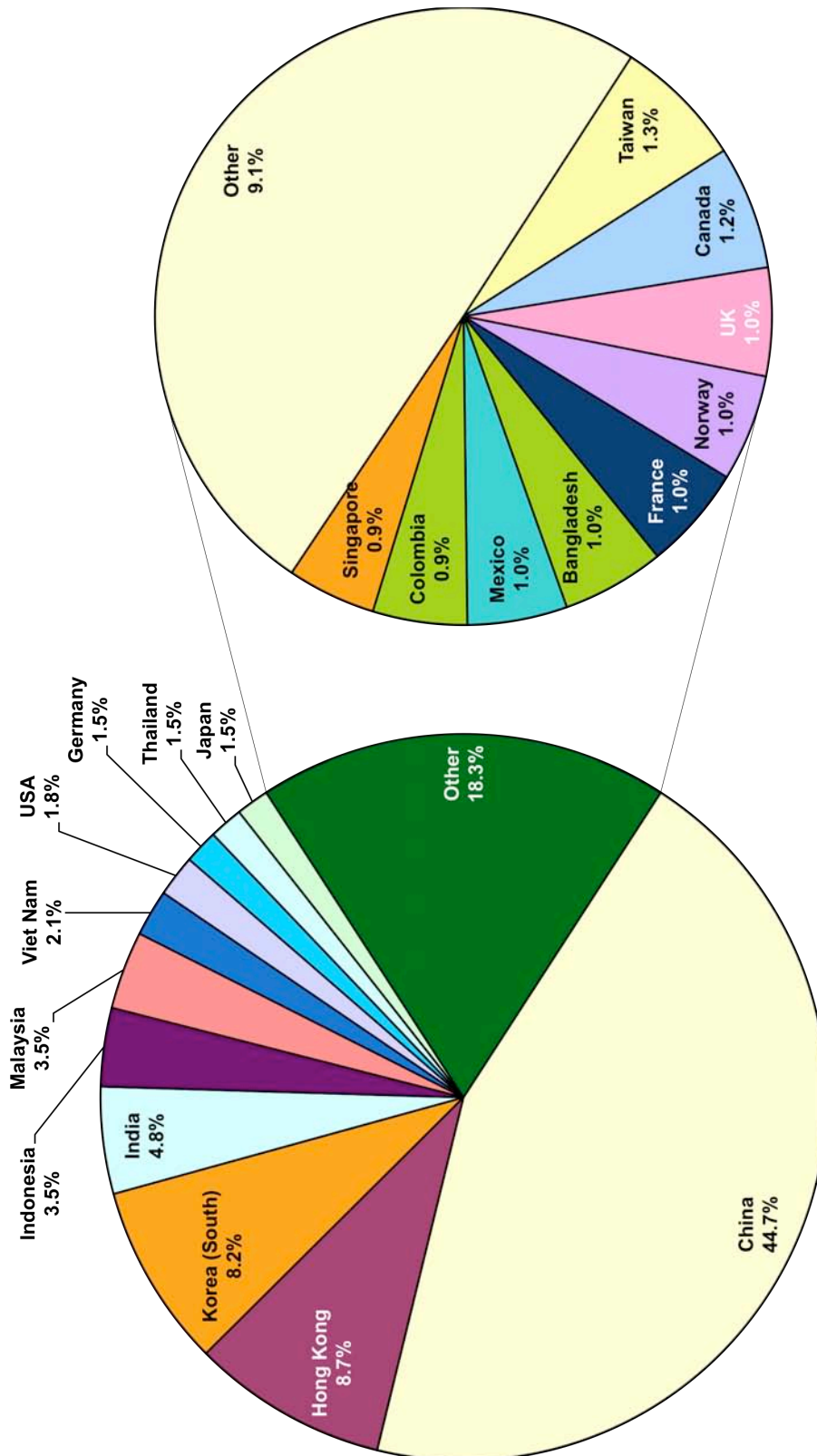


Figure 3.18: Top 20 Countries of Origin for International Students Enrolled in Semester 2 of 2008

	2002	2003	2004	2005	2006	2007	2008
<b>Domestic</b>							
Doctorate by research	660	753	782	848	926	1,013	1,066
Master by research	208	242	252	240	196	160	141
Total	868	995	1,034	1,088	1,122	1,173	1,207
<b>International</b>							
Doctorate by research	152	180	236	304	327	417	521
Master by research	31	47	49	38	21	13	13
Total	183	227	285	342	348	430	534
<b>All students</b>							
Doctorate by research	812	933	1,018	1,152	1,253	1,430	1,587
Master by research	239	289	301	278	217	173	154
Total	1,051	1,222	1,319	1,430	1,470	1,603	1,741

*Figure 3.19: Headcount of Research Students by Course Level and Student Status, 2002-2008*

**Notes:**

1. Include students who change to a coursework program later in the year and out-of-time students.
2. Reference period is from Sep to Aug in 2004 and before and the calendar year from 2005.
3. To match DEST funding calculation, 2005 data does not contain revisions while data from 2006 includes revisions.
4. Data for 2008 is preliminary at 31 October 2008.
5. Domestic or international status is determined by the student's latest student status in the year.

One of the key initiatives to increase international Higher Degree enrolment and completion rates is the active pursuit of Cotutelle agreements with top tier research-intensive Universities abroad. This has proven to be a successful approach, with 43 Cotutelle students undertaking collaborative research at the University in 2008.

The University seeks to address the issue of an over reliance on particular markets (which is common in the sector) through marketing initiatives (such as an Executive mission to South America in November 2008), the provision of scholarships, and a commitment to developing markets.

### **3.5.2 Student Mobility**

Since the first AUQA audit, Macquarie has continued to demonstrate a commitment to student mobility. In 2008, the University conducted a review of its Student Exchange activity and agreements. This was in response to reciprocity imbalances, inactive agreements and partnerships with institutions of little strategic value. The review process identified the need for an International Agreement Policy and procedures to guide staff on the requirements for establishing an exchange agreement. The review also prompted the revision of the International Student Exchange contract to reflect strict reciprocity requirements, ESOS obligations, a process for review, and standardised duration.

The review resulted in more robust monitoring of reciprocity and suspension of many 'imbalanced' agreements.

Consequently, there has been a reduction in the number of inbound exchange students in Semester 2 of 2008; however, the University has achieved reciprocity with most partners.

In 2007, analysis of procedures for measuring outbound student mobility in the period 2004–2006 identified flaws in the methodology being applied by the University. The flawed methodology involved the inclusion of any international student

[Review of Student Exchange](#)



SM01.10 Int1  
Agreement Policy

experience, such as conference attendance, as contributing towards outbound study abroad and exchange numbers. In response to this analysis, in mid-2007 the University introduced the methodology applied by AEI and IDP for measuring outbound student mobility which is restricted to include only arrangements which qualify for credit towards a Macquarie degree. Consequently, while student numbers (as seen in Figure 3.20) appear to have declined drastically from 2006, recent figures are a more accurate presentation of outbound student mobility. They suggest that earlier numbers were considerably inflated.

A full list of the University's student exchange partners can be found at Appendix D.

### **3.6 Offshore Arrangements**

A full summary of Macquarie's offshore programs, including contractual arrangements, University accreditation, locations, partners, teaching and evaluations, Quality Assurance processes and enrolment figures are documented in Appendix C: Transnational Learning and Teaching Activities.

Despite the termination of several programs, overall enrolment figures have been fairly stable in recent years (see Figure 3.21). This reflects the continuing popularity of programs in Applied Finance and the Macquarie Graduate School of Management.

[Offshore Programs](#)

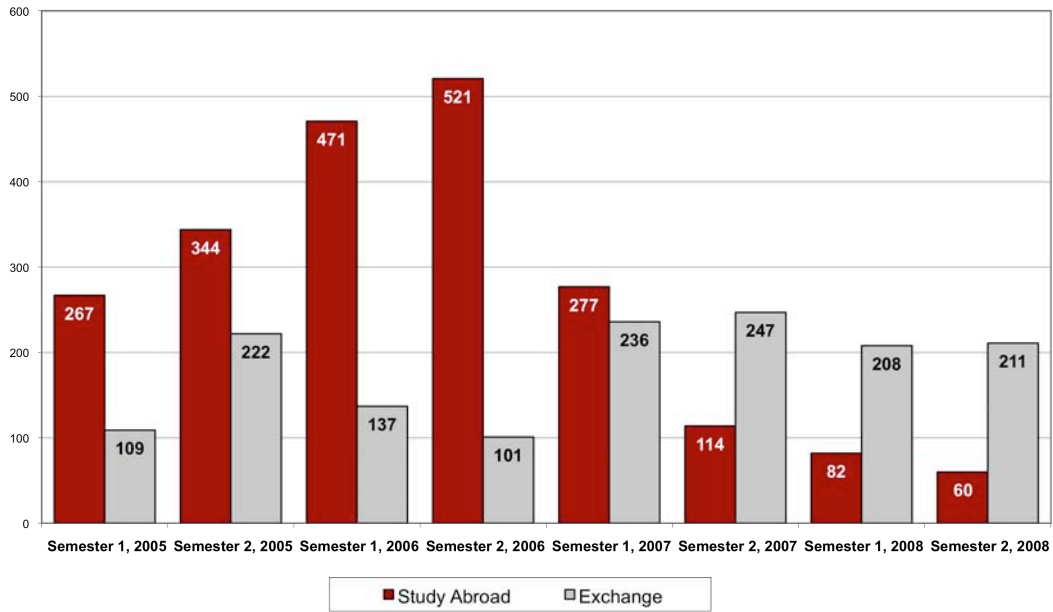


Figure 3.20: Outbound Study Abroad and Exchange Students by Head Count, 2005-2008

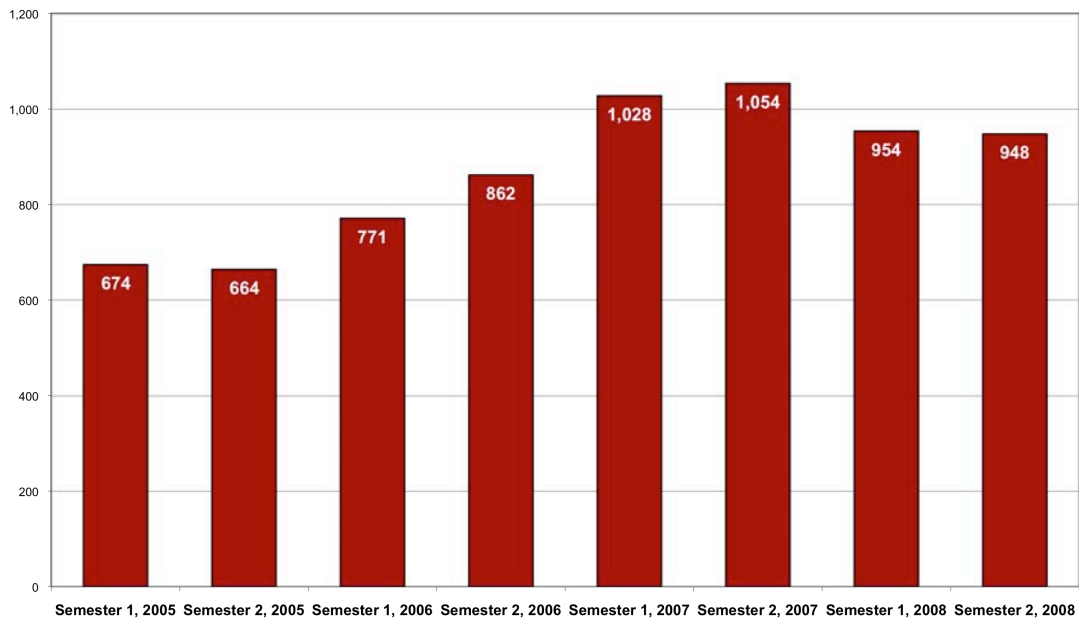


Figure 3.21: Offshore International Student Enrolments, 2005-2008

Historically, the University's management of offshore programs has relied upon contractual agreements with partner institutions to provide a framework for quality assurance. While such ventures were approved by the University Executive, the lack of policy and established procedure resulted in inconsistent approaches to risk analysis, due diligence, intellectual property, student evaluation, review, and termination arrangements.

To deal with this situation, the University:

- has implemented an International Agreements Policy and is drafting procedures; and
- is developing a contract template for establishing an offshore program.

These arrangements are designed to ensure that any future proposal for an offshore program will need to be strategically aligned with the University's goals, and will be with an appropriate and highly ranked partner who is subject to a thorough due diligence check.

Since the AUQA Cycle 1 Audit Report, the following programs have been terminated:

- Bachelor of Business Administration (Times Institute of Management–Singapore)—terminated formally in 2007; and
- Master of Commerce in Value Chain Management, Ecole de Management de Normandie, France—terminated formally in August 2008.

The University is currently in teach-out mode for both programs and has advised students of these arrangements.

In addition, the following offshore programs have been terminated by mutual agreement between the partner and the University:

- Bachelor of Science (Biotechnology), (Management Development Institute of Singapore); and
- Bachelor of Medical Science (Management Development Institute of Singapore).

The Master of Economics (Nanjing Normal University, China) has concluded and will not be renewed.

The University's approach to managing continuing programs can be divided into three categories. These are set out in supporting material *SM03.04 Managing Continuing Programs*. The differences in these three approaches to quality assurance have proven to be problematic and this has been identified as a significant risk. The University has responded by implementing a centralised quality assurance monitoring role managed by Macquarie International. This role includes oversight of the approval and review process, quality assurance visits, and surveys of student experience and performance, and was implemented at the end of 2008.

### 3.7 Dual Degrees Arrangements

Macquarie has initiated arrangements with several institutions to facilitate cohorts of suitably qualified students to enrol in coursework programs and complete the requirements of a Macquarie degree which is accredited towards the completion of an award at the home institution. These arrangements serve to improve student mobility and diversify international student enrolment while preserving the academic integrity of Macquarie programs. Dual degree programs are formalised through a bilateral agreement which require students to meet the University's standard admission and English-language requirements. They are approved by a member of the University Executive.

A complete list of Dual Degree arrangements can be found at Appendix E.



SM03.04 Managing Continuing Programs

[Dual Degrees](#)

## 3.8 Other Partnered Activities

### 3.8.1 Macquarie University City

In 2006, the University entered into a contract with IBT Sydney, a wholly owned subsidiary of Navitas Limited, to establish a campus in the central business district of Sydney. Macquarie University City delivers a range of programs under license including Macquarie University Foundation Studies, SIBT Diploma Pathway Programs, and selected Macquarie undergraduate and postgraduate degrees. Student enrolment figures have increased from 17 (EFTSL) in July 2007 to 279 (EFTSL) in November 2008.

The quality of programs delivered at the City campus is protected by:

- An Academic Director appointed at a senior level;
- a thorough moderation process;
- the approval of academic teaching lecturers and assessment items; and
- An Academic Council comprising representatives from the University's Academic Senate and Executive Deans whose disciplines are taught and which reports to the Provost.

The contract between Macquarie and IBT Sydney initially allowed for admission to Macquarie undergraduate programs on the basis of an IELTS of 6.0 rather than the level of 6.5 for most and 7.0 for some programs required at the main North Ryde campus. This issue has been addressed by the University and from the first semester of 2009, the English-language requirements for courses at Macquarie University City will mirror those at North Ryde.

### 3.8.2 International College of Management Sydney

International College of Management Sydney (ICMS) was

[Macquarie University City](#)

[MQ City Admissions requirements](#)

[ICMS](#)

established in 1996 and is an accredited Vocational Education and Higher Education provider. In 2003 the University signed an agreement with ICMS for the delivery of specific undergraduate and postgraduate programs. There continues to be an alignment between the University's relationship with ICMS and its broader strategic direction and accordingly, the agreement has recently been renewed until November 2010.

The agreement allows for the delivery of specific streams in the Bachelor of Business Administration (Event Management, Hospitality Management, International Tourism, Property Management, Retail Services, and Sports Management), the Master of International Business, Master of Commerce in Business, and preliminary programs leading to Masters degrees.

The quality of program delivery at ICMS is protected by:

- comprehensive contractual arrangements;
- a thorough moderation process;
- the approval of lecturers and assessment items; and
- the approval of all marketing material.

### **3.8.3 Centre for Macquarie English**

The Centre for Macquarie English (formerly part of the National Centre for English Language Teaching and Research) is located on the North Ryde Campus and is the University's preferred English-language provider. It delivers a range of direct entry academic English language courses for the University which have been developed with academic staff to address specific discipline requirements.

CME has been an IELTS (International English Language Testing System) Testing Centre since 1998 but has experienced a rapid increase in this area in the past three years. In 2006 CME delivered 2,797 IELTS tests; by 2008 this had risen to 8,147 tests.



SM03.05 ICMS  
agreement & deeds

[Centre for Macquarie English](#)

A University review, conducted in 2007, commended the Centre, noting its 'long history of external recognition for excellence, initially in research and then in teaching'. The Centre's reputation is evidenced by invitations from other Australian universities to audit their language programs. CME has been actively involved in benchmarking direct entry programs with other universities located in Sydney and with overseas universities in the development of resources and courses.

A longitudinal study of language use in and outside of the classroom conducted by CME between 2008 and 2010 will inform curriculum redevelopment.

### **3.9 Pathway Providers**

#### **3.9.1 Sydney Institute of Business and Technology (SIBT)**

The University has held a cooperative contractual agreement with the Sydney Institute of Business and Technology since 1996. (SIBT is a wholly owned subsidiary of Navitas Limited.) The University's current contract with SIBT continues until 2010.

SIBT is located on the North Ryde and City campuses of the University and delivers accredited Vocational Education and Higher Education programs which can articulate into Macquarie degrees. In addition, SIBT offers Graduate Certificate courses as preliminary programs to selected Masters degrees on behalf of the University.

The quality of programs delivered by SIBT is monitored by:

- an Academic Advisory Committee chaired by the Provost of the University, with membership including three Executive Deans;
- University-appointed moderators for all units delivered

by SIBT, and University-approved academic staff delivering each unit; and

- ongoing monitoring of student performance.

Until this year, the contractual arrangement between Macquarie University and SIBT allowed students who had completed Diploma level courses to gain automatic admission to Bachelor level programs in Commerce, Arts (Media and Cultural Studies), and Computer Science providing they met specific course prerequisites. Only some bachelor programs such as Actuarial Studies and Business Administration required students articulating from SIBT pathway programs to meet a GPA requirement for admission. However, the University has now introduced GPA requirements for other programs.

The performance of students who have articulated from SIBT to University programs informs decisions relating to admission standards and GPA requirements. For example, the introduction of the GPA requirement of 1.5 for students articulating into the Bachelor of Commerce (Accounting) and a reduction of the GPA requirement for students articulating from the Diploma or Advanced Diploma of Business Administration to the Bachelor of Business Administration from 2.5 to 2.0 were based on a review of student performance at the Academic Advisory Committee meeting in August 2007.

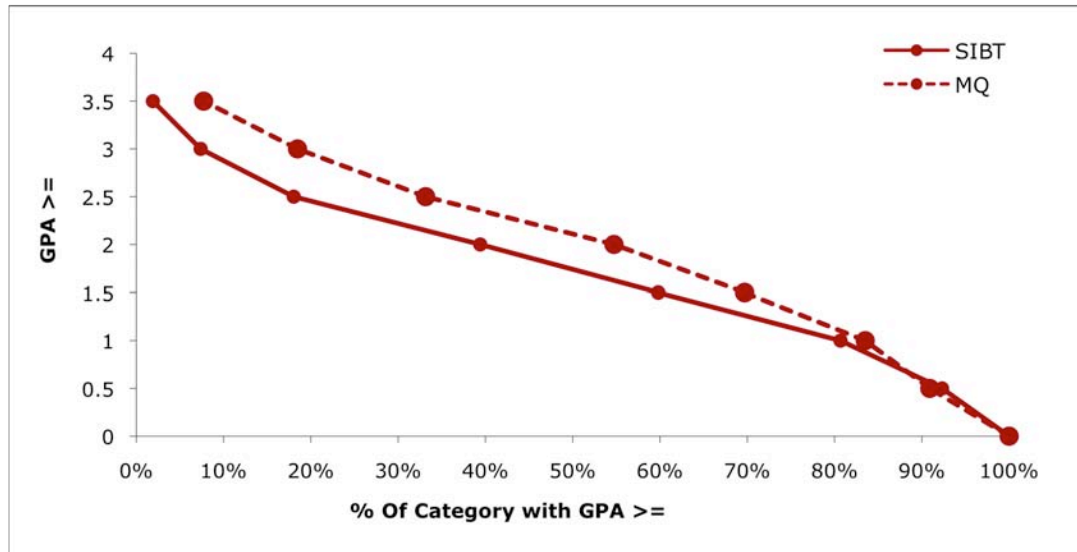


Figure 3.22: Cumulative GPA Distributions of SIBT Pathway and other Macquarie University Onshore Bachelors Degree Students, 2005-2007

### 3.9.2 Other Providers

In addition to SIBT and the Centre for Macquarie English, the University has several arrangements with onshore academic and English language providers for pathways for admission to the University. These informal agreements evolved over time and were not initially subjected to a rigorous assessment and review process. Because of the level of risk involved, the University has halted additional arrangements of this kind and is establishing a due diligence framework for the assessment, approval and ongoing monitoring of academic and English pathway providers. This framework will be implemented in 2009 and will lead to a review of all current arrangements.

### 3.10 Internationalisation of the Curriculum

Macquarie University continues its commitment to internationalisation by ensuring that learning, teaching and research activities are well positioned to address global challenges and produce graduates who are global citizens. The University's *Internationalisation Strategy* has defined internationalisation as 'the process of integrating an international and inter-cultural dimension into the teaching,



SM01.11 Int Strategy

research and services of the University'. Internationalisation is a core value for the University and serves to promote innovation in research, learning and teaching, and global engagement.

### 3.10.1 A Two Tier Approach to Internationalisation

Macquarie has adopted a two tier approach to internationalisation. The *Internationalisation Strategy* articulates aspirations and goals for learning, teaching and research, while the *Macquarie International Strategy* (discussed in earlier parts of this chapter) is a business plan that identifies objectives and outcomes for operational level activities.

The *Internationalisation Strategy* identifies goals and objectives to be achieved by 2012 which will provide 'all students with the opportunity for high quality international experiences' (*Macquarie@50*) and enable them to 'pursue discovery, learning and service in a world without borders'. This Strategy is derived from the University's *Learning and Teaching Plan* and compliments the objectives of the University's *Research Strategic Plan*.

The *Internationalisation Strategy* identifies specific objectives and indicators for students, curriculum, staff and research which support the recommendations of the Review of Academic Programs and the University's research direction. In mid-2008, the University began measuring academic and non-academic activities which support the objectives for internationalisation. This baseline data will provide an index for assessing future performance against the Internationalisation Strategy KPIs.

### 3.10.2 Learning and Teaching Strategies

The University's *Learning and Teaching Plan, 2008-2012* includes 5 objectives to support international awareness:



SM01.11 Int  
Strategy



SM01.09 MQ Int'l  
Strategy



SM01.11 Int  
Strategy

[SM01.01  
Macquarie@50](#)

[SM01.05 Learning &  
Teaching Plan 2008-  
2012](#)



SM01.04 Research  
Strategic Plan 09-11



SM01.11 Int  
Strategy

[SM01.05 Learning &  
Teaching Plan 2008-  
2012](#)

1. To develop and support culturally inclusive learning and teaching practices;
2. To identify opportunities to incorporate international and intercultural perspectives into the student learning experience;
3. To provide programs and resources to recruit and support students from equity groups;
4. To incorporate international perspectives into learning objectives, strategies and curriculum content; and
5. To provide professional development for staff to ensure that they have the skills to promote diversity, equity and internationalisation.

These objectives are further developed in the Internationalisation Strategy.

### **3.10.3 The Global Futures Program**

Participation and engagement are key values informing the Macquarie student experience. The Global Futures Program which will commence in 2010 in conjunction with the University's new curriculum, develops these aspirations through various community partnerships and by integrating participation into the curriculum for academic credit. It will build on the existing Global Leadership and Volunteers Programs and manifests the University's increasing commitment to social inclusion and equity.

Macquarie students and staff will have the opportunity to participate in a unique global community service program in an innovative joint partnership between the University and non government organisations. Projects will be developed in conjunction with local community groups, regional and remote councils, Indigenous groups, and nations throughout the South Pacific and South East Asia.

The Global Futures Program, in partnership with Australian Volunteers International and other partners such as Red Cross,

[Media Release](#)

will develop service learning linkages at an institutional level, using established networks to benefit all students and staff. Engagement will be with partners at local, national and international levels. The Global Futures Program is the first of its kind in the Australian tertiary sector and Macquarie is the first university to partner with an NGO on this type of program.

### **3.10.4 Staff Development**

In 2006, the University's Centre for Professional Development conducted a six month research project to gain an understanding of the issues associated with teaching international students and to identify examples of good practice. The findings of this research project were used in the development of teaching resources and content for core foundation programs. Staff training on intercultural understanding (coordinated by what is now the University's Learning and Teaching Centre) has focused on the integration of issues and practice into two core foundations programs: Foundation in Learning and Teaching; and the Colloquium in Research Supervision.

In addition to providing core foundation training to staff involving intercultural communication, the University has introduced an Equity Observer on academic promotion panels and who is also available to assist in the recruitment process to encourage recruitment and promotion of culturally diverse staff.

The Academic Restructure commencing in 2009 allows Macquarie to embed internationalisation and international activity management at the core of the four new Faculties. Each of the Executive Deans will be responsible for managing the internationalisation program for their Faculty. The program will include:

- representing the Faculty on the University's Internationalisation Steering Committee;

[Learning and Teaching Centre](#)

[Foundation in Learning and Teaching](#)

[Colloquium in Research Supervision](#)

[Equity Observer](#)

[Executive Deans Roles](#)

- development of the Faculty's international strategies and coordinating implementation;
- ensuring a coordinated approach to the Faculty's international activities in consultation with Heads of Department and Discipline Leaders, and monitoring the quality of linkages for compliance with University policy and strategies; and
- consulting with other Faculties and the University Library on international learning and teaching (including student placement), and research linkages.

Academic and Professional staff will have access to staff volunteering experiences through the Global Futures Program via links with Australian Volunteers International and the University of Papua New Guinea.

The University recognises that, in order to internationalise the curriculum, staff will need professional enrichment opportunities. To develop international awareness and capabilities and internationalising the competency and experience of staff, the *Internationalisation Strategy* identifies a range of objectives and indicators. Internationalisation at Macquarie is indexed through identified key performance indicators measured by the Performance Development and Review process.



SM01.11 Int Strategy

### 3.11 Areas for Improvement

#### ***Ensuring Diversification***

As material in this chapter indicates, the University draws a very large proportion of its international students from China and Hong Kong and a very large proportion of international enrolments are in the areas of business and economics. For many students, it is clear that what brings them to Australia and what drives their choice of discipline are the migration laws and the prospect of securing permanent residence. University student numbers and revenue would be affected by changes in either Chinese or

Australian government policy.

Lead times for ensuring diversification are long and the response to this situation, which is being managed by the DVC, Development and External Relations, involves:

- Expanding recruitment activities in South East Asia (including Thailand and Vietnam), India, Kenya, South Africa and Mauritius, South America (particularly Chile and Brazil), and Eastern Europe.

In addition, the University is carefully monitoring the international economic situation for likely impacts on demand.

### ***Managing Agreements***

The self-review process prompted by this AUQA audit has revealed considerable progress since the Cycle 1 audit when it comes to the management of Agreements. However, Appendix D on Student Exchange Partners shows agreements which have expired and others which have been set up for indefinite periods.

The response to this situation is being managed by the Provost, and involves:

- Implementing the International Agreements Policy and establishing associated procedures;
- Developing a contract template for establishing offshore programs; and
- Ensuring regular process for monitoring and review;
- Continuing alignment with the University's strategic direction.

### ***Providing Stronger Support for International Students***

Figures 3.4 and 3.5 of this chapter identify the wide range of academic and pastoral support the University provides to international students. Nevertheless, in common with the rest of the sector, the University can do more.

The response to this situation, being managed by the Provost and the DVC, Development and External Relations, involves:

- Continuing to monitor the responses of students (particularly later year students) as measured by the International Student Barometer;
- Expanding provision of study skills advisers across the University;
- Identifying more opportunities to provide services in ways which will draw international and domestic students together; and
- Developing early intervention strategies to identify and assist students affected by the current economic downturn.

