

## Theoretical model of effective work placement for international students

<b>Ethos</b>	Internationalisation is interpreted as the creation of a culture or climate on <b>and off</b> campus that promotes and supports international/intercultural understanding and focuses on campus-based, <b>workplace</b> or “at home” activities.	Policy or documentation related to international students and work place component in study programs. The rhetoric in university policy in relation to catering to international student needs.	Students are able to draw on personal attributes as an international student and draw on these skills for improvement in professional practice. Mentors are able to be compassionate about students’ international attributes and/or relate to their own international experiences.	Students can implement and start to reason why internationalisation is important in the work place and why this is significant for the particular discipline in which they are working. Mentors can clearly and effectively explain the importance of international perspectives in the work place.	Students and mentors appreciate and understand each other’s differences and see these as strengths. They can use this knowledge to reconstruct professional practice. Students are work place ready and have developed a personal epistemology.	<b>Metacognitive</b>
<b>Competency</b>	Internationalisation is presented in the form of desired results such as student competencies <b>particularly in the work place</b> , increased profile, and more international <b>and professional</b> agreements, partners, or projects.	Report on the competencies expected to be fulfilled by international students in the work place environment. These are agreed upon by university and work place coordinators. Often impacted on by external jurisdictions.	Both student and mentor are able to relate the notion of internationalisation to the work place and professional competencies. This ensures intercultural understanding and global awareness in the work place.	Professional competencies that are effective in an international context are explained and related to relevant theory.	With acceptance of the need to improve intercultural understanding a work place can value professional competencies from an international perspective. Students may also re-evaluate practice in order to be more culturally-inclusive.	<b>Procedural</b>
<b>Process</b>	Internationalisation is considered to be a process in which an international dimension is integrated in a sustainable way into the three primary functions of an institution: teaching/learning, research, and service to society. <b>At both university and work place level.</b>	A report on the processes and procedures within the university context in relation to work placement takes into account needs of international students. Similarly, the processes and procedures established the work place environment consider the hosting of international students.	Processes and procedures are reviewed and refined according to past experiences and needs of students and/or staff.	Reasons, including theoretical justifications, are provided as to the how and why processes are altered to better meet the needs of international students, their mentors and other stakeholders.	Changes are made to university and work place processes and procedures in order to meet needs of international students, their mentors and other stakeholders.	<b>Conceptual</b>
<b>Activity</b>	Internationalisation is described in terms of activities such as study abroad, curriculum, academic programs, international students, institutional linkages and networks, development projects, branch campuses <b>and work placements.</b>	Students and mentors recount the activities that occur in the work place. Improvements however, may not be provided OR the student may not yet have the capacity to implement suggestions offered.	Students are able to relate the activity that they have been involved in to previous life experience (in employment or other work experience).	Students are able to understand the significance of the activities undertaken before, during and after work placement. They can relate this experience to learnings within the university context. Mentors are able to provide critical and evidence-based feedback.	Students can unpack the activities undertaken and start to reconstruct their practice. This is informed by relevant theory. Mentors are able to provide suggestions and recommendations for improvement and give reason for these related to theory.	<b>Factual</b>
	Theoretical frameworks of Internationalisation (Knight, 1999) and the 4Rs (Bain et.al. 1999; Ryan & Ryan, 2011)	<b>Report/recount</b> Report what happened or what the issue or incident involved. Why is it relevant? Respond to the incident or issue by making observations, expressing your opinion, or asking questions.	<b>Relate</b> Relate or make a connection between the incident or issue and your own skills, professional experience, or discipline knowledge. Have I seen this before? Were the conditions the same or different? Do I have the skills and knowledge to deal with this? Explain.	<b>Reason</b> Highlight in detail significant factors underlying the incident or issue. Explain and show why they are important to an understanding of the incident or issue. Refer to relevant theory and literature to support your reasoning. Consider different perspectives. How would a knowledgeable person perceive/handle this? What are the ethics involved?	<b>Reconstruct</b> Reframe or reconstruct future practice or professional understanding. How would I deal with this next time? What might work and why? Are there different options? What might happen if...? Are my ideas supported by theory? Can I make changes to benefit others?	<b>Anderson and Krathwohl’s revision on Bloom’s Taxonomy</b>