



**AUSTRALIA
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Opportunities to increase Australia-India WIL engagement: Key findings and analysis

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FOREWORD

Outbound mobility to India for work integrated learning can provide transformative life experiences for students of Australian higher and vocational education and training institutions. In addition to enhancing the student experience, such activities are a potent way to foster understanding of India, as well as open doors to future global employment opportunities with Indian multinational companies and the broader Indian diaspora.

As work progresses under the National Education Policy 2020 to make India a knowledge hub, there is an opportunity to significantly boost the number of students embarking on Australia-India WIL engagements, both in person and online.

Research undertaken by the Australia India Institute presented in this report makes an important and novel contribution in this largely uncharted area, mapping for the first time the key features of WIL in Australia and internships in India. It presents new ways to navigate the barriers to participation in offshore WIL in India, as well as good practice advice to Australian institutions interested in building connections for Australia-India WIL.

The broad conception of Australia-India WIL engagement adopted in this report goes well beyond traditional outbound mobility programs and paves the way for innovations in education-industry partnerships and learning.

We wish to thank representatives from the education sectors and industry in Australia and India who participated in the focus groups, interviews and survey for this project.

We are grateful for the support of the Australian Government Department of Education for this research.

I hope this report is useful for education institutions and industry, and that the detailed practical information it provides will increase the participation of students in the many innovative varieties of Australia-India WIL.

The Hon. Lisa Singh
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Acronyms

ACEN	Australian Collaborative Education Network
AICTE	All India Council for Technical Education
AMSI	Australian Mathematical Sciences Institute
AQF	Australian Qualifications Framework
Cth	Commonwealth
DESE	Department of Education, Skills and Employment
DFAT	Department of Foreign Affairs and Trade
EFTSL	Effective Full Time Student Load
ESOS	Education Services for Overseas Students
MOU	Memorandum of Understanding
NCP	New Colombo Plan
NCVER	National Centre for Vocational Education Research
NGO	Non Government Organisation
NUHEP	Non-University Higher Education Provider
PhD	Doctor of Philosophy
RTO	Registered Training Organisation
TAFE	Technical and Further Education
TEQSA	Tertiary Education Quality and Standards Agency
UGC	University Grants Commission
VET	Vocational Education and Training
WEI	Work Experience in Industry
WIL	Work Integrated Learning

1. INTRODUCTION

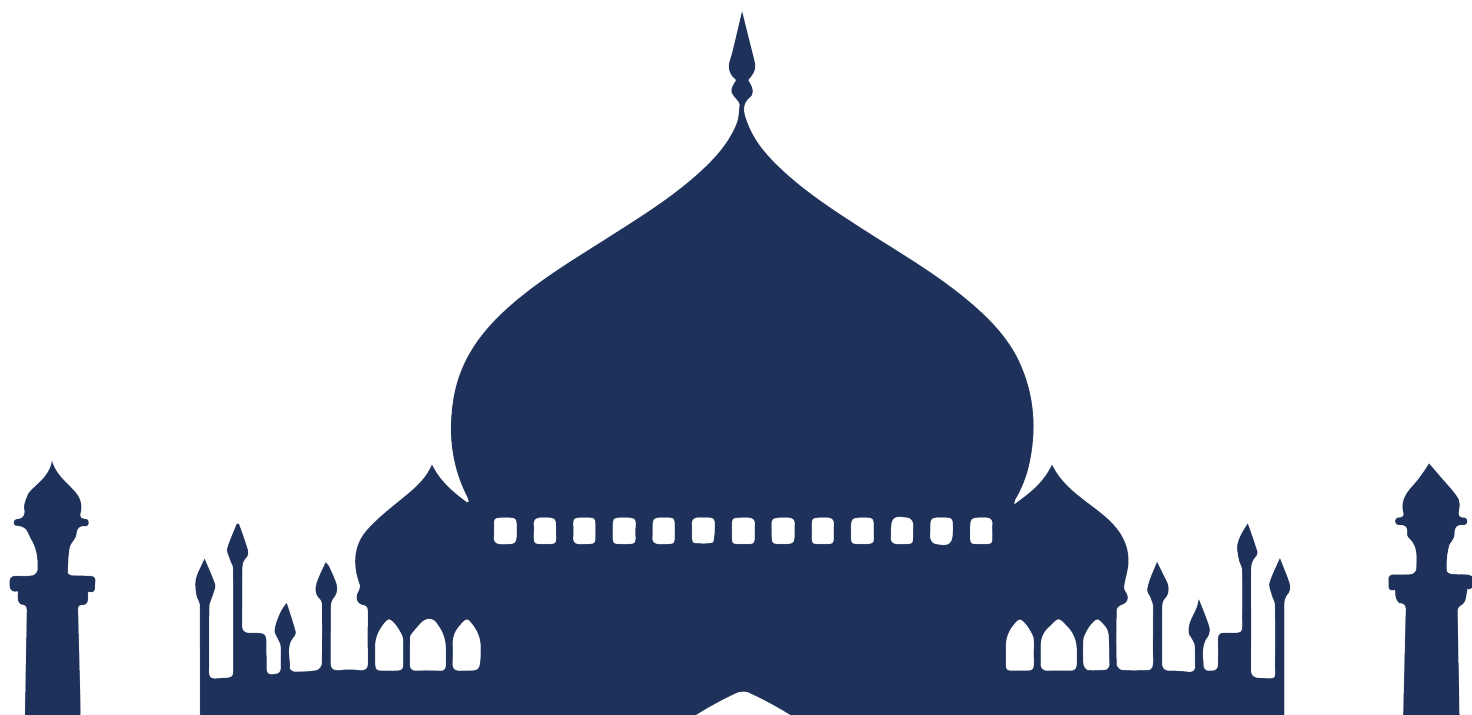
This report charts the landscape of Australian work integrated learning (WIL) and Indian internships to present models to increase Australia-India WIL engagement. This report of key findings and analysis, and the accompanying report, *Building the Evidence Base for Cross-border Work Integrated Learning Models: The Case of Australia and India* (Freeman & Barker, 2022), was commissioned by the Australian Government Department of Education. The research was undertaken by the Australia India Institute.

The project aimed to report on:

1. Australian higher education and vocational education and training (VET) WIL opportunities, including governing legislative frameworks, agreements, and participation levels;
2. Indian higher education and skills internship opportunities, including governing legislative frameworks, agreements, and participation levels;
3. barriers and good practices relating to offshore WIL in India.

Building on this evidence base, the report makes recommendations to support Australian higher education institutions, VET providers and students overcome identified barriers, and increase Australia-India WIL engagement involving domestic and international students enrolled with Australian universities.

This report recognises longstanding interest in enhancing industry-education partnerships, industry-based learning, innovative WIL models, and Australia-India engagement. It brings these interests together, focussing on opportunities for Australia-India WIL partnerships to benefit students, industry, and both our countries. This includes WIL activities implemented by higher education institutions and VET registered training organisations (RTOs), referred to in this report as VET providers.



2. KEY FINDINGS AND RECOMMENDATIONS

- Finding 1: In Australia, WIL is regulated under a complex array of education and labour legislation, regulation, and attendant obligations, overseen by regulatory bodies, informed by professional association requirements, and governed by institutional policies. In India, internships are typically considerably less regulated, and the regulatory environment at system and institutional level is less clear.
- Finding 2: The key features of Indian and Australian WIL can be categorised according to the education and training sector of the WIL activity, the level of compulsion, the relationship of the WIL activity to the student's qualification, location, remuneration, mode, length, pastoral care, co-ordination and management models and technologies, funding, qualification level, and requirements of professional associations. In India, these key features frame internship opportunities provided by Indian host organisations to Indian nationals and foreigners, while in Australia, they frame WIL opportunities provided by higher education institutions, VET providers, and host organisations to domestic and international students of the Australian system.
- Finding 3: At Australian universities, approximately one third of all students (37%) participated in WIL in 2017 (i.e., approximately 450,000 students). In the VET sector, 17% of all VET subjects (excluding subjects delivered through apprenticeships or traineeship training) used work-based delivery in 2019 (involving approximately 800,000 students).
- Finding 4: Few higher education students in Australia participate in a global WIL activity, and it appears that the number of VET students engaged in global WIL activities is negligible.
- Finding 5: In India, large numbers of higher education students enrolled in professional courses at undergraduate (7.9 million; 21%) and postgraduate (1.3 million; 3%) level in 2019-2020, including many in technology, engineering, education, computer applications, medical science, law, pharmacy, nursing, and architecture programs where internships could be expected.
- Finding 6: In India, participation in formal off-the-job training remains low, as does participation in formal on-the-job training other than in apprenticeship programs. However, it is important to acknowledge the large population of Indian nationals learning informally in industry (i.e., on-the-job) outside the formal skills training system. This explains the Government of India's interest in increasing participation in formal off-the-job training

(i.e., through skills providers), as well as increasing industry-education engagement involving formal on-the-job training (e.g., apprenticeships and other skills development programs).

Finding 7: In both India and Australia, the absence of regularised national collections of higher education student participation in domestic and global WIL precludes further analysis of higher education WIL. Similarly, in India, the absence of data regarding delivery and assessment mode (i.e., on- and off-the-job) precludes further analysis of internship participation in the skills sector.

Finding 8: Over 100 Australian organisations operate in India, primarily in Maharashtra in India's leading financial hub (Mumbai), New Delhi, Karnataka in India's leading technology hub (Bengaluru), and Punjab/Haryana, a secondary financial and technology hub (Gurugram). Australian organisations operating in the mining, metals, and infrastructure industry sector (22%) have the largest presence, followed by those operating in the financial services (13%), healthcare and life sciences (13%), education (9%) and ICT (9%) sectors. Further research is required to determine whether these India-based Australian organisations would be amenable to, and suitable as, WIL host organisations for students of the Australian system.

Finding 9: Barriers constraining the uptake of offshore WIL in India by students of the Australian system include cost, insurance, fear of the unknown, limited interest in India, availability of hosts, lack of inclusivity, and restrictions related to the global health emergency (COVID-19 pandemic).

Recommendation 1: That the higher education sector pursue the development of a Massive Open Online Course (MOOC) or micro-credential preparatory module for students undertaking offshore placement-based WIL in India.

Finding 10: Good practices include preparation for offshore WIL in India, recruitment of well-known Australian and Indian host organisations, planning for scaled-up WIL involving multiple students training with Indian host organisations, prioritisation of niche industry sectors, and offering offshore WIL in India in tandem with prioritised initiatives like study centres and study tours.

Recommendation 2: That Australian higher education institutions and VET providers build relationships with industry in India, prioritising Australian organisations with operations in India and Indian companies and multinationals with operations in Australia.

Recommendation 3: That Australian higher education institutions and VET providers leverage existing partnerships with Indian institutions (i.e., Memorandums of Understanding [MOUs]), as well as international office and alumni connections to build links with industry in India.

Recommendation 4: That Australian higher education institutions and VET providers collaborate to scale-up provision of offshore placement-based WIL in India (Australia-India WIL model 4).

Recommendation 5: That Australian higher education institutions and VET providers prioritise WIL activities in niche industry areas (other than those covered by regulated professions) where India is recognised as a global leader.

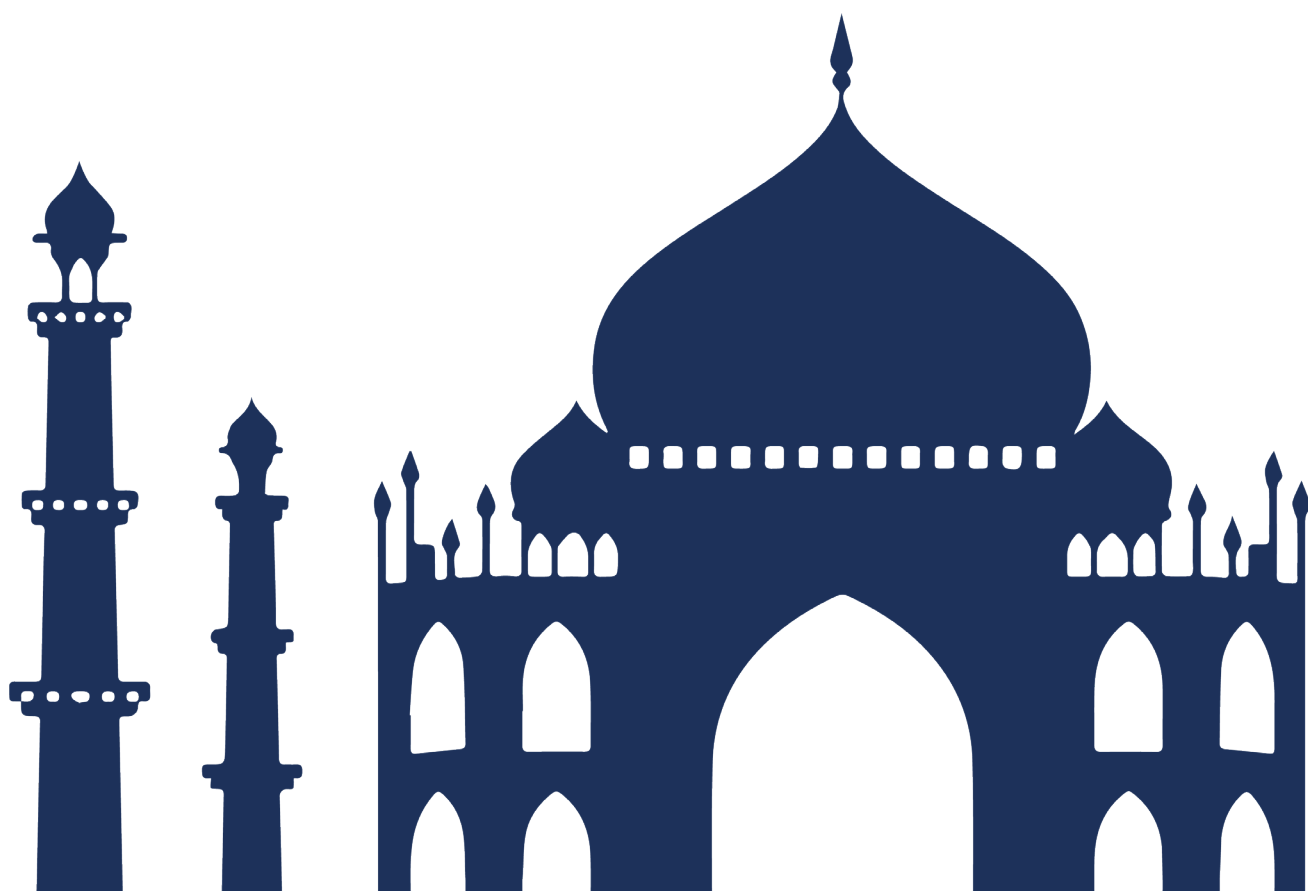
Recommendation 6: That the sector facilitate the development of a guide for Australian higher education institutions and VET providers regarding Australia-India WIL engagement.

- Finding 11: There appears to be a relationship between student, institutional and host organisation investment and outcomes for different types of WIL. The Australia-India WIL models that emerged from this research illustrate a trajectory of increasing investment, with students, institutions, and host organisations building multi-layered, sustainable relationships based on reciprocity and mutual advantage.
- Finding 12: Other studies have highlighted the relationship between types of WIL and student outcomes, illustrating the benefits to students that participate in international education involving mobility and placement-based WIL relative to online WIL.

Recommendation 7: That higher education institutions and VET providers adopt a range of Australia-India WIL models to increase access to WIL experiences for students of the Australian system, including:

- o Australia-India WIL model 1 – Extracurricular activities with Indian peers;
- o Australia-India WIL model 2 – Online WIL with Indian hosts in Australia or India;
- o Australia-India WIL model 3 – Onshore placement-based WIL with Indian hosts in Australia;
- o Australia-India WIL model 4 – Offshore placement-based WIL in India.

Recommendation 8: That, in seeking to facilitate the adoption of a range of Australia-India WIL models, the Australian Government leverage Australia India Education and Skills Council discussions and the Memorandum of Understanding on Cooperation in Vocational Education and Training between the Ministry of Skill Development and Entrepreneurship of the Republic of India and Department of Education of the Government of Australia to enhance Australia-India WIL engagement including reciprocal WIL/ internship opportunities for outbound and inbound students.



3. METHOD

In delivering this project, the Australia India Institute employed various research methods acknowledging the rapidly changing labour market, work and WIL landscape in Australia and India during 2021. A literature review was conducted to extract key insights regarding WIL, global mobility and international education. Following this, an analysis was undertaken of institutional policy documents from 20 Australian universities, nine non-university higher education providers (NUHEPs) and six VET providers. Building on the findings from this preliminary research, 15 interviews were conducted virtually involving 17 interviewees from Australia and India. Interviews with Indian nationals affirmed the importance of capturing the Indian voice in Australia-India engagement research through various means. Interviews were recorded and transcribed.

Concurrently, five focus groups were held virtually, involving 33 participants from 19 Australian universities,¹ two NUHEPs, three Technical and Further Education (TAFE) institutes, the Group of Eight, Innovative Research Universities and TAFE Directors Australia. As with the interviews, focus group sessions were recorded and transcribed. In order to reach out to industry, a survey was distributed to 91 Australian organisations in India using a list provided by the Department of Foreign Affairs and Trade (DFAT). Two responses were received, likely influenced by disruptions related to the COVID-19 pandemic. This limited our capacity to explore the feasibility of Australian organisations in India offering WIL. Analysis was conducted of testimonials from nine Victorian university students who completed offshore WIL in India over the period 2017-2019 under the Australia India Institute's Victoria India Internship Program sponsored by the Victorian Government. Finally, secondary datasets were analysed in terms of student participation in VET and higher education, the New Colombo Plan Mobility Program and Work Experience in Industry.

4. DEFINITIONS

Different terms are used in Australia and India to denote work integrated learning in the scholarly literature and institutional policies; at times interchangeably, and at other times, drawing distinctions.

In the Australian VET sector, the terms 'workplace-based delivery', 'work-based learning' and 'on-the-job training' are commonly used. The National Centre for Vocational Education Research (NCVER) defines 'workplace-based delivery' as any "training activity conducted in the workplace whether it is conducted by the training organisation or the employer; for example, industrial/work experience, field placement, fully on-the-job training or structured workplace training delivered at a place of employment" (2021a, p. 68).

In the Australian higher education sector, the term 'work integrated learning' or WIL is commonly used; however, individual universities and NUHEPs define WIL in different ways. By comparison, in India, the terms 'internship' and 'on-the-job training' are commonly

1. Representatives from universities were drawn from Queensland (University of Queensland, University of Southern Queensland, Queensland University of Technology, James Cook University, Griffith University), New South Wales (University of New South Wales, Macquarie University, University of Western Sydney, Southern Cross University, University of Wollongong, University of Technology Sydney, Charles Sturt University), Victoria (Deakin University, Monash University, RMIT University, University of Melbourne) and South Australia (University of Adelaide, Torrens University, Flinders University).

used in the higher education and skills sectors, respectively. Thus, definitions of WIL are understandably diverse, with variations between institutions within each sector, between the higher education and VET sectors, and between countries (Australia and India). This reflects variations between and within jurisdictions and regulatory environments, as well as the different histories of learning traditions, parties involved, and institutional positioning around niche delivery modes.

Indeed, the Tertiary Education Quality and Standards Agency (TEQSA) Compliance Guide: Work Integrated Learning (2021) observes that:

the nature and scope of WIL may vary in purpose (with a focus on technical skill acquisition, professionalism, professional responsibility, identity and values, enculturation to professional roles etc), duration (short-term to long-term, part-time or full-time), timing in the curriculum (in the first, middle or final years), extent of supervision and tasks and responsibility given to students, as well as the extent of integration of the student learning with the activities of the workplace or with the remainder of the student's course work. (p. 1)

In discussing the Australian system, this report acknowledges this diversity and denotes WIL as encompassing activities in both VET and higher education. The report adopts Patrick et al.'s (2008) definition where WIL is "an umbrella term for a range of approaches and strategies that integrate theory with the practice of work within a purposefully defined curriculum" (p. iv).²

In discussing the Indian system, this report adopts the narrower term 'internships' (and occasionally, 'on-the-job training') to examine offshore WIL opportunities. The term internships, rather than WIL, will resonate with Indian readers of this report.

In discussing opportunities for Australia-India engagement involving WIL, we introduce a new term, 'Australia-India WIL'. This term encompasses any WIL activity that involves a higher education or VET student enrolled with an Australian institution engaging:

1. with an Indian host organisation (i.e., online, or in person in Australia or India);
2. with an Australian host organisation operating in India (i.e., online, or in person in India);
3. in a placement-based WIL activity undertaken in India (i.e., with an Indian, Australian, or multi-national host organisation); or
4. in a WIL activity undertaken with an Indian peer (e.g., an Australian, Indian, or other international extra-curricular activity).

2. The report acknowledges that the definition of WIL adopted under the NPILF includes the following criteria: "1. Integrated theory with the practice of work; 2. Engagement with industry and community partners (industry is inclusive of business, government and the community sector whereby NGOs and not for profit organisations are suitable for a WIL experience); 3. Planned, authentic activities; 4. Purposeful links to curriculum and specifically designed assessment" (DESE, 2021a, p. 20).

5. TYPES OF WIL

Universities Australia (2019) adopted four categories of WIL – placements, projects, fieldwork, and simulations – for statistical collection purposes to audit university student participation. By contrast, Kaider et al. (2017) categorised different types of WIL according to the level of involvement of industry, differentiating authentic learning that occurs without industry involvement, WIL activities that occur with industry involvement, and WIL placement activities that occur within host organisations (Table 1). The following table helpfully demonstrates the diversity of broadly defined WIL activities.

Table 1: Broadly Defined WIL Activities Involving Authentic Learning

Learning activities without industry involvement	WIL activities with industry involvement	WIL placement activities within host organisations
<ul style="list-style-type: none"> - Simple simulations (online or live) - Case studies - Studios - Authentic simulations - Role plays - Career development learning - Workplace checklist - Virtual workplace or work practice observation - Job shadowing - Observation - Film/video 	<ul style="list-style-type: none"> - Complex simulated online or face-to-face workplace environments - Studios or practice clinics - Laboratory days - Projects for organisations - Problem-based learning with or within organisations - Community-based projects - Capstone units that provide workplace projects - Workplace audits, inspections - Job shadowing - Field trips - Q&A with industry - Input or feedback from industry - Mentoring by industry 	<ul style="list-style-type: none"> - Work placements of various types can take place in any year or frequency; for varying lengths of time; and for varying intensities and complexities, and include: - Internships, practicums, co-op years, clinical placements, industry-based learning - Work based learning - Industry-based (or community-based) projects. Includes industry supervision and feedback. - Service learning where students undertake voluntary work in the not-for-profit sector.

Source: Adapted from Kaider et al., 2017.

Over the past decade, innovative types of WIL have emerged reflecting the need to address the growing competition for placement-based WIL and technology advances. Kay et al. (2018) identified innovations including micro-placements, online projects or placements, hackathons/competitions and events, incubators/start-ups, and consulting. Importantly, the draft TEQSA Compliance Guide: Work Integrated Learning (2021) now encompasses some of these recent developments, stating that WIL activities may include:

- professional workplace placements (whether local, national, or international);
- online or virtual WIL;
- industry-partnered projects in the classroom;
- a simulated work environment with industry input, consultation or assessment;
- activities in other contexts involving industry or community partners.

New ways of working (including the ‘gig’ economy, and ‘microwork’) also influence the type of WIL opportunities available to students, as do new ways of learning (including ‘microlearning’). Further changes will occur as virtual and augmented reality, and artificial intelligence are increasingly deployed and transform human-robot interaction, as well as student’s learning and WIL (see Valentine et al., 2021; Handoko et al., 2020).

These various categorisations each distinguish between placement-based WIL (e.g., placements, fieldwork, internships, service learning/volunteering) and non-placement-based WIL (e.g., case studies, projects, Q&A with industry). However, technology advances, widely diffused and exacerbated by necessity in times of crisis have blurred some distinctions. Much learning now regularly occurs online and through simulation, and much work now occurs virtually. This transformed environment influences the shape of emerging Australia-India WIL models for those interested in Australia-India WIL engagement.

6. POLICY FRAMEWORK

There is longstanding interest in increasing industry-education partnerships across the education, training, research, and innovation systems to benefit industry, education, and the economy. This is consistent with the Australian Government's 2015 National Innovation and Science Agenda which encourages increased research-industry collaboration.

There is also growing interest in industry-based learning, illustrated by the 2015 National Strategy on Work Integrated Learning in University Education (National Strategy). Consistent with this strategy, the new National Priorities and Industry Linkage Fund (NPILF) (which is part of the Australian Government's Job-ready Graduates Package of reforms) introduces performance-based funding obligations from 2022 that encourage universities to report engagement with industry (see DESE, 2021a).

Commitment to increasing international student participation in WIL is reflected in the Australian Strategy for International Education 2021-30 and the 2019 VET International Engagement Strategy 2025. It is also consistent with Austrade's Innovation in Employability statement which is supportive of students gaining industry experience and experiential learning. Reviews of Australia's research training system (Watt, 2015; McGagh et al., 2016) have recommended increasing WIL opportunities for PhD students. Recent refocusing of the Australian Government's Research Training Program aims to incentivise universities to arrange 3-month internships for PhD students.

Complementing these agendas, Australia's commitment to increasing bilateral education engagement is embodied in the Comprehensive Strategic Partnership between Australia and India. It is reflected in the Varghese 2018 report, *An India Economic Strategy to 2035*, as well as the 2019 report to the Council for International Education, *Positioning for Deeper Engagement: A Plan of Action in India*.

7. REGULATORY FRAMEWORK

Finding 1

- In Australia, WIL is regulated under a complex array of education and labour legislation, regulation, and attendant obligations, overseen by regulatory bodies, informed by professional association requirements, and governed by institutional policies.
- In India, internships are typically considerably less regulated, and the regulatory environment at system and institutional level is less clear.

Australia

Table 2: Governing Legislation and Regulation for Higher Education and VET WIL – Education Laws

Education and training quality and risk management	Higher Education Standards Framework (Threshold Standards) 2021 (Cth) Tertiary Education Quality and Standards Agency Act 2011 TEQSA's Risk Assessment Framework 2019 TEQSA Guidance Note: Work Integrated Learning 2017 National Vocational Education and Training Regulator Act 2011 (Cth) Standards for VET Regulators 2015 (Cth) (including the VET Quality Framework) Standards for Registered Training Organisations (RTOs) 2015 (Cth) Standards for VET Accredited Courses 2021 (Cth) Standards for Training Packages
Internationalisation	Education Services for Overseas Students (ESOS) Act 2000 (Cth) National Code of Practice for Providers of Education and Training to Overseas Students 2018 (Cth) Foreign Influence Transparency Scheme 2018 (Cth) Defence Trade Controls Act 2012 (Cth) National Security Legislation Amendment (Espionage and Foreign Interference) Act 2018 Australia's Foreign Relations (State and Territory Arrangements) Act 2020 (Cth)
Qualifications	Australian Qualifications Framework 2013 (Addendum No. 3 to AQF Second Edition January 2013)
Education and training, and WIL and work experience	Vocational Education and Training (Commonwealth Powers) Act 2010 (NSW) Vocational Education and Training (Commonwealth Powers) Act 2012 (Qld) Education (Work Experience) Act 1996 (Qld) Education and Training Reform Act 2006 (Vic) Ministerial Order 723 – Structured Workplace Learning Arrangements (Non-School Providers) Education and Training Reform Act 2006 (Vic) Ministerial Order 724 – Work Experience Arrangements (Non-School Providers) Guidelines for Registered Training Organisations and Employers in Relation to Post-Secondary Students Undertaking Practical Placements (2017) (Vic) Vocational Education and Training Act 1996 (WA) South Australian Skills Act 2008 (SA) Training and Tertiary Education Act (2003) (ACT) Vocational Education and Training (Commonwealth Powers) Act 2011 (Tas) Training and Skills Development Act 2016 (NT)
Professions	Health Practitioner Regulation National Law Act 2009 (replicated in each state/territory) Aged Care Act 1997 (Cth)
Funding for higher education and VET	Higher Education Support Act 2003 (Cth) Higher Education Support Act 2003 - Administration Guidelines 2012 (Cth)

Source: Freeman and Barker, 2022.

Host organisations must comply with labour laws and regulations relevant to WIL governing the professions, employment relationships, remuneration, work health and safety, privacy, working with children, and discrimination (Table 3).

Table 3: Governing Legislation and Regulation for Higher Education and VET WIL – Labour Laws

Professions	Health Practitioner Regulation National Law Act 2009 (for each state)
Employment relationships	Fair Work Act 2009 (Cth) Modern Slavery Act 2018 (Cth)
Remuneration	Workers Compensation Act 1987 (NSW) Workers' Compensation and Rehabilitation Act 2003 (Qld) Workers Compensation Act 1958 (Vic) Workplace Injury Rehabilitation and Compensation Act 2013 (Vic) Workers' Compensation and Injury Management Act 1981 (WA) Return to Work Act 2014 (SA) Workers Compensation Act 1951 (ACT) Workers Rehabilitation and Compensation Act 1988 (Tas) Return to Work Act 1986 (NT)
Work Health and Safety	Work Health and Safety Act 2011 (Cth) Work Health and Safety Act 2011 (NSW) Work Health and Safety Regulation 2017 (NSW) Work Health and Safety Act 2011 (Qld) Work Health and Safety Regulation 2011 (Qld) Occupational Health and Safety Act 2004 (Vic) Occupational Health and Safety Regulations 2017 (Vic) Work Health and Safety Act 2020 (WA) Occupational Safety and Health Regulations 1996 (WA) Work Health and Safety Act 2012 (SA) Work Health and Safety Regulations 2012 (SA) Work Health and Safety Act 2011 (ACT) Work Health and Safety Act 2012 (Tas) Work Health and Safety (National Uniform Legislation) Act 2011 (NT)
Privacy	Australian Privacy Principles of the Privacy Act 1988 (Cth) Privacy and Personal Information Protection Act 1988 (NSW) Information Privacy Act 2009 (Qld) Privacy and Data Protection Act 2014 (Vic) Information Privacy Act 2014 (ACT) Personal Information Protection Act 2004 (Tas) Information Act 2002 (NT)
Working with children	Child Protection (Working with Children) Act 2012 (NSW) Working with Children (Risk Management and Screening) Act 2000 (Qld) Worker Screening Act 2020 (Vic) Working with Children (Criminal Record Checking) Act 2004 (WA) Children and Young People (Safety) Act 2017 (SA) Working with Vulnerable People (Background Checking) Act 2011 (ACT) Children, Young Persons and Their Families Act 1997 (Tas) Care and Protection of Children Act 2007 (NT)
Discrimination	Workplace Gender Equality Act 2012 (Cth) Racial Discrimination Act 1975 (Cth) Sex Discrimination Act 1984 (Cth) Disability Discrimination Act 1992 (Cth) Disability Standards for Education 2005 (Cth) Anti-Discrimination Act 1977 (NSW) Anti-Discrimination Act 1991 (Qld) Human Rights Act 2019 (Qld) Equal Opportunity Act 2010 (Vic) Equal Opportunity Act 1984 (WA) Equal Opportunity Act 1984 (SA) Discrimination Act 1991 (ACT) Anti-Discrimination Act 1992 (NT) Anti-Discrimination Act 1998 (Tas)

Source: Freeman and Barker, 2022.

In addition to obligations on institutions and host organisations established in this body of laws, several bodies regulate programs delivered by higher education institutions and VET providers. Most notably, this includes TEQSA, the Australian Skills Quality Authority, and professional associations for regulated professions.

In some instances, requirements of these regulators influence the location of learning and/or assessment. For example, the Australian Nursing & Midwifery Accreditation Council's 2018 Explanatory Note requires that clinical experiences undertaken offshore be supervised by a registered nurse or midwife with current, relevant experience. Where no such supervisory equivalence is available, the institution must ensure that an academic accompanies the student. Furthermore, research undertaken by the Australia India Institute regarding aged-care VET revealed that some VET sector training packages restrict work-based learning to host organisations in Australia (Rangan & Dhanji, 2018). In other instances, training packages restrict training to face-to-face and/or simulation modes; however, changes have been made to accommodate mobility, work and learning restrictions in recent years.

Particularly important for WIL, professional associations accredit programs for regulated professions such as accounting, health (e.g., nursing, medicine, psychology, social work), veterinary medicine, law, architecture, engineering, teaching and law. Their requirements influence the location of learning (e.g., in Australia/offshore), mode (e.g., face-to-face, online, blended), supervision arrangements (e.g., on-site or in-country), and scope for reasonable adjustments (e.g., to accommodate disability). In terms of the location of learning, institutions will be keen to ensure future access for offshore online students (including Indian nationals) needing to enter Australia to complete onshore WIL requirements for some professional programs.

At the institutional level, delegated legislation and institutional policies, course outlines, and more recently, health emergency directives establish additional obligations on students and host organisations (Table 4).

Table 4: Higher Education Institution and VET Provider Requirements for Students and Host Organisations

Obligations on students				Obligations on host organisations
Provide student contact details	Complete student declarations, risk assessments and consulate registrations	Register any international travel	Complete student consent forms	Undertake host preparation
Take out insurance		Apply for study leave (PhD students)	Comply with visa conditions	Sign WIL agreements

India

The research revealed a lack of clarity in the regulatory context for internships in India at system and institutional level. There is limited central regulation of internships in India's higher education system; however, in recent years the University Grants Commission (UGC) and All India Council for Technical Education (AICTE) have issued some limited guidance for Indian institutions. This guidance applies to the Apprenticeship/Internship Embedded Degree Programme offered by UGC-affiliated institutions, and internships offered by AICTE-affiliated institutions in accordance with the AICTE Internship Policy: Guidelines and Procedures.

In time, implementation of the National Education Policy 2020 may provide further impetus for internships and regulatory clarity from education authorities. In particular, endeavours to increase education-industry partnerships and participation in vocational education (in school and higher education programs), along with reforms to qualifications frameworks and credit transfer systems are relevant.

Internships in India's labour market remain largely unregulated, despite recent reforms that have consolidated and simplified many existing labour laws into four comprehensive codes. Importantly, neither Indian nor international interns are guaranteed many of the protections that are offered to employees in India.

Many of India's professional councils explicitly establish mandatory internship requirements for domestic and international students enrolled in professional programs with India's higher education institutions. In several instances, requirements are very detailed, clearly identifying appropriate types of hosts, internship content, and rotation schedules.

While these requirements do not extend to foreign students (e.g., those enrolled with institutions outside India), Indian host organisations operating in these areas – including hospitals, pharmacies, law and accounting firms, schools, architecture, and engineering practices – may be familiar with professional council internship requirements. These requirements, therefore, influence the framing of any opportunities for inbound foreign students interested in undertaking Australia-India WIL.

8. KEY FEATURES OF WIL

Finding 2

- The key features of Indian and Australian WIL can be categorised according to the education and training sector of the WIL activity, the level of compulsion, the relationship of the WIL activity to the student's qualification, location, remuneration, mode, length, pastoral care, co-ordination and management models and technologies, funding, qualification level, and requirements of professional associations.
- In India, these key features frame internship opportunities provided by Indian host organisations to Indian nationals and foreigners.
- In Australia, they frame WIL opportunities provided by higher education institutions, VET providers, and host organisations to domestic and international students of the Australian system.

Higher education institutions and VET providers in both Australia and India provide opportunities for students to undertake WIL/internships, to varying degrees. The leading predictors for participation are sector (i.e., higher education/VET), level of compulsion, relationship to qualification (i.e., part of a qualification, or not), and program (i.e., for a regulated profession, or not) (Table 5).

In both systems, WIL/internships may be paid, or unpaid; however, where internships are paid in India, remuneration is significantly less than that in Australia. This is problematic for students of the Australian system who forgo frequently tenuous, casual employment to travel overseas, while continuing to pay rental accommodation costs. Both systems also seem to have transformed WIL/internship learning and assessment modes (i.e., face-to-face, online, blended) to accommodate changes to work and learning; however, further research regarding this is required given the radical, system-wide transformations that occurred in response to the global health emergency from late 2019 (Leihy et al., 2022).

In Australia, unlike India, higher education institutions have well established co-ordination and management structures and processes, including WIL, global mobility, and employability offices. In India, AICTE-affiliated institutions have in recent years been directed to establish Training and Placement Cells, and at least some UGC-affiliated institutions have introduced offices to manage internship and graduate employment placements.

Table 5: Key features of Australian WIL and Indian internships

Key features	Australia	India
Education and training sector	<ul style="list-style-type: none"> • higher education students • VET students (apprentices, trainees, and other VET students) 	<ul style="list-style-type: none"> • higher education students • apprentices and some skills sector students
	<ul style="list-style-type: none"> • persons not enrolled in education or training (i.e., persons without qualifications as well as graduates): <ul style="list-style-type: none"> o primarily graduates 	<ul style="list-style-type: none"> • persons not enrolled in education or training (i.e., persons without qualifications as well as graduates) seeking internships: <ul style="list-style-type: none"> o to transition to employment o for entry level employment o to return-to-work (e.g., women) o freelancers performing gig or microwork
	<p>Compulsory:</p> <ul style="list-style-type: none"> • required of all students undertaking a unit, course, skill set, training package or other accredited course; or • required of all undergraduate and/or postgraduate students; or • required of all students 	<p>Compulsory:</p> <ul style="list-style-type: none"> • required of all students undertaking a specific course for example: <ul style="list-style-type: none"> o courses delivered by AICTE-affiliated institutions; o UGC courses such as the Bachelor of Vocation (B.Voc); o required of all students undertaking a course where the institution requires an internship; or o courses for some regulated professions
Level of compulsion (mandated)	<p>Not compulsory:</p> <ul style="list-style-type: none"> • optional for any student, regardless of enrolment (i.e., unit, course, skill set, training package, other accredited course) or level of study 	<p>Not compulsory:</p> <ul style="list-style-type: none"> • optional for any student
	<p>Relationship to higher education or VET qualification</p> <ul style="list-style-type: none"> • formally part of a qualification, or not • extra-curricular (e.g., competition, hackathon, grand challenge) • industry certification³ 	<ul style="list-style-type: none"> • formally part of a qualification, or not • extra-curricular (e.g., competition, hackathon, grand challenge) • industry certification
Location	<ul style="list-style-type: none"> • in Australia (in home location) • in Australia (intrastate or interstate) 	<ul style="list-style-type: none"> • in India (in home location) • in India primarily in Tier 1 cities: Delhi, Bangalore, Hyderabad, Mumbai, Chennai, Pune, Kolkata, Gurgaon
	<ul style="list-style-type: none"> • offshore 	<ul style="list-style-type: none"> • in India in Tier 2 and Tier 3 cities • formal sector, rather than informal sector
	<p>Remuneration</p> <ul style="list-style-type: none"> • unpaid • paid 	<ul style="list-style-type: none"> • unpaid • paid (up to AUD\$160 per month, fulltime)
Mode: Learning and assessment		
1. Face-to-face	<ul style="list-style-type: none"> • in the workplace on campus (e.g., retail outlets) 	<ul style="list-style-type: none"> • in the workplace on campus (e.g., PhD students tutoring/teaching)
	<ul style="list-style-type: none"> • in the workplace off campus, with a host organisation 	<ul style="list-style-type: none"> • in the workplace off campus, with a host organisation
	<ul style="list-style-type: none"> • in a simulated environment, face-to-face (e.g., simulated hospital; moot courts) 	<ul style="list-style-type: none"> • in a simulated environment, face-to-face (e.g., simulated workshops)
2. Online	<p>Mode:</p> <ul style="list-style-type: none"> • on campus, online • in the workplace, online with a host organisation • in a simulated environment, online • in another location, online (e.g., home) 	<p>Mode:</p> <ul style="list-style-type: none"> • on campus, online • in the workplace, online with a host organisation • in a simulated environment, online • in another location, online (e.g., home)
	<p>Technologies:</p> <ul style="list-style-type: none"> • platforms: Zoom, Microsoft Teams, Blackboard Collaborate • devices: computer, smartphone, tablet • assessment and learning management systems • using virtual or augmented reality, or artificial intelligence 	<p>Technologies:</p> <ul style="list-style-type: none"> • platforms: various • devices: computer, smartphone, tablet • assessment and learning management systems • using virtual or augmented reality, or artificial intelligence

3. In some instances, extra-curricular activities and industry certification are embedded in the curriculum, and then, formally part of a qualification.

3. Blended (i.e., some face-to-face, some online)	<ul style="list-style-type: none"> • on campus, blended 	<ul style="list-style-type: none"> • on campus, blended
	<ul style="list-style-type: none"> • in the workplace, blended, with a host organisation 	<ul style="list-style-type: none"> • in the workplace, blended, with a host organisation
	<ul style="list-style-type: none"> • in a simulated environment, blended • in another location, blended (e.g., home) 	<ul style="list-style-type: none"> • in a simulated environment, blended • in another location, blended (e.g., home)
Length of any activity	<ul style="list-style-type: none"> • micro (e.g., micro-placements, microlearning) • short (e.g., 2-6 weeks) 	<ul style="list-style-type: none"> • micro (e.g., gig or micro-work, microlearning) • short (e.g., summer internships during internship season, mid-April to June/July)
	<ul style="list-style-type: none"> • long 	<ul style="list-style-type: none"> • long (e.g., 12 months)
Pastoral care	<ul style="list-style-type: none"> • individual: one-on-one support 	<ul style="list-style-type: none"> • individual: one-on-one support
	<ul style="list-style-type: none"> • groups: support for groups of students 	<ul style="list-style-type: none"> • groups: support for groups of students
Co-ordination models	<ul style="list-style-type: none"> • self-sourced (e.g., using personal connections or efforts) 	<ul style="list-style-type: none"> • self-sourced (e.g., using government or commercial internship platforms, or personal connections or efforts)
	<ul style="list-style-type: none"> • co-ordinated by higher education institution or VET provider (e.g., WIL, global mobility, or employability offices) 	<ul style="list-style-type: none"> • co-ordinated by higher education institution (e.g., AICTE institutions' Training and Placement Cells)
	<ul style="list-style-type: none"> • co-ordinated by host organisation 	<ul style="list-style-type: none"> • co-ordinated by host organisation
	<ul style="list-style-type: none"> • recruited by third parties (e.g., Practera, Riipen) 	<ul style="list-style-type: none"> • recruited by third parties (e.g., recruiters)
Management and monitoring models and technologies	<ul style="list-style-type: none"> • internally managed by higher education institution or VET provider 	<ul style="list-style-type: none"> • internally managed by higher education institution
	<ul style="list-style-type: none"> • internally managed by host organisation 	<ul style="list-style-type: none"> • internally managed by host organisation
	<ul style="list-style-type: none"> • managed by third party intermediary (e.g., business development company, edtech company, student associations) 	<ul style="list-style-type: none"> • managed by third party intermediary (e.g., edtech company, government internship platform)
	<ul style="list-style-type: none"> • professional recruiters 	<ul style="list-style-type: none"> • professional recruiters
	<ul style="list-style-type: none"> • using WIL management technologies 	<ul style="list-style-type: none"> • using WIL management technologies
Funding	<ul style="list-style-type: none"> • incentives provided to student (e.g., National Colombo Plan) 	<ul style="list-style-type: none"> • incentives provided to student (e.g., stipends for students in courses for regulated professions; accommodation support)
	<ul style="list-style-type: none"> • incentives provided to host organisation 	<ul style="list-style-type: none"> • operational funding provided to higher education institutions
	<ul style="list-style-type: none"> • operational funding provided to higher education institution or VET provider (e.g., pilot schemes) 	
	<ul style="list-style-type: none"> • incentives provided to third parties (e.g., Practera, Riipen) 	
Qualification level	<ul style="list-style-type: none"> • VET (Australian Qualifications Framework [AQF] 1-5) 	<ul style="list-style-type: none"> • skills sector (National Skills Qualifications Framework)
	<ul style="list-style-type: none"> • higher education diplomas and degrees at undergraduate and postgraduate level (AQF 5-10) 	<ul style="list-style-type: none"> • higher education diplomas and degrees at undergraduate and postgraduate level
Requirements of professional associations	<ul style="list-style-type: none"> • Requirements of professional associations • yes (for courses for regulated professions) 	<ul style="list-style-type: none"> • yes (for courses for regulated professions)
	<ul style="list-style-type: none"> • no (for other courses) 	<ul style="list-style-type: none"> • no (for other courses)
	<ul style="list-style-type: none"> • generic, or employability related 	<ul style="list-style-type: none"> • generic, or employability related (including entrepreneurship) (e.g., Stand Up India)

In India, to a greater extent than Australia, internships are presented as an opportunity for persons outside the school, skills and higher education systems to transition into employment, particularly the unemployed, those returning to work (e.g., women), and freelancers performing gig or microwork. Internships in India are concentrated in the formal, rather than informal sector, in tier 1 cities.

In India, unlike Australia, internships associated with some professional programs are long (i.e., 12 months), and undertaken once all coursework has been successfully finished. For example, the National Medical Commission Undergraduate Medical Education Board stipulates that, after undergraduate medical students have completed their coursework and final medical examinations, they must complete an internship for a period of 12 months in order to fulfil the requirements of their bachelor's degree to graduate (see Freeman & Barker, 2022). By contrast, in Australia, students enrolled in some professional programs would undertake the requirements of their bachelor's degree (typically including WIL activities) alongside coursework studies in order to graduate. Such graduates may then be required – having already completed their degrees – to participate in internships to meet professional association registration requirements before commencing practice in a regulated profession.

To a much greater extent than Australia, public and private actors in India have introduced internship platforms to connect large numbers of applicants with host organisations online. In Australia, Deakin University is establishing such a platform for Australia-India Sustainable Development Goal-focused internships. Whereas some third-party intermediaries are newly emerging in Australia, recruiters are well established actors in India's internship and employment placement system, along with edtech companies leveraging related commercial services (e.g., resume writing, English language training, interview preparation, small business skills). These actors operate at scale, reflecting India's large population of interested persons and organisations.

Finally, in both systems, generic or employability related programs remain linked to WIL/ internships, and such programs are vitally important for graduates (e.g., Stand Up India). In India, emphasis on entrepreneurialism, and business and communications skills development reflects high graduate unemployment rates, the importance of the startup ecosystem, and the dominance of the informal sector (including both agriculture, and enterprises that are micro, small and medium-sized) (Agarwal et al., 2019; Bhagavatula et al., 2019; Singh et al., 2019; Tilak et al., 2018).

9. PARTICIPATION IN WIL - AUSTRALIA

Findings 3 and 4

- At Australian universities, approximately one third of all students (37%) participated in WIL in 2017 (i.e., approximately 450,000 students). In the VET sector, 17% of all VET subjects (excluding subjects delivered through apprenticeships or traineeship training) used work-based delivery in 2019 (involving approximately 800,000 students).
- Few higher education students in Australia participate in a global WIL activity, and it appears that the number of VET students engaged in global WIL activities is negligible.

The Universities Australia (2019) audit of Australian university student participation in WIL found that over one third (37%) participated in at least one WIL activity in 2017, representing over 450,000 students. WIL participation varied by discipline, with university students enrolled in health, agriculture, environmental and related studies, education and architecture and building recording the highest levels of participation (Universities Australia, 2019). A small number of university PhD students participate in 3-month internships co-ordinated by the Australian Mathematical Sciences Institute (AMSI) (see AMSI, 2021).

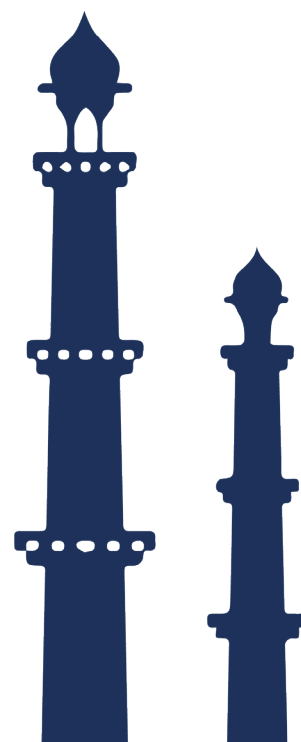
Analysis by the Australian Collaborative Education Network (ACEN) of the Graduate Outcomes Survey, part of the Australian Government's Quality Indicators for Learning and Teaching (QILT) suite of surveys, found that half (51%) of responding higher education graduates had participated in a WIL activity for academic credit (see ACEN, 2021). Both Universities Australia (2019) and ACEN (2021) found participation highest in placements; however, this will have changed with the introduction of mobility restrictions in recent years. Graduates from business and management, science and mathematics, humanities, culture, and social sciences and teacher education were well represented in those having participated in WIL (ACEN, 2021). As with the Universities Australia audit, diversity in terms of participation by discipline reflects the influence of professional association requirements.

Narrow definitions used for the Australian Government's Work Experience in Industry (WEI) indicators are such that the WEI national collection captures only a small subset of all Australian university WIL activity. Our analysis of the Australian Government's WEI dataset suggests that WEI activity represented only approximately 7,000 effective full time student load (EFTSL), of a total 5 million EFTSL over the period 2015-2019 (G. Harrison, personal communication, June 24 2021).

In terms of global mobility for WIL, ACEN's analysis of key Graduate Outcomes Survey items found that a small proportion of higher education students in Australia (6%) participated (see ACEN, 2021), similar to the proportion of students from European countries undertaking an internship abroad (5%) (Wartenbergh-Cras et al., 2021). The New Colombo Plan (NCP) supports some global mobility activities, and our analysis of NCP data revealed that 25 Australian universities secured NCP funding of approximately \$3.5 million for 2021, for approximately 1,000 India-bound students (for offshore and/or online WIL, short term

mobility, study tours and other immersive activities). At least 200 of these scholarships supported students undertaking internships, placements, and practicums in India (DFAT, 2021).

In terms of participation of VET students in WIL, analysis of the National VET Provider Collection by Osborne (2021) revealed that in 2019, 800,000 students in Australia participated (outside an apprenticeship or traineeship), with 17% of all VET subjects (excluding subjects delivered through apprenticeship or traineeship training) using work-based delivery. Where apprentices and trainees are included, this figure increased to over 20%. Field of education was the most dominant predictor of participation in work-based delivery, highest in radiography, pharmacy, philosophy and religious studies, medical studies, forestry studies, and justice and law enforcement (Osborne, 2021).



10. PARTICIPATION IN INTERNSHIPS - INDIA

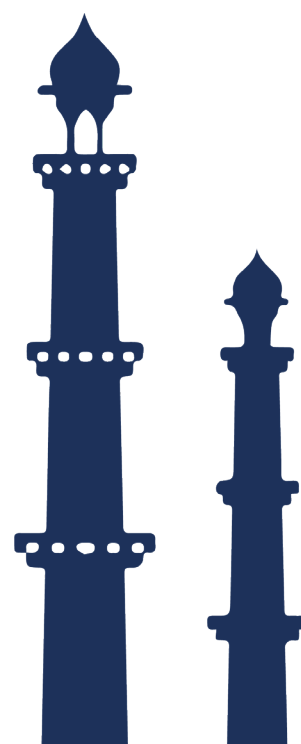
Findings 5, 6 and 7

- In India, large numbers of higher education students enrolled in professional courses at undergraduate (7.9 million; 21%) and postgraduate (1.3 million; 3%) level in 2019-2020, including many in technology, engineering, education, computer applications, medical science, law, pharmacy, nursing, and architecture programs where internships could be expected.
- In India, participation in formal off-the-job training remains low, as does participation in formal on-the-job training other than in apprenticeship programs. However, it is important to acknowledge the large population of Indian nationals learning informally in industry (i.e., on-the-job) outside the formal skills training system. This explains the Government of India's interest in increasing participation in formal off-the-job training (i.e., through skills providers), as well as increasing industry-education engagement involving formal on-the-job training (e.g., apprenticeships and other skills development programs).
- In both India and Australia, the absence of regularised national collections of higher education student participation in domestic and global WIL precludes further analysis of higher education WIL. Similarly, in India, the absence of data regarding delivery and assessment mode (i.e., on- and off-the-job) precludes further analysis of internship participation in the skills sector.

Available higher education participation data indicates that large numbers of Indian students are enrolled in professional courses at undergraduate (7.9 million; 21%) and postgraduate (1.3 million; 3%) level in 2019-20. By discipline, participation was high in technology, engineering, education, computer applications, medical science, law, pharmacy, nursing, and architecture programs (see Ministry of Education, 2020), and it is these disciplines which are most likely to accommodate internships. However, quantifying participation is problematic as no pan-India or macro-level data collection is undertaken, and research regarding India's internships system is nascent. Participation may increase following Prime Minister Narendra Modi's announcement, on India's Internship Day on 25 August 2021, that 10 million internship opportunities will be made available by 2025.

While India's skills system continues to grow, participation in skills development remains low compared with school and higher education populations. This includes low levels of participation in both institution-based training (i.e., off-the-job) and on-the-job training (Mehrotra, 2021; Vincent & Rajasekhar, 2021). However, it is important to understand that much learning occurs by people working in India's formal and informal sectors outside India's skills institutions (Mehrotra et al., 2013; Sodhi & Wessels, 2016). For example, Mehrotra (2014) writes that "almost all 'apprenticeship' in India has historically been informal in nature and practiced in micro-enterprise for centuries – totally outside the purview of any law, and beyond the scope of any regulation" (p. 64).

As with higher education, there does not seem to be any pan-India data collection regarding on-the-job training participation for India's skills system. As much of India's vocational learning occurs informally in the unorganised sector (Mehrotra, 2021), it is unlikely that India's skills system could readily accommodate inbound (or online) VET students of the Australian system.



11. AUSTRALIAN INDUSTRY OPERATING IN INDIA

Finding 8

- Over 100 Australian organisations operate in India, primarily in Maharashtra in India's leading financial hub (Mumbai), New Delhi, Karnataka in India's leading technology hub (Bengaluru), and Punjab/Haryana, a secondary financial and technology hub (Gurugram). Australian organisations operating in the mining, metals, and infrastructure industry sector (22%) have the largest presence, followed by those operating in the financial services (13%), healthcare and life sciences (13%), education (9%) and ICT (9%) sectors (DFAT, personal communication, June 18, 2021).
- Further research is required to determine whether these India-based Australian organisations would be amenable to, and suitable as, WIL host organisations for students of the Australian system.

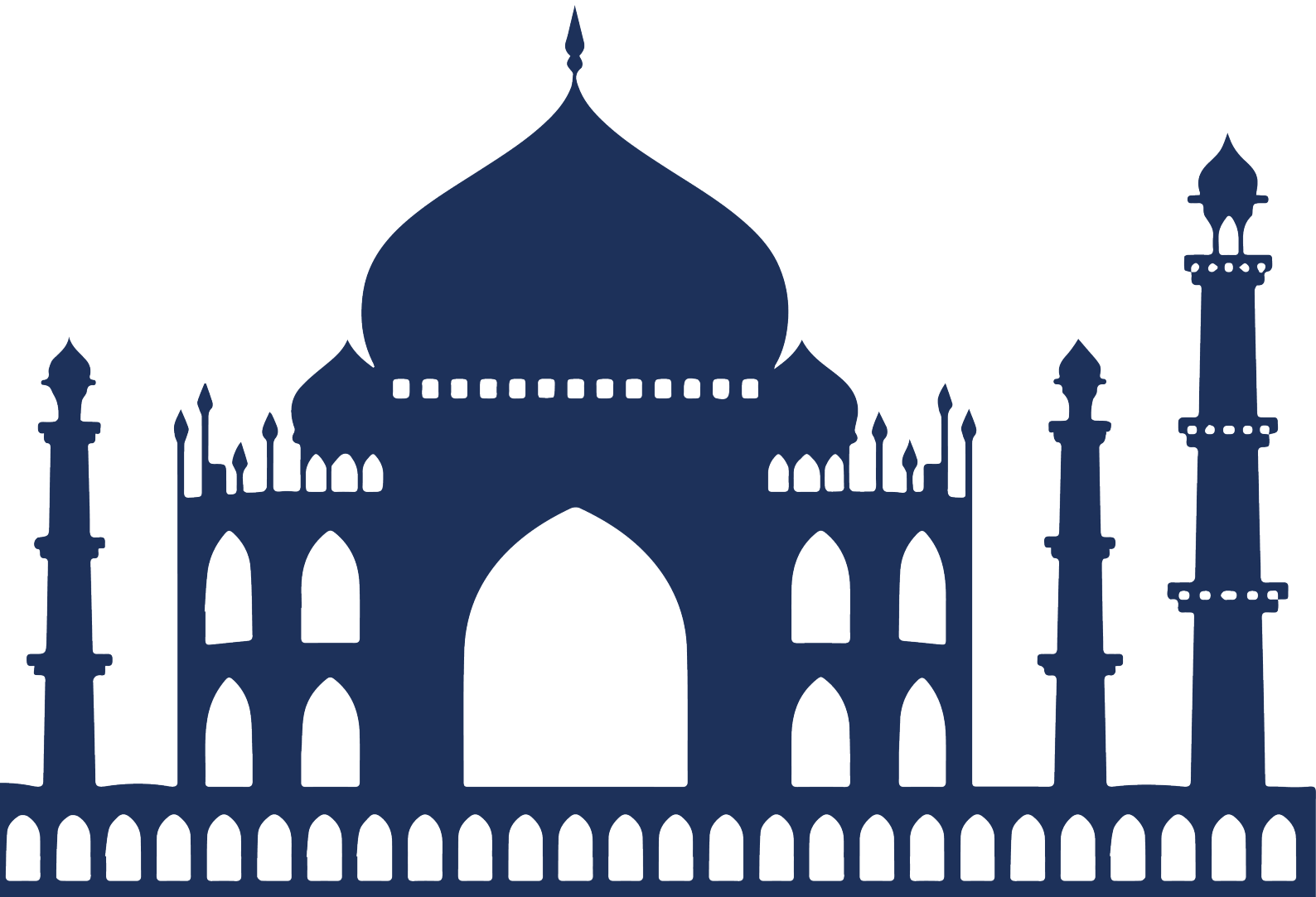


Table 6: Australian Companies That Have Had Operations in India (n=113)

Regions and cities	Australian companies
MAHARASHTRA (Capital: Mumbai) (n=32; 28%)	
Mumbai	Agripower Fertilisers India Pvt Ltd, ANZ Bank - India, Auroch Advisory LLP, Australian Wool Innovation - India, Cactus Communications Pvt Ltd, Cochlear Medical Device Company India Pvt Ltd, Cockram Projects India Pvt Ltd, Commonwealth Bank of Australia - India, Destination NSW (India), Flex Health & Medical Supplies - India, IAG (Insurance Australia Group) India, Leighton India Contractors Pvt Ltd, Linfox Logistics (India), Macquarie Capital India Private Limited (Mumbai), Macquarie Infrastructure & Real Assets India Pvt Ltd (Mumbai), Medibank Health Solutions, NAB - National Australia Bank - India, Qantas Airways Limited (Mumbai), QBE General Insurance (India), Sanderson Group India Pvt Ltd, SBI General Insurance Company Ltd, Servcorp (India), SGE Laboratory Accessories Pvt Ltd, Solaft Filtration Solutions India Pvt Ltd, Sportstec India Pvt Ltd, Superior Jetties, Tourism Australia - India, Westpac Banking Corporation - Mumbai, WorleyParsons - India, Xtralis India, Tata Bluescope Steel Limited, J K Ansell Ltd
Pune	
Thane	
NATIONAL CAPITAL TERRITORY (Capital: Delhi) (n=24; 21%)	
New Delhi	Australian Council for Educational Research (India), Australian Technical and Management College (India), AWB India Pvt Ltd, Beyond Business Connections India, BHP Billiton (India) Pvt Ltd, Biotech Trading Pvt Ltd, Canterbury Education Group - New Delhi, CB Richard Ellis South Asia PA Ltd, DDF Consultants Private Limited (India JV partner of Mode Design), Deakin International - India, Entura Hydro Tasmania India Ltd, Gloria Jean's Coffees - New Delhi, GSES India Sustainable Energy Pvt Ltd, IDP Education - New Delhi, Macquarie Capital Advisers (New Delhi India), Rebound Ace Sports India, Resmed India Pvt Ltd, SAAB Defence Systems, Santos International Operations Pty Ltd (New Delhi), Sinclair Knight Merz - New Delhi, Taiyo Membrane India Pvt Ltd, Thales India Pvt Ltd, The George Institute for Global Health - India
Noida	Meinhardt - Noida - India
KARNATAKA (Capital: Bengaluru) (n=17; 15%)	
Bengaluru	ANCA Machine Tools Private Ltd, ANZ Operations and Technology Centre, Atlassian India, Attra Infotech, Cablex Systems India Pvt Ltd, Ferra Aerospace Pvt Ltd, George Clinical, Global Wear Solution India Pvt Ltd, Howards Storage World India - Bangalore, Kolar Gold Resources (India) Pvt Ltd, Multi-Vendor Support Services India Pvt Ltd, Novotech India, Raine & Horne India, Red Rooster Performance International Pvt Ltd, SBG Distributors Pvt Ltd, SISS Busines Systems Ltd, Telstra India
PUNJAB & HARYANA (Capital: Chandigarh) (n=15; 13%)	
Gurugram	ADG Sumavi Technical Services Pvt Ltd, AGA Assistance (India) Private Limited, AMP Capital Advisors India Pvt Ltd, Amplifon (India) Pvt Ltd, Boral Gypsum India Pvt Ltd, Bravura Solutions (India), Future Fibre Technologies India Pvt Ltd, Futures Group, Golder Associates Consulting India Pvt Ltd, Reinhart India Pvt Ltd, Secure Parking (India), SMEC (Gurgaon), South West Pinnacle Exploration P/L, StayWell Hospitality, Thiess India Pvt Ltd
TAMIL NADU (Capital: Chennai) (n=9; 8%)	
Chennai	Callington India Pvt Limited, ELS India, Heat and Control South Asia Pvt Ltd, Meinhardt Facade Technology (I) Pvt Ltd, Southern Cross Group India Pvt Ltd, Stella Maris College, Synapse Medical Services India Private Limited, Toll Logistics India, WTP Cost Advisory Services India Pvt Ltd
ANDRHA PRADESH (Capital: Hyderabad) (n=6; 5%)	
Hyderabad	Australia Retail College - India, Brien Holden Vision Pvt Ltd (BHV India), FBE India Pvt Ltd, Quantum Analytics Pvt Ltd, Queensland Skills and Education Consortium - India
Visakhapatnam	BirdGard India Pvt Ltd
GUJARAT (Capital: Gandhinagar) (n=3; 5%)	
Ahmedabad	BMT Consultants India, Simplot India Foots Pvt Ltd
Gandhinagar	Hydco Engineering Pvt Ltd
KERALA (Capital: Thiruvananthapuram) (n=3; 3%)	
Kochi	Flavourtech India, InQ Innovation Pvt Ltd
Chalakydy	Stemsel Foundation India
WEST BENGAL (Capital: Kolkata) (n=3; 3%)	
Kolkata	Orica India, Salva Resources - India, UGL - Texmaco
RAJASTHAN (Capital: Jaipur) (n=1; 1%)	
Udaipur	AAMC Training Group India

Source: DFAT, personal communication, June 18, 2021.

4. Our research found that some Australian organisations listed have ceased operations in India, or changed their names.

12. BARRIERS TO OFFSHORE WIL

Finding 9

- Barriers constraining the uptake of offshore WIL in India by students of the Australian system include cost, insurance, fear of the unknown, limited interest in India, availability of hosts, lack of inclusivity, and restrictions related to the global health emergency (COVID-19 pandemic).

Cost

The most significant barrier to increasing participation in offshore WIL in India is cost. Students participating in offshore WIL typically incur direct costs (i.e., visas, travel, accommodation, living expenses), while losing income from part-time or casual employment. In some instances, students incur costs associated with third-party intermediary services, and additional insurance (i.e., travel insurance). Focus group participants reported that costs are particularly prohibitive for international students with student loan commitments, and VET students; cohorts that frequently have more limited capacity to absorb additional direct costs. For higher education and VET institutions, operational costs associated with offshore WIL are high relative to other models. Costs are incurred for student and host organisation recruitment and preparation, risk assessment/due diligence, co-ordination and management, and increasingly, contracting third-party intermediaries. For some professional programs and high-risk countries such as India, institutions may also incur costs sending supervisory academic staff overseas. With the pivot to offshore online study amidst border closures in recent years, some higher education institutions have prioritised internationalisation investment in offshore study centres (or hubs) in key markets such as India rather than offshore WIL. These issues are amplified in the VET sector, with few VET providers reportedly in a position to prioritise or accommodate such costs without additional incentives.

“we have quite a few students who’ve expressed interest [in] ... the international internship, who aren’t able to [go], because of cost factors”

“not many [VET] students ... can fund travel to another country”, and while “our students would love to do it”, in terms of cost, “it’s definitely a limitation for the VET sector”

Insurance

The second most significant barrier to increasing student and institutional participation in offshore WIL in India is insurance. In some instances, potential offshore hosts do not hold (and may not be able to secure) sufficient public liability and/or personal accident insurance. Small and medium-sized organisations in developing economies such as India (particularly those operating in the informal sector) are least likely to comply with Australian insurance requirements for offshore WIL. This includes many

“many of the ... organisations that we deal with [offshore] cannot comply with our insurance requirements; our public liability amounts and things

emerging start-ups. In circumstances where the potential offshore host or WIL activity is deemed high risk, institutions may require students to take out personal accident and travel insurance. Some institutions are hesitant to assume risk for offshore WIL in India. Additionally, there are concerns regarding some host organisations' health and safety protocols. In terms of due diligence checks, offshore site-visits may be required before and/or during WIL activities, and questions remain as to whether institutions can delegate to third parties to perform such inspections overseas.

like that"

Fear of the unknown

Another barrier to participation is student and institution fear of the unknown. Students interested in offshore WIL may have had limited exposure to international travel. Australian higher education institutions and VET providers may have limited experience placing students for WIL with Indian host organisations. The contraction of South Asia Studies in Australian universities further limits the extent to which higher education institutions can readily familiarise students (or themselves) about India or provide Indian language programs.

"they were just frightened of going to India" and "the institution is frightened to send students to India"

Limited interest in India

While higher education student participation in offshore WIL and international study tours looks to have grown in recent years with NCP support, many students in Australia demonstrate little interest in undertaking offshore WIL in developing countries such as India, preferring instead to go to Europe, developed South East Asian countries like Singapore, or Hong Kong. VET students typically do not undertake offshore WIL, regardless of the destination country. Indian international students are unlikely to preference offshore WIL in India, in part reflecting an interest in maximising experience with Australian host organisations for employment and/or migration purposes.

"it's really hard to get students to pick India" for offshore WIL, "the allure of Europe is much more comfortable for them [as are] ... well developed South Asian countries"

Availability of hosts

India's internship system has grown in recent years, along with the economy, and higher education and skills student populations. Domestic demand/supply pressures around internships may limit opportunities for foreign students, including those enrolled with Australian institutions. It is likely that availability for offshore and online WIL in India may be best in large organisations based in tier 1 Indian cities including Delhi, Bangalore, Hyderabad, Mumbai, Chennai, Pune, Kolkata, and Gurgaon.

"everybody cannot do [a] placement. It's competitive. It's resource-intensive ... So, we need to look at different ways [to] get students authentically engaged"

Lack of inclusivity

Placement-based offshore WIL is prohibitive for many students, including low socio-economic students, students with caring responsibilities, and students with disability. Interviewees and focus group participants reported that students undertaking WIL in India may also face issues associated with gender, race and ethnicity, and sexual orientation. Parents and guardians may also be apprehensive about students' interest in undertaking offshore WIL in countries perceived as high risk or culturally conservative, including India.

"Anything to do with identity, really ... Students have to be aware that ... these things may not necessarily have been discussed or addressed as much"

Global health emergency: COVID-19 pandemic

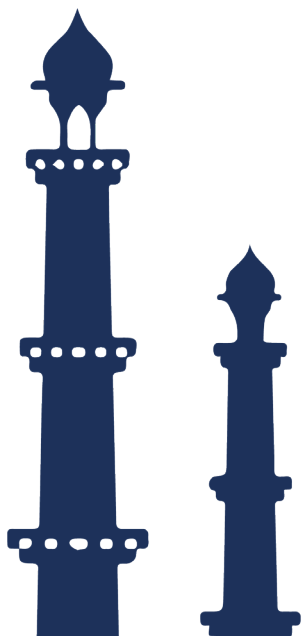
From late 2019, the COVID-19 pandemic impacted opportunities for students to participate in WIL in India. While some onshore and offshore students were able to pivot from placement-based WIL (e.g., to online WIL, or simulated WIL, or other alternatives), some professional associations, training packages and/or institutions mandate placement-based WIL onshore in Australia. Despite some modifications to accommodate COVID border closures, some students have been unable to complete the requirements of their qualification to graduate, including some Indian nationals studying offshore online.

"in times of COVID and border closure and everything, ... it's no fault of their own that they can't physically work in companies doing an internship"

Recommendation

1

- That the higher education sector pursue the development of a Massive Open Online Course (MOOC) or micro-credential preparatory module for students undertaking offshore placement-based WIL in India.



13. GOOD PRACTICE OFFSHORE WIL

Finding 10

- Good practices include preparation for offshore WIL in India, recruitment of well-known Australian and Indian host organisations, planning for scaled-up WIL involving multiple students training with Indian host organisations, prioritisation of niche industry sectors, and offering offshore WIL in India in tandem with prioritised initiatives like study centres and study tours.

Preparation for offshore WIL in India

Good practice involves institutions ensuring that students are well-prepared for offshore WIL in India, as with other globally mobile cohorts (Freeman & Rizvi, 2014). This preparation should include cultural briefings as well as addressing students' rights, responsibilities and reporting lines. Students should also be provided with information regarding the work environment, including health, safety, and security induction. Such programs should help students build resilience and self-confidence to navigate their experience, as well as develop their skills of reflection. Higher education institutions with South Asia Studies are well placed to provide such preparation, including language studies and intercultural literacy.

Further, good practice involves preparing host organisations offshore for WIL through briefings regarding health, safety and security expectations, and the negotiation of robust, signed agreements. Such organisations should be provided with information regarding expected learning outcomes for students they host, supervision requirements, as well as monitoring and evaluation obligations. Such preparations are essential risk mitigation strategies for higher education institutions and VET providers with students going offshore for WIL.

Familiar Australian and Indian host organisations

Institutions may wish to match students with familiar host organisations for offshore WIL in India. This includes Australian companies operating in India (e.g., Atlassian, Tourism Australia, Australian banks), multinational companies (e.g., Deloitte, Ernst & Young, Emerson, Starbucks), and Indian companies with exposure in Australia. For some students, initial opportunities may involve onshore WIL in Australia with Indian host organisations (e.g., TATA Consultancy Services, Tech Mahindra, NASSCOM Foundation, Cognizant, Wipro, Infosys).

We “would very much like to have a much more systematic process around preparing ... students for WIL activities”

“if you're talking about Australian companies operating in India, they are favoured both by Australian students because they're safe, and they're favoured by Indian international students,

Good practice involves institutions working with known Indian higher education institutions, their international offices, returned alumni and diaspora to secure offshore WIL opportunities with host organisations in India. This strategy relies on the existence of well-established Australia-India connections with education (e.g., formalised in memorandums of understanding, or informal), industry, alumni and diaspora. Such arrangements could be part of a package of reciprocal mobility (i.e., Indian and Australian institutions working collaboratively to support their globally mobile students while offshore).

or any other international student because they're familiar"

Thinking at scale for WIL involving Indian host organisations

Good practice requires institutions thinking at scale for WIL involving Indian host organisations, as much industry in India operates at scale. This could include one institution offering a large number of students to a host organisation, including different market segments (e.g., finance, retail, information technology, engineering). Another option involves having more than one host organisation, each taking on several students (e.g., 100 students in five different host organisations). These strategies could leverage collaborative efforts by Australian higher education institutions to jointly place many students offshore in WIL in India.

"because the Indian companies are so used to doing everything in bulk, right"

Prioritisation of niche industry sectors

Good practice involves institutions prioritising niche industry sectors for offshore WIL in India. Preference could be given to courses other than those for regulated professions, where India has particular industry strengths. This includes information technology (including cyber security), management and commerce (including finance, marketing, and consulting), society and culture (including media and communications),⁵ and entrepreneurship more generally. In the first instance, institutions may wish to largely avoid many professional programs in an effort to overcome issues relating to prescriptions concerning WIL location.

Prioritisation should include "the things like engineering, IT, in the new technologies where India is absolutely burgeoning and where they're leading ... might be ... clever"

Offering offshore WIL in India in tandem with prioritised internationalisation efforts (i.e., study centres and study tours)

Recognising that institutions have prioritised certain types of internationalisation investments (e.g., offshore study centres, study tours), good practice involves institutions offering WIL in India in tandem with these initiatives. This could include hybrid WIL/study tours to India and coordinated interactions with faculty and host supervisors at offshore study centres in India. This strategy recognises institutions' pivot to offshore online learning, and financial constraints in recent years resulting from impacts

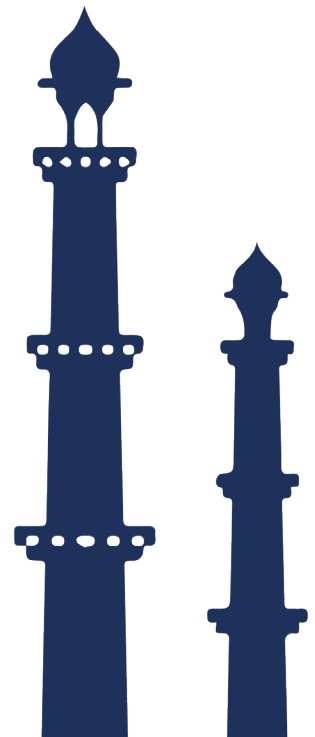
Several suggested "aligning WIL with other programs that are also going on"

5. It is understood that these fields of education typically involve smaller numbers of students undertaking WIL. However, it is these fields of education that typically do not involve professional programs with limiting learning requirements.

on the export education sector. Students could piggyback participation in offshore study tours (or similar immersion initiatives) with short offshore WIL activities (e.g., study tours with embedded WIL, or other immersion activities).

Recommendations 2 to 6

- That Australian higher education institutions and VET providers build relationships with industry in India, prioritising Australian organisations with operations in India and Indian companies and multinationals with operations in Australia.
- That Australian higher education institutions and VET providers leverage existing partnerships with Indian institutions (i.e., MOUs), as well as international office and alumni connections to build links with industry in India.
- That Australian higher education institutions and VET providers collaborate to scale-up provision of offshore placement-based WIL in India (Australia-India WIL model 4).
- That Australian higher education institutions and VET providers prioritise WIL activities in niche industry areas (other than those covered by regulated professions) where India is recognised as a global leader.
- That the sector pursue the development of a guide for Australian higher education institutions and VET providers regarding Australia-India WIL engagement.

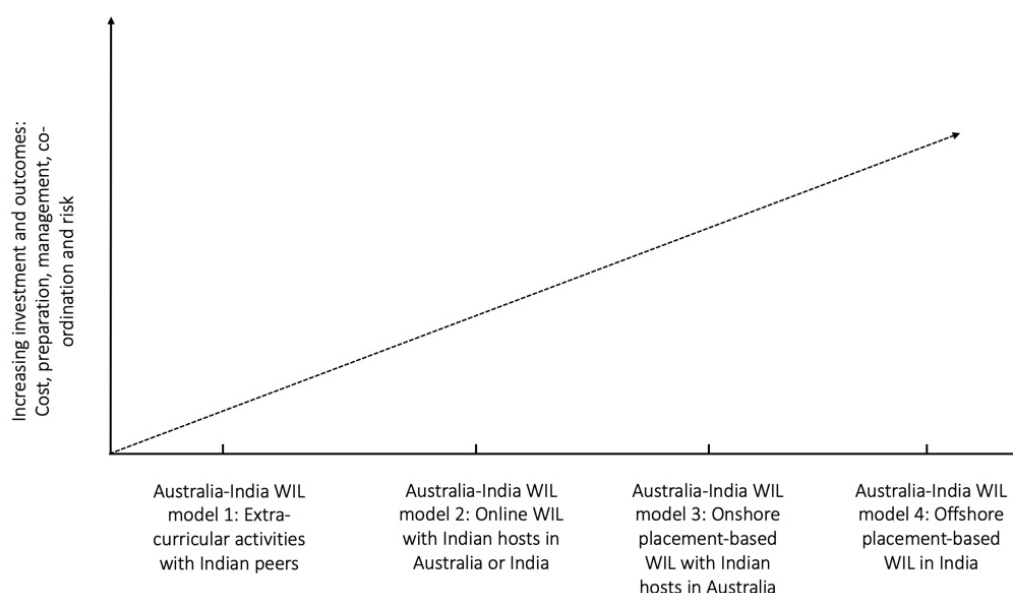


14. INVESTMENT AND STUDENT OUTCOMES

Finding 11

- There appears to be a relationship between student, institutional and host organisation investment and outcomes for different types of WIL. The Australia-India WIL models that emerged from this research illustrate a trajectory of increasing investment, with students, institutions, and host organisations building multi-layered, sustainable relationships based on reciprocity and mutual advantage.

Figure 1: Relationship Between Investment and WIL in Australia-India Models



Finding 12

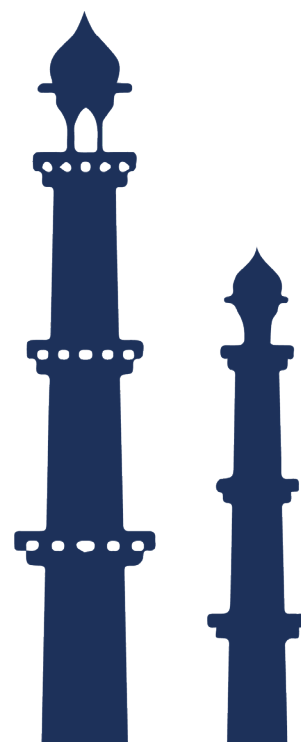
- Other studies have highlighted the relationship between types of WIL and student outcomes, illustrating the benefits to students that participate in international education involving mobility and placement-based WIL relative to online WIL.

While this report does not seek to analyse outcomes of WIL in terms of academic performance, graduate employability or employment, the development of Australia-India WIL models is informed by five key findings from the literature review:

1. Students benefit from participation in international education involving mobility (Roy et al., 2019; Netz, 2021).
2. Students benefit from participation in WIL, generally, including higher education students (Smith et al., 2014; Sanahuja Velez & Ribes Giner, 2014) and VET students (Bahl & Dietzen, 2019).
3. Some studies suggest students benefit more from participation in placement-based

WIL relative to simulation (Smith et al., 2014) or online WIL (Jeske & Axtell, 2014), notwithstanding competition for WIL placements (Kay et al., 2018). Countering this, some studies suggest that for disadvantaged students, online WIL is more inclusive than placement-based WIL (Bell et al., 2021).

4. Students benefit from participation in online WIL (Bell et al., 2021); however, concerns regarding online WIL impacting learning have been reported. Some of these concerns relate to diminished opportunities for networking and socialising, and a lack of guidance and exposure to a productive work environment (Jena et al., 2020).
5. Some studies suggest that, while students benefit from placement-based WIL, they seek online WIL recognising the increasing competition for placements (Kay et al., 2018), and/or impact of COVID-19 restrictions (Dean & Campbell, 2021).



15. FOUR AUSTRALIA-INDIA WIL MODELS

Based on the research undertaken for this project, we developed four Australia-India WIL models. The models outlined below acknowledge the rapid transformations that have occurred, globally, to work and learning in recent years. These models are informed by earlier studies on WIL activities, typologies and outcomes, as well as our research for this project. They include both online and placement-based modes delivered onshore in Australia and offshore in India. They envisage host organisations located both onshore in Australia and offshore in India. Collectively, the four Australia-India WIL models illustrate a trajectory of increasing engagement and investment over time with higher education and VET students, institutions, and host organisations building multi-layered, sustainable relationships based on reciprocity and mutual advantage.

Australia-India WIL model 1: Extra-curricular activities with Indian peers

In this model higher education and VET students participate in extra-curricular activities such as hackathons, competitions, and grand challenges with Indian peers. Students may pursue industry certification through global, Australian, or Indian companies relevant to their studies, employment aspirations or other interests. Students may also pursue extra-curricular activities with youth organisations. For students, institutions and hosts, this model would typically involve the lowest level of investment for participation, preparation, management, and co-ordination, noting that costs for industry certification vary (from low to high).

Australia-India WIL model 2: Online WIL with Indian hosts in Australia or India

The second model involves higher education and VET students participating in online WIL with Indian hosts in Australia or India. This model could also involve Australian hosts operating in India. The various ways in which institutions and host organisations deliver online WIL are now well established and documented. While some higher education institutions have long standing experience administering online WIL, others have developed expertise during the pandemic as global, national, and local mobility restrictions transformed the worlds of work and learning. Online WIL with Indian host organisations in Australia and India will likely be pursued by institutions keen to increase Australia-India WIL engagement.

Australia-India WIL model 3: Onshore placement-based WIL with Indian hosts in Australia

The third model involves higher education and VET students participating in onshore placement-based WIL with Indian host organisations in Australia. This model is consistent with traditional placement-based WIL that has long been offered. The pivot here involves increased Australia-India engagement by placing students with Indian hosts in Australia, many of which are experienced in offering internships. This model would also provide

opportunities for institutions to build vitally important connections with Indian host organisations and diaspora that could be leveraged for offshore placement-based WIL in India.

Australia-India WIL model 4: Offshore placement-based WIL in India

The fourth model involves higher education and VET students participating in offshore placement-based WIL in India. WIL activities could be undertaken as stand-alone exercises, or in concert with study tours. For students, institutions and hosts, this model would typically involve the highest level of commitment and investment in terms of participation, preparation, management, and co-ordination. Arguably, in many (but not all) instances, outcomes achieved through this model would be the highest. Higher education institutions have some experience placing students offshore for placement-based WIL, including India. In some instances, offshore placement-based WIL activities are already piggybacked with other learning opportunities, most frequently international study tours.

Despite uncertainty going forward, and somewhat limited experience sending students to India for placement-based WIL, positive outcomes have been achieved by students participating in offshore WIL, and this Australia-India WIL model has much to commend it to students, institutions, host organisations and governments.

Recommendations 7 and 8

- That higher education institutions and VET providers adopt a range of Australia-India WIL models to increase access to WIL experiences for students of the Australian system, including:
 - o Australia-India WIL model 1 – Extracurricular activities with Indian peers;
 - o Australia-India WIL model 2 – Online WIL with Indian hosts in Australia or India;
 - o Australia-India WIL model 3 – Onshore placement-based WIL with Indian hosts (in Australia);
 - o Australia-India WIL model 4 – Offshore placement-based WIL (in India).
- That, in seeking to facilitate the adoption of a range of Australia-India WIL models, the Australian Government leverage Australian India Education Council discussions and the Memorandum of Understanding on Cooperation in Vocational Education and Training between the Ministry of Skill Development and Entrepreneurship of the Republic of India and Department of Education, Skills and Employment of the Government of Australia to enhance Australia-India WIL engagement including reciprocal WIL/internship opportunities for outbound and inbound students.

16. MAKING THIS HAPPEN

Higher education institutions and VET providers in Australia will be familiar with a range of extra-curricular activities available for interested students (e.g., competitions and hackathons), along with industry certifications important for graduating students' smooth transition into employment (e.g., Atlassian certificates). Some activities cross national borders (e.g., WorldSkills) or are hosted by Indian organisations (e.g., Infosys #HackWithInfy). Others could readily involve Australia-India peer learning. As many Australian institutions will have experience embedding such activities into curriculum for recognition purposes, the essential ingredients for Australia-India WIL model 1 are within reach.

Operationalising Australia-India WIL models 2-4 involves building Australia-India WIL engagement and leveraging online work and learning technologies refined in recent years. The quest for Indian hosts for higher education and VET students participating in WIL often begins with the personal and professional contacts of academics and other staff of Australian institutions. The Indian diaspora in Australia also provide important points of connectivity.

Focus groups recommended that Australian institutions leverage broader networks, beginning with partner Indian higher education institutions: "So, rather than ... going directly to companies [in India], we go through our [Indian higher education] institutional partners and they connect the companies to us. And that makes it easier to build trust".

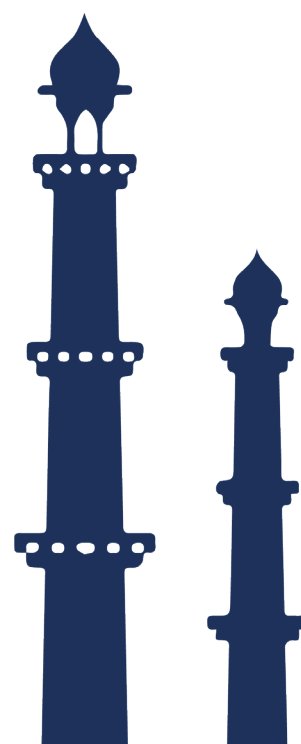
Others recommended co-opting Indian alumni: "we'd like to really make use of all the alumni that we have back home in India to spread the word about [our institution] and get access to more WIL opportunities for our students. I think that's something we haven't tapped into". These approaches rely on the development of strong relationships and well-devised Australia-India partnership and alumni strategies.

Focus groups and interviewees recommended identifying the Indian host organisation's strengths relevant to Australian higher education and VET program needs: "I guess one of the things that would be a big sell is the things like engineering, [information technology], in the new technologies where India is absolutely burgeoning and where they're leading, taking a disciplinary lens to opportunities might be a sensible thing to do, that might be a clever way of driving demand".

For some higher education institutions and VET providers, initial opportunities may involve Indian organisations based in Australia, at least some of which will have experience in offering onshore WIL. As one interviewee observed, "opportunities to work with say Indian companies that are actually onshore in Australia as opposed to [offshore in India] ... will be a good starting point". The confidence in Indian companies as onshore WIL hosts extends to professional practice requirements. One interviewee observed, "for students who have a

practice-based component to their qualification, ... we know that Indian companies are very experienced in offering work experiences and internships. They're familiar with them, they would gain access to good quality, well-educated students from Australia".

The connections that Australian higher education institutions and VET providers build with Indian host organisations in Australia could then be leveraged for offshore placement-based WIL in India with head companies or branch organisations. In this way, Australian institutions can progressively introduce a range of innovative Australia-India WIL opportunities for higher education and VET students.



17. CONCLUSION

The research presented in this report, undertaken by the Australia India Institute for the Department of Education, involved four components.

First, this report summarised key research findings regarding WIL in Australia, including participation, regulatory frameworks, and key features, informing our understanding of the formal parameters for students seeking WIL opportunities in Australia, offshore and online. Second, this report summarised key research findings regarding internships in India, including participation, regulatory frameworks and key features, informing our understanding of what Indian host organisations may be familiar with when looking for interns. Third, our research involved an analysis of barriers to WIL opportunities for students of the Australian education system in India, and good practices concerning offshore WIL in India (Table 7). Finally, this material provided the evidence base to develop four Australia-India WIL models aimed at increasing Australia-India WIL engagement.

Reflecting these findings, the report makes strategic recommendations to encourage institutions to increase Australia-India WIL engagement.

Table 7: Matrix Illustrating Relationship Between Australia-India WIL Models, Barriers and Good Practices Identified by Our Research

	Australia-India WIL Model 1: Extra-curricular activities with Indian peers	Australia-India WIL Model 2: Online WIL with Indian hosts in Australia or India	Australia-India WIL Model 3: Onshore placement-based WIL with Indian hosts in Australia	Australia-India WIL Model 4: Offshore placement-based WIL in India
BARRIERS				
• Cost	✓	✓	✓	
• Insurance	✓	✓	✓	
• Fear of the unknown	✓	✓	✓	
• Limited interest in India	✓	✓		
• Availability of hosts	✓	✓		
• Lack of inclusivity	✓	✓		
• Global health emergency: COVID-19 pandemic	✓	✓	✓	
GOOD PRACTICES				
• Preparation for offshore WIL in India				✓
• Familiar Australian and Indian host organisations		✓	✓	✓
• Thinking at scale for WIL involving Indian host organisations				✓
• Prioritisation of niche industry sectors				✓
• Offering offshore WIL in India in tandem with prioritised internationalisation efforts (i.e., study centres and study tours)				✓

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