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Promoting Internationalism as a Graduate Quality

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Abstract

This paper reports on a funded project which sought as a means of promoting Graduate Qualities throughout the University of South Australia to document the level of “Internationalisation” achieved within the Bachelor of Business (Property) Program. The Property Staff within the School of International Business have been involved in teaching professional programs to local and overseas students for almost 20 years. In that time they have experienced institutional, regulatory and educational changes which have significantly impacted on the content, delivery and context of the professional programs for which they are responsible. Throughout this period they have sought to equip students professionally for employment both in Australia and overseas. This is an ongoing commitment and this project which was funded by the Flexible Learning Centre of the University of South Australia (UniSA), offered the opportunity to review the methodologies, outcomes and opportunities which would ensure future job placements for students.

Keywords Graduate Quality, Internationalisation, Education

Introduction

This paper reports on a funded project which sought as a means of promoting Graduate Qualities throughout the University of South Australia to document the level of “Internationalisation” achieved within the Bachelor of Business (Property) Program. The Property Staff within the School of International Business have been involved in teaching professional programs to local and overseas students for almost 20 years. In that time they have experienced institutional, regulatory and educational changes which have significantly impacted on the content, delivery and context of the professional programs for which they are responsible. Throughout this period they have sought to equip students professionally for employment both in Australia and overseas. This is an ongoing commitment and this project which was funded by the Flexible Learning Centre of the University of South Australia (UniSA), offered the opportunity to review the methodologies, outcomes and opportunities which would ensure future job placements for students.

Some thoughts on “internationalisation”

The internationalisation of tertiary education can be traced back to the early foundation of universities. The impact of the mobility of students and scholars from the Middle Ages to the 17th Century has been described as follows:

The use of Latin as a common language and of a uniform programme of study and system of examinations, enabled itinerant students to continue their studies in one “studium” after another, and ensure recognition of their degrees throughout Christendom. Besides their academic knowledge they took home with them a host of new experiences, ideas, opinions and political principles and views. Also – and this is important – they brought back manuscripts and, later on, printed books

(Knight, 1995)

International travel and education have been advocated by a number of writers as a means of changing attitudes, promoting better understanding and a move towards peace. The Delors Report *International Commission on Education for the Twenty-first Century* (1996) identified education as one way to move towards utopia.

It is one of the principle means available to foster a deeper more harmonious form of human development and thereby reduce poverty, exclusion, ignorance, oppression and war. The coming century dominated by globalisation, will bring with it enduring tensions to overcome, tensions between the global and the local, the universal and the individual, tradition and modernity, long-term and short-term considerations, competition and equality of opportunity, the unlimited expansion of knowledge and the limited capacity of human beings to assimilate it, and the spiritual and material.

(International Commission on Education for the Twenty-first Century, 1996)

The Delors Report (*ibid.*) identified four pillars of learning that are the foundations of education namely;

1. Learning to know – acquiring instruments of understanding
2. Learning to do – acting creatively in ones environment
3. Learning to live together – participating and cooperating with other people in all human activity
4. Learning to be – developing the complete person

Professor Zhou Nan-Zhao, a member of the International Commission on Education for the Twenty-first Century makes a number of important points on the role of education in facilitating regional and international harmony (Haw, 1998). In order to engender mutual respect the education process should encompass the following;

- Education had to be more than content and should include aesthetic and cultural aspects as well

- The learning environment should provide opportunities for participants to learn to live together and this should inculcate such humanistic, cultural and ethical values as peace, friendship and cooperation
- More interactive methods of teaching are required which remove hierarchy and authority with democratic, equitable and participatory approach to promote appropriate social attitudes.
- Learning by doing in practice which could be enhanced through field trips, summer camps and student exchange.

Thus the “internationalisation” of an education base to include a range of international views, values and practices is important for improving social outcomes.

University of South Australia framework

Leask (1999) argues that “Internationalisation” is embedded in University of South Australia mission statement, goals and teaching. The mission statement includes a commitment to “the pursuit of scholarship, research and intellectual innovation that is responsive to the local, national and international community it serves” (*ibid*). The Universities goals include “meeting the needs of all student groups, fostering responsible social and cultural analysis and to be recognized internationally for educating professionals, applying knowledge and serving the community”(*ibid*). University teaching defines understanding of diversity and reinforces the values expected from internationalisation. Leask (1999) also argues that internationalisation of the curricula at the University of South Australia was based on the typology of curricula developed as part of an OECD project undertaken in 1995. The move towards a more internationalised curriculum was also encapsulated with the Graduate Qualities approach that was being designed by the university at the same time. In May 1998 the Vice Chancellor, UniSA stated that

We cannot achieve the agreed qualities of a University of South Australia graduate unless our students have the opportunity to practice the skills and attitudes which underpin them. Of necessity, this can only happen in a learning environment, which invites and encourages choice, reflection and the possibility of personal responsibilities over one’s own learning.

(Bradley, 1998)

As of 1998 the University of South Australia shifted its educational focus to the promotion of seven graduate qualities. A Graduate of the University of South Australia (University of South Australia 1999)

1. Operates effectively with and upon a body of knowledge of sufficient depth to begin professional practice
2. Is prepared for life-long learning in pursuit of personal development and excellence in professional practice
3. Is an effective problem solver, capable of applying logical, critical and creative thinking to a range of problems
4. Can work both autonomously and collaboratively as a professional
5. Is committed to ethical action and social responsibility as a professional and a citizen
6. Communicates effectively in professional practice and as a member of the community
7. Demonstrates an international perspective as a professional and as a citizen (GQ7)

These Graduate Qualities have a high degree of consistency with the outcomes of the Delors Report (*ibid.*). The importance of Graduate Quality 7 (GQ7) *Demonstrates an international perspective as a professional and as a citizen* was recognised in particular by the University of South Australia in a report to Academic Board *Internationalisation of the Curriculum* (Luong 1996). This report recognised that international economic and cultural imperatives and national policy changes were making internationalisation a necessary aspect of preparing for national and international competition. The report stated that this required discussion, debate and reflection by students and staff of the University and the

gradual development of consensus about ways and means of internationalising the institutional culture of the University of South Australia.

Further reporting on the internationalisation of the curriculum is provided by minutes of University Academic Board held on Friday, 20 November 1998. Angelo Scarino Head of the School of International Studies reported to the University of South Australia's Academic Board. This report stated that a comprehensive strategy for internationalisation of the University and its curriculum needed to be multi-dimensional. As such it should include the full range of activities such as attracting and working with international students onshore, offshore delivery of courses, staff and student exchanges, reviewing the nature and structure of subjects and courses, as well as teaching, learning and professional development. It was recognised that 'international perspectives' could be included in the curriculum in different ways. They could be imbedded in all subjects, specifically in their aims could also be developed by incorporating into a course(s) a sequence of or individual subjects, which focused on international studies. These two approaches were seen as mutually reinforcing.

The focus of this paper is to demonstrate how the Bachelor of Business (Property) Program attempts this multidimensional approach first through creating a culture of internationalism by means of academic and student networks, professional development, off shore delivery and exchange. And secondly to map how GQ7 is fostered in the academic program through subject objectives, content, syllabus, textbooks and references, assessment scheme, and teaching and learning arrangements. Continuing internationalisation of the program is seen as necessary for two reasons. First to assist students to find career opportunities outside South Australia and second to allow the Property Program to become more user-friendly and relevant for the large percentage of international students who undertake the course.

Explanation of the process adopted

In this paper Internationalism as a Graduate Quality is first placed in context within the Property Program by reviewing items such as educational profile, off shore delivery and staff development. Next consideration is given to how GQ7 is introduced into teaching and learning practices in the Bachelor of Business (Property) program in the first year and how these practices are extended using more complex and demanding methodologies in later years. This is demonstrated by a review of nine property subjects identifying for each the development of GQ7 through subject aims, objectives, content and assessment as well as the particular generic indicators which are developed in each subject. There is also some discussion of how to assess for the development of GQ7 and how to convey the relevance and usefulness of GQ7 to students. Finally the paper reviews attitudes to the Graduate Quality framework within the University at large as well as the critical reflection of the Property Staff in terms of this documentation process as a means of promoting Graduate Qualities.

Explanation of outcomes of the project

Whole of program approach to GQ7

In order to promote Internationalisation as a Graduate Quality (GQ7) it is recognised that the Property Program should be broad in scope, outward looking, inclusive of the experience of others and accredited not just locally but also by overseas professional bodies. The course in its development has sought to include international aspects of professional studies, allowed for practical experiences where possible and fostered international contacts and networks.

Program delivery

GQ7 has been promoted most directly through content of course in terms of subject material, use of examples, forms of assessment, teaching practices, presentation of information, reading materials and references cited. All of the above give opportunity for exploration, exchange, and critique of concepts, methodologies and practices within a multi cultural and international framework and examples of these materials are provided in the appendix.

Educational profile

International recognition of the Property Program has been fostered over a number of years. Since 1975 international students representing a wide variety of cultures, countries, and agencies have been sponsored to undertake Property Programs formerly with the South Australia Institute of Technology and more lately at the University of South Australia. World Bank programs have been sponsored Thai, Malaysian and Indonesian students, while AIDAB has sponsored PNG, Fijian, Mauritius, Ghanaian and Samoan students. Other countries represented by students enrolled in property courses have included Hong Kong, Taiwan, Korea, Denmark, USA, New Zealand, UK, and Russia. The percentage of overseas students for certain subjects within the Property Major e.g. Forecasting & Business Analysis is particularly high.

Professional recognition overseas has been achieved over a number of years based on a strategic decision to seek international accreditation for educational, professional and fiscal reasons. The Bachelor of Business (Property) has been accredited since 1987 by The Institute of Surveyors, Malaysia, and was the first Australian Property Program to achieve accreditation by the Singapore Institute of Surveyors & Valuers, (SISV) in 1995. It has reciprocity with the Royal Institution of Chartered Surveyor (RICS), UK and with the New Zealand Institute of Valuers. An ongoing requirement of such accreditation is an annual review of examination questions by the overseas professional bodies. This helps to ensure an international perspective and a generic approach to assessment within the Property Program.

Property Staff are involved in the offshore delivery of Property based programs and subjects to Thammasat University Bangkok, Hong Kong Baptist University, Hong Kong and to Chambers Group, Singapore. Offshore delivery has been helped by the development of generic international course material. At the same time course development for international delivery is fed back into development of the local program.

Staff Development

Up to 1990 the teaching of property within Australian universities had limited international input. In that year John Baen organized a conference for property academics in December 1990 in Christchurch. This was attended by approximately 70 academics mainly from Australia and New Zealand. At this meeting it was agreed that an Australian Real Estate Educators Conference and group should be developed. The conference was convened in Adelaide in January 1992 and there has been an annual conference since for approximately 100 academics from the Pacific Rim which seeks to promote teaching and research development. This has impacted locally within the UniSA Property Group with two staff currently enrolled in doctorates and two staff enrolled in professional doctorates. The total number of full time staff involved with this Program is currently six academics.

In terms of staff development local staff network internationally by way of

- Conferences held in Australia (PRRES) & overseas (ERES, ARES, AREUEA, Pan Pacific, World Valuation Congress)
- Web based presence Property Press
- Publishing overseas
- Joint research with overseas institutions such as Thammasat University, Bangkok

- Refereeing overseas articles
- Research on international issues, comparative research
- Doctorate work
- Member of overseas professional organisations e.g. RICS, ERES, AREUEA, Urban Land Institute.
- Hosted International Conferences
- Staff hold qualifications gained overseas
- Overseas PEP
- Staff exchange e.g. visiting staff from universities based in US, Thailand, Austria

Student development

Student development has also been fostered through support of local & international university based student groups as well as by the promotion of overseas trips in subjects such as International Aspects of Real Estate. Property students both local and overseas are also encouraged to attend professional development lectures and seminars as organized by the Australian Property Institute

Teaching and learning arrangements within subjects directed towards the development of GQ7

Nine subjects from the Bachelor of Business (Property) were selected to show the implementation of GQ7 from the simplest level in first year property subjects to more complex levels in second and third years. Subject aims, objectives, content, teaching and learning practices and assessment were mapped to demonstrate how internationalisation is introduced in first year and how later subjects which use more complex and demanding methodologies and practices further develop the international perspectives of students.

The subjects selected for review include

Physical Aspects of Property	}	First Year Property Course Major
Urban Economics 1		
Forecasting & Business Analysis	}	Second Year Property Course Major
Real Estate Documentation 1		
Corporate Asset Management	}	Third Year Professional Sequence
Statutory Valuations		
Portfolio and Fund Management		
International Property Markets	}	Third Year Property Elective
International Business Fieldwork		

Teaching & learning methodologies which promote GQ7

GQ7 is introduced into teaching and learning practices in the Bachelor of Business (Property) in the first year. These teaching and learning practices are extended using more complex and demanding methodologies in the second and third years. The methodologies adopted move from the use of international examples in lectures and international references and texts through to the gathering and analysis of international financial, valuation and economic data using generic methodologies. Such analysis is then taken further by its application for professional practice using international case studies. Third year property students are given the opportunity to undertake an overseas business trip as well as being addressed over the year by a number of property professionals with overseas experience. Students

are set tasks which encourage local and overseas students to work and present collaboratively, as well as develop skills in Internet and Web usage.

The first year subjects *Physical Aspects of Property* (GQ7 rating .3) and *Urban Economics 1* (GQ7 .5) use international examples in lectures and tutorials as well as referring students to international reading materials and sources.

The second year subject *Forecasting and Business Analysis* (GQ7 .8) uses and analyses international case study material and sets tasks which encourages domestic and overseas students to work collaboratively and requires students to develop skills in Internet and Web usage (Appendix 1).

Real Estate Documentation 1 (GQ7 .3) as well as the above also allows for the comparison of professional practice between cultural groups in terms of land titling and ownership.

Portfolio and Fund Management (GQ7 .4) is a third year subject which hinges on the understanding and application of complex international investment practice and assessment in this subject reflects its international foundation (Appendix 1).

Statutory Valuation (GQ7 .3) is a third year professional sequence subject which uses case studies from different countries to demonstrate the universal nature of property valuation principles and concepts. Lecture material in this subject is presented from an international perspective and students are encouraged to discuss aspects of land acquisition from a cultural perspective.

Corporate Asset Management (GQ7 .8) is a third year professional subject, which considers locational strategies for national and international corporations and invites property professionals with international experience as guest lecturers. Students are encouraged to draw on their own countries for the major assignment.

International Property Markets (GQ7 1) is a third year elective subject which requires students to collect data, analyze and appraise the characteristics of a major international property market for their major assignment. It also requires students to present and facilitate presentations as groups which mix domestic and overseas students from a range of degree programs including International Business, Marketing, Management, Banking & Finance.

Finally the third year subject *International Business Fieldwork* (GQ7 2) gives students the opportunity to travel overseas on a business-orientated field trip. This overseas trip puts into context international influences on local professional practices as well as reinforcing the need for students to be aware of professional standards and business practice within overseas property markets.

Tables 1 to 3 attempt to map the development of GQ7 over these nine subjects.

Table 1 Course curriculum which promotes GQ7

Subject	<i>Physical Aspects of Real Estate</i>	<i>Urban Economics 1</i>	<i>Real Estate Documentation 1</i>	<i>Forecasting & Business Analysis</i>
Level	1 st Year Course Major	1 st Year Course Major	2 nd Year Course Major	2 nd Year Course Major
GQ7 weighting	.3	.5	.3	.8
GQ7 generic indicators	<i>Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives</i>	<i>Ability to think globally and consider issues from a variety of perspectives</i>	<i>Appreciate the relation between their field of study locally and professional traditions elsewhere</i>	<i>Ability to think globally and consider issues from a variety of perspectives Appreciate and demonstrate the capacity to apply international standards and practices within the discipline</i>
Subject aims			To give students an introduction to and understanding of real estate documentation from a local and international perspective	To provide students with the basic skills, methods and concepts to make forecast appropriate to business in an international context
Subject objectives	Appreciate the influence of climate, economics and government influences on land use and construction	Appreciate the nature of global influences on urban development		Interpretation of results of and report on econometric analysis within an international context
Subject syllabus	Housing and construction from local and overseas perspective. Agriculture examples from Pacific Rim to show influence of environment in agricultural production	Introduction to global economic restructuring and urban impacts	Overseas examples of land titling practices, land tenure systems and land reform	Review of statistical analysis and techniques using both national & international key economic variables
Subject textbooks and references		UK RICS approved text & references Australian references	Internet sites	UK, USA texts of generic nature Australian texts & references
Subject assessment	Assignment covering the housing industry allows students to use information and examples from anywhere in the world	Examination questions on global restructuring.	Assignment based on comparison of Real Estate titling procedures in selected countries	Multi tasked assignment which requires students to make business forecasts and compare social, economic, cultural and political; situations between Australia & another country
Subject/subject links	Links to <i>Real Estate Valuation, Property Development and Building Management</i>	Links to <i>Real Estate Valuation and International Property Markets</i>	Follows on from <i>Law of Property</i>	Links to <i>International Trade Policy</i> and to <i>Real Estate Valuation</i>
Subject/course links	Examination reviewed by SISV			

Table 2 Course curriculum which promotes GQ7

Subject	<i>Statutory Valuations</i>	<i>Portfolio & Fund Management</i>	<i>Corporate Asset Management</i>
Level	3 rd Year Professional sequence	3 rd Year Professional sequence	3 rd Year Professional sequence
GQ7 weighting	.3	.4	.8
GQ7 generic indicators	<i>Appreciate the relationship between their field of study locally and professional traditions elsewhere Appreciate and demonstrate the capacity to apply international standards and practices within the professional area</i>	<i>Display an ability to think globally and consider issues from a variety of perspectives Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional area Demonstrate awareness of the implications of local decisions and actions for international communities and vice versa</i>	<i>Display an ability to think globally and consider issues from a variety of perspectives Demonstrate an awareness of their own culture and its perspectives and other cultures and their perspectives Appreciate the relationship between their field of study locally and professional traditions elsewhere Demonstrate awareness of the implications of local decisions and actions for international communities and vice versa</i>
Subject aims		To introduce students to the principles of investment which are constant and global in nature i.e. the technical & practical aspects of modern investment, to the practices applicable to modern portfolio theory and to investment performance measurement and evaluation.	To enable students to understand the interaction between the work of the corporation and the workplace in an international context
Subject objectives	To teach the generic principles that apply to valuations that are subject to legislative control.	Based on an appreciation that modern capital markets are affected by local and international factors students are to understand the theoretical framework of CAPM &MPT, identify the main characteristics of investment markets, understand the risks and returns associated with different assets ,& integrate the theoretical framework to derive portfolios consistent with risk profiles of investors.	Understand the development, structure and roles of the corporate real estate unit in the international corporations Understand the process of facility planning in the international business environment Be aware of the legal and ethical obligations in various countries for safe working environments
Subject syllabus	Case studies from different countries are used to demonstrate the universal nature of some valuation principles and concepts and the differences in legislative value that exist between countries	Essence of modern portfolio theory and fund management is that investors must view their strategies within the context of the world economy. All capital market theory has global application and must be understood within this context.	Strategic management, benchmarking, risk management in international corporate real estate Locational strategies for national and international corporations Environmental issues, due diligence in an international context
Subject textbooks and references	Australian, US & UK text & references	Majority US & UK text & references	UK & USA texts
Subject assessment	An assignment which requires students to compare and contrast the property rating and taxing system of a jurisdiction of their choice against that of another country or countries	A major assignment which is devoted to international diversification in which each student group is allocated a non-Australian currency in which to work	Students encouraged to draw on examples in their own countries for major assignment Mixing of overseas and local student in group work Examination questions look for reference to international aspects of Corporate Asset management
Subject/subject links			Professional Property Management sequence
Subject/course links			Elective for B.Bus International Business and professional sequence for B.Bus Banking & Finance

Table 3 Course curriculum which promotes GQ7

Subject	<i>International Property Markets</i>	<i>International Business Fieldwork</i>
Level	3 rd Year Property elective	3 rd Year Property elective
GQ7 weighting	1	2
GQ7 generic indicators	<p><i>Display an ability to think globally and consider issues from a variety of perspectives</i></p> <p><i>Recognize intercultural issues relevant to their professional practice</i></p> <p><i>Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities</i></p>	<p><i>Display an ability to think globally and to consider issues from a variety of perspectives</i></p> <p><i>Demonstrate an awareness of their own culture and its perspectives and other cultures and their</i></p> <p><i>Appreciate the relationship between their field of study locally and professional traditions elsewhere</i></p> <p><i>Recognize intercultural issues relevant to their professional practice</i></p> <p><i>Appreciate the importance of multicultural diversity to professional practice and citizenship</i></p> <p><i>Value diversity of languages and culture</i></p> <p><i>Appreciate and demonstrate the capacity to apply international standards and practices within the discipline or professional</i></p> <p><i>Demonstrate awareness of the implications of local decisions and actions for international communities and of international decisions and actions for local communities</i></p>
Subject aims	To provide an understanding of the nature of contemporary urban economic change as reflected with in international property markets and to account for statutory participation in such markets	To develop an understanding of the multi-disciplinary nature of international business and management through self-directed study and field work
Subject objectives	<p>Appreciate the nature and impact of global economic restructuring within cities and property markets</p> <p>Understand the nature and characteristics of international property markets</p> <p>Understand the nature of investment in international property markets</p> <p>Interpret the nature and impact of competition between cities</p> <p>Appreciate the nature and impact of various policy responses particularly with respect to the cities of the Pacific Rim</p>	<p>Demonstrate an understanding of the complexities of the international business and management environment and an appreciation of the issues that modern businesses have to address in making the transition from a purely domestic focus to a global focus</p> <p>Draw on the knowledge and skills gained from previous study and use them to understand the formulation and implementation of international business decisions</p> <p>Demonstrate an understanding of the application of international business principles and practices to the student's area of professional study</p> <p>Choose, conduct primary and secondary research on, and write a coherent report on an international business topic</p>
Subject syllabus	Property Markets in a Changing World Economy; Urban Development as a Global Phenomenon; Nature of International Property Markets: Investment in International Property Markets; Social Transformation; Urban Programs.	The Economics of Trade: why trade? comparative and competitive advantage; the balance of payments; trade policy; exchange rates; Cultural Aspects of International Business; International Business Strategy; Global Real Estate Strategies; International Marketing: product promotion; International Market Research: primary and secondary data sources; appropriate research methodology; presenting research findings; International Study Tour

Subject textbooks and references	Australian. UK & USA texts and references	Australian. UK & USA texts and references
Subject assessment	Major assignment with respect to an International Property Market. Presentation and facilitation on International property Markets. Examination questions.	Small group presentations on economics of trade, cultural aspects of international business, international business strategy, global real estate strategies, international marketing. Groups selected for cultural diversity, particularly in mixing local and overseas students. Individual international market research paper, requiring international primary and secondary data sources. Presentation to the group of research findings Examination on aspects of business and culture in overseas countries visited
Subject/subject links	Links to Urban Economics 1, Forecasting & Business Analysis, International Aspects of \Real Estate	This forms a capstone course taken in the final semester of a three-year degree. No matter what the student's professional area, that student can apply knowledge gained in other courses in an international context.
Subject/course links	This subject is a component of the Bachelor of Business (International Business). It is also offered as an elective to property, marketing, banking and management students.	This course has recently been made available to students in other degrees within the School of International Business, who wish to obtain an applied international perspective. In particular, students in the B.Bus.(International Business) who can not, for whatever reason, spend a semester overseas, will be encouraged to take this course.

Table 4 Teaching & learning methodologies which promote GQ7

	GQ7	<i>Teaching & learning methodologies which promote GQ7</i>
Physical Aspects of Real Estate	.3	<ul style="list-style-type: none"> Tutorials, which look at the construction, layout, & building faults, associated with housing construction both local and overseas.
Urban Economics 1	.5	<ul style="list-style-type: none"> Lecture content and tutorial discussion on global urban issues. Group work on major assignment involves local and overseas student working together
Real Estate Documentation 1	.3	<ul style="list-style-type: none"> International references in lectures and tutorial discussion of overseas practices
Forecasting & Business Analysis	.8	<ul style="list-style-type: none"> Use of international methodologies, examples and case studies in lectures. Major group assignment which mixes international and local students and requires collection and analysis of overseas data
Statutory Valuation	.3	<ul style="list-style-type: none"> Lecture material presented from an international perspective supported by relevant literature In tutorials students discuss the fairness of their country's compulsory acquisition process from a cultural perspective
Portfolio and Fund Management	.4	<ul style="list-style-type: none"> The majority of tutorials use non-Australian examples as the basis of the work to be carried out. Those that are not 'international' are non-country specific. Subject methodologies and assignments and are inherently based on overseas material and practices.
Corporate Asset Management	.8	<ul style="list-style-type: none"> Lectures use international examples Guest lecturers with international experience Tutorials use international case studies Subject website linked to international professional body websites Readings from international journals
International Property Markets	1	<ul style="list-style-type: none"> Lectures are international in content and application Websites accessed for references and data. The major assignment is based on the selection and analysis of one major international property market, which explores reasons and explanations for the nature, composition and practices within the selected property market. Students present in self selected groups but facilitation which is assessed is organized to maximize interaction between students from different countries, cultures, and degree programs. Examination questions International journal articles and conference papers are main reference source
International Business Fieldwork	2	<ul style="list-style-type: none"> Texts look at issues from a global perspective; learning methods involve contact with a variety of local and overseas business people with global perspectives; assessment requires that an issue be explored from a variety of perspectives Group presentation on a topic such as "Why Trade?", or "International Market Research", or even "Cultural Aspects of International Business" International and/or generic texts are used, and parochial practices are avoided where possible, or at least identified Students hold discussions with overseas professionals and representatives of overseas professional organisations Meeting with professionals from a variety of cultures in Australia and overseas emphasizes to students the value of cultural diversity Overseas professional field trip Role reversal which occurs when visiting Asian cities, when Asian students feel at home with the culture and language while Australian students are often like fish out of water; it is a hard lesson for some, but a very effective cure for parochial arrogance International and/or generic texts are used, principles are learned in preference to ephemeral local rules, and emphasis is given to the ability to practice the profession anywhere, language skills permitting Globalisation of markets, including property markets, is studied and forms the basis of most individual assessment in the subject Visits to financial and government institutions, businesses and industry in one or two overseas countries, to hear speakers, inspect facilities and gather research information International market research exercise on students' chosen topics Seminars involving guest speakers from local industries with an international focus Group presentations by students on economic, cultural, strategic and marketing aspects

Examples of techniques which can be used to assess the development of GQ7

As the whole course and its assessment are very much aimed at promoting GQ7, it follows that feedback and grades on assessment should provide students with an indication of progress towards achieving GQ7. As of 2001 formal processes are being piloted by the School of International Business to help students assess and record their achievement in terms of graduate qualities (watch this space). As well the team has considered using subject evaluation forms to review GQ weightings for subjects and to get feed back from students as to their estimated weightings. Results for one subject *Forecasting and Business Analysis* are provided below in Table 1 (Source Peter Rossini Subject Coordinator). The students perceptions of their enhancement to graduate qualities as a result of the study of the subject are generally in line with the expectations of the staff.

Table 1 Subject graduate quality weightings and students perceived weightings (median) for Forecasting & Business Analysis

	1	2	3	4	5	6	7
Graduate quality	Body of knowledge	Lifelong learning	Effective problem solvers	Work alone and in teams	Ethical action	Communicate effectively	International perspective
Planned Point Weightings	2	0.5	0.5	0.5	0.2	0.5	0.3
Median Reported	1.3	0.7	0.8	0.5	0.25	0.7	0.25

(Source Peter Rossini Subject Coordinator)

How to convey the relevance and usefulness of GQ7 to students

Again a wider School Project currently underway will review how well the relevance and usefulness of GQ7 is being conveyed to students. On an individual basis Property Staff have been prompting students both local and overseas to adopt an international perspective for some time based on an employment imperative. The Australian Property Institute provides mentors, lectures and seminars which all promote the necessity for understanding and proficiency in international property practice. The local API and the property industry in general are very supportive of the GQ philosophy.

The international perspective of students within one of the Bachelor of Business (Property) core subjects *Forecasting & Business Analysis* was specifically canvassed (Source Peter Rossini Subject Coordinator). Student comments indicated that some found it to be very useful while others expressed their concern of the lack of opportunity to study the material at a more international level. The international perspective for the subject can be broken down into two components, lecture and study examples and the assignment work.

- The lecture and study program contains a large number of examples where data is from different international sources. From discussion with the students, they did not see this as providing any significant international perspective.
- The mixed feelings about the international perspective were based mainly on the assignment. The following assignment topics were available with a series of sub-topics under each.
 - ⇒ *International passenger vehicle company wants to investigate Australian opportunities*
 - ⇒ *International motor cycle firm wishes to investigate Australian opportunities*
 - ⇒ *Australian export company examining international opportunities*
 - ⇒ *Australian stockbroking firm wants to compare international share price indices*
 - ⇒ *International hospitality chain wanting to expand into Australia*
 - ⇒ *International residential development company wishing to expand into Australia*

- ⇒ *International commercial building company wishing to expand into Australia*
- ⇒ *Australian tourism and hospitality operator looking for international tourists*
- ⇒ *Australian wine company reconsidering its operations in Australia*
- ⇒ *Adelaide real estate agent needs a housing market study*

Six of these topics offer very realistic international comparison opportunities, 3 offered good opportunities for a national (with some international) comparison and only the final topic (housing market study) could be said to be truly localized. Just over 30% of students chose the final non-international real estate topic. These were almost exclusively students in the Bachelor of Business Property for whom the topic was designed. It is not surprising that they did not experience a significant international perspective. However since students from Singapore represent nearly one half of all property students it is clearly necessary to offer some form of appropriate comparative study which might be attractive to these students.

Conclusion and critical reflections

Within the UniSA framework

Overall the Graduate Quality framework has met with resistance within the University for the following reasons:

- a) The system was imposed with a top down ardour resulting in considerable academic circumspection
- b) The shift from content to qualities confused the role of many academics who had been employed to undertake a teaching role rather than a facilitation role of teaching and learning
- c) Staff believed standards would be lowered
- d) Students appear to take on less accountability and staff more
- e) Staff had not been exposed to the Delors Report and its implications, though many of the University's senior management had participated in the Australian seminars
- f) Some staff saw this development as another Federal Government way to remove institutional independence and increase accountability

The University has not embedded the Graduate Qualities philosophy into staff promotion, staff selection or research degrees. This is a weakness that needs addressing. Van der Wende (1997) also identified this lack of incentive to involve all staff in the internationalisation process. Van der Wende makes the point that these developments rely on the goodwill of pioneers and volunteers, which is not sustainable. For real and sustainable change there must be structural incentives in place. Within the School of International Business, a Professor of International Business has been appointed to facilitate internationalisation through exchange links. Exchange links have been established with 36 key partners in 18 countries. Approximately 100 students will participate in this program in 2001, but with only one of these being a property student. However, property students will interact with the inward exchange students in a number of subjects as well as the large percentage of fee paying overseas students in their classes.

Within the UniSA Property Program

The Property Staff found this exercise to be difficult. In terms of curriculum design it is onerous enough to examine content within a complete program. This becomes more difficult when trying to follow and map the development of a Graduate Quality which is being examined, *ex post*, over a large number of subjects. This project was undertaken with unfeigned scepticism but with a large amount of good will by the 6 UniSA Property Staff plus "Leader". The staff strongly supports the role of internationalism within the education of a property professional, a role they have been promoting for years. However they held doubts about this particular process. Their final thoughts, which may or may not encourage others to take on a similar challenge, were as follows.

- The Property Staff have been promoting GQ7 for a number of years mainly driven by the employment imperative.
- Whole of program approach to GQs sounds grandiose but may be possible over time

- A useful group exercise to begin documenting and evaluating our promotion of GQ7. This report will act as a benchmark for the Property Group.
- Documenting a graduate quality is time consuming but does at least raise awareness & provides items for discussion
- Also consideration of methodologies & linkages is easier when given a focus such as a GQ
- However even for only one GQ making the connections over nine subjects is not an easy task.
- The tables are attempting to show that subjects aims & learning & assessment methodologies become more complex from examples and references, to data collection and analysis, to application and interpretation in case studies, to professional practice.
- Parallel to this is increasing reference to and interpretation of international professional practice & standards and content of subjects reflects this emphasis.
- In terms of practical activity students move from tutorial interaction, to joint presentations, to facilitation, to group professional case study work, to lectures from overseas practitioners, to overseas business trip all of which helps educational experience of local and overseas students.
- Large class sizes make assessment and review of GQ7 much more difficult.
- Professional bodies are interested and supportive of Graduate Quality philosophy. Industry perhaps more supportive of GQ approach than expected
- Need more international property data to assimilate GQ7 properly.
- Student evaluation of GQs is a useful approach. The staff hope to expand on student evaluation of Graduate Quality content using subject evaluation approach.
- Importance of whole of university understanding of role of GQ7 including staff and university wide programs e.g. those designed to accommodate overseas students.
- Constraints e.g. resourcing, data collection, research with different academic cultures e.g. Thammasat University, Bangkok hard to get interested
- We have learnt along with our students. Still have some way to go but this report will act as a benchmark.
- Internationalisation is a process not an end point.

In January 1996 (Sanctuary Cove) the Property Group made a conscious commitment to internationalise its course content and to promote staff opportunities for overseas research and contact. Over the last five years staff from the Property Program have attended a number of overseas conferences in Asia, Europe, UK and US and delivered papers based on joint research with overseas universities. We believe that in that time we have become more internationally aware as well as increasingly mindful of the fundamental importance of local knowledge and culture for a proper understanding of property and business outcomes. As a group we have benefited academically and in terms of professional practice perhaps even more than we realize, from our contact with overseas staff and students.

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