Internationalisation of New Zealand’s Tertiary Education Organisations:
Key Findings for Private Training Establishments

Purpose
In order to better understand the value of international education and its impact on our higher education system, the government has invested in the Tertiary Education Organisation (TEO) Internationalisation Study 2013-14.

The Study also assists with the monitoring of the goals and objectives of the Leadership Statement for International Education, and of priority six of the Tertiary Education Strategy 2014-2019, which focuses on ‘growing international linkages’. Together with information from the universities and institutes of technology/polytechnics, the Study provides a snapshot of internationalisation within private training establishments (PTEs) receiving government funding.

The information in this summary comes from: a) five PTEs which responded to the Phase 1 survey in 2013, and 14 PTEs which responded to the Phase 2 survey during 2014; and b) data from the Tertiary Single Data Return (www.educationcounts.govt.nz). Phase 1 and Phase 2 of the Study are referenced in this summary; Phase 3 information will be available later in 2015, along with key comparisons across all aspects of the earlier TEO internationalisation study published in May 2006.

Key trends
- Overall, the funded PTE sector has greatly increased its involvement in international education since 2005. There have been substantial increases both in international students and international tuition revenues.
- Student mobility is supported by eight PTEs, although the actual numbers of exchange students (both inbound and outbound) are low.
- A smaller number of PTEs are also active in internationalising their teaching and learning systems, and in encouraging collaborative learning between their international and domestic students.

Total Students and Source Countries
During 2014 a total of 15,364 international students were enrolled with 101 funded PTEs, ↑78% from 2005. In 2014 international students made up 20% of total PTE students.

The two main source countries of international students enrolled in PTEs were India and China.

NB: In 2014 the PTEs earned an overall NZ$124,1 million in international fees, ↑105% from 2005.

Overall Priorities for Recruitment
Phase 1 of the Study also asked PTEs to rank the three levels of study they would most target when recruiting international students in 2014.

Figure 3 shows three of the five PTEs said Certificate/Diploma was the most important level of study.

International Alumni Linkages
Four of the five PTEs had international alumni chapters or networking groups (alumni groups).

Two PTEs listed the countries in which they had alumni groups, and Figure 4 sets out the locations of the largest alumni groups reported by the two PTEs.
Student Mobility

In Phase 2 of the Study, 14 PTEs responded to a question about the types of student mobility programmes they offer. Six PTEs said they had no student mobility programmes.

Figure 5 shows the most common types of student mobility arrangements were study abroad and overseas conference attendance (four PTEs each).

Credit recognition arrangements

11 of 14 PTEs said they have mechanisms in place to facilitate credit transfer for students who have completed a period of study overseas. Those mechanisms included:

- Cross-credit application process, usually based on transcripts (three PTEs)
- Through the Academic Registrar and ratified by the Dean of Faculty
- Articulation agreements with schedules for credit transfer
- Memoranda of Understanding
- Recognition of prior learning for credit purposes.

Internationalisation of Teaching and Learning

Five of 12 PTEs said they provide specific support to encourage the internationalisation of teaching and learning at their institution. This support included:

- Professional development for teaching staff (two PTEs)
- Research collaboration
- Research budget for presentation of papers at overseas conferences
- Staff scholarships to attend international conferences
- Transfer of staff to New Zealand for training
- Staff visits overseas
- Participation in overseas qualifications
- Informal learning with overseas and local organisations.

Student Exchanges

Six out of eight respondent PTEs said they had exchange agreements with overseas institutions. However, PTEs had few students on inbound or outbound exchange.

Figure 6 shows that China was the country most commonly mentioned as the focus for student exchange activities.

Collaborative learning between domestic and international students

Eight of 12 PTEs said they had strategies or initiatives to promote collaboration and interaction between domestic and international students.

Seven PTEs had institution-wide strategies or initiatives, while one had institution-wide and faculty-wide strategies or initiatives.

The strategies and initiatives reported by seven PTEs included:

- Project and research groups (two PTEs)
- Cultural festivals, including Diwali, Chinese New Year, etc.
- Study groups
- Student council activities
- Sports days
- Orientation camps
- Through general teaching
- Living in the same hostel
- Training programmes.

Increasing the international capabilities of staff

Nine PTEs replied to a question on whether they have systems in place to increase the international capabilities of their staff.

Figure 7 shows that two of nine PTEs provided their staff with opportunities to work overseas through staff exchange or sabbatical arrangements.

Four of nine PTEs provided their staff with opportunities to increase intercultural understanding through targeted professional development.