TERTIARY EDUCATION ORGANISATION
INTERNATIONALISATION STUDY
2014

PHASE ONE:
INTERNATIONAL STUDENT PROGRAMMES

PRIVATE TRAINING ESTABLISHMENTS
# TABLE OF CONTENTS

1. Introduction 3

2. Internationalisation survey phase one results 5
   2.1. Study abroad students 5
   2.2. Short programmes 5
   2.3. Recruitment and marketing 6
   2.4. Promotion of work rights 9
   2.5. Pastoral care and assistance for international students 9
   2.6. International alumni 11
   2.7. Qualification recognition 12
   2.8. Offshore delivery 12
   2.9. Future plans for offshore delivery 13

3. International student data 14
   3.1. Total international PTE student numbers 14
   3.2. Distribution of international students 14
   3.3. Main source countries for international students 15
   3.4. International students by level of study 17
   3.5. International students by field of study 19

4. Appendix: definitions 24
INTRODUCTION

This paper presents the results from the international student programme phase of the Ministry of Education’s Tertiary Education Organisation Internationalisation Study. This is the first of three phases in a wider study of internationalisation in the tertiary sector. This report focuses on private training establishments (PTEs).

The three phases of the Study are:
- the international student programme
- international experiences for domestic students (including student mobility)
- institutional internationalisation, including institutional strategies, research internationalisation and international outreach.

The three phases of the Study will provide a snapshot of internationalisation within New Zealand tertiary education organisations (TEOs) as at 2014. This updates previous studies in 2006 and 1998.

Reports on Phases Two and Three will be published in mid-2015.

Aim of the Tertiary Education Organisation Internationalisation Study

The Study aims to accurately document TEO internationalisation practice to provide a useful resource for the tertiary sector and for Government.

The Study goes beyond export education to look at internationalisation more broadly. The Study will help TEOs individually and collectively to understand the process of internationalisation in their subsector.

The Study will help Government better understand the value of international education and its impact on the New Zealand higher education system. It will also help the Government, the sector, and TEOs to understand the sectors’ strengths and areas for improvement and formulate targeted strategies and priority actions for the future.

The Study (particularly Phase Three) will also assist with the monitoring of priority six of the 2014-2019 Tertiary Education Strategy, which focuses on ‘growing international linkages.’

Information Sources for Phase One

The information in this paper comes from two sources. Part one is based on information from a survey conducted by the Ministry of Education between December 2013 and March 2014. Five Government-funded PTEs responded to the survey.

The Ministry of Education would like to thank the Sector Advisory Group, who assisted in the development of the survey. The members of the Sector Advisory Group were:
- Wayne Angus – University of Otago
- Beth Knowles – Christchurch Polytechnic Institute of Technology
- Neil Miller – Independent Tertiary Institutions
- Craig Musson – Independent Tertiary Education New Zealand
- Professor Rob Rabel (Chair) – Victoria University of Wellington
- Distinguished Professor Graham Hingangaroa Smith – Te Whare Wānanga o Awanuiārangi.

Universities New Zealand, Education New Zealand, Immigration New Zealand, and the New Zealand Qualifications Authority also contributed to the development of the survey.
The data in part two of this paper comes from the Single Data Return (SDR) dataset. Only Government-funded PTEs provide SDR submissions; hence the SDR dataset does not include information on students at non-Government-funded PTEs. SDR data provided here goes beyond what is routinely released by the Ministry of Education on the Education Counts website, providing, for example, more information about international students by field of study, level of study, country of origin, and sector differences. It also counts non-full fee-paying students, including PhDs, exchange students, and NZAID scholarship students.

Historical data, also from the SDR, has also been used to provide a picture of the sector from 2009 onwards. Note that unless otherwise stated, total student numbers have been used, as opposed to equivalent full-time students (EFTS). The ratio of total students to EFTS at PTEs was 1.76:1 in 2013; this should be taken into account when determining the overall economic impact of international students. Unless otherwise stated, the figures refer to all international students, not just those paying full fees.

---

1 SDR is a source system that holds education information required by Ministry of Education and Tertiary Education Commission. This is being used for funding, monitoring performance against investment plans, publishing performance information as well as statistical reporting purposes.
PART ONE: INTERNATIONALISATION SURVEY PHASE ONE RESULTS

The data in the first part of this report comes from Phase One of the Tertiary Education Internationalisation survey, which focuses on the international student programme. The sample of PTEs responding to the survey was very small (five only), and so the information below should be seen as illustrative only.

The focus for the PTE sample was those larger institutions, with a mixed international and domestic student population, and which offer degree-level programmes. These parameters significantly reduced the possible total PTE sample size.

The survey provides additional information not collected by the Single Data Return. It covers:
- study abroad student numbers
- students on short programmes
- recruitment and marketing techniques
- pastoral care
- alumni engagement
- qualification recognition
- offshore delivery.

2013 STUDY ABROAD STUDENTS

1. Three out of the five PTEs reported having study abroad students enrolled in 2013. The total number of study abroad students enrolled across the three PTEs was 108.

2. PTEs attracted study abroad students from a range of countries. No two PTEs attracted students from the same country. The following table shows the top five study abroad source countries for each PTE, the number of students from each of those countries, and the total number of study abroad students at that PTE:

<table>
<thead>
<tr>
<th>PTE A</th>
<th>PTE B</th>
<th>PTE C</th>
</tr>
</thead>
<tbody>
<tr>
<td>China</td>
<td>Samoa</td>
<td>Chile</td>
</tr>
<tr>
<td>Saudi Arabia</td>
<td>6</td>
<td>Colombia</td>
</tr>
<tr>
<td>Vietnam</td>
<td>5</td>
<td>Fiji</td>
</tr>
<tr>
<td>Japan</td>
<td>4</td>
<td>Argentina</td>
</tr>
<tr>
<td>Thailand</td>
<td>4</td>
<td>Brazil</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>Total</td>
</tr>
</tbody>
</table>

2013 SHORT PROGRAMMES (PROGRAMMES SHORTER THAN THREE MONTHS)

3. Four out of the five PTEs offered short programmes. The number of students enrolled in short programmes, the number of these students on visitors visas, the number of short programmes offered, and the fields of study these are offered in, are charted in the table below:

---

2 Offering scholarships is one mechanism that can be used to attract international students. While scholarships for international students were included in the topics covered in the previous 2006 internationalisation study, a decision was made not to repeat this question in this 2014 study.
4. By far the majority of students in short programmes were studying ESOL (~90%), followed by agriculture and environment (~9%), management and commerce (~1%), and creative arts (~1%).

5. Students in short programmes at two PTEs received Level 2 Certificates. At one PTE students received Level 3 Certificates. The other PTE offered students certificates of proficiency and certificates of participation.

### RECRUITMENT AND MARKETING

#### Levels of study

6. PTEs were asked to rank the three levels of study they will most target when recruiting international students in 2014. Three of the five PTEs said Bachelors degree was the most important. The following graph shows the number of times each level of study was mentioned in a PTE’s top three:

**Figure 1: Priority levels of study for international student recruitment**

![Bar graph showing levels of study](image)

#### Disciplines of study

7. All five PTEs said they promoted their strengths in particular disciplines when recruiting international students.
8. Respondents were asked to list the fields of study/disciplines they promoted when recruiting international students. The following table indicates the fields of study promoted by each PTE:

<table>
<thead>
<tr>
<th>PTE A</th>
<th>PTE B</th>
<th>PTE C</th>
<th>PTE D</th>
<th>PTE E</th>
</tr>
</thead>
<tbody>
<tr>
<td>Society &amp; culture</td>
<td>Health</td>
<td>Management &amp; commerce</td>
<td>Management &amp; commerce</td>
<td>Society &amp; culture</td>
</tr>
<tr>
<td>Creative arts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Recruitment and marketing tools
9. A range of recruitment and marketing tools were used by PTEs.
   - All five PTEs used social media and friends and family.
   - Four PTEs used:
     - offshore education agents (excluding NZ specialist agents)
     - onshore education agents (excluding NZ specialist agents)
     - New Zealand specialist agents
     - fairs and expos
     - feeder institutions/local schools
     - other institutional relationships/partnerships.

Agents
10. When asked what proportion of their international students were recruited by agents, one PTE answered between 81-90%, two answered between 71-80%, one answered between 51-60%, and one answered 0%.

Preferred tools
11. The tools that the most PTEs found most effective (when asked which three tools were the most effective) were offshore education agents, onshore education agents, and friends and family.

12. Tools with a high level of disparity between use and perceived effectiveness included social media, alumni and New Zealand specialist agents. This is charted in the graph below:

Figure 2: Most used versus most effective recruitment tools
Social Media
13. Facebook, LinkedIn, and Youtube were the social media platforms most used by PTEs, although as mentioned above, PTEs did not find them to be particularly effective.

14. Facebook was found to be the most effective social media platform by all PTEs (when asked for just one). They commented that it is a medium that their target market seems to use most frequently and that it portrays the atmosphere of the provider and typical activities and events students are involved in.

Figure 3: Most used versus most effective social media platforms

15. All PTEs stated that they had a webpage dedicated to international students, as part of their website. One PTE had both New Zealand-based and overseas websites.

Regional education promotional groups
16. Four PTEs reported that they were part of a regional education promotion group; one reported that it was not. These groups included:
   - Study Auckland (two PTEs)
   - Christchurch Educated
   - International Education Manawatu.

17. All four PTEs said they participated in education promotion activities organised by the regional group to which they belong.

Use of international partnerships to recruit students
18. Two of the five PTEs said that they leverage off other international partnerships to recruit international students. These included:
   - a licensing agreement with a foreign government ministry
   - working with New Zealand companies offshore to promote courses.

Onshore recruitment
19. Three out of the five PTEs actively recruited international students in New Zealand. All three recruited from high schools and English language schools, while two recruited from other onshore TEOs.

---

3 These arrangements did not include international network memberships, MoUs and twinning arrangements.
20. The proportion of international PTE students recruited offshore ranged from 25% to 95% of PTEs' total students.

**Effectiveness of Government agencies in supporting international student recruitment**

21. PTEs ranked organisations in terms of effectiveness in supporting their marketing and recruitment of international students on a scale from 1 (not effective) to 4 (highly effective). The following graph shows the average rating across the PTEs' answers for each organisation:

*Figure 4: PTE rankings of the effectiveness of Government agencies in supporting international student recruitment*

---

**PROMOTION OF WORK RIGHTS**

22. During international student recruitment, four of the five PTEs promoted opportunities to work part-time while studying, three promoted opportunities to apply for graduate work visas post study, and one promoted opportunities for post-study pathways to residence.

**PASTORAL CARE AND ASSISTANCE FOR INTERNATIONAL STUDENTS**

23. All five PTEs indicated that they had an institutional strategy/plan that aimed to ensure there is sufficient care and support for international students.

**Support for staff**

24. Four out of the five PTEs provided cross-cultural training for academic and general staff who may come in direct contact with international students. Types of training included:

- sending staff overseas
- internal and external workshops and seminars
- courses on cross-cultural communication
- on the job training by staff from different cultures
- attendance at Ministry of Education events that relate to pastoral care
- discussions with students.

**Support for international students**

25. PTEs offered a range of support targeted at international students.

- All five PTEs offered:
orientation on studying and living in NZ in general, and the institution in particular
referral services, including health or financial counselling, banking, accommodation, etc.
special measures to encourage international students to interact with domestic students and/or integrate with local communities.

- Four offered language support, including ESOL support.
- Three offered special support to meet international students’ cultural/religious needs.
- One offered provision of information and pastoral care tailored to students with dependants and/or families.

**English language assistance available to international students**

26. After admission into their chosen academic programme, PTEs offered international students several types of English language assistance, as illustrated in the graph below:

Figure 5: English language assistance available to international students

![Bar chart showing distribution of English language assistance among PTEs.]

**Advice on working while studying and working after study**

27. PTEs provided a range of advice to international students on working while studying and working after study.

- All five PTEs provided career advice/support for international students while studying to find employment post-study.
- Four provided:
  - career advice/support to international students for finding part-time jobs while studying
  - advice for international students in employment on their entitlements under the employment law and regulations
  - career advice/support for international graduates after graduation to find employment post-study.

Three provided advice or referrals for international graduates to settle permanently in New Zealand.

**Dissemination of information about the Code of Practice for Pastoral Care**

28. To ensure that international students are aware of the Code of Practice for the Pastoral Care of International Students and in particular the grievance procedures, PTEs offered several measures, illustrated by the following graph:
Figure 6: Dissemination of information about the Code of Practice for Pastoral Care

Student satisfaction surveys
29. All five PTEs participated in international student satisfaction surveys. Two participated more than twice a year and three participated once a year.

INTERNATIONAL ALUMNI

30. 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. Detail is provided in the table below:

<table>
<thead>
<tr>
<th>Countries where PTEs have alumni chapters</th>
<th>PTE A</th>
<th>PTE B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canada</td>
<td></td>
<td>Taiwan</td>
</tr>
<tr>
<td>China</td>
<td></td>
<td></td>
</tr>
<tr>
<td>France</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singapore</td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Korea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>USA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norway</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Turkey</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

31. PTE A added that they hosted separate alumni functions for domestic students living overseas. This was the only PTE that mentioned that they hosted these events themselves.

32. Another PTE said that while they didn’t have formal alumni groups, they had information contact with alumni, both domestic and international, who are now living offshore.

33. When asked about services provided to alumni, three PTEs said they had a web page, two had e-newsletters, and one offered lifelong benefits for alumni in the form of professional development, discounts to industry events, and networking events.

34. Two of the four PTEs sought support from eminent international student alumni in promotions, with one commenting that alumni are approached to provide profiles for
promotional activities and publications such as a website and prospectus. This PTE and another engaged alumni in student recruitment.

35. Two PTEs sought feedback from alumni on satisfaction with their study experience and on how their study has benefitted their career. One of these PTEs also sought feedback on whether alumni wished to remain engaged with their institution.

Connecting with alumni
36. PTEs identified the main challenges to maintaining connections with alumni as:
   • maintaining correct contact details
   • staff having other responsibilities in a small institution.

37. PTEs found the following methods to be of most use in maintaining connections with alumni:
   • e-communication
   • events and meetings
   • Facebook
   • newsletters.

QUALIFICATION RECOGNITION

38. Only one PTE said that their international students had encountered problems with the recognition of their New Zealand qualifications. This occurred in China, India, Japan, South Korea, USA, Vietnam, the Middle East and New Zealand. Students had experienced recognition difficulties when applying for employment, further study, bank loans, post-study work visas, and scholarships.

39. The problems encountered centred around recognition of private sector degrees, by government sector employers, and by universities in New Zealand and offshore.

40. These issues were resolved through direct communication between the PTE and the organisations involved.

OFFSHORE DELIVERY

41. One of the five PTEs said they were involved in offshore delivery, and one more planned to expand into offshore delivery in Malaysia and Colombia in the near future.

42. The PTE involved in offshore delivery was engaged in bilateral academic credit recognition, franchise models and had twinning and articulation programmes.

Bilateral academic credit recognition
43. This PTE had bilateral academic credit recognition and matching arrangements with offshore institutions in three countries, which allowed students to undertake a substantial portion of their qualifications offshore.

Franchise models
44. This PTE also commissioned or franchised offshore institutions to deliver their qualifications or components of those qualifications on their behalf in those three countries.

45. Another model of offshore delivery this PTE engaged in was the accreditation of its qualifications, taught by an offshore institution and awarded offshore, but under the PTEs guidance and with external moderation.
Quality assurance and pastoral care for students studying offshore

46. The PTE involved in offshore delivery had implemented the New Zealand Qualifications Framework Offshore Programme Delivery Rules and also had Institutional regulations under memoranda of understanding to ensure quality assurance and pastoral care for offshore students.\(^4\)

FUTURE PLANS FOR OFFSHORE DELIVERY

47. The PTE already engaged in offshore delivery planned to expand its offering through twinning/articulation programmes and support for an offshore English Language school. The PTE planned to expand offshore delivery into China, India, Indonesia and Samoa, offering Level 1-3 Certificates, Bachelor degrees, and Master degrees in English for speakers of other languages, information technology and management and commerce as appropriate.

\(^4\) None of the PTEs delivered their qualifications or components of those qualifications at their own offshore campus using their own staff, nor did any PTEs deliver their qualifications or components of those qualifications at other institutions but using their own staff. No PTEs offered distance education programmes to international students offshore. No PTEs participated in consortia to deliver distance education programmes.
The following data provides an overview of international students enrolled at New Zealand PTEs in 2013. The data includes only those PTEs that receive Government funding, and excludes all non-formal learning and on-job industry training. It comes from the SDR, and complements the survey by rounding out information on the international student programme at ITPs. More information is available on the Ministry’s Education Counts website, although the data covered here is more detailed in certain areas.

**TOTAL INTERNATIONAL PTE STUDENT NUMBERS**

1. Total international student enrolments at New Zealand PTEs increased by 18.8% between 2009-2013.

2. The graph below shows the total number of international students enrolled at New Zealand PTEs onshore and offshore, by year in 2009-2013. The graph shows that onshore numbers increased by 17.4% between 2009-2013:

   **Figure 7: Onshore and offshore international student numbers at PTEs 2009-2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onshore</td>
<td>10,070</td>
<td>10,800</td>
<td>12,930</td>
<td>12,340</td>
<td>11,820</td>
</tr>
<tr>
<td>Offshore</td>
<td>20</td>
<td>10</td>
<td>60</td>
<td>40</td>
<td>200</td>
</tr>
</tbody>
</table>

**DISTRIBUTION OF INTERNATIONAL STUDENTS ACROSS TEOS**

3. Government-funded PTEs attracted 24.7% of all international students enrolled in Government-funded TEOs, including universities and Institutes of Technologies and Polytechnics (ITPs) in 2013.
4. Government-funded PTEs’ share of the international student market compared with universities and ITPs has increased slightly over the last five years, from 22.9% in 2009 to 24.7% in 2013.

5. In 2013 the two main sources for international students in New Zealand PTEs were India and China, followed by South Korea and Japan. The graph below charts the top 10 source countries for international students.
Source Country Trends 2009-2013
6. Between 2009 and 2013 international student numbers in New Zealand PTEs from Sri Lanka, Thailand, and Japan increased, while international student numbers from Fiji and South Korea decreased.

7. Indian student numbers grew significantly between 2009 and 2011 then decreased slightly between 2011 and 2013 for a significant overall increase. International students from the Philippines also peaked in 2011 and are now lower than they were in 2009.

Percentage increase between 2009-2013:
- Sri Lanka: 262.5%
- Thailand: 55.6%
- India: 47.2%
- Japan: 41.5%

Percentage decrease between 2009-2013:
- Fiji: 41.5%
- South Korea: 24%
- Philippines: 13.3%
Figure 11: International intramural onshore student numbers from top 10 source countries in New Zealand Government-funded PTEs 2009-2013

8. 60% of international students studying at PTEs are enrolled in Certificates/Diplomas Levels 5-7, making them by far the largest cohort.

9. The next largest cohorts are enrolled in Level 1-3 Certificates, followed by Level 4 Certificates. The proportions of international student numbers across all levels of PTE study are illustrated by the graph below:
Level of study trends
10. The number of international students studying Honours/Postgraduate certificates/diplomas doubled between 2009 and 2013. Overall, the number of international students undertaking Certificates/Diplomas Levels 5-7 increased between 2009 and 2013, peaking in 2011. This trend echoes the downward trend in students from India and the Philippines.


Percentage increase between 2009-2013
- Hons/Pg certs/dips: 100%
- Certificates 5-7: 32.7%

Percentage decrease between 2009-2013
- Grad certs/dips: 41.2%
- Certificate 4: 29.5%
- Masters: 17.4%
Figure 13: International intramural onshore student numbers at New Zealand Government-funded PTEs by level of study 2009-2013

12. Field of study is the only area where trends significantly differ when analysed by EFTS or by student numbers. For this reason we have included data using both metrics.

13. When analysed by total number of students, management and commerce was the most popular field of study followed by society and culture, and then food and hospitality.

### NUMBERS OF INTERNATIONAL STUDENTS STUDYING IN NEW ZEALAND PTES BY FIELD OF STUDY

<table>
<thead>
<tr>
<th>Field of Study</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificates/Diplomas Levels 5-7</td>
<td>5,320</td>
<td>6,320</td>
<td>7,950</td>
<td>7,630</td>
<td>7,060</td>
</tr>
<tr>
<td>Certificates 1-3</td>
<td>1,930</td>
<td>1,920</td>
<td>1,960</td>
<td>1,920</td>
<td>2,090</td>
</tr>
<tr>
<td>Certificate 4</td>
<td>1,900</td>
<td>1,940</td>
<td>2,030</td>
<td>1,480</td>
<td>1,340</td>
</tr>
<tr>
<td>Bachelors</td>
<td>480</td>
<td>540</td>
<td>540</td>
<td>540</td>
<td>550</td>
</tr>
<tr>
<td>Honours/Postgraduate certificates/diplomas</td>
<td>160</td>
<td>230</td>
<td>260</td>
<td>290</td>
<td>320</td>
</tr>
<tr>
<td>Graduate certificates/diplomas</td>
<td>340</td>
<td>260</td>
<td>220</td>
<td>180</td>
<td>200</td>
</tr>
<tr>
<td>Masters</td>
<td>230</td>
<td>210</td>
<td>150</td>
<td>150</td>
<td>190</td>
</tr>
<tr>
<td>Doctoral</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
14. By contrast, when analysed by EFTS, food and hospitality was the second most popular field of study followed by society and culture. This may be because English for speakers of other languages courses are included in society and culture, and many English language courses are of shorter duration and thus have a lower EFTS weighting.
15. The disparity between student numbers and EFTS for agriculture and mixed field studies also suggests that many students enrolled in these fields of study are taking shorter courses.

**Field of study trends**

16. Between 2009 and 2013 there was a significant increase in international students studying engineering and mixed field studies and a steady increase in students studying management and commerce and food and hospitality. These overall trends are constant whether data is broken down by total student numbers or EFTS.

17. Looking at the difference between student numbers and EFTS for engineering, EFTS growth was far steeper than growth in student numbers, suggesting a change in the type of engineering programmes that international students are choosing to study from those of short duration to longer programmes of study.

18. By contrast, while there has been a sharp increase in the numbers of international students studying science, the EFTS count has remained reasonably stable, suggesting a greater number of students are enrolling in short science programmes, or that a greater number of students are incorporating science into their broader programme of study.

**Figure 16: International intramural onshore student numbers in New Zealand Government-funded PTEs by field of study (course NZSCED) 2009-2013**
<table>
<thead>
<tr>
<th>Field</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management &amp; commerce</td>
<td>3,260</td>
<td>3,720</td>
<td>4,790</td>
<td>4,330</td>
<td>4,070</td>
</tr>
<tr>
<td>Society &amp; culture</td>
<td>2,960</td>
<td>3,260</td>
<td>3,480</td>
<td>3,170</td>
<td>2,940</td>
</tr>
<tr>
<td>Food &amp; hospitality</td>
<td>1,770</td>
<td>2,160</td>
<td>2,570</td>
<td>2,450</td>
<td>2,200</td>
</tr>
<tr>
<td>IT</td>
<td>1,690</td>
<td>1,430</td>
<td>1,510</td>
<td>1,360</td>
<td>1,470</td>
</tr>
<tr>
<td>Agriculture &amp; environment</td>
<td>1,030</td>
<td>880</td>
<td>720</td>
<td>720</td>
<td>920</td>
</tr>
<tr>
<td>Mixed field studies</td>
<td>200</td>
<td>230</td>
<td>700</td>
<td>570</td>
<td>500</td>
</tr>
<tr>
<td>Engineering</td>
<td>110</td>
<td>90</td>
<td>200</td>
<td>370</td>
<td>470</td>
</tr>
<tr>
<td>Creative arts</td>
<td>550</td>
<td>500</td>
<td>450</td>
<td>450</td>
<td>380</td>
</tr>
<tr>
<td>Health</td>
<td>220</td>
<td>220</td>
<td>200</td>
<td>200</td>
<td>200</td>
</tr>
<tr>
<td>Education</td>
<td>230</td>
<td>330</td>
<td>310</td>
<td>190</td>
<td>130</td>
</tr>
<tr>
<td>Sciences</td>
<td>40</td>
<td>30</td>
<td>50</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Architecture</td>
<td>30</td>
<td>20</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Figure 17: International intramural onshore EFTS in New Zealand Government-funded PTEs by field of study (course NZSCED) 2009-2013
### Percentage increase between 2009-2013

<table>
<thead>
<tr>
<th>Field</th>
<th>Numbers</th>
<th>EFTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engineering</td>
<td>327.3%</td>
<td>660%</td>
</tr>
<tr>
<td>Sciences</td>
<td>200%</td>
<td>0%</td>
</tr>
<tr>
<td>Mixed field studies</td>
<td>150%</td>
<td>133.3%</td>
</tr>
<tr>
<td>Management &amp; commerce</td>
<td>24.8%</td>
<td>50%</td>
</tr>
<tr>
<td>Food &amp; hospitality</td>
<td>24.3%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

### Percentage decrease between 2009-2013

<table>
<thead>
<tr>
<th>Field</th>
<th>Numbers</th>
<th>EFTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Architecture</td>
<td>66.7%</td>
<td>75%</td>
</tr>
<tr>
<td>Education</td>
<td>43.5%</td>
<td>33.3%</td>
</tr>
<tr>
<td>Creative arts:</td>
<td>30.9%</td>
<td>23.3%</td>
</tr>
</tbody>
</table>
APPENDIX: definitions

**Foreign Fee-Paying Student**
An international student who meets full tuition costs on their own or from funds provided to them by sponsors other than the New Zealand Ministry of Foreign Affairs and Trade.

**Formal Student**
For statistical purposes, a tertiary student is considered to be a formal student when enrolled in a formal programme of study at a tertiary education provider with an aggregated EFTS consumption value greater than 0.03 (i.e., more than one week’s full-time duration).

**Institution**
The term ‘institution’ is used in the survey instrument in a generic sense to include the full range of tertiary provider organisations surveyed: universities, ITPs, colleges and private training establishments.

**International Student**
A student who is not a New Zealand citizen, New Zealand permanent resident, or Australian citizen.

**Onshore On-campus (Intramural) Student**
A student, enrolled by the New Zealand institution as one of its students, undertaking a programme of study at a New Zealand campus of the institution. Units of study are undertaken through regular attendance at the institution as an integral and compulsory component of the course; or, where the student is studying towards a higher degree and regular attendance is not required, the student attends the institution for supervision and/or instruction as agreed with the supervisor. This includes any international student who is studying on campus in New Zealand as a component of a programme that involves study at campuses both in New Zealand and offshore.

**Onshore Off-campus (Extramural) Student**
A student, enrolled by the New Zealand institution as one of its students, undertaking a programme of study using materials provided by the institution in New Zealand, where lesson materials, assignments etc are delivered to the student off campus, and any associated attendance is of an incidental, special or voluntary nature.

**Offshore On-campus (Intramural) Student**
A student, enrolled by the New Zealand institution as one of its students, undertaking a programme of study provided by an offshore campus, study centre, or twinning partner of the institution, where attendance is required. The programme is undertaken through regular or intensive attendance or supervision.

**Offshore Off-campus (Extramural) Student**
A student, enrolled by the New Zealand institution as one of its students, undertaking a programme of study using materials provided by an offshore campus, study centre, or twinning partner of the institution, where lesson materials, assignments etc are delivered to the student off campus, and any associated attendance is of an incidental, special or voluntary nature.

**Study Abroad**
An *Incoming Study Abroad Student* is a student who is not a New Zealand citizen, a New Zealand permanent resident or an Australian citizen, and who is studying at a
New Zealand institution (for one or two semesters) on a fee-paying programme such as Study Abroad. A Study Abroad student would not normally intend to obtain a completed qualification from the New Zealand institution.

Exchange Student
An Incoming Exchange Student is a student who is not a New Zealand citizen, a New Zealand permanent resident or an Australian citizen, and who is studying at a New Zealand institution (usually for one or two semesters) under an exchange, reciprocal or joint programme or research project which does not involve the payment of an overseas student fee. An Exchange Student would not normally intend to obtain a completed qualification from the New Zealand institution.

An Outgoing Exchange Student is a student at a New Zealand institution who is studying at an overseas institution (usually for one or two semesters) under an exchange, reciprocal or joint programme or research project that does not involve the payment of an overseas student fee. An Exchange Student would normally intend to count the study at the overseas institution towards a qualification from the New Zealand institution.