Internationalisation of New Zealand’s Tertiary Education Organisations:  
Key Findings for Institutes of Technology/Polytechnics

**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 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 private training establishments, the Study provides a snapshot of internationalisation within the Institutes of Technology/Polytechnics (ITPs) in 2013 and 2014.

The information in this summary comes from: a) five ITPs which responded to the Phase 1 survey in 2013, and 15 ITPs 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, together with key comparisons with the 2005 TEO Internationalisation study (published in May 2006).

**Key trends**  
- Overall, the ITPs have significantly increased their involvement in international education since 2005. There have been increases in international students and tuition revenues, offshore enrolments, and exchange students.
- The growth in exchange students is particularly marked, including in outbound (i.e. New Zealand) students. At least two ITPs plan to significantly expand their offshore delivery activities.
- Sizeable groups of ITPs 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 14,151 international students were enrolled with New Zealand’s 18 ITPs, ↑ 24% from 2005. In 2014 international students made up 10% of total ITP students.

Figure 1 shows that the two main source countries of international ITP students were China and India.

**Recruitment and Marketing**  
The five ITPs which responded to Phase 1 of the Study were asked to rank the marketing and recruitment priority that they gave to particular categories of international students, from 1 (highest) to 5 (lowest).

Figure 2 shows that onshore on-campus students were the highest priority for all respondents.

**International Alumni Linkages**  
Two of the five ITPs which responded to Phase 1 of the Study said they had international alumni chapters or networking groups.

Figure 4 sets out the locations of the largest alumni groups reported by the two ITPs.

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**Figure 1: Top 10 source countries of international students enrolled in Institutes of Technology/Polytechnics, 2014**

- China: 18%
- India: 18%
- Philippines: 4%
- Japan: 3%
- South Korea: 3%
- Fiji: 2%
- Vietnam: 2%
- United Kingdom: 2%
- Sri Lanka: 2%
- Other nations: 4%

**Figure 2: International student recruitment priorities for Institutes of Technology/Polytechnics**

- Onshore on-campus
- Offshore on-campus
- Offshore off-campus
- Training/Internship programmes

**Figure 3: Priority levels of study for student recruitment**

- Bachelor’s degree: 5
- Masters: 4
- Certificate/Diploma: 3
- Postgraduate: 2
- Diploma: 1

**Figure 4: Locations of alumni groups reported by Institutes of Technology/Polytechnics**

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<thead>
<tr>
<th>Size</th>
<th>ITP A</th>
<th>ITP B</th>
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<tbody>
<tr>
<td>Largest</td>
<td>China</td>
<td>New Zealand</td>
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<tr>
<td>Second largest</td>
<td>India</td>
<td>Laos</td>
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<tr>
<td>Third largest</td>
<td>South Korea</td>
<td>Cambodia</td>
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<tr>
<td>Other locations</td>
<td>Brazil</td>
<td>Colombia</td>
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<td></td>
<td>Fiji</td>
<td>Japan</td>
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<td>Russia</td>
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Summary of Phases 1 and 2 of the Tertiary Education Organisation Internationalisation Study 2013-14

Existing Offshore Delivery
Three of the five ITPs which responded to Phase 1 of the Study reported they were involved in offshore delivery.

Figure 5 illustrates that all three ITPs engaged in offshore delivery have bilateral academic credit recognition and matching arrangements with offshore institutions.

NB: ITPs total offshore enrolments ↑ 99%, from 924 in 2005 to 1,843 in 2014.

Future Plans for Offshore Delivery
Of the three ITPs currently involved in offshore delivery, two ITPs had plans to expand. Their plans involved the following countries of destination and levels of study:

<table>
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<tr>
<th>ITP A</th>
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<th>ITP C</th>
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<td>Colombia</td>
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<td>Thailand</td>
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- Certificates/Diplomas (Level 5-7)
- Bachelor's degrees (Level 7)

Student Mobility
In Phase 2 of the Study, 15 ITPs responded to a question about the types of student mobility programmes they offer.

Figure 7 shows the most common type of student mobility arrangement was student exchange (available at eight ITPs), followed by study abroad (available at six ITPs).

Student Exchanges
For 2013 ten ITPs reported a total of 437 inbound exchange students, compared to 147 outbound (the 2005 Study found six ITPs reported just 15 exchange students).

Figure 8 shows Germany and Japan were the two countries most commonly mentioned as the focus for student exchange activities, followed by the USA.

Internationalisation of Teaching and Learning
Eight of 13 ITPs said they provide specific support to encourage the internationalisation of teaching and learning at their institution, and one ITP reported that it plans to. This support included:
- Offshore visits to partner institutions in China
- Professional development training in teaching students from other cultures
- Exploratory funding to determine feasibility of specific programmes for overseas development and delivery
- Internationalisation units included in the Adult Education programme
- Culture awareness training
- Chinese culture and language training
- Professional development programmes for teaching staff, for teaching of international and domestic students.

Collaborative Learning Between Domestic and International Students
Figure 9 shows that 11 of 13 ITPs said they had strategies or initiatives to promote collaboration and interaction between domestic and international students.

Of these, seven reported having institution-wide strategies, and one reported faculty-wide strategies.