



Australian Government

Department of Education and Training

Delivery of VET offshore by public providers, 2014

About this report

In 2015, the Australian Government Department of Education and Training commissioned the National Centre for Vocational Education Research (NCVER) to undertake a survey of the offshore vocational education and training (VET) activity delivered by Australian public providers in 2014. The Australian Government has supported this survey annually since 2003. For further information, please visit the website <<https://internationaleducation.gov.au/research/transnationaleducationdata/pages/transnational-education-data.aspx>>.

The National Centre for Vocational Education Research

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NCVER is located in Adelaide, South Australia. For further information, please visit the NCVER Portal: <<http://www.ncver.edu.au>>.

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Contents

Tables and figures	4
Highlights	9
Context	10
Background	10
Methodology	10
Reporting changes for 2014	10
Summary of the 2014 collection	12
Offshore program enrolments	13
Public VET providers	13
Country of VET delivery	15
Offshore programs	16
Delivery mechanisms	18
Business arrangements in offshore operations	18
Additional tables	20
Country of delivery	20
Australian public VET provider profile	25
Program enrolments by student profile	29
Types of programs delivered	33
Delivery mechanisms	40
Articulation arrangements	48
Appendix A: Scope, concepts and definitions	49
Scope	49
Project definition	50
Definitions for the key concepts	51
Reference point	52
Appendix B: Enumeration tool	54
Enumeration Sheet	62
Appendix C: Methodology and data quality	66
Methodology	66
Enumeration tool	66
Data collation and processing	66
Data quality	66
Appendix D: Field of education (narrow field)	68
Appendix E: List of Australian public VET providers	72

Tables and figures

Tables

Table 1	Summary of VET activity delivered offshore by Australian public VET providers, 2010–14	12
Table 2	Offshore programs delivered by Australian public VET providers, by business arrangement type, 2012–14	19
Table 3	Australian public VET providers delivering offshore VET, by business arrangement type, 2012–14	19
Table 4	Offshore programs delivered by Australian public VET providers, by client type, 2012–14	19
Table 5	Australian public VET providers delivering offshore VET, by client type, 2012–14	19
Table 6	Australian public VET providers delivering offshore VET, 2010–14	20
Table 7	Number of countries in which Australian public VET providers delivered their offshore training, 2010–14	20
Table 8	Australian public VET providers delivering offshore, by country of delivery, 2010–14	21
Table 9	Offshore programs delivered by Australian public VET providers, by country of delivery, 2010–14	22
Table 10	Offshore program enrolments for Australian public VET providers, by country of delivery, 2010–14	23
Table 11	Offshore program enrolments for Australian public VET providers, by country of delivery and Australian state or territory of provider, 2014	24
Table 12	Australian public VET providers delivering offshore VET, by Australian state or territory of provider, 2014	25
Table 13	New South Wales public VET providers' offshore program enrolments, by country of delivery, 2010–14	25
Table 14	Victorian public VET providers' offshore program enrolments, by country of delivery, 2010–14	26
Table 15	Queensland public VET providers' offshore program enrolments, by country of delivery, 2010–14	27
Table 16	Western Australian public VET providers' offshore program enrolments, by country of delivery, 2010–14	27
Table 17	South Australia, the Northern Territory, Tasmania and the Australian Capital Territory public VET providers' offshore program enrolments, by country of delivery, 2010–14	28
Table 18	Offshore program enrolments for Australian public VET providers, by gender of students and country of delivery, 2014	29
Table 19	Offshore program enrolments for Australian public VET providers, by gender of students and broad field of education, 2014	30

Table 20	Offshore program enrolments for Australian public VET providers, by gender of students and level of education, 2014	30
Table 21	Offshore program enrolments for Australian public VET providers, by age of students and country of delivery, 2014	31
Table 22	Offshore program enrolments for Australian public VET providers, by age of students and broad field of education, 2014	32
Table 23	Offshore program enrolments for Australian public VET providers, by age of students and level of education, 2014	32
Table 24	Offshore program enrolments for Australian public VET providers, by whether students had the same country of birth as the country of delivery, 2014	32
Table 25	Australian public VET providers delivering VET offshore, by type of programs, 2010–14	33
Table 26	Offshore program enrolments and programs delivered by Australian public VET providers, by level of education, 2014	33
Table 27	Australian public VET providers delivering offshore VET, by level of education, 2010–14	33
Table 28	Offshore programs delivered by Australian public VET providers, by level of education, 2010–14	34
Table 29	Offshore program enrolments for Australian public VET providers, by level of education, 2010–14	34
Table 30	Australian public VET providers delivering offshore VET, by number of fields of education, 2010–14	34
Table 31	Offshore program enrolments for Australian public VET providers, by broad field of education, 2010–14	35
Table 32	Offshore program enrolments for Australian public VET providers, by narrow field of education, 2010–14	36
Table 33	Offshore programs delivered by Australian public VET providers, by broad field of education, 2010–14	37
Table 34	Offshore program enrolments for Australian public VET providers, by broad field of education and level of education, 2013–14	37
Table 35	Offshore program enrolments for Australian public VET providers, by country of delivery and broad field of education, 2014	38
Table 36	Offshore program enrolments and programs delivered by Australian public VET providers in China, by narrow field of education, 2014	39
Table 37	Offshore programs delivered by Australian public VET providers, by main mode of tuition, 2010–14	40
Table 38	Offshore program enrolments for Australian public VET providers, by main mode of tuition, 2010–14	40
Table 39	Offshore programs delivered by Australian public VET providers, by whether credit transfer was awarded, 2012–14	40

Table 40	Offshore program enrolments for Australian public VET providers, by type of credit transfer awarded, 2012–14	41
Table 41	Offshore program enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by broad field of education, 2014	41
Table 42	Offshore program enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by country of delivery, 2014	41
Table 43	Offshore program enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by broad field of education, 2014	42
Table 44	Offshore program enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by country of delivery, 2014	42
Table 45	Offshore programs delivered by Australian public VET providers, by whether RPL was awarded, 2012–14	42
Table 46	Offshore program enrolments for Australian public VET providers, by type of RPL awarded, 2012–14	43
Table 47	Offshore program enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by broad field of education, 2014	43
Table 48	Offshore program enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by country of delivery, 2014	43
Table 49	Offshore program enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by broad field of education, 2014	43
Table 50	Offshore program enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by country of delivery, 2014	43
Table 51	Offshore program enrolments for Australian public VET providers where RPL was awarded based on BOTH prior knowledge and experience AND recognising a local qualification, by broad field of education, 2014	44
Table 52	Offshore program enrolments for Australian public VET providers where RPL was awarded based on BOTH prior knowledge and experience AND recognising a local qualification, by country of delivery, 2014	44
Table 53	Offshore programs and program enrolments for Australian public VET providers with 100% RPL, by field of education, 2014	44
Table 54	Offshore programs and program enrolments for Australian public VET providers, by main teacher source, 2014	45
Table 55	Offshore program enrolments for Australian public VET providers, by business arrangement, 2014	45

Table 56	Offshore programs and program enrolments for Australian public VET providers, by type of delivery, 2014	45
Table 57	Offshore programs and program enrolments for Australian public VET providers, by average full-time duration, 2014	45
Table 58	Offshore programs and program enrolments for Australian public VET providers, by language of tuition, 2014	45
Table 59	Offshore programs and program enrolments for Australian public VET providers, by percentage of English in programs taught in combination of English and local language, 2014	46
Table 60	Offshore programs and program enrolments for Australian public VET providers, by whether there was an English language learning component of the program, 2014	46
Table 61	Offshore programs and program enrolments for Australian public VET providers, by whether there was an English language competency entry requirement or prerequisite of the program, 2014	46
Table 62	Offshore programs and program enrolments for Australian public VET providers, by whether the language of tuition was recorded on the student academic transcript, 2014	46
Table 63	Offshore programs and program enrolments for Australian public VET providers, by whether English language was tested on completion of the program, 2014	47
Table 64	Offshore programs delivered by Australian public VET providers, by whether the same program was offered in Australia, 2014	47
Table 65	Offshore programs delivered by Australian public VET providers with formal arrangements for students to articulate to VET and/or higher education in Australia, 2014	48
Table 66	Offshore programs and program enrolments for Australian public VET providers, by whether students tracked by providers for articulation, 2014	48
Table 67	Offshore program enrolments for Australian public VET providers, by whether tracked students articulated to VET and/or higher education programs in Australia, 2014	48
Table A1	Department of Education and Training and NCVER agreed definitions	51
Table D1	Program enrolments by narrow field of education, 2010–14	68
Table D2	Programs by narrow field of education, 2010–14	70

Figures

Figure 1	VET offshore program enrolments and programs, 2003–14 (2003 = 100)	13
Figure 2	Providers and countries of delivery, 2003–14 (2003 = 100)	14
Figure 3	Program enrolments by state or territory, 2009–14	15

Figure 4	Programs enrolments by whether students based in China, 2003–14 (2003 = 100)	16
Figure 5	Program enrolments by level of education, 2010–14	17
Figure 6	Program enrolments by field of education and level of education, 2014	17
Figure A1	Internationally recognised delivery modes as they apply to Australia	50

Highlights

- In 2014, 33 Australian public VET providers delivered VET programs offshore, three fewer than in 2013. The decline in VET providers is a result of institute mergers and changes in the providers delivering offshore programs.
- Australian public providers had 44 833 offshore program enrolments, a drop of 10.0% from 2013. Although China experienced a large drop of 17.3%, this was partly offset by an 8.4% increase in enrolments outside China.
- Offshore VET programs were delivered in 34 countries by Australian public VET providers in 2014.
- The Asia-Pacific region continued to be the main market for Australian public VET providers, as in 2012 and 2013. In particular, 19 providers supplied their educational and training services in China and seven providers operated in Papua New Guinea.
- Public providers in Victoria continued to have the largest share of program enrolments in the offshore training market (69.8%). Providers in Western Australia and New South Wales had similar shares of enrolments (10.5% and 8.5% respectively), whereas providers in Queensland and those in the remaining states and territories accounted for the minimal shares of enrolments (5.5% and 5.8% respectively).
- Australian public VET providers delivered 519 VET programs offshore, 17 programs more than in 2013.
- The majority of offshore VET programs were delivered by Australian public VET providers in classrooms, accounting for 90.8% of the total offshore programs.
- The majority of offshore programs were delivered fully offshore¹ (99.0%) by Australian public VET providers.

¹ Fully offshore programs are those delivered in their entirety outside Australia, while partially offshore programs are delivered partially offshore and partially in Australia.

Background

This report aims to define, quantify and characterise Australian vocational education and training (VET) programs delivered offshore during 2014 by public VET providers. It provides statistical information about the providers active overseas, the programs they delivered and the students who enrolled in those programs. This report also includes data from previous offshore public VET collections, between 2003 and 2014.

The project defines VET programs as:

- programs leading to an Australian Qualifications Framework (AQF) qualification in the VET sector (award programs) and non-award programs delivered to students located in another country (and who are not normally based in Australia).

The scope of the 2014 collection is:

- VET activity in the calendar year 2014
- training delivered by Australian public VET providers
- training delivered outside Australia
- training through stand-alone or partnership arrangements.

Public providers of VET include:

- TAFE (technical and further education) institutes and dual-sector self-accrediting institutions (dual sector universities and the Batchelor Institute of Indigenous Tertiary Education).

Methodology

In 2014, 51 Australian public providers of VET were identified and approached by the National Centre for Vocational Education Research (NCVER) to participate in the collection of data relating to 2014 offshore VET delivery. The number of public providers was reduced by six from the previous year's collection, the result of institute mergers. Additionally, four providers who delivered programs offshore in 2013 ceased delivery for 2014, and two providers who did not deliver offshore in 2013 did in 2014. In 2014, 33 public providers were involved in offshore VET delivery.

Data were collected at the aggregate level for each offshore VET program.

In 2014, the category of bridging and enabling courses not identified by level was introduced as a new level of education. In the current report, this is included in the 'other' option for level of education.

Reporting changes for 2014

In 2014 it was decided to include programs delivered fully online in the scope of the offshore collection. These data have always been collected; however, they were previously removed for

reporting purposes and included in a separate table only. The enumeration tool was altered to emphasise that these data should be reported in the collection.

This change in scope has been applied retrospectively, therefore all time series data in the current report include programs delivered fully online. The time series data are not comparable with previous reports due to this change. The tables and figures affected by this change include a footnote that states this.

Skill sets were collected for the first time in 2014. Due to the collection of skills sets, the terms 'program' and 'program enrolments' have been introduced for the 2014 offshore collection to replace 'course' and 'course enrolments'. For the years prior to 2014, data on skills sets were not collected and, for this reason, the change only affects the reporting labels, and does not affect the data.

Details on scope, concepts, and data definitions of the public offshore collection are provided in appendix A. Information on the 2014 survey instrument can be found in appendix B, while information on the survey approach and the data-quality issues are provided in appendix C. A list of the public providers can be found in appendix E.

Summary of the 2014 collection

Table 1 gives a brief summary of VET activity delivered offshore by Australian public providers between 2010 and 2014.

Table 1 Summary of VET activity delivered offshore by Australian public VET providers, 2010–14^(a)

Summary table	2010	2011	2012	2013	2014	Change 2013–14
	No.	No.	No.	No.	No.	%
Providers ^(b)	39	32	37	36	33	-8.3
Countries ^(c)	33	27	34	31	34	9.7
Programs	570	536	536	502	519	3.4
Program enrolments	62 338	58 587	57 002	49 830	44 833	-10.0
Males ^(d)	31 081	30 859	28 839	24 543	23 433	-4.5
Females ^(d)	29 982	26 884	27 576	24 039	21 365	-11.1
Students aged 24 years or less ^(d)	54 924	51 393	50 487	42 981	37 657	-12.4
Students aged 25–44 years ^(d)	5 175	4 920	5 193	4 574	5 979	30.7
Students aged 45 years and over ^(d)	962	617	603	760	877	15.4
Students based in China	45 882	43 183	42 101	35 659	29 499	-17.3
Students based in countries other than China ^(e)	16 456	15 404	14 901	14 148	15 334	8.4
Students studying all award programs	51 448	46 673	42 933	35 972	33 717	-6.3
Students studying diploma programs	29 460	28 729	25 827	21 657	16 762	-22.6
Students studying non-award programs	10 890	11 914	14 069	13 858	11 116	-19.8
Students studying programs taught in English	34 637	30 674	28 709	23 678	23 465	-0.9
Students studying programs also offered in Australia	40 513	39 112	40 877	36 620	36 028	-1.6

Notes: (a) Data from all years now include programs delivered fully online.

(b) The number of providers dropped in 2014 from 2013 due to institute mergers and changes to the providers who did and did not deliver programs offshore.

(c) Country of delivery was not reported for six programs and 23 program enrolments in 2013.

(d) Care should be taken when comparing age and gender information across years due to the proportion of unknown data.

(e) Excludes 23 program enrolments where country of delivery was not reported in 2013.

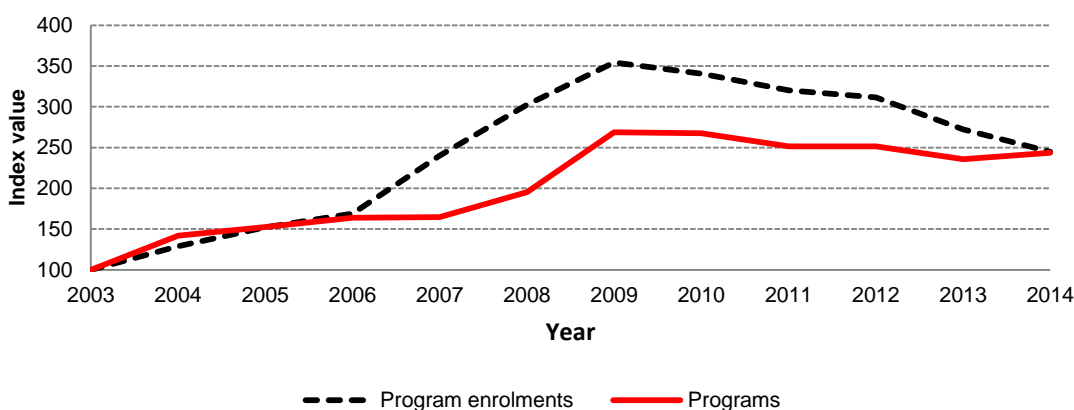
Source: Delivery of VET offshore by public providers, 2010–14.

Offshore program enrolments

In 2014:

- Australian public providers had 44 833 offshore program enrolments, a drop of 10.0% from 2013. Although China experienced a large drop of 17.3%, this was partly offset by an 8.4% increase in enrolments outside China.
- The number of program enrolments was below the 2009 peak, by 19 986 enrolments, but more than double the enrolment level from 2003 (figure 1).
- The majority of program enrolments belonged to offshore students who had the same country of birth as the country of delivery (93.4%). There were only 2.7% of program enrolments from students who had a different country of birth from the country of delivery.
- Program enrolments by male students made up 52.3% of total enrolments compared with the 47.7% of their female counterparts.
- 84.0% of program enrolments were from offshore students aged 24 years or less and 13.3% of program enrolments were from students aged 25 to 44 years. The proportion of program enrolments by students aged 24 years or less was highest in diploma and higher levels (50.1%), while for 25 to 44-year-olds (59.2%) and 45 years and older (78.9%) the majority of enrolments were at certificate III or IV levels.

Figure 1 VET offshore program enrolments and programs, 2003–14 (2003 = 100)^{(a), (b)}



Note: (a) There were 18 302 offshore VET program enrolments and 213 offshore VET programs delivered by Australian public VET providers in 2003. The indices represent the changes in the number of offshore enrolments and programs from the base year 2003 to the other calendar years.

(b) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2003–14.

Public VET providers

In 2014:

- 33 Australian public VET providers delivered VET programs offshore, three fewer than in 2013. The decline in VET providers is a result of institute mergers and changes in the providers delivering offshore programs.
 - Two providers delivered offshore programs in 2014 but had not in 2013. Four providers who delivered offshore in 2013 ceased delivery in 2014.
- Public providers in Victoria continued to have the largest share of program enrolments in the offshore training market (69.8%). Providers in Western Australia and New South Wales had

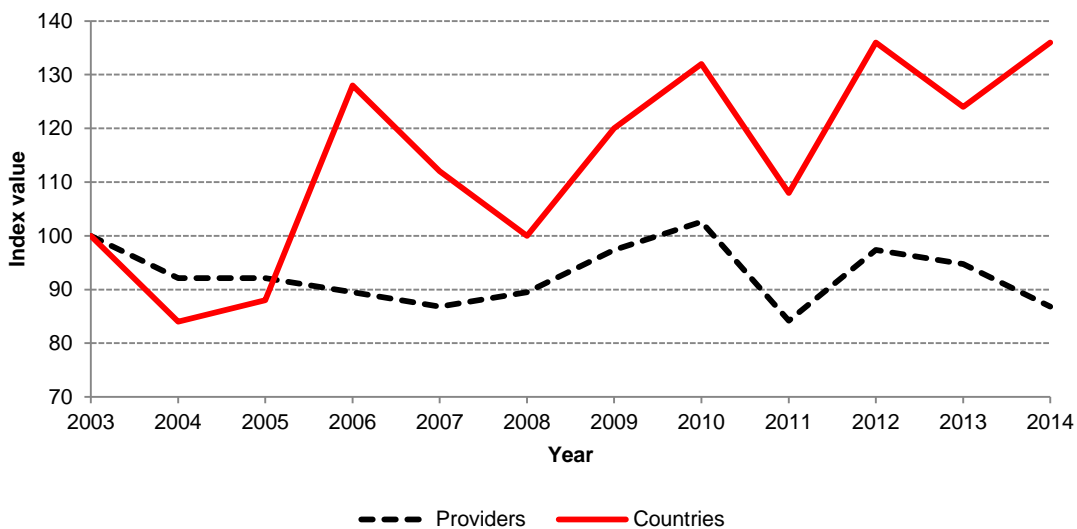
similar shares of enrolments (10.5% and 8.5% respectively), whereas providers in Queensland and those in the remaining states and territories accounted for the minimal shares of enrolments (5.5% and 5.8% respectively) (figure 3).

- Program enrolments by providers in New South Wales, Victoria and Queensland were mainly in China, while providers in Western Australia and in the other states and territories had the highest enrolments in Kuwait.

Between 2013 and 2014:

- There was an increase in the number of providers delivering programs at diploma and higher levels, and a decrease in the number delivering programs at certificate III and IV levels. In 2013 and 2014 certificate III and IV programs were delivered by the most providers, followed by diploma-level programs.
- There was an increase in program enrolments in other states and territories (South Australia, the Australian Capital Territory, Tasmania and the Australian Capital Territory) from 998 to 2595 program enrolments (figure 3).

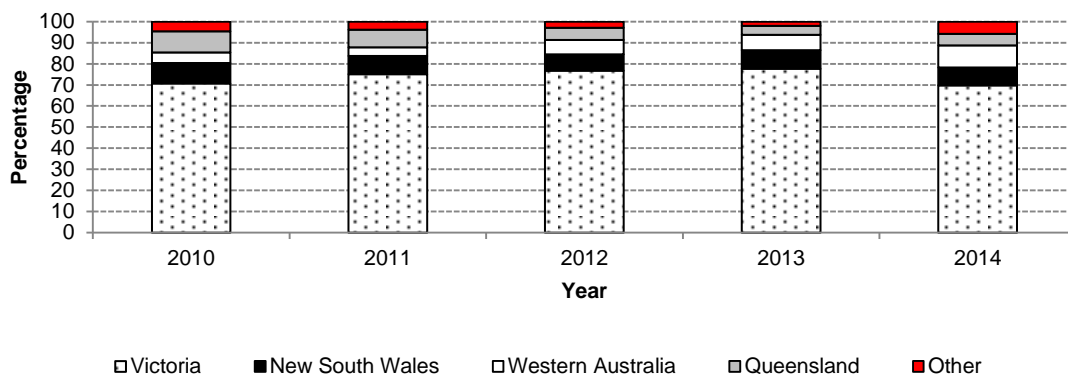
Figure 2 Providers and countries of delivery, 2003–14 (2003 = 100)^{(a), (b), (c)}



Notes: (a) There were 38 Australian public VET providers delivering offshore VET in 25 countries in 2003.
 (b) Country of delivery was not reported for six programs in 2013.
 (c) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2003–14.

Figure 3 Program enrolments by state or territory, 2010–14^{(a), (b)}



Notes: (a) Other includes South Australia, the Australian Capital Territory, Tasmania and the Northern Territory.

(b) Data from all years now include programs delivered fully online.

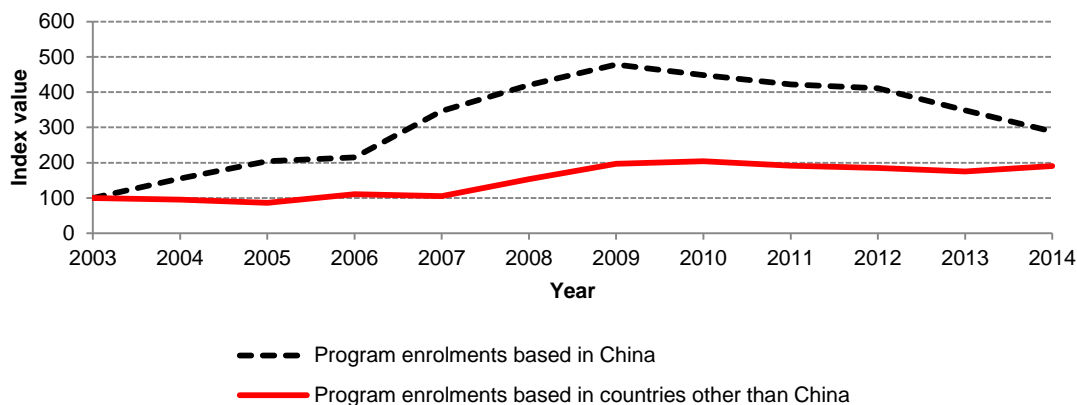
Source: Delivery of VET offshore by public providers, 2010–14.

Country of VET delivery

In 2014:

- Offshore VET programs were delivered in 34 countries by Australian public VET providers.
- The Asia-Pacific region continued to be the main market for Australian public VET providers, as in 2012 and 2013. In particular, 19 providers supplied their educational and training services in China and seven providers operated in Papua New Guinea.
- Australian public providers delivered training services for the first time since 2010 in Taiwan and Kyrgyzstan. Over the year, the countries where Australian public VET providers discontinued their operations were Thailand and Pakistan.
- Approximately a third of offshore programs were delivered in China (186 programs), an increase of ten programs over the year.
- Program enrolments in China made up 65.8% of total offshore enrolments, a decrease of 5.8 percentage points, from 71.6% in 2013. The 29 499 enrolments in 2014 remained lower than the 2009 peak of 48 971 enrolments.

Figure 4 Programs enrolments by whether students based in China, 2003–14 (2003 = 100)^{(a), (b), (c)}



Notes: (a) There were 10 235 offshore program enrolments in China and 8067 offshore program enrolments in other countries in 2003. The indices represent the changes in the number of offshore enrolments and programs from the base year 2003 to the other calendar years.

(b) Country of delivery was not reported for six programs and 23 program enrolments in 2013, which are excluded from this figure.

(c) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2003–14.

Offshore programs

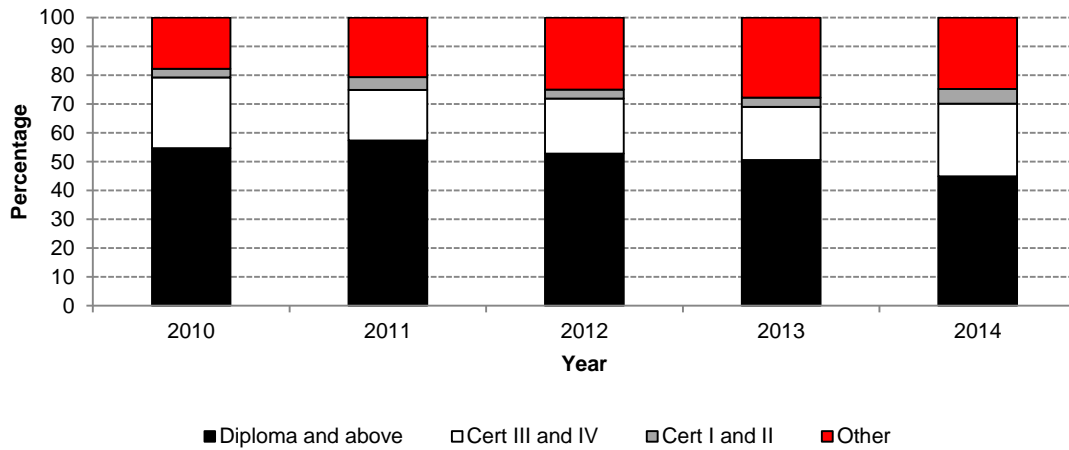
In 2014:

- Australian public VET providers delivered 519 VET programs offshore, 17 programs more than in 2013.
- Senior secondary certificates of education were not offered offshore. Programs at the certificate III and IV levels accounted for the largest share (at 45.7%), followed by programs at the diploma level and above (37.8%). Programs at the certificate I and II levels and non-award programs made up the smallest share (at 16.6%).
- No programs in agriculture, environmental and related studies were delivered offshore, similar to 2012 and 2013.
- Management and commerce continued to be the most popular field of education, accounting for 37.6% of the total offshore programs and 49.7% of program enrolments.
- Program enrolments for the other category (non-award, statement of attainment, bridging and enabling courses not elsewhere identified²) decreased for the first time between 2013 and 2014, since prior to 2010. There was a decrease in enrolments for diploma and higher programs, but increases for all certificate levels.
- The enrolments in natural and physical sciences were all in programs at the diploma level and above. The three other fields of education where over half of the program enrolments were at the diploma level and above were architecture and building (68.6%), management and commerce (56.7%), and creative arts (53.4%). In addition, there were no enrolments at certificate I and II levels in the education, creative arts, health, and information technology areas.
- Business and management, general education programmes, and banking, finance and related fields continued to be the three most popular narrow fields of education and made up 44.4% of the total offshore program enrolments. The details on the number of offshore programs

² Bridging and enabling courses not elsewhere identified was introduced as a new category for the 2014 collection.

and program enrolments by narrow field of education for the last five years, from 2010 to 2014, are provided in appendix D.

Figure 5 Program enrolments by level of education, 2010–14^{(a), (b)}

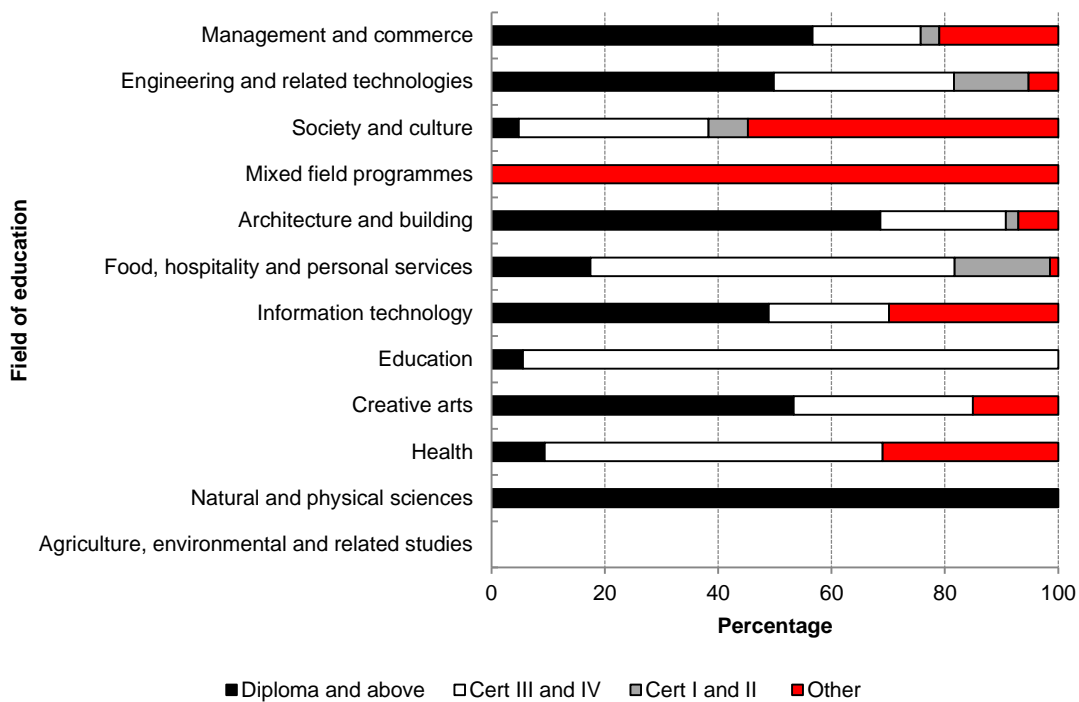


Notes: (a) 'Other' includes program enrolments by students undertaking non-award programs, statement of attainment, bridging and enabling courses and the senior secondary certificate of education.

(b) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Figure 6 Program enrolments by field of education and level of education, 2014^{(a), (b)}



Notes: (a) 'Other' includes program enrolments by students undertaking non-award programs, statement of attainment, bridging and enabling courses and the senior secondary certificate of education.

(b) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2014.

Delivery mechanisms

In 2014:

- The majority of offshore VET programs were delivered by Australian public VET providers in classrooms, accounting for 90.8% of the total offshore programs.
- There was a decrease in the number of programs offering credit transfer, from 47 in 2013 to 37 in 2014.
- Credit transfer was given for 969 program enrolments, a large decrease from 1395 in 2013. Of this:
 - 82.2% were awarded based on local qualifications.
 - 17.8% were awarded based on Australian qualifications.
- 52.4% of offshore VET programs were delivered by local teachers³ for Australian public VET providers, while 43.4% were delivered by Australian teachers. Only 4.0% of offshore programs were delivered by expatriate Australian teachers.
- The majority of offshore programs were delivered fully offshore⁴ (99.0%) by Australian public VET providers.
- 46.4% of the offshore programs delivered by Australian public VET providers were of a short duration, from one to 20 weeks, with 21.7% of enrolments in these short courses. Only 9.1% of offshore programs had a duration of longer than 100 weeks, but they accounted for 35.7% of enrolments.
- 73.4% of programs delivered by Australian public VET providers required students to have an appropriate level of English competency before the training commenced, encompassing 56.7% of enrolments.
- Almost two-thirds of offshore programs (63.8%) delivered by Australian public VET providers had formal arrangements in place for students to articulate to programs in Australia.

Business arrangements in offshore operations

Australian public providers delivering VET offshore do so through either stand-alone or partnership arrangements. In a stand-alone arrangement, the Australian provider takes sole responsibility for the provision of all aspects of the program. A partnership is a joint venture with a local entity, whereby responsibility for program delivery is shared. However, the Australian provider in the partnership is responsible for the academic oversight of the program. In addition, offshore VET programs can be delivered by Australian public providers under contract to governments or non-government entities.

In 2014:

- The majority of offshore programs were delivered through a partnership arrangement as opposed to a stand-alone operation (88.1% compared with 11.9% respectively); 457 programs were delivered through a partnership arrangement in 2014, an increase from the 418 in 2013 but similar to the 456 in 2012.
- The number of Australian public VET providers delivering offshore VET programs through stand-alone arrangements grew from 11 providers in 2012 to 15 providers in 2014.
- Over a half (54.5%) of Australian public VET providers delivered offshore VET programs under a contract with a company or other non-government business entity.

³ Programs can be taught by local teachers (sourced from the country of delivery), by Australian teachers, or by expatriate Australians in the country of delivery.

⁴ Fully offshore programs are those delivered in their entirety outside Australia, while partially offshore programs are delivered partially offshore and partially in Australia.

Table 2 Offshore programs delivered by Australian public VET providers, by business arrangement type, 2012–14^(a)

Arrangement type	Programs					
	2012	%	2013	%	2014	%
Partnership	456	85.1	418	83.3	457	88.1
Stand-alone	80	14.9	79	15.7	62	11.9
Not stated	0	0.0	5	1.0	0	0.0
Total	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 3 Australian public VET providers delivering offshore VET, by business arrangement type, 2012–14^(a)

Arrangement type	Providers					
	2012	%	2013	%	2014	%
Partnership	33	89.2	27	75.0	28	84.8
Stand-alone	11	29.7	16	44.4	15	45.5
Not stated	0	0.0	1	2.8	0	0.0
Total^(b)	37	100.0	36	100.0	33	100.0

Notes: (a) Data from all years now include programs delivered fully online.

(b) Figures do not sum to the total and percentages do not sum to 100, as providers could indicate different types of arrangements for each program.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 4 Offshore programs delivered by Australian public VET providers, by client type, 2012–14^(a)

Client type	Programs					
	2012	%	2013	%	2014	%
Government entity	163	30.4	161	32.1	171	32.9
A company or other non-government business entity	211	39.4	185	36.9	198	38.2
Other client group	32	6.0	38	7.6	29	5.6
Not contracted	130	24.3	118	23.5	121	23.3
Total	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 5 Australian public VET providers delivering offshore VET, by client type, 2012–14^(a)

Client type	Providers					
	2012	%	2013	%	2014	%
Government entity	18	48.6	14	38.9	17	51.5
A company or other non-government business entity	18	48.6	19	52.8	18	54.5
Other client group	3	8.1	5	13.9	2	6.1
Not contracted	13	35.1	13	36.1	11	33.3
Total^(b)	37	100.0	36	100.0	33	100.0

Notes: (a) Data from all years now include programs delivered fully online.

(b) Figures do not sum to the total and percentages do not sum to 100, as providers could indicate different types of arrangements for each program.

Source: Delivery of VET offshore by public providers, 2012–14.

Additional tables

Table 6 Australian public VET providers delivering offshore VET, 2010–14^(a)

Providers	2010	2011	2012	2013	2014
Total providers delivering offshore ^(b)	39	32	37	36	33
Providers involved in previous year	36	30	31	32	31
Providers not involved in previous year but involved in current year	3	2	6	4	2
Providers involved in previous year but no longer involved in current year	1	9	1	2	4

Note: (a) Data from all years now include programs delivered fully online.

(b) The number of providers declined in 2014 from 2013 due to institute mergers and changes in those delivering offshore.

Source: Delivery of VET offshore by public providers, 2010–14.

Country of delivery

Table 7 Number of countries in which Australian public VET providers delivered their offshore training, 2010–14^{(a), (b)}

No. of countries	Providers in 2010		Providers in 2011		Providers in 2012		Providers in 2013 ^(c)		Providers in 2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
One country	13	33.3	8	25.0	12	32.4	16	45.7	14	42.4
Two countries	15	38.5	11	34.4	10	27.0	4	11.4	8	24.2
Three countries	4	10.3	7	21.9	7	18.9	8	22.9	3	9.1
Four or more countries	7	17.9	6	18.8	8	21.6	7	20.0	8	24.2
Total	39	100.0	32	100.0	37	100.0	35	100.0	33	100.0

Notes: (a) Data from all years now include programs delivered fully online.

(b) The number of providers declined in 2014 from 2013 due to institute mergers and changes in those delivering offshore.

(c) One provider did not report the country of delivery for six programs in 2013.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 8 Australian public VET providers delivering offshore, by country of delivery, 2010–14^{(a), (b), (c)}

Country of delivery	2010	2011	2012	2013	2014
China	20	19	22	20	19
Papua New Guinea	6	6	7	9	7
Hong Kong	6	6	5	4	5
Vietnam	7	5	5	3	5
Philippines	2	4	4	4	4
Singapore	5	3	3	2	4
Fiji	4	4	5	4	3
Kuwait	5	5	5	4	3
Malaysia	6	5	5	5	3
United Arab Emirates	3	3	4	4	3
England	2	2	2	3	2
India	4	2	6	2	2
Iran	2	1	1	1	2
Kiribati	1	0	2	0	2
Macau	0	0	1	1	2
Mauritius	2	2	2	2	2
Mongolia	0	0	2	1	2
Samoa	3	3	3	2	2
Solomon Islands	0	1	0	1	2
South Korea	1	2	3	2	2
Vanuatu	2	2	2	2	2
Bahrain	0	0	1	0	1
Brunei	1	0	1	1	1
Chile	0	1	2	1	1
East Timor	1	2	2	0	1
Indonesia	3	3	2	3	1
Kyrgyzstan	0	0	0	0	1
Nauru	0	0	0	1	1
New Zealand	2	2	2	4	1
Qatar	1	1	1	2	1
Saudi Arabia	1	1	1	2	1
South Africa	0	1	1	2	1
Sri Lanka	2	1	3	2	1
Taiwan	0	0	0	0	1
Brazil	0	0	1	0	0
Colombia	1	0	0	0	0
Egypt	1	0	0	0	0
Laos	1	1	1	0	0
Maldives	1	0	0	0	0
New Caledonia	1	0	0	0	0
Not stated	0	0	0	1	0
Pakistan	0	0	0	1	0
Thailand	0	0	1	2	0
Tonga	1	0	0	0	0
Turkey	1	0	0	0	0
Tuvalu	1	0	0	0	0
Zimbabwe	0	0	1	0	0
Total	39	32	37	36	33

Notes: (a) Data from all years now include programs delivered fully online.

(b) Providers may deliver in more than one country.

(c) Providers declined in 2014 from 2013 due to institute mergers and changes in those delivering offshore.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 9 Offshore programs delivered by Australian public VET providers, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
China	219	228	200	176	186
Fiji	57	46	43	43	40
Papua New Guinea	39	45	43	40	34
Kuwait	25	26	29	24	25
Iran	14	14	17	20	22
Samoa	14	18	13	16	22
Mauritius	14	13	19	18	20
Hong Kong	18	14	11	14	19
Kiribati	6	0	5	0	16
Vanuatu	13	8	12	13	15
Vietnam	33	31	21	20	15
Philippines	8	9	15	18	14
United Arab Emirates	11	6	13	16	13
Qatar	6	11	9	12	12
Malaysia	13	13	12	11	10
Mongolia	0	0	3	4	9
Solomon Islands	0	1	0	3	7
Macau	0	0	5	3	5
Singapore	23	15	13	2	5
South Korea	5	4	4	5	5
Brunei	3	0	2	2	4
India	5	2	10	4	3
Sri Lanka	2	1	3	4	3
Bahrain	0	0	1	0	2
East Timor	1	4	3	0	2
England	8	3	8	7	2
Saudi Arabia	2	4	4	4	2
Chile	0	1	2	1	1
Indonesia	9	9	6	5	1
Kyrgyzstan	0	0	0	0	1
Nauru	0	0	0	1	1
New Zealand	4	3	4	5	1
South Africa	0	1	2	2	1
Taiwan	0	0	0	0	1
Brazil	0	0	1	0	0
Colombia	2	0	0	0	0
Egypt	1	0	0	0	0
Laos	6	6	1	0	0
Maldives	2	0	0	0	0
New Caledonia	1	0	0	0	0
Not stated	0	0	0	6	0
Pakistan	0	0	0	1	0
Thailand	0	0	1	2	0
Tonga	2	0	0	0	0
Turkey	2	0	0	0	0
Tuvalu	2	0	0	0	0
Zimbabwe	0	0	1	0	0
Total	570	536	536	502	519

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 10 Offshore program enrolments for Australian public VET providers, by country of delivery, 2010–14^(a)

Country of delivery	2010	%	2011	%	2012	%	2013	%	2014	%
China	45 882	73.6	43 183	73.7	42 101	73.9	35 659	71.6	29 499	65.8
Kuwait	2 667	4.3	2 247	3.8	2 452	4.3	2 839	5.7	3 575	8.0
Fiji	2 515	4.0	1 709	2.9	1 818	3.2	2 028	4.1	1 858	4.1
Hong Kong	1 320	2.1	1 104	1.9	848	1.5	687	1.4	1 293	2.9
Mongolia	0	0.0	0	0.0	53	0.1	400	0.8	930	2.1
Papua New Guinea	1 189	1.9	1 848	3.2	831	1.5	636	1.3	873	1.9
Mauritius	672	1.1	706	1.2	846	1.5	985	2.0	790	1.8
South Korea	743	1.2	850	1.5	862	1.5	891	1.8	667	1.5
United Arab Emirates	191	0.3	92	0.2	466	0.8	462	0.9	609	1.4
Samoa	693	1.1	459	0.8	352	0.6	551	1.1	557	1.2
Malaysia	532	0.9	722	1.2	781	1.4	668	1.3	547	1.2
Vanuatu	475	0.8	301	0.5	345	0.6	454	0.9	501	1.1
Iran	402	0.6	346	0.6	567	1.0	522	1.0	450	1.0
Macau	0	0.0	0	0.0	814	1.4	328	0.7	436	1.0
Qatar	355	0.6	957	1.6	418	0.7	261	0.5	385	0.9
Philippines	392	0.6	511	0.9	646	1.1	1 079	2.2	363	0.8
Vietnam	2 203	3.5	2 055	3.5	1 198	2.1	427	0.9	343	0.8
Kiribati	21	0.0	0	0.0	114	0.2	0	0.0	321	0.7
Solomon Islands	0	0.0	20	0.0	0	0.0	94	0.2	169	0.4
Sri Lanka	44	0.1	13	0.0	31	0.1	198	0.4	146	0.3
New Zealand	64	0.1	61	0.1	94	0.2	146	0.3	79	0.2
Singapore	790	1.3	785	1.3	464	0.8	22	0.0	77	0.2
Brunei	58	0.1	0	0.0	98	0.2	27	0.1	75	0.2
Kyrgyzstan	0	0.0	0	0.0	0	0.0	0	0.0	54	0.1
Taiwan	0	0.0	0	0.0	0	0.0	0	0.0	50	0.1
Saudi Arabia	50	0.1	53	0.1	34	0.1	86	0.2	46	0.1
India	207	0.3	109	0.2	243	0.4	15	0.0	41	0.1
Bahrain	0	0.0	0	0.0	45	0.1	0	0.0	31	0.1
East Timor	37	0.1	128	0.2	115	0.2	0	0.0	30	0.1
Nauru	0	0.0	0	0.0	0	0.0	23	0.0	18	0.0
Chile	0	0.0	18	0.0	57	0.1	26	0.1	9	0.0
England	125	0.2	49	0.1	149	0.3	19	0.0	5	0.0
Indonesia	235	0.4	220	0.4	132	0.2	109	0.2	5	0.0
South Africa	0	0.0	1	0.0	3	0.0	12	0.0	1	0.0
Brazil	0	0.0	0	0.0	1	0.0	0	0.0	0	0.0
Colombia	49	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Egypt	45	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Laos	53	0.1	40	0.1	12	0.0	0	0.0	0	0.0
Maldives	241	0.4	0	0.0	0	0.0	0	0.0	0	0.0
New Caledonia	12	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Not stated	0	0.0	0	0.0	0	0.0	23	0.0	0	0.0
Pakistan	0	0.0	0	0.0	0	0.0	1	0.0	0	0.0
Thailand	0	0.0	0	0.0	10	0.0	152	0.3	0	0.0
Tonga	24	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Turkey	8	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Tuvalu	44	0.1	0	0.0	0	0.0	0	0.0	0	0.0
Zimbabwe	0	0.0	0	0.0	2	0.0	0	0.0	0	0.0
Total	62 338	100.0	58 587	100.0	57 002	100.0	49 830	100.0	44 833	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 11 Offshore program enrolments for Australian public VET providers, by country of delivery and Australian state or territory of provider, 2014^(a)

Country of delivery	NSW	Vic.	Qld	WA	Other states/ territories ^(b)	Total
China	2 125	24 655	819	1 282	618	29 499
Kuwait	0	708	0	1 334	1 533	3 575
Fiji	1 000	407	451	0	0	1 858
Hong Kong	214	417	0	662	0	1 293
Mongolia	0	928	2	0	0	930
Papua New Guinea	0	287	580	6	0	873
Mauritius	0	0	0	790	0	790
South Korea	10	657	0	0	0	667
United Arab Emirates	20	18	0	571	0	609
Samoa	0	335	222	0	0	557
Malaysia	279	268	0	0	0	547
Vanuatu	0	374	127	0	0	501
Iran	0	449	0	1	0	450
Macau	0	436	0	0	0	436
Qatar	0	385	0	0	0	385
Philippines	0	222	0	4	137	363
Vietnam	0	333	0	0	10	343
Kiribati	0	24	0	0	297	321
Solomon Islands	0	17	152	0	0	169
Sri Lanka	0	146	0	0	0	146
New Zealand	79	0	0	0	0	79
Singapore	23	18	0	36	0	77
Brunei	0	0	75	0	0	75
Kyrgyzstan	54	0	0	0	0	54
Taiwan	0	50	0	0	0	50
Saudi Arabia	0	46	0	0	0	46
India	0	38	0	3	0	41
Bahrain	0	31	0	0	0	31
East Timor	0	30	0	0	0	30
Nauru	0	0	18	0	0	18
Chile	0	0	9	0	0	9
England	0	4	0	1	0	5
Indonesia	0	0	5	0	0	5
South Africa	0	1	0	0	0	1
Total	3 804	31 284	2 460	4 690	2 595	44 833

Notes: (a) Data from all years now include programs delivered fully online.

(b) Other states and territories include South Australia, the Australian Capital Territory, Tasmania and the Northern Territory.

Source: Delivery of VET offshore by public providers, 2014.

Australian public VET provider profile

Table 12 Australian public VET providers delivering offshore VET, by Australian state or territory of provider, 2014

Offshore category	NSW	Vic.	Qld	WA	Other states/ territories ^(a)	Total
Number of providers (offshore)	8	13	6	4	2	33
Number of providers (with no offshore)	3	3	1	8	3	18
Total number of providers	11	16	7	12	5	51
Percentage of providers with offshore delivery (within each state/territory)	72.7	81.3	85.7	33.3	40.0	64.7

Note: (a) Other states and territories include South Australia, the Australian Capital Territory, Tasmania and the Northern Territory.

Source: Delivery of VET offshore by public providers, 2014.

Table 13 New South Wales public VET providers' offshore program enrolments, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
China	3 994	3 413	2 450	2 709	2 125
Fiji	1 121	704	790	989	1 000
Malaysia	227	298	474	254	279
Hong Kong	238	283	244	354	214
New Zealand	49	59	62	77	79
Kyrgyzstan	0	0	0	0	54
Singapore	0	0	0	0	23
United Arab Emirates	0	0	141	38	20
South Korea	0	0	0	5	10
Bahrain	0	0	45	0	0
Chile	0	18	18	0	0
Egypt	45	0	0	0	0
England	0	0	0	3	0
India	13	0	0	0	0
Iran	226	0	0	0	0
Philippines	82	217	135	0	0
Thailand	0	0	10	10	0
Turkey	8	0	0	0	0
Vietnam	13	0	21	0	0
Total	6 016	4 992	4 390	4 439	3 804

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 14 Victorian public VET providers' offshore program enrolments, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
China	37 575	37 253	36 430	31 417	24 655
Mongolia	0	0	27	400	928
Kuwait	815	993	938	842	708
South Korea	743	736	817	886	657
Iran	176	346	567	522	449
Macau	0	0	814	328	436
Hong Kong	223	210	214	172	417
Fiji	345	397	642	782	407
Qatar	355	957	418	261	385
Vanuatu	420	279	310	416	374
Samoa	270	192	237	457	335
Vietnam	1 098	920	575	427	333
Papua New Guinea	195	114	131	169	287
Malaysia	77	302	287	414	268
Philippines	310	272	511	695	222
Sri Lanka	18	13	17	198	146
Taiwan	0	0	0	0	50
Saudi Arabia	50	53	34	38	46
India	12	0	2	0	38
Bahrain	0	0	0	0	31
East Timor	37	124	115	0	30
Kiribati	0	0	0	0	24
Singapore	781	753	439	22	18
United Arab Emirates	32	39	28	10	18
Solomon Islands	0	0	0	0	17
England	113	16	149	11	4
South Africa	0	1	3	0	1
Brazil	0	0	1	0	0
Chile	0	0	39	0	0
Colombia	49	0	0	0	0
Indonesia	6	22	0	17	0
Laos	53	40	12	0	0
Maldives	241	0	0	0	0
Nauru	0	0	0	23	0
New Zealand	15	2	0	13	0
Thailand	0	0	0	142	0
Tuvalu	44	0	0	0	0
Zimbabwe	0	0	2	0	0
Total	44 053	44 034	43 759	38 662	31 284

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 15 Queensland public VET providers' offshore program enrolments, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
China	3 269	1 808	1 642	999	819
Papua New Guinea	994	1 734	700	438	580
Fiji	1 049	608	386	255	451
Samoa	423	267	115	94	222
Solomon Islands	0	20	0	94	152
Vanuatu	55	22	35	38	127
Brunei	58	0	98	27	75
Nauru	0	0	0	0	18
Chile	0	0	0	26	9
Indonesia	163	149	95	82	5
Mongolia	0	0	26	0	2
India	56	0	35	8	0
Kiribati	21	0	0	0	0
Kuwait	62	31	10	0	0
Malaysia	0	122	0	0	0
New Caledonia	12	0	0	0	0
New Zealand	0	0	32	56	0
Singapore	6	0	0	0	0
South Korea	0	114	45	0	0
Tonga	24	0	0	0	0
Vietnam	9	0	0	0	0
Total	6 201	4 875	3 219	2 117	2 460

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 16 Western Australian public VET providers' offshore program enrolments, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
Kuwait	732	694	1 072	1 577	1 334
China	757	535	1 454	403	1 282
Mauritius	672	706	846	985	790
Hong Kong	660	423	182	161	662
United Arab Emirates	139	33	253	414	571
Singapore	0	0	0	0	36
Papua New Guinea	0	0	0	0	6
Philippines	0	22	0	10	4
India	0	12	108	7	3
England	0	0	0	5	1
Iran	0	0	0	0	1
East Timor	0	4	0	0	0
Fiji	0	0	0	2	0
Malaysia	228	0	20	0	0
Pakistan	0	0	0	1	0
Saudi Arabia	0	0	0	48	0
South Africa	0	0	0	1	0
Total	3 188	2 429	3 935	3 614	4 690

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 17 South Australia, the Northern Territory, Tasmania and the Australian Capital Territory public VET providers' offshore program enrolments, by country of delivery, 2010–14^(a)

Country of delivery	2010	2011	2012	2013	2014
Kuwait	1 058	529	432	420	1 533
China	287	174	125	131	618
Kiribati	0	0	114	0	297
Philippines	0	0	0	374	137
Vietnam	1 083	1 135	602	0	10
England	12	33	0	0	0
Hong Kong	199	188	208	0	0
India	126	97	98	0	0
Indonesia	66	49	37	10	0
Not stated	0	0	0	23	0
Papua New Guinea	0	0	0	29	0
Singapore	3	32	25	0	0
South Africa	0	0	0	11	0
Sri Lanka	26	0	14	0	0
United Arab Emirates	20	20	44	0	0
Total	2 880	2 257	1 699	998	2 595

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Program enrolments by student profile

Table 18 Offshore program enrolments for Australian public VET providers, by gender of students and country of delivery, 2014

Country of delivery	Gender			Total	
	Male No.	Female No.	Not stated No.	No.	%
China	14 660	14 836	3	29 499	65.8
Kuwait	1 752	1 823	0	3 575	8.0
Fiji	1 102	756	0	1 858	4.1
Hong Kong	419	874	0	1 293	2.9
Mongolia	872	58	0	930	2.1
Papua New Guinea	639	234	0	873	1.9
Mauritius	441	349	0	790	1.8
South Korea	189	478	0	667	1.5
United Arab Emirates	580	29	0	609	1.4
Samoa	299	258	0	557	1.2
Malaysia	260	275	12	547	1.2
Vanuatu	264	237	0	501	1.1
Iran	166	284	0	450	1.0
Macau	383	53	0	436	1.0
Qatar	363	22	0	385	0.9
Philippines	241	122	0	363	0.8
Vietnam	176	167	0	343	0.8
Kiribati	128	183	10	321	0.7
Solomon Islands	152	17	0	169	0.4
Sri Lanka	119	27	0	146	0.3
New Zealand	17	62	0	79	0.2
Singapore	48	29	0	77	0.2
Brunei	1	74	0	75	0.2
Kyrgyzstan	30	24	0	54	0.1
Taiwan	28	22	0	50	0.1
Saudi Arabia	0	46	0	46	0.1
India	39	2	0	41	0.1
Bahrain	18	3	10	31	0.1
East Timor	19	11	0	30	0.1
Nauru	9	9	0	18	0.0
Chile	8	1	0	9	0.0
England	5	0	0	5	0.0
Indonesia	5	0	0	5	0.0
South Africa	1	0	0	1	0.0
Total	23 433	21 365	35	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 19 Offshore program enrolments for Australian public VET providers, by gender of students and broad field of education, 2014

Field of education	Gender			Total	
	Male No.	Female No.	Not stated No.	No.	%
Management and commerce	9 857	12 433	5	22 295	49.7
Engineering and related technologies	5 453	1 885	18	7 356	16.4
Society and culture	1 928	1 792	2	3 722	8.3
Mixed field programmes	1 183	1 946	0	3 129	7.0
Architecture and building	2 323	570	0	2 893	6.5
Food, hospitality and personal services	666	1 051	10	1 727	3.9
Information technology	901	438	0	1 339	3.0
Education	591	379	0	970	2.2
Creative arts	297	479	0	776	1.7
Health	135	301	0	436	1.0
Natural and physical sciences	99	91	0	190	0.4
Total	23 433	21 365	35	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 20 Offshore program enrolments for Australian public VET providers, by gender of students and level of education, 2014

Level of education	Gender			Total	
	Male No.	Female No.	Not stated No.	No.	%
Vocational graduate certificate	12	8	0	20	0.0
Advanced diploma	1 552	1 785	0	3 337	7.4
Diploma	8 613	8 134	15	16 762	37.4
Certificate IV	2 352	2 758	0	5 110	11.4
Certificate III	3 768	2 405	3	6 176	13.8
Certificate II	1 061	678	16	1 755	3.9
Certificate I	332	224	1	557	1.2
Non-award ^(a)	5 743	5 373	0	11 116	24.8
Total	23 433	21 365	35	44 833	100.0
Percentage	52.3	47.7	0.0		100.0

Note: (a) Non-award includes statement of attainment.

Source: Delivery of VET offshore by public providers, 2014.

Table 21 Offshore program enrolments for Australian public VET providers, by age of students and country of delivery, 2014

Country of delivery	Age				Total	
	24 or less No.	25–44 No.	45 and over No.	Not stated No.	No.	%
China	28 962	173	92	272	29 499	65.8
Kuwait	2 936	581	56	2	3 575	8.0
Fiji	753	970	135	0	1 858	4.1
Hong Kong	932	297	64	0	1 293	2.9
Mongolia	105	752	73	0	930	2.1
Papua New Guinea	135	609	100	29	873	1.9
Mauritius	597	175	18	0	790	1.8
South Korea	654	10	3	0	667	1.5
United Arab Emirates	509	65	35	0	609	1.4
Samoa	113	383	61	0	557	1.2
Malaysia	477	49	4	17	547	1.2
Vanuatu	76	345	80	0	501	1.1
Iran	110	314	26	0	450	1.0
Macau	131	301	4	0	436	1.0
Qatar	181	204	0	0	385	0.9
Philippines	170	177	16	0	363	0.8
Vietnam	298	45	0	0	343	0.8
Kiribati	220	94	7	0	321	0.7
Solomon Islands	69	93	7	0	169	0.4
Sri Lanka	131	15	0	0	146	0.3
New Zealand	8	65	6	0	79	0.2
Singapore	5	41	31	0	77	0.2
Brunei	19	52	4	0	75	0.2
Kyrgyzstan	31	23	0	0	54	0.1
Taiwan	0	19	31	0	50	0.1
Saudi Arabia	15	31	0	0	46	0.1
India	1	37	3	0	41	0.1
Bahrain	11	18	2	0	31	0.1
East Timor	1	28	1	0	30	0.1
Nauru	2	8	8	0	18	0.0
Chile	0	0	9	0	9	0.0
England	0	5	0	0	5	0.0
Indonesia	5	0	0	0	5	0.0
South Africa	0	0	1	0	1	0.0
Total	37 657	5 979	877	320	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 22 Offshore program enrolments for Australian public VET providers, by age of students and broad field of education, 2014

Field of education	Age				Total	
	24 or less No.	25–44 No.	45 and over No.	Not stated No.	No.	%
Management and commerce	21 066	1 084	79	66	22 295	49.7
Engineering and related technologies	4 842	2 114	175	225	7 356	16.4
Society and culture	3 269	364	89	0	3 722	8.3
Mixed field programmes	3 091	22	16	0	3 129	7.0
Architecture and building	2 327	528	38	0	2 893	6.5
Food, hospitality and personal services	867	770	90	0	1 727	3.9
Information technology	1 190	143	6	0	1 339	3.0
Education	41	570	330	29	970	2.2
Creative arts	637	129	10	0	776	1.7
Health	141	251	44	0	436	1.0
Natural and physical sciences	186	4	0	0	190	0.4
Total	37 657	5 979	877	320	44 833	100.0
Percentage	84.0	13.3	2.0	0.7		100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 23 Offshore program enrolments for Australian public VET providers, by age of students and level of education, 2014

Level of education	Age				Total	
	24 or less No.	25–44 No.	45 and over No.	Not stated No.	No.	%
Vocational graduate certificate	8	12	0	0	20	0.0
Advanced diploma	3 080	217	8	32	3 337	7.4
Diploma	15 784	789	87	102	16 762	37.4
Certificate IV	3 463	1 182	397	68	5 110	11.4
Certificate III	3 486	2 356	295	39	6 176	13.8
Certificate II	1 264	439	12	40	1 755	3.9
Certificate I	268	250	0	39	557	1.2
Non-award ^(a)	10 304	734	78	0	11 116	24.8
Total	37 657	5 979	877	320	44 833	100.0
Percentage	84.0	13.3	2.0	0.7		100.0

Note: Non-award includes statement of attainment.

Source: Delivery of VET offshore by public providers, 2014.

Table 24 Offshore program enrolments for Australian public VET providers, by whether students had the same country of birth as the country of delivery, 2014

Country of birth same as country of delivery	Program enrolments	
	No.	%
Yes	41 868	93.4
No	1 230	2.7
Not stated	1 735	3.9
Total	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Types of programs delivered

Table 25 Australian public VET providers delivering VET offshore, by type of programs, 2010–14^(a)

Types of programs	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Award only	29	74.4	20	62.5	27	73.0	28	77.8	27	81.8
Non-award ^(b) programs of study only	1	2.6	1	3.1	1	2.7	1	2.8	.	0.0
Both award and non-award ^(b)	9	23.1	11	34.4	9	24.3	7	19.4	6	18.2
Total	39	100.0	32	100.0	37	100.0	36	100.0	33	100.0

Notes: (a) Data from all years now include programs delivered fully online.

(b) Non-award includes statement of attainment.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 26 Offshore program enrolments and programs delivered by Australian public VET providers, by level of education, 2014

Level of education	Providers ^(b)		Programs		Program enrolments	
	No.	%	No.	%	No.	%
Vocational graduate certificate	1	3.0	1	0.2	20	0.0
Advanced diploma	14	42.4	51	9.8	3 337	7.4
Diploma	25	75.8	144	27.7	16 762	37.4
Certificate IV	26	78.8	96	18.5	5 110	11.4
Certificate III	19	57.6	141	27.2	6 176	13.8
Certificate II	14	42.4	44	8.5	1 755	3.9
Certificate I	4	12.1	7	1.3	557	1.2
Non-award ^(a)	9	27.3	35	6.7	11 116	24.8
Total	33	100.0	519	100.0	44 833	100.0

Notes: (a) Non-award includes statement of attainment.

(b) Provider numbers do not sum to the total as providers can deliver in more than one level of education.

Source: Delivery of VET offshore by public providers, 2014.

Table 27 Australian public VET providers delivering offshore VET, by level of education, 2010–14^(a)

Level of education	2010	2011	2012	2013	2014
Vocational graduate certificate	0	1	1	1	1
Advanced diploma	14	15	15	14	14
Diploma	32	26	28	22	25
Certificate IV	26	23	25	31	26
Certificate III	21	20	19	20	19
Certificate II	12	9	14	14	14
Certificate I	3	5	6	4	4
Senior secondary certificate of education	2	2	1	0	0
Non-award ^(b)	11	13	11	9	9
Total^(c)	39	32	37	36	33

Notes: (a) Data from all years now include programs delivered fully online.

(b) Non-award includes statement of attainment.

(c) Provider numbers do not sum to the total as providers can deliver in more than one level of education.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 28 Offshore programs delivered by Australian public VET providers, by level of education, 2010–14^(a)

Level of education	2010	2011	2012	2013	2014
Vocational graduate certificate	0	1	1	1	1
Advanced diploma	65	55	49	45	51
Diploma	170	173	159	141	144
Certificate IV	122	95	103	98	96
Certificate III	129	128	135	144	141
Certificate II	31	29	31	34	44
Certificate I	7	8	10	4	7
Senior secondary certificate of education	3	3	2	0	0
Non-award ^(b)	43	44	46	35	35
Total	570	536	536	502	519

Notes: (a) Data from all years now include programs delivered fully online.

(b) Non-award includes statement of attainment.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 29 Offshore program enrolments for Australian public VET providers, by level of education, 2010–14^(a)

Level of education	2010	2011	2012	2013	2014
Vocational graduate certificate	0	61	24	60	20
Advanced diploma	4 620	4 789	4 217	3 478	3 337
Diploma	29 460	28 729	25 827	21 657	16 762
Certificate IV	5 800	4 350	4 471	4 174	5 110
Certificate III	9 503	5 964	6 401	5 007	6 176
Certificate II	1 465	1 348	1 233	1 372	1 755
Certificate I	387	1 221	563	224	557
Senior secondary certificate of education	213	211	197	0	0
Non-award ^(b)	10 890	11 914	14 069	13 858	11 116
Total	62 338	58 587	57 002	49 830	44 833

Notes: (a) Data from all years now include programs delivered fully online.

(b) Non-award includes statement of attainment.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 30 Australian public VET providers delivering offshore VET, by number of fields of education, 2010–14^(a)

No. of fields of education	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
One field	7	17.9	5	15.6	8	21.6	10	27.8	9	27.3
Two fields	9	23.1	5	15.6	7	18.9	8	22.2	4	12.1
Three fields	4	10.3	3	9.4	5	13.5	0	0.0	2	6.1
Four fields	2	5.1	4	12.5	3	8.1	3	8.3	2	6.1
Five or more fields	17	43.6	15	46.9	14	37.8	15	41.7	16	48.5
Total	39	100.0	32	100.0	37	100.0	36	100.0	33	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 31 Offshore program enrolments for Australian public VET providers, by broad field of education, 2010–14^(a)

Field of education	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Management and commerce	35 034	56.2	34 490	58.9	32 789	57.5	26 716	53.6	22 295	49.7
Engineering and related technologies	6 590	10.6	7 754	13.2	7 196	12.6	6 782	13.6	7 356	16.4
Society and culture	9 289	14.9	7 242	12.4	7 327	12.9	5 705	11.4	3 722	8.3
Mixed field programmes	2 740	4.4	693	1.2	925	1.6	2 089	4.2	3 129	7.0
Architecture and building	1 066	1.7	1 663	2.8	2 316	4.1	2 181	4.4	2 893	6.5
Food, hospitality and personal services	2 264	3.6	1 658	2.8	2 032	3.6	2 024	4.1	1 727	3.9
Information technology	2 798	4.5	2 317	4.0	1 668	2.9	1 346	2.7	1 339	3.0
Education	1 016	1.6	980	1.7	745	1.3	1 186	2.4	970	2.2
Creative arts	593	1.0	737	1.3	963	1.7	710	1.4	776	1.7
Health	568	0.9	728	1.2	786	1.4	892	1.8	436	1.0
Natural and physical sciences	185	0.3	223	0.4	255	0.4	199	0.4	190	0.4
Agriculture, environmental and related studies	195	0.3	102	0.2	0	0.0	0	0.0	0	0.0
Total	62 338	100.0	58 587	100.0	57 002	100.0	49 830	100.0	44 833	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 32 Offshore program enrolments for Australian public VET providers, by narrow field of education, 2010–14^(a)

Narrow field of education	2010	2011	2012	2013	2014
Business and management	24 220	24 100	23 453	18 780	13 756
General education programmes	1 626	693	925	2 089	3 129
Banking, finance and related fields	5 815	5 469	4 221	3 690	3 029
Electrical and electronic engineering and technology	3 718	3 618	3 544	3 087	2 929
Language and literature	8 584	6 171	6 384	4 968	2 700
Mechanical and industrial engineering and technology	1 379	1 910	1 945	1 061	2 316
Sales and marketing	2 890	2 469	2 036	1 924	2 208
Building	873	1 405	1 854	1 725	2 083
Accounting	545	557	1 019	1 307	1 631
Office studies	1 134	1 094	988	623	1 483
Food and hospitality	1 770	1 364	1 587	1 979	1 274
Teacher education	347	719	667	741	950
Human welfare studies and services	538	790	855	578	918
Architecture and urban environment	193	258	462	456	810
Other information technology	173	452	496	604	673
Graphic and design studies	286	695	908	602	655
Process and resources engineering	689	885	577	208	610
Other engineering and related technologies	23	398	23	64	565
Personal services	494	294	445	45	453
Computer science	2 329	1 621	760	383	374
Civil engineering	254	240	349	1 609	352
Other health	379	512	525	814	331
Manufacturing engineering and technology	263	506	533	402	308
Information systems	296	244	412	359	292
Automotive engineering and technology	234	187	213	212	276
Other natural and physical sciences	185	223	255	199	190
Tourism	399	768	1 009	363	121
Other society and culture	167	281	72	134	80
Optical science	49	61	122	72	79
Other management and commerce	31	33	63	29	67
Visual arts and crafts	307	42	55	85	65
Communication and media studies	0	0	0	23	43
Sport and recreation	0	0	0	25	24
Public health	60	24	59	0	23
Other education	669	193	78	445	20
Other creative arts	0	0	0	0	13
Complementary therapies	0	131	56	6	3
Aerospace engineering and technology	30	10	12	50	0
Curriculum and education studies	0	68	0	0	0
Horticulture and viticulture	195	102	0	0	0
Maritime engineering and technology	0	0	0	89	0
Nursing	0	0	14	0	0
Other mixed field programmes	1 114	0	0	0	0
Political science and policy studies	0	0	16	0	0
Veterinary studies	80	0	10	0	0
Total	62 338	58 587	57 002	49 830	44 833

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 33 Offshore programs delivered by Australian public VET providers, by broad field of education, 2010–14^(a)

Field of education	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Management and commerce	240	42.1	198	36.9	196	36.6	176	35.1	195	37.6
Engineering and related technologies	109	19.1	120	22.4	104	19.4	105	20.9	88	17.0
Food, hospitality and personal services	48	8.4	45	8.4	59	11.0	60	12.0	64	12.3
Society and culture	36	6.3	43	8.0	47	8.8	43	8.6	49	9.4
Education	35	6.1	37	6.9	29	5.4	39	7.8	37	7.1
Architecture and building	25	4.4	26	4.9	32	6.0	24	4.8	34	6.6
Creative arts	14	2.5	17	3.2	18	3.4	23	4.6	18	3.5
Information technology	20	3.5	17	3.2	23	4.3	19	3.8	16	3.1
Health	23	4.0	18	3.4	20	3.7	8	1.6	13	2.5
Mixed field programmes	17	3.0	11	2.1	4	0.7	3	0.6	3	0.6
Natural and physical sciences	2	0.4	3	0.6	4	0.7	2	0.4	2	0.4
Agriculture, environmental and related studies	1	0.2	1	0.2	0	0.0	0	0.0	0	0.0
Total	570	100.0	536	100.0	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 34 Offshore program enrolments for Australian public VET providers, by broad field of education and level of education, 2013–14^(a)

Field of education	Diploma and above		Other program levels	
	2013	2014	2013	2014
Management and commerce	16 465	12 634	10 251	9 661
Engineering and related technologies	4 723	3 664	2 059	3 692
Architecture and building	1 620	1 985	561	908
Information technology	884	655	462	684
Creative arts	261	414	449	362
Food, hospitality and personal services	522	302	1 502	1 425
Natural and physical sciences	199	190	0	0
Society and culture	132	180	5 573	3 542
Education	325	54	861	916
Health	64	41	828	395
Mixed field programmes	0	0	2 089	3 129
Total	25 195	22 815	24 635	22 018

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2013–14.

Table 35 Offshore program enrolments for Australian public VET providers, by country of delivery and broad field of education, 2014

Country of delivery	Program enrolments												
	No.	%	Management and commerce	Engineering and related technologies	Society and culture	Mixed field programmes	Architecture and building	Food, hospitality and personal services	Information technology	Education	Creative arts	Health	Natural and physical sciences
China	29 499	65.8	16 977	2 811	3 117	3 091	2 007	122	581	200	409	0	184
Kuwait	3 575	8.0	1 877	1 334	0	38	118	0	56	94	58	0	0
Fiji	1 858	4.1	362	241	188	0	210	200	602	19	0	36	0
Hong Kong	1 293	2.9	716	0	0	0	0	577	0	0	0	0	0
Mongolia	930	2.1	2	928	0	0	0	0	0	0	0	0	0
Papua New Guinea	873	1.9	66	386	0	0	89	102	12	87	0	125	6
Mauritius	790	1.8	496	0	47	0	55	0	41	10	141	0	0
South Korea	667	1.5	657	0	10	0	0	0	0	0	0	0	0
United Arab Emirates	609	1.4	11	466	51	0	0	0	0	81	0	0	0
Samoa	557	1.2	32	152	93	0	70	90	0	30	0	90	0
Malaysia	547	1.2	391	69	0	0	0	0	20	26	0	41	0
Vanuatu	501	1.1	109	0	82	0	14	66	0	171	0	59	0
Iran	450	1.0	53	0	0	0	232	20	17	0	122	6	0
Macau	436	1.0	0	357	0	0	0	79	0	0	0	0	0
Qatar	385	0.9	16	291	29	0	0	0	0	49	0	0	0
Philippines	363	0.8	93	35	0	0	0	225	0	10	0	0	0
Vietnam	343	0.8	28	99	14	0	0	181	10	11	0	0	0
Kiribati	321	0.7	193	64	0	0	39	0	0	25	0	0	0
Solomon Islands	169	0.4	0	82	16	0	59	0	0	12	0	0	0
Sri Lanka	146	0.3	146	0	0	0	0	0	0	0	0	0	0
New Zealand	79	0.2	0	0	0	0	0	0	0	0	0	79	0
Singapore	77	0.2	16	31	0	0	0	0	0	30	0	0	0
Brunei	75	0.2	0	0	75	0	0	0	0	0	0	0	0
Kyrgyzstan	54	0.1	54	0	0	0	0	0	0	0	0	0	0
Taiwan	50	0.1	0	0	0	0	0	0	0	50	0	0	0
Saudi Arabia	46	0.1	0	0	0	0	0	0	0	0	46	0	0
India	41	0.1	0	0	0	0	0	3	0	38	0	0	0
Bahrain	31	0.1	0	0	0	0	0	31	0	0	0	0	0
East Timor	30	0.1	0	0	0	0	0	30	0	0	0	0	0
Nauru	18	0.0	0	0	0	0	0	0	0	18	0	0	0
Chile	9	0.0	0	0	0	0	0	0	0	9	0	0	0
England	5	0.0	0	4	0	0	0	1	0	0	0	0	0
Indonesia	5	0.0	0	5	0	0	0	0	0	0	0	0	0
South Africa	1	0.0	0	1	0	0	0	0	0	0	0	0	0
Total	44 833	100.0	22 295	7 356	3 722	3 129	2 893	1 727	1 339	970	776	436	190
Percentage			49.7	16.4	8.3	7.0	6.5	3.9	3.0	2.2	1.7	1.0	0.4

Source: Delivery of VET offshore by public providers, 2014.

Table 36 Offshore program enrolments and programs delivered by Australian public VET providers in China, by narrow field of education, 2014

Narrow field of education	Program enrolments	Programs
Business and management	10 885	65
General education programmes	3 091	2
Banking, finance and related fields	2 972	7
Language and literature	2 676	13
Electrical and electronic engineering and technology	1 984	15
Building	1 577	5
Sales and marketing	1 438	14
Accounting	1 262	18
Other engineering and related technologies	565	5
Architecture and urban environment	430	6
Human welfare studies and services	417	4
Graphic and design studies	386	3
Office studies	355	4
Computer science	325	3
Information systems	256	1
Manufacturing engineering and technology	213	3
Teacher education	200	6
Other natural and physical sciences	184	1
Food and hospitality	119	5
Other management and commerce	65	2
Process and resources engineering	49	1
Sport and recreation	24	1
Communication and media studies	23	1
Personal services	3	1
Total	29 499	186

Source: Delivery of VET offshore by public providers, 2014.

Delivery mechanisms

Table 37 Offshore programs delivered by Australian public VET providers, by main mode of tuition, 2010–14^(a)

Main mode of tuition	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom (college or campus-based)	509	89.3	458	85.4	453	84.5	429	85.5	471	90.8
Online and remote access (including correspondence)	5	0.9	5	0.9	17	3.2	10	2.0	6	1.2
Employment-based (e.g. work experience, fully on the job)	47	8.2	51	9.5	45	8.4	33	6.6	24	4.6
Other	9	1.6	22	4.1	21	3.9	30	6.0	18	3.5
Total	570	100.0	536	100.0	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 38 Offshore program enrolments for Australian public VET providers, by main mode of tuition, 2010–14^(a)

Main mode of tuition	2010		2011		2012		2013		2014	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom (college or campus-based)	60 884	97.7	56 618	96.6	55 023	96.5	48 234	96.8	42 319	94.4
Online and remote access (including correspondence)	96	0.2	142	0.2	152	0.3	119	0.2	160	0.4
Employment-based (e.g. work experience, fully on the job)	1076	1.7	1310	2.2	1253	2.2	1016	2.0	1 026	2.3
Other	282	0.5	517	0.9	574	1.0	461	0.9	1 328	3.0
Total	62 338	100.0	58 587	100.0	57 002	100.0	49 830	100.0	44 833	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Table 39 Offshore programs delivered by Australian public VET providers, by whether credit transfer was awarded, 2012–14^(a)

Credit transfer	2012		2013		2014	
	No.	%	No.	%	No.	%
Credit transfer was awarded	26	4.9	47	9.4	37	7.1
Credit transfer was not awarded	510	95.1	455	90.6	482	92.9
Total	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 40 Offshore program enrolments for Australian public VET providers, by type of credit transfer awarded, 2012–14^(a)

Type of credit transfer	2012		2013		2014	
	No	%	No	%	No	%
Credit transfer was awarded from a local qualification	816	77.9	939	67.3	797	82.2
Credit transfer was awarded from an Australian qualification	232	22.1	456	32.7	172	17.8
Total	1 048	100.0	1 395	100.0	969	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 41 Offshore program enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by broad field of education, 2014

Field of education	Program enrolments	%
Management and commerce	677	84.9
Engineering and related technologies	94	11.8
Society and culture	14	1.8
Architecture and building	6	0.8
Education	3	0.4
Food, hospitality and personal services	2	0.3
Health	1	0.1
Total	797	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 42 Offshore program enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by country of delivery, 2014

Country of delivery	Program enrolments	%
South Korea	657	82.4
Qatar	116	14.6
Kuwait	8	1.0
Malaysia	7	0.9
Fiji	4	0.5
China	3	0.4
Samoa	1	0.1
Vanuatu	1	0.1
Total	797	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 43 Offshore program enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by broad field of education, 2014

Field of education	Program enrolments	%
Creative arts	41	23.8
Education	39	22.7
Society and culture	32	18.6
Management and commerce	22	12.8
Architecture and building	20	11.6
Engineering and related technologies	12	7.0
Food, hospitality and personal services	4	2.3
Information technology	2	1.2
Total	172	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 44 Offshore program enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by country of delivery, 2014

Country of delivery	Program enrolments	%
China	46	26.7
Brunei	32	18.6
Fiji	27	15.7
United Arab Emirates	20	11.6
Vanuatu	19	11.0
Kuwait	12	7.0
Malaysia	7	4.1
Mauritius	5	2.9
Papua New Guinea	4	2.3
Total	172	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 45 Offshore programs delivered by Australian public VET providers, by whether RPL was awarded, 2012–14^(a)

RPL	2012		2013		2014	
	No	%	No	%	No	%
RPL was awarded	79	14.7	64	12.7	39	7.5
RPL was not awarded	457	85.3	438	87.3	480	92.5
Total	536	100.0	502	100.0	519	100.0

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2012–14.

Table 46 Offshore program enrolments for Australian public VET providers, by type of RPL awarded, 2012–14

Type of RPL	2012		2013		2014	
	No	%	No	%	No	%
RPL awarded from student prior knowledge and experience only	600	33.2	49	4.5	23	5.6
RPL awarded from recognising a local qualification only	19	1.1	2	0.2	76	18.4
RPL awarded from both prior knowledge and experience and recognising a local qualification	1 187	65.7	1 039	95.3	313	76.0
Total	1 806	100.0	1 090	100.0	412	100.0

Source: Delivery of VET offshore by public providers, 2012–14.

Table 47 Offshore program enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by broad field of education, 2014

Field of education	Program enrolments	%
Education	18	78.3
Engineering and related technologies	5	21.7
Total	23	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 48 Offshore program enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by country of delivery, 2014

Country of delivery	Program enrolments	%
Vanuatu	14	60.9
Papua New Guinea	5	21.7
United Arab Emirates	4	17.4
Total	23	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 49 Offshore program enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by broad field of education, 2014

Field of education	Program enrolments	%
Food, hospitality and personal services	76	100.0
Total	76	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 50 Offshore program enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by country of delivery, 2014

Country of delivery	Program enrolments	%
Philippines	58	76.3
Vietnam	18	23.7
Total	76	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 51 Offshore program enrolments for Australian public VET providers where RPL was awarded based on BOTH prior knowledge and experience AND recognising a local qualification, by broad field of education, 2014

Field of education	Program enrolments	%
Engineering and related technologies	237	75.7
Education	24	7.7
Management and commerce	18	5.8
Society and culture	16	5.1
Food, hospitality and personal services	13	4.2
Architecture and building	5	1.6
Total	313	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 52 Offshore program enrolments for Australian public VET providers where RPL was awarded based on BOTH prior knowledge and experience AND recognising a local qualification, by country of delivery, 2014

Country of delivery	Program enrolments	%
Qatar	177	56.5
Philippines	39	12.5
Mongolia	35	11.2
Singapore	22	7.0
Fiji	16	5.1
Vietnam	8	2.6
China	5	1.6
England	5	1.6
India	3	1.0
Hong Kong	1	0.3
Iran	1	0.3
South Africa	1	0.3
Total	313	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 53 Offshore programs and program enrolments for Australian public VET providers with 100% RPL, by field of education, 2014

Field of education	Programs		Program enrolments	
	No.	%	No.	%
Engineering and related technologies	5	45.5	53	79.1
Food, hospitality and personal services	4	36.4	5	7.5
Architecture and building	1	9.1	5	7.5
Management and commerce	1	9.1	4	6.0
Total	11	100.0	67	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 54 Offshore programs and program enrolments for Australian public VET providers, by main teacher source, 2014

Main teacher source	Programs		Program enrolments	
	No.	%	No.	%
Australia	225	43.4	14 961	33.4
Overseas – mainly 'ex-pat Australians'	21	4.0	2 640	5.9
Overseas – mainly locals	272	52.4	27 153	60.6
Other	1	0.2	79	0.2
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 55 Offshore program enrolments for Australian public VET providers, by business arrangement, 2014

Business arrangement	Program enrolments	
	No.	%
Partnership	43 813	97.7
Stand-alone	1 020	2.3
Total	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 56 Offshore programs and program enrolments for Australian public VET providers, by type of delivery, 2014

Program delivery	Programs		Program enrolments	
	No.	%	No.	%
Program delivered fully offshore	514	99.0	44 420	99.1
Programs delivered partially offshore	5	1.0	413	0.9
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 57 Offshore programs and program enrolments for Australian public VET providers, by average full-time duration, 2014

Program delivery	Programs		Program enrolments	
	No.	%	No.	%
1–20 weeks	241	46.4	9 744	21.7
21–50 weeks	128	24.7	11 450	25.5
51–100 weeks	98	18.9	7 629	17.0
More than 100 weeks	47	9.1	16 001	35.7
Not available	5	1.0	9	0.0
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 58 Offshore programs and program enrolments for Australian public VET providers, by language of tuition, 2014

Language of tuition	Programs		Program enrolments	
	No.	%	No.	%
English	408	78.6	23 465	52.3
Local language	5	1.0	1 014	2.3
Combination of English and local language	106	20.4	20 354	45.4
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 59 Offshore programs and program enrolments for Australian public VET providers, by percentage of English in programs taught in combination of English and local language, 2014

Language of tuition	Programs		Program enrolments	
	No.	%	No.	%
Greater than 50%	32	30.2	3 398	16.7
Less than 50%	74	69.8	16 956	83.3
Total	106	100.0	20 354	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 60 Offshore programs and program enrolments for Australian public VET providers, by whether there was an English language learning component of the program, 2014

English learning component	Programs		Program enrolments	
	No.	%	No.	%
English language component of the program	102	19.7	10 354	23.1
English language not a component of the program	417	80.3	34 479	76.9
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 61 Offshore programs and program enrolments for Australian public VET providers, by whether there was an English language competency entry requirement or prerequisite of the program, 2014

English language competency entry requirement or prerequisite	Programs		Program enrolments	
	No.	%	No.	%
English language competency entry requirement or prerequisite for the program	381	73.4	25 405	56.7
No English language competency entry requirement or prerequisite for the program	137	26.4	19 417	43.3
Not applicable	1	0.2	11	0.0
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 62 Offshore programs and program enrolments for Australian public VET providers, by whether the language of tuition was recorded on the student academic transcript, 2014

Language of tuition recorded on the transcript	Programs		Program enrolments	
	No.	%	No.	%
Language of tuition recorded on the transcript	121	23.3	19 207	42.8
Language of tuition not recorded on the transcript	397	76.5	25 608	57.1
Not stated	1	0.2	18	0.0
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 63 Offshore programs and program enrolments for Australian public VET providers, by whether English language was tested on completion of the program, 2014

English language tested on completion	Programs		Program enrolments	
	No.	%	No.	%
English language competency tested on completion	39	7.5	8 268	18.4
English language competency not tested on completion	480	92.5	36 565	81.6
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 64 Offshore programs delivered by Australian public VET providers, by whether the same program was offered in Australia, 2014

Same program offered in Australia	Programs	
	No.	%
Same program offered in Australia	484	93.3
Same program not offered in Australia	35	6.7
Total	519	100.0

Source: Delivery of VET offshore by public providers, 2014.

Articulation arrangements

Table 65 Offshore programs delivered by Australian public VET providers with formal arrangements for students to articulate to VET and/or higher education in Australia, 2014

Articulation arrangement	Programs	
	No.	%
To a higher education program only	106	20.4
To a VET program only	140	27.0
To a higher education and VET program	85	16.4
No arrangements to a higher education or VET program	188	36.2
Total	519	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 66 Offshore programs and program enrolments for Australian public VET providers, by whether students tracked by providers for articulation, 2014

Tracking of students	Programs		Program enrolments	
	No.	%	No.	%
Tracked by provider	4	0.8	136	0.3
Not tracked by provider	327	63.0	32 358	72.2
Not stated	188	36.2	12 339	27.5
Total	519	100.0	44 833	100.0

Source: Delivery of VET offshore by public providers, 2014.

Table 67 Offshore program enrolments for Australian public VET providers, by whether tracked students articulated to VET and/or higher education programs in Australia, 2014^(a)

Tracking destination	Program enrolments	
	No.	%
To a higher education program in Australia	9	47.4
To a VET program in Australia	10	52.6
Total	19	100.0

Base: Offshore programs where student articulation is tracked.

Note: (a) Although providers may track students after program completion, not all students articulate to a program in Australia.

Source: Delivery of VET offshore by public providers, 2014.

Appendix A: Scope, concepts and definitions

Scope

Offshore provision of vocational education and training is one form of ‘trade in services’, and international practice. The General Agreement on Trade in Services (GATS) identifies four modes for the supply of services.

Mode 1: this is the cross-border supply of a service, from the territory of one member country into the territory of another. This is the type of transaction analogous to trade in goods. In this mode, neither the provider nor the student moves, and the service crosses borders in the form of distance learning, including e-learning programs via the internet, TV, mail and satellite.

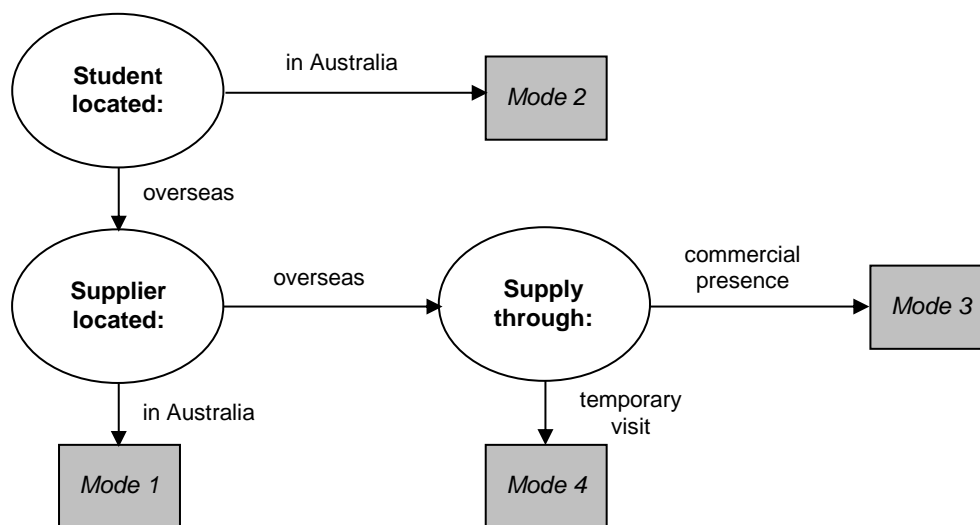
Mode 2: this is consumption abroad of a service. This happens when the consumer moves to the territory of another country and buys services there (for example, where an overseas student comes to Australia to study).

Mode 3: this is supply through the ‘commercial presence’ of a provider from one country in the territory of another country. This involves direct investment in the export market through the establishment of a business there for the purpose of supplying a service. An example is when a provider sets up or uses facilities overseas to provide educational services to offshore students (for example, the establishment of an overseas campus by an Australian provider, or a ‘twinning’ arrangement for the provision of Australian educational programs by an overseas agency). In this mode the relative responsibilities of the Australian provider and any overseas ‘partner’ can vary and can range across a wide spectrum of services, including curriculum development, teaching, assessment, quality assurance (accreditation), provision of the award and marketing.

Mode 4: this is supply through the presence of ‘natural persons’ from one country in the territory of another country. This means the temporary presence in the export market of an individual for the purpose of supplying a service. This person could be the service supplier or an employee of the service supplier. In both cases, the General Agreement on Trade in Services definition covers only the temporary stay of such persons. It does not cover situations where a person is seeking citizenship, residency or employment on a permanent basis. An example is where a person working for an Australian provider travels temporarily to another country to provide VET.

These four modes are represented diagrammatically below, as they apply to the Australian situation.

Figure A1 Internationally recognised delivery modes as they apply to Australia



It was agreed by the Department of Education and Training that the scope of this study would include delivery by modes 1, 3 and 4. Delivery by mode 2 is already captured in NCVER onshore statistics.

Modes 1, 3 and 4 include solely online offshore programs. In previous reports it was agreed that data relating to these offshore programs (that is, with no compulsory face-to-face component) would be excluded. However, in the current collection it was decided to include these solely online courses, in order to capture the full range of programs run by Australian public providers offshore.

Project definition

Following discussions between the Department of Education and Training and NCVER, the scope of this project was defined as VET activity in the calendar year 2014 delivered by public Australian VET institutions outside Australia through stand-alone or partnership arrangements.

Definitions for the key concepts

Table A1 Department of Education and Training and NCVET agreed definitions

Concept	Description	Inclusion	Exclusion
Vocational education and training (VET)	Post-compulsory education and training, excluding degree and higher-level programs delivered by higher education institutions, which provide people with occupational or work-related knowledge and skills. VET also includes programs which provide the basis for subsequent vocational programs	<ul style="list-style-type: none"> ✧ VET leading to an Australian qualification ranging from school-level qualifications, certificates I to IV, diplomas, advanced diplomas, bachelor degrees, graduate certificates and graduate diplomas ✧ non-AQF programs of study, including non-award courses, statements of attainment, bridging and enabling courses not identifiable by level, and education not elsewhere classified 	<ul style="list-style-type: none"> ✧ Education and training leading to an overseas qualification ✧ 'Non-teaching' VET services (such as curriculum development and accreditation of overseas qualifications)
VET offshore	VET which is provided to students who are located in another country and who are not normally based in Australia	<ul style="list-style-type: none"> ✧ VET provided overseas by distance mode (online, correspondence) ✧ VET provided by an overseas campus of an Australian educational institution ✧ VET provided overseas through a 'partner' educational institution 	<ul style="list-style-type: none"> ✧ VET provided to overseas students who spend all of their program time in Australia ✧ VET provided offshore to students who are normally Australia-based
Provider	A public Australian education institution that offers VET offshore	<ul style="list-style-type: none"> ✧ Any TAFE institution that offers VET offshore in any other country and the VET part of any multi-sector educational institution that offers VET offshore in any other country 	<ul style="list-style-type: none"> ✧ Private providers
Program ^(a)	A structured VET program (including, where appropriate, practical experience) which leads to an Australian qualification, or non-award program of study	<ul style="list-style-type: none"> ✧ Award programs that lead to an Australian qualification ✧ Non-AQF programs of study, including subjects or units of competency, which do not lead directly to a recognised qualification (includes statements of attainment and skill sets) 	<ul style="list-style-type: none"> ✧ Unstructured programs of study
Program enrolment ^(a)	The programs in which students are enrolled in a given period. For students enrolled in multiple programs, all programs are counted.	<ul style="list-style-type: none"> ✧ Award programs that lead to an Australian qualification ✧ Non-award programs of study, including statements of attainment 	<ul style="list-style-type: none"> ✧ Enrolments in unstructured programs of study
Student	A student enrolled in VET offshore	<ul style="list-style-type: none"> ✧ Students who have met formal criteria for enrolment with the provider or their overseas partner 	<ul style="list-style-type: none"> ✧ People who were not formally enrolled
Articulation	The arrangements which facilitate the movement or progression of students from one program to another, or from one education and training sector to another	<ul style="list-style-type: none"> ✧ Programs in which an arrangement is in place for offshore students to be granted an agreed amount of advanced standing towards an onshore program 	<ul style="list-style-type: none"> ✧ Enabling programs, such as English language training programs and foundation programs

Concept	Description	Inclusion	Exclusion
Partnership	An arrangement in which the responsibility for the program curriculum, teaching and learning support and infrastructure is shared with other entities. The Australian provider has responsibility for academic oversight of the arrangement	<ul style="list-style-type: none"> ✧ Programs in which an Australian provider and an overseas organisation share the responsibility for conducting a program of the Australian provider, such as through a twinning, franchising or other form of partnership arrangement 	<ul style="list-style-type: none"> ✧ Programs where an Australian provider delivers a program through its own arrangements without a local partner, either at a campus established by the institution offshore or through distance education
Stand-alone	The program, curriculum, teaching and the provision of learning support and infrastructure is the sole responsibility of the Australian institution. There is no local partner	<ul style="list-style-type: none"> ✧ Programs where an Australian provider delivers a program through its own arrangements, without a local partner, either at a campus established by the institution offshore or through distance education 	<ul style="list-style-type: none"> ✧ Programs for which an Australian provider and an overseas organisation share the responsibility for conducting a program of the Australian provider, such as through a twinning, franchising or other form of partnership
Delivery fully offshore	The delivery of a program in its entirety is outside Australia		
Delivery partially offshore	Part of the program is delivered offshore and part in Australia		
Credit transfer	An assessment of the initial program or subject that the individual uses to claim access to, or the award of credit in, the destination program to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification	<ul style="list-style-type: none"> ✧ Credit transfer based on formal learning that is outside the AQF framework, for example, where components of a local qualification have been mapped to an Australian qualification 	
Recognition of prior learning (RPL)	An assessment process that assesses the individual's non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification	<ul style="list-style-type: none"> ✧ RPL based on student prior knowledge and experience. ✧ RPL based on recognising a local qualification ✧ RPL based on both prior knowledge and experience and recognition of a local qualification 	
Program duration	The average full-time duration in which a VET program is delivered		
Skill set	Groupings of units of competency which are combined to provide a clearly defined statement of the skills and knowledge required by an individual to meet industry needs or a licensing or regulatory requirement.	<ul style="list-style-type: none"> ✧ They may be either a nationally recognised skill set, which is endorsed in a national training package, or a locally recognised skill set 	

Note: (a) The terminology of the 2014 offshore collection has been changed to now refer to 'programs' instead of 'courses'. The definitions have not changed, aside from the inclusion of skill sets.

Reference point

For any data collection exercise it is important to define the reference point or period to which the data relate.

In broad terms there are two main options: counting at a specified point in time or counting over an elapsed time period. The calendar year for offshore programs generally commences in

September. For this project, the decision was made to count programs offered and enrolments over the calendar year. There were two main reasons for this. First, this approach would be consistent with NCVET's counting of domestic VET program enrolments and hence more likely to be familiar to providers of VET. Secondly, using the calendar year as a reference point enabled NCVET to provide institutes with the option of sourcing data from the National VET Provider Collection, an option that would reduce the workload of providers during their peak times.

Appendix B: Enumeration tool

Delivery of Offshore VET - 2014

NCVER has developed these worksheets to assist in the preparation of data in relation to your institute's offshore VET provision in 2014.

Scope of this project defines offshore VET as:

- VET which leads to an Australian qualification (award courses) and non-award courses
- including courses that are delivered 100% online
- delivered to students located in another country and who are not normally based in Australia
- by public Australian VET institutions either through a stand-alone or partnership arrangement
- in the calendar year 2014.

Instructions:

Please note that the questions in the enumeration sheet have changed from previous years.

A. There are two possible approaches for providing data:

1. All data recorded in your student records system and submitted to the 2014 national VET collection via your state training authority (preferred option).

B - Dept. Education and Training Higher Education Statistics

NCVER will provide this data to you for verification prior to inclusion in this collection of offshore data.

2. To provide data for each VET course delivered offshore in 2014.

To provide data at the course level please use the 'Course level' sheet as a template.

The sheet has been structured with one line representing each course. However, if a course was delivered more than once in 2014, please include a separate entry for each time the course was conducted; for example, if the course was conducted three times in 2014 there would be three separate records listed for that course. Likewise, if a course was conducted in more than one country in 2014, include a separate entry for each country that course was conducted in; for example, if the course was delivered in China and Thailand then that one course would be listed twice.

Note: If English language training was a component of the course, then do not list it as a separate course.

B. Please refer to the worksheet entitled 'Questions and codes for Data', which states the questions and codes to be used when completing the course level worksheet.

C. Complete the worksheet entitled 'submission' with all contact and submission details relating to your institute. Please ensure that you answer all questions in the submission sheet.

Please email this completed worksheet to offshore@ncver.edu.au by 9 June, 2015

IF YOU REQUIRE ANY ASSISTANCE OR NEED TO CLARIFY ANY ASPECTS OF THE DATA, PLEASE CONTACT:

<NCVER staff contact>

Submission Details

Please answer all questions

Name of TAFE Provider	
TAFE Contact - Name	
TAFE Contact - Phone number	
TAFE Contact - email address	

1. If possible, give reasons for any significant changes in student numbers between 2013 and 2014.

Provide response here:

2. Any other comments?

Provide comments here:

3. Do you provide this information to other bodies? If so, please indicate:

	Y/ N (Yes/No)
A - State Training Authority (STA)	
B - Dept. Education and Training Higher Education Statistics	
C - Other (please specify)	

Questions and codes for data

If the information is not available for any of the following questions please record '@' for that question.

Column A **What is course number? Use incremental numbers beginning with 1**

Column B **What is the Local Course Identifier?**

Column C **What is the Course Name?**

Column D **What level of qualification is gained from this course (AQF)?**

Code	Description
1	Non-award
2	Statement of Attainment
3	Senior Secondary Certificate of Education
4	Certificate I
5	Certificate II
6	Certificate III
7	Certificate IV
8	Diploma
9	Advanced Diploma
12	Vocational Graduate Certificate
13	Vocational Graduate Diploma
14	Bridging and enabling courses not identifiable by level
15	Education not elsewhere classified

Column E **What is the Field of Education that best describes this course? (4 digit)**

Code	Description
01XX	
02XX	
03XX	
04XX	
05XX	For the full classification please refer to the tab 'Guidelines in 4 digit FOE codes'. To assist with this coding exercise, we have provided your 2013 data with the 4 digit FOE codes. Please refer to the tab 'Course level 2013'.
06XX	Please also refer to tabs 'Training Package Quals' and 'National Courses' for the ratified FOE codes for training package qualifications, and nationally accredited courses. Note that not all training packages or national courses have a ratified FOE.
07XX	
08XX	
09XX	
10XX	
11XX	
12XX	

Column F **In which country(ies) was this course offered in 2014? (Please specify)**

Column G **What was the total number of students enrolled in this course in 2014?**

Column H **How many males enrolled in this course in 2014?**

Column I **How many females enrolled in this course in 2014?**

Column J **How many students aged 24 years or less enrolled in this course in 2014?**

Column K	How many students aged 25–44 years enrolled in this course in 2014?
Column L	How many students aged 45 years and over enrolled in this course in 2014?
Column M	How many students had the same country of birth as the country of delivery in 2014?
Column N	How many students had a different country of birth to the country of delivery in 2014?
Column O	How many students did not have country of birth data specified in 2014?
Column P	What is the average full-time duration for this course (in weeks)?
Column Q	Was Classroom (college/campus based) tuition used for this course in 2014?
	Code Description
	1 Yes: Classroom (college/campus-based) tuition was used for this course in 2014
	2 No: Classroom (college/campus-based) tuition was not used for this course in 2014
Column R	Was Online and remote access (including correspondence) tuition used for this course?
	Code Description
	1 Yes: Online and remote access (including correspondence) tuition was used for this course in 2014
	2 No: Online and remote access (including correspondence) tuition was not used for this course in 2014
Column S	Was Employment-based (e.g. work experience, fully on the job) tuition used for this course?
	Code Description
	1 Yes: Employment-based (e.g. work experience, fully on the job) tuition was used for this course in 2014
	2 No: Employment-based (e.g. work experience, fully on the job) tuition was not used for this course in 2014
Column T	What was the Main mode of tuition?
	Code Delivery Description
	1 Classroom (college/campus based)
	2 100% online
	3 Other online and remote access (including correspondence)
	4 Employment-based (e.g. work experience, fully on the job)
	5 100% recognition of prior learning
	6 Other
Column U	Was there any credit transfer awarded for this course in 2014?

Credit transfer assesses the initial course or subject that the individual is using to claim access to, or the award of credit in, the destination course to determine the extent to which it is equivalent to the required learning outcomes, competency outcomes, or standards in a qualification. This may include credit transfer based on formal learning that is outside the AQF framework. An example of credit transfer is where components of a local qualification have been mapped to an Australian qualification.

The key distinguishing characteristic from **RPL** is: it is the course or subject that is assessed in the case of **credit transfer**, and assessing the student in the case of **RPL**. (Source: AQF Implementation Handbook 2007)

- | Code | Description |
|------|--|
| 1 | Yes: Credit transfer was awarded for this course (<i>if YES, complete the following question in Columns V and W</i>) |
| 2 | No: No credit transfer was awarded for this course (<i>if NO skip to the question in Column X</i>) |

Column V If yes, how many students received any credit transfer into this qualification from a local qualification in 2014? (please specify)

Column W If yes, how many students received any credit transfer into this qualification from an Australian qualification in 2014? (please specify)

Column X Was there any Recognition of Prior Learning (RPL) awarded for this course in 2014?
RPL is an assessment process that assesses the individual's informal learning to determine the extent to which that individual has achieved the required learning outcomes, competency outcomes, or standards for entry to, and/or partial or total completion of, a qualification.

The key distinguishing characteristic from **credit transfer** is: it is the student who is assessed in the case of **RPL**, and the course or subject in the case of **credit transfer**. (Source: AQF Implementation Handbook 2007)

- | Code | Description |
|------|--|
| 1 | Yes: RPL was awarded for this course (<i>if YES, complete the following question in Column Y, Z, AA</i>) |
| 2 | No: RPL was not awarded for this course (<i>if NO, please skip to column AB</i>) |

Column Y If yes, how many students received any Recognition of Prior Learning (RPL) awarded for this course in 2014 based on student prior knowledge and experience ONLY? (please specify)

Column Z If yes, how many students received any Recognition of Prior Learning (RPL) awarded for this course in 2014 based on recognising a local qualification ONLY? (please specify)

Column AA If yes, how many students received any Recognition of Prior Learning (RPL) awarded for this course in 2014 based on BOTH student prior knowledge and experience AND recognising a local qualification? (please specify)

Column AB Were you contracted by a government or non-government client to deliver this course?

- | Code | Delivery Description |
|------|---|
| 1 | Yes: This course was delivered on behalf of a government or non-government client |
| 2 | No: This course was delivered to meet individual student demand |

Column AC	<p>If yes, how would you describe the client?</p> <p>Code Description</p> <p>1 A Government entity</p> <p>2 A company or other non-government business client</p> <p>3 Other client group</p>
Column AD	<p>What language was the course taught in?</p> <p>Code Description</p> <p>1 English</p> <p>2 Local language</p> <p>3 Combination</p>
Column AE	<p>Where the language of tuition is a combination of English and the local language, what proportion of the course was taught in English?</p> <p>Code Description</p> <p>1 50% or more</p> <p>2 Less than 50%</p>
Column AF	<p>Is the language of tuition recorded on the student academic transcript for this course?</p> <p>Code Description</p> <p>1 Yes: The language of tuition is recorded on the student academic transcript for this course</p> <p>2 No: The language of tuition is not recorded on the student academic transcript for this course</p>
Column AG	<p>Was there an English language learning component to this course in 2014?</p> <p>Code Description</p> <p>1 Yes: There was an English language component to this course in 2014</p> <p>2 No: There was not an English language component to this course in 2014</p>
Column AH	<p>Was there an English language competency entry requirement or prerequisite for this course in 2014?</p> <p>Code Description</p> <p>1 Yes: There was an English competency language entry requirement or prerequisite for this course in 2014</p> <p>2 No: There was not an English language competency entry requirement or prerequisite for this course in 2014</p>
Column AI	<p>Is English language competency tested on completion of this course?</p> <p>Code Description</p> <p>1 Yes: English language competency is tested on completion of this course</p> <p>2 No: English language competency is not tested on completion of this course</p>
Column AJ	<p>Were any teachers sourced from Australia to deliver this course in 2014?</p> <p>Code Description</p> <p>1 Yes: Teachers were sourced from Australia to deliver this course in 2014</p> <p>2 No: Teachers were not sourced from Australia to deliver this course in 2014</p>
Column AK	<p>Were any teachers sourced from Overseas to deliver this course in 2014?</p> <p>Code Description</p> <p>1 Yes: Teachers were sourced from Overseas to deliver this course in 2014 (if YES, complete the following question in Column AL)</p>

- 2 No: Teachers were not sourced from Overseas to deliver this course in 2014 (if NO skip to the question in Column AM)

Column AL **If yes (teachers were sourced from Overseas to deliver this course in 2014), were the teachers:**

Code	Description
1	'Ex-pats'
2	'Locals'
3	Both 'ex-pats' and 'locals'

Column AM **Were the teachers sourced from other sources to deliver this course in 2014? (Please specify)**

Column AN **What was the main source of teachers for this course in 2014?**

Code	Description
1	Australia
2	Overseas, mainly 'ex-pats'
3	Overseas, mainly 'locals'
4	Other

Column AO **Was the same course offered in Australia in 2014?**

Code	Description
1	Yes: Same course offered in Australia
2	No: Same course not offered in Australia

Column AP **Was this course delivered fully or partially offshore?**

A course is fully delivered offshore if it is delivered in its entirety outside Australia.

A course is partially delivered offshore if part of it is delivered offshore and part of the course is delivered in Australia

Code	Description
1	Course is delivered fully offshore
2	Course is delivered partially offshore

Column AQ **Was the course delivered through a partnership or a stand-alone arrangement?**

A **partnership** is an arrangement in which the responsibility for the course curriculum, teaching and learning support and infrastructure is shared with other entities. The Australian provider has responsibility for academic oversight of the arrangement.

Stand-alone arrangement is where the course, curriculum, teaching and the provision of learning support and infrastructure are the sole responsibility of the Australian institution. There is no local partner.

Code	Description
1	Course is delivered through a partnership arrangement
2	Course is delivered through a stand-alone arrangement

Column AR **Are formal arrangements in place for this course to articulate to a higher education or VET course in Australia? Please NOTE: English language training and foundation courses should be reported as '4' (no).**

Code	Description
1	Yes: Formal arrangements are in place for this course to articulate to a higher education course in Australia ONLY
2	Yes: Formal arrangements are in place for this course to articulate to a VET course in Australia ONLY

- 3 Yes: Formal arrangements are in place for this course to **articulate** to both higher education and VET courses in Australia
- 4 No: There are no formal arrangements in place for this course to articulate to a higher education or VET course in Australia

Column AS

Where formal arrangements are in place for the course to articulate to a higher education or VET course in Australia, do you track whether students in the course actually articulate to a higher education or VET course in Australia?

Code Description

- 1 Yes
- 2 No

Column AT

If YES, How many students in the course articulated to a higher education course in Australia?

Column AU

If YES, How many students in the course articulated to a VET course in Australia?

Enumeration Sheet

Course #	Local Course Identifier	Course Name	Level of Course	Field of Education	Country of Delivery	Total Number of Students	Gender of Students	
							Male	Female

Age of Students			Country of birth			
Aged 24 or less	Aged 25-44	Aged 45 and over	How many students had the same country of birth as the country of delivery in 2014?	How many students had a different country of birth to the country of delivery in 2014?	How many students did not have country of birth data specified in 2014?	

What is the average full-time duration of this course (in weeks)?	Which of the following modes of tuition did you use?		
	Classroom (college/ campus based)	On-line and remote access (including correspondence)	Employment based (e.g. work experience, fully on the job)

Main mode of tuition	Was there any credit transfer awarded for this course in 2014?			Was there any Recognition of Prior Learning (RPL) awarded for this course in 2014?			
	Was there any credit transfer awarded for this course?	If yes , how many students received credit transfer from a local qualification ?	If yes , how many students received credit transfer from an Australian qualification ?	Was there any Recognition of Prior Learning (RPL) awarded for this course?	If yes , how many students received RPL for this course based on prior knowledge and experience ONLY?	If yes , how many students received RPL for this course based on recognising a local qualification ONLY?	If yes , how many students received RPL for this course based on BOTH prior knowledge and experience AND recognising a local qualification ?

Were you contracted by a government client or non government entity to deliver this course?		Language course taught in	If taught in combination of English and local language what percentage in English	Language of tuition recorded on the student academic transcript	English language learning component	English Language competency entry requirement or prerequisite	English language competency tested on course completion
Were you contracted by a client to deliver this course	If yes, how would you describe the client?						

Were any teachers sourced from Australia to deliver this course in 2014?	Were any teachers sourced from Overseas to deliver this course in 2014?		Were any teachers sourced from other sources to deliver this course in 2014?	Main teacher source	Same course offered in Australia	Course delivered fully or partially offshore	Was the course delivered through a partnership or a stand-alone arrangement?
	Were any teachers sourced from Overseas?	If yes, were the teachers 'Ex-pats' or 'Locals'?					

<p>Are formal arrangements in place for this course to articulate to a higher education or VET course in Australia?</p> <p>Please NOTE: English language training and foundation courses should be reported as '4' (no).</p>	<p>Where formal arrangements are in place for articulation to a course in Australia, do you track whether students in the course actually articulate to a higher education or VET course in Australia?</p>	<p>If you track students, how many students articulated</p>	
		<p>To a higher education course in Australia</p>	<p>To a VET course in Australia</p>

Appendix C: Methodology and data quality

Methodology

This section of the report describes the process involved in the collection of data and details some observations about data quality.

NCVER sent emails to all Australian public VET providers for confirmation of their involvement in offshore VET activities in 2014. Providers with offshore delivery were emailed the enumeration tool for completion. Providers were given the option of having some of the information extracted from the National VET Provider Collection managed by NCVER. Nine providers took up this option.

Enumeration tool

The tool consisted of eight worksheets: Instruction, Submission, Program level 2014, Program level 2013, Questions and codes for data, Guidelines in 4-digit FOE codes, Training Package Quals, and National Programs.

The enumeration tool used for the 2014 collection (refer appendix B) was based on the 2013 collection.

Data collation and processing

A total of 33 data submissions were received.

NCVER verified and edited these data based on a range of reasonableness and consistency checks. These checks included:

- checking that valid codes were used for each field
- checking that the total number of enrolments equalled the number of males and females
- checking that the number of enrolments equalled the total number of persons reported by age
- checking that the number of enrolments equalled the number of enrolments with the same/different country of birth as the country of delivery
- cross-checking multiple response questions with the main response reported
- cross-checking the level of education with the program name
- cross-checking the field of education with the program name.

Providers were contacted by email or telephone about any inconsistencies in their data and the data were amended where appropriate.

Data quality

Both the degree of detail available and the degree of certainty about the information varied across providers.

Factors influencing the quality of data were:

- A centralised repository of statistical information about VET offshore does not exist in each jurisdiction.
- Data were not always available electronically or easy to access.
- There were issues with the consistency between the field 'Main mode of tuition' and the fields of the modes of tuition. The providers were asked for further information, and NCVET helped recode data where inconsistencies occurred. Examples of inconsistencies include:
 - ♦ if a program was recorded as having no classroom-based tuition, but the main mode of tuition was 'classroom'
 - ♦ if a program was recorded as having no online or remote access, but the main mode of tuition was either '100% online' or 'other online and remote access'.
- There were issues with the consistency between the field 'Main teacher source' and the fields for teacher sources. The providers were asked for further information, and NCVET helped recode the data where inconsistencies occurred. Examples of these inconsistencies include:
 - ♦ if a program was recorded with no teachers sourced from Australia, but the main teacher source was coded as 'Australia'
 - ♦ if a program was recorded with no teachers sourced from overseas, but the main teacher source was coded as 'Overseas, mainly ex-pats'
 - ♦ if a program was recoded with teachers sourced from overseas, the main teacher source as 'Overseas, mainly locals', but the teachers sourced from overseas were coded as 'expats (only)'.

Data were collected at the aggregate level for each offshore program. Therefore students who enrolled in multiple programs were counted more than once. For this reason, in 2013 the terminology was changed from 'number of students' to 'course enrolments', which was then updated again in 2014 to 'program enrolments'. These changes represent a change in terminology only. The methodology and data have not changed from previous years.

As with most data-collection exercises, the quality of the information obtained was not consistent across respondents or across data items. In interpreting the information it is therefore important to bear in mind that statistics such as these typically over-simplify what are in fact quite complex situations. This is certainly the case with VET offshore delivery, where there is considerable variability in both the scale of providers' activity and the methods of delivery, which may not be evident in the statistics. However, the data still provide a reliable snapshot of the extent and characteristics of VET offshore delivery by the Australian public providers in 2014.

Appendix D: Field of education (narrow field)

Table D1 Program enrolments by narrow field of education, 2010–14^(a)

Field of education	2010	2011	2012	2013	2014
Natural and physical sciences					
Other natural and physical sciences	185	223	255	199	190
Information technology					
Computer science	2 329	1 621	760	383	374
Information systems	296	244	412	359	292
Other information technology	173	452	496	604	673
Engineering and related technologies					
Manufacturing engineering and technology	263	506	533	402	308
Process and resources engineering	689	885	577	208	610
Automotive engineering and technology	234	187	213	212	276
Mechanical and industrial engineering and technology	1 379	1 910	1 945	1 061	2 316
Civil engineering	254	240	349	1 609	352
Electrical and electronic engineering and technology	3 718	3 618	3 544	3 087	2 929
Aerospace engineering and technology	30	10	12	50	0
Maritime engineering and technology	0	0	0	89	0
Other engineering and related technologies	23	398	23	64	565
Architecture and building					
Architecture and urban environment	193	258	462	456	810
Building	873	1 405	1 854	1 725	2 083
Agriculture, environment and related studies					
Horticulture and viticulture	195	102	0	0	0
Health					
Nursing	0	0	14	0	0
Optical science	49	61	122	72	79
Veterinary studies	80	0	10	0	0
Public health	60	24	59	0	23
Complementary therapies	0	131	56	6	3
Other health	379	512	525	814	331
Education					
Teacher education	347	719	667	741	950
Curriculum and education studies	0	68	0	0	0
Other education	669	193	78	445	20
Management and commerce					
Accounting	545	557	1 019	1 307	1 631
Business and management	24 220	24 100	23 453	18 780	13 756
Sales and marketing	2 890	2 469	2 036	1 924	2 208
Tourism	399	768	1 009	363	121
Office studies	1 134	1 094	988	623	1 483
Banking, finance and related fields	5 815	5 469	4 221	3 690	3 029
Other management and commerce	31	33	63	29	67
Society and culture					

Field of education	2010	2011	2012	2013	2014
Political science and policy studies	0	0	16	0	0
Human welfare studies and services	538	790	855	578	918
Language and literature	8 584	6 171	6 384	4 968	2 700
Sport and recreation	0	0	0	25	24
Other society and culture	167	281	72	134	80
Creative arts					
Visual arts and crafts	307	42	55	85	65
Graphic and design studies	286	695	908	602	655
Communication and media studies	0	0	0	23	43
Other creative arts	0	0	0	0	13
Food, hospitality and personal services					
Food and hospitality	1 770	1 364	1 587	1 979	1 274
Personal services	494	294	445	45	453
Mixed field programmes					
General education programmes	1 626	693	925	2 089	3 129
Other mixed field programmes	1 114	0	0	0	0
Total	62 338	58 587	57 002	49 830	44 833

Note: (a) Data from all years now include programs delivered fully online.
Source: Delivery of VET offshore by public providers, 2010–14.

Table D2 Programs by narrow field of education, 2010–14^(a)

Field of education	2010	2011	2012	2013	2014
Natural and physical sciences					
Other natural and physical sciences	2	3	4	2	2
Information technology					
Computer science	7	8	8	5	6
Information systems	6	2	8	9	3
Other information technology	7	7	7	5	7
Engineering and related technologies					
Manufacturing engineering and technology	4	5	9	8	8
Process and resources engineering	16	24	22	7	7
Automotive engineering and technology	7	7	6	18	9
Mechanical and industrial engineering and technology	31	36	26	30	25
Civil engineering	3	3	1	7	2
Electrical and electronic engineering and technology	45	38	37	28	32
Aerospace engineering and technology	2	1	1	1	0
Maritime engineering and technology	0	0	0	3	0
Other engineering and related technologies	1	6	2	3	5
Architecture and building					
Architecture and urban environment	5	5	8	9	14
Building	20	21	24	15	20
Agriculture, environment and related studies					
Horticulture and viticulture	1	1	0	0	0
Health					
Nursing	0	0	1	0	0
Optical science	2	3	4	1	1
Veterinary studies	2	0	1	0	0
Public health	3	1	3	0	2
Complementary therapies	0	2	2	1	1
Other health	16	12	9	6	9
Education					
Teacher education	12	24	26	33	36
Curriculum and education studies	0	3	0	0	0
Other education	23	10	3	6	1
Management and commerce					
Accounting	10	8	13	22	25
Business and management	140	118	120	103	109
Sales and marketing	41	27	20	25	28
Tourism	8	11	12	5	5
Office studies	10	7	8	8	15
Banking, finance and related fields	30	26	21	12	10
Other management and commerce	1	1	2	1	3
Society and culture					
Political science and policy studies	0	0	1	0	0
Human welfare studies and services	13	15	23	22	29
Language and literature	20	25	19	15	15
Sport and recreation	0	0	0	1	1
Other society and culture	3	3	4	5	4
Creative arts					

Field of education	2010	2011	2012	2013	2014
Visual arts and crafts	7	2	3	4	2
Graphic and design studies	7	15	15	18	13
Communication and media studies	0	0	0	1	2
Other creative arts	0	0	0	0	1
Food, hospitality and personal services					
Food and hospitality	41	41	53	57	57
Personal services	7	4	6	3	7
Mixed field programmes					
General education programmes	11	11	4	3	3
Other mixed field programmes	6	0	0	0	0
Total	570	536	536	502	519

Note: (a) Data from all years now include programs delivered fully online.

Source: Delivery of VET offshore by public providers, 2010–14.

Appendix E: List of Australian public VET providers

The following public providers supplied information for this project.

- New South Wales
 - ♦ TAFE NSW – Hunter Institute
 - ♦ TAFE NSW – Illawarra Institute
 - ♦ TAFE NSW – Open Training & Education Network
 - ♦ TAFE NSW – New England Institute
 - ♦ TAFE NSW – North Coast Institute
 - ♦ TAFE NSW – Northern Sydney Institute
 - ♦ TAFE NSW – Riverina Institute
 - ♦ TAFE NSW – South Western Sydney Institute
 - ♦ TAFE NSW – Sydney Institute
 - ♦ TAFE NSW – Western Institute
 - ♦ TAFE NSW – Western Sydney Institute
- Victoria
 - ♦ Box Hill Institute
 - ♦ Chisholm Institute of TAFE
 - ♦ The Gordon
 - ♦ Goulburn Ovens Institute of TAFE
 - ♦ Holmesglen Institute
 - ♦ Bendigo Kangan Institute⁵
 - ♦ Melbourne Polytechnic (formerly Northern Melbourne Institute of TAFE)
 - ♦ RMIT University (TAFE Division)
 - ♦ South West Institute of TAFE
 - ♦ Sunraysia Institute of TAFE
 - ♦ Swinburne University of Technology (TAFE Division)
 - ♦ Federation Training (formerly Advance TAFE and Central Gippsland Institute of TAFE)
 - ♦ Federation University (formerly University of Ballarat)
 - ♦ Victoria University (TAFE Division)
 - ♦ William Angliss Institute
 - ♦ Wodonga Institute of TAFE
- Queensland
 - ♦ CQUniversity (formerly Central Queensland Institute of TAFE)
 - ♦ TAFE Queensland – Gold Coast
 - ♦ TAFE Queensland – SkillsTech
 - ♦ TAFE Queensland – Brisbane
 - ♦ TAFE Queensland – East Coast (formerly Sunshine Coast TAFE and Wide Bay Institute of TAFE)
 - ♦ TAFE Queensland – South West (formerly Southern Queensland Institute of TAFE and The Bremer Institute of TAFE)
 - ♦ TAFE Queensland – North (formerly Barrier Reef Institute of TAFE, Mt Isa Institute of TAFE, and Tropical North Institute of TAFE)
- South Australia
 - ♦ TAFE SA

⁵ In the current collection Kangan Institute and Bendigo TAFE provided combined data as Bendigo Kangan.

- Western Australia
 - ◆ Central Institute of Technology
 - ◆ Challenger TAFE
 - ◆ CY O'Connor Institute
 - ◆ Durack Institute of Technology
 - ◆ Goldfields Institute of Technology
 - ◆ Great Southern Institute of Technology
 - ◆ Kimberley Training Institute
 - ◆ Pilbara Institute
 - ◆ Polytechnic West
 - ◆ South West Institute of Technology
 - ◆ The Western Australian Academy of Performing Arts
 - ◆ West Coast Institute of Training
- Tasmania
 - ◆ TasTAFE
- Australian Capital Territory
 - ◆ Canberra Institute of Technology
- Northern Territory
 - ◆ Charles Darwin University
 - ◆ Batchelor Institute of Indigenous Tertiary Education