### Theme 1: Complex context-specific factors determine which ‘international’ programs are offered offshore and who enrols in them

<table>
<thead>
<tr>
<th>Program characteristics</th>
<th>Student characteristics</th>
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<tbody>
<tr>
<td>- high-status, relatively expensive, in-demand, aligned to government priorities</td>
<td>- lower socio-economic group, aspirational, hard-working, international perspective</td>
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### Theme 2: Students considered a range of factors during the decision-making process

1. Two-thirds enrolled because the school or college recommended it.
2. Key influencers are parent(s) or family members; Information about the course; and Teachers/other staff the most influential factors in decision-making.
3. Students are most interested in information:
   - **Costs** and affordability
   - **Language** of instruction (i.e. English)
   - **Outcomes** (i.e. employment)
   - **Pathways** into higher level qualifications

**Example 1:**
"There are two certificates at the end. We are studying in this school, and our certificates are the same as those students who have been studying in Australia. So it saves a lot of money.

After we finish studying this course, if we want to choose some interconnected majors from Australia, our course will give us some credit.

There is certainly a difference. Two different education systems, so they are all different. For example, the things they teach, the way they teach, the way of thinking. We have some advantage compared to other students in China because we can get to know both sides.

The Chinese teachers teach us the foreign course, and the teacher has their own system. I felt that our course provides advantages compared to others after we studied this course."

### Theme 3: Students anticipated benefits from completing their international VET qualification

Students perceive a range of benefits and advantages to participating in and completing an international program:

1. Graduate with **two qualifications** – one Australian and one from the local provider
2. Opportunities to improve **English-language proficiency**
3. An **international qualification creates a point-of-difference** in an increasing competitive job market
4. Opportunities to learn about **foreign cultures** and international perspectives
5. **Pathways to further education and training** at home and overseas
6. Learning through a **different and distinctive approach** to training
7. **Gain access to systems and technologies** not available in local alternatives

**Example 2:**
"About the job opportunities, even without them saying anything, we knew that if we had received an education from a western institution, **we would have a head start over students who did not choose the mixed language course**.

The main reason for choosing this school, is because the school provides this major. The **major is very well regarded and will provide strong qualifications**. It provides a strong guarantee of finding a job, both in China and overseas."

### Theme 4: Students had post-training plans that build on their international VET qualification

1. Further education and training in **China** focusing on pathways from diploma to Bachelor’s degrees
2. Further education and training in **Australia/overseas** appears less common
3. Students will usually recommend the course (but it depends on the student and family circumstances)
4. Almost two-thirds are likely or very likely to recommend an Australian VET provider

**Example 3:**
"The main reason for choosing this school, is because the school provides this major. The **major is very well regarded and will provide strong qualifications**. It provides a strong guarantee of finding a job, both in China and overseas."