



Australian Government

Department of Education and Training

Delivery of VET offshore by public providers 2013

About this report

In 2014, 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 in 2013 by Australian public providers. The Australian Government has supported this survey annually since 2003.

For further information, please visit the website
<<https://internationaleducation.gov.au/Pages/default.aspx>>.

National Centre for Vocational Education Research

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

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Context

Background

This report defines, quantifies and describes Australian vocational education and training (VET) programs delivered offshore during 2013 by public VET providers. It provides statistical information about the providers active overseas, the courses they delivered and the students who enrolled in those courses. This report also includes information on VET programs delivered offshore by public VET providers between 2009 and 2012.

The project defines VET programs as:

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

The scope of the collection is:

- VET activity in the calendar year 2013
- training delivered by Australian public VET providers
- training delivered outside Australia
- training through stand-alone or partnership arrangements.

Public providers of VET includes:

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

Methodology

In 2014, 57 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 on 2013 offshore VET delivery. A list of all identified public providers of VET can be found in appendix E. The number of public providers declined by four from the previous year's collection, the result of institute mergers.

In 2013, 36 public providers were involved in offshore VET delivery. Of these, one provider reported only one course, which was delivered solely online. Courses that were delivered solely online are considered out of scope because the delivery was not fully offshore. Therefore, this report provides statistical information on the offshore training activities of 35 public providers. A summary of 2013 solely online training activity, which includes 90 course enrolments and three courses, is provided in table 68.

Two providers, as part of their offshore delivery, offered courses in which students could receive 100% of a qualification through recognition of prior learning (100% RPL). Courses with 100% RPL are considered in scope of the offshore collection.

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

Reporting changes for 2013

Students can enrol in multiple courses with the same provider. As information is collected at the course level, a unique count of students cannot be calculated. As a result, the number of students in previous reports may technically be the number of course enrolments for some data submissions. For this reason, this report adopted the term 'course enrolments' where previous offshore VET reports in the same series used the terminology 'number of students' to refer to the same measure. This represents a change in terminology only. The methodology and data collection process have not changed from previous years.

Details on scope, concepts, and data definitions of the public offshore collection are provided in appendix A. Information on the 2013 survey instrument can be found in appendix B, while information on the survey approach and the data quality issues is provided in appendix C.

Summary of the 2013 collection

Table 1 provides a summary of VET activity delivered offshore by Australian public VET providers between 2009 and 2013.

Table 1 Summary of VET activity delivered offshore by Australian public VET providers, 2009–13

	2009	2010	2011	2012 ^(a)	2013	Change 2012–13
	No.	No.	No.	No.	No.	%
Providers^(b)	37	39	31	37	35	-5.4
Countries^(c)	30	33	27	32	31	-3.1
Courses	571	568	533	524	499	-4.8
Course enrolments	64 813	62 307	58 516	56 969	49 740	-12.7
Males ^(d)	32 125	31 055	30 840	28 807	24 515	-14.9
Females ^(d)	31 068	29 977	26 832	27 575	23 977	-13.0
Students aged 24 years or less ^(d)	58 966	54 924	51 377	50 486	42 974	-14.9
Students aged 25 to 44 years ^(d)	4 923	5 152	4 880	5 166	4 500	-12.9
Students aged 45 years and over ^(d)	556	954	602	598	751	25.6
Students based in China	48 971	45 882	43 183	42 097	35 641	-15.3
Students based in countries other than China ^(e)	15 842	16 425	15 333	14 872	14 076	-5.4
Students studying all award courses	52 472	51 417	46 602	42 900	35 882	-16.4
Students studying diploma courses	28 750	29 454	28 729	25 827	21 657	-16.1
Students studying non-award courses	12 341	10 890	11 914	14 069	13 858	-1.5
Students studying courses taught in English	38 941	34 606	30 603	28 676	23 588	-17.7
Students studying courses also offered in Australia	53 534	40 482	39 041	40 844	36 530	-10.6

Notes: (a) During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

(b) The number of providers dropped from 2012 to 2013 due to institute mergers.

(c) Country of delivery was not reported for six VET courses and 23 VET course 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 course enrolments where country of delivery was not reported in 2013.

Source: Delivery of VET offshore by public providers, 2009–13.

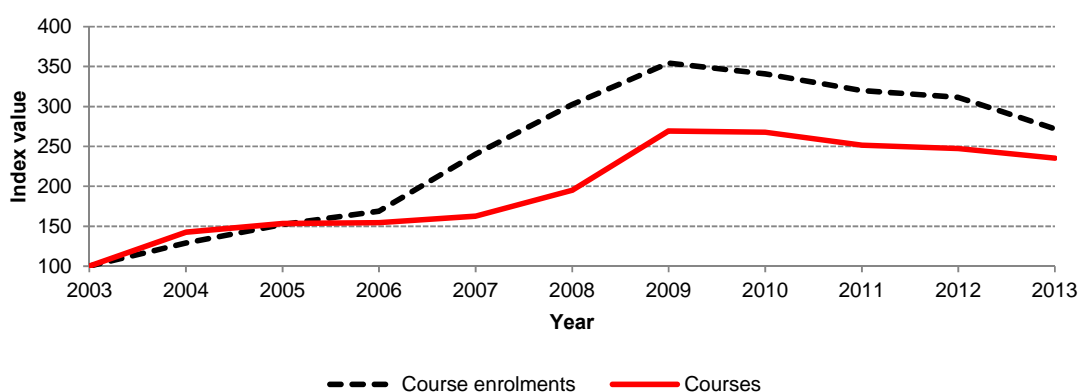
Offshore course enrolments

In 2013:

- Australian public VET providers had 49 740 offshore course enrolments, a fall of 12.7% from 2012. *Table 1*
- The number of 2013 offshore course enrolments was below the 2009 peak (by 15 073 enrolments), but more than double the number of 2003 enrolments. *Figure 1*
- The majority of offshore course enrolments were from students with the same country of birth as the country in which the training was delivered (94.0%). There were only 2.5% of course enrolments from students who had a different country of birth from the country of delivery. *Table 24*

- At the diploma level and above, offshore course enrolments by female students were higher than the number of enrolments by male students (by 653 enrolments). *Table 20*
- 86.4% of course enrolments were from offshore students aged 24 years or less and 9.0% from offshore students aged 25 to 44 years. The number of course enrolments by students aged 24 years or less was highest in management and commerce (at 24 817 or 57.7%), while it was highest in engineering and related technologies for those aged 25 to 44 years (at 1045 or 23.2%) and in education for students aged 45 years and over (at 217 or 28.9%). *Table 22*

Figure 1 VET course enrolments and courses delivered offshore by Australian public VET providers, 2003–13 (2003 = 100)



Notes: 18 291 VET course enrolments and 212 VET courses were delivered offshore by Australian public VET providers in 2003. The indices represent the changes in the number of offshore course enrolments and courses from the base year 2003 to other calendar years. During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

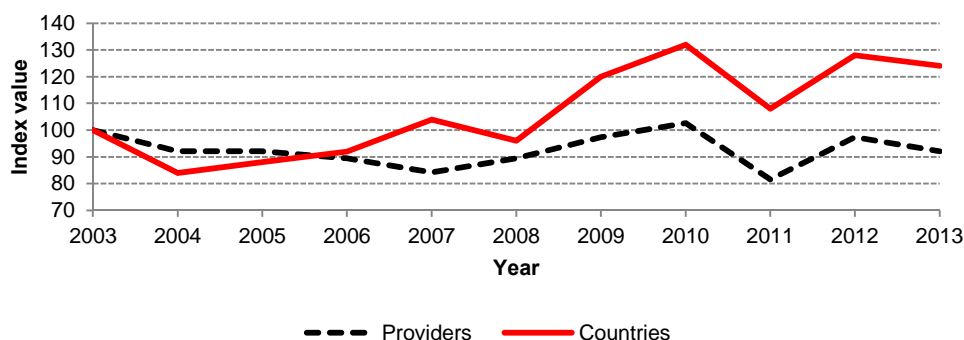
Source: Delivery of VET offshore by public providers, 2003–13.

Public VET providers

In 2013:

- 35 Australian public VET providers delivered VET courses offshore, two fewer than in 2012 as a result of institute mergers. *Table 1*
- As per the four previous years, public VET providers in Victoria continued to have the largest share of course enrolments in the offshore training market (77.7%). Providers in New South Wales and Western Australia had similar shares of enrolments (8.8% and 7.2% respectively), whereas providers in Queensland and those in the remaining states and territories accounted for the minimal shares of enrolments (4.3% and 2.0% respectively). *Figure 2*
Figure 3
Table 11
- Offshore course enrolments for providers in New South Wales, Victoria and Queensland were mainly in China, while for providers in Western Australia and the remaining states and territories the highest enrolments occurred in Kuwait. *Table 11*
- As part of their offshore delivery two providers offered courses in which offshore students could obtain 100% of a qualification through recognition of prior learning.

Figure 2 Australian public VET providers and countries of offshore VET delivery, 2003–13 (2003 = 100)

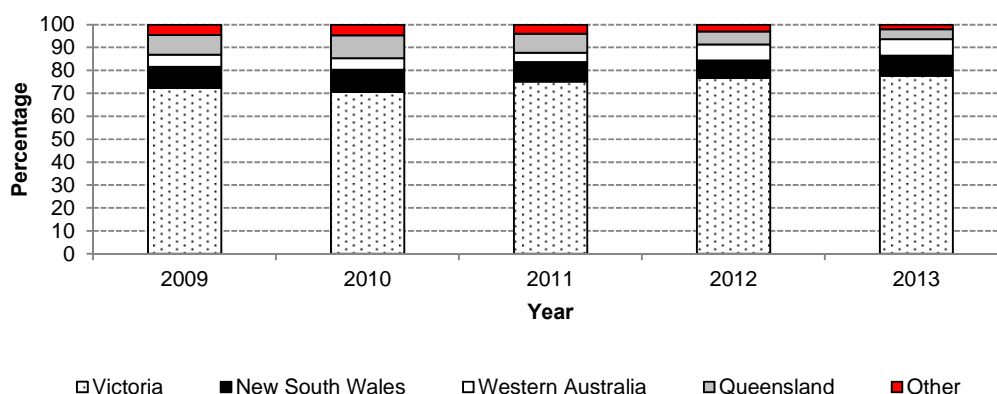


Notes: 38 Australian public VET providers delivered VET courses in 25 countries in 2003. The indices represent the changes in the number of Australian public VET providers and countries of offshore VET delivery from the base year 2003 to other calendar years.

Country of delivery was not reported for six VET courses in 2013.

Source: Delivery of VET offshore by public providers, 2003–13.

Figure 3 Offshore course enrolments for Australian public VET providers, by state or territory, 2009–13



Notes: 'Other' includes South Australia, the Australian Capital Territory, Tasmania and the Northern Territory.

During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

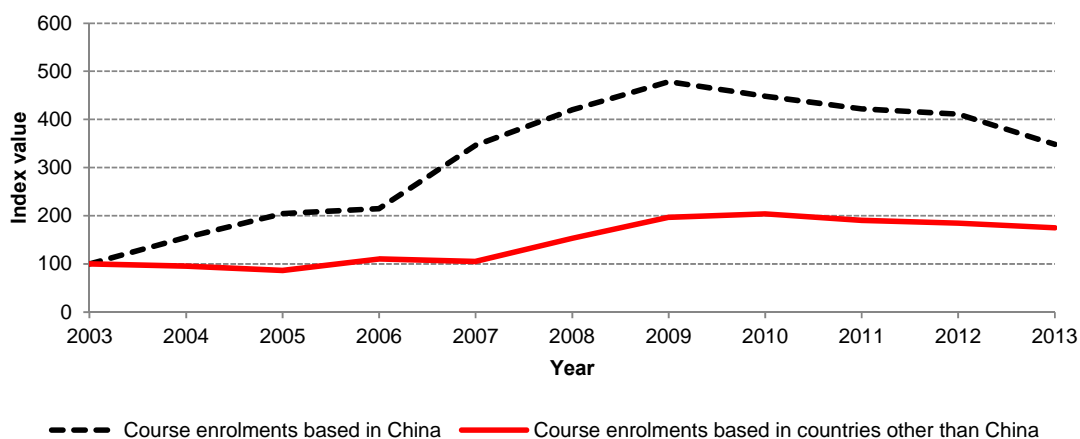
Country of VET delivery

In 2013:

- Offshore VET courses were delivered in 31 countries by Australian public VET providers. *Table 1*
- As in 2012, the Asia Pacific region continued to be the main market for Australian public VET providers. In particular, 19 providers supplied their educational and training services in China and nine operated in Papua New Guinea. *Table 8*
- For the first time since 2009 Australian public VET providers offered training services in Nauru and Pakistan. Over the year, countries where Australian public VET providers discontinued their operations were Bahrain, East Timor, Kiribati and Laos. *Table 8*
- Approximately a third of offshore courses delivered by Australian public VET providers were from China (174 courses), a fall of 24 courses from 2012. *Table 9*

- Offshore course enrolments in China made up 71.7% of the total offshore enrolments and remained lower than the 2009 peak (35 641 enrolments in 2013 compared with 48 971 enrolments in 2009). *Table 10*
Figure 4

Figure 4 Offshore courses enrolments for Australian public VET providers, by whether students were based in China, 2003–13 (2003 = 100)



Notes: 10 235 VET course enrolments were delivered in China and 8056 course enrolments from other countries in 2003. The indices represent the changes in the number of offshore course enrolments based in China and in other countries other than China from the base year 2003 to other calendar years.

During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Country of delivery was not reported for six courses and 23 course enrolments in 2013.

Source: Delivery of VET offshore by public providers, 2003–13.

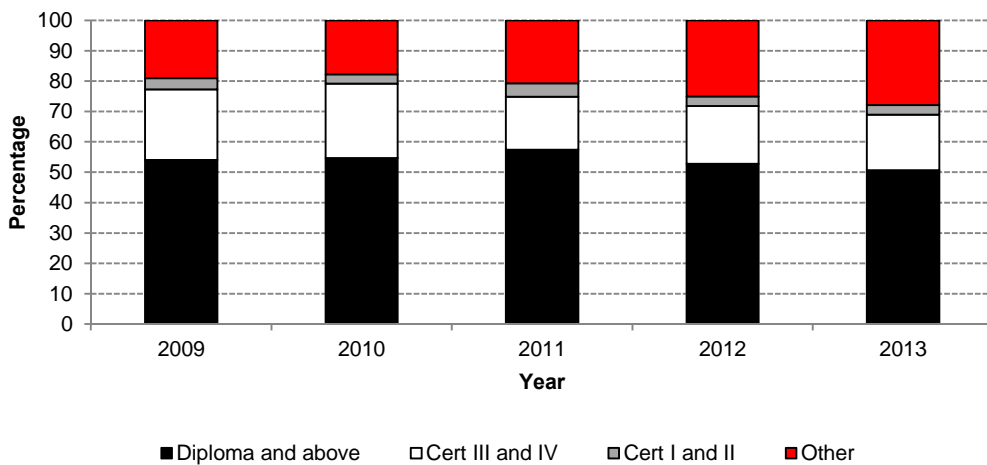
Offshore courses

In 2013:

- Australian public VET providers delivered 499 VET courses offshore, 25 courses fewer than in 2012. *Table 1*
- 19 courses with a total of 68 offshore course enrolments were offered to students based on 100% recognition of prior learning in four fields of education: engineering and related technologies; management and commerce; information technology; and food, hospitality and personal services. *Table 53*
- Senior secondary certificates of education were not delivered by Australian public VET providers. Courses at certificate III and IV levels accounted for the largest share of offshore courses (at 47.9%), followed by courses at the diploma level and above (at 37.5%). Courses at certificate I and II levels and non-award courses made up the smallest share of offshore courses (at 14.6%). *Table 26*
- As in 2012, no courses in agriculture, environmental and related studies were delivered offshore by Australian public VET providers. Management and commerce continued to be the most popular field of education, accounting for 35.3% of all offshore courses. *Table 33*

- Offshore course enrolments in the other category (non-award courses, statements of attainment, and the senior secondary certificate of education) grew, while the enrolment share of courses at certificate I and II levels remained stable. In contrast, the enrolment share of courses at certificate III level and above steadily declined after the 2010 peak. *Figure 5*
- Enrolments in mixed field programmes were all in non-award courses, whereas enrolments in natural and physical sciences were all in courses at the diploma level and above. Four other fields of education where more than half of their course enrolments were at the diploma and above were management and commerce (61.6%), engineering and related technologies (69.7%), architecture and building (74.3%), and information technology (65.7%). In addition, there were no enrolments at certificate I and II levels in the education, creative arts and health areas. *Figure 6*
- Business and management, language and literature, and banking, finance and related fields continued to be the three most popular narrow fields of education and made up 55.2% of all offshore course enrolments. Details on the number of offshore courses and course enrolments for Australian public VET providers by narrow field of education for the last five years, from 2009 to 2013, are provided in appendix D. *Table 32*

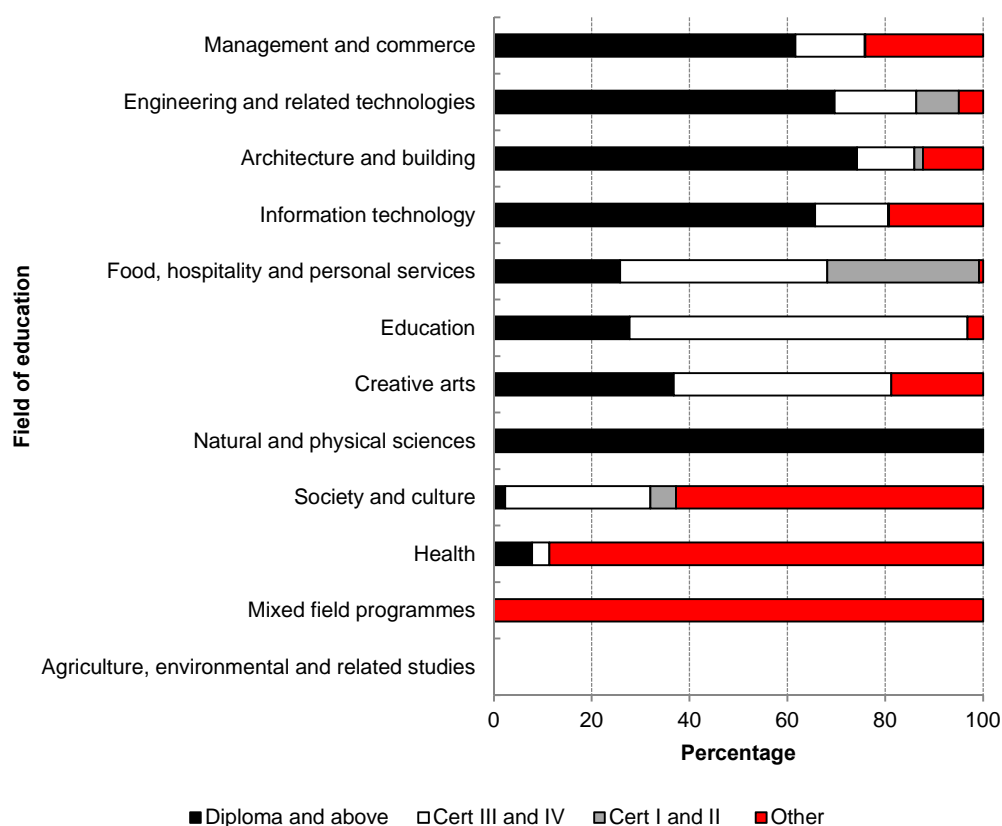
Figure 5 Offshore course enrolments for Australian public VET providers, by level of education, 2009–13



Notes: 'Other' includes non-award courses, statements of attainment, and the senior secondary certificate of education. During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Figure 6 Offshore course enrolments for Australian public VET providers, by field and level of education, 2013



Note: 'Other' includes non-award courses, statements of attainment, and the senior secondary certificate of education.
 Source: Delivery of VET offshore by public providers, 2013.

Delivery mechanisms

In 2013:

- The majority of offshore VET courses were delivered by Australian public VET providers in classrooms, accounting for 86.0% of the total offshore courses. *Table 37*
- The number of VET courses in which credit transfer was awarded to offshore students has almost doubled since 2012 (47 courses in 2013 compared with 26 courses in 2012). *Table 39*
- Of the 1395 offshore course enrolments awarded credit transfer by an Australian public VET provider: *Tables 40-44*
 - 67.3% were awarded from a local qualification, of which most were awarded to students in South Korea (at 93.4%)
 - 32.7% were awarded from an Australian qualification, of which half were awarded to students in Qatar
 - credit transfer based on a local qualification was commonly awarded in management and commerce courses (at 93.8%), while credit transfer from an Australian qualification was mainly awarded in engineering and related technologies (at 45.0%).

- The number of offshore VET courses in which RPL was awarded by an Australian public VET provider decreased from 68 courses in 2012 to 63 courses in 2013. Of these:
 - RPL based on recognising a local qualification *only* was awarded for two course enrolments, only in Fiji and only in the field of management and commerce
 - RPL based on students' prior knowledge and experience *only* was awarded for 49 course enrolments, with more than half of the enrolments offered in Papua New Guinea
 - RPL based on both prior knowledge and experience and recognition of a local qualification was awarded for 1036 enrolments, of which approximately two-thirds were from China and Mongolia
 - engineering and related technologies accounted for the largest share of course enrolments in which RPL was awarded based on students' prior knowledge and experience *only* (at 55.1%) and on *both* prior knowledge and experience *and* recognition of a local qualification (at 40.3%).
- 50.9% of offshore VET courses were delivered by local teachers for Australian public VET providers, while 45.1% were delivered by Australian teachers. Only 2.6% of offshore courses were delivered by expatriate Australian teachers. *Table 54*
- The majority of offshore courses were delivered fully offshore (97.4%) by Australian public VET providers. *Table 56*
- As in 2012, almost half of the offshore courses delivered by Australian public VET providers were of a short duration, from one to 20 weeks. Only 6.4% of offshore courses had a duration of more than 100 weeks. *Table 57*
- 65.9% of offshore courses delivered by Australian public VET providers required students to have an appropriate level of English competency before the training commenced. *Table 61*
- Almost two-thirds of offshore courses (62.1%) delivered by Australian public VET providers had formal arrangements in place for students to articulate to courses in Australia. *Table 65*

Business arrangements in offshore operations

Australian public VET 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 course. A partnership is a joint venture with a local entity, whereby responsibility for course delivery is shared. However, the Australian provider in the partnership is responsible for the academic oversight of the course. In addition, offshore VET courses can be delivered by Australian public VET providers under contract to governments or non-government entities.

Table 2 Offshore courses delivered by Australian public VET providers, by business arrangement type, 2011–13

Arrangement type	Courses					
	2011	%	2012	%	2013	%
Partnership	505	94.7	455	86.8	417	83.6
Stand-alone	28	5.3	69	13.2	77	15.4
Not stated	0	0.0	0	0.0	5	1.0
Total	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 3 Australian public VET providers delivering offshore VET, by business arrangement type, 2011–13

Arrangement type	Providers					
	2011	%	2012	%	2013	%
Partnership	30	96.8	33	89.2	27	77.1
Stand-alone	6	19.4	11	29.7	15	42.9
Not stated	0	0.0	0	0.0	1	2.9
Total	31		37		35	

Note: Figures do not sum to the total and percentages do not sum to 100, as providers could indicate different types of arrangements for each course.

Source: Delivery of VET offshore by public providers, 2011–13.

In 2013:

- The majority of offshore courses provided by Australian public VET providers were delivered through a partnership arrangement as opposed to a stand-alone operation (at 83.6% and 15.4% respectively). The delivery of offshore VET courses through a partnership arrangement decreased significantly from 505 courses in 2011 to 417 courses in 2013, although this was marginally substituted by the increase in the number of courses delivered under the stand-alone operations across the same period. *Table 2*
- The number of Australian public VET providers delivering offshore VET courses through the stand-alone arrangement grew from six providers in 2011 to 15 providers in 2013. *Table 3*
- Over half (54.3%) of Australian public VET providers delivered offshore VET courses under a contract with a company or other non-government business entity. *Table 5*

Table 4 Offshore courses delivered by Australian public VET providers, by client type, 2011–13

Client type	Courses					
	2011	%	2012	%	2013	%
Government entity	191	35.8	152	29.0	159	31.9
A company or other non-government business entity	205	38.5	211	40.3	185	37.1
Other client group	20	3.8	32	6.1	38	7.6
Not contracted	117	22.0	129	24.6	117	23.4
Total	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 5 Australian public VET providers delivering offshore VET, by client type, 2011–13

Client type	Providers					
	2011	%	2012	%	2013	%
Government entity	16	51.6	18	48.6	13	37.1
A company or other non-government business entity	18	58.1	18	48.6	19	54.3
Other client group	2	6.5	3	8.1	5	14.3
Not contracted	12	38.7	13	35.1	12	34.3
Total	31		37		35	

Note: Figures do not sum to the total and percentages do not sum to 100, as providers could indicate different types of arrangements for each course.

Source: Delivery of VET offshore by public providers, 2011–13.

Additional tables

Table 6 Australian public VET providers^(a) delivering offshore VET, 2009–13

Providers	2009	2010	2011	2012	2013
Total providers delivering offshore ^(b)	37	39	31	37	35
Providers involved in previous year ^(a)	30	36	29	30	31
New providers identified ^(c)	7	3	2	7	4
Providers involved in previous year but no longer involved in current year ^(d)	4	1	9	1	2

Notes: (a) Excludes providers who delivered solely online courses in the previous year or in the current year.

(b) The number of providers declined from 2012 to 2013 due to institute mergers.

(c) Includes providers who delivered solely online courses in the previous year but their training was in scope in the following year.

(d) Excludes providers who delivered courses in scope in the previous year but their training was out of scope in the following year.

Source: Delivery of VET offshore by public providers, 2009–13.

Country of delivery

Table 7 Number of countries in which Australian public VET providers delivered their offshore training, 2009–13

Number of countries	Providers									
	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
One country	13	35.1	14	35.9	7	22.6	12	32.4	16	47.1
Two countries	11	29.7	15	38.5	12	38.7	10	27.0	3	8.8
Three countries	6	16.2	3	7.7	6	19.4	7	18.9	8	23.5
Four or more countries	7	18.9	7	17.9	6	19.4	8	21.6	7	20.6
Total	37	100.0	39	100.0	31	100.0	37	100.0	34	100.0

Notes: The number of providers declined from 2012 to 2013 due to institute mergers.

One provider did not report the country of delivery for six courses in 2013.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 8 Australian public VET providers delivering offshore VET, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
China	23	20	19	22	19
Papua New Guinea	6	6	6	7	9
Malaysia	10	6	5	5	5
Fiji	4	3	4	5	4
Hong Kong	7	6	6	5	4
Kuwait	5	5	5	5	4
Philippines	2	2	4	4	4
United Arab Emirates	2	3	3	4	4
England	2	2	2	2	3
Indonesia	3	3	3	2	3
New Zealand	1	2	1	2	3
Vietnam	6	7	5	5	3
India	2	4	1	5	2
Mauritius	3	2	2	2	2
Qatar	2	1	1	1	2
Samoa	3	3	3	3	2
Saudi Arabia	1	1	1	1	2
Singapore	3	4	3	3	2
South Africa	1	0	1	1	2
South Korea	2	1	2	3	2
Sri Lanka	2	2	1	3	2
Thailand	0	0	0	1	2
Vanuatu	1	2	2	2	2
Brunei	0	1	0	1	1
Chile	0	0	1	2	1
Iran	1	2	1	1	1
Macau	0	0	0	1	1
Mongolia	0	0	0	2	1
Nauru	0	0	0	0	1
Pakistan	0	0	0	0	1
Solomon Islands	2	0	1	0	1
Bahrain	0	0	0	1	0
Canada	1	0	0	0	0
Colombia	0	1	0	0	0
East Timor	1	1	2	2	0
Egypt	0	1	0	0	0
Kiribati	1	1	0	2	0
Laos	0	1	1	1	0
Maldives	0	1	0	0	0
New Caledonia	0	1	0	0	0
Tonga	1	1	0	0	0
Turkey	0	1	0	0	0
Tuvalu	0	1	0	0	0
United Kingdom nfd	1	0	0	0	0
United States Of America	1	0	0	0	0
Not stated	0	0	0	0	1
Total	37	39	31	37	35

Notes: Providers may deliver training in more than one country.

The number of providers declined from 2012 to 2013 due to institute mergers.

United Kingdom nfd comprises England, Scotland, Wales and Northern Ireland. One provider did not report in which country of the sovereign state they delivered their training in 2009.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 9 Offshore courses delivered by Australian public VET providers, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
China	247	219	228	198	174
Fiji	47	56	46	43	43
Papua New Guinea	18	39	45	43	40
Kuwait	25	25	26	29	24
Iran	11	14	14	17	20
Vietnam	38	33	31	21	20
Mauritius	22	14	13	19	18
Philippines	8	8	9	14	18
Samoa	15	14	18	13	16
United Arab Emirates	7	11	6	13	16
Hong Kong	21	18	14	11	14
Vanuatu	12	13	8	12	13
Qatar	24	6	11	9	12
Malaysia	14	13	13	12	11
England	2	8	3	5	7
Indonesia	6	9	9	5	5
South Korea	8	5	4	4	5
India	5	5	1	8	4
Mongolia	0	0	0	3	4
New Zealand	2	4	1	4	4
Saudi Arabia	4	2	4	4	4
Sri Lanka	2	2	1	3	4
Macau	0	0	0	5	3
Solomon Islands	2	0	1	0	3
Brunei	0	3	0	2	2
Singapore	20	22	15	13	2
South Africa	1	0	1	1	2
Thailand	0	0	0	1	2
Chile	0	0	1	2	1
Nauru	0	0	0	0	1
Pakistan	0	0	0	0	1
Bahrain	0	0	0	1	0
Canada	1	0	0	0	0
Colombia	0	2	0	0	0
East Timor	1	1	4	3	0
Egypt	0	1	0	0	0
Kiribati	1	6	0	5	0
Laos	0	6	6	1	0
Maldives	0	2	0	0	0
New Caledonia	0	1	0	0	0
Tonga	1	2	0	0	0
Turkey	0	2	0	0	0
Tuvalu	0	2	0	0	0
United Kingdom nfd	5	0	0	0	0
United States Of America	1	0	0	0	0
Not stated	0	0	0	0	6
Total	571	568	533	524	499

Note: United Kingdom nfd comprises England, Scotland, Wales and Northern Ireland. One provider did not report in which country of the sovereign state they delivered their training in 2009.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 10 Offshore course enrolments for Australian public VET providers, by country of delivery, 2009–13

Country of delivery	2009	%	2010	%	2011	%	2012	%	2013	%
China	48 971	75.6	45 882	73.6	43 183	73.8	42 097	73.9	35 641	71.7
Kuwait	2 231	3.4	2 667	4.3	2 247	3.8	2 452	4.3	2 839	5.7
Fiji	2 209	3.4	2 490	4.0	1 709	2.9	1 818	3.2	2 028	4.1
Philippines	171	0.3	392	0.6	511	0.9	644	1.1	1 079	2.2
Mauritius	626	1.0	672	1.1	706	1.2	846	1.5	985	2.0
South Korea	976	1.5	743	1.2	850	1.5	862	1.5	891	1.8
Hong Kong	1 218	1.9	1 320	2.1	1 104	1.9	848	1.5	687	1.4
Malaysia	712	1.1	532	0.9	722	1.2	781	1.4	668	1.3
Papua New Guinea	1 243	1.9	1 189	1.9	1 848	3.2	831	1.5	636	1.3
Samoa	717	1.1	693	1.1	459	0.8	352	0.6	551	1.1
Iran	494	0.8	402	0.6	346	0.6	567	1.0	522	1.0
United Arab Emirates	140	0.2	191	0.3	92	0.2	466	0.8	462	0.9
Vanuatu	341	0.5	475	0.8	301	0.5	345	0.6	454	0.9
Vietnam	2 625	4.1	2 203	3.5	2 055	3.5	1 198	2.1	427	0.9
Mongolia	0	0.0	0	0.0	0	0.0	53	0.1	400	0.8
Macau	0	0.0	0	0.0	0	0.0	814	1.4	328	0.7
Qatar	588	0.9	355	0.6	957	1.6	418	0.7	261	0.5
Sri Lanka	27	0.0	44	0.1	13	0.0	31	0.1	198	0.4
Thailand	0	0.0	0	0.0	0	0.0	10	0.0	152	0.3
Indonesia	193	0.3	235	0.4	220	0.4	130	0.2	109	0.2
Solomon Islands	27	0.0	0	0.0	20	0.0	0	0.0	94	0.2
Saudi Arabia	46	0.1	50	0.1	53	0.1	34	0.1	86	0.2
New Zealand	109	0.2	64	0.1	2	0.0	94	0.2	74	0.1
Brunei	0	0.0	58	0.1	0	0.0	98	0.2	27	0.1
Chile	0	0.0	0	0.0	18	0.0	57	0.1	26	0.1
Nauru	0	0.0	0	0.0	0	0.0	0	0.0	23	0.0
Singapore	640	1.0	784	1.3	785	1.3	464	0.8	22	0.0
England	58	0.1	125	0.2	49	0.1	131	0.2	19	0.0
India	115	0.2	207	0.3	97	0.2	241	0.4	15	0.0
South Africa	1	0.0	0	0.0	1	0.0	1	0.0	12	0.0
Pakistan	0	0.0	0	0.0	0	0.0	0	0.0	1	0.0
Bahrain	0	0.0	0	0.0	0	0.0	45	0.1	0	0.0
Canada	16	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Colombia	0	0.0	49	0.1	0	0.0	0	0.0	0	0.0
East Timor	65	0.1	37	0.1	128	0.2	115	0.2	0	0.0
Egypt	0	0.0	45	0.1	0	0.0	0	0.0	0	0.0
Kiribati	28	0.0	21	0.0	0	0.0	114	0.2	0	0.0
Laos	0	0.0	53	0.1	40	0.1	12	0.0	0	0.0
Maldives	0	0.0	241	0.4	0	0.0	0	0.0	0	0.0
New Caledonia	0	0.0	12	0.0	0	0.0	0	0.0	0	0.0
Tonga	49	0.1	24	0.0	0	0.0	0	0.0	0	0.0
Turkey	0	0.0	8	0.0	0	0.0	0	0.0	0	0.0
Tuvalu	0	0.0	44	0.1	0	0.0	0	0.0	0	0.0
United Kingdom nfd	166	0.3	0	0.0	0	0.0	0	0.0	0	0.0
United States of America	11	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	0	0.0	23	0.0
Total	64 813	100.0	62 307	100.0	58 516	100.0	56 969	100.0	49 740	100.0

Notes: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

United Kingdom nfd comprises England, Scotland, Wales and Northern Ireland. One provider did not report in which country of the sovereign state they delivered their training in 2009.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 11 Offshore course enrolments for Australian public VET providers, by country of delivery and Australian state or territory of provider, 2013

Country of delivery	State or territory of provider					Total
	NSW	Vic.	Qld	WA	Other states/ territories	
China	2 709	31 414	999	388	131	35 641
Kuwait	0	842	0	1 577	420	2 839
Fiji	989	782	255	2	0	2 028
Philippines	0	695	0	10	374	1 079
Mauritius	0	0	0	985	0	985
South Korea	5	886	0	0	0	891
Hong Kong	354	172	0	161	0	687
Malaysia	254	414	0	0	0	668
Papua New Guinea	0	169	438	0	29	636
Samoa	0	457	94	0	0	551
Iran	0	522	0	0	0	522
United Arab Emirates	38	10	0	414	0	462
Vanuatu	0	416	38	0	0	454
Vietnam	0	427	0	0	0	427
Mongolia	0	400	0	0	0	400
Macau	0	328	0	0	0	328
Qatar	0	261	0	0	0	261
Sri Lanka	0	198	0	0	0	198
Thailand	10	142	0	0	0	152
Indonesia	0	17	82	0	10	109
Solomon Islands	0	0	94	0	0	94
Saudi Arabia	0	38	0	48	0	86
New Zealand	5	13	56	0	0	74
Brunei	0	0	27	0	0	27
Chile	0	0	26	0	0	26
Nauru	0	23	0	0	0	23
Singapore	0	22	0	0	0	22
England	3	11	0	5	0	19
India	0	0	8	7	0	15
South Africa	0	0	0	1	11	12
Pakistan	0	0	0	1	0	1
Not stated	0	0	0	0	23	23
Total	4 367	38 659	2 117	3 599	998	49 740

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

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

Australian public VET provider profile

Table 12 Australian public VET providers delivering offshore VET, by Australian state or territory of provider, 2013

Offshore category	NSW	Vic.	Qld	WA	Other states/territories ^(a)	Total
Number of providers (offshore) ^(b)	8	13	7	4	3	35
Number of providers (with no offshore)	3	5	4	7	2	21
Total number of providers^(c)	11	18	11	11	5	56
Percentage of providers with offshore delivery (within each state/territory)	72.7	72.2	63.6	36.4	60.0	62.5

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

(b) Excludes providers who only delivered online courses.

(c) The total number of Australian public VET providers reported in the offshore survey may be different from the number of providers reported in the National VET Provider Collection as a result of institute mergers during the survey period.

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

Table 13 New South Wales public VET providers' offshore course enrolments, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
China	3 550	3 994	3 413	2 450	2 709
Fiji	1 096	1 121	704	790	989
Hong Kong	211	238	283	244	354
Malaysia	275	227	298	474	254
United Arab Emirates	0	0	0	141	38
Thailand	0	0	0	10	10
New Zealand	109	49	0	62	5
South Korea	0	0	0	0	5
England	0	0	0	0	3
Bahrain	0	0	0	45	0
Chile	0	0	18	18	0
Egypt	0	45	0	0	0
India	0	13	0	0	0
Iran	494	226	0	0	0
Philippines	169	82	217	135	0
Turkey	0	8	0	0	0
Vietnam	59	13	0	21	0
Total	5 963	6 016	4 933	4 390	4 367

Notes: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 14 Victorian public VET providers' offshore course enrolments, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
China	40 496	37 575	37 253	36 426	31 414
South Korea	822	743	736	817	886
Kuwait	936	815	993	938	842
Fiji	582	320	397	642	782
Philippines	2	310	272	509	695
Iran	0	176	346	567	522
Samoa	211	270	192	237	457
Vietnam	1 212	1 098	920	575	427
Vanuatu	341	420	279	310	416
Malaysia	244	77	302	287	414
Mongolia	0	0	0	27	400
Macau	0	0	0	814	328
Qatar	539	355	957	418	261
Sri Lanka	18	18	13	17	198
Hong Kong	193	223	210	214	172
Papua New Guinea	113	195	114	131	169
Thailand	0	0	0	0	142
Saudi Arabia	46	50	53	34	38
Nauru	0	0	0	0	23
Singapore	603	781	753	439	22
Indonesia	31	6	22	0	17
New Zealand	0	15	2	0	13
England	24	113	16	131	11
United Arab Emirates	127	32	39	28	10
Canada	16	0	0	0	0
Chile	0	0	0	39	0
Colombia	0	49	0	0	0
East Timor	65	37	124	115	0
India	1	12	0	0	0
Kiribati	28	0	0	0	0
Laos	0	53	40	12	0
Maldives	0	241	0	0	0
Mauritius	21	0	0	0	0
Solomon Islands	7	0	0	0	0
South Africa	0	0	1	1	0
Tonga	49	0	0	0	0
Tuvalu	0	44	0	0	0
United Kingdom nfd	166	0	0	0	0
United States Of America	11	0	0	0	0
Total	46 904	44 028	44 034	43 728	38 659

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

United Kingdom nfd comprises England, Scotland, Wales and Northern Ireland. One provider did not report in which country of the sovereign state they delivered their training in 2009.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 15 Queensland public VET providers' offshore course enrolments, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
China	2 969	3 269	1 808	1 642	999
Papua New Guinea	1 126	994	1 734	700	438
Fiji	531	1 049	608	386	255
Samoa	506	423	267	115	94
Solomon Islands	20	0	20	0	94
Indonesia	85	163	149	93	82
New Zealand	0	0	0	32	56
Vanuatu	0	55	22	35	38
Brunei	0	58	0	98	27
Chile	0	0	0	0	26
India	0	56	0	35	8
Kiribati	0	21	0	0	0
Kuwait	25	62	31	10	0
Malaysia	0	0	122	0	0
Mongolia	0	0	0	26	0
New Caledonia	0	12	0	0	0
South Korea	154	0	114	45	0
Tonga	0	24	0	0	0
Vietnam	94	9	0	0	0
Total	5 510	6 195	4 875	3 217	2 117

Notes: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 16 Western Australian public VET providers' offshore course enrolments, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
Kuwait	514	732	694	1 072	1 577
Mauritius	605	672	706	846	985
United Arab Emirates	13	139	33	253	414
China	1 492	757	535	1 454	388
Hong Kong	604	660	423	182	161
Saudi Arabia	0	0	0	0	48
Philippines	0	0	22	0	10
India	0	0	0	108	7
England	34	0	0	0	5
Fiji	0	0	0	0	2
Pakistan	0	0	0	0	1
South Africa	1	0	0	0	1
East Timor	0	0	4	0	0
Malaysia	193	228	0	20	0
Papua New Guinea	4	0	0	0	0
Qatar	49	0	0	0	0
Total	3 509	3 188	2 417	3 935	3 599

Notes: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 17 South Australia, Northern Territory, Tasmania and the Australian Capital Territory public VET providers' offshore course enrolments, by country of delivery, 2009–13

Country of delivery	2009	2010	2011	2012	2013
Kuwait	756	1 058	529	432	420
Philippines	0	0	0	0	374
China	464	287	174	125	131
Papua New Guinea	0	0	0	0	29
South Africa	0	0	0	0	11
Indonesia	77	66	49	37	10
England	0	12	33	0	0
Hong Kong	210	199	188	208	0
India	114	126	97	98	0
Kiribati	0	0	0	114	0
Singapore	37	3	32	25	0
Sri Lanka	9	26	0	14	0
United Arab Emirates	0	20	20	44	0
Vietnam	1 260	1 083	1 135	602	0
Not stated	0	0	0	0	23
Total	2 927	2 880	2 257	1 699	998

Notes: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Course enrolments by student profile

Table 18 Offshore course enrolments for Australian public VET providers, by gender of students and country of delivery, 2013

Country of delivery	Gender			Total No.
	Male No.	Female No.	Not stated No.	
China	17 322	17 877	442	35 641
Kuwait	1 084	1 335	420	2 839
Fiji	1 051	977	0	2 028
Philippines	375	330	374	1 079
Mauritius	579	406	0	985
South Korea	265	626	0	891
Hong Kong	318	369	0	687
Malaysia	339	329	0	668
Papua New Guinea	478	158	0	636
Samoa	271	280	0	551
Iran	183	339	0	522
United Arab Emirates	441	21	0	462
Vanuatu	167	287	0	454
Vietnam	239	188	0	427
Mongolia	366	34	0	400
Macau	328	0	0	328
Qatar	150	111	0	261
Sri Lanka	154	44	0	198
Thailand	43	109	0	152
Indonesia	91	18	0	109
Solomon Islands	73	21	0	94
Saudi Arabia	48	38	0	86
New Zealand	69	5	0	74
Brunei	2	25	0	27
Chile	23	3	0	26
Nauru	7	16	0	23
Singapore	6	16	0	22
England	18	1	0	19
India	12	3	0	15
South Africa	3	9	0	12
Pakistan	1	0	0	1
Not stated	9	2	12	23
Total	24 515	23 977	1 248	49 740

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

Table 19 Offshore course enrolments for Australian public VET providers, by gender of students and broad field of education, 2013

Field of education	Gender			Total No.	%
	Male No.	Female No.	Not stated No.		
Management and commerce	11 258	14 592	866	26 716	53.7
Engineering and related technologies	4 657	2 122	0	6 779	13.6
Society and culture	3 152	2 553	0	5 705	11.5
Architecture and building	1 675	506	0	2 181	4.4
Mixed field programmes	802	1 287	0	2 089	4.2
Food, hospitality and personal services	859	791	374	2 024	4.1
Information technology	860	486	0	1 346	2.7
Education	516	647	8	1 171	2.4
Health	316	504	0	820	1.6
Creative arts	323	387	0	710	1.4
Natural and physical sciences	97	102	0	199	0.4
Agriculture, environmental and related studies	0	0	0	0	0.0
Total	24 515	23 977	1 248	49 740	100.0

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

Table 20 Offshore course enrolments for Australian public VET providers, by gender of students and level of education, 2013

Level of education	Gender			Total No.	%
	Male No.	Female No.	Not stated No.		
Vocational graduate certificate	29	31	0	60	0.1
Advanced diploma	1 536	1 794	148	3 478	7.0
Diploma	10 337	10 730	590	21 657	43.5
Certificate IV	1 841	2 103	140	4 084	8.2
Certificate III	2 675	2 331	1	5 007	10.1
Certificate II	696	307	369	1 372	2.8
Certificate I	128	96	0	224	0.5
Non-award	7 273	6 585	0	13 858	27.9
Total	24 515	23 977	1 248	49 740	100.0
<i>Percentage</i>	<i>49.3</i>	<i>48.2</i>	<i>2.5</i>	<i>100.0</i>	

Note: Non-award includes statement of attainment.

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

Table 21 Offshore course enrolments for Australian public VET providers, by age of students and country of delivery, 2013

Country of delivery	Age				Total No.
	24 or less No.	25–44 No.	45 and over No.	Not stated No.	
China	34 643	221	58	719	35 641
Kuwait	2 276	134	9	420	2 839
Fiji	724	1 149	155	0	2 028
Philippines	538	147	20	374	1 079
Mauritius	848	132	5	0	985
South Korea	863	20	8	0	891
Hong Kong	656	31	0	0	687
Malaysia	520	140	8	0	668
Papua New Guinea	48	490	97	1	636
Samoa	94	364	93	0	551
Iran	182	320	20	0	522
United Arab Emirates	363	74	25	0	462
Vanuatu	79	330	45	0	454
Vietnam	360	66	1	0	427
Mongolia	185	180	34	1	400
Macau	5	322	1	0	328
Qatar	256	4	1	0	261
Sri Lanka	180	18	0	0	198
Thailand	6	82	64	0	152
Indonesia	82	26	1	0	109
Solomon Islands	24	51	19	0	94
Saudi Arabia	36	50	0	0	86
New Zealand	0	39	35	0	74
Brunei	0	23	4	0	27
Chile	0	6	20	0	26
Nauru	0	19	4	0	23
Singapore	2	15	5	0	22
England	2	16	1	0	19
India	1	8	6	0	15
South Africa	0	10	2	0	12
Pakistan	0	1	0	0	1
Not stated	1	12	10	0	23
Total	42 974	4 500	751	1 515	49 740

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

Table 22 Offshore course enrolments for Australian public VET providers, by age of students and broad field of education, 2013

Field of education	Age				Total No.	%
	24 or less No.	25–44 No.	45 and over No.	Not stated No.		
Management and commerce	24 817	695	65	1 139	26 716	53.7
Engineering and related technologies	5 591	1 045	142	1	6 779	13.6
Society and culture	5 314	322	69	0	5 705	11.5
Architecture and building	1 750	387	44	0	2 181	4.4
Mixed field programmes	2 073	10	6	0	2 089	4.2
Food, hospitality and personal services	956	587	106	375	2 024	4.1
Information technology	1 190	151	5	0	1 346	2.7
Education	329	625	217	0	1 171	2.4
Health	190	541	89	0	820	1.6
Creative arts	566	136	8	0	710	1.4
Natural and physical sciences	198	1	0	0	199	0.4
Agriculture, environmental and related studies	0	0	0	0	0	0.0
Total	42 974	4 500	751	1 515	49 740	100.0
<i>Percentage</i>	<i>86.4</i>	<i>9.0</i>	<i>1.5</i>	<i>3.0</i>	<i>100.0</i>	

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

Table 23 Offshore course enrolments for Australian public VET providers, by age of students and level of education, 2013

Level of education	Age				Total No.	%
	24 or less No.	25–44 No.	45 and over No.	Not stated No.		
Vocational graduate certificate	4	56	0	0	60	0.1
Advanced diploma	3 094	211	25	148	3 478	7.0
Diploma	20 428	451	50	728	21 657	43.5
Certificate IV	2 659	912	245	268	4 084	8.2
Certificate III	3 324	1 458	223	2	5 007	10.1
Certificate II	729	192	82	369	1 372	2.8
Certificate I	220	2	2	0	224	0.5
Non-award	12 516	1 218	124	0	13 858	27.9
Total	42 974	4 500	751	1 515	49 740	100.0
<i>Percentage</i>	<i>86.4</i>	<i>9.0</i>	<i>1.5</i>	<i>3.0</i>	<i>100.0</i>	

Note: Non-award includes statements of attainment.

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

Table 24 Offshore course enrolments for Australian public VET providers, by whether students had the same country of birth as the country of delivery, 2013

Country of birth same as country of delivery	No.	%
Yes	46 772	94.0
No	1 233	2.5
Not stated	1 735	3.5
Total	49 740	100.0

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

Types of courses delivered

Table 25 Australian public VET providers delivering VET offshore, by type of courses, 2009–13

Course type	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
Award only	29	78.4	29	74.4	19	61.3	27	73.0	27	77.1
Non-award programs of study only	1	2.7	1	2.6	1	3.2	1	2.7	1	2.9
Both award and non-award	7	18.9	9	23.1	11	35.5	9	24.3	7	20.0
Total	37	100.0	39	100.0	31	100.0	37	100.0	35	100.0

Note: Non-award includes statements of attainment.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 26 Offshore course enrolments and courses delivered by Australian public VET providers, by level of education, 2013

Level of education	Providers		Courses		Course enrolments	
	No.	%	No.	%	No.	%
Vocational graduate certificate	1	2.9	1	0.2	60	0.1
Advanced diploma	14	40.0	45	9.0	3 478	7.0
Diploma	22	62.9	141	28.3	21 657	43.5
Certificate IV	28	80.0	95	19.0	4 084	8.2
Certificate III	20	57.1	144	28.9	5 007	10.1
Certificate II	14	40.0	34	6.8	1 372	2.8
Certificate I	4	11.4	4	0.8	224	0.5
Non-award	9	25.7	35	7.0	13 858	27.9
Total	35		499	100.0	49 740	100.0

Notes: Non-award includes statements of attainment.

Provider numbers do not sum to the total as providers may deliver training in more than one level of education.

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

Table 27 Australian public VET providers delivering offshore VET, by level of education, 2009–13

Level of education	2009	2010	2011	2012	2013
Vocational graduate certificate	1	0	1	1	1
Advanced diploma	15	14	15	15	14
Diploma	27	32	26	28	22
Certificate IV	25	26	22	25	28
Certificate III	23	21	20	19	20
Certificate II	12	12	9	14	14
Certificate I	5	3	5	6	4
Senior secondary certificate of education	1	2	2	1	0
Non-award	9	11	13	11	9
Total	37	39	31	37	35

Notes: Non-award includes statements of attainment.

Provider numbers do not sum to the total as providers may deliver training in more than one level of education.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 28 Offshore courses delivered by Australian public VET providers, by level of education, 2009–13

Level of education	2009	2010	2011	2012	2013
Vocational graduate certificate	1	0	1	1	1
Advanced diploma	78	65	55	49	45
Diploma	170	169	173	159	141
Certificate IV	125	121	92	97	95
Certificate III	124	129	128	129	144
Certificate II	33	31	29	31	34
Certificate I	11	7	8	10	4
Senior secondary certificate of education	1	3	3	2	0
Non-award	28	43	44	46	35
Total	571	568	533	524	499

Note: Non-award includes statements of attainment.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 29 Offshore course enrolments for Australian public VET providers, by level of education, 2009–13

Level of education	2009	2010	2011	2012	2013
Vocational graduate certificate	60	0	61	24	60
Advanced diploma	6 217	4 620	4 789	4 217	3 478
Diploma	28 750	29 454	28 729	25 827	21 657
Certificate IV	5 249	5 775	4 279	4 457	4 084
Certificate III	9 813	9 503	5 964	6 382	5 007
Certificate II	1 823	1 465	1 348	1 233	1 372
Certificate I	541	387	1 221	563	224
Senior secondary certificate of education	19	213	211	197	0
Non-award	12 341	10 890	11 914	14 069	13 858
Total	64 813	62 307	58 516	56 969	49 740

Note: Non-award includes statements of attainment.

During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 30 Australian public VET providers delivering offshore VET, by number of fields of education, 2009–13

Number of fields of education	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
One field	8	21.6	8	20.5	4	12.9	8	21.6	10	28.6
Two fields	5	13.5	8	20.5	5	16.1	7	18.9	7	20.0
Three fields	6	16.2	4	10.3	4	12.9	5	13.5	0	0.0
Four fields	4	10.8	2	5.1	3	9.7	3	8.1	3	8.6
Five or more fields	14	37.8	17	43.6	15	48.4	14	37.8	15	42.9
Total	37	100.0	39	100.0	31	100.0	37	100.0	35	100.0

Source: Delivery of VET offshore by public providers, 2009–13.

Table 31 Offshore course enrolments for Australian public VET providers, by broad field of education, 2009–13

Field of education	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
Management and commerce	33 089	51.1	35 028	56.2	34 490	58.9	32 787	57.6	26 716	53.7
Engineering and related technologies	6 375	9.8	6 590	10.6	7 754	13.3	7 170	12.6	6 779	13.6
Society and culture	14 553	22.5	9 289	14.9	7 242	12.4	7 327	12.9	5 705	11.5
Architecture and building	1 215	1.9	1 066	1.7	1 663	2.8	2 316	4.1	2 181	4.4
Mixed field programmes	2 118	3.3	2 740	4.4	693	1.2	925	1.6	2 089	4.2
Food, hospitality and personal services	1 724	2.7	2 264	3.6	1 658	2.8	2 027	3.6	2 024	4.1
Information technology	3 332	5.1	2 798	4.5	2 317	4.0	1 668	2.9	1 346	2.7
Education	896	1.4	1 016	1.6	968	1.7	745	1.3	1 171	2.4
Health	249	0.4	543	0.9	669	1.1	786	1.4	820	1.6
Creative arts	664	1.0	593	1.0	737	1.3	963	1.7	710	1.4
Natural and physical sciences	170	0.3	185	0.3	223	0.4	255	0.4	199	0.4
Agriculture, environmental and related studies	428	0.7	195	0.3	102	0.2	0	0.0	0	0.0
Total	64 813	100.0	62 307	100.0	58 516	100.0	56 969	100.0	49 740	100.0

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 32 Offshore course enrolments for Australian public VET providers, by narrow field of education, 2009–13

Narrow field of education	2009	2010	2011	2012	2013
Business and management	23 801	24 214	24 100	23 451	18 780
Language and literature	13 891	8 584	6 171	6 384	4 968
Banking, finance and related fields	5 592	5 815	5 469	4 221	3 690
Electrical and electronic engineering and technology	2 934	3 718	3 618	3 535	3 084
General education programmes	1 608	1 626	693	925	2 089
Food and hospitality	1 216	1 770	1 364	1 582	1 979
Sales and marketing	2 187	2 890	2 469	2 036	1 924
Building	1 086	873	1 405	1 854	1 725
Civil engineering	170	254	240	349	1 609
Accounting	569	545	557	1 019	1 307
Mechanical and industrial engineering and technology	1 555	1 379	1 910	1 929	1 061
Other health	87	379	512	525	814
Teacher education	194	347	719	667	741
Office studies	438	1 134	1 094	988	623
Other information technology	159	173	452	496	604
Graphic and design studies	268	286	695	908	602
Human welfare studies and services	507	538	790	855	578
Architecture and urban environment	129	193	258	462	456
Other education	702	669	181	78	430
Manufacturing engineering and technology	391	263	506	532	402
Computer science	2 312	2 329	1 621	760	383
Tourism	453	399	768	1 009	363
Information systems	861	296	244	412	359
Automotive engineering and technology	357	234	187	213	212
Process and resources engineering	821	689	885	577	208
Other natural and physical sciences	170	185	223	255	199
Other society and culture	155	167	281	72	134
Maritime engineering and technology	0	0	0	0	89
Visual arts and crafts	367	307	42	55	85
Other engineering and related technologies	21	23	398	23	64
Aerospace engineering and technology	126	30	10	12	50
Personal services	508	494	294	445	45
Other management and commerce	49	31	33	63	29
Sport and recreation	0	0	0	0	25
Communication and media studies	7	0	0	0	23
Complementary therapies	0	0	131	56	6
Curriculum and education studies	0	0	68	0	0
Horticulture and viticulture	323	195	102	0	0
Nursing	0	0	0	14	0
Optical science	109	49	2	122	0
Other agriculture, environmental and related studies	105	0	0	0	0
Other mixed field programmes	510	1 114	0	0	0
Performing arts	22	0	0	0	0
Political science and policy studies	0	0	0	16	0
Public health	53	35	24	59	0
Veterinary studies	0	80	0	10	0
Total	64 813	62 307	58 516	56 969	49 740

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 33 Offshore courses delivered by Australian public VET providers, by broad field of education, 2009–13

Field of education	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
Management and commerce	264	46.2	239	42.1	198	37.1	195	37.2	176	35.3
Engineering and related technologies	92	16.1	109	19.2	120	22.5	96	18.3	104	20.8
Food, hospitality and personal services	55	9.6	48	8.5	45	8.4	56	10.7	60	12.0
Society and culture	44	7.7	36	6.3	43	8.1	47	9.0	43	8.6
Education	28	4.9	35	6.2	36	6.8	29	5.5	38	7.6
Architecture and building	20	3.5	25	4.4	26	4.9	32	6.1	24	4.8
Creative arts	16	2.8	14	2.5	17	3.2	18	3.4	23	4.6
Information technology	22	3.9	20	3.5	17	3.2	23	4.4	19	3.8
Health	10	1.8	22	3.9	16	3.0	20	3.8	7	1.4
Mixed field programmes	16	2.8	17	3.0	11	2.1	4	0.8	3	0.6
Natural and physical sciences	1	0.2	2	0.4	3	0.6	4	0.8	2	0.4
Agriculture, environmental and related studies	3	0.5	1	0.2	1	0.2	0	0.0	0	0.0
Total	571	100.0	568	100.0	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2009–13.

Table 34 Offshore course enrolments for Australian public VET providers, by broad field of education and level of education, 2012–13

Field of education	Diploma and above		Other course levels	
	2012	2013	2012	2013
Management and commerce	20 626	16 465	12 161	10 251
Engineering and related technologies	4 752	4 723	2 418	2 056
Architecture and building	1 513	1 620	803	561
Information technology	1 300	884	368	462
Food, hospitality and personal services	592	522	1 435	1 502
Education	8	325	737	846
Creative arts	701	261	262	449
Natural and physical sciences	211	199	44	0
Society and culture	279	132	7 048	5 573
Health	86	64	700	756
Mixed field programmes	0	0	925	2 089
Agriculture, environmental and related studies	0	0	0	0
Total	30 068	25 195	26 901	24 545

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2012–13.

Table 35 Offshore course enrolments for Australian public VET providers, by country of delivery and broad field of education, 2013

Country of delivery	Course enrolments		Field of education												
	No.	%	Management and commerce	Engineering and related technologies	Society and culture	Architecture and building	Mixed field programmes	Food, hospitality and personal services	Information technology	Education	Health	Creative arts	Natural and physical sciences	Agriculture, environmental and related studies	
China	35 641	71.7	22 143	3 049	5 091	1 489	2 072	291	633	494	0	181	198	0	
Kuwait	2 839	5.7	923	1 627	0	99	15	5	105	15	0	50	0	0	
Fiji	2 028	4.1	429	123	181	121	0	274	477	59	364	0	0	0	
Philippines	1 079	2.2	547	46	0	0	0	486	0	0	0	0	0	0	
Mauritius	985	2.0	630	0	21	0	0	0	41	0	0	293	0	0	
South Korea	891	1.8	877	0	5	0	0	0	0	9	0	0	0	0	
Hong Kong	687	1.4	404	0	0	0	0	259	0	24	0	0	0	0	
Malaysia	668	1.3	395	65	0	0	0	0	60	84	64	0	0	0	
Papua New Guinea	636	1.3	23	239	0	66	0	86	8	185	29	0	0	0	
Samoa	551	1.1	28	48	66	46	0	83	0	96	184	0	0	0	
Iran	522	1.0	20	0	0	314	2	16	16	0	6	148	0	0	
United Arab Emirates	462	0.9	0	278	122	0	0	0	0	62	0	0	0	0	
Vanuatu	454	0.9	63	0	103	14	0	77	0	24	173	0	0	0	
Vietnam	427	0.9	125	144	54	0	0	104	0	0	0	0	0	0	
Mongolia	400	0.8	0	400	0	0	0	0	0	0	0	0	0	0	
Macau	328	0.7	0	328	0	0	0	0	0	0	0	0	0	0	
Qatar	261	0.5	39	205	12	0	0	0	0	5	0	0	0	0	
Sri Lanka	198	0.4	0	0	0	0	0	197	0	0	0	0	1	0	
Thailand	152	0.3	0	0	0	0	0	142	0	10	0	0	0	0	
Indonesia	109	0.2	10	82	0	0	0	0	0	17	0	0	0	0	
Solomon Islands	94	0.2	0	10	0	23	0	0	0	61	0	0	0	0	
Saudi Arabia	86	0.2	0	48	0	0	0	0	0	0	0	38	0	0	
New Zealand	74	0.1	13	61	0	0	0	0	0	0	0	0	0	0	
Brunei	27	0.1	0	0	27	0	0	0	0	0	0	0	0	0	
Chile	26	0.1	0	0	0	0	0	0	0	26	0	0	0	0	
Nauru	23	0.0	0	0	23	0	0	0	0	0	0	0	0	0	
Singapore	22	0.0	16	6	0	0	0	0	0	0	0	0	0	0	
England	19	0.0	0	6	0	9	0	4	0	0	0	0	0	0	
India	15	0.0	3	12	0	0	0	0	0	0	0	0	0	0	
South Africa	12	0.0	11	1	0	0	0	0	0	0	0	0	0	0	
Pakistan	1	0.0	0	1	0	0	0	0	0	0	0	0	0	0	
Not stated	23	0.0	17	0	0	0	0	0	6	0	0	0	0	0	
Total	49 740	100.0	26 716	6 779	5 705	2 181	2 089	2 024	1 346	1 171	820	710	199	0	
<i>Percentage</i>			<i>53.7</i>	<i>13.6</i>	<i>11.5</i>	<i>4.4</i>	<i>4.2</i>	<i>4.1</i>	<i>2.7</i>	<i>2.4</i>	<i>1.6</i>	<i>1.4</i>	<i>0.4</i>	<i>0.0</i>	

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

Table 36 Offshore course enrolments and courses delivered by Australian public VET providers in China, by narrow field of education, 2013

Narrow field of education	Course enrolments	Courses
Business and management	15 545	67
Language and literature	4 909	12
Banking, finance and related fields	3 505	7
Electrical and electronic engineering and technology	2 515	14
General education programmes	2 072	1
Sales and marketing	1 518	13
Building	1 446	3
Accounting	980	15
Office studies	386	2
Computer science	348	3
Manufacturing engineering and technology	322	3
Other education	314	1
Food and hospitality	287	5
Information systems	285	3
Other natural and physical sciences	198	1
Teacher education	180	5
Tourism	180	1
Graphic and design studies	158	2
Human welfare studies and services	157	3
Process and resources engineering	59	1
Mechanical and industrial engineering and technology	58	4
Architecture and urban environment	43	1
Maritime engineering and technology	33	1
Civil engineering	32	1
Other engineering and related technologies	30	1
Other management and commerce	29	1
Sport and recreation	25	1
Communication and media studies	23	1
Personal services	4	1
Total	35 641	174

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

Delivery mechanisms

Table 37 Offshore courses delivered by Australian public VET providers, by main mode of tuition, 2009–13

Main mode of tuition	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom (college or campus-based)	535	93.7	509	89.6	458	85.9	453	86.5	429	86.0
Online and remote access (including correspondence)	4	0.7	3	0.5	2	0.4	5	1.0	7	1.4
Employment-based (e.g. work experience, fully on the job)	25	4.4	47	8.3	51	9.6	45	8.6	33	6.6
Other	7	1.2	9	1.6	22	4.1	21	4.0	30	6.0
Total	571	100.0	568	100.0	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2009–13.

Table 38 Offshore course enrolments for Australian public VET providers, by main mode of tuition, 2009–13

Main mode of tuition	2009		2010		2011		2012		2013	
	No.	%	No.	%	No.	%	No.	%	No.	%
Classroom (college or campus-based)	63 926	98.6	60 884	97.7	56 618	96.8	55 023	96.6	48 234	97.0
Online and remote access (including correspondence)	128	0.2	65	0.1	71	0.1	119	0.2	29	0.1
Employment-based (e.g. work experience, fully on the job)	561	0.9	1 076	1.7	1 310	2.2	1 253	2.2	1 016	2.0
Other	198	0.3	282	0.5	517	0.9	574	1.0	461	0.9
Total	64 813	100.0	62 307	100.0	58 516	100.0	56 969	100.0	49 740	100.0

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table 39 Offshore courses delivered by Australian public VET providers, by whether credit transfer was awarded, 2011–13

Credit transfer	2011		2012		2013	
	No.	%	No.	%	No.	%
Credit transfer was awarded	33	6.2	26	5.0	47	9.4
Credit transfer was not awarded	500	93.8	498	95.0	452	90.6
Total	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 40 Offshore course enrolments for Australian public VET providers, by type of credit transfer awarded, 2011–13

Type of credit transfer	2011		2012		2013	
	No.	%	No.	%	No.	%
Credit transfer was awarded from a local qualification	830	78.0	816	77.9	939	67.3
Credit transfer was awarded from an Australian qualification	234	22.0	232	22.1	456	32.7
Total	1 064	100.0	1 048	100.0	1 395	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 41 Offshore course enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by broad field of education, 2013

Field of education	No.	%
Management and commerce	881	93.8
Society and culture	57	6.1
Engineering and related technologies	1	0.1
Total	939	100.0

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

Table 42 Offshore course enrolments for Australian public VET providers where credit transfer was awarded from a local qualification, by country of delivery, 2013

Country of delivery	No.	%
South Korea	877	93.4
China	61	6.5
Philippines	1	0.1
Total	939	100.0

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

Table 43 Offshore course enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by broad field of education, 2013

Field of education	No.	%
Engineering and related technologies	205	45.0
Food, hospitality and personal services	78	17.1
Management and commerce	68	14.9
Architecture and building	35	7.7
Society and culture	32	7.0
Education	31	6.8
Information technology	6	1.3
Creative arts	1	0.2
Total	456	100.0

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

Table 44 Offshore course enrolments for Australian public VET providers where credit transfer was awarded from an Australian qualification, by country of delivery, 2013

Country of delivery	No.	%
Qatar	228	50.0
Fiji	70	15.4
Hong Kong	41	9.0
Kuwait	38	8.3
Vanuatu	32	7.0
China	21	4.6
Brunei	20	4.4
England	3	0.7
Papua New Guinea	2	0.4
Samoa	1	0.2
Total	456	100.0

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

Table 45 Offshore courses delivered by Australian public VET providers, by whether RPL was awarded, 2011–13

RPL	2011		2012		2013	
	No.	%	No.	%	No.	%
RPL was awarded	44	8.3	68	13.0	63	12.6
RPL was not awarded	489	91.7	456	87.0	436	87.4
Total	533	100.0	524	100.0	499	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 46 Offshore course enrolments for Australian public VET providers, by type of RPL awarded, 2011–13

Type of RPL	2011		2012		2013	
	No.	%	No.	%	No.	%
RPL awarded based on prior knowledge and experience only	723	37.4	600	33.8	49	4.5
RPL awarded from recognising a local qualification only	1 082	56.0	19	1.1	2	0.2
RPL awarded based on both prior knowledge and experience and recognising a local qualification	126	6.5	1 156	65.1	1 036	95.3
Total	1 931	100.0	1 775	100.0	1 087	100.0

Source: Delivery of VET offshore by public providers, 2011–13.

Table 47 Offshore course enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by broad field of education, 2013

Field of education	No.	%
Engineering and related technologies	27	55.1
Management and commerce	9	18.4
Information technology	8	16.3
Education	3	6.1
Society and culture	2	4.1
Total	49	100.0

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

Table 48 Offshore course enrolments for Australian public VET providers where RPL was awarded based on students' prior knowledge and experience ONLY, by country of delivery, 2013

Country of delivery	No.	%
Papua New Guinea	27	55.1
Fiji	4	8.2
United Arab Emirates	2	4.1
Malaysia	1	2.0
Not stated	15	30.6
Total	49	100.0

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

Table 49 Offshore course enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by broad field of education, 2013

Field of education	No.	%
Management and commerce	2	100.0
Total	2	100.0

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

Table 50 Offshore course enrolments for Australian public VET providers where RPL was awarded based on recognising a local qualification ONLY, by country of delivery, 2013

Country of delivery	No.	%
Fiji	2	100.0
Total	2	100.0

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

Table 51 Offshore course 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, 2013

Field of education	No.	%
Engineering and related technologies	417	40.3
Management and commerce	355	34.3
Food, hospitality and personal services	114	11.0
Education	64	6.2
Information technology	60	5.8
Architecture and building	26	2.5
Total	1 036	100.0

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

Table 52 Offshore course 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, 2013

Country of delivery	No.	%
China	397	38.3
Mongolia	300	29.0
Philippines	147	14.2
Malaysia	60	5.8
Chile	26	2.5
Fiji	24	2.3
England	19	1.8
Samoa	14	1.4
Kuwait	12	1.2
Vanuatu	11	1.1
Vietnam	9	0.9
India	7	0.7
New Zealand	6	0.6
Papua New Guinea	2	0.2
Pakistan	1	0.1
South Africa	1	0.1
Total	1 036	100.0

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

Table 53 Offshore courses and course enrolments for Australian public VET providers with 100% RPL, by field of education, 2013

Field of education	Courses		Course enrolments	
	No.	%	No.	%
Engineering and related technologies	11	57.9	52	76.5
Management and commerce	4	21.1	8	11.8
Information technology	2	10.5	6	8.8
Food, hospitality and personal services	2	10.5	2	2.9
Total	19	100.0	68	100.0

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

Table 54 Offshore courses and course enrolments for Australian public VET providers, by main teacher source, 2013

Main teacher source	Courses		Course enrolments	
	No.	%	No.	%
Australia	225	45.1	17 893	36.0
Overseas – mainly 'ex-pat Australians'	13	2.6	689	1.4
Overseas – mainly locals	254	50.9	30 774	61.9
Other	2	0.4	374	0.8
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 55 Offshore course enrolments for Australian public VET providers, by business arrangement, 2013

Business arrangement	No.	%
Partnership	47 612	95.7
Stand-alone	2 118	4.3
Not stated	10	0.0
Total	49 740	100.0

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

Table 56 Offshore courses and course enrolments for Australian public VET providers, by type of delivery, 2013

Type of delivery	Courses		Course enrolments	
	No.	%	No.	%
Courses delivered fully offshore	486	97.4	49 363	99.2
Courses delivered partially offshore	8	1.6	367	0.7
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 57 Offshore courses and course enrolments for Australian public VET providers, by average full-time duration, 2013

Average full-time duration	Courses		Course enrolments	
	No.	%	No.	%
1–20 weeks	231	46.3	9 504	19.1
21–50 weeks	106	21.2	7 682	15.4
51–100 weeks	110	22.0	11 959	24.0
More than 100 weeks	32	6.4	20 514	41.2
Not stated	20	4.0	81	0.2
Total	499	100.0	49 740	100.0

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

Table 58 Offshore courses and course enrolments for Australian public VET providers, by language of tuition, 2013

Language of tuition	Courses		Course enrolments	
	No.	%	No.	%
English	386	77.4	23 588	47.4
Local language	14	2.8	1 373	2.8
Combination of English and local language	94	18.8	24 769	49.8
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 59 Offshore courses and course enrolments for Australian public VET providers, by percentage of English in courses taught in combination of English and local language, 2013

Language of tuition	Courses		Course enrolments	
	No.	%	No.	%
Greater than 50%	33	35.1	4 478	18.1
Less than 50%	61	64.9	20 291	81.9
Total	94	100.0	24 769	100.0

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

Table 60 Offshore courses and course enrolments for Australian public VET providers, by whether there was an English language learning component of the course, 2013

English learning component	Courses		Course enrolments	
	No.	%	No.	%
English language component of the course	116	23.2	13 370	26.9
English language not a component of the course	378	75.8	36 360	73.1
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 61 Offshore courses and course enrolments for Australian public VET providers, by whether there was an English language competency entry requirement or prerequisite of the course, 2013

English language competency entry requirement or prerequisite	Courses		Course enrolments	
	No.	%	No.	%
English language competency entry requirement or prerequisite for the course	329	65.9	24 650	49.6
No English language competency entry requirement or prerequisite for the course	165	33.1	25 080	50.4
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 62 Offshore courses and course enrolments for Australian public VET providers, by whether the language of tuition was recorded on the student academic transcript, 2013

Language of tuition recorded on the transcript	Courses		Course enrolments	
	No.	%	No.	%
Language of tuition recorded on the transcript	110	22.0	26 007	52.3
Language of tuition not recorded on the transcript	384	77.0	23 723	47.7
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 63 Offshore courses and course enrolments for Australian public VET providers, by whether English language was tested on completion of the course, 2013

English language tested on completion	Courses		Course enrolments	
	No.	%	No.	%
English language competency tested on completion	47	9.4	11 064	22.2
English language competency not tested on completion	447	89.6	38 666	77.7
Not stated	5	1.0	10	0.0
Total	499	100.0	49 740	100.0

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

Table 64 Offshore courses delivered by Australian public VET providers, by whether the same course was offered in Australia, 2013

Same course offered in Australia	No.	%
Same course offered in Australia	470	94.2
Same course not offered in Australia	29	5.8
Total	499	100.0

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

Articulation arrangements

Table 65 Offshore courses delivered by Australian public VET providers with formal arrangements for students to articulate to VET and/or higher education in Australia, 2013

Articulation arrangement	No.	%
To a higher education course only	103	20.6
To a VET course only	135	27.1
To a higher education and VET course	72	14.4
No arrangements to a higher education or VET course	184	36.9
Not stated	5	1.0
Total	499	100.0

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

Table 66 Offshore courses and course enrolments for Australian public VET providers, by whether students tracked by providers for articulation, 2013

Tracking of students	Courses		Course enrolments	
	No.	%	No.	%
Tracked by provider	8	1.6	632	1.3
Not tracked by provider	302	60.5	35 883	72.1
Not stated	189	37.9	13 225	26.6
Total	499	100.0	49 740	100.0

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

Table 67 Offshore course enrolments for Australian public VET providers, by whether tracked students articulated to VET and/or higher education courses in Australia, 2013

Tracking destination	No.	%
To a higher education course in Australia	15	57.7
To a VET course in Australia	11	42.3
Total	26	100.0

Base: Offshore courses where student articulation is tracked.

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

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

Out-of-scope activity

Table 68 Summary of solely online activity delivered by Australian public VET providers, 2009–13

Year	Providers delivering all their courses solely online ^(a)	Providers delivering some courses solely online ^(b)	Total number of Courses delivered solely online	Total number of Course enrolments delivered solely online
2013	1	2	3	90
2012	0	2	12	33
2011	1	1	3	71
2010	0	2	2	31
2009	0	1	1	6

Source: Delivery of VET offshore by public providers, 2009–13.

Note: (a) Providers reporting all courses delivered as 'solely online' are excluded from the collection year.

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 courses via the internet, TV, mail and satellite.

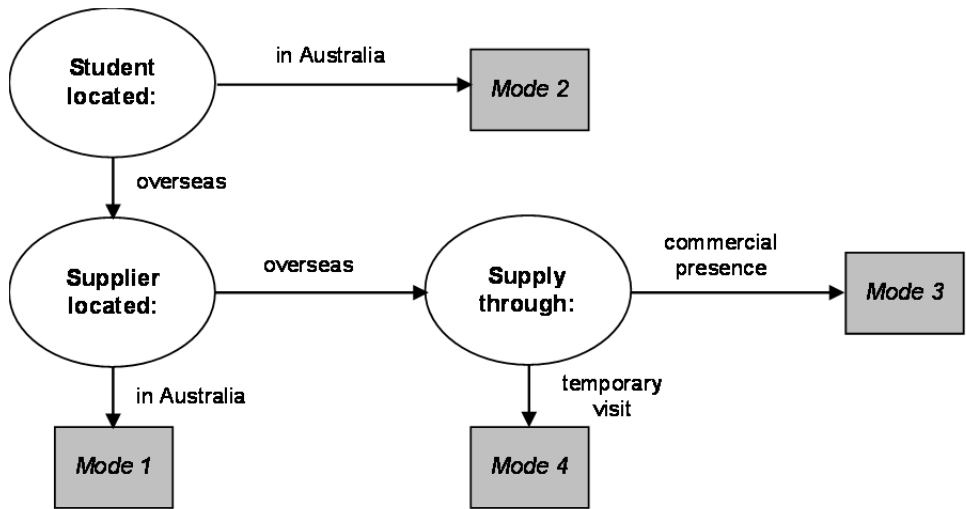
Mode 2: this is consumption abroad of a service. This happens when the consumer moves to the territory of another country and buys services there (for example, where an overseas student comes to Australia to study).

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 NCVET onshore statistics.

Modes 1, 3 and 4 include solely online offshore courses. For the purposes of reporting, it was agreed that data relating to these offshore courses (that is, with no compulsory face-to-face component) would be excluded. Information about entirely online courses is presented separately on page 48 of this report.

Project definition

Following discussions between the Department of Education and Training and NCVET, the scope of this project was defined as VET activity in the calendar year 2013 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 NCVER 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 that 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-award programs of study, including statements of attainment 	<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 through the following modes of tuition (classroom based, online*, employment based, other**) ▪ 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 course 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
Course	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 courses that lead to an Australian qualification ▪ Non-award programs of study, including subjects or units of competency, which do not lead directly to a recognised qualification (includes statements of attainment) 	<ul style="list-style-type: none"> ▪ Unstructured programs of study
Course enrolment	The courses in which students are enrolled in a given period. For students enrolled in multiple courses, all courses are counted	<ul style="list-style-type: none"> ▪ Award courses 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
Articulation	The arrangements which facilitate the movement or progression of students from one course to another, or from one education and training sector to another	<ul style="list-style-type: none"> ▪ Courses 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 courses, such as English language training courses and foundation courses
Partnership	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	<ul style="list-style-type: none"> ▪ Courses 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"> ▪ Courses 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

Concept	Description	Inclusion	Exclusion
Stand-alone	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	<ul style="list-style-type: none"> Courses 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"> Courses 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 course in its entirety is outside Australia		
Delivery partially offshore	Part of the course is delivered offshore and part in Australia		
Credit transfer	An assessment of 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	<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 	
Course duration	The average full-time duration in which a VET course is delivered.		

Note: *Courses that are delivered solely online are still part of the collection process but are considered out of scope and reported separately.

**Courses with 100% RPL are considered in scope of the offshore collection and reported in the 'Other' delivery mode category.

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 courses offered and course enrolments over the calendar year. There were two main reasons for this. First, this approach would be consistent with NCVER's counting of domestic VET course enrolments and hence more likely to be familiar to providers of VET. Secondly, using the calendar year as a reference point enabled NCVER 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 – 2013

NCVER has developed these worksheets to assist in the preparation of data in relation to your institute's offshore VET provision in 2013.

Scope of this project defines offshore VET as:

- VET which leads to an Australian qualification (award courses) and non-award courses
- 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 calendar year 2013.

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 2013 national VET collection via your state training authority (preferred option).

If you included all your offshore delivery in 2013 in your annual data submission to your state training authority, please contact NCVER for a pre-printed pro forma based on the data.

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 2013.

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 2013, please include a separate entry for each time the course was conducted; for example, if the course was conducted three times in 2013 there would be three separate records listed for that course. Likewise, if a course was conducted in more than one country in 2013, 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 <NCVER contact> by 26 June, 2014

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

<NCVER staff contact>

Submission details

Please answer all questions

Contact details:

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 2012 and 2013.

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 - 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

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

Code	Description
01XX	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 2012 data with the 4 digit FOE codes. Please refer to the tab ' Course level 2012 '. 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.
02XX	
03XX	
04XX	
05XX	
06XX	
07XX	
08XX	
09XX	
10XX	

11XX

12XX

Column F	In which country(ies) was this course offered in 2013? (Please specify)
Column G	What was the total number of students enrolled in this course in 2013?
Column H	How many males enrolled in this course in 2013?
Column I	How many females enrolled in this course in 2013?
Column J	How many students aged 24 years or less enrolled in this course in 2013?
Column K	How many students aged 25–44 years enrolled in this course in 2013?
Column L	How many students aged 45 years and over enrolled in this course in 2013?
Column M	How many students had the same country of birth as the country of delivery in 2013?
Column N	How many students had a different country of birth to the country of delivery in 2013?
Column O	How many students did not have country of birth data specified in 2013?
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 2013?

Code	Description
1	Yes: Classroom (college/campus based) tuition was used for this course in 2013
2	No: Classroom (college/campus based) tuition was not used for this course in 2013

Column R	Was On-line and remote access (including correspondence) tuition used for this course in 2013?
Code	Description
1	Yes: On-line and remote access (including correspondence) tuition was used for this course in 2013
2	No: On-line and remote access (including correspondence) tuition was not used for this course in 2013
Column S	Was Employment based (e.g. work experience, fully on the job) tuition used for this course in 2013?
Code	Description
1	Yes: Employment based (e.g. work experience, fully on the job) tuition was used for this course in 2013
2	No: Employment based (e.g. work experience, fully on the job) tuition was not used for this course in 2013
Column T	What was the Main mode of tuition in 2013?
Code	Description
1	Classroom (college/campus based)
2	On-line and remote access (including correspondence)
3	Employment based (e.g. work experience, fully on the job)
4	Other
Column U	Was there any credit transfer awarded for this course in 2013?
	<p>‘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.</p> <p>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’</p> <p>(Source: <i>AQF Implementation Handbook 2007</i>).</p>
Code	Description
1	Yes: Credit transfer was awarded for this course (if YES, complete the following question in Columns V and W)
2	No: No credit transfer was awarded for this course (if NO skip to the question in Column X)

Column V	If yes, how many students received any credit transfer into this qualification from a local qualification in 2013? (please specify)						
Column W	If yes, how many students received any credit transfer into this qualification from an Australian qualification in 2013? (please specify)						
Column X	<p>Was there any Recognition of Prior Learning (RPL) awarded for this course in 2013?</p> <p>'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.</p> <p>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'</p> <p>(Source: <i>AQF Implementation Handbook 2007</i>).</p>						
	<table border="0"> <thead> <tr> <th>Code</th> <th>Description</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Yes: RPL was awarded for this course (if YES, complete the following question in Column Y, Z, AA)</td> </tr> <tr> <td>2</td> <td>No: RPL was not awarded for this course (if NO, please skip to column AB)</td> </tr> </tbody> </table>	Code	Description	1	Yes: RPL was awarded for this course (if YES, complete the following question in Column Y, Z, AA)	2	No: RPL was not awarded for this course (if NO, please skip to column AB)
Code	Description						
1	Yes: RPL was awarded for this course (if YES, complete the following question in Column Y, Z, AA)						
2	No: RPL was not awarded for this course (if NO, please skip to column AB)						
Column Y	If yes, how many students received any Recognition of Prior Learning (RPL) awarded for this course in 2013 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 2013 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 2013 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?						
	<table border="0"> <thead> <tr> <th>Code</th> <th>Delivery Description</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Yes: This course was delivered on behalf of a government or non-government client</td> </tr> <tr> <td>2</td> <td>No: This course was delivered to meet individual student demand</td> </tr> </tbody> </table>	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
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		If yes, how would you describe the client?
	Code	Description
	1	A Government entity
	2	A company or other non-government business client
	3	Other client group
Column AD		What language was the course taught in?
	Code	Description
	1	English
	2	Local language
	3	Combination
Column AE		Where the language of tuition is a combination of English and the local language, what proportion of the course was taught in English?
	Code	Description
	1	50% or more
	2	Less than 50%
Column AF		Is the language of tuition recorded on the student academic transcript for this course?
	Code	Description
	1	Yes: The language of tuition is recorded on the student academic transcript for this course
	2	No: The language of tuition is not recorded on the student academic transcript for this course
Column AG		Was there an English language learning component to this course in 2013?
	Code	Description
	1	Yes: There was an English language component to this course in 2013
	2	No: There was not an English language component to this course in 2013
Column AH		Was there an English language competency entry requirement or prerequisite for this course in 2013?
	Code	Description
	1	Yes: There was an English competency language entry requirement or prerequisite for this course in 2013
	2	No: There was not an English language competency entry requirement or prerequisite for this course in 2013

Column AI	Is English language competency tested on completion of this course?
Code	Description
1	Yes: English language competency is tested on completion of this course
2	No: English language competency is not tested on completion of this course
Column AJ	Were any teachers sourced from Australia to deliver this course in 2013?
Code	Description
1	Yes: Teachers were sourced from Australia to deliver this course in 2013
2	No: Teachers were not sourced from Australia to deliver this course in 2013
Column AK	Were any teachers sourced from Overseas to deliver this course in 2013?
Code	Description
1	Yes: Teachers were sourced from Overseas to deliver this course in 2013 (if YES, complete the following question in Column AL)
2	No: Teachers were not sourced from Overseas to deliver this course in 2013 (if NO skip to the question in Column AM)
Column AL	If yes (teachers were sourced from Overseas to deliver this course in 2013), 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 2013? (Please specify)
Column AN	What was the main source of teachers for this course in 2013?
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 2013?
Code	Description
1	Yes: Same course offered in Australia
2	No: Same course not offered in Australia

Column AP	<p>Was this course delivered fully or partially offshore?</p> <p>A course is fully delivered offshore if it is delivered in its entirety outside Australia.</p> <p>A course is partially delivered offshore if part of it is delivered offshore and part of the course is delivered in Australia</p>
Code	Description
1	Course is delivered fully offshore
2	Course is delivered partially offshore

Column AQ	<p>Was the course delivered through a partnership or a stand-alone arrangement?</p> <p>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.</p> <p>Stand-alone arrangement is where the course, curriculum, teaching and the provision of learning support and infrastructure is the sole responsibility of the Australian institution. There is no local partner.</p>
Code	Description
1	Course is delivered through a partnership arrangement
2	Course is delivered through a stand-alone arrangement

Column AR	<p>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).</p>
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	<p>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?</p>
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 2013?	How many students had a different country of birth to the country of delivery in 2013?	How many students did not have country of birth data specified in 2013?	

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)	Online 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 2013?			Was there any Recognition of Prior Learning (RPL) awarded for this course in 2013?			
	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 2013?	Were any teachers sourced from Overseas to deliver this course in 2013?	Were any teachers sourced from other sources to deliver this course in 2013?	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?					

<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: Survey approach and data quality

Survey approach

NCVER sent emails to all Australian public VET providers for confirmation of their involvement in offshore VET activities in 2013. Providers with offshore delivery were emailed the enumeration tool for completion and were given the option of having some of the information extracted from the National VET Provider Collection managed by NCVER. Eight providers accepted this option.

Enumeration tool

The tool consisted of eight worksheets: Instruction, Submission, Course level 2013, Course level 2012, Questions and codes for data, Guidelines in 4-digit FOE codes, Training Package Quals, and National Courses.

The enumeration tool used for the 2013 collection (refer appendix B) was based on the 2012 collection, with some changes as requested by the Department of Education and Training. These changes were:

- Add three new questions to estimate the number of students who had the same/different country of birth as the country of delivery
 - How many students had the same country of birth as the country of delivery in 2013?
 - How many students had a different country of birth to the country of delivery in 2013?
 - How many students did not have country of birth data specified in 2013?

Data collation and processing

A total of 36 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 students equalled the number of males and females
- checking that the number of students equalled the total number of persons reported by age
- checking that the number of students equalled the number of students who had 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 course name
- cross-checking the field of education with the course name.

Providers were contacted by email or telephone about any inconsistencies in their data and 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.
- Less information on age and gender was collected in 2013. The proportion of unknown data on age and gender was around 3% of course enrolments compared with 1% in 2012. In addition, there were 3.5% of course enrolments where the student's country of birth is unknown.
- There were issues with the consistency in reporting 'Field of education' of courses across providers. Data were amended to provide a consistent approach for reporting the course 'Field of education' by assigning:
 - all training package qualifications to the nationally agreed 'Field of education' code
 - all English language learning courses to a consistent code
 - all management-type courses to a consistent code.

Data were collected at the aggregate level for each offshore course. Therefore students who enrolled in multiple courses were counted more than once. For this reason, this 2013 offshore VET report adopted the term 'course enrolments', whereby previous offshore VET reports in the same series used the terminology 'number of students' to refer to the same measure. This represents a change in terminology only. The methodology and data collection process 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, some of which may not be evident from 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 2013.

Appendix D: Field of education (narrow field)

Table D1 Offshore course enrolments for Australian public VET providers, by narrow field of education, 2009–13

Field of education	2009	2010	2011	2012	2013
Natural and physical sciences					
Other natural and physical sciences	170	185	223	255	199
Information technology					
Computer science	2 312	2 329	1 621	760	383
Information systems	861	296	244	412	359
Other information technology	159	173	452	496	604
Engineering and related technologies					
Manufacturing engineering and technology	391	263	506	532	402
Process and resources engineering	821	689	885	577	208
Automotive engineering and technology	357	234	187	213	212
Mechanical and industrial engineering and technology	1 555	1 379	1 910	1 929	1 061
Civil engineering	170	254	240	349	1 609
Electrical and electronic engineering and technology	2 934	3 718	3 618	3 535	3 084
Aerospace engineering and technology	126	30	10	12	50
Maritime engineering and technology	0	0	0	0	89
Other engineering and related technologies	21	23	398	23	64
Architecture and building					
Architecture and urban environment	129	193	258	462	456
Building	1 086	873	1 405	1 854	1 725
Agriculture, environment and related studies					
Horticulture and viticulture	323	195	102	0	0
Other agriculture, environmental and related studies	105	0	0	0	0
Health					
Nursing	0	0	0	14	0
Optical science	109	49	2	122	0
Veterinary studies	0	80	0	10	0
Public health	53	35	24	59	0
Complementary therapies	0	0	131	56	6
Other health	87	379	512	525	814
Education					
Teacher education	194	347	719	667	741
Curriculum and education studies	0	0	68	0	0
Other education	702	669	181	78	430
Management and commerce					
Accounting	569	545	557	1 019	1 307
Business and management	23 801	24 214	24 100	23 451	18 780
Sales and marketing	2 187	2 890	2 469	2 036	1 924
Tourism	453	399	768	1 009	363
Office studies	438	1 134	1 094	988	623
Banking, finance and related fields	5 592	5 815	5 469	4 221	3 690
Other management and commerce	49	31	33	63	29

Field of education	2009	2010	2011	2012	2013
Society and culture					
Political science and policy studies	0	0	0	16	0
Human welfare studies and services	507	538	790	855	578
Language and literature	13 891	8 584	6 171	6 384	4 968
Sport and recreation	0	0	0	0	25
Other society and culture	155	167	281	72	134
Creative arts					
Performing arts	22	0	0	0	0
Visual arts and crafts	367	307	42	55	85
Graphic and design studies	268	286	695	908	602
Communication and media studies	7	0	0	0	23
Food, hospitality and personal services					
Food and hospitality	1 216	1 770	1 364	1 582	1 979
Personal services	508	494	294	445	45
Mixed field programs					
General education programmes	1 608	1 626	693	925	2 089
Other mixed field programmes	510	1 114	0	0	0
Total	64 813	62 307	58 516	56 969	49 740

Note: During the data collection period for the 2013 offshore training activity, one provider reported an additional 17 course enrolments in 2012. As a result, the total number of course enrolments in 2012 was amended from 56 952 to 56 969 course enrolments.

Source: Delivery of VET offshore by public providers, 2009–13.

Table D2 Offshore courses delivered by Australian public VET providers, by narrow field of education, 2009–13

Field of education	2009	2010	2011	2012	2013
Natural and physical sciences					
Other natural and physical sciences	1	2	3	4	2
Information technology					
Computer science	9	7	8	8	5
Information systems	7	6	2	8	9
Other information technology	6	7	7	7	5
Engineering and related technologies					
Manufacturing engineering and technology	7	4	5	8	8
Process and resources engineering	16	16	24	22	7
Automotive engineering and technology	7	7	7	6	18
Mechanical and industrial engineering and technology	24	31	36	23	30
Civil engineering	2	3	3	1	7
Electrical and electronic engineering and technology	31	45	38	33	27
Aerospace engineering and technology	4	2	1	1	1
Maritime engineering and technology	0	0	0	0	3
Other engineering and related technologies	1	1	6	2	3
Architecture and building					
Architecture and urban environment	3	5	5	8	9
Building	17	20	21	24	15
Agriculture, environment and related studies					
Horticulture and viticulture	2	1	1	0	0
Other agriculture, environmental and related studies	1	0	0	0	0
Health					
Nursing	0	0	0	1	0
Optical science	2	2	1	4	0
Veterinary studies	0	2	0	1	0
Public health	1	2	1	3	0
Complementary therapies	0	0	2	2	1
Other health	7	16	12	9	6
Education					
Teacher education	4	12	24	26	33
Curriculum and education studies	0	0	3	0	0
Other education	24	23	9	3	5
Management and commerce					
Accounting	7	10	8	13	22
Business and management	161	139	118	119	103
Sales and marketing	29	41	27	20	25
Tourism	11	8	11	12	5
Office studies	10	10	7	8	8
Banking, finance and related fields	44	30	26	21	12
Other management and commerce	2	1	1	2	1
Society and culture					
Political science and policy studies	0	0	0	1	0
Human welfare studies and services	8	13	15	23	22
Language and literature	27	20	25	19	15
Sport and recreation	0	0	0	0	1
Other society and culture	9	3	3	4	5

Field of education	2009	2010	2011	2012	2013
Creative arts					
Performing arts	2	0	0	0	0
Visual arts and crafts	7	7	2	3	4
Graphic and design studies	6	7	15	15	18
Communication and media studies	1	0	0	0	1
Food, hospitality and personal services					
Food and hospitality	47	41	41	50	57
Personal services	8	7	4	6	3
Mixed field programs					
General education programmes	11	11	11	4	3
Other mixed field programmes	5	6	0	0	0
Total	571	568	533	524	499

Source: Delivery of VET offshore by public providers, 2009–13.

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
 - Advance TAFE (currently merged with Federation Training)
 - Bendigo TAFE
 - Box Hill Institute of TAFE
 - Central Gippsland Institute of TAFE
 - Chisholm Institute of TAFE
 - Gordon Institute of TAFE
 - Goulburn Ovens Institute of TAFE
 - Holmesglen Institute of TAFE
 - Kangan Batman Institute of TAFE
 - 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 University of Ballarat)
 - Victoria University (TAFE Division)
 - William Angliss Institute of TAFE
 - Wodonga Institute of TAFE
- Queensland
 - Barrier Reef Institute of TAFE (currently known as TAFE Queensland – North)
 - Central Queensland Institute of TAFE
 - TAFE Queensland – Gold Coast
 - Mount Isa Institute of TAFE (currently known as TAFE Queensland – North)
 - TAFE Queensland – SkillsTech
 - Southern Queensland Institute of TAFE (currently known as TAFE Queensland – South West)
 - Sunshine Coast TAFE (currently known as TAFE Queensland – East Coast)

- TAFE Queensland – Brisbane (formerly Brisbane North, Metropolitan South and Southbank Institutes of TAFE)
- The Bremer Institute of TAFE (currently known as TAFE Queensland – South West)
- Tropical North Institute of TAFE (currently known as TAFE Queensland – North)
- Wide Bay Institute of TAFE (currently known as TAFE Queensland – East Coast)
- South Australia
 - TAFE SA (formerly Adelaide North, South and Regional Institutes)
- 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