



## Study pathways of international students in Australia through the ELICOS sector, 2002 to 2005

### *Introduction*

This examination of international student pathways is based on data from the Provider Registration and International Student Management System (PRISMS), the source of Australian Education International's (AEI) International Student enrolments and commencements database and therefore is limited to international students studying in Australia on a student visa only. Nevertheless, the analysis gives a useful picture of student movements and linkages within the Australian education system.

AEI released an earlier and related research paper in November 2006<sup>1</sup> that examined the pathways international students take within the framework of Australian education. The general analysis highlighted broad trends in international student study pathways through the educational sectors in Australia. These are defined as the Higher Education, Vocational and Technical Education (VTE), Schools, English Language Intensive Courses for Overseas Students (ELICOS) and Other<sup>2</sup> sectors.

This paper provides an analysis of international student study pathways specifically through the ELICOS sector in Australia. It shows the uptake of various study options via the ELICOS sector and highlights the extent to which international students in Australia pursue educational pathways through this sector. It should be noted that as the data used in this examination of international student study pathways in Australia are derived from PRISMS, non-student visa ELICOS study and ELICOS study undertaken offshore are not within the scope of the analysis.

ELICOS is a major sector in an Australian education for international students. ELICOS courses are offered by providers in the higher education, VTE, and school sectors and by specialised English language colleges. International students often undertake these courses as a precursor to studies in the other sectors, as a stand-alone course on a student visa or they may undertake short ELICOS courses as part of a visit to Australia, for example as part of a holiday or business trip on a short-stay visa. Readers should note an English Australia survey<sup>3</sup> found that only 49% of all ELICOS students travel to Australia on a student visa.

This paper is an update to a similar AEI report on the ELICOS sector published in September 2005 (available at <http://aei.dest.gov.au/AEI/PublicationsAndResearch/ResearchPapers/Default.htm>) which highlighted broad trends in study pathways for international students studying in Australia in the period 1 January 2002 to 31 December 2004. This paper extends the period by an additional year, that is, from 1 January 2002 to 31 December 2005.

<sup>1</sup> Research Paper 2006/1 *Study Pathways of International Students in Australia, 2002 to 2005* can be found at <http://aei.dest.gov.au/AEI/PublicationsAndResearch/ResearchPapers/Default.htm>

<sup>2</sup> The 'Other' sector comprises Non-award courses such as 'Study Abroad', Foundation studies and Enabling courses.

<sup>3</sup> Survey of Major ELICOS Regional Markets in 2005 (English Australia 2006).

## Methodology

The PRISMS-derived dataset used in this analysis contains the full population of international students studying in Australia for the period 1 January 2002 to 31 December 2005. The reader should note that for this dataset, no distinction was made between commencing students and those continuing their studies in Australia and therefore includes international students already in the education system before the start of the year 2002. The benefit of this is that the dataset contains many more student records, and therefore student pathways, to analyse.

Readers should also be aware that the dataset included records of students who had not completed their studies in Australia and were still in the system at the end of the reference period. It should also be noted that instances of simultaneous multiple sector enrolments were not differentiated from sequential sector enrolments due to the complexities with separately extracting the information from PRISMS. However, as these instances contribute to the mix of study pathways for international students, they were retained in the dataset for this analysis. In addition, readers should note that for the purposes of this research paper, a period of study in a particular sector signifies a student has undertaken some study in the sector and does not necessarily indicate they have successfully completed or been awarded a qualification for that study.

## Educational sectors

In the period 2002 to 2005, there were 594,113 international students recorded in the Australian education system. About three in four (71.5%) were single sector students. Of these, two in five (44.2%) were enrolled in the Higher Education sector. The next highest single-sector students were in the ELICOS<sup>4</sup> (19.9%) and Other (16.8%) sectors.

About two thirds (68.3%) of multiple sector international students were enrolled in the ELICOS sector at some time in the reference period. In total, one third (33.7%) of all international students studying in Australia in the period 2002 to 2005 were at some time enrolled in the ELICOS sector (Table 1).

**Table 1. Whether single or multiple sector students**

| <i>Sector</i>                           | <i>Number of students</i> | <i>% of all students</i> |
|---|---------------------------|--------------------------|
| <i>Single sector students</i>           | 424,811                   | 71.5                     |
| Higher Education                        | 187,926                   | 31.6                     |
| ELICOS                                  | 84,641                    | 14.2                     |
| Other                                   | 71,407                    | 12.0                     |
| VTE                                     | 55,827                    | 9.4                      |
| Schools                                 | 25,010                    | 4.2                      |
| <i>Multiple sector students</i>         | 169,302                   | 28.5                     |
| Enrolled in ELICOS                      | 115,574                   | 19.5                     |
| Not enrolled in ELICOS                  | 53,728                    | 9.0                      |
| <b>Total all international students</b> | <b>594,113</b>            | <b>100.0</b>             |

<sup>4</sup> Students studying in Australia on a student visa only.

## *The ELICOS sector*

There were a total of 200,215 international students enrolled in the ELICOS sector in the period 2002 to 2005. The majority of these students were multiple sector enrolments, however, 42.3% studied within the ELICOS sector only. Of all international students enrolled in the ELICOS sector at some time in the period, almost all (98.2%) recorded ELICOS as their first sector of study in Australia. This indicates that a large proportion of students undertook an English language course as a precursor to further studies in another sector.

About one in five (18.5%) international students enrolled at some time in the ELICOS sector moved from the ELICOS sector to undertake studies in the Higher Education sector. The next most common pathways were ELICOS to VTE (15.3%) and ELICOS to Schools (5.8%).

A small proportion of students enrolled in the ELICOS sector recorded a pathway through three or more educational sectors. These included ELICOS-VTE-Higher Education and ELICOS-Schools-Higher Education (5.1% and 1.7% respectively) (Table 2).

**Table 2. Top 20 study pathways through ELICOS**

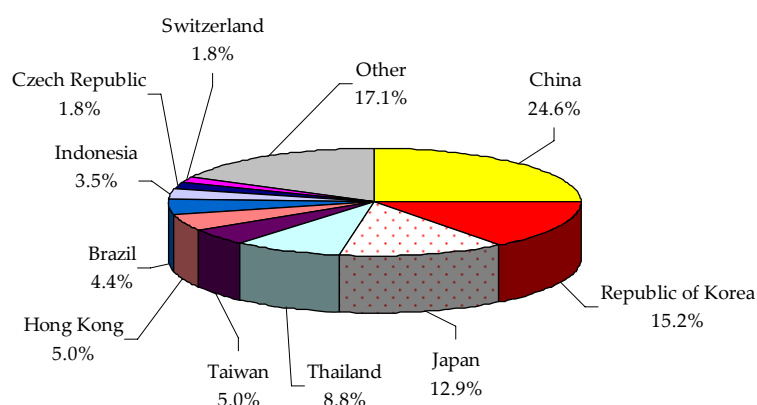
| <i>Sector pathway</i>               | <i>Number of students</i> | <i>% of all students</i> |
|-------------------------------------|---------------------------|--------------------------|
| <i>Single sector students</i>       |                           |                          |
| ELICOS                              | 84,641                    | 42.3                     |
| <i>Multiple sector students</i>     |                           |                          |
| ELICOS-Higher Education             | 37,024                    | 18.5                     |
| ELICOS-VTE                          | 30,622                    | 15.3                     |
| ELICOS-Schools                      | 11,691                    | 5.8                      |
| ELICOS-VTE-Higher Education         | 10,241                    | 5.1                      |
| ELICOS-Schools-Higher Education     | 3,321                     | 1.7                      |
| ELICOS-Other-Higher Education       | 3,198                     | 1.6                      |
| ELICOS-Schools-VTE                  | 2,649                     | 1.3                      |
| ELICOS-Other                        | 2,554                     | 1.3                      |
| ELICOS-Higher Education-VTE         | 1,138                     | 0.6                      |
| ELICOS-Schools-VTE-Higher Education | 1,092                     | 0.5                      |
| ELICOS-VTE-ELICOS                   | 830                       | 0.4                      |
| ELICOS-Higher Education-ELICOS      | 650                       | 0.3                      |
| ELICOS-Other-VTE                    | 617                       | 0.3                      |
| VTE-ELICOS                          | 520                       | 0.3                      |
| ELICOS-VTE-ELICOS-Higher Education  | 509                       | 0.3                      |
| ELICOS-Schools-ELICOS               | 507                       | 0.3                      |
| ELICOS-Other-VTE-Higher Education   | 448                       | 0.2                      |
| ELICOS-VTE-ELICOS-VTE               | 434                       | 0.2                      |
| VTE-ELICOS-Higher Education         | 426                       | 0.2                      |
| <b>Total</b>                        | <b>200,215</b>            | <b>100.0</b>             |

## Nationality and the ELICOS sector

One in four (24.6%) of all students enrolled in the ELICOS sector in the years 2002 to 2005 were from China—the most common nationality of students in the sector. Students from the Republic of Korea and Japan were the next most common nationalities, accounting for a further 15.2% and 12.9% respectively. Thailand contributed a further 8.8%, while Taiwan and Hong Kong an additional 5.0% each.

Four out of five (82.9%) international students enrolled in the sector were from the top ten nationalities of ELICOS sector students. Students from a total of 162 nationalities undertook study in ELICOS.

**Nationality of ELICOS students**



Of the larger ELICOS source nationalities, students from Brazil were the most likely to enrol in the ELICOS sector—three in four (73.2%) Brazilian students were in the sector. Students from the Republic of Korea were the next highest proportion to be enrolled in the ELICOS sector (67.9%), followed by students from Thailand (65.4%) and Japan (64.7%). In contrast, one in three (32.8%) students from Hong Kong and 21.1% of students from Indonesia were enrolled in the sector. Of the nationalities contributing smaller proportions of ELICOS students, about three in four students each from Switzerland and the Czech Republic were in the sector (Table 3).

**Table 3. Top ten nationalities of ELICOS sector students**

| Nationality              | Number of students     |                    |                | % of all students  |                                     |
|--------------------------|------------------------|--------------------|----------------|--------------------|-------------------------------------|
|                          | Not enrolled in ELICOS | Enrolled in ELICOS | Total          | Enrolled in ELICOS | From nationality enrolled in ELICOS |
| China                    | 37,202                 | 49,224             | 86,426         | 24.6               | 57.0                                |
| Republic of Korea        | 14,361                 | 30,377             | 44,738         | 15.2               | 67.9                                |
| Japan                    | 14,086                 | 25,792             | 39,878         | 12.9               | 64.7                                |
| Thailand                 | 9,282                  | 17,532             | 26,814         | 8.8                | 65.4                                |
| Taiwan                   | 6,584                  | 10,000             | 16,584         | 5.0                | 60.3                                |
| Hong Kong                | 20,317                 | 9,927              | 30,244         | 5.0                | 32.8                                |
| Brazil                   | 3,226                  | 8,832              | 12,058         | 4.4                | 73.2                                |
| Indonesia                | 26,281                 | 7,011              | 33,292         | 3.5                | 21.1                                |
| Czech Republic           | 1,309                  | 3,672              | 4,981          | 1.8                | 73.7                                |
| Switzerland              | 1,039                  | 3,522              | 4,561          | 1.8                | 77.2                                |
| <b>All nationalities</b> | <b>393,898</b>         | <b>200,215</b>     | <b>594,113</b> | <b>100.0</b>       | <b>33.7</b>                         |

### *Top ten nationalities and the most common study pathways through ELICOS*

The most common pathways through the ELICOS sector varied depending on nationality, and significant proportions of students from some of the top ten nationalities were ELICOS sector only students.

The largest number of students through the ELICOS sector was from China. More than one-third (34.4%) of these students took the ELICOS-Higher Education study pathway. Chinese students also recorded an ELICOS-only pathway (15.3%) and ELICOS-Schools pathways (12.7%).

About two in every three (63.6%) students from the Republic of Korea were enrolled only in the ELICOS sector, with smaller proportions reporting an ELICOS-VTE (13.4%) and ELICOS-Schools (7.1%) study pathway.

Similar pathway types were reported by Japanese and Brazilian students where the majority were ELICOS-only students (65.6% and 68.0% respectively), with smaller proportions in the ELICOS-VTE (16.6% and 25.9%) and ELICOS-Higher Education (5.5% and 2.4%) pathways.

The study pathway choices of Thai, Hong Kong and Indonesian students were more evenly distributed than those of the other top ten nationalities. More than one-third (35.6%) of Thai students were single sector ELICOS students, 27.4% reported an ELICOS-Higher Education pathway, and a further 22.6% an ELICOS-VTE pathway.

One in five (19.9%) students from Hong Kong recorded an ELICOS-VTE pathway, followed by ELICOS-only (18.7%) and ELICOS-VTE-Higher Education (16.6%). Over one-quarter (28.1%) of Indonesian students reported an ELICOS-Higher Education pathway, 19.5% an ELICOS-VTE pathway and a further 18.8% were ELICOS-only (Table 4).

**Table 4. Top 10 nationalities and the most common sector pathways for each nationality**

| <i>Nationality and Sector pathway</i> | <i>Number of students</i> | <i>% from each nationality</i> |
|---------------------------------------|---------------------------|--------------------------------|
| <i>China</i>                          |                           |                                |
| ELICOS-Higher Education               | 16,953                    | 34.4                           |
| ELICOS                                | 7,532                     | 15.3                           |
| ELICOS-Schools                        | 6,242                     | 12.7                           |
| <i>Republic of Korea</i>              |                           |                                |
| ELICOS                                | 19,329                    | 63.6                           |
| ELICOS-VTE                            | 4,062                     | 13.4                           |
| ELICOS-Schools                        | 2,154                     | 7.1                            |
| <i>Japan</i>                          |                           |                                |
| ELICOS                                | 16,921                    | 65.6                           |
| ELICOS-VTE                            | 4,277                     | 16.6                           |
| ELICOS-Higher Education               | 1,412                     | 5.5                            |
| <i>Thailand</i>                       |                           |                                |
| ELICOS                                | 6,233                     | 35.6                           |
| ELICOS-Higher Education               | 4,806                     | 27.4                           |
| ELICOS-VTE                            | 3,960                     | 22.6                           |
| <i>Taiwan</i>                         |                           |                                |
| ELICOS                                | 4,943                     | 49.4                           |
| ELICOS-Higher Education               | 1,966                     | 19.7                           |
| ELICOS-VTE                            | 895                       | 9.0                            |
| <i>Hong Kong</i>                      |                           |                                |
| ELICOS-VTE                            | 1,973                     | 19.9                           |
| ELICOS                                | 1,861                     | 18.7                           |
| ELICOS-VTE-Higher Education           | 1,651                     | 16.6                           |
| <i>Brazil</i>                         |                           |                                |
| ELICOS                                | 6,009                     | 68.0                           |
| ELICOS-VTE                            | 2,287                     | 25.9                           |
| ELICOS-Higher Education               | 216                       | 2.4                            |
| <i>Indonesia</i>                      |                           |                                |
| ELICOS-Higher Education               | 1,968                     | 28.1                           |
| ELICOS-VTE                            | 1,367                     | 19.5                           |
| ELICOS                                | 1,318                     | 18.8                           |
| <i>Czech Republic</i>                 |                           |                                |
| ELICOS                                | 1,963                     | 53.5                           |
| ELICOS-VTE                            | 1,538                     | 41.9                           |
| ELICOS-VTE-Higher Education           | 43                        | 1.2                            |
| <i>Switzerland</i>                    |                           |                                |
| ELICOS                                | 3,321                     | 94.3                           |
| ELICOS-VTE                            | 100                       | 2.8                            |
| ELICOS-Other                          | 39                        | 1.1                            |

## Sector pathways and time spent in the ELICOS sector

Almost two in three (65.2%) of the 200,215 international students enrolled in the ELICOS sector over the reference period had an ELICOS course length of between 5 and 26 weeks, the equivalent of up to one semester. A further one-third (33.4%) had a course length of 27 or more weeks.

As discussed earlier, the largest proportion of students enrolled in the ELICOS sector over the reference period were single-sector ELICOS students (42.3%). The sector pathways with the next largest proportions were ELICOS-Higher Education and ELICOS-VTE (18.5% and 15.3% respectively).

Over half (58.8%) of the ELICOS sector only students reported a course length of 5 to 26 weeks and another 40.8% had a course length of 27 or more weeks. Of those students who reported an ELICOS-Higher Education study pathway, three-quarters (75.7%) reported an ELICOS course length of 5 to 26 weeks. Two in three (66.8%) students on the ELICOS-VTE pathway and a similar proportion (68.9%) of ELICOS-Schools students had an ELICOS course length of 5 to 26 weeks (Table 5).

**Table 5. Top 10 ELICOS sector pathways by length of study in ELICOS sector**

| Sector pathway                  | Length of study           |                |                  | Total          |
|---------------------------------|---------------------------|----------------|------------------|----------------|
|                                 | 1 to 4 weeks              | 5 to 26 weeks  | 27 or more weeks |                |
|                                 | <i>Number of students</i> |                |                  |                |
| ELICOS                          | 360                       | 49,788         | 34,493           | 84,641         |
| ELICOS-Higher Education         | 361                       | 28,028         | 8,635            | 37,024         |
| ELICOS-VTE                      | 1,140                     | 20,468         | 9,014            | 30,622         |
| ELICOS-Schools                  | 132                       | 8,050          | 3,509            | 11,691         |
| ELICOS-VTE-Higher Education     | 235                       | 7,114          | 2,892            | 10,241         |
| ELICOS-Schools-Higher Education | 18                        | 2,840          | 463              | 3,321          |
| ELICOS-Other-Higher Education   | 99                        | 2,350          | 749              | 3,198          |
| ELICOS-Schools-VTE              | 9                         | 1,977          | 663              | 2,649          |
| ELICOS-Other                    | 109                       | 1,807          | 638              | 2,554          |
| ELICOS-Higher Education-VTE     | 9                         | 778            | 351              | 1,138          |
| <b>Total</b>                    | <b>2,822</b>              | <b>130,514</b> | <b>66,879</b>    | <b>200,215</b> |
| <i>Proportion (%)</i>           | 1.4                       | 65.2           | 33.4             | 100.0          |

## Nationality and time spent in the ELICOS sector

The period of study in the ELICOS sector varied depending on the nationality of the student. Table 6 below shows the most common sector pathways and the time spent in the ELICOS sector for each of the top ten nationalities.

The majority of students from China (79.7%), Thailand (63.0%), Hong Kong (70.6%), Brazil (81.1%) and Indonesia (82.3%) spent 5 to 26 weeks enrolled in the ELICOS sector. The majority of students from the Republic of Korea spent 27 or more weeks in ELICOS.

In the case of students from Japan and Taiwan, similar proportions of students of each nationality were enrolled in ELICOS for 5 to 26 weeks as those enrolled in the sector for 27 or more weeks (Table 6).

**Table 6. Top 10 nationalities and length of study in the ELICOS sector**

| <i>Nationality</i> | <i>Length of study</i>    |                      |                         | <i>Total</i> |
|--------------------|---------------------------|----------------------|-------------------------|--------------|
|                    | <i>1 to 4 weeks</i>       | <i>5 to 26 weeks</i> | <i>27 or more weeks</i> |              |
|                    | <i>Number of students</i> |                      |                         |              |
| China              | 477                       | 39,225               | 9,522                   | 49,224       |
| Republic of Korea  | 169                       | 12,655               | 17,553                  | 30,377       |
| Japan              | 329                       | 12,102               | 13,361                  | 25,792       |
| Thailand           | 141                       | 11,041               | 6,350                   | 17,532       |
| Taiwan             | 74                        | 4,531                | 5,395                   | 10,000       |
| Hong Kong          | 121                       | 7,008                | 2,798                   | 9,927        |
| Brazil             | 117                       | 7,163                | 1,552                   | 8,832        |
| Indonesia          | 187                       | 5,767                | 1,057                   | 7,011        |
| Czech Republic     | 212                       | 2,895                | 565                     | 3,672        |
| Switzerland        | 45                        | 3,015                | 462                     | 3,522        |
|                    | <i>Proportion (%)</i>     |                      |                         |              |
| China              | 1.0                       | 79.7                 | 19.3                    | 100.0        |
| Republic of Korea  | 0.6                       | 41.7                 | 57.8                    | 100.0        |
| Japan              | 1.3                       | 46.9                 | 51.8                    | 100.0        |
| Thailand           | 0.8                       | 63.0                 | 36.2                    | 100.0        |
| Taiwan             | 0.7                       | 45.3                 | 54.0                    | 100.0        |
| Hong Kong          | 1.2                       | 70.6                 | 28.2                    | 100.0        |
| Brazil             | 1.3                       | 81.1                 | 17.6                    | 100.0        |
| Indonesia          | 2.7                       | 82.3                 | 15.1                    | 100.0        |
| Czech Republic     | 5.8                       | 78.8                 | 15.4                    | 100.0        |
| Switzerland        | 1.3                       | 85.6                 | 13.1                    | 100.0        |

ELICOS sector only students from China, Thailand, Brazil and Switzerland spent 5 to 26 weeks in ELICOS compared to students from the Republic of Korea and Japan who tended to spend 27 or more weeks in the sector.

Students from China, Thailand, Indonesia and India whose study pathway was ELICOS-Higher Education were more likely to have spent up to 26 weeks in ELICOS compared to students from the Republic of Korea and Taiwan who tended to spend 27 or more weeks in the sector.

Similarly, of the students who recorded an ELICOS-VTE study pathway, students from the Republic of Korea and Taiwan tended to have a longer period of study in ELICOS than those from the other top ten nationalities. Almost two in three each of Korean and Taiwanese students spent 27 or more weeks in ELICOS, compared to a period of 26 weeks or less for students of other nationalities.



### *The most common Level of Study pathways through ELICOS*

A high proportion of students recorded a single sector ELICOS pathway (42.3% of all students enrolled in the ELICOS sector in the period 2002 to 2005). As a result, a large proportion of ELICOS sector students recorded a 'Non-award' level of study pathway (41.1%).

The next most common level of study pathways through the ELICOS sector was Non-Award-Masters Coursework (9.9%), Non-Award-Diploma (6.7%), and Non-Award-Bachelor Degree (5.5%).

Only small proportions of students recorded a level of study pathway through three levels. Some 3.0% of students followed the Non-Award-Diploma-Bachelor Degree level of study pathway and 1.5% recorded a Non-Award-Secondary Studies-Bachelor Degree pathway (Table 7).

**Table 7. Top 20 level of study pathways through ELICOS**

| <i>Level of study pathway</i>                 | <i>Number of students</i> | <i>% of all ELICOS students</i> |
|---|---------------------------|---------------------------------|
| Non-Award                                     | 82,388                    | 41.1                            |
| Non-Award-Masters Coursework                  | 19,841                    | 9.9                             |
| Non-Award-Diploma                             | 13,401                    | 6.7                             |
| Non-Award-Bachelor Degree                     | 10,918                    | 5.5                             |
| Non-Award-Secondary Studies                   | 10,795                    | 5.4                             |
| Non-Award-Diploma-Bachelor Degree             | 5,907                     | 3.0                             |
| Non-Award-Advanced Diploma                    | 4,126                     | 2.1                             |
| Non-Award-Certificate III                     | 3,089                     | 1.5                             |
| Non-Award-Secondary Studies-Bachelor Degree   | 2,945                     | 1.5                             |
| Non-Award-Certificate IV                      | 2,494                     | 1.2                             |
| Enabling Course                               | 1,627                     | 0.8                             |
| Non-Award-Secondary Studies-Diploma           | 1,343                     | 0.7                             |
| Non-Award-Graduate Diploma-Masters Coursework | 1,162                     | 0.6                             |
| Non-Award-Certificate II                      | 1,060                     | 0.5                             |
| Non-Award-Graduate Diploma                    | 1,008                     | 0.5                             |
| Non-Award-Diploma-Advanced Diploma            | 860                       | 0.4                             |
| Diploma-Masters Coursework                    | 831                       | 0.4                             |
| Non-Award-Certificate III-Diploma             | 757                       | 0.4                             |
| Non-Award-Advanced Diploma-Bachelor Degree    | 751                       | 0.4                             |
| Non-Award-Certificate IV-Diploma              | 727                       | 0.4                             |
| <b>Total</b>                                  | <b>200,215</b>            | <b>100.0</b>                    |

## *Nationality and the most common level of study pathways*

The most common level of study pathway for students in the ELICOS sector was a Non-Award course, regardless of the nationality of the student. This was due to the large proportion of students who were single sector students enrolled only in the ELICOS sector.

A Non-Award only pathway was the most common pathway recorded for all of the top ten nationalities except China, with about two in three students each from the Republic of Korea, Japan and Brazil in a Non-Award course only. The most common level of study pathways of Chinese students was Non-Award–Masters coursework (17.8% of Chinese students). This pathway was the second most common for students from Thailand (20.1%), Taiwan (12.2%) and Indonesia (17.3%).

A Non-Award–Bachelor Degree pathway was the second most common level of study pathway recorded by students from Hong Kong (13.1% of Hong Kong students) and the third most common pathway for students from the Republic of Korea (3.5% of Korean students).

A Non-Award–Diploma level of study pathway was also relatively common with students from several of the top ten nationalities (Table 8).

**Table 8. Top 10 nationalities by most common level of study pathways**

| <i>Nationality and Level of study pathway</i> | <i>Number of students</i> | <i>% from each nationality</i> |
|---|---------------------------|--------------------------------|
| <i>China</i>                                  |                           |                                |
| Non-Award-Masters Coursework                  | 8,768                     | 17.8                           |
| Non-Award                                     | 7,612                     | 15.5                           |
| Non-Award-Secondary Studies                   | 6,003                     | 12.2                           |
| <i>Republic of Korea</i>                      |                           |                                |
| Non-Award                                     | 18,367                    | 60.5                           |
| Non-Award-Diploma                             | 2,047                     | 6.7                            |
| Non-Award-Bachelor Degree                     | 1,075                     | 3.5                            |
| <i>Japan</i>                                  |                           |                                |
| Non-Award                                     | 16,472                    | 63.9                           |
| Non-Award-Diploma                             | 1,616                     | 6.3                            |
| Non-Award-Certificate III                     | 852                       | 3.3                            |
| <i>Thailand</i>                               |                           |                                |
| Non-Award                                     | 5,888                     | 33.6                           |
| Non-Award-Masters Coursework                  | 3,524                     | 20.1                           |
| Non-Award-Diploma                             | 1,576                     | 9.0                            |
| <i>Taiwan</i>                                 |                           |                                |
| Non-Award                                     | 4,797                     | 48.0                           |
| Non-Award-Masters Coursework                  | 1,224                     | 12.2                           |
| Non-Award-Diploma                             | 444                       | 4.4                            |
| <i>Hong Kong</i>                              |                           |                                |
| Non-Award                                     | 2,022                     | 20.4                           |
| Non-Award-Bachelor Degree                     | 1,301                     | 13.1                           |
| Non-Award-Diploma-Bachelor Degree             | 913                       | 9.2                            |

**Table 8. Top 10 nationalities by most common level of study pathways (continued)**

| <i>Nationality and Level of study pathway</i> | <i>Number of students</i> | <i>% from each nationality</i> |
|---|---------------------------|--------------------------------|
| <i>Brazil</i>                                 |                           |                                |
| Non-Award                                     | 5,775                     | 65.4                           |
| Non-Award-Diploma                             | 781                       | 8.8                            |
| Non-Award-Certificate III                     | 366                       | 4.1                            |
| <i>Indonesia</i>                              |                           |                                |
| Non-Award                                     | 1,352                     | 19.3                           |
| Non-Award-Masters Coursework                  | 1,211                     | 17.3                           |
| Non-Award-Diploma                             | 799                       | 11.4                           |
| <i>Czech Republic</i>                         |                           |                                |
| Non-Award                                     | 1,893                     | 51.6                           |
| Non-Award-Diploma                             | 331                       | 9.0                            |
| Non-Award-Certificate III                     | 277                       | 7.5                            |
| <i>Switzerland</i>                            |                           |                                |
| Non-Award                                     | 3,194                     | 90.7                           |
| Enabling Course                               | 107                       | 3.0                            |
| Non-Award-Diploma                             | 28                        | 0.8                            |