



Study pathways of international students in Australia

Introduction

The majority of international students undertake study in more than one educational sector, with the English Language Intensive Courses for Overseas Students (ELICOS) sector being the first step in an Australian study pathway for approximately half of the international students who study in Australia's tertiary sector. Many other study pathways are also followed by international students. For example, 60 per cent of international students in higher education had studied in another sector previously and 43 per cent of international students in Australian schools go onto study in the tertiary sector.

This paper examines the many and varied study pathways undertaken by international students through Australia's educational system. It does so by analysing the study pathway options of four separate cohorts of international students. The key findings are presented below, followed by a more detailed analysis of each group. Lastly, the appendixes detail the methodology used in this study; and present a set of tables showing the most common inter-sectoral study pathways undertaken by students in each of the cohorts examined.

Key findings

Study pathways of international students who completed ELICOS in 2009

- Nearly 70% of international students enrolled in an ELICOS course underwent further study in Australia in another sector; 27 per cent moved immediately to Higher Education and one-third (33%) moved immediately to VET. Only 31 per cent of ELICOS students did not undertake any further study.
- Overall, when other indirect study pathways are also considered, 35 per cent of ELICOS students eventually progressed to VET; and 32 per cent eventually progressed through to Higher Education.
- Of the top ten nationalities, two-thirds (67%) of Chinese ELICOS students and 60 per cent of Saudi ELICOS students recorded study pathways to Higher Education. About four in five (83%) Indian ELICOS students and 46 per cent of Thai ELICOS students progressed to VET. Students from the Republic of Korea, Brazil, Japan, Colombia and Taiwan were most commonly enrolled in ELICOS without undertaking any further study.

Study pathways of international students who completed School in 2009

- Over half (53%) of school students did not progress to another sector after Schools. One-quarter (25%) of school students moved immediately to Higher Education and 13 per cent moved immediately to VET.
- Overall, when other indirect study pathways are also considered, 28 per cent of Schools students eventually progressed from Schools to Higher Education and 15 per cent from Schools through to VET.
- More than half (53%) of Malaysian school students, 41 per cent of Chinese school students and 38 per cent of Vietnamese school students progressed from Schools to Higher Education. About one-quarter (24%) of Chinese school students and one in five (20%) Vietnamese school students had a pathway to VET. Students from the Republic of Korea, Germany, Japan and Brazil were most commonly enrolled in school without undertaking any further study.

Study pathways of international students who commenced in Higher Education in 2010

- About one-third (32%) students undertook study in ELICOS immediately before commencing in Higher Education, 13 per cent were in VET, 10 per cent in non-award study and 5 per cent in Schools. Two in five (40%) students commenced study in Higher Education without prior study in any other sector.
- Overall, 44 per cent had some prior study in ELICOS, 14 per cent had prior study in VET, 11 per cent recorded study in non-award courses and 7 per cent in Schools.
- Students from Saudi Arabia, Thailand, China, Vietnam and the Republic of Korea most commonly progressed from ELICOS to Higher Education. Students from Singapore, Malaysia and India most commonly enrolled directly into Higher Education.

Study pathways of international students who commenced in VET in 2010

- Less than half (46%) of VET students studied in ELICOS immediately before their commencement in VET, 8 per cent in Higher Education, 4 per cent in Schools and 2 per cent in non-award study. Over one-third (39%) of the cohort commenced study in VET without prior study in any other sector.
- Overall, 55 per cent of VET students had some prior study in ELICOS, 9 per cent had Higher Education study, 7 per cent in Schools and 3 per cent in non-award courses.
- VET students from China, the Republic of Korea, Thailand, Vietnam and Brazil were more likely to have progressed to VET from ELICOS than any other pathway type. Larger proportions of students from Pakistan and the United Kingdom were VET students without prior study in any other sector. Students from India who commenced study in VET (43%) most commonly did so directly into their course, 39 per cent recorded prior study in ELICOS and about one-quarter (25%) of Indian VET students recorded a Higher Education to VET pathway.

Study pathways of international students after completing ELICOS

In 2009, there were 84,516 international students who completed an ELICOS course of study in Australia for the first time. More than one-quarter of these students moved immediately to Higher Education and about one-third moved immediately to VET.

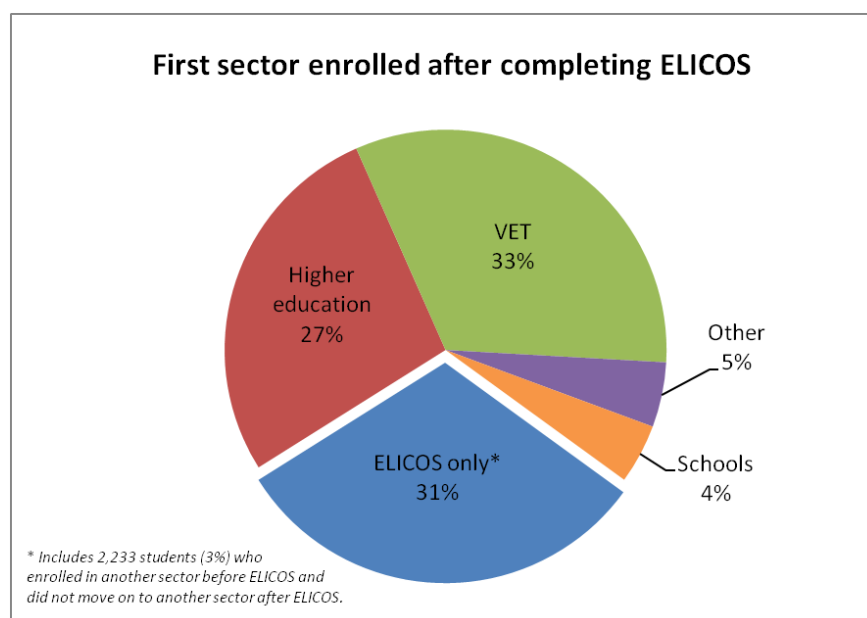


Table 1 shows the overall flow of students from the ELICOS sector through to the Higher Education, VET, Schools and Other sectors. This incorporates both students who immediately enrolled in a sector and those who eventually enrolled in that sector via a different inter-sector pathway. Of the students who completed an ELICOS course in 2009, 34.6 per cent progressed from ELICOS to VET, 31.8 per cent from ELICOS through to Higher Education and 31.1 per cent of students did not move on any further than ELICOS. Comparatively small proportions progressed from ELICOS to either the Schools or Other sectors.

Table 1. Direct and indirect Inter-sector study pathways from ELICOS

<i>Inter-sector pathway*</i>	<i>Students</i>	<i>Share of total</i>
Total in cohort	84,516	100.0%
ELICOS and no further [^]	26,262	31.1%
ELICOS-Higher Education	26,913	31.8%
ELICOS-VET	29,217	34.6%
ELICOS-Schools	3,730	4.4%
ELICOS-Other	4,298	5.1%

* the inter-sector pathway of students who recorded study in more than one sector are not mutually exclusive, therefore the individual components do not add to the total.

[^] includes 2,233 students who enrolled in another sector before ELICOS and did not move on to another sector after ELICOS.

Using the distribution of students with inter-sectoral study pathways from ELICOS discussed above, a 10 per cent increase in the number of students who complete ELICOS shows student numbers progressing to Higher Education and VET increases by about 2,600 and 3,000 respectively. A 10 per cent decline on 2009 figures of the number of students completing an ELICOS course of study would mean that the number of students progressing to Higher Education and to VET would decline by about 2,700 and 2,900 respectively.

Table 2 shows almost two-thirds of students who completed an ELICOS course in 2009 had a study pathway that included ELICOS and one other sector. These were mostly students who undertook ELICOS study before progressing to courses of study in the VET and Higher Education sectors. A further 5.9 per cent recorded a pathway from ELICOS to two other sectors and a small share progressed from ELICOS to three or more sectors. Almost one-third of the cohort were ELICOS students who enrolled directly into an ELICOS course of study did not move on to another sector.

Table 2. Students in ELICOS: Number of sectors recorded

<i>Number of sectors</i>	<i>Students</i>	<i>Share of total</i>
ELICOS only	24,029	28.4%
ELICOS and one other	55,314	65.4%
ELICOS and two others	4,960	5.9%
ELICOS and three or more others	213	0.3%
Total	84,516	100.0%

Of the top ten nationalities, about two-thirds of ELICOS students from Brazil, Japan and Colombia and nearly half of ELICOS students from the Republic of Korea and Taiwan did not progress to any other sector. The majority of Chinese and 60.3% Saudi students progressed from ELICOS to Higher Education. About four in five Indian students and 46.3 per cent of Thai students progressed from ELICOS to VET (Table 3).

Table 3. Top 10 nationalities and their direct and indirect inter-sector study pathway from ELICOS

<i>Nationality</i>	<i>Inter-sector pathway</i>					<i>Total Number</i>
	<i>ELICOS only</i>	<i>ELICOS-Higher Education</i>	<i>ELICOS-VET</i>	<i>ELICOS-School</i>	<i>ELICOS-Other</i>	
	Proportion of total for each nationality					
China	6.3%	66.5%	13.9%	11.4%	10.8%	22,906
India	6.7%	10.4%	83.3%	0.2%	0.4%	11,830
Republic of Korea	49.4%	13.9%	31.9%	4.1%	2.7%	6,743
Brazil	68.0%	1.6%	30.1%	0.0%	0.3%	5,812
Thailand	38.4%	14.9%	46.3%	1.0%	0.6%	5,704
Vietnam	14.8%	39.3%	39.6%	8.5%	6.6%	5,112
Saudi Arabia	27.2%	60.3%	4.4%	0.1%	15.7%	3,576
Japan	65.5%	9.5%	18.0%	2.0%	4.2%	3,030
Colombia	65.8%	9.6%	25.1%	0.0%	0.9%	2,933
Taiwan	43.3%	36.1%	17.4%	3.4%	4.0%	1,642

Legend (% of total): 40% - 49% 50% - 69% > 69%

Study pathways of international students after completing School

There were 12,370 international students in 2009 who completed school level study in Australia for the first time. One-quarter of these students moved immediately to Higher Education and 12.5 per cent moved immediately to VET.

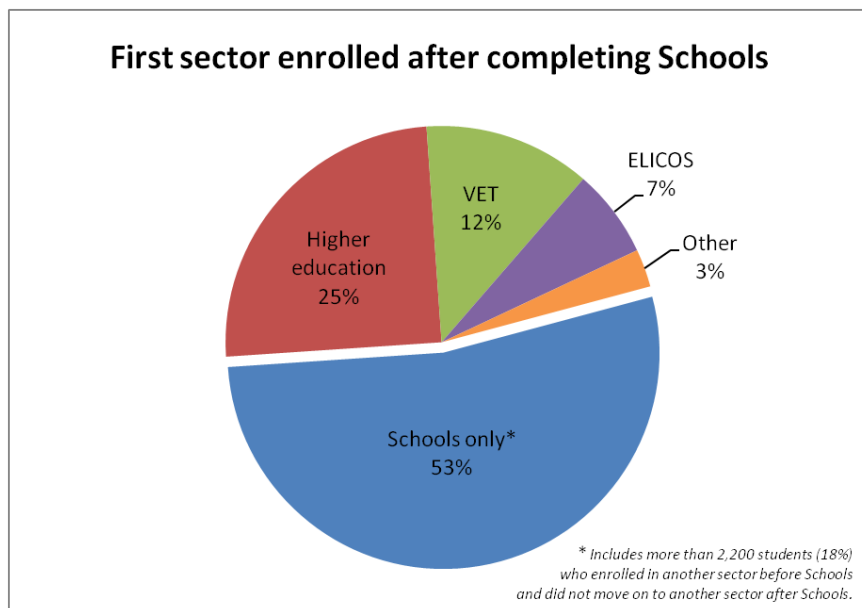


Table 4 shows the overall flow of students from the Schools sector through to the Higher Education, VET, ELICOS and Other sectors both directly and indirectly. Of the students who completed Schools in 2009, 28.0 per cent progressed from Schools to Higher Education and 15.1 per cent progressed from Schools through to VET. More than half the cohort who completed school in 2009 did not record a pathway to another sector after Schools. Smaller proportions progressed from Schools to either the ELICOS or Other sector.

Table 4. Direct and indirect Inter-sector study pathways from Schools

<i>Inter-sector pathway*</i>	<i>Students</i>	<i>Share of total</i>
Total in cohort	12,370	100.0%
Schools and no further^	6,569	53.1%
Schools-Higher Education	3,459	28.0%
Schools-VET	1,872	15.1%
Schools-ELICOS	926	7.5%
Schools-Other	520	4.2%

* the inter-sector pathway of students who recorded study in more than one sector are not mutually exclusive, therefore the individual components do not add to the total.

^ includes 2,262 students who enrolled in another sector before Schools and did not move on to another sector after Schools.

Using the distribution of students with inter-sectoral study pathways from Schools discussed above, a 10 per cent increase in the number of students who complete Schools show the number progressing to Higher Education and to VET increases by about 350 and 180 respectively. A 10 per cent decline on 2009 figures of the number of students completing school would mean the number of students progressing to Higher Education and to VET declines by about 340 and 190 respectively.

Over one-third of students who completed Schools in 2009 had a study pathway that included Schools and one other sector. These were mostly students who completed school and progressed to courses of study in the VET and Higher Education sectors. A further 27.6 per cent progressed from Schools to two other sectors and 2.2 per cent from Schools to three or more sectors. About one-third of all students in the cohort enrolled directly into school and did not move on to another sector after school (Table 5).

Table 5. Students in Schools: Number of sectors recorded

<i>Number of sectors</i>	<i>Students</i>	<i>Share of total</i>
Schools only	4,307	34.8%
Schools and one other	4,380	35.4%
Schools and two others	3,409	27.6%
Schools and three or more others	274	2.2%
Total	12,370	100.0%

Of the top ten nationalities, the majority of Schools students from the Republic of Korea, Germany, Japan and Brazil did not progress to any other sector. More than half of Malaysian school students, 40.8 per cent of Chinese school students and 37.6 per cent of Vietnamese school students progressed from Schools to Higher Education. About one-quarter of Chinese school students and one in five Vietnamese school students progressed to VET (Table 6).

Table 6. Top 10 nationalities and their direct and indirect inter-sector study pathway from Schools

<i>Nationality</i>	<i>Inter-sector pathway</i>					<i>Total Number</i>
	<i>Schools-</i>					
	<i>Schools only</i>	<i>Higher Education</i>	<i>Schools-VET</i>	<i>Schools-ELICOS</i>	<i>Schools-Other</i>	
Proportion of total for each nationality						
China	7.9%	40.8%	24.0%	12.1%	6.2%	6,041
Republic of Korea	59.2%	11.5%	4.6%	2.9%	0.9%	1,606
Germany	98.9%	0.5%	0.1%	0.1%	0.0%	1,133
Vietnam	15.3%	37.6%	19.6%	8.1%	4.6%	765
Japan	59.6%	7.6%	2.0%	1.5%	2.3%	396
Malaysia	30.7%	52.5%	9.9%	1.2%	5.6%	322
Brazil	96.2%	0.6%	0.6%	1.9%	0.0%	316
Hong Kong	26.5%	20.6%	10.6%	7.4%	10.6%	189
Taiwan	23.1%	21.0%	18.8%	11.8%	4.8%	186
Thailand	42.2%	21.6%	4.9%	4.9%	2.2%	185

Legend (% of total): 40% - 49% 50% - 69% > 69%

Study pathways of international students before commencing Higher Education

In 2010, there were 75,174 international students who commenced a Higher Education course of study in Australia for the first time. Of this cohort, 32.4 per cent undertook study in ELICOS immediately before commencing in Higher Education, 12.6 per cent in VET, 9.8 per cent in non-award study in the Other sector and 5.1 per cent in Schools. Two in five students commenced study in Higher Education without prior study in any other sector.

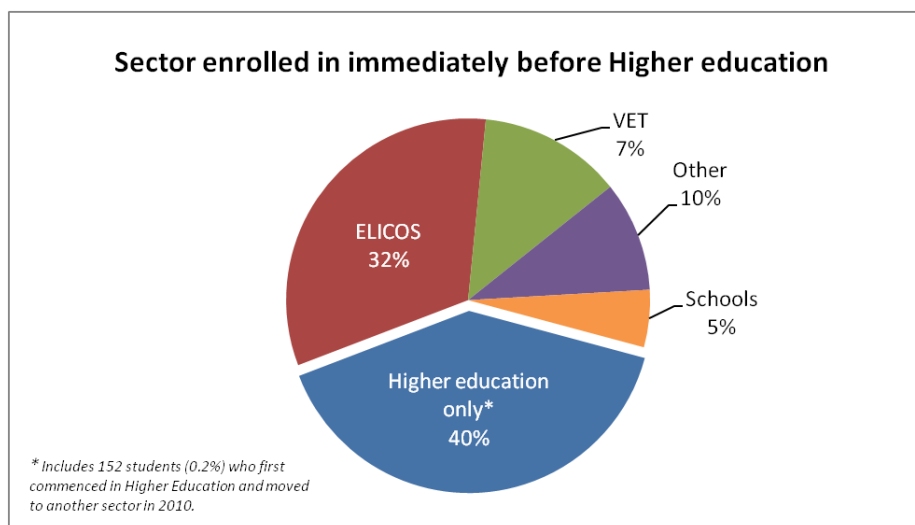


Table 7 below shows the overall flow of students from the other educational sectors through to the Higher Education sector both directly and indirectly. Of the students who commenced a Higher Education course of study in 2010, two in five recorded some prior study in ELICOS. A further 14.2 per cent recorded prior study in VET, 10.8 per cent in non-award courses in the Other sector and 7.3 per cent in Schools.

Table 7. Direct and indirect Inter-sector study pathways to Higher Education

<i>Inter-sector pathway*</i>	<i>Students</i>	<i>Share of total</i>
Total in cohort	75,174	100.0%
Higher Education [^]	30,087	40.0%
ELICOS-Higher Education	33,322	44.3%
VET-Higher Education	10,666	14.2%
Other-Higher Education	8,109	10.8%
Schools-Higher Education	5,452	7.3%

* the inter-sector pathway of students who recorded study in more than one sector are not mutually exclusive, therefore the individual components do not add to the total.

[^] includes 152 students who first commenced in Higher Education and moved to another sector in 2010.

Using the distribution of students with inter-sectoral study pathways to Higher Education discussed above, a 10 per cent increase in the number of students who complete ELICOS show the number progressing to Higher Education increases by about 3,300 and a 10 per cent increase in the number of students who complete Schools would mean the number progressing to Higher Education increases by about 580.

A 10 per cent decline on 2009 figures in the number of students who complete ELICOS show the number progressing to Higher Education will decrease by about 3,350 and a 10 per cent decline in the number of students who complete Schools would mean the number progressing to Higher Education will decrease by about 510.

Of the students who commenced in Higher Education in 2010, 45.2 per cent progressed to Higher Education from one other sector of study. These were mostly students who completed ELICOS study before moving into a Higher Education course of study. A further 13.2 per cent progressed through two other sectors before commencing in Higher Education and 1.8 per cent through three sectors before commencing in Higher Education. Two in five students commencing in Higher Education moved immediately into the Higher Education sector (Table 8).

Table 8. Students in Higher Education: Number of sectors recorded

<i>Number of sectors</i>	<i>Students</i>	<i>Share of total</i>
Higher Education only	29,935	39.8%
Higher Education and one other	33,983	45.2%
Higher Education and two others	9,889	13.2%
Higher Education and three or more others	1,367	1.8%
Total	75,174	100.0%

Of the students from the top ten nationalities who commenced in Higher Education, more than half of students from India and Indonesia and more than four in five of students from Malaysia and Singapore enrolled directly to Higher Education and did not progress to another sector. Larger proportions of students from Saudi Arabia, Thailand, China, Vietnam and the Republic of Korea recorded study in ELICOS before progressing to Higher Education than any other pathway type. About nine in ten students from Nepal recorded a VET to Higher Education pathway (Table 9).

Table 9. Top 10 nationalities and their direct and indirect inter-sector study pathway to Higher Education

<i>Nationality</i>	<i>Inter-sector pathway</i>					<i>Total Number</i>
	<i>Higher Education only</i>	<i>ELICOS-Higher Education</i>	<i>VET-Higher Education</i>	<i>Other-Higher Education</i>	<i>Schools-Higher Education</i>	
	Proportion of total for each nationality					
China	21.7%	65.9%	9.1%	13.4%	12.1%	29,602
Malaysia	81.0%	2.3%	5.5%	9.2%	4.3%	5,171
India	58.6%	21.1%	28.9%	2.3%	0.2%	3,996
Vietnam	23.8%	63.8%	16.2%	10.7%	10.8%	3,659
Indonesia	54.2%	22.4%	10.9%	17.0%	3.8%	2,569
Republic of Korea	25.4%	57.4%	17.9%	11.3%	18.9%	2,538
Singapore	86.5%	0.2%	2.0%	10.0%	2.2%	2,418
Saudi Arabia	7.5%	91.4%	3.3%	17.1%	0.0%	2,375
Nepal	9.5%	26.7%	87.6%	0.4%	0.0%	2,259
Thailand	25.0%	67.3%	15.5%	5.5%	6.3%	1,422

Legend (% of total): 50% - 69% > 69%

Study pathways of international students before commencing VET

In 2010, there were 33,675 international students who commenced a VET course of study in Australia for the first time. Of this cohort, 46.3 per cent undertook some study in ELICOS immediately before their commencement in VET, 8.5 per cent in Higher Education immediately before VET, 4.4 per cent in Schools and 1.6 per cent were in non-award study in the Other sector. Over one-third of the cohort commenced study in VET without prior study in any other sector.

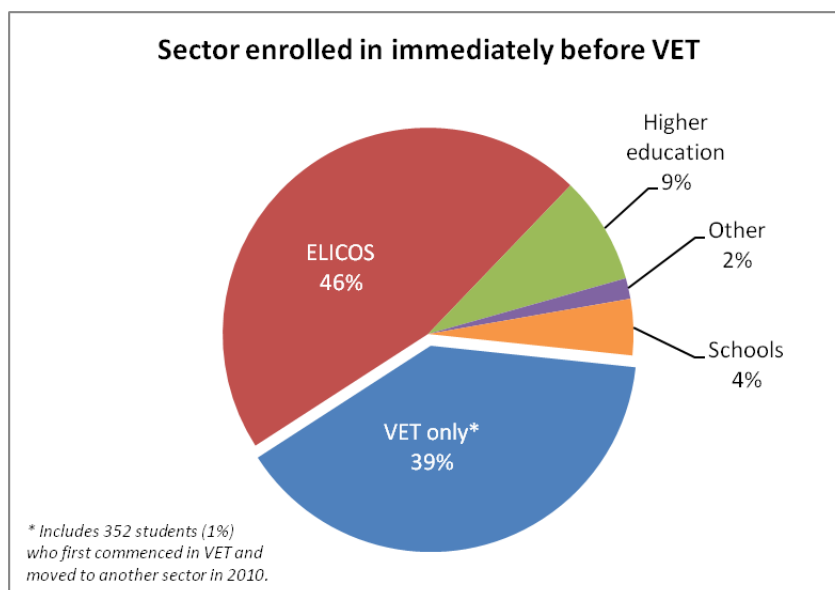


Table 10 below shows the overall flow of students from the other educational sectors through to the VET sector both directly and indirectly. Of the students who commenced a VET course of study in 2010, more than half undertook some prior study in ELICOS. A further 9.3 per cent recorded some Higher Education study prior to commencing in VET, 6.5 per cent in Schools and 2.7 per cent in non-award courses in the Other sector.

Table 10. Direct and indirect Inter-sector study pathways to VET

<i>Inter-sector pathway*</i>	<i>Students</i>	<i>Share of total</i>
Total in cohort	33,675	100.0%
VET [^]	13,204	39.2%
ELICOS-VET	18,363	54.5%
Higher Education-VET	3,129	9.3%
Other-VET	904	2.7%
Schools-VET	2,189	6.5%

* the inter-sector pathway of students who recorded study in more than one sector are not mutually exclusive, therefore the individual components do not add to the total.

[^] includes 352 students who first commenced in VET and moved to another sector in 2010.

Using the distribution of students with inter-sectoral study pathways to VET discussed above, a 10 per cent increase in the number of students who complete ELICOS would mean the number progressing to VET increases by about 1,800 and a 10 per cent increase in the number of students who complete Schools show the number progressing to VET increases by about 200.

A 10 per cent decline on 2009 figures in the number of students who complete ELICOS show the number progressing to VET will decrease by about 1,850 and a 10 per cent decline in the number of students who complete Schools would mean the number progressing to VET will decrease by about 200.

Of the students who commenced a VET course in 2010, 50.1 per cent progressed to VET from one other sector of study. These were mostly students who completed ELICOS study before moving into a VET course of study. A further 10.2 per cent progressed through two other sectors before commencing in VET and 1.8 per cent progressed through three sectors before commencing in VET. Over one-third of the cohort commenced study in VET without prior study in any other sector (Table 11).

Table 11. Students in VET: Number of sectors recorded

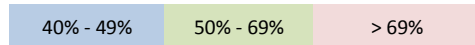
<i>Number of sectors</i>	<i>Students</i>	<i>Share of total</i>
VET only	12,852	38.2%
VET and one other	16,866	50.1%
VET and two others	3,440	10.2%
VET and three or more others	517	1.5%
Total	33,675	100.0%

Of the students from the top ten nationalities who commenced VET in 2010, larger proportions of VET students from China, the Republic of Korea, Thailand, Vietnam and Brazil recorded some ELICOS prior to commencing in VET than any other pathway type. Larger proportions of students from Pakistan and the United Kingdom enrolled directly to VET and did not progress to any other sector. More than two in five VET students from India enrolled directly into their course; a further 39.0 per cent recorded prior study in ELICOS; and about one-quarter of Indian VET students progressed from Higher Education to VET (Table 12).

Table 12. Top 10 nationalities and their direct and indirect inter-sector study pathway to VET

<i>Nationality</i>	<i>Inter-sector pathway</i>					<i>Total Number</i>
	<i>VET only</i>	<i>ELICOS-VET</i>	<i>Higher Education-VET</i>	<i>Other-VET</i>	<i>Schools-VET</i>	
	Proportion of total for each nationality					
China	19.0%	71.5%	17.1%	5.6%	26.6%	5,584
India	42.6%	39.0%	24.6%	1.6%	0.8%	3,061
Republic of Korea	30.3%	65.1%	4.5%	2.0%	5.5%	2,897
Thailand	7.6%	91.0%	4.9%	0.6%	0.9%	2,423
Vietnam	7.9%	87.3%	8.0%	2.6%	9.6%	2,056
Brazil	14.3%	85.1%	0.9%	0.3%	0.2%	1,830
Indonesia	46.1%	47.4%	6.6%	2.2%	1.9%	1,372
Pakistan	70.6%	21.8%	8.6%	0.5%	0.0%	1,236
Japan	37.6%	58.9%	3.2%	0.9%	3.2%	981
United Kingdom	95.4%	0.8%	2.5%	1.0%	0.8%	945

Legend (% of total):



Appendix 1: Methodology

The data used in the analysis for this paper is based on information from the Provider Registration and International Student Management System (PRISMS), the source of Australian Education International's (AEI) International Student Data. As such, it is limited to international students studying in Australia on a student visa only¹.

This paper examines the study pathways of four separate cohorts of international students².

The first cohort was the students who *completed* a course of study in the Australian ELICOS³ sector for the first time in the year 2009. The analysis was focused on the sector to which students moved to immediately after their ELICOS study was completed and the study pathways they undertook from the sector in the period through to the end of the following year.

The second cohort examined were the students who *completed* a course of study in the Schools sector for the first time in the year 2009. As with the earlier discussion on students who completed ELICOS study, the analysis of the second cohort highlights the sectors to which students moved to immediately after their school study was completed and the study pathways undertaken by the cohort through to the end of 2010.

The third and fourth cohorts were the students who *commenced* study in the Higher Education and the VET sectors respectively for the first time in the year 2010. The analysis highlights their study pathway *prior* to their commencement in Higher Education or VET sectors in that year.

Readers should note that for the purposes of this research paper, a period of study in a particular sector signifies a student has undertaken a course of study in the sector and does not necessarily indicate they have completed or been awarded a qualification for that course.

¹ Visa sub-classes 570 to 575.

² Student numbers for each cohort are derived from AEI data by matching a number of different variables such as date of birth, name and gender. Instances of simultaneous multiple sector enrolments, mainly involving the ELICOS sector, were not separately identified due to the complexities with extracting the information from PRISMS.

³ As AEI international student data relate only to students in Australia on a student visa, ELICOS students on other visa types are not included in this paper. AEI is unable to investigate study pathways of ELICOS students on other visa types to student visas. A 2009 survey by *English Australia* found 67% of international students enrolled in ELICOS courses are on student visas.

Appendix 2: Top 20 study pathways

Table A2.1. Top 20 study pathways of students who completed ELICOS in 2009

<i>Sector pathway</i>	<i>Students</i>	<i>Share of total</i>
ELICOS-VET	25,205	29.8%
ELICOS	24,029	28.4%
ELICOS-Higher Education	22,116	26.2%
ELICOS-Schools	3,279	3.9%
ELICOS-Other-Higher Education	1,833	2.2%
ELICOS-Other	1,752	2.1%
ELICOS-VET-Higher Education	963	1.1%
ELICOS-VET-ELICOS	749	0.9%
ELICOS-Higher Education-VET	464	0.5%
VET-ELICOS-VET	452	0.5%
ELICOS-VET-ELICOS-VET	352	0.4%
VET-ELICOS	322	0.4%
ELICOS-Higher Education-ELICOS	285	0.3%
VET-ELICOS-Higher Education	268	0.3%
Higher Education-ELICOS	178	0.2%
ELICOS-Other-VET	138	0.2%
Higher Education-ELICOS-Higher Education	127	0.2%
ELICOS-Other-ELICOS	124	0.1%
ELICOS-VET-ELICOS-Higher Education	120	0.1%
ELICOS-Schools-ELICOS	109	0.1%
<i>Other pathways</i>	1,651	2.0%
Total all pathways from ELICOS	84,516	100.0%

Table A2.2. Top 20 study pathways of students who completed Schools in 2009

<i>Sector pathway</i>	<i>Students</i>	<i>Share of total</i>
Schools	4,307	34.8%
ELICOS-Schools	2,122	17.2%
ELICOS-Schools-Higher Education	1,525	12.3%
Schools-Higher Education	1,437	11.6%
ELICOS-Schools-VET	1,007	8.1%
Schools-VET	309	2.5%
ELICOS-Schools-ELICOS-VET	170	1.4%
ELICOS-Schools-ELICOS	167	1.4%
ELICOS-Schools-Other	155	1.3%
Other-Schools	116	0.9%
Schools-Other	104	0.8%
ELICOS-Schools-ELICOS-Other	88	0.7%
ELICOS-Schools-VET-Higher Education	84	0.7%
Schools-ELICOS	74	0.6%
ELICOS-Schools-ELICOS-Higher Education	71	0.6%
Other-Schools-Higher Education	46	0.4%
Schools-ELICOS-VET	44	0.4%
Schools-VET-Higher Education	41	0.3%
Schools-ELICOS-Higher Education	37	0.3%
Schools-ELICOS-Other	33	0.3%
<i>Other pathways</i>	433	3.5%
Total all pathways from ELICOS	12,370	100.0%

Table A2.3. Top 20 study pathways of students who commenced Higher Education in 2010

<i>Sector pathway</i>	<i>Students</i>	<i>Share of total</i>
Higher Education	29,935	39.8%
ELICOS-Higher Education	22,556	30.0%
VET-Higher Education	4,944	6.6%
Other-Higher Education	4,233	5.6%
ELICOS-VET-Higher Education	3,052	4.1%
ELICOS-Other-Higher Education	2,626	3.5%
ELICOS-Schools-Higher Education	1,841	2.4%
Schools-Higher Education	1,825	2.4%
VET-ELICOS-Higher Education	472	0.6%
ELICOS-Schools-VET-Higher Education	456	0.6%
ELICOS-VET-ELICOS-Higher Education	435	0.6%
Schools-VET-Higher Education	270	0.4%
ELICOS-Higher Education-ELICOS	210	0.3%
ELICOS-Other-ELICOS-Higher Education	202	0.3%
ELICOS-Schools-Other-Higher Education	193	0.3%
Other-VET-Higher Education	134	0.2%
ELICOS-Other-VET-Higher Education	123	0.2%
ELICOS-Schools-ELICOS-VET-Higher Education	100	0.1%
Schools-Other-Higher Education	100	0.1%
ELICOS-Schools-ELICOS-Higher Education	94	0.1%
<i>Other pathways</i>	1,373	1.8%
Total all pathways to Higher Education	75,174	100.0%

Table A2.4. Top 20 study pathways of students who commenced VET in 2010

<i>Sector pathway</i>	<i>Students</i>	<i>Share of total</i>
ELICOS-VET	14,257	42.3%
VET	12,852	38.2%
ELICOS-Higher Education-VET	1,140	3.4%
Higher Education-VET	1,132	3.4%
ELICOS-Schools-VET	904	2.7%
Schools-VET	405	1.2%
ELICOS-VET-ELICOS	396	1.2%
Other-VET	235	0.7%
ELICOS-Other-VET	207	0.6%
VET-Higher Education	200	0.6%
ELICOS-Schools-ELICOS-VET	195	0.6%
ELICOS-VET-Higher Education	173	0.5%
ELICOS-Higher Education-ELICOS-VET	130	0.4%
VET-ELICOS	114	0.3%
Schools-Higher Education-VET	107	0.3%
ELICOS-Schools-Higher Education-VET	103	0.3%
Other-Higher Education-VET	87	0.3%
ELICOS-VET-ELICOS-VET	71	0.2%
Schools-ELICOS-VET	71	0.2%
ELICOS-Schools-VET-Higher Education	67	0.2%
<i>Other pathways</i>	829	2.5%
Total all pathways to VET	33,675	100.0%