# International Partner Forum

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2nd February 2024

Federation University Australia acknowledges the Custodians of the lands and waters where our campuses are located and recognise their continuing responsibilities to care for country at these sites of teaching and learning. We pay our respects to Elders past and present and extend our respects to all Aboriginal and Torres Strait Islander First Nations Peoples.

The Aboriginal Traditional Custodians of the lands and waters where our campuses, centres and field stations are located include:

| | |
|---|---|
| **Wimmera:** | Wotjobaluk, Jaadwa, Jadawadjali, Wergaia, Jupagulk |
| **Ballarat:** | Wadawurrung |
| **Berwick:** | Boon Wurrung |
| **Gippsland:** | Gunai Kurnai |
| **Nanya Station:** | Mutthi Mutthi and Barkindji |
| **Brisbane:** | Turrbal and Jagera |

# Agenda

- Definition of Education Pathways in Australia

- National snapshot of International Students and Pathways

- Research – Sun & Davison 2023

- Purpose of Pathway Programs

- FedUni Pathway Programs

- Case Study

- Questions

# What is Educational Pathways in Australia?

Education pathways can include English Language preparation, Vocational Education and Training (VET), Foundation Studies and Higher Education Diploma programs.
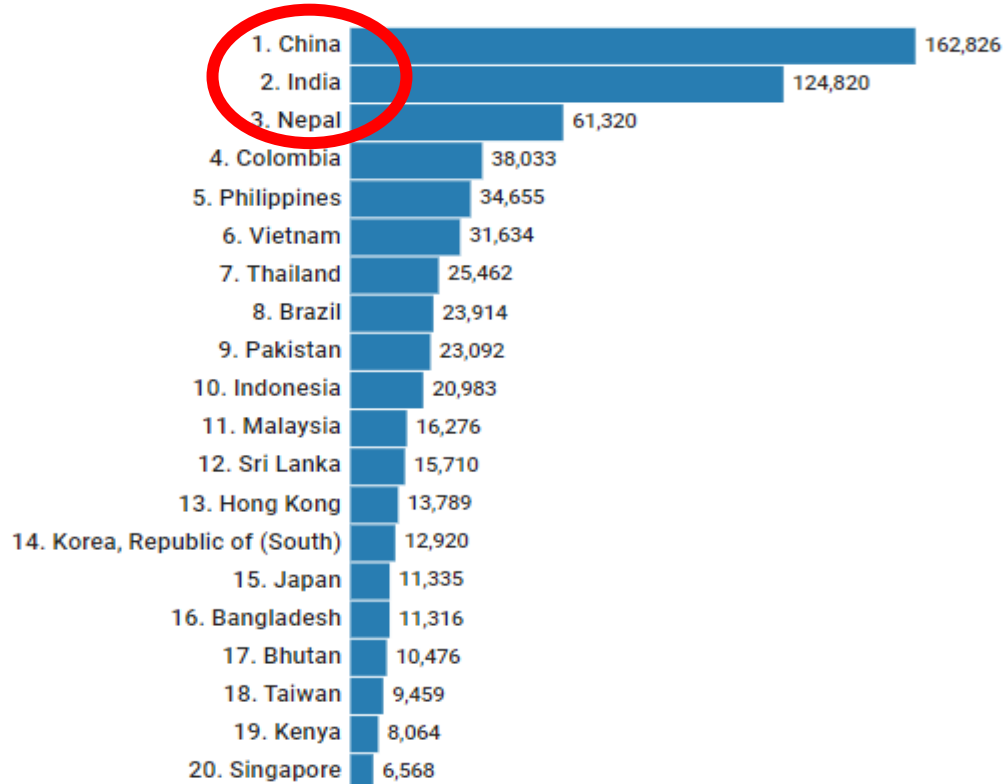
*https://www.studyaustralia.gov.au/en/plan-your-studies/australias-education-system#:~:text=Education%20pathways%20can%20include%20English,study%20credits%20for%20prior%20learning.*



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# What is size of the International student market in Australia?

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# What is size of the International student market in Victoria?
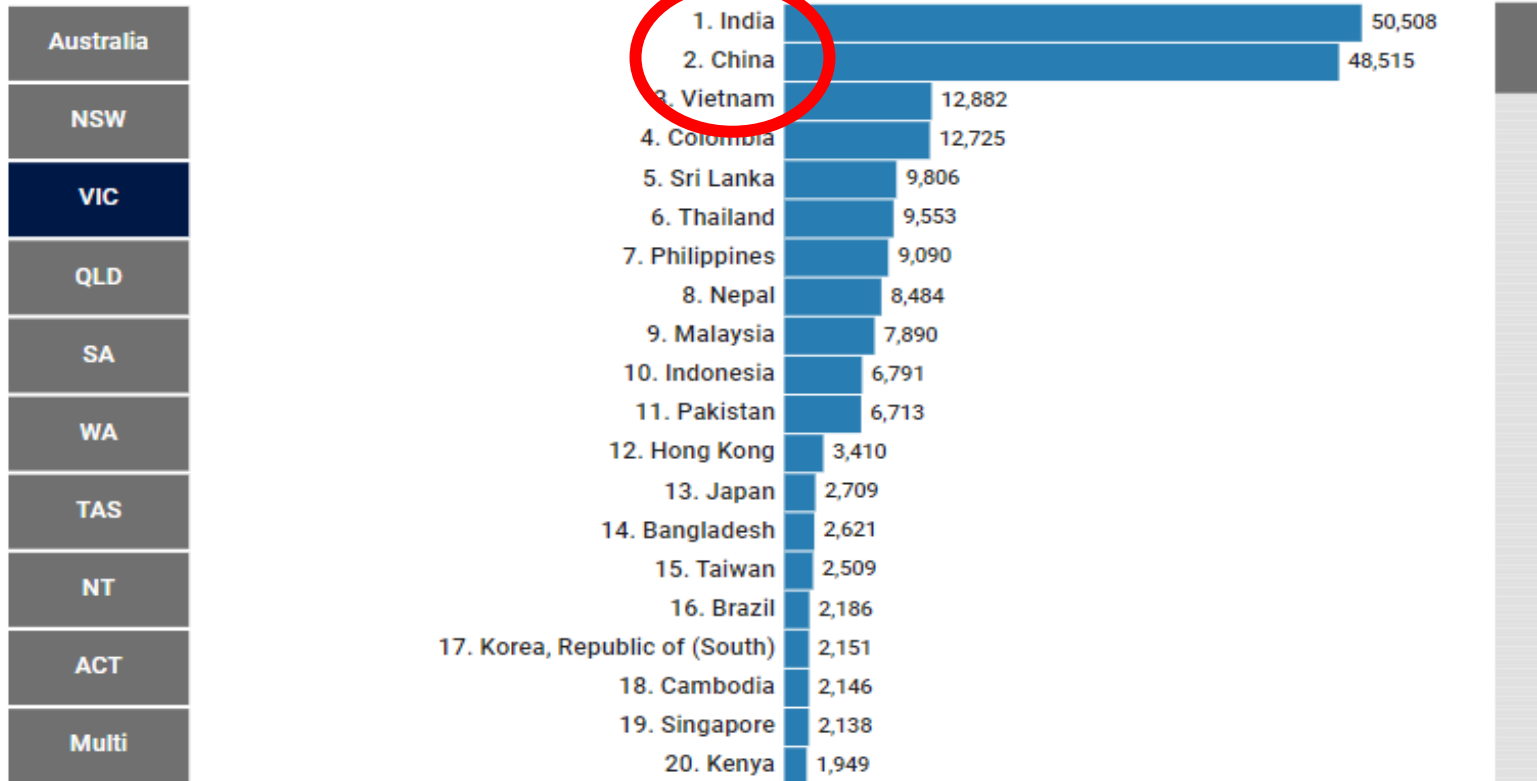
# What is size of the International student market in monetary terms?



Australia's top five export, goods and services (A$ million)
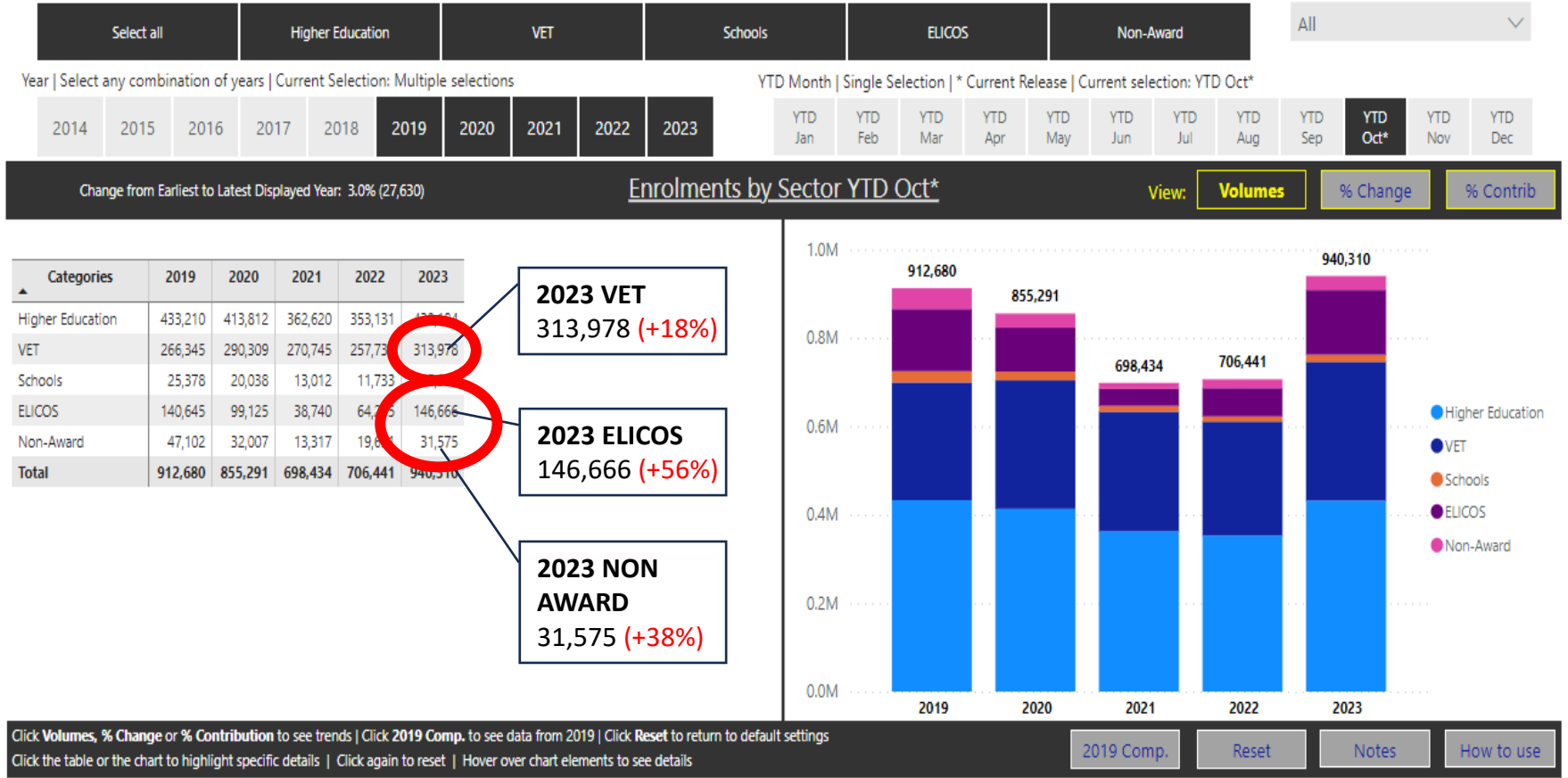
https://www.education.gov.au/international-education-data-and-research/education-export-income-calendar-year

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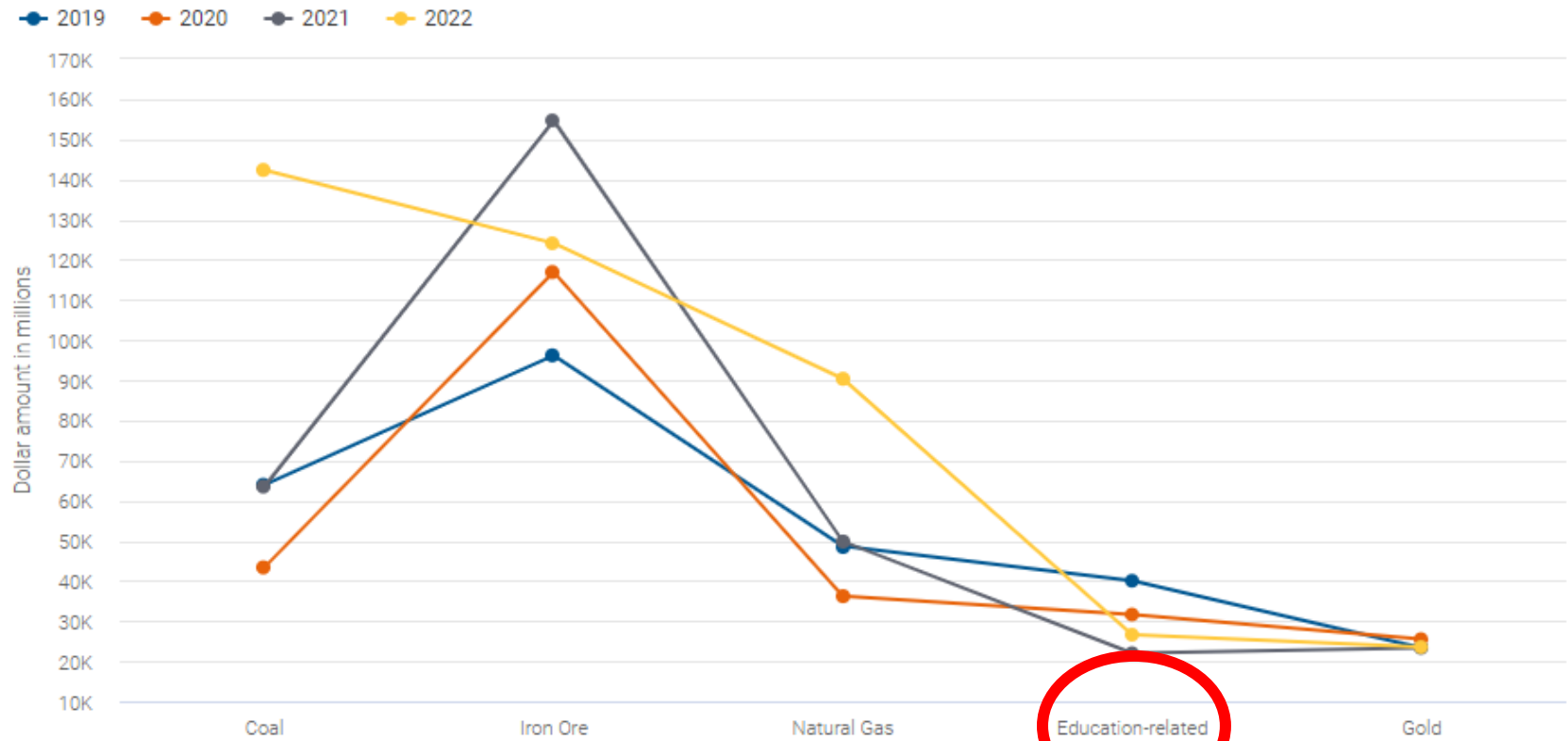
# What is the size of the Pathways market in Australia?



| | Select all | Higher Education | VET | Schools | ELICOS | Non-Award |
|---|---|---|---|---|---|---|

Year | Select any combination of years | Current Selection: Multiple selections

YTD Month | Single Selection | * Current Release | Current selection: YTD Oct*

| 2014 | 2015 | 2016 | 2017 | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|---|---|---|---|

| YTD Jan | YTD Feb | YTD Mar | YTD Apr | YTD May | YTD Jun | YTD Jul | YTD Aug | YTD Sep | YTD Oct* | YTD Nov | YTD Dec |
|---|---|---|---|---|---|---|---|---|---|---|---|

Change from Earliest to Latest Displayed Year: 3.0% (27,630)

**Enrolments by Sector YTD Oct***

View: **Volumes** | % Change | % Contrib

| Categories | 2019 | 2020 | 2021 | 2022 | 2023 |
|---|---|---|---|---|---|
| Higher Education | 433,210 | 413,812 | 362,620 | 353,131 | 431,131 |
| VET | 266,345 | 290,309 | 270,745 | 257,73 | 313,978 |
| Schools | 25,378 | 20,038 | 13,012 | 11,733 | |
| ELICOS | 140,645 | 99,125 | 38,740 | 64,7 | 146,666 |
| Non-Award | 47,102 | 32,007 | 13,317 | 19,8 | 31,575 |
| Total | 912,680 | 855,291 | 698,434 | 706,441 | 940,310 |

**2023 VET**
313,978 (+18%)

**2023 ELICOS**
146,666 (+56%)

**2023 NON AWARD**
31,575 (+38%)

Legend: Higher Education, VET, Schools, ELICOS, Non-Award

Click **Volumes, % Change or % Contribution** to see trends | Click **2019 Comp.** to see data from 2019 | Click **Reset** to return to default settings
Click the table or the chart to highlight specific details | Click again to reset | Hover over chart elements to see details

| 2019 Comp. | Reset | Notes | How to use |
|---|---|---|---|

*https://app.powerbi.com/view?r=eyJrIjoiNTMzNzcwZTUtMjVjNy00NjhkLTkxOGItM2Q5MDEyM2Q1Zjg2IiwidCI6ImRkMGNmZDE1LTQ1NTgtNGIxMi04YmFkLWVhMjY5ODRmYzQxNyJ9*

# Research – University Preparation Programs

## Purpose:

This study explored UNSW international students perception on the effectiveness of University preparation pathways, with a focus on two areas:

- Academic competence
- Sociocultural competence

## Method:

Mixed method research design, using a questionnaire and focus group interviews.

## Results:

- Questionnaire: EAL students (n=81), 56 students returned (39 females, 17 males)
- Focus Group: EAL students (n=4), 3 females and 1 female.

## Discussion:

The following are the discussion points of the research:

- Courses prepared the students academically in English Language proficiency, subject content, and academic skills (specifically academic writing).
- Oral English had a limited effect, students benefited more from joining social groups.
- Students perceived the preparation in subject content knowledge as the most important parts of the pathway courses for them.  Success in second relied on this preparation.
- There was an increase in general skills including communication with these students.
- The ability to do assessments similar to HE was beneficial for success in 2nd year.
- Establishment of connections with fellow students, teachers, etc helped with transition.
- Positive teacher student interactions were critical to the success of the students socially.

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# Purpose of Pathway Programs

- The purpose of the Pathway programs are to:

    - Improve access to students that cannot gain entry into Higher Education programs

    - provide academic support to those students that require it (embed skills)

    - provide English language support for students that require it (embed skills)

    - improve socialisation, well-being, and longevity of students within the University by scaffolding the learning, using pedagogy (Blooms taxonomy), increasing the activities to practice and learn, small group and individual learning methods.

    - ensure the transition of pathway students to future programs within the University is seamless (the goal is 100% of students transfer to Higher Education)

    - Tuition pattern is pathways is different to Higher Education

    - Measure student performance

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# FedUni Higher Education Pathway Programs

**Foundation Studies Program**
*Courses:*
-English Language A
-Intro to IT
-Intro to Business/Law
-Intro to Maths
-English Language B
-Intro to Health
-Intro to Education
-Intro to Aboriginal and Torres Strait Islander People's History

*Entry:*
-Completion of Year 11 equivalent
-IELTs overall band 5.5 (with no individual band below 5.0)
*Exit:*
-Diploma Programs
-HE programs

**HE Diploma Programs**
*Delivering:*
-Diploma of Business
-Diploma of IT
-Diploma of Engineering

*Developing:*
-Diploma of Health (2024)
Please note: streams include Nursing, Psychology, Sport and Exercise Science

*Entry:*
-Successful completion of VCE, or it's equivalent, such as an interstate or International Year 12 qualification.
-IELTs overall band 5.5 (with no individual band below 5.5)
*Exit:*
-HE programs

**Undergraduate Degrees**
HE Diploma matched credit
-Bachelor of Business
-Bachelor of IT
-Bachelor of Engineering
-Bachelor of Nursing
-Bachelor of Psychology
-Bachelor of Sports, Exercise Science

*Entry:*
-Successful completion of VCE, or it's equivalent, such as an interstate or International Year 12 qualification.
-IELTs overall band 6.0 (with no individual band below 6.0)
-IELTs overall band 7.0 (with no individual band below 7.0) for Bachelor of Nursing

**General English 1**
Entry 3.5, Exit 4.0
IELTs (10 weeks)

**General English 2**
Entry 4.0, Exit 4.5
IELTs (10 weeks)

**English for Academic Purposes 3**
Entry 4.5, Exit 5.0 IELTs

**English for Academic Purposes 4**
Entry 5.0, Exit 5.5 IELTs
EAP 4A (5wks), EAP 4B (5wks)

**English for Academic Purposes 5**
Entry 5.5, Exit 6.0 IELTs
EAP 5A (5wks), EAP 5B (5wks)

**English for Academic Purposes 6**
Entry 6.0, Exit 6.5 IELTs
EAP 6A (5wks), EAP 6B (5wks)

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# FedUni Higher Education Pathway Programs

- In 2023 we delivered:

    - Higher Education Diploma of Information Technology

    - Higher Education Diploma of Engineering

    - Higher Education Diploma of Business

- In 2024 we are delivering:

    - Higher Education Diploma of Information Technology

    - Higher Education Diploma of Engineering

    - Higher Education Diploma of Business

    - Foundation Studies Program

    - English for Academic Purposes

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# Example of HE Diploma Programs – Case Study

*Actual Information extracted from analysis of a medium sized University within Victoria*

| Key Metrics | | HE Diploma of Business | | | | | | HE Diploma of Engineering | | | | | | HE Diploma of Health Science | | | | | | HE Diploma of IT | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg |
| **Enrolment Demographics** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total Enrolments | 336 | 348 | 364 | 381 | 272 | 340 | 343 | 361 | 337 | 333 | 276 | 330 | 64 | 119 | 158 | 162 | 212 | 143 | 221 | 246 | 290 | 296 | 244 | 259 |
| | Domestic | 87 | 93 | 106 | 107 | 81 | 95 | 109 | 132 | 119 | 97 | 107 | 113 | 55 | 99 | 108 | 92 | 118 | 94 | 66 | 104 | 131 | 104 | 94 | 100 |
| | % Domestic/Total Enrolments | 26% | 27% | 29% | 28% | 30% | 28% | 32% | 37% | 35% | 29% | 39% | 34% | 86% | 83% | 68% | 57% | 56% | 66% | 30% | 42% | 45% | 35% | 39% | 38% |
| | International | 249 | 255 | 258 | 274 | 191 | 245 | 234 | 229 | 218 | 236 | 169 | 217 | 9 | 20 | 50 | 70 | 94 | 49 | 155 | 142 | 159 | 192 | 150 | 160 |
| | %International/Total Enrol | 74% | 73% | 71% | 72% | 70% | 72% | 68% | 63% | 65% | 71% | 61% | 66% | 14% | 17% | 32% | 43% | 44% | 34% | 70% | 58% | 55% | 65% | 61% | 62% |
| | Male | 222 | 206 | 235 | 240 | 176 | 216 | 306 | 311 | 299 | 298 | 247 | 292 | 31 | 51 | 51 | 76 | 83 | 58 | 195 | 218 | 251 | 244 | 200 | 222 |
| | %Male/Total Enrol | 66% | 59% | 65% | 63% | 65% | 63% | 89% | 86% | 89% | 89% | 89% | 89% | 48% | 43% | 32% | 47% | 39% | 41% | 88% | 89% | 87% | 82% | 82% | 85% |
| | Female | 114 | 142 | 128 | 140 | 96 | 124 | 37 | 50 | 38 | 35 | 28 | 38 | 33 | 68 | 107 | 86 | 129 | 85 | 26 | 26 | 39 | 51 | 43 | 37 |
| | %Female/Total Enrol | 34% | 41% | 35% | 37% | 35% | 36% | 11% | 14% | 11% | 11% | 10% | 11% | 52% | 57% | 68% | 53% | 61% | 59% | 12% | 11% | 13% | 17% | 18% | 14% |
| | Age Group 17-19 | 111 | 127 | 125 | 126 | 84 | 115 | 116 | 135 | 153 | 148 | 93 | 129 | 19 | 41 | 53 | 58 | 62 | 47 | 87 | 82 | 110 | 105 | 75 | 92 |
| | %Age17-19/Total Enrol | 33% | 36% | 34% | 33% | 31% | 34% | 34% | 37% | 45% | 44% | 34% | 39% | 30% | 34% | 34% | 36% | 29% | 33% | 39% | 33% | 38% | 35% | 31% | 35% |
| | Age Group 20-24 | 193 | 197 | 214 | 227 | 174 | 201 | 202 | 201 | 170 | 175 | 167 | 183 | 29 | 55 | 82 | 85 | 117 | 74 | 112 | 135 | 156 | 166 | 139 | 142 |
| | %Age20-24/Total Enrol | 57% | 57% | 59% | 60% | 64% | 59% | 59% | 56% | 50% | 53% | 61% | 55% | 45% | 46% | 52% | 52% | 55% | 51% | 51% | 55% | 54% | 56% | 57% | 55% |

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# Example of HE Diploma Programs – Case Study

*Actual Information extracted from analysis of a medium sized University within Victoria*

| Key Metrics | | HE Diploma of Business | | | | | | HE Diploma of Engineering | | | | | | HE Diploma of Health Science | | | | | | HE Diploma of IT | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg | 2016 | 2017 | 2018 | 2019 | 2020 | Avg |
| **Course Performance** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Headcount | 336 | 348 | 364 | 381 | 272 | 340 | 343 | 361 | 337 | 333 | 276 | 330 | 64 | 119 | 158 | 162 | 212 | 143 | 221 | 246 | 290 | 296 | 244 | 259 |
| | Course Completions | 153 | 171 | 133 | 209 | 199 | 173 | 144 | 162 | 125 | 177 | 195 | 161 | 23 | 40 | 61 | 96 | 102 | 64 | 90 | 102 | 95 | 143 | 144 | 115 |
| | % Headcount/Course Completion | 46% | 49% | 37% | 55% | 73% | 51% | 42% | 45% | 37% | 53% | 71% | 50% | 36% | 34% | 39% | 59% | 48% | 43% | 41% | 41% | 33% | 48% | 59% | 44% |
| | Success Rate | 76.2 | 78.8 | 79.7 | 82.5 | 87.4 | 81% | 72.0 | 71.0 | 76.7 | 78.7 | 83.7 | 76% | 78.8 | 72.6 | 81.1 | 79.8 | 81.7 | 79% | 78.4 | 81.6 | 77.9 | 78.9 | 79.1 | 79% |
| | Retention Rate | 78.8 | 80.4 | 81.9 | 73.3 | | 79% | 77.6 | 76.0 | 77.8 | 74.1 | | 76% | 76.4 | 61.3 | 76.9 | 68.2 | | 71% | 74.6 | 75.3 | 77.7 | 72.8 | | 75% |
| **Student Experience Survey** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Overall Experience | | 66.7 | 72.2 | 75.8 | 67.7 | 71% | | 36.5 | 70.0 | 64.0 | 55.2 | 56% | | 85.7 | 63.6 | 72.0 | 62.5 | 71% | | 77.4 | 72.7 | 69.2 | 61.1 | 70% |
| | Skills Development | | 76.2 | 75.0 | 64.5 | 77.4 | 73% | | 60.8 | 61.8 | 87.5 | 71.4 | 70% | | 78.6 | 69.7 | 65.2 | 68.8 | 71% | | 82.1 | 81.0 | 77.8 | 74.3 | 79% |
| | Student Support | | 60.0 | 69.0 | 66.7 | 53.6 | 62% | | 53.5 | 72.5 | 66.7 | 66.7 | 65% | | 91.7 | 75.9 | 72.7 | 73.1 | 78% | | 83.3 | 77.8 | 81.5 | 62.1 | 76% |
| | Teaching Quality | | 68.2 | 80.6 | 71.9 | 58.1 | 70% | | 43.1 | 71.9 | 68.0 | 67.9 | 63% | | 78.6 | 75.8 | 75.0 | 87.5 | 79% | | 82.8 | 72.1 | 70.3 | 72.2 | 74% |
| **Graduate Outcome Survey** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Full Time Employment | | 0% | 28.6% | 10.0% | 16.7% | 14% | 100.0% | 12.5% | 0.0% | 21.4% | | 33% | | | 14.3% | 50.0% | 25.0% | 30% | | 71.4% | 22.2% | 20.0% | 0.0% | 28% |
| | Further Full Time Study | | 80.0% | 74.2% | 65.2% | 71.9% | 73% | 90.3% | 77.6% | 100% | 87.9% | | 89% | | 100% | 83.3% | 94.7% | 87.0% | 91% | | 81.0% | 78.8% | 73.9% | 80.6% | 79% |
| **Destination Bachelor Course** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Primary | Business | | 93 | 101 | 63 | 86 | Engineering | | 117 | 130 | 145 | 131 | Health Science | | 39 | 55 | 15 | 36 | Comp Science | | 26 | 60 | 52 | 46 |
| | Secondary | Busines info Sy | | 12 | 38 | 11 | 20 | N/A | | | | | | Psych Science | | 14 | 10 | 4 | 9 | Info Com Tech | | 50 | 41 | 35 | 42 |
| | Third | Accounting | | 33 | 14 | 10 | 19 | N/A | | | | | | N/A | | | | | | Bus Info Sys | | 8 | 14 | 20 | 14 |
| | Others | Others | | 9 | 8 | 2 | 6 | Others | | | 19 | 17 | 18 | Others | | 2 | 7 | | | Others | | 2 | 4 | 3 | 3 |
| | TOTAL | | | 147 | 161 | 86 | 131 | | | 136 | 147 | 163 | 149 | | | 55 | 72 | 19 | 46 | | | 86 | 119 | 110 | 105 |
| | %Destination/%Total Enrol | | | 40% | 42% | 32% | 38% | | | 40% | 44% | 59% | 48% | | | 35% | 44% | 9% | 29% | | | 30% | 40% | 45% | 38% |
| **Performance of Pathway Students** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HE Diploma Student pass rates Y2 | | | 86.2 | 87.2 | 92.6 | 88.7 | | | 85.6 | 84.1 | 91.3 | 87.0 | | | 79.5 | 89.4 | 86.7 | 85.2 | | | 76.0 | 81.7 | 83.4 | 80.4 |
| | Higher Ed Student Pass Rates Y2 | | | 85.0 | 85.4 | 87.6 | 86 | | | 80.7 | 83.7 | 85.6 | 83.3 | | | 76.8 | 81.5 | 86.3 | 81.5 | | | 80.4 | 82.0 | 82.6 | 81.7 |
| | Student numbers analysed | | | 140 | 163 | 149 | | | | 145 | 151 | 164 | | | | 37 | 65 | 65 | | | | 86 | 125.0 | 114 | |

# Example of a Foundation Program – Case Study

*Actual Information extracted from analysis of a medium sized University within Victoria*

| Key Metrics | | Foundation - Social Sciences/Arts | | | | | Avg | Foundation - Business | | | | | Avg | Foundation - Design | | | | | Avg | Foundation - Science/Engineering | | | | | Avg |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 2017 | 2018 | 2019 | 2020 | 2021 | TOTALS | 2017 | 2018 | 2019 | 2020 | 2021 | TOTALS | 2017 | 2018 | 2019 | 2020 | 2021 | TOTALS | 2017 | 2018 | 2019 | 2020 | 2021 | TOTALS |
| **Enrolment Demographics** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Total Enrolments | 25 | 24 | 20 | 21 | | 23 | 207 | 183 | 220 | 206 | | 204 | 67 | 65 | 73 | 53 | | 65 | 216 | 238 | 248 | 189 | | 223 |
| **Course Performance** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Success Rate | 96.0% | 93.0% | 81.0% | 85.0% | | 89% | 84.0% | 83.0% | 87.0% | 90.0% | | 86% | 88.0% | 83.0% | 87.0% | 90.0% | | 87% | 87.0% | 87.0% | 84.0% | 91.0% | | 87% |
| **Student Experience Survey** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Overall Experience | 51.7% | 71.4% | 71.4% | 82.8% | | 69% | 66.7% | 72.2% | 75.8% | 67.7% | | 71% | 90.0% | 82.9% | 75.0% | 74.1% | | 81% | 36.5% | 70.0% | 64.0% | 55.2% | | 56% |
| | Skills Development | 42.9% | 76.2% | 66.7% | 78.6% | | 66% | 76.2% | 75.0% | 64.5% | 77.4% | | 73% | 71.4% | 87.1% | 65.2% | 77.8% | | 75% | 60.8% | 61.8% | 87.5% | 71.4% | | 70% |
| | Student Support | 50.0% | 84.2% | 79.2% | 85.2% | | 75% | 60.0% | 69.0% | 66.7% | 53.6% | | 62% | 71.4% | 63.0% | 80.0% | 83.3% | | 74% | 53.5% | 72.5% | 66.7% | 66.7% | | 65% |
| | Teaching Quality | 42.9% | 76.2% | 81.5% | 86.2% | | 72% | 68.2% | 80.6% | 71.9% | 58.1% | | 70% | 81.8% | 87.9% | 82.6% | 92.6% | | 86% | 43.1% | 71.9% | 68.0% | 67.9% | | 63% |
| **Graduate Outcome Survey** | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Full Time Employment | | 25.0% | 0% | 50.0% | | 25% | 0% | 28.6% | 10.0% | 16.7% | | 14% | 25.0% | 50.0% | 16.7% | 14.3% | | 27% | 100.0% | 12.5% | 0.0% | 21.4% | | 33% |
| | Further Full Time Study | | 60.0% | 60.0% | 92.9% | | 71% | 80.0% | 74.2% | 65.2% | 71.9% | | 73% | 72.2% | 80.0% | 75.0% | 76.5% | | 76% | 90.3% | 77.6% | 100% | 87.9% | | 89% |

# Questions