

# Australian Government Department of Immigration and Citizenship

### About the research

Obtaining a better understanding of the Student and Skilled Graduate visa programs

Institute for Social Science Research, University of Queensland

Australia is one of the most popular study destinations in the English-speaking world and education is an important Australian export industry. Overseas students make up a large proportion of Australia's temporary visa holders and the effectiveness of the Student visa program is an important concern of the Department of Immigration and Citizenship.

This research report provides an analysis of the Student visa program with particular emphasis on the client perspective, obtained through a survey of about 6000 students, graduates and partners.

#### Key messages

- More than half the surveyed Student visa holders planned to stay in Australia at the conclusion of their studies and almost all Skilled-Graduate (Temporary) visa (Subclass 485) holders planned to seek permanent residency.
- The quality of Australian courses and the reputation of Australian institutions were important considerations in students' decisions to study in Australia.
- The majority of surveyed students and graduates did not have serious complaints about their treatment in Australia.
- International students exhibit a lack of awareness of agencies that can provide assistance with work-related issues.

In light of the low response rate of the survey and several important changes to the General Skilled Migration program in 2010 which affect some students' visa pathways, the findings from this study should be applied with caution. Nevertheless, the research provides a useful addition to the evidence base for visa policy, provides insight into students' employment experiences, visa intentions and information needs, and complements other research in this field.

Policy Innovation, Research and Evaluation Unit December 2010



# **ISSR**

# Obtaining a Better Understanding of the Student and Skilled Graduate Visa Programs Final Report



#### Prepared for:

**Department of Immigration and Citizenship** (DIAC)

Author: Institute of Social Science Research (ISSR) at The University of Queensland

ABN: 63942 912 684

June 2010



#### Institute for Social Science Research (ISSR)

#### DIRECTOR

Professor Mark Western, BA, PhD

#### **DEPUTY DIRECTOR**

Professor Paul Boreham, BEcon, PhD

Level 4, GPNorth 3

The University of Queensland Brisbane Qld 4072 Australia Telephone (07) 3346 9686 International +61 7 3346 686 Facsimile (07) 3346 9676 Email issr@uq.edu.au www.issr.uq.edu.au/

Printed	
Last saved	7 June 2010
File name	Student Visa Program Final Report
Author	Institute for Social Science Research
Research Fellow	Dr Judith Griffiths
Name of project	Obtaining a better understanding of the Student and Skilled Graduate Visa Programs
Name of Client Organisation	Department of Immigration and Citizenship (DIAC)
Project number	P09048
<b>Status of Document</b>	Final

## **Table of Contents**

1	Exec	utive summary	1
2	Intro	ductionduction	3
	2.1	Aim	3
	2.2	Background	3
3	A Re	view of the Literature on International Students	9
	3.1	Factors Influencing Choice of Study Location.	10
	3.2	Social and Economic Security of International Students	11
	3.3	Pathways to the future	13
	3.4	Conclusions.	14
4	Meth	od	15
	4.1	Participants	15
	4.2	Analysis of non-completed surveys	17
	4.3	Interpretation of the Data	19
	4.4	Limitations of the methodology	21
5	Stude	ents Visa Holders	23
	5.1	Demographic profile	23
	5.2	Country of Origin	24
	5.3	Visa Subclass	24
	5.4	Marital status	26
	5.5	English Language Proficiency.	26
	5.6	Factors influencing study destination	28
	5.7	The decision to study in Australia.	28
	5.8	Prior Study programs	31
	5.9	Current Study program	32
	5.10	Field of Study	32
	5.11	Future intentions for residency	38
	5.12	Visa Application Process	40
	5.13	Social networks	43
	5.14	Economic Stresses	45
	5.15	Income	45
	5.16	Student Expenditure	51
6	Skille	ed-Graduate (Temporary) visa (Subclass 485)	. 58
	6.1	Demographic Profile.	58

	6.2	Home Country	58
	6.3	English language Proficiency.	59
	6.4	Factors influencing study destination.	61
	6.5	Study Prior to comong to Australia.	64
	6.6	Pathways to Migration	67
	6.7	Experiences of employment	67
	6.8	Skilled-Graduate (Temporary) visa (Subclass 485)	70
	6.9	Role of Education and Migration agents in the visa process.	71
	6.10	Social Networks	72
	6.11	Skilled-Graduate (Temporary) Visa (Subclass 485) Expenditure.	73
7	Spous	ses and Partners	76
	7.1	Demographic Profile	77
	7.2	Country of Origin	77
	7.3	English Language Proficiency	78
	7.4	Prior study program	79
	7.5	Reasons for Living Apart	80
	7.6	Income and Expenditure	81
App	endix	A. Categories of Student and Skilled Graduate visas	82
App	endix	B. Invitation Letter	83
App	endix	C. Student visa holders survey	84
App	endix	D. Skilled-Graduate (Temporary) visa (Subclass 485) Survey	100
App	endix	E. Spouse Survey	114
App	endix	F. Literature Review Search Terms	117
App	endix	G. References	118
App	endix	H. Endnotes	121

## **Tables**

Table 1.	Γotal student visas granted (offshore and onshore) 2002-2009	4
Table 2.	Total number student visas granted in Australia, 2002-2009	7
Table 3.	Total student visas granted by visa subclass	7
Table 4.	Invitation distribution and response rates by source country	. 16
Table 5.	Status of survey response x visa subclass	. 17
Table 6.	Did not start or complete the survey (visa subclass x source country)	.18
Table 7.	Students – Composite age group	. 23
Table 8.	Student visa held x student age	. 24
Table 9.	Proportion of students holding the student visa subclasses	. 25
Table 10.	Country of origin x visa subclass.	. 25
Table 11.	Student Visa subclass x reasons for study at an Australian onshore	.31
Table 12.	Current field of study by visa subclass.	.33
Table 13.	Intention to remain in Australia x latest visa subclass	. 39
Table 14.	Information sources and proportion of respondents who accessed information about	
	Australian Student Visa program x student visa subclass	
	Proportion of students in employment sector by visa subclass	
	Average hourly rates of pay x student visa subclass	
Table 17.	Average hourly rates x employment sector	.51
Table 18.	Examples of tuition fees for international students in Australia	.53
Table 19.	Self-report student tuition fees.	. 54
Table 20.	Mean monthly expenditure x visa subclass (in whole \$)	.56
Table 21.	Skilled-Graduate (Temporary) visa (Subclass 485) – Composite age group	. 58
Table 22.	Skilled Graduate (Temporary) visa (Subclass 485) x source country	. 59
Table 23.	Reported IELTS score (in bands), Skilled-Graduate (Temporary) visa (Subclass	.60
Table 24.	Sources of information for Skilled-Graduate (Temporary) visa (Subclass 485)	.70
Table 25.	Comparison of monthly expenditure students and graduates. (Whole \$)	.75
Table 26.	Partners - Composite age group.	.77
Table 27.	Partners - Country of origin	.78

# Figures

Figure 1.	Total number of onshore and offshore visas granted to international students (2002-2008)	5
Figure 2.	Top ten countries for student visas granted by country of origin (2006-09)	6
Figure 3.	Relationship status of Student Visa holders	26
Figure 4.	Student visa subclass x English language proficiency.	27
	First choice of country for overseas study	
Figure 6.	Influences in choice to study onshore instead of offshore	30
Figure 7.	Prior study program of all international students in Australia	32
Figure 8.	Current and projected courses of study x visa subclass- 570	34
Figure 9.	Current and projected courses of study x visa subclass- 571	35
Figure 10.	Current and projected courses of study x visa subclass- 572	35
Figure 11.	Current and projected courses of study x visa subclass- 573	36
Figure 12.	Current and projected courses of study x visa subclass- 574	37
Figure 13.	Current and projected courses of study x visa subclass- 575	37
Figure 14.	Perceived employment barriers by students intending to remain (or unsure of intentions) Australia at the end of current course.	
Figure 15.	Level of satisfaction with education and migration agents services	43
Figure 16.	Proportion of student income x visa subclass held	46
Figure 17.	Mean hours worked during and between semesters x visa subclass.	48
Figure 18.	Type of student accommodation	52
Figure 19.	Skilled-Graduate (Temporary) visa (Subclass 485) self report English language	60
Figure 20.	Preferred study destination	61
Figure 21.	Importance of factors in study destination decision.	62
Figure 22.	Comparison of students and graduates responses to reasons for Australian onshore	63
Figure 23.	Prior study programs of Skilled-Graduate (Temporary) visa (Subclass 485) holders	65
Figure 24.	Prior programs of study 2000-2009 Skilled Graduates	66
Figure 25.	Self-reported difficulty in securing employment	68
Figure 26.	Barriers to working in same field as qualification.	69
Figure 27.	Level of satisfaction with agent service	72
Figure 28.	Partner self reported English language proficiency	79
Figure 29.	Partner's prior study program.	79

#### Acronyms.

ABS Australian Bureau of Statistics

AEI Australian Education International

CATI Computer Assisted Telephone Interviewing

CRICOS Commonwealth Register of Institutions and Courses for Overseas Students

DEST (Australian) Department of Education, Science and Training now the

DEEWR Department of Education, Employment and Workplace Relations

DIAC Department of Immigration and Citizenship

ELICOS English language intensive courses for overseas students

IELTS International English Language Testing System

ISSR Institute for Social Science Research

SOL Skilled Occupation List

SVP Student Visa Program

UQ The University of Queensland

VET Vocational Education and Training

#### 1 Executive summary

Australia has been identified as the third most popular study destination in the English-speaking world. Australian Education International (AEI) (2009a) reported that in 2008, the number of international student visa holders enrolled in Australian institutions exceeded 500,000. The numbers of international students granted visas to study in Australia is also increasing with increases in the magnitude in excess of 20% in the years preceding this report. The Department of Immigration and Citizenship (DIAC) grant a number of visa subclasses under the auspices of the Student Visa Program. In addition, a graduate visa [Skilled-Graduate (Temporary) visa (Subclass 485)] for applicants who have completed study at an Australian institution but do not meet the requirements for a General Skilled Migration Visa is also granted by DIAC.

Research has identified a number of factors that are instrumental in the decision to study in a foreign country. (Mazzarol & Soutar, 2002). The "push" factors originate from within an individual's own country and initiate the decision to undertake study in another country. In contrast, "pull" factors originate from within the prospective host country and serve to make the host country more appealing than other international study destinations to overseas students.

The current study sought to provide greater clarification and explanation of the efficacy of Australia's Student Program and the Skilled-Graduate (Temporary) visa (Subclass 485) by surveying individuals who had been granted visas under these programs in the period 2002-2009.

#### Main Findings:

- ➤ 4258 Student visa holders<sup>ii</sup>, 471 Skilled-Graduate (Temporary) visa (Subclass 485) holders and 1205 partners completed an online survey in September and October 2009.
- ➤ More than 60% of the sample originated from the top ten source countries identified by DIAC as being major providers of students.
- Respondents holding Student visas and Skilled-Graduate (Temporary) visa (Subclass 485) were young (average age 26.97 years), and the majority reported never being married.
- > Student visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders reported that the quality of Australian courses and the reputation of Australian institutions were important considerations in their decision to study in Australia.
- > The opportunity to have an overseas experience was a major influence with approx half of the respondents reporting their decision was influenced by the desire to improve their English and to learn about Western culture.

- > The largest number of visas were awarded to study at Vocational Education and Training and tertiary institutions
- ➤ All respondents reported prior study before coming to Australia, with the most popular study programs being undergraduate level courses.
- > Student visa holders reported a future study program that saw them progressing sequentially through the Australian education sector from least to highest qualification.
- More than half of the Student visa holders indicated that they intended to stay in Australia at the conclusion of their studies with almost half of these reporting an intention to apply for permanent residency.
- Almost all the Skilled-Graduate (Temporary) visa (Subclass 485) holders indicated that they were planning to remain in Australia as a permanent resident. More than half reported having already applied for permanent residency or having already been granted permanent residency.
- ➤ Both Student subclass visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders reported "not having the required permanent residency visa" and "lack of work experience" as being major barriers to gaining work in Australia.
- A minority of Student visa holders reported remitting monies home, with the average yearly remittance of \$3,413, while Skilled-Graduate (Temporary) visa (Subclass 485) holders remitted more monies home (average \$5,472).
- > Generally, Student visa holders were employed in lower paid, lower skilled jobs to support themselves while studying in Australia, although the rates of pay and occupations do not differ significantly from domestic students.
- > A minority of Student visa holders reported working hours in excess of the maximum hours specified under the conditions of their visa. The majority of students reported working hours that were commensurate with the requirements of their visa.
- ➤ On the whole, Student visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders did not report having serious complaints about their treatment in Australia, and those that did have a complaint were satisfied with the response of agencies that they had approached to seek assistance.
- > There is a lack of awareness in both the student and graduate around the existence of agencies to help them deal with work related issues. Further education and information for new international students and graduates might address this deficit in the future

> Student visa holders respondents reported shortfalls between income and expenditure, of around \$12,000 per year. Income is likely to be supplemented from their own savings, parents, and spousal income (where there is a spouse residing at the same address.

#### 2 Introduction

#### 2.1 Aim

The Institute for Social Science Research (ISSR) located at The University of Queensland, was commissioned by the Department of Immigration and Citizenship (DIAC) in June 2009, to undertake an online survey of international students currently undertaking study in Australian institutions and graduates who had been granted a temporary (485) visa. The aim of this survey was to examine the size, impact, and integrity of the Student Visa Program (SVP). This survey was conducted in September and October 2009. ISSR was commissioned to explore a subset of the educational visas granted under the Student Visa program<sup>iii</sup>. This report is based only on those visa subclasses identified by DIAC, and while it is acknowledged that other visa subclass are available, no further reference will be made to these. In addition, the Skilled-Graduate (Temporary) visa (Subclass 485) visa was also identified as being of interest to DIAC.

The key indicators of the effectiveness of the student visa program have been defined as "a substantial increase in the finalisations of applications and grants, improved service standards, improved compliance with visa requirements and greater efficiency in program delivery through an increased uptake of eVisa" (DIAC 2009, p.1). The current study was undertaken in light of these indicators to gain a better understanding of the student visa program from the students' and graduates' perspective.

#### 2.2 Background

The Student Visa Program (SVP) contains a range of visa subclasses that reflect Australia's different education sectors and courses of study. Students must either be currently studying in a course registered on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS), or have completed a course at such an institution within the last 6 months and be on a substantive visa, in order to apply for the Skilled-Graduate (Temporary) visa (Subclass 485).

Australia has been identified as the third most popular study destination in the English-speaking world. Australian Education International (AEI) (2009b) reported that in 2008, the number of international student visa holders enrolled in Australian institutions exceeded 500,000. This included international students enrolled in schools, Higher Education, VET, and ELICOS institutions. In the 2008-09 financial

year, DIAC reported that there were 320,368 student visas granted both from offshore applications (227,924) and onshore applications (92,444), an increase of 15.2% from that reported in 2007-2008. At June 30, 2009, this number further increased to 386,523 student visa grants, up from 317,897 in the 2007-08 reporting period (an increase of 21.6%) (DIAC, 2009). The difference between the figures reported by DIAC and AEI might be an artifact of the focus of measurement undertaken. The AEI figure reflects total enrolments of international students which can be inflated by students being enrolled in more than one course. The DIAC figure reflects the numbers of visa grants in a specified period, while the number of student visa holders includes all students who currently hold the required visa. It would be imprudent to assume that the DIAC figures are simply a subset those reported by AEI (2009d), as student visa subclasses include Student Guardians, AusAid and Defence Scholarships. Thus a comparison cannot be drawn across these dimensions.

As the present report is concerned with understanding the efficacy of the student visa program, the focus of this report will be on those students with visa grants in all the visa subclasses in the period 2002-2009. This date range was identified by DIAC as the period of interest.

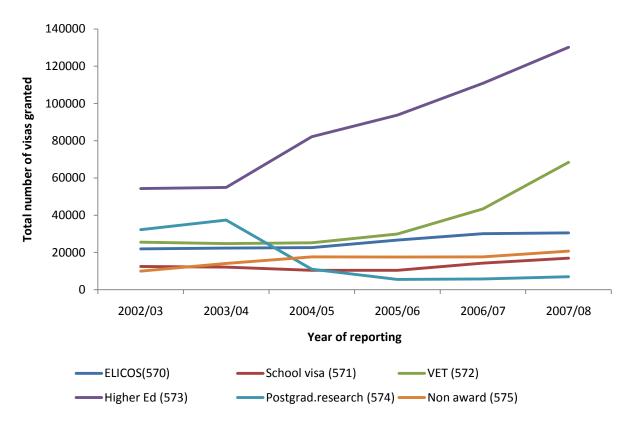
Since June 2001, the number of students holding student visas in Australia has increased at an annual rate of 13.9 per cent. The number of student visa grants has been steadily increasing during the period 2002-2009. Table 1 presents the total number of student visas granted, while Figure 1 provides these totals as a function of Visa subclass. As can be seen, the number of student visas granted in this period has increased by 47%. State differences in the number of visas granted vary (DAIC, 2010, personal communication), however this report will focus on national and not individual state figures.

Table 1. Total student visas granted (offshore and onshore) 2002-2009.

	Year of visa grant						
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Offshore	109,610	115,248	116,715	129,175	167,129	198,417	227,924
Onshore	52,965	56,368	58,071	61,499	61,463	79,767	92,444
Total	162,575	171,736	174,786	190,674	228,592	278,184	320, 368

Source: DAIC (2009)

Figure 1. Total number of onshore and offshore visas granted to international students (2002-2008).



Source: DAIC

The number of visas granted to international students has been increasing since 2002/03. These increases are shown in Figure 1. This shown in this figure, since 2002/03 the number of visa granted for Higher Education study has been increasing. The increase in the number of these visas granted (and concomitant decrease in MPhil and PhD visas) in 2004/05 was due to a change in classification of the 574 visa. During 2008, the Department of Education, Employment, and Workplace Relations (DEEWR) reported that 435,263 international students were studying in Australia. This number represented an increase of 21 per cent on the previous year. Similarly, commencements for the same period increased, by 24.8%, to 324,215 (DEEWR, 2009).

In this period (2002-2009), there has been some movement within the top ten countries of origin (source countries) for international students granted visas to study in Australia. Eight of the top ten countries have remained constant over this period.

Figure 2. Top ten countries for student visas granted by country of origin (2006-09)

Note: Nepal and Vietnam were outside the top ten countries in the period 2006-07. PRCH People's Republic of China Source: DIAC 2008, 2009.

As can be seen in the figure above, the increase in student visas granted to Indian students (37.5%) drove the overall increase in the number of student visas granted.

Commensurate increases in the total number of international student visa grants can be seen in Table 2. Fluctuations in this number of student visas granted are noticeable due to peak periods in student arrivals corresponding to the start of educational semesters.

Table 2. Total number student visas granted in Australia, 2002-2009

Program year	Date of census					
	30 September	31 December	31 March	30 June		
2002–03	176,405	109,024	184,732	171,619		
2003–04	193,546	120,602	203,123	177,292		
2004–05	207,914	132,278	211,515	190,400		
2005–06	222,216	150,560	232,147	208,038		
2006–07	242,668	176,268	266,302	248,814		
2007–08	294,658	222,942	327,188	317,897		
2008-09	363,560	289,806	N/A	386,523		

There has been some variability in the number of student visas granted by visa subclasses. An examination of the literature reveals a 36.89% increase in the number of visas granted within the various subclasses in the period 2006-07 to 2008-09.

Table 3. Total student visas granted by visa subclass

Visa subclass	Reporting Year				
_	2006–07	2007–08	2008-09		
Independent ELICOS (570)	30,115	30,545	36,721		
Schools (571)	16,224	16,976	14,186		
Vocational Education and Training (572)	43,404	68,382	104,064		
Higher Education (573)	110,821	130,127	133,990		
Postgraduate Research (574)	5,810	6,935	8,354		
Non-Award (575)	17,616	20,698	18,972		
AusAID/Defence	4,602	4,521	4,081		
Total	22,592	278,184	320,368		

Note: Previous reporting periods 2002-05, are not included as the information was not available in published material.

The Vocational Education and Training subclass (VET) has shown the greatest increases in student visas granted with the increases of more than 50% between each of the reporting periods. This contrasts with the AusAid/ Defence subclass that showed decline during this period.

From 2005/06 onwards there have been increases in the number of VET Visas granted while the remaining visa categories of interest to this study have remained relatively stable over the period 2002 to 2008.

#### 2.2.1 Student visa and work conditions

Individuals holding a student visa (subclasses 570, 571, 572, 573, 574, 575) are able to work up to 20 hours per week while their course is in session (semester) and unlimited hours during scheduled course breaks. In addition, the student's family members are also able to work up to 20 hours per week provided the main visa holder has commenced their course of study in Australia. In contrast, family members of individuals holding the 574 visa who are enrolled in a Masters or Doctorate degree have unlimited work rights if they have been granted permission by DIAC to work.

#### 2.2.2 Study Programs for International Students

To be eligible for a visa under the international student program, students must study a course from the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS). In 2007-2008 Higher Education visas accounted for nearly half of all student visas granted whilst Vocational Education and Training visas accounted for nearly a quarter of student visas. Other visas (within the specified list of visa subclasses) from highest to lowest grants were the independent English Language Intensive Course for Overseas Students (ELICOS), Non-Award, and Schools visas (DIAC, 2008).

#### 2.2.3 Demographic Characteristics of International Students

In 2007-2008, student visas were granted predominantly to students in offshore locations. These students came from the People's Republic of China (49,763), India (47,639), Republic of Korea (19,350), Thailand (11,576), Brazil (11,096), Malaysia (10,661), Nepal (10,247), United States of America (9,969), Indonesia (8,246), and Japan (7,669).

Since 2002, People's Republic of China, India, Republic of Korea, Thailand, and Malaysia have continued to be the top five source countries for number of student enrolments representing 56 per cent of all international student enrolments at Australian institutions (DEEWR, 2009). There has been a general decline in the number of student enrolments by students from countries including Hong Kong and Japan

(AEI, 2008; 2009b). Emerging markets for international student enrolments include Nepal, Brazil, Vietnam, Sri Lanka, Saudi Arabia, Colombia, Pakistan, and Mauritius (AEI, 2009b). The number of students from the DIAC nominated source countries in different programs varied according to the type of institution. In the VET program, the majority of students were Indian (52,381), Chinese (25,431) and Nepalese (12,813). China and India were also predominant source countries for international students in higher education and ELICOS programs. In addition, there was some variation in the duration of study according to the source country. For example, 41 per cent of Indian students studied for a period of 18 months, whereas proportionately more students from Hong Kong, China and Indonesia studied for the longest period of four years or more (Banks & Olsen, 2009).

The average age of international students enrolled in Australian courses at the end of 2008 was 23.8 years (AEI, 2009c). In this period, almost half of the international students in Australia were aged between 20-24 years (49%) whilst the least represented age group was the 30 and over (11%).

#### 3 A Review of the Literature on International Students

To gain an understanding of the current situation for international student visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders in Australia a review of the extant literature examining the factors that have the capacity to influence the impact and validity of the Student Visa Program was carried out. This understanding was used to inform the survey item construction phase of the survey. The following categories were used to guide the literature search:

- The factors that influenced the decision to study onshore in Australia in preference to studying at other facilities (including Australian offshore campuses);
- Characteristics of the study program (e.g., students prior study programs prior to coming to Australia; the trends in the duration of study; the proportion of students remaining in Australia after completing their studies and their pursuit of permanent residence);
- Differences between the types of visa categories, providers utilised, and sectors and why;
- The financial situation of international students in relation to how much money they transfer to
  Australia and how much is remitted back; how students earn additional monies and who is
  dependent on these earnings during the duration of study; and
- Post –study labour market implications for international students.

The literature search also examined studies undertaken between 2000 and 2009 for DIAC, secondary sources in the Australian academic and public policy literature, and international secondary sources. Google Scholar was used as the primary database to search academic literature between 2000 and 2009 as it searches across all academic databases and government reports that have been posted to the web. In order to facilitate this search of the academic literature, a number of search terms were used. These terms can be roughly grouped under a number of headings. Refer to the Appendix F.

To source secondary data on international students and graduates in Australia, a search was undertaken of websites from the following government departments; Department of Immigration and Citizenship (DIAC); the Australian Bureau of Statistics (ABS); Australian Education International (AEI); Organization for Economic Cooperation and Development (OECD); and Graduate Careers Australia.

#### 3.1 Factors Influencing Choice of Study Location

There is general consensus in the literature that students' decisions to commence study at an overseas institution are undertaken in a series of stages and that each of these stages is influenced by a number of factors. Mazzarol and Soutar (2002) coined these factors "push" and "pull" factors. The early stages in the decision process are influenced by the "push" factors and the later stages by the "pull" factors. The "push" factors originate from within an individual's own country and initiate the student's decision to undertake study in another country. In contrast, "pull" factors originate from within the prospective host country and serve to make the host country more appealing than other international study destinations to overseas students.

The initial decision is the decision to go abroad, this is followed by the choice of the destination country based on a variety of push and pull considerations. The choice of the institution is then made. It is the second stage of this process (decision of the overseas country) that is of greatest importance to the current study.

Using the responses of a cohort of 2,400 prospective students from Taiwan, China, India, and Indonesia who were intending to study in Australia and a number of existing students who were currently enrolled in Australian institutions, Mazzarol and Soutar (2002) documented both "push" and "pull" factors in the students decision making processes. Their results highlighted four influential "push" factors. First, was the perception that an overseas course was better than a course hosted by a local institution. The second factor related to the availability of the course in the home country and the ability of these students to gain entry into the local course. The remaining factors related to the perception that an international study experience would result in a better understanding of the West and Western culture, and an intention to

migrate. Their results also highlighted a number of "pull" factors that were influential in the decision to study in Australia in preference to other international study destinations. These factors include specific considerations within the following broad categories; knowledge and awareness of the destination country, cost issues (both social and economic costs), recommendation by friends and family, the environment (both the climate and social environment), and the social links and proximity to their home country.

These factors have also been reported in a number of other studies (Agarwal & Winkler, 1985; Chen & Zamitat, 2006; Kinnell, 1989; McMahon, 1992; Mazzarol, 1998; Pimpa, 2003; Pyvis & Chapman, 2007; Ward & Masgoret, 2004), which interviewed students in relation to their choice of study location in countries such as Australia, New Zealand, and the USA.

In conclusion, the decision made by international students to study in Australia (or in any country) is based on factors that operate along the "push-pull" continuum. These factors are inherent in the student's home country, the destination country, and within the student themselves.

#### 3.2 Social and Economic Security of International Students

Like many domestic (local) students, the issue of social and economic security is an important consideration for international students. However, unlike local students, international students do not enjoy social and economic security in their host country nor are they eligible to receive support from their home country due to their status as non-residents (Deumart, Marginson, Nyland, Ramia & Sawir, 2005). Financial security is one type of security that is of concern to international students, and is comprised of a number of dimensions including financial welfare and employment security. Duemart et al., explored the social and economic security issues of a number of international students studying at a number of Australian universities.

As noted previously, with the exception of 574 dependents, under the conditions of a student visa, the student (and their spouse) is able to work for up to 20 hours per week during semester and unlimited hours outside these times. The limited work conditions and the lack of financial support have resulted in international students reporting financial stress, while a large proportion of international students are reliant on their families for support. More than one-third of, respondents in Duemat et al's. (2005) study reported experiencing financial difficulties during their time in Australia. This financial stress was more pronounced for international students with children, with 54 per cent reporting financial difficulties. Older students were more also likely to report financial stress than younger students, although this may be due to the greater likelihood of having to support a family. There was no difference in reported financial

problems for students on scholarships than students who were unsupported by scholarships. Duemart et al., reported that students from Africa and the Middle East were likely to experience the most severe financial problems. Furthermore, international students based in regional cities outside the main metropolitan centres, (where it is more difficult to obtain employment), were likely to experience the most severe financial problems. Approximately 56 per cent of students with scholarships were working compared to 68 per cent of students without scholarships.

Duemart et al., (2005) also reported that approx two-thirds of respondents indicated they were working in line with their visa conditions. In a similar vein, other Australian studies have reported international students being less engaged in the employment market during their studies than domestic students (Nyland, Forbes-Mewett, Marginson, Ramia, Sawir & Smith, 2009). These results contrast with some international studies, where students report working significantly longer hours than allowed under their visa conditions (e.g., Anderson, Ruhs, Rogaly & Spenser, 2006; Krause, Hartley, James, McInnes, 2005, Rosenthal, Russell, & Thompson, 2006 cited in Nyland, et al., 2009). Possible explanations for these differences in results could be the nature of the questions asked. For example, Anderson et al., asked if students had ever worked during their candidature, whereas the Australian studies explored current working patterns. Another possible explanation arises from the perceived level of confidentiality, Anderson et al., conducted their study immediately before the Eastern European home countries were admitted to the EU, thus removing any threat of retribution for breaking visa working conditions.

A more recent study by McInnes and Hartley (2002) found that no international student was willing to admit to working in excess of the 20 hours per week specified in their visa condition, even when guaranteed anonymity. In a similar conclusion Nyland et al.,(2009) also concluded that some students did not accurately report their working hours due to the visa limitations placed on them and the perception of possible repercussions.

There are differences in the financial situation of undergraduate students and postgraduate students without scholarships and those who were able to secure funding for their postgraduate research degrees. In the case of PhD students, Harman (2003) reported that additional financial support may be available from aid agencies and home governments as well as from Co-operative Research Centre's which provide funding irrespective of student visa status. Others can secure a scholarship from the World Bank, whilst others have to work to manage the high tuition fees and costs for accommodation. Despite having scholarships or other forms of support, many international students report financial stress. Like their Australian counterparts, more than half have employment, with the majority of these positions being part-time. Despite this, international students earned significantly less than their domestic counterparts.

Harman reported that almost twice as many international students were earning less than \$15,000 per annum compared to Australian students, and almost half of the international students were earning between \$15,000 and \$19,999.

Despite some international students holding scholarships or other stipends and their participation in the workforce, many international students also rely on outside support during their candidature. Forbes-Mewett, Marginson, Nyland, Ramia and Sawir (2007) reported that more than two thirds (85%) of international students received support from their families. This figure is consistent with that reported by AEI (2008) with approximately three-quarters of students income in Australia came from family at home and from personal savings, with a very small contribution from their paid employment.

#### 3.3 Pathways to the future

One of the reasons for studying at an overseas institution is that many students express a desire to apply for permanent residency at the completion of the study program. Australia (along with Canada and New Zealand) offer additional points on the permanent residency application for students with Australian qualifications. This, according to the OECD (2008), makes Australia a more attractive destination than countries who do not offer this preferred points allocation. Students who do not meet the criteria for permanent residency through a General Skilled Migration visa are able to apply for a Skilled Graduate (Temporary) visa. This visa allows for a graduating student (and their family) to remain in Australia for a period of 18 months to gain work experience, complete a professional year, or improve their English language. On the completion of a specified professional year, students are allocated 10 bonus points on their application for a General Skilled Migrant visa.

A number of studies have examined students' pathways for the future. The 2007 Graduate Outlook survey reported that of the 4,036 international students surveyed, 65 per cent indicated that they intended to apply for permanent residency, while seven per cent indicated that they already held permanent resident status (Tilbrook, 2007). Similarly, AEI (2007) reported that in a follow-up of international students who had graduated in the previous year, 72 per cent had either applied for (36%) or planned to apply (36%) for permanent resident status. The proportion of students intending to apply for permanent residency has remained relatively constant with Banks and Olsen (2009) reporting 38 per cent of students in their survey indicated that they were likely to apply for permanent residence. The number of students seeking permanent residency also varies by the course of study being undertaken, and are higher in courses such as accounting, computing and Information Technology (IT). Jackling (2007) reported that of

approximately 300 international students in a second year accounting course, 84 per cent intended to apply for permanent residency.

#### 3.4 Conclusions.

In conclusion, the extant literature has highlighted a number of areas that can further investigation within the scope of the present study. In particular, this study will explore:

- The nature of those push/pull factors that influence a student's decision to study and in Australia;
- The nature of work patterns, the types of occupations undertaken while studying and the hourly rates of pay.
- The social support afforded international students and their satisfaction with that support.
- If students and graduates choice of study program was undertaken as a pathway to permanent residency in Australia; and
- Their visa application process and their satisfaction with the process and its outcomes.

#### 4 Method

#### 4.1 Participants

There were three target groups identified as being of interest to DIAC in gaining a better understanding of the efficacy of the Student Visa Program. The three target groups were

- 1. Students under the nominated range of visa categories (subclasses 570,571,572,573,574, and 575);
- 2. Spouses of students and graduates (self identified only); and
- 3. Individuals holding a Skilled Graduate (Temporary) visa (subclass 485)

A data file containing the names and contact details of 252,000 prospective participants was supplied by DIAC to ISSR. The individuals in this data file comprised successful visa applications in the period 2002-2009. ISSR undertook initial data cleaning to ensure the reliability of the data file. As a result of this process, 79,000 records were identified as duplicates and removed from the data file. The resulting data file of 173,000 records was ordered using the following decision criteria. The student's visa and skilled graduate's subclass were nested within the country of origin (source country). This resulted in 81,509 potential participants being selected. To ensure that the proportions of participants reflected the proportion of student visa and Skilled Graduate subclasses and country of origin, a quota of participants within the nested categories were imposed.

A total of 81,509 invitations were distributed to individuals holding visas issued under the student visa and skilled graduate program. Email (80,559) and post (950) invitations were sent to potential participants explaining the purpose of the study and inviting them to complete the web-based survey at the URL provided. A copy of this letter is provided in the Appendix B. Hardcopy letters were sent to those participants in the data file that did not have email contact details. A total of 4,729 current and past student and Skilled Graduate visa holders participated in the survey. The overall response rate was 5.8 per cent, that is, 4,729 individuals from the original 81,509 completed the survey. Information on the spouses/partners of 1,205 of these participants was also gathered.

This low response rate was of concern to ISSR; in order to improve the response rate, reminder emails were sent two weeks apart. In the first instance, 3,024 participants were sent a reminder; additional reminders were also sent out to non-respondents. This process resulted in 67,990 individuals receiving

two remainders and 10,201 participants receiving three reminders. At the conclusion of the survey, 6,270 (8.6%) email reminders were returned to ISSR as undeliverable.

Separate analyses of those participants who did not start the survey or who had started and did not compete the survey were undertaken.

Table 4. Invitation distribution and response rates by source country

Home Country	No. of individuals invited to participate	Surveys Completed	Survey incomplete	Did not start the survey
India	13,665	717	839	12,109
China	17,765	888	736	16,139
Korea	5,494	152	167	5,175
Nepal	3,261	167	210	3,091
Thailand	1,854	107	72	1,675
Brazil	1,889	131	68	1,690
Malaysia	6,638	416	191	6,031
USA	1,008	81	31	896
Vietnam	1,925	89	74	1,762
Indonesia	2,164	125	79	1,960
Other	25,639	1,856	1,218	22,563
TOTAL	81,509	4,729	3,685	73,091

The on-line questionnaire remained available for completion for a period of six weeks (14 September -23 October, 2009). The participants' responses were analysed according to their 'group', i.e., student, graduate, or spouse. The results of the survey will be presented in the same order.

#### 4.2 Analysis of non-completed surveys

As shown in the two right hand columns of Table 5, a large proportion of the invitees (89.7%) of invitees did not start the survey, and a further 4.5 per cent started but did not complete the survey (total 94.2%). Further investigation into the 'survey incomplete' and 'did not start survey' categories was undertaken to identify if there were any obvious trends in the rate of response on the basis of the participants visa subclass.

Table 5. Status of survey response x visa subclass

Visa Subclass	No. of individuals invited to participate	Surveys Completed	Survey incomplete	Did not start the survey
485	4,337	471	265	3,601
570	1,534	75	99	1,360
571	2,137	63	86	1,988
572	21,602	1,055	1,245	19,302
573	47,270	2,464	1,763	43,039
574	3,144	502	173	2,469
575	1,485	99	54	1,332
Total	81,509	4,729	3,685	73,091
Proportion	(100%)	(5.8%)	(4.5%)	(89.7%)

As shown in the above table, the visa subclasses 572 (Vocational Education and Training Subclass - VET) and 573 (Higher Education Subclass) were the most represented groups of invitees (they are also the two most represented groups in the sample), similarly these groups have the highest representation in each of the response categories.

As shown in the figure below, the higher education (573) visa holders were more the most likely not to start or complete the survey, with the Vocational Education and Training (572) visa holders the next most represented group not to start or complete the survey (although across all countries, there was a difference

between these figure, with the Higher Education subclass (573) being significantly greater than the VET values.

Table 6. Did not start or complete the survey (visa subclass x source country)

			Visa Subclass						
		485	570	571	572	573	574	575	TOTAL
	India	925	13	13	3571	8257	156	13	3866
	PRCH	1177	38	1270	2783	11222	356	26	16875
	Sth Korea	179	209	324	2050	2475	51	54	5342
	Nepal	57	3	0	2238	990	13	0	3301
gin	Thailand	78	71	25	940	523	104	6	1747
County of Origin	Brazil	33	229	3	1274	178	37	4	1758
Count	Malaysia	258	10	64	365	5103	378	44	6222
	USA	20	0	4	98	422	95	288	927
	Vietnam	38	10	106	282	1313	85	2	1836
	Indonesia	173	2	13	492	1303	53	3	2039
	Other	928	874	252	6456	13016	1314	943	23781
	TOTAL	6866	1459	2074	20547	44802	2642	1386	76776

Follow-up to explore the reasons why this group did not fully participate was not possible; however, it might be reasonable to suggest a number of factors that had the opportunity to be influential. First, the timing of this survey was less than ideal, occurring towards the end of the teaching semesters. It is possible that the VET and higher education invitees were attending classes, finalizing assignments and coursework requirements, and preparing for exams, thus were not inclined to complete this survey.

Second, almost 10% of the email invitations sent out were returned as undeliverable. Although not a large proportion this equates to more than 6,000 individuals. Although open to speculation, reasons for these returns include mailboxes being over quota, or no longer in use. No information is available on the number of hardcopy letters returned but individuals may have moved residence or in some cases left Australia to pursue other opportunities. As there is no email equivalent to the White pages, the return of an email signaled the end of possible communication with that person.

Third, a small number of participants started the survey but did not complete. To be included in this group it was possible for the respondent to access the online survey without answering any questions. It was not possible to identify how far into the survey participants were when they stopped or if there were any other reason that may have influenced their continued responses.

Fourth, the high no response rate might be an artifact of the population. Previous research using student populations have also reported low response rates. For example, in a DEST survey of international student expenditure undertaken for in 1997, a sample of 1,700 was achieved from a base of just under 150,000. A more recent study Joinson & Reips (2005) report a 6.3 per cent response rate using a web-based questionnaire. Accordingly, The Illuminate Consulting Group (2009) has noted that a response rate of between 5 and 15 percent is more common in this type of online survey.

#### 4.3 Interpretation of the Data.

The estimates in this report are based on a sample of international students in Australia, who were granted a visa under the Student Visa program in the years 2002 to 2009.

Sample surveys are subject to two errors:

- Sampling error: estimates based on information obtained from a sample may differ from figures
  that would have been produced if all international students in Australia had been included in the
  survey
- Non-sampling error: errors may also occur due to inadequacies in reporting by respondents and processing errors.

Non-sampling errors are difficult to quantify. However, several statistical techniques measure sampling error, including standard error, relative standard error and confidence intervals. These have been reported where required to provide the reader with greater clarification of the error within the data.

To assist with the interpretation of all data in this report, where possible the 95% confidence intervals for all survey results based on the mean have been included in the graphs and in the tables. These intervals

represent the range within which there is a 95% chance that the population value falls within this specified range. This level of confidence interval was chosen as it is less conservative than 90% but more rigorous than 99% confidence. By convention, this is the confidence interval most commonly reported in the literature,

The formula used to calculate these Confidence Intervals is

95% Upper CI: group mean + (Std Error x 1.96)

95% Lower CI: group mean - (Std Error x 1.96)

All data analysis was conducted using SPSS V.17 software. Where the responses are based on nonparametric statistics the chi-square  $(X^2)$  statistic is reported as a measure of overall difference and the adjusted residual reported as a measure of statistical difference within cells.

Where the responses are based on mean values, Analysis of Variance (ANOVA) was conducted and where applicable Duncan's Multiple Range Test was used to determine differences within cell means. In all analyses, alpha ( $\alpha$ ) = .05.

Percentages reported in the text have been rounded to a whole number, while tables have been reported using one decimal point. Not all proportions of responses reported in the text appear in Tables or Figures. The Tables and Figures are used to provide detailed information or to allow for comparison across visa subclasses or groups.

The current sample cannot be considered to be representative of the population of international student and skilled graduate visa holders in Australia as only a selected subgroup of visa subclasses and countries of origin were recruited for this study. Using an availability sample (i.e., the data file supplied by DIAC) ISSR randomly selected participants using a matrix of student visa subclass x country of origin. Using established proportions of student visa holders in this matrix, participants were selected to maintain the representativeness of the top ten countries of origin in addition to a combined group representing the remaining world countries.

Participants self-selected to complete the survey, as noted above the final proportion of respondents was 5.8 per cent. Although the current response rate falls within an acceptable range, the reader is requested to keep the following caveat in mind when interpreting the data. The responses of the individuals who completed the survey cannot be interpreted as being representative of the general population of international students in Australia, their spouses, and the holders of Skilled Graduate (Temporary) visa holders (485). Additionally, their responses do not necessarily reflect the situation of international

student visa holders from their specific countries. Under the circumstances, responses might be interpreted as an indication of the types of experiences encountered by people from their country of origin in Australia.

Where participants listed ranges of values of income and expenditure (e.g., tuition fees, scholarships, wages etc) the statistic was grouped into category ranges for analysis and interpretation.

#### 4.4 Limitations of the methodology

Through the course of administering this survey a number of limitations were identified. Some of these related to the characteristics of the participants, or to the characteristics of the survey instrument and methodology. Where possible, suggestions on the lessons learned to improve the reliability and validity of the survey are presented.

As noted in section 4.3, the proportion of invitees who completed this survey is not of a sufficient magnitude to be representative of the population of Student visa holders studying in Australian institutions or those holding Skilled Graduate visas. As the sample was based on visa grants from 2002, a minority of participants were no longer studying and/or had returned to their home country or moved to another country to live and work or study. To address this deficit, the selection of participants based on either the visa that they currently held or the last student visa they were granted would have resulted in a more current cohort of students and skilled graduate respondents. The inclusion criteria for participants must be based on the most current and up to date information available at the time, the use of criteria that is out of date has the capacity for participants to withdraw from the survey as they believe that the survey no longer applies to their current situation.

In order to increase the ratio of invites to completion, future research may consider an alternative recruitment process to that currently employed in this survey. Rather than sending out large numbers of invitations and allowing respondents to opt-out, it might be advantageous to target the recruitment of participants and to contact them using alternative means (e.g., targeted CATI recruitment). Using a targeted methodology the proportions of respondents within the categories can be monitored and additional recruitment can be conducted to meet any present quota requirements. This targeted recruitment will not influence the randomness of participant recruitment as the voluntary nature of an optin process will preserve this feature.

A second limitation was derived as an artifact of the timing of the administration of the survey. As noted in section 4.2, the data collection period was concentrated late in semester 2 of the academic year. As the majority of student visa holders fall within the VET and higher education sectors, the time conflict for

prospective respondents between completing assessable work may have resulted in a lower than expected response rate. Future research of this nature would be better served if there was greater flexibility in the periods of administration than there is currently. Had the administration period been delayed until the beginning of the learning semester, the response rate may have increased.

The reliance of a single method of administration (online survey only) was also less than ideal. Previous research conducted by DIAC which has used a mixed methodology has resulted in a higher response rate and has produced more thorough information. The methodology of this survey was reliant on all participants being able to access an online survey; however this access might not have been possible for the respondents. For those participants whose email address was unknown, a letter was sent, however the letter directed participants to the online platform. It is beyond this report to speculate if a relationship between the absence of an email address and access to a computer exists. To address this limitation, DIAC could in future consider using a mixed methodology of hardcopy and online versions of the survey instrument and then reminding participants using a CATI methodology. One advantage of a single online methodology is the lower cost involved in administration of surveys, this is offset by the issue raised.

#### 5 Students Visa Holders

#### 5.1 Demographic profile

There were 4,258 individuals who self-identified as students (i.e., holding a student visa). Of these, 53 per cent of the respondents were male. An analysis of a gender x visa subclass matrix revealed that there were significant differences between the type of visa held and gender,  $[X^2 (5) = 24.51, p = .0005]$ . A greater proportion of males held 572 (VET) and 573 (Higher Education) visa, while a greater proportion of women held non-award (575) visas (adjusted standardized residual > 2 [adj. res]). There were no differences in the proportion of males and females holding 570, 571, and 574 visas (adj. res < 2).

Student visa holders who completed the survey were aged between 17 years and 59 years, with a mean age of 26.47 years (26.30 < 26.47 < 26.63 years). In comparison to the mean age of 24 years reported by AEI, (2009c), the mean age of the participants in the current study was somewhat older. However the two year difference is not sufficient to make the data incomparable. Six participants did not record their age. More than three quarters (82%) of this group were aged between 17 and 30 years, with those aged between 31 and 40 years contributing the remaining 18 per cent of the sample. See Table 7 for a composite breakdown of the age group of student participants. The proportion of participants in each of the age groups in this study is consistent with that recorded in other Australian literature.

Table 7. Students – Composite age group

	Frequency	%	
< 20 years	311	7.3	
21-30 years	3171	74.6	
31 – 40 years	673	15.8	
40 – 59 years	96	2.3	
TOTAL	4251	100	

When the age of the respondents are explored as a function of their visa subclass (see Table 8), as expected, students holding secondary school visa subclass (571) were more represented in the youngest age group (< 20 years), while the 21-30 years age group was most represented in the other categories.

Table 8. Student visa held x student age

Age	Visa Subclass					
	570	571	572	573	574	575
< 20	6.8	76.7	5.4	7.6	0.2	16.3
21-30	56.8	10	71.4	81.9	54.8	79.6
31-40	33.8	10	20.7	9.2	38.4	4.1
40-59	2.7	3.3	2.5	1.3	6.6	0
TOTAL	100	100	100	100	100	100

#### 5.2 Country of Origin

The top ten countries of origin (source countries) for international students in Australia identified by DIAC (2009) were the home country of more than half (60%) of the student respondents. Of the remaining home countries making up the "other" category respondents identified Colombia (2%), Mauritius (2%), and Saudi Arabia(1%), Iran (1%), and Zimbabwe (1%) respectively as their home country, with the remaining 79 countries named accounting for the balance of the home country.

#### 5.3 Visa Subclass.

As shown in Table 9, the Higher Education visa subclass (573), accounted for the largest proportion of visa subclasses granted in the period 2002-2009. The dominance of this visa type is maintained when examined by the student's country of origin, with the exception of Nepal and Thailand where 572 visa subclasses are predominant.

Table 9. Proportion of students holding the student visa subclasses

Visa subclass	Frequency	%
570	75	1.8
571	63	3.2
572	1055	28.0
573	2464	57.9
574	502	11.8
575	98	2.3
TOTAL	4257	100

Table 10. Country of origin x visa subclass.

	Visa Subclass						
	570	571	572	573	574	575	TOTAL
India	0	0	153	419	29	7	608
PRCH*	1	36	144	528	51	0	760
Sth Korea	4	5	55	71	3	1	139
Nepal	0	0	95	55	4	0	154
Thailand	2	1	38	29	24	0	94
Brazil	13	0	73	23	14	3	126
Malaysia	2	2	33	290	52	5	384
USA	0	0	6	31	27	11	75
Vietnam	1	4	14	54	11	0	84
Indonesia	0	3	29	61	13	1	107
Other	52	12	415	903	274	70	1726
Total	75	63	105	2464	502	98	4257

<sup>\*</sup> PRCH = People's Republic of China

The majority (94%) of participants reported that their passports were issued by their home country.

#### 5.4 Marital status

The majority of participants reported that they had never been married (70%) while 29 per cent reported that they were either married, in a de-facto relationship or engaged (in a relationship). A small group of student (2%) reported no longer being a relationship due to divorce, separation, or death of a partner.

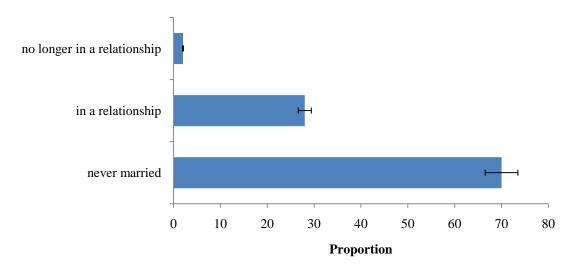


Figure 3. Relationship status of Student Visa holders

Note: Error bars represent 5 % error margin.

A small number of participants (n=386; 8%) reporting having children, and almost three-quarters (74%) of these indicated that their children currently living with them in Australia.

#### 5.5 English Language Proficiency.

Three quarters (75%) of student reported that although English was not their first language, they considered that they were nevertheless proficient in its use. A further 16 per cent reported English was their first language and the remaining 10 per cent reported not being proficient in English.

When the students self-reported English language proficiency is examined as a function of their visa subclass, there were significant differences in English proficiency among the visa subclasses,  $[X^2 (10) = 139.94, p = .0005]$ . In each of the visa subclasses, students who did not have English as their first language but were proficient in its use were the dominant group. See Figure 4.

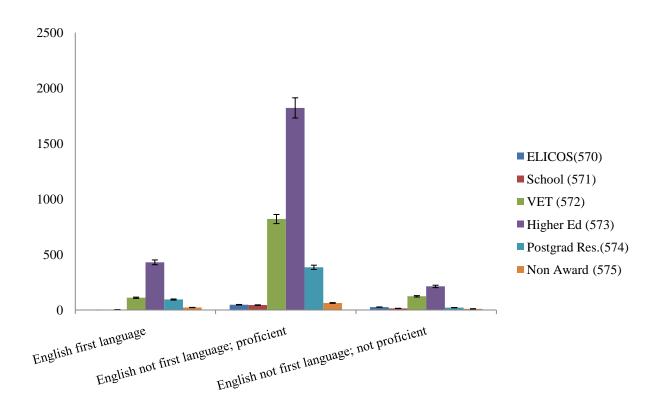


Figure 4. Student visa subclass x English language proficiency.

Note: Error bars represent 5 % error margin.

Those respondents reporting English was not their first language (n = 3624), were asked to provide their IELTS score. Responses were received from 2534 students. The following results need to be interpreted with caution, as the requirement to provide an IELTS exam score is based on a number of factors and not on their declaration of English as their first language. This requirement to provide IELTS scores is dependent on the applicant's assessment level<sup>iv</sup>. Applications with assessment levels (3 and 4) are usually required to provide an IELTS score. There are exceptions to this requirement including if the applicant has undertaken 5 or more years in an English speaking country or if they have a substantial completion of course onshore (DIAC, personal communication, 2010). It is beyond the scope of this report to comment on the assessment levels of students or on their previous study programs.

The results revealed discrepancies between the subjective (self-reported proficiency) and the objective (IELTS) score which indicate that this data must be interpreted with caution. English language competency is identified as a score of six or above on the IELTS test (<a href="www.ielts.org">www.ielts.org</a>, 2009). Of the student visa holders who self reported not being proficient in English, 68 per cent reported an IELTS

score greater than six. The adjusted standardized residuals indicate that a significant difference in the proportion of students in this group than would be expected (adj. res: < 2). Seventy-three per cent of students who self-reported being proficient reported IELTS scores of less than 6.0, again the adjusted residuals exceeded  $\pm$  2. An IELTS score of six or greater is considered to indicate proficiency in language use, thus the level of discrepancy in the student responses indicates the need for caution when interpreting these results.

## 5.6 Factors influencing study destination

Not surprisingly, more than three-quarters (76%) of the student visa holders surveyed reported Australia as their preferred study destination, followed by the United States (11%), and the United Kingdom (7%). Canada (3%) and New Zealand (1%) were less preferred destinations. In each visa subclass, Australia was the preferred destination.

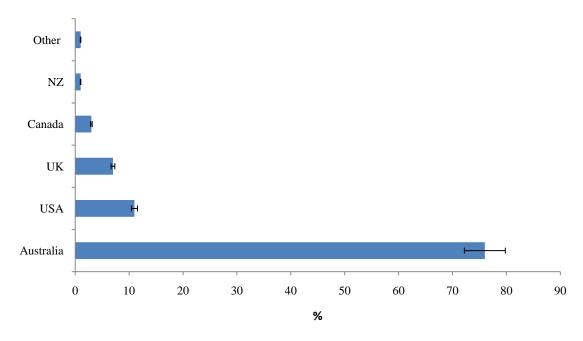


Figure 5. First choice of country for overseas study.

Note: Error bars represent 5 % error margin.

## 5.7 The decision to study in Australia.

All student visa holders were asked a number of questions about their decision to study in Australia. They were asked to list the sources of the information they used in their decision to study in Australia. Almost one third (29%) of the students reported their family and friends both in their home country and in

Australia were influential in their decision to study in Australia. In contrast, general information on the web about Australia (0%) and their teachers (70%) were the least influential in the decision to study in Australia.

Respondents were then asked to rate the relative importance in a number of additional factors on their decision to study in Australia. As all of the respondents in this study held student visas, it is not unexpected that the most important considerations were education factors. These included the quality of Australian education (94%), the cost of courses (86%), the reputation of the course (88%) and the improved chances of securing a job (89%). More than half the students (58%) cited migration factors as important including the availability of getting a visa (56%) and helping them to migrate to Australia (61%). Also important were students' social and cultural networks with 63 per cent reporting that the presence of family and friends in Australia (56%) and other people for their home country (70%) as being important. Geographic proximity to their home country (70%) and ease of travel (68%) were also perceived to be important by the respondents Australia's reputation of racial tolerance was also considered to be an important factor (66%) as was the perception of a healthy environment by 80 per cent of the respondents.

A number of questions were asked to further understand why students chose to undertake an education onshore in Australia rather than at an offshore campus of an Australian education institution. The majority of students (81%, n = 3427) reported that they did not consider studying at an offshore campus of an Australian institution. It is not clear which institutions (nor what type of study program) the students were referring to. The remaining students (19% n =899) who considered the offshore study option were asked why they chose to undertake an international education in Australia. Participants were able to make multiple responses. The most common reason cited was that international study was an experience (75%), while 57 per cent reported that they chose to study in Australia to improve their English and to learn more about Western culture (49%). Of less importance was the presence of family and friends in Australia (19%) and the common language (16%). Refer Figure 6.

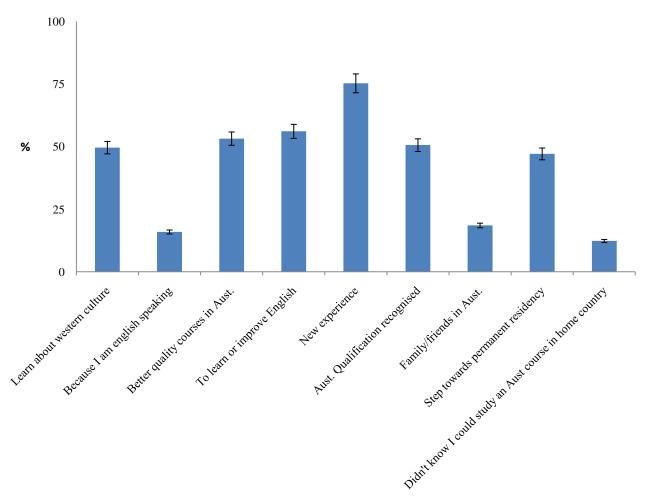


Figure 6. Influences in choice to study onshore instead of offshore

Note: Error bars represent 5 % error margin.

However, when the reasons for studying in Australia are examined as a function of the visa subclass there are some differences in the patterns of responses. As seen Table 11, those students whose qualifications would meet the criteria for later skilled migration (visa 572/573), came to study in Australia as a step to permanent residency. More than half of the VET (572) and tertiary visa holders (573,574) reported choosing to study in Australia because of the quality of courses and the international recognition of Australian courses. With the exception of the non award visa holders, participants also reported the ability to study or improve English as being an important motivator to study onshore.

Table 11. Student Visa subclass x reasons for study at an Australian onshore institution.

	Proportion of Yes responses					
	570	571	572	573	574	575
To learn more about Western culture	44	72	47	51	39	36
Because I am English speaking	11	3	15	17	13	9
Better quality courses in Australia	26*	56	50	60*	50	18*
To learn or improve my English	74	64	65*	50*	54	36
New experience	44*	76	75	78*	63*	91
Australian qualifications recognised worldwide	33	32	55	50	50	46
Family & friends in Australia	11	4	21	20	11	18
Step to permanent residency	37	32	50	55	24*	18
Unaware of offshore study option	15	4	15	13	15	0

Note; proportions with \* significant difference between observed /expected proportions at 95% CI.

# 5.8 Prior Study programs

More than three-quarters (77%) of the total student visa holder sample (n= 4729)had studied prior to coming to Australia, this proportion was consistent across each of the visa subclasses with the highest proportions being reported by individuals holding School visa (92%) and Higher Education (80%) visas. Of the students who had completed prior study, (n= 2531) 76 per cent reported completing the course they were enrolled in. The majority of these students (66%) reported having studied at a local institution, with almost one third studying in another country.

As can be seen in Figure 7, almost half (45%) of the students graduated with an undergraduate degree qualification, and with 21 per cent completing a high school or foundation program.

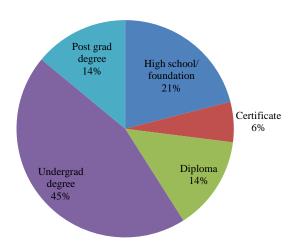


Figure 7. Prior study program of all international students in Australia.

There appears to be no apparent pattern between prior study program and the latest visa granted to students. Indeed a proportion of students holding Schools visa (571) reported graduating with an undergraduate (46%) and postgraduate (23%) degrees. It is not possible to seek additional clarification from these respondents, suggesting that these responses need to be interpreted with some caution. It is possible for students who have graduated from institutions in their home countries to apply to study an English program or an Australian degree in order to upgrade their qualifications. However, the granting of a School visa while holding an undergraduate or postgraduate qualification seems an unlikely path, and thus may be due to the respondent's incorrect interpretation of the question.

# 5.9 Current Study program

Respondents were asked to outline their current study programs. Questions asked about their 2009 (current), 2010, and future (next) study plans, their current field of study, and whether this program choice was influenced by pathways to permanent residency.

### 5.10 Field of Study

When the responses of all the responses of this group are considered as a whole (n = 4729), the largest proportion of students were studying for qualifications in the areas of Business, Administration, and Economics (31%). Health and community services (including medicine, nursing, and allied health) accounted for a further 14 per cent of the courses being undertaken. There was variation in the nature of

students fields of study when they are considered as a function of the type of type of visa subclass held, refer Table 12 for the breakdown of the fields of study with consideration to the visa subclass held.

Table 12. Current field of study by visa subclass.

	Visa subclass				
Field of Study	572 (%)	573(%)	574(%)	575(%)	Total(%)
Architecture, Building (n=74)	23 (31)	47 (64)	2 (3)	2 (3)	100
Arts, Humanities, Social sciences (n = 383)	77 (20)	221 (58)	31 (16)	24 (6)	100
Business, Administration, Economics (n=1344)	287(21)	984 (73)	52 (4)	21 (2)	100
Education (n=118)	26 (22)	69 (59)	20 (17)	3 (3)	100
Engineering, Surveying (n = 269)	32 (12)	161 (60)	68 (25)	8 (3)	100
Health, Community Services (n=568)	146 (26)	373 (66)	45 (8)	4(1)	100
Land, Marine resources, Animal husbandry (n=60)	19 (32)	21 (35)	17 (28)	3 (5)	100
Law, Legal Studies (n=57)	3 (5)	40 (70)	10 (18)	3 (7)	100
Science (n=344)	13 (4)	149 (43)	170 (49)	12 (4)	100
Computing, IT (n=397)	83 (21)	269 (68)	43 (11)	2(1)	100
Veterinary Science, Animal care (n=22)	1 (5)	14 (64)	7 (32)	0	100
Hospitality (n=306)	231 (76)	71 (23)	2 (1)	2(1)	100
Theology (n=22)	16 (50)	12 (38)	1 (3)	6 (9)	100
Fashion/hairdressing (n=55)	45 (82)	10 (18)	0	0	100
Trade/apprenticeship (not specified) (n=37)	28 (76)	6 (16)	1 (3)	2 (5)	100
Language (n=16)	7 (44)	7 (44)	0	2 (13)	100
Other (n=26)	14 (54)	7 (27)	1 (4)	4 (15)	100
Total	1051	2461	500	96	4108
	(100%)	(100%)	(100%)	(100%)	(100%)

Note: Figures are shown as counts and (proportions %)

More than half of all the student visa holders (56%) reported that their choice of field of study was not influenced by the perception that a qualification in this area would provide them with a pathway to permanent residency. More than half of those students holding schools visas (57%) and VET visas (60%)

reported being influenced in their choice of course was influences by the possibility that it could lead to permanent residency.

Student visa holders were asked to indicate their current and future programs of study. These results are presented individually by visa subclass. The numbers in Figures 8 – 13 reflect the total number of participants who responded across each of the nominated courses of study. These figures should be interpreted with caution as respondents were able to make multiple responses on their courses of study. A timeline for the "next" course of study was not specified and may represent a program of study that the respondent may wish to embark on in the future, and thus this response category should not be interpreted as being a direction of study in 2011. The respondents' interpretation of the response options could not be checked, nor was it possible to seek additional information on this item. Comment will be made on each of the figures separately.

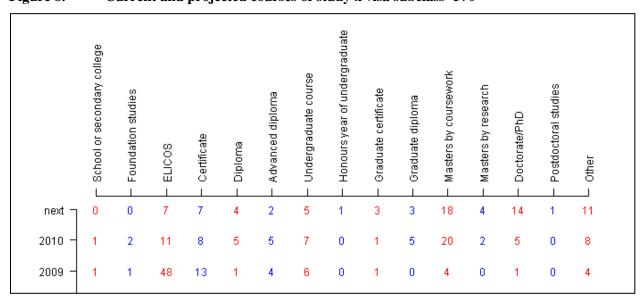


Figure 8. Current and projected courses of study x visa subclass- 570

Numbers reflect the total number of responses across each of the nominated courses of study.

For students (n= 75) granted an ELICOS visa in the period 2002-2009, the majority were currently studying an English language course, and while some thought that they would be continuing their English study, others reported seeking to move to Masters and Postgraduate courses. It is possible that students holding this type of visa may well already hold more advanced academic qualifications and choose to complete an English course before moving onto Postgraduate (including Masters) research and coursework programs.

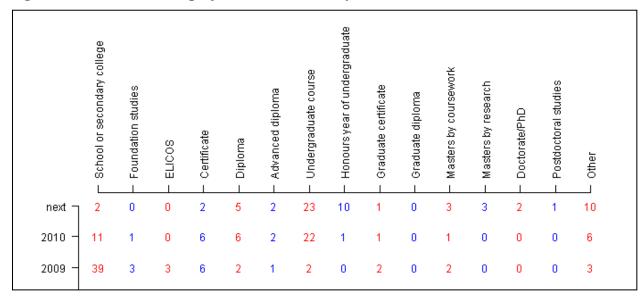


Figure 9. Current and projected courses of study x visa subclass- 571

Numbers reflect the total number of responses across each of the nominated courses of study.

As expected, respondents (n = 63) holding School visas would continue to complete high school to obtain the necessary entry qualifications for undergraduate and later postgraduate courses. An examination of the top line of this table reveals that more than half were seeking to enroll in undergraduate and honours courses.

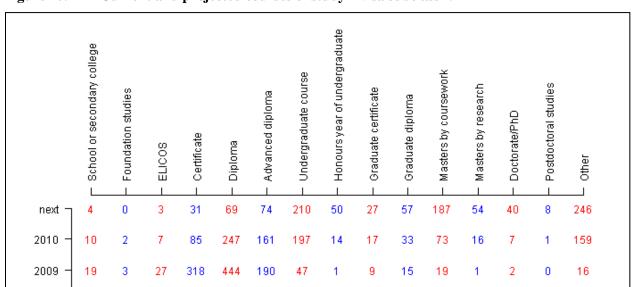


Figure 10. Current and projected courses of study x visa subclass- 572

Numbers reflect the total number of responses across each of the nominated courses of study.

Respondents (n= 1055) holding VET visas were, in the immediate short term, planning on completing 'other 'qualifications not listed, these may include completion of apprenticeships and other vocational qualifications. As can also be seen a sizeable number of these respondents were planning on pursuing tertiary qualification in their next or future course.

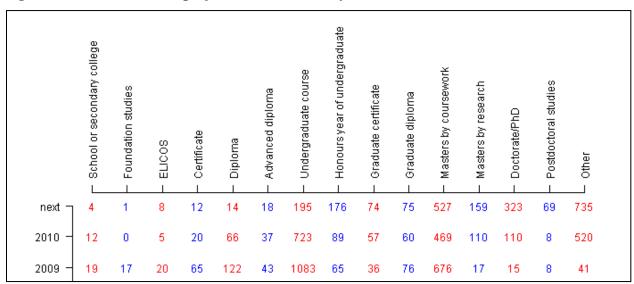


Figure 11. Current and projected courses of study x visa subclass- 573

Numbers reflect the total number of responses across each of the nominated courses of study.

Student visa holders currently enrolled in an undergraduate course (n = 2464) were on the whole planning on completing this course and then progressing onto postgraduate courses including honors, Masters by course work and Doctoral programs. A number of other respondents reported intentions to complete "other unspecified" forms of study, this response could include obtaining professional qualifications (e.g., CPA qualification).

Honours year of undergraduate School or secondary college Masters by coursework Undergraduate course Postdoctoral studies Masters by research Graduate certificate Foundation studies Advanced diploma Graduate diploma Doctorate/PhD Certificate ELICOS Diploma Other 0 ō 2 2 Ó ō Ö 0 1 1 4 114 243 136 next 2010 3 0 0 1 0 0 0 0 0 5 12 367 70 44 2009 Ö Ö 0 Ó 0 0 0 33 429 14 4

Figure 12. Current and projected courses of study x visa subclass- 574

Numbers reflect the total number of responses across each of the nominated courses of study.

Of the 502 participants holding a postgraduate visa, 412 (82%) had been granted this visa since 2007, thus many would not complete their degree before 2009, and thus respondents holding Postgraduate visas were projecting that they would move to completing doctoral and postdoctoral studies.

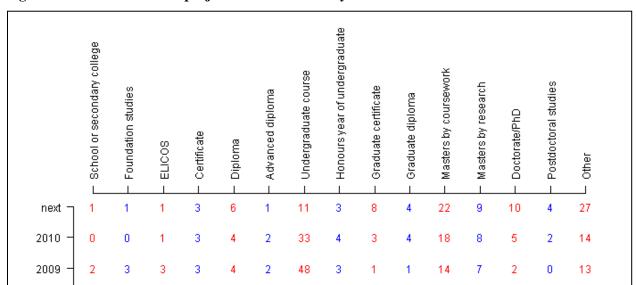


Figure 13. Current and projected courses of study x visa subclass- 575

Numbers reflect the total number of responses across each of the nominated courses of study.

A large proportion of non-award visa holders (n=98) reported participation in undergraduate programs in the short term and were planning on enrolling on Masters Degrees and "other" study programs in the future.

# 5.11 Future intentions for residency

Student visa holders were also asked about their future plans for remaining in Australia. Of the 3866 who responded, 78 per cent of respondents reported that they planned on staying in Australia at the conclusion of their current course. This proportion is higher than that reported by Tilbrook (2007) and AEI (2007), yet less than Jackling's (2007) 84 per cent. The largest proportion (44%) of respondents intended to apply for permanent residency.

A smaller proportion (17%) of respondents reported their intention to leave Australia and either return to their home country to work or study further (13%) while 4 per cent expressed an intention to travel to another country for further study or to work. A minority of student visa holders (5%) were undecided on the direction that their future plans would take. Several respondents reported that their decision to stay or leave Australia would depend on their success in securing employment or a permanent residency visa.

When these responses are examined as a function of the visa subclass, a number of interesting results are identified. Students holding non award (575) visas were less likely when compared to the other visa subclass holders to indicate that they were intending to apply for residency (4%), but were more likely to be planning on returning home to study or work (70%). Unsurprisingly, students completing VET and higher education qualifications reported being more likely to stay in Australia after graduation and seek work on a graduate (temporary) visa (21% and 24% respectively). For a complete breakdown see Table 13.

Table 13. Intention to remain in Australia x latest visa subclass.

	Visa Subclass						
	570 (%)	571 (%)	572 (%)	573 (%)	574 (%)	575 (%)	TOTAL
Yes to study on a student visa	20.5	40.0	18.1	12.1	3.5	8.2	13.0
Yes to work on a graduate visa	11.0	18.2	21.3	24.1	13.8	8.2	21.4
Yes to apply for residency	28.8	21.8	49.6	44.8	43.6	4.1	44.2
No- going to work or study in another country	9.6	5.5	2.1	3.6	6.4	7.2	3.8
No- returning home	27.4	9.1	5.8	11.3	20.4	70.1	12.8
Not sure/undecided	1.4	5.5	2.8	4.0	11.7	2.1	4.6
Already applied for PR	1.4	0	0.2	0.1	0.6	0	0.2
	100	100	100	100	100	100	100

Student visa holders who indicated an intention to remain in Australia or who were undecided (n=3234), were asked to nominate perceived future barriers to gaining employment upon graduation. Students were able to make multiple responses with 389 providing valid responses. The major barrier that respondents thought would act against them in the labor marketplace was not having the required residency visa (71%), with their lack of work experience also being seen as barrier by a large proportion of respondents (47%). As can be seen in Figure 14, 41 per cent of respondents thought that employers prefer to employ Australian graduates, some respondents interpreted this statement as indicating that employers were racist (although this was not the intent of the question), thus their non-Australian status would act as a barrier. None of the other items specified in this scale were perceived to be a particular barrier to participation in the labour market.

When the responses were examined as a function of the subclass of visa held, the pattern of responses was consistent with the combined responses. That is, regardless of visa subclass, the lack of a residency visa was seen as the biggest barrier to gaining employment (proportions ranged 58-71%). The issue of work experience was not seen as a barrier by VET (61%) and Postgraduate (76%) visa holders, however it was considered problematic by Higher Education visa holders (53%) and holders of school visas (51%). Lack of work experience as a barrier to employment for many individuals (Boystown, 2008) and is not specific to international students. (NSW, Dept of Premier & Cabinet, nd), nor is it confined to Australia, with

similar barriers to work force participation also being reported in Canada (Bond, Areepattamannil, Brathwaite-Sturgeon, Hayle, & Malekan, 2007).

Figure 14. Perceived employment barriers by students intending to remain (or unsure of intentions) in Australia at the end of current course.

Note: Error bars represent 5% error.

### 5.12 Visa Application Process

Student visa holders were asked a number of questions about their visa application process. Respondents asked to identify all their sources of information (binary choice response: YES /NO) and how useful they found this information (not at all useful-very useful). In addition respondents who indicated interacting with an agent (education or migration) were asked a number of additional questions about the agent and their satisfaction with the service provided.

When asked where they accessed information about the Australian Student Visa program, education agents were nominated more often as a source of information (47% reported YES) the DIAC website was

also commonly reported as a source of information about the program (36% YES). These proportions are overall proportions and do not differentiate between visa subclasses. As shown in Table 14, a greater proportion of VET (subclass 572) and Higher education (subclass 573)students sought information about the program from these sites, while postgraduate students (subclass 574) made the greatest use of the DIAC website to find out information. Due to the low response rate any further interpretation is unreliable.

Table 14. Information sources and proportion of respondents who accessed information about the Australian Student Visa program x student visa subclass

	570	571	572	573	574	575	Total	n
	(%)	(%)	(%)	(%)	(%)	(%)	(%)	
Migration agent	2	2	33	59	4	0	100	920
Education agent	2	2	24	64	7	1	100	2045
Direct from my institution	1	1	17	57	17	6	100	467
Australian Embassy	2	1	20	49	22	5	100	609
Austrade	0	4	27	65	0	4	100	26
DIAC website	2	1	23	53	59	3	100	1552
Study in Australia website	3	1	29	54	10	3	100	716
Educational institution website	2	1	24	56	15	2	100	441
Student Fairs	1	1	25	66	7	1	100	355
I know someone studying in Australia	2	2	30	60	6	0	100	973
Other sources	1	2	32	51	11	3	100	148
Total								

In order to compare the efficacy of these various sources of information, students were asked to rate the usefulness of the information they received from each source they had nominated. All student visa holders reported that the information they received from the various agencies was either useful or very useful with more than 74% of the responses for each agency being in this range. The proportion of responses to this

question was low [range of 24 (< 1%) (Austrade) to 1535 (36%) (DIAC website)], and thus any interpretation of this data must be undertaken with caution.

A series of questions were further asked of those participants who reported seeking information about the Student Visa Program from an agent (education or migration). These questions focused on why students had used an agent and their levels of satisfaction with the services provided by the agents.

Of the 2766 students who reported seeking information from an education or migration agent, 46 per cent reported using a registered agent i.e., one that was registered with the Office of the Migration Agents Registration Authority in Australia, while a similar number (41%) reported that they did not know if their agent was registered with the Migration Agents Registration Authority.

More than half (56%) of those who had been to an agent indicated that they had sought this service because of the complex process and paperwork in seeking a visa. Almost one-third (32%) indicated they did not have time to complete the process themselves. One- third of the ELICOS and school visa applications used an agent due to their lower proficiency in using English (33% and 35% respectively). This response rate is unsurprising as the ELICOS students are studying English to improve their language skills. In contrast, approximately two-thirds (67% & 65% respectively) did not find their English skills insufficient to either apply on their own behalf or use another agent in the visa application process.

Overall, students were satisfied with a number of aspects of their interaction with the agents. A little over half (56%) were satisfied with the cost of the agent, with 18 per cent reporting they were not satisfied with the cost. Sixty-six per cent were satisfied with the agent's level of knowledge, while 72 per cent reported being satisfied with the level of support provided during the application process, and 83 per cent were satisfied with the visa outcome. This pattern of responses was maintained when examined as a function of visa subclass.

Not Satisfied Neutral Satisfied

Not Satisfied Satisfied

Not Satisfied Neutral Satisfied

Cost Knowledge Support Visa Outcome

Figure 15. Level of satisfaction with education and migration agents services

Note: Error bars represent 5 % error margin.

More than half of the respondents (53%) reported that they had dealt directly with DIAC in regards to their visa application. These proportions were highest for the postgraduate visa and the non-award visa holders (72% and 70% respectively). No conclusion can be drawn regarding the nature of the interaction with DIAC. Reasons for dealing with DIAC could have consisted of an enquiry about the status of the visa application, or the need to provide DIAC with additional information (DIAC, personal communication, 2010). Across the visa subclasses, a large proportion (71%) of respondents was satisfied with their dealings with DIAC.

## 5.13 Social networks

Student visa holders were further asked if they had ever had a serious complaint against a number of agencies or individuals while in Australia. On the whole, the majority of student visa holders (87%) from the sample of 4257 reported that during their time in Australia they had not had cause to make a serious complaint against their landlord (84%, n = 3576), their course or institution (81%, n = 3441), their paid work (90%, n = 3816), dealings with DIAC (91%, n = 3872), their agent (92%, n = 3926), the way they have been treated (82%, n = 3484) and 93% (n = 3964) reported that they had not been a victim of a crime. This pattern of results was consistent across responses as a function of the visa subclass held by the student and by their country of origin.

Respondents were provided with a list of agencies that were identified as possible providers of assistance if students reported problems with any of the above circumstances. Students were able to make multiple responses, thus the unique contribution of each of these agencies to the student is lost to the reader. These results should be interpreted with caution as the small proportion of responses cannot be considered to necessarily be representative of the experiences of all international students in Australia.

Recent reported experiences of crimes against students from some home countries were not replicated in the current results. It might be surmised that one reason for this lack of replication is that international student's fear reporting crimes to the police; this was not supported by the current results. Of the 293 students who complained about a crime against them, more than two thirds (68%, n= 198) reported this to the Police, as expected the majority sought assistance from their friends (86%, n=251) and family members (55%, n = 162). When asked to rate their level of satisfaction with the response of their friends and the Police to their complaint, 74 per cent reported satisfaction with their friends and families responses while less than half reported satisfaction with the response of the Police, (43%). The items in the survey did not explore the nature of responses by the various agents, thus any conclusions are speculative. It is, however, reasonable to assume that the responses of friends and family were informal and supportive while the response of the Police was more of an official and administrative response. Thus subjective measures of satisfaction will differ based on the desired outcome by each of the agencies. These differences in types of responses might account for the difference in satisfaction of the respondents.

A small proportion (10%) of students reported having complaints about their paid work. In the majority of cases, students turned to their family (57%) and friends (84%) for support, followed by Police (50%). It is unclear why students would seek help from the Police regarding employment related issues. Further research is needed to identify the motivations and mechanisms involved in seeking this type of help. Surprisingly, the least approached agencies were the Dept of Education, Employment, and Workplace Relations (DEEWR) (22%, n = 97) and the Fair Work Ombudsman (24%, n = 104). While students reported high satisfaction with the responses of friends (66%) and family (52%), there was less satisfaction with the responses of DEEWR (10%, n = 157) or the Fair Work Ombudsman (2.5%, n = 22). These low proportions might suggest that international students are unaware of the existence of these agencies to support them if there are workplace issues. Further education and information for new international students might address this knowledge deficit in the future.

Almost 20 per cent of student visa holders reported that they had a serious complaint or problem with the way that they had been treated, it was beyond the scope of this study to further identify what this complaint or problem referred to and so any conclusions must be made with caution. Student reported

seeking assistance from friends (86%), family (55%), the international centre at their institution (38%), DIAC (30%) and the Police (68%). This range of support agencies suggests that these respondents had experienced issues with their treatment across a range of situations, some which may or may not overlap with the other response categories. As with the previous responses, respondents were happy with the support that they had received from family and friends (73% respectively), but were less satisfied with the support from DIAC (36%), their international centre (36%), and the Police (29%).

### 5.14 Economic Stresses

In order to explore if international students are experiencing economic or financial stresses, a number of questions were asked. These related to type of accommodation, work patterns, and income and expenditure.

### **5.15** Income

### **5.15.1 Sources of Income**

Student visa holders were asked to nominate their sources of income from a number of sources including their own savings, money from parents or other family members (both in Australia and in home country), scholarship (Australian or from home country), employment, and other unspecified sources of income. These income sources accounted for 100% of the student's income. There was no scope within this question to identify the individual's patterns of income sources for this group. In total 3868 students responded to this question. The number of responses to the income streams varied from 304 (other income) to 2874 (income from parents). When the proportion of students' income is explored as a function of the visa subclass, students holding ELICOS visas relied on income from scholarship and their savings more than other sources of income. In contrast, School visa holders relied more on receiving money from their parents than their savings and family, and employment. In contrast, postgraduate students received a greater proportion of their income from scholarships than other income streams. Students holding Higher Education visas relied on money from their parents and scholarships to support their studies in Australia. This is not surprising given that 77 per cent of these respondents were under 20 years of age. Students in the VET sector relied on money from parents and employment to support their studies.

Figure 16. Proportion of student income x visa subclass held

Error bars represent 5% error

# 5.15.2 Student Scholarships

Ninety-one per cent of student visa holders who completed this survey reported that they were full fee paying students. Of the 362 students (9%) who indicated that they were not full fee paying students, 243 (67%) reported being on a scholarship, 80 (22%) were study abroad students and the remaining 39 (11%) were on the exchange program. The students on scholarships reported that the value of their scholarships ranged from \$2,500 to \$150,000 pa. The majority of students (89%) receiving a scholarship were enrolled in postgraduate research programs (visa 574). Scholarships falling within the \$10,000 - \$19,000 range were the most common (accounting for almost half [48%] of the scholarships held by students). The visa subclasses most likely to hold a scholarship in this range were School (571 – 67%) and VET (572- 60%) students. Almost half (48%) of the Higher Education (573 – 48%) students were also in receipt of a

stipend in this range. More than two-thirds (69%) of the postgraduate research students received a scholarship of between \$20,000 and \$29,000 per annum.

## 5.15.3 Income from Employment

Student visa holders reported being employed in a range of employment sectors. There was also variation in the number of hours they reported working during the semester as well as between semesters and their hourly rate of pay.

During the semester period, respondents reported working between 2 and 50 hours per week (M = 16.75, SE = .11, 95% CI = 16.53 < 16.75 < 16.97), while their hours of employment increased during holiday periods (M = 24.85, SE = .23, 95% CI = 24.40 < 24.85 < 25.3). This upper limit of working hours reported indicates that a proportion of this sample of student visa holders are working in excess of the hours prescribed under the conditions of their visa. However an examination of the mean indicates that this group is very small and has little influence, with group means ranging between 12.1 (visa 574) and 18.36 (visa 572) hours per week. These hours of labour market participation are in line with those reported in the literature (Duemart et al., 2005). A comparison of the means (using paired samples t-test) indicate that students significantly increased their work hours between the two periods t(2098) = -41.98, p < .05). When examined as a function of visa subclass, students within each visa subclass increased their work hours between the two reporting periods, all comparisons are significant at .05 level. See Figure 17.

Figure 17. Mean hours worked during and between semesters x visa subclass.

Error bars represent 5% error

Student visa holders were further asked to report on the nature of their employment and their hourly wage. Students reported being employed in a number of different jobs and positions, including 31 per cent reporting working in hospitality (waiter/kitchen hand etc), and a further 19 per cent being employed in the retail sector. The occupations listed by these respondents are in line with the types of occupations for both international and domestic (local) students in other research.

There were a number of interesting patterns within the responses by the various visa subclasses. As shown in Table 15, (with the exception of research and tutoring), students appeared to be employed in industries that did not require specialized skills, but rather like domestic students were in positions that were lower paid and required more generic less specialized skills. As tutoring and research positions require formal tertiary qualification, these positions were on the whole filled by students who hold a 574 visa.

Table 15. Proportion of students in employment sector by visa subclass

Visa Subclass					Employmen	t Sector				
	Hospitality	Retail	Research	Admin	Tutoring	Cleaner	Driver/ Courier	Labourer	Other	Carer/ Nurse
570	2.1	0.8	0	2.3	0.7	5.4	0.7	2.8	0	0.6
571	1.6	1.2	0	0	0	0.6	0	0.7	0.7	0
572	40.9	29.6	3.2	22.1	8.3	43.1	32.2	42.6	34.7	35.0
573	51.3	64.2	21.8	66.9	28.0	46.1	62.7	48.2	56.0	59.4
574	2.0	2.8	71.0	6.4	60.9	4.8	3.4	3.5	6.7	5.0
575	2.0	1.4	4.0	2.3	2.1	0	0	2.1	2.0	0
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
n	793	494	124	72	289	167	59	141	150	160

When asked to report their hourly rate of pay, there was a wide range in the responses. Hourly rates of pay ranged from \$8.00 per hour to \$65.00 per hour with an average hourly rate of \$19.33, (SE = .14; 95% CI 19.06< 19.33< 19.60).

When student visa holders wages are explored as a function of their visa subclass, there were significant differences in the hourly rate of pay for these students, F(5, 2616) = 175.560, p = .0005, partial  $\eta^2 = 0.25$ . An examination of average wages reveals that respondents holding a postgraduate visa (574) had the highest average wages (\$29.67, 95% CI = \$28.93 < %29.67< \$30.40), while student holding a 571 visa reported the lowest average wage (\$12.21; 95% CI = \$9.55 < \$12.21 <\$ 14.87). The hourly wages of the remaining visa subclasses were not significantly different from each other. See Table 16.

Table 16. Average hourly rates of pay x student visa subclass

Visa Subclass	Mean hourly wage	95% Confidence Interval	
	_	Lower Bound	Upper Bound
570	\$18.63 <sub>b</sub>	\$16.77	\$20.49
571	\$12.21 <sub>a</sub>	\$9.55	\$14.87
572	\$18.00 <sub>b</sub>	\$17.56	\$18.30
573	\$18.14 <sub>b</sub>	\$17.81	\$18.48
574	\$29.67 <sub>c</sub>	\$28.93	\$30.40
575	\$18.72 <sub>b</sub>	\$16.67	\$20.77

Note: Means not sharing the same subscript are significantly different, p=.05

When the rates of pay are examined as a function of employment sector, the analysis revealed that positions which are generally considered as 'unskilled" (i.e., requiring no formal training or qualification) were the lowest paid, and those requiring formal qualifications or specialist knowledge received the highest pay.

Table 17. Average hourly rates x employment sector

Employment Sector	Mean hourly wage	95% Confidence Interval		
	_	Lower Bound	Upper Bound	
Hospitality	\$16.33 <sub>a</sub>	\$15.29	\$16.74	
Retail	\$17.32 <sub>a b</sub>	\$16.80	\$17.84	
Research	\$27.64 <sub>e</sub>	\$26.45	\$28.84	
Carer/nurse	\$20.19 <sub>c</sub>	\$19.29	\$21.09	
Office admin	\$20.31 <sub>c</sub>	\$19.41	\$21.20	
Tutoring/lecturing	$$30.48_{ m f}$	\$29.76	\$31.19	
Housekeeping, cleaning	\$17.75 <sub>a b</sub>	\$16.87	\$18.64	
Driver, courier	\$17.24 <sub>a b</sub>	\$15.70	\$18.78	
Labourer	\$17.94 <sub>b</sub>	\$16.96	\$18.91	
Other	\$22.46 <sub>d</sub>	\$21.47	\$23.44	

Note: Means not sharing the same subscript are significantly different, p = .05

When compared with the tables above, students holding a School visas (subclass 571) were the least represented in part-time employment (thus accounting for their low average wage) and their primary fields of employment are among the least skilled (e.g., cleaners), while the VET and Higher Education subclasses are well represented in each of the job types.

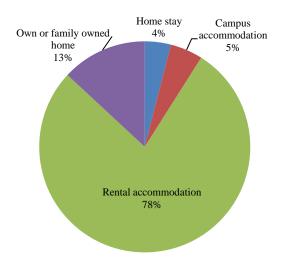
# 5.16 Student Expenditure.

Respondents were asked a number of questions regarding their expenditure, these included the type of accommodation they lived in, their monthly expenditure on food, travel, accommodation, entertainment, tuition fees, and remittances back to family in their home country.

## 5.16.1 Student Accommodation

As shown in Figure 18, the majority of student visa holders (78%) who answered this question (n = 4236) reported that they were currently living in rental accommodation, with a further 13 per cent (n = 561) reporting living in a home that they owned or was owned by a friend or other family member. One student reported living in his/her car.

Figure 18. Type of student accommodation.



# 5.16.2 Expenditure

# 5.16.2.1 Tuition Fees.

The Study in Australia website provides an overview of tuition fees for international students wishing to undertake study in Australia. These fees vary depending on the course undertaken and for some courses, the institution where they course is undertaken. An illustrative summary of the fees are listed below in Table 18.

Table 18. Examples of tuition fees for international students in Australia.

Level of study	Type of course	Description of course	Range of yearly fees (AUD)	
ELICOS		English language study	\$3500-\$13,500	
School		Secondary school, Primary and junior secondary schools	\$5000-\$13,000	
VET		Certificates I - IV Diploma  Advanced Diploma	\$5500-\$18,000	
	Foundation Studies	University entrance, preparatory /bridging courses	\$9000-\$14,000	
		Bachelor Degree	\$10,000-\$13,500	
University	Undergraduate	Laboratory-based Bachelor Degree (science and engineering courses)	\$11,000-\$16,500	
		Graduate Certificates,	Φ0000 Φ1<000	
	Postgraduate	Graduate Diplomas	\$9000-\$16,000	
	C	Masters,	\$11,000-\$18,500	
		Doctoral Degree	Ψ11,000 Ψ10,200	

Note: Information regarding the costs of non award courses is not reported.

These figures are provided for illustrative purposes and cannot be compared with other fee data presented in this report. Source: Study in Australia (nd).

A study by the Brisbane City Council (2007) reported that, the average of the total course fees for Higher Education, VET, ELICOS and Other non award students was \$21,764. The University of Technology in Sydney (UTS) report that currently tuition fees for international students at their institution vary between courses and range from A\$12,900 to A\$25,800 per year (UTS, 2010).

Respondents in this survey reported their yearly tuition fees ranging from \$2,500 through to \$30,000 per year (Mean = \$16,564; 95% CI: \$16,359< \$16,564 < \$16,768). As reported in Table 19, the fees reported by the respondents in this study are higher than those reported by Brisbane City Council and fall outside the ranges described by the Study in Australia website. These differences could possibly be an artifact of the timing of the studies. There is a three-year difference between the current study and that reported by the Brisbane City Council. Tuition fees have increased during this time and differences might be reflection of the economic variations.

Table 19. Self-report student tuition fees.

Visa Subclass	Average Tuition Fee	95% Confidence Interval			
		Lower Bound	Upper Bound		
570	\$12,826	\$11,298	\$14,353		
571	\$14,808	\$13,459	\$16,157		
572	\$10,985	\$10,668	\$11,301		
573	\$18,463	\$18,248	\$18,679		
574	\$21,305	\$20,803	\$21,807		
575	\$13,886	\$12,576	\$15,196		

Student visa holders were further asked to estimate their monthly expenditure for a number of categories including food and groceries, rent or mortgage, transport, medical expenses, and entertainment. The average expenditure across these categories is presented below. There were 2352 responses to each of these questions. The mean expenditure by each category of expenditure and visa subclass is shown in Table 20 below. The participants' responses were further explored by their relationship status and by spousal address (living at the same address). The expenditure for these groups are presented in the respective sections.

## 5.16.2.2 Food & Groceries

Based on the responses of 2352 students, the international students in this survey reported spending \$318 per month (95% CI: \$312 < \$318< \$324) on food and groceries. When the data was examined as a function of student visa subclass, the ANOVA reported significant differences between the visa subclass held and monthly expenditure,  $[F(5, 4155) = 22.70, p = .0005, partial \eta^2 = .027]$ . Further analysis revealed that students holding a 575 visa spent the least on groceries and food (Mean = \$243, 95% CI: \$203 < \$243< \$283) and 574 visa holders spending the most on food and groceries (Mean = \$405, 95% CI: \$387 < \$405 < \$423). Refer Table 20.

There were 596 respondents who indicated that they were in a relationship, and that their partner lived with them. Not surprisingly, these individuals spent more on groceries than respondents who were not in a relationship, or were in a relationship but their spouse did not live at the same address. In this case their monthly grocery expenditure was \$422 per month (95% CI: \$402 < \$422 < \$442) on groceries.

## 5.16.2.3 Rent/Mortgage.

The average monthly rent/mortgage payment for all students was \$667 (95% CI: \$655 < \$667 < \$678). The results of the ANOVA report a significant difference between the visa subclasses and their expenditure on rent or mortgage  $[F(5,3969) = 27.195, p = .0005, partial \eta^2 = .033]$ . Student holding ELICOS and Postgraduate visas spent equally and the most on accommodation (visa subclass 570: \$764, 95% CI: \$402 < \$422 < \$442; visa subclass 574: \$833; 95% CI: \$800 < \$833 <\$865). There were no statistical differences in the amount of accommodation expenditure for the remaining visa subclasses.

Not surprisingly, respondents in relationships with co-habiting spouses spent more on rent/mortgage payments than single students and those no longer in a relationship or those without co-habiting spouses. These respondents reported average monthly payments of \$886 per month (95% CI: \$852 < \$866 < \$921) on rent or mortgage.

# **5.16.2.4** *Transport*

Student visa holders reported an average monthly expenditure on transport costs of \$127 (95% CI: \$124 < \$127 < \$129). When these expenses are looked at in relation to the visa subclass, there were significant differences between the groups of students,  $[F(5,4093) = 9.533, p = .0005, partial \eta^2 = .012]$ . Examination of the means revealed that School visa holders spent the least on transport (\$95; 95% CI: \$72 < \$95 < \$119). One explanation is that they may have residences close to the education institution. In contrast, the means show that VET visa holders spent the most on transport (\$141; 95% CI: \$135 < \$141 < \$146), this may include costs associated with work-related transport requirements as part of their courses.

Again there was greater expenditure on transport by students with co-habiting partners. There was an average increase of \$41 per month between these groups. The latter group reported average monthly expenditure of \$165 per month (95% CI: \$157 < \$165 < \$173) on transport costs. Refer Table 20.

### 5.16.2.5 Medical Expenses

Student visa holders average monthly expenditure on medical expenses was \$57 (95% CI: \$55< \$57< \$59). As with the other expenditure items, the ANOVA revealed differences between the visa subclass categories,  $[F(5,2546) = 3.63, p = .003, partial \eta^2 = .007]$ . Students holding non-award visas spent

significantly less on medical expenses than any other group in the survey (\$33; 95% CI: \$15 < \$33 < \$51), although there was large variability within this group. This increased to \$71 per month (95% CI: \$65 < \$71 < \$76) for all students (irrespective of their visa subclass) in relationships with spouses living at the same address.

# 5.16.2.6 Entertainment.

Student visa holders reported spending on average \$132 (95% CI: \$129 < \$132 < \$136) per month on entertainment costs. There were no statistically significant differences between the visa subclass on entertainment expenditure. Refer Table 20. Unlike the previous expenditure categories, there was no significant change in the amount spent on entertainment as a function of relationship status and partner/spouse address. This group spent an average of \$139 per month (95% CI: \$129 < \$139 < \$149) on entertainment.

One limitation of this item was the inability to explore the respondent's perceptions of what kinds of activities were considered entertainment, thus it is not clear what constitutes entertainment (e.g. movies, socializing with family and friends, purchase of magazines etc).

Table 20. Mean monthly expenditure x visa subclass (in whole \$)

	Visa Subclass					
Expenditure category	570	571	572	573	574	575
Food/groceries ( n= 4161)	\$332 <sub>b</sub>	\$302 <sub>b</sub>	\$305 <sub>b</sub>	\$309 <sub>b</sub>	\$405 <sub>c</sub>	\$234 <sub>a</sub>
Rent/mortgage ( n= 3975)	\$764 <sub>b</sub>	\$666 <sub>a</sub>	\$607 <sub>a</sub>	\$654 <sub>a</sub>	\$833 <sub>b</sub>	\$657 <sub>a</sub>
Transport ( n= 4099)	\$138 <sub>b c</sub>	\$95 <sub>a</sub>	\$141 <sub>c</sub>	\$122 <sub>a b</sub>	\$128 <sub>c</sub>	\$101 <sub>a b</sub>
Medical expenses ( n= 2552)	\$74 <sub>b</sub>	\$69 <sub>b</sub>	\$58 <sub>b</sub>	\$55 <sub>b</sub>	\$63 <sub>b</sub>	\$33 <sub>a</sub>
Entertainment ( n= 4257)	\$158 <sub>b</sub>	\$126 <sub>a</sub>	\$135 <sub>a b</sub>	\$132 <sub>a b</sub>	\$123 <sub>a</sub>	\$130 <sub>a b</sub>

Note: means in each row (only) not sharing the same subscripts are significantly different  $\alpha = .05$ 

### 5.16.2.7 Remittances to home country.

Less than 15 per cent (n = 569) of the respondents reported that they remitted money home to their family. Of these, 540 provided an estimate of their yearly remittances. For this subsample, the mean

yearly remittance was \$3,413 (95% CI: \$3,065 < \$3,413 < \$3,761). It might have been expected that students whose spouses were not living with them (n = 29) might remit more monies home, this was not the case. The students reported no statistically significant differences between students with and without spouses living with them, [ t(202) = .617 ns]. However, students who were co-habiting with their spouse remitted slightly more money home (\$3,449) than students without partners or spouses (\$3,008). This higher remittance cannot be explained by participation of the spouse in the workforce, as the analysis revealed no significant differences in the yearly remittance as a function of spousal work status (working vs. not working). There was also no significant difference in the remittance of students on the basis of their granted visa subclass.

In conclusion, when the overall amount of income and expenditure are compared for this group, a sizeable difference between income and expenditure is observed. It is imprudent to comment on individual cases as there is variation across the sample in expenditure and income. Across all the visa subclasses, students reported earning on average \$20,103 per year (calculation based on mean hours of work x mean rate of pay x 50 weeks of employment), in contrast, they are reporting yearly expenditure of \$32,176 (includes living expenses, tuition fees, and monies remitted home). The shortfall of \$12,073 is likely to be made up from the students own savings, and/or monies from their parents and family. Students with working spouses may also draw financial support from their spouses.

# 6 Skilled-Graduate (Temporary) visa (Subclass 485)

## 6.1 Demographic Profile.

Respondents were allocated into the Skilled Graduate (Temporary) visa category (485) based on the visa information supplied by DIAC. As with the student visa subclass, the respondents in this survey may or may not currently hold this visa. Respondents were granted with this visa during the period 2002-2009.

There were 471 Skilled Graduate (485) visa holders who completed this survey. Of these, more than half (58%) were male, which is greater than the proportion of males in the student sample t(4726) = 2.19, p = .03. Respondents reported their dates of birth ranging from 1963 (46 years) to 1989 (20 years), with a mean age of 27.48 years (95% CI: 27.11 < 27.48 < 27.85). The ages of these respondents are similar to that of the students in the survey. Refer Table 21 for a breakdown of respondent's age groups.

Table 21. Skilled-Graduate (Temporary) visa (Subclass 485) – Composite age group

	Frequency	%
< 20 years	2	.4
21-30 years	392	83.2
31 – 40 years	68	14.4
>40 years	9	1.9
	471	100

More than two-thirds of the Skilled-Graduate (Temporary) visa (Subclass 485) holders, reported never being married with the remainder reporting being in a relationship (n = 156). The majority of these respondents (83%) reported living at the same address as their spouse or partner. The vast majority (92%) of respondents reported that they do not have children, and of those that do have children (n = 38), 85 per cent reported that their children were living with them in Australia.

### **6.2** Home Country

Using the top ten source countries identified in the literature (DIAC, 2009), the proportion of Skilled-Graduate (Temporary) visa (Subclass 485) holders are shown in the table below.

Table 22. Skilled Graduate (Temporary) visa (Subclass 485) x source country

	Frequency	Proportion
India	109	23.1
PRCH*	128	27.2
Sth Korea	13	2.8
Nepal	13	2.8
Thailand	13	2.8
Brazil	5	1.1
Malaysia	32	9.8
USA	5	1.1
Vietnam	5	1.1
Indonesia	18	3.8
Other	130	28.6
Total	471	100

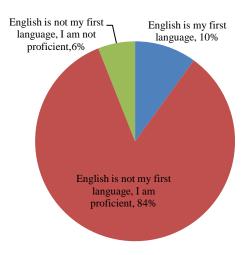
PRCH = People Republic of China

Those countries that nominated by respondents in the "Other" category included Pakistan and Singapore (2%), Japan and Zambia (2%), Kenya, Taiwan, and the United Kingdom (1%).

## **6.3** English language Proficiency.

A high proprtion of this group (84%) reported that although English was not their first language, they were proficient in its use, refer Figure 19. Skilled-Graduate (Temporary) visa (Subclass 485) holders who reported English was not their first language was asked to provide their IELTS score.

Figure 19. Skilled-Graduate (Temporary) visa (Subclass 485) self report English language proficiency



Of those graduates who reported with IELTS score (n = 419), 99 per cent reported IELTS scores in those bands that are considered to indicate proficiency (i.e., greater then 6) (IELTS, nd), see Table 23.

As can be seen in the table below, Skilled-Graduate (Temporary) visa (Subclass 485) holders who reported greater proficiency in using English scored higher than those reporting less proficiency. However, one of the aims of this visa subclass is to enable graduates to improve their English language, thus the latter group of respondents may be taking advantage of this and enrolling in English language classes.

Table 23. Reported IELTS score (in bands), Skilled-Graduate (Temporary) visa (Subclass 485) holders

	IELTS Score Band					
	4.5-5.9	6.0-6.9	7.0-7.9	8.0-8.9	> 9.0	Total
English is not my first language, I am proficient in its use	7	116	210	49	5	387
English is not my first language, I am not proficient in its use	2	19	8	0	0	29
Total	9	135	218	49	5	419

# 6.4 Factors influencing study destination.

It is a requirement of this visa that holders of the Skilled-Graduate (Temporary) visa (Subclass 485) have spent two years previously studying at an Australian institution. Therefore it was not surprising that, like the holders of student visa holders visas, Australia was the preferred study destination (79%), with the United States of America a distant second (12%), see Figure 20. This pattern of results mirrors that of the student visa holders respondents.

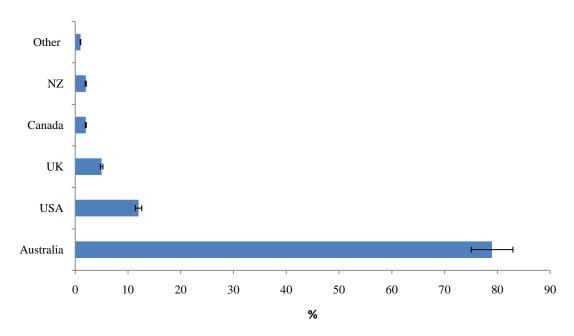


Figure 20. Preferred study destination

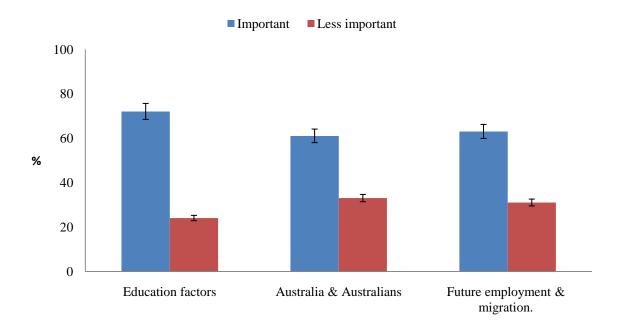
Error bars represent 5% error

Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked to indicate the level of influence that a number of factors had in their decision to study in Australia, they were able to make multiple responses to this question. The response rate varied widely in response to these items, with 61 (13% of responses to this response category) respondents reporting that their spouse was influential to 347 (74% of responses to this response category) who considered the input of their family in this decision. Information about Australia from the media (42% of responses to this response category) and knowing people who are studying in Australia (41% of responses to this response category) were also influential.

Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked to give consideration to the importance of these factors in their decision to study in Australia. Multiple responses were available to the participants. These factors can be grouped into a number of broad categories including education

factors, characteristics of Australia and Australians, future pathways to employment and migration. See Figure 21. Among the education factors that were considered important were the quality of Australian education (92%), the reputation of Australian courses (85%), and regard for Australian awarded qualifications (73%). Characteristics of Australia and Australians considered important were Australia's status as an English speaking country (88%), for being a safe (96%) with a healthy environment (82%) and with friendly people (82%). Two thirds of the respondents reported Australia's multiculturalism was important. Of less importance was the closeness of Australia to their home country (26%) and ease of travel (29%). Also of less importance to this group was the presence of family and friends in Australia (30%) and the fact Australia was a known destination for others from their home country (24%). In relation to the future pathways for employment and future migration, 86 per cent responded that it was important that studying in Australia would improve the chances of their "securing a good job" and half reported that the ease of getting an Australian visa was a consideration. For two-thirds of the Skilled Graduate visa holders, the possibility of future migration was considered important. These responses are consistent with the results presented by Mazzoral and Soutar (2002).

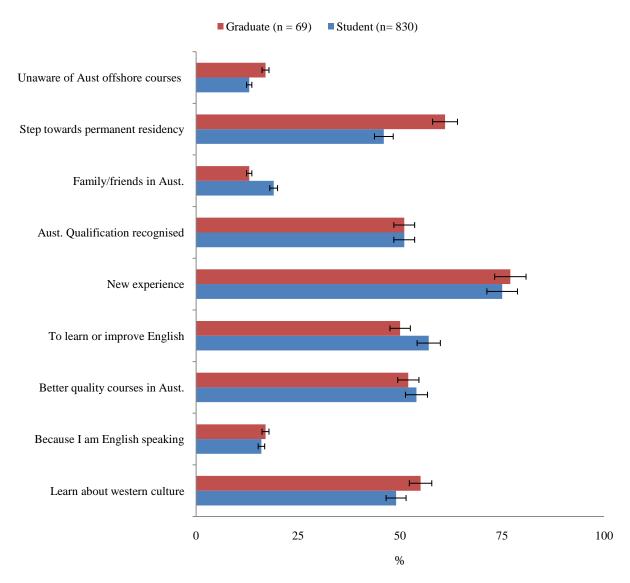
Figure 21. Importance of factors in study destination decision.



Error bars represent 5% error

More than three quarters of the respondents reported that they did not consider studying at an Australian offshore campus. One of the requirements of this visa is that applicants completed at least two years study in Australia so the high proportion of visa holders choosing to study in Australia rather than at an offshore campus is not surprising. In all cases this visa is granted onshore and not offshore as are some other visa subclasses. It is also not clear what study period the graduates are commenting on as the visa grant period extended back to 2002. However, graduates are required to have completed their student visas within 6 months of applying for a 485 visa. As such, these results should be treated with caution.

Figure 22. Comparison of students and graduates responses to reasons for Australian onshore study



Error bars represent 5% error

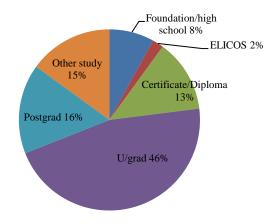
As can be seen in the figure above, the reasons nominated by the Skilled-Graduate (Temporary) visa (Subclass 485) holders(who considered offshore study) for choosing onshore study, mirror the proportions given by the larger student body of respondents. Significantly more graduates reported choosing to study onshore as a step towards permanent residency than students, [t(897) = -2.34), p = .020]. This result is not surprising given that the Skilled-Graduate (Temporary) visa (Subclass 485) can lead to the granting of a skilled independent residence visa once the individual meets the criteria for this visa. There were no other statistically significant differences between the other responses from these groups.

### 6.5 Study Prior to comong to Australia.

Most (83%) of the Skilled-Graduate (Temporary) visa (Subclass 485) holders reported studying prior to coming to Australia, with the majority (62%) studying at a tertiary level. The majority of these (46%) reported studying an undergraduate program (refer Figure 23). There was no significant difference in the proportion of students from the top ten countries reporting prior study,  $[X^2(9) = 12.22, p=.20 \text{ (n = 391)}]$ . This breakdown of Skilled-Graduate (Temporary) visa (Subclass 485) holders prior study is similar to that of the student population, with the most noticeable difference is the inclusion of an "other" study option that is not reported by the student visa holders.

More than two thirds (69%) were studying at a local institution, with 28 per cent studying in another country and only 4 per cent reported studying at an offshore campus of an Australian institution. Eighty-four per cent (n=328) of respondents completed the course they were studying, and more than half reported graduating with an undergraduate higher education qualification.

Figure 23. Prior study programs of Skilled-Graduate (Temporary) visa (Subclass 485) holders.



The reliability of these results as being an accurate representation of the prior study of skilled graduates must be treated with some caution. As can be seen in Figure 23, 46 per cent of respondents were studying at an undergraduate level, however, more than half the student reported graduating with this level degree. Similarly, eight per cent reported studying at a high school/ foundation level, yet 18% reported this as their qualification. In order to shed more light on these discrepancies, further analysis was undertaken to identify these inconsistencies. One possibility is that the discrepancies in the reporting may be an artifact of different interpretations of the qualifications. For example, there were 33 respondents who indicated they were studying a diploma level course prior to their Australian study however, when they reported their qualification, 4 reported undergraduate or postgraduate qualifications, and 3 reported receiving high school/foundation (n=1) and certificate (n=2) qualifications. The remainder reported being awarded a diploma in their field.

Like the student visa holders, the Skilled-Graduate (Temporary) visa (Subclass 485) respondents were asked to outline their study program prior to their current situation. In order to gain a more comprehensive understanding of the study pathways of these respondents, they were asked to report back to 2000 (two years prior to their successful grant application). Refer Figure 24.

Honours year of undergraduate School or secondary college Masters by coursework Undergraduate course Postdoctoral studies Masters by research Graduate certificate Foundation studies Advanced diploma Graduate diploma Doctorate/PhD Certificate ELICOS Diploma 

Figure 24. Prior programs of study 2000-2009 Skilled Graduates

Numbers reflect the total number of responses across each of the nominated courses of study.

Of the 471 Skilled-Graduate (Temporary) visa (Subclass 485) holdersin the sample, 229 reported studying at a school or secondary school, while the most nominated study program was the undergraduate course. In 2000-2002, there were more than 100 individuals in each year completing Master level courses. A large number of respondents were also studying in "other" programs in each of the years. One explanation for these large numbers is that one of the aims of this graduate visa is to allow graduates to remain in Australia for up to 18 months to improve their English language or to obtain professional skills and qualifications that will allow them to meet the requirements of the General Skilled Migration stream. These concentrations at the tertiary level are to be expected as holders of this visa are required to have graduated from an Australian Institution after two years study. The large number of respondents reporting their prior study programs in the school or secondary college streams is puzzling as the skills gained in a

generic high school education would not meet the skills that are listed on the SOL. However without additional information, any conclusion based on this information is speculative.

Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked to nominate their field of study, the majority (39%) of skilled graduates reported having studied in Business, Administration, and Economics, with Computing and IT being the next most popular (20%), Arts, Humanities, and Social Sciences were the next most nominated group and Engineering and Science (7%) each. The remaining fields of study being undertaken included hospitality (5%), Architecture and Law (2%), Education (1%) and Animal husbandry, land and marine resources (1%). A number of other fields of study were nominated by less than 1% these include; fashion and hairdressing, trades and apprenticeships, languages, theology and veterinary science.

#### 6.6 Pathways to Migration

Slightly more than half (52%) of the Skilled-Graduate (Temporary) visa (Subclass 485) holders reported that their choice of study or course was influenced by the perception that it could provide a pathway to permanent residency in Australia. Additional analyses revealed that there was no statistically significant difference between the proportions of responses to this question, [ $\chi^2(1, N = 471) = .936, p = .333]$ . As an index of effect size, Cohen's w = 0.05, which can be considered to be a very small effect size.

Almost all (98%) of the Skilled-Graduate (Temporary) visa (Subclass 485) holders indicated that they were planning to remain in Australia as a permanent resident. More than half of these (54%, n = 255) reported that they had already applied for permanent residency and were awaiting a decision (49%) or they had been granted residency (5%). Only 8 respondents (2%) reported that they were not intending to apply for residency.

#### 6.7 Experiences of employment

As can be seen in Figure 25, more than half of the respondents reported that it had been difficult or very difficult (58%) for them to secure employment, with one quarter reporting that their experience in gaining employment was neutral, that is, neither easy nor difficult (26%).

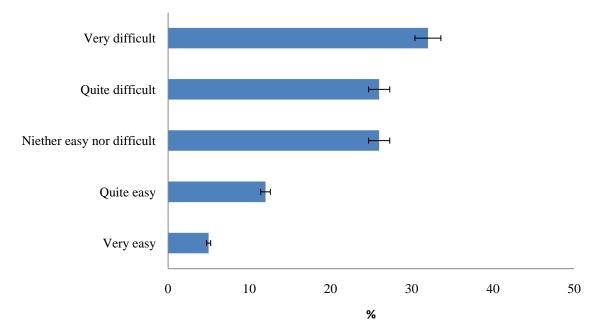


Figure 25. Self-reported difficulty in securing employment

Note: Error bars represent 5% error

Despite the difficulty of securing employment, more than half the respondents (60%) had secured employment in the same field as their qualification. Those graduates (n = 185) who were not working in the same field as their qualification were asked to identify barriers to gaining qualification consistent employment.

As shown in Figure 26, the employment barriers perceived by the student visa holders are similar in some of the response categories as those barriers experienced by the Skilled-Graduate (Temporary) visa (Subclass 485) holders. Additional analyses using (Mann-Whitney U for independent samples) revealed a number of significant differences in the responses of the student and graduate participants. These differences were apparent in the category of "Not knowing where to look jobs", [U = 33914.5, z = -1.94 (corrected for ties), p = .05] with students reported not knowing where to look for jobs as a greater barrier than graduates ( $Mean\ rank = 292.8$ , n = 389 and  $Mean\ rank = 276.32$ , n = 185 respectively). There were also differences in the perception and experience of level of work experience, [ $U = 30483\ z = -3.497$  (corrected for ties), p = .0005]. Skilled-Graduate (Temporary) visa (Subclass 485) holders saw having insufficient work experience as a greater barrier ( $Mean\ rank = 317.23$ , n = 185) than students ( $Mean\ rank = 273.36$ , n = 389). An additional significant difference was found in the lack of interview skills, [U = 83922.5, z = -2.63 (corrected for ties), p = .009]. Again, the Skilled-Graduate (Temporary) visa (Subclass

485) holders saw this as a greater barrier to employment ( $Mean\ rank = 436.16$ , n = 459) than the students ( $Mean\ rank = 410.74$ , n = 389). Many also reported the lack of jobs in their field of study as a greater barrier ( $Mean\ rank = 307.17$ , n = 185) than students ( $Mean\ rank = 278.15$ , n = 389), [U = 32343.5, z = 2.77 (corrected for ties), p = .006]. These differences might be a result of the situation in which these two groups find themselves in the labour market, with students seeking to secure part-time employment and graduate seeking full-time employment. The survey questions asked students to predict future barriers to employment, whereas the graduates were reporting actual experiences.

Figure 26. Barriers to working in same field as qualification.

Note: Error bars represent 5% error margin

## 6.8 Skilled-Graduate (Temporary) visa (Subclass 485)

Like the student visa holders in this survey, Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked a series of questions about their experiences with the Skilled Graduate visa subclass to identify their sources of information about the program, and their levels of satisfaction with the visa process.

Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked to indicate their sources of information from a list identified by DIAC. Respondents were able to make multiple responses. The most accessed source of information about the Skilled Graduate visa program was education agents (41% of respondents) with DIAC as second (34%) most accessed source of information. Austrade was agency that was least approached for information (<1%). A complete breakdown is shown in Table 24. As graduate visa holders are required to complete two years study in Australia before applying for this visa, their responses could have been based on their experiences as a student visa holder, although verification of this possibility was not possible. As a result their response patterns were similar to those of the students in this survey.

Table 24. Sources of information for Skilled-Graduate (Temporary) visa (Subclass 485)

	Frequency						
	Accessed	Accessed (%)	Did not access	Did not access			
Migration Agent	124	26.3	347	73.7			
Education Agent	194	41.2	277	58.8			
Direct from educational institution	52	11.0	419	89.0			
Australian Embassy	36	7.6	435	92.4			
Austrade	2	.04	469	99.6			
DIAC	159	33.8	312	66.2			
Study in Australia Website	71	15.1	400	84.9			
Australian Educational institution website	53	11.3	418	88.7			
Student fairs	43	9.1	428	90.9			
Know people in Australia	83	17.6	388	82.4			

Table 24 must be interpreted with a measure of caution, as the contents of the proportion columns indicate that proportion of respondents who did not access each of the sources of information was much greater than those who sought information from these sources. The exception was obtaining information from Education agents where there are similar proportions who accessed and did not access information (41% and 59 % respectively). As respondents were able to make multiple responses, it is possible that there is overrepresentation of response categories "did not access". It is beyond the scope of the present study to draw conclusions as to the sources of information about the Skilled-Graduate (Temporary) visa (Subclass 485) based on such highly skewed response data.

Respondents were asked to indicate how useful they had found the information from these various sources. As can be seen in Table 24, the numbers of respondents accessing these information sources varied widely from 2 (Austrade) to 194 (education agents). Accordingly, the capacity to meaningfully interpret these results is compromised, and should be used as a guide only. In each of the sources of information, respondent reported the information they received was useful.

In order to further investigate the role of education and migration agents in the international student visa application process, additional questions were asked of those participants who had reported using an agent to secure a visa. These questions are reported below.

## 6.9 Role of Education and Migration agents in the visa process.

As reported in Table 24, 26 per cent of Skilled-Graduate (Temporary) visa (Subclass 485) holders approached migration agents. Of these forty-five per cent of respondents (n=57) reported that their agent was an Australian registered migration agent, with an almost equal number reporting that they did not know the status of their agent's Australian registration (41%).

When asked why they had used an agent, the complexity of the process and the associated paperwork was cited as the reason for using an agent by more than half (55%) of the 294 respondents. Fewer respondents had chosen this course because they were unsure of the most appropriate visa for them (34%) or thought they were required to (33%). The convenience of using an agent was the least reported reason (3%). It is unclear whether these responses refer to the successful process of the Skilled-Graduate (Temporary) visa (Subclass 485) or a previous student visa, this lack of clarity is an artifact of the use in the selection of the most recent visa granted by DIAC, and not any previous or the original visa granted, or the current visa held by the student.

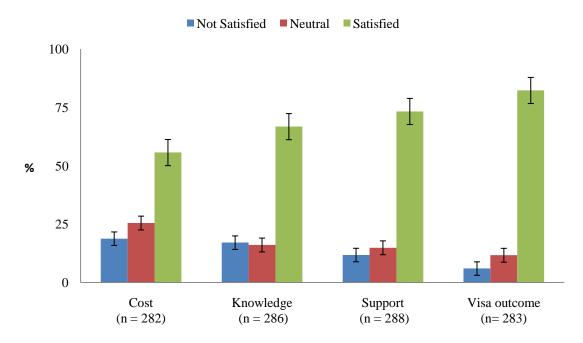


Figure 27. Level of satisfaction with agent service

Note: Error bars represent 5% error margin

On the whole, respondents were satisfied with the service provided by the agent, not surprisingly, they were most satisfied with the visa outcome.

More than half of the respondents reported dealing directly with DIAC during their application process (55%), it is unclear the reason for this interaction with DIAC, but possible reasons could range from accessing DIAC to find out information through to attending interviews or other official business, nor is it clear what section or channel was accessed. However, of the 260 individuals who interacted with DIAC during this process, 61% reported being satisfied with the service provided.

#### 6.10 Social Networks

Like the student visa holders, the Skilled-Graduate (Temporary) visa (Subclass 485) holders were asked to report if they had ever had a serious problem or complaint about a number of agencies including their landlord, their course or institution, their paid work, DIAC in relation to their visa, the way they have been treated in general or experiencing a crime against them. In each of these cases, the majority of graduates reported no complaints or problems. Of the 471 Skilled-Graduate (Temporary) visa (Subclass 485) holders who responded to these items, 16 per cent had a complaint or problem with their landlord, 18 per cent about their course or institution, 13 per cent about their paid work, 13 per cent about their

dealings with DIAC, 8 per cent about their agent, 19 per cent about the way they were treated, and 9 per cent had a complaint or serious problem associated with a crime against them.

Skilled-Graduate (Temporary) visa (Subclass 485) holders reporting a problem with their landlord sought assistance from their friends (92%) and family (63%), and on the whole reported being satisfied with the support they received from these agents (72% and 64% respectively). Interestingly 51 per cent reported seeking assistance from the police and the international centre at their study institution and of these, 37 per cent reported being satisfied with Police support, and 42% were satisfied with the international centre support.

Like the student sample, the majority of the Skilled-Graduate (Temporary) visa (Subclass 485) holders did not have a complaint about their paid work. As with the other issues, graduates with work related problems sought assistance primarily from friends (92%) and family (74%) and were satisfied with the help they received (78 % & 79% respectively). A smaller proportion of graduates sought assistance from DEEWR (13%, n = 61) and from the Fair Work Ombudsman (20%, n = 61) than the students in the survey. These small results suggest that a lack of awareness around the existence of these agencies and their ability to deal with work related issues is apparent in skilled graduates as well as other international students.

#### 6.11 Skilled-Graduate (Temporary) Visa (Subclass 485) Expenditure.

Graduate visa holders were asked a number of questions regarding the type of accommodation they lived in and their monthly expenditure on food, travel, accommodation, entertainment and remittances back to family in their home country.

#### **6.11.1** Graduate Accommodation.

The majority of Skilled-Graduate (Temporary) visa (Subclass 485) holders were living in rental accommodation (88%), with the remainder living in a home that they or their partner or family member own (10%), in home stay conditions (2%), or in campus accommodation (0.2%).

## **6.11.2** Monthly Expenditure

## 6.11.2.1 Food & Groceries

Skilled-Graduate (Temporary) visa (Subclass 485) holders reported spending on average \$348.26 per month (95% CI: \$330.13 < \$348.26 < \$366.40) on groceries. Respondents who were married (or had a partner) and who were living at the same address as their spouse (n=117) reported spending more on groceries than other respondents, with an average monthly spend of \$411.93 (95% CI: \$367.26 <

\$411.93< \$456.60). The least amount spent by a graduate in this type of relationship was \$60 per month and the maximum was \$1,200 per month. More than half (60%) of these respondents reported spending less than \$400 per month (\$100 per week) to provide food and groceries for themselves and/or a partner and children.

## 6.11.2.2 Rent/Mortgage.

Skilled-Graduate (Temporary) visa (Subclass 485) holders were reporting spending on average \$ 711.05 per month on rent and/or mortgage payments (95% CI: \$675.42<\$711.05<\$746.68). When this is explored by type of accommodation, there is some variation in the graduates' expenditure.

Skilled-Graduate (Temporary) visa (Subclass 485) holders staying in a home stay are reporting average expenditure of \$560.00 per month. This is well below the Queensland Governments (2010) calculation of between \$760 - \$920 (\$190 - \$230 per week).

In the September quarter of 2009, the average costs for home and unit rental ranged from \$340.00 per week in Brisbane to \$500.00 per week in Darwin (\$1360 - \$2000.00) (AAP, 2010). On the basis of the information collected in this survey, the current location of the respondents home is unknown, however if taken as the upper and lower limits of the home rental market, the graduates in this survey are reporting significantly lower rental than that reported in other Australian publications. Of the 415 who report living in rental accommodation, their average monthly rent is \$709.51 (95% CI: \$673.51 < \$709.51 < \$745.50).

#### **6.11.2.3** *Transport.*

Respondents reported an average monthly expenditure of \$151.28 on transport (95% CI: \$143.03 < \$151.28 < \$159.53). A comparison of this expenditure with that previously reported (UQSRC, 2005) indicates that expenditure for transport costs has increased.

## 6.11.2.4 Medical Expenses

Of the 352 (75%) of Skilled-Graduate (Temporary) visa (Subclass 485) holders who completed this item, the average monthly expenditure on medical expenses was \$69.19 (95% CI: \$63.18 < \$69.19 < \$75.20). Although not obvious in the upper and lower boundaries of the 95% Confidence Interval, there is variability in the range of expenditure reported, the least amount spent was \$5.00 per month and the largest \$400 per month. Despite this, half the respondents spent \$50.00 or less on medical expenses in a month. The amount presented here is consistent with that previously reported by UQSRC (2005) where the average monthly medical expenditure range was \$40 - \$108.00

#### 6.11.2.5 Entertainment.

As Skilled-Graduate (Temporary) visa (Subclass 485) holders responded to the same items as the student respondents, there was no designation of what kinds of activities made up the entertainment category. This lack of designation allowed for the respondents to determine their own definition of entertainment and thus allow for a more inclusive measure of expenditure. On average, they reported spending \$152.17 per month on entertainment (95% CI: \$141.59 < \$152.17 < \$ 162.75). This amount falls within the range reported by UQSRC (2005) of \$100 – 180.00 per month.

A comparison of the average monthly expenditure on food and groceries, rent, transport, medical, and entertainment revealed that Skilled-Graduate (Temporary) visa (Subclass 485) holders expended significantly more on these utilities than the student visa holders respondents (refer Table 25). The reason for this might lie in the better employment prospects of the graduates as they hold formal Australian qualifications, and thus have a higher take-home income, although there was no mechanism in the survey to identify the type of position held and the remuneration received by this group.

Table 25. Comparison of monthly expenditure students and graduates. (Whole \$)

	Groceries/food	Rent/mortgage	Transport	Medical	Entertainment
Student	318	667	127	58	132
Skilled Graduate	348	711	151	69	152
Significance	p = .002	p = .022	p = .0005	p = .0005	p = .001

#### 6.11.2.6 Remittances to home country.

Respondents were asked if they remitted any monies back to family and friends in their home country. Almost one third (n = 142, 30%) reported that they remitted monies back to family in their home country. They were further asked to indicate how much they remitted home each year. On average, Skilled-Graduate (Temporary) visa (Subclass 485) holders remitted \$5,472.70 (95% CI: \$4,645.21 < \$5,472.70 < \$6,300.20). One respondent reported remitting \$500 per year, while another reported remitting \$25,000 home per year. Although it might have been expected that graduates who were not living at the same address as their spouse would remit more monies home, this was not the case. There was no statistically significant difference in the amounts remitted home by student who lived at the same and different

addresses to their spouse/partner [t(31.90, N = 47) = 3.38, p = .07]. Although not significant, graduates with co-habiting partners remitted more money home on average per year (M = \$6,694.55, SE = 1082.46) than graduates with spouses living elsewhere (M = \$5,515.67, SE = \$111.50). As reported in the following section, the vast majority of spouses not resident at the same address were on the whole still in their home country awaiting the outcome of a visa application.

#### **7** Spouses and Partners

In total, 1,370 respondents (both student visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders) indicated that they were either married, in a de facto relationship, or engaged. As participants were able to complete the survey on behalf of their spouse/partner and to ensure they had not repeated their own responses, a check was made of those cases where gender, year of birth, qualification including year and field of study had been duplicated. As duplicated responses may have been more likely when the partner was living overseas, this was also considered together with whether the participant was remitting money overseas. In total, 244 cases were identified where the gender of the participant was the same as the gender of their partner.

A random sample of 10% (30 cases) was generated. Using SPSS, cases were selected if spouse year of birth, qualification and year of qualification was equal to student year of birth, qualification and year of qualification. For these selected cases, a visual inspection was made of the open-ended responses "field of study" to identify duplicate responses by student and spouse. The data were examined to identify identical responses between the student and skilled graduate and their spouse for year of birth, qualification, year of qualification and field of study. In most of the cases sampled (n = 28) respondent and partner were living together; hence the assumption that sameness of responses was a result of the partner being overseas was not supported. However, because identical responses were found for year of birth, qualification, year of qualification and field of study in 28% of the sub-sample (n=30), all 244 cases were then examined for identical information. The 32 duplicate cases identified were removed from the data set for the purposes of analysis which resulted in a sample of 1333 participants. By including only the data for spouses and partners who hold Australian citizenship the final sample comprised 1172 participants. For the purposes of this section of the report 'partners' is the term used to describe married spouses, de facto partners, and those engaged to be married.

## 7.1 Demographic Profile

Of the 1172 non-Australian partners, less than half were male (45%). The majority (85%) indicated that they were living at the same address as the main respondent. The partners' years of birth ranged from 1948 (61 years) to 1992 (17 years) with a mean age of 29.74 years (95% CI: 29.37 < 29.74 < 30.11). The age distribution of partners is shown in Table 26. As expected, the proportions of partners in each of the age ranges match that of their partners (student visa holders and Skilled-Graduate (Temporary) visa (Subclass 485) holders).

Table 26. Partners - Composite age group.

	Frequency	%
< 20 years	20	1.7
21-30 years	750	64.1
31 – 40 years	320	27.4
> 40 years	80	6.8
	1170	100

## 7.2 Country of Origin

The proportion of partners from the top ten source countries identified by DIAC (2009), are shown in the Table 27 below. As with the student visa holders (60%) and Skilled-Graduate (Temporary) visa (Subclass 485) holders respondents (71%) the top ten source countries were home countries to more than half of the partners (56%).

Table 27. Partners - Country of origin

	Frequency	Proportion
India	208	17.7
PRCH*	179	15.3
Sth Korea	32	2.7
Nepal	61	5.2
Thailand	22	1.9
Brazil	47	4.0
Malaysia	53	4.5
USA	13	1.1
Vietnam	16	1.4
Indonesia	30	2.6
Other	511	43.6
Total	1172	100%

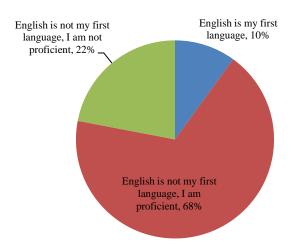
<sup>\*</sup> PRCH = People Republic of China

Those countries contributing to the "other" category included Bangladesh and the United Kingdom (3%), while Sri Lanka, Thailand, Germany, and Canada accounted for 2% of the sample respectively.

## 7.3 English Language Proficiency

More than two-thirds of partners (68%) reported that English was not their first language although they were proficient in its use. Nearly a quarter of partners (22%) reported that they were not proficient in English. The results are summarized in Figure 28. There is no English language minimum requirement for spouses entering Australia on their partners visa and the majority of partners are from countries where English is not the primary language.

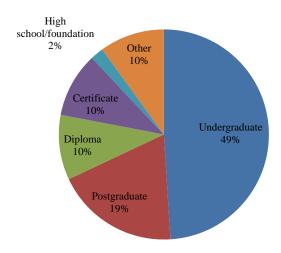
Figure 28. Partner self reported English language proficiency



## 7.4 Prior study program

More than half (53%) of respondents' partners had studied prior to coming to Australia. Of those who had studied prior to coming to Australia (n = 622), the majority (84%) reported that they had completed the course they were enrolled in. The majority of respondents (49%) reported studying an undergraduate program (refer Figure 29).

Figure 29. Partner's prior study program



Partners were asked to nominate their field of study using the same response categories as the Student and Skilled-Graduate (Temporary) visa (Subclass 485) holders. The largest proportion of partners reported

having studied in Business, Administration and Economics (24%), followed by Arts, Humanities and Social Sciences (14%); Computing and IT (12%); Health and Community Services (11%); Science (10%); Engineering and Surveying (9%); Education (5%); Architecture and Building (2%); and Law and Legal Studies (2%). Less than one per cent nominated Land, Marine Resources and Animal Husbandry. Responses categorized as "Other" included hospitality (3%), less than one per cent cited fashion and hairdressing, trades and apprenticeships, or veterinary science and animal care.

#### 7.5 Reasons for Living Apart

Where respondents were not living at the same address as their partners (n=171; 15%), the partners were asked why they were not living together. Over half (52%) were married partners, de facto partners and, engaged partners each accounted for approximately a quarter of those not living together (25% and 23% respectively).

When asked why they were living separately, married partners (*n*=89) referred to the fact that they were living in different countries (*n*=47). Others specifically stated the separation was the result of studying in different countries (*n*=6), "different university in a different city", "live in usa, study has not finished yet", or partners (*n*=13) were working abroad. One participant said "have a stable profession in home country, do not want to leave and come [to] Australia and be restricted to 20 hours work which will entail casual work and won't give me the opportunity to apply for jobs in my field and designation". Some specified that they were taking care of children (*n*=5). One participant said "because Australian Govt (sic) has made the rule that if we bring our children during my husband's education, we will have to pay their tuition fee (for each school going child) for their public education which is free all over the world as per UN resolution except Australia". Others mentioned financial reasons unrelated to costs of schooling (*n*=5), "my spouse earning is not enough to live together" "immigration charge us so much". However, some partners (*n*=19) indicated that they were either in the process of applying for a visa to come to Australia, "I have applied to live with him already", or were "planning to go to Australia in the next 3 months", "planning to join my partner in some time".

De facto partners (n=43) were often living in separate countries (n=18), for example one participant said they were living separately because "he lives in Brazil", or "because I'm in Indonesia". Additionally several were studying or working either overseas or in another city (n=7), "it was not possible to find suitable PhD positions in the same town". One participant said "I had to move to Perth due to state sponsorship permanent residency which had 2 years requirement to stay in Perth and my partner is studying in Melbourne and she couldn't come with me since she had only 3 more months of her studies left so it was not worth her transferring".

For some (n=8), the decision was based on their marital status "not married yet", or "not ready for yet for living together", or "culturally we are not allowed yet". Unlike spouses, the de facto partners did not report that they were applying to live in Australia, although one participant commented "her visa had finished, and she had to return to Indonesia". Another participant said "my partner and I did not qualify for de facto relationship, despite 5 year relationship prior to coming to Australia". Many (n=39) engaged partners also referred to the fact that they were living in different countries (n=24) "she is still in home country" "went back to France" "travelling a lot". Others specifically stated the separation was a result of studying in different countries (n=4) "she will finish study first", or partners were working abroad (n=4) "because I have a job in my country". A small number of those living overseas (n=2) specified that they had applied, or were planning to apply, to live in Australia. Like de facto partners, some engaged partners (n=7) said they were living apart because they "were not married".

## 7.6 Income and Expenditure

When asked whether they were working, most partners (n=739; 63%) said they were working between 3 and 50 hours per week. Partners reported earnings in the range of \$6 to \$65 per hour (n=720). The average hourly rate was \$20.47 (95% CI: \$19.91 < \$20.47 < \$21.03).

Partners were also asked if they remitted any monies back to family and friends in their home country. Only a minority (n=144; 12%) of partners reported remitting monies to family or friends in their home country. The amount of remittance ranged from \$200 per year to \$20,000 per year. The average remittance made home by partners was \$3,811 each year (95% CI: \$3,164 < \$3,811 < \$4,458).

## Appendix A. Categories of Student and Skilled Graduate visas

DIAC has a number of visa categories available for applicants wishing to study for more than three months (and their families including guardians and spouses). Visas are issued on the basis of the student's intended course of study.

#### Student Visa Program

*Independent ELICOS Visa* (Subclass 570): This visa is granted to international students who come to Australia to study English Language Intensive Courses for Overseas Students (ELICOS). This includes both certificate (I, II, III or IV) courses and courses that receive no formal Australian award.

Schools Visa (Subclass 571): This visa is granted to international students to study in Australia and whose main course of study is a primary school course, a secondary school course, or participating in an approved secondary school exchange program.

Vocational Education and Training Visa (Subclass 572): This visa is granted to international students to study either a certificate I, II, III and IV (except ELICOS), a diploma or advanced diploma, a vocational graduate certificate or diploma in an Australian institution.

*Higher Education Visa (Subclass 573):* This visa is granted to international students to study an undergraduate or Masters by coursework postgraduate course at an Australia university.

Postgraduate Research Visa (Subclass 574): This visa is granted to international students who want to study a Research Higher Degree in Australia.

Non-Award visa (Subclass 575): This visa is granted to international students to study either a non-award foundation studies course or other full-time course (or components of a course) that does not lead to an Australian award.

#### Skilled-Graduate (Temporary) visa (Subclass 485)

Skilled-Graduate (Temporary) Visa (Subclass 485): This visa allows overseas students who may not meet the criteria for a permanent General Skilled Migration visa to remain in Australia for 18 months after graduation to gain skilled work experience or improve their English language skills. It is possible for these Visa holders to apply for permanent residence at any time if the requirements on the General Skilled Migration points test are met. To be eligible for this visa, students must be under 45 years of age and have graduated with at least two years of study in Australia. Visa holders are required to have skills that are nominated on the Skilled Occupation List (SOL) and who may not meet the criteria for a Skilled-Independent (Residence) visa. Applicants and their families are able to remain in Australia for up to 18 months with no restrictions on work or study.

## **Appendix B. Invitation Letter**







Dear Student or Graduate,

#### **International Student Visas Survey**

I am writing to request your participation in an important study of international students and skilled graduates being undertaken by the Department of Immigration and Citizenship (DIAC). DIAC has engaged The University of Queensland Social Research Centre (UQSRC), with the assistance of I-view Pty Ltd, to conduct a survey of international students and skilled graduates across Australia to gain a better understanding of the motivations of international students to study in Australia, their educational and economic behaviours once they are in Australia, and the pathways that they choose to pursue once they have graduated from their chosen study option. Surveying allows the Department of Immigration and Citizenship to identify what works well, what needs to change, and what clients value the most.

#### Why have you been asked to participate?

Students who hold student visas (and their spouses) and recent graduates who hold a Skilled Graduate (Temporary) visa (subclass 485) have been asked to participate in this study through a random selection exercise.

The survey form contains questions about you, your home country, past and present study options and your future aspirations. The answers that you give and those from other respondents will be combined to provide an overall picture of how satisfied people are with the Department. The survey will take about 20 minutes to complete. Please follow the link to access the survey (Web Link address). We hope that you will be able to assist us by completing the questionnaire.

#### Confidentiality

Should you decide to complete the survey, all your responses and personal details will be kept confidential. Your confidentiality is protected by the Privacy Act and your name will not be connected to your answers at any time. Please be assured that your involvement in this survey or your decision not to complete the survey will have no effect on future dealings with DIAC.

If you are experiencing technical difficulties or have any questions about completing this survey please contact the I-view management team on (1800 I-view). If you wish to discuss the authenticity of this project, please contact DAIC on The National Enquires Line 131 881 or <a href="mailto:research@immi.gov.au">research@immi.gov.au</a>. If you have any general questions about this survey, please contact UQSRC on (07) 334 67801 or <a href="mailto:uqsrc.surveys@uq.edu.au">uqsrc.surveys@uq.edu.au</a>

Yours sincerely

Prof. Paul Boreham Felicity Ayliffe

Director A/g Director, Students Section,
UQSRC Education and Tourism Branch,

Department of Immigration and Citizenship

# Appendix C. Student visa holders survey

Q 1	What is your year of birth?			
	For example, if you were	born in 1981 would be en	tered as:	
e.g.	1 9 8 1			
Q 2	Are you?  Male			
	Female 2			
Q 3	What is your marital status	s?		
	Never married			
	Widowed	<u></u>		
	Divorced	<b>□</b> 3		
	Separated	<b></b>		
	Engaged	<u></u>		
	Married	<b>□</b> 6		
	In a de facto relationship	□7		
Q 4	Do you currently hold a:			
	Student Visa	<u> </u>		
	Skilled Graduate (485) visa	<u></u>		
Q 5	Do you have any children?			
	Yes	☐1 Go to Q6		
	No	<b>□</b> 2 <b>Go to Q7</b>		
Q 6	How many of your children			
		Number of	children	

# Q 7 What visa do you <u>currently</u> hold?

	Current visa (please tick)
Independent ELICOS visa – Subclass 570	
Schools visa – Subclass 571	
Vocational Education & Training visa – Subclass 572	
Higher Education visa – Subclass 573	
Postgraduate research visa – Subclass 574	
Non-Award visa – Subclass 575	
Skilled –Graduate (temporary) visa – Subclass 485	
Other (please specify)	
Q8 Did you enter Australia on this visa? V	Visa Type at Q7
Yes	
No 2 Go to Q9	
Q 9 What visa did you enter Australia on?	,
Independent ELICOS visa – Subclass 570	
Schools visa – Subclass 571	$\square 2$
Vocational Education & training visa – Subclass 572	<u>3</u>
Higher Education visa – Subclass 573	□4
Postgraduate research visa – Subclass 574	<u>5</u>
Non-Award visa – Subclass 575	<b>□</b> 6
AusAID or Defence visa – Subclass 576	<b>_</b> 7
Skilled –Graduate (temporary) visa – Subclass 485	□8
Other (please specify)	<b>9</b>
Q 10 How many visas have you held since a	arriving in Australia?

# $Q\ 11 \quad \ What\ year\ did\ you\ arrive\ in\ Australia?\ (e.g.\ 2002)$

What is your home country? (Your home country is your place of permanent residence)				
		Nepal	<b>□</b> 19	
Bangladesh	<u>2</u>	New Zealand	<u></u>	
Brazil	<b>□</b> 3	Norway	<u>21</u>	
Brunei	<b>4</b>	Pakistan	<b>□</b> 22	
Canada	<b>□</b> 5	Papua New Guinea	<b>□</b> 23	
China	<b>□</b> 6	Philippines	<u></u>	
Czech Republic	<b>7</b>	Singapore	<u>25</u>	
Fiji	□8	Slovak Republic	<u>26</u>	
France	□9	South Africa	<b>□</b> 27	
Germany	<u>10</u>	Sri Lanka	<b>□</b> 28	
Hong Kong	<u>11</u>	Sweden	<u></u>	
India	<b>□</b> 12	Switzerland	□30	
Indonesia	<b>□</b> 13	Taiwan	□31	
Italy	<u>14</u>	Thailand	□32	
Japan	<b>□</b> 15	United Kingdom	□33	
Kenya	<b>□</b> 16	USA	□34	
Korea (South)	<b>□</b> 17	Vietnam	□35	
Malaysia	<b>□</b> 18	Other (please specify)	□36	
Q 13 Which country issued		ont naganout?		
Q 13 Which country issued  My home country	your curr	ent passport:		
Q 14 How well do you spea English is my first language	k English?	☐1 Go to Q16		
English is not my first language. I sp	ook it proficie			
English is not my mot language. I sp	cak it profici			

Englisl	h is not my first a language. I do not speak it	proficiently	□3 <b>Go</b> 1	to Q15		
Q15	Please provide your Internationa	l English Langu	age Testing	System (IEI	LTS) score	
	-DK/NA option					
Q 16	Which country was your first choice for	overseas study?				
Austra	lia	<u></u> 1				
Canada	a	<u>2</u>				
New Z	ealand	<u></u> 3				
United	Kingdom	<u></u> 4				
United	States	<u></u> 5				
Other (	(please specify)	<u>6</u>				
Q 17	How much of an influence were t	he following in	your decisio Small influence	n to study in Big influence	Australia?  Very big influence	Don't know/not sure/not applicable
Famil	ly at home	<u></u> 1	<u></u>	□3	<u>4</u>	<b>□</b> 5
Friends	s at home	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Spous	se (husband, wife etc.)	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Peopl studie	le you know who are studying or have ed in Australia		<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Teach	ners or education institution at home	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Famil	ly in Australia	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Frien	ds in Australia	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Educa	ation agent	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Educa	ation exhibition or fair	<u></u> 1	<u></u>	<b>□</b> 3	<b>4</b>	<u></u> 5
	(s) in home country by representatives of ralian institution(s)	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5
	rtising by Australian institutions in your country		<u></u>	□3	<u>4</u>	<u></u>

C4 14 1	C1-:11 - 4	C 1	T7:	D
Student and	Skilled	Ciraquate	v isa	Programs

P09048

Informat	ion from Australian embassy	<u></u> 1	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Informat	ion from Austrade office	<u></u> 1	<u></u>	<b>□</b> 3	<b>1</b> 4	<u></u> 5
	ion on the Australian Education onal website		<u></u>	<b>□</b> 3	<b>4</b>	<u></u> 5
Other in	formation on the internet	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Informat	ion about Australia in the media	<u></u> 1	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Cultural	community issues	<u></u> 1	$\square 2$	<b>□</b> 3	<b>1</b> 4	<u></u> 5
Other	(please specify)	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<u></u>

# Q 18 How important were the following factors in your decision to study in Australia?

	Not important	Slightly important	Quite important	Very important	Don't know/not sure/not applicable
Quality of education	<u></u> 1	<u></u>	<b>□</b> 3	<u>4</u>	<b>□</b> 5
Australian qualifications are well regarded in your home country	<u> </u>	<u></u>	<u></u> 3	<b>□</b> 4	<b>□</b> 5
Reputation for the type of course you wanted to study	<u> </u>	<u></u>	<u></u> 3	<u></u> 4	<b>□</b> 5
Will improve your chances of getting a good job	<u> </u>	<u></u>	<u></u> 3	<u></u> 4	<b>□</b> 5
English speaking	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Cost of courses	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Cost of living	<u> </u>	<u></u>	<u></u> 3	<u>4</u>	<b>□</b> 5
Australia is considered a safe place	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Friendly people	<u> </u>	<u></u>	<u></u> 3	<u>4</u>	<b>□</b> 5
Made up of many cultures	<u> </u>	<u></u>	<u></u> 3	<u>4</u>	<b>□</b> 5
Modern and technologically advanced	<u> </u>	<u></u>	<u></u> 3	<u>4</u>	<u></u> 5
Many things to see and do	<u> </u>	<u></u>	<u></u> 3	<b>4</b>	<u></u>
Cultural/ethnic tolerance		<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5

Student and Skilled Graduate Visa Programs					P09048
Relatively close to your home country	<u></u> 1	<u></u>	<u></u> 3	<b>□</b> 4	<b>□</b> 5
Easy to get to my home country	<u></u> 1	<u>2</u>	<u></u> 3	<b>□</b> 4	□5
Course you wanted to study is not available at home	<u></u> 1	<u></u>	<u></u> 3	<u></u> 4	<u></u>
Couldn't get a place on the course you wanted to study at home	<u></u> 1	<u></u>	<u></u> 3	<b></b> 4	<u></u>
Got a scholarship to study in Australia	<u> </u>	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Have friends or family in Australia	<u> </u>	<u>2</u>	<u></u> 3	<u>4</u>	□5
Many people from your home country live or study in Australia	<u> </u>	<u>2</u>	<u></u> 3	<u></u> 4	<u></u> 5
Able to work part-time	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Visited Australia before and wanted to come back	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<u></u> 5
Will help you to migrate to Australia		<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Time it takes to complete courses	<u> </u>	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Law protects international students if they don't get the course they've paid for	<u></u> 1	<u></u>	<b>□</b> 3	<u></u> 4	<u></u> 5
You weren't able to study in the other country (for example, the USA or the UK) where you wanted to go	<u></u> 1	<u></u>	<u></u> 3	<b>□</b> 4	<b>□</b> 5
Availability/ease of getting a visa	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Healthy environment	<u> </u>	<u>2</u>	<u></u> 3	<b>_</b> 4	<b>□</b> 5
Other (please specify)	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Q 19 Did you consider studying at a	n Austr	□1Go to Q20	campus?		
No		<b>□</b> 2Go to <b>Q21</b>			

Q 20	What made you choose onshore study	y instead of offshore? (Tick all that apply)
To lear	rn more about Western culture	
Becaus	se I am English speaking	<u></u>

To learn or to improve my English		<b>□</b> 3
		<b>1</b> 4
New experience	□5	
Australian qualifications are recognised worldwide		<b>□</b> 6
Family and friends are already in Australia		<u></u> 7
A step towards permanent residency	□8	
I didn't know that I could study an Australian course in	my home country	□9
Other (please specify)		<b>□</b> 10
Q 21 Were you studying before coming to	Australia?	-
Yes		
	Go to Q22	
No	<u></u>	
	Go to Q25	
Q 22 What were you studying?		
Q 22 What were you studying? Foundation studies		
	□1 □2	
Foundation studies		
Foundation studies English language (ELICOS) course	<u></u>	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)	□2 □3	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma	□2 □3 □4	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma	□2 □3 □4 □5	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma  Undergraduate (bachelor degree) course	□2 □3 □4 □5 □6	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma  Undergraduate (bachelor degree) course  Honours year of an undergraduate course	□2 □3 □4 □5 □6 □7	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma  Undergraduate (bachelor degree) course  Honours year of an undergraduate course  Graduate certificate	□2 □3 □4 □5 □6 □7 □8	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma  Undergraduate (bachelor degree) course  Honours year of an undergraduate course  Graduate certificate  Graduate diploma	□2 □3 □4 □5 □6 □7 □8 □9	
Foundation studies  English language (ELICOS) course  Certificate (I, II, III or IV)  Diploma  Advanced diploma  Undergraduate (bachelor degree) course  Honours year of an undergraduate course  Graduate certificate  Graduate diploma  Masters degree – by coursework	□2 □3 □4 □5 □6 □7 □8 □9 □10	

Other									<b>□</b> 14						
Q 23	When	re wei	re you s	studyi	ng?										
Ano	ther cou	ntry (pl	ease spec	cify)					<u></u> 1						
Austra	lian offsl	hore ca	mpus						<u></u>						
	institution home co		education	institu	tion or u	ıniversit	y establi	shed	<b>□</b> 3						
Q 24	Did y	ou co	mplete	this c	ourse?	•									
Yes		]1	What	year?_			1	What qu	alificatio	on? (e.g.	BSc)				
No		]2													
Q 25			the typ	pe(s) o	of cour	se(s) y	ou are	study	ing in 2	2009 aı	nd wha	at you	propos	se to st	udy
in futu	-	rs:	(S)				lor	an			þì	by			
Year	School or secondary college studies	Foundation studies	English language (ELICOS) course	Certificate (I, II, III or IV)	Diploma	Advanced diploma	An undergraduate (bachelor	ar of	undergraduate degree Graduate certificate	Graduate diploma	Masters degree –	coursework  Masters degree –	research Doctorate/PhD	Postdoctoral studies	Other
2009	□ 1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	8	9	10	□ 11	□ 12	□ 13	□ 14	□ 15
2010															
your	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
next cours e	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Q 26	What	t is yo	ur cur	rent fi	eld of	study i	n Aust	tralia?	,						
Archite	ecture, B	uilding	5						<u> </u>						
Arts, H	Iumaniti	es, Soc	ial Sciend	ces					<u>2</u>						
Busine	ss, Adm	inistrat	ion, Ecor	nomics					<b>□</b> 3						
	Educ	ation							<u>4</u>						

Engineering, Surveying		<b>□</b> 5
Health, Community Services		<b>□</b> 6
Land, Marine resources, Animal Husba	andry	<b>□</b> 7
Law, Legal Studies		□8
Science		<u></u> 9
Computing, Information Technology		<u></u> 10
Veterinary Science, Animal Care		<b>□</b> 11
Other (please specify)		<u>□</u> 12
with a pathway to permanent r	esidency?	perception that they would provide you
Yes		
No	<u></u>	
Q 28 How did you find infor	mation about Australian st	student visas? (Tick all that apply)
Migration agent		
Education agent		<u>2</u>
Direct from my education institution		<u></u> 3
Australian embassy		<b>_</b> 4
Austrade		<u></u>
Department of Immigration & Citizensl	hip website	<u>6</u>
Study in Australia website		<b>□</b> 7
Educational Institution website		□8
Student Fairs		<b></b> 9
I know somebody already in Australia		<u></u> 10
Other (please specify)		

# Q 29 How useful was the information provided by these agencies?

	Not useful at all	Not very useful	Quite useful	Very useful	Don't know/Not sure	
Migration agent		<u></u> 1	<u></u> 1	<u></u> 1	<u></u> 1	IF ASKED, GO TO Q30, Q31 AND Q32
Education Agent	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	IF ASKED, GO TO Q30, 31 AND Q32
Direct from my education institution	<u></u>	<u></u>	$\square 2$	$\square 2$	$\square 2$	
Australian embassy	<u></u> 3	<b>□</b> 3	<b>□</b> 3	<b>□</b> 3	<b>□</b> 3	
Austrade	<b>□</b> 4	<b>□</b> 4	<u>4</u>	<u>4</u>	<u>4</u>	
Department of Immigration & & Citizenship website	<u></u>	<u></u>	<u></u>	<u></u>	<u></u>	
Study in Australia website	<b>□</b> 6	<b>□</b> 6	<b>□</b> 6	<b>□</b> 6	<u></u> 6	
Educational Institution website	<u></u>	<b>□</b> 7	<b>□</b> 7	<b>□</b> 7	<b>7</b>	
Student Fairs	<u>8</u>	<b>8</b>	<b>8</b>	□8	<u>8</u>	
I know somebody already in Australia	<u></u> 9	□9	<b>_</b> 9	<u></u> 9	<u></u> 9	
Other (please specify)	<u></u> 10	<u></u> 10	<u></u> 10	<u></u> 10	<u></u> 10	
Q30-Q32 FOR STUDEN				ON AGENT A	Г Q28	
Q 30 Why did you  Do not speak/read/write En		ck all that a <sub>l</sub>	pply)	<u></u> 1		
Complex paperwork				<u>2</u>		
Did not have time to do it	myself			<u></u> 3		
Thought I had to				<u></u> 4		
Was not sure which was th	ne best visa for me			<u></u> 5		
Other (please specify)				<b>□</b> 6		

Q 31 Was the agent you used an Australian registered migration agent (That is, registered with the Office of the Migration Agents Registration Authority in Australia)?												
Yes				<u> </u>								
No				<u>2</u>								
Don't know				<u></u> 3								
Q 32 How satisfied were you with the following aspects of using an agent?												
Q 32 How sa	usned were	you wi	m me i	onowing asp	ਰ	an agent.		lot				
			sfied		satisfi tisfied	pə	atisfic	ow/ N e				
			Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't know/ Not applicable				
			Ver	Sati	Nei nor	Dis	Ver	Dor app				
Cost			<u> </u>	<u>2</u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6				
Agent's knowledge			<u> </u>	<u>2</u>	□3	<u>4</u>	<b>□</b> 5	<b>□</b> 6				
Support provided application process	d throughout	the	<u></u> 1	<u></u>	<u></u> 3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6				
Visa outcome			<u> </u>	<u>2</u>	□3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6				
	ı deal directl	=		over your vi	isa applicatior	1?						
Yes			]1 •• to <b>Q34</b>									
No			]2									
110			o to Q35									
Q 34 Overall	l, how satisfic		-	ith your dea	alings with DI							
Very satisfied	Satisfied	Neithe satisfie dissati	ed nor	Dissatisfied	Very dissatisfied	Don't know/ N applicab						
<u></u> 1	<u>2</u>	<b>□</b> 3		<u>4</u>	<b>□</b> 5	<b>□</b> 6						
Q 35 Have ye	ou ever had a	a serio	us prob	lem or a co	mplaint about	•••						
					Yes	No						

Friends	$\square 1$	$\square 2$	<b>□</b> 3	<u>4</u>	<b>□</b> 5	<b>□</b> 6		
	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't know/ Not applicable		
Q 37 If you have had a pro	blem and s	sought help	, how satis	fied wer	e you with the			
Someone else (please specify)				<u></u> 1	<u></u>			
Fair Work Ombudsman (Formerly the	Workplace (	Ombudsman)		<u> </u>	<u></u>			
The Police				<u> </u>	<u>2</u>			
DIAC				<u> </u>	$\square 2$			
The state or territory authority designs	ated to regula	te education p	roviders	<u></u> 1	<u>2</u>			
Department of Education, Science and	Training (D	EST)		<u> </u>	<u>2</u>			
Department of Education, Employmen	t and Workp	lace Relations	(DEEWR)	<u></u> 1	$\square 2$			
The International Centre at your institu	ıtion			<u> </u>	<u></u>			
Other community members				<u></u> 1	<u>2</u>			
Family members				<u></u> 1	<u>2</u>			
Friends				<u></u> 1	<u>2</u>			
Q co II you nuu u problem	or compla	ine who wo	aia you go	Yes	No			
Q 36 If you had a problem	or comnla	int who wo	uld vou go	and see	<b>,</b>			
Trefine against you.			٠.		<u></u>			
A crime against you?	The way you have been treated?   A crime against you?   1							
					$\square^2$			
Your agent?					$\square^2$			
DIAC's dealings with your visa?			1		$\square^2$			
Your paid work?			1		$\square^2$			
Your course or institution?	on):		□¹ □1		$\square^2$			
Your landlord (or your accommodati	on)?		<b>□</b> 1		<u></u>			

No	Ap	plied – perma	anent residency	y granted	□3 □4			
S		plied – perma	anent residency	granted	3	<u></u>		
	1-P.				l — .			
es	An	plied, waiting	g for decision		<u></u>			
_	□1 Pla	nning to app	ly for permane	nt residency			-	
39 Are y	ou planning to	apply, or l	have you al	ready applie	d, for per	manent res	sidency?	
	Ret	urning home	to study/work		□5			
No	□2 Go.	ing to work/s	study in anothe	r country	<u>4</u>			
	То	apply for res	idency		<u>3</u>			
		work on a er visa	graduate (tem	porary visa) or	<u>2</u>	<u></u>		
38 Do yo	ou intend to stay		alia once yo		ed your o	current cou	ırse?	
omeone else (¡	please specify)	<u> </u>	<u>2</u>	<b>□</b> 3	<u></u> 4	<u></u> 5	<u></u> 6	
he Police		<u></u> 1	<u>2</u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6	
IAC		<u> </u>	<u>2</u>	<b>□</b> 3	<u></u> 4	<b>□</b> 5	<b>□</b> 6	
	r territory authorit regulate educatio		<u></u>	<u></u> 3	<u></u> 4	□5	<b>□</b> 6	
epartment of nd Training (D	Education, Science DEST)	e 🔲1	<u></u>	<b>□</b> 3	<u></u> 4	<u></u> 5	<b>□</b> 6	
epartment mployment elations (DEE	of Education and Workplac EWR)		<u>2</u>	<u></u> 3	<u></u> 4	<u></u> 5	<b>□</b> 6	
he Internati epresentative)	ional Centre (cat your institution	or1	<u></u>	<b>□</b> 3	<u></u> 4	<b>□</b> 5	<b>□</b> 6	
Other community members			<u></u>	<b>□</b> 3	<u>4</u>	<u></u> 5	<b>□</b> 6	
ther communi								

In cam	npus accommod	dation		<u></u>					
In rent	al accommoda	tion (flat	, apartment, house)	<b>□</b> 3					
In a ho	ome you own (f	lat, apar	tment, house)	<b>_</b> 4	<b>□</b> 4				
In a ho	ome that belong	gs to a fa	mily member or friend	<b>□</b> 5					
Other	(please specify	)		<b>□</b> 6					
				<u> </u>					
Q 41		full-fe	e paying student?						
Yes	<u></u> 1								
No	$\square 2$	$\rightarrow$	I am on a scholarship?	<u>2</u>	Value \$/yr				
		$\rightarrow$	I am on an exchange program	<u>2</u>					
		$\rightarrow$	I am a study abroad student	<u>2</u>					
\$				per year					
Q 43 Food	& groceries	h do yo	ou spend per <u>month</u> on the follo	_	<del>-</del>				
					per month				
Rent/	mortgage			\$	per month				
Trans	sport/travel			\$	per month				
Medi	cal costs			\$	per month				
Enter	tainment (mov	ies, conc	erts, sporting events)	\$	per month				
	Roughly volume to the source own savings		ercentage of your total costs to a libelow?		in Australia will come from				

Money from your mother/father a			_%				
Money from other family member			_%				
Money from family members or f	riends living in Austra	alia				_%	
Scholarship from Australia						_%	
Scholarship from your home coun			_%				
Money you earn working in Austr	alia					_%	
Other						_%	
TOTAL					100	%	
Q 45 Do you send money	home e.g. to fam	ily or friend	s from	your ho	ome co	ountr	y?
-	How much do you ser	_		-			,
No 🔲 1							
Q 46 Do you work during	g:						
The semester	Yes	How many	hours	do you	work	each	week?
	Go to Q48						
Between semesters	Yes	How many	hours	do you	work	each	week?
	No						
Q 47 How much do you g	get paid? Exam	ple (eg. \$20.	50)				
Q 48 What job are you c	urrently doing?						

Q 49 If you plan to remain in Australia when you barriers may be to you gaining employment? ( <i>Tic</i>		u think the
Not knowing where to look for jobs		
Salary too low	$\square 2$	
Not having a required residency visa	<u></u> 3	
Insufficient work experience	<b>□</b> 4	
Lack of jobs in my field of study	<u></u>	
Language problems/barriers	<b>□</b> 6	
Cultural barriers	<b>□</b> 7	
Employers prefer graduates from same country	□8	
Lacking interview skills	<u></u> 9	
Available jobs have limited longer term career prospects	<u></u> 10	
Other (please specify)	<b>□</b> 11	

Because you said that you were in a relationship we would like to ask your spouse or partner some questions. You are able to help your spouse/partner to answer these questions, or you can answer them for your spouse/partner

Thank you very much for your participation.

# Appendix D. Skilled-Graduate (Temporary) visa (Subclass 485) Survey

Q 1 What is your year of birth?												
	For example,	if you	were be	orn in	1981 v	vould be en	itered as:					
	e.g.	1	9	8	1							
	l	J		I	ı							
Q 2	Are you?											
Male		<u> </u>										
Female		<u></u>										
Q 3	What is yo	ur m	arital	statu	ıs?							
Never m						<u></u> 1						
Widowed				<u>2</u>								
Divorced				<b>□</b> 3								
Separate	d					<b>□</b> 4						
Engaged	I					<b>□</b> 5						
Married						<b>□</b> 6						
In a de fa	acto relationsh	ip				<u> </u>						
Q 4	Do you cu	rrentl	y hol	d a:								
Student '	Visa					<u></u> 1						
Skilled C	Graduate (485)	visa				$\square 2$						
Q 5	Do you ha	ve an	y chil	dren	?							
Yes					]1 <b>Go</b>	to Q6						
No					]2 <b>Go</b>	to Q7						
Q 6	How many	y of yo	our ch	ildre	en ar	e living v	vith you i	n Austra	lia?			
			_			- Numbe	er of childrer	n				

Q 7 What visa did you ente	r Austral	ia on?							
Independent ELICOS visa – Subclass	570								
Schools visa – Subclass 571		<u></u>							
Vocational Education & training visa –	Subclass 57	2 🔲 3							
Higher Education visa – Subclass 573		<b></b>							
Postgraduate research visa – Subclass	574	□5							
Non-Award visa – Subclass 575		<b>□</b> 6							
AusAID or Defence visa – Subclass 5	76	<b>□</b> 7							
Skilled –Graduate (temporary) visa – Su	bclass 485	□8							
Other (please specify)		□9							
Q8 How many visas have you held since arriving in Australia?  visas									
Q9 What year did you arri	ive in Au	stralia? (e.g. 2002)							
Q 10 What is your home cou	mtwr2 (V	ove homo coveter is vove pla	as of normanant nacidanas)						
Q 10 What is your nome cou	muy. (1	our home country is your plac Nepal	19						
Bangladesh	$\square 2$	New Zealand	<u></u>						
Brazil	<b>□</b> 3	Norway	<u>21</u>						
Brunei	<b>4</b>	Pakistan	<u>22</u>						
Canada	<u></u> 5	Papua New Guinea	<b>□</b> 23						
China	<u>6</u>	Philippines	<u>24</u>						
Czech Republic	<b>□</b> 7	Singapore	<u>25</u>						
Fiji	<b>8</b>	Slovak Republic	<b>□</b> 26						
France	<u></u> 9	South Africa	<u>27</u>						
Germany	<u>10</u>	Sri Lanka	<u></u>						

India	<b>□</b> 12	Switzerland		□30
Indonesia	□13	Taiwan		□31
Italy	<b>□</b> 14	Thailand		□32
Japan	<b>□</b> 15	United Kingdom		□33
Kenya	<b>□</b> 16	USA		□34
Korea (South)	<b>□</b> 17	Vietnam		□35
Malaysia	<b>□</b> 18	Other (please specify)		□36
Q 11 Which country issue	ed your curr	ent passport?		
My home country	·		<u> </u>	
Another country (please specify)			<u>2</u>	
			_	
Q 12 How well do you spe	eak English?			
English is my first language		☐1 Go to Q14		
English is not my first language. I	speak it proficie	ently 2 Go to Q13		
English is not my first a lang proficiently	guage. I do no	ot speak it 3 Go to Q13		
<u>-</u>	Internation	al English Language Testin	g System (I	ELTS) score
Q 14 Which country was	vour first ch	noice for overseas study?		
Australia	, our 111 50 01			
Canada		<u></u>		
New Zealand		<u></u> 3		
United Kingdom		<b></b>		
United States		<b>□</b> 5		
Other (please specify)		<u></u> 6		

#### Q 15 How much of an influence were the following in your decision to study in Australia?

	No influence	Small influence	Big influence	Very big influence	Don't know/not sure/NA
Family at home	<u></u> 1	<u></u>	<u></u> 3	<u>_4</u>	<u></u> 5
Friends at home	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Spouse (husband, wife etc.)	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
People you know who are studying or have studied in Australia	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5
Teachers or education institution at home	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<u></u> 5
Family in Australia	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Friends in Australia	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<u></u> 5
Education agent	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<u></u> 5
Education exhibition or fair	<u></u> 1	$\square 2$	<b>□</b> 3	<b>□</b> 4	<u></u> 5
Visit(s) in home country by representatives of Australian institution(s)		<u></u>	<u></u> 3	<b>□</b> 4	<u></u> 5
Advertising by Australian institutions in your home country	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<u></u> 5
Information from Australian embassy	<u></u> 1	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Information from Austrade office	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Information on the Australian Education International website	<u></u> 1	<u></u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Other information on the internet	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Information about Australia in the media	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5
Cultural/community issues	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<u></u> 5
Other (please specify)		<u></u> 2	<u></u> 3	<u></u> 4	<u></u>

### Q 16 How important were the following factors in your decision to study in Australia?

Not important	Slightly important	Quite important	Very important	Don't know/not sure/not
	0 .			know/not

					applicable
Quality of education	<u> </u>	<u>2</u>	□3	<b>_</b> 4	<b>□</b> 5
Australian qualifications are well regarded in your home country	<u></u> 1	<u></u>	<u></u> 3	<b>_</b> 4	<u></u> 5
Reputation for the type of course you wanted to study	<u></u> 1	<u></u>	<u></u> 3	<u>4</u>	<u></u> 5
Will improve your chances of getting a good job	<u></u> 1	<u>2</u>	<u></u> 3	<u></u> 4	<b>□</b> 5
English speaking	<u> </u>	<u></u>	<b>□</b> 3	<b>1</b> 4	<u></u> 5
Cost of courses	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Cost of living	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Australia is considered a safe place	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Friendly people	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Made up of many cultures	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Modern and technologically advanced	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Many things to see and do	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Cultural/ethnic tolerance	<u> </u>	<u>2</u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Relatively close to your home country	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Easy to get to my home country	<u> </u>	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5
Course you wanted to study is not available at home	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<u></u> 5
Couldn't get a place on the course you wanted to study at home	<u></u> 1	<u>2</u>	<u></u> 3	<u></u> 4	<b>□</b> 5
Got a scholarship to study in Australia	<u> </u>	$\square 2$	<b>□</b> 3	<b>1</b> 4	<b>□</b> 5
Have friends or family in Australia	<u> </u>	<u>2</u>	<u></u> 3	<b>1</b> 4	<b>□</b> 5
Many people from your home country live or study in Australia	<u></u> 1	<u>2</u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5
Able to work part-time	<u> </u>	<u></u>	<b>□</b> 3	<b>1</b> 4	<b>□</b> 5
Visited Australia before and wanted to come back	<u></u> 1	<u>2</u>	<u></u> 3	<u></u> 4	<b>□</b> 5
Will help you to migrate to Australia	<u> </u>	<u></u>	<b>□</b> 3	<u></u> 4	<b>□</b> 5

Student and Skilled Graduate Visa Programs					P09048				
Time it takes to complete courses		<u>2</u>	<b>□</b> 3	<u>4</u>	<u></u>				
Law protects international students if they don't get the course they've paid for		<u></u>	□3	<b>□</b> 4	<b>□</b> 5				
You weren't able to study in the other country (for example, the USA or the UK) where you wanted to go		<u></u>	<u></u> 3	<u></u> 4	<u></u> 5				
Availability/ease of getting a visa	<u></u> 1	<u>2</u>	<u></u> 3	<u>4</u>	<b>□</b> 5				
Healthy environment	<u></u> 1	<u>2</u>	<u></u> 3	<b>4</b>	<b>□</b> 5				
Other (please specify)	<u></u> 1	<u></u>	<u></u> 3	<b>□</b> 4	<u></u> 5				
Q 17 Did you consider studying at a	n Australia	an Offshore c	ampus?						
Yes									
		o to Q18							
No		]2 o to Q19							
Q 18 What made you choose onshor	e study ins	stead of offsho	ore? (Tick all i	that apply)					
To learn more about Western culture			<u></u> 1	<u></u> 1					
Because I am English speaking			<u></u> 2						
Better quality courses in Australia			<u></u> 3						
To learn or to improve my English			<u>4</u>						
New experience			<u>4</u>						
Australian qualifications are recognised worldw	ide		<u></u> 5						
Family and friends are already in Australia			<u>6</u>						
A step towards permanent residency			<b>7</b>						
I didn't know that I could study an Australian co	ourse in my ho	ome country	<b>8</b>						
Other (please specify)			<u></u> 9						
Q 19 Were you studying before com	ing to Aus	tralia?							
Yes									

No 🗀 2	Go to Q23
Q 20 What were you studying?	
Foundation studies	
English language (ELICOS) course	$\square 2$
Certificate (I, II, III or IV)	□3
Diploma	<b>1</b> 4
Advanced diploma	□5
Undergraduate (bachelor degree) course	<b>□</b> 6
Honours year of an undergraduate course	<b>□</b> 7
Graduate certificate	<u>8</u>
Graduate diploma	<u></u> 9
Masters degree – by coursework	<b>□</b> 10
Masters degree – by research	□11
Doctorate/PhD	□12
Postdoctoral studies	<b>□</b> 13
Other	□14
Q 21 Where were you studying?	
Another country (please specify)	_
Australian offshore campus	<u></u> 2
Local institution (an education institution or university estab in your home country)	lished3
Q 22 Did you complete this course?	
Yes 1 What year?	What qualification? (e.g. BSc)
No	
Q 23 Tick the type(s) of course(s) you studied it previous years	n Australia in 2008 and what you studied in

Year	School or secondary college studies	Foundation studies	English language (ELICOS) course	Certificate (I, II, III or IV)	Diploma	Advanced diploma	An undergraduate (bachelor	degree) course Honours year of an undergraduate	degree Graduate certificate	Graduate diploma	Masters degree – by coursework	Masters degree – by research	Doctorate/PhD	Postdoctoral studies	Other
2008	1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	□ 8	□ 9	10	□ 11	□ 12	□ 13	□ 14	□ 15
2007	1		□ 3	□ 4	□ 5	□ 6	□ 7	8	9	10	□ 11	□ 12	□ 13	□ 14	
2006	1		□ 3	□ 4	□ 5	□ 6	□ 7	8	9	10	□ 11	□ 12	□ 13	□ 14	□ 15
2005	1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	8	9	10	□ 11	□ 12	□ 13	□ 14	
2004	1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	8	□ 9	10	□ 11	□ 12	□ 13	□ 14	
2003	1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	8	□ 9	10	□ 11	□ 12	□ 13	□ 14	
2002	1		□ 3	□ 4	□ 5	□ 6	□ 7	8	□ 9	10	□ 11	□ 12	□ 13	□ 14	
2001	1		□ 3	□ 4	□ 5	□ 6	□ 7	8	□ 9	10	□ 11	□ 12	□ 13	□ 14	
2000	1	□ 2	□ 3	□ 4	□ 5	□ 6	□ 7	8	9	10	11	□ 12	□ 13	□ 14	
Q 24	What	was yo	our fiel	d of stu	udy in .	Austra	lia?								
Archite	cture, Bu	ilding						[	_1						
	umanities								<u></u> 2						
Busines	ss, Admin		, Econoi	mics					<u></u> 3						
	Educat	ion						[	<b>_</b> 4						

Engineering, Su	ırveying			<u></u>					
Health, Commu	nity Services			<u>6</u>					
Land, Marine re	esources, Animal	Husbandry		<b>7</b>					
Law, Legal Stud	dies		<u>8</u>						
Science			<b>_</b> 9						
Computing, Info	ormation Technol	ogy	<u></u> 10						
Veterinary Scient	nce, Animal Care			<b>□</b> 11					
Other (please sp	pecify)			<b>□</b> 12					
Q 25 Was y	your choice of	course/study	influenced l	by a perception tha	t they would provide you				
with a pathwa		ent residency		., ., ., ., ., ., ., ., ., ., ., ., .,	r i				
Yes		□1 □2							
No		<u></u>							
Q 26 How 1	hard was it to	secure emplo	yment after	graduation?					
Very easy	Quite easy	Neither easy nor difficult	Quite difficult	Very difficult					
<u></u> 1	<u></u>	<u></u> 3	<b>_</b> 4	<u></u>					
Q 27 Are y	ou currently	working in the	same field	as your qualification	on?				
Yes		<u></u> 1							
No		<u>2</u>							
	do you think ? (Tick all that		vere to you	gaining employmer	nt in the same field as your				
Not knowing v	where to look for	jobs		<u></u> 1					
Salary too low				<u>2</u>					
Not having a requ	uired residency vi	sa		<u></u> 3					
Insufficien	t work experience	e		<b>_</b> 4					
Lock of jobs in n	ny field of study			<u></u> 5					
Language proble	ms/barriers			<u></u> 6					

Cultural barriers				<b>□</b> 7					
Employers preferred graduates from	same country			□8					
Lacking interview skills				<u></u> 9					
Employers did not recognise expoverseas	perience/qualifi	ications gained	d from	<u> </u>					
Available jobs had limited longer ter	rm career prosp	pects		<u></u> 11					
Other (please specify)				<u>12</u>					
Q 29 How did you find in	formation a	bout Austra	alian stu			k all that app	ly)		
Migration agent					]1				
Education agent					<u></u>				
Direct from my education institution	n		L	<u></u> 3					
Australian embassy				<b>_</b> 4					
Austrade				<b>_</b> 5					
Department of Immigration & Citiz	enship website			<b>]</b> 6					
Study in Australia website					<b>_</b> 7				
Educational Institution website					8				
Student Fairs				<b>_</b> 9					
I know somebody already in Austra	lia				<b>1</b> 0				
Other (please specify)					]11				
Q 30 How useful was the i	information	provided b	y these	agencies	?				
	Not useful at all	Not very useful	Quite useful	Very	useful	Don't know/Not sure			
Migration agent	<u></u> 1	<u></u> 1	<u></u> 1			<u></u> 1	IF ASKED, GO TO Q31, Q32 AND Q33		
Education Agent	<u></u>	<u></u>	<u></u>	<u></u>		<u></u>	IF ASKED, GO TO Q31, 32 AND Q33		
Direct from my education institution	<u></u>	<u></u>	<u>2</u>	<u></u>		<u></u>			
Australian embassy	<u></u> 3	<b>□</b> 3	<b>□</b> 3	<b>□</b> 3		□3			

Austrade	<u>4</u>	<u></u> 4	<b>4</b>	<u>4</u>	<b>_</b> 4	ļ			
Department of Immigration & Citizenship website	<u></u> 5	<u></u> 5	<b>□</b> 5	<u></u> 5	<u>5</u>	5			
Study in Australia website	<b>□</b> 6	<b>□</b> 6	<b>□</b> 6	<b>□</b> 6		5			
Educational Institution website	<b>7</b>	<b>□</b> 7	<b>□</b> 7	<b>□</b> 7	<b>□</b> 7	7			
Student Fairs	□8	□8	□8	<b>□</b> 8	□8	}			
I know somebody already in Australia	<u></u> 9	<u></u> 9	<u></u> 9	<b></b> 9	<u></u> 9	)			
Other (please specify)	<u></u> 10	<u></u> 10	<b>□</b> 10	□10		0			
Q31-Q33 FOR GRADUATES US	ING MIGI	RATION AGE	ENT OR EDU	CATION AGE	NT AT Q	29			
Q 31 Why did you use an	agent? (	Tick all that	t apply)						
Do not speak/read/write English very well									
Complex paperwork									
Did not have time to do it myself				□3					
Thought I had to				<u></u> 4					
Was not sure which was the best v	isa for me			□5					
Other (please specify)									
				<u> </u>					
Q 32 Was the agent you u the Office of the Migration						is, reg	gistered with		
Yes		[	<u></u> 1						
No		[	<u></u>						
Don't know		[	<u></u> 3						
Q 33 How satisfied were	you with	the followin	· •		gent?				
		Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't know/ Not applicable		

Cost				<u> </u>	]2	<b>□</b> 3	<b>_</b> 4	<b>□</b> 5	<u></u>
Agen	t's knowledge				]2	<b>□</b> 3	<b>_</b> 4	□5	<u></u> 6
Supp appli	ort provided cation process	throughout	the		]2	<b>□</b> 3	<u></u> 4	<u></u> 5	<b>□</b> 6
Visa	outcome				]2	<b>□</b> 3	<u></u> 4	<u></u> 5	<u></u> 6
Q 34	Did you de	al directly s	with	DIAC over y	our vic	a annli	cation?		
Q S-1	Yes	ar arrectly	· · · · · · · · · · · · · · · · · · ·	Diric over y		1 Go to			
	No					2Go to (	234		
Q 35	Overall, ho	w satisfied	were	e you with yo	our deal	ings wi	th DIAC?		
	Very satisfied	Satisfied		ther satisfied dissatisfied	Dissatis	sfied	Very dissatisfied	Don't k Not applicable	
	<u></u> 1	<u></u>	<b>□</b> 3		<u>4</u>		<u></u>	<b>□</b> 6	
Q 36	Have vou e	ver had a s	eriou	ıs problem o	r a com	plaint	about		
	J			•			Yes	No	
	Your landlord	(or your accor	mmod	ation)?			<u></u> 1	$\square 2$	
	Your course o	r institution?					<u></u> 1	$\square 2$	
	Your paid wor	rk?					<b>□</b> 1	$\square 2$	
	DIAC's dealin	ngs with your v	visa?				<u></u> 1	$\square 2$	
	Your agent?						<b>□</b> 1	$\square 2$	
	The way you h	nave been treat	ted?				<u></u> 1	<u>2</u>	
	A crime again	st you?						<u>2</u>	
Q 37	If you had a	problem o	r con	nplaint who	would y	ou go a	and see?		
							Yes		No
	Friends						_1		<u></u>
	Family member	ers							<u></u>
	Other commun	nity members					_1		<u></u>

	The International Centre at your institu	<u> </u>	$\square 2$				
	Department of Education, Employmer	nt and Workp	lace Relations	s (DEEWR)	<u></u> 1	<u></u>	
	Department of Education, Science and	Training (D	EST)		<u></u> 1	<u></u>	
	The state or territory authority designation	providers	<u></u> 1	$\square 2$			
	DIAC	<u></u> 1	<u></u>				
	The Police	<u></u> 1	<u></u>				
	Fair Work Ombudsman (Formerly the		<u></u> 1	<u></u>			
	Someone else (please specify)		<u></u> 1	<u></u>			
Q 38	If you have had a problem an	d sought h	elp, how s	atisfied wei	e you with	their respo	onse
		Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied	Don't know/ Not applicable
	Friends	<u></u> 1	$\square 2$	<b>□</b> 3	<b>□</b> 4	<u></u> 5	<b>□</b> 6
	Family members	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6
	Other community members	<u></u> 1	$\square 2$	<b>□</b> 3	<b>4</b>	<b>□</b> 5	<u>6</u>
	The International Centre (or representative) at your institution	<u></u> 1	<u></u>	<b>□</b> 3	<u></u> 4	□5	<b>□</b> 6
	Department of Education, Employment and Workplace Relations (DEEWR)	<u></u> 1	<u></u>	□3	<u></u> 4	□5	<b>□</b> 6
	Department of Education, Science and Training (DEST)	<u></u> 1	$\square 2$	<u></u> 3	<b>□</b> 4	<u></u> 5	<b>□</b> 6
	The state or territory authority designated to regulate education providers	<u></u> 1	<u></u>	□3	<b>□</b> 4	□5	<b>□</b> 6
	DIAC	<u></u> 1	<u></u>	<b>□</b> 3	<b>□</b> 4	<b>□</b> 5	<b>□</b> 6
	The Police	<u></u> 1	<u></u>	<b>□</b> 3	<b>4</b>	<b>□</b> 5	<b>□</b> 6
	Someone else (please specify)	<u></u> 1	<u>2</u>	□3	<u></u> 4	<u></u>	<b>□</b> 6

Yes	<u></u> 1	Planning to apply for perm	for permanent residency						
		·							
		Applied, waiting for decisi	on	2					
		Applied – permanent resident	ency granted	□3					
No	<b>□</b> 2	I do not plan to apply		<b>□</b> 4					
What type of accommodation are you living in now? (Tick one only)									
In home sta	y (with an Aus	<u></u> 1							
In campus acc	commodation		<u></u>						
In rental accor	mmodation (fla	t, apartment, house)	<u></u> 3						
In a home you	ı own (flat, apaı	rtment, house)	<b>□</b> 4						
In a home that	t belongs to a fa	<u></u> 5							
Other (please	specify)		∏6						
Other (please	specify)		<u>6</u>						
		nd per month on the follo		nousehold expe					
	do you spei	nd per <u>month</u> on the follo	owing common l	nousehold expe					
How much	do you spei	nd per <u>month</u> on the follo	owing common l	_					
How much Food & grocer	do you spei	nd per <u>month</u> on the foll	owing common l \$ \$	per mont					
How much Food & grocer Rent/mortgage	do you spei	nd per <u>month</u> on the foll	s \$	per mont					
How much Food & grocer Rent/mortgage Transport/trave Medical costs	do you speries	nd per <u>month</u> on the follo	s \$ \$	per montper montper mont					
How much Food & grocer Rent/mortgage Transport/trave Medical costs Entertainment	do you speries		s  \$  \$  \$  \$	per mont per mont per mont per mont per mont					
How much Food & grocer Rent/mortgage Transport/trave Medical costs Entertainment	do you speries el (movies, conce	rts, sporting events)	ssssssssss	per mont per mont per mont per mont per mont					

Because you said that you were in a relationship we would like to ask your spouse or partner some questions. You are able to help your spouse/partner to answer these questions, or you can answer them for your spouse/partner

Thank you very much for your participation.

# Appendix E. Spouse Survey

Q 1 What is y	your year of		, .	1001	
	For examp	ple, if you w	ere born in	1981 would be entered as:	
e.g.	1 9	8 1			
Γ			$\neg$		
Q 2 Are you.					
Male	<u></u> 1				
Female	$\square 2$				
Q3 Are yo	ou an Aus	stralian ci	tizen?		
Yes			<u> </u>		
			Go to Q	213	
No			$\square 2$		
			Go to C	<b>)</b> 4	
	is your h	ome coun	-	ur home country is your place	_
Australia			<u> </u>	Nepal	<b>□</b> 19
Bangladesh			$\square 2$	New Zealand	<u></u>
Brazil			<b>□</b> 3	Norway	□21
Brunei			<u>4</u>	Pakistan	<u>22</u>
Canada			<u></u> 5	Papua New Guinea	<u>23</u>
China			<b>□</b> 6	Philippines	<u>24</u>
Czech Republic			<u></u> 7	Singapore	<u>25</u>
Fiji			<u>8</u>	Slovak Republic	<u>26</u>
France			<u></u> 9	South Africa	<b>□</b> 27
Germany			<u>10</u>	Sri Lanka	□28
Hong Kong			<u>11</u>	Sweden	<u>29</u>
India			<b>□</b> 12	Switzerland	□30
Indonesia			<b>□</b> 13	Taiwan	□31
Italy			<b>□</b> 14	Thailand	□32

Japan □15 United Kingdom	□33
Kenya □16 USA	□34
Korea (South)	□35
Malaysia	□36
Q 5 How well do you speak English?	
English is my first language	
English is not my first language. I speak it proficiently	
English is not my first a language. I do not speak it $\square 3$ proficiently	
Q 6 Were you studying before coming to Australia?	
Yes	
No 2 Go to Q9	
Q 7 Did you complete this course?	
Q 7 Did you complete this course?	_
Q 7 Did you complete this course?  Yes	_
Q 7 Did you complete this course?  Yes	
Q 7 Did you complete this course?  Yes	
Q 7 Did you complete this course?  Yes	
Q 7 Did you complete this course?  Yes	
Q 7 Did you complete this course?  Yes	
Q 7 Did you complete this course?   Yes 1 What year? What qualification? (e.g. BSc)   No 2    Q 8 What was your field of study?  Architecture, Building  Arts, Humanities, Social Sciences  Business, Administration, Economics  Education  G 2  Here  The property of the prope	
Q 7 Did you complete this course?   Yes 1 What year? What qualification? (e.g. BSc)   No 2    Q 8 What was your field of study?  Architecture, Building  Arts, Humanities, Social Sciences  Business, Administration, Economics  Education  Glassing	
Q 7 Did you complete this course?   Yes □1 What year?	
Q 7 Did you complete this course?   Yes 1 What year? What qualification? (e.g. BSc)   No 2    Q 8 What was your field of study?  Architecture, Building  Arts, Humanities, Social Sciences  Business, Administration, Economics  Education  Glacetic Surveying  Health, Community Services  Land, Marine resources, Animal Husbandry  Did to the qualification? (e.g. BSc)  What qualification? (e.g. BSc)  What qualification? (e.g. BSc)  1  1  1  1  1  1  1  1  1  1  1  1  1	
Q 7 Did you complete this course?   Yes 1 What year? What qualification? (e.g. BSc)   No 2    Q 8 What was your field of study?  Architecture, Building  Arts, Humanities, Social Sciences  Business, Administration, Economics  Education  Education  Glacetical Surveying  Health, Community Services  Land, Marine resources, Animal Husbandry  Law, Legal Studies  What qualification? (e.g. BSc)  In the property of the pr	

Other	(please specify)	□12
<b>Q 9</b> Yes No	_	t the same address as your spouse/partner? (Tick one only)  1  2 Why not?
<b>Q 10</b> Yes	Do you send mon	ney home e.g. to family or friends from your home country?  How much? \$wk/month/yr
No Q 11 Yes	☐2  Do you work? ☐1 Go to Q12	How many hours do you work each week?
No	<u></u>	
Q 12  Examp	How much do yo	ou get paid? \$ per hour

Thank you very much for your participation.

# Appendix F. Literature Review Search Terms.

Students	Visa categories	Surveys	Post graduation pathways	Study choices
international enrolments up down under	Ausaid	Australian graduate survey	past qualification relevant to current "international student*"	factors affecting chinese graduate students' cross cultural learning
study choice why	Ausaid research OR survey	survey international students	plan* apply for residency graduat*	skills shortage influence choice course international
international students in Queensland jan 2008	Ausaid students research OR survey	international student survey		study prior to emigrating
shortage influence decision on what to study international	Ausaid students experiences	survey international students Australia		are you planning on staying complet* course residency
	Ausaid students research	survey international students demographics		why choose international study
	visa subclass 485	plan* apply for residency graduat* survey		study prior to migrating
	visa subclass 571 /research/ survey	survey "migration agent" international student*		what did you study prior to international student
	where did you get visa information international student	survey international OR overseas students		
		survey international students filetype:pdf		

#### Appendix G. References

- AAP (2010). Australian rents flat in September quarter. Retrieved 21 January, 2010 from <a href="http://www.cfoworld.com.au/finance/531446/australian-rents-flat-in-september-quarter/">http://www.cfoworld.com.au/finance/531446/australian-rents-flat-in-september-quarter/</a>
- Agarwal, V.B., Winkler, D.R. (1985), Foreign demand for United States higher education: a study of developing countries in the eastern hemisphere, *Economic Development and Cultural Change*, 33(3),623-44.
- Australian Education International (2007). Follow-up International Student Survey. Retrieved September 7, 2009, from
- $\frac{\text{http://aei.gov.au/AEI/Shop/Products/Publications/PublicationDetails.aspx?NRMODE=Published&NRNODEGUID}{=\%7b591A3E61-BDD6-4432-A6DB-}\\ \underline{0D759350931F\%7d\&NRORIGINALURL=\%2fAEI\%2fShop\%2fProducts\%2fPublications\%2fPublication}{635\&NRCACHEHINT=ModifyGuest.}$
- Australian Education International (2009a). 2007 Australian International Student Statistics. Retrieved September 22, 2009, from
- http://aei.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2007/2007\_Annual.htm#annual.
- Australian International (2009b). *International Student Enrolment Data for 2008*. Retrieved September 22, 2008, from
- http://aei.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2008/Default.htm#annual.
- Australian Education International (2009c). Research snapshot: Gender distribution of international students. Retrieved September 14, 2009, from
- http://aei.gov.au/AEI/PublicationsAndResearch/Snapshots/2009082510 pdf.pdf.
- Australian Education International (2009d). Research snapshot: International student numbers 2008. Retrieved September 14, 2009 from
- http://aei.gov.au/AEI/PublicationsAndResearch/Snapshots/44SS09 pdf.pdf.
- Banks, M. & Olsen, A. (2008). Outcomes and Impacts of International Education: From international student to Australian Graduate, the Journey of a Lifetime. Retrieved September 7, 2009, from <a href="http://webforms.idp.com/idp\_com/publications/PDF/Outcome.pdf">http://webforms.idp.com/idp\_com/publications/PDF/Outcome.pdf</a>.
- Boystown (2008) Submission for the National Mental Health and Disability Employment Strategy. Retrieved on 23 Feb 2010 from <a href="http://www.boystown.com.au/downloads/rep/BT-Submission-National-Mental-Health-&-Disability-Employment-Services.pdf">http://www.boystown.com.au/downloads/rep/BT-Submission-National-Mental-Health-&-Disability-Employment-Services.pdf</a>.
- Bond, S. Areepattamannil, S. Brathwaite-Sturgeon, G. Hayle, E. & Malekan, M. (2007). Northern Lights: International graduates of Canadian institutions and the national workforce. Retrieved January 25, 2010 from www.cbie.ca.
- Brisbane City Council (2007), Brisbane, City of education: Economic Impact of International students. Reretived 22 January, 2010, from <a href="http://www.brisbane.qld.gov.au/bccwr/lib71/survey\_analysis.pdf">http://www.brisbane.qld.gov.au/bccwr/lib71/survey\_analysis.pdf</a>
- Chen, C. & Zimitat, C. (2006). Understanding Taiwanese students' decision-making factors regarding Australian international higher education. *The International Journal of Educational Management*, 20(2), 91-100.
- Department of Education, Employment and Workplace Relations (2009). *End of year summary of international student enrolment data Australia*. Retrieved September 14, 2009, from <a href="http://aei.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2008/Monthly\_Sum\_Dec\_pdf\_pd">http://aei.gov.au/AEI/MIP/Statistics/StudentEnrolmentAndVisaStatistics/2008/Monthly\_Sum\_Dec\_pdf\_pd</a> f.pdf.

- Deumart, A., Marginson, S., Nyland, C., Ramia, G. & Sawir, E. (2005). *The social and economic security of international students in Australia: study of 202 student cases.* Retrieved September 7, 2009, from <a href="http://www.education.monash.edu.au/centres/mcrie/docs/202interviewsupdated060605.pdf">http://www.education.monash.edu.au/centres/mcrie/docs/202interviewsupdated060605.pdf</a>.
- Department of Immigration and Citizenship (2009). Student Visa Statistics. Retrieved September 7, 2009 from <a href="http://www.immi.gov.au/media/statistics/study/">http://www.immi.gov.au/media/statistics/study/</a>
- Department of Immigration and Citizenship (2009). *Annual Report 2008-2009*. Retrieved December 21, 2009 from <a href="http://www.immi.gov.au/about/reports/annual/2008-09/html/">http://www.immi.gov.au/about/reports/annual/2008-09/html/</a>
- Department of Immigration and Citizenship (2008). *Annual Report 2007-08*. Retrieved September 7, 2009, from <a href="http://www.immi.gov.au/about/reports/annual/2007-08/pdf/annual-report-2007-08-complete.pdf">http://www.immi.gov.au/about/reports/annual/2007-08/pdf/annual-report-2007-08-complete.pdf</a>.
- Forbes-Mewett, H., Marginson, S., Nyland, C., Ramia, G. & Swair, E. (2007). *Australian University International Student Finances: Working Paper 23/07*. Retrieved September 23, 2009, from <a href="http://www.buseco.monash.edu.au/mgt/research/working-papers/2007/wp23-07.pdf">http://www.buseco.monash.edu.au/mgt/research/working-papers/2007/wp23-07.pdf</a>.
- Harman, G. (2003). International PhD students in Australian universities: financial support, course experience and career plans. *International Journal of Educational Development*, 23, 339-351.
- IELTS (nd) Test format and results. Retrieved on September 7, 2009 from <a href="http://www.ielts.org/institutions/test\_format\_and\_results.aspx">http://www.ielts.org/institutions/test\_format\_and\_results.aspx</a>
- Jackling, M. (2007). The lure of permanent residency and the aspirations and expectations of international students studying accounting in Australia. *People and Place*, 15(3), 31-41.
- Joinson, A.N., & Reips, U. (2007). Personalized salutation, power of sender and response rates to Web-based surveys, *Computers in Human Behavior*, 23(3), 1372-1383.
- Kinnell, M. (1989), International marketing in UK higher education: some issues in relation to marketing educational programmes to overseas students, *European Journal of Marketing*, 23(5), 7-21.
- McInnes, C., & Hartley, R. (2002). Managing study and work: The impact of full-time study and paid work on the undergraduate experience in Australian universities. Canberra; Department of Science, Education and Training.
- McMahon, M.E. (1992), Higher education in a world market: An historical look at the global context of international study, *Higher Education*, 24(4), 465-82.
- Mazzarol, T.W. (1998), Critical success factors for international education marketing, *International Journal of Education Management*, 12(4), 163-75.
- Mazzarol, T., & Soutar, G.N. (2002). "Push-pull" factors influencing international student destination choice. *The International Journal of Educational Management*, 16(2), 82-90.
- NSW Dept. of Premier & Cabinet. *Understanding Barriers to Employment*. Retrieved 23 February, 2010 from <a href="https://www.eeo.nsw.gov.au">www.eeo.nsw.gov.au</a>
- Nyland, C., Forbes-Mewett, H., Marginson, S., Ramia, G., Sawir, E. & Smith, S. (2009). International student workers in Australia: a new vulnerable workforce. *Journal of Education and Work*, 22(1), 1-14.
- Organisation for Economic Co-operation and Development (OECD; 2008). *Education at a Glance 2008: OECD Indicators*. Retrieved September 14, 2009, from
- http://www.oecdbookshop.org/oecd/index.asp?lang=EN.
- Pimpa, N. (2003). The influence of family on Thai students' choices of international education. *The International Journal of Educational Management*, 17(5), 211-219.
- Pyvis, D.,& Chapman, A. (2007). Why university students choose an international education: A case study in Malaysia. *International Journal of Educational development*, 27(2), 235-246.

- Queensland Government, Department of Education and Training (2010). retrieved 21 January, 2010 from <a href="http://www.eqi.com.au/accommodation/homestay.html">http://www.eqi.com.au/accommodation/homestay.html</a>
- Study in Australia (nd). International Student Fees. Retrieved 26 January 2010 from <a href="http://www.study-in-australia.asn.au/international-student-fees.html">http://www.study-in-australia.asn.au/international-student-fees.html</a>
- The Illuminate Consulting Group (2009). New Zealand Alumni Survey: Experiences, Attitudes, and Engagement.

  Ministry of education New Zealand. Retrieved 25 Jan, 2009 from <a href="http://www.educationcounts.govt.nz/\_data/assets/pdf\_file/0006/58128/NZ-Alumni-Survey-Report\_Oct-2009-FINAL.pdf">http://www.educationcounts.govt.nz/\_data/assets/pdf\_file/0006/58128/NZ-Alumni-Survey-Report\_Oct-2009-FINAL.pdf</a>.
- The University of Queensland Social Research Centre (2005). Final report of the survey of international students' spending in Australia. Queensland: UQ
- Tilbrook, C. (2007) *Perspectives and Graduate Outcomes*. Presented at the Australian International Education Conference.

University of Technology, Sydney (nd) Retrieved on 22 January 2010, from

http://www.uts.edu.au/international/prospective/studying/fees/index.html

Ward, C., & Masgoret, A-M. (2004). The experiences of international students in New Zealand. Wellington, Ministry of Education.

#### Appendix H. Endnotes

<sup>i</sup> For the purposes of this report, the Graduate Skilled (Temporary) visa (subclass 485) is discussed in conjunction with the student visa program. This visa subclass is included in the General Skilled Migration program.

ii A subgroup of visa subclasses were identified as being within the scope of the project.

iii These visa subclasses include ELICOS (570); Schools (571); VET (572); Higher Education (573); Postgraduate Research (574); non award (575).

iv Students are assessed according to the immigration risk demonstrated by each education sector and country. The risk level is determined on the basis of factors such as (previous) fraud and visa non-compliance. Assessment levels are an objective measure of immigration risk for each of these student groups and they serve to align student visa requirements to the immigration risk posed by applicants from a particular country studying in a particular education sector. All applicants are assigned an assessment level on the basis of their visa category and nationality. Assessment Level 1 is assigned to nationalities/categories that represent the lowest immigration risk in the visa programme, while Assessment Level 5 represents the highest immigration risk.

<sup>&</sup>lt;sup>v</sup> Responses are reported verbatim, and no additions or corrections have been made to the responses.