



## Study locations of international students in 2015

In 2015, around five per cent of onshore international student enrolments in Australia were based in regional campuses of Australian institutions. Queensland had the highest proportion in regional campuses (9%) followed by NSW (7%) and Victoria (2%) (Table 1). The majority (86%) of enrolments in regional campuses across Australia were in ten local areas of NSW, Victoria and Queensland (Table 2).

**Table 1. Distribution of international student enrolments in Australian capital and regional areas, 2015**

State / Territory	Share (%)		Number		Total
	Capital area*	Regional area	Capital area*	Regional area	
NSW	93.1%	6.9%	224,196	16,615	240,811
VIC	97.6%	2.4%	190,148	4,722	194,870
QLD	90.6%	9.4%	92,624	9,599	102,223
SA	99.7%	0.3%	31,868	111	31,979
WA	99.7%	0.3%	49,752	162	49,914
TAS	97.7%	2.3%	4,962	116	5,078
NT	99.6%	0.4%	2,137	9	2,146
ACT	100.0%	0.0%	12,780	0	12,780
<b>Australia</b>	<b>95.1%</b>	<b>4.9%</b>	<b>608,467</b>	<b>31,334</b>	<b>639,801**</b>

\*Capital areas include all state and territory capital cities and the Gold Coast.

\*\* There were 3,463 enrolments without a study location reported.

**Table 2. Top ten locations for international student enrolments in regional areas, 2015**

State / Territory	Location	Number	Share (%)
NSW	South Coast	6,985	22.3%
NSW	Hunter	5,670	18.1%
QLD	Sunshine Coast	3,145	10.0%
QLD	Tropical North Queensland	2,523	8.1%
QLD	Northern Queensland	1,971	6.3%
VIC	Geelong	1,838	5.9%
NSW	Undefined	1,751	5.6%
NSW	New England North West	1,087	3.5%
NSW	North Coast	1,068	3.4%
VIC	Ballarat	883	2.8%
Other	Other locations	4,413	14.1%
<b>Total</b>		<b>31,334</b>	<b>100.0%</b>

As shown in Table 1, the combined total of enrolments in regional areas of SA, WA, Tasmania, NT and ACT was less than 400.

### Nationality

Although China and India were the top source countries for enrolments in regional areas, only around five per cent of total enrolments from each country were in regional areas. In contrast, nearly 16 per cent of enrolments from the USA were in regional areas, making it the 3<sup>rd</sup> largest source country of regional area enrolments, although it is

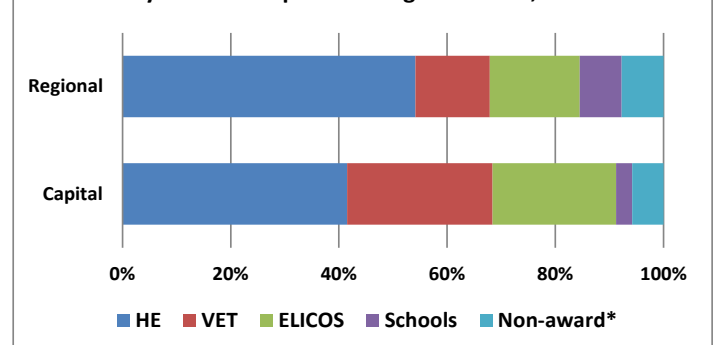
ranked as the 17<sup>th</sup> largest source country for total enrolments.

### Level of study and field of education

As shown in Chart 1, enrolments in regional areas were more likely to be in higher education, schools or non-award than in VET or ELICOS. Over half (54%) of international students studying in regional campuses were enrolled in higher education courses.

In both regional and metropolitan areas, the majority of higher education enrolments were in bachelor or masters (by coursework) degree courses. However, 15 per cent of enrolments in regional areas were in postgraduate research, compared with 6 per cent in metropolitan areas. There was a higher propensity for higher education students in regional areas to study in the STEM<sup>2</sup> fields (37% of all enrolments), compared with those in metropolitan areas (26%).

**Chart 1. Share of international student enrolments by sector in capital and regional areas, 2015**



\* Including foundation and (incoming) study abroad courses.

### Age and gender

There was little difference in age or gender between international students in regional or metropolitan areas. In both cases, the most common age range was 20 to 24 years (42% of total) and around 46 per cent were female.

### Examples of how international education contributes to regional communities

It has been estimated that international students studying and living in the NSW region of Armidale contributed \$33 million to the local economy and supported 243 full time equivalent (FTE) jobs. Furthermore, international students studying in metropolitan areas can make a significant indirect contribution to regional economies. For example, expenditure by international students in Melbourne was estimated to contribute \$888 million to the economy of regional Victoria and supported 5,478 FTE jobs<sup>1</sup>.

<sup>1</sup> Deloitte Access Economics (2016), *The Value of International Education to Australia* available at <https://internationaleducation.gov.au/research/research-papers/Documents/ValueInternationalEd.pdf>  
<sup>2</sup> Science, Technology, Engineering and Mathematics, incorporating the broad fields Natural and Physical Sciences, Agriculture and Environmental Studies, Information Technology and Engineering.