

FACT SHEET

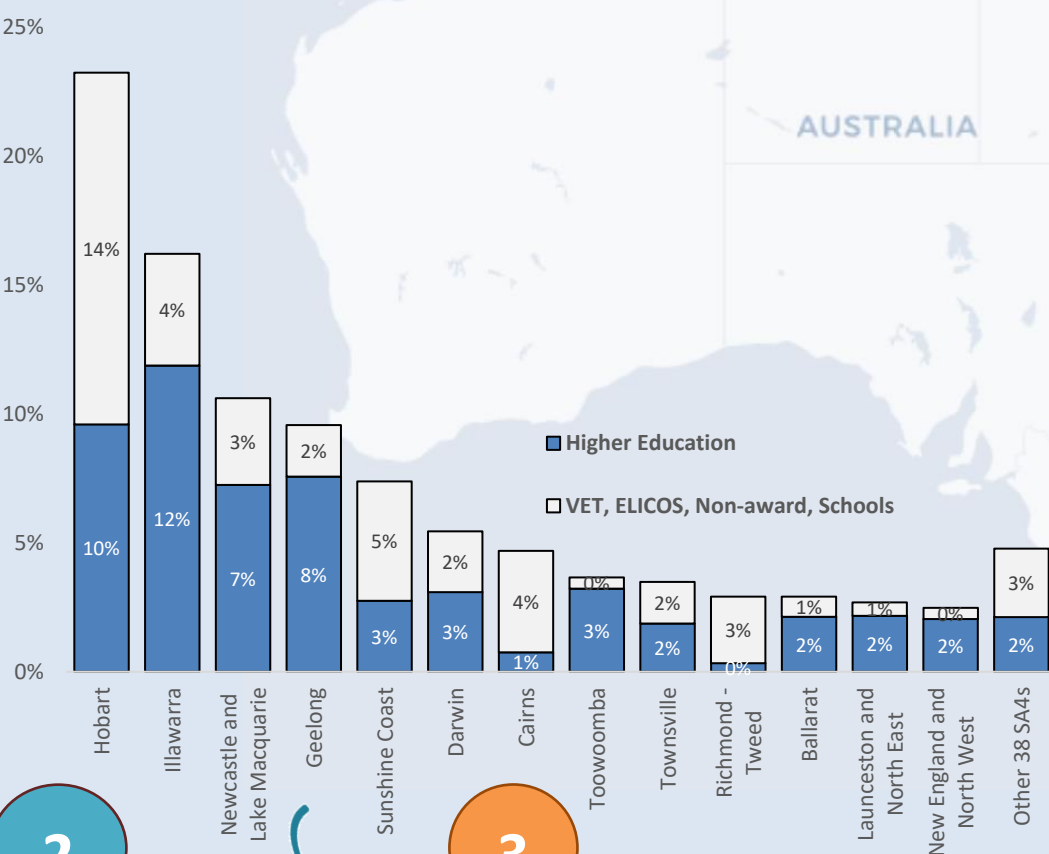
INTERNATIONAL EDUCATION IN REGIONAL STUDY DESTINATIONS: BUILDING THE EVIDENCE BASE



- Category 4 - Darwin, Cairns, Toowoomba, Townsville, Byron Bay, Lismore, Armidale, Launceston, Ballarat, Rockhampton and 38 other Areas not elsewhere specified
- Category 3 - The Sunshine Coast, Newcastle, Wollongong, Geelong and Hobart
- Category 2 - Perth, Adelaide, the Gold Coast, Canberra
- Category 1 - Sydney, Melbourne and Brisbane

1

6% of all international student enrolments
56,000 international student enrolments in 2019
 95% are studying in **13 destinations***
 65% are studying with **11 universities**
 35% are studying with **87 ELICOS, VET, Non-award and school providers**



2

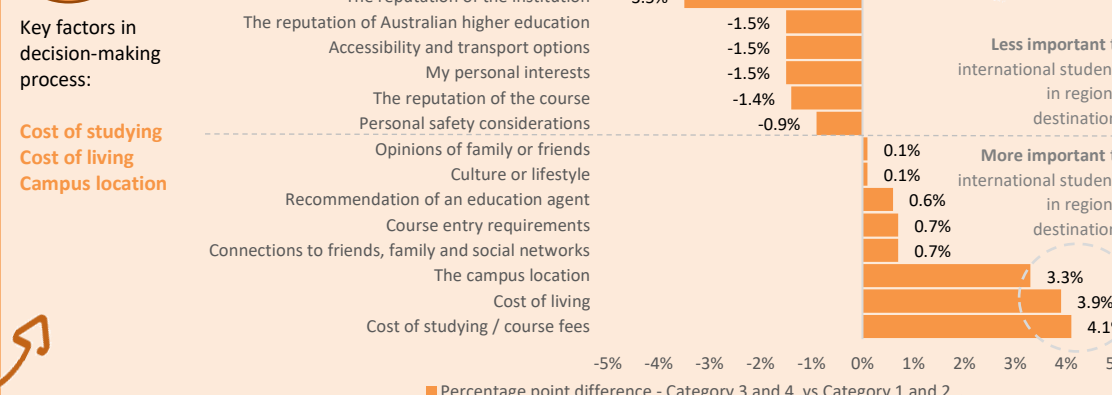
International students in regional destinations are more likely than their city-based peers to be:

- From the **Middle East, Africa and North/South America**
- Studying degrees at **Doctoral and Bachelor Honours levels**
- Studying in the **STEM-related fields**

...and also more likely to be:

- Satisfied with their student experience**, particularly those involving local students
- Dissatisfied with **inaccessibility of public transport** where they are studying

3



4

PULL FACTORS

Quality	Visionary	Experience	Employability	Diversity	Environment
<ul style="list-style-type: none"> Reputation of institution / course / country Student/graduate ratings Employer ratings Rankings Speciality Distinctive / unique / niche offerings <p>Mr T is from China and is studying at The University of Tasmania in Hobart.</p> <p>He is planning to study a Master of Professional Accounting after he completes his English program, and it was his agent who recommended UTAS.</p> <p>He stated that he prefers the fact it is a "small city" as he comes from Guangzhou which is "too big and busy".</p>	<ul style="list-style-type: none"> Global outlook International content / partnerships / campuses / pathways 	<ul style="list-style-type: none"> Lifestyle Smaller destinations and populations Individual / personal on-campus teaching and support Staff to student ratios Identity Development of professional attributes Development of personal attributes Accessibility Time and ease of application (Visa and admission) Cost of study (tuition fees) Cost of living English language requirements Academic requirements Transport Accommodation 	<ul style="list-style-type: none"> Industry connected and relevant career development and work opportunities Embedded work requirements (e.g. WIL) Part-time / casual employment opportunities Post-study employment opportunities Graduate employment rates PSWR outcomes 	<ul style="list-style-type: none"> Welcoming, safe, engaged and supported Diversity of student profile / # of nationalities Diaspora within community profile / # of nationalities Employer profile <p>Ms D is from Nigeria and is studying at James Cook University in Townsville. She stated that she has had "best educational support in my life". It has been "mind blowing".</p> <p>She was encouraged by her lecturers to pursue a PhD and found staff "going the extra mile" to help her achieve her goals. The strong support has encouraged her to focus on moving to an academic career and she plans to go back to Nigeria to build capacity within the university sector there.</p>	<ul style="list-style-type: none"> Authentic, distinctive and unique Geographic features are non-metropolitan (e.g. coastal, rural, tropical) The 'real' Australia

5

SUCCESS FACTORS

Product	Price	Promotion	Place	Process	People	Physical evidence
<ul style="list-style-type: none"> It is not simply the course – it is the experience of studying, living and working in Australia for a period of time. 	<ul style="list-style-type: none"> What is paid in terms of: education-related expenses and living expenses. 	<ul style="list-style-type: none"> The strategies deployed to raise student and alumni awareness and knowledge of a course or institution. 	<ul style="list-style-type: none"> The study destination itself and how convenient it is for students to access it - geographically, financially and academically. 	<ul style="list-style-type: none"> The way in which educational services are planned, systematised and evaluated to have a positive effect on the educational experience. 	<ul style="list-style-type: none"> Those who actually do the work of welcoming, supporting and tailoring the experience. 	<ul style="list-style-type: none"> What exists to help potential students 'see' what they are buying and to make the experience real.



This project is supported by the Australian Government Enabling Growth and Innovation program project fund, Department of Education, Skills and Employment. For further information, please visit the website www.internationaleducation.gov.au or www.dese.gov.au.

Data sources: (1) Enrolment data - International student enrolment data 2017-2019 supplied by the Department of Education, Skills and Employment (2) Survey data: ACER-designed questions included in 2019 Student Experience Survey (SES)

* Refer to ACER Final Report for project definition of 'regional' and 'remote' destinations