

# International student education in Australia – is agriculture gaining its fair share?

Jim Pratley<sup>1,2</sup>

<sup>1</sup>School of Agriculture and Wine Science, Charles Sturt University, Wagga Wagga NSW 2678  
[jpratley@csu.edu.au](mailto:jpratley@csu.edu.au)

<sup>2</sup>Australian Council of Deans of Agriculture

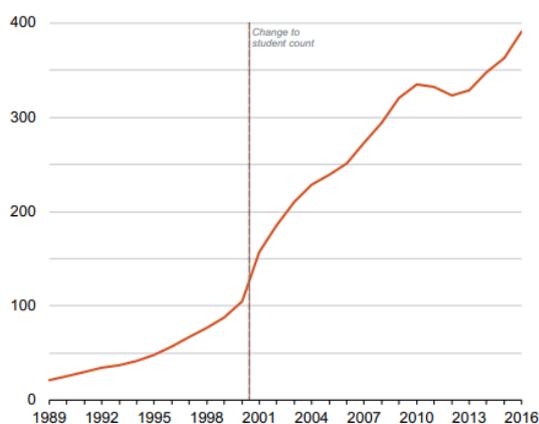
## Key words

## Abstract

International student education arising from international students studying in Australia contributed \$30 billion to Australia's economy to be the third largest export (Department of Education and Training 2018). Big winners are courses in Business Studies and Information Technology. Since Australian agriculture is considered amongst world's best practice, it might be expected that international students interested in agriculture might seek education in Australia. So what are the opportunities for regional universities under this scenario and what is the current situation that might provide an indication of realising that opportunity?

## Background

Higher education in Australia is strongly respected around the world for its high standards. Consequently Australia is a favoured market for international students wanting an international education. The international student population has been increasing sharply since the early 1990s (Figure 1), numbering around 400,000 in 2016 (Charlton *et al.* 2018). China contributes nearly 130,000 students each year followed by India (~40,000), Singapore and Malaysia (each around 30,000) and Vietnam (20,000). Onshore international students now comprise 1 in 5 students across university campuses. There are also around 80,000 students off-shore enrolled in Australian universities (Charlton *et al.* 2018). Around half the students are enrolled in commerce courses, followed by engineering (12%), information technology (10%), society and culture (8%) and health courses (8%).



Note: Figures from 2001 onwards are based on full-year enrolments; prior years are based on enrolments as at 31 March.  
Sources: Department of Education and Training (2014) and Department of Education and Training (2018a).

Figure 1. International students enrolled in Australian higher education, 1989-2016 (Charlton *et al.* 2018)

International student fees are the largest single source of university revenue nationally (Charlton *et al.* 2018) University teaching revenue from students has increased sharply in the last 20 years totalling over \$13 billion in 2016 (Figure 2). Of that, international fees account for around half the teaching income. The question arising from this is whether agriculture and related courses are sharing in this opportunity and if so, to what extent. Secondly, does regional Australia, through regional universities, benefit from this market?

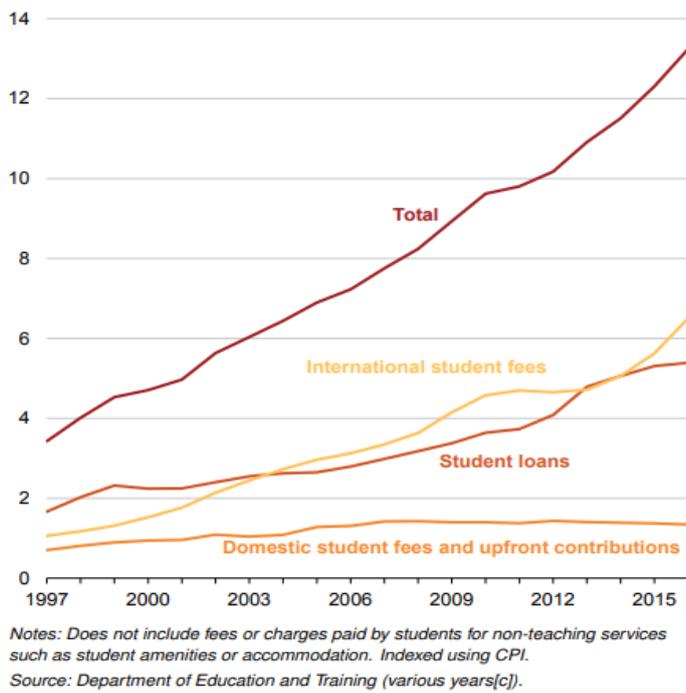


Figure 2. Teaching revenue (AUD\$billions) from students, 1997-2016 (Charlton *et al.* 2018)

### Evaluation

Official data were sourced for the analysis from Higher Education Statistics, Australian Department of Education, for both undergraduate and postgraduate international student enrolments in agriculture and related programs. In some cases the student number was less than 5 which contravenes privacy provisions and so where totals were less than 5 that data set was not considered. Undergraduate agriculture enrolments for the past 16 years (Figure 3) show a significant and consistent increase over that period for agriculture overall but less so for animal husbandry and horticulture/viticulture programs. The growth is noticeable from 2003 onwards.

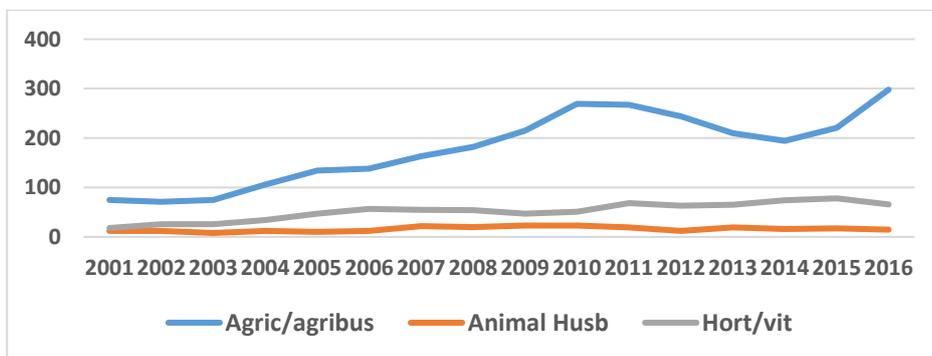


Figure 3. Enrolments in Australian universities in undergraduate agriculture and related areas for the period 2001-2016 (source: Higher Education Statistics)

The recipient universities are shown in Figure 4 for that 16 year period. The University of Queensland has taken in more than 900 international students, more than double that of The University of Melbourne, followed by the Universities of Sydney, Western Australia and Adelaide. Regional universities have each taken in only 50 or fewer students over the same period.

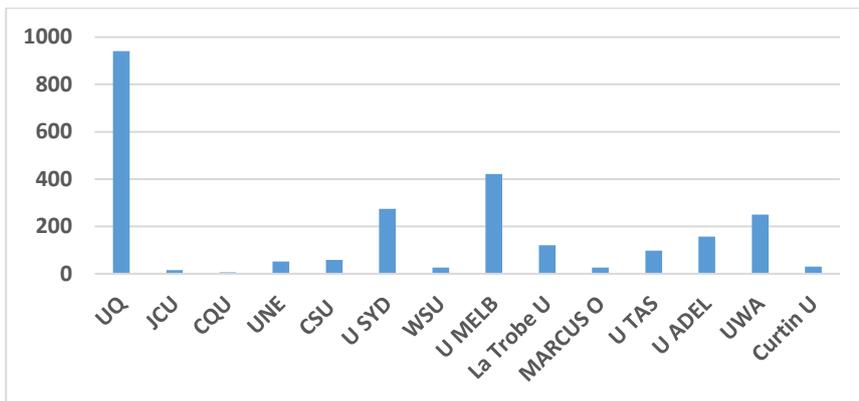


Figure 4. Total international undergraduate coursework enrolments by university in agriculture and related courses for the period 2001-2016 (source: Higher Education Statistics)

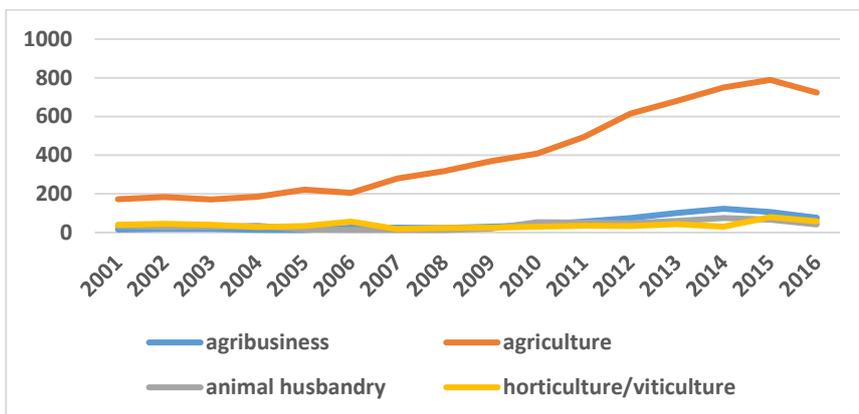


Figure 5. International postgraduate enrolments in Australian universities in agriculture and related areas for the period 2001-2016 (source: Higher Education Statistics)

International enrolments in postgraduate coursework programs show a similar pattern though the growth commenced later in about 2007 (Figure 5), with just under 1000 enrolments in 2016. Again the market has been dominated by the four ‘sandstone’ universities (Figure 6).

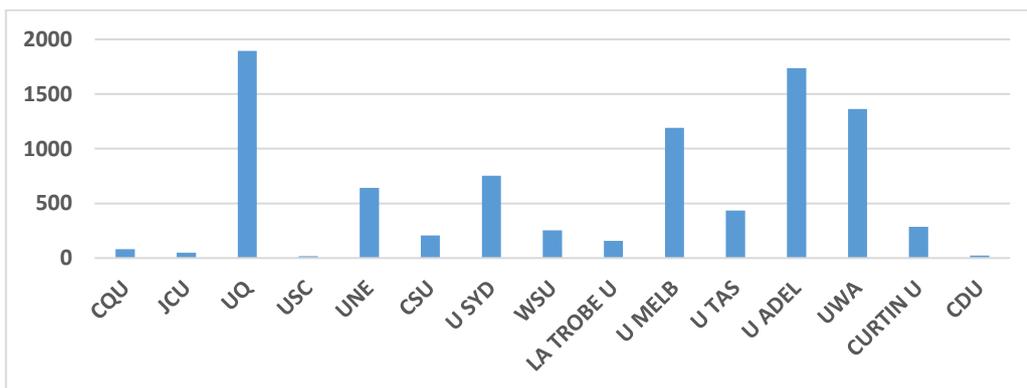


Figure 6. International postgraduate coursework enrolments by university in agricultural and related studies for the total period 2001-2016

## Discussion

Overall the five Group of 8 (Go8) universities captured 83% of the international student market in agriculture over the period of study. This is no accident since many overseas fee-paying students, notably in China, seek to have their degrees granted by world ranked institutions, preferably those in the top 100 globally. All five universities are high in the world rankings generally, and particularly so in agriculture (Table 1) although this

does vary with different ranking systems. This dominance provides little comfort for the regional-based universities in their endeavours to improve access to international students

Table 1. Top 7 Australian universities, Shanghai Jiao Tong global rankings overall and for agriculture, 2018

University	University ranking	University	Agriculture ranking
U Melbourne	38	UWA	14
U Queensland	55	U Queensland	24
U Sydney	68	U Sydney	38
ANU	69	U Tasmania	39
Monash U	91	U Melbourne	40
UWA	93	U Adelaide	42
U Adelaide	101-150	ANU	51-75

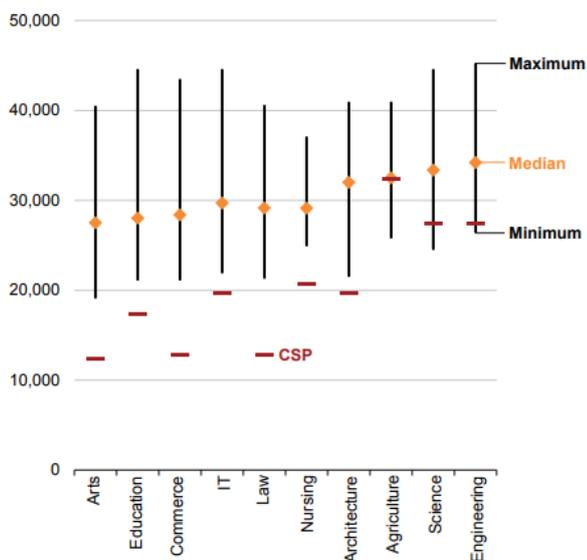


Figure 7. Indicative annual international undergraduate fees, \$2018 (Norton *et al.* 2018)

Figure 7 shows the fees charged for various courses at 2018 dollar value. Agriculture is charged near the top of the range although it should be noted that costs for expensive courses such as medicine are not provided.

The median for agriculture in 2018 was around \$33K per student per year. The discrepancy in income between the Go8 and the rest from such fee paying students shows the benefit for the ‘sandstone’ universities and the meagre pickings for the rest. While there is little evidence for major differences in quality of course offerings, it is clear that the capability to invest in research and other areas through international student income differences will be compromised for regional universities. The push by governments to encourage international students to regional areas is likely to fail as the ‘client’ seeks to gain qualifications from highly ranked universities.

## References

- Anon. (2019) Academic ranking of world universities.  
<https://www.timeshighereducation.com/student/best-universities/best-universities-australia>  
 Department of Education and Training (2018) Export income to Australia from international education activity in 2017  
<https://internationaleducation.gov.au/research/ResearchSnapshots/Documents/Export%20Income%20CY%202017.pdf>  
 Norton A, Cherastidtham I and Mackey W (2018). Mapping Australian higher education 2018. Grattan Institute  
<https://grattan.edu.au/wp-content/uploads/2018/09/907-Mapping-Australian-higher-education-2018.pdf>