

Education NZ

India Longitudinal Survey Results Year 1

February 2009

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JWT Education was commissioned by Education NZ to undertake a longitudinal study to develop a better understanding about the outcomes and satisfaction levels among Indian students who have studied in NZ.

This project arose out of an initial research project designed to look at the wider sectoral opportunities available for NZ in India

From this it was decided to conduct a longitudinal study to develop a better understanding about the outcomes and satisfaction levels among Indian students who have studied in New Zealand

Qualitative research was undertaken among current students in the middle of last year involving four focus groups of students as follows:

- current NZ-based Indian University undergraduates;
- current NZ-based Indian University postgraduates;
- current NZ-based Indian polytechnic students; and
- current NZ-based Indian PTE students.

The primary objective of the research was to develop an appreciation of the outcomes and satisfaction levels of Indian students who have studied in NZ.

Specific issues for exploration and identification included the following:

- Key objectives for studying in New Zealand and the importance of these factors in the students' decision regarding their education destination;
- The role of work and/or migration opportunities in their decision to study overseas and their choice of New Zealand as a study destination;
- How many students choose to pursue further studies on graduation versus returning home or pursuing study/work in New Zealand or in third party countries; and
- How, and the extent to which, their New Zealand education experience has supported those objectives.

Overview

- The primary research was conducted with international students from India studying at universities, polytechnics and private training establishments in New Zealand.
- The 2008 primary research included 238 participants.

	Overall	No. of Students
University	53.4%	127
Institute of Technology/Polytechnic	38.2%	91
Private Training Establishment (PTE)	8.4%	20
<i>Sample size</i>	<i>238</i>	

Field of Study

- More than a third of respondents indicated that they were undertaking Business, Management and Commerce studies.
- Information Technology; Engineering and Related Technologies; and Health were also frequently cited overall.

	Overall	University	Poly./IoT	PTEs
Business, Management and Commerce	37.8%	26.0%	48.4%	65.0%
Information Technology	11.3%	3.1%	24.2%	5.0%
Engineering and Related Technologies	10.5%	16.5%	4.4%	0.0%
Health	9.7%	13.4%	6.6%	0.0%
Natural and Physical Sciences	4.2%	7.1%	1.1%	0.0%
Food, Hospitality and Personal Services	2.9%	1.6%	2.2%	15.0%
Education	2.1%	3.1%	1.1%	0.0%
Creative Arts	1.7%	3.1%	0.0%	0.0%
Architecture and Building	1.7%	2.4%	1.1%	0.0%
Society and Culture	1.3%	1.6%	1.1%	0.0%
Agriculture, Environmental and Related Studies	1.3%	2.4%	0.0%	0.0%
Other	15.5%	19.7%	9.9%	15.0%
<i>Sample size</i>	<i>238</i>	<i>127</i>	<i>91</i>	<i>20</i>

Student Expectations

- A majority of respondents (60.3%) indicated that they expected to stay and work in New Zealand following their graduation.
 - Across the different audience groups, respondents at polytechnics were most likely to stay and work in New Zealand (70.3%) whilst respondents from universities were least likely (52.4%).

	Overall	University	Poly./IoT	PTEs
To stay and work in New Zealand	60.3%	52.4%	70.3%	65.0%
Further study in New Zealand	9.3%	9.5%	6.6%	20.0%
To return to India to work	8.0%	9.5%	6.6%	5.0%
To find employment in another country	6.8%	10.3%	3.3%	0.0%
Further study in another country	4.6%	6.3%	3.3%	0.0%
Further study in India	1.3%	0.0%	2.2%	5.0%
Other	10.1%	11.9%	8.8%	5.0%
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Reasons for Studying Overseas

- Respondents were asked to indicate some of the reasons they chose to study overseas rather than undertake study in India. The desire to **improve their career** was cited most frequently by respondents (**by 66.2% of respondents**). Other commonly cited areas included:
 - Wishing to broaden their experience (54.9%);
 - Wanting to experience living overseas/a cultural experience (54.9%);
 - Desire to work overseas (46.4%); and
 - A desire to obtain a better quality of education (45.1%).
- However, further analysis of the data reveals some variation across the different audience groups.

Reasons for Studying Overseas

	Overall	University	Poly./IoT	PTEs
To improve my career prospects	66.2%	60.3%	70.3%	85.0%
Wished to broaden experience	54.9%	62.7%	41.8%	65.0%
Wanted the experience of living overseas/cultural experience	54.9%	54.8%	50.5%	75.0%
Desire to work overseas	46.4%	46.0%	44.0%	60.0%
To obtain a better quality of education	45.1%	50.0%	37.4%	50.0%
Overseas qualifications are more highly respected/have a better reputation	37.6%	37.3%	38.5%	35.0%
To explore migration opportunities	27.0%	23.8%	29.7%	35.0%
To improve language skills	22.8%	16.7%	29.7%	30.0%
Particular course wanted to study not offered in own country	12.2%	19.0%	4.4%	5.0%
Family wanted me to study overseas	10.1%	7.9%	11.0%	20.0%
Obtained scholarship overseas	9.3%	12.7%	5.5%	5.0%
Previously studied overseas	6.3%	8.7%	3.3%	5.0%
Unable to obtain a place at my university of choice in my home country	2.5%	2.4%	3.3%	0.0%
Unable to obtain a university place in my home country	1.7%	3.2%	0.0%	0.0%
Other	3.0%	4.8%	1.1%	0.0%
<i>Sample size</i>	237	126	91	20

Desired Outcomes

- The survey also investigated the desired outcomes of the students from obtaining an international education/degree. The desire to **enhance job and career prospects**, and to **gain an international experience** were cited most frequently by respondents (67.1% and 65.8% respectively).

	Overall	University	Poly./IoT	PTEs
Enhance job and career prospects	67.1%	73.0%	61.5%	55.0%
Gain an international experience	65.8%	67.5%	61.5%	75.0%
Obtain an international degree/qualification	53.2%	60.3%	41.8%	60.0%
Self-improvement	47.7%	49.2%	42.9%	60.0%
Broaden my horizons by living in a foreign country	45.6%	48.4%	39.6%	55.0%
Gain a competitive edge in the employment market	43.9%	43.7%	41.8%	55.0%
Access a better quality of education	43.0%	47.6%	38.5%	35.0%
Obtain residency in the country of study	35.4%	34.1%	35.2%	45.0%
Improve English language skills	23.6%	19.8%	27.5%	30.0%
Fulfill parents' expectations	22.8%	19.0%	27.5%	25.0%
Other	2.5%	4.8%	0.0%	0.0%
Sample size	237	126	91	20

- Interestingly, obtaining residency in the country of study was cited by only 35.4% of participants.

Desired Outcomes

- Students were then also asked to rate the importance of each particular factor to their decision to study overseas.
- The desire to enhance job and career prospects; and to gain an international experience were cited most frequently, reinforcing previous findings.

	Overall	University	Poly./IoT	PTEs
Enhance job and career prospects	4.4	4.4	4.4	4.5
Gain an international experience	4.3	4.2	4.2	4.6
Self-improvement	4.2	4.2	4.2	4.2
Obtain an international degree/qualification	4.2	4.2	4.2	4.6
Gain a competitive edge in the employment market	4.1	4.1	4.1	4.3
Access a better quality of education	4.1	4.2	4.0	4.0
Broaden my horizons by living in a foreign country	3.9	4.0	3.7	4.2
Obtain residency in the country of study	3.4	3.2	3.5	3.9
Fulfill parents' expectations	3.2	3.0	3.3	3.7
Improve English language skills	3.1	2.8	3.5	3.5
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Countries Considered for Overseas Study

- Participants were asked to nominate countries, other than New Zealand, they considered for their current studies. The major English speaking destination countries (Australia, USA, UK and Canada) were cited most frequently, and this was consistent across all audience groups.

	Overall	University	Poly./IoT	PTEs
Australia	52.7%	50.0%	53.8%	65.0%
USA	43.5%	45.2%	38.5%	55.0%
UK	38.0%	38.9%	38.5%	30.0%
Canada	32.1%	27.8%	35.2%	45.0%
Singapore	8.0%	7.9%	5.5%	20.0%
Germany	6.8%	6.3%	7.7%	5.0%
India	2.5%	0.0%	5.5%	5.0%
France	2.1%	2.4%	2.2%	0.0%
Malaysia	0.4%	0.0%	1.1%	0.0%
Other	10.5%	11.1%	9.9%	10.0%
None	4.2%	4.8%	3.3%	5.0%
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Preferred Study Destinations

- New Zealand was the preferred study destination for most participants – but at just over half (51.9%) there is still some room for improvement. The US was cited by nearly one sixth (16.5%) of respondents as their preferred place of study.
- Despite being considered by over half the students as an option for study only 11.8% indicating Australia was their preferred destination of study.

	Overall	University	Poly./IoT	PTEs
New Zealand	51.9%	59.5%	44.0%	40.0%
USA	16.5%	17.5%	14.3%	20.0%
Australia	11.8%	7.9%	16.5%	15.0%
Canada	8.4%	6.3%	9.9%	15.0%
UK	6.3%	4.8%	8.8%	5.0%
Germany	1.7%	1.6%	1.1%	5.0%
France	0.4%	0.8%	0.0%	0.0%
Singapore	0.4%	0.8%	0.0%	0.0%
Other	2.5%	0.8%	5.5%	0.0%
None	0.4%	0.0%	3.2%	0.0%
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Factors Considered

- Almost three quarters of the respondents (69.6%) considered the **quality of education** to be one of the most important factors considered when choosing a country for overseas study.
- **Safety** was also an important factor for consideration with almost two thirds of all respondents indicating this as a consideration (61.6%).

	Overall	University	Poly./IoT	PTEs
Quality of education	69.6%	73.0%	67.0%	60.0%
Safe place to study	61.6%	58.7%	62.6%	75.0%
Cost of undertaking study	55.7%	52.4%	57.1%	70.0%
Ease of obtaining work in country after graduating	46.8%	45.2%	49.5%	45.0%
Availability of courses	46.0%	54.0%	35.2%	45.0%
Value for money	42.6%	44.4%	36.3%	60.0%
Ease of obtaining work in country while studying	40.9%	36.5%	46.2%	45.0%
Lifestyle	38.0%	45.2%	27.5%	40.0%
Opportunity to apply for migration	37.6%	35.7%	39.6%	40.0%
Ease of obtaining a student visa	33.3%	34.1%	33.0%	30.0%
Weather/climate	27.4%	24.6%	28.6%	40.0%
Presence of relatives/friends	24.5%	31.0%	18.7%	10.0%
Location of preferred institution	18.1%	19.0%	18.7%	10.0%
Proximity to home country/convenient to travel to and from home country	8.4%	7.1%	7.7%	20.0%
Other	2.1%	2.4%	2.2%	0.0%
<i>Sample size</i>	237	126	91	20

Choosing to Study in NZ

- Overall, the **environment/people (45.6%)** was cited most frequently by respondents as the reason they chose to study in New Zealand.
- The **reputation of qualifications** and the **high quality of education** were other frequently cited reasons (indicated by 44.7% and 42.6% of respondents respectively).
- It is interesting to note that **career opportunities in NZ**, rated by just over a third of respondents (36.3%), did not rate more highly given the premiums it was afforded in earlier questions.
- This is consistent with earlier findings where participants indicated that staying in New Zealand as a skilled migrant was not a key reason for studying overseas, nor was it the most important desired outcome of overseas studies.

Choosing to Study in NZ

	Overall	University	Poly./IoT	PTEs
Environment/people	45.6%	46.8%	37.4%	75.0%
Reputation of qualification	44.7%	51.6%	37.4%	35.0%
High quality of education	42.6%	47.6%	34.1%	50.0%
Opportunity to apply for permanent residency in NZ after graduation	39.7%	35.7%	42.9%	50.0%
Good career opportunities in NZ upon graduation	36.3%	33.3%	38.5%	45.0%
Offered desired course	35.9%	46.8%	23.1%	25.0%
Tuition fees were cheaper when compared to other countries	35.9%	35.7%	37.4%	30.0%
Lifestyle	33.8%	37.3%	24.2%	55.0%
Good value for money	29.1%	31.0%	23.1%	45.0%
Plan to migrate to NZ after graduating	28.7%	26.2%	28.6%	45.0%
Presence of relatives/friends	24.5%	31.7%	17.6%	10.0%
Improve English skills	16.9%	12.7%	24.2%	10.0%
Location of desired institution	16.0%	19.0%	14.3%	5.0%
First place where I received an offer	13.1%	15.1%	11.0%	10.0%
Family wanted me to study in NZ	10.1%	11.1%	6.6%	20.0%
Only/first country for which I was granted a visa	9.3%	5.6%	13.2%	15.0%
Offered scholarship	8.0%	15.1%	0.0%	0.0%
Only place where I received an offer	4.2%	3.2%	4.4%	10.0%
Previously studied in NZ	3.0%	4.8%	1.1%	0.0%
Other	4.6%	5.6%	3.3%	5.0%
Sample size	237	126	91	20

Choosing to Study in NZ

- Participants were also asked to rate the importance of these factors to their decision to study in New Zealand. A number of factors attracted a high rating of 4 or greater, these included:
 - Reputation of qualification (4.1);
 - Offered desired course (4.1);
 - Environment/people (4.0); and
 - High quality of education (4.0)

Agent Usage

- The majority of respondents (65.4%), indicated that they had used an education agent while making their decision to study overseas.
- A further 21.9% did not use an education or migration agent during this time. Migration agent use was extremely limited.
- It should be noted that university students were less likely to use either an education or migration agent while making their decision to study overseas compared to respondents from poly./IoTs/PTEs.

	Overall	University	Poly./IoT	PTEs
Both an education agent and a migration agent	8.4%	7.1%	7.7%	20.0%
Education agent	65.4%	58.7%	74.7%	65.0%
Migration agent	4.2%	2.4%	6.6%	5.0%
Did not consult an education or migration agent	21.9%	31.7%	11.0%	10.0%
<i>Sample size</i>	237	126	91	20

Education Agent Usage

- Respondents indicated that they obtained a number of services from education agents while making their study decisions. Over three quarters of respondents indicated that their education agent **submitted their application during this stage** (80.6%).
- **Visa advice** was also quite frequently recorded as being provided (indicated by 71.4% of respondents).
- Other frequently cited services included receiving **advice on which institutions to apply to** (62.3%) and **getting information and brochures relating to prospective institutions** (59.4%).

	Overall	University	Poly./IoT	PTEs
Submitted application	80.6%	83.1%	76.0%	88.2%
Gave advice on obtaining a visa	71.4%	78.3%	62.7%	76.5%
Gave advice on which institutions to apply to	62.3%	60.2%	64.0%	64.7%
Gave information and brochures relating to prospective institutions	59.4%	62.7%	53.3%	70.6%
Received an offer direct from an agent	47.4%	49.4%	42.7%	58.8%
Provided advice about accommodation	34.3%	26.5%	36.0%	64.7%
Other	1.7%	1.2%	2.7%	0.0%
<i>Sample size</i>	<i>175</i>	<i>83</i>	<i>75</i>	<i>17</i>

Student Satisfaction

- Overall, respondents indicated that they were quite satisfied with their overall study experience in NZ giving it a mean rating of 3.7 (out of 5).
- Whilst this is a good result given that India is a relatively new and rapidly developing market, a goal for the New Zealand international education sector would be an improved satisfaction rating of above 4 in future years of this longitudinal study.

	Overall	University	Poly./IoT	PTEs
1 - Not at all satisfied	5.5%	2.4%	9.9%	5.0%
2	5.1%	2.4%	9.9%	0.0%
3	24.1%	20.6%	26.4%	35.0%
4	40.9%	48.4%	33.0%	30.0%
5 - Very satisfied	24.5%	26.2%	20.9%	30.0%
<i>Mean rating</i>	<i>3.7</i>	<i>3.9</i>	<i>3.5</i>	<i>3.8</i>
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Student Satisfaction

- Unsatisfied participants were asked to indicate (unprompted) some areas where improvements could be made.
- The provision of careers advice and the offering of additional support were most frequently cited as areas where improvements could be made (cited by 10.1% of responses overall).

	Overall
Provide careers advice	10.1%
Offer more support	10.1%
Improve quality of teaching	8.9%
Increase availability of employment	6.3%
More practical experience	5.1%
Prepare students before commencing study	5.1%
Reduce fees	5.1%
Improve quality of education	3.8%
Help/provide access to internships	3.8%
More facilities	2.5%
Offer more scholarships	2.5%
Total responses	79

Student Satisfaction

- Participants who indicated that they were either satisfied or very satisfied with their NZ study experience were asked to indicate what aspects of their study experience they were most satisfied with.
- Encouragingly, many more positives were cited than negatives. There were also some well defined perceptions offered to this open-ended question with the following being the most frequently cited aspects of the NZ study experience that students were most satisfied with.
 - Academic quality was cited most frequently by respondents (20.8% of all responses);
 - Practical experience (17.5%); and
 - Staff support (14.9%)

Student Satisfaction

- Participants were then asked to rate specific aspects of their study experience in New Zealand.
- Encouragingly, the quality of institutions and education were both rated highly (4.0 and 3.9 respectively), although again, New Zealand could realistically aim for a slightly higher rating in this area in future years of the study.

	Overall	University	Poly./IoT	PTEs
Quality of institution	4.0	4.2	3.7	3.6
Quality of education	3.9	4.1	3.8	3.7
Quality of life	3.8	3.8	3.6	4.3
Ease of integration with local community	3.5	3.6	3.4	3.7
Value for money	3.5	3.5	3.5	3.3
Cost of living	2.8	2.6	2.9	3.1
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Value for Money

- The findings here are somewhat concerning, particularly from poly./IoT and PTE respondents and are worthy of further investigation, with only 59.9% believing their NZ study experience is a worthwhile financial investment with some 40% of respondents were either not sure or did not believe their New Zealand study experience is a worthwhile financial investment, a finding of particular concern.

	Overall	University	Poly./IoT	PTEs
Yes	59.9%	71.4%	46.2%	50.0%
No	10.1%	7.1%	14.3%	10.0%
Not sure	30.0%	21.4%	39.6%	40.0%
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Employment Experience

- Nearly three quarters of respondents had actively sought employment in New Zealand (72.5%) and indicated that they had experienced challenges while working or obtaining employment in New Zealand.
- This finding was particularly true of respondents from poly./IoTs who actively sought employment, near 80% of whom cited challenges.
- It is of significant concern that 81.8% indicated that employers **did not want to hire international students with no previous work experience in New Zealand** – in fact almost all of respondents from universities (89.1%) indicated this to be the case.

Employment Experience

- Another important finding revealed that nearly a third of respondents who had actively sought employment were **unable to find a job**.
- The belief amongst respondents that employers **would not hire international students with no New Zealand experience** is of particular concern as, whether rightly or wrongly, this may result in some unfavourable impressions of NZ as a whole, negatively impact on the brand and satisfaction levels.
- Some of the other challenges cited including the 20 hour working week, a perennial concern of international students and the low wages.

Employment Experience

	Overall	University	Poly./IoT	PTEs
Employers did not want to hire international students who had no previous work experience in New Zealand	81.8%	89.1%	76.4%	72.7%
Could not find a job that was career related	59.5%	60.0%	61.8%	45.5%
Not allowed to work more than 20 hours a week	56.2%	63.6%	52.7%	36.4%
Wages are/were too low	53.7%	58.2%	45.5%	72.7%
It was difficult finding a job that would cater to my study schedule	39.7%	41.8%	34.5%	54.5%
My study load made it difficult to work.	31.4%	32.7%	29.1%	36.4%
Could not find a job	28.9%	18.2%	43.6%	9.1%
Other	18.2%	21.8%	16.4%	9.1%
<i>Sample size</i>	<i>121</i>	<i>55</i>	<i>55</i>	<i>11</i>

Institutional Support

- Participants were asked to indicate whether or not they felt that their institution had provided them with adequate assistance and services to prepare them for employment following their graduation - an important indicator considering the premium given to employment outcomes presented earlier.
- Unfortunately, the performance of institutions was considered to be inadequate, with less than half of all respondents (46.5%) indicating that they felt their institution provided this.

	Overall	University	Poly./IoT	PTEs
Yes	46.4%	53.2%	36.3%	50.0%
No	21.1%	14.3%	28.6%	30.0%
Not sure/don't know	32.5%	32.5%	35.2%	20.0%
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Institutional Support

- Respondents who did not believe that, or were unsure, if their institution provided adequate assistance and services were asked to indicate what services their institution should offer in order to help students prepare for graduation.
- The answers were provided by participants in an open-ended format and, as a result, it was somewhat surprising to see that the need for **job placements** was indicated in more than a third of responses (36.1% of responses) as an additional service that should be offered by institutions.
- **Careers advice (16.0%)** and the provision of **careers fairs (10.9%)** were other commonly cited services.
- The respondents to this question were reasonably consistent in their responses that institutions are seen to be providing an inadequate framework through which students are able to fulfil their career prospects.

Achieving Desired Outcomes

- Respondents believed that their New Zealand study experience, on average, would assist them in achieving their desired outcomes from seeking an international education/degree (mean rating of 3.7).
- Perceptions of participants amongst the poly./IoT cohort gave a lower rating of 3.4 (compared with 3.9 for both university and PTE respondents).

	Overall	University	Poly./IoT	PTEs
1 - Very little	4.6%	2.4%	7.7%	5.0%
2	4.6%	0.8%	11.0%	0.0%
3	28.7%	29.4%	28.6%	25.0%
4	37.6%	38.1%	35.2%	45.0%
5 - A great deal	24.5%	29.4%	17.6%	25.0%
<i>Mean rating</i>	<i>3.7</i>	<i>3.9</i>	<i>3.4</i>	<i>3.9</i>
<i>Sample size</i>	<i>237</i>	<i>126</i>	<i>91</i>	<i>20</i>

Perceptions of NZ Qualifications

- Respondents gave NZ a positive rating against all of the countries presented to them (albeit only slightly for the US). NZ rated most favourably against Australia, achieving a mean rating here of 3.7) and least favourably against the US (3.1).

		Overall	University	Poly./IoT	PTEs
Australia	Mean rating	3.7	3.9	3.5	3.8
	Sample size	232	123	90	19
Malaysia	Mean rating	3.6	3.8	3.2	3.9
	Sample size	227	122	86	19
Singapore	Mean rating	3.5	3.7	3.2	4.1
	Sample size	227	123	85	19
Canada	Mean rating	3.5	3.6	3.3	3.3
	Sample size	229	122	87	20
France	Mean rating	3.4	3.6	3.1	3.6
	Sample size	228	123	86	19
Germany	Mean rating	3.3	3.6	3.0	3.5
	Sample size	228	122	87	19
UK	Mean rating	3.3	3.5	3.1	3.4
	Sample size	229	124	87	18
US	Mean rating	3.1	3.3	2.9	3.0
	Sample size	228	122	87	19

Perceptions of NZ Qualifications

- Positively, respondents viewed their New Zealand qualification as at least somewhat desirable – when compared to other leading destination countries.
- A New Zealand qualification was viewed as quite desirable (with a mean rating of between 3.6 and 3.7) when compared to a degree/qualification obtained from an institution in India.

		Overall	University	Poly./IoT	PTEs
A degree/qualification from an institution in the USA	Mean rating	3.1	3.1	3.1	3.2
	Sample size	192	102	71	19
A degree/qualification from an institution in the UK	Mean rating	3.2	3.3	3.2	3.3
	Sample size	185	99	68	18
A degree/qualification from an institution in Australia	Mean rating	3.5	3.4	3.5	3.8
	Sample size	190	105	69	16
A degree/qualification from a public institution in India	Mean rating	3.6	3.8	3.4	3.4
	Sample size	213	117	79	17
A degree/qualification from a foreign university in India	Mean rating	3.7	3.8	3.3	4.3
	Sample size	197	105	73	19
A degree/qualification from a private institution in India	Mean rating	3.7	3.8	3.6	3.8
	Sample size	210	115	77	18

Perceptions of NZ Qualifications

- Participants were asked to indicate, in an open-ended format, any specific benefits a New Zealand qualification would offer in achieving their career aspirations.
- Positively, a number of clearly defined areas were presented by participants. Over one-third of responses (39.8%) indicated that participants felt that their New Zealand qualification would further their career prospects – an important indicator given the value this audience has attached to employment.

	Overall
Further career prospects	39.8%
International experience	17.2%
International recognition	10.8%
Self-improvement	8.6%
Gain permanent residency in New Zealand	6.5%
Research exposure	4.3%
Opens up new opportunities	3.2%
Total responses	93

- Work access, preparedness and career outcomes. Given the prominence attached to this as a factor influencing choice; as a desired outcome; and a reason for choosing NZ – students concerns in this area need to be addressed. These include:
 - Hours that can be worked
 - Seeking any and ultimately suitable work opportunities
 - Institutional support to help them become ‘work ready’, secure relevant work on graduation
- The possibility of Immigration New Zealand creating a broader temporary work visa than currently exists for Indian (and potentially other nationalities) graduates to enable them to obtain professional experience in their field of study upon graduation; and
- The industry hold discussions with employer groups and professional associations in NZ about the challenges related to hiring international students without prior work experience and how international students can better access part-time work opportunities during their studies.

- How can institutions assist in meeting these students' expectations
 - Is it simply a case of better managing expectations or providing better services and outcomes
- With overall satisfaction and some aspects of satisfaction sitting just below 4 – a goal of over 4 should be set and strategies put in place to help achieve this
- Students concerns over value for money and whether their investment is worthwhile, seemed to be linked to a possibility that they might not meet their career goals – but is an area for concern
- Many students though are very happy and this group should be leveraged and used as brand ambassadors

Thank You