i-graduate
INTERNATIONAL INSIGHT
part of the Tribal Group plc

International Student Barometer

New Zealand PTE sector 2014

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Overview

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Survey overview

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Survey overview

- Core questionnaire covering decision making, application, arrival, learning, living, support and recommendation
- Semi-standardised online questionnaire format, adapted and customised for the New Zealand PTE sector
- Fieldwork ran from 25th August to 13th October 2014
- 2,071 international students participated from 31 providers (5 of which were based in multiple locations in New Zealand)
- Sector results compared against global benchmark

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Survey response

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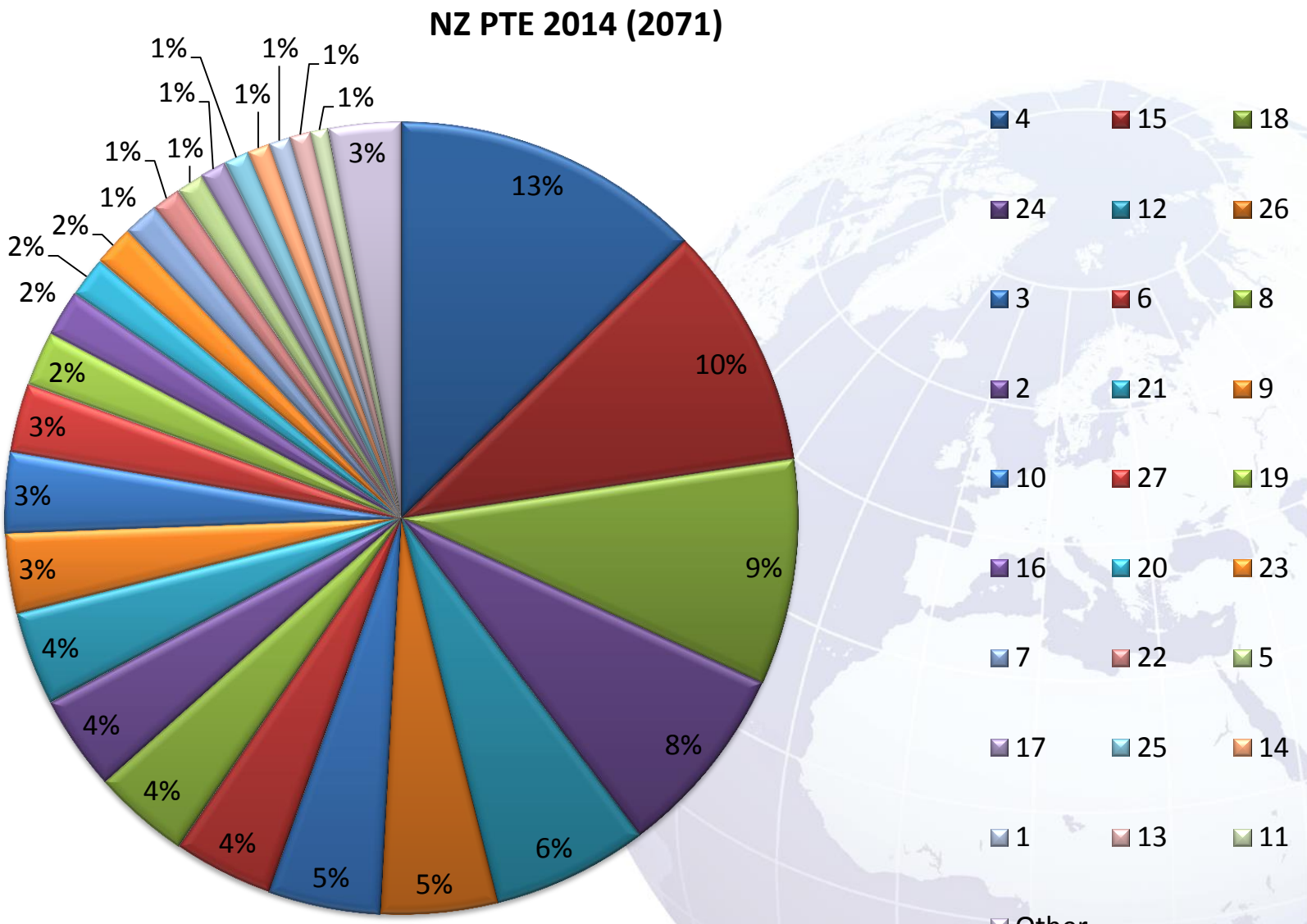
Response by institution



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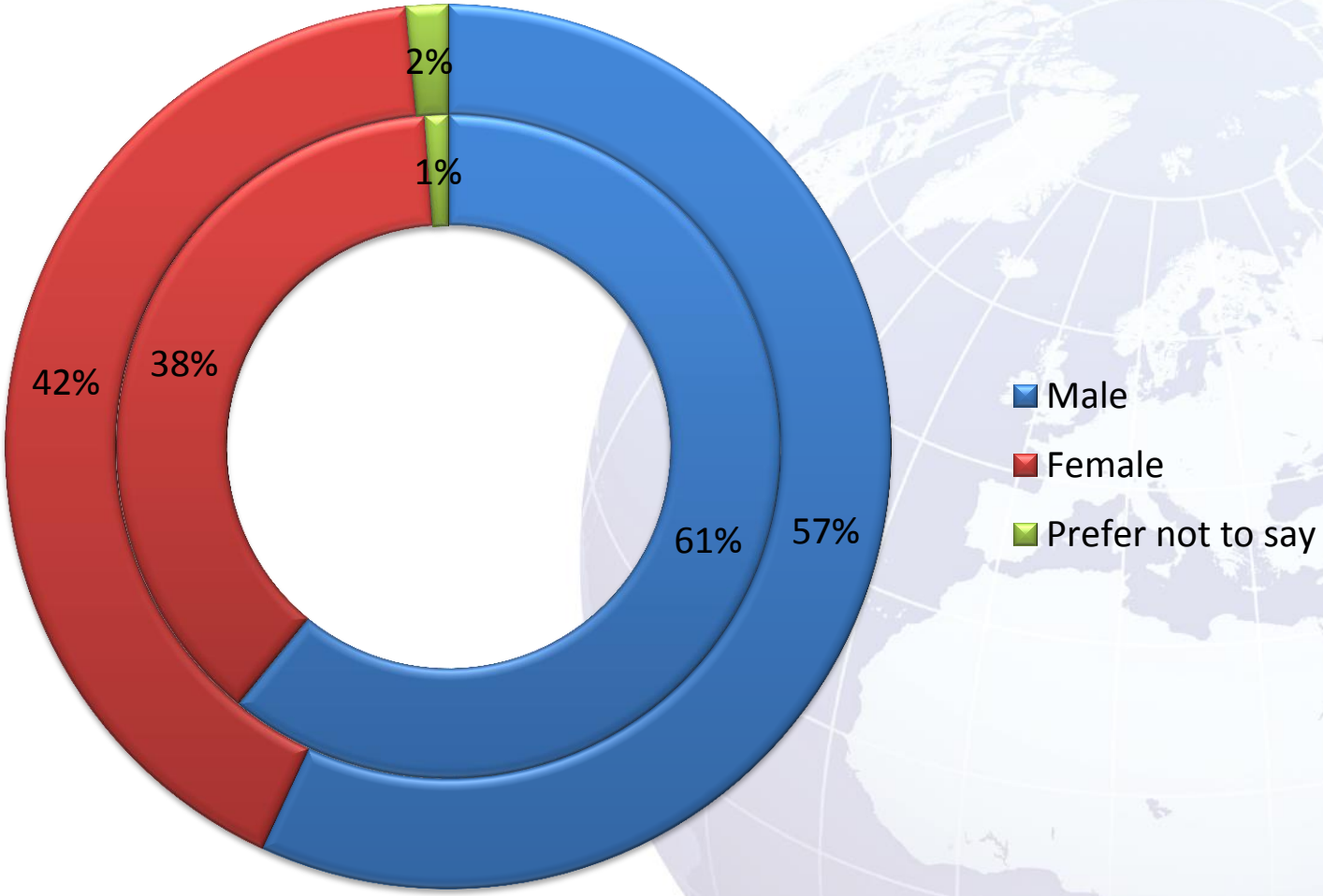
Male/female breakdown

NZ PTE 2014 (2067, inner circle) vs Global PTE (13209, outer circle)



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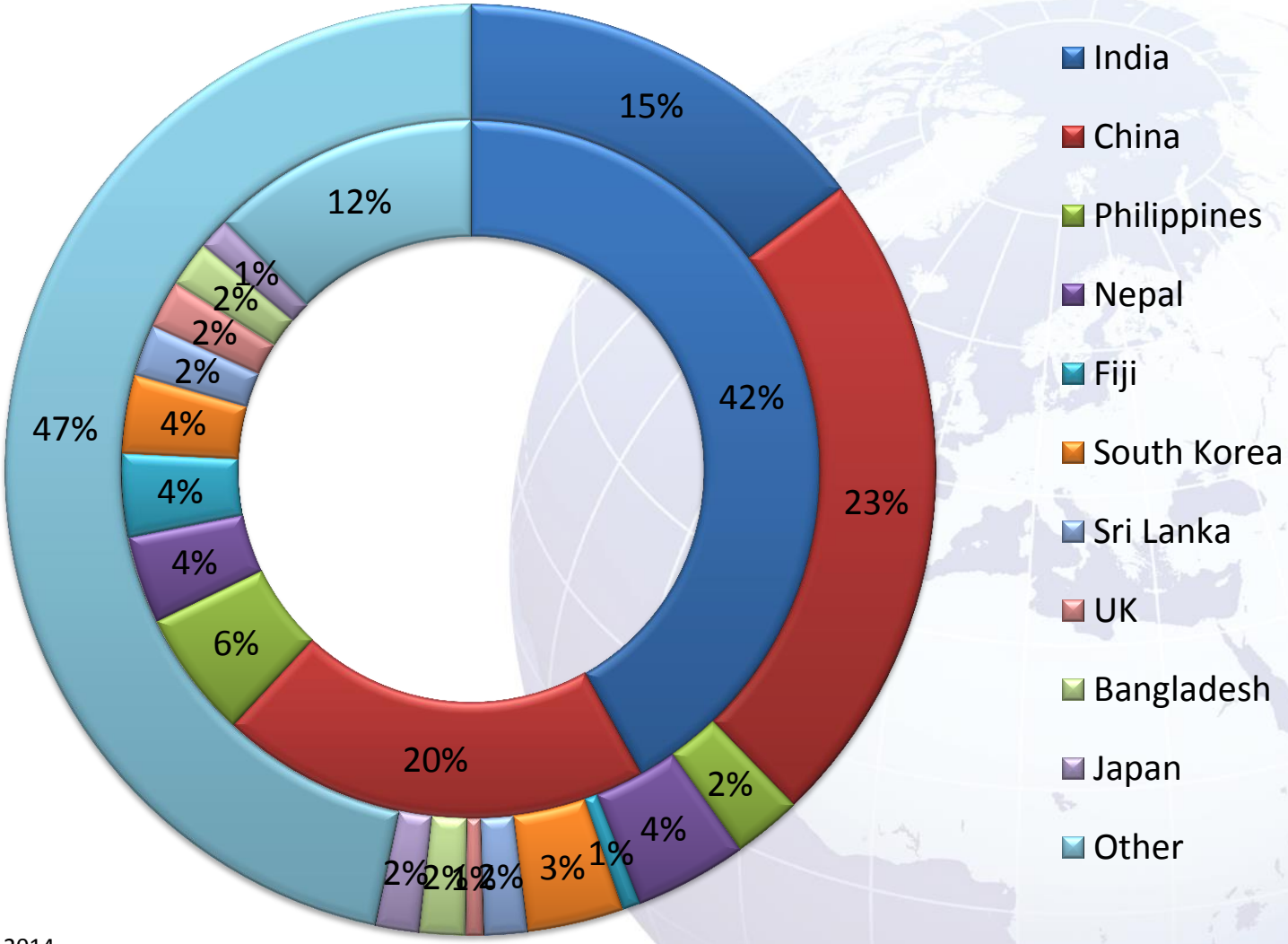
Nationality breakdown

NZ PTE 2014 (2071, inner circle) vs Global PTE (13247, outer circle)



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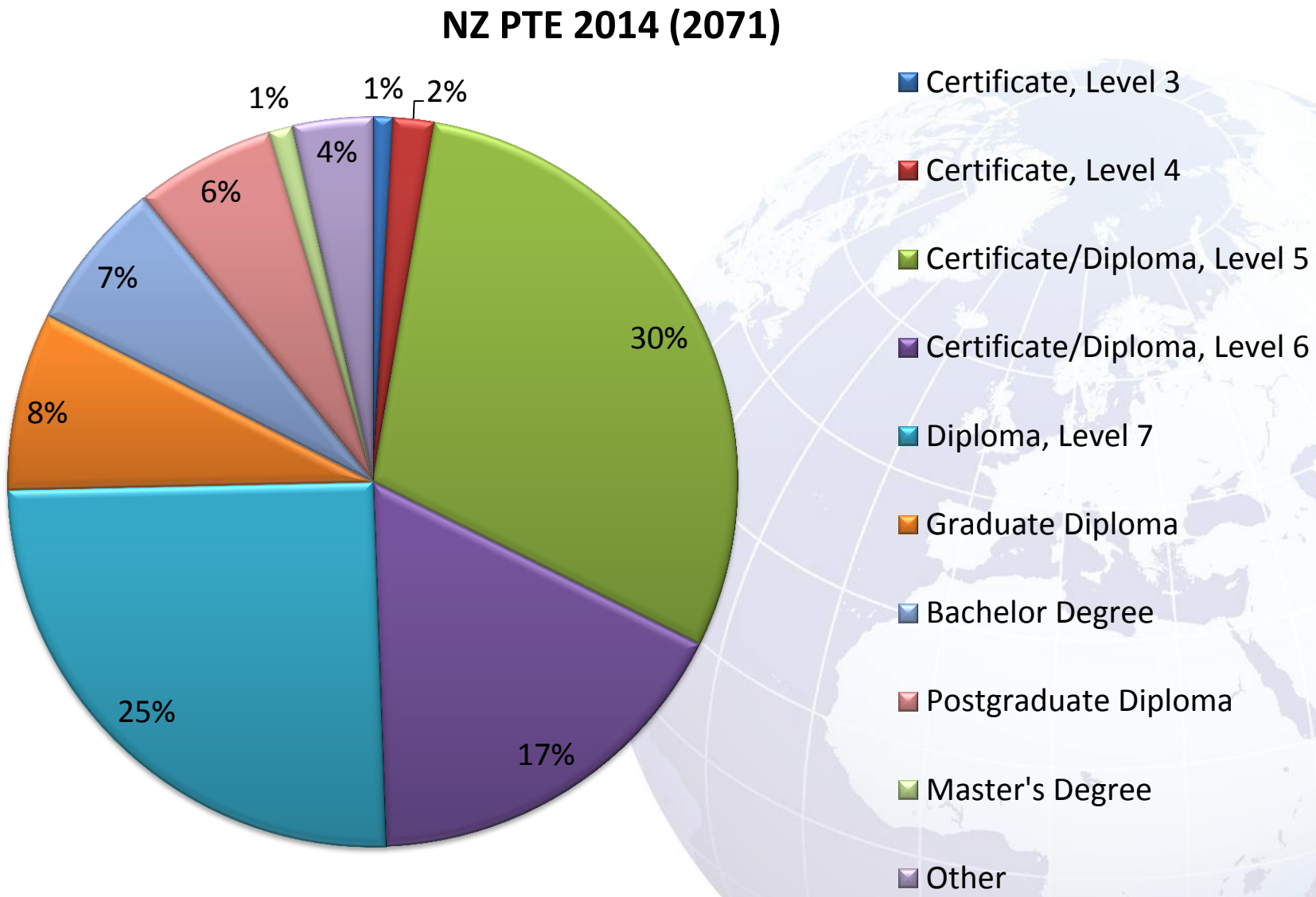
Study level breakdown



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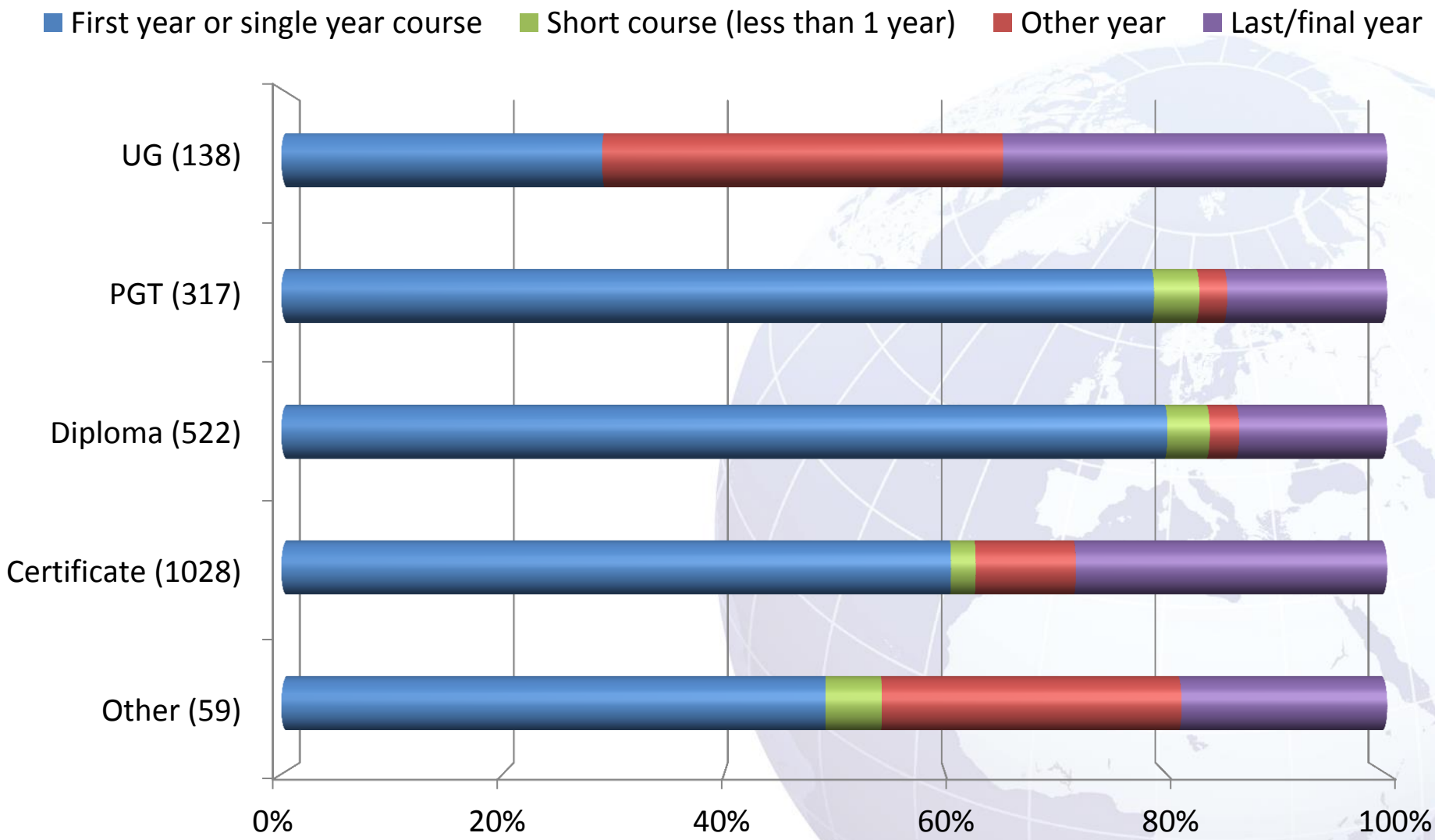
Stage of study breakdown



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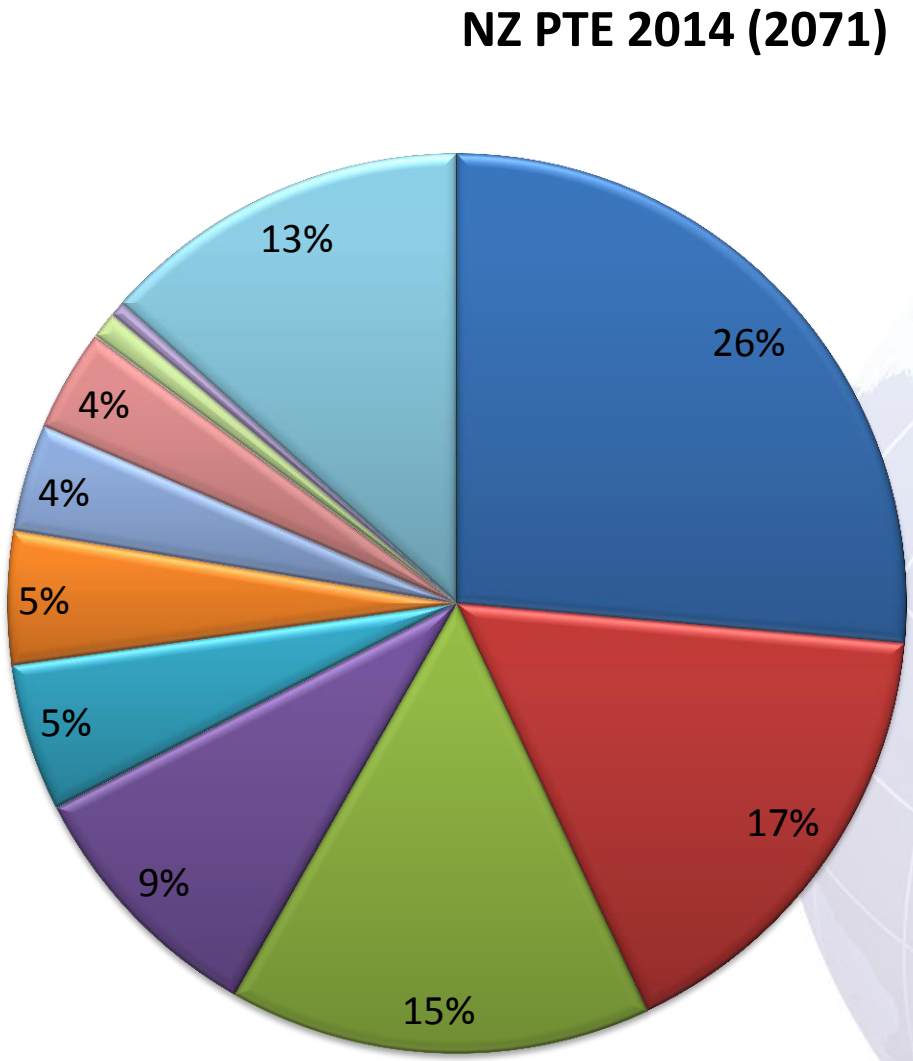
Area of study breakdown



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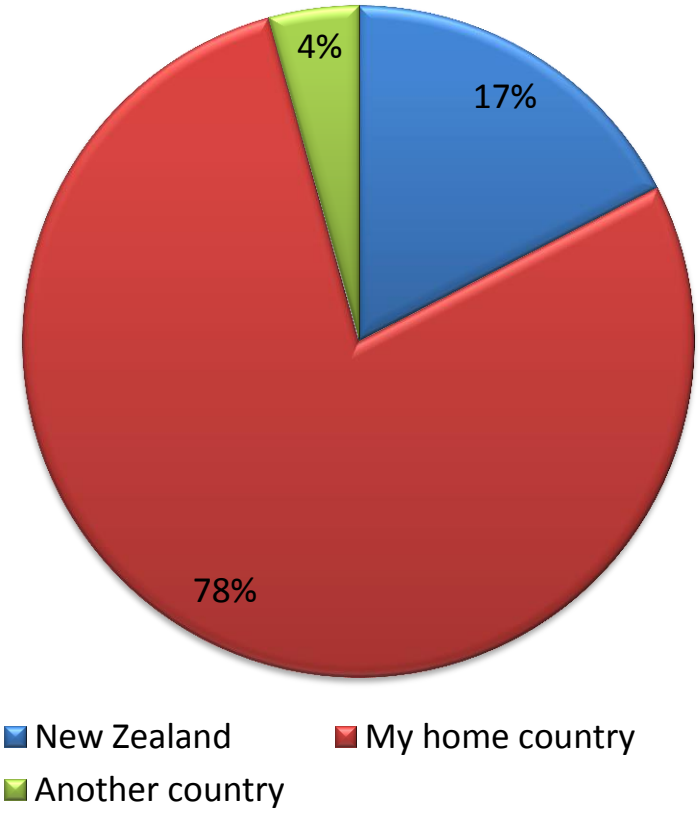
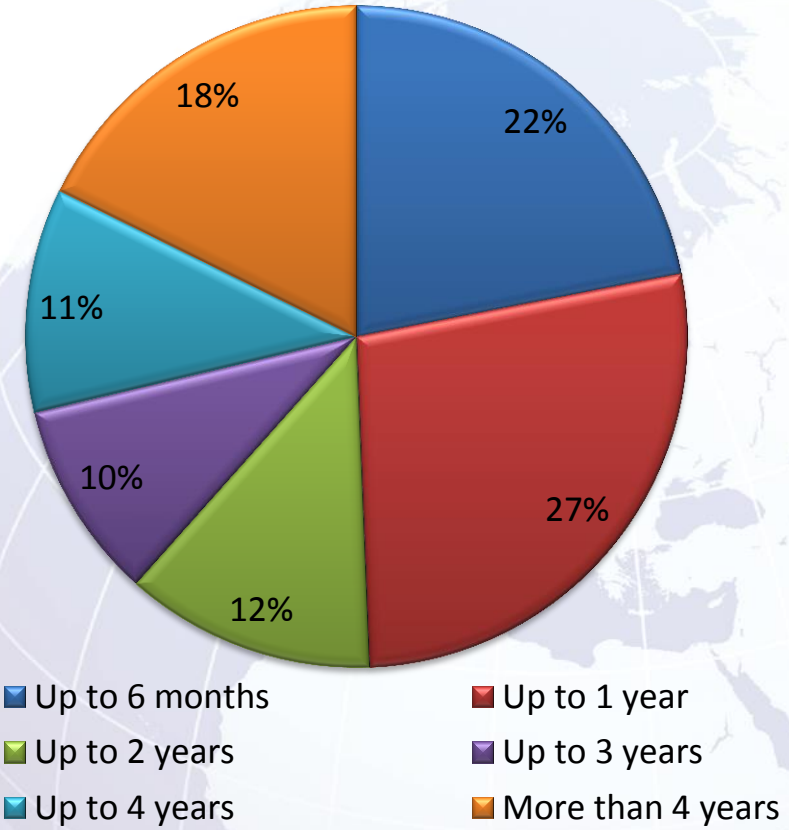
Previous location

NZ PTE 2014 (1394)



Where were you studying or working before you began this current programme of study?

NZ PTE 2014 (237)



Before commencing your current course of study, how long were you in this country?

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Funding

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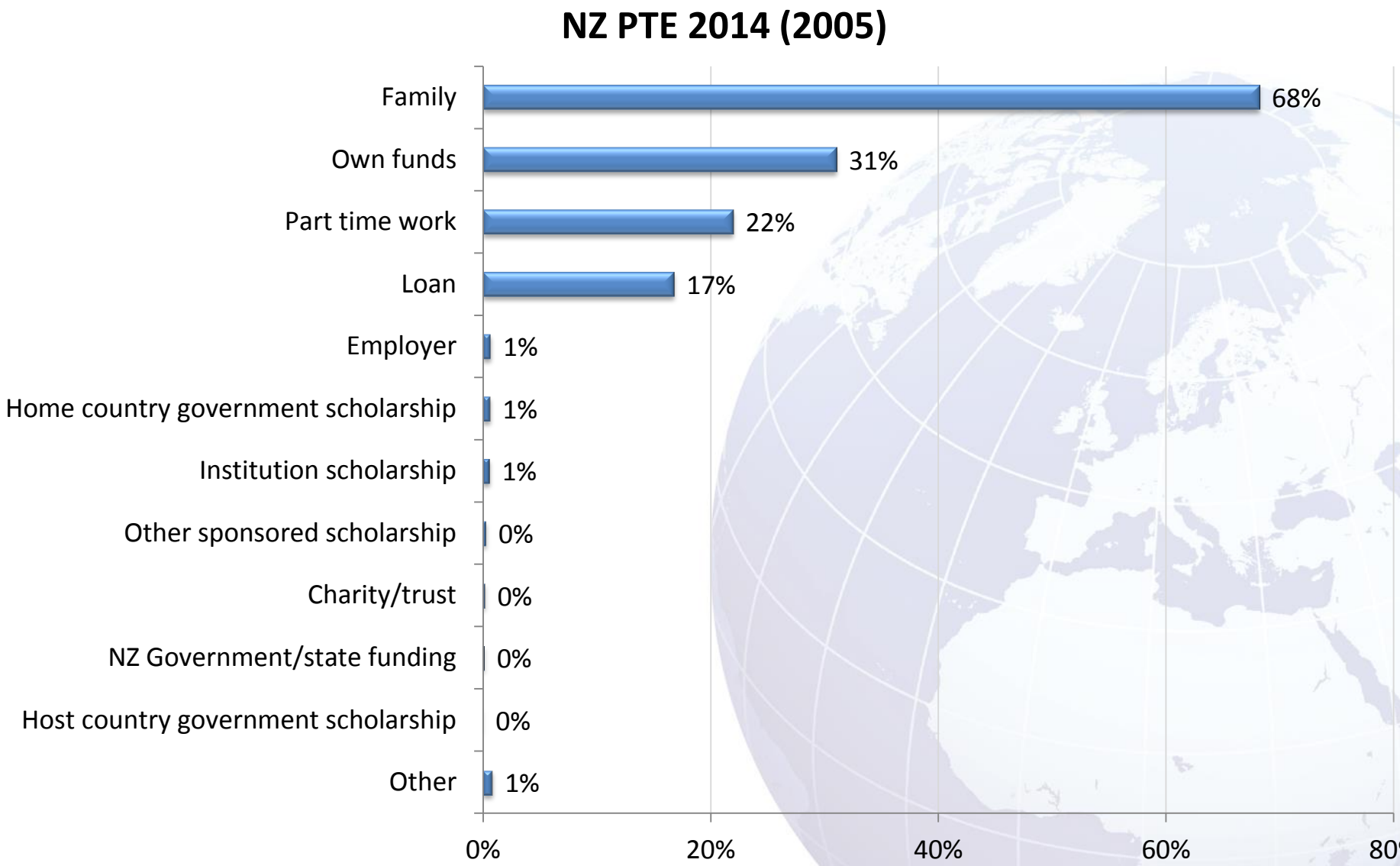
Funding of studies



How are you funding your studies?

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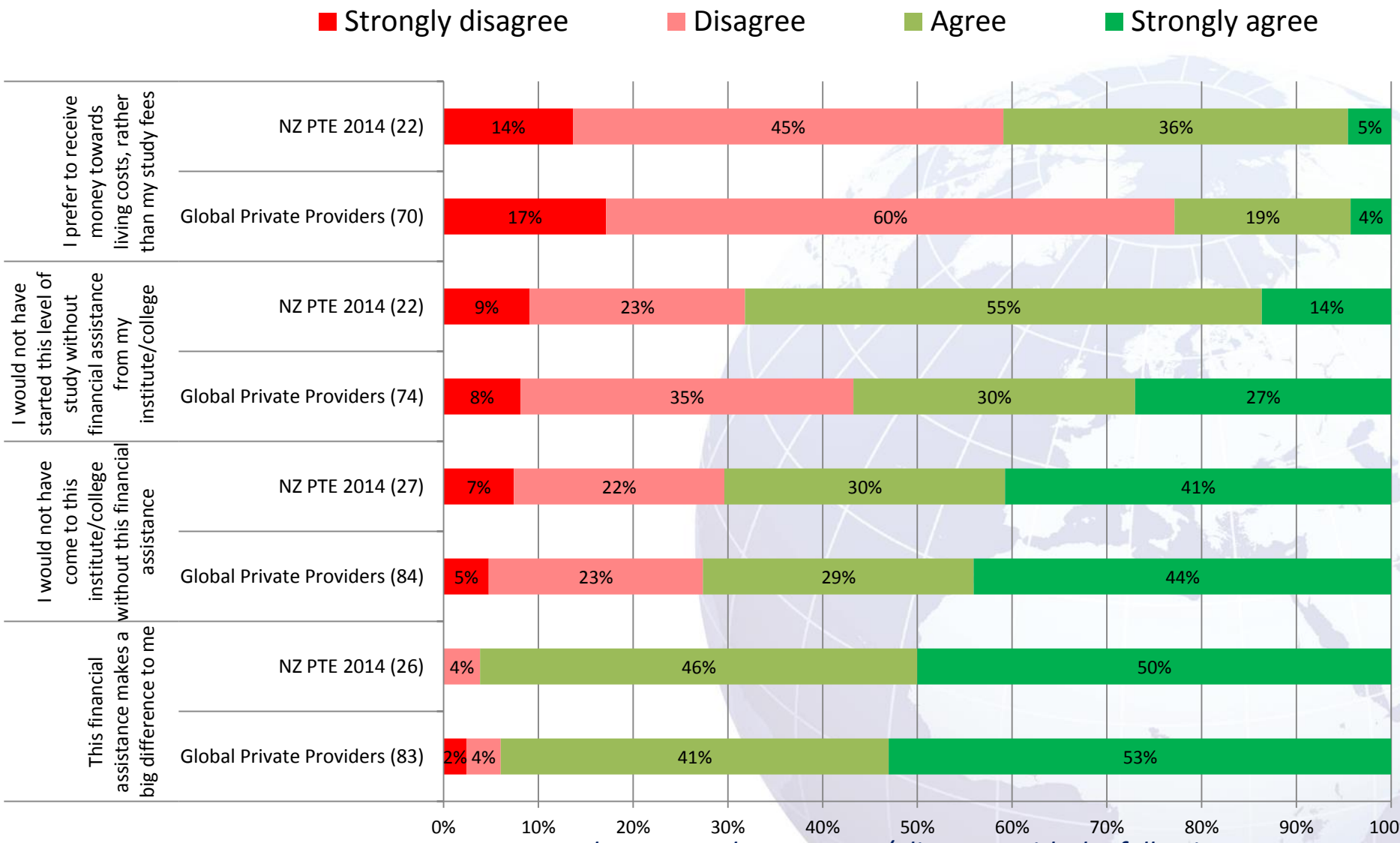
Impact of bursaries and scholarships



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To what extent do you agree/ disagree with the following statements:

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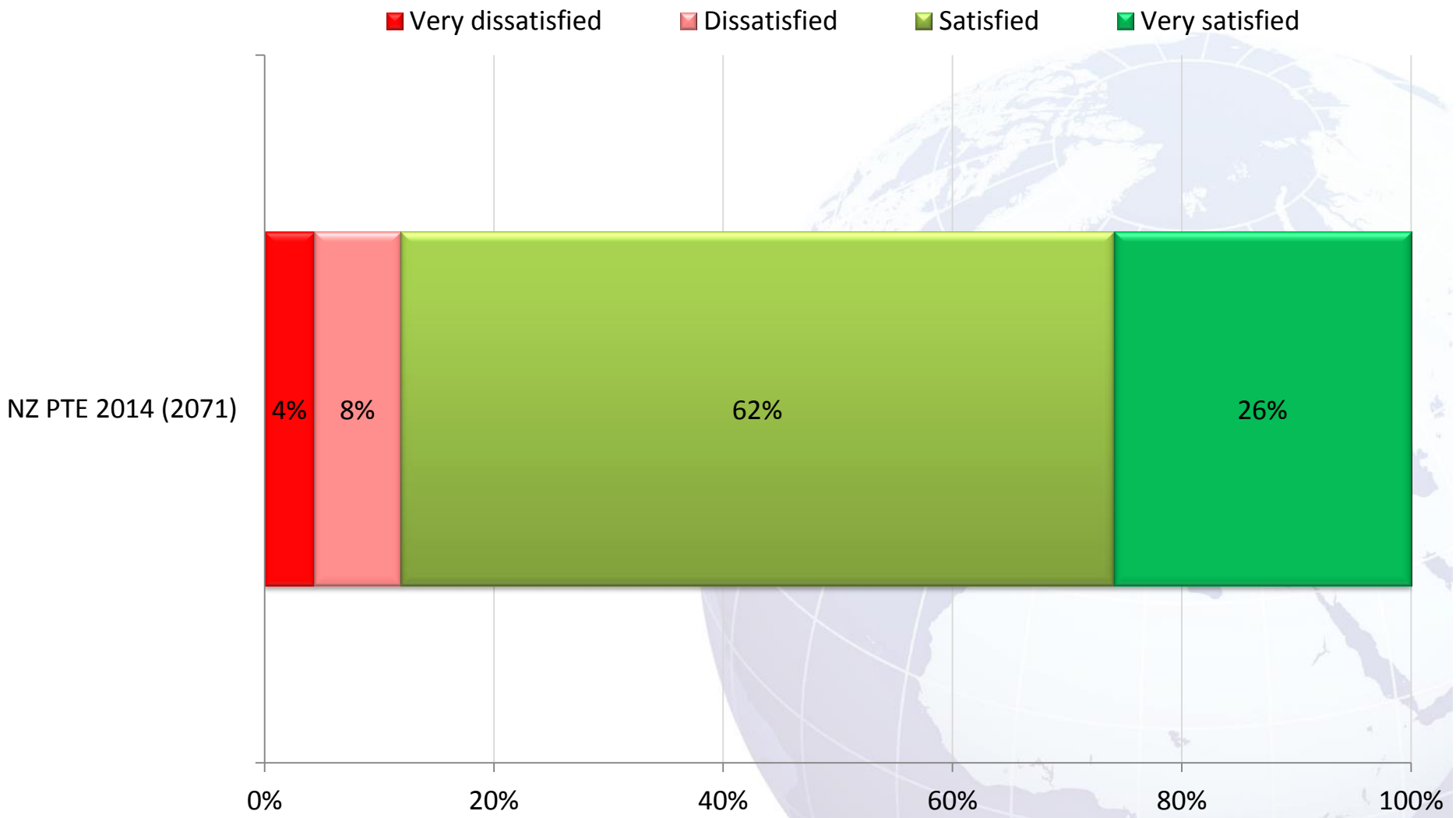
Overall satisfaction



Overall, how satisfied are you with all aspects of your institution experience?

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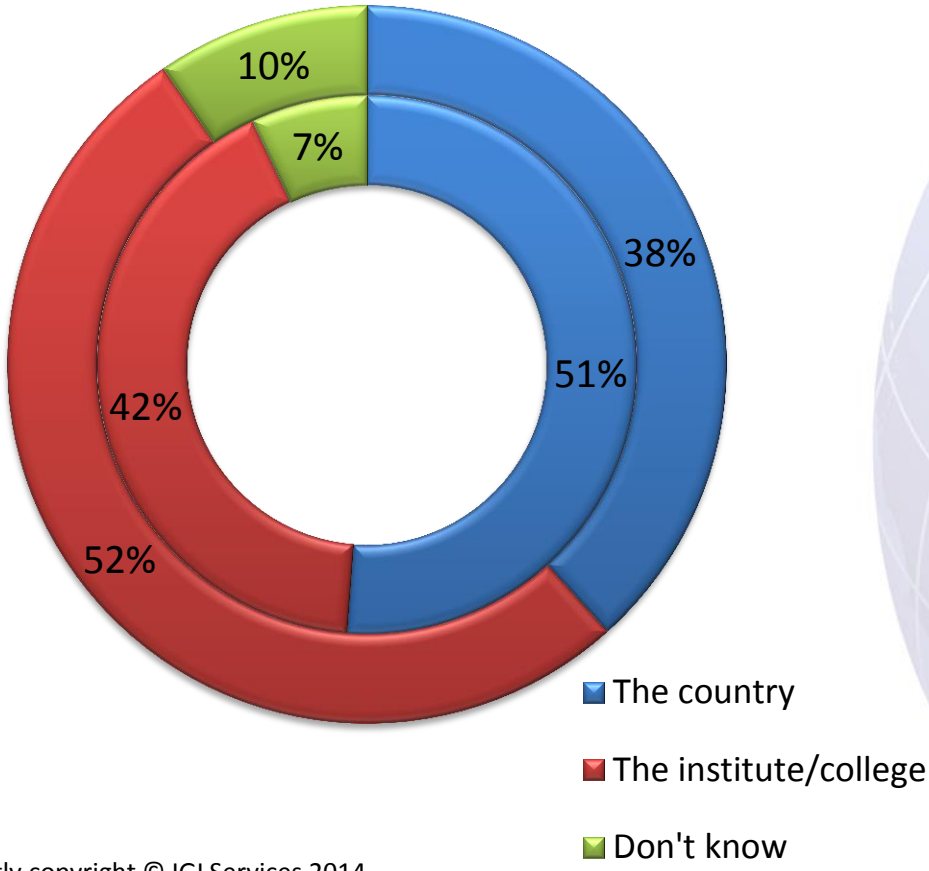
Deciding where to study

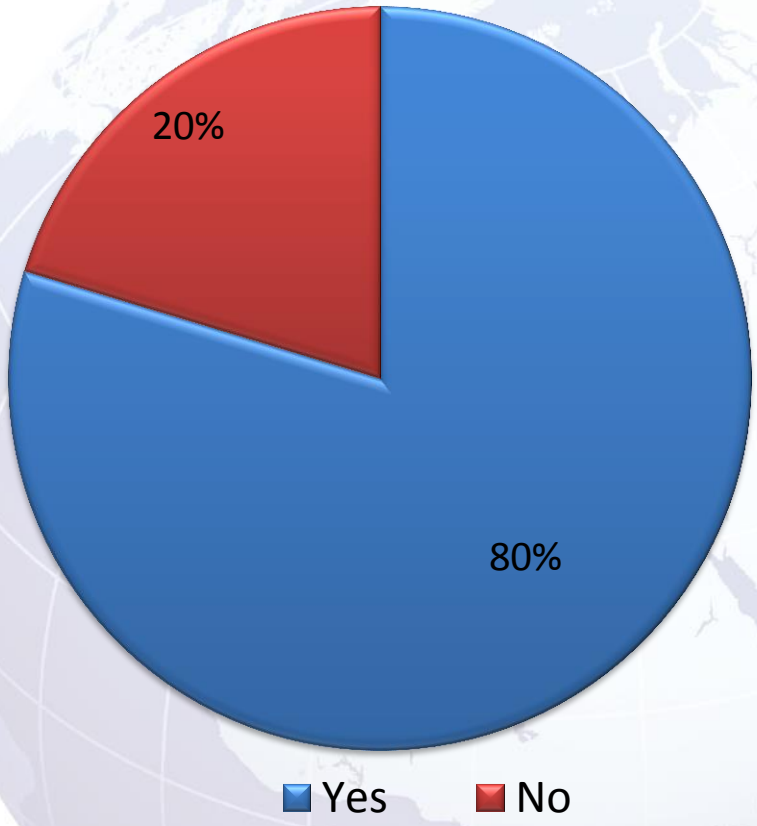
Which was more important in your decision of where to study?

NZ PTE 2014 (1391, inner circle) vs Global Private Providers (7053, outer circle)



Was this country your first choice for international education?

NZ PTE 2014 (1387)



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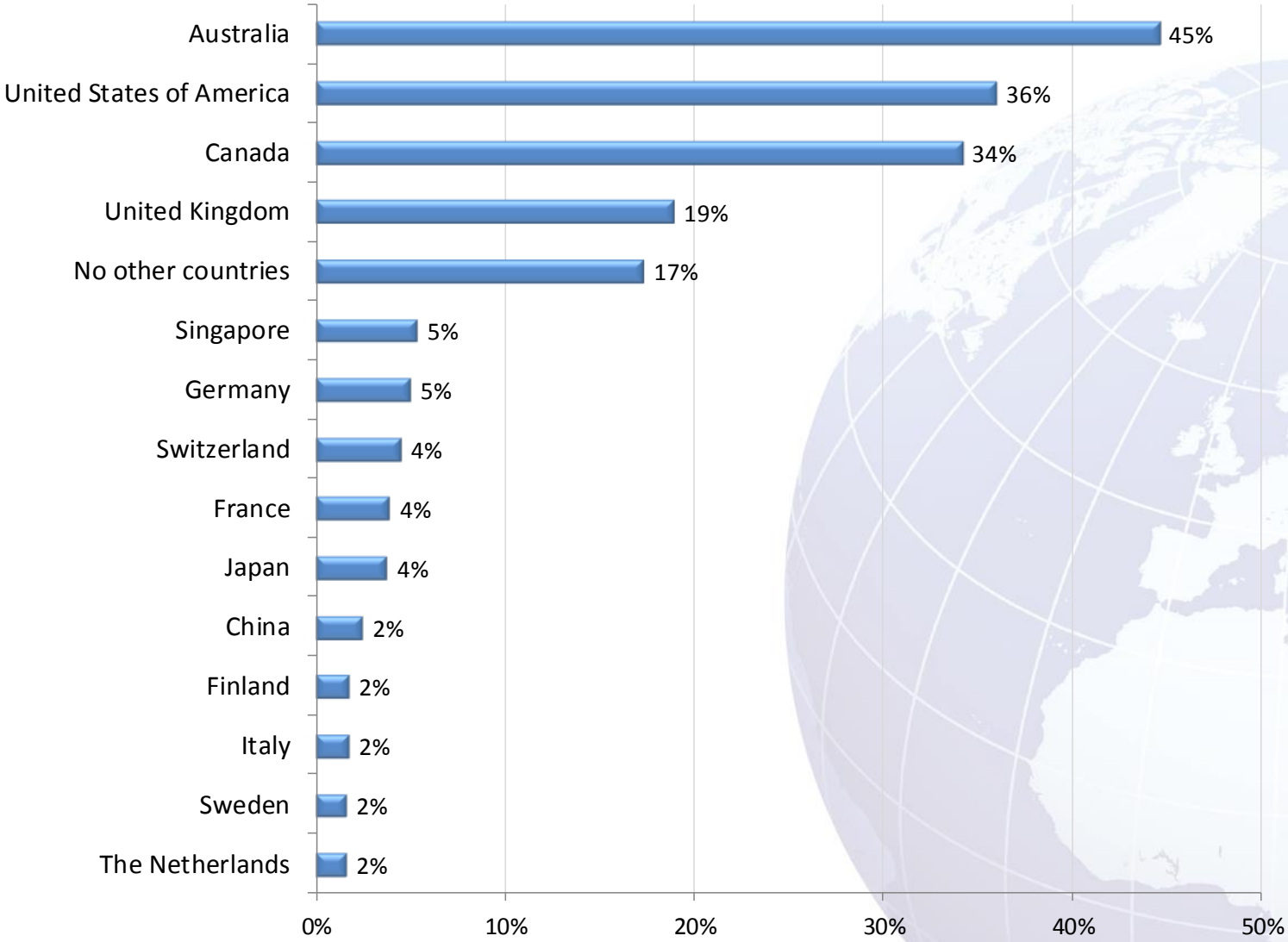
Countries considered



If you considered studying in other countries, which countries did you consider?

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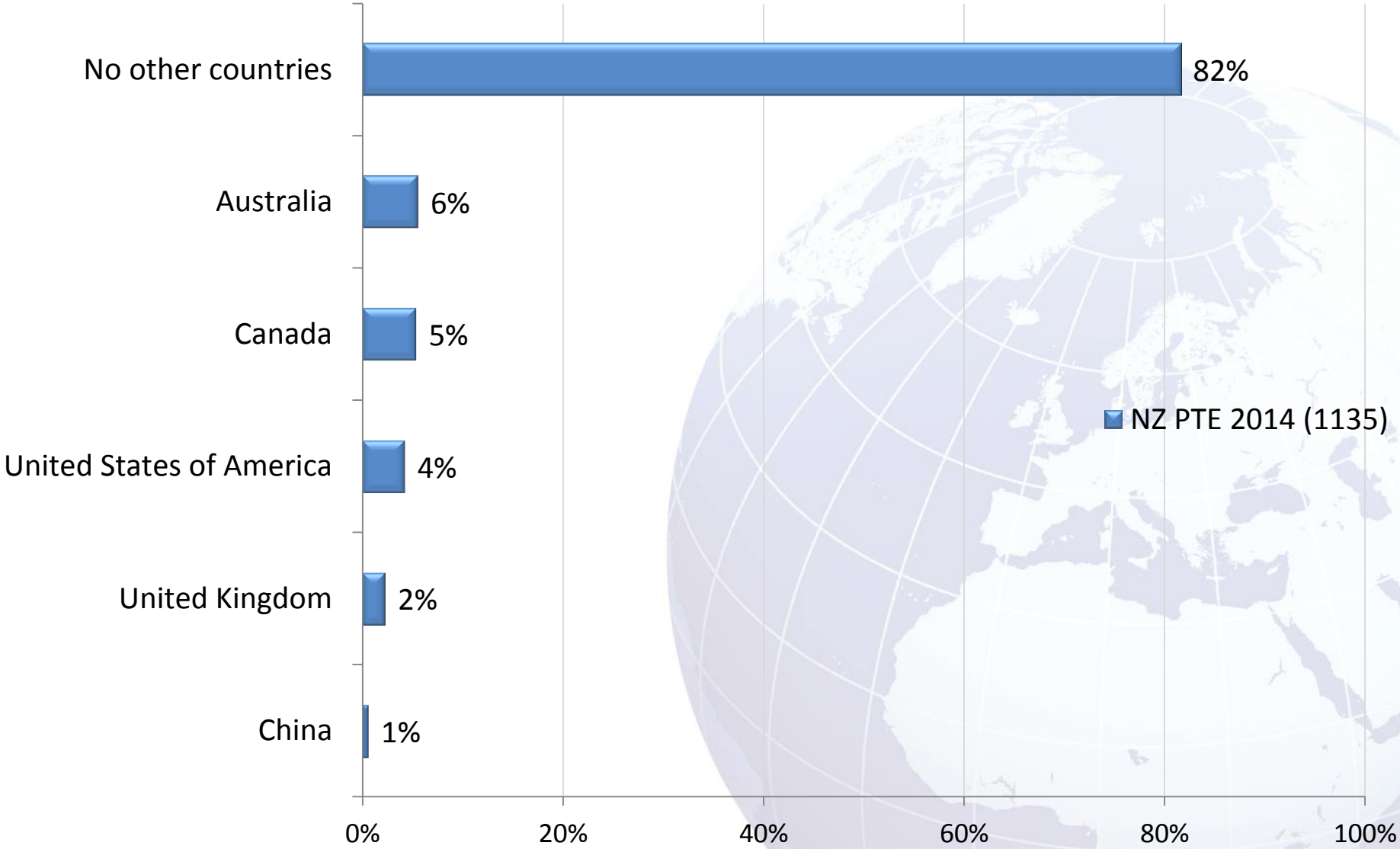
Countries applied to (top 5)



Which other countries did you apply to study in?

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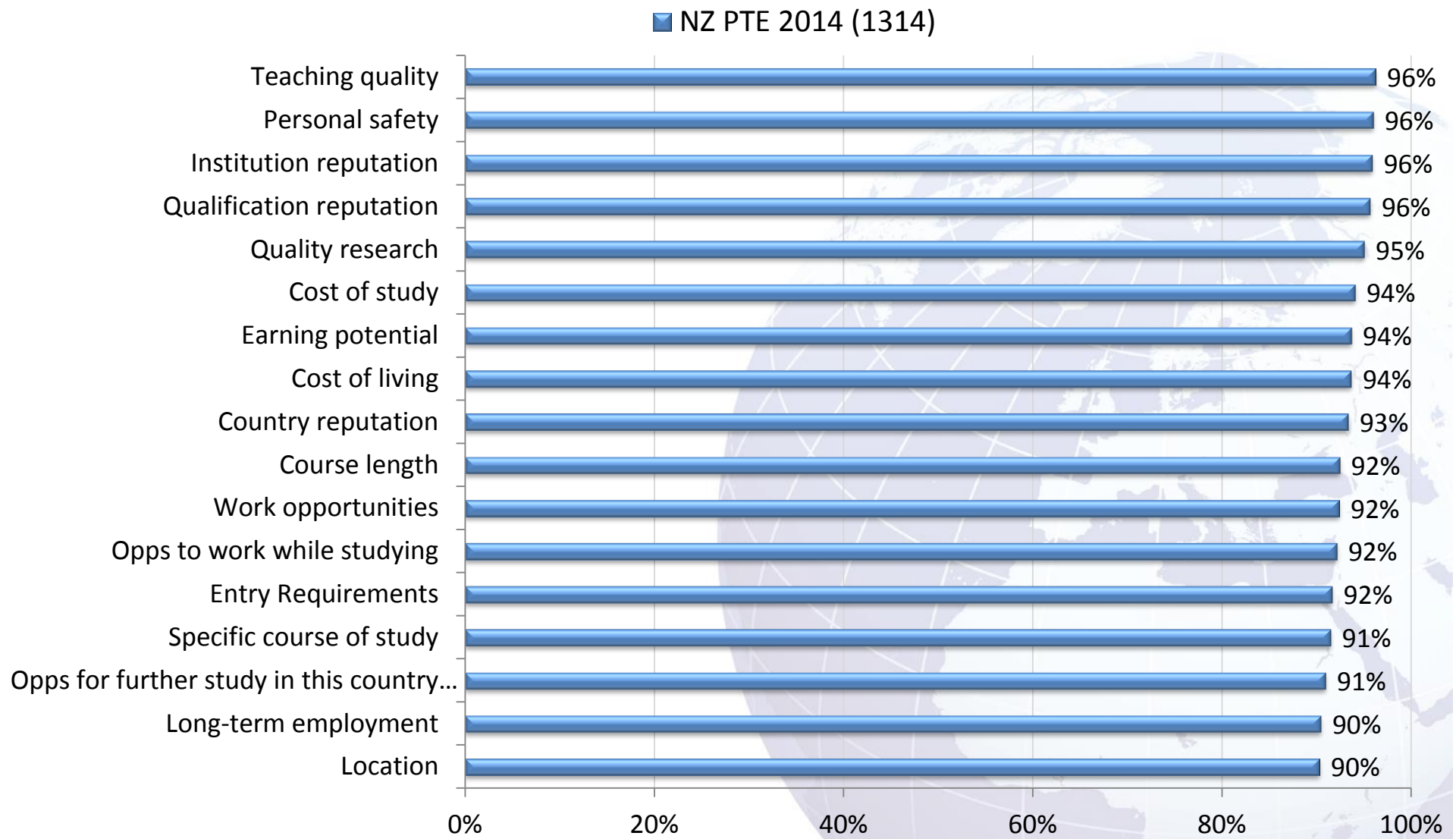
Top factors in study decision (% important)



How important were the following factors when deciding where to study?

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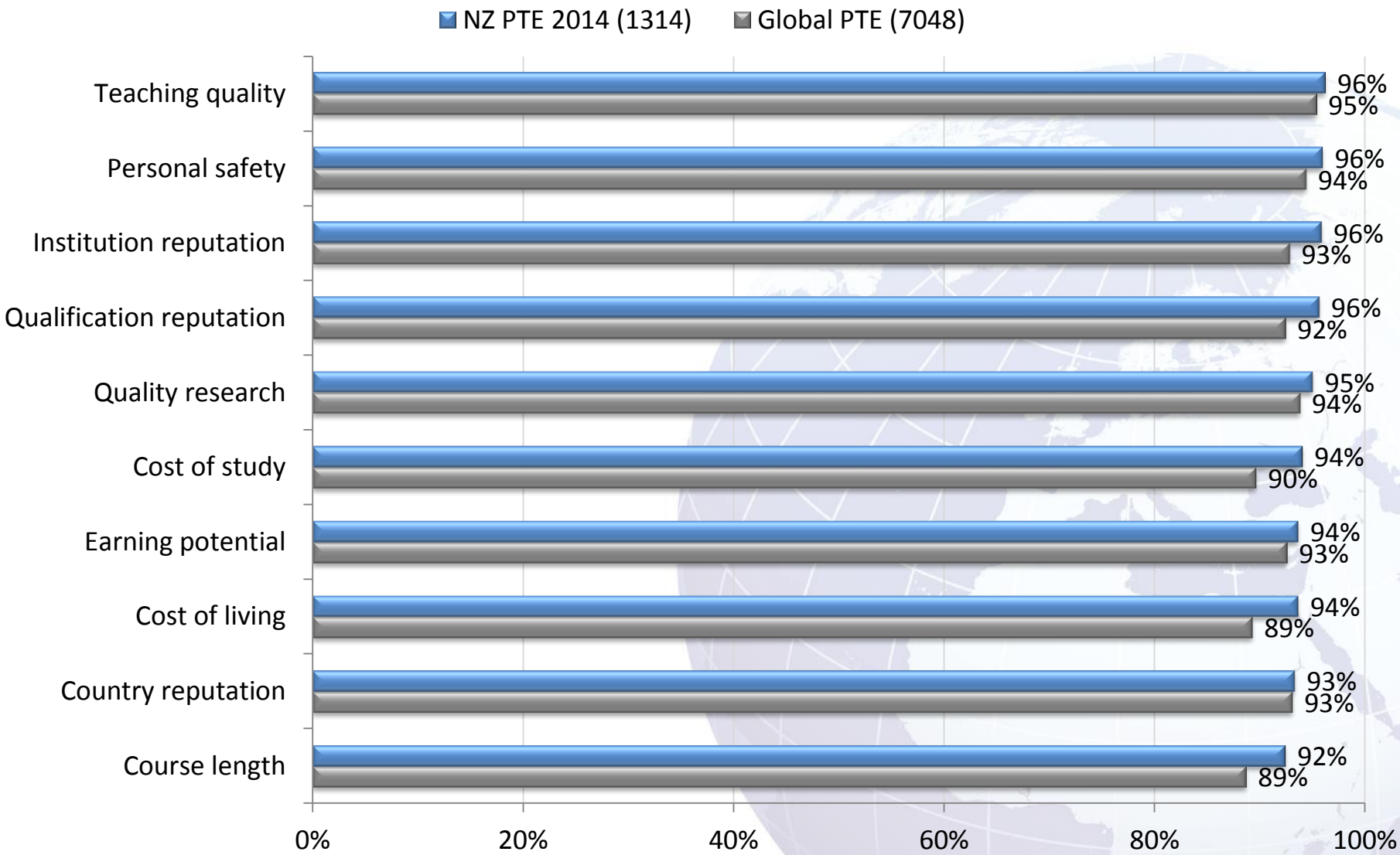
Top factors in study decision (% important)



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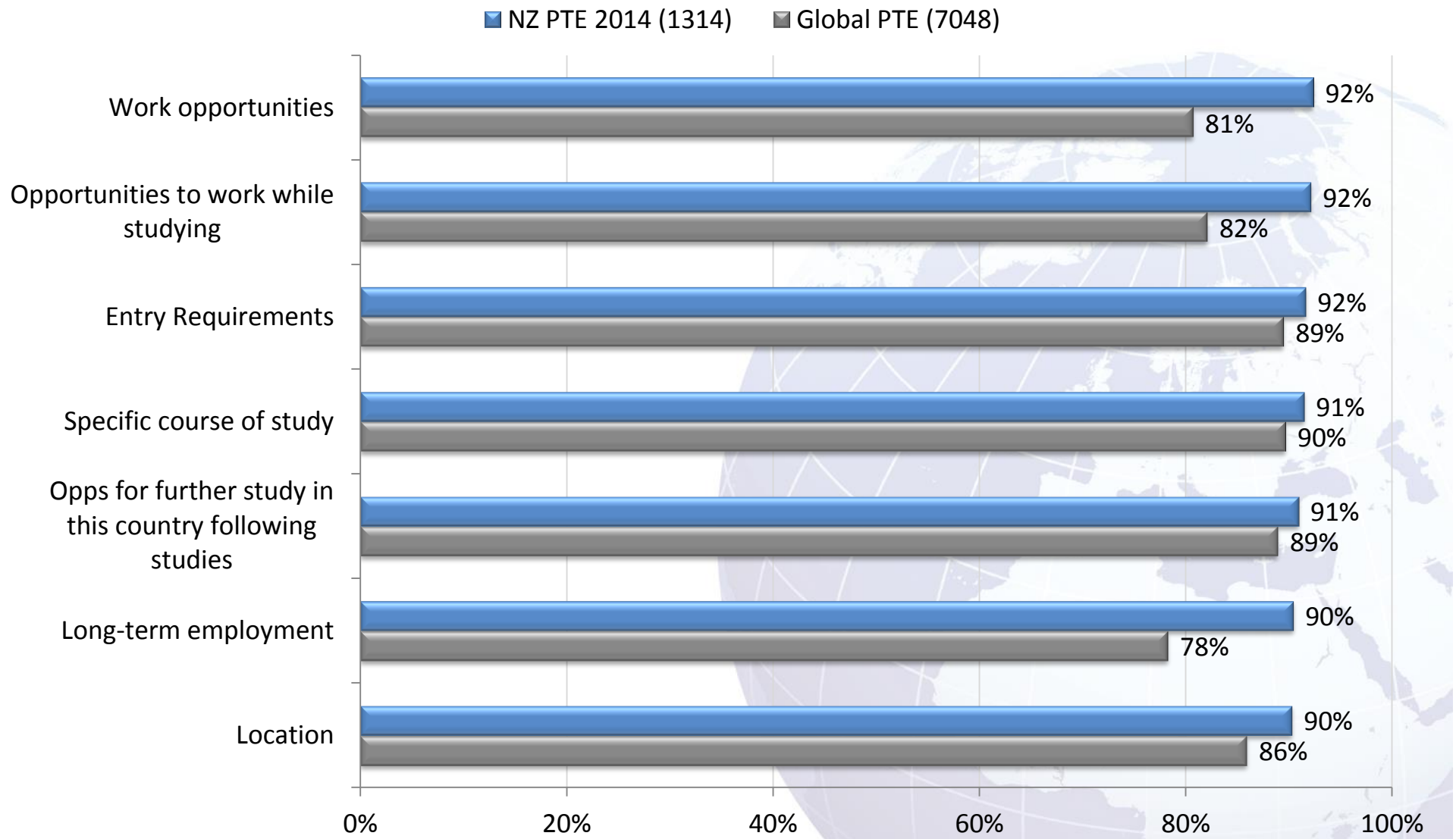
How important were the following factors when deciding where to study?

Top factors in study decision (% important)



How important were the following factors when deciding where to study?

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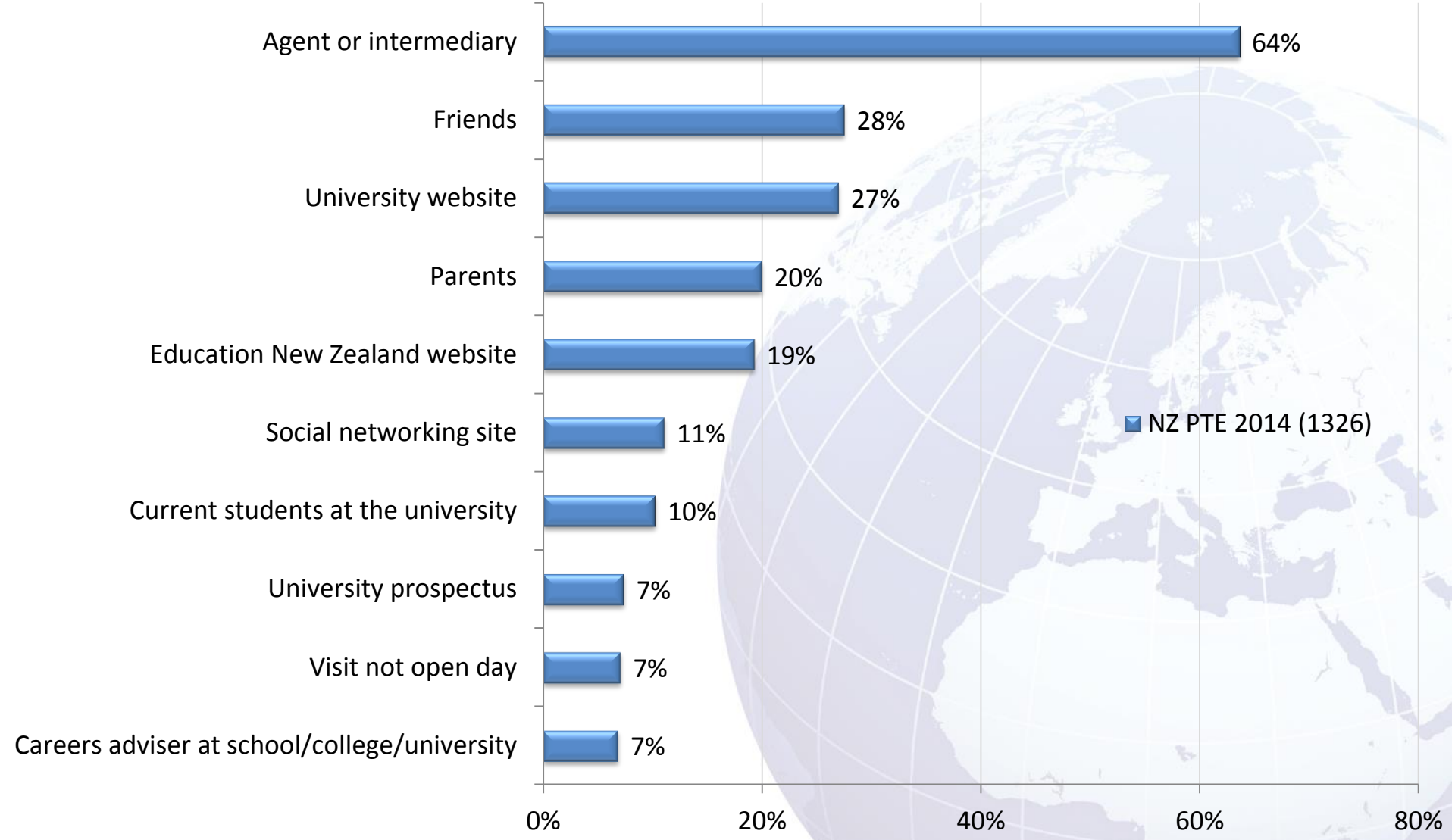
Top 10 key influences (choice of institution)



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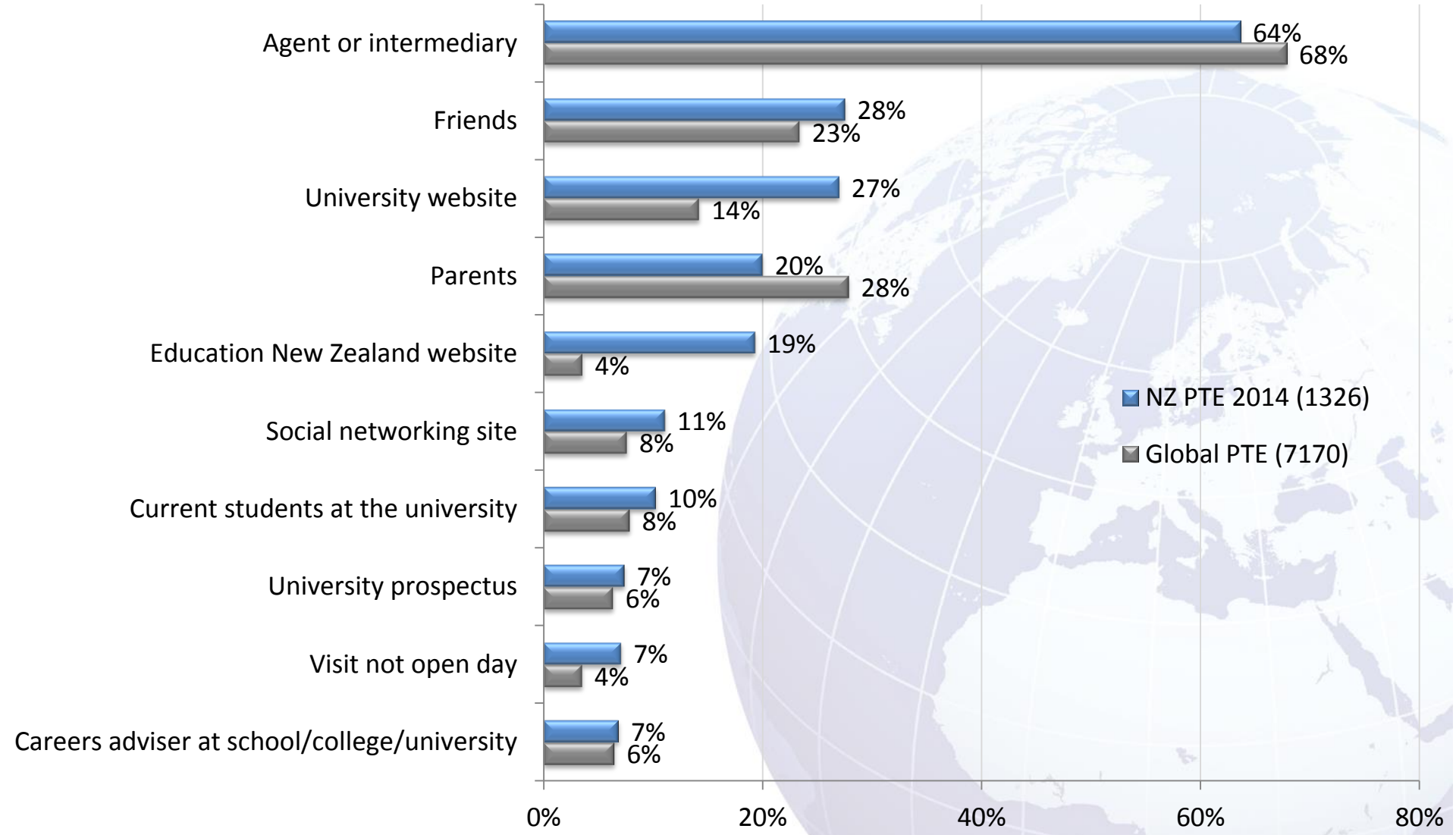
Which of the following helped you to choose this institution?

Top 10 key influences (choice of institution)



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Which of the following helped you to choose this institution?

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Application to offer – number of days and satisfaction

Average Days	NZ PTE 2014	Global Private Providers
Postgraduate coursework	23	21
Diploma	16	15
Undergraduate	27	18
Certificate	16	18
Other	70	39

% Satisfaction	NZ PTE 2014	Global Private Providers
Postgraduate coursework	86%	82%
Diploma	90%	87%
Undergraduate	95%	86%
Certificate	87%	88%
Other	97%	96%

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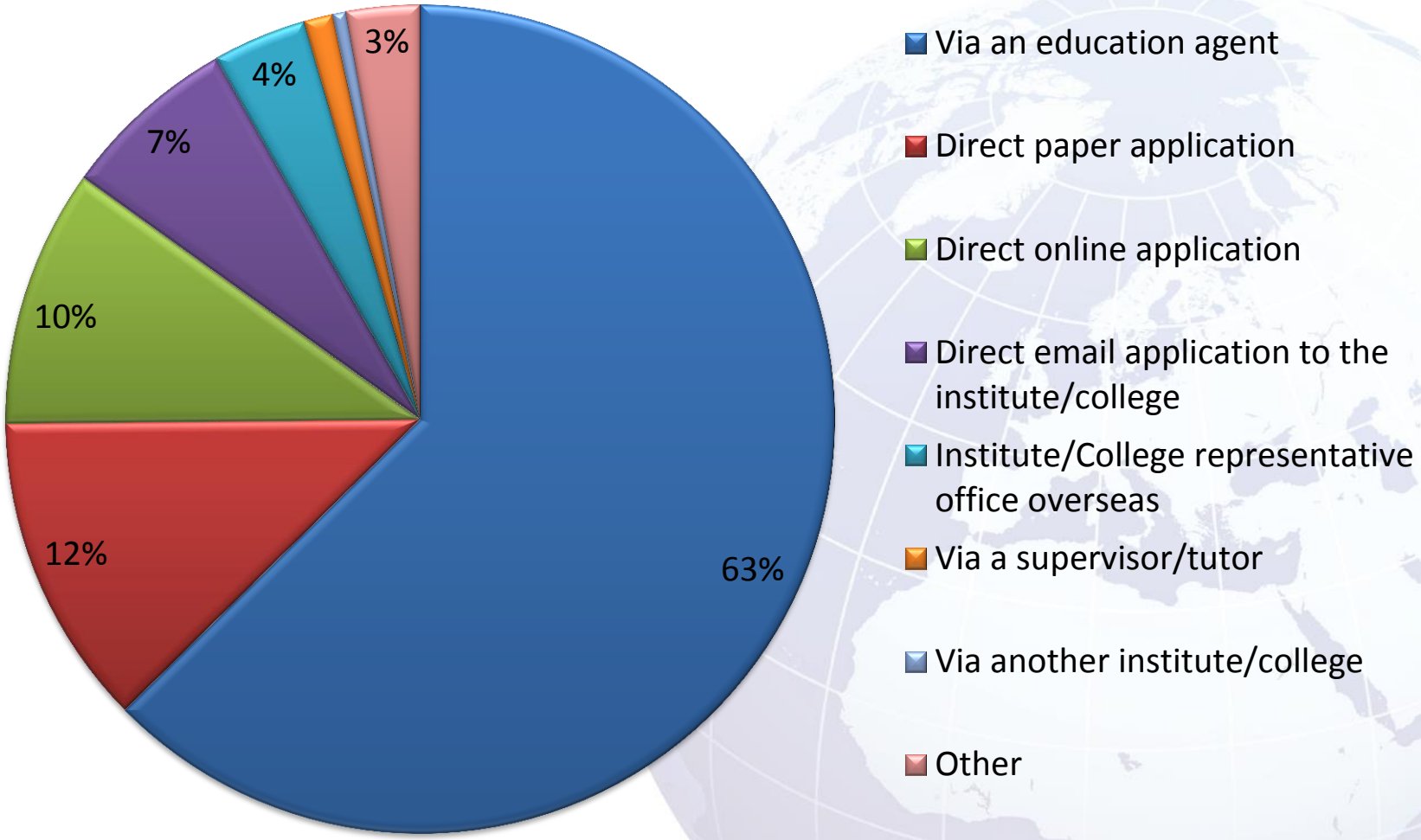
How long did you wait between applying and receiving your offer from this institution?

Application

NZ PTE 2014 (1332)



How did you apply to your current course at this institution?

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Agents

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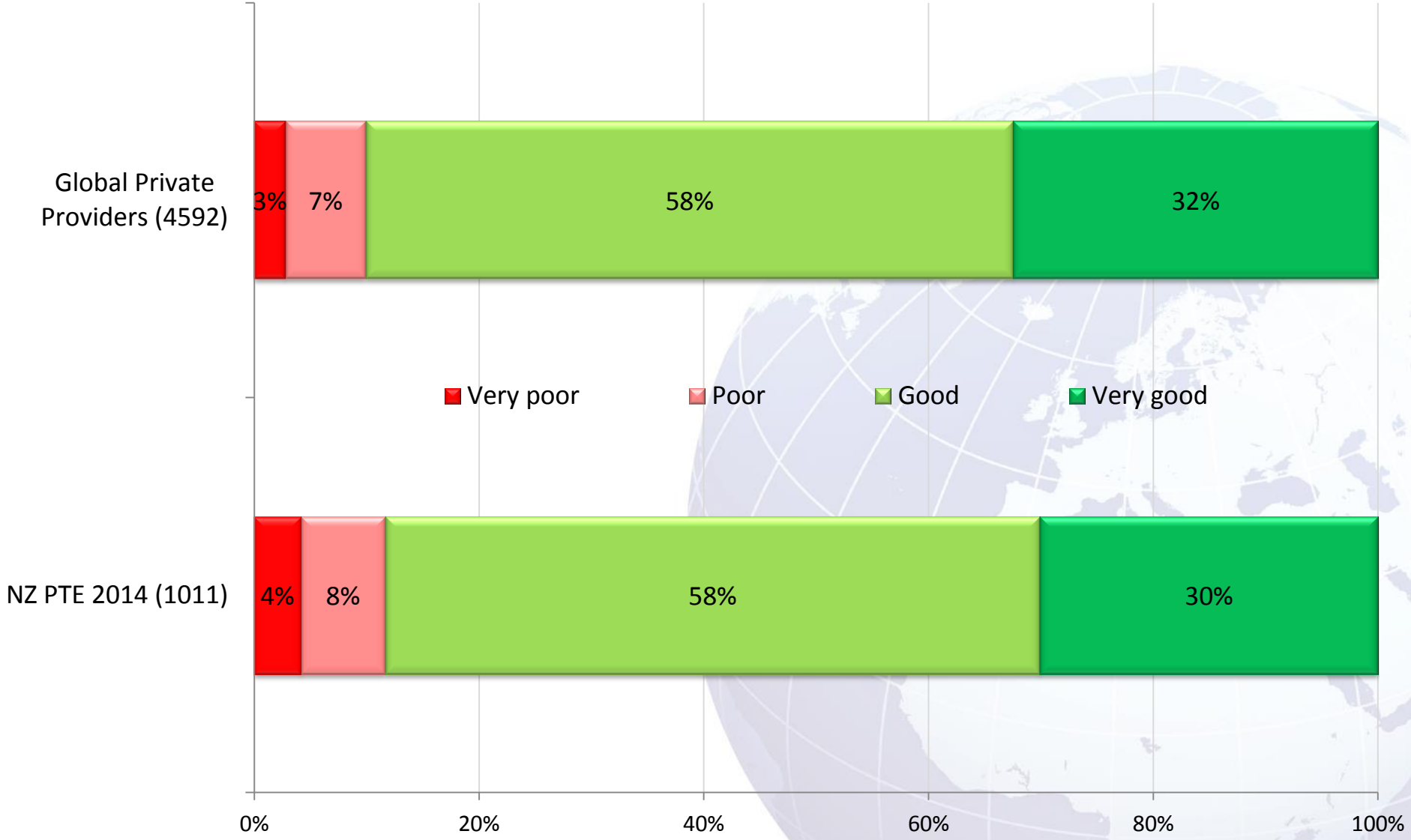
Agent/representative rating



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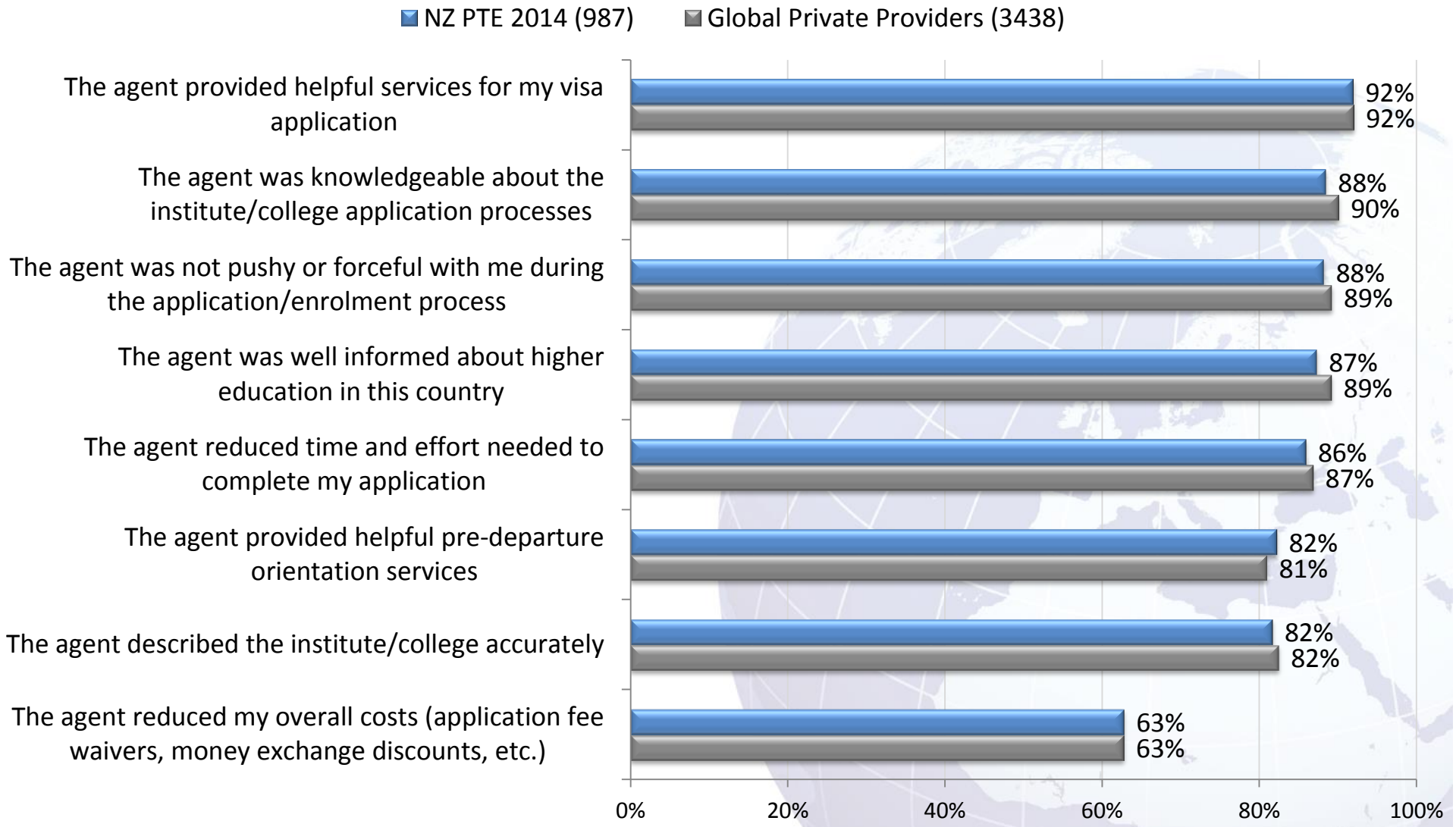
Please rate the service you received from the agent / representative office

Agents



To what extent do you agree or disagree with the following statements:

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Visas

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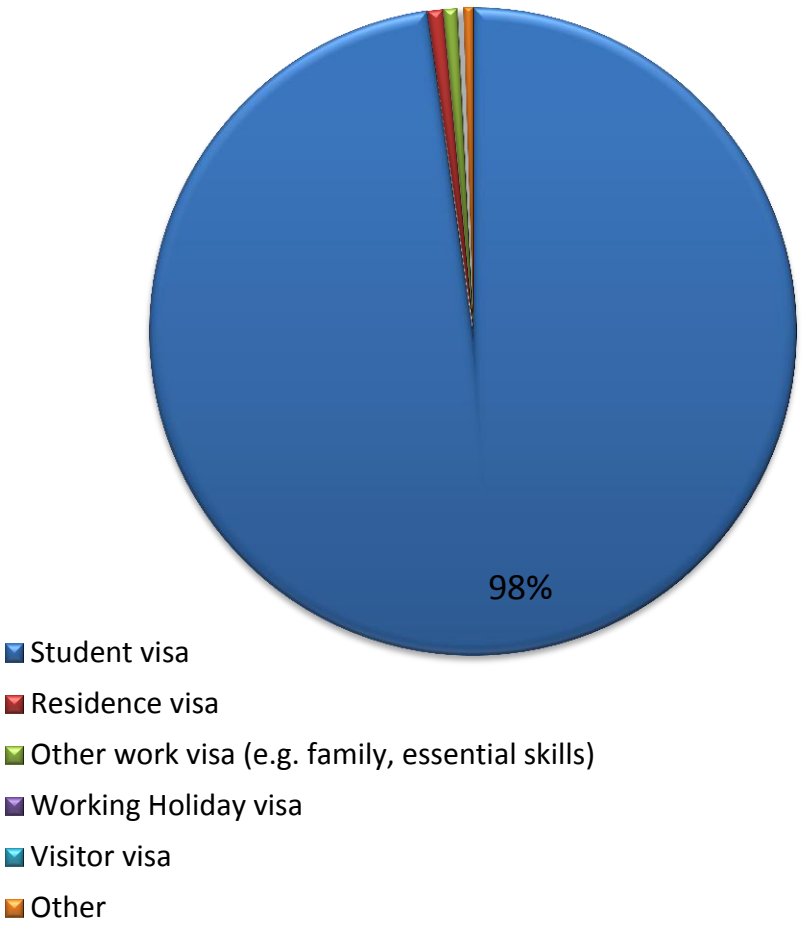
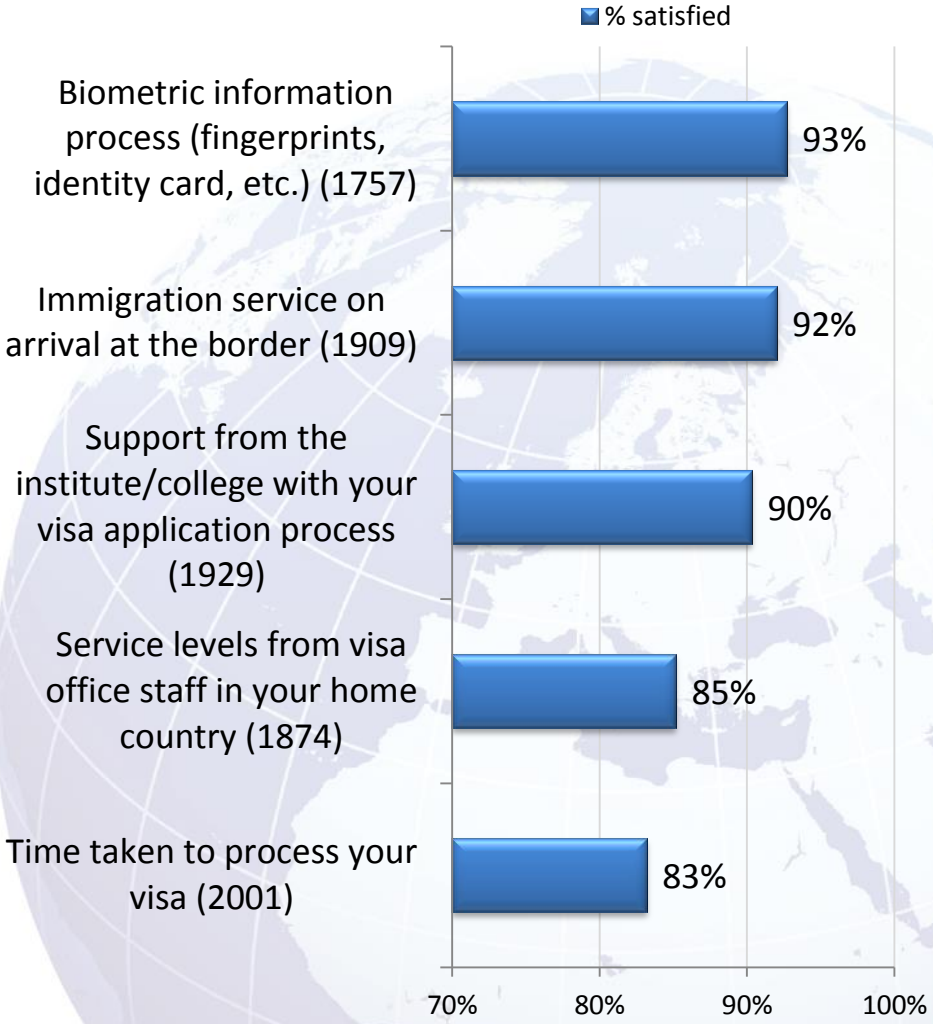
Visas

NZ PTE 2014 (2055)



Which immigration visa do you currently have?



During the visa application process, how satisfied were you with the following:

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Arrival

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Benchmarking arrival

Base	2010	13125	
	NZ PTE 2014 %	**Global Private Providers %**	**Global Private Providers +/-**
ARRIVAL AVERAGE	**89.9%**	**88.1%**	**1.8%**
ARRIVAL OVERALL	**91.5%**	**90.0%**	**1.6%**
Finance Office	98.8%	91.6%	7.2%
Registration	94.6%	91.7%	2.9%
Health insurance	93.6%	89.8%	3.8%
Home friends	93.2%	91.6%	1.6%
Accommodation Office	92.1%	90.6%	1.5%
Meeting staff	91.4%	91.1%	0.3%
Bank account	91.2%	89.0%	2.3%
Welcome/pick-up	90.1%	85.8%	4.4%
Other friends	90.0%	89.7%	0.3%
Formal welcome	90.0%	89.3%	0.7%
First night	89.9%	86.8%	3.1%
Accommodation Condition	89.6%	86.8%	2.9%
Institution Orientation	89.1%	88.9%	0.2%
Study sense	88.7%	88.6%	0.2%
Internet access	85.5%	84.5%	1.0%
Local Orientation	85.0%	85.8%	-0.9%
Host friends	82.7%	79.3%	3.4%
Social activities	82.2%	84.0%	-1.8%

**Arrival elements asked to 1st year students

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Arrival – by NZ region

Base Number	*1728*	*87*	*232*	*33*
	Auckland	Canterbury	Waikato/BoP	Other
Finance Office	98%	93%	91%	NSV
Registration	96%	96%	96%	94%
Home friends	93%	96%	97%	94%
Health insurance	93%	97%	98%	95%
Meeting staff	93%	96%	91%	95%
Formal welcome	92%	94%	86%	100%
Institution Orientation	91%	96%	87%	100%
Accommodation Office	90%	91%	96%	NSV
Welcome/pick-up	90%	97%	89%	94%
Bank account	90%	91%	95%	94%
Other friends	90%	88%	93%	94%
Study sense	89%	93%	91%	100%
First night	88%	96%	93%	88%
Accommodation Condition	87%	95%	90%	100%
Internet access	87%	97%	82%	81%
Local Orientation	85%	93%	79%	100%
Host friends	83%	83%	82%	88%
Social activities	83%	88%	79%	93%

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Arrival satisfaction – Wave on Wave

	NZ PTE 2012	NZ PTE 2014	Difference
Arrival overall	**94%**	**93%**	**-1%**
Welcome/pick-up	87%	90%	3%
Internet access	84%	87%	3%
Finance Office	94%	97%	3%
Health insurance	92%	94%	1%
Registration	95%	96%	1%
First night	88%	89%	1%
Formal welcome	91%	91%	1%
Accommodation Condition	88%	89%	1%
Home friends	94%	94%	0%
Accommodation Office	91%	91%	0%
Meeting staff	94%	93%	-1%
Study sense	91%	90%	-1%
Social activities	84%	83%	-1%
Institution Orientation	92%	91%	-1%
Bank account	92%	90%	-1%
Other friends	93%	90%	-3%
Host friends	86%	83%	-3%
Local Orientation	90%	85%	-5%

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Benchmarking learning

Base	2010	13125	
	NZ PTE 2014 %	Global Private Providers %	Global Private Providers +/-
LEARNING AVERAGE	**88.3%**	**87.6%**	**0.7%**
LEARNING OVERALL	**89.9%**	**88.1%**	**1.8%**
Academics' English	95.1%	93.6%	1.5%
Learning support	93.3%	91.5%	1.8%
Good teachers	92.6%	90.1%	2.5%
Language support	92.6%	90.7%	1.9%
Expert lecturers	92.2%	91.8%	0.3%
Assessment	92.2%	90.7%	1.5%
Quality lectures	91.4%	91.0%	0.4%
Performance feedback	91.0%	88.9%	2.1%
Multicultural	91.0%	91.2%	-0.3%
Course content	90.9%	90.0%	0.8%
Marking criteria	90.4%	88.5%	1.9%
Class size	89.2%	89.6%	-0.4%
Course organisation	88.2%	86.4%	1.8%
Virtual learning	87.1%	88.1%	-1.0%
Learning spaces	86.6%	88.1%	-1.5%
Employability	85.8%	84.1%	1.7%
Online library	83.2%	84.2%	-1.0%
Laboratories	83.0%	82.8%	0.2%
Work experience	81.8%	79.6%	2.2%
Technology	81.2%	84.0%	-2.8%
Careers advice	81.0%	80.2%	0.9%
Physical library	75.4%	80.0%	-4.6%

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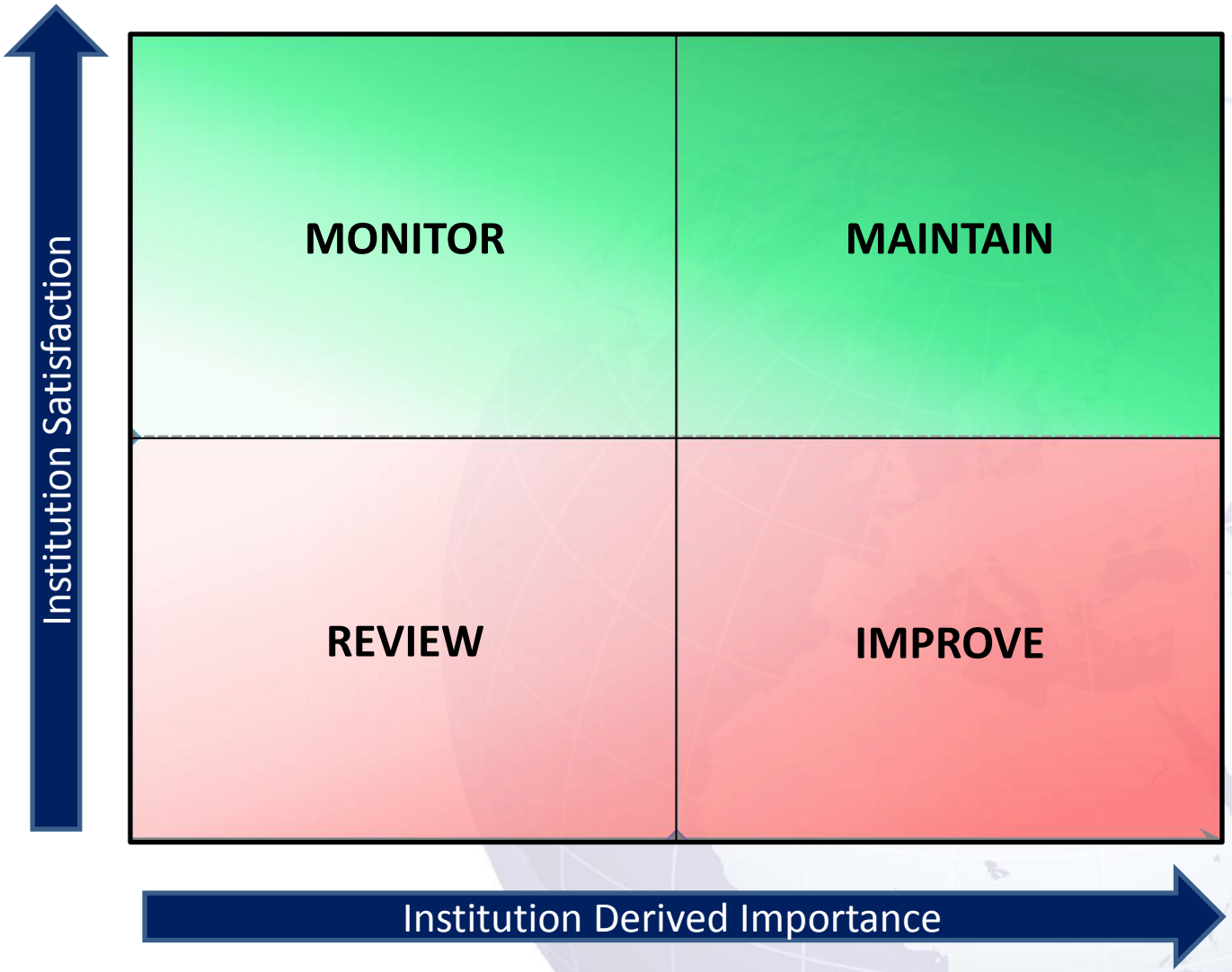
Learning matrix

Elements in the top right quadrant are important to students and perform well. Those in the bottom right quadrant are important, but do not perform as well and should be improved.

Elements in the top and bottom left quadrants are of lower priority. These elements should be reviewed and monitored to ensure that we focus on the most important issues for students.



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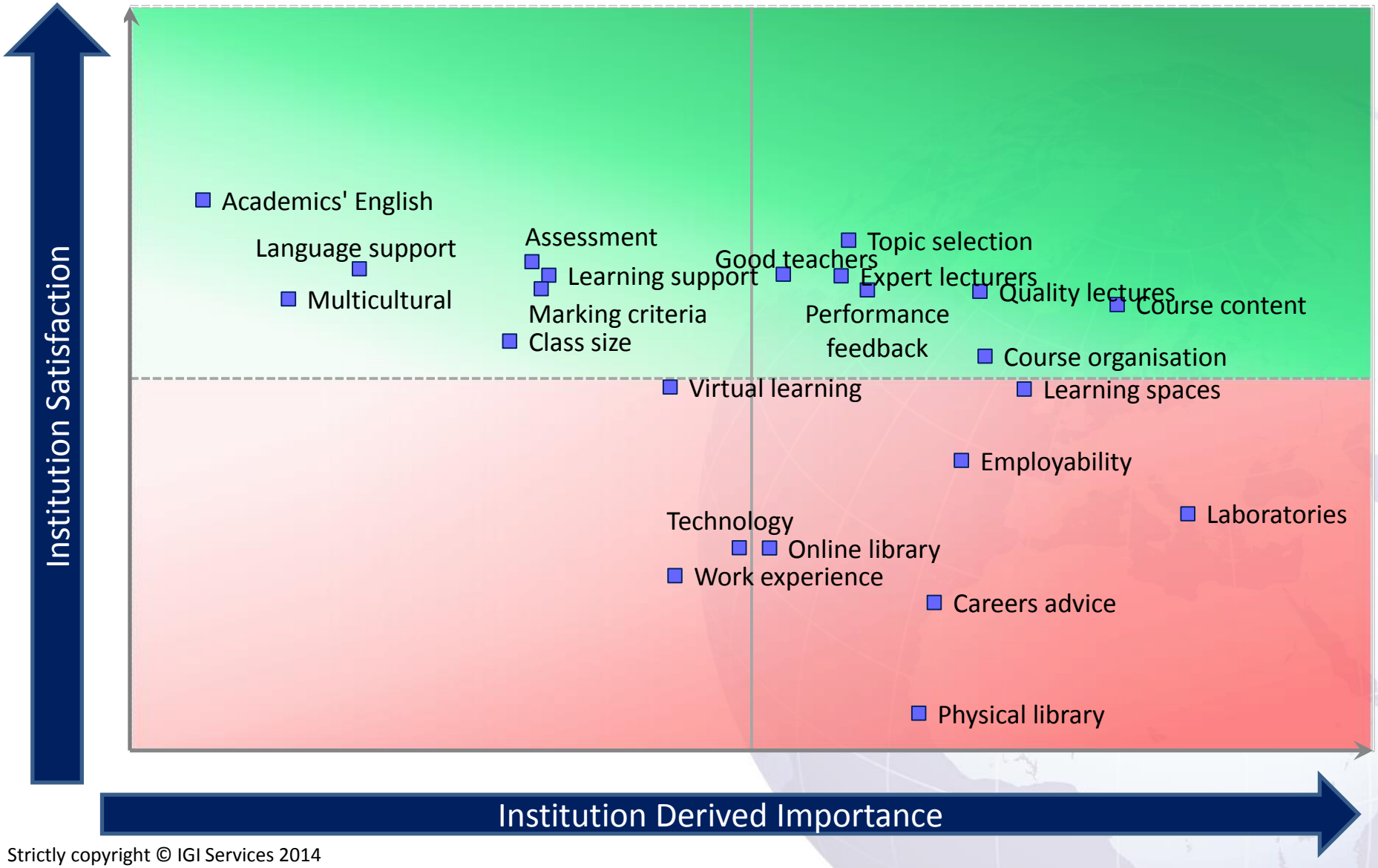
Learning matrix



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Learning – by NZ region

Base Number	*1728*	*87*	*232*	*33*
	Auckland	Canterbury	Waikato/BoP	Other
Laboratories	84%	81%	76%	100%
Course content	91%	93%	92%	100%
Learning spaces	88%	87%	88%	100%
Course organisation	89%	91%	91%	100%
Quality lectures	92%	95%	91%	100%
Employability	85%	92%	88%	100%
Careers advice	79%	85%	86%	100%
Physical library	76%	75%	71%	100%
Performance feedback	92%	95%	93%	100%
Topic selection	94%	NSV	NSV	NSV
Expert lecturers	92%	94%	94%	96%
Good teachers	92%	96%	92%	96%
Online library	81%	91%	84%	95%
Technology	82%	85%	84%	100%
Work experience	81%	88%	81%	100%
Virtual learning	89%	93%	85%	96%
Learning support	92%	93%	94%	100%
Marking criteria	92%	93%	94%	100%
Assessment	93%	95%	93%	100%
Class size	91%	89%	85%	100%
Language support	93%	93%	92%	100%
Multicultural	92%	93%	91%	100%
Academics' English	95%	94%	97%	96%

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Learning satisfaction – Wave on Wave

	NZ PTE 2012	NZ PTE 2014	Difference
Learning overall	**89%**	**90%**	**1%**
Work experience	74%	81%	7%
Careers advice	76%	80%	4%
Online library	79%	82%	3%
Employability	83%	86%	3%
Marking criteria	90%	92%	2%
Good teachers	91%	93%	2%
Course organisation	88%	90%	2%
Performance feedback	90%	92%	2%
Academics' English	94%	95%	2%
Assessment	92%	93%	2%
Language support	92%	93%	1%
Quality lectures	91%	92%	1%
Multicultural	91%	92%	1%
Virtual learning	88%	88%	1%
Class size	89%	90%	1%
Learning support	92%	93%	0%
Expert lecturers	92%	93%	0%
Technology	82%	82%	0%
Course content	92%	91%	0%
Topic selection	N/A	94%	0%
Learning spaces	90%	88%	-1%
Physical library	77%	76%	-1%
Laboratories	86%	84%	-2%

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Benchmarking living

Base	2010	13125	
	NZ PTE 2014 %	Global Private Providers %	Global Private Providers +/-
LIVING AVERAGE	**83.4%**	**83.4%**	**0.1%**
LIVING OVERALL	**89.9%**	**88.8%**	**1.1%**
Home friends	93.5%	90.8%	2.7%
Safety	91.8%	90.5%	1.4%
Good place to be	91.4%	90.4%	0.9%
Eco-friendly attitude	90.6%	90.0%	0.7%
Other friends	89.9%	90.3%	-0.4%
Host culture	89.9%	89.0%	0.8%
Good contacts	87.7%	86.3%	1.4%
Visa advice	87.5%	85.4%	2.1%
Worship facilities	87.2%	87.6%	-0.4%
Access to suitable accommodation	87.1%	86.9%	0.2%
Accommodation quality	86.4%	86.0%	0.4%
Internet access	86.3%	83.4%	2.9%
Social facilities	84.8%	83.9%	0.9%
Campus environment	84.0%	88.0%	-4.0%
Host friends	83.4%	79.4%	4.0%
Campus buildings	82.3%	85.2%	-3.0%
Sport facilities	81.8%	81.2%	0.6%
Social activities	81.6%	83.0%	-1.4%
Transport links	79.8%	83.4%	-3.5%
Financial support	73.4%	73.9%	-0.5%
Living cost	67.1%	66.3%	0.8%
Earning money	66.8%	72.3%	-5.5%
Accommodation cost	64.6%	64.0%	0.6%

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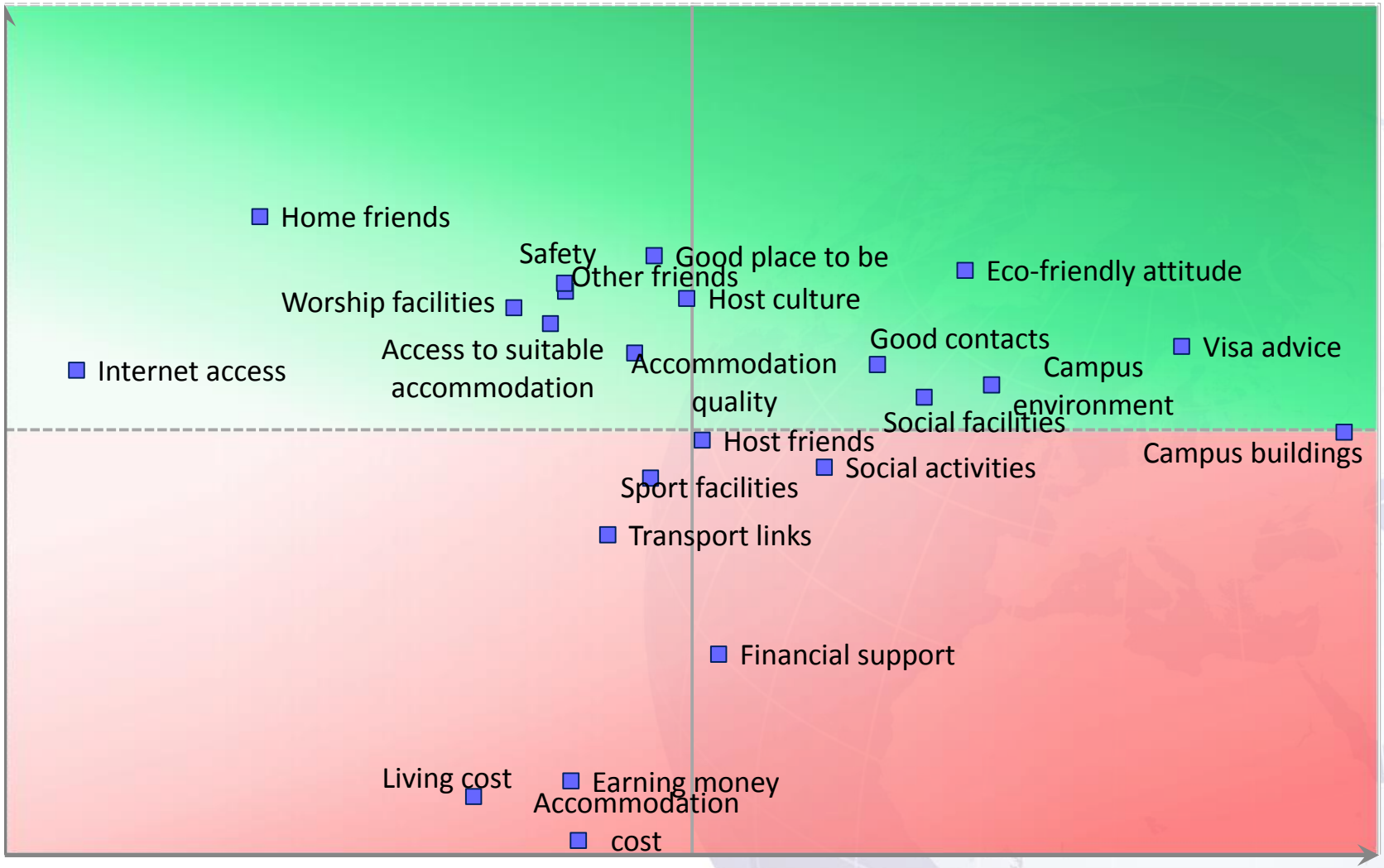
Living matrix



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Living – by NZ region

Base Number	*1728*	*87*	*232*	*33*
	Auckland	Canterbury	Waikato/BoP	Other
Campus buildings	84%	77%	77%	92%
Visa advice	87%	92%	88%	100%
Campus environment	86%	80%	81%	96%
Eco-friendly attitude	91%	93%	89%	96%
Social facilities	85%	81%	85%	88%
Good contacts	86%	89%	89%	92%
Social activities	82%	87%	76%	92%
Financial support	72%	83%	78%	63%
Host friends	83%	84%	82%	88%
Host culture	89%	90%	90%	100%
Good place to be	92%	84%	92%	96%
Sport facilities	81%	84%	82%	79%
Accommodation quality	86%	92%	93%	86%
Transport links	78%	85%	74%	88%
Accommodation cost	61%	76%	74%	81%
Earning money	65%	72%	77%	71%
Other friends	90%	88%	91%	92%
Safety	90%	95%	91%	96%
Accommodation Access	88%	87%	89%	84%
Worship facilities	90%	80%	86%	94%
Living cost	64%	85%	73%	81%
Home friends	93%	95%	97%	96%
Internet access	86%	94%	81%	88%

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Living satisfaction – Wave on Wave

	NZ PTE 2012	NZ PTE 2014	Difference
Living overall	**88%**	**90%**	**2%**
Internet access	82%	86%	4%
Sport facilities	78%	81%	3%
Good place to be	89%	91%	3%
Worship facilities	87%	89%	2%
Visa advice	86%	87%	1%
Good contacts	85%	86%	1%
Host friends	82%	83%	1%
Earning money	66%	67%	1%
Living cost	65%	66%	1%
Home friends	93%	93%	1%
Transport links	78%	78%	1%
Social facilities	84%	85%	1%
Host culture	89%	89%	0%
Social activities	82%	81%	0%
Safety	91%	90%	-1%
Accommodation quality	88%	87%	-1%
Campus buildings	84%	83%	-1%
Campus environment	86%	85%	-1%
Eco-friendly attitude	92%	91%	-1%
Accommodation cost	66%	64%	-2%
Access to suitable accommodation	90%	88%	-2%
Other friends	92%	90%	-2%
Financial support	77%	73%	-4%

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Support

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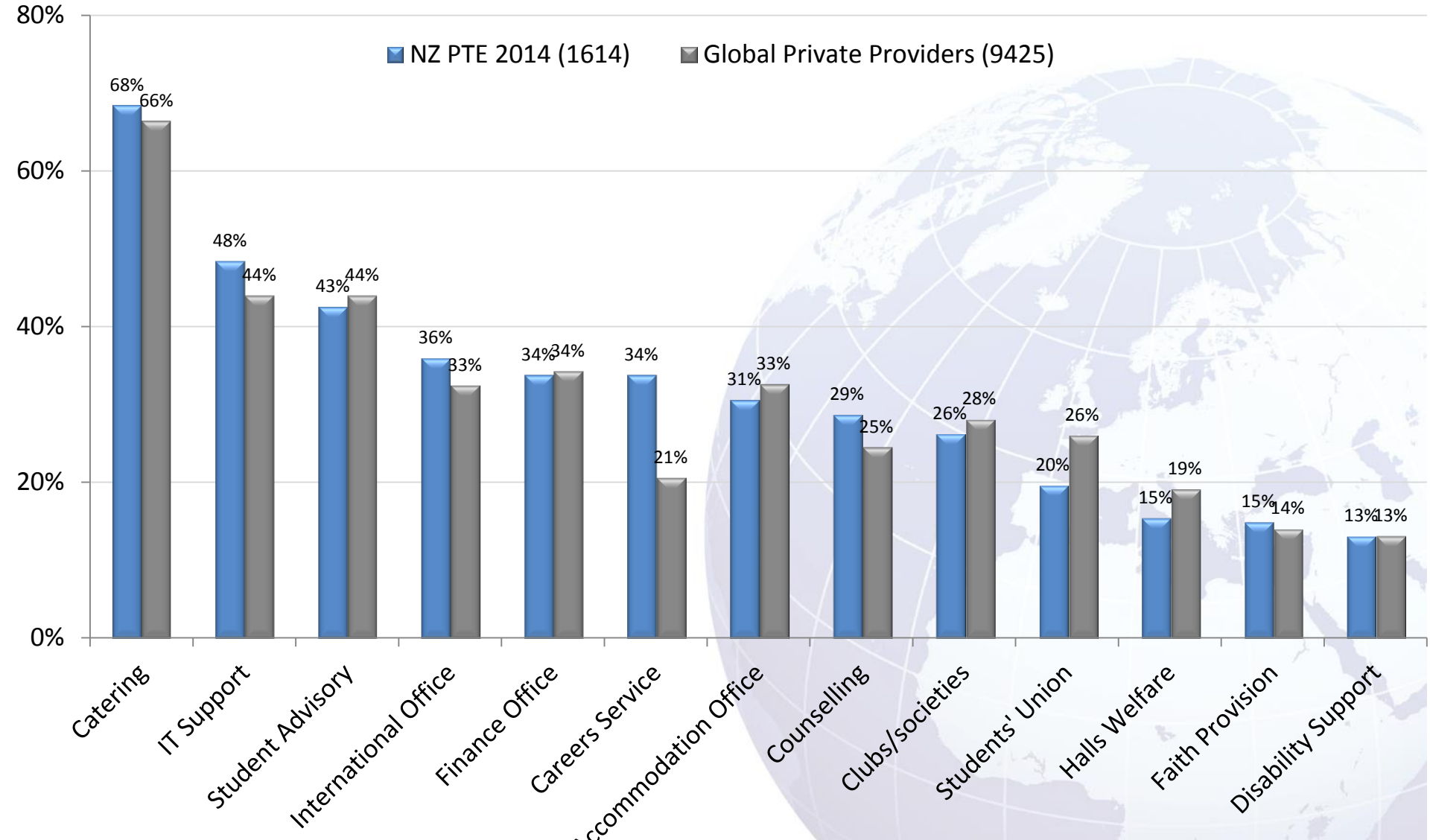
Use of support services



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Benchmarking support

Base	2010	13125	
	NZ PTE 2014 %	Global Private Providers %	Global Private Providers +/-
SUPPORT AVERAGE	**92.1%**	**91.2%**	**0.9%**
SUPPORT OVERALL	**88.0%**	**87.4%**	**0.6%**
Faith Provision	96.8%	94.3%	2.5%
Counselling	95.7%	94.7%	1.0%
Clubs/societies	95.5%	91.8%	3.7%
International Office	95.4%	93.9%	1.5%
Student Advisory	95.3%	93.2%	2.1%
Students' Union	95.2%	94.0%	1.1%
Finance Office	95.1%	90.3%	4.8%
Halls Welfare	93.4%	92.3%	1.1%
Accommodation Office	91.5%	89.5%	1.9%
IT Support	89.6%	90.9%	-1.3%
Disability Support	88.8%	91.9%	-3.1%
Catering	84.4%	81.2%	3.1%
Careers Service	80.7%	87.4%	-6.7%

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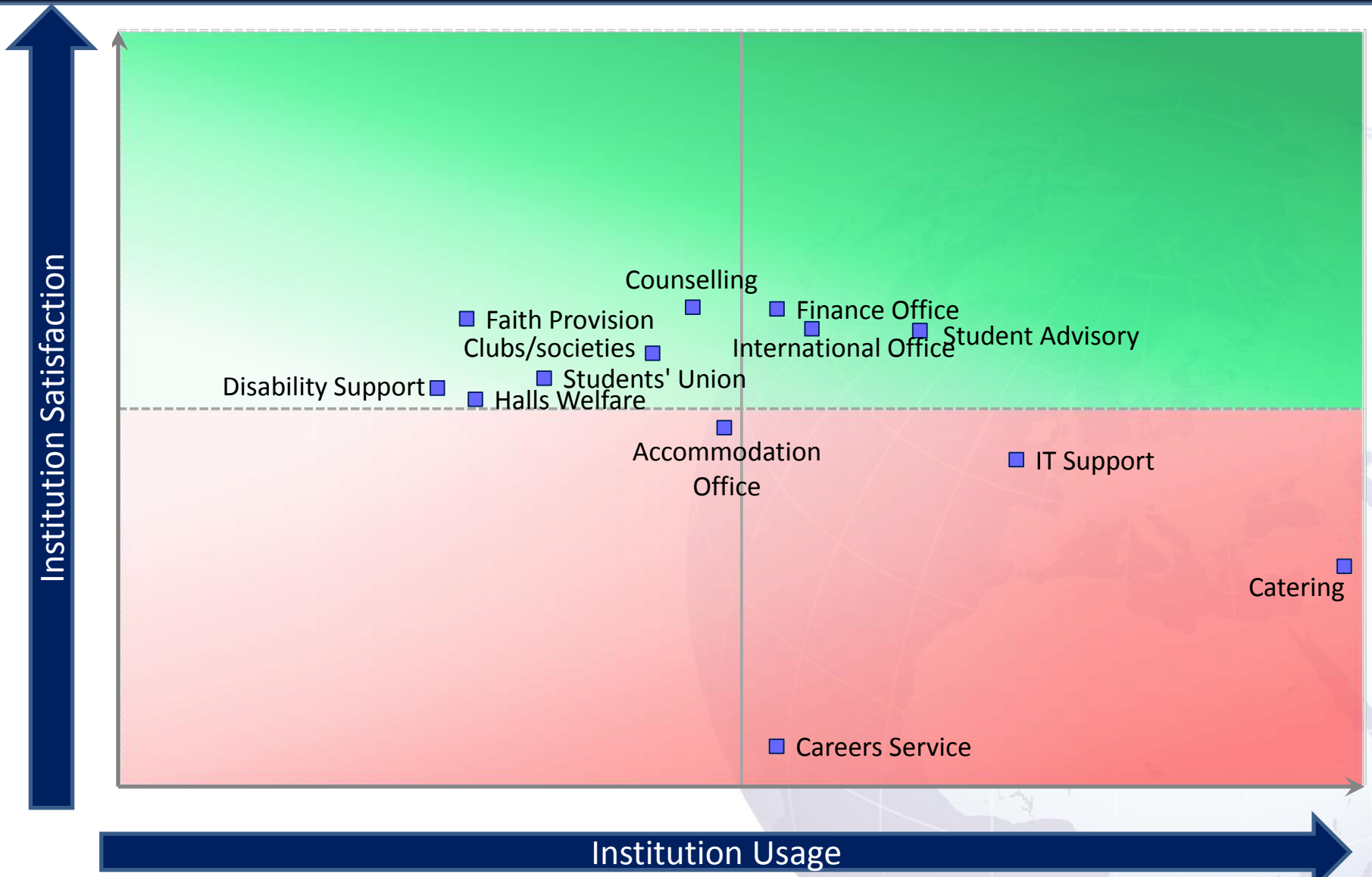
Support matrix



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Support – by NZ region

Base Number	*1728*	*87*	*232*
	Auckland	Canterbury	Waikato/BoP
Catering	86%	88%	84%
IT Support	89%	96%	91%
Student Advisory	94%	92%	91%
International Office	94%	90%	91%
Finance Office	95%	89%	93%
Careers Service	79%	79%	83%
Accommodation Office	89%	89%	96%
Counselling	95%	93%	94%
Clubs/societies	95%	89%	87%
Students' Union	92%	91%	93%
Halls Welfare	92%	92%	87%
Faith Provision	95%	92%	NSV
Disability Support	94%	80%	NSV

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Support satisfaction – Wave on Wave

	NZ PTE 2012	NZ PTE 2014	Difference
Support overall	89%	89%	0%
Disability Support	86%	92%	6%
Faith Provision	89%	94%	5%
Careers Service	76%	79%	4%
Finance Office	91%	95%	3%
Halls Welfare	89%	91%	3%
IT Support	88%	89%	2%
Student Advisory	93%	94%	1%
Accommodation Office	90%	90%	0%
Counselling	94%	95%	0%
Students' Union	92%	92%	0%
Clubs/societies	93%	93%	0%
Catering	87%	86%	-1%
International Office	96%	94%	-2%

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Propensity to recommend

NZ PTE 2014 (1807)		Global Private Providers 2014 (10569)
36%	I would actively encourage people to apply	34%
39%	If asked, I would encourage people to apply	44%
17%	I would neither encourage nor discourage people to apply	17%
5%	If asked, I would discourage people from applying	4%
2%	I would actively discourage people from applying	2%

Would you recommend the institution to others thinking of applying here?

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Propensity to recommend – by study type

NZ PTE 2014 (1807)		Certificate (883)	Diploma (454)	UG (129)	PGT (284)	Other (51)
36%	I would actively encourage people to apply	37%	38%	38%	28%	51%
39%	If asked, I would encourage people to apply	37%	38%	42%	47%	37%
17%	I would neither encourage nor discourage people to apply	19%	16%	16%	17%	12%
5%	If asked, I would discourage people from applying	4%	5%	2%	6%	0%
2%	I would actively discourage people from applying	2%	3%	2%	2%	0%

Would you recommend the institution to others thinking of applying here?

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Propensity to recommend – by NZ region

NZ PTE 2014 (1807)		Auckland (1502)	Canterbury (81)	Waikato/ BoP (198)	Other (26)
36%	I would actively encourage people to apply	35%	51%	40%	42%
39%	If asked, I would encourage people to apply	40%	35%	32%	54%
17%	I would neither encourage nor discourage people to apply	18%	11%	19%	4%
5%	If asked, I would discourage people from applying	5%	2%	4%	0%
2%	I would actively discourage people from applying	2%	1%	5%	0%

Would you recommend the institution to others thinking of applying here?

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Future plans

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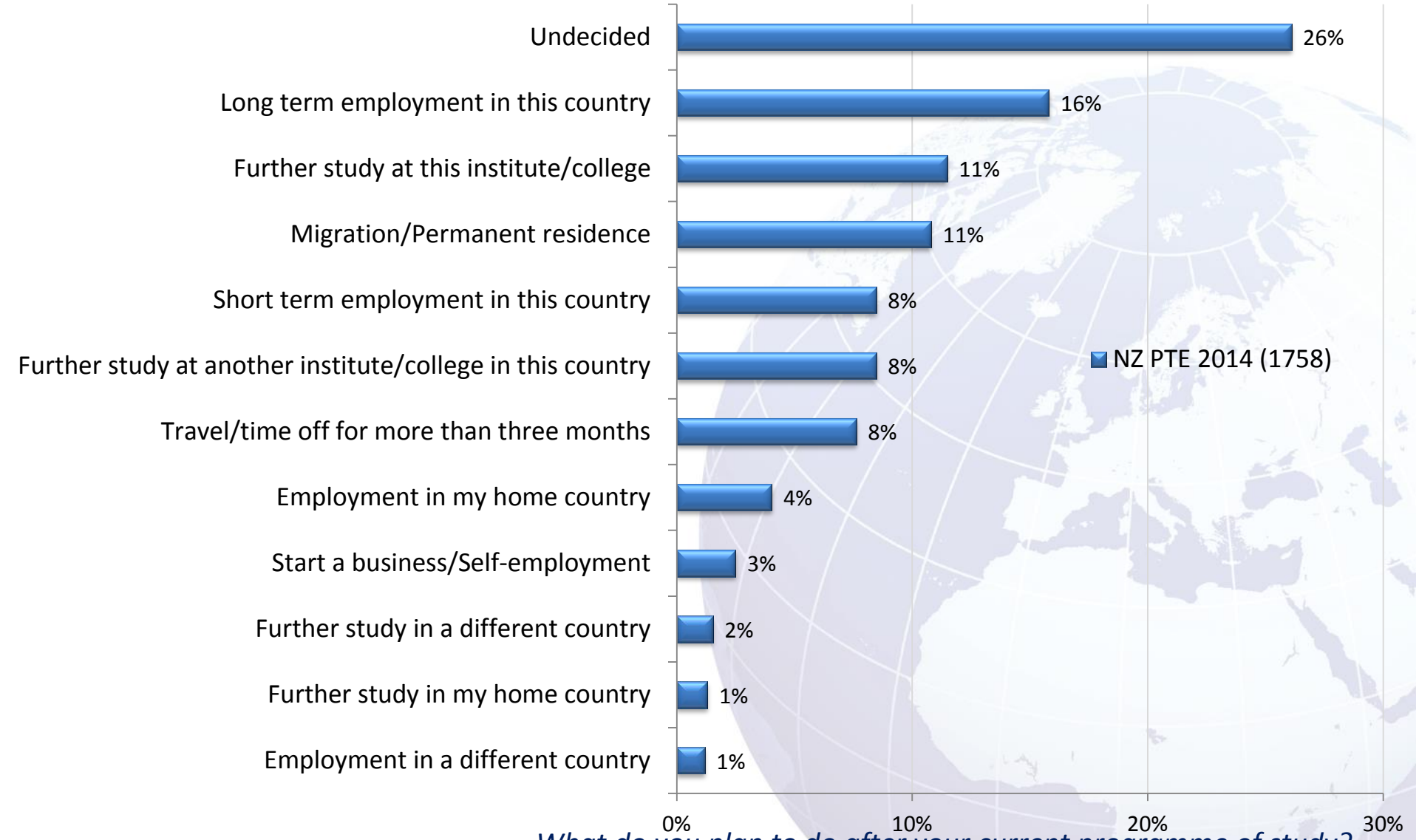
Future plans



What do you plan to do after your current programme of study?

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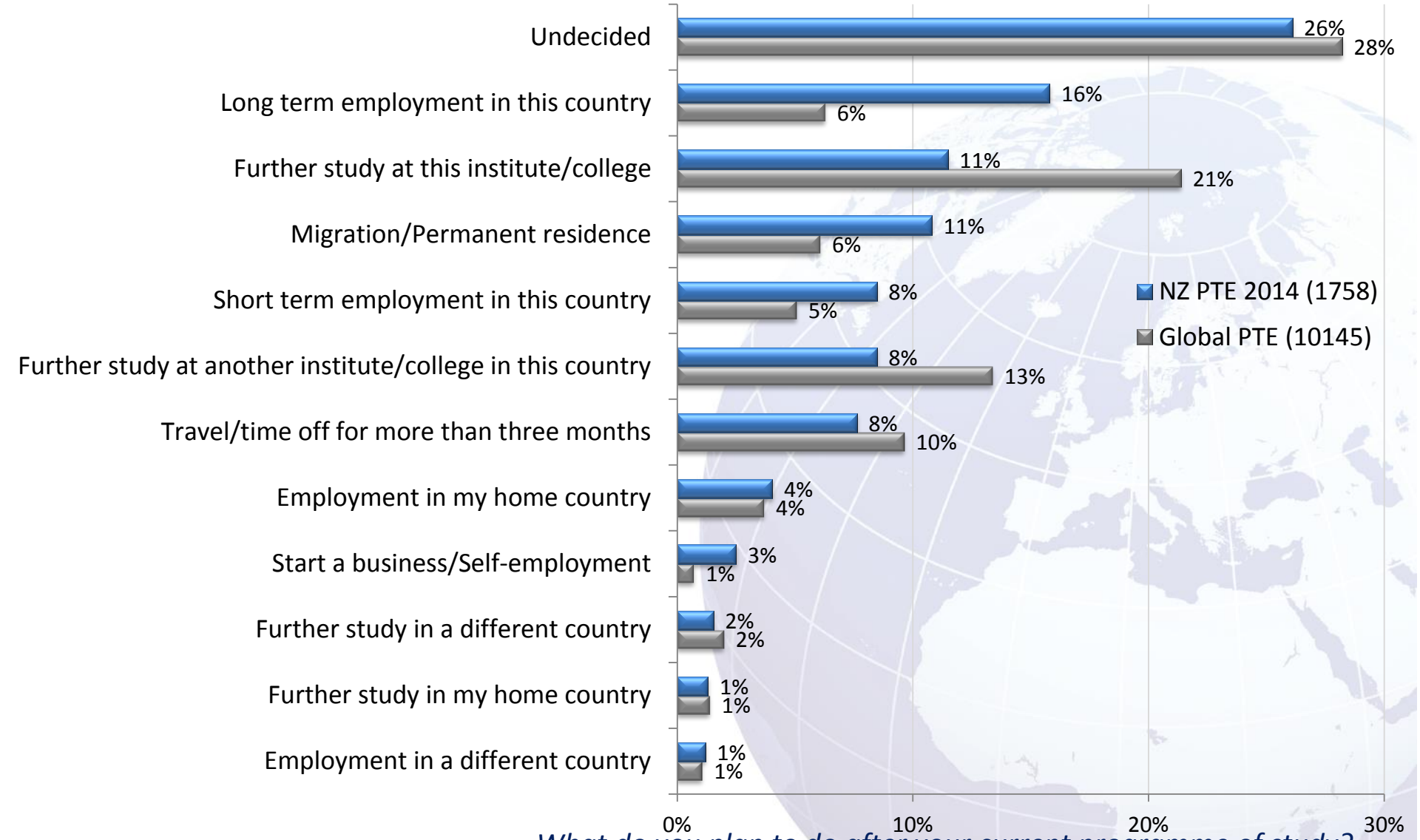
Future plans



What do you plan to do after your current programme of study?

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Key observations

- Overall, relatively high levels of satisfaction amongst students
- New Zealand's performance on par with or slightly above global benchmark on many elements
- BUT around ¼ of students would not recommend their institution – key to understand why this is and try to address
- Particular areas that may benefit from attention:
  - Work-related factors – work opportunities more important to students in New Zealand than global average, but satisfaction around work relatively low
  - Cost-related factors (may be linked to above)

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Contact details

- For further information about the Student Barometer contact a member of the i-graduate Research Team (info@i-graduate.org)

- For further details of any of our other research services, please contact Kyla Steenhart (kyla.steenhart@i-graduate.org)

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Appendix

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Participating institutions – New Zealand

NZ PTE 2014 (n=2,071)	
ACG Yoobee School of Design - Auckland	New Zealand Career College
ACG Yoobee School of Design - Christchurch	New Zealand College of Business - Auckland
ACG Yoobee School of Design - Wellington	New Zealand College of Business - Christchurch
AIS	New Zealand Tertiary College
Animation College NZ	NSIA - The Professional Hospitality Academy
Auckland Goldstar Institute	Ntec - Concordia (CIB) - Auckland
Capernwray Bible School	Ntec - Concordia (CIB) - Tauranga
Cornell Institute	Ntec - National Institute of Education (NIE) - Auckland
CTC Aviation	Ntec - National Institute of Education (NIE) - Christchurch
Eastwest College of Intercultural Studies	Ntec - National Institute of Education (NIE) - Hastings
Equippers College	Ntec - National Institute of Education (NIE) - Tauranga
Hungry Creek Art and Craft School	Ntec - National Technology Institute (NTI) - Auckland
ICL Business School	Ntec - National Technology Institute (NTI) - Christchurch
IGQ Golf College	Ntec - National Technology Institute (NTI) - Tauranga
Information Technology Training Institute	NZIE
International College of New Zealand	NZMA
Linguis International Institute - Auckland	Queens Academic Group
Media Design School	The International Travel College of New Zealand
NCBT	The New Zealand College of Chiropractic
Nelson Aviation College	Vision College

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Participating institutions – Global benchmark

Global Private Providers (n=13,249)		
AAP	CRIC	International Australian Academy
Academies Australasia	CTC Aviation	International College of Advanced Education
ACG Yoobee School of Design - Auckland	Curtin College	International College of New Zealand
ACG Yoobee School of Design - Christchurch	Eastwest College of Intercultural Studies	International Education Services Ltd
ACG Yoobee School of Design - Wellington	Education Access Australia	INTO Exeter
ACN	Education Access International	INTO Manchester
AIHE	EIBT	INTO Newcastle
AIoHE	EIC	INTO OSU
AIS	Equippers College	INTO QUB
Alphacrucis College	Eynesbury	INTO Scotland
Animation College NZ	FIC	INTO St George's
APM College of Business	Hales Institute, Melbourne	INTO UEA
Auckland Goldstar Institute	HIC	INTO UEA City
Australasian College of Natural Therapies	Hungry Creek Art and Craft School	INTO USF
Australian Institute of Professional Education	IC at RGU	JMC Academy
Australian Institute of Technical Training	ICHM	John Paul International College (QLD)
Australian National College of Beauty	ICL Business School	JP International College (ACT)
BCUIC	ICM	Jschool
Billy Blue College of Design	ICM Sydney	Kent Institute of Business & Technology
Cambridge IC	ICP	Le Cordon Bleu
Capernwray Bible School	ICWS	LIBT
Carnegie Mellon University - Australia	IES	Linguis International Institute - Auckland
Charlton Brown	IGQ Golf College	Lonsdale Institute
Commercial Arts Training College	Imperial College of Technology & Management	Media Design School
Cornell Institute	Information Technology Training Institute	MEGT, Sydney

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Participating institutions – Global benchmark (continued)

Global Private Providers (n=13,249)		
Melbourne IoT	Ntec - National Technology Institute (NTI) - Christchurch	The Academy of Interactive Entertainment Ltd
MIBT	Ntec - National Technology Institute (NTI) - Tauranga	The Imperial College of Australia
MQC	NZIE	The International Travel College of New Zealand
NCBT	NZMA	The New Zealand College of Chiropractic
Nelson Aviation College	Pacific College of Technology	The William Light Institute
New Zealand Career College	Photography Studies College	Top Education Institute
New Zealand College of Business - Auckland	PIBT	UMass Boston
New Zealand College of Business - Christchurch	PUIC	UMass Dartmouth
New Zealand Tertiary College	QIBT	UMass Lowell
NIC	Queens Academic Group	UNH
NSIA - The Professional Hospitality Academy	Queensland Academy of Technology	Vision College
Ntec - Concordia (CIB) - Auckland	SAIBT	Wesley Institute
Ntec - Concordia (CIB) - Tauranga	Sarina Russo Institute	Whitehouse Institute of Design, Australia
Ntec - National Institute of Education (NIE) - Auckland	Sarina Russo Schools Australia	William Blue College of Hospitality Management
Ntec - National Institute of Education (NIE) - Christchurch	SIBT	Williams Business College
Ntec - National Institute of Education (NIE) - Hastings	SP Jain	WKU
Ntec - National Institute of Education (NIE) - Tauranga	Swinburne College (Swinburne University)	
Ntec - National Technology Institute (NTI) - Auckland	Sydney Film School	

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Arrival terminology

Terminology in questionnaire	Terminology in Summary Sheet
Accommodation Service	Accommodation Office
Assistance to obtain health insurance	Health insurance
Condition of accommodation on arrival	Accommodation Condition
Course registration	Registration
Formal welcome at the institution	Formal welcome
Institution accounts/finance department	Finance Office
Institution orientation	Institution Orientation
Internet access at my accommodation	Internet access
Making friends from my home country	Home friends
Making friends from other countries	Other friends
Making friends from this country	Host friends
Meeting academic staff	Meeting staff
Orientation (finding my way around the local area)	Local Orientation
Setting up a bank account	Bank account
The social activities (organised events)	Social activities
Understanding how my course of study would work	Study sense
Welcome/pickup at airport, railway, coach station	Welcome
First night - getting to where I would stay	First night

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Learning terminology

Terminology in questionnaire	Terminology in Report
Academic staff whose English I can understand	Academics' English
Advice and guidance on long-term job opportunities and careers from academic staff	Careers advice
Explanation of marking/assessment criteria	Marking criteria
Fair and transparent assessment of my work	Assessment
Feedback on coursework and practicals	Performance feedback
Getting time from academic staff when I need it/personal support with learning	Learning support
Help to improve my English language skills *(if applicable)*	Language support
Learning that will help me to get a good job	Employability
Opportunities for work experience/work placements as a part of my studies	Work experience
Studying with people from other cultures	Multicultural
The academic content of my programme/studies	Course content
The learning technology (PCs, networking, etc.)	Technology
The online library facilities (access to journals etc.)	Online library
The organisation and smooth running of the course	Course organisation
The physical library facilities	Physical library
The quality of laboratories *(if applicable)*	Laboratories
The quality of lectures	Quality lectures
The quality of the lecture theatres and classrooms	Learning spaces
The size of the classes	Class size
The subject area expertise of teachers	Expert lecturers
The teaching ability of teachers	Good teachers
Virtual Learning Environment (Blackboard/WebCT/WebLearn/Stream)	Virtual learning

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Living terminology

Terminology in Questionnaire	Terminology in Report
Access to suitable accommodation	Accommodation access
Feeling safe and secure	Safety
Immigration and visa advice from the institution	Visa advice
Internet access at my accommodation	Internet access
Making friends from my home country	Home friends
Making friends from other countries	Other friends
Making friends from this country	Host friends
Making good contacts for the future	Good contacts
Opportunities to experience the culture of this country	Host culture
The availability of financial support/bursaries, etc.	Financial support
The cost of accommodation	Accommodation cost
The cost of living (food, drink, transport and social)	Living cost
The design and quality of the campus buildings (what they look like, internal quality, functionality and beauty)	Campus buildings
The facilities for religious worship (quiet room/prayer room, etc.)	Worship facilities
The institution's eco-friendly attitude to the environment (e.g. recycling/energy etc.)	Eco-friendly attitude
The opportunity to earn money while studying	Earning money
The quality of accommodation	Accommodation quality
The quality of the external campus environment (landscaping, street furniture, litter, trees, cycle parking, sign-posting)	Campus environment
The social activities (organised events)	Social activities
The social facilities (common room etc.)	Social facilities
The sports facilities	Sport facilities
The surroundings outside the institution	Good place to be
The transport links to other places	Transport links

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Support terminology

Terminology in Questionnaire	Terminology in Report
Accommodation Service	Accommodation Office
Careers/Jobs Service	Careers Service
Campus eating places	Catering
Institute/college Clubs/Societies	Clubs/Societies
Counselling Service	Counselling
Disability Support	Disability Support
Chaplaincy or multi-faith provision	Faith Provision
Institution accounts/ finance department	Finance Office
Welfare support in accommodation	Halls Welfare
International Office	International Office
IT and system support	IT Support
Student Advisory Information Service	Student Advisory
Students' Committee	Students' Committee

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Support base numbers

Element	Support base number
Catering	1075
IT Support	741
Student Advisory	675
International Office	536
Careers Service	536
Finance Office	475
Counselling	443
Accommodation Service	408
Clubs/Societies	344
Students' Committee	280
Halls Welfare	198
Faith Provision	172
Disability Support	122

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About i-graduate

- The **International Graduate Insight Group (i-graduate)** is an **independent benchmarking and research service,** delivering **comparative insights** for the **education sector worldwide:** *your finger on the pulse of student and stakeholder opinion*
- The **Student Barometer** is **the largest annual study of students in the world**, with feedback from over **1.3 million** respondents
- **Used throughout the sector** to target resourcing and investment in improving services, teaching and support for students
- i-graduate surveys implemented **by 1200 education institutions worldwide**
- Running in **24 countries** across **5 continents**

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Questionnaire

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Questionnaire flow

Background
- *Accommodation*
- *Funding*
- *Level of study*
- *Area of study*
- *School/Faculty/Department*
- *Year of study*

Pre-Arrival
- *Choice of destination*
- *Key influences*
- *Application process*

Arrival Experience
- *Overall Satisfaction*
- *Rating on experience*

Learning Experience
- *Overall Satisfaction*
- *Satisfaction of learning elements*

Living Experience
- *Overall Satisfaction*
- *Satisfaction of living elements*
- *Perceptions of safety*

Support Experience
- *Overall Satisfaction*
- *Relevance of services*
- *Satisfaction with services used*

Recommendation
- *Recommendation to other students*

Study Time
- *Weekly hours studying and working*

Future Plans
- *Employment*
- *Study*

Not a full list of questions

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Measuring importance

Stated vs. Derived Importance

1. Students were previously asked to state the importance of each element to them in the Student Barometer
2. Importance is now 'derived' rather than 'stated'

Rationale

1. Stated importance only varies slightly by institution – therefore less useful at an institution level for understanding key priorities
2. Derived importance varies much more by institution
3. Questionnaire is significantly shorter reducing survey time for students
4. Outputs and insight will remain the same – i.e. the Student Barometer will still run satisfaction *vs*. importance matrices

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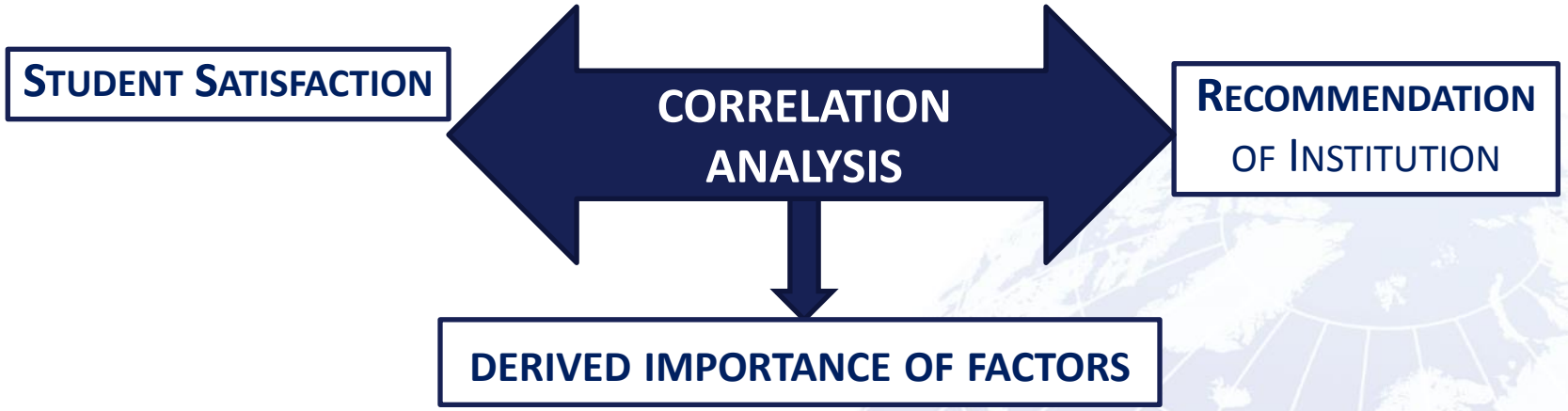
Measuring importance



How it works

- Students' satisfaction ratings on the arrival, learning, living and support elements are correlated with their likelihood to recommend their institution.
- A higher correlation means that the *relationship* between the element and the likelihood to recommend the experience is strong.
- Derived importance thus shows which factors have the greatest impact on recommending the institution to others.

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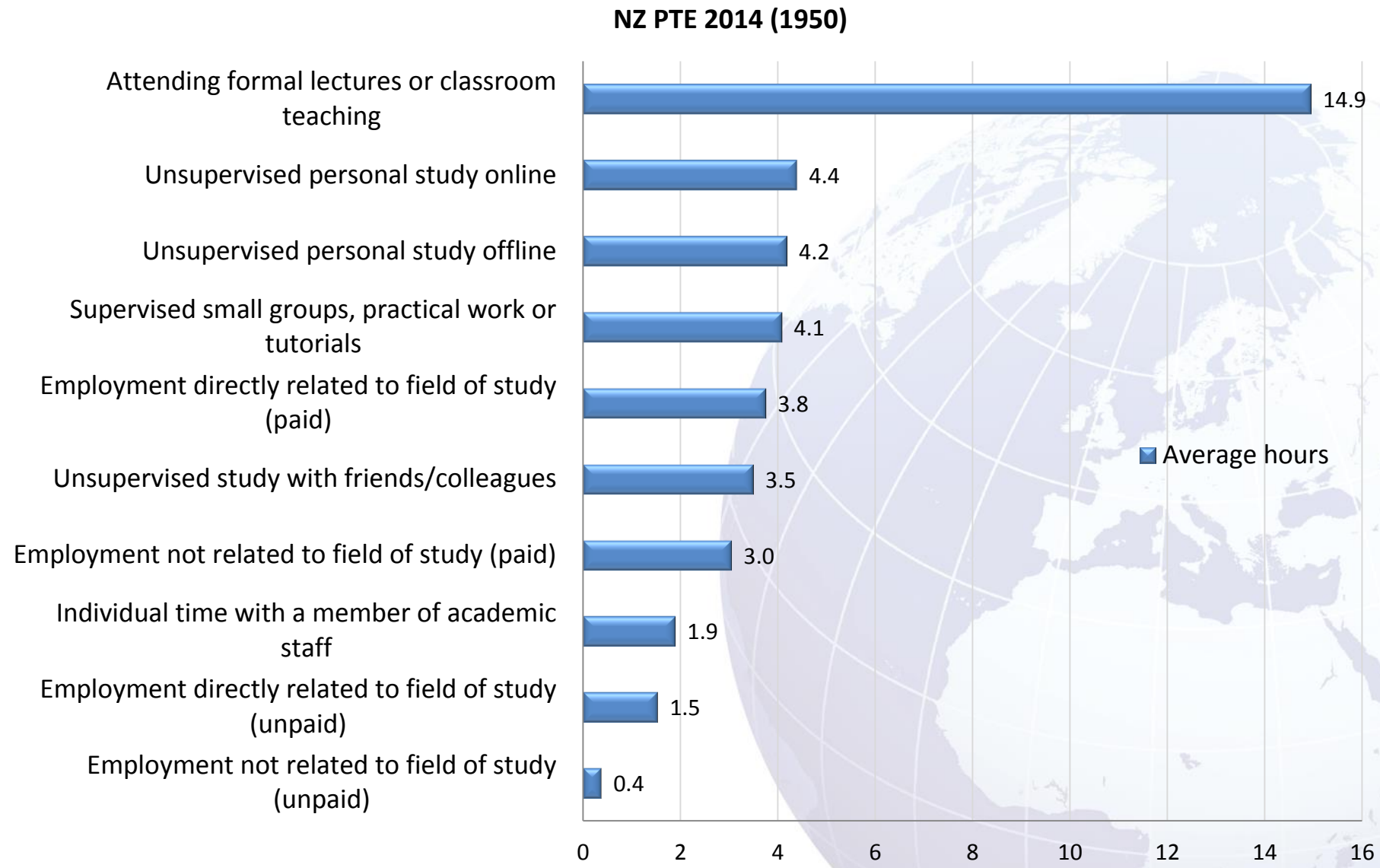
In a normal 7 day week, how many hours do you spend on the following



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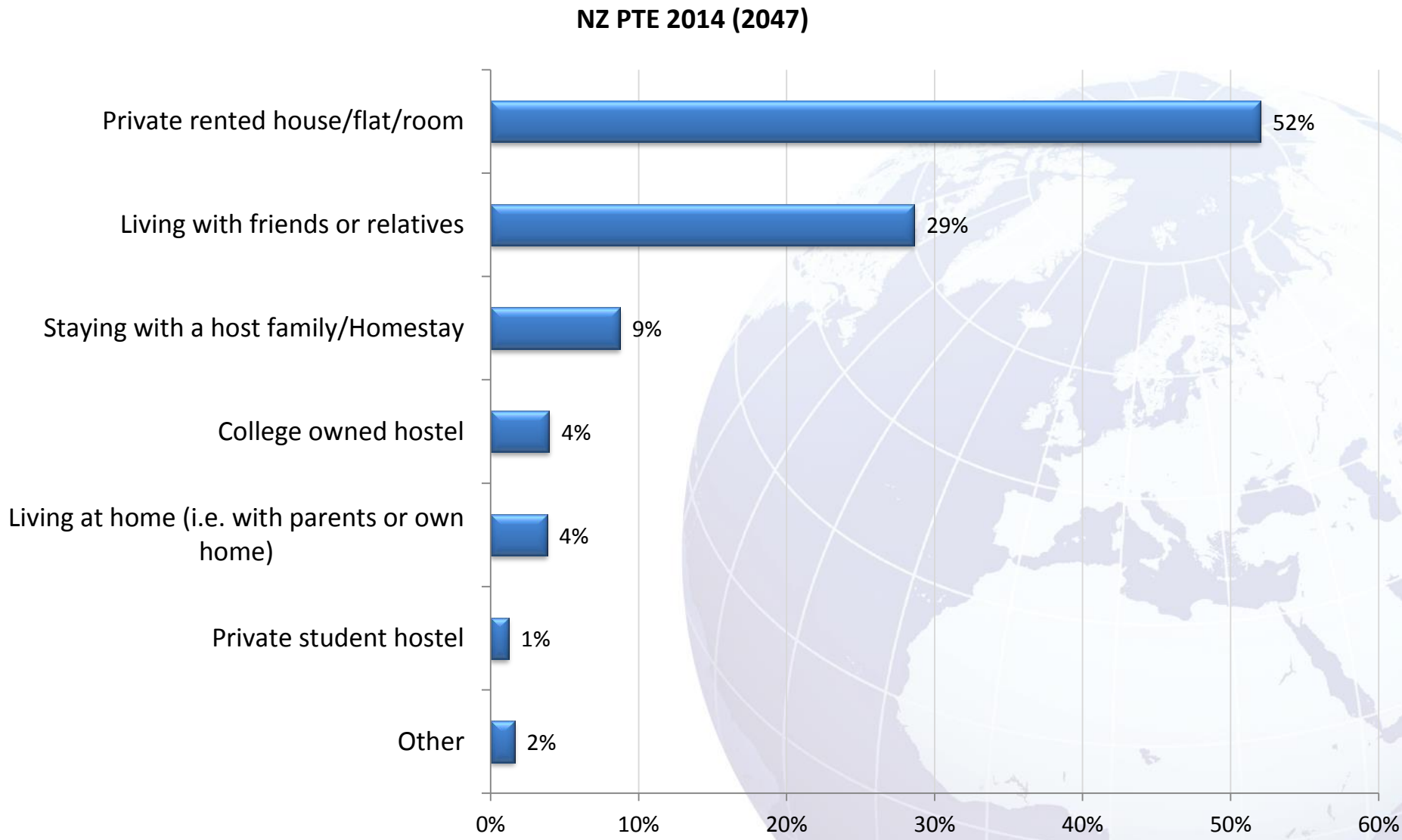
Accommodation



Where are you living now?

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