Understanding Student Choice to Inform the Study Queensland Positioning Framework

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Research audiences

- Prospective students
- Prospective parents
- Current students
- Interstate education agents
Audience 1 - Prospective students – Background

The objective of this research is to identify the key influencing factors in prospective students’ choice of destination to complement existing Study Queensland research and to help to shape the brand position of Queensland’s proposition.

- The following is a list of the key information and data sources used by IDP Education to produce this section and we express our many thanks to the organisations for allowing us to share their data and insights
- The research is based on feedback from prospective international students or those who had recently commenced study abroad about their decision making journey as well as those who deal directly with these cohorts

<table>
<thead>
<tr>
<th>Organisation</th>
<th>Report</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>QS Enrolment Solutions (Formerly Hobsons Solutions)</td>
<td>International Student Survey 2018 – Australia and New Zealand: Harnessing Opportunities in Global Higher Education</td>
<td>Prospective international students considering Australian and NZ</td>
</tr>
<tr>
<td>Hobsons Solutions (now QS Enrolment Solutions)</td>
<td>International Student Survey 2017 - &quot;Mapping the ideal value proposition for prospective international students.</td>
<td>Prospective international students considering studying abroad</td>
</tr>
<tr>
<td>IDP Education</td>
<td>Annual student buyer behaviour research 2015-2017</td>
<td>Mix of prospective international students and those who recently commenced study abroad</td>
</tr>
<tr>
<td>ICEF i-graduate</td>
<td>Annual Agent Barometer 2017</td>
<td>Perceptions of education agents around the world</td>
</tr>
<tr>
<td>RMIT, University of Melbourne and IDP Education</td>
<td>&quot;Mapping the Social Networks of International Students: Foundations for Improved Communication with International Students&quot; 2014</td>
<td>International students who had recently commenced studies in Australia</td>
</tr>
<tr>
<td>Deloitte Digital’s for Austrade and Department of Education &amp; Training,</td>
<td>International Education Digital Engagement Framework Scoping Study: Overview pack for draft discussion, April 2018</td>
<td>Inputs from students, students, providers, peak bodies and government agencies</td>
</tr>
<tr>
<td>Hotcourses Group</td>
<td>International student survey 2018: Shifting interests, preferences and motivations</td>
<td>Prospective international students considering studying abroad</td>
</tr>
</tbody>
</table>
Connected drivers of choice: Course, institution, destination country and city

- International students are a diverse audience, with each student having a unique set of behaviours, expectations and aspirations.
- When deciding where to study, they are influenced by a number of connected educational and lifestyle factors.

Various research* shows majority of students choose their subject first.
From there, the selection of institution, city and country destination depends on a range of variables.

Common driver: a safe and welcoming environment

- There are various key drivers at each stage of an international student’s decision making journey including teaching quality, reputation, funding and affordability.
- QS research highlights a safe and welcoming environment underpins the decision making at a destination, city and institution level among prospective students considering Australia or New Zealand.

What five things are most important to you when choosing where to study…?

<table>
<thead>
<tr>
<th>Country</th>
<th>University</th>
<th>Town or City</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is welcoming to international students</td>
<td>It offers scholarships</td>
<td>It is a safe and welcoming place for international students</td>
</tr>
<tr>
<td>It has universities with high quality teaching</td>
<td>It offers high quality teaching</td>
<td>Cost of living</td>
</tr>
<tr>
<td>It has an affordable cost of living</td>
<td>It offers a specific course I am interested in</td>
<td>It has universities with high quality teaching</td>
</tr>
<tr>
<td>It has a good reputation as a place to study</td>
<td>It is welcoming to international students</td>
<td>I can work while studying</td>
</tr>
<tr>
<td>It has well-ranked universities</td>
<td>It is well-ranked</td>
<td>It has affordable rental accommodation</td>
</tr>
</tbody>
</table>

Source: International Student Survey 2018 – Australia and New Zealand: Harnessing Opportunities in Global Higher Education
Drivers of destination choice

• Obtaining a quality education remains a key factor in international students’ choice of study destination
• However, as the global landscape continues to change, the importance of feeling safe and welcome in a study destination increases

Source: Hobsons International Student Survey 2017 - Mapping the ideal value proposition for prospective international students.
Read the full article on ICEF Monitor: http://monitor.icef.com/2017/05/prospective-students-put-emphasis-welcome-teaching-quality/
Study destination perceptions

- International students can be sensitive to market forces
- In 2017, Canada’s safe environment and welcoming policies saw an increase in its attractiveness
  - Australia’s relative position remains strong, particularly for Melbourne and Sydney

In 2017, education agents reported increasing student interest in these study destinations:
- Canada (74%)
- Australia (51%)
- Germany (50%)
- Ireland (41%)
- New Zealand (37%)

For Australia, Sydney and Melbourne continue to be the most preferred study cities.
Study city choice

- Obviously, study city choice is strongly influenced by institution preference however, other factors are at play
- Queensland cities are chosen for climate, affordability, lifestyle and safety
  - Chinese students are more attracted by climate, safety and quiet whereas South East Asian students are more influenced by family or friends

Source: IDP Student Research 2016-2017
Student concerns about international study

- Living and studying away from home is a significant life event, and can be stressful for both students and parents, particularly leading up to departure
- Whether it be country, city or institution choice, students seek an environment with a sense of belonging
  - Government can play a key role in terms of structure, governance and communication

In 2017, Hobsons research reported nearly a third of responding prospective students (31%) said that “the degree to which a place feels welcoming” was the most important factor in their choice of a study destination.

> “I heard that Australian government is very strict in rules so I think it is safest place to study”
> “Government and securities have organise make me feel safe”

Sense of belonging in a learning environment

- Imagery that represents ‘inclusiveness’ appeals more to students
- Student emotions and motivations can vary depending on where they are in their personal journey
  - That is, they may initially be excited by the idea of the independence and freedom of international study, but can become more conscious of the possibility of being alone as they are about to leave home for the first time

Less appealing

- “not interacting with people”
- “It’s more appealing for tourism and less look of a student life or university”
- “Seems to be in a shopping mall and doesn’t really relate to what I’m looking for”

More appealing

- “Students from different cultures are enjoying each other’s company”
- “It gives me the impression that I will be able to find more friends and have fun together while studying overseas. Also, having friends overseas are very important as we will be there without our family members.”

Source: IDP Student Research Image preferences 2016-2017
Need for credible, trusted sources of information

- Internationals students, parents and agents use a variety of information sources, both on and off-line, when seeking information about studying and living in Australia including government sources
  - However, there is no ‘consolidated’ place where users can find accurate, trustworthy and unbiased information
  - As a trusted, objective authority, government can play the role of “facilitator” and enable the provision of accurate, consistent and comprehensive content in a timely manner to support informed decision-making

Other than the institutional webpage, where else did you get information on studying and living in Australia, before you arrived in Australia?

- General Internet sources (e.g., Google, Facebook, Gumtree, etc.) 50%
- Family or friends in living in Australia 46%
- Education Agents 41%
- Family/relatives/friends in home country 38%
- Australian Government websites (e.g., Future Unlimited, Immigration, etc.) 25%
- Former/Current Students of Institution 22%
- Word of mouth 22%
- Ed. Institution sources (e.g., Advisors, student centre, etc.) 20%

Use of government websites was relatively lower for students:
- Secondary school, Pathway programs
- South Korea, China, Thailand, Malaysia

Whereas, it was relatively higher for:
- PG Research students
- Living in Queensland regional areas
- Philippines, Brazil

- International students may be social media savvy and have information at their finger tips BUT...
- When self-directed and looking at institutional websites they often only look at a single site which can be a limited information source
The importance of human connection

- Given the influence of social connections, it is important to engage with our onshore cultural communities about telling the narrative of life in Australia, its cities and educational institutions to prospective students.

- 2 in 3 Australian-bound IDP students have friends or family living in Australia.
- Nearly all IDP students spoke to their social connections about life in Australia, no matter who it was.

<table>
<thead>
<tr>
<th>Who is living in Australia</th>
<th>Spoke to them about life in Australia</th>
<th>Strong influence* on decision to study in Australia</th>
</tr>
</thead>
<tbody>
<tr>
<td>Friends / peers of a similar age group</td>
<td>1 in 2</td>
<td>9 in 10</td>
</tr>
<tr>
<td>Direct relatives (sibling, cousin, aunt, uncle)</td>
<td>1 in 2</td>
<td></td>
</tr>
<tr>
<td>Friends of the family/elders</td>
<td>1 in 3</td>
<td></td>
</tr>
</tbody>
</table>

* % strong influence = those rating 8 or higher out of 10 on a scale from 0 to 10

- Nearly half of prospective students said they would feel less worried about studying abroad if they had family or friends in the study destination they were applying to.

Source: IDP Student Research 2016, International Student Survey 2018 – Australia and New Zealand: Harnessing Opportunities in Global Higher Education
International students have strong aspirations

- International students, with their global aspirations and courage to move across countries, are purposefully progressive
- Personal development is just as important as preparing for a career when deciding to study internationally
  - They seek a destination that can provide a safe, welcoming environment to learn and develop
  - And remember, students also wish to enjoy life outside of their study experience with travel and food the top 2 interests!

What advantage will studying internationally give you?

“Helpful to Learn a foreign language, broaden our horizons, make friends from all over the world”

Chinese, PG Coursework

“You would have a better perspective of the world and also may learn different things or different ways of doing something from living in a foreign country”

Singapore, Vocational

“As I am a married woman in a conservative family, I want to tell the world that woman can definitely continue their career even after marriage in Indian culture. I want to embrace my country’s health status and provide people with the best of my knowledge health programs and facilities.”

India, PG Course

“Studying internationally is hard but at the end it will give you more opportunities at more wider world. It will also make you an independent person”

South Korea, UG

Most important aspirational factor

- Opportunity to learn about self or the world
- Prepare for career
- Study at a highly ranked university
- Make a difference in their community

Top 5 hobbies or interests

- Travel
- Food
- Sport & Fitness
- Music
- Movies & TV Shows

Source: IDP Student Research 2017
Participants from India, UAE, China, Taiwan, Vietnam, South Korea, Japan, Indonesia, Philippines, Mongolia, Solomon Islands, UK, Sweden, Switzerland, Spain, Germany, Czech Republic, Brazil

Currently attending university (UQ, QUT, Griffith, JCU) or TAFE or College

Studying for Certificates, Diplomas, Bachelors, MBAs, PhDs and English language courses

Living in Queensland for one month to several years

Some with family connections, most with no connections

All tertiary students considered other locations for study

Research conducted in March 2018.
Queensland as a study destination

Students vary in the extent to which they actively choose Queensland. Some can only find their course in Queensland or have a link through their home university. Most considered other regions (including USA, Europe and Singapore) and other cities (Sydney and Melbourne) before choosing Queensland.

Many of these actively differentiate Queensland from NSW and VIC.
After coming here, I met a lot of people who have been to Melbourne and Sydney. They told me that they made the right decision by coming to Brisbane; because Brisbane is developing. The city which is developing, you can do a lot of things there, compared to other cities where it is more competitive.

Diverse culture. You don't feel alone. Even if you are coming from any part of the world, you will find friends here.

In China, we are used to being fed with knowledge and just take them as they are. But here, we are told to question everything; and come up with our own ideas as well. And that's really good.

The multicultural environment, because there's always many events related to international/regional happening around the city; and everyone is welcomed to get involved.

In China, we often hear about all the crimes happening in Sydney and Melbourne. The stuff that's happening in Brisbane, it just doesn't get covered much in Chinese media.

JCU has a small campus in Brisbane but it feels like the whole city is my campus because it is right here in Queen Street.
Three Positioning Territories were tested

**Feel welcomed and valued**

In Queensland, we know how to make you feel at home. Whether you're just starting your academic journey or exploring new opportunities, we have a welcoming community that will make you feel valued and supported.

**Career readiness and outcomes**

In Queensland, we're committed to your success in study, career, and life. Our programs are designed to equip you with the skills and knowledge you need to succeed in the workforce.

**Innovation and entrepreneurship**

We're fostering a culture of innovation and entrepreneurship to create a vibrant and prosperous future. Opportunities abound in a state that's committed to growth and progress.

**Options:**

1. Queensland: Creating adaptable thinkers who can succeed no matter what the future holds.
2. Queensland: We welcome the world with open arms.
3. Queensland: A place where you can thrive.
4. Queensland: Let's support you in discovering your true potential.

With our courses and programs, you'll have the chance to develop skills that will set you apart in the job market and beyond.

**Queensland. We're committed to your success in study, career and life.**

**Options:**

1. Queensland: We're committed to your success in study, career and life.
2. Queensland: We provide the skills you need to succeed.
3. Queensland: We support you in discovering your true potential.
4. Queensland: Let's support you in discovering your true potential.
Feedback on three territories
Preferred Line For Each Positioning

Q: Which statement is most effective at encouraging you to consider Queensland?
**Strengths**

As a territory this is believable. It matches the brand experience and conveys the positives of what Queensland has to offer – great climate, outdoor lifestyle, cultural diversity, friendly locals and safety.

The brand cannot underestimate the appeal of Queensland’s natural assets, where the experience of studying here is just as important as the quality of the educational offering.

Using the word ‘confidence’ resonates with the audience, and the sentiment of ‘having a go’.

Important illustrations include iconic representations, multicultural acceptance, civic leaders, work experience.

**Weaknesses**

Needs to show the ‘how’ of being welcomed and valued, by itself it is not enough to differentiate Queensland.

This may not be the reality for all students.

For international high school students this is selling a destination, rather than a “competitive study environment.”

Will benefit from the addition of an outcome of study. Being welcomed and supported is important, as is emerging with enhanced skills from international study.
Feeling Welcomed & Valued

I found Australia is very welcoming with internationals. You get a lot of support here. People are very happy if you are international. That’s one of the reasons I didn’t go to Europe or America; because the people don’t like much internationals. "Where are you from? What are you doing here? You are stealing my jobs." And here, in Australia, you say, "I am from Brazil", "oh, cool", and everyone likes you.

I feel like Australia, the whole people and the government, the community, they are really showing their welcome. In China, I feel more promoted about Australia; they feel like they welcome us to come over, than America. In America, they have high level academic; so lots of people going there. But when they are feeling the government attitude, we are concerned more; Australia is more welcoming.
Career Readiness and Outcomes

### Strengths
Good concepts around world class courses, building confidence, leadership and networks.

Adds an important element of quality outcomes as a result of studying in Queensland.

Appeals to high school students who are on the cusp of selecting a university based on career outcomes.

> “At the end of the day, we all want a job, when we come out of university. If you use “employability” as one of the advantages of studying here in Queensland, that would be quite appealing to a lot of people.”

### Weaknesses
Not relevant or important to all students, including those studying English.

Confusion over the outcome being a quality education or a career in Australia.

Not uniquely Queensland.

Can lead to disappointment when even finding placement work can be difficult in Queensland.

> “Sounds good to attract people here but they will be disappointed because they can’t stay when it’s done.”

> “A lot of countries can do this, people will look at the same opportunities and pick the one that costs less money.”
Innovation and Entrepreneurship

**Strengths**

Appeals to those looking to establish themselves in their own business, and for business students in general (especially MBAs).

Innovation has a wider application across more sectors, compared to Entrepreneurship.

Under 25s are comfortable talking about disruption and uncertainty, for them it is exciting.

Appeals to high school students for its modernity.

“I want to learn what I can use for the rest of my life and opportunity for the global marketplace, instead of just China.”

“I like innovation, you can apply that to nearly everything that you are in. The idea of Australia being a new country, new things are being done and it is all quite innovative.”

**Weaknesses**

Not a defining characteristic of Queensland (unable to think of any examples) and many students find no connection to the concept.

Can be seen as limited to science and business.

Can be interpreted as offering career opportunities in Queensland which students know is not achievable.

“I’m not sure if “innovation/entrepreneurship” is a strong point of Queensland. Like, I have heard people launch their business in Melbourne/Sydney but I don’t think I have heard of anyone who chose Brisbane for their start-up businesses.”
Audience 3 - Parents of prospective students

Parents with school-aged children and household income in the top 30% for each region. Total sample of n=1,000.

1. India
2. China
3. Singapore
4. Japan
5. Taiwan
6. Hong Kong
7. Brazil
8. Vietnam
9. Germany
10. South Korea

Research conducted online in April 2018.
Would consider children studying overseas

Q: Have you ever considered sending your child overseas for their senior years of school?

Base: Total sample (n=1,000)

<table>
<thead>
<tr>
<th>Country</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hong Kong</td>
<td>98</td>
</tr>
<tr>
<td>China</td>
<td>97</td>
</tr>
<tr>
<td>Vietnam</td>
<td>96</td>
</tr>
<tr>
<td>Taiwan</td>
<td>94</td>
</tr>
<tr>
<td>India</td>
<td>83</td>
</tr>
<tr>
<td>Brazil</td>
<td>83</td>
</tr>
<tr>
<td>Singapore</td>
<td>77</td>
</tr>
<tr>
<td>South Korea</td>
<td>72</td>
</tr>
<tr>
<td>Germany</td>
<td>69</td>
</tr>
<tr>
<td>Japan</td>
<td>41</td>
</tr>
</tbody>
</table>

Study Queensland
## Good places to study: Parents

### Question: Which of these locations would you consider as good places to study?

**India**
- Queensland: 62
- Brisbane: 44
- Sydney: 86
- Melbourne: 76

**China**
- Queensland: 44
- Brisbane: 48
- Sydney: 85
- Melbourne: 67

**Singapore**
- Queensland: 56
- Brisbane: 44
- Sydney: 76
- Melbourne: 78

**Japan**
- Queensland: 20
- Brisbane: 37
- Sydney: 68
- Melbourne: 59

**Brazil**
- Queensland: 54
- Brisbane: 52
- Sydney: 92
- Melbourne: 79

**Taiwan**
- Queensland: 43
- Brisbane: 42
- Sydney: 82
- Melbourne: 72

**Hong Kong**
- Queensland: 60
- Brisbane: 43
- Sydney: 82
- Melbourne: 81

**Vietnam**
- Queensland: 82
- Brisbane: 46
- Sydney: 69
- Melbourne: 81

**Germany**
- Queensland: 38
- Brisbane: 51
- Sydney: 80
- Melbourne: 73

**South Korea**
- Queensland: 31
- Brisbane: 47
- Sydney: 67
- Melbourne: 60

---

Base: Total sample (n=1,000)
Important considerations for parents

Q: When you think about the type of country that you would consider sending your child for study, how important would each of the following be in your final decision? (Very important)

<table>
<thead>
<tr>
<th>Consideration</th>
<th>India</th>
<th>China</th>
<th>SIN</th>
<th>Japan</th>
<th>Brazil</th>
<th>Taiwan</th>
<th>HK</th>
<th>Viet-nam</th>
<th>Germ-ary</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety</td>
<td>88%</td>
<td>75%</td>
<td>79%</td>
<td>68%</td>
<td>84%</td>
<td>73%</td>
<td>63%</td>
<td>81%</td>
<td>71%</td>
<td>62%</td>
</tr>
<tr>
<td>Quality education</td>
<td>86%</td>
<td>68%</td>
<td>77%</td>
<td>55%</td>
<td>88%</td>
<td>59%</td>
<td>64%</td>
<td>91%</td>
<td>49%</td>
<td>65%</td>
</tr>
<tr>
<td>Good universities</td>
<td>83%</td>
<td>67%</td>
<td>60%</td>
<td>46%</td>
<td>82%</td>
<td>55%</td>
<td>58%</td>
<td>78%</td>
<td>55%</td>
<td>30%</td>
</tr>
<tr>
<td>Friendly</td>
<td>79%</td>
<td>38%</td>
<td>59%</td>
<td>39%</td>
<td>75%</td>
<td>45%</td>
<td>48%</td>
<td>64%</td>
<td>57%</td>
<td>39%</td>
</tr>
<tr>
<td>Good career opportunities</td>
<td>82%</td>
<td>45%</td>
<td>56%</td>
<td>22%</td>
<td>83%</td>
<td>53%</td>
<td>30%</td>
<td>78%</td>
<td>36%</td>
<td>43%</td>
</tr>
<tr>
<td>Good choice of subjects</td>
<td>73%</td>
<td>44%</td>
<td>55%</td>
<td>37%</td>
<td>64%</td>
<td>49%</td>
<td>41%</td>
<td>52%</td>
<td>38%</td>
<td>35%</td>
</tr>
<tr>
<td>Freedom/open minded country</td>
<td>71%</td>
<td>45%</td>
<td>40%</td>
<td>32%</td>
<td>48%</td>
<td>40%</td>
<td>39%</td>
<td>66%</td>
<td>57%</td>
<td>29%</td>
</tr>
<tr>
<td>English-speaking country</td>
<td>55%</td>
<td>35%</td>
<td>47%</td>
<td>35%</td>
<td>46%</td>
<td>36%</td>
<td>42%</td>
<td>74%</td>
<td>31%</td>
<td>39%</td>
</tr>
<tr>
<td>Cost of living</td>
<td>55%</td>
<td>16%</td>
<td>52%</td>
<td>37%</td>
<td>58%</td>
<td>37%</td>
<td>28%</td>
<td>51%</td>
<td>32%</td>
<td>21%</td>
</tr>
<tr>
<td>Multicultural</td>
<td>48%</td>
<td>45%</td>
<td>32%</td>
<td>33%</td>
<td>56%</td>
<td>45%</td>
<td>29%</td>
<td>47%</td>
<td>25%</td>
<td>18%</td>
</tr>
<tr>
<td>Good climate/weather</td>
<td>48%</td>
<td>29%</td>
<td>39%</td>
<td>20%</td>
<td>33%</td>
<td>34%</td>
<td>24%</td>
<td>47%</td>
<td>19%</td>
<td>15%</td>
</tr>
</tbody>
</table>

Base: Total sample (n=1,000)
Awareness of Queensland locations: Parents

Q: Which of these locations have you heard of before today?

**Queensland**
- India: 68%
- China: 54%
- Singapore: 87%
- Japan: 54%
- Brazil: 46%
- Taiwan: 67%
- Hong Kong: 84%
- Vietnam: 74%
- Germany: 77%
- South Korea: 26%

**Brisbane**
- India: 68%
- China: 50%
- Singapore: 80%
- Japan: 71%
- Brazil: 42%
- Taiwan: 69%
- Hong Kong: 84%
- Vietnam: 37%
- Germany: 74%
- South Korea: 45%

**Cairns**
- India: 26%
- China: 33%
- Singapore: 50%
- Japan: 79%
- Brazil: 16%
- Taiwan: 24%
- Hong Kong: 39%
- Vietnam: 23%
- Germany: 21%
- South Korea: 15%

**Gold Coast**
- India: 53%
- China: 81%
- Singapore: 78%
- Japan: 78%
- Brazil: 42%
- Taiwan: 75%
- Hong Kong: 81%
- Vietnam: 26%
- Germany: 40%
- South Korea: 23%

Base: Total sample (n=1,000)
## Preferred Positioning Territories: Parents

**Q: Which of these is most effective at encouraging you to consider Queensland?**

<table>
<thead>
<tr>
<th>Factor</th>
<th>India</th>
<th>China</th>
<th>SIN</th>
<th>Japan</th>
<th>Brazil</th>
<th>Taiwan</th>
<th>HK</th>
<th>Viet-nam</th>
<th>Germ-any</th>
<th>South Korea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling Welcomed and Valued</td>
<td>Welcomed</td>
<td>38%</td>
<td>26%</td>
<td>34%</td>
<td>44%</td>
<td>28%</td>
<td>30%</td>
<td>25%</td>
<td>18%</td>
<td>44%</td>
</tr>
<tr>
<td>Career Readiness</td>
<td>Career</td>
<td>36%</td>
<td>34%</td>
<td>35%</td>
<td>24%</td>
<td>40%</td>
<td>19%</td>
<td>47%</td>
<td>43%</td>
<td>29%</td>
</tr>
<tr>
<td>Innovation &amp; Entrepreneurship</td>
<td>Innovation</td>
<td>26%</td>
<td>40%</td>
<td>31%</td>
<td>32%</td>
<td>32%</td>
<td>51%</td>
<td>28%</td>
<td>39%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Base: Total sample (n=1,000)
Audience 4 - Interstate Agents

- QLD - Common perceptions amongst students are fun, relaxed, beautiful, friendly, affordable, sunshine, known for hospitality courses, good place to holiday, Comm Games.
- Common perceptions amongst agents are lifestyle, good environment, safe, friendly.
- Sydney known for jobs and internships, future focus, busy, not friendly, highly commercial, lots of people I know live there, established networks and community.
- Melbourne known for multi-cultural, cosmopolitan, good quality universities, good lifestyle, most livable city and easy to get around.
- Brisbane, Gold Coast and Cairns all known but mostly as holiday destinations and good for English and hospitality courses.
- Qld perceived as more affordable, safer, friendlier and a good mix of study, work and holiday all at once
Agent recommendations from interstate agents

- Promote the progress and growth of the cities in recent years
- Promote variety of experiences available
- Better chances of improving English as not so many international students
- Offer more job opportunities or supported volunteer placements
- Nice weather doesn’t negate quality education
- Promote safety, friendliness but also rankings and reputation (beyond UQ)
- “Tell more people more clearly about why Qld is good for students”
➢ Sydney has a reputation for more job opportunities impacted by the scale of the job market, funded job and internship programs, part-time work opportunities.

➢ Melbourne has more diversity – “whole world in one city”, is interesting and fun, lots of uni choices, is a large, innovative city with high quality education providers– could be any of these territories.

➢ Territory #2 favoured for Queensland by both Sydney and Melbourne agents because Queensland is smaller, has more regions, is more friendly and safer.
A safe and welcoming environment underpins the decision making at a destination, city and institution level.

Obtaining a quality education remains a key factor in international students’ choice of study destination, however, as the global landscape continues to change, the importance of feeling safe and welcome in a study destination increases.

There is no ‘consolidated’ place where users can find accurate, trustworthy and unbiased information.

Queensland cities are chosen for their climate, affordability and safety.

Images are all important and Queensland’s natural assets are a strong differentiator for studying in the state - Blue & greenscapes, youth & modernity, diversity & accessibility, networks & career range are appealing.

Personal development is just as important as preparing for a career when deciding to study internationally.

Students also wish to enjoy life outside of their study experience with travel and food the top 2 interests!