



May 2017

Victoria University of Wellington Brand Research Brief DRAFT

In Strict Confidence

1. Overview

Victoria is New Zealand's globally ranked capital city university. It is the number one university in New Zealand for research quality and it is in the top 1 percent of global universities for many subjects. It offers a student experience that is second to none.

The Victoria brand is one that is shared by other universities around the world. There is a Victoria University in Melbourne and in Toronto and our experience internationally is that our brand is not as strong as it could be for creating distinctiveness.

The University wishes to internationally research two aspects of its current branding.

Firstly, what do prospective students, influencers and agents think about the current brand Victoria University of Wellington?

Secondly, what are the benefits of changing the brand – in other words, changing the name used to represent the University to external audiences?

We would also like to explore the role the name of a University plays when people are considering choosing a University, amongst other factors.

While there would continue to be a single brand for all markets, the audience of interest at this point is only international. It is acknowledged that there are important domestic market considerations in a name change but these will not be necessary unless there are compelling advantages for the recruitment of international students.

The names we would like to test are;

National University of New Zealand
University of Wellington
New Zealand National University

(There may be others)

We would also be interested in other ideas on brands we could consider. The methodology for this is for further discussion as a part of the project.

2. Context

We ask you to note that this project is in its early stages and is commercially sensitive. Thank you for completing the non-disclosure agreement as the basis for our discussions.

3. Positioning

The University's current positioning which was developed from the 2015 strategic plan is New Zealand's globally ranked capital city university. This is being expressed in the market as;

Capital thinking. Globally minded.

This would potentially be reviewed as a part of a name change.

4. Themes

There are two key themes that have guided our communications.

Intellectual excellence. Victoria has a host of nationally and internationally recognised and, in some cases, world leading researchers and thought leaders who are making a difference nationally and internationally.

Global perspective. Much of our research is directed at leading thinking on the big questions facing the world.

Through these themes we communicate Victoria's quality, distinctiveness and strength – and why we can say that Victoria is Capital thinking. Globally minded.

5. Our Audiences

The University's audiences are diverse. These are displayed in our stakeholder diagram (see Appendix 1).

International students are only one part of the overall audience mix, however it is a vital part of the University's future both financially and from a global connectedness perspective.

There are five subgroups to be considered as a part of the audience perspective for international student recruitment;

- i) International students
- ii) Influencers of international students, particularly parents
- iii) International agents through whom students often confirm their university of choice. Education agents operate extensively in key international student recruitment markets. They vary from large global companies to small one or

two person operations. They play a major role in recruiting international students

- iv) Government sponsorship agencies and international scholarship agencies who assist international students with funding for their studies at Victoria, and to whom the perceived reputation and ranking of Victoria is very important.
- v) There is also the question of whether we engaged with University Partners offshore through whom a number of international students transfer to Victoria, and with whom we have close research and academic links. Careful consideration would need to be given to this if we are aiming to maintain some degree of confidentiality.

The specific countries of interest to us are;

China, USA, Vietnam, Malaysia, Colombia, Brazil, India, Indonesia, and Germany

We will be able to provide Colmar Brunton with relevant contacts for agents, University Partners and relevant offshore government sponsorship and scholarship agencies.

6. Key Information Required

We would like to use the opportunity presented by this research to learn more about the following areas.

Part 1. What do prospective students, influencers and agents think and feel about the current brand for Victoria University of Wellington?

- How is this positively or negatively affecting international student recruitment for our university?

Part 2. What do prospective students, influencers and agents think and feel about a new name?

- Specific testing of [REDACTED]
- Ideas the specified audiences have on what a good brand name would be for a university like Victoria University of Wellington given its location and attributes.
- How would this positively or negatively affect international student recruitment for our university?

Part 3. What do these international audiences say are the most important considerations in their selection of a university, and what motivates them to include a university in their consideration set?

Simon Johnson

Subject: Re: Brand Research
Date: Monday, 26 June 2017 at 12:33:31 PM New Zealand Standard Time
From: Simon Johnson
To: michael.dunne@colmarbrunton.co.nz
CC: Madeleine Setchell, Julia Innocente-Jones, Nigel Riley

Hi Michael,

Greeting from sunny Chicago! It was great to meet you last week.

Would you mind also adding to the brief "University of New Zealand, Wellington" (variations could include UNZ Wellington or UNZW)?

Thanks very much!

Simon

Simon Johnson
General Counsel
Victoria University of Wellington
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Mobile: +64- 21 898 187
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Gate 2, Kelburn Parade
PO Box 600
Wellington 6140

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From: Simon Johnson <Simon.Johnson@vuw.ac.nz>
Date: Wednesday, 14 June 2017 at 11:48 PM
To: "michael.dunne@colmarbrunton.co.nz" <michael.dunne@colmarbrunton.co.nz>
Cc: Madeleine Setchell <Madeleine.Setchell@vuw.ac.nz>, Julia Innocente-Jones <Julia.Innocente-Jones@vuw.ac.nz>, Nigel Riley <Nigel.Riley@vuw.ac.nz>
Subject: Brand Research

Dear Michael,

Confidential and Legally Privileged

Attached is a brief for some confidential brand research I would like you to do for Victoria University. This research is necessary for me to provide legal advice to the University.

I would appreciate a meeting with you, together with the wider Victoria team, as soon as possible to discuss. However, unfortunately, I am out of the office tomorrow and also between 22 June and 12 July.

I look forward to hearing from you.

Kind regards,
Simon

Simon Johnson
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Attention:	Simon Johnson and Madeleine Setchell		
Subject:	VUW brand research		
From:	Mike Dunne and Céline Yockney		
Date:	29 August 2017	Reference:	109110956

Introduction

Victoria University of Wellington's (VUW's) name is partially shared by a number of universities around the world, most notably Victoria University in Melbourne. VUW is concerned that this name sharing may be preventing some international students from considering VUW. This could be because potential students are confusing the name with less highly rated universities or that the number of Victoria Universities is diffusing the distinctiveness of VUW.

VUW want to explore the impact that the name Victoria is having on international students' intention to study in Wellington in order to assess the legal implications of a potential name change. Specifically VUW want to understand:

- the impact that the name Victoria University of Wellington is having on perceptions of VUW,
- the impact the name is having on international student recruitment, and
- whether a name change would positively or negatively affect international student perceptions and recruitment.

This document lays out Colmar Brunton's suggested approach to research to answer these objectives.

Audiences

VUW have identified five audiences that could be part of the research: international students, influencers of international students (particularly parents), international agents, government sponsorship agencies and international scholarship agencies who assist international students with funding, and offshore university partners.

We recommend focusing on just two of these groups – international students and international agents. We recommend excluding influencers because we think that the students' views will incorporate those of influencers. At the point we interview students they would likely have talked to multiple influencers about their decision and so we can also ask them what their influencers thought and how the influencers' opinions differed from theirs. We also recommend excluding offshore university partners and sponsorship and scholarship agencies because we don't think we would be able to maintain the confidentiality of the purpose of the research with these two groups.

International students

VUW want to conduct the research in a way that disguises the true purpose of the research as well as the identity of the sponsor of the research. There are two methodological options which would allow us to do this.

The first option is to source overseas students from online consumer panels in the seven countries VUW is interested in – China, USA, Vietnam, Malaysia, India, Indonesia, and Germany. The second option is to

conduct intercept interviews in locations where international students gather in key Australasian cities – e.g., Auckland, Wellington, Dunedin, Sydney, and Melbourne. The advantages and disadvantages of both options are outlined in the table below.

	Advantages	Disadvantages
Online	<ul style="list-style-type: none"> • We can achieve the target number of interviews in each country relatively easily. • Maximises our chances of the purpose and sponsor of the research remaining confidential as the only clues will be the questions we ask. • We can ask more questions than we could using an intercept method – because people are willing to spend longer doing an online survey and because students' reading speed will be faster than our interviewers' speaking speed. 	<ul style="list-style-type: none"> • We will have to use a broader definition of our target audience than we might want to because of the relatively low incidence of students in each country who would have considered study in New Zealand.
Intercept	<ul style="list-style-type: none"> • Allows us to speak to students who've already made the decision to study in this part of the world. These students will have more knowledge of the different universities and can speak from experience about what influenced their choices. 	<ul style="list-style-type: none"> • It may be difficult to achieve our target number of interviews with students from each country as the interviewers may not come across many students from the countries with relatively low representation in New Zealand and Australia. • Interviews need to be limited to ten minutes because people are reluctant to answer questions for more than 10 minutes when intercepted. • It is much more expensive than an online survey. • It will take longer to complete because of the time needed to conduct the intercepts as well as the need to schedule it around the other projects our interviewers have scheduled.

Our recommendation is to conduct the research using the online method because we think the advantages of this option outweigh the advantages of the intercept option.

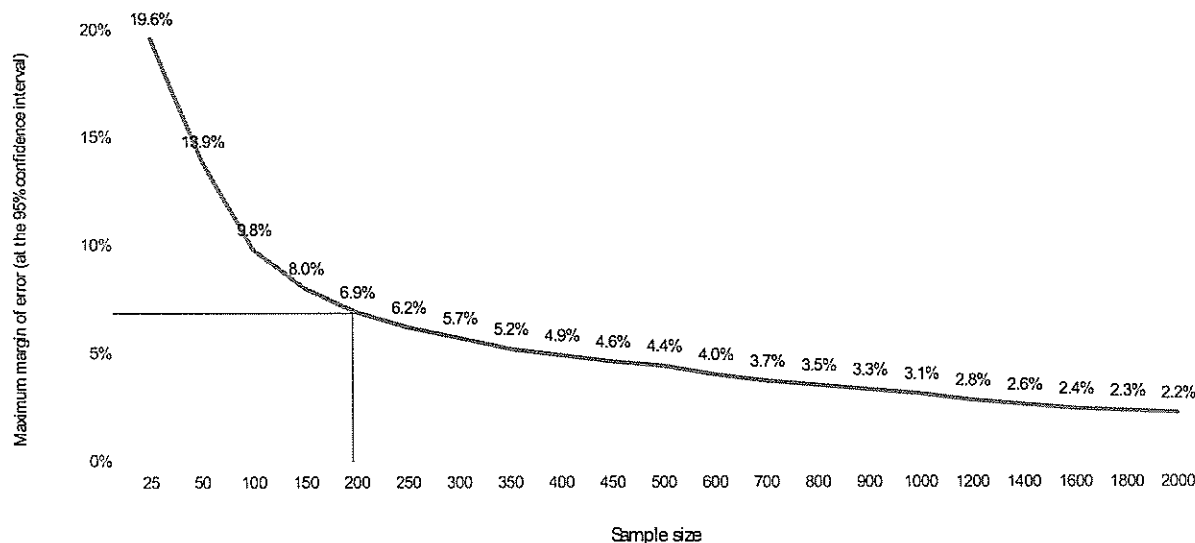
Respondent definition

As described earlier the one disadvantage of our recommended methodology is we need to use a slightly broader definition of our target respondents than is ideal. Our suggested definition is: 'people aged 16 to 28 who are considering tertiary study, currently in tertiary study, or recently graduated with a bachelor's degree and are either seriously considering/have considered studying overseas or have actually studied overseas'. Having a 16 to 28 age range will allow us to target those considering both under-graduate and post-graduate study. Additionally we will look to recruit sufficient numbers of people who are and aren't familiar with New Zealand in order to be able to analyse the results by familiarity.

Sample size

VUW have identified seven countries of interest: China, USA, Vietnam, Malaysia, India, Indonesia, and Germany. In order to achieve reliable results for each country the minimum sample size we would suggest is 100 per country. A sample size of 100 has a maximum margin of error of +/-9.8%. If VUW

wanted more reliable results at a country level than we would suggest a sample size of 200 per country. The maximum margin of error for a sample size of 200 is +/-6.9%. As can be seen in the chart below, increases beyond 200 deliver increasingly smaller returns in additional reliability, while the cost of additional interviews is more linear.



In the Investment section of the proposal we've provided costs for sample sizes of 100, 200 as well as 300 interviews per country.

Questions

For costing purposes we have assumed that the questionnaire will have a maximum duration of ten minutes.

We'll design the questionnaire in a way that disguises both the topic and the sponsor of the research. At present we're thinking we will do this in two ways. Firstly we'll ask about several universities not just VUW. This will position the research as New Zealand university research not specific to VUW. Secondly, we will ask about the new names as if they are existing universities and not mention the true purpose of the research.

Our initial thinking is to divide the questionnaire into three sections. The first section would focus on motivators and New Zealand knowledge. Specifically we would ask:

- the factors important to them when choosing an overseas university,
- familiarity with New Zealand,
- level of interest in New Zealand as a study destination.

In the second section we will use a choice modelling task to work out the importance of name relative to other influences in the decision. In the task we'll ask students to choose a university multiple times. Each time the features of the universities they are asked to choose will differ from the previous choice. By systematically varying the features of the universities, we'll be able to deconstruct the relative value they place on each feature through their overall choice.

To illustrate how the choice task would work imagine that a student is first presented with choice A on the following page and then choice B. If they favour VUW in choice A and choice B it is because the name

is more important than the other factors. This is a very simple example, and the actual presentation of the universities to the potential students will be much more sophisticated than this.

A

Victoria University of Wellington

Setting: located in NZ's capital city, close to the CBD

Experience: there are plenty of student activity clubs and societies, and there are numerous recreational opportunities in the surrounding region

Academic performance: ranked in the top 100 universities globally in your subject

University of New Zealand, Wellington

Setting: located in NZ's capital city, close to the CBD

Experience: there are plenty of student activity clubs and societies, and there are numerous recreational opportunities in the surrounding region

Academic performance: not ranked in the top 100 universities globally in your subject

B

Victoria University of Wellington

Setting: located in NZ's capital city, close to the CBD

Experience: there are plenty of student activity clubs and societies, and there are numerous recreational opportunities in the surrounding region

Academic performance: not ranked in the top 100 universities globally in your subject

University of New Zealand, Wellington

Setting: located in NZ's capital city, close to the CBD

Experience: there are plenty of student activity clubs and societies, and there are numerous recreational opportunities in the surrounding region

Academic performance: ranked in the top 100 universities globally in your subject

The choice modelling task allows to understand the importance of the name relative to the other features, as well as the value of each name.

In order to keep the choice task to a manageable length we suggest limiting the number of names people choose between to five or six (perhaps four existing universities and the two new names we think will be most appealing), and including three or four features for each university, for example, academic performance, a student experience feature, and perhaps setting (for each of these there would be three or four levels based on the current universities).

If VUW preferred not to use choice modelling then we could use a simpler technique. We could present students with a description of several universities (including one of the new names as a 'university'). The description of the 'university' would be similar but not identical to VUW's (50% of students will see the VUW description associated with VUW and the other 50% will see the 'university' description associated with VUW and vice-versa, to remove any effects of the description from the design). After the descriptions we would repeat the questions which assess overall level of interest in each university and perceptions of how strong each university is on the factors that are most important to them.

In the third section we show people a list of university names (both the new names and the names of all or some of the existing universities) and ask them to rank the names from the one they would be most likely to choose to study at, to the least likely – if the only information they had about the universities was the names. In order to get a sense of the distance between the ranked items as well as the absolute rank, we would introduce a second component to the ranking. This second component might be to assign a value of 100 to their highest ranked name and 0 to the lowest ranked name, and then ask them to assign a value between 0 and 100 to each of the remaining names.

In the second part of the third section we would ask people to associate a number of brand image statements with the names of their preferred universities. Adding these questions will help us assess whether the preferred name has a positioning which fits with where VUW wants to position itself.

International agents

Compared to students, there are relatively few international agents and even fewer who are familiar with New Zealand universities and VUW. Given this small number of agents and their depth of knowledge, we suggest a different approach to researching the agents. We think the best method for the agents is indepth interviews (i.e., semi-structured interviews lasting for 30 to 45 minutes) and conducted by phone or skype.

Number of interviews

VUW think there are around ten international agents who could be trusted to provide honest opinions and not disclose the purpose of the research to anyone. We agree with VUW that these agents would be the best to focus on because of their trustworthiness and their knowledge of VUW and the New Zealand market. While we would ideally interview all ten we think that at least two will either be unavailable during the research period or will refuse. So for costing purposes we have assumed we will conduct eight interviews.

Questions

We think it is best to err on the side of caution with the agents and to disguise the true purpose of the research from them as much as possible. With this in mind we suggest that the interviews focus on the following broad topics:

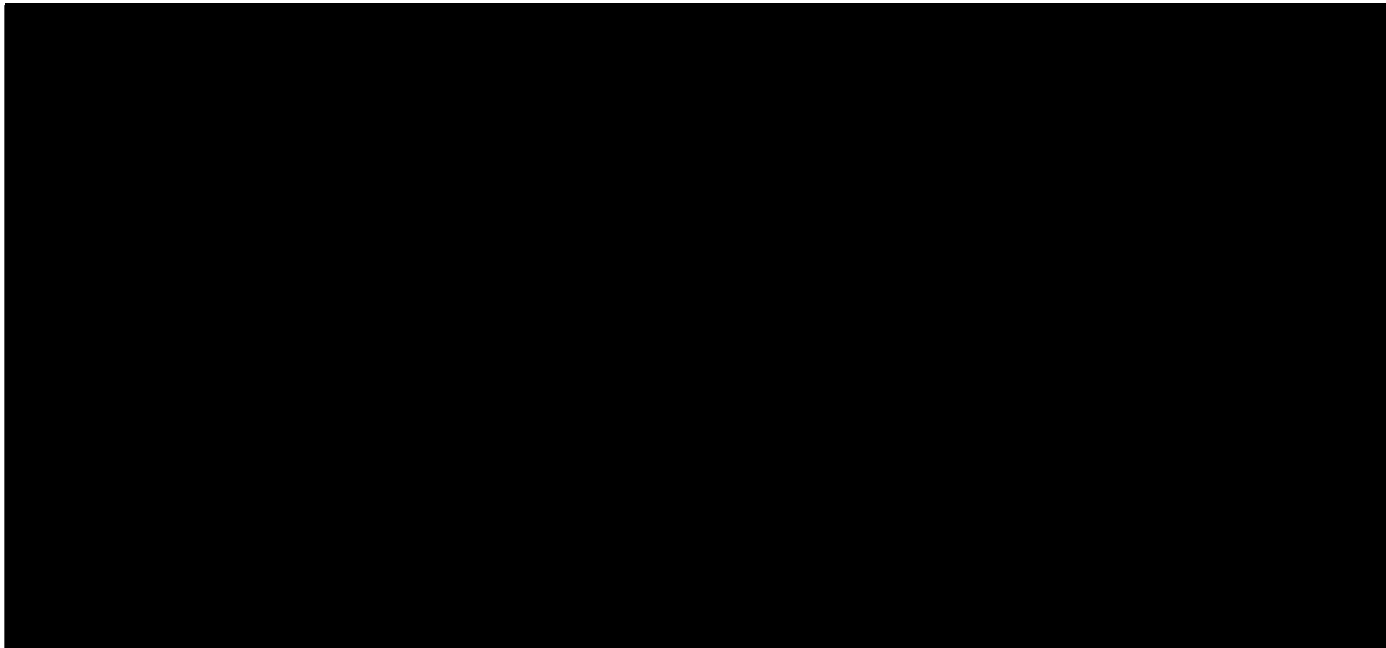
- the factors important to students when choosing an overseas university,
- level of interest in New Zealand as a study destination and the changes they are seeing in the market,
- the appeal of VUW in general and against each of the factors that are important to students,
- barriers preventing students enrolling at VUW.

The barriers section will be a particular focus and it will provide the information we're seeking. The qualitative interviewer will elicit the barriers unprompted to start with and then prompt with a number of barriers that 'others have suggested'. One of the barriers the qualitative interviewer will prompt on is the name. The focus when discussing the name barrier will be on how big an issue is it, and what do they think can be done about it. As the interviewer is discussing solutions with the agent, one possibility the interviewer will raise (if not mentioned by the agent) is changing the name. For example, by saying something like: "If you think it is such a big issue, would you go so far as suggesting to VUW that they change their name?". If the agent thinks this is a good idea they would go on to discuss alternative names and the potential impact on student numbers.

In the interview the name barrier will be one of several barriers discussed and each barrier will get a similar amount of questions, so attention isn't drawn to the name as the focus of the research.

Reporting

The format of the report would be a PowerPoint style presentation report. The report would be structured to answer the objectives of the research in a clear and concise manner. We've pasted some examples of our reporting below to give you an idea of what the PowerPoint style report could look like.

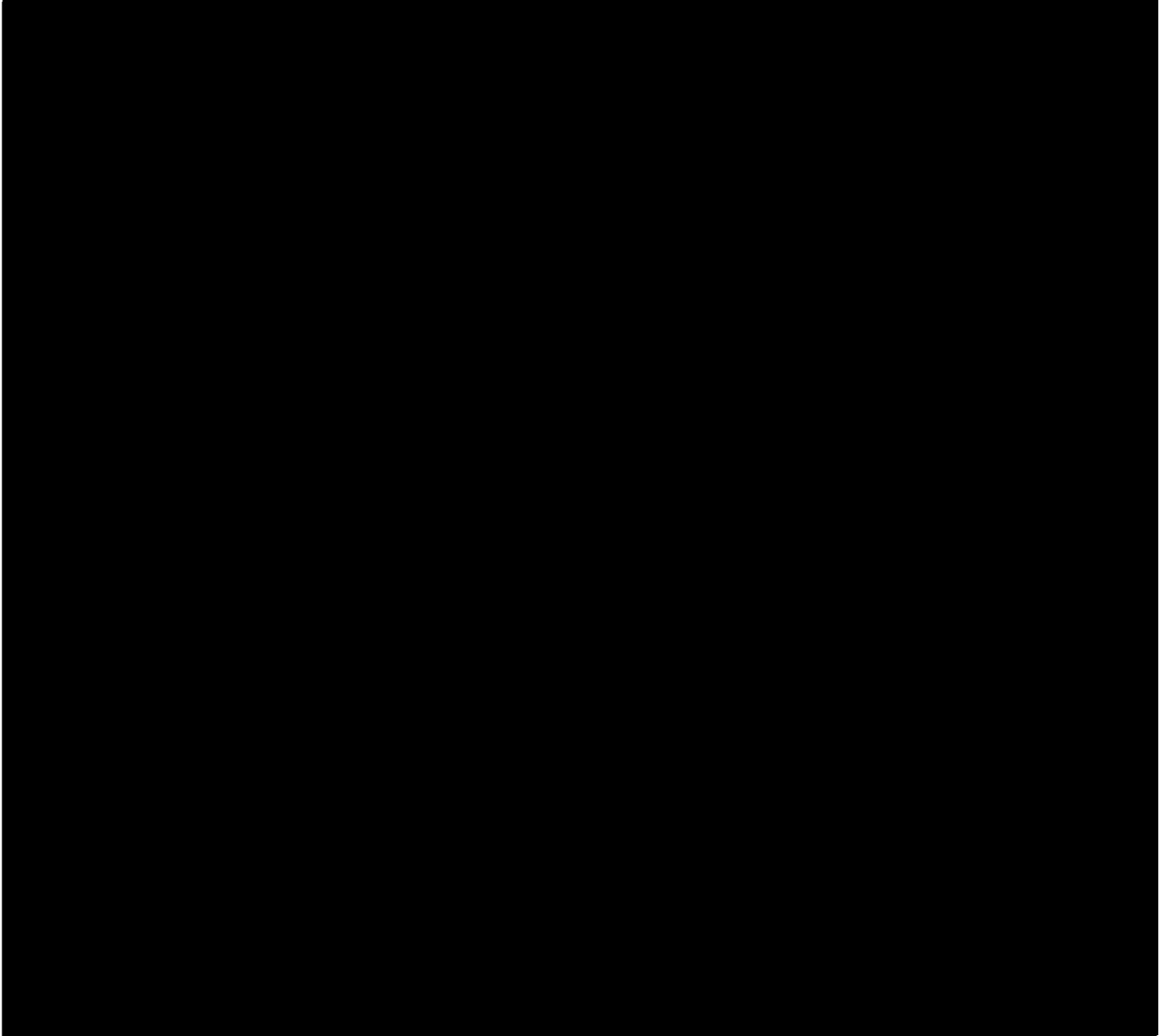


Timing

The research will take around six weeks to complete.

	Time	Responsibility
Development of materials – questionnaire and topic guide	1 week	CB
Review and revision of materials	1 week	CB and VUW
Interviewing	2 weeks	CB
Analysis and reporting	2 weeks	CB

Investment



The fine print

This quotation is valid for a period of three months from the date of this proposal. However it is based on a number of assumptions which may be subject to change. If the specified assumptions change, costs will be advised accordingly. All costs are quoted excluding GST. This proposal is issued to Victoria University of Wellington for the purpose of considering its contents, with a view to appointing Colmar Brunton to provide the services set out therein. This proposal is subject to the detailed terms and conditions of Colmar Brunton, a copy of which is available on request or online [here](#).

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Simon Johnson

Subject: Re: Updated proposal
Date: Friday, 1 September 2017 at 4:16:20 PM New Zealand Standard Time
From: Simon Johnson
To: Dunne, Michael (MBWCB)
CC: Madeleine Setchell

Hi Mike,

We are happy to proceed in accordance with this updated version. We'll go with a sample size of 200 per country and include the choice modelling.

Thanks very much and have a great weekend!

Kind regards,
Simon

From: Simon Johnson <Simon.Johnson@vuw.ac.nz>
Date: Friday, 1 September 2017 at 10:03 AM
To: "Dunne, Michael (MBWCB)" <Michael.Dunne@colmarbrunton.co.nz>
Subject: Re: Updated proposal

Thanks for this Mike. I've passed onto Grant...

Cheers,
Simon

From: "Dunne, Michael (MBWCB)" <Michael.Dunne@colmarbrunton.co.nz>
Date: Tuesday, 29 August 2017 at 5:17 PM
To: Simon Johnson <Simon.Johnson@vuw.ac.nz>
Cc: Madeleine Setchell <Madeleine.Setchell@vuw.ac.nz>
Subject: Updated proposal

Hi Simon,
I've attached an updated version of the proposal. The main changes are: an updated questionnaire section (a smaller section 1, more clarity in the choice modelling section, and incorporating Grant's suggestions to section 3), respondent definition (now getting a mix of people familiar with NZ and not), and costs (we've removed the intercept interviews and added a cost for 300 interviews per country (Frazer said he would be interested in an even larger sample size)).

Cheers

Mike

[Kantar Disclaimer](#)

Simon Johnson

Subject: International students
Date: Monday, 18 September 2017 at 3:17:53 PM New Zealand Standard Time
From: Dunne, Michael (MBWCB)
To: Simon Johnson, Madeleine Setchell, Nigel Riley, Julia Innocente-Jones
CC: Stratton, Emma (MBWCB)
Attachments: image002.png, image001.png, image003.png, International students questionnaire draft 1.docx

Hi everyone,

I've attached a first draft of the questionnaire for the international students. There are notes under some questions in square brackets which explain what we were thinking or how we might analyse the results ... however you'll have a much better understanding of international students than we will, so feel free to make as many suggestions as you want.

Also [REDACTED] and Emma will be picking things up while I'm away. [REDACTED]

Cheers

Mike

Michael Dunne | Executive Director Wellington

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[Kantar Disclaimer](#)

INTERNATIONAL STUDENTS
109110956

Country quotas

China	200
Viet Nam	200
Malaysia	200
India	200
Indonesia	200
Germany	200
USA	200

Screeners

Q1. How old are you?

Under 16 years	1
16	2
17	3
18	4
19	5
20	6
21	7
22	8
23	9
24	10
25	11
26	12
27	13
28	14
29	15
30	16
Over 30 years	17

CLOSE IF Q1=1, 15, 16 OR 17

Q2. Have you or are you ...
Please select all that apply.

Highly likely to enrol for a degree at a university in the next two years	1
Currently studying for an undergraduate degree at a university (i.e., a Bachelor's degree)	2
Currently studying for a postgraduate degree at a university (i.e., a Master's or a PhD)	3
Completed an undergraduate degree in the last two years	4

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Completed a postgraduate degree in the last two years	5
None of these	6

CLOSE IF Q2=6

IF Q2=2 TO 5 ASK Q3A:

Q3a. Have you ...

Please select one only.

Actually completed some or all of your degree(s) at a university outside your home country	1
Seriously considered completing some or all of your degree(s) at a university outside your home country	2
Briefly thought about completing some or all of your degree(s) at a university outside your home country	3
Not considered studying outside your home country	4

IF Q2=1 AND NOT 2 TO 5, ASK Q3B

Q3b. Are you ...

Please select one only.

Seriously considering completing some or all of your degree at a university outside your home country	1
Thinking you might do some of your degree at a university outside your home country but you've not really put much thought into it	2
Unlikely to study outside your home country	3

IF Q3A=1 OR 2 OR Q3B=1 OR 2 CONTINUE, OTHERWISE CLOSE.

Q4. How much do you know about the country New Zealand?

Please select one only.

A lot	1
Some	2
A little	3
I know the name, but that is all	4
Never heard of it	5

CHECK QUOTAS: FAMILIAR WITH NEW ZEALAND (CODES 1 TO 3) /NOT FAMILIAR (CODES 4 AND 5).

Section 1: Motivations

Q5. How much do you know about New Zealand universities?

Please select one only.

A lot	1
Some	2
A little	3
Nothing	4

Q6. Now please think about what is most important to you when choosing a university, outside your home country, to study at. Please select the five things that are most important to you from the list below.

Please select a maximum of five and a minimum of three.

The global ranking or reputation of the university in your subject area	1
The overall prestige of the university	2
Having a top academic in your subject area	3
Having high calibre teaching staff	4
Having world class facilities in your subject area	5
The language the classes are taught in	6
It is easy to travel backwards and forwards to your home country	7
The ability to live on or close to campus	8
The university having close links to the business community and/or public sector	9
Being able to meet fellow students who may benefit your career later in life	10
Having support systems for overseas students to help them succeed	11
Having a sizeable number of overseas students, from both your country and other countries	12
The university is based in a city where there is an opportunity to have a busy social life	13
The university is based in a city where there is a lot of recreational opportunities	14
The city the university is based in has good weather year round	15
Other (please type in)	16

[Please tweak/add to the list as you see fit.]

- Q7. Please indicate which is most important to you, second most important and so on.
Please select one in each column.

PROG NOTE: ONLY SHOW THOSE ITEMS SELECTED IN THE PREVIOUS QUESTION

	Most Important	Second most Important	Third most Important	Fourth most Important
The global ranking or reputation of the university in your subject area	1	1	1	1
The overall prestige of the university	2	2	2	2
Having a top academic in your subject area	3	3	3	3
Having high calibre teaching staff	4	4	4	4
Having world class facilities in your subject area	5	5	5	5
The language the classes are taught in	6	6	6	6
It is easy to travel backwards and forwards to your home country	7	7	7	7
The ability to live on or close to campus	8	8	8	8
The university having close links to the business community and/or public sector	9	9	9	9
Being able to meet fellow students who may benefit your career later in life	10	10	10	10
Having support systems for overseas students to help them succeed	11	11	11	11
Having a sizeable number of overseas students, from both your country and other countries	12	12	12	12
The university is based in a city where there is an opportunity to have a busy social life	13	13	13	13
The university is based in a city where there is a lot of recreational opportunities	14	14	14	14
The city the university is based in has good weather year round	15	15	15	15
Other (please type in)	16	16	16	16

Section 2: Choice modelling

Attributes and levels used in the choice modelling

The respondents will not see this table. The attributes and levels will be combined to form 'universities' which respondents will evaluate against other 'universities'. An example of how they will be combined is shown on the following page.

In choice modelling the importance of the attributes is based on the difference in appeal between the most appealing level of the attribute and the least appealing level. This means to get an accurate measure of how important each attribute is, we need to make sure the top and bottom levels accurately reflect the range of difference between NZ universities.

The more attributes and levels we have, the more scenarios we'll need to show each respondent. Additionally, more attributes make it harder for respondents to make a decision. So we need to limit the information we provide to the bear essentials.

Attributes	Levels
Name:	<ul style="list-style-type: none"> • Victoria University of Wellington • University of Auckland • Otago University • National University of New Zealand • University of Wellington • University of New Zealand, Wellington • New Zealand National University
Overall prestige:	<ul style="list-style-type: none"> • Ranked in the top 50 universities in the world • Ranked in the top 200 universities in the world • Ranked in the top 500 universities in the world • Not ranked in the top 500 universities in the world
Subject prestige:	<ul style="list-style-type: none"> • In the top 25 universities in the world in your subject • In the top 100 universities in the world in your subject • In the top 250 universities in the world in your subject • Not in the top 250 universities in the world in your subject
Location:	<ul style="list-style-type: none"> • Located in a small city in the south of New Zealand. The university dominates the north end of the city and all students live close to the campus. • Located in New Zealand's capital city, a compact city which is easy to get around by walking. • Located in New Zealand's largest city, the commercial centre of the country.
Social life:	<ul style="list-style-type: none"> • The university is very culturally diverse and it is easy to make friends with both other international students and local students. The university has a number of social clubs where you can meet students with similar interests to yours. • Blank

[We'll set up the choices in such a way that name and location isn't inconsistent. For example, if Wellington is in the name, then we'll always use the description of Wellington.]

Example choice modelling question

Q8. On each of the following pages you will see a pair of universities. From each pair you need to decide which one you prefer and then how likely you would be to enrol at that university.

Every time you see a pair of universities please consider them on their own, i.e., that is forgetting about the other pairs you may have already seen.

Some of the pairs will seem very different and others will seem very similar. Each university is actually different, so please read carefully.

There are xxxxx pairs of universities in total.

Q8a.

Option A	Option B
Victoria University of Wellington	National University of New Zealand
Ranked in the top 200 universities in the world	Ranked in the top 200 universities in the world
In the top 250 universities in the world in your subject	In the top 100 universities in the world in your subject
Located in New Zealand's capital city, a compact city which is easy to get around by walking.	Located in a small city in the south of New Zealand. The university dominates the north end of the city and all students live close to the campus.
The university is very culturally diverse and it is easy to make friends with both other international students and local students. The university has a number of social clubs where you can meet students with similar interests to yours.	

Which option is most appealing to you?

Please select one only.

Option A	1
Option B	2

How likely would you be or would you have been to enrol at this university?

Please select one only.

Extremely likely	1
Very likely	2
Quite likely	3
Not that likely	4
Not at all likely	5
Don't know	6

[The number of choices each person will see will be dependent on the number of attributes and levels we end up with. Based on the number we've currently got, each person will make around 10 choices.]

Section 3: Names

Q9a. Below are a list of university names. Please read the names carefully and then choose the university you would be most likely to study at. We'd like you to base your decision solely on the names and not anything else you might have heard about that university.

Please select one only.

PROG NOTE: RANDOMISE

Victoria University of Wellington	1
University of Auckland	2
Otago University	3
University of Wellington	4
National University of New Zealand	5
University of New Zealand, Wellington	6
New Zealand National University	7
University of New Zealand, Auckland	8

[In the analysis we'll look at the results of this question by the respondents' motivations for studying – this will allow us to understand name preferences by those most motivated by prestige versus those most motivated by the other factors.]

Q9b. Which university would you be least likely to study at?

Please select one only.

PROG NOTE: SAME ORDER AS Q9A

Victoria University of Wellington	1
University of Auckland	2
Otago University	3
University of Wellington	4
National University of New Zealand	5
University of New Zealand, Wellington	6
New Zealand National University	7
University of New Zealand, Auckland	8

Q9c. In the table below your first choice has a score of 100 next to it and your last choice has a score of 0 next to it. Please score each of the remaining universities from 1 to 99 depending on how likely you would be to study at them. For example, if you like a university almost as much as your first choice then you might give it a score in the nineties. Or if you dislike a university almost as much as your least preferred you might give it a score between 1 and 10.

Please type a number between 1 and 99 next to each university. Note that you can only use a number once.

PROG NOTE: SAME ORDER AS Q9A

Victoria University of Wellington	
University of Auckland	
Otago University	
University of Wellington	
National University of New Zealand	
University of New Zealand, Wellington	
New Zealand National University	
University of New Zealand, Auckland	

[Q9a/b/c will give us a rank order for the names as well as the relative distance between the names.]

Q10. Please indicate which university or universities you associate with each of the statements. Again base your judgement solely on the name, not anything else you've heard about the university.
Please select at least one in each row.

PROG NOTE: SHOW UNIVERSITIES IN THE SAME ORDER AS PREVIOUS QUESTION

	Victoria University of Wellington	University of Auckland	Otago University	University of Wellington	National University of New Zealand	University of New Zealand, Wellington	New Zealand National University	University of New Zealand, Auckland
Provides internationally recognised qualifications	1	2	3	4	5	6	7	8
Carries out high quality research	1	2	3	4	5	6	7	8
Provides great facilities for students	1	2	3	4	5	6	7	8
You would be proud to study there	1	2	3	4	5	6	7	8
Is for the best, most highly achieving students	1	2	3	4	5	6	7	8
Understands what is important to students	1	2	3	4	5	6	7	8
Is New Zealand's most famous university	1	2	3	4	5	6	7	8
Provides strong student support for wellbeing	1	2	3	4	5	6	7	8
Is a place where students have fun while learning	1	2	3	4	5	6	7	8
Is closely linked with the city in which it is located	1	2	3	4	5	6	7	8

[Q10 above uses some of the statements from the brand research. If you'd prefer not to use these statements then Q10 below is an alternative. I don't think we should ask both as it will make the questionnaire too long (and boring for the respondents). The words come from those we typically use to understand a brand's positioning relative to others. The words differ along two dimensions a social dimension (individuality to conformity) and a personality dimension (extroverted to introverted).]

Q10. Please choose three words which best describe each university. Again base your judgement solely on the name, not anything else you've heard about the university.

Please select three for each university.

PROG NOTE: SHOW UNIVERSITIES IN THE SAME ORDER AS PREVIOUS QUESTION

	Victoria University of Wellington	University of Auckland	Otago University	University of Wellington	National University of New Zealand	University of New Zealand, Wellington	New Zealand National University	University of New Zealand, Auckland
Uncomplicated	1	2	3	4	5	6	7	8
Down to earth	1	2	3	4	5	6	7	8
Easy going	1	2	3	4	5	6	7	8
Caring	1	2	3	4	5	6	7	8
Genuine	1	2	3	4	5	6	7	8
Appreciative	1	2	3	4	5	6	7	8
Honest	1	2	3	4	5	6	7	8
Trustworthy	1	2	3	4	5	6	7	8
Supportive	1	2	3	4	5	6	7	8
Competent	1	2	3	4	5	6	7	8
Responsible	1	2	3	4	5	6	7	8
Responsive	1	2	3	4	5	6	7	8
Exclusive	1	2	3	4	5	6	7	8
Confident	1	2	3	4	5	6	7	8
Respectful	1	2	3	4	5	6	7	8
Successful	1	2	3	4	5	6	7	8
Innovative	1	2	3	4	5	6	7	8
Pushing the boundaries	1	2	3	4	5	6	7	8
None of these	1	2	3	4	5	6	7	8

Further demographics

D1 What is your gender?
Please select one only.

Male	1
Female	2
Gender diverse	3

D2 **IF Q2=2 TO 5 ASK:**
Which subject(s) are you or have you mainly studied?
Please select all that apply.

IF Q2=1 AND NOT 2 TO 5, ASK Q3B
Which subject(s) are you most likely to study?
Please select all that apply.

Natural and Physical Sciences (includes Mathematical, Physics and Astronomy, Chemical, and Biological Sciences, etc.)	1
Earth sciences (Geography)	14
Information Technology	2
Engineering and Related Technologies	3
Architecture and Building	4
Agriculture	5
Environmental and Related Studies	15
Health and Medicine	6
Education	7
Management and Commerce (includes Accountancy, Business, Sales and Marketing, Tourism, etc.)	8
Law (includes law, justice, and law enforcement)	
Society and Culture (includes Anthropology, Criminology, Psychology, Art History, History, Sociology, Political Science, Behavioural Science, Information Management, Language and Literature, Philosophy and Religious Studies, Economics, Sport and Recreation, etc.)	9
Creative Arts (includes music, film, graphic design, industrial design, fine arts, photography, and sculpture)	10
Food, Hospitality and Personal Services	11
Other (please specify)	12
Unsure	13

Close

Thank you very much for taking part in this survey. We appreciate your time and value your answers.

Subject: RE: International Students Questionnaire Final
Date: Thursday, 12 October 2017 at 12:54:57 PM New Zealand Daylight Time
From: Dunne, Michael (MBWCB)
To: Nigel Riley
CC: Stratton, Emma (MBWCB)

Hi Nigel,

My thinking behind the social life feature was to have two options – one where the social life is explicitly addressed in the marketing and one where it isn't (the blank). This would give us the importance of mentioning social life in the marketing versus not mentioning it. When reading how each university describes the social life to overseas students, they were all very similar, so that is why they're aren't two written options. The worry about have such a strong difference between the social life options is that it might overwhelm the other features (particularly the names).

If we wanted to water down the social life feature we could replace the blank with another statement, e.g., 'The university has fewer international students than some other universities, however the local students are very welcoming'. This might under-estimate the importance of describing the social life but it wouldn't overwhelm the other features.

Shall we discuss in more depth tomorrow?

Cheers

Mike

From: Nigel Riley [<mailto:Nigel.Riley@vuw.ac.nz>]
Sent: Thursday, 28 September 2017 14:34
To: Stratton, Emma (MBWCB) <Emma.Stratton@colmarbrunton.co.nz>
Subject: International Students Questionnaire Final

Hi Emma

I have received feedback today from one of our Professors querying the green highlighted blank below.

Why a blank? Would that not negatively bias the results against the University that doesn't have a value statement next to it?

The research is good to go, however can you please let me know your thoughts on this – and if you agreed with the question, what can we do to change it.

Many thanks

Nigel

Section 2: Choice modelling

Attributes and levels used in the choice modelling

The respondents will not see this table. The attributes and levels will be combined to form 'universities'

which respondents will evaluate against other 'universities'. An example of how they will be combined is shown on the following page.

In choice modelling the importance of the attributes is based on the difference in appeal between the most appealing level of the attribute and the least appealing level. This means to get an accurate measure of how important each attribute is, we need to make sure the top and bottom levels accurately reflect the range of difference between NZ universities.

The more attributes and levels we have, the more scenarios we'll need to show each respondent. Additionally, more attributes make it harder for respondents to make a decision. So we need to limit the information we provide to the bare essentials.

Attributes	Levels
Name:	<ul style="list-style-type: none"> • Victoria University of Wellington • University of Auckland • Otago University • National University of New Zealand • University of Wellington • University of New Zealand, Wellington • New Zealand National University
Overall prestige:	<ul style="list-style-type: none"> • Ranked in the top 50 universities in the world • Ranked in the top 200 universities in the world • Ranked in the top 500 universities in the world • Not ranked in the top 500 universities in the world
Subject prestige:	<ul style="list-style-type: none"> • In the top 25 universities in the world in your subject • In the top 100 universities in the world in your subject • In the top 250 universities in the world in your subject • Not in the top 250 universities in the world in your subject
Location:	<ul style="list-style-type: none"> • Located in a small city in the south of New Zealand. The university dominates the north end of the city and all students live close to the campus. • Located in New Zealand's capital city, a compact city which is easy to get around by walking. • Located in New Zealand's largest city, the commercial centre of the country.
Social life:	<ul style="list-style-type: none"> • The university is very culturally diverse and it is easy to make friends with both other international students and local students. The university has a number of social clubs where you can meet students with similar interests to yours. • Blank

[We'll set up the choices in such a way that name and location isn't inconsistent. For example, if Wellington is in the name, then we'll always use the description of Wellington.]

Simon Johnson

Subject: VUW brand research - Topic guide for interviews with international agents
Date: Thursday, 12 October 2017 at 3:38:29 PM New Zealand Daylight Time
From: Yockney, Celine (MBWCB)
To: Madeleine Setchell, Julia Innocente-Jones, Simon Johnson, Nigel Riley
CC: Dunne, Michael (MBWCB)
Attachments: image001.png, image002.png, image003.png, International agents topic guide 12Oct2017 v3.docx


Hi all

Attached is the topic guide for the interviews with international agents.

It would be great if we could have feedback by Monday.

Many thanks

Céline

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Victoria University International Agents



DRAFT v3 topic guide (109400284)

[Note: The following topic guide outlines the overall question areas for the interviews with stakeholders. Researchers will adapt the question wording depending on the stakeholder. Questions may not necessarily occur in the same order as specified in this topic guide and are not limited to those listed here].

Introduction

Thank you for taking the time to talk with me today. As you know, I am from Colmar Brunton in New Zealand.

We're speaking with international agents from different countries to explore what they believe students take into account when deciding to study overseas. We are also surveying students.

I would also like to reassure you of confidentiality. Once we have completed the interviews, we report on key themes and don't identify those individuals who took part.

The interview will take about 45 minutes. As we discuss your views, I will take notes for my own referral. However, would you be happy if I record our conversation as well? This would only be for my use in case I need to go back and listen to our conversation again.

Question areas

Introduction and context

Purpose: To explore the Agent's current interaction with students and their perceptions New Zealand and any changes in the market. [10 mins]

Let's start with a little about your role and your organisation. Can you tell me about what you and your organisation do?

- What does your interaction with students tend to be about?
- When students come to you, do they tend to already have certain universities in mind or do they tend to rely on you to come up with options?

Thinking about where students decide to study, which countries do students tend to choose to undertake their study?

- Which universities in those countries tend to be chosen?
- Compared to other countries, how interested are students in studying in New Zealand?
 - What appeals about New Zealand?
 - What doesn't appeal?
- Over the years, what changes have you noticed in the choices students make about studying overseas?

Factors considered

Purpose: To explore the Agent's perceptions of what students take into account when deciding to study overseas. [10 mins]

When students are deciding which overseas university to study at, what are all the factors they take in account?

EXAMPLES OF FACTORS FOR RESEARCHER [NO NEED TO PROBE ON THESE]. NOTE IF NAME OF THE UNIVERSITY COMES UP SPONTANEOUSLY:

The global ranking or reputation of the university in your subject area
The overall prestige of the university
Having a top academic in your subject area
Having high calibre teaching staff
Having world class facilities in your subject area
The language the classes are taught in
It is easy to travel backwards and forwards to your home country
The ability to live on or close to campus
The university having close links to the business community and/or public sector
Being able to meet fellow students who may benefit your career later in life
Having support systems for overseas students to help them succeed
Having a sizeable number of overseas students, from both your country and other countries
The university is based in a city where there is an opportunity to have a busy social life
The university is based in a city where there is a lot of recreational opportunities
The city the university is based in has good weather year round
The study fees
The cost of living
Strong graduate outcomes

- Which factors do you feel are a priority for students?
- How about when students are deciding on a university to study at in New Zealand, what factors do they take into account?
 - In what ways is it similar or different depending on which country they are considering?

Barriers considered

Purpose: To explore the Agent's perceptions of what barriers exist that prevent students studying at VUW. [25 mins]

Let's think specifically about factors that prevent students choosing different universities.

What are all the factors that mean students will decide they don't want to study at a particular university?

Specifically, what puts people off choosing [ROTATE ORDER]:

- Victoria University of Wellington?
- The University of Auckland?
- University of Otago?

NOTE TO RESEARCHER: WE ARE INTERESTED IN VICTORIA UNIVERSITY. THE OTHER UNIVERSITIES ARE INCLUDED TO MASK OUR INTEREST IN VICTORIA.

Through talking with students and other agents, we've heard a range of factors that can put people off choosing a university. For example, some have said they feel **the name** of some of the universities can put students off. In your experience, to what extent do you believe the name of a university can put students off studying there?

How much of an issue is the name [ROTATE ORDER]:

- Victoria University of Wellington?
 - [IF AN ISSUE] For what reasons is it an issue?
 - A few have mentioned Victoria University is easily confused with other universities such as Victoria University of Melbourne. How much of an issue is this in your experience?

- The University of Auckland?
 - [IF AN ISSUE] For what reasons is it an issue?
- University of Otago?
 - [IF AN ISSUE] For what reasons is it an issue?
 - A few have mentioned University of Otago is an issue because people don't know where Otago is. How much of an issue is this in your experience?

What sort of name would be more appealing?

PROBE FOLLOWING NAMES [ROTATE ORDER]:

What about [NAME]? What impressions do you have of that name?

National University of New Zealand

University of New Zealand, Wellington

University of Wellington

New Zealand National University

University of New Zealand, Auckland

TO MASK, CHOOSE A COUPLE OF OTHER ISSUES AND EXPLORE FURTHER. IDEALLY A FACTOR THE AGENT HAS YET TO BRING UP. EXAMPLES BELOW:

Another factor we've heard that can put people off choosing a particular university is the cost of living. For example, we've heard Auckland can be considered an expensive city to live in and can put people off choosing the University of Auckland. Generally how big of an issue is the cost of living in choosing a university to study at? How come?

When students choose a university in New Zealand, how much of an issue is the cost of living specifically for:

- Victoria University of Wellington? For what reasons is it an issue/not an issue?
- Auckland University? For what reasons is it an issue/not an issue?
- Otago University? For what reasons is it an issue/not an issue?

We've also heard how a lack of social opportunities can put students off choosing a university. For example, it might the university doesn't offer an interesting range of clubs and recreational activities, or that there isn't a real opportunity to have a busy social life. In your experience, how much of an issue is this when it comes to choosing a university?

When students choose a university in New Zealand, how much of an issue is the social aspect specifically for:

- Victoria University of Wellington? For what reasons is it an issue/not an issue?
- Auckland University? For what reasons is it an issue/not an issue?
- Otago University? For what reasons is it an issue/not an issue?

That is all that I need to cover with you. Do you have any other thoughts or comments that you would like to make?

Thank you so much for your time today. It has been very valuable to be able to hear your thoughts and opinions. Please do feel free to contact me if you have any other thoughts. [Arrange gift].

Simon Johnson

Subject: RE: VUW brand research - Topic guide for interviews with international agents
Date: Monday, 16 October 2017 at 3:53:12 PM New Zealand Daylight Time
From: Yockney, Celine (MBWCB)
To: Nigel Riley
Attachments: image001.png, image002.png, image003.png

Great, thanks Nigel. We'll let you know how the first interviews go.

Céline

From: Nigel Riley [mailto:Nigel.Riley@vuw.ac.nz]
Sent: Monday, 16 October 2017 14:56
To: Yockney, Celine (MBWCB) <Celine.Yockney@colmarbrunton.co.nz>
Subject: RE: VUW brand research - Topic guide for interviews with international agents

Hi Celine

Confirming this can proceed, everyone has signed off on it.

Kind regards

Nigel

From: Yockney, Celine (MBWCB) [mailto:Celine.Yockney@colmarbrunton.co.nz]
Sent: Thursday, 12 October 2017 3:38 p.m.
To: Madeleine Setchell <Madeleine.Setchell@vuw.ac.nz>; Julia Innocente-Jones <Julia.Innocente-Jones@vuw.ac.nz>; Simon Johnson <Simon.Johnson@vuw.ac.nz>; Nigel Riley <Nigel.Riley@vuw.ac.nz>
Cc: Dunne, Michael (MBWCB) <Michael.Dunne@colmarbrunton.co.nz>
Subject: VUW brand research - Topic guide for interviews with international agents

Hi all

Attached is the topic guide for the interviews with international agents.

It would be great if we could have feedback by Monday.

Many thanks

Céline

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Simon Johnson

Subject: RE: International students - part 2
Date: Thursday, 14 December 2017 at 10:39:17 AM New Zealand Daylight Time
From: Dunne, Michael (MBWCB)
To: Nigel Riley
CC: Stratton, Emma (MBWCB)
Attachments: image004.png, image005.png, image006.png

University of Wellington, New Zealand
The University of Wellington, New Zealand

University of New Zealand, Wellington
The University of New Zealand, Wellington

Does that match your recollection?

Cheers

Mike

From: Nigel Riley [mailto:nigel.riley@vuw.ac.nz]
Sent: Thursday, 14 December 2017 10:09
To: Dunne, Michael (MBWCB) <Michael.Dunne@colmarbrunton.co.nz>
Subject: RE: International students - part 2

Hi Mike, what's your understanding of the names to be tested – just want to make sure everyone's on the same page and I'll clarify with Grant. Just to be sure.

Thanks

Nigel

From: Dunne, Michael (MBWCB) [mailto:Michael.Dunne@colmarbrunton.co.nz]
Sent: Wednesday, 13 December 2017 3:54 p.m.
To: Nigel Riley <nigel.riley@vuw.ac.nz>
Subject: RE: International students - part 2

Hi Nigel,
Reducing the students from 1,400 to 700 increases the maximum margin of error at a total sample level from +/-2.6% to +/-3.7%. At an individual country level it increases it from +/-6.9% (200) to +/-9.8% (100).

And reducing the sample of the parents from 700 to 500 increases the maximum margin of error from +/-3.7% to 4.4%.

Cheers

Mike

From: Nigel Riley [mailto:nigel.riley@vuw.ac.nz]
Sent: Wednesday, 13 December 2017 15:15
To: Dunne, Michael (MBWCB) <Michael.Dunne@colmarbrunton.co.nz>
Subject: RE: International students - part 2

Thanks Mike, what would be the effect on the margin of error of each of these cuts?

Cheers

Nigel

From: Dunne, Michael (MBWCB) [mailto:Michael.Dunne@colmarbrunton.co.nz]
Sent: Wednesday, 13 December 2017 11:17 a.m.
To: Nigel Riley <nigel.riley@vuw.ac.nz>
Subject: RE: International students - part 2

Hi Nigel,
If you cut out the German and American parents it would save [REDACTED] i.e., the total for the parents would become [REDACTED]

If we reduced the students to 100 per country then that would save [REDACTED] so it would make the new student total [REDACTED]. The greatest cost savings come from chopping out a country rather than reducing the sample size in a country, so removing a country completely would save more than halving the sample size of two countries.

The timing depends a bit on whether Christmas impacts the fieldwork in the other countries like it does here ... but I think it would take around four weeks.

Thanks

Mike

From: Nigel Riley [mailto:nigel.riley@vuw.ac.nz]
Sent: Wednesday, 13 December 2017 08:20
To: Dunne, Michael (MBWCB) <Michael.Dunne@colmarbrunton.co.nz>
Subject: RE: International students - part 2

Hi Mike

A couple of quick questions;

- how much would restricting the parents/influencers research to Asia only save?
- how much would cutting the student sample size down to 100 per country save?

Also, how long to do the work.

Many thanks

Nigel

From: Dunne, Michael (MBWCB) [mailto:Michael.Dunne@colmarbrunton.co.nz]

Sent: Monday, 11 December 2017 4:43 p.m.

To: Nigel Riley <nigel.riley@vuw.ac.nz>; Simon Johnson <simon.johnson@vuw.ac.nz>

Subject: International students - part 2

Hi Nigel, hi Simon,

Sorry about the delay in getting the costs for part two of the international student research through to you.

The way we suggest researching the new names, is to essentially repeat the original research but replace some of the names in the old research with the new ones. The benefit of this approach is we can use the existing questionnaire script, translation, and the choice modelling analysis. Now, in terms of sample, there are two options:

1. We go to a completely new group of students (1400 in total, 200 from each country) – the cost for this would be: [REDACTED]
2. We go back to the original group of students and reask them most of the questions, including the additional questions and the new names. Not all of the original students will complete the questionnaire again, so would add new students in each country to get us to our target of 1400 interviews in total. The cost for this would be: [REDACTED]

I don't think there is a big advantage of one option over the other. I think it just comes down to whether you'd like a fresh sample (so student opinions aren't influenced by what they've previously seen) or the reaction to the new names relative to how they reacted to all the old names. If you opt for a completely fresh sample, we wouldn't show them all the names from the first stage as well as the new names – instead we would show them some of the names from the first stage (for context) and then the new names.

If you were looking at save money, then we could reduce the sample size to 700 (100 per country).

I mentioned in the meeting that we'd also provide a cost for parent/caregivers in case you wanted to assess their reaction to the names – we could interviews 100 parents/caregivers in each country, using a very similar questionnaire to the students, and that would cost [REDACTED]

Let me know which option you prefer and we can get started on updating the questionnaire. Also let me know if you want a more detailed proposal.

Kind regards

Mike

Michael Dunne | Executive Director Wellington

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