HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

EUROSTUDENT SURVEY VII

REPORT ON THE SOCIAL AND LIVING CONDITIONS OF HIGHER EDUCATION STUDENTS IN IRELAND

2019

Dr. Stephen Erskine
Mr. David Harmon
Insight Statistical Consulting
www.insightsc.ie

INSIGHT
STATISTICAL CONSULTING

Authors:

Dr. Stephen Erskine
Mr. David Harmon
Insight Statistical Consulting
60 Merrion Square
Dublin 2

www.insightsc.ie

ISBN: 1-905135-69-6

Table of Contents

List of Tables

List of Figures

FOREWORD

This report, which presents the findings of the seventh Eurostudent Survey of almost 20,000 higher education students in Ireland, provides a wealth of internationally comparable demographic, economic and social data. The survey asks students to report on aspects of their lives ranging from their health and wellbeing, income and expenditure, socio-economic background to travel and accommodation. Understanding the student experience is at the forefront of national policy frameworks and having access to high quality data on a wide range of topics relating to the social and living conditions of students is crucial for informing sound policy decisions on higher education in Ireland.

Over the last five years, the Irish higher education sector has made remarkable progress in expanding opportunities at both undergraduate and postgraduate levels, with overall enrolments increasing by 11% during this time period. Such an expansion has been reflected in the overall characteristics of the student population, and while full-time undergraduate students still represent the largest proportion of learners, the higher education system has witnessed subsequent growth in the number of postgraduate students as well as part-time and remote learners. The Eurostudent Survey offers important insights into how this increasingly diverse student population are rating their quality of life whilst engaging in higher education. This is especially important to measure for those students who are identified in the National Plan for Equity of Access to Higher Education 2015-2019 (HEA, 2015) and the Progress Review of the National Access Plan and Priorities to 2021 (HEA, 2018) as continuing to be under-represented in higher education. It will also support the consultation process for the development of the next National Access Plan that will commence in 2021 and as we seek to navigate through a changed higher education landscape in light of COVID-19.

The findings of this report show high levels of student satisfaction in terms of the quality of teaching and the facilities provided by higher education institutions. Students report high levels of 'fitting into' higher education and appear content that it was the right choice for them. This is further demonstrated by the high proportion of students who would recommend their study programme to other students. Despite these successes, the findings also highlight socio-economic barriers to participation. Lower levels of parental educational attainment and wealth correspond with delayed entry into college. While the average income of students has increased since the last survey in 2016, so too has the average level of expenditure. For almost all groups of students, expenditure exceeds income and as a result, these students are reliant upon external supports to fill this gap. Such findings deepen our understanding and highlight the challenges that still persist for many students. We must learn from the empirical evidence presented in this report and continue to improve on the collective progress that we have ensured to date.

I would like to thank Insight Statistical Consulting – and in particular Stephen Erskine and David Harmon – for their work on this report. I also wish to thank the Eurostudent VII Steering Group for their time and expertise as well as the higher education institutions for their co-operation in facilitating the online survey. Lastly, I want to express my gratitude to all the students who took the time to complete the survey. The information presented here provides an extremely valuable resource for a wide variety of stakeholders, including policy makers, academics, students and all those with an interest in student wellbeing. In conjunction with other important student and graduate surveys (e.g. the Irish Survey of Student Engagement and the Graduate Outcomes Survey), these findings can be used to stimulate discourse on how we can better support our students on their journey through higher education.

Dr Alan Wall
Chief Executive
Higher Education Authority (HEA)

KEY FINDINGS

This section follows the order of chapters in the report and presents the key findings. All percentages reported are taken from the results of the survey unless otherwise stated.

Demographics

- The proportion of students studying at Irish higher educational institutions has steadily increased in recent years. For example, since the last Eurostudent report in 2016, the numbers of students enrolled has increased by 3.8 percent[1].
- While the gender balance at higher level is relatively even, a higher proportion of females were found in certain study areas; for example, in Education, Arts and Humanities, Social Sciences, and Health and Welfare. Male students by comparison were found more in the areas of Information and Communication Technologies, and Engineering, Manufacturing, and Construction.
- A higher proportion of female students attend Universities or Associate/Affiliate Colleges than male students.
- Mature students account for 15 percent of the total undergraduate population and have an average age of 36.3 (34.4 for full-time students and 39.2 for part-time students)[2]. Of the full-time undergraduate student population, 11 percent are mature students, and for the part-time undergraduate population 68 percent are mature students.
- The survey indicates that 11 percent of the total student population have children. Of the full-time undergraduate population only 4 percent of students have children. Of the part-time undergraduate population, 51 percent have children. Of the total postgraduate population, 27 percent have children.
- International students are typically older than Irish students.
- Of the total student population with children, the median age of the youngest child was 8, and in terms of dependency three-quarters of all children of students are 15 years old or younger.
- Overall, approximately 25% of all students indicated that they have a disability[3]. A higher level of disability is noted for full-time students than part-time students.
- The most commonly reported disability is mental health problems.
- Approximately eight percent of students with disabilities consider their disability as severely limiting their studies.

1 HEA 2015/2016 – Key Facts and Figures 15/16 HEA: Dublin.
HEA 2017/2018 – Key Facts and Figures 17/18 HEA: Dublin.

2 The classification of Mature Student is based on being an undergraduate aged 23 or over on the 1st of January of the year of first entry into higher education.

3 The survey asked whether the student had a disability, impairment, long-standing health problem or functional limitation, i.e. health problem that has lasted or is likely to last for at least six months.

College Entry Route, Transition and Access

- The majority of students entering higher education enter through the traditional route of the Leaving Certificate examinations. The highest proportion of students with an Irish Leaving Certificate was noted for full-time undergraduates (89%). The lowest proportion was noted for full-time postgraduates (54%).
- Mature students are more likely to enter higher education without a Leaving Certificate. Twelve percent of mature students do not have a Leaving Certificate, compared against two percent in the rest of the undergraduate student population.
- Although the Leaving Certificate is the main qualifier for entry into higher education, the survey asked if any other competences or experiences that were gained outside of the formal education system were recognised for their first admittance to higher education in Ireland. These competences or experiences could include work experience, non-formal courses, self-study, volunteer work, and so on. Institutes of Technology appear to be more willing to recognise competences and experiences outside of education than Universities in admitting students to their programmes.
- Parental education appears to influence whether students delay transition into higher education. For students where the highest parental educational level was up to Junior Certificate, 30 percent of students delayed their transition to higher education by more than two years. For students with parents educated to the post-Leaving Certificate level, this figure is around seven percent.
- A similar pattern is evident between parental wealth and transition into higher education, with higher levels of parental wealth corresponding with direct entry into higher education, whereas lower levels of parental wealth corresponding with delayed entry into higher education.

Course Characteristics

- Students report high levels of feeling that they 'fit' into higher education and appear to have few doubts that higher education was the right choice for them. This is further demonstrated by most students reporting that they would recommend their study programme to other students.
- Student satisfaction with the quality of teaching, and the facilities of their institutions is high.
- Regardless of study programme, students feel better prepared to enter the Irish labour market than the international labour market.

Income and Expenditure

- The overall average monthly income for all students is €915, and the average monthly expenditure of all students on living costs and study costs combined was €1,064. Certain student characteristics such as student status (full-time or part-time), whether they are in employment, and whether they live with their parents were found to highly influence the overall income and expenditure of students, thus a single summary figure provides an incomplete picture of the amount of variation in students' financial situations.

TOTAL MONTHLY INCOME AND EXPENDITURE (IN EUROS)

	Undergraduate		Postgraduate		
	Full-time	Part-time	Full-time	Part-time	**Total**
Total cash income	681	1,948	997	2,266	915
Regular living costs (paid out of own pocket)	464	1,247	709	1,526	619
Regular living costs (paid by others)	291	116	257	120	263
Regular study-related costs (paid out of own pocket)	73	167	318	241	113
Regular study-related costs (paid by others)	141	31	188	63	131
Total costs per month	**915**	**1,491**	**1,398**	**1,850**	**1,064**

- The average level of income for students has increased since the last Eurostudent report (from €754 in Eurostudent VI in 2016) though so has the average level of expenditure. Furthermore, for almost all student groups expenditure exceeds income, and as such these groups are highly reliant upon external support from their family or partners to fill this gap.
- External support through transfers on behalf of students are more likely to be for large-scale costs such as tuition fees or accommodation than for day-to-day living expenses.
- Approximately 29 percent of the total student population say that they are experiencing serious financial problems. In the last Eurostudent report, 36 percent of the total student population reported serious financial difficulties.

Accommodation

- Where students live appears to depend on their formal status and programme. Full-time undergraduates are likely to live with their parents or in student accommodation, whereas part-time students are more likely to live with their partners in private accommodation.
- Accommodation is the largest single expenditure for students, and accounts for almost 40 percent of all expenditure, and the average spend on accommodation was €415 (up from €365 in the last Eurostudent report).
- Students living in halls of residence tend to spend less time on personal study than students living in other forms of accommodation.

Course Workload, Student Employment and Time Budget

- The average weekly time spent in study related activities for full-time students is 37 hours. This is broken down into 20 hours spent in taught studies and 17 hours spent on personal study time.
- The average weekly time spent in study related activities for part-time students is 20 hours. This is broken down into eight hours spent in taught studies and 12 hours spent on personal study time.
- For full-time students, 35 percent of undergraduates and 32 percent of postgraduates have paid employment during term-time. For part-time students, 90 percent of undergraduates and 86 percent of postgraduates are employed during term-time.
- Of the total full-time student population, approximately 69 percent of students worked during a lecture-free period. This suggests that these students tend to work outside of term-time, and during the academic year focus on their studies.
- In contrast, 90 percent of part-time students worked during a lecture-free period, which is marginally higher than the 88 percent that work during term-time. This suggests that part-time students balance work and study together, rather than alternating between the two depending on the time of year as full-time students appear to do.
- This balance between working and studying appears to affect how students evaluate their time, with students in employment indicating that they would like to spend more time on personal study, and students who are not in employment indicating that they would like to spend more time on paid work.
- Full-time students are likely to be employed in a field not closely related to their study area. Whereas for part-time students their employment is often closely related to their study area which appears to indicate that they are working before entering higher education and choosing vocational courses.

Student Support

- Seventy-four percent of students have experienced at least one form of difficulty during higher education. The most common being difficulties due to the standard of work in their programme, followed by financial difficulties.
- In contrast, 86 percent of students with impairments or disabilities have experienced some form of difficulty during their time in higher education, and are more likely to be affected by each form of difficulty than the rest of the student population. Furthermore, these students tend to see the supports provided by their HEIs as insufficient to meet their needs.
- Around twenty percent of students have experienced difficulties due to an overall lack of motivation. A lack of motivation appears to affect both male and female students equally, but varies in other contexts, for example, full-time undergraduates appear to be more likely to experience motivational difficulties than part-time undergraduates (24 percent to 10 percent). The same pattern appears between full-time and part-time postgraduates (14 percent to 6 percent). Age appears to have a mitigating effect on lack of motivation, as older students are less likely to report this difficulty than younger students.

Student Mobility

- Ireland has a low rate of student mobility and appears to be falling short of the 20 percent target from the Bologna Process[4].
- There appear to be a number of obstacles to students enrolling in a course in another country, with the primary factors being the financial burden, the time away from their families, and their competence in other languages.
- The likelihood of studying abroad appears to be influenced positively by age, HEI type (University or Associated/Affiliate College), perceived financial security, and the ability to speak multiple languages.

4 Hauschildt, K. Vögtle, EM, and Gwosć, C. Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators, Eurostudent VI 2016-2018.
Leuven/Louvain-la-Neuve Communiqué (2009). The Bologna Process 2020-The European higher education area in the new decade. Ministers responsible for Higher Education in the EHEA.

CHAPTER 1:
THE DEMOGRAPHIC PROFILE OF STUDENTS IN IRELAND

This report presents an overview of the social and living conditions of higher education students in Ireland. One of the primary purposes of the Eurostudent project is to collate comparable data to enable cross-national comparisons. As such, it is necessary for the student populations in each country (and there are over 30 in the current round of the survey) to be comparable. For the purposes of the Eurostudent project, the student population in a country is all students that are enrolled in higher education at the time of the survey. Higher education is defined as students undertaking programmes that correspond to ISCED level 5, 6 and 7, which in Ireland are programmes at NFQ Level 6, 7, 8, and 9[5].

However, there are important exclusions which mean that the Eurostudent student population differs from the overall student population:

1. The population does not include students who have taken leave (official or otherwise) from their programme and interrupted their studies.
2. The Eurostudent population does not include short-term mobile students. Typically, this means Erasmus students who are studying in Ireland for a short period of time (rather than staying to complete a whole degree) for a small number of credits.
3. The Eurostudent population does not include ISCED Level 8 study programmes, which in Ireland corresponds to PhD and doctoral programmes, due to the cross-national variation in awarding these degrees.
4. The Eurostudent population does not include distance learners who do not have some form of physical face-to-face contact with course providers during their lecture period.

Table 1.1 provides an overview of the general student population by ISCED Level and formal status (being either full-time or part-time students). While Eurostudent collects data on ISCED levels 5, 6 and 7, this report will only provide the results for ISCED levels 6 and 7, and ISCED Level 5 is excluded from any further analysis. ISCED Level 5 covers short-cycle tertiary education which in Ireland includes Advanced Certificates, Higher Certificates and Undergraduate Diplomas. In other European countries such as Denmark and France this forms a substantial proportion of the student population. However, as Table 1.1 shows, this group forms only 8% of the target student population and is largely vocational in its focus[6].

In contrast, ISCED Levels 6 and 7 readily correspond with the traditional Irish undergraduate and postgraduate programmes. Level 6 contains undergraduate general and honours degrees, and higher diplomas. Whereas ISCED Level 7 contains research and taught Masters degrees, postgraduate certificates and postgraduate diplomas.

5 International Standard Classification of Education 2011. Available from: http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf
National Framework of Qualifications, Ireland. For further details see: https://nfq.qqi.ie/index.html

6 Hauschildt, K. Vögtle, EM, and Gwosć, C. Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators, Eurostudent VI 2016-2018.

TABLE 1.1: OVERVIEW OF THE STUDENT POPULATION [N=19,860]

ISCED Level	Full-time student	Part-time student	Percent of Total	N
5	67%	33%	**8%**	1,552
6 (Undergraduate)	93%	7%	**78%**	15,442
7 (Postgraduate)	54%	46%	**14%**	2,866
Percent of Total	85%	15%	**100%**	
N	16,866	2,994		19,860

While referring to ISCED Levels makes sense when making cross-national comparisons, it is of less use here. As such, for the purposes of this report, 'undergraduate' and 'postgraduate' will be the short-hand nomenclature used for the broad range of programmes henceforth, as these are more readily understandable than the standardised international alternatives.

The Eurostudent target student population in higher education discussed in this report is primarily classified by the type of course being undertaken (undergraduate or postgraduate) and their formal status on their respective courses (being either full-time or part-time students). As noted already, students doing ISCED Level 5 courses for a minority of the target population. In contrast, undergraduate students form 78 percent of the total, and within this group 93 percent are conducting their studies full-time and 7 percent are part-time. Postgraduate students form the other 14 percent of the target population, and within this group 54 percent are conducting their studies full-time and 46 percent are part-time.

This set of primary classifications is cross-referenced against several key student characteristics of the target student population in Table 1.2.

TABLE 1.2: THE DISTRIBUTION OF KEY STUDENT CHARACTERISTICS WITHIN THE STUDENT POPULATION

	Undergraduate		Postgraduate			
	Full-time	Part-time	Full-time	Part-time	**Total**	**Valid N**
Female	52%	54%	58%	55%	53%	9,667
Male	48%	45%	42%	45%	47%	8,641
Universities[7]	70%	42%	88%	82%	71%	12,957
Institutes of Technology	30%	58%	12%	18%	29%	5,350
Domestic Student	92%	84%	65%	82%	89%	16,145
International Student[8]	8%	16%	35%	18%	11%	2,078
Mature Undergraduate[9]	11%	68%			15%	2,343
Non-Mature Undergraduate	89%	32%			85%	13,122
Dublin institution	37%	26%	48%	59%	39%	7,125
Non-Dublin institution	63%	74%	53%	41%	61%	11,184
Grant/Scholarship Recipient	52%	12%	43%	15%	45%	5,753
Not a Grant/Scholarship Recipient	48%	88%	57%	85%	55%	6,931
Overall	**78%**	**6%**	**8%**	**7%**	**100%**	

Some of the following features stand out when looking at this cross-tabulation of the distribution of student characteristics.

- Female students comprise 53 percent of the total target population. At undergraduate level 52 percent of full-time students and 54 percent of part-time students are female. At the postgraduate level for full-time students this rises to 58 percent and for part-time students to 55 percent.
- Fifty-eight percent of part-time undergraduate students attend Institutes of Technology, whereas 70 percent of full-time undergraduate students attend Universities. At the postgraduate level, 88 percent of full-time students and 82 percent of part-time students attend Universities.
- International students are more prominent in full-time postgraduate courses.

7 Unless explicitly stated, Universities and associate and affiliated colleges are considered together as one category of higher education institution. As such, when discussing universities, it can be safely assumed that this also refers to associate and affiliated colleges (cf. Appendix A for further details).

8 The classification of International Student is based on having a foreign leaving certificate equivalent qualification.

9 The classification of Mature Student is based on being an undergraduate aged 23 or over on the 1st of January of the year of first entry into higher education.

- Of the students undertaking part-time undergraduate courses, 69 percent of them are mature students, whereas for full-time undergraduates only 11 percent of them are mature students.
- Sixty-three percent of full-time undergraduates are based in institutions outside of Dublin, whereas 59 percent of part-time postgraduates are studying in Dublin-based institutions.
- Fifty-two percent of full-time undergraduate students, 43 percent of full-time postgraduate students, 12 percent of part-time undergraduate students, and 15 percent of part-time postgraduate students are in receipt of funding from a non-repayable national student source, for example, a Student Universal Support Ireland (SUSI) grant, or scholarship from the Irish Research Council.

The proportion of students studying at Irish higher educational institutions has steadily increased in recent years. For example, since the last Eurostudent survey which was conducted in 2016, the numbers of students enrolled has increased by 3.8 percent[10]. The increased access to and uptake in higher education has contributed to the diversification of the student population as well as to the courses offered by the institutions. This rest of this chapter provides an overview of some of the socio-demographic characteristics of this student population under four main thematic headings; gender, age, location, and disability.

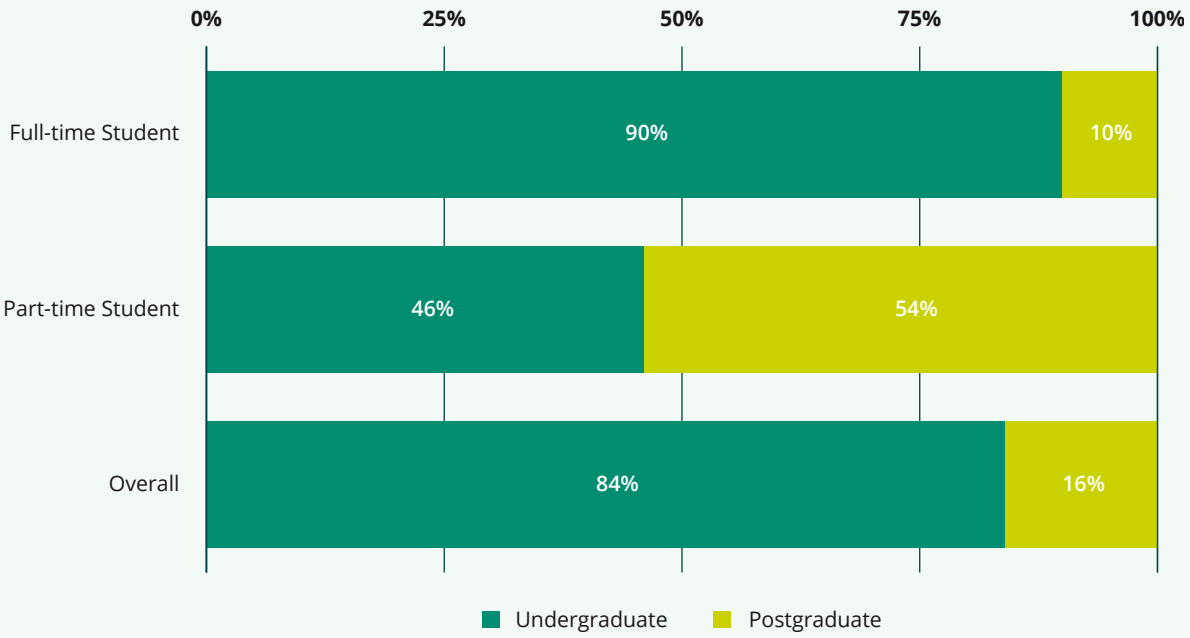
1.1 Gender Profile

As shown in Table 1.1, the majority of students are full-time undergraduates, who form 78 percent of the total population. Eight percent are doing full-time postgraduate courses, and the distribution of part-time students in the population is relatively even with six percent taking undergraduate courses and seven percent taking postgraduate courses.

When the distribution of part-time/full-time students across undergraduate/postgraduate courses is examined, the pattern remains very similar and is shown in Figure 1.1. Ninety percent of undergraduates are full-time students whereas for postgraduate courses this is more evenly balanced with 46 percent studying full-time and 54 percent studying part-time.

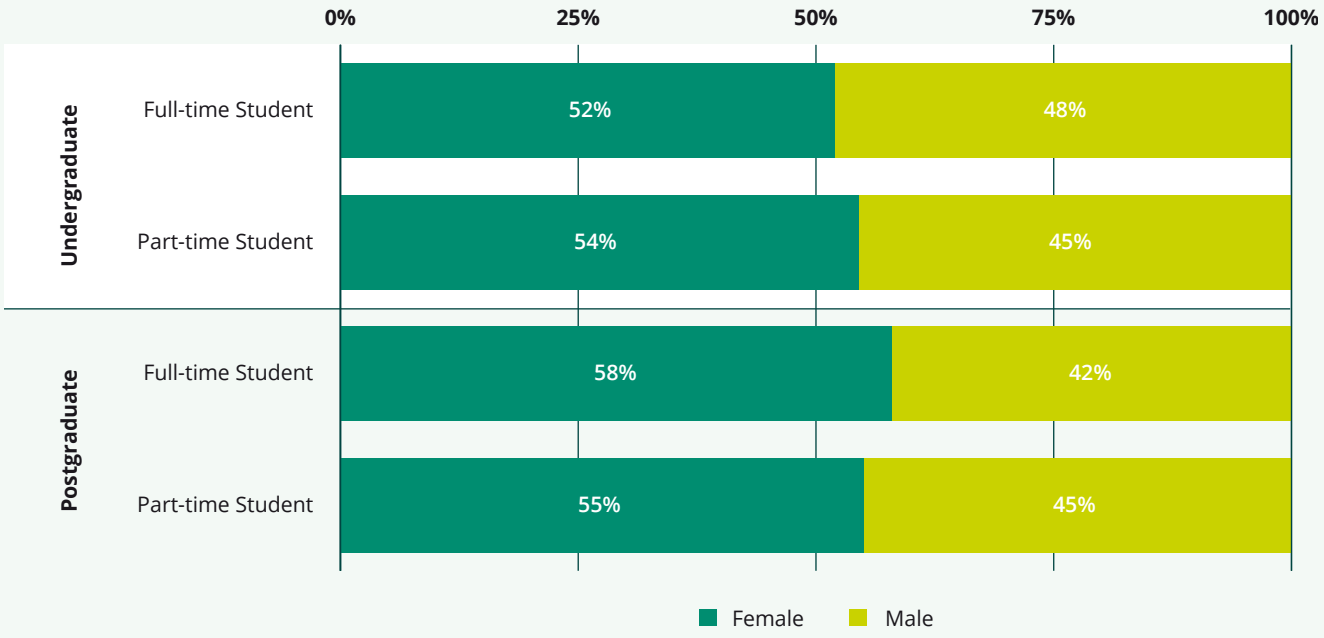
10 HEA 2015/2016 – Key Facts and Figures 15/16 HEA: Dublin.
HEA 2017/2018 – Key Facts and Figures 17/18 HEA: Dublin.

FIGURE 1.1: THE DISTRIBUTION OF FULL-TIME/PART-TIME STUDENTS ACROSS UNDERGRADUATE/POSTGRADUATE COURSES FOR TARGET STUDENT POPULATION [N=18,307]



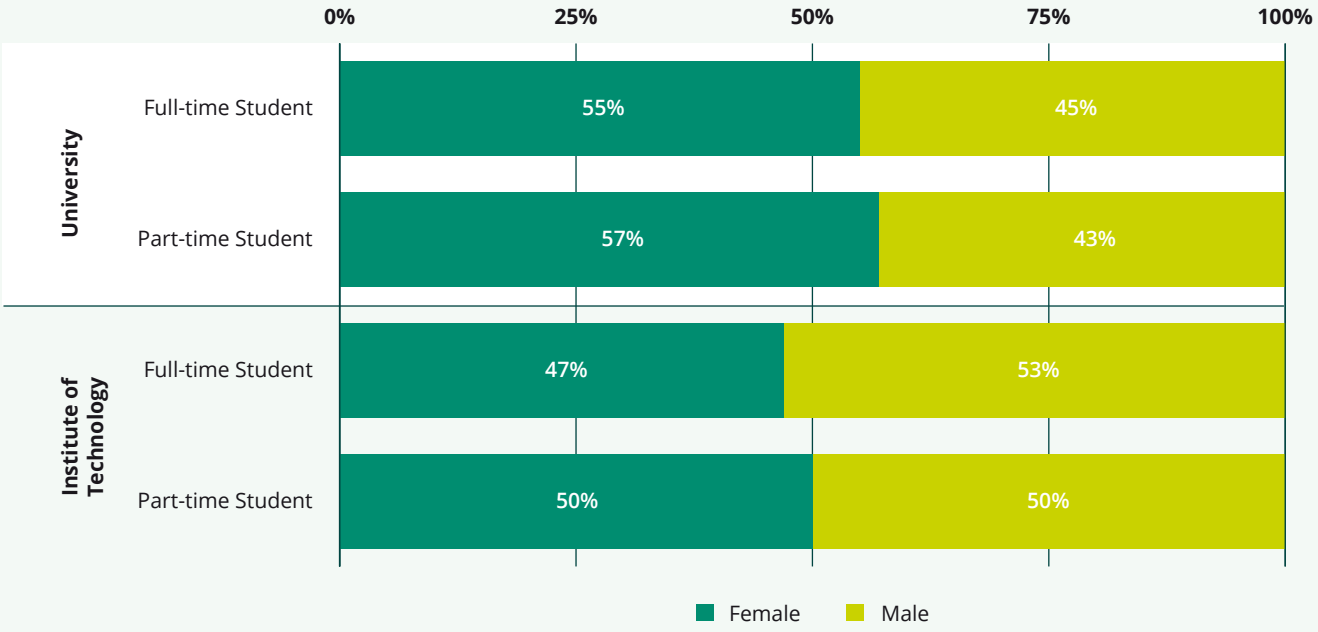
With regard to the distribution of genders across courses, it is seen from Figure 1.2 that at the undergraduate level the gender balance is quite even, with 52 percent of full-time undergraduates and 54 percent of part-time undergraduates being female. At the postgraduate level this balance shifts slightly toward greater representation of females, with 58 percent of full-time postgraduates and 55 percent of part-time postgraduates being female.

FIGURE 1.2: THE DISTRIBUTION OF MALE/FEMALE STUDENTS ACROSS UNDERGRADUATE/POSTGRADUATE COURSES IN TARGET STUDENT POPULATION [N=18,307]



However, when this gender division is examined across the type of institution attended, this difference becomes somewhat more pronounced with more females attending Universities (or associate/affiliated colleges) regardless of whether they are full or part-time students (55 percent and 57 percent respectively). In contrast, a higher proportion of males attend Institutes of Technology, and again this pattern appears to hold regardless of whether they are full or part-time students (53 percent and 50 percent in these cases). This is illustrated in Figure 1.3.

FIGURE 1.3: THE DISTRIBUTION OF MALE/FEMALE STUDENTS BY INSTITUTION [N=18,307]



Further variation is shown when the type of degree being undertaken is examined. Within universities and at each level, be it undergraduate or postgraduate, full-time or part-time, a greater proportion of females are attending these institutions than males. Within Institutes of Technology a greater proportion of males are studying on full-time undergraduate courses and part-time postgraduate courses. However, there are a greater proportion of females at full-time postgraduate level and part-time undergraduate level. These patterns are illustrated in Figure 1.4.

FIGURE 1.4: THE DISTRIBUTION OF MALE/FEMALE STUDENTS BY INSTITUTION AND DEGREE TYPE [N=18,307]

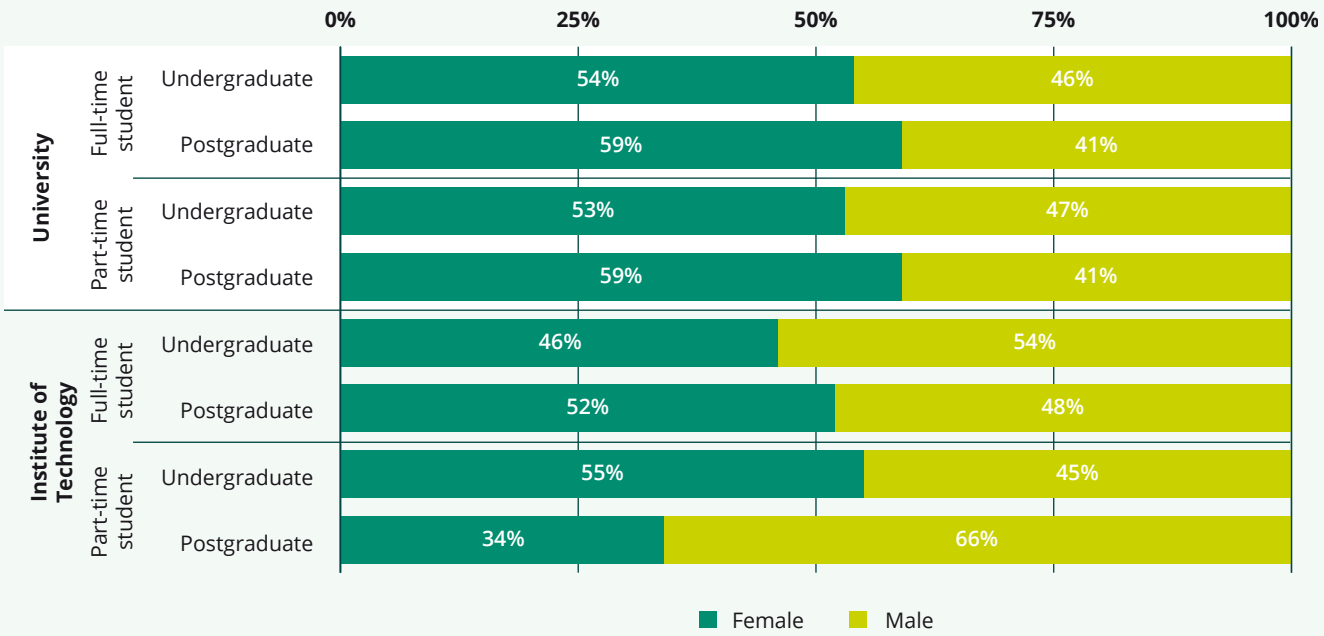


Table 1.3 shows the distributions of the student population across the broad international standardised (ISCED 2013) categories of disciplines[11]. This table shows that of the total student population, almost a fifth (19 percent) are studying courses in Business, Administration, and Law. In contrast, only two percent of students in Ireland engage in Agriculture, Forestry, Fishery and Veterinary courses, and 91 percent of students on these courses are at the full-time undergraduate level.

Sixty percent of Education students are full-time undergraduates, whereas 30 percent are postgraduates (both full-time and part-time). This makes sense with the prevalence of vocational courses at the postgraduate level as a means of entry into teaching.

11 International Standard Classification of Education 2013. Available from: https://unesdoc.unesco.org/ark:/48223/pf0000235049.

TABLE 1.3: MAIN STUDY AREA BY DISCIPLINE [N=18,307]

	Undergraduate		Postgraduate		
	Full-time	Part-time	Full-time	Part-time	**Total**
Education	60%	10%	13%	17%	**8%**
Arts and Humanities	85%	5%	7%	4%	**14%**
Social Sciences, Journalism and Information	77%	3%	11%	9%	**7%**
Business, Administration and Law	69%	12%	9%	10%	**19%**
Natural Sciences, Mathematics and Statistics	91%	1%	6%	2%	**12%**
Information and Communication Technologies	78%	5%	10%	7%	**10%**
Engineering, Manufacturing and Construction	79%	8%	9%	4%	**12%**
Agriculture, Forestry, Fisheries and Veterinary	91%	1%	6%	2%	**2%**
Health and Welfare	81%	4%	7%	8%	**13%**
Services	83%	6%	4%	7%	**4%**
Total	**78%**	**6%**	**8%**	**7%**	**100%**

The previous Eurostudent report used a slightly different method of classifying disciplines but even with this taken into account the proportion of students across Natural Sciences, Mathematics and Statistics, Information and Communication Technologies, and Engineering, Manufacturing and Construction courses has remained relatively consistent to that observed in the previous Eurostudent report (34 percent to the Eurostudent VI report proportion of 36 percent).

TABLE 1.4: MAIN STUDY AREA BY STUDY PROGRAMME [N=18,307]

	Undergraduate General Degree	Undergraduate Honours Degree	Higher Diploma	Masters Research (Postgraduate)	Masters Taught (Postgraduate)	Postgraduate Certificate	Postgraduate Diploma
Education	13%	54%	3%	3%	20%	2%	6%
Arts and Humanities	16%	71%	3%	1%	8%	1%	1%
Social Sciences, Journalism and Information	13%	64%	3%	2%	17%	1%	0%
Business, Administration and Law	13%	65%	3%	1%	14%	2%	2%
Natural Sciences, Mathematics and Statistics	13%	77%	2%	2%	5%	1%	1%
Information and Communication Technologies	14%	63%	5%	2%	13%	1%	1%
Engineering, Manufacturing and Construction	19%	66%	3%	2%	9%	1%	2%
Agriculture, Forestry, Fisheries and Veterinary	27%	63%	1%	2%	5%	1%	1%
Health and Welfare	16%	67%	2%	2%	8%	1%	3%
Services	18%	67%	4%	2%	8%	1%	1%
Total	**15%**	**66%**	**3%**	**2%**	**11%**	**1%**	**2%**

Table 1.4 shows the study-programme profile for each discipline. As one can see from this table, General and Honours undergraduate degrees account for 81 percent of all study programmes. A high proportion of Natural Sciences, Mathematics and Statistics (77 percent), and Arts and Humanities (71 percent) students are studying on Honours programmes. In contrast, Agriculture, Forestry, Fisheries and Veterinary programmes have the highest proportion (27 percent) of students enrolled for General degrees.

At the postgraduate level, Taught Masters Degrees are more popular to Postgraduate Certificates, Postgraduate Diplomas or Research Masters Degrees (11 percent to one, two, and two percent respectively). And within this category, a high proportion of students are enrolled in Education (20 percent), and Social Sciences, Journalism and Information (17 percent) programmes.

TABLE 1.5: MAIN STUDY AREA BY GENDER [N=18,307]

	Undergraduate		Postgraduate		Overall	
	Female	Male	Female	Male	**Female**	**Male**
Education	76%	24%	73%	27%	**75%**	**25%**
Arts and Humanities	64%	36%	67%	33%	**64%**	**36%**
Social Sciences, Journalism and Information	62%	38%	68%	32%	**64%**	**36%**
Business, Administration and Law	53%	47%	51%	49%	**53%**	**47%**
Natural Sciences, Mathematics and Statistics	52%	48%	56%	44%	**52%**	**48%**
Information and Communication Technologies	19%	81%	24%	76%	**20%**	**80%**
Engineering, Manufacturing and Construction	22%	78%	36%	64%	**24%**	**76%**
Agriculture, Forestry, Fisheries and Veterinary	58%	42%	59%	41%	**58%**	**42%**
Health and Welfare	70%	30%	71%	29%	**71%**	**29%**
Services	51%	49%	60%	40%	**52%**	**48%**
Total	**52%**	**48%**	**56%**	**44%**	**53%**	**47%**

Table 1.5 provides a breakdown of the percentage of students in each discipline by gender. The total row shows that there are more females in higher education than males (cf. Figure 1.2). However, it is when we look at which disciplines each gender tends to gravitate towards that noticeable differences occur. For example, there are higher proportions of females at both undergraduate and postgraduate level in Education, Arts and Humanities, Social Sciences, Journalism and Information, and Health and Welfare. Conversely, there are a greater proportion of male students in Information and Communication Technologies, and Engineering, Manufacturing and Construction.

If one was to estimate the proportions of each gender in each programme, without any prior information, then it follows that the best estimate would be that of the overall distribution of genders within the population. As such, without any further information in this regard, it would be feasible to expect to see each programme having close to a 50-50 split between the genders. However, this is not what is observed. Figure 1.5 shows the difference between gender parity and the observed levels of uptake for each programme for female students.

The figures for the differences between gender parity and the observed data have been calculated by subtracting fifty percent from the observed percentage of females in each study area. As such, positive values indicate female over-representation, negative values indicate female under-representation, and values close to zero indicate equal representation between males and females in that study area.

As one can see from this chart, Business, Administration and Law, Natural Sciences, Mathematics and Statistics, and Services come close to an equal division across the genders. For all other programmes one gender predominates in the fashion discussed above, with the greatest divisions being in Education, Health and Welfare, Arts and Humanities and Social Sciences, Journalism and Information where females are heavily over-represented, and Engineering, Manufacturing and Construction, and Information and Communication Technologies where we see an under-representation of female students.

FIGURE 1.5: TOTAL PERCENTAGE DIFFERENCE BEFORE GENDER PARITY ACROSS DISCIPLINES FOR FEMALE STUDENTS [N=18,307]

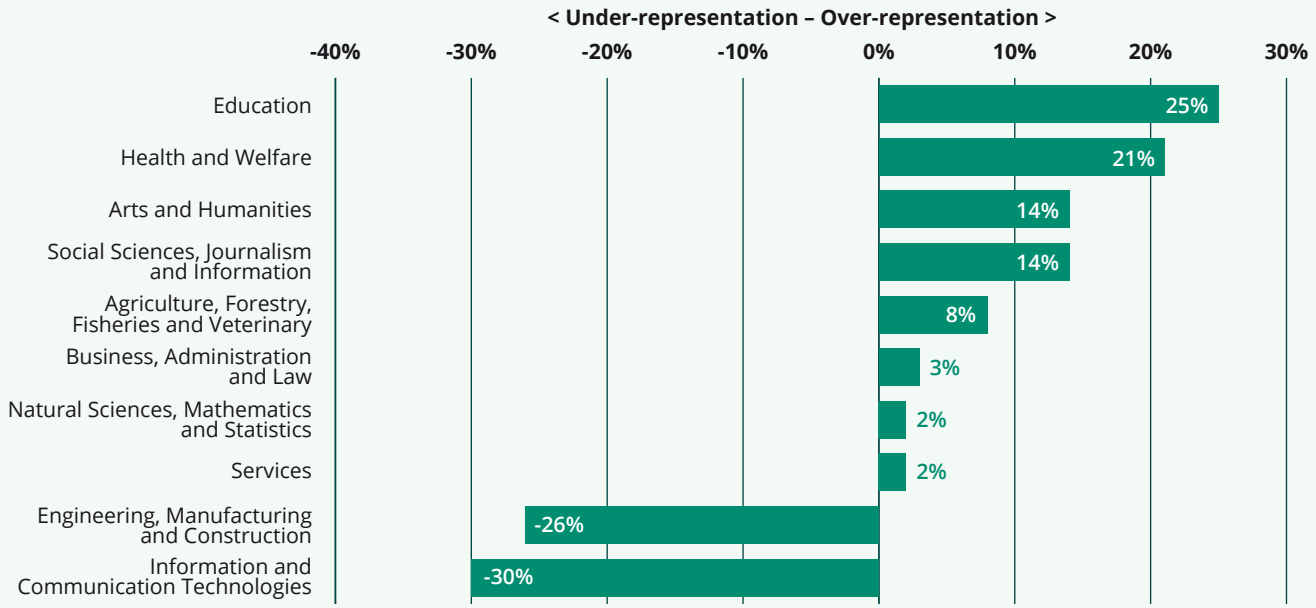
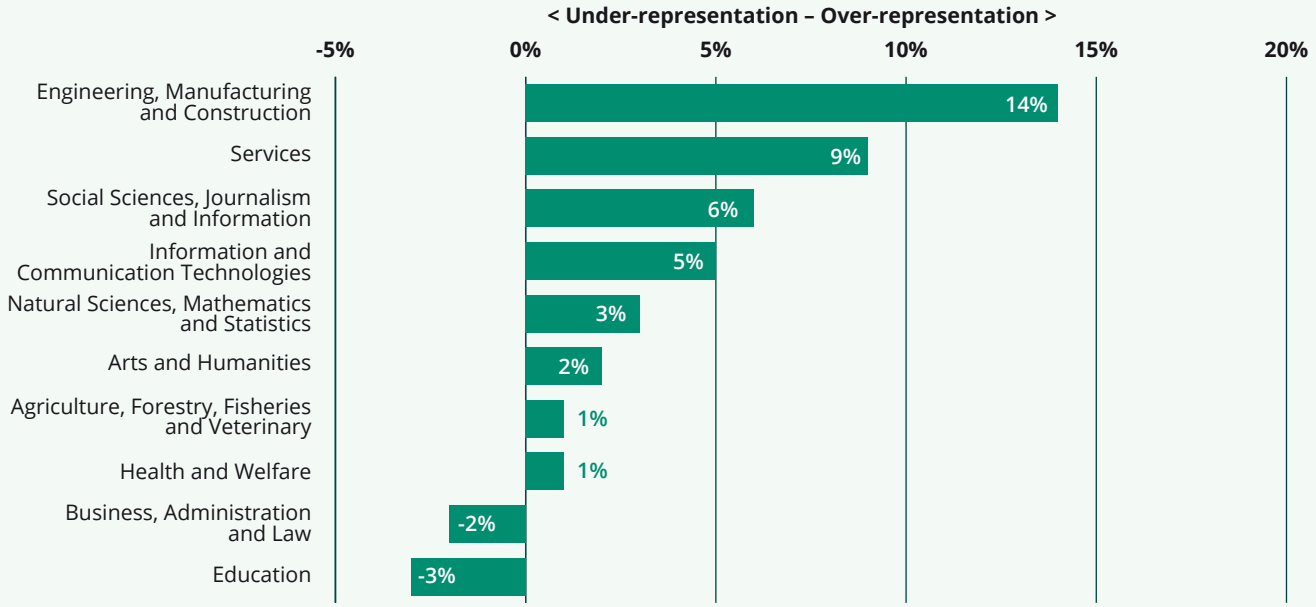


Figure 1.5 shows the representation of female students at the aggregated level, however another way to look at this gender distribution is to examine the movements in gender representation from undergraduate to postgraduate level. For example, Table 1.5 shows that at undergraduate level 76 percent of all Education students are female while at postgraduate level this drops by a negligible amount to 73 percent, however in other disciplines this shift is more significant and is illustrated further in Figure 1.6 which shows the shift in female representation from undergraduate to postgraduate level.

FIGURE 1.6: CHANGE IN THE DISTRIBUTION OF FEMALE STUDENTS STUDYING IN DISCIPLINES BETWEEN UNDERGRADUATE AND POSTGRADUATE LEVELS [N=18,307]



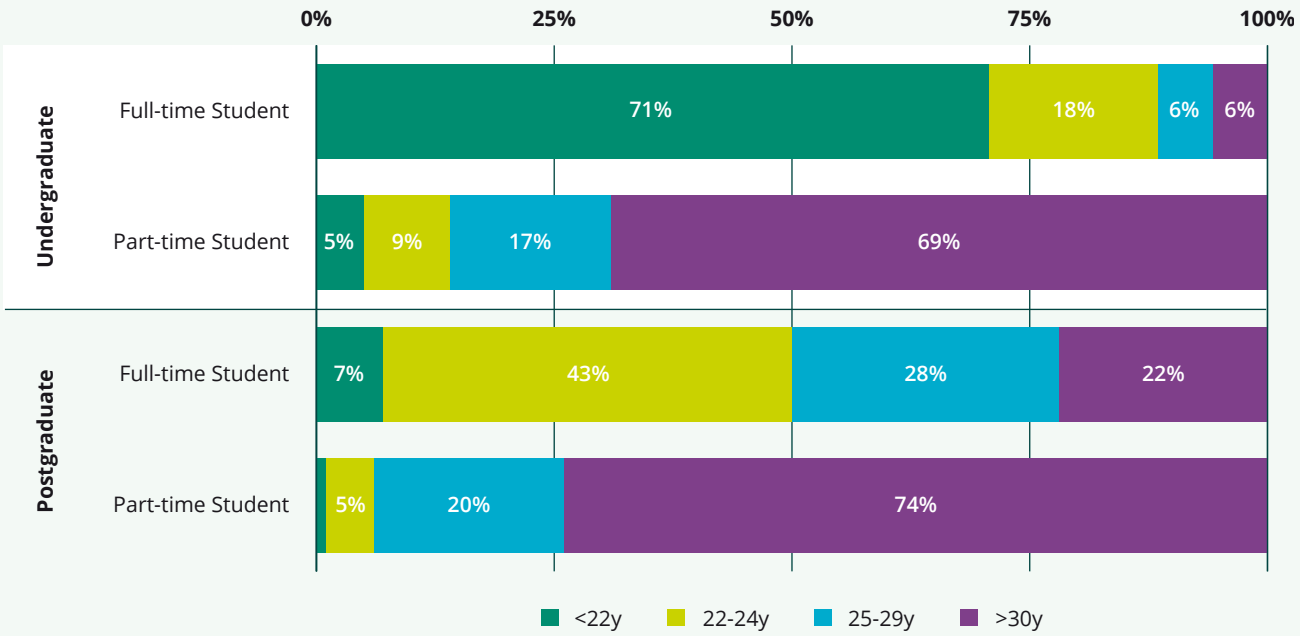
As one can see from this chart, while Engineering, Manufacturing and Construction are predominantly male, there is a 14 percent shift in the proportion of female students in this discipline at postgraduate level (36 percent) than at undergraduate level (22 percent), which reduces the over-representation of males in this discipline. On the other hand, there is a 9 percent shift in female representation from undergraduate to postgraduate in Services, but this increases the over-representation of females in this discipline.

1.2 Age and Background

Ireland has a relatively young student population with the median age for all respondents being 21.6. However, this single number disguises a lot of the variation across course type and status of study. Full-time undergraduates have a median age of 20.9 whereas for part-time undergraduates the median age is 35.9. This pattern is also evident at the postgraduate level with the median age for full-time postgraduates being 25, and for part-time students this is 37.5.

The age profile of each student cohort is illustrated in Figure 1.7 and follows the expected trend in that full-time undergraduate are predominantly under 22 years of age (71 percent) whereas part-time undergraduates are typically older (69 percent are over 30 years of age). At the postgraduate level, there are few very young students as it typically takes a number of years to gain the level of education to be allowed entry to postgraduate level thus by this point have aged out of the youngest categories. For example, seven percent of full-time postgraduates are under 22 whereas 43 percent are between 22 and 24 years of age. Part-time postgraduates are typically older than their full-time counterparts with one percent being under 22 and 74 percent being over 30 years of age.

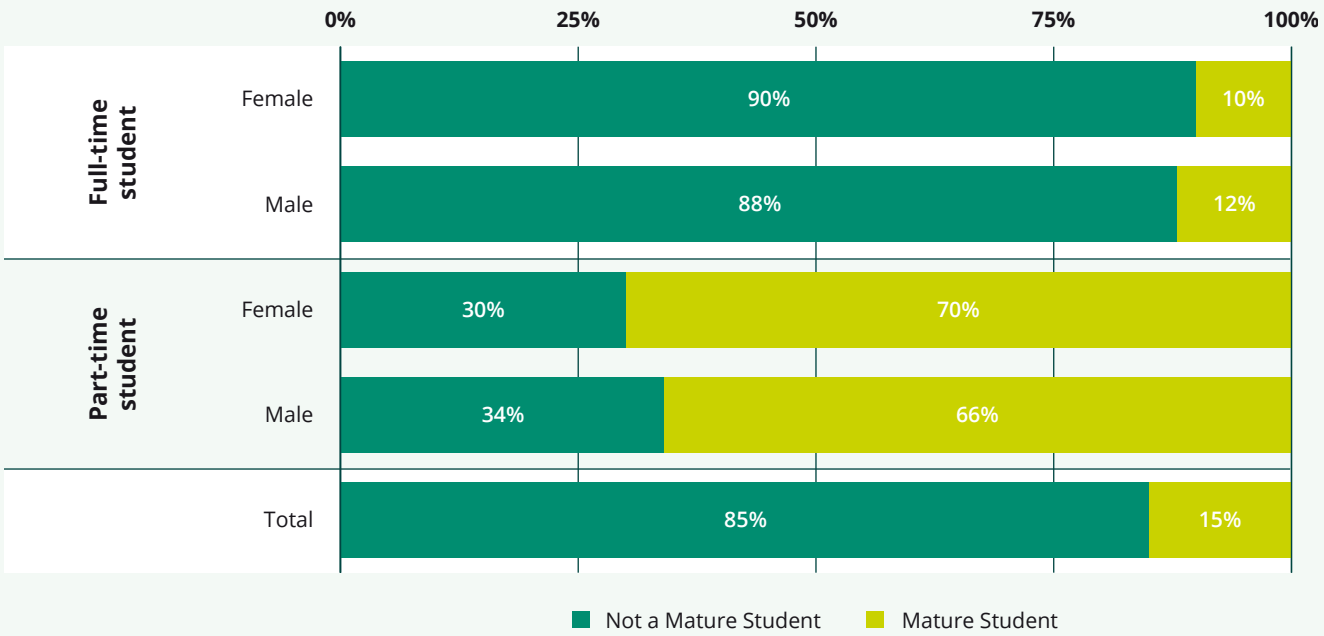
FIGURE 1.7: AGE DISTRIBUTION OF STUDENTS IN HIGHER EDUCATION [N=18,307]



Mature students are defined as undergraduates who are 23 or over on the 1st of January of the year of entry into a higher education institution. By this criterion, mature students account for 16 percent of the student population, and have an average age of 35.8 (34.3 for full-time students and 38.7 for part-time students).

When we examine the distribution of mature students by formal status, it is evident that the majority of the part-time student population are mature students (this is illustrated in Figure 1.8). In contrast, only around 12 percent of the full-time undergraduate student population are classified as mature. Furthermore, unlike the type of higher education institution attended, the gender of students does not appear to have an appreciable impact on their choice of conducting their studies part or full-time, as both genders are present in the mature student population in similar quantities.

FIGURE 1.8: PERCENTAGE OF MATURE STUDENTS BY FORMAL STATUS AND GENDER [N=15,466; UNDERGRADUATES ONLY]

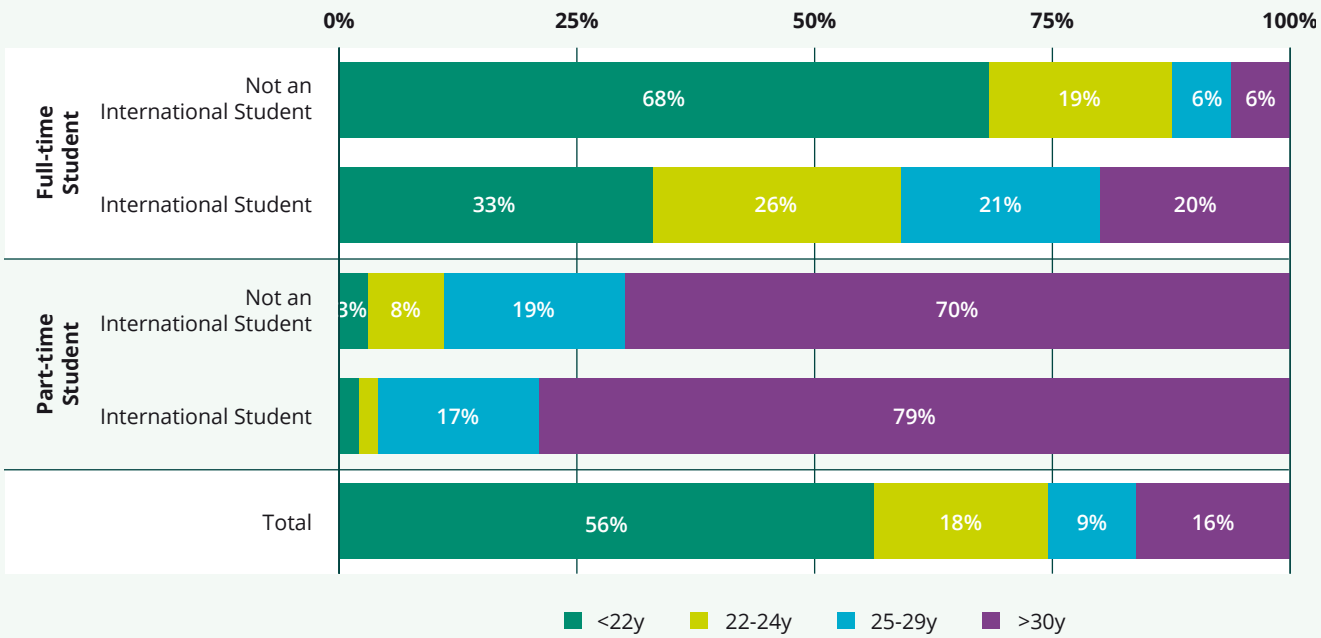


The survey indicates that 11 percent of the total student population have children. Of the full-time undergraduate population only 4 percent of students have children. This increases to 51 percent of the part-time undergraduate population. For postgraduates, 10 percent of full-time students have children and 44 percent of part-time students have children. Of the total student population with children, the median age of the youngest child was eight, and in terms of dependency three-quarters of all children of students are 15 years old or younger.

It stands to reason that there would be relationship between mature student status and having children, and this is borne out by the results of the survey. Less than two percent of full-time non-mature undergraduates have children, whereas for full-time mature students this is 32 percent.

Before moving on to the next section, it is also worth examining the age profile of international students compared against Irish students. The classification of international students is based upon having a foreign leaving certificate equivalent that was obtained outside of Ireland. While it is imperfect indicator, for example, Irish students could have studied abroad before entering higher education in Ireland, and equivalently non-Irish students could have done the Leaving Certificate in Ireland, it is a useful proxy for categorising students and is more suitable than other potential alternatives such as parental nationality.

FIGURE 1.9: AGE PROFILE OF INTERNATIONAL STUDENTS [N=18,224]



At the full-time level, 68 percent of non-international students are under 22, whereas for international students this is only 33 percent. As Figure 1.9 shows greater proportions of international students fall into the older categories than non-international students. At the part-time level while 70 percent of non-International students are over 30, this increases to 79 percent for international students. Again, showing that international students tend to be older than non-international students in Ireland.

1.3 Location

Table 1.6 shows that 78 percent of the total student population are full-time undergraduates. Within this, 70 percent of them attend Universities or associate/affiliated colleges. In contrast, 58 percent of part-time undergraduates attend Institutes of Technology, though this is part of a much smaller proportion of the total student population (6 percent). For postgraduates, the majority of both full-time and part-time postgraduates attend universities (88 and 82 percent respectively).

TABLE 1.6: THE DISTRIBUTION OF STUDENTS ACROSS UNIVERSITIES AND INSTITUTES OF TECHNOLOGY [N=18,308]

	Undergraduate		Postgraduate		
	Full-time	Part-time	Full-time	Part-time	**Total**
Universities	70%	42%	88%	82%	**71%**
Institutes of Technology	30%	58%	12%	18%	**29%**
Overall	**78%**	**6%**	**8%**	**7%**	**100%**

In the last Eurostudent report, the distribution of students at Universities and Institutes of Technology in Dublin and outside of Dublin was examined. However, since then three Institutes of Technology in Dublin have merged to form the Technological University Dublin, thus leaving only one Institute of Technology within the Dublin metropolitan area (IADT in Dún Laoghaire). As such, the distribution of students in higher education institutions in Dublin are not presented as this would be to present the percentage of students in IADT against all the other HEIs in Dublin. It is still possible to look at the distribution of students across HEIs outside of Dublin and Table 1.7 provides this. As can be seen from this table, 52 percent of full-time undergraduates outside of Dublin study in Universities. This rises to 78 percent for full-time postgraduates. At the part-time undergraduate level, 78 percent of students outside of Dublin study in Institutes of Technology, whereas for part-time postgraduates, 57 percent study in Universities.

TABLE 1.7: THE DISTRIBUTION OF STUDENTS ACROSS UNIVERSITIES AND INSTITUTES OF TECHNOLOGY OUTSIDE OF DUBLIN [N=12,107]

	Undergraduate		Postgraduate		
	Full-time	Part-time	Full-time	Part-time	**Total**
Universities	52%	22%	78%	57%	**51%**
Institutes of Technology	48%	78%	22%	43%	**49%**
Overall	**74%**	**7%**	**7%**	**5%**	**100%**

1.4 Disability

This survey asked students if they had a disability, impairment, long-standing health problem, functional limitation, or learning disability, where a long-standing health problem is defined as a health problem that has lasted or is likely to last for at least six months. The proportion of students indicating that they had one of these is approximately 25 percent of this student population[12]. This is broken down into 27 percent of all full-time undergraduates, 22 percent of all part-time undergraduates, 19 percent of all full-time postgraduates, and 19 percent of all part-time postgraduates. The profile of each category of disability by their student status is presented in Figure 1.10 (note that students can have more than one disability).

12 Eurostudent uses a broader definition of disability than the Irish Central Statistics Office, thus the numbers of students reporting disabilities is typically higher than in Irish equivalent reports where a narrower definition is used.

FIGURE 1.10: PERCENTAGE OF STUDENTS WITH IMPAIRMENTS ACROSS CATEGORIES [N=11,158]

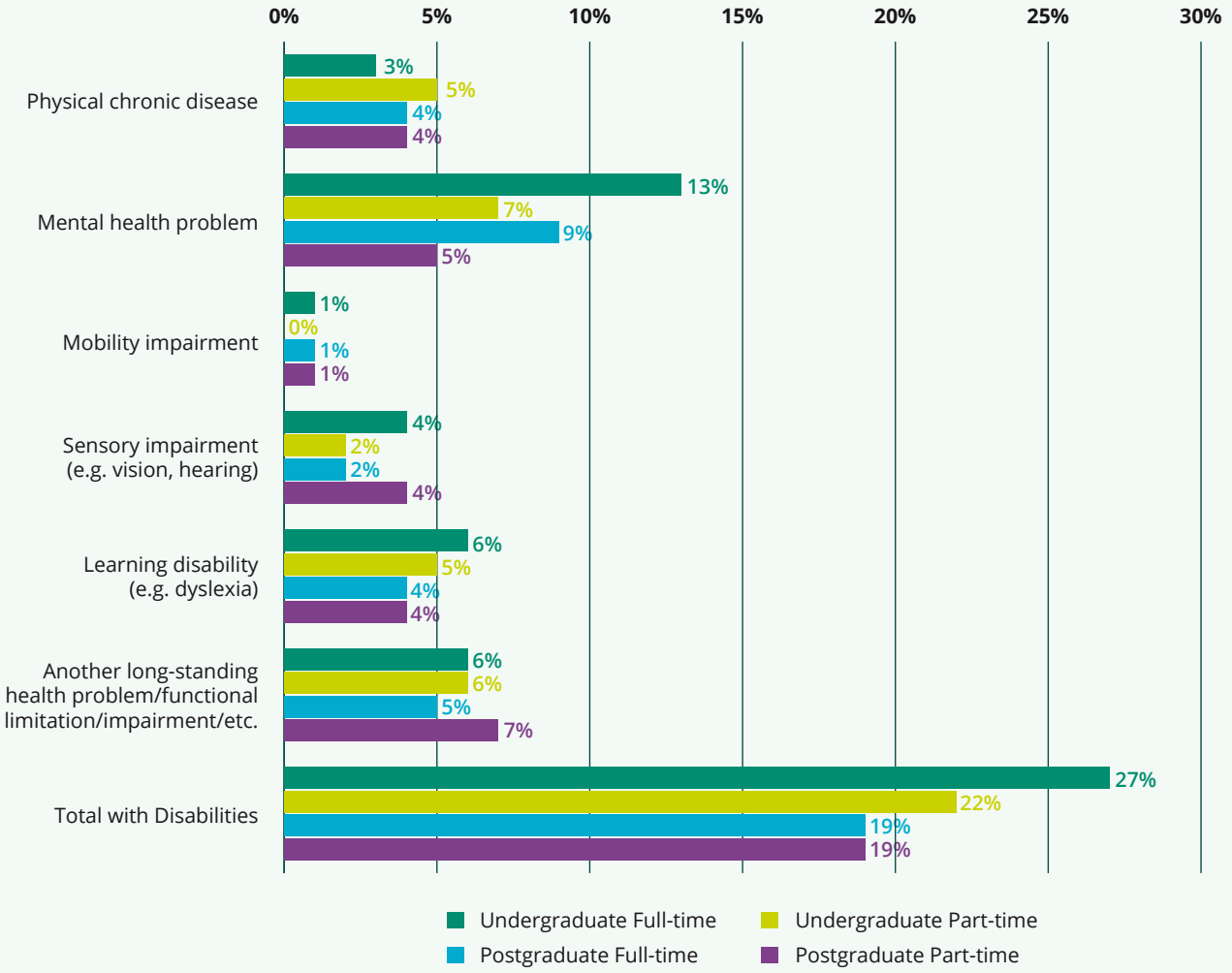


Figure 1.11 profiles the percentage of students with disabilities by gender. For the most part, each gender experiences a similar distribution of disabilities. However, female students appear to be more likely to suffer (or report) mental problems than male students (16 percent to seven percent) and female students appear to be more likely than male students to suffer from other forms of long-standing health problems, functional limitations and impairments.

FIGURE 1.11: PERCENTAGE OF STUDENTS WITH IMPAIRMENTS ACROSS CATEGORIES AND GENDER [N=11,158]

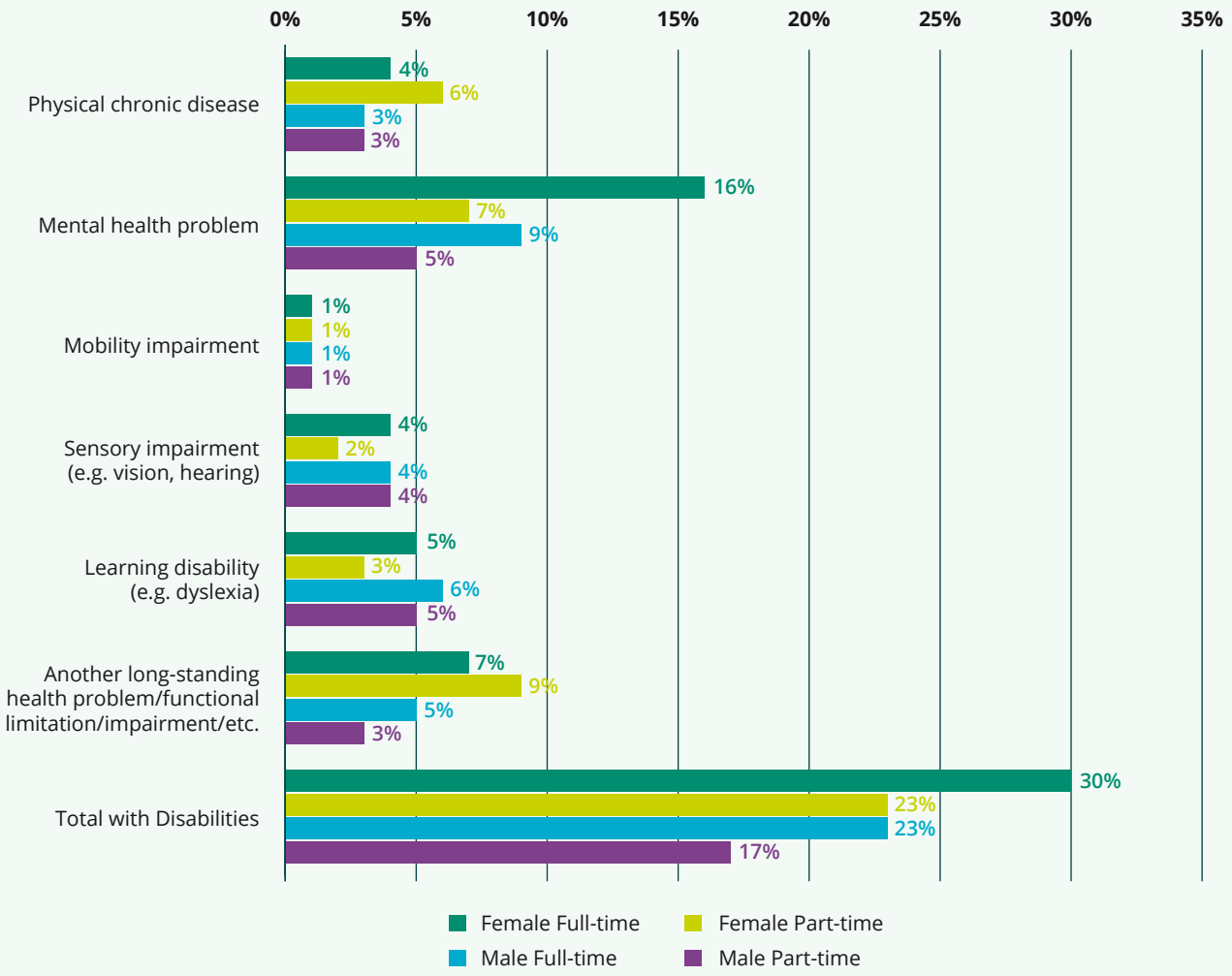


TABLE 1.8: MAIN STUDY AREA AND DISABILITY STATUS [N=11,158]

	Physical chronic disease	Mental health problem	Mobility impairment	Sensory impairment (e.g. vision, hearing)	Learning disability (e.g. dyslexia)	Another long-standing health problem/ functional limitation/ impairment/ etc.	No disability
Education	4%	9%	1%	4%	4%	7%	77%
Arts and Humanities	6%	20%	1%	4%	6%	9%	64%
Social Sciences, Journalism and Information	5%	17%	1%	4%	5%	7%	69%
Business, Administration and Law	4%	8%	1%	3%	5%	6%	77%
Natural Sciences, Mathematics and Statistics	3%	14%	1%	4%	5%	6%	73%
Information and Communication Technologies	2%	10%	1%	6%	6%	4%	76%
Engineering, Manufacturing and Construction	2%	6%	1%	3%	7%	4%	82%
Agriculture, Forestry, Fisheries and Veterinary	3%	13%	1%	4%	4%	8%	75%
Health and Welfare	4%	11%	1%	3%	4%	6%	77%
Services	1%	10%	0%	4%	8%	4%	76%
Total	**4%**	**12%**	**1%**	**4%**	**5%**	**6%**	**74%**

The study areas with the highest proportions of students with any of the disabilities provided were Arts and Humanities (36 percent) and Social Sciences, Journalism and Information (31 percent). The study areas with the lowest proportions of students with any of the disabilities provided were Engineering, Manufacturing and Construction (18 percent), Business, Administration and Law (23 percent) and Health and Welfare (23 percent).

Of the students that report disabilities, Figure 1.12 shows the degree to which students' disabilities are noticeable to others. At the aggregate level, 71 percent of students report that their impairment is not generally noticeable to others, and for six percent of students their impairment is noticeable the first time they meet people. However, within these figures there is substantial variation across the different categories of impairment. Students with mobility or sensory impairments appear to have more noticeable impairments (21 and 29 percent of students with these impairments report that these are immediately noticeable). Whereas for students with learning disabilities or mental health problems the majority note that these are not generally noticeable to others.

FIGURE 1.12: THE DEGREE TO WHICH STUDENTS' IMPAIRMENTS ARE NOTICEABLE TO OTHERS [N=2,854]

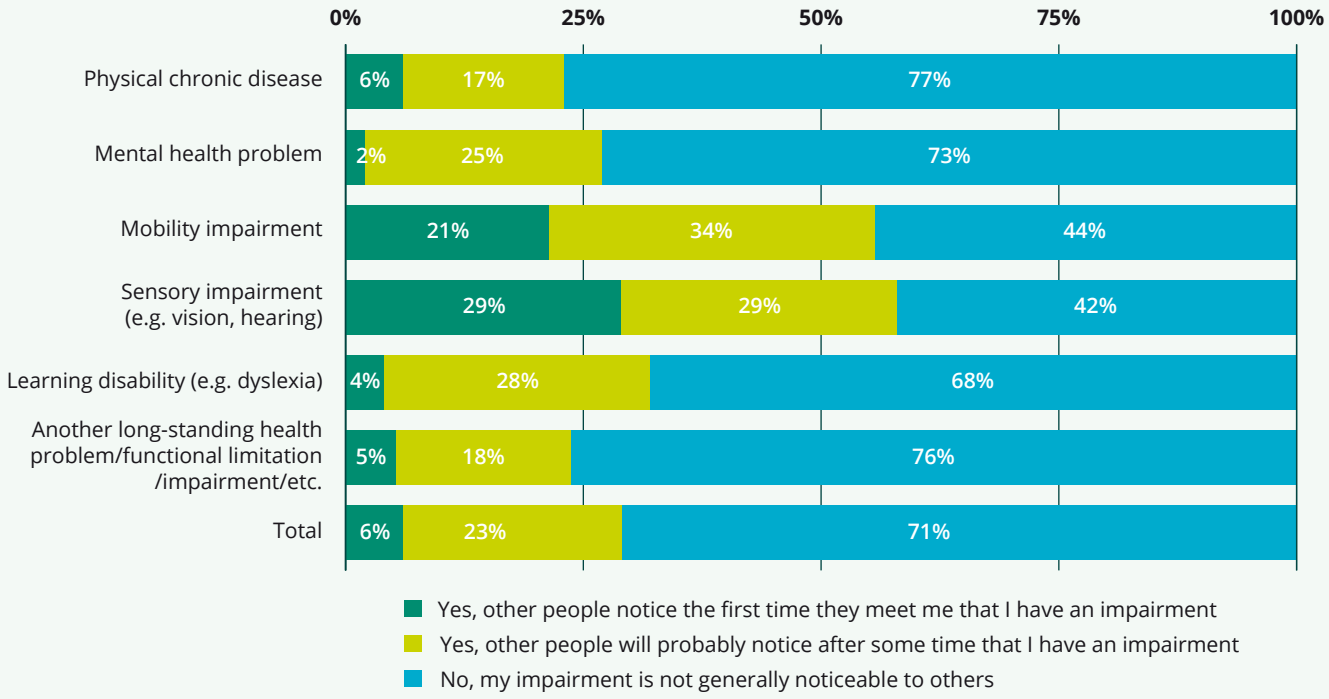
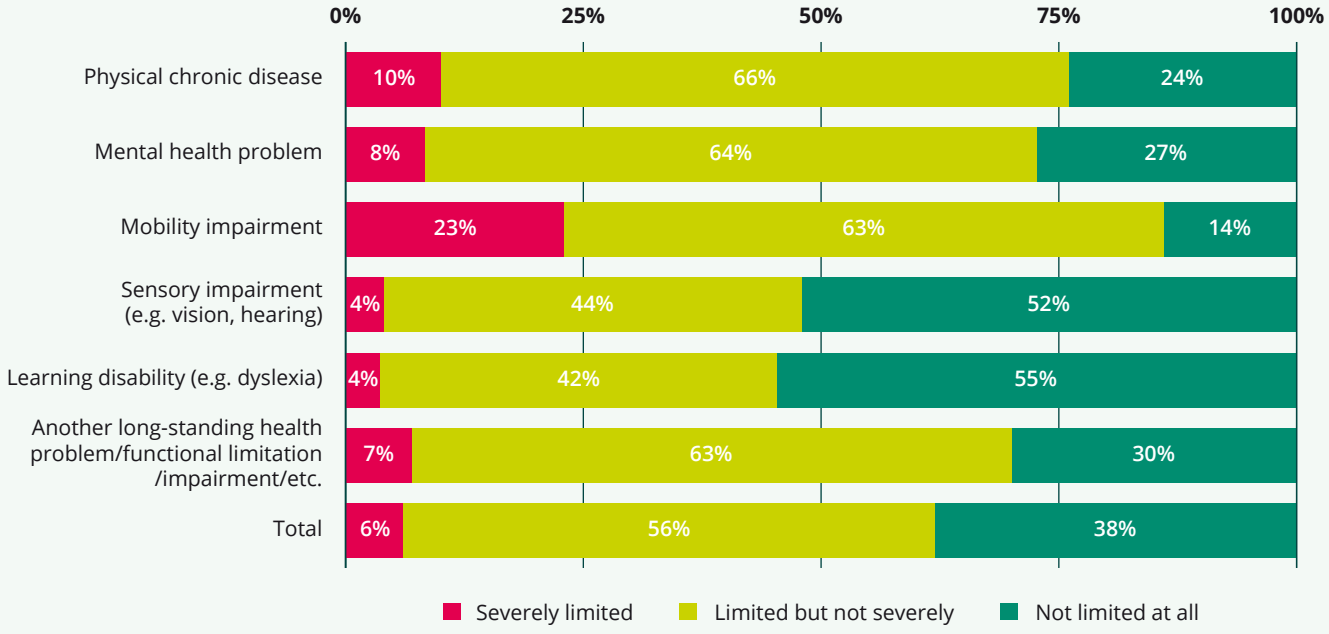


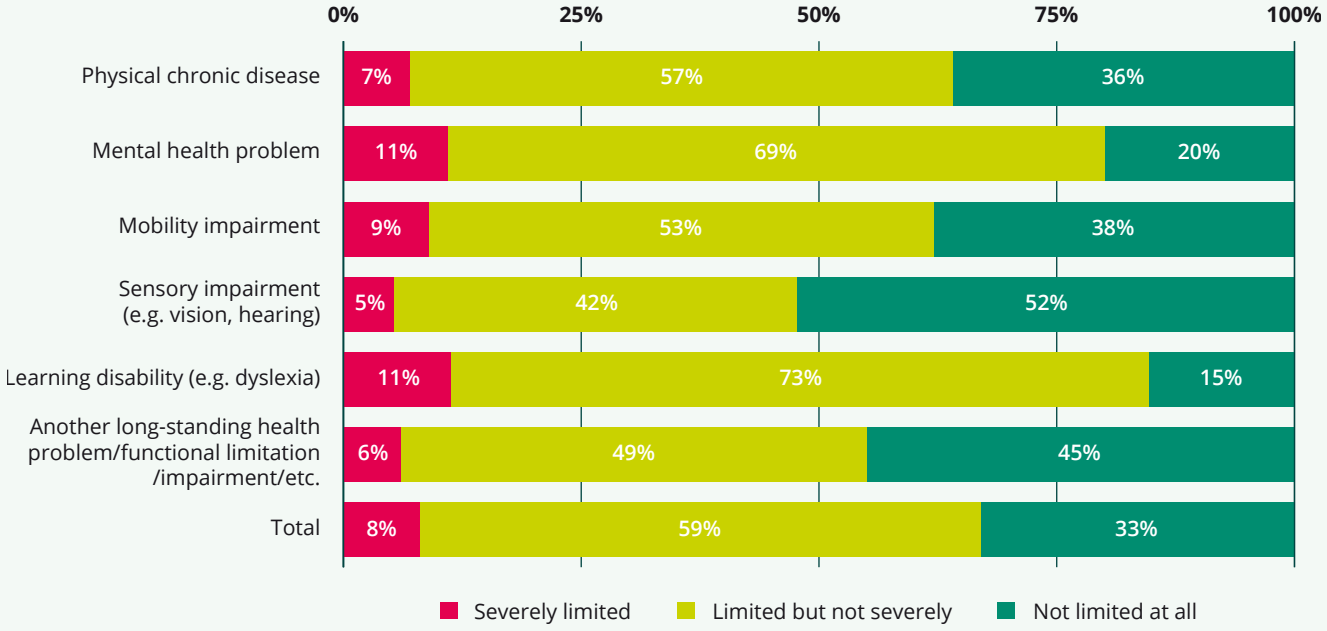
FIGURE 1.13: THE DEGREE TO WHICH STUDENTS' IMPAIRMENTS IMPEDES THEIR EVERYDAY ACTIVITIES [N=2,844]



The survey asked two questions about the degree to which their impairments affect the lives of students. Figure 1.13 illustrates the degree to which students' impairments affect their everyday activities and shows that at the aggregate level, approximately 38 percent of students considered their disability to not be limiting at all with regard to their everyday activities. 56 percent of students find that their daily activities are moderately hindered by their disability. In contrast, six percent considered their impairment to be severely limiting. However, much like Figures 1.12 and 1.14, there is substantial variation across the different categories of impairment and the effect different forms of disability have upon everyday life. For example, 23 percent of students with mobility impairment report that this severely limits their everyday activities. Whereas only four percent of students with a sensory impairment report that this severely affects their everyday activities.

In contrast to the above, Figure 1.14 illustrates the degree to which students' impairments limit their studies. In this regard, approximately 33 percent of students with at least one form of disability considered their disability to not be limiting at all to their studies. Whereas eight percent considered their impairment to be severely limiting. The disability that was reported as the biggest obstacle to studies was having a learning difficulty where 84 percent of respondents said that this limited or severely limited their ability to study. Eighty percent of students with a mental health problem also said that this limited or severely limited their ability to study. Intriguingly, a relatively high proportion of students with sensory impairments (52 percent) considered these impairments of being little to no obstacle to study.

FIGURE 1.14: THE DEGREE TO WHICH STUDENTS' IMPAIRMENTS IMPEDES THEIR ABILITY TO STUDY [N=2,754]

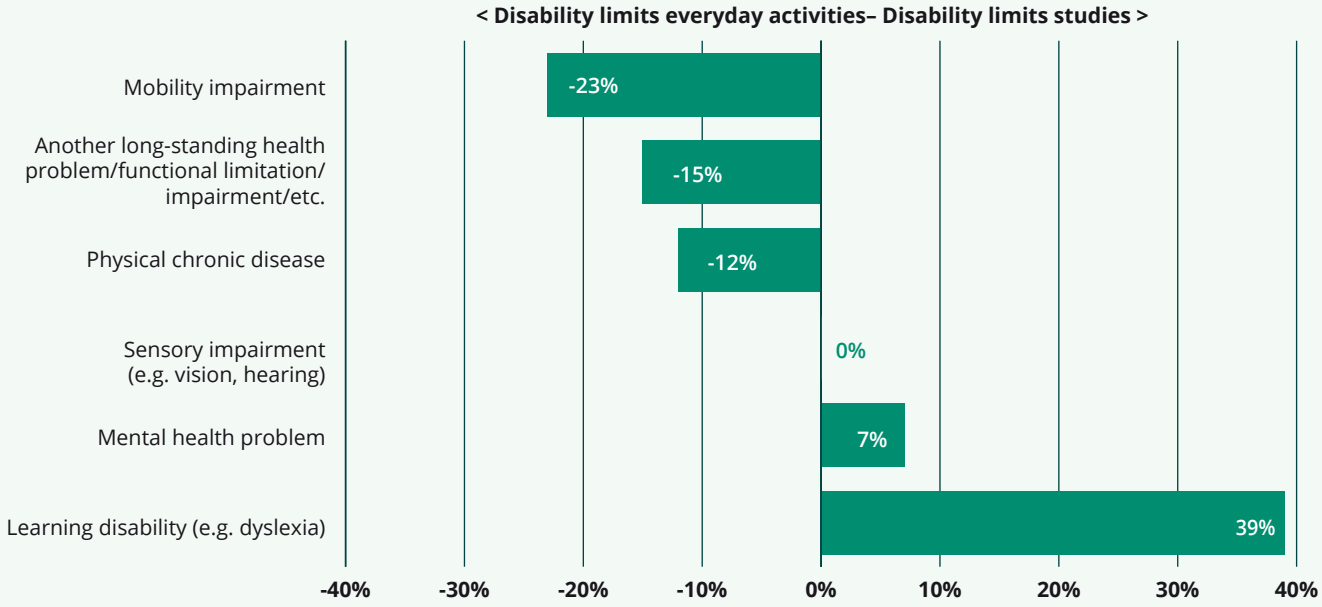


While these charts are in themselves interesting, it is possible to use these responses to calculate the degree to which different disabilities affect students, and crucially, if different impairments have a greater effect on studying or on everyday activities. Figure 1.15 presents this through subtracting the percentage of responses given by students who feel that their disability limits or severely limits their everyday activities from the percentage of responses given by students who feel that their disability limits or severely limits their studies.

As a result, negative values indicate that a form of disability affects everyday life more than studies, and positive values indicate that a form of disability affects studying more than everyday life. A value close to zero indicates that this form of disability equally affects everyday life and studies.

As such from the chart, it is evident that mobility impairment appears to have a greater negative impact on everyday life than it does on studying. Whereas sensory impairment appears to equally affect everyday life and studies. In contrast, having a mental health problem or learning disability has a much greater negative effect on studying than general day-to-day life.

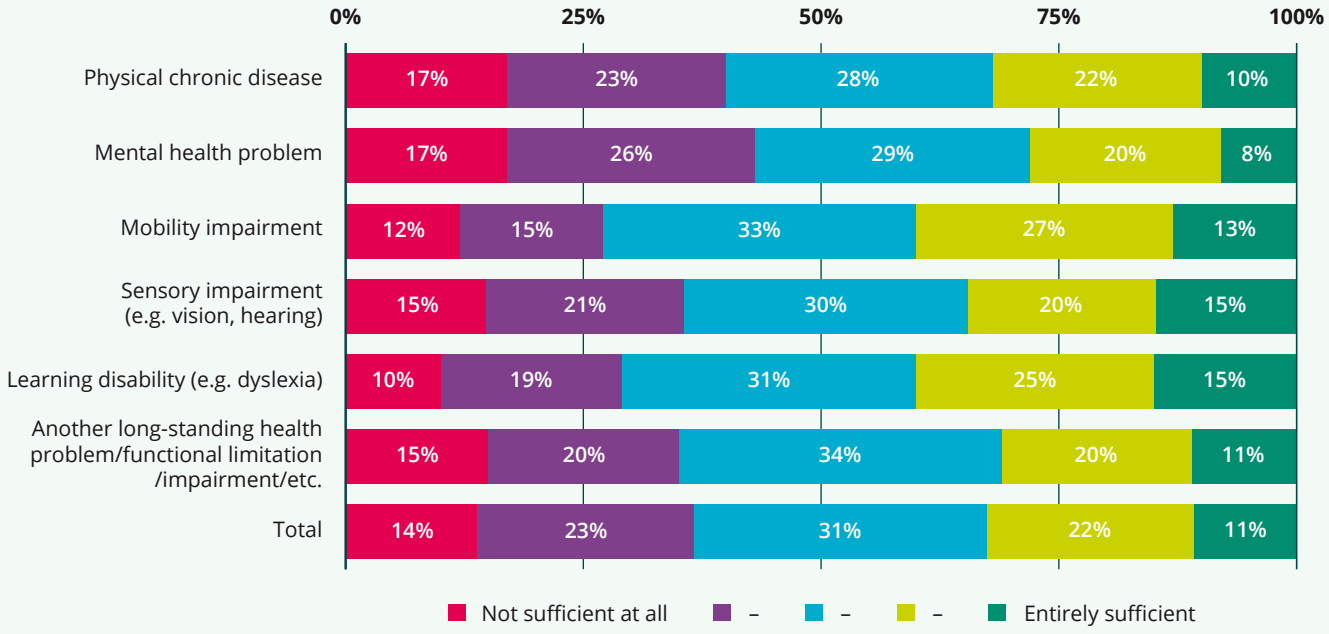
FIGURE 1.15: THE DIFFERENCE BETWEEN IMPAIRMENTS LIMITING EVERYDAY ACTIVITIES VERSUS STUDIES



Finally, students with disabilities were asked if they wanted or needed support in their studies from public or institutional sources. The proportion of students wanting or needing support to overcome their limitations ranged from 83 percent for those with physical chronic disease, sensory impairment and other long-standing health problems, 91 percent for students with mental health problems, 93 percent for students with learning disabilities, to 95 percent for students with mobility impairments.

Furthermore, of the student population indicating they had a disability and wanted/needed support were asked to rate the level of support they currently receive. The results of which are displayed in Figure 1.16. As pointed out in Figure 1.10 the greatest proportion of students with disabilities appears to be those with mental health problems and of this group 43 percent of them rated the level of institutional support as insufficient (combining the bottom two categories). Furthermore, although only 83 percent of students with sensory impairments wanted/needed support, of the students that receive support, 35 percent indicated that the level of support they receive is sufficient or entirely sufficient.

FIGURE 1.16: RATINGS OF THE SUPPORT STUDENTS RECEIVE TO OVERCOME THEIR LIMITATIONS BY IMPAIRMENT [N=1,710]



CHAPTER 2:
COLLEGE ENTRY ROUTE, TRANSITION AND ACCESS

2.1 Entry Qualifications

While in recent years Ireland has increased the level of participation in higher education, the majority of students in higher education still enter via the traditional route of completing Leaving Certificate examinations.

Of the total student population 85 percent have a Leaving Certificate which has been obtained in Ireland, 11 percent have a qualification equivalent to the Leaving Certificate obtained abroad, and four percent do not have a Leaving Certificate.

Figure 2.1 presents this distribution across student-type and formal status and shows that 89 percent of full-time undergraduate students and 77 percent of part-time undergraduate students have a Leaving Certificate. This falls to 54 percent for full-time postgraduate students and 77 percent for part-time postgraduate students. As has been shown already in Table 1.2, 35 percent of full-time postgraduate students have a foreign equivalent of the leaving certificate which in part, may indicate the diversity of the postgraduate student population and the desirability of studying for a postgraduate qualification in Ireland.

Only three percent of full-time undergraduates and five percent of part-time postgraduates do not have a Leaving Certificate. Whereas for part-time undergraduates the figure is seven percent and for full-time postgraduates this percentage is eleven percent.

Figure 2.2 presents the distribution of entry qualifications across gender and higher education institution type. In this regard, the distribution is more uniform, in that there are no substantial differences between male and female students, and between students at Universities or Institutes of Technology.

FIGURE 2.1: PERCENTAGE OF STUDENTS WITH LEAVING CERTIFICATE (OR FOREIGN EQUIVALENT) BY FORMAL STATUS [N=18,224]

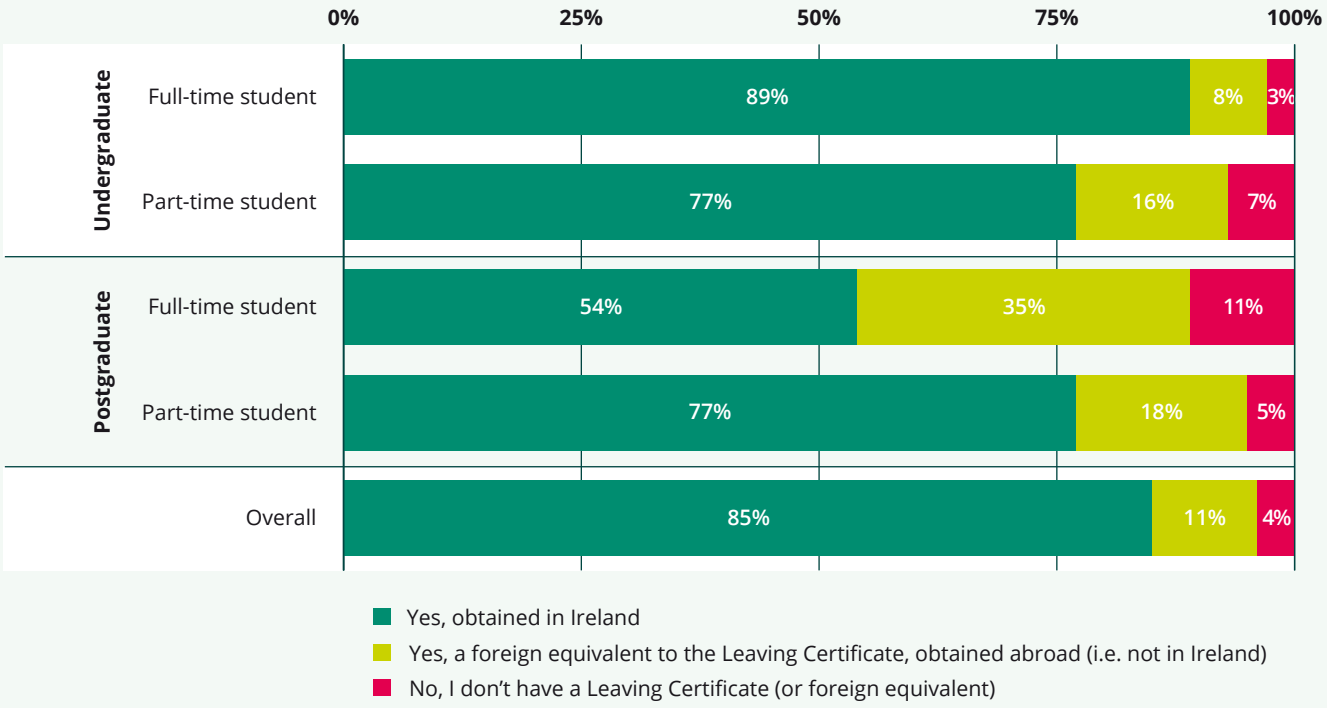
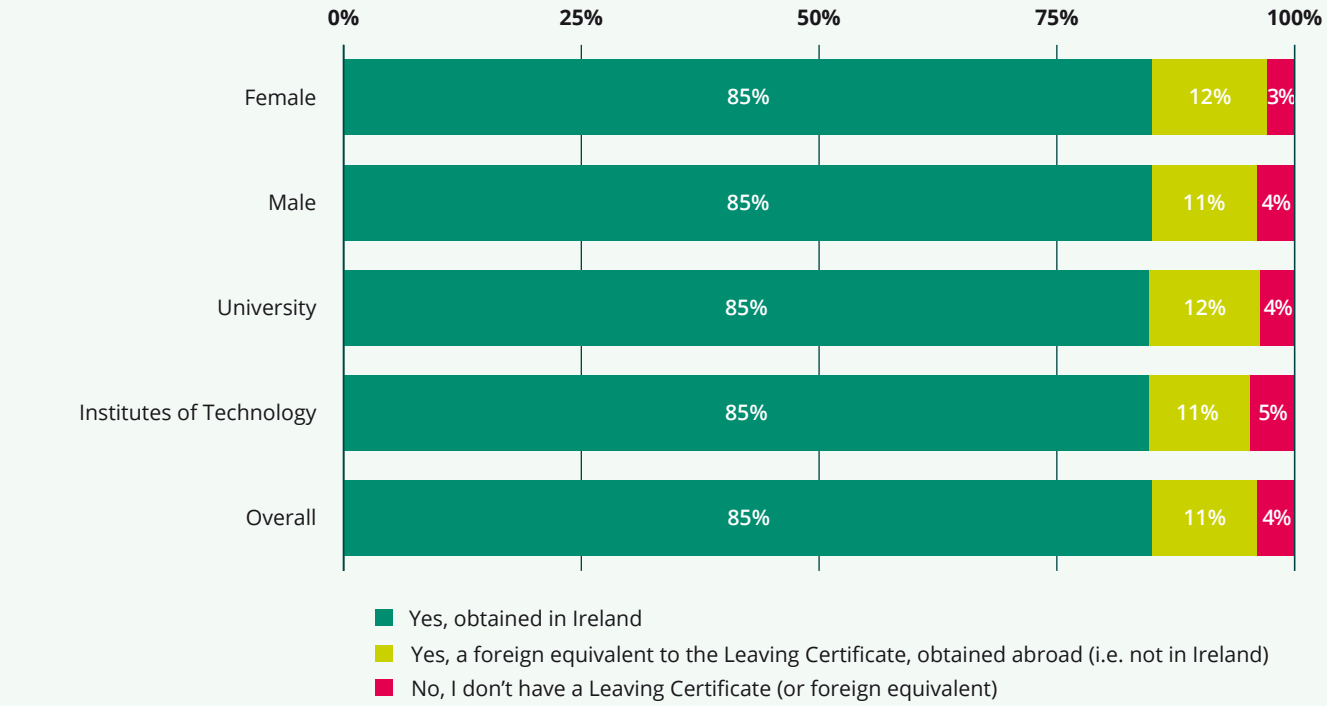
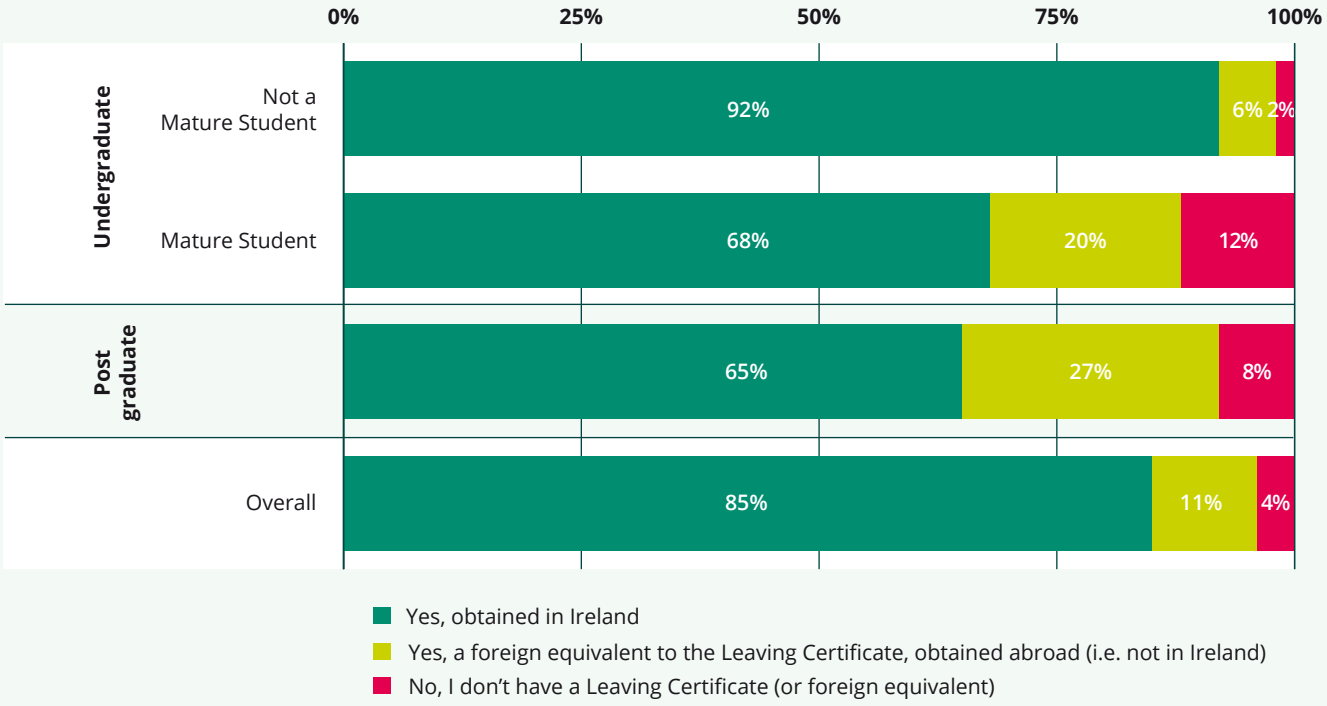


FIGURE 2.2: PERCENTAGE OF STUDENTS WITH LEAVING CERTIFICATE (OR FOREIGN EQUIVALENT) BY GENDER AND HEI [N=18,224]



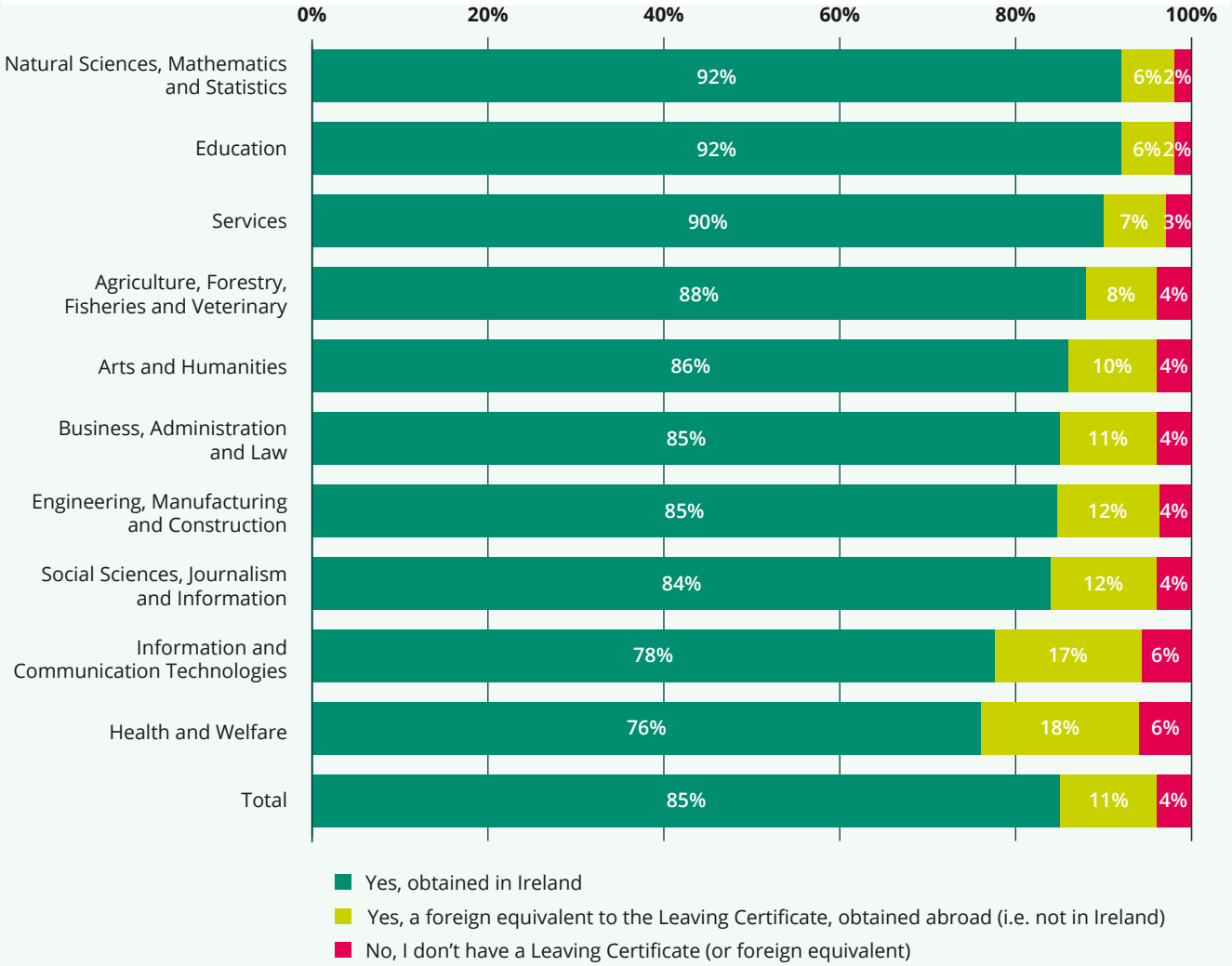
In this survey, approximately 15 percent of undergraduate students (cf. Figure 1.8) are classed as mature, that is being 23 or over on the 1st of January of the year of entry into higher education. By definition, this group is older than the general student population, and it also known from Chapter 1 that mature students are more likely to have children. From Figure 2.3 we can add another general characteristic of mature students, in that they are also more likely to enter higher education without a Leaving Certificate, as this chart shows that 12 percent of mature students do not have a Leaving Certificate, which can be compared against two percent in the rest of the undergraduate student population.

FIGURE 2.3: PERCENTAGE OF STUDENTS WITH LEAVING CERTIFICATE (OR FOREIGN EQUIVALENT) BY STUDENT TYPE [N=17,777]



The distribution of entry qualifications by study area is shown in Figure 2.4. For the most part, the distribution of qualifications is relatively uniform. However, a few figures stand out. Some 92 percent of Education, and Natural Sciences, Mathematics and Statistics students entered their programme with a Leaving Certificate, this is closely followed by 90 percent of Services students. The highest proportion of students without a Leaving Certificate (or equivalent) is found in Information and Communication Technologies, and Health and Welfare with six percent of students. Health and Welfare, and Information and Communication Technologies also have the highest proportions of students with entry qualifications obtained outside of Ireland.

FIGURE 2.4: ENTRY QUALIFICATIONS BY MAIN STUDY AREA [N=18,224]



Furthermore, although the Leaving Certificate is the main qualifier for entry into higher education, the survey asked if any other competences or experiences that were gained outside of the formal education system were recognised for their first admittance to higher education in Ireland or credited towards the fulfilment of their current study programme. These competences or experiences could include work experience, non-formal courses, self-study, volunteer work, and so on.

FIGURE 2.5: RESPONSES TO THE QUESTION "WAS ANY PREVIOUS WORK EXPERIENCE EXPLICITLY TAKEN INTO ACCOUNT IN IRELAND DURING YOUR INITIAL ADMISSION PROCESS INTO HIGHER EDUCATION?" BY KEY CHARACTERISTICS [N=17,622]

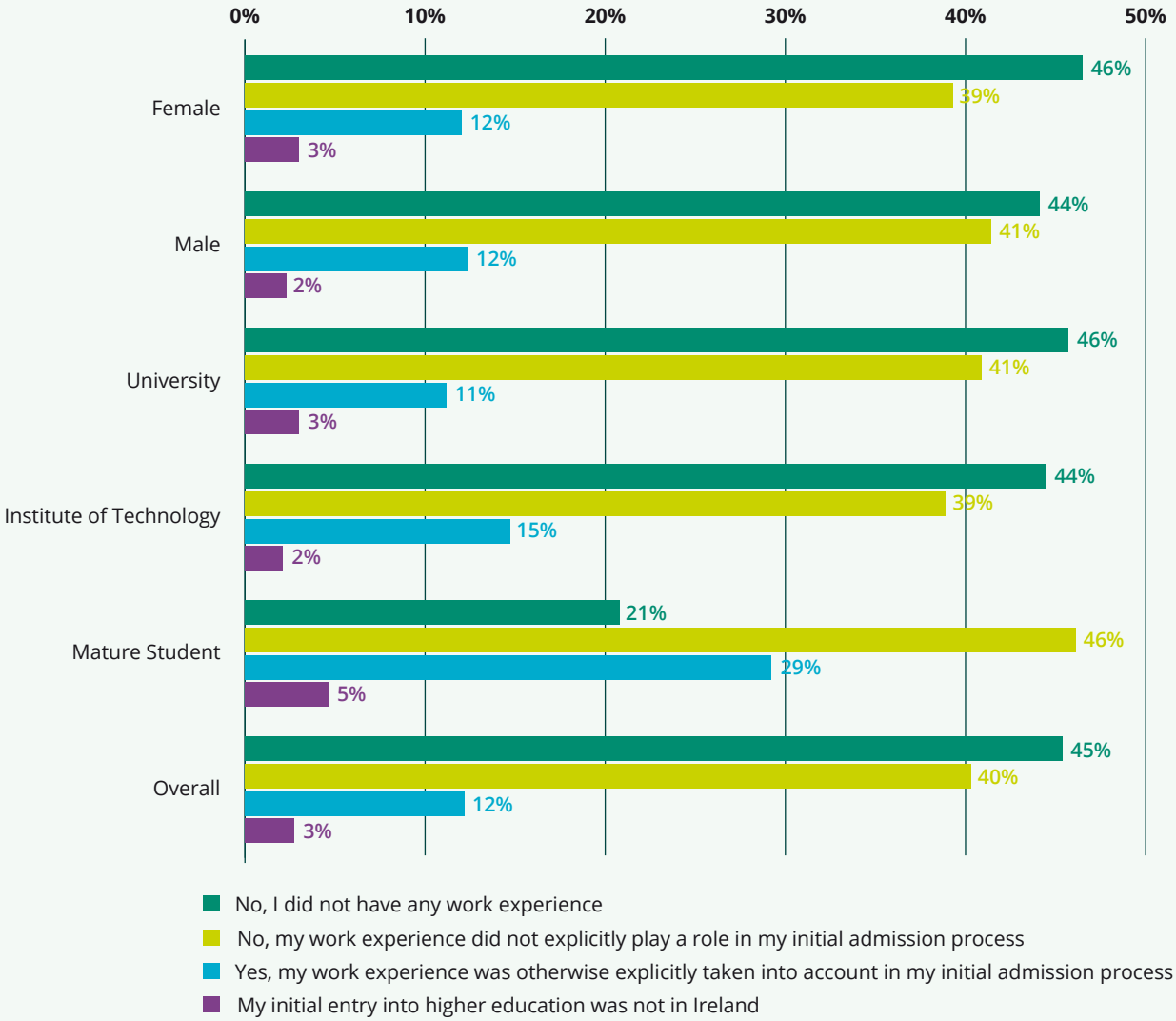
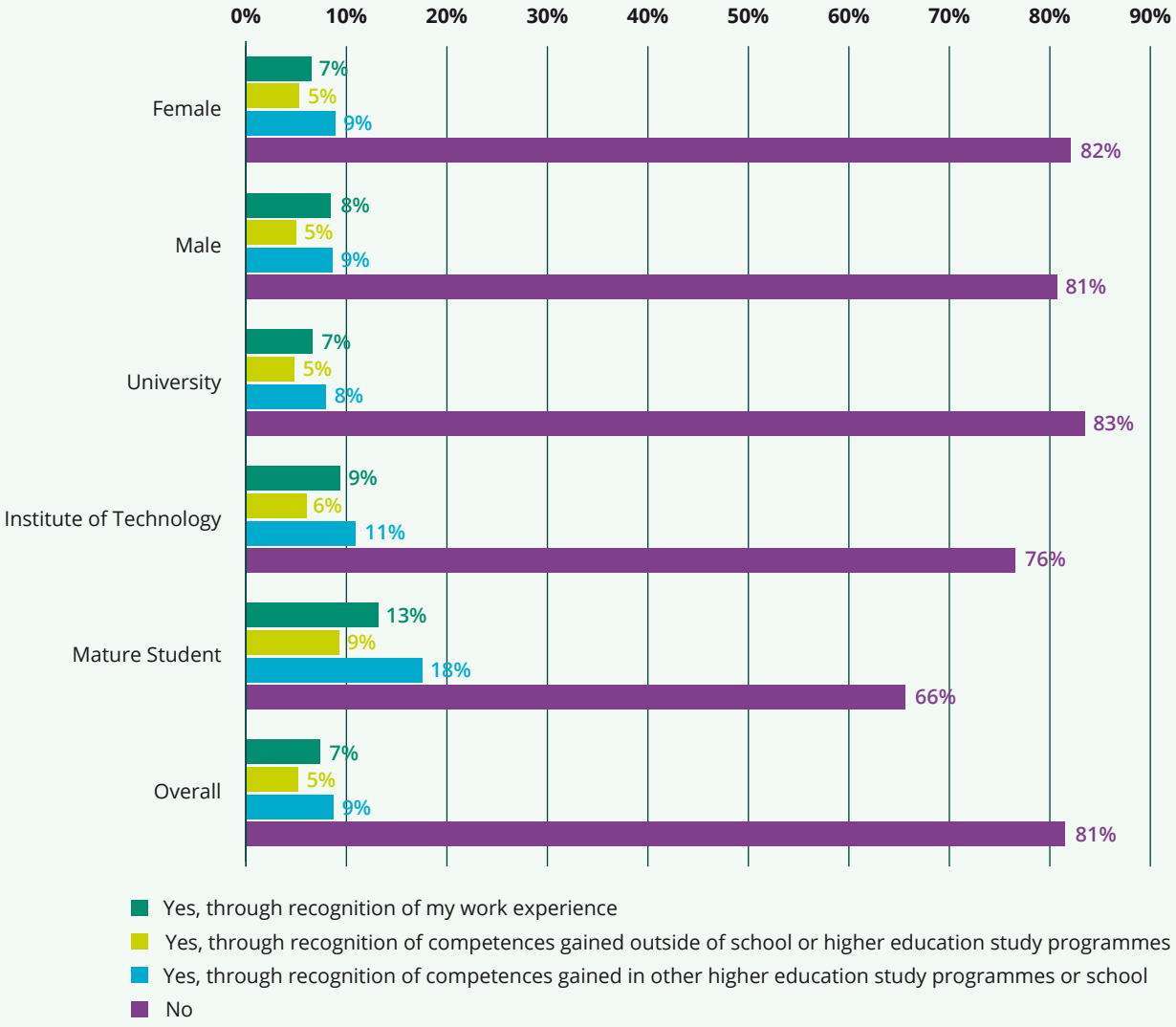


Figure 2.5 shows the degree to which previous work experience was taken into account during the admission process into higher education in Ireland across gender, institution type, and student status, and there are a few things of note. First of all, there does not appear to be a bias across gender as the levels of recognition are very similar for each other. Secondly, Institutes of Technology appear to more willing to recognise work experience outside of education than Universities in the admissions process (15 to 11 percent). However, 29 percent of mature students report that their work experience was taken into account in the admissions process.

Figure 2.6 presents responses to the question of whether any entry requirements into higher education were replaced with other prior experience and competences in Ireland across gender, institution type, and student status. Much like Figure 2.5 this presents a similar portrait in that there does not appear to be a bias across genders and types of HEI as the levels of recognition are very similar for each other. However, 13 percent of mature students report that their work experience was recognised, 9 percent report that other competences outside of education were recognised and 18 percent report that other competences gained in other higher education programmes were recognised.

Note that these two questions allowed multiple choice responses thus the total percentages in each category can exceed one hundred percent.

FIGURE 2.6: RESPONSES TO THE QUESTION "DID YOU OFFICIALLY REPLACE ANY REQUIREMENTS IN YOUR CURRENT (MAIN) STUDY PROGRAMME WITH PREVIOUSLY GAINED EXPERIENCE/COMPETENCES?" BY KEY CHARACTERISTICS [N=16,940]



2.2 Nature of Transition to Higher Education

Direct transition students are defined as those students who entered higher education for the first time within two years after graduating from school. In contrast, delayed transition students are defined as students who entered higher education for the first time more than two years after leaving the school system. Figure 2.7 presents the length of time between finishing school and entering higher education across student status. For full-time undergraduates and postgraduates, the distribution is almost identical with over 80 percent entering higher education within one year of finishing school. For part-time undergraduates, this figure is only 53 percent, with approximately 38 percent delaying entry into higher education for over two years.

FIGURE 2.7: LENGTH OF TIME BETWEEN SCHOOL AND HIGHER EDUCATION BY FORMAL STATUS [N=18,011]

Figure 2.8 presents the length of time between finishing school and entering higher education across gender and higher educational institution type. Again, as would be expected there does not appear to be much of a substantial gender difference, as the proportions for male and female students are relatively similar. However, there does appear to be a difference across type of higher education institution. Some 85 percent of students at universities enter within one year of finishing school. In contrast, for Institutes of Technology this figure is only 72 percent. Furthermore, 16 percent of students at Institutes of Technology delay entry for more than two years, compared against only eight percent for students at universities.

FIGURE 2.8: LENGTH OF TIME BETWEEN SCHOOL AND HIGHER EDUCATION BY GENDER AND TYPE OF HEI [N=18,011]

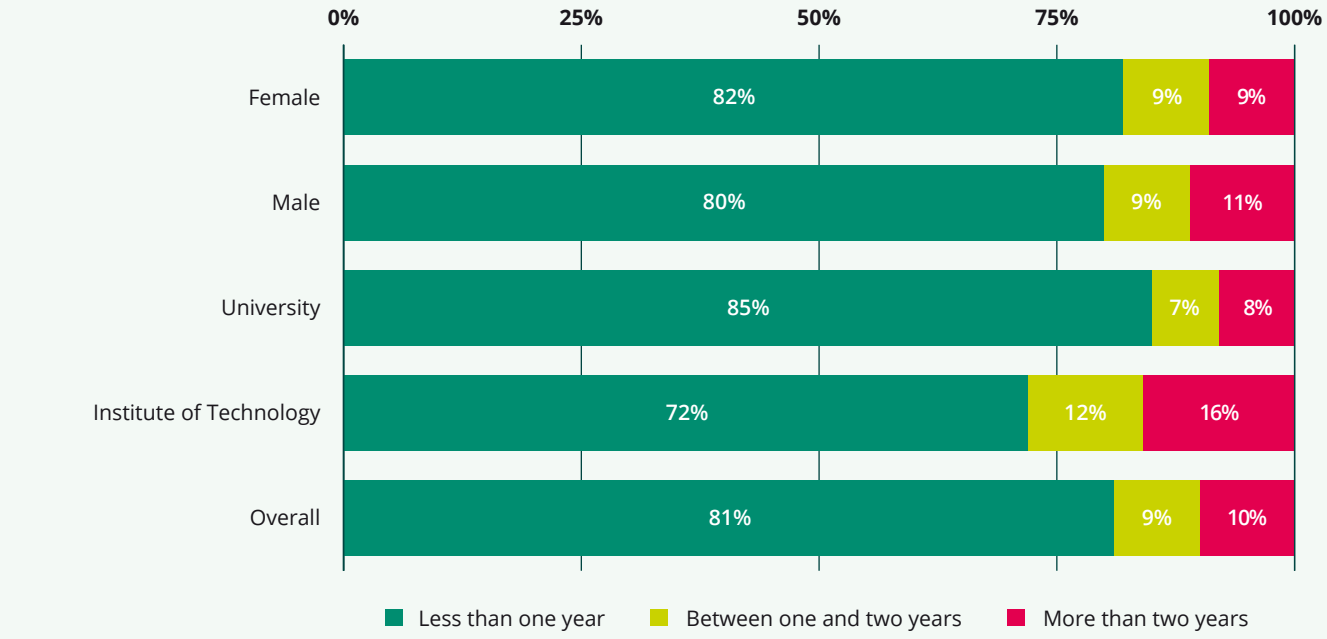


Figure 2.9 presents the relationship between pre-higher education employment and subsequent entry into higher education. As this chart shows, there appears to be a relationship between employment and delayed entry. For example, for students who did not work before entering higher education, 91 percent entered higher education less than a year after school and four percent delayed more than two years. In contrast, for students who worked at least twenty hours a week only 44 percent entered higher education less than a year after school and 39 percent delayed more than two years.

FIGURE 2.9: LENGTH OF TIME BETWEEN SCHOOL AND HIGHER EDUCATION BY EMPLOYMENT [N=16,839]

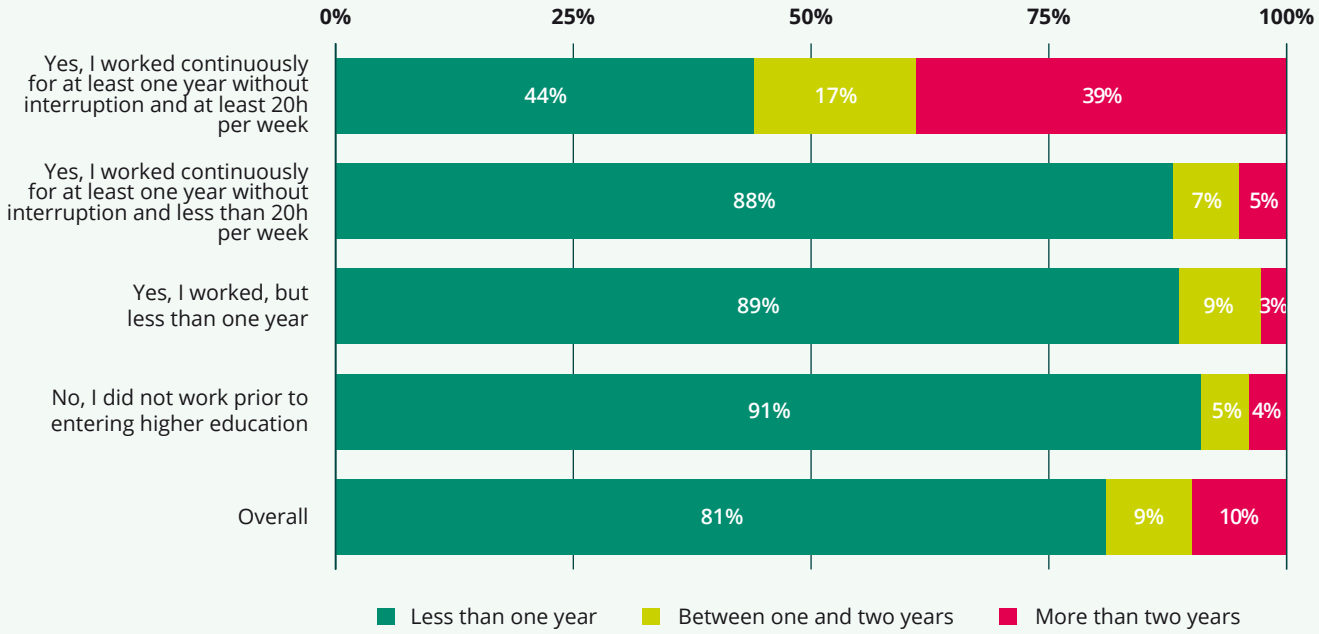
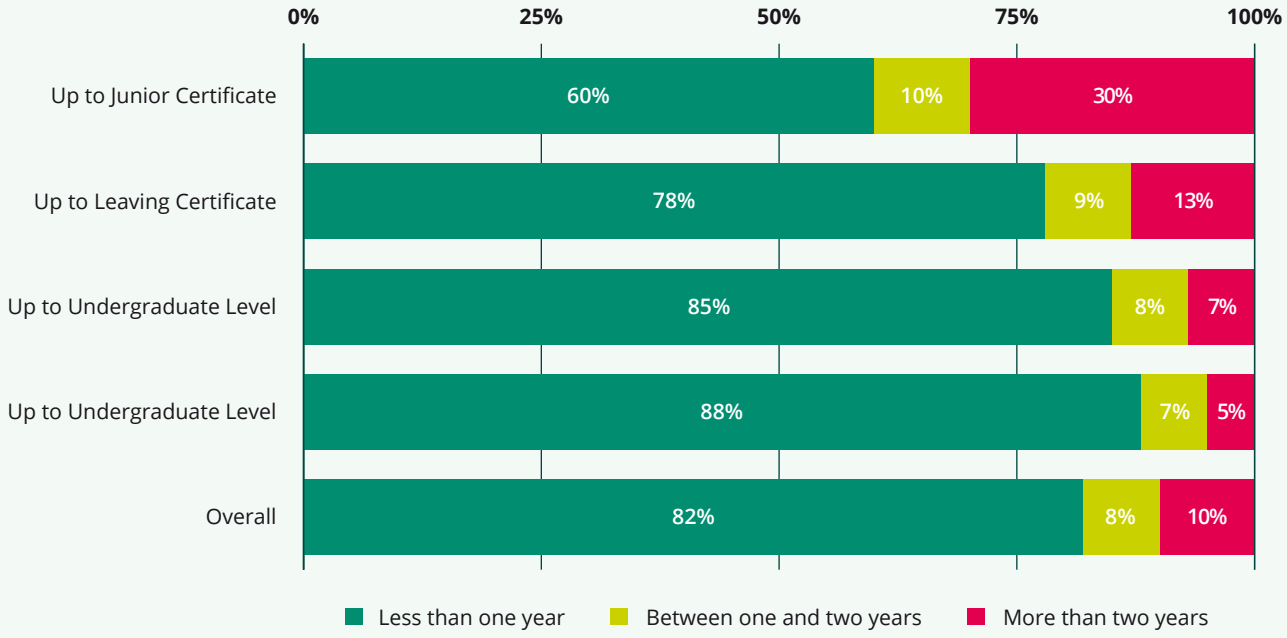


Figure 2.10 expands on the above and examines how parental education may affect entry into higher education. For students where the highest parental educational level was to Junior Certificate level, 30 percent of students delayed their transition to higher education for more than two years. This can be directly compared against students where the highest parental educational level is at the degree level and this figure is only around seven percent. Some 60 percent of students where the highest parental educational level was to Junior Certificate level directly entered higher education, and 88 percent of students directly entered higher education when the highest level of parental education level was at postgraduate level.

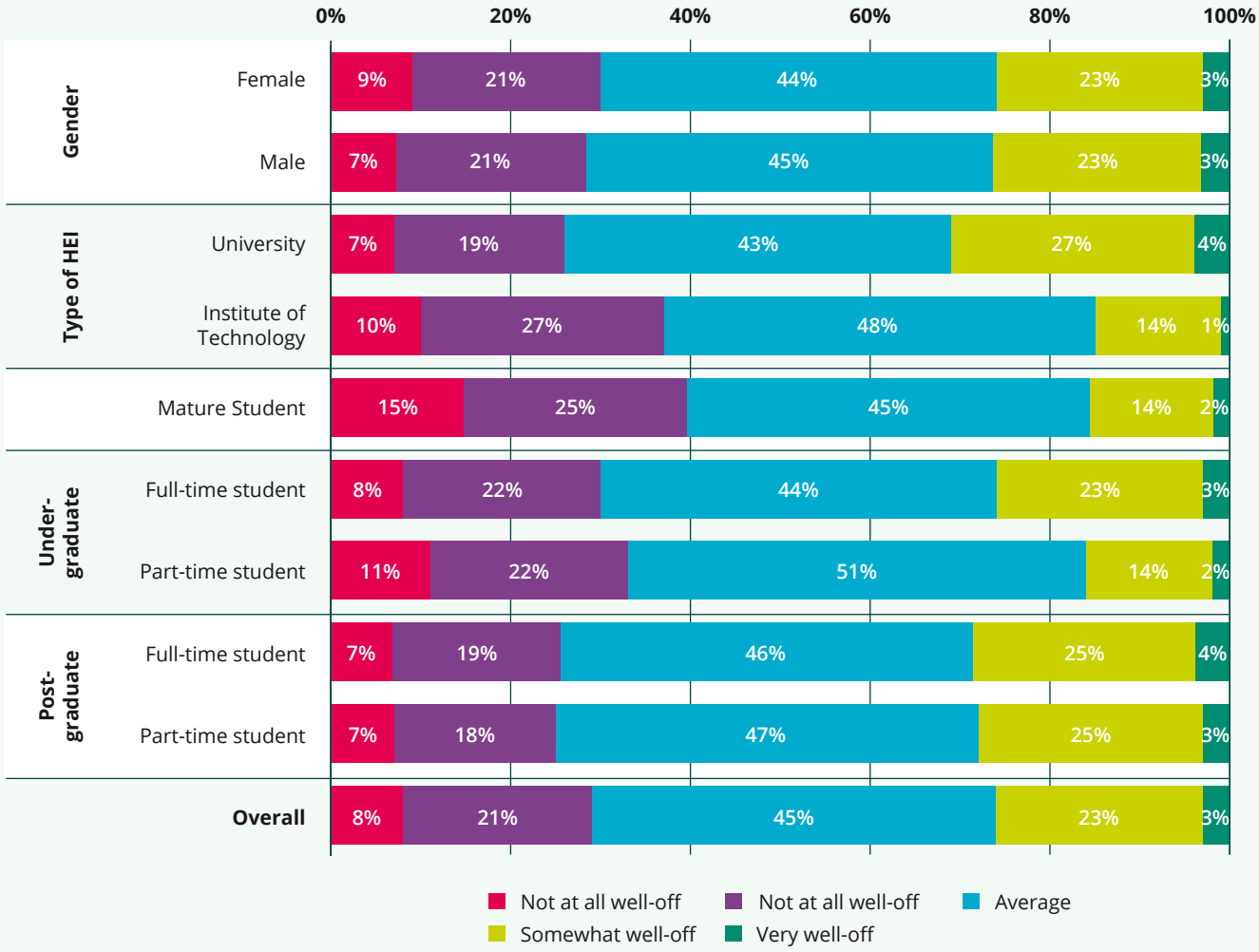
This chart appears to demonstrate that students from family backgrounds with higher levels of parental education are more likely to transition directly to higher education than students of families with lower levels of educational attainment. Likewise, students from family backgrounds of lower levels of parental education are more likely to delay their entry into higher education.

FIGURE 2.10: LENGTH OF TIME BETWEEN SCHOOL AND HIGHER EDUCATION BY HIGHEST LEVEL OF PARENTAL EDUCATION [N=6,998]



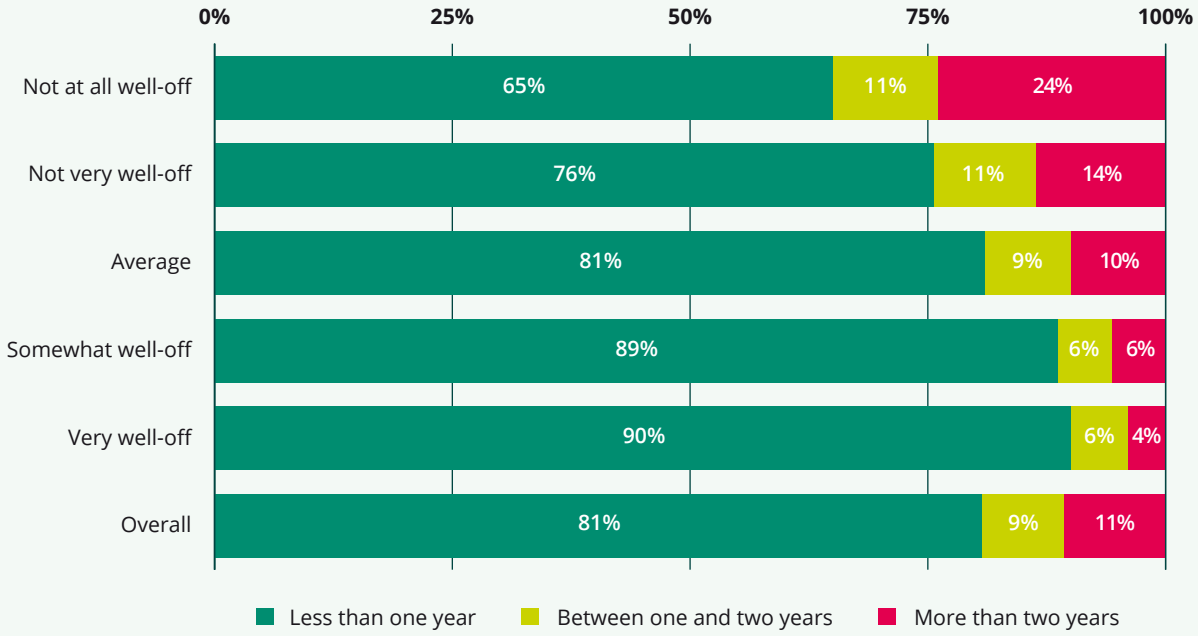
The effect that prior employment and level of parental education can have upon entry into higher education could potentially be explained by the intervening variable, wealth. For example, students would have less of a need to have employment to fund their studies if they were able to rely upon familial support. A similar case can be made for higher parental educational attainment, which is typically linked with higher income, and as such students with greater financial resources can draw upon these and move directly into higher education.

FIGURE 2.11: RESPONSES TO THE QUESTION "HOW WELL-OFF FINANCIALLY DO YOU THINK YOUR PARENTS (OR GUARDIANS) ARE COMPARED WITH OTHER FAMILIES?" ACROSS KEY CHARACTERISTICS [N=11,123]



The survey asked how well-off financially students thought their parents were compared to other families, and Figure 2.11 presents a breakdown of this question across a number of key characteristics. This chart presents a remarkably uniform distribution of answers, with some minor variation between Universities and Institutes of Technology, and between mature students and the overall student population, and between full-time and part-time undergraduates. However, Figure 2.12 presents the results of this question when cross-tabulated against entry into higher education and shows that higher levels of parental wealth correspond with direct entry into higher education, whereas lower levels of parental wealth correspond with a higher level of delayed entry into higher education. The relationship between student income and familial support is further explored in Chapter 4.

FIGURE 2.12: THE RELATIONSHIP BETWEEN PARENTAL WEALTH AND ENTRY INTO HIGHER EDUCATION [N=11,097]

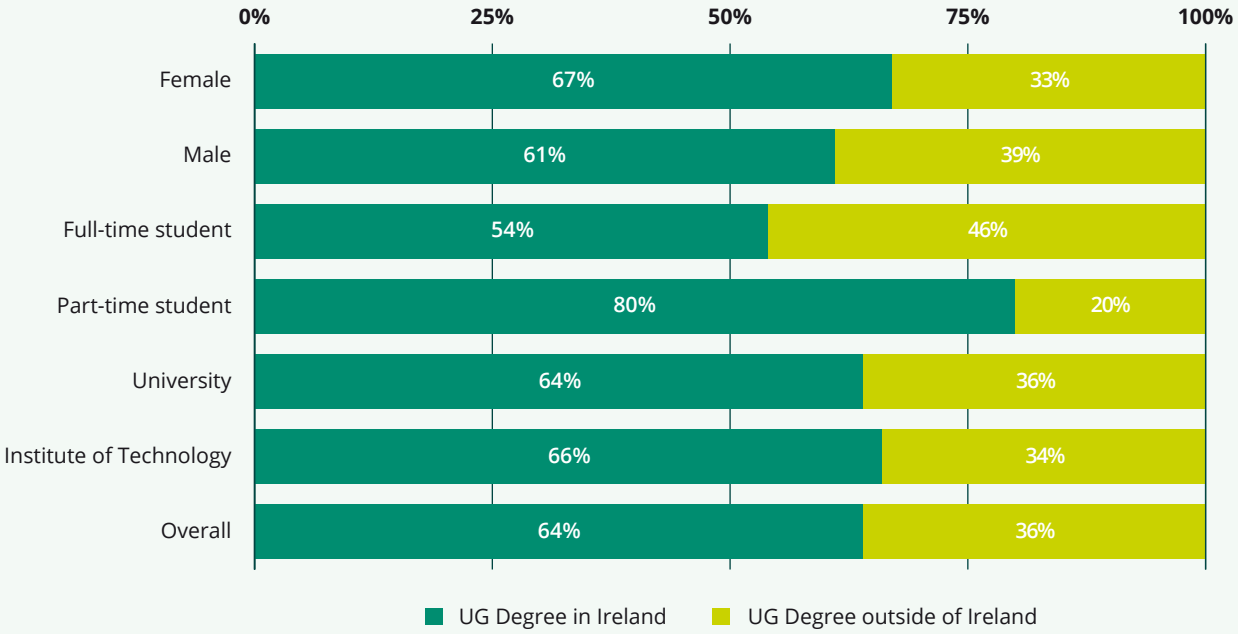


2.3 Entry Profile of Masters Students

Figure 2.13 presents where Masters students completed their undergraduate programme by gender, formal status and higher education institution type. At the aggregate level, approximately 64 percent have done their undergraduate degree in Ireland, and around 36 percent of students have completed their undergraduate degree outside of Ireland. It is also evident from this chart that similar proportions of both male and female students have completed their undergraduate degree in Ireland and abroad.

When we look at the distribution by formal status some differences emerge. For full-time postgraduates, 46 percent have completed their undergraduate degree abroad, and 54 percent completed it in Ireland. However, for part-time students only 20 percent have completed their undergraduate degree outside of Ireland and 80 percent completed their undergraduate degree in Ireland.

FIGURE 2.13: "IN WHICH COUNTRY DID YOU FINISH YOUR DEGREE LEADING TO YOUR CURRENT MASTERS PROGRAMME?" [N=2,178, POSTGRADUATES ONLY]



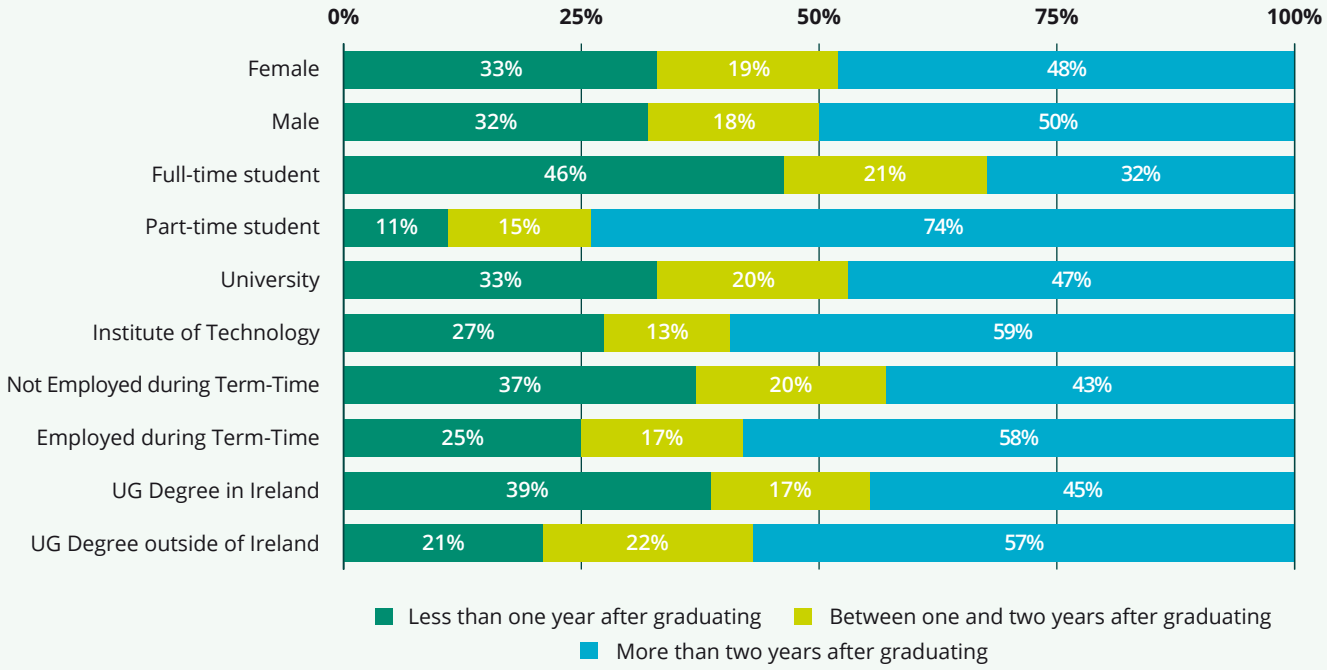
The final chart in this chapter, Figure 2.14, shows the length of time between Masters students finishing their undergraduate programme and beginning their postgraduate study across a number of key characteristics. The first thing of note is that there does not appear to be any large differences in the distributions across gender and higher educational institution type.

Across formal status, full-time students appear to be more likely to move directly from undergraduate to postgraduate study as 46 percent do this within one year of graduating. Part-time students appear to take more time, as the chart shows, 74 percent have waited more than two years between their undergraduate (or other programme) and current postgraduate programme.

In addition, for students that are employed during the semester, 58 percent delayed beginning postgraduate study for at least two years. Whereas for students that do not work during the semester approximately 37 percent of them moved onto postgraduate study within one year of completing their undergraduate degree. This difference in length of time between finishing an undergraduate programme and beginning a postgraduate programme touches upon a recurring theme in this chapter which will be explored further in Chapter 4, that not being employed suggests that these students have access to financial resources unavailable to students that are employed during the term. The results in Figure 2.14 suggest that students who work during term-time have had to save before beginning their postgraduate studies, and that their continued employment is necessary to support themselves through higher education. Whereas for students that do not work they could be relying on other sources of financial support, the most likely being their parents or partner, Chapter 4 discusses this in further detail.

Finally, for students who completed their undergraduate degree in Ireland, it appears that 39 percent move directly into postgraduate study whereas 45 percent hold off entering for at least two years. In contrast, only 21 percent of Masters students who completed their undergraduate degree outside of Ireland move into postgraduate study with a year. Instead 57 percent delay entry into postgraduate study for at least two years.

FIGURE 2.14: LENGTH OF TIME BETWEEN UNDERGRADUATE AND POSTGRADUATE STUDY BY KEY STUDENT CHARACTERISTICS [N=2,168; POSTGRADUATES ONLY]



CHAPTER 3:
COURSE CHARACTERISTICS

The last two chapters have presented an overview of the socio-demographic profile of the student population and have provided details about students' entry into higher education. This chapter moves onto how students feel about their experiences within higher education and their level of satisfaction with the courses they are taking. This chapter is structured in the following way. Section 3.1 looks at students' satisfaction with their general higher education experience. Section 3.2 examines students' evaluations of institutional facilities. Section 3.3 looks at students' specific experiences of higher education with regard to the teaching staff in particular. Finally, Section 3.4 examines to degree to which students feel prepared by their institutions to enter the labour market after leaving higher education.

3.1 Satisfaction with Higher Education

To begin, the survey asked the degree to which students agreed with several statements about their experiences in higher education. The responses to these are presented in Figures 3.1 through to 3.8.

FIGURE 3.1: IT WAS ALWAYS CLEAR I WOULD STUDY IN HIGHER EDUCATION ONE DAY [N=12,732]

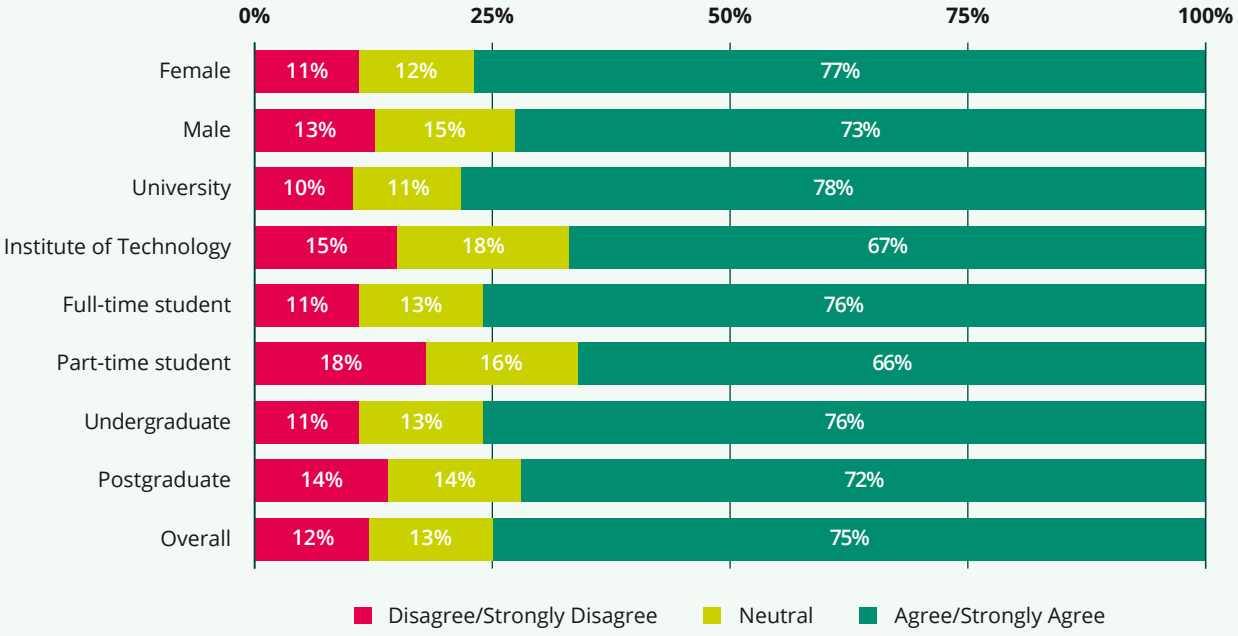
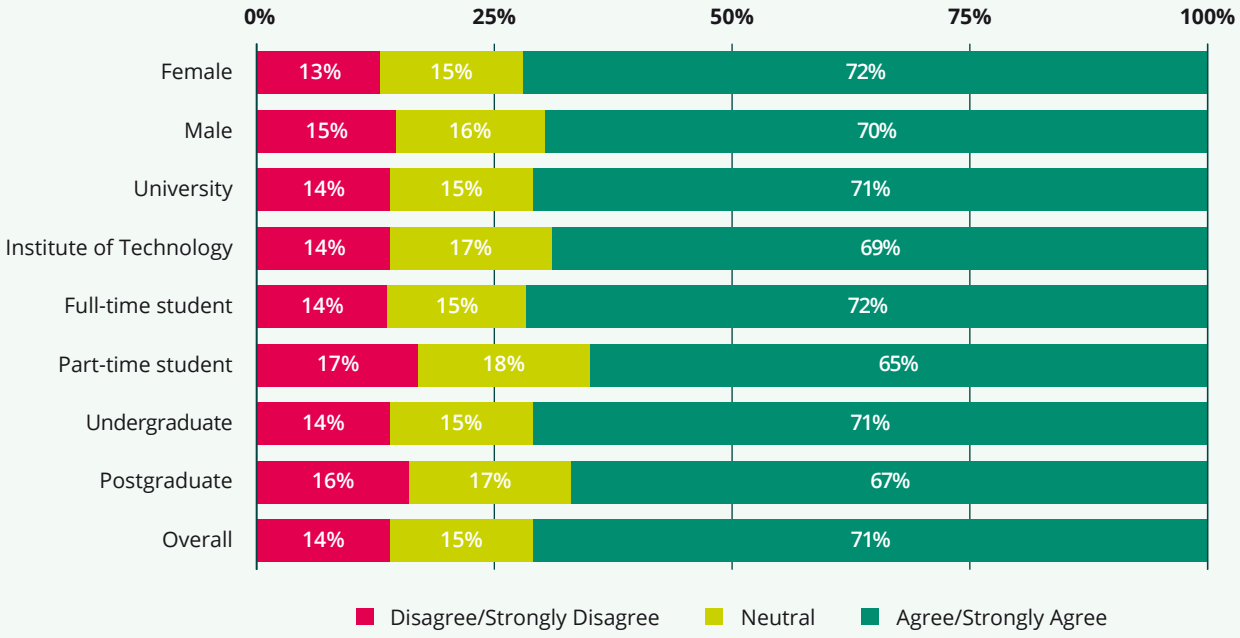


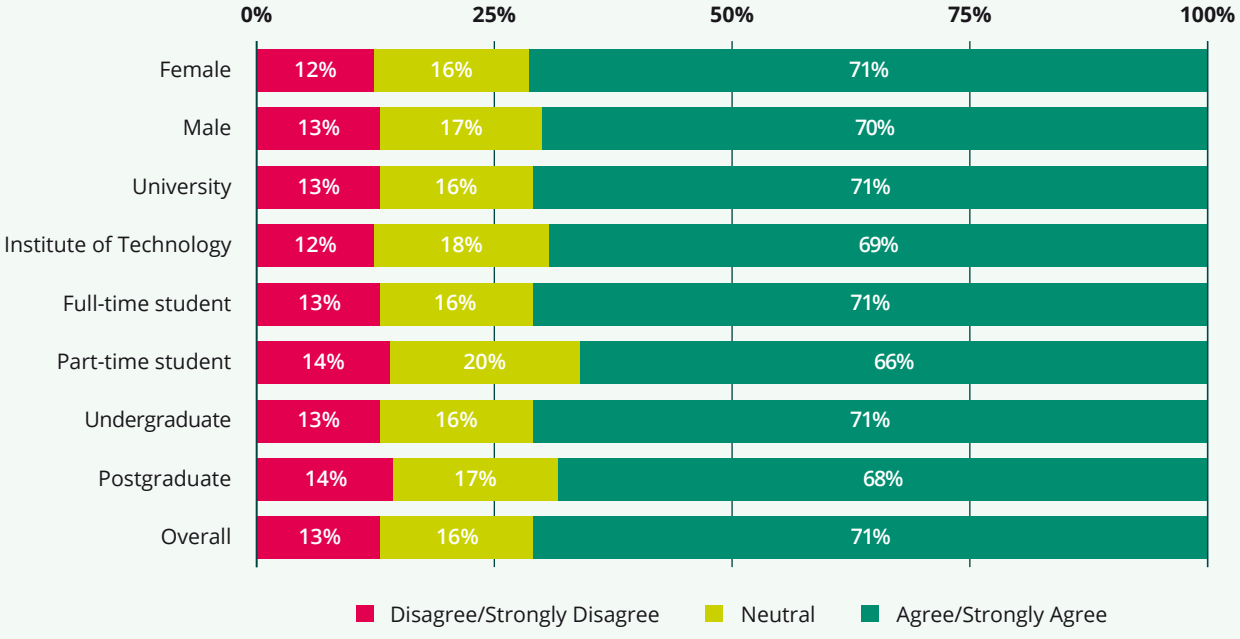
Figure 3.1 presents responses to the statement "It was always clear I would study in higher education" across key characteristics. At the aggregate level, 75 percent of students either agree or strongly agree with this statement. The greatest level of support is found for this statement amongst University (78 percent) and female students (77 percent). Somewhat lower levels of support are found among students in Institutes of Technology and part-time students. On the whole, this indicates that higher education is not seen as unobtainable to the vast majority of students.

FIGURE 3.2: I HAVE CONTACT WITH MANY STUDENTS IN MY CURRENT (MAIN) STUDY PROGRAMME [N=14,250]



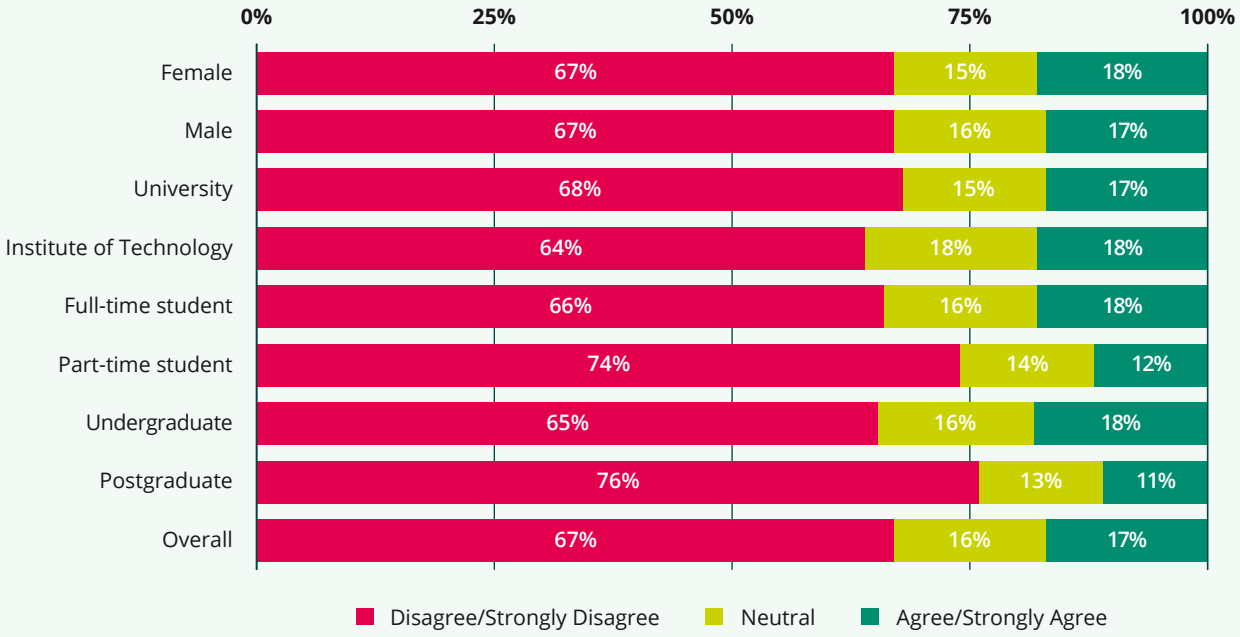
When students were asked if they had contact with other students and if they were able to discuss subject-related questions with other students, in both cases the vast majority of students agreed with these statements and the distribution was uniform across key characteristics. Responses to these questions are shown in Figures 3.2 and 3.3.

FIGURE 3.3: I KNOW A LOT OF FELLOW STUDENTS WITH WHOM I CAN DISCUSS SUBJECT-RELATED QUESTIONS [N=14,452]



A feeling of 'belonging' with higher education could be seen as a consequence of feeling comfortable within your study programme and being able to share your experiences with other students, so that individual students do not feel isolated from their classmates. This appears to be supported by the results shown in Figure 3.4. Respondents in this chart were asked the degree they agreed with the statement "I often have the feeling I do not really belong in higher education". As is shown in this chart, at the aggregate level 67 percent of students disagree or strongly disagree with this statement. The pattern is largely uniform across the key characteristics though there are higher levels of disagreement for postgraduate students and part-time students.

FIGURE 3.4: I OFTEN HAVE THE FEELING THAT I DON'T REALLY BELONG IN HIGHER EDUCATION [12,811]



Taken together Figures 3.1 to 3.4 show that higher education in Ireland appears to be a welcoming environment in which to study, as most students appear to be comfortable and do not feel out of place, and that they do not contemplate changing either their programme or withdrawing from higher education in general. All of which paints a broadly positive portrait of Irish higher education.

Figures 3.5 and 3.6 shows results pertaining to students' own programme rather than higher education as a whole. In Figure 3.5, at the aggregate level when respondents were asked their level of agreement with the statement "It is often hard to discover what is expected of me in my current (main) study programme" 38 percent agreed or strongly agreed with the statement. This appears to show that a large proportion of students are often unsure of what is expected of them or what they should be doing.

FIGURE 3.5: IT IS OFTEN HARD TO DISCOVER WHAT IS EXPECTED OF ME IN MY CURRENT (MAIN) STUDY PROGRAMME [N=13,741]

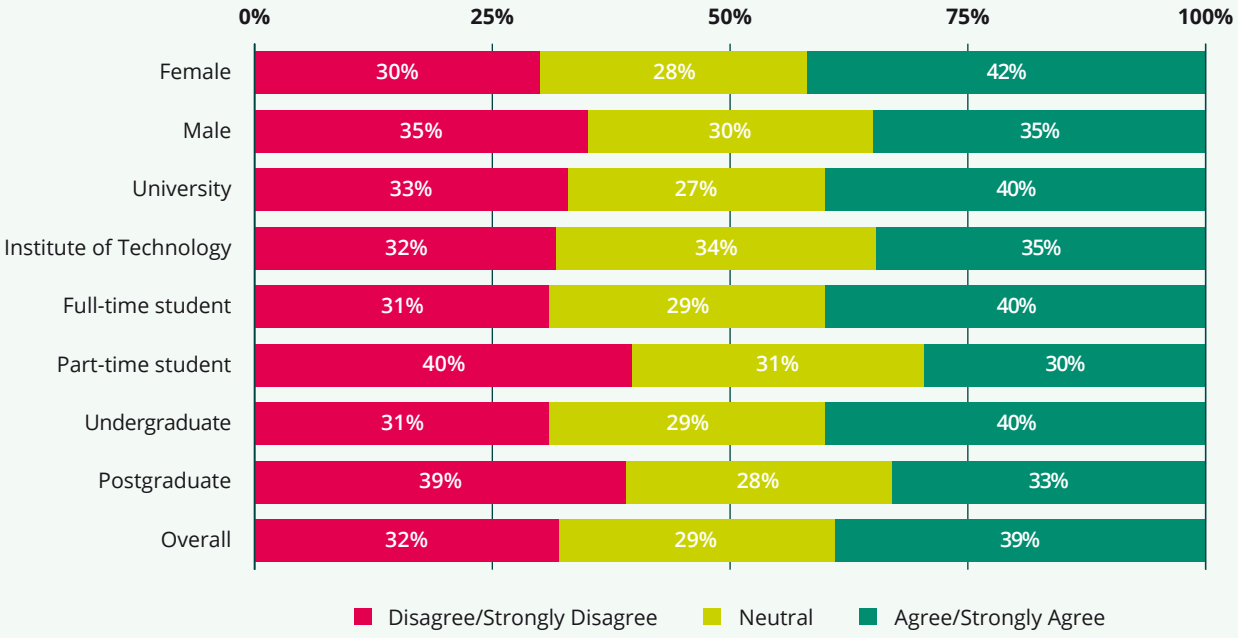
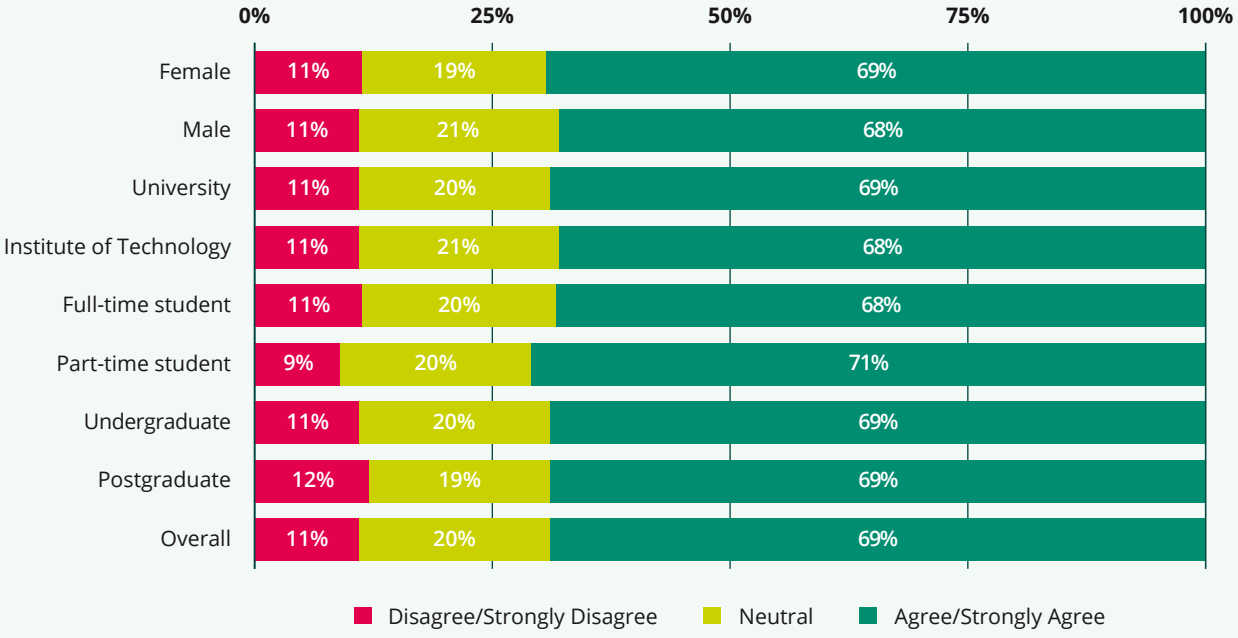


Figure 3.6 shows responses to the statement "I would recommend my programme to other students". At the aggregate level, and consistently across key characteristics, most students agree or strongly agree with this statement. Thus, despite there being relatively high levels of uncertainty about what is expected of students, this does not undermine overall evaluations as students are still likely to recommend their programme to others.

FIGURE 3.6: I WOULD RECOMMEND MY CURRENT (MAIN) STUDY PROGRAMME [12,861]



3.2 Satisfaction with Institutional Facilities

To move onto student satisfaction with the facilities within their higher education institutions, the survey asked students how satisfied they were with the support provided to them by their higher education institution in a number of aspects. The responses to these are presented in Figures 3.7 to 3.8.

Figure 3.7 presents the students' satisfaction with the learning facilities provided by their institutions, for example, the libraries, computer centres, and other workspaces. As is shown in this chart, at the aggregate level, 65 percent of students are satisfied or very satisfied. Furthermore, there is little variation across key characteristics.

FIGURE 3.7: PROVISION OF LEARNING FACILITIES (E.G. LIBRARY, COMPUTER CENTRE, WORK-PLACES) [N=12,134]

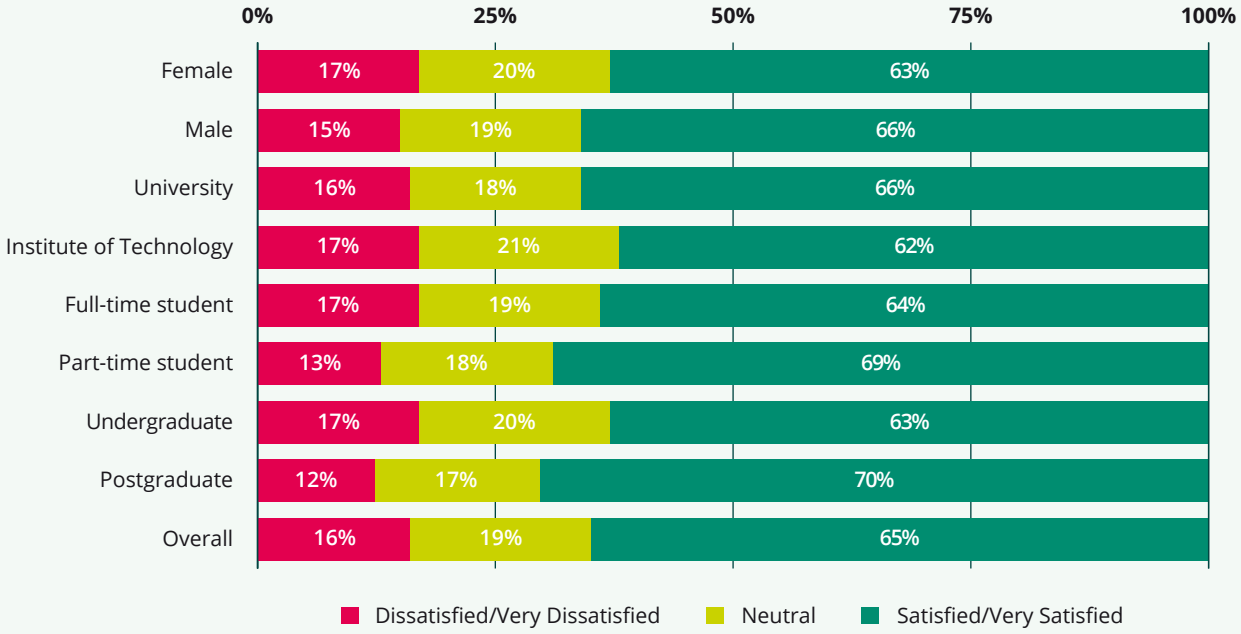
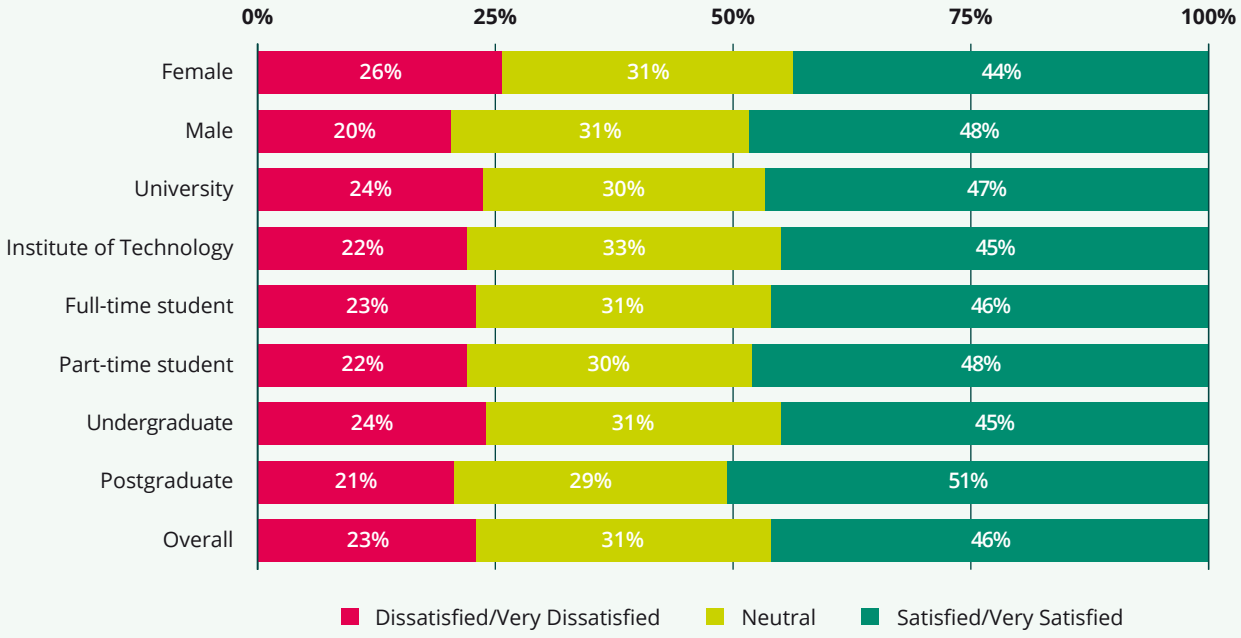


Figure 3.8 presents students' satisfaction with support services provided by their institutions, for example, organised tutoring, classes on academic writing and so on. Much like the chart above, the variation across key characteristics is rather uniform. However, in this chart at the aggregate level only 46 percent of students are satisfied or very satisfied with these services, and a substantial proportion of students' report being dissatisfied or very dissatisfied with these services.

FIGURE 3.8: STUDY SUPPORT SERVICES (E.G. ORGANISED TUTORING, (ACADEMIC) WRITING/BRIDGING COURSES, MENTORING) [N=10,898]



3.3 Satisfaction with Specific Higher Education Experience

The sets of statements discussed in Section 3.1 and 3.2 are intended to capture the feelings of students about their experiences in higher level education in general; this section provides an overview of the specific experiences' students have on their respective courses through their responses to a set of statements that followed the introductory text "To what extent do you generally agree with the following statements regarding the teaching staff in your (main) study programme this term?".

As one can see from Figure 3.9 when asked about the level of agreement students have with the statement "I get along well with the teaching staff in my current (main) study programme", the vast majority of students at the aggregate level (73 percent) agree or strongly agree with this statement, 22 percent are neutral, and 6 percent disagree or strongly disagree. When responses are examined across key characteristics, there appears to be no difference by gender. However, there is some note-worthy variation across other key characteristics. For example, students in Institutes of Technology appear get along better with their teaching staff than students in Universities. Similar patterns emerge for part-time students over full-time students, and for postgraduates over undergraduates.

FIGURE 3.9: I GET ALONG WELL WITH THE TEACHING STAFF IN MY CURRENT (MAIN) STUDY PROGRAMME [N=15,854]

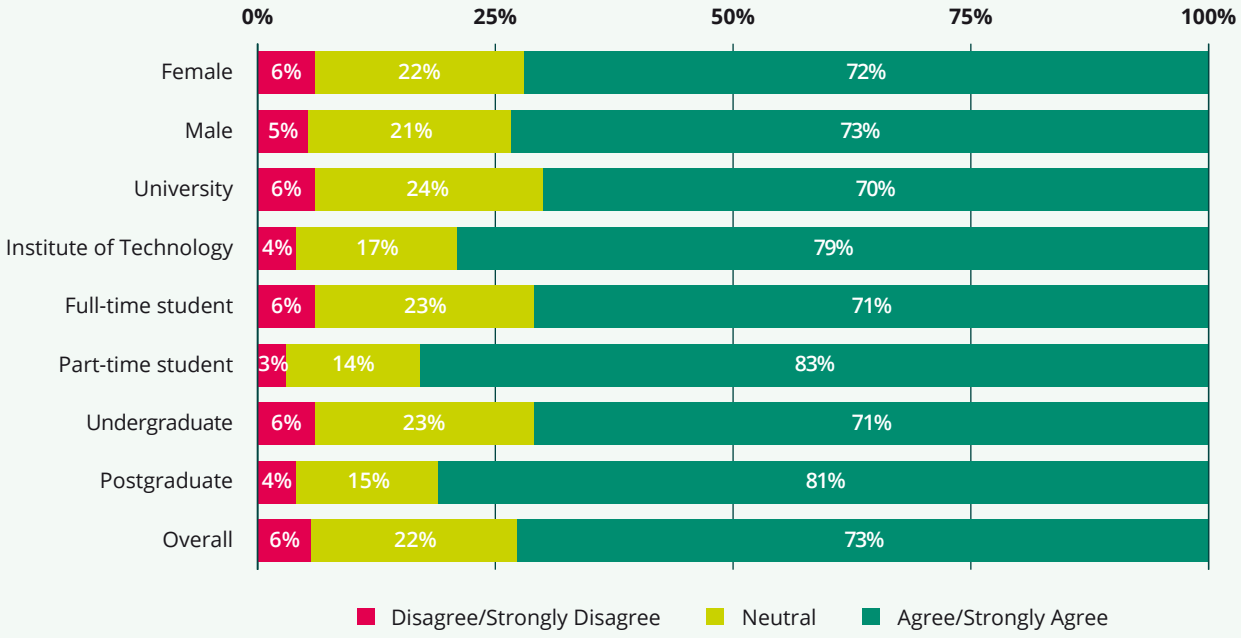
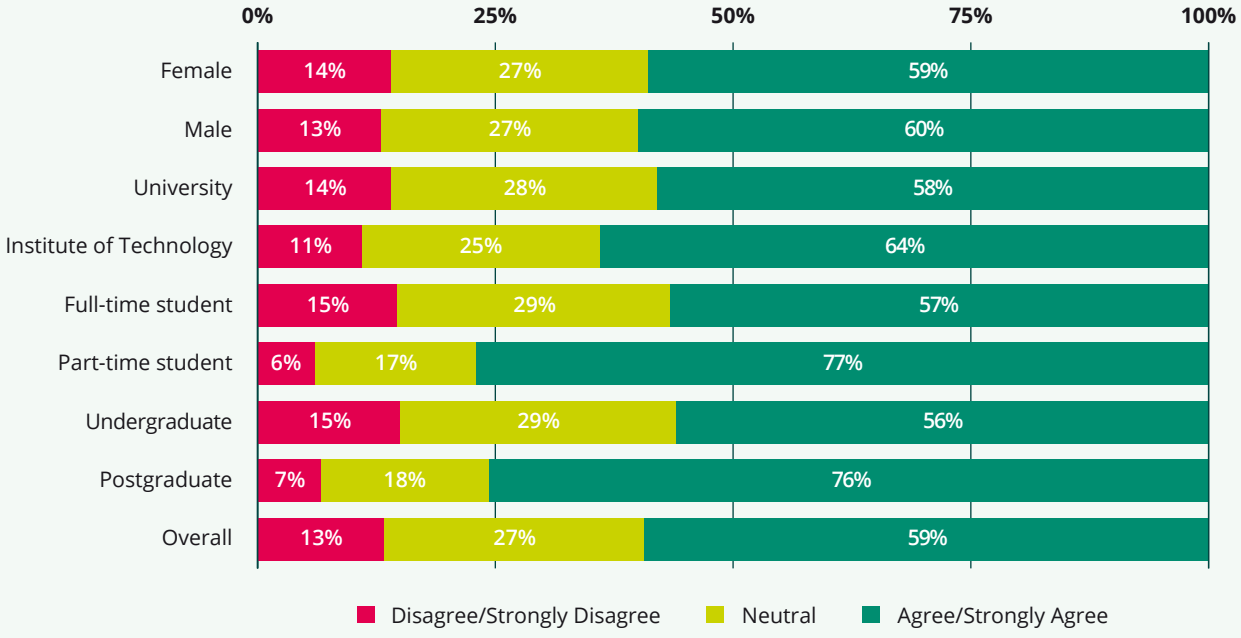


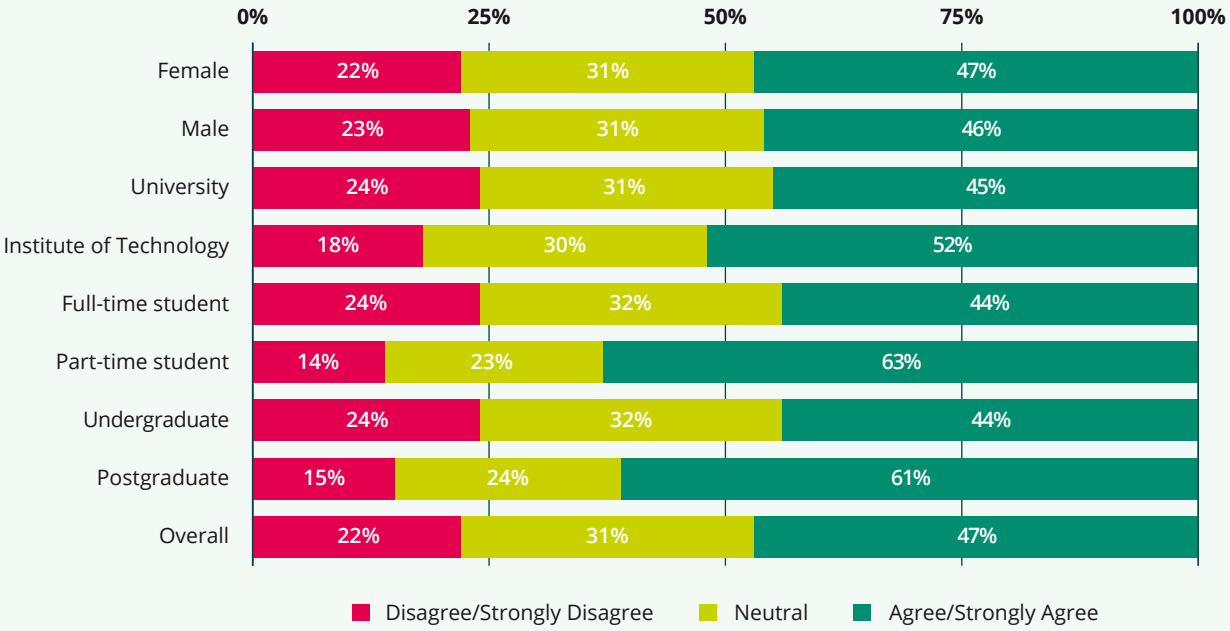
Figure 3.10 shows students' level of agreement with the statement "The teaching staff are interested in what I have to say", and at the aggregate level 59 percent of respondents agree or strongly agree with the statement, 27 percent are neutral, and 13 percent disagree or strongly disagree. The distribution across key characteristics is more uniform across some categories, for example, gender and type of HEI, whereas the levels of agreement for part-time students is higher than for full-time students (77 to 57 percent) and postgraduate students is higher than undergraduate students (76 to 56 percent).

FIGURE 3.10: THE TEACHING STAFF ARE INTERESTED IN WHAT I HAVE TO SAY [N=14,498]



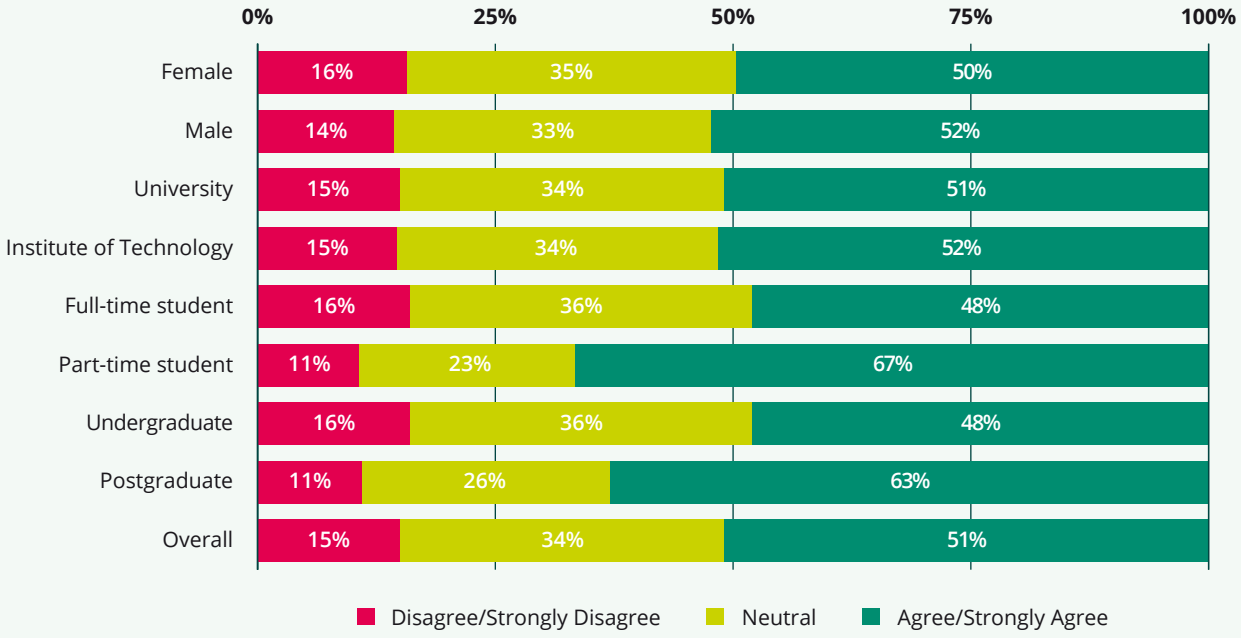
When students were asked for their level of agreement with the statement "The teaching staff motivate me to do my best work" a similar trend to that found in Figure 3.10 is apparent. At the aggregate level in Figure 3.11, 47 percent of students agree or strongly agree that teaching staff motivate them to do their best work, 31 percent are neutral, and 22 percent disagree or strongly disagree. However, the distribution across certain key characteristics is rather uniform, for example, gender and type of HEI. In contrast, the levels of agreement for part-time students is higher than for full-time students (63 to 44 percent) and postgraduate students is higher than undergraduate students (61 to 44 percent).

FIGURE 3.11: THE TEACHING STAFF MOTIVATE ME TO DO MY BEST WORK [N=14,802]



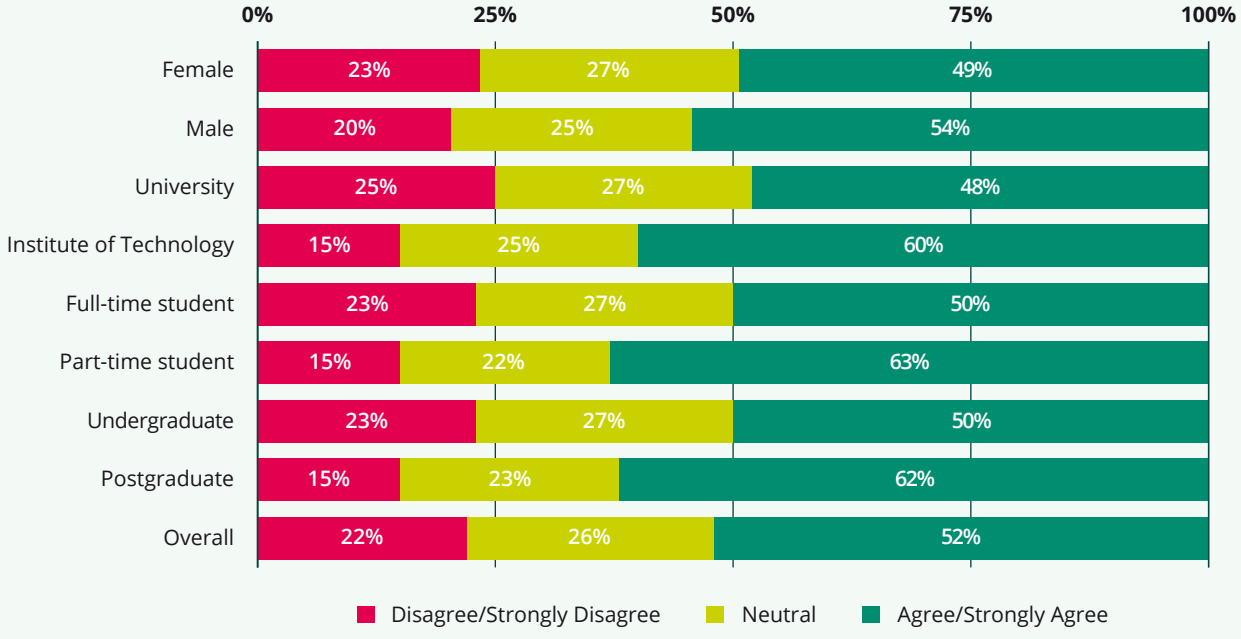
A similar pattern to that seen in Figures 3.10 and 3.11 is evident when students were asked their level of agreement with the statement "The teaching staff are extremely good at explaining things". This is shown is Figure 3.12.

FIGURE 3.12: THE TEACHING STAFF ARE EXTREMELY GOOD AT EXPLAINING THINGS [N=14,720]



As one can see from Figure 3.13 when asked about the level of agreement students have with the statement "the teaching staff normally give me helpful feedback on how I am going", the majority of students at the aggregate level (52 percent) agree or strongly agree with this statement, 26 percent are neutral, and 22 percent disagree or strongly disagree. There is also some interesting variation across key characteristics. Male students appear to agree with the statement slightly more than female students. However, these differences become more visible across other key characteristics. For example, 60 percent of students in Institutes of Technology agree or strongly agree that their teachers give them helpful feedback whereas only 48 percent of University students feel the same. Likewise, 63 percent of part-time students agree or strongly agree that their teachers give them helpful feedback whereas only 50 percent of full-time students feel the same. Finally, 62 percent of postgraduate students agree or strongly agree that their teachers give them helpful feedback whereas only 50 percent of undergraduate students feel the same.

FIGURE 3.13: THE TEACHING STAFF NORMALLY GIVE ME HELPFUL FEEDBACK ON HOW I AM GOING [N=16,218]



3.4 Perceived Preparedness to Enter Job Market

While some students may be motivated to undertake higher level education purely for the sake of education, they are most likely a minority. Rather, it is unlikely that most students would sign-up for the years of maintained effort that one must commit to when undertaking a course at a higher-level institution without there being some tangible benefits at its conclusion. As such, greater employability is often seen a crucial reason for undertaking higher level education and the set of questions below asked if the competences students gained during their study programme had prepared them well to enter different labour markets once they had graduated.

Instead of presenting these results across key characteristics as done in the rest of this chapter, the charts below show preparedness by field of study, as certain courses are chosen by students to qualify for specific Irish post-educational occupations for example, students taking a Postgraduate Diploma in Teaching are presumably looking to enter teaching in Ireland. Other courses lend themselves to providing skills which do not depend on location, for example, a degree in Statistics should be of equal value in Ireland and elsewhere, as the underlying theoretical basis is independent of the context.

Figure 3.14 shows students' perceived preparedness by their institutions for the Irish labour market, and on the whole, these are positive. At the aggregate level, 58 percent of students feel well or very well prepared to enter the Irish labour market. The highest levels of 72 and 69 percent are for Health and Welfare and Agriculture, Forestry, Fisheries, and Veterinary students respectively. Furthermore, the percentage of students who feel poorly prepared to enter the Irish labour market is relatively low at only 17 percent of the total student population. However, this rises to 33 percent for Arts and Humanities students and 30 percent for Social Science, Journalism and Information students.

FIGURE 3.14: TO WHAT EXTENT DO YOU FEEL YOUR CURRENT (MAIN) STUDY PROGRAMME IS PREPARING YOU FOR THE NATIONAL LABOUR MARKET? [N=12,680]

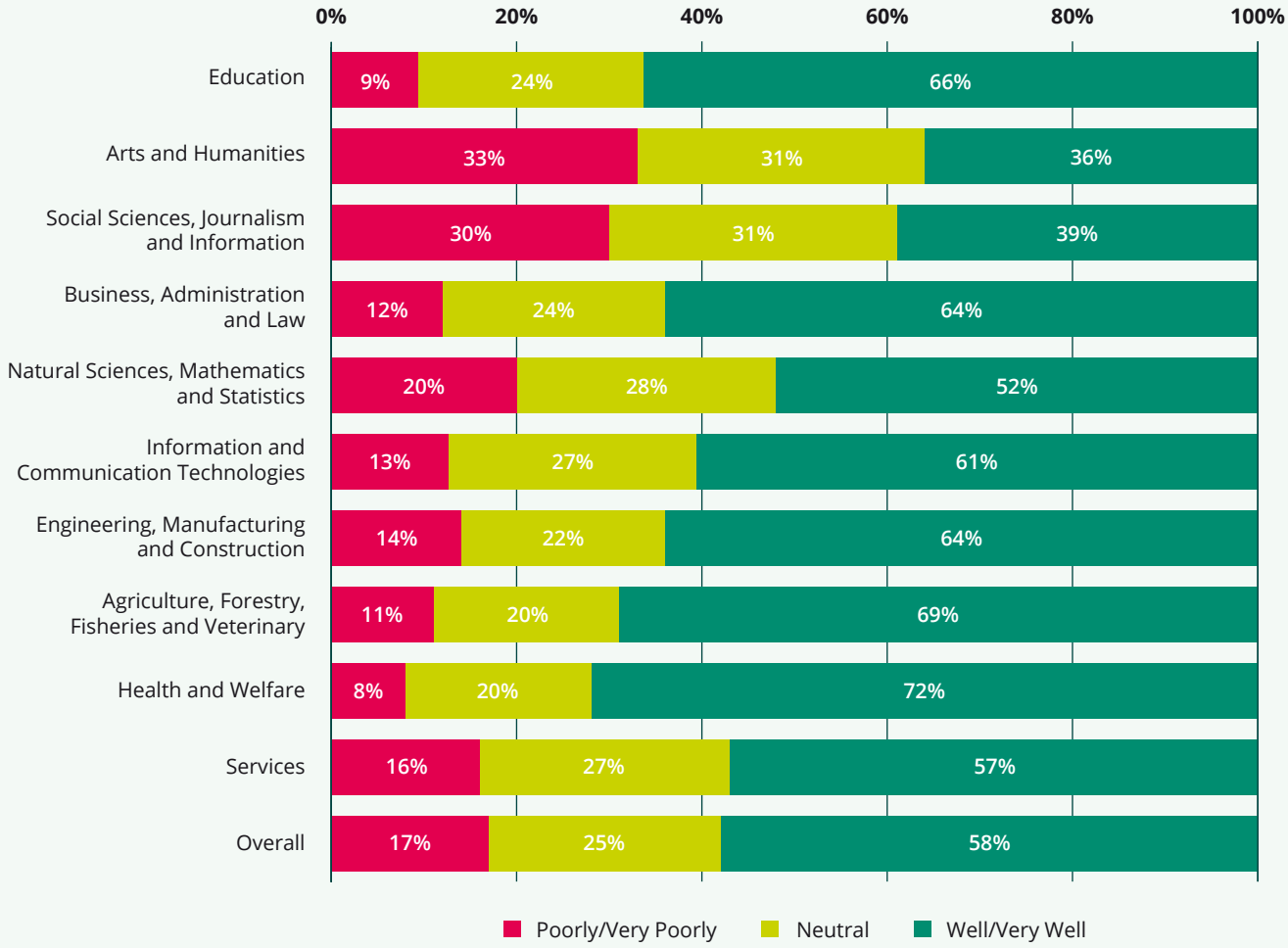
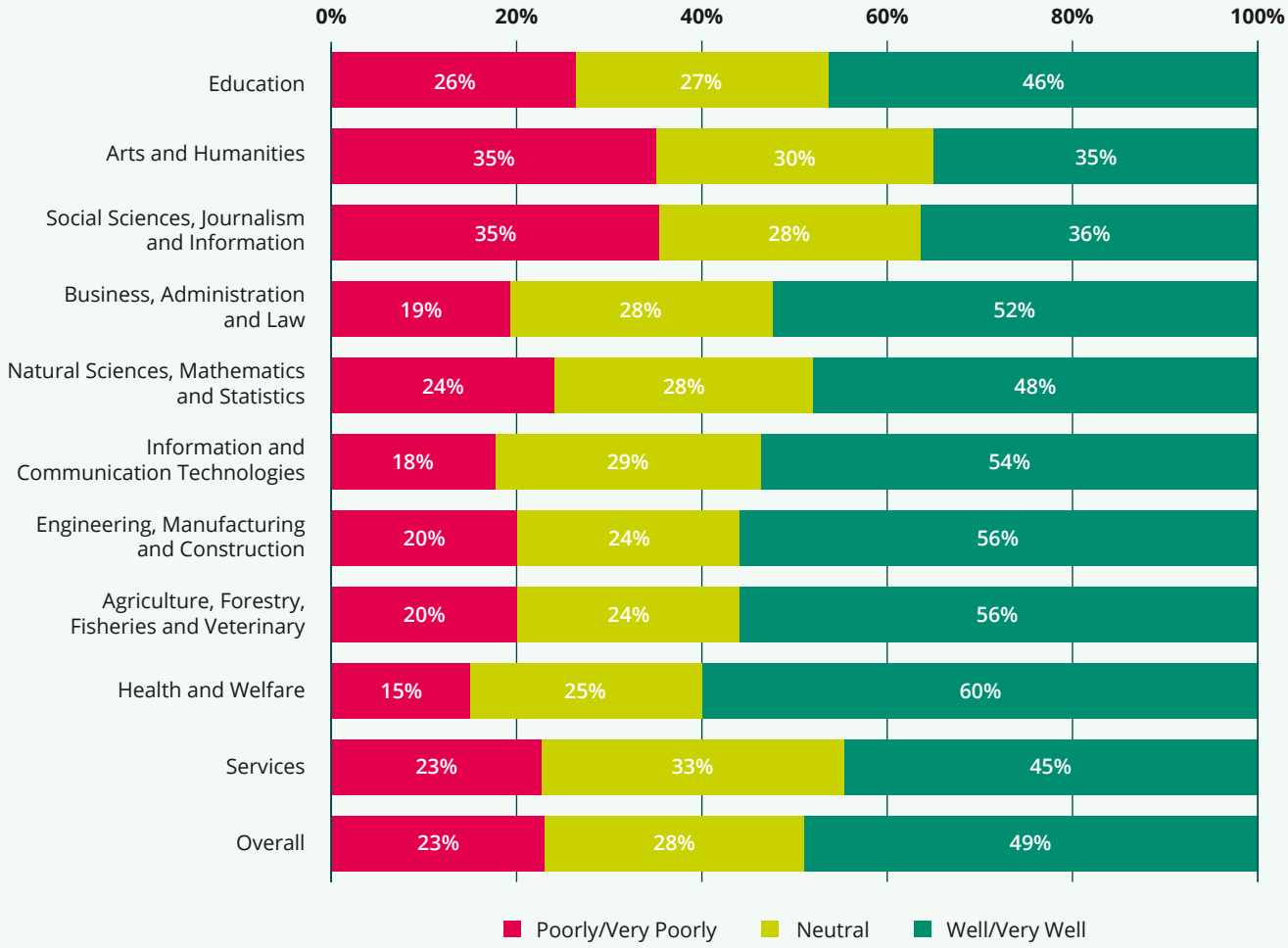


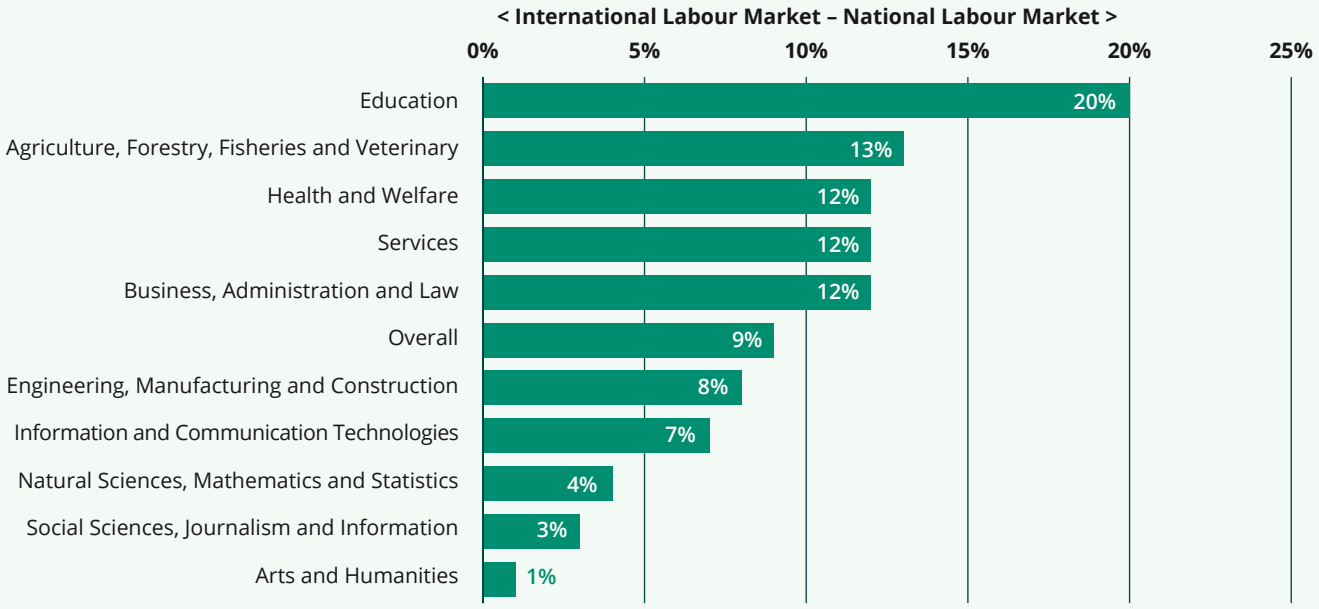
Figure 3.15 presents a similar picture in that more students feel well or very well prepared to enter the International labour market than poorly or very poorly prepared. At the aggregate level 49 percent of students feel prepared. The highest levels of 60 and 56 percent are for Health and Welfare; Agriculture, Forestry, Fisheries, and Veterinary; and Engineering, Manufacturing and Construction students respectively. Furthermore, the percentage of students who feel poorly prepared to enter the Irish labour market is still relatively low at only 23 percent of the total student population. However, this rises to 35 percent for Arts and Humanities students and 35 percent for Social Science, Journalism and Information students. What is striking in these charts is that for a large proportion of Arts and Humanities students and Social Science, Journalism and Information students, they feel unprepared to enter both the national and international labour markets.

FIGURE 3.15: TO WHAT EXTENT DO YOU FEEL YOUR CURRENT (MAIN) STUDY PROGRAMME IS PREPARING YOU FOR THE INTERNATIONAL LABOUR MARKET? [N=11,351]



However, other interesting variation lies in the relative levels of perceived preparedness between the Irish and International labour markets. As such, the final chart in this chapter (Figure 3.16) presents the differences between students feeling well and very well prepared for each labour market across field of study. These differences are presented in rank order and for each field of study, students feel that they are better prepared to enter the national labour market than the international labour market. As already mentioned, doing a degree in Education lends itself to teaching in Ireland, and as such we should not be too surprised that Education students feel better prepared for the national labour market than the international labour market. However, it is worth noting however, that some location independent courses such as Information Communication Technologies, Natural Sciences, Mathematics and Statistics, and Social Sciences feel better prepared to enter the national labour market than the international labour market.

FIGURE 3.16: DIFFERENCES BETWEEN PREPAREDNESS FOR THE IRISH AND THE INTERNATIONAL LABOUR MARKETS



CHAPTER 4:
STUDENT INCOME AND EXPENDITURE

This chapter details the income and expenditure patterns of students in higher education in Ireland, analysing the effects that the inter-relationships of student-type, living arrangements and employment have upon the financial resources available to students. After this, the financial well-being of students is explored through examining the extent to which students are facing financial difficulties, and the effect certain student characteristics may have upon the likelihood of experiencing financial difficulties.

Before delving into the data itself, it is worth recognising the unique approach the Eurostudent survey takes to recording the financial situation of students. It is widely recognised that the income and expenditure section of the questionnaire is the hardest part of the survey, not only for students filling in the survey, but also from a research design perspective. As such, a considerable amount of time and cross-national expertise has been brought to bear on this problem in order to elicit good data about the students' financial situations. One methodological approach this section of the survey takes to avoid certain potential pitfalls is to ask not only about cash payments, but also *transfers in kind.*

This is done for the following reason: imagine two students sharing a flat. The rent for each is €500 per month. One student receives €500 each month from their parents and pays their share with it. The parents of the other student transfer the rent directly to the landlord. As such, if we were to ask only about cash payments, the first student would have €500 in revenue and €500 in expenses, the second would have €0 in revenue and €0 expenses. Thus, one student would appear "rich", the other "poor" although both are in an identical life situation. Because the survey explores students' living conditions, it must also try to capture non-cash transfers in order to treat these two students identically.

A further methodological problem arises when students leave an amount field empty within the survey. This may mean that they have:

1. no corresponding income or expenses or
2. that they do not know, cannot, or do not want to estimate the amount.

For analysis though, the difference between these two situations is of critical importance as the distinction between someone having €0 to spend or leaving a zero because they do not want to provide a value affects key statistics, such as the overall mean.

This problem is alleviated by taking a two-step approach, first of all, the survey asks whether the student has received income from a pre-determined list of potential revenue sources. Secondly, after these questions the survey used a set of filters to only ask students to provide values for sources where they had said that they received income. As a result, we know when we see an empty field for actual income that these are missing values, as students were only asked for actual income from sources where they had initially indicated that they received income from these sources.

However, this still does not mean that all values entered by students can be taken at face value, as errors occur despite the best of intentions, especially when responses have been provided by almost 20,000 students. As such, before conducting the analysis, the data goes through an intensive round of cleaning to ensure that potentially implausible values are found and removed, so that the overall quality of the data is not undermined.

4.1 Student Income

In this chapter, in contrast to other chapters where results are discussed across a set of key characteristics, the key determinants of overall income (and expenditure) are whether a student is in employment, and whether or not they live with their parents or guardians. As such, to present overall means without accounting for this variation can provide a distorted picture of students' financial situations. As a result of this, most of the tables in this chapter present disaggregated results so that this variation across employment and residence is visible.

Finally, a further distinction needs to made about employment, the tables below present the results across students employed throughout term-time and not employed throughout term-time, however, the category of students 'not employed throughout term-time' incorporates all students without employment and those who do work, but only sporadically. This clarification is necessary to distinguish between students who have continuous employment and work a consistent amount throughout the term, and everyone else. Chapter 6 goes into further detail about student employment, but it is worth noting here that for full-time students' 35 percent of undergraduates and 32 percent of postgraduates are employed. For part-time students' 90 percent of undergraduates and 86 percent of postgraduates are employed.

As noted above, before students were asked about the income they receive and in what amounts, they were asked a set of preliminary questions about the sources of their income. Tables 4.1 to 4.8 present these results.

TABLE 4.1: DOES YOUR FAMILY AND/OR PARTNER REGULARLY PROVIDE YOU WITH CASH?

			Family	Partner	Neither family nor partner	N
Not employed throughout term	Full-time	UG	62%	4%	35%	6,433
		PG	54%	8%	40%	747
	Part-time	UG	29%	31%	40%	89
		PG	12%	30%	59%	135
Employed throughout term	Full-time	UG	45%	2%	53%	3,487
		PG	31%	8%	63%	348
	Part-time	UG	5%	12%	82%	790
		PG	4%	11%	85%	837
Overall			**48%**	**5%**	**47%**	**12,866**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Table 4.1 presents the results of the question "does your family and/or partner regularly provide you with cash?" As can be seen in this table, for the total student population 48 percent of students receive cash from their family, five percent receive cash from their partner, and 47 percent do not receive any cash from either source. However, when the data is further disaggregated some interesting variation is visible. For example, for students that are not employed throughout the term, 62 percent of full-time undergraduates, and 54 percent of full-time postgraduates receive cash from their family, this falls to 29 percent of part-time undergraduates and 12 percent of part-time postgraduates. Instead for these students around 30 percent receive cash from their partners.

In contrast, for students employed throughout the term, 45 percent of full-time undergraduates, and 31 percent of full-time postgraduates receive cash from their family, this falls to 5 percent of part-time undergraduates and 4 percent of part-time postgraduates. Instead for these students receive marginally more support from their partners but over 80 percent do not receive any cash from either their family or partners and instead are receiving cash through their employment.

TABLE 4.2: DOES YOUR FAMILY AND/OR PARTNER REGULARLY PAY YOUR BILLS DIRECTLY?

			Family	Partner	Not family nor partner	N
Not employed throughout term	Full-time	UG	62%	4%	35%	6,291
		PG	42%	9%	49%	730
	Part-time	UG	15%	38%	48%	88
		PG	12%	27%	61%	121
Employed throughout term	Full-time	UG	53%	2%	45%	3,389
		PG	29%	10%	61%	340
	Part-time	UG	6%	18%	77%	742
		PG	5%	16%	79%	804
Overall			**50%**	**6%**	**45%**	**12,505**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Table 4.2 presents the results of the question "does your family and/or partner pay your bills directly?" As can be seen in this table, for the total student population 50 percent of students receive have their bills paid by their family, 6 percent have their bills paid by their partner, and 45 percent do not have their bills paid by either source. The disaggregated variation is similar to that seen in Table 4.1 in that for students that are not employed throughout the term, large proportions of full-time students have their bills paid by their family, whereas for part-time students a large proportion have their bills paid by their partners. In contrast, for students employed throughout the term (outside of full-time undergraduates) most students do not have their bills paid by their family or partners. A similar pattern is present in Table 4.3 which presents results of the question "does your family and/or partner provide you with transfers in kind?"

TABLE 4.3: DOES YOUR FAMILY AND/OR PARTNER REGULARLY PROVIDE YOU WITH TRANSFERS IN KIND?

			Family	Partner	Not family nor partner	N
Not employed throughout term	Full-time	UG	59%	5%	38%	6,291
		PG	45%	11%	47%	730
	Part-time	UG	18%	41%	42%	88
		PG	20%	26%	55%	121
Employed throughout term	Full-time	UG	53%	4%	45%	3,389
		PG	37%	11%	54%	340
	Part-time	UG	13%	22%	69%	742
		PG	15%	24%	66%	804
Overall			**50%**	**8%**	**45%**	**12,505**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Outside of family and partners, the survey asks about additional sources of funding, such as their employer, and as can be seen in Tables 4.4 and 4.5 most students regardless of employment, formal status or degree level do not tend to have their bills paid by their employers or other people, or receive transfers in kind from the same groups.

TABLE 4.4: IS ANYONE ELSE REGULARLY AND DIRECTLY PAYING ANY BILLS FOR YOU DIRECTLY TO HOLDER OF CLAIM

			Employer	Others	Neither employer nor other persons	N
Not employed throughout term	Full-time	UG	2%	18%	81%	6,397
		PG	2%	10%	88%	744
	Part-time	UG	1%	6%	92%	89
		PG	2%	12%	86%	135
Employed throughout term	Full-time	UG	2%	15%	83%	3,469
		PG	3%	8%	89%	346
	Part-time	UG	7%	2%	91%	785
		PG	6%	3%	91%	829
Overall			**2%**	**14%**	**83%**	**12,794**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

TABLE 4.5: IS ANYONE ELSE REGULARLY PROVIDING YOU WITH OTHER TRANSFERS IN KIND?

			Employer	Others	Neither employer nor other persons	N
Not employed throughout term	Full-time	UG	1%	14%	85%	6,397
		PG	1%	9%	90%	744
	Part-time	UG	1%	8%	91%	89
		PG	3%	10%	89%	135
Employed throughout term	Full-time	UG	2%	10%	89%	3,469
		PG	3%	6%	91%	346
	Part-time	UG	3%	2%	96%	785
		PG	2%	2%	96%	829
Overall			**2%**	**11%**	**88%**	**12,794**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Table 4.6 presents the results of the question "are you receiving a public grant/scholarship or a public loan during the current term?" At the aggregate level, 35 percent of students receive financial support from SUSI (Student Universal Support Ireland), though this rises to 45 percent for full-time undergraduates not in employment and 42 percent of full-time undergraduates in employment. Less than 20 percent of full-time postgraduates (regardless of employment) receive funding from SUSI. Other sources of scholarships and grants appear to be of lesser importance to students as at the aggregate level, no other source is received by more than five percent of students. Instead 55 percent of students report that they do not receive any public grants, scholarships, or loans.

TABLE 4.6: ARE YOU RECEIVING A PUBLIC GRANT/SCHOLARSHIP OR A PUBLIC LOAN DURING THE CURRENT TERM?

			SUSI (Student Universal Support Ireland)	Other public grant/ scholarship from Ireland	Other public student loan from Ireland	Public financial support from university attended	Public grant/scholarship/ loan from another country	No public grant, scholarship or loan	N
Not employed throughout term	Full-time	UG	45%	5%	2%	5%	4%	46%	6,375
		PG	14%	8%	3%	9%	12%	58%	742
	Part-time	UG	4%	7%	3%	8%	1%	79%	89
		PG	1%	7%	2%	6%	0%	84%	135
Employed throughout term	Full-time	UG	42%	3%	3%	3%	1%	52%	3,458
		PG	18%	9%	6%	10%	8%	55%	346
	Part-time	UG	0%	7%	2%	2%	1%	89%	785
		PG	0%	10%	1%	3%	0%	85%	826
Overall			**35%**	**5%**	**2%**	**4%**	**3%**	**55%**	**12,756**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Table 4.7 presents the results of the question "are you financing your living or study costs during the current term (partly) through savings?" As can be seen in this table, for the total student population 43 percent of students have savings from their previous jobs, receive cash from their family, 17 percent have other forms of savings, and 47 percent have no savings at all. Chapter 6 discusses savings from employment further, but it is interesting to note that students that are not employed throughout the term still have substantial savings from employment. This fits with the pattern established in Chapter 6, that students that are not employed during term often move into employment outside of the academic year and back out of employment during study periods.

TABLE 4.7: ARE YOU FINANCING YOUR LIVING OR STUDY COSTS DURING THE CURRENT TERM (PARTLY) THROUGH SAVINGS?

			Savings from previous jobs	Other savings (e.g. inheritance, gifts of money, capital income, sales, prize money)	No savings	N
Not employed throughout term	Full-time	UG	40%	22%	46%	6,362
		PG	49%	22%	39%	742
	Part-time	UG	38%	28%	36%	89
		PG	46%	22%	33%	134
Employed throughout term	Full-time	UG	52%	10%	43%	3,449
		PG	52%	9%	44%	344
	Part-time	UG	23%	7%	71%	785
		PG	33%	8%	62%	824
Overall			**43%**	**17%**	**47%**	**12,729**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

Finally, Table 4.8 shows responses to the question "are you personally receiving income from any other sources during the current term?", and for the most part the responses are rather uniform with 80 percent of students not receiving income from any other sources, 13 percent receiving income from private sources, and 9 percent receiving income from public sources. However, for part-time students that are not employed throughout the term over 40 percent receive income from these public sources, and for other groups of students this source appears to be of marginal importance.

TABLE 4.8: ARE YOU PERSONALLY RECEIVING INCOME FROM ANY OTHER SOURCES DURING THE CURRENT TERM?

			Public sources (e.g. child benefit, housing benefits, pensions, etc.)	Non-repayable income from private sources	Repayable income from private sources (e.g. bank loan	No income from other sources	N
Not employed throughout term	Full-time	UG	11%	5%	6%	79%	6,350
		PG	8%	7%	14%	72%	737
	Part-time	UG	44%	12%	3%	47%	86
		PG	42%	11%	5%	44%	134
Employed throughout term	Full-time	UG	3%	3%	9%	85%	3,433
		PG	6%	6%	17%	73%	344
	Part-time	UG	13%	3%	7%	78%	782
		PG	11%	3%	8%	79%	823
Overall			**9%**	**5%**	**8%**	**80%**	**12,689**

Note: Respondents may receive funding from more than one source thus percentage totals can be greater than 100 percent.

To move onto actual income received rather than just source, Table 4.9 presents the average income for the total student population, and the percentage that each source forms of the total income received. For example, the average student receives €915 per month and of this €95 each month comes from their family, €482 from their employment and so on.

TABLE 4.9: AVERAGE INCOME DISTRIBUTION PROFILE (PER MONTH IN EUROS) [N=13,177]

	€	% of Total
Support from parental family	95	11%
Support from partner	15	2%
Non-repayable national state support for students	96	11%
Other national non-repayable state support	12	1%
Other national repayable state support	2	0%
Financial support from university	7	1%
Student support from another country	24	3%
Income from paid job during the current lecture period	482	54%
Savings from previous jobs used for living/studying	67	8%
Savings (not from previous jobs) used for living/studying	12	1%
Other income from public sources	52	6%
Other non-repayable income from private sources	10	1%
Other repayable income from private sources	17	2%
Total cash income	**890**	**100%**

Though as noted a number of times, looking at the 'average' student is somewhat reductive, as certain characteristics have a large influence on students' financial circumstances. As such, presenting averages of the total student population masks a huge amount of variation. To account for this, Tables 4.10 to 4.13 present disaggregated figures that take into account whether students are studying full-time or part-time, are undergraduates or postgraduates, whether they are in employment or not, and whether they are living with their parents or guardians, or somewhere else.

Table 4.10 presents the average income distribution profile for students **not** living with their parents per month in Euros. As can be seen from this table for students that are not employed consistently throughout the term, within each sub-category of student, the average monthly income ranges from €730 for full-time undergraduates to €1,210 for part-time postgraduates. Full-time undergraduate students on average receive €168 per month from their parents/families, and this rises to €229 for full-time postgraduate students. Part-time students on average receive a marginal level of support from their parents/families/ partners, in contrast they receive a higher level of support from their partners. For students consistently employed, within each sub-category of student, the average monthly income ranges from €907 for full-time undergraduates to €2,475 for part-time postgraduates. Part-time students earn considerably more than full-time students from their current employment.

TABLE 4.10: AVERAGE INCOME DISTRIBUTION PROFILE (IN EUROS CASH) FOR STUDENTS NOT LIVING WITH THEIR PARENTS OR GUARDIANS [N=7,888]

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Support from parental family	168	229	10	11	105	84	1	6
Support from partner	13	34	110	209	9	15	64	43
Non-repayable national state support for students	146	46	0	0	134	44	0	2
Other national non-repayable state support	14	55	13	0	6	23	5	14
Other national repayable state support	2	2	0	9	4	2	0	0
Financial support from university	7	45	3	34	3	45	2	4
Student support from another country	60	111	0	0	5	45	0	0
Income from paid job during the current lecture period	76	95	243	295	533	835	1,954	2,277
Savings from previous jobs used for living/ studying	81	179	70	258	53	104	44	48
Savings (not from previous jobs) used for living/ studying	19	33	113	29	8	10	3	7
Other income from public sources	93	50	362	219	25	25	57	34
Other non-repayable income from private sources	9	29	77	12	3	23	11	15
Other repayable income from private sources	32	60	6	3	15	35	7	7
Total cash income	**730**	**992**	**996**	**1,210**	**907**	**1,291**	**2,153**	**2,475**
N	3,739	620	77	120	1,662	232	690	748

Table 4.11 presents the income distribution profile for students **not** living with their parents and shows how much each individual source forms as a percent of the total, thereby showing the relative importance of each source. As can be seen for full-time students that are not consistently employed throughout term, around 24 percent of their income is provided by their families. Full-time undergraduates also rely quite heavily on state support such as that provided by SUSI. In contrast, for students that are employed throughout term most of their income comes from their employment and very little is provided by their family or partners.

TABLE 4.11: AVERAGE INCOME DISTRIBUTION PROFILE (IN PERCENT) FOR STUDENTS **NOT** LIVING WITH THEIR PARENTS OR GUARDIANS [N=7,888]

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Support from parental family	23%	24%	1%	1%	12%	6%	0%	0%
Support from partner	2%	4%	11%	19%	1%	1%	3%	2%
Non-repayable national state support for students	20%	5%	0%	0%	15%	3%	0%	0%
Other national non-repayable state support	2%	6%	1%	0%	1%	2%	0%	1%
Other national repayable state support	0%	0%	0%	1%	0%	0%	0%	0%
Financial support from university	1%	5%	0%	3%	0%	3%	0%	0%
Student support from another country	8%	11%	0%	0%	1%	4%	0%	0%
Income from paid job during the current lecture period	11%	10%	24%	27%	59%	65%	91%	93%
Savings from previous jobs used for living/ studying	11%	19%	7%	24%	6%	8%	2%	2%
Savings (not from previous jobs) used for living/ studying	3%	3%	11%	3%	1%	1%	0%	0%
Other income from public sources	13%	5%	36%	20%	3%	2%	3%	1%
Other non-repayable income from private sources	1%	3%	8%	1%	0%	2%	1%	1%
Other repayable income from private sources	4%	6%	1%	0%	2%	3%	0%	0%

Table 4.12 presents the average income distribution profile for students living with their parents per month in Euros. As can be seen from this table for students that are not employed consistently throughout the term, within each sub-category of student, the average monthly income ranges from €426 for full-time undergraduates to €1,056 for part-time postgraduates. Full-time undergraduate students on average receive €65 per month from their parents/families, and this rises to €107 for full-time postgraduate students. Part-time students on average receive a marginal level of support from their partners though one should note the low number of responses for these categories of students and as such, not infer too much from them. For students consistently employed, within each sub-category of student, the average monthly income ranges from €706 for full-time undergraduates to €1,901 for part-time postgraduates. Part-time students also earn considerably more than full-time students from their current employment.

TABLE 4.12: AVERAGE INCOME DISTRIBUTION PROFILE (IN EUROS CASH) FOR STUDENTS LIVING WITH THEIR PARENTS OR GUARDIANS [N=5,289]

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Support from parental family	65	107	138	182	37	32	18	10
Support from partner	1	0	0	0	1	15	0	0
Non-repayable national state support for students	118	62	26	0	64	37	7	0
Other national non-repayable state support	10	51	0	45	4	25	0	4
Other national repayable state support	0	4	0	0	1	4	2	0
Financial support from university	3	13	0	6	2	5	0	0
Student support from another country	3	23	0	0	1	4	0	0
Income from paid job during the current lecture period	82	118	144	287	536	644	1,330	1,820
Savings from previous jobs used for living/ studying	54	127	142	97	42	84	10	36
Savings (not from previous jobs) used for living/ studying	13	14	29	34	3	2	3	0
Other income from public sources	52	28	247	390	5	9	21	10
Other non-repayable income from private sources	8	7	0	0	3	11	66	0
Other repayable income from private sources	5	7	0	15	4	3	4	18
Total cash income	**426**	**579**	**727**	**1,056**	**706**	**852**	**1,457**	**1,901**
N	2,830	135	18	35	1,906	123	129	113

Table 4.13 presents the income distribution profile for students living with their parents and shows how much each individual source forms as a percent of the total, thereby showing the relative importance of each source. As can be seen for students that are not consistently employed throughout term, less than 20 percent of their income is provided by their families. Much like in Table 4.11 full-time undergraduates also rely quite heavily on state support such as that provided by SUSI. In contrast, for students that are employed throughout term most of their income comes from their employment and very little is provided by their family or partners.

TABLE 4.13: AVERAGE INCOME DISTRIBUTION PROFILE (IN PERCENT) FOR STUDENTS LIVING WITH THEIR PARENTS OR GUARDIANS [N=5,289]

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Support from parental family	16%	19%	19%	17%	5%	4%	1%	1%
Support from partner	0%	0%	0%	0%	0%	2%	0%	0%
Non-repayable national state support for students	28%	11%	4%	0%	9%	4%	0%	0%
Other national non-repayable state support	2%	9%	0%	4%	1%	3%	0%	0%
Other national repayable state support	0%	1%	0%	0%	0%	1%	0%	0%
Financial support from university	1%	2%	0%	1%	0%	1%	0%	0%
Student support from another country	1%	4%	0%	0%	0%	0%	0%	0%
Income from paid job during the current lecture period	20%	21%	20%	27%	76%	74%	91%	96%
Savings from previous jobs used for living/ studying	13%	23%	20%	9%	6%	10%	1%	2%
Savings (not from previous jobs) used for living/ studying	3%	2%	4%	3%	0%	0%	0%	0%
Other income from public sources	12%	5%	34%	37%	1%	1%	1%	1%
Other non-repayable income from private sources	2%	1%	0%	0%	0%	1%	5%	0%
Other repayable income from private sources	1%	1%	0%	1%	1%	0%	0%	1%

4.2 Student Expenditure

On the expenditure side, Table 4.14 shows the average monthly expenses (split by expenses covered by students and expenses paid for by others). The overall monthly expenditure for all students was €1135 of which €738 of this amount was met by the students themselves, with the remaining €410 being provided by others (such as their partners or parents). Accommodation is the largest single expenditure which accounts for almost 40 percent of all expenditure, and the average spend on accommodation was €415 (up from €365 in the last Eurostudent report). Though as noted throughout this chapter, overall averages present a distorted picture as certain student characteristics heavily influence both the income and expenditure of various groups of students.

TABLE 4.14: AVERAGE EXPENDITURE DISTRIBUTION PROFILE **FOR ALL STUDENTS** [N=13,177]

	Cash	TIK	Both	Cash	TIK	Both
	€			% of total		
Accommodation	230	184	415	31%	45%	37%
Food	128	40	168	17%	10%	15%
Transportation	81	17	100	11%	4%	9%
Communication	24	6	29	3%	1%	3%
Health (e.g. medical insurance)	14	10	24	2%	2%	2%
Childcare	10	2	12	1%	0%	1%
Debt payment (except mortgage)	26	3	29	3%	1%	3%
Social and leisure activities	61	6	67	8%	1%	6%
Other regular living costs	49	7	56	7%	2%	5%
Other regular study-related costs	19	4	22	3%	1%	2%
Fees	93	130	205	13%	32%	18%
Contributions to student unions/ associations etc	3	2	7	0%	0%	1%
Overall	**738**	**410**	**1,135**	**100%**	**100%**	**100%**

Table 4.15 presents the average expenditure profile per month in Euros for students not living with their parents. For students that are not employed consistently throughout the term, within each sub-category of student, the average monthly expenditure ranges from €1,075 for part-time undergraduates to €1,650 for part-time postgraduates. For students consistently employed, within each sub-category of student, the average monthly expenditure ranges from €1,249 for full-time undergraduates to €2,136 for part-time postgraduates. As can be seen from this table regardless of employment status accommodation appears to be largest expenditure each month followed by fees and food[13].

TABLE 4.15 AVERAGE EXPENDITURE DISTRIBUTION PROFILE (IN BOTH CASH AND TRANSFERS IN KIND) FOR STUDENTS NOT LIVING WITH THEIR PARENTS OR GUARDIANS [N=7,888]

	Not employed during term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	588	609	381	568	578	570	594	820
Food	160	198	228	306	162	208	274	305
Transportation	68	77	68	111	94	104	156	163
Communication	26	25	36	45	28	32	45	47
Health (e.g. medical insurance)	17	29	39	94	15	21	49	69
Childcare	7	7	3	36	3	35	75	67
Debt payment (except mortgage)	12	21	26	72	26	43	120	110
Social and leisure activities	54	56	50	80	74	77	83	122
Other regular living costs	44	53	54	86	57	63	99	114
Other regular study-related costs	22	24	12	39	23	27	25	26
Fees	194	338	156	206	183	343	191	286
Contributions to student unions/associations etc	8	8	22	7	6	5	2	7
Overall	**1,200**	**1,445**	**1,075**	**1,650**	**1,249**	**1,528**	**1,713**	**2,136**

13 Fees are typically paid as one lump sum or as a few instalments rather than monthly, but to assess the relative overall expenditure for students, the amount spent on fees are presented here as a monthly amount.

Table 4.16 presents the average expenditure profile per month in Euros for students who live with their parents. For students that are not employed consistently throughout the term, within each sub-category of student, the average monthly expenditure ranges from €530 for part-time undergraduates to €1,143 for part-time postgraduates. For students consistently employed, within each sub-category of student, the average monthly expenditure ranges from €822 for full-time undergraduates to €1,368 for part-time postgraduates. In contrast to Table 4.15, students who live at home have to spend much less on their accommodation. Outside of this, food and fees are typically the largest monthly expenditures.

TABLE 4.16 AVERAGE EXPENDITURE DISTRIBUTION PROFILE (IN BOTH CASH AND TRANSFERS IN KIND) FOR STUDENTS LIVING WITH THEIR PARENTS OR GUARDIANS [N=5,289]

	Not employed during term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	105	157	58	288	119	158	292	246
Food	110	147	153	280	146	157	212	222
Transportation	100	103	61	215	115	155	146	141
Communication	25	27	31	36	31	34	37	31
Health (e.g. medical insurance)	16	26	36	40	22	25	34	43
Childcare	1	0	0	0	2	0	22	8
Debt payment (except mortgage)	6	20	12	14	20	59	108	109
Social and leisure activities	44	67	57	66	87	85	110	112
Other regular living costs	37	48	26	52	64	67	90	103
Other regular study-related costs	18	25	28	15	22	28	27	29
Fees	175	383	68	137	189	429	193	307
Contributions to student unions/associations etc	7	5	0	0	5	16	4	17
Overall	**644**	**1,008**	**530**	**1,143**	**822**	**1,213**	**1,275**	**1,368**

When the expenditure for each group of students is compared against their income it is quickly evident that expenditure largely outstrips income. This would be worrying if students' income was the only financial resource available to students. We know from the start of this chapter that students rely to a greater or lesser extent, depending on the type of student, on transfers in kind from their family, or partner, or even both. These transfers in kind are often paid on behalf of students, so rather than a student paying for their own accommodation, someone else will pay for them instead. Tables 4.18 and 4.19 show the ratio of own expenditure versus transfers in kind for all groups of students discussed so far in this chapter. These ratios indicate the average percentage of the total that is paid by students against that paid by someone else. The ratios where the majority is paid through transfers in kind are further labelled in red. Thus, for full-time undergraduates not employed throughout term, 40 percent of the costs of accommodation are typically paid by these students, and the other 60 percent comes from transfers in kind from someone else (for example, their parents and/or partners).

TABLE 4.17: THE RATIO OF EXPENDITURE IN CASH VERSUS TRANSFERS IN KIND FOR STUDENTS **NOT** LIVING WITH THEIR PARENTS OR GUARDIANS [N=7,888]

	Not employed during term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	4/6	6/4	7/3	7/3	5/5	7/3	9/1	9/1
Food	7/3	8/2	7/3	8/2	9/1	9/1	9/1	10/0
Transportation	8/2	8/2	7/3	8/2	9/1	10/0	9/1	10/0
Communication	8/2	8/2	7/3	9/1	9/1	9/1	10/0	9/1
Health (e.g. medical insurance)	5/5	6/4	9/1	8/2	6/4	9/1	9/1	9/1
Childcare	6/4	9/1	10/0	7/3	7/3	6/4	9/1	9/1
Debt payment (except mortgage)	8/2	7/3	10/0	7/3	8/2	10/0	10/0	9/1
Social and leisure activities	8/2	9/1	10/0	9/1	10/0	10/0	9/1	10/0
Other regular living costs	8/2	9/1	9/1	9/1	9/1	9/1	9/1	10/0
Other regular study-related costs	8/2	8/2	10/0	10/0	9/1	9/1	9/1	10/0
Fees	3/7	6/4	8/2	9/1	4/6	7/3	8/2	7/3
Contributions to student unions/associations etc	6/4	8/2	10/0	9/1	7/3	9/1	9/1	9/1
Overall	**5/5**	**7/3**	**8/2**	**8/2**	**7/3**	**8/2**	**9/1**	**9/1**

Furthermore, it is interesting to note that where transfers in kind predominate is for full-time undergraduate students who do not work consistently during the term. Furthermore, the largest ratios towards transfers in kind are for items which have the highest monthly cost, i.e. accommodation and fees. For other more day-to-day expenses such as food, transport, and communication costs, these appear to be largely paid by students themselves.

TABLE 4.18: THE RATIO OF EXPENDITURE IN CASH VERSUS TRANSFERS IN KIND FOR STUDENTS LIVING WITH THEIR PARENTS OR GUARDIANS [N=5,289]

	Not employed during term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	2/8	4/6	10/0	7/3	4/6	6/4	7/3	9/1
Food	5/5	5/5	6/4	6/4	7/3	8/2	8/2	9/1
Transportation	7/3	7/3	8/2	7/3	8/2	9/1	10/0	10/0
Communication	6/4	7/3	10/0	8/2	8/2	9/1	9/1	9/1
Health (e.g. medical insurance)	2/8	6/4	9/1	9/1	4/6	7/3	8/2	8/2
Childcare	8/2				6/4	10/0	10/0	10/0
Debt payment (except mortgage)	6/4	9/1	10/0	10/0	9/1	9/1	9/1	10/0
Social and leisure activities	8/2	9/1	9/1	8/2	10/0	10/0	10/0	10/0
Other regular living costs	7/3	8/2	9/1	10/0	9/1	10/0	10/0	10/0
Other regular study-related costs	8/2	7/3	9/1	10/0	9/1	10/0	10/0	10/0
Fees	2/8	4/6	10/0	8/2	3/7	7/3	8/2	9/1
Contributions to student unions/associations etc	5/5	6/4	10/0	10/0	7/3	7/3	8/2	9/1
Overall	**4/6**	**5/5**	**8/2**	**7/3**	**6/4**	**8/2**	**9/1**	**9/1**

4.3 Financial Well-Being

The sections above have outlined the income and expenditure of students and found that the expenses of students often outstrip their incomes, and that certain groups of students are heavily reliant upon external financial support from the parents or partners. In the survey, students were asked about the extent to which they were experiencing financial difficulties on a five-point scale ranging from 'not at all' to experiencing 'very serious financial difficulties'. Figure 4.1 presents these results across a range of student characteristics.

At the aggregate level, only nine percent of students say that they are experiencing serious financial difficulties, and at the other end of the scale 17 percent of students are having no financial difficulties. As would be expected, one of the categories where we do not find substantial variation is across gender. Male and female students appear to experience financial difficulties to the same extent. With regard to age, this figure shows that older students appear to be more likely to experience financial difficulties with 14 percent of students over the age of 30 saying that this is the case for them, compared against only 6 percent under the age of 22. Furthermore, students in Institutes of Technology appear to be slightly more likely to experience financial difficulties than students in Universities.

One would expect students who work during the semester to experience lower levels of financial difficulties than students who do not work, however, contrary to our expectations, there does not appear to any difference here. This of course, could be related to other external financial supports, such as students who are not employed still being able to rely on their families to alleviate any potential financial difficulties. This is reinforced by the relationship evident between the level of parental affluence and the extent to which students feel financially secure; with higher levels of parental affluence corresponding with lower levels of financial insecurity.

FIGURE 4.1: PERCENTAGE OF STUDENTS EXPERIENCING FINANCIAL DIFFICULTIES ACROSS KEY CHARACTERISTICS [N=11,447]

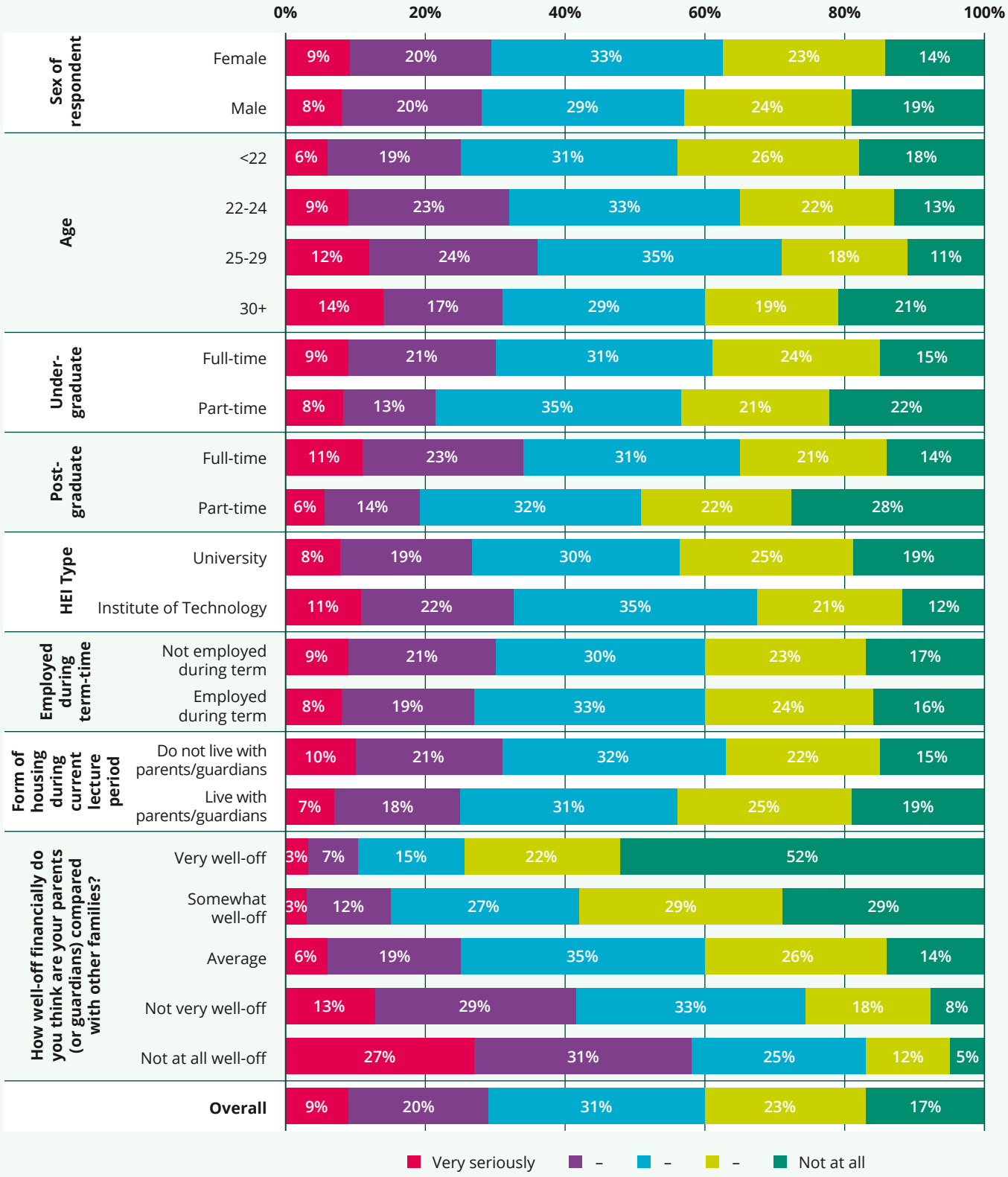
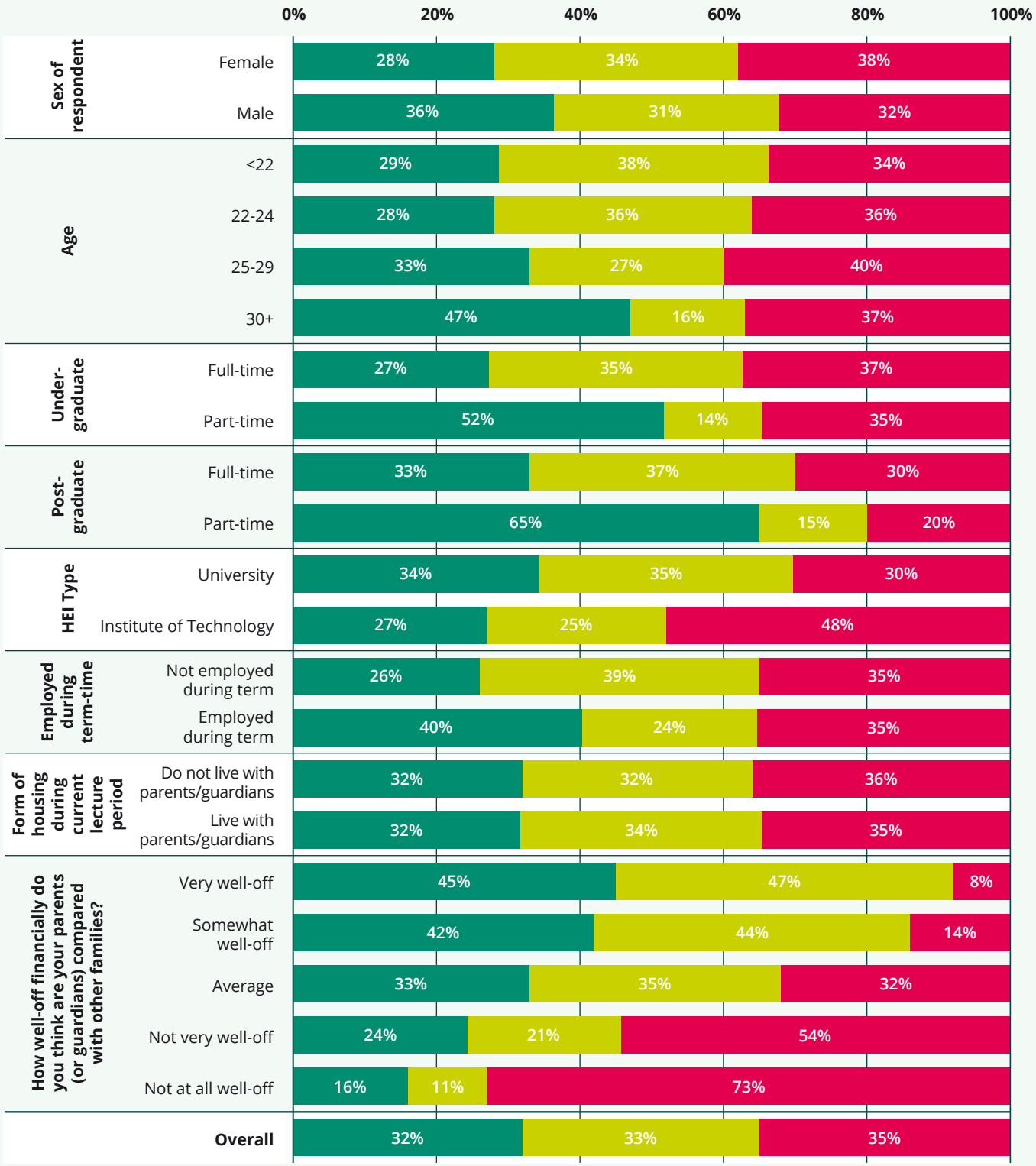


Figure 4.2 presents the distribution of responses when students were asked if they would be able to pay an unexpected expense of €500. While the chart presents a similar story to that of Figure 4.1 it is worth noting which groups of students would be able to pay this expense through their own resources and those who personally would not be able, but someone else i.e. their parents, partner and so on, would be able to. As mentioned above, the lack of differentiation in financial security between students that are employed throughout term and those that are not, is presumably due to unemployed students being able to draw on external resources, the results in Figure 4.2 support this as only 26 percent of unemployed students would be able to pay an expense of €500 through their own resources, compared against 39 percent who would be able to have someone else pay this for them. In contrast, for employed students' 40 percent would pay this themselves and only 24 percent would be able to have someone else pay this for them.

Similarly, although there appeared to be little variation in financial security across undergraduate and postgraduate full and part-time students, Figure 4.2 provides us with a clearer picture of what could be happening. While each group of student feels financially secure, Figure 4.2 presents a picture that full-time students' security is based on others being able to support them, whereas for part-time students their security is based upon their own ability to support themselves.

FIGURE 4.2: PERCENTAGE OF STUDENTS ABLE TO PAY AN UNEXPECTED EXPENSE OF €500 ACROSS KEY CHARACTERISTICS [N=11,443]



CHAPTER 5:
STUDENT ACCOMMODATION

5.1 Student Accommodation Overview

In recent years, both the cost of property and the rent charged for accommodation has increased substantially[14]. In the last chapter it was shown that the cost of accommodation was students' largest regular expense. In addition, for students not living with their parents this cost accounts for 47 percent of students' total expenditure, up from 44 percent in the last Eurostudent report. Because of these factors, the cost of accommodation can force students to make difficult choices about whether to live close to their campus but pay a premium for this, or to live further from campus in cheaper locations, or alternatively remain living in their family home and have lengthy commutes to their higher education institution. This chapter focuses on where students choose to live, with whom, and the degree to which students are satisfied with their accommodation with respect to how it fulfils various criteria.

In the survey, students were first asked who they live with during term-time. Table 5.1 shows the proportions of students in each category (note that students could provide more than one answer thus percentages can sum to greater than 100 percent). Of the total student population, 40 percent live with their parents or other relatives, 38 percent live with other people (most often other students), 14 percent of students live with their partners or spouses, eight percent live with their children, and seven percent live by themselves. This distribution across the total student population hides the interesting variation that is observed when the distribution is split across key characteristics. For example, for full-time undergraduates, 47 percent live with their parents and 42 percent live with other people. However, for part-time undergraduates only 16 percent live with their parents and 8 percent live with other people, instead 52 percent live with their partner or spouse, and 39 percent live with their children. What we observe here, and the trend seen as postgraduate level, could be a function of age, as noted in Chapter 1, full-time undergraduate students are younger than all other students, and part-time undergraduates tend to be older than all other groups of students. The distribution seen across age in Table 5.1 lends support to this as 52 percent of students under the age of 22 live with their parents, and this proportion decreases as age increases, and the proportion living with their partners or spouses increases as age goes up. As would be expected gender and type of higher educational institution do not appear to have an effect on where students live, similarly there does not appear to be much variation across disability, and this remains the case when type of disability is further broken down (not presented here). Finally, students who have continuous employment throughout term-time appear to be less likely to live with other people – only 30 percent report this compared against 43 percent for students who do not have continuous employment.

14 Lyons, R. The Daft.ie House Price Report – An analysis of recent trends in the Irish residential sales market for 2019 Q2.
Yimbog, P. The Daft.ie Rental Price Report – An analysis of recent trends in the Irish rental market for 2019 Q2.

TABLE 5.1: WHO DO YOU LIVE WITH DURING TERM-TIME (MONDAY TO FRIDAY)? [N=13,098]

		Parents/ guardians (or grandparents, uncles, aunts, or similar)	Partner/ spouse	My child(ren)/ my partner's child(ren)	With (an) other person(s) not mentioned above (students, friends, etc.)	I live alone
Undergraduate	Full-time	47%	6%	3%	42%	5%
	Part-time	16%	52%	39%	8%	9%
Postgraduate	Full-time	23%	17%	6%	46%	13%
	Part-time	14%	57%	30%	11%	10%
Gender	Female	38%	13%	9%	40%	6%
	Male	42%	15%	7%	36%	7%
Age	< 22y	52%	2%	0%	44%	4%
	22-24y	44%	6%	1%	47%	6%
	25-29y	31%	22%	6%	37%	10%
	> 30y	8%	53%	40%	11%	14%
HEI Type	University	41%	13%	6%	40%	6%
	Institute of Technology	39%	17%	13%	32%	8%
Dublin-based HEI?	HEI outside of Dublin	36%	14%	9%	41%	6%
	HEI based in Dublin	46%	14%	6%	32%	7%
Employed (continually) during term?	No	40%	8%	5%	43%	7%
	Yes	41%	22%	12%	30%	5%
Disability or impairment?	No	39%	14%	8%	39%	6%
	Yes	43%	12%	7%	37%	7%
Overall		**40%**	**14%**	**8%**	**38%**	**7%**

Students who indicated that they did not live with their parents or guardians during term-time were further asked if they lived in student accommodation. Table 5.2 presents these results and show that 39 percent of full-time undergraduates and 23 percent of full-time postgraduates live in student accommodation, in contrast only two percent of part-time undergraduates and postgraduates do the same. Furthermore, younger students are much more likely to live in student accommodation than older students and much like that seen in Table 5.1, gender, type of HEI, and disability appear to have little to no effect on living in student accommodation as similar proportions are found across each. Finally, 37 percent of students who are not employed during term-time live in student accommodation compared against 20 percent of students who are employed during the whole of term.

TABLE 5.2: DO YOU LIVE IN STUDENT ACCOMMODATION, E.G. HALLS OF RESIDENCE? [N=7,860]

		Yes	No
Undergraduate	Full-time student	39%	61%
	Part-time student	2%	98%
Postgraduate	Full-time student	23%	77%
	Part-time student	2%	98%
Gender	Female	31%	69%
	Male	28%	72%
Age	<22y	53%	47%
	22-24y	29%	71%
	25-29y	13%	87%
	>30y	2%	98%
HEI Type	University	29%	71%
	Institute of Technology	31%	69%
Dublin-based HEI	HEI outside of Dublin	33%	67%
	HEI based in Dublin	24%	76%
Employed (continually) during term-time?	No	37%	63%
	Yes	20%	80%
Disability or impairment?	No	30%	70%
	Yes	30%	70%

5.2 Satisfaction with Accommodation

All students were asked to rate their satisfaction with various aspects of their accommodation, and Figures 5.1 to 5.4 present the relative levels of satisfaction across the key characteristics used throughout this report.

Figure 5.1 outlines students' relative levels of satisfaction with the cost of their accommodation, and unsurprisingly students who live with their parents display very high levels of satisfaction with the cost of their accommodation as presumably they have to pay little to no rent. In contrast, much higher levels of dissatisfaction with the cost of accommodation are evident across the other categories, with students who live in student accommodation expressing the highest levels of dissatisfaction.

FIGURE 5.1: STUDENT SATISFACTION WITH THE **COST** OF THEIR ACCOMMODATION [N=12,799]

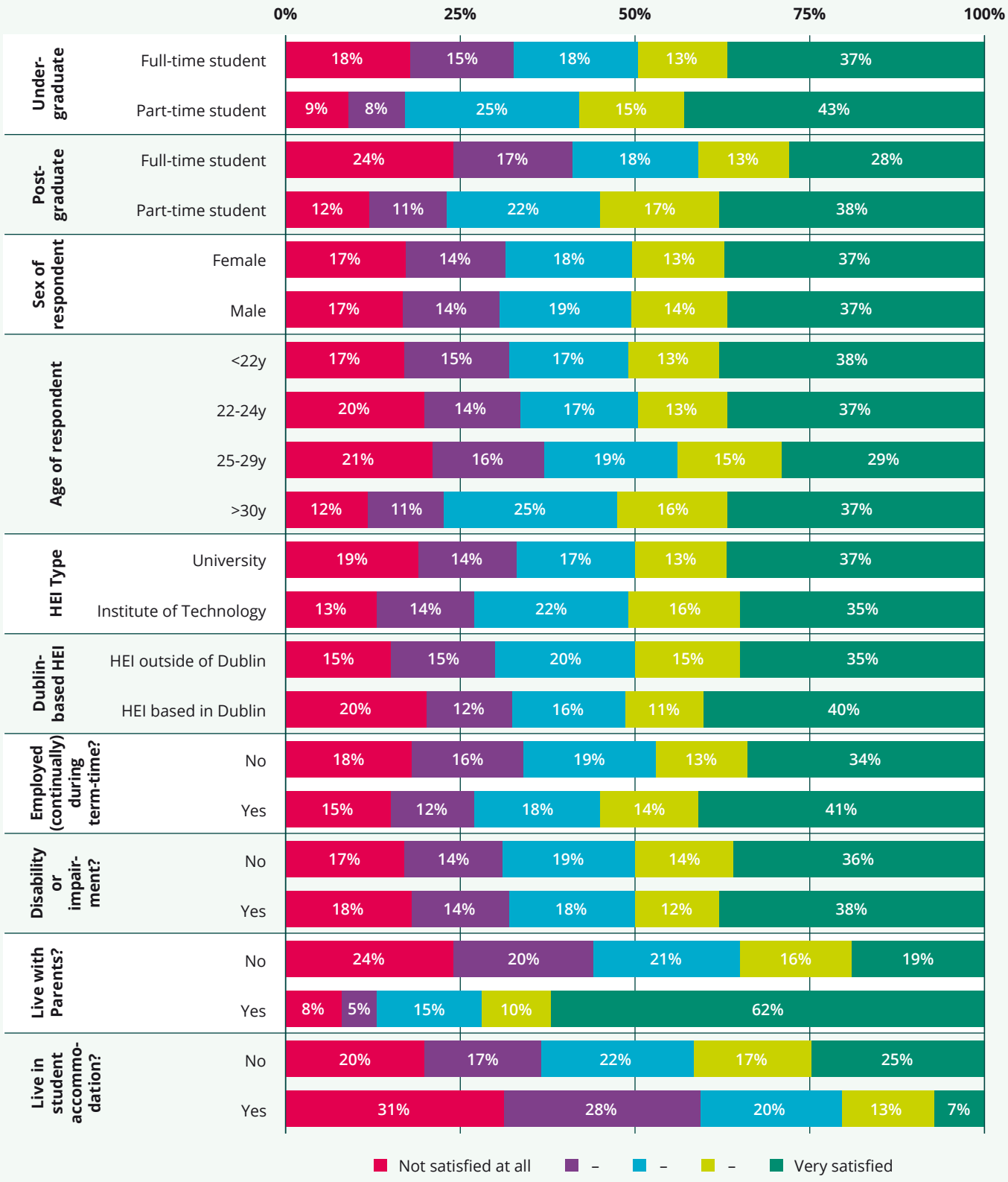


Figure 5.2 presents the relative levels of satisfaction with the location of their accommodation, and in this regard, across all sub-categories of students there appears to be relatively high levels of satisfaction as the majority of students are either satisfied or highly satisfied with the location of their accommodation.

FIGURE 5.2: STUDENT SATISFACTION WITH THE **LOCATION** OF THEIR ACCOMMODATION [N=12,122]

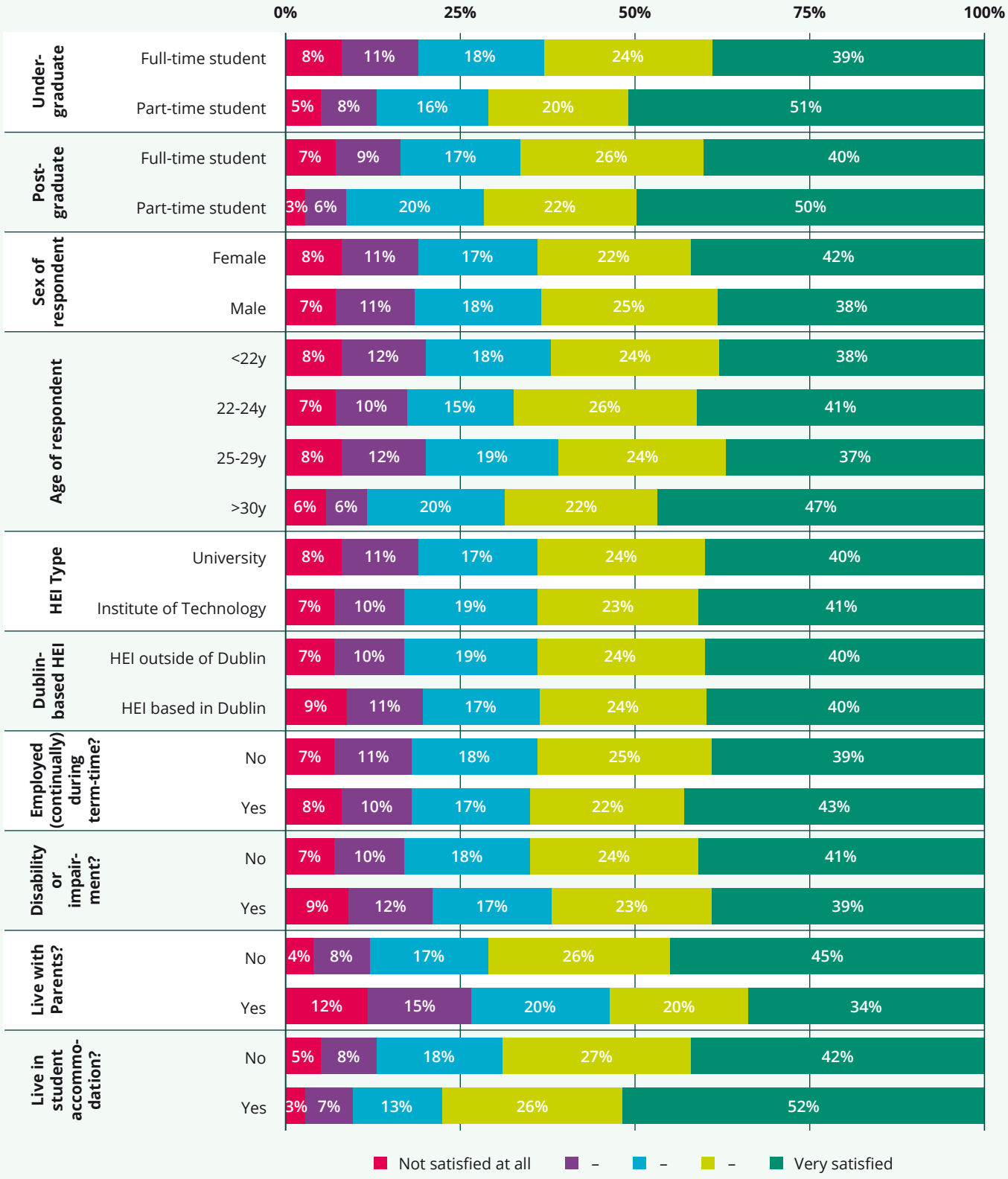


FIGURE 5.3: STUDENT SATISFACTION WITH THE **OVERALL CONDITION** OF THEIR ACCOMMODATION [N=12,057]

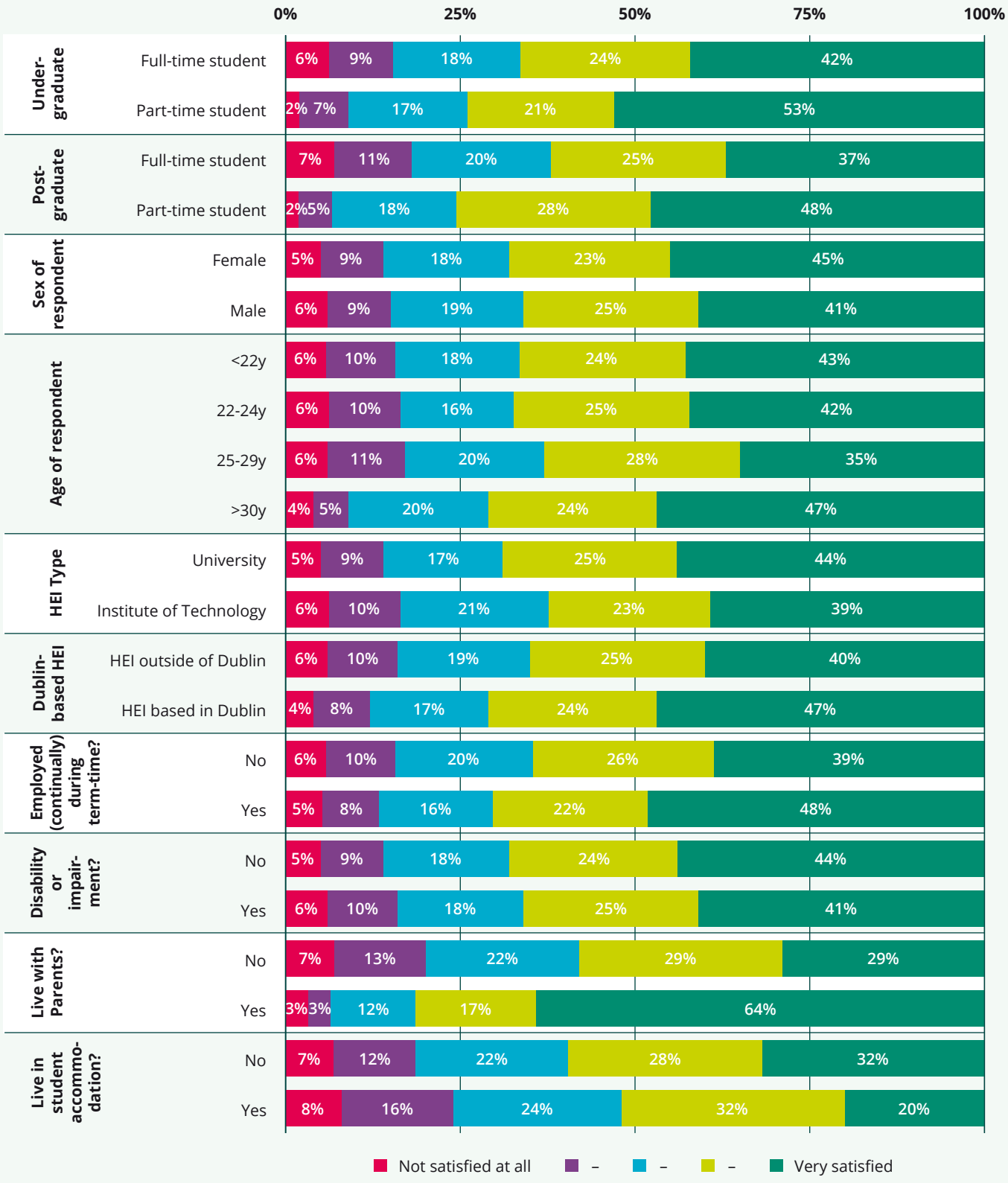


Figure 5.3 outlines the relative levels of satisfaction with the overall condition of their accommodation, and much like Figure 5.1 we see that students who live with their parents display very high levels of satisfaction with the overall condition of their accommodation. In contrast, while the overall levels of satisfaction are quite high across the other categories, they do not reach the heights of students living at home. Furthermore, only 20 percent of students living in student accommodation express the highest levels of satisfaction

The final chart, Figure 5.4, presents students' levels of satisfaction with the time it takes to travel between their accommodation and their higher education institution. From this chart, students living in student accommodation express the highest levels of satisfaction with the travel time between their accommodation and their institutions, presumably because halls of residence and suchlike are typically located in close proximity to the campus of their institutions, in order to make travelling between the two very easy.

For students living with their parents we see the lowest levels of satisfaction as presumably although they may live in the vicinity of students' HEI this is unlikely to be as close as halls of residence. Although as noted in Figure 5.1, the greater distance it is necessary to travel between the two is ostensibly outweighed by the lower overall cost of accommodation.

FIGURE 5.4: STUDENT SATISFACTION WITH THE **TIME TAKEN TO TRAVEL TO THEIR HEI** FROM THEIR ACCOMMODATION [N=12,109]

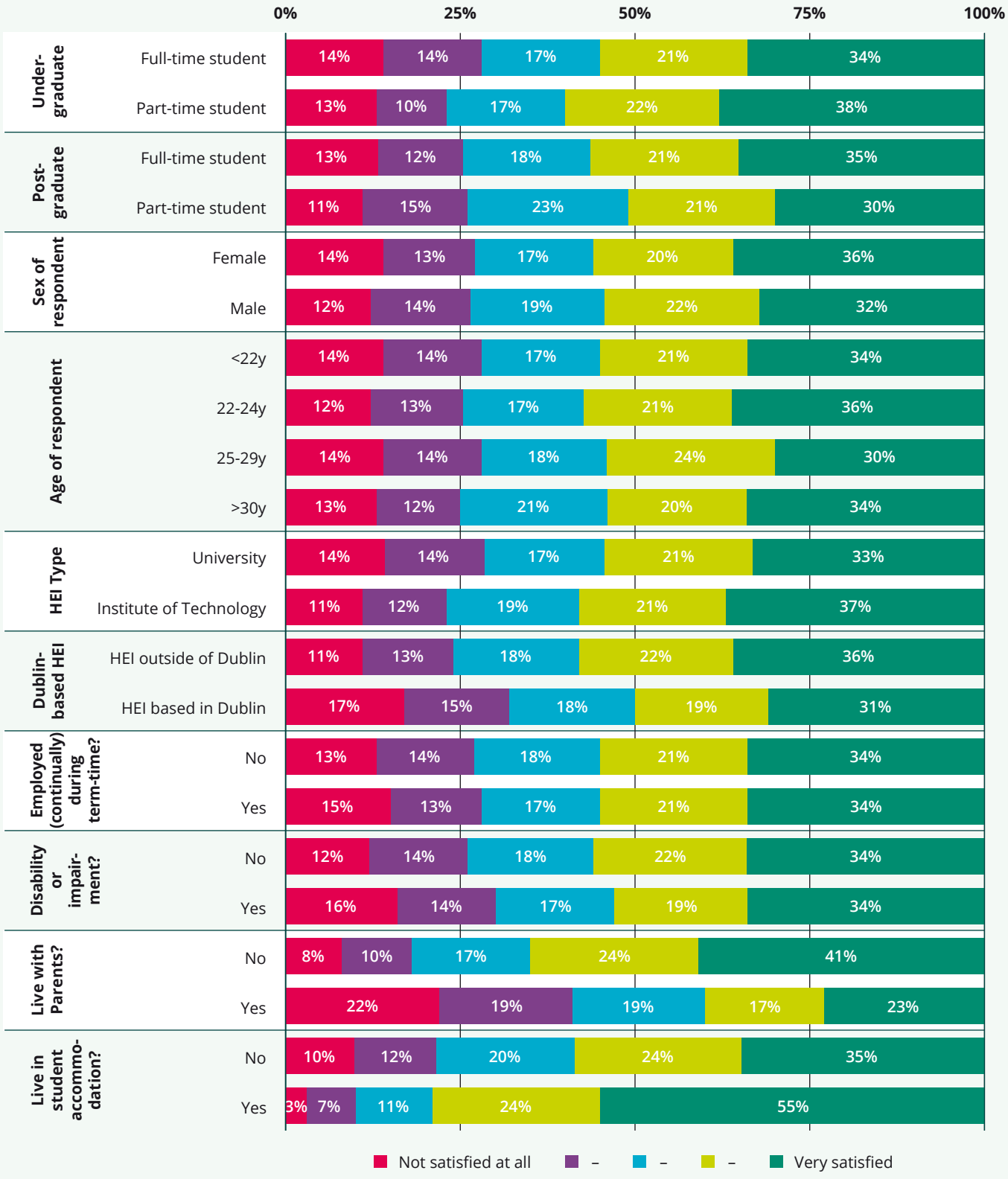


Table 5.3 presents summary statistics of the time taken by students on a typical day to get from their accommodation to their HEI across key characteristics. As noted above, students who live in student accommodation, which is typically located in close proximity to campus, appear to have the shortest distance to travel, taking on average 14 minutes to get from their home to their HEI. Students who live with their parents appear to have the longest commutes as on average their travel time is 46 minutes. However, as has been repeatedly noted, the longer commute is counter-balanced by the lower cost of accommodation. In addition, students who attend Dublin-based HEIs also appear to have longer commutes (on average, 41 minutes) than students who attend HEIs outside of Dublin (on average, 29 minutes).

As would be expected, gender and type of HEI have little to no apparent effect on journey time, and as mentioned in Section 5.1, disability at the aggregate level appears to have negligible impact on journey time, and this is also the case across types of disability (not presented here) as students with learning disabilities take a similar amount of time to get to their HEI as students with mobility impairments.

TABLE 5.3: ON A TYPICAL DAY DURING TERM, HOW MUCH TIME (IN MINUTES) DOES IT TAKE YOU TO GET FROM YOUR HOME TO YOUR HIGHER EDUCATION INSTITUTION? [N=18,308]

		Mean	Median
Undergraduate	Full-time	33	25
	Part-time	37	30
Postgraduate	Full-time	32	25
	Part-time	42	40
Gender	Female	34	30
	Male	33	25
Age	<22y	32	25
	22-24y	31	25
	25-29y	35	30
	>30y	39	35
HEI Type	University	35	30
	Institute of Technology	29	20
Dublin-based HEI?	HEI outside of Dublin	29	20
	HEI based in Dublin	41	35
Employed (continually) during term?	No	32	25
	Yes	36	30
Disability or impairment?	No	33	25
	Yes	35	30
Live with Parents?	No	25	20
	Yes	46	45
Live in student accommodation?	No	30	25
	Yes	14	10

CHAPTER 6:
COURSE WORKLOAD, STUDENT EMPLOYMENT, AND TIME BUDGET

The chapter is all about time. The amount of time students' record as spending on their studies, the time spent in employment, and the balance between the two for students who work on top of their studies. This chapter has three sections each discussing one of these topics.

6.1 Course Workload

This section looks at the amount of time that students report as spending on their studies. The survey distinguishes between time spent in taught studies (for example, timetabled classes, lectures and seminars), time spent on personal study, and the total time spend in study related activities which is the sum of these two. The key delineator in the amount of time spent studying appears to be the formal status of the student, whether they are full or part-time. Part-time students, by definition, spend less time in the formal learning environment of attending lectures and seminars. As such, to look only at the workload of the total student population would present biased averages. Because of this, the tables below present the average weekly workload for full and part-time students separately.

The average weekly workload for full-time students is presented in Table 6.1. Of this sub-population, the average weekly time spent in study related activities is 37 hours. This is itself broken down into 20 hours spent in taught studies and 18 hours spent on personal study time. The difference in the sum total is due to the rounding to whole hours of each component. However, these averages show some interesting variation across sub-categories.

1. There does not appear to be any substantial differences in the amount of time male and female students spend in taught studies, male students appear to spend slightly less time in personal study.

TABLE 6.1: AVERAGE WEEKLY WORKLOAD (IN HOURS) FOR **FULL-TIME** STUDENTS [N=15,862]

		Total time spent on taught studies in typical week	Total time spent on personal study time in typical week	Total time spent on study related activities during week in lecture period (in hours)
Gender	Female	19	19	38
	Male	20	16	36
Age	< 22	20	15	35
	22-24	19	22	41
	25-29	19	22	41
	30 +	19	22	42
Level	Undergraduate	20	17	37
	Postgraduate	16	24	40
HEI Type	University	19	18	37
	Institute of Technology	22	15	37
Study programme	Education	21	16	37
	Arts and humanities	16	18	34
	Social sciences, journalism & information	14	18	32
	Business, administration & law	16	15	32
	Natural sciences, mathematics & statistics	21	18	39
	ICTs	21	17	38
	Engineering, manufacturing & construction	23	18	41
	Agriculture, forestry, fisheries & veterinary	23	19	42
	Health & welfare	23	21	45
	Services	18	14	32
Year of study	Year 1	19	16	35
	Year 2	20	16	36
	Year 3	20	18	38
	Year 4	18	23	40
Living with Parents/ Guardians	No	20	19	38
	Yes	20	16	36
Employment	Not employed during term	20	18	38
	Employed throughout term	19	16	35
Overall		**20**	**18**	**37**

Note: Differences between total and the sum of individual components are due to rounding.

2. The amount of time spent in taught studies is relatively fixed, with on average, undergraduate students spending 20 hours in taught studies. Whereas, for postgraduate students this is only 16 hours. This shortfall is made up for in postgraduate study by the greater emphasis placed on personal study. In this regard, postgraduate students on average spend almost 24 hours per week on personal study. In contrast, this is only 17 hours for undergraduates

3. Social Sciences, Journalism and Information students appear to spend the least amount of time in taught studies (14 hours), though this increases to 18 hours on personal study. However, there combined total number of hours studying on average per week in the joint lowest at 32 hours along with Business and Law, and Services students. In contrast, for Health and Welfare students the average amount of time spent in taught studies is 23 hours, and 21 hours on personal study, providing an average of 45 hours per week spent studying.

4. Although across institution type the overall average of time spent studying per week is 37 ours, there are some notable differences within the constituent components. Students appear on average to spend more time in taught studies in Institutes of Technology than in Universities. However, the opposite is the case when we look at personal study as students at Universities spend three hours more per week on this than students at Institutes of Technology.

5. There is some variation across the year of study. First year students spend on average 19 hours per week in taught studies and 16 hours on personal study. In contrast, fourth year students spend on average 18 hours per week in taught classes and 23 hours on personal study. Both of these trends make sense in context as most final year courses include a written thesis component, as such less time is spent on lectures, seminars and so on. This thesis component overlaps with personal study which would increase the average time spent on personal study. Furthermore, in preparation for final examinations we would expect fourth year students to spend more time on personal study than students in other year groups.

6. Research has shown a negative correlation between the amount of time spent in employment whilst at in higher education and overall grades achieved (Tessema et al 2014; Pike et al 2008, Keute 2017). The causal relationship this strand of research proposes is that students who are employed while also studying have distinct pressures on their time and are less able to devote significant amounts of time to their own education. There is some evidence to suggest that here, but it is not as strong as the research implies. The amount of time spent in taught studies as noted above is relatively fixed and as such there are no substantive differences between employed students and students not in employment.

However, when we look at the amount of time they spend on personal study, there is a two-hour difference. Students not in employment spend on average 18 hours per week on personal study. For employed students this is only 16 hours. This may appear to be relatively minor, but it should be borne in mind that over the course of a semester the cumulative effect of this gap is more than twenty-four hours[15].

15 A typical semester is twelve weeks in length. 2 times 12 is 24 hours.

Table 6.2 presents the average weekly workload for part-time students. Of this sub-population, the average weekly time spent in study related activities is 20 hours. As is expected, this is considerably less than that of full-time students. This is divided between 8 hours spent in taught studies and 12 hours spent on personal study time. Furthermore, the differences found across gender for full-time students appear to be more marginal here.

Undergraduate part-time students spent around 9 hours in taught studies, whereas, for postgraduate students this is only 7 hours. Again, this shortfall is made up for in postgraduate study by the greater emphasis placed on personal study. In this regard, postgraduate students on average spend around 13 hours per week on personal study compared against 12 hours for undergraduates. Overall though, the variation across sub-groups is relatively stable with few large-scale changes, the most notable being the amount of time spent in personal study for students under the age of 22 (eight hours) compared against all other age groups.

TABLE 6.2: AVERAGE WEEKLY WORKLOAD (IN HOURS) FOR **PART-TIME** STUDENTS [N=2,485]

		Total time spent on taught studies in typical week	Total time spent on personal study time in typical week	Total time spent on study related activities during week in lecture period (in hours)
Gender	Female	8	13	21
	Male	8	12	20
Age	< 22	10	8	19
	22-24	9	11	20
	25-29	7	12	19
	30 +	8	13	21
Level	Undergraduate	9	12	21
	Postgraduate	7	13	20
HEI Type	University	8	13	20
	Institute of Technology	8	12	20
Study programme	Education	6	12	18
	Arts and humanities	8	15	24
	Social sciences, journalism & information	6	12	18
	Business, administration & law	8	12	21
	Natural sciences, mathematics & statistics	6	11	17
	ICTs	9	13	22
	Engineering, manufacturing & construction	7	12	18
	Agriculture, forestry, fisheries & veterinary	4	11	15
	Health & welfare	9	13	23
	Services	8	11	19
Year of study	Year 1	8	12	20
	Year 2	7	12	19
	Year 3	8	14	21
	Year 4	8	13	21
Living with Parents/ Guardians	No	8	12	20
	Yes	9	13	22
Employment	Not employed during term	8	13	21
	Employed throughout term	8	12	20
Overall		**8**	**12**	**20**

A recent study used data from Eurostudent III to IV examine the amount of time Irish students living in student accommodation spent on personal study[16]. Theoretically, because student accommodation tends to be close to the institutional campus, students who live in halls of residence should have fewer obstacles to their study, which as a result should lead to them spending more time on personal study. Research conducted in the United Kingdom and the United States has indicated this is the case in these countries, but Gormley (2016) found the opposite to be the case in Ireland. This study found that students living in student accommodation spent a lower amount of time in educationally purposeful activities than the average student living elsewhere.

As this is an interesting finding which runs counter to what is found in other countries, and as such, it is worthwhile examining if this is still the case in Ireland using the latest Eurostudent data. Table 6.3 below presents a regression model of the effect that living in student accommodation has upon the amount of time spent on personal study, along with a number of control variables, mostly in the form of indicator variables.

This model shows that students living in student accommodation spend fewer hours on personal study than students living elsewhere, and that this coefficient is significant at the 0.01 level, which means is extremely unlikely to have occurred by chance alone. Furthermore, these results appear to be robust to the inclusion of numerous controls which could feasibly be behind the difference found between students that live in student accommodation, and those living elsewhere.

Instead what is evident is that living in student accommodation, along with a host of other factors can affect the amount of time spent in personal study. For example, being one or more of the following factors; female, older, a full-time student, unemployed during term-time, or studying at a university, appear to have significant positive effects on the number of hours spent on personal study

Whereas living in student accommodation, and/or being employed during term-time significantly and negatively affect the amount of time spent in personal study. However, employment by and of itself should not be seen as a negative. The next section goes into more detail about student employment.

16 Gormley, B. (2016). Commuting versus resident students: Differences in Irish student engagement, social and living conditions based on place of residence. PhD Thesis. University of Sheffield.

TABLE 6.3: SUMMARY OF THE EFFECT KEY STUDENT CHARACTERISTICS HAVE UPON TIME SPENT ON PERSONAL STUDY [N=12,862]	
Live in student accommodation	-0.83 (0.29) **
(Ref: All other accommodation)	
Female	2.17 (0.21) ***
(Ref: Male)	
Age	0.23 (0.02) ***
Full-time student	8.75 (0.42) ***
(Ref: Part-time student)	
University	2.51 (0.24) ***
(Ref: Institutes of Technology)	
Undergraduate student	-3.67 (0.33) ***
(Ref: Postgraduate student)	
Continuously employed during term-time	-2.51 (0.23) ***
(Ref: Not continuously employed during term-time)	
Intercept	5.16 (0.78) ***
Adjusted R-squared	0.08

Note: *p<0.05, **p<0.01, ***p<0.001. Standard errors in parentheses.
Dependent Variable: the number of hours per week spent in personal study.

6.2 Student Employment

Working can give students a better understanding of what they are being taught, assist in their choice of career-path, and alleviate any financial strain that they may encounter across the academic year. On the other hand, working while studying may lead to greater absence from lectures, and as noted already, reduced time for personal study, which could result in poorer overall levels of academic achievement. This is supported by existing research which has shown a negative correlation between the amount of time spent in employment whilst at in higher education and overall grades achieved (Tessema et al 2014; Pike et al 2008, Keute 2017). The causal relationship this strand of research proposes is that students who are employed while also studying have distinct pressures on their time and are less able to devote significant amounts of time to their own education.

Before continuing, much like the overall amount of time students have available to themselves for study, the key delineator in whether students are employed appears to be the formal status of the student; whether they are full or part-time. Part-time students, by definition, have more time available to spend outside of the structured learning environment, and as has been previously noted, tend to be older and more likely to have children, which means they are less likely to be dependent upon their parents for financial support and more likely to have dependents themselves and as such, need employment to maintain their studies. Full-time students which as noted in Chapters 4 and 5 are more likely to rely upon financial support from their parents and/or live with their parents and thus have less of a need for additional finances and instead can concentrate (if they so wish) upon their studies.

Because of this, these two sub-groups within the population have very different experiences of employment and to examine them together would mask how each group evaluates their employment. Because of this, this section discusses the results pertaining to these two sub-groups separately.

All students were asked if they had a paid job (or paid internship) during the current semester. Table 6.4 presents the level of employment for full-time students across a number of student characteristics.

Of the total full-time student population, approximately 54 percent work during term-time (35 percent throughout the whole semester, and 19 percent who only work occasionally), and 46 percent do not work at all during term-time. Furthermore, this distribution does not change much over our sub-categories of interest. Although male students and students not living with their parents appear to work slightly less than female students and students who live with their parents.

TABLE 6.4: LEVEL OF EMPLOYMENT ACROSS KEY STUDENT CHARACTERISTICS – **FULL-TIME** STUDENTS ONLY [N=11,203]

		Yes, I work during the whole term	Yes, I work from time to time during term-time	No, I don't work during term-time
Gender	Female	40%	18%	42%
	Male	30%	19%	51%
Age	< 22	37%	20%	43%
	22-24	36%	18%	46%
	25-29	30%	16%	54%
	30 +	26%	15%	59%
Level	Undergraduate	35%	19%	46%
	Postgraduate	32%	20%	48%
HEI Type	University	36%	19%	45%
	Institute of Technology	34%	17%	49%
Living with Parents/ Guardians	No	31%	19%	50%
	Yes	41%	18%	41%
Employment	Not employed during term	0%	29%	71%
	Employed throughout term	100%	0%	0%
Overall		**35%**	**19%**	**46%**

Table 6.5 presents the level of employment for part-time students across a number of student characteristics and shows that around 93 percent of students work during term-time (88 percent throughout the whole semester, and five percent who only work occasionally), compared against seven percent who do not work at all during term-time. Furthermore, this distribution does not change much over our sub-categories of interest.

TABLE 6.5: LEVEL OF EMPLOYMENT ACROSS KEY STUDENT CHARACTERISTICS – **PART-TIME** STUDENTS ONLY [N=1,910]

		Yes, I work during the whole term	Yes, I work from time to time during term-time	No, I don't work during term-time
Gender	Female	89%	3%	8%
	Male	87%	6%	7%
Age	< 22	83%	9%	9%
	22-24	88%	4%	7%
	25-29	88%	5%	7%
	30 +	88%	4%	7%
Level	Undergraduate	90%	4%	6%
	Postgraduate	86%	5%	8%
HEI Type	University	87%	5%	8%
	Institute of Technology	89%	4%	6%
Living with Parents/ Guardians	No	89%	4%	7%
	Yes	83%	6%	11%
Employment	Not employed during term	0%	39%	61%
	Employed throughout term	100%	0%	0%
Overall		**88%**	**5%**	**7%**

Table 6.6 presents the average amount of time spent working by students who are employed during term-time. Of this population, full-time students who work consistently throughout the term spend on average 17 hours per week in employment. For part-time students (who work throughout the term), the average amount of time spent in employment is 38 hours per week. Furthermore, across our sub-categories of interest there is not much variation. Only age appears to some substantive effect on the amount of time spent in employment, with younger students spending less time working than older students.

TABLE 6.6: AVERAGE TIME (IN HOURS) SPENT ON PAID JOBS PER WEEK DURING TERM-TIME [N=18,347]

		Full-time	Part-time
Gender	Female	9	33
	Male	7	36
Age	< 22	8	25
	22-24	8	32
	25-29	8	34
	30 +	8	34
Level	Undergraduate	8	34
	Postgraduate	9	34
HEI Type	University	8	34
	Institute of Technology	8	33
Living with Parents/ Guardians	No	7	35
	Yes	9	31
Employment	Employed occasionally during term	3	7
	Employed throughout term	17	38
Overall		**8**	**34**

Table 6.7 presents a logistic regression model of a number of factors and the effect that they have upon the likelihood of full-time students working throughout (rather than occasionally) during term-time. The dependent variable in this model is a binary variable constructed from the survey question "Do you have (a) paid job(s) during the current semester?" Students that worked during the whole semester were coded as one, and those that did not work, or only worked "from time to time" were coded as zero.

The independent variables used in the model include most of the key characteristics used throughout, and these have been supplemented by some additional variables which can be theorised to have an effect on the likelihood of working. For example, students from outside of Ireland could be expected to be less likely to work during term-time because they could be expected to focus solely on their studies due the higher levels of tuition fees they have to pay. Furthermore, if they are from outside of the European Union they may not be permitted to seek employment in Ireland. In addition, it could be argued that students are less likely to seek employment if their costs are being met by income received from their parents, family or partners; as such these financial contributions are also included in the model below.

TABLE 6.7: SUMMARY OF THE EFFECT THAT KEY STUDENT CHARACTERISTICS HAVE UPON THE LIKELIHOOD OF WORKING DURING TERM-TIME [FULL-TIME STUDENTS ONLY, N=16,956]

	Odds Ratio
Female	1.58 (0.07) ***
(Ref: Male)	
Age	0.98 (0.00) ***
Undergraduate student	0.90 (0.06)
(Ref: Postgraduate student)	
University	1.11 (0.06)
(Ref: Institutes of Technology)	
International student	0.47 (0.04) ***
(Ref: Domestic student)	
Live with parents/guardian	1.06 (0) ***
(Ref: All other accommodation)	
Monthly provision from family/partner	-0.99 (0.00) ***
Intercept	0.76 (0.09) *
Pseudo R-squared	0.19

Note: *p<0.05, **p<0.01, ***p<0.001. Standard errors in parentheses.
Dependent Variable: Work throughout the term.

From this model, gender appears to have a significant impact on the likelihood of being continuously employed during term-time, with female students being more likely to have a job than male students. Students living with their parents are also more likely than their counterparts to be in employment. Each of these variables are statistically significant at the 0.001 level. In contrast, as theorised above, international students are less likely to be in employment than students from Ireland. This is significant at the 0.001 level. In addition, students who receive income from their parents, family or partners are less likely to be in employment; presumably this is because their costs are being met by others.

So far, two patterns have emerged, in that full-time students are less likely to be in employment during term-time than part-time students, and these patterns hold up over a range of potential mediating characteristics. However, this is not the only period of time in which students could have been employed. The survey asks students if they had a job before entering higher education, and also asks if they have had a job during a lecture-free period (i.e. outside of term-time) over the last year.

Table 6.8 presents the degree to which full-time students were employed before entering higher education for the first time. Of the total full-time student population, approximately 44 percent of students did not work before entering higher education for the first time, 30 percent had occasional employment for less than a year, and 27 percent were employed for over a year (12 percent worked less than 20 hours per week and 15 percent worked more than 20 hours per week). For undergraduates, the trend appears to be for entry into higher education without any substantive experience of employment. For postgraduates however, 29 percent say that they have worked continuously for over a year (and more than 20 hours per week) before beginning. This is perhaps due to the need to save money before starting their postgraduate programme.

TABLE 6.8: PAID JOB(S) PRIOR TO ENTERING HIGHER EDUCATION FOR THE FIRST TIME – **FULL-TIME** STUDENTS ONLY [N=14,649]

		Yes, I worked continuously for at least one year without interruption and at least 20h per week	Yes, I worked continuously for at least one year without interruption and less than 20h per week	Yes, I worked, but less than one year	No, I did not work prior to entering higher education
Gender	Female	14%	13%	29%	44%
	Male	15%	11%	30%	43%
Age	< 22	6%	13%	33%	48%
	22-24	14%	13%	29%	44%
	25-29	41%	11%	18%	29%
	30 +	57%	8%	11%	24%
Level	Undergraduate	13%	12%	30%	44%
	Postgraduate	29%	13%	21%	37%
HEI Type	University	13%	13%	31%	43%
	Institute of Technology	19%	11%	25%	45%
Living with Parents/Guardians	No	19%	12%	30%	39%
	Yes	9%	12%	29%	50%
Employment	Not employed during term	13%	10%	29%	48%
	Employed throughout term	20%	20%	30%	31%
Overall		**15%**	**12%**	**30%**	**44%**

Similar cases can be made for students not living with their parents as 19 percent of these students say that they have worked continuously for over a year (and more than 20 hours per week) before entering higher education, and for older students (25 and over) of which at least 41 percent have worked continuously for over a year (and more than 20 hours per week) before entering higher education. Both of which suggest that without the financial support of their parents (through the reduced cost of accommodation and potential transfers in kind) they have to work before entering higher education to save money to provide themselves with a source of income while studying.

TABLE 6.9: PAID JOB(S) PRIOR TO ENTERING HIGHER EDUCATION FOR THE FIRST TIME – **PART-TIME** STUDENTS ONLY [N=2,346]

		Yes, I worked continuously for at least one year without interruption and at least 20h per week	Yes, I worked continuously for at least one year without interruption and less than 20h per week	Yes, I worked, but less than one year	No, I did not work prior to entering higher education
Gender	Female	43%	13%	17%	27%
	Male	48%	10%	15%	27%
Age	< 22	23%	8%	19%	50%
	22-24	25%	14%	27%	34%
	25-29	39%	13%	17%	31%
	30 +	49%	11%	15%	25%
Level	Undergraduate	57%	10%	12%	21%
	Postgraduate	35%	13%	19%	33%
HEI Type	University	41%	12%	18%	29%
	Institute of Technology	53%	10%	13%	23%
Living with Parents/Guardians	No	47%	12%	15%	26%
	Yes	35%	13%	19%	33%
Employment	Not employed during term	40%	9%	20%	31%
	Employed throughout term	47%	13%	15%	25%
Overall		**45%**	**12%**	**16%**	**27%**

Table 6.9 presents the degree to which part-time students were employed before entering higher education for the first time. Of the total part-time student population, only 27 percent of students did not work before entering higher education for the first time, 16 percent had occasional employment for less than a year, and 57 percent were employed for over a year (12 percent worked less than 20 hours per week and 45 percent worked more than 20 hours per week).

From this table, part-time undergraduates appear to be more likely to have worked for over a year and for over 20 hours per week. Again, as noted elsewhere part-time undergraduates are more likely to be older and not reliant upon financial support from their parents as such require employment to support themselves and save money before entering higher education. This is also supported by the pattern found across the age and not living with parents' categories. Male students appear to be slightly more likely to have worked for over a year and for over 20 hours per week than female students. The same appears to be the case for students at Institutes of Technology over students at Universities.

TABLE 6.10: EMPLOYMENT DURING A LECTURE-FREE PERIOD OVER THE LAST 12 MONTHS [N=12,927]

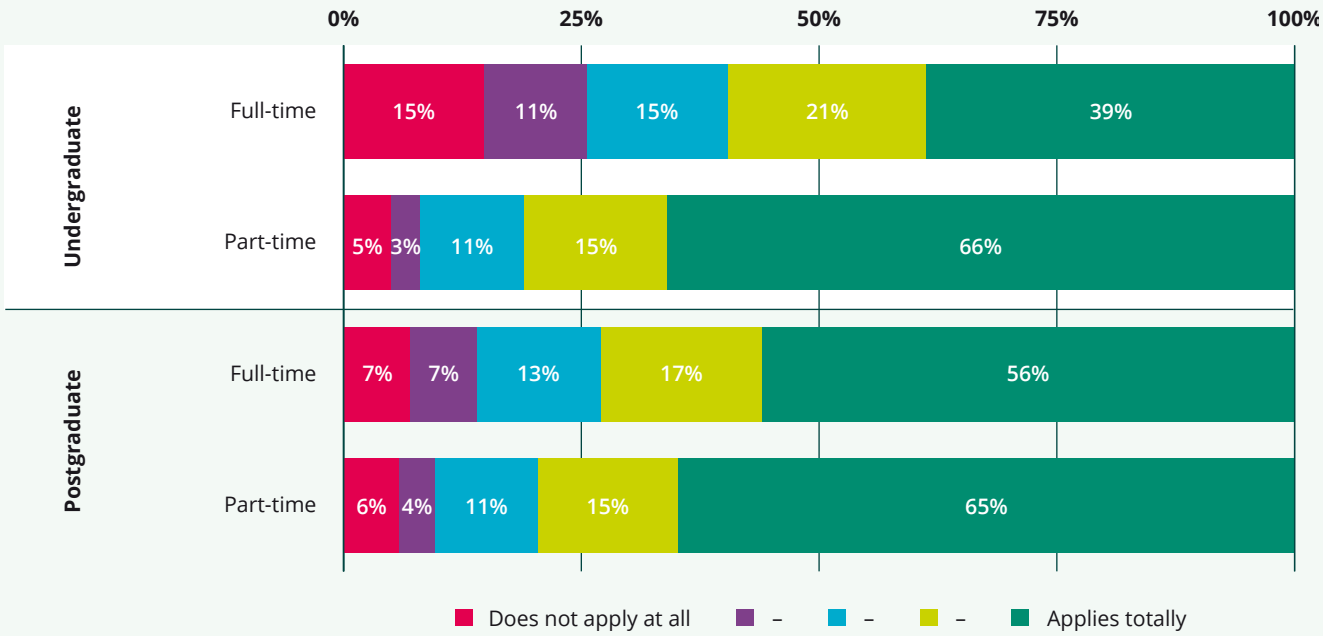
		Full-time		Part-time	
		No	Yes	No	Yes
Gender	Female	29%	71%	11%	89%
	Male	34%	66%	9%	91%
Age	< 22	28%	72%	14%	86%
	22-24	27%	73%	5%	95%
	25-29	40%	60%	8%	92%
	30 +	53%	47%	11%	89%
Level	Undergraduate	30%	70%	9%	91%
	Postgraduate	39%	61%	12%	88%
HEI Type	University	29%	71%	11%	89%
	Institute of Technology	36%	64%	9%	91%
Living with Parents/ Guardians	No	33%	67%	10%	90%
	Yes	29%	71%	10%	90%
Employment	Not employed during term	46%	54%	61%	39%
	Employed throughout term	4%	96%	3%	97%
Overall		**31%**	**69%**	**10%**	**90%**

Table 6.10 presents the degree to which full-time and part-time students were employed during a lecture-free period over the last year. Of the total full-time student population, approximately 69 percent of students worked during a lecture-free period. As noted in Table 6.4 only 35 percent of full-time students work throughout term-time. As such, this suggests that these students tend to work outside of term-time, and during the academic year focus on their studies. In contrast, 90 percent of part-time students worked during a lecture-free period, which is marginally higher than the 88 percent that work during term-time (cf. Table 6.5). As such, this suggests that part-time students balance work and study together, rather than alternating between the two depending on the time of year as full-time students appear to do.

6.3 Study – Employment Balance

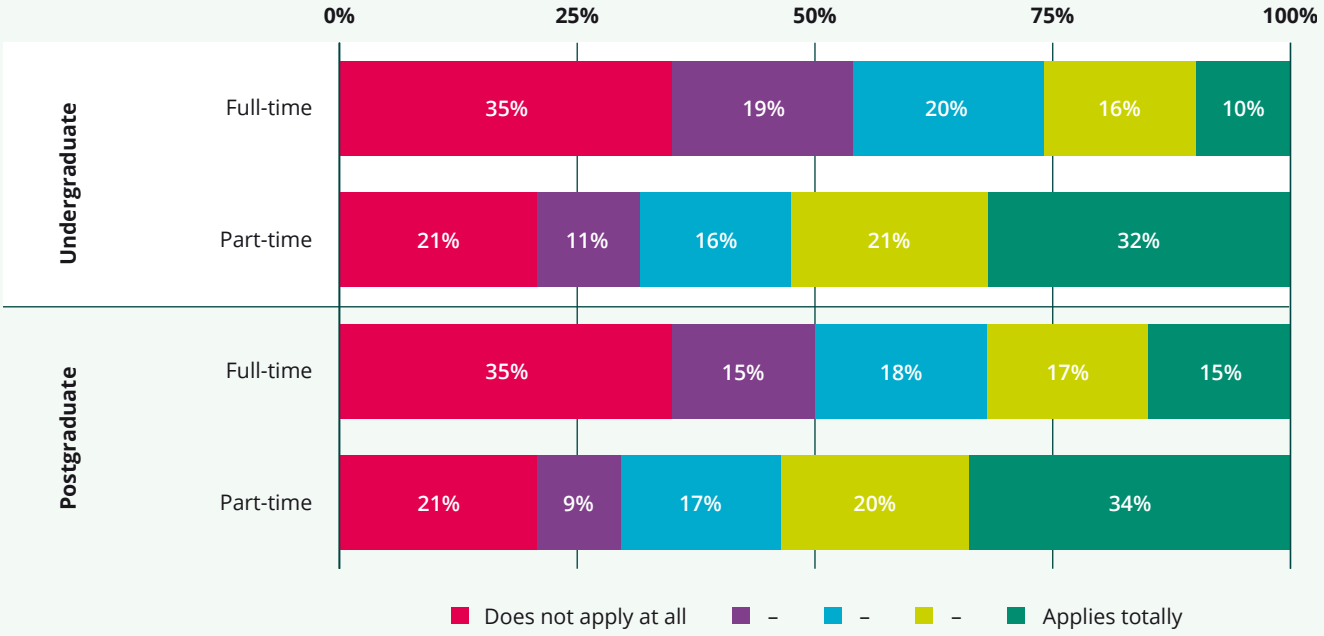
All students who had a paid job within the current semester were asked to what extent a series of statements applied to them, Figure 6.1 illustrates the results across full and part-time students at both the undergraduate and postgraduate level. Of the students that work on average, 39 percent of full-time undergraduates and 56 percent of full-time postgraduates agree totally with the statement, "I work to cover my living costs". This increases to 66 percent and 65 percent for part-time undergraduates and postgraduates respectively.

FIGURE 6.1: LEVEL OF AGREEMENT WITH THE STATEMENT – "I WORK TO COVER MY LIVING COSTS" [N=7,697]



The distribution of responses for the second statement, "I work to gain experience on the labour market" across students shows a similar pattern with 10 percent of full-time undergraduates and 15 percent of full-time postgraduates totally agreeing with the statement, and large proportions of both groups saying that the statement does not apply to them at all. In contrast 32 percent of part-time undergraduates and 34 percent of part-time undergraduates totally agree with the statement.

FIGURE 6.2: LEVEL OF AGREEMENT WITH THE STATEMENT – "I WORK TO GAIN EXPERIENCE ON THE LABOUR MARKET" [N=7,290]



The third statement, "without my paid job, I could not afford to be a student" is supported totally by 47 percent of full-time undergraduates and 54 percent of full-time postgraduates. This rises to 73 percent for part-time undergraduates and 69 percent of part-time postgraduates.

FIGURE 6.3: LEVEL OF AGREEMENT WITH THE STATEMENT – "WITHOUT MY PAID JOB, I COULD NOT AFFORD TO BE A STUDENT" [N=7,273]

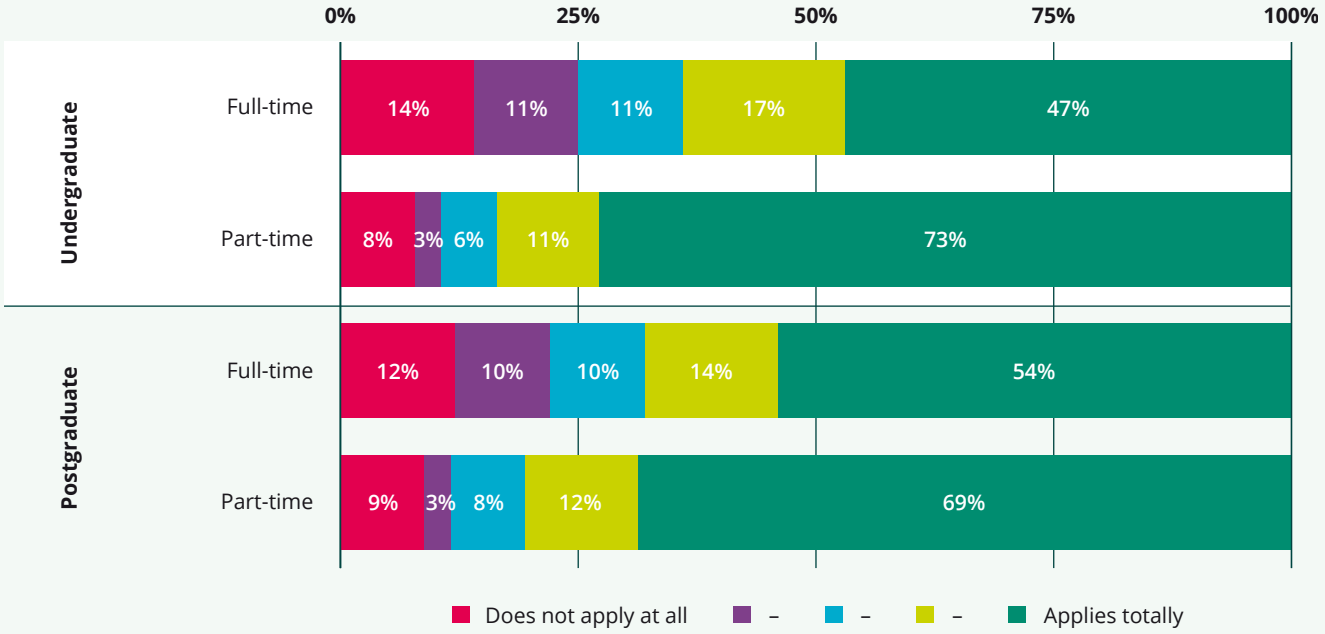
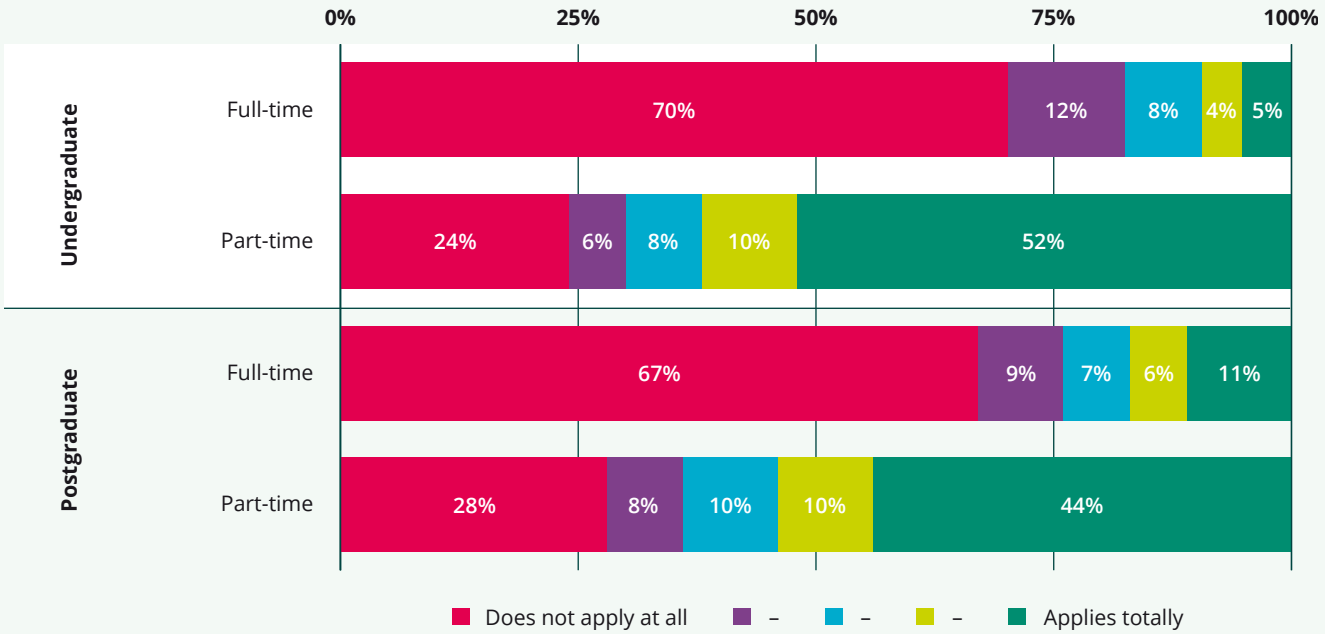


FIGURE 6.4: LEVEL OF AGREEMENT WITH THE STATEMENT – "I WORK BECAUSE I HAVE TO SUPPORT OTHERS FINANCIALLY (CHILDREN, PARTNER, PARENTS ETC.)" [N=7,267]

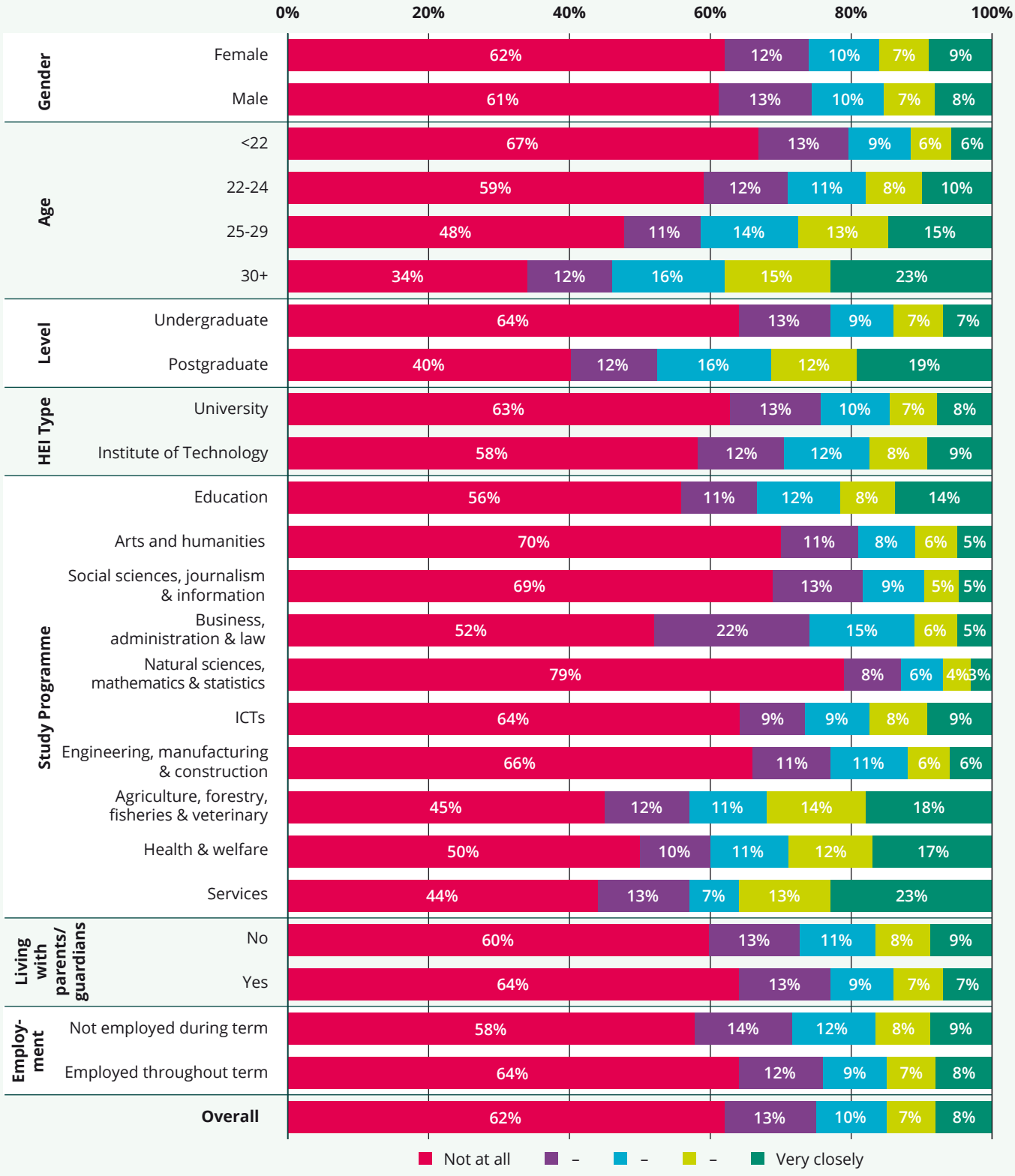


The fourth statement “I work because I have to support others financially” shows the greatest degree of variation across part-time and full-time students as 70 percent of full-time undergraduates and 67 percent of full-time postgraduates say that this does not apply to them at all. However, the opposite appears to be the case for part-time students as 52 and 44 percent of part-time undergraduates and postgraduates respectively totally agree with this statement.

Once again, reactions to these statements appear to be linked through the formal status of students and the corresponding characteristics they are likely to exhibit. For example, we already know that part-time students tend to be older, and less reliant on their parents to support them financially, as such these students tend to display a greater need to work to support both themselves and others.

Figures 6.5 and 6.6 present how closely students’ jobs relate to the content of their study programmes for full-time and part-time students separately. For full-time students across the categories of interest, the trend appears to be for jobs to have little to no relation to their study programme. For part-time students however, the opposite appears to be the case, in that their jobs are closely related to their study programmes.

FIGURE 6.5: DEGREE TO WHICH JOB IS RELATED TO CONTENT OF STUDY PROGRAMME – **FULL-TIME** STUDENTS ONLY [N=5,925]



As such, these distinct patterns suggest that full-time students are employed solely to support themselves and are happy to work in a field that bears little to no relation to their overall field of interest. In contrast, part-time students' employment appears to be closely related to their field of study which suggests that they are choosing vocational study programmes that closely align with their current jobs, potentially to further develop their skills in these fields, assist their professional development, and further their chosen careers.

FIGURE 6.6: DEGREE TO WHICH JOB IS RELATED TO CONTENT OF STUDY PROGRAMME – **PART-TIME** STUDENTS ONLY [N=1,724]

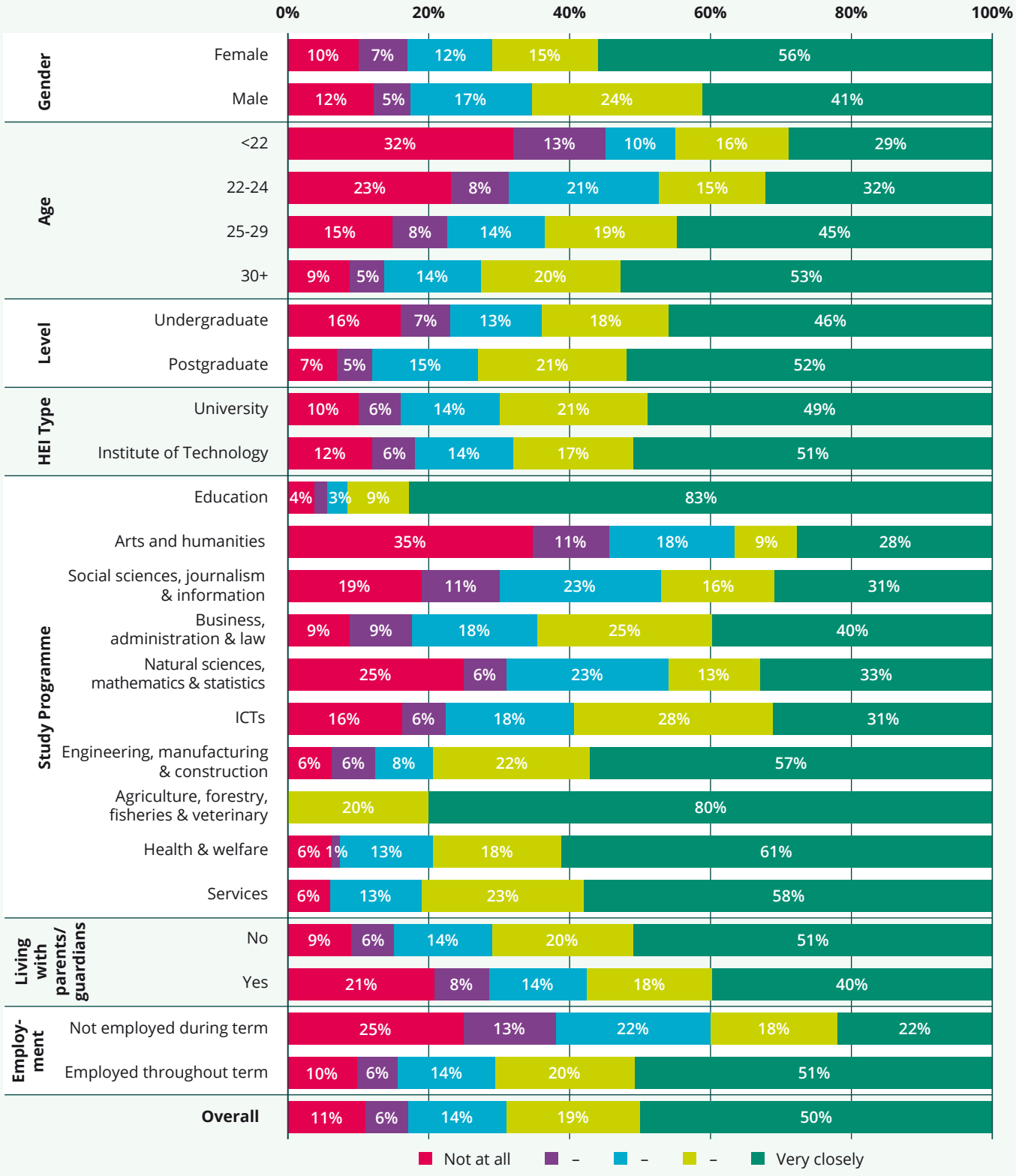
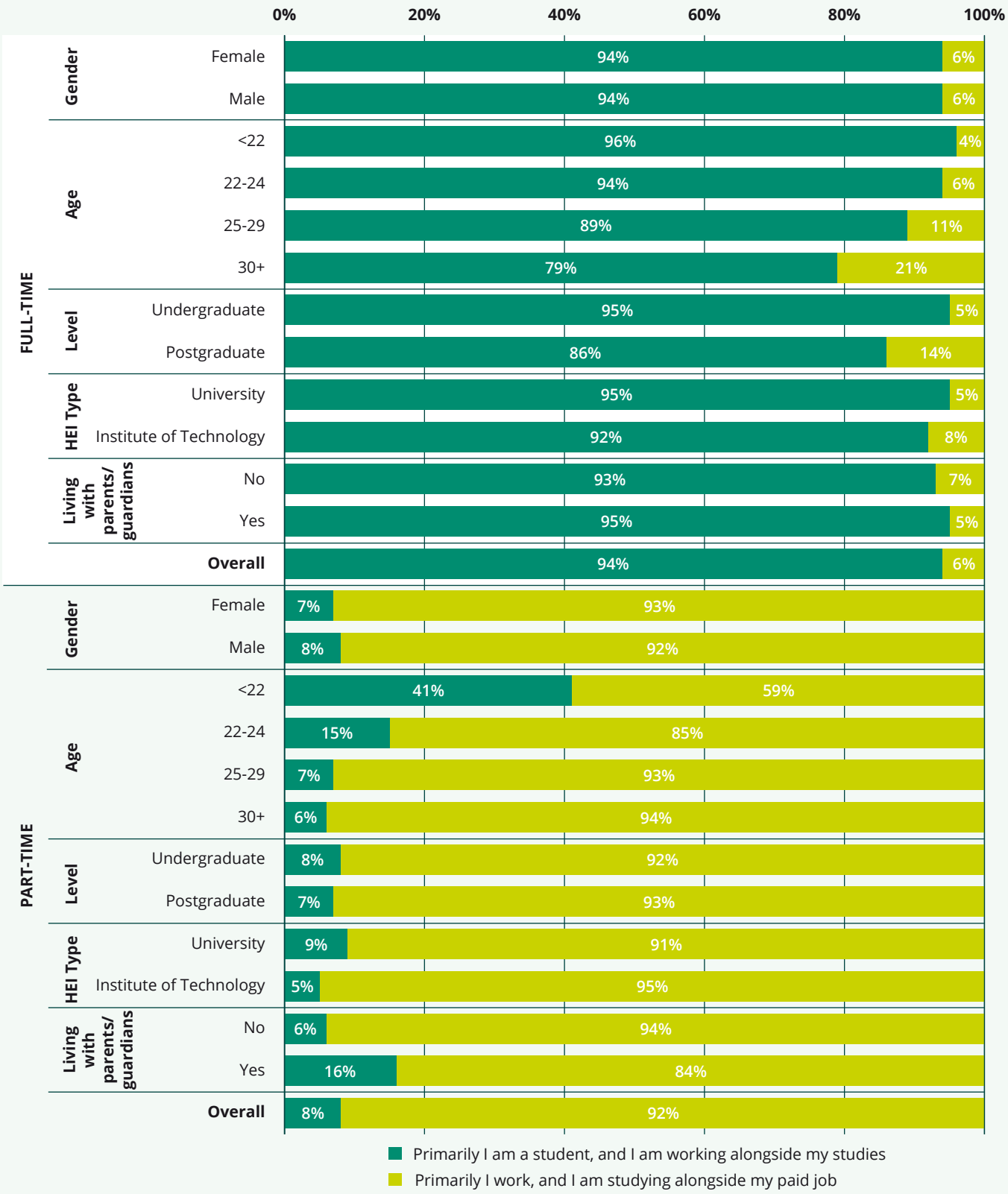
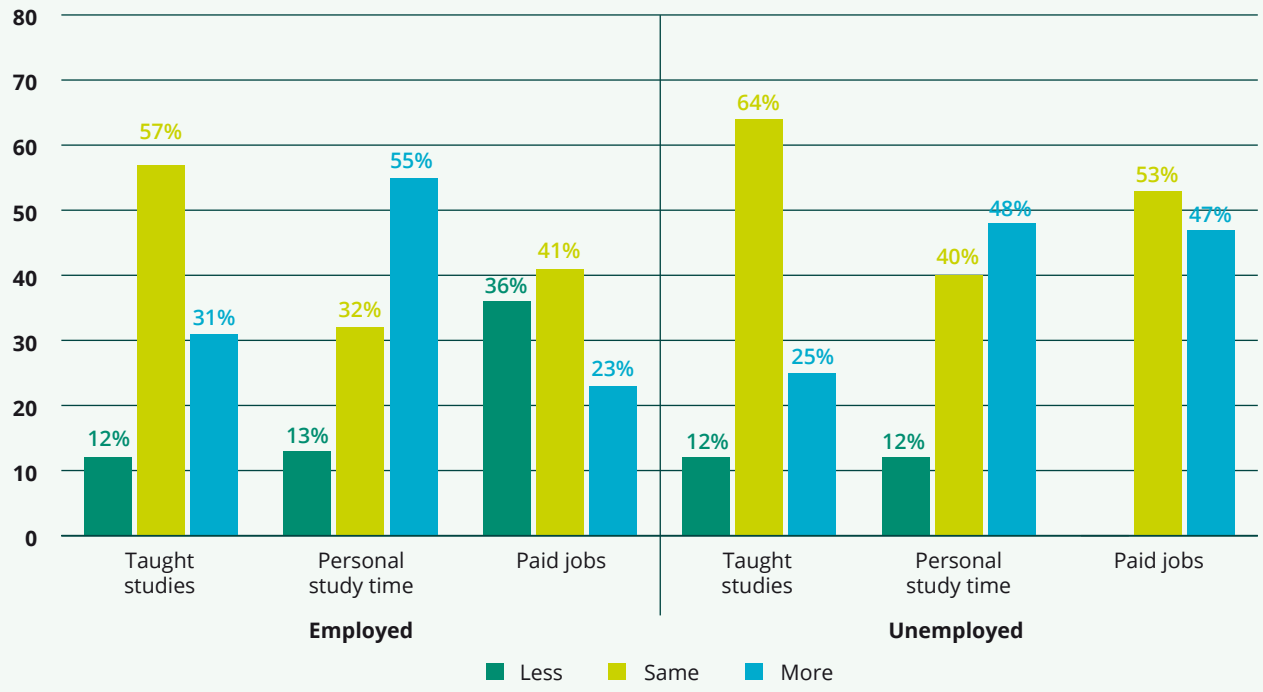


FIGURE 6.7: DEGREE TO WHICH STUDENTS SEE THEMSELVES AS A STUDENT OR WORKER [N=7,636]



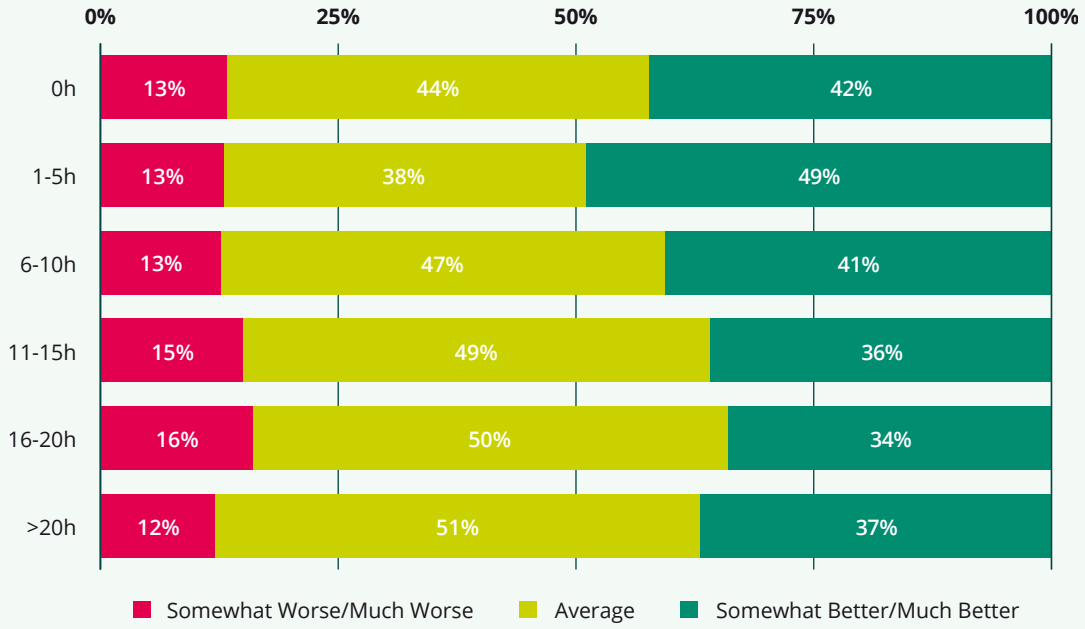
This is further supported by Figure 6.7 which shows the degree to which students' think of themselves as primarily a student or someone who works. Of the total full-time student population, 94 percent of students said that they thought of themselves as a student first, and they work alongside their studies. However, of the total part-time student population 92 percent said that they thought of themselves as working first, and that they study alongside their job. Furthermore, these responses are very consistent across categories of students, with only younger part-time students and those that live with their parents deviating from the overall trend.

FIGURE 6.8: POTENTIAL BALANCE BETWEEN TIME STUDYING AND EMPLOYMENT BY EMPLOYMENT STATUS [N=10,836]



The allocation of students' time on personal study, taught studies and employment is presented in Figure 6.8. This chart shows how students would want to spend their time across employment status. Regardless of whether students are employed or not, most students (between 57 and 64 percent) would not change the amount of time they allocate to taught studies. However, across the time students would like to spend on personal study and employment, there is an interesting pattern. The majority of students who are employed during term-time would like to devote more time to personal study (55 percent), and a large proportion would like to spend less time working (36 percent). In contrast, a large proportion of students who are not in employment would like to devote more of their time to employment (47 percent), and either the same amount or more time on their own studies. As such, these patterns point to some dissatisfaction by students on their work-study balance in that students who are working would like to spend more time on their studies, whereas students who are not in employment and have more time to spend on their studies, would like to spend more of their time in employment.

FIGURE 6.9: "HOW WOULD YOU RATE YOUR PERFORMANCE SO FAR IN YOUR CURRENT (MAIN) STUDY PROGRAMME IN COMPARISON TO THAT OF YOUR FELLOW STUDENTS?" BY TIME SPENT IN EMPLOYMENT PER WEEK [N=12,937]



Finally, to return to a theme touched upon a number of times in this chapter, a large number of research studies have shown a negative correlation between the amount of time spent in employment whilst at in higher education and overall grades achieved (Tessema et al 2014; Pike et al 2008, Keute 2017). However, students themselves do not appear to feel that employment affects their performance relative to other students. Figure 6.9 presents students' own rating of the performance on their study programme by time spent in employment. If students who are in employment were under pressure to keep up with other students due to them having less time to devote to studying, then we would expect to see a trend towards higher proportions of students rating themselves somewhat worse or worse as the amount of time in employment goes up. However, that is not what is shown here. Instead regardless of the amount of time spent in employment students' self-evaluation of their performances remain very stable.

CHAPTER 7:
STUDENT SUPPORT

Chapter 4 touched upon financial difficulties that students may experience. However, this is not the only form of difficulty that students may experience throughout their time in higher education. As such, this chapter specifically examines the various difficulties students' may experience throughout their time in higher education, and the level of support they receive from their institutions to alleviate these difficulties.

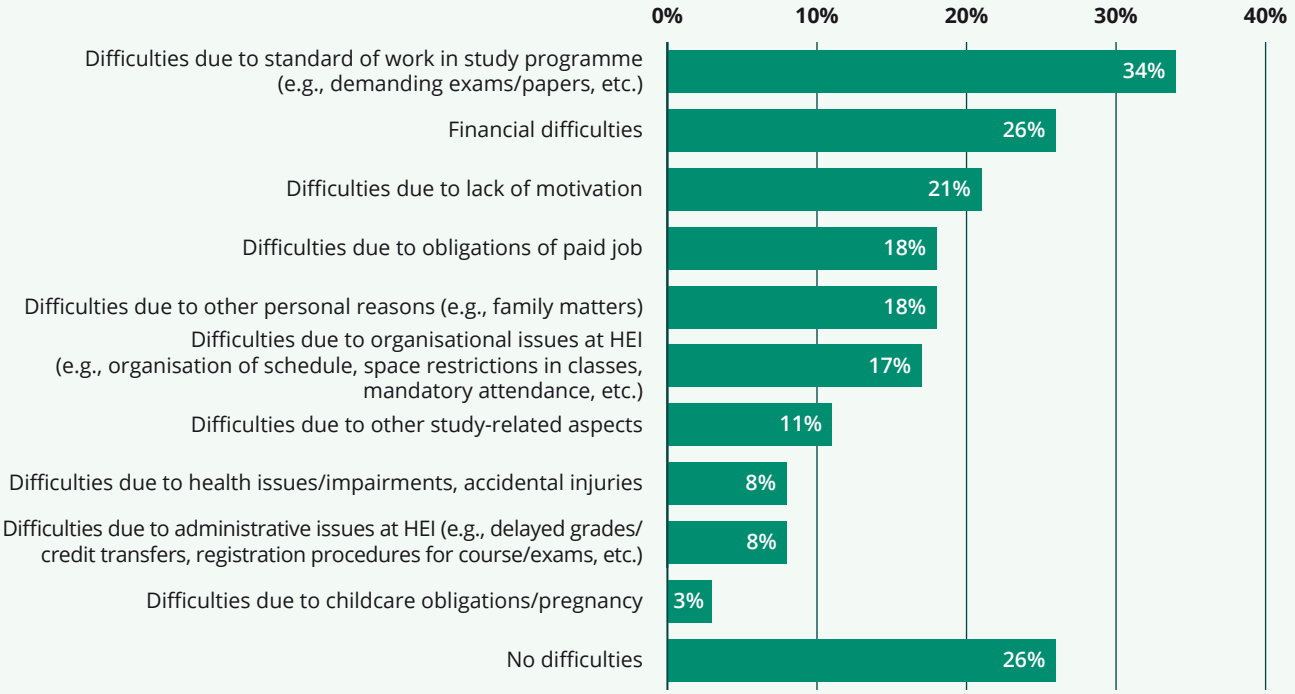
This chapter is structured in the following way. Section 7.1 looks at the different forms of difficulty that students may experience, and the extent to which these difficulties affect different student groups. Section 7.2 examines students' evaluations of institutional facilities and supports available to them. Finally, Section 7.3 looks at the specific difficulties students with impairments or disabilities can experience and how these students evaluate the supports they receive from their institutions.

7.1 Student Difficulties

Within the survey, all students were asked, "during the current term, are you experiencing any difficulties in your study programme?". At this point, students were presented with a multiple-choice list where they could select any of a number of difficulties that they had experienced. Figure 7.1 presents the percentage of students saying "yes" to each item on the list, which has been ordered from difficulty that the largest percentage of students said that they had or were experiencing, to the lowest.

As can be seen from this chart, 26 percent of all students have experienced none of the difficulties mentioned, which by extension means that 74 percent of all students have experienced at least one difficulty. The most popular category of difficulty is 'difficulties due to the standard of work in the study programme' followed by 'financial difficulties'. The difficulty experienced by the lowest percentage of students are 'difficulties due to childcare obligations or pregnancy'. Though of course, the likelihood of experiencing this difficulty is contingent on having a child or children, and as most students are not in this position (cf. Section 1.2), it is a difficulty that is unlikely to personally affect them. However, for students with a child or children 27 percent have been affected by difficulties associated with childcare or pregnancy.

FIGURE 7.1: PERCENTAGE OF STUDENTS EXPERIENCING VARIOUS DIFFICULTIES [N=16,625]



Much like difficulties due to pregnancy or childcare being more likely to affect students who have children, different difficulties are likely to affect different groups of students in a variety of ways. Figures 7.2 to 7.12 show the distribution of each difficulty across key student characteristics.

Figure 7.2 shows the percentage of students who have experienced difficulties due to the standard of work in their study programme. As can be seen in this chart, female students appear to be more likely to have experienced this problem than their male colleagues (38 percent to 30 percent). Students in universities are slightly more likely to have experienced difficulties in this regard than students in Institutes of Technology (35 percent to 31 percent). Full-time undergraduates appear to be more likely to experience difficulties due to the standard of work in their study programme than part-time undergraduates (36 percent to 27 percent). The same pattern appears between full-time and part-time postgraduates (28 percent to 22 percent). Age appears to have a mitigating effect are students get older the proportion appears to decline. Finally, employment appears to have little effect as the proportions across students employed throughout term and those that are not, are broadly similar (34 to 33 percent).

FIGURE 7.2: PERCENTAGE OF STUDENTS EXPERIENCING DIFFICULTIES DUE TO STANDARD OF WORK IN STUDY PROGRAMME (E.G., DEMANDING EXAMS/PAPERS, ETC.) ACROSS KEY CHARACTERISTICS [N=16,624]

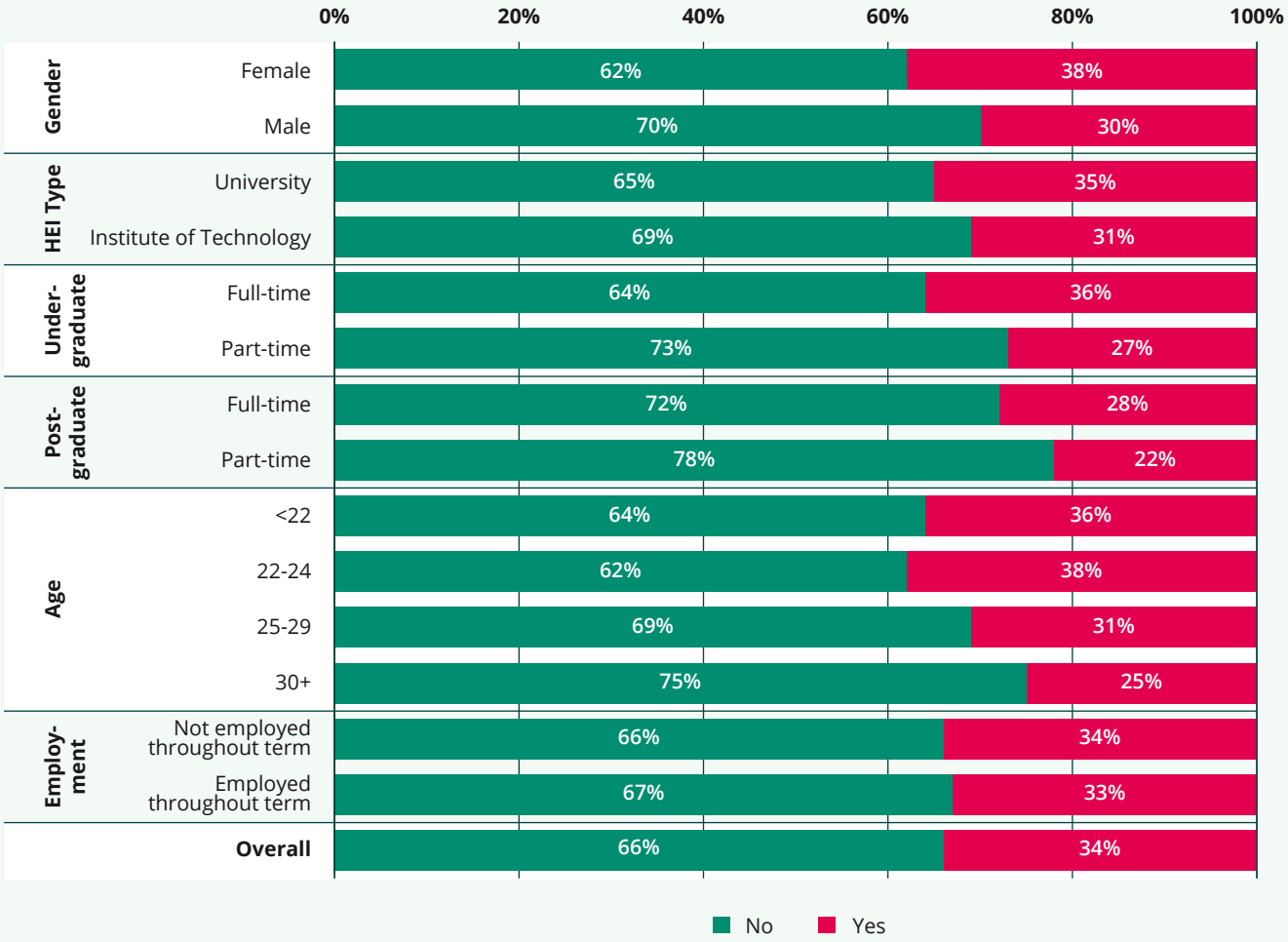
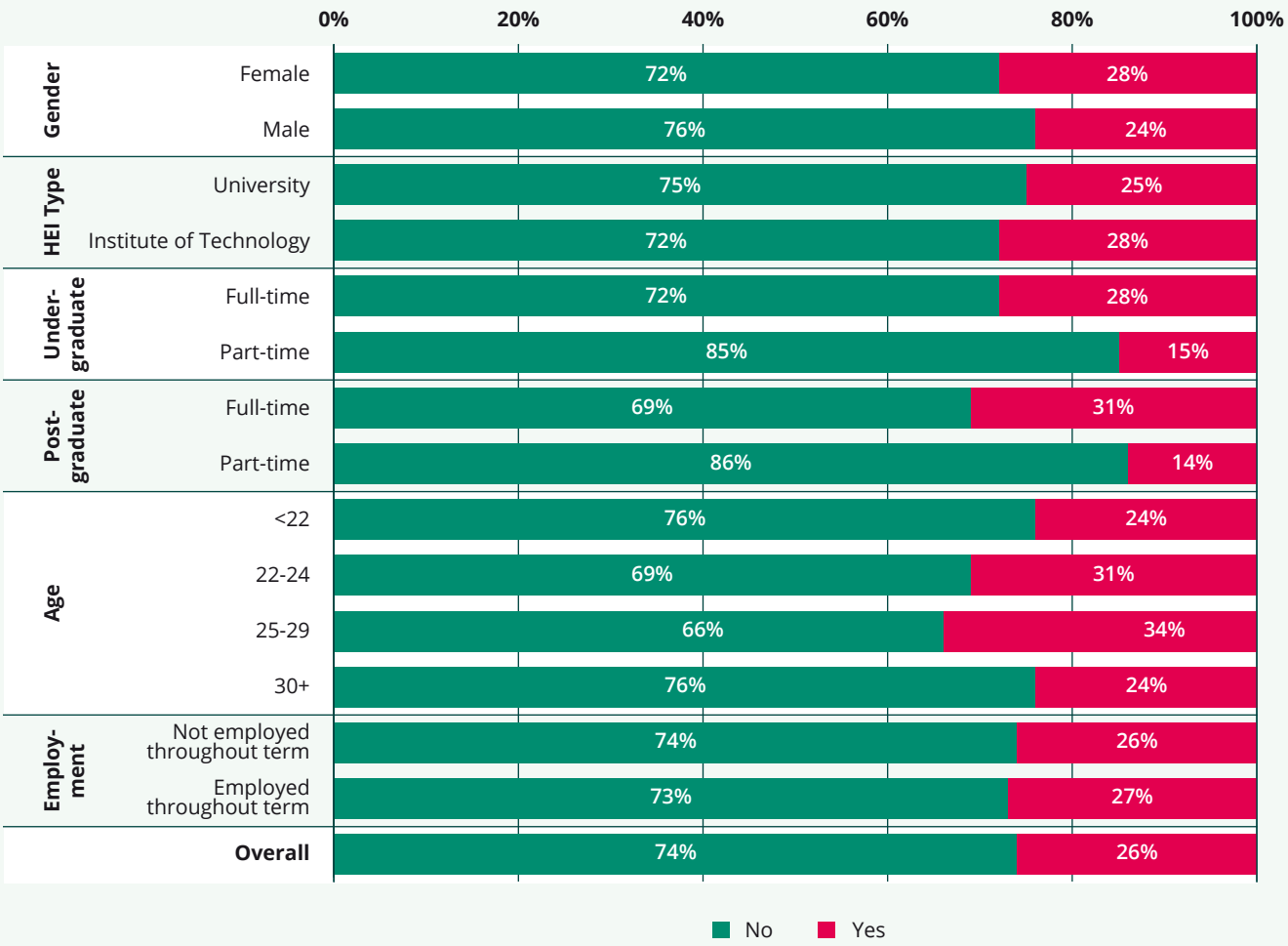


Figure 7.3 shows the percentage of students who have experienced financial difficulties. This chart could be seen as a replication of Figure 4.1, however, the question used in that chart asked about the degree to which students had experienced financial difficulties, whereas in this case, the question has a binary 'yes/no' response.

FIGURE 7.3: PERCENTAGE OF STUDENTS EXPERIENCING FINANCIAL DIFFICULTIES ACROSS KEY CHARACTERISTICS [N=16,624]



Full-time students regardless of undergraduate or postgraduate status are more likely to experience financial difficulties than part-time students. Age appears to have a negative effect as students get older the proportion experiencing financial difficulties tends to increase. Finally, employment, gender and type of HEI appear to have little effect as the proportions across students in these categories are broadly similar (26 to 27 percent).

FIGURE 7.4: PERCENTAGE OF STUDENTS EXPERIENCING DIFFICULTIES DUE TO LACK OF MOTIVATION ACROSS KEY CHARACTERISTICS [N=16,625]

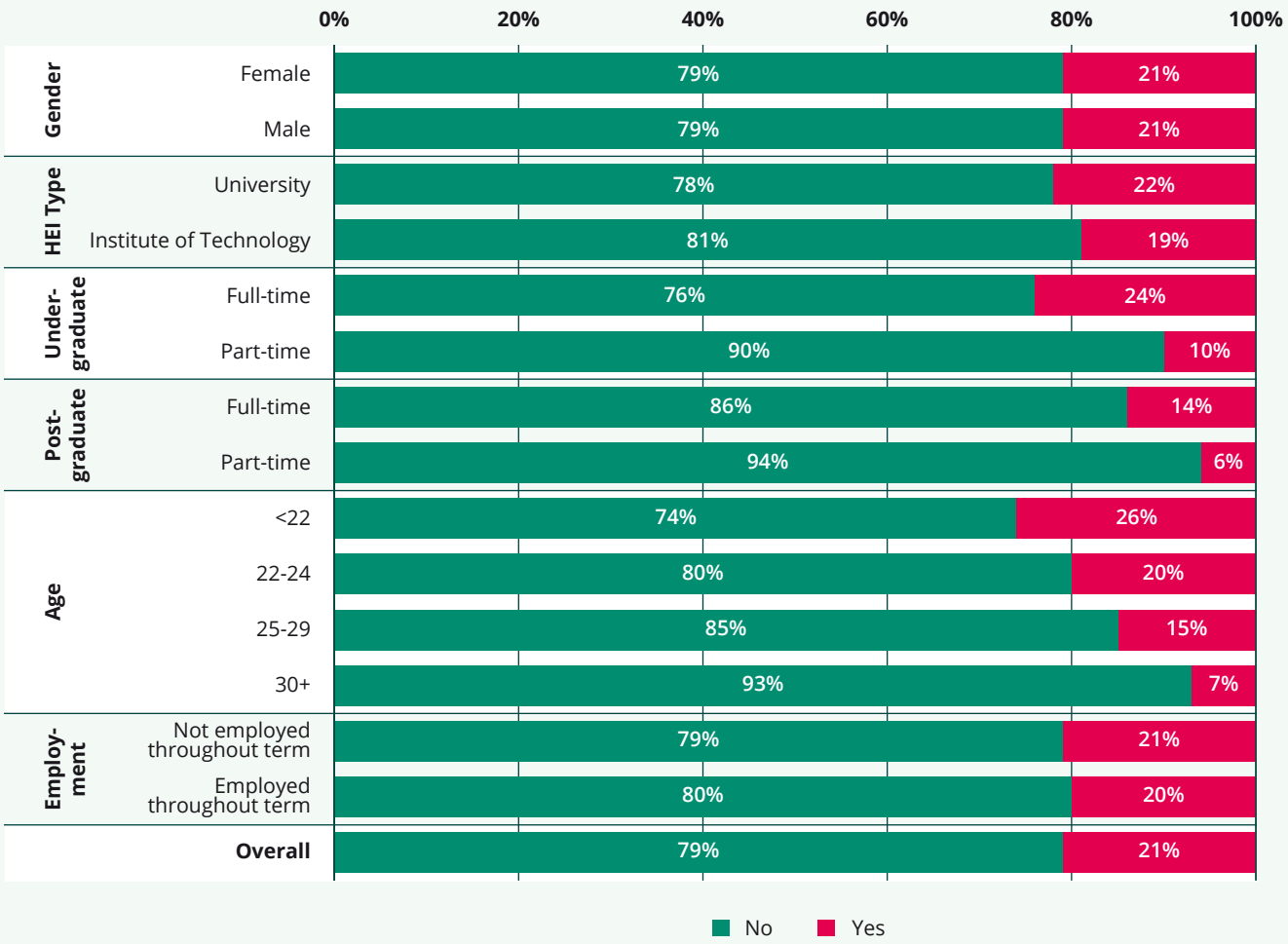


Figure 7.4 shows the percentage of students who have experienced difficulties due to lack of motivation. This chart shows that lack of motivation appears to affect both male and female students equally. Students in universities are slightly more likely to experienced difficulties in this regard than students in Institutes of Technology (22 percent to 19 percent). Full-time undergraduates appear to be more likely to experience motivational difficulties than part-time undergraduates (24 percent to 10 percent). The same pattern appears between full-time and part-time postgraduates (14 percent to six percent). Age appears to have a mitigating effect on lack of motivation, as older students are less likely to report this difficulty than young students. Finally, employment appears to have little effect as the proportions across students employed throughout term and those that are not, are broadly similar (21 to 20 percent).

FIGURE 7.5: PERCENTAGE OF STUDENTS EXPERIENCING DIFFICULTIES DUE TO OBLIGATIONS OF PAID JOB ACROSS KEY CHARACTERISTICS [N=16,625]

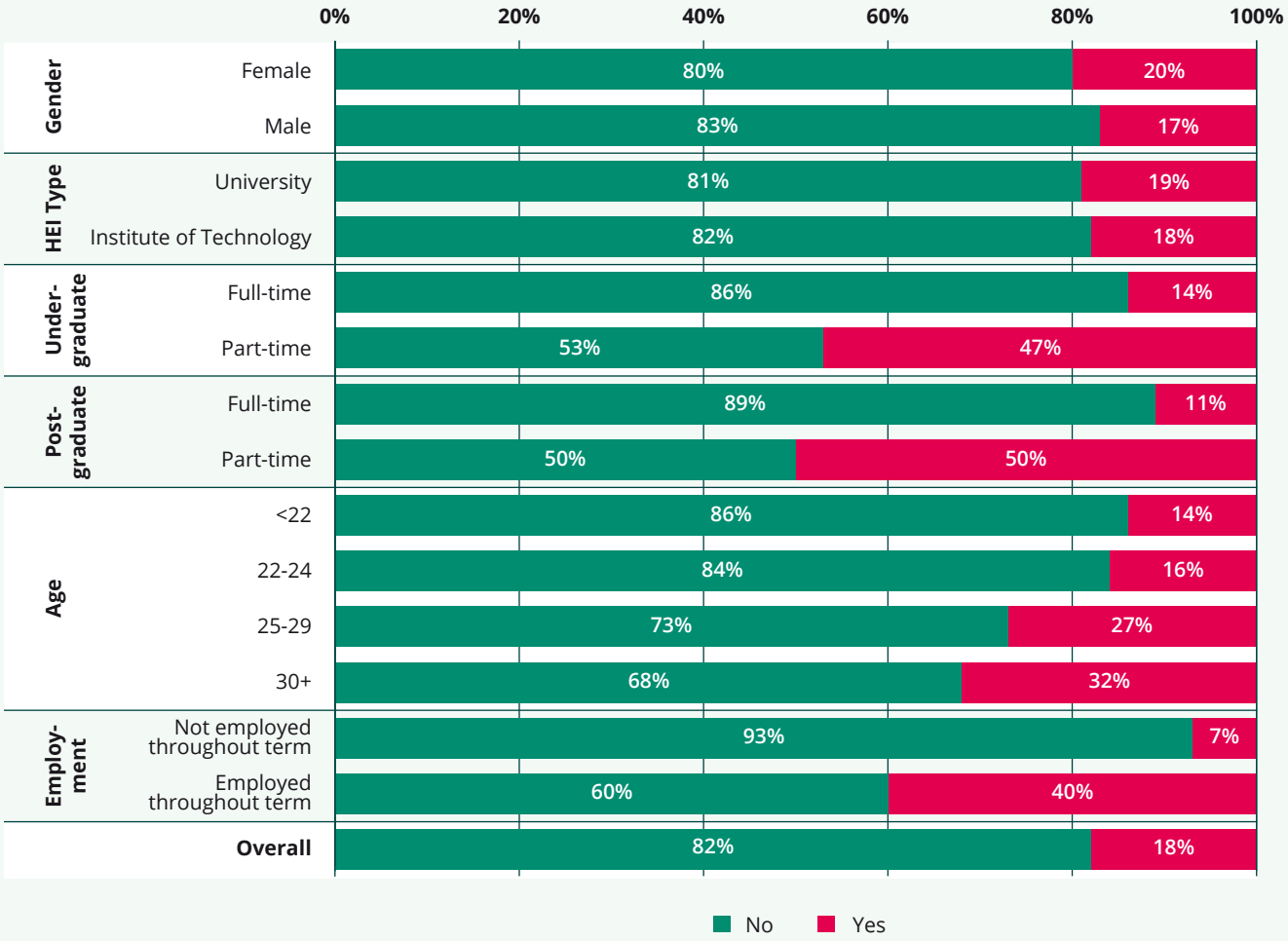
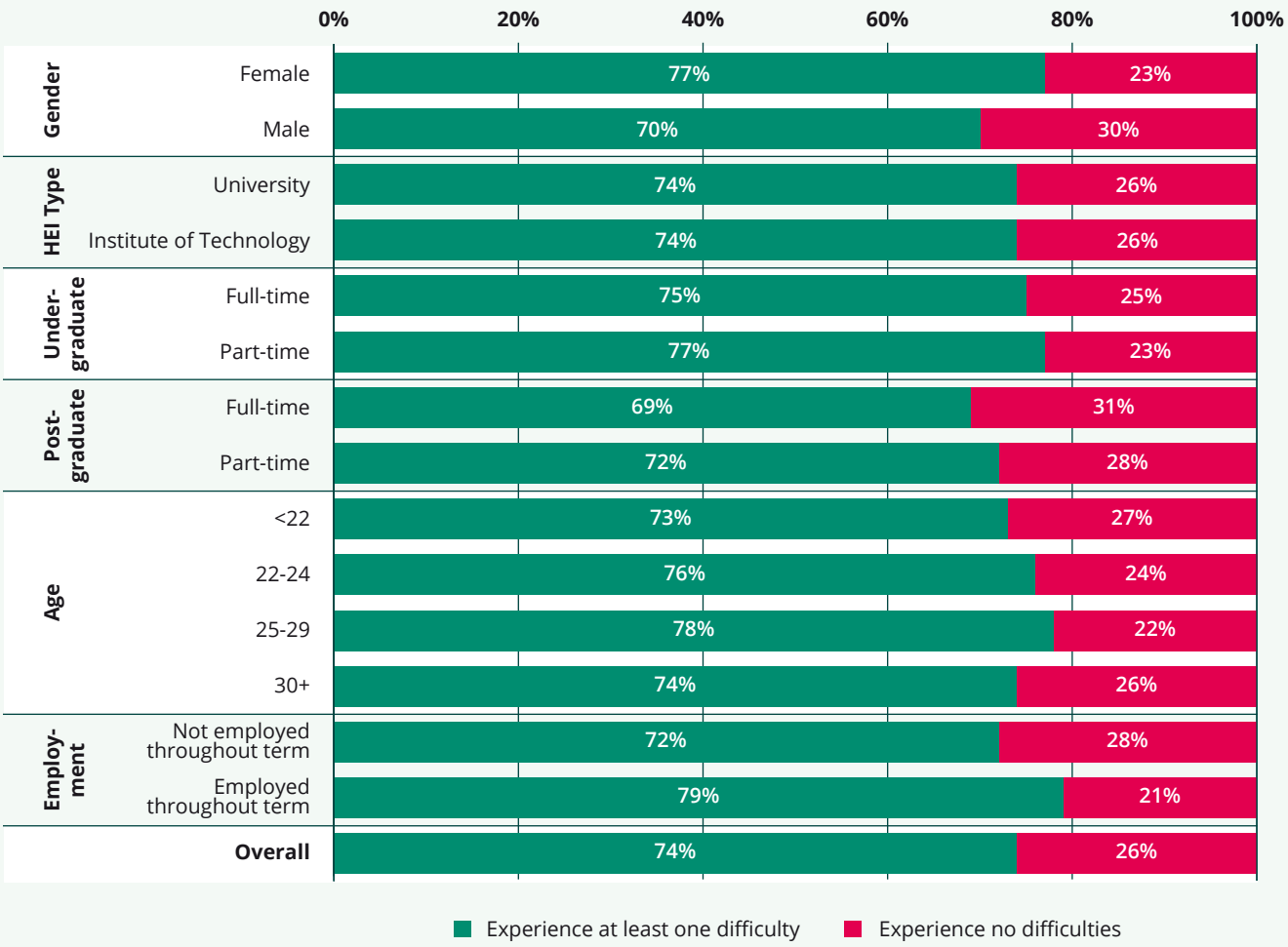


Figure 7.5 shows the percentage of students who have experienced difficulties due to obligations of their employment. This appears to be a difficulty that predominantly affects groups who are more likely to be employed than other groups. So as can be seen in this chart, part-time students, and older students, are more likely to experience this difficulty than full-time students, and younger students as these groups are more likely to be in continuous employment throughout term (cf. Chapter 6).

Beyond this factor, the variation across key student characteristics for all the other potential difficulties becomes more uniform, and similar to that shown in Figure 7.1. As such, to avoid repetition will not be reported here. However, it is worth looking at the students who experience no difficulties at all, to see if any patterns emerge. The results of this are shown in Figure 7.6, and in this regard, male students appear to be more likely to have experienced no difficulties than their female colleagues (30 percent to 23 percent). Students in universities are as equally likely to experience no difficulties as students in Institutes of Technology (both 26 percent). Full-time undergraduates appear to experience no difficulties in a similar proportion to part-time undergraduates (25 to 23 percent). The difference is slightly greater between full-time and part-time postgraduates (31 percent to 28 percent). Age appears to have a no real effect as students across age groups tend to report a similar degree of absence of difficulties. Finally, students that are not employed throughout the term report a higher level of no difficulties than students that are employed. However, this is understandable when one of the difficulties already discussed in Figure 7.5 were difficulties that emerged from employment, which affected 40 percent of students that were employed throughout the term.

FIGURE 7.6: PERCENTAGE OF STUDENTS EXPERIENCING NO DIFFICULTIES ACROSS KEY CHARACTERISTICS [N=16,625]



Figures 7.7 and 7.8 present responses to the statements "I am seriously thinking about changing my current (main) study programme" and "I am seriously thinking of completely abandoning my higher education" across key characteristics. In both charts the vast majority of students appear to not be thinking of changing their programme or dropping out of higher education. Furthermore, when broken down across key characteristics the results are remarkably uniform. As a result, one could make a case that although students experience a number of difficulties in higher education, these difficulties do not appear to significantly affect students' overall level of engagement with higher education, as most students appear to not seriously contemplate changing their study programme or leaving higher education altogether.

FIGURE 7.7: I AM SERIOUSLY THINKING ABOUT CHANGING MY CURRENT (MAIN) STUDY PROGRAMME [12,734]

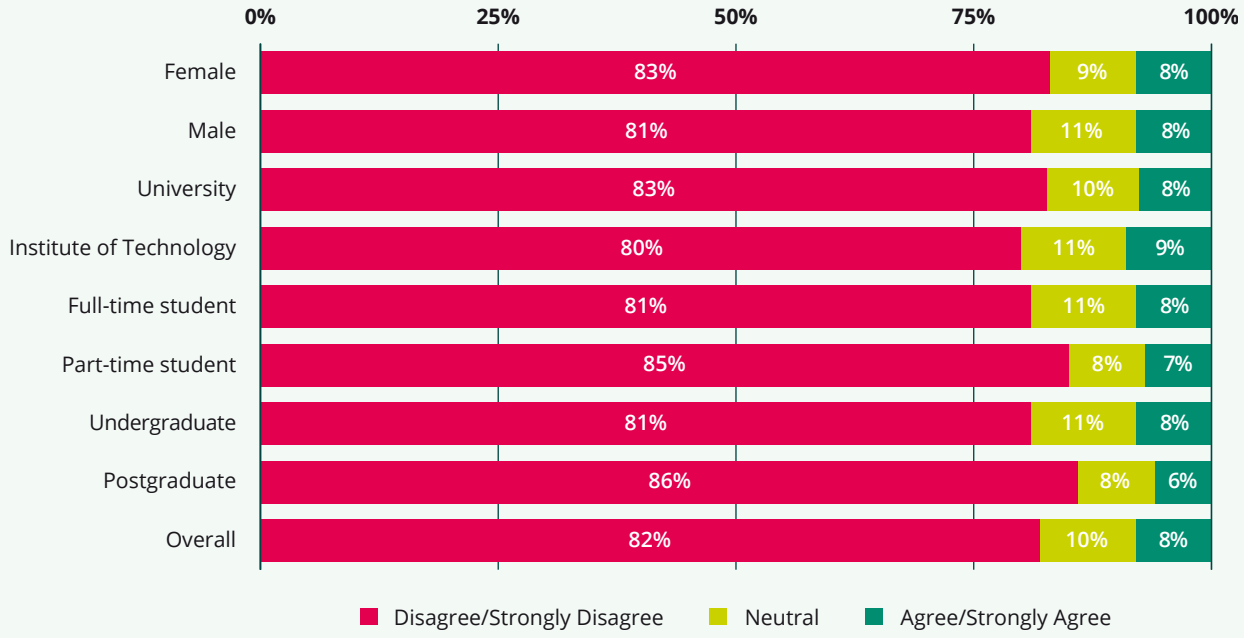
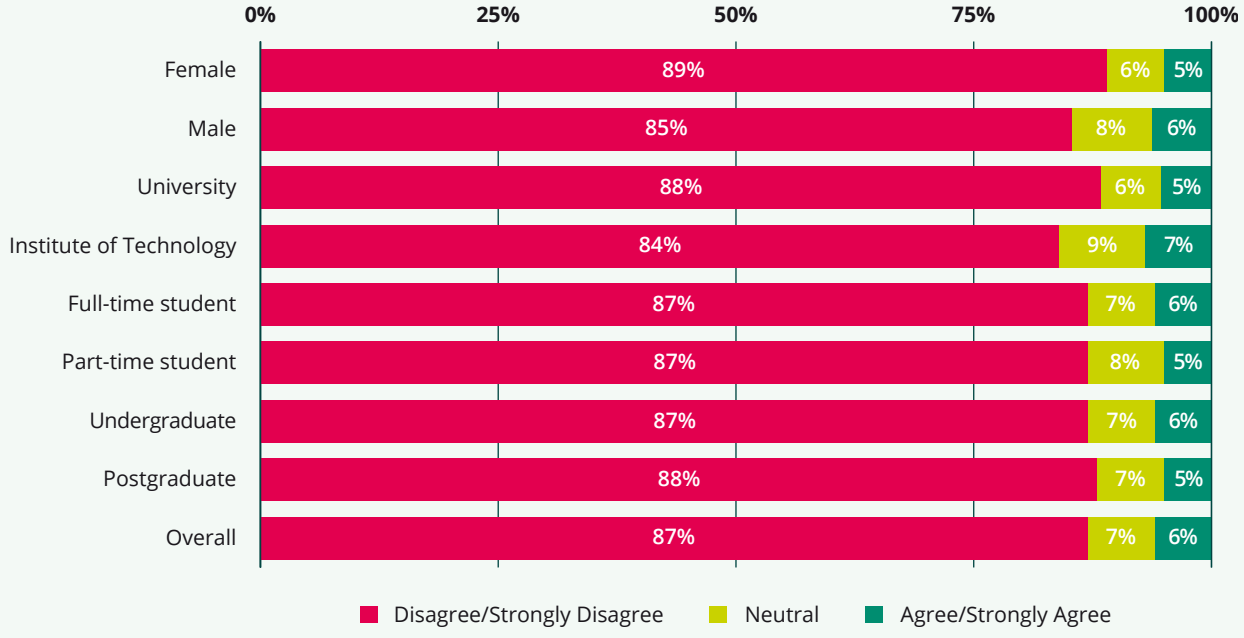


FIGURE 7.8: I AM SERIOUSLY THINKING OF COMPLETELY ABANDONING MY HIGHER EDUCATION STUDIES [N=12,673]

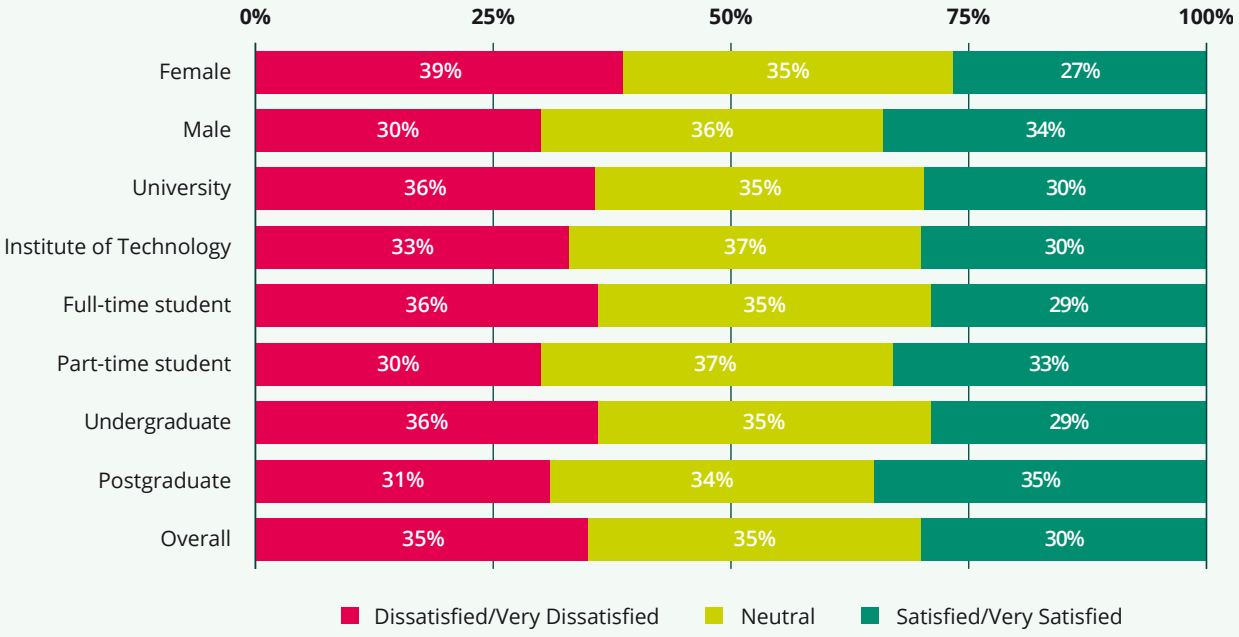


7.2 Student Support to Alleviate Difficulties

Despite Figures 7.7. and 7.8 providing a picture of a general pattern of student determination to overcome any difficulties that they experience, this does not mean that they do not want or require support from higher education institutions to address, alleviate or assist in coping with difficulties that they may face. Figures 7.9 to 7.11 show students' evaluations of the support provided by their HEIs.

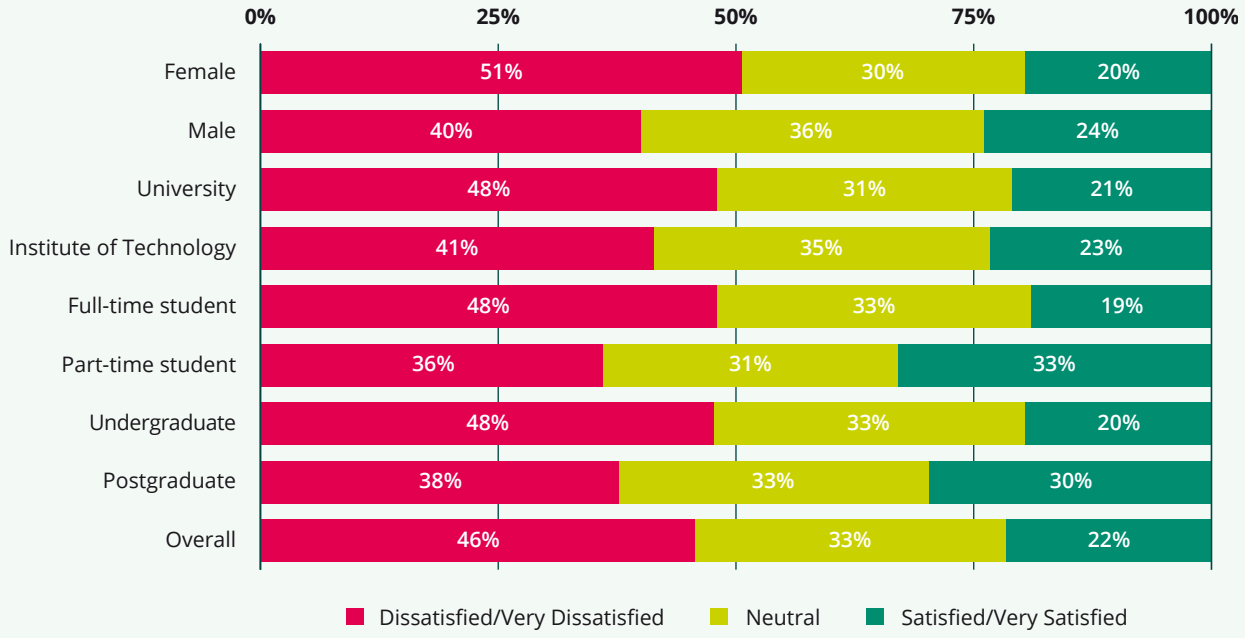
Figure 7.9 presents students' satisfaction with support services provided by their institutions that assist in balancing their studies and family. In this case, at the aggregate level 35 percent of students report dissatisfaction with these support services, 35 percent are neutral and only 30 percent are satisfied. For female students the figure for dissatisfaction rises to 39 percent compared to only 30 percent for male students.

FIGURE 7.9: SUPPORT FROM HEI TO BALANCE MY STUDIES AND FAMILY [N=9,573]



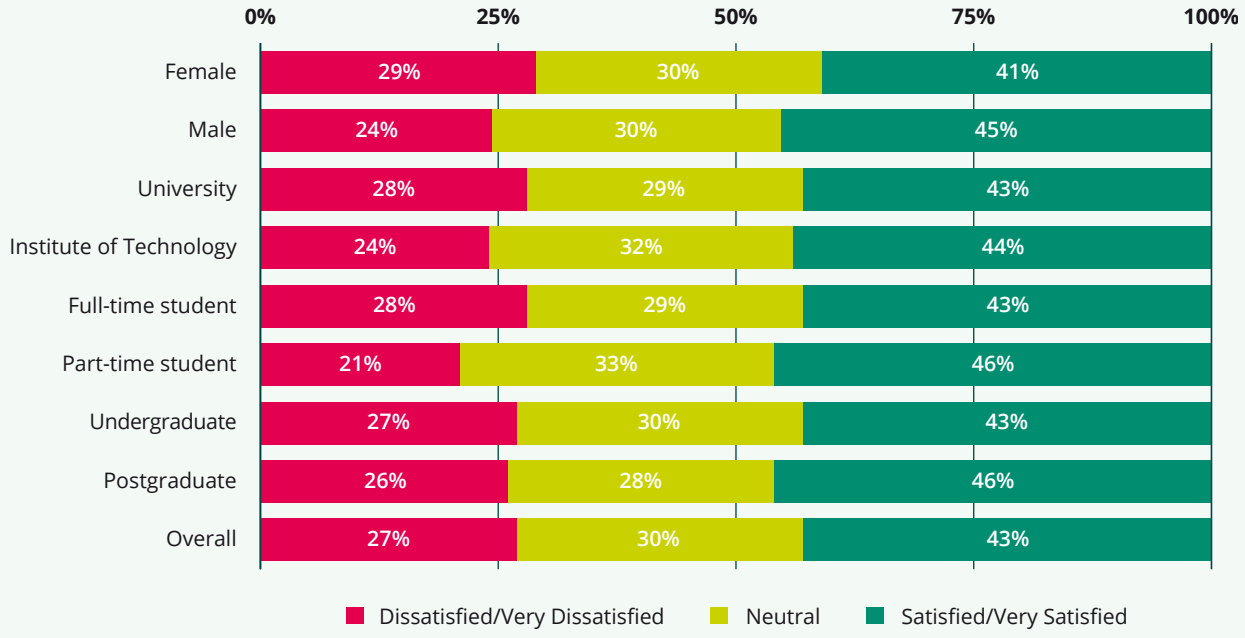
A similar pattern is found in Figure 7.10 where when students were asked to rate their level of satisfaction with supports provided by their institution that help balance their studies and employment. At the aggregate level here, 46 percent of students' report being dissatisfied with these supports and only 20 percent being satisfied or very satisfied. For female students' 51 percent report being dissatisfaction with institutional supports, whereas for male students the figure is only 40 percent.

FIGURE 7.10: SUPPORT FROM HEI TO BALANCE MY STUDIES AND PAID JOB [N=9,699]



In contrast to the above, when students were asked about institutional supports to help them prepare for future employment the situation appears to be somewhat more positive as at the aggregate level 43 percent of students are satisfied or very satisfied, though over a quarter (27 percent) report being dissatisfied or very dissatisfied.

FIGURE 7.11: SUPPORT FROM HEI IN THE PREPARATION FOR MY (FUTURE) WORK LIFE [N=11,726]



7.3 Support for Students with Impairments or Disabilities

This final section continues with this theme of support but specifically for students who have an impairment or disability and first of all, the degree to which they experience the problems outlined in Section 7.2, and secondly, how they rate the level of support they receive by the difficulties they experience.

Figure 7.12 presents the proportions of students' experiencing difficulties across students who do not have an impairment or disability and those that do. As can be seen in the chart, for students without an impairment or disability 28 percent report experiencing no difficulties, in contrast only 14 percent of students with an impairment or disability report having no difficulties. Furthermore, regardless of the type of difficulty students with an impairment or disability report higher levels that that experienced by all other students. For example, only 15 percent of students without an impairment or disability report difficulties dues to personal reasons, where in contrast, 30 percent of students with an impairment or disability say that they have experienced this difficulty. These students also appear to be more likely to experience financial difficulties and find it difficult to keep up with the level of work required at their institution.

FIGURE 7.12: PERCENTAGE OF STUDENTS EXPERIENCING VARIOUS DIFFICULTIES BY IMPAIRMENT OR DISABILITY [N=16,625]

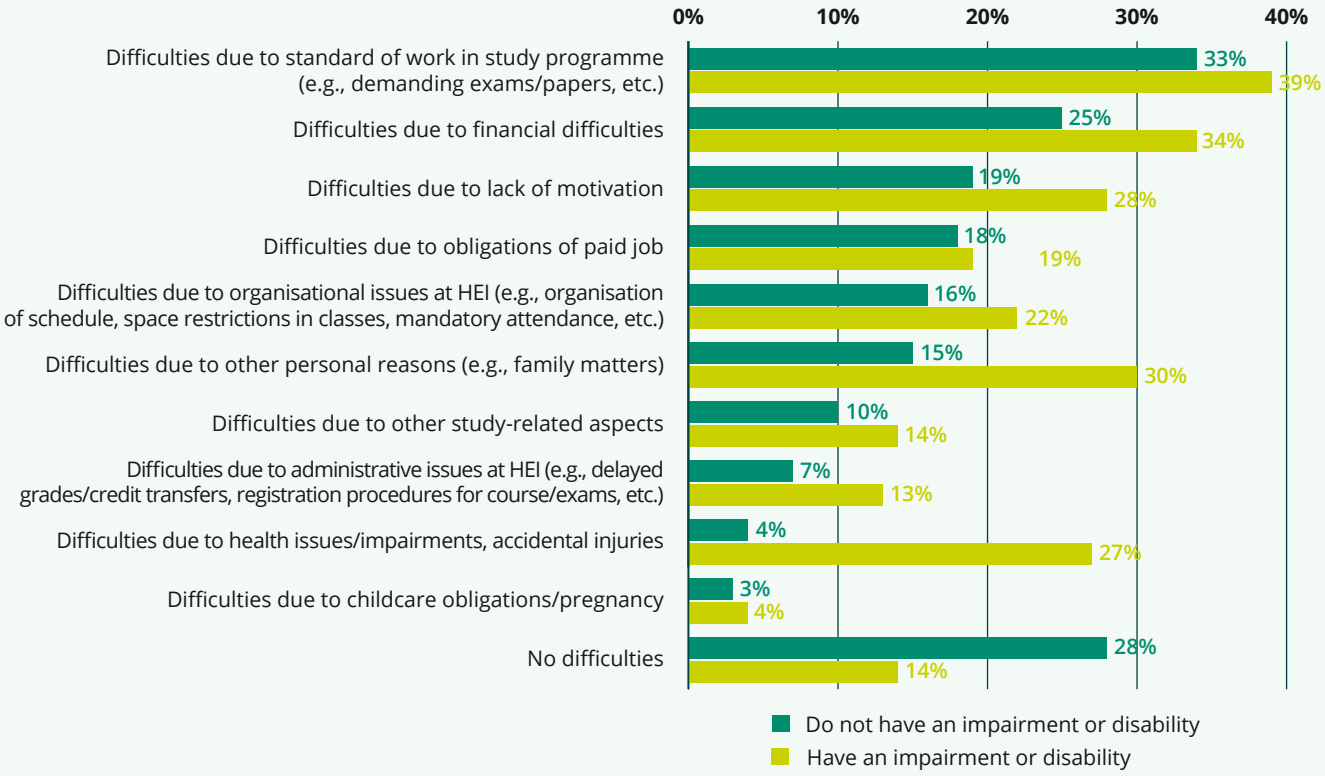
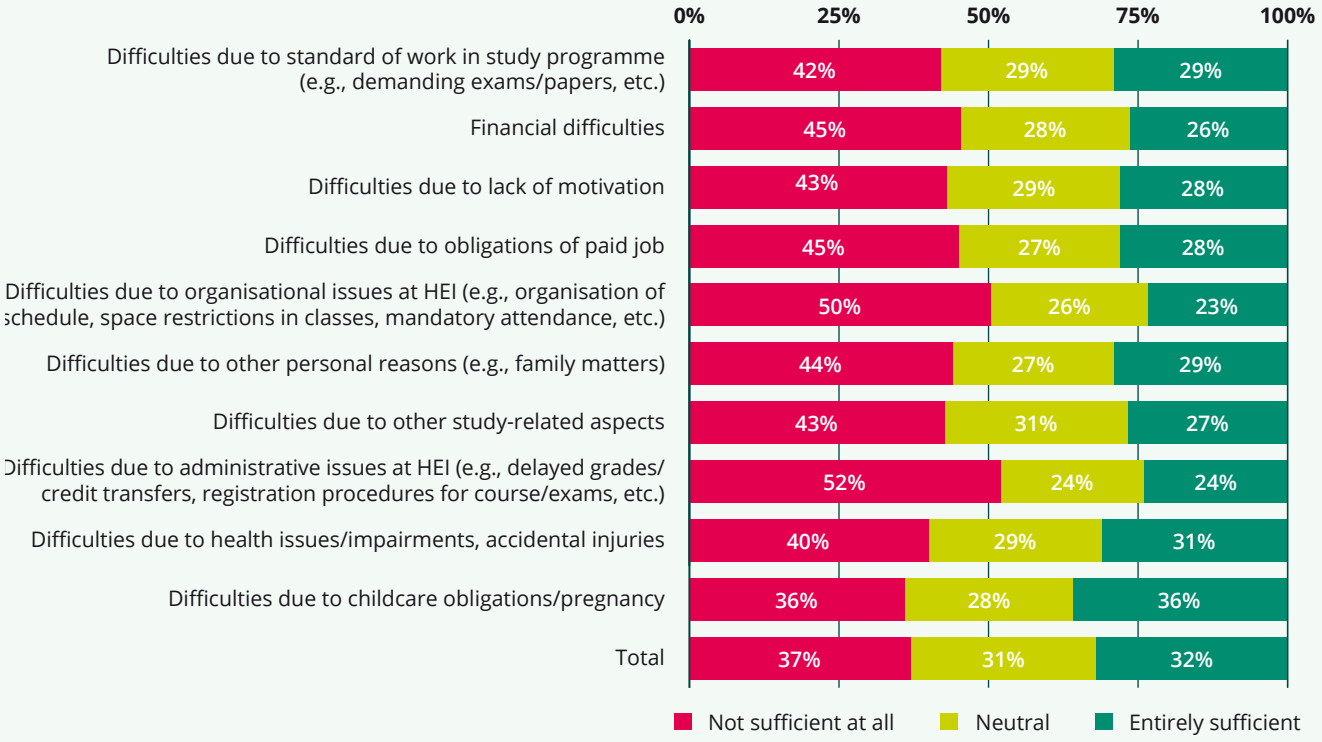


FIGURE 7.13: HOW STUDENTS WITH IMPAIRMENTS/DISABILITIES RATE THE LEVEL OF SUPPORT THEY RECEIVE ACROSS EACH FORM OF DIFFICULTY [N=1,721]



The final chart in this chapter examines how students with an impairment or disability rate the level of support they receive across each form of difficulty. As can be seen from Figure 7.12 as 86 percent of students with an impairment or disability report having at least one difficulty we might expect some variation in rating of support depending on the difficulty experienced. However, this does not appear to be the case as Figure 7.13 shows that levels of dissatisfaction are quite high with 'not sufficient at all' being the most chosen category for every type of difficulty outside of childcare obligation or pregnancy.

CHAPTER 8:
STUDENT MOBILITY

There are many advantages for students who choose to study abroad. Student mobility contributes to personal development, enhances linguistic competency, and cultural understanding. All of which can also positively influence future employability. In this report, 'studying abroad' refers only to those students who move outside of Ireland and do so temporarily on an accredited basis. The position of students who study abroad for their entire degree is not captured by the Irish portion of the Eurostudent survey as the survey is conducted only on students within Irish higher education institutions.

This chapter analyses the extent to which students in Irish higher education institutions have studied, or plan to study, abroad across the different classifications of student, their study programmes and key characteristics. Other study-related activities are examined, and the length and location of these activities are profiled. Finally, the potential obstacles to studying abroad for students are considered.

8.1 Studying Abroad

The survey asked students about studying abroad in two ways; firstly, the survey asked all respondents if they had already studied abroad for a period of time. Secondly, for students who had not been abroad, the survey asked if they had any intentions of going to study abroad for a period of time. Table 8.1 presents an overview of the first component broken down across key characteristics and course programme. As is evident from this table, at the aggregate level only five percent of students have taken a temporary study period abroad, two percent have participated in another study-related activity of at least three months, and five percent have participated in another study-related activity of less than three months. However, the key overall figure is that 90 percent of students have not taken part in any form of temporary study-related activity outside of Ireland. Furthermore, there is minimal variation across key characteristics.

TABLE 8.1: "HAVE YOU EVER TAKEN PART IN ANY OF THE FOLLOWING TEMPORARY STUDY-RELATED ACTIVITIES ABROAD SINCE YOU FIRST ENTERED HIGHER EDUCATION IN IRELAND?" [N=11,393]

		Temporary study period abroad	Other study-related activities abroad of at least 3 months	Other study-related activities abroad of less than 3 months	No study-related activities abroad
Sex	Female	5%	1%	5%	89%
	Male	4%	2%	4%	90%
HEI Type	University	6%	2%	5%	88%
	Institute of Technology	2%	1%	3%	94%
Status	Full-time student	5%	2%	5%	89%
	Part-time student	3%	2%	5%	90%
Level	Undergraduate	5%	1%	4%	90%
	Postgraduate	6%	3%	7%	85%
Age of respondent	<22y	3%	1%	4%	92%
	22-24y	11%	3%	7%	81%
	25-29y	5%	3%	6%	88%
	>30y	3%	2%	5%	92%
Employed?	No	5%	2%	5%	89%
	Yes	5%	1%	4%	90%
Study programme	Education	5%	2%	6%	88%
	Arts and Humanities	10%	2%	6%	83%
	Social Sciences, Journalism and Information	9%	2%	5%	86%
	Business, Administration and Law	6%	2%	3%	89%
	Natural Sciences, Mathematics and Statistics	2%	1%	4%	93%
	Information and Communication Technologies	3%	1%	3%	93%
	Engineering, Manufacturing and Construction	3%	1%	4%	93%
	Agriculture, Forestry, Fisheries and Veterinary	1%	2%	6%	91%
	Health and Welfare	3%	2%	7%	90%
	Services	2%	1%	3%	94%
Overall		**5%**	**2%**	**5%**	**90%**

For the ninety percent of students who said that they had not taken part in any study programme abroad, a follow-up question asked their future intentions to studying abroad. Figure 8.1 presents the overall breakdown and reinforces what is shown in Table 8.1 as 76 percent of students report that they have no intentions of studying abroad. In contrast, only six percent are in the process of preparing to go abroad, and a further 18 percent intend to study abroad at some point.

FIGURE 8.1: "TAKING A CLOSER LOOK AT TEMPORARY STUDY PERIODS ABROAD, HOW WOULD YOU BEST DESCRIBE YOUR INTENTIONS?" [N=10,192]

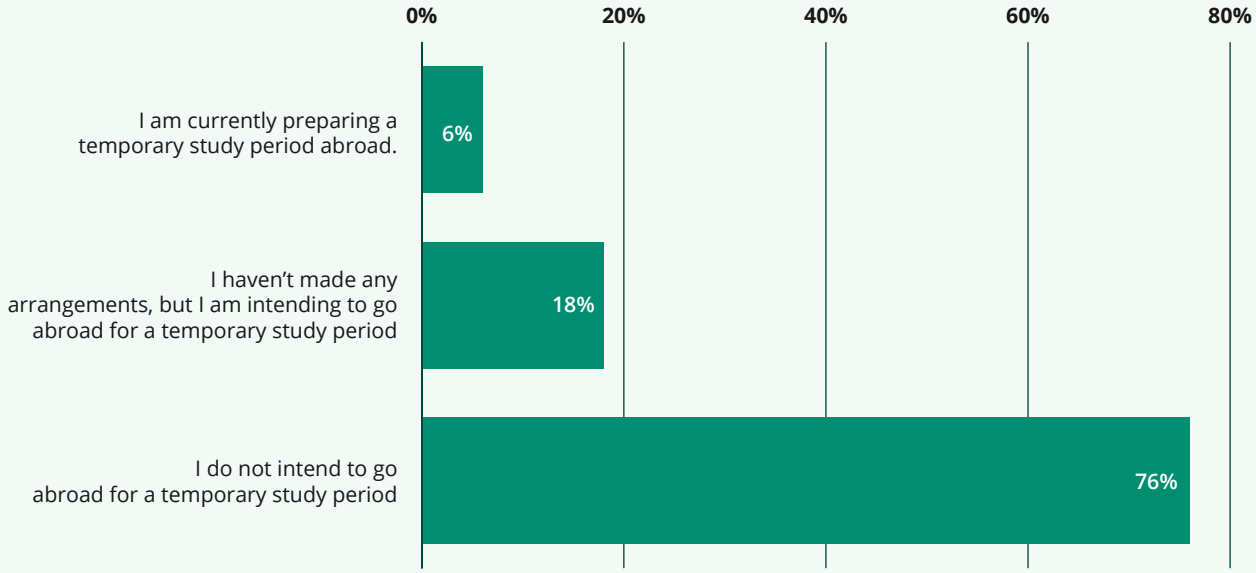


Figure 8.2 provides the distribution of students' intentions to study abroad across study programme. Arts and Humanities, and Social Sciences, Journalism and Information students appear to have the greatest likelihood to enrol as a student abroad as 10 percent of each are currently preparing a temporary study period abroad, and 22 percent and 17 percent respectively have intentions to go for a temporary study period abroad. Education, and Information and Communication Technologies students appear to be the least likely to go abroad (only two percent of each are currently preparing).

FIGURE 8.2: "TAKING A CLOSER LOOK AT TEMPORARY STUDY PERIODS ABROAD, HOW WOULD YOU BEST DESCRIBE YOUR INTENTIONS?" BY STUDY PROGRAMME [N=10,192]

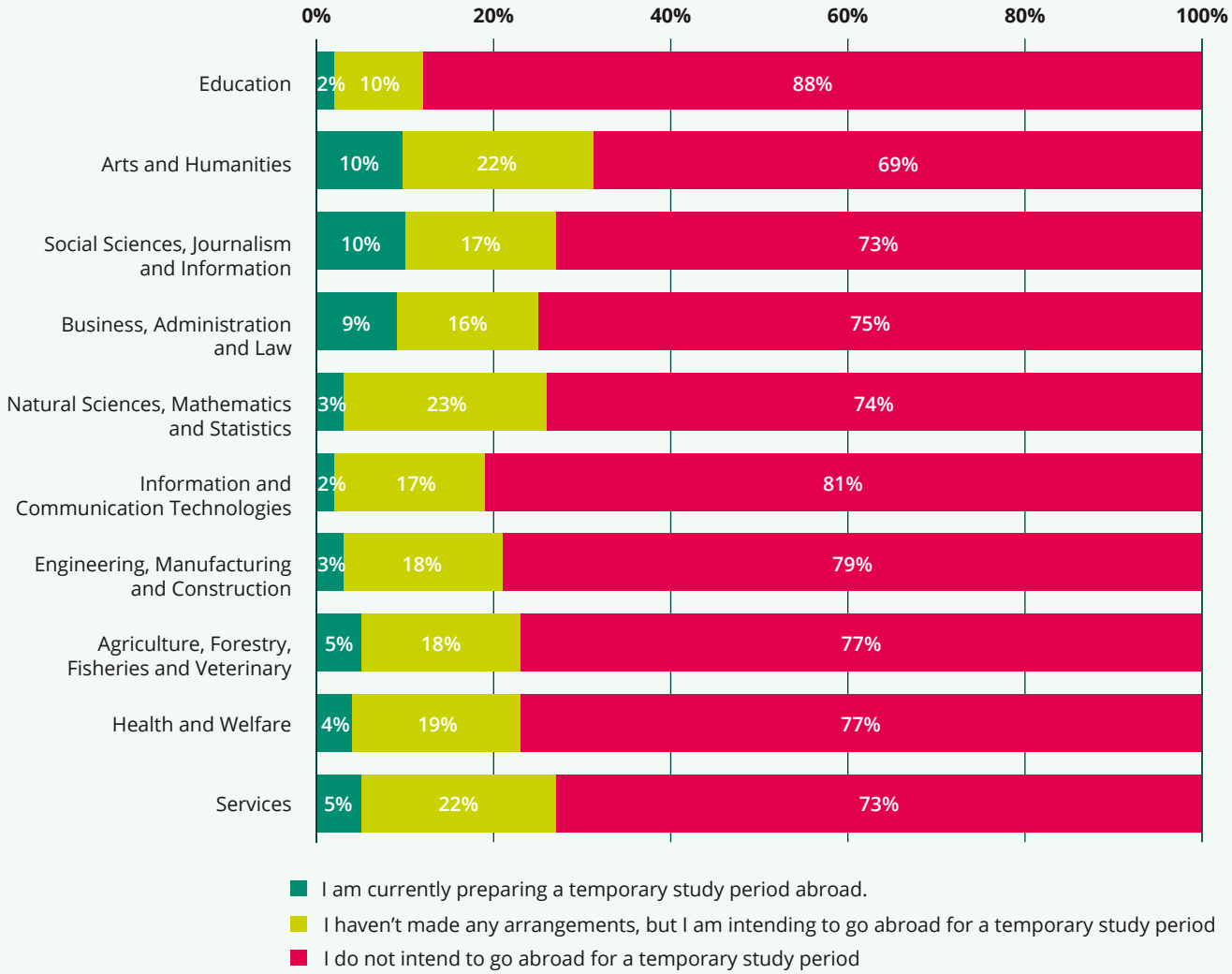
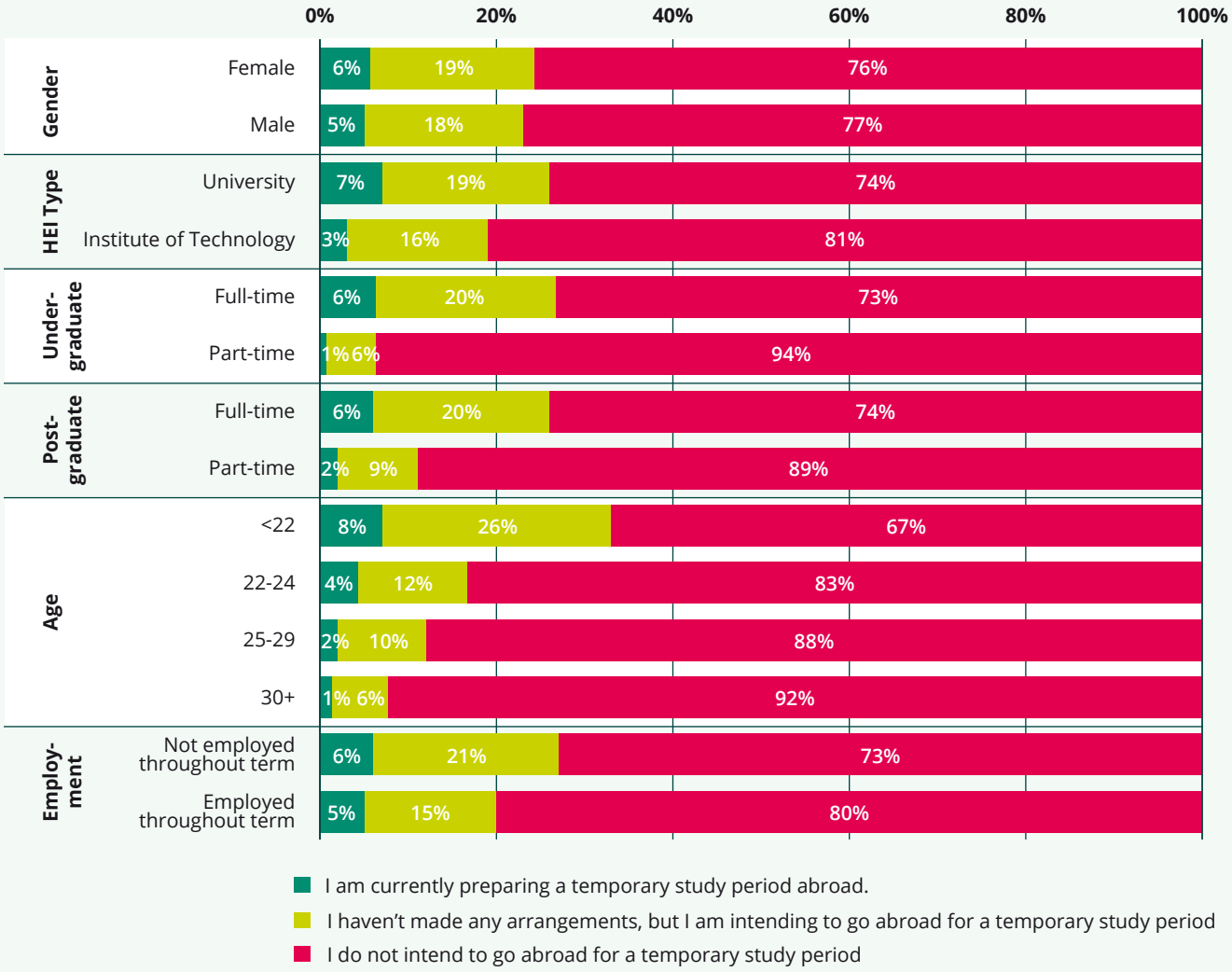


Figure 8.3 illustrates the distribution of students' intentions to study abroad across key student characteristics. As one would expect, gender does not appear to substantively affect intentions to study abroad. However, age does appear to have an effect as students under the age of 22 have the highest proportion of intentions to study abroad (26 percent) and the lowest proportion of not planning to go abroad (67 percent), and the proportion of students who do not plan to study abroad increases across the age categories. Students at University have twice the rate of currently preparing to go abroad (7 percent) than Institutes of Technology (three percent), while the intentions to study abroad across types of HEI are broadly similar (19 percent to 16 percent). Finally, part-time students appear to be more resistant to studying abroad than full-time students, as 94 percent of part-time students have no intention to study abroad compared against 73 percent of full-time students.

FIGURE 8.3: "TAKING A CLOSER LOOK AT TEMPORARY STUDY PERIODS ABROAD, HOW WOULD YOU BEST DESCRIBE YOUR INTENTIONS?" BY KEY CHARACTERISTICS [N=10,192]



In 2009, the European Commission set a target for 20 percent of graduates from higher education institutions in Europe to have experience of studying or training abroad by 2020[17]. Compared against this goal, Ireland has a very low rate of actual student mobility. Only ten percent of students in Ireland have enrolled in higher education abroad at some point, and of the other ninety percent, 76 percent of these students have no intention of studying abroad at any point as part of their programme. Section 8.3 returns to this and examines the potential obstacles as students see them to studying abroad for any length of time. The next section, however, examines the small cohort of students who have spent a temporary study period abroad.

17 Leuven/Louvain-la-Neuve Communiqué (2009). The Bologna Process 2020-The European higher education area in the new decade. Ministers responsible for Higher Education in the EHEA.

8.2 Students who have Studied Abroad

Figure 8.4 only includes students who have spent part of their programme abroad and shows the programme they were on when they went abroad. The vast majority of students that went abroad were undertaking honours bachelors' degrees (75 percent), the next largest proportion is for students on ordinary bachelors' degrees (12 percent).

FIGURE 8.4: TEMPORARY STUDY PERIOD ABROAD BY STUDY PROGRAMME [N=556]

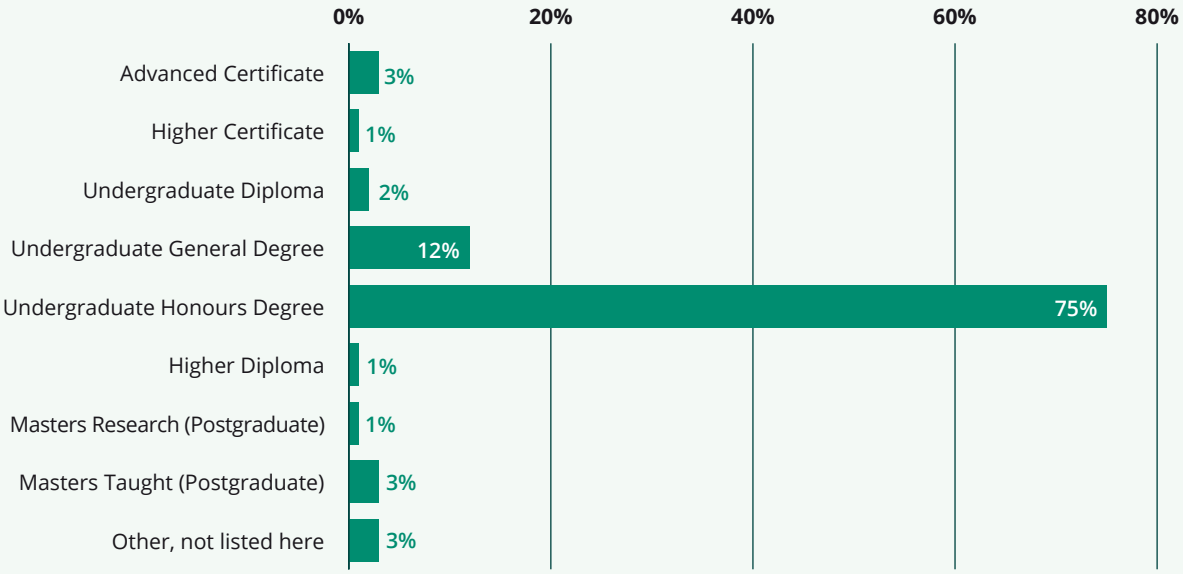


Table 8.2 presents the programmes under which students' study period abroad was organised by some key characteristics. Of the total student population who have been abroad, 71 percent of students organised their study abroad through an Erasmus programme, 8 percent independently organised their study abroad, and five percent used another EU programme and 16 percent used some other programme.

TABLE 8.2: PROGRAMME UNDER WHICH STUDY ABROAD WAS ORGANISED [N=545]

	Erasmus (+)	Other EU-programme	Other programme	Independently organised	N
Female	75%	3%	16%	5%	300
Male	66%	7%	16%	12%	245
University	72%	4%	16%	8%	473
Institute of Technology	68%	7%	15%	11%	71
Full-time student	70%	5%	17%	8%	496
Part-time student	78%	6%	2%	12%	49
Undergraduate	72%	4%	16%	8%	429
Postgraduate	67%	6%	17%	10%	115
Overall	**71%**	**5%**	**16%**	**8%**	**545**

In terms of credits gained studying abroad, Table 8.3 presents the degree to which credits earned during study abroad were recognised by students' home institutions, and from this table it is evident that students whose study abroad was undertaken on an Erasmus programme were much more likely to have their credits recognised (74 percent were totally recognised).

TABLE 8.3: "WERE THE CREDITS YOU GAINED RECOGNISED TOWARDS YOUR STUDY PROGRAMME IN IRELAND?" BY PROGRAMME UNDER WHICH STUDY ABROAD WAS ORGANISED [N=538]

	Yes, all credits were recognised	Yes, the credits were partly recognised	No, none of the credits were recognised	I did not gain any credits	I do not know (yet)	I never planned on getting any credits recognised	N
Erasmus (+)	74%	12%	5%	3%	3%	1%	384
Other EU-programme	44%	20%	4%	28%	0%	4%	25
Other programme	71%	9%	10%	1%	6%	2%	87
Independently organised	52%	7%	7%	17%	10%	7%	42
Overall	**71%**	**12%**	**6%**	**5%**	**4%**	**2%**	**538**

The top five countries (in order of preference) in which students chose to study abroad were Germany, France, Spain, the United States, and the United Kingdom. On average, the overall time spent abroad was 6.3 months. Table 8.4 below presents the percentage of students choosing to study in countries where English is predominantly spoken as a first language versus other countries, and the area chosen by students.

TABLE 8.4: STUDENTS' AREA/COUNTRY CHOICES FOR STUDYING ABROAD [N=537]

	Percentage of Students	Average Time (in Months)
Countries where English is primarily spoken	22%	5.6
Countries where other languages are primarily spoken	78%	6.5
Europe	76%	6.4
North America	11%	5.7
Asia	8%	6.7
South America	1%	6.1
Oceania	3%	6.5
Africa	1%	2.7
Overall	**100%**	**6.3**

Twenty-two percent of students chose to study abroad in countries where English is largely the first language of residents. Furthermore, 76 percent of students choose to study within Europe, with the second most preferred area being North America (11 percent).

Students who had taken a temporary study period abroad were asked about the sources of funding which allowed them to undertake these opportunities and Table 8.5 presents the percentage of students using each source across key characteristics.

TABLE 8.5: "WHICH OF THE FOLLOWING SOURCES DID YOU USE TO FUND YOUR TEMPORARY STUDY PERIOD ABROAD?" [N=539]

		Contribution from parents/family/partner	Own income from previous job or own savings	Income from paid job during my studies abroad	Study grants/loans from host country	Regular study grants/ loans from Ireland	Special study grants/ loans from Ireland for going abroad	EU study grants/loans (e.g. Erasmus)	Other
Sex	Female	71%	69%	14%	14%	20%	6%	61%	6%
	Male	63%	67%	15%	13%	17%	4%	47%	5%
HEI Type	University	71%	71%	14%	13%	20%	6%	57%	6%
	Institute of Technology	44%	54%	19%	21%	16%	3%	40%	3%
Status	Full-time	67%	70%	14%	14%	20%	5%	56%	5%
	Part-time	78%	57%	20%	10%	12%	4%	43%	10%
Level	Undergraduate	66%	70%	13%	15%	20%	5%	56%	4%
	Postgraduate	73%	62%	18%	10%	17%	5%	49%	11%
Age	<22y	67%	70%	12%	12%	15%	5%	54%	2%
	22-24y	70%	72%	14%	16%	25%	6%	58%	6%
	25-29y	76%	57%	19%	17%	11%	2%	52%	9%
	>30y	49%	56%	20%	9%	15%	5%	45%	13%
Employed?	No	71%	63%	14%	17%	19%	5%	54%	6%
	Yes	63%	76%	14%	9%	20%	6%	56%	5%
Overall		**67%**	**68%**	**14%**	**14%**	**19%**	**5%**	**55%**	**6%**

Note: Respondents may have used more than one source of funding thus percentage totals can be greater than 100 percent.

The most common source of funding was students' own income from employment or savings (68 percent of all students who studied abroad). This was closely followed by funding from parents, family or partners where 67 percent of students indicated that at least some funds used for study abroad were sourced through a contribution from their close family. 55 percent of students utilise EU grants such as those provided through the Erasmus+ programme.

Outside of contributions from parents, partners, own employment, and EU grants, other sources of funding are used by students to a much lesser extent.

The overall distribution of funding hides some interesting variation across the key characteristics. For example, over 70 percent of students at university who went abroad on a study period received a contribution from their parents, family or partner. In contrast, only 44 percent of students in Institutes of Technology received a contribution from their parents, family or partner. Part-time students and postgraduate students were also more likely than their full-time and undergraduate counterparts to receive funding from their parents, families or partners. As the age of students increases, the likelihood of receiving funding from close family tends to decrease. Furthermore, as one would expect, students who are employed are more likely to fund themselves than receive funding from family.

Students who had taken a temporary study period abroad were also asked about which source of funding was the most important source of funding for them. Table 8.6 presents the percentage of students that view each source as being of primary importance to them across the key characteristics.

At the aggregate level, 37 percent of students see financial contributions from their parents, family or partners as being their primary source of funding for their study abroad. This is the single largest source of funding for all students. In addition, this relates back to earlier findings in that parents are heavily involved in the funding of the education of their children at higher level. This could also have an impact on the mobility of students, as parents of students from lower socio-economic backgrounds are more restricted in the amount of financial support they can provide to their children, which then impinges on students' ability of avail of many of the opportunities provided at higher level. This is covered further in the next section which examines potential obstacles to studying abroad. After familial contributions, the second largest primary source for students is their own income from employment or savings, with 25 percent of student viewing this as their primary source of funding, this proportion increases to 39 percent for students who are employed during term-time. All other sources appear to have marginal importance to students.

TABLE 8.6: "WHICH OF THE FOLLOWING SOURCES WAS YOUR PRIMARY SOURCE OF FUNDING?" [N=534]

		Contribution from parents/family/partner	Own income from previous job or own savings	Income from paid job during my studies abroad	Study grants/loans from host country	Regular study grants/ loans from Ireland	Special study grants/ loans from Ireland for going abroad	EU study grants/loans (e.g. Erasmus)	Other
Sex	Female	37%	26%	3%	6%	9%	2%	14%	4%
	Male	37%	27%	5%	7%	6%	0%	15%	3%
HEI Type	University	39%	27%	2%	5%	8%	1%	14%	4%
	Institute of Technology	23%	24%	11%	14%	6%	0%	20%	1%
Status	Full-time	36%	27%	4%	6%	8%	1%	15%	4%
	Part-time	47%	16%	0%	6%	8%	2%	12%	6%
Level	Undergraduate	35%	27%	4%	8%	8%	1%	15%	3%
	Postgraduate	44%	22%	3%	2%	9%	1%	12%	7%
Age	<22y	37%	32%	5%	7%	5%	1%	13%	1%
	22-24y	36%	24%	2%	6%	11%	1%	17%	4%
	25-29y	47%	21%	2%	4%	6%	0%	15%	8%
	>30y	33%	20%	5%	9%	9%	2%	13%	11%
Employed?	No	42%	17%	4%	8%	7%	1%	17%	4%
	Yes	30%	39%	3%	4%	9%	1%	11%	3%
Overall		**37%**	**26%**	**3%**	**6%**	**8%**	**1%**	**14%**	**4%**

8.3 Obstacles to Studying Abroad

The international mobility of Irish students compares poorly to that of students in other Eurostudent countries[18]. It is therefore important to investigate the obstacles to studying abroad experienced by Irish students and the key determinants to students actually being able to relocate for a period to another country.

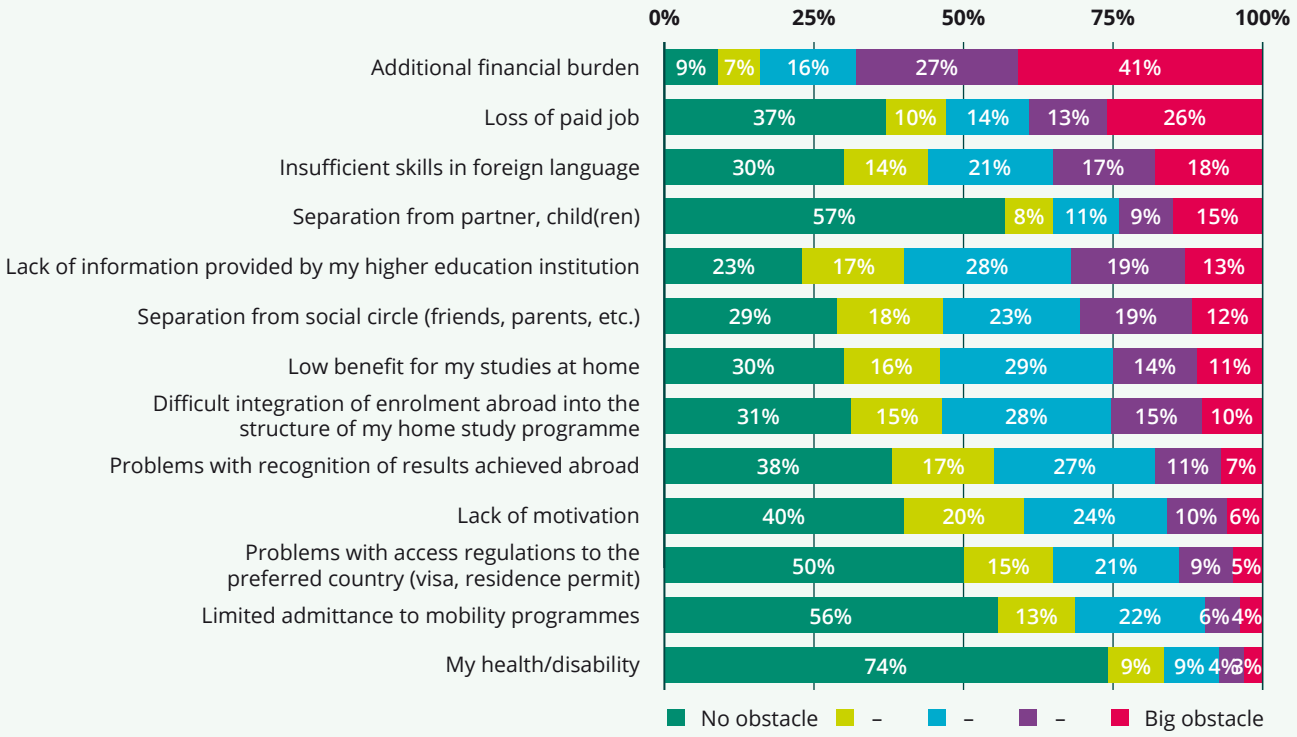
The survey asked all students the degree to which a number of factors posed an obstacle to them studying abroad, which could be placed on a scale from one to five, with one being the factor posed no obstacle and five being a big obstacle. Figure 8.5 presents the distribution for each potential obstacle across the total population of students. The chart is rank order from the factor that presented the greatest obstacle to the factor that presented the smallest obstacle to study abroad.

In this chart, the main obstacle for all students appears to be the additional financial burden that studying abroad poses as 41 percent of students see this as a big obstacle. In second place, the loss of a paid job was seen as a big obstacle for 26 percent of students. Interestingly, separation from partner, children and so on was seen by students as both a big obstacle (ranked fourth with 15 percent of students) and also not an obstacle (with 57 percent of students). Further analysis of this shows that how students evaluated this as an obstacle was highly dependent on circumstances. 62 percent of students without children see familial separation for a period as not an obstacle. However, for students with children, 62 percent see separation as a big obstacle (not presented here).

Disability was seen as not being an obstacle for 74 percent of students, however this is entirely contingent on disability status. For students who have a disability or impairment, 47 percent thought their disability was no obstacle and 10 percent saw their disability as a big obstacle to studying abroad.

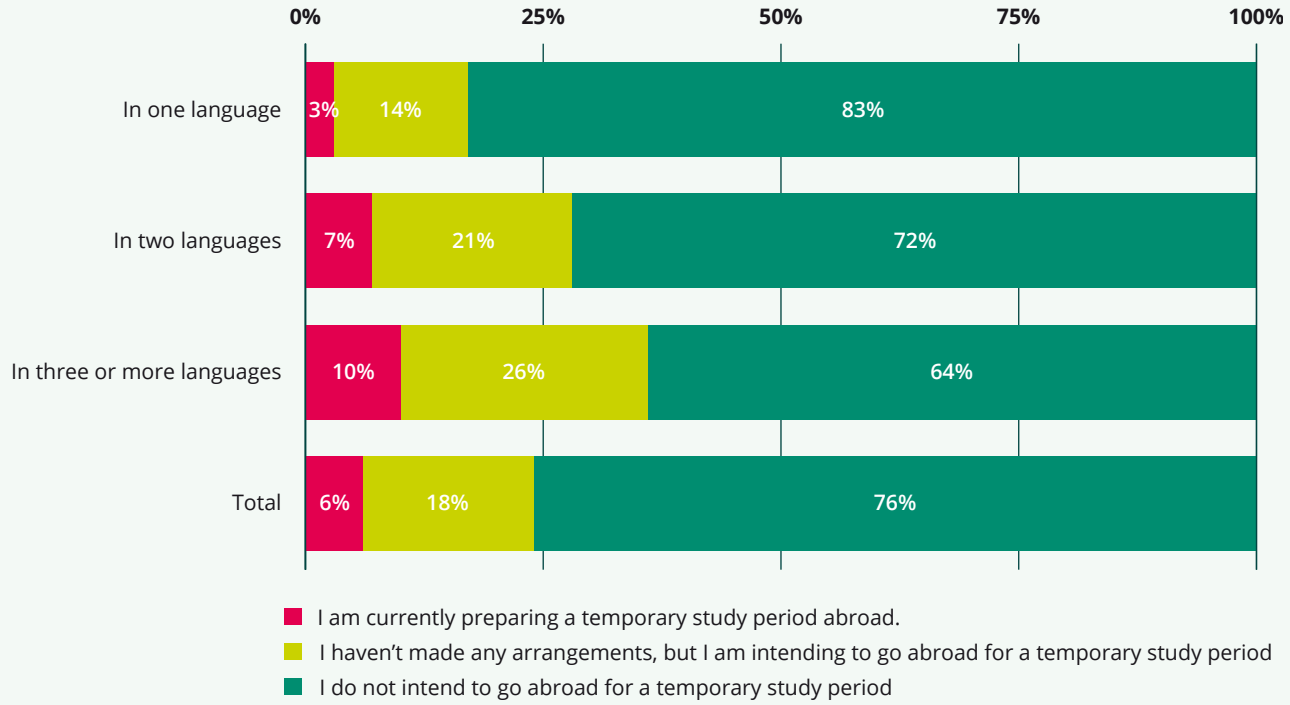
18 Hauschildt, K. Vögtle, EM, and Gwosć, C. Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators, Eurostudent VI 2016-2018.

FIGURE 8.5: TO WHAT EXTENT ARE OR WERE THE FOLLOWING ASPECTS AN OBSTACLE TO YOU FOR ENROLMENT ABROAD? [N>10,085]



Having insufficient skills in a foreign language ranked third as a big obstacle to study abroad. This is further supported in when students were asked in how many languages they assessed their written and spoken skills as 'very good'. Figure 8.6 plots this variable against students' plans to study abroad. As can be seen, there appears to be a clear relationship between language proficiency and the likelihood of studying abroad. For students comfortable in only one language, 83 percent of them had no intention to study abroad. This figure declines as the number of languages a student is proficient in increases. Furthermore, as competence in languages increase the likelihood of students already having studied abroad also increases.

FIGURE 8.6: LANGUAGE SKILLS AND INTENTIONS TO STUDY ABROAD [N=10,049]



The last Eurostudent report examined an article by Mairéad Finn and Merike Darmody which used Eurostudent V data to examine factors that led to students deciding to remain in Ireland, rather than spending some of their study programme abroad[19]. Their research provided a method to look the obstacles to studying abroad and was used as a template to examine the relative lack of student mobility in Ireland. This method is replicated here to see if the factors found in the last report still have an impact on students' choices.

Table 8.7 presents a logistic regression model of a number of factors discussed already in this chapter which can be posited to have an effect upon the likelihood of students studying abroad, along with a number of other control variables. As can be theorised, linguistic ability, the ability to overcome any financial burden to studying abroad, and age are expected to affect their willingness to relocate for a period abroad. With younger students (who are less likely to have long-term partners or dependents), students with financially well-off families, and students with higher levels of linguistic ability being the most likely to study abroad. The dependent variable in this model is a binary variable constructed from the survey question "have you ever been enrolled abroad since you first entered higher education?". Students that had or plan to are coded as one, and those that had not and did not plan to be were coded as zero. As such the coefficients present in this model present the effect the independent variables have on the likelihood of a student studying abroad.

19 Finn, M and Darmody, M (2017) Examining Student Immobility: a study of Irish Undergraduate Students, in Journal of Higher Education Policy and Management Volume 39(4), p423-434.

TABLE 8.7: SUMMARY OF THE EFFECT STUDENT CHARACTERISTICS HAVE ON STUDYING ABROAD [N=6,989]

	Odds Ratio
Female	1.07 (0.09)
(Ref: Male)	
Age:	
Less than 22	0.66 (0.10) **
22 to 24	1.98 (0.30) ***
25 to 29	1.32 (0.23)
(Ref: Over 30)	
Full-time student	1.11 (0.18)
(Ref: Part-time student)	
Undergraduate	0.92 (0.1)
(Ref: Postgraduate)	
University or Associate/Affiliate College	1.81 (0.25) ***
(Ref: Institute of Technology)	
Highest level of parental education:	
Up to Leaving Certificate	1.16 (0.22)
Higher education	1.23 (0.21)
(Ref: Up to Junior Certificate)	
Perceived financial security:	
Average	1.39 (0.15) **
Well-off	1.46 (0.17) ***
(Ref: Not well-off)	
Number of languages:	
Two	1.33 (0.12) **
Three	1.68 (0.20) ***
Four or more	2.85 (0.57) ***
(Ref: One)	
Intercept	0.04 (0.01) ***
Pseudo R-squared	0.05

Note: *p<0.05, **p<0.01, ***p<0.001. Standard errors in parentheses.
Dependent Variable: Have studied abroad.

From this model, it appears that undergraduate status, level of parental education, and gender have little to no effect on the likelihood of studying abroad. Age appears to negatively affect the likelihood of studying abroad. The model shows that younger students (less than 22, and between 22 and 24) are more likely to enrol abroad when compared against students that are over 30 years of age (significant at least at the 0.01 level).

All the other variables in the model appear to positively affect the likelihood of studying abroad with our key indicators of interest each being found to be statistically significant. Thus, students that perceive themselves be financially very well-off have the greatest likelihood of studying abroad. As expected, linguistic ability appears to positively affect the likelihood of studying abroad with students who are extremely competent in foreign languages having the greatest chance to studying abroad (each significant at the 0.001 level).

As a result, the model presented here finds similar results to that of Finn and Darmody and the last Eurostudent report, and as such reinforces their theory about the influences certain socio-economic factors have upon the low levels of Irish student mobility.

BIBLIOGRAPHY

- Finn, M and Darmody, M (2017) Examining Student Immobility: a study of Irish Undergraduate Students, in Journal of Higher Education Policy and Management Volume 39(4), p423-434.
- Gormley, B. (2016). Commuting versus resident students: Differences in Irish student engagement, social and living conditions based on place of residence. PhD Thesis. University of Sheffield.
- Hauschildt, K. Vögtle, EM, and Gwosć, C. Social and Economic Conditions of Student Life in Europe: Synopsis of Indicators, Eurostudent VI 2016-2018.
- HEA 2015 – National Plan for Equity of Access to Higher Education 2015-2019, HEA: Dublin.
- HEA 2015/2016 – Key Facts and Figures 15/16 HEA: Dublin.
- HEA 2017/2018 – Key Facts and Figures 17/18 HEA: Dublin.
- HEA 2018 – Progress Review of the National Access Plan and Priorities to 2021, HEA: Dublin.
- Hynes, C. Numbers of Students with Disabilities Studying in Higher Education in Ireland 2017/18, Association for Higher Education Access and Disability, April 2019.
- International Standard Classification of Education 2013. Available from: https://unesdoc.unesco.org/ark:/48223/pf0000235049
- Leuven/Louvain-la-Neuve Communiqué (2009). The Bologna Process 2020-The European higher education area in the new decade. Ministers responsible for Higher Education in the EHEA.
- Lyons, R. The Daft.ie House Price Report – An analysis of recent trends in the Irish residential sales market for 2019 Q2.
- Yimbog, P. The Daft.ie Rental Price Report – An analysis of recent trends in the Irish rental market for 2019 Q2.

APPENDIX A:
BACKGROUND

The main aim of the EUROSTUDENT project is to collate comparable data on the social dimension of European higher education. It focuses on the socio-economic background and on the living conditions of students. It also investigates other interesting aspects of student life such as international mobility and employment during term-time. The core project provides reliable and insightful cross-country comparisons (disseminated through www.eurostudent.eu). The survey is co-ordinated through a consortium of members. The members of this consortium are the *German Centre for Higher Education Research and Science Studies* (DZHW), the *Austrian Institute for Advanced Studies* (IHS), *ResearchNed* in the Netherlands, the *Praxis Centre for Policy Studies* in Estonia, the Lithuanian *Government Strategic Analysis Center*, the *Maltese National Commission for Further and Higher Education* (NCFHE), and the *Swiss Federal Statistical Office* (FSO).

Ireland is one of 30 countries which participated in the Eurostudent VII survey, and this report provides results from almost 20,000 students attending higher education institutions in Ireland. and continues the initiative of previous Eurostudent reports through extensively analysing the characteristics of students studying in Ireland by examining the demographic profile of the student population, the courses they are undertaking, their income and expenditure, their accommodation and employment, the route they took into higher education and the extent to which they study abroad as part of their programme.

The following institutions were invited to participate in Eurostudent VII:

Universities including Associate and Affiliate Colleges and Royal College of Surgeons Ireland	Dublin City University Mary Immaculate College National College of Art Design National University of Ireland, Galway Maynooth University Royal College of Surgeons St. Angela's College of Education Trinity College Dublin Technological University Dublin – Dublin campus Technological University Dublin – Blanchardstown campus Technological University Dublin – Tallaght campus University College Cork University College Dublin University of Limerick
Institutes of Technology	Athlone Institute of Technology Cork Institute of Technology Dun Laoghaire Institute of Art, Design and Technology Dundalk Institute of Technology Galway-Mayo Institute of Technology Institute of Technology, Carlow Institute of Technology, Sligo Institute of Technology, Tralee Letterkenny Institute of Technology Limerick Institute of Technology Waterford Institute of Technology

Each *institution participated by issuing an invitation email (and set of follow up emails or reminders)* to each qualifying student throughout the data collection campaign (April-May 2019). These emails contained either a generic or unique link to the online portal that the survey was conducted through. The usage of either generic or unique link depended on the choice of each HEI. The benefits of the unique link allowed students the ability to pause and resume at a later stage, it also ensured that students who already participated did not receive a reminder. However, the unique link also involved additional administrative time to process so not all institutions opted to issue the unique link due to resource constraints. Approximately sixty percent of the institutions opted to issue the unique link. In addition, within the email, students were encouraged to respond through an incentive in the form the chance to win one of five HP Laptops or one of one-hundred Amazon vouchers to the value of €25.

APPENDIX B:
RESPONSE RATE AND WEIGHTING

Approximately 20,000 valid student responses (from a population of approximately 203,000 students[20]) were collated. This represented a response rate of 9.8% of all students (almost identical to the response rate of 10% achieved for Eurostudent VI, 2016).

As with all sample surveys, there is some element of response bias in the data, i.e. certain cohorts are more likely to respond for various reasons. For example, the response rates by each of the key classification variables are:

- **Gender** – 11.5% for female students and 7.9% for male students.
- **Level** – 11.1% for postgraduate students and 9.6% for undergraduate students.
- **Status** – 10.5% for full-time students and 5.6% for part-time students.
- **Institution Type** – 7% for students from the Institutes of Technology and 11% for students from the Universities (including Associate and Affiliate Colleges and the Royal College of Surgeons Ireland).
- **Age** – 9.6% for students aged less than 22 years old, 11.4% for students aged 22 to 24 years old, 10.3% for students aged 25 to 29 years old, and 8.3% for students aged 30 years and above.

In order to address these imbalances, all valid survey-responses (N = 19,860) were weighted to reflect the known population parameters of **inter-locked** gender, full-time/part-time status, ISCED level, age and type of institution[21]. Since response-rates were different for various sub-populations of students, a series of weights were calculated to reflect these different response-rates. In weighting, it is assumed that the sample of students from the sub-populations is a representative sample from their respective populations.

Unless otherwise stated, all results quoted in the report are based on the weighted sample of responses.

20 See Chapter 1 for a full discussion of the components of the Eurostudent population.

21 Population statistics provided from the Higher Education Authority's Student Record System database.

APPENDIX C:
COPY OF THE EUROSTUDENT QUESTIONNAIRE (IRELAND VERSION)

1. Current Study Situation

1.1. Are you actively pursuing your studies in the current semester in Ireland? *Compulsory. Single choice.*		
1	Yes	*If category "Yes" ➔ please continue with question 1.2*
2	Yes, but only temporarily for one or two semesters (e.g. on Erasmus)	*If categories 2 to 6 ➔ respondent is not part of the standard target group and is directed to a specific exit page*
3	No, I am (temporarily) studying at a higher education institution abroad, not in Ireland (e.g. on Erasmus)	
4	No, I am currently interrupting my studies (either officially or not)	
5	No, I have stopped studying	
6	No, I already graduated and I am not studying anymore	

[Pre-question text]

The following questionnaire often refers to your current main study programme. If you are enrolled in more than one study programme, please pick one as your main study programme (the one which is currently more important for your studies) and refer to this study programme throughout the whole questionnaire (unless otherwise specified).

1.2. Is your current (main) study programme formally defined as a distance learning programme? *"Distance learning programmes" are study programmes which do not provide any physical face-to-face interaction during lectures. Formally refers to the design of the programme and not your actual behaviour. Compulsory. Single choice.*		
1	Yes	*If "Yes" ➔ soft query asking if respondent is sure that they are on a distance learning programme, if "Yes" again respondent is not part of the standard target group, and is directed to a specific exit page*
2	No	*If "No" ➔ please continue with question 1.3*

1.3. Where are you studying? *Please refer to your current (main) study programme. Compulsory. Single choice. Dropdown list.*			
1	Athlone Institute of Technology	14	National University of Ireland, Galway
2	Cork Institute of Technology	15	Maynooth University
3	Dublin City University	16	Royal College of Surgeons
4	Dun Laoghaire Institute of Art, Design and Technology	17	St. Angela's College of Education
5	Dundalk Institute of Technology	18	Trinity College Dublin
6	Galway-Mayo Institute of Technology	19	Technological University Dublin – City Campus
7	Institute of Technology, Carlow	20	Technological University Dublin – Blanchardstown
8	Institute of Technology, Sligo	21	Technological University Dublin – Tallaght
9	Institute of Technology, Tralee	22	University College Cork
10	Letterkenny Institute of Technology	23	University College Dublin
11	Limerick Institute of Technology	24	University of Limerick
12	Mary Immaculate College	25	Waterford Institute of Technology
13	National College of Art & Design		

1.4.1. When were you born? *Please provide month and year of your birth. Compulsory.*		
Month	Year	

1.4.2. What is your sex? *Compulsory. Single choice.*		
1	Female	*If define themselves as male or female ➔ please go to question 1.5*
2	Male	
4	I prefer not to assign myself into the aforementioned categories	*If prefer not to define themselves using these categories ➔ please go to question 6.3*

[Pre question text]

In order to be able to statistically compare the survey data with the official student statistics we would be grateful if you could provide the following information. Your anonymity shall remain unaffected.

1.4.3. ***[Students who prefer not to assign themselves]*** **With which sex are you officially registered at your current higher education institution?** *Compulsory. Single choice.*	
1	Female
2	Male

1.5. With which qualification does your current (main) study programme conclude? *Single choice.*			
1	Advanced Certificate	ISCED Level 5	*ISCED explanations are only shown here for reference.*
2	Higher Certificate	ISCED Level 5	
3	Undergraduate Diploma	ISCED Level 5	
4	Undergraduate General Degree	ISCED Level 6	
5	Undergraduate Honours Degree	ISCED Level 6	
6	Higher Diploma	ISCED Level 6	
7	Masters Research (Postgraduate)	ISCED Level 7	
8	Masters Taught (Postgraduate)	ISCED Level 7	
9	Postgraduate Certificate	ISCED Level 7	
10	Postgraduate Diploma	ISCED Level 7	
11	PhD or doctorate	ISCED Level 8	*If "Other, not listed here" or "PhD or doctorate" ➔ respondent is not part of the standard target group and is directed to a specific exit page*
12	Other, not listed here		

1.6. What is your current formal status as a student? *Please refer to your current (main) study programme. Compulsory. Single choice.*		
1	Full-time student	*If "Other" ➔ respondent is not part of the standard target group and is directed to a specific exit page*
2	Part-time student	
3	Other	

1.7.	**What is your current (main) study programme?** *Single choice. Note: you may be doing a joint programme which can be placed in more than one of these categories, however please select the one that is of greater importance to you.*		
1	Education	6	Computer science and ICT
2	Arts and design	7	Architecture, town planning, and civil engineering
2	Media production	7	Engineering
2	History and archaeology	7	Food processing
2	Humanities	7	Materials and textiles
2	Languages	7	Mechanics and metal trades
2	Literature and linguistics	8	Agriculture and horticulture
2	Music and drama	8	Forestry
2	Philosophy	8	Veterinary Sciences
2	Religion and theology	9	Dentistry and dental studies
3	Economics	9	Medical diagnostic and treatment technology
3	Journalism and reporting	9	Medicine
3	Library, information and archival studies	9	Nursing and midwifery
3	Political science	9	Pharmacy
3	Psychology	9	Physiotherapy and rehabilitation
3	Sociology and cultural studies	9	Social work and counselling
4	Accounting and taxation	9	Welfare inc. care of children, the disabled and the elderly
4	Finance, banking and insurance	10	Hotel, restaurants and catering
4	Law	10	Occupational health and safety
4	Management and administration	10	Sports and sports science
4	Marketing and advertising	10	Transport services inc. nautical science
4	Secretarial and office work	10	Travel, tourism and leisure
5	Biology, Chemistry, Physics or combination thereof	999	Other
5	Mathematics		
5	Statistics		

1.8.	***[Only for Master students]* In which country did you finish your degree leading to your current Masters programme (e.g. your undergraduate degree)?**	
109	Ireland	*If country selected/degree finished [category 1 or 2]* ➔ *please go to question 1.9*
...	[Drop-down list of other countries]	
999	I haven't finished any previous study programme	*If "I haven't finished any previous study programme"* ➔ *please go to question 2.1*

1.9.	***[Only for Master students]* How long after graduating from your previous study programme did you start your current Master programme?**
1	Less than one year after graduating
2	Between one year and two years after graduating
3	More than two years after graduating

2. Study Background – Access

2.1. Do you have a Leaving Certificate or foreign equivalent? *The Leaving Certificate is the final examination in the Irish secondary school system. Other foreign equivalents include the Matura and Baccalauréat. Single choice.*		
1	Yes, obtained in Ireland	*If "Yes, obtained in Ireland" or "Yes, obtained abroad" ➔ please go to question 2.2*
2	Yes, a foreign equivalent to the Leaving Certificate, obtained abroad (i.e. not in Ireland)	
3	No, I don't have a Leaving Certificate (or foreign equivalent)	*If "No, I don't have a Leaving Certificate" ➔ please go to question 2.3*

2.2. ***[Only students with Leaving Certificate or foreign equivalent]*** **When did you obtain your Leaving Certificate (or foreign equivalent)?**	
1	Upon leaving upper secondary school (within 6 months)
2	Later in life

2.3. [Only students with no Leaving Certificate or foreign equivalent] Where did you last attend the regular school system? *Regular school is defined as the secondary school system for teenagers. Thus, schools targeting only adults (mostly on evenings or weekends) are not regarded as regular schools.*	
1	In Ireland
2	Abroad (i.e. not in Ireland)

2.4. How long after leaving the regular school system did you enter higher education for the first time? *"Leaving the regular school system" refers to the first time you left the regular school system (with or without graduating), even if this was not when you gained the higher education entrance qualification, e.g. the Leaving Certificate. First entry in higher education regardless of whether in Ireland or abroad. Single choice.*	
1	Less than one year
2	Between one and two years
3	More than two years

2.5. When did you enter higher education for the first time? [Drop-down menu]		
Month	Year	

2.6. When did you start your current (main) study programme? [Drop-down menu]		
Month	Year	

2.7. Was any previous work experience explicitly taken into account in Ireland during your initial admission process into higher education?	
1	No, I did not have any work experience
2	No, my work experience did not explicitly play a role in my initial admission process
3	[Only students without a Leaving Certificate] Yes, work experience replaced a Leaving Certificate
4	Yes, my professional experience was otherwise explicitly taken into account in my initial admission process
5	My initial entry into higher education was not in Ireland

2.8.	**Did you officially replace any requirements in your current (main) study programme with previously gained experience/competences?** *Please include any instance of work experience, formal and non-formal courses, self-study, volunteer work etc. allowing you to do less than usually required in your current study programme, such as skipping/ replacing single courses, mandatory internships, practical tasks, thesis, etc. and/or gain additional ECTS.* ECTS: (European Credit Transfer System) – for more information see here. The term is also used to describe credits (achievements, certificates, exams) obtained towards the fulfilment of a study programme. *Multiple answers possible.*
1	Yes, through recognition of my work experience
2	Yes, through recognition of competences gained outside of school or higher education study programmes (e.g. non-formal courses, self-study, volunteer work etc.)
3	Yes, through recognition of competences gained in other higher education study programmes or school
4	No

2.9.	**Did you have any paid job(s) prior to entering higher education for the first time?** *Please include also paid apprenticeships or paid internships. Please exclude compulsory military service or equivalent. Single choice.*	
1	Yes, I worked continuously for at least one year without interruption and at least 20h per week	*If "Yes, ..." ➔ please go to question 2.10*
2	Yes, I worked continuously for at least one year without interruption and less than 20h per week	
3	Yes, I worked, but less than one year	
4	No, I did not work prior to entering higher education	*If "No,..." ➔ please go to question 3.1*

2.10. ***[Only students with work experience prior to entering HE]*** **How closely related was/were your paid job(s) to your current (main) study programme?** *Please refer to your paid job(s) prior to entering higher education for the first time*

Not at all				Very closely
1	**2**	**3**	**4**	**5**

3. Study Conditions

3.1.	**During the current term, are you experiencing any difficulties in your current (main) study programme due to any of the following?** *Multiple answers possible.*
1	Yes, due to the standard of work required in my study programme (demanding exams/papers/presentations, number of tests, etc.)
2	Yes, due to organisational issues at my higher education institution (e.g. time table organisation, space restrictions in lectures/classes, mandatory attendance, etc.)
3	Yes, due to administrative issues at my higher education institution (e.g. delayed grades/results/credit transfers, registration procedures for courses/exams, etc.)
4	Yes, due to other study-related aspects
5	Yes, due to financial difficulties
6	Yes, due to obligations of my paid job
7	Yes, due to childcare obligations or pregnancy
8	Yes, due to health issues, impairments, accidental injuries
9	Yes, due to lack of motivation
10	Yes, due to other personal reasons (e.g. family matters)
11	No

3.2. To what extent do you generally agree with the following statements regarding the teaching staff in your (main) study programme this term?

	Do not agree at all				Strongly Agree
The teaching staff normally give me helpful feedback on how I am going.	1	2	3	4	5
The teaching staff motivate me to do my best work.	1	2	3	4	5
The teaching staff are extremely good at explaining things.	1	2	3	4	5

3.3. Generally, to what extent do you agree with the following statements with regard to your current (main) study programme?

	Do not agree at all				Strongly Agree
I get along well with the teaching staff in my current (main) study programme.	1	2	3	4	5
The teaching staff are interested in what I have to say.	1	2	3	4	5
I know a lot of fellow students with whom I can discuss subject-related questions.	1	2	3	4	5
I have contact to many students in my current (main) study programme.	1	2	3	4	5

3.4. How many hours do you spend in taught courses and on personal study time in a typical week during this term?
Try to fill in the amount of hours per day for each day of the week, including the weekend. Add a '0' if no hours were spent on an activity on the respective day. In case lectures do not take place weekly (e.g. 8hrs-seminars on three days of the semester), please average out the total time spent accordingly. Please refer to hours of 60 min here.

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, live online courses of your study programme, etc.)							
Personal study time (like preparation, studying, homework, unpaid internships, etc.)							

3.5. Looking at the time you spend on study-related activities and paid job(s) during this term, please indicate if you would like to spend less or more time on the following activities:

	Less	Same	More
Time on taught studies			
Personal study time			
Time on paid job(s)			

3.6. Generally, to what extent do you agree with the following thoughts regarding your studies?					
	Do not agree at all				**Strongly Agree**
It is often hard to discover what is expected of me in my current (main) study programme.	1	2	3	4	5
I would recommend my current (main) study programme.	1	2	3	4	5
I often have the feeling that I don't really belong in higher education.	1	2	3	4	5
It was always clear I would study in higher education one day.	1	2	3	4	5
I am seriously thinking about changing my current (main) study programme.	1	2	3	4	5
I am seriously thinking of completely abandoning my higher education studies.	1	2	3	4	5

3.7. How satisfied are you with the support provided to you by your higher education institution regarding the following aspects?						
	I do not need/want support	**Not sufficient at all**				**Entirely sufficient**
Study support services (e.g. organised tutoring, (academic) writing/bridging courses, mentoring)	6	1	2	3	4	5
Provision of learning facilities (e.g. library, computer centre, work places)	6	1	2	3	4	5
Support to balance my studies and paid job	6	1	2	3	4	5
Support to balance my studies and family	6	1	2	3	4	5
Support in the preparation for my (future) work life	6	1	2	3	4	5

3.8. How would you rate your performance so far in your current (main) study programme in comparison to that of your fellow students?					
	Much worse	**Somewhat worse**	**Just as good**	**Somewhat better**	**Much better**
Overall, my performance is...	1	2	3	4	5

3.9. To what extent do you feel your current (main) study programme is preparing you for the labour market?						
	Unable to rate	**Very poorly**				**Very well**
National labour market	6	1	2	3	4	5
International labour market	6	1	2	3	4	5

4. Living Conditions

4.1.	**Who do you live with during term-time (Monday to Friday)?** *Multiple answers possible.*	
1	Parents/guardians (or grandparents, uncles, aunts, or similar)	*Students living with parents (or grandparents, uncles, aunts, or similar) irrespective of other answer categories ticked ➔ please go to question 4.3.*
2	Partner/spouse	*Students not living with parents (or grandparents, uncles, aunts, or similar) ➔ please go to question 4.2.*
3	My child(ren)/my partner's child(ren)	
4	With (an)other person(s) not mentioned above (e.g. students, friends, etc.)	
5	I live alone	

4.2.	**[Only students who do not live with their parents/guardians (or grandparents, uncles, aunts, or similar)] Do you live in student accommodation, e.g. halls of residence?** *Single choice.*
1	Yes
0	No

4.3.	**How satisfied are you with your accommodation concerning the following aspects?**				
	Not satisfied at all				**Very Satisfied**
Cost	1	2	3	4	5
Location	1	2	3	4	5
Overall condition	1	2	3	4	5
Travel time to higher education institution	1	2	3	4	5

4.4.	**On a typical day during term, how much time does it take you to get from your home to your higher education institution?** *Home is your place of living during term (Monday until Friday)*
One way _____ minutes on average	

4A. Employment

4.5.	**Do you have (a) paid job(s) during term-time?** *Please also include paid internships and self-employment. Single choice.*	
1	Yes, I work during the whole term	*If "Yes, I work during the whole term" or "Yes, I work from time to time during term-time" ➔ please go to question 4.6*
2	Yes, I work from time to time during term-time	
3	No, I don't work during term-time	*If "No, I don't work during term-time" ➔ please go to question 4.10.*

4.6.	***[Only students who work during term-time]* How many hours do you spend on your paid job(s) in a typical week in the current term?**
Paid job(s): _____ hours per week	

4.7. *[Only students who work during term-time]* **To what extent do the following statements apply to your situation?** *Please refer to your paid job(s) during the current term.*					
	Does not apply at all				**Applies totally**
I work to cover my living costs	1	2	3	4	5
I work to gain experience on the labour market	1	2	3	4	5
Without my paid job, I could not afford to be a student	1	2	3	4	5
I work because I have to support others financially (children, partner, parents etc.)	1	2	3	4	5
I work so I can afford things I otherwise would not buy.	1	2	3	4	5

4.8. *[Only students who work during term-time]* **How closely related is/are your paid job(s) to the content of your current study programme?** *Please refer to your paid job(s) during the current term*				
Not at all				**Very closely**
1	2	3	4	5

4.9. *[Only students who work during term-time]* **Which of the following describes your current situation best?**	
1	Primarily I am a student, and I am working alongside my studies
2	Primarily I work, and I am studying alongside my paid job(s)

4.10. **Did you have (a) paid job(s) during a lecture-free period/holidays during the last 12 months?** *Please also include paid internships. Single choice.*	
1	Yes
0	No

4B. Income and Expenditure

4.11. What kind of financial support do you receive regularly from your family and/or partner?

Financial support from family or partner: *This support can be provided in various ways: in the form of cash/bank transfers, in the form of bills paid directly by the family/partner or in the form of goods that are provided free of charge (i.e. transfers in kind)*

Cash/Bank transfers *could be any money used for living or studying (incl. for fees)*

Bills *paid directly could be one or more of the following: rent, electricity, heating, tuition or other fees, phone bill, subscriptions, public transport, or similar bills*

Transfers in kind *could be one or more of the following: free accommodation, food, clothes, phone, car use, or similar goods provided*

Please check all that apply.

	...regularly provides me with money in cash/ bank transfers	**...pays bills for me regularly and directly**	**...regularly provides me with any transfers in kind**
My family (parents, siblings, relatives)...	1	2	3
My partner...	1	2	3
I do not receive this kind of support from my family or partner	1	2	3

4.12. Is anyone else regularly and directly paying any bills for you, or providing you with transfers in kind?

Bills *paid directly could be one or more of the following: rent, electricity, heating, tuition or other fees, phone bill, subscriptions, public transport, or similar bills*

Transfers in kind *could be one or more of the following: accommodation, food, clothes, phone, car use, or similar goods provided)*

Please check all that apply.

	...pays bills for me regularly and directly	**...regularly provides me with any transfers in kind**
Yes, my employer...	1	2
Yes, another person or institution...	1	2
No	1	2

4.13. Are you receiving a public grant/scholarship or a public loan during the current term? *Multiple answers possible.*	
1	Yes, a grant from SUSI (Student Universal Support Ireland)
2	Yes, other public grant/scholarship from Ireland
3	Yes, other public student loan from Ireland
4	Yes, financial support from my higher education institution university
5	Yes, grant/scholarship/loan from another country (i.e. not from Ireland)
6	No

4.14. Are you financing your living or study costs during the current term (partly) through savings? *Multiple answers possible.*	
1	Yes, through savings from previous jobs (e.g. earned during holidays)
2	Yes, through other savings (e.g. inheritance, gifts of money, capital income, sales, prize money)
3	No

4.15. Are you personally receiving income from any other sources during the current term? *Please take only money into account that you (and not your family or partner) receive personally. Multiple answers possible.*	
1	Yes, from **public** sources (e.g. child benefit, housing benefits, pension, unemployment benefits, support for orphans)
2	Yes, non-repayable income from **private** sources (e.g. alimony, private scholarships, income from capital, property, occasional income from sales, gifts)
3	Yes, repayable income from **private** sources (e.g. bank loan, private borrowing)
4	No

4.16. What is the average monthly amount available to you in cash or via bank transfers from the following sources during the current term? *"Available to you" is the money which is meant for monthly consumption, no matter when it was received. Bills paid directly for you or transfers in kind are not "available to you". Please try to estimate the monthly amounts, even if income is not received monthly. [In the online questionnaire, the choices will be filtered based on the responses to previous questions]*	
	Average Amount in Euro (per month)
Cash or transfer to my bank account from parents or guardians	
Cash or transfer to my bank account from partner	
SUSI grant	
Other Irish public grant or scholarship	
Other Irish public student loan	
Financial support from my higher educational institution	
Student support from another country (grant/scholarship/loan)	
Income from paid job during term-time	
Savings from previous jobs used for living/studying during term-time	
Savings (not from previous jobs) used for living/studying during term-time	
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)	
Other non-repayable income from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts)	
Other repayable income from private sources (e.g. loan, private borrowing)	
Total (automatically calculated by programme)	

4.17. What are your average expenses for the following items during the academic year?

[If 4.11.1.2=1 or 4.11.2.2=1 or 4.12.1.1=1 or 4.12.2.1=1 or 4.11.1.3=1 or 4.11.2.3=1 or 0.1.2=1 or 4.12.2.2=1] You have indicated that others regularly pay some of your bills directly and/or that you regularly receive transfers in kind: Please enter the approx. amount (i.e. sum of bills and transfers in kind) in the second column.

[If 4.11.1.3=1 and 4.1.1=1] Please try to estimate only cost your family pays additionally for you, e.g. for your food. If your parents would rent the same apartment without you living with them, they would not be paying any extra rent for you (hence enter 0), but you may be consuming additional electricity or other operating cost.

[If question 4.11.2.3=1 and 4.1.2=1] Please try to estimate only cost you pay for yourself and enter in the second column only cost your partner pays additionally for you. E.g. if you as a couple divide the accommodation cost, please enter your part of the accommodation cost in the first column and 0 in the second column. If your partner pays the total accommodation cost, please enter 0 in the first column and the share your partner pays for you in the second column.

If other persons (e.g. children, parents, partner) are financially dependent on you, please treat them as part of your own cost (e.g. if you pay the food for yourself and a child, please enter the total cost for both of you).

	I pay out of my own pocket	[Filtered] Paid by others directly for me (bills or transfers in kind)
Tuition fees or other fees for studying paid per academic year		
Fees (for tuition/registration/administration)		
Contributions to student unions/associations/ councils or for student services or insurances [except medical insurance])		
Regular monthly costs during term-time		
Part of) my accommodation costs (rent/mortgage including utilities, water, electricity etc.)		
Food		
Transportation		
Communication (telephone, internet, etc.)		
Health costs (e.g. medicine, medical insurance)		
Childcare		
Debt payment (except mortgage)		
Social and leisure activities		
Other regular living costs (clothing, toiletries tobacco, pets, insurance [except medical insurance]) or alimony		
Other study-related costs (e.g. field trips, books, photocopying, private tutoring, additional courses)		
Total regular monthly costs (automatically calculated by programme)		

4.18. To what extent are you currently experiencing financial difficulties?

Not at all				**Very seriously**
1	2	3	4	5

4.19.	**Would you be able to pay for an unexpected required expense of €500?**
1	Yes, I would be able to pay this through my own resources
2	No, but someone else (parents, family, partner etc.) would pay this for me
3	No, I could not afford this through my own resources and nobody else would be able to pay this for me.

4C. Internships

4.20.	**Have you done any internships (of at least one week, mandatory or voluntary) since you first entered higher education in Ireland?** *Eurostudent defines an internship as gaining practical experience on the labour market, thus teaching practice would be classed as an internship. Multiple answers possible, but "No" is exclusive*	
1	Yes, one or more internship(s) in Ireland	*If internship done in Ireland ➔ please go to question 4.21*
2	Yes, one or more internship(s) outside of Ireland	*If internship done outside of Ireland ➔ please go to question 4.23*
3	No	*If "No" ➔ please go to question 5.1*

4.21.	***[If internship done in Ireland]*** **Was your most recent internship in Ireland...** *Single choice.*
1	Mandatory part of the curriculum
2	Voluntary (i.e. not part of the curriculum).

4.22.	***[If internship done in Ireland]*** **Was your most recent internship in Ireland paid or unpaid?** *Single choice.*	
1	Paid	*If no internships abroad ➔ please go to question 5.1*
2	Unpaid	

4.23.	***[If internship done abroad]*** **Was your most recent internship abroad...** *Single choice.*
1	Mandatory part of the curriculum
2	Voluntary (i.e. not part of the curriculum).

4.24.	***[If internship done abroad]*** **Was your most recent internship abroad paid or unpaid?** *Single choice.*
1	Paid
2	Unpaid

4.25.	***[Only students who did an internship abroad]*** **In which country did you do your internship abroad and how long was your internship abroad?**	
Country:		[Drop-down list of countries]
Duration of the internship in months:		

4.26.	***[Only students who did an internship abroad]*** **Within which of the following organisational frameworks was your internship abroad organised?** *Single choice.*
1	Erasmus (+)
2	Other EU-programme
3	Other programme
4	Independently organised, without any programme

4.27.	***[Only students who did an internship abroad]*** **What qualification were you studying for in Ireland when you did your internship abroad?** *Multiple answers possible.*	
1	Higher Certificate	ISCED Level 5
2	Advanced Certificate	ISCED Level 5
3	Undergraduate Diploma	ISCED Level 5
4	Undergraduate General Degree	ISCED Level 6
5	Undergraduate Honours Degree	ISCED Level 6
6	Higher Diploma	ISCED Level 6
7	Masters Research (Postgraduate)	ISCED Level 7
8	Masters Taught (Postgraduate)	ISCED Level 7
9	Postgraduate Certificate	ISCED Level 7
10	Postgraduate Diploma	ISCED Level 7
11	PhD or doctorate	ISCED Level 8
12	Other, not listed here	
13	Outside of any degree programme	

4.28.	***[Only students who did an internship abroad]*** **Did you gain any ECTS with your internship abroad?** ECTS: (European Credit Transfer System) – for more information see here. The term is also used to describe credits (achievements, certificates, exams) obtained towards the fulfilment of a study programme.
1	Yes
0	No
2	Don't know (yet)

5. International Mobility

5.1.	**Have you ever taken part in any of the following temporary study-related activities abroad since you first entered higher education in Ireland?** ***[If already done an internship abroad]*** *change the question to:*	
5.1a.	**Besides your internship abroad: Have you ever taken part in any of the following temporary study-related activities abroad since you first entered higher education in Ireland?** *Abroad = outside of Ireland. Multiple answers possible.*	
1	Temporary study period abroad during a study programme in Ireland (e.g. a semester abroad)	*If temporary study period abroad ➔ please go to question 5.3*
2	Other study-related activities abroad of at least 3 months (e.g. research/field trip, language course, summer course)	*For all other answers ➔ please go to question 5.2*
3	Other study-related activities abroad of less than 3 months (e.g. a research/field trip, language course, summer course)	
4	No study-related activities abroad	

5.2.	***[Only students who have not done a temporary study period abroad yet]*** **Taking a closer look at temporary study periods abroad: How would you best describe your intentions?** *Single choice.*	
1	I am currently preparing a temporary study period abroad.	*please go on to question 5.8*
2	I haven't made any arrangements, but I am intending to go abroad for a temporary study period	
3	I do not intend to go abroad for a temporary study period	

[Pre-question text]

The following questions focus on your temporary study period abroad.

If you did more than one temporary study period abroad, please refer to the most recent stay.

5.3. ***[Only students who have been enrolled abroad]*** **In which country were you temporarily studying abroad, and for how long?**	
Country	[Drop-down list of countries].
Duration in months:	

5.4. ***[Only students who did a study period abroad]*** **Within which of the following organisational frameworks was your temporary study period abroad organised?**	
1	Erasmus (+)
2	Other EU-programme
3	Other programme
4	Independently organised, without any programme

5.5. ***[Only students who did a study period abroad]*** **What qualification were you studying for in Ireland when you went (temporarily) to study abroad?**			
1	Advanced Certificate	ISCED Level 5	*ISCED explanations are only shown here for mapping.*
2	Higher Certificate	ISCED Level 5	
3	Undergraduate Diploma	ISCED Level 5	
4	Undergraduate General Degree	ISCED Level 6	
5	Undergraduate Honours Degree	ISCED Level 6	
6	Higher Diploma	ISCED Level 6	
7	Masters Research (Postgraduate)	ISCED Level 7	
8	Masters Taught (Postgraduate)	ISCED Level 7	
9	Postgraduate Certificate	ISCED Level 7	
10	Postgraduate Diploma	ISCED Level 7	
11	PhD or doctorate	ISCED Level 8	
12	Other, not listed here		

5.6. ***[Only students who did a study period abroad]*** **Were the credits (ECTS, competences, certificates) you gained recognised towards your study programme in Ireland?** ECTS: (European Credit Transfer System) – for more information see here. The term is also used to describe credits (achievements, certificates, exams) obtained towards the fulfilment of a study programme.	
1	Yes, all credits were recognised
2	Yes, the credits were partly recognised
3	No, none of the credits were recognised
4	I did not gain any credits
5	I don't know (yet)
6	I never planned on getting any credits recognised

5.7. ***[Only students who did a study period abroad]*** **Which of the following sources did you use to fund your temporary study period abroad and which one of them was your primary source of funding?** *Please think about all costs of studying abroad including, e.g. travel costs to the foreign location, housing, food, tuition/registration fees at the host institution, etc. Please indicate all sources of funding you used (multiple answers) and the primary source of funding (single choice).*

	Sources of funding	Primary source of funding
Contribution from parents/family/partner		
Own income from previous job or own savings		
Income from paid job during my studies abroad		
Study grants/loans from host country		
Regular study grants/loans from Ireland		
Special study grants/loans from Ireland for going abroad		
EU study grants/loans (e.g. Erasmus)		
Other		

5.8. ***[All students]*** **To what extent are or were the following aspects an obstacle to you for enrolment abroad?** *If you have been enrolled abroad, please consider to which extent the following aspects were real obstacles to the planning and implementation of the period abroad. If you have not been enrolled abroad (yet), please consider to which extent the following aspects currently deter you from going abroad.*

	No obstacle				Big obstacle
Insufficient skills in foreign language	1	2	3	4	5
Lack of information provided by my higher education institution	1	2	3	4	5
Separation from partner, child(ren)	1	2	3	4	5
Separation from social circle (friends, parents, etc.)	1	2	3	4	5
Additional financial burden	1	2	3	4	5
Loss of paid job	1	2	3	4	5
Lack of motivation	1	2	3	4	5
Low benefit for my studies at home	1	2	3	4	5
Difficult integration of enrolment abroad into the structure of my home study programme	1	2	3	4	5
Problems with recognition of results achieved abroad	1	2	3	4	5
Problems with access regulations to the preferred country (visa, residence permit)	1	2	3	4	5
Limited admittance to mobility programmes	1	2	3	4	5
My health/disability	1	2	3	4	5

6. Personal Details

6.1. In which country were you and your parents (or those who raised you) born? *Please enter "Don't know" if unknown*		
	Country	**Don't Know**
You	[Drop-down list of countries]	
Father/Guardian 1	[Drop-down list of countries]	
Mother/Guardian 2	[Drop-down list of countries]	

6.2. Do you and your parents (or those who raised you) have Irish citizenship?			
	Yes	**No**	**Don't Know**
You			
Father/Guardian 1			
Mother/Guardian 2			

6.3. In how many languages do you assess your written and spoken skills as (very) good (including your native language(s))? *Single choice.*	
1	In one language
2	In two languages
3	In three languages
4	In four languages
5	In more than four languages

6.4. Do you have children? *Single choice.*		
1	Yes, _____ child(ren)	*If "Yes" ➔ continue with question 6.5*
2	No	*If "No" ➔ continue with question 6.6*

6.5. *[Only students who have children]* How old is your youngest child?
_____ year(s) of age

6.6. Please indicate if you have a disability, impairment, long-standing health problem, functional limitation or learning disability. *"Long-standing health problem" describes a health problem that has lasted or is likely to last for at least 6 months. Multiple answers possible.*		
1	Yes, physical chronic disease	*If "Yes,..." ➔ continue with question 6.7*
2	Yes, mental health problem	
3	Yes, mobility impairment	
4	Yes, sensory impairment (vision, hearing)	
5	Yes, learning disability (e.g. Dyslexia)	
6	Yes, another long-standing health problem/functional limitation/impairment/etc.	
7	No	*If "No" ➔ continue with question 7.1.*

[Pre question text]

[Only students who have indicated an impairment] The following questions are directed at students with disabilities, impairments, physical chronical diseases, mental health problems, learning disabilities, other long-standing health problems or functional limitations.

To keep the texts brief, we use the term "impairment" as an umbrella term. We hope you will understand this decision, even if you personally prefer the use of another term.

6.7. ***[Only students who have indicated an impairment]*** **Is/are your impairment(s) noticeable to others?** *Single choice.*	
1	Yes, other people notice the first time they meet me that I have an impairment
2	Yes, other people will probably notice after some time that I have an impairment
3	No, my impairment is not generally noticeable to others

6.8. ***[Only students who have indicated an impairment]*** **Due to your impairment(s) to what extent are you limited…?**			
	Severely limited	**Limited but not severely**	**Not limited at all**
… in activities people usually do?	1	2	3
… in your studies?	1	2	3

6.9. ***[Only students who have indicated an impairment that is severely limiting their studies or limiting their studies but not severely]*** **Please think of the limitations you face in your studies due to your impairment: How would you rate the public and institutional support you receive to overcome these limitations?**					
I do not need/ want any support	**Not sufficient at all**				**Entirely sufficient**
6	1	2	3	4	5

7. Family Background

[Pre question text]

In this section you will be asked some questions about your family background. The following questions are about your mother and father or those person(s) who raised you.

7.1. What is the highest level of education your mother/guardian and father/guardian have obtained?

	Mother or Guardian 1	Father or Guardian 2
No formal qualification [ISCED 0]	1	1
Primary only [ISCED 1]	2	2
Group/Inter/Junior Certificate [ISCED 2]	3	3
Apprenticeship without Leaving Certificate [ISCED 2]	4	4
Leaving Certificate [ISCED 3]	5	5
Further Education Award/Other Further Education [ISCED 3]	6	6
Apprenticeship with Leaving Certificate [ISCED 3]	7	7
Higher Certificate [ISCED 5]	8	8
Diploma [ISCED 5]	9	9
Ordinary Bachelor Degree [ISCED 6]	10	10
Honours Bachelor Degree [ISCED 6]	11	11
Postgraduate Cert/Diploma [ISCED 7]	12	12
Masters Degree [ISCED 7]	13	13
PhD or higher [ISCED 8]	14	14
I don't know	15	15

7.2. How well-off financially do you think your parents (or guardians) are compared with other families? *If one or both of your parents is/are deceased, please refer to their most recent financial situation. If your parents/guardians are separated/ divorced, please try to average the financial situation of your parents/guardians (who raised you). Single choice.*

Not at all well-off	Not very well-off	Average	Somewhat well-off	Very well-off
1	2	3	4	5