EUROSTUDENT SURVEY VIII

REPORT ON THE SOCIAL AND LIVING CONDITIONS OF HIGHER EDUCATION STUDENTS IN IRELAND 2022

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

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Foreword

This report will be our eighth Eurostudent report to date. Each report has provided ongoing comparable data on the social dimension of European higher education. Within today's global 'knowledge economy' higher education institutions have a vitally important role to play in shaping tomorrow's citizens, leaders, entrepreneurs, and workforce; and the quality of the student experience is a primary determinant of their success in this endeavour. Nevertheless, while students are key stakeholders in higher education, the student-voice all too often remains unheard by policymakers. This report, which presents the findings of the eighth Eurostudent survey of higher education students in Ireland, makes an important contribution to addressing this information deficit, providing a wealth of internationally comparable demographic, economic, and social data. Complementing StudentSurvey.ie, *Eurostudent Survey VIII* gives an insight into the quality of life of the increasing diversity of students in Irish higher education, and into how this affects their learning experience. It also provides an insight into the effects of the Covid-19 Pandemic on Irish students.

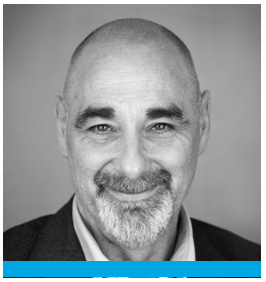
While this report bears testimony to the progress that has been made in widening access to, and increasing participation in, higher education in Ireland in recent decades, it also highlights the challenges that we face as we seek to ensure that all students have an excellent learning experience within a high-quality learning environment, especially as we move back to onsite learning. The report documents a high level of overall student satisfaction with higher education provision in Ireland. However, while the financial hardship reportedly experienced by many students is a corollary of the broader macro-economic climate, it is nonetheless a cause for concern, especially given the evidence of a clear correlation between students' socio-economic background and their financial standing, and the perceived financial barriers to studying abroad. The poor mental health and well-being of a large percentage of respondents to the survey is also concerning and highlights the critical importance of student-support services, both for the quality of the student experience and for students' academic performance. It is encouraging that nearly seven in ten students have knowledge of the counselling facilities with a hope this figure will continue to increase.

More broadly the report reflects many of the key challenges which the higher education sector faces at national level. That overall, the greatest proportion of students in Irish higher education

are full-time, domestic undergraduates under 23 years of age is indicative of the need to enhance higher education institutions' responsiveness to the learning needs of all citizens through the provision of programmes on a flexible basis and through the development of a range of entry and progression pathways. Promoting access to higher education for disadvantaged groups will be particularly important in order to meet the high-level skills needs of employers as Irish enterprise moves up the value-chain. Enhancing the internationalisation of higher education is also a national priority for Ireland as a small, open European economy; and improving the rate of outward mobility of Irish staff and students will be an essential part of this. This report also investigated important aspects of students' wellbeing and experience such as the Digitalisation of Teaching, Learning and Student Life and its effect on students' lives and students' experiences of discrimination.

The structural reform of the sector which is underway will provide the foundation for addressing many of these challenges, eliminating duplication of courses, supporting the development of critical mass in areas of expertise, fostering collaboration between institutions to improve student-choice, and enabling the pooling of resources and the sharing of best-practice. The Eurostudent Survey offers important insights into how an 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 2022-2028 (HEA, 2022) as continuing to be under-represented in higher education.

I would like to thank Insight Statistical Consulting for preparing this report, the Eurostudent VIII Steering Group for their expert oversight of the project and participating higher education institutions for their assistance and cooperation. Most importantly, I would like to thank the many students who responded to the survey. The data presented here is a valuable resource for all higher education stakeholders, and I hope that it will stimulate discussion and reflection on how we can collectively ensure that the increasing number and diversity of students in Irish higher education enjoy an enriching learning experience within a world-class higher education system.



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. It should also be noted at the outset that these results are based on a sample of over twenty thousand students and not a census of all students. This sample has then been weighted to align with the known student population.

Demographics

- The proportion of students studying at Irish higher educational institutions has steadily increased in recent years. Since the last Eurostudent survey, which was conducted in 2019, the numbers of students enrolled has increased by 6.3 percent.
- 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, 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 around 7 percent of the total undergraduate population.
- 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, 46 percent have children.
- Of the total student population with children, the median age of the youngest child was 9, and in terms of dependency three-quarters of all children of students are 16 years old or younger.
- International students are typically older than Irish students.
- Overall, approximately 32 percent of all students indicated that they have a disability, compared with 25 percent in the previous Eurostudent report[1]. A higher level of disability is noted for full-time students than part-time students. The most commonly reported disability is mental health problems.

[1] 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.
- Mature students are more likely to enter higher education without a Leaving Certificate. Eighteen percent of mature students do not have a Leaving Certificate, compared against two percent in the rest of the undergraduate student population.
- Parental education appears to influence whether students delay transition into higher education. 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.
- 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

- 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 generally contemplate changing either their programme or withdrawing from higher education in general. All of which paints a broadly positive portrait of Irish higher education.
- 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 was €1,122. The overall average monthly expenditure for all students was €1,340.
- 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.
- 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.

- 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 33 percent of the total student population say that they are experiencing serious (or very serious) financial problems. In the last Eurostudent report, 26 percent of the total student population reported serious financial difficulties.

Accommodation

- Accommodation is the largest single expenditure which accounts for around 35 percent of all expenditure, and the average spend on accommodation was €469 (up from €415 in the last Eurostudent report).
- 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.

Course Workload, Student Employment and Time Budget

- The amount of time spent in taught studies is relatively even, with on average, undergraduate students spending 18 hours in taught studies. Whereas, for postgraduate students this is only 14 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 25 hours per week on personal study. In contrast, this is only 18 hours for undergraduates.
- A higher proportion of students (49 percent of full-time undergraduates) who don't work during term receive funding from their parents than those who do work throughout term (32 percent of full-time undergraduates). In addition, 43 percent of full-time undergraduates have their bills paid regularly by their parents regardless of whether they work during term, or not.
- 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, 89 percent of part-time students worked during a lecture-free period, which is the same proportion 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 that align with their employment aims.

Student Mobility

- Ireland has a low rate of student mobility with approximately 4 percent of all students having ever taken part in a temporary study period abroad since they first entered higher education. Furthermore, 5 percent are currently preparing for a study period abroad and 18 percent are intending to go abroad for a temporary study period in the future.
- 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.

Mental Health and Well-being

- Students appear to be relatively happy as 15 percent say they are extremely happy, and 41 percent say they are happy. Only 3 percent say that they are extremely unhappy.
- There appears to be no significant differences across gender.
- However, part-time students and postgraduates appear to be generally happier than their full-time or undergraduate counterparts. In addition, older students appear to be happier than younger students.

Effects of the Covid-19 Pandemic

- Approximately 28 percent of students reported that the pandemic had no effect on their motivation. Whereas 59 percent of students reported that the pandemic had a negative impact and only 13 percent report that it had a positive impact. Part-time students, postgraduate students and older students were more likely to report that the pandemic had no impact on their motivation.

- Approximately 58 percent of students expect a negative (or very negative) impact of the pandemic on their mental health. This rises to 63 percent for female students, 61 percent for full-time students and 60 percent for undergraduates. Furthermore, younger students appear to be more likely to report negative expectations of the impact of the pandemic on their mental health than older students.
- Part-time students and postgraduates appear to be generally happier than their full-time or undergraduate counterparts. In addition, older students appear to be happier than younger students.

Experiences of Discrimination

- Approximately 35 percent of female students have at some point been treated as less smart or less capable than others because of who they are, in contrast only 25 percent of male students have experienced the same. Younger students also appear to experience this more than older students.
- Approximately 32 percent of female students report that they have experienced sexual harassment at some point, compared with 14 percent of male students.
- Female students are more likely to feel unsafe or very unsafe walking alone in their neighbourhood and on campus compared to their male counterparts.

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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[2].

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. In previous rounds of the survey, the Eurostudent population did not include distance learners who do not have some form of physical face-to-face contact with course providers during their lecture period, however, because of the Coronavirus pandemic, this stipulation was adjusted. As such, regardless of whether classes are face-to-face or entirely conducted online, these students are considered part of the Eurostudent population as long as they live in Ireland during their studies.

Approximately 21,000 valid student responses (from a population of approximately 240,000 students) were received during the data collection period. This represented a response rate of 8.7 percent of all students.

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:

[2] 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://www.qqi.ie/what-we-do/the-qualifications-system/national-framework-of-qualifications

Gender	Level	Status	Institution Type	Age
11 percent for female students and 6 percent for male students.	8 percent for postgraduate students and 9 percent for undergraduate students.	10 percent for full-time students and 4 percent for part-time students.	8 percent for students from the Institutes of Technology/ Technological Universities and 9 percent for students from the Universities (including Associate and Affiliate Colleges and the Royal College of Surgeons Ireland).	9 percent for students aged less than 22 years old, 10 percent for students aged 22 to 24 years old, 8 percent for students aged 25 to 29 years old, and 7 percent for students aged 30 years and above.

In order to address these imbalances, all valid survey-responses were weighted to reflect the known population parameters of **inter-locked** gender, full-time/part-time status, ISCED level, age and type of institution[3]. 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.

[3] Population statistics provided from the Higher Education Authority's Student Record System database.

Table 1.1 provides an overview of the sample 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 11 percent of the sample and is largely vocational in its focus[4].

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.

Table 1.1: Overview of the student sample [N=21,116]

ISCED Level	Full-time student	Part-time student	Percent of Total	N[5]
5	13%	87%	11%	2,300
6 (Undergraduate)	93%	7%	72%	15,136
7 (Postgraduate)	49%	51%	17%	3,680
Percent of Total	77%	23%	100%	
N	16,190	4,926		**21,116**

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 form a minority of the overall target

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

5 N used here and throughout this report provides the unweighted size of each group in the sample.

population. In contrast, undergraduate students form 72 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 remaining 17 percent of the target population, and within this group 49 percent are conducting their studies full-time and 51 percent are part-time. This set of primary classifications is cross-referenced against several key student characteristics of the sample in Table 1.2[6].

Table 1.2: The distribution of key student characteristics within the sample

	Undergraduate		Postgraduate		Total	Valid N
	Full-time	Part-time	Full-time	Part-time		
Female	53%	45%	57%	57%	54%	10,319
Male	47%	55%	43%	43%	46%	8,911
Universities[7]	61%	22%	83%	70%	62%	11,850
Institutes of Technology/ Technological Universities	39%	78%	17%	30%	38%	7,380
Domestic Student	92%	80%	68%	81%	88%	16,769
International Student[8]	8%	20%	32%	19%	12%	2,386
Non-Mature Undergraduate	96%	63%			93%	14,436
Mature Undergraduate[9]	4%	37%			7%	1,034
Non-Dublin institution	60%	68%	49%	47%	58%	11,222
Dublin institution	40%	32%	51%	53%	42%	8,008
Not a Grant/ Scholarship Recipient	67%	85%	68%	87%	70%	13,442
Grant/Scholarship Recipient	33%	15%	32%	13%	30%	5,788
Overall	**75%**	**6%**	**9%**	**10%**	**100%**	

6 ISCED Level 5 respondents have been filtered out from this and all following analyses.
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

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

- Female students comprise 54 percent of the total target population. At undergraduate level 53 percent of full-time students and 45 percent of part-time students are female. At the postgraduate level this rises to 57 percent for both full-time and part-time students.
- 78 percent of part-time undergraduate students attend Institutes of Technology or Technological Universities, whereas 61 percent of full-time undergraduate students attend Universities. At the postgraduate level, 83 percent of full-time students and 70 percent of part-time students attend Universities.
- International students are more prominent in full-time postgraduate courses.
- Of the students undertaking part-time undergraduate courses, 37 percent of them are mature students, whereas for full-time undergraduates only 4 percent of them are mature students.
- 60 percent of full-time undergraduates are based in institutions outside of Dublin, whereas 53 percent of part-time postgraduates are studying in Dublin-based institutions.
- 33 percent of full-time undergraduate students, 32 percent of full-time postgraduate students, 15 percent of part-time undergraduate students, and 13 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 2019, the numbers of students enrolled has increased by 6.3 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.

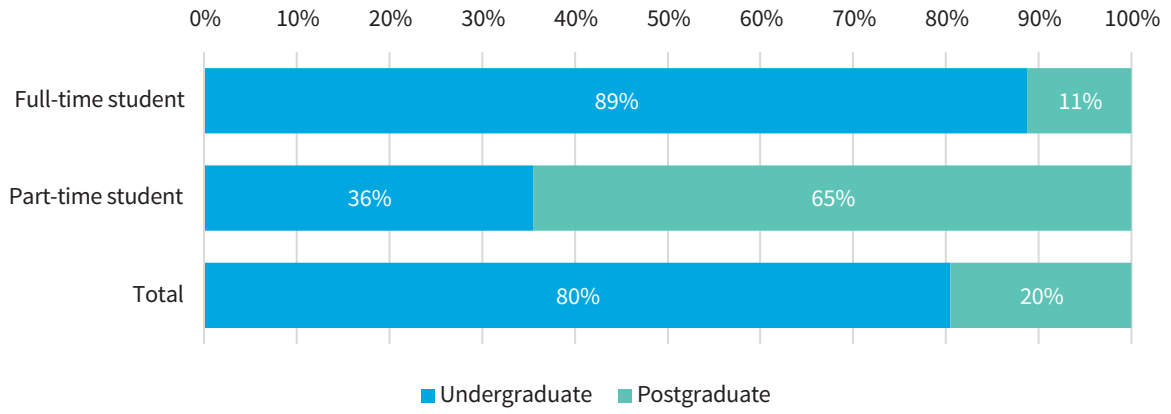
[10] HEA 2021/2022 – Key Facts and Figures 21/22 HEA: Dublin.
HEA 2017/2018 – Key Facts and Figures 17/18 HEA: Dublin.

1.1 Gender profile

As shown in Table 1.1, the majority of students are full-time undergraduates, who form 75 percent of the total population. Nine 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 ten percent taking postgraduate courses.

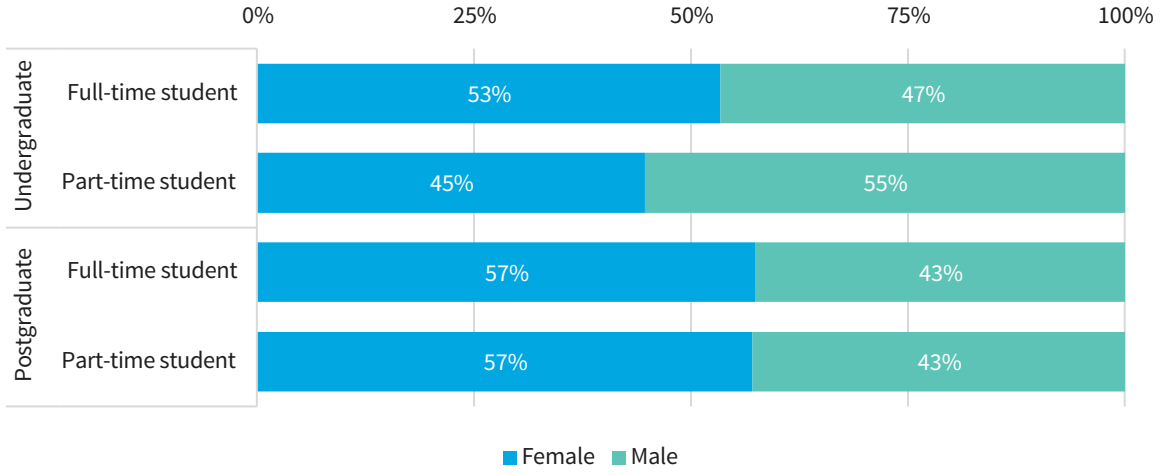
When the distribution of part-time/full-time students across undergraduate/postgraduate courses is examined, the pattern remains very similar and is shown in Figure 1.1. Almost ninety percent of undergraduates are full-time students whereas for postgraduate courses the pattern runs in the opposite direction, with 36 percent studying full-time and 65 percent studying part-time.

Figure 1.1: The distribution of full-time/part-time students across undergraduate/ postgraduate courses for target student population [N=19,230]



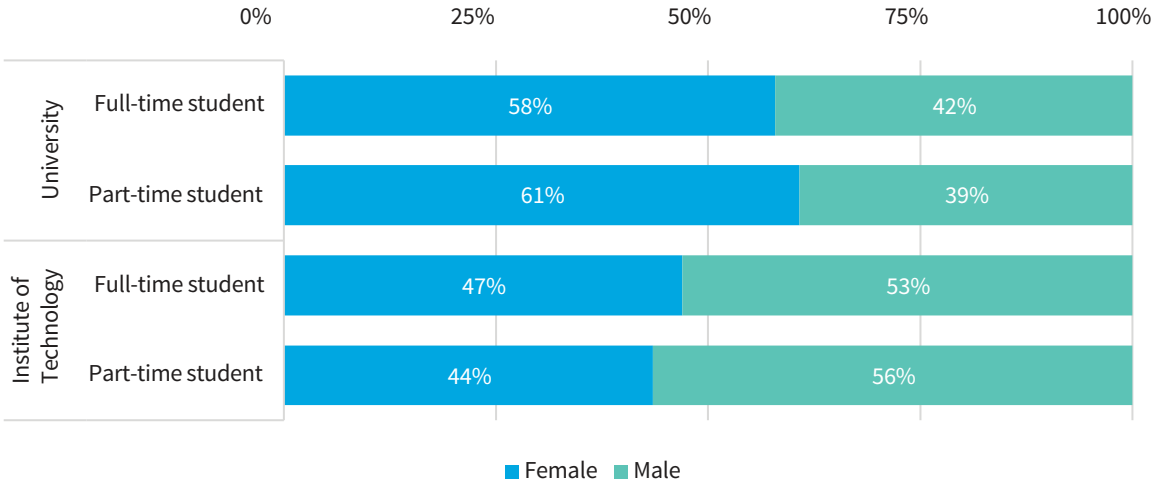
With regard to the distribution of genders across course type, it is seen from Figure 1.2 that at the undergraduate level the gender balance is relatively even, with 53 percent of full-time undergraduates and 45 percent of part-time undergraduates being female. At the postgraduate level this balance shifts towards greater representation of females, with 57 percent of full-time postgraduates and 57 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=19,230]



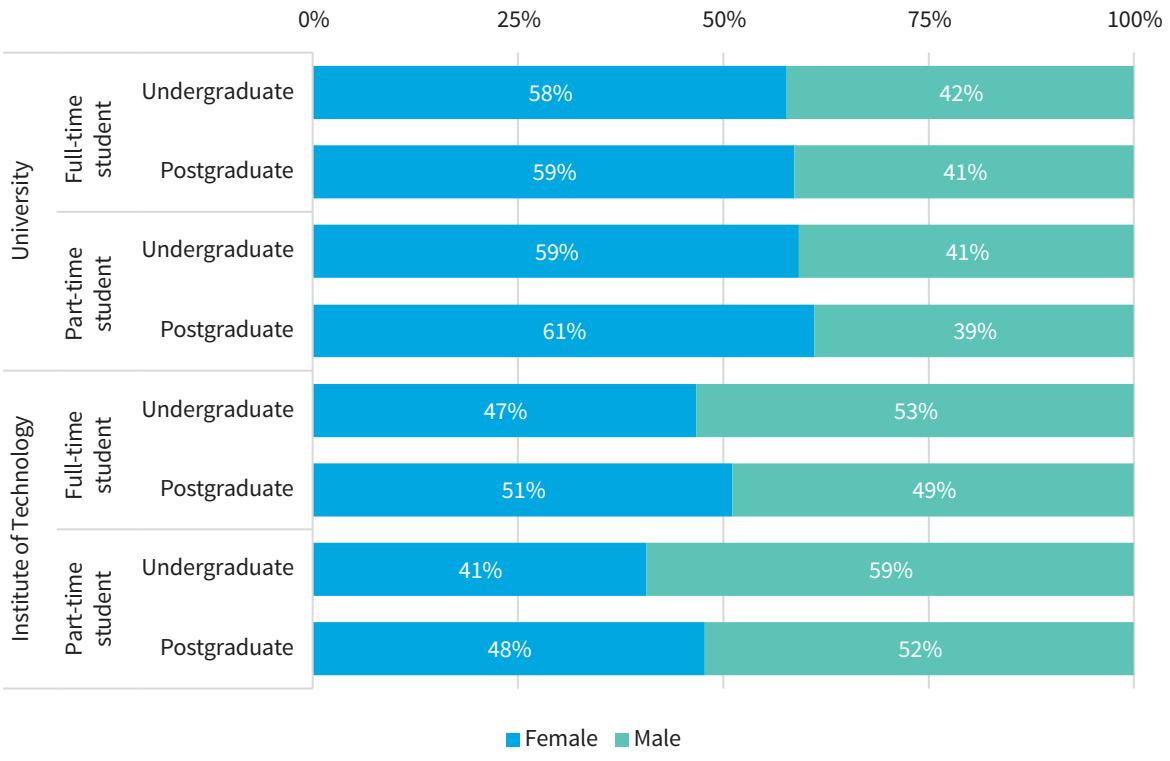
However, when this gender division is examined across the type of institution attended, this difference becomes somewhat more pronounced with more females attending Universities (or associate/affiliated colleges) regardless of whether they are full or part-time students (58 percent and 61 percent respectively). In contrast, a higher proportion of males attend Institutes of Technology/Technological Universities, and again this pattern appears to hold regardless of whether they are full or part-time students (53 percent and 56 percent in these cases). This is illustrated in Figure 1.3.

Figure 1.3: The distribution of male/female students by institution [N=19,230]



Further variation in gender profile 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 and Technological Universities, a greater proportion of males are studying on full-time undergraduate courses and full-time and part-time postgraduate courses. However, there are a greater proportion of females at full-time postgraduate level. These patterns are illustrated in Figure 1.4.

Figure 1.4: The distribution of male/female students by institution and degree type [N=19,230]



In previous iterations of this survey, the 10 study fields of the ISCED-2013 classification have been used. For the most part this schema is useful but has some problematic elements. These come into focus when comparing the expected labour market positions of graduates of certain fields (for example, in the old schema 'Health and Welfare' contained medicine and social work graduates together). The adapted version used in Table 1.3 below, therefore, splits the study fields in question into more internally homogenous fields reflecting the differences within existing categories to a higher degree.

Table 1.3: Main study area by discipline [N=19,170]

	Undergraduate		Postgraduate		Total
	Full-time	Part-time	Full-time	Part-time	
Generic programmes	4%	0%	9%	85%	**<1%**
Education Science	34%	2%	19%	45%	**3%**
Teacher Training	75%	2%	18%	4%	**2%**
Arts	89%	2%	6%	3%	**9%**
Humanities	80%	4%	8%	9%	**4%**
Languages	70%	4%	16%	10%	**1%**
Social sciences, journalism & information	69%	3%	16%	12%	**4%**
Psychology	78%	4%	6%	12%	**2%**
Business & administration	64%	9%	12%	15%	**15%**
Law	83%	5%	7%	5%	**4%**
Natural sciences, mathematics & statistics	87%	2%	7%	4%	**14%**
ICT	69%	11%	11%	9%	**9%**
Engineering, manufacturing, construction	73%	7%	13%	6%	**9%**
Architecture & town planning	73%	13%	7%	7%	**3%**
Agriculture, forestry, fisheries, veterinary	95%	1%	3%	2%	**2%**
Medicine, Dental Studies	91%	0%	4%	4%	**4%**
Health	72%	2%	7%	19%	**8%**
Pharmacy	75%	2%	21%	3%	**1%**
Welfare	69%	18%	5%	8%	**4%**
Services	81%	11%	2%	6%	**2%**
Total	**75%**	**6%**	**9%**	**10%**	**100%**

Table 1.3 shows that of the total student population, 15 percent are studying courses in Business and Administration. In contrast, only 1 percent of students in Ireland engage in Language or Pharmacy courses. Ninety-five percent of Agriculture, forestry, fisheries and veterinary students are full-time undergraduates, whereas 45 percent of students doing education science are part-time postgraduates.

Table 1.4 provides a breakdown of the percentage of students in each discipline by gender.

Table 1.4: Main study area by gender [N=19,170]

	Undergraduate		Postgraduate		Overall	
	Female	Male	Female	Male	Female	Male
Generic programmes	33%	67%	62%	38%	**60%**	**40%**
Education Science	82%	18%	76%	24%	**78%**	**22%**
Teacher Training	82%	18%	89%	11%	**84%**	**16%**
Arts	60%	40%	74%	26%	**61%**	**39%**
Humanities	57%	43%	54%	46%	**56%**	**44%**
Languages	70%	30%	74%	26%	**71%**	**29%**
Social sciences, journalism & information	57%	43%	66%	34%	**59%**	**41%**
Psychology	74%	26%	70%	30%	**74%**	**26%**
Business & administration	50%	50%	46%	54%	**49%**	**51%**
Law	59%	41%	67%	33%	**60%**	**40%**
Natural sciences, mathematics & statistics	54%	46%	49%	51%	**53%**	**47%**
ICT	21%	79%	24%	76%	**22%**	**78%**
Engineering, manufacturing, construction	21%	79%	35%	65%	**24%**	**76%**
Architecture & town planning	25%	75%	44%	56%	**28%**	**72%**
Agriculture, forestry, fisheries, veterinary	66%	34%	79%	21%	**67%**	**33%**
Medicine, Dental Studies	54%	46%	67%	33%	**55%**	**45%**
Health	80%	20%	79%	21%	**80%**	**20%**
Pharmacy	63%	37%	76%	24%	**66%**	**34%**
Welfare	84%	16%	81%	19%	**84%**	**16%**
Services	47%	53%	49%	51%	**47%**	**53%**
Total	**53%**	**47%**	**57%**	**43%**	**54%**	**46%**

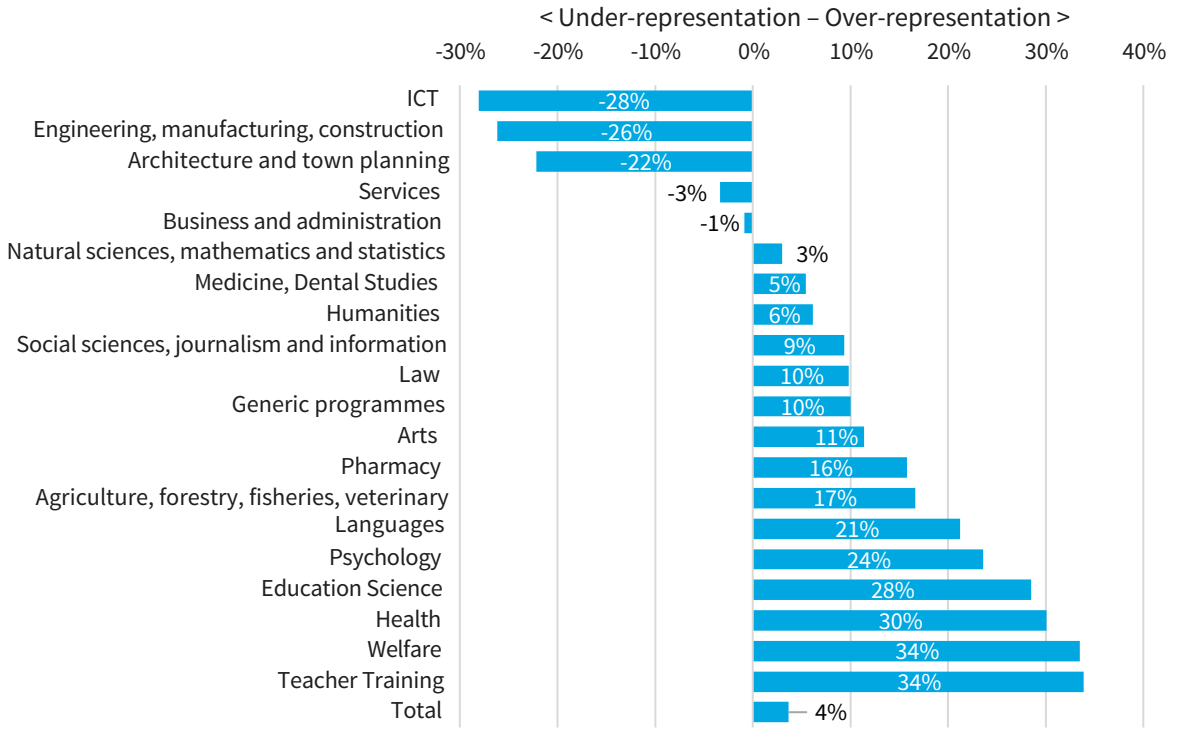
The total row shows that there are more females in higher education than males (cf. Figure 1.2). However, it is when we look at which disciplines each gender tends to gravitate towards that noticeable differences occur. For example, there are higher proportions of females at both undergraduate and postgraduate level in Education, Arts, Humanities, Social Sciences, Journalism and Information, Languages, 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 parity between males and females in that study area.

As one can see from this chart, Business and Administration, 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 Teacher Training, Welfare, Health, and Education Science where females are heavily over-represented, and Engineering, Manufacturing and Construction, and Information and Communication Technologies where we see a large under-representation of female students.

Figure 1.5: Total percentage difference before gender parity across disciplines for female students [N=19,170]

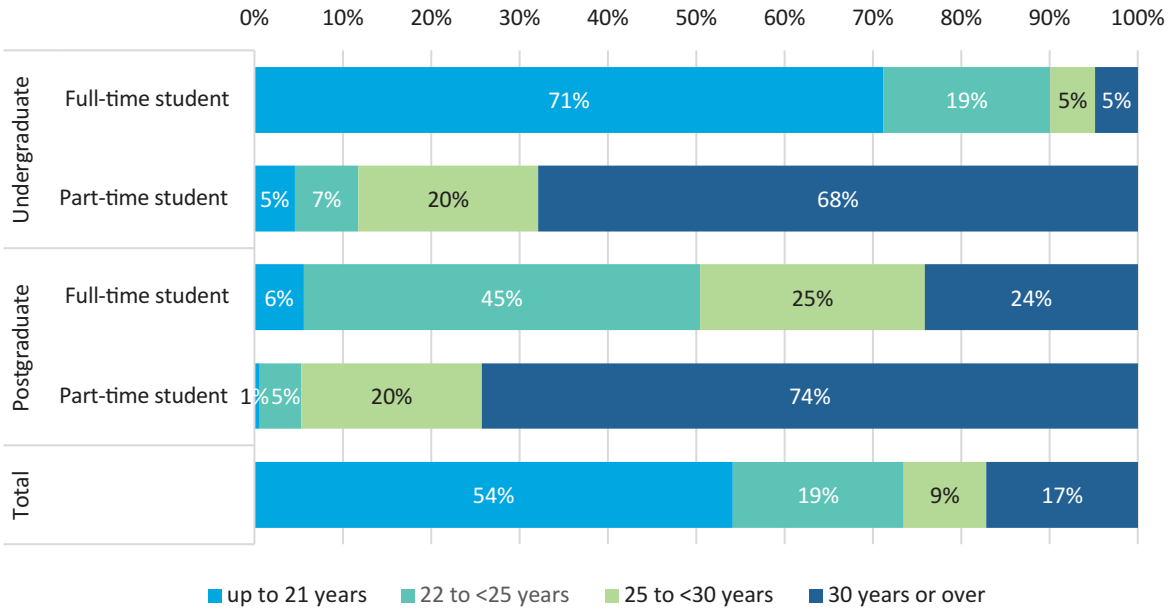


1.2 Age and background

Ireland has a relatively young student population with the median age for all respondents being 22. 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 21 whereas for part-time undergraduates the median age is 37. 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 38.

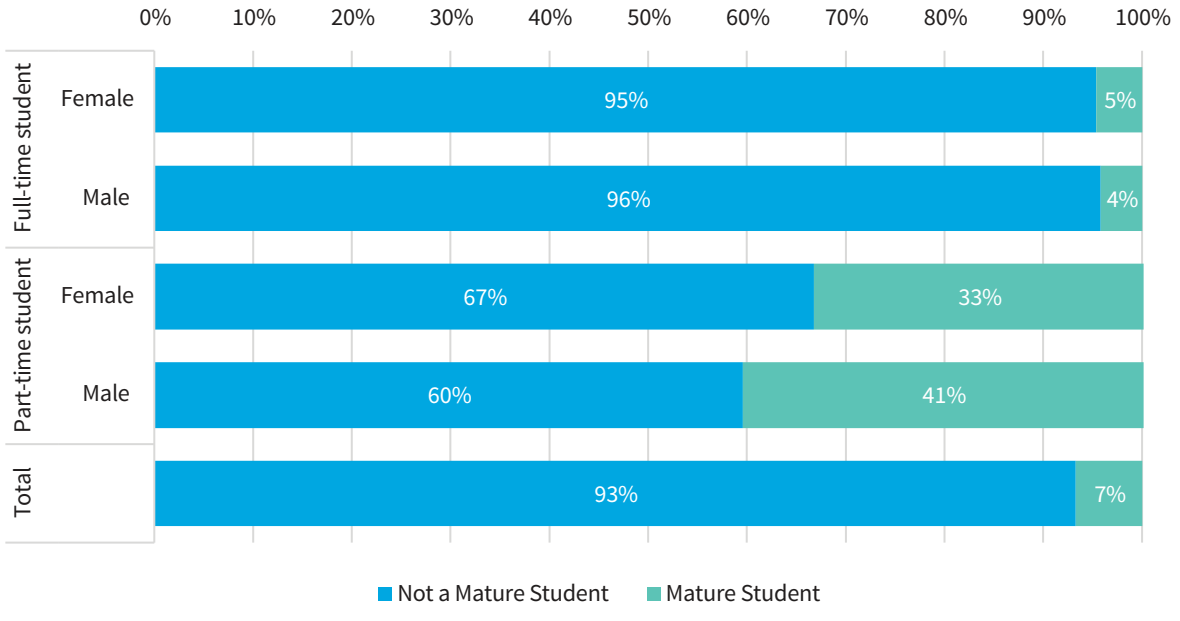
The age profile of each student cohort is illustrated in Figure 1.6 and follows the expected trend in that full-time undergraduate are predominantly under 22 years of age (71 percent) whereas part-time undergraduates are typically older (68 percent are over 30 years of age). At the postgraduate level, 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, 6 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 1 percent being under 22 and 74 percent being over 30 years of age.

Figure 1.6: Age distribution of students in higher education [N=19,230]



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 around 7 percent of the student population. 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 1.7). In contrast, only around 5 percent of the full-time undergraduate student population are classified as mature.

Figure 1.7: Percentage of mature students by formal status and gender [N=15,470; Undergraduates Only]

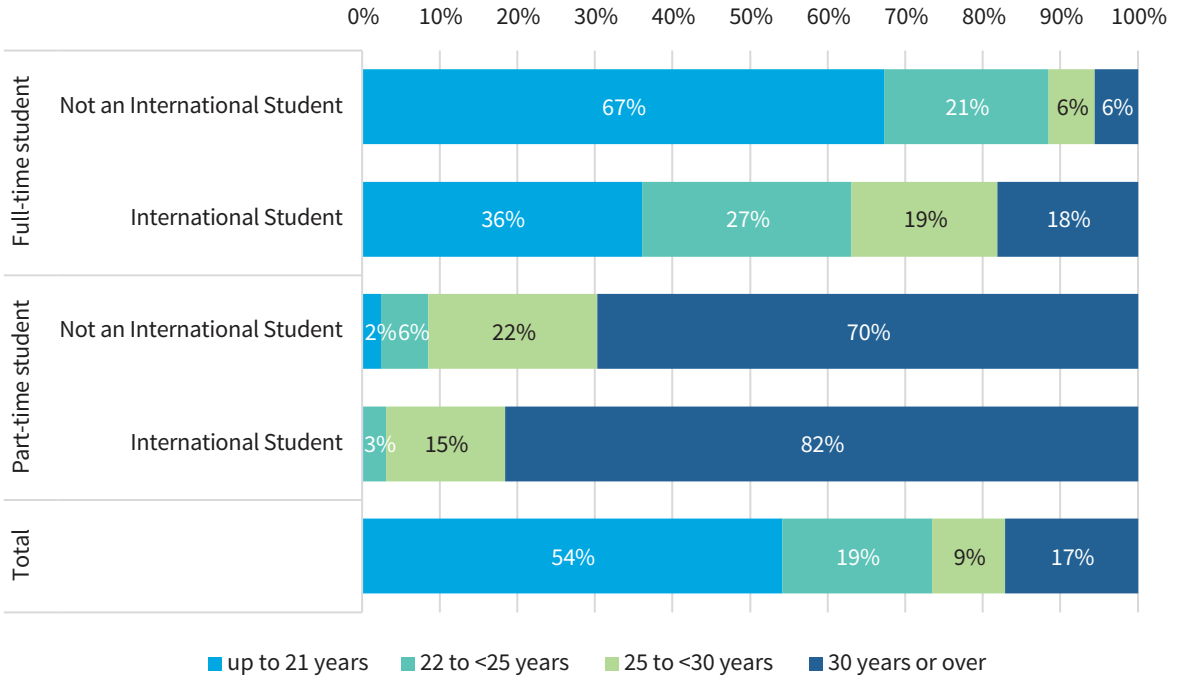


The survey indicates that approximately 11 percent of the total student population have children. Of the full-time undergraduate population only 3.5 percent of students have children. This increases to 46 percent of the part-time undergraduate population. For postgraduates, 12 percent of full-time students have children and 43 percent of part-time students have children. Of the total student population with children, the median age of the youngest child was 9, and in terms of dependency three-quarters of all children of students are 16 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 46 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 an 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 1.8: Age profile of international students [N=19,155]



At the full-time level, 67 percent of non-international students are under 22, whereas for international students this is only 36 percent. As Figure 1.8 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 82 percent for international students. Again, showing that international students tend to be older than non-international students in Ireland.

1.3 Location

Table 1.5 shows that 75 percent of the total student population are full-time undergraduates. Within this, 61 percent of them attend Universities or associate/affiliated colleges. In contrast, 78 percent of part-time undergraduates attend Institutes of Technology or Technological Universities, 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 (83 and 70 percent respectively).

Table 1.5: The distribution of students across Universities and Institutes of Technology/ Technological Universities [N=19,230]

	Undergraduate		Postgraduate		Total
	Full-time	Part-time	Full-time	Part-time	
Universities	61%	22%	83%	70%	**62%**
Institutes of Technology/Technological Universities	39%	78%	17%	30%	**38%**
Overall	**75%**	**6%**	**9%**	**10%**	**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 1.6 provides this. As can be seen from this table, 50 percent of full-time undergraduates outside of Dublin study in universities. This rises to 73 percent for full-time postgraduates. At the part-time undergraduate level, 83 percent of students outside of Dublin study in Institutes of Technology/Technological Universities, whereas for part-time postgraduates, 61 percent study in universities.

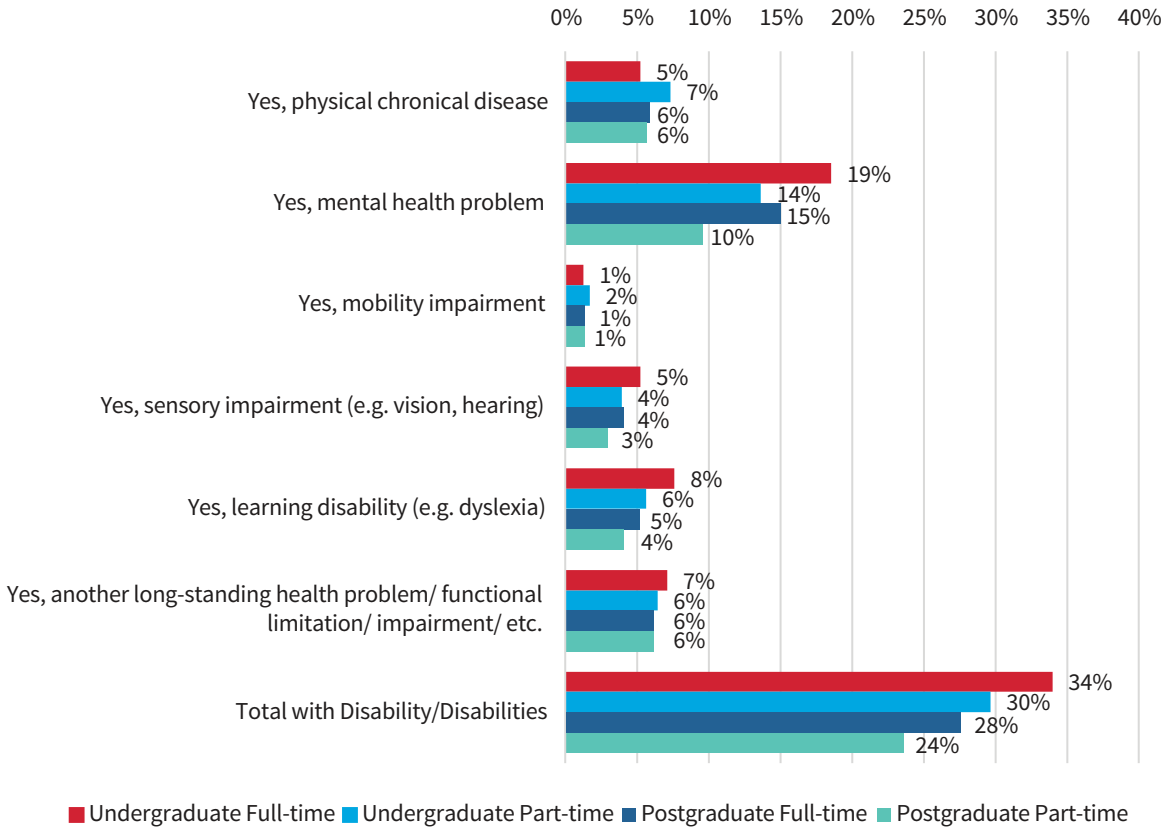
Table 1.6: The distribution of students across Universities and Institutes of Technology outside of Dublin [N=11,222]

	Undergraduate		Postgraduate		Total
	Full-time	Part-time	Full-time	Part-time	
Universities	50%	17%	73%	61%	**51%**
Institutes of Technology/Technological Universities	50%	83%	27%	39%	**49%**
Overall	**77%**	**6%**	**8%**	**8%**	**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 32 percent of this student population, compared with 25 percent in the previous Eurostudent report[11]. This is broken down into 34 percent of all full-time undergraduates, 30 percent of all part-time undergraduates, 28 percent of all full-time postgraduates, and 24 percent of all part-time postgraduates. The profile of each category of disability by their student status is presented in Figure 1.9 (note that students can have more than one disability).

Figure 1.9: Percentage of students with impairments across categories [N=13,269]



[11] 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.

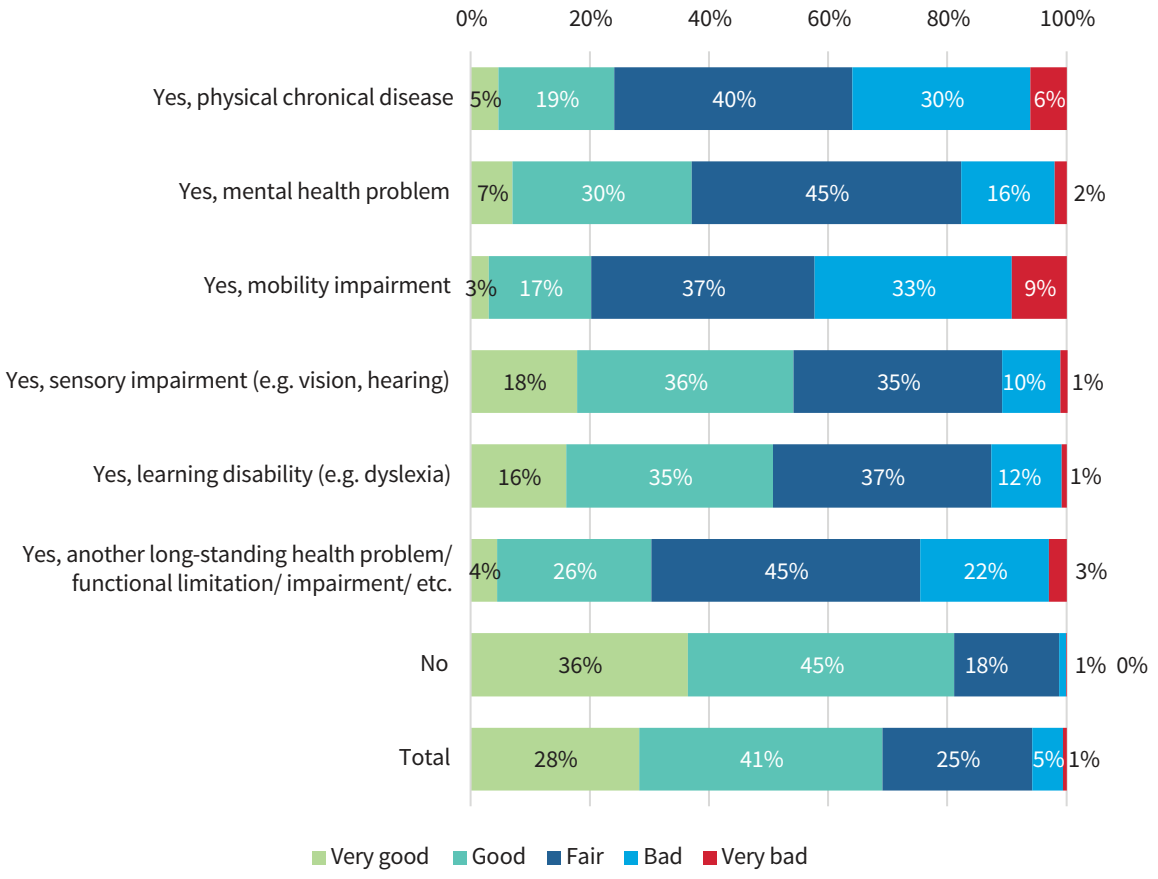
Table 1.7: Main study area and disability status [N=11,158]

	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 or impairment
Generic programmes	6%	23%	0%	6%	20%	3%	66%
Education Science	5%	10%	1%	3%	4%	7%	76%
Teacher Training	4%	17%	1%	2%	7%	7%	71%
Arts	7%	28%	1%	7%	12%	11%	53%
Humanities	6%	25%	2%	5%	7%	9%	58%
Languages	10%	29%	3%	5%	4%	7%	60%
Social sciences, journalism & information	8%	26%	2%	6%	10%	8%	57%
Psychology	10%	32%	1%	5%	5%	9%	53%
Business & administration	4%	11%	1%	3%	5%	5%	76%
Law	6%	18%	2%	6%	7%	10%	64%
Natural sciences, mathematics & statistics	5%	19%	1%	6%	7%	6%	67%
ICT	5%	15%	1%	5%	6%	6%	70%
Engineering, manufacturing, construction	3%	10%	1%	5%	6%	6%	74%
Architecture & town planning	3%	10%	2%	5%	7%	4%	75%
Agriculture, forestry, fisheries, veterinary	7%	15%	2%	6%	8%	8%	66%
Medicine, Dental Studies	4%	15%	0%	4%	4%	4%	75%
Health	6%	14%	1%	4%	6%	7%	71%
Pharmacy	3%	12%	0%	2%	3%	3%	80%
Welfare	9%	17%	1%	4%	11%	7%	62%
Services	5%	13%	1%	3%	13%	7%	69%
Total	**5%**	**17%**	**1%**	**5%**	**7%**	**7%**	**68%**

The study areas with the highest proportions of students with any of the disabilities provided were Arts, and Psychology (47 percent for both). The study areas with the lowest proportions of students with any of the disabilities provided were Pharmacy (20 percent), Medicine, Dental Studies (25 percent) and Architecture and Town Planning (25 percent).

Figure 1.10 illustrates the distribution of responses from students about their health in general. Of all students, 28 percent report their health being very good and 41 percent rate their health as good. Only around six percent rate their health as bad or very bad. In contrast, student with disabilities report much lower levels of overall health. For example, 42 percent of students with mobility impairment rate their health as being bad or very bad. Students with sensory impairments or learning disabilities report somewhat higher levels of overall heath than those with physical chronical diseases, or mobility impairments.

Figure 1.10: The degree to which students' rate their health in general impairments [N=13,254]



The survey asked two questions about the degree to which their impairments affect the lives of students.

Figure 1.11: The degree to which students' impairments impedes their everyday activities [N=4,209]

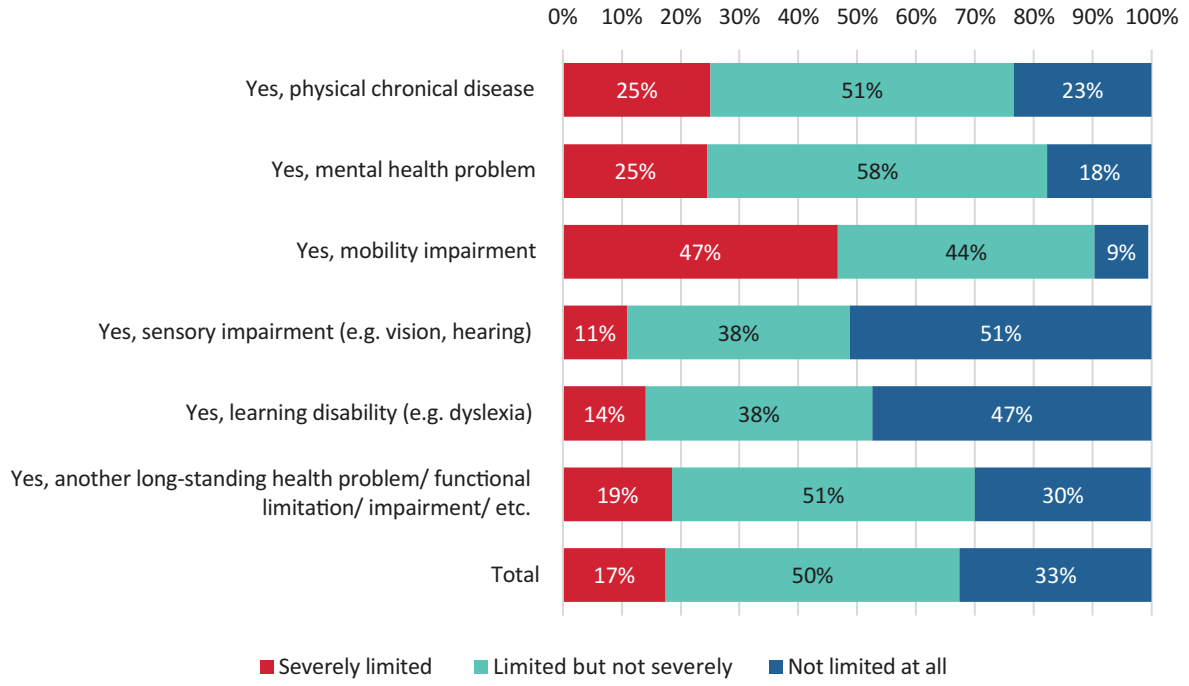
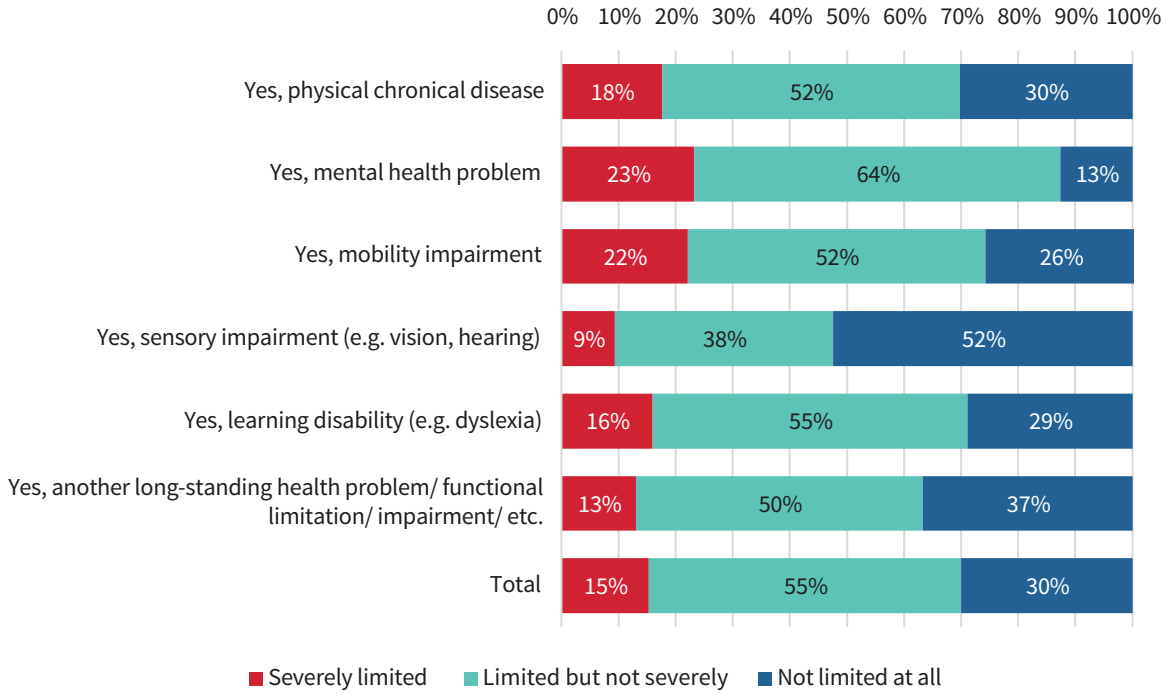


Figure 1.11 illustrates the degree to which students' impairments affect their everyday activities and shows that at the aggregate level, approximately 33 percent of students considered their disability to not be limiting at all with regard to their everyday activities. Approximately 50 percent of students find that their daily activities are moderately hindered by their disability. In contrast, 17 percent considered their impairment to be severely limiting. However, much like Figure 1.10, there is substantial variation across the different categories of impairment and the effect different forms of disability have upon everyday life. For example, 47 percent of students with mobility impairment report that this severely limits their everyday activities. Whereas only 11 percent of students with a sensory impairment report that this severely affects their everyday activities.

In contrast to the above, Figure 1.12 illustrates the degree to which students' impairments limit their studies. In this regard, approximately 30 percent of students with at least one form of disability considered their disability to not be limiting at all to their studies. Whereas 15 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 71 percent of respondents said that this limited or severely limited their ability to study. Eighty-seven 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 to be no obstacle to study.

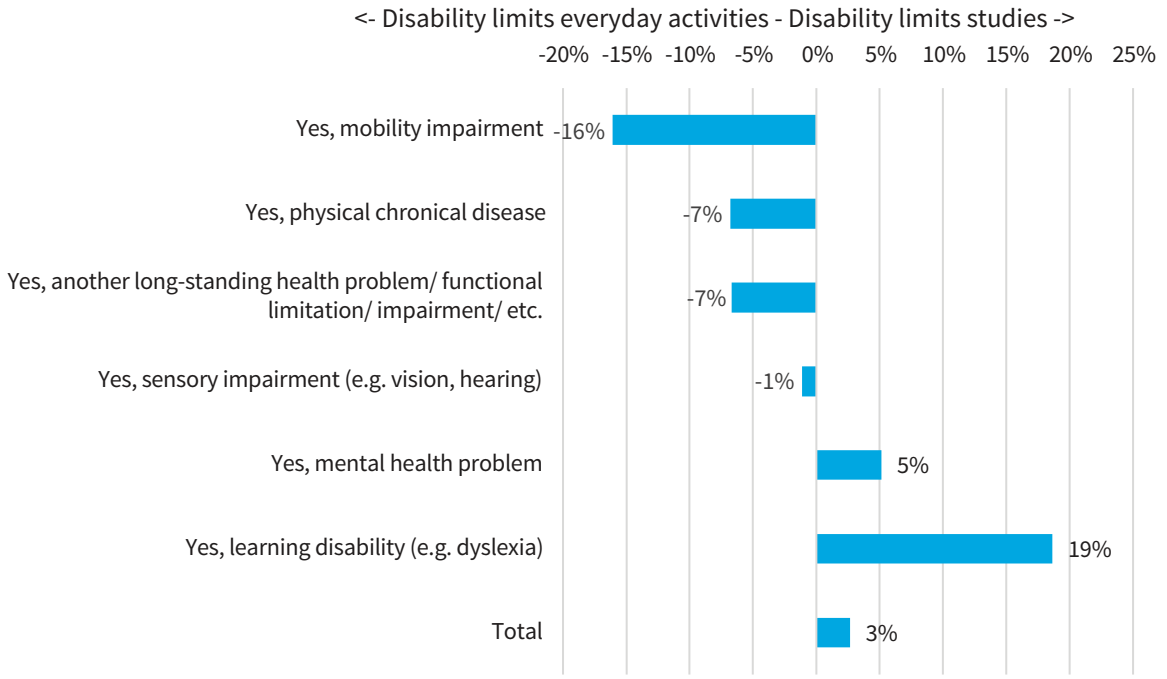
Figure 1.12: The degree to which students' impairments impedes their ability to study [N=4,213]



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 1.13 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.

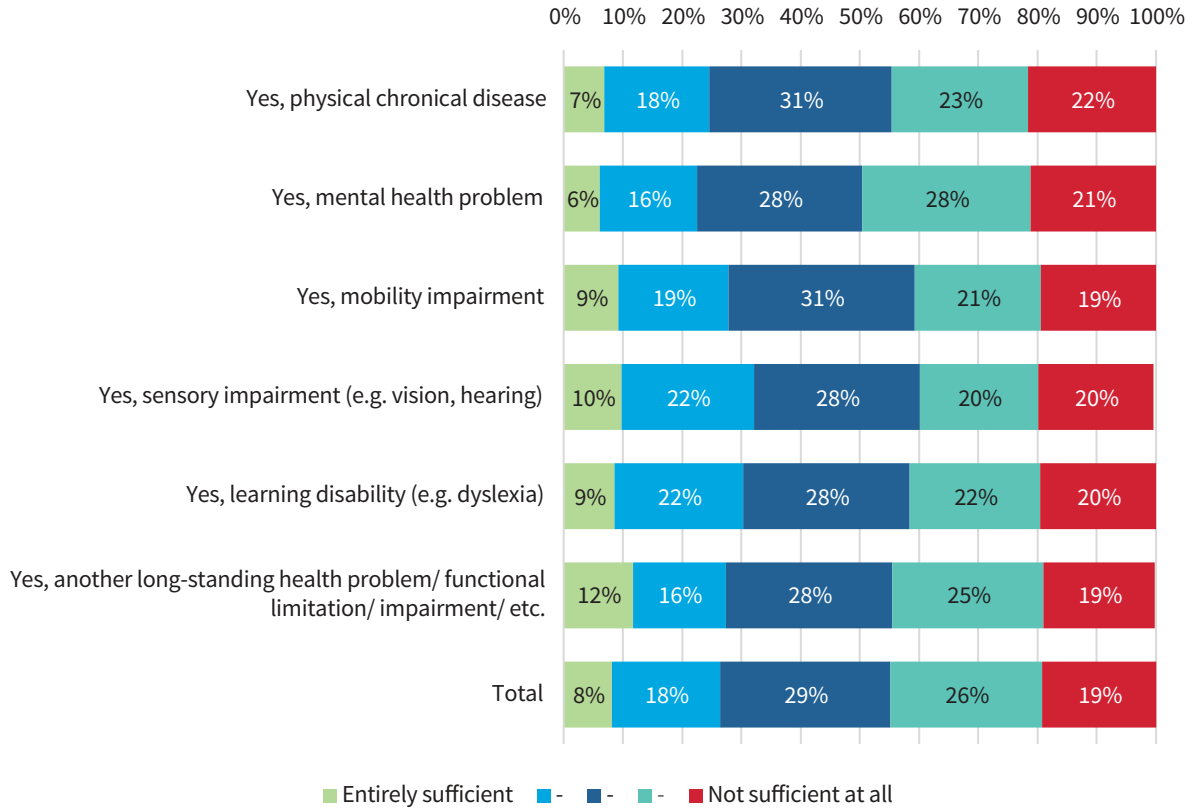
Figure 1.13: The difference between impairments limiting everyday activities versus studies



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.

Finally, students with disabilities were asked to rate the level of support they currently receive (not all students received any support, so results are based on those who were able to make this rating). The results of which are displayed in Figure 1.14.

Figure 1.14: Ratings of the support students receive to overcome their limitations by impairment [N=1,710]



As pointed out in Figure 1.9 the greatest proportion of students with disabilities appears to be those with mental health problems and of this group approximately 21 percent of them rated the level of institutional support as not sufficient at all. Students with other disabilities appear to rate the level of support in a similar way.

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, 83 percent have a Leaving Certificate which has been obtained in Ireland, 13 percent have a qualification equivalent to the Leaving Certificate obtained abroad, and five 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 71 percent of part-time undergraduate students have a Leaving Certificate. This reduces to 53 percent for full-time postgraduate students and 75 percent for part-time postgraduate students. As has been shown already in Table 1.2, Ireland has a large cohort of international postgraduate students, thus it makes sense that 33 percent of full-time postgraduate students have a foreign equivalent of the leaving certificate which in part, may be an indication of the desirability of studying for a postgraduate qualification in Ireland.

Only three percent of full-time undergraduates and six percent of part-time postgraduates do not have a Leaving Certificate. Whereas for part-time undergraduates the figure is eight percent and for full-time postgraduates this percentage is 15 percent.

Figure 2.1: Percentage of students with Leaving Certificate (or foreign equivalent) by formal status [N=19,150]

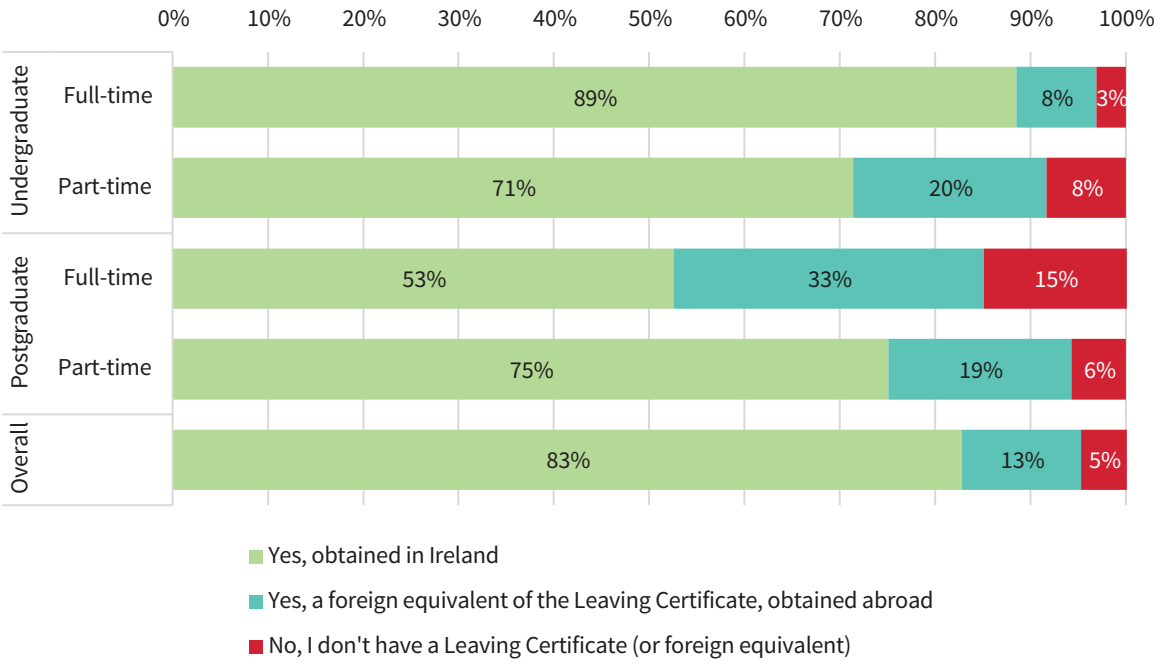
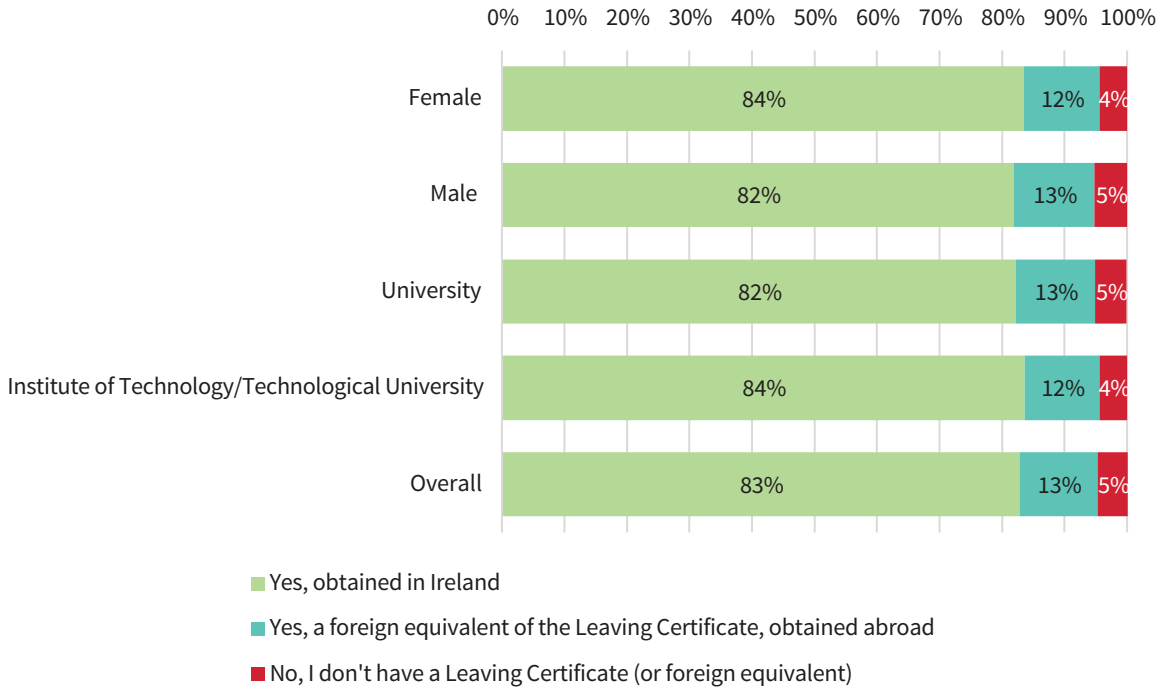


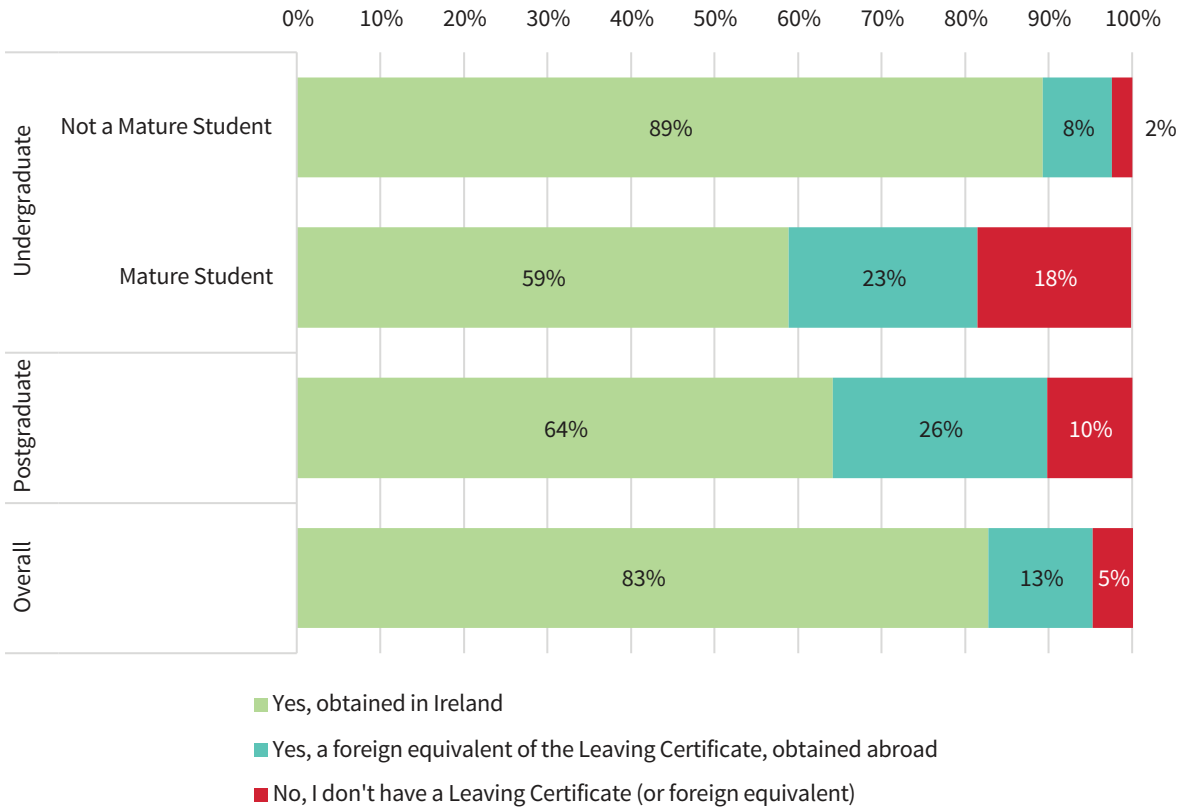
Figure 2.2 presents the distribution of entry qualifications across gender and higher education institution type. In this regard, the distribution is more uniform, in that there are no substantial differences between male and female students, and between students at Universities or Institutes of Technology/Technological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

Figure 2.2: Percentage of students with Leaving Certificate (or foreign equivalent) by gender and HEI [N=19,150]



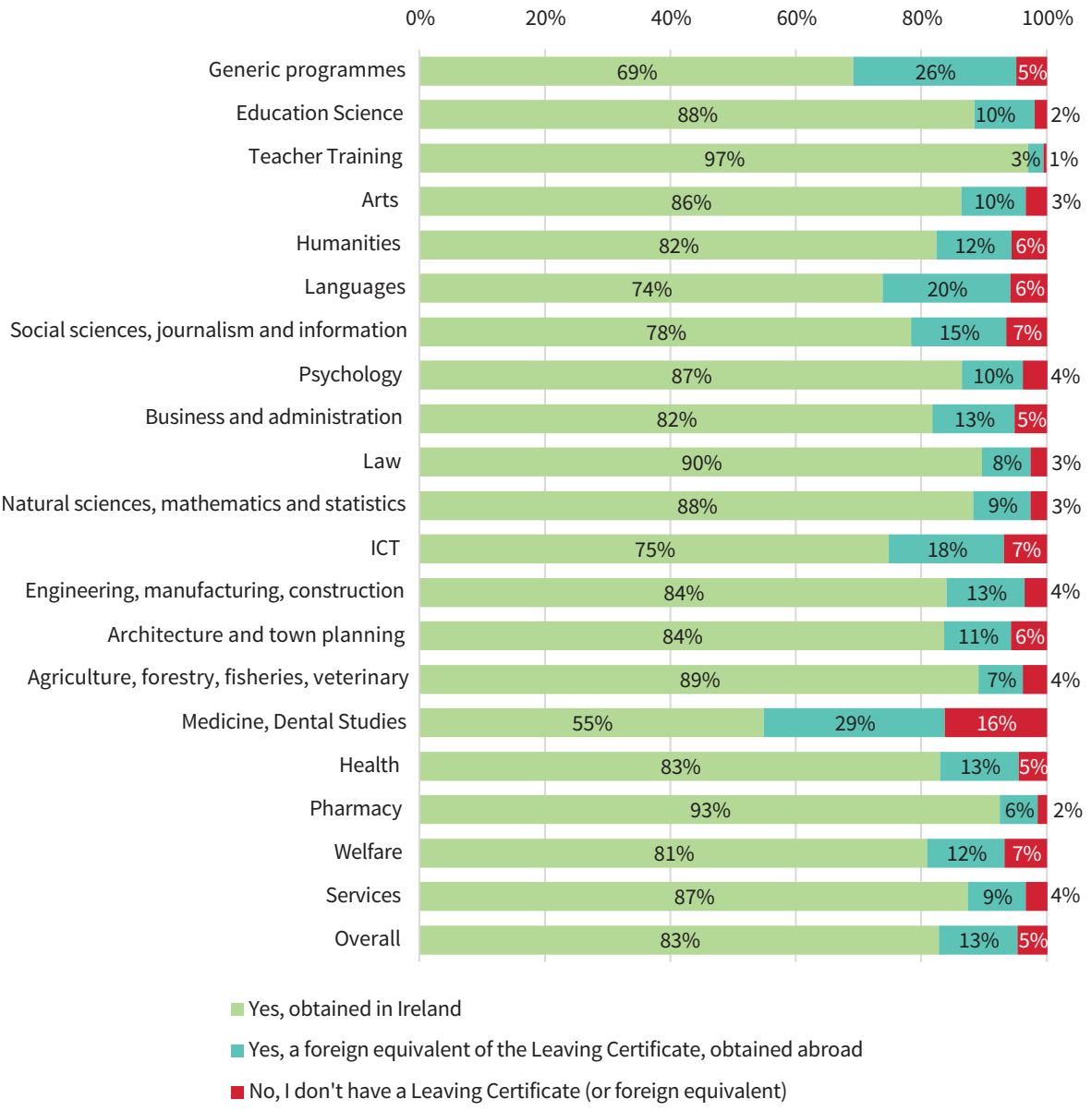
In this survey, approximately 7 percent of undergraduate students (cf. Figure 1.8) are classed as mature, that is being 23 or over on the 1st of January of the first year of entry into higher education. By definition, this group is older than the general student population, and it also known from Chapter 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 18 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=19,150]



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 97 percent of Teacher Training students entered their programme with a Leaving Certificate, this is closely followed by 93 percent of Pharmacy students. The highest proportion of students without a Leaving Certificate (or equivalent) is found in Medicine and Dental Studies with 16 percent of students. Medicine and Dental Studies, and Languages also have the highest proportions of students with entry qualifications obtained outside of Ireland.

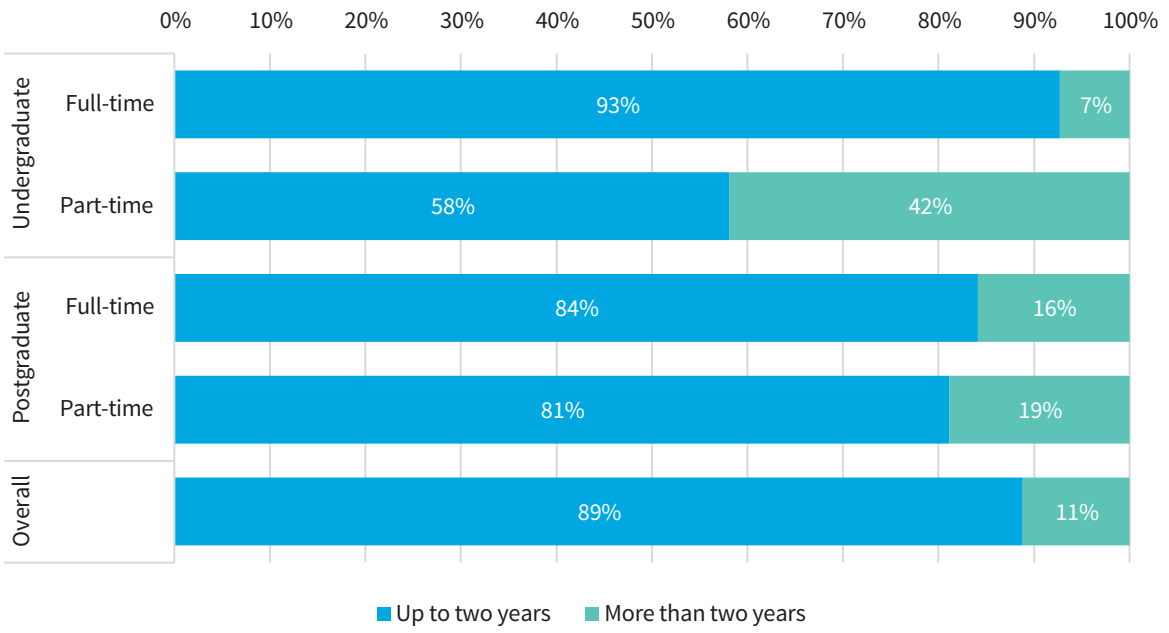
Figure 2.4: Entry qualifications by main study area [N=19,090]



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 2.5 presents the length of time between finishing school and entering higher education across student status.

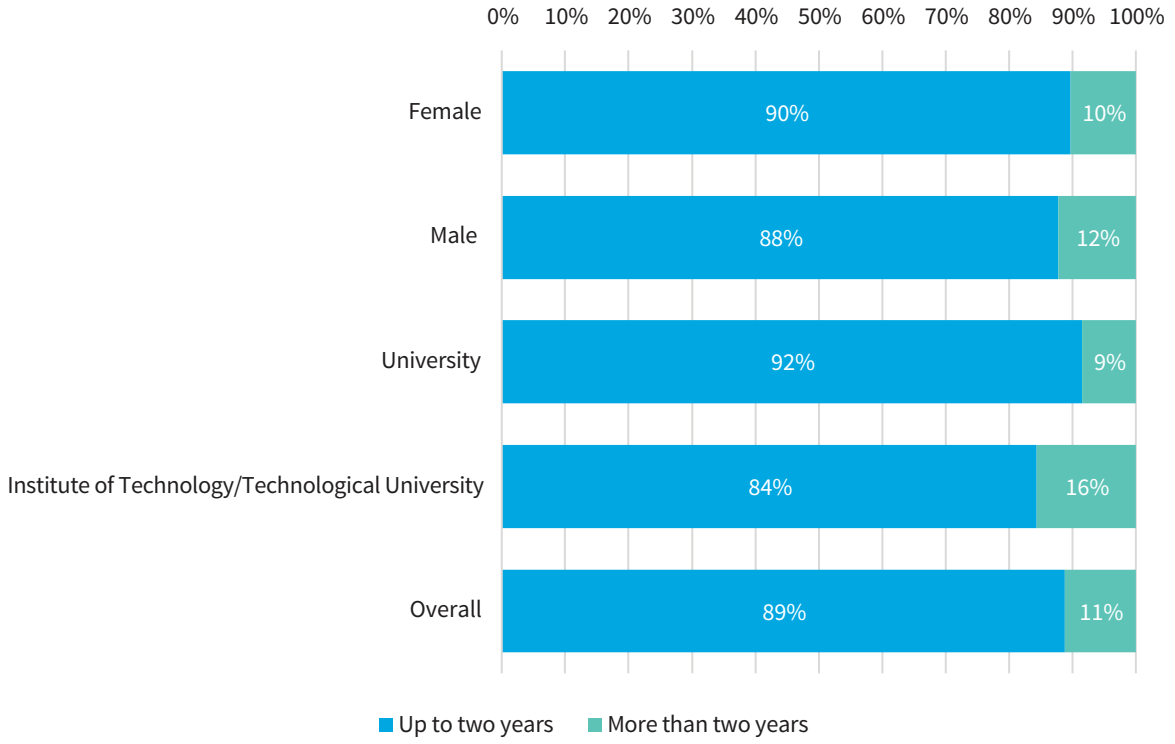
Figure 2.5: Length of time between school and higher education by formal status [N=18,726]



For full-time undergraduates and postgraduates, and part-time postgraduates, the distribution is almost identical with over 80 percent of each group entering higher education within two years of finishing school. For part-time undergraduates, this figure is only 58 percent, with approximately 42 percent delaying entry into higher education for over two years.

Figure 2.6 presents the length of time between finishing school and entering higher education across gender and higher educational institution type.

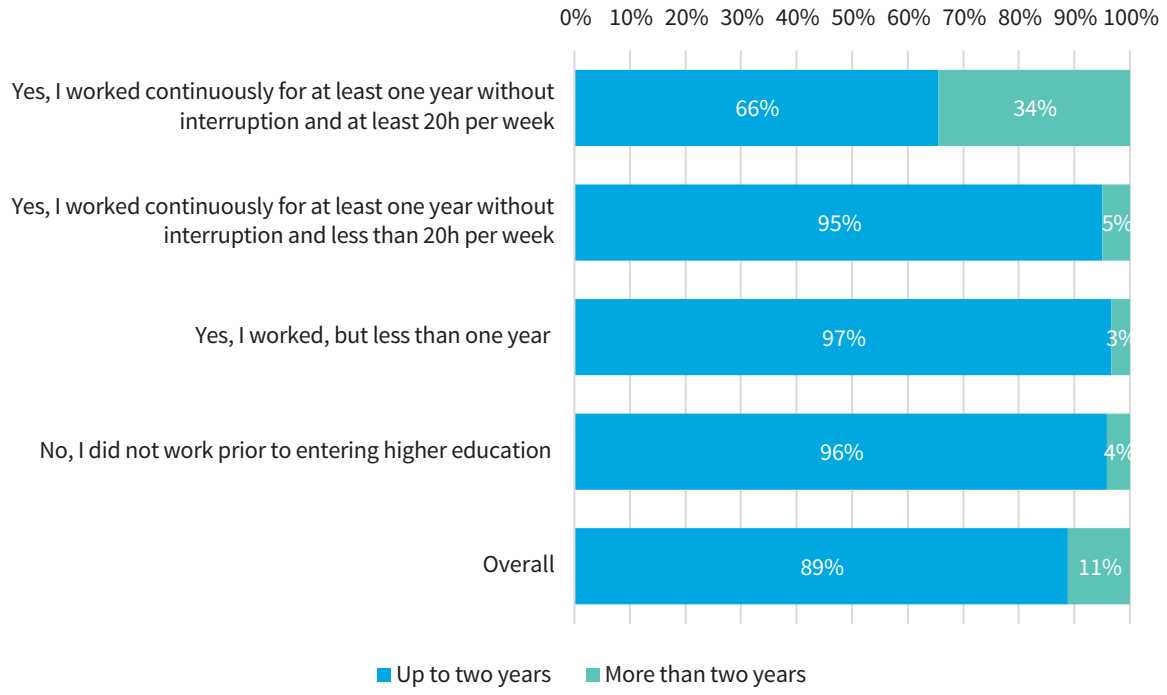
Figure 2.6: Length of time between school and higher education by gender and type of HEI [N=18,726]



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 92 percent of students at universities enter within two years of finishing school. In contrast, for Institutes of Technology this figure is 84 percent. Furthermore, 16 percent of students at Institutes of Technology delay entry for more than two years, compared against only nine percent for students at universities.

Figure 2.7 presents the relationship between pre-higher education employment and subsequent entry into higher education.

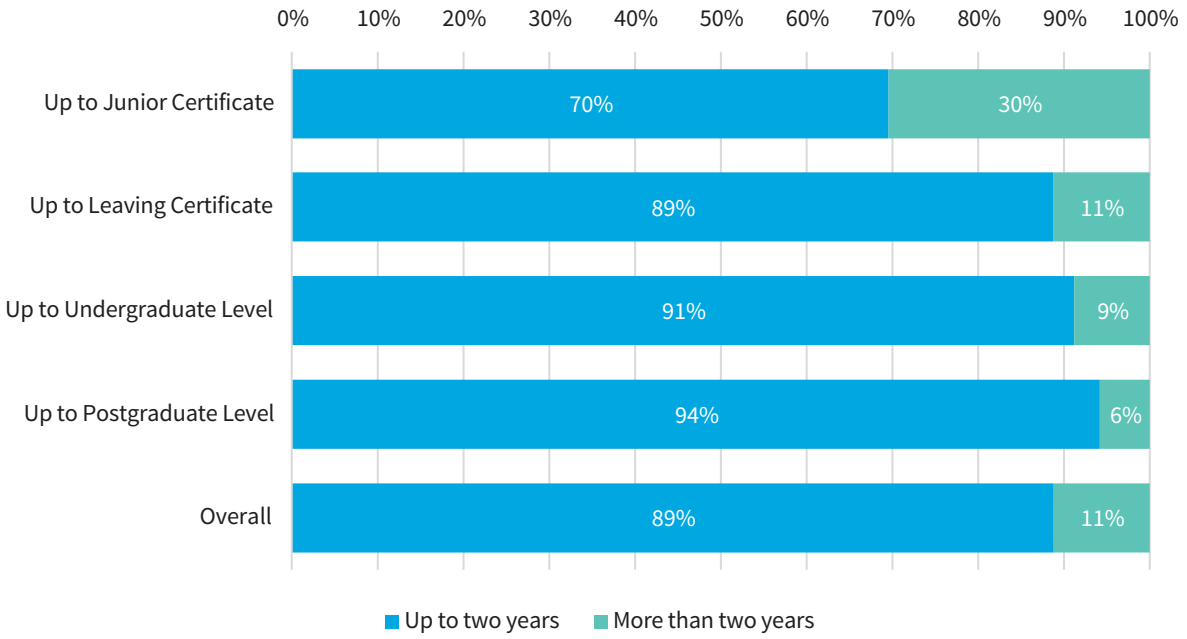
Figure 2.7: Length of time between school and higher education by employment [N=18,705]



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, 96 percent entered higher education within two years of finishing school and four percent delayed more than two years. In contrast, for students who worked continuously for at least a year and at least twenty hours a week, only 66 percent entered higher education within two years of finishing school and 34 percent delayed more than two years.

Figure 2.8 expands on the above and examines how parental education may affect entry into higher education.

Figure 2.8: Length of time between school and higher education by highest level of parental education [N=11,448]



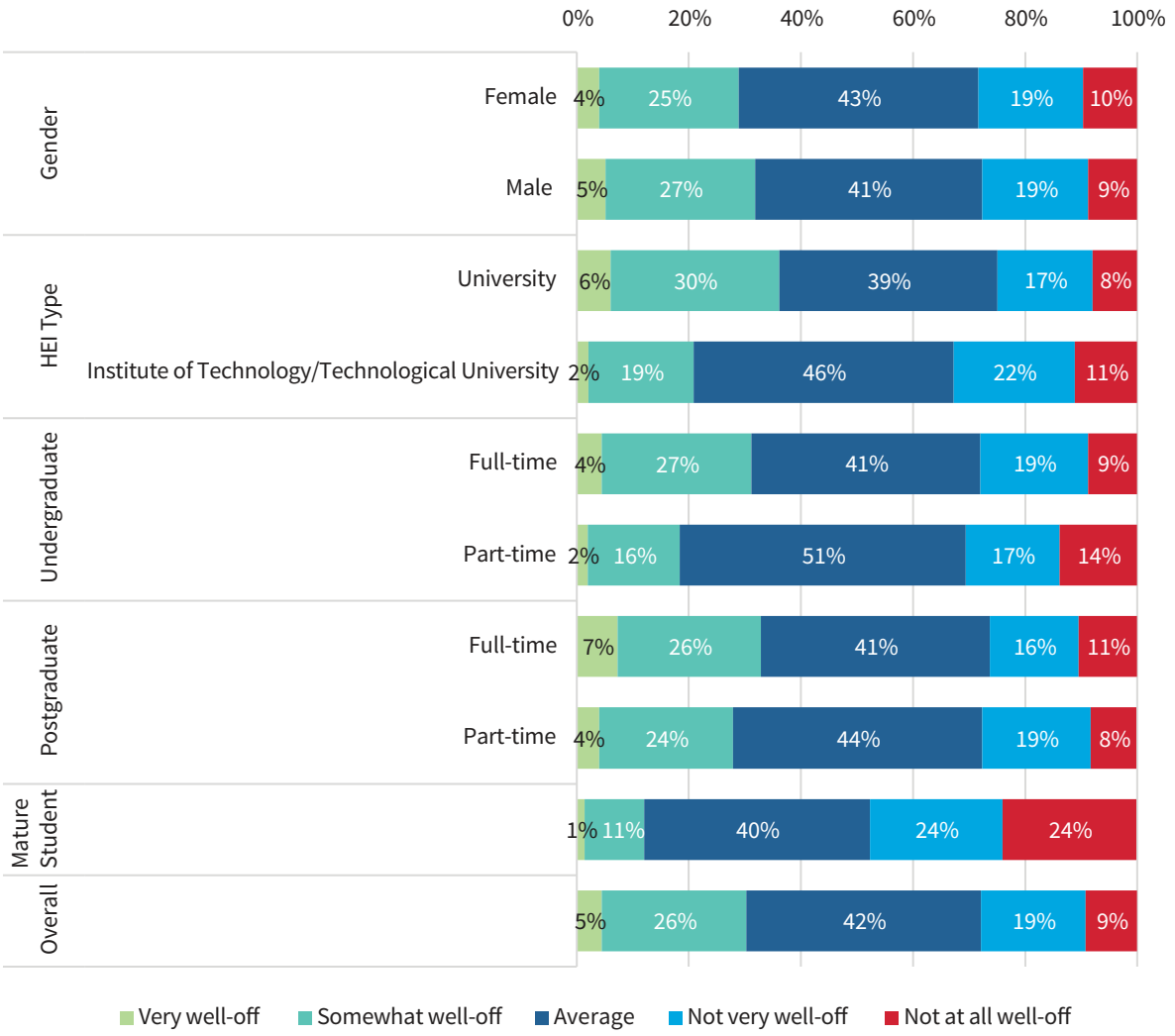
For students where the highest parental educational level was to Junior Certificate level, 30 percent of students delayed their transition to higher education for more than two years. This can be directly compared against students where the highest parental educational level is at the postgraduate degree level and this figure is only six percent.

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.

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.

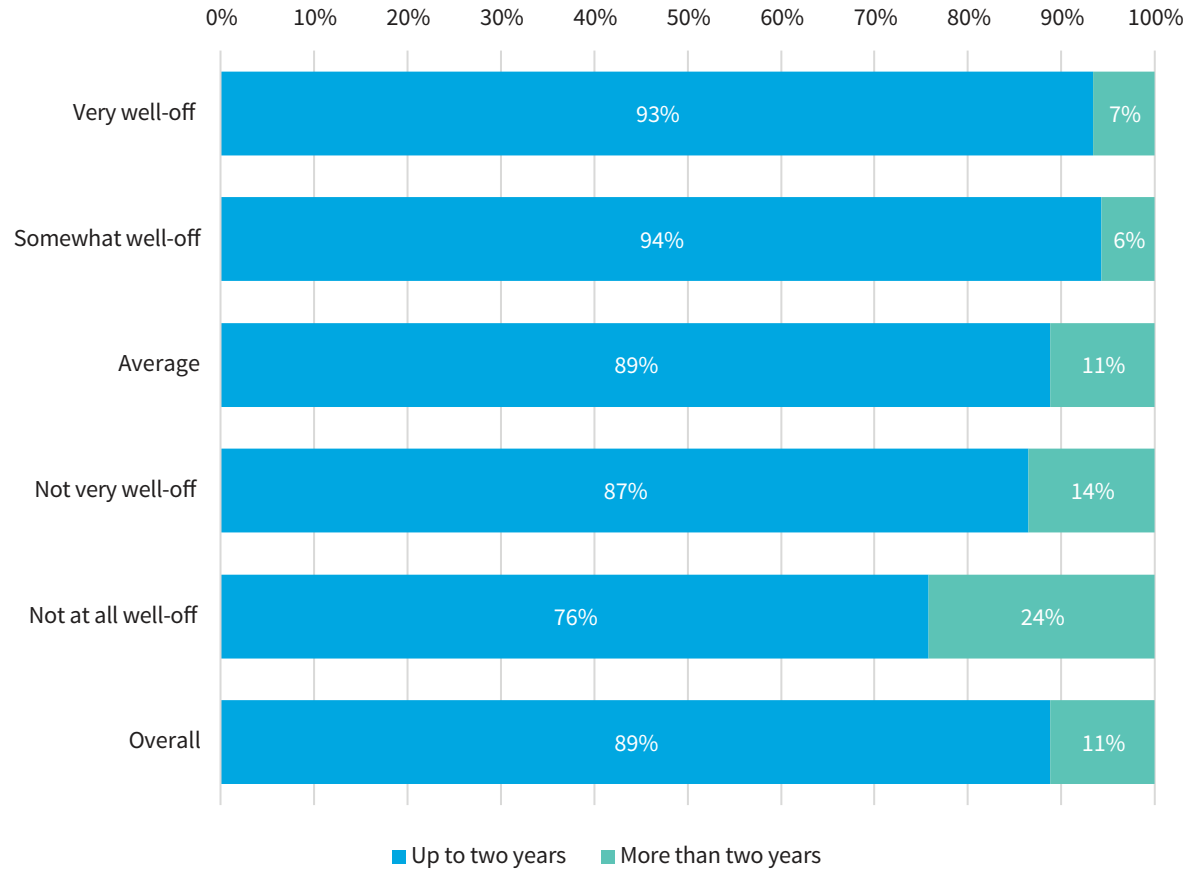
The survey asked how well-off financially students thought their parents were compared to other families, and Figure 2.9 presents a breakdown of this question across a number of key characteristics.

Figure 2.9: Responses to the question "How well-off financially do you think your parents (or guardians) are compared with other families?" across key characteristics [N=13,218]



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 2.10 presents the results of this question when referenced with 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.

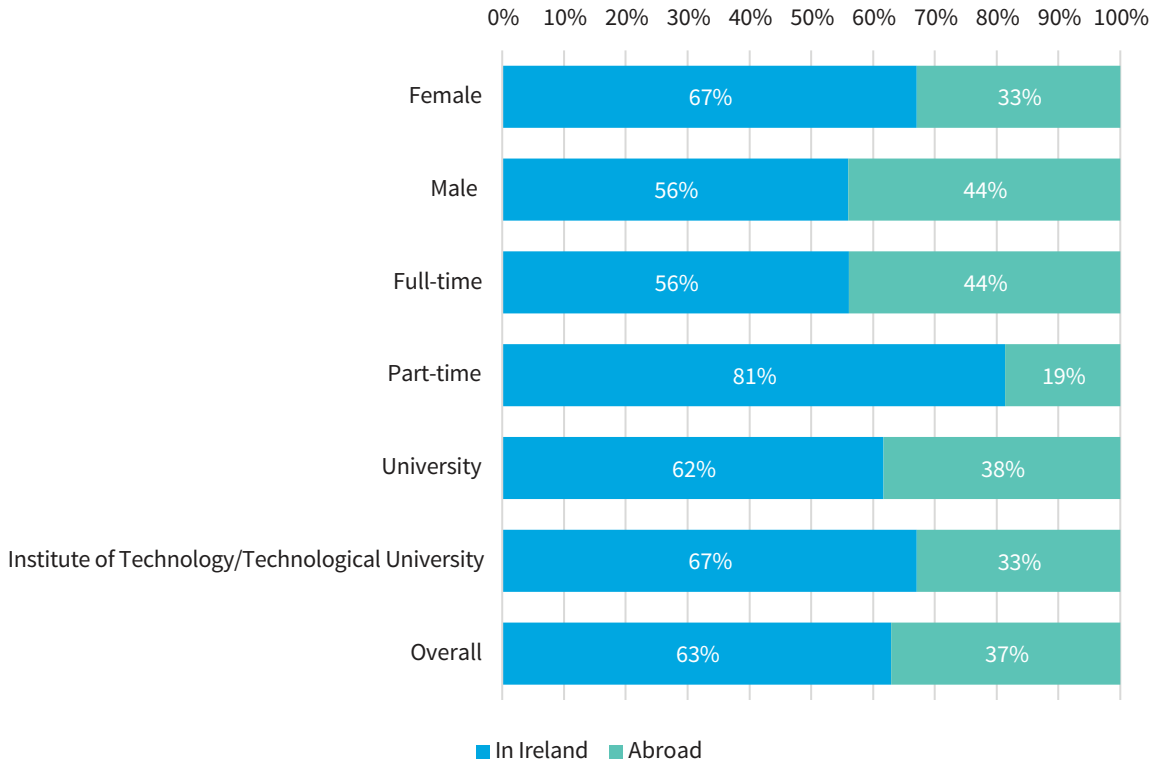
Figure 2.10: The relationship between parental wealth and entry into higher education [N=13,218]



2.3 Entry Profile of Masters' Students

Figure 2.11 presents where Masters' students completed their undergraduate programme by gender, formal status and higher education institution type. At the aggregate level, approximately 63 percent have done their undergraduate degree in Ireland, and around 37 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.

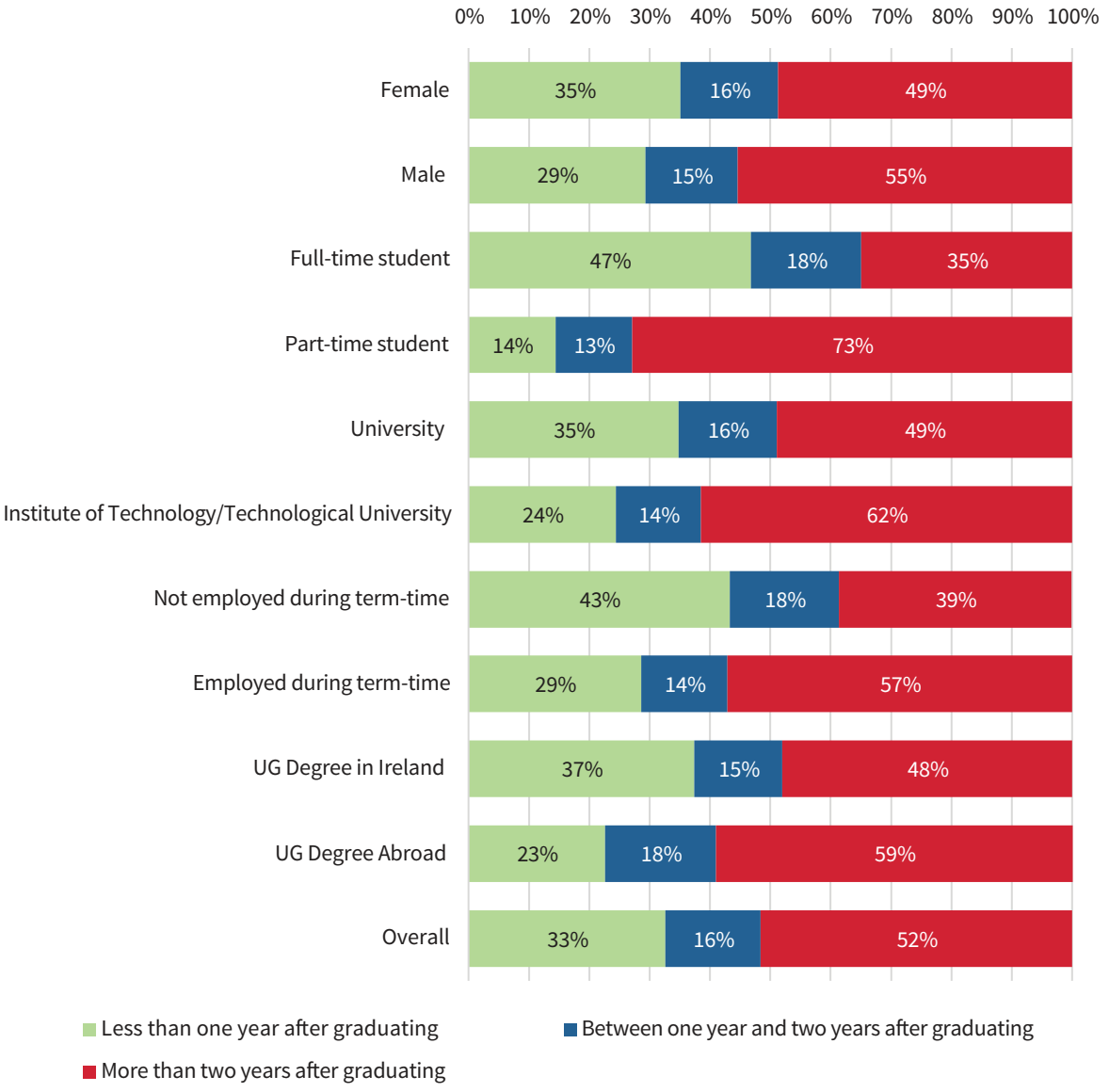
Figure 2.11: "In which country did you finish your degree leading to your current Masters programme?" [N=2,617, Postgraduates Only]



When we look at the distribution by formal status some differences emerge. For full-time postgraduates, 44 percent have completed their undergraduate degree abroad, and 56 percent completed it in Ireland. However, for part-time students only 19 percent have completed their undergraduate degree outside of Ireland and 81 percent completed their undergraduate degree in Ireland.

The final chart in this chapter, Figure 2.12, 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.

Figure 2.12: Length of time between undergraduate and postgraduate study by key student characteristics [N=2,616; Postgraduates Only]



Across formal status, full-time students appear to be more likely to move directly from undergraduate to postgraduate study as 47 percent do this within one year of graduating. Part-time students appear to take more time, as the chart shows, 73 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, 57 percent delayed beginning postgraduate study for at least two years. Whereas for students that do not work during the semester approximately 43 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 37 percent move directly into postgraduate study whereas 48 percent hold off entering for at least two years. In contrast, only 23 percent of master's students who completed their undergraduate degree outside of Ireland move into postgraduate study with a year. Instead 52 percent delay entry into postgraduate study for at least two years.

CHAPTER 3

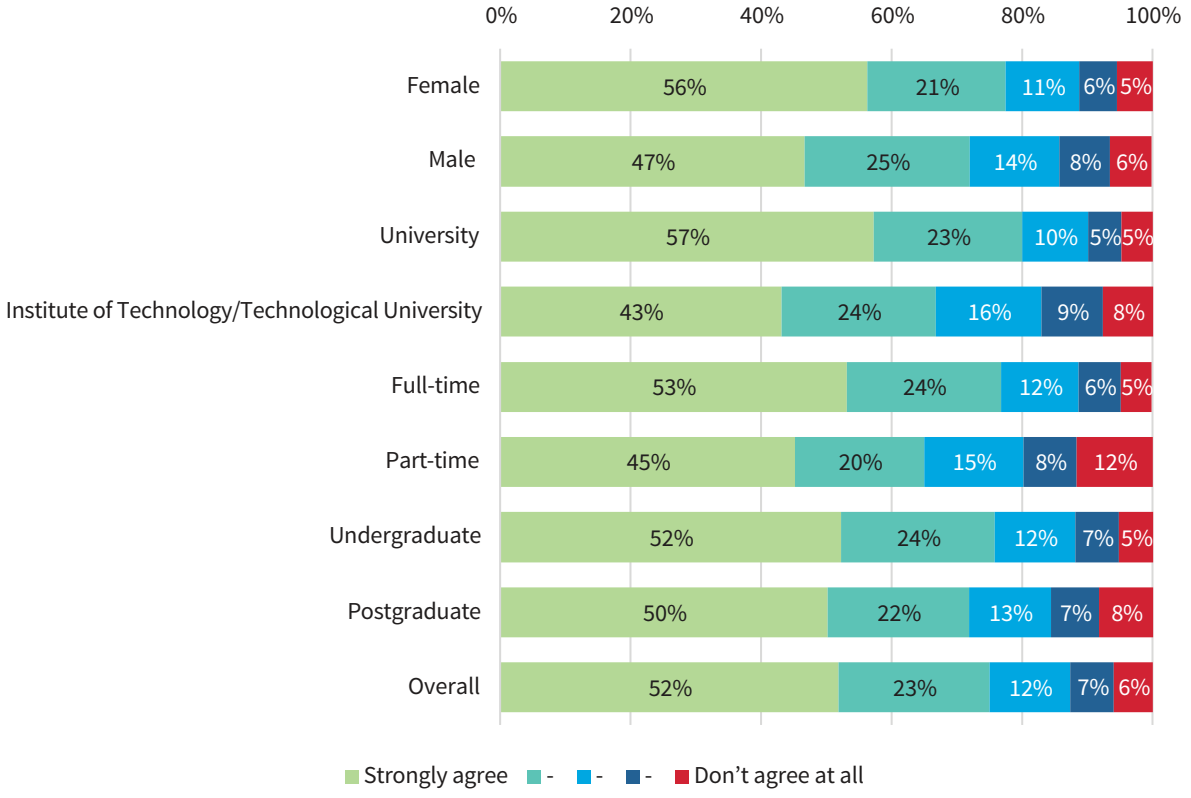
COURSE CHARACTERISTICS

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' specific experiences of higher education, with regard to the teaching staff in particular. Finally, Section 3.3 examines to degree to which students feel they will get a job upon entering the labour market after finishing higher education.

3.1 Satisfaction with General Aspects of Higher Education

To begin, the survey asked the degree to which students agreed with several statements about their experiences in higher education. Figure 3.1 presents responses to the statement "It was always clear I would study in higher education" across key characteristics.

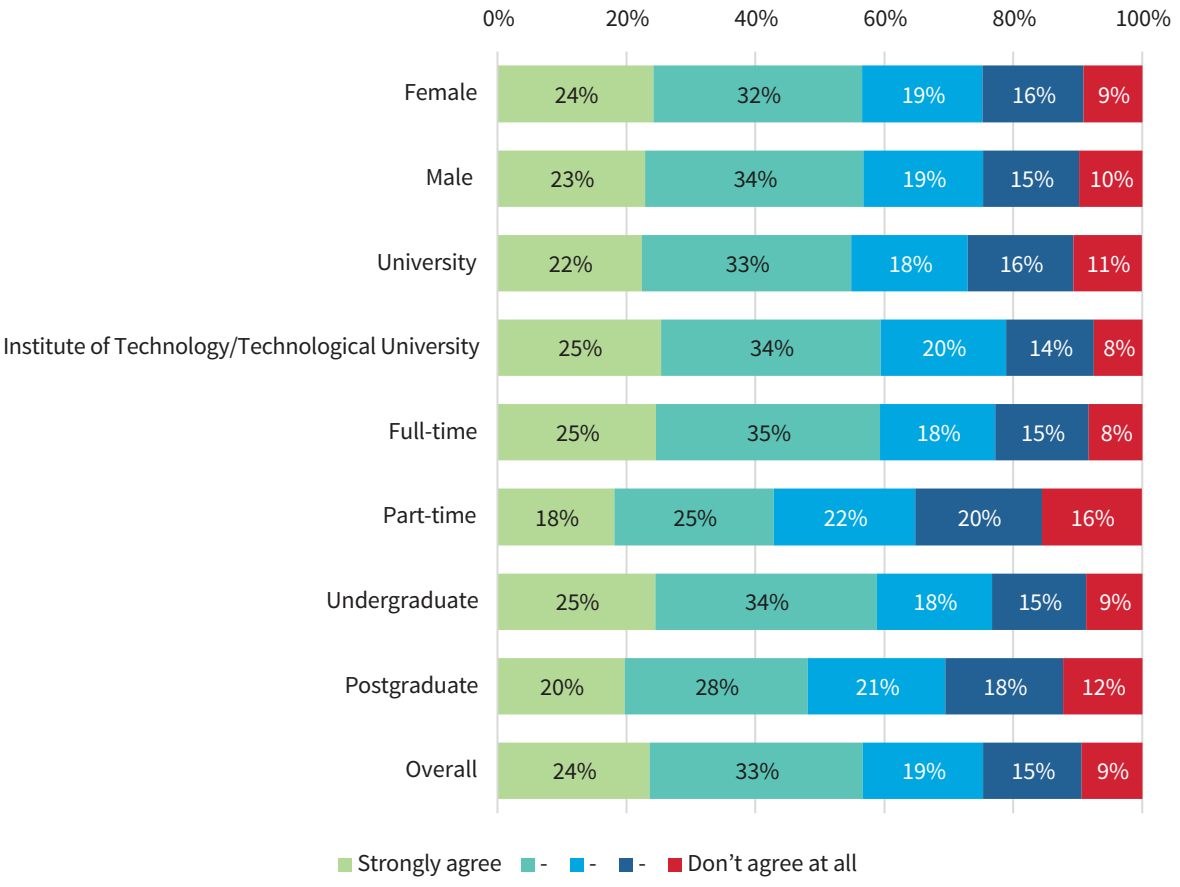
Figure 3.1: It was always clear I would study in higher education one day [N=17,210]



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 (80 percent) and female students (76 percent). Somewhat lower levels of support are found among students in Institutes of Technology/Technological Universities and part-time students. On the whole, this chart indicates that higher education is not seen as unobtainable to the vast majority of students.

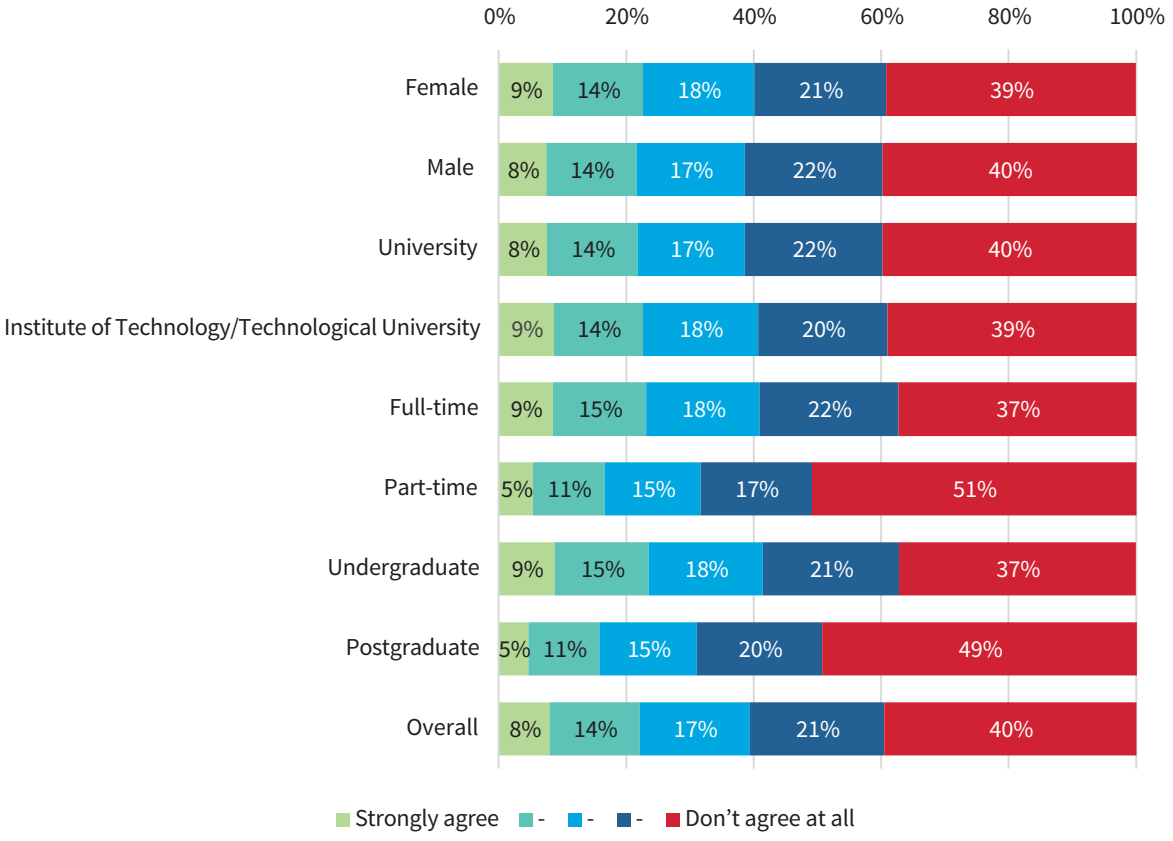
When students were asked if they were able to discuss subject-related questions with other students, the vast majority of students agreed with these statements and the distribution was relatively uniform across key characteristics. However, lower levels of agreement were evident for part-time students where only 43 percent agreed or strongly agreed with the statement. The distribution of responses to this statement are shown in Figure 3.2.

Figure 3.2: I know a lot of fellow students with whom I can discuss subject-related questions [N=17,201]



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 3.3. 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 61 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.

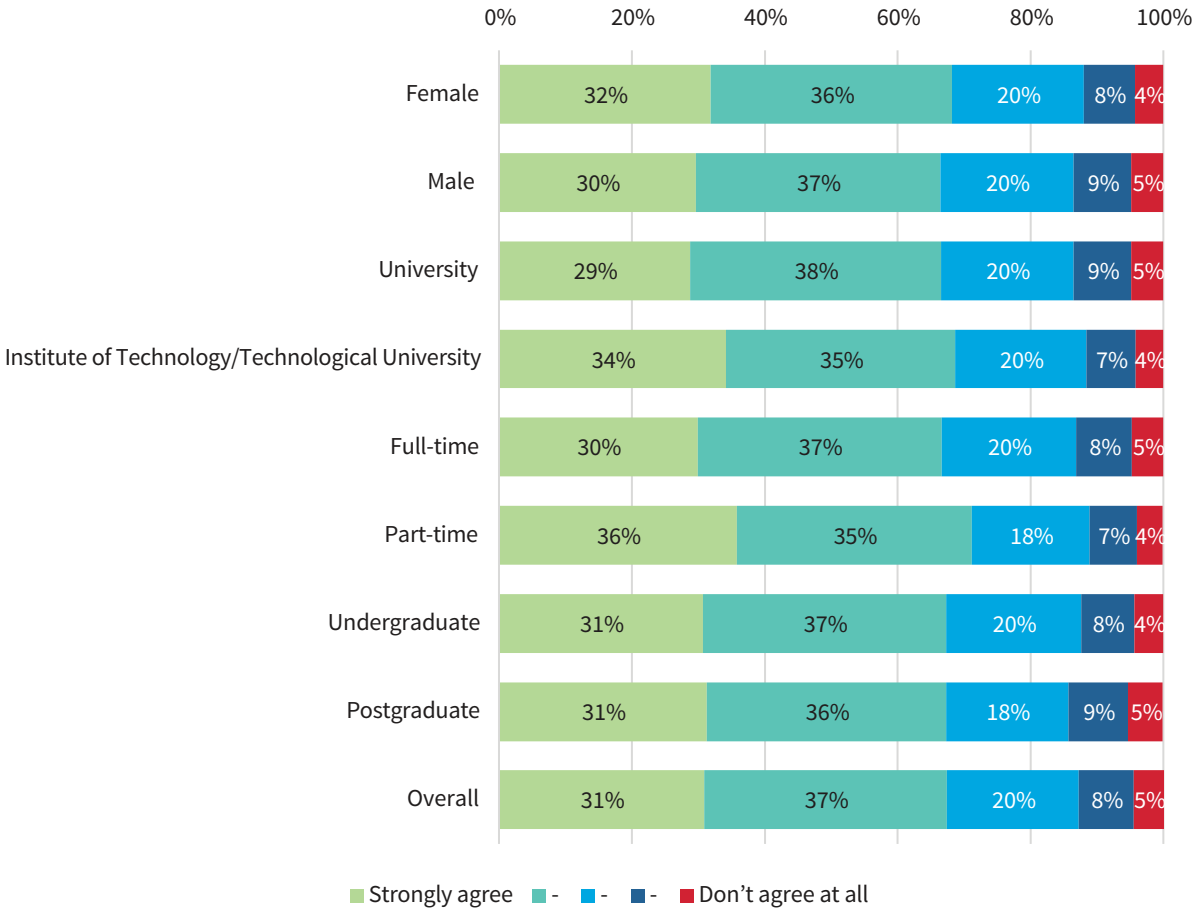
Figure 3.3: I often have the feeling that I don't really belong in higher education [17,202]



Taken together Figures 3.1 to 3.3 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.

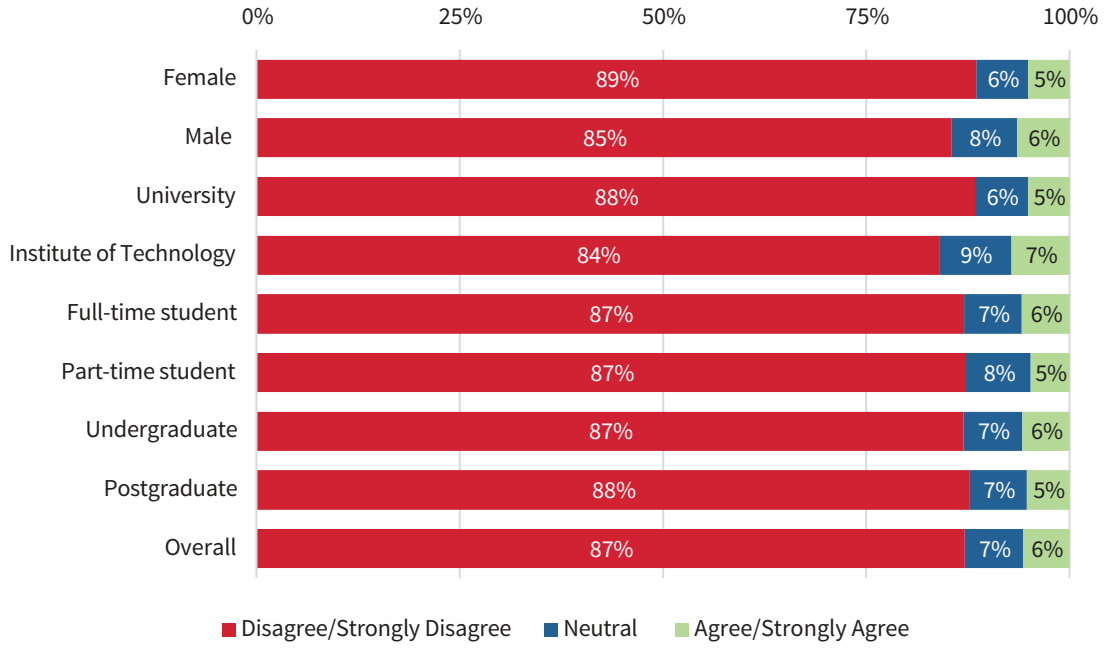
Figures 3.4 shows results pertaining to students' own programme rather than higher education as a whole and their responses to the statement "I would recommend my programme to other students". At the aggregate level, and consistently across key characteristics, most students agree or strongly agree with this statement.

Figure 3.4: I would recommend my current (main) study programme [17,196]



Figures 3.5 presents responses to the statements "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 all together.

Figure 3.5: I am seriously thinking of completely abandoning my higher education studies [N=12,673]

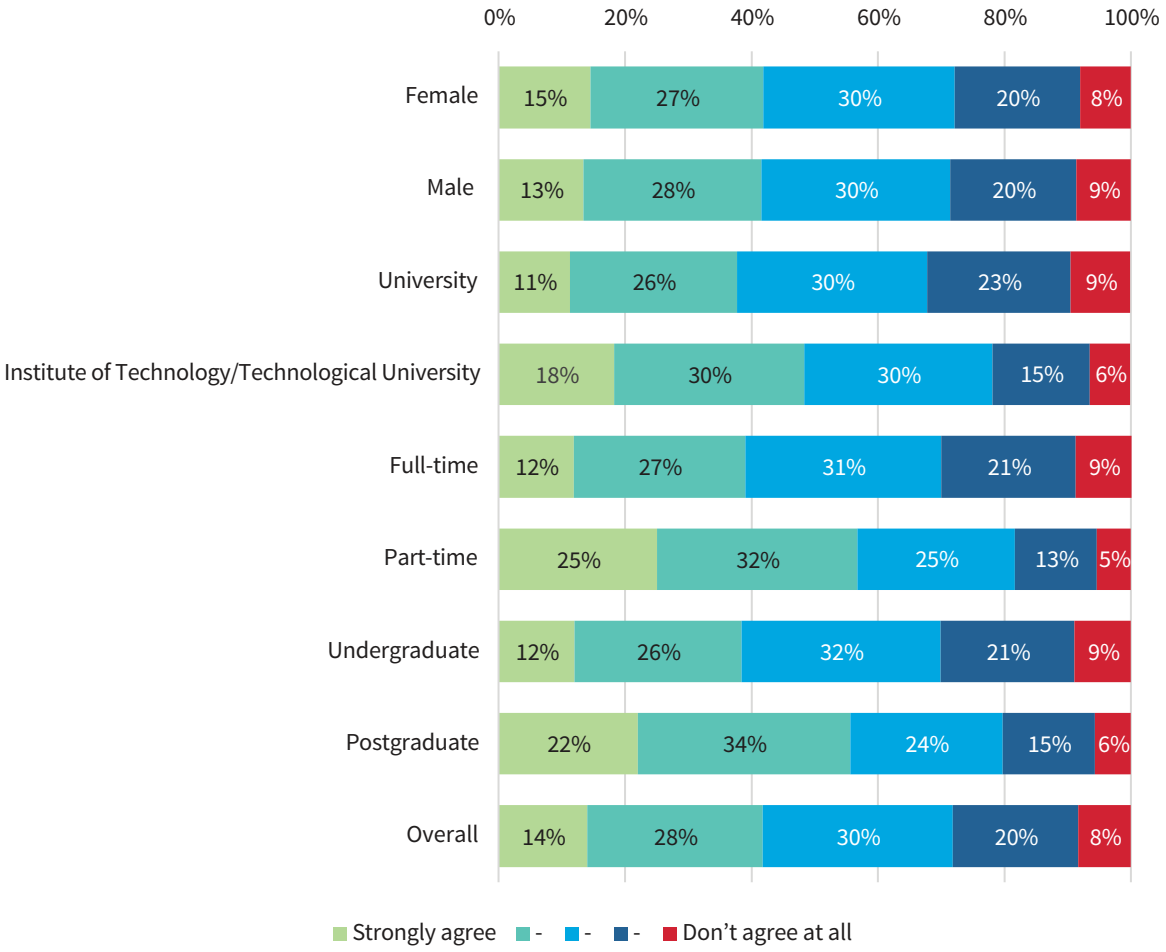


3.2 Satisfaction with Specific Aspects of Higher Education

The sets of statements discussed in Section 3.1 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.

When students were asked for their level of agreement with the statement "The teaching staff motivate me to do my best work" as shown in Figure 3.6, 42 percent of students agree or strongly agree that teaching staff motivate them to do their best work, 30 percent are neutral, and 28 percent disagree or strongly disagree. However, the distribution across gender is rather uniform. However, for the other key characteristics, higher levels of agreement are found for students in Institutes of Technology/Technological Universities, part-time students, and for postgraduate students.

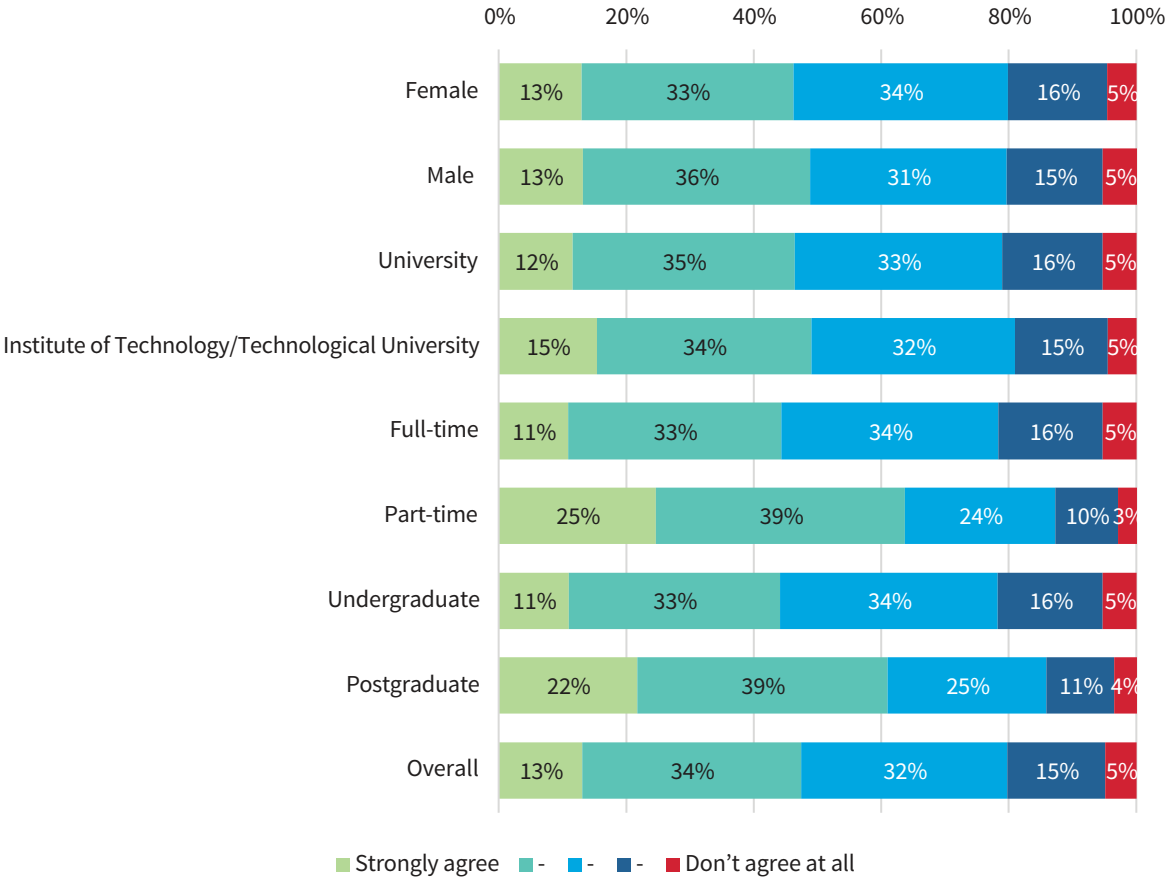
Figure 3.6: The teaching staff motivate me to do my best work [N=17,213]



A similar pattern to that seen in Figures 3.5 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 3.7.

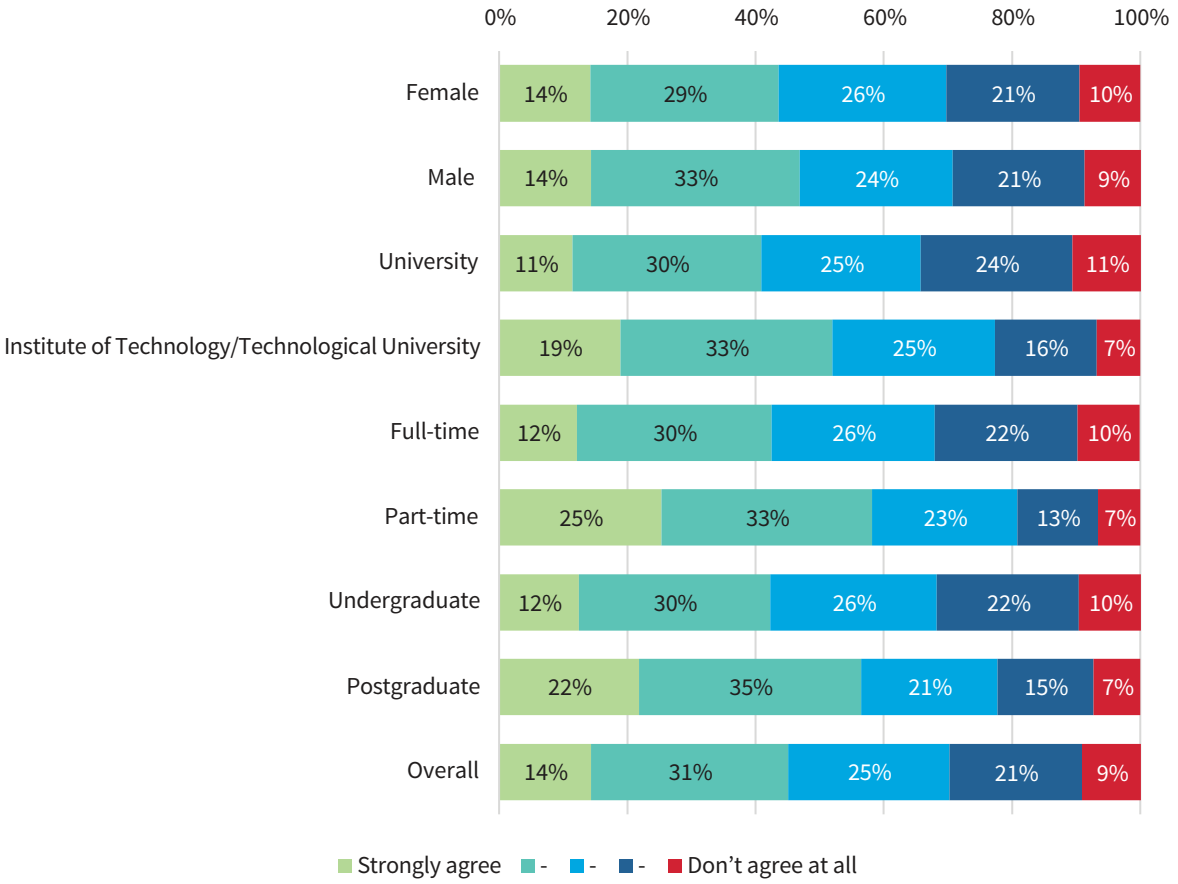
Figure 3.7: The teaching staff are extremely good at explaining things [N=17,182]



As one can see from Figure 3.8 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 (45 percent) agree or strongly agree with this statement, 25 percent are neutral, and 30 percent disagree or strongly disagree. There is also some interesting variation across key characteristics similar to that seen in the two figures above.

Gender appears to have little influence on evaluating this statement, as male and female students demonstrate similar patterns at the aggregate level. In contrast, students in Universities, studying full-time, or at the undergraduate level are less likely to express high levels of agreement than their counterparts in Institutes of Technology/Technological Universities, part-time, or postgraduate level.

Figure 3.8: The teaching staff normally give me helpful feedback on how I am going [N=17,225]



3.3 Perceived Likelihood of Obtaining Job after Graduation

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 students to rate their personal chances of "obtaining an adequate job on the labour market after graduating from your current study programme".

Instead of presenting these results across key characteristics as done in the rest of this chapter, the charts below show students' evaluations of their likelihood of getting a job by field of study. Presumably, 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. Although, the job market itself may be different at international and national level for different fields of study.

Figure 3.9 shows students' evaluation of the likelihood of getting a job in the Irish labour market, and on the whole, these are positive. At the aggregate level, 77 percent of students feel well or very well prepared to enter the Irish labour market. The highest levels of 81 percent and 79 percent are for Engineering, Manufacturing and Construction, and Teacher Training respectively. Furthermore, the percentage of students who feel that their chances of obtaining a job in the national job market are poor or very poor is relatively low at only 12 percent of the total student population. However, this rises to 27 percent for Arts students and 24 percent for Humanities students.

Figure 3.9: How do you rate your personal chances of obtaining an adequate job on the national labour market after graduating from your current study programme? [N=13,584]

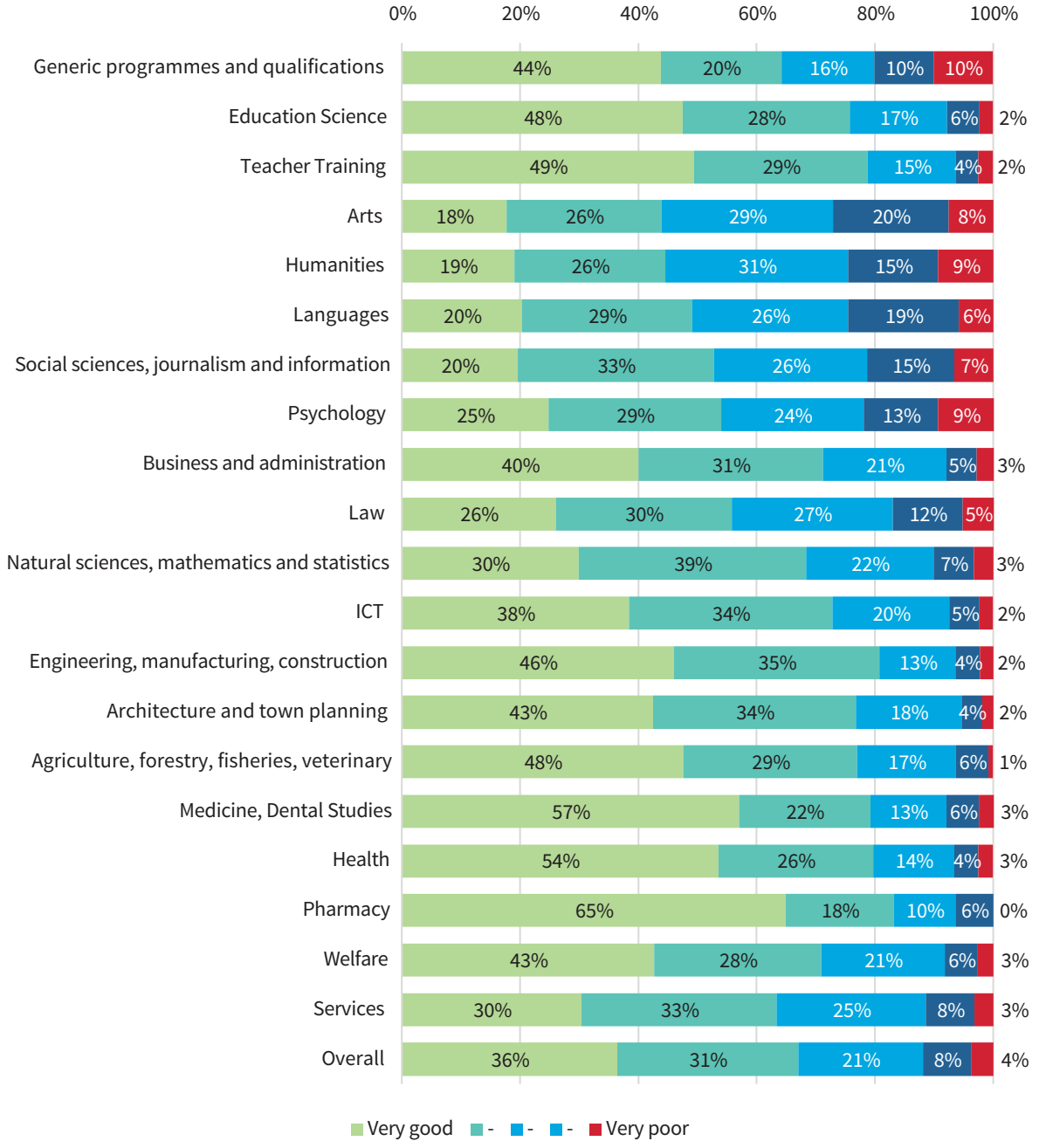
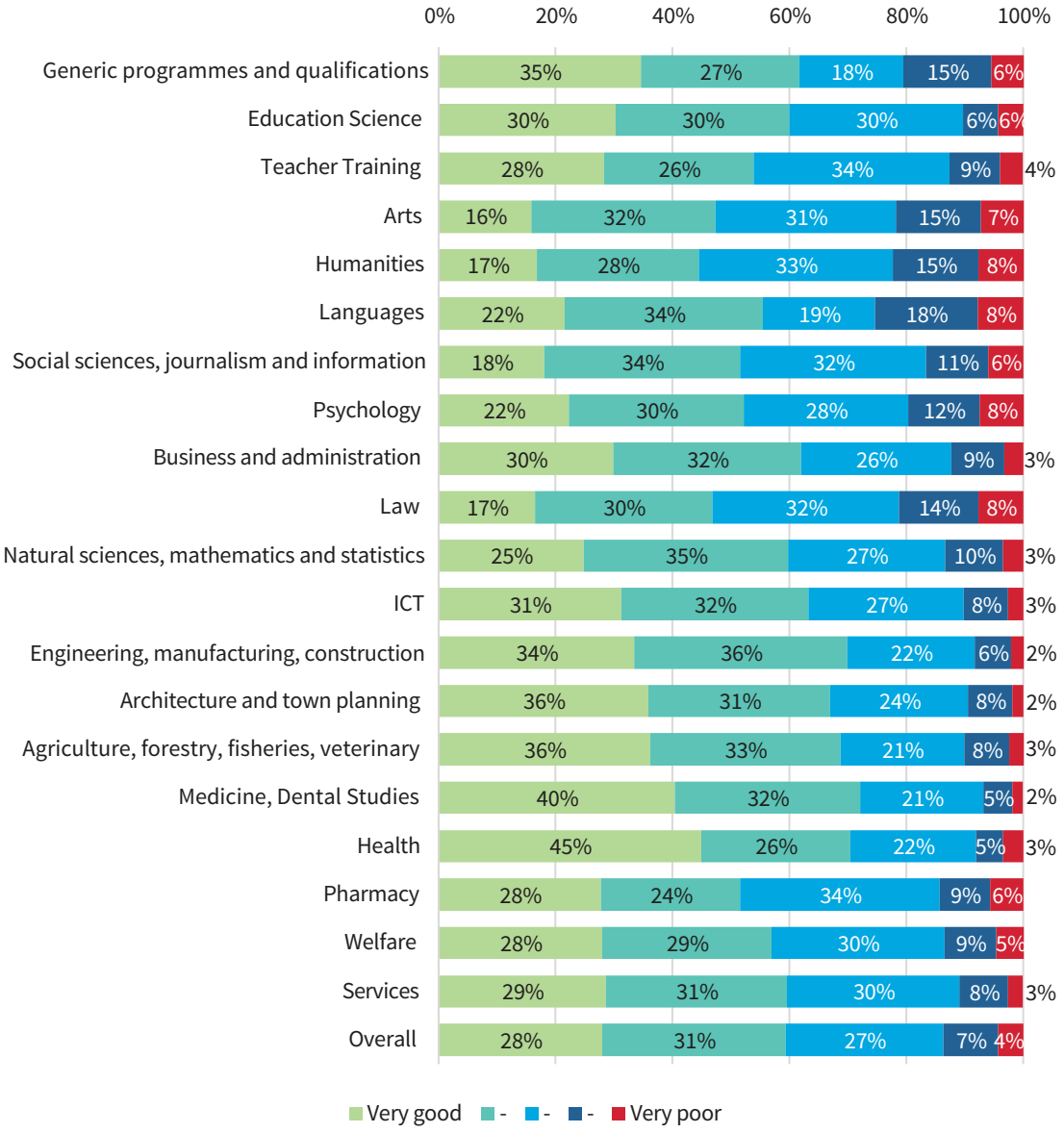


Figure 3.10 presents a similar picture in that more students feel that their chances of getting a job in the international labour market are good or very good than poor or very poor. At the aggregate level 60 percent of students feel that their chances are good or very good. The highest levels of 71 are for Health and Medicine, Dental Studies students. Furthermore, the percentage of students who feel that they have a poor chance of obtaining a job in the international labour market is still relatively low at only 13 percent of the total student population. However, this rises to 22 percent for Arts and 23 percent for Humanities students. What is striking in these charts is that for a large proportion of Arts and Humanities students feel that their chances of getting a job are poor in both the national and international labour markets.

Figure 3.10: How do you rate your personal chances of obtaining an adequate job on the international labour market after graduating from your current study programme? [N=12,473]



However, other interesting variation lies in the relative evaluations of students' likelihood of obtaining a job between the Irish and International labour markets. As such, the final chart in this chapter (Figure 3.11) presents the differences between students feeling they have a good or very good chance of obtaining a job in each labour market across field of study.

Figure 3.11: Relative evaluations by field of study of likelihood of getting a job post-graduation

These differences are presented in rank order. Fields with a positive difference show that students studying in these fields have greater confidence in getting a job in the Irish labour market than the international labour market, whereas negative differences show that students studying in these fields have greater confidence in getting a job in the international labour market than the Irish labour market

For almost every field of study, students feel that they are more likely to get a job in Ireland than elsewhere. This is very much the case for Pharmacy students who have a 30 percent difference between each market, which may be a demonstration of the strength of the pharmaceutical sector in Ireland. 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. Conversely, students studying languages feel that they are more likely to get a job in the international labour market, perhaps because the skills they have learned are particularly suitable to employment abroad.

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 a number of intensive rounds 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' 57 percent of undergraduates and 58 percent of postgraduates are employed. For part-time students' 90 percent of undergraduates and 93 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	49%	3%	50%	4862
		PG	45%	9%	48%	769
	Part-time	UG	12%	30%	61%	64
		PG	11%	18%	73%	66
Employed throughout term	Full-time	UG	32%	3%	67%	6540
		PG	25%	6%	71%	1053
	Part-time	UG	5%	7%	90%	522
		PG	3%	6%	92%	852
	Overall		**33%**	**4%**	**65%**	**14,728**

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 33 percent of students receive cash from their family, 4 percent receive cash from their partner, and 65 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, 49 percent of full-time undergraduates, and 45 percent of full-time postgraduates receive cash from their family, this falls to 12 percent of part-time undergraduates and 11 percent of part-time postgraduates. Instead for these students are more likely to receive cash from their partners.

In contrast, for students employed throughout the term, 32 percent of full-time undergraduates, and 25 percent of full-time postgraduates receive cash from their family, this falls to 5 percent of part-time undergraduates and 3 percent of part-time postgraduates. Instead for these students receive marginally more support from their partners but the majority 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	Neither family nor partner	N
Not employed throughout term	Full-time	UG	43%	4%	55%	4,862
		PG	31%	10%	61%	769
	Part-time	UG	13%	28%	59%	64
		PG	11%	26%	67%	66
Employed throughout term	Full-time	UG	43%	3%	55%	6,540
		PG	25%	8%	69%	1,053
	Part-time	UG	6%	11%	85%	522
		PG	4%	10%	88%	852
	Overall		**35%**	**5%**	**61%**	**14,728**

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 35 percent of students receive have their bills paid by their family, 5 percent have their bills paid by their partner, and 61 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	Neither family nor partner	N
Not employed throughout term	Full-time	UG	37%	5%	61%	4,862
		PG	27%	8%	68%	769
	Part-time	UG	16%	25%	60%	64
		PG	10%	13%	77%	66
Employed throughout term	Full-time	UG	32%	6%	66%	6,540
		PG	23%	9%	72%	1,053
	Part-time	UG	8%	8%	86%	522
		PG	10%	8%	87%	852
	Overall		**29%**	**6%**	**68%**	**14,728**

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

Table 4.4 presents the results of the question "are you receiving a public grant/scholarship or a public loan during the current term?"

Table 4.4: 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	44%	6%	1%	6%	5%	46%	4,473
		PG	15%	13%	1%	7%	9%	58%	727
	Part-time	UG	2%	18%	0%	15%	0%	66%	57
		PG	1%	19%	2%	1%	0%	77%	57
Employed throughout term	Full-time	UG	35%	4%	2%	4%	1%	58%	6,129
		PG	18%	12%	4%	6%	7%	56%	992
	Part-time	UG	1%	15%	1%	3%	0%	81%	487
		PG	0%	12%	1%	4%	0%	82%	788
	Overall		**30%**	**7%**	**2%**	**5%**	**3%**	**58%**	**13,738**

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

At the aggregate level, 30 percent of students receive financial support from SUSI (Student Universal Support Ireland), though this rises to 44 percent for full-time undergraduates not in employment and 35 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 7 percent of students. Instead, 58 percent of students report that they do not receive any public grants, scholarships, or loans.

Table 4.5 presents the results of the question "are you financing your living or study costs during the current term (partly) through savings?"

Table 4.5: 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	41%	24%	45%	4,455
		PG	55%	23%	35%	727
	Part-time	UG	48%	23%	38%	56
		PG	58%	23%	26%	57
Employed throughout term	Full-time	UG	57%	11%	39%	6,113
		PG	57%	15%	36%	995
	Part-time	UG	27%	5%	70%	480
		PG	36%	8%	59%	783
Overall			**48%**	**15%**	**44%**	**13,692**

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

As can be seen in this table, for the total student population 48 percent of students have savings from their previous jobs, 15 percent have other forms of savings, and 44 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 who are not employed during term often move into employment outside of the academic year and back out of employment during study periods.

To move onto actual income received rather than just sources, Table 4.6 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 €1122 per month and of this €96 each month comes from their family, €664 from their employment and so on.

Table 4.6: Average income distribution profile (per month in Euros) [N=11,411]

	€	% of Total
Support from parental family	96	9%
Support from partner	11	1%
Non-repayable national state support for students	75	7%
Other national non-repayable state support	15	1%
Other national repayable state support	2	0%
Financial support from university	7	1%
Student support from another country	19	2%
Income from paid job during the current lecture period	664	59%
Savings from previous jobs used for living/studying	137	12%
Savings (not from previous jobs) used for living/studying	23	2%
Other income from public sources	53	5%
Other income (repayable or not) from private sources	23	2%
Total cash income	**1,122**	**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 4.7 to 4.10 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 4.7 presents the average income distribution profile for students **not** living with their parents per month in Euros.

Table 4.7: Average income distribution profile (in Euros cash) for students not living with their parents or guardians

	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	242	297	25	0	108	115	13	1
Support from partner	10	59	128	234	6	24	28	17
Non-repayable national state support for students	114	29	0	0	92	18	0	4
Other national non-repayable state support	16	81	4	0	12	49	0	4
Other national repayable state support	1	2	0	0	4	8	0	0
Financial support from university	10	23	0	1	7	26	0	4
Student support from another country	72	78	0	0	9	54	0	0
Income from paid job during the current lecture period	0	0	0	0	615	929	2,313	2,686
Savings from previous jobs used for living/studying	151	327	294	828	165	193	53	70
Savings (not from previous jobs) used for living/studying	43	56	45	58	16	36	14	15
Other income from public sources	105	87	280	635	30	39	94	78
Other income (repayable or not) from private sources	37	67	248	0	12	57	8	48
Total cash income	**801**	**1,114**	**959**	**1,817**	**1,071**	**1,522**	**2,543**	**2,911**
N	**2,437**	**487**	**66**	**90**	**2,703**	**560**	**627**	**1,292**

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 €801 for full-time undergraduates to €1,817 for part-time postgraduates. Full-time undergraduate students on average receive €242 per month from their parents/families, and this rises to €297 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. Though it is worth noting here that the sample size for part-time students not employed during term-time is very small compared to the other cohorts, so greater caution should be attached to these compared to the rest. For students consistently employed, within each sub-category of student, the average monthly income ranges from €1,071 for full-time undergraduates to €2,911 for part-time postgraduates. Part-time students earn considerably more than full-time students from their current employment.

Table 4.8 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.

Table 4.8: Average income distribution profile (in percent) for students not living with their parents or guardians

	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	30%	27%	3%	0%	10%	8%	1%	0%
Support from partner	1%	5%	13%	13%	1%	2%	1%	1%
Non-repayable national state support for students	14%	3%	0%	0%	9%	1%	0%	0%
Other national non-repayable state support	2%	7%	0%	0%	1%	3%	0%	0%
Other national repayable state support	0%	0%	0%	0%	0%	1%	0%	0%
Financial support from university	1%	2%	0%	0%	1%	2%	0%	0%
Student support from another country	9%	7%	0%	0%	1%	4%	0%	0%
Income from paid job during the current lecture period	0%	0%	0%	0%	57%	61%	91%	92%
Savings from previous jobs used for living/studying	19%	29%	31%	46%	15%	13%	2%	2%
Savings (not from previous jobs) used for living/studying	5%	5%	5%	3%	2%	2%	1%	0%
Other income from public sources	13%	8%	29%	35%	3%	3%	4%	3%
Other income (repayable or not) from private sources	5%	6%	26%	0%	1%	4%	0%	2%
N	2,437	487	66	90	2,703	560	627	1,292

As can be seen for full-time students that are not consistently employed throughout term, around 30 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 4.9 presents the average income distribution profile for students living with their parents per month in Euros.

Table 4.9: Average income distribution profile (in Euros cash) for students living with their parents or guardians

	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	73	85	119	101	32	49	8	5
Support from partner	1	1	0	0	2	11	14	2
Non-repayable national state support for students	133	68	68	0	65	33	2	0
Other national non-repayable state support	15	58	0	0	5	49	5	0
Other national repayable state support	1	4	0	0	1	5	0	4
Financial support from university	5	20	0	0	3	12	1	0
Student support from another country	1	0	0	0	1	0	0	0
Income from paid job during the current lecture period	0	0	0	0	636	781	1,607	2,223
Savings from previous jobs used for living/studying	111	201	272	57	102	177	156	106
Savings (not from previous jobs) used for living/studying	30	43	0	31	12	5	2	6
Other income from public sources	50	35	350	490	9	44	33	38
Other income (repayable or not) from private sources	16	22	0	0	9	21	5	34
Total cash income	**439**	**553**	**812**	**678**	**873**	**1,153**	**1,828**	**2,389**
N	**2,287**	**119**	**17**	**19**	**3,598**	**272**	**141**	**189**

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 €439 for full-time undergraduates to €812 for part-time undergraduates. Full-time undergraduate students on average receive €73 per month from their parents/families, and this rises to €119 for part-time undergraduate 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 again, not infer too much from them. For students consistently employed, within each sub-category of student, the average monthly income ranges from €873 for full-time undergraduates to €2,389 for part-time postgraduates. Part-time students also earn considerably more than full-time students from their current employment.

Table 4.10 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.

Table 4.10: Average income distribution profile (in percent) for students living with their parents or guardians

	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	17%	15%	15%	15%	4%	4%	0%	0%
Support from partner	0%	0%	0%	0%	0%	1%	1%	0%
Non-repayable national state support for students	30%	12%	8%	0%	7%	3%	0%	0%
Other national non-repayable state support	3%	11%	0%	0%	1%	4%	0%	0%
Other national repayable state support	0%	1%	0%	0%	0%	0%	0%	0%
Financial support from university	1%	4%	0%	0%	0%	1%	0%	0%
Student support from another country	0%	0%	0%	0%	0%	0%	0%	0%
Income from paid job during the current lecture period	0%	0%	0%	0%	73%	68%	88%	93%
Savings from previous jobs used for living/studying	25%	36%	33%	8%	12%	15%	9%	4%
Savings (not from previous jobs) used for living/studying	7%	8%	0%	5%	1%	0%	0%	0%
Other income from public sources	11%	6%	43%	72%	1%	4%	2%	2%
Other income (repayable or not) from private sources	4%	4%	0%	0%	1%	2%	0%	1%
N	**2,287**	**119**	**17**	**19**	**3,598**	**272**	**141**	**189**

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.

4.2 Student Expenditure

On the expenditure side, Table 4.11 shows the average monthly expenses (split by expenses covered by students and expenses paid for by others).

Table 4.11: Average expenditure distribution profile for all students

	Cash	TIK	Both	Cash	TIK	Both
		€			% of Overall Total	
Accommodation	250	218	469	31%	44%	35%
Food	130	49	179	16%	10%	13%
Transportation	94	19	114	12%	4%	8%
Communication	25	9	34	3%	2%	3%
Health (e.g. medical insurance)	20	15	35	2%	3%	3%
Childcare	10	3	13	1%	1%	1%
Debt payment (except mortgage)	22	3	25	3%	1%	2%
Social and leisure activities	84	9	93	10%	2%	7%
Other regular living costs	73	13	85	9%	3%	6%
Total Regular Living Costs	**687**	**320**	**1,019**	**85%**	**64%**	**76%**
Fees	104	171	280	13%	34%	21%
Contributions to student unions/associations etc	8	13	21	1%	3%	2%
Other regular study-related costs	15	5	21	2%	1%	2%
Total Regular Study-Related Costs	**126**	**180**	**321**	**15%**	**36%**	**24%**
Overall Total	**813**	**501**	**1,340**	**100%**	**100%**	**100%**

The overall average monthly expenditure for all students was €1,340 of which €813 of this amount was met by the students themselves, with the remaining €501 being provided by others (such as their partners or parents). Accommodation is the largest single expenditure which accounts for 35 percent of all expenditure, and the average spend on accommodation was €469. To compare against the previous Eurostudent report, 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. Accommodation was also the largest single expenditure which accounted for almost 40 percent of all expenditure, and the average spend on accommodation was €415. 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. It is also worth noting that the totals in all the tables in this chapter are the average of all the individual expenditure components for all students who answered the question, rather than the sum of the averages for each expenditure component, thus the sum of each average component may differ slightly from the average total. Table 4.12 presents the average expenditure profile per month in Euros for students not living with their parents.

Table 4.12 Average expenditure distribution profile (in both cash and transfers in kind) for students not living with their parents or guardians

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	687	740	663	531	700	730	722	730
Food	185	224	260	270	170	220	259	306
Transportation	76	69	111	86	109	107	143	162
Communication	29	31	52	43	32	36	53	51
Health (e.g. medical insurance)	25	47	47	90	29	44	54	75
Childcare	8	11	51	13	6	19	53	73
Debt payment (except mortgage)	11	15	65	4	20	47	90	73
Social and leisure activities	76	94	84	81	99	103	101	138
Other regular living costs	67	80	110	120	84	103	121	166
Total Regular Living Costs	**1,123**	**1,259**	**1,249**	**1,254**	**1,209**	**1,358**	**1,564**	**1,725**
Fees	279	771	129	201	254	699	183	340
Contributions to student unions/associations etc	27	16	23	8	27	16	9	8
Other regular study-related costs	23	24	30	24	24	31	16	16
Total Regular Study-Related Costs	**322**	**783**	**189**	**246**	**303**	**743**	**210**	**371**
Overall Total	**1,445**	**2,042**	**1,438**	**1,500**	**1,512**	**2,101**	**1,774**	**2,096**
N	**2,437**	**487**	**66**	**90**	**2,703**	**560**	**627**	**1,292**

For students that are not employed consistently throughout the term, within each sub-category of student, the average monthly expenditure ranges from €1,438 for part-time undergraduates to €2,042 for full-time postgraduates. For students consistently employed, within each sub-category of student, the average monthly expenditure ranges from €1,512 for full-time undergraduates to €2,101 for full-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[12].

Table 4.13 presents the average expenditure profile per month in Euros for students who live with their parents.

Table 4.13 Average expenditure distribution profile (in both cash and transfers in kind) for students living with their parents or guardians

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	151	140	77	140	183	257	339	316
Food	117	125	75	111	147	179	218	240
Transportation	105	107	61	58	131	142	137	143
Communication	25	30	20	25	34	33	66	41
Health (e.g. medical insurance)	23	32	20	69	29	51	56	51
Childcare	2	2	0	10	1	4	1	8
Debt payment (except mortgage)	5	9	0	17	15	37	81	66
Social and leisure activities	56	80	98	51	100	107	167	149
Other regular living costs	50	51	45	49	80	110	143	130
Total Regular Living Costs	**519**	**574**	**397**	**530**	**715**	**851**	**1,189**	**1,133**
Fees	191	436	174	239	209	440	248	377
Contributions to student unions/associations etc	24	23	7	1	21	22	10	7
Other regular study-related costs	18	16	27	29	20	23	24	10
Total Regular Study-Related Costs	**227**	**487**	**204**	**279**	**249**	**489**	**259**	**400**
Overall Total	**746**	**1061**	**601**	**809**	**964**	**1,340**	**1,448**	**1,533**
N	**2287**	**119**	**17**	**19**	**3598**	**272**	**141**	**189**

[12] 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.

For students that are not employed consistently throughout the term, within each sub-category of student, the average monthly expenditure ranges from €601 for part-time undergraduates to €1,061 for full-time postgraduates. For students consistently employed, within each sub-category of student, the average monthly expenditure ranges from €964 for full-time undergraduates to €1,533 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.

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 4.14 and 4.15 show the percentage of expenditure in transfers in kind for all groups of students discussed so far in this chapter.

Table 4.14: The percentage of expenditure in transfers in kind for students not living with their parents or guardians

	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	60%	50%	50%	20%	50%	30%	10%	10%
Food	30%	30%	20%	20%	20%	20%	10%	10%
Transportation	30%	30%	30%	10%	10%	10%	10%	0%
Communication	30%	30%	20%	10%	20%	10%	10%	10%
Health (e.g. medical insurance)	60%	40%	40%	0%	40%	30%	10%	10%
Childcare	30%	60%	80%	20%	20%	30%	0%	20%
Debt payment (except mortgage)	40%	10%	30%	90%	10%	0%	10%	0%
Social and leisure activities	20%	30%	20%	10%	10%	10%	0%	0%
Other regular living costs	30%	30%	10%	20%	10%	10%	10%	0%
Total Regular Living Costs	**50%**	**40%**	**30%**	**20%**	**40%**	**20%**	**10%**	**10%**
Fees	80%	50%	20%	10%	70%	40%	30%	30%
Contributions to student unions/associations etc	70%	50%	10%	0%	60%	30%	30%	10%
Other regular study-related costs	30%	30%	10%	0%	20%	20%	10%	0%
Total Regular Study-Related Costs	**70%**	**50%**	**20%**	**0%**	**60%**	**40%**	**20%**	**30%**
Overall Total	**50%**	**40%**	**30%**	**10%**	**40%**	**30%**	**10%**	**10%**
N	**2437**	**487**	**66**	**90**	**2703**	**560**	**627**	**1292**

These percentages indicate the average percentage of the total that is paid by someone other than the student. Thus, for full-time undergraduates not employed throughout term, 60 percent of the costs of accommodation are typically paid by someone other than the student (for example, their parents and/or partners).

Table 4.15 The percentage of expenditure in transfers in kind for students living with their parents or guardians

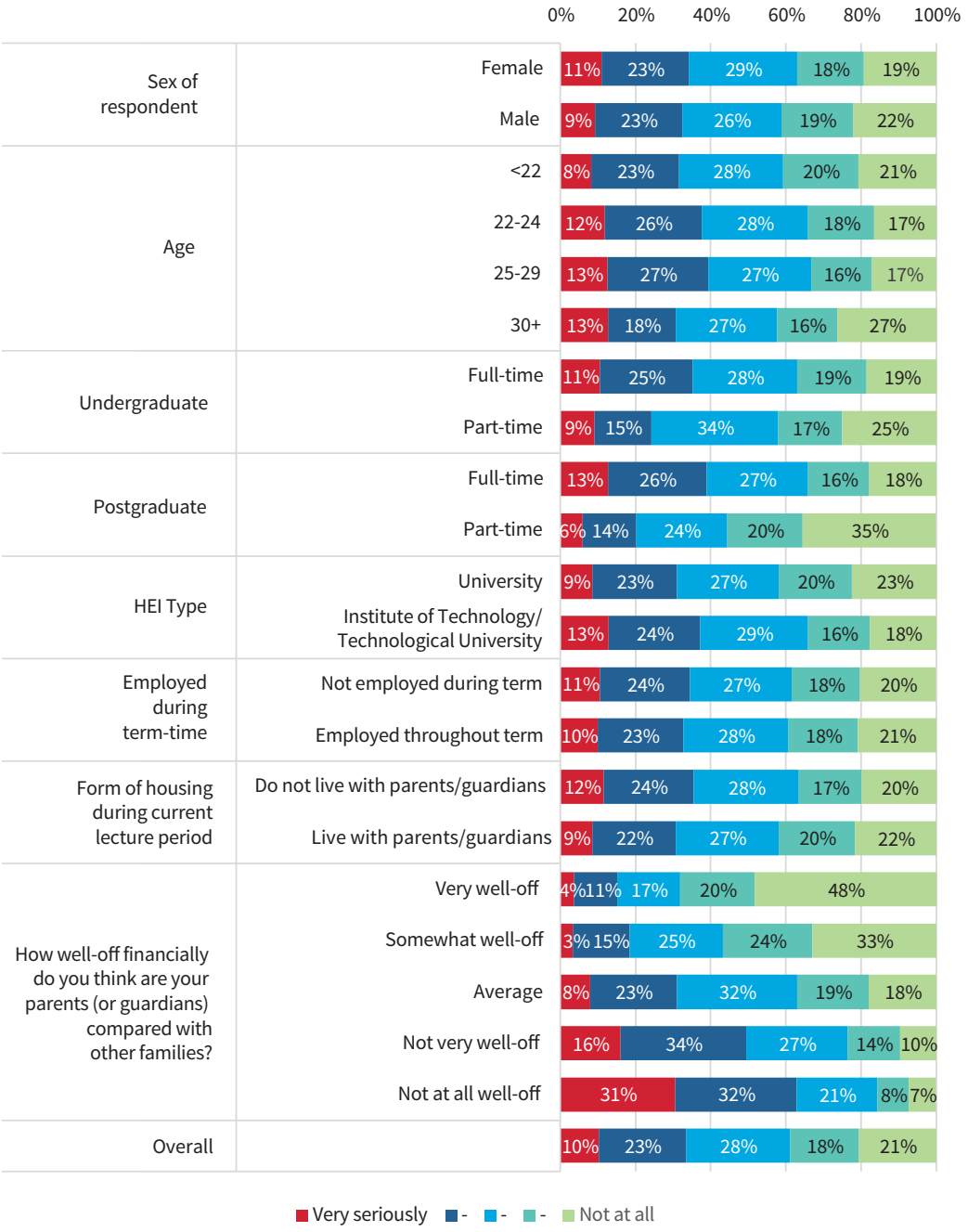
	Not employed throughout term				Employed throughout term			
	Full-time		Part-time		Full-time		Part-time	
	UG	PG	UG	PG	UG	PG	UG	PG
Accommodation	82%	64%	95%	77%	68%	53%	21%	22%
Food	56%	46%	38%	88%	40%	38%	20%	16%
Transportation	35%	29%	9%	0%	17%	11%	9%	4%
Communication	50%	52%	23%	36%	37%	27%	19%	15%
Health (e.g. medical insurance)	78%	67%	84%	57%	60%	63%	35%	16%
Childcare	52%	0%	0%	0%	73%	61%	0%	0%
Debt payment (except mortgage)	33%	11%	0%	0%	9%	5%	0%	8%
Social and leisure activities	20%	12%	0%	4%	5%	4%	10%	4%
Other regular living costs	34%	16%	0%	15%	14%	22%	17%	5%
Total Regular Living Costs	**52%**	**41%**	**32%**	**50%**	**35%**	**30%**	**17%**	**13%**
Fees	84%	66%	31%	16%	73%	47%	27%	23%
Contributions to student unions/associations etc	74%	52%	17%	0%	59%	61%	38%	10%
Other regular study-related costs	34%	20%	24%	69%	23%	26%	24%	10%
Total Regular Study-Related Costs	**79%**	**61%**	**30%**	**21%**	**66%**	**45%**	**24%**	**22%**
Overall Total	**60%**	**50%**	**32%**	**40%**	**43%**	**35%**	**18%**	**15%**
N	**2287**	**119**	**17**	**19**	**3598**	**272**	**141**	**189**

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 percentages 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. As noted above, the sample size in each table for part-time students not employed during the term is much smaller than that of other groups, so these are likely to be less certain and should not be used to infer too much compared against the other groups.

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.

Figure 4.1: Percentage of students experiencing financial difficulties across key characteristics [N=13,454]

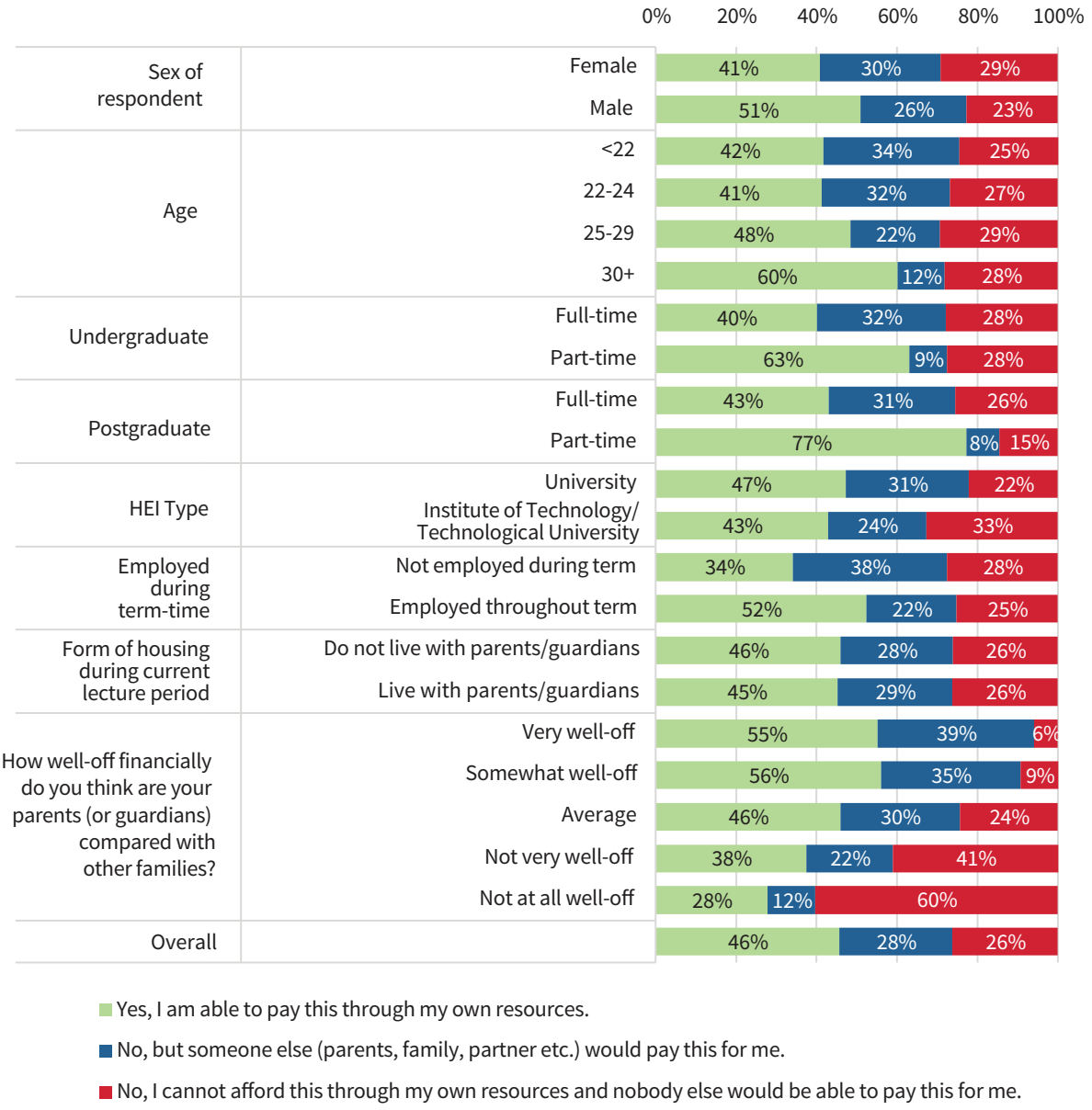


At the aggregate level, only ten percent of students say that they are experiencing serious financial difficulties, and at the other end of the scale 21 percent of students are having no financial difficulties, this very similar to the previous Eurostudent report, where 9 percent of students reported experiencing serious financial difficulties and 17 percent had no financial difficulties at all. 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 13 percent of students over the age of 30 saying that this is the case for them, compared against only 8 percent under the age of 22. Furthermore, students in Institutes of Technology/Technological Universities appear to be slightly more likely to experience financial difficulties than students in universities.

One may 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 a significant 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 4.2 presents the distribution of responses when students were asked if they would be able to pay an unexpected expense of €500.

Figure 4.2: Percentage of students able to pay an unexpected expense of €500 across key characteristics [N=13,393]



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 34 percent of unemployed students would be able to pay an expense of €500 through their own resources, compared against 38 percent who would be able to have someone else pay this for them. In contrast, for employed students' 52 percent would pay this themselves and only 22 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.

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[13]. 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 42 percent of students' total expenditure**.** 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 distance between their accommodation and HEI.

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).

Table 5.1: Who do you live with during term-time (Monday to Friday)? [N=14,939]

		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	53%	6%	3%	41%	5%
	Part-time	19%	55%	34%	11%	7%
Postgraduate	Full-time	27%	18%	8%	44%	13%
	Part-time	13%	60%	34%	12%	9%
Gender	Female	43%	16%	10%	38%	5%
	Male	47%	16%	7%	34%	7%
Age	< 22y	58%	2%	0%	42%	4%
	22-24y	50%	6%	1%	44%	6%
	25-29y	30%	28%	4%	38%	10%
	> 30y	8%	57%	42%	12%	11%

[13] Lyons, R. The Daft.ie House Price Report – An analysis of recent trends in the Irish residential sales market for 2022 Q3. Lyons, R. The Daft.ie Rental Price Report – An analysis of recent trends in the Irish rental market for 2022 Q3.

Of the total student population, 45 percent live with their parents or other relatives, 36 percent live with other people (most often other students), 16 percent of students live with their partners or spouses, nine percent live with their children, and six 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, 53 percent live with their parents and 41 percent live with other people. However, for part-time undergraduates only 19 percent live with their parents and 11 percent live with other people, instead 55 percent live with their partner or spouse, and 34 percent live with their children. What we observe here, and the trend seen at 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 58 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.

Table 5.1: Who do you live with during term-time (Monday to Friday)? Continued

		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
HEI Type	University	42%	14%	7%	40%	6%
	IoT/TU	48%	18%	11%	30%	6%
Dublin-base HEI?	Outside of Dublin	43%	15%	9%	38%	6%
	Based in Dublin	47%	16%	8%	34%	7%
Employed (continually) during term?	No	44%	9%	6%	43%	7%
	Yes	45%	20%	10%	33%	5%
Disability or impairment?	No	43%	16%	9%	36%	6%
	Yes	48%	14%	7%	38%	6%
Overall		**45%**	**16%**	**9%**	**36%**	**6%**

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 33 percent report this compared against 43 percent for students who do not have continuous employment.

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: Do you live in student accommodation, e.g. halls of residence? [N=8,282]

		No	Yes
Undergraduate	Full-time student	51%	49%
	Part-time student	99%	1%
Postgraduate	Full-time student	73%	27%
	Part-time student	99%	1%
Gender	Female	65%	35%
	Male	67%	33%
Age	< 22y	38%	62%
	22-24y	61%	39%
	25-29y	84%	16%
	> 30y	98%	3%
HEI Type	University	64%	36%
	IoT/TU	70%	30%
Dublin-base HEI?	HEI outside of Dublin	64%	36%
	HEI based in Dublin	69%	31%
Employed (continually) during term?	No	54%	46%
	Yes	73%	27%
Disability or impairment?	No	66%	34%
	Yes	66%	34%
Overall		**66%**	**34%**

Table 5.2 presents these results and show that 49 percent of full-time undergraduates and 27 percent of full-time postgraduates live in student accommodation. In contrast only 1 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 or no effect on living in student accommodation as similar proportions are found across each. Finally, 46 percent of students who are not employed during term-time live in student accommodation compared against 27 percent of students who are employed during the whole of term.

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.

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=19,230]

		Mean	Median
Undergraduate	Full-time student	40	30
	Part-time student	35	30
Postgraduate	Full-time student	38	30
	Part-time student	39	30
Gender	Female	40	30
	Male	38	30
Age	< 22y	40	30
	22-24y	37	30
	25-29y	38	30
	> 30y	39	35
HEI Type	University	39	30
	IoT/TU	39	30
Dublin-base HEI?	HEI outside of Dublin	34	25
	HEI based in Dublin	46	40
Employed (continually) during term?	No	38	30
	Yes	39	30
Disability or impairment?	No	38	30
	Yes	41	30
Live with Parents?	No	28	20
	Yes	52	45
Live in student accommodation?	No	34	30
	Yes	17	15

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 17 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 52 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, 46 minutes) than students who attend HEIs outside of Dublin (on average, 34 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.

CHAPTER 6

COURSE WORKLOAD, STUDENT EMPLOYMENT, AND TIME BUDGET

This 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.

Table 6.1: Average weekly workload (in hours) for full-time students [N=16,230]

		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)	Total hours spent on study-related activities and paid jobs in typical week
Gender	Female	17	20	37	47
	Male	18	18	36	45
Age	< 22y	18	17	35	44
	22-24y	16	23	39	49
	25-29y	18	22	40	50
	> 30y	16	23	39	50
Level	Undergraduate	18	18	36	46
	Postgraduate	14	25	38	49
HEI Type	University	16	20	36	46
	IoT/TU	20	16	37	47
Study programme	Generic programmes	12	11	24	44
	Education Science	17	19	36	46
	Teacher Training	19	17	36	47
	Arts	15	18	34	43
	Humanities	12	18	31	40
	Languages	12	19	31	40
	Social sciences, journalism and information	12	20	32	43
	Psychology	14	18	32	43
	Business and administration	16	17	32	44
	Law	13	19	32	43
	Natural sciences, mathematics and statistics	18	20	38	47
	ICT	19	19	38	47
	Engineering, manufacturing, construction	21	19	40	49
	Architecture and town planning	20	21	41	51
	Agriculture, forestry, fisheries, veterinary	22	18	40	49
	Medicine, Dental Studies	23	27	50	55

Table 6.1 (continued): Average weekly workload (in hours) for full-time students [N=16,230]

		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)	Total hours spent on study-related activities and paid jobs in typical week
Study programme *continued*	Health	20	18	38	50
	Pharmacy	26	21	47	55
	Welfare	19	16	35	46
	Services	18	12	30	42
Living with Parents/Guardians	No	18	20	38	47
	Yes	18	18	35	46
Employment	Not employed during term	18	21	39	39
	Employed during term	17	17	35	52
Overall		**18**	**19**	**37**	**46**

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

Of full-time students, the average weekly time spent in study related activities is 37 hours. This is itself broken down into 18 hours spent in taught studies and 19 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.

2. The amount of time spent in taught studies is relatively even, with on average, undergraduate students spending 18 hours in taught studies. Whereas, for postgraduate students this is only 14 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 25 hours per week on personal study. In contrast, this is only 18 hours for undergraduates.

3. Humanities, Languages and Social Sciences, Journalism and Information students appear to spend the least amount of time in taught studies (12 hours), though this increases to 18 to 20 hours on personal study. In contrast, for Pharmacy students the average amount of time spent in taught studies is 26 hours, and 21 hours on personal study, providing an average of 47 hours per week spent studying.

4. Although across institution type the overall average of time spent studying per week is 37 hours, 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 in Universities spend four hours more per week on this than students at Institutes of Technology.

5. 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 even 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 four-hour difference. Students not in employment spend on average 21 hours per week on personal study. For employed students this is only 17 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 forty-eight hours[14].

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 7 hours spent in taught studies and 13 hours spent on personal study time.

Undergraduate part-time students spent around 8 hours in taught studies, whereas, for postgraduate students this is only 6 hours. In contrast to full-time students where this shortfall is made up for in postgraduate study by the greater emphasis placed on personal study, what we see here is that part-time undergraduate spend slightly more time than part-time postgraduate on personal study. Overall though, the variation across sub-groups is relatively stable with few large-scale changes.

[14] A typical semester is twelve weeks in length. 4 times 12 is 48 hours.

Table 6.2: Average weekly workload (in hours) for part-time students [N=3,000]

		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)	Total hours spent on study-related activities and paid jobs in typical week
Gender	Female	6	13	20	52
	Male	8	13	21	58
Age	< 22y	12	16	28	52
	22-24y	8	14	22	54
	25-29y	7	13	20	56
	> 30y	7	13	20	54
Level	Undergraduate	8	14	22	56
	Postgraduate	6	13	19	54
HEI Type	University	6	13	19	53
	IoT/TU	8	14	21	57
Study programme	Education Science	5	11	16	50
	Teacher Training	6	15	21	48
	Arts	8	18	27	46
	Humanities	5	14	19	42
	Languages	5	12	17	45
	Social sciences, journalism and information	5	12	16	47
	Psychology	7	15	22	52
	Business and administration	8	12	20	58
	Law	6	16	22	50
	Natural sciences, mathematics and statistics	8	13	20	54
	ICT	7	15	22	58
	Engineering, manufacturing, construction	7	14	21	62
	Architecture and town planning	7	14	21	58
	Agriculture, forestry, fisheries, veterinary	7	11	18	53
	Medicine, Dental Studies	4	12	16	49

Table 6.2 (contined): Average weekly workload (in hours) for part-time students [N=3,000]

		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)	Total hours spent on study-related activities and paid jobs in typical week
Study programme *continued*	Health	7	13	19	57
	Pharmacy	2	19	21	61
	Welfare	10	15	25	57
	Services	8	12	20	56
Living with Parents/Guardians	No	7	13	20	55
	Yes	7	14	21	53
Employment	Not employed during term	7	18	25	25
	Employed during term	7	13	20	57
Overall		7	13	20	55

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

A recent study used data from Eurostudent III and IV to examine the amount of time Irish students living in student accommodation spent on personal study[15]. 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.

[15] 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=13,678]

Live in student accommodation (Ref: All other accommodation)	0.03 (0.28)
Female (Ref: Male)	1.28 (0.21) ***
Age	0.17 (0.02) ***
Full-time student (Ref: Part-time student)	8.10 (0.39) ***
University (Ref: Institutes of Technology)	2.95 (0.22) ***
Undergraduate student (Ref: Postgraduate student)	-2.82 (0.31) ***
Continuously employed during term-time (Ref: Not continuously employed during term-time)	-3.34 (0.22) ***
Intercept	8.80 (0.74) ***
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.

As this is an interesting finding which runs counter to what is found in other countries, we have examined this pattern in the last two Eurostudent reports and it is worth repeating to see whether 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 do not spend significantly fewer hours on personal study than students living elsewhere, as this coefficient is not significant. 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 while living in student accommodation does not appear to have an effect here, 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.

In contrast, being employed during term-time significantly and negatively affects 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.

It is somewhat surprising that a result that we have found in the last few versions of this report no longer appears to exist. However, this iteration of the survey is indelibly linked to the Coronavirus pandemic, and a large-scale shift from in-person to online learning. As such, it is entirely possible that distance to one's HEI no longer has a significant effect on study time, as this distance was further reduced by the availability of online lectures and seminars. Other effects of the pandemic are explored in the Chapter 9.

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.

Table 6.4: Level of employment across key student characteristics – full-time students only [N=13,364]

		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	43%	17%	40%
	Male	36%	18%	46%
Age	< 22y	40%	18%	42%
	22-24y	43%	17%	41%
	25-29y	36%	17%	47%
	> 30y	34%	15%	51%
Level	Undergraduate	40%	17%	43%
	Postgraduate	37%	21%	42%
HEI Type	University	40%	18%	43%
	IoT/TU	41%	16%	43%
Living with Parents/Guardians	No	34%	19%	47%
	Yes	46%	16%	38%
Employment	Not employed during term	0%	0%	100%
	Employed throughout term	70%	30%	0%
Overall		**40%**	**17%**	**43%**

Of the total full-time student population, approximately 57 percent work during term-time (40 percent throughout the whole semester, and 17 percent who only work occasionally), and 43 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 6.5 presents the level of employment for part-time students across a number of student characteristics.

Table 6.5: Level of employment across key student characteristics – part-time students only [N=1,524]

		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	87%	4%	9%
	Male	91%	3%	6%
Age	< 22y	81%	7%	12%
	22-24y	88%	4%	8%
	25-29y	92%	3%	5%
	> 30y	88%	4%	8%
Level	Undergraduate	86%	4%	10%
	Postgraduate	90%	3%	7%
HEI Type	University	89%	4%	8%
	IoT/TU	89%	4%	8%
Living with Parents/Guardians	No	89%	3%	8%
	Yes	85%	5%	10%
Employment	Not employed during term	0%	0%	100%
	Employed throughout term	96%	4%	0%
Overall		**89%**	**4%**	**8%**

The table above shows that around 93 percent of part-time students work during term-time (89 percent throughout the whole semester, and 4 percent who only work occasionally), compared against 8 percent who do not work at all during term-time. Furthermore, this distribution does not change much over our sub-categories of interest.

Table 6.6 presents the average amount of time spent working by students who are employed during term-time.

Table 6.6: Average time (in hours) spent on paid jobs per week during term-time

		Full-time	Part-time
Gender	Female	10	32
	Male	9	38
Age	< 22y	9	23
	22-24y	10	31
	25-29y	10	36
	> 30y	11	35
Level	Undergraduate	10	34
	Postgraduate	11	35
HEI Type	University	9	34
	IoT/TU	10	35
Living with Parents/Guardians	No	9	35
	Yes	10	32
Employment	Not employed during term	0	0
	Employed throughout term	17	38
Overall		**8**	**10**

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 marginally less time working than older students.

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

	Odds Ratio
Female (Ref: Male)	0.27 (0.04) **
Age	-0.02 (0.00) **
Undergraduate student (Ref: Postgraduate student)	-0.34 (0.07) **
University (Ref: Institutes of Technology)	0.06 (0.05)
International student (Ref: Domestic student)	-0.38 (0.07) **
Live with parents/guardian (Ref: All other accommodation)	0.16 (0.05) **
Monthly provision from family/partner	-0.001 (0.00) **
Intercept	1.10 (0.14) **
Pseudo R-squared	0.05

*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.

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 0.01 level. In contrast, as theorised above, international students are less likely to be in employment than students from Ireland. This is significant at the 0.01 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.

Table 6.8: Paid job(s) prior to entering higher education for the first time – full-time students only [N=17,156]

		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	19%	15%	27%	40%
	Male	19%	10%	31%	41%
Age	< 22y	9%	13%	33%	45%
	22-24y	21%	14%	28%	38%
	25-29y	52%	7%	15%	26%
	> 30y	66%	7%	9%	19%
Level	Undergraduate	17%	13%	30%	41%
	Postgraduate	35%	11%	20%	34%
HEI Type	University	17%	13%	30%	40%
	IoT/TU	22%	11%	25%	41%
Living with Parents/Guardians	No	25%	13%	29%	34%
	Yes	13%	12%	29%	46%
Employment	Not employed during term	14%	6%	27%	53%
	Employed throughout term	23%	17%	30%	30%
Overall		**19%**	**13%**	**29%**	**40%**

Of the total full-time student population, approximately 40 percent of students did not work before entering higher education for the first time, 29 percent had occasional employment for less than a year, and 32 percent were employed for over a year (13 percent worked less than 20 hours per week and 19 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, 35 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.

Similar cases can be made for students not living with their parents as 25 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 52 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 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, 13 percent had occasional employment for less than a year, and 60 percent were employed for over a year (10 percent worked less than 20 hours per week and 50 percent worked more than 20 hours per week).

Table 6.9: Paid job(s) prior to entering higher education for the first time – part-time students only [N=1,837]

		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	45%	12%	14%	28%
	Male	56%	7%	12%	25%
Age	< 22y	37%	23%	29%	12%
	22-24y	36%	19%	18%	27%
	25-29y	43%	12%	16%	29%
	> 30y	54%	8%	12%	27%
Level	Undergraduate	65%	7%	8%	20%
	Postgraduate	42%	12%	16%	31%
HEI Type	University	42%	11%	17%	30%
	IoT/TU	59%	9%	9%	23%
Living with Parents/Guardians	No	50%	9%	13%	28%
	Yes	38%	17%	17%	27%
Employment	Not employed during term	40%	7%	15%	37%
	Employed throughout term	49%	10%	14%	27%
Overall		**50%**	**10%**	**13%**	**27%**

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 they 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 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/Technological University over students at Universities.

Table 6.10: Employment during a lecture-free period over the last 12 months [N=12,927]

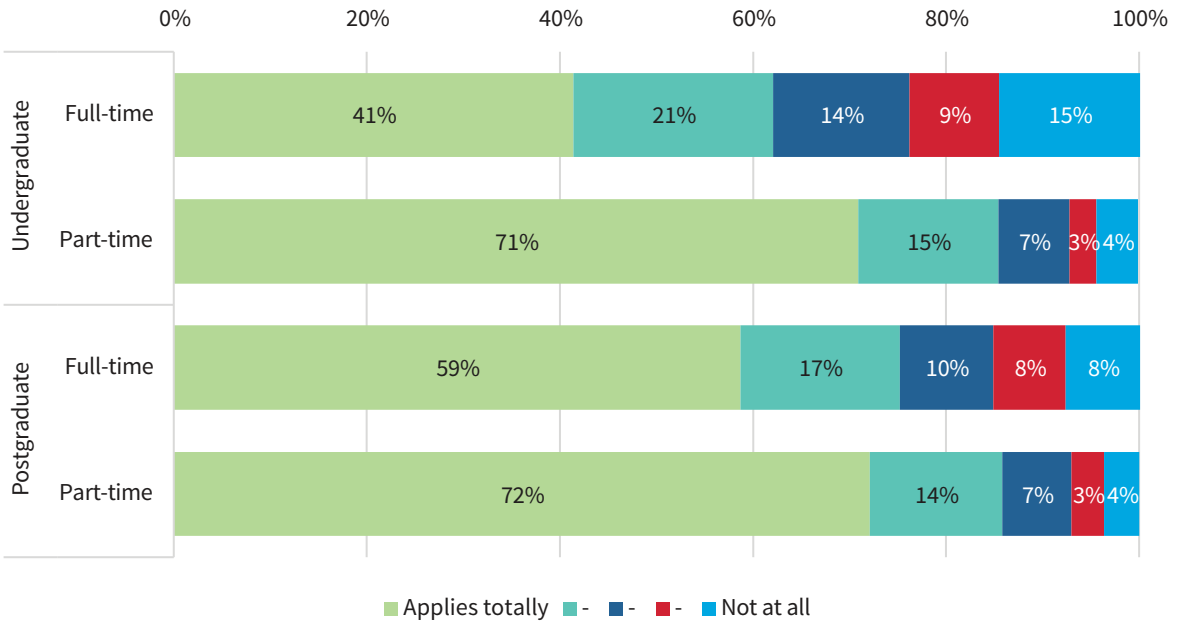
		Full-time		Part-time	
		No	Yes	Yes	No
Gender	Female	28%	72%	12%	88%
	Male	34%	66%	10%	90%
Age	< 22y	29%	71%	9%	91%
	22-24y	27%	73%	10%	90%
	25-29y	40%	60%	9%	91%
	> 30y	49%	51%	12%	89%
Level	Undergraduate	30%	70%	12%	88%
	Postgraduate	37%	63%	11%	89%
HEI Type	University	29%	71%	11%	89%
	IoT/TU	34%	66%	11%	90%
Living with Parents/Guardians	No	33%	67%	11%	89%
	Yes	29%	71%	12%	88%
Employment	Not employed during term	58%	42%	84%	16%
	Employed throughout term	10%	90%	5%	95%
Overall		**31%**	**69%**	**11%**	**89%**

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 40 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, 89 percent of part-time students worked during a lecture-free period, which is marginally higher than the 89 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.

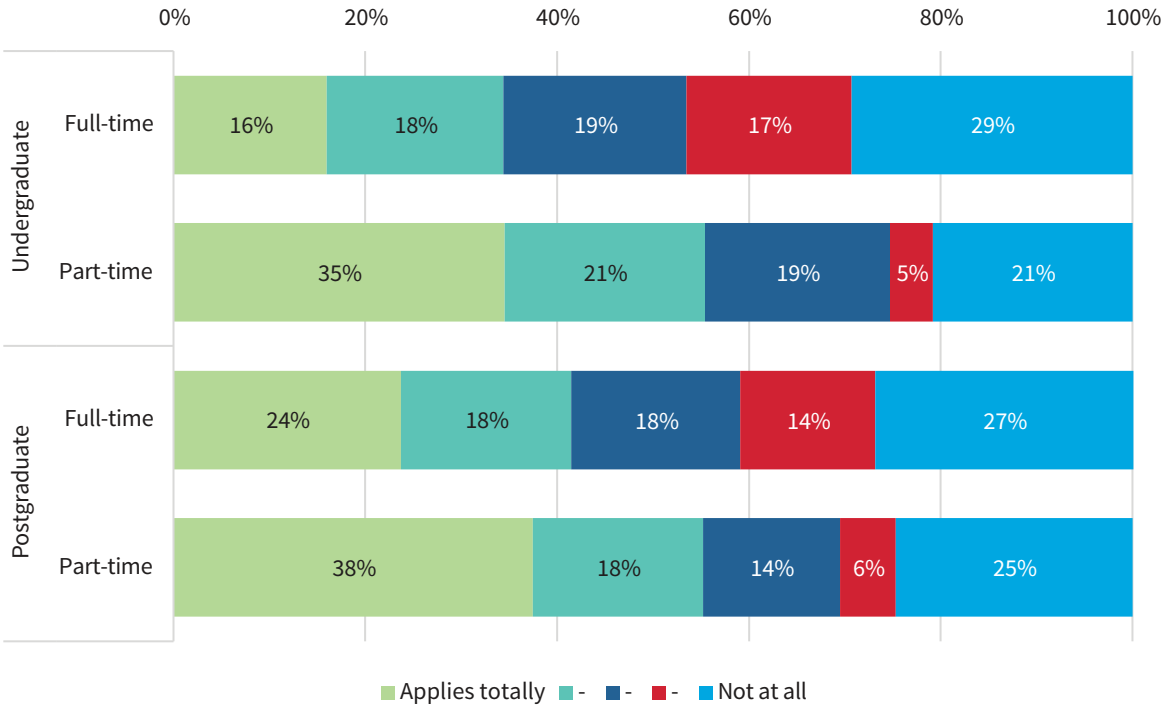
Figure 6.1: Level of agreement with the statement – "I work to cover my living costs" [N=9,025]



Of the students that work on average, 41 percent of full-time undergraduates and 59 percent of full-time postgraduates agree totally with the statement, "I work to cover my living costs". This increases to 71 percent and 72 percent for part-time undergraduates and postgraduates respectively.

The distribution of responses for the second statement, "I work to gain experience on the labour market" is shown in Figure 6.2.

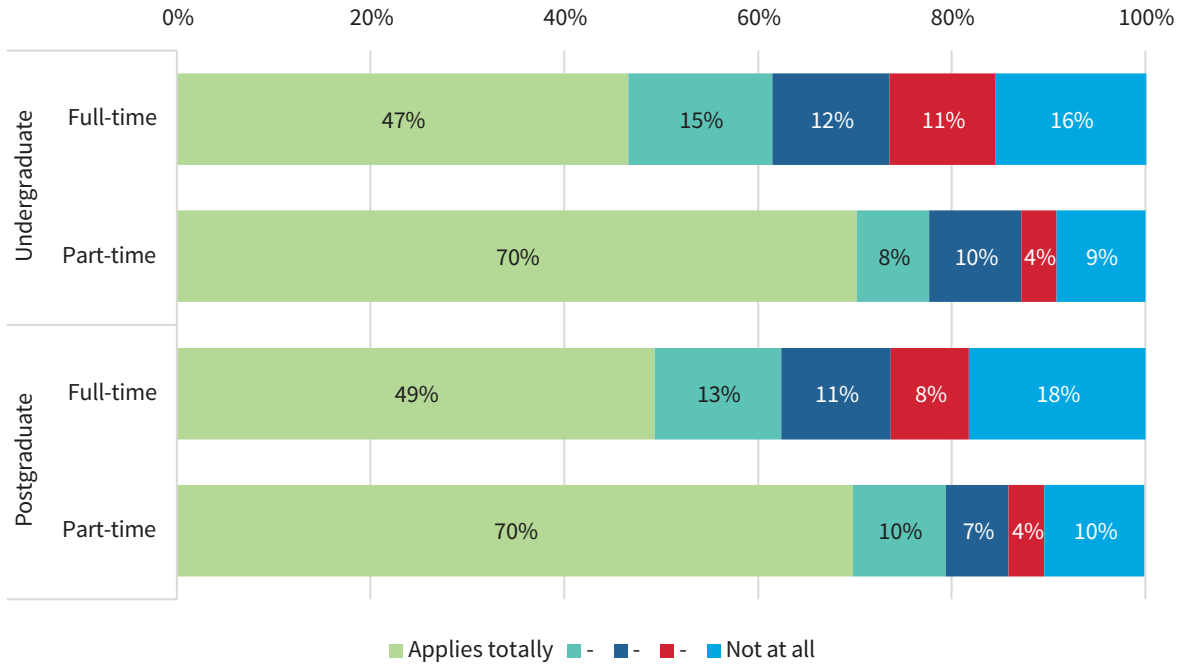
Figure 6.2: Level of agreement with the statement – "I work to gain experience on the labour market" [N=8,998]



This chart shows a similar pattern with 16 percent of full-time undergraduates and 24 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 35 percent of part-time undergraduates and 38 percent of part-time undergraduates totally agree with the statement.

The third statement, "without my paid job, I could not afford to be a student" is shown in Figure 6.3.

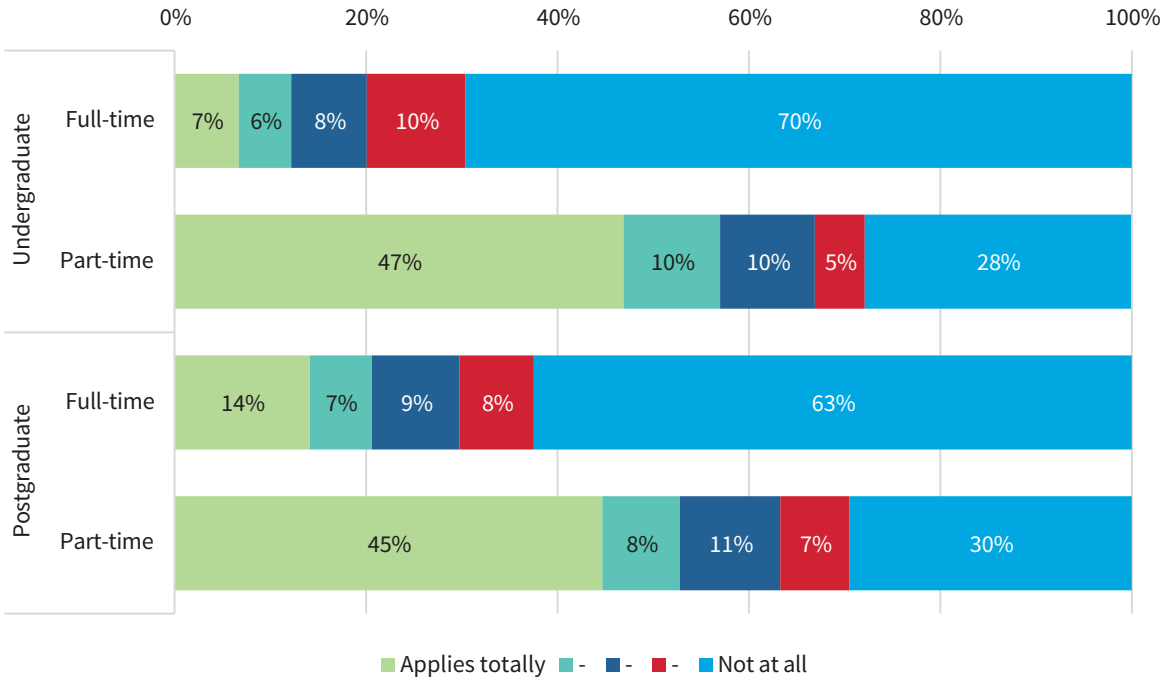
Figure 6.3: Level of agreement with the statement – "Without my paid job, I could not afford to be a student" [N=9,008]



This statement is supported totally by 47 percent of full-time undergraduates and 49 percent of full-time postgraduates. This rises to 70 percent for part-time undergraduates and part-time postgraduates.

The fourth statement "I work because I have to support others financially" is shown in Figure 6.4.

Figure 6.4: Level of agreement with the statement – "I work because I have to support others financially (children, partner, parents etc.)" [N=9,017]

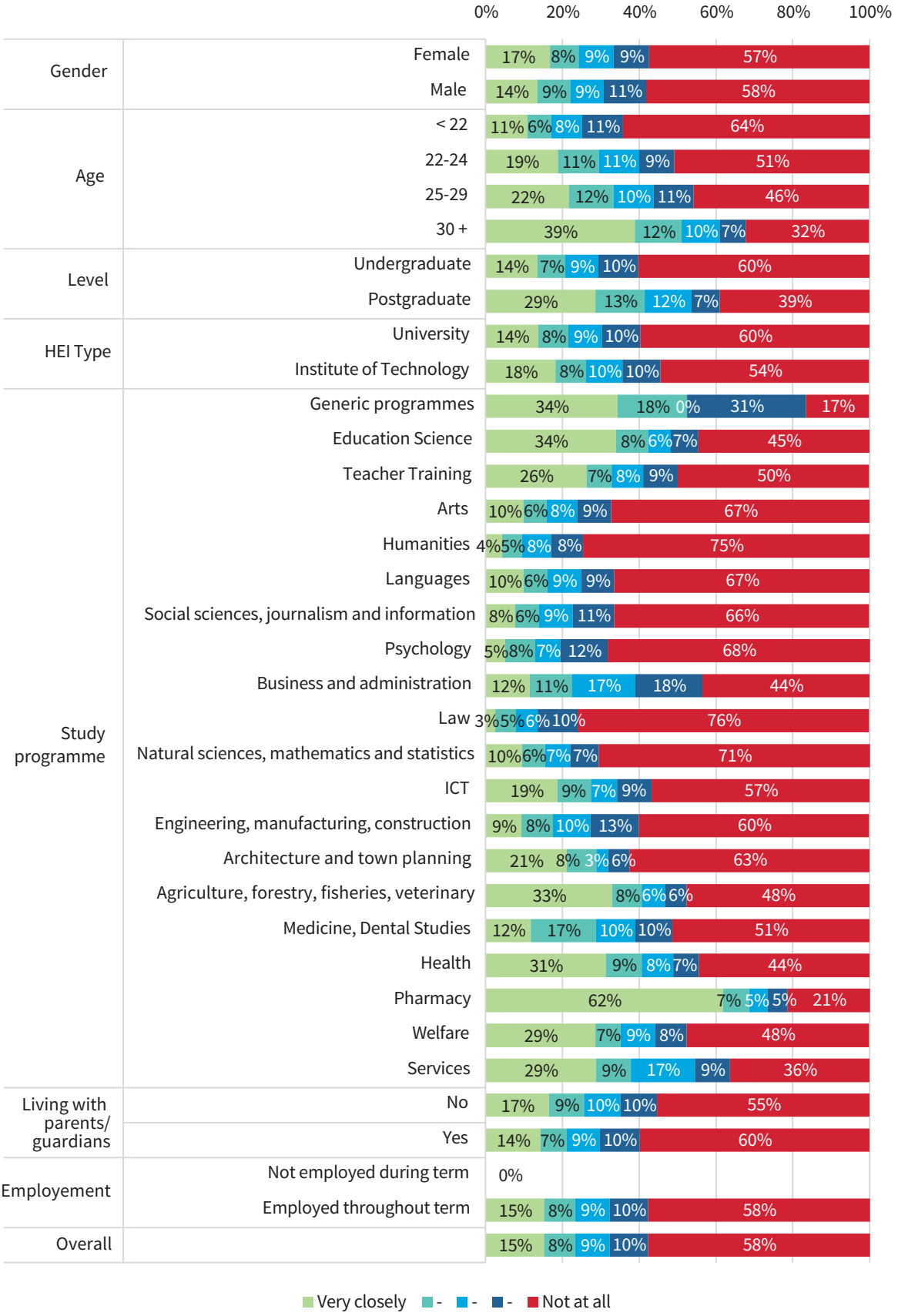


This statement shows the greatest degree of variation across part-time and full-time students as 70 percent of full-time undergraduates and 63 percent of full-time postgraduates say that this does not apply to them at all. However, the opposite appears to be the case for part-time students as 47 and 45 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.

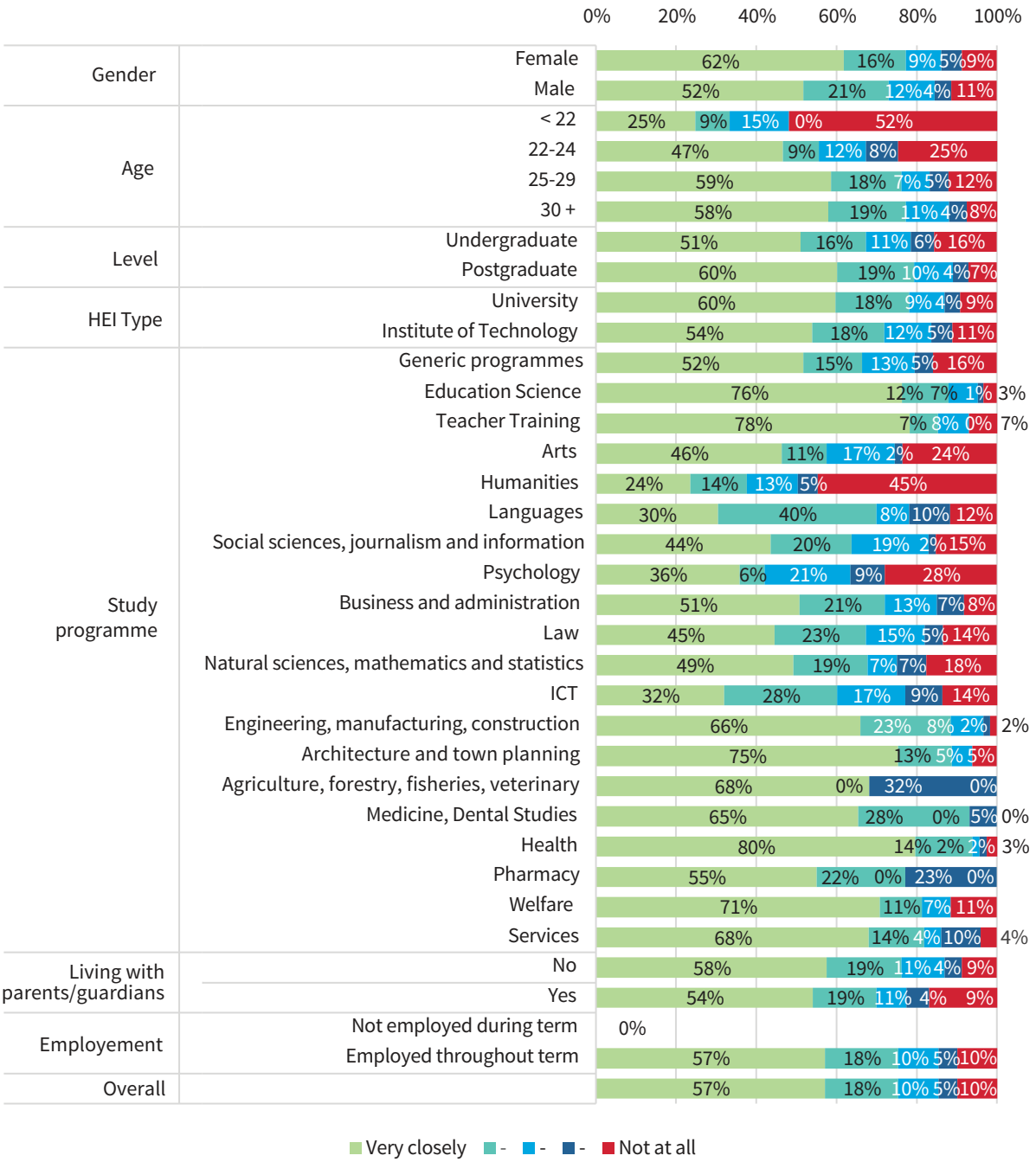
Figures 6.5 and 6.6 present how closely students' jobs relate to the content of their study programmes for full-time and part-time students separately.

Figure 6.5: Degree to which job is related to content of study programme - full-time students only [N=7,654]



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.

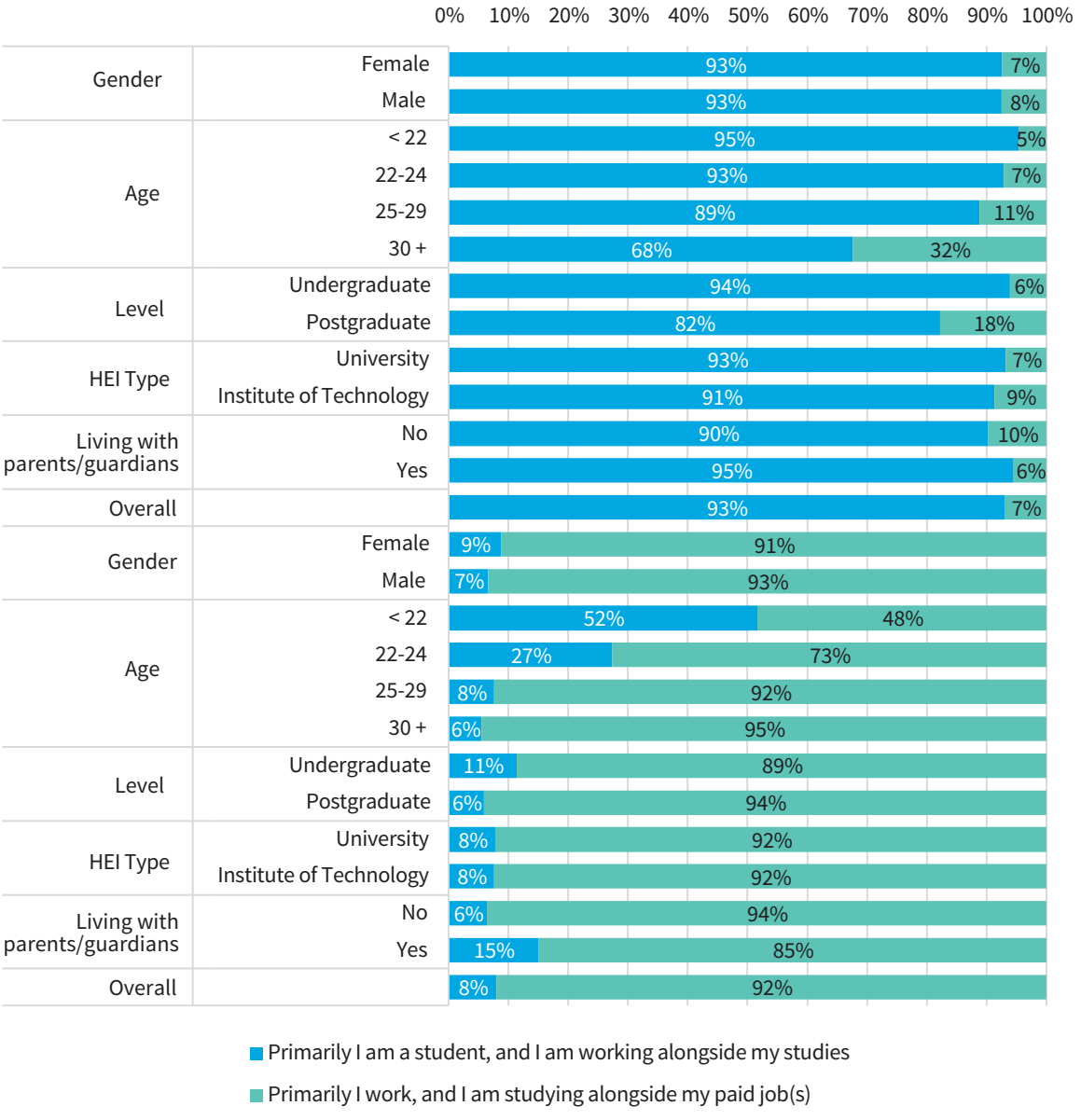
Figure 6.6: Degree to which job is related to content of study programme - part-time students only [N=1,376]



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.

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.

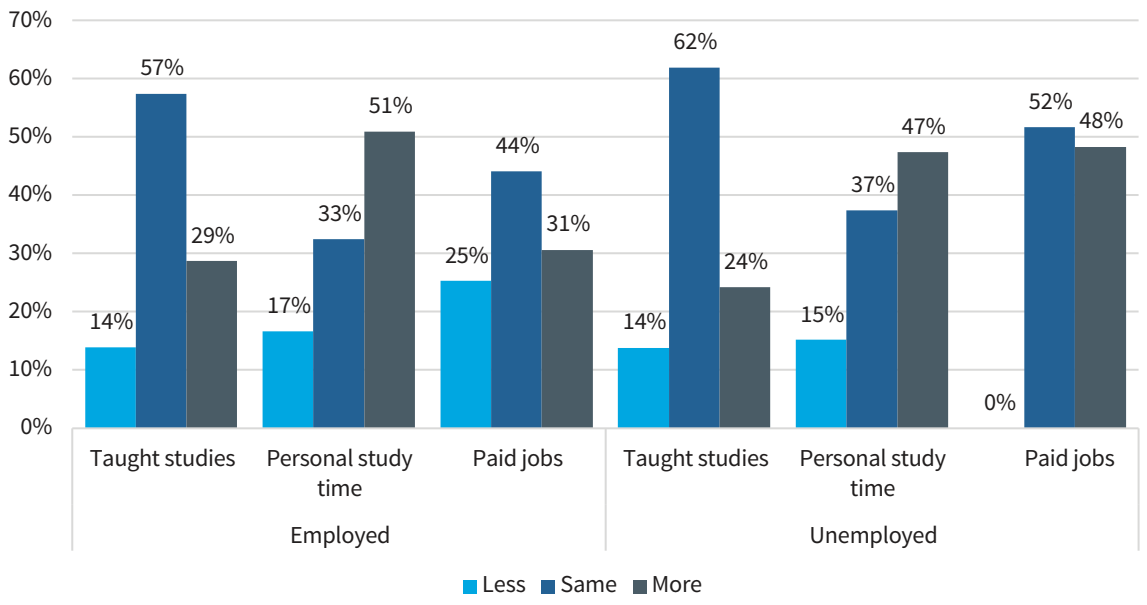
Figure 6.7: Degree to which students see themselves as a student or worker [N=7,636]



Of the total full-time student population, 93 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

The allocation of students' time on personal study, taught studies and employment is presented in Figure 6.8.

Figure 6.8: Potential balance between time studying and employment by employment status [N=12,648]



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 62 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 (51 percent), and a large proportion would like to spend less time working (25 percent). In contrast, a large proportion of students who are not in employment would like to

devote more of their time to employment (48 percent). 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.

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 and 6.10 presents students' own rating of the performance on their study programme by time spent 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 – Full time Only [N=12,408]

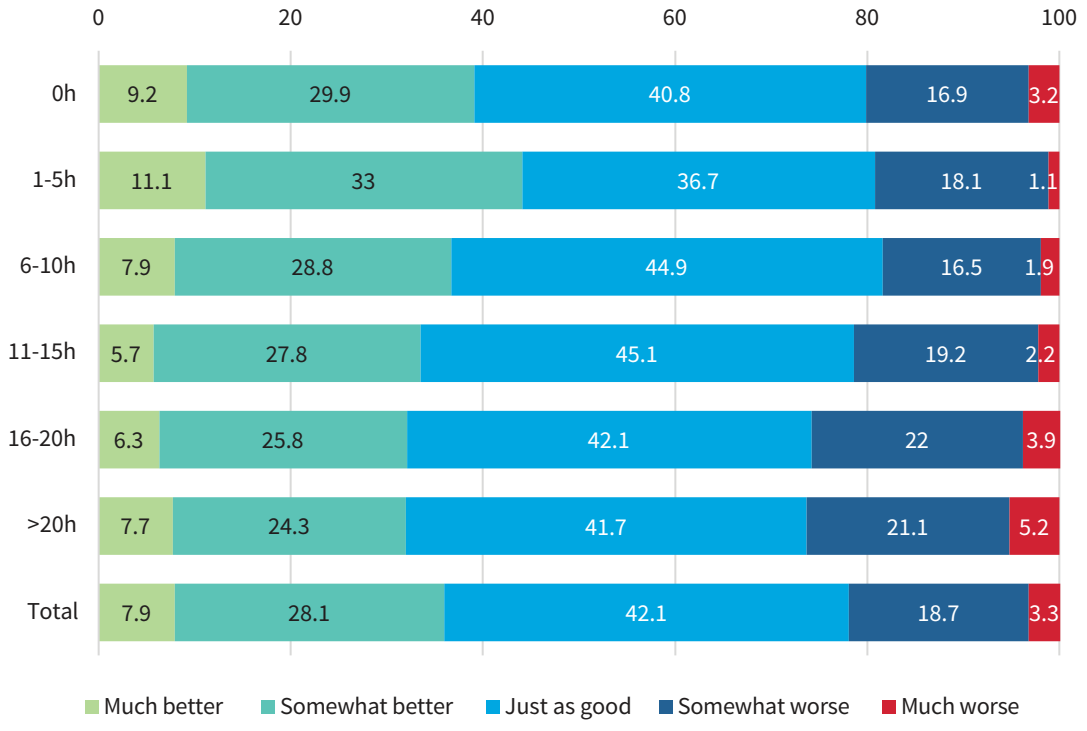
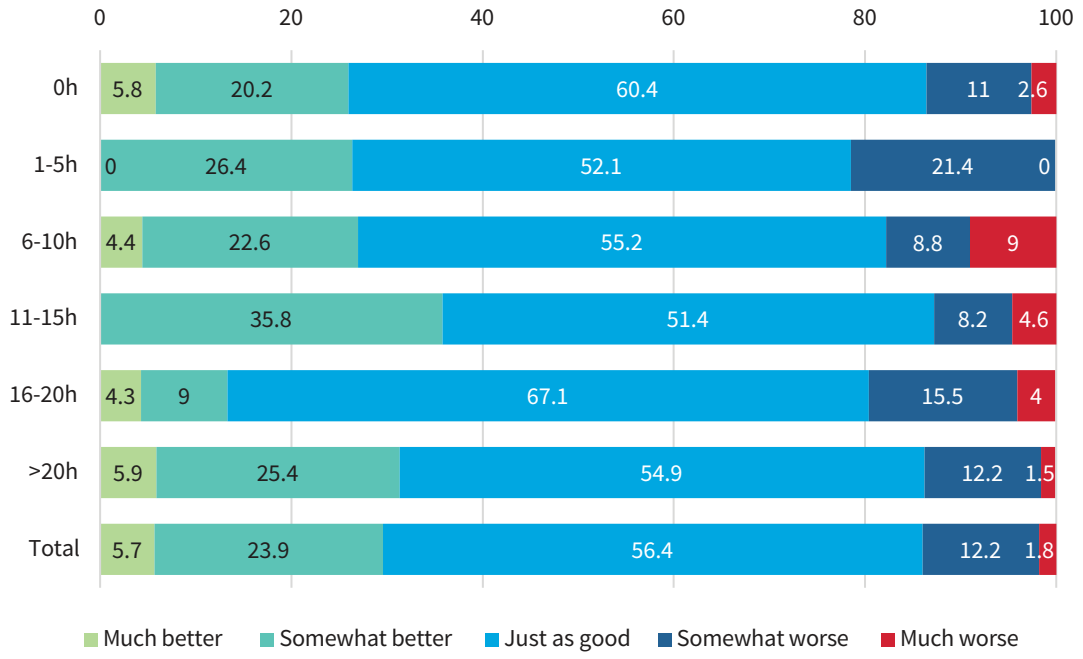


Figure 6.10: "How would you rate your performance so far in your current (main) study programme in comparison to that of your fellow students?" by time spent in employment per week – Part time Only [N=2,411]



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 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 also considered.

7.1 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 7.1 presents an overview of the first component broken down across key characteristics and course programme.

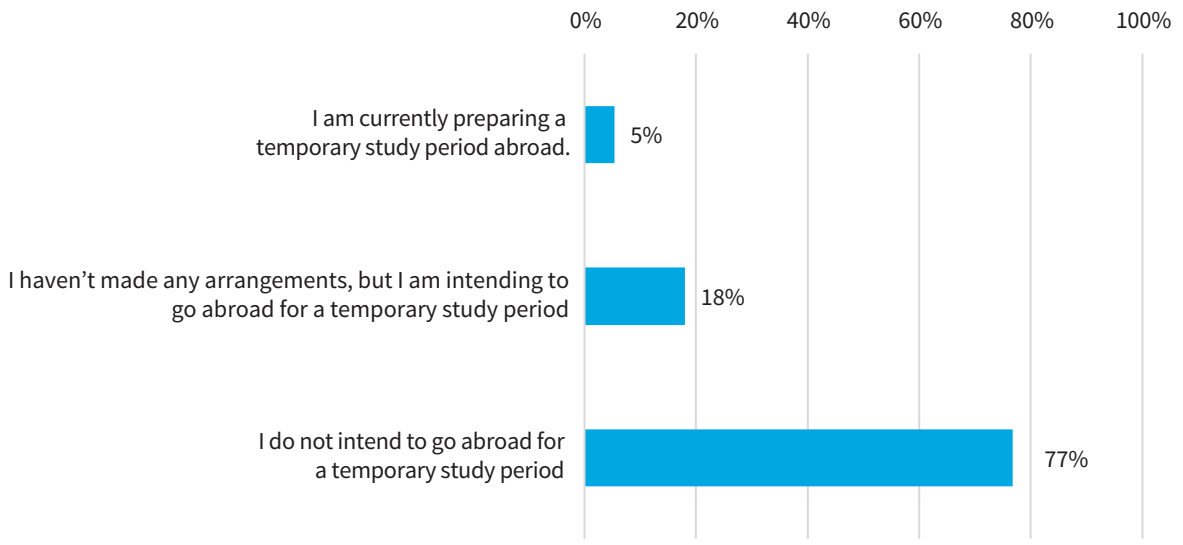
Table 7.1: "Have you ever taken part in a temporary study period abroad since you first entered higher education in Ireland (e.g. semester abroad)? [N=13,353]

		No	Yes
Sex	Female	95%	5%
	Male	96%	4%
HEI Type	University	95%	5%
	IoT/TU	97%	3%
Status	Full-time student	96%	4%
	Part-time student	94%	7%
Level	Undergraduate	97%	3%
	Postgraduate	91%	9%
Age	< 22y	98%	2%
	22-24y	93%	8%
	25-29y	91%	9%
	> 30y	95%	5%
Employed?	No	97%	3%
	Yes	95%	5%
Study programme	Generic programmes	91%	9%
	Education Science	92%	8%
	Teacher Training	96%	4%
	Arts	96%	5%
	Humanities	96%	4%
	Languages	86%	14%
	Social sciences, journalism and information	94%	6%
	Psychology	96%	4%
	Business and administration	92%	8%
	Law	96%	4%
	Natural sciences, mathematics and statistics	98%	2%
	ICT	97%	3%
	Engineering, manufacturing, construction	98%	2%
	Architecture and town planning	96%	4%
	Agriculture, forestry, fisheries, veterinary	96%	5%
	Medicine, Dental Studies	97%	3%
	Health	97%	3%
	Pharmacy	95%	5%
	Welfare	97%	3%
	Services	98%	2%
Overall		**96%**	**4%**

As is evident from this table, at the aggregate level only 4 percent of students have taken a temporary study period abroad, and 96 percent had not. Across all the key characteristics, studying abroad has minimal variation, with the exception of language students where 14 percent have studied abroad for a period of time.

For the ninety-six 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 and Figure 7.1 presents the overall breakdown.

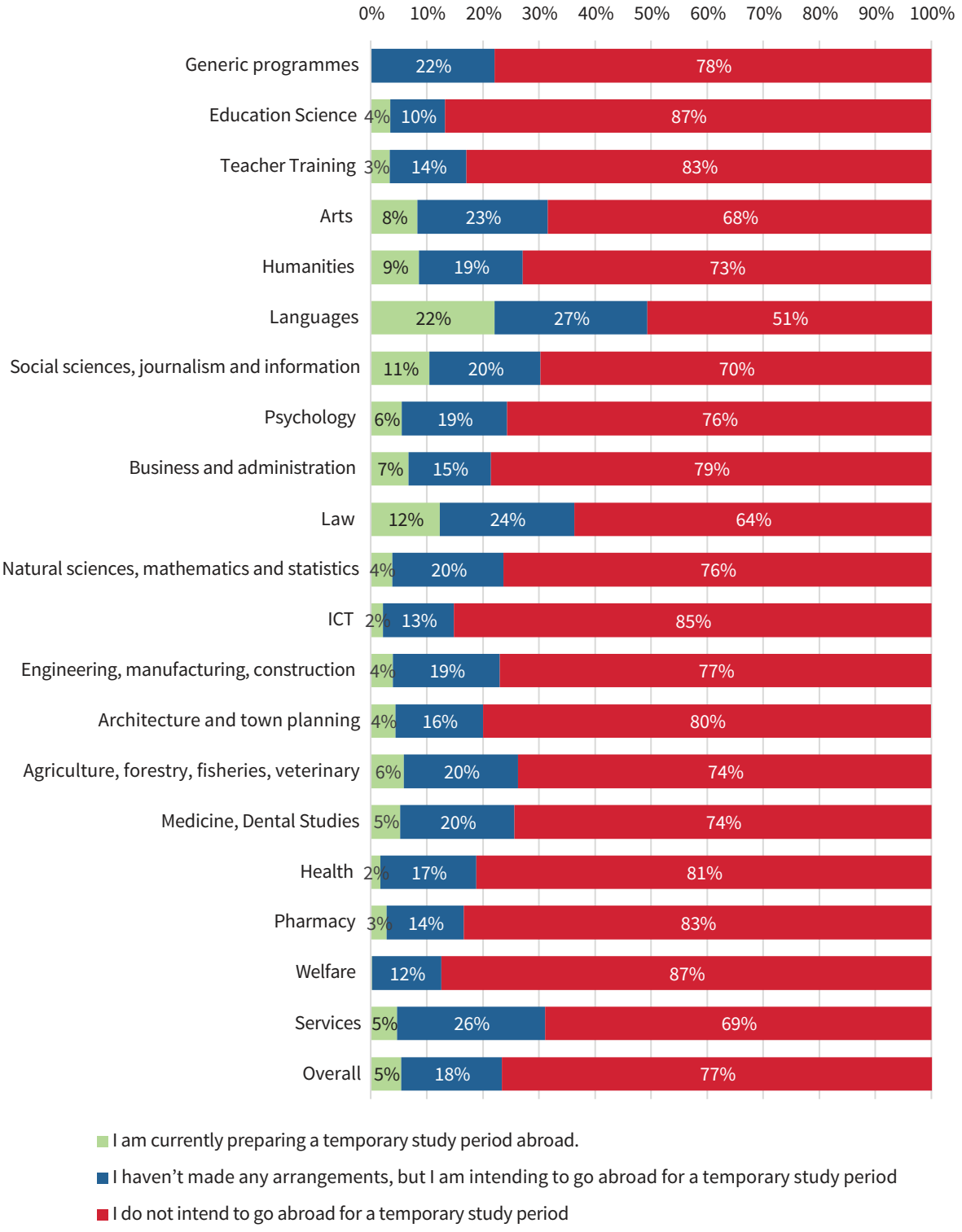
Figure 7.1: "Taking a closer look at temporary study periods abroad, how would you best describe your intentions?" [N=12,644]



This chart reinforces what is shown in Table 7.1 as 77 percent of students report that they have no intentions of studying abroad. In contrast, only 5 percent are in the process of preparing to go abroad, and a further 18 percent intend to study abroad at some point.

Figure 7.2 provides the distribution of students' intentions to study abroad across study programme.

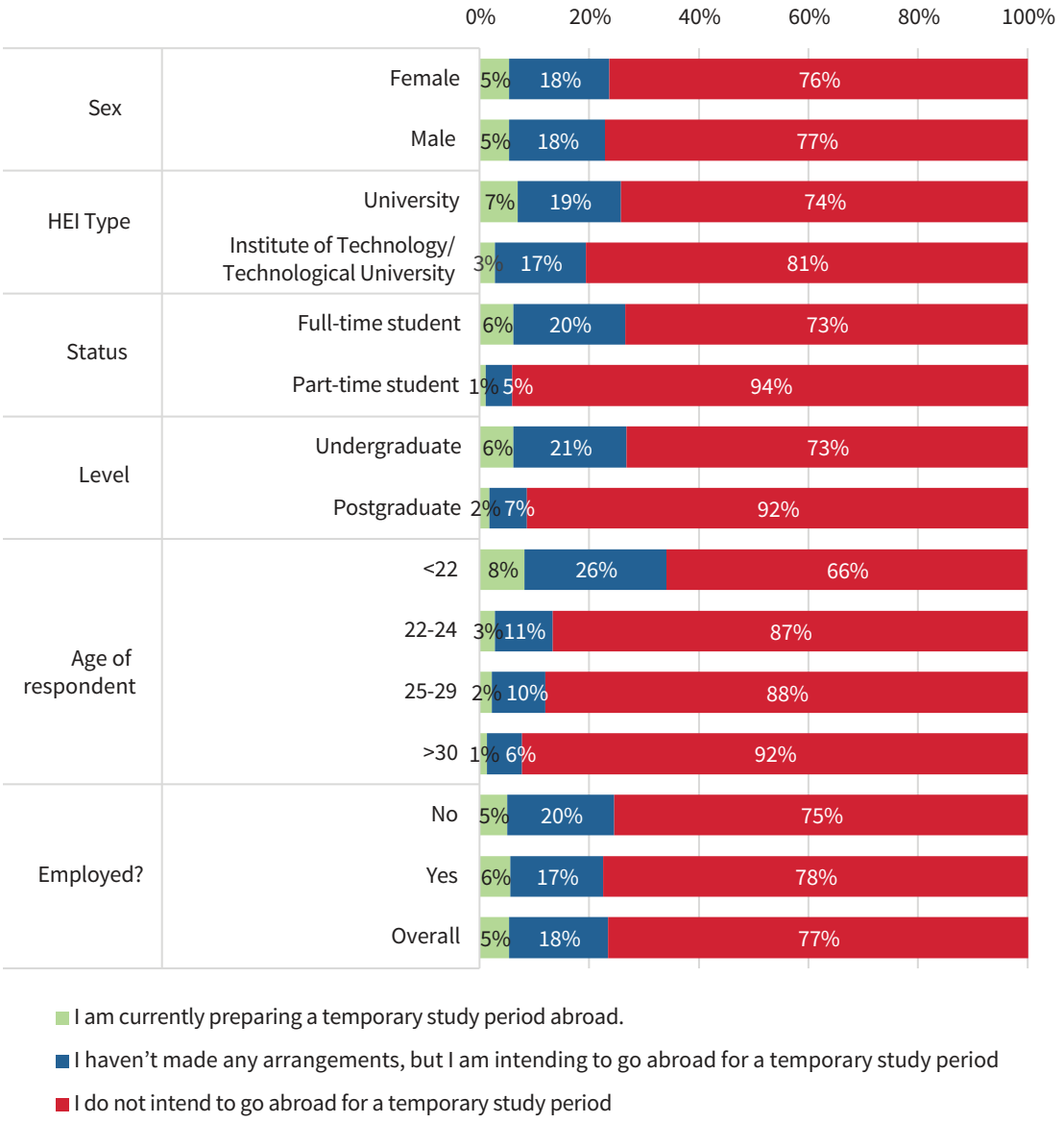
Figure 7.2: "Taking a closer look at temporary study periods abroad, how would you best describe your intentions?" by study programme [N=12,644]



Similar to that seen in Table 7.1, Languages students appear to have the greatest likelihood to enrol as a student abroad as 22 percent of each are currently preparing a temporary study period abroad, and 27 percent have intentions to go for a temporary study period abroad. Interestingly, over a third of all Law students are currently planning to study abroad, or intend to study abroad.

Figure 7.3 illustrates the distribution of students' intentions to study abroad across key student characteristics.

Figure 7.3: "Taking a closer look at temporary study periods abroad, how would you best describe your intentions?" by key characteristics [N=12,644]



As one may 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 (66 percent), and the proportion of students who do not plan to study abroad increases across the age categories. Students at University have over twice the rate of currently preparing to go abroad (7 percent) than Institutes of Technology/Technological Universities (3 percent), while the intentions to study abroad across types of HEI are broadly similar (19 percent to 17 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.

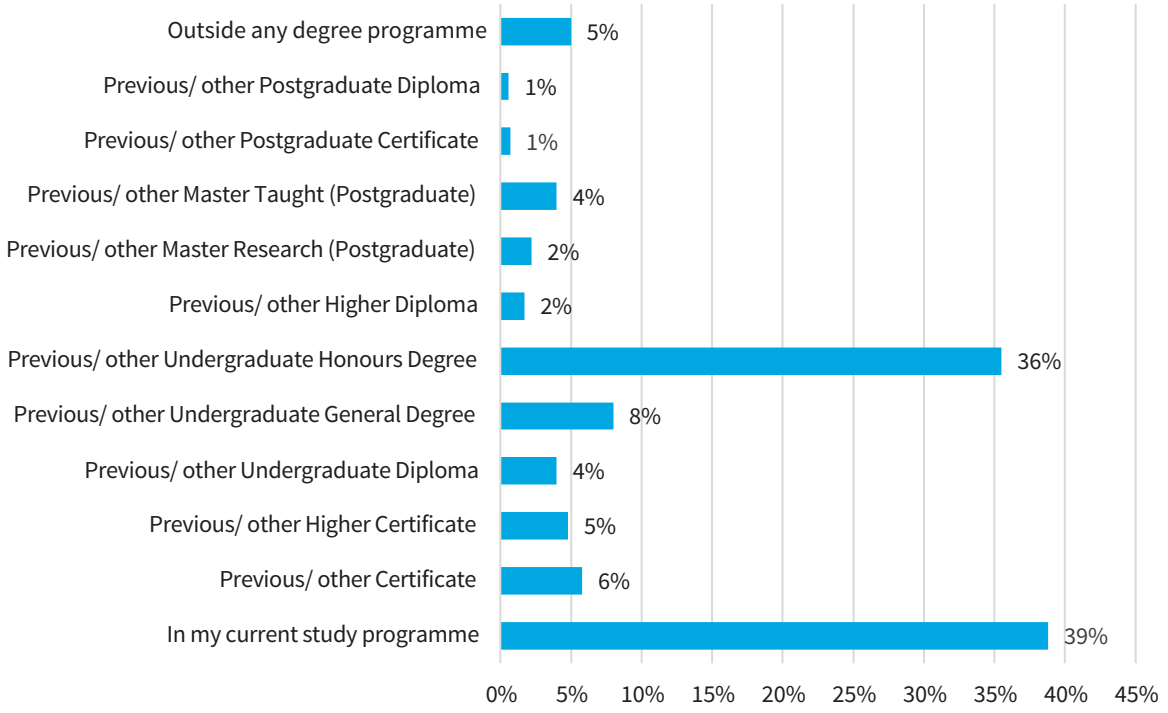
In 2009 the European Commission set a target for 20 percent of graduates from higher education institutions in Europe to have experience of studying or training abroad by 2020[16]. Only three EU countries were able to meet this target (Luxembourg, Cyprus, and the Netherlands) the rest falling short[17]. nevertheless, compared against this goal, Ireland has a very low rate of actual student mobility. Only four percent of students in Ireland have enrolled in higher education abroad at some point, and of the other ninety-six percent, 77 percent of these students have no intention of studying abroad at any point as part of their programme. Section 7.3 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.

16 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.
17 The European Higher Education Area in 2020 - Bologna Process Implementation Report (2020).

7.2 Students who have Studied Abroad

Figure 7.4 only includes students who have spent part of their programme abroad and shows the programme they were on when they went abroad.

Figure 7.4: Temporary study period abroad by study programme [N=615]



Some 39 percent of students who had studied abroad did it as part of their current programme, and 36 percent went abroad while undertaking their honours bachelors' degrees.

Table 7.2 presents the programmes under which students' study period abroad was organised by some key characteristics.

Table 7.2: Programme under which study abroad was organised [N=572]

		Erasmus	Other EU-programme	Other programme (national, regional)	Independently organised, without any programme
Sex	Female	62%	5%	20%	13%
	Male	48%	11%	26%	16%
HEI Type	University	56%	6%	25%	13%
	IoT/TU	57%	10%	16%	17%
Status	Full-time student	61%	8%	21%	11%
	Part-time student	43%	6%	27%	24%
Level	Undergraduate	66%	7%	16%	11%
	Postgraduate	45%	7%	30%	17%
Age	< 22y	58%	13%	20%	10%
	22-24y	69%	5%	18%	8%
	25-29y	49%	5%	33%	13%
	> 30y	40%	8%	23%	30%
Employed?	No	48%	8%	25%	20%
	Yes	60%	7%	22%	11%
Overall		**56%**	**7%**	**22%**	**14%**

Of the total student population who have been abroad, 56 percent of students organised their study abroad through an Erasmus programme, 14 percent independently organised their study abroad, and 7 percent used another EU programme and 22 percent used some other programme.

In terms of credits gained studying abroad, Table 7.3 presents the degree to which credits earned during study abroad were recognised by students' home institutions.

Table 7.3: "Were the credits you gained recognised towards your study programme in Ireland?" by programme under which study abroad was organised [N=553]

	Complete recognition of credits earned abroad	Partial recognition of credits earned abroad	No recognition of credits earned abroad	Did not gain any credits	Do not know (yet)
Erasmus	82%	7%	5%	5%	3%
Other EU-programme	56%	18%	8%	13%	5%
Other programme (national, regional)	59%	6%	7%	16%	13%
Independently organised, without any programme	33%	10%	10%	35%	12%
Overall	**68%**	**8%**	**6%**	**12%**	**6%**

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 (82 percent were totally recognised).

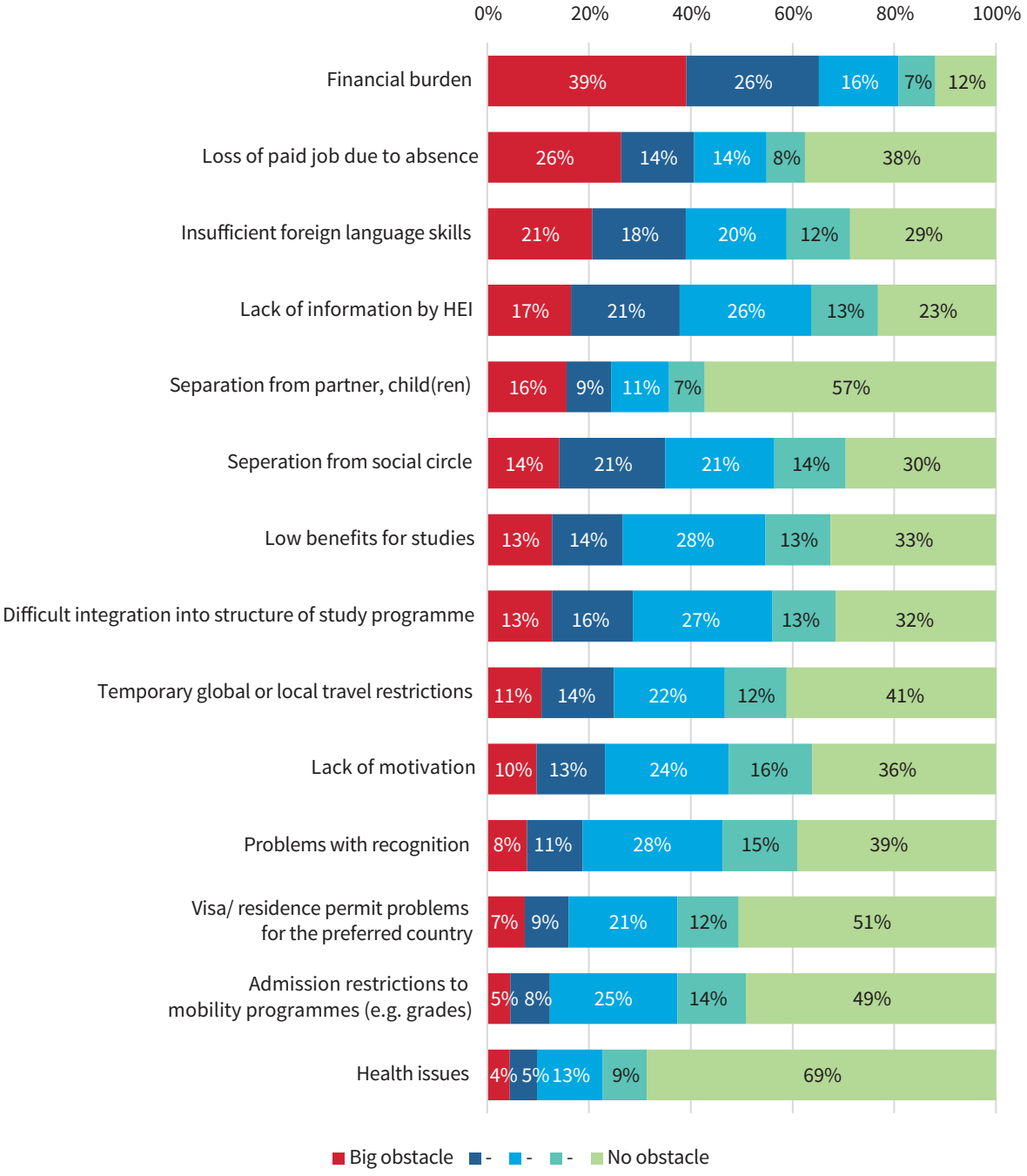
7.3 Obstacles to Studying Abroad

As shown in this chapter, 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 7.5 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.

[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 7.5: To what extent are or were the following aspects an obstacle to you for enrolment abroad? [N>12,170]



In this chart, the main obstacle for all students appears to be the additional financial burden that studying abroad poses as 39 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. Having insufficient skills in a foreign language ranked third as a big obstacle to study abroad. Interestingly, separation from partner, children and so on was seen by students as both a big obstacle (ranked fifth with 16 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. Students without children see familial separation for a period as not an obstacle. However, students with children see separation as a big obstacle (not presented here).

The last Eurostudent report examined an article by Mairéad Finn and Merike Darmody which used Eurostudent VII 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 investigate if the factors found in the last report still have an impact on students' choices.

Table 7.4 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, 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), and students with financially well-off families being the most likely to study abroad. The dependent variable in this model is a binary variable constructed from the survey questions "have you ever been enrolled abroad since you first entered higher education?" and "Taking a closer look at temporary study periods abroad: How would you best describe your intentions?". Students that had or plan to go abroad 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 the Journal of Higher Education Policy and Management, Volume 39(4), p423-434.

Table 7.4: Summary of the effect student characteristics have on studying abroad [N=11,294]

	Odds Ratio
Female (Ref: Male)	0.03 (0.04)
Age: (Ref: Over 30)	
Less than 22	1.02 (0.10 **
22 to 24	0.22 (0.10)
25 to 29	0.32 (0.11)
Full-time student (Ref: Part-time student)	0.49 (0.01) **
Undergraduate (Ref: Postgraduate)	-0.08 (0.08)
University or Associate/Affiliate College (Ref: Institute of Technology)	0.27 (0.05) **
Highest level of parental education: (Ref: Up to Junior Certificate)	
Up to Leaving Certificate	-0.05 (0.09)
Higher education	0.06 (0.09)
Further Education	0.30 (0.09) **
Perceived financial security: (Ref: Not well-off)	
Average	-0.12 (0.06) *
Well-off	-0.03 (0.52)
Intercept	-2.26 (0.12) **
Pseudo R-squared	0.06

*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, and gender have little to no effect on the likelihood of studying abroad. Being a full-time student, or being in a university appear to positively affect the likelihood of studying abroad. Age appears to negatively affect the likelihood of studying abroad, as the model shows that younger students (less than 22) are more likely to enrol abroad when compared against students that are over 30 years of age (significant at the 0.01 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.

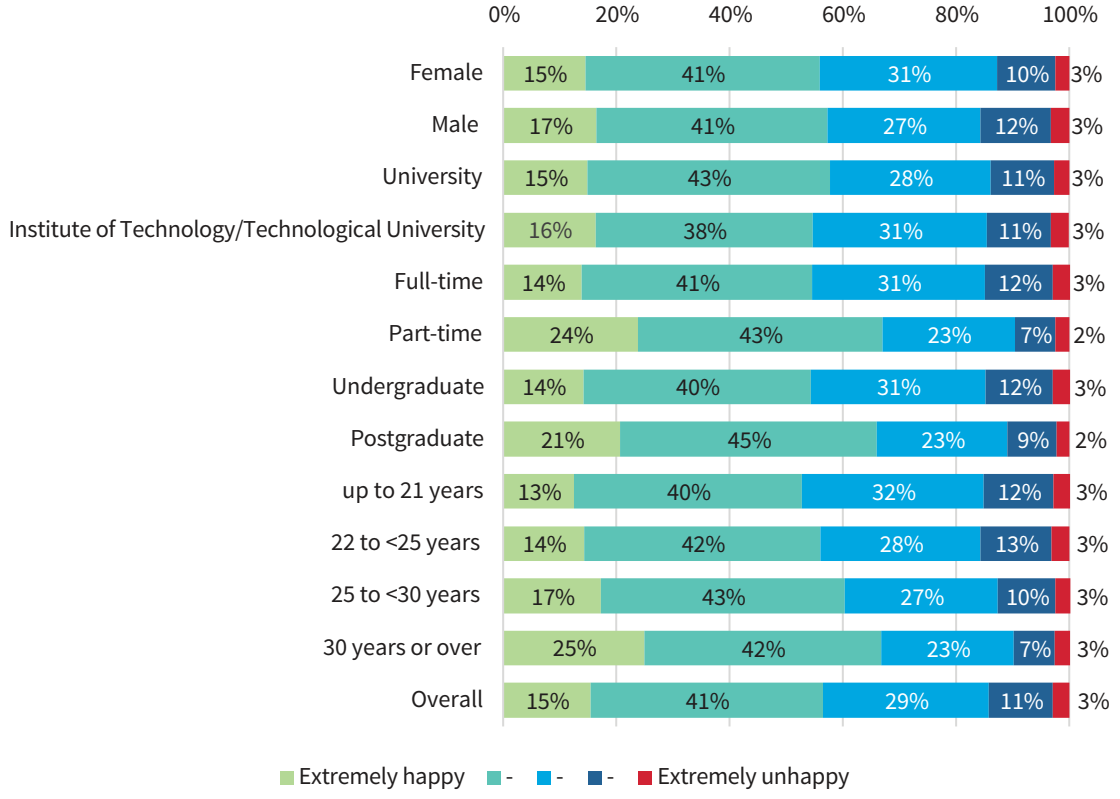
CHAPTER 8

MENTAL HEALTH AND WELL-BEING

In contrast to earlier rounds of this survey, Eurostudent 8 incorporates a core questionnaire from which the last seven chapters have covered the material obtained through this part of the survey, and four topical modules. These topical modules covered students' mental health and well-being; the effects of the Covid-19 pandemic; Digitalisation of teaching, learning, and student life; and experiences of discrimination. This chapter covers the first of these topics, mental health and well-being, and the remaining three chapters cover the rest of the topical modules in turn.

To begin, respondents were asked in general, how happy would they say they are. Figure 8.1 presents the results of this question across the key student characteristics.

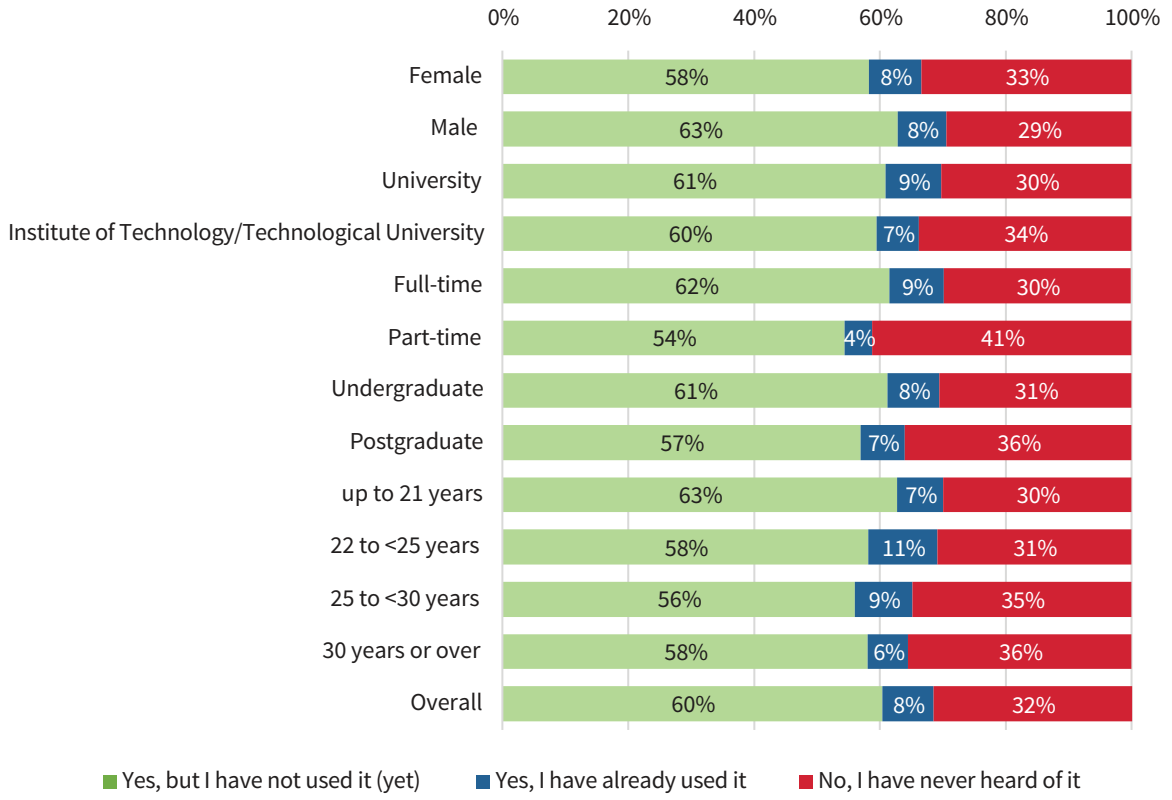
Figure 8.1: Taking all things together, how happy would you say you are? [N=18,183]



At the aggregate level, students appear to be relatively happy as 15 percent say they are extremely happy, and 41 percent say they are happy. Only 3 percent say that they are extremely unhappy. There appears to be no significant differences across gender. However, part-time students and postgraduates appear to be generally happier than their full-time or undergraduate counterparts. In addition, older students appear to be happier than younger students.

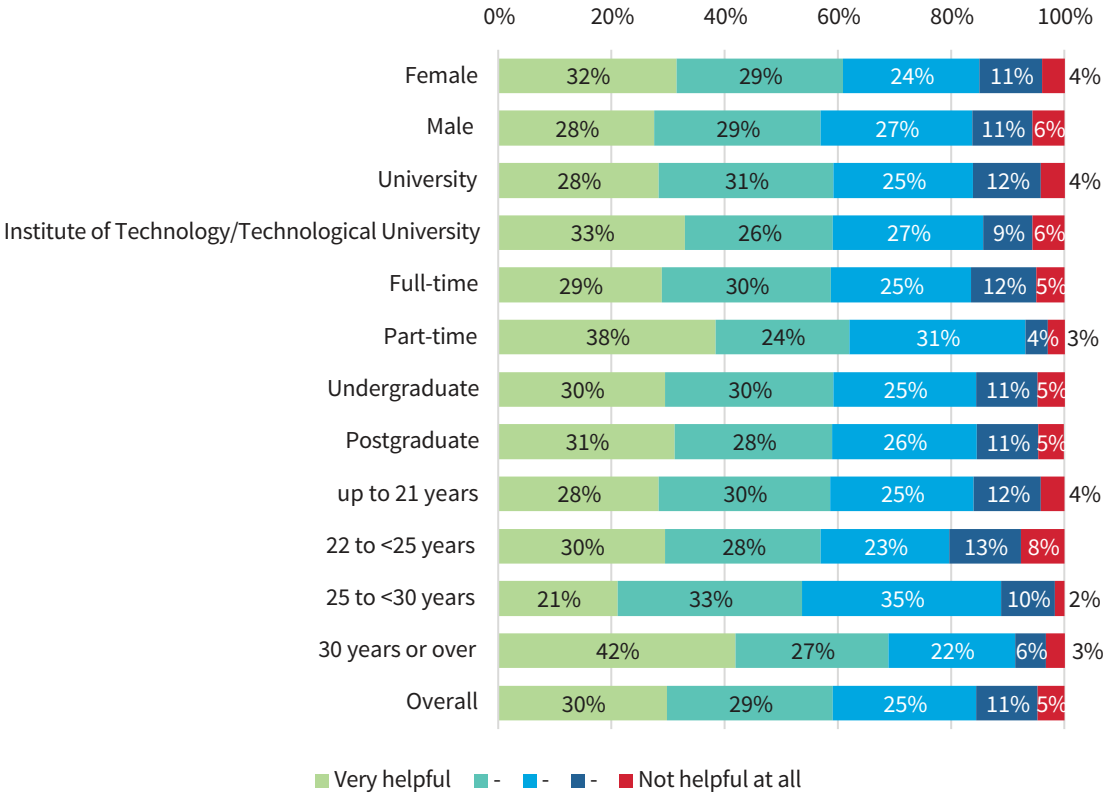
Following this, students were asked about their knowledge of a number of counselling services, the first being study-related counselling and Figure 8.2 presents the results.

Figure 8.2: Knowledge of counselling services: Study-related counselling [N=17,008]



In general, a majority of students have heard of this form of counselling, though are unlikely to have availed of it. Respondents who answered 'yes, I have already used it' were asked in a follow-up question to evaluate how helpful the services received were (shown in Figure 8.3).

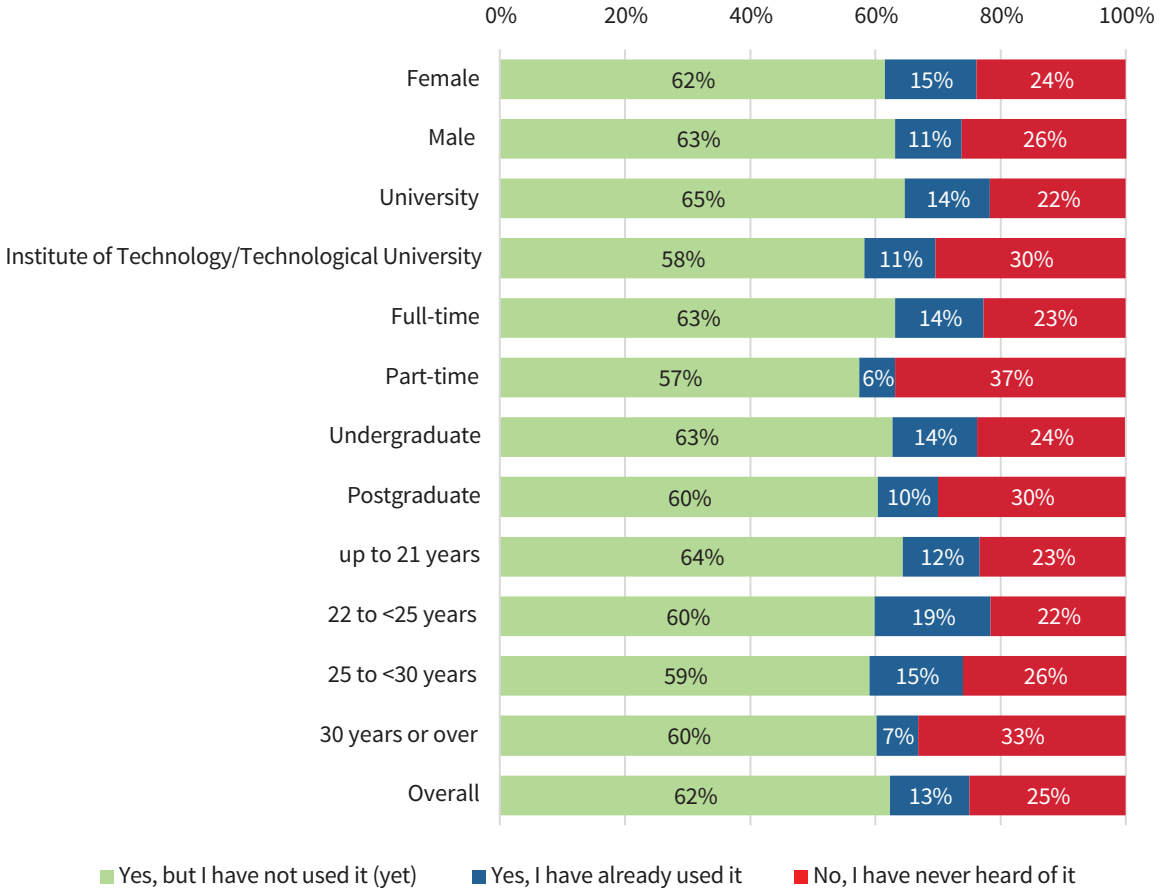
Figure 8.3: Assessment of provided counselling services: Study-related counselling [N=1,447]



At the aggregate level, students who have used study-related counselling services think that it is helpful, as 30 percent rate it as very helpful and another 29 percent rate it as helpful. Only 5 percent think that it was not helpful at all.

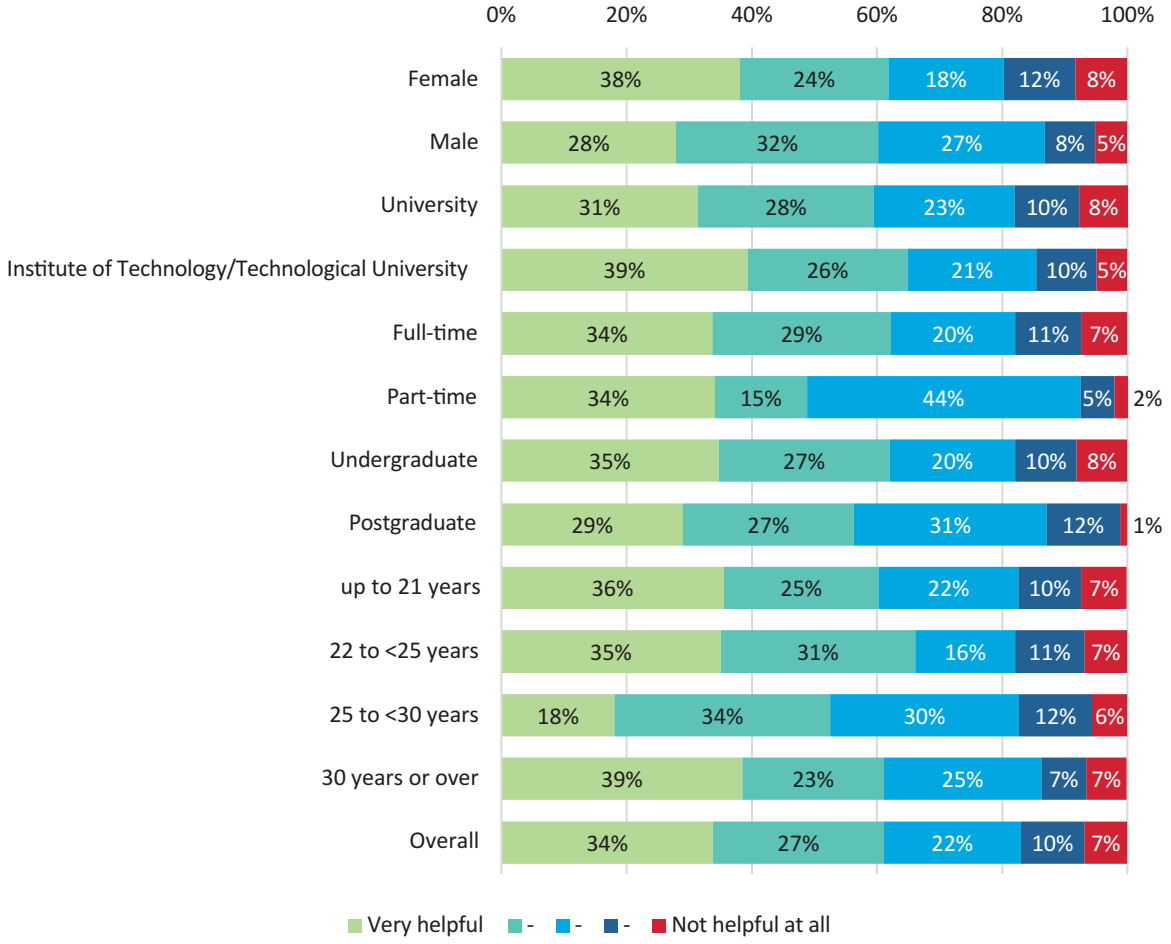
Figure 8.4 presents the results of students' knowledge of mental health counselling.

Figure 8.4: Knowledge of counselling services: Mental health counselling [N=16,994]



At the aggregate level 62 percent of students have heard of this form of counselling, though a large cohort, compared with study-related counselling, are likely to have used it. Respondents who answered 'yes, I have already used it' were asked in a follow-up question to evaluate how helpful the services received were and this is shown in Figure 8.5.

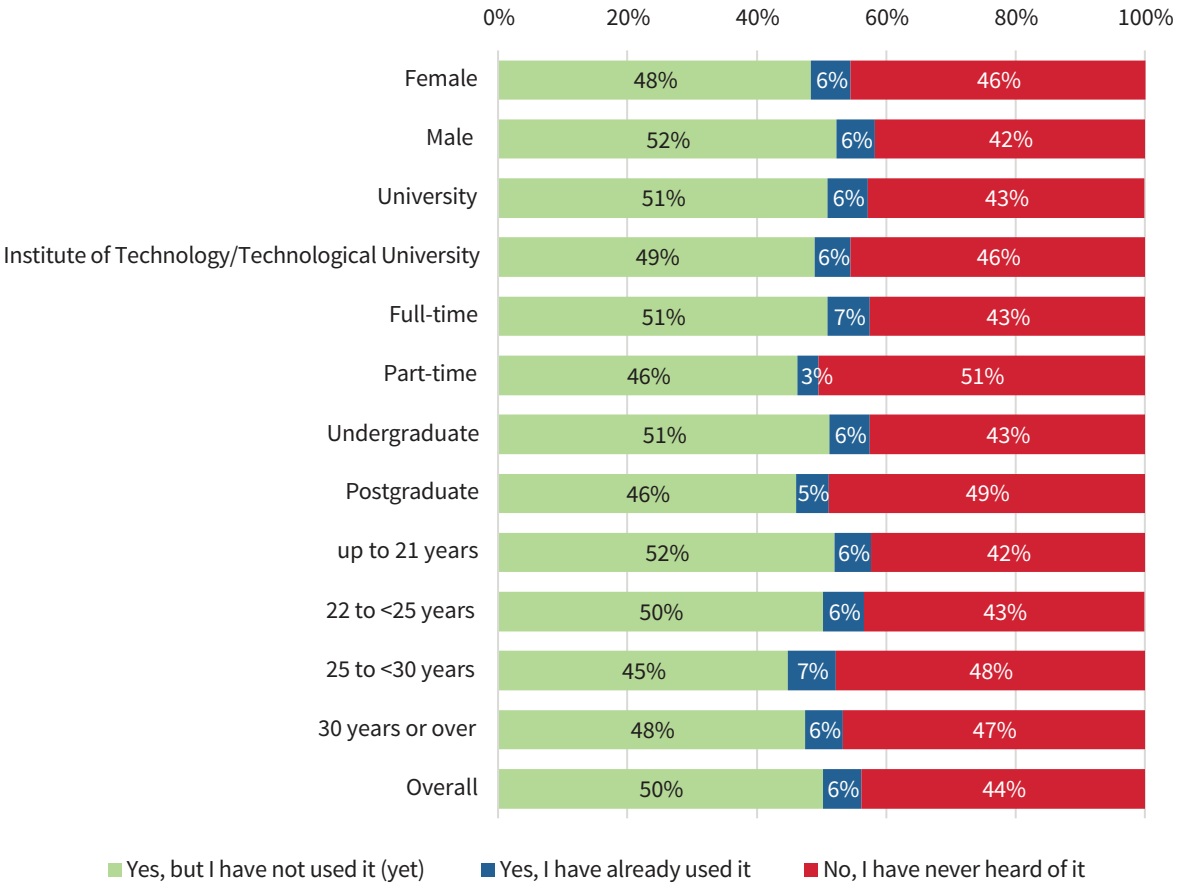
Figure 8.5: Assessment of provided counselling services: Mental health counselling [N=701]



At the aggregate level 61 percent of students who have used this form of counselling think that it has been helpful or very helpful. Across the key student characteristics, part-time students, postgraduate students and students 25 to <30 have more neutral evaluations of mental health counselling with a significant percentage of each group providing middle category responses (44 percent, 31 percent and 30 percent respectively).

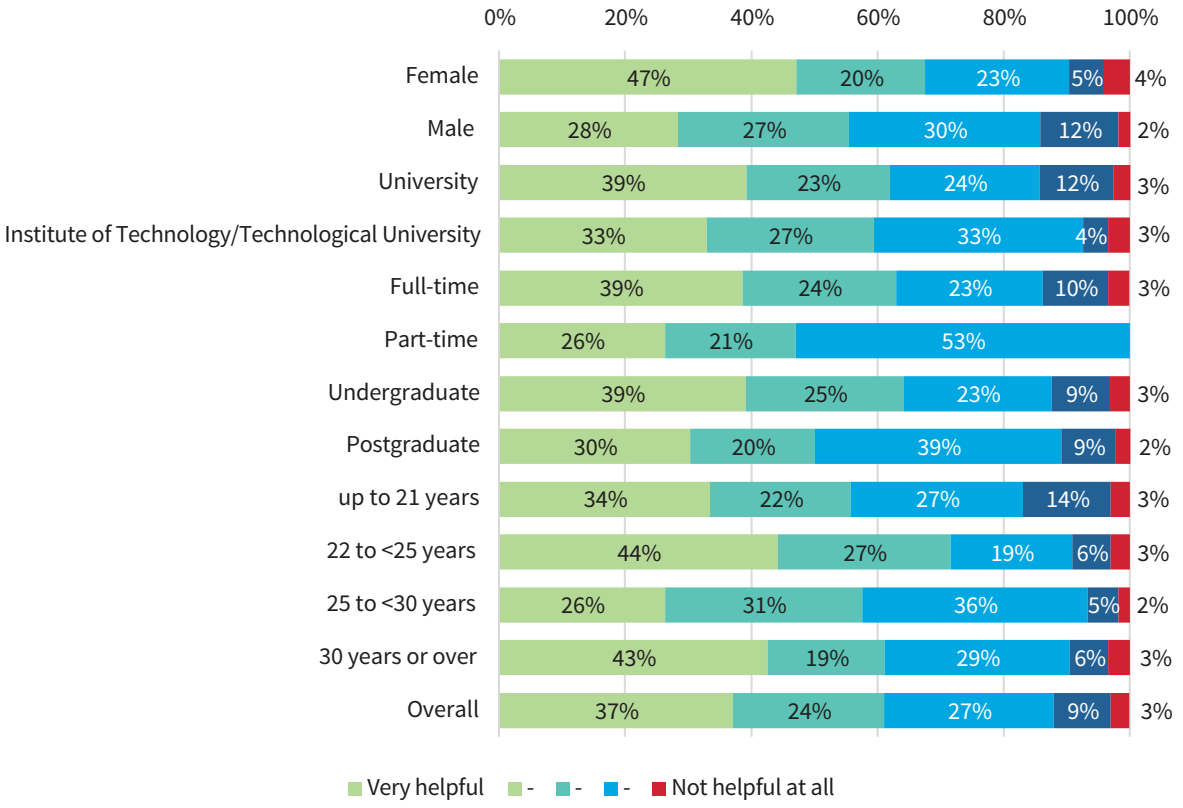
Figure 8.6 presents the results of students' knowledge of financial counselling.

Figure 8.6: Knowledge of counselling services: Financial counselling [N=16,978]



At the aggregate level 50 percent of students have heard of this form of counselling, and 6 percent have heard of it and used it. Some 44 percent of students have neither heard of or used it. Respondents who answered 'yes, I have already used it' were asked in a follow-up question to evaluate how helpful the services received were. This is shown in Figure 8.7.

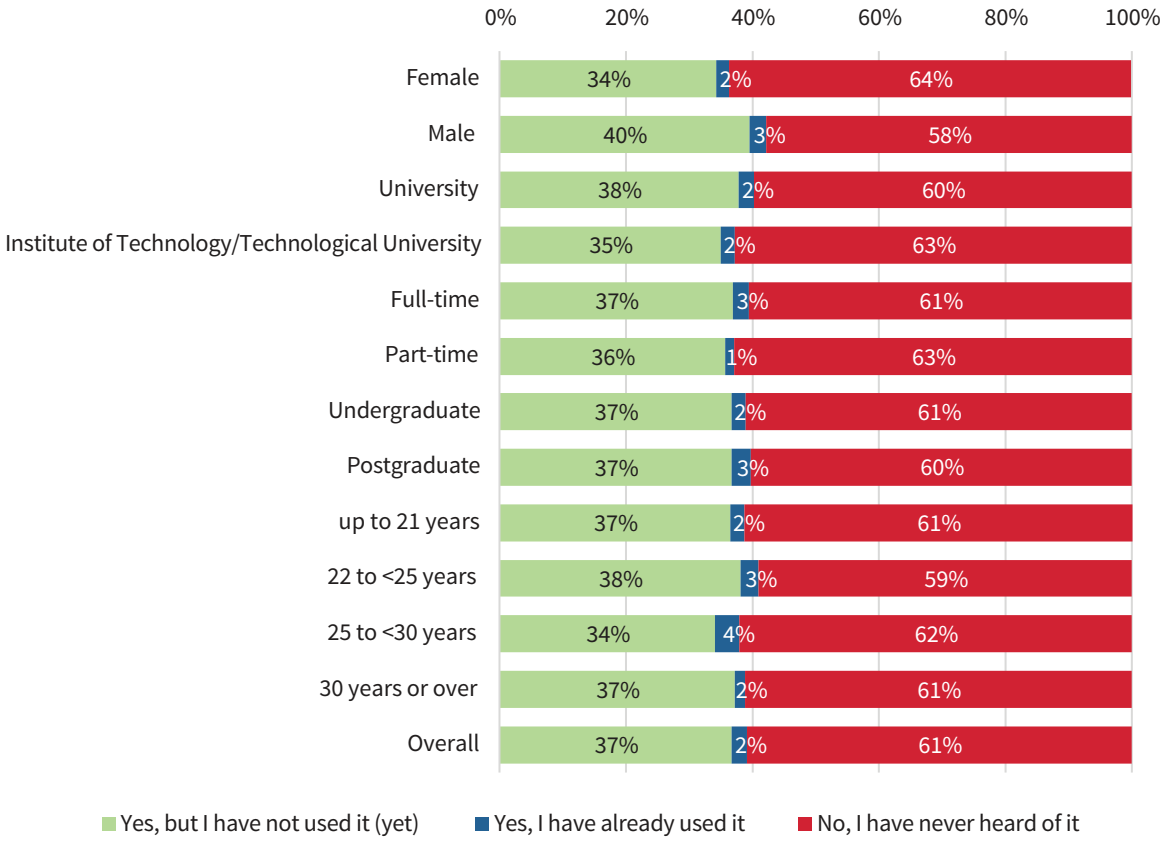
Figure 8.7: Assessment of provided counselling services: Financial counselling [N=282]



At the aggregate level 61 percent of students who have used this form of counselling think that it has been helpful or very helpful. However, the number of respondents to this question is quite low (N=282) and as such, should be treated with caution.

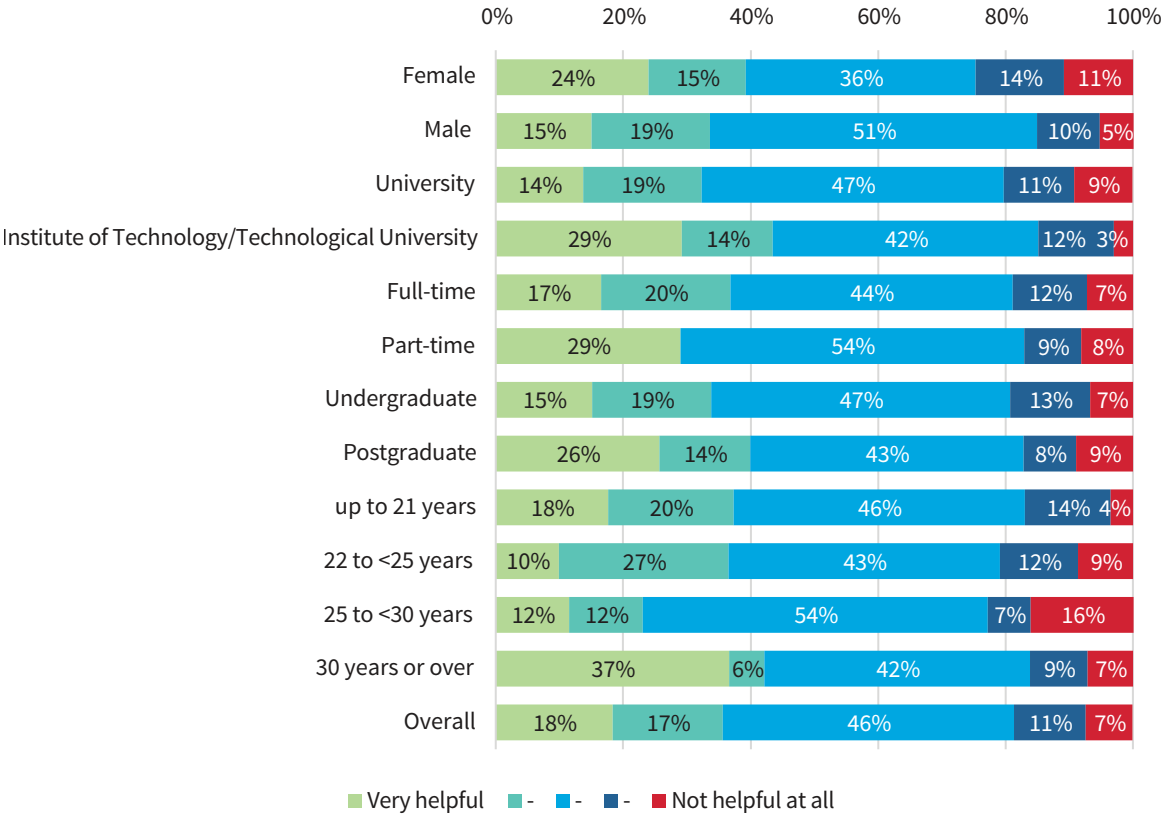
Figure 8.8 presents the results of students' knowledge of housing counselling.

Figure 8.8: Knowledge of counselling services: Housing counselling [N=16,975]



At the aggregate level, a majority of students have not heard of this form of counselling, and only 2 percent have heard of it and used it. Respondents who answered 'yes, I have already used it' were asked in a follow-up question to evaluate how helpful the services received were. This is shown in Figure 8.9.

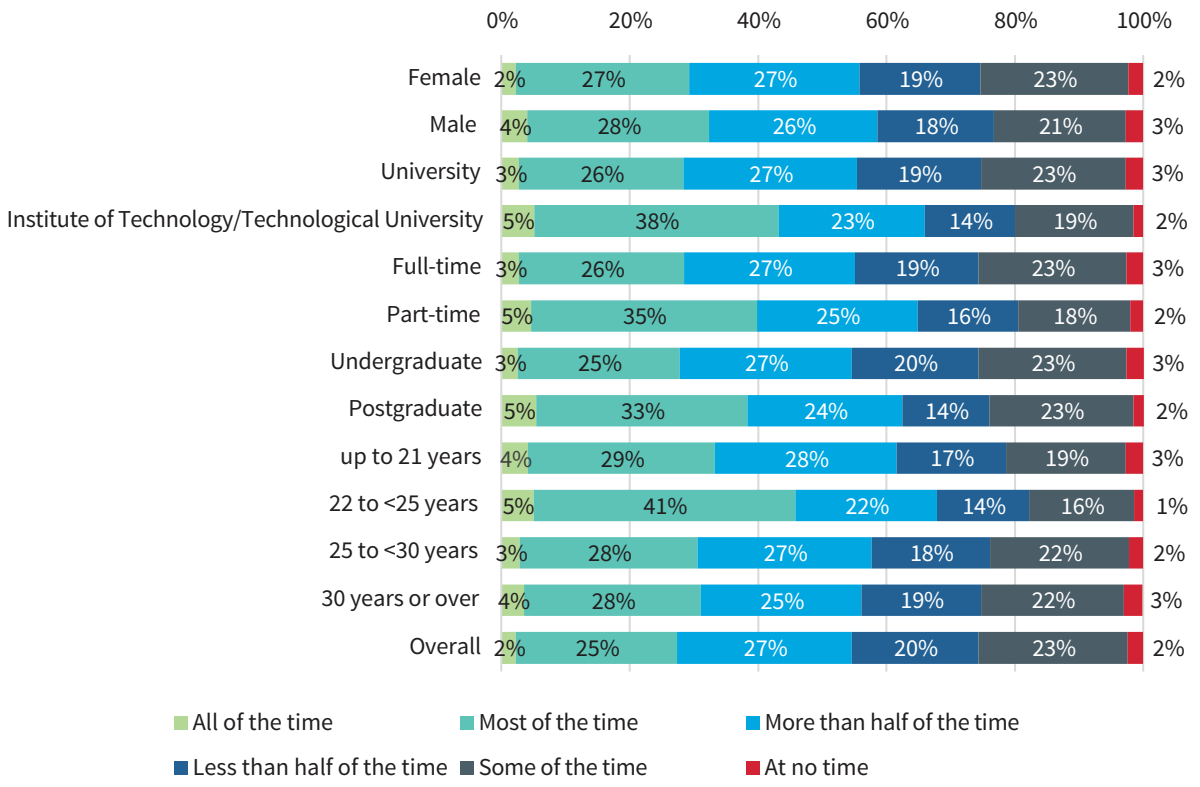
Figure 8.9: Assessment of provided counselling services: Housing counselling [N=145]



At the aggregate level 35 percent of students who have used this form of counselling think that it has been helpful or very helpful. However, the number of respondents to this question is very low (N=145) and as such, should be treated with caution.

The next block of questions focussed on students' moods over the previous two weeks. Figure 8.10 shows students' responses to 'over the last two weeks, I have felt cheerful and in good spirits'.

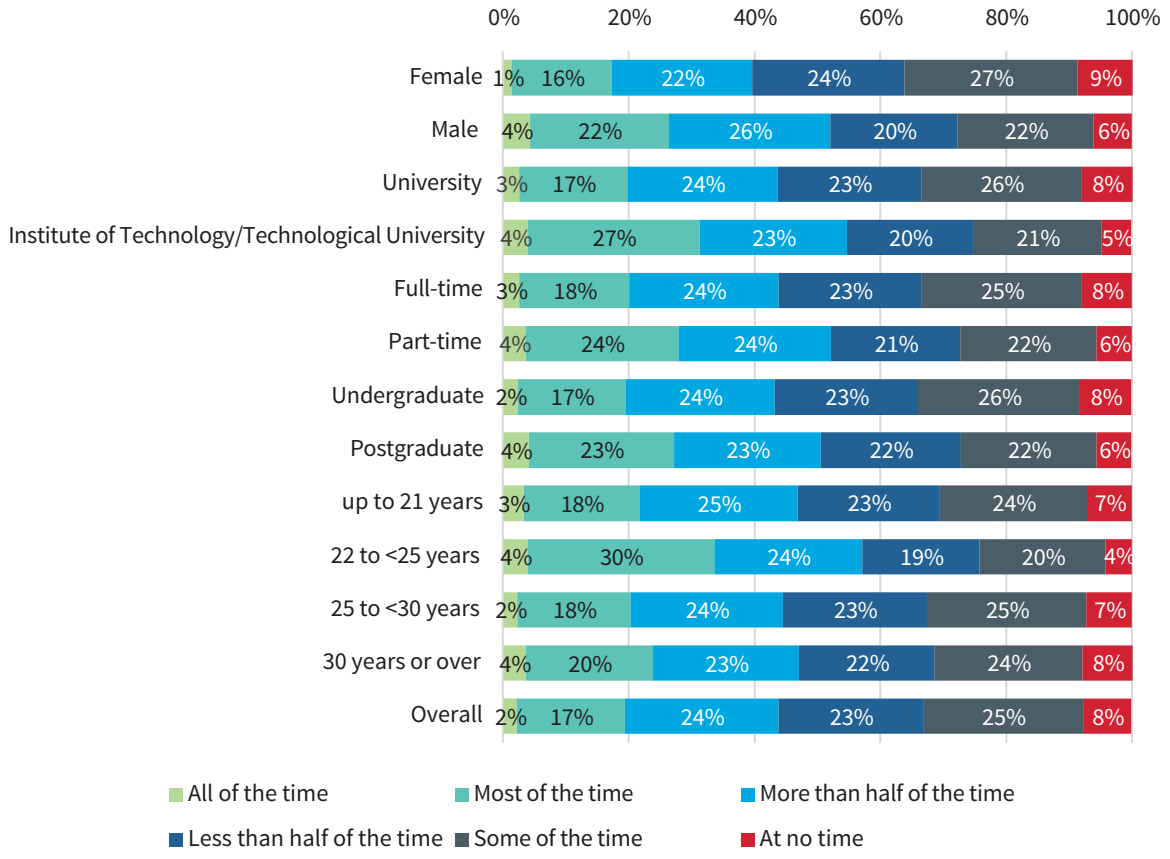
Figure 8.10: Over the past 2 weeks: I have felt cheerful and in good spirits [N=13,217]



At the aggregate level, 54 percent of respondents have felt cheerful and in good spirits at least half of the time. The distribution across groups is broadly similar across the key student characteristics, though students at Institutes of Technology/Technological Universities, part-time students and students between 22 and 25 appear to have experienced somewhat higher levels of cheerfulness and good spirits than other groups.

Figure 8.11 shows students' responses to 'over the last two weeks, I have felt calm and relaxed'.

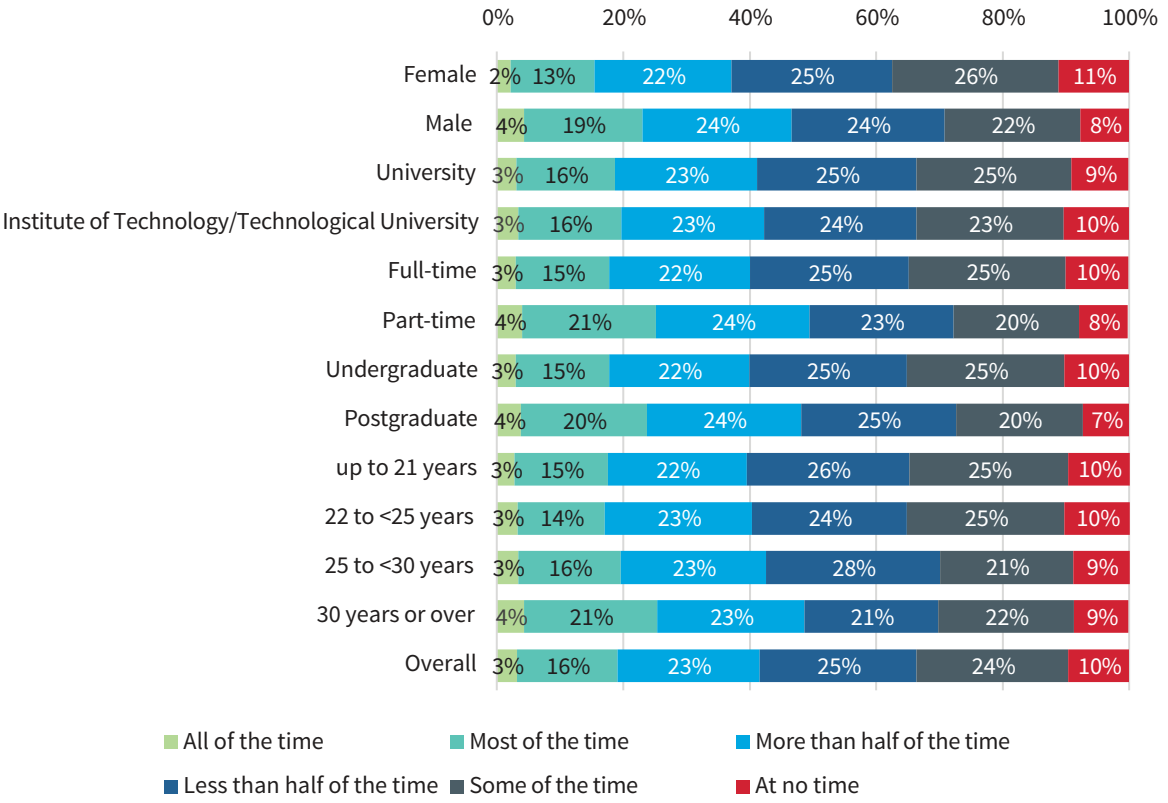
Figure 8.11: Over the past 2 weeks: I have felt calm and relaxed [N=13,208]



At the aggregate level, only 43 percent of respondents have felt calm and relaxed at least half of the time. The distribution across groups is broadly similar across the key student characteristics, though again students at Institutes of Technology/Technological Universities, part-time students and students between 22 and 25 appear to have experienced somewhat higher levels of being calm and relaxed than students in other groups.

Figure 8.12 shows students' responses to 'over the last two weeks, I have felt active and vigorous'.

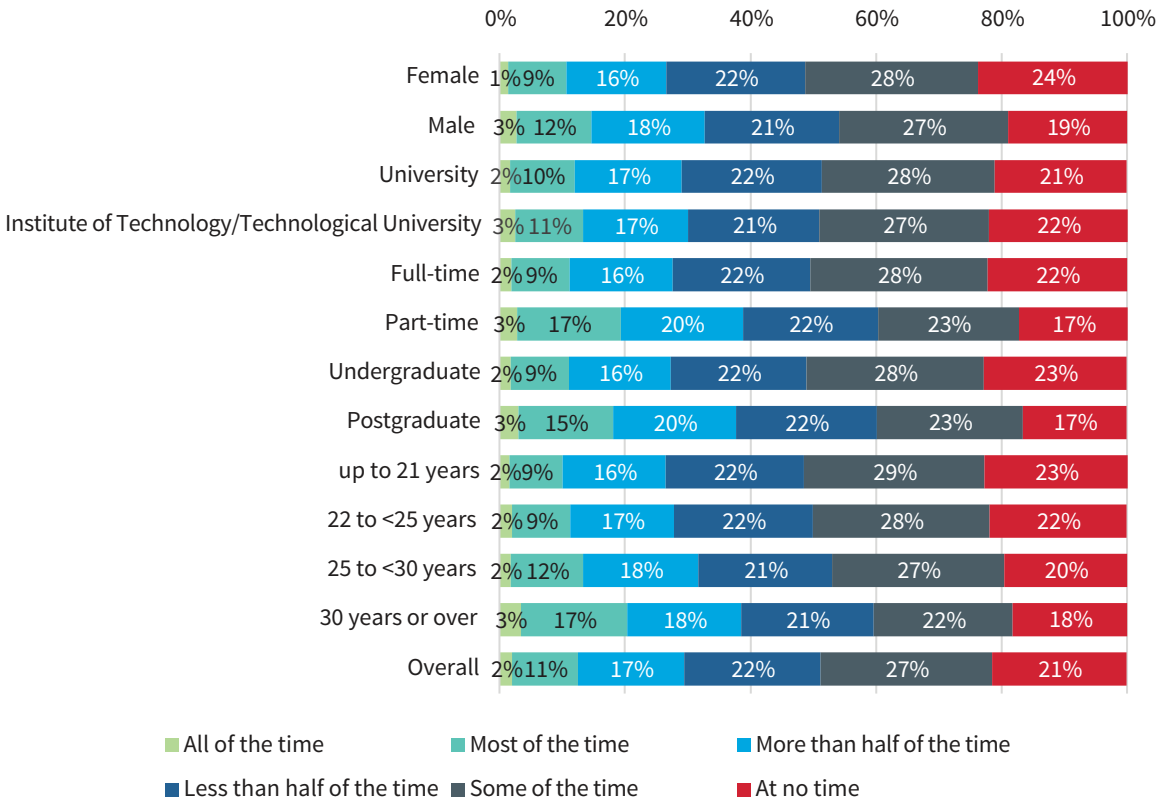
Figure 8.12: Over the past 2 weeks: I have felt active and vigorous [N=13,191]



At the aggregate level, only 42 percent of respondents have felt active and vigorous at least half of the time. The distribution across groups is broadly similar across the key student characteristics, though male students, part-time students, postgraduate students and students over 30 appear to have experienced somewhat higher levels of being active and vigorous than students in other groups.

Figure 8.13 shows students' responses to 'over the last two weeks, I have woken up feeling fresh and rested'.

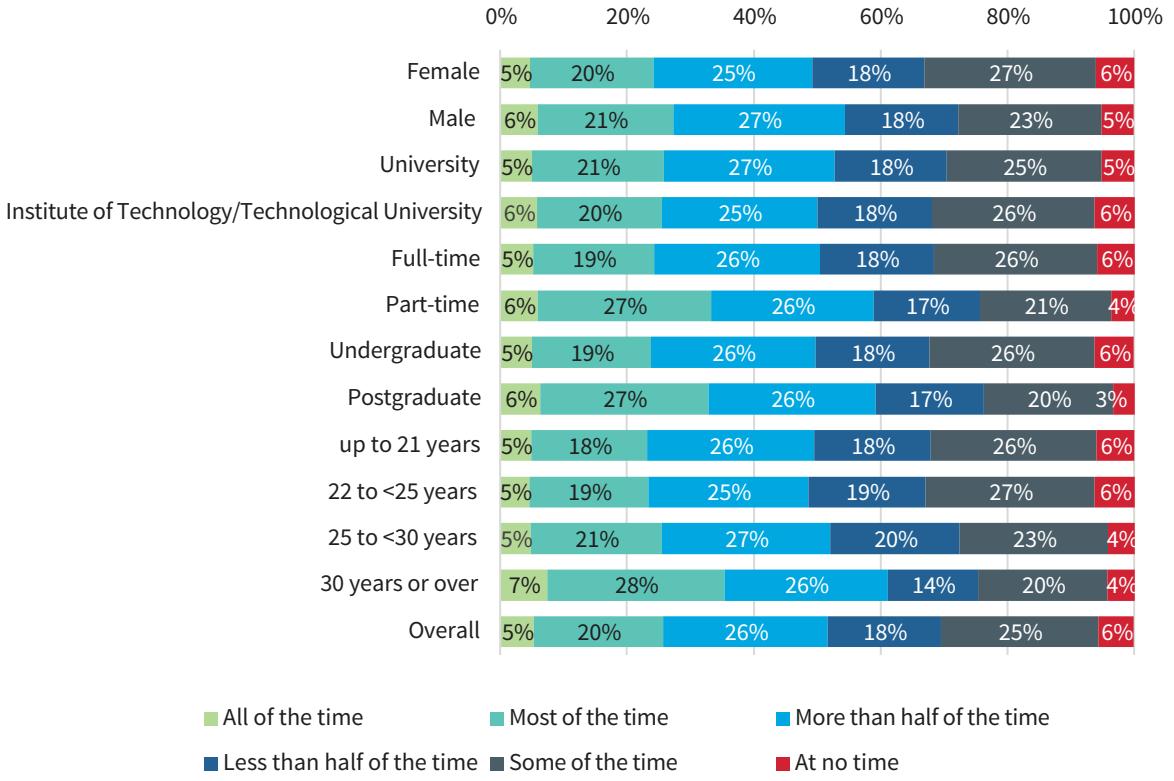
Figure 8.13: Over the past 2 weeks: I woke up feeling fresh and rested [N=13,203]



At the aggregate level, only 30 percent of respondents have felt fresh and rested at least half of the time. The distribution across groups is again broadly similar across the key student characteristics, though male students, part-time students, postgraduate students and students over 30 appear to have experienced somewhat higher levels of this than students in other groups. In addition, a considerable cohort in each group has not experienced waking up fresh and rested at any time in the previous two weeks.

Finally, Figure 8.14 shows students' responses to 'over the last two weeks, my daily life has been filled with things that interest me'.

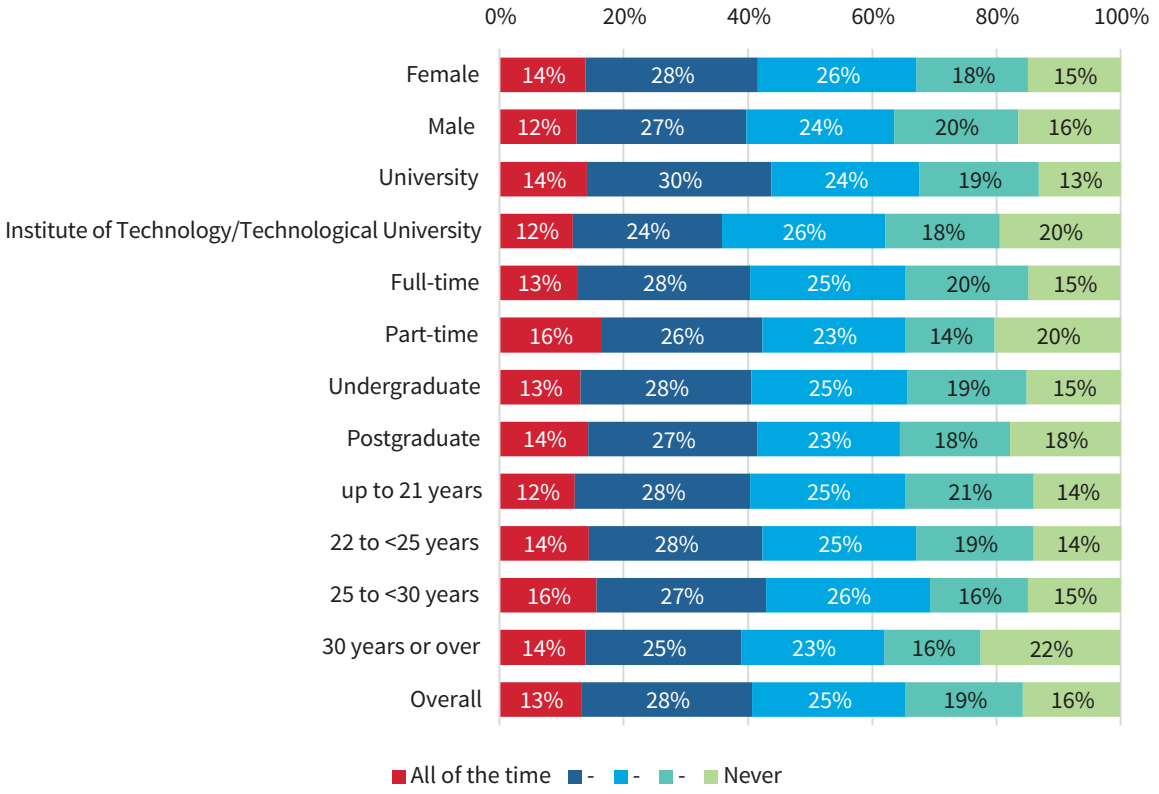
Figure 8.14: Over the past 2 weeks: My daily life has been filled with things that interest me [N=13,205]



At the aggregate level, 51 percent of respondents have felt their daily life has been filled with things that interest them at least half of the time. The distribution across groups is broadly similar across the key student characteristics, though part-time students, postgraduate students and students over 30 appear to have experienced somewhat higher levels of this than students in other groups. While the groups at each end of the scale are quite small, around 5 percent of respondents indicate feeling that their life is filled with things that interest them all the time and at no time, a sizable group at least indicate that their daily life has things that interest them some of the time.

The final block of questions on mental health and well-being looked at how often students feel isolated from fellow students and other people. Figure 8.15 shows responses to the statement ‘how often do you feel isolated from fellow students’.

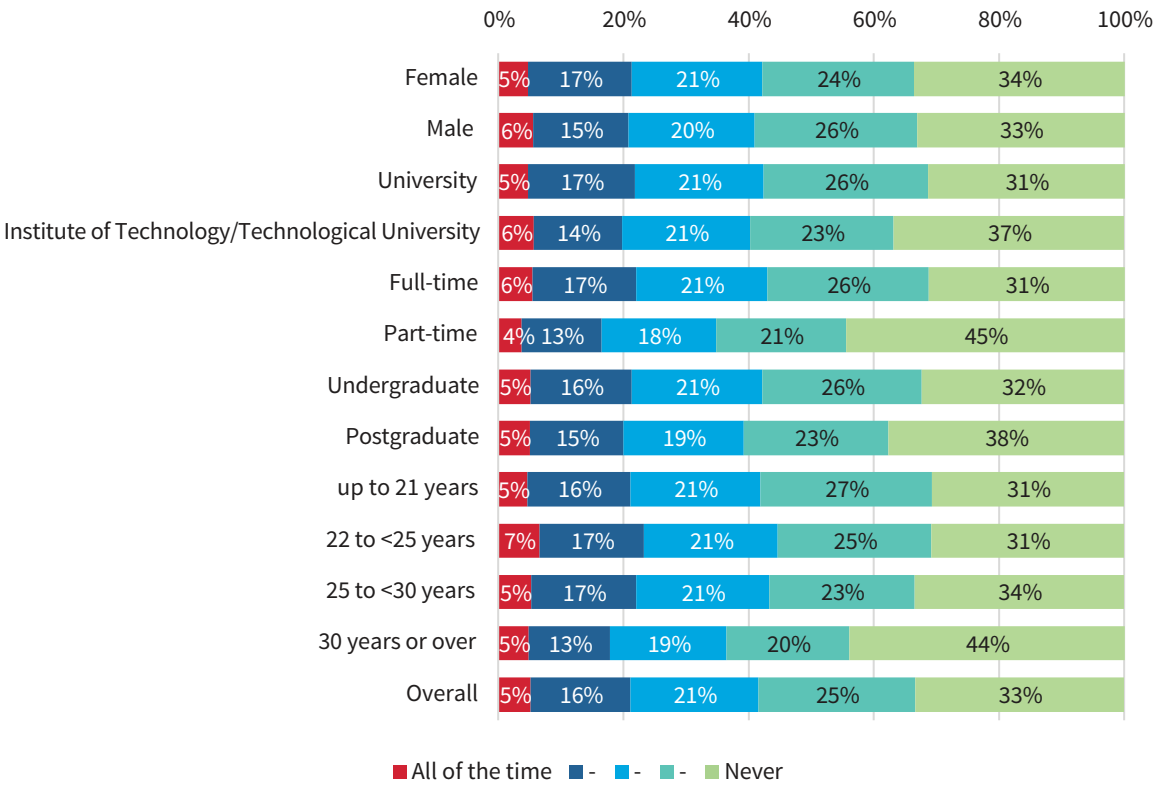
Figure 8.15: How often do you feel isolated from fellow students in your study programme [N=13,218]



At the aggregate level, 13 percent of students indicated that they feel isolated all of the time, and at the other end of the scale 16 percent of students indicated that they never feel isolated from their fellow students. When disaggregated across key student characteristics, the distribution appears to be broadly similar regardless of group.

Figure 8.16 shows responses to the statement 'how often do you feel isolated from your family/ partner'.

Figure 8.16: How often do you feel isolated from your family/partner [N=13,200]



At the aggregate level, 5 percent of students indicated that they feel isolated from their family/partner all of the time, and at the other end of the scale 33 percent of students indicated that they never feel isolated from their family/partner. Part-time and older students report higher levels of not feeling isolated from their family or partner at all than other groups.

Figures 8.17 and 8.18 shows responses to the statements ‘how often do you feel isolated from your friends’ and ‘how often do you feel isolated from others in general’.

Figure 8.17: How often do you feel isolated from your friends [N=13,204]

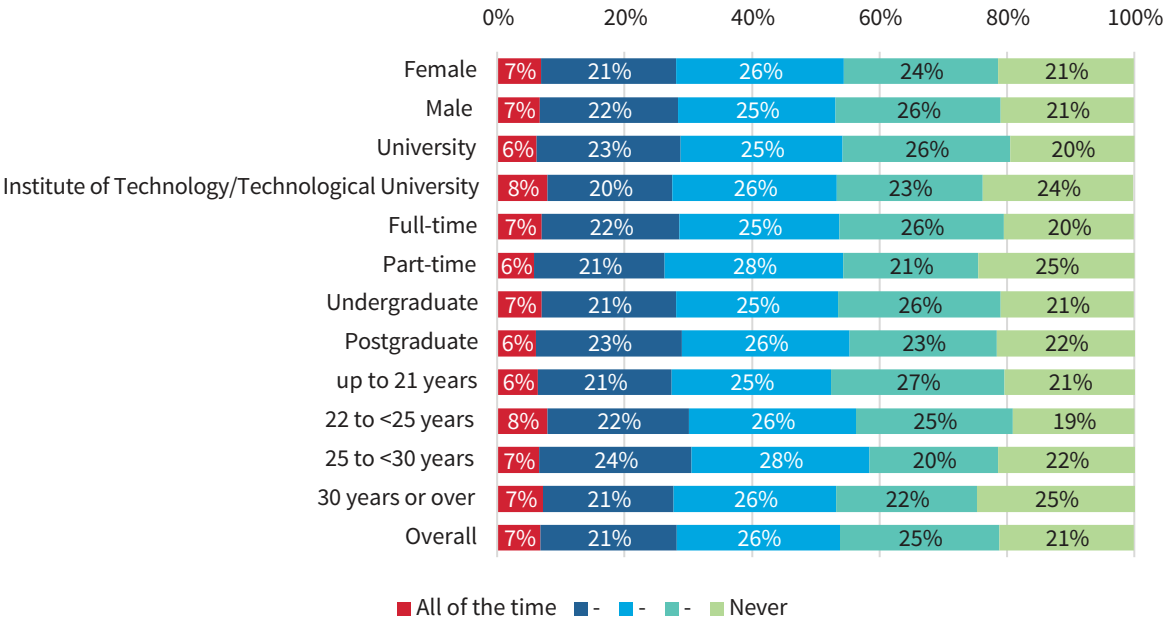
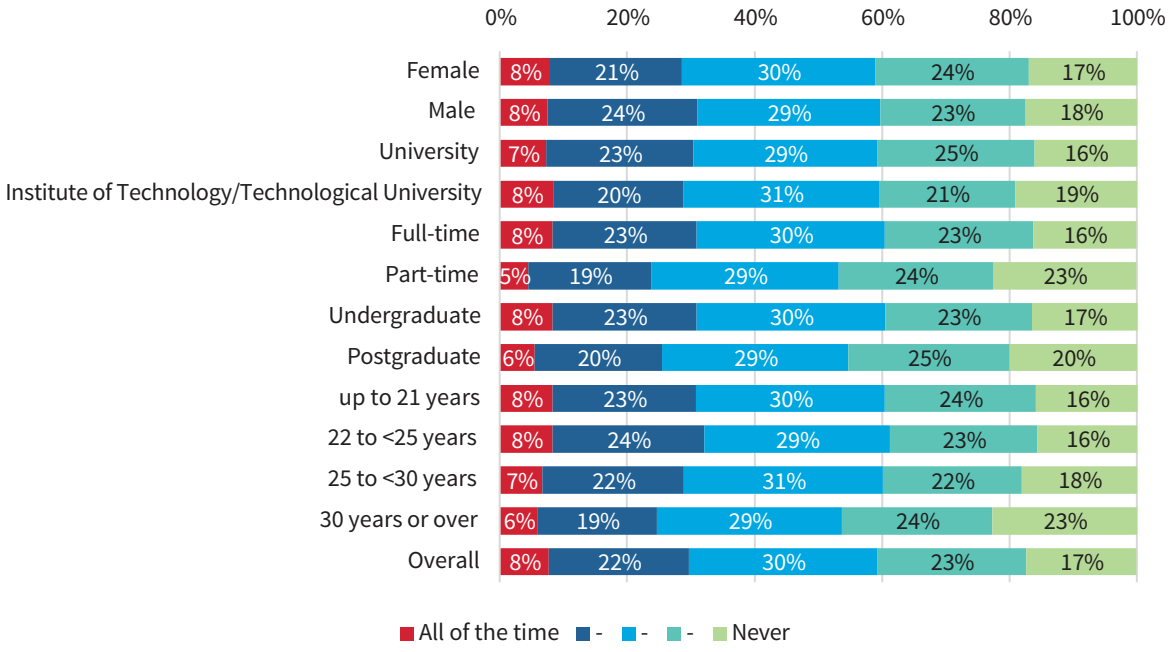


Figure 8.18: How often do you feel isolated from others in general [N=13,197]



Both charts are remarkably similar in that at the aggregate level, very few students report feeling isolated all of the time, and at the other end of the scale a much larger cohort never feel isolated from their friends or in general. Furthermore, the distribution across groups is broadly similar regardless of group membership.

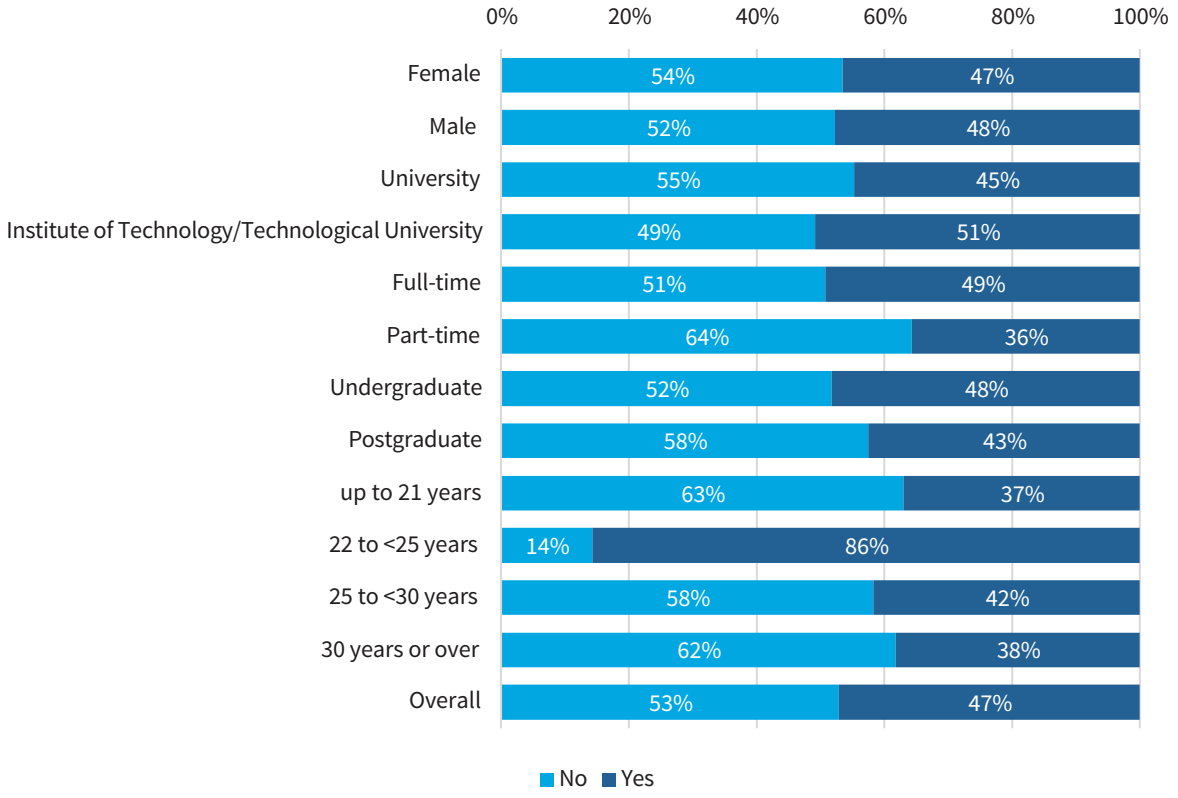
CHAPTER 9

EFFECTS OF THE COVID-19 PANDEMIC

The Covid-19 pandemic which arrived in Ireland in March 2020 has had numerous effects upon Irish society, the economy, and the interaction between both. This chapter specifically looks at students' experiences of the pandemic and their assessment upon their lives and futures.

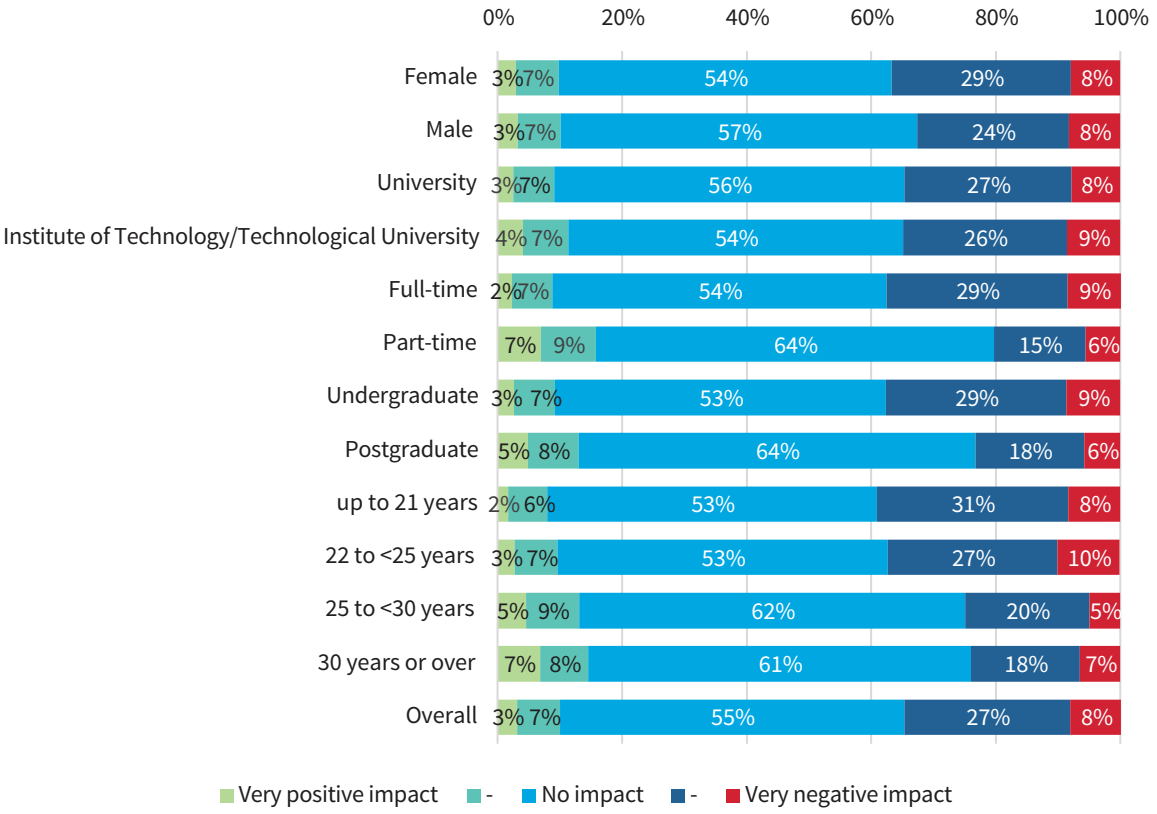
The first section in this section of the questionnaire asked if respondents were in higher education before the pandemic (the 2019/2020 academic year). Figure 9.1 shows that 53 percent of respondents started higher education after this point and 47 percent were in higher education when the pandemic hit.

Figure 9.1: Were you enrolled as a student in higher education in the academic year 2019/20 (i.e. last period before pandemic)? [N=18,104]



The next set of questions asked the degree to which students are currently experiencing a positive or negative impact of the Covid-19 pandemic on a number of aspects of their lives. Figure 9.2 presents students' assessments of the impact of the pandemic on the duration of their studies.

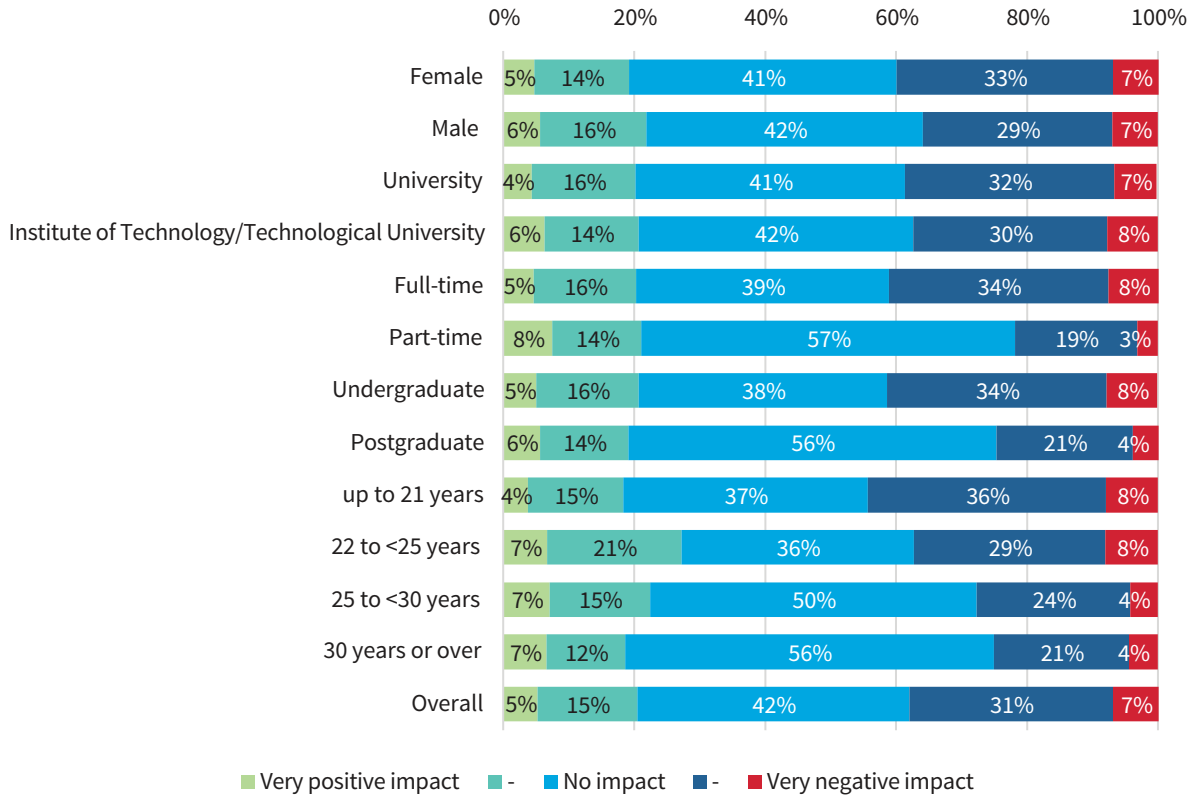
Figure 9.2: Assessment of impact of the Covid-19 pandemic on the duration of your studies [N=17,849]



The most noticeable aspect of this chart is the large number of students saying that it has had no impact on the duration of their studies. At the aggregate level and across all groups, a majority of students report that the pandemic has had no impact on the duration of their studies. This might be in part a semantic effect from the wording of the question, as when asked about the impact of the pandemic on other aspects of their lives in further questions shown below, they do report that the pandemic has had (a mostly negative) impact. Thus, a large proportion of students could be interpreting 'duration' in this question to mean the length of time they have spent in higher education, rather than the impact of the pandemic while they have been in higher education.

Figure 9.3 presents students' assessments of the pandemic on their grades and academic performance.

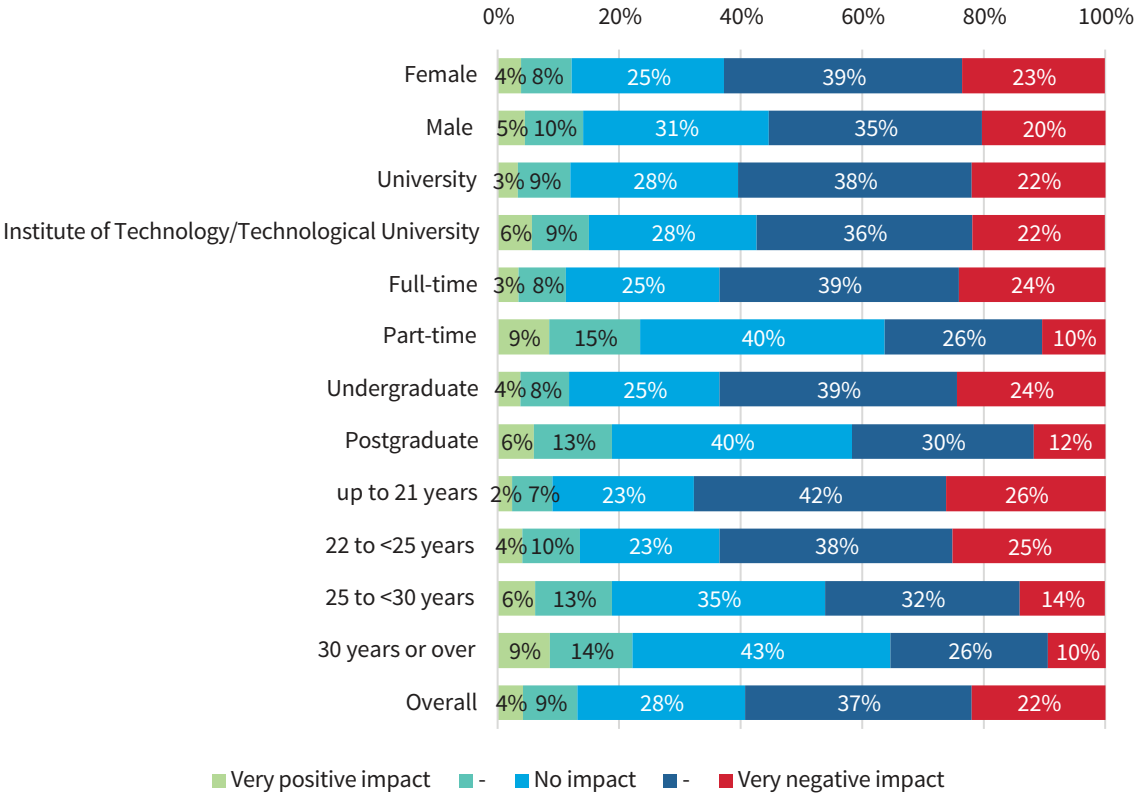
Figure 9.3: Assessment of impact of the Covid-19 pandemic on your grades/performance [N=17,825]



At the aggregate level, 42 percent report that the pandemic had no effect on their grades/performance. However, 38 percent of students report that it had a negative impact, and in contrast 20 percent reported that it had a positive impact. Part-time students, postgraduate students and older students were more likely to report that the pandemic had no impact on their grades and performance.

A more sizable impact is shown in Figure 9.4 which presents students' assessments of the pandemic on their motivation to keep up with their studies.

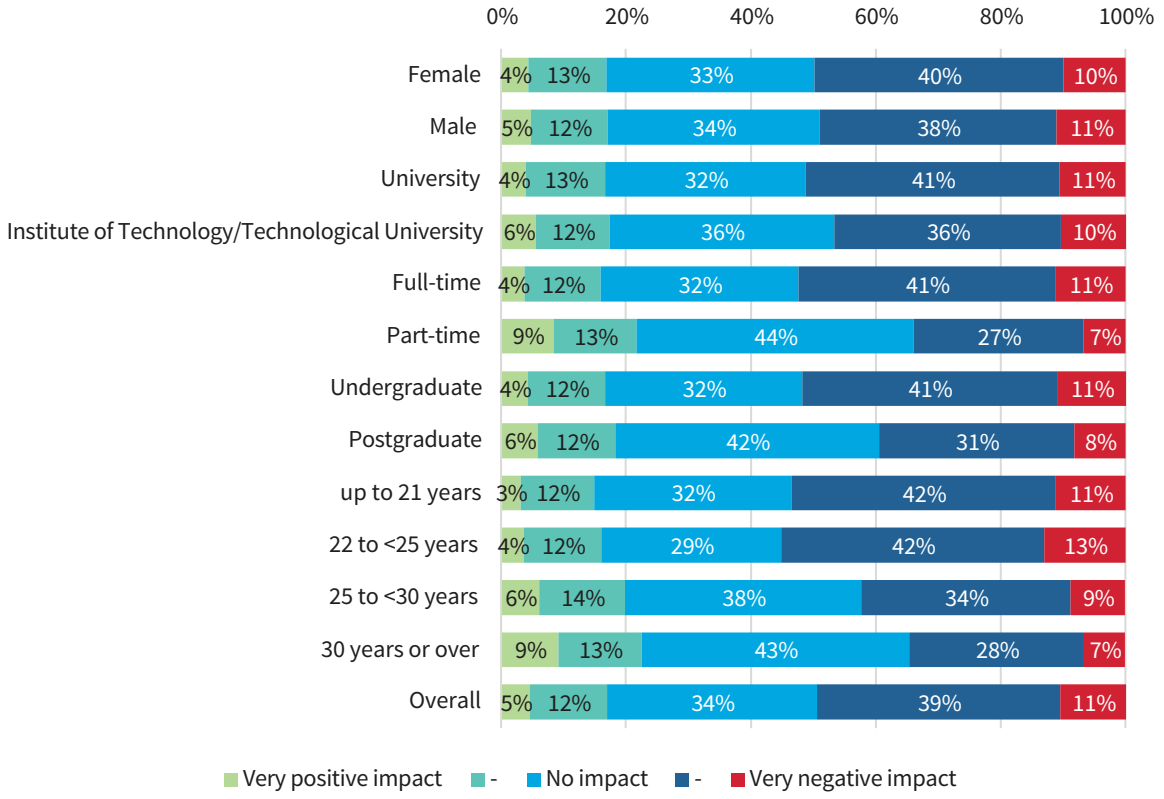
Figure 9.4: Assessment of impact of the Covid-19 pandemic on the motivation to keep up with your studies [N=17,824]



At the aggregate level, only 28 percent report that the pandemic had no effect on their motivation. Whereas 59 percent of students say that the pandemic had a negative impact and only 13 percent report that it had a positive impact. Again, part-time students, postgraduate students and older students were more likely to report that the pandemic had no impact on their motivation but to a smaller extent than that shown in Figure 9.3.

A similar pattern to that found in Figure 9.4 is shown in Figure 9.5 which presents students' assessments of the pandemic on the quality of teaching.

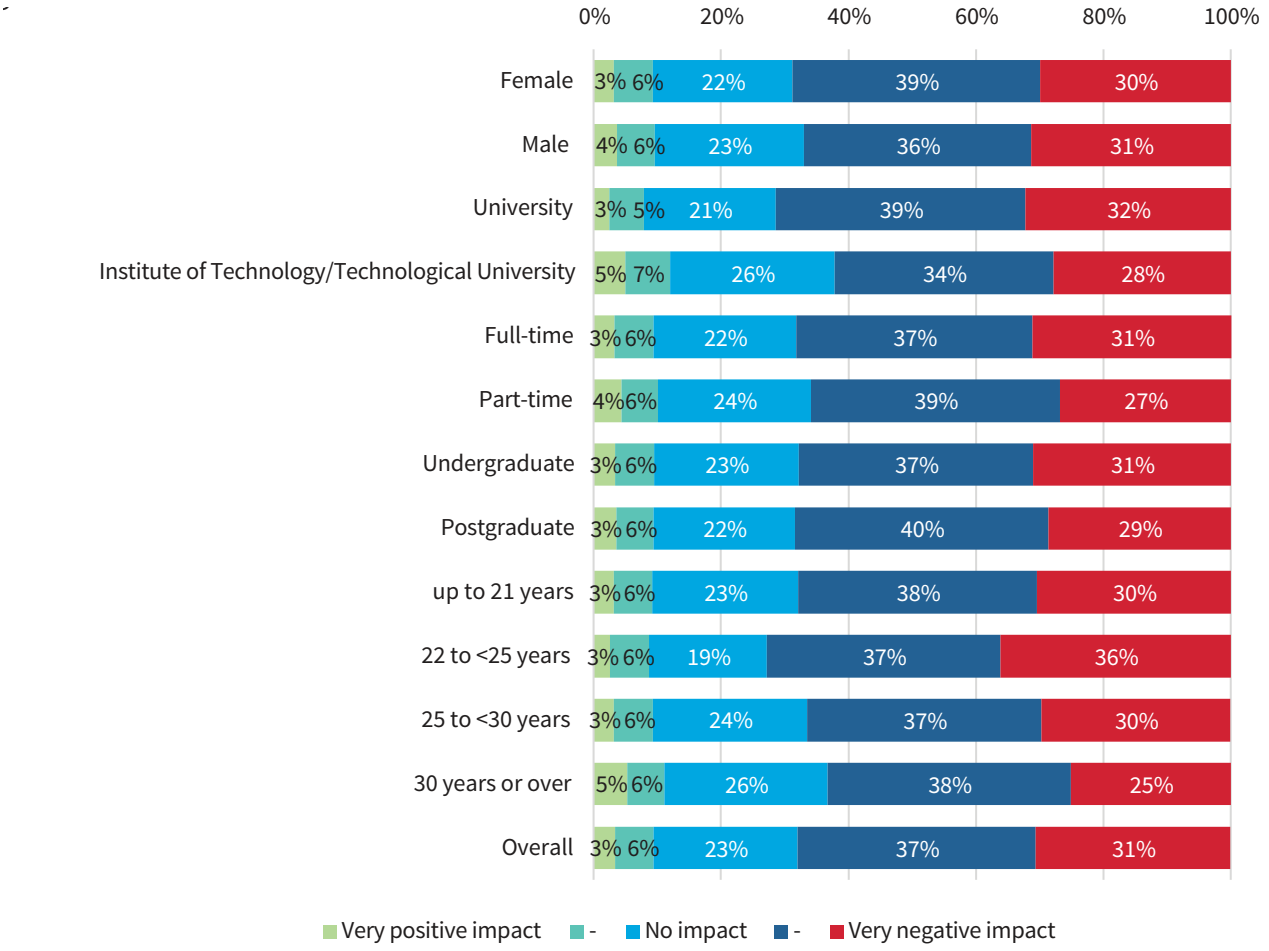
Figure 9.5: Assessment of impact of the Covid-19 pandemic on the quality of teaching [N=17,830]



At the aggregate level, only 34 percent report that the pandemic had no effect on the quality of teaching. Whereas 50 percent of students say that the pandemic had a negative impact and only 17 percent report a positive impact. Again, part-time students, postgraduate students and older students were more likely to report that the pandemic had no impact on the quality of teaching.

Figure 9.6 presents students' assessments of the pandemic on their contact with fellow students.

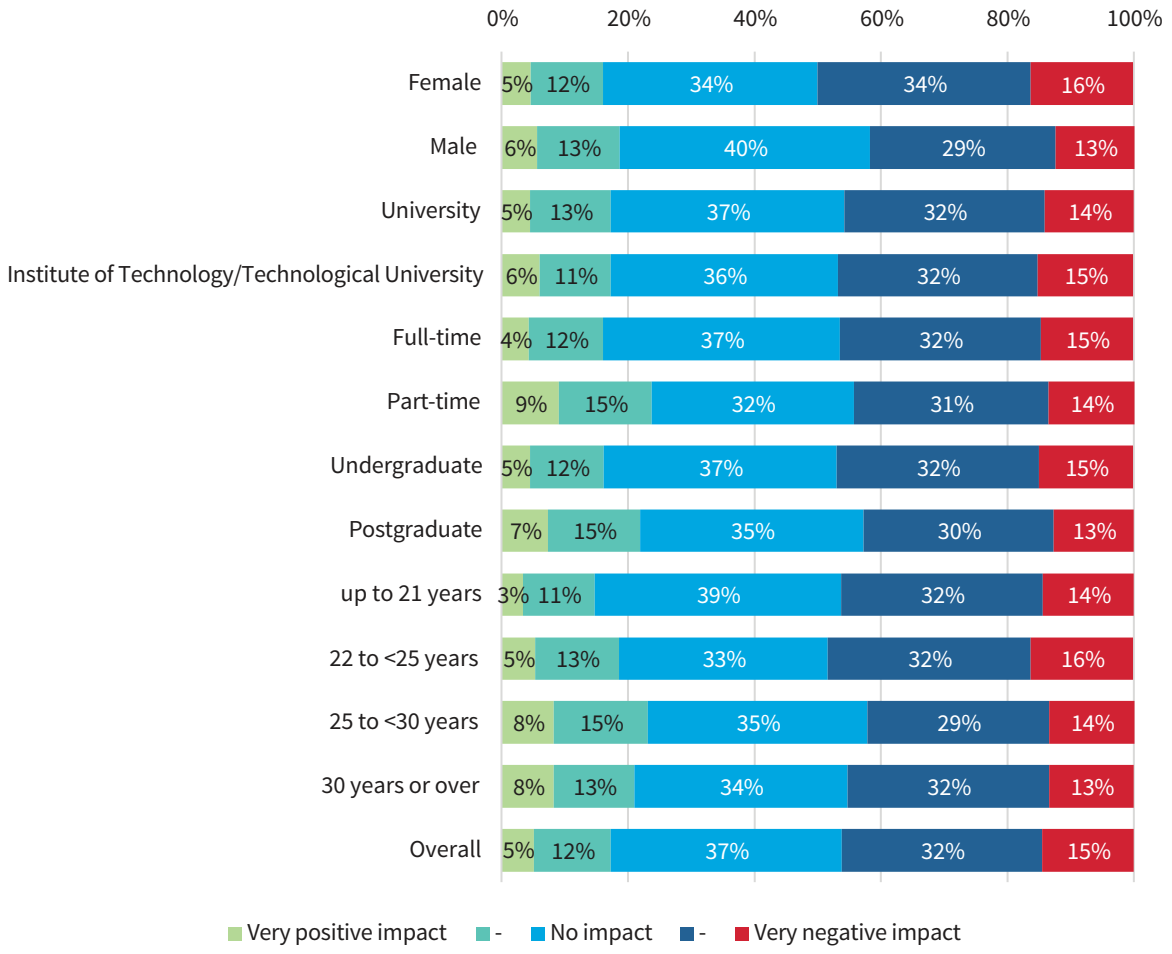
Figure 9.6: Assessment of impact of the Covid-19 pandemic on contacts with your fellow students [N=17,828]



At the aggregate level, only 23 percent report that the pandemic had no effect on their contact with other students. Whereas 68 percent of students say that the pandemic had a negative impact and only 9 percent report a positive impact. For the first time in this block of questions, all groups appear to report similar experiences of the effect of the pandemic as all groups report high levels of negative impact.

Figure 9.7 presents students' assessments of the pandemic on balancing their studies with other responsibilities.

Figure 9.7: Assessment of impact of the Covid-19 pandemic on balancing your studies with other responsibilities [N=17,836]



At the aggregate level, 37 percent report that the pandemic had no effect on this. Whereas 47 percent of students say that the pandemic had a negative impact and 17 percent report a positive impact.

The next three charts in this block of questions present students' assessments of the pandemic on their employment/paid work situation; financing their studies; and financing their living expenses.

Figure 9.8: Assessment of impact of the Covid-19 pandemic on your employment/paid work situation [N=17,824]

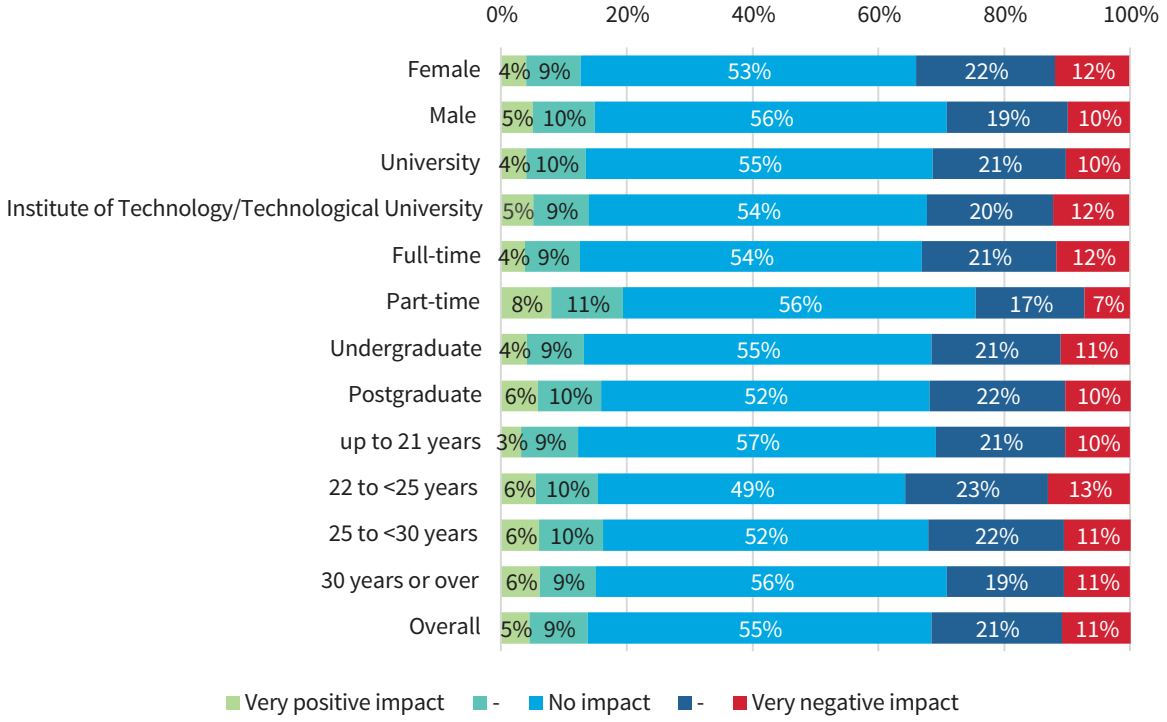


Figure 9.9: Assessment of impact of the Covid-19 pandemic on financing of your studies [N=17,830]

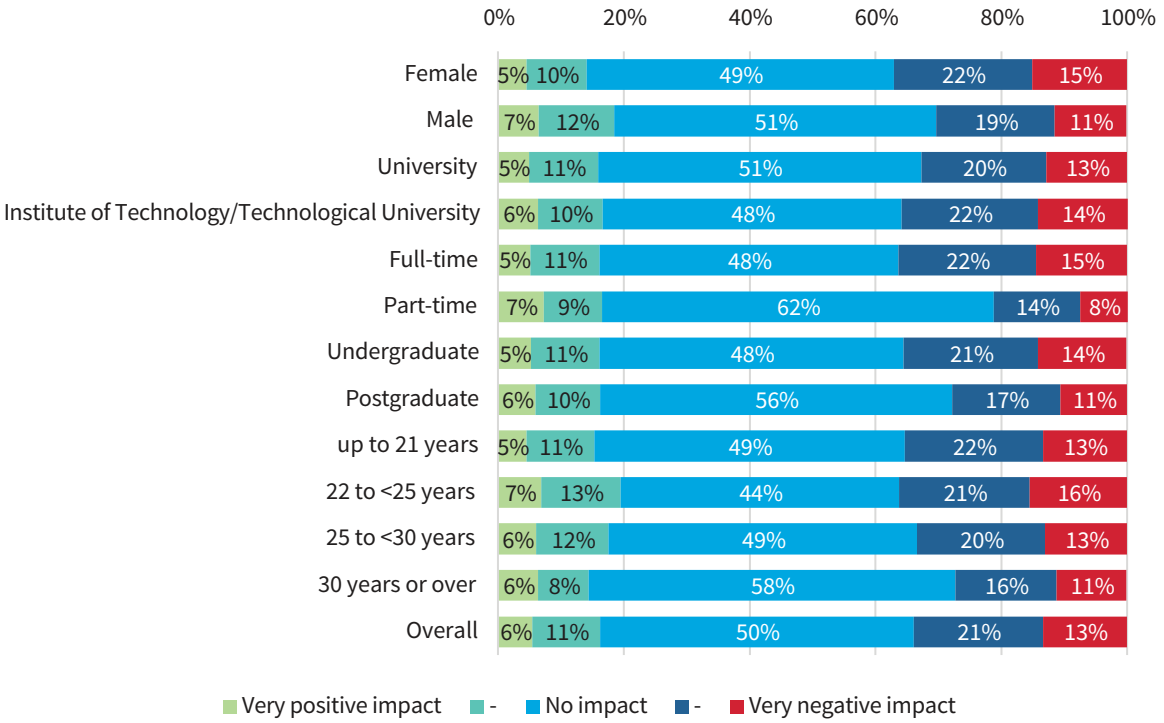
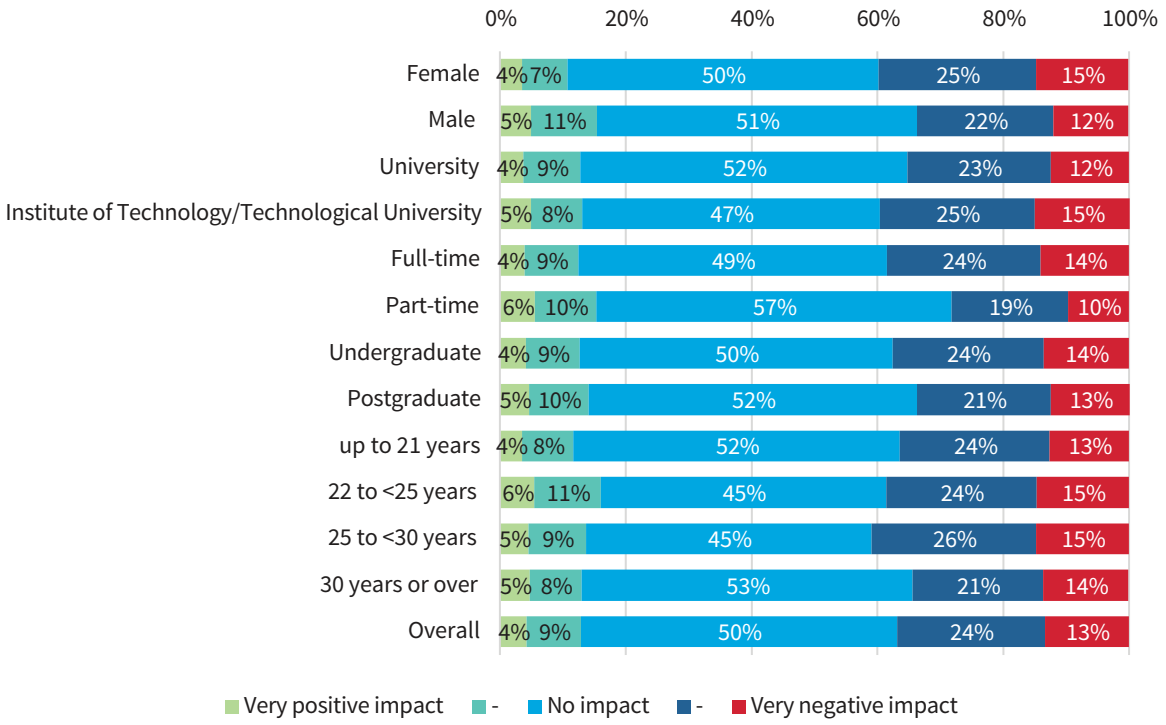


Figure 9.10: Assessment of impact of the Covid-19 pandemic on financing your living expenses [N=17,846]



Each chart presents a similar pattern in that a large cohort across all groups report that the pandemic had no impact. However, for students who report an effect, this is most likely to be negative. Much like that seen above, part-time and older students are more likely to report that the pandemic had no effect on these aspects of their lives.

The final block of questions within this topical module were on students' expectations of the continuing impact of the Covid-19 pandemic on aspects of their lives. Figures 9.11 and 9.12 show students' expectations that the pandemic may have on their further studies and their labour market participation.

Figure 9.11: Expectation of continued impact of Covid-19 pandemic on your further studies [N=17,599]

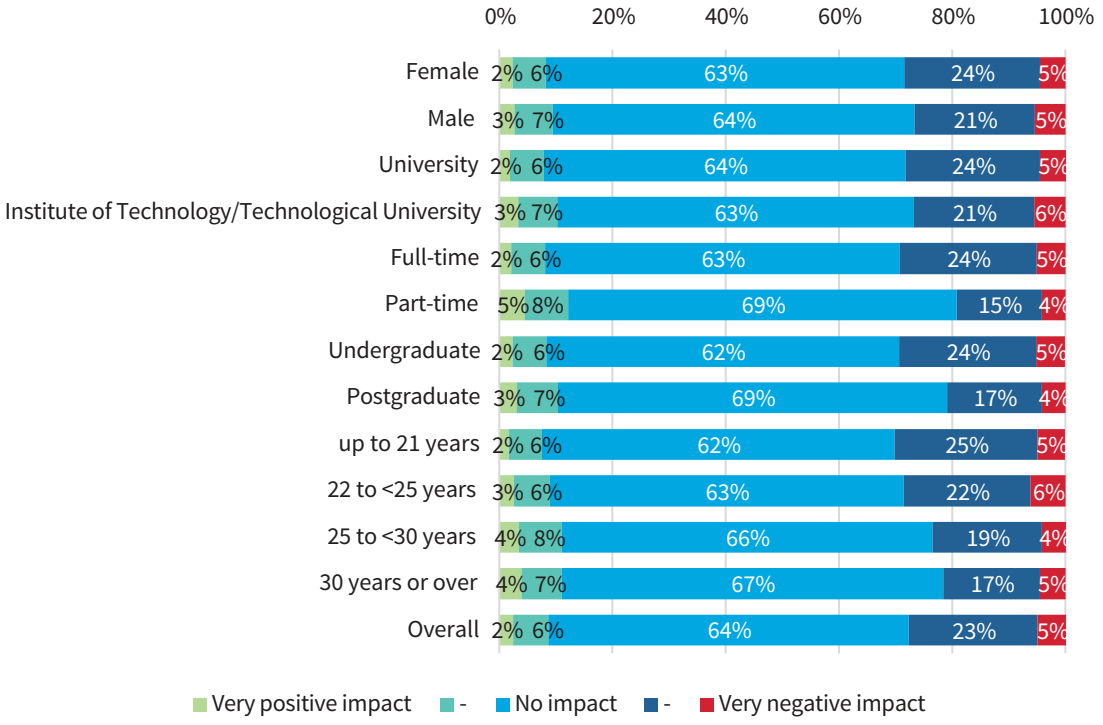
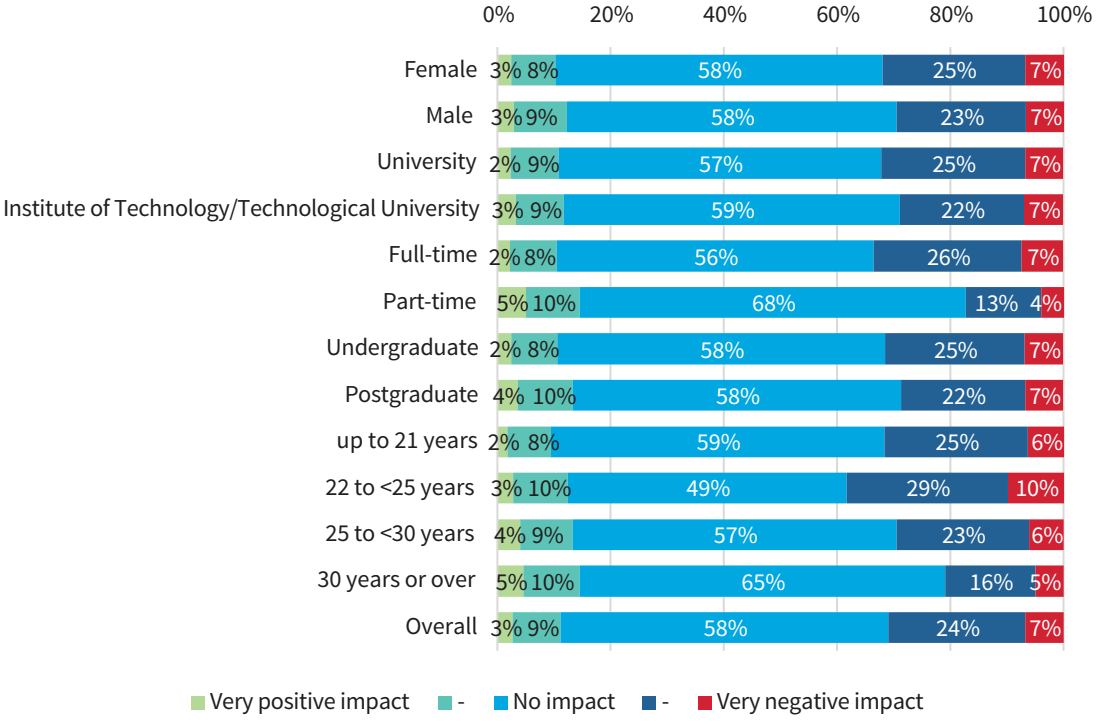


Figure 9.12: Expectation of continued impact of Covid-19 pandemic on your labour market participation after graduation [N=17,566]



In both charts, the largest contingent report that they expect the pandemic to have no impact on further studies or labour market participation after graduation. Furthermore, much like what has been noted elsewhere in this chapter; part-time, postgraduate and older students are the most likely to expect that the pandemic will have little or no impact.

However, when it comes to the impact of the pandemic on students' mental health, students expect that the pandemic will have a continued impact on their mental health, and for this impact to be negative (as shown in Figure 9.13).

Figure 9.13: Expectation of continued impact of Covid-19 pandemic on your mental health situation [N=17,586]

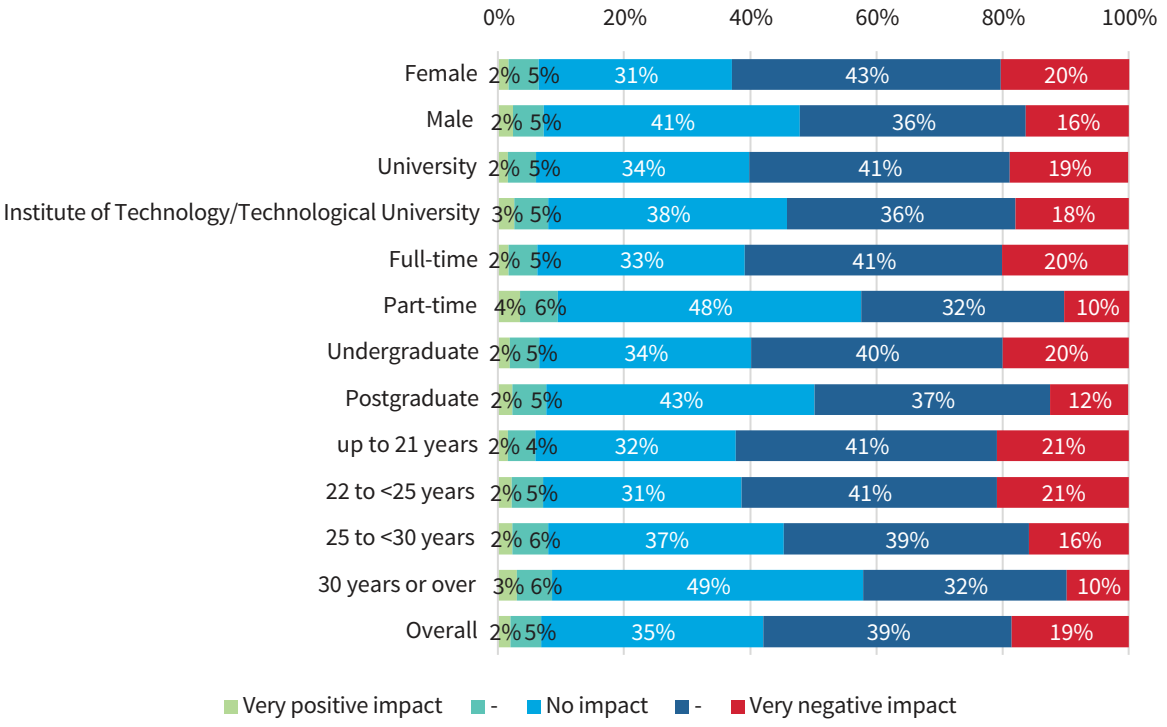


Figure 9.13 shows that at the aggregate level, 58 percent of students expect a negative (or very negative) impact of the pandemic on their mental health. This rises to 63 percent for female students, 61 percent for full-time students and 60 percent for undergraduates. Furthermore, younger students appear to be more likely to report negative expectations of the impact of the pandemic on their mental health than older students.

CHAPTER 10

DIGITALISATION OF TEACHING, LEARNING AND STUDENT LIFE

This chapter examines the digitalisation of teaching, learning and its effect on students' lives. To begin, students in this block of question were asked the current ratio and their ideal ratio between online and in-person teaching. Students' responses to both questions are presented in Figures 10.1 and 10.2 below.

Figure 10.1: Online and in-person teaching in studies: Actual current ratio [N=15,206]

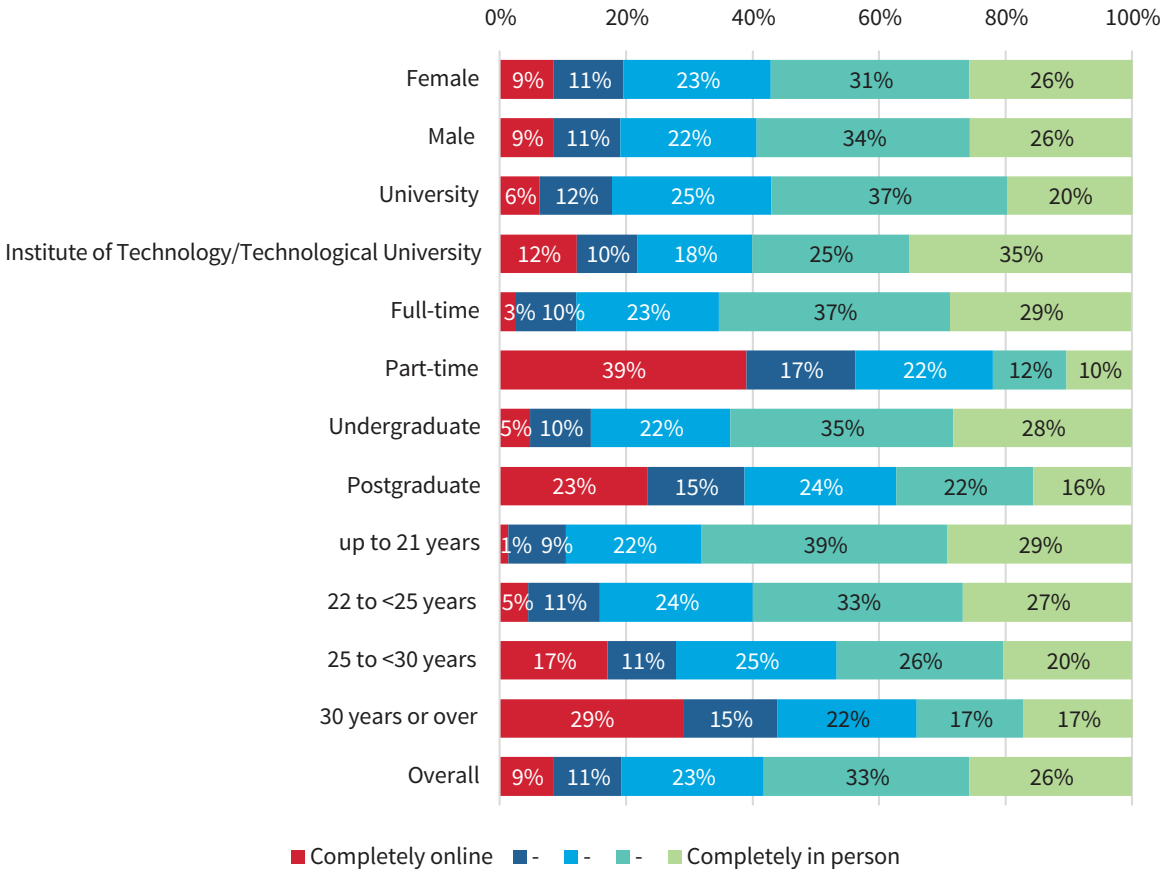
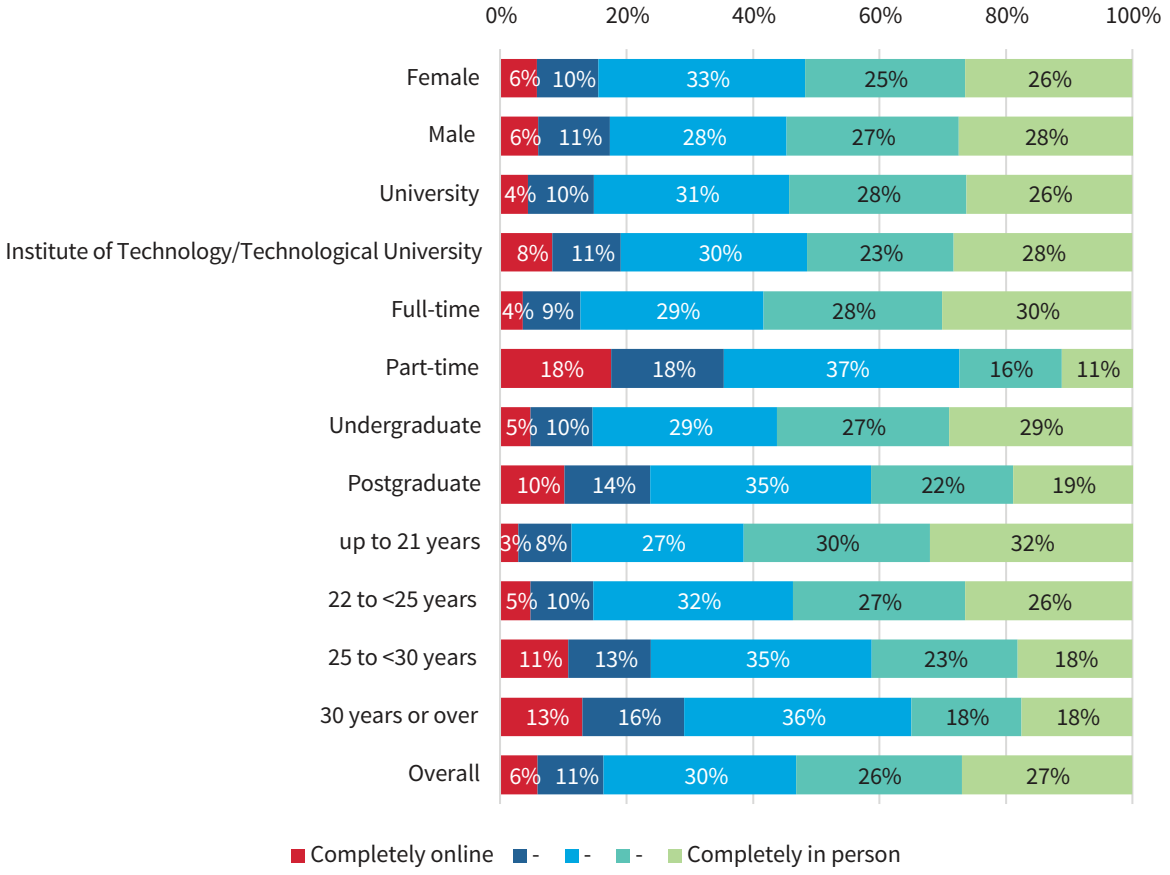


Figure 10.1 shows that completely online teaching is a minority activity across all groups although part-time students, postgraduate students, and older students appear to have more online only classes than other student groups.

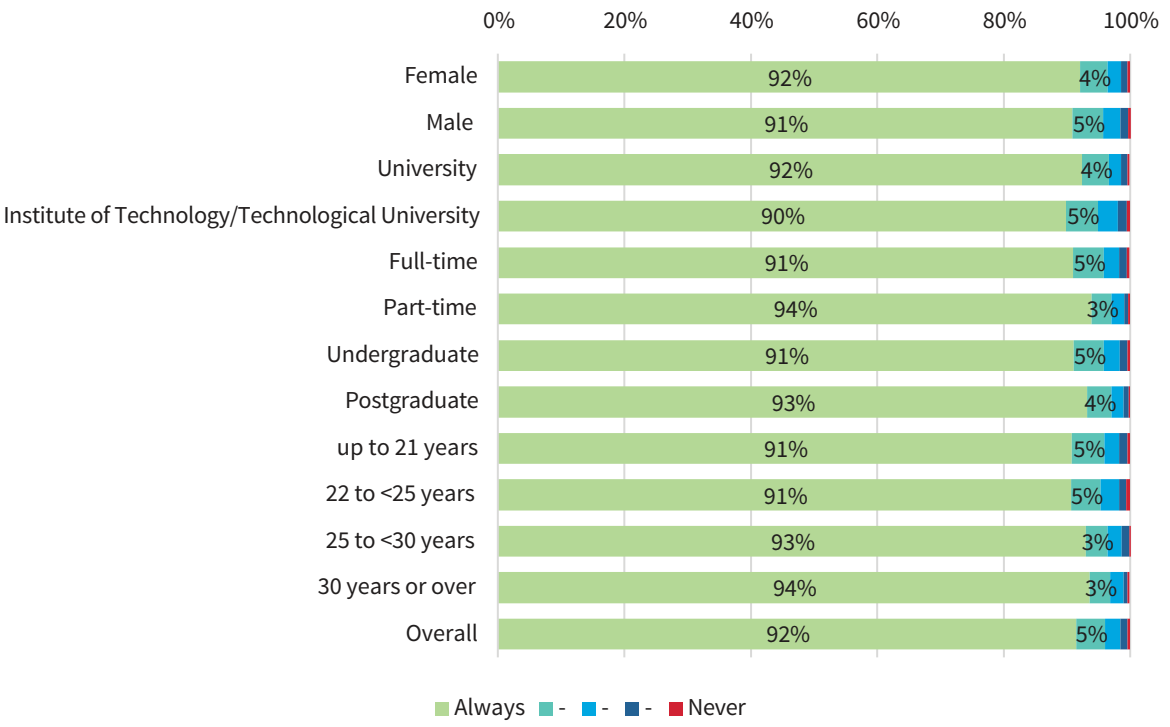
Figure 10.2: Online and in-person teaching in studies: Ideal ratio [N=15,210]



Interestingly, Figure 10.2 appears to show that all groups of students, do not want to be completely online or completely in-person classes, rather they want the flexibility to choose between both, as a plurality within each group (bar students under 21) choose the central category in the scale.

The next block of questions concerned itself with students' access to a range of items conducive to studying. The first of which was a computer and is presented in Figure 10.3.

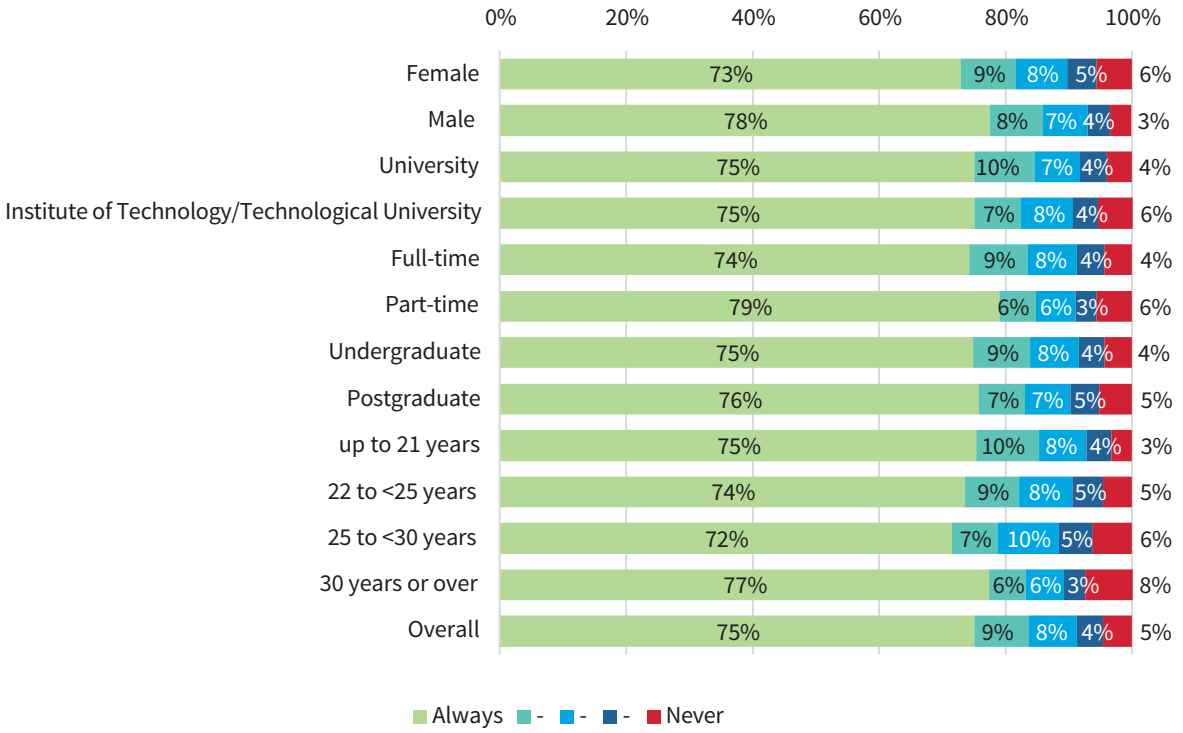
Figure 10.3: Access for studies to: Computer/laptop/tablet [N=15,155]



By and large, almost all students (more than 90 percent) always have access to a computer.

Access to a desk to work at is less universally available as shown in Figure 10.4.

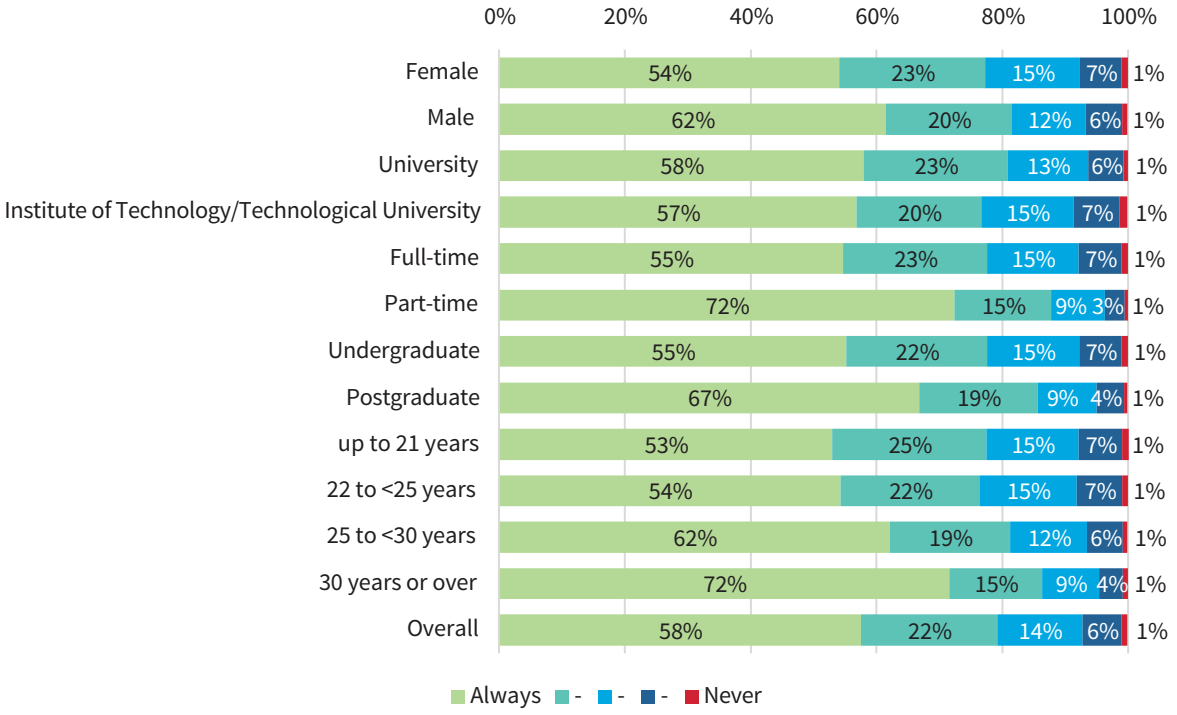
Figure 10.4: Access for studies to: Desk [N=15,107]



Only 75 percent of students at the aggregate report always having access to a desk. In contrast, around 5 percent never have access to a desk.

Figure 10.5 shows students access to a sufficient internet connection.

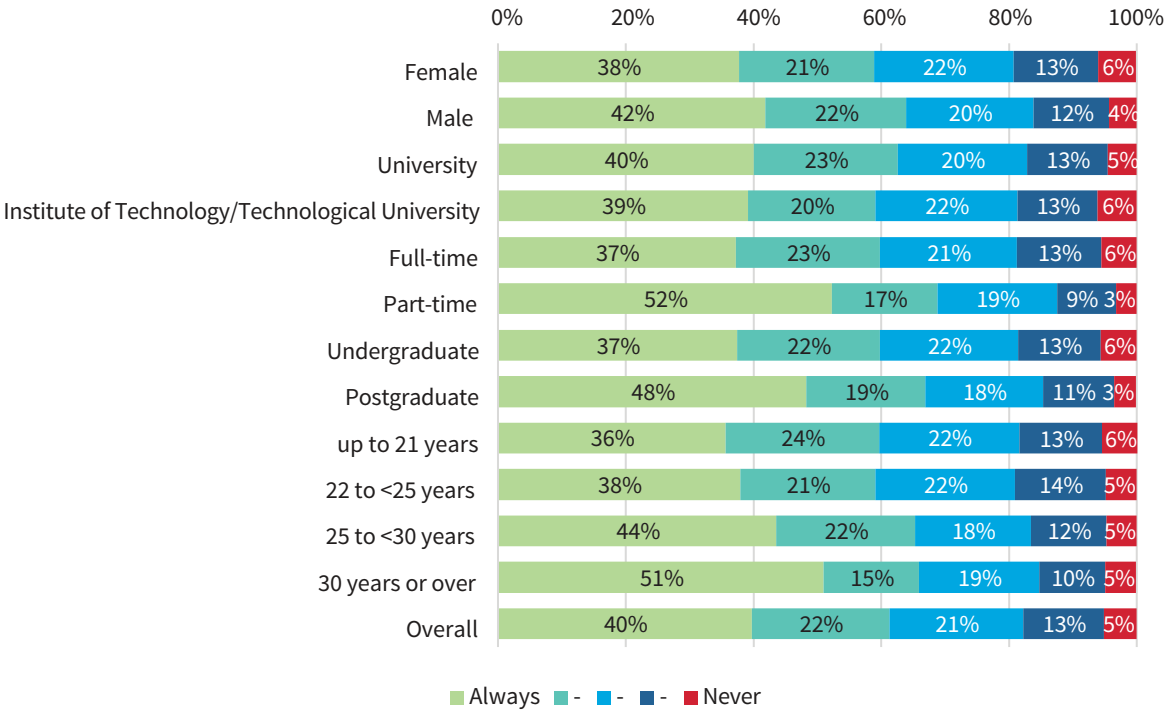
Figure 10.5: Access for studies to: Sufficient internet connection [N=15,153]



At the aggregate level, 58 percent of respondents always have access to a sufficient internet connection, and around 1 percent never have access to a sufficient internet connection. The distribution across groups is broadly similar across the key student characteristics, though part-time students, postgraduate students and students over 30 appear to be more likely to always have a good internet connection than other student groups.

Figure 10.6 shows students access to a quiet place to study.

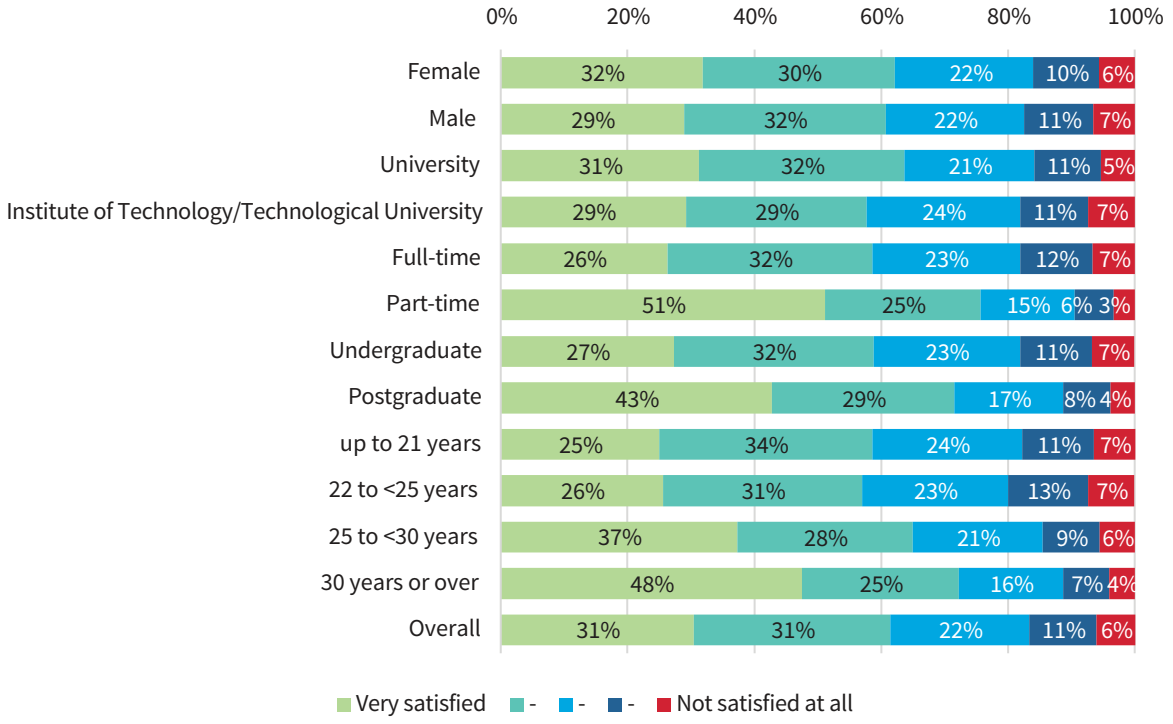
Figure 10.6: Access for studies to: Quiet place to study [N=15,136]



At the aggregate level, 40 percent of respondents always have to a quiet place to study, and around 5 percent never have to a quiet place to study. Again, the distribution across groups is broadly similar across the key student characteristics, though part-time students, postgraduate students and students over 30 again appear to be more likely to always have access to a quiet place to study than other student groups.

The next block of questions in this topical module block were about students' satisfaction with the digital availability of various aspects of academic life. Figure 10.7 presents the first of this on students' satisfaction with the digital availability of online courses and lectures.

Figure 10.7: Satisfaction with digital availability: Online courses/ lectures [N=14,405]



At the aggregate level, around 62 percent of students are satisfied or very satisfied with this and 17 percent are dissatisfied or very dissatisfied. Much like what has been seen elsewhere within these topical modules part-time, postgraduate, and older students differentiate themselves from the other student groups, in this regard by being more satisfied with the digital availability of online courses and lectures than other student groups. A similar pattern is evident in Figures 10.8, 10.9 and 10.10 which presents students' satisfaction with recorded courses and lectures, online exams and required study materials respectively.

Figure 10.8: Satisfaction with digital availability: Recorded courses/ lectures [N=14,479]

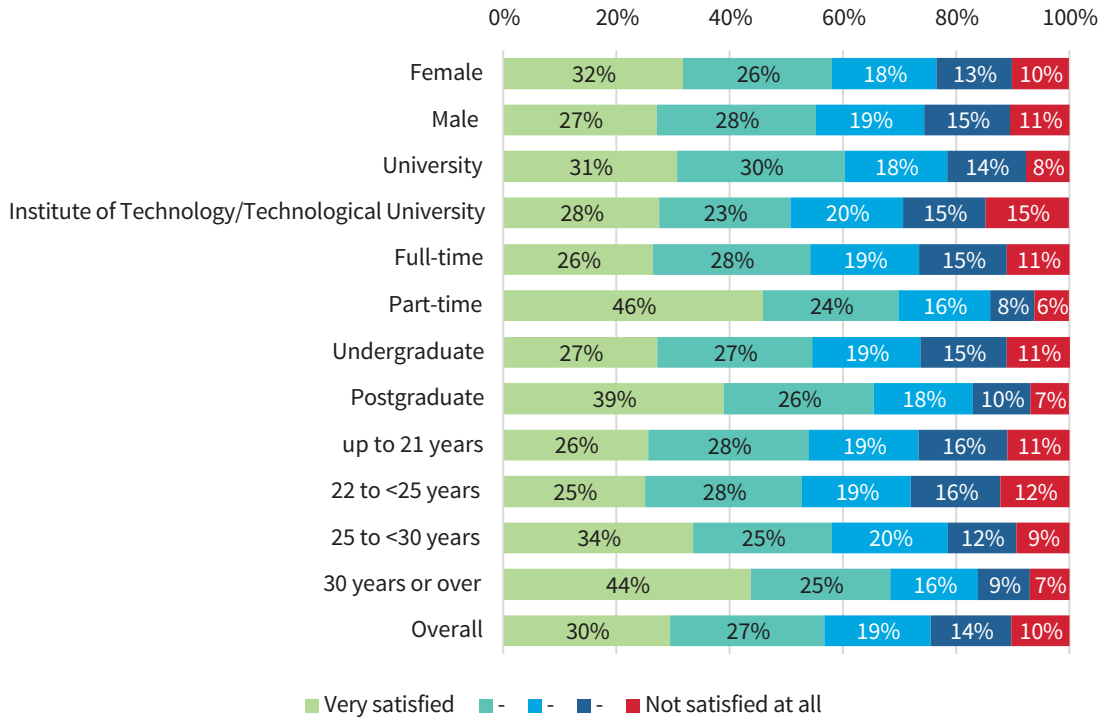


Figure 10.9: Satisfaction with digital availability: Online exams [N=12,749]

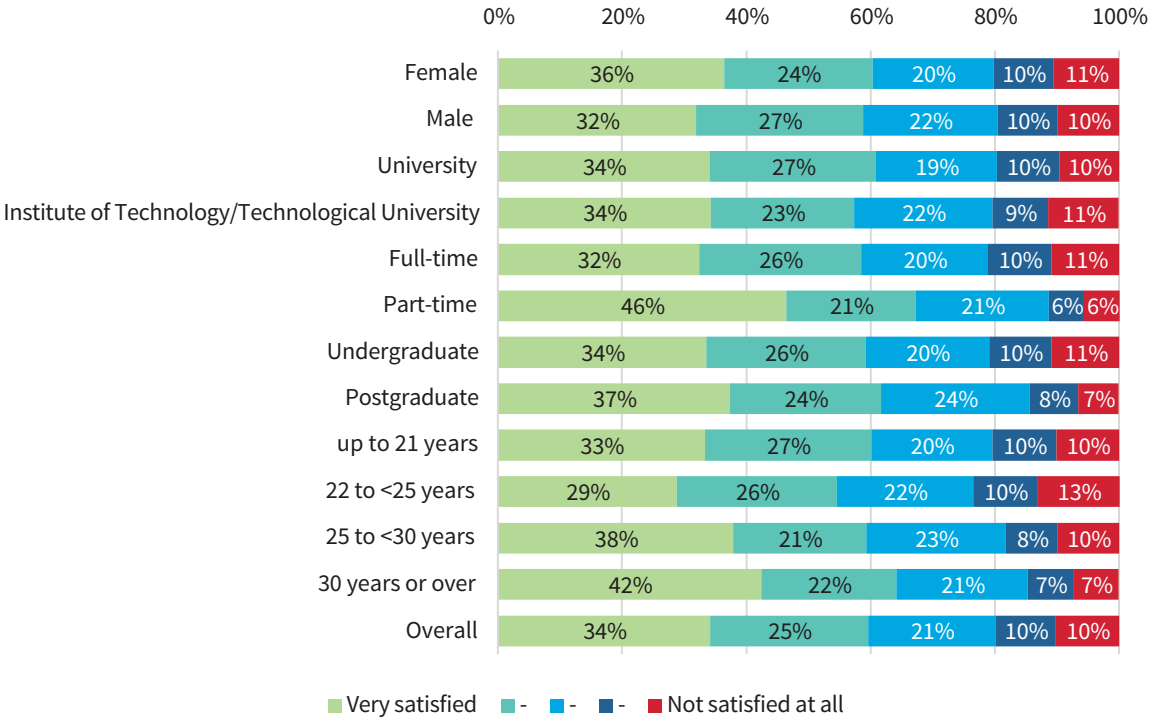
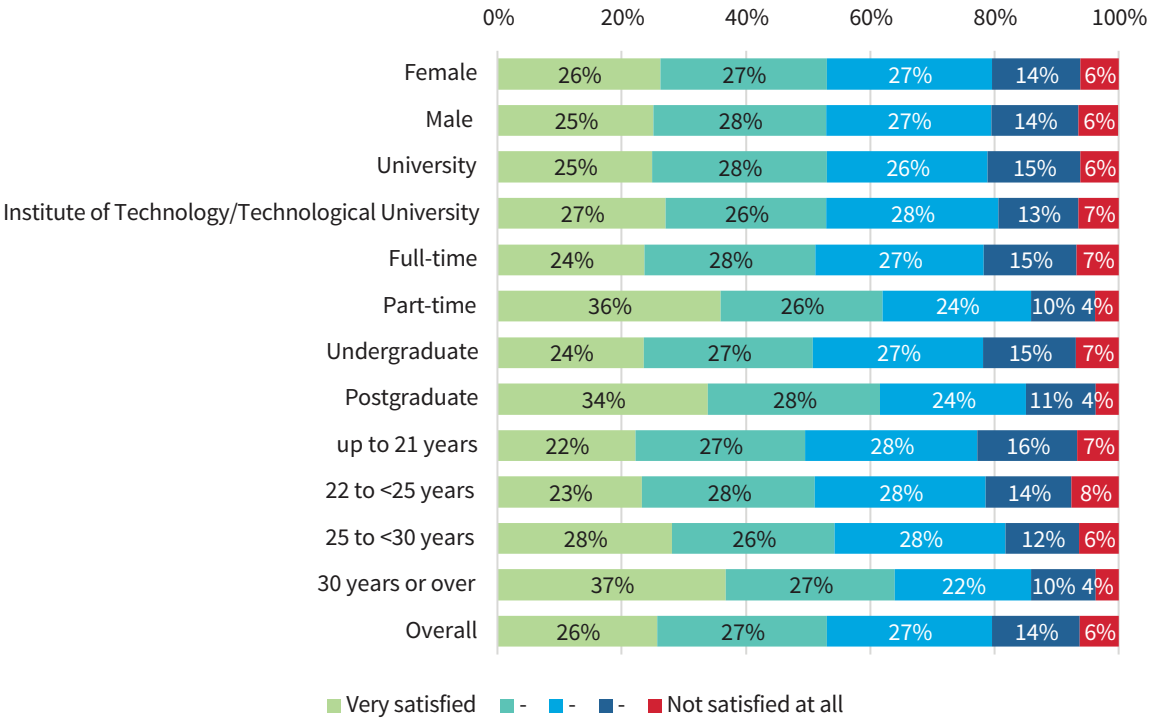
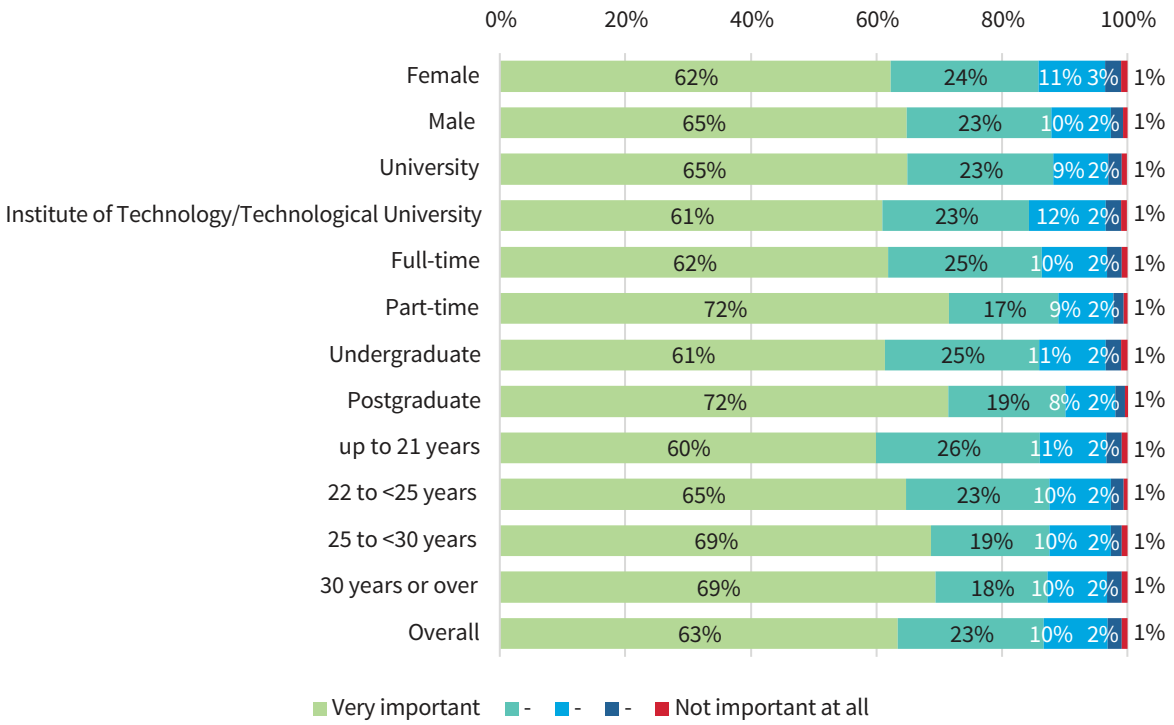


Figure 10.10: Satisfaction with digital availability: Required study materials [N=14,395]



The final block of questions in this topical module examine the importance of digital devices, be it computers, laptops and so on to students' everyday lives and in their studies. Figures 10.11 and 10.12 present these in turn.

Figure 10.11: Importance of computers, digital devices and tools in: everyday life [N=14,807]



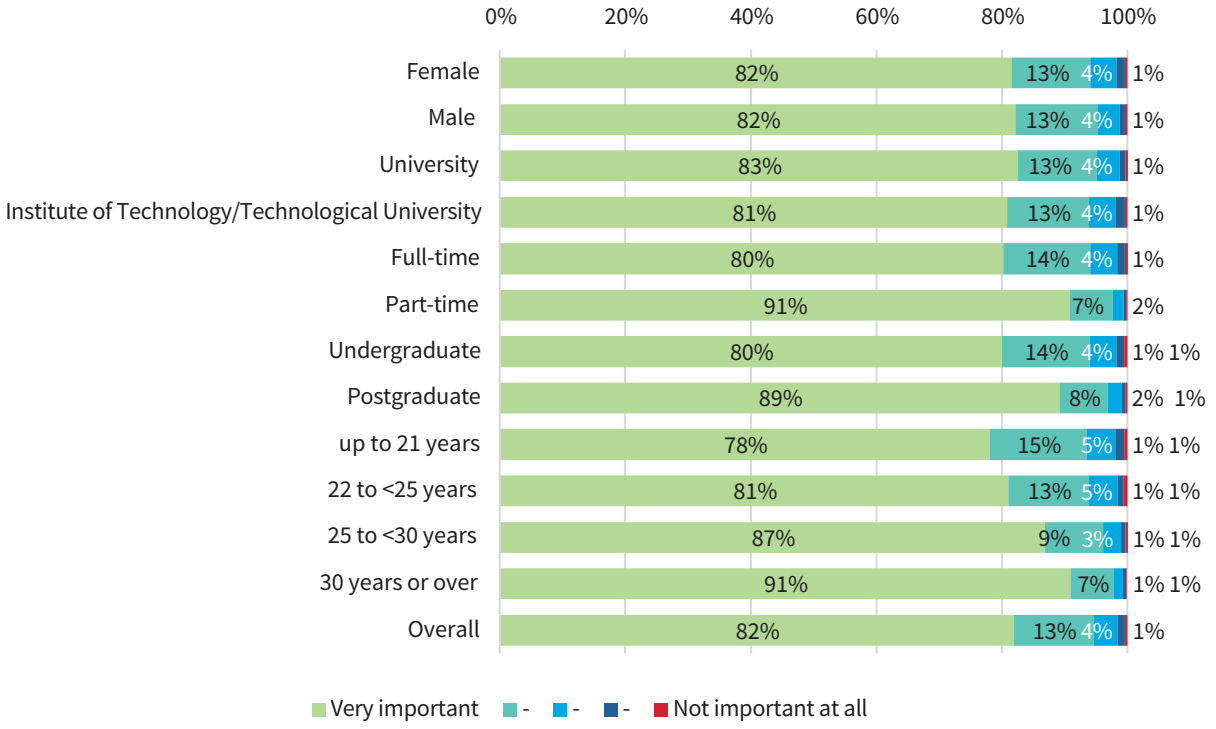


Figure 10.12: Importance of computers, digital devices and tools in: studies [N=14,815]

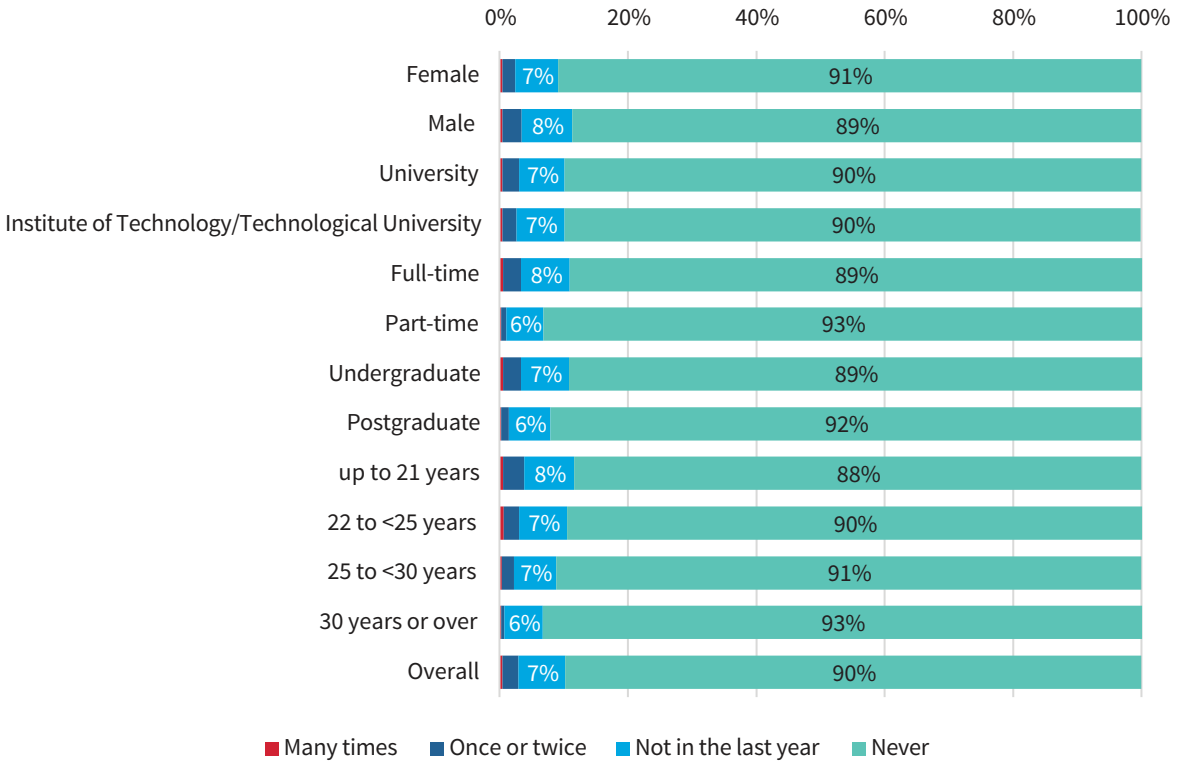
At the aggregate level and across all student groups, digital devices are much more important to students' studies than in their everyday life. As such, these can be seen as essential tools, necessary for a successful academic life and time in higher education.

CHAPTER 11

EXPERIENCES OF DISCRIMINATION

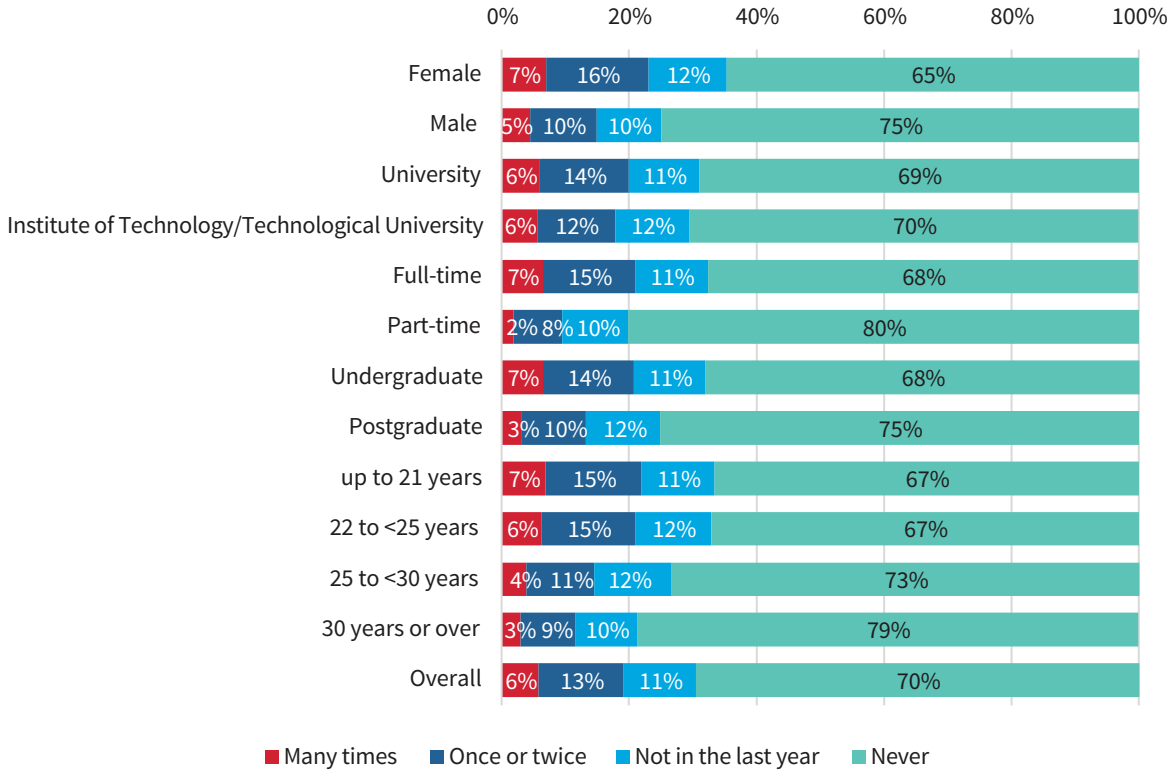
The final chapter in this report covered the last topical module, experiences of discrimination. To begin, students were asked if because of who they were been subjected to physical violence, have they ever been treated as if they were less smart or capable than others, and ever experienced sexual harassment. Figure 11.1 to 11.3 present students' responses to each of these in turn.

Figure 11.1: Would you say that because of who you are: you have been subjected to physical violence [N=13,131]



At the aggregated level in Figure 11.1, 90 percent of students report never experiencing physical violence because of who they are. In addition, the distribution across groups is similar.

Figure 11.2: Would you say that because of who you are: you have been treated as if you are less smart or capable than others [N=13,131]



In contrast to Figure 11.1 where all groups of students appear to have similar absence of violence experiences, Figure 11.2 shows that 35 percent of female students have at some point been treated as less smart or less capable than others because of who they are, in contrast only 25 percent of male students have experienced the same. Younger students also appear to experience this more than older students, along with full-time students over part-time students, and undergraduates over postgraduates. Although as part-time students tend to be older than full-time students, and postgraduates are usually older than undergraduates, we are probably seeing the same age effect in action.

Figure 11.3: Would you say that because of who you are: you have experienced sexual harassment [N=13,151]

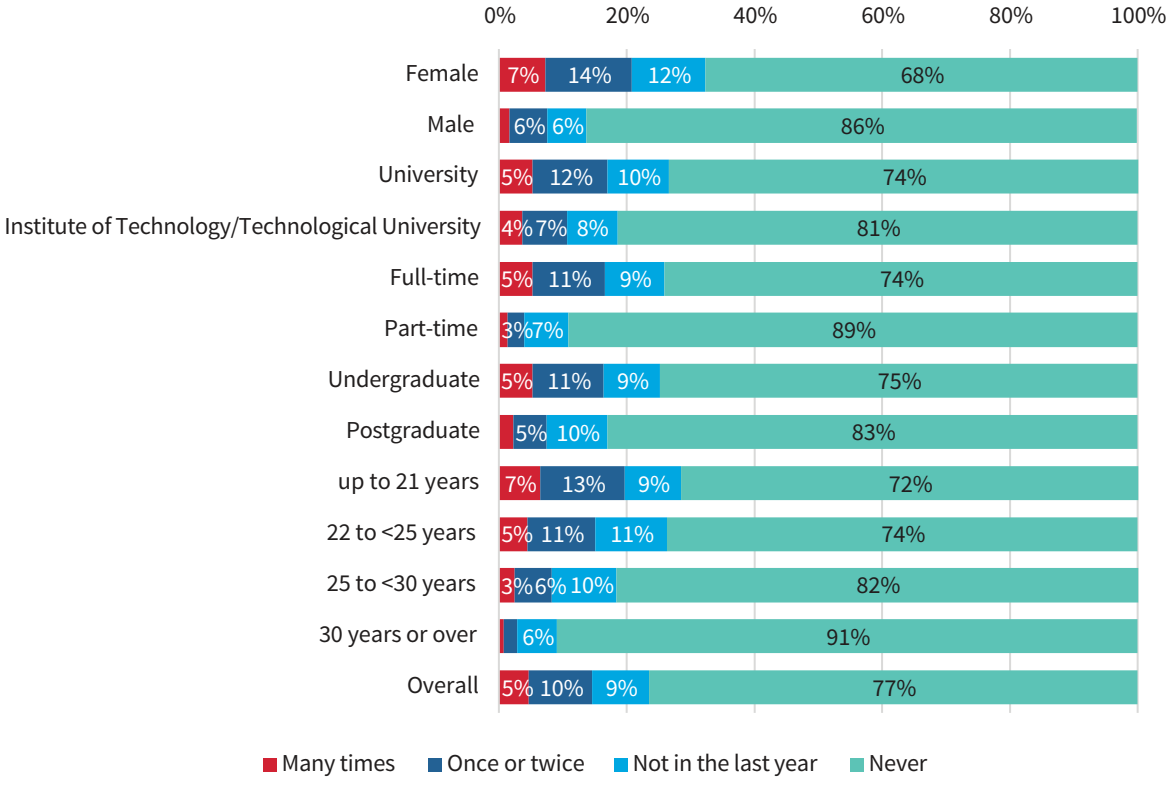


Figure 11.3 also shows a significant gender difference, in that 32 percent of female students report that they have experienced sexual harassment at some point, compared with 14 percent of male students. We also see a similar age effect here.

A gender difference is also evident in Figures 11.4 and 11.5 where students are asked how safe they feel walking alone in their neighbourhood, and on campus. In both charts, female students are more likely to feel unsafe or very unsafe compared to their male counterparts.

Figure 11.4: How safe do you feel in the dark walking alone: in your neighbourhood [N=13,228]

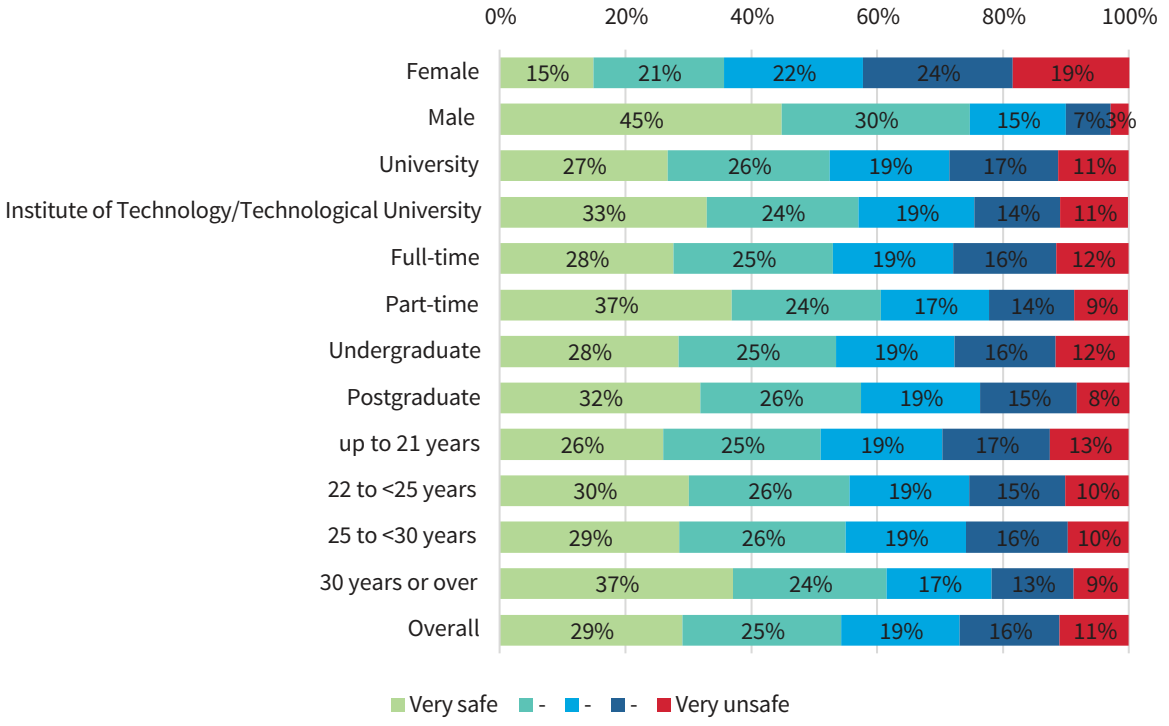
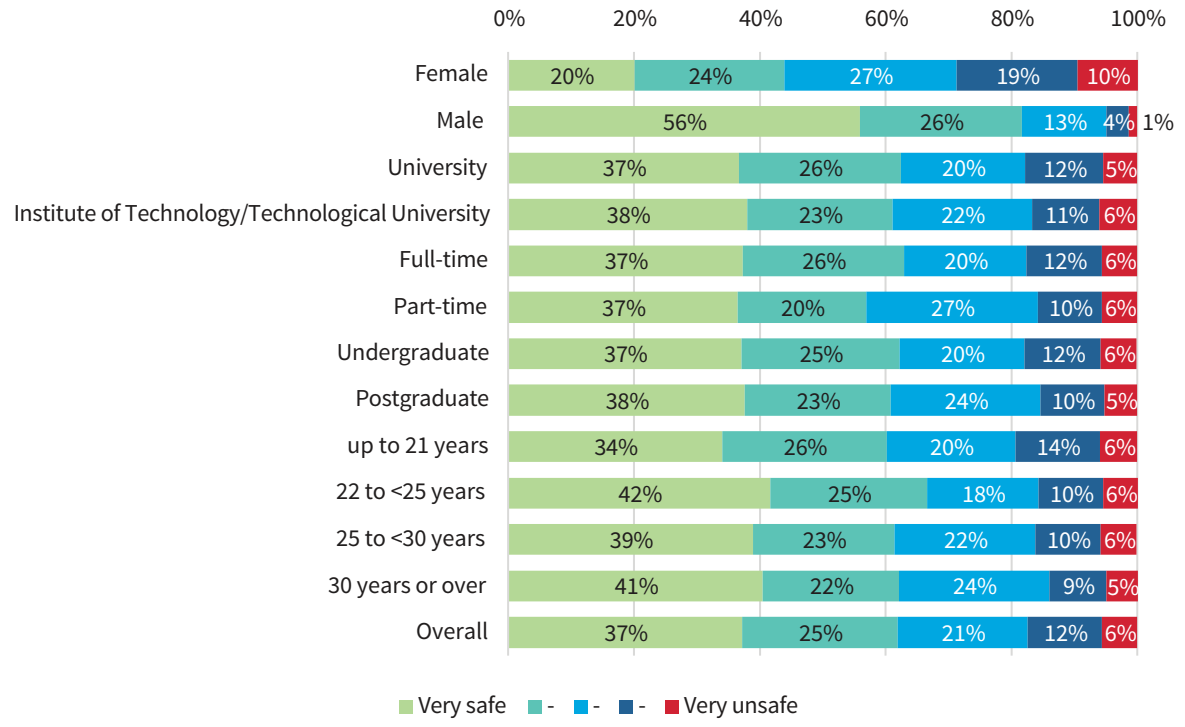
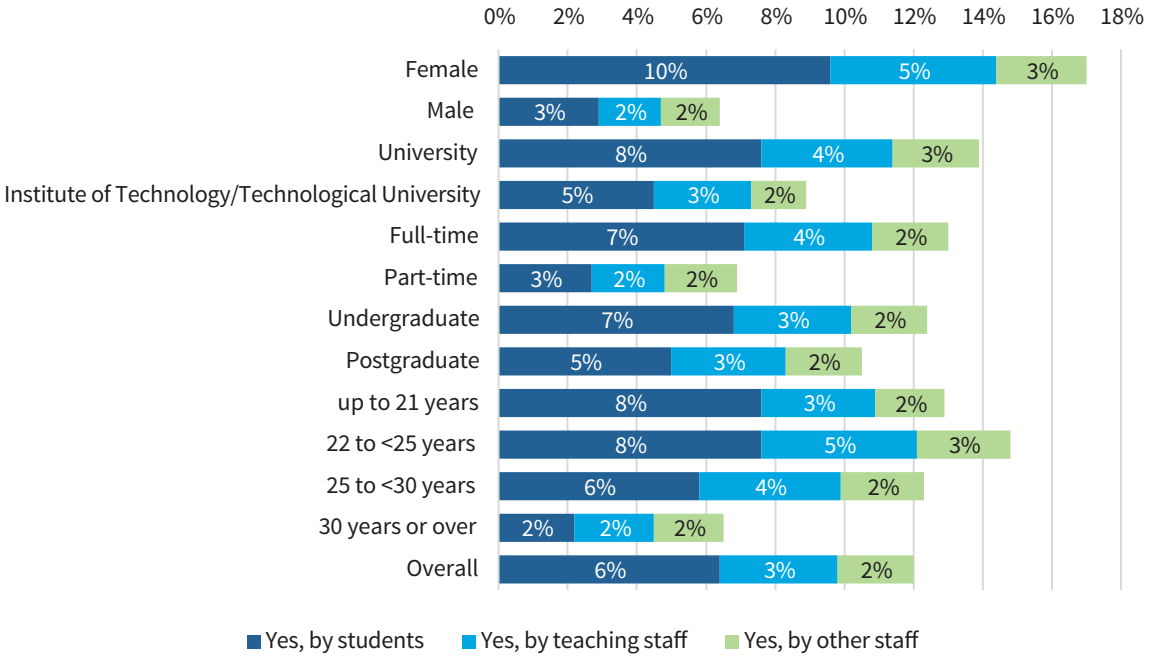


Figure 11.5: How safe do you feel in the dark walking alone: on the premises of your higher education institution [N=13,151]



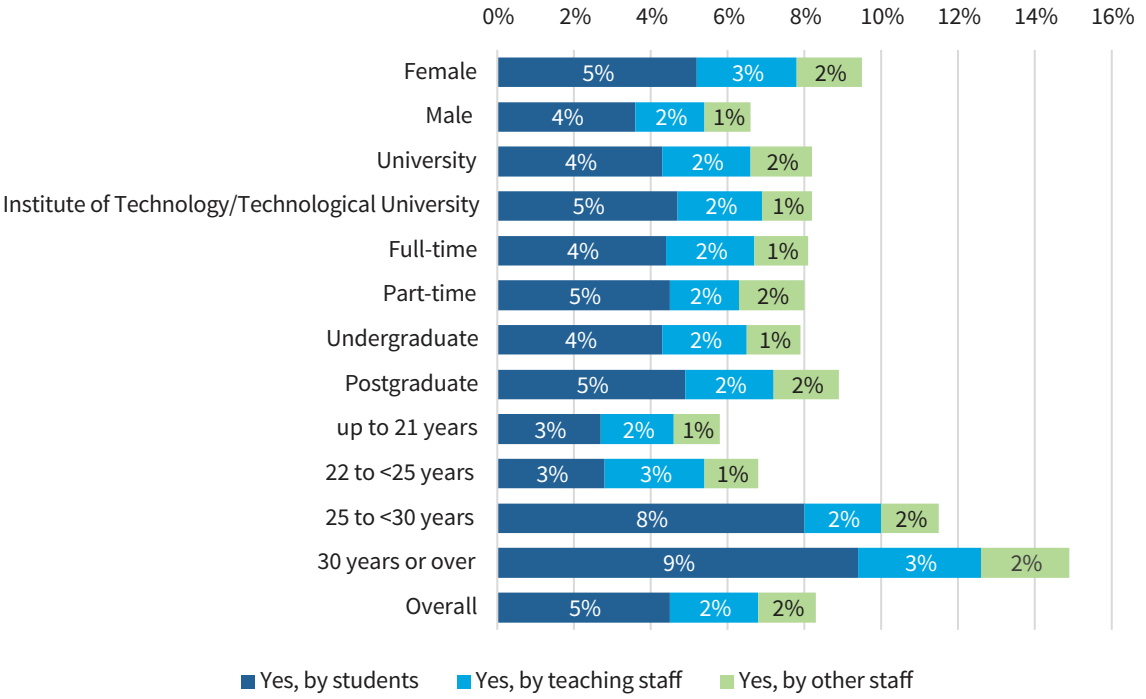
Finally, students were asked if they had ever felt discriminated against in the context of their studies, by other students, by teaching staff, and by other staff within their HEI (shown in Figures 11.6 to 11.10).

Figure 11.6: Discrimination due to gender [N=13,114]



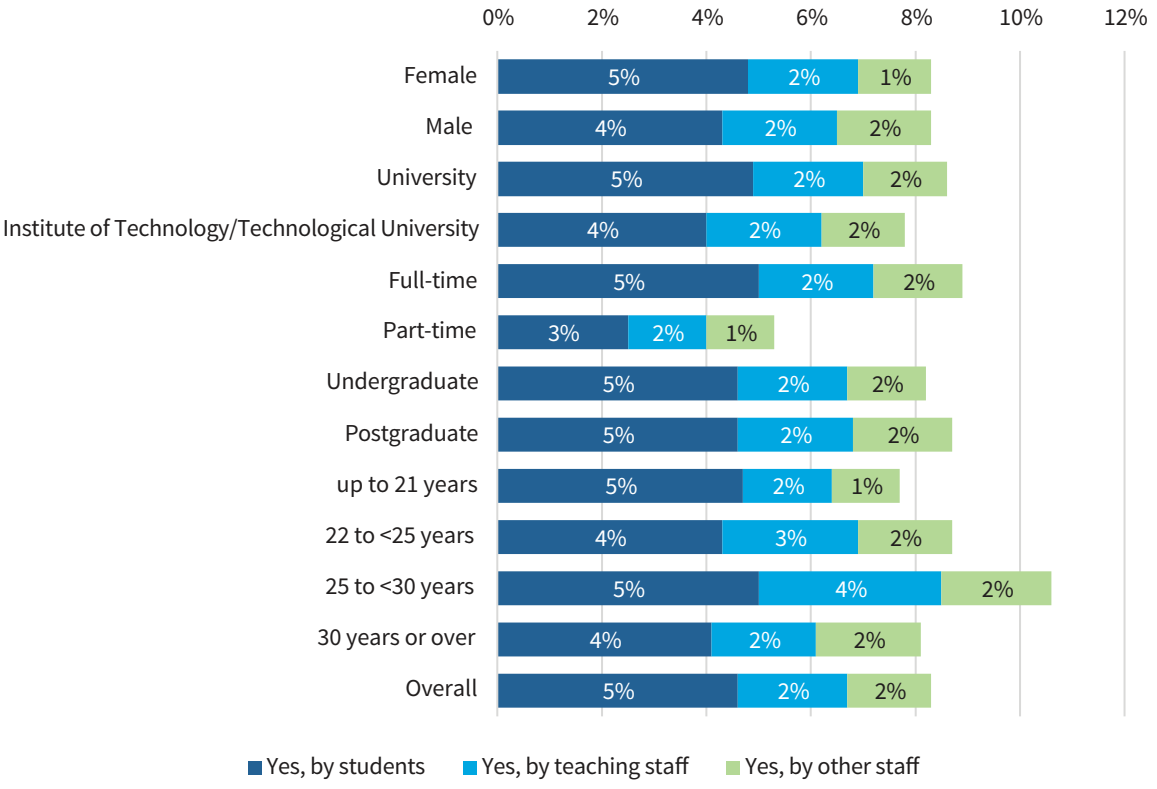
Female students were most likely to feel discriminated against due to gender, particularly from other students.

Figure 11.7: Discrimination due to age [N=13,117]



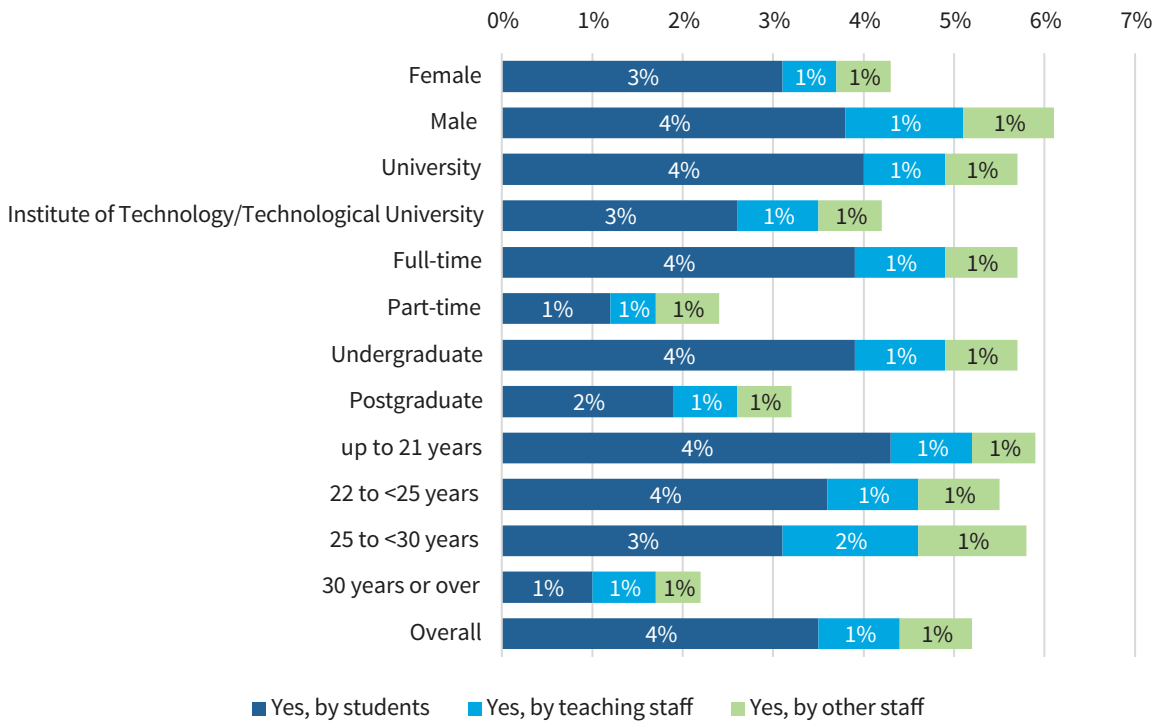
Older students are more likely to report age discrimination.

Figure 11.8: Discrimination due to ancestry/nationality [N=13,120]



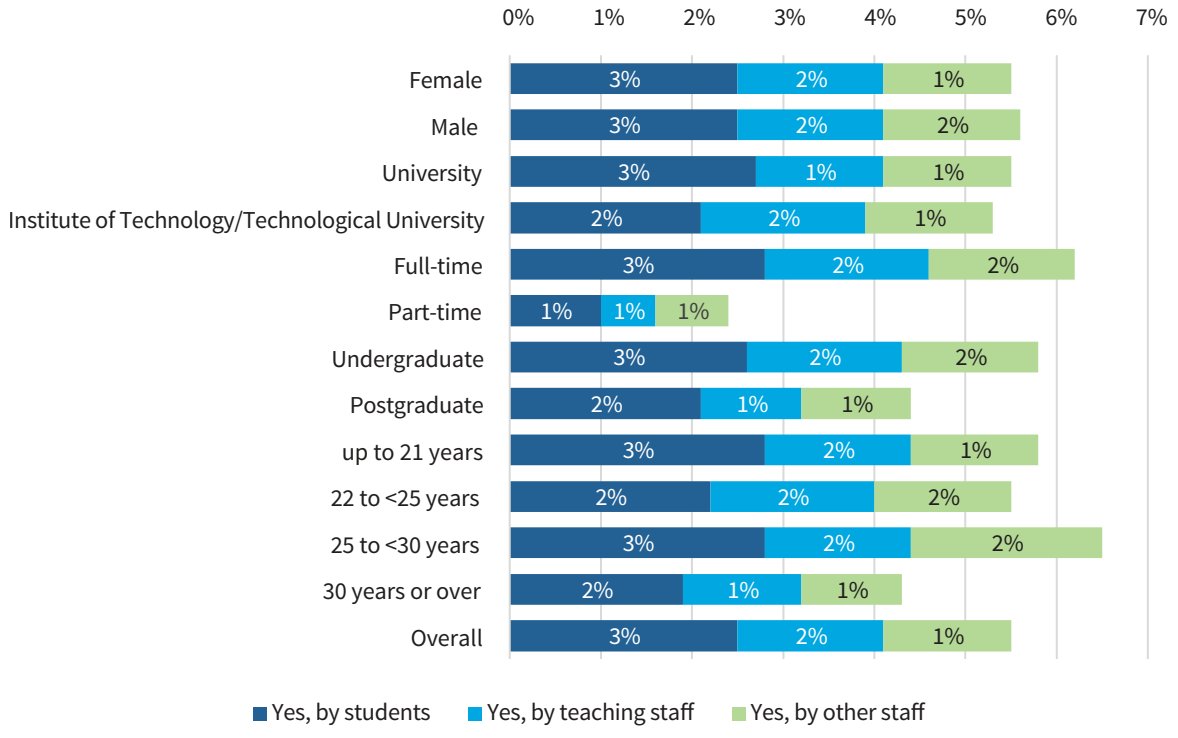
Older students are more likely to report discrimination due to ancestry/nationality.

Figure 11.9: Discrimination due to sexuality [N=13,105]



Male, full-time, undergraduates are more likely to report discrimination due to sexuality.

Figure 11.10: Discrimination due to skin colour [N=13,161]



Full-time undergraduates are more likely to report discrimination due to skin colour.

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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 VIII:

Universities including Associate and Affiliate Colleges and Royal College of Surgeons Ireland	Dublin City University
	Mary Immaculate College
	Maynooth University
	National College of Art & Design
	University of Galway
	RCSI University of Medicine and Health Sciences
	St. Angela's College
	Trinity College Dublin
	University College Cork
	University College Dublin
	University of Limerick

Institutes of Technology/Technological Universities[20]	Dun Laoghaire Institute of Art, Design & Technology
	Dundalk Institute of Technology
	Galway-Mayo Institute of Technology
	Institute of Technology Carlow
	Institute of Technology Sligo
	Letterkenny Institute of Technology
	Munster Technological University
	TU Dublin
	TU Shannon
	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 2022). 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 of the chance to win one of five HP Laptops or one of one-hundred Amazon vouchers to the value of €25.

[20] Subsequent to the fieldwork period, a number of the Institutes of Technology became Technological Universities. GMIT, IT Sligo and Letterkenny IT became Atlantic Technological University, and Institute of Technology Carlow and Waterford Institute of Technology became the South-East Technological University. The list here is their names while the fieldwork was in progress.

APPENDIX B

COPY OF THE EUROSTUDENT QUESTIONNAIRE

EUROSTUDENT 8

INTEGRATED QUESTIONNAIRE

(CORE QUESTIONNAIRE & TOPICAL MODULES)

IRELAND VERSION

1. Current Study Situation

1.1. Are you actively pursuing your studies in the current semester in Ireland?

Single choice.

- ○ Yes
- ○ Yes, but only temporarily for one or two semesters (e.g. on Erasmus)
- ○ No, I am (temporarily) studying at a higher education institution abroad, not in Ireland (e.g. on Erasmus)
- ○ No, I am currently interrupting my studies (either officially or not)
- ○ No, I have stopped studying
- ○ No, I already graduated and I am not studying anymore

If category "Yes" → respondent should continue with question 1.2.

If categories 2 to 6 → respondent is not part of the standard target group – please direct respondent to a specific exit page

[Remark on multiple study programmes]

The following questionnaire 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 or temporal measures (e.g. in response to a pandemic).

Single choice.

- ○ Yes
- ○ No

1.3. What is your main country of residence?

Please refer to the country where you mainly live during the current lecture period.

Single choice.

Country of residence: _____ [*Drop-down menu*]

If "Yes" indicated in 1.2 and 1.3 is not Ireland → respondent is not part of the standard target group – please direct respondent to a specific exit page

1.4. Where are you studying?

Please refer to your current (main) study programme.

Single choice.

Name of the higher education institution: _____ [*Drop-down menu*]

Choices:

- Dublin City University
- Dun Laoghaire Institute of Art and Design & Technology
- Dundalk Institute of Technology
- Galway-Mayo Institute of Technology
- Institute of Technology Carlow
- Institute of Technology Sligo
- Letterkenny Institute of Technology
- Mary Immaculate College
- Maynooth University
- Munster Technological University
- National College of Art & Design
- National University of Ireland, Galway
- RCSI University of Medicine and Health Sciences
- St Angela's College
- Trinity College Dublin
- TU Dublin
- TU Shannon
- University College Cork
- University College Dublin
- University of Limerick
- Waterford Institute of Technology

1.5. With which qualification does your current (main) study programme conclude?

Single choice.

Choices:

Certificate	[ISCED Level 5]
Higher Certificate	[ISCED Level 5]
Undergraduate Diploma	[ISCED Level 5]
Undergraduate General Degree	[ISCED Level 6]
Undergraduate Honours Degree	[ISCED Level 6]
Higher Diploma	[ISCED Level 6]
Master Research (Postgraduate)	[ISCED Level 7]
Master Taught (Postgraduate)	[ISCED Level 7]
Postgraduate Certificate	[ISCED Level 7]
Postgraduate Diploma	[ISCED Level 7]
PhD or doctorate	[ISCED Level 8]
Other, not listed here	

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

1.6. What is your current (main) study programme ?

Single choice.

Name of the (main) study programme_____ [*Drop-down menu*]

1.7. What is your current formal status as a student?

Please refer to your current (main) study programme .

Single choice.

- ○ Full-time student
- ○ Part-time student
- ○ Other (e.g. correspondence student through e-learning or distance education)

1.8. *[Only if 1.5 "Master's degree [ISCED 7]"* In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?

Single choice.

- ○ Ireland
- ○ *[drop down with list of (other) countries]*
- ○ I haven't finished any previous study programme

1.9. *[Only if 1.5 "Master's degree [ISCED 7]"* How long after graduating from your previous study programme did you start your current Master programme?

Single choice.

- ○ Less than one year after graduating
- ○ Between one year and two years after graduating
- ○ More than two years after graduating

1.10. When were you born?

Please provide month and year of your birthday.

Month _____ Year _____

1.11. What is your sex?

Single choice.

- ○ Female (→ please go to question 6.1)
- ○ Male (→ please go to question 6.1)
- ○ *[Optional]* I prefer not to assign myself into the above-mentioned categories (→ please go to question **next question.**)

Follow up question for those who chose "I prefer not to assign myself in question 1.11."
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.

1.12. *[Students who prefer not to assign themselves]* With which sex are you officially registered at your current higher education institution?

Single choice.

- ○ Female
- ○ Male

2. Study background - Access

2.1. Do you have a Leaving Certificate or foreign equivalent?

Single choice.

- ○ Yes, obtained in Ireland
- ○ Yes, Leaving Certificate equivalent obtained abroad (not in Ireland)
- ○ No, I don't have a Leaving Certificate

If "Yes, obtained in Ireland" or "Yes, obtained abroad" → please go to question 2.2

If "No, I don't have a Leaving Certificate" → please go to question 2.3

2.2. *[Only students with Leaving Certificate]* When did you obtain your Leaving Certificate?

Single choice.

- ○ Upon leaving upper secondary school (within 6 months)
- ○ Later in life

Please go to question 2.4.

2.3. *[Only student without Leaving Certificate]* 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.

Single choice.

- ○ In Ireland
- ○ Abroad (not in Ireland)

2.4. Did you have any paid job(s) prior to entering higher education for the first time?

Please include also paid apprenticeships or paid internships.

First entry in higher education regardless of whether in Ireland or abroad.

Single choice.

- ○ 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

2.5. How long after leaving the regular school system for the first time did you enter higher education for the first time?

"Leaving the regular school system for the first time" refers to the first time you left the regular school system (with or without graduation), 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.

- ○ Up to two years
- ○ more than two years

2.6. When did you enter higher education for the first time?

Month _____ Year _____

2.7. When did you start your current (main) study programme ?

If you continued your studies at Master level, please refer to the start of this programme even if your study subject remains the same.

- ○ Same as first enrolment.
- ○ Other than first enrolment: Month _____ Year _____

2.8. Have you ever officially or unofficially interrupted your current (main) study programme since you entered higher education for the first time?

Please count as interruptions both official as well as unofficial interruptions of your studies (i.e. semesters in which you were not officially enrolled at a higher education institution or semesters in which you did not participate in any lectures and exams).

- ○ No.
- ○ Yes, for _____ [*Drop-down menu*] semesters in total

M1.1. Taking all things together, how happy would you say you are?

Extremely happy				Extremely unhappy
○	○	○	○	○

M2. Effects of the Covid-19 pandemic

M2.1. Were you enrolled as a student in higher education in the academic year 2019/20 (i.e. last period before pandemic)?

Single choice.

- ○ Yes
- ○ No

M2.2. To what degree are you currently experiencing a positive or negative impact of the Covid-19 pandemic on …

	Very positive impact		No impact		Very negative impact
… the duration of your studies?	○	○	○	○	○
… your study-related knowledge and skills?	○	○	○	○	○
… your grades?	○	○	○	○	○
… the motivation to keep up with your studies?	○	○	○	○	○
… the quality of teaching?	○	○	○	○	○
… contacts with your fellow students?	○	○	○	○	○
… balancing your studies with other responsibilities?	○	○	○	○	○
… your professional skills?	○	○	○	○	○
… financing of your studies?	○	○	○	○	○
… your employment/ paid work situation?	○	○	○	○	○
… financing your living expanses?	○	○	○	○	○

M2.3. Do you expect any continued positive or negative impact of the Covid-19 pandemic on …

	Very positive impact		No impact		Very negative impact
… your further studies?	○	○	○	○	○
… your labour market participation after graduation?	○	○	○	○	○
… your mental health situation?	○	○	○	○	○

3. Study conditions

3.1. Generally, to what extent do you agree with the following statements regarding your studies?

	Strongly agree				Do not agree at all
The teaching staff normally give me helpful feedback on how I am going.	○	○	○	○	○
The teaching staff motivate me to do my best work.	○	○	○	○	○
The teaching staff are extremely good at explaining things.	○	○	○	○	○
I know a lot of fellow students with whom I can discuss subject related questions.	○	○	○	○	○
I would recommend my current (main) study programme.	○	○	○	○	○
I often have the feeling that I don't really belong in higher education.	○	○	○	○	○
It was always clear I would study in higher education one day.	○	○	○	○	○
I am seriously thinking of completely abandoning my higher education studies.	○	○	○	○	○

M1.2. Do you know any counselling services specifically for students?

	Yes, I have already used it	Yes, but I have not used it (yet)	No, I have never heard of it
Study-related counselling (e.g. switching of study programme, exam rules)	☐	☐	☐
Psychological counselling (e.g. exam nerves)	☐	☐	☐
Financial counselling	☐	☐	☐
Housing counselling	☐	☐	☐

M1.3. *[Only students who have indicated "Yes, I have already used it"*
How helpful was the provided counselling service specifically for students?

	Very helpful				Not helpful at all
Study-related counselling	○	○	○	○	○
Psychological counselling	○	○	○	○	○
Financial counselling	○	○	○	○	○
Housing counselling	○	○	○	○	○

3.2. How many hours do you spend in taught courses and on personal study time in a typical week during the current term?

Try to fill in the amount of hours per day for each day of the week, including the weekend.

Enter 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 60min 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.)	___	___	___	___	___	___	___

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

Students currently without paid jobs: Please also indicate if you would like to spend the same time (i.e. none) or more (some) time on paid jobs.

	less	same	more
Time on taught studies	○	○	○
Personal study time	○	○	○
Time on paid job(s)	○	○	○

3.4. How would you rate your performance so far in your current (main) study programme in comparison to that of your fellow students?

Overall, my performance is …

Much better	Somewhat better	Just as good	Somewhat worse	Much worse
○	○	○	○	○

3.5. How do you rate your personal chances of obtaining an adequate job on the labour market after graduating from your current study programme?

	Very good				Very poor	Unable to rate
On national level	○	○	○	○	○	○
On international level	○	○	○	○	○	○

M3. Digitalisation of teaching, learning, and student life

M3.1. Please indicate the actual current and what you consider the ideal ratio between online and in-person teaching and learning in your studies.

	Completely online				Completely in person
Actual current ratio	○	○	○	○	○
Ideal ratio	○	○	○	○	○

M3.2. In your home, when you need it for your studies, do you have access to…?

	Always				Never	Not relevant for my studies
Computer/laptop/tablet	○	○	○	○	○	○
Desk	○	○	○	○	○	○
Sufficient internet connection	○	○	○	○	○	○
Quiet place to study	○	○	○	○	○	○

M3.3. How satisfied are you with the digital availability of the following aspects in your studies in the current term?

	Very satisfied				Not satisfied at all	Not needed
Live online courses/lectures	○	○	○	○	○	○
Recorded courses/lectures	○	○	○	○	○	○
Online exams	○	○	○	○	○	○
Required study materials (texts, books, etc.)	○	○	○	○	○	○
Services of administration (e.g. registration, forms)	○	○	○	○	○	○
Counselling services	○	○	○	○	○	○

M3.4. How sufficient do you think your professional digital skills are compared to what is currently required of you in your studies?

Completely sufficient				Not sufficient at all	Not applicable
○	○	○	○	○	○

4. Living Conditions

4.1. Who do you live with during term-time (Monday to Friday)?

Multiple answers possible.

- ☐ 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, siblings, etc.)
- ☐ I live alone

Students living with parents (or grandparents, uncles, aunts, or similar) (cat. 1), irrespective of other answer categories ticked → please go to question 4.3.

Students not living with parents (or grandparents, uncles, aunts, or similar) (cat. 2 - 5) → please go to question 4.2.

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.

- ○ Yes
- ○ No

4.3. On a typical day, how much time does it take you to get from your home to your higher education institution during term-time?

Home is your place of living during term (Monday until Friday)

One way _____ minutes on average

4.4. Do you have (a) paid job(s) during the current term?

Please also include paid internships and self-employment.

Single choice.

- ○ 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

If "Yes, I work during the whole term" or "Yes, I work from time to time during term-time" → please go to question 4.5

If "No, I don't work during term-time" → please go to question 4.9

4.5. *[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): _____ h/week

4.6. *[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.

	Applies totally				Does not apply at all
I work to cover my living costs	○	○	○	○	○
I work to gain experience on the labour market	○	○	○	○	○
Without my paid job, I could not afford to be a student	○	○	○	○	○
I work because I have to support others financially (children, partner, parents etc.)	○	○	○	○	○
I work so I can afford things I otherwise would not buy.	○	○	○	○	○

4.7. *[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.

Very closely				Not at all
○	○	○	○	○

4.8. *[Only students who work during term-time]* Which of the following describes your current situation best?

Single choice.

- ○ Primarily I am a student, and I am working alongside my studies
- ○ Primarily I work, and I am studying alongside my paid job(s)

4.9. Did you have (a) paid job(s) during the lecture-free period/holidays during the last 12 months?

Please also include paid internships and self-employment.

Single choice.

- ○ Yes
- ○ No

M3.5. How important are computers, digital devices and tools in your …

	Very important				Not important at all
… studies?	○	○	○	○	○
… everyday life?	○	○	○	○	○
[If paid job(s) indicated in 4.4.] … current work environment?	○	○	○	○	○

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

Family: *your parents, siblings, relatives*

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

Bills *paid directly (money is transferred directly from your family/partner's account to the creditor's account and not through your account) could be e.g.: rent, electricity, heating, tuition or other fees, phone bill, subscriptions, public transport, or similar bills*

Transfers in kind *could be e.g.: free accommodation, food, clothes, phone, car use, or similar goods provided by your family/partner*

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…	☐	☐	☐
My current partner (no payments from ex-partner) …	☐	☐	☐

4.11. What are your average expenses for the following items during the current term?

[If indicated in 4.10] You have indicated that your family/partner regularly pays 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 indicated in 4.10] 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 indicated in 4.10] 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).

Enter a '0' if no money was spent on a certain type of costs.

Regular monthly costs during the current term	I pay out of my own pocket	*[If "… pays bills for me regularly and directly" or "… regularly provides me with any transfers in kind" is indicated in 4.10]* Paid by family/partner directly for me (bills or transfers in kind)	
My accommodation costs (rent/mortgage including utilities, water, electricity etc.)	_____	_____	per month
Food	_____	_____	per month
Transportation	_____	_____	per month
Communication (telephone, internet, etc.)	_____	_____	per month
Health cost (e.g. medicine, medical insurance)	_____	_____	per month
Childcare	_____	_____	per month
Debt payment (except mortgage)	_____	_____	per month
Social and leisure activities (going out, sports, books, music, fitness centre, theatre, cinema, etc.)	_____	_____	per month
Other regular living costs (clothing, toiletries tobacco, pets, insurance [except medical insurance]) or alimony	_____	_____	per month
Total *(automatically calculated by programme)*	_____	_____	**per month**

Tuition fees or other fees for studying paid per academic year	I pay out of my own pocket	Paid by others directly for me (bills or transfers in kind)	
Tuition fees	_____	_____	per academic year
Other fees (e.g. registration/ administration)	_____	_____	per academic year
Other study-related costs (e.g. field trips, books, photocopying, private tutoring, contribution to student union)	_____	_____	per academic year

4.12. *[if others pay the fees directly as indicated in 4.11]* Who is paying your tuition fees directly?

Multiple answers possible.

- ☐ Parents/guardians (or grandparents, uncles, aunts, or similar)
- ☐ Partner/spouse
- ☐ Employer
- ☐ Foundation/ NGO
- ☐ Other

4.13. Are you receiving a public grant/scholarship or a public loan during the current term?

Please indicate the current nature of this support and ignore any potential future transformation of a loan to a grant or vice versa.
Multiple answers possible.

- ☐ Yes, a grant from SUSI (Student Universal Support Ireland)
- ☐ Yes, other public grant/scholarship from Ireland
- ☐ Yes, other student loan from Ireland
- ☐ Yes, financial support from my higher education institution
- ☐ Yes, grant/scholarship/loan from another country (not from Ireland)
- ☐ No

4.14. Are you financing your living or study costs during the current term (partly) through savings?

Multiple answers possible.

- ☐ Yes, through savings from previous jobs (e.g. earned during holidays)
- ☐ Yes, through other savings (e.g. inheritance, gifts of money, capital income, sales, prize money)
- ☐ No

4.15. 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" and should not be included here.

Please try to estimate the monthly amounts, even if income is not received monthly.

[In an online questionnaire, the following lines will only be visible, if respondents ticked the respective question above.]

	Average amount	
[If indicated in 4.10*]* From family: Cash or transfer to my bank account	_____	per month
[If indicated in 4.10*]* From partner: Cash or transfer to my bank account	_____	per month
[If indicated in 4.13] SUSI	_____	per month
[If indicated in 4.13] (Other) Public grant/scholarship from Ireland	_____	per month
[If indicated in 4.13] (Other) Student loan from Ireland	_____	per month
[If indicated in 4.13] Financial support from my higher education institution	_____	per month
[If indicated in 4.13] Student support from another country (grant/scholarship/loan)	_____	per month
Net income from paid job during the current term	_____	per month
[If indicated in 4.14] Savings from previous jobs used for living/studying during the current term	_____	per month
[If indicated in 4.14] Savings (not from previous jobs) used for living/studying during the current term	_____	per month
Other income from public sources (e.g. child benefit, housing benefit, pension, unemployment benefits, support for orphans)	_____	per month
Other income (repayable or not) from private sources (e.g. alimony, private scholarship, income from capital, property, occasional income from sales, gifts, loan, private borrowing)	_____	per month
Total *(automatically calculated by programme)*	**_____**	**per month**

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

Very seriously				Not at all
○	○	○	○	○

4.17. Would you be able to pay for an unexpected required expense of €500?

- ○ Yes, I am able to pay this through my own resources
- ○ No, but someone else (parents, family, partner etc.) would pay this for me
- ○ No, I cannot afford this through my own resources and nobody else would be able to pay this for me.

4.18. 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

Exclude practical courses or lab exercises at the higher education institution.

Multiple answers possible.

- ☐ Yes, one or more internship(s) in Ireland *(→ please go to question 4.19)*
- ☐ Yes, one or more internship(s) not in Ireland *(→ please go to question 5.1)*
- ☐ No *(→ please go to question 5.6)*

4.19. *[If internship done in Ireland]* Was your most recent internship in Ireland…

Single choice.

- ○ Mandatory part of the curriculum
- ○ Voluntary (=not part of the curriculum).

4.20. *[If internship done in Ireland]* Was your most recent internship in Ireland paid or unpaid?

Single choice.

- ○ Paid
- ○ Unpaid

5. International Mobility

5.1. *[If internship done abroad indicated in 4.18]* Within which of the following organisational frameworks was your most recent internship abroad organised?

Single choice.

- ○ Erasmus(+)
- ○ Other EU-programme
- ○ Other programme
- ○ Independently organised, without any programme

5.2. *[If internship done abroad indicated in 4.18]* Was your most recent internship abroad…

Single choice.

- ○ Mandatory part of the curriculum
- ○ Voluntary (=not part of the curriculum)

5.3. *[If internship done abroad indicated in 4.18]* Was your most recent internship abroad paid or unpaid?

Single choice.

- ○ Paid
- ○ Unpaid

5.4. *[If internship done abroad indicated in 4.18]* During which degree programme in Ireland did you go abroad for your most recent internship?

Multiple answers possible.

- ☐ In my current study programme
- ☐ Previous/ other Certificate
- ☐ Previous/ other Higher Certificate
- ☐ Previous/ other Undergraduate Diploma
- ☐ Previous/ other Undergraduate General Degree
- ☐ Previous/ other Undergraduate Honours Degree
- ☐ Previous/ other Higher Diploma
- ☐ Previous/ other Master Research (Postgraduate)
- ☐ Previous/ other Master Taught (Postgraduate)
- ☐ Previous/ other Postgraduate Certificate
- ☐ Previous/ other Postgraduate Diploma
- ☐ Previous/ other PhD or doctorate
- ☐ Outside any degree programme

5.5. *[If internship done abroad indicated in 4.18]* Was your most recent internship abroad recognised in the form of ECTS towards your study programme in Ireland?

Single choice.

- ○ Yes
- ○ No
- ○ I don't know (yet)

5.6. Have you ever taken part in a temporary study period abroad since you first entered higher education in Ireland (e.g. semester abroad)?

abroad = outside of Ireland

Please exclude full study programmes undertaken abroad.

- ○ Yes
- ○ No

If "Yes" → continue with question 5.7

If "No" → continue with question 5.10

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.

5.7. *[Only students who did a study period abroad]* Within which of the following organisational frameworks was your most recent temporary study period abroad organised?

Single choice.

- ○ Erasmus(+)
- ○ Other EU-programme
- ○ Other programme
- ○ Independently organised, without any programme

5.8. *[Only students who did a study period abroad]* During which degree programme in Ireland did you (temporarily) study abroad most recently?

Multiple answers possible.

- ☐ In my current study programme
- ☐ Previous/ other Certificate
- ☐ Previous/ other Higher Certificate
- ☐ Previous/ other Undergraduate Diploma
- ☐ Previous/ other Undergraduate General Degree
- ☐ Previous/ other Undergraduate Honours Degree
- ☐ Previous/ other Higher Diploma
- ☐ Previous/ other Master Research (Postgraduate)
- ☐ Previous/ other Master Taught (Postgraduate)
- ☐ Previous/ other Postgraduate Certificate
- ☐ Previous/ other Postgraduate Diploma
- ☐ Previous/ other PhD or doctorate
- ☐ Outside any degree programme

5.9. *[Only students who did a study period abroad]* Were the credits (ECTS, competences, certificates) you gained in your most recent temporary study abroad period recognised towards your study programme in Ireland?

Single choice.

- ○ 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 don't know (yet)

Please go to question 5.11.

5.10. *[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.

- ○ I am currently preparing a temporary study period abroad.
- ○ I haven't made any arrangements, but I am intending to go abroad for a temporary study period
- ○ I do not intend to go abroad for a temporary study period

5.11. 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.

	Big obstacle				No obstacle
Insufficient skills in foreign language	○	○	○	○	○
Lack of information provided by my higher education institution	○	○	○	○	○
Separation from partner, child(ren)	○	○	○	○	○
Separation from social circle (friends, parents, etc.)	○	○	○	○	○
Additional financial burden	○	○	○	○	○
Loss of paid job due to absence	○	○	○	○	○
Lack of motivation	○	○	○	○	○
Low benefit for my studies at home	○	○	○	○	○
Difficult integration of enrolment abroad into the structure of my home study programme	○	○	○	○	○
Problems with recognition of results achieved abroad	○	○	○	○	○
Visa/ residence permit problems for the preferred country	○	○	○	○	○
Admission restrictions to mobility programmes (e.g. grades)	○	○	○	○	○
My health status/disability	○	○	○	○	○
Temporary global or local travel restrictions	○	○	○	○	○

5.12. Have you ever been abroad for other study-related activities?

Multiple answers possible.

- ☐ Yes, for research/a fieldtrip
- ☐ Yes, for a Summer/Winter school
- ☐ Yes, for a language course
- ☐ Yes, for another activity
- ○ No

6. Personal Details

6.1. In which country were you and your parents (or those who raised you) born?

Please refer to current national borders.

	Country	Don't know
You	[Drop-down]	☐
Mother/Guardian 1	[Drop-down]	☐
Father/Guardian 2	[Drop-down]	☐

6.2. Do you and your parents (or those who raised you) have Irish citizenship?

	Yes	No	Don't know
You	☐	☐	☐
Mother/Guardian 1	☐	☐	☐
Father/Guardian 2	☐	☐	☐

6.3. *[Only students who have not been born in Ireland according to 6.1]* When entering Ireland, were you seeking asylum/protection as a refugee?

A refugee is defined as someone who is unable or unwilling to return to their country of origin owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion (Definition of 1951 UN Convention Relating to the Status of Refugees).

Single choice.

- ○ Yes
- ○ No
- ○ Prefer not to answer

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

	Mother/ Guardian 1	Father/Guardian 2
No formal qualification [ISCED 0]	○	○
Primary only [ISCED 1]	○	○
Group/Inter/Junior Certificate [ISCED 2]	○	○
Apprenticeship without Leaving Certificate [ISCED 2]	○	○
Leaving Certificate [ISCED 3]	○	○
Further Education Award/Other Further Education [ISCED 3]	○	○
Apprenticeship with Leaving Certificate [ISCED 3]	○	○

Higher Certificate [ISCED 5]	○	○
Diploma [ISCED 5]	○	○
Ordinary Bachelor Degree [ISCED 6]	○	○
Honours Bachelor Degree [ISCED 6]	○	○
Postgraduate Cert/Diploma [ISCED 7]	○	○
Masters Degree [ISCED 7]	○	○
PhD or higher [ISCED 8]	○	○
Do not know/ not applicable	○	○

6.5. 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.

Very well-off	Somewhat well-off	Average	Not very well-off	Not at all well-off
○	○	○	○	○

6.6. Do you have children?

Single choice.

○ Yes, _____ child(ren)
○ No

If "Yes" → continue with question 6.7

If "No" → continue with question 6.9

6.7. *[Only students who have children]* How old is your youngest child?

___ year(s) of age

6.8. *[Only students who have children]* How many hours do you spend on childcare in a typical week in the current term?

Childcare refers to active care given to your child(ren) (e.g. feeding or playing).

Childcare: _____ h/week

Higher Certificate [ISCED 5]	○	○
Diploma [ISCED 5]	○	○
Ordinary Bachelor Degree [ISCED 6]	○	○
Honours Bachelor Degree [ISCED 6]	○	○
Postgraduate Cert/Diploma [ISCED 7]	○	○
Masters Degree [ISCED 7]	○	○
PhD or higher [ISCED 8]	○	○
Do not know/ not applicable	○	○

6.5. 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.

Very well-off	Somewhat well-off	Average	Not very well-off	Not at all well-off
○	○	○	○	○

6.6. Do you have children?

Single choice.

○ Yes, _____ child(ren)

○ No

If "Yes" → continue with question 6.7

If "No" → continue with question 6.9

6.7. *[Only students who have children]* How old is your youngest child?

___ year(s) of age

6.8. *[Only students who have children]* How many hours do you spend on childcare in a typical week in the current term?

Childcare refers to active care given to your child(ren) (e.g. feeding or playing).

Childcare: _____ h/week

6.9. How is your health in general? Is it…

Single choice.

Very good	Good	Fair	Bad	Very bad
○	○	○	○	○

6.10. 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.

- ☐ Physical chronical disease
- ☐ Mental health problem
- ☐ Mobility impairment
- ☐ Severe sensory impairment (e.g. vision, hearing)
- ☐ Learning disability (e.g. dyslexia)
- ☐ Another long-standing health problem/ functional limitation/ impairment/ etc.
- ○ No

[Only students who have indicated an impairment in 6.10] 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.

6.11. *[Only students who have indicated an impairment in 6.10]* For at least the past 6 months, to what extent have you been limited because of your health problem(s)?

	Severely limited	Limited but not severely	Not limited at all
… in your studies?	○	○	○
… in activities people usually do?	○	○	○

If "in your studies" = "not limited at all" → continue with [Topical Modules], irrespective of answer regarding "activities people usually do"

6.12. *[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?

Single choice.

Entirely sufficient				Not sufficient at all	I do not need/ want any
○	○	○	○	○	○

M1. Mental health and well-being

M1.4. *[Only students who have indicated "Mental health problem" in 6.10 and (severe) limitation of studies in 6.11]* Please specify your mental health problem(s) – whether it is medically diagnosed or not.

Multiple answers possible.

- ☐ Anxiety disorder
- ☐ Depression
- ☐ Eating disorder
- ☐ Personality disorder
- ☐ ADHD - Attention deficit hyperactivity disorder
- ☐ Psychosis
- ☐ Addiction disorder
- ☐ Other mental health problem(s)
- ○ I don't want to specify my mental health problem(s) further

M1.5. *[Only students who have indicated "Mental health problem" in 6.10 and (severe) limitation of studies in 6.11]* Has your mental health problem been diagnosed by a medical professional (psychotherapeutic, psychiatric or neurological)?

- ○ Yes, and I am currently being treated for it
- ○ Yes, but I am not currently being treated for it
- ○ No

M1.6. Please indicate for each of the 5 statements which is closest to how you have been feeling over the past 2 weeks.

Over the past 2 weeks…	All of the time	Most of the time	More than half the time	Less than half the time	Some of the time	At no time
… I have felt cheerful and in good spirits	○	○	○	○	○	○
… I have felt calm and relaxed	○	○	○	○	○	○
… I have felt active and vigorous	○	○	○	○	○	○
… I woke up feeling fresh and rested	○	○	○	○	○	○
… my daily life has been filled with things that interest me	○	○	○	○	○	○

M1.7. How often do you feel isolated …

	All of the time				Never
… from fellow students in your study programme	○	○	○	○	○
… from your family/partner	○	○	○	○	○
… from your friends	○	○	○	○	○
… from others in general	○	○	○	○	○

M4. Discrimination experiences

M4.1. How safe do you feel in the dark walking alone …

	Very safe				Very unsafe
… in your neighbourhood?	○	○	○	○	○
… on the premises of your higher education institution?	○	○	○	○	○

M4.2. Have you ever felt discriminated against in the context of your studies due to your …

Multiple answers possible.

	Yes, by fellow students	Yes, by teaching staff	Yes, by other university staff
… skin colour?	☐	☐	☐
… ancestry/nationality?	☐	☐	☐
… religion?	☐	☐	☐
… gender?	☐	☐	☐
… sexuality?	☐	☐	☐
… age?	☐	☐	☐
… weight?	☐	☐	☐
… impairment?	☐	☐	☐
… mental health?	☐	☐	☐
… income?	☐	☐	☐
… parents' education?	☐	☐	☐

M4.3. In the context of your studies: Because of who you are, have you …

	Yes, many times in the past year	Yes, once or twice in the past year	Yes, but not in the past year	Never
… heard, seen, or read others joking about or laughing at you?	○	○	○	○
… been treated as if you are unfriendly, unhelpful, or rude?	○	○	○	○
… been called names or heard/seen your identity used as an insult?	○	○	○	○
… been treated as if others are afraid of you?	○	○	○	○
… been stared or pointed at?	○	○	○	○
… been told that you should think, act, or look more like others?	○	○	○	○
… heard that you or people like you don't belong?	○	○	○	○
… been asked inappropriate, offensive, or overly personal questions?	○	○	○	○
… been treated as if you are less smart or capable than others?	○	○	○	○
… been exposed to unwanted sexual attention (i.e. comments, unwanted physical touching or kisses)?	○	○	○	○
… been subjected to physical violence?	○	○	○	○

Notes