

EUROSTUDENT SURVEY V

REPORT ON THE SOCIAL AND LIVING CONDITIONS OF HIGHER EDUCATION STUDENTS IN IRELAND 2013

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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 policy-makers. This report, which presents the findings of the fifth 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 the Irish Survey of Student Engagement (ISSE), *Eurostudent Survey V* 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.

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. Echoing the results of the 2013 pilot of the ISSE, it 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.

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. However, perhaps the greatest challenge that we currently face is to develop a plan for the sustainable funding of higher education that is cognisant of its value as both a public and a private good.

The structural reform of the sector which is underway will provide the foundation for addressing many of these challenges, eliminating wasteful 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 newly established National Forum for the Enhancement of Teaching and Learning provides a key system-level infrastructural support for higher education institutions as they strive to ensure that all students have an excellent learning experience; and, as the national agency for the European Commission's Erasmus+ programme (2014–2020), the Higher Education Authority will be taking a leading role in promoting staff and student-mobility and fostering transnational partnerships between institutions. The reform of the funding model for higher education institutions is in train, with the introduction of an element of performance-related funding as well as of parity of funding for all programmes regardless of the mode of delivery. These developments will be built upon in the plan for the financial sustainability of the sector which the HEA will publish later this year.

I would like to thank Insight Statistical Consulting for preparing this report, the Eurostudent V 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.

Tom Boland,
Chief Executive,
Higher Education Authority



Executive Summary

The *National Strategy for Higher Education to 2030*, which was launched in 2011, will see the transformation of Ireland's higher education sector over the next two decades. Endorsed by the Government of Ireland as the blueprint for the sector, the *Strategy* sets out changes that are aimed at providing:

- a more flexible system, with a greater choice of provision and modes of learning for an increasingly diverse cohort of students;
- improvements in the quality of the student-experience, the quality of teaching and learning, and the relevance of learning outcomes; and
- higher education that connects more effectively with wider social, economic and enterprise needs through its staff, the quality of its graduates, the relevance of its programmes, the quality of its research and its ability to translate that into high-value jobs and real benefits for society.

Higher education is vital to Ireland's continued social and economic progress as there is evidence to show the link between levels of educational attainment and opportunities for employment, as well as the likely risk of unemployment. Ireland has achieved an impressive level of expansion of higher education participation over recent decades (HEA, 2013)¹. The participation-rate has grown from 20% in 1980 to 55% in 2004 and is currently estimated to be over 65%. To ensure continued progress, a key objective set by the HEA is to increase the number of students in part-time and flexible learning through a series of initiatives.

Since the mid-1990s, the HEA has encouraged higher education institutions (HEIs) to enrol more students from under-represented socio-economic groups, e.g. those from non-manual, semi-skilled and unskilled socio-economic backgrounds. Ireland has had national targets to increase representation of these groups since 2001, as set most recently in the *National Plan for Equity of Access to Higher Education 2008–2013*. A new plan and targets for 2014–16 will be published shortly.

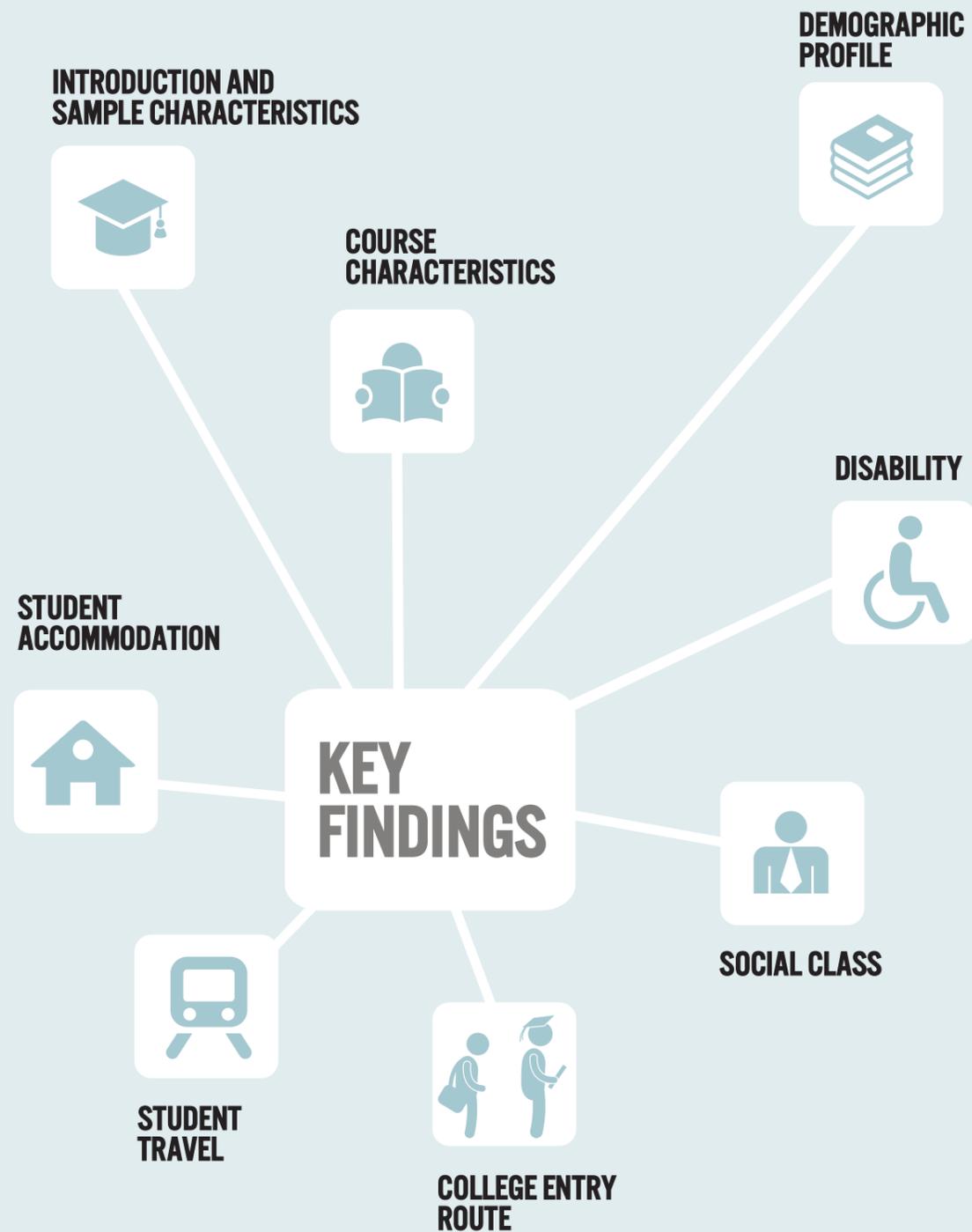
This report continues the initiative of previous EUROSTUDENT reports and extensively analyses the characteristics of students studying in Ireland covering their nationality, travel and accommodation, income and expenditure, employment, and student-mobility. In addition, the health and well-being of the students are explored in detail covering alcohol, smoking and exercise habits.

¹ HEA 2013– Higher Education Key Facts and Figures 2011/12 HEA: Dublin



INTRODUCTION AND SAMPLE CHARACTERISTICS

- Ireland is one of 25 countries which participated in EUROSTUDENT V, and this report contains the results from the in-depth analysis of Irish student-response data covering the main research topics of student demographics, accommodation and travel, income and expenditure, student mobility and well-being.
- Twenty-six HEIs in Ireland participated in EUROSTUDENT V and students responded primarily through an online survey (a small proportion of responses were completed using a hard-copy of the questionnaire).
- The overall response rate of 5.1% (10,110 valid respondents) is lower than that of the previous EUROSTUDENT survey (approximately 7.5%) but should be considered in the context of being conducted during April/May 2013, which was a busy time for examinations and study. In addition, students had just completed the pilot of the Irish Survey of Student Engagement (ISSE) in February/March 2013 and a certain amount of survey-fatigue was to be expected.
- The 10,110 valid survey-responses were weighted to reflect the known population parameters of inter-locked gender and full/part-time status by institution. Since response rates were different for various sub-populations of students, a series of weights was calculated to reflect these different response-rates. As with all sample surveys, it is assumed that the sample of students from the sub-populations is a representative sample from their respective population.
- Unless otherwise stated, all results quoted in the report are based on the weighted sample of responses.
- The overall student population in higher education is primarily classified as being a full-time undergraduate (70% of all students), part-time undergraduate (11% of all students) or postgraduate (19% of all students). For the purposes of this report postgraduate students are taken as a single group (comprising 55% full-time and 45% part-time students).





COURSE CHARACTERISTICS

- The Honours Bachelor Degree represented the most common study-programme for all student responses (56%). Of all students undertaking this qualification, 93% were doing so on a full-time basis. Ph.D. students represented 6% of the response, of which 76% were on a full-time basis. There was a higher proportion of part-time students enrolled on the Diploma study-programme (76%).
- The three main reasons cited by all students for choosing their study-programme were for their “interest in the subject”, “personal development” and “professional/career development”. At least 80% of all students indicated that these reasons were either “important” or “very important” when making a decision to choose their study-programme.
- The “quality of teaching” and the “teaching staff’s attitude towards students” achieved the highest level of satisfaction among all students, i.e. in excess of 80% of all respondents indicated they were “satisfied” or “very satisfied” with these aspects.
- The most popular study areas are Humanities and Arts (19%), Business (16%) and Science (15%).
- The proportion of students across the following study areas: Science, Maths / Computing / Computer Science, and Engineering, Manufacturing and Construction (37%) has increased marginally since EUROSTUDENT IV (33%).
- Approximately 60% of all undergraduates (full-time and part-time) planned to further their academic career following their current programme and a further 30% were undecided. The highest percentages of students indicating that they intend to further their studies after graduation were from Law (74%) and Humanities and Arts (65%)



DEMOGRAPHIC PROFILE

- Ireland has quite a young student population but the median age has increased marginally since EUROSTUDENT IV. The median age of all respondents is 23 and this is 21.5 for full-time undergraduates, 35 for part-time undergraduates and 30.4 for postgraduate students.
- Although the overall split between males and females is relatively even, there are noticeable differences when examined by type of institution and student-type. Sixty percent (60%) of students attending programmes from the institutes of technology (IoTs) are male compared with only 46% of students attending universities and 25% of students attending the other colleges.
- A higher proportion of females were found in the study areas of Education (69%), Humanities and Arts (62%), Social Science (65%) or Health and Welfare (71%). Males by comparison were found more in the areas of Maths / Computing / Computer Science (81%) and Engineering, Manufacturing and Construction (83%).
- Mature students (a student who was 23 or over on the 1st of January of the year of entry to the higher education institution) account for 23% of all full-time undergraduate respondents, 85% of all part-time undergraduate respondents and 53% of all postgraduate respondents. The proportion of mature students in the full-time undergraduate sample is higher than the known proportion of 14%².
- One in ten (10%) full-time undergraduates, 45% of part-time undergraduates and 28% of postgraduates have children. The median number of children among parents was 2 and the median age of the youngest child was 8 across all student-types.

² HEA 2013 – Higher Education Key Facts and Figures 2011/12



SOCIAL CLASS

- In line with the objective of the social dimension of the Bologna Process—that the student body entering, participating in and completing higher education at all levels should reflect the diversity of Europe's populations—Ireland has set a target to increase access to higher education and reduce inequalities. Substantial disparities in wealth and household income are an important source of inequality in education (HEA, 2008)⁵. While considerable progress has been achieved in the expansion of higher education opportunities, it remains the case that the majority of those who benefit from higher education are from the middle and professional social classes.
- In line with previous EUROSTUDENT surveys, EUROSTUDENT V demonstrates that a relationship exists between parental education and student participation in higher education. Although 45% of fathers of students in higher education in EUROSTUDENT V have obtained a third-level education, this compares with only 30% of all males aged 45–54 and 22% of all males aged 55–64⁶ in the general population. A similar pattern exists for mothers of students in higher education where 50% of mothers of students in this survey have a third-level qualification, compared with 32% of females aged 45–54 and 24% of females aged 55–64 in the general population.
- Approximately 53% of all parents of students in this survey are classified as a manager, professional or associate professional and this has decreased from 59% in EUROSTUDENT IV.
- Approximately 39% of students estimated that their family household gross annual income was less than the average industrial wage⁷, i.e. approximately €35,000. Approximately 22% of all students estimated that the annual gross income of their household was greater than €70,000.
- The level of financial difficulty increases in line with lower income levels. Overall, approximately 18% of students indicated that they are in serious financial difficulty. This proportion rises to 25% for students from families whose household family income is from €20,001 to €35,000 (and 36% for students whose household income is less than €20,000 per year).
- Approximately 62% of all full-time undergraduates surveyed with a household income of €35,000 or less were in receipt of a higher education grant. This proportion decreased to 40% for full-time undergraduates with a household income between €35,001–€50,000, 14% for full-time undergraduates with a household income of €50,001–€70,000, and 5% for full-time undergraduates with a household income in excess of €70,000.

⁵ HEA 2008 - National Plan for Equity of Access to Higher Education 2008–2013

⁶ CSO 2011 – Quarterly National Household Survey

⁷ CSO 2013 – Earnings and Labour Costs Q3 2013 (€675.53 per week, €35,127.56 per year)



DISABILITY

- The proportion of undergraduate respondents to this survey indicating a “disability, long standing health problem or functional limitations” is approximately 19% and this was marginally lower for postgraduate students (17%). This was a required question from the Central Coordination Team (DZHW)³ and was not directly comparable with EUROSTUDENT IV (or other sources of statistics on students with disabilities, e.g. CSO and HEA⁴). The question used in EUROSTUDENT V was broader and generally inflated the proportion, i.e. included students with a disability, long-standing health problem or functional limitation.
- Overall approximately 10% of students with at least one form of disability considered it “a big obstacle” to their studies and 25% of students considered it as being “no obstacle”. The greatest proportion of students who indicated that their disability is a “big obstacle” to their studies were those with a “mental health problem” (17%), followed closely by those with a “learning disability” (such as ADHD or dyslexia) (15%). A relatively high proportion of students considered sensory impairments, e.g. of vision or hearing, as being of “little or no obstacle”.
- Mental health problems received a lower than average rating for support from public or institutional sources (33% indicated that support was “poor or very poor”).

³ The central coordination team is made up of a consortium with seven member organisations; each of these partners is assigned specific tasks. The German Centre for Research on Higher Education and Science Studies (DZHW, formally HIS-Institute for Research on Higher Education) in Hanover, Germany, is responsible for the management of the consortium.

⁴ Central Statistics Office – National Census 2011 (14% of population, 8% for Under 35 year olds). Higher Education Authority – Key Facts and Figures 2011/12 (6.1% of total respondents to Equal Access Survey with a disability, 5.5% of new entrants with a disability)

COLLEGE ENTRY ROUTE

- The majority of respondents (79%) entered higher education through the *traditional* route, i.e. on the basis of their Leaving Certificate results. This proportion ranged from 54% for mature students to 92% of non-mature students. Nearly two-thirds of all respondents (63%) applied through the Central Applications Office (88% of full-time undergraduate students).
- Approximately 35% of all students indicated that they entered college as a mature student (at least 23 years of age on 1st January of the year of entry to higher education institution). This percentage varied from 23% of full-time undergraduates (14% of full-time new entrants to higher education are classified as mature students⁸), 85% of part-time undergraduates and 53% of all postgraduates.
- The social class profile of mature students is lower than that of non-mature students, i.e. approximately 46% of mature students are classified within the professional social classes as compared with 58% of non-mature students.
- Approximately 39% of all students had been previously registered on another higher education course, i.e. were re-entrants⁹. These students have either transferred to another course or are undertaking their second, or subsequent, course in higher education. The proportion of re-entrants was 19% for full-time undergraduates and 62% for part-time undergraduates.
- Cumulatively 46% of all students, and 60% of part-time undergraduate students, had some labour market experience prior to entering higher education for the first time.
- Approximately 21% of all students delayed entering higher education for at least two years after leaving school. This proportion varied from 15% of full-time undergraduates, 52% of part-time undergraduates, to 26% of postgraduates.
- Students from family backgrounds with higher level education are more likely to transition directly to higher education than students of families with lower levels of educational background. Approximately 42% of all students who delayed transition to higher education came from a family background where the highest educational level was up to Junior Certificate, while only 18% of students who transitioned directly from school to higher education came from such a background

⁸ HEA 2012 – Higher Education Key Facts and Figures 2011/12

⁹ As measured by a difference between the start-date of current programme and the date entering higher education for the first time.



STUDENT TRAVEL

- The overall average distance for students (including those from Northern Ireland, but excluding those from abroad) **from their place of residence on qualifying for higher education to their HEI in Ireland** is approximately 60km (one-way). A quarter of all students indicated that their HEI is within 7km of their place of residence at the time, and three-quarters indicated that their HEI is within 85km.
- On average, full-time undergraduates travel longer distances (62km) than part-time undergraduates (53km) and postgraduates (51km). Mature students travel lower average distances (47km) than their younger counterparts (65km). Also, students in receipt of a higher education grant travel longer distances (68km) than those not in receipt of a grant (58km).
- Students that live in, or in close proximity to, large urban centres, such as Dublin, Cork or Limerick, that are well serviced by HEIs had shorter distances to travel to their HEI from where they lived when qualifying than their counterparts from other areas.
- Overall, the average time taken, and distance covered, by all students to their HEI **from their normal term-time residence** is 35 minutes and 20 kilometres respectively. The time and distance is lower for students living in a private landlord's property accommodation (25 minutes and 13 kilometres) and for students living in student accommodation (16 minutes and 6 kilometres).
- The car is the most frequently used mode of transport used by students to get to college among part-time undergraduates (71%) and postgraduates (45%). Full-time undergraduates are as likely to walk to college (34%) as use public transport (30%) or go by car (29%).
- The average amount paid per month (funded through students and/or parents) on transportation expenses was €100 per month (an increase from €78 in EUROSTUDENT IV). The average for full-time undergraduates was €90, part-time undergraduates (€146) and postgraduates (€112).



STUDENT ACCOMMODATION

- The main student accommodation was a private landlord's property (35%) followed by parents' house (31%), an owned/jointly owned property (13%) and student residence (11%). Full-time undergraduates were more likely to be living with their parents or in student accommodation and less likely to fully/jointly own their own property than part-time undergraduates and postgraduates
- In general, satisfaction with accommodation among students in higher education is high: 78% of students were either "satisfied" or "very satisfied" with their accommodation and only 11% were either "dissatisfied" or "very dissatisfied". However, some differences emerge in respect of different types of accommodation with the most satisfied students living in their own home (89%) or in their parents' property (86%).
- Students who were not renting their accommodation were more satisfied (86%) than those who were renting (72%).
- The average monthly cost of privately rented accommodation is €428 (68% of which is paid by the student) and €400 for student accommodation (the majority of which is paid by the parent/partner or others on behalf of the student). The average monthly accommodation cost for a property owned/jointly owned is approximately €641 per month (82% of which is paid by the student).

Student Monthly Income and Expenditure Summary

	Full-time undergraduate	Part-time undergraduate	Postgraduate	All Students
Income	€545	€1,264	€1,219	€734
Expenditure				
Paid by Student	€426	€1,153	€1,044	€607
Paid by Parent/ Partner or Other	€266	€173	€152	€237
Total Expenditure	€692	€1,326	€1,196	€844

- The **average monthly income** is €734 for all students, ranging from €545 for full-time undergraduates to €1,264 for part-time undergraduates (and €1,219 for postgraduates). As expected, part-time undergraduates earn considerably more from paid employment than full-time undergraduates, and postgraduates source more income from private sources, such as a repayable student loan, scholarship or other private sources, than undergraduates.
- The average monthly expenditure of **all students** was €844 (€607 of this amount is met by the student themselves and €237 is met by a parent/partner or others). Accommodation was the largest single item of expense for students, accounting for 40% of all expenditure, and the average spend on accommodation was €334 per month. The monthly expenses of part-time undergraduate and postgraduate students were higher than full-time undergraduate students across all items. This correlates with the finding that part-time undergraduates are more likely to be older, live away from the family home and have children than full-time undergraduate students.
- The total expenditure of **full-time undergraduates** per month is €692 and 38% of this amount is covered by parents/partners or others. The associated income for this cohort is €545 and this shows how dependent full-time undergraduates are on external financial assistance to meet their current levels of expenditure.
- The total expenditure of **part-time undergraduates** per month is €1,326 and 13% of this amount is covered by parents/partners or others. The associated income for this cohort is €1,264 and also shows a dependency on external financial assistance.
- The total expenditure of **postgraduates** per month is €1,196 and 13% of this amount is covered by parents/partners or others. The associated income for this cohort is €1,219.
- The overall student income of €734 has decreased by 26% since EUROSTUDENT IV (€997) whereas the overall student expenditure of €844 has remained relatively stable with EUROSTUDENT IV (€848).

Other Income and Expenditure

- Unlike many other countries, domestic undergraduate students in Ireland do not currently pay tuition fees. However, EU full-time undergraduates do pay a “Student Contribution” which, at €2,500 exceeds the full tuition fee cost in some EU states. Those qualifying for a student grant also have the student contribution paid on their behalf.
- The proportion of full-time undergraduates from EUROSTUDENT V in receipt of a grant was 36% (lower than the figure of 40% as quoted by DES¹⁰).
- Approximately 18% of all students indicated that they were in serious difficulties in terms of their finances. This increases to 29% for mature students and 34% for students with dependent children.
- There was a clear relationship between social class and the extent to which students feel they have sufficient funds to cover monthly costs. Students from the manual social classes were more likely to indicate a higher level of difficulty than that of the non-manual or professional groups.
- For full-time undergraduates, the proportion of total income was derived from a number of sources, i.e. mainly from “family/partner” (22%), “higher education grant” (22%), “current paid job” (21%) and “other public sources” (17%). For part-time undergraduates and postgraduates the proportion of total income was primarily sourced from a current paid job, 65% and 52% respectively. Student loans represented a very minor proportion of their total income.
- Students who do not live with their parents have higher incomes across almost all income categories. Average monthly income from paid jobs for students who do not live with their parents is €324, 77% more than the average monthly income from paid jobs provided by students who live with their parents.
- Students from the professional social classes received more income from their family or partner, i.e. €144–€155 per month, than students from semi-skilled or unskilled manual social classes, i.e. €62–€67 per month. The semi-skilled or unskilled manual social classes received higher amounts via public sources, i.e. grants or other public sources. This is consistent with findings from previous EUROSTUDENT surveys.
- Students living with their parents incurred lower costs of living than those not living with their parents in all expenditure items with the exception of transportation, reflecting the longer distances to college typically travelled by such students.
- The total expenditure on study-related items for full-time undergraduates is €1,384 per semester and the majority of this cost (72%) is met by a parent/partner or others. The majority of the study-related costs for part-time undergraduates are met by the student themselves (84%) and postgraduates contribute 62% towards their study-related costs per semester.

Student Employment

- Approximately 41% of all full-time undergraduates work during term-time (22% during the whole semester and 19% from time to time during the semester). This proportion increases to approximately 69% for part-time undergraduates and 63% for postgraduates. The majority of part-time undergraduates and postgraduates work throughout the semester rather than from time to time.
- A similar proportion of mature students worked during term-time as non-mature students but mature students were more likely to work during the whole semester (38%) than their younger counterparts (28%).
- There is little difference between the various social classes regarding employment patterns.
- Compared with EUROSTUDENT IV, there are fewer full-time undergraduates in regular employment during term-time (22% in EUROSTUDENT V and 26% in EUROSTUDENT IV). Females are more likely to work regularly during term-time across each of the three student-types.
- When asked whether they had a paid job **any time** within the last 12 months, the working proportion increased to 60% for full-time undergraduates, 75% for part-time undergraduates and 73% for postgraduates.
- Nearly two-thirds (65%) of all working students “agreed totally” that they worked to fund their living. Approximately 38% indicated that they worked to improve their living standards, 24% worked to gain experience in the labour market and only 4% worked because they have free time. A higher proportion of students who work continuously (rather than from time to time) throughout the semester “agreed totally” that they worked to fund their living (74%) and improve living standards (45%).
- More than one in ten students (12%–14%) across all student-types indicated that their job affected their academic performance negatively. Part-time undergraduates and postgraduates benefitted from a higher positive affect than full-time undergraduates, probably because their job was related to their studies, whereas full-time undergraduates worked in casual and unrelated areas.

Workload

- On average, students spent approximately 35 hours per week on study-related activities (18 hours in taught studies and 17 hours in personal study).
- Full-time undergraduates spend more time in taught study (e.g. lessons, seminars, labs) than part-time undergraduate or postgraduate students. Postgraduates spend more time in personal study (e.g. preparation, learning, homework) than undergraduates. The weekend is used more by postgraduates and part-time undergraduates to perform their personal study.
- On average, students work approximately 10 hours per week in paid jobs (22% of the total hours in class, study or work), 18 hours in taught studies (41%) and 17 hours in personal study-time (38%).
- Part-time undergraduates spend the most time in paid jobs (23.3 hours per week on average). This is followed by postgraduates (16.8 hours per week) and full-time undergraduates, who spend on average 5.5 hours per week in paid jobs.

¹⁰ Department of Education and Skills 2013

- Approximately 11% of full-time undergraduates indicated that their job was very closely related to the content of their current study-programme, by comparison with 37% of part-time undergraduates and 42% of postgraduates.
- Students felt that their chances of obtaining employment were better on an international level (71% indicated a “good” or “very good” chance of employment) than a national level (58% indicated a “good” or “very good” chance of employment).

Studying Abroad

- Overall, approximately 8% of students have enrolled in a higher education institution abroad and a further 20% intend to do so in the future.
- While students of Law (42%) and Humanities and Arts (39%) indicated the strongest propensity to enrol in a higher education institution abroad, those least inclined to do so were students of Maths / Computing (21%) and Engineering (21%).
- Approximately two-thirds (67%) of all students who have studied abroad were from professional social classes (compared with just 55% of all respondents). This suggests that having access to finance and social capital may be a critical enabler for studying abroad.
- Over half (58%) of all full-time undergraduate study abroad was organised through an EU programme, e.g. Erasmus. However 75% of part-time undergraduates who studied abroad did not organise this through such a programme.
- Students who undertook their studies abroad through an EU programme were much more likely to have their credits recognised by their home institution, i.e. 78% for students on EU programmes and 47% for students on no programme.
- The main countries (in order of preference) in which full-time undergraduates chose to study abroad were the U.S.A., the United Kingdom, France and Germany, and, on average, their stay was of between 8 and 15 weeks' duration. The most popular destinations for part-time undergraduates were the United Kingdom and the U.S.A., and, on average, their stay was of 25 weeks' duration. Postgraduates' favoured destinations were the U.S.A. and the United Kingdom, and, on average, their stay was of approximately 20 weeks' duration.
- The 'Research/Fieldtrip' was the most popular study-related activity abroad among all students, especially postgraduates (47%). A larger proportion of part-time undergraduates went abroad on a language course (33%) whereas the full-time undergraduate was more likely to go aboard on an internship or work-placement (35%).
- The main obstacle to studying abroad for all students is the “additional financial burden”.
- Approximately 46% of students who have studied abroad indicated that their foreign language skills are either very good or that they are native speakers.
- Approximately 60% of students who travelled abroad to study indicated that at least some funds were sourced through a “contribution from their parents/family/partner”. This was the largest single source of funding for all students, with 39% of all students who travelled abroad indicating that this was their primary source of funding. This correlates with the finding of low mobility among students from lower social class backgrounds.

- Combining all grant-aided sources of funding, i.e. “Regular study grants/loans from home country”, “Special study grant/loan from home country for going abroad”, “Study grants/loan from host country” and “EU study grants”, approximately 49% of all students indicated that they received some form of grant-support when travelling abroad for study. Approximately 23% of all students indicated that one of these grants was their primary source of funding.
- “Personal development” was considered a very important motivation for studying abroad (being rated as very important by 66% of all students who travelled abroad) and 57% of all students indicated that their expectations in this regard were fulfilled completely. Only 34% of students indicated that “language improvement” was a very important motivation and 31% indicated that their expectations in this regard were fulfilled completely.

Health and Well-being

- Students are very satisfied with their accommodation with approximately 80% of all student-types indicating that they are “satisfied” or “very satisfied”. A similar proportion of students are either “satisfied” or “very satisfied” with the college they are attending and with their friendships.
- The main area of concern among the students surveyed was their “financial/material well-being”, in respect of which only 37% of all students were “satisfied” or “very satisfied”. Postgraduates were marginally more satisfied with their “financial/material well-being” (44%). Part-time undergraduates were less satisfied with their financial well-being, friendships, and their college than full-time undergraduates and postgraduates.
- The WHO-5 score¹¹ is presented as a measure of well-being, and female students have lower WHO-5 scores than their male counterparts.
- Students with poor well-being had a higher incidence with each of the health experiences which could be considered as symptoms of stress, i.e. colds, headaches, difficulty sleeping and concentrating.
- Nearly nine out of ten students (88%) drink alcohol (83% in EUROSTUDENT IV) and this is divided into those who drink at least once a week (46%) and less than once a week (42%). The proportion of students drinking alcohol at least once a week is marginally higher for postgraduates (51%), males (50%) and those in the higher professional social class (53%). Domestic students drink more frequently than their international counterparts. Approximately 18% of all international students indicated that they never drink alcohol (11% for domestic students).
- Of the 88% of students who indicated that they had a drink, an average of 7.5 units of alcohol is taken each week. A unit of alcohol was specified as equivalent to a half pint of beer, a small glass of wine or a single spirit measure. The average number of units taken in a typical sitting is 6.2 units and an average of €19 per week is spent on alcohol.
- Based on safe limits for males (21 standard units per week) and females (14 standard units per week) the proportion of students drinking in excess of the safe limits appears to decrease with age for both males and females. The overall proportion of males drinking in excess of the recommended safe limit of 21 units per week is 5.8% (and 7.2% for females).

¹¹ The WHO-Five Well-being Index (WHO-5) was developed at the Psychiatric Research Unit, Mental Health Centre North Zealand, Hillerød, Denmark.

- Approximately a quarter of all students (25%) smoked with 11% smoking regularly and 13% occasionally (15% smoked regularly and 11% smoked occasionally in EUROSTUDENT IV). There was a greater prevalence in regular smoking by males (13%), by those over 25 years of age (14%) and by those of lower social class (13–15%).
- Approximately 7% of all students indicated that they never exercised and this is a significant reduction from the 22% quoted in EUROSTUDENT IV. Please note that data-collection for EUROSTUDENT V was undertaken during the milder spring months of April and May, while data-collection for EUROSTUDENT IV was undertaken during the colder winter months of October and November.
- A higher proportion of males than females exercised regularly, i.e. 29% exercised four or more times per week by comparison with 22% of females. Exercise patterns were also marginally higher for students with higher social class.
- Higher WHO-5 levels are associated with higher levels of positive well-being, and from the above it appears that the frequency of activity has an effect on WHO-5 scores, i.e. the more frequently a student exercises the higher their WHO-5 Index score and the greater their well-being.

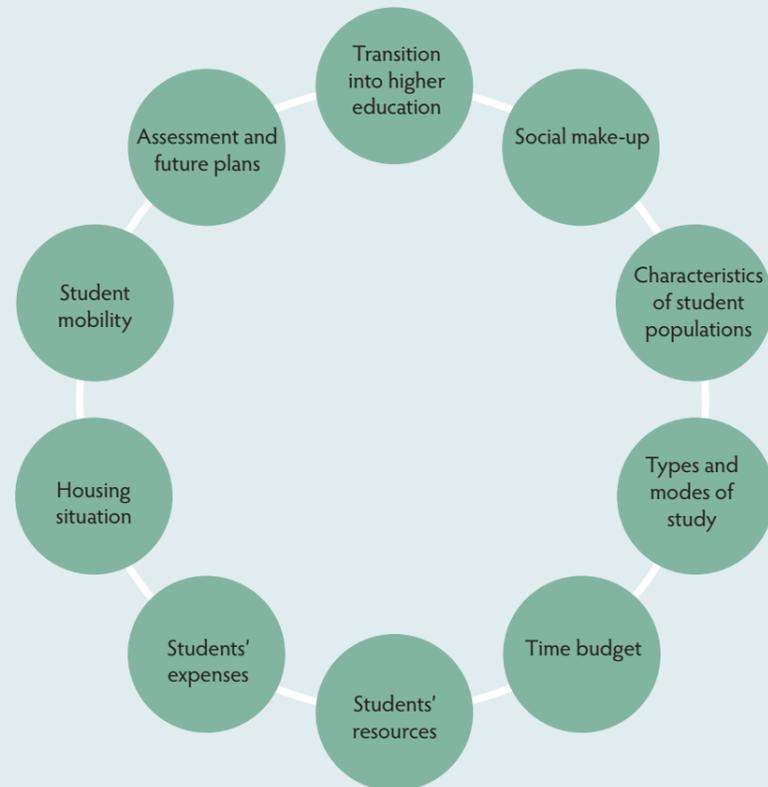
Nationality

- International students (10% of all respondents) were much more likely to be attending part-time undergraduate and postgraduate programmes than their domestic counterparts. This is arguably a reflection of the older age profile of international students, over half (53%) of whom are at least 30 years of age compared with only 26% of domestic students. Although the proportion of males and females is similar for domestic students (49% male and 51% female), male international students (54%) marginally outnumber their female counterparts (46%).
- The socio-economic profile of domestic and international students is also quite different: 68% of international students are from the upper (professional) classes by comparison with 53% of domestic students.
- Consistent with findings from previous EUROSTUDENT reports, the average household income was lower for international students than domestic students, i.e. nearly half (48%) of international students had a gross annual household income of less than €35,000 as compared with 38% of domestic students.
- The income profile of higher-earning domestic students has remained relatively static since the EUROSTUDENT IV survey (conducted in 2009) by comparison with that of higher-earning international students, which appears to have risen significantly. For example, in EUROSTUDENT IV 13% of international students came from households earning in excess of €70,000 and this proportion increased to 21% in EUROSTUDENT V (conducted in 2013). However the proportion of domestic students from households earning in excess of €70,000 remained unchanged at approximately 22%.
- A greater proportion of international students were studying a part-time undergraduate or postgraduate programme, i.e. 41% of international students were enrolled in a postgraduate programme compared with 16% of domestic students.
- In terms of main study area, the international students are represented across all areas with the higher proportion being in Services (14%) and a particularly low proportion in Education (6%).

- In line with previous EUROSTUDENT surveys, there were no major differences between the two groups of students in terms of their satisfaction with student-life, except that international students were marginally more satisfied with their studies and less satisfied with their friendships than their domestic counterparts.
- International students exhibited greater well-being, scoring higher than domestic students on each of the 5 items in the WHO-5 Index. They also suffered less from the list of health-related problems than their domestic counterparts (catch cold, headaches, difficulty sleeping, difficulty concentrating, feeling stressed). Both domestic and international students appear to benefit from increased WHO-5 levels for each additional level of exercise that they undertake.

Background

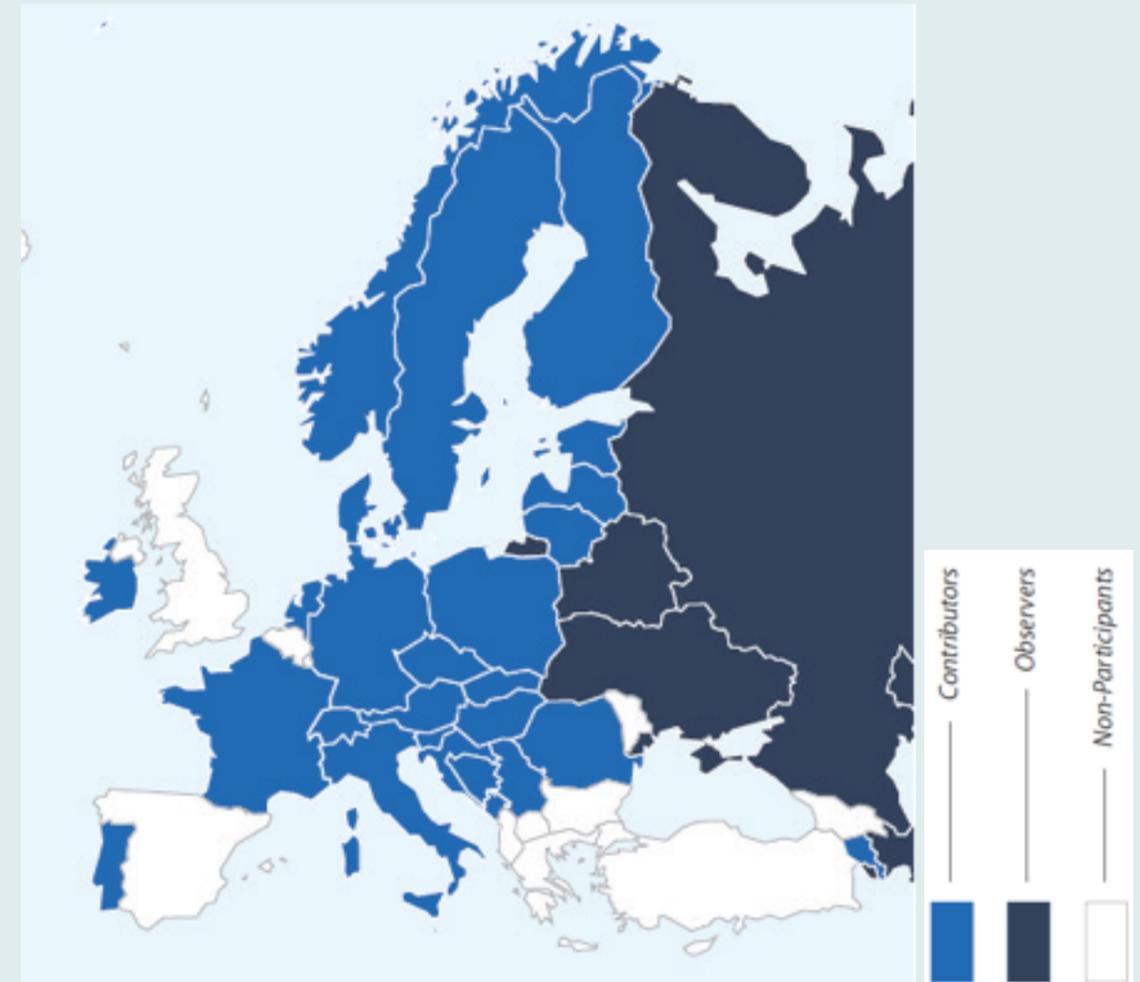
The EUROSTUDENT project collates comparable data on the social dimension of European higher education. The topics covered are illustrated below.



The project focuses on the socio-economic background and on the living conditions of students, but it also investigates temporary international mobility. The project strives to provide reliable and insightful cross-country comparisons. It does this through coupling a central coordination approach with a strong network of national partners in each participating country. In this way, an international comparison of the strengths and weaknesses of the respective national frameworks can be made. The main users of the findings of the project are higher education policy-makers at national and European level, researchers in this field, managers of HEIs and—of course—students all over Europe. The central coordination team comprises a consortium of seven member-organisations, each of which is assigned specific tasks. The German Centre for Research on Higher Education and Science Studies (DZHW, formally HIS-Institute for Research on Higher Education) in Hanover, Germany, is responsible for the management of the consortium.

The first EUROSTUDENT Survey (EUROSTUDENT I) was undertaken in 2000, although the survey has its origins in earlier national surveys, such as those undertaken by Deutsches Studentenwerk in Germany as early as 1951, and later by the Observatoire de la Vie Etudiante in France.

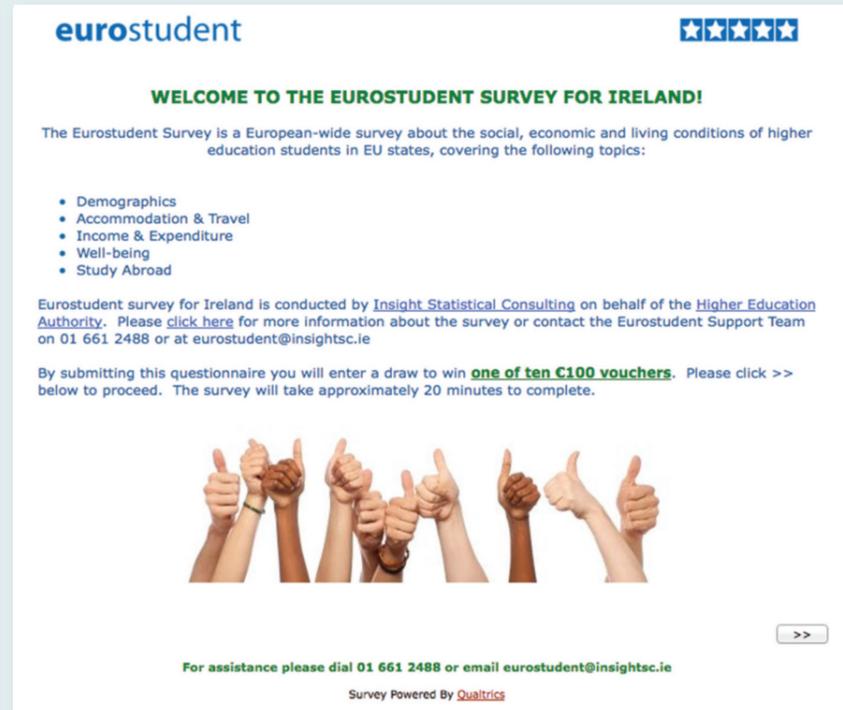
Ireland is one of 25 countries which participated in EUROSTUDENT V and this report contains the results from the in-depth analysis of Irish student-response data covering the main research topics of student demographics, accommodation and travel, income and expenditure, and student-mobility and well-being. The participating countries are shown below.



The main focus of this report is on the results from the local (Irish) survey. To enable the central coordination team to compare results across participating countries, a series of pre-determined tables will be supplied to the DZHW in 2014 summarising the Irish student-responses. A European-wide cross-country comparison will be published by DZHW in 2014/15.

Survey and Sample Characteristics

The fifth round of the EUROSTUDENT survey in Ireland was conducted by Insight Statistical Consulting (InsightSC) on behalf of the Higher Education Authority (HEA). The formal launch of the survey was through the official channels of each qualifying HEI, each of which sent a link to the EUROSTUDENT V survey directly to qualifying students' email addresses. Upon successful access to the survey, students were greeted with the following welcome page:



As with previous studies, response-rates from part-time students were lower than those of full-time students, perhaps reflecting the greater ease of access to email of the latter group. In order to increase the response-rates from part-time students, the online survey was supplemented with a postal survey sent to a sample from this cohort.

To supplement the formal announcement email and to raise awareness of the EUROSTUDENT V survey, posters were distributed to each college for placement on student notice-boards. Communications with students were also made using the Facebook and Twitter sites of institutions, and specially designed adverts were placed on the Facebook pages of students on a pay-per-click basis.

Twenty-six Irish HEIs participated in the survey. The response-rate within each institution is outlined below.

Type	Institution	Number of Students	Number of Respondents	Response Rate
Universities	Dublin City University	10,311	393	3.8%
	National University of Ireland, Galway	16,532	1,144	6.9%
	National University of Ireland, Maynooth	9,757	815	8.4%
	Trinity College Dublin	16,377	1,160	7.1%
	University College Cork	18,088	767	4.2%
	University College Dublin	23,499	1,333	5.7%
	University of Limerick	11,131	519	4.7%
Institutes of Technology	Athlone Institute of Technology	5,061	194	3.8%
	Cork Institute of Technology	11,160	520	4.7%
	Dublin Institute of Technology	18,189	754	4.1%
	Dún Laoghaire Institute of Art, Design and Technology	2,263	77	3.4%
	Dundalk Institute of Technology	5,151	147	2.9%
	Galway-Mayo Institute of Technology	6,673	120	1.8%
	Institute of Technology, Blanchardstown	3,206	96	3.0%
	Institute of Technology, Carlow	5,299	336	6.3%
	Institute of Technology, Sligo	4,929	177	3.6%
	Institute of Technology, Tallaght	4,188	183	4.4%
	Institute of Technology, Tralee	3,062	127	4.1%
	Letterkenny Institute of Technology	2,816	81	2.9%
	Limerick Institute of Technology	6,173	161	2.6%
	Waterford Institute of Technology	8,170	371	4.5%
Other	Colleges of Education and Other Educational Institutions*	8,125	635	7.8%
Total		200,160	10,110	5.1%

* Mary Immaculate College, Mater Dei Institute of Education, the National College of Art and Design, St. Angela's College of Education, and St. Patrick's College Drumcondra.

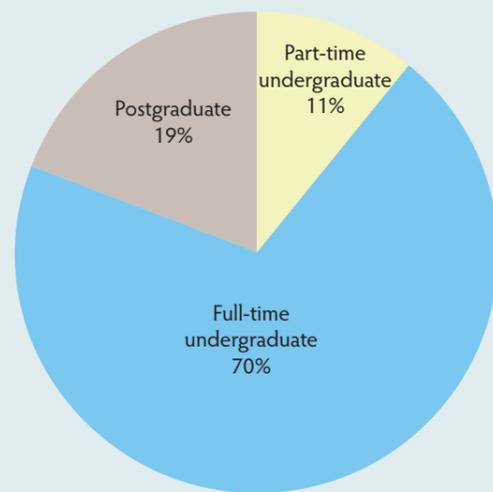
The overall response-rate of 5.1% was lower than that of the previous EUROSTUDENT survey (approximately 7.5%) but should be considered in the context of being conducted during April/May 2013, which was a busy time for examinations and study. In addition, in February/March 2013 students in Ireland had just responded to the pilot of the Irish Survey of Student Engagement (ISSE) and so a certain amount of survey-fatigue was to be expected.

Weighting for Non-response

The 10,110 valid survey-responses were weighted to reflect the known population parameters of inter-locked gender and full/part-time status by institution. Since response-rates were different for various sub-populations of students, a series of weights were calculated to reflect these different response-rates. As with all sample surveys, it is assumed that the sample of students from the sub-populations is a representative sample from their respective population. Unless otherwise stated, all results quoted in the report are based on the weighted sample of responses.

The primary student-classification used predominantly within this report is summarised below.

PRIMARY STUDENT-CLASSIFICATION [SAMPLE SIZE = 10,110]



The overall student-population in higher education is primarily classified as being a full-time undergraduate (70% of all students), part-time undergraduate (11% of all students) or postgraduate (19% of all students). For the purposes of this report postgraduate students are taken as a single group (comprising 55% full-time and 45% part-time students).

This primary classification is cross-referenced with a number of other key characteristics of the student-population.

KEY STUDENT CHARACTERISTICS

Attribute	Full-time undergraduate %	Part-time undergraduate %	Postgraduate %	Overall %
Gender				
Female	51	39	49	49
Male	49	61	51	51
Institution				
Institutes of technology	44	74	23	43
Universities	52	24	74	53
Other HEI	4	2	4	4
Nationality				
Domestic student	94	83	77	90
International student	6	17	23	10
Socio-Economic Group				
Higher professional	23	18	23	23
Lower professional	32	25	36	32
Non-manual	24	29	22	24
Skilled manual	12	16	14	13
Semi-skilled manual	3	5	2	3
Unskilled manual	6	8	4	6
Mature Students				
Mature	23	85	53	35
Non-Mature	77	15	47	65

Some of the following features of the weighted sample of students should be borne in mind when interpreting the results from this survey;

- The gender distribution of full-time undergraduates and postgraduates is relatively even whereas males account for 61% of part-time undergraduates.
- Only a quarter (24%) of part-time undergraduates are from universities whereas three-quarters (74%) of postgraduates are from the university sector.
- International students are more prominent in part-time undergraduate (17%) and postgraduate courses (23%).
- The social-class profile of part-time undergraduate students is lower than that of full-time undergraduate or postgraduate students.
- Mature students comprise 23% of all full-time undergraduates.

Approximately 6% of the study-programmes are formally defined as distance-learning programmes with 99% of all programmes being taught through English.

1. SOCIO-DEMOGRAPHIC CHARACTERISTICS

The proportion of the Irish population attending higher education has steadily increased in recent years: for example, between the 2007/2008 and 2011/12 academic-years, student-numbers increased by 15.2%¹². Increased access to higher education has contributed to the diversification of the student-population as well as to that of the courses offered by HEIs. This chapter provides an overview of the socio-demographic characteristics of the student-population in Ireland.

First of all, the study-programmes on which students are enrolled and the study areas undertaken within higher education institutions in Ireland are summarised. The demographic characteristics of the sampled students are explored across age, gender and parental-status. Next, the profile of students with disabilities is provided along with an assessment of their satisfaction and of the level of support they have received from their HEI. Next, the socio-economic background of the students is explored with references to social-class, perceived social-standing and household-income. Finally, students' entry-routes to higher education are summarised with cross-referencing to their socio-economic backgrounds. Different types of entrants are also explored here, including students who had previously registered on another course in higher education, students who had some level of previous labour market experience and students who delayed their transition to their current study-programme.

1. Course Characteristics

Study-programme

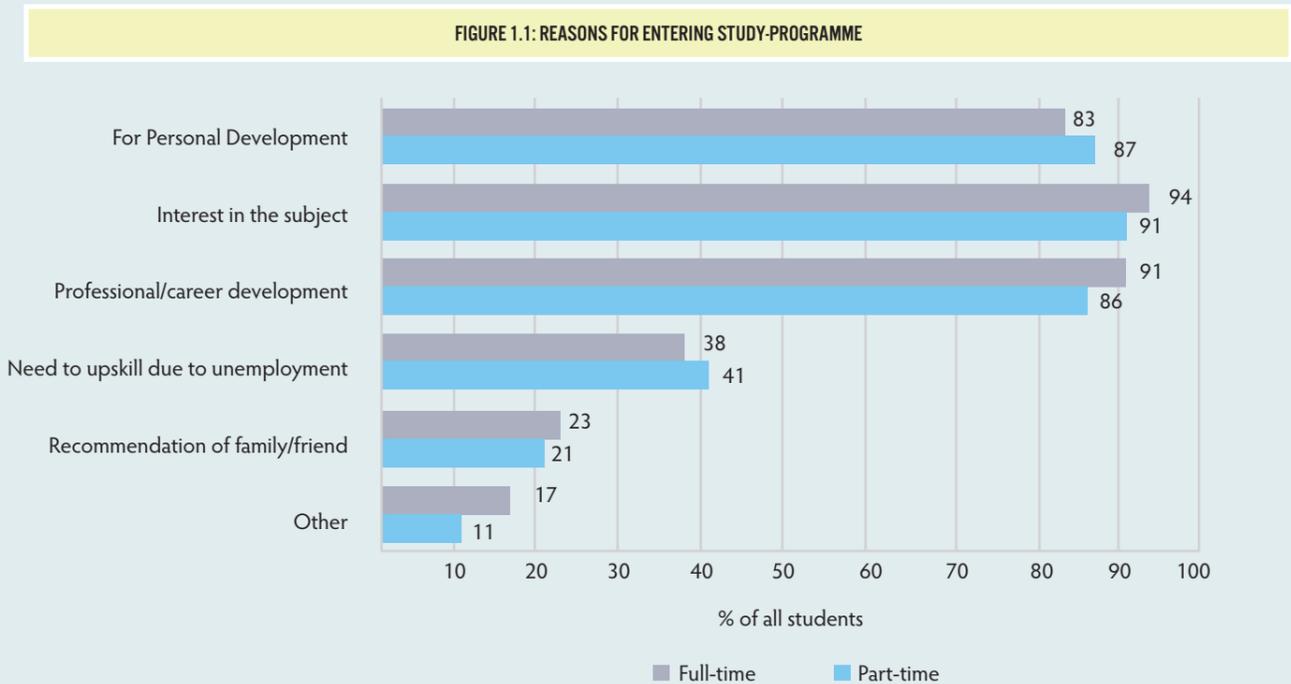
Table 1.1 shows the percentage of all student-respondents to the EUROSTUDENT V survey, and of part-time and full-time students, currently enrolled in each study-programme.

TABLE 1.1: STUDY-PROGRAMME AND STUDENT-STATUS (SOURCE: EUROSTUDENT V SURVEY)

Study Programme	Full-time %	Part-time %	All Students %
Higher Certificate	49	51	5
Diploma	24	76	2
Ordinary Bachelor Degree	83	17	18
Honours Bachelor Degree	93	7	56
Postgraduate Cert/Diploma	41	59	3
Taught Master's Degree	45	55	9
Research Master's Degree	67	33	1
Ph.D.	76	24	6
Other	26	74	0.3
Total	80	20	100

The Honours Bachelor Degree was the most popular type of study-programme: 56% of students indicated that they were currently enrolled on this degree, of which 93% were full-time students. There was a higher proportion of part-time students enrolled on the Diploma study-programme (76%).

In making a decision to enter the study-programmes listed in Table 1.1, students indicated the following reasons as being either "important" or "very important" (Figure 1.1).

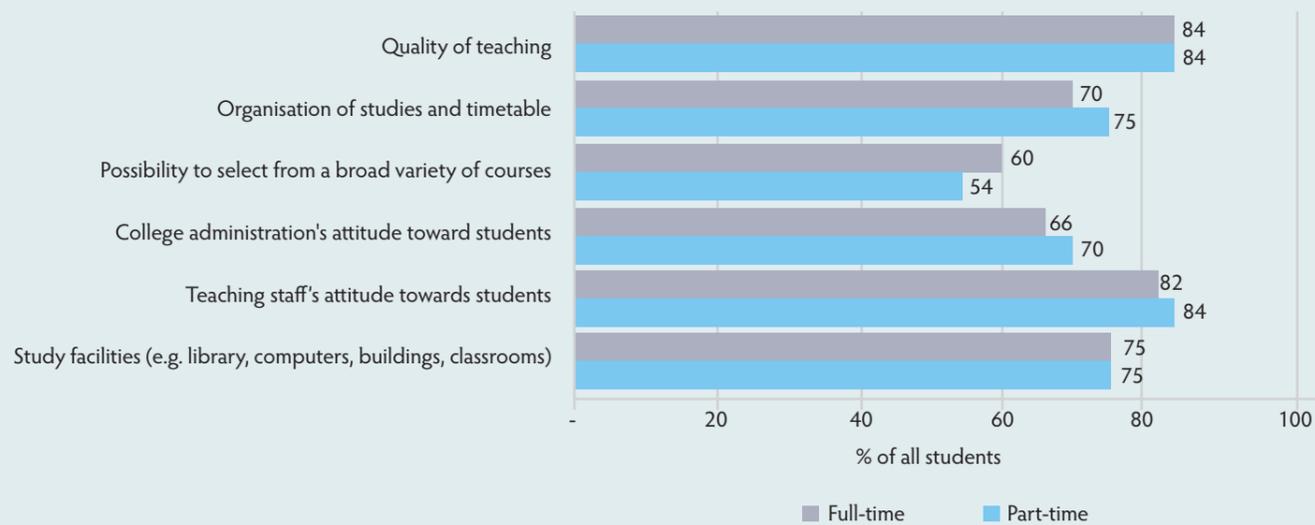


The three main reasons cited by all students for choosing their study-programme were for their "interest in the subject", "personal development" and "professional/career development". At least 80% of all students indicated that these reasons were either "important" or "very important" when making a decision to choose their study-programme. A relatively low proportion (approximately 22%) cited a "recommendation of family/friend" as a reason. There were no significant differences between the reasons for choosing a study-programme cited by full-time and part-time students.

¹² HEA 2009 – Higher Education Key Facts and Figures 08/09 HEA: Dublin; and HEA 2013 – Higher Education Key Facts and Figures 2011/12 HEA: Dublin.

In terms of satisfaction, Figure 1.2 illustrates how satisfied (or very satisfied) students were with their current study-programme.

FIGURE 1.2: SATISFACTION WITH CURRENT ASPECTS OF STUDY-PROGRAMME



The “quality of teaching” and the “teaching staff’s attitude towards students” achieved the highest level of satisfaction among all students, i.e. in excess of 80% of all respondents indicated they were “satisfied” or “very satisfied” with these aspects. A relatively low level of satisfaction was reported for the “possibility to select from a broad variety of courses”. Postgraduates and students studying Education courses were the least satisfied with this aspect of their higher education experience.

Study area

Overall, approximately 70% of respondents are full-time undergraduates, 11% are part-time undergraduates and 19% are postgraduates (of which 55% of full-time and 45% are part-time). Table 1.2 shows how these proportions differ by study area, as well as the overall distribution of students across disciplines.

TABLE 1.2: MAIN STUDY AREA BY STUDENT-STATUS

Main Study area	Full-time undergraduate %	Part-time undergraduate %	Postgraduate %	All Students %
Education	56	10	35	6
Humanities and Arts	78	7	15	19
Social Science	64	10	26	7
Business	65	15	20	16
Law	68	21	11	3
Science	74	8	18	15
Maths / Computing / Computer Science	58	19	23	11
Engineering, Manufacturing and Construction	73	15	12	11
Agriculture / Veterinary	81	3	15	1
Health /Welfare	77	5	18	8
Services	81	11	8	3
Other	22	65	13	0.2
Total	70	11	19	100

Approximately one-fifth (19%) of all students were studying Humanities and Arts, of which 78% were full-time undergraduate, 7% were part-time undergraduates and the remaining 15% were postgraduates. There was a higher proportion of part-time undergraduates in Law (21%) and Maths / Computing / Computer Science (19%); and a higher proportion of postgraduate students in Education (35%), Social Science (26%) and Maths / Computing / Computer Science (23%).

The proportion of students across Science, Maths / Computing / Computer Science and Engineering, Manufacturing and Construction (37%) has increased marginally since EUROSTUDENT IV (33%).

Table 1.3 shows the study-programme profile of each study area.

TABLE 1.3: MAIN STUDY AREAS BY STUDY-PROGRAMME

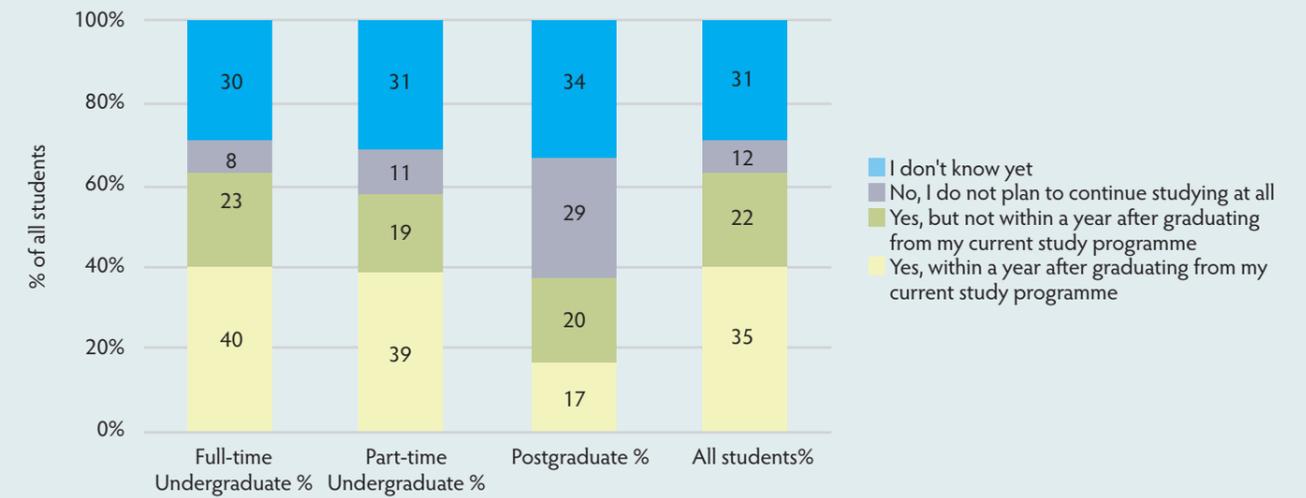
Main Study area	Higher Certificate %	Diploma %	Ordinary Bachelor Degree %	Honours Bachelor Degree %	Postgraduate Cert/Diploma %	Taught Masters Degree %	Research Masters Degree %	PhD %	Other, please specify: %	Total
Education	2	3	9	51	10	14	1	9	1	100
Humanities and Arts	2	3	16	65	1	7	1	5	0	100
Social Science	2	0	18	53	3	13	1	9	0	100
Business	9	1	19	51	4	14	1	1	0	100
Law	4	1	15	68	1	7	0	4	1	100
Science	5	1	14	62	1	4	2	11	0	100
Maths / Computing / Computer Science	9	2	21	46	5	13	1	4	0	100
Engineering, Manufacturing and Construction	5	1	29	52	2	5	1	5	0	100
Agriculture / Veterinary	7	0	27	50	2	5	1	7	0	100
Health /Welfare	2	3	9	67	6	7	1	5	0	100
Services	13	3	35	40	1	4	1	1	0	100
Other	0	0	4	11	9	4	0	0	72	100
Total	5	2	18	56	3	9	1	6	0	100

The Ordinary and Honours Bachelor Degrees account for nearly three-quarters (74%) of all study-programmes. A relatively high proportion of students from Law (68%), Health/Welfare (67%), Humanities & Arts (65%) and Science (62%) were studying for Honours Bachelor Degrees. Students from Services programmes had the highest proportion of students enrolling in Higher Certificates (13%). There were a higher proportion of students enrolled in Ph.D. programmes from Science (11%), Social Science (9%) and Education (9%).

Future Study Intentions

All students were asked about their future study intentions and Figure 1.3 illustrates the differences between the three main student-types.

FIGURE 1.3: DO YOU PLAN TO CONTINUE STUDYING AFTER FINISHING YOUR CURRENT STUDY-PROGRAMME?

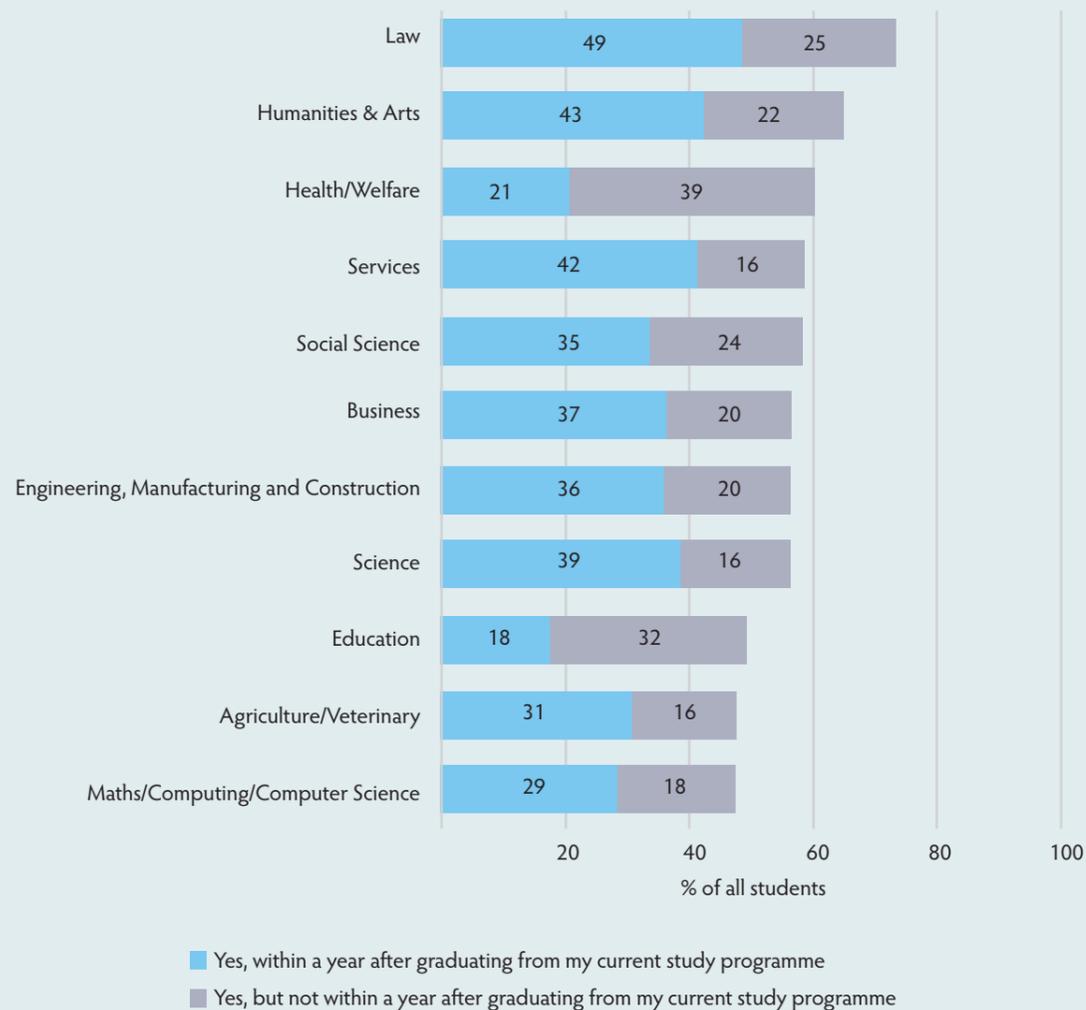


When all students were asked about their further study-intentions, 12% indicated that they had no intention of undertaking further study, while 31% of students were undecided about this. The remaining 57% planned to continue studying after graduation and were split between students who indicated that they planned to continue studying within a year (35%) and those who planned to resume study subsequently (22%).

Although the proportion of students who indicated that they were undecided about their plans for future study does not differ significantly between student-types, approximately 60% of **undergraduates** plan to continue studying after finishing their current study-programme.

Figure 1.4 illustrates the future study-intentions of students across each main study area.

FIGURE 1.4: FUTURE STUDY-INTENTIONS BY MAIN STUDY AREA



Nearly three-quarters (74%) of all students currently studying Law indicated that they plan to continue studying after graduating from their current programme. Approximately two-thirds of these students plan to continue studying within a year after graduation and one-third after a year following graduation. This is, perhaps, because of the necessity to become a trainee in order to practice — a requirement within most professions. Students of the Humanities and Arts were the next most likely to pursue further study subsequent to graduation (65%).

2. Demographic Profile

Ireland has quite a young student-population but the median age has increased marginally since EUROSTUDENT IV. The median age of all respondents is 23 and this is 21.5 for full-time undergraduates, 35 for part-time undergraduates and 30.4 for postgraduates. The age profile of each student-cohort is illustrated in Figure 1.5.

FIGURE 1.5: AGE-DISTRIBUTION OF STUDENTS IN HIGHER EDUCATION



Over three-quarters (76%) of all full-time undergraduate students are under 25 years of age. Conversely, 77% of all postgraduate students are at least 25 years of age. A relatively high proportion of part-time undergraduate students are at least 30 years of age. Table 1.4 shows the median age of students within each study-programme along with upper and lower inter-quartile ranges.

TABLE 1.4: MEDIAN AGE BY STUDY-PROGRAMME

Study Programme	Lower Quartile	Median Age	Upper Quartile
Higher Certificate	21.8	29.4	39.8
Diploma	25.3	33.7	45.2
Ordinary Bachelor Degree	20.4	22.6	31.8
Honours Bachelor Degree	20.2	21.7	25.3
Postgraduate Cert/Diploma	25.8	32.3	39.3
Taught Master's Degree	24.7	30.4	37.7
Research Master's Degree	24.3	27.7	33.8
Ph.D.	26.3	29.7	36.2
Other	27.7	35.1	41.6
Total	20.6	23.0	31.6

The median age is lowest among Ordinary and Honours Bachelor Degree students (22.6 and 21.7 respectively). The highest median age was among Diploma students (33.7) and three-quarters of all Diploma students were at least 25.3 years old (lower quartile). Three-quarters of all Ph.D. students are at least 26.3 years old.

The median age by main study area for each type of student is shown in Table 1.5.

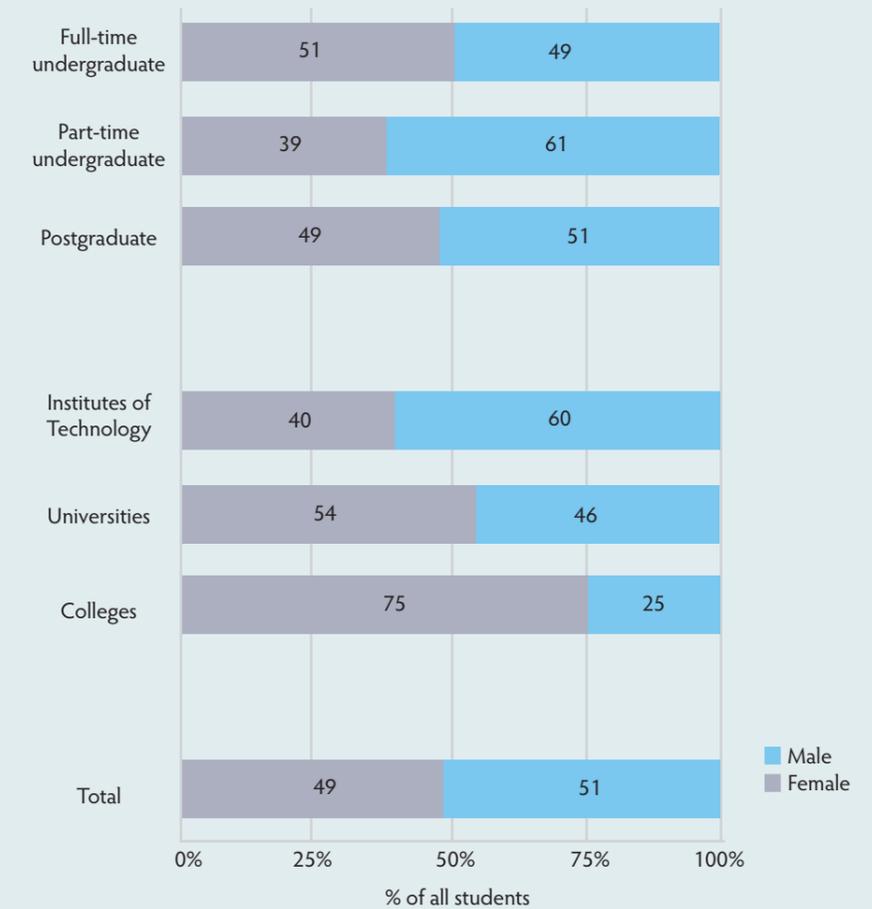
TABLE 1.5: MEDIAN AGE BY MAIN STUDY AREA

Main Study Area	Full-time undergraduate	Part-time undergraduate	Postgraduate	All students
Education	21.0	41.9	34.8	24.3
Humanities and Arts	21.3	35.9	30.3	22.3
Social Science	22.0	34.3	31.4	25.3
Business	21.6	33.5	29.3	23.3
Law	20.7	35.9	25.4	22.0
Science	21.2	28.6	26.8	22.2
Maths / Computing / Computer Science	21.9	36.9	33.1	27.7
Engineering, Manufacturing and Construction	21.8	34.4	28.7	23.7
Agriculture / Veterinary	21.8	21.4	28.3	22.0
Health / Welfare	21.7	41.9	31.7	22.6
Services	21.6	32.8	31.8	22.2
Other	29.9	41.6	44.8	41.6
Total	21.5	35.0	30.4	23.0

Overall, full-time undergraduates are at least 13 years younger than part-time undergraduates and 9 years younger than postgraduate students. These age-differentials increase for Education and Maths / Computing / Computer Science.

The gender-split of students across the types of student and institution is illustrated in Figure 1.6.

FIGURE 1.6: GENDER-SPLIT ACROSS ALL STUDENT-TYPES



Although the overall split between males and females is relatively even, there are noticeable differences when examined by type of institution and student-type. Sixty percent (60%) of students attending programmes within the institutes of technology (IoTs) are male compared with only 25% of students attending colleges (i.e. St. Patrick's College Drumcondra, St. Angela's College of Education, Mary Immaculate College, the National College of Art and Design, and Mater Dei Institute of Education).

Table 1.6 shows the percentage of students, and their gender-breakdown, across each study area.

TABLE 1.6: MAIN STUDY AREA BY STUDENT-GENDER

Main Study Area	Female %	Male %	All Students %
Education	69	31	6
Humanities and Arts	62	38	19
Social Science	65	35	7
Business	47	53	16
Law	57	43	3
Science	53	47	15
Maths / Computing / Computer Science	19	81	11
Engineering, Manufacturing and Construction	17	83	11
Agriculture / Veterinary	59	41	1
Health /Welfare	71	29	8
Services	50	50	3
Other, please specify:	24	76	0.2
Total	49	51	100

Although the overall profile of males and females is relatively similar there are some notable exceptions within study areas. A higher proportion of females were found in the study areas of Education (69%), Humanities and Arts (62%), Social Science (65%) or Health & Welfare (71%). Males by comparison were found more in the areas of Maths / Computing & Computer Science (81%) and Engineering / Manufacturing and Construction (83%).

Parental Status

The survey indicates that one in ten (10%) full-time undergraduates, 45% of part-time undergraduates and 28% of postgraduates have children. The median number of children among parents was 2 and the median age of the youngest child was 8 across all student-types.

In terms of dependency, three-quarters (75%) of all children of full-time undergraduates are 14 years of age or younger (this rises to 15 years of age for children of part-time undergraduates and postgraduates).

Table 1.7 shows the percentage of parents within each study-programme.

TABLE 1.7: PARENTAL STATUS BY STUDY-PROGRAMME

Study-programme	Parent %	Non Parent %
Higher Certificate	31	69
Diploma	39	61
Ordinary Bachelor Degree	21	79
Honours Bachelor Degree	11	89
Postgraduate Cert/Diploma	30	70
Taught Master's Degree	31	69
Research Master's Degree	21	79
Ph.D.	23	77
Other, please specify:	31	69
Total	18	82

The highest percentage of parents is found from students in Diploma (39%), Higher Certificate (31%) and some postgraduate courses. The lowest percentage is found for the Honours Bachelor Degree (11%) perhaps reflective of the age-profile and level of engagement required to undertake these study-programmes.

Mature Students

Mature students (a student who was 23 or over on the 1st of January of the year of entry to the higher education institution) account for 23% of all full-time undergraduate respondents, 85% of all part-time undergraduate respondents and 53% of all postgraduate respondents. The proportion of mature students in the full-time undergraduate sample is higher than the proportion of full-time undergraduate new entrants published by the HEA (14%)¹³.

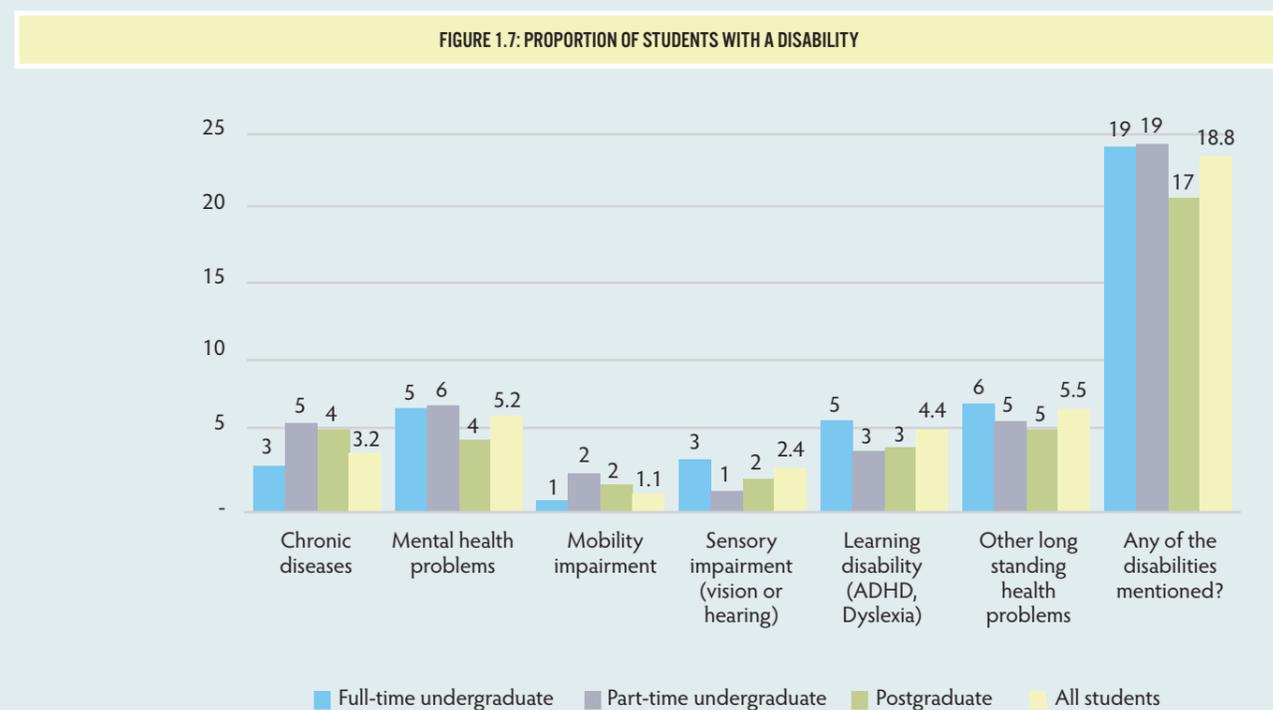
¹³ HEA 2013 – Higher Education Key Facts and Figures 2011/12

3. Students with Disabilities

Historically, students with disabilities have been under-represented in Irish higher education because of a lack of support throughout the education system and low educational expectations¹⁴.

The proportion of students from this survey indicating that they had a **disability, long-standing health problem or functional limitation** is approximately 19% for full-time undergraduates, 19% for part-time undergraduates and 17% for postgraduates. This was a required question from the Central Coordination Team (DZHW)¹⁵ and was not directly comparable with EUROSTUDENT IV (or other sources of statistics on students with disabilities, e.g. CSO and HEA¹⁶). The question used in EUROSTUDENT V was broader and generally inflated the proportion, i.e. included students with a disability, long-standing health problem or functional limitation.

The profile of each kind of disability, long-standing health problem or functional limitations is illustrated in Figure 1.7 (note that a student can have more than one disability).



Mental health problems (5.2%) and a learning disability (4.4%) were the two main disabilities cited by respondents. The two main target groups in the *National Plan for Equity of Access to Higher Education 2008–2013*—sensory impairment (2.4%) and mobility impairment (1.1%)—had relatively low proportions by comparison. Full-time undergraduates had a marginally higher level of sensory impairment (3%) or learning disability (5%) and a lower level of chronic disease (3%) than part-time undergraduates. The level of disability is marginally lower across all types for postgraduate students.

The disability-status of students across each of the main study areas is shown in Table 1.8.

TABLE 1.8: MAIN STUDY AREA AND DISABILITY-STATUS

Main Study Area	Chronic diseases %	Mental health problem %	Mobility impairment %	Sensory impairment (vision or hearing) %	Learning disability %	Other long standing health problem %	No disability
Education	2	3	1	2	3	5	86
Humanities and Arts	3	8	1	2	5	6	78
Social Science	4	7	2	1	6	6	78
Business	2	3	2	3	5	6	83
Law	5	5	2	3	2	9	78
Science	3	7	0	2	4	6	80
Maths / Computing / Computer Science	4	5	1	3	4	5	81
Engineering, Manufacturing and Construction	4	3	1	2	6	5	81
Agriculture / Veterinary	3	4	0	2	5	4	85
Health /Welfare	4	5	0	4	2	4	85
Services	3	3	3	3	5	4	84
Other	*	*	*	*	*	*	*
Total	3.2	5.2	1.1	2.5	4.5	5.5	81

* Insufficient data

The most common disability reported was a mental health problem (5.2%) and this percentage was highest for students in Humanities and Arts (8%), Science (7%) and Social Science (7%).

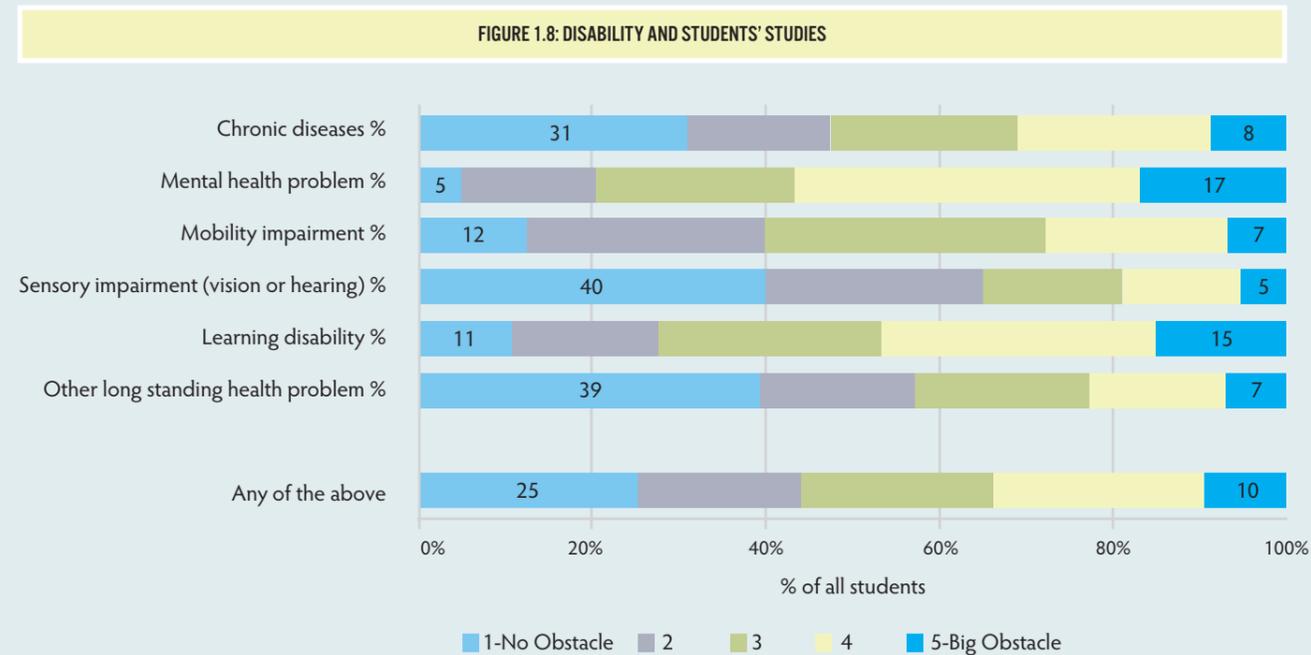
The study areas with the highest proportion of students with any of the disabilities provided were Social Science (22%), Humanities and Arts (22%) and Law (22%). The lowest proportion was Education (14%).

¹⁴ HEA 2008 - National Plan for Equity of Access to Higher Education 2008-2013, HEA: Dublin

¹⁵ The central coordination team is made up of a consortium with seven member organisations; each of these partners is assigned specific tasks. The German Centre for Research on Higher Education and Science Studies (DZHW, formally HISInstitute for Research on Higher Education) in Hanover, Germany, is responsible for the management of the consortium.

¹⁶ Central Statistics Office – National Census 2011 (14% of population, 8% for Under 35 year olds). Higher Education Authority – Key Facts and Figures 2011/12 (6.1% of total respondents to Equal Access Survey with a disability, 5.5% of new entrants with a disability)

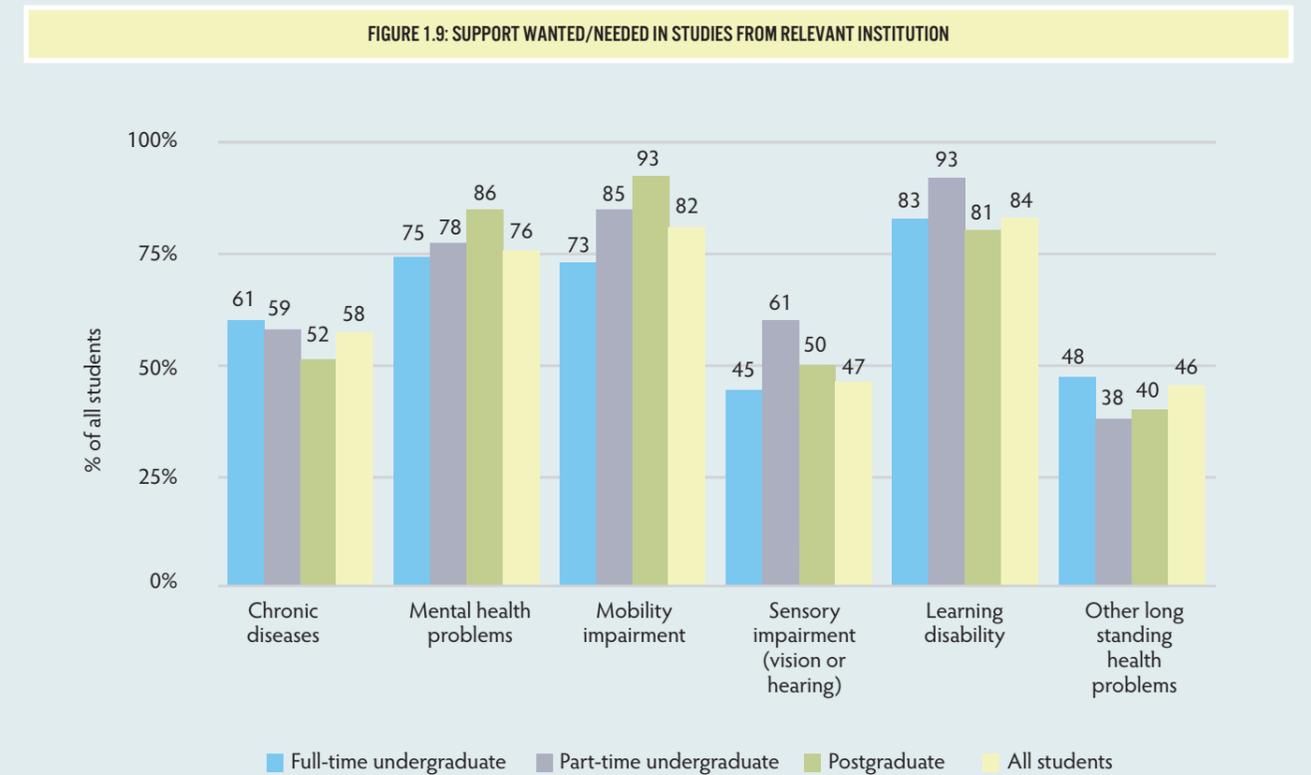
Figure 1.8 illustrates the extent to which each disability is perceived by students to be an obstacle to study.



Overall approximately 10% of students with at least one form of disability considered it a big obstacle to their studies while 25% of students considered it to be no obstacle. The disability which was conceived as the biggest obstacle to study was a "mental health problem": 17% of students with mental health problems indicated that this was a big obstacle. This is followed closely by a "learning disability" (15%), e.g. ADHD or Dyslexia. A relatively high proportion of students considered their sensory impairments, e.g. vision or hearing, as being of little or no obstacle to study.

Students with disabilities were asked whether they needed (or wanted) support in their studies from public or institutional sources. The proportion of students needing or wanting support ranged from 84% for students with learning disabilities, 82% for students with mobility impairments and 76% for students with mental health problems to 47% of students with sensory impairments and 58% of students with chronic diseases.

Figure 1.9 illustrates how each of these proportions differs across the main student-types.



A larger proportion of part-time undergraduates with sensory impairments (61%) wanted/needed support than full-time undergraduates (45%). A higher proportion of postgraduates with mental health problems (86%) and mobility impairments (93%) wanted/needed support than undergraduates.

Of those students who wanted/needed support, Table 1.9 shows their rating of the support that they have received from public or institutional sources.

Disability	Very Poor %	Poor %	Neither %	Good %	Very Good %	Total
Chronic diseases %	17	10	25	23	25	100
Mental health problem %	15	18	20	22	25	100
Mobility impairment %	7	15	13	45	19	100
Sensory impairment (vision or hearing) %	8	9	36	21	26	100
Learning disability %	12	14	16	27	32	100
Other long standing health problem %	10	18	29	20	23	100
Any of above	13	14	22	26	25	100

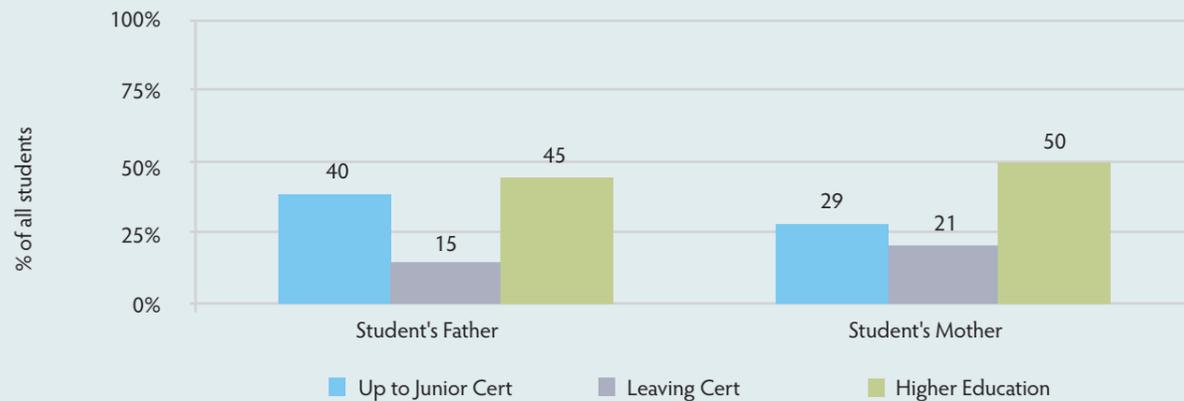
The disability presenting the greatest obstacle to students in their studies is a mental health problem and this received a lower than average rating for support from public or institutional sources (33% indicated that support was poor or very poor). Although a relatively low proportion of students with sensory impairments needed/wanted support (47%) those that did need/want support had above average rating (64% indicated that support was good or very good).

4. Social Class

In line with the objective of the social dimension of the Bologna Process—that the student body entering, participating in and completing higher education at all levels should reflect the diversity of Europe’s populations—Ireland has set a target to increase access to higher education and reduce inequalities. Substantial disparities in wealth and household income are an important source of inequality in education (HEA, 2008)¹⁷. While considerable progress has been achieved in the expansion of higher education opportunities, it remains the case that the majority of those who benefit from higher education are from the middle and professional social classes.

In this report, the social class of the student is derived from the highest ranking parental occupation and used as a proxy for socio-economic group. The highest parental education level of students in higher education is illustrated in Figure 1.10.

FIGURE 1.10: HIGHEST PARENTAL EDUCATION LEVELS



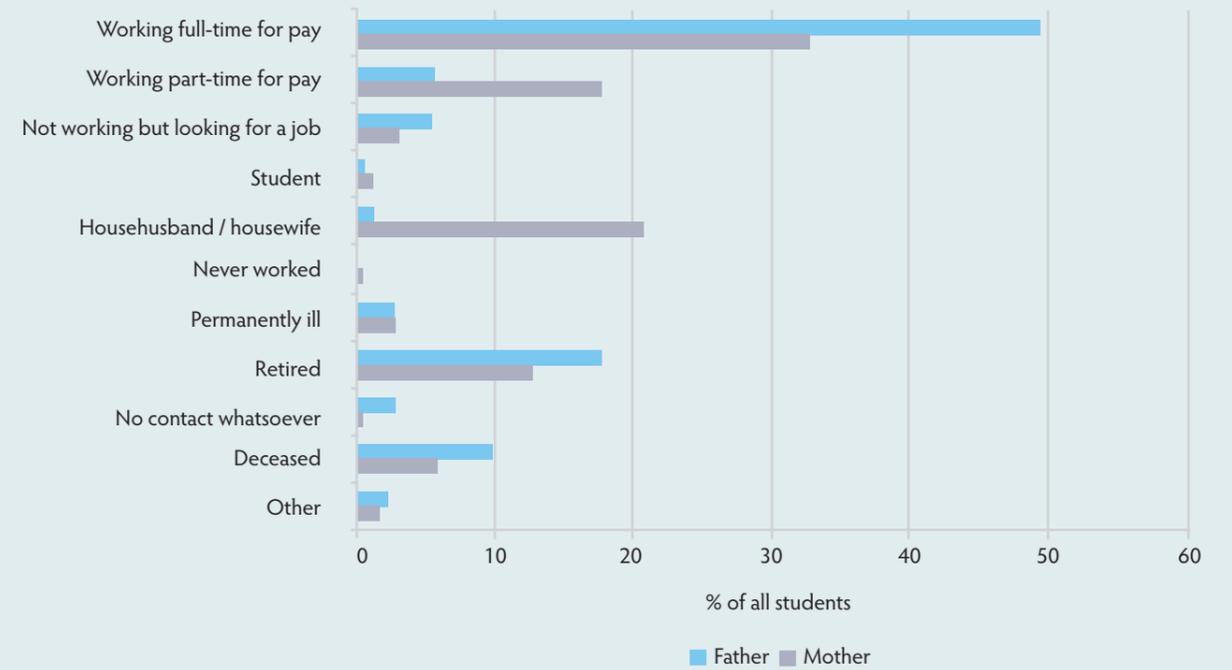
In line with previous EUROSTUDENT surveys, a relationship exists between parental education and student participation in higher education. Although 45% of fathers of students in higher education in EUROSTUDENT V have obtained a third-level education, this compares with only 30% of all males aged 45–54 and 22% of all males aged 55–64¹⁸ in the general population. A similar pattern exists for mothers of students in higher education where 50% of mothers of students in this survey have a third-level qualification, compared with 32% of females aged 45–54 and 24% of females aged 55–64 in the general population.

¹⁷ HEA (2008) National Plan for Equity of Access to Higher Education 2008-2013 HEA: Dublin

¹⁸ CSO (2011) Quarterly National Household Survey

The employment status of both parents is illustrated in Figure 1.11.

FIGURE 1.11: EMPLOYMENT STATUS OF PARENTS



The majority of students’ parents were economically active with 50% of students’ fathers working full-time and 33% of students’ mothers working full-time. The proportion of parents not working (but looking for employment) was low with 5% of fathers and 3% of mothers. This is in comparison to an unemployment rate of 13% among males and 9% among females aged 45-64 in Ireland¹⁹.

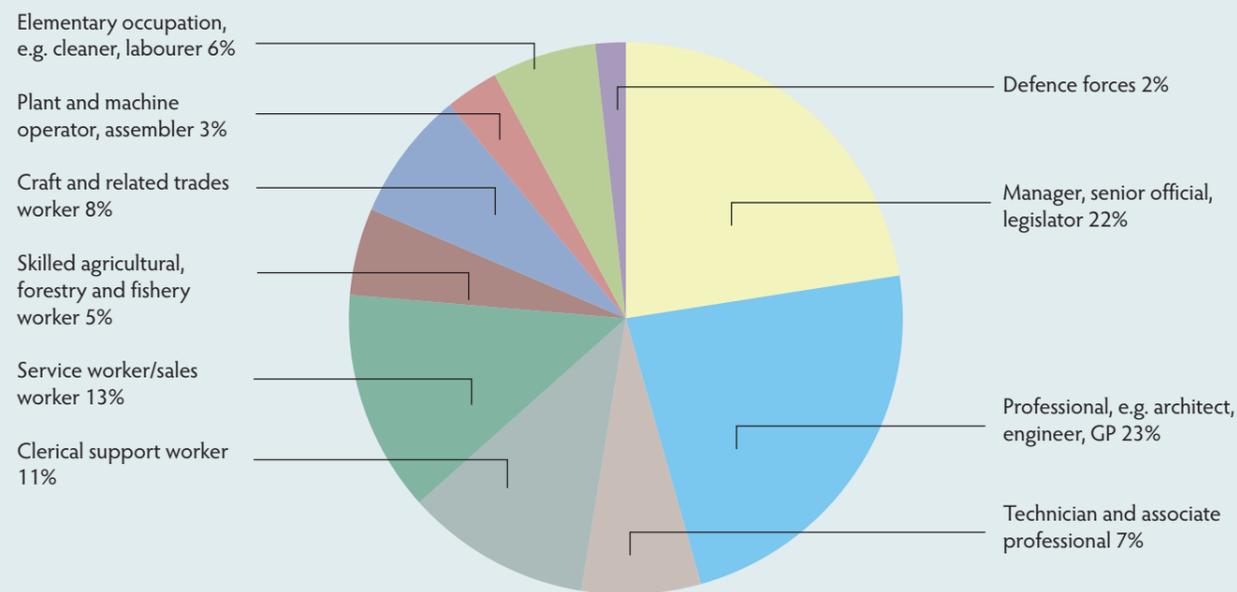
¹⁹ CSO (2013) Quarterly National Household Survey

The majority of parental occupations of higher education students were white-collar professions such as senior managers and professionals.

Since the mid-1990s, the HEA has encouraged HEIs to enrol more students from under-represented socio-economic groups. Ireland has had national targets to increase representation of these groups since 2001, as set most recently in the *National Plan for Equity of Access to Higher Education 2008–2013*.

The highest occupational status of both parents is illustrated in Figure 1.12.

FIGURE 1.12: HIGHEST PARENTAL OCCUPATION



Approximately 53% of all parents of students in this survey are classified as a manager, professional or associate professional and this has decreased from 59% in EUROSTUDENT IV.

Perceived Social Standing

Students were asked to rate their own family background on a ten-point scale from low to high social standing. This measure aims to provide an indicator for assessing the socio-economic conditions of the student's background and is based on the subjective perception of the student themselves. The outcome from this measure for all students and students whose parents are from different educational backgrounds is illustrated in Figure 1.13.

FIGURE 1.13: HIGHEST PARENTAL EDUCATION LEVEL BY SOCIAL STANDING



A clear relationship exists between the highest parental educational attainment and the student's perception of their parents' social standing, as nearly three-fifths (58%) of students placed their own family background in the upper half of this scale. Students of parents who have obtained higher education have a higher perceived social standing. Students from parents who have obtained the Leaving Certificate appear to have the same proportion of higher and lower social standing scores.

Household income can have a significant impact on the quality of the educational experience for a number of reasons, including financial stress and having to work during the college year. Table 1.10 shows the gross annual income of the family household as estimated by approximately three quarters (77%) of all students.

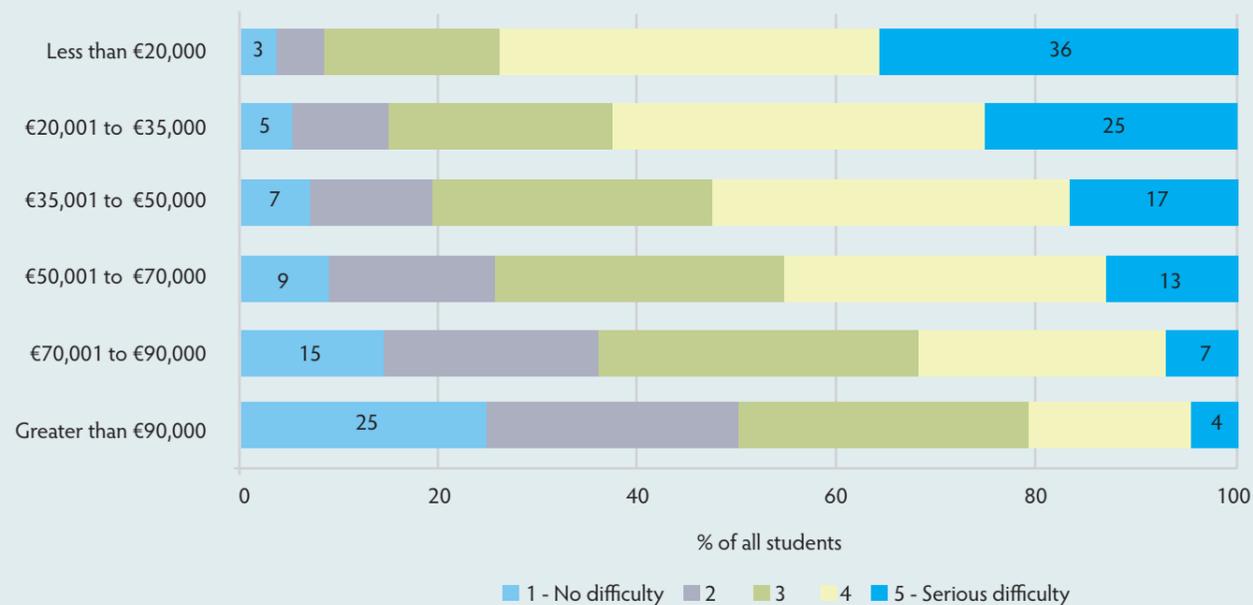
TABLE 1.10: GROSS ANNUAL INCOME

Estimated Gross Annual income of your family household	All Students %
Greater than €90,000	10
€70,001 to €90,000	12
€50,001 to €70,000	18
€35,001 to €50,000	22
€20,001 to €35,000	21
Less than €20,000	18
Total	100

Approximately 39% of students estimated that their family household gross annual income was less than the average industrial wage²⁰, i.e. approximately €35,000. Approximately 22% of all students estimated that the annual gross income of their household was greater than €70,000.

Examining this further, the extent to which students are experiencing financial difficulties is illustrated in Figure 1.14 by each level of household income.

FIGURE 1.14: FINANCIAL DIFFICULTY BY GROSS ANNUAL HOUSEHOLD INCOME



The level of financial difficulty increases in line with lower income levels. Overall, approximately 18% of students indicated that they are in serious financial difficulty. This proportion rises to 25% for students from families whose household family income is from €20,001 to €35,000 (and 36% for students whose household income is less than €20,000 per year).

Higher Education Grant

Approximately 62% of all full-time undergraduates surveyed with a household income of €35,000 or less were in receipt of a grant. This proportion decreased to 40% for full-time undergraduates with a household income between €35,001–€50,000, to 14% for full-time undergraduates with a household income of €50,001–€70,000, and to 5% for full-time undergraduates with a household income in excess of €70,000.

Entry Route

While in recent years Ireland has increased the level of participation in higher education, the majority of students still enter via the traditional route of the Leaving Certificate examination. Efforts are being made to increase entry via other routes, with a target set of ensuring that 30% enter via alternative routes by 2013 (HEA, 2008)²¹. Of particular importance is the need to attract mature students, encourage distance education and produce graduates in the areas in which the economy signals a requirement.

In this survey approximately 35% of all students indicated that they entered college as a mature student (at least 23 years old on January 1st of the year of entry to higher education). This percentage varied from 23% of full-time undergraduates, 85% of part-time undergraduates and 53% of all postgraduates.

All students were asked what qualifications, examinations or measures qualified them for entry into higher education as shown in Table 1.11.

²⁰ CSO (2013) Earnings and Labour Costs Q3 (€675.53 per week)

²¹ HEA (2008) National Plan for Equity of Access to Higher Education 2008–2013 HEA: Dublin

TABLE 1.11: ENTRY ROUTES TO HIGHER EDUCATION

Entry Route(s) to Higher Education*	Full-time undergraduate %	Part-time undergraduate %	Postgraduate %	Overall %
All Students				
Leaving Certificate	84	61	70	79
FETAC Level 5 or 6 Award (formerly NCVA)	14	23	6	14
Higher Education Access/Foundation course	3	5	4	3
Other further/adult education qualification	4	17	7	6
Recognised Prior Learning	3	23	7	6
International Qualification, e.g. A Level	3	6	15	6
Other	7	16	17	10
Overall	100	100	100	100
Mature Students				
Leaving Certificate	49	57	60	54
FETAC Level 5 or 6 Award (formerly NCVA)	40	25	7	27
Higher Education Access/Foundation course	9	5	6	7
Other further/adult education qualification	16	19	11	15
Recognised Prior Learning	12	24	11	15
International Qualification, e.g. A Level	5	6	18	9
Other	21	17	24	21
Total	100	100	100	100
Non-Mature Students				
Leaving Certificate	94	84	82	92
FETAC Level 5 or 6 Award (formerly NCVA)	7	11	4	6
Higher Education Access/Foundation course	1	-	2	1
Other further/adult education qualification	0	3	2	1
Recognised Prior Learning	1	16	2	1
International Qualification, e.g. A Level	3	5	12	4
Other	3	8	9	4
Total	100	100	100	100

* Multiple responses possible

The majority of full-time undergraduates (84%) entered higher education using at least their Leaving Certificate. Most part-time undergraduates (61%) and postgraduates (70%) also entered using their Leaving Certificate but also using a number of other measures.

Respondents indicating that they entered college as a mature student (at least 23 years old on January 1st of the year they entered higher education institution) were more likely to enter higher education using a variety of other routes than their younger counterparts. For example, 40% of full-time undergraduate mature students entered higher education using at least their FETAC Level 5 or 6 Award. This compares with only 7% of full-time undergraduate non-mature students.

In terms of how they actually applied for the current study-programme, Table 1.12 shows the various options chosen.

TABLE 1.12: APPLICATION FOR CURRENT STUDY-PROGRAMME

Entry Route	Full-time undergraduate	Part-time undergraduate	Postgraduate	Overall %
Through the CAO	88	10	3	63
Through HEAR	1	0	0	1
Through DARE	1	0	0	0
Directly to the College Admission or Access Office, e.g. Mature student	9	70	49	24
Through the Springboard programme	0	19	6	3
Through the BlueBrick system	0	0	1	0
Through the postgraduate Application Centre (PAC)	0	1	41	8
Other, please specify:	0	0	0	0
Overall	100	100	100	100

The majority of full-time undergraduates (88%) entered higher education through the CAO. Most part-time undergraduates applied directly via the college admission or access office (70%) and postgraduates applied primarily via two routes, directly to the college admission/access office or through the postgraduate application centre (PAC). Of the students who applied through HEAR or DARE approximately half of them entered on reduced points attained in the Leaving Certificate examination.

Approximately 35% of all students indicated that they entered college as a mature student (i.e. at least 23 years old). This percentage varied from 23% of full-time undergraduates, 86% of part-time undergraduates and 53% of all postgraduates. The distribution of mature students across each student social class is shown in Table 1.13.

TABLE 1.13: MATURE STUDENT BY SOCIAL CLASS

Social Classes	Mature Students %	Non-Mature Students %	All Students %
Higher professional	19	24	23
Lower professional	27	34	32
Non manual	26	23	24
Skilled manual	16	11	13
Semi-skilled manual	4	3	3
Unskilled manual	8	5	6
Total	100	100	100

The social class profile of mature students is lower than that of non-mature students, i.e. approximately 46% of mature students are classified within the professional social classes as compared with 58% of non-mature students.

Table 1.14 shows the entry route of each social class.

Entry Route *	Higher professional %	Lower professional %	Non manual %	Skilled manual %	Semi-skilled manual %	Unskilled manual %
Leaving Certificate	83	83	82	77	80	77
FETAC Level 5 or 6 Award	8	10	15	15	17	17
Higher Education Access/ Foundation course	2	3	3	3	1	5
Other further/ adult education qualification	4	4	6	6	7	6
Recognised Prior Learning	5	5	6	6	6	6
International Qualification	8	8	3	3	2	4
Other	9	10	8	9	9	9
Total	100	100	100	100	100	100

* Multiple responses possible

The entry route to higher education across all social classes is primarily through the Leaving Certificate. The proportion of entrants through the Leaving Certificate from the lower social classes has risen since EUROSTUDENT IV.

A higher proportion of students from professional social classes entered via an international qualification, e.g. A-Level or Baccalaureate. A higher proportion of students from manual social classes entered using a FETAC Level 5 or 6 Award.

Previous Higher Educational Experience

Approximately 39% of all students had been previously registered on another higher education course, i.e. were re-entrants²². These students have either transferred to another course or are undertaking their second, or subsequent, course in higher education.

The proportion of re-entrants was 19% for full-time undergraduates, 62% for part-time undergraduates and 100% of postgraduates. Table 1.15 compares the profile of re-entrants to first-time entrants.

²² As measured by a difference between the start date of current programme and the date entering higher education for the first time.

TABLE 1.15: COMPARISON OF RE-ENTRANTS AND FIRST ENTRANTS

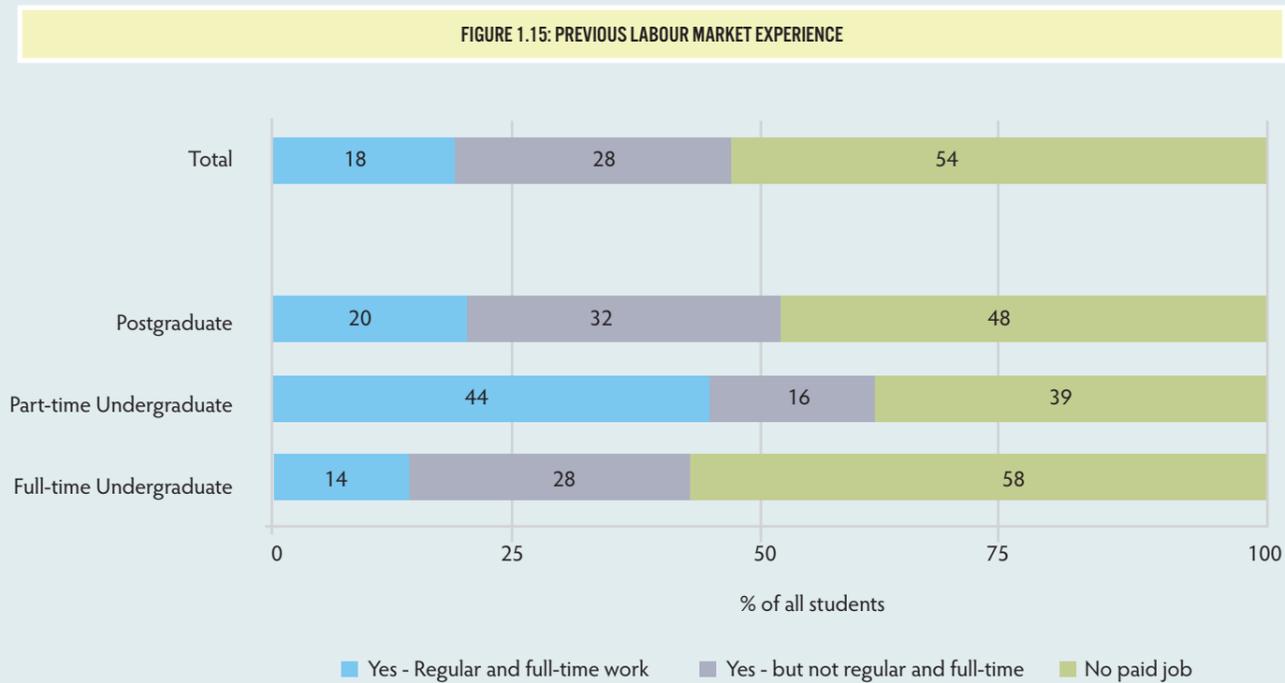
	First-time entrants %	Re-entrants %	All Students %
Student Status			
Full-time undergraduate	93	35	70
Part-time undergraduate	7	18	11
Postgraduate	-	48	19
Total	100	100	100
Gender			
Female	51	45	49
Male	49	55	51
Total	100	100	100
Mature Status			
Mature Student	21	58	36
Non-Mature Student	79	42	64
Total	100	100	100
Basis for Entry (multiple choice)			
Leaving Certificate	83	72	79
FETAC Level 5 or 6 Award (formerly NCVA)	13	14	14
Higher Education Access/Foundation course	3	4	3
Other further/adult education qualification	3	10	6
Recognised Prior Learning	3	11	6
International Qualification, e.g. A Level	3	10	6
Other	6	16	10
Total	100	100	100

Approximately 93% of all first-time entrants were full-time undergraduates and this compares with 35% of all re-entrants. Approximately 48% of all re-entrants were studying a postgraduate course.

Over half (58%) of all re-entrants were classified as mature students, as compared with 21% of first-time entrants. Approximately 72% of re-entrants used the Leaving Certificate as a route to enter higher education as compared with 83% of all first-time entrants.

Labour market Experience

Students were asked whether they have (or had) a paid job prior to entering higher education for the first time. Figure 1.15 illustrates the overall profile and the differences between student-types.



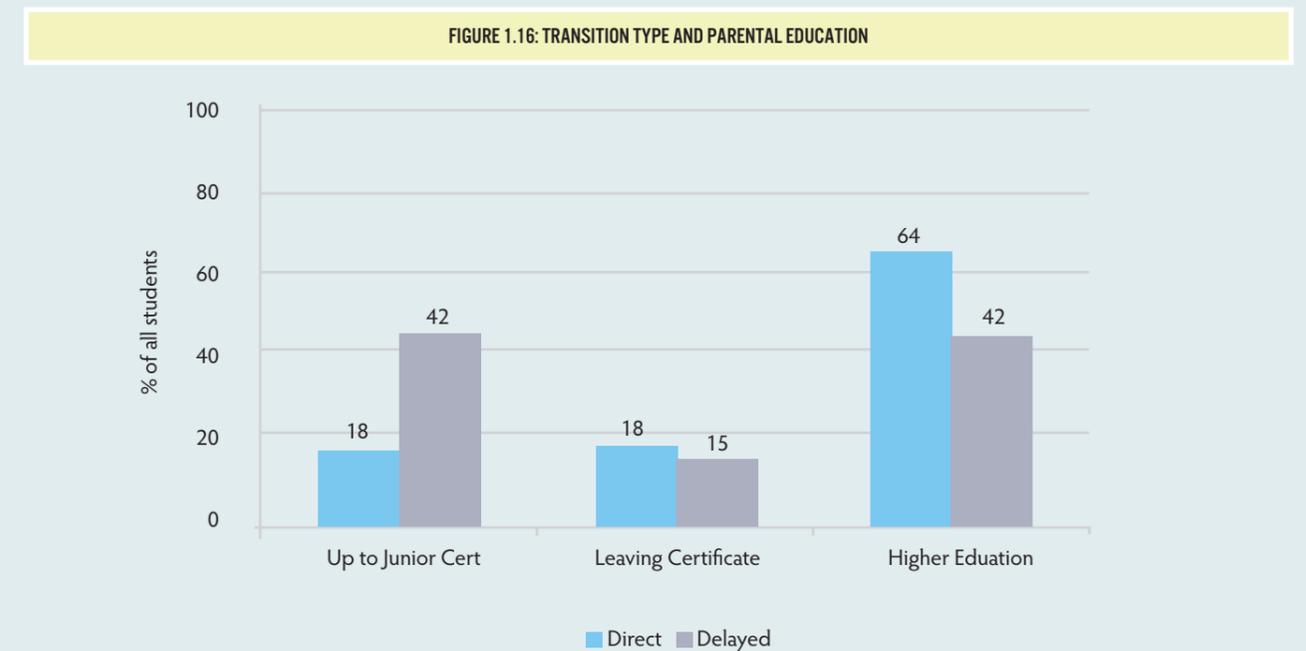
Prior to entering higher education for the first time, 18% of all students had a paid job which was defined as 'working/vocational training (e.g. apprenticeship) for at least one year and at least 20 hours per week'. This percentage increases to 44% when considering part-time undergraduate students. A further 28% indicated that they had some paid work experience defined as 'working less than 1 year or less than 20 hours a week'. Cumulatively 46% of all students had some labour market experience prior to entering higher education for the first time and this is 60% for all part-time undergraduate students.

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 for the first time. Delayed transition students are defined as students who entered higher education for the first time more than two years after leaving the school system for the first time. Students who graduated from a foreign school-system are excluded from this analysis.

Approximately 21% of all students delayed transition to higher education for at least two years after graduating from school for the first time. This proportion varied from 15% of full-time undergraduates, 52% of part-time undergraduates, to 26% of postgraduates. Approximately 53% of mature students delayed transition to higher education whereas 95% of non-mature students transitioned directly to higher education.

Figure 1.16 illustrates the transition profile of students from the different parental educational backgrounds at an overall level.



Approximately 42% of all students who delayed transition to higher education came from a family background where the highest educational level was up to Junior Certificate. This is compared to only 18% of students who transitioned directly from school to higher education. It follows that students from family backgrounds with higher level education are more likely to transition directly to higher education than students of families with lower level of educational background.

2. STUDENT TRAVEL AND ACCOMMODATION

In recent years, although the cost of property has decreased considerably rents remain high. The cost of accommodation can force students to live further from campus in cheaper locations or alternatively live at home and have long daily commutes to college. This chapter begins by assessing the distance between a student's place of residence when qualifying for higher education and their current HEI. The time and distance between where they live during term time and their HEI is then assessed along with their most frequently used mode of transport. Next the satisfaction levels with the different types of accommodation used are provided along with their relevant costs.

2.1 Distance of Parental Home from College

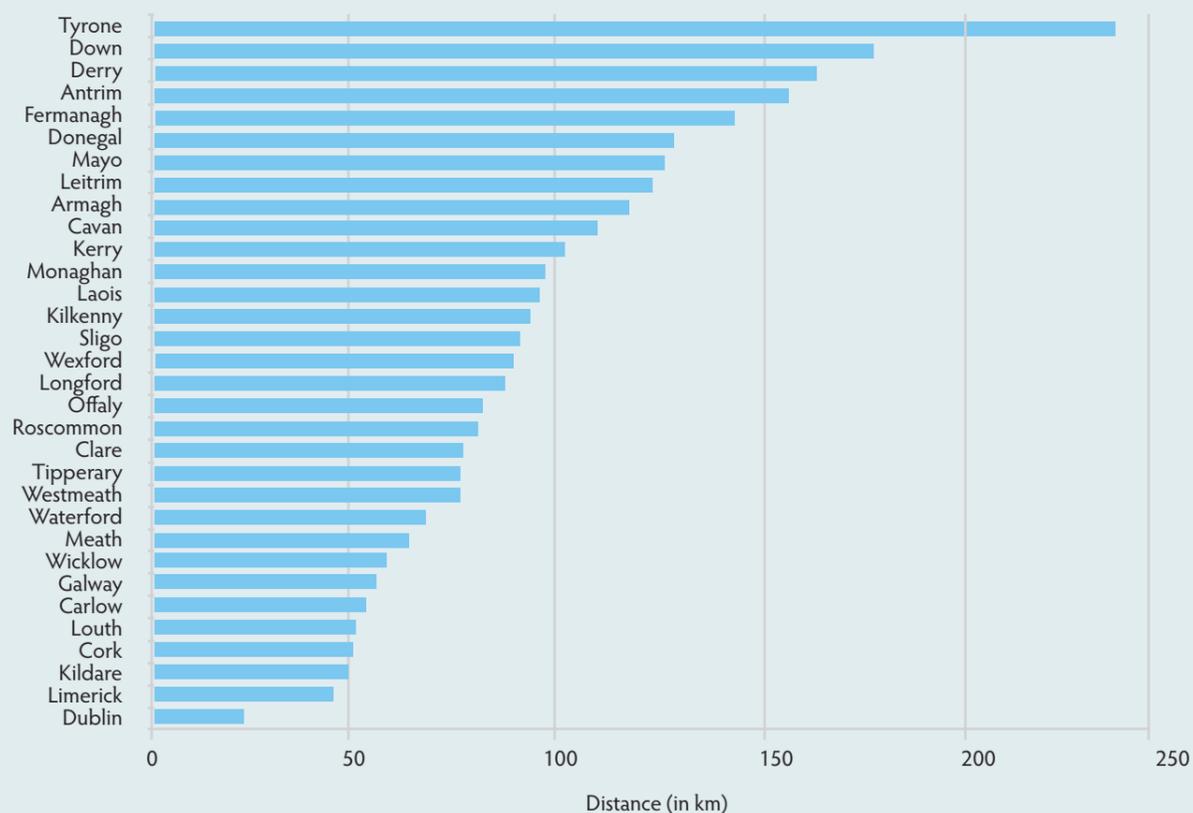
Students were asked to indicate where they were living when they qualified for entry onto their current programme of study in higher education. The distance from this place to the higher education institution they are now attending is illustrated in Figure 2.1.

The overall average distance (including students who lived in Northern Ireland) is approximately 60km (one-way) from the HEI in Ireland to place of residence when qualified for higher education (students who lived abroad were excluded). There was a high degree of variance associated with this estimate (standard deviation 73km). A quarter of all students indicated a distance of within 7km and three-quarters of all students indicated a distance of less than 85km.

On average, full-time undergraduates travel longer distances (62km) than part-time undergraduates (53km) and postgraduates (51km). Mature students travel lower average distances (47km) than their younger counterparts (65km). Also, students in receipt of a grant travel longer distances (68km) than students not in receipt of a grant (58km).

Students that live in or in close proximity to large urban centres such as Dublin, Cork or Limerick that are well serviced by HEIs had shorter distances from where they lived when qualifying for higher education to their respective colleges. In contrast counties with low population densities in the west and the north-west had the longest distances. The furthest average distance (of 160kms) was for students living in Tyrone, which contrasts with an average distance of 23km for students who lived in Dublin when qualifying for higher education.

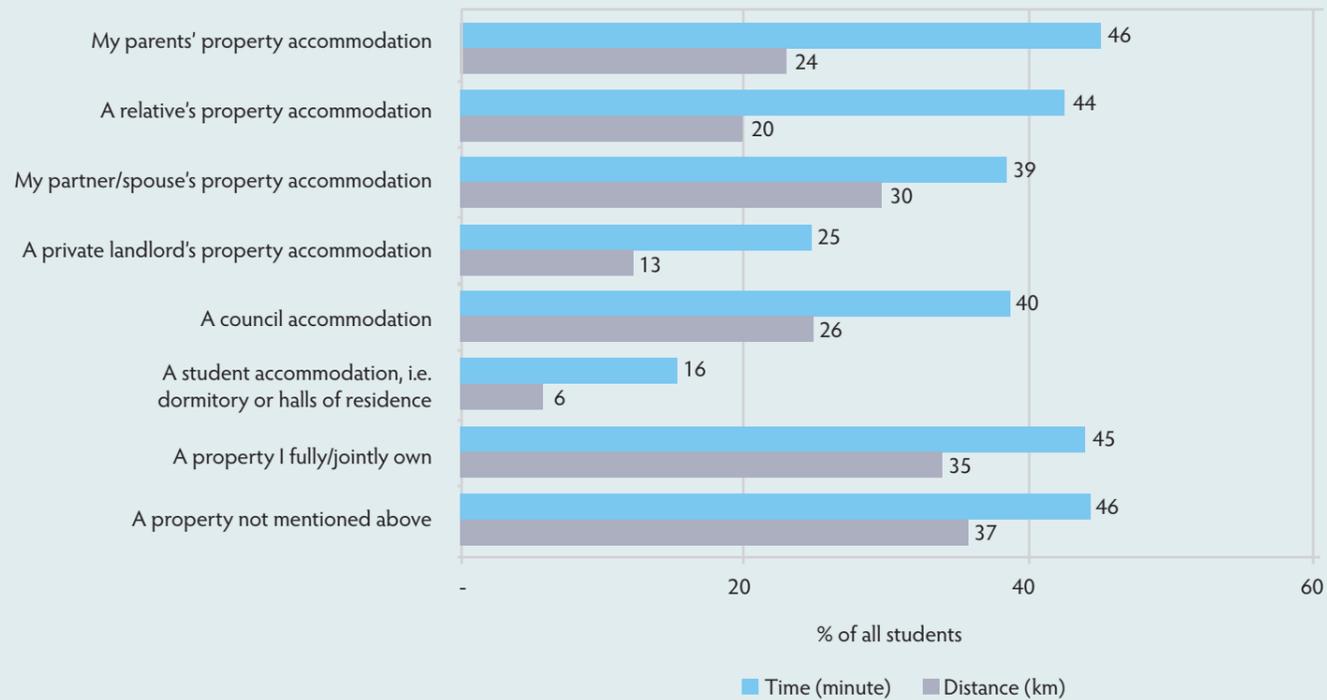
FIGURE 2.1: AVERAGE DISTANCE (KM) TO HIGHER EDUCATION INSTITUTION



2.2 Distance of Term-time Accommodation from College

All students were asked to indicate, on a typical day during the current semester, the time taken and distance covered from where they lived during term time to their HEI. Figure 2.2 illustrates these time and distances.

FIGURE 2.2: JOURNEY TIME AND DISTANCE TO COLLEGE



Overall, the average time taken and distance covered by all students to their HEI **from their normal term-time residence** is 35 minutes and 20 kilometres respectively. The time and distance is lower for students living in a private landlord's property (25 minutes and 13 kilometres) and for students living in student-accommodation (16 minutes and 6 kilometres) because these types of accommodation are chosen for their near proximity. Students living with their parents (46 minutes and 24 kilometres) travel longer distances and spend more time travelling than students in rented accommodation. Students living in properties that they own/jointly own spend a similar amount of time travelling as students living with their parents except that they travel further distances to their higher level institution.

Based on data from the 2011 Census²³, the most frequent mode of transport between term-time residence and college was by driving or being a passenger in a car (38%), this was followed by walking (28%), bus/minibus or coach (22%), train, DART, LUAS (6%), and bicycle (5%). In 1996, the proportion of students using the car was only 5% and of those using a bicycle approximately 13%.

Table 2.1 shows the distribution of the most frequently used mode of transport to college by type of student.

TABLE 2.1: MOST FREQUENT MODE OF TRANSPORTATION TO COLLEGE

Most frequent mode	Full-time undergraduate %	Part-time undergraduate %	Postgraduate %	All Students %
Foot	34	8	22	29
Bicycle	7	2	10	7
Car	29	71	45	37
Motorbike or similar	0	1	0	0
Public transport	30	17	23	27
Other	0	1	1	1
Total	100	100	100	100

Cars are most frequently used by students to get to college by part-time undergraduates (71%) and postgraduates (45%). Full-time undergraduates are as likely to walk to college (34%) as they are to use public transport (30%) or a car (29%).

The average amount paid per month (funded through students and/or parents) on transportation expenses was €100 (an increase from €78 in EUROSTUDENT IV). The average for full-time undergraduates was €90, part-time undergraduates (€146) and postgraduates (€112). Full-time undergraduates live closer to college during term time (15 kilometres) than part-time undergraduates (47 kilometres), and postgraduates (25 kilometres) and are more likely to use less expensive modes of transport such as public transport or walking.

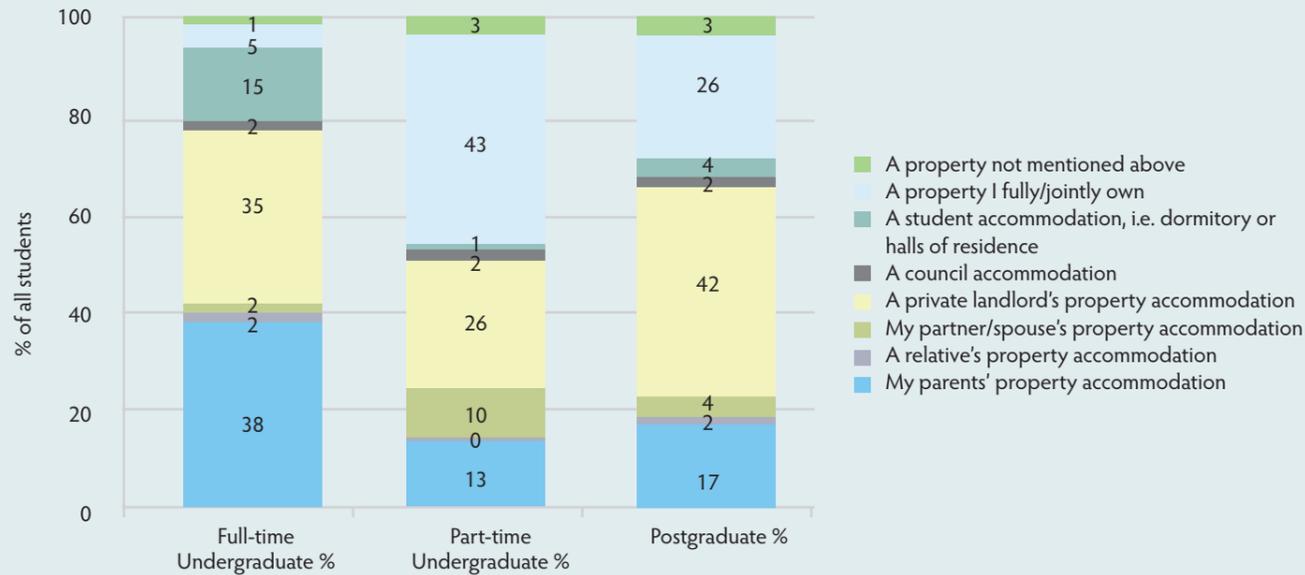
²³ Central Statistics Office, National Census (2011)

2.3 Accommodation

Students were asked about the accommodation that they lived in during term-time and Figure 2.3 illustrates the frequency of each accommodation by type of student.

The main student-accommodation was a private landlord's property (35%) followed by parents' houses (31%), an owned/jointly owned property (13%) and student-residence (11%). Full-time undergraduates were more likely to be living with parents or live in student-accommodation and less likely to fully/jointly own their own property.

FIGURE 2.3: ACCOMMODATION DURING TERM-TIME BY TYPE OF STUDENT



The main student-accommodation for a full-time undergraduate is a parent's property (38%) or a private landlord's property (35%). Part-time undergraduates are more likely to live in a property they fully/jointly own (43%). Postgraduates are spread out across three main categories of properties—private landlord (42%), a property owned/jointly owned (26%), or a parent's property (17%).

Satisfaction with Accommodation

All students were asked to rate their satisfaction with accommodation and Table 2.2 shows how this differs across types of accommodation.

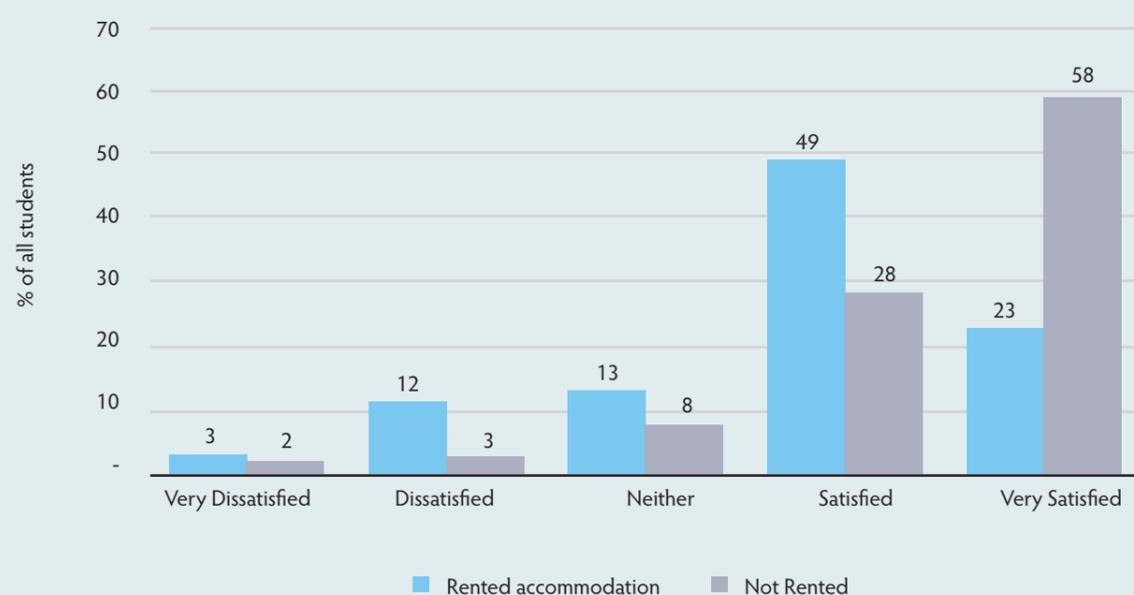
TABLE 2.2: SATISFACTION WITH ACCOMMODATION BY ACCOMMODATION-TYPE

Accommodation	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied	Overall
My parents' property accommodation	2	3	8	29	57	31
A relative's property accommodation	2	8	9	37	44	2
My partner/spouse's property accommodation	8	1	15	34	41	3
A private landlord's property accommodation	3	12	13	50	21	36
A council accommodation	3	14	13	50	21	2
A student accommodation, i.e. dormitory or halls of residence	3	14	11	53	18	11
A property I fully/jointly own	2	2	8	28	61	13
A property not mentioned above	6	7	16	40	30	2
Total	3	8	11	40	38	100

In general, satisfaction with accommodation among students in higher education is high: 78% of students were either "satisfied" or "very satisfied" with their accommodation and only 11% were either "dissatisfied" or "very dissatisfied". However, some differences are noted in respect of different types of accommodation. The most satisfied students were those who live in their own home or their parents' property, 89% and 86% respectively.

When satisfaction with accommodation is compared between students who rented accommodation and students who did not rent accommodation, Figure 2.4 illustrates the difference.

FIGURE 2.4: SATISFACTION WITH ACCOMMODATION (RENTED AND NON-RENTED)



Although satisfaction with accommodation is generally high, students who do not rent are more satisfied with their accommodation than those who rent.

Cost of Accommodation

The cost of accommodation by each of the main types (excluding living at home with parents) is provided in Table 2.3.

Table 2.3: Cost of accommodation

TABLE 2.3: COST OF ACCOMMODATION

Type of accommodation	Paid by Student	Paid by Other	Overall
A private landlord's property accommodation	€291	€137	€428
A student accommodation, i.e. dormitory or halls of residence	€109	€291	€400
A property I fully/jointly own	€525	€116	€641

An average monthly cost of privately rented accommodation is €428 (68% of which is paid by the student) and €400 for student accommodation (the majority of which is paid by the parent/partner or others on behalf of the student). The average monthly accommodation cost for a property owned/jointly owned is approximately €641 per month (82% of which is paid by the student).

3. STUDENT INCOME AND EXPENDITURE

The current economic climate has undoubtedly had an effect on student income and expenditure. Unlike many other countries, domestic undergraduate students in Ireland do not currently pay tuition fees. However, EU full-time undergraduates do pay a "student contribution" which, at €2,500 exceeds the full tuition fee cost in some EU states. Those qualifying for a student-grant also have the student contribution paid on their behalf.

This chapter details the income and expenditure patterns of students in higher education in Ireland, analysing the interrelationship of gender, student-type, social class, and living arrangements. Then the financial well-being of students is explored, examining the extent to which financial difficulties are encountered. Finally additional questions about claiming tax-relief on tuition fees and the potential introduction of a new student contribution fee are discussed.

3.1 Income

The proportion of full-time undergraduates from EUROSTUDENT V in receipt of a grant was 36%. This is somewhat lower than the 40% quoted by DES²⁴.

In terms of the income-distribution across the various sources of income for each student-type, Table 3.1 shows the results (see Table 3.2 for actual monetary values).

TABLE 3.1: INCOME SOURCE PROFILE BY STUDENT STATUS

Income Source	Full-time undergraduate %	Part-time undergraduate %	Postgraduate %	All %
Provision from family/partner	22	13	9	17
Higher Education Grant	22	2	8	15
Student Assistance Fund	5	1	1	3
Other public sources (e.g. child benefit, pension)	17	14	6	13
Repayable student loan from private sources, e.g. bank	2	0	1	2
Scholarship from private sources, e.g. foundation	2	0	15	5
Other private sources	2	3	4	3
From current paid job	21	65	52	38
From previous job (e.g. during holiday)	6	1	3	4
Total	100	100	100	100

For full-time undergraduates, the proportion of total income was derived from a number of sources, i.e. mainly from "family/partner" (22%), "higher education grant" (22%), "current paid job" (21%) and "other public sources" (17%). For part-time undergraduates and postgraduates the proportion of total income was primarily sourced from a current paid job, 65% and 52% respectively. Student-loans represented a very minor proportion of total income. Part-time students in Ireland are not eligible for grants or for financial support from the Student Assistance Fund, so it is assumed that these have recently changed status or incorrectly completed the question.

²⁴ Department of Education and Skills

The average income in monetary terms is shown in Table 3.2.

TABLE 3.2: INCOME SOURCE AMOUNT BY STUDENT STATUS

Income Source	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Provision from family/partner	122	162	107	123
Higher Education Grant	121	27	97	108
Student Assistance Fund	26	11	8	21
Other public sources (e.g. child benefit, pension)	93	180	77	99
Repayable student loan from private sources, e.g. bank	13	5	18	13
Scholarship from private sources, e.g. foundation	10	3	181	39
Other private sources	11	43	52	21
From current paid job	117	821	637	278
From previous job (e.g. during holiday)	31	12	42	31
Total	545	1264	1219	734

The overall average monthly income is €734 and this ranges from €545 for full-time undergraduates to €1,264 for part-time undergraduates (€1,219 for postgraduates). Part-time undergraduates earn considerably more from current paid-employment (as expected) and postgraduates source more income from private sources, i.e. repayable student-loans, scholarships or other private sources.

The average monthly income for students living with their parents, and for those living independently is shown in Table 3.3.

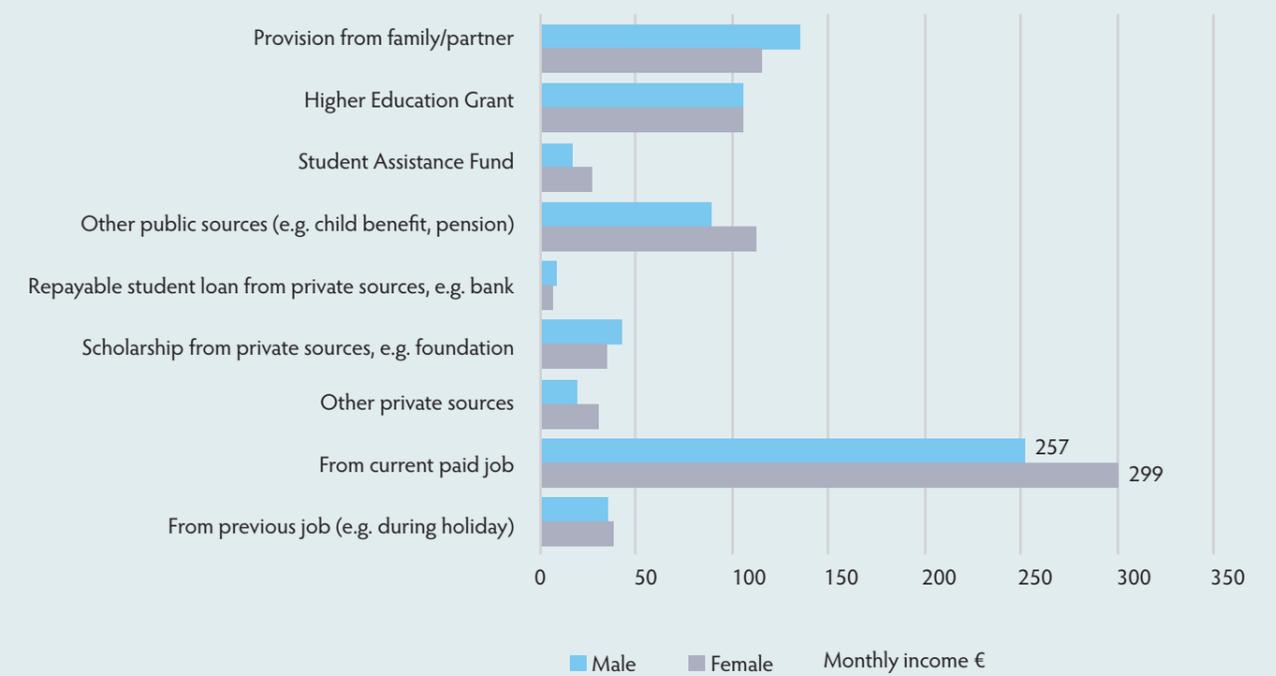
TABLE 3.3: INCOME SOURCE AMOUNT BY LIVING STATUS

Income Source	Living with Parents €	Not Living with Parents €	All Students €
Provision from family/partner	73	147	123
Higher Education Grant	77	123	108
Student Assistance Fund	13	25	21
Other public sources (e.g. child benefit, pension)	48	124	99
Repayable student loan from private sources, e.g. bank	5	17	13
Scholarship from private sources, e.g. foundation	18	49	39
Other private sources	6	28	21
From current paid job	183	324	278
From previous job (e.g. during holiday)	35	29	31
Total	459	868	734

Students who do not live with their parents have higher incomes across almost all income categories. Average monthly income from paid jobs for students who do not live with their parents is €324, 77% more than the average monthly income from paid jobs provided by students who live with their parents.

Overall, the average monthly income for males is €766 and for females is €702. The breakdown of average monthly income by gender is shown in Figure 3.1.

FIGURE 3.1: MONTHLY INCOME BY GENDER



The average monthly income for current paid-employment for males was €299 compared with €257 for females. This difference is mainly driven by a large differential between male and female postgraduate students, with male postgraduates earning a higher amount from their current paid job than their female counterparts.

The average monthly income by social class is shown in Table 3.4.

TABLE 3.4: MONTHLY INCOME BY SOCIAL CLASS

Income Source	Higher professional €	Lower professional €	Non manual €	Skilled manual €	Semi-skilled manual €	Unskilled manual €
Provision from family/partner	155	144	116	99	62	67
Higher Education Grant	62	81	129	160	151	175
Student Assistance Fund	15	13	24	30	8	41
Other public sources (e.g. child benefit, pension)	77	62	84	116	123	156
Repayable student loan from private sources, e.g. bank	12	14	12	11	20	2
Scholarship from private sources, e.g. foundation	46	44	44	34	24	29
Other private sources	23	22	7	40	11	5
From current paid job	255	311	267	327	249	169
From previous job (e.g. during holiday)	40	35	30	29	33	19
Total	686	725	712	845	681	664

Students from the professional social classes received more income from their family or partner (€144–€155 per month) than students from semi-skilled or unskilled manual social classes, i.e. €62–€67 per month. The semi-skilled or unskilled manual social classes received higher amounts via public sources, i.e. grants or other public sources. This is consistent with findings from previous EUROSTUDENT Surveys.

3.2 Expenditure

On the expenditure side, Table 3.5 shows the average monthly expenses (split by expenses covered by student and expenses not covered by student) during the current semester (data collected during April/May 2013).

TABLE 3.5: MONTHLY EXPENSES PER STUDENT-TYPE

Paid by Student	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Accommodation	128	454	389	206
Food	95	231	204	128
Transportation	66	131	103	79
Communication	21	43	40	26
Health costs	4	29	30	11
Childcare	5	17	24	9
Debt payment (except mortgage)	17	70	58	29
Social and leisure activities	50	83	101	62
Other regular living costs	40	96	95	55
Total	425	1,153	1,044	607
Paid by Parent/Partner/Other	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Accommodation	147	80	76	128
Food	54	42	33	49
Transportation	24	15	9	20
Communication	7	5	4	6
Health costs	7	5	7	7
Childcare	2	4	6	3
Debt payment (except mortgage)	4	7	3	4
Social and leisure activities	9	5	6	8
Other regular living costs	12	10	7	11
Total	266	173	152	237
Total Expenditure Cost	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Accommodation	274	535	465	334
Food	149	272	236	177
Transportation	90	146	112	99
Communication	28	48	44	33
Health costs	11	34	37	18
Childcare	6	21	30	12
Debt payment (except mortgage)	21	76	62	34
Social and leisure activities	59	88	108	71
Other regular living costs	52	106	102	66
Total	692	1,326	1,196	844

The average monthly expenditure of **all students** was €844 (€607 of this amount is met by the student themselves and €237 is met by a parent/partner or others). Accommodation was the largest single expense-item for students, accounting for 40% of all expenditure, and the average spend on accommodation was €334 per month. The monthly expenses of part-time undergraduate and postgraduate students were higher than those of full-time undergraduate students across all items. This reflects the earlier findings that part-time undergraduates are more likely to be older, to live away from the family-home, and to have children than full-time undergraduate students.

The total expenditure of **full-time undergraduates** per month is €692 and 38% of this amount is covered by parents/partners or others. The associated income for this cohort (referencing Table 3.2) is €545, illustrating the extent to which full-time undergraduates depend on external financial assistance to meet their needs.

The total expenditure of **part-time undergraduates** per month is €1,326, and that of **postgraduates** is €1,196 per month. 13% of this expenditure by each of these groups is covered by parents/partners or others. The associated income for **part-time undergraduates** is €1,264, and that of **postgraduates** is €1,219, again illustrating reliance on external financial assistance.

The expenditure by students living with their parents was compared with that of students not living with parents, as detailed in Table 3.6.

TABLE 3.6: MONTHLY EXPENDITURE BY LIVING WITH PARENTS

Expenditure Item	Living with Parents €	Not Living with Parents €	All Students €
Accommodation	107	443	334
Food	125	202	177
Transportation	110	94	99
Communication	28	35	33
Health costs	15	19	18
Childcare	3	16	12
Debt payment (except mortgage)	22	39	34
Social and leisure activities	69	72	71
Other regular living costs	55	71	66
Total	535	992	843

Students living with their parents incurred lower costs of living in all expenditure-items with the exception of transportation, reflecting the finding that this group of students travel the longest distance to their higher education institution.

The average expenses **per semester** for a range of study-related items are shown in Table 3.7.

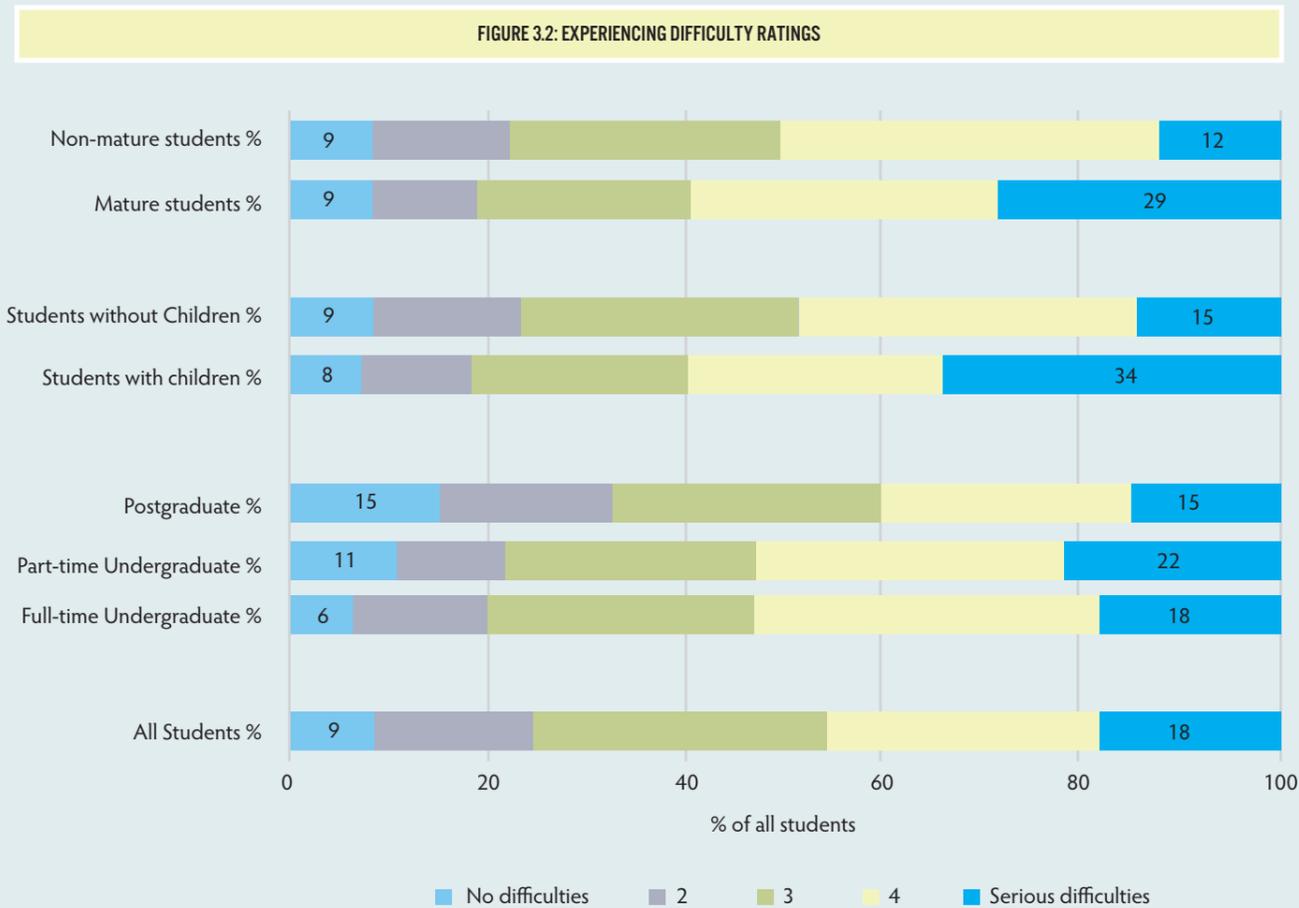
TABLE 3.7: AVERAGE EXPENSES PER SEMESTER FOR STUDY-RELATED ITEMS

Paid by Student	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Tuition fees, registration fees, examination fees, administrative fees	295	988	1,245	533
Contributions to the college and student associations, e.g. membership to clubs and societies	13	7	8	11
Learning materials (e.g. books, photocopying, DVDs, field trips)	74	154	102	87
Other regular study-related costs (e.g. private tutoring, additional courses)	9	28	24	14
Total semester study related costs	391	1177	1,378	646
Paid by Parent/Partner/Other	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All Students €
Tuition fees, registration fees, examination fees, administrative fees	936	210	833	840
Contributions to the college and student associations, e.g. membership to clubs and societies	13	0	1	10
Learning materials (e.g. books, photocopying, DVDs, field trips)	37	13	14	30
Other regular study-related costs (e.g. private tutoring, additional courses)	6	3	8	6
Total semester study related costs	993	226	857	886
Total Study-Related Expenditure	Full-time undergraduate €	Part-time undergraduate €	Postgraduate €	All €
Tuition fees, registration fees, examination fees, administrative fees	1,231	1,198	2,078	1373
Contributions to the college and student associations, e.g. membership to clubs and societies	26	7	9	21
Learning materials (e.g. books, photocopying, DVDs, field trips)	111	167	116	117
Other regular study-related costs (e.g. private tutoring, additional courses)	15	31	32	20
Total semester study related costs	1,384	1,403	2,235	1532

The total expenditure on study-related items for full-time undergraduates is €1,384 per semester and the majority of this cost (72%) is met by a parent/partner or others. By contrast 84% of the study-related costs incurred by part-time undergraduates are met by the student themselves (84%), while postgraduates contribute 62% towards their study-related costs per semester. From this data it is again apparent that all three groups depend on external support to meet these costs, with full-time undergraduates exhibiting the greatest degree of dependency.

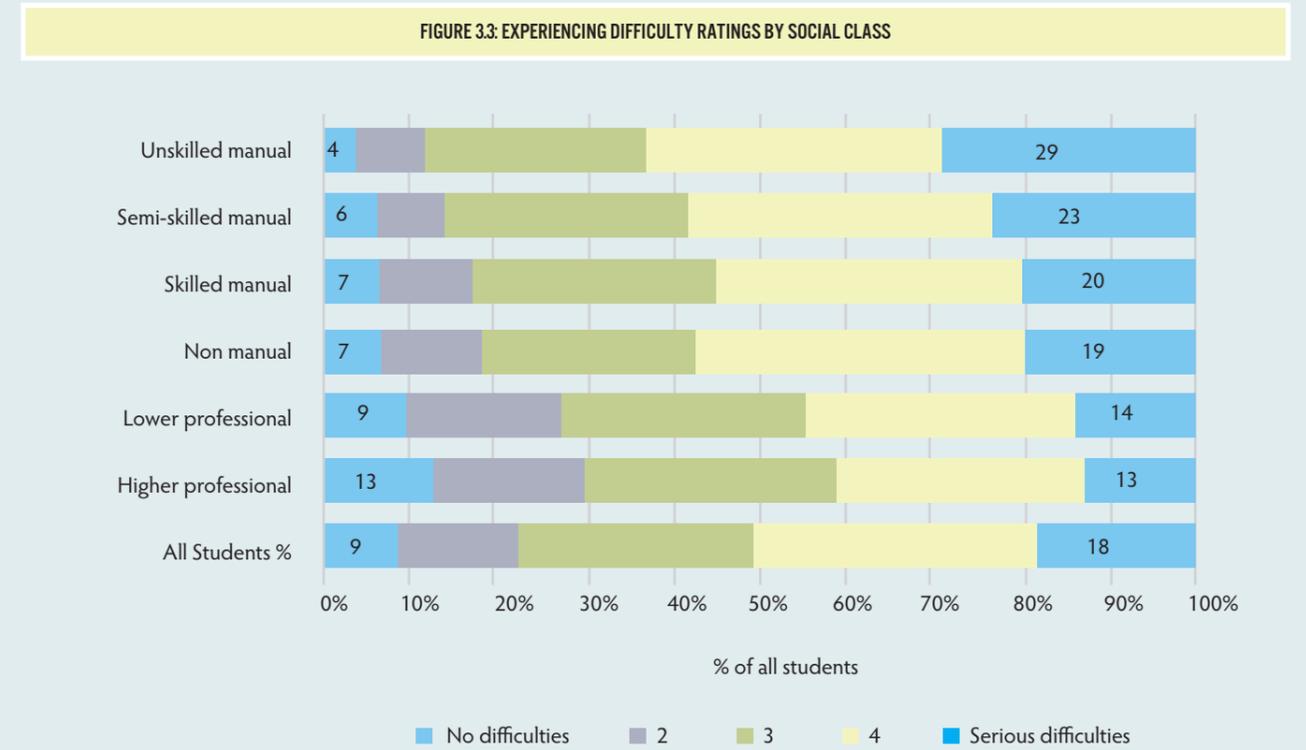
3.3 Financial Well-being

Students were asked about the extent to which they were experiencing financial difficulties on a five-point scale ranging from “no difficulties” to “serious difficulties”. Figure 3.2 illustrates the results.



Approximately 18% of all students indicated that they were in serious difficulties in terms of their finances. This increases to 29% for mature students and to 34% for students with dependent children. While there was no large difference between the financial well-being of full-time and part-time students, postgraduates appear to have more positive financial well-being than undergraduates.

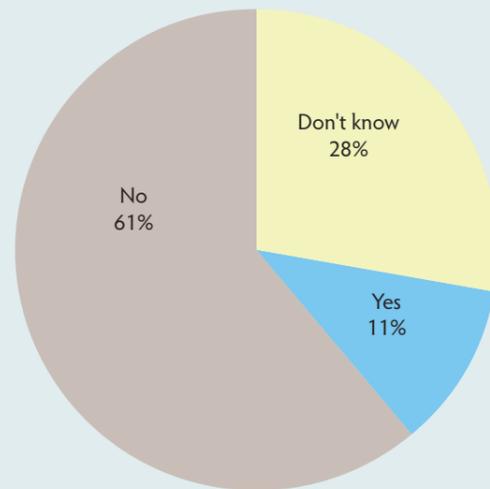
The extent to which students are experiencing financial difficulties is examined by social class in Figure 3.3.



A clear relationship emerges between social class and the extent to which students feel they have sufficient funds to cover monthly costs, with students from the manual social classes indicating a higher level of difficulty than those from non-manual or professional groups.

Tax-relief is available to qualifying students (or their families) in respect of tuition fees paid and Figure 3.4 illustrates the extent to which this is claimed by students.

FIGURE 3.4: TAX-RELIEF CLAIMED IN RESPECT OF TUITION FEES PAID (% OF ALL STUDENTS)

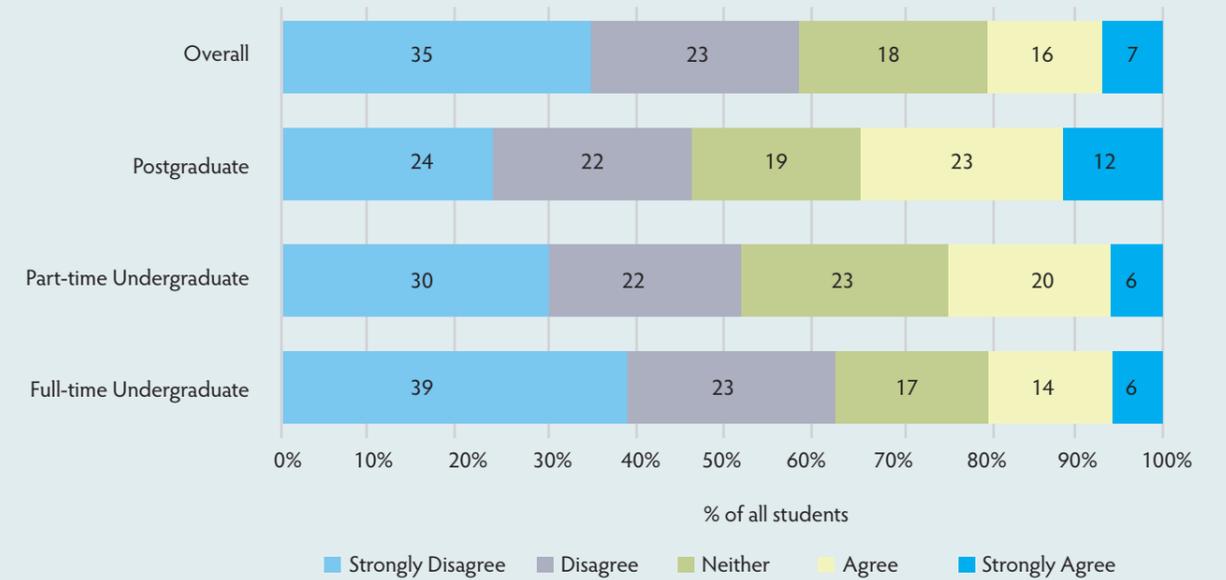


Only 11% of all students indicated that they (or their parents) claimed tax-relief in respect of tuition fees paid, while 28% did not know. The proportion of students/parents claiming was higher for part-time undergraduates (24%) and postgraduates (22%) than for full-time undergraduates (7%). While the relatively low proportion of full-time undergraduates claiming relief can probably be accounted for by the fact that the majority of such students qualify for free student-fees, the proportion of claimants nonetheless increased in line with social class, with only 5% of students from unskilled manual groups claiming relief by comparison with 14% of those from professional groups. Notably students with high-study intensity (i.e. hours per week in taught studies or home-study) were more likely to claim tax-relief (14%).

Ireland's *National Strategy for Higher Education to 2030*²⁵ recommends the introduction of a new form of direct student-contribution based on the payment of an upfront fee along with the establishment of a deferred-payment facility. Students were asked to what extent they agree or disagree with the statement that Ireland can no longer afford free student-fees.

Figure 3.5 illustrates the responses to this statement from all students.

FIGURE 3.5: IRELAND CAN NO LONGER AFFORD FREE STUDENT-FEES



Approximately 58% of all students disagreed (or strongly disagreed) with this statement with many open-ended comments (3,800 in total) citing affordability concerns and the existence of a sizeable registration fee. The level of disagreement was higher among full-time undergraduates who benefit from the current 'Free Fees' scheme. Postgraduates were more likely to agree with this statement with approximately 35% agreeing (or strongly agreeing) by comparison with just 20% of all full-time undergraduates. Some suggested alternatives include a graduate-tax, special student-loan, or student-fees with a comprehensive grant-system.

The highest level of agreement in respect of this question was in evidence among full-time undergraduates aged 22–24 (26%), among those studying Law (28%), and among students from the higher professional social class (25%).

²⁵ Department of Education and Skills (2011) National Strategy for Higher Education to 2030

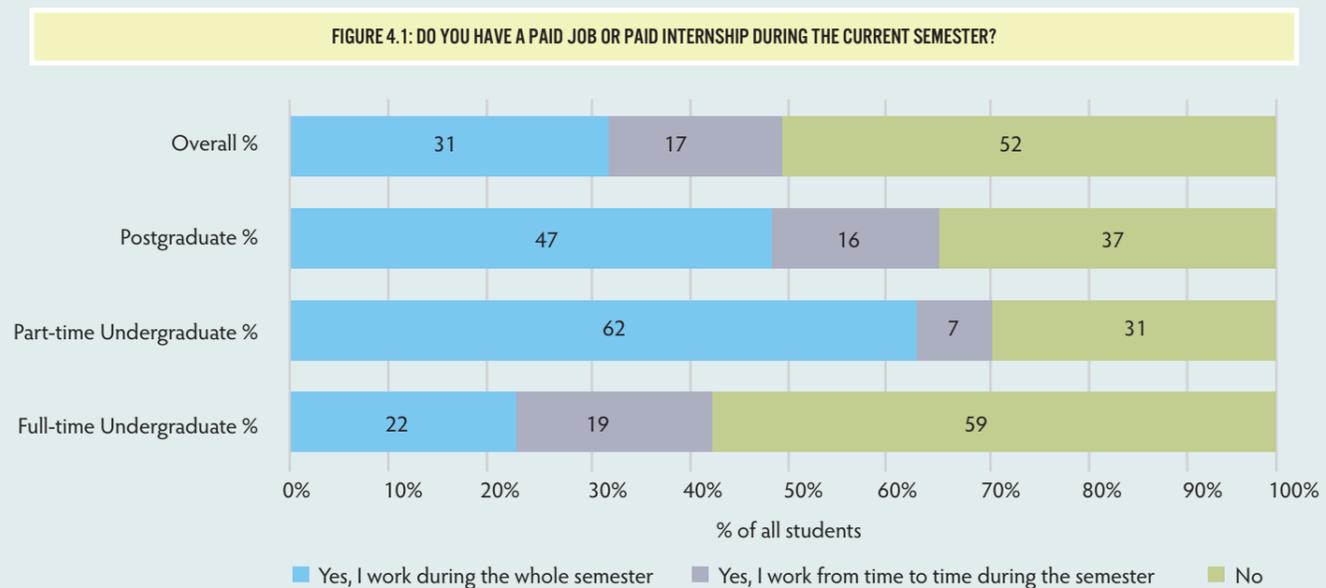
4. STUDENT EMPLOYMENT

Working can give students a better understanding of what they are being taught and assist in their choice of career-path. On the other hand, working while studying may lead to greater absence from lectures and reduced time for personal study, resulting in poor academic achievement. Research has shown that working more than 20 hours per week has a negative impact on grades (Pike *et al*, 2008).

This chapter analyses the extent to which students in higher education in Ireland work during term-time, and the extent to which they feel that this has a negative impact on their academic performance. The propensity to work is compared between the various categories of student within study-programmes, study areas and across social classes. Then the actual number of hours spent per day on taught study, personal study and work are summarised. The relationship, if any, between job and study is examined. Finally students' future plans regarding employment and study are explored.

4.1 Employment Status

All students were asked if they have a paid job (or paid internship) during the current semester and Figure 4.1 illustrates the results.

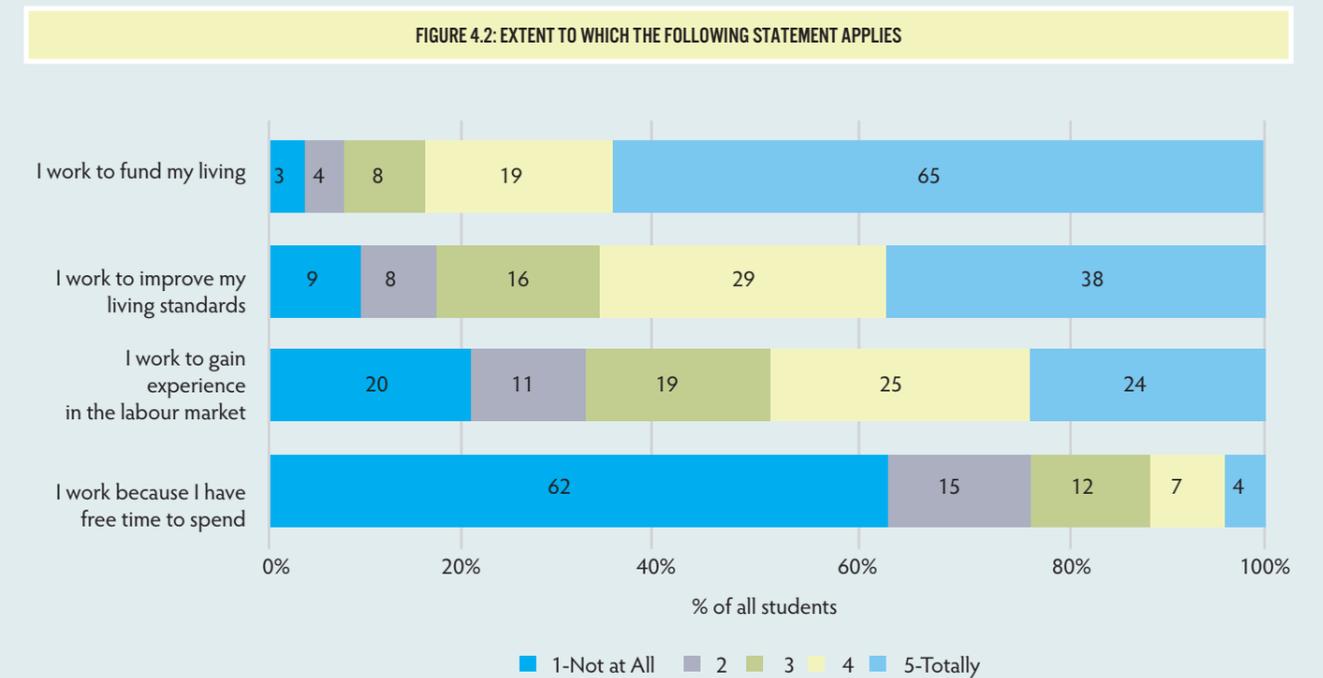


Approximately 41% of all full-time undergraduates work during term-time (22% during the whole semester and 19% from time to time during the semester). This proportion increases to approximately 69% for part-time undergraduates and 63% for postgraduates. The majority of part-time undergraduates and postgraduates work throughout the semester rather than from time to time. A similar proportion of mature students worked during term-time as non-mature students but mature students were more likely to work during the whole semester (38%) than their younger counterparts (28%).

Compared with EUROSTUDENT IV, there are fewer full-time undergraduates in regular employment during term-time (22% in EUROSTUDENT V and 26% in EUROSTUDENT IV). Females are more likely to work regularly during term-time across each of the three student types.

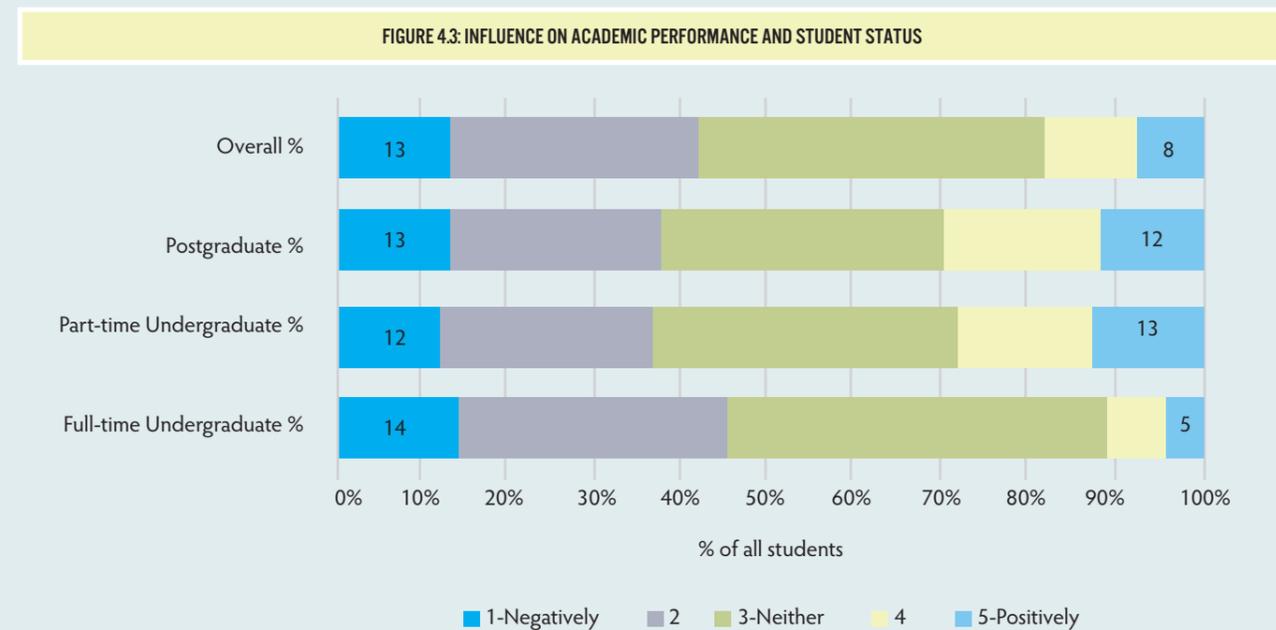
When asked whether they had a paid job **any time** within the last 12 months, the working proportion increased to 60% for full-time undergraduates, 75% for part-time undergraduates and 73% for postgraduates.

All students who had a paid job within the current semester were asked to what extent do a series of statements apply to them and Figure 4.2 illustrates the results.



Nearly two-thirds (65%) of all working students "agreed totally" that they worked to fund their living. Approximately 38% indicated that they worked to improve their living standards, 24% worked to gain experience in the labour market and only 4% worked because they have free time. A higher proportion of students who work continuously (rather than from time to time) throughout the semester "agreed totally" that they worked to fund their living (74%) and improve their living standards (45%).

Working students were asked whether their current job affected their academic performance and Figure 4.3 shows the outcome.



More than one in ten students (12–14%) across all student-types indicated that their job affected their academic performance negatively. Part-time undergraduates and postgraduates benefitted from a higher positive effect than full-time undergraduates, probably because their job was related to their studies, whereas full-time undergraduates worked in casual and unrelated areas.

The work-status of students was examined by study area in Table 4.1.

TABLE 4.1: WORK-STATUS OF STUDENTS BY STUDY AREA

Study Area	Yes, I work during the whole semester %	Yes, I work from time to time during the semester %	No, I don't work during the semester %	Total %
Education	44	20	36	100
Humanities & Arts	26	17	57	100
Social Science	35	18	47	100
Business	38	17	45	100
Law	37	16	47	100
Science	24	16	59	100
Maths/ Computing/ Computer Science	32	14	55	100
Engineering, Manufacturing and Construction	28	17	55	100
Agriculture/ Veterinary	23	21	56	100
Health/Welfare	35	17	48	100
Services	32	23	45	100
Total	31	17	52	100

Overall, approximately 31% of students worked during the whole semester, a further 17% worked from time to time during the semester, and 52% did not work. A higher proportion of students from Education (44%) and Business (38%) worked regularly during term-time.

The corresponding profile across main area of study is shown in Table 4.2.

TABLE 4.2: WORK-STATUS OF STUDENTS BY STUDY-PROGRAMME

Study Programme	Yes, I work during the whole semester %	Yes, I work from time to time during the semester %	No, I don't work during the semester %	Total %
Higher Certificate	33	12	55	100
Diploma	43	12	46	100
Ordinary Bachelor Degree	25	15	59	100
Honours Bachelor Degree	28	18	54	100
Postgraduate Cert/Diploma	36	21	42	100
Taught Master's Degree	58	11	32	100
Research Master's Degree	43	21	36	100
Ph.D.	38	21	41	100
Total	31	17	52	100

There are some differences between study-programme and the extent to which students work during term-time. A higher proportion of students studying for a Diploma (43%), Taught Master's Degree (58%) and Research Master's Degree (43%) worked during the whole semester compared to Ordinary Bachelor Degree (25%) and Honours Bachelor Degree (28%).

Table 4.3 analyses the employment status of students from different social classes.

TABLE 4.3: TERM-TIME EMPLOYMENT BY SOCIAL CLASS

Social Class	Yes, I work during the whole semester %	Yes, I work from time to time during the semester %	No, I don't work during the semester %	Total %
Higher professional	33	20	47	100
Lower professional	33	18	49	100
Non manual	31	15	53	100
Skilled manual	31	18	51	100
Semi-skilled manual	30	18	53	100
Unskilled manual	25	15	60	100
Total	32	18	51	100

There is little difference between the various social classes regarding employment patterns.

4.2 Workload

On average per week, students spent an average of approximately 35 hours in study-related activities (18 hours in taught studies and 17 hours in personal study). The breakdown of workload by type of student (and day of week) is shown in Table 4.4.

TABLE 4.4: AVERAGE TIME SPENT PER DAY BY TYPE OF STUDENT

Taught Study	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Full-time undergraduate	4.5	4.6	4.4	4.4	2.9	0.2	0.1	21.1
Part-time undergraduate	1.9	2.1	2.2	2.0	0.8	0.8	0.2	9.9
Postgraduate	2.1	2.2	2.2	2.2	1.8	0.6	0.3	11.3
Total	3.8	3.9	3.7	3.8	2.5	0.3	0.1	18.1
Personal Study	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Full-time undergraduate	2.4	2.3	2.4	2.3	2.1	2.4	2.2	16.1
Part-time undergraduate	1.6	1.4	1.6	1.6	1.5	2.3	2.1	12.1
Postgraduate	3.4	3.4	3.4	3.4	3.3	3.1	2.5	22.4
Total	2.5	2.4	2.5	2.5	2.3	2.5	2.2	16.8
Taught & Personal Study	Mon	Tue	Wed	Thu	Fri	Sat	Sun	Total
Full-time undergraduate	6.9	6.9	6.8	6.7	5.0	2.6	2.3	37.1
Part-time undergraduate	3.5	3.6	3.8	3.6	2.3	3.0	2.2	22.0
Postgraduate	5.5	5.6	5.6	5.6	5.1	3.6	2.8	33.7
Total	6.3	6.3	6.2	6.2	4.7	2.8	2.4	34.9

Full-time undergraduates spend more time in taught study (e.g. lessons, seminars, labs) than part-time undergraduate or postgraduate students. Postgraduates spend more time in personal study (e.g. preparation, learning, homework) than undergraduates. The weekend is used more by postgraduates and part-time undergraduates to perform their personal study.

Table 4.5 shows how the amount of time spent working on a paid job (or paid internship) compares to the amount of time spent studying across the main areas of study.

TABLE 4.5: AVERAGE HOURS PER WEEK

Main Study Area	Paid Jobs	Taught Time	Personal Study	All Students
Education	14.0	16.2	15.5	45.6
Humanities and Arts	6.9	15.4	18.1	40.4
Social Science	9.4	14.7	18.0	42.1
Business	11.7	16.2	14.1	42.0
Law	11.2	12.8	16.2	40.1
Science	6.9	21.4	17.1	45.4
Maths / Computing / Computer Science	11.6	18.2	17.6	47.4
Engineering, Manufacturing and Construction	9.5	22.0	18.2	49.7
Agriculture / Veterinary	7.5	21.0	17.3	45.8
Health / Welfare	10.5	21.6	17.0	49.0
Services	10.2	19.1	13.6	42.9
Other, please specify:	4.2	10.9	8.2	23.3
Total	9.6	18.1	16.8	44.4
Student Status	Paid Jobs	Taught Time	Personal Study	All Students
Full-time undergraduate	5.5	21.0	16.1	42.6
Part-time undergraduate	23.3	9.9	12.1	45.3
Postgraduate	16.8	11.4	22.4	50.6
Total	9.6	18.1	16.8	44.4

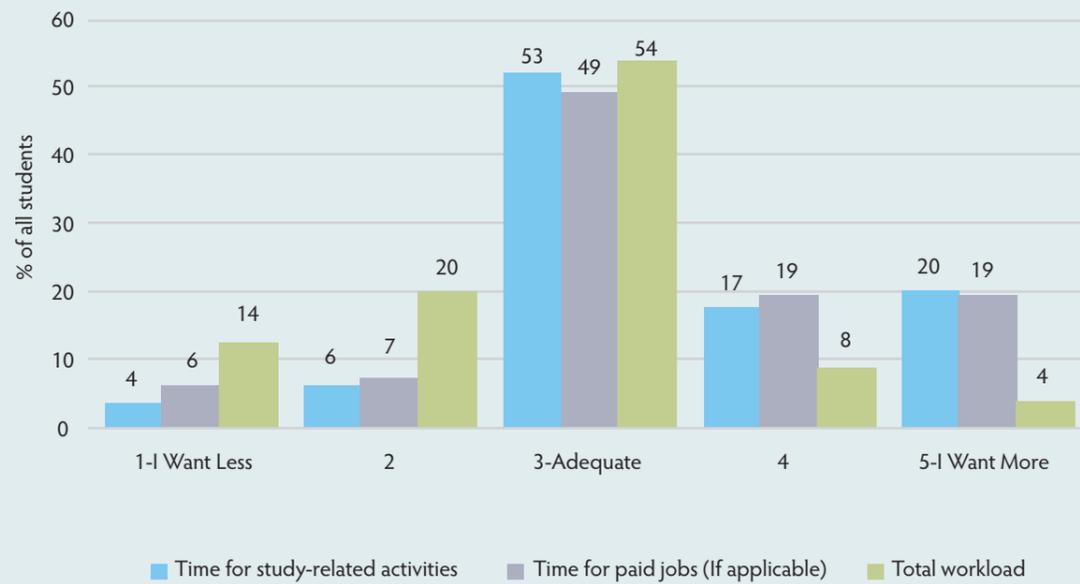
On average per week, students work approximately 10 hours in paid jobs (22% of the total hours in class, study or work), 18 hours in taught studies (41%) and 17 hours in personal study-time (38%).

While students of Education spend the most time working in paid jobs (14 hours), students of Law spend the least time in taught studies (12.8 hours). The average time spent in personal study is relatively even across the main study areas.

Part-time undergraduates spend the most time in paid jobs (23.3 hours per week on average). This is followed by postgraduates (16.8 hours per week) and full-time undergraduates (5.5 hours per week).

Examining time spent on study-related activities (taught and personal study-time) and on paid jobs, students' satisfaction with their workload is illustrated in Figure 4.4.

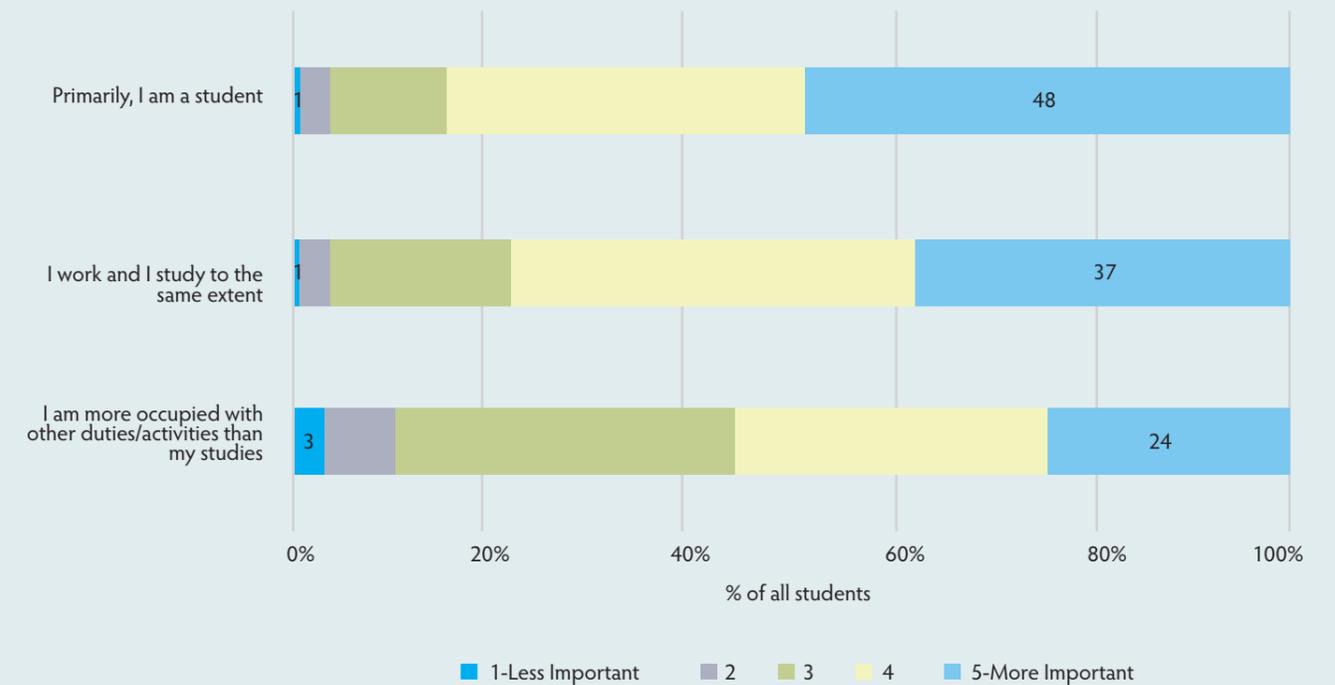
FIGURE 4.4: SATISFACTION WITH WORKLOAD



While approximately half of all students felt that there was an adequate amount of time available for study-related activities and paid jobs, approximately 40% wanted more time (for study-related activities and paid jobs). A relatively small proportion of students (4%) indicated that they wanted more workload.

Students were asked about how important their studies were compared with other activities and their responses are captured in Figure 4.5.

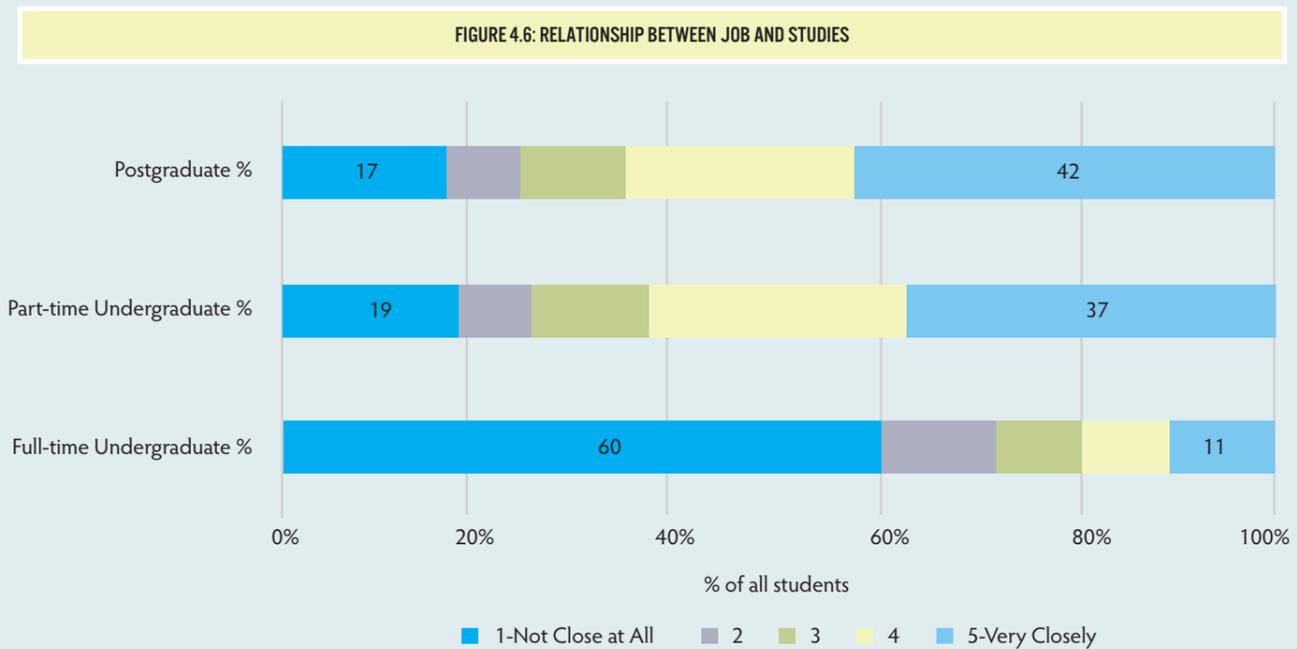
FIGURE 4.5: IMPORTANCE OF STUDIES COMPARED WITH OTHER ACTIVITIES



Over half of all students (53%) consider themselves to be "primarily a student" and 48% of these students considered their studies as being more important than other activities (this increases to 84% when the top two categories of the rating scale are considered). Approximately 31% of all students considered themselves to be working and studying to the same extent and 37% of these students considered their studies as being more important than other activities (this increases to 78% when the top two categories of the rating scale are considered). Students more occupied with other activities than studies (approximately 16% of all students) ascribe a lower level of importance to their studies, although their studies still receive a credible rating.

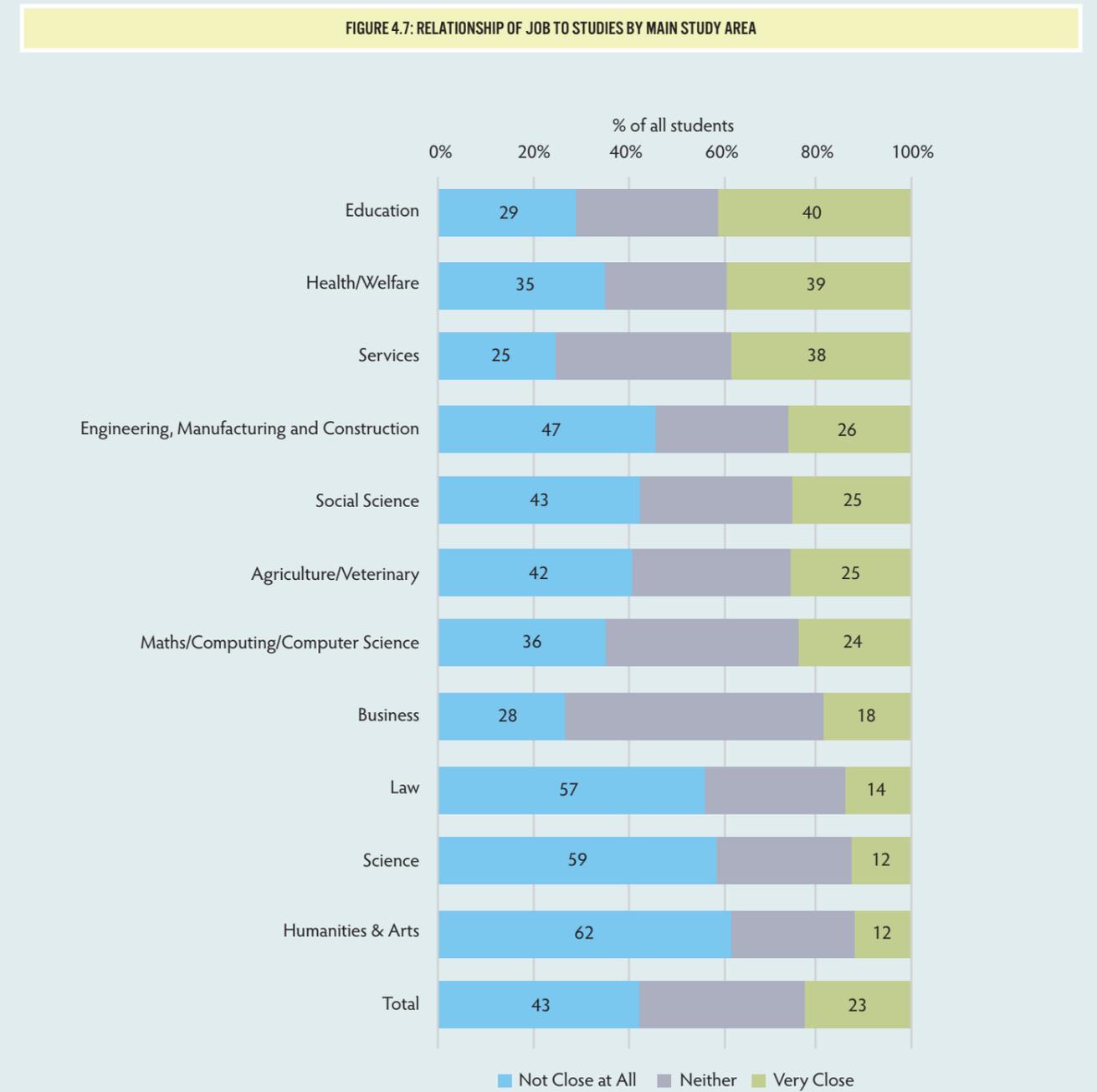
4.3 Relationship between Study area and Job

A major benefit of working while studying lies in the opportunity for students to gain practical insight to what they are being taught. Figure 4.6 illustrates the degree to which the student's job applies to their studies across the different classifications of student.



While only approximately 11% of full-time undergraduates indicated that their job was very closely related to the content of their current study-programme, 37% of part-time undergraduates and 42% of postgraduates indicated the same. Approximately 60% of all full-time undergraduates indicated that their job was not closely related to their study-programme at all.

Figure 4.7 illustrates how closely related students' jobs are to their main area of study across different disciplines.

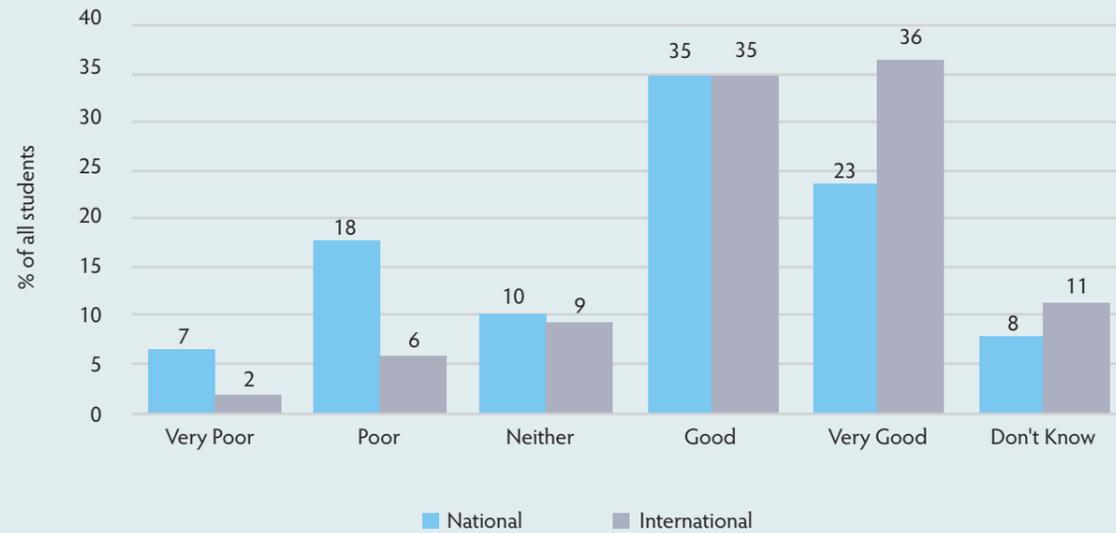


The disciplinary-areas in which students' jobs are **most closely** related to their studies are Education (40%), Health/Welfare (39%), and Services (38%). Conversely, the areas in which students' jobs are **least related** to their studies are Humanities and Arts (62%), Law (57%), and Science (59%).

4.4 Future Plans Regarding Employment

Students were asked to rate their chances in the labour market (after graduating from their main area of study) and Figure 4.8 shows the results.

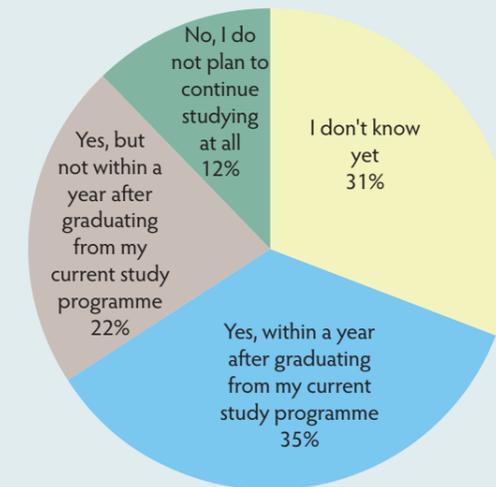
FIGURE 4.8: PERCEIVED CHANCES IN LABOUR MARKET FOLLOWING GRADUATION



Students felt that their chances of obtaining employment were better on an international level (71% indicated a "good" or "very good" chance of employment) than a national level (58% indicated a "good" or "very good" chance of employment).

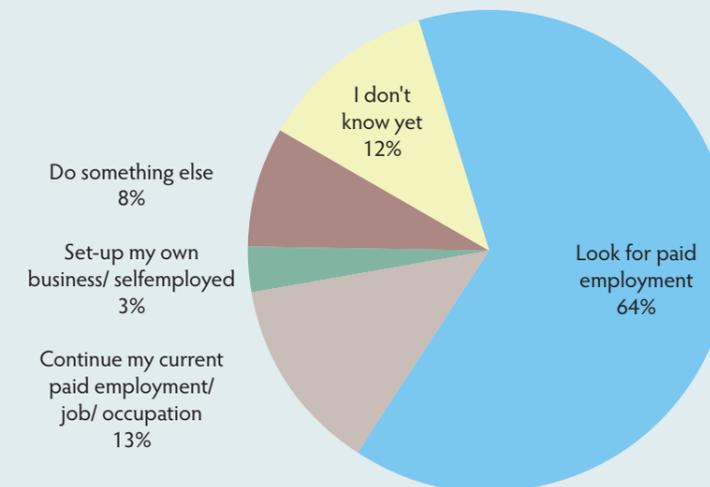
Figure 4.9 illustrates what students plan to do after finishing their current study-programme.

FIGURE 4.9: DO YOU PLAN TO CONTINUE STUDYING AFTER FINISHING YOUR CURRENT STUDY-PROGRAMME?



Just over one-third (35%) of all students plan to continue studying after their current programme, mainly within Ireland (85%). Approximately 16% of these students plan to undertake a Ph.D. or a post-doctorate-level qualification. The intentions of the remaining 65% who do not plan to continue their education are illustrated in Figure 4.10.

FIGURE 4.10: FUTURE PLANS FOLLOWING GRADUATION FOR STUDENTS NOT PLANNING TO CONTINUE STUDYING



Approximately two-thirds of students (64%) who are not planning to continue their studies will look for paid employment when finishing their current study-programme.

5. STUDYING ABROAD

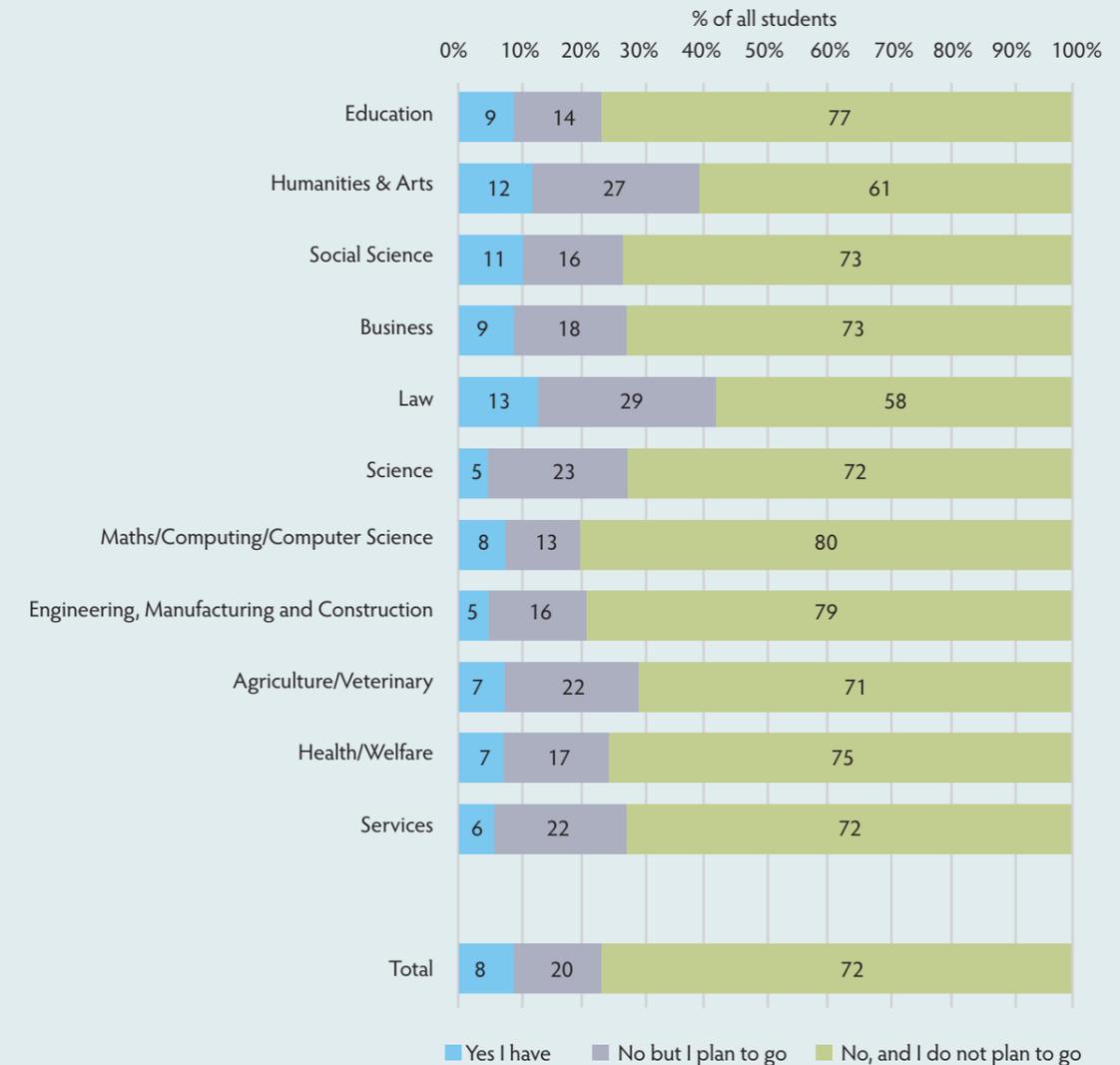
There are many advantages for students who choose to study abroad: student mobility contributes to personal development and enhances linguistic competency and cultural understanding. In this report, 'studying abroad' refers only to those students who do so temporarily on an accredited basis. The position of students who study abroad for their entire degree mobility cannot be captured as the survey is conducted only in Irish higher education institutions.

This chapter analyses the extent to which students in Irish higher education study abroad across the different classifications of students, study-programmes, and social class. The activities undertaken by those who have studied abroad are profiled in terms of time and location. The obstacles to studying abroad are also examined, for those who have studied abroad, those who aim to study abroad, and those who do not plan to study abroad. The linguistic competency of students who travel abroad is explored in more detail followed by a summary of the main sources of finance used to fund this study-period. Next, the importance attributed to various aspects of studying abroad is compared with an assessment of the extent to which these were fulfilled. Finally, the future plans of students to work abroad are explored in relation to whether or not they have studied abroad.

5.1 Studying Abroad

Ireland has a relatively low student-mobility rate, i.e. the proportion of students who enrolled abroad as a student in higher education. All students were asked whether they had been enrolled abroad as a student in higher education and Figure 5.1 illustrates the result.

FIGURE 5.1: HAVE YOU EVER BEEN ENROLLED ABROAD AS A STUDENT IN HIGHER EDUCATION?

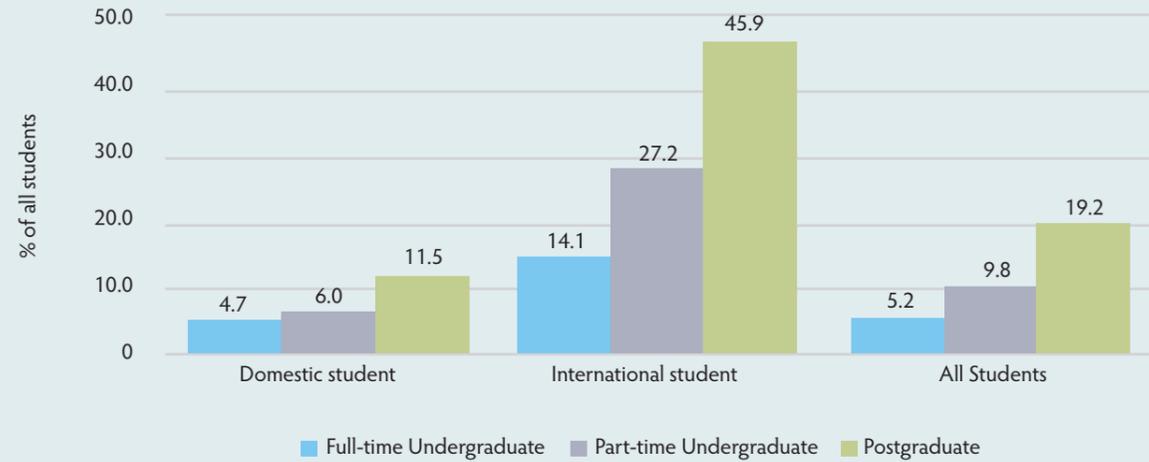


Overall, approximately 8% of students have enrolled abroad as a student in higher education and a further 20% intend to do so in the future, with the remaining 72% not planning to study abroad.

The study areas in which students have the strongest propensity to enrol as a student abroad in higher education were Law (42%) and Humanities and Arts (39%). Students of Maths/Computing (21%) and Engineering (21%) were the least likely to study (or want to study) abroad.

A similar proportion of males and female students studied (or intended to study) abroad but there were differences by type of student as illustrated in Figure 5.2.

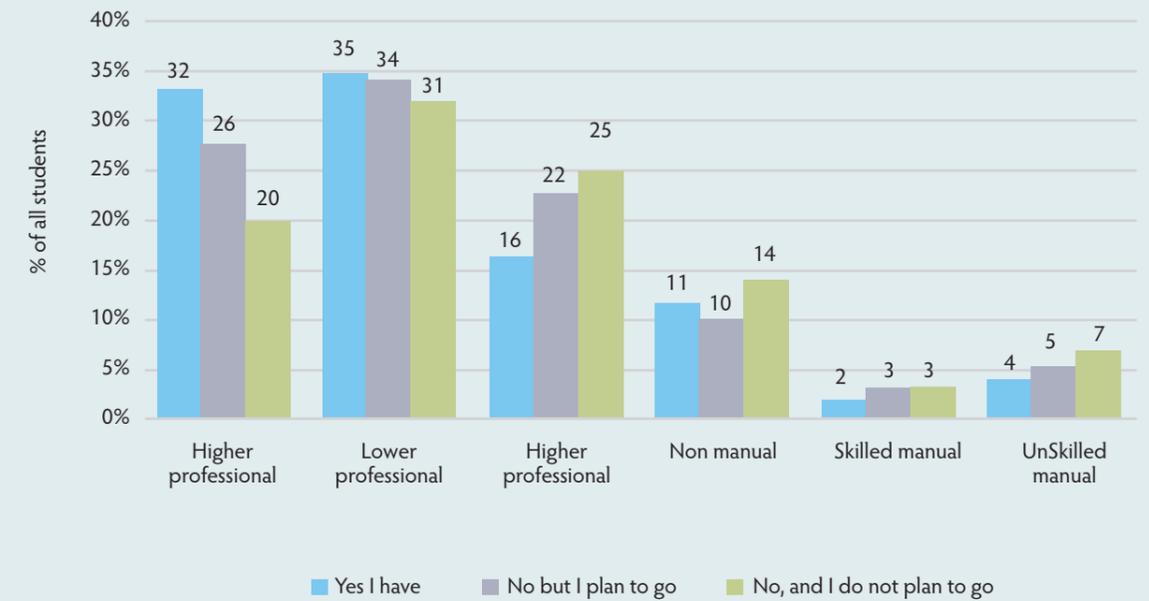
FIGURE 5.2: PROPORTION OF STUDENTS WHO STUDIED ABROAD BY INTERNATIONAL STATUS



Only 4.7% of domestic full-time undergraduates have studied abroad and this figure rises to 14.1% for international full-time undergraduates, i.e. students who obtained their prior education outside Ireland.

In line with findings from EUROSTUDENT IV, this study found that students from professional socio-economic backgrounds were more likely to study abroad (or plan to study abroad) than those from non-professional socio-economic backgrounds as illustrated by Figure 5.3.

FIGURE 5.3: INTERNATIONAL STUDENT-MOBILITY BY SOCIAL CLASS



Approximately two-thirds (67%) of all students who have studied abroad were from the professional social classes (compared with just 55% of all respondents). This suggests that having access to finance and social capital may be a critical enabler for studying abroad.

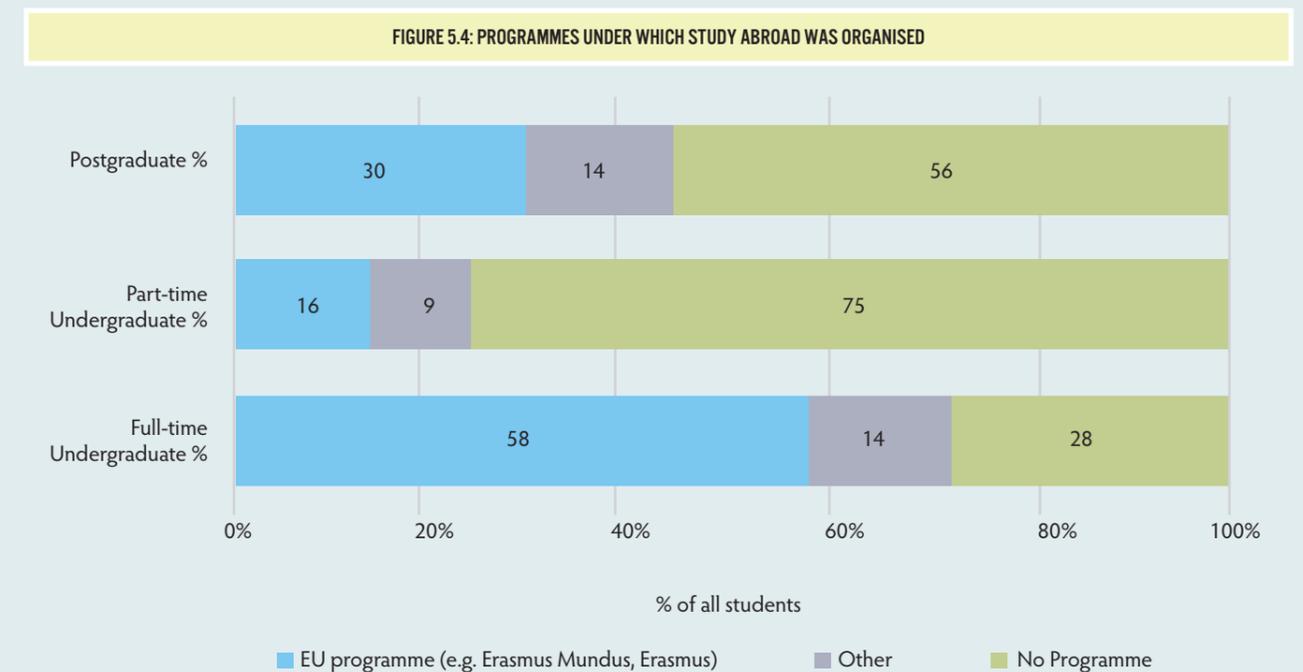
5.2 Type of Study Abroad

Table 5.1 presents the percentage of students who have studied abroad across the different classifications of students and by study-programme.

TABLE 5.1: INTERNATIONAL MOBILITY BY STUDY-PROGRAMME			
Study Programme	full-time undergraduate %	part-time undergraduate %	postgraduate %
Higher Certificate	5	11	2
Diploma	5	17	5
Ordinary Bachelor Degree	17	16	15
Honours Bachelor Degree	59	36	43
Postgraduate Cert/Diploma	1	0	5
Taught Master's Degree	1	13	22
Research Master's Degree	0	2	7
PhD	1	0	7
Other	15	12	9
Total	100	100	100

The majority of full-time undergraduates who studied abroad (5% of all full-time undergraduates) came from the Ordinary and Honours Bachelor Degree study programme. The majority of the part-time undergraduates who studied abroad (10% of all part-time undergraduates) came from a wider range of study-programmes but primarily the Honours Bachelor Degree study programme. Finally, the postgraduates who studied abroad also came predominantly from the Honours Bachelor Degree study-programme but a larger than average proportion also came from the Taught Master's Degree.

Figure 5.4 details the programmes under which students' international mobility was organised by student-type.



While over half (58%) of all full-time undergraduate study abroad was organised through an EU programme, e.g. Erasmus, the majority of part-time undergraduates (75%) did not organise their study abroad through a programme.

In terms of credits gained from studying abroad (ECTS—European Credit Transfer and Accumulation System), students who undertook their studies abroad through an EU programme were much more likely to have their credits recognised by their home institution, i.e. 78% for students on EU programmes and 47% for students on no programme.

The main countries (in order of preference) in which full-time undergraduates chose to study abroad were the U.S.A., the United Kingdom, France and Germany, and, on average, their stay was of between 8 and 15 weeks' duration. The most popular destinations for part-time undergraduates were the United Kingdom and the U.S.A., and, on average, their stay was of approximately 25 weeks' duration. Postgraduates' favoured destinations were the U.S.A. and the United Kingdom, and, on average, their stay was of approximately 20 weeks' duration.

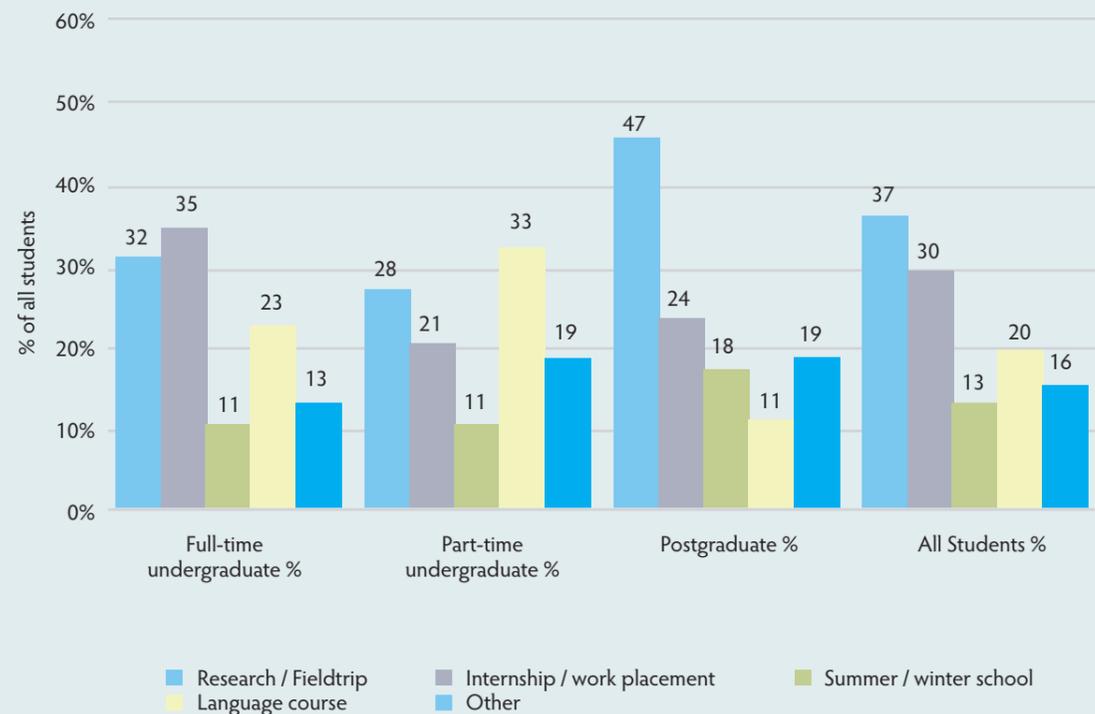
Although only 5% of full-time undergraduates have studied abroad, a further 24% expressed their intention to do so in the future, along with 9% of all part-time undergraduates and 9% of postgraduates. This accumulates to 20% of students across all student-types.

Approximately 43% of all students who expressed their intention to study abroad in the future did not know which programme they would use to facilitate this. However full-time undergraduates were less uncertain (41%) about this than part-time undergraduates (56%) and postgraduates (57%). Approximately 45% of full-time undergraduates expressed their intention to organise their study abroad through an EU programme, by comparison with 22% of part-time undergraduates and only 15% of postgraduates.

Study-related Activities

In addition to students being enrolled abroad in a regular course of study, students were asked about the extent to which they have been abroad for other study-related activities during their study-programme. Overall, approximately 13% of all full-time undergraduates, 11% of part-time undergraduates and 29% of postgraduates indicated that they had been abroad for at least one of the activities listed (16% across all student-types). Figure 5.5 illustrates the profile of activities undertaken by each group.

FIGURE 5.5: STUDY-RELATED ACTIVITIES BY STUDENT-TYPE (MULTIPLE RESPONSE)



The “research/fieldtrip” was the most popular study-related activity abroad among all students, especially postgraduates (47%). A larger proportion of part-time undergraduates went abroad on a language course (33%) whereas full-time undergraduates were more likely to go aboard on an internship or work-placement (35%).

Students were also asked about the student-related activity undertaken abroad and Table 5.2 summarises the results.

TABLE 5.2: STUDY-RELATED ACTIVITY SUMMARY

Study Related Activity	Taken %	Average Duration (Months)	Part of Study Programme %	Gained ECTS %
Research / Field-trip	37	1.2	69	16
Internship / work-placement	30	4.7	64	23
Summer / winter school	13	2.2	36	18
Language course	20	2.6	18	6

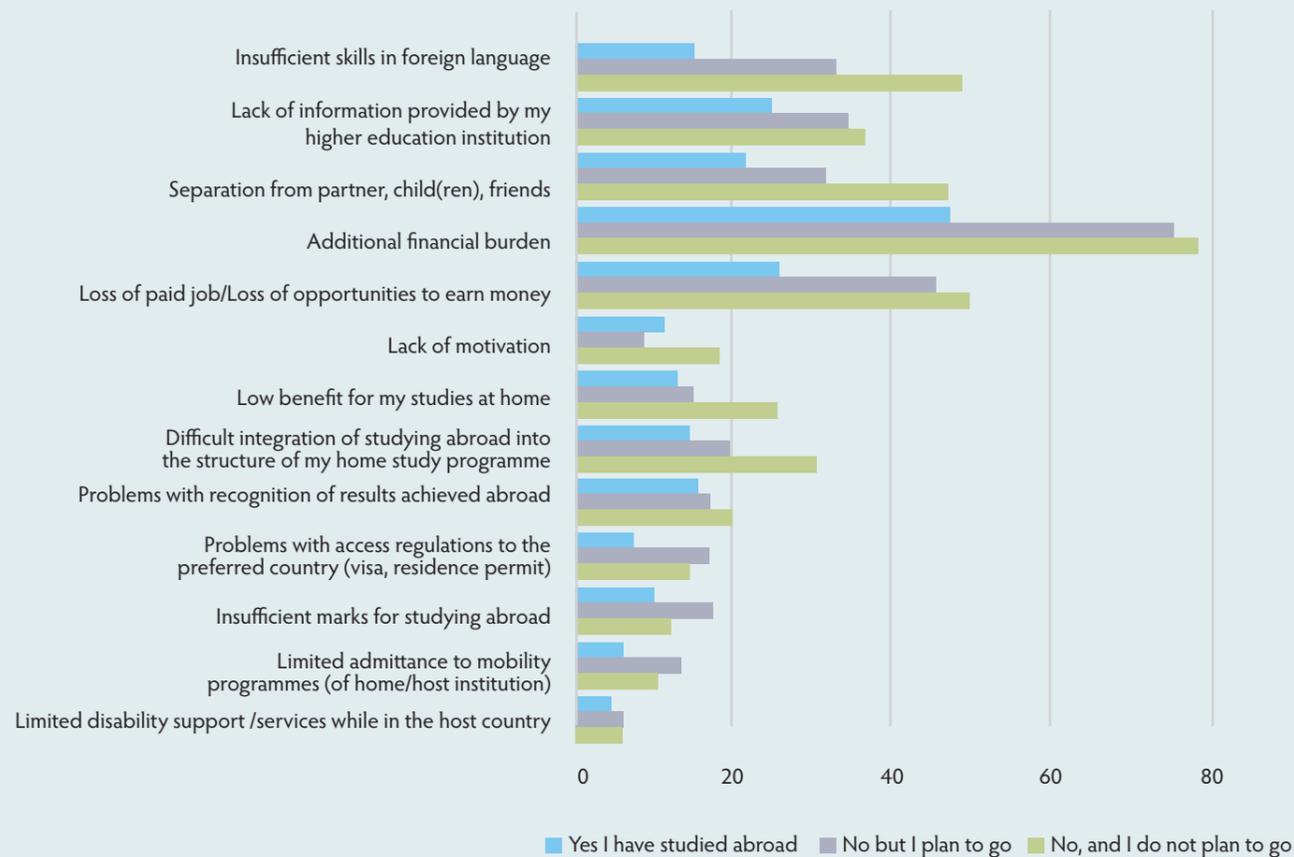
The most popular study-related activity abroad was research/fieldtrips, which were undertaken by 37% of all students. On average this activity took approximately 1.2 months and was, in the majority of cases (69%), part of a study-programme. Only 16% of students who undertook a research/fieldtrip gained ECTS points.

The most popular countries for research/fieldtrips were the United Kingdom, Germany and Spain. For internships/work-placements, the most popular countries were the United States of America, the United Kingdom and France. France, the United Kingdom and Spain were the most popular countries for summer/winter schools. France, Spain and Germany were the most popular countries for language courses.

5.3 Obstacles to Studying Abroad

The international mobility of students in Ireland compares poorly to that of other students in other countries. It is therefore important to investigate the obstacles to studying abroad experienced by mobile and non-mobile students in Irish higher education. To facilitate the comparison of results across all student-types, the percentage answering 4 & 5 on a five-point scale from 'No Obstacle' (1) to 'Big Obstacle' (5) is illustrated in Figure 5.6.

FIGURE 5.6: OBSTACLES TO STUDYING-ABROAD

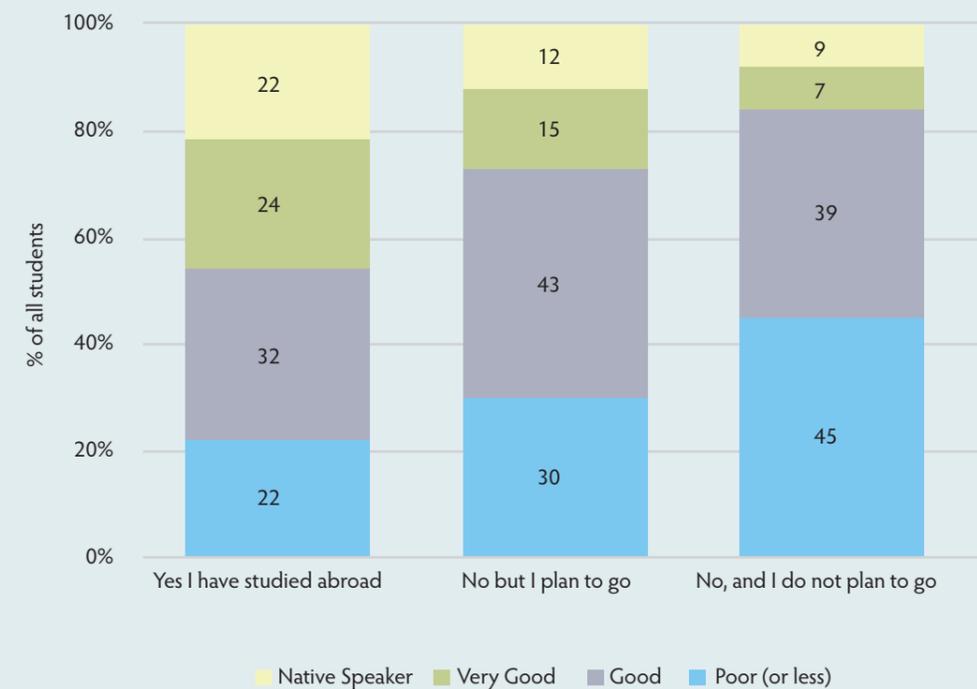


The main obstacle for all students to studying abroad is the “additional financial burden” and this was the main obstacle for each of the above groups. This is followed by the “loss of paid job/loss of opportunities to earn money”, “insufficient skills in foreign language” and “separation from partner, child(ren), friends”.

Students who have studied abroad do not regard each of these factors to be as great an obstacle as those who have not (yet) studied abroad. However a similar proportion of students who plan to study abroad regard the “additional financial burden” and the “loss of a paid job” as being obstacles as students who do not plan to study abroad.

Students were asked about their language skills and the majority (97%) rated themselves as either very good with English or as native speakers. Approximately 18% of all students indicated that their Irish was either “very good” or that they were “a native speaker”. A higher proportion (75%) of students who have studied abroad laid claim to a proficiency in a foreign language than their counterparts who plan to study abroad (69%) or who have no plans to do so (55%). The reported level of language-proficiency within each of these groups is illustrated in Figure 5.7.

FIGURE 5.7: NON-ENGLISH (AND IRISH) LANGUAGE-SKILLS



In addition to having a higher level of proficiency in another language, students who have studied abroad also indicated a higher degree of proficiency in that language than that of students who have not (yet) studied abroad. Approximately 46% of students who have studied abroad indicated that their foreign language skills are either very good or that they are native speakers, by comparison with 27% of students who plan to study abroad and just 16% of students who do not plan to study abroad.

5.4 Financing Study Abroad

Figure 5.6 (above) shows the extent to which the additional financial burden is perceived as an obstacle to studying abroad. Table 5.3 (below) details the funding sources on which students draw to support study abroad.

TABLE 5.3: SOURCES OF FUNDING FOR STUDY-ABROAD

Source(s) of Funding	Contribution % [Multiple response]	Primary Contributor %
Contribution from parents/family/partner	59	39
Own income from previous job or own savings	52	20
Income from paid job during my studies abroad	24	12
Regular study grants/loans from home country	17	7
Special study grant/loan from home country for going abroad	17	5
Study grants/loans from host country	11	5
EU study grants	23	5
Funding from private businesses or non-governmental organisations (NGOs)	2	1
Other	9	6
Total		100

Approximately 60% of students who travelled abroad to study indicated that at least some funds were sourced through a “contribution from their parents/family/partner”. This was the largest single source of funding for all students as 39% of all students who travelled abroad indicated that this was their primary source of funding. This suggests that the earlier finding, that students from lower social classes have poor student-mobility, can be attributed to their lack of independent financial support.

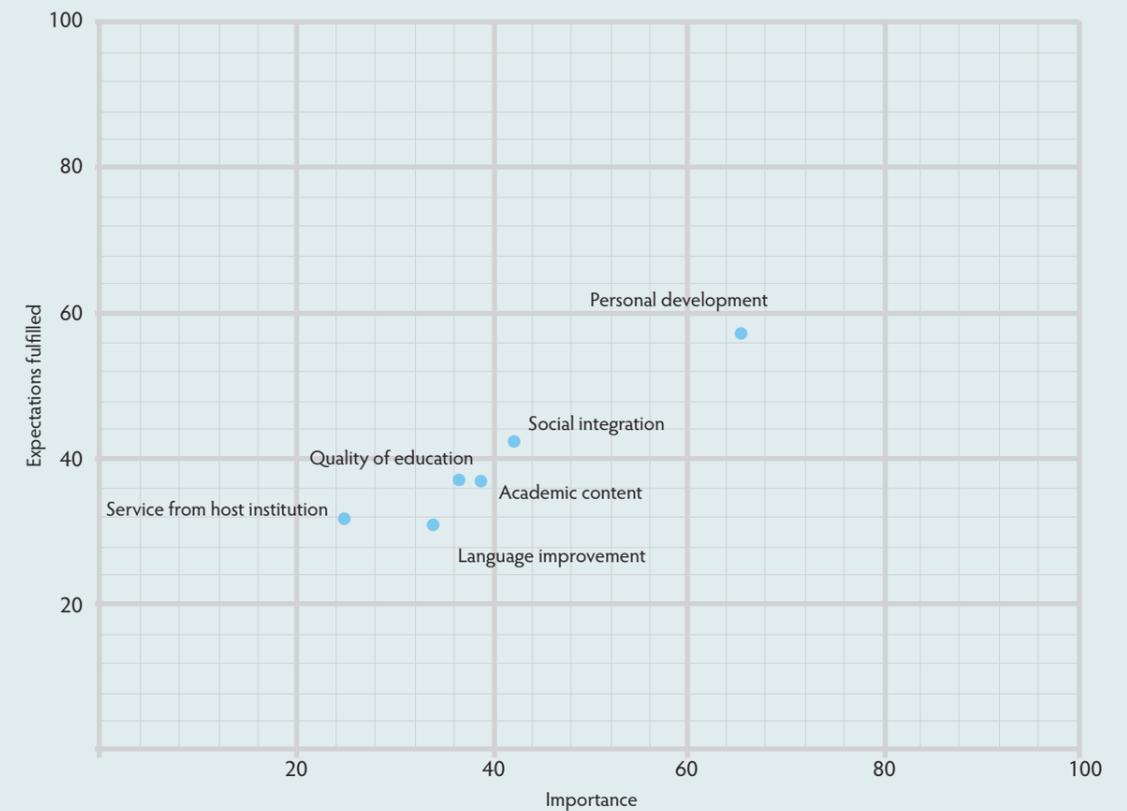
The second most common source of funding was “own income from a previous job or own savings” (52% of all students who travelled abroad). This was the primary income source for 20% of all students who travelled abroad. EU study grants contributed to study abroad for 23% of all students (5% as the primary source of funding).

Combining all grant-aided sources of funding, i.e. “regular study grants/loans from home country”, “special study grant/loan from home country for going abroad”, “study grants/loan from host country” and “EU study grants”, approximately 49% of all students indicated that they received some form of grant-support when travelling abroad for study. Approximately 23% of all students indicated that one of these grants was their primary source of funding.

5.5 Motivation & Experiences

Students who had studied abroad were asked to rate the importance of various aspects of their experience and whether their expectations were fulfilled subsequently. Figure 5.8 illustrates the results.

FIGURE 5.8: RELATIONSHIP BETWEEN IMPORTANCE OF ASPECTS OF STUDENTS' EXPERIENCE AND FULFILMENT OF THEIR EXPECTATIONS



“Personal development” was considered a very important aspect concerning enrolment abroad (being rated as very important by 66% of all students who travelled abroad) and 57% of all students indicated that their expectations for this aspect was fulfilled completely. Only 34% of students indicated that “language improvement” was a very important aspect and 31% indicated that their expectations for this aspect were fulfilled completely.

5.6 Future Work-plans

All students were asked whether they planned to work abroad after their graduation and Table 5.4 shows the results for those who have and have not studied abroad.

TABLE 5.4: DO YOU INTEND TO WORK ABROAD AFTER YOU GRADUATE?

Intention to work abroad	Yes, I have studied abroad %	No, but I plan to go %	No, and I do not plan to go %	All Students %
Definitely Yes	26	30	14	18
Probably Yes	38	52	36	40
Probably No	13	4	19	15
Definitely No	5	1	9	7
Don't Know	17	14	22	20
Total	100	100	100	100

Students who had studied abroad (or intend to study abroad in the future) reported that they are more likely to work abroad after graduation. Of students that have studied abroad 26% indicated they will definitely work abroad after graduation and a further 38% indicated they will probably do so. By comparison, 14% of students that have not studied abroad (and do not plan to) indicated they will definitely work abroad after graduation, and 36% of this group indicated they will probably do so.

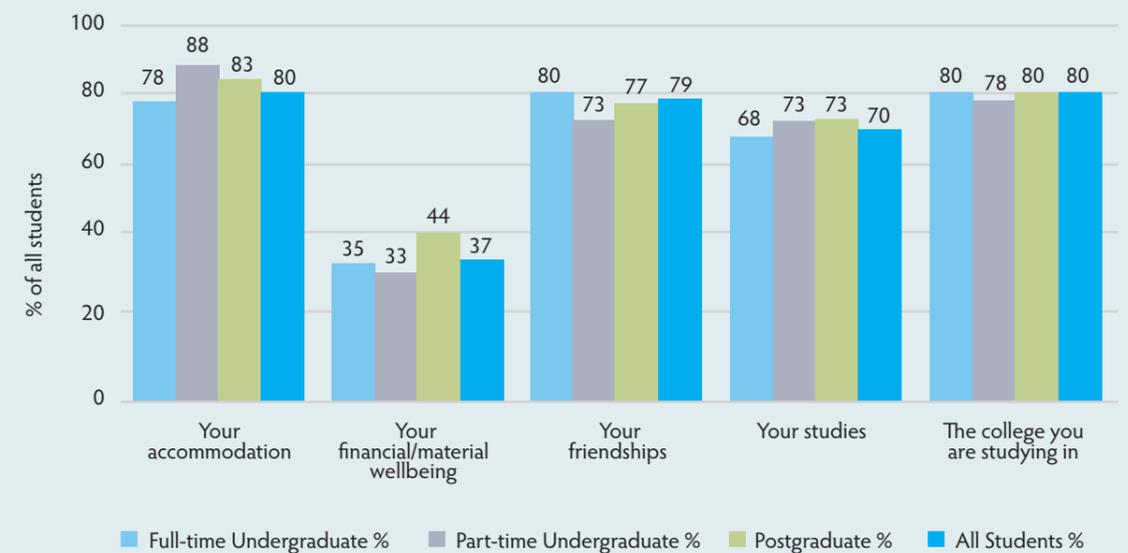
6. HEALTH AND WELL-BEING

The chapter details the satisfaction level of students across key aspects of their lives and compares results across social class. The WHO-5 score²⁶ is presented as a measure of well-being and results are compared across gender, age, student-type, social class and a series of everyday experiences. The levels of student engagement with alcohol, smoking and exercise are also explored in this chapter.

6.1 Life Satisfaction

A key element of student welfare is the extent to which they feel satisfied with their life. Figure 6.1 illustrates the proportion of student types who are satisfied (or very satisfied) with a range of everyday attributes.

FIGURE 6.1: SATISFACTION WITH LIFE BY TYPE OF STUDENT



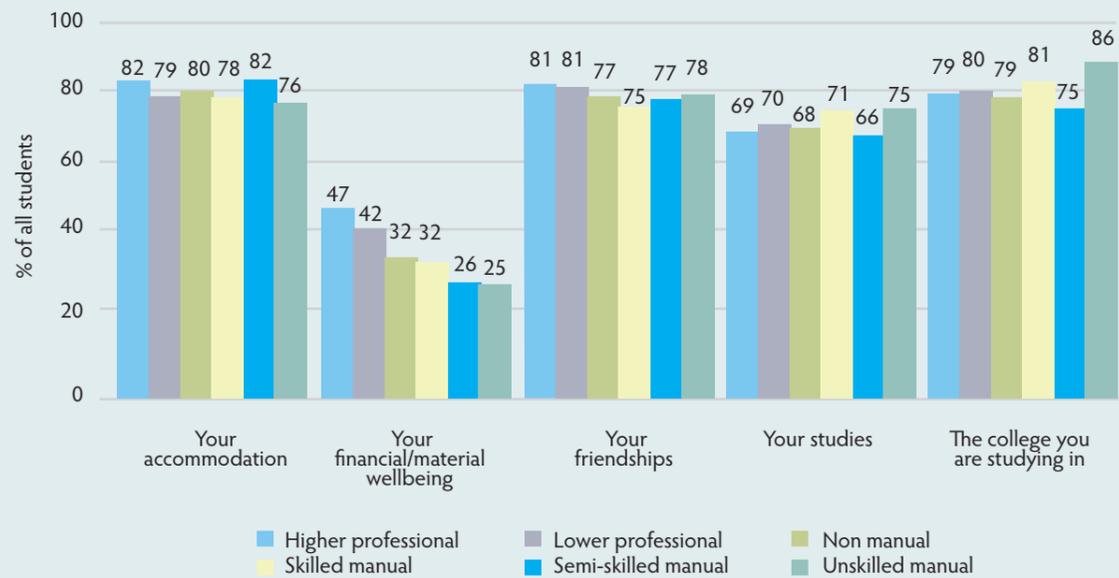
Students are very satisfied with their accommodation with approximately 80% of all student types indicating that they are "satisfied" or "very satisfied" with this aspect. A similar proportion of students are either "satisfied" or "very satisfied" with the college they are attending and their friendships.

The main area for concern among students surveyed was their financial well-being where only approximately 37% of all students were "satisfied" or "very satisfied" with their "financial/material well-being. Postgraduates were marginally more satisfied with their financial/material well-being (44%). Part-time undergraduates were marginally more satisfied with the accommodation but less satisfied with their financial well-being and friendships.

²⁶ The WHO-Five Well-being Index (WHO-5) was developed at the Psychiatric Research Unit, Mental Health Centre North Zealand, Hillerød, Denmark.

The results by gender were largely similar with the exception that females were marginally more satisfied with their friendships than their male counterparts. The satisfaction with each of these aspects is also examined by social class in Figure 6.2.

FIGURE 6.2: SATISFACTION WITH ASPECTS OF EVERYDAY LIFE BY SOCIAL CLASS

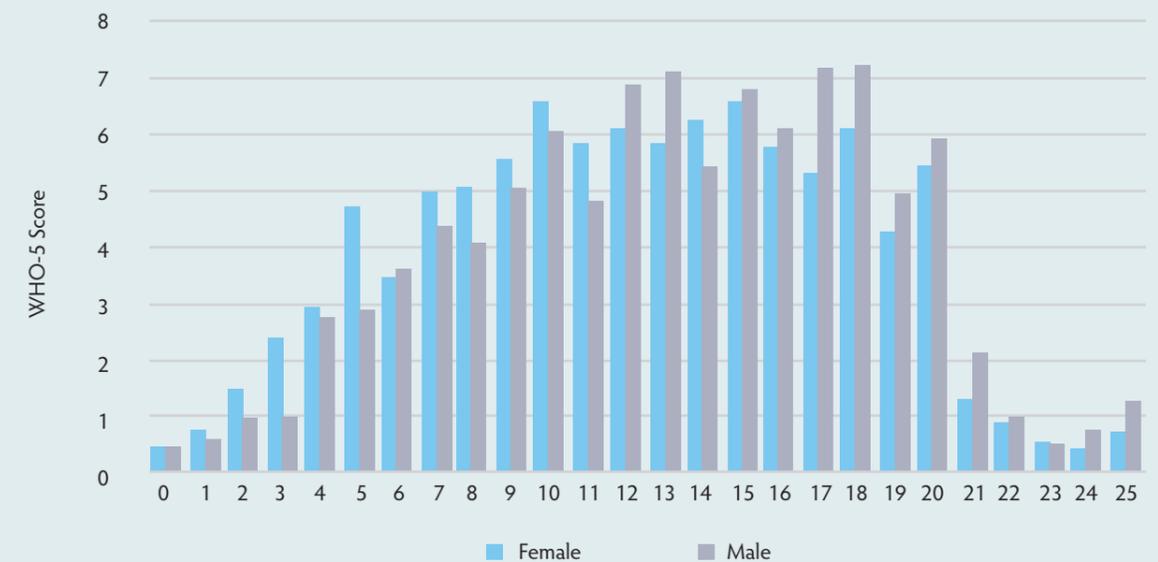


The primary difference within social class is their satisfaction with financial and material well-being. While 37% of the entire student-population report that they are satisfied or very satisfied with their financial/material well-being, this is higher for the professional social class (approximately 45% across the higher and lower professional social class) and lower for the semi-skilled or unskilled social class (approximately 25%).

6.2 WHO-5 Score

The WHO (World Health Organisation) Well-being Index was designed to assess depression, anxiety and psychological distress on a self-rating scale. The five-item measure assesses subjective positive well-being **over the last two weeks**, where participants are required to rate the presence or absence of each of the items in their lives, e.g. "I have felt cheerful and in good spirits", on a six-point scale (0 to 5), ranging from "all of the time" to "at no time". Low scores are taken to reflect possible depression and poorer quality of life. The Index has been tested in many studies and has been found to be both reliable and valid (Schneider *et al*, 2010). It has been described as the best measure for depression (Henkel *et al*, 2003) and anxiety (Heun *et al*, 2001). A score below 13 indicates poor well-being (Schneider *et al*, 2010). Figure 6.3 shows the distribution of scores for males and females.

FIGURE 6.3: WHO - 5 SCORE DISTRIBUTION BY GENDER



Female students have lower WHO-5 scores than their male counterparts, i.e. 51% of females have a WHO-5 score less than 13 compared to 44% of males. This is consistent with previous EUROSTUDENT surveys.

The WHO-5 scores for a range of student attributes are detailed in Table 6.1.

TABLE 6.1: WHO-5 SCORES

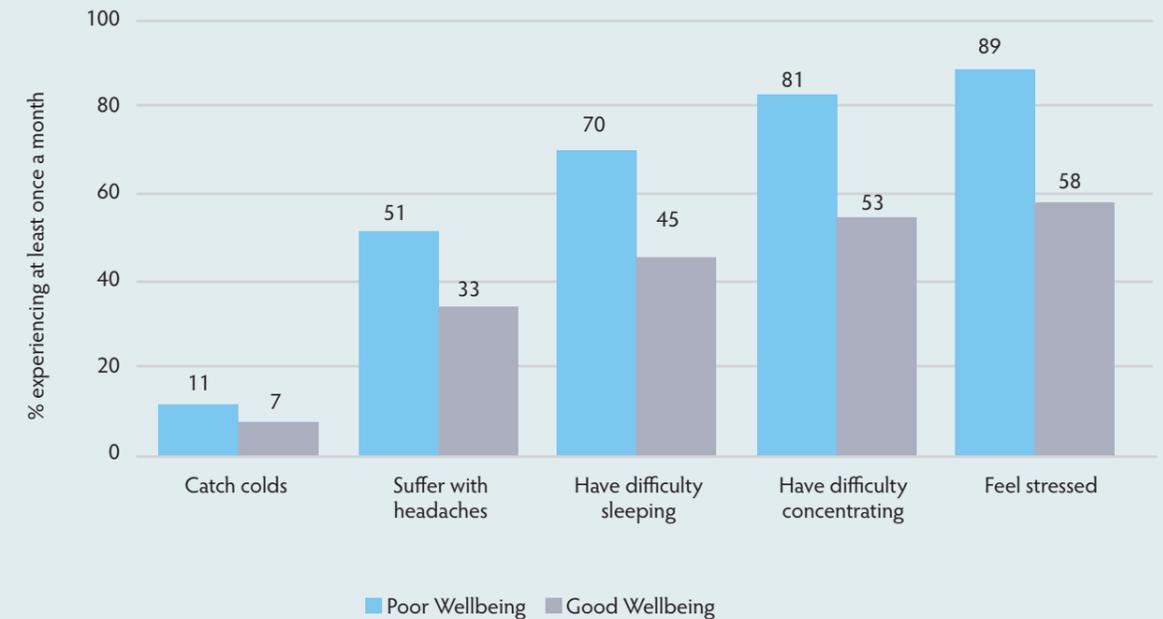
Who-5 Score	Poor Well-being [<13]	Good Well-being [$13+$]	Total
All Students	47	53	100
Full-time undergraduate	50	50	100
Part-time undergraduate	45	55	100
Postgraduate	39	61	100
Female	51	49	100
Male	44	56	100
Higher professional	46	54	100
Lower professional	47	53	100
Non manual	49	51	100
Skilled manual	46	54	100
Semi-skilled manual	55	45	100
Unskilled manual	49	51	100

In addition to males having a more positive WHO-5 score, postgraduates have a more positive well-being score (61% have a score of 13+) than full-time undergraduates (50% have a score of 13+).

6.3 Student health

This study assessed the respondent's tendency to experience a range of common health-related symptoms and the results for poor/good well-being are illustrated in Figure 6.4.

FIGURE 6.4: STUDENT HEALTH-RELATED EXPERIENCES BY WHO-5 INDEX



Approximately four out of five students (81%) with WHO-5 scores of less than 13 have experienced a difficulty in concentrating at least once-a-month as compared with 53% of students who had a WHO-5 score on 13 and over. In fact, students with poor well-being had a higher incidence of each of the health experiences which could be considered as symptoms of stress, i.e. colds, headaches, difficulty sleeping and concentrating. All of these symptoms will have a negative impact upon the learning ability of students and their overall quality of life.

The following sections detail the health of Irish higher education students, reviewing their alcohol consumption, smoking and exercise patterns. Comparisons are made across student-types, and between male and female students, and students of different social classes.

Alcohol Consumption

Ireland traditionally has a high consumption of alcohol per head of population. Increased alcohol consumption among students can have a negative effect on their health, social life and academic performance. This study found that 88% of students indicated that they drink alcohol (83% in EUROSTUDENT IV) and Table 6.2 shows the alcohol consumption by students across a range of attributes.

TABLE 6.2: ALCOHOL USAGE

Student Type	At Least Once a Week %	Less than Once a Week %	Never %	Total
All Students	46	42	12	100
Type				
Full-time undergraduate	45	44	11	100
Part-time undergraduate	47	41	12	100
Postgraduate	51	36	13	100
Gender				
Female	43	47	11	100
Male	50	38	13	100
Age				
up to 21 years	47	42	10	100
22 to <25 years	48	42	10	100
25 to <30 years	42	49	10	100
30 years or over	46	39	15	100
International Status				
Domestic	47	43	11	100
International	43	39	18	100
Socio-Economic Group				
Higher professional	53	38	9	100
Lower professional	49	42	10	100
Non manual	47	43	10	100
Skilled manual	45	43	12	100
Semi-skilled manual	36	52	12	100
Unskilled manual	38	48	14	100

Nearly nine out of ten students (88%) drink alcohol and this is divided into those who drink at least once a week (46%) and less than once a week (42%). The proportion of students drinking alcohol at least once a week is marginally higher for postgraduates (51%), males (50%) and those in the higher professional social class (53%). Domestic students drink more frequently than their international counterparts. Approximately 18% of all international students indicated that they never drink alcohol (11% for domestic students).

The consumption and spending patterns of these cohorts are shown in Table 6.3.

TABLE 6.3: ALCOHOL CONSUMPTION AND SPENDING

Student Type	Average Units per Week	Average Units in a typical sitting	Average weekly spend €
All Students	7.5	6.2	19.0
Type			
Full-time undergraduate	7.8	6.7	18.1
Part-time undergraduate	6.5	4.8	19.7
Postgraduate	7.3	5.2	21.6
Gender			
Female	5.9	5.0	16.2
Male	9.1	7.3	21.5
Age			
up to 21 years	7.9	7.0	17.5
22 to <25 years	8.0	7.2	22.1
25 to <30 years	7.0	5.8	21.4
30 years or over	6.9	4.5	18.0
International Status			
Domestic	7.7	6.4	19.2
International	5.9	4.1	16.8
Socio-Economic Group			
Higher professional	8.0	6.5	19.7
Lower professional	7.4	6.1	18.0
Non manual	7.3	6.5	19.3
Skilled manual	8.3	6.7	21.0
Semi-skilled manual	8.1	6.1	22.4
Unskilled manual	7.8	6.0	18.7

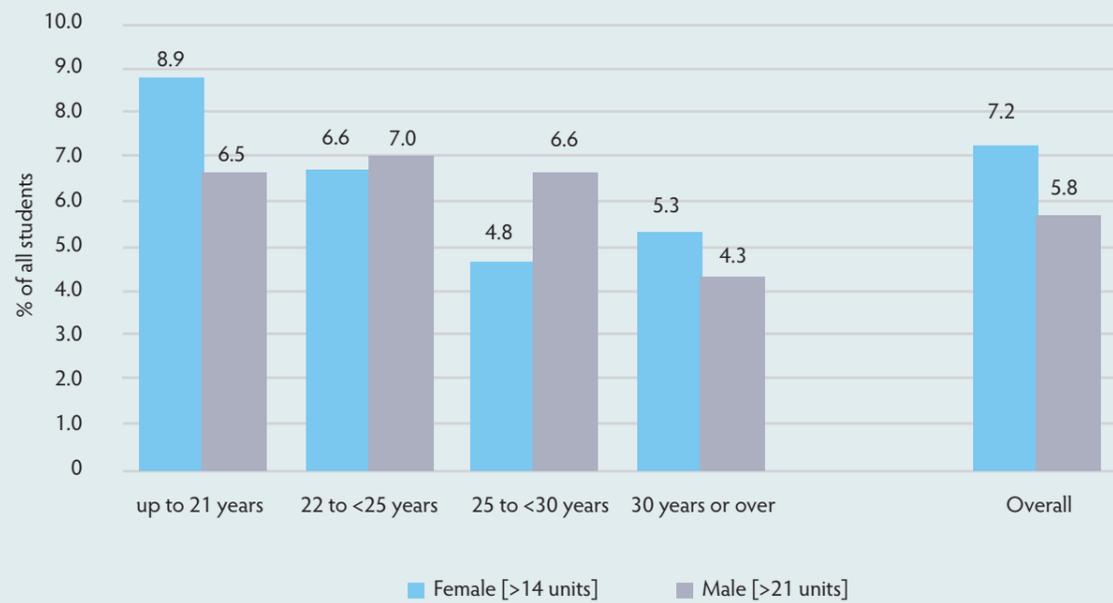
An average of 7.5 units of alcohol was consumed each week by the 88% of students who indicated that they had a drink. A unit of alcohol was specified as equivalent to a half pint of beer, a small glass of wine or a single spirit measure. The average number of units taken in a typical sitting is 6.2 units and an average of €19 per week is spent on alcohol.

Although a similar proportion of males and females drink alcohol, males consume a higher number of units per week (9 units compared to 6) and spend more (€21.50 compared to €16.20) than females. Students of up to 21 years of age drink a similar number of units per week (and per sitting) as those aged 22 to 24 but spend less money (€17.50 compared with €22.10).

The consumption of six or more drinks in one sitting or session by young people (aged 12 to 25) is regarded as binge drinking²⁷. Thus, against this benchmark, students within this age band in Table 6.3 could be considered to be binge drinkers.

Based on safe limits for males (21 standard units per week) and females (14 standard units per week) the proportions of students drinking in excess of those limits are illustrated in Figure 6.6.

FIGURE 6.5: PROPORTION OF STUDENTS DRINKING IN EXCESS OF SAFE LIMIT



The proportions drinking in excess of the safe limits appear to decrease with age for both males and females. The overall proportion of males drinking in excess of the recommended safe limit of 21 units per week is 5.8% (and 7.2% for females).

Smoking

Research conducted by the National Tobacco Control Office (NTCO) in June 2012 indicated that approximately 22% of all people aged 15+ smoked at least one cigarette each week. There was a decline of 1.7% since the previous research in June 2010.

All students were asked whether they smoked and Table 6.4 shows the results.

TABLE 6.4: SMOKING PATTERNS

Student Type	Yes, regularly	Yes, occasionally	No	Total
All Students	11	13	75	100
Type				
Full-time undergraduate	12	13	74	100
Part-time undergraduate	12	14	74	100
Postgraduate	6	13	81	100
Gender				
Female	10	12	78	100
Male	13	14	73	100
Age				
up to 21 years	8	12	79	100
22 to <25 years	12	14	74	100
25 to <30 years	14	16	70	100
30 years or over	14	13	73	100
International Status				
Domestic	11	13	75	100
International	11	12	77	100
Socio-Economic Group				
Higher professional	11	15	74	100
Lower professional	11	13	76	100
Non manual	10	13	77	100
Skilled manual	12	16	72	100
Semi-skilled manual	13	11	76	100
Unskilled manual	15	11	74	100

Approximately a quarter of all students (25%) smoked with 11% smoking regularly and 13% occasionally (15% smoked regularly and 11% smoked occasionally in EUROSTUDENT IV). There was a greater prevalence in regular smoking by males (13%), by those over 25 years of age (14%), and by those of lower social class (13–15%).

²⁷ My World Survey (2012) National Study of Youth Mental Health

Exercise

The exercise patterns of students are shown in Table 6.5.

TABLE 6.5: EXERCISE PATTERNS OF STUDENTS

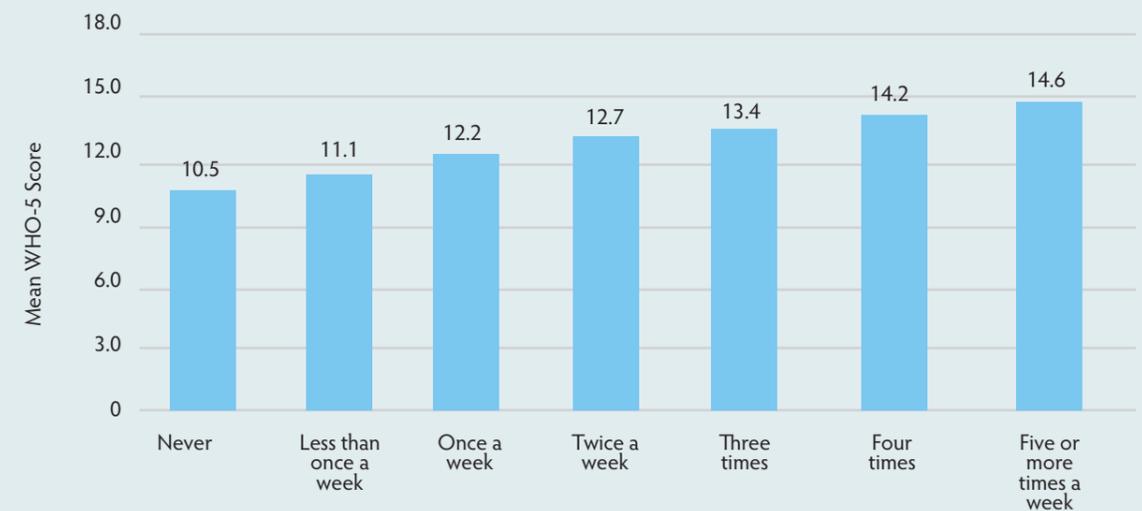
Student Type	No exercise %	Up to three times a week %	Four or more times per week %	Total
All Students	7	67	26	100
Type				
Full-time undergraduate	8	66	26	100
Part-time undergraduate	8	70	22	100
Postgraduate	7	67	27	100
Gender				
Female	7	71	22	100
Male	8	63	29	100
Age				
up to 21 years	7	67	26	100
22 to <25 years	7	66	26	100
25 to <30 years	8	67	25	100
30 years or over	8	67	24	100
International Status				
Domestic	7	67	26	100
International	9	65	26	100
Socio-Economic Group				
Higher professional	7	66	27	100
Lower professional	5	68	26	100
Non manual	8	67	25	100
Skilled manual	10	65	25	100
Semi-skilled manual	9	69	23	100
Unskilled manual	7	69	24	100

Approximately 7% of all students indicated that they never exercised and this is a significant reduction from the 22% quoted in EUROSTUDENT IV. Please note that data-collection for EUROSTUDENT V was undertaken during the milder spring months of April and May, while data-collection for EUROSTUDENT IV was undertaken during the colder winter months of October and November.

A higher proportion of males than females exercised regularly, i.e. 29% exercised four or more times per week by comparison with 22% of females. Exercise patterns were also marginally higher for students of higher social class.

Figure 6.7 illustrates the difference in WHO-5 scores between students of various activity-levels.

FIGURE 6.6: AVERAGE WHO-5 RATING BY EXERCISE-LEVEL



Higher WHO-5 levels are associated with higher levels of positive well-being. From the above it is clear that there is a strong relationship between students' activity-level and their WHO-5 scores, and it is reasonable to extrapolate from these findings that exercise enhances well-being.

7. NATIONALITY

Within educational research, the educational origin of students is often of greater interest than their nationality. Thus, in this study international students are defined as students who obtained their prior education outside Ireland. This chapter details the demographic characteristics of international students by comparison with those of their domestic counterparts, referencing the difference in gross annual household incomes. Next, a comparison is made between the two groups by study-programme and study area. Source of student income is then outlined. Lastly, comparisons are made between international and domestic students in terms of well-being and exercise and satisfaction with aspects of everyday student-life.

This study found that 10% of higher education students in Ireland were international. The breakdown of international students by key student-characteristics is shown in Table 7.1.

TABLE 7.1: DOMESTIC AND INTERNATIONAL STUDENT-PROFILE

Student Information	Domestic Students %	International Students %
Student Status		
Full-time undergraduate	74	40
Part-time undergraduate	10	19
Postgraduate	16	41
Student Gender		
Female	49	46
Male	51	54
Student Age		
up to 21 years	44	13
22 to <25 years	18	12
25 to <30 years	12	23
30 years or over	26	53
Social Class		
Higher professional	22	29
Lower professional	31	39
Non manual	25	16
Skilled manual	13	9
Semi-skilled manual	3	2
Unskilled manual	6	5

International students (10% of all respondents) were much more likely to be attending part-time undergraduate and postgraduate programmes than their domestic counterparts. This is arguably a reflection of the older age-profile of international students, over half (53%) of whom are at least 30 years of age compared with only 26% of domestic students. Although the proportion of males and females is similar for domestic students (49% male and 51% female), male international students (54%) marginally outnumber their female counterparts (46%).

The socio-economic profile of domestic and international students is also quite different with a higher proportion of international students coming from the upper (professional) classes, i.e. 68% by comparison with 53% of domestic students. The gross annual household income of students by nationality is shown in Table 7.2.

TABLE 7.2: GROSS ANNUAL INCOME OF HOUSEHOLD BY NATIONALITY

Gross Annual Income of Household	Domestic Students %	International Students %
Greater than €90,000	10	12
€70,001 to €90,000	12	9
€50,001 to €70,000	19	14
€35,001 to €50,000	22	16
€20,001 to €35,000	21	24
Less than €20,000	17	24
Total	100	100

Consistent with findings from previous EUROSTUDENT reports, the average household income was lower for international students than domestic students, as shown in Table 2.2, i.e. nearly half (48%) of international students had a gross annual household income of less than €35,000 as compared with 38% of domestic students. The income profile of domestic students has remained relatively static from previous EUROSTUDENT survey IV (conducted in 2009) when compared to the international income profile which appears to have risen significantly. For example, in EUROSTUDENT IV 13% of international students came from households earning in excess of €70,000 and this proportion increased to 21% in EUROSTUDENT V (conducted in 2013). The proportion of domestic students from households earning in excess of €70,000 was unchanged at approximately 22%.

Despite the differences in income profiles, both domestic and international students appear to have similar profiles in terms of experiencing any financial difficulty, i.e. 51% of domestic students indicated that they currently experience financial difficulty or serious financial difficulties when compared with 47% of international students. This proportion is consistent with previous EUROSTUDENT IV and shows that financial difficulty is a reality for a large proportion of the overall student-population.

7.1 Study-programme and Area

The nationality of students attending each study-programme is shown in Table 7.3.

TABLE 7.3: STUDY-PROGRAMME BY NATIONALITY

Study Programme	Domestic Student %	International Student %	Total
Higher Certificate	85	15	100
Diploma	83	17	100
Ordinary Bachelor Degree	89	11	100
Honours Bachelor Degree	95	5	100
Postgraduate Cert/Diploma	82	18	100
Taught Master's Degree	82	18	100
Research Master's Degree	77	23	100
Ph.D.	68	32	100
Other	93	7	100
Total	90	10	100

Table 7.1 shows that a greater proportion of international students were studying a part-time undergraduate or postgraduate programme, i.e. 41% of international students were enrolled in a postgraduate programme compared with 16% of domestic students. Table 7.3 shows that a higher-than-average proportion of international students were enrolled in Ph.D. programmes and Masters' degrees. The proportion of international students within each of the main study areas is shown in Table 7.4.

TABLE 7.4: MAIN STUDY AREA BY NATIONALITY

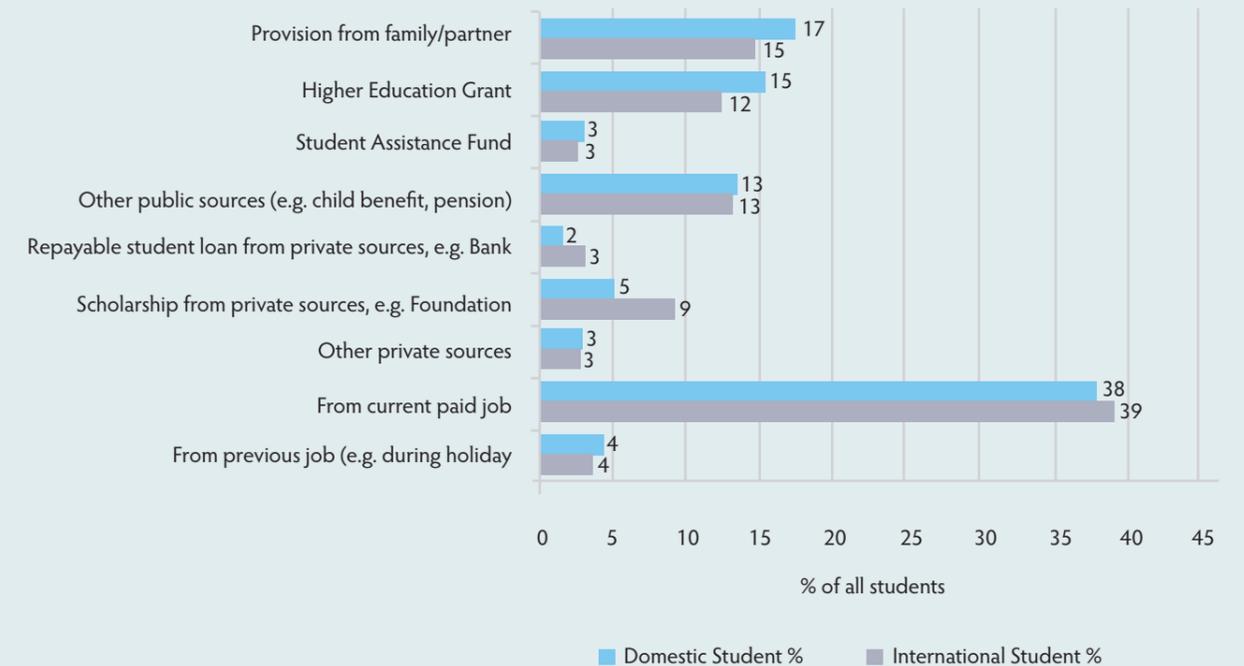
Main Study area	Domestic Student %	International Student %	Total
Education	94	6	100
Humanities and Arts	89	11	100
Social Science	89	11	100
Business	90	10	100
Law	91	9	100
Science	91	9	100
Maths / Computing / Computer Science	88	12	100
Engineering, Manufacturing and Construction	88	12	100
Agriculture / Veterinary	92	8	100
Health / Welfare	91	9	100
Services	86	14	100
Other	91	9	100
Total	90	10	100

In terms of main study area, international students are represented across all areas with the higher proportion being in Services (14%) and a particularly low proportion in Education (6%).

7.2 Source of funding

All students were asked how they fund their average monthly disposable income and Figure 7.1 details the funding-profile of domestic and international students.

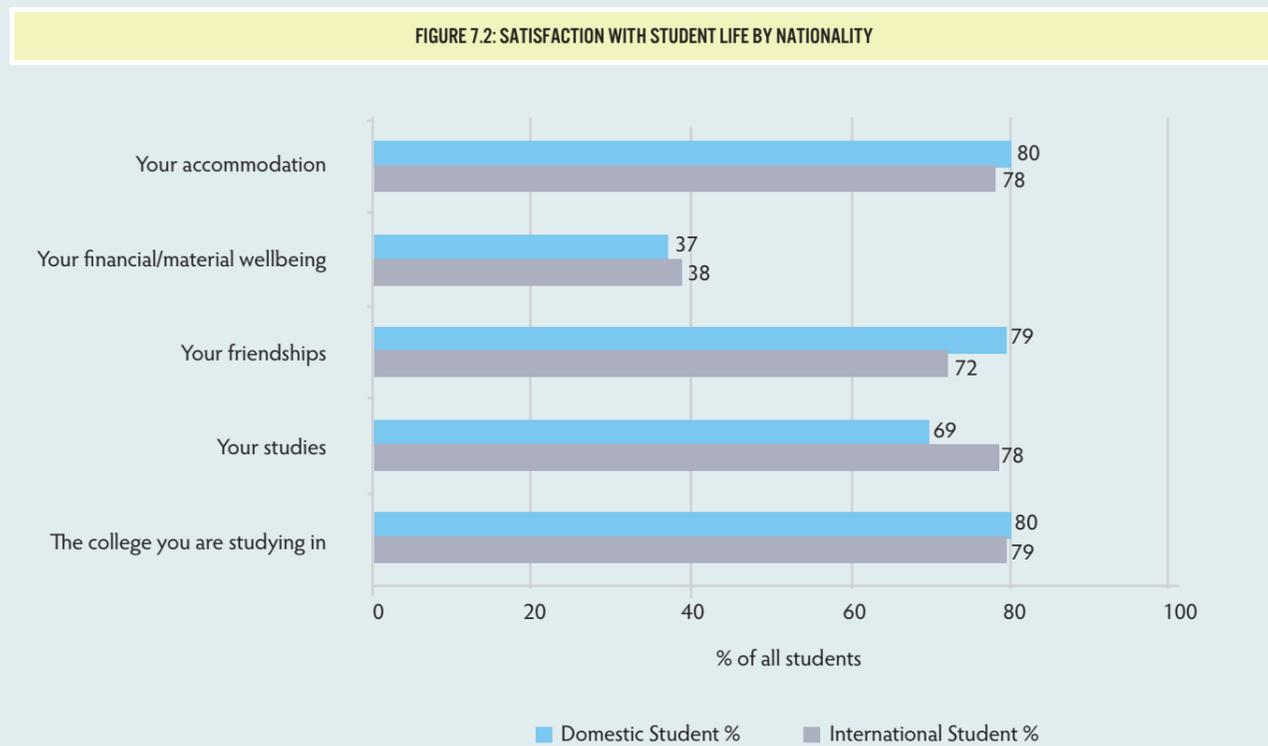
FIGURE 7.1: INCOME SOURCE AND NATIONALITY OF STUDENT



There were no large differences between the profile of income sources of domestic and international students with the exception that more international students appear to benefit more from a scholarship from private sources, e.g. government scholarship programme.

7.3 Student Well-being

All students were asked to rate their satisfaction with the following elements of student-life and Figure 7.2 illustrates the difference between domestic and international students.

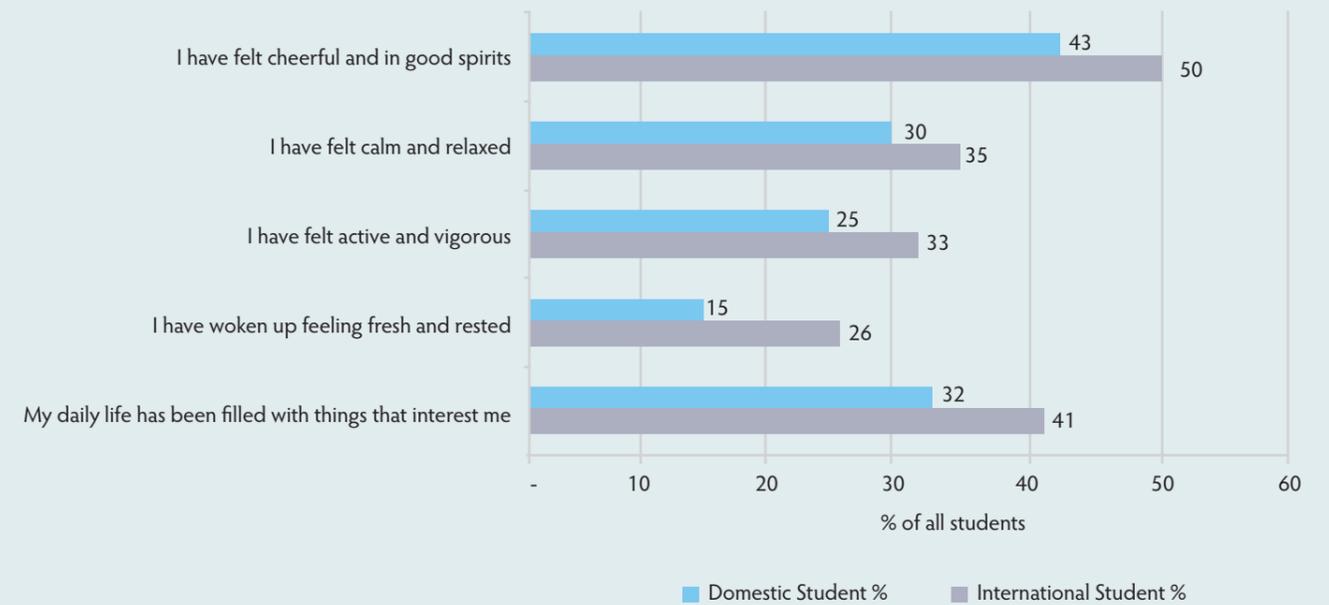


In line with previous EUROSTUDENT surveys, there were no major differences between the two groups of students in terms of their satisfaction with student-life with the exception that international students were marginally more satisfied with their studies, and less satisfied with their friendships, than domestic students.

WHO-5 Index

This study found that international students scored an average WHO-5 rating of 13.8 and domestic students scored a WHO-5 average of 12.6. Therefore domestic students exhibited poorer well-being. The differences between the individual components of the WHO-5 score are illustrated in Figure 7.3.

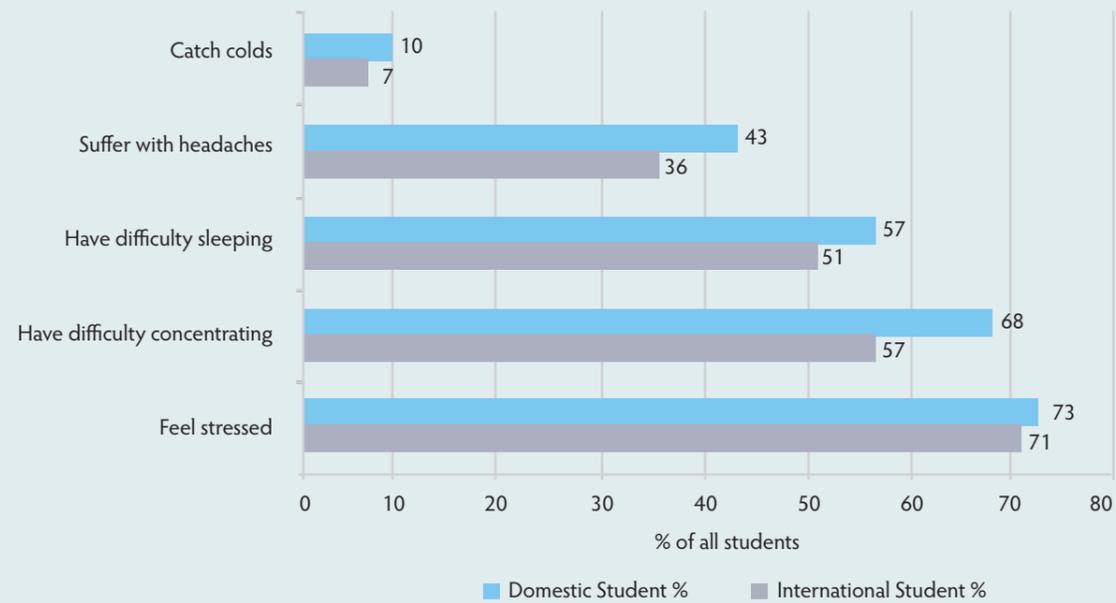
FIGURE 7.3: WHO-5 COMPONENTS BY NATIONALITY



The proportion of students rating each component as being the case “Most of the time” or “All of the time” is consistently higher for international students across all components of the WHO-5 Index. (It is worth noting that the timing of the data-collection was during May 2013, i.e. when students were involved in, or preparing for, examinations.)

All students were also asked about how often they experience a range of health-related problems and Figure 7.4 illustrates the difference between domestic and international students who experience each health-related problem **at least once a month**.

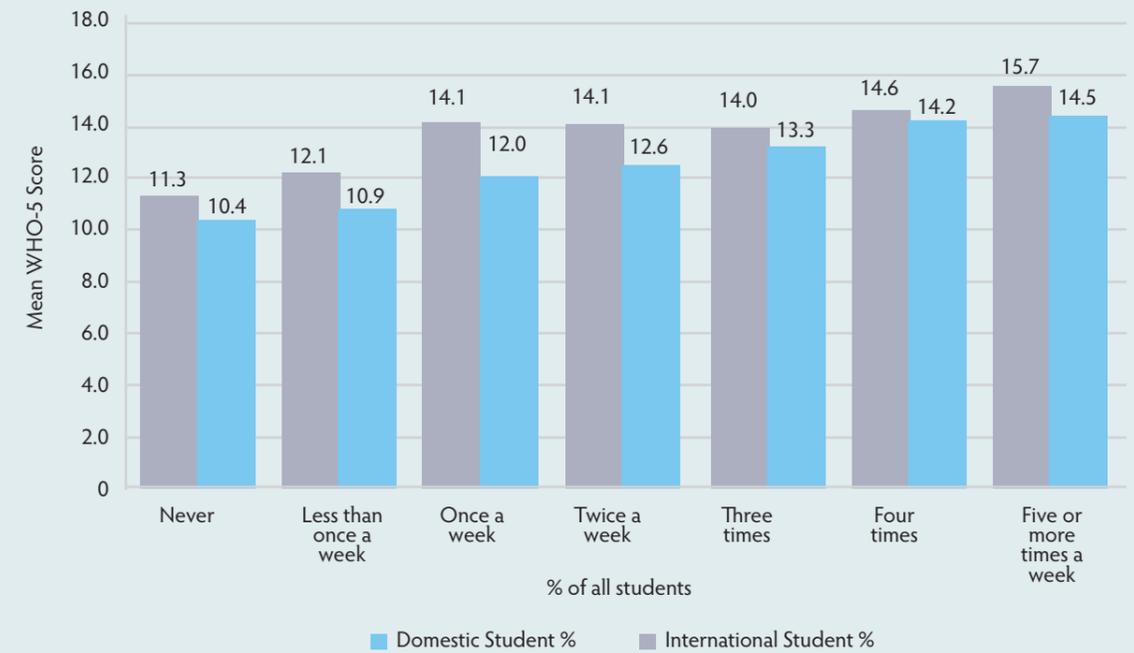
FIGURE 7.4: HEALTH-RELATED PROBLEMS BY NATIONALITY



Perhaps consistent with the WHO-5 scores, international students did not suffer to the same extent as domestic students from the health-related problems listed above. Although their score was particularly lower for “Having difficulty concentrating”, a large proportion of all students appear to experience this symptom at least once a month. Over 70% of all students feel stressed at least once a month (47% experience stress more than once a month).

The frequency with which students exercise, i.e. at least 30 minutes’ duration where heart rate was raised, is similar for domestic and international students. The WHO-5 scores for both cohorts are illustrated in Figure 7.5.

FIGURE 7.5: WHO-5 SCORE BY EXERCISE FREQUENCY



Both cohorts appear to increase WHO-5 scores with levels of exercise, and international students have a consistently higher WHO-5 score than their domestic counterparts at each level.

Glossary

InsightSC	Insight Statistical Consulting
HEA	Higher Education Authority
DZHW	German Centre for Research on Higher Education and Science Studies
HEI	Higher Education Institution
IoT	Institute of Technology
CAO	Central Applications Office
DES	Department of Education and Skills
ISSE	Irish Survey of Student Engagement
EGFSN	Expert Group on Future Skills Needs

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Appendix 1 EUROSTUDENT Questionnaire



The EUROSTUDENT survey is a European-wide survey about the social, economic and living conditions of higher education students in EU states, covering the following topics:

- Demographics
- Accommodation & Travel
- Income & Expenditure
- Well-being
- Study Abroad

EUROSTUDENT survey for Ireland is conducted by Insight Statistical Consulting on behalf of the Higher Education Authority. Please visit hea.ie/EUROSTUDENT for more information about the survey or contact the EUROSTUDENT support team on 01 661 2488 or at eurostudent@insightsc.ie

You can enter the draw to **win one of ten €100 vouchers** on completion of the survey. The survey will take approximately 20 minutes to complete and all responses are treated as anonymous. Please answer all questions.

CURRENT STUDY SITUATION

This section is about your current study situation. If you study more than one course at the same time, please fill-in the survey for your main course and keep to this course throughout the questionnaire.

Are you actively pursuing your studies in the current semester? [Single choice]		
1	Yes, at a university in Ireland	Continue to Q1.1
2	Yes, at an Institute of Technology in Ireland	
3	Yes, at another Higher Education Institution in Ireland	
4	Yes, (temporarily) at a university abroad, outside Ireland (e.g. on Erasmus)	The questionnaire does not apply to you. Please stop completion. Thank you.
5	No, I'm currently interrupting my studies (either officially or not)	
6	No, I stopped studying	
7	No, I already graduated	

Q1.1 Which study programme are you currently enrolled in?	
<i>If you study more than one course at the same time, please fill-in the survey for your main course and keep to this course throughout the questionnaire.</i> [Single choice]	
1	Higher Certificate
2	Diploma
3	Ordinary Bachelor Degree
4	Honours Bachelor Degree
5	Postgraduate Cert/Diploma
6	Taught Masters Degree
7	Research Masters Degree
8	PhD
9	Other, please specify:

Q1.2 Which description best fits your current status as a student? [Single choice]	
1	Full-time student
2	Part-time student

Q1.3 Is your study programme formally defined as a distance learning programme, i.e. your presence is not required in a classroom setting? [Single choice]	
1	Yes
2	No

Q1.4 At what college are you studying?			
<i>If you study at more than one higher education institution at the same time, please refer only to the higher education institution where you attend the course you refer to above (in Q1.1).</i>			
1	Athlone Institute of Technology	14	Limerick Institute of Technology
2	Cork Institute of Technology	15	Mary Immaculate College
3	Dublin City University	16	Mater Dei Institute of Education
4	Dublin Institute of Technology	17	National College of Art & Design
5	Dun Laoghaire Institute of Art, Design and Technology	18	National University of Ireland, Galway
6	Dundalk Institute of Technology	19	National University of Ireland, Maynooth
7	Galway-Mayo Institute of Technology	20	St. Angela's College of Education
8	Institute of Technology, Blanchardstown	21	St. Patrick's College Drumcondra
9	Institute of Technology, Carlow	22	Trinity College Dublin
10	Institute of Technology, Sligo	23	University College Cork
11	Institute of Technology, Tallaght	24	University College Dublin
12	Institute of Technology, Tralee	25	University of Limerick
13	Letterkenny Institute of Technology	26	Waterford Institute of Technology

Q1.5 What is your current main area of study?			
1	Education	8	Engineering, Manufacturing and Construction
2	Humanities & Arts	9	Agriculture/Veterinary
3	Social Science	10	Health/Welfare
4	Business	11	Sport/Leisure
5	Law	12	Catering
6	Science	13	Services
7	Maths/Computing/Computer Science	14	Other, please specify:

Q1.6 When did you start your <u>current</u> study programme?	
Month _____	Year _____

	1 year	2 years	3 years	4 years	5 years	6 years +
Q1.7 How many years long is the course in total?	1	2	3	4	5	6
Q1.8 What year of the course are you currently in?	1	2	3	4	5	6

Q1.9 What is the main teaching language of your study programme? [Single choice]	
1	English
2	Irish
3	Other

Q1.10 How did you apply for your current study programme, was it: [Single choice]		
1	Through the CAO	Go to Q1.12
2	Through HEAR	Continue to Q1.11
3	Through DARE	
4	Directly to the College Admission or Access Office, e.g. TAP	Go to Q1.12
5	Through the Springboard programme	
6	Through the Bluebrick system	
7	Through the postgraduate Application Centre (PAC)	
8	Other, please specify:	

Q1.11 If you entered college through HEAR or DARE, did you enter on reduced points?	
1	Yes
2	No
3	I don't know

Q1.12 Did you enter college as a mature student (23 years old plus)?	
<i>Is considered a mature student a student who is 23 years old plus on January 1st of the year of entry to an undergraduate study programme. A postgraduate student is considered a mature student if s/he enrolled in an undergraduate study programme as a mature student.</i>	
1	Yes
2	No

Q1.13 How important were each of the following reasons in your decision to enter your study programme?					
	Very Unimportant	Unimportant	Neither	Important	Very Important
1. For personal development	1	2	3	4	5
2. Interest in the subject	1	2	3	4	5
3. Professional/career development	1	2	3	4	5
4. Need to upskill due to unemployment	1	2	3	4	5
5. Recommendation of family/friend	1	2	3	4	5
6. Other, please specify:	1	2	3	4	5

Q1.14 How satisfied or dissatisfied are you with your current study programme concerning the following areas?					
	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1. Quality of teaching	1	2	3	4	5
2. Organisation of studies and timetable	1	2	3	4	5
3. Possibility to select from a broad variety of courses	1	2	3	4	5
4. College administration's attitude towards students	1	2	3	4	5
5. Teaching staff's attitude towards students	1	2	3	4	5
6. Study facilities (e.g. library, computers, buildings, classrooms)	1	2	3	4	5

STUDY BACKGROUND AND CAREER PROSPECTS

Q2.1 What was the highest level of education you obtained on graduating from the secondary school system for the first time (i.e. without academic interruption)? For example, if you left the school system after graduating from Junior Certificate and returned back to the school system later to obtain the Leaving Certificate, the highest level obtained on graduating from the school system **for the first time** is Junior Certificate.

1	Junior Certificate
2	Leaving Certificate
3	Leaving Certificate Applied
4	FETAC Level 5 or 6 Award (formerly NCVA)
5	Foreign Qualification, e.g. A Level, Baccalaureate, please specify:

Q2.2 When did you obtain the qualification mentioned in Q2.1 above? Please enter the month and year you received your results

Month _____ Year _____

Q2.3 What qualifications, examinations or measures qualified you for entry into higher education? [Multiple answers possible]

1	Leaving Certificate
2	FETAC Level 5 or 6 Award (formerly NCVA)
3	Higher Education Access/Foundation course
4	Other further/adult education qualification
5	Recognised prior Learning
6	International Qualification, e.g. A Level, Baccalaureate, please specify:
7	Other, please specify:

Q2.4 When did you obtain the most recent qualification, examination or measure, which qualified you for entry into higher education? If you have entered multiple qualifications, examinations, measures under Q2.3, please refer here only to the latest qualification, examination or measure.

Month _____ Year _____

Q2.5 Where were you living when you completed the latest qualification mentioned in Q2.3 above?

1	Antrim	12	Galway	23	Monaghan
2	Armagh	13	Kerry	24	Offaly
3	Carlow	14	Kildare	25	Roscommon
4	Cavan	15	Kilkenny	26	Sligo
5	Clare	16	Laois	27	Tipperary
6	Cork	17	Leitrim	28	Tyrone
7	Derry	18	Limerick	29	Waterford
8	Donegal	19	Longford	30	Westmeath
9	Down	20	Louth	31	Wexford
10	Dublin	21	Mayo	32	Wicklow
11	Fermanagh	22	Meath	33	Another EU country
				34	A non-EU country

Q2.6 How far is the place of residence mentioned above from the college you are now attending in kilometers?

Distance: _____ kilometers on average (one way)
(1 mile = 1.6 km)

Q2.7 When did you enter higher education for the first time? If your current study programme is your first study programme in higher education, i.e. the date of first entry is as indicated in Q1.6, please tick the corresponding box below.

Month _____ Year _____

My current study programme is my first study programme in higher education

Q2.8 Did you have a paid job before entering higher education for the first time? [Single choice]

1	Yes, working/vocational training (e.g. apprenticeship) for at least one year <u>and</u> at least 20 hours per week.
2	Yes, less than 1 year <u>or</u> less than 20 hours a week
3	No

Q2.9 Have you ever taken a break of at least one year after entering higher education?

[Multiple answers possible].

1	Yes, I interrupted between entering higher education and graduating from higher education for the first study programme I enrolled in
2	Yes, I interrupted between graduating from higher education and re-entering higher education
3	No, I did not interrupt my education career after entering higher education

Q2.10 How do you rate your chances on the labour market after graduating from your current study programme?

	Very Poor	Poor	Neither	Good	Very Good	Don't Know
1. On national level	1	2	3	4	5	6
2. On international level	1	2	3	4	5	6

Q2.11 Do you plan to continue studying after finishing your current study programme(s)? [Single choice]

1	Yes, within a year after graduating from my current study programme	Continue to Q2.12
2	Yes, but not within a year after graduating from my current study programme	
3	No, I do not plan to continue studying at all	Go to Q2.14
4	I don't know yet	

Q2.12 At what level do you plan to continue studying? [Single choice]

1	Higher Certificate
2	Diploma
3	Ordinary Bachelor Degree
4	Honours Bachelor Degree
5	Postgraduate Cert/Diploma
6	Taught Masters Degree
7	Research Masters Degree
8	PhD
9	Other, please specify:

Q2.13 Where do you plan to continue studying? [Single choice]	
1	In Ireland
2	In another EU country
3	In a non-EU country
4	I don't know yet If you responded "Yes, within a year after graduating from my current study programme" (Option 1 at Q2.11), please go to Q3.1

Q2.14 What do you plan to do within a year after finishing your current study programme? [Single choice]	
1	Look for paid employment
2	Continue my current paid employment/job/occupation
3	Set-up my own business (self-employed)
4	Do something else, please specify:
5	I don't know yet

LIVING CONDITIONS

In this section, 'where you live' is understood as the place where you usually stay during the study term/semester (Monday to Friday). It might or might not coincide with your family home.

Q3.1 Who do you live with during the study term/semester (Monday until Friday)? [Multiple answers possible]	
1	Parent(s)/guardian(s)
2	Partner/spouse
3	My child(ren) and/or my partner's child(ren)
4	With another relative(s), e.g. siblings, grandparents
5	A private landlord, i.e. in lodgings
6	With another student(s)
7	With another person(s) not mentioned above
8	I live alone

Q3.2 What accommodation do you live in during the study term/semester (Monday until Friday)? Please tick the accommodation that best applies [Single choice]	
1	My parents' property accommodation
2	A relative's property accommodation
3	My partner/spouse's property accommodation
4	A private landlord's property accommodation
5	A council accommodation
6	A student accommodation, i.e. dormitory or halls of residence
7	A property I fully/jointly own
8	A property not mentioned above

Q3.3 Do you pay a rent for your accommodation?	
1	Yes
2	No

Q3.4 How satisfied are you with your accommodation?				
Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1	2	3	4	5

Q3.5 What are your (most) frequently used modes of transportation to get from where you live to your higher education institution during the current semester?		
	Frequently Used Modes [Multiple answers possible]	Most Frequent Mode [Single choice]
Foot	1	1
Bicycle	2	2
Car	3	3
Motorbike or similar	4	4
Public transport	5	5
Other	6	6

Q3.6 On a typical day during the current semester, what is the time and distance you cover from where you live to your higher education institution?		
Time:		minutes on average (one way)
Distance:		kilometers on average (one way) (1 mile = 1.6 km)

Q3.7 What is the average monthly disposable income (in Euro) at your disposal from the following sources during the current semester? At your disposal is the money which is meant for monthly consumption, no matter when it was earned, in Euro. Please report the amount you really receive (e.g. cash, transfer on bank account) and exclude indirect financial support (e.g. rent or tuition fees that are paid by your parents directly to the landlord or college). Please enter your best estimates.	
Add a '0' if you did not receive any income from a certain source.	Average Amount in Euro (per month)
1. Provision from family/partner	
Financial Support from Public Sources	
2. Higher Education Grant	
3. Student Assistance Fund	
4. Other public sources (e.g. child benefit, pension)	
Financial Support from Private Sources, e.g. bank, foundation	
5. Repayable student loan	
6. Scholarship	
7. Other private sources	
Self-earned Income	
8. From current paid job	
9. From previous job (e.g. during holiday)	
TOTAL AMOUNT	

Q3.8.1 What are your average monthly expenses (in Euro), i.e. all regular costs, for the following items during the current semester? Please exclude costs for items like washing machine, travelling (for holidays/fun) etc. Please enter your best estimates

Living costs per month <i>Add '0' if no money was spent on a certain type of costs.</i>	I pay out of my own pocket (in Euro per month)	Paid by parents/ partner/others for me (in Euro per month)
1. Total accommodation cost (rent/mortgage including utilities, water, electricity...)		
2. Food		
3. Transportation		
4. Communication (telephone, internet etc.)		
5. Health costs (e.g. medical insurance)		
6. Childcare		
7. Debt payment (except mortgage)		
8. Social and leisure activities		
9. Other regular living costs (clothing, toiletries, pets, insurance [except medical insurance])		
TOTAL		

Q3.8.2 What are your average expenses (in Euro) per semester for the following needs? Please enter your best estimates.

Study-related costs per semester <i>Add '0' if no money was spent on a certain type of costs.</i>	I pay out of my own pocket (in Euro per semester)	Paid by parents/ partner/others for me (in Euro per semester)
1. Tuition fees, registration fees, examination fees, administrative fees		
2. Contributions to the college and student associations, e.g. membership to clubs and societies		
3. Learning materials (e.g. books, photocopying, DVDs, field trips)		
4. Other regular study-related costs (e.g. private tutoring, additional courses)		
TOTAL		

Q3.9 Did you or your parents claim a tax relief in respect of tuition fees paid?

1	Yes
2	No
3	Don't know

Q3.10 The National Strategy for Higher Education to 2030 (HUNT 2011) recommends the introduction of a new form of direct student contribution based on an upfront fee with a deferred payment facility. To what extent do you agree or disagree with the following statement:

	Strongly Disagree	Disagree	Neither	Agree	Strongly Agree
Ireland can no longer afford free student fees	1	2	3	4	5

Q3.11 Please provide any additional comments you may have on student fees:

Q3.12 To what extent are you currently experiencing financial difficulties?

No Difficulty				Serious Difficulties
1	2	3	4	5

Q3.13 Do you have a paid job or paid internship during the current semester? [Single choice]

1	Yes, I work during the whole semester	Continue to Q3.14
2	Yes, I work from time to time during the semester	
3	No, I don't work during the semester	Go to Q3.19

Q3.14 How many hours do you spend on paid jobs or paid internships in a typical week during a semester?

Paid jobs: _____ hours/week

Q3.15 To what extent do the following statements apply to your situation?

	Not at All				Totally
1. I work to fund my living	1	2	3	4	5
2. I work to improve my living standards	1	2	3	4	5
3. I work to gain experience in the labour market	1	2	3	4	5
4. I work because I have free time to spend	1	2	3	4	5

Q3.16 How closely related is your job to the content of your study programme?

Not Close at All		Neither		Very Closely
1	2	3	4	5

Q3.17 Which of the following describes your current situation best? [Single choice]

1	Primarily, I am a student.
2	I work and I study to the same extent
3	I am more occupied with other duties/activities than my studies

Q3.18 How does this job affect your academic performance?

Negatively		Neither		Positively
1	2	3	4	5

Q3.19 Did you have a paid job during any term break in the last 12 months?

1	Yes
2	No

Q3.20 How many hours do you spend in a typical week in taught courses and on personal study time?

Try to remember day by day and fill in the sum of hours over the whole week including the weekend. Add a '0' or strike-out box if no hours were spent on an activity on the respective day.

	MON	TUE	WED	THU	FRI	SAT	SUN
Taught studies (lessons, seminars, labs, tests, etc.)							
Personal study time (like preparation, learning, homework)							

Q3.21 Looking at your workload based on the time you spend on study-related activities (=taught studies + personal study time) and on paid jobs, please rate your satisfaction with your workload.

	I Want Less		Adequate		I Want More
Time for study-related activities	1	2	3	4	5
Time for paid jobs	1	2	3	4	5
Total workload	1	2	3	4	5

Q3.22 How important are your studies compared to other activities for you?

Less Important				More Important
1	2	3	4	5

INTERNATIONAL MOBILITY

This section refers to foreign enrolment where the student left Ireland to study a certain period abroad. It does not include studies that have been started abroad and are continued now in Ireland.

Q4.1 Have you ever been enrolled abroad as a student in higher education? Please only refer to temporary study periods outside of Ireland, for which you were enrolled/registered at a higher education institution abroad, i.e. exclude full study programmes undertaken abroad. [Single choice]

1	Yes I have	Go to Q4.2
2	No but I plan to go	Go to Q4.9
3	No, and I do not plan to go	Go to Q4.11

Q4.2 What study programme were you studying for when you went abroad? [Multiple answer possible]

1	Higher Certificate
2	Diploma
3	Ordinary Bachelor Degree
4	Honours Bachelor Degree
5	Postgraduate Cert/Diploma
6	Taught Masters Degree
7	Research Masters Degree
8	PhD
9	Other, please specify:

For Q4.3 to Q4.8, if you have studied abroad more than once, please refer to your most recent stay abroad.

Q4.3 What country did you go to and for how long?

Country:	
Duration in months:	

Q4.4 Were the credits (ECTS-European Credit Transfer and Accumulation System, certificates) you gained for your studies abroad recognised by your home institution? [Single choice]

1	Yes, all of the credits were recognised
2	Yes, the credits were partly recognised
3	No, none of the credits were recognised
4	I don't know (yet)
5	I did not gain any credits for my studies abroad

Q4.5 Within which of the following programmes was your study abroad organised? [Single choice]

1	EU programme (e.g. Erasmus Mundus, Erasmus)
2	Other, please specify the name of the programme:
3	No programme

Q4.6 Which of the following sources did you use to fund your study period abroad and which one of them was your primary source of funding? Please think about all costs of studying abroad including, e.g. both travel costs to the foreign location and tuition/registration fees at the foreign institution of higher education. Please indicate all sources of funding you used [multiple answers], then indicate the primary source of funding [single choice].

	Sources of Funding [Multiple answers possible]	Primary Source of Funding [Single choice]
1. Contribution from parents/family/partner	1	1
2. Own income from previous job or own savings	2	2
3. Income from paid job during my studies abroad	3	3
4. Regular study grants/loans from home country	4	4
5. Special study grant/loan from home country for going abroad	5	5
6. Study grants/loans from host country	6	6
7. EU study grants	7	7
8. Funding from private businesses or non-governmental organisations (NGOs)	8	8
9. Other, please specify:	9	9

Q4.7 Please rate the importance of the following aspects concerning your enrolment abroad?

	Very Unimportant				Very Important
1. Personal development	1	2	3	4	5
2. Language improvement	1	2	3	4	5
3. Quality of education	1	2	3	4	5
4. Academic content	1	2	3	4	5
5. Social integration	1	2	3	4	5
6. Service from host institution	1	2	3	4	5

Q4.8 Were your expectations fulfilled concerning your enrolment abroad?					
	Not at All				Yes Completely
1. Personal development	1	2	3	4	5
2. Language improvement	1	2	3	4	5
3. Quality of education	1	2	3	4	5
4. Academic content	1	2	3	4	5
5. Social integration	1	2	3	4	5
6. Service from host institution	1	2	3	4	5

Please go to Q4.11

Q4.9 What country do you plan to go to for your temporary studies abroad?	
Country:	
	I don't know yet

Q4.10 Within which of the following programmes do you plan to organise your temporary study abroad? [Single choice]	
1	EU programme (e.g. Erasmus Mundus, Erasmus)
2	Other, please specify the name of the programme:
3	No programme
4	I don't know yet

All students

Q4.11 To what extent are or were the following aspects an obstacle for studying abroad for you? If you have been 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 abroad (yet), please consider to which extent the following aspects currently deter you from going abroad.					
	No Obstacle				Big Obstacle
1. Insufficient skills in foreign language	1	2	3	4	5
2. Lack of information provided by my higher education institution	1	2	3	4	5
3. Separation from partner, child(ren), friends	1	2	3	4	5
4. Additional financial burden	1	2	3	4	5
5. Loss of paid job/Loss of opportunities to earn money	1	2	3	4	5
6. Lack of motivation	1	2	3	4	5
7. Low benefit for my studies at home	1	2	3	4	5
8. Difficult integration of studying abroad into the structure of my home study programme	1	2	3	4	5
9. Problems with recognition of results achieved abroad	1	2	3	4	5
10. Problems with access regulations to the preferred country (visa, residence permit)	1	2	3	4	5
11. Insufficient marks for studying abroad	1	2	3	4	5
12. Limited admittance to mobility programmes (of home/host institution)	1	2	3	4	5
13. Limited disability support /services while in the host country	1	2	3	4	5

Q4.12 Have you ever been abroad for other study-related activities as a student in higher education? If you've been abroad more than once per activity, please refer to your most recent stay abroad.		
	Yes	No
1. Research / Fieldtrip	1	2
2. Internship / work placement	1	2
3. Summer/winter school	1	2
4. Language course	1	2
5. Other, please specify:	1	2

If "No" to all above study-related activities, then go to Q4.14

Q4.13 Please fill in, per activity, the following details for your most recent study-related stay abroad.						
	Duration in months	Country	Was it part of your study programme?		Did you gain ECTS* with it?	
			Yes	No	Yes	No
1. Research / Fieldtrip			1	2	1	2
2. Internship / work placement			1	2	1	2
3. Summer/winter school			1	2	1	2
4. Language course			1	2	1	2
5. Other, please specify:			1	2	1	2

* ECTS-European Credit Transfer and Accumulation System

Q4.14 Do you plan to work abroad after you graduate?				
Definitely Yes	Probably Yes	Probably No	Definitely No	Don't Know
1	2	3	4	5

PERSONAL DETAILS

Q5.1 When were you born?
Month _____ Year 19_____

Q5.2 What is your sex?
1 Female
2 Male

Q5.3 In which country were you and your parents (or guardians) born?	
Please enter "Don't know" if unknown.	
	Country
1. You	
2. Father/Guardian 1	
3. Mother/Guardian 2	

Q5.4 Would you consider yourself: [Single Choice]		
1	Irish citizen through birth	Go to Q5.6
2	Naturalised Irish citizen	
3	Foreign national resident for 5 years or more in Ireland	Continue to Q5.5
4	Foreign national resident for less than 5 years in Ireland	
5	Other, please specify:	

Q5.5 If not Irish, please indicate the country of citizenship used for your enrolment in your current study programme:	
Country:	

Q5.6 What are your language skills? Please rate your grade of proficiency in the applicable language(s)						
	No Knowledge	Very Poor	Poor	Good	Very Good	Native Speaker
English	1	2	3	4	5	6
Irish	1	2	3	4	5	6
Other, please specify: _____	1	2	3	4	5	6
Other, please specify: _____	1	2	3	4	5	6

Q5.7 Do you have any children and if yes, how many?		
1	Yes, I have _____ child(ren)	Continue to Q5.8
2	No	Go to Q5.9

Q5.8 How old is your youngest child?	
My youngest child is _____ years of age	

Q5.9 Please indicate if you have a disability, long standing health problems or functional limitations. [Multiple answers possible]		
1	Yes, chronic diseases	Continue to Q5.10
2	Yes, mental health problems	
3	Yes, mobility impairment	
4	Yes, sensory impairment (vision or hearing)	
5	Yes, learning disability (ADHD, Dyslexia)	
6	Yes, other long standing health problems	
7	No	Go to Q6.1

Q5.10 Overall, to what extent is your disability an obstacle to your studies?				
No Obstacle				Big Obstacle
1	2	3	4	5

Q5.11 Overall, how would you rate the support you receive in your studies from public or institutional sources with regard to your disability?					
Very Poor	Poor	Neither	Good	Very Good	I do not need/want any support
1	2	3	4	5	6

HEALTH AND WELL-BEING

Q6.1 Over the last two weeks:						
	At no Time	Some of the Time	Less than Half of the Time	More than Half of the Time	Most of the Time	All of the Time
1. I have felt cheerful and in good spirits	1	2	3	4	5	6
2. I have felt calm and relaxed	1	2	3	4	5	6
3. I have felt active and vigorous	1	2	3	4	5	6
4. I have woken up feeling fresh and rested	1	2	3	4	5	6
5. My daily life has been filled with things that interest me	1	2	3	4	5	6

Q6.2 Please rate your satisfaction with the following:					
	Very Dissatisfied	Dissatisfied	Neither	Satisfied	Very Satisfied
1. Your accommodation	1	2	3	4	5
2. Your financial/material well-being	1	2	3	4	5
3. Your friendships	1	2	3	4	5
4. Your studies	1	2	3	4	5
5. The college you are studying in	1	2	3	4	5

Q6.3 How often do you drink alcohol (for example wine, cider, beer, spirits, alco-pops)? [Single Choice]		
1	Daily	Continue to Q6.4
2	A few times a week	
3	Weekly	
4	Monthly	
5	Less than monthly	
6	Never	Go to Q6.6

Q6.4 If you drink alcohol, please state the number of units in a typical week. One unit is equivalent to a half pint of beer, a small glass of wine or a single spirit measure.

Number of units in a typical week: _____ units

Number of units in a typical sitting/session: _____ units

Q6.5 How much do you spend on alcoholic drinks in a typical week?

Spend on alcoholic drinks in a typical week: € _____

Q6.6 Do you smoke?	
1	Yes, regularly
2	Yes, occasionally
3	No

Q6.7 How frequently do you exercise, i.e. at least 30 minutes duration where your heart rate was raised? [Single choice]	
1	Five or more times a week
2	Four times
3	Three times
4	Twice a week
5	Once a week
6	Less than once a week
7	Never

Q6.8 How often do you experience the following:					
	Less than once a Year	Once a Year	Once every six Months	Once a Month	More than once a Month
1. Catch colds	1	2	3	4	5
2. Suffer with headaches	1	2	3	4	5
3. Have difficulty sleeping	1	2	3	4	5
4. Have difficulty concentrating	1	2	3	4	5
5. Feel stressed	1	2	3	4	5

FAMILY BACKGROUND		
In this section you will be asked some questions about your family background. The following questions are about your father and mother or those person(s) who raised you.		
Q7.1 How would you describe your parent's working status? [Single choice]		
	Father or Guardian 1	Mother or Guardian 2
1. Working full-time for pay	1	1
2. Working part-time for pay	2	2
3. Not working but looking for a job	3	3
4. Student	4	4
5. Househusband/housewife	5	5
6. Never worked	6	6
7. Permanently ill	7	7
8. Retired	8	8
9. No contact whatsoever	9	9
10. Deceased	10	10
11. Other	11	11
12. Don't know	12	12

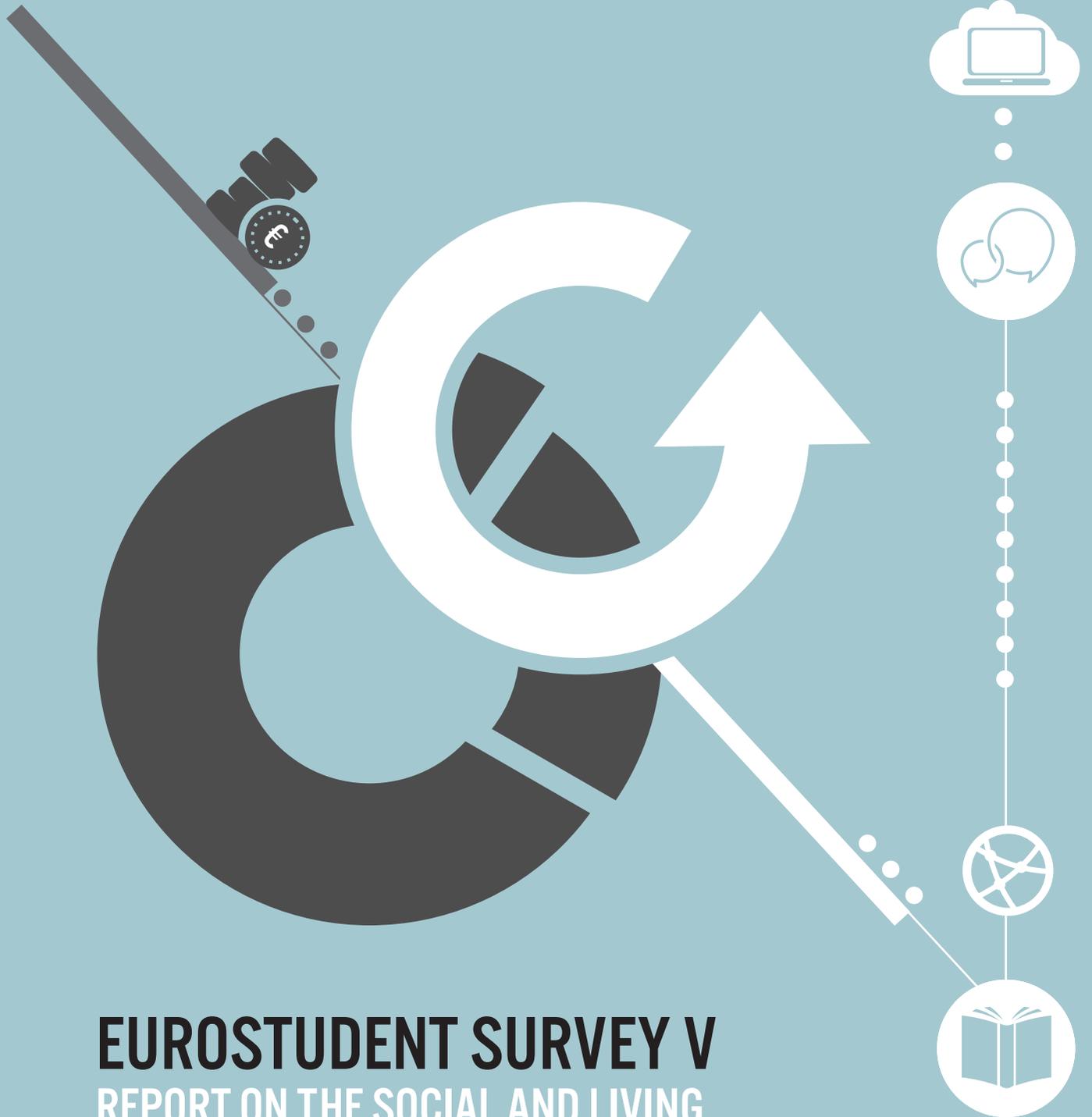
Q7.2 What is the highest level of education your father and mother have obtained?		
	Father or Guardian 1	Mother or Guardian 2
1. No formal qualification	1	1
2. Primary only	2	2
3. Group/Inter/Junior Certificate	3	3
4. Apprenticeship without Leaving Certificate	4	4
5. Leaving Certificate	5	5
6. FETAC Certificate/Other Further Education	6	6
7. Apprenticeship with Leaving Certificate	7	7
8. Higher Certificate	8	8
9. Diploma	9	9
10. Ordinary Bachelor Degree	10	10
11. Honours Bachelor Degree	11	11
12. Postgraduate Cert/Diploma	12	12
13. Masters Degree	13	13
14. PhD or higher	14	14
15. I don't know	15	15

Q7.3 How would you describe your parent's employment status? [Single choice]		
	Father or Guardian 1	Mother or Guardian 2
1. Employee	1	1
2. Self-employed without employees	2	2
3. Self-employed with employee(s)	3	3
4. Not applicable	4	4
5. Don't know	5	5

Q7.4 What are the present or most recent occupations of your father and mother? Please classify the job according to one of the following categories of occupation.		
	Father or Guardian 1	Mother or Guardian 2
1. Manager, senior official, legislator	1	1
2. Professional, e.g. architect, engineer, GP	2	2
3. Technician and associate professional	3	3
4. Clerical support worker	4	4
5. Service worker/sales worker	5	5
6. Skilled agricultural, forestry and fishery worker	6	6
7. Craft and related trades worker	7	7
8. Plant and machine operator, assembler	8	8
9. Elementary occupation, e.g. cleaner, labourer	9	9
10. Defence forces	10	10
11. Not applicable	11	11
12. Don't know	12	12

Q7.5 Some people are considered to have a high social standing and some are considered to have a low social standing. Thinking about your family background, where would you place your parents on this scale if the top indicated high social standing and the bottom indicated low social standing?	
1	High social standing
2	
3	
4	
5	Upper middle
6	Lower middle
7	
8	
9	
10	Low social standing

Q7.6 Please try to estimate the gross (before tax) ANNUAL income of your family household	
1	Greater than €90,000
2	€70,001 to €90,000
3	€50,001 to €70,000
4	€35,001 to €50,000
5	€20,001 to €35,000
6	Less than €20,000
7	Don't know
Please provide any additional comments you may have:	



EUROSTUDENT SURVEY V

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DAVID HARMON & OLIVIER FOUBERT

**INSIGHT STATISTICAL CONSULTING
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