

EUROSTUDENT SURVEY IV

**Report on the Social and Living Conditions
of Higher Education Students in Ireland**

2009/2010



HEA

Higher Education Authority
An tÚdarás um Ard-Oideachas

INSIGHT
STATISTICAL CONSULTING

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www.insightsc.ie

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Foreword

The fourth Irish Eurostudent survey report examines many of the key characteristics that define Ireland's increasingly diverse student population. As with previous years, the report provides important information on the varied characteristics of students attending higher education in Ireland. Students were surveyed on aspects ranging from their health and wellbeing, income and expenditure, socio economic background to travel and accommodation.

Over the last number of years the Irish higher education sector has made remarkable progress in expanding opportunities at both undergraduate and postgraduate levels. Enrolments have increased by over 25% in the last five years alone. Understandably this achievement has had an influence on the overall characteristics of the Irish student cohort and while full-time undergraduate students still comprise the largest single bloc in our higher education system, they are being joined in increasing numbers by postgraduate researchers, part-time learners and students from overseas. This increasing diversity within the student body is reflected in this survey.

The information presented here provides an extremely valuable resource for students, academics, education providers and indeed anyone with an interest in higher education and student wellbeing. Allowing students the opportunity to report on such diverse topics as their financial status, workload and accommodation allows us to better understand their experiences while in higher education. Furthermore, by careful analyses we can better plan for the future of higher education and in so doing we plan for the future of our economic and our social wellbeing.

The HEA would like to take this opportunity to express our appreciation to Insight Statistical Consulting for their work in producing this report. I would also like to thank the steering group, the HEA Statistics Section and the participating institutions for their advice, help and co-operation in the compilation of this publication.



Tom Boland
Chief Executive

Executive Summary

Higher education is vital to Ireland's continued social and economic progress. Ireland has achieved an impressive level of expansion of higher education participation over recent decades (HEA, 2009)¹. Participation rate has grown from 20% in 1980 to 55% in 2004 and is currently estimated to be over 65% (Department of Education and Skills, 2010). To ensure continued progress, a key objective set by the HEA (2008)² is to improve access to higher education, particularly among mature students, those with disabilities and those from under-represented socio-economic groups, e.g. those from *manual skilled*, *semi-skilled* or *unskilled* socio-economic backgrounds. In order to achieve these goals it is important for policy makers to have a better understanding of the student population and their experiences in Irish third-level education (Delaney, 2009). Thus, this report provides vital information regarding student life in Ireland.

This report summarises the key themes and outcomes from the latest round of Eurostudent surveys. The findings are drawn primarily from an Internet based survey of thirty higher education institutions from November 2009 to January 2010. In addition, with the aim of increasing participation among part-time students who may not often access their academic email, a postal questionnaire was also used.

This report continues the initiative of Eurostudent III and extensively analyses non-Irish students studying in Ireland. In addition, a new socio-economic classification is introduced which enables students to self report their parent's social status. The current study also introduces the measurement of stress and student health, in particular smoking, alcohol consumption and exercise patterns among third-level students in Ireland.

Although the profile of respondents was close to the known population profile, survey responses were weighted to reflect the known population parameters of gender and full/part-time status by institution. The main characteristics of the weighted sample are:

- approximately 62% of students were enrolled in a University³ and 38% in an Institute of Technology;
- approximately 82% of students were classified as full-time and 18% were part-time;
- females represented 54% of all respondents;
- approximately 90% of students were domestic students and 10% were international (non-Irish); and
- approximately 81% of students were undergraduates, 13% were post graduates (excluding PhD) and 6% were PhD students.

1 HEA (2009) Higher Education Key Facts and Figures 08/09 HEA: Dublin

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

3 The proportion of students within a University includes Colleges of Education and all other Non-Institutes of Technology

Key Findings

Course Characteristics

The Honours Bachelor Degree represented the most common qualification type for third-level students in Ireland (63%). Of all students undertaking this qualification, 92% were doing so on a full-time basis. PhD students represented 6% of the sample, of which 28% were international students. The most popular fields of study were Humanities & Arts (18%) and Business (15%). Approximately 47% of all students planned to further their academic career following their current programme and a further 42% were undecided. Students from Humanities & Arts and Law had the highest percentages of students indicating that they intend to further their studies after graduation (60% and 58% respectively).

Demographic Profile

Ireland has a young third-level student population, the median age of all students in the study was 22 (mean age 25). Part-time students represented an older group (median age 32) than full-time students (median age 21). Female students accounted for 69% of students studying in the areas of Arts & Humanities. In comparison male students were well represented in fields of Maths/Computer & Computer Science (79%) and Engineering/Manufacturing & Construction (82%).

Disability

In line with national census data, 10% of students reported to have a disability. The most common type was a specific learning disability, e.g. dyslexia. Approximately 27% of students felt their disability was not taken into account in any way in their studies. In addition, a slightly higher proportion of students reporting to have a disability indicated they are dissatisfied with their studies, when compared to the entire student population.

Socio-Economic Background

Consistent with findings from previous Eurostudent studies this report provides evidence of a relationship between participation in higher education and socio-economic background, i.e. higher levels of participation were recorded from students with professional backgrounds and/or higher household incomes and lower levels of participation from students with semi-skilled or unskilled manual socio-demographic background and/or lower household incomes.

Entry Route

The majority of students (73%) entered third-level education through the *traditional* route, i.e. on the basis of their Leaving Certificate results (or equivalent). Entry via other routes (27%) is approaching the target set by the HEA⁴ that non-standard entry routes to higher education will be developed so that they account for 30% of all entrants by 2013.

Nationality

The internationalisation of Irish third-level education is a relatively new phenomenon. In line with other reports (OECD, 2009) this study found that 10% of students were international. International students account for a higher proportion of part-time students and tended to be older than their domestic counterparts. International students exhibited greater wellbeing, scoring higher than domestic students on the WHO-5 Index. They appeared to be more satisfied with their studies but less satisfied with their friendship and accommodation in comparison to domestic students.

Accommodation

The most common accommodation types for full-time students were their parent's home or a rented accommodation (both 38%); in comparison part-time students were more likely to own their own home (50%). While comprising the highest expense item, students were generally quite satisfied with their accommodation.

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

Income and Expenditure

Self-earned income from paid employment was the most common source of income for students, particularly part-time students. The average monthly income for full-time students was €764 and €1,902 for part-time students. The average monthly expenditure was €734 for full-time and €1,452 for part-time students. Accommodation was the largest expense item, comprising 38% of total expenditure for students. This study found that 39% of students did not feel they had enough income to meet their monthly expenses and this was more common among students from manual skilled, semi-skilled or unskilled socio-economic backgrounds.

Employment

Approximately half of all students (53%) indicated that they had some kind of paid job during term time and over one-third (35%) indicated that they worked regularly. Regular work was more common among part-time (72%) than full-time students (26%). Only 23% of students who work regularly and 12% that work occasionally during term time indicated that their job is closely related to their studies.

Student Mobility

In line with Eurostudent III (Delaney et al, 2007) 9% of students reported that they have been enrolled in a regular course of study abroad, a further 12% intend to do so. A higher proportion of mobile students are from the professional socio-economic groups. The main obstacle to studying abroad was the expected additional financial burden. The mobility of students appears to affect their future intentions to work abroad: 70% of those that have studied abroad stated that they will definitely or probably work abroad after graduation, in comparison to 53% of students that have not studied abroad.

Health and Wellbeing

The main area of dissatisfaction for students related to their financial and material wellbeing. Of particular concern was that 37% of males and 45% of females scored below 13 on the WHO-5 score, an indication of poor wellbeing. A high percentage of students exhibited symptoms of stress. The survey also found that 83% of students drink alcohol of which 12% exceeded safe limits for their gender. In addition, 26% of students smoke and 22% indicated that they do not exercise at all.

Introduction

Europe has experienced considerable structural change over the past few decades resulting in continuing shifts away from the primary sector⁵ and traditional manufacturing towards services and knowledge intensive jobs (CEDEFOP, 2008). In a time of a global economic downturn it is essential that Europe makes full use of each individual's potential and continues to promote higher, more efficient and targeted investment in quality education and training (Council of the European Union, 2009). Governments are paying increasing attention to international comparisons as they search for effective policies that enhance individual's social and economic prospects (OECD, 2009). This report is part of a wider Eurostudent study which provides comparative data on the social dimension of higher education across Europe. The aim of which is to allow for comparative analysis of student's living and studying experiences in order to better understand the national situation and assess the strengths and weaknesses of their respective frameworks in a view of maintaining or improving effectiveness.

The report also provides timely and relevant information for those involved in initiatives aimed at improving student welfare and encouraging student retention. The report summarises key characteristics of students in third-level education in Ireland and analyses demographic, socio-economic characteristics, the employment and mobility status, as well as the health and wellbeing of third-level students in Ireland.

Higher education is vital to Ireland's continued social and economic progress. Ireland has achieved an impressive level of expansion of higher education participation over recent decades (HEA, 2009)⁶. Participation rates have grown from 20% in 1980 to 55% in 2004 and are currently estimated to be over 65% (Department of Education and Skills, 2010). To ensure continued progress, a key objective set by the HEA (2008)⁷ is to improve access to higher education, particularly among mature students, those with disabilities and those from under-represented socio-economic groups. In order to achieve these goals it is important for policy makers to have a better understanding of the student population and their experiences in Irish third-level education (Delaney, 2009). Thus, this report provides vital information regarding student life in Ireland.

Survey and Sample Characteristics

The fourth round of the Irish Eurostudent survey was conducted by Insight Statistical Consulting on behalf of the Higher Education Authority. An Internet survey approach was adopted. In addition, with the aim of increasing participation from part-time students, a postal survey was also used for part-time students in higher education in Ireland. The survey was promoted by a poster campaign in each college and students were invited to respond through an invitation email sent by participating institutions. There were 14,037 responses obtained, some cases were removed due to insufficient responses to key questions. In total the findings draw upon a valid responses of 13,530 students from a population of approximately 180,000 full-time and part-time students, i.e. a response rate of approximately 7.5%.

Although the profile of respondents was close to the known population profile, survey responses were weighted to reflect the known population parameters of gender and full/part-time status by institution. The main characteristics of the weighted sample are shown below.

5 The primary sector includes agriculture, agribusiness, fishing, forestry, mining and quarrying industries.

6 HEA (2009) Higher Education Key Facts and Figures 08/09 HEA: Dublin

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

Key Characteristics of Respondents

Key Characteristics	
Student Status	
Full-time	82%
Part-time	18%
Student Gender	
Female	54%
Male	46%
Type of Institution	
University and Other ⁸	62%
Institute of Technology	38%
Graduate Level	
Undergraduate	81%
Postgraduate	19%
Nationality	
Domestic	90%
International	10%

Over thirty higher educational institutions were involved in the study. The table below indicates the unweighted profile of respondents from the range of Universities, Institutes of Technology and Other Educational Institutions who participated in the study.

⁸ The *other* type of institution include Colleges of Education and all other Non-Institutes of Technology.

Number of Respondents⁹

	Number of Respondents	Percentage of Total
Dublin City University	273	2.0
National University of Ireland, Galway	1,462	10.8
National University of Ireland, Maynooth	1,235	9.1
Trinity College Dublin	1,441	10.7
University College Cork	1,918	14.2
University College Dublin	1,263	9.3
University of Limerick	751	5.6
Athlone Institute of Technology	245	1.8
Cork Institute of Technology	718	5.3
Dublin Institute of Technology	1,260	9.3
Dun Laoghaire Institute of Art, Design, and Technology	74	0.5
Dundalk Institute of Technology	139	1.0
Galway-Mayo Institute of Technology	67	0.5
Institute of Technology, Blanchardstown	97	0.7
Institute of Technology, Carlow	424	3.1
Institute of Technology, Sligo	68	0.5
Institute of Technology, Tallaght	276	2.0
Institute of Technology, Tralee	195	1.4
Letterkenny Institute of Technology	98	0.7
Limerick Institute of Technology	180	1.3
Waterford Institute of Technology	563	4.2
Colleges of Education and Other Educational Institutions ⁹	783	5.9
Total	13,530	100

⁹ Other Educational Institutions include Froebel College of Education, Marino Institute of Education, Mary Immaculate College Limerick, Mater Dei Institute of Education, National College of Art and Design, National College of Ireland, St Angela's College of Education, St Patrick's College Drumcondra, St Patrick's College Maynooth and Tipperary Institute.

1. Socio-Demographic Characteristics

The proportion of the Irish population attending third-level education has steadily increased in recent years, for example, between the 2004/2005 academic year and 2008/2009 academic year student numbers increased by 8.1% (HEA, 2009)¹⁰. This increase is partly attributed to Irish higher education policy to increase participation in higher education (HEA, 2008)¹¹ in line with the Bologna Process (European Commission, 2010). Increased access to higher education has contributed to a diversification of the student population and the courses offered by higher education institutions. This chapter sets out to provide an understanding of the socio-demographic characteristics of the student population in Ireland.

Firstly, the characteristics of courses undertaken at third-level institutions in Ireland are outlined, including the field of study and qualifications obtained. The chapter then turns to the demographic characteristics of students, including age and gender profiles. Next, the profile of students with disabilities is outlined and satisfaction levels of all students are explored. Lastly, the area of socio-economic background of the Irish student population is explored along with entry routes to higher education.

1.1 Course Characteristics

Table 1.1 details the percentage of all students undertaking each qualification type. It also provides the percentage of full and part-time students in each qualification type. The Honours Bachelors Degree was the most popular type of qualification, 63% of students indicated that they were undertaking this degree, of which 92% were full-time students. Part-time students were well represented on the Diploma (65%) and Taught Masters (47%).

Table 1.1: Course Qualification and Student Status

Qualification	Full-time %	Part-time %	All Students %
Higher Certificate	56	44	5
Diploma	35	65	1
Ordinary Degree	76	24	11
Honours Bachelors Degree	92	8	63
Postgraduate Diploma	58	42	3
Taught Masters	53	47	8
Research Masters	58	42	1
PhD	87	13	6
Other	35	65	2
Total			100

Table 1.2 details the percentage of all students in each field of study. It also provides the percentage of full and part-time students in each field. Approximately one-fifth (18%) of all students were studying Humanities and Arts, of which 88% were full-time. Part-time students were well represented in fields such as Education (31%), Law (30%), Maths/Computer/Computer Science (29%) and Catering (29%).

¹⁰ HEA (2009) Higher Education Key Facts and Figures 08/09 HEA: Dublin

¹¹ HEA (2008) National Plan for Equity of Access to Higher Education 2008-2013 HEA: Dublin

Table 1.2 Field of Study and Student Status

Field of Study	Full-time	Part-time	All Students %
Education	69	31	5
Humanities & Art	88	12	18
Social Science	80	20	5
Business	74	26	15
Law	70	30	3
Science	91	9	12
Maths/Computer/Computer Science	71	29	9
Engineering/Manufacturing & Construction	84	16	12
Agriculture/Veterinary	98	2	1
Health/Welfare	85	15	6
Sport	94	6	1
Catering	71	29	1
Services ¹²	86	14	0.1
Other	82	18	14
Total			100

Table 1.3 details the percentage of students obtaining each qualification type within each field of study.

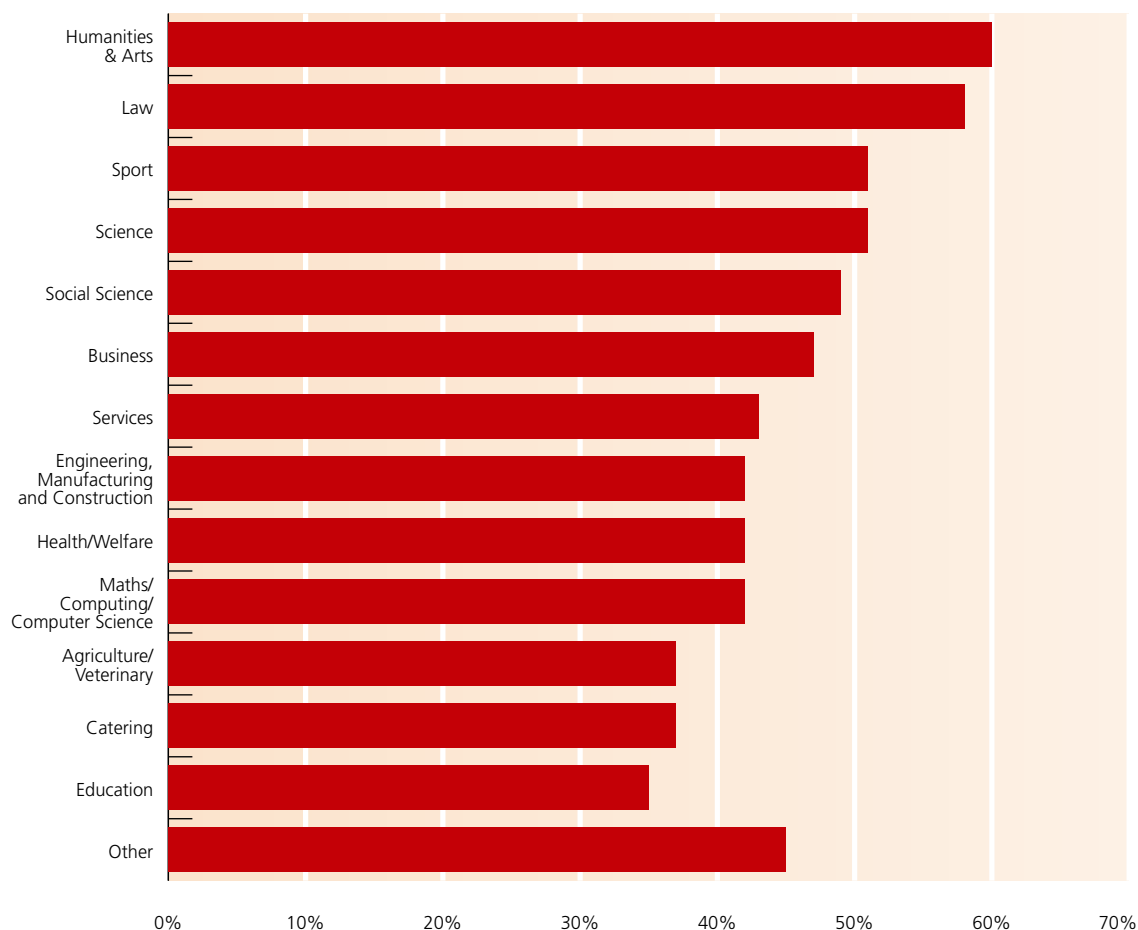
Table 1.3 Course Qualification and Field of Study

Field of Study	Higher Certificate %	Diploma %	Ordinary Degree %	Honours Bachelors Degree %	Postgraduate Diploma %	Taught Masters %	Research Masters %	PhD %	Other %	Total %
Education	1	2	4	51	18	14	4	4	3	100
Humanities & Art	2	2	6	72	3	7	1	6	1	100
Social Science	2	2	11	51	3	13	2	13	1	100
Business	10	2	10	61	3	10	1	1	1	100
Law	3	1	10	68	5	8	0.5	3	2	100
Science	3	1	6	69	2	4	1	14	1	100
Maths/Computer/Computer science	8	1	16	53	4	9	3	5	1	100
Engineering/manufacturing & Construction	6	0.4	25	55	2	5	1	6	1	100
Agriculture/Veterinary	7	1	11	70	-	-	2	6	2	100
Health/Welfare	1	2	5	74	4	7	1	4	2	100
Sport	5	-	29	58	2	4	1	2	-	100
Catering	20	-	18	54	-	2	-	1	5	100
Services	7	7	29	43	-	14	-	-	-	100
Other	4	1	10	62	3	10	1	4	4	100

¹² Please note the low sample size in relation to Services (n=14)

From Table 1.3 it is not surprising to find that the Honours Bachelors Degree was well represented in all fields of study, most notably Humanities & Art (72%), Agriculture & Veterinary (70%) and Health and Welfare (74%). In comparison just 43% of those in the area of Services were undertaking an Honours Bachelors Degree, this field was comprised of a higher percentage of students undertaking a Diploma (7%) or Ordinary Degree (29%) than any other area.

Figure 1.1 Study Intentions by Field of Study



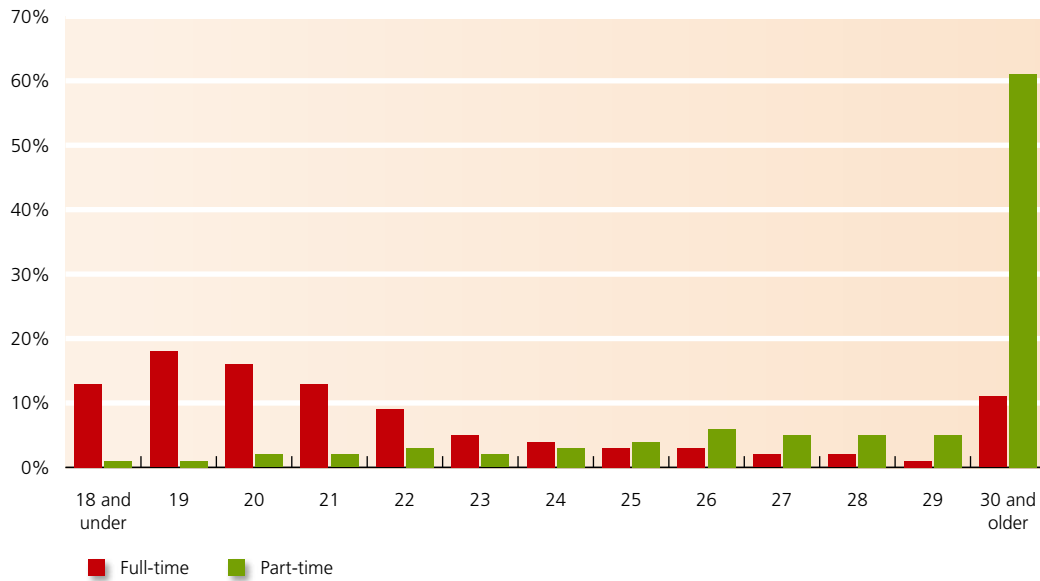
When asked about their further study intention 42% of students were undecided, 11% had no future study plans and 47% planned to further their academic career. From Figure 1.1, students from Humanities & Arts and Law had the highest percentages of students indicating that they intend to further their studies after graduation (60% and 58% respectively).

1.2 Demographic Profile

Age

Ireland has quite a young student population, the median age of this sample of respondents was 22 (mean 25.11). This is in line with a recent study of the Irish student population (Delaney et al, 2009). There was a noticeable difference in the age profile of full-time and part-time students (Figure 1.2). The median age of full-time students was 21 (mean 23.04) compared to 32 (mean 34.26) for part-time students. More than three-fifths (61%) of part-time students were 30 years old or over compared to just 11% of full-time students.

Figure 1.2 Age Distribution of Irish Higher Education Students



The youngest age group belonged to the Honours Bachelors Degree which had a median age of 20 (mean 22.9). While it is not unusual to find an older student profile in Taught Masters (median 28, mean 30.8), Research Masters (median 28, mean 31.9) or PhD (median 27, mean 29.7) due to the necessity to obtain academic qualifications before undertaking such qualifications, it is interesting to note that students undertaking a Diploma represented the oldest group (median 31, mean 33.4). This may be explained by the fact that 65% of those undertaking a Diploma were part-time students of which many were mature students returning to education.

Table 1.4 Qualification by Student Age

Qualification	Median Age	Mean Age
Higher Certificate	25	27.9
Diploma	31	33.4
Ordinary Degree	22	26.2
Honours Bachelors Degree	20	22.9
Postgraduate Diploma	26	28.5
Taught Masters	28	30.8
Research Masters	28	31.9
PhD	27	29.7
Other	28	31.9

As Table 1.5 illustrates there were some differences in student age between each field of study. Agriculture & Veterinary and Sport students had a median age of 20 (means of 22 and 22.3 respectively), while the Social Science had a median age of 24 (mean 27.8). Overall, there was little difference noted in the age profile of male (median 22, mean 25.4) and female (median 21, mean 24.8) students.

Table 1.5 Field of Study and Student Age

Field of Study	Undergraduate		Postgraduate		Overall	
	Median	Mean	Median	Mean	Median	Mean
Education	20	23.2	29	31.6	23	26.8
Humanities & Art	20	24.1	28	32.5	21	25.6
Social Science	21	26.1	29	31.4	24	27.8
Business	21	24.1	27	29.4	22	25.0
Law	21	26.7	24	29.1	22	27.0
Science	20	22.0	25	27.1	21	23.0
Maths/Computer/Computer Science	22	24.9	27	29.5	23	26.0
Engineering/Manufacturing & Construction	21	23.2	26	27.2	21	23.8
Agriculture/Veterinary	20	21.7	26	26.7	20	22.0
Health/Welfare	21	23.5	30	32.9	22	25.2
Sport	20	21.9	26	26.5	20	22.3
Catering	21	23.7	43	36.6	22	24.1
Services	21	22.7	26	26.0	21	23.1
Other	21	23.6	28	30.6	22	25.2

Postgraduate students were on average six years older than undergraduate students (median 27, mean 30.1 versus median 21, mean 23.8).

Gender

Females represented 54% of all survey respondents. However, according to national data 2008/9 new entrants witnessed a 10.4% increase in males attending universities compared to 4.3% for females. There was also a 14% increase for male entrants to Institutes of Technologies compared to 4.3% for females (HEA, 2009)¹³. This provides an indication that the pattern emerging in the US of a stabilising gender balance (Edmonds, 2010) may be occurring in Ireland. Females were more likely to be found in Universities (65%); in contrast more males attended Institutes of Technology (53%). Table 1.6 details the percentage of students in each field of study and the percentage of male and female within each field.

The gender imbalance in field of study that was found by Fitzpatrick Associates and O'Connell (2005) remains in place. A higher percentage of females were found in the areas of Education, Humanities & Arts, Social Science or Health & Welfare. Males by comparison were more involved in the areas of Maths/Computing & Computer Science or Engineering/Manufacturing & Construction.

Table 1.6 Field of Study and Student Gender

Field of Study	Male %	Female %	All Students %
Education	23	77	5
Humanities & Art	31	69	18
Social Science	30	70	5
Business	47	53	15
Law	40	60	3
Science	46	54	12
Maths/Computer/Computer science	79	21	9
Engineering/Manufacturing & Construction	82	18	12
Agriculture/Veterinary	54	46	1
Health/Welfare	26	74	6
Sport	49	51	1
Catering	43	57	1
Services	46	54	0.1
Other	37	63	14
Total	46	54	100

¹³ HEA (2009) Higher Education Key Facts and Figures 08/09 HEA: Dublin

Children

Just over one-in-ten respondents (13%) were parents. Of this cohort, the average number of children was 2 and the average age of the youngest child was 10 years old. However 61% of students with children had a child 10 years old or younger. This is a high dependency age for children and may make it difficult for parents to manage their studies. This may account for that fact that 36% of all part-time students indicated they have a child compared to just 8% of full-time students. The highest percentage of parents was found in the field of Social Science (21%). In addition, 31% of students undertaking a Diploma were parents compared to 8% undertaking an Honours Bachelors Degree, which reflects the age differential of these qualification types discussed in section 1.2. Table 1.7 details the percentage of students in each qualification type and the percentage of parent and non-parents within each field.

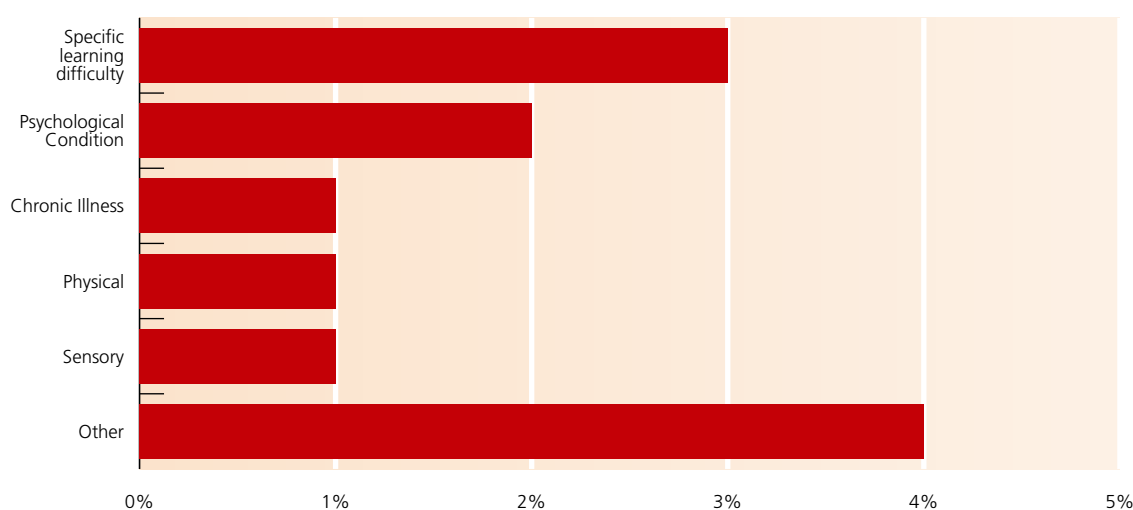
Table 1.7 Qualification and Parental Status

Qualification	Parent %	Non Parent %	All Students %
Higher Certificate	26	74	5
Diploma	31	69	1
Ordinary Degree	18	82	11
Honours Bachelors Degree	8	92	63
Postgraduate Diploma	16	84	3
Taught Masters	21	79	8
Research Masters	25	75	1
PhD	17	83	6
Other	26	74	2
Total			100

1.3 Students with Disabilities

Support for students with disabilities is a major issue today (Heelan, 2009)¹⁴. People with disabilities have, to date, been under-represented in Irish higher education for reasons to do with a historical lack of support throughout the education system and low educational expectations (HEA, 2008)¹⁵. However the proportion of students with disabilities has increased in recent years, 1.1% of students in higher education had a disability in 1998/1999, 3.2% of students had a disability in 1998/1999 and 6% of students had a disability in 2009/2010 (HEA, 2010)¹⁶.

Figure 1.3 Proportion of Students with a Disability



14 Heelan A. (2009) Survey of Students with Learning Difficulties and/or Disabilities in 2nd Level Schools in the Republic of Ireland, National Disability Authority: Dublin

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

16 HEA (2010) Higher Education Key Facts and Figures 09/10, HEA: Dublin

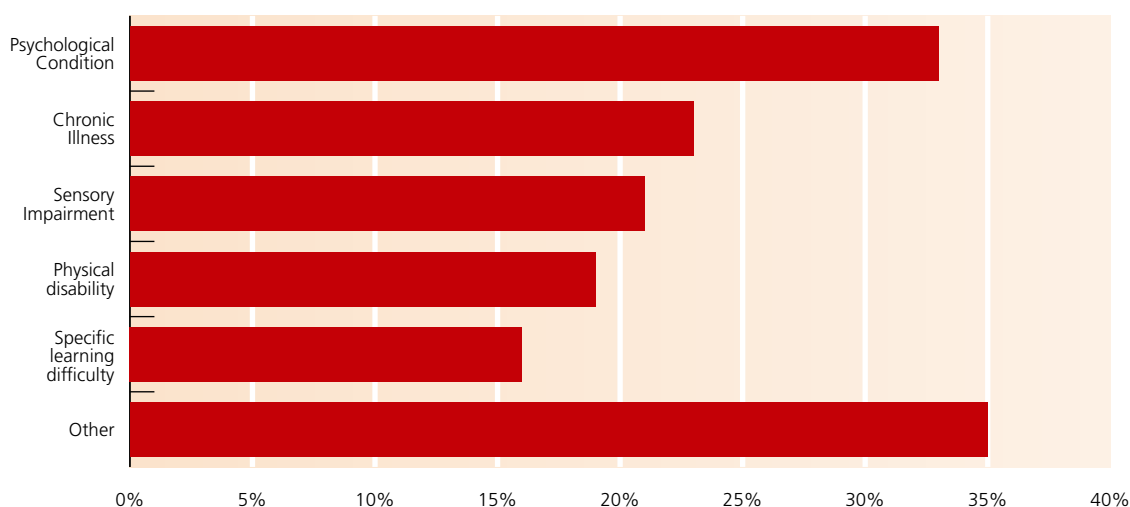
One-in-ten students reported to have a disability; this is in line with population figures, where the most recent census indicated 9% of the population have a disability (CSO, 2006). The finding is also in line with the 2006/7 Eurostudent report (Delaney et al, 2007). However, as outlined in that report, caution should be taken with such figures as the data represents student self reports of disability and as a result it is likely that students with milder disabilities will be over-represented compared to students with more serious conditions. Nevertheless, these results provide valuable information regarding the level of disability in higher education in Ireland and comparisons are made throughout this report in an effort to gain more insight into the educational experience of students with disabilities.

Table 1.8 Field of Study and Disability Status

Field of Study	Learning Difficulty %	Chronic Illness %	Psychological Condition %	Physical Disability %	Sensory Impairment %	Other health problem %	No Disability	Total
Education	2	1	1	1	0.2	3	92	100
Humanities & Art	3	2	4	1	1	5	88	100
Social Science	5	1	5	1	0.4	4	87	100
Business	2	1	1	1	1	3	93	100
Law	2	1	3	0.4	0.2	4	91	100
Science	3	2	2	1	1	4	90	100
Maths/Computer/Computer science	3	1	3	0.4	0.2	3	90	100
Engineering/Manufacturing & Construction	3	1	1	1	0.4	2	92	100
Agriculture/Veterinary	1	1	-	1	-	1	96	100
Health/Welfare	2	2	2	0.3	0.3	3	92	100
Sport	5	-	1	1	-	1	92	100
Catering	7	-	1	3	3	6	86	100
Services	-	9	-	-	-	9	83	100
Other	4	2	3	1	0.2	5	88	100

The most common disability was a specific learning disability, e.g. dyslexia, 2.8% of all students reported this disability. From Table 1.8 Services, Catering and Social Science attracted the highest proportion of students with disabilities; in contrast the field of Agriculture/Veterinary had the smallest percentage of students with disabilities. There were no real differences found among full and part-time students or among male and female students.

Figure 1.4 Disability and Students' Studies



To gain an understanding of the impact of the student's disability, respondents were asked to assess if their disability was sufficiently taken account of in their studies. Just over one-quarter of students with a disability (27%) felt that their condition was in no way considered in their studies. Figure 1.4 details the percentage of students with different disability types that felt their condition was not at all taken into account in their studies. The greatest difficulties appear to be experienced by students with a psychological condition, 33% of students with this disability indicated their condition is not at all taken into account in their studies. Of all students reporting to suffer with a disability, 16% indicated their condition was completely taken into account in their studies.

Table 1.9 Satisfaction with Studies by Type of Disability

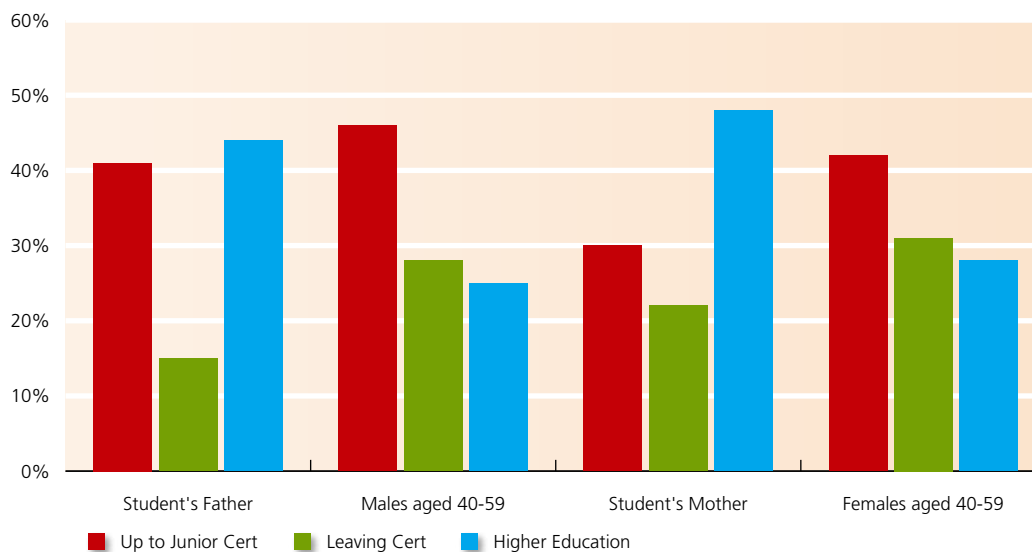
Type of Disability	Very Satisfied %	Satisfied %	Neither Satisfied nor Dissatisfied %	Dissatisfied %	Very Dissatisfied %	Total %
Chronic Illness	14	44	25	14	3	100
Sensory Impairment	6	51	29	10	4	100
Specific learning difficulty	16	47	22	13	2	100
Physical Disability	21	45	19	14	1	100
Psychological Condition	8	35	25	21	10	100
Other Health Problem	11	41	29	16	2	100
Total Student Population	17	51	20	10	2	100

There appears to be a slightly greater level of dissatisfaction with studies among students with disabilities when compared to the general student population. From Table 1.9 12% of the total population were either dissatisfied or very dissatisfied with their studies in comparison to those students with a psychological condition (31%) or chronic illness (17%).

1.4 Socio-Economic Background

In line with the Bologna Process (European Commission, 2010), 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. A study of inequality in Irish third-level education found students from under-represented socio-economic groups endured economic barriers and also cultural and education barriers (Lynch and O’Riordan, 1998). 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 socio-economic groups. This report uses parental education and occupation as well as family income as proxies for socio-economic background.

Figure 1.5 Highest Parental Education Levels

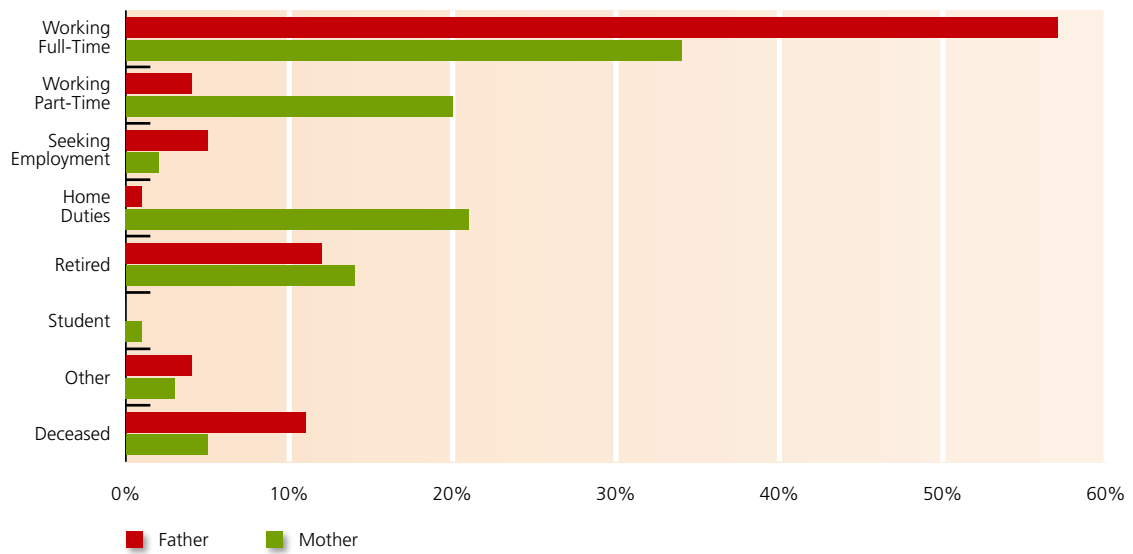


In line with previous Eurostudent reports, a positive relationship between parental education and participation in higher education was found in this study. For example 44% of student’s fathers have earned a third-level degree in comparison to 25% of the population of men aged 40-59. A similar pattern emerges for students mothers, 48% of which have earned a third-level degree in comparison to 28% of women aged 40-59. In addition, part-time students were more likely to come from lower educational backgrounds, 37% of part-time student’s parent’s highest qualification is up to Junior Cert compared to 19% of full-time students.

The majority of students’ parents were economically active with 57% of students’ fathers working full-time and 34% of students’ mothers working full-time. The proportion of parents not working was low with 5% of fathers and 2% of mothers not working but looking for work. This is in comparison to an unemployment rate of 16% among males and 8% among females in Ireland (CSO, 2009). Using the same definition of unemployment, 7% of students’ fathers were unemployed and 4% of mothers.

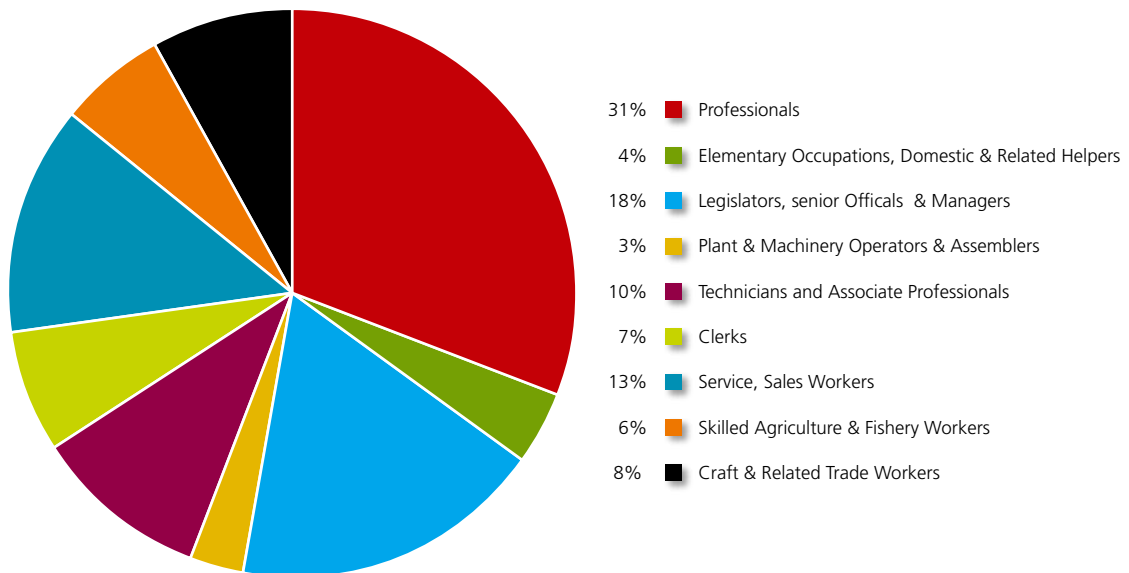
¹⁷ HEA (2008) National Plan for Equity of Access to Higher Education 2008-2013 HEA: Dublin

Figure 1.6 Parent's Employment Status



The majority of parental occupations of higher education students were white collar professions such as Senior Managers and Professionals. Since 2007, the HEA have monitored the social class of new entrants to higher education and current plans are to provide incentives to Higher Education Institutes to enrol more students from under-represented socio-economic groups (HEA, 2009)¹⁸.

Figure 1.7 Highest Parental Occupation

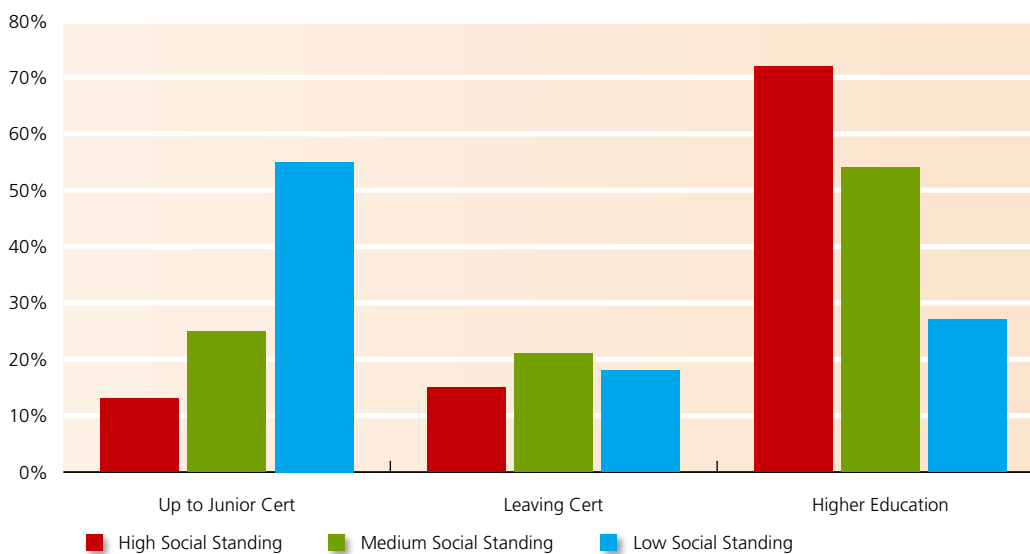


18 HEA (2009) Higher Education Key Facts and Figures 08/09 HEA: Dublin

Social Standing

A new self assessment of social status was introduced in Eurostudent IV. This asked students to rate their parents standing on a ten-point scale from low to high social standing. This constitutes a significant indicator for assessing the socio-economic conditions of the student population. The responses were based on the subjective perception of the student who compared their parents' social status to the alleged country social stratification. While more than four-fifths (81%) of students have placed their parents in the upper half of this scale, Figure 1.8 illustrates a clear relationship between parental educational and student's perception of their parent's social standing. When the results were examined by gender and full/part-time status there was no noticeable difference found. Equally there was no real difference noted among the different fields of study or qualification type.

Figure 1.8 Highest Parental Education Levels and Social Standing



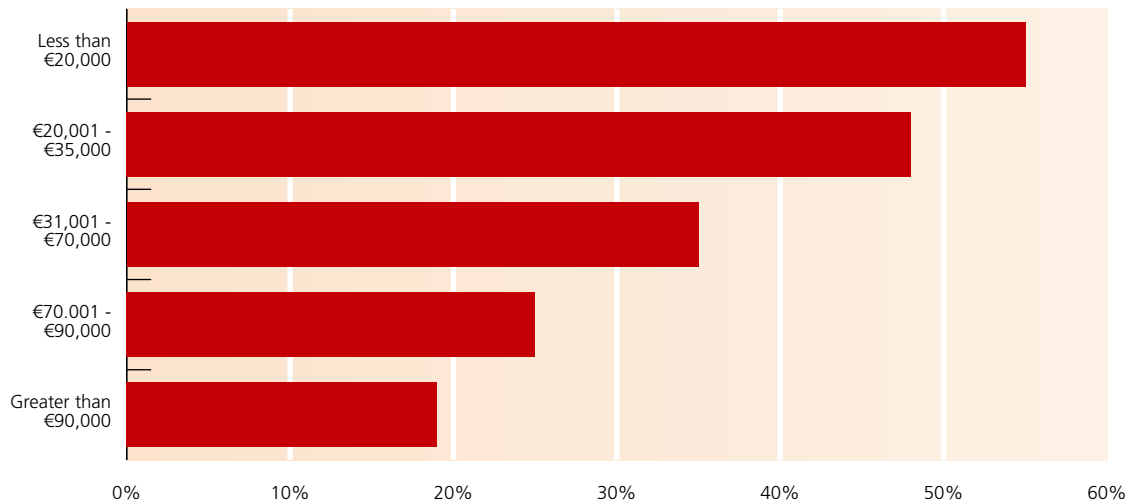
From Table 1.10, one-fifth of students (20%) reported to have an annual household income of €20,000 or less. Income can have a significant impact on the quality of the education experience for a number of reasons including financial stress and having to work during the college year.

Table 1.10 Annual Family Household Incomes

Estimated Net Family Income	All Students %
Less than €20,000	20
€20,001 - €35,000	24
€35,001 - €70,000	34
€70,001 - €90,000	11
Greater than €90,000	11
Total	100

Students from lower income families are more likely to experience financial strain. From Figure 1.9, approximately 55% of students who reported an estimated net family income of less than €20,000 disagreed with the statement 'I have sufficient funding in order to cover my monthly costs'. This is in comparison to 19% of those with an estimated net family income exceeding €90,000.

Figure 1.9 Family Income and Funds to Cover Costs

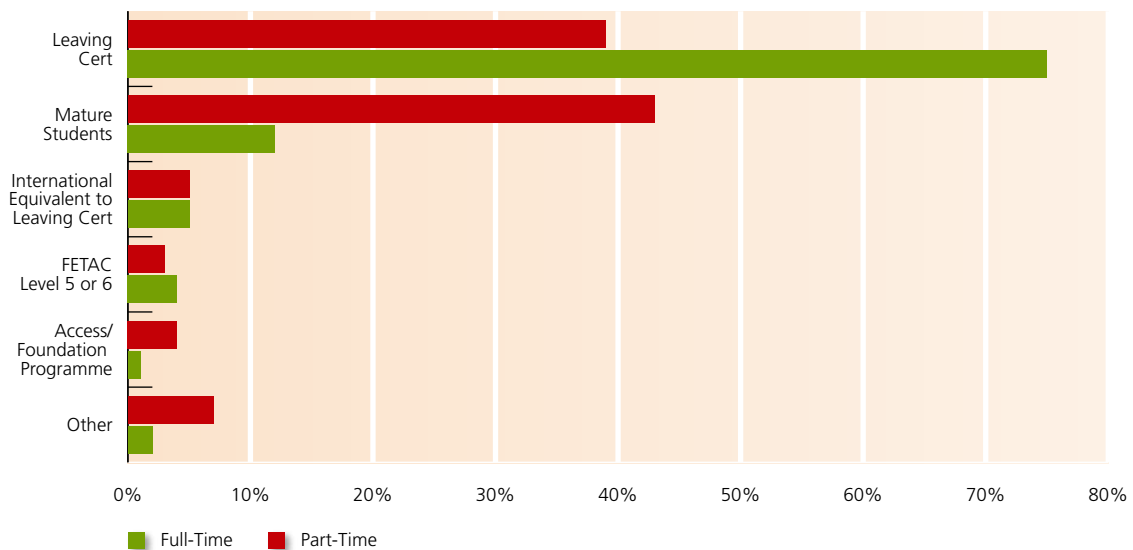


1.5 Entry Route

The majority of respondents (73%) entered Higher Education through the traditional route of Leaving Certificate (or international equivalent). Therefore 27% of respondents entered via other routes (19% via mature students and 8% via FETAC award, an Access programme or some other method).

In many European countries, evidence shows that secondary education systems tend to reinforce social, cultural and economic differences between pupils, which might impair equal access to higher education. One way of counteracting this effect is to offer measures that provide potential students with a “second chance” of entering higher education through another route (Orr, 2008). In recent years Ireland has increased the level of participation at third-level education; however, the traditional route remains the dominant entry route (OECD, 2009). Efforts are being made to increase entry via the other routes and it is targeted that entry via other routes will reach 30% in 2013 (HEA, 2008)¹⁹. Of particular importance is the need to attract mature students as job supply shifts toward highly qualified jobs (CEDEFOP, 2008).

Figure 1.10 Entry Route by Full-Time/Part-Time Status



¹⁹ HEA (2008) National Plan for Equity of Access to Higher Education 2008-2013 HEA: Dublin

From Figure 1.10, the vast majority of full-time students (75%) entered third-level education through the Leaving Certificate route, in comparison to 39% of part-time students. The main entry method for part-time students was to enter as a mature student (43%). This is a large increase from Eurostudent III (15%) and could reflect the large number of mature students returning to education as a result of the current economic climate.

Table 1.11 Entry Route and Student Age

Entry Route	Median	Mean
Leaving Cert	20	21.6
International Equivalent of Leaving Cert	23	24.6
Mature Student	33	35.8
FETAC Level 5 or 6 Award	23	27.3
Higher Education Access/Foundation Programme	26	28.9
Other	29	31.2

From Table 1.11, students entering third-level education via the Leaving Certificate represented a younger group than students entering via other routes. The median age of Leaving Certificate students was 20 in comparison to a median age of 33 for mature students.

Table 1.12 Entry Route and Socio-Economic Background

Entry Route	Higher Professional %	Lower Professional %	Non Manual %	Skilled Manual %	Semi-Skilled Manual %	Unskilled Manual %
Leaving Cert	75	70	68	67	59	55
International Equivalent of Leaving Cert	6	6	3	2	3	4
Mature Student	11	16	21	23	26	29
FETAC Level 5 or 6 Award	3	2	4	4	6	4
Higher Education Access/Foundation Programme	1	2	2	2	3	4
Other	3	3	2	3	2	4
Total	100	100	100	100	100	100

It is clear from Table 1.12 that the entry route via Leaving Certificate (or equivalent) was most common among students from the professional socio-economic background and less common among students from the Semi or Unskilled Manual socio-economic backgrounds.

Chi Square Results	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	196.38	5	<0.01

To facilitate statistical testing, the entry route was split into two categories, i.e. Leaving Certificate (or equivalent) and All other entry routes. The significant chi-square test result suggests that there is a relationship between socio-economic background and entry route.

Educational Experience

Nearly half of all respondents (46%) had been previously registered on another higher education course, i.e. were re-entrants²⁰. This figure was 48% for students from the Institutes of Technology and 45% for students from the Universities (or other institutions).

²⁰ As measured by a difference between the start date of current programme and the date entering education for the first time

Table 1.13 Comparison of Re-entrants and First-entrants

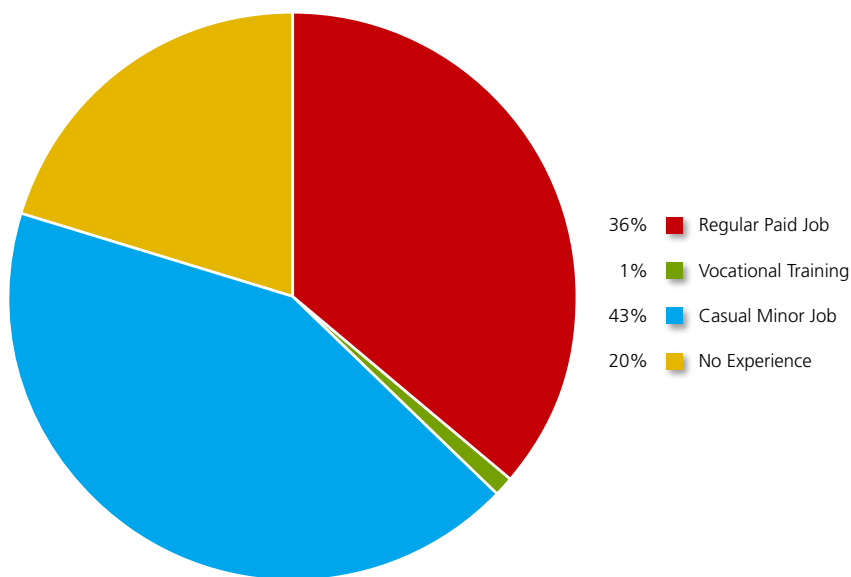
Student Information	Re-entrants %	First-time Entrants %
Education Cycle		
Undergraduate	60	98
Post-graduate	40	2
Student Status		
Full-time	69	93
Part-time	31	7
Basis for Entry		
Leaving Cert	55	81
International equivalent of Leaving Cert	7	4
As a mature student (23 plus)	26	11
FETAC Level 5 or 6 Award	5	2
Higher Education Access/Foundation programme	3	1
Other	5	1

Of those re-entering third-level education, 60% were undergraduate students and 31% were studying part-time. More than a quarter (26%) indicated they entered higher education as a mature student having an average age 28.6 (median 26) compared to 21.8 (median 20) for first-time entrants. There were no real differences in the gender or socio-economic background of re-entrants and first-time entrants.

Labour Market Experience

From Figure 1.11, prior to entering higher education 80% of students had obtained some labour market experience and this proportion did not differ significantly when observed by socio-economic background. When full-time and part-time students were compared, only 9% of part-time students had no labour market experience compared to 22% of full-time students.

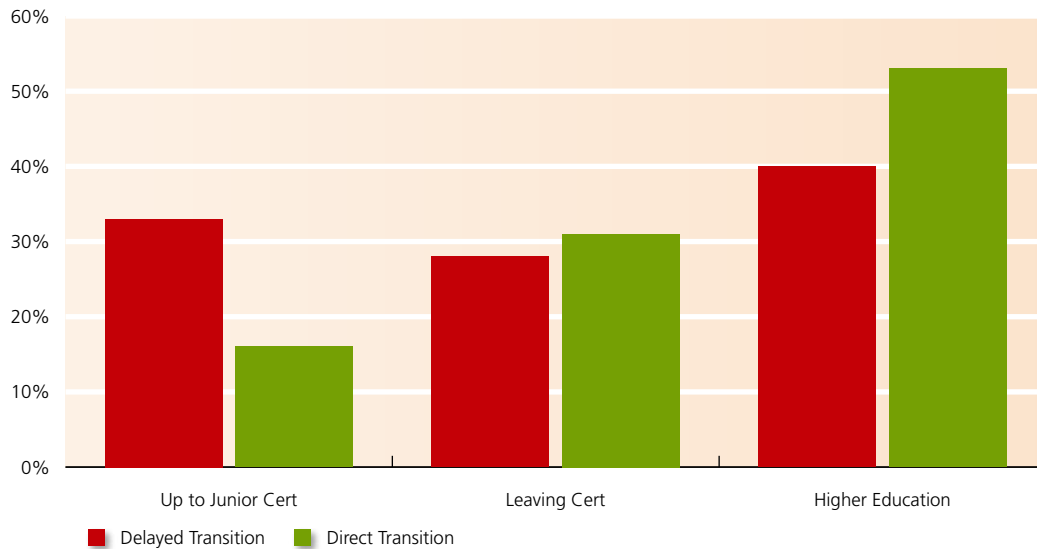
Figure 1.11 Previous Labour Market Experience



Transition

When students were asked about interrupting their education for at least one year, only 30% of full-time students had done this compared to 67% of part-time students. Students from low education parental backgrounds were more likely to delay transition to higher education with one-third (33%) of all students that delayed transition having parents with a qualifications up to Junior Certificate compared to only 16% of students that transitioned directly, as shown in Figure 1.12.

Figure 1.12 Transition Type and Parental Education



2. Nationality

Despite the global downturn there is optimism within the international education sector. Large increases in tertiary enrolment globally have meant that there is a steady stream of students who wish to study beyond their national borders. Although prominent for many years as a primary destination for English language students, Ireland was not generally considered a significant player in the international higher education field. However, since 2002 Ireland has experienced a growing number of international students at rates which are similar to or in some cases higher than those experienced by the main destination countries such as USA, UK, France, Australia and Germany (Enterprise Ireland, 2010).

Until the late 1990's, international students accounted for less than 5% of the third-level student population in Ireland. In 2004 this increased to 7% and to 8.8% in 2009 (OECD, 2009). The topic of nationality among students in third-level education was first introduced in Eurostudent III and this report continues that trend and provides valuable insight into the socio-economic characteristics, academic achievement, satisfaction and wellbeing of international students in Ireland. This study follows the same format as Eurostudent III (Delaney et al, 2007) where permanent residency is defined by family home's location. Therefore students whose family home is located in Ireland are classified as domestic students and students whose family home is located outside Ireland are termed international, regardless of their nationality.

This chapter details the demographic characteristics of international students in comparison to domestic students. Next, a comparison is made between the two groups regarding the level of qualification and field of study. Source of student income is then outlined. Lastly, satisfaction and wellbeing comparisons are made between international and domestic students.

2.1 Field of Study and Level of Qualification

In line with other reports (OECD, 2009), this study found that 10% of third-level students were international. There was no real difference noted in the gender balance between international and domestic students, in both cases females slightly outnumbered males. International students were more likely to enroll in third-level education on a part-time basis than their Irish counterparts, 18% of domestic students were part-time students, in comparison to 24% of international students.

Table 2.1 Comparison of Domestic and International Students

Student Information	Domestic Students	International Students
Student Status		
Full-time Students	82%	76%
Part-time Students	18%	24%
Student Gender		
Male Students	46%	45%
Female Students	54%	55%
Student Age		
24 or under	69%	56%
25-29 years	12%	18%
30+ years	19%	26%
Student Socio-economic Group		
Higher Professionals	18%	20%
Lower Professionals	40%	55%
Non Manual	21%	15%
Skilled Manual	14%	6%
Semi Skilled Manual	3%	2%
Unskilled Manual	4%	3%
Education Cycle		
Undergraduate	83%	66%
Post-graduate	17%	34%

From Table 2.1, when compared with domestic students a higher proportion of international students are post-graduates, part-time and over 30 years old. In addition a larger proportion of international students from professional socio-economic groups, i.e. 75% of international students were from higher or lower professional backgrounds compared with 58% of domestic students.

Consistent with findings from the Eurostudent III Report (Delaney et al, 2007), the average household income was lower for international students than domestic students as shown in Table 2.2.

Table 2.2 Gross Annual Income of Household by Nationality

Gross Annual Income of Household	Domestic Students %	International Students %
Less than €20,000	18	39
€20,001 - €35,000	24	24
€35,001 - €70,000	35	23
€70,001 - €90,000	12	6
Greater than €90,000	11	7
Total	100	100

Although there appeared to be differences in the profile of household income, there was little difference noted between international and domestic students regarding their satisfaction with their financial/material wellbeing. Approximately 45% of domestic and 43% of international students indicated they are satisfied or very satisfied with their financial/material wellbeing.

International students on average tended to be slightly older than domestic students. The median age of domestic students was 21 (mean 25) compared to 25 (mean 26) for international students.

Table 2.3 Course Qualification and Nationality of Student

Student Nationality	Higher Certificate %	Diploma %	Ordinary Degree %	Honours Bachelors Degree %	Postgraduate Diploma %	Taught Masters %	Research Masters %	PhD %	Other %
Domestic	87	75	85	94	92	85	82	72	75
International	13	25	15	6	8	15	18	28	25
Total	100	100	100	100	100	100	100	100	100

Table 2.1 showed that a greater proportion of international students were studying a post-graduate programme, i.e. more than a third (34%) of international students were enrolled in a post-graduate programme compared to one-in-six (17%) domestic students. Table 2.3 shows some differences in terms of qualification type. International students were more represented in PhD (28%) and Diploma (25%) qualification types.

In terms of fields of study, Table 2.4 shows that higher percentages of International students were studying in the areas of Business and Maths/Computing & Computer Science than domestic students who by comparison had higher proportions of students studying in the area of Education and Engineering/Manufacturing & Construction.

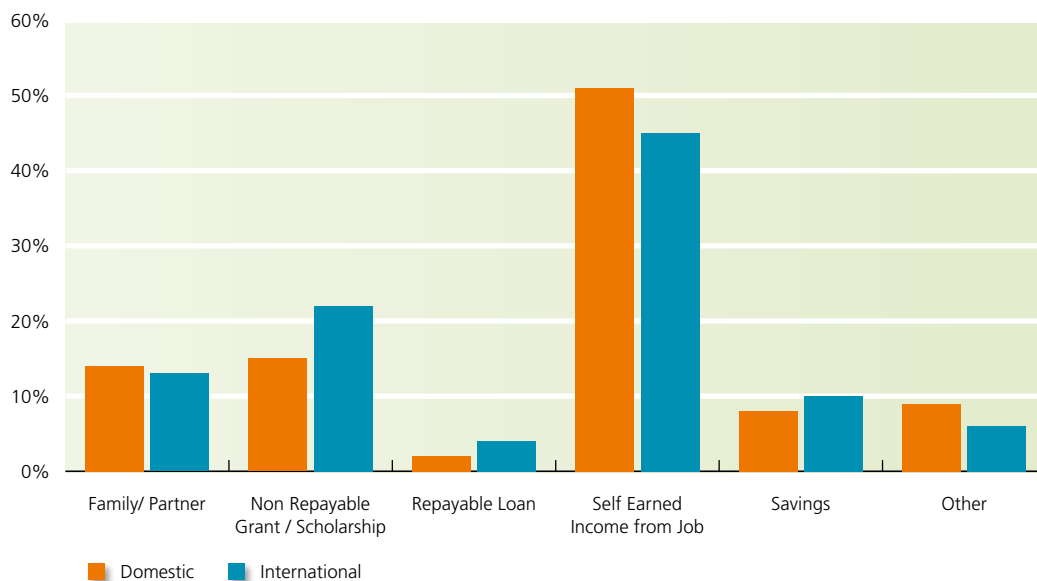
Table 2.4 Field of Study and Nationality of Student

Field of Study	Domestic Students %	International Students %
Education	5	1
Humanities & Art	18	18
Social Science	5	6
Business	14	20
Law	3	2
Science	12	11
Maths/Computer/Computer Science	8	13
Engineering/manufacturing & Construction	12	7
Agriculture/Veterinary	1	0.5
Health/Welfare	6	5
Sport	1	0.2
Catering	1	1
Services	0.1	0.4
Other	14	15
Total	100	100

2.2 Source of Funding

Similar to Eurostudent III (Delaney et al, 2007), this study found that international students were somewhat less self funded than their Irish counterparts. Over half (51%) of domestic student's and 45% of international student's funding was derived from income earned through paid employment. International students, by comparison received a greater percentage of their funding though non-repayable grants and scholarships. This reflects earlier findings that a higher proportion of international students are undertaking research masters and PhD's than Irish students, which are often funded.

Figure 2.1 Income Source and Nationality of student

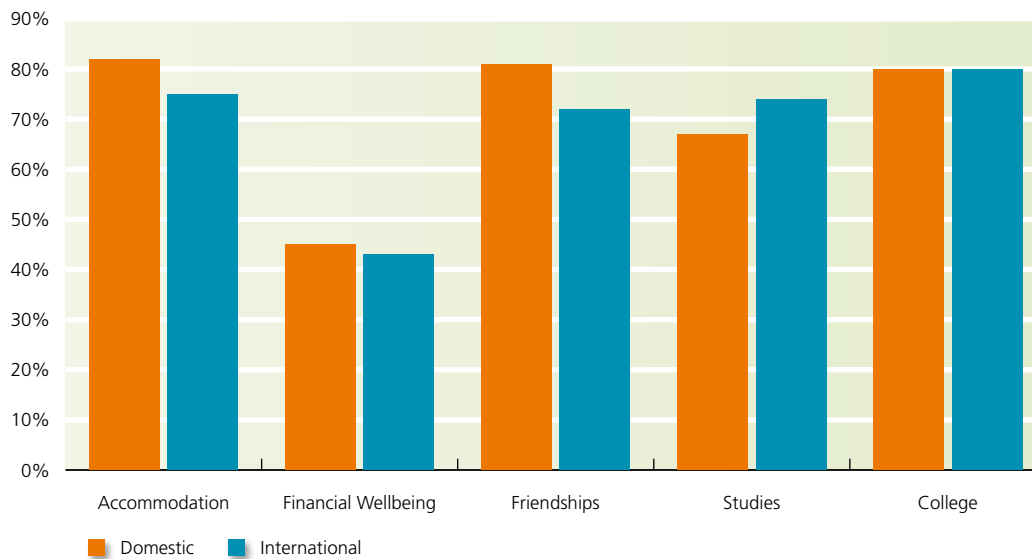


2.3 Wellbeing & WHO-5 Index

Satisfaction

Figure 2.2 displays the percentage of domestic and international students that indicated they are satisfied or very satisfied with different elements of student life. There were no major differences between the two groups of students. However, international students were marginally more satisfied with their studies and less satisfied with their accommodation, financial wellbeing and friendships than domestic students.

Figure 2.2 Satisfaction and Nationality of student



WHO-5 Index

The WHO (World Health Organisation) Wellbeing Index was designed to assess depression, anxiety and psychological distress on a self-rating scale. The five-item measure assesses subjective positive wellbeing, 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 wellbeing (Schneider et al, 2010).

This study found that international students scored an average rating of 14.3 and 34% of all international students scored less than 13. Domestic students in comparison showed poorer wellbeing. The mean score for this group of students was 13.3 and 42% scored below 13. Similarly, 80% of international students rated their overall health and wellbeing as good or very good in comparison to 75% of domestic student. Fewer international students exhibited signs of stress than domestic students. Table 2.5 details the percentage of students that indicated they suffer with symptoms of stress frequently (quite often/most of the time).

Table 2.5 Stress Symptoms and Nationality of Student

Field of Study	Domestic Students %	International Students %
Catch Colds	18	14
Suffer with Headaches	19	15
Have Difficulty Sleeping	27	19
Have Difficulty Concentrating	29	19

2.4 Comparison

This chapter has compared qualification, field of study, socio demographic characteristics and wellbeing measures of domestic and international students; Table 2.6 provides a summary of the findings.

Table 2.6 Summary – International and Domestic Students

	Domestic Students	International Students
Socio Demographic Characteristics		
Gender (female)	54%	55%
Age (Median)	21	25
Social Status (High or Low Professional)	58%	75%
Household income (below €20,000)	18%	39%
Qualification		
Undergraduate	82%	64%
Post Graduate	13%	17%
PhD	5%	16%
Other	1%	4%
Satisfaction		
Accommodation (Satisfied/Very Satisfied)	82%	75%
Financial Wellbeing (Satisfied/Very Satisfied)	45%	43%
Friendships (Satisfied/Very Satisfied)	81%	72%
Studies (Satisfied/Very Satisfied)	67%	74%
College (Satisfied/Very Satisfied)	80%	80%
WHO-5 Score		
Average	13.3	14.3
% below 13	42%	34%

3. Travel and Accommodation

During the years of the Celtic Tiger the cost of living in Ireland increased rapidly with inflation being fuelled by the economic boom. This had a knock on effect for students; accommodation became more expensive and more difficult to obtain in central locations. 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. Thus, not only affecting their financial situation but also the time available for college activities and study.

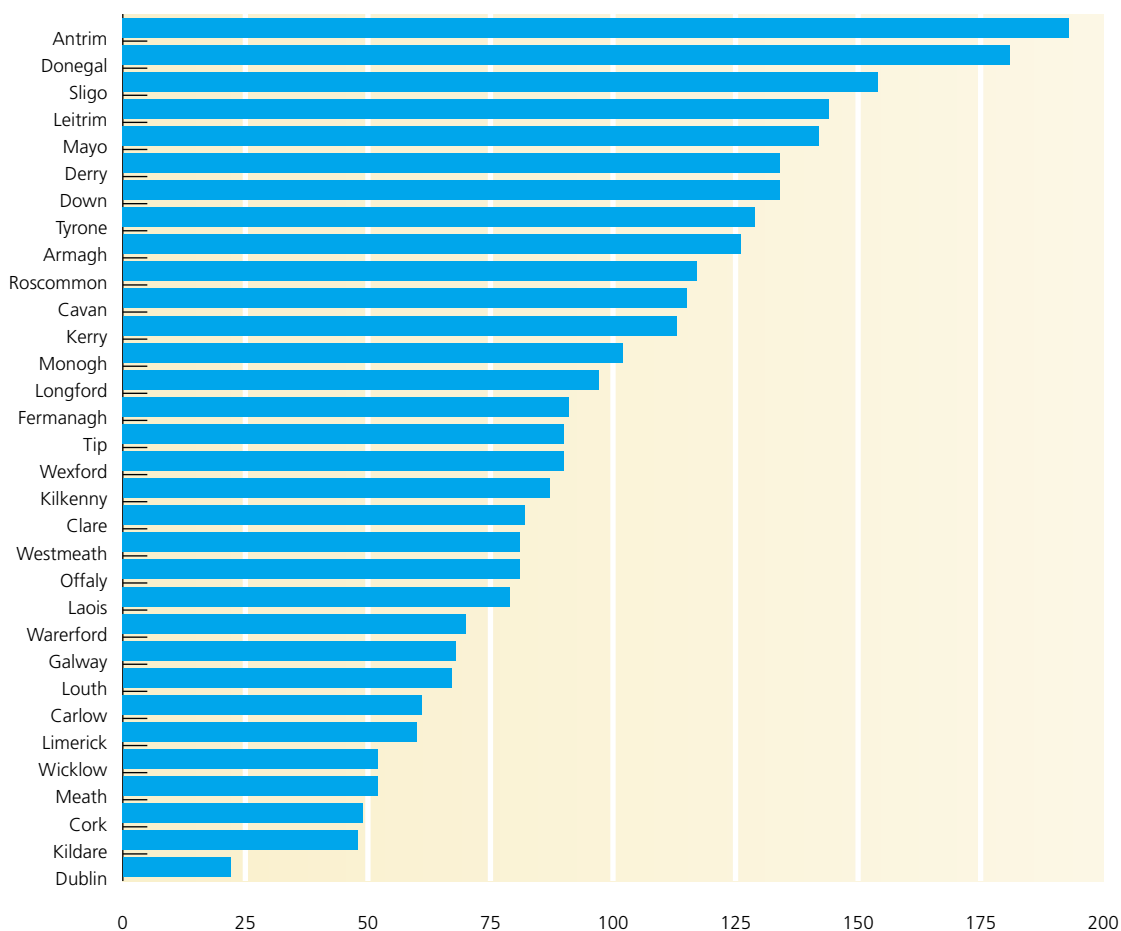
This chapter explores travel and accommodation of students in third-level education in Ireland. Firstly, the distance from college to student’s family home and term time residence is explored to gain an understanding of the transportation time and costs incurred by higher education students in Ireland. The chapter then reviews types of student accommodation and the level of satisfaction with and the costs of each type of accommodation.

3.1 Distance of Family Home from College

Students were asked to state their county of residence on completion of secondary education; this data was compared against estimated distance from the student college to their family home. The average distance from family home to college was 63 kilometres. However, there was a high degree of variance among students (standard deviation 75km) a quarter of students had a distance less than 10 kilometres and a quarter had a distance greater than 93 kilometres.

Students that live in or in close proximity to large urban centres such as Dublin, Cork or Limerick that are well serviced by Higher Education Institutions had shorter distances from their permanent homes to their colleges. In contrast counties with low population densities in the West and the North West had the longest distances to cover from home to college. The furthest average distance to home was for students living in Antrim, these students had an average journey distance of 193 kilometres.

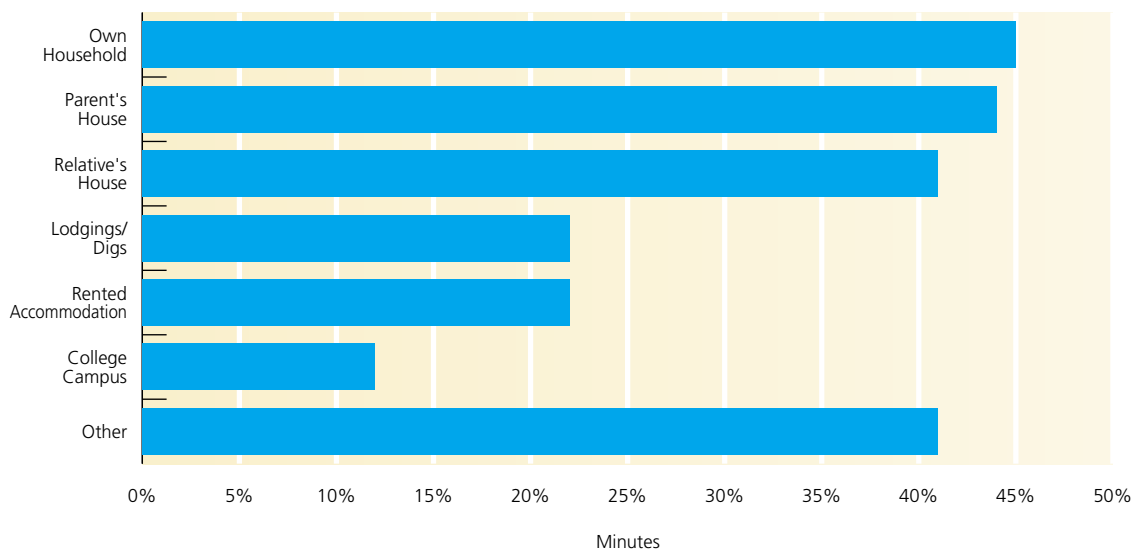
Figure 3.1 Average Distance in Kilometres of Family Home to College



3.2 Distance of Accommodation from College

The average distance from college to term time accommodation for the entire student population was 15 kilometres. The average distance for full-time students was 12.4 kilometres, whereas the average distance for part-time students was twice this (25 kilometres). The average commuting time from accommodation to third-level institute was 33 minutes.

Figure 3.2 Journey Time from Term-Time Accommodation to College by Accommodation Type



Students living in college residences either on or off campus had the shortest journey times at 12 minutes on average, followed by students living in rented accommodation or lodgings/digs with an average 22 minute journey time. Students living in their own household or living with parents or relatives had much longer journey times; the average journey time for these groups was more than 40 minutes. Although living in parent's household during term-time may bring cost savings, it more than doubles daily commuting times. Based on data from the 2006 Census, the most frequent mode of transport between term-time residence and college was public transport (32%) then either walking (30%) or by car (30%). Only 4% of the student population cycle (CSO, 2006).

Transportation Costs

The average spend (paid by students and parents) on transportation expenses was €77.91 per month. The average for full-time students was €71.30, while part-time students spent €112.96. This is due to the fact that full-time students tended to live closer to their college, 12.2% of part-time students' term time accommodation was located over 50 km from their college, in comparison to just 4.4% of full-time students.

3.3 Accommodation

The following section details the type of accommodation for third-level students in Ireland. It also details the satisfaction with and cost of different types of accommodation.

Accommodation Type

Table 3.1 Accommodation Type and Student Status

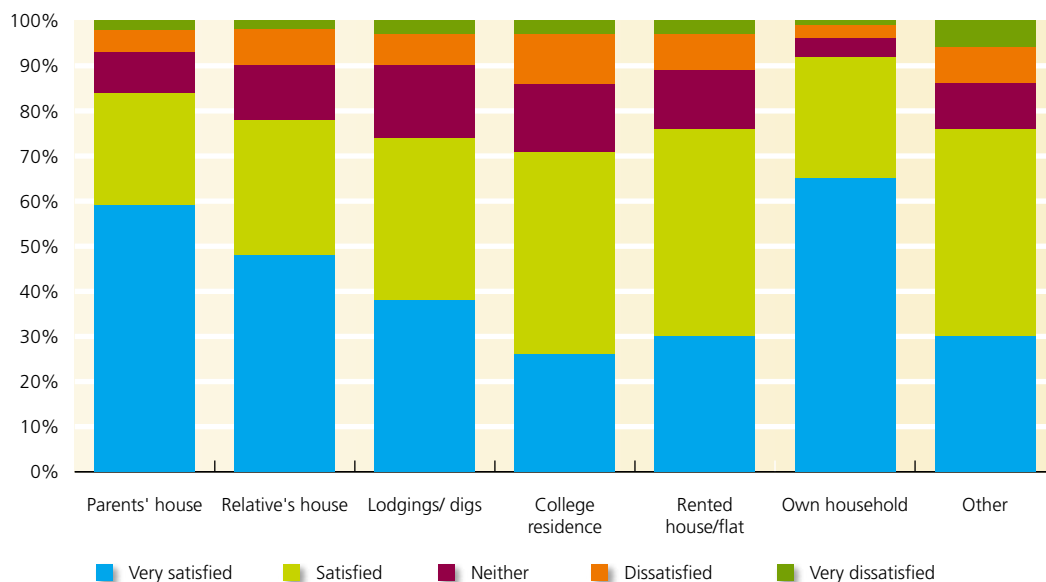
Accommodation Type	Full-time %	Part-time %	All Students %
Parents Home	38	16	34
Own Home	7	50	15
Rented Accommodation	38	31	37
College Residence	14	1	11
Lodgings/Digs	2	1	1
Relatives Home	1	1	1
Total	100	100	100

The most common accommodation for full-time students was their parent's home, 38% of full-time students lived in their parent's home in comparison to just 16% of part-time students. One's own home is most common for part-time students; half of all part-time students state this type of accommodation; in comparison to just 7% of all full-time students.

Satisfaction with Accommodation

In general, satisfaction with accommodation among students in third-level education was quite high, 81% of students were either satisfied or highly satisfied with their accommodation and only 9% were either dissatisfied or very dissatisfied. However, some difference is noted among different types of accommodation. The most satisfied students were those who live in their own home, 92% of this group were either satisfied or very satisfied with their accommodation, this compares to just 72% among college residents and 74% with those living in lodgings/digs.

Figure 3.3 Accommodation Type and Satisfaction with Accommodation



Cost of Accommodation

Table 3.2 displays accommodations cost for students not living with parents or relatives. Students living in Lodgings/digs had the lowest monthly accommodation costs at €331 per month; the highest costs were for students living in their own household at €645 per month. The subsidy of accommodation costs by the students' family was an important part of covering accommodations costs for students.

Table 3.2 Monthly Accommodation Costs for Students not Living with Parents

Accommodation Type	Payment by Students	Family Subsidy	Total
Own Home	€426	€219	€645
Rented Accommodation	€262	€154	€416
Lodgings/Digs	€121	€211	€331
College Residence	€85	€306	€390

4. Income and Expenditure

The current economic climate has undoubtedly had an effect on student income and expenditure. Living costs in Ireland have decreased, from the height of the economic boom in December 2008 to December 2009; the consumer price index has dropped by 5%. However, in the same period the index for education related items increased by 6% and increased unemployment has resulted in fewer opportunities for students to earn income through employment.

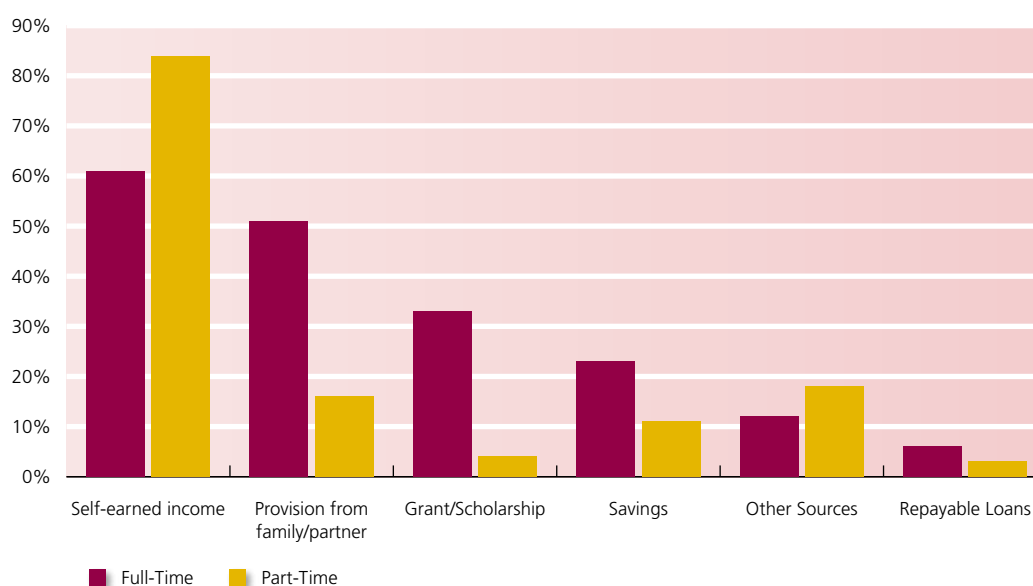
Unlike many other countries, domestic undergraduate students in Ireland do not pay tuition fees. However, a report studying the cost of participation in higher education (McCoy et al, 2009) found a surprisingly high cost for students from 'free education' countries, due to high registration costs and the costs of books etc. The study evaluated the cost of third-level education in fifteen countries. Ireland ranked fifth in terms of an overall 'affordability' measure. This was measured using a number of different indicators such as education costs (for example tuition, registration fees, books and materials), living costs, grants, loans and tax expenditures.

This chapter details the income and expenditure patterns of third-level students in Ireland. Comparisons are drawn between male and female students, full and part-time students, social status and accommodation type. Attention then turns to the financial wellbeing of students, in particular the extent to which students feel they have sufficient funds to cover their monthly costs.

4.1 Income

The most common source of income for both full and part-time students was self earned income from paid employment. A recent study of students in the UK (Johnson et al, 2009) found a higher percentage of full-time students rely on their parents as a source of income in comparison to part-time students. This report found similar results; a larger proportion of full-time students (51%) received income from family/partner than part-time students (16%). This is also the case with regard to grant and scholarship incomes, 33% of full-time students received this type of income in comparison to just 4% of part-time students. Student loans represented the least common source of income; in contrast, this represented the most common source of income for UK students, the study found loans comprised 38% of their total income on average (Johnson et al, 2009).

Figure 4.1 Income Source and Student Status



The primary source of income for all students was self earned income. This is consistent with the findings of previous Eurostudent reports and McCoy et al (2009) recent study of the cost of participation in higher education. The average income from this source for the entire student population was €505 per month. Full-time students earned on average of €242 per month, in comparison to €1,522 for part-time students.

From Table 4.1, the average income from grants and scholarships was €159, again there was considerable difference regarding student status. Full-time students received an average of €193 per month from this source, in comparison to just €25 for part-time students. Students living away from their parents received larger income from all sources in comparison to those students who live with their parents. This reflects the higher costs incurred to those students.

Table 4.1 Monthly Income by Student Status

Income Source	Full-time	Part-time	Living with Parents	Not Living with Parents	All Students
Provision from Family/Partner	€144	€132	€78	€176	€142
Non-repayable Grant/Scholarship	€193	€25	€79	€202	€159
Repayable Loans	€28	€17	€11	€34	€26
Self Earned income from Paid Job	€242	€1,522	€310	€611	€505
Savings	€82	€90	€76	€88	€84
Other Source	€74	€116	€35	€109	€83
Total	€764	€1,902	€589	€1,220	€997

Table 4.2 Monthly Income by Gender

Income Source	Male	Female
Provision from Family/Partner	€134	€148
Non-repayable Grant/Scholarship	€163	€155
Repayable Loans	€25	€27
Self Earned income from Paid Job	€530	€485
Savings	€105	€67
Other Source	€97	€71
Total	€1,054	€953

From Table 4.2, males were found to obtain slightly more income than females, in particular from paid employment and savings. On the other hand, females received more income from their family or partners.

Table 4.3 Monthly Income by Socio-Economic Group

Income Source	High Professionals	Low Professionals	Non Manual	Skilled Manual	Semi Skilled Manual	Unskilled Manual
Provision from Family/Partner	€172	€164	€113	€113	€105	€115
Non-repayable Grant/Scholarship	€94	€135	€159	€231	€190	€258
Repayable Loans	€21	€25	€21	€47	€26	€32
Self Earned income from Paid Job	€480	€529	€494	€497	€512	€479
Savings	€99	€84	€90	€81	€45	€68
Other Source	€50	€70	€84	€108	€135	€114
Total	€916	€1,007	€959	€1,078	€1,012	€1,065

It is clear from Table 4.3 that students from the Professional socio-economic groups received more income from their family or partner, i.e. €164-€172 per month, than students from Semi-Skilled or Unskilled Manual socio-economic groups, i.e. €105-€115 per month. The Semi-Skilled or Unskilled Manual socio-economic groups received higher amounts via non-repayable grant or scholarship. This is consistent with findings from UK students (Johnson et al, 2009), Eurostudent Survey III (Delaney et al, 2007) and the Study on the Costs of Participation in Higher Education (HEA, 2010).

4.2 Expenditure

The average monthly expenditure of all students was €848. Accommodation was the largest single expense item for students, accounting for 38% of all expenditure, the average spend on accommodation was €320 per month. Table 4.4 shows expenditure by full and part-time students. While very little difference was noted between male and female students, part-time students incurred higher expenses than full-time students across all categories. Most notably with regard to accommodation, living expenses, debt repayment and childcare costs. This reflects earlier findings that part-time students are more likely to be older, live away from their family home or have children than full-time students.

Table 4.4 Monthly Expenditure of Full and Part-time Students

Expenditure Source	Full-time Students	Part-time Students
Accommodation	€273	€565
Living/Daily Expenses	€182	€313
Social and Leisure Activities	€88	€117
Transportation	€71	€113
Debt Payment	€34	€149
Phone/Internet	€30	€52
Health Costs	€16	€41
Childcare	€8	€32
Other Regular Costs	€32	€70
Total	€734	€1,452

In addition to student status, accommodation type had a large impact on the spending patterns of third-level students in Ireland. It is clear from Table 4.5 that students living with their parents incurred fewer costs than those living in their own accommodation. This is impacted most significantly by higher accommodation, living and transportation costs incurred by those students living in their own accommodation.

Table 4.5 Monthly Expenditure and Student Accommodation Type

Expenditure Source	All Students	Living with Parents	Living in own Household	College Residence
Accommodation	€320	€85	€640	€390
Living/Daily Expenses	€203	€147	€352	€170
Social and Leisure Activities	€93	€96	€98	€82
Transportation	€78	€82	€132	€52
Debt Payment	€52	€28	€163	€12
Phone/Internet	€33	€28	€60	€21
Health Costs	€20	€18	€49	€13
Childcare	€12	€2	€55	€1
Other Regular Costs	€38	€32	€85	€14
Total	€848	€520	€1,633	€754

4.3 Financial Wellbeing

In Table 4.6, students were asked to indicate the extent to which they agreed or disagreed with the statement 'I have sufficient funding in order to cover my monthly costs'. Overall, 39% of all students disagreed or disagreed strongly with this statement. There was little difference noted between full and part-time students. Those with children were more likely to argue they do not have sufficient funds to meet their monthly costs, 49% of these students disagreed or strongly disagreed with this statement in comparison to 37% of students that do not have children.

Table 4.6 Sufficiency to Cover Monthly Costs and Student Status

<i>'I have sufficient funding to cover my monthly costs'</i>	All Students %	Full-time Students %	Part-time Students %	Students with Children %	Students without Children %
Strongly Agree	13	12	17	12	13
Agree	31	31	33	23	32
Neither Agree nor Disagree	17	17	16	16	18
Disagree	24	25	21	27	24
Strongly Disagree	14	15	12	22	13
Total	100	100	100	100	100

Table 4.7 details the level of agreement with the statement among students in each socio-economic group. There was a clear relationship between the extent to which students feel they have sufficient funds to cover monthly costs and socio-economic groups. Students from the professional socio-economic groups were more likely to agree with the statement than those from Semi-Skilled or Unskilled Manual groups. The significant chi square test indicates that there is sufficient evidence to suggest that level of agreement differs by social socio-economic group.

Table 4.7 Sufficiency to Cover Monthly Costs and Social Status

<i>'I have sufficient funding to cover my monthly costs'</i>	Higher Professional %	Lower professional %	Non Manual %	Skilled Manual %	Semi Skilled Manual %	Unskilled Manual %
Strongly Agree	18	15	10	9	5	9
Agree	35	33	30	28	29	27
Neither Agree nor Disagree	16	17	19	18	20	16
Disagree	21	23	27	28	25	29
Strongly Disagree	10	12	15	17	21	19
Total	100	100	100	100	100	100

Chi Square Results	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	265.383	20	<0.01

5. Student Employment

Students in Ireland are increasingly financing their participation in third-level education and deriving income by undertaking part-time work (McCoy et al, 2009). On the one hand, working while studying may provide valuable work experience (Kalenkoski and Pabilonia, 2009); it is generally believed that students learn important skills through part-time work, including time management, teamwork and organisational skills (Barnett and Ching-Rappa, 2003). Not only does working give students first hand practical experience, it also encourages creativity and productivity in college, giving students a better understanding of what they are being taught. It can help students determine their career path by giving them experience of different professions. 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).

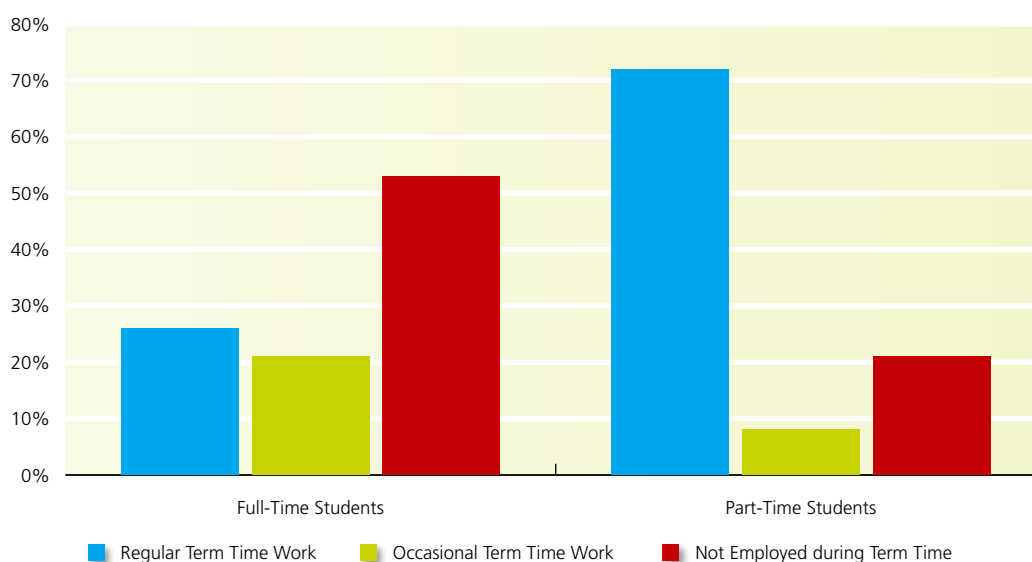
This chapter analyses the extent to which third-level students in Ireland work during term time and the extent to which they feel this impacts on their academic performance. The relationship between student's work and studies is explored along with the workload of students and their satisfaction with their workload.

5.1 Employment Status

Just over half of all students (53%) indicated they work during term-time, 35% regularly and 18% occasionally. However, when full and part-time students were analysed separately it was clear that working during term time was less common for full-time students, 26% worked regularly compared to 72% of part-time students (Figure 5.1). This represents a decline for full-time students from Eurostudent III report which found 45% of full-time students worked during term time. In addition, many students worked during term break. This survey found that 64% of full-time students and 82% of part-time students indicated that they have worked during the term break in the last 12 months.

It is interesting to note that 54% of full-time students and 63% of part-time students felt that working during the term time affected their academic performance. This represents larger percentages than that found in a recent study of students in the UK, which reported that half of all part-time students and one third of full-time students felt that working during term time affected their academic performance (Johnson et al, 2009).

Figure 5.1 Term Time Work and Student Status



The report found 56% of females compared to 49% of males work during term time. Table 5.1 compares the level of employment among students in different fields of study. The most common fields for students to work were Services and Catering in which 64% and 63% of students worked during term time.

Table 5.1 Term Time Work and Field of Study

Field of Study	Regular Employment during Term %	Occasional Employment during Term %	No work during term %	Total %
Education	44	18	38	100
Humanities & Art	32	20	48	100
Social Science	40	20	41	100
Business	44	16	41	100
Law	42	16	42	100
Science	26	18	56	100
Maths/Computer/Computer Science	35	14	51	100
Engineering/Manufacturing & Construction	29	22	49	100
Agriculture/Veterinary	19	24	57	100
Health/Welfare	33	18	49	100
Sport	25	25	50	100
Catering	37	26	37	100
Services	49	14	38	100
Other	35	19	46	100

There were some small differences noted between qualification type and the extent to which students work during term time. From Table 5.2 60% of students studying a diploma indicated that they work occasionally or regularly, in comparison to 46% of PhD students.

Table 5.2 Term Time Work and Qualification Type

Qualification	Regular Employment during Term %	Occasional Employment during Term %	No work during term %	Total %
Higher Certificate	36	14	50	100
Diploma	48	13	40	100
Ordinary Degree	34	16	50	100
Honours Bachelors Degree	32	20	48	100
Postgraduate Diploma	41	18	41	100
Taught Masters	53	13	34	100
Research Masters	49	18	33	100
PhD	26	20	54	100
Other	43	14	43	100

Table 5.3 analyses the employment status of students from different socio-economic groups. There was little difference noted among social class groups regarding employment patterns.

Table 5.3 Term Time Work and Social Status

Social Status	Regular Employment during Term %	Occasional Employment during Term %	No work during term %	Total %
Higher Professional	34	19	46	100
Lower Professional	35	18	46	100
Non Manual	38	18	44	100
Skilled Manual	32	21	47	100
Semi Skilled Manual	32	16	52	100
Unskilled Manual	34	17	49	100

5.2 Workload

Overall, students spent an average of 32.6 hours in study related activities per week (17.3 hours in taught studies and 15.3 hours in personal study). Unsurprisingly, full-time students spent more time (35 hours per week) in study related activities compared to part-time students (21 hours per week), who on the other hand spent more time at work, on average 27 hours per week compared to 6 hours for full-time students. This is in line with findings of a study of Irish students (Hope et al, 2005). Part-time students spent less time engaging in college activities than full-time students. This reflects the greater time pressure on part-time students who spent on average 49 hours per week in study activities and work, in comparison to 45 hours for full-time students.

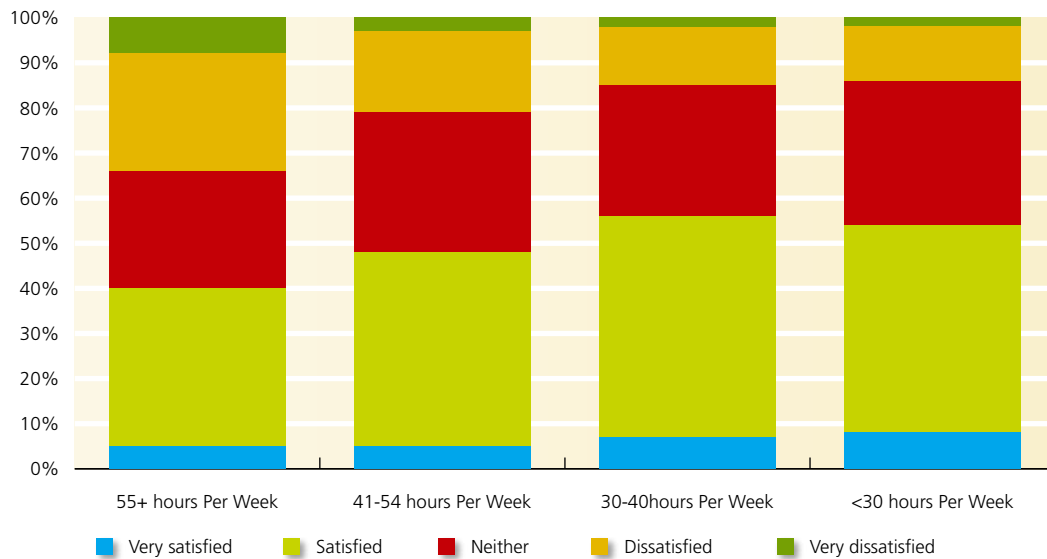
Health & Welfare and Engineering, Manufacturing and Construction had the most teaching hours with 22 hours per week on average. When teaching time and personal study time were combined, Health & Welfare had the most hours with 38 hours per week. Students with the least teaching and personal study time per week were Business students with on average 28 hours a week.

Table 5.4 Satisfaction with Workload and Student Status

Satisfaction with Workload	Full-time %	Part-time %	All Students %
Very Satisfied	6	6	6
Satisfied	43	40	42
Neither Satisfied nor Dissatisfied	30	28	30
Dissatisfied	18	21	18
Very Dissatisfied	4	4	4
Total	100	100	100

From Table 5.4, 48% of all students indicated that they were satisfied or very satisfied with their work load and this did not differ significantly by full-time or part-time status.

Figure 5.2 Satisfaction with Workload and Hours of Study/Work



From Figure 5.2, satisfaction was lowest for students with the highest workloads in terms of hours of work or study per week. For students that worked or studied 55 or more hours per week only 40% were either satisfied or very satisfied with their workload. This contrasts with students that had a study and work time budget of less than 30 hours per week, 54% of this group indicated they were satisfied or very satisfied with their workload. This is in line with other studies that argue working while studying is detrimental to students if hours worked are excessive (Mantheo and Gilmore, 2005; Pike et al, 2008).

5.3 Relationship of Studies to Job

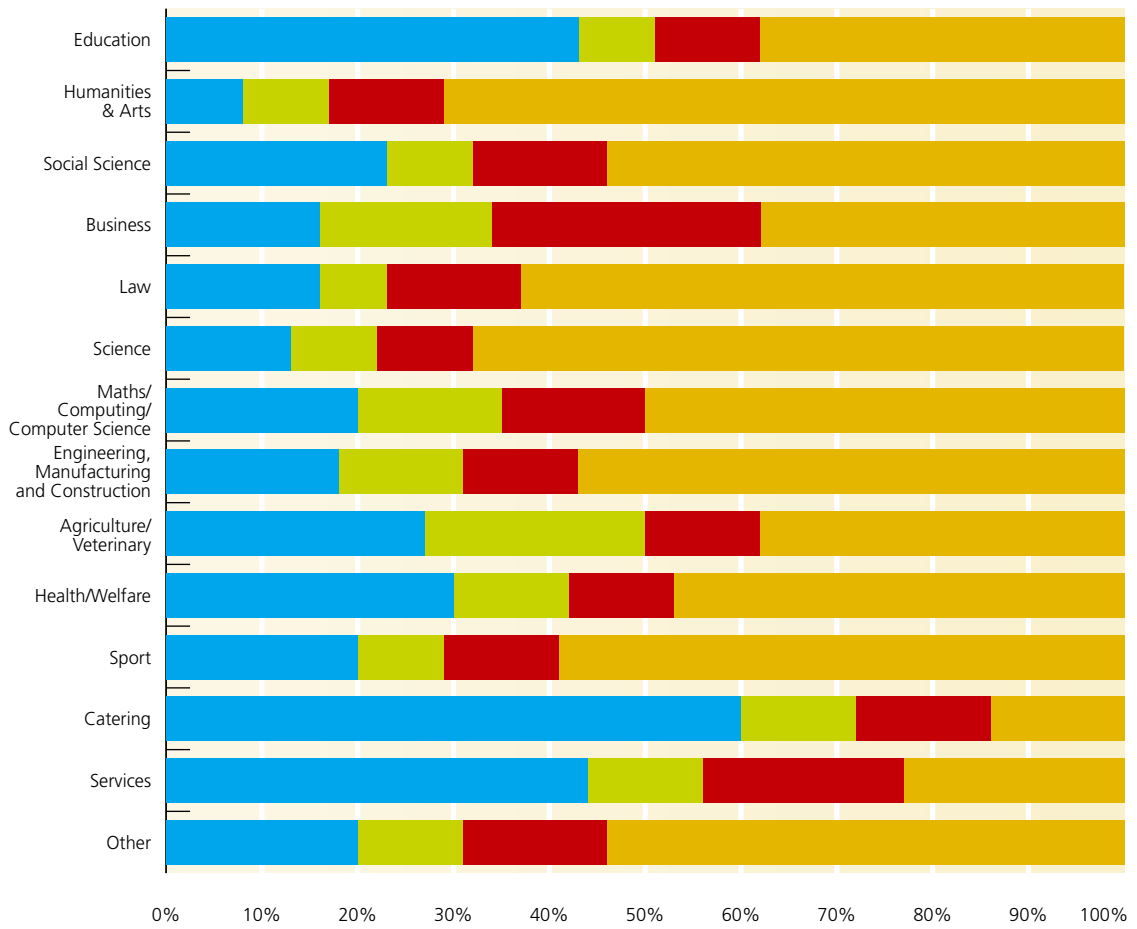
A major benefit of working while studying lies in the opportunity for students to gain practical insight to what they are being taught. However, only 19% of students felt that their job was very closely related to their studies and 54% indicated it was not related at all. There was a clear difference among full and part-time students; just 12% of full-time students indicated their job was closely related to their studies compared to 42% of part-time students.

Table 5.5 Relationship of Job to Studies and Student Status

Relationship of Job to Studies	Full-time %	Part-time %	All Students %
Very Closely Related	12	42	19
Broadly Related	9	21	12
Related to Some Extent	15	16	15
Not at all Related	64	22	54
Total	100	100	100

As illustrated in Figure 5.3 the field in which students work is most closely related to their studies in Catering and to a lesser extent Services and Education. At the other extreme, 71% of students studying Humanities & Arts and 68% of students studying Science indicated that their job was not related to their studies at all.

Figure 5.3 Relationship of Job to Studies by Field of Study



6. Studying Abroad

The Bologna process sets as a main focus to facilitate ‘the mobility of students and teachers in the European area and their integration into the European Market’ (European Commission, 2010). Today third-level students have access to various programmes including academic courses, language training and internships. The Erasmus program was established in 1987 and now has more than 4,000 European higher education institutions involved across 31 countries. In the 2008/09 academic year almost 200,000 students across Europe took part. However, Ireland has a relatively poor standard of student mobility in tertiary education (European Commission, 2009).

There are many advantages for students who choose to study abroad, student mobility contributes to personal development and enhances language competency and cultural understanding. The Council for Industry and Higher Education (2008) argue that global businesses are increasingly recruiting graduates who have international experience because they have drive, resilience and inter-cultural sensitivities as well as language skills.

This chapter analyses the extent to which third-level students in Ireland study abroad. It has been argued finance is a barrier to study abroad (Orr, 2008); this is analysed in Ireland by detailing the extent to study abroad within different socio-economic groups. The chapter explores the financing of study abroad. The obstacles to study abroad are also outlined along with the factors that motivate students to study abroad. The experience of those students that have studied abroad is outlined. Lastly, the future plans of students are explored.

6.1 Studying Abroad

Only 9% of students had enrolled abroad in a regular course of study and a further 12% intend to do so in the future. This contrasts to other European countries, in particular Scandinavian countries which achieve much higher rates of student mobility, for example a study in Norway found 19% of students had studied abroad (Orr, 2008). Student mobility was slightly higher among part-time students, 10% of part-time students and 8% of full-time students indicated that they had studied abroad.

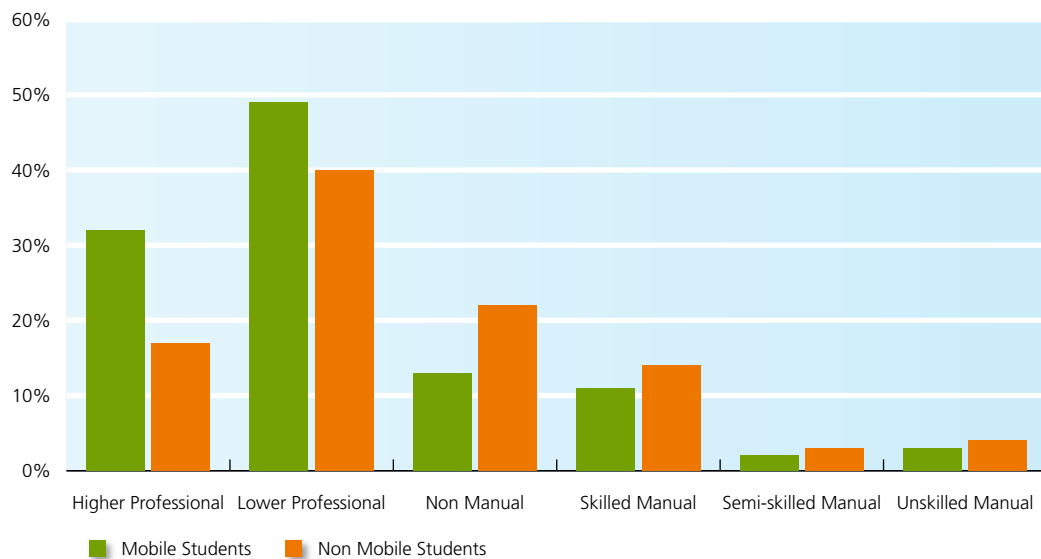
Marginally more females (9.1%) than males (8%) had studied abroad. This is consistent with studies across other European countries (Goldstein and Kim, 2006). Table 6.1 details the extent of student mobility by field of study. Fields with low student mobility include Maths/Computer/Computer Science and Engineering/Manufacturing/Construction. These areas attract more male students than areas such as Humanities and Arts which typically attract more females and have a higher rate of student mobility.

Table 6.1 Student Mobility and Field of Study

Field of Study	Studied Abroad %	Plan to Study Abroad %	No study Abroad/ Plans %	Total
Education	11	6	83	100
Humanities & Art	12	17	71	100
Social Science	13	11	76	100
Business	9	12	79	100
Law	10	15	74	100
Science	6	12	82	100
Maths/Computer/Computer Science	6	8	85	100
Engineering/Manufacturing & Construction	4	10	86	100
Agriculture/Veterinary	5	14	81	100
Health/Welfare	5	9	86	100
Sport	6	14	79	100
Catering	4	24	72	100
Services	32	0	68	100
Other	10	15	75	100

From Figure 6.1, in line with findings from Eurostudent III (Delaney et al, 2007), this study found that students from professional socio-economic backgrounds were more likely to study abroad than those from non-professional socio-economic backgrounds. Of all students that have studied abroad 72% were from higher or lower professional groups. This supports the argument made by Orr (2008) that finance acts as a barrier to student mobility.

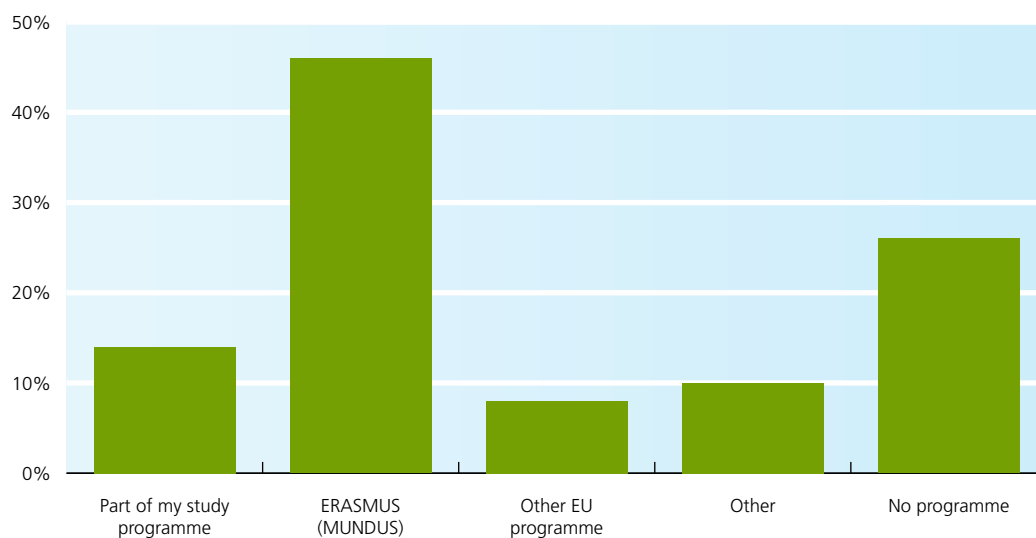
Figure 6.1 Socio Economic Group by Mobility



6.2 Type of Study Abroad

In line with Eurostudent III findings (Delaney et al, 2007), Erasmus represents the most popular study abroad programme. It was particularly common among full-time students, 52% of all full-time students that had studied abroad had done so on an Erasmus programme compared to 24% of part-time students. Figure 6.2 details the type of programme for students that have studied abroad as part of a regular course of study (multiple responses were possible).

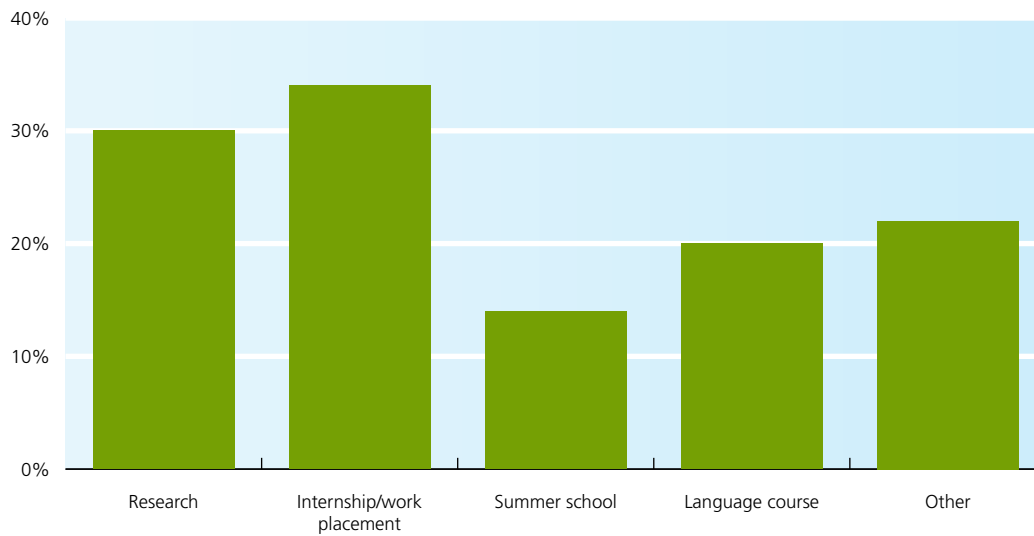
Figure 6.2 Study Abroad Programme



In addition to students being enrolled abroad in a regular course of study, students were asked the extent to which they have been abroad for other study related activities during their study program. Overall, 7.5% of students indicated that they have been involved in such studies; this represents 7.6% of full-time students and 7.0% of part-time students. The most common activities were internship/work placement or research.

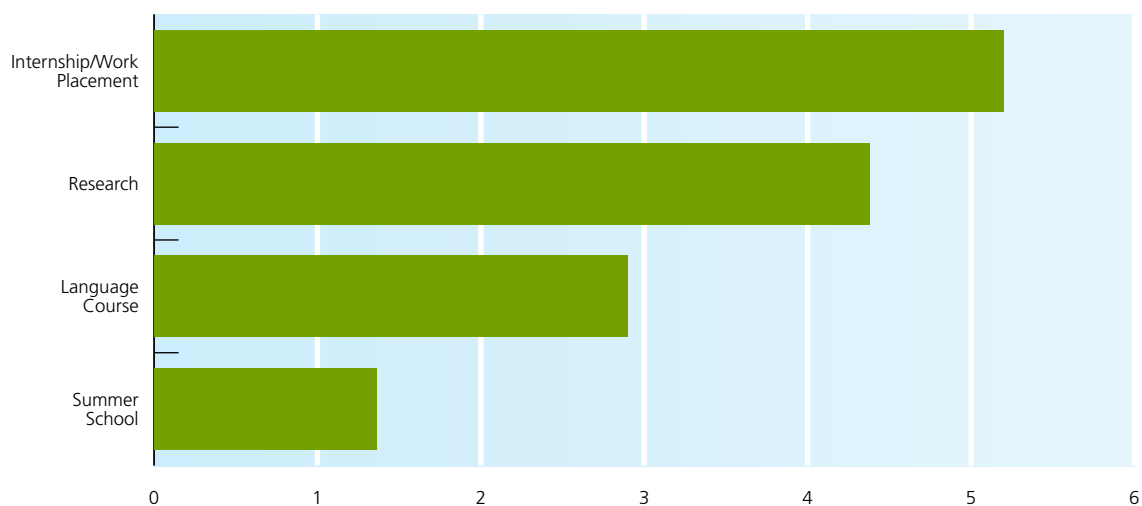
Figure 6.3 details the type of activities for students that have studied abroad (multiple responses were made by some students).

Figure 6.3 Study Related Activities Abroad



The duration of such activities tended to be quite short, most had an average of less than 6 months. The shortest type of activity was summer school with an average of just 1.4 months as outlined in Figure 6.4.

Figure 6.4 Average Duration of Other Study Related Activities

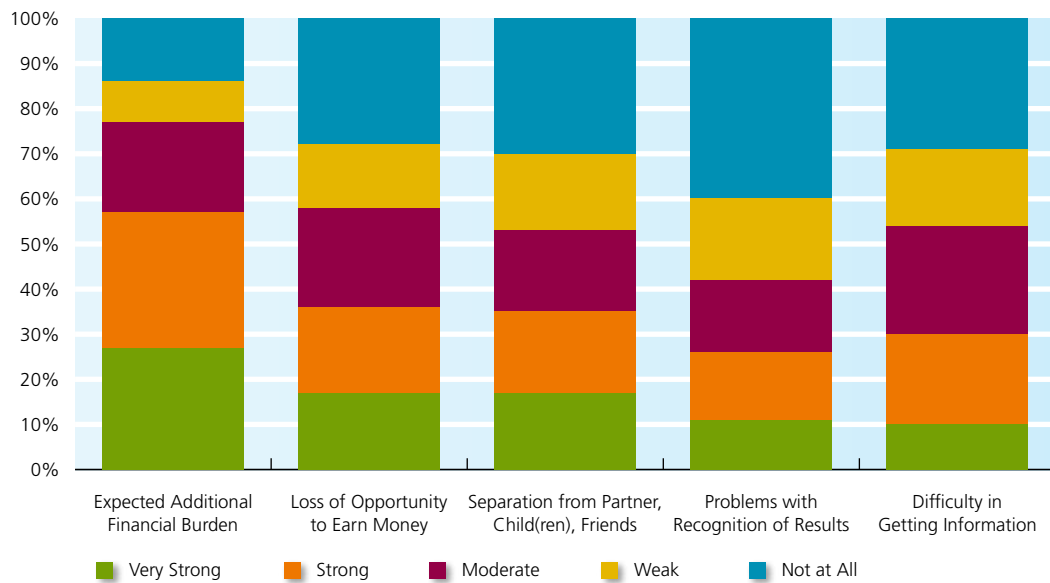


6.3 Obstacles to Studying Abroad

As noted in the introduction to this chapter, Ireland has achieved relatively poor performance regarding student mobility. It is therefore important to investigate the obstacles to studying abroad experienced by mobile and non-mobile students in third-level education in Ireland.

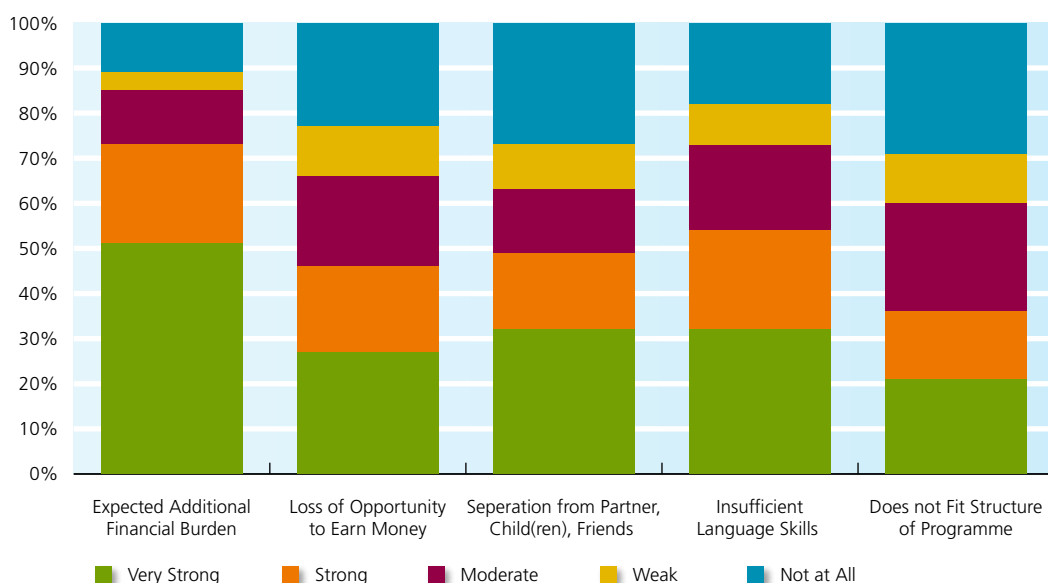
The main obstacle for both students that have studied abroad (mobile students) and those that have not (non-mobile students) was the expected additional financial burden. Other common obstacles were loss of opportunity to earn money and separation from partner, child(ren) and friends as shown in Figure 6.5 and Figure 6.6.

Figure 6.5 Main Obstacles for Students that have Studied Abroad



From Figure 6.5, mobile students were also concerned about problems in relation to recognition of results and difficulty in getting information.

Figure 6.6 Main Obstacles for Students that have not Studied Abroad



From Figure 6.6, insufficient language skills were noted as a major obstacle for non-mobile students. In comparison, only 10% of students that have studied abroad found this to be a major obstacle. It is therefore not surprising to note that only 10.4% of non-mobile students indicated they are native speaker in a second language and 10% indicated they have very good skills. This compares to 37% (native speaker) and 23% (very good) among those students that have studied abroad. Indeed, 64% of mobile students indicated that 'language improvement' was important or very important in their decision to study abroad.

6.4 Financing Study Abroad

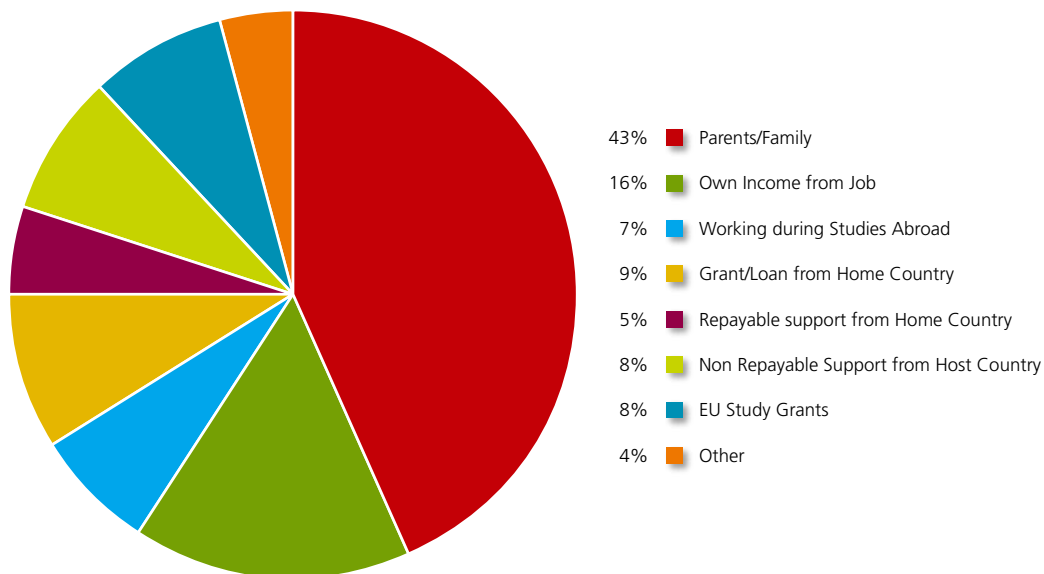
Approximately two-thirds (68%) of students indicated that their parents/family contributed toward funding their studies abroad. This supports the earlier finding that low socio-economic groups have poor student mobility.

Table 6.2 Funding Source for Study Abroad

Funding Source	Contribution %
Contribution from Parents/Family	68
Own Income from Previous Job	56
EU Study Grants	36
Study Grants/Loans from Host Country	24
Non Refundable Support from Home Country	21
Working during Studies Abroad	21
Refundable Support from Home Country	9
Other	6

Contributions from parents/family represented the primary source of funding for 44% of students that have studied abroad. Income from a previous employment represented the primary source of income for 16% of students.

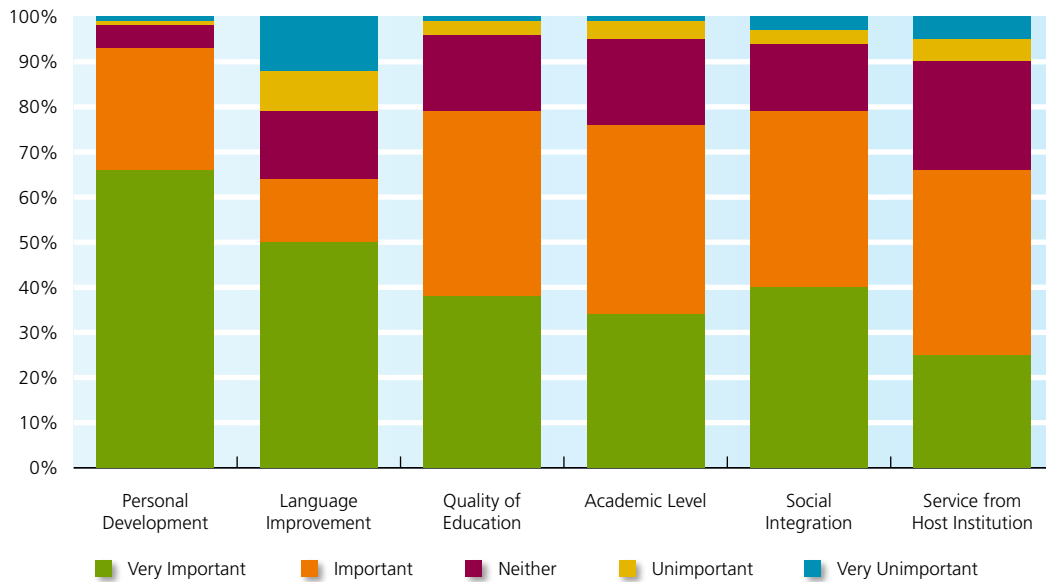
Figure 6.7 Primary Source of Funding



6.5 Motivation & Experiences

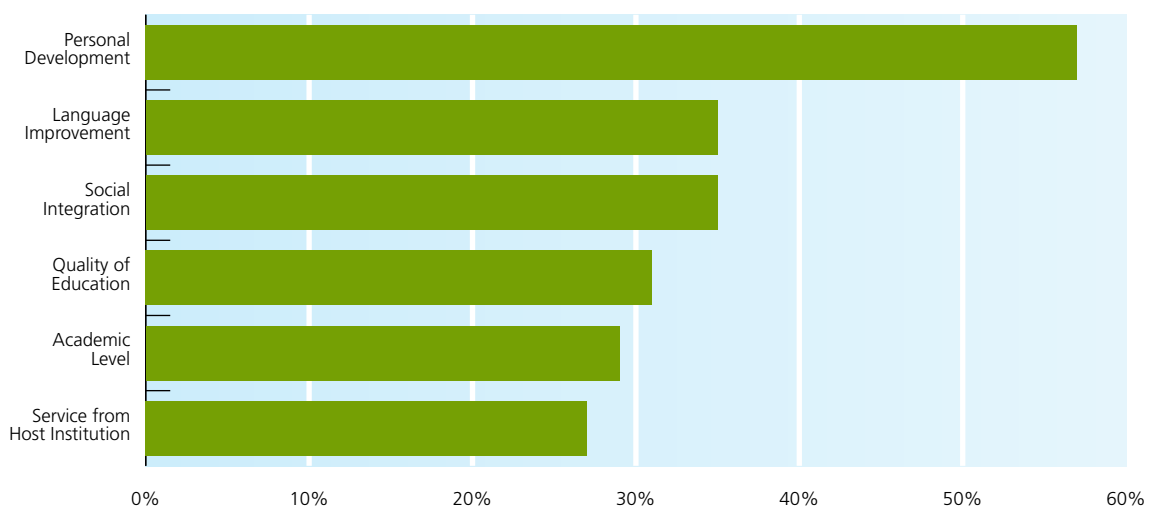
Mobile students were asked how important were the following factors in deciding whether to study abroad.

Figure 6.8 Factors Motivating Study Abroad



From Figure 6.8, personal development was a major motivating factor for students that have studied abroad, 66% considered it very important and a further 27% indicated it was important. Improvement of language was the second most important factor.

Figure 6.9 Fulfillment of Expectations



Mobile students were also asked to what extent were their expectations met concerning their enrolment abroad and Figure 6.9 outlines the percentage of students that felt their expectations were *met completely*. In line with student motivations, the greatest benefit obtained for students was personal development, 56% of students indicated that this expectation was met completely.

6.6 Future Plans

Students that had studied abroad indicated that they are more likely to work abroad after graduation. Of students that have studied abroad 30% indicated they will definitely work abroad after graduation and a further 40% indicated they will probably do so. In comparison to students that have not studied abroad, 17% indicated they will definitely study abroad after graduation and 36% indicated they will probably do so.

Table 6.3 Work Abroad Intentions of Students

Intention to Work Abroad after Graduation	Studied Abroad %	Did Not Study Abroad %
Definitely Yes	30	17
Probably Yes	40	36
Probably No	12	16
Definitely No	2	8
Do Not Know	15	23
Total	100	100

Health and Wellbeing

It is critical to understand the welfare of third-level students in Ireland. It is only then that concrete and practical policies can be put in place. This chapter provides an understanding of the health and wellbeing of third-level students, throughout the chapter findings are compared to previous Eurostudent reports. These findings also provide a baseline for future trends and developments to be monitored.

The chapter details the satisfaction level of students, the WHO-5 scores and self reports of overall health to provide an understanding of the wellbeing of students. In an effort to provide deeper understanding, student health and wellbeing is analysed among full and part-time students; male and females and students from different socio-economic backgrounds. To gain an insight into student health, stress, smoking, alcohol and exercise patterns of students are analysed.

7.1 Life Satisfaction

A key element of student welfare is the extent to which they feel satisfied with their life. Students were most satisfied with their accommodation, 81% of students indicated that they were satisfied or very satisfied with their accommodation, similarly 80% of students were either satisfied or very satisfied with the college they attend and their friendships. The main area for concern among studies was their financial wellbeing, 33% of students were dissatisfied or very dissatisfied with their financial situation.

From Table 7.1 part-time students were more satisfied with their accommodation and slightly more satisfied with their studies than full-time students. Female students were slightly more satisfied with their friendships and college than male students.

Table 7.1 Life Satisfaction among Students

Satisfaction	All Students %	Full-time Students %	Part-time Students %	Male Students %	Female Student %
Accommodation					
Very Satisfied	45	43	53	43	46
Satisfied	36	37	34	37	36
Neither Satisfied nor Dissatisfied	10	11	8	11	10
Dissatisfied	7	7	4	7	6
Very Dissatisfied	2	2	1	2	2
Financial/Material Wellbeing					
Very Satisfied	14	13	15	14	13
Satisfied	31	31	32	31	32
Neither Satisfied nor Dissatisfied	22	22	22	22	22
Dissatisfied	23	23	22	22	24
Very Dissatisfied	11	11	9	11	10
Friendships					
Very Satisfied	39	40	36	36	42
Satisfied	41	40	43	41	40
Neither Satisfied nor Dissatisfied	12	12	12	14	11
Dissatisfied	6	6	7	7	6
Very Dissatisfied	1	1	1	1	1
Studies					
Very Satisfied	17	16	19	16	17
Satisfied	51	50	55	50	52
Neither Satisfied nor Dissatisfied	20	21	15	21	19
Dissatisfied	10	11	9	10	10
Very Dissatisfied	2	2	1	2	2
College					
Very Satisfied	35	36	32	34	37
Satisfied	45	44	51	45	45
Neither Satisfied nor Dissatisfied	12	13	11	13	12
Dissatisfied	5	5	4	5	5
Very Dissatisfied	2	2	2	3	2

From Table 7.2 the main difference between socio-economic groups was their satisfaction with their financial and material wellbeing. While 45% of the entire student population reported that they were satisfied or very satisfied with their financial/material wellbeing, this was higher for the professional socio-economic groups and lower for the semi-skilled or unskilled socio-economic groups.

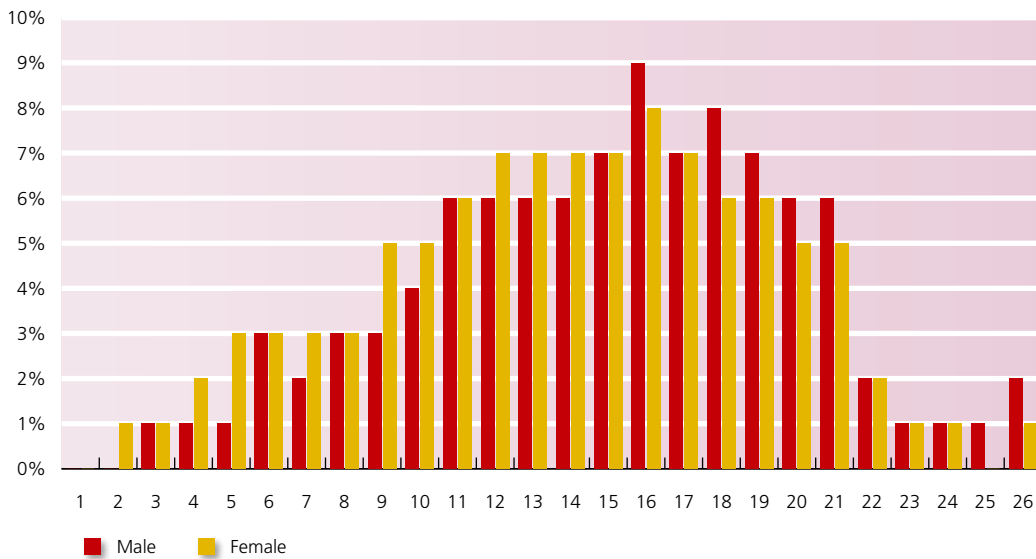
Table 7.2 Life Satisfaction and Student Socio-economic Group

Field of Study	Higher Professional %	Lower Professional %	Non Manual %	Skilled Manual %	Semi Skilled Manual %	Unskilled Manual %
Accommodation						
Very Satisfied	48	45	44	41	41	45
Satisfied	34	37	36	37	40	33
Neither Satisfied nor Dissatisfied	9	10	11	12	7	12
Dissatisfied	6	6	8	6	9	8
Very Dissatisfied	2	2	2	2	2	2
Financial/Material Wellbeing						
Very Satisfied	18	15	10	10	8	10
Satisfied	37	32	30	28	26	28
Neither Satisfied nor Dissatisfied	19	22	22	24	26	22
Dissatisfied	19	21	26	26	28	24
Very Dissatisfied	6	10	11	12	12	17
Friendships						
Very Satisfied	45	38	39	38	38	33
Satisfied	38	42	40	43	39	40
Neither Satisfied nor Dissatisfied	12	12	13	11	14	14
Dissatisfied	5	6	6	6	8	10
Very Dissatisfied	1	1	2	1	0.5	2
Studies						
Very Satisfied	16	16	16	16	18	14
Satisfied	50	51	50	52	50	53
Neither Satisfied nor Dissatisfied	21	20	21	20	16	21
Dissatisfied	11	10	11	10	13	11
Very Dissatisfied	3	2	2	2	3	1
College						
Very Satisfied	37	34	35	33	37	36
Satisfied	43	46	44	46	45	45
Neither Satisfied nor Dissatisfied	12	12	12	14	10	13
Dissatisfied	5	5	6	5	7	5
Very Dissatisfied	2	2	2	2	2	1

7.2 WHO-5 Score

The WHO Wellbeing index as outlined in chapter two is used to measure depression, anxiety and psychological distress, a rating below 13 indicates poor wellbeing. Figure 7.1 shows the distribution of scores for males and females and found that 37% of males and 45% of females had a score below 13. This is in line with Eurostudent III (Delaney et al, 2007) findings.

Figure 7.1 WHO-5 Score Distribution for Male and Female Students



When examined by full-time and part-time status, a marginally higher percentage of full-time students (42%) scored below 13 in comparison with part-time students (36%).

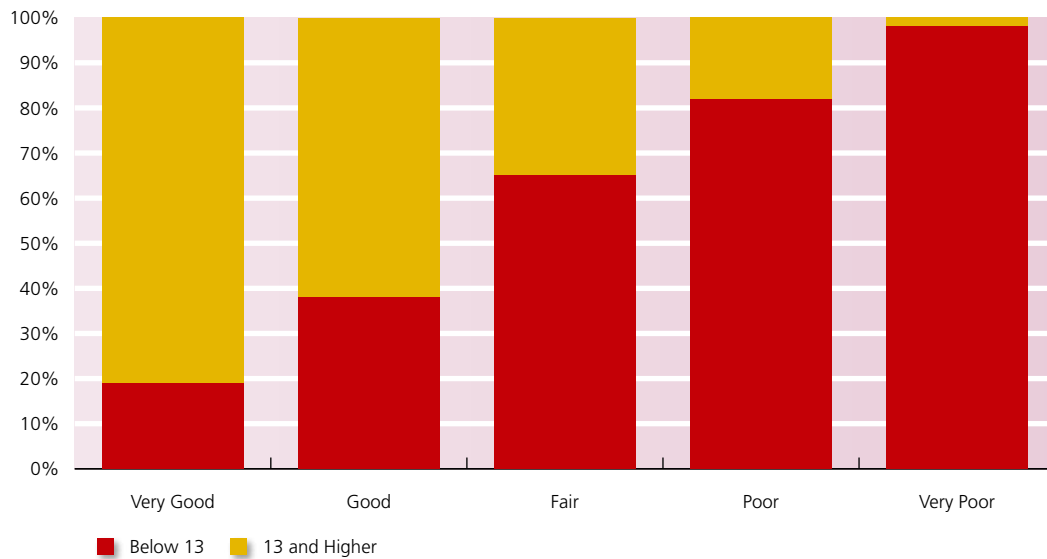
Table 7.3 details the percentage of students scoring below 13 and also the results of students self reporting their overall health. In line with a study of the health of Irish students (Hope et al, 2005), very few students felt their overall health was poor or very poor. No real differences were found between full and part-time students, male and female students or students from different socio-economic backgrounds regarding their self rated overall health scores.

Table 7.3 Students Scoring Below 13 on WHO-5 Score and Self Rating of Overall Health

Student Type	% Scoring Below 13	Very Good %	Good %	Fair %	Poor %	Very Poor %
All Students	41	22	53	21	4	0.4
Student Status						
Full-time Students	42	22	53	21	4	0.4
Part-time Students	36	24	55	18	3	0.3
Student Gender						
Male Students	37	24	52	20	3	0.3
Female Students	45	20	54	21	4	0.4
Student Socio-economic Group						
Higher Professionals	38	24	53	19	3	0.4
Lower Professionals	40	23	54	19	3	0.3
Non Manual	43	21	52	23	4	0.3
Skilled Manual	43	21	55	21	3	0.3
Semi Skilled Manual	40	23	53	21	2	1
Unskilled Manual	45	20	54	23	2	1

Finally, Figure 7.2 shows the Who-5 score by self-rating of health provided by each student.

Figure 7.2 WHO-5 Score by Self-Rating of Health



From Figure 7.2, students who score 13 or higher on the WHO-5 Index self-report better health.

7.3 Stress

Stress can be defined as any type of change that causes physical, emotional or psychological strain. When faced with chronic stress and an over activated autonomic nervous system, people begin to exhibit physical symptoms. The first symptoms are relatively mild, such as headaches and increased susceptibility to colds. However, with more exposure to chronic stress more serious health problems may develop (Scott, 2009). This study assessed respondent’s tendency to exhibit symptoms of stress to measure student’s stress (Figure 7.3).

Quite a high proportion of students’ exhibited symptoms of chronic stress, 28% indicated that they frequently (Quite often/Most of the time) have difficulty concentrating. In addition, many students reported that they frequently have difficulty sleeping (26%), frequently suffer with headaches (19%) and frequently catch colds (18%). All these symptoms will impact the learning ability of students and their overall quality of life. Qualitative feedback from students indicates this stress is associated with financial worries and workload burden. This is in line with a study of Irish students (Hope et al, 2005) which found the main causes of stress to be demands of college studies and financial worries.

Figure 7.3 Stress Indicators

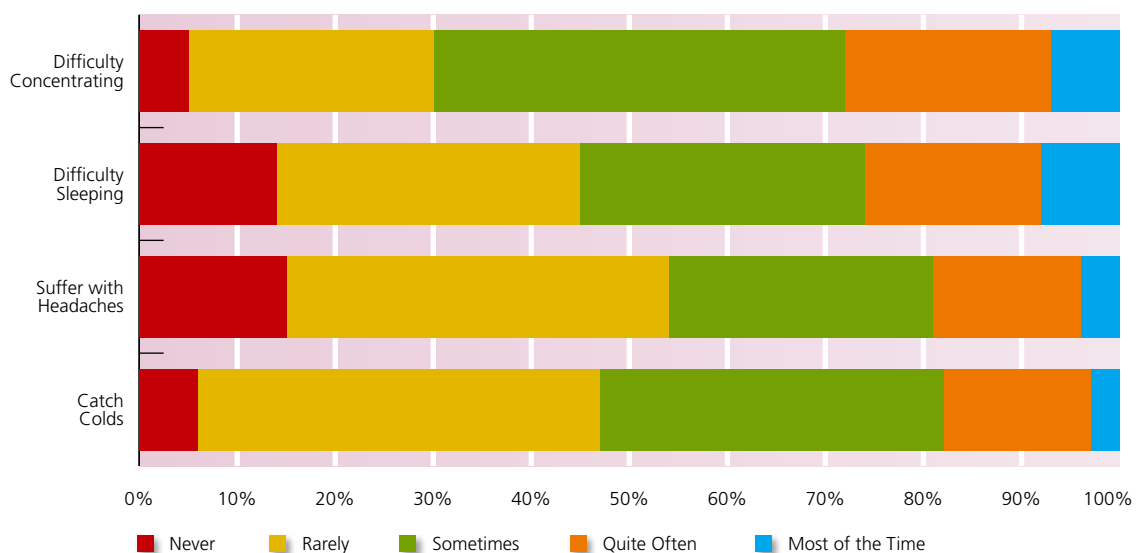


Table 7.4 details the percentage of students who frequently (Quite often/Most of the time) suffer from symptoms of stress. More full-time students indicated they frequently suffer from all symptoms of stress in comparison to part-time students. Similarly, more females indicated they frequently suffer from all symptoms of stress than males. There was no real difference noted among students from different socio-economic groups.

Table 7.4 Students Frequently* Suffering from Stress Indicators

Student Type	Difficulty Concentrating %	Difficulty Sleeping %	Suffer with Headaches %	Catch Colds %
All Students	28	26	19	17
Student Status				
Full-time Students	30	28	20	19
Part-time Students	18	20	16	11
Student Gender				
Male Students	27	24	11	13
Female Students	30	28	26	21
Student Socio-economic Group				
Higher Professionals	29	25	18	18
Lower Professionals	27	25	18	17
Non Manual	28	28	21	18
Skilled Manual	30	25	18	16
Semi Skilled Manual	28	31	20	18
Unskilled Manual	31	28	20	13

*Frequently = Quite often/Most of the time

7.4 Overall Student Welfare

A statistical analysis was carried out to examine what factors influence student health and wellbeing. The analysis used a multiple linear regression. This method controls for the effect of other factors when assessing the relationships between the dependent variable and independent variables. For this analysis, the independent health indicators used were the scores for stress, the WHO-5, life satisfaction and overall health. These variables were examined by a number of important demographic and student characteristic variables including age, study intensity, gender, full-time/part-time status and social class.

Table 7.5 Determinants of Health and Wellbeing

	Stress		WHO-5		Life Satisfaction		Overall Health	
	Coeff	Std error	Coeff	Std error	Coeff	Std error	Coeff	Std error
Age	0.032	0.003	0.049	0.006	0.007	0.004	-0.002	0.001
Study intensity	-0.001	0.002	-0.024	0.003	-0.005	0.002	0.000	0.001
Gender	-1.102	0.049	-0.976	0.091	0.285	0.057	-0.072	0.014
Student status	0.457	0.080	-0.009	0.149	0.319	0.093	0.098	0.023
Social class	-0.115	0.020	-0.201	0.038	-0.209	0.024	-0.015	0.006
Intercept	13.794	0.150	15.014	.278	18.886	0.174	4.009	0.043
Observations	11961		11905		12028		12123	
R Squared	0.06		0.02		0.01		0.004	

*Coloured cells indicate significant results, $p < 0.05$

From Table 7.5 gender and social class had a significant impact on all health and wellbeing indicators. Student age had a significant impact on Stress and WHO-5 scores, while study intensity had a significant impact on WHO-5 scores. Lastly, student status (Full/Part-Time) had a significant impact on Stress, Life Satisfaction and Overall Health rating of students.

7.5 Student Health

The following section details the health of Irish third-level students; in particular it reviews the alcohol consumption, smoking and exercise patterns of students. Comparisons are made between full and part-time students; male and female students and students from different socio-economic groups.

Alcohol Consumption

Ireland traditionally has a high consumption of alcohol per head of population. A recent study (Hope, 2007) ranked Ireland the third highest consumer of alcohol in Europe. An international study of alcohol consumption among students found Ireland ranked among the highest of heavy drinking countries (Dantzer et al, 2006). Increased alcohol consumption among students has had a negative effect on the health, social life and academic performance of third-level students in Ireland (Hope et al, 2005). This study found that 83% of students indicated that they drink alcohol and 12% exceed the safe limit for their gender. The safe limit for males is 21 standard units per week and 14 for females. Such findings are in line with Hope (2007) study that found 10% of Irish drinkers reported that their consumption is above the recommended limit.

Table 7.6 shows the proportion of students that drink alcohol and the average units per week. There were no large differences between the proportions of students that drank alcohol but some differences in the average number of units per week. For example, although a similar proportion of male and female students drink, males consume approximately 12 units per week compared with 7 units per week for females.

Table 7.6 Alcohol Consumption Patterns of Students

Student Type	Drink Alcohol %	Average Units Per Week
All Students	83	9.6
Student Status		
Full-time Students	83	9.9
Part-time Students	81	7.9
Student Gender		
Male Students	82	12.4
Female Students	83	7.2
Student Socio-economic Group		
Higher Professionals	86	10.8
Lower Professionals	83	9.5
Non Manual	83	9.6
Skilled Manual	84	8.9
Semi Skilled Manual	81	9.4
Unskilled Manual	78	9.5

Smoking

This study found that 26% of students indicated they smoke, 15% regularly and 11% occasionally. This is in line with findings of a study of Irish students (Hope et al, 2005).

Table 7.7 Smoking Patterns of Students

Student Type	Smokes Regularly %	Smokes Occasionally %	Does not Smoke %
All Students	15	11	74
Student Status			
Full-time Students	14	12	74
Part-time Students	16	8	77
Student Gender			
Male Students	15	11	74
Female Students	14	11	75
Student Socio-economic Group			
Higher Professionals	14	11	75
Lower Professionals	15	12	73
Non Manual	15	11	74
Skilled Manual	13	10	77
Semi Skilled Manual	15	12	73
Unskilled Manual	14	8	77

Exercise

Regular exercise is an important part of a healthy lifestyle. International research has shown that exercise can have social and psychological benefits (Irish Sports Council, 2008). More than one-fifth of students indicated they do not exercise. Exercise patterns were marginally higher for males and students from the professional socio-economic groups.

Table 7.8 Exercise Patterns of Students

Student Type	No Exercise %	-3 times per week %	4 + times per week %
All Students	22	58	20
Student Status			
Full-time Students	22	58	20
Part-time Students	24	58	19
Student Gender			
Male Students	19	57	24
Female Students	25	59	16
Student Socio-economic Group			
Higher Professionals	20	57	23
Lower Professionals	21	58	21
Non Manual	24	58	17
Skilled Manual	23	59	17
Semi Skilled Manual	24	54	22
Unskilled Manual	27	53	20

8. Conclusions

A summary of the main findings from the Eurostudent IV survey provide some interesting results. The Honours Bachelor Degree represented the most common qualification type for third-level students in Ireland (63%). The most popular fields of study were Humanities & Arts (18%) and Business (15%). The majority of students entered third-level education in Ireland via the traditional route (73%) and entry via other routes (27%) is approaching the target set by the HEA²¹ that non-standard entry routes to higher education will be developed so that they account for 30 per cent of all entrants by 2013.

The median age of all students involved in this study was 22 (mean age 25). Part-time students represented an older group (median age 32) than full-time students (median age 21). In line with national figures, 10% of students reported to have a disability, the most common type was a specific learning disability, e.g. dyslexia. Of concern, 27% of students felt their disability was not taken into account in any way in their studies. In addition, a slightly higher proportion of students reporting to have a disability indicated they were dissatisfied with their studies in comparison to the entire student population.

Consistent with findings from previous Eurostudent studies this report provides evidence of a relationship between participation in higher education and socio-economic background, i.e. higher levels of participation were recorded from students with professional backgrounds and/or higher household incomes and lower levels of participation from students with semi-skilled or unskilled manual socio-demographic background and/or lower household incomes. In line with other reports (OECD, 2009) this study found that 10% of students were international. These students accounted for a higher proportion of part-time students and tended to be older than their domestic counterparts. International students exhibited greater wellbeing, scoring higher than domestic students on the WHO-5 Index. They appeared to be more satisfied with their studies but less satisfied with their friendship and accommodation in comparison to domestic students.

The most common accommodation type for full-time students was their parent's home or a rented accommodation (both 38%); in comparison part-time students were more likely to own their own home (50%). Rented accommodation was common for all students. While comprising the highest expense item, students were generally quite satisfied with their accommodation. The study found that 81% of students were either satisfied or very satisfied with their accommodation.

Just over half of all students indicated they work during term time; this was more common among part-time (72%) than full-time students (26%). Less than half (48%) of all students were satisfied with their work load; dissatisfaction was greatest for students with the highest workload. Only 23% of students who work regularly and 12% that work occasionally during term time indicated that their job is closely related to their studies.

In line with Eurostudent III (Delaney et al, 2007) 9% of students reported that they have been enrolled in a regular course of study abroad, a further 12% intend to do so. The majority of mobile students were from the professional socio-economic groups. The main barrier to studying abroad was the expected additional financial burden. Contribution from parents/family represented the primary source of funding for 44% of students that have studied abroad. The mobility of students appears to affect their future intentions to work abroad, 70% of those that have studied abroad stated that they will definitely or probably work abroad after graduation. This compares to 53% of students that have not studied abroad.

The main area of dissatisfaction for students related to their financial and material wellbeing. Of concern, 37% of males and 45% of females scored below 13 on the WHO score, an indication of poor wellbeing. Also a high percentage of students exhibited symptoms of stress. The survey also found that 83% of students indicated they drink alcohol of which 12% exceeded safe limits for their gender. In addition, 26% of students smoke and 22% indicated that they do not exercise at all.

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

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Appendix 1 Eurostudent Questionnaire

This survey is about your life as a student, your response is important and will be used to compare student lives all over Europe. Please answer all questions. You can enter the draw to **win a Sony Vaio laptop** on completion of the survey.

This survey is being managed by Insight Statistical Consulting on behalf of the Higher Education Authority. To get more information about the survey go to www.hea.ie/eurostudent. The survey will take approximately 20 minutes to complete and all responses are treated as anonymous.

CURRENT STUDY SITUATION

Q 1.1 What qualification should you get at the end of your course?

Higher Certificate (NFQ Level 6)	1
Diploma	2
Ordinary Degree (NFQ Level 7)	3
Honours Bachelors Degree (NFQ Level 8)	4
Postgraduate Diploma (NFQ Level 8/9)	5
Taught Masters Degree (NFQ Level 9)	6
Research Masters Degree (NFQ Level 9)	7
PhD (NFQ Level 10)	8
Other (please specify)	9

Q 1.2 Which description best fits your current status as a student?

Full-time student	1
Part-time student	2

Q 1.3 Are you any of the following? (tick all that apply)

Exchange student	1
Student of distance education	2
Student of continuing professional development or life-long learning	3
Other (please specify)	4
None of the above	5

Q 1.4 At what college are you studying?

Athlone Institute of Technology	1	Mary Immaculate College Limerick	17
Cork Institute of Technology	2	Mater Dei Institute of Education	18
Dublin City University	3	National College of Art and Design	19
Dublin Institute of Technology	4	National College of Ireland	20
Dun Laoghaire Institute of Art, Design, and Technology	5	National University of Ireland, Galway	21
Dundalk Institute of Technology	6	National University of Ireland, Maynooth	22
Froebel College of Education	7	Royal College of Surgeons Ireland	23
Galway-Mayo Institute of Technology	8	St Angela's College of Education	24
Institute of Technology, Blanchardstown	9	St Patrick's College, Drumcondra	25
Institute of Technology, Carlow	10	Tipperary Institute	26
Institute of Technology, Sligo	11	Trinity College Dublin	27
Institute of Technology, Tallaght	12	University College Cork	28
Institute of Technology, Tralee	13	University College Dublin	29
Letterkenny Institute of Technology	14	University of Limerick	30
Limerick Institute of Technology	15	Waterford Institute of Technology	31
Marino Institute of Education	16		

Q 1.5 What is your current main area of study?

Education	1	Engineering/Manufacturing & Construction	8
Humanities & Arts	2	Agriculture/Veterinary	9
Social Science	3	Health/Welfare	10
Business	4	Sport	11
Law	5	Catering	12
Science	6	Services	13
Maths/Computing/Computer Science	7	Other (please specify)	14

	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs+
Q 1.6.1 How many <u>years</u> long is the course in total?	1	2	3	4	5	6
Q 1.6.2 What <u>year</u> of the course are you currently in?	1	2	3	4	5	6

Q 1.7 Do you plan to continue studying after finishing your current programme?

No, I don't plan to continue my studies	1
I don't know yet	2
Yes, an undergraduate degree in Ireland	3
Yes, an undergraduate degree in a foreign country	4
Yes, a Masters degree in Ireland	5
Yes, a Masters degree in a foreign country	6
Yes, a PhD in Ireland	7
Yes, a PhD in a foreign country	8
Yes, but another programme not mentioned here	9

Q 1.8 What is the language of your programme? Multiple answers possible.

English	1
Irish	2
Other	3

Q 1.9 Please rate how important the following are to you in relation to your study programme

	Very important	Important	Neither important nor unimportant	Unimportant	Very unimportant
A good basis for starting work	1	2	3	4	5
A good basis for personal development	1	2	3	4	5

Q 1.10 How satisfied are you that your study programme is fulfilling these goals?

	Very satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
A good basis for starting work	1	2	3	4	5
A good basis for personal development	1	2	3	4	5

1. Study Background

Q 2.1 Where were you living, when you completed your secondary education?

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

Q 2.2.1 Is your family home in Ireland (Republic or Northern Ireland)?

Yes	1
Go to Q 2.3 No	2

Q 2.2.2 If Yes to Q 2.2.1, how far is your family home from college in kilometres?

_____ kms (1 mile = 1.6 km)

Q 2.3 On what basis did you enter higher education?

Leaving Cert	1
International equivalent of Leaving Cert	2
As a mature student (23 plus)	3
FETAC Level 5 or 6 Award	4
Higher Education Access/Foundation programme	5
Other (please specify)	6

Q 2.4 When did you get the qualification used for entering higher education?

Month _____ Year _____

Q 2.5 When did you enter higher education for the first time?

Month _____ Year _____

Q 2.6 When did you start your current programme?

Month _____ Year _____

Q 2.7 Before entering higher education, did you have any experience on the labour market?

Yes, I had a regular paid job (for at least one year, working at least 20h per week)	1
Yes, casual minor jobs (less than 1 year or less than 20h a week)	2
Yes, through vocational training (e.g. apprenticeship)	3
No, no experience	4

Q 2.8 Did you ever interrupt your education career after graduating from secondary school for at least one year? Multiple answers possible.

Yes, I interrupted between graduating secondary education and entering higher education	1
Yes, I interrupted between entering higher education and graduating from higher education	2
Yes, I interrupted between graduating from higher education and re-entering higher education	3
No	4

2. Living Conditions

Q 3.1.1 Who do you live with during term time (Monday until Friday)?

Multiple answers possible.

Parents	1
Partner/Spouse	2
Child(ren)	3
With another person/s not mentioned above	4
I live alone	5

Q 3.1.2 Where do you live during term time (Monday until Friday)?

Parents' house	1
Relative's house	2
Lodgings/digs	3
College residence on/off campus	4
Rented house/flat	5
Own household (either alone or with partner/family)	6
Other (please specify)	7

Q 3.2 On a typical day, what is the time and distance you cover from your home to your higher education institution?

<i>Home is defined as your place of living during term-time (Monday until Friday)</i>	
	minutes on average (one way)
	kilometres on average (one way) (1 mile = 1.6 km)

Q 3.3 What is the average monthly income at your disposal from the following sources?

At your disposal is the money which is meant for monthly consumption, no matter when it was earned.

Add a '0' or strike-out box if you did not receive any income from a certain source

	Average Income € (per month)
1. Provision from family/partner	
Financial support from public sources	
2. non-repayable grant/scholarship	
3. repayable loan	
4. Self-earned income through paid job	
5. Savings (e.g. previously earned money)	
6. Other sources (incl. other public or private support)	
7. Total income	

Q 3.4.1 What are your average monthly expenses for the following needs?

Add a '0' or strike-out box if no money was spent on a certain type of costs.

	I pay out of my own pocket € (per month)	Paid by parents/ partner/others for me € (per month)
Living costs per month		
1. Accommodation (including utilities, water, electricity)		
2. Living/daily expenses (food, clothing, toiletries etc.)		
3. Social and leisure activities		
4. Transportation		
5. Health costs (e.g. medical insurance)		
6. Communication (telephone, Internet etc.)		
7. Childcare		
8. Debt payment		
9. Other regular costs (tobacco, pets, insurance..)		
10. Total		

Q 3.4.2 What are your average per semester expenses for the following needs?

	I pay out of my own pocket € (per semester)	Paid by parents/ partner/others for me € (per semester)
Study-related costs per semester		
1. Tuition fees		
2. Registration fees, examination fees		
3. Social welfare contributions to the university/college and student association		
4. Learning materials (e.g. books, photocopying, DVDs, fields trips)		
5. Other regular costs (e.g. training, further education)		
6. Total		

Q 3.5 To what extent do you agree with the statement, I have sufficient funding in order to cover my monthly costs.

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1	2	3	4	5

Q 3.6 Do you have a paid job during the current semester?

Yes, I work regularly during term-time	1
Yes, I work occasionally during term-time	2
Go to Q 3.9 No, I don't work during term-time	3

Q 3.7 If Yes, Do you feel this job affects your academic performance?

Yes	1
No	2

Q 3.8 Did you have a paid job during any term break in the last 12 months?

Yes	1
Go to Q 3.10 No	2

Q 3.9 If Yes, how closely is (was) that job related to your studies?

Very closely	1
Broadly related	2
Related to some extent	3
Not at all related	4

Q 3.10 How important is your studies compared to other activities for you?

More important	1
Equally important	2
Less important	3

Q 3.11 How many hours do you spend in a typical week in taught courses, personal study and on paid jobs?

(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, reading, writing homework)							
Paid jobs							
Engagement in college activities e.g. societies, sports clubs etc							

Q 3.12 Looking at your total workload based on the time you spend in study-related activities and in paid work, please rate your satisfaction with your workload.

Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
1	2	3	4	5

4. International Mobility

The section refers to foreign enrolment where the student left the country of the survey to study a certain period abroad. It does not include studies that have been started abroad and are continued now in the country of the survey. The time period covered is from the moment of entering higher education until now, i.e. former, already graduated programmes are included. Hence, unlike all other questions, we do not only refer to the current programme.

Q 4.1 Have you been enrolled abroad in a regular course of study?

Go to Q 4.2 Yes, I have been	1
Go to Q 4.5 No, but I plan to go	2
Go to Q 4.5 No	3

Q 4.2 Was your enrolment abroad part of any of the following programmes?

Multiple answers are possible.

Part of my study programme (international programme)	1
TEMPUS	2
ERASMUS (MUNDUS)	3
LINGUA	4
Other EU-programme	5
Other (Please, fill in the name of the programme: _____)	6
No programme	7

Q 4.3 Please tick any of the following sources of funding that you used to fund your enrolment abroad. Then tick whichever one was your main source of funding.

Multiple responses expected! Please choose only one primary source of funding.

	Source of funding	Primary source of funding (only one)
1. Contribution from parents/family	1	1
2. Own income from previous job	2	2
3. By working during my studies abroad	3	3
4. Study grants/loans from host country	4	4
5. Support by home state loan (repayable)	5	5
6. Support by home state grant (non-repayable)	6	6
7. EU study grants	7	7
8. Other please specify	8	8

Q 4.4.1 How important were the following aspects concerning your enrolment abroad?

	Very Important	Important	Neither important nor unimportant	Unimportant	Very unimportant
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 level	1	2	3	4	5
5. Social integration	1	2	3	4	5
6. Service from host institution	1	2	3	4	5

Q 4.4.2 Were your expectations fulfilled concerning your enrolment abroad?

	Yes completely				Not at all
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 level	1	2	3	4	5
5. Social integration	1	2	3	4	5
6. Service from host institution	1	2	3	4	5

Q 4.5 To what extent are the following aspects an obstacle for an enrolment abroad to you?

	Big obstacle				No obstacle
1. Insufficient skills in foreign language	1	2	3	4	5
2. Difficulties in getting information	1	2	3	4	5
3. Problems with accommodation in the host country	1	2	3	4	5
4. Separation from partner, child(ren), friends	1	2	3	4	5
5. Limited Disability Supports/Services while in host country	1	2	3	4	5
6. Loss of social benefits (e.g. child allowance, price discounts for students)	1	2	3	4	5
7. Loss of opportunities to earn money	1	2	3	4	5
8. Expected additional financial burden	1	2	3	4	5
9. Lack of personal drive	1	2	3	4	5
10. Presumed low benefit for my studies at home	1	2	3	4	5
11. Expected delay in progress in my studies	1	2	3	4	5
12. Problems with recognition of results achieved in foreign countries	1	2	3	4	5
13. Limited number of mobility programmes in home institution	1	2	3	4	5
14. Problems with visa/residence regulations in preferred country	1	2	3	4	5
15. Limited access to mobility programmes in home country	1	2	3	4	5

16. Problems with access regulations to the preferred country (visa, residence permit)	1	2	3	4	5
17. Limited admittance to the preferred institution and/or study programme in foreign country	1	2	3	4	5
18. It doesn't fit into the structure of my programme	1	2	3	4	5

Q 4.6.1 Have you ever been abroad for other study related activities during your study programme?

Yes	1
Go to Q 4.7.1 No	2

Q 4.6.2 If Yes, fill in the duration in months and the country you have been to per activity.
If you've been abroad more than once per activity, please refer to your most recent stay abroad.

	Duration in months	Country
Research	_____	_____
Internship/work placement	_____	_____
Summer school	_____	_____
Language course	_____	_____
Other	_____	_____

Q 4.7.1 Do you plan to work abroad after you graduate?

Definitely Yes	1
Probably Yes	2
Go to Q 5.1 Probably No	3
Go to Q 5.1 Definitely No	4
Go to Q 5.1 Don't Know	5

Q 4.7.2 If Yes, would it be out of:

Necessity	1
Choice	2

5. Personal Details

Q 5.1 When were you born?

Month _____ Year 19_____

Q 5.2 What is your gender?

Female	1
Male	2

Q 5.3 Were you born in the country in which you are now studying?

Yes	1
No	2

Q 5.4 Were both of your parents born in the country in which you are now studying?

Yes	1
No	2

Q 5.5 What are your language skills?

Please rate your grade of proficiency in the applicable language(s).

	Native speaker	Very good				No knowledge
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

Q 5.6 Do you have any children?

Yes	1
Go to Q 5.9 No	2

Q 5.7 How many children do you have?

_____ child(ren)

Q 5.8 How old is your youngest child?

_____ years of age

Q 5.9 Are you impaired in your studies by any of the following long-lasting conditions?

Multiple answers possible.

Yes, chronic illness	1
Yes, a psychological condition	2
Yes, a specific learning difficulty (e.g. dyslexia)	3
Yes, blindness, deafness, severe vision or hearing impairment	4
Yes, a physical disability	5
Yes, other health problems	6
No (please go on to question 6.1)	7

Q 5.10 Do you feel that your impairment is sufficiently taken account of in your studies?

Yes completely					Not at all
1	2	3	4	5	

6. Health and Wellbeing

Q 6.1 Over the last two weeks

	All of the time	Most of the time	More than half of the time	Less than half of the time	Some of the time	At no 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

Q 6.2 Please rate your satisfaction with the following.

	Very Satisfied	Satisfied	Neither satisfied nor dissatisfied	Dissatisfied	Very dissatisfied
1. Your accommodation	1	2	3	4	5
2. Your financial/ material wellbeing	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

Q 6.3.1 Do you drink alcohol?

Yes	1
No	2

Q 6.3.2 If Yes, state the average 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

_____ units

Q 6.4 Do you smoke?

Yes, regularly	1
Yes, occasionally (on average less than one a day)	2
No	3

Q 6.5 How frequently do you exercise i.e. at least 30 minutes duration where your heart rate was raised?

Do not exercise to this extent	1
Once a week	2
Twice a week	3
Three times	4
Four times	5
Five or more times	6

Q 6.6 How often do you experience the following:

	Never	Rarely	Sometimes	Quite Often	Most of the time
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

Very Good	Good	Fair	Poor	Very Poor
1	2	3	4	5

7. Family Background

In this section you will be asked some questions about your family background. The following questions are about your mother and father or those person(s) who are like a mother or father to you — for example, guardians, step-parents, foster parents, etc. If you shared your time with more than one set of parents or guardians during your youth, please answer the following questions for those parents/guardians you spent the most time with.

Q 7.1 What is the highest level of education your father and mother have obtained?

	NFQ equivalent	Father	Mother
1. No formal qualification		1	1
2. Primary only	Level 1 or 3	2	2
3. Group/Inter/Junior Certificate	Level 3	3	3
4. Apprenticeship without Leaving Certificate		4	4
5. Leaving Certificate	Level 4 or 5	5	5
6. FETAC Certificate/Other Further Education	Level 5 or 6	6	6
7. Apprenticeship with Leaving Certificate	Level 6	7	7
8. Third-level diploma/certificate/ordinary degree	Level 6 or 7	8	8
9. Third-level degree (honours degree)	Level 8	9	9
10. Masters, Ph.D or higher	Level 9 or 10	10	10
11. Do not know		11	11

Q 7.2 How would you describe your parents working status? *Please tick only one box.*

	Father	Mother
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. Home duties	5	5
6. Retired	6	6
7. Other	7	7
8. Do not know	8	8
9. Deceased	9	9

Q 7.3 What are the most recent or former occupations of your father and mother?

Please classify the job according to one of the following categories of occupation.

	Father	Mother
1. Legislators, senior officials and managers	1	1
2. Professionals	2	2
3. Technicians and associate professionals	3	3
4. Clerks	4	4
5. Service workers/sales workers	5	5
6. Skilled agricultural and fishery workers	6	6
7. Craft and related trades workers	7	7
8. Plant and machine operators and assemblers	8	8
9. Elementary occupations/domestic and related helpers	9	9
10. Armed forces/military	10	10
11. Do not know	11	11

Q 7.4 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?

High social standing										Low social standing
1	2	3	4	5	6	7	8	9	10	

Q 7.5 Please try to estimate the gross (before tax) ANNUAL income of your family household

Less than €20,000	1
€20,001 to €35,000	2
€35,001 to €70,000	3
€70,001 to €90,000	4
Greater than €90,000	5
Do not know	6

