Social and Economic Conditions of Student Life in Europe

National Profile of Ireland

eurostudent IV

Metadata for the national survey

National Currency	euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	
Survey method	online and paper
Size of final sample	11531
Sampling method	online survey to all students and additional booster paper survey to sample of part-time students
Return rate	unknown
Reference period of survey (semester, year)	Semester 1 academic year 2009/2010
Weighting scheme	Yes
Project sponsor	HEA
Implementation	Peter Ross Insight Statistical Consulting

Topic: Metadata

Subtopic 1: Metadata on national survey

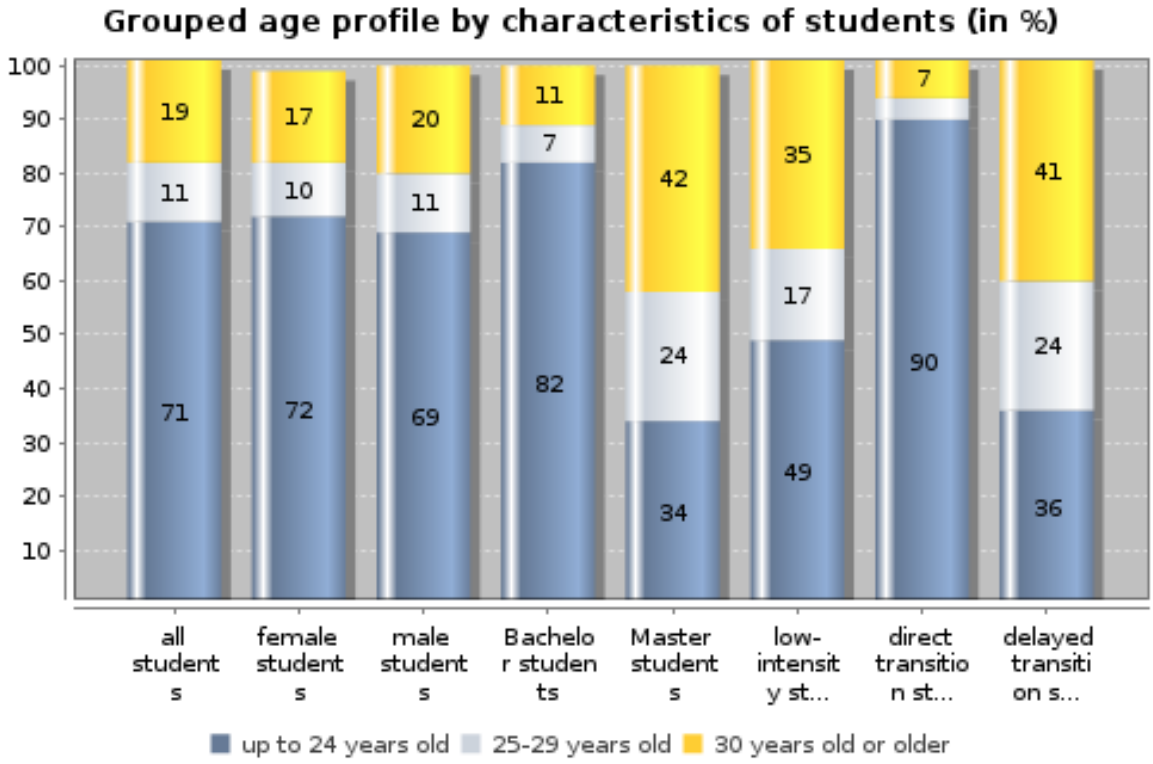
Key Indicators

details on missing data:
methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	25.0
Average age (median) in years - all students	21.0
Average age (arithm.mean) in years - female students	24.0
Average age (arithm.mean) in years - male students	25.0
Average age (arithm.mean) in years - BA students	23.0
Average age (arithm.mean) in years - MA students	31.0
Average age (arithm.mean) in years - low-intensity students	28.0



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methodical issues or considerations for data interpretation:

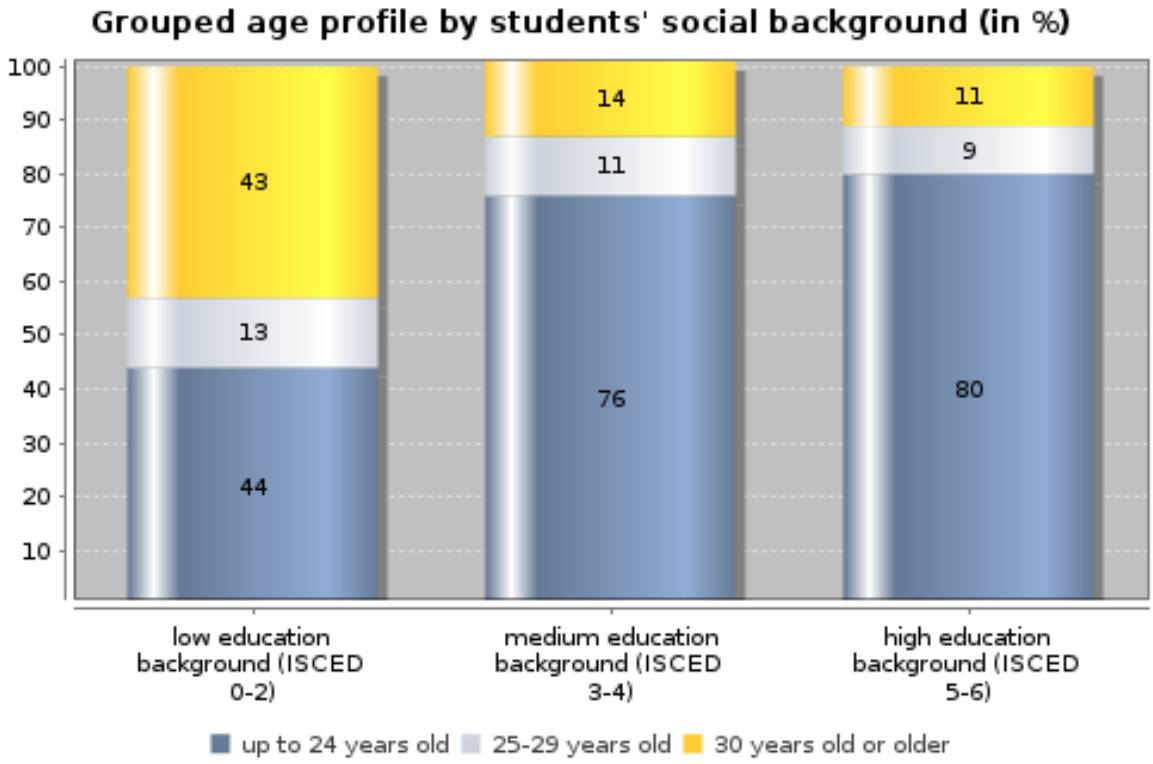
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators

Average age (arithm.mean) in years - low education background (ISCED 0-2)	31.0
Average age (median) in years - low education background (ISCED 0-2)	27.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	23.0
Average age (median) in years - high education background (ISCED 5-6)	21.0



details on missing data:

methodical issues or considerations for data interpretation:

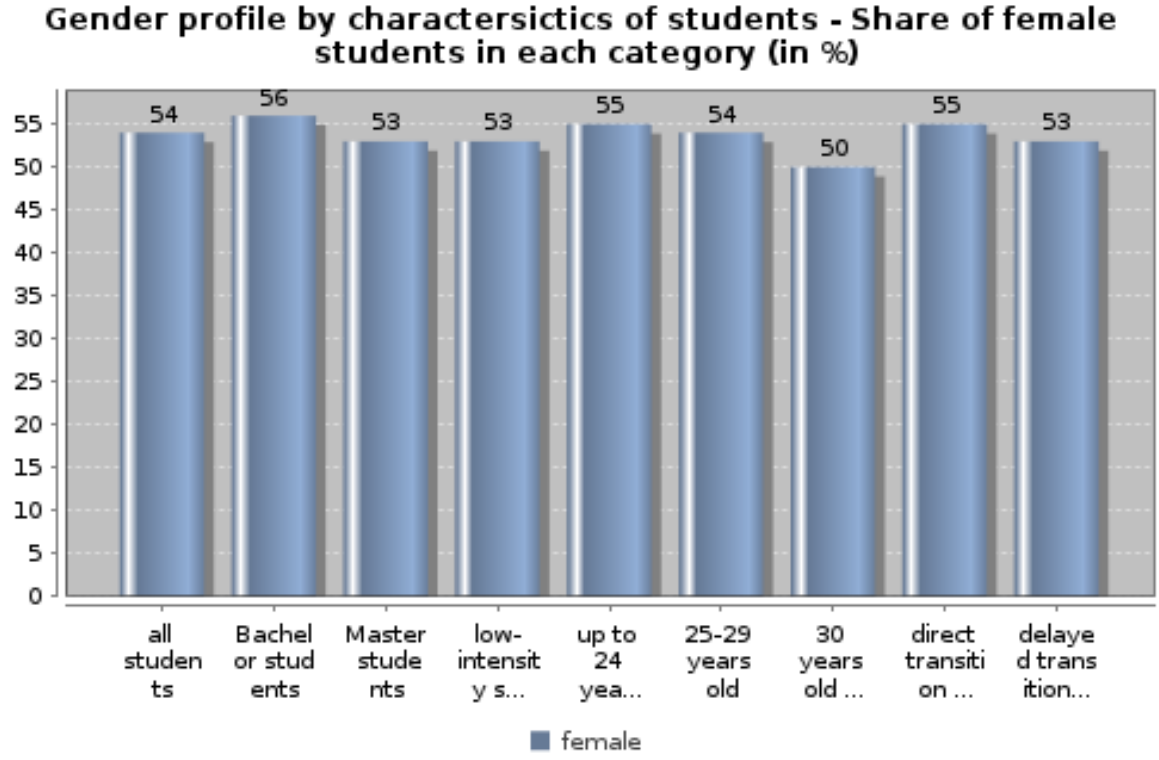
Table 2 provide figures for average, median and standard deviation

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	54.1
Share of females among BA students, in %	55.6
Share of females among MA students, in %	53.2
Share of females among low-intensity students, in %	52.5
Share of females among the 30 years old or older, in %	50.0



details on missing data:

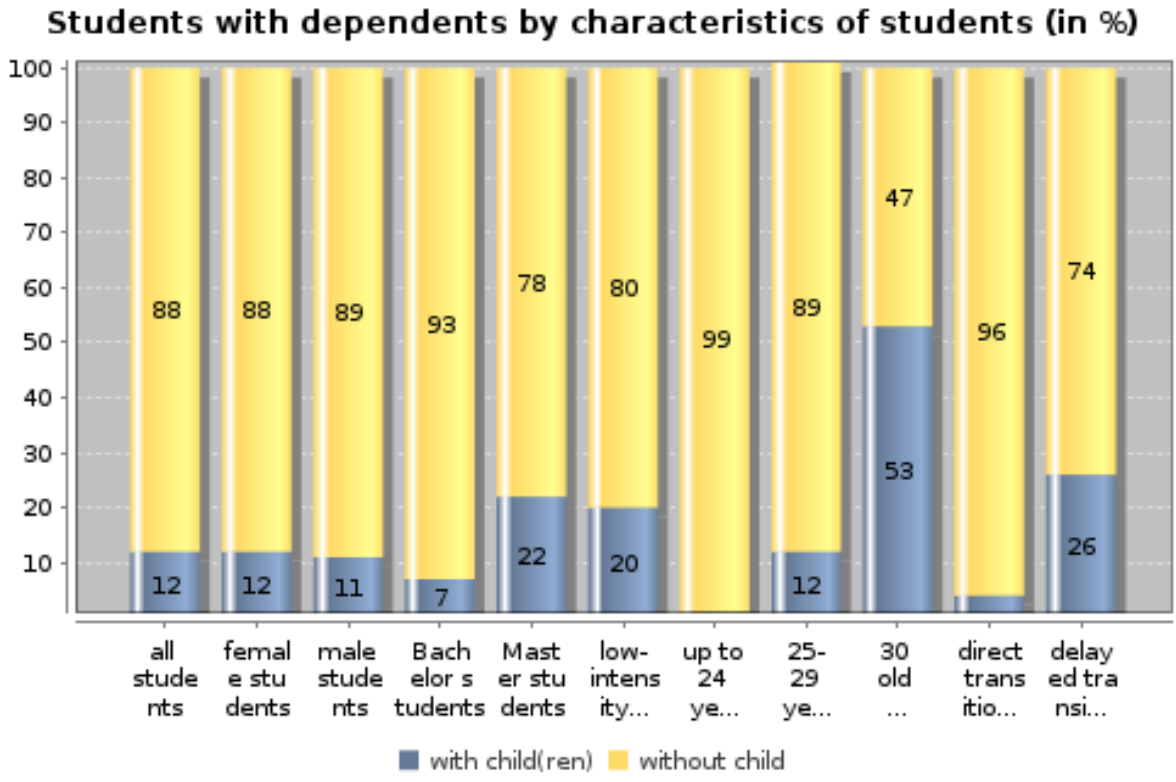
methodical issues or considerations for data interpretation:

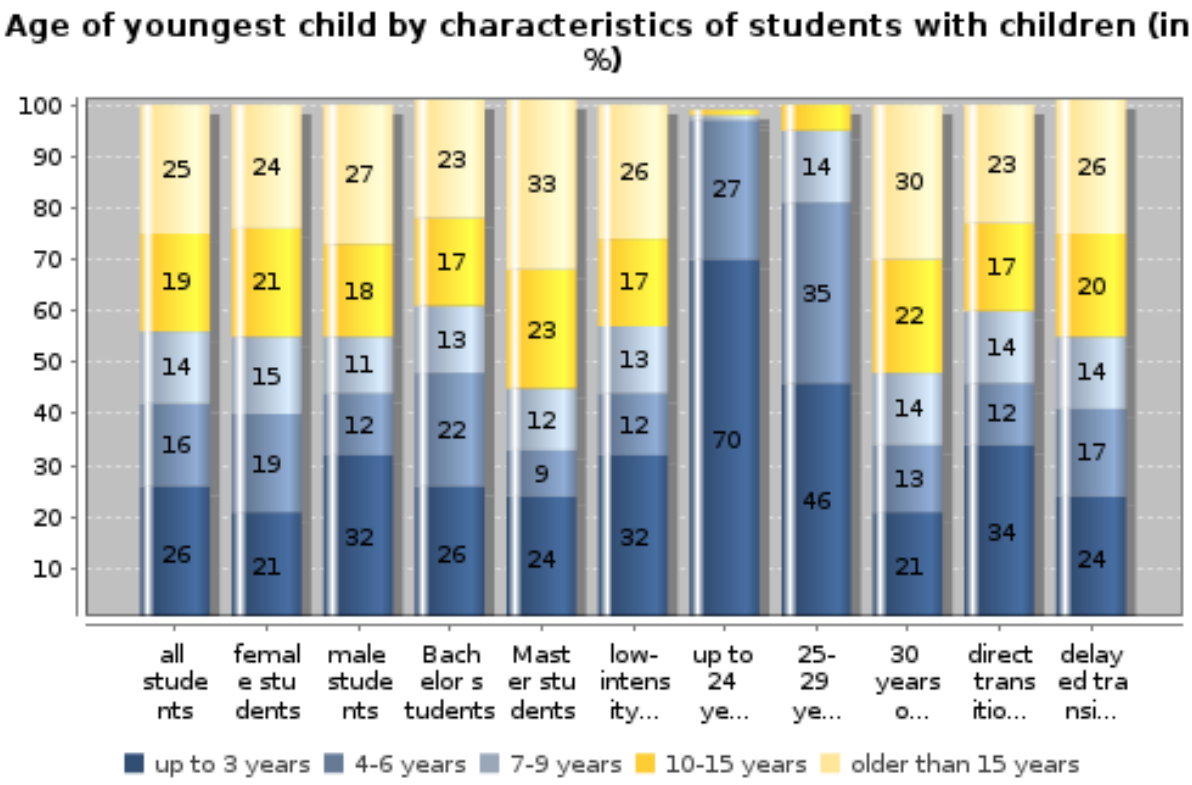
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	11.7
Share of students with children among female students, in %	12.0
Share of students with children among male students, in %	11.4
Share of students with children among MA students, in %	21.7
Share of students with children among up to 24 years old, in %	0.9
Students with children up to the age of 3 years of all students with children, in %	25.9
Students with children between the ages of 4 to 6 of all students with children, in %	16.1





details on missing data:

methodical issues or considerations for data interpretation:

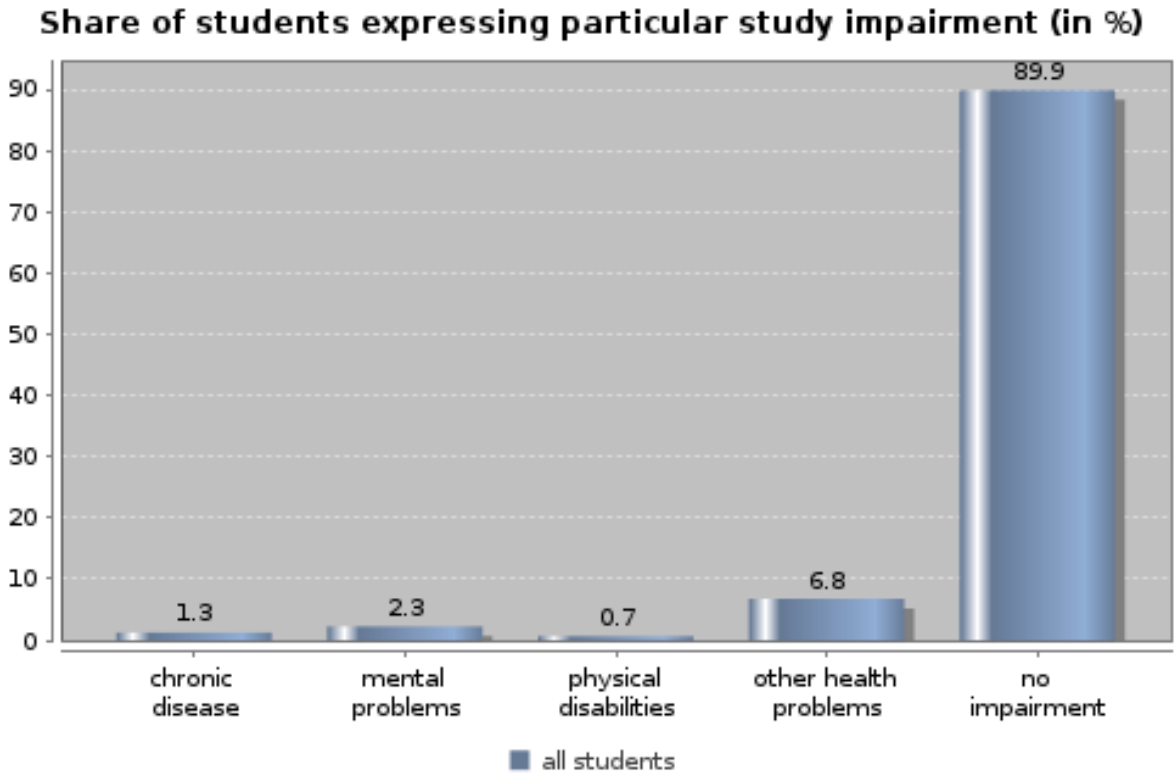
national interpretation of the results of the data analysis:

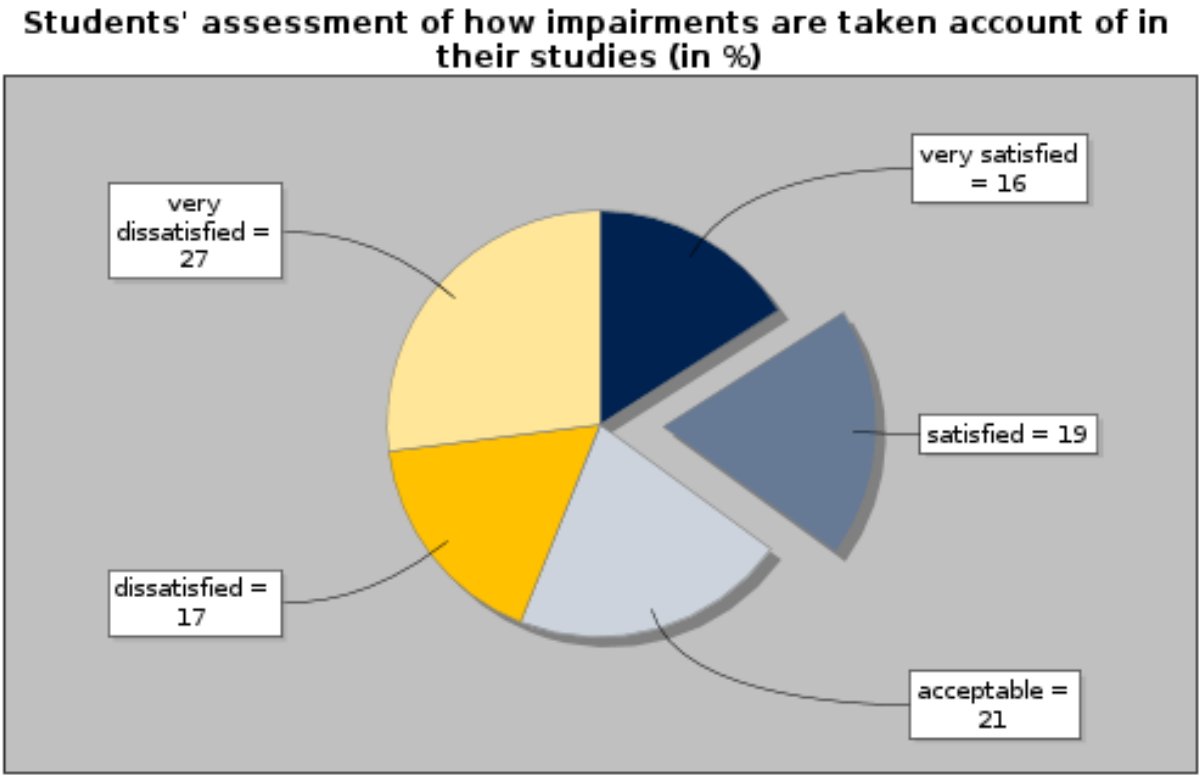
The proportion of young children was verified on request from HIS.

Topic: A. Demographic Characteristics

Subtopic 5: Students' assessment of study impairment and of how it is taken account of

Key Indicators	
Students who feel impaired in their studies in %	10.1
Students who are (very) satisfied with the way their impairments are taken account of in %	35.1
Students who are (very) dissatisfied with the way their impairments are taken account of in %	44.5





details on missing data:

methodical issues or considerations for data interpretation:

Table 1:categorie "other health problems" includes the following: specific learning difficulties(e.g. dyslexia:335, blindness/deafness/severe vision or hearing impairm.:56 and other health problems:396

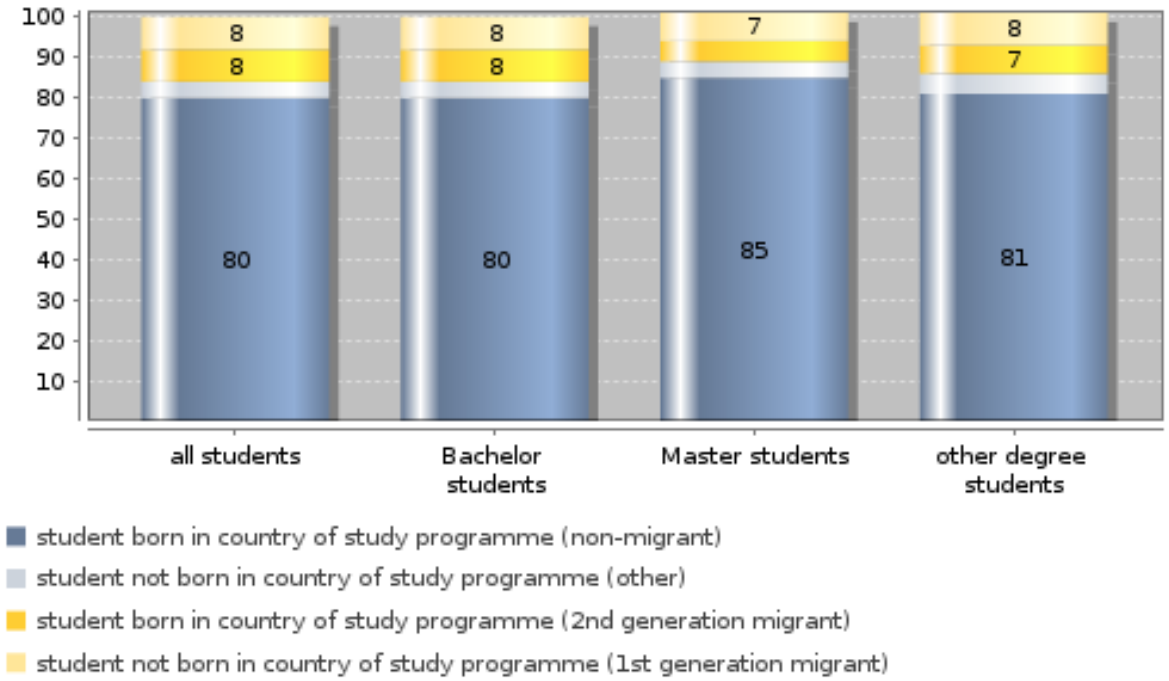
national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators	
Share of non-migrants among all students, in %	80.4
Share of non-migrants among all BA students, in %	79.6
Share of non-migrants among all MA students, in %	85.1
Share of 2nd generation migrants among all students, in %	7.5
Share of 2nd generation migrants among all BA students, in %	8.2
Share of 2nd generation migrants among all MA students, in %	4.5
Share of 1st generation migrants among all students, in %	7.9
Share of 1st generation migrants among all BA students, in %	8.0
Share of 1st generation migrants among all MA students, in %	6.9

Migrant students according to own and to parents' place of birth (in %)



details on missing data:

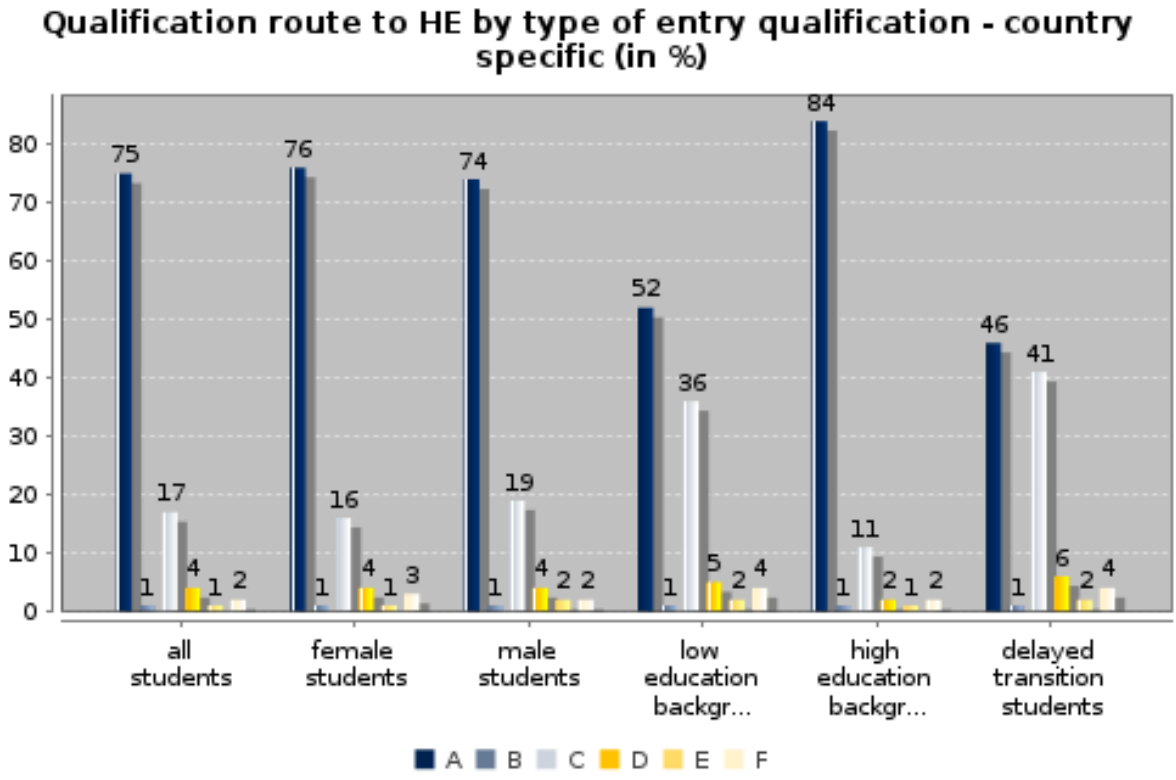
methodical issues or considerations for data interpretation:

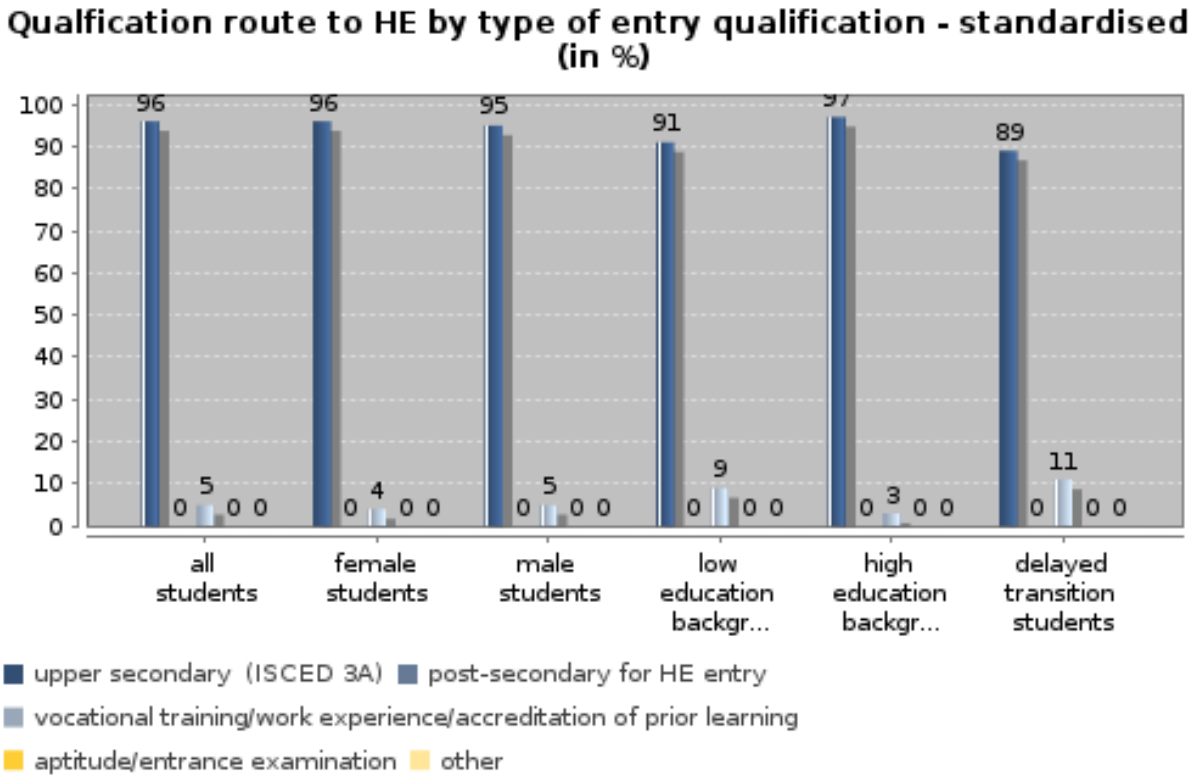
national interpretation of the results of the data analysis:
The shares of 1st and 2nd generation students were verified on request from HIS.

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	95.5
Female students via upper secondary in %	95.6
Male students via upper secondary in %	95.4
Students with low education background (ISCED 0-2) via upper secondary in %	90.7
Students with high education background (ISCED 5-6) via upper secondary in %	97.2
Students with delayed transition via upper secondary in %	89.0





details on missing data:

methodical issues or considerations for data interpretation:

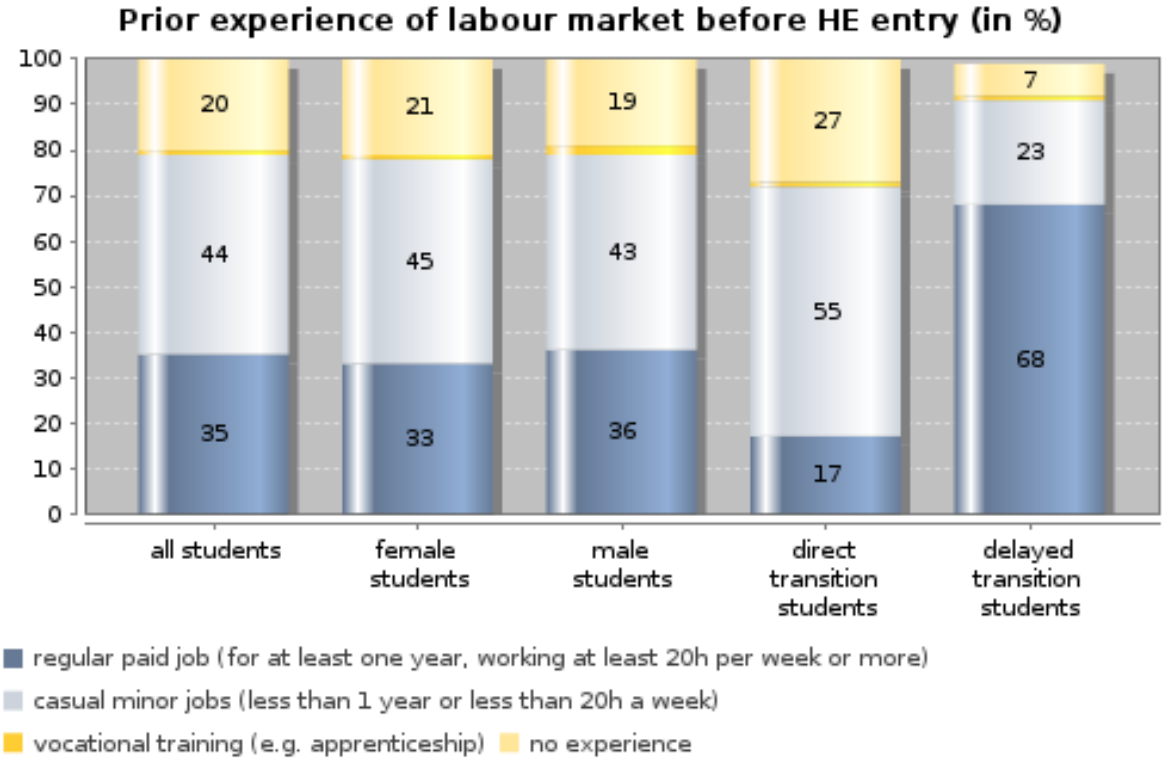
Table 1 verified but would seek clarification on the mapping of Irish qualification routes to standard profile whereby; A = Leaving Cert, B = International equivalent of Leaving Cert, C = As a mature student (23 years plus), D = Fetac Level 5 or 6 Award, E = Higher Education Access/Foundation programme, F = Other.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators	
All students with regular paid job before entering HE in %	34.8
Females with regular paid job before entering HE in %	33.4
Males with regular paid job before entering HE in %	36.4
Direct transition students with regular paid job before entering HE, in %	16.9
Delayed transition students with regular paid job before entering HE, in %	68.3
All students without labour market experience before entering HE in %	20.0
Females without labour market experience before entering HE in %	21.1
Males without labour market experience before entering HE in %	18.8



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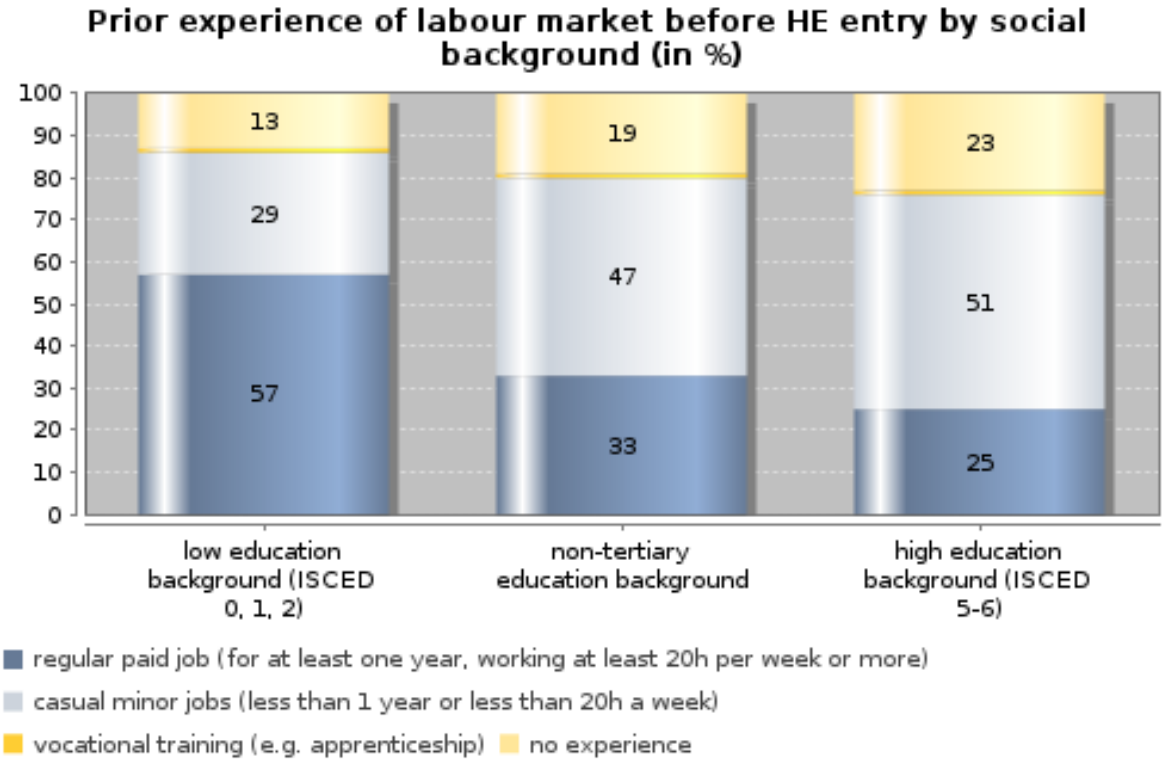
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators	
Students without labour market experience and low education background (ISCED 0-2) in %	12.8
Students without labour market experience and high education background (ISCED 5-6) in %	23.2



details on missing data:

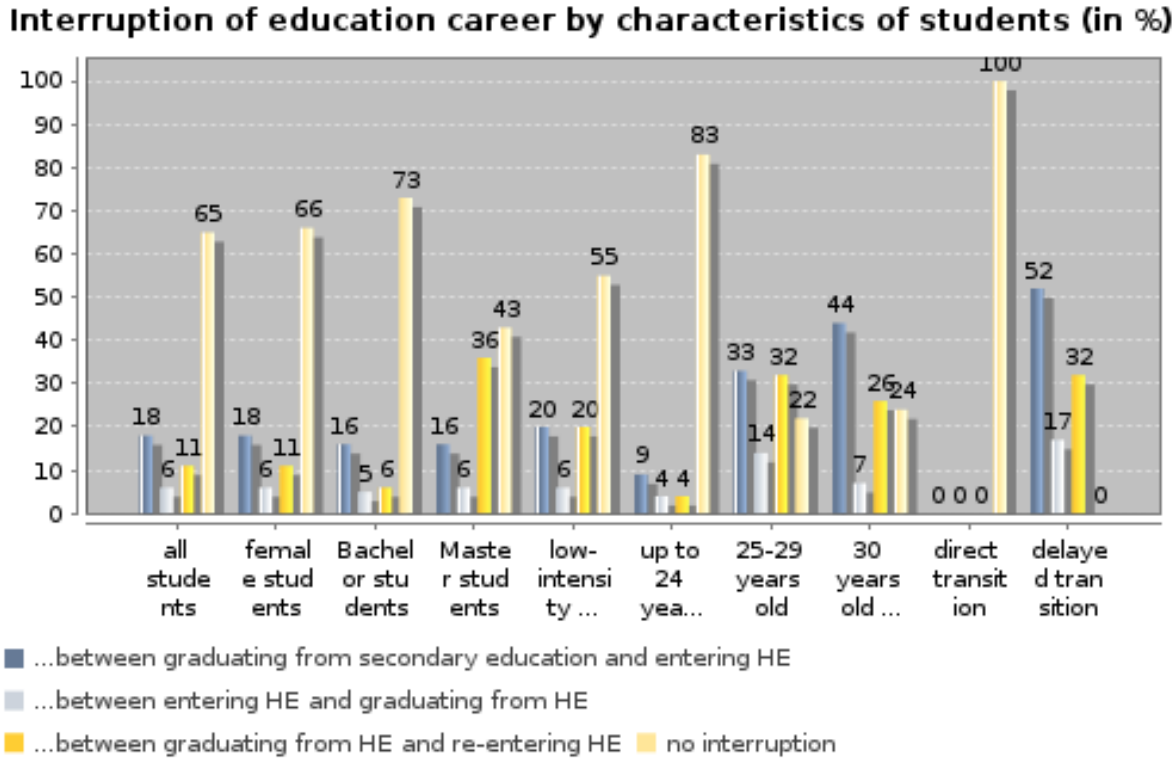
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators	
BA students with interruption between graduating from secondary education and entering HE, in %	15.9
BA students with interruption between entering HE and graduating from HE, in %	5.3
BA students without interruption, in %	73.0



details on missing data:

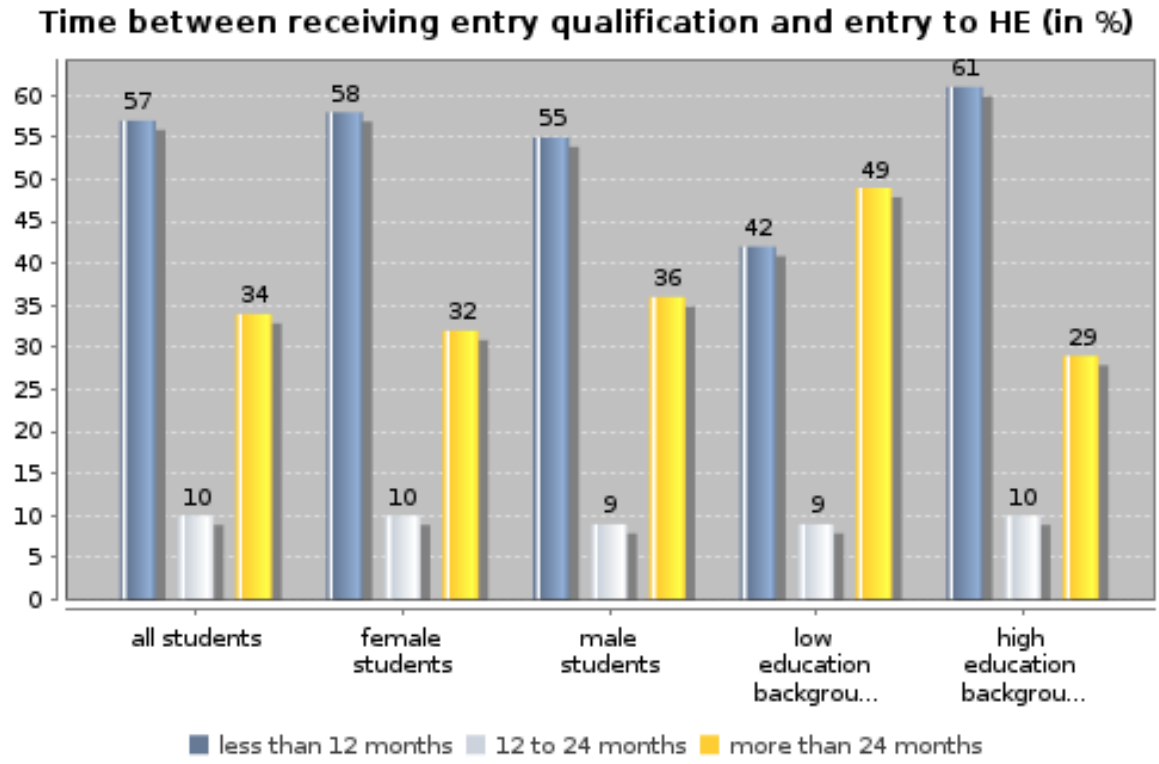
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators	
Average time between HE qualification and HE entry in months (arithm. mean)	
all students	43.0
female students	40.0
male students	47.0
low education background (ISCED 0-2)	80.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

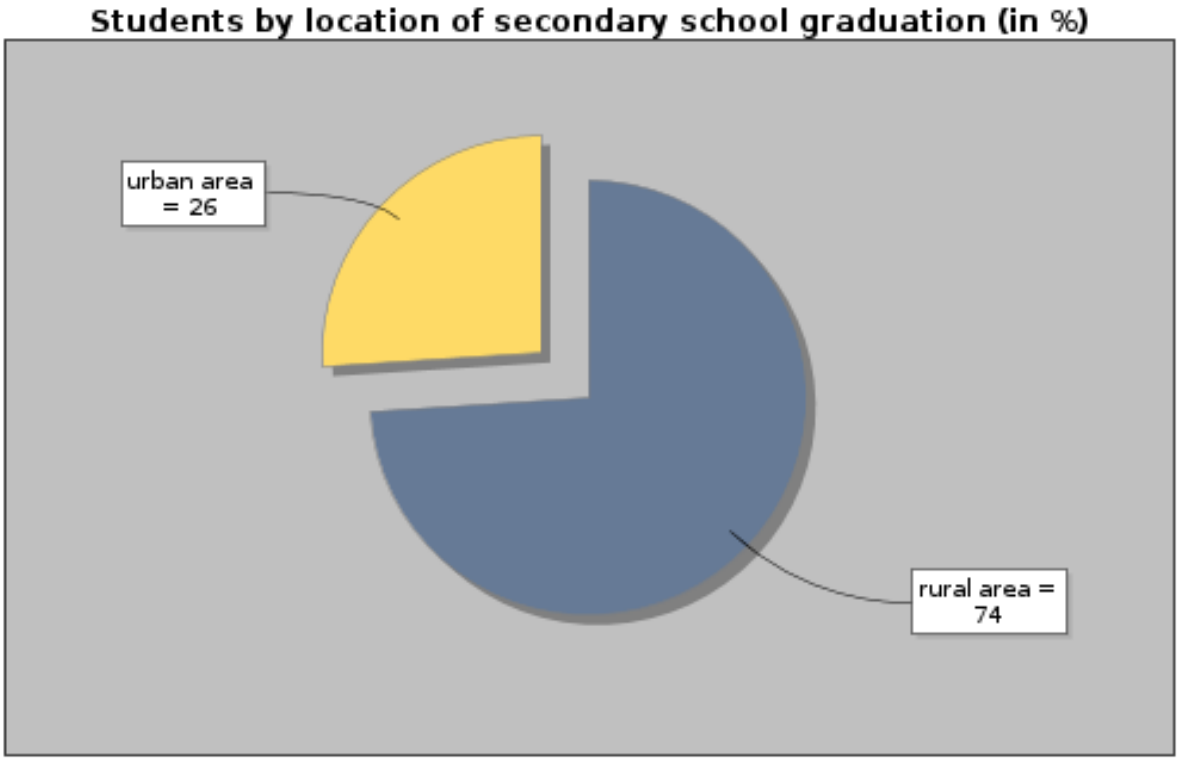
The distribution of data were verified, there appears to be a number of students who started their programme a long time after obtaining their qualification, i.e. 30 years +, and this is forcing up the standard deviation.

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators

Share of students who graduated from secondary education in rural ares, in %	74.3



details on missing data:

534 no answer

methodical issues or considerations for data interpretation:

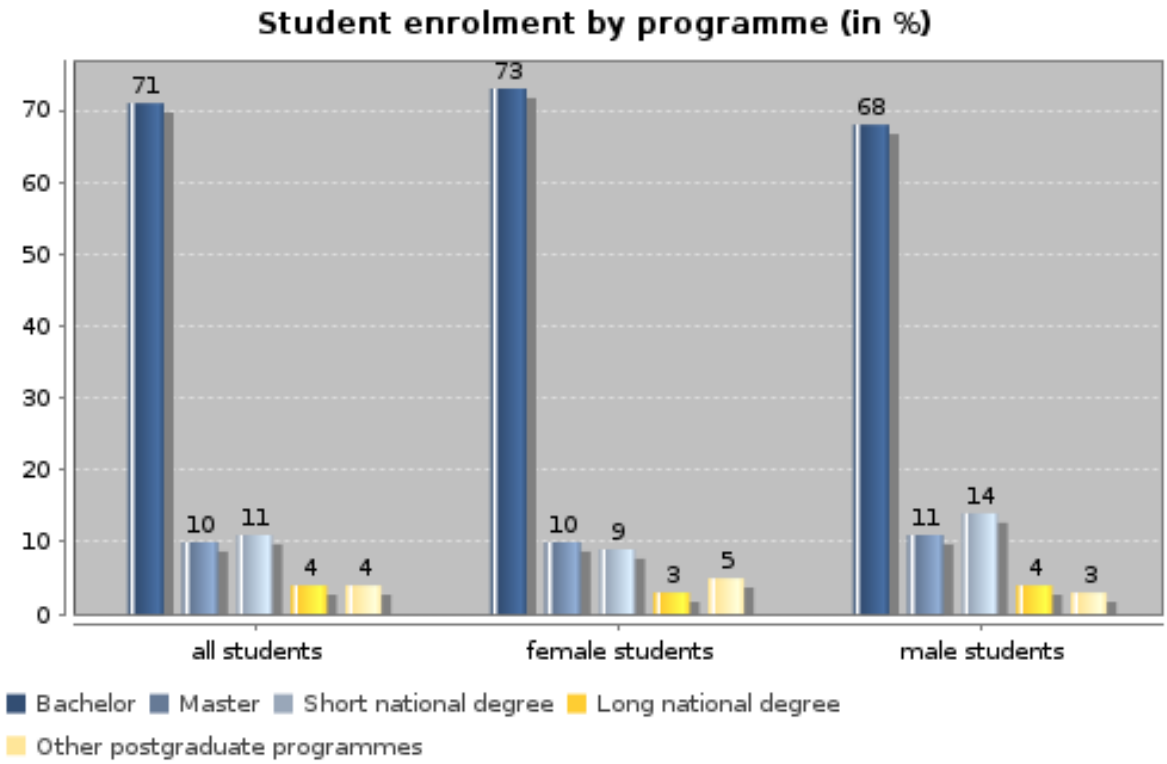
only county Dublin can be classified as a densely populated urban area, next highest density is county Louth at 124 persons km/sq based on 2006 census data

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	70.6
All students studying for MA, in %	10.3
All students studying for other national degrees, in %	19.1



details on missing data:

methodical issues or considerations for data interpretation:

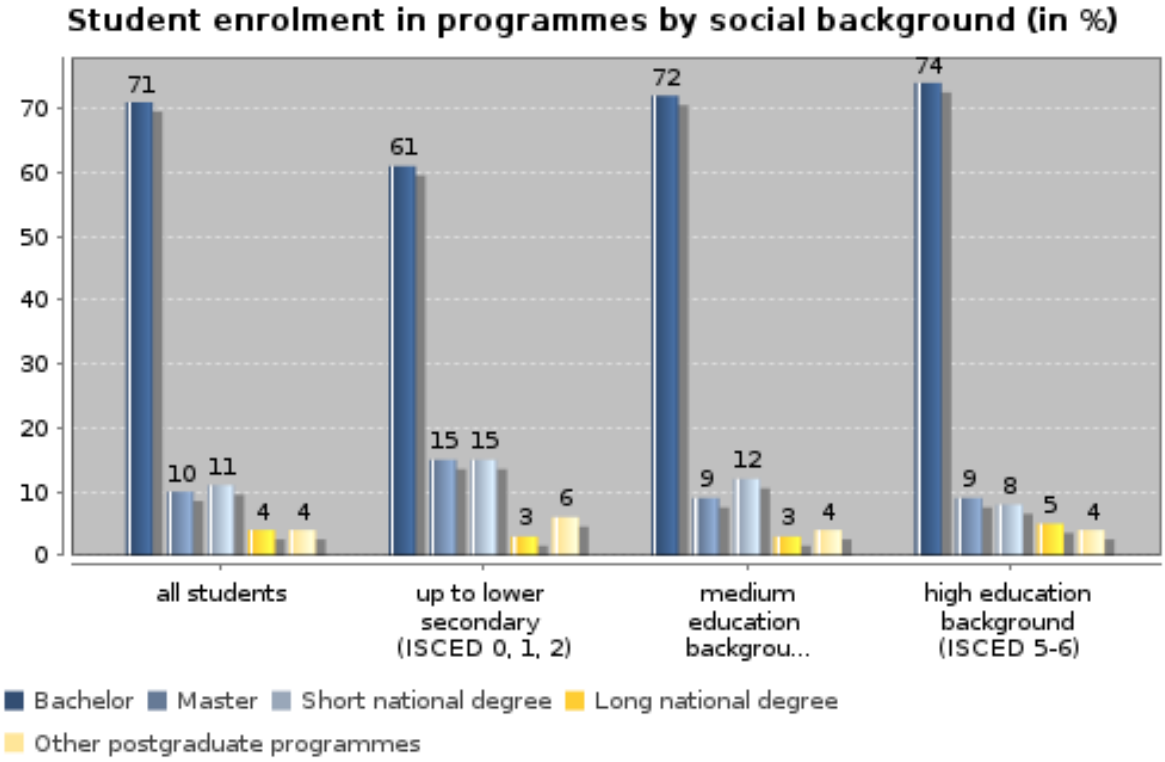
national interpretation of the results of the data analysis:

Females were more likely than males to study Bachelor Degrees.

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	61.1
Students with low education background (ISCED 0-2) studying for MA, in %	15.4
Students with high education background (ISCED 5-6) studying for BA, in %	73.7
Students with high education background (ISCED 5-6) studying for MA, in %	9.4



details on missing data:

methodical issues or considerations for data interpretation:

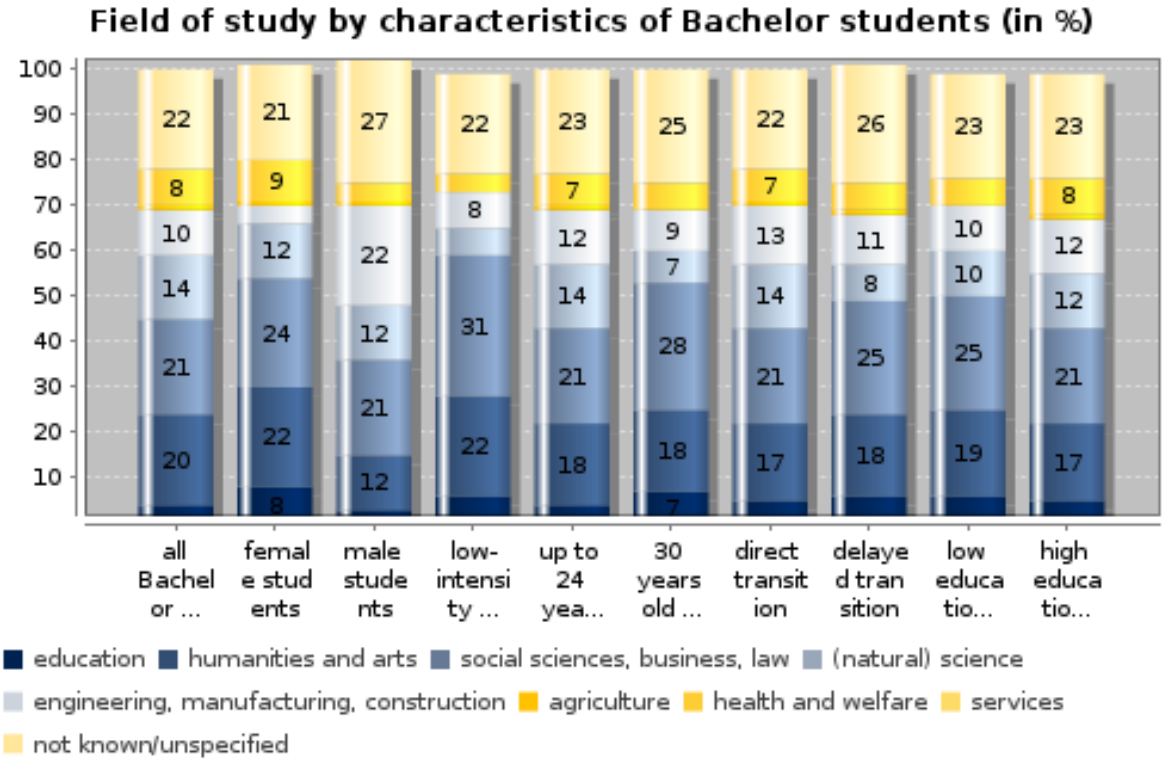
national interpretation of the results of the data analysis:

The share of students from high educational backgrounds is lower for MA programmes than for all MA students. Please note that we have excluded Higher Certificate and Diploma from the students' qualification and please advise if this is incorrect.

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	10.3
Students in humanities and arts among all BA students, in %	20.1
Students in social sciences, business and law among all BA students, in %	21.3
BA students from lowest education backgrounds in engineering disciplines, in %	10.4
BA students from lowest education backgrounds in humanities and arts, in %	19.2
BA students from lowest education backgrounds in social sciences, business and law, in %	25.3



details on missing data:

methodical issues or considerations for data interpretation:

The area Agriculture includes Veterinary. Under category not known/unspecified we included the following study programmes: Maths/Computing/Computer Science, Sport, Catering and others

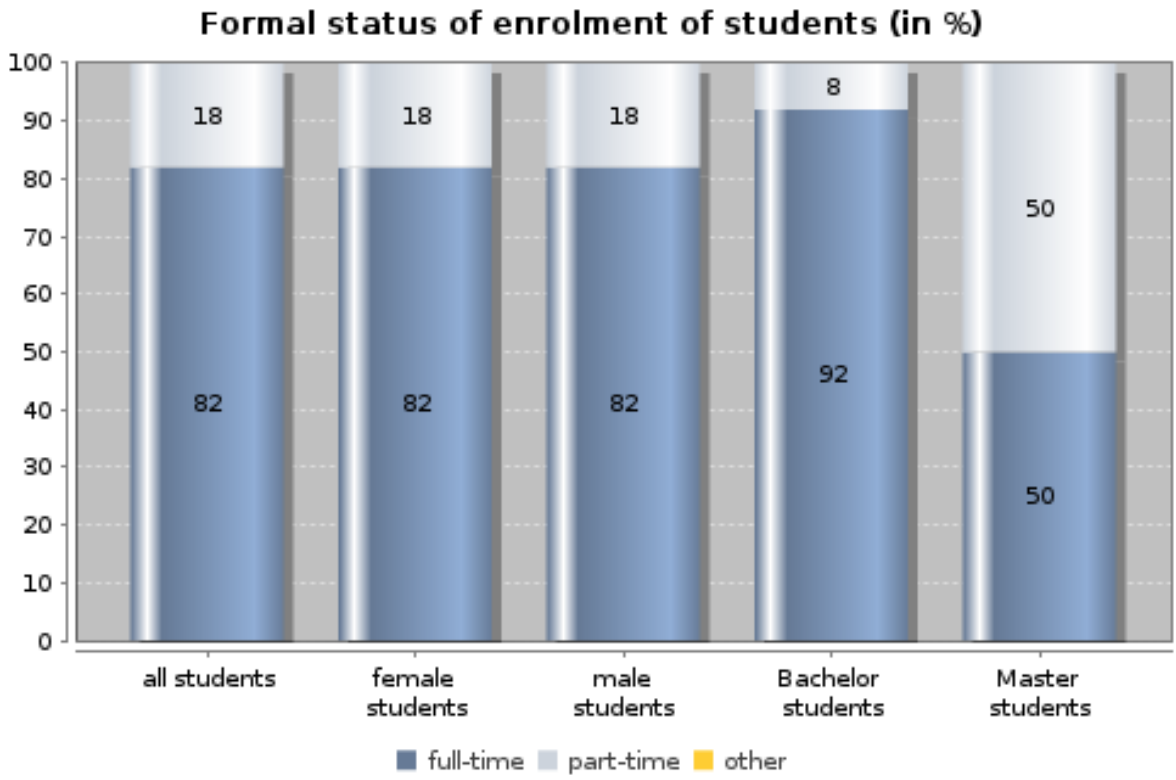
national interpretation of the results of the data analysis:
We can verify the seemingly high proportion of Humanities and Arts students among all BA students.

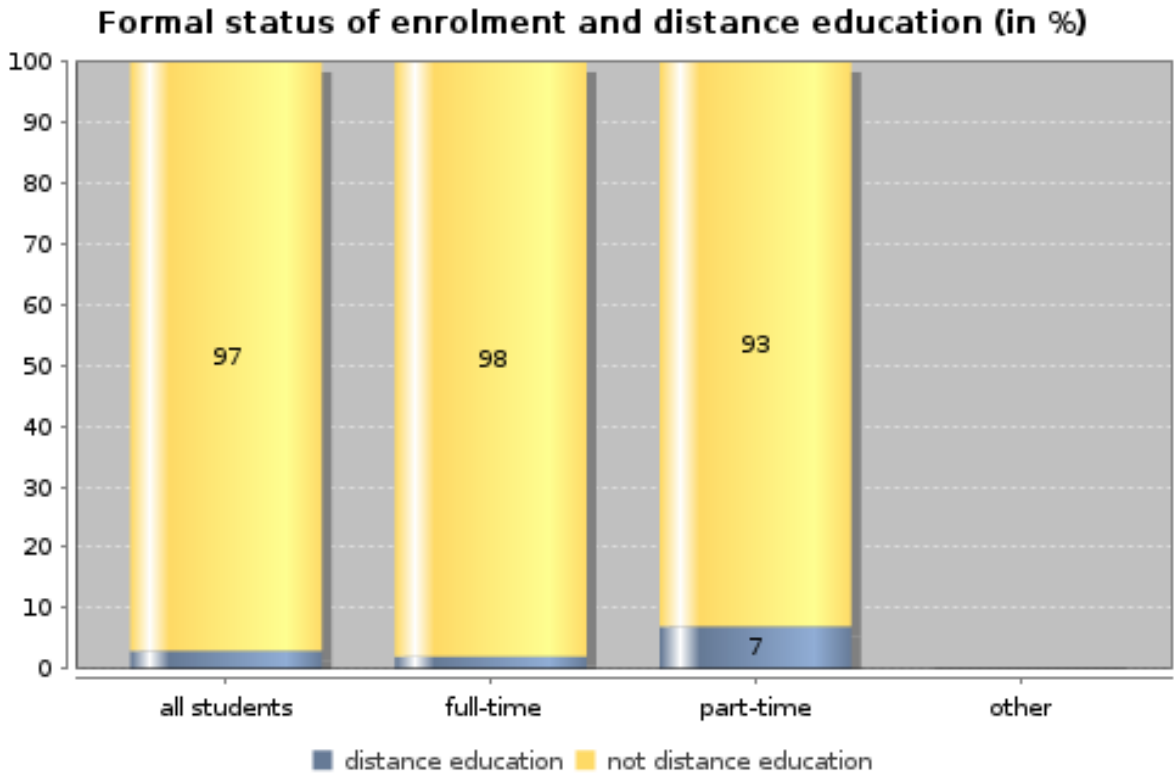
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	18.1
Share of part-time students among BA students, in %	7.6
Share of part-time students among MA students, in %	49.6





details on missing data:

table 1: no other category

table 2: not distance education includes: exchange students, student of continuing professional development, other, none of the above

methodical issues or considerations for data interpretation:

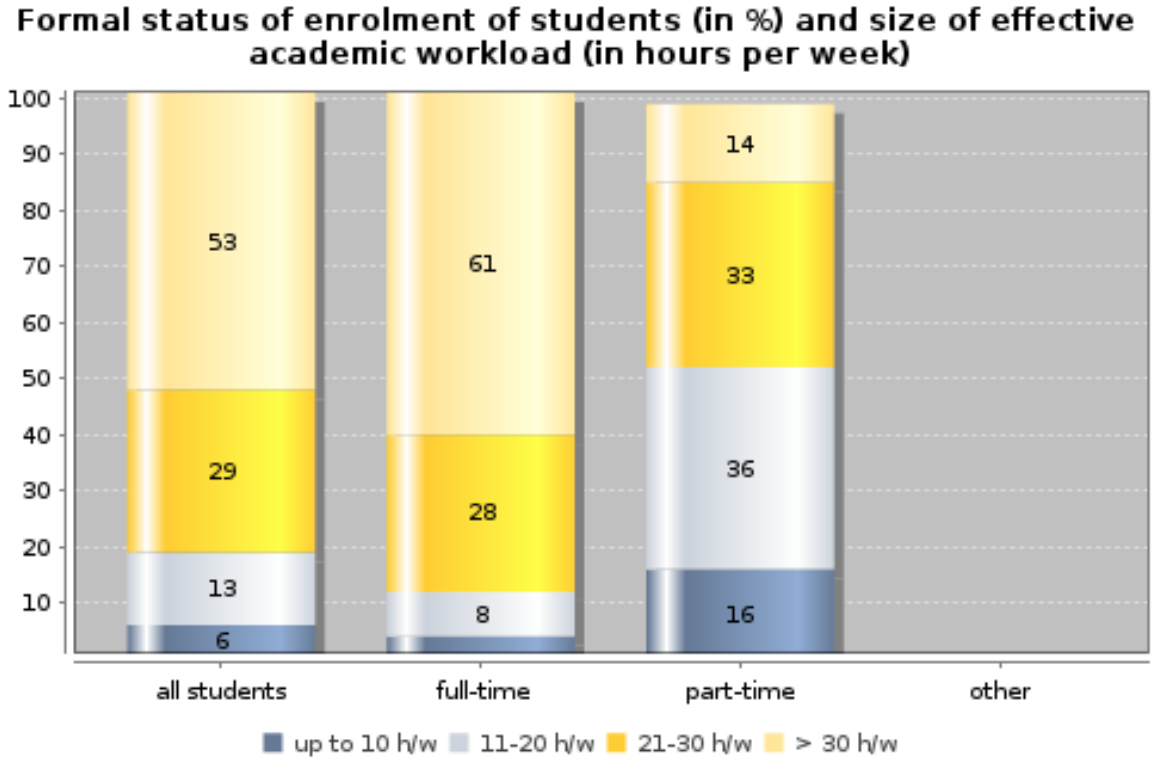
national interpretation of the results of the data analysis:

We can verify the seemingly high share of part-time students among MA students.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	18.6
Students with full-time status and study-related activities up to 20 hours per week, in %	11.4
Students with part-time status and study-related activities of 21 hours or more per week, in %	47.2



details on missing data:

There is no "Other" category for Q1.2 full-time/part-time

methodical issues or considerations for data interpretation:

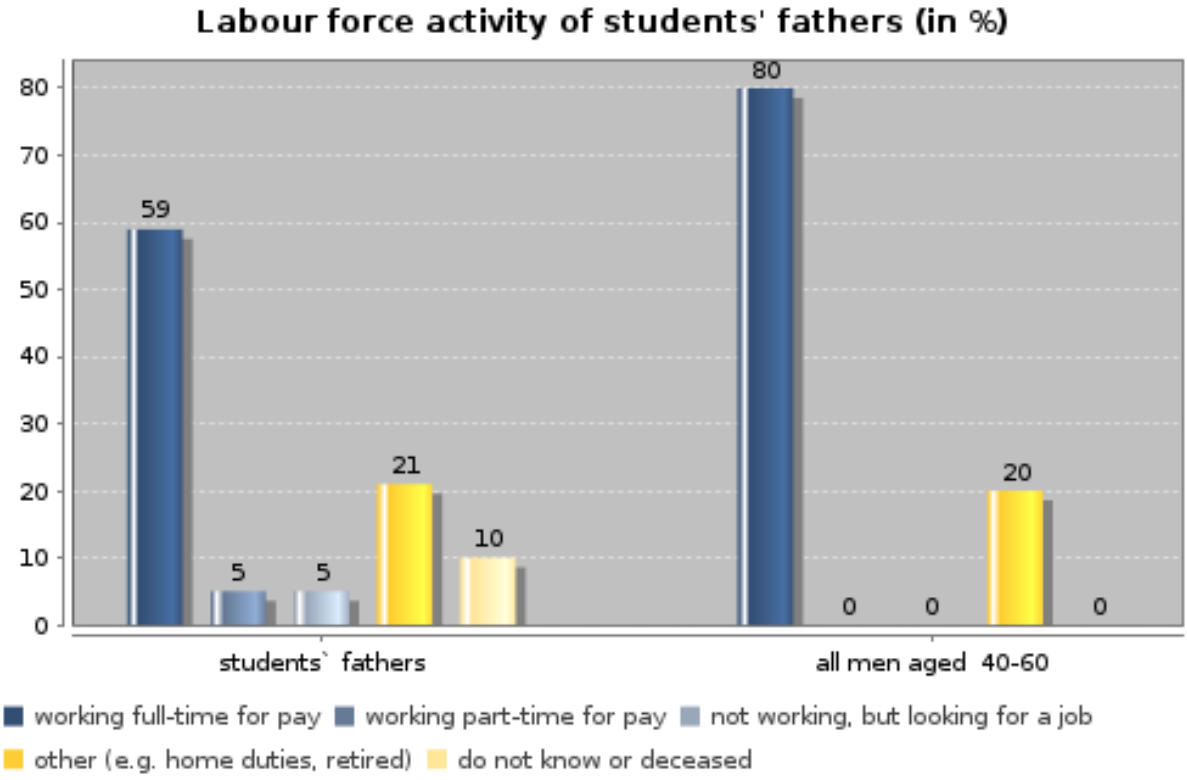
Study-related activities include time spent of 0.

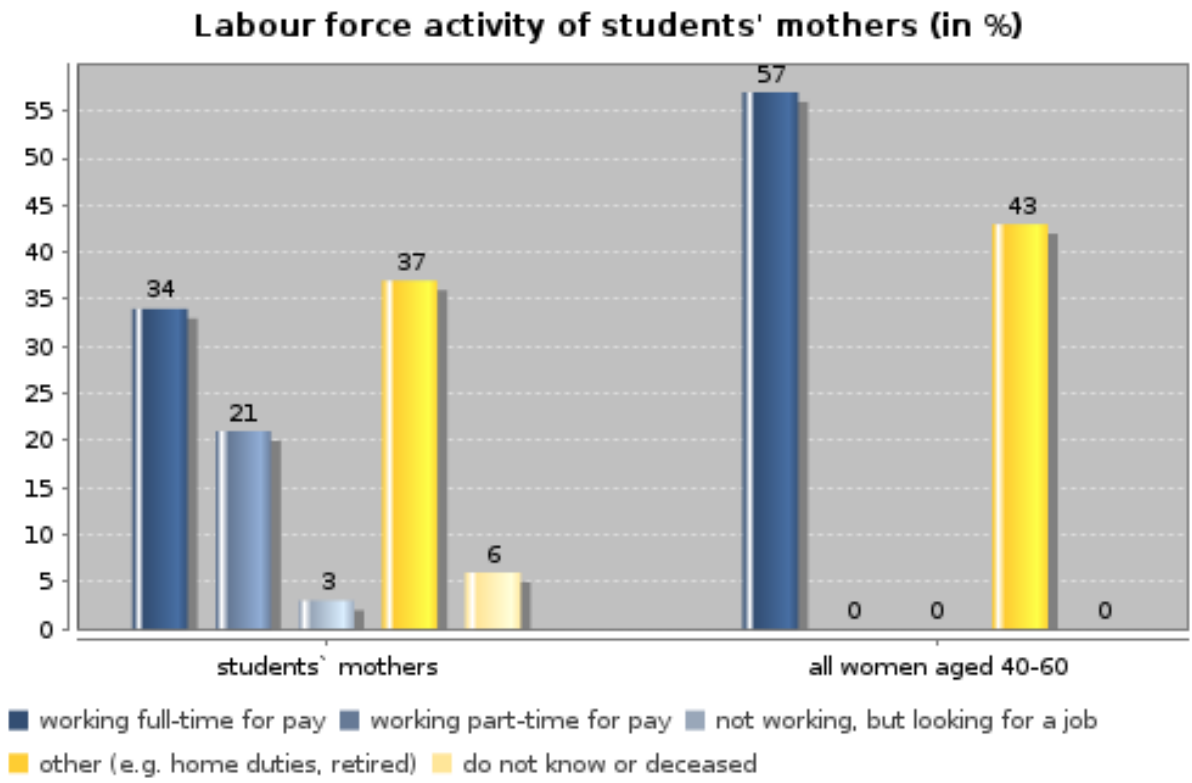
national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	63.0
Share of economically active students' mothers in %	54.9
Ratio of economically active students' fathers to corresponding male population	0.8
Ratio of economically active students' mothers to corresponding female population	1.0





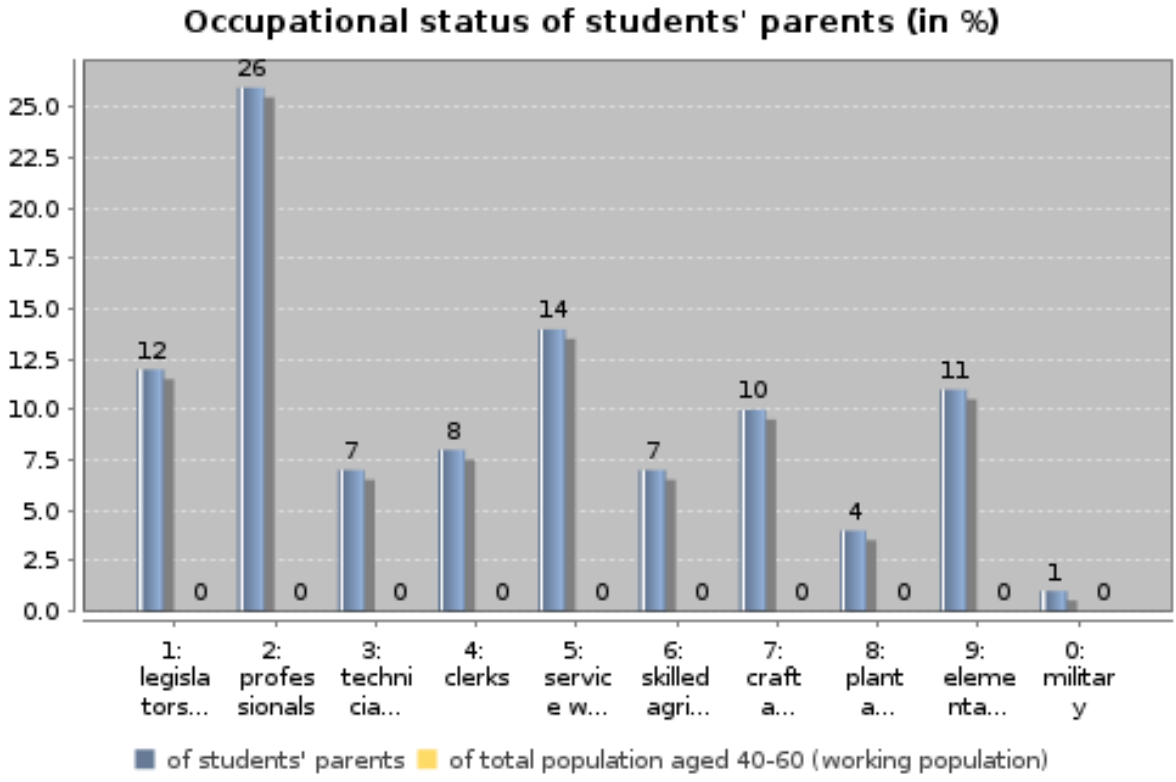
details on missing data:
Not all information requested was available from CSO. The age group is 35-64. No information was accessible on full-time/part-time
methodical issues or considerations for data interpretation:
included in category "other" are students/included in category "do not know" are system
national interpretation of the results of the data analysis:
Please note there has been a change in the working status classification between Eurostudent III and Eurostudent IV, which may explain some of the difference.

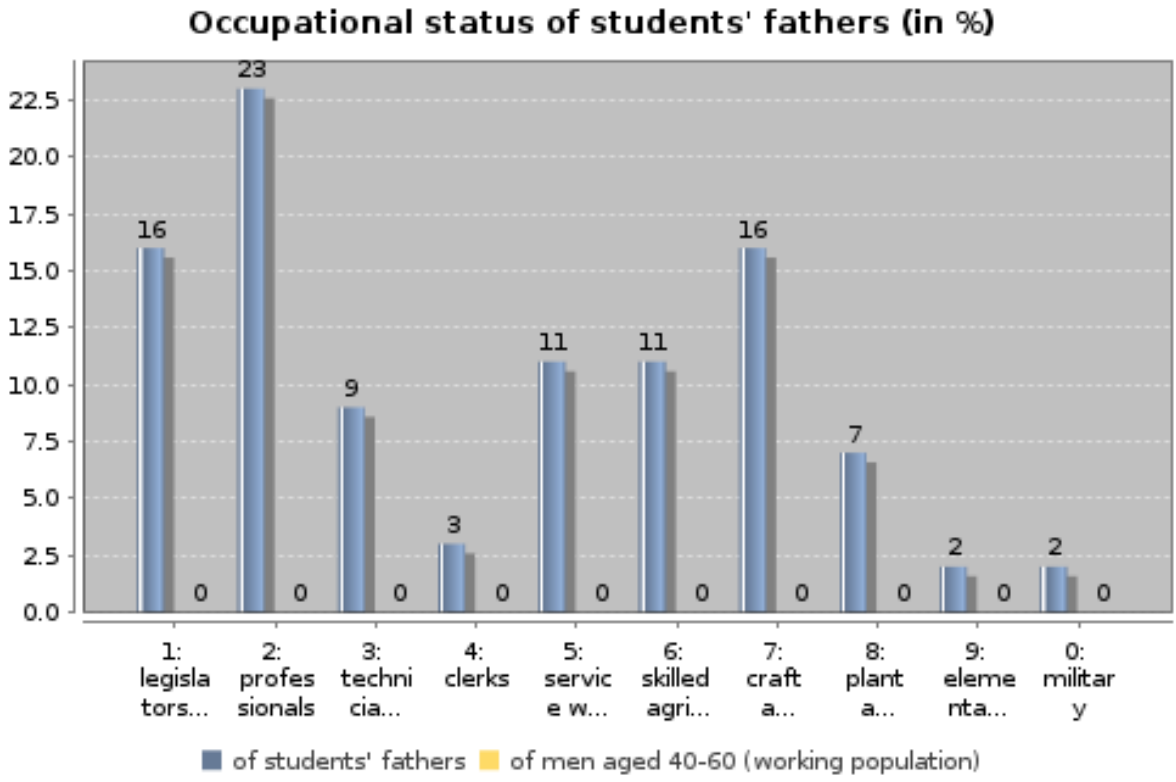
Topic: C. Social background of student body

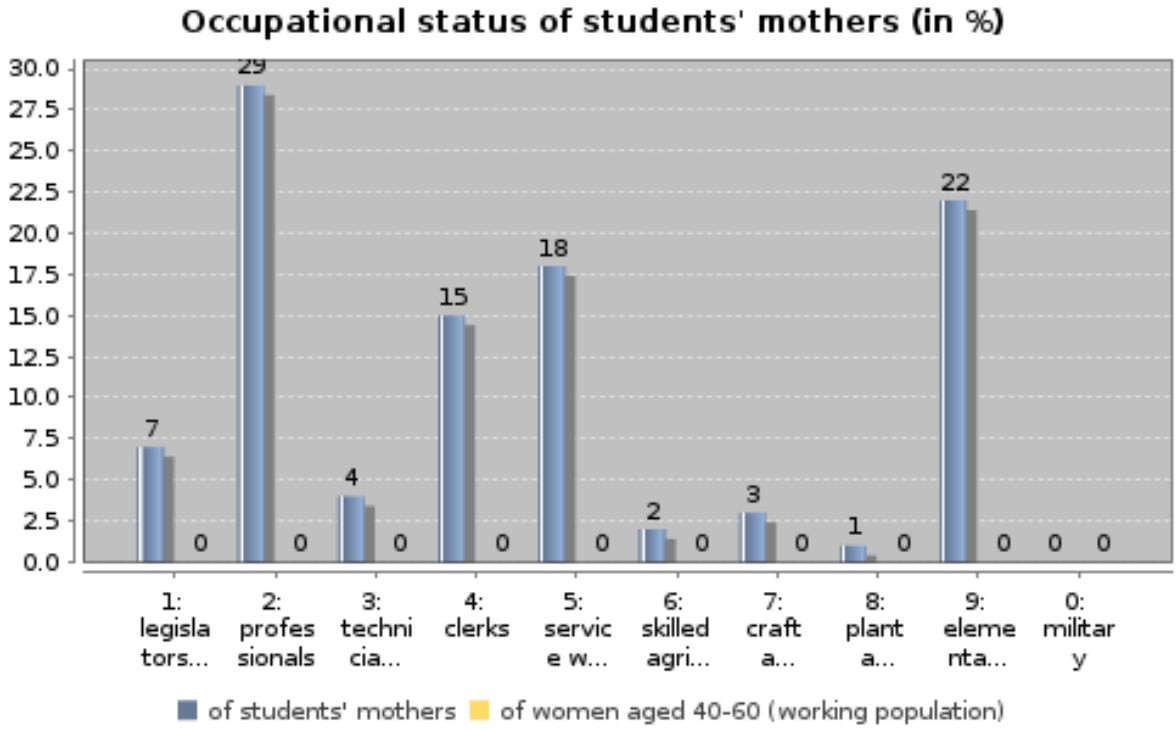
Subtopic 2: Occupational status of students' parents

Key Indicators

Students' parents with blue-collar occupation in%	32.0
Students' fathers with blue-collar occupation in %	35.7
Students' mothers with blue-collar occupation in %	27.7
Ratio of students' fathers with blue-collar occupation to counterparts in working population	Ratio of students' mothers with blue-collar occupation to counterparts in working poulation







details on missing data:

Cannot provide figures for second columns as it is not directly available from CSO

methodical issues or considerations for data interpretation:

Missing category of do not know: Father's occupation/Mother's occupation

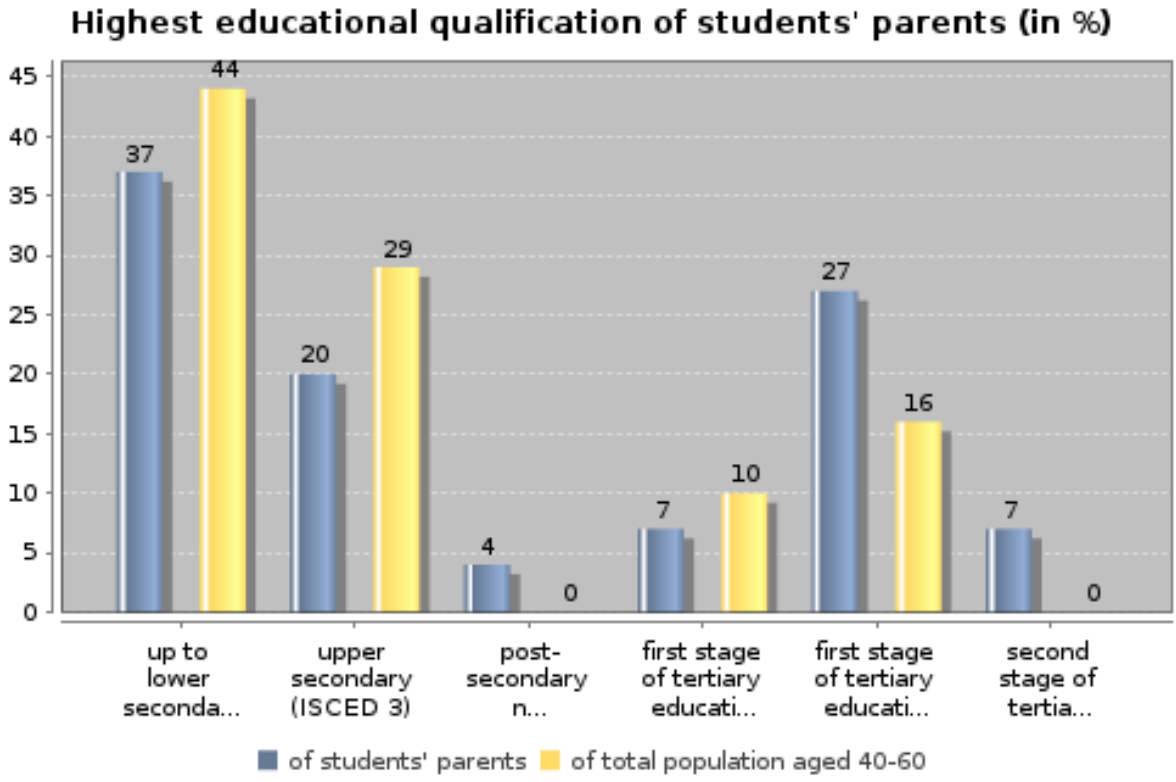
national interpretation of the results of the data analysis:

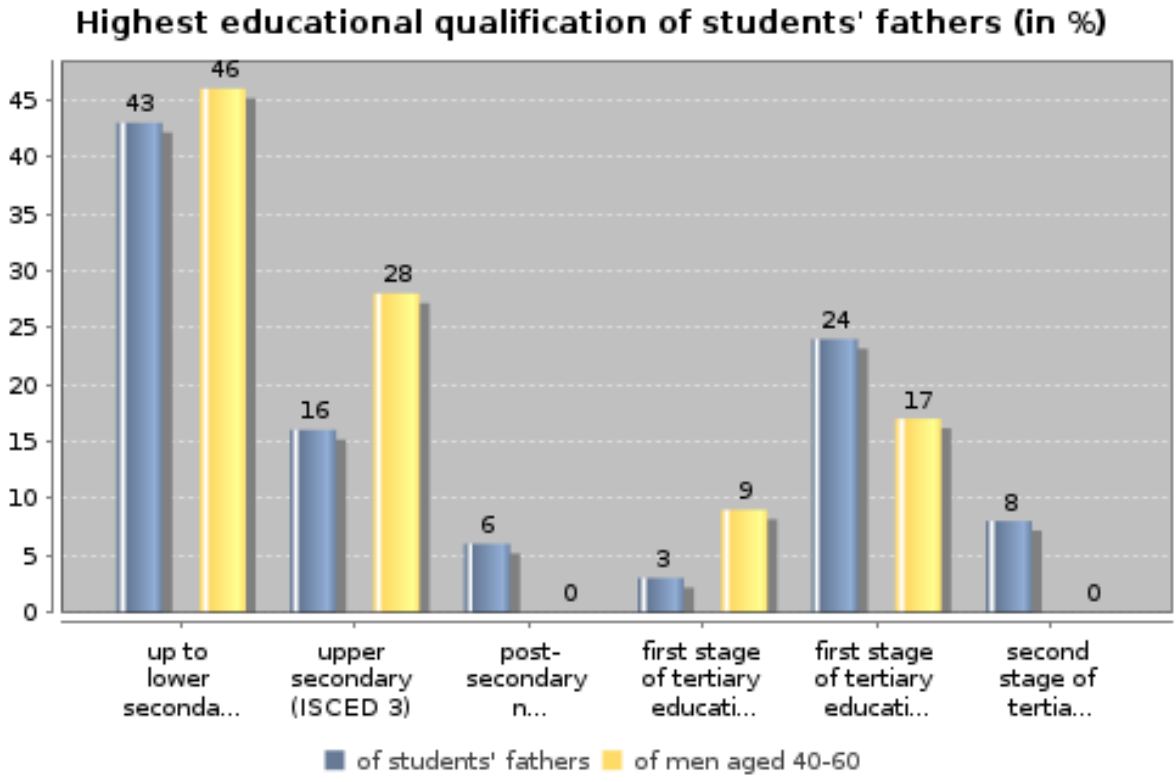
The definition for occupation status are comparable but not exactly the same. We have confirmed the above figures.

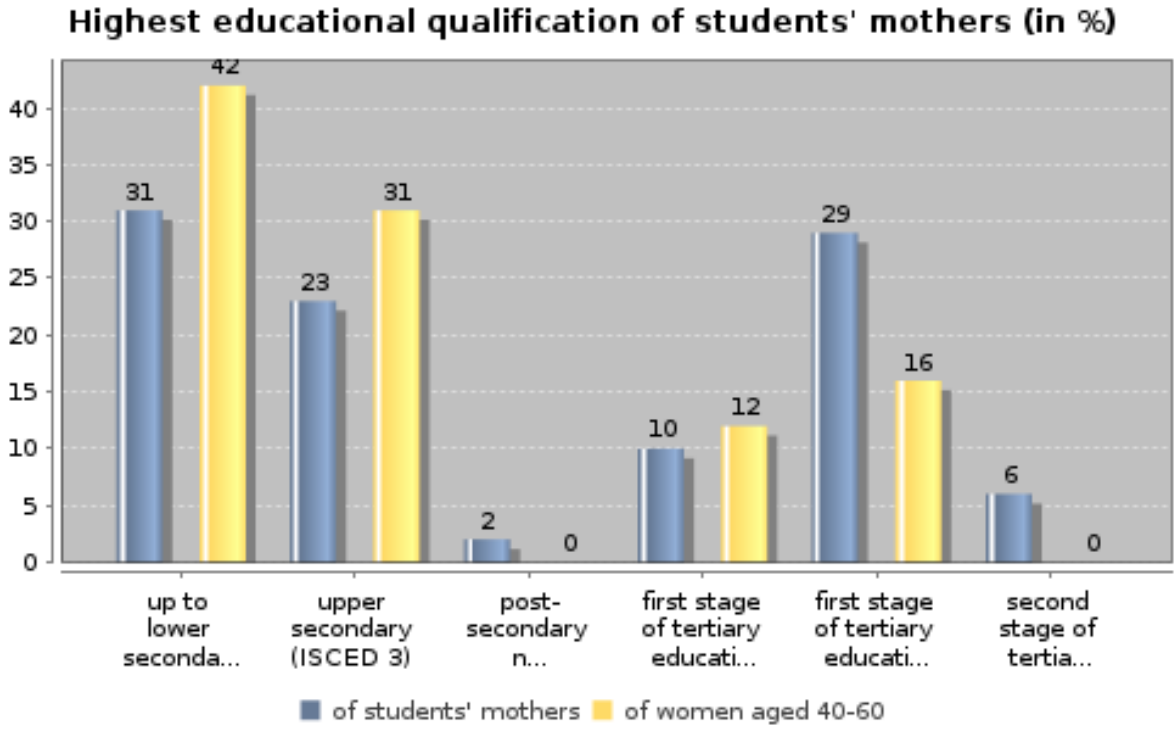
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	60.0
Students' fathers without tertiary education (not ISCED 5-6) in %	64.5
Students' mothers without tertiary education (not ISCED 5-6) in %	55.4
Ratio students' fathers without tertiary education to counterparts in total population	0.9
Ratio students' mothers without tertiary education to counterparts in total population	0.8







details on missing data:

methodical issues or considerations for data interpretation:

CSO figures are not produced in the requested format.

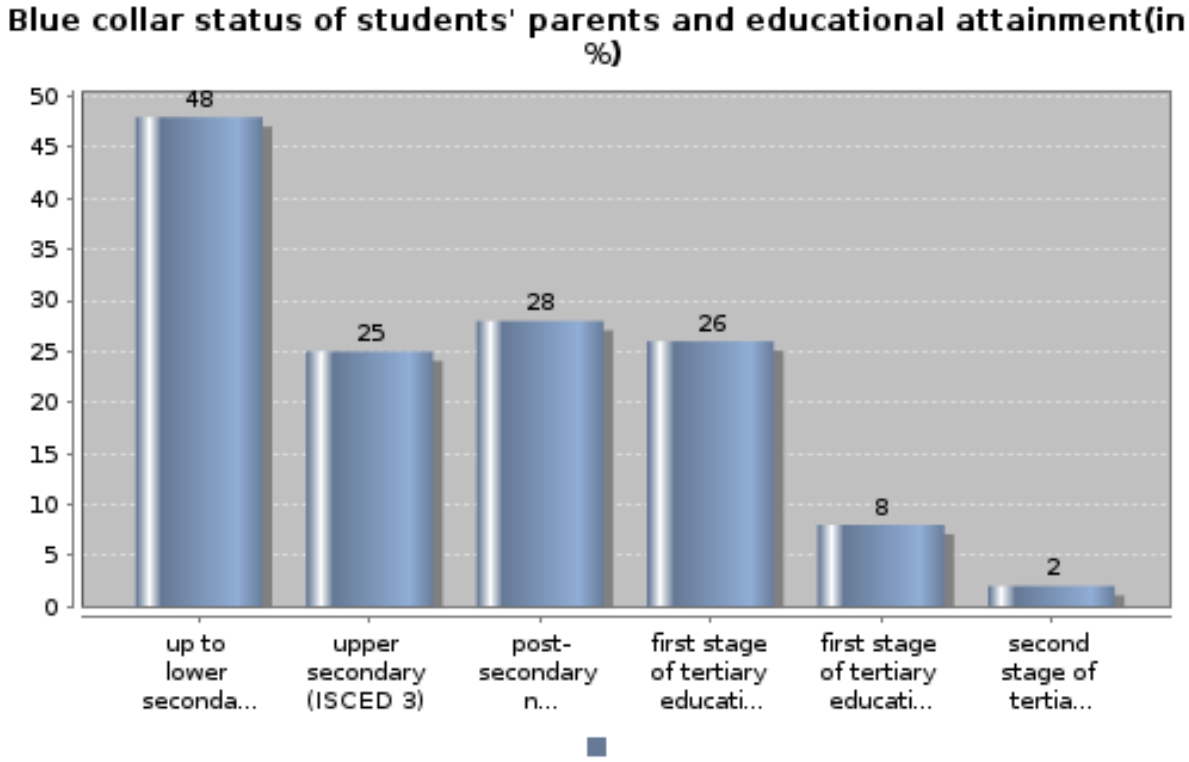
national interpretation of the results of the data analysis:

Categories of level of education attained for EIV are not directly comparable with EIII. For ISCED 1-4 we included the following educational categories: No formal qualification; Primary only; Group/Inter/Junior Certificate; Apprenticeship without Leaving Certificate; Leaving Certificate; Apprenticeship with Leaving Certificate.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	76.2
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	47.8



details on missing data:

methodical issues or considerations for data interpretation:

Figures originate from Q7.1 and Q7.3. We worked out the highest educational attainment and the higest occupational status as required, assuming the highest occupation was "1.Legislator..." and the lowest "10.Armed Forces" as ranked on the questionnaire. This explains the missing value for "0: Military". When cross-tabulating the highest occupation with the highest educational attainment, we considered the household and not the mother or father individual situation. In practice, the mother could have a highest educational level than the father yet a lower occupational status. this particular household would be categorised into the mother's educational level and the father's occupational status.

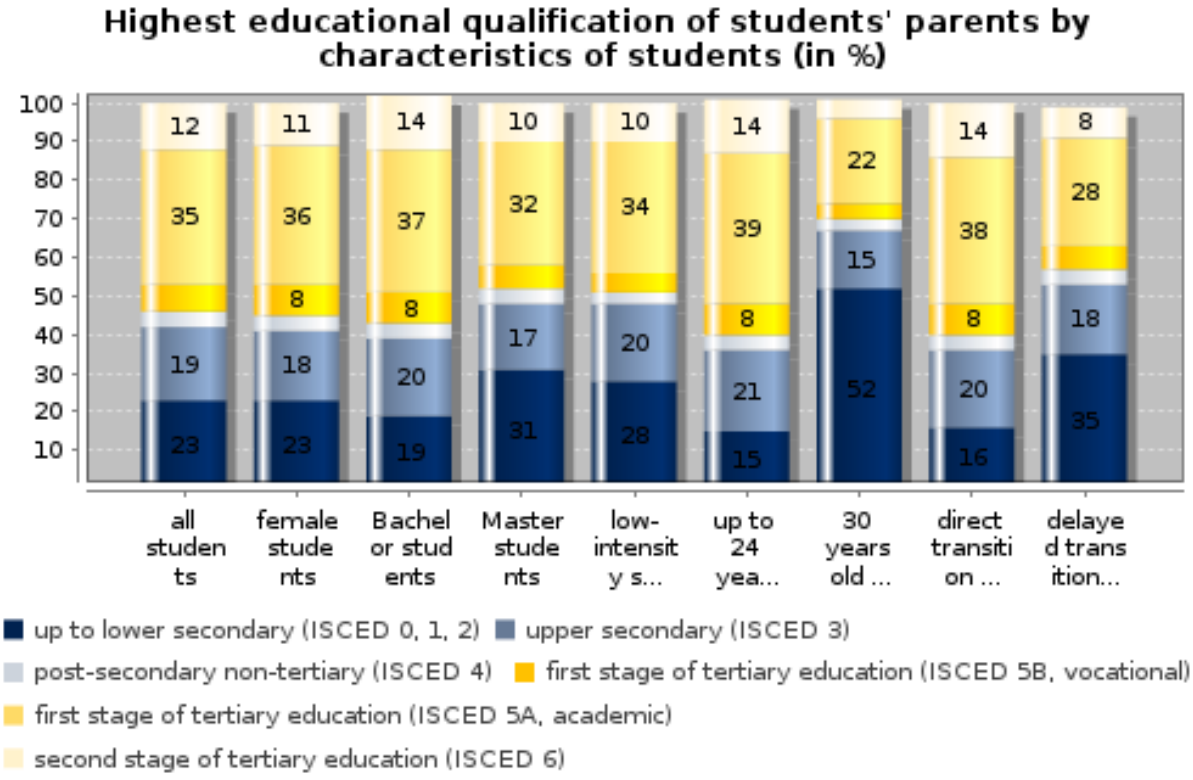
national interpretation of the results of the data analysis:

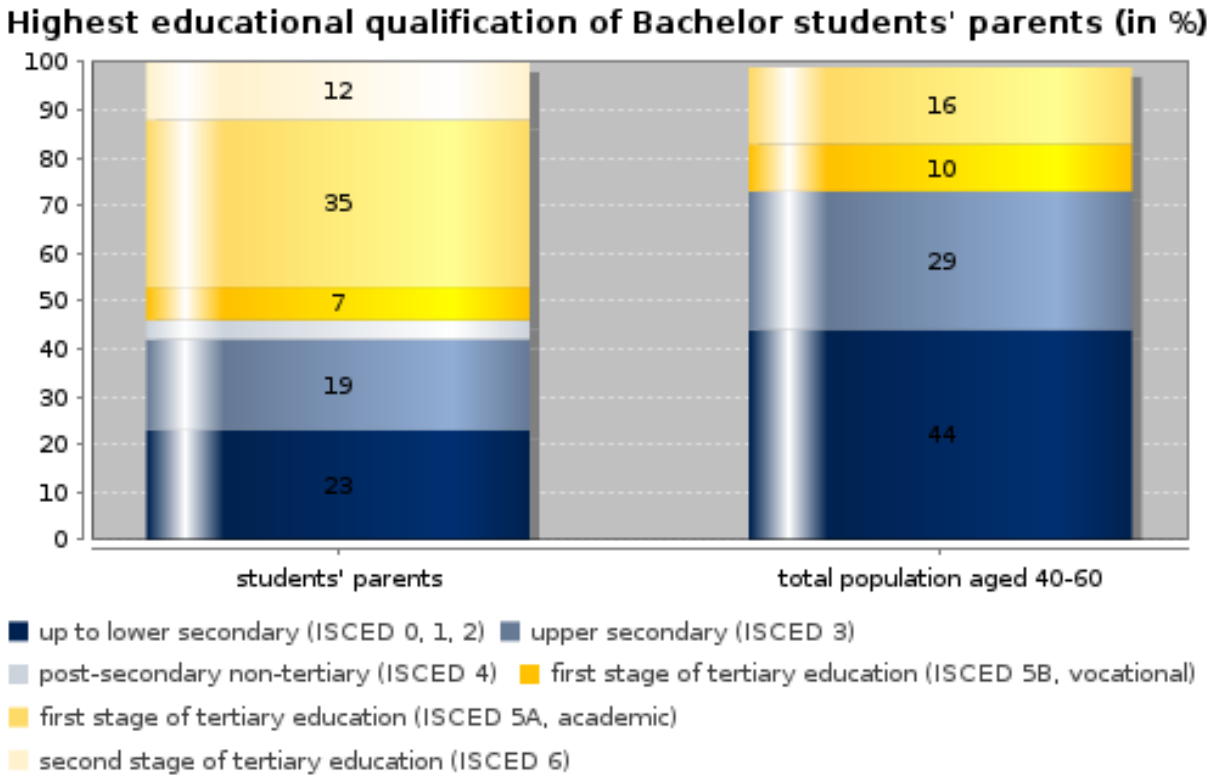
Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators

Share of all students' parents without tertiary education (ISCED 5-6), in %	46.4
Share of BA students' parents without tertiary education (ISCED 5-6), in %	42.2
Share of MA students' parents without tertiary education (ISCED 5-6), in %	52.5
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	51.3
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	69.3
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	57.4





details on missing data:

methodical issues or considerations for data interpretation:

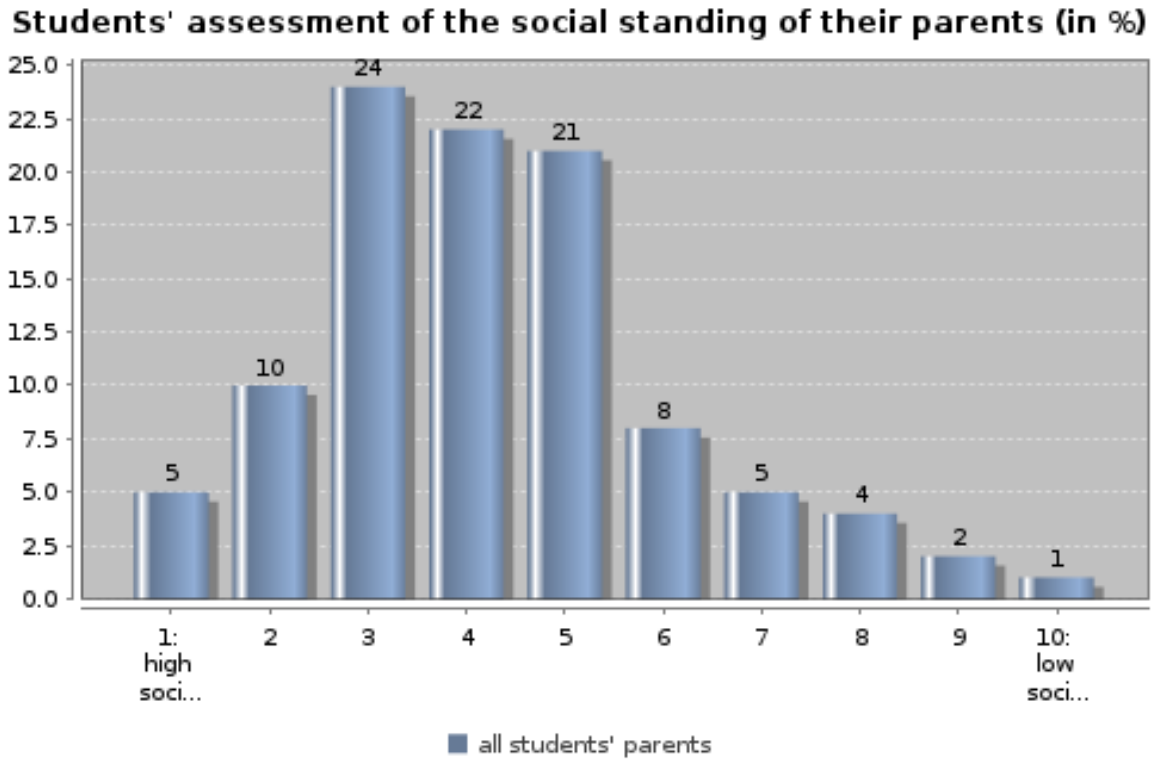
CSO figures are not produced in the requested format.

national interpretation of the results of the data analysis:

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators	
Students' parents with higher social standing (1-5)	81.3
Students' parents with lower social standing (6-10)	18.9



details on missing data:

methodical issues or considerations for data interpretation:

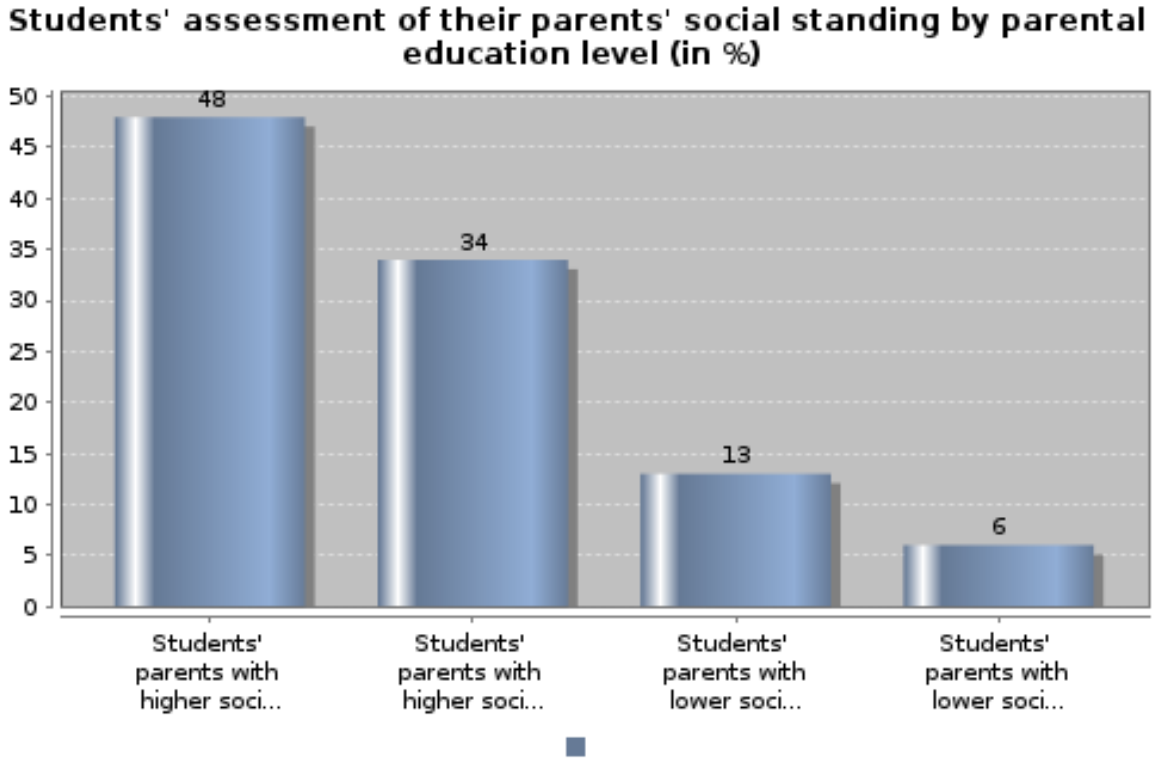
national interpretation of the results of the data analysis:

There does appear to be data here, please revert if there appears to be no data.

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators	
Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	47.8
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	33.8
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	12.5
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	5.8



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methodical issues or considerations for data interpretation:

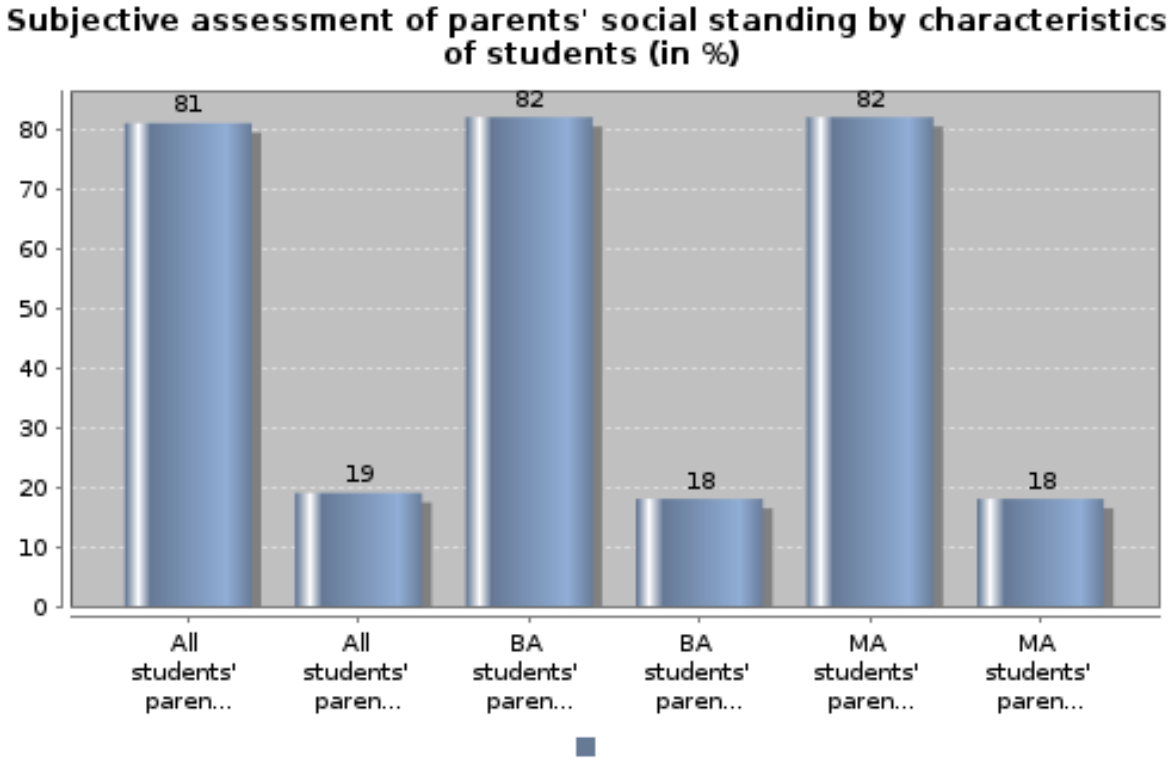
national interpretation of the results of the data analysis:

All differences noted were due to rounding. We have now amended the all students' parents column to reflect the sum of the various components.

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators	
All students' parents with higher social standing (1-5), in %	81.3
All students' parents with lower social standing (6-10), in %	18.9
BA students' parents with higher social standing (1-5), in %	81.8
BA students' parents with lower social standing (6-10), in %	18.2
MA students' parents with higher social standing (1-5), in %	81.9
MA students' parents with lower social standing (6-10), in %	18.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

38.7

Share of all students not living with parents, in %

61.3

Share of all students living in student halls, in %

11.4

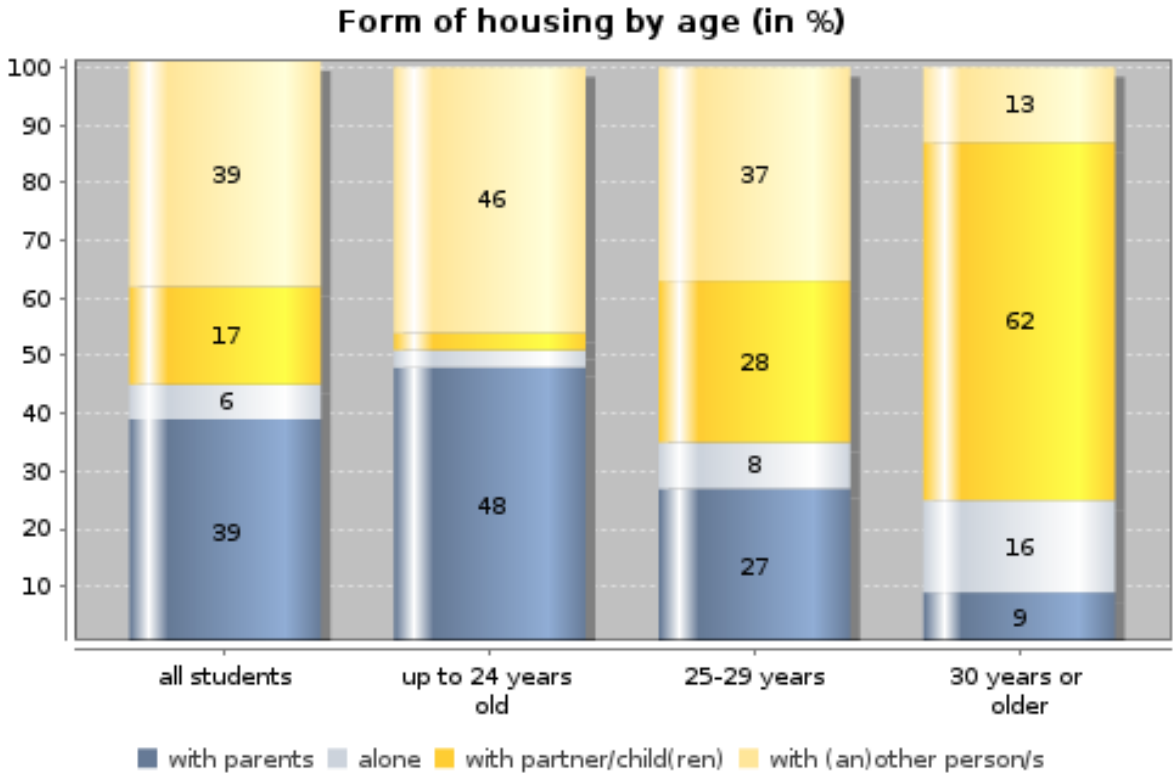
Share of students up to 24 years old living in the most frequent type of housing, in %

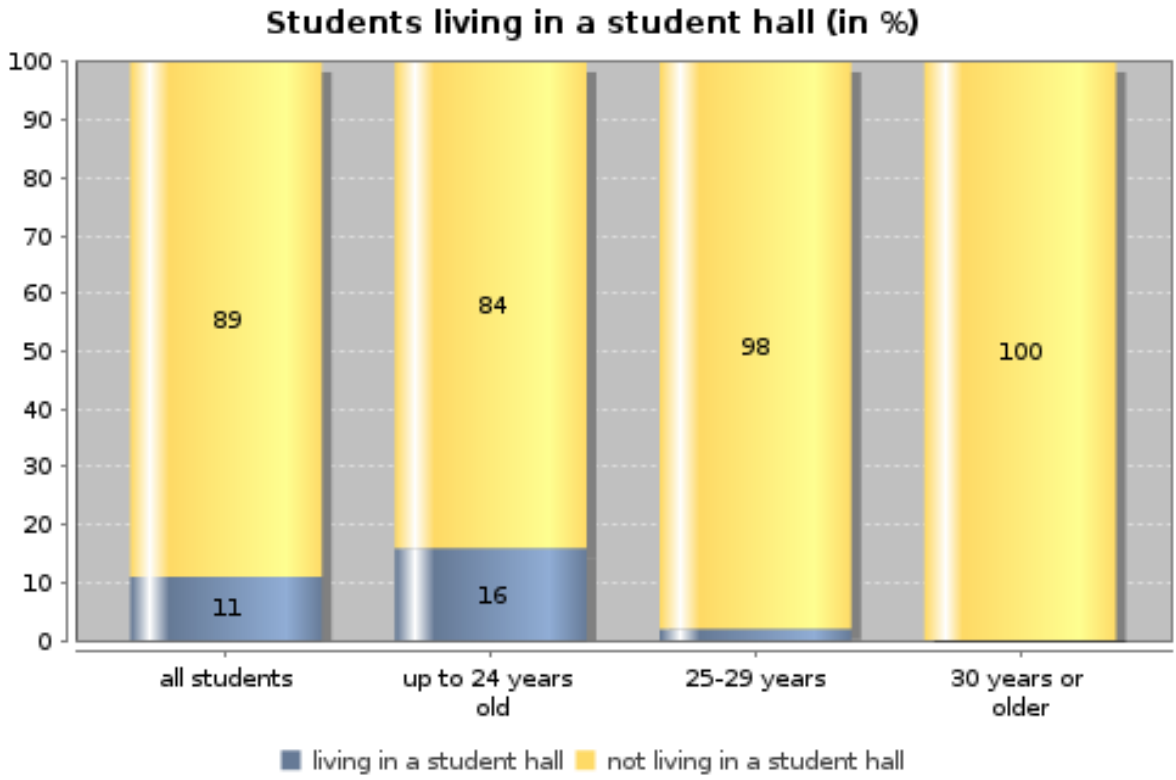
49.0

Share of students 30 years or older living in the most frequent type of housing, in %

1.0

3.0





details on missing data:

methodical issues or considerations for data interpretation:

student hall we interpret: College residence on/off campus

national interpretation of the results of the data analysis:

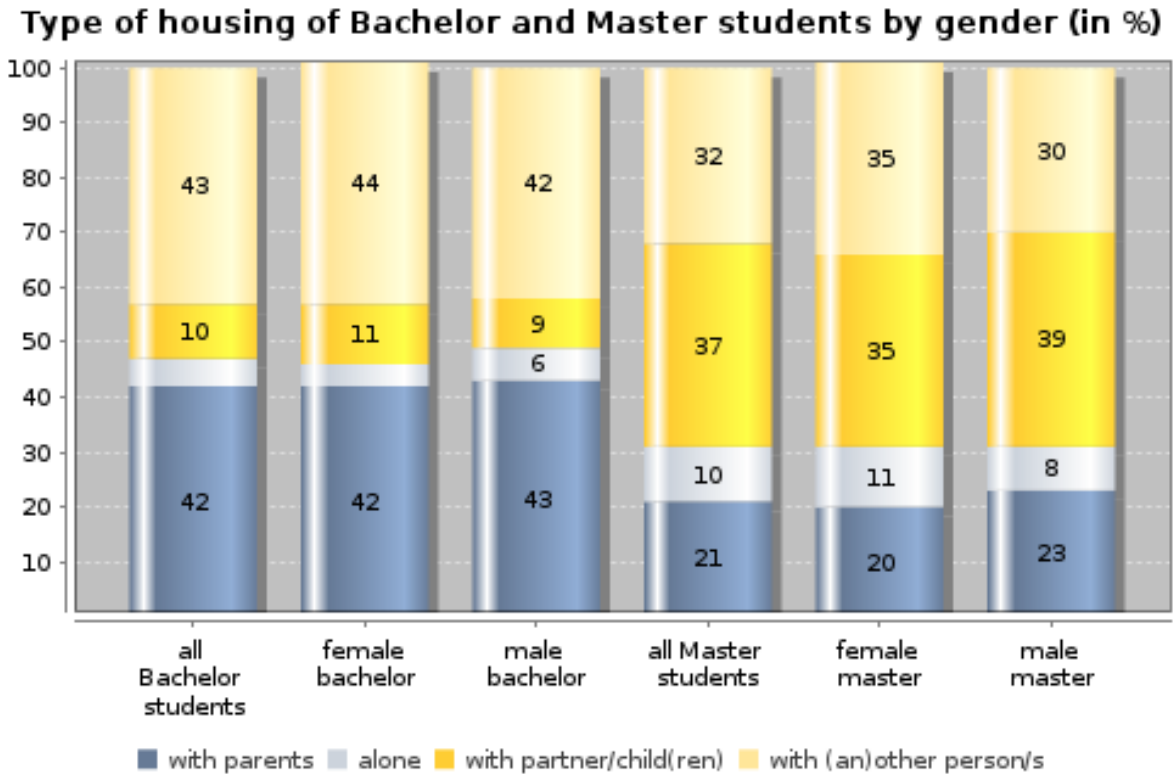
Share of students living in student halls has been checked and verified. Please note that Eurostudent III appeared not to weight results by student status (i.e. Part-time/full-time). A lower proportion of the sample were part-time students so Eurostudent IV represents this cohort more accurately, therefore potentially reducing the overall proportion of students living in student halls.

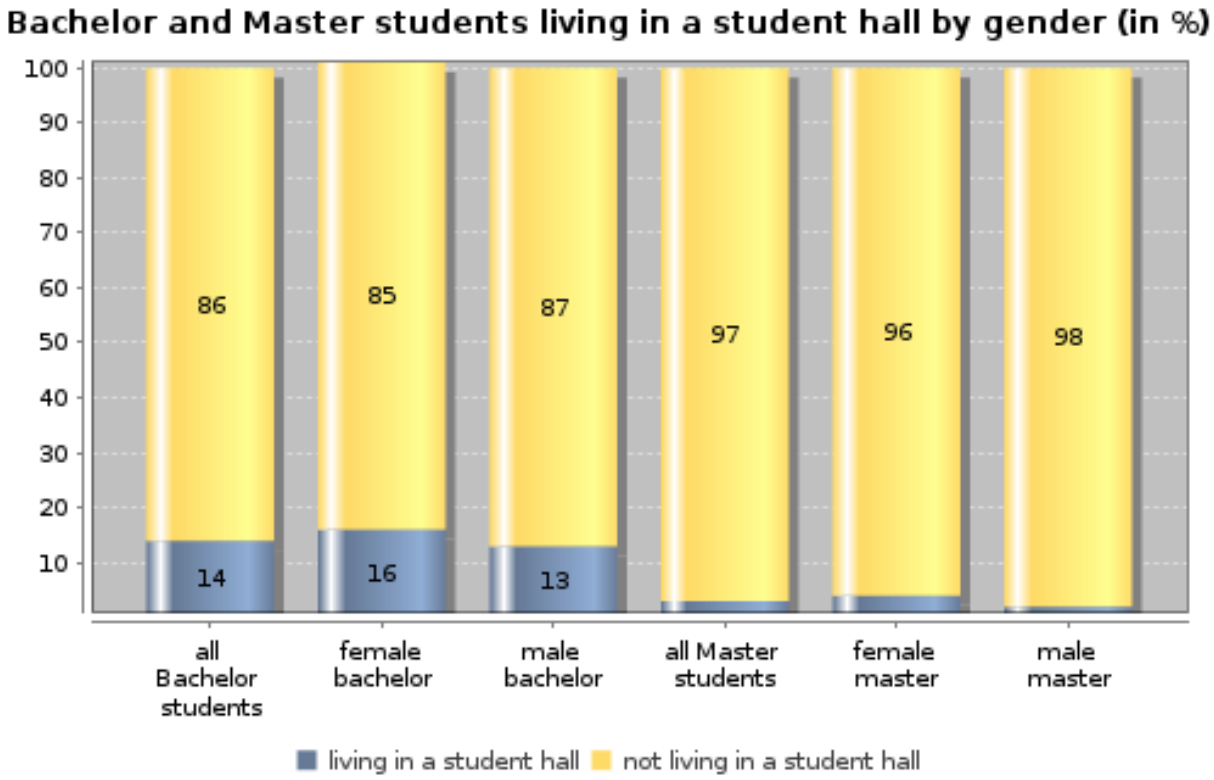
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	42.3
Share of all Bachelor students living in student halls, in %	14.3
Share of all Master students living with parents, in %	21.3
Share of all Master students living in student halls, in %	3.2





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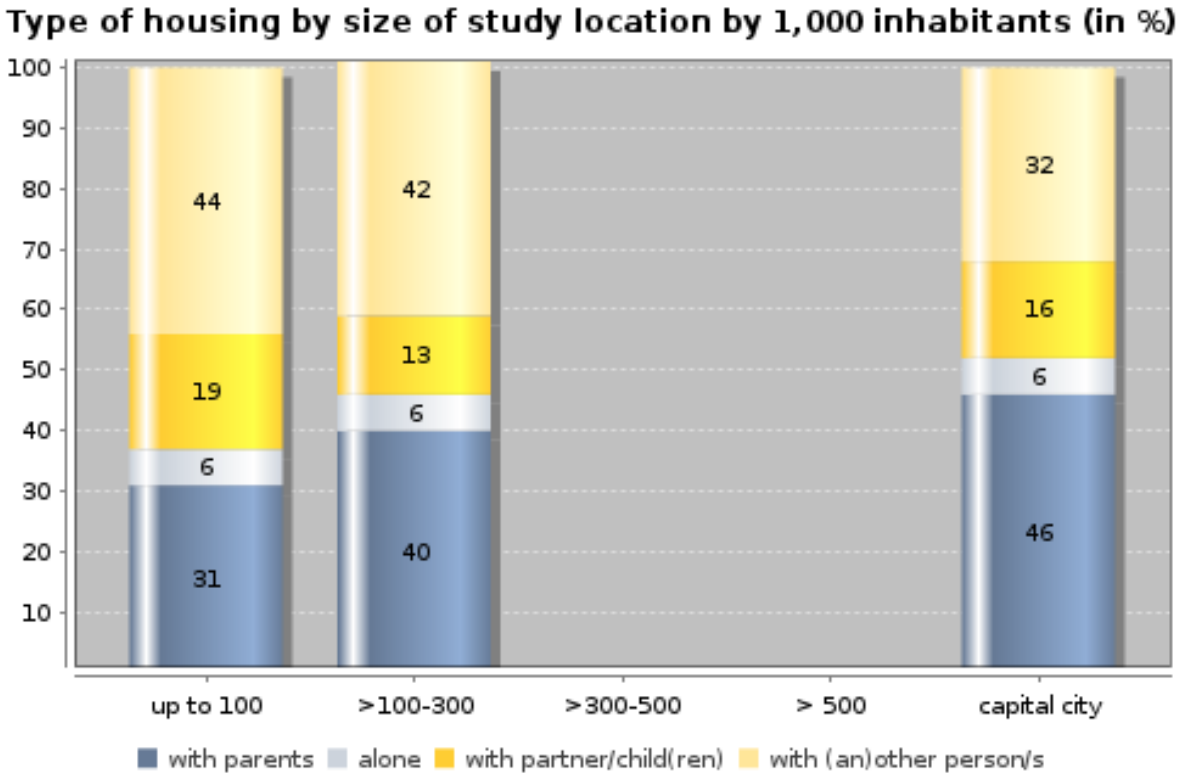
methodical issues or considerations for data interpretation:

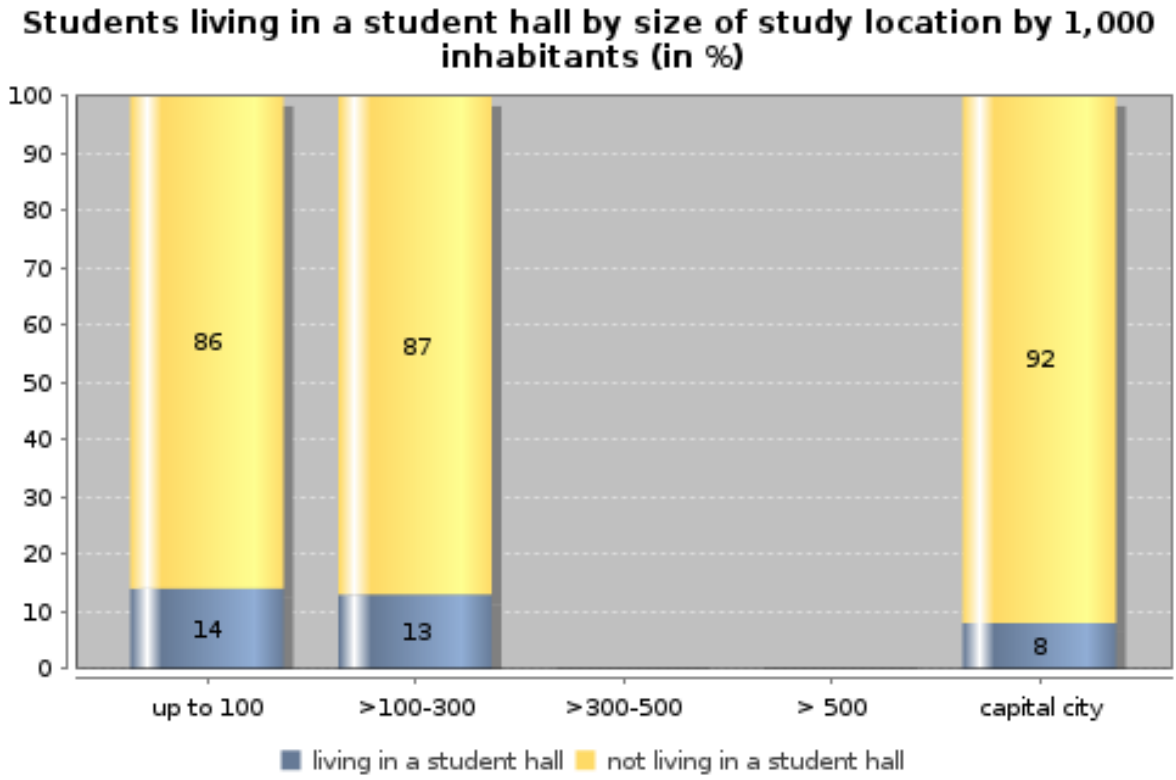
national interpretation of the results of the data analysis:

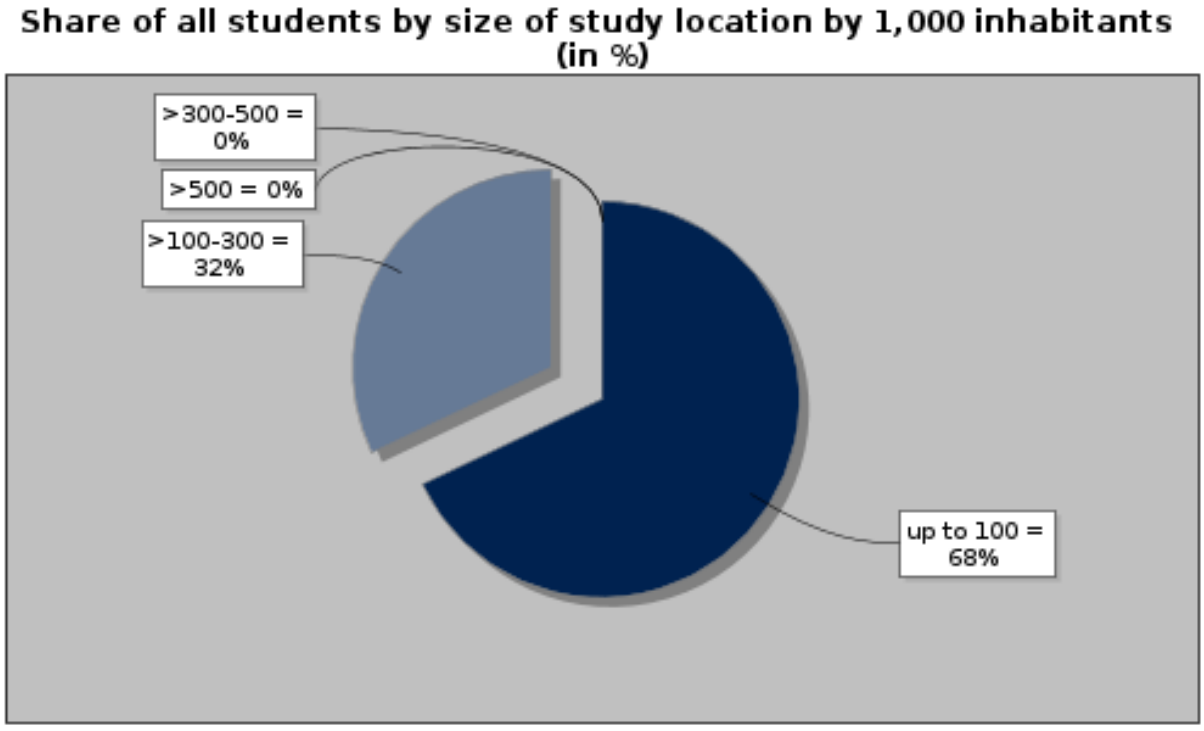
Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

Key Indicators	
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants	2.3
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants	1.5
Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants	Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants
Ratio of students living (not with parents)/(with parents) in capital city	1.2







details on missing data:

No urban area corresponding to 300-500+ bracket

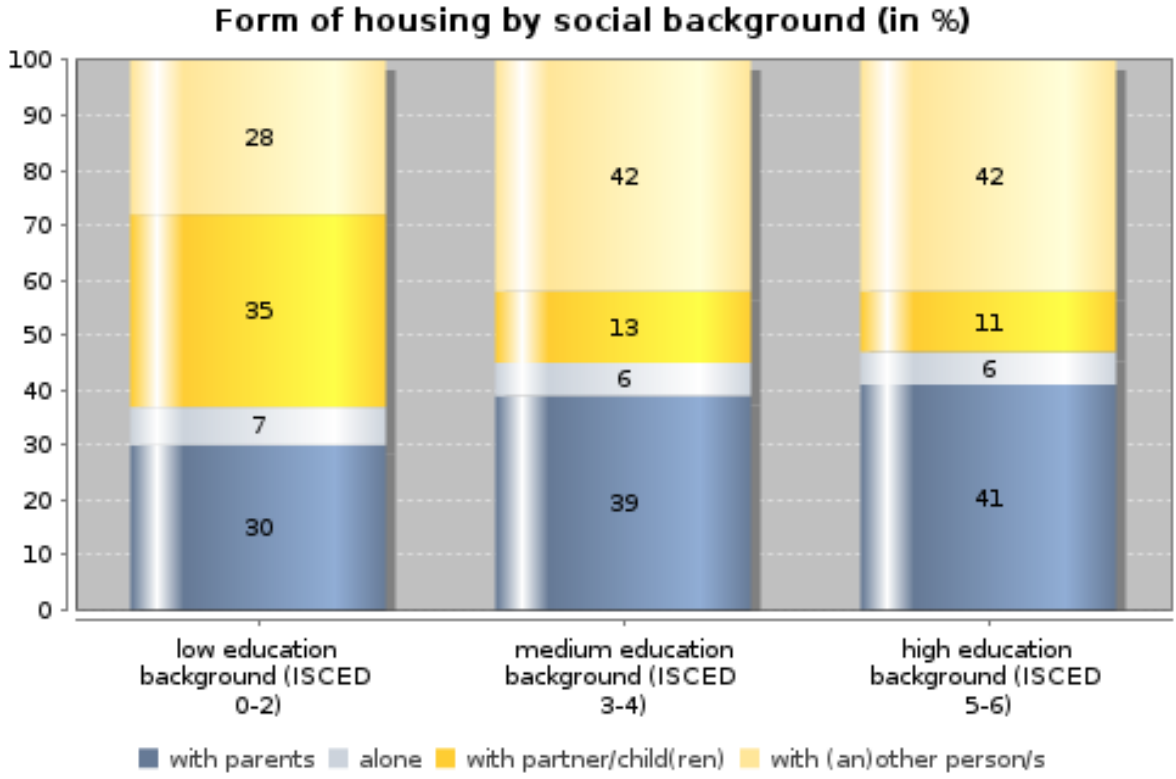
methodical issues or considerations for data interpretation:

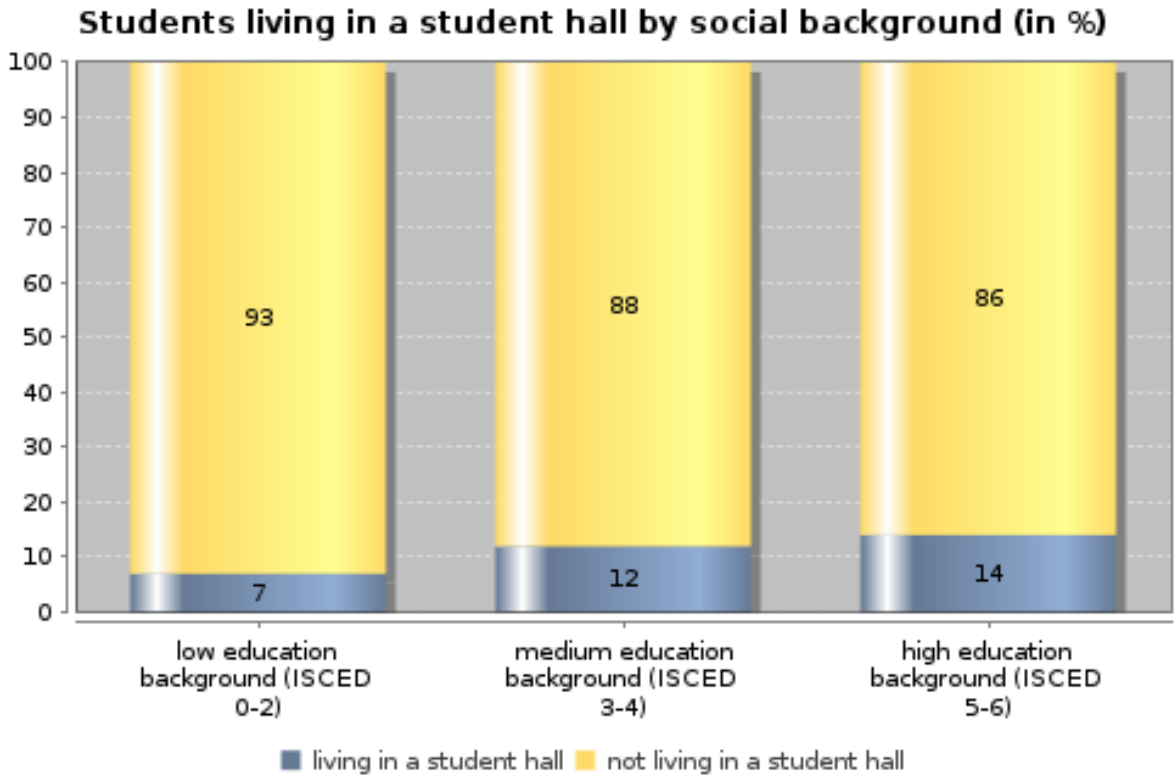
national interpretation of the results of the data analysis:

Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators	
Share of all students from low education background (ISCED 0-2) living with parents, in %	29.5
Share of all students from low education background (ISCED 0-2) living in student halls, in %	6.7
Share of all students from high education background (ISCED 5-6) living with parents, in %	41.4
Share of all students from high education background (ISCED 5-6) living in student halls, in %	13.6





details on missing data:

methodical issues or considerations for data interpretation:

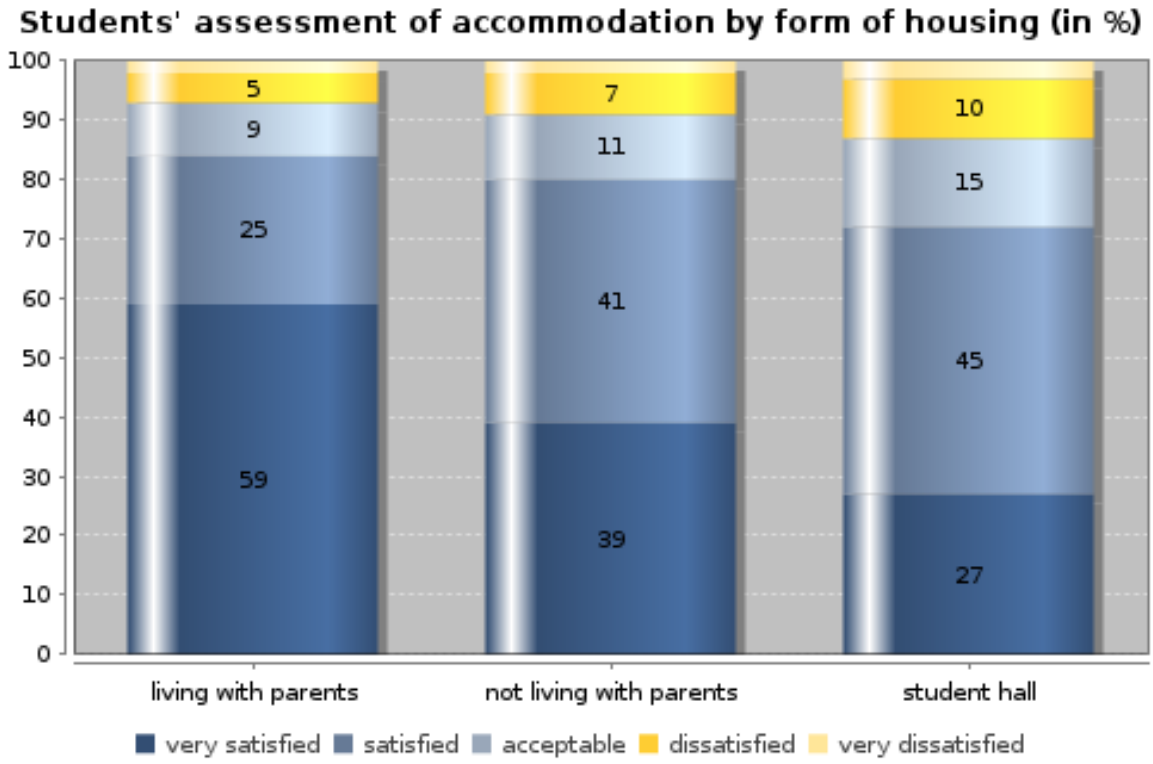
national interpretation of the results of the data analysis:

Figures were checked and are correct. Weighting does not appear to affect this result to a large degree. When looking at the other accommodation types Own household is much higher among low social background categories. Also age distribution shows low social background respondents are on average much older than other students. Finally the proportion of part-time students is also higher amongst lower social class and this impacts on the weighting.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	84.5
Students not living with parents, who are (very) satisfied in %:	79.3
Students residing in student halls, who are (very) satisfied in %:	72.1
Students living with parents, who are (very) dissatisfied in %:	6.5
Students not living with parents, who are (very) dissatisfied in %:	9.7
Students residing in student halls, who are (very) dissatisfied in %:	13.1



details on missing data:

methodical issues or considerations for data interpretation:

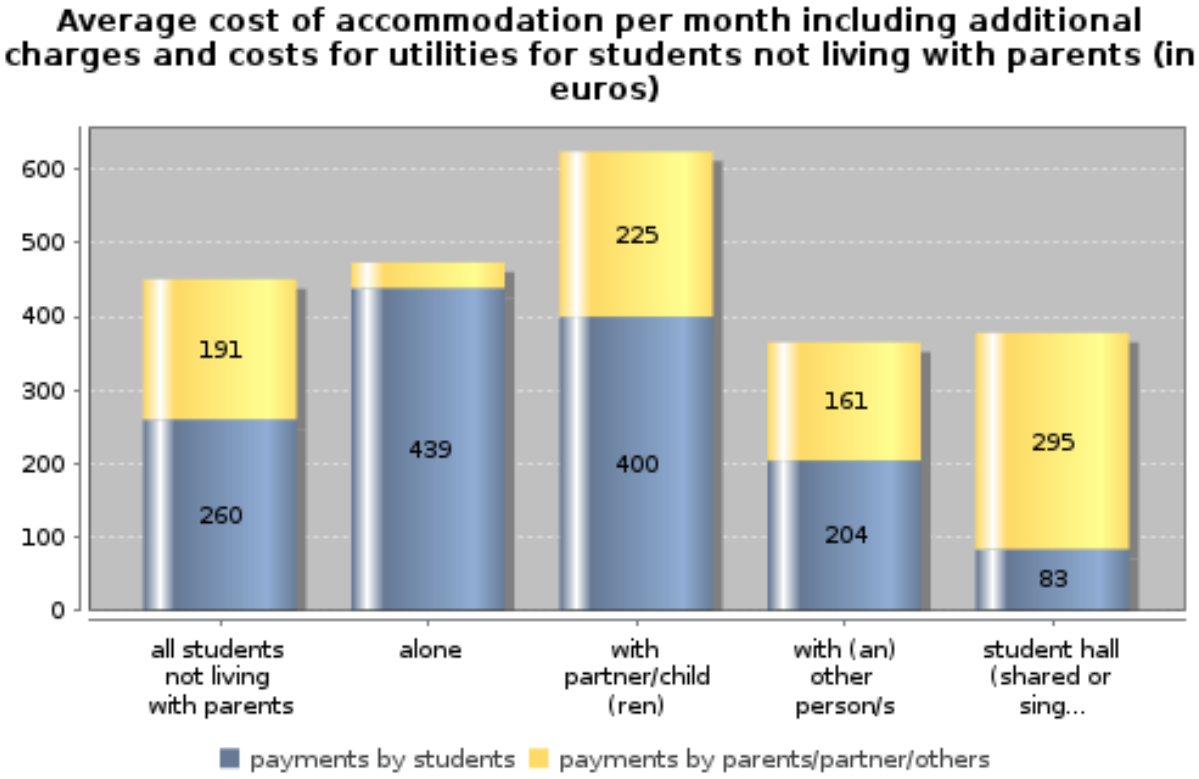
national interpretation of the results of the data analysis:

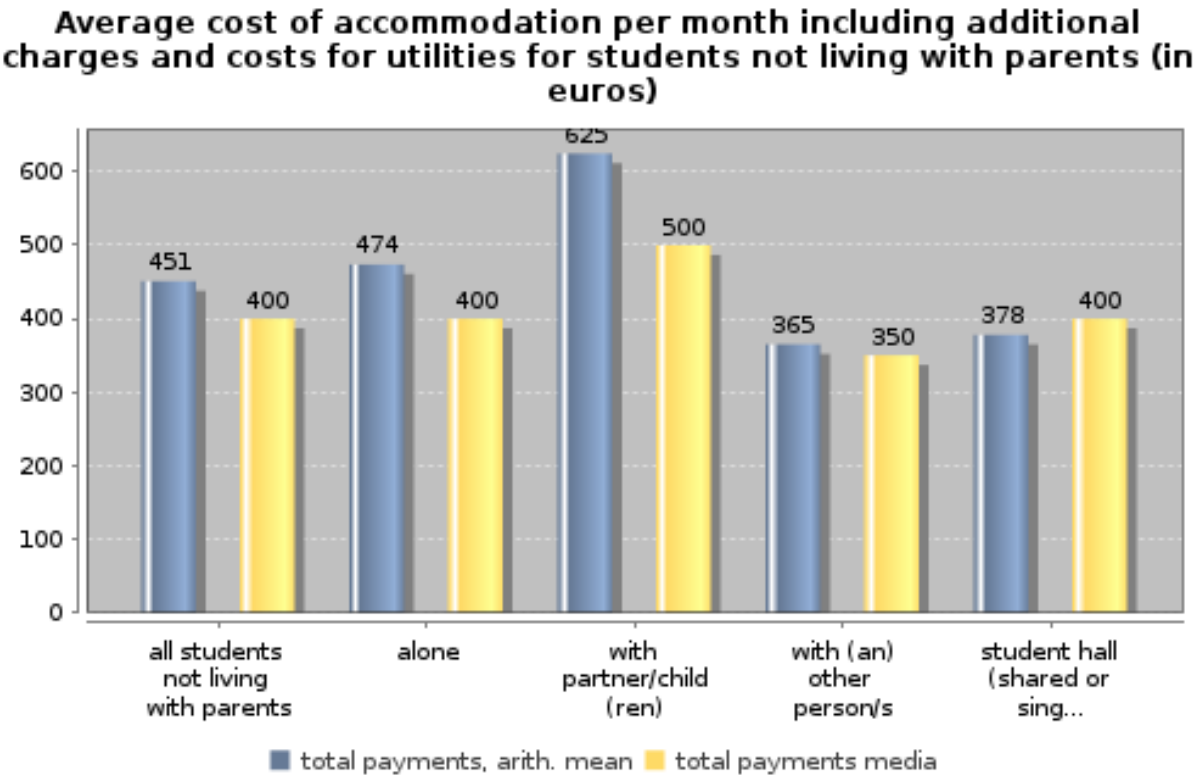
Higher level of satisfaction for students living with parents than in student halls.

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators	
Average monthly rent (total payments, median)	
all students not living with parents	400.0
student hall	400.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	451.0
student hall	378.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.8





details on missing data:

methodical issues or considerations for data interpretation:

As instructed we filtered out "student hall" students from "alone", "with partner/child" and "with another person" categories.

national interpretation of the results of the data analysis:

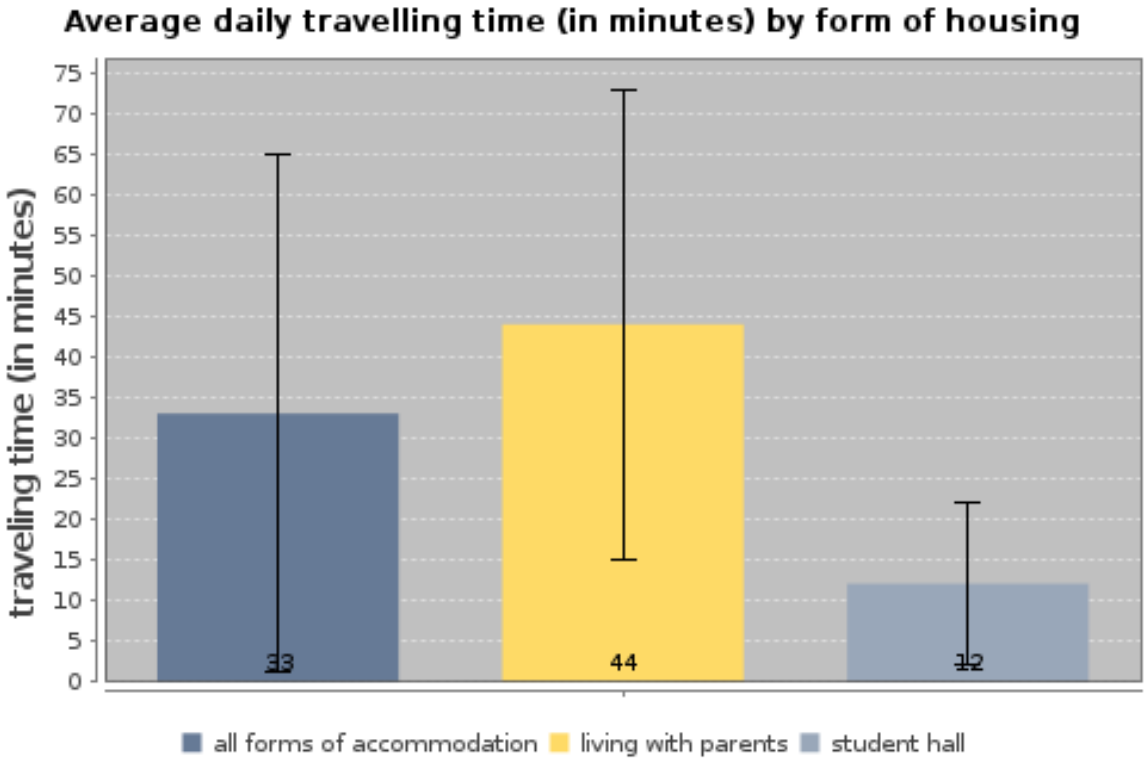
The median figures have been corrected. Questions are not exactly the same between Eurostudent III and IV but greater emphasis of part-time students in Eurostudent IV may explain some of the difference.

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators

Travelling time from home in minutes (median)	
all forms of accommodation	25.0
living with parents	40.0
student hall	10.0



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methodical issues or considerations for data interpretation:

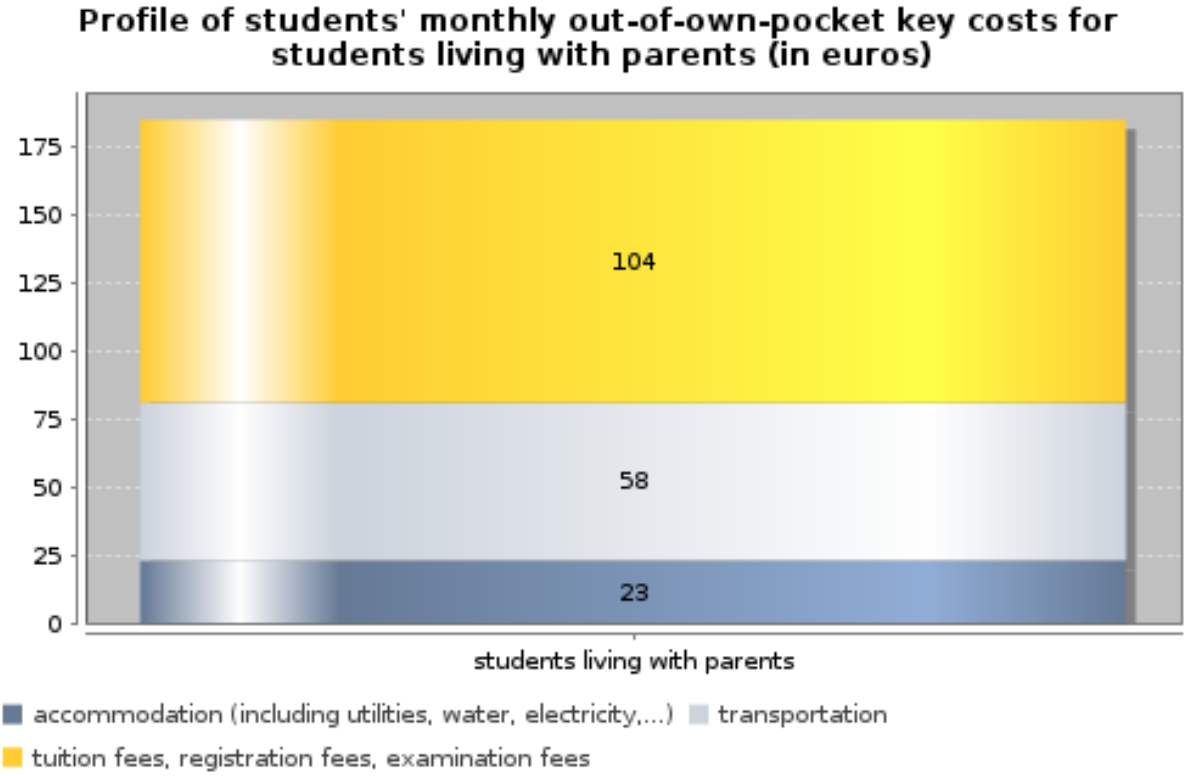
national interpretation of the results of the data analysis:

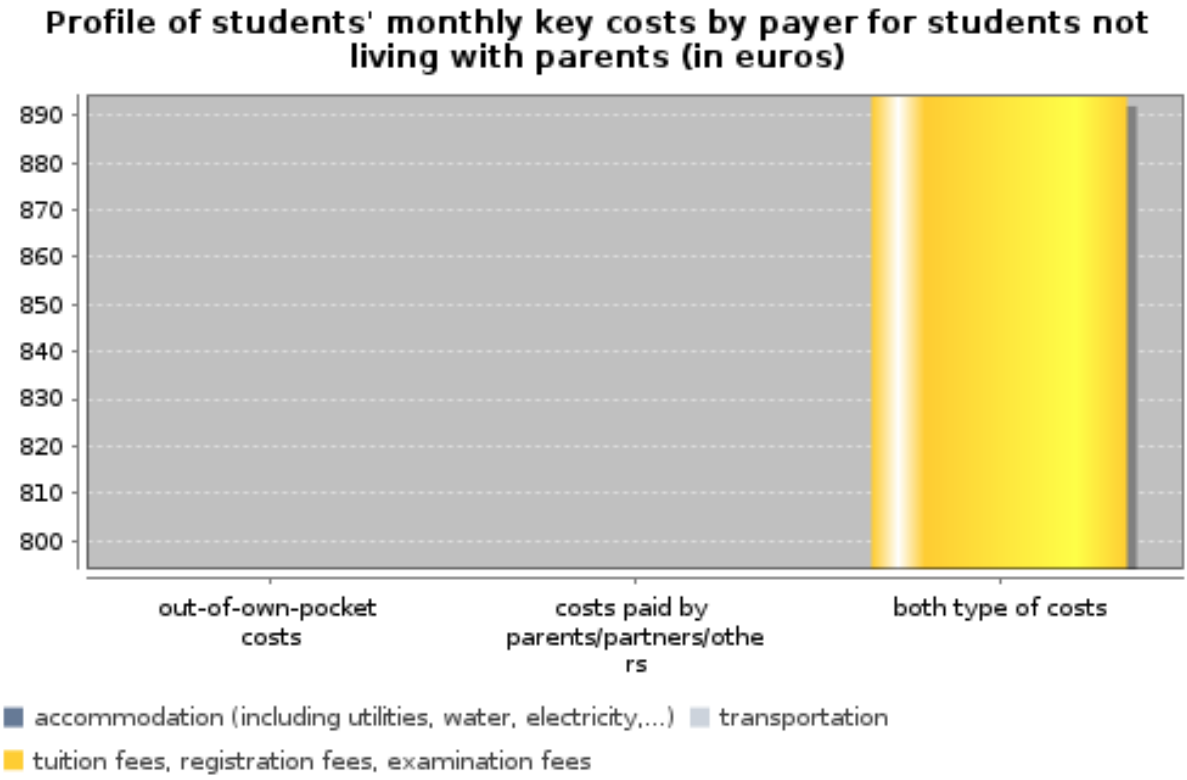
Students living in student halls live closer to their college

Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators	
Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	22.0
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	19.0
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	12.3
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	6.9
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	4.9
Accommodation as share of total costs paid by students not living with parents out of own pocket, in %	26.7





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

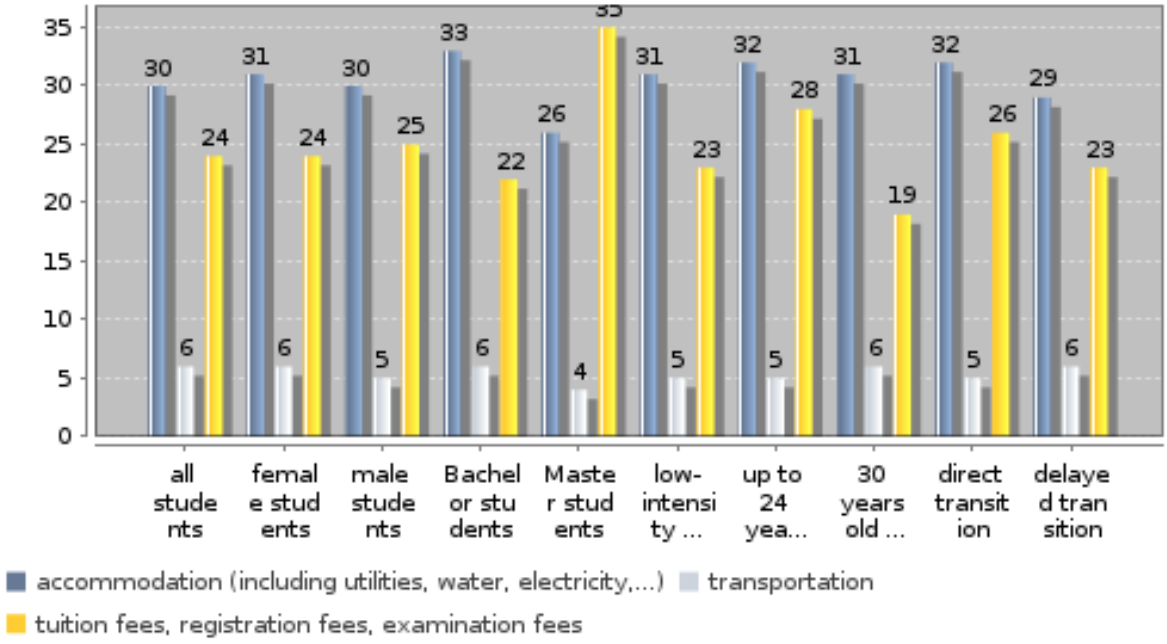
All figures have been checked and verified. Fees were calculated by dividing the semester costs by three.

Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for BA students, in %	21.5
Fees to higher education institution as share of total costs for MA students, in %	34.7
Fees to higher education institution as share of total costs for low-intensity students, in %	23.3
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	32.0
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	30.5

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by characteristics of students not living with parents (in % of total expenditure)



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methodical issues or considerations for data interpretation:

Amount for all students slightly off due to weighting

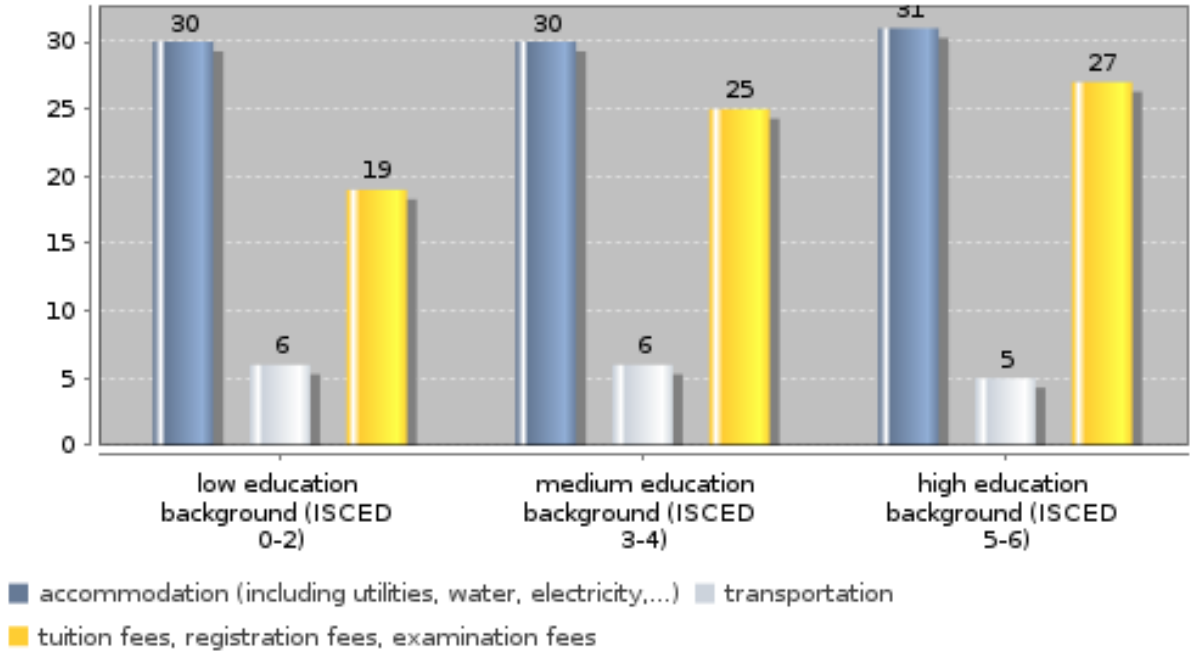
national interpretation of the results of the data analysis:
All figures have been checked and verified. Fees were calculated by dividing the semester costs by three.

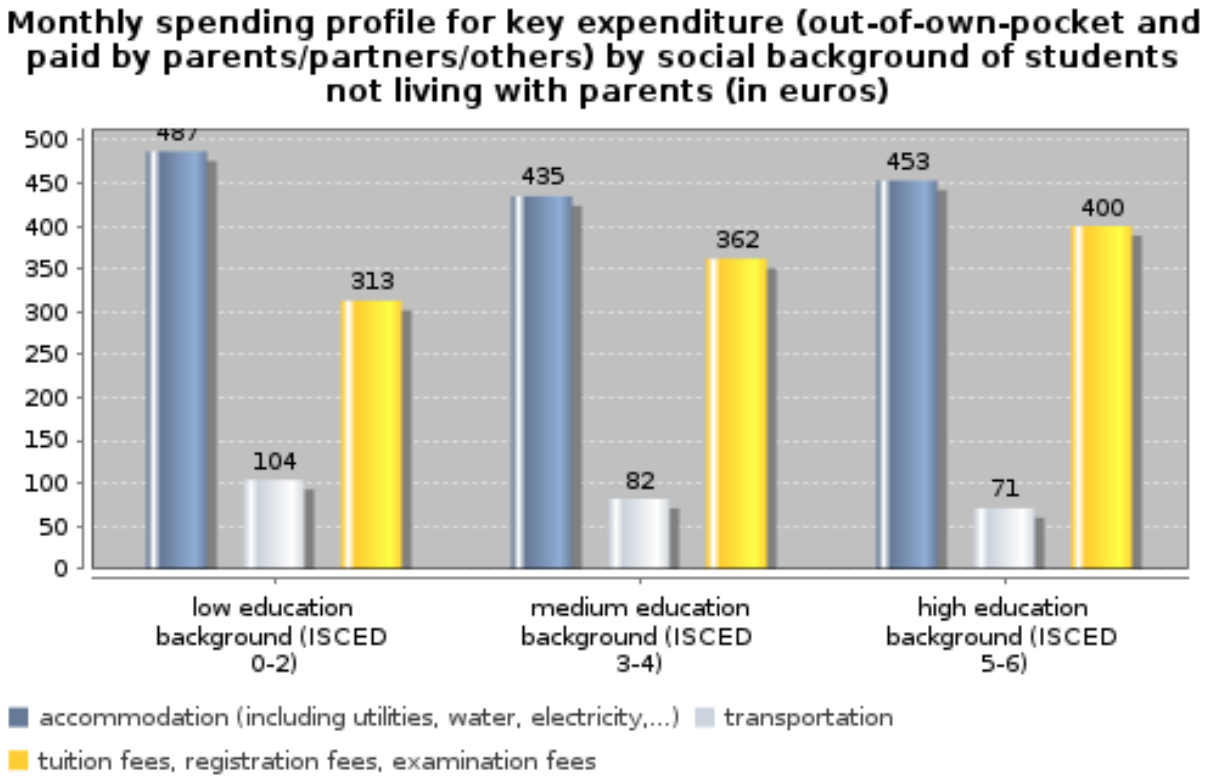
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	19.3
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	27.3
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	30.0
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	30.9

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)





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methodical issues or considerations for data interpretation:

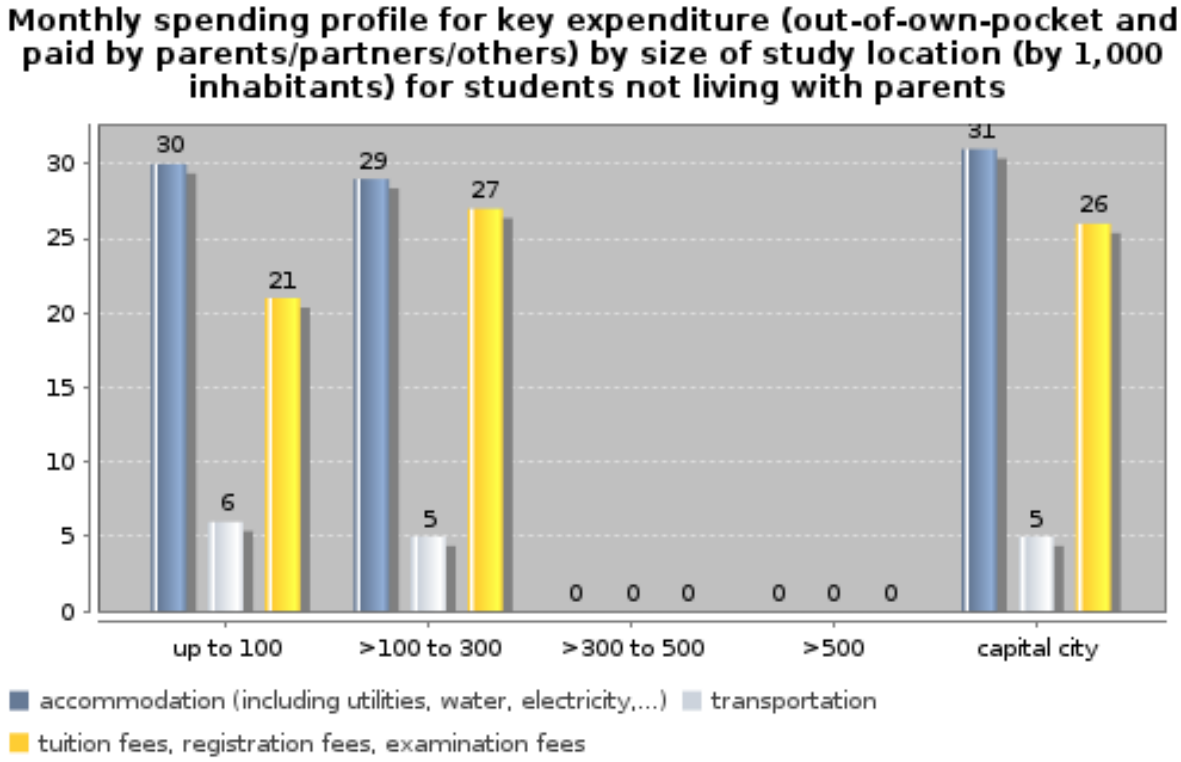
national interpretation of the results of the data analysis:

All figures have been checked and verified. Fees were calculated by dividing the semester costs by three.

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators	
Total expenditure for students in study locations with up to 100,000 inhabitants, amount	1340.0
Total expenditure for study locations in capital city, amount	1700.0
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	29.9
Expenditure on accommodation for study locations in capital city as share of total expenditure, in %	31.3



details on missing data:

No data for urban areas between 300 and 500 thousand

methodical issues or considerations for data interpretation:

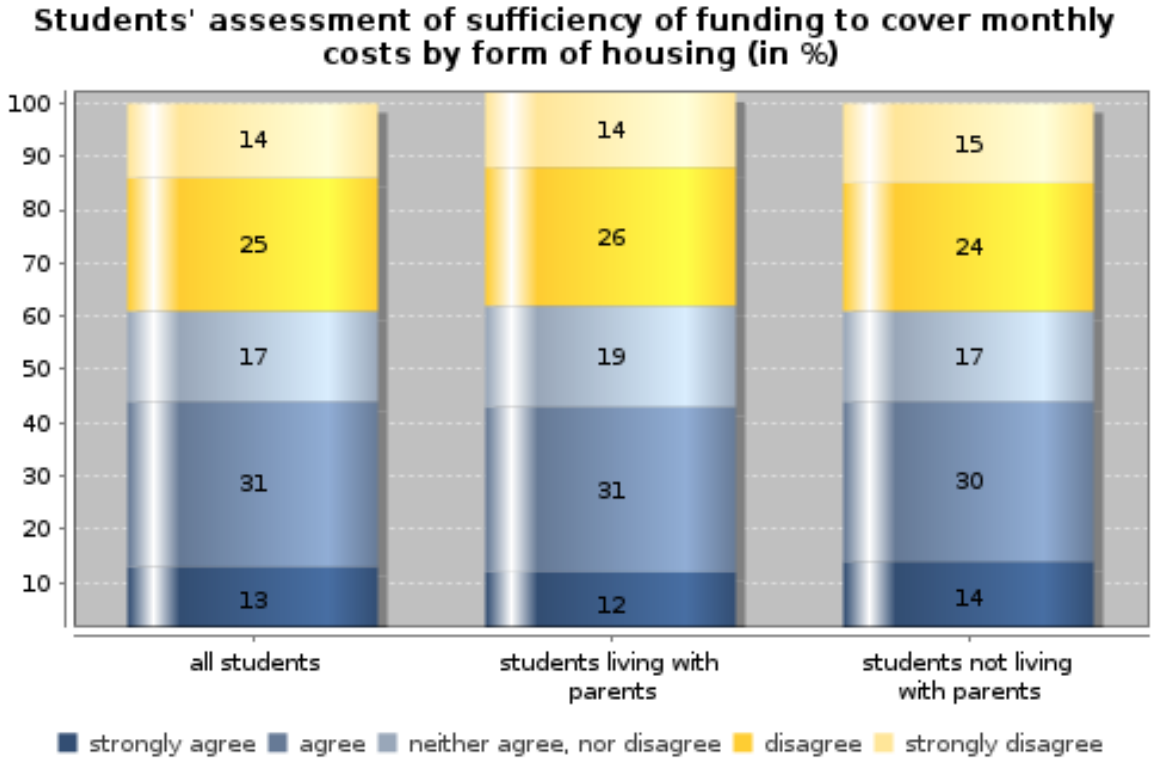
national interpretation of the results of the data analysis:

All figures have been checked and verified.

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	43.5
(Strong) disagreement of all students that funding is sufficient, in %	39.1
(Strong) agreement of students living with parents that funding is sufficient, in %	42.2
(Strong) disagreement of students living with parents that funding is sufficient, in %	39.2
(Strong) agreement of students not living with parents that funding is sufficient, in %	44.3
(Strong) disagreement of students not living with parents that funding is sufficient, in %	39.1



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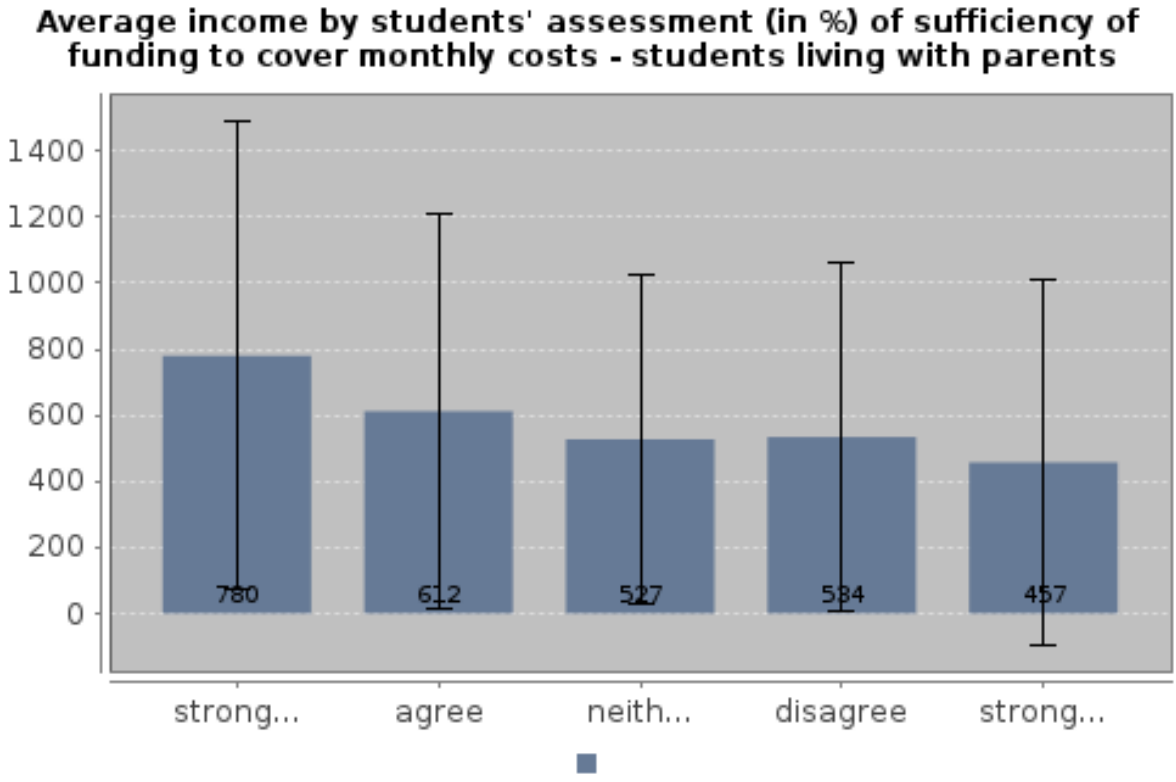
methodical issues or considerations for data interpretation:

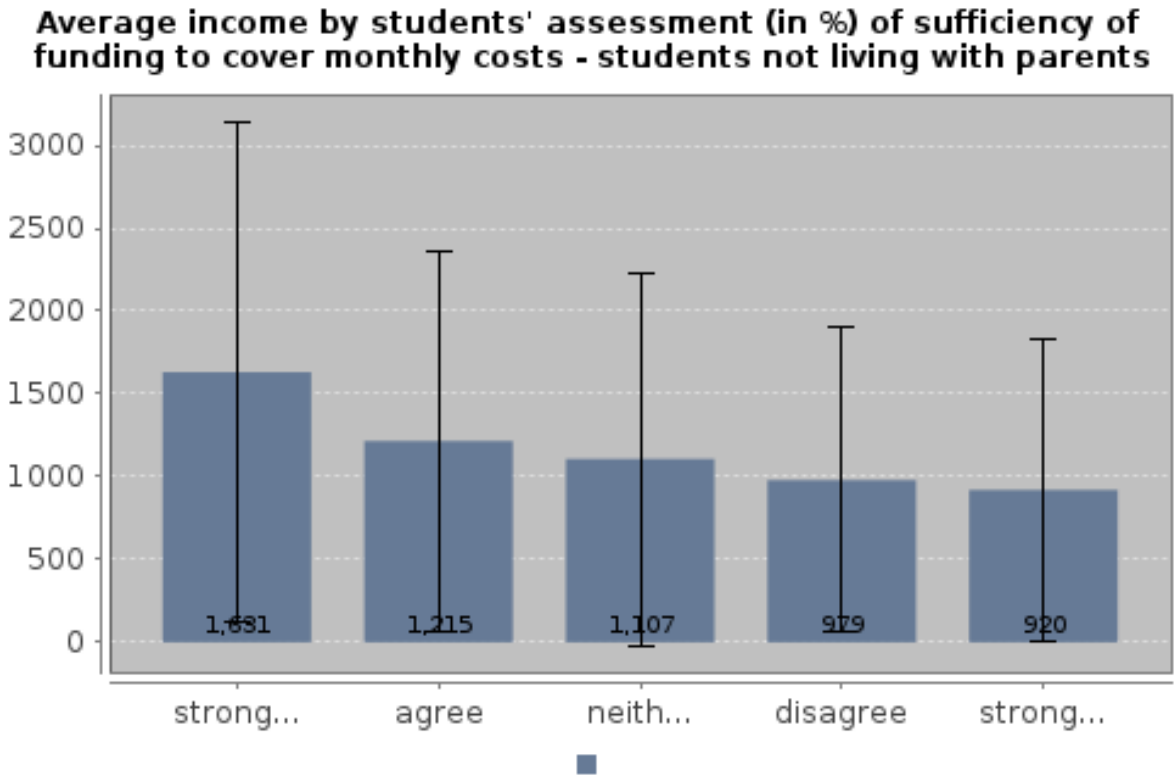
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators	
students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	550.0
Median income of students with very strong disagreement that funding is sufficient, amount	291.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	1000.0
Median income of students with very strong disagreement that funding is sufficient, amount	650.0





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

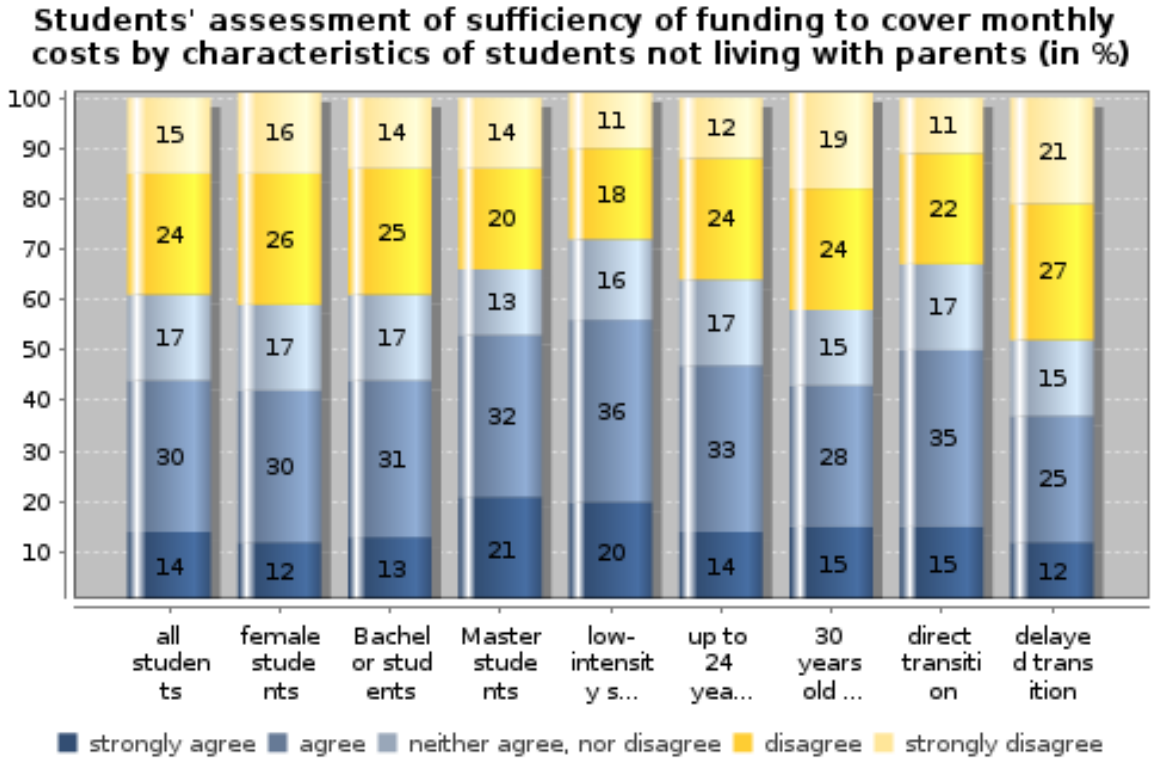
All figures have been checked and verified.

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	56.1
(Strong) disagreement that funding is sufficient of low-intensity students, in %	28.3
(Strong) agreement that funding is sufficient of up to 24 years old, in %	47.3
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	35.7
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	42.7
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	42.2



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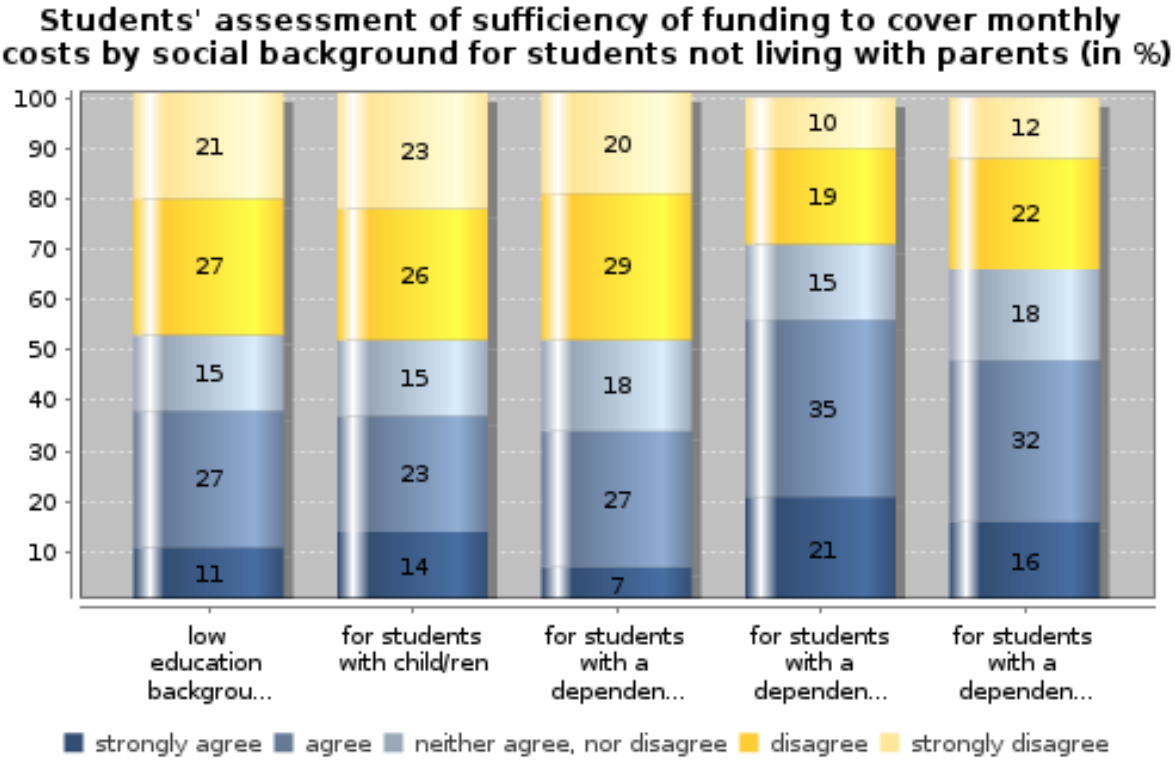
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	47.9
(Strong) disagreement that funding is sufficient for students with child/ren, in %	48.4
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	48.8
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	33.7



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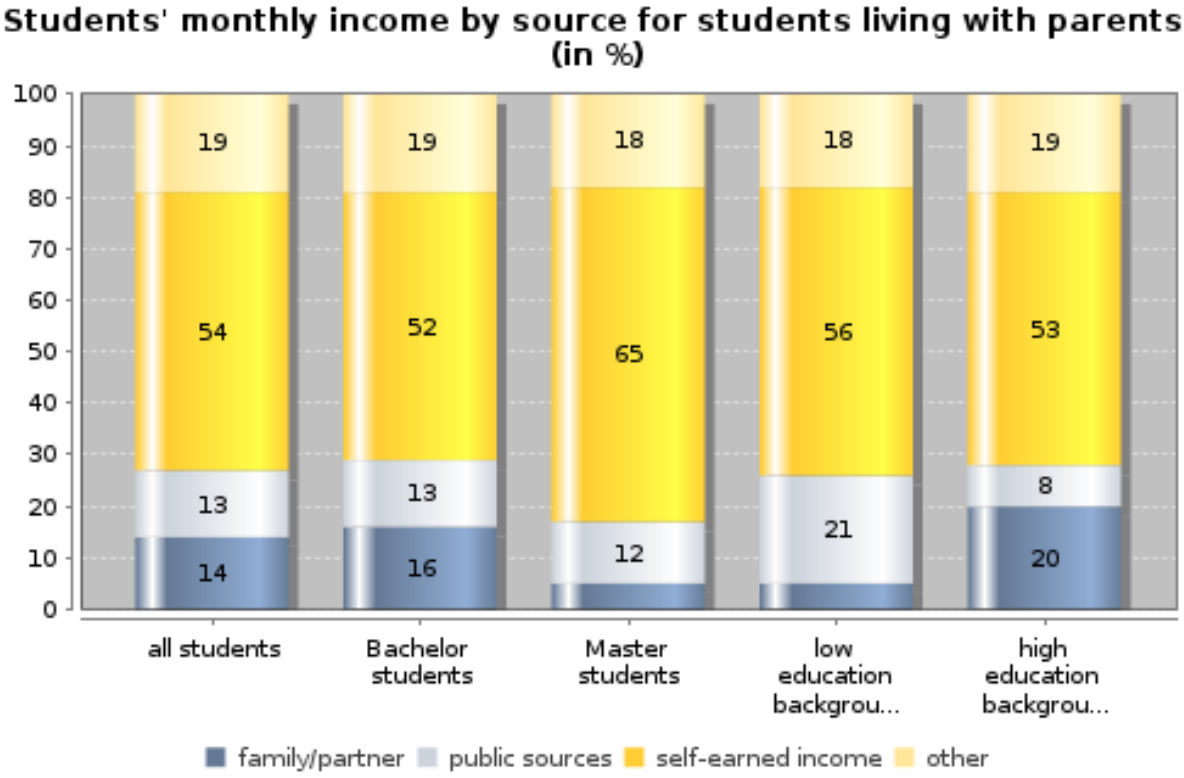
methodical issues or considerations for data interpretation:

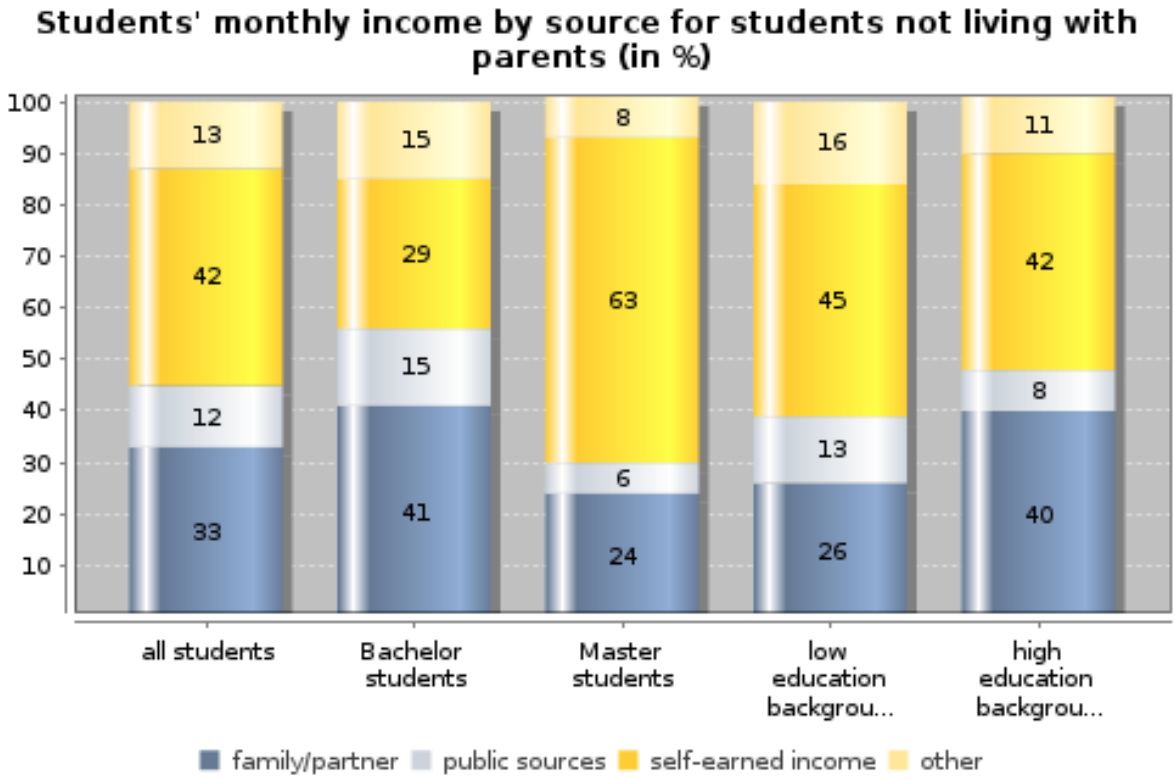
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	33.3
Family/partner contribution for Bachelor students, in %	41.1
Family/partner contribution for students with low education background (ISCED 0-2), in %	25.7
Family/partner contribution for students with high education background (ISCED 5-6), in %	39.9
Job contribution for all students, in %	41.8
Job contribution for Bachelor students, in %	29.3
Job contribution for students with low education background (ISCED 0-2), in %	44.6
Job contribution for students with high education background (ISCED 5-6), in %	41.5





details on missing data:

methodical issues or considerations for data interpretation:

For these calculations we are only using the cases where no excessive value was recorded.

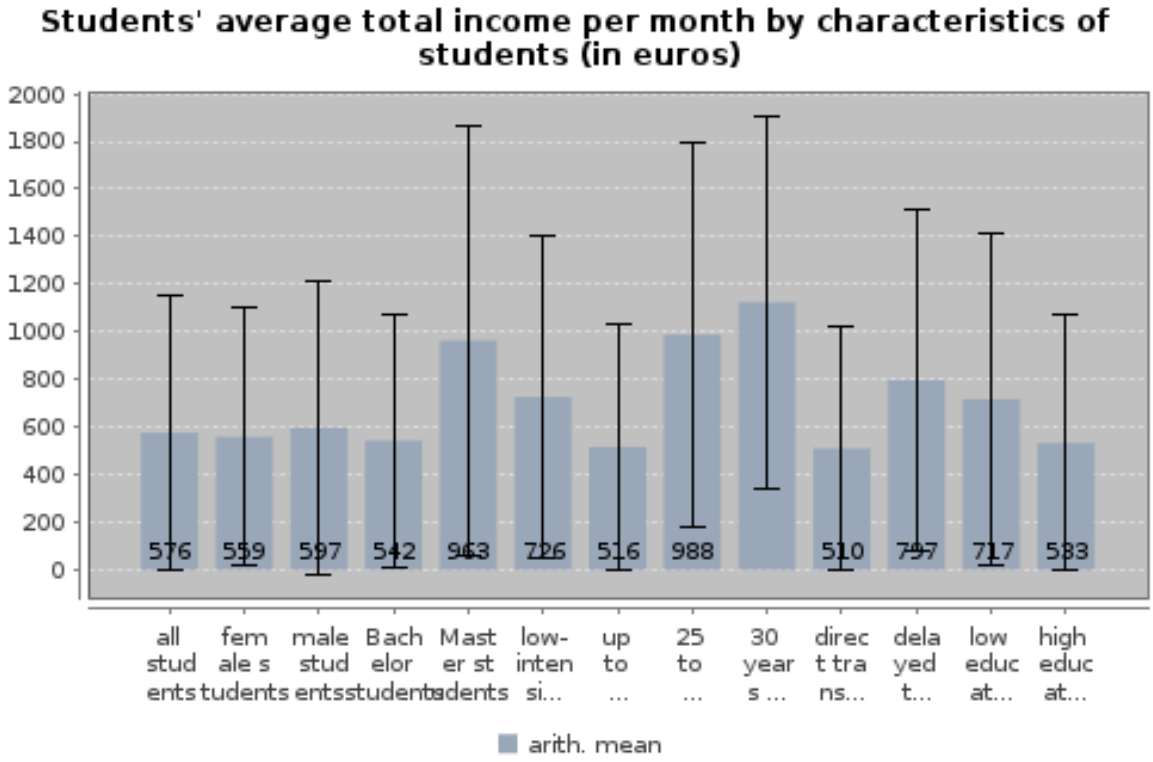
national interpretation of the results of the data analysis:

All figures have been checked and verified. The greater emphasis of part-time students in Eurostudent IV may explain some of this difference between EIII and EIV.

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators	
median income all students, amount	400.0
median income Bachelor students, amount	400.0
median income Master students, amount	600.0
median income low-intensity students, amount	500.0
median income 25-29 years old, amount	800.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

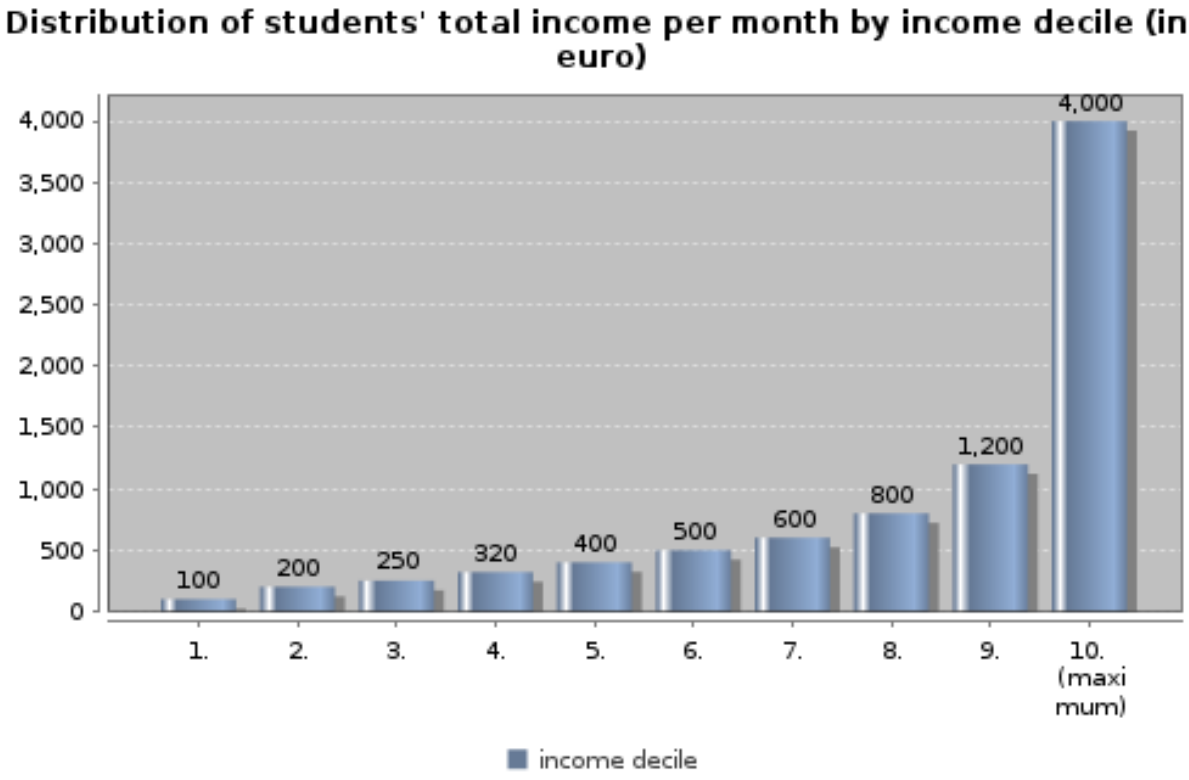
All figures have been checked and verified.

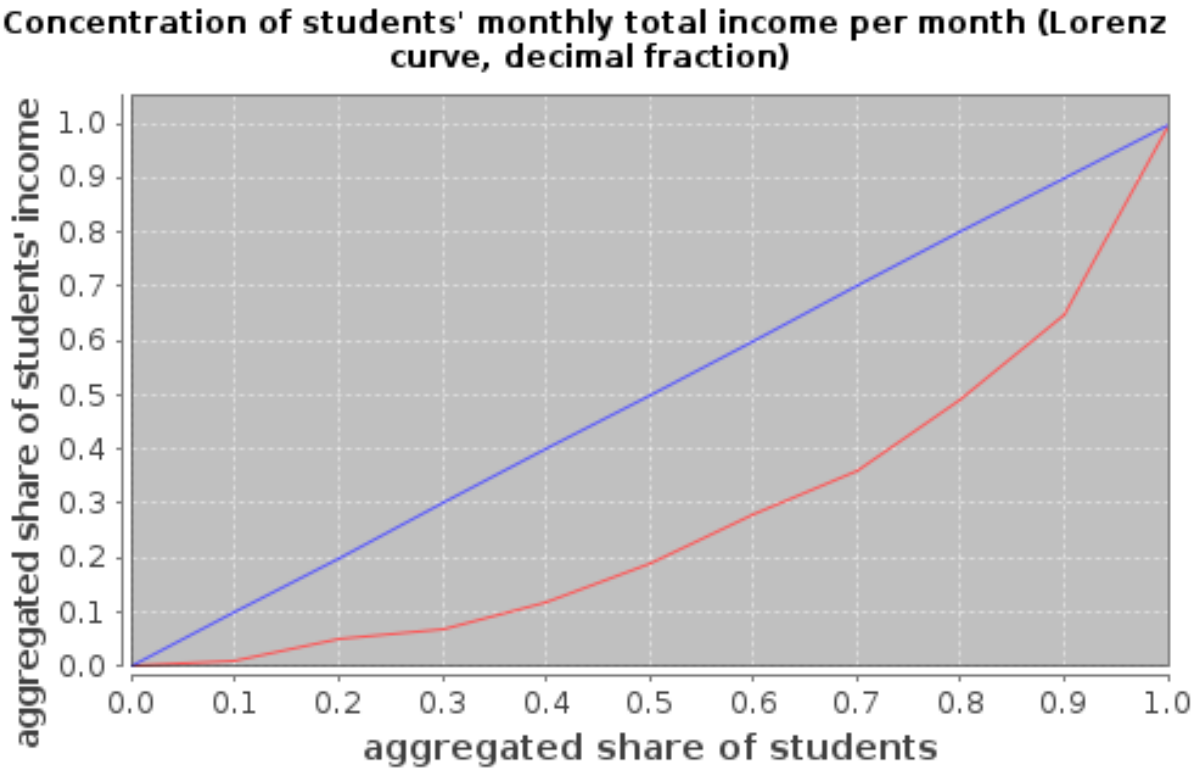
Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	200.0
Gini coefficient	0.45





details on missing data:

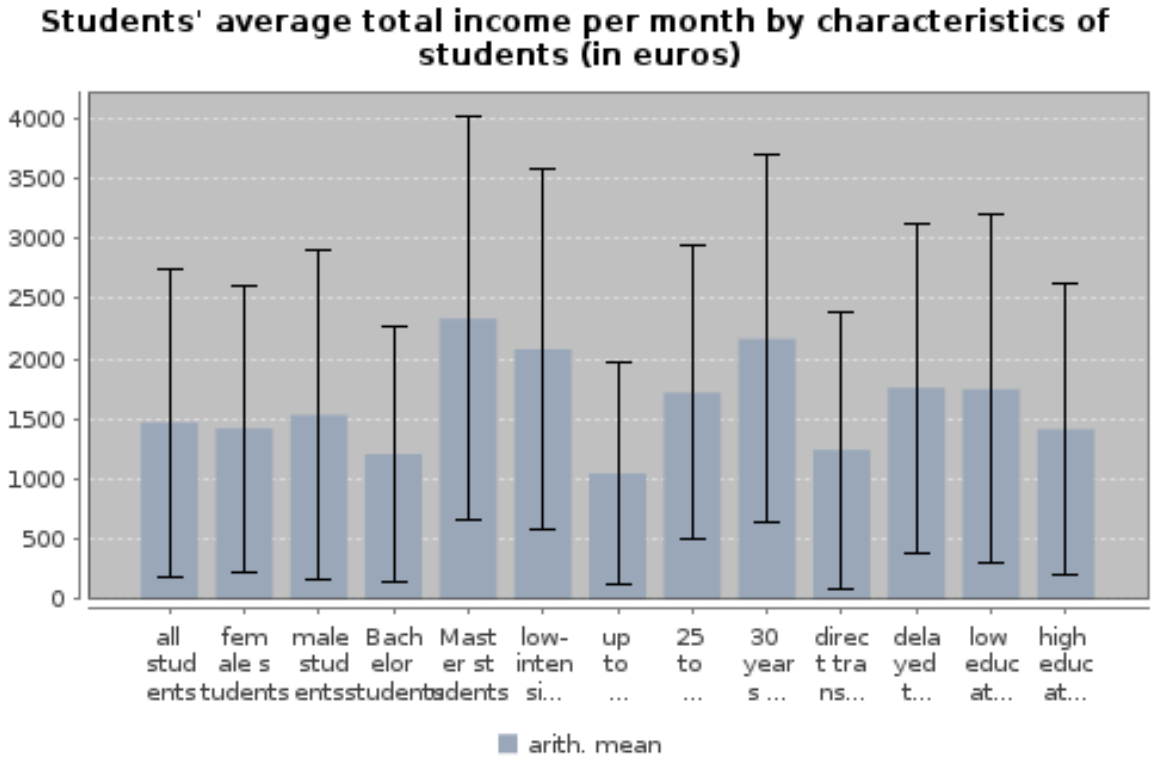
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators	
median income all students, amount	1067.0
median income Bachelor students, amount	930.0
median income Master students, amount	2000.0
median income low-intensity students, amount	1900.0
median income 25-29 years old, amount	1500.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

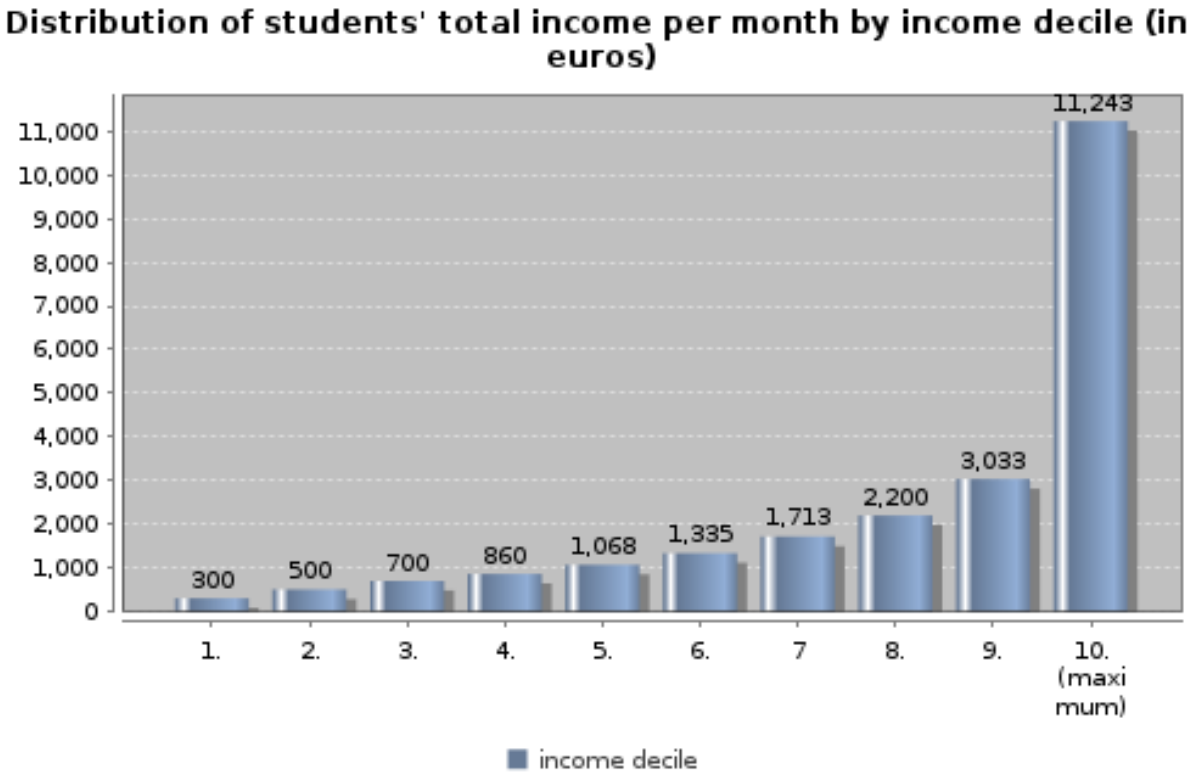
All figures have been checked and verified.

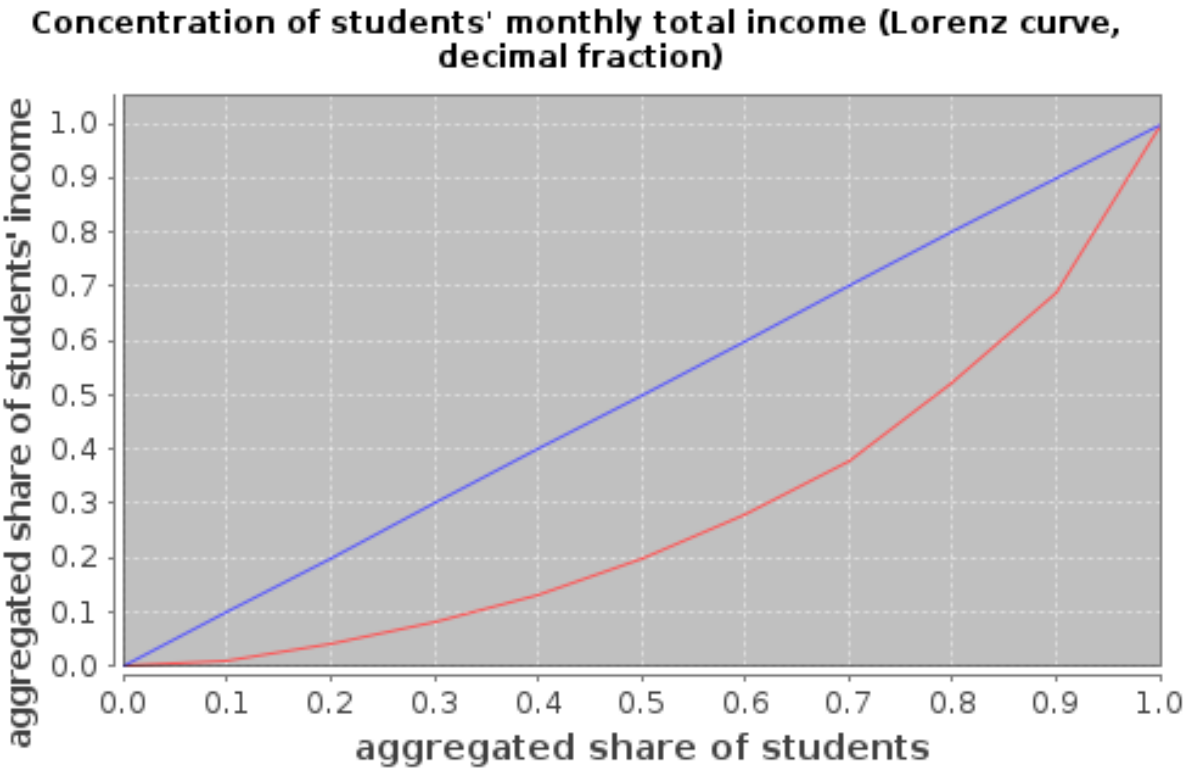
Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	500.0
Gini coefficient	0.41





details on missing data:

methodical issues or considerations for data interpretation:

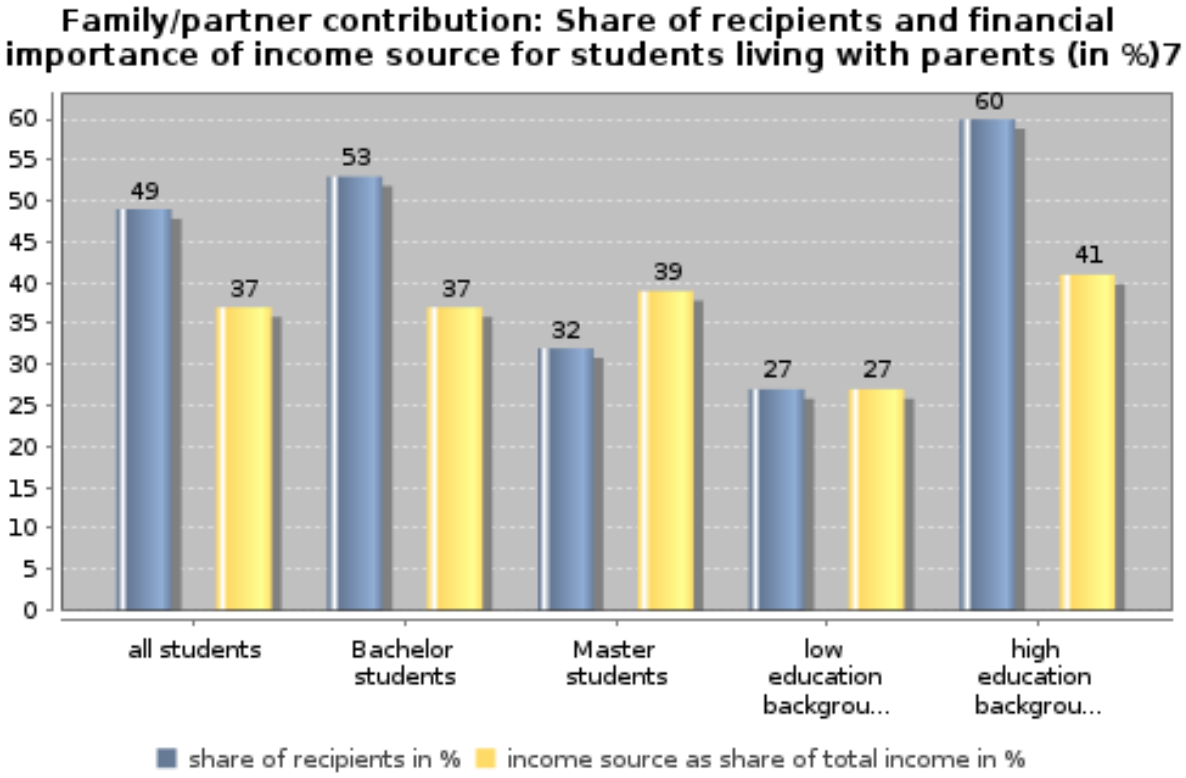
national interpretation of the results of the data analysis:

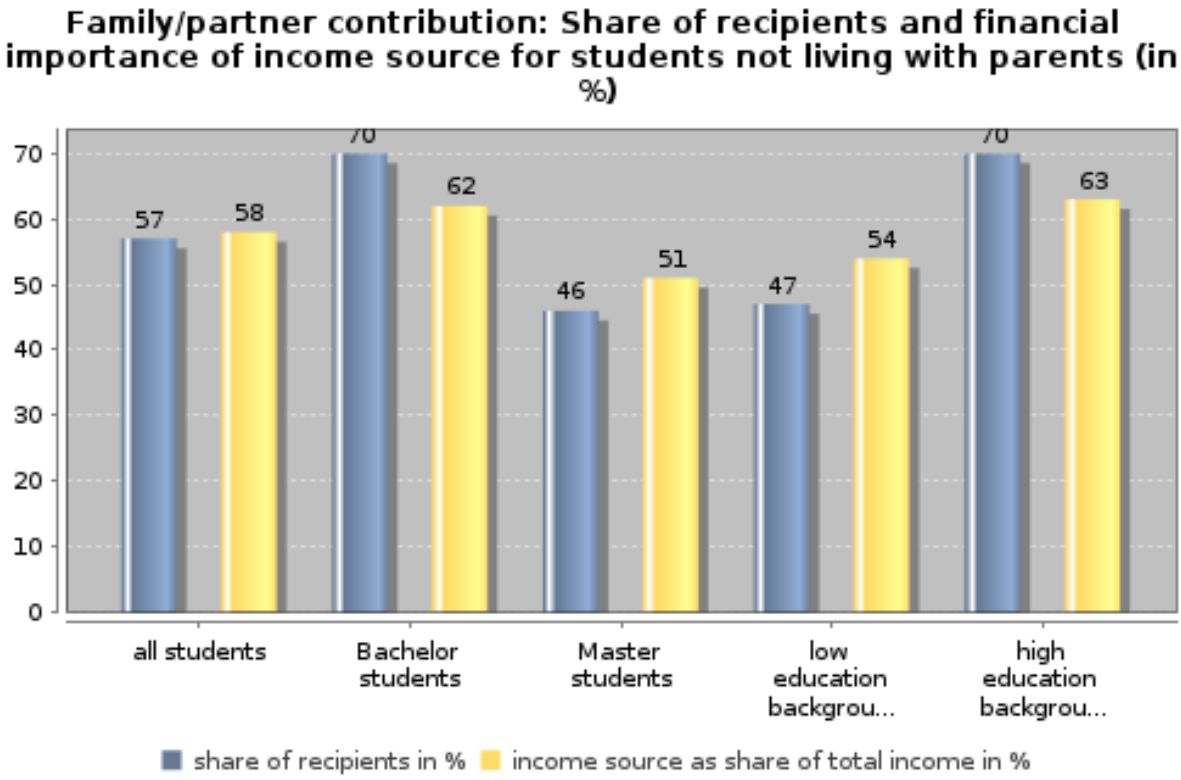
All figures have been checked and verified. The greater emphasis of part-time students in Eurostudent IV may explain some of this difference between EIII and EIV.

Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	56.7
Share of recipients of Bachelor students, in %	69.7
Share of recipients of students with low education background, in %	47.2
Share of recipients of students with high education background (ISCED 5-6), in %	69.8
Contribution to total monthly income of all students, in %	58.1
Contribution to total monthly income of Bachelor students, in %	62.0
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	54.3
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	62.7





details on missing data:

methodical issues or considerations for data interpretation:

monthly amounts exclude those who didn't receive contribution from family/partner

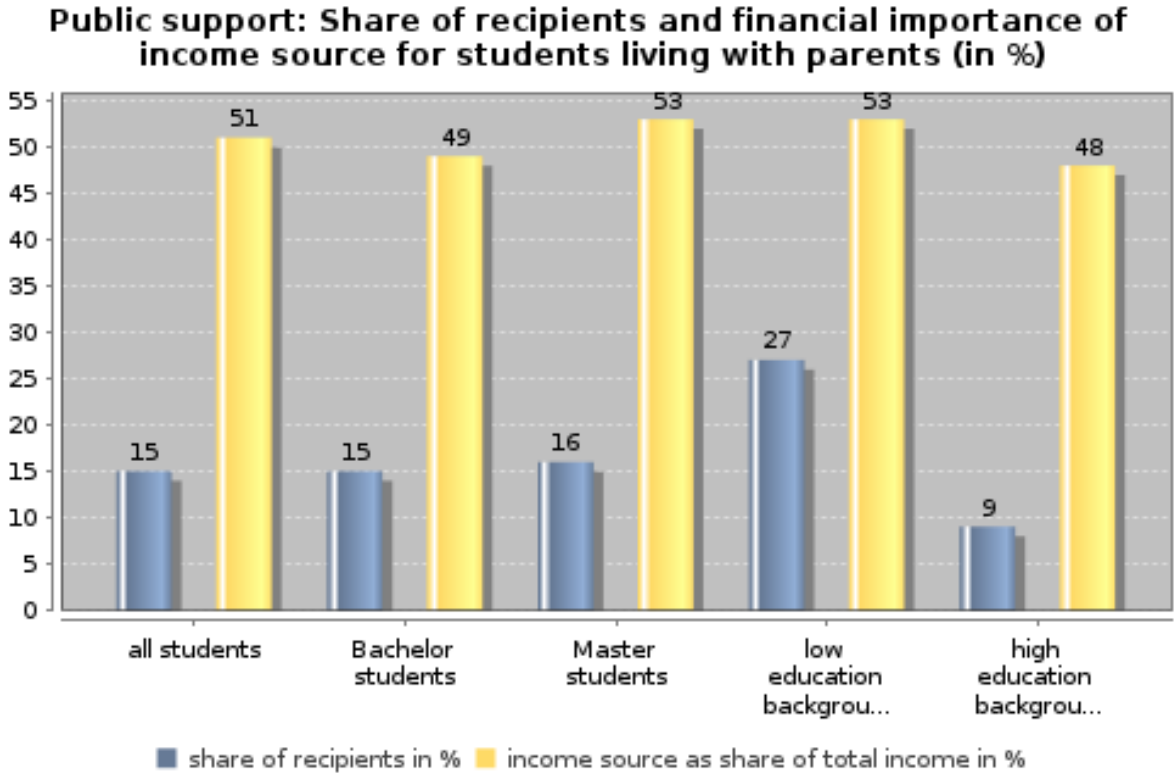
national interpretation of the results of the data analysis:

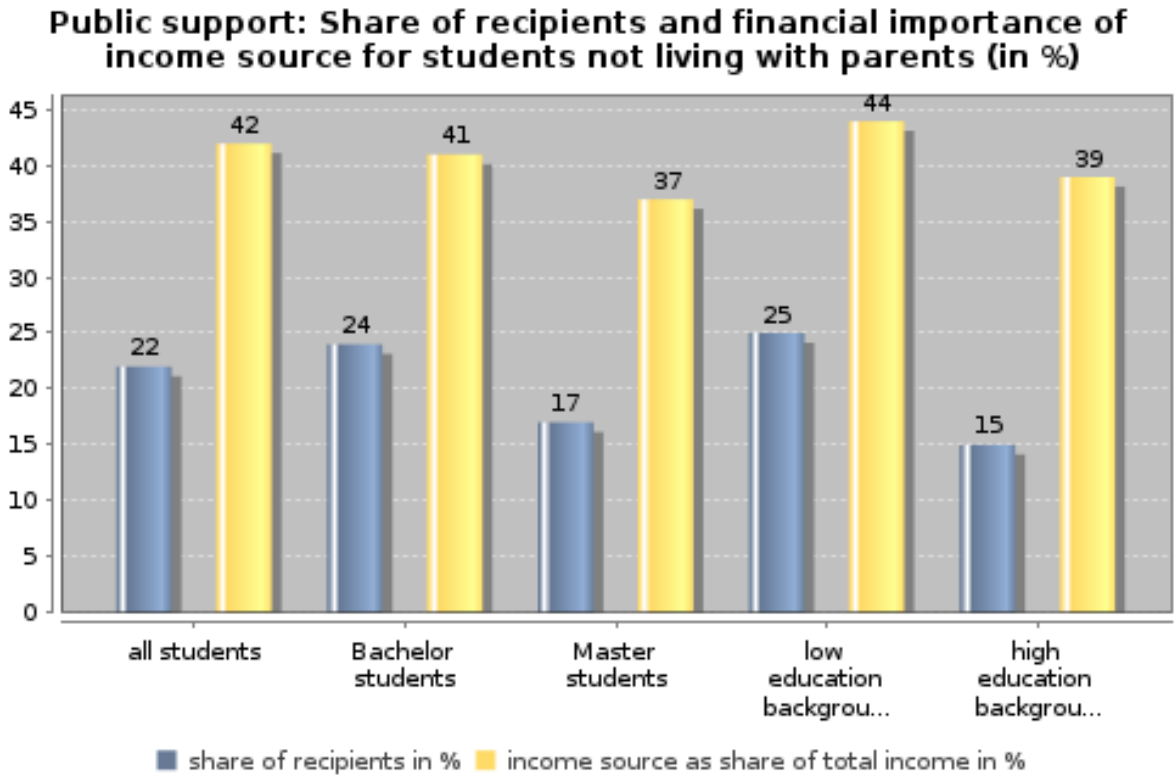
Corrections made to table based on amended filter.

Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators	
Public support for students not living with parents	
Share of recipients of all students, in %	21.8
Share of recipients of Bachelor students, in %	23.7
Share of recipients of students with low education background, in %	25.3
Share of recipients of students with high education background (ISCED 5-6), in %	15.1
Contribution to total monthly income of all students, in %	41.5
Contribution to total monthly income of Bachelor students, in %	41.0
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	43.6
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	39.2





details on missing data:

methodical issues or considerations for data interpretation:

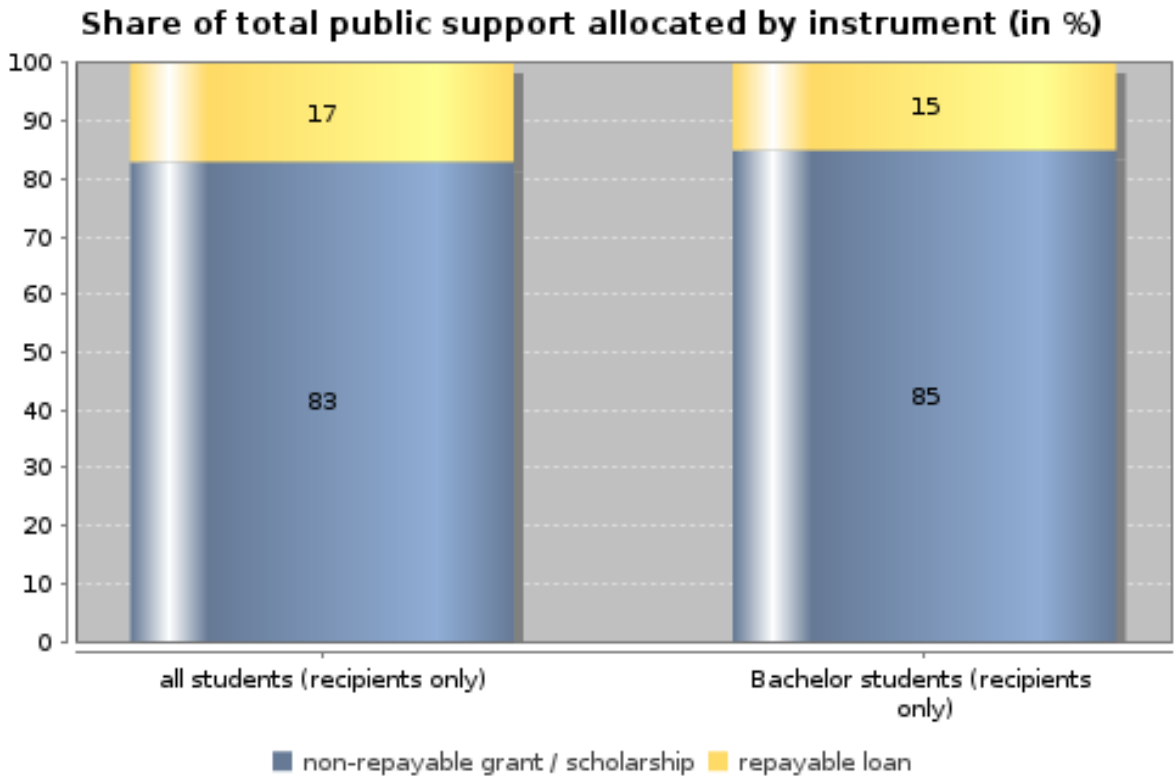
national interpretation of the results of the data analysis:

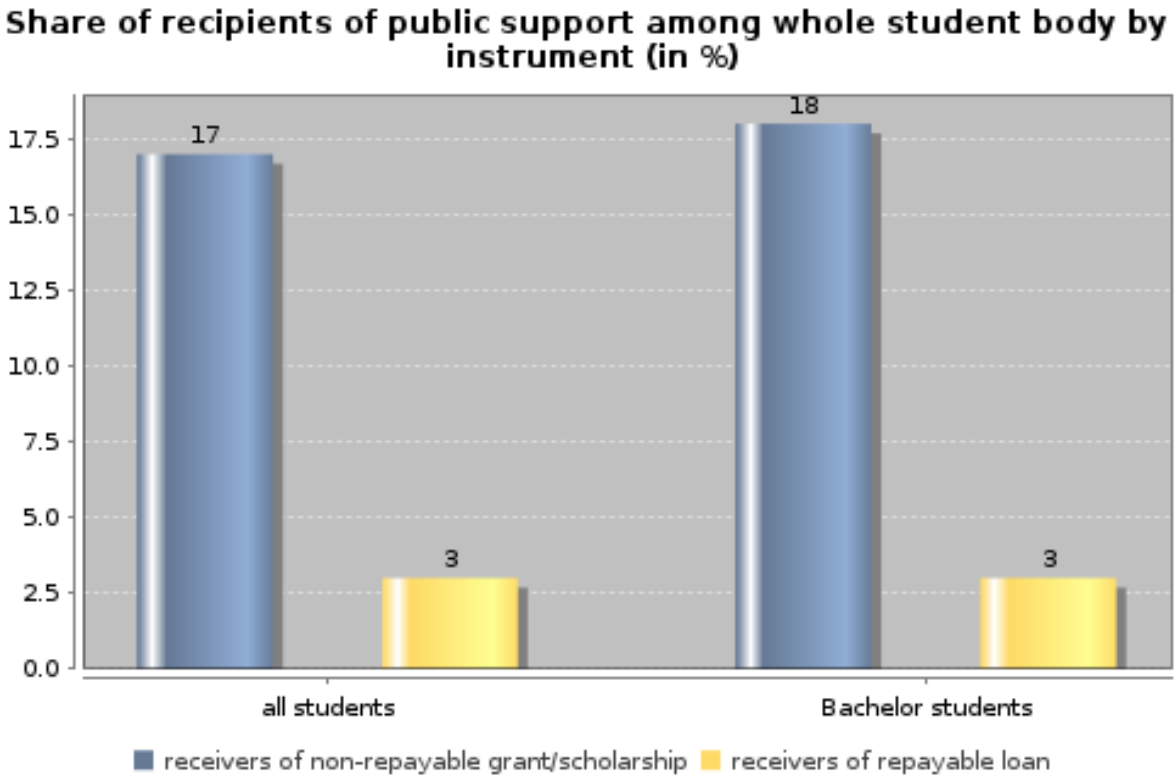
Corrections made to table based on amended filter.

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators	
Non-repayable public support as share of total public support for all students (recipients only), in %	83.2
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	84.6
Students who receive non-repayable support as share of whole student body, in %	17.0
Students who receive non-repayable support as share of all Bachelor students, in %	17.8
Students who receive repayable loans as share of whole student body, in %	3.4
Students who receive repayable loans as share of all Bachelor students, in %	3.2





details on missing data:

methodical issues or considerations for data interpretation:

The student number provided includes the whole population. For income figures, cases containing missing values were excluded from the analysis. Therefore the total student population who provided figures here is 8,145.

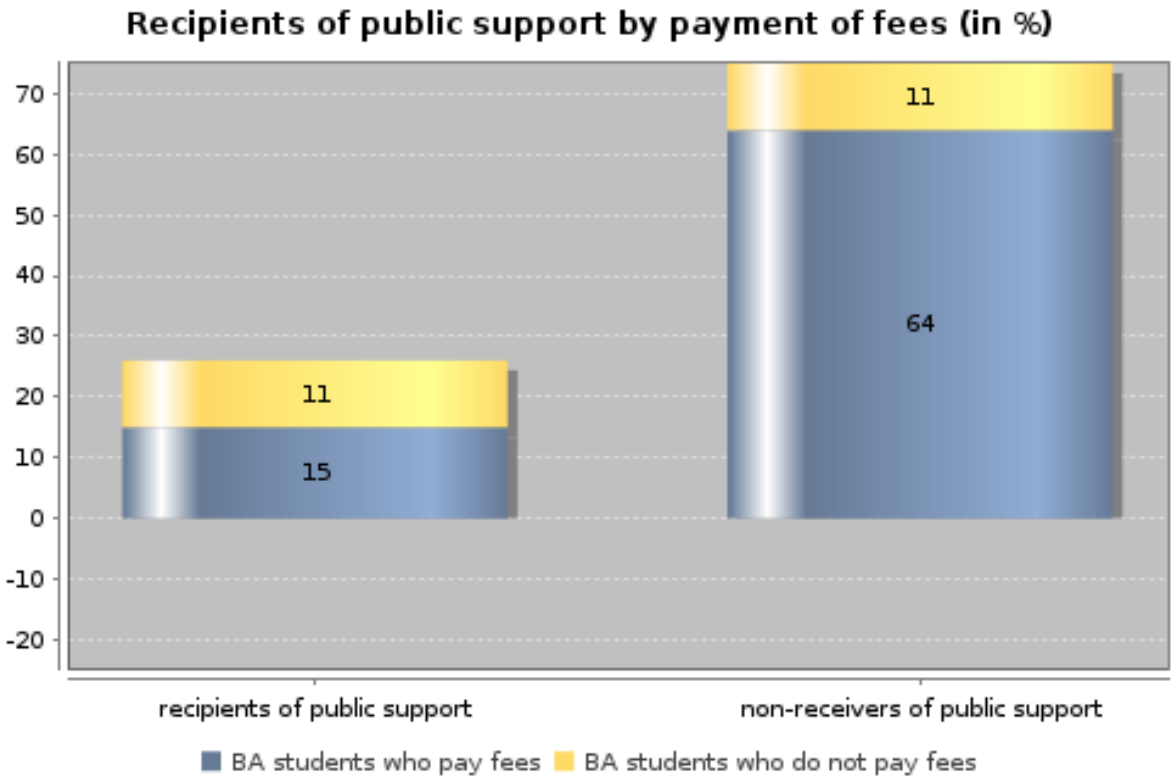
national interpretation of the results of the data analysis:

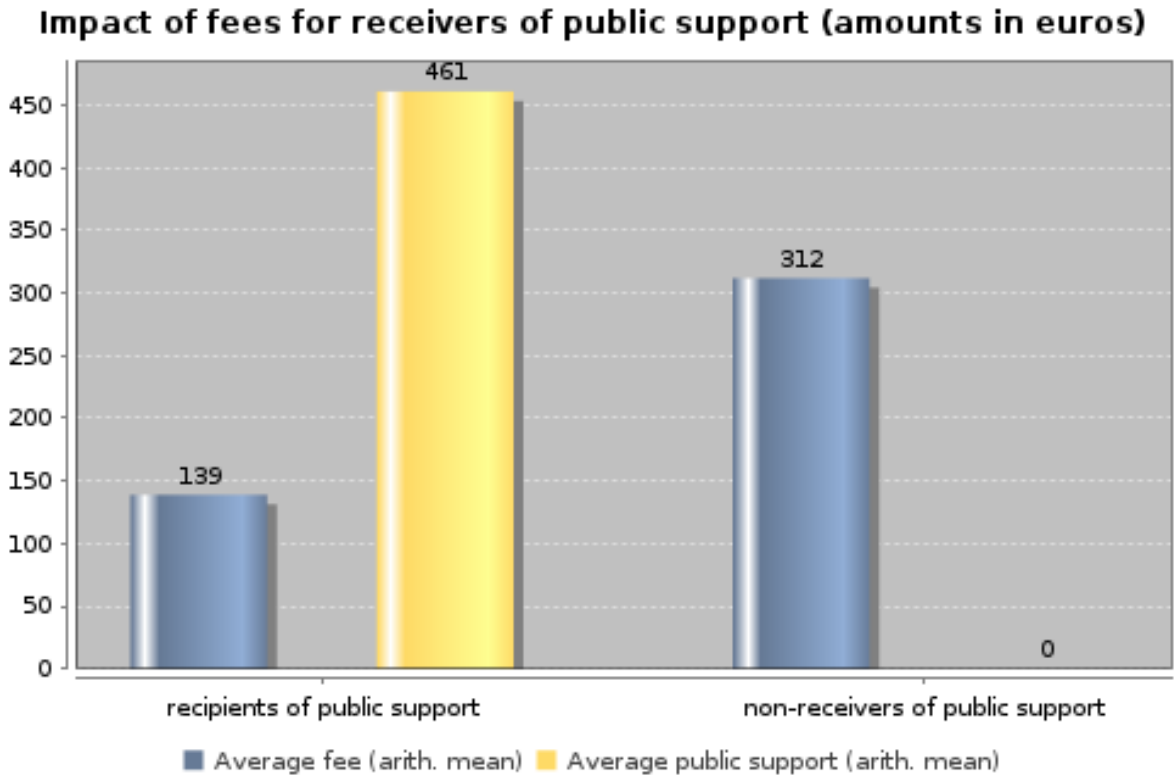
All figures have been checked and verified. The greater emphasis of part-time students in Eurostudent IV may explain some of this difference between EIII and EIV.

Topic: F. Funding and state assistance

Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators	
Recipients of public support who pay fees, in %	14.6
Share of public support which covers fees for recipients of public support, in %	30.2





details on missing data:

Table 2 Non-receiver of public support do not receive public support.

methodical issues or considerations for data interpretation:

Both tables use BA students as selector. Table 1-2 excessive data in expenses are excluded.

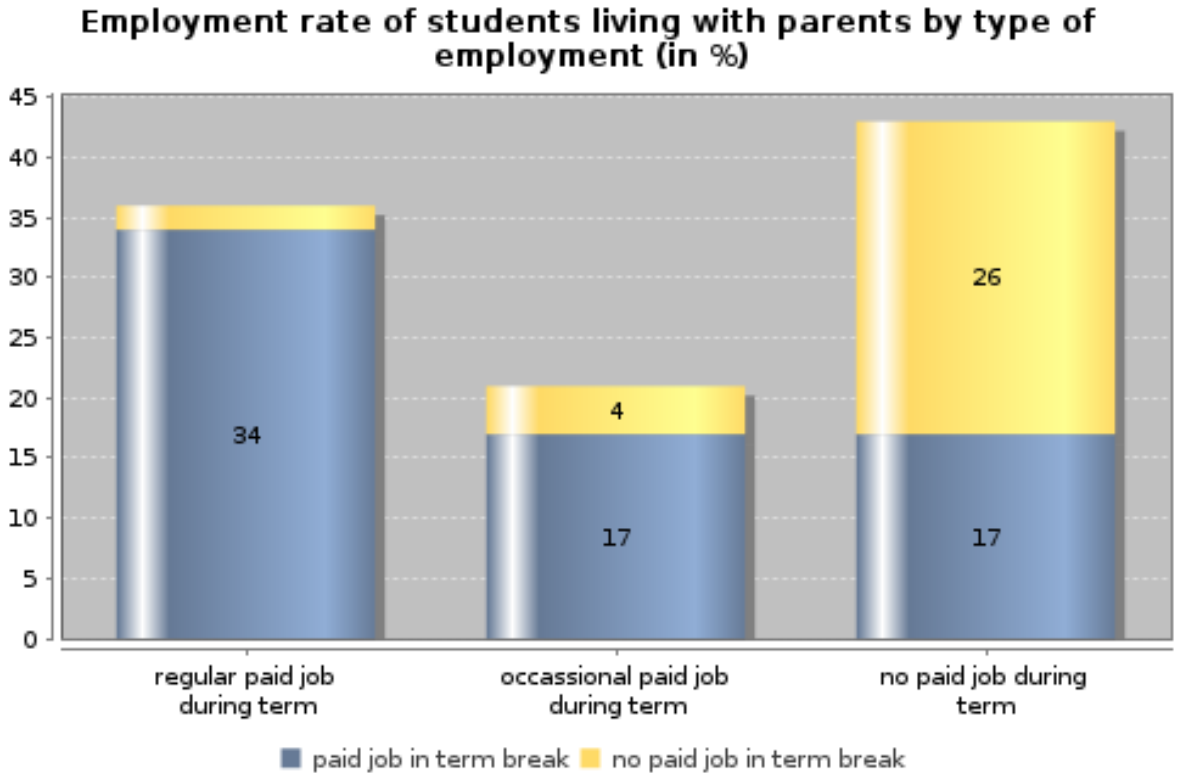
national interpretation of the results of the data analysis:

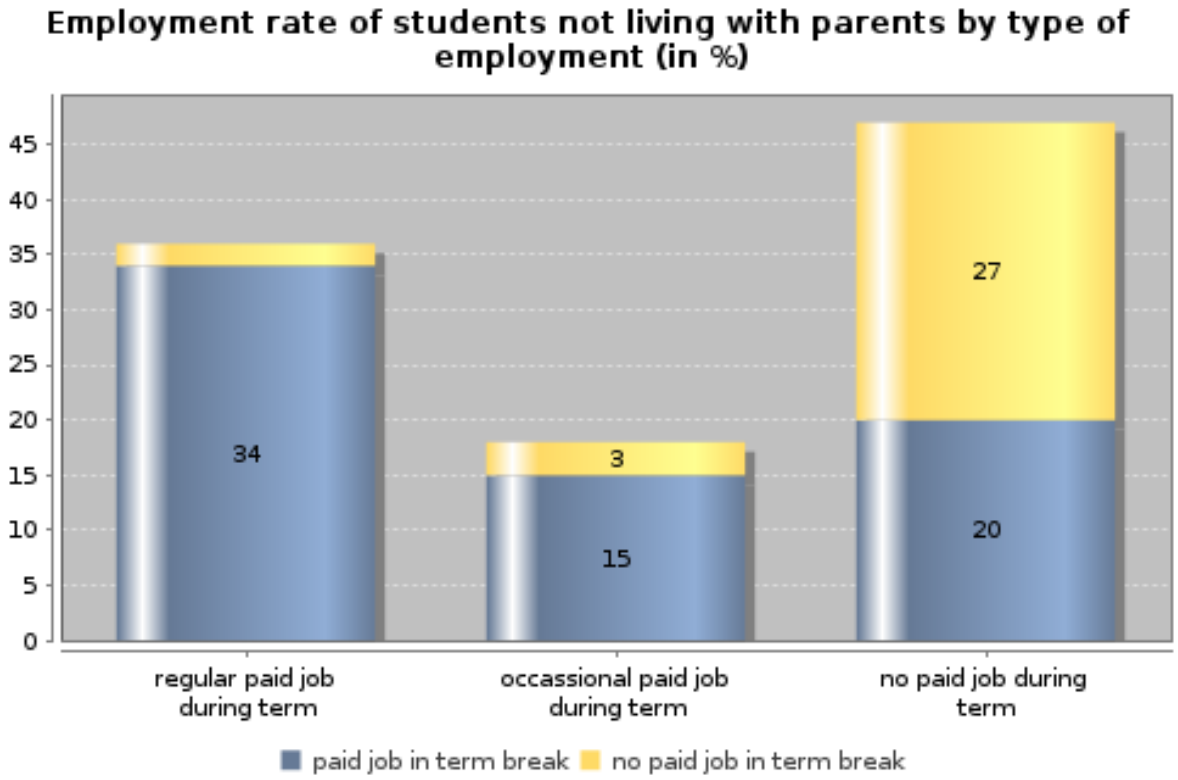
Yes monthly estimates of fees were gained from semester figures by dividing by three. Results were amended based on a revised filter.

Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators	
Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	35.5
Occassional paid job during term, in %	17.5
Regular paid job during term and in term break, in %	33.8
Occassional paid job during term and in term break, in %	14.6
No paid job at any time, in %	26.8





details on missing data:

methodical issues or considerations for data interpretation:

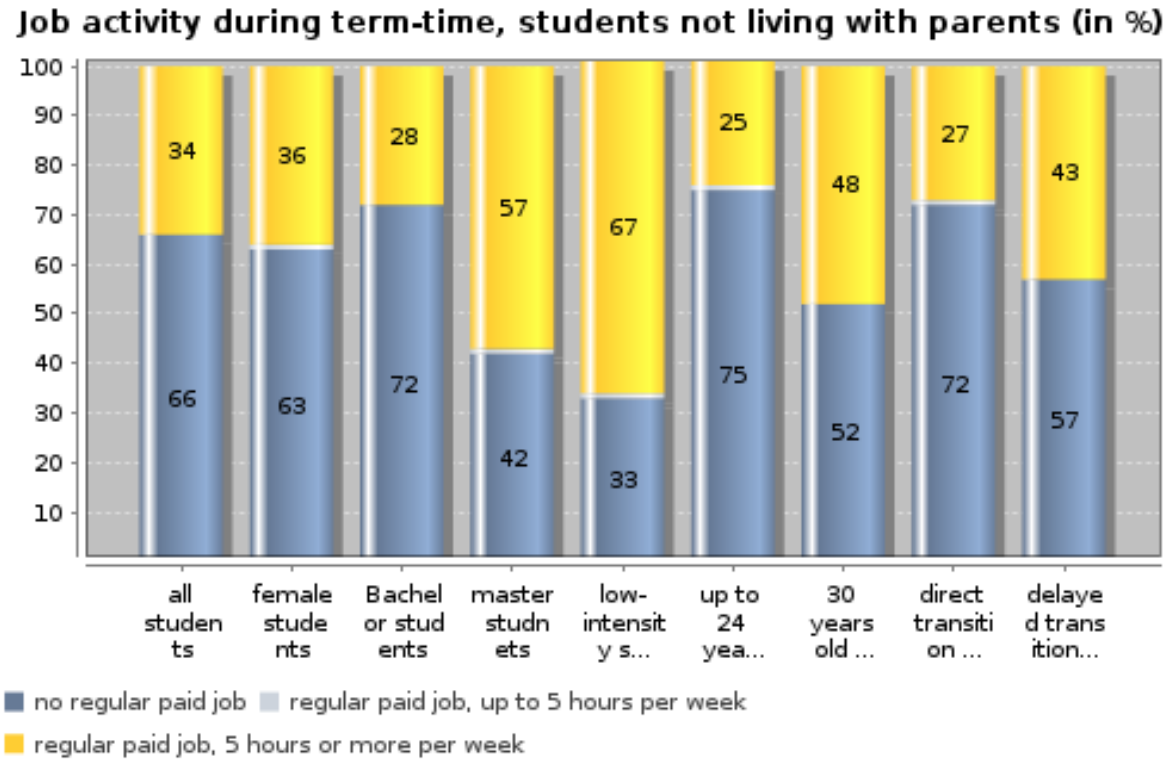
national interpretation of the results of the data analysis:

All figures have been checked and verified. The greater emphasis of part-time students in Eurostudent IV may explain some of this difference between EIII and EIV.

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators	
Regular paid job, 5 hours or more per week, all students, in %	33.7
Regular paid job, 5 hours or more per week, BA students, in %	27.5
Regular paid job, 5 hours or more per week, low-intensity students, in %	66.6
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	47.5



details on missing data:

methodical issues or considerations for data interpretation:

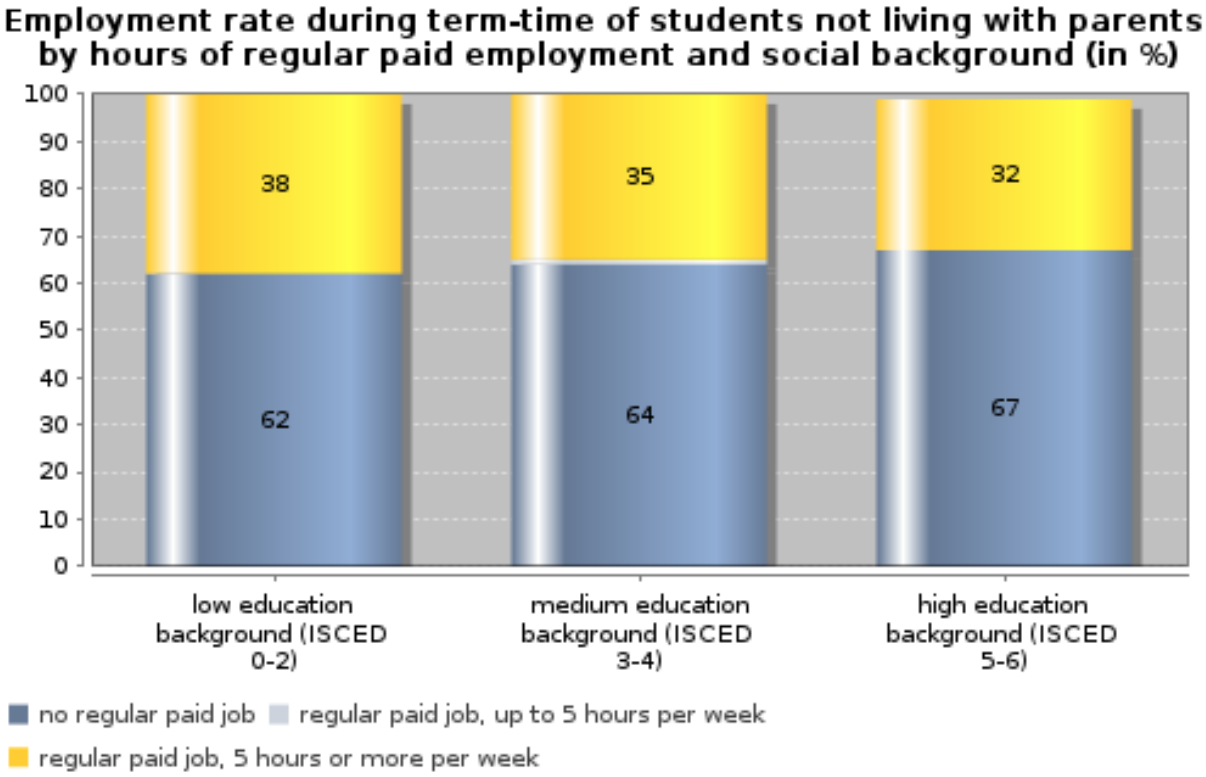
national interpretation of the results of the data analysis:

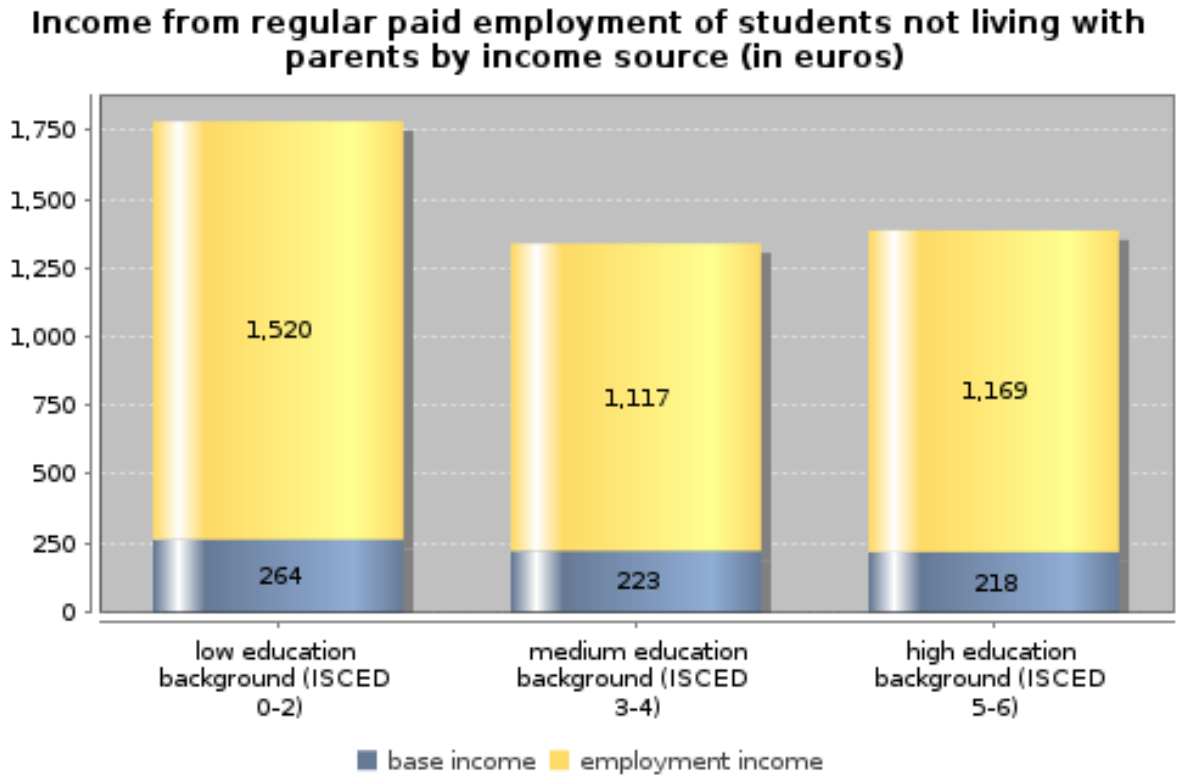
All figures have been checked and verified. Please note that a decision was taken to exclude occasional workers doing more than 5hrs a week, i.e. Only regular term time work was used for analysis.

Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	37.7
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	32.2
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	85.2
Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %	84.3





details on missing data:

methodical issues or considerations for data interpretation:

Table two only reflects those who have a regular paid job.

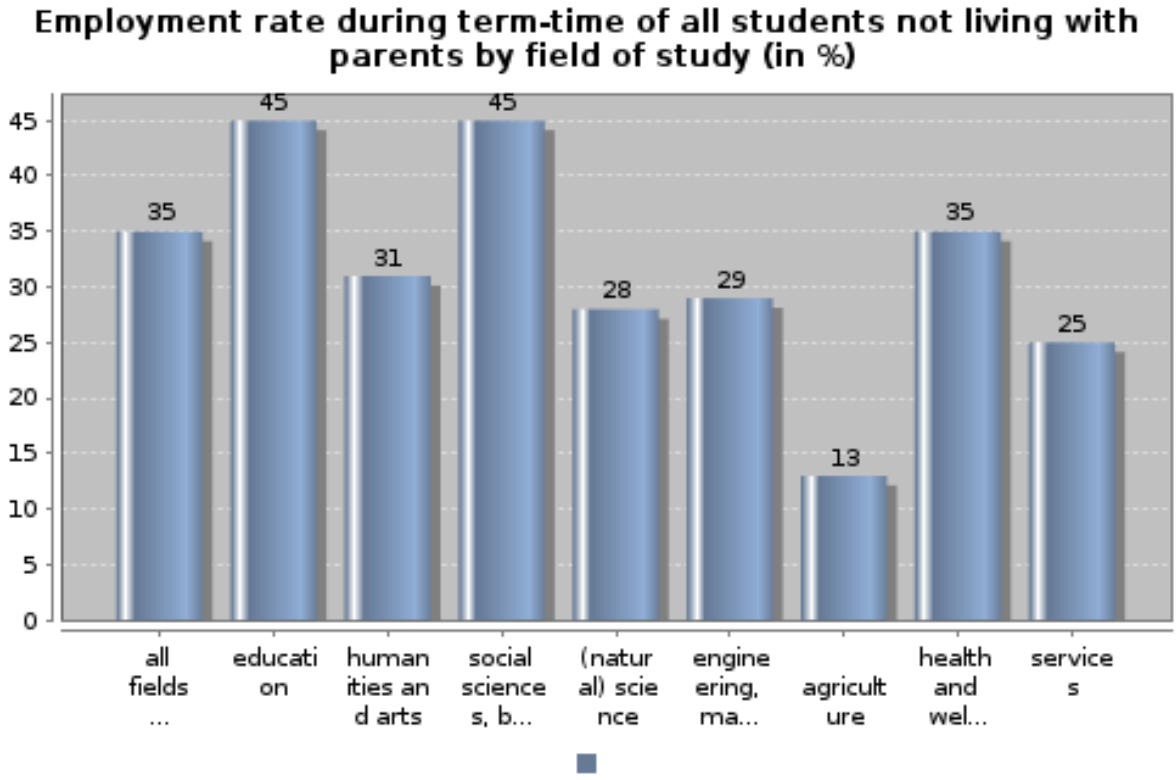
national interpretation of the results of the data analysis:

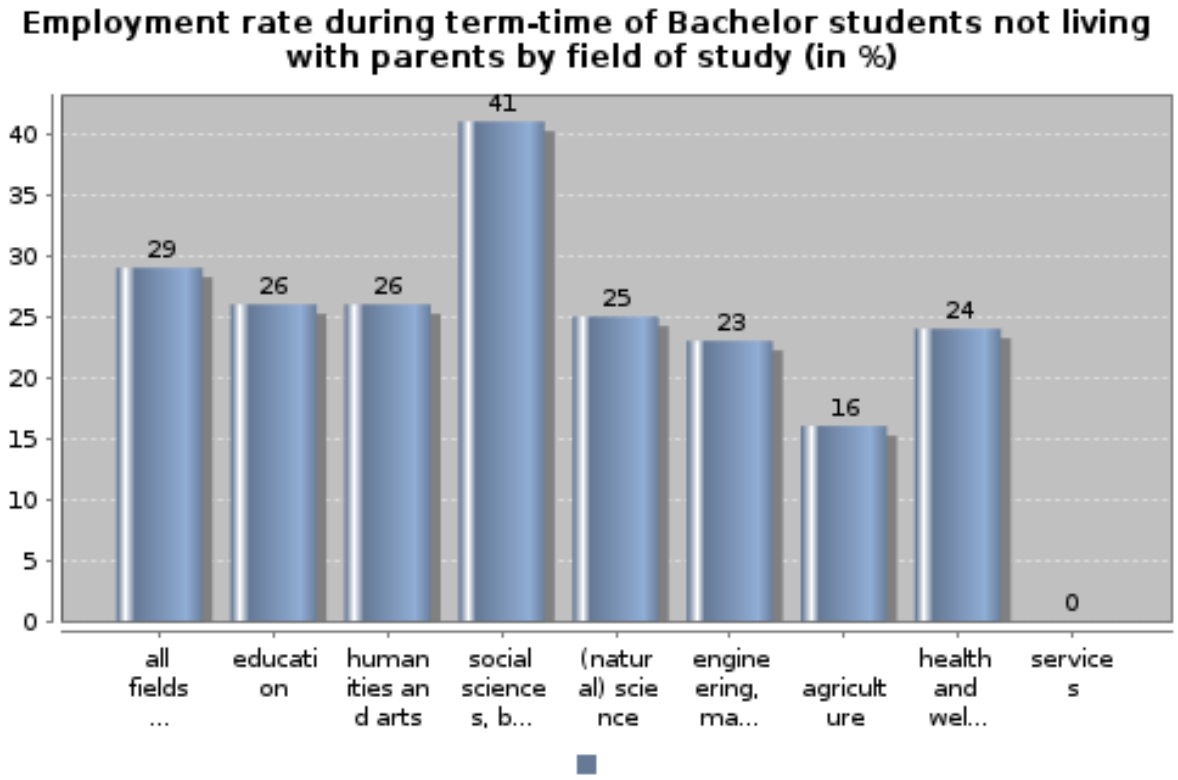
Table 2 was amended using only those who had a regular employment (although instructions were not very clear), previously all students were included.

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators	
Employment rate of:	
all students in engineering disciplines, in %	28.6
all students in humanities and arts, in %	30.8
BA students in engineering disciplines, in %	22.5
BA students in humanities and arts, in %	26.3





details on missing data:

methodical issues or considerations for data interpretation:

all fields of study figure provided is the sum of the various figures included in each row and does not refer to all students.

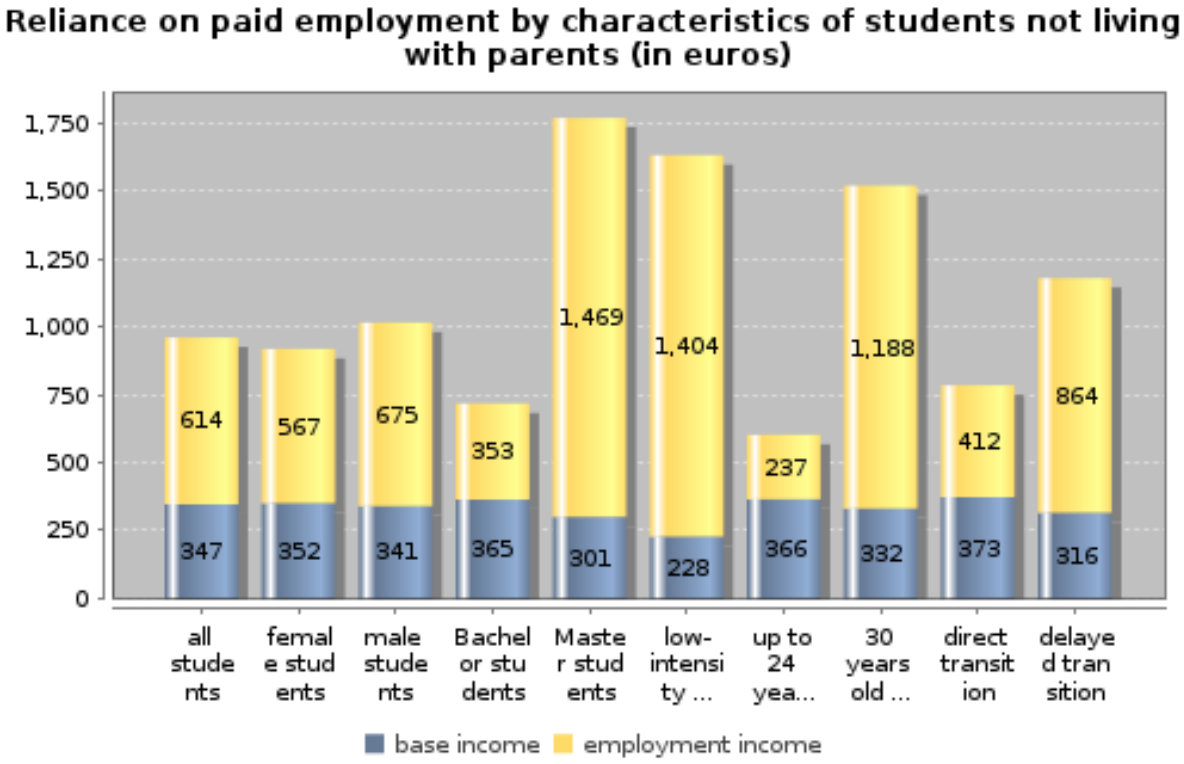
national interpretation of the results of the data analysis:

All figures have been checked and verified.

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators	
Income from employment as share of total income for all students, in %	63.9
Income from employment as share of total income for BA students, in %	49.2
Income from employment as share of total income for low-intensity students, in %	86.0
Income from employment as share of total income for 30 years old or above, in %	78.2



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

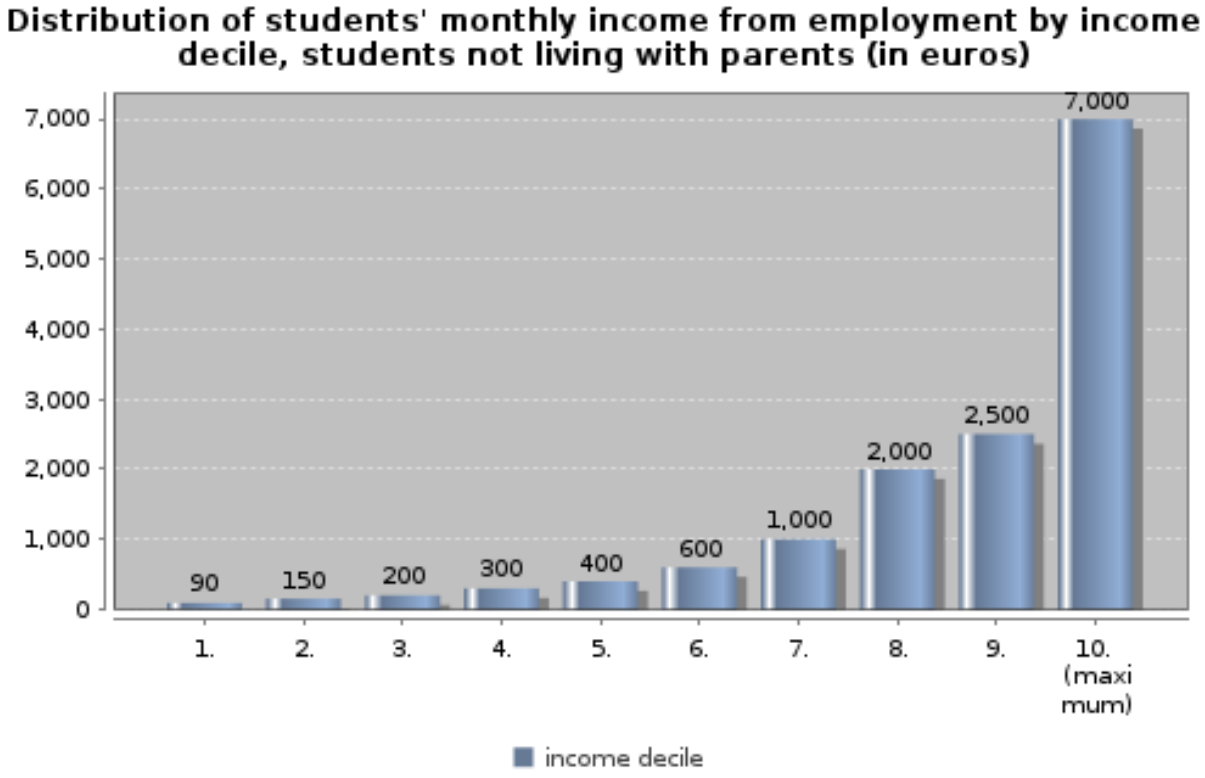
Figures were amended based on revised filter, i.e. filter is limited to students not living with parents.

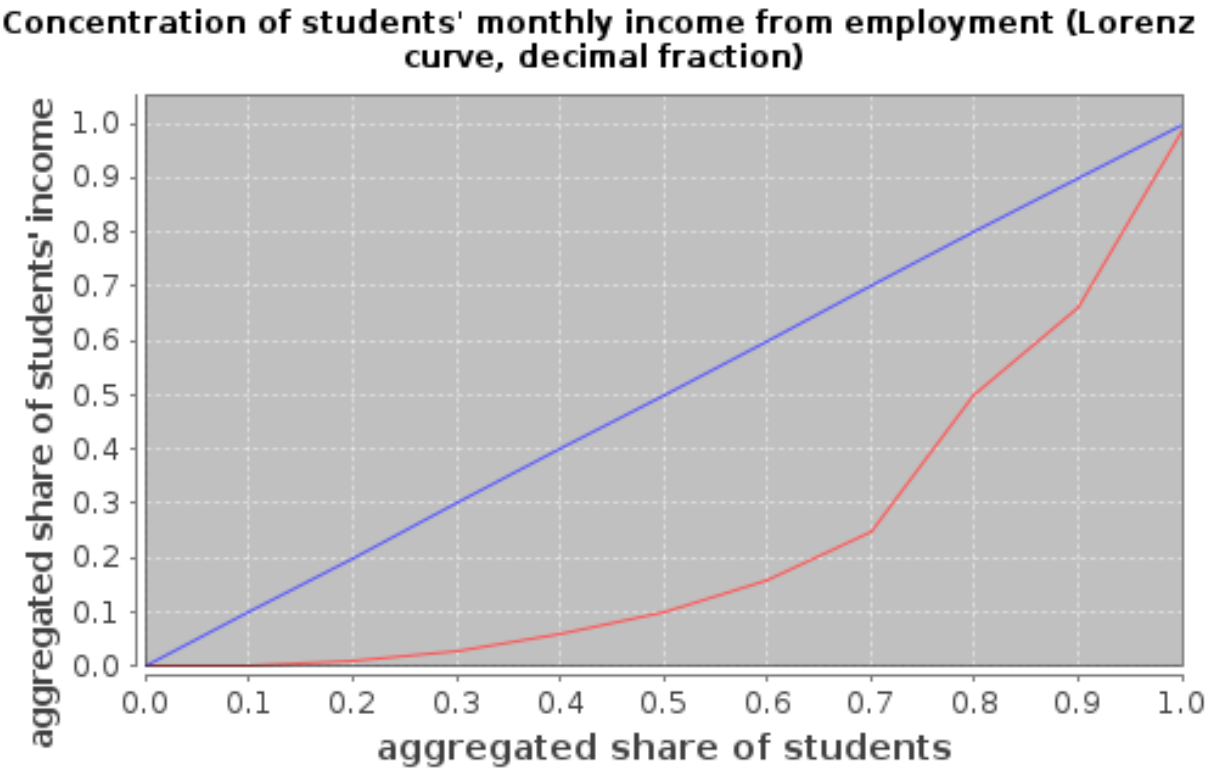
Topic: G. Time budget and employment

Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents	150.0
Gini coefficient	0.56





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

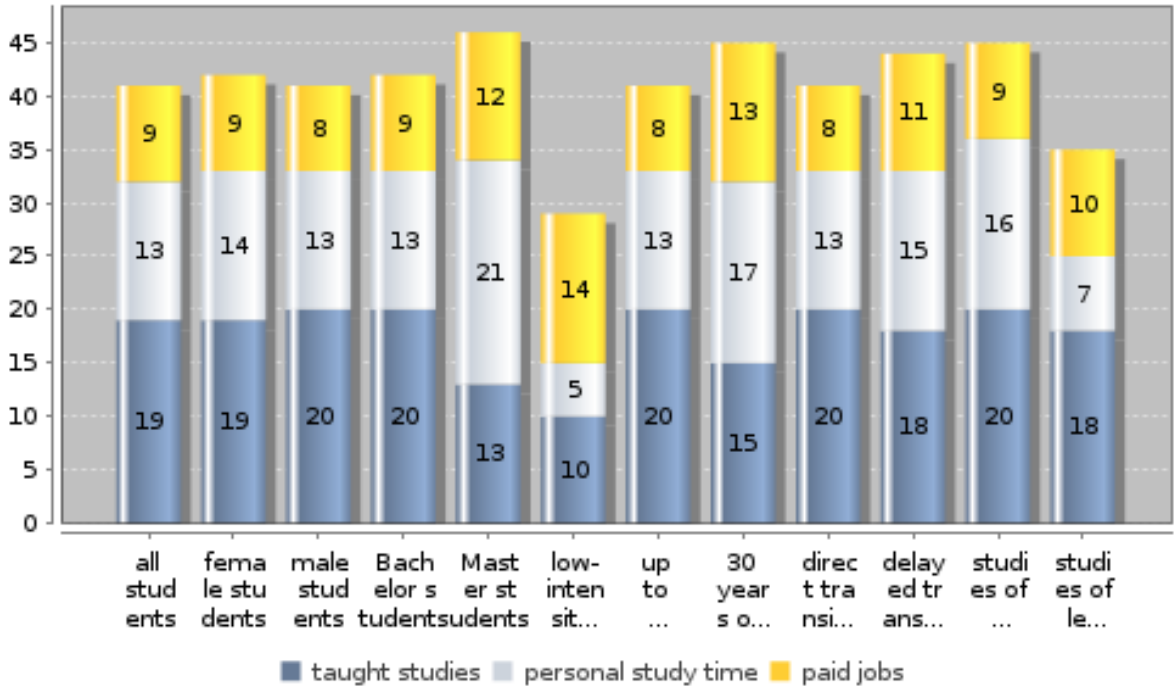
All figures have been checked and verified.

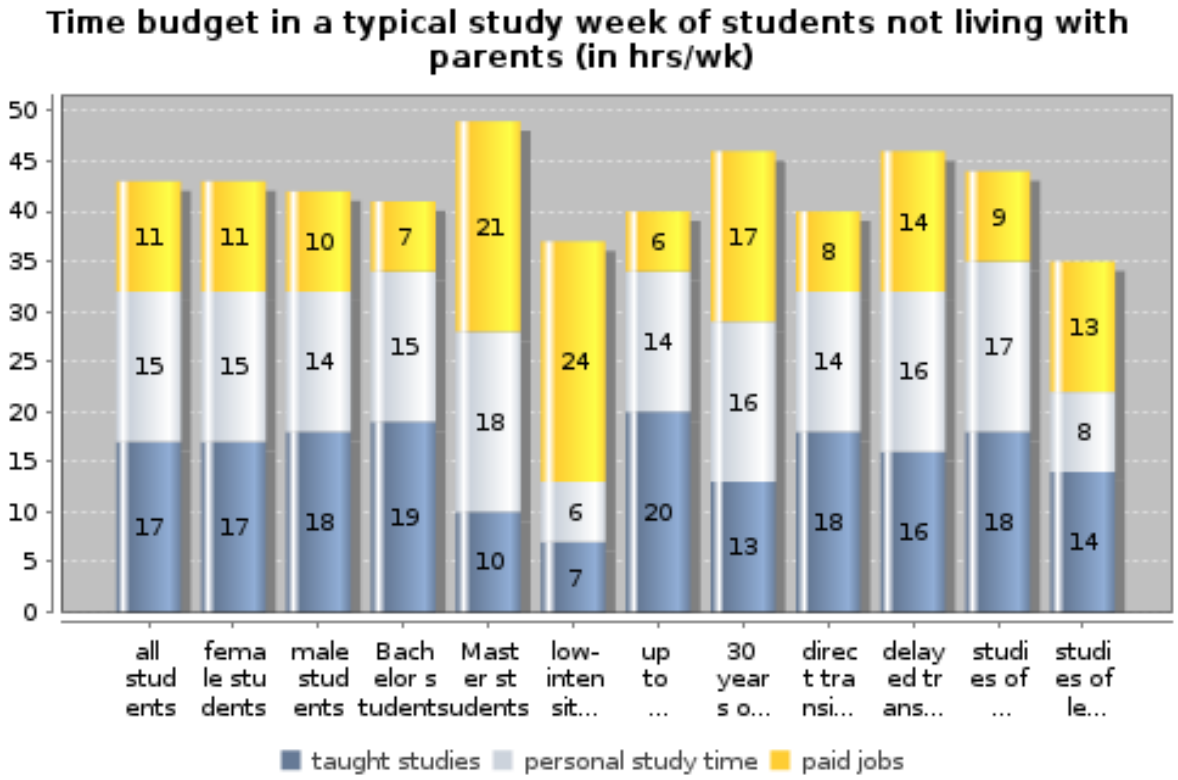
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	32.0
Study-related activities of BA students not living with parents, hrs/wk	34.0
Study-related activities of MA students not living with parents, hrs/wk	28.0
Study-related activities of low-intensity students not living with parents, hrs/wk	13.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	35.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	22.0

Time budget in a typical study week of students living with parents (in hrs/wk)





details on missing data:

methodical issues or considerations for data interpretation:

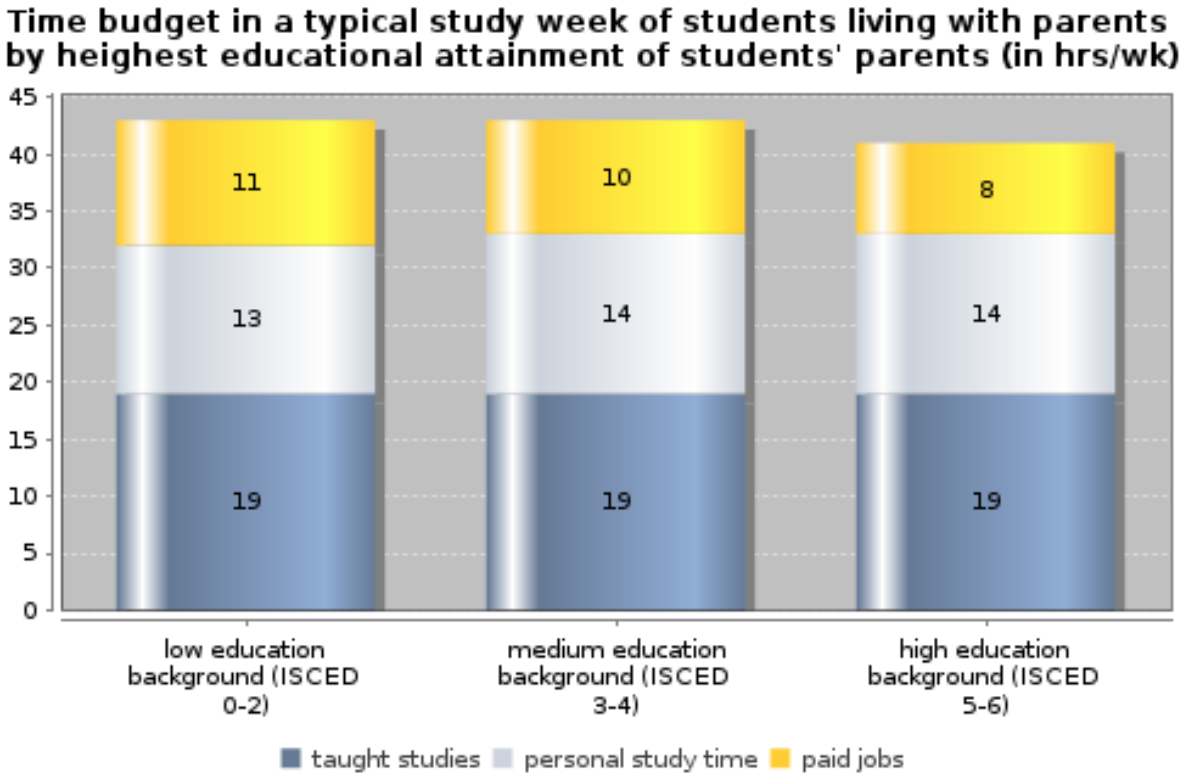
national interpretation of the results of the data analysis:

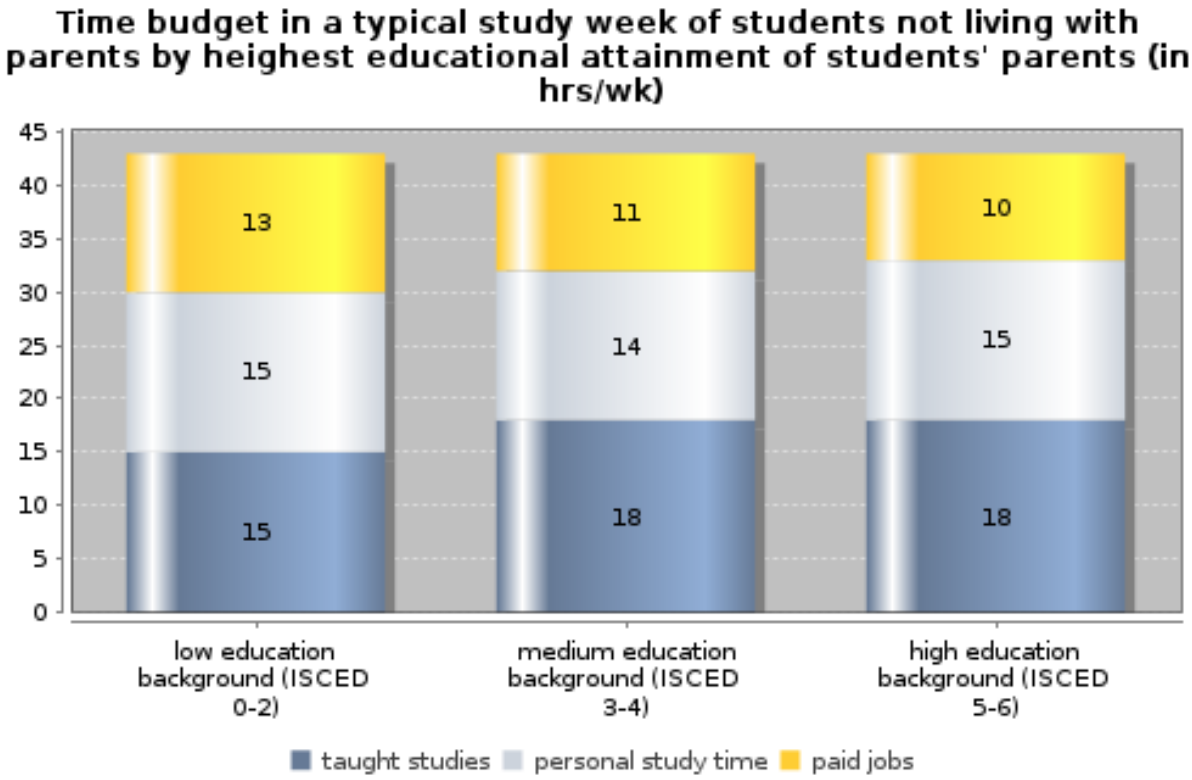
Topic: G. Time budget and employment

Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	33.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	30.0





details on missing data:

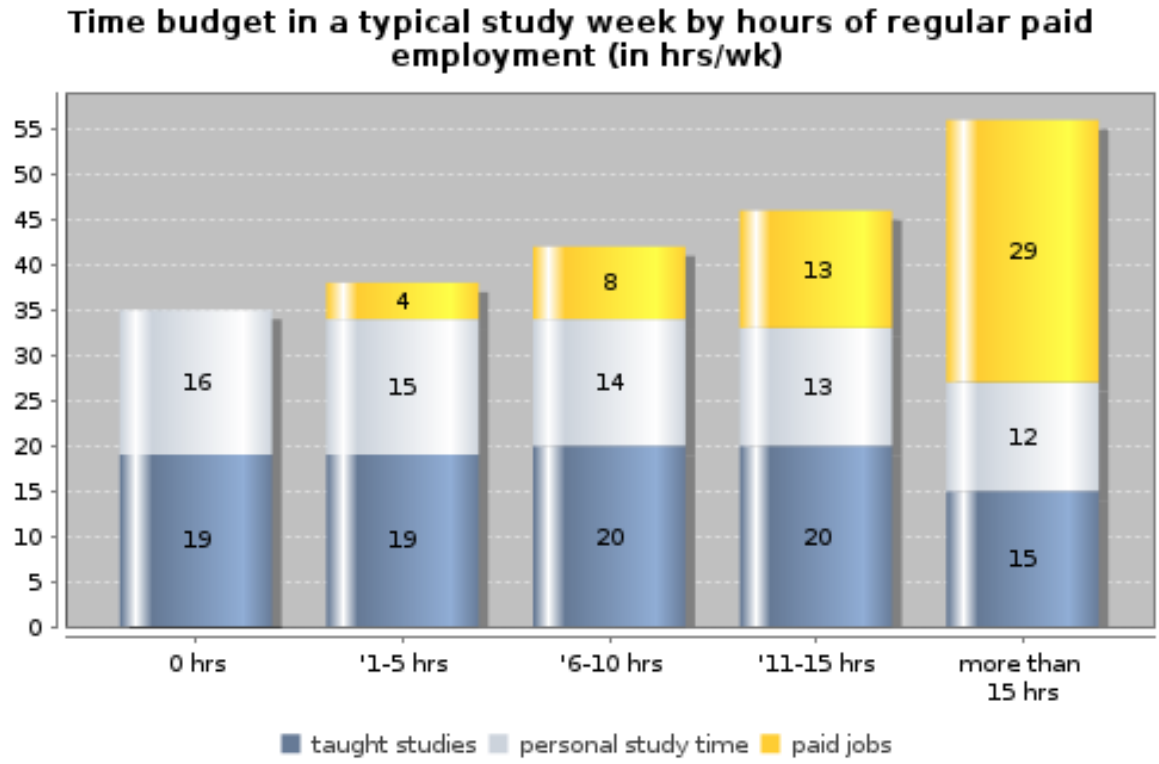
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators	
Study-related activities of students with no paid employment, hrs/wk	35.0
Study-related activities of students, who work 1-5 hrs/wk	34.0
Study-related activities of students, who work 11-15 hrs/wk	33.0
Study-related activities of students, who work more than 15 hrs/wk	27.0



details on missing data:

methodical issues or considerations for data interpretation:

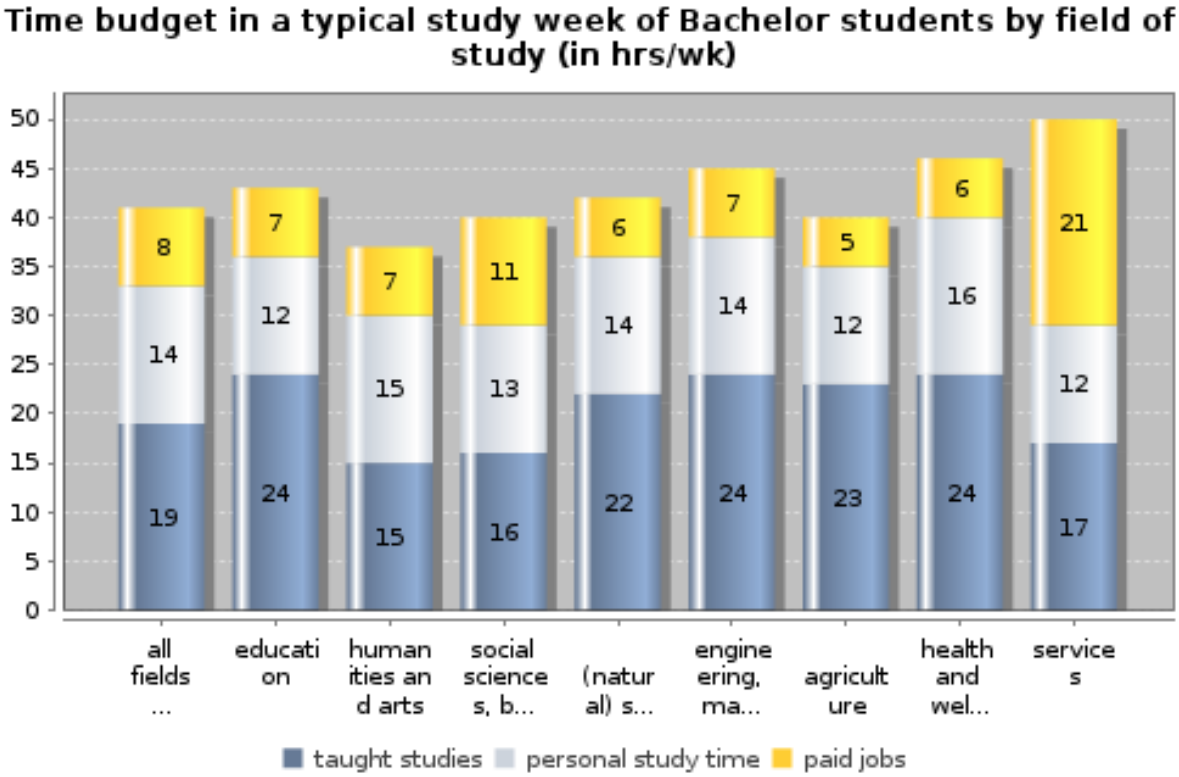
national interpretation of the results of the data analysis:

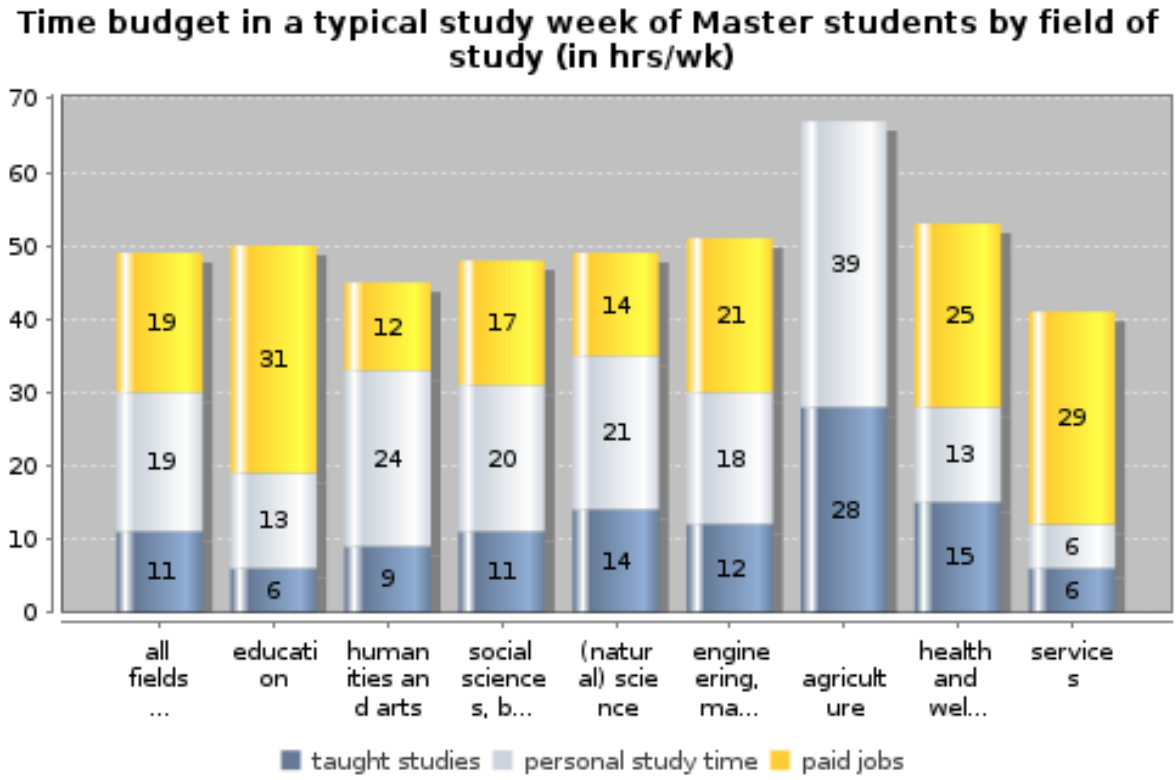
Absolute numbers were provided instead of average number of hours. Corrections applied to table.

Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

Key Indicators	
Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	38.0
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	30.0
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	30.0
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	33.0





details on missing data:

methodical issues or considerations for data interpretation:

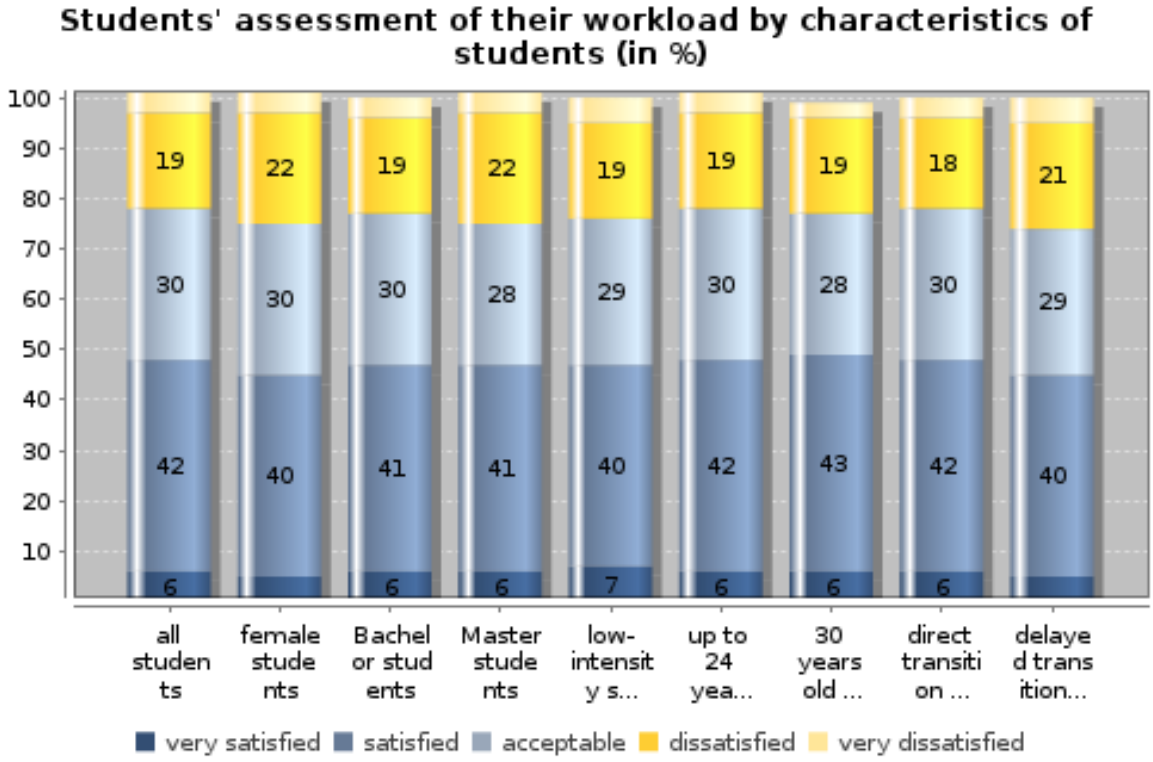
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators

Share of all students who are (very) satisfied, in %	47.2
Share of BA students who are (very) satisfied, in %	46.8
Share of low-intensity students who are (very) satisfied, in %	47.2
Share of 30 year olds or over who are (very) satisfied, in %	49.8



details on missing data:

methodical issues or considerations for data interpretation:

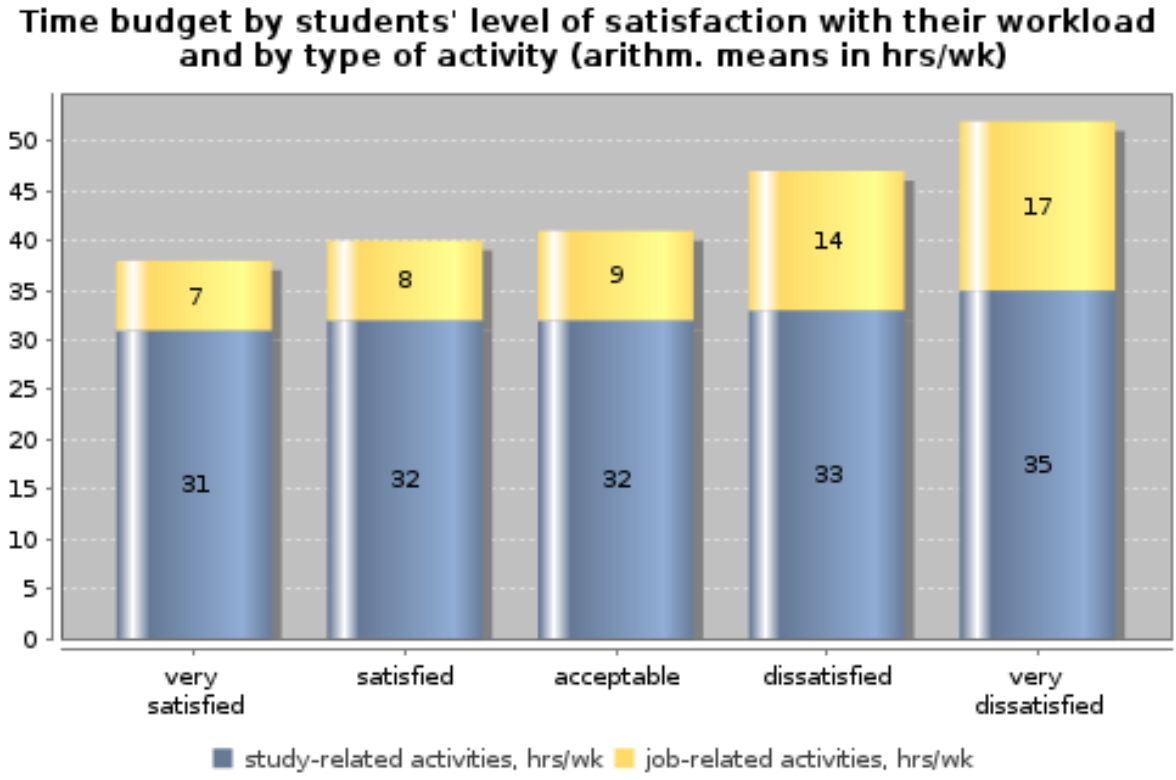
national interpretation of the results of the data analysis:

All figures have been checked and verified.

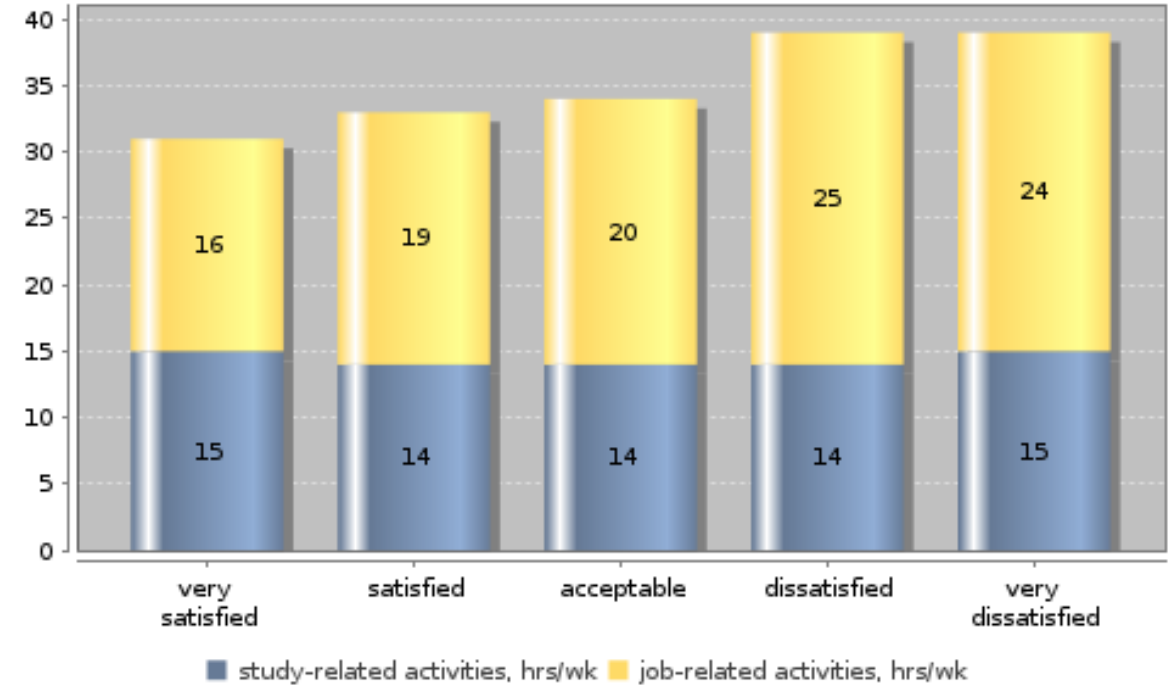
Topic: G. Time budget and employment

Subtopic 12: Time budget by students' level of satisfaction with their workload

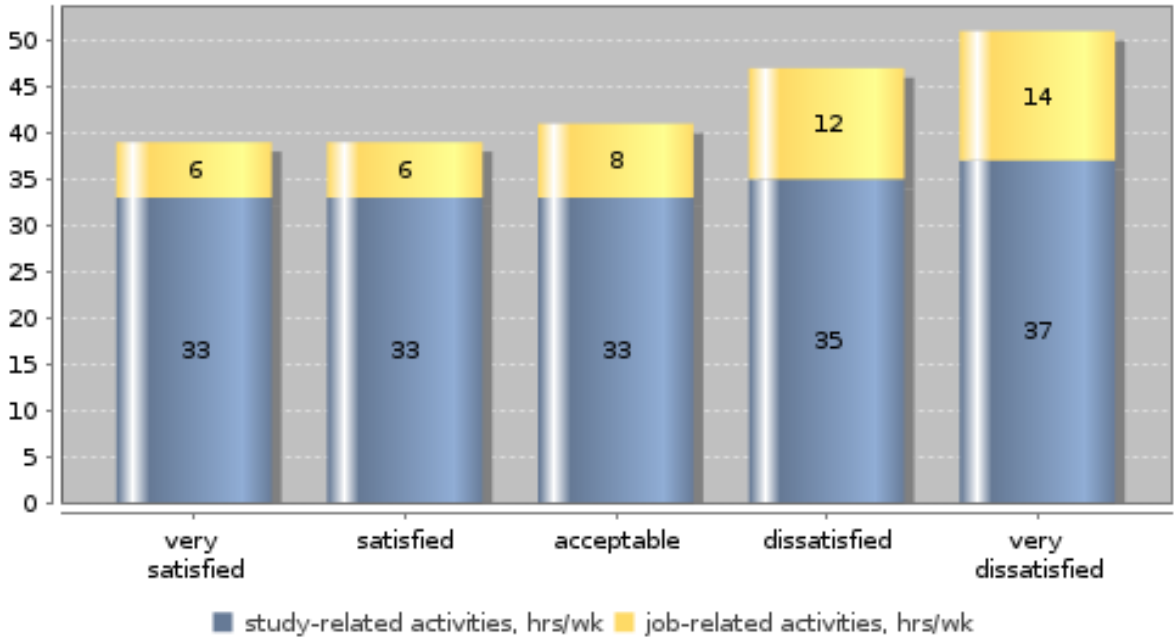
Key Indicators	
Total workload of all students who are very dissatisfied, in hrs/wk	52.0
Total workload of BA students who are very dissatisfied, in hrs/wk	51.0
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	39.0



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

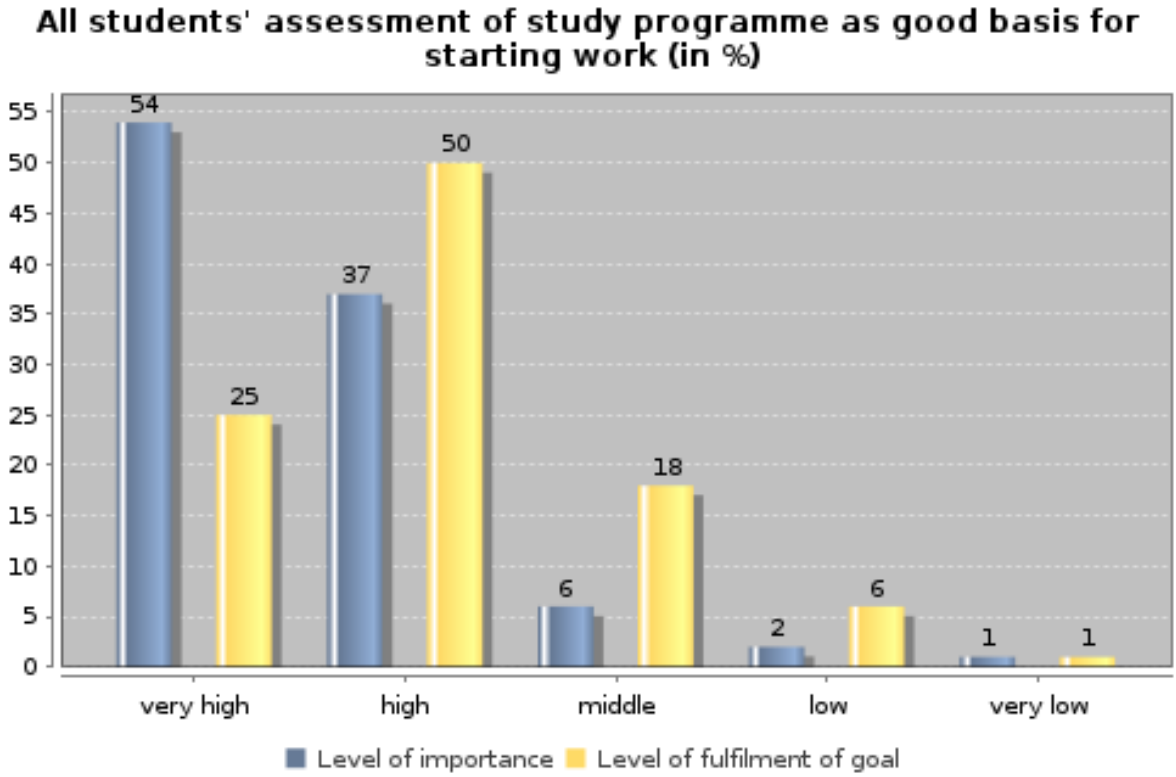
Amendments made to second table.

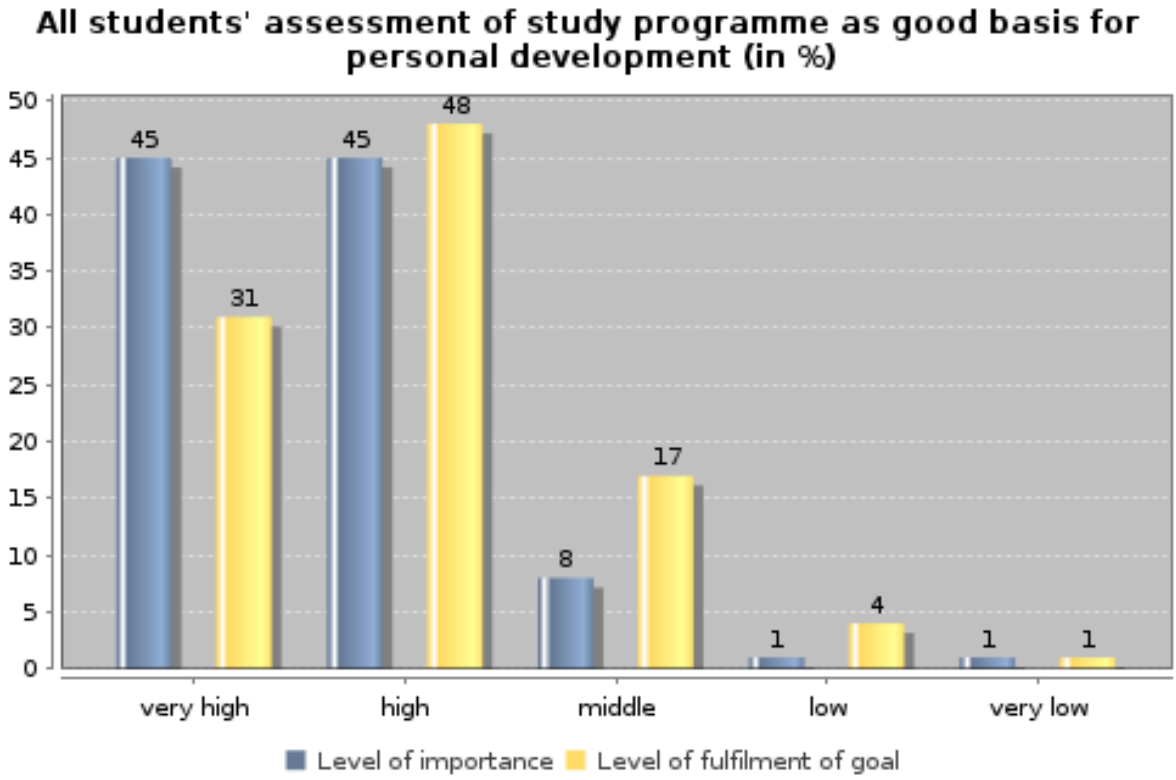
Topic: H. Assessment of studies

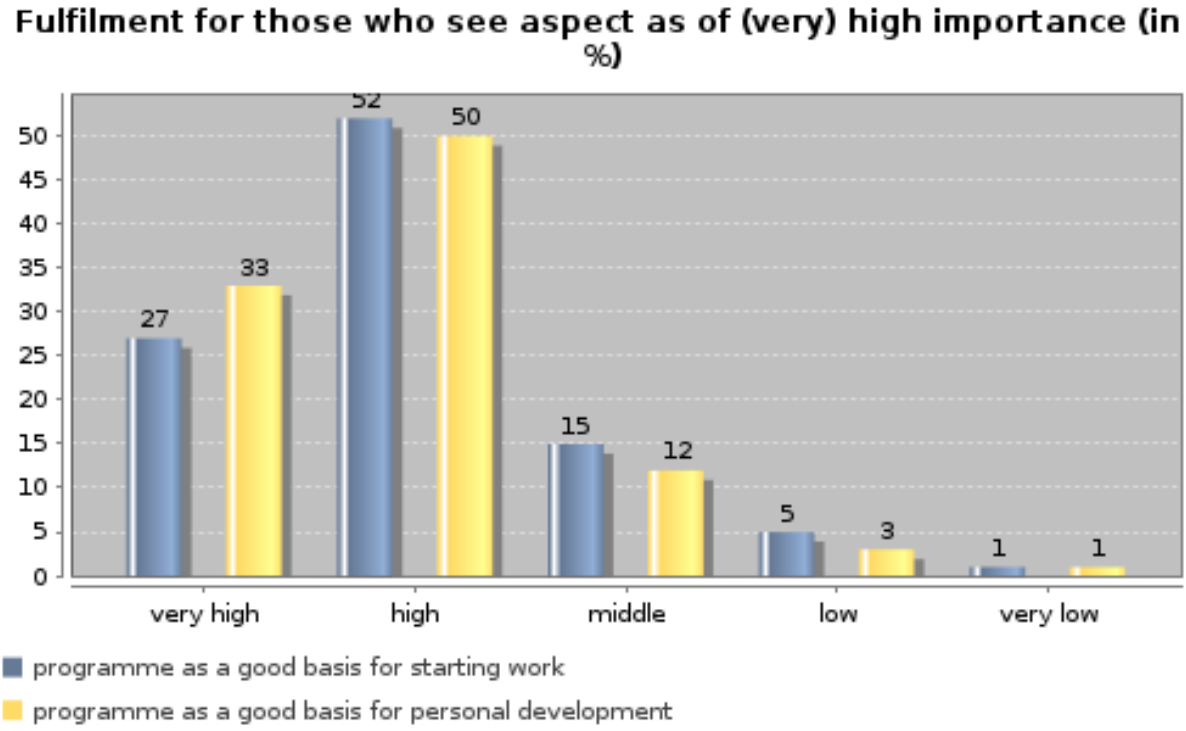
Subtopic 1: All students' assessment of general aspects of studies

Key Indicators

Share of all students whose goals are met at (very) high level - basis for starting work, in %	75.2
Share of all students whose goals are met at (very) high level - basis for personal development, in %	78.5







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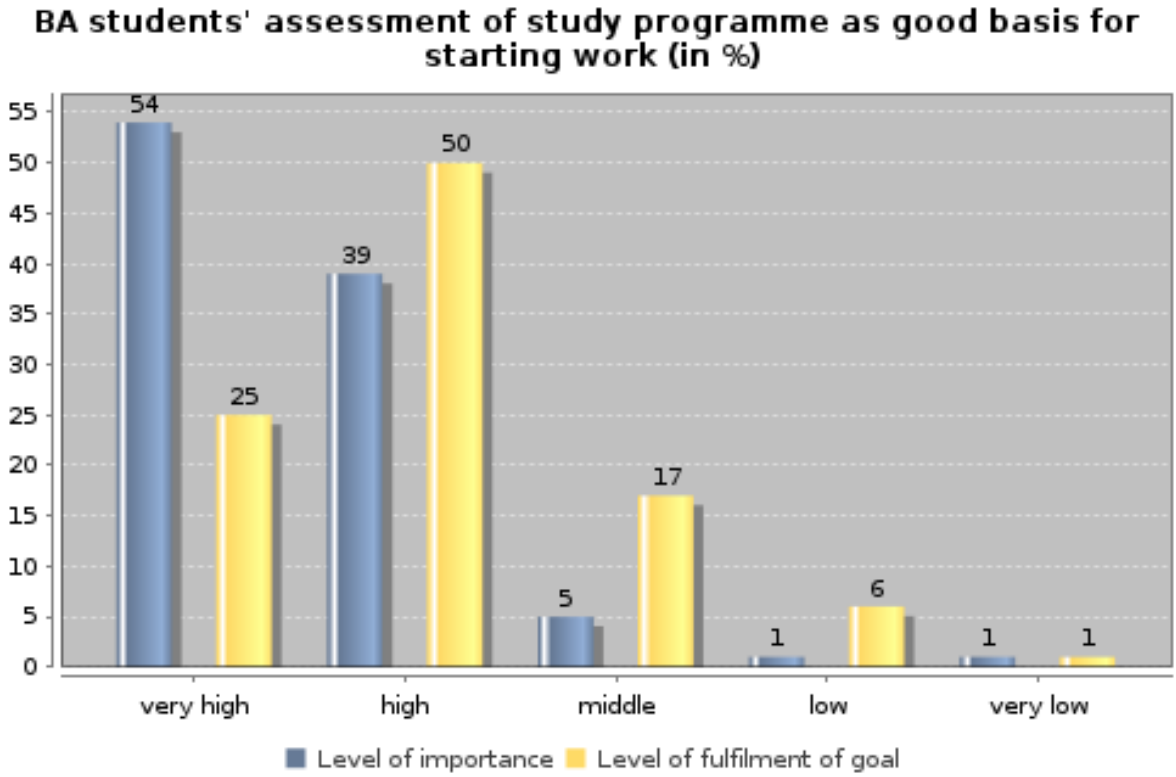
methodical issues or considerations for data interpretation:

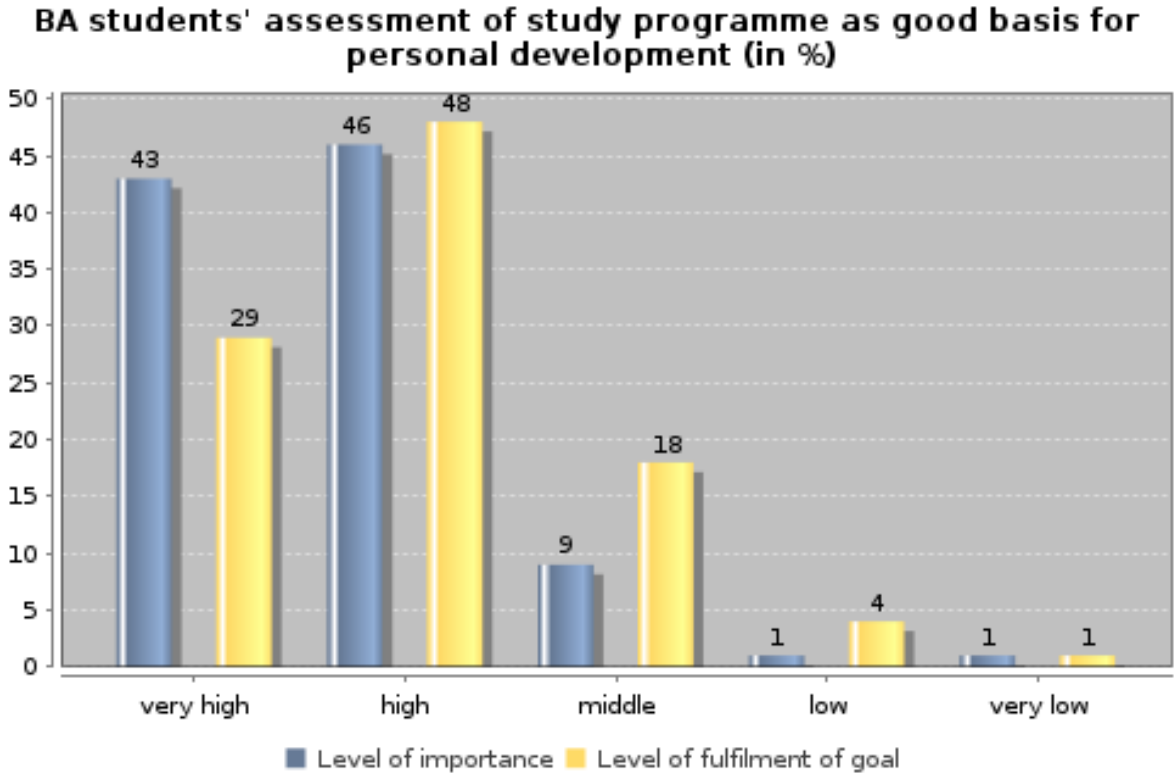
national interpretation of the results of the data analysis:

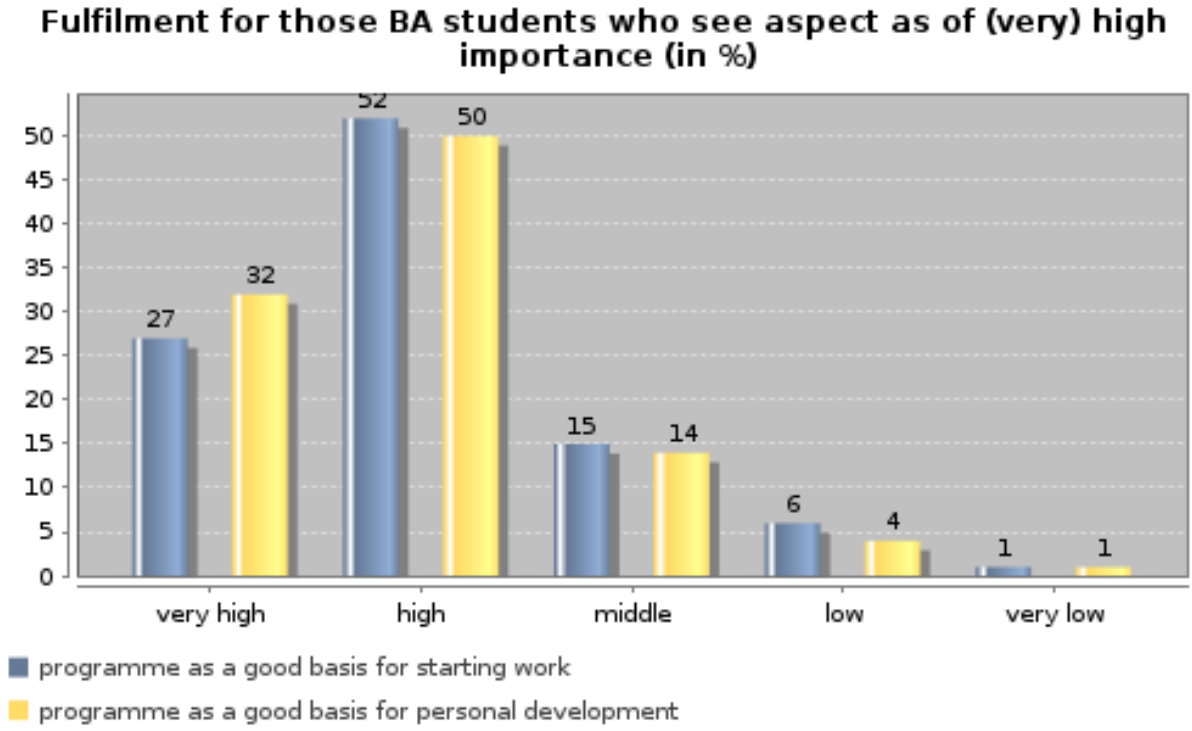
Topic: H. Assessment of studies

Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators	
Share of BA students whose goals are met at (very) high level - basis for starting work, in %	75.7
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	76.8







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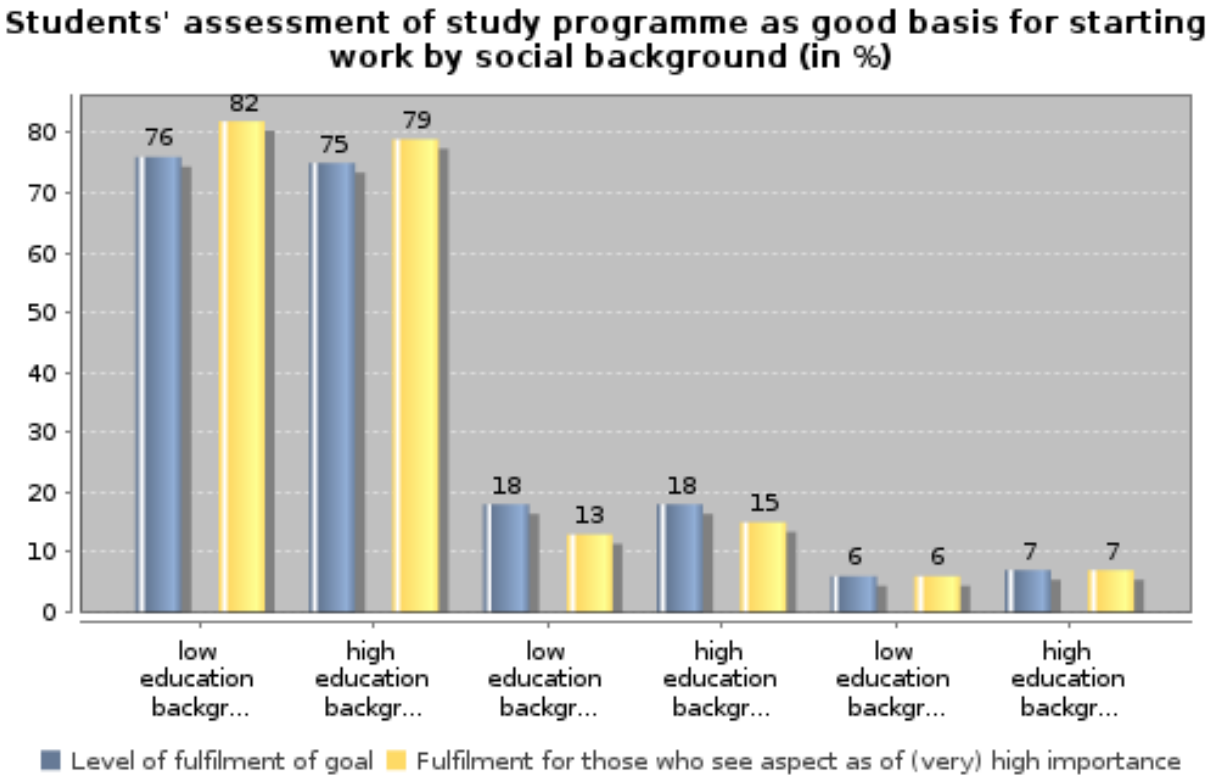
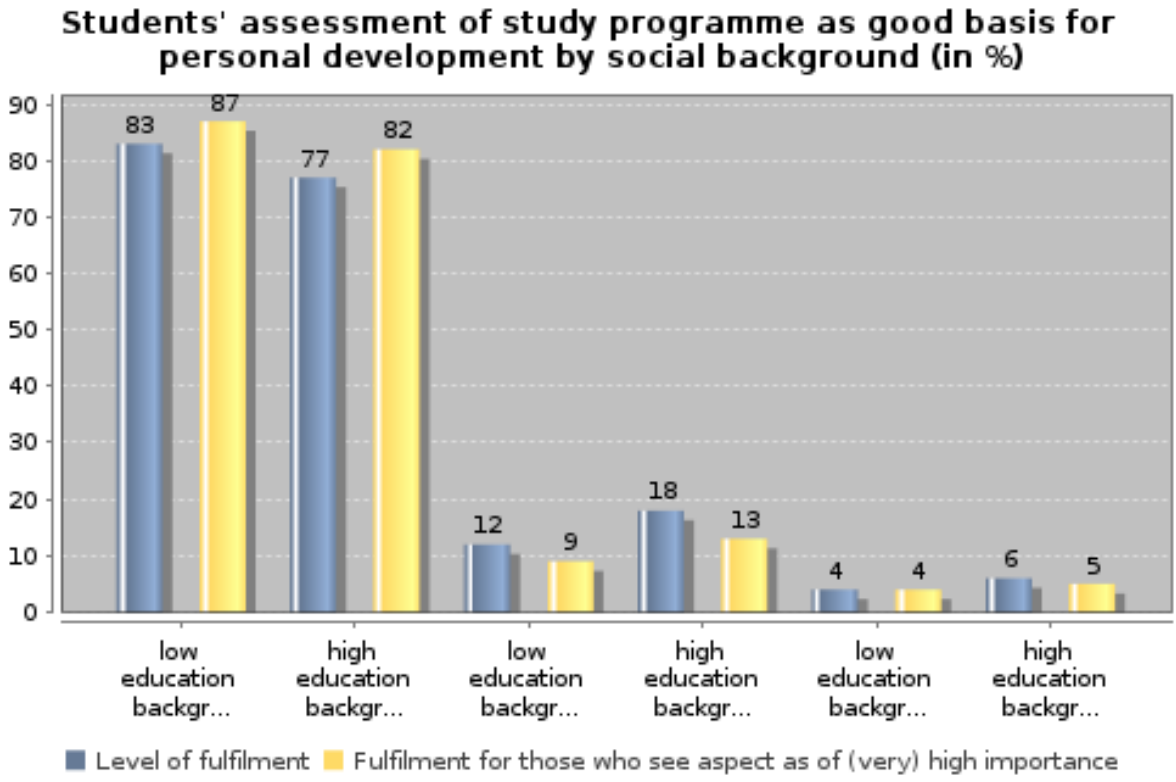
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

Key Indicators	
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	76.0
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	83.3
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	74.9
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	76.6





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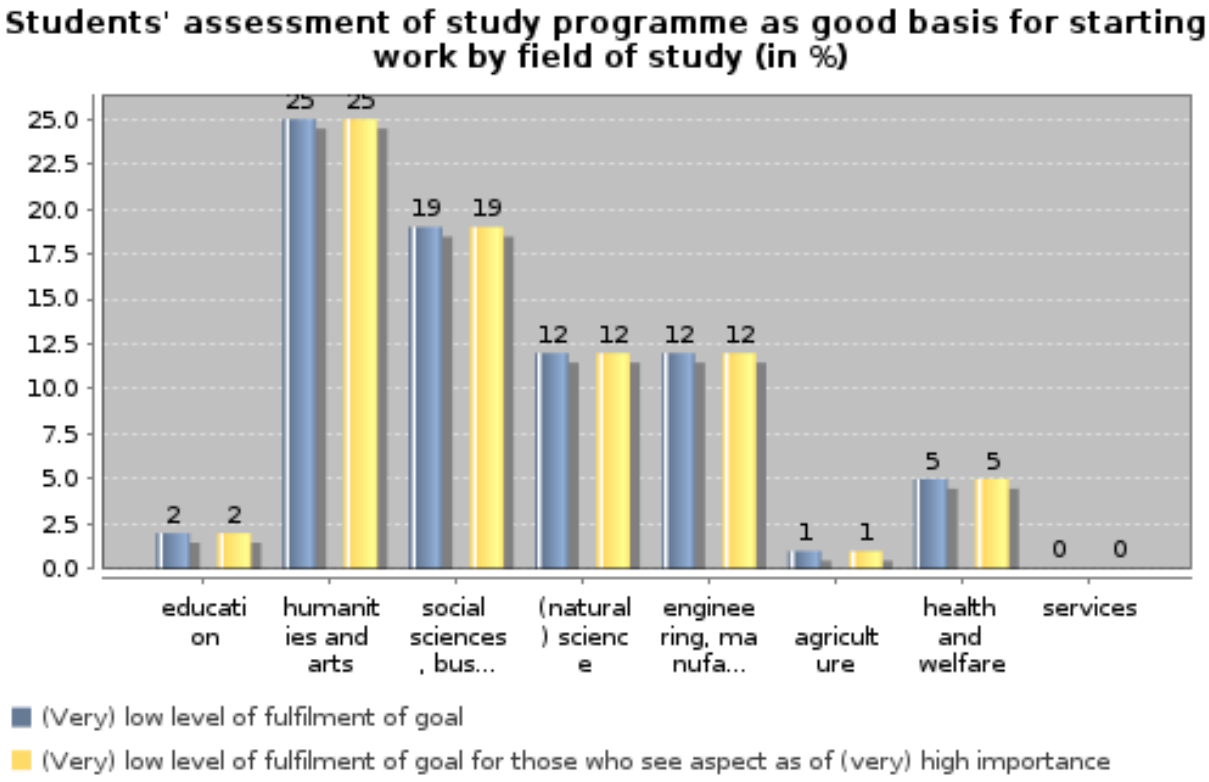
methodical issues or considerations for data interpretation:

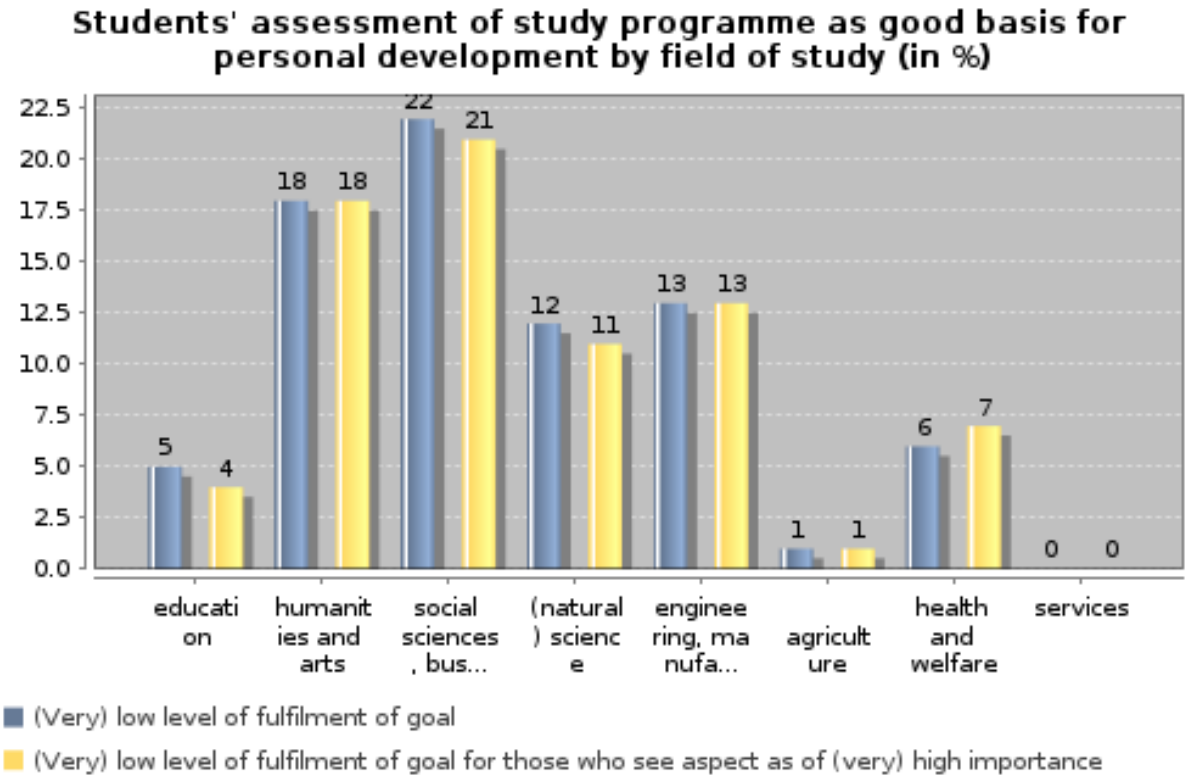
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators	
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	24.9
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	18.2
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	12.1
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	13.1





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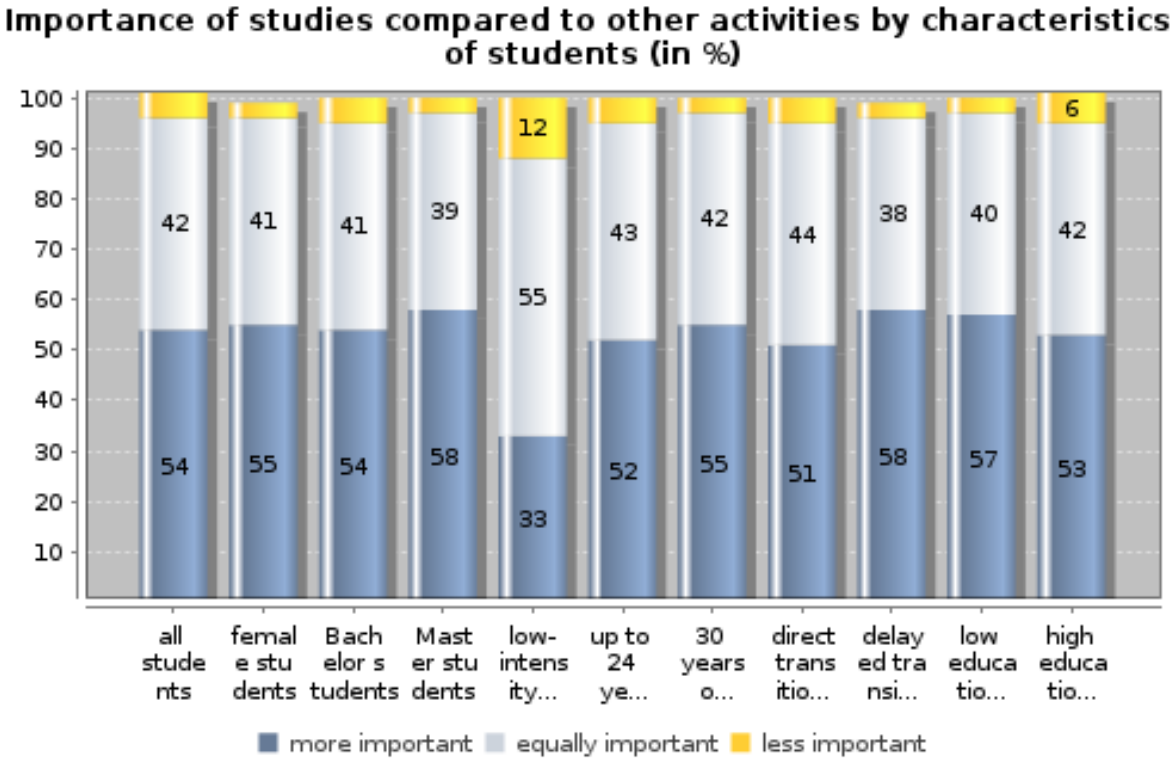
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	53.7
Share of all students for whom studies are less important, in %	4.5
Share of BA students for whom studies are more important, in %	54.3
Share of BA students for whom studies are less important, in %	4.7
Share of low-intensity students for whom studies are more important, in %	33.3
Share of low-intensity students for whom studies are less important, in %	12.0
Share of 30 years old or older for whom studies are more important, in %	55.1
Share of 30 years old or older for whom studies are less important, in %	3.1



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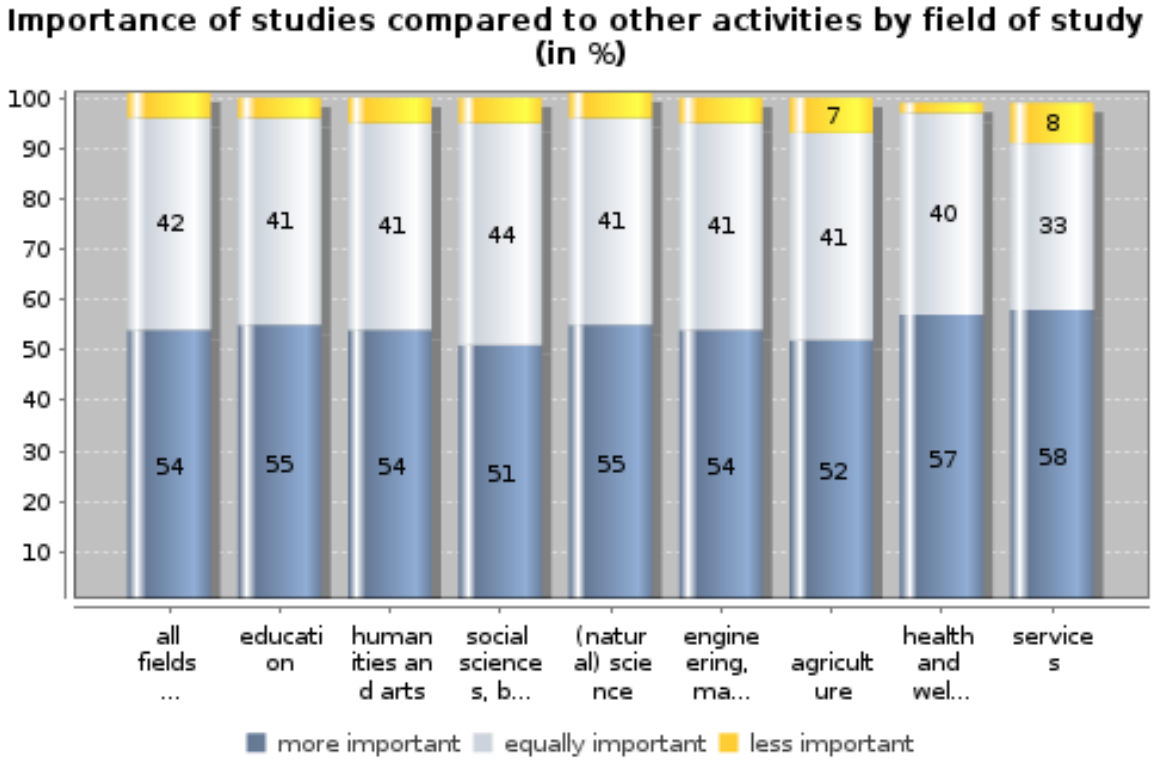
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	54.1
Share of students in humanities and arts for whom studies are less important, in %	5.4
Share of students in engineering disciplines for whom studies are more important, in %	53.7
Share of students in engineering disciplines for whom studies are less important, in %	5.2
Share of students in social sciences for whom studies are more important, in %	51.0
Share of students in social sciences for whom studies are less important, in %	4.8



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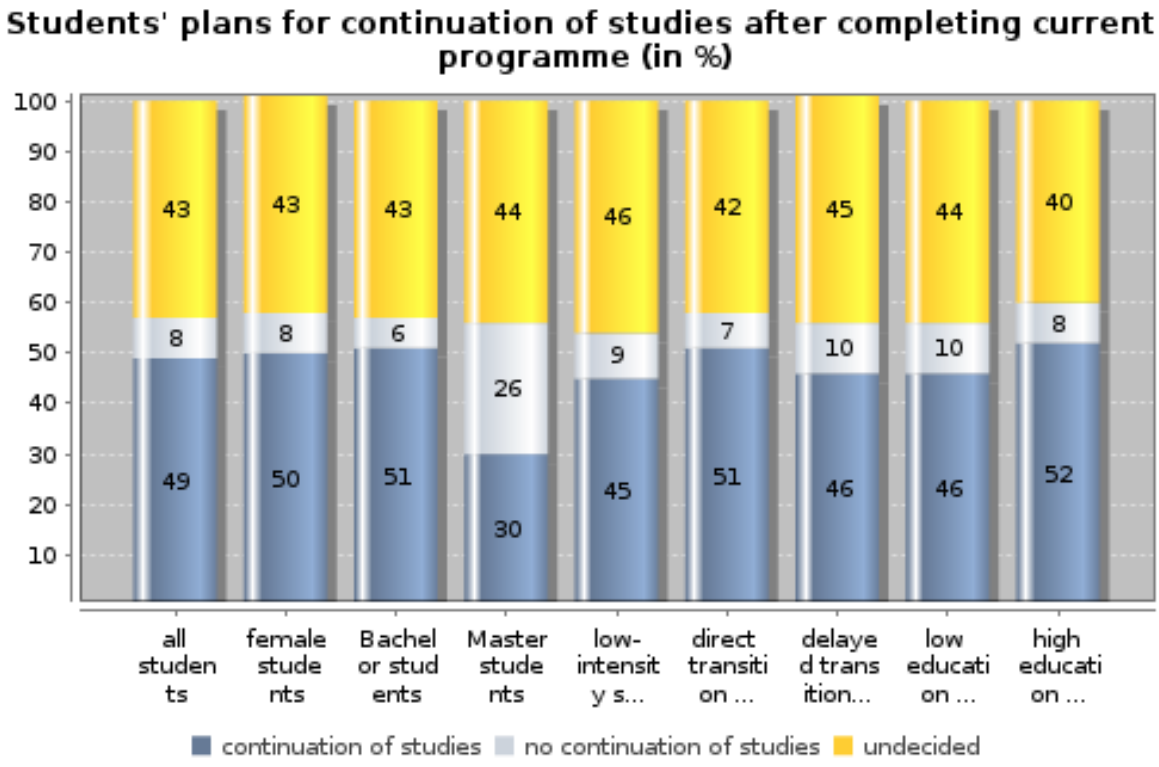
national interpretation of the results of the data analysis:

Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators	
Share of all students with plans for future studies, in %	49.3
Share of all students who plan not to continue studies, in %	8.0
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	45.7
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	10.0
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	52.3
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	7.5



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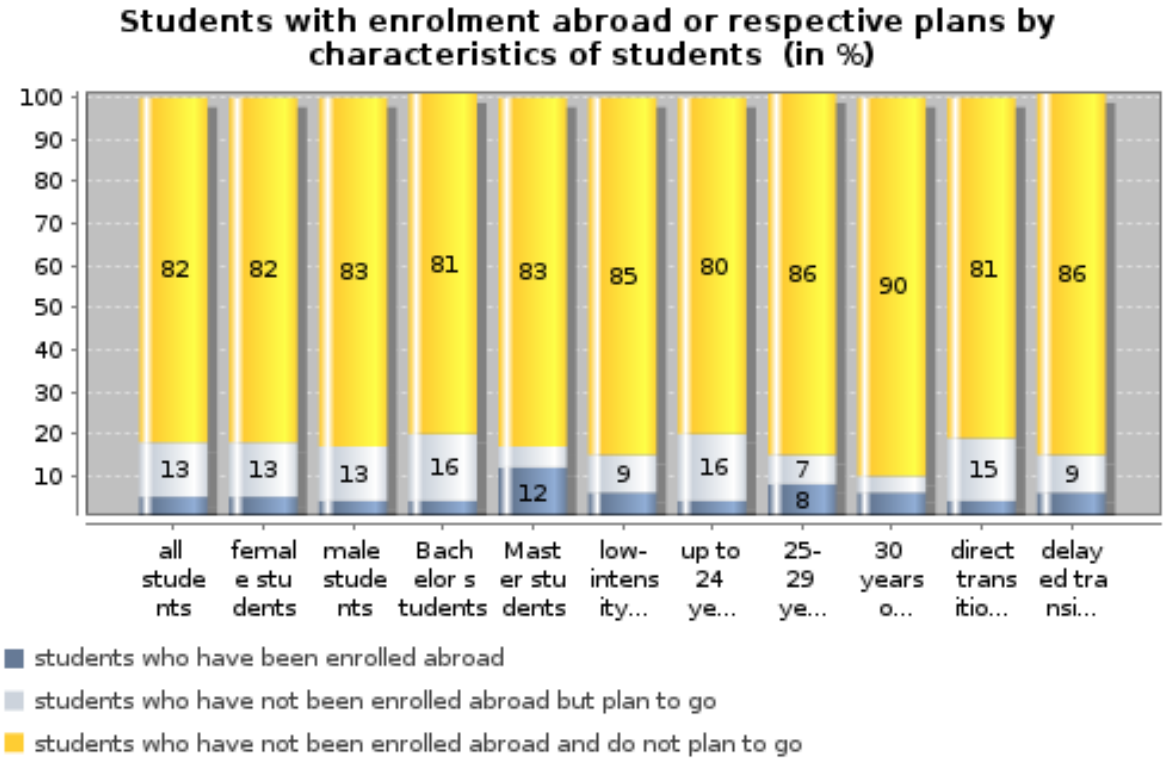
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	4.9
Enrolment rate of female students, in %	5.4
Enrolment rate of Bachelor students, in %	3.9
Enrolment rate of Master students, in %	12.2
Plans for foreign enrolment of all students, in %	12.9
Plans for foreign enrolment of Bachelor students, in %	15.6



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methodical issues or considerations for data interpretation:

ISC didn't carry out Eurostudent III and cannot verify the figures as we don't have dataset. Figures from Eurostudent IV have been verified.

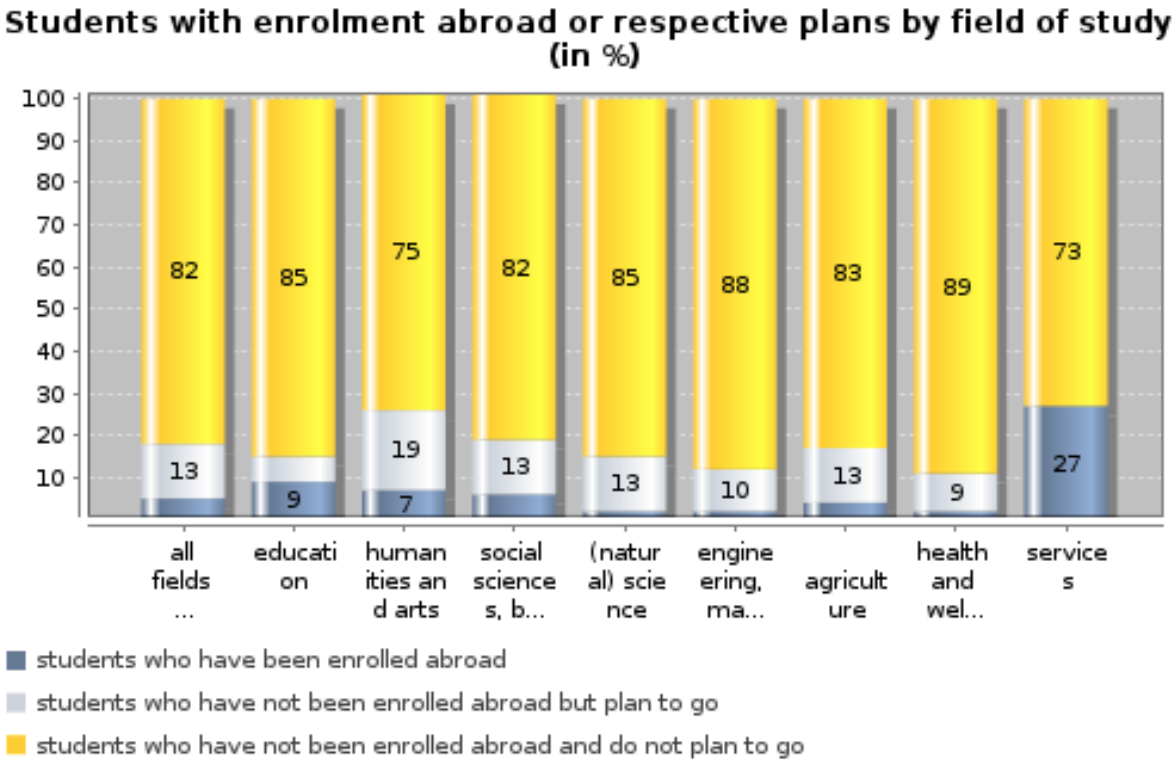
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:	
humanities and arts, in %	6.5
social sciences, in %	6.0
(natural) science, in %	2.3
engineering disciplines, in %	2.0



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methodical issues or considerations for data interpretation:

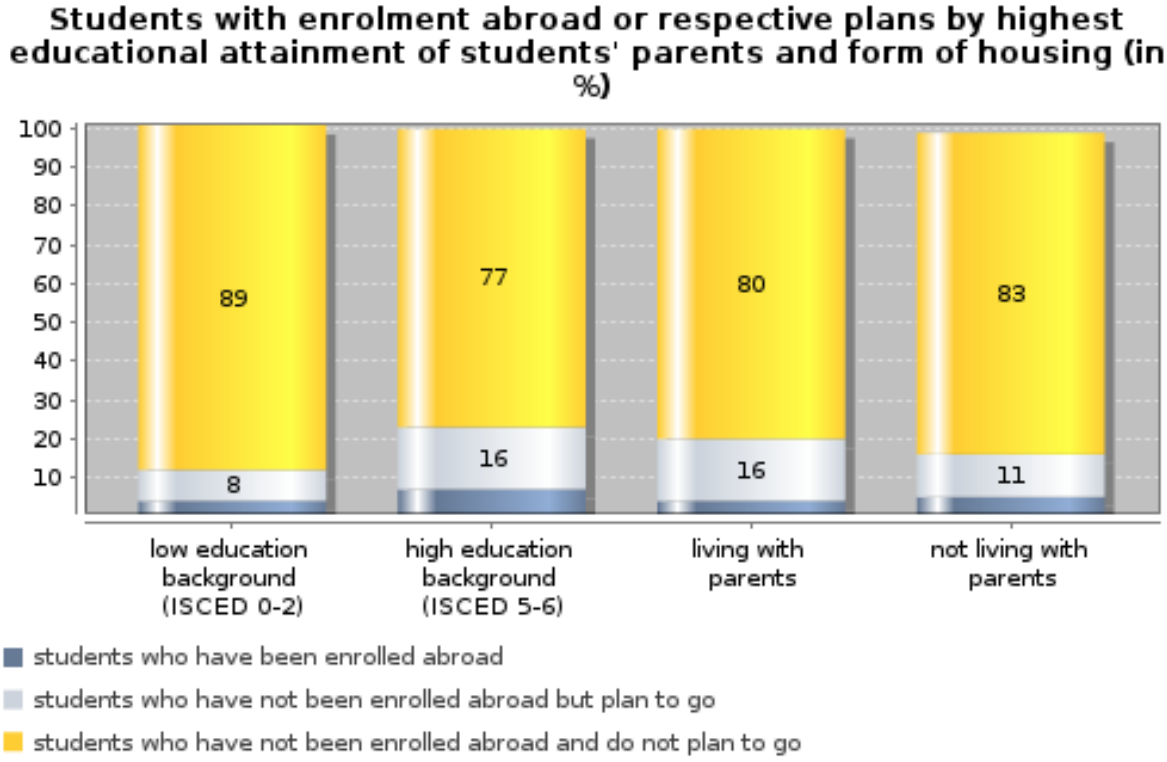
The enrolment rate of students in (natural) science has been verified from the data. We have cross-referenced the field of study against each of the obstacles in Q4.5 and there was not anything particularly unusual with the natural science students. in addition, there was not a higher proportion of students from natural science with children. Perhaps the HEA may be able to explain this further?

national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators	
Enrolment rate of students, parents with high education background (ISCED 5-6), in %	6.6
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	4.0
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.7



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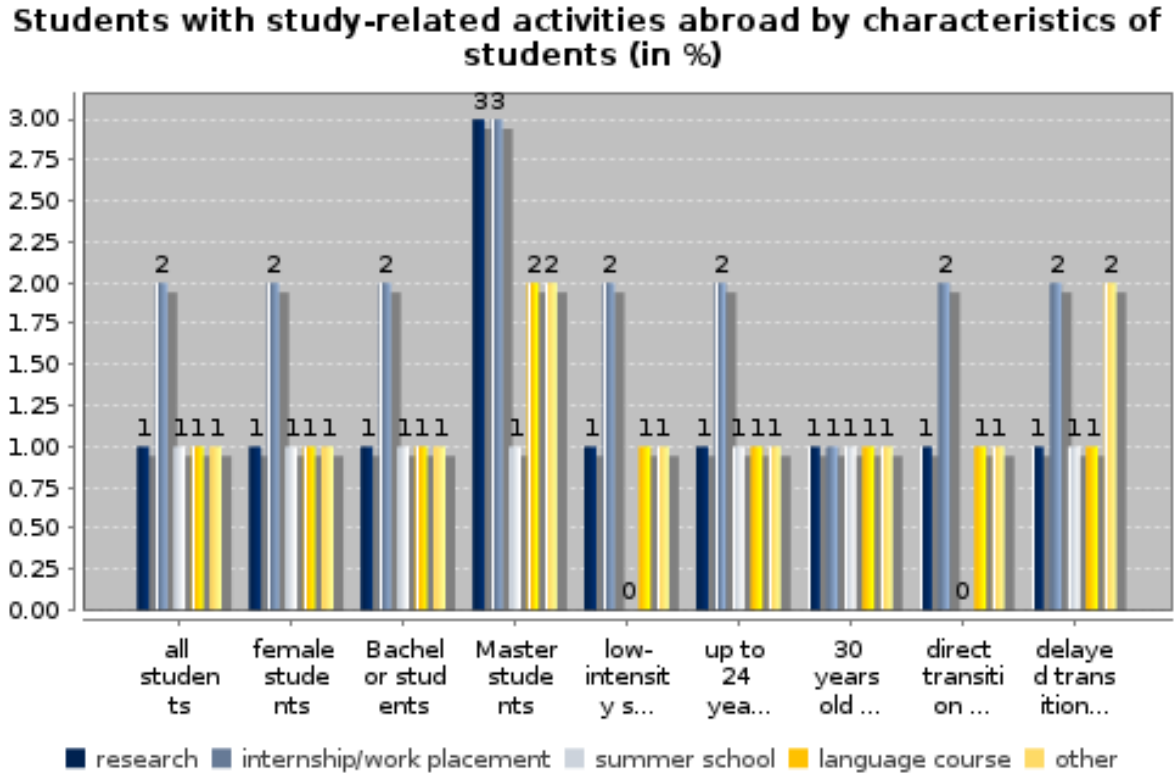
methodical issues or considerations for data interpretation:

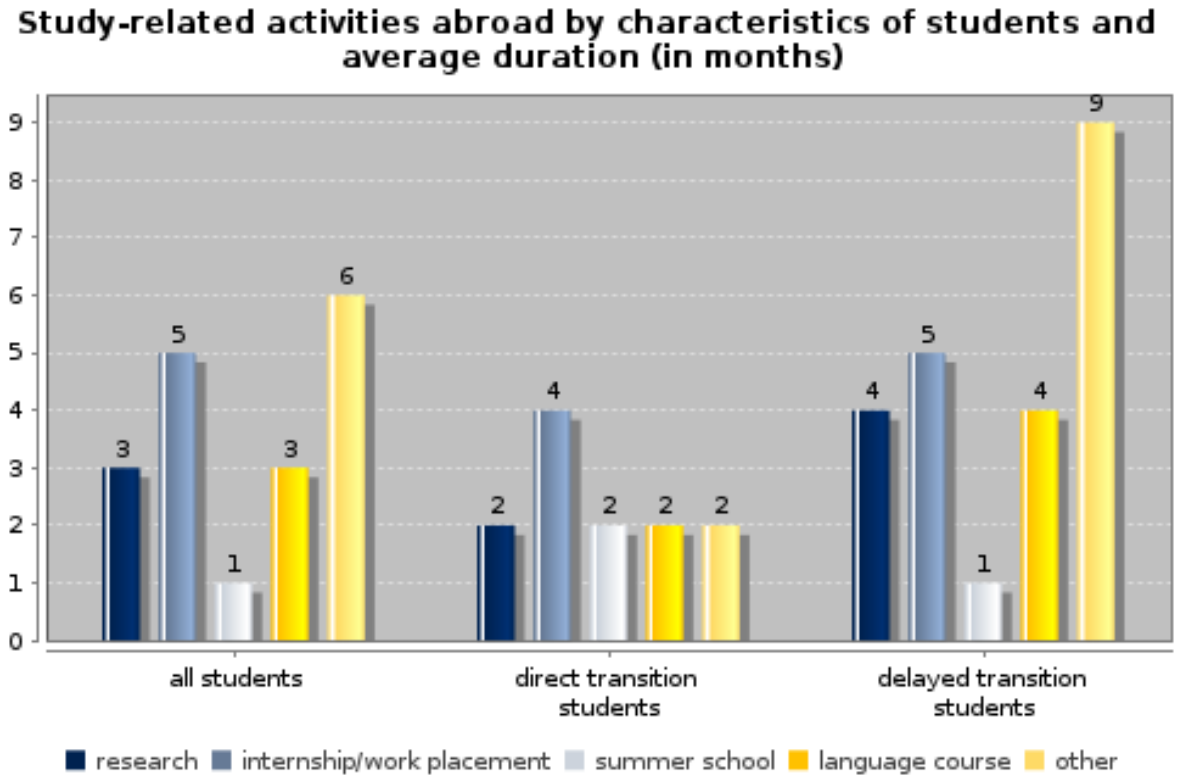
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators	
Internship/work placement abroad, all students, in %	5.0
Language course abroad, all students, in %	3.0
No acitivities abroad, all students, in %	95.1
No acitivities abroad, students up to 24 years, in %	95.2





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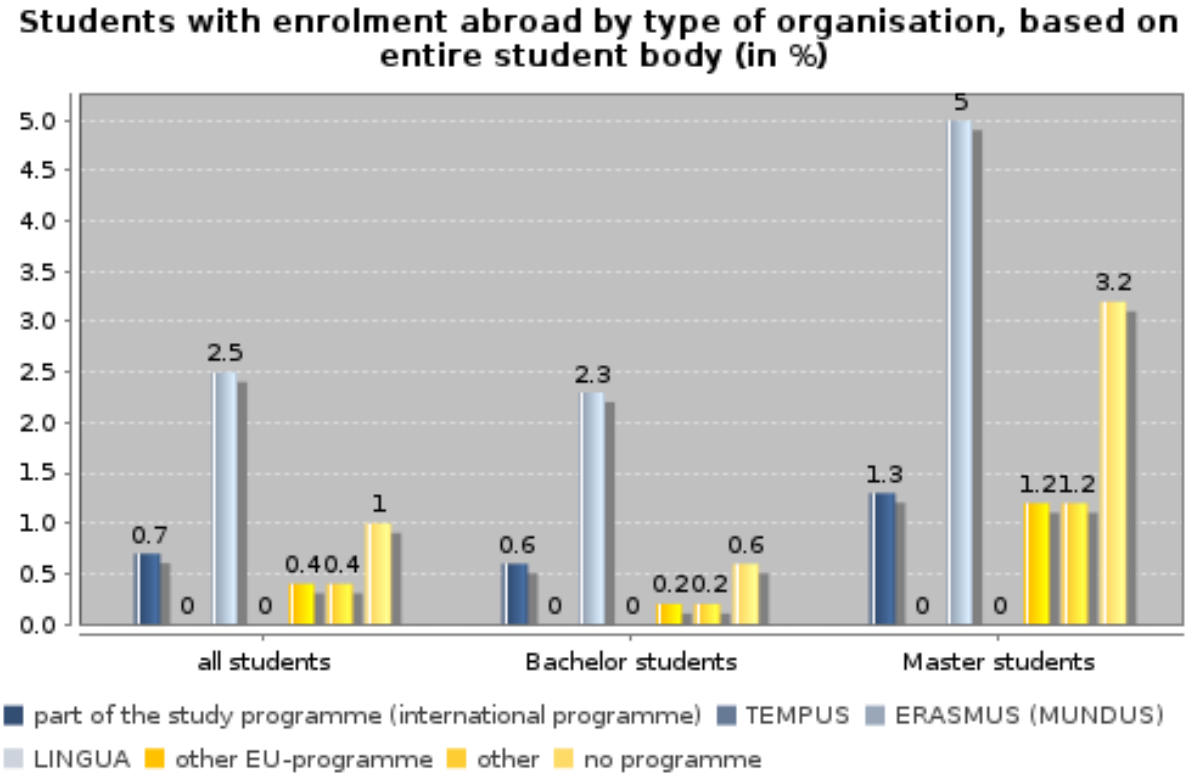
methodical issues or considerations for data interpretation:

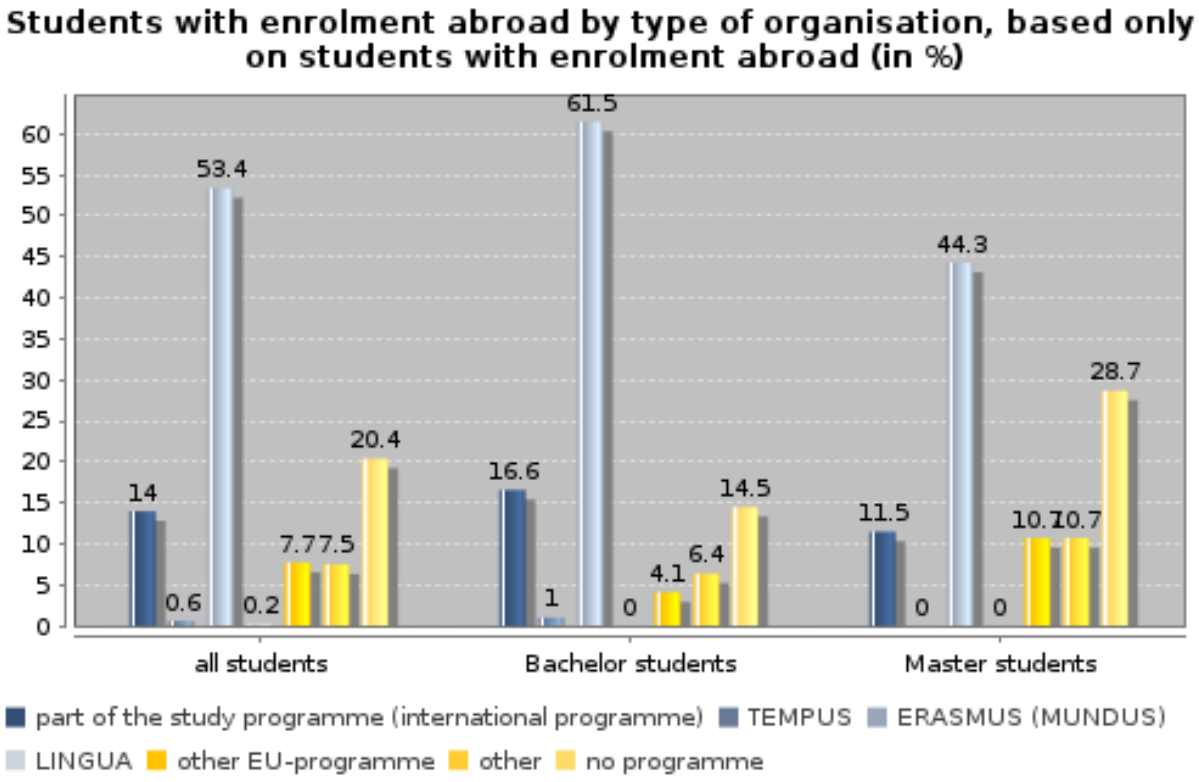
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	20.4
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	53.4
Bachelor students with enrolment abroad, who went abroad without a programme, in %	14.5
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	61.5





details on missing data:

methodical issues or considerations for data interpretation:

The relevant table has been amended following review, incorrect coding of "other" and "no programme". Outcome is that a higher proportion of mobile students who went abroad without a programme is higher and perhaps more aligned with other countries.

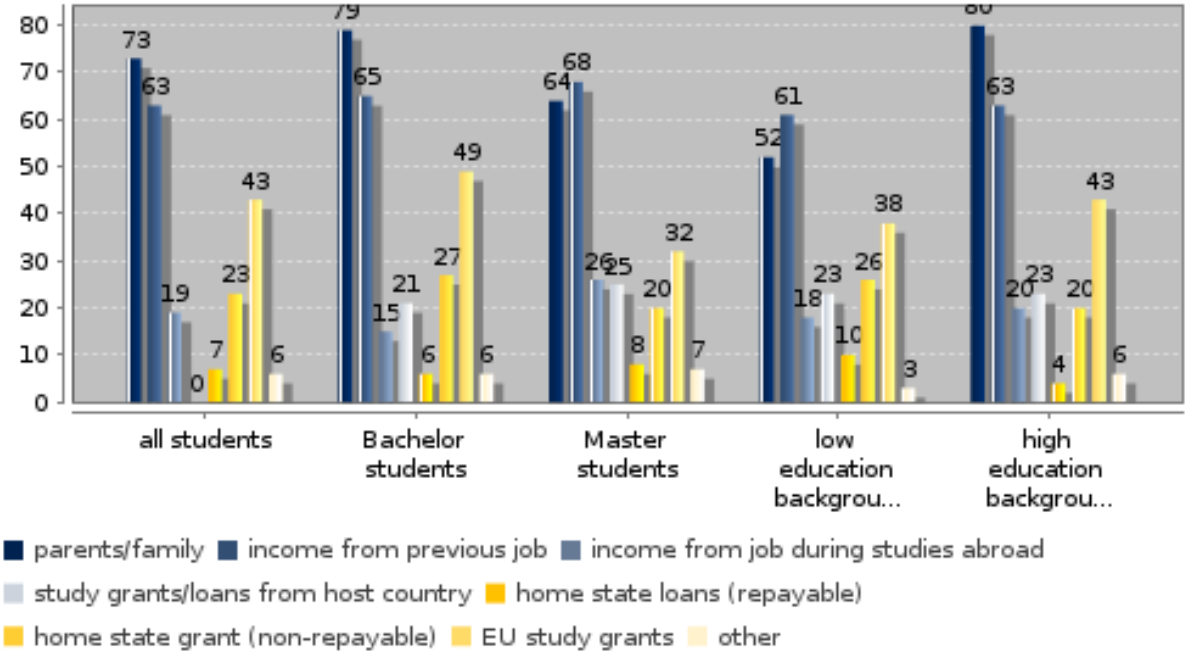
national interpretation of the results of the data analysis:

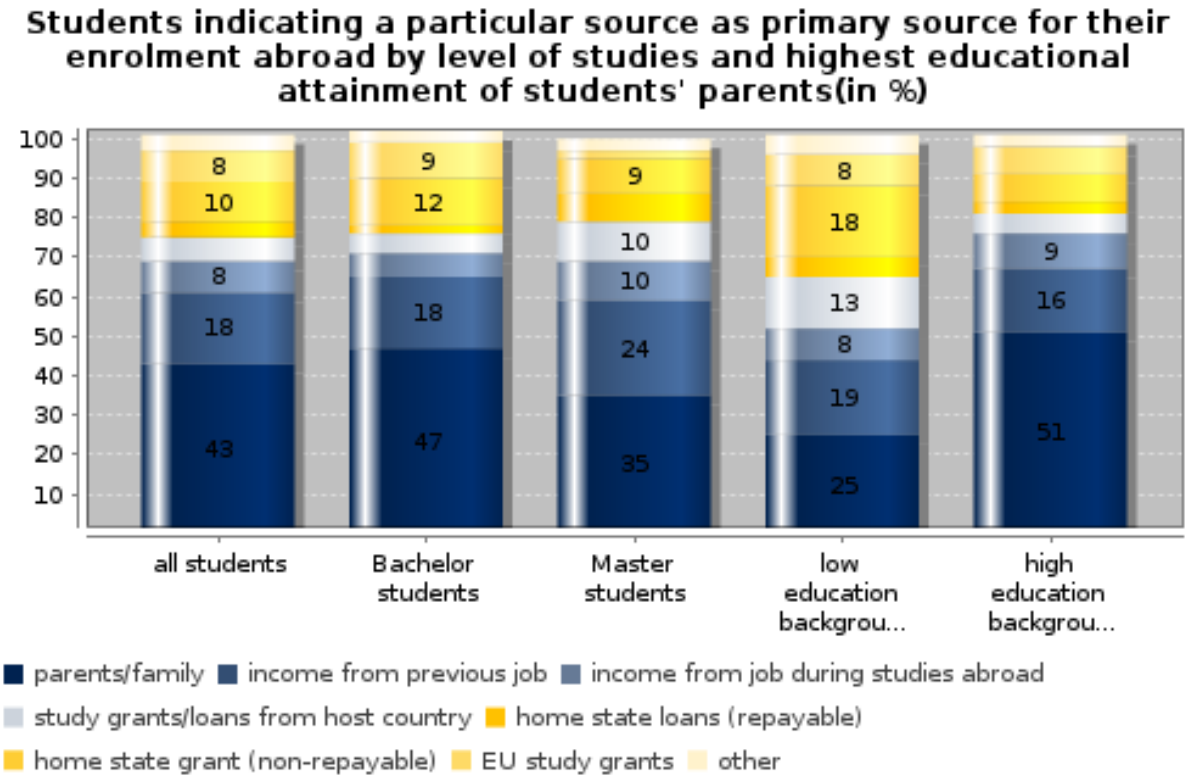
Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators	
Share of students utilising their parents/family as a source of funding:	
all students, in %	73.2
BA students, in %	79.1
students with high education background (ISCED 5-6), in %	79.9
students with low education background (ISCED 0-2), in %	51.7
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	50.8
students with low education background (ISCED 0-2), in %	25.4
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	21.3
students with low education background (ISCED 0-2), in %	43.3

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)





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methodical issues or considerations for data interpretation:

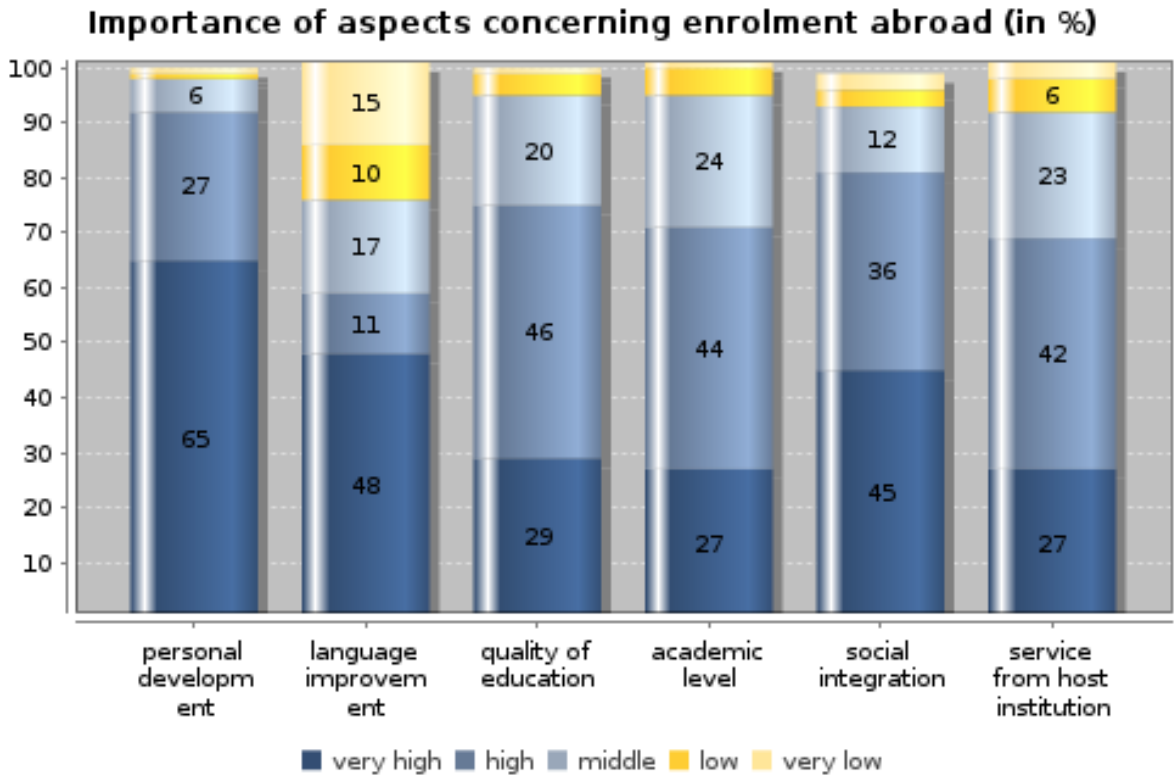
national interpretation of the results of the data analysis:

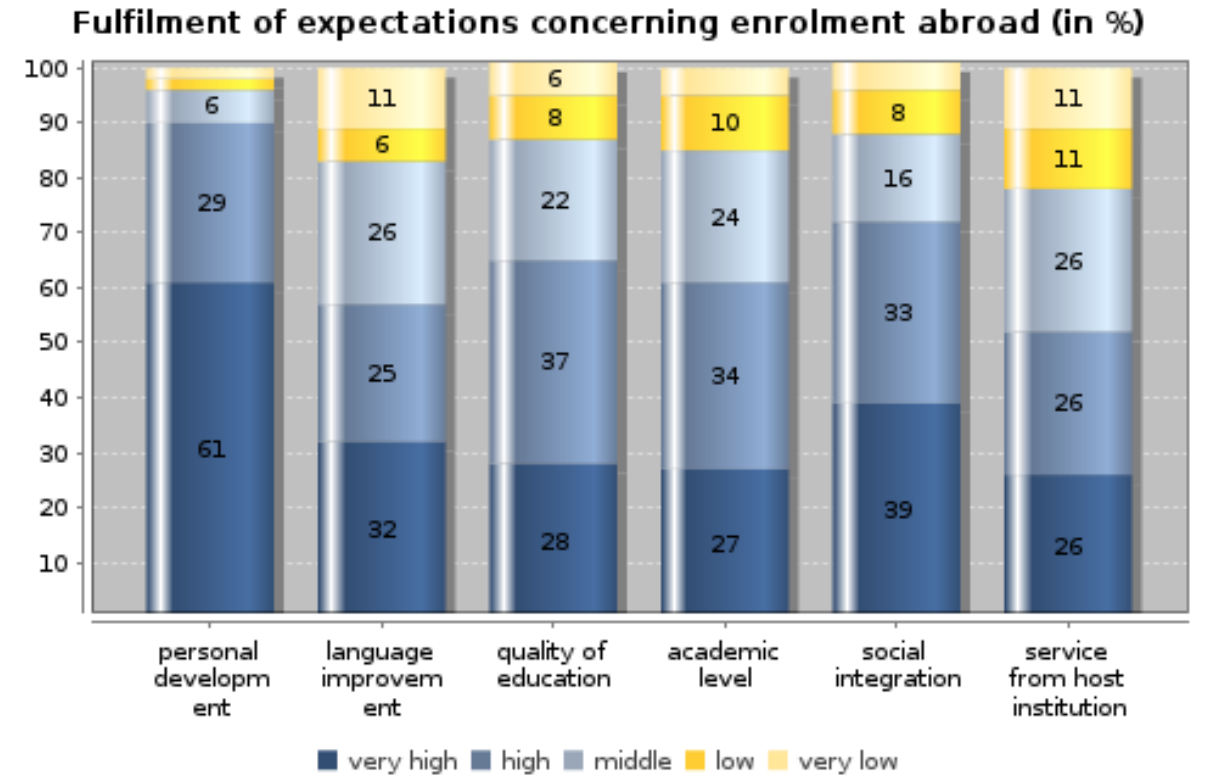
Topic: I. Internationalisation and mobility

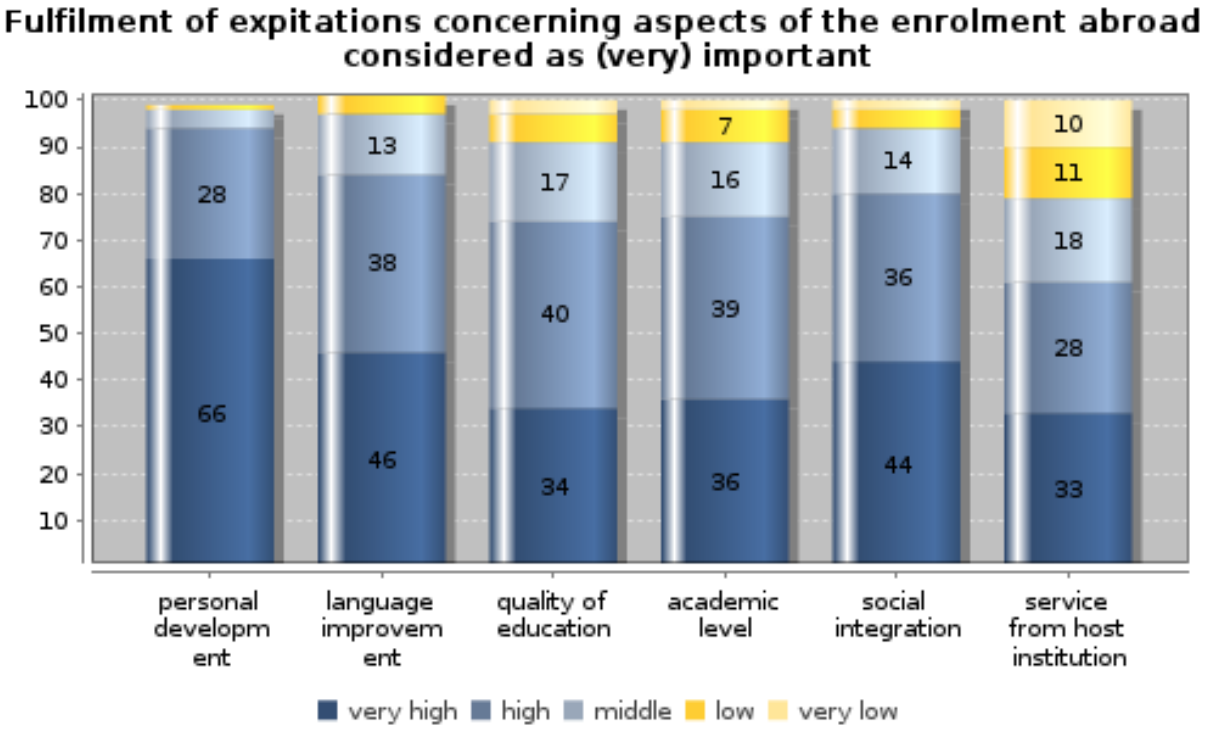
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	90.2
language improvement, in %	57.4
quality of education, in %	64.8
academic level, in %	61.0
social integration, in %	71.4
service from host institution, in %	52.2







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methodical issues or considerations for data interpretation:

The share of students whose expectations regarding their language skills are met at (very) high level was low and was verified from the data.

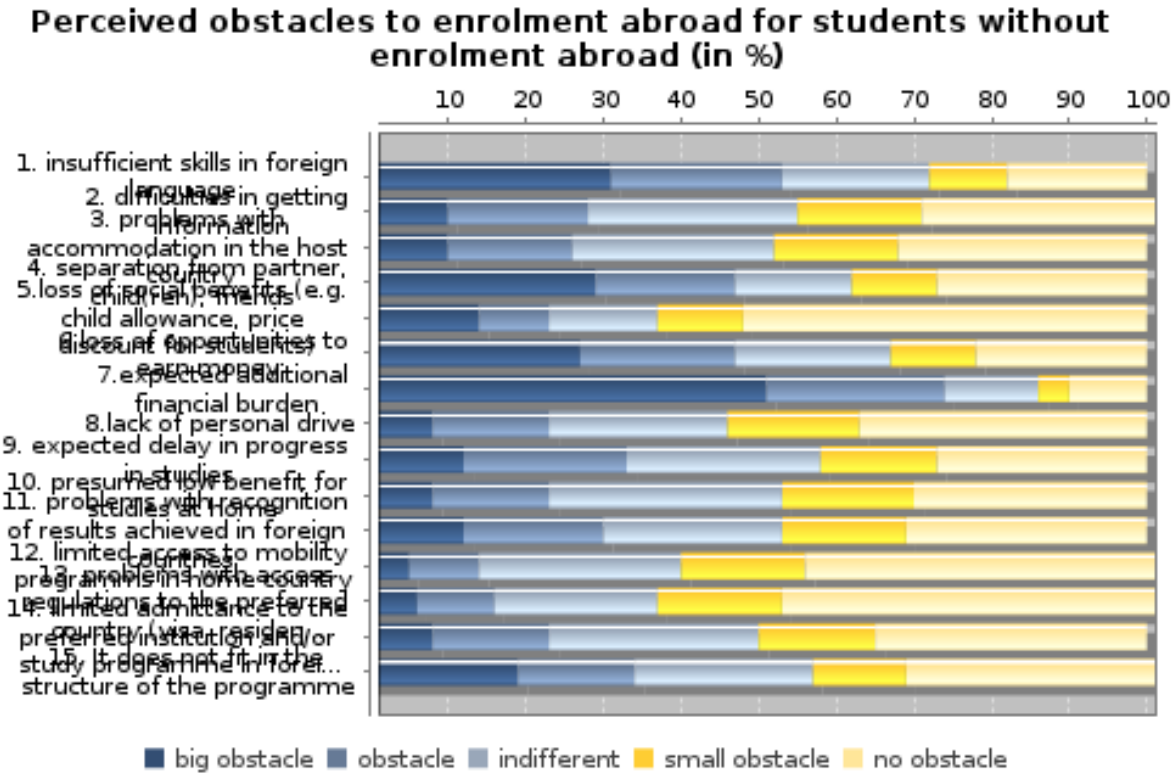
national interpretation of the results of the data analysis:

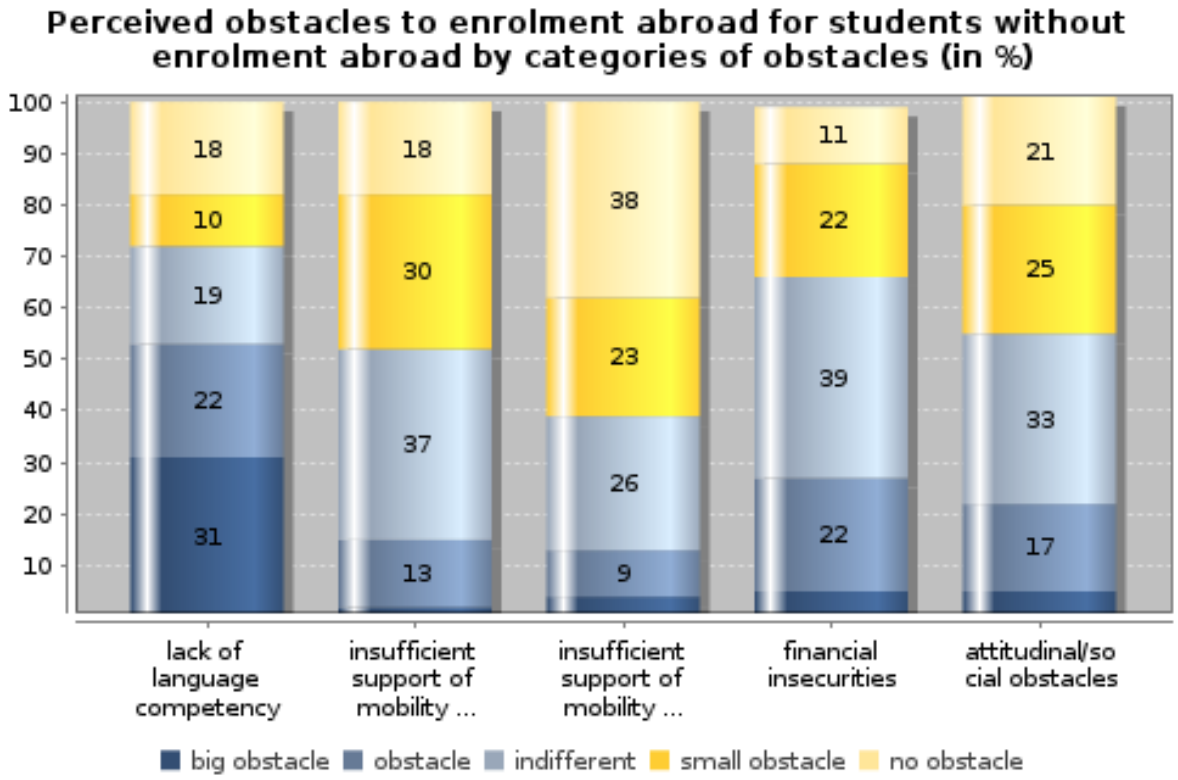
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	31.1
insufficient support in the home country, in %	2.3
insufficient support in the host country, in %	3.7
financial insecurities, in %	5.3
attitudinal/social abstacles, in %	4.8





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methodical issues or considerations for data interpretation:

For Table 2 The figures for each question was averaged. The resulting figure was then rounded to the next integer. Figures from table1 have all been verified from the data. The relatively high share of students for whom (lacking) labguage competencies are a big obstacle to enrolment abroad appears to be consistent with IE_l07. Your notes appear to be incomplete, please resend if further clarification is necessary.

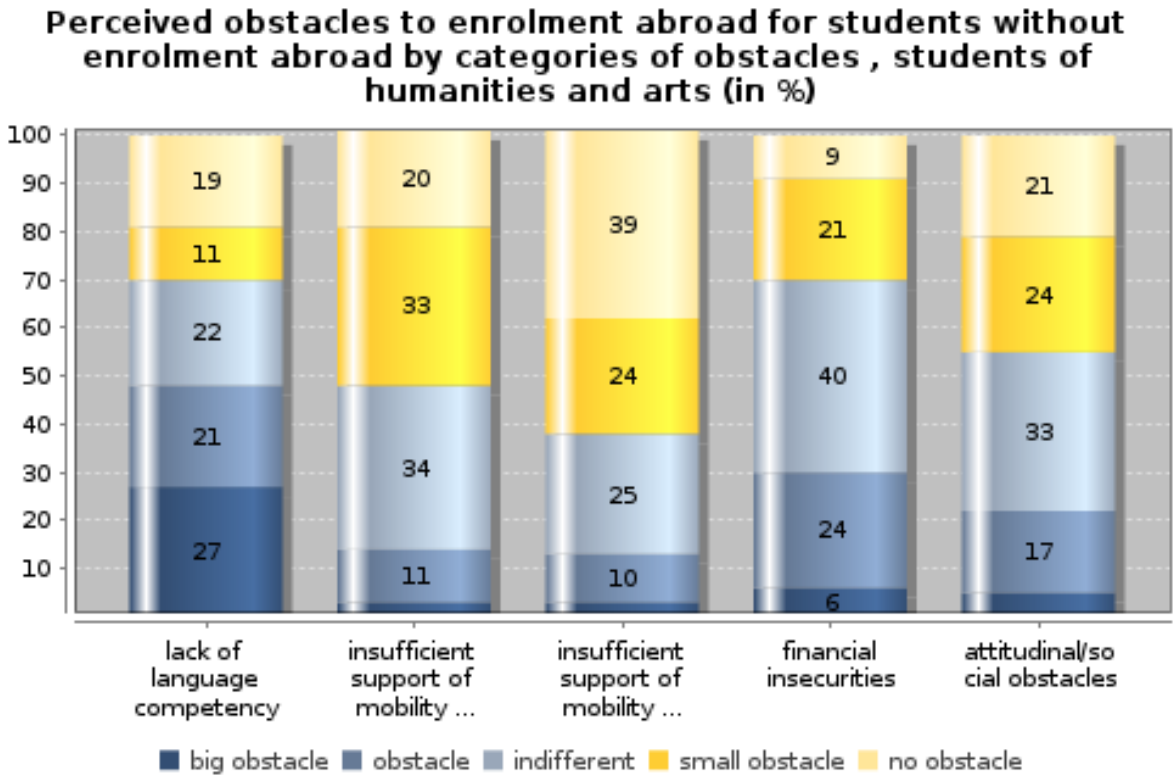
national interpretation of the results of the data analysis:

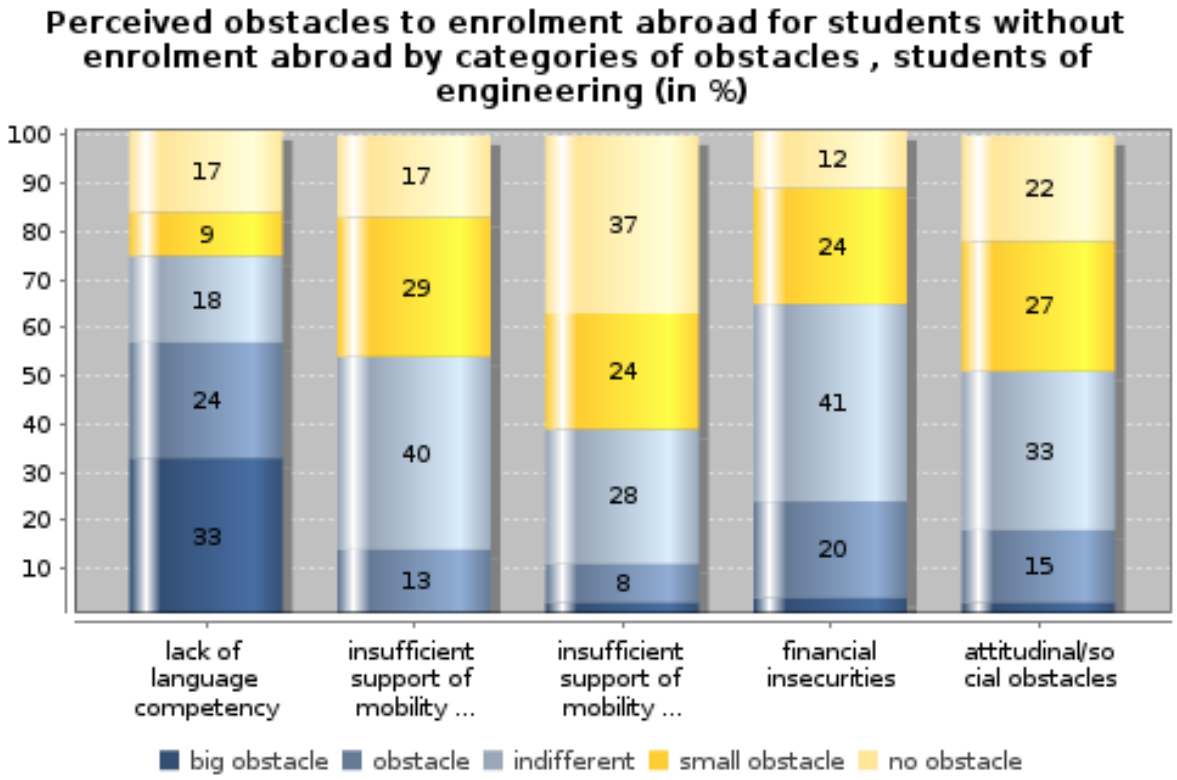
Topic: I. Internationalisation and mobility

Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	27.4
engineering disciplines - lack of language competency, in %	32.8
humanities and arts - insufficient support in the home country, in %	2.6
engineering disciplines - insufficient support in the home country, in %	1.1
humanities and arts - financial insecurities, in %	5.5
engineering disciplines - financial insecurities, in %	3.7





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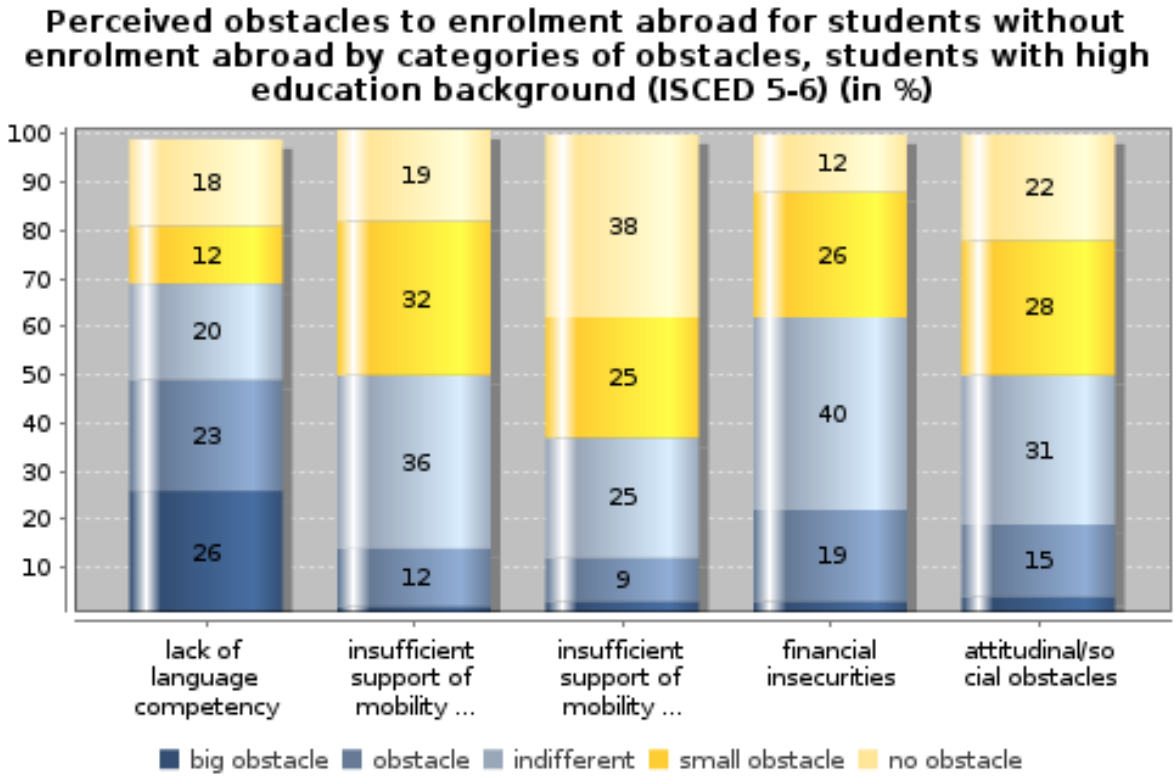
national interpretation of the results of the data analysis:

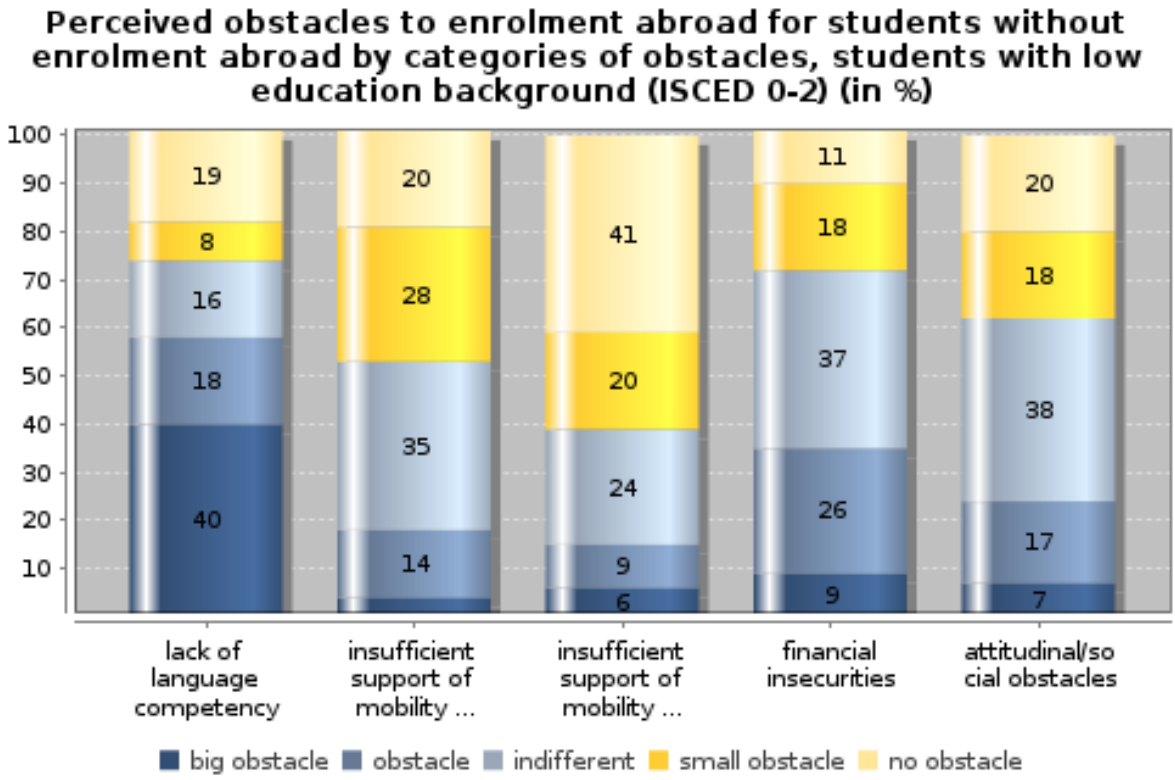
Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	40.0
high education background (ISCED 5-6) - lack of language competency, in %	25.9
low education background (ISCED 0-2) - insufficient support in the home country, in %	3.9
high education background (ISCED 5-6) - insufficient support in the home country, in %	1.7
low education background (ISCED 0-2) - financial insecurities, in %	8.7
high education background (ISCED 5-6) - financial insecurities, in %	3.1





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methodical issues or considerations for data interpretation:

The figures provided have been verified from the data. An possible explanation could be that the level of proficiency is related to level of education background (See IE_I12).

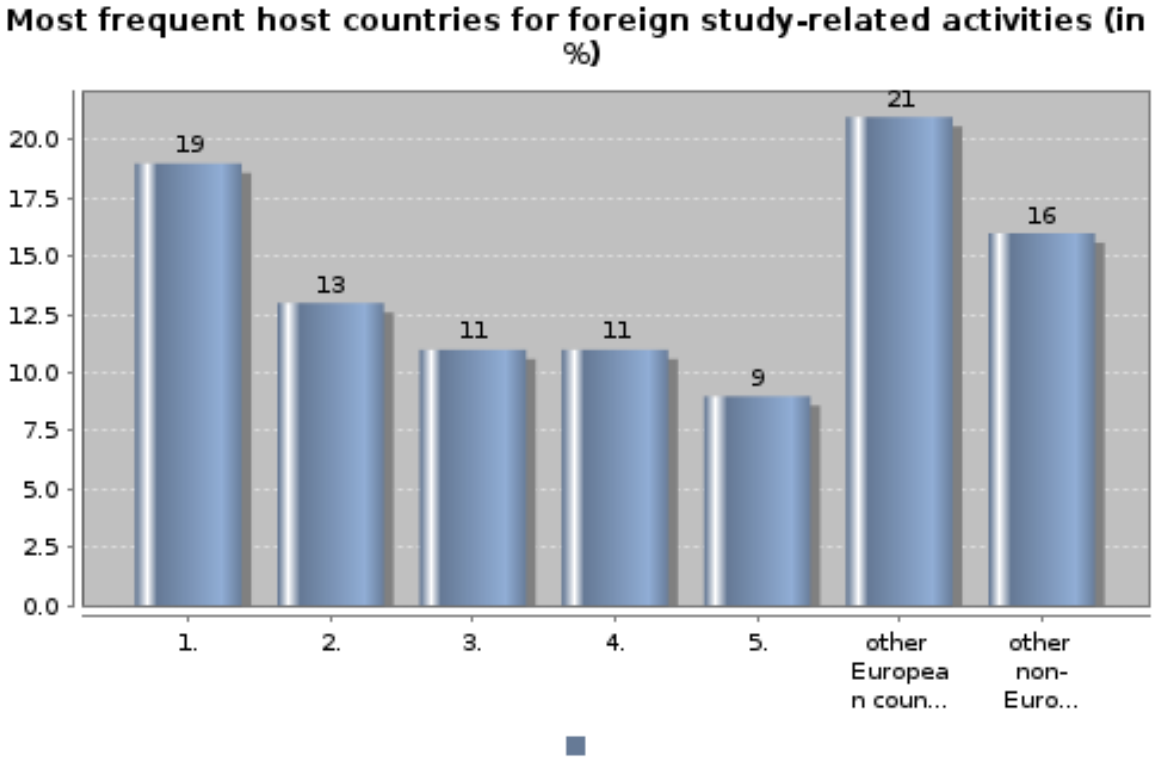
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

Students with study-related activities in most frequent host country, in %	15.0
	Students with study-related activities in second most frequent host country, in %
19.2	
45.0	13.0
Students with study-related activities in third most frequent host country, in %	48.0



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methodical issues or considerations for data interpretation:

1-France, 2-United Kingdom, 3-United States of America, 4-Germany, 5-Spain

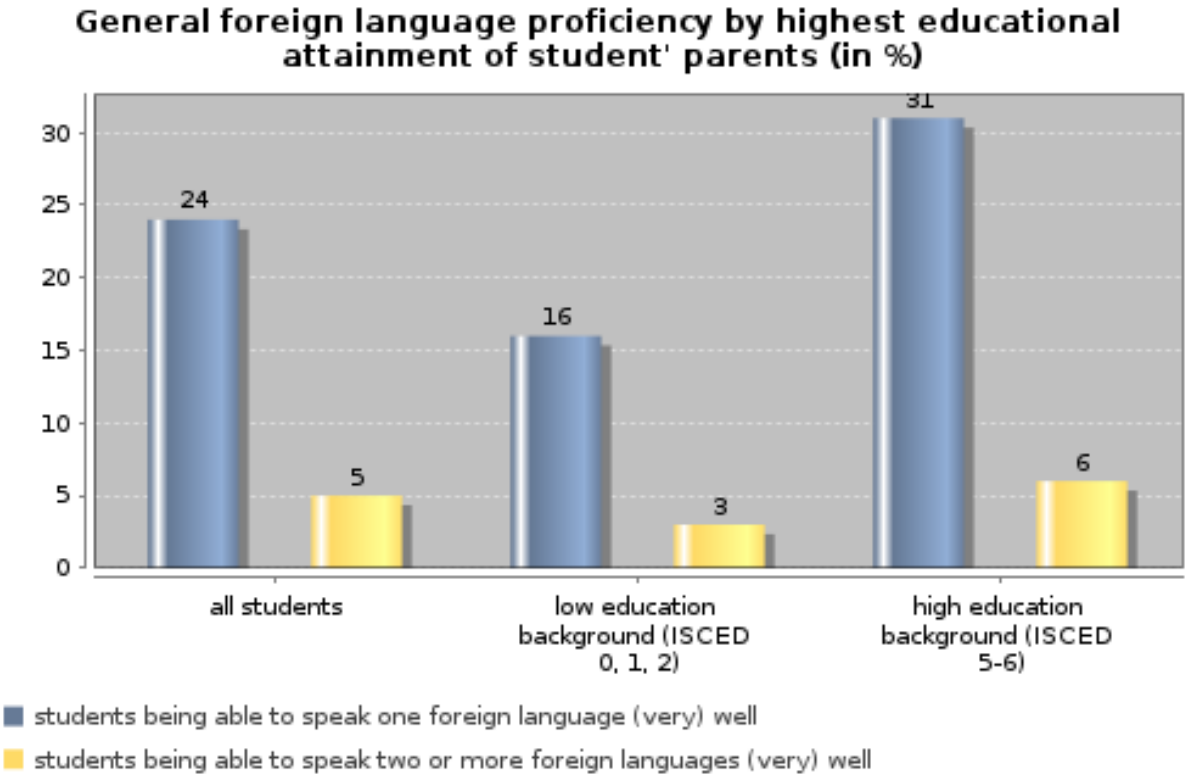
national interpretation of the results of the data analysis:

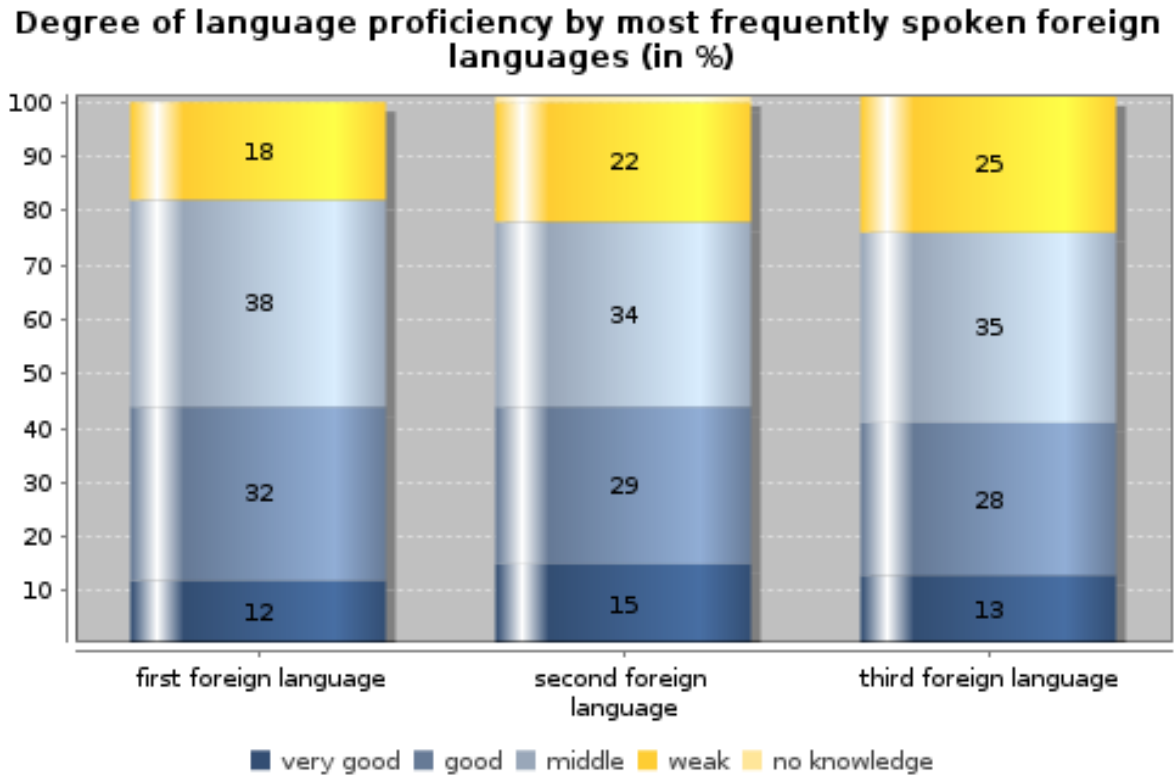
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	2.0
43.8	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
3.0	44.0
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	5.0
40.5	Share of all students being able to speak two or more foreign languages (very) well, in %
	4.6





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methodical issues or considerations for data interpretation:

In table 1 the total number provided is for each group, i.e. All Students, total Low and total High background.

Table 2: Most Students with No knowledge in one language did not provide the language listed.

national interpretation of the results of the data analysis:

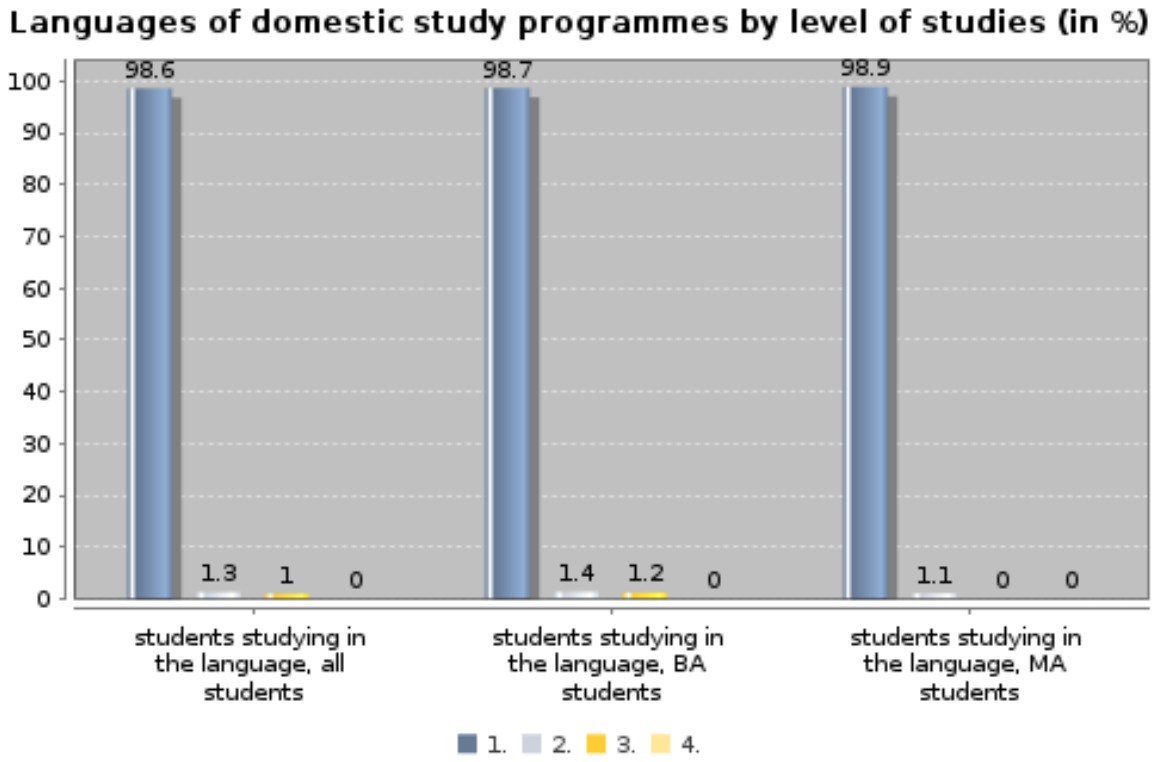
It appears that a "Russian" language was added by HIS but French, German and Spanish were selected as more prominent languages for the Irish sample. Amended figures for French, German and Spanish have been uploaded into Table 2.

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	98.6
2nd most frequent language of domestic study programmes, all students, in %	1.0
3rd most frequent language of domestic study programmes, all students, in %	0.0



details on missing data:

The second language is Irish and the third is "Other"

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis: