

EUROSTUDENT V

TECHNICAL MANUAL FOR THE EXECUTION OF THE EUROSTUDENT SURVEY IN NATIONAL SETTINGS

Final Draft (07.02.13)



Preface

This manual is the result of collective work within the EUROSTUDENT network. It reflects the experience of the previous rounds as well as recent changes in the European Higher Education Area. Through various meetings and discussions, the consortium of EUROSTUDENT V with attached experts from the European Commission, the European Students' Union and partner countries of EUROSTUDENT V, developed the present questionnaire. The work on the questionnaire was accompanied by the work on the handbook, carried out by IHS, Praxis, HIS and ResearchNed.

Based on the previous rounds of EUROSTUDENT, the main objective of the work was to consolidate the questionnaire as well as the handbook. The output should be useful for the national research teams when implementing the questionnaire in their national settings. It therefore provides each question of the core questionnaire with various explanations. The explanatory texts are divided into several sections: the question's **purpose**, necessary **explanation and definition**, use of **hashtags**, **usage and history** of the question and **optional changes**. The first section is pointing out the meaning of the question and the rationale of including it in the questionnaire. The second section gives information on the terms and concepts used in the text for the question. Hashtags indicate the need for adjusting the questionnaire to the national contexts and are explained below. Usage and history refer to the use of the question for the Synopsis of Indicators of EUROSTUDENT IV. Finally, the last section contains suggestions for expanding the questions beyond the information which will be used for EUROSTUDENT or which apply only to optional target groups.

The current manual is the final and approved document to be used for EUROSTUDENT V. Still the authors invite participating countries to provide additional comments, remarks and suggestions on https://eurostudent.his.de/wiki/index.php/EUROSTUDENT_V or via email to Eurostudent@his.de.

This publication reflects the view only of the authors, and the European Commission cannot be held responsible for any use which may be made of the information contained therein.

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Definition of the Target Groups

Following a survey among administrators, researchers and users of the data and the discussions at the workshops in Berlin (24.-25.5.12), an intensive seminar in Hainburg (25.-27.6.12), various discussions within the consortium and with attached experts and a final seminar in Vienna (15.-17.10.12), we have defined a standard target group to be surveyed by all participating countries and optional groups that might be surveyed. The core report of EUROSTUDENT V will only include data on the standard target group. However, if a minimum number of countries can also provide data on any optional groups, we will consider including special chapters in the Synopsis of indicators on these groups or producing special (online) reports on these groups.

In defining the standard target group we have particularly taken note of previous rounds of EUROSTUDENT and of standard international practice (e.g. by Eurostat).

Standard target group to be covered by all participating countries ("minimum"):

- All students in your country, i.e. national and foreign students who are pursuing their studies for a degree in the country of the survey¹, except students on leave and excluding students on incoming and outgoing credit mobility.
- Full-time and part-time students by status.
- Students in all ISCED 5, 6 and 7 programmes, regardless of their character as general or professional, as long as the programmes are considered higher education in your national context.²
- All higher education institutions offering programmes considered "normal". In many cases this means only public, non-specialist institutions of higher education.
- All national degrees corresponding to ISCED 5, 6 and 7 (e.g. BA, MA, traditional diploma, Lizentiat, national degrees in medicine. Short courses only if they are based on ISCED 5.)
- Distance students who study at a "normal" higher education institution, i.e. excluding institutions solely for long distance students like open universities, Fernuniversität Hagen and similar.

Optional groups:

- ISCED 8, Doctoral/PhD-Students
- Higher education institutions not considered for the standard target group (e.g. specialist institutions).

Please adapt your national questionnaire to ensure you can identify exactly the standard target group even if you are surveying other groups of students as well.

¹ Widening the focus of EUROSTUDENT towards students who obtained their prior education in another country but the country of the survey is a major change in the definition of the standard target group. We have thereby taken into account the increasing mobility throughout Europe on all educational levels.

² EUROSTUDENT V now refers to the new ISCED 2011 classification. For further information see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

General information

This part of the manual provides basic information on methodical concepts used and technical issues which are important for implementing the core questionnaire on national level.

Answer scales:

- Some of the questions in the questionnaire provide response options which are displayed on a scale (e.g. question 1.11.). The students then have to choose one (and only one) of several response options (in case of question 1.11.: single choice answer per row).
- In all cases the respective criterion is measured on an ordinal scale which puts the possible characteristic values in order without exactly quantifying the distances between them.
- The possible characteristic values are always measured on a 5-staged scale (e.g. question 1.11.). Exceptions to this rule are question 1.12. and 5.9. where a sixth response option was added. However, for those questions the rule of mutual exclusiveness holds, i.e. if a student has ticked the box for response option six he/she cannot tick one of the first five boxes and vice versa. A further exception is question 6.3. where a 10-staged scale was used.
- For indicating the response options, do not use numbers, smileys or similar. Instead of this verbal designations should be used. Please name only the most positive/highest and the most negative/lowest possible response option (e.g. "very satisfied" and "not satisfied at all", see question 3.3.).
- As there are different national traditions concerning the direction of scales (from highest to lowest or lowest to highest), this manual does not give any recommendation on the direction you arrange the categories. Thus, it is of major importance that the answers can be coded from 1 to 5.

Hashtag:

- In the questionnaire you will find that some of the response options (e.g. for question 1.1.) are prefixed with a hashtag (#). The hashtag indicates the need for the individual countries to adjust the given text, e.g. due to national particularities. For question 1.10., for example, the first response option is named "#official language(s)". In Germany this would be German, in Switzerland it would be German, French, Italian and Rhaeto-Romanic. That means any time you find a hashtag in the questionnaire, you have to add expressions or adjust the respective text to your national context so that it's understandable and applicable for the students you are surveying.

Number of permissible answers:

- Wherever deemed necessary, the questionnaire contains a note on whether a question requires a single choice answer or allows for multiple choice answers. Please strictly adhere to those notes as any deviation from them would severely damage the comparability of data. We have also adopted the design convention for our model online survey and the handbook that a round radio button is always shown for lists with only one possible response (e.g. question 1.3.) and square check boxes for lists, where multiple responses are possible (e.g. question 2.8.).

Time-reference of answers:

- Please take into account that within a question the time-reference of the responses may vary. Question 3.7., for instance, enquires the living costs and study-related costs of students. However, the living costs should be reported per month while the study-related costs should be reported per semester.

Remarks for online and print version

The EUROSTUDENT consortium strongly recommends the use of an online questionnaire and will provide a model online questionnaire. The following gives you some overall recommendations resp. hints on survey design and dealing with some tricky issues for both online and paper/pencil questionnaires.

- Experience from previous rounds of EUROSTUDENT has shown that the order of topics and questions within the topics in the current questionnaire has proven to be useful. We therefore advise you to follow the structure of the current core questionnaire.
- To avoid asking the students unnecessary questions, filtering should be used where possible. For instance, question 4.1. asks students whether they have studied abroad. If the answer to that question is “No” (response option two and three in the questionnaire) those students don't have to answer question 4.2., which asks for the degree students were studying for when they went abroad. Instead, the respondents should be redirected to question 4.7. or 4.9. (depending on the answer to question 4.1.).
- For the use of filtering it is also important to mark those questions where other respondents are supposed to jump in again. Question 4.7. and 4.8. of the questionnaire, for instance, should only be answered by students who have not studied abroad but who plan to do so. Questions 4.9. and 4.10. should be answered by all students (with and without studies abroad, with and without plans for studies abroad). Therefore, it should be made clear that from question 4.9. on the rest of the interviewees has to join in again.
- Some sections of the questionnaire or particular questions may need short explanations. For instance, the section for family background contains various questions about the student's parents. However, in some cases students may not have been raised by their biological parents, but by other relatives (e.g. grandparents) or even non-relatives. The questionnaire should then state that the term parents always relates to those persons who raised the student as a matter

of fact. The explanatory text should not be too long, however, as students might otherwise be discouraged to go through the whole text.

- Please indicate wherever necessary whether a question requires a single choice answer (e.g. question 1.3.) or allows for multiple answers (e.g. question 2.4.). By doing so, please strictly adhere to the respective notes in the EUROSTUDENT core questionnaire as any deviation from them would severely damage the comparability of data.
- The EUROSTUDENT core questionnaire allows for adding questions for optional student groups or questions which are of special national interest (please note that the data collected on the basis of those additional questions are not subject to analyses of EUROSTUDENT). Although the optimal length of a questionnaire cannot be determined, the questionnaire should not be overloaded in order not to increase the non-response rate.

Online Questionnaire

Invitation email and welcome site

- The invitation email is crucial for the participation in the survey. It has to give the prospective respondents an idea of the topic and importance of the questionnaire with only very few lines. This first attempt is not the place to list all the topics of the questionnaire, but to raise the students' attention and encourage them to participate.
- A major topic regarding every survey undertaken is the anonymity of the respondents. Therefore, ensuring the addressee of his/her anonymity is one topic you should raise in the invitation mail already.
- What holds for the respondents does not hold for you as a researcher. Offer some contact for questions or any comments and give your name or at least your organisation's name.
- The first site is also students' first sight: thus, be sure to welcome them without forcing them to stick to the page for too long.

Question design

- Wherever possible, use lists instead of open questions. Even though a list or drop-down menu requires more research and a good administration beforehand, open questions have the disadvantage of affording a lot of post-cleaning.
- Sometimes, when using lists, it is advisable to arrange a question like a tree. For example, when asking for the name and location of the HEI (1.4.) you may ask for province, municipality and university in a three-step.
- Questions on dates, like date of birth or graduation can be arranged with two drop down lists for choosing month and year separately. When asking an open question, you can build in a check for some time-range.
- Some points in time have to be in a special order: you cannot start your current study programme before obtaining the qualification needed for enrolment. If respondents mistype when answering these questions, you can build in a check in online surveys to point out that the answer is implausible and give them a chance to correct their response.

- For topics like funding, expenses or time budget, you have to use open questions. But you can still think of reasonable ranges for the students' budget or time: e.g. a day has 24 hours, a week has 168 hours – as students still need some time for sleep, you may build in a check if students spend more than 20 hours per day on studying.
- Questions on financial issues are often difficult to answer, especially as we are asking for several sources of funding resp. expense items. Therefore show totals, either with use of a java application or by adding an extra question in which the student is asked to confirm whether the total amount is correct (with the option to adjust the amounts given).

Print Questionnaire

Cover letter

- In case the questionnaire will not be used for face-to-face-interviews but is sent to the interviewees by post, a cover letter is needed. The letter should contain the usual information e.g. context information on the survey, instructions for completion of the questionnaire, explanation that the survey is carried out for research, that protection of data privacy is guaranteed, the importance of participating in the survey.
- It is also advantageous to name one (or more) contact persons in the letter, who can be contacted by the respondents, including contact details (email, telephone, etc.).
- You may also wish to offer an incentive for the students to make them participate in the survey (e.g. by offering a limited number of high-grade rewards such as computer, mobile phone or similar).

Design

- Each page of the questionnaire should be clearly arranged and have sufficient space.
- Please make sure that the question and its response option(s) are always placed on the same page.
- In some cases it is necessary to emphasise certain text components due to their importance. For instance, question 3.7. enquires the living costs and study-related costs of students. However, living costs should be reported per month and study-related costs per semester. Therefore, the respective expressions should be highlighted in the text (e.g. in bold type and/or underlined).
- As a drop-down menu cannot be used for paper-and-pencil surveys, some questions must be designed as open questions. For instance, question 5.3. is asking for the place of birth (i.e. the country) where the student and his/her parents were born. In the paper version of the questionnaire, this must be designed as an open question.

Usage/History

- “Comparable” means: The current question is comparable with the respective question for EUROSTUDENT IV.
- “Limited comparability” means: There is only limited comparability as the question for E:V is phrased differently compared to the respective question for E:IV.
- “New” means: The question is new. Data derived from it could be used for the same or a similar figure in the Synopsis of indicators Eurostudent IV as referred to.

Core Questionnaire of EUROSTUDENT V

1. Current Study Situation

1.0. Do you actively pursue your studies in the current semester?

Single choice.

- Yes, at a university in #country
- Yes, at a university of applied sciences in #country
- Yes, at #other HEI in #country
- Yes, (temporarily) at a University abroad, outside #country (e.g. on Erasmus)
- No, I'm currently interrupting my studies (either officially or not)
- No, I stopped studying
- No, I already graduated

If categories 1 to 3 → please continue with question 1.1.

If categories 4 to 7 → please stop answering the questionnaire (respondent is not part of the standard target group)

Purpose

The aim of this question is to identify the standard target group of the survey in order to exclude students who are not studying in higher education or are studying abroad, outside the respective country at the time of the survey. It also aims at identifying the type of higher education institution a student is studying at.

Hashtags

Replace “#country” with the name of the country where the survey is being carried out, for example "Sweden" (if the survey is carried out in Sweden). Replace “#other HEI” with the type of higher education institution in your country that is neither a university nor a university of applied sciences, but considered a “normal” higher education institution.

Usage/History

New question

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1.1. Which study programme are you currently enrolled in?

If you study more than one course at the same time, please fill-in the survey for your main course and stick to this course throughout the whole questionnaire.

Single choice.

- #Short Cycle [ISCED 5]
- Bachelor [ISCED 6]
- Master [ISCED 7]
- #Short national degree [up to 3 years, ISCED 6]
- #Long national degree [more than 3 years, ISCED 7]
- #Other postgraduate programmes [ISCED 7]
- PhD/Doctoral Programme [ISCED 8]

Purpose

This question aims to identify the share of students enrolled in Bologna programmes in comparison to those students who still study for traditional national degrees. It also allows a differentiation in the analysis between different student groups based on their study programme level.

Explanation and Definition

This question provides information about the different degrees within national higher education systems and is based on the ISCED 2011 classification. The country teams should translate or replace “short, long and other degrees/programmes” with corresponding national qualifications if they exist. The categories "Bachelor" and "Master" include both academic and professional orientations. The response category "PhD" should only be added, if the optional group ISCED 8 is being surveyed in your country.

Hashtags

Replace “short, long and other degrees/programmes” with corresponding national qualifications based on **ISCED 2011** qualifications³, for example "Diploma of Professional Higher Education".

Usage/History

Question is comparable

Fig. 2.5 p. 38/ Fig. 2.6 p. 39/ Fig. 4.5 p. 68/ Fig. 4.6 p. 69/ Fig. 5.1 p. 76/ Fig. 5.2 p. 77/ Fig. 5.3 p. 78/ Fig. 5.4 p. 79/ Fig. 5.5 p. 81/ Fig. 5.7 p. 83/ Fig. 6.1 p. 92/ Fig. 6.2 p. 93/ Fig. 7.5 p. 114/ Fig. 7.13 p. 127/ Fig. 8.4 p. 137/ Fig. 8.5 p. 139/ Fig. 9.1 p. 153/ Fig. 10.11 p. 185/ Fig. 11.1 p. 191/ Fig. 11.2 p. 193/ Fig. 11.4 p. 195/ Fig. 11.5 p. 197/

Optional Changes

If optional groups (like ISCED 8) are chosen, national research teams should make sure that they are able to identify them for the EUROSTUDENT analyses.

³ See the UNESCO website for country mappings of ISCED and national qualifications (unfortunately these are still based on ISCED 1997, but they offer a first orientation).

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

Single choice.

- Full-time student
- Part-time student
- #Other [optional, formulate regarding national context]

Purpose

The purpose of this question is to provide data on the share of full-time and part-time students in the national higher education systems.

Explanation and Definition

Formal current status (full-time or part-time or other) is any student modus of study, which is officially registered and recognized as such by state order and/or higher education institutions in the respective country. Students are expected to answer only according to their **de jure status**, not de facto status (which can be different based on the time allocation).

Usage/History

Question is comparable

Fig. 5.6 p. 82/ Fig. 5.7 p. 83/ Fig. 5.8 p. 84/ Fig. 5.9 p. 85/

Optional Changes

The response category "other" is optional and can be formulated regarding the national context. Countries, which do not have the status of full-time and part-time students may skip this question. In this case they should report in the Data Delivery Module (DDM) that 100% of the students are full-time students.

1.3. Is your study programme formally defined as a distance learning programme?

Single choice.

- Yes
- No

Purpose

The main aim of this question is to obtain information about the share of distance students in the traditional higher education system. It is directly connected with the process of defining distance students as a standard target group to be surveyed in EUROSTUDENT V.

Explanation and Definition

This question asks about formally defined distance learning programmes, i.e. the legal (de jure) classification of a study programme. It does not refer to study programmes that (partially) have elements of distance learning (e.g. e-learning modules). Distance students are defined as those students of distance education who study at „**normal**“ higher education institutions. (According to the definition of the standard target group, institutions that offer programmes for long distance students **exclusively** like open universities, Fernuniversität Hagen etc. are excluded from the survey.)

Usage/History

Question is comparable

Fig. 5.6 p. 82/

Optional Changes

Countries, which do not have distance learning programmes, may skip this question. In this case they should report in the Data Delivery Module (DDM) that 0% of the students are distance students.

1.4. Please provide the location and name of the higher education institution you attend.

If you study at more than one higher education institution at the same time, please refer only to the higher education institution where you attend the courses you refer to above (in 1.1.).

Name of the city/town/place: _____

Name of the higher education institution: _____

Purpose

This question is meant to provide information about the type and/or orientation of the higher education institution and also to divide the target student population according to study location size.

Explanation and Definition

Students are asked to fill in the city/town/place, where the higher education institution they are attending is situated. If a student is attending a branch/college of another higher education institution situated somewhere else, the student should fill in the location of the branch/college.

Usage/History

Question is comparable, although partially new

E:IV Data Reporting Module subtopic D.3.

Optional Changes

Research teams may skip the question about the location of the institution if the location can be already clearly identified by the name of the higher education institution.

1.5. What is the subject you study?

If you study more than one subject at the same time, please refer only to the subject you refer to above (in 1.1.).

Name of subject:

Purpose

The question aims at collecting data on students' participation in higher education by different fields of study.

Explanation and Definition

Respondents are supposed to fill in the exact name of the study programme in which they are currently enrolled in. It is recommended to leave it as an open question. Students' responses must be later allocated according to the proposed ISCED 2011 classification. Alternatively, a long list of fields of study could be given according to national conventions. Previous EUROSTUDENT experience has shown that it is not useful to provide the ISCED classification list itself as response categories.

Usage/History

Question is comparable

Fig. 5.3 p. 78/ Fig. 5.4 p. 79/ Fig. 6.2 p. 93/ Fig. 10.3 p. 172/

Optional Changes

National teams may ask the students for additional information (e.g. the name of the faculty offering the study programme).

1.6. Are you planning to continue studying after finishing your current study programme(s)?

Single choice.

- Yes, within a year after graduating from my current study programme
- Yes, but not within a year after graduating from my current study programme
- No, I do not plan to continue studying at all
- I don't know yet

If "Yes, within a year..." → please go to questions 1.7.-1.8., do not answer question 1.9.

If "Yes, but not within a year ..." → please go to questions 1.7.-1.9.

If "No, I do not ..." or "I don't know yet" → please go to question 1.9.

Purpose

The main aim of this question is to provide data on students' future study plans following the completion of the current higher education programme. The continuation of studies is viewed in the light of the qualification levels and location of studies (questions 1.7. & 1.8.).

Usage/History

Question is comparable

Fig. 11.4 p. 195/ Fig. 11.5 p. 197/

1.7. On what level do you plan to continue studying?

Single choice.

- Bachelor
- Master
- PhD
- Another programme not mentioned here
- I don't know yet

Purpose

This question follows the previous question 1.6. and aims at specifying the future study plans of students. The level of future studies will help to identify possible paths of obtaining higher education in national systems.

Explanation and Definition

Students are asked to fill in the level of their future studies based on three main qualification levels: Bachelor, Master and PhD; all other levels (short and long cycle, national degrees) should be reported in the category "Another programme not mentioned here".

Usage/History

Question is comparable

Fig. 11.4 p. 195/ Fig. 11.5 p. 197/

Optional Changes

Research teams may assign the given answers to more specific levels (for example, instead of "Bachelor" they may use "Bachelor with academic orientation" and "Bachelor with professional orientation"), if they wish to monitor study paths in more detail on national level.

1.8. Where do you plan to continue studying?

Single choice.

- In [#country]
- Abroad
- I don't know yet

Purpose

This question follows the previous question 1.6. and aims at specifying the future study plans of students. The location of future studies will help to identify possible mobility paths at home and abroad.

Hashtags

Replace “#country” with the name of the country where the survey is being carried out, for example "Sweden" (if the survey is carried out in Sweden).

Usage/History

Question is comparable

Fig. 11.4 p. 195/ Fig. 11.5 p. 197/

1.9. What do you plan to do within a year after finishing your current study programme?

Single choice.

- I will continue my current paid employment/job/occupation
- I will have or look for a new paid employment
- I will set-up my own business (self-employed)
- I will do something else
- I don't know yet

Purpose

The main aim of this question is to provide data on future plans for the first year following the completion of students' current higher education programme. It is for those students only who did **not** answer "Yes, within a year after graduating from my current study programme" in question 1.6., i.e. question 1.9. should be answered only by those students who ticked the answer options two, three or four of question 1.6.

Explanation and Definition

Students are asked to give information about their future plans for the first year after graduating from their current study programme. Plans for employment are divided into three main categories: first answer category is about continuing with the job the student already performs. The second option refers to plans for changing the current workplace or finding a job at all if the student is not working at the moment. The third option refers to setting up an enterprise and becoming self-employed.

Usage/History

New question

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1.10. What is the main teaching language of your study programme?

Single choice.

- [#official language(s)]
- [English]
- [#Common language in your country]
- [#Common language in your country]
- Other

Purpose

The purpose of this question is to describe the possible level of “internationalization at home” of national systems, i.e. programmes which are offered in a foreign language (usually English) at home institutions of higher education. The collected data indicate to some extent flexibility and openness of the higher education systems.

Explanation and Definition

This question asks for the main language the study programme is being taught in. Many study programmes may be taught in several languages (some courses may be taught in some other languages due to foreign professors, etc.), but here only **one** main language has to be provided.

Hashtags

Replace “#official language(s)” with the official language(s) of the country where the survey is being carried out, for example "Latvian" (if the survey is carried out in Latvia). English should be the second response option in case that it is not the official language in the country. All other options should include the most common languages in the country.

Usage/History

Question is comparable

E:IV Data Reporting Module subtopic I.13.

1.11. How satisfied are you with your studies concerning the following points?

	very well				not at all
Quality of teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Organisation of studies and timetable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Possibility to select from a broad variety of courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
University administration's attitude towards students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching staff's attitude towards students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Study facilities (e.g. library, computers, buildings, classrooms)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

The aim of this question is to receive the students' subjective evaluation of the organization of their current study programme.

Explanation and Definition

Students are asked to rate their satisfaction with different aspects of their studies on a scale of five: from "very well" to "not at all". Only single choice answer **for each row** is permitted.

Usage/History

New question

Fig. 11.1 p. 191/ Fig. 11.2 p. 193/ Fig. 11.3 p. 194/

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

	very good				very poor	unable to rate
On national level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On international level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

The aim of this question is to get insight into the students' subjective evaluation of their own employability on national and international levels following their current study programme.

Explanation and Definition

Respondents have to rate their chances on two different levels: "at national level" refers to the country in which they are graduating from the current study programme; "at international level" refers to their chances world-wide, not only on European level. Students are asked to rate their chances on a scale of five: from "very good" to "very poor". They should also be given the chance to answer that they are unable to rate. In this case the rule of mutual exclusiveness holds, i.e. if a student answers that he/she is unable to rate then he/she **cannot** tick one of the first five boxes (from "very good" to "very poor") and vice versa. Only single choice answer **for each row** is permitted.

Usage/History

Question is of limited comparability

Fig. 11.2 p. 193/ Fig. 11.3 p. 194/

2. Study Background

2.1. What was the highest level of education you obtained on graduating from the school system for the first time? (i.e. up to lower secondary or upper secondary school level)

Single choice.

#list of all possible national qualifications – including

- [name of #national qualification] (up to lower secondary (ISCED 24, 25))
- [name of #national qualification] (upper secondary academic track (ISCED 34))
- [name of #national qualification] (upper secondary dual track (ISCED 34/35))
- [name of #national qualification] (upper secondary vocational track (ISCED 35))
- [name of other #national qualification]
- Foreign Qualification

Purpose

The aim of the question is to collect data on the highest level of education students obtained when they graduated and left the normal school system for the first time. The data received will help to identify the different transition routes into higher education according to the particular country qualifications. Its main purpose is to identify the group of students who have used “second chance”-routes and especially variations of accreditation of prior learning to enter higher education.

Explanation and Definition

This question refers to the educational level obtained (primary or secondary education) when graduating from the school system for the first time. For example: If the respondent was studying continuously throughout the school system and graduated from the academic track of upper secondary education, this is the highest level obtained. But if the respondent, for example, left the school system after graduating from lower secondary education and returned back to the school system (years) later to obtain upper secondary education, the highest level obtained on graduating from the school system for the **first time** is lower secondary education.

Hashtags

Each country team should provide a list of their national qualifications obtainable when graduating from the school system, also relating them to the different ISCED levels as provided in the answer categories. The manual on data delivery will provide information on how this information is used for comparison (it will be similar to the convention used in EUROSTUDENT IV).

Usage/History

New question

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2.2. Where did you graduate from the educational level mentioned above?

#Province: _____ [drop-down or open question]

#Country: _____ [drop-down or open question]

Purpose

The purpose of this question is to investigate the relation between living location background and access to higher education. It gives an insight into the tendency to move to more populated areas in order to study (e.g. from rural to urban regions). It also indicates the routes of international mobility if the previous educational level was obtained in a different country.

Explanation and Definition

This question is related to the previous question 2.1. Students are supposed to provide the province and country for the location where they graduated from the educational level named in 2.1.

Hashtags

For online surveys, replace “#province” with a drop-down menu of provinces in the respective country and “#country” with a drop-down menu of all countries. For paper-and-pencil surveys, this question should be designed as open question.

Usage/History

New question in conjunction with 2.1.

-

2.3. When did you obtain the qualification mentioned in 2.1.?

Month _____ Year _____

Purpose

The aim of this question is to capture the date when the qualification mentioned in question 2.1. was obtained. This can be compared to the date of having obtained the qualification needed to enter higher education (question 2.5.), the date of actually having entered higher education for the first time (question 2.6.) and to the date of entry into the current study programme (question 2.7.) in order to identify the access routes into higher education (regular and second-chance).

Explanation and Definition

This question refers to the time (month and year) at which the student obtained the qualification referred to in question 2.1.

Usage/History

New question in conjunction with 2.1.

Fig. 2.2 p. 31/ Fig. 2.3 p. 32/ Fig. 2.4 p. 36/ Fig. 2.6 p. 39/ Fig. 3.4 p. 52/ Fig. 4.2 p. 65/ Fig. 4.5 p. 68/
Fig. 4.6 p. 69/ Fig. 8.10 p. 146/

2.4. What qualifications, examinations or measures qualified you for entry into higher education?

Multiple answers possible.

#list of all possible national qualifications and measures, including

- [name of #national qualification according to upper secondary qualification (ISCED 34/35)]
- [name of #central higher education entrance examination for all students]
- [name of #national qualification according to upper secondary school academic track through adult learning (ISCED 34/35/44/45)]
- [name of #national qualification according to special examinations for certain student groups (e.g. for mature students)]
- [name of # special access courses]
- [name of #national qualification based on accreditation of prior learning and/or vocational experience (APR)]
- [name of #national qualification according to special entrance qualification for certain fields of study (e.g. music, arts, sports)]
- Foreign qualification

Purpose

This question collects data on the variety of entrance qualifications required for entering higher education institutions. The received data will help to identify the different transition routes into higher education according to the particular country qualifications. Its central purpose is to identify the group of students who have used “second chance”-routes and especially variations of accreditation of prior learning to enter higher education.

Explanation and Definition

The question refers to the **first entry** into the higher education system, **excluding** the transition from one higher education path to another (i.e. from one study programme to another programme) or from one degree to another (e.g. from Bachelor to Master). It refers to all kinds of national qualifications, examinations or other measures needed in order to enter higher education in the respective country.

Hashtags

Each country team should provide a list of their national qualifications allowing access to higher education including (at least) one item for foreign certificates officially recognized by national authorities, for example "Secondary Education Diploma". The manual on data delivery will provide information on how the data is used for comparison (it will be similar to the convention used in EUROSTUDENT IV).

Usage/History

Question is of limited comparability

Fig. 2.2 p. 31/ Fig. 2.3 p. 32/ Fig. 2.4 p. 36/ Fig. 2.6 p. 39/ Fig. 3.4 p. 52/ Fig. 4.2 p. 65/ Fig. 4.5 p. 68/
Fig. 4.6 p. 69/ Fig. 8.10 p. 146/

2.5. When did you obtain/complete the most recent qualification, examination or measure, which qualified you for entry into higher education?

If you have entered multiple qualifications, examinations, measures under question 2.4., please refer here only to the latest qualification, examination or measure (single choice).

Month _____ Year _____

Purpose

The aim of this question is to capture the date when the **last** entry qualification mentioned in question 2.4. was obtained. This can be compared to the date of having graduated from the school system for the first time (question 2.1.), the date of actually having entered higher education for the first time (question 2.6.) and to the date of entry into the current study programme (question 2.7.) in order to identify the access routes into higher education (regular and second-chance).

Explanation and Definition

Since EUROSTUDENT is currently unique in asking these questions on how students get into higher education, it is important that the information we obtain is sufficiently complex. For instance, it is likely that few or no students enter higher education purely on the basis of having recognition of prior learning (RPL), e.g. they may also have to undertake an access course or complete a special examination. The question refers to the time (month and year) at which the student obtained the **last** qualification used for entering higher education.

Usage/History

Question is of limited comparability

Fig. 2.2 p. 31/ Fig. 2.3 p. 32/ Fig. 2.4 p. 36/ Fig. 2.6 p. 39/ Fig. 3.4 p. 52/ Fig. 4.2 p. 65/ Fig. 4.5 p. 68/
Fig. 4.6 p. 69/ Fig. 8.10 p. 146/

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

Month _____ Year _____

Purpose

The data received from this question is used for registering both the possible time gaps between secondary and tertiary education levels and the total years spent in higher education. The date of the first enrolment in higher education can be used to show whether there were interruptions in the higher education studies of the students and whether there were transitions from one programme to another or to an upper level of education.

Explanation and Definition

This question refers to the time (month and year) at which the respondent enrolled in higher education for the first time in his/her life.

Usage/History

Question is comparable

Fig. 2.2 p. 31/ Fig. 2.3 p. 32/ Fig. 2.4 p. 36/ Fig. 2.6 p. 39/ Fig. 3.4 p. 52/ Fig. 4.2 p. 65/ Fig. 4.5 p. 68/
Fig. 4.6 p. 69/ Fig. 8.10 p. 146/

2.7. When did you start your current study programme?

Month _____ Year _____

Purpose

The purpose of this question is to recognise the students' time period in higher education by the years spent in the current programme and in higher education as a whole. It will also be used to identify different student groups by the stage of their study career.

Explanation and Definition

The question refers to the time (month and year) at which the respondent entered his/her current study programme.

Usage/History

Question is comparable

Fig. 4.2 p. 65/ Fig. 4.5 p. 68/ Fig. 4.6 p. 69/

2.8. Did you ever interrupt your education career after entering higher education for at least one year?

Multiple answers possible.

- Yes, I interrupted between entering higher education and graduating from higher education for the first time
- Yes, I interrupted between graduating from higher education and re-entering higher education
- No, I did not interrupt my education career after entering higher education

Purpose

The purpose of this question is among others to identify the share of students who re-entered higher education from the labour market (concept of “lifelong learner”) to continue their studies or to obtain a new qualification.

Explanation and Definition

This is a multiple choice question, which gathers data about the interruptions in the students’ educational career. The focal point of the question is on covering and measuring all breaks of at least one year in the students’ educational paths after entering higher education for the first time. The first option “between entering higher education and graduating from higher education for the first time” refers to students, who e.g. interrupt their Bachelor course and now have returned to continue studying.

Usage/History

Question is of limited comparability

Fig. 2.5 p. 38/ Fig. 2.6 p. 39/

2.9. Did you have a paid job before entering higher education for the first time?

Please exclude compulsory military service or equivalent.

Single choice.

- Yes, working/vocational training for at least one year and at least 20h per week
- Yes, less than 1 year or less than 20h a week
- No

Purpose

The purpose of this question is to identify the share of students who gained work experience **before** entering higher education for the first time.

Explanation and Definition

This question asks about **paid** jobs and this should be emphasized in the question. Vocational training (apprenticeship) might also be a paid job; hence it should be referred to in the response options. Compulsory military or civil services should **not** be considered as paid jobs, even though in some countries people get paid for this. Please indicate for the first response option that **both** criteria need to be fulfilled (duration of at least one year **and** at least 20h per week). The second response option already applies if only **one** criterion is fulfilled (either less than one year **or** less than 20h a week); however, both criteria are allowed to be met at the same time.

Usage/History

Question is comparable

E:IV Data Reporting Module subtopic B.2. & B.3.

3. Living Conditions

3.1. Who do you live with during the study term/semester (Monday until Friday)?

Multiple answers possible.

- Parents/other relatives
- Partner/spouse
- My child(ren)/my partner's child(ren)
- With (an)other person(s) not mentioned above
- I live alone

Purpose

The main purpose of the question is to provide data on the students' living/housing conditions during the study term/semester by referring to the household members. The question is inter alia supposed to distinguish between students who live with their parents and those who maintain their own households.

Explanation and Definition

This is a multiple-choice question, which takes into account the person(s) the student is living with. The period of time refers to the students' study term/semester from Monday to Friday. The vacation periods or any other non-study periods should be excluded. The category "Partner/spouse" comprises married and unmarried couples as well as couples of the same or different sexes.

Usage/History

Question is comparable

Fig. 6.3 p. 95/ Fig. 6.5 p. 98/ Fig. 7.1 p. 107/ Fig. 7.2 p. 109/ Fig. 7.3 p. 111/ Fig. 7.4 p. 112/ Fig. 7.5 p. 114/ Fig. 7.6 p. 117/ Fig. 7.7 p. 118/ Fig. 7.8 p. 120/ Fig. 7.9 p. 122/ Fig. 7.11 p. 124/ Fig. 7.12 p. 126/ Fig. 8.1 p. 131/ Box 8.1 p. 133/ Fig. 8.2 p. 134/ Fig. 8.3 p. 135/ Fig. 8.6 p. 141/ Fig. 8.8 p. 143/ Fig. 8.9 p. 145/ Fig. 8.10 p. 146/ Fig. 8.11 p. 148/ Fig. 9.1 p. 153/ Fig. 9.2 p. 155/ Fig. 9.4 p. 158/ Fig. 9.6 p. 161/ Fig. 9.7 p. 163/

[Questions 3.2.: only students who do not live with their parents/other relatives]

3.2. Do you live in a student accommodation, i.e. dormitory or halls of residence?

Single choice.

- Yes
- No

Purpose

The aim of the question is to identify the share of students who live in a special student accommodation (in order to recognise a third group besides those students who live with their parents and those who maintain their own households).

Explanation and Definition

This question collects data on those students who are living in halls of residence during the study term/semester. In this case, the term “student accommodation” refers to types of accommodation, which are provided especially for students and are often subsidised by governments, higher education institutions, charity or other organisations.

Usage/History

Question is comparable

Fig. 8.3 p. 135/ Fig. 9.3 p. 157/ Fig. 9.5 p. 159/ Fig. 9.6 p. 161/ Fig. 9.7 p. 163/

3.3. How satisfied are you with your accommodation?

Very satisfied

Not satisfied at all

Purpose

The main purpose of this question is to identify how satisfied the students are with their housing situation during study term/semester.

Explanation and Definition

Each interviewee is asked to subjectively assess his/her satisfaction with the accommodation using the proposed scale of five: from "very satisfied" to "not satisfied at all".

Usage/History

Question is comparable

Fig. 9.6 p. 161/

3.4. What are your (most) frequently used modes of transportation to get from your home to your HE institution during the current semester?

Please indicate all frequently used modes (multiple answers possible) and indicate the most frequent one (single choice).

	Frequently used	Most frequent
Foot	<input type="checkbox"/>	<input type="radio"/>
Bicycle	<input type="checkbox"/>	<input type="radio"/>
Car/motorbike or similar	<input type="checkbox"/>	<input type="radio"/>
Public transport	<input type="checkbox"/>	<input type="radio"/>
Other	<input type="checkbox"/>	<input type="radio"/>

Purpose

The aim of this question is to identify the types of transportation students (most) frequently use to commute between home and their higher education institution.

Explanation and Definition

Students can fill in **multiple** modes of transport that they use frequently, but only **one** mode of transportation that they consider to be the most frequent one. National teams should be cautious in translating “home” into the respective languages. Here the expression “home” is understood as the place where the student usually stays during the study term/semester (Monday to Friday). It might or might not coincide with the parental home.

Usage/History

New question

Fig. 9.7 p. 163/

3.5. On a typical day, how much time does it take you to get from your home to your higher education institution during the current semester?

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

One way _____ minutes on average

Purpose

The main purpose of the question is to capture the average time spent on commuting from the student's home to the student's higher education institution. This question is important for understanding the choice for particular forms of accommodation and the consequences of this choice (e.g. remaining at the parents' home).

Explanation and Definition

This question asks for the usual time in minutes which the student spends on commuting between his/her home and the higher education institution attended. "Typical day" is defined as a day during the study term/semester (Monday to Friday) which is considered as being representative for this period. National teams should be cautious in translating "home" into the respective languages. Here the expression "home" is understood as the place where the student usually stays during the study term/semester. It might or might not coincide with the parental home.

Usage/History

Question is comparable

Fig. 9.7 p. 163/

3.6. What is the average monthly amount at your disposal from the following sources during the current semester?

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

Add a '0' if you did not receive any income from a certain source.

	Average amount
Provision from family/partner	_____
From public sources	
- non-repayable student grant	_____
- repayable student loan	_____
From private sources (foundation etc.)	
- non-repayable student grant	_____
- repayable student loan	_____
Self-earned income	
- from current paid job	_____
- from previous job (e.g. during holidays)	_____
Other	
- public sources (incl. child benefit, pension)	_____
- private sources	_____
Total	_____

Purpose

The aim of this question is to identify students' different income sources and the contribution of these sources to students' overall income. It also aims to identify the role and nature of public and private student grants and loans in students' income.

Explanation and Definition

"At your disposal" is the money which is meant for monthly use (used each month for expenditure), no matter when it was earned. It is important to make a distinction between **public** and **private** student **grants** and **loans** and also to distinguish between **repayable** and **non-repayable** support. If students receive support that is partly repayable and partly non-repayable, they should assign the respective amounts to the different answer categories. "Student grants/loans" are those that a student receives precisely because he/she is a student. "Self-earned income" should be differentiated based on whether it comes from a current job or from previous jobs (e.g. a job which was performed during previous holidays). „Other public sources" includes support such as child benefit or housing benefit. Research teams should emphasise that students should only report money they really receive (cash, transfer on bank account) and **not** to include "indirect financial support" (e.g. rent or tuition fees that are paid by their parents directly to the landlord or the higher education institution). It is also important to emphasise that students add a "0" if they did not receive any income from a certain source. Students should refer to their income sources in the current study term/semester.

Usage/History

Question is comparable

Fig. 7.1 p. 107/ Fig. 7.2 p. 109/ Fig. 7.3 p. 111/ Fig. 7.4 p. 112/ Fig. 7.5 p. 114/ Fig. 7.6 p. 117/ Fig. 7.7 p. 118/ Fig. 7.8 p. 120/ Fig. 7.9 p. 122/ Fig. 7.10 p. 123/ Fig. 7.11 p. 124/ Fig. 7.12 p. 126/ Fig. 7.13 p. 127/ Fig. 8.8 p. 143/ Fig. 8.9 p. 145/ Fig. 8.11 p. 148/

3.7. What are your average expenses for the following items during the current semester?

I.e. all regular costs, excluding costs for items like washing machine, travelling (for holidays/fun), etc. Add a '0' if no money was spent on a certain type of costs.

A) Living costs per month	I pay out of my own pocket	Paid by parents/partner/ others for me
Total accommodation cost (rent/mortgage including utilities, water, electricity,...)	_____	_____
Food	_____	_____
Transportation	_____	_____
Communication (telephone, internet etc.)	_____	_____
Health costs (e.g. medical insurance)	_____	_____
Childcare	_____	_____
Debt payment (except mortgage)	_____	_____
Social and leisure activities	_____	_____
Other regular living costs (clothing, toiletries tobacco, pets, insurance [except medical insurance])	_____	_____
Total	_____	_____

B) Study-related costs per semester	I pay out of my own pocket	Paid by parents/partner/ others for me
Tuition fees, registration fees, examination fees, administrative fees	_____	_____
Social welfare contributions to the university/ college and student associations	_____	_____
Learning materials (e.g. books, photocopying, DVDs, field trips)	_____	_____
Other regular study-related costs (e.g. private tutoring, additional courses)	_____	_____
Total	_____	_____

Purpose

The question aims to identify the meaning of different types of student expenditure: living costs and study-related costs. Together with 3.6., it could be used to describe the sufficiency of student income from different sources compared to the expenses for participating in higher education.

Explanation and Definition

It is important to make clear in the questionnaire that living costs are asked per **month** and study-related costs are asked per **semester**. Students should refer to their expenditure in the current study term/semester. Furthermore, national researchers should clearly point out that the question's target is "ordinary, running costs" not "one-time-made purchases" like cars or furniture. "I pay out of my own pocket" refers to all running expenses students pay using their own income which is at their disposal. "Paid by parents/partner/others for me" refers to indirect payments – i.e. support that students do not receive in money ("cash"), but in the form that other persons (mostly parents or partner) pay some of their bills directly to the student's creditor; that is most likely to be the case with rent, tuition fees, communication or transportation costs. It is also important to emphasise that students add a "0" if no money was spent on a certain type of cost. "Total accommodation cost" should include all kinds of loan repayments and mortgage that are directly connected to expenditure on accommodation. All other loan repayments should be reported separately in the category "Debt payment (except mortgage)".

Usage/History

Question is comparable

Fig. 7.2 p. 109/ Fig. 7.3 p. 111/ Fig. 7.4 p. 112/ Fig. 7.5 p. 114/ Fig. 7.6 p. 117/ Fig. 7.7 p. 118/ Fig. 7.8 p. 120/ Fig. 7.9 p. 122/ Fig. 7.11 p. 124/ Fig. 7.12 p. 126/ Fig. 7.13 p. 127/ Box 8.1 p. 133/ Fig. 8.2 p. 134/ Fig. 8.3 p. 135/ Fig. 8.4 p. 137/ Fig. 8.5 p. 139/ Fig. 8.6 p. 141/ Fig. 8.9 p. 145/

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

Very seriously

Not at all

Purpose

The purpose of this question is to obtain the students' self-assessment of their current material well-being and to compare it to "objective" criteria: e.g. the average monthly income and expenses.

Explanation and Definition

Students are asked to assess the extent of their financial difficulties on a scale of five: from "very seriously" to "not at all".

Usage/History

Question is of limited comparability

Fig. 8.7 p. 142/ Fig. 8.8 p. 143/ Fig. 8.9 p. 145/ Fig. 8.10 p. 146/ Fig. 8.11 p. 148/

3.9. Do you have a paid job during the current semester?

Single choice.

- Yes, I work during the whole semester
- Yes, I work from time to time during the semester
- No, I don't work during the semester

If "Yes, I work during the whole semester" or "Yes, I work from time to time during the semester" → please go to question 3.10.

If "No, I don't work during the semester" → please go to question 3.14.

Purpose

The question aims to identify the share of students who work alongside their studies, which has an effect on their income as well as their time budget. The questions 3.10. to 3.13. are meant only for those students who work during the current semester (continuously or occasionally); among others these questions aim to clarify the meaning of the job in relation to studies.

Explanation and Definition

“Paid job” means gainful employment including paid internships - it should be made clear that if a student does an internship during his/her studies, it should only be counted if it is paid. It is also important to distinguish those students who work during the whole semester from those who work only occasionally (“from time to time”) during the semester.

Usage/History

Question is comparable

Fig. 6.5 p. 98/

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

	Totally				Not at all
I work to fund my living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work to improve my living standard	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work to gain experience on the labour market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I work because I have free time to spend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

The aim of this question is to get an insight into the students' different motivations for working alongside studies.

Explanation and Definition

Students are asked to report to what extent **all** of the four statements apply to their current situation (working and studying at the same time). "I work to fund my living" refers to a situation, where it is necessary for the student to work in order to be able to cover daily necessary expenses. This is different from "I work to improve my living standard" which refers rather to the free choice to work in order to have more (extra) income, but not to the necessity to work to receive any income in the first place. Only single choice answer **for each row** is permitted.

Usage/History

New question

-

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

very closely

not at all

Purpose

The purpose of this question is to identify the nature of students' current paid job. Based on the question, we try to evaluate whether working alongside studies is rather supportive for the students' studies, e.g. through gaining (necessary) work experience in the same field, or not.

Explanation and Definition

Students are asked to assess the relation between their job and their study programme on a scale of five: from "very closely" to "not at all".

Usage/History

New question

-

3.12. Which of the following describes your current situation best?

Single choice.

- Primarily, I am a student besides other activities (e.g. paid job, care responsibilities).
- Primarily, I work and I study alongside working.
- Primarily, I am occupied with other duties/activities (e.g. care responsibilities) besides my studies.

Purpose

This is a question about the centrality of studies in a student's life (especially relevant for part-time students and mature students).

Explanation and Definition

Students are asked to choose a single response option out of three. The first answer emphasises the centrality of studies, the second response stresses the importance of working and the third answer attaches centrality to other duties/activities (e.g. due to students' parenting).

Usage/History

Question is of limited comparability

Fig. 5.10 p. 86/ Fig. 5.11 p. 87/

3.13. How many hours do you spend on paid jobs in a typical week during this semester?

Paid jobs _____ h/week

Purpose

The purpose of this question is to quantify the time students spend on working alongside their studies. Together with question 3.14., it provides information on the students' overall time budget and the meaning of working/studying for students' total workload.

Explanation and Definition

Students are asked to fill in the exact time in hours they spend on paid jobs in a typical week during this study term/semester. Paid jobs also include paid internships - it should be made clear that if a student does an internship during his/her studies, it should only be counted if it is paid.

Usage/History

Question is comparable

Fig. 6.1 p. 92/ Fig. 6.2 p. 93/ Fig. 6.3 p. 95/ Fig. 6.4 p. 96/ Fig. 6.5 p. 98/ Fig. 6.8 p. 101/

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

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

	MO	TU	WE	TH	FR	SA	SU
Taught studies (lessons, seminars, labs, tests, etc.)	—	—	—	—	—	—	—
Personal study time (like preparation, learning, homework)	—	—	—	—	—	—	—

Purpose

The purpose of this question is to quantify the time students spend on study-related activities.

Explanation and Definition

Study-related activities are split into two categories: taught studies (lessons, seminars, etc.) and personal study time (preparation, homework, etc.). As course hours may differ from “60-minutes-hours”, students are supposed to report clock hours (i.e. their allocated time in 60-minutes-hours). A “typical week” is defined as a week during the study term/semester, which can be regarded as being representative for this period.

Usage/History

Question is comparable

Fig. 3.4 p. 52/ Fig. 4.2 p. 65/ Fig. 4.5 p. 68/ Fig. 4.6 p. 69/ Fig. 4.7 p. 71/ Fig. 5.8 p. 84/ Fig. 5.9 p. 85/
Fig. 5.10 p. 86/ Fig. 5.11 p. 87/ Fig. 6.1 p. 92/ Fig. 6.2 p. 93/ Fig. 6.3 p. 95/ Fig. 6.4 p. 96/ Fig. 6.8 p.
101/

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

	I want less			I want more		
Time for study-related activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time for paid jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Total workload	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

This question aims to describe the students' satisfaction with their time budget and the balance between study-related activities and paid work.

Explanation and Definition

Students are asked to rate their satisfaction on a scale of five: from "I want less" to "I want more" in order to identify inter alia whether they would prefer more/less time for studying or more/less time for paid jobs. "Time for study-related activities" refers to the time students spend on taught studies **and** on personal study time. "Total workload" would be the sum of time dedicated to study-related activities and paid jobs.

Usage/History

Question is of limited comparability

Fig. 6.6 p. 99/ Fig. 6.7 p. 100/

4. International Mobility

4.1. Have you ever been enrolled abroad as a student in higher education?

Please refer only to temporary study periods outside of #country, for which you were enrolled/registered at a HEI abroad. Please exclude full study programmes undertaken abroad.

Single choice.

- Yes, I have (→ please go on to question 4.2.)
- No, but I plan to go (→ please go on to question 4.7.)
- No, and I do not plan to go (→ please go on to question 4.9.)

Purpose

The main aim of this question is to provide data on students' temporary international mobility measured e.g. by the share of students who have been abroad for a regular course of study.

Explanation and Definition

The question only refers to foreign enrolment for which the student left the country of the survey **temporarily** to study a certain period abroad. Full study programmes abroad should not be captured. (Example: If a student who currently pursues his Master degree in the home country [= country of the survey] has completed his entire Bachelor programme abroad, he should **not** be recorded as being temporarily internationally mobile. The reason is that this type of experience abroad would not comply with our notion of **temporary** international mobility).

Hashtags

Replace “#country” with the name of the country where the survey is being carried out, for example "Poland" (if the survey is conducted there).

Usage/History

Question is comparable

Fig. 10.1 p. 169/ Fig. 10.2 p. 170/ Fig. 10.3 p. 172/ Fig. 10.4 p. 174/ Fig. 10.5 p. 175/ Fig. 10.6 p. 177/
Fig. 10.7 p. 178/

[Questions 4.2. to 4.6.: only students who have studied abroad]

4.2. What degree were you studying for, when you went abroad?

Multiple answers possible.

- Bachelor [ISCED 6]
- Master [ISCED 7]
- PhD/ Doctoral Programme [ISCED 8]
- #Short national degree [up to 3 years, ISCED 6]
- #Long national degree [more than 3 years, ISCED 7]
- #Other postgraduate programmes [ISCED 7]
- Other

Purpose

The purpose of this question is to provide data on the students' international mobility on different study levels.

Explanation and Definition

This question is only for students who replied "Yes, I have" in question 4.1. It gathers data on the different degrees that internationally mobile students were studying for. The typology of degrees is based on the ISCED 2011 classification. Multiple answers are possible because students might have been studying abroad for several times and on different academic levels. Research teams should point out that the questions 4.2. to 4.6. only refer to temporary studies abroad as asked for in question 4.1.

Hashtags

Replace "short, long and other degrees/programmes" with the corresponding national qualifications based on the ISCED 2011 classification.

Usage/History

New question

-

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

If you have studied abroad more than once, please refer to your most recent stay abroad.

Fill in the duration in months.

.... Country [open answer (on paper) or drop down list with countries]

.... Duration in months

Purpose

The aim of this question is to identify most common international mobility routes as well as the common duration for studying abroad.

Explanation and Definition

This question is only for students who replied "Yes, I have" in question 4.1. Students are asked to give information about their most recent temporary study period abroad. National research teams are asked to provide a drop-down menu with all countries for online surveys and leave it as an open question for paper-and-pencil surveys.

Usage/History

New question

-

4.4. Were the credits (ECTS, certificates) you gained for your studies abroad recognised by your home institution?

*If you have studied abroad more than once, please refer to your most recent stay abroad.
Single choice.*

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

Purpose

The purpose of this question is to evaluate the flexibility and openness of different study programmes and higher education institutions within national systems.

Explanation and Definition

This question is only for students who replied "Yes, I have" in question 4.1. Students are asked to give information about the extent to which course/programme achievements performed abroad are recognised at the home institution (= the institution which is located in the country of the survey). Students should refer to their most recent temporary study period abroad if they have been abroad more than once.

Usage/History

New question

-

4.5. Within which of the following organisational frameworks was your study abroad organised?

*If you have studied abroad more than once, please refer to your most recent stay abroad.
Single choice.*

- EU-programme (e.g. Erasmus, #other
- Other programme (e.g. #national programmes)
- No programme

Purpose

The main purpose of this question is to provide data on the share of students whose mobility is officially supported (through state or EU-programmes) in comparison to those students who have been abroad on their own initiative ("free-movers").

Explanation and Definition

This question is only for students who replied "Yes, I have" in question 4.1. Students are asked to give information about their most recent temporary study period abroad. The second response option "Other programme" refers to different **national** mobility programmes that are not financed by the EU. "No programme" refers to those students who have been abroad for a regular course of study without using the support of any kind of public or EU-programme.

Hashtags

Replace "#other" in the first answer category with the corresponding list of EU-financed mobility programmes in your country, for example "TEMPUS". Replace "#national programmes" in the second answer category with the corresponding list of publicly funded **national** mobility programmes (that are not financed by the EU), for example "National Mobility Programme".

Usage/History

Question is of limited comparability

Fig. 10.11 p. 185/

4.6. Which of the following sources did you use to fund your study period abroad and which one of them was your primary source of funding?

If you have studied abroad more than once, please refer to your most recent stay abroad.

Please think about all costs of studying abroad including, e.g. both travel costs to the foreign location and tuition/registration fees at the foreign institution of higher education.

Please indicate all sources of funding you used (multiple answers) and indicate the primary source of funding (single choice).

	Sources of funding	Primary source of funding
Contribution from parents/family/partner	<input type="checkbox"/>	<input type="radio"/>
Own income from previous job or own savings	<input type="checkbox"/>	<input type="radio"/>
Income from paid job during my studies abroad	<input type="checkbox"/>	<input type="radio"/>
Study grants/loans from host country	<input type="checkbox"/>	<input type="radio"/>
Regular #study grants/loans from home country	<input type="checkbox"/>	<input type="radio"/>
#Special study grant/loan from home country for going abroad	<input type="checkbox"/>	<input type="radio"/>
EU study grants (e.g. Erasmus, #other)	<input type="checkbox"/>	<input type="radio"/>
Funding from private businesses or non-governmental organisations (NGOs)	<input type="checkbox"/>	<input type="radio"/>
Other	<input type="checkbox"/>	<input type="radio"/>

Purpose

This question is meant to provide data on the main sources, which students used for supporting their foreign enrolment. Besides revealing the primary source of financing, the contribution of each source to financing international mobility can be observed.

Explanation and Definition

This question is only for students who replied "Yes, I have" in question 4.1. Students are asked to give information about their most recent temporary study period abroad. National questionnaires should specify that **more than one** source of financing can be ticked, but **only one** of them can be pointed out as primary source of funding. It should also be emphasised that **all** kinds of costs related to the studies abroad (accommodation, transport, fees etc.) should be taken into account, when students reflect upon the costs for enrolment abroad and how these were covered.

Hashtags

Replace "#study grants/loans from home country" with the corresponding national terms for this type of support, for example "Student loan". Replace "#special study grant/loan from home country for going abroad" with the corresponding national terms for this type of support, for example "Student Mobility Loan". Replace "#other" in the 7th response category with the names of other EU-financed grants except Erasmus, for example "DoRa Scholarship".

Usage/History

Question is comparable

Fig. 10.8 p. 180/ Fig. 10.9 p. 181/ Fig. 10.10 p. 182/

[Questions 4.7. to 4.8.: only students who have not studied abroad but plan to]

4.7. What country do you plan to go to for your temporary studies abroad?

... Country [Open answer (on paper) or drop down list with countries]

Don't know yet

Purpose

This question aims to identify the possible mobility plans and routes of those students who haven't studied abroad yet, but who are planning to do so.

Explanation and Definition

This question is only for students who replied "No, but I plan to go" in question 4.1. National research teams are asked to provide a drop-down menu with all countries for online surveys and leave it as an open question for paper-and-pencil surveys.

Usage/History

New question

-

4.8. Within which of the following organisational frameworks do you plan to organise your temporary study abroad?

Single choice.

- EU-programme (e.g. Erasmus, #other)
- Other programme (e.g. #national programmes)
- No programme
- I don't know yet

Purpose

This question aims to identify the possible mobility plans of those students who haven't studied abroad yet, but who are planning to do so. It provides data on the share of students who rely on official support for mobility (through state or EU-programmes) in comparison to those students who plan to study abroad on their own initiative ("free-movers").

Explanation and Definition

This question is only for students who replied "No, but I plan to go" in question 4.1. "Other programme" in the second answer option refers to different **national** mobility programmes that are not financed by the EU. "No programme" refers to those students who plan to study abroad for a regular course of study without using the support of any kind of public or EU-programme.

Hashtags

Replace "#other" in the first response option with the corresponding list of EU-financed mobility programmes in your country except Erasmus, for example "DoRa programme". Replace "#national programmes" in the second response option with the corresponding list of publicly funded **national** mobility programmes (that are not financed by the EU), for example "National Mobility Programme".

Usage/History

New question

Fig. 10.11 p. 185/

[Questions 4.9. to 4.10.: all students]

4.9. To what extent are or were the following aspects an obstacle for studying abroad to you?

If you have been abroad, please consider to which extent the following aspects were real obstacles to the planning and implementation of the period abroad. If you have not been abroad (yet), please consider to which extent the following aspects currently deter you from going abroad.

	Big obstacle				No obstacle
Insufficient skills in foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of information provided by my #HE institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Separation from partner, child(ren), friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Additional financial burden	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loss of paid job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lack of motivation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low benefit for my studies at home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficult integration of studying abroad into the structure of my home study programme	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with recognition of results achieved abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with access regulations to the preferred country (visa, residence permit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Insufficient marks for studying abroad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Limited admittance to mobility programmes (of home/host institution)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

The main purpose of this question is to identify the main obstacles to foreign enrolment for those students, who have been abroad as well as for those who have not been abroad for studies.

Explanation and Definition

This question is for **all** students (= all who answered question 4.1., no matter which box they ticked). It gathers information about the potential barriers, which influence the cross-border study plans of students. Country teams must provide an explanation that students are required to assess **each** of the listed obstacles. Students are asked to judge each of the potential obstacles on a scale of five: from "big obstacle" to "no obstacle". Only a single answer **for each row** is permitted.

Hashtags

The term “#HE institution” in the second response option refers to the student’s **home** institution (= higher education institution in the country of the survey). For online surveys “#HE institution” can be replaced with the name of the higher education institution at home (as provided by 1.4.). For paper-and-pencil surveys “#HE institution” can be replaced by the term home institution.

Usage/History

Question is comparable

Fig. 10.6 p. 177/ Fig. 10.7 p. 178/

4.10. Have you ever been abroad for other study-related activities as a student in higher education?

If you've been abroad more than once per activity, please refer to your most recent stay abroad.

Research / Fieldtrip	<input type="radio"/> Yes / <input type="radio"/> No (if no → please go on to question 5.1.)
Internship / work placement	<input type="radio"/> Yes / <input type="radio"/> No (if no → please go on to question 5.1.)
#Summer/winter school	<input type="radio"/> Yes / <input type="radio"/> No (if no → please go on to question 5.1.)
Language course	<input type="radio"/> Yes / <input type="radio"/> No (if no → please go on to question 5.1.)
Other	<input type="radio"/> Yes / <input type="radio"/> No (if no → please go on to question 5.1.)

If "Yes" continue with next question / if "No" continue with question 5.1.

Please fill in, per activity, the following details for your most recent study-related stay abroad.

[For online-questionnaire only: Only show options filled in at previous questions]

	Duration in months	Country	Was it part of your study programme?	Did you gain ECTS with it?
Research / Fieldtrip	_____	_____	Yes /no	Yes /no
Internship / work placement	_____	_____	Yes /no	Yes /no
#Summer/winter school	_____	_____	Yes /no	Yes /no
Language course	_____	_____	Yes /no	Yes /no
Other	_____	_____	Yes /no	Yes /no

Purpose

The main aim of this question is to identify other types of study-related international mobility besides studying (enrolment) abroad.

Explanation and Definition

This question is for **all** students and asks about temporary study-related activities abroad undertaken at the time while being a student in higher education, **excluding** temporary enrolment abroad that was asked for in question 4.1. and **excluding** long-term (degree) mobility. If students have been abroad for any type of activity listed, they are also asked to give information about the duration in months, the country they went to, whether it was part of their study programme and if they gained any credits for this. Students are asked to refer to their most recent stay abroad if they had more than one stay abroad per activity.

Hashtags

If necessary, replace “#Summer/winter school” with the relevant study-related activities in the national context.

Usage/History

Question is comparable

Fig. 10.1 p. 169/

5. Personal Details

5.1. When were you born?

Please provide month and year of your birthday.

Month _____ Year _____

Purpose

The aim of this question is to describe the age profile of the student population. As age is relevant for almost any topic of the survey, it is an indicator with high explanatory power. It describes whether student groups are rather homogeneous or with strong age differences, making it a core source of information for the topic “Demographic characteristics”.

Explanation and Definition

This question asks for the month and year of the respondent’s birth. Using the exact date of birth allows to structure precise age groups at the moment of data processing (or any other key date), regardless of the time when the question has been answered.

Usage/History

Question is comparable

Fig. 2.5 p. 38/ Fig. 4.1 p. 62/ Fig. 4.2 p. 65/ Fig. 4.3 p. 66/ Fig. 4.4 p. 67/ Fig. 6.3 p. 95/ Fig. 6.7 p. 100/
Fig. 8.6 p. 141/ Fig. 9.2 p. 155/ Fig. 9.3 p. 157/

5.2. What is your sex?

- Female
- Male

Purpose

The question provides data on participation by sex in higher education. International comparisons have shown that some of the social aspects of higher education are sex-related.

Explanation and Definition

This question asks for the sex (= biological make-up of an individual's reproductive anatomy), not the gender (= an individual's lifestyle, often culturally learned).

Usage/History

Question is comparable

Fig. 4.5 p. 68/ Fig. 5.2 p. 77/ Fig. 5.3 p. 78/ Fig. 5.4 p. 79/ Fig. 5.5 p. 81/ Fig. 5.7 p. 83/ Fig. 7.3 p. 111/
Fig. 7.4 p. 112/

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

Please refer to current national borders.

	Country	Don't know
You	[Open question (if paper) or drop-down]	<input type="checkbox"/>
Mother	[Open question (if paper) or drop-down]	<input type="checkbox"/>
Father	[Open question (if paper) or drop-down]	<input type="checkbox"/>

Purpose

The question is to quantify the share of students whose origins do not coincide with the country they are studying in compared to the whole student population. It helps constituting a new comparative group consisting of students with different origins.

Explanation and Definition

This question asks for the countries of birth, referring to the current national borders. National research teams are asked to provide drop-down menus for online surveys and leave it as an open question for paper-and-pencil surveys.

Usage/History

Question is of limited comparability

E:IV Data Reporting Module subtopic A.6.

5.4. What are your written and spoken language skills?

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

	Mother tongue	Very good				No know- ledge
[#official language(s) in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[#other common language in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
[#other common language in your country]	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other living language 1 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other living language 2 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other living language 3 _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Purpose

This question aims at tracking the correlation between language ability and international student mobility. It also shows the most spoken foreign languages in a particular country and the level of proficiency the students have reached.

Explanation and Definition

This is a subjective question concerning students' language skills, for which the "mother tongue" represents a proficiency criterion. Under "#other common language" national research teams are supposed to provide a list with the most frequently spoken foreign languages in the respective country. "Other living language" should be left as an open question and should be filled in by the students themselves (if their common language is not in the list provided). The students are invited to assess their language skills according to the proposed list and the respective scale. Note, that students may have more than one mother tongue.

Hashtags

Replace "#official language(s)" with the official language(s) in the country where the survey is carried out, for example "Latvian" (if the survey is carried out in Latvia). Replace "#other common language" with other commonly spoken/written languages in the country where the survey is carried out, for example "Russian" (which is a common language in Latvia).

Usage/History

Question is of limited comparability

Fig. 10.12 p. 186/

5.5. Do you have any children, if yes how many?

- No
 - Yes, I have [] [number of] children
- If "No" (go on to question 5.7.)*

Purpose

This question aims to identify the share of students with children in order to reflect upon the flexibility and openness of study programmes and national systems.

Explanation and Definition

Students are supposed to fill in the exact number of children they have.

Usage/History

Question is comparable

Fig. 4.6 p. 69/ Fig. 4.7 p. 71/

5.6. How old is your youngest child?

___ years of age

Purpose

This question will be used to diversify the students who are parents according to the age of their last-born child.

Explanation and Definition

Students are supposed to fill in the exact age in years of their youngest child.

Usage/History

Question is comparable

Fig. 4.7 p. 71/

5.7. Please indicate if you have a disability, long standing health problems or functional limitations.

Multiple answers possible.

- Yes, chronic diseases
- Yes, mental health problems
- Yes, mobility impairment
- Yes, sensory impairment (vision or hearing)
- Yes, learning disability (ADHD, Dyslexia)
- Yes, other long standing health problems
- No

If "No" please go on to question 6.1.

Purpose

Together with questions 5.8. and 5.9., this question aims at exploring the higher education systems' demands for special assistance in order to ensure the participation of students with different types of disabilities. This is related directly to the World Health Organisation's "International Classification of Impairments, Disabilities, and Handicaps" (ICIDH) from 1980 (<http://www.who.int/classifications/icf/en/>).

Usage/History

Question is of limited comparability

E:IV Data Reporting Module subtopic A.5.

5.8. Overall, to what extent are your impairments an obstacle to your studies?

Big obstacle

No obstacle

Purpose

The purpose of this question is to clarify - based on the respondents' subjective assessment - if the impairments mentioned in the previous question are considered as being obstacles to studies.

Explanation and Definition

Respondents are asked to rate the totality of their impairments as an obstacle to their studies on a scale of five: from "Big obstacle" to "No obstacle".

Usage/History

New question

-

5.9. Overall, how well are you publicly or institutionally supported with regard to your impairments in your studies?

Very well

Not at all

I do not need / want
any support

Purpose

The question will provide data on the students' assessment of the support for their studies they receive from the state or the private sector with respect to their impairments.

Explanation and Definition

This question refers to all kinds of support (financially, technically etc.) students receive for their studies in relation to their impairments. Public support refers to all support provided by the state in the respective country; institutional support refers to the support provided by the higher education institution as well as other institutions (also private) in the country. Respondents are asked to rate how well they are supported on a scale of five: from "Very well" to "Not at all". Students should also be given the option to answer that they do not need/want any support. In this case the rule of mutual exclusiveness holds, i.e. if a student answers that he/she does not need/want any support then he/she **cannot** tick one of the first five boxes (from "very well" to "not at all") and vice versa.

Usage/History

Question is of limited comparability

E:IV Data Reporting Module subtopic A.5.

6. Family Background

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

6.1. What is the highest level of education your father and mother have obtained?

	Father	Mother
#Up to lower secondary (ISCED 0, 1, 2)	<input type="radio"/>	<input type="radio"/>
#Upper secondary (ISCED 3)	<input type="radio"/>	<input type="radio"/>
#Post-secondary non-tertiary (ISCED 4)	<input type="radio"/>	<input type="radio"/>
#Short-cycle tertiary education (ISCED 5)	<input type="radio"/>	<input type="radio"/>
#Bachelor or equivalent (ISCED 6)	<input type="radio"/>	<input type="radio"/>
#Master or equivalent (ISCED 7)	<input type="radio"/>	<input type="radio"/>
#Doctoral or equivalent (ISCED 8)	<input type="radio"/>	<input type="radio"/>
Do not know	<input type="radio"/>	<input type="radio"/>

Purpose

The question aims to provide data on the social make-up of the student body. This indicator (together with parents' occupational status) is used to measure the inclusiveness of higher education systems and their capacity to deal with underprivileged social groups.

Explanation and Definition

The question refers to the education of students' parents according to the ISCED 2011 qualification levels.

Hashtags

Replace given ISCED 2011 education levels with corresponding education levels in your national context if needed.

Usage/History

Question is comparable

Fig. 2.2 p. 31/ Fig. 2.4 p. 36/ Fig. 3.1 p. 47/ Fig. 3.2 p. 49/ Fig. 3.3 p. 51/ Fig. 3.4 p. 52/ Fig. 3.7 p. 56/ Fig. 3.8 p. 57/ Fig. 4.3 p. 66/ Fig. 4.4 p. 67/ Fig. 5.2 p. 77/ Fig. 5.3 p. 78/ Fig. 5.4 p. 79/ Fig. 5.5 p. 81/ Fig. 6.5 p. 98/ Fig. 7.8 p. 120/ Fig. 7.9 p. 122/ Fig. 7.12 p. 126/ Fig. 9.4 p. 158/ Fig. 9.5 p. 159/ Fig. 10.4 p. 174/ Fig. 10.5 p. 175/ Fig. 10.7 p. 178/ Fig. 10.9 p. 181/ Fig. 10.10 p. 182/ Fig. 10.12 p. 186/ Fig. 11.5 p. 197/

6.2. What are the present or most recent occupations of your father and mother?

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

	Father	Mother
#Managers	<input type="radio"/>	<input type="radio"/>
#Professionals	<input type="radio"/>	<input type="radio"/>
#Technicians and associate professionals	<input type="radio"/>	<input type="radio"/>
#Clerical support workers	<input type="radio"/>	<input type="radio"/>
#Service and sales workers	<input type="radio"/>	<input type="radio"/>
#Skilled agricultural, forestry and fishery workers	<input type="radio"/>	<input type="radio"/>
#Craft and related trades workers	<input type="radio"/>	<input type="radio"/>
#Plant and machine operators, and assemblers	<input type="radio"/>	<input type="radio"/>
#Elementary occupations	<input type="radio"/>	<input type="radio"/>
#Armed forces occupations	<input type="radio"/>	<input type="radio"/>
Do not know	<input type="radio"/>	<input type="radio"/>
Never been active in the labour market	<input type="radio"/>	<input type="radio"/>

Purpose

The question aims to provide data on the social make-up of the student body. This indicator (together with parents' education) is used to measure the inclusiveness of higher education systems and their capacity to deal with underprivileged social groups.

Explanation and Definition

The question refers to the occupational status of students' parents according to the International Standard Classification of Occupations (ISCO-08) (see <http://www.ilo.org/public/english/bureau/stat/isco/docs/annex1.doc>). Research teams should give examples for different occupations under each ISCO-08 category in their national context to make it clearer for students.

Hashtags

Replace given ISCO-08 occupation categories with corresponding occupation levels in your national context if needed.

Usage/History

Question is of limited comparability

Fig. 3.5 p. 54/ Fig. 3.6 p. 54/ Fig. 3.7 p. 56/ Fig. 3.8 p. 57/

Optional Changes

National research teams may give respondents more specified options based on ISCO-08 categories.

6.3. Some people are considered to have a high social standing and some are considered to have a low social standing. Thinking about your family background, where would you place your parents on this scale if the top indicated high social standing and the bottom indicated low social standing?

- high social standing
-
-
-
-
-
-
-
-
-
- low social standing

Purpose

The aim of this question is to get more information on the social origin and on the class or strata the students belong to according to their subjective evaluation. The indicator is chosen to reveal the social background of the students in comparison to the whole population.

Explanation and Definition

The responses are based on the subjective perception of the interviewees who should compare their parents' social status to the alleged country social stratification and do not require any figures.

Usage/History

Question is comparable

E:IV Data Reporting Module subtopic C.6. & C.7. & C.8.