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AN tÚDARÁS um ARD-OIDEACHAS

Graduate Outcomes Survey

CLASS OF 2018

June 2020

A report by the Higher Education Authority

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Contents

Foreword

This report of the *Graduate Outcomes Survey: Class of 2018* provides the findings of the second iteration of a sector wide analysis of higher education graduate outcomes in Ireland. Tracking graduate outcomes is at the forefront of national policy frameworks. Robust data on graduate destinations allows the HEA and higher education institutions to measure the early career development of graduates and forms an essential part of providing transparency and accountability for public investment.

The findings of this report show high levels of graduate employability for the 2018 graduate cohort, who were seeking employment at the end of 2018 and early 2019. In terms of the main destination of all graduates, there has been an increase in employment and an associated decrease in other outcomes since the class of 2017 findings. For 2018 graduates, 80% were working or due to start a job (compared to 78% for 2017 graduates), 13% were engaged in further study (compared to 14% for 2017 graduates), 4% were unemployed (compared to 5% for 2017 graduates) and 3% were engaged in 'other' activities (compared to 4% for 2017 graduates). Similar to the class of 2017 findings, the analysis shows that higher educational attainment levels are linked to higher employment rates. This report also offers valuable insights into the self-reported obstacles that many graduates face. Interestingly, for unemployed graduates, the most common barrier cited was a 'perceived lack of experience' (31%), followed by reasons related to a 'competitive jobs industry' (17%). Furthermore, for graduates engaged in 'other' activities, the most common barrier cited was 'family reasons (including childcare)'.

Unfortunately, due to the onset of COVID-19 and the subsequent restrictions introduced in higher education institutions on 12th March 2020, it was deemed necessary and appropriate to cancel the 2020 *Graduate Outcomes Survey* of 2019 graduates. While the virus has led to a rapid international response and the breaking down of institutional and cultural barriers in driving individuals and organisations to work remotely from home; the predicted slowdown that will occur in the coming months ahead is going to be a challenge for the higher education sector. Although our knowledge is limited as to the magnitude of the social and economic implications of this virus, one potential consequence is the widening of inequalities in education and employment. However, as our past has shown us, 'in the midst of every crisis, lies great opportunity' (Albert Einstein). I am hopeful that the higher education sector will respond well to these challenges and continue to provide essential and highly valuable graduates that will be required to get our economy back on track.

I would like to take this opportunity to thank all the higher education institutions – and in particular the careers officers and IT personnel – for their ongoing engagement with the survey. Without your continued hard work, participation and support, this publication would not have been possible. I would also like to extend my gratitude to all the graduates that took the time to answer the survey.

Dr Alan Wall
Chief Executive Officer
Higher Education Authority

Acknowledgements

The Higher Education Authority wishes to thank the staff of the higher education institutions who have contributed to the development of the *Graduate Outcomes Survey*, through implementation of new systems and processes and by carrying out the survey. We are grateful for the comprehensive and accurate data provided for this report. We extend our gratitude to the staff of:

Athlone Institute of Technology

Cork Institute of Technology

Dublin City University

Dublin Institute of Technology

Dun Laoghaire Institute of Art, Design and Technology

Dundalk Institute of Technology

Galway-Mayo Institute of Technology

Institute of Technology, Blanchardstown

Institute of Technology, Carlow

Institute of Technology, Sligo

Institute of Technology, Tallaght

Institute of Technology, Tralee

Letterkenny Institute of Technology

Limerick Institute of Technology

Mary Immaculate College

Maynooth University

National College of Art and Design

National University of Ireland, Galway

Trinity College Dublin

University College Cork

University College Dublin

University of Limerick

Waterford Institute of Technology

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Executive Summary

Executive Summary

Graduate Population and Response Rates

The graduate population was 62,147 in 2018 compared to 58,136 in 2017.

- In 2018, 36,034 graduates came from universities, with a response rate of 54%. A total of 1,411 graduated from colleges, with a response rate of 23%. A further 24,702 graduated from the institutes of technology, and the survey response rate was 48%.
- Overall, 82% of graduates came from full-time programmes, with 17% from part-time programmes and 1% from remote programmes.
- Response rates for full-time graduates were 52%, compared with 44% for part-time graduates and 42% for remote graduates.
- A total of 53% of the total population was female, with 47% male.
- There is little variation in response rates to the survey by gender, with a 52% response rate for males and a 50% response rate for females.
- The most popular area of study for graduates was Business, Administration and Law, with 25% of all graduates. The next most popular area was Health and Welfare (16%), followed by Arts and Humanities (14%).
- The highest response rate to the survey was gathered from graduates of Natural Sciences, Mathematics and Statistics (57%). The lowest response rates came from Education graduates (43%).
- The largest proportion of the population (51%) graduated from an honours bachelor degree programme. Masters taught graduates were the next largest group (21%), followed by ordinary degree graduates (11%).
- The response rate for honours degree graduates was 54%, while the response rate for postgraduate degrees was 49% overall.

Main Destination

Considering the single activity that was most important to graduates across all surveyed populations and fields of study, 80% were working or due to start work (72.4% full-time, 6.4% part-time and 1.3% due to start); 13% were engaged in further study (11.5% full-time and 1.1% part-time), 4% were unemployed; and 3% were engaged in a range of other activities.

- Of note, there is evidence of improved employment outcomes when compared to 2017 graduates, whereby 78% of all graduates were in employment. Linked to this, a slightly higher proportion of 2017 graduates were in further study (14%), unemployed (5%) and engaged in other activities (4%) when compared to the 2018 graduate cohort.
- In universities, 78% of 2018 graduates were working or due to start work; 16% were in further study; 4% were unemployed; and 3% were engaged in other activities. In the institutes of technology, 85% were working or due to start work; 7% were engaged in further study; 6% were unemployed and 2% were engaged in other activities. In colleges, 75% were employed or due to start work, 16% were in further study, 4% were unemployed and 5% were engaged in other activities.

- The most important activity of graduates can vary significantly by mode of study. A total of 78% of full-time, 91% of part-time and 93% of remote graduates were working or due to start work. Full-time graduates were much more likely to be in further study (15%), compared with part-time (3%) and remote (2%) graduates.
- Overall, employment outcomes did not vary significantly according to gender, with 81% of males and 80% of females working or due to start work.
- The percentage of graduates in employment varies with level of study. A total of 75% of honours degree, 88% of masters taught, 88% of research degree and 92% of postgraduate diploma graduates were in employment or due to start a job. In terms of further study, 19% of honours degree graduates, 4% of masters taught graduates, 4% of research degree graduates and 3% of postgraduate diploma graduates were in further study. A total of 5% of masters taught, 5% of research degree graduates, 4% of honours degree and 2% of postgraduate diploma graduates were unemployed and looking for work nine months after graduation.
- Employment rates were highest for Education graduates, with 92% working or due to start a job. This was followed by Services (88%), Health and Welfare (87%), ICT (86%) and Engineering (85%). The lowest proportion working or about to start a job were Arts and Humanities graduates (63%), however, these graduates had the highest proportion in further study (24%). Education and ICT graduates were the least likely to be in further study at 3% and 4% respectively. Interestingly, despite a high proportion of ICT graduates in employment, a further 7% of such graduates were unemployed and looking for work nine months after graduation.

Level 6 & 7 Graduates

In 2018, there were 9,681 graduates of level 6 & 7 programmes in institutes of technology compared to 9,602 in 2017.

- The majority of graduates (66%) continued on the ladder system to higher levels of study. A total of 30% were working or due to start a job.
- In total, 24% of employed graduates were in professional occupations, 16% were in administrative and secretarial occupations and 15% were in associate professional and technical occupations.
- In terms of location, the vast majority of level 6 and 7 employed graduates were based in Ireland (94%), while only 6% were employed abroad.
- For level 6 and 7 graduates in further study, nearly all were based in Ireland (98%) and of those in further study, 96% have gone on to further study within their own institution.

Undergraduate Honours Degree Graduates

In 2018, there were 31,990 graduates of honours degree programmes compared to 30,324 in 2017. The majority graduated from universities (61%), followed by institutes of technology (36%) and colleges (3%).

- The majority (75%) of graduates were working or about to start a job. A total of 19% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity.
- Over half (52%) of honours degree graduates in employment were in professional occupations. A further 15% were in associate professional and technical occupations and 9% were in sales and customer service occupations.
- In terms of location, 91% were employed in Ireland and 9% were employed overseas.
- In total, 15% of honours degree graduates were working in human health and social work activities, nine months after graduation.
- In terms of salary, 26% of such graduates reported earnings of between €25,000 and €25,999 and a further 23% reported earnings of between €30,000 and €34,999 per year (excluding those who would rather not say).
- Of note, 20% of employed honours degree graduates relied on personal contacts to source their job.
- For those in further study, 87% were in further study in Ireland, and 13% were in further study abroad.
- Business, Administration and Law graduates were most likely to continue within the same broad field of study (84%), followed by Engineering, Manufacturing and Construction graduates (74%). Graduates of Services and Arts and Humanities programmes were most likely to study a different broad field of study.
- A total of 69% of honours degree graduates said that they were 'likely' or 'very likely' to study the same course again.

Postgraduate Taught Graduates

In 2018, there were 17,101 graduates of postgraduate taught programmes compared to 14,707 in 2017. Masters taught programmes made up the majority of these (76%), followed by postgraduate diplomas (15%) and postgraduate certificates (9%).

- The majority (88%) of graduates were working or about to start a job. A total of 4% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity.
- In total, 65% of postgraduate taught graduates in employment were in professional occupations. A further 13% were working as managers, directors and senior officials.
- In terms of location, 89% were employed in Ireland and 11% were employed overseas.

- In total, 22% of postgraduate taught graduates were working in Education, with some variation across sector (78% of college, 21% of university and 14% of institute of technology graduates were working in this sector).
- In terms of salary, 15% of employed graduates reported earnings of between €30,000 and €34,999 per year (excluding those who would rather not say).
- For postgraduate taught graduates in further study, 85% were in further study in Ireland and 15% were in further study abroad.
- A doctoral programme was the most popular programme of study for those continuing in education (54%), followed by a masters taught programme (16%) and postgraduate diploma (11%).
- A total of 68% of postgraduate taught graduates said that they were 'likely' or 'very likely' to study the same course again.

Postgraduate Research Graduates

In 2018, there were 1,710 graduates of research programmes compared to 1,733 in 2017. Doctoral programmes made up the majority of these (77%) and research masters made up 23%.

- Overall, 88% of postgraduate research graduates were in employment or due to start a job. A further 4% were in further study, 5% were unemployed and 3% were engaged in other activities.
- In total, 59% of postgraduate research graduates in employment were in professional occupations. As might be expected, 21% of these graduates were in postdoctoral research positions.
- In terms of location, 84% were employed in Ireland and 16% were employed overseas.
- In total, 42% of postgraduate research graduates were working in Education, with some variation across sector (43% of university and 37% of institute of technology graduates were working in this sector).
- In terms of salary, 19% of employed graduates reported earnings of between €35,000 and €39,999 per year, 15% reported earning between €50,000 and €59,999, while a further 14% reported earning between €40,000 and €44,999 per year (excluding those who would rather not say).

International Graduates

There were 7,394 international graduates at honours degree level and above, and they gave a response rate of 40% to the survey. This compares to 6,361 international graduates in 2017.

- The majority (80%) of graduates were working or about to start a job. A total of 11% were engaged in further study, while 7% were unemployed and 2% were engaged in another type of activity. A total of 66% of international graduates in employment were employed in Ireland, with 34% overseas.

- The majority (64%) were employed in professional occupations, followed by associate professional and technical occupations (12%).
- In terms of sector of employment, the largest numbers of graduates were in professional, scientific and technical jobs (19%) and ICT (16%).
- A total of 57% of graduates in further study were in further study in Ireland, with the remaining 43% studying overseas.

Salaries and Earnings

- Younger graduates (<30) from universities and colleges earn over €2,100 more a year on average than younger graduates from the institutes of technology. However, the difference is reduced to around €690 a year on average when like-for-like graduates are compared.
- Younger male graduates earn almost €3,000 more a year on average than younger female graduates. However, the difference is reduced to less than €1,300 when like-for-like graduates are compared.
- ICT graduates are the highest paid on average nine months after graduation. Younger ICT graduates earn over €35,600 a year on average within a year of graduation. Arts & Humanities graduates are the lowest paid on average with younger graduates from the field earning around €25,300 a year on average nine months after graduation.
- Younger graduates from affluent areas earn around €2,000 more a year on average than younger graduates from disadvantaged areas. However, this gap is reduced to just over €400 when like-for-like graduates are compared.
- Graduates working in Dublin earn more than graduates working elsewhere in the Country nine months after graduation – almost €37,000 a year on average compared to less than €34,000 in the west and just over €34,000 in the border region.
- PhD and Masters graduates attract significant premia for these higher levels of qualification – around €7,400 a year for a PhD and around €1,700 a year for a Masters in comparison to an honours Bachelor degree (comparing like-for-like graduates).
- Graduates that initially entered higher education with over 500 Leaving Certificate points earn substantially more on average than other cohorts nine months after graduation, even when comparing like-for-like graduates. This is particularly true for younger graduates entering higher education within the highest range of Leaving Certificate points (555-600).

Barriers to Employment or Further Study

In total, 2,146 graduates were unemployed or involved in 'other' activities, nine months after graduation. These graduates were asked to indicate whether there were any particular barriers preventing them from engaging in employment or further study.

- For unemployed graduates, the most common barrier cited was a 'perceived lack of experience' (31%), followed by reasons related to a 'competitive jobs industry' (17%). The challenges associated with being an 'international graduate' (e.g. visa issues, language barriers and perceived discrimination) were highlighted by 10% of this graduate cohort. A further 10% indicated that their 'course provided insufficient skills/training/preparation'.
- For graduates engaged in 'other' activities, the most common barrier cited was 'family reasons' (including childcare), with 20% of the cohort indicating this. Approximately 18% of such graduates indicated that 'no barriers' exist and that it was a personal choice or decision not to partake in work or further study. The presence of a disability or health issue was highlighted by 13% of such graduates as barriers to the workplace/further study.

Introduction

Introduction

This *Graduate Outcomes Survey: Class of 2018* report is the second in a series on graduate outcomes for the higher education system. This report explores the contribution that graduates and higher education institutions make to social, cultural, civic and economic progress in Ireland and provides information on:

- Qualifications and employment both within Ireland and overseas,
- Salaries,
- Relevance of employment to course,
- Further study,
- Unemployment and unavailability for work,
- Perceptions of the quality and relevance of graduates' higher education experience.

While Ireland has carried out graduate surveys since the 1980s through the *First Destinations Survey*, in 2015, the HEA began the process of revising the survey to allow for the participation of all publicly funded higher education institutions. Firstly, a review of international practice in graduate surveys was carried out[1]. Following this, collaborative structures were put in place to design and implement the new survey which included representatives from the HEA, the Department of Education and Skills, higher education institutions, relevant state agencies and employer groups. Once a new survey instrument was agreed, the focus shifted to the implementation of technical and data systems required for the capture of this graduate data. A successful pilot implementation of the survey took place in the institutes of technology in 2017. Following its success, a full implementation of the new survey occurred in 2018 with a second iteration taking place in 2019. This report provides the findings of the second iteration of a sector wide analysis of higher education graduate outcomes in Ireland.

National Context

The Irish higher education system is ever expanding. In 2018/19, there were 220,474 full-time, part-time and remote enrolments (excluding Trinity College Dublin[2]). The comparable figure in 2017/18 was 214,856, thus representing a 2.6% increase. Provision is mainly full-time (77%), with part-time (19%) and remote (4%) provision making up the balance. In total, 58% of enrolments are in honours degree programmes, 10% are in ordinary degree programmes and 8% are at undergraduate diploma and certificate level. A further 10% of enrolments are at masters taught level, 4% are research degree enrolments and 3% are at postgraduate diploma and certificate levels. In terms of graduate numbers, undergraduate graduates make up 71% of all higher education graduates and postgraduate graduates make up 29%. Overall, undergraduate graduate numbers have increased by 9% since the 2014 graduate cohort and postgraduate graduate numbers have increased by 11% during the same period.

1 This report is available at: http://hea.ie/assets/uploads/2017/06/Graduate-Surveys-Review-of-International-Practice.pdf.

2 Please note that at the time of publication, Trinity College Dublin (TCD) enrolment and graduate data for 2018/19 have not yet been received by the HEA. Therefore, the figures discussed in this section exclude TCD.

Given that this report focuses on graduate employability, it is worthwhile to consider the current employment prospects for graduates. In 2018, the employment rate increased to 68.7%, an increase of one percentage point since 2017[3]. Furthermore, the unemployment level declined by 20,400 people (or 13%) over the same time period.

In this strengthening labour market, higher educational attainment levels have been linked with higher employment rates. As shown in the table below, persons aged 25-64 with a third level qualification were more than twice as likely to be in employment (86%) when compared to those with no formal education/primary education (40%)[4]. Similarly, those with no formal or primary education were twice as likely to be unemployed (6%) when compared to those with a third-level qualification (3%).

Highest level of education attained	Employment rate (%)	Unemployment rate (%)
Primary or Below	40	6
Lower Secondary	58	7
Higher Secondary	73	5
Post Leaving Certificate	77	5
Third Level	86	3
Total persons aged 25 to 64	**76**	**4**

Source: CSO Educational Attainment Q2 2019

Although all sectors of the economy have experienced growth over the last five years (with the exception of Agriculture), the strongest percentage growth has been seen in Construction, with an additional 56,000 persons employed, followed by the Administrative Support Sector (27,500 additional people) and Education (36,100 additional people)[5]. In terms of occupation, between Q4 2017 and Q4 2018, professionals observed the strongest absolute employment growth, with an additional 23,300 people. This was followed by skilled traded occupations with an additional 16,600 people employed in these roles over the same period.

The *Graduate Outcomes Survey* accompanies the HEA's ongoing collaboration with the Central Statistics Office (CSO) on graduate data. This relationship is part of the CSO's development of the National Data Infrastructure, which involves the integration of HEA data with existing administrative sources held by the CSO to produce aggregated analysis and outputs, and demonstrate the value of administrative data. Recent analysis of *Higher Education Outcomes Graduation Years 2010-2016* focuses on graduate employment, re-enrolment in education, the industry sectors in which graduates work and their earnings over time[6]. The HEA and CSO are continuing to work together to develop this and other datasets to give a comprehensive picture of longitudinal graduate outcomes for various

3 SOLAS Skills and Labour Market Research Unit, National Skills Bulletin 2019, November 2019: https://www.regionalskills.ie/documents-publications/national-skills-bulletin-2019.pdf.

4 Central Statistics Office, Educational Attainment Thematic Report 2019, December 2019: https://www.cso.ie/en/releasesandpublications/er/eda/educationalattainmentthematicreport2019/.

5 SOLAS SLMRU, ibid.

6 See: https://www.cso.ie/en/releasesandpublications/ep/p-heo/highereducationoutcomes-graduationyears2010-2016/ for more detail.

cohorts of graduates, including mature graduates, graduates from disadvantaged backgrounds and graduates availing of upskilling programmes. A high level of coverage of the graduate cohort is possible though the linking of administrative data across a wide range of educational and personal parameters.

The *Graduate Outcomes Survey* also complements other surveys and data collections that are in place in Ireland, such as the annual *Irish Survey of Student Engagement* (StudentSurvey.ie) and the *National Employer Survey*. Combined, these data sources provide a rich evidence base on graduate employability and outcomes, which will enhance accountability and transparency in the education sector and allow for better informed decision-making. The ability of higher education institutions and the HEA to report on graduate outcomes forms an important part of providing transparency and accountability for public investment. The data collected from the *Graduate Outcomes Survey* allows higher education institutions to measure and monitor their responsiveness to economic and societal needs over time.

Data Sources and Methodology

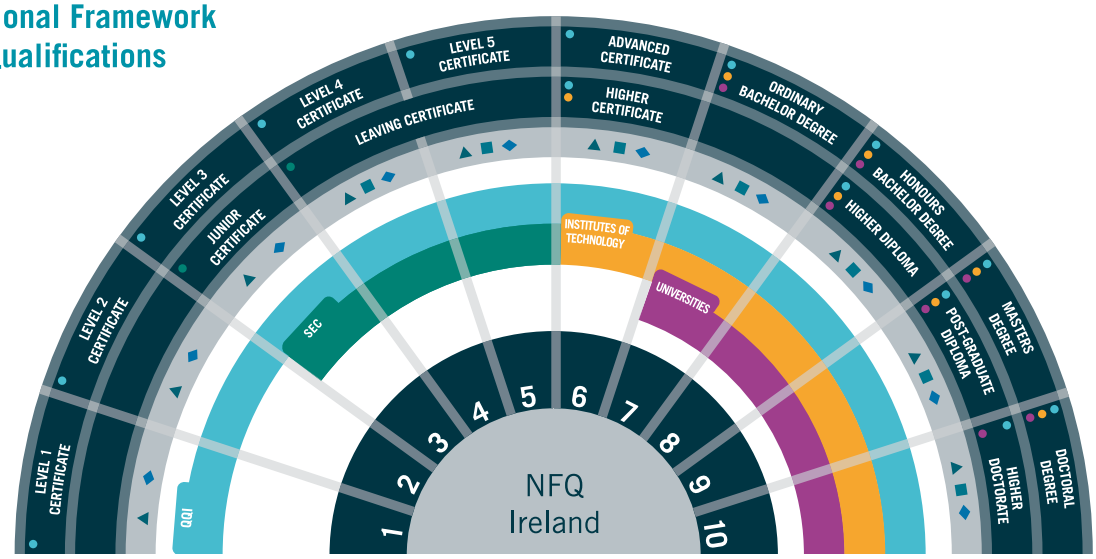
Survey data was collected in respect of 2018 graduates of 23 higher education institutions, approximately nine months after their completion of study with a census date of 31 March 2019. Higher education institutions contacted graduates both electronically and through telephone calls. The survey fieldwork window was decided by each institution separately, with data to be submitted to the HEA by the end of July 2019.

The questionnaire included questions on the following topics:

- Main and all activities that the graduate is engaged in;
- Employment: job title, occupation, name of employer, location of employment, sector of employment, nature of employment and contract, salary, work placement/work experience/ internship, relevance of course to job, necessity of qualification and how the graduate found out about the job;
- Further study: location and name of institution, title, area of study and award level of course, mode of study, and reasons for engaging in further study;
- Unemployment: previous employment (if any), and barriers to employment;
- Other activities: nature of other activity and barriers to employment;
- Experience of higher education.

For the institutes of technology, all graduates of major awards at National Framework of Qualifications (NFQ) levels 6-10 were included; and for universities and other colleges, all graduates of major awards at NFQ levels 8-10 were included. As can be seen from the NFQ fan diagram, level 6 and 7 awards refer to higher certificate and ordinary degree programmes; level 8 refers to honours degree programmes; level 9 refers to postgraduate diploma and masters programmes; while level 10 refers to doctoral degrees. Graduates of Continuing Professional Development programmes or modules were not included in the survey cohort.

National Framework of Qualifications



AWARDING BODIES

- **Quality and Qualifications Ireland** (QQI) makes awards in further and higher education and training
- **SEC - State Examinations Commission** *(Department of Education and Skills)*
- **Institutes of Technology**
- **Universities**

AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:

- **Major Awards:** named in the outer rings, are the principal class of awards made at a level
- **Minor Awards:** are for partial completion of the outcomes for a Major Award
- **Supplemental Awards:** are for learning that is additional to a Major Award
- **Special Purpose Awards:** are for relatively narrow or purpose-specific achievement

European Qualifications Framework

For further Information consult: www.nfq.ie www.QQI.ie

Limitations

It is important to note the limitations of the current report. As this represents the second in a series, caution should be exercised when comparing data in this report with results from earlier iterations of the *First Destinations Survey*. Fundamentally, as is the case with all survey data, the response rate should be taken into account. Overall, the response rate to the survey was 51%. However, it should be noted that the response rates for certain sections of the report were lower than this overall rate, with salary data being a particular example of this. Where relevant, issues around response rates are explained in the main body of the report.

Structure of Report

This report will present findings from the seven universities, 14 institutes of technology[7] and two colleges.

Section 1 will consider the graduate population and response rates. There was a total graduate population of 62,147 and an overall response rate of 51%. **Section 2** will look at the main activity that graduates are engaged in. The analysis includes those in full-time or part-time employment or due to start a job; those engaged in full-time or part-time further study; those unemployed and seeking employment; and those engaged in other activities. **Sections 3-6** will analyse the situation for graduates at level 6/7, honours degree, postgraduate taught and postgraduate research levels respectively. These sections will consider the employment and further study outcomes of these graduates in more depth, looking at occupations and sectors of employment, nature and location of employment, and work experience. **Section 7** provides a picture of outcomes for international graduates at honours degree level and above. **Section 8** will provide an in-depth analysis of salary, including modelling on the factors that influence graduate salaries. **Section 9** will focus on the qualitative responses of unemployed graduates and those engaged in 'other' activities in terms of the barriers faced in seeking employment/further study. This analysis offers valuable insights into the self-reported obstacles that many graduates face, which have been largely overlooked to date in an Irish context.

7 While TU Dublin was formally established on 1st January 2019, this analysis concerns graduates of 2018 and as a consequence, this report makes reference to the 'institutes of technology' sector throughout.

Section 1: Graduate Population and Response Rates

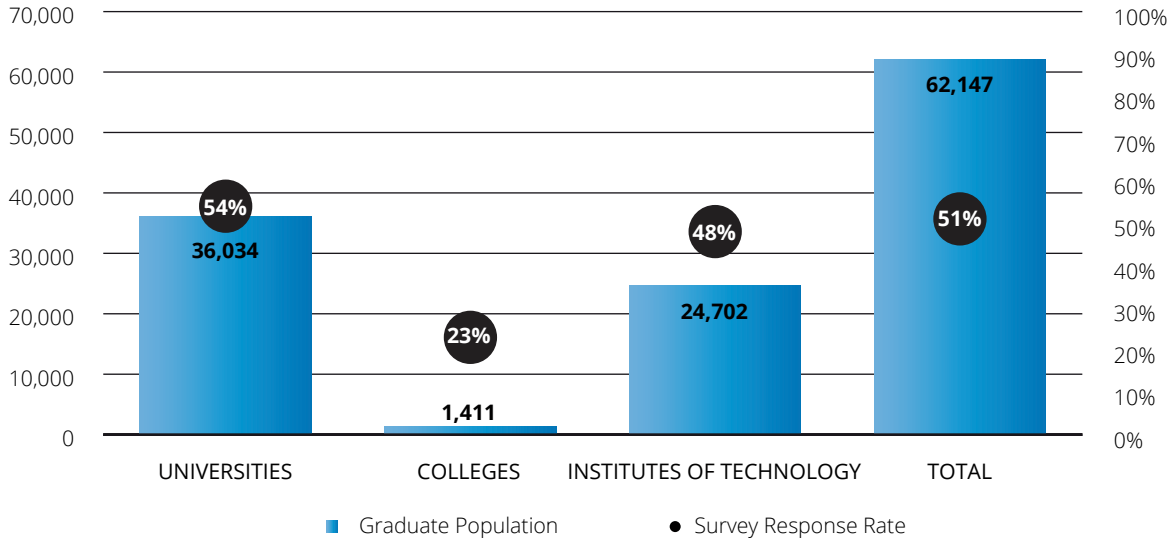
Section 1:
Graduate Population and Response Rates

The profile of the graduate population is discussed in this section. Response rates to the survey are also provided for different graduate cohorts.

Institution Type

As shown in Figure 1.1., the total eligible graduate population was 62,147 (compared to 58,136 in 2017). Of these, 36,034 graduates came from universities, with a response rate of 54%. A total of 1,411 graduated from colleges, with a response rate of 23%. A further 24,702 graduated from institutes of technology and the survey response rate was 48%. Individual institutional response rates are provided in Appendix 1.

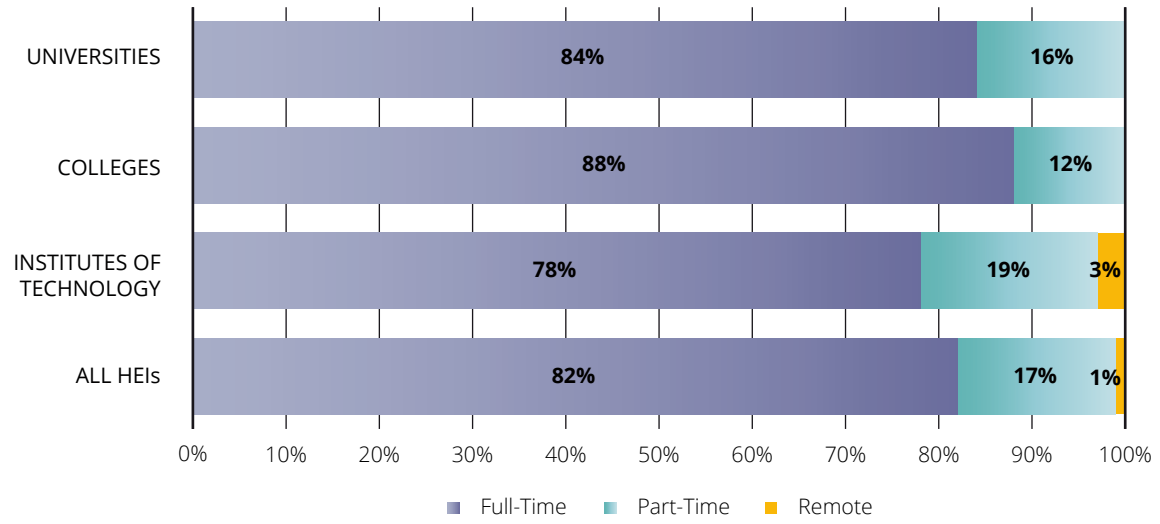
Figure 1.1: Graduate Population – Institution Type and Response Rate



Mode of Study

Overall, 82% of the total population came from full-time programmes, with 17% from part-time programmes and 1% from remote programmes, as shown in Figure 1.2.

Figure 1.2: Graduate Population – Mode of Study and Institution Type



Response rates vary by mode of study. Response rates for full-time graduates were 52%, compared with 44% for part-time graduates and 42% for remote graduates, as shown in Table 1.1. However, it should be noted that overall remote graduate numbers are small.

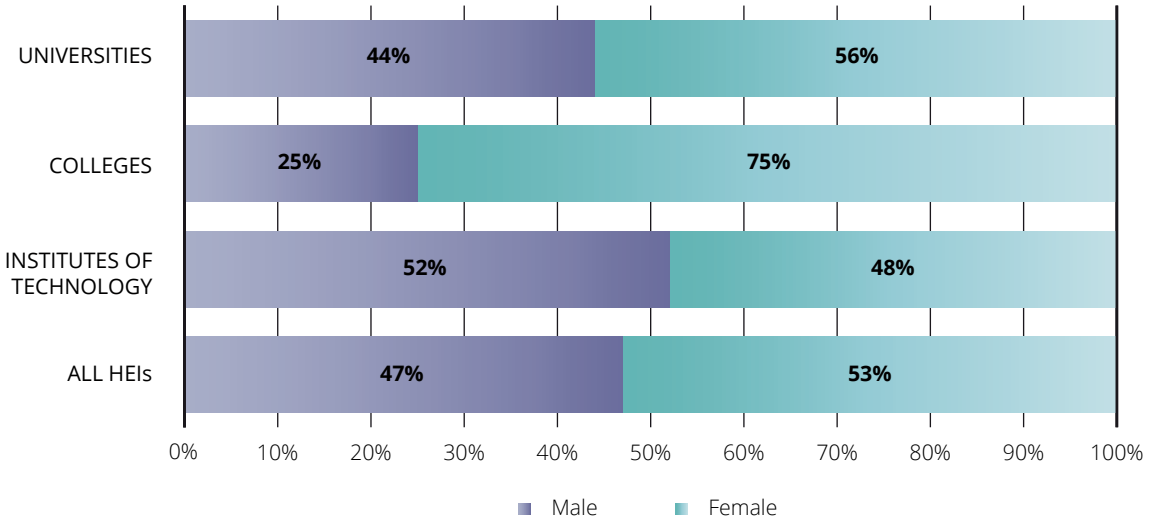
Table 1.1: Response Rates – Mode of Study and Institution Type

	Full-time	Part-time	Remote	Total
Universities	56%	41%	50%	**54%**
Colleges	22%	33%	N/A	**23%**
Institutes of Technology	47%	49%	41%	**48%**
All Institutions	**52%**	**44%**	**42%**	**51%**

Gender

A total of 53% of the total population were female, with 47% male. As shown in Figure 1.3, the gender balance between males and females varies according to sector. In the universities, 56% of graduates are female and this compares to 48% of females in the institutes of technology, while in the college sector, 75% of graduates are female.

Figure 1.3: Graduate Population – Gender and Institution Type



There is little variation in response rates to the survey by gender, with a 52% response rate for males and a 50% response rate for females (see Table 1.2).

Table 1.2: Response Rates – Gender and Institution Type

	Male	Female	Total
Universities	54%	53%	**54%**
Colleges	19%	24%	**23%**
Institutes of Technology	49%	47%	**48%**
All Institutions	**52%**	**50%**	**51%**

Field of Study

The most popular area of study for graduates was Business, Administration and Law, with 25% of all graduates. The next most popular area was Health and Welfare (16%), followed by Arts and Humanities (14%) and Engineering, Manufacturing and Construction (10%). Figure 1.4 shows the most popular areas of study by sector. In the institutes of technology and the universities, the most popular field of study was Business, Administration and Law at 26% and 24% respectively. In the college sector, the majority of graduates studied Education (57%), with the remainder studying Arts and Humanities (42%) and ICT (1%).

Figure 1.4: Graduate Population – Field of Study and Institution Type

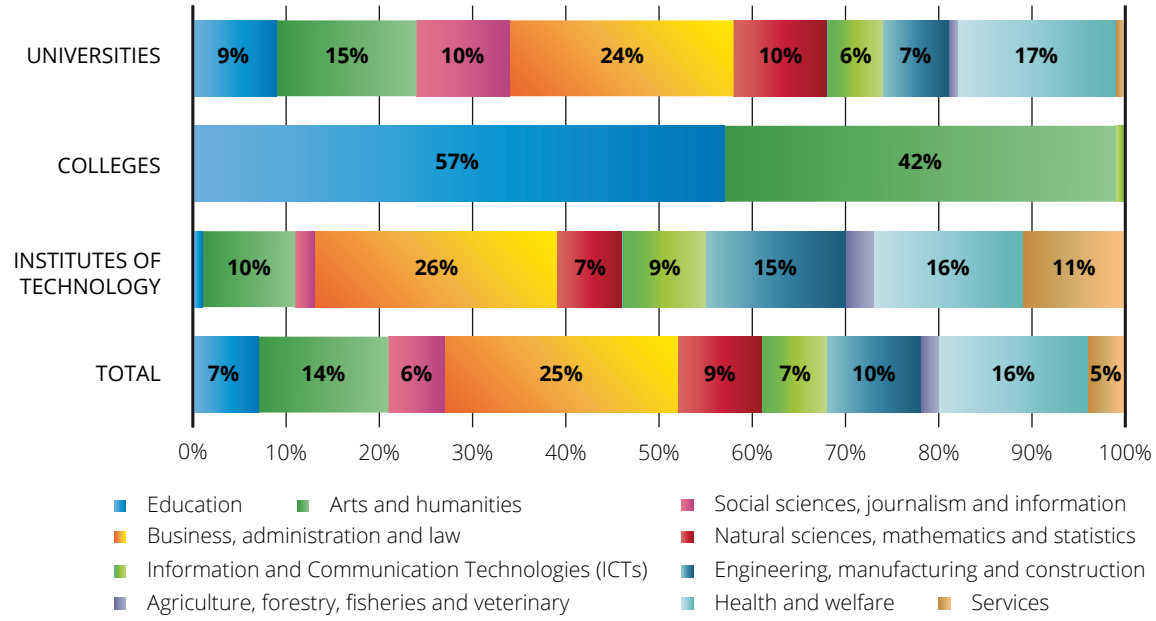


Table 1.3 shows that the highest overall response rate to the survey was gathered from graduates of Natural Sciences, Mathematics and Statistics (57%), while the lowest response rates came from Education graduates (43%). In universities, the highest response rates came from graduates of Engineering, Manufacturing and Construction (61%). The lowest university response rates came from graduates of Education programmes (48%). In the institutes of technology, the highest response rates came from graduates of Education (55%), followed by ICT (54%). The lowest institute of technology response rate came from Arts and Humanities graduates (43%).

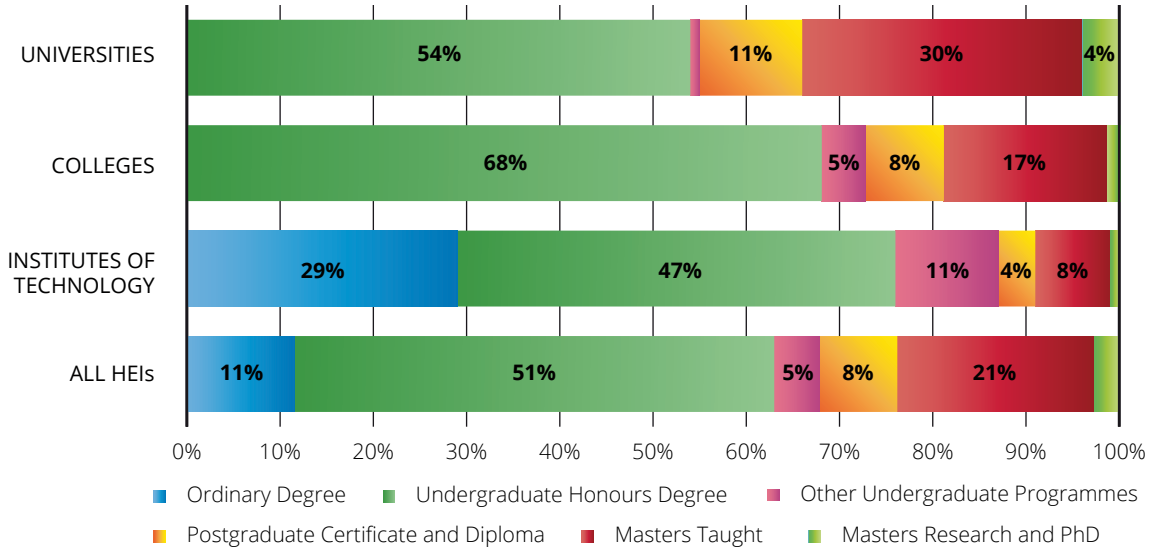
Table 1.3: Response Rates – Field of Study and Institution Type

	Universities	Colleges	Institutes of Technology	Total
Education	48%	20%	55%	43%
Arts and humanities	55%	27%	43%	49%
Business, administration and law	53%		45%	50%
Social sciences, journalism and information	54%		51%	54%
Natural sciences, mathematics and statistics	59%		49%	57%
Information and communication technologies (ICTs)	55%	43%	54%	54%
Engineering, manufacturing and construction	61%		49%	54%
Agriculture, forestry, fisheries and veterinary	56%		52%	54%
Health and welfare	50%		47%	49%
Services	56%		50%	51%
Total	**54%**	**23%**	**48%**	**51%**

Programme Type

Figure 1.5 shows that the largest group of the overall population (51%) graduated from honours degree programmes. Masters taught graduates were the next largest group (21%), followed by ordinary degree graduates (11%). In universities, the majority (54%) graduated from honours degree programmes, followed by masters taught programmes (30%) and postgraduate certificate and diploma programmes (11%). In institutes of technology, the largest group graduated from honours degree programmes (47%), followed by ordinary degree programmes (29%) and other undergraduate programmes (11%).

Figure 1.5: Graduate Population – Programme Type and Institution Type



Response rates to the survey vary by programme type, a selected number of which are shown in Table 1.4. The response rate for honours degree graduates was 54%, while response rate for postgraduate degrees was 49% overall.

Table 1.4: Response Rates – Programme Type and Institution Type[8]

	Honours Degree	PG Diploma	Masters Taught	Masters Research	Doctorate	Total
Universities	58%	42%	52%	47%	50%	**54%**
Colleges	19%	33%	32%	N/A[8]		**30%**
Institutes of Technology	49%	42%	42%	55%	38%	**48%**
All Institutions	**54%**	**42%**	**50%**	**50%**	**49%**	**51%**

Taking into account the response rates above, the responses were weighted according to institution, level of study and mode of study. The text in the sections which follow will indicate where weightings are used in the analysis. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

8 Response rates for masters research and doctoral graduates in colleges are not provided due to low numbers in these categories.

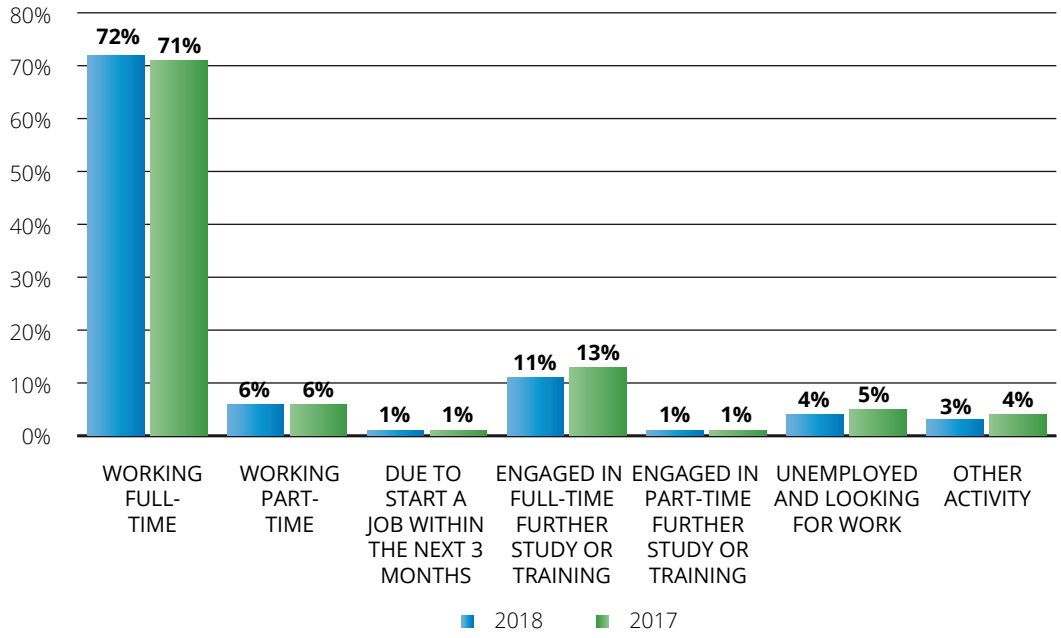
Section 2: Main Graduate Destination

Section 2:
Main Graduate Destination

Graduates of 2018 were asked what activities they were engaged in on 31st March 2019, and to indicate the single activity that was most important to them and all activities that they were engaged in. Considering the single activity that was most important to graduates across all surveyed populations and fields of study, 80% were working or due to start work (72.4% full-time, 6.4% part-time and 1.3% due to start); 13% were engaged in further study (11.5% full-time and 1.1% part-time), 4% were unemployed; and 3% were engaged in a range of other activities.

As shown in Figure 2.1, there has been an increase in employment rates for graduates since the class of 2017, from 78% to 80%. Related to this, there has been a decrease in the proportion of 2018 graduates in full-time study (from 13% for 2017 graduates to 11% for 2018 graduates). Furthermore, there has been a one percentage point reduction in those unemployed and looking for work (from 5% to 4%) and a further one percentage point reduction for those engaged in another activity (from 4% to 3%).

Figure 2.1: Most Important Activity of All 2018 and 2017 Graduates

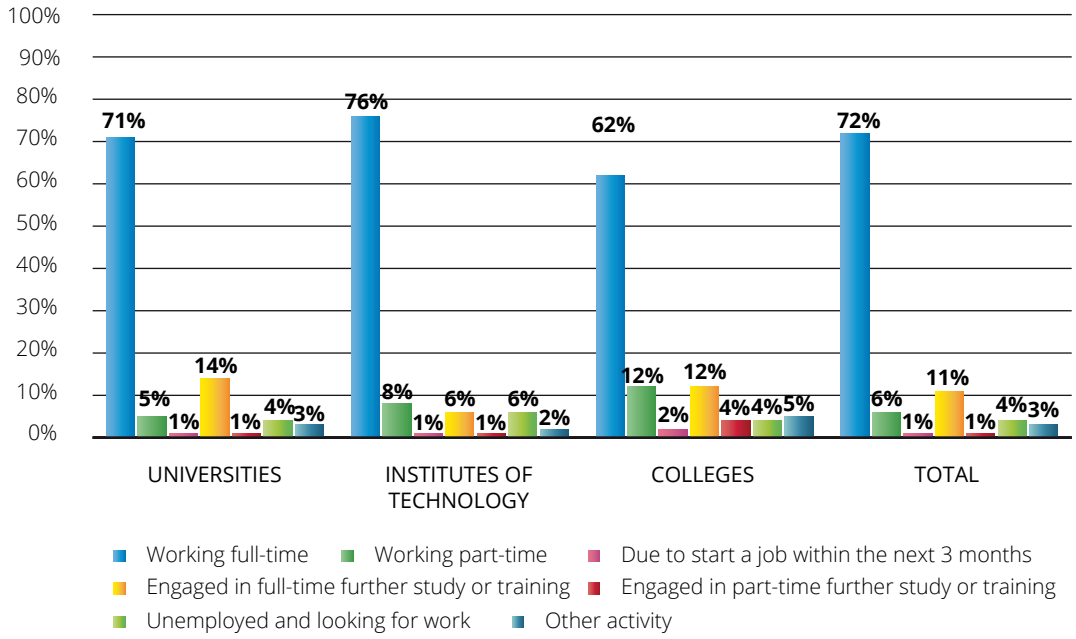


Graduates were also asked about all the activities they were involved in, and this gave the graduates the opportunity to indicate that they could be working and studying simultaneously. A total of 11% said they were both working and studying. This compares to 6% of 2017 graduates who indicated the same response.

Institution Type

As shown in Figure 2.2, in universities, 78% were working or due to start work; 16% were in further study; 4% were unemployed; and 3% were engaged in other activities. In the institutes of technology, 85% were working or due to start work; 7% were in further study; 6% were unemployed and 2% were engaged in other activities. In colleges, 75% were employed or due to start work, 16% were in further study, 4% were unemployed and 5% were engaged in other activities. The most important activity for graduates of individual institutions is given in Appendix 1.

Figure 2.2: Most Important Activity – Institution Type

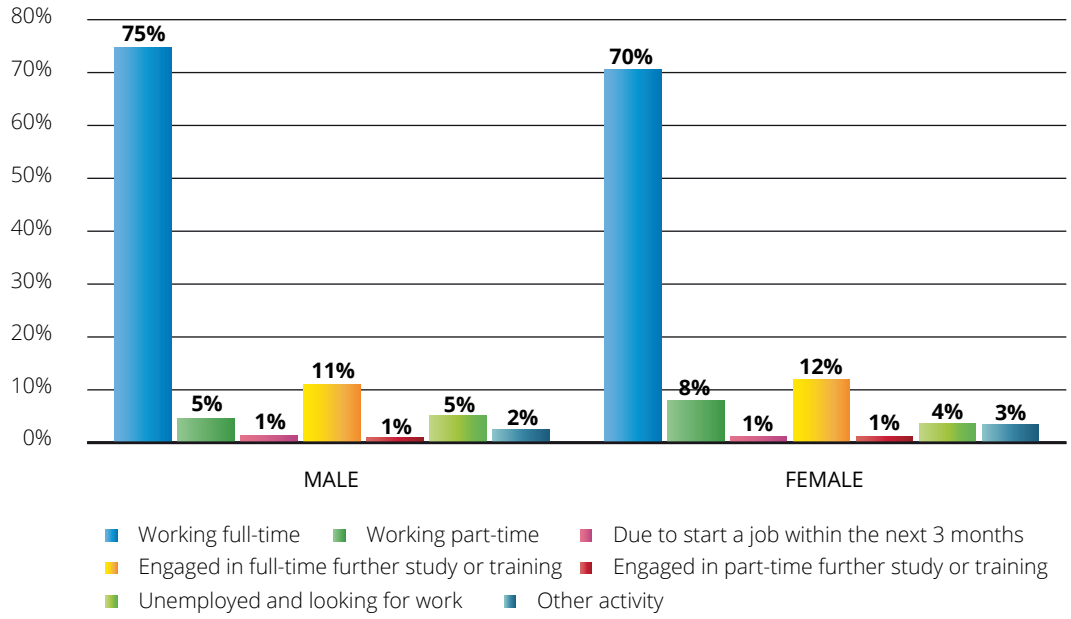


Turning to consider all activities that graduates were engaged in, university graduates were most likely to be working and studying (14%), compared to 12% of college graduates and 5% of institute of technology graduates.

Gender

Overall employment outcomes did not vary significantly according to gender. As shown in Figure 2.3, 81% of males and 80% of females working or due to start work. However, a higher proportion of females (8%) were working part-time when compared to males (5%). Similar proportions of females (13%) and males (12%) had gone on to further study; and there were similar proportions of both genders in unemployment (5% male and 4% female), nine months after graduation.

Figure 2.3: Most Important Activity – Gender

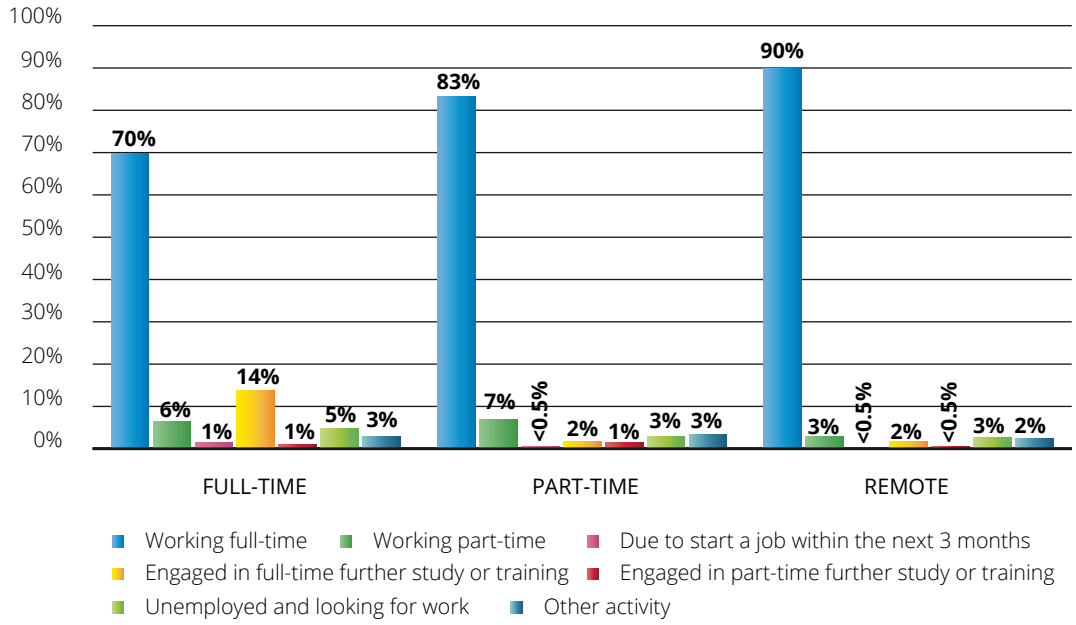


Turning to all activities, there was no difference between males and females in terms of both working and studying (both 11%).

Mode of Study

The most important activity of graduates can vary significantly by mode of study. As shown in Figure 2.4, a total of 78% of full-time, 91% of part-time and 93% of remote graduates were working or due to start work. Full-time graduates were much more likely to be in further study (15%), compared with part-time (3%) or remote (2%) graduates. There are more detailed tables on mode of study presented in Appendix 3.

Figure 2.4: Most Important Activity – Mode of Study



Looking at all the activities graduates were engaged in, full-time students were most likely in work and also studying, at 12%. In total, 8% of part-time and 6% of remote graduates were both working and studying.

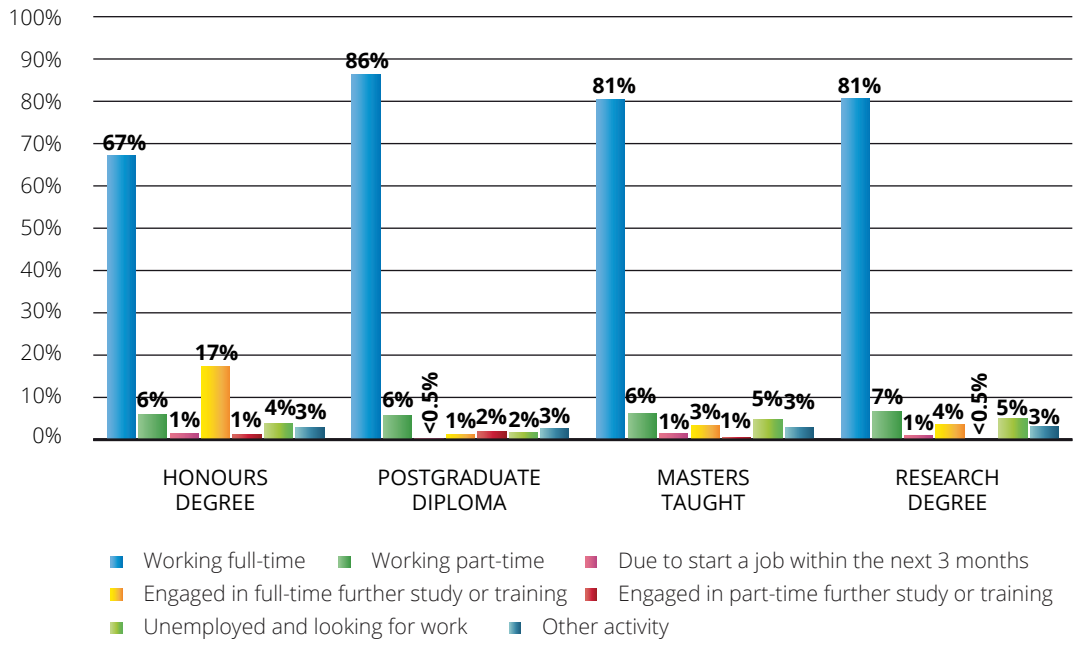
Programme Type

The percentage of graduates in employment varies with level of study. As shown in Figure 2.5, a total of 75% of honours degree, 88% of masters taught, 88% of research degree 92% of postgraduate diploma graduates were in employment or due to start a job.

In terms of further study, 19% of honours degree graduates, 4% of masters taught graduates, 4% of research degree graduates and 3% of postgraduate diploma graduates were in further study.

A total of 5% of masters taught, 5% of research degree graduates, 4% of honours degree and 2% of postgraduate diploma graduates were unemployed and looking for work nine months after graduation.

Figure 2.5: Most Important Activity – Programme Type



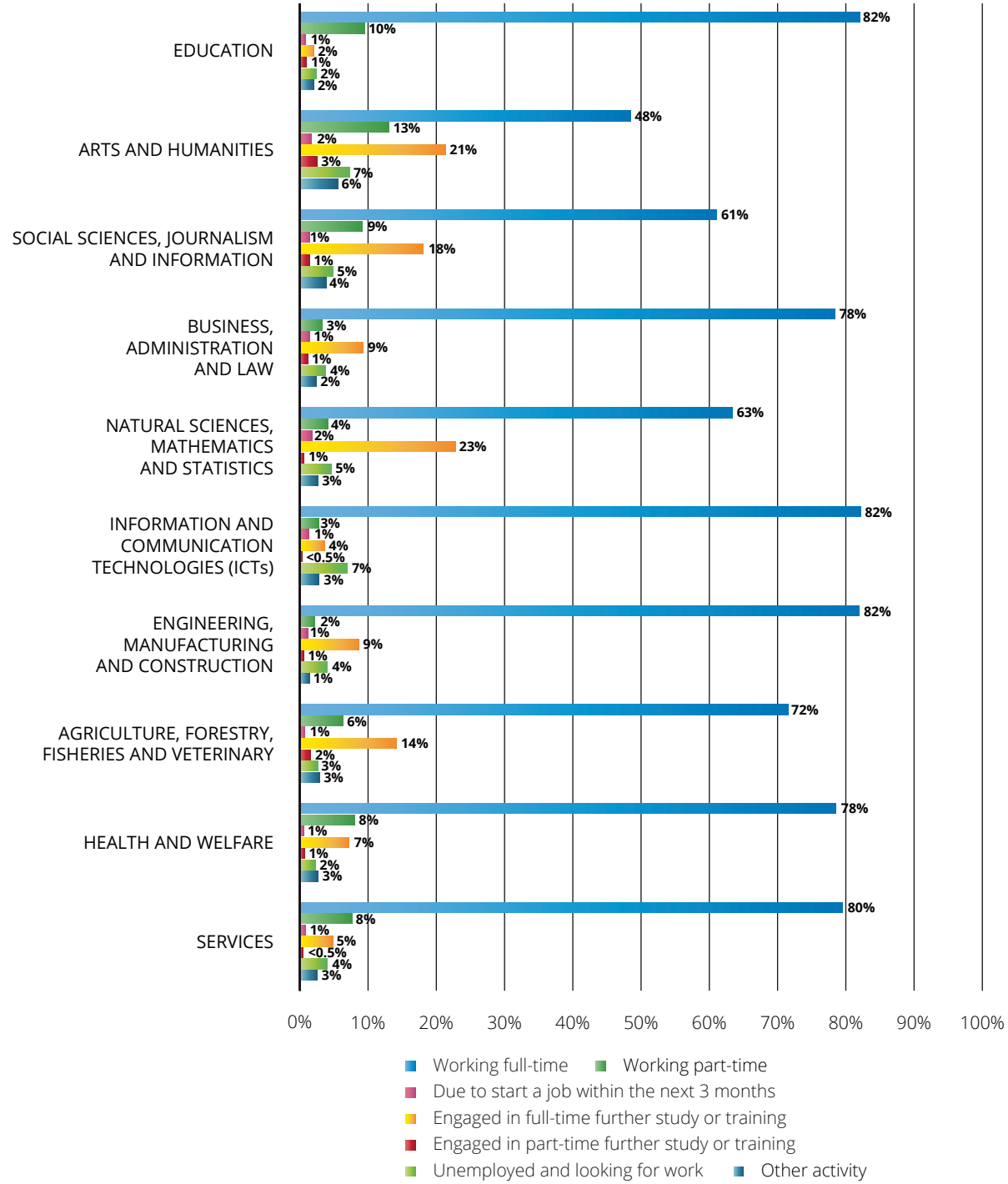
Undergraduate diploma graduates were most likely to be engaged in both work and study at 27%. Ordinary degree and higher certificate graduates were least likely (both at 5%), when all activities were considered.

Field of Study

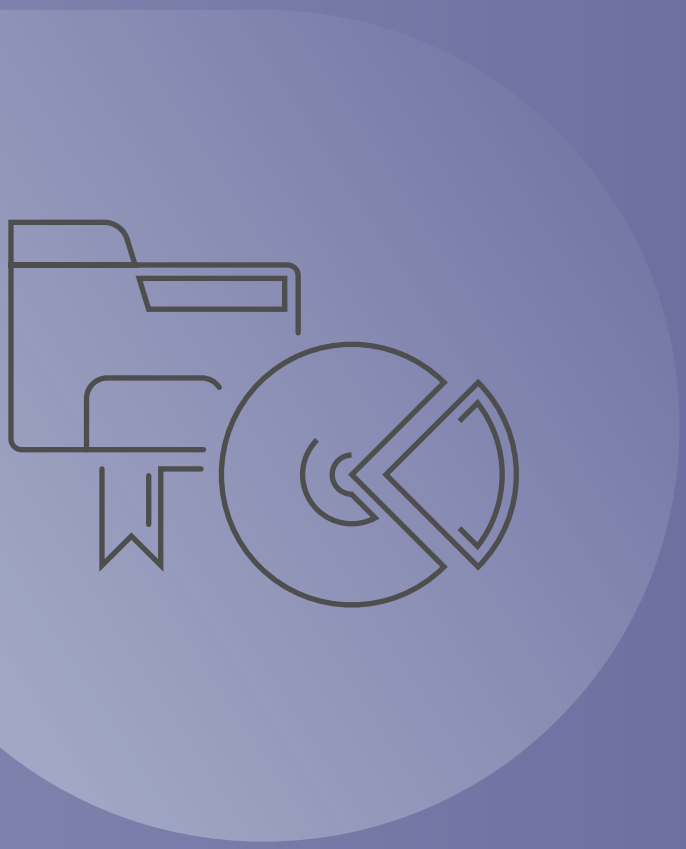
As shown in Figure 2.6, employment rates were highest for Education graduates, with 92% working or due to start a job. This was followed by Services (88%), Health and Welfare (87%), ICT (86%) and Engineering (85%). The lowest proportion working or about to start a job were Arts and Humanities graduates (63%), however, these graduates had the highest proportion in further study (24%). Education and ICT graduates were the least likely to be in further study at 3% and 4% respectively. Interestingly, despite a high proportion of ICT graduates in employment, a further 7% of such graduates were unemployed and looking for work nine months after graduation.

Considering all activities graduates were engaged in, graduates of Social Sciences, Journalism and Law were most likely to be both working and studying (15%). Education (7%) and Services (6%) graduates were least likely to be both working and studying.

Figure 2.6: Most Important Activity – Field of Study



Section 3:
Level 6 & 7 Graduates



Section 3:
Level 6 & 7 Graduates

The *Graduate Outcomes Survey* contains data on graduates of level 6 & 7 programmes in the institutes of technology, which is a significant development compared with previous surveys. In order to capture fully the nature of progression from level 6 to level 7 and onward to level 8, institutes identified those continuing on the ladder system within their institute to a higher level of study with a special identification code. Therefore, not all of these graduates received the survey for completion, but their administrative data is stored within the G*raduate Outcomes Survey* database. Therefore, data in this section is unweighted, as a significant proportion of the data comes from non-survey sources.

Graduate Population

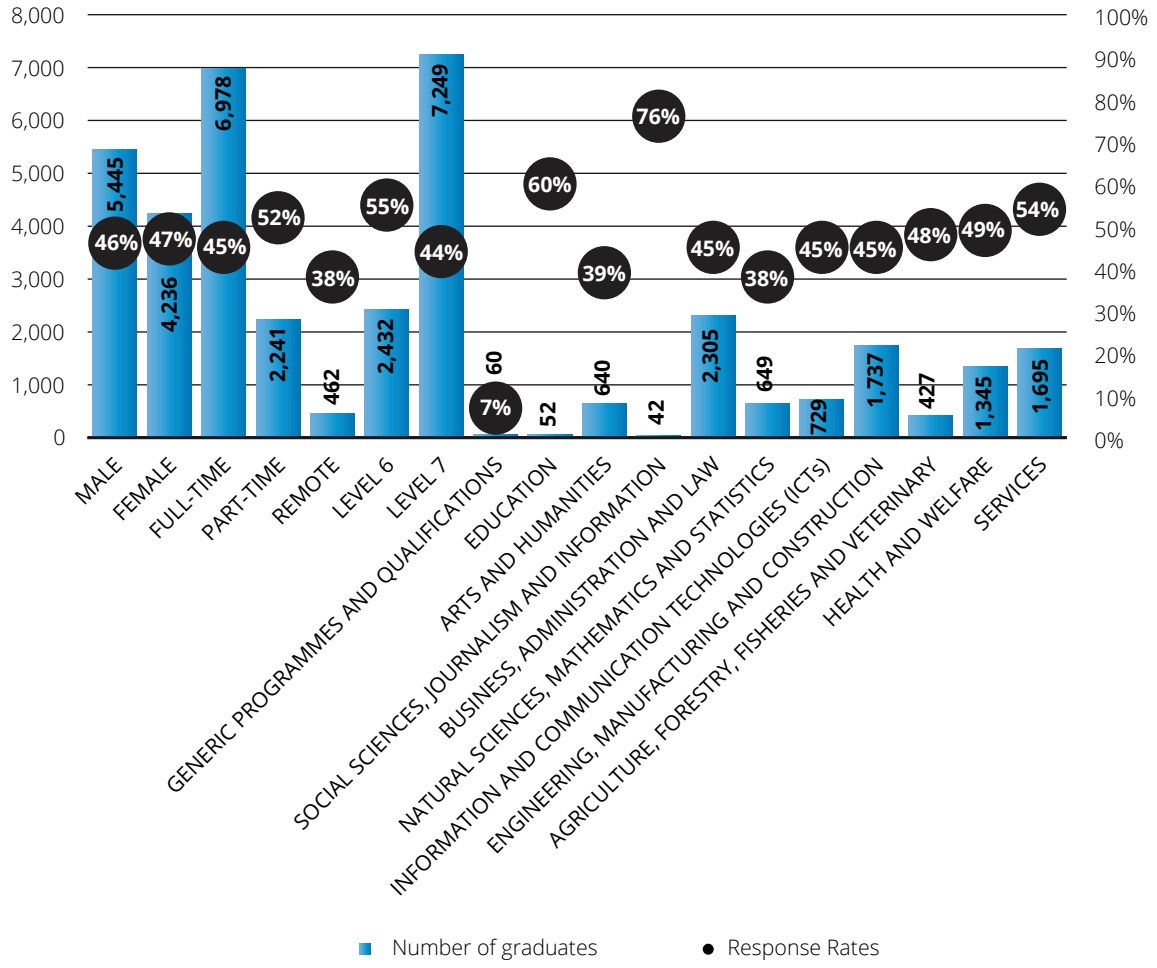
There were 9,681 graduates of level 6 & 7 programmes in institutes of technology in 2018, compared to 9,602 in 2017. Male graduates comprised the majority of the total graduate cohort, with 56% of all graduates. Of those who received the survey, response rates did not vary much according to gender – with 46% of male and 47% of female graduates responding.

The majority of these graduates studied full-time (72%). Survey response rates varied by mode of study – with 52% of part-time, 45% of full-time and 38% of remote graduates responding. The majority of graduates studied at level 7 (75%) and survey response rates varied by level of study – with 55% of level 6 and 44% of level 7 graduates responding.

The largest group of graduates come from Business, Administration and Law programmes (24%), followed by Engineering, Manufacturing and Construction and Services (both at 18%). The highest response rate was for Social Science, Journalism and Information (76%) and Education graduates (60%), but it must be noted that the numbers studying in these fields were low. The lowest response rates were noticed among Natural Sciences, Mathematics and Statistics graduates (38%).

Figure 3.1 gives overall population numbers and response rates for level 6 & 7 programmes by sector, gender, mode of study and selected fields of study.

Figure 3.1: Level 6 & 7 Graduates – Population Size and Survey Response Rates



Main Graduate Destination

Figure 3.2 illustrates the most important activity for 2018 and 2017 level 6 & 7 graduates. The majority (66%) of 2018 graduates continued on the ladder system to higher levels of study. A total of 30% were working or due to start a job. A higher proportion of 2017 graduates were continuing on the ladder system (73%) and consequently, a lower proportion were engaged in employment (23%) when compared to 2018 graduates. A detailed breakdown of figures for 2018 level 6 & 7 graduates is provided in Appendix 4.

Figure 3.2: Most Important Activity of 2018 and 2017 Level 6 & 7 Graduates

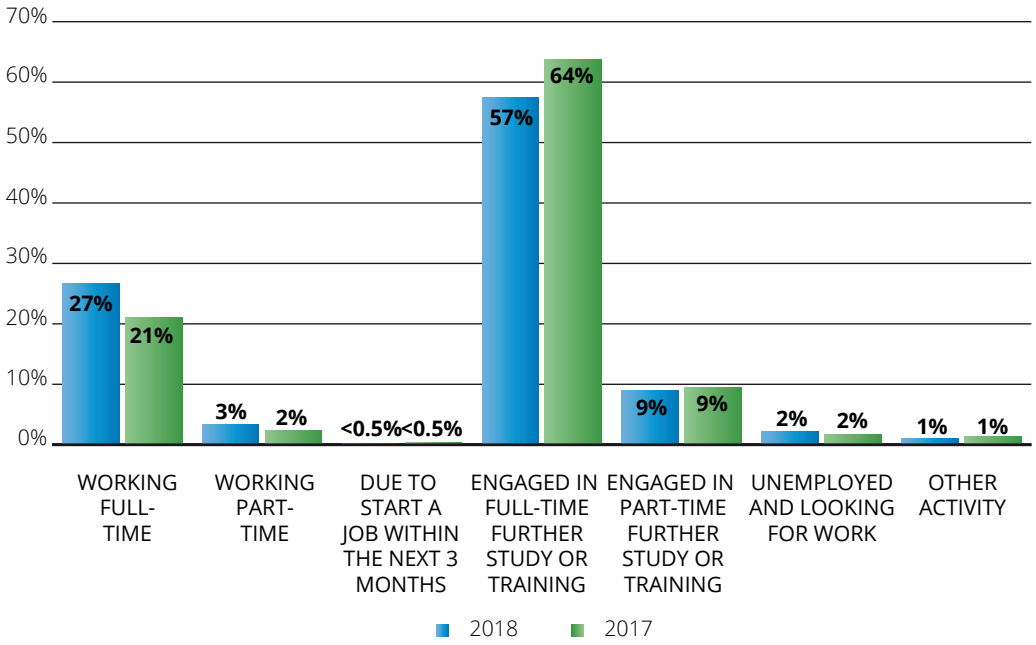
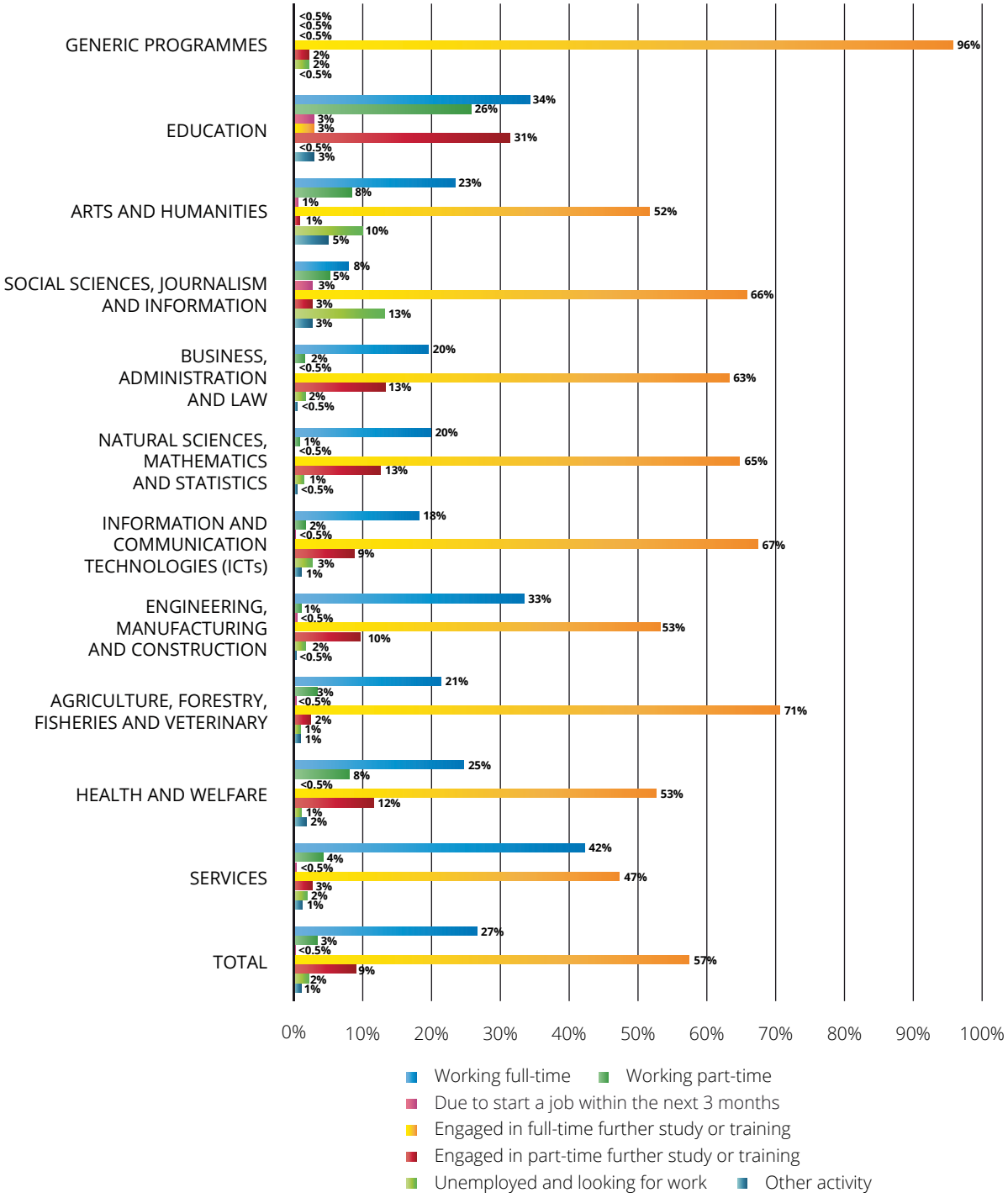


Figure 3.3 gives the most important activity of 2018 level 6 & 7 graduates according to selected fields of study. The graduates most likely to be in further study were Generic Programmes and Qualifications (98%) followed by Natural Sciences, Mathematics and Statistics (77%) and Social Sciences, Journalism and Information (68%). It is important to note the relatively low number of graduates in the Generic Programmes and Qualifications, Social Sciences, Journalism and Information and Education categories.

Education graduates were most likely to be in employment or due to start a job (63%), followed by Services (47%) and Engineering, Manufacturing and Construction (35%) graduates.

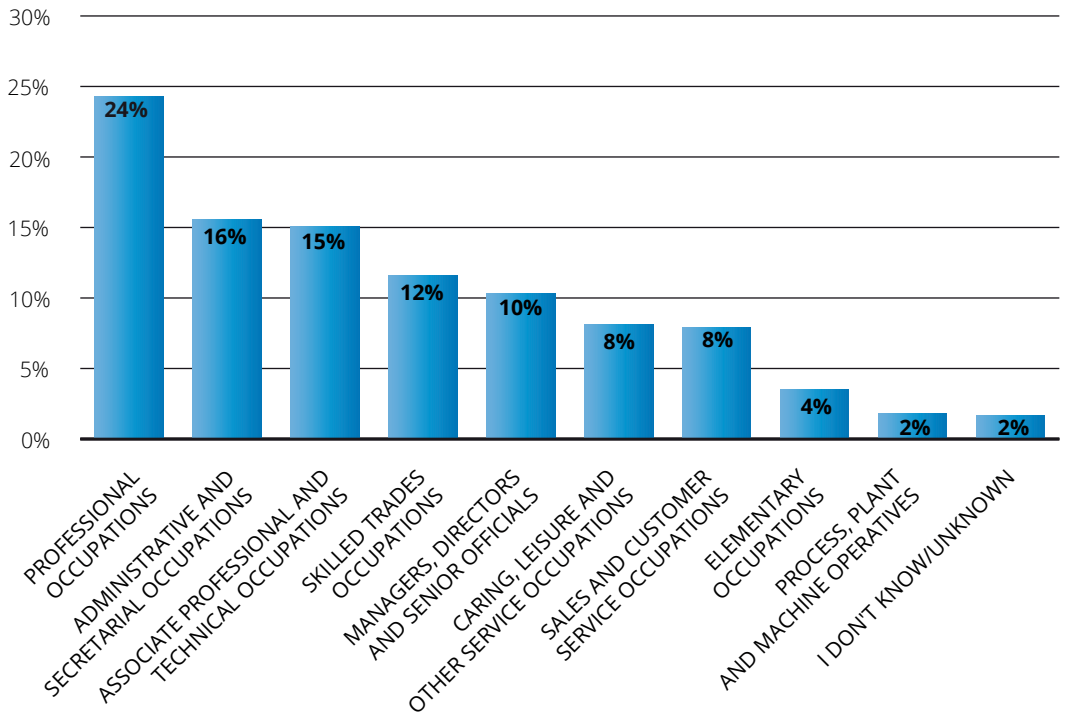
Figure 3.3: Level 6 & 7 Graduates – Most Important Activity by Field of Study



Employment Outcomes

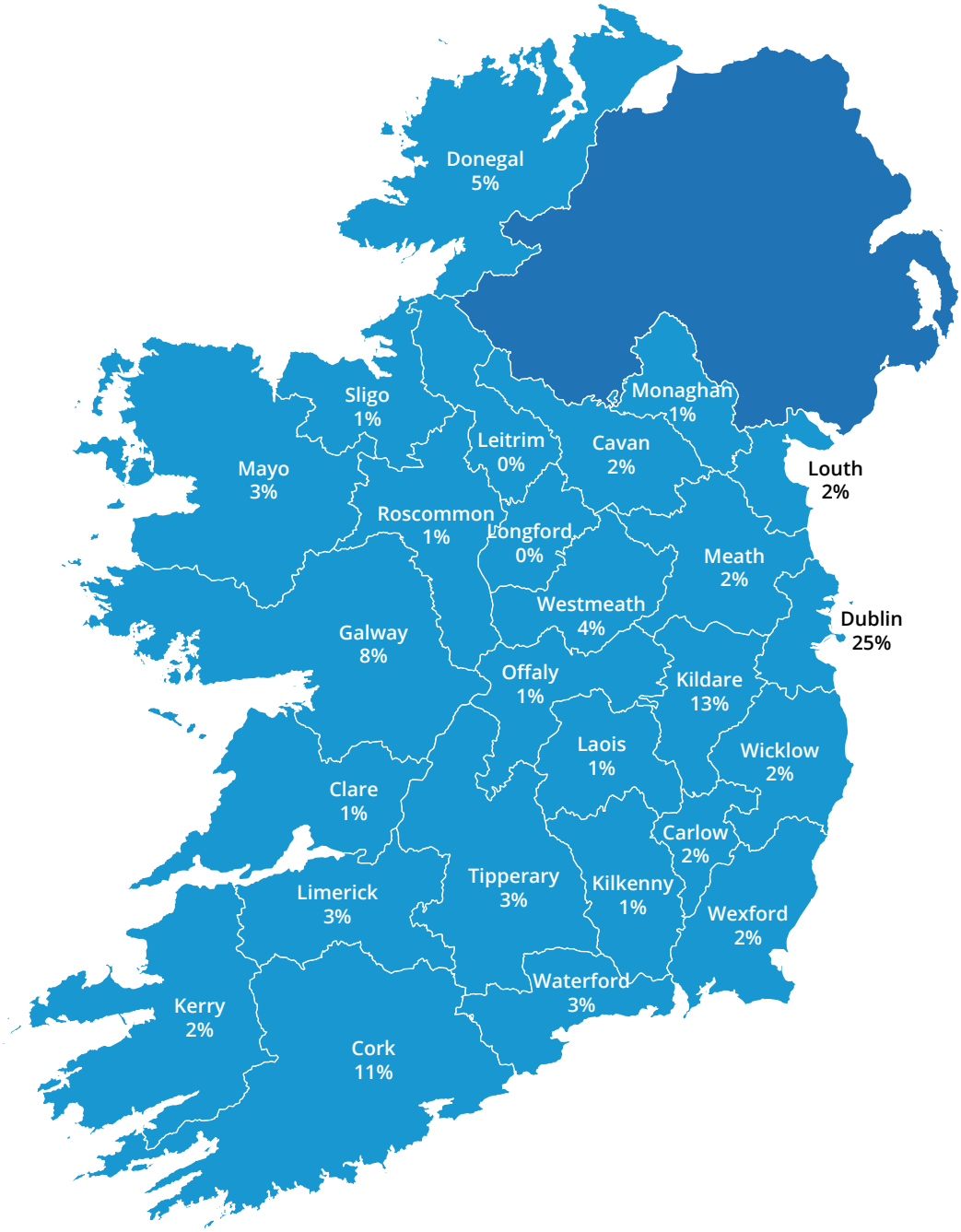
This section will outline the employment outcomes for graduates of level 6 & 7 programmes. As previously described, in total, 30% of level 6 & 7 graduates in the institutes of technology indicated being in employment as their main activity. Respondents who were in employment were asked to specify their occupation. As shown in Figure 3.4, 24% of these graduates were in professional occupations, 16% were in administrative and secretarial occupations and 15% were in associate professional and technical occupations. In total, 4% were in elementary occupations, 2% were unknown and 2% were in process, plant and machine operative related roles.

Figure 3.4: Level 6 & 7 Graduates in Employment – Occupation



In terms of the location of employment, the vast majority of level 6 & 7 employed graduates were based in Ireland (94%) while only 6% were employed overseas. For those working in Ireland, Figure 3.5 outlines the counties of employment and shows that Dublin was the most popular county with 25% of graduates working there. A total of 13% of employed graduates were working in Kildare, 11% were based in Cork and 8% were working in Galway.

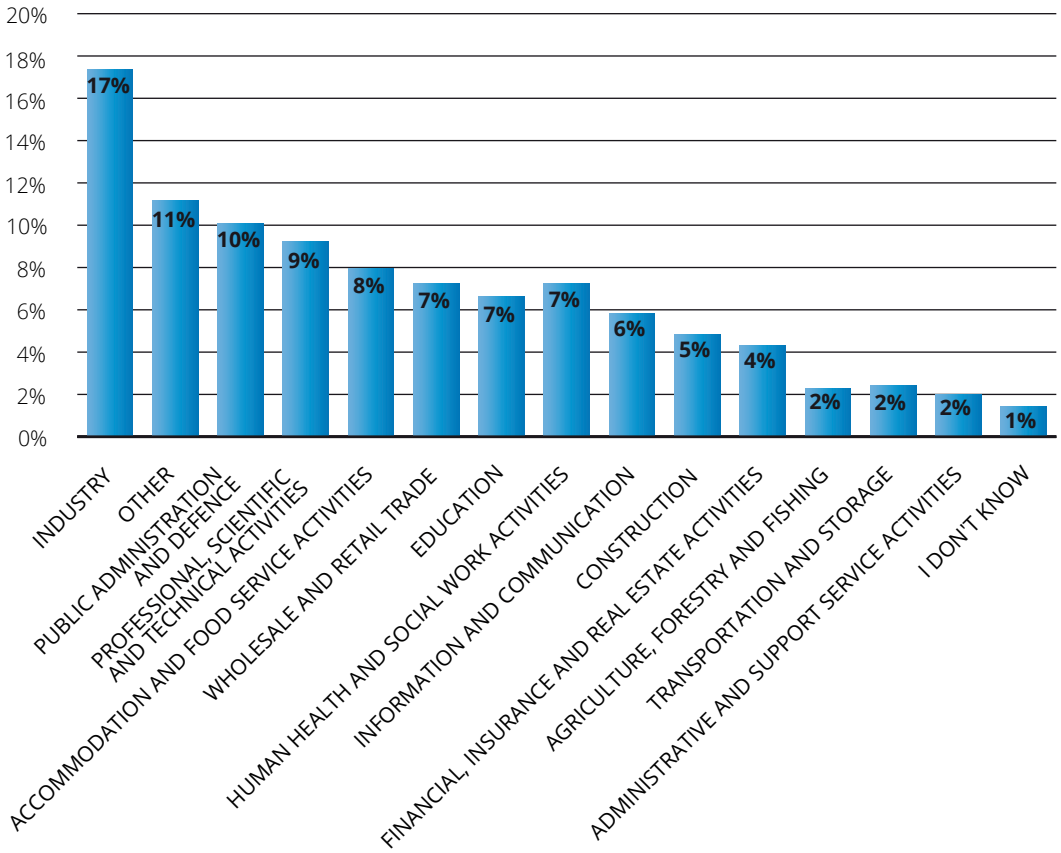
Figure 3.5: Level 6 & 7 Graduates in Employment – County of Employment



For level 6 & 7 graduates who were working abroad, Great Britain was the most popular location (18%), followed by France (17%) and the United States (14%). Of those working overseas, 28% graduated from Services courses, 24% graduated from Business, Administration and Law, while a further 23% graduated from Engineering, Manufacturing and Construction programmes.

In terms of sector of employment, as shown in Figure 3.6, 17% of employed level 6 & 7 graduates were working in industry. A further 11% were employed in an 'other' sector, while 10% were employed in public administration and defence activities. Agriculture, forestry and fishing, transportation and storage and administration and support service activities were the least popular sectors of employment among such graduates with 2% in each category.

Figure 3.6: Level 6 & 7 Graduates in Employment – Sector

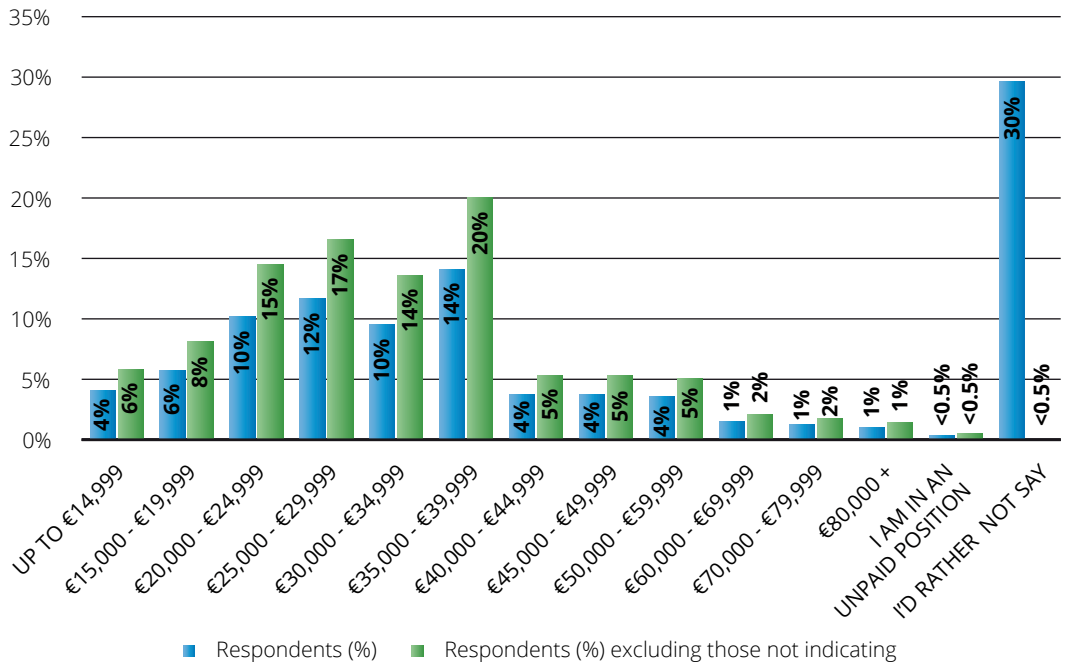


In terms of employment type, 94% of level 6 & 7 employed graduates were employees, 5% were self-employed/freelance/starting up their own business and 1% were on a graduate internship or placement.

Graduates were also asked about the nature of their contract. The majority of level 6 & 7 graduates (75%) were on permanent or open-ended contracts, 14% were on fixed term contracts lasting 12 months or longer, 6% were on fixed term contracts lasting less than 12 months while 5% were on temporary/casual contracts.

Figure 3.7 presents level 6 & 7 graduate salaries nine months after graduation for all respondents and for respondents excluding those who would rather not say. While 30% would rather not disclose their salaries, 31% were earning between €20,000 and €34,999. This increased to 45% when those who would rather not disclose their salary were removed from the analysis.

Figure 3.7: Level 6 & 7 Graduates in Employment – Salary



The survey asked respondents if they took part in a placement, work experience or internship as part of their course, and if so, for how long. As shown in Table 3.1, over half (51%) of level 6 & 7 graduates participated in some form of placement, work experience or internship.

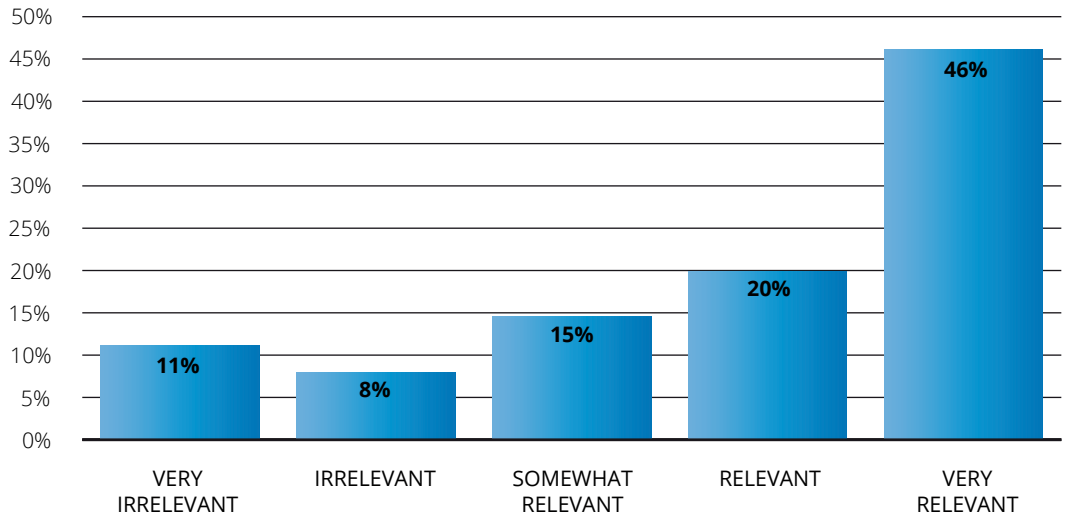
Table 3.1: Level 6 & 7 Graduates in Employment – Placement/Work Experience/Internship

	Total
Yes, this was a mandatory component of my course	48%
Yes, this was an optional component of my course	3%
No, I didn't do any accredited work placement/work experience/internship	49%
Total	**100%**

Of those graduates who took part in these activities, 32% indicated that it lasted more than 6 months and 31% said it lasted more than six weeks but less than months. A further 22% took part in a placement/work experience/internship for between four and six months, while 15% indicated that it lasted 6 weeks or less.

Employed graduates were asked to rate the relevance of their course to their job. As shown in Figure 3.8, nearly half of graduates considered their course to be 'very relevant' with a further 20% indicating that it was 'relevant'. In total, 11% of these graduates felt that their course was 'very irrelevant' to their current job, nine months after graduation.

Figure 3.8: Level 6 & 7 Graduates in Employment – Relevance of Course to Job



Employed graduates were also asked if they felt they needed the qualification they recently obtained to get their job. As shown in Table 3.2, 38% of level 6 & 7 graduates felt that their qualification was a formal requirement. Furthermore, 24% of such graduates felt that while the qualification was not a formal requirement, it gave them an advantage. In total, 19% stated that they were already in the job when they received the qualification and 18% felt their qualification was not required.

Table 3.2: Level 6 & 7 Graduates in Employment – Need for Qualification

	Total
Yes: the qualification was a formal requirement	38%
Yes: while the qualification was not a formal requirement, it gave me an advantage	24%
No: the qualification was not required	18%
No: I was already in the job when I received the qualification	19%
I don't know	0%
Total	**100%**

Lastly, graduates were asked how they first found out about their job. In total, 32% of level 6 & 7 graduates already worked there, 22% relied on personal contacts, while 14% accessed a recruitment site. Only 2% used an institution source (other than the careers service). Table 3.3. provides a breakdown of all sources of employment information.

Table 3.3: Level 6 & 7 Graduates in Employment – Source of Job

	Total
I already worked there (including on an internship/placement)	32%
Personal contacts, including family and friends	22%
Recruitment site (e.g. job search websites, including Public Appointments Service)	14%
Other	8%
Employer website	6%
Social media/professional networking sites	5%
Media (e.g. newspaper/magazine advertisement)	4%
My institution's careers service	3%
Speculative application	3%
Another institution source (e.g. lecturer/website/former graduate/academic department)	2%
Total	**100%**

Further Study Outcomes

It has been noted that 66% of level 6 & 7 graduates were continuing in further study. Nearly all were based in Ireland (98%) and of those in further study, 96% have gone on to further study within their own institution. The largest group of those studying in Ireland were based in Dublin (23%), followed by Cork (14%), thus reflecting the geographical spread and size of institutes of technology across the country.

For the small percentage in further study abroad, Italy and France were the most popular countries. The majority of those in further study had gone on to study an honours degree (82%). The next most popular programme was an ordinary degree (16%). On campus learning was the choice of nearly all graduates in further study (96%), and 88% were studying within the same broad field of study.

Unemployment and Other Activities

This section examines the responses for level 6/7 graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously described, 2% of level 6 and 7 graduates in the institutes of technology were unemployed and looking for work. These graduates were asked if they held a job since they finished their course. In total, 39% indicated that have been looking for a job since graduation, 21% said they were let go/made redundant/the contract ended and 7% were engaged in home duties but are now looking for a job.

In total, 1% of level 6 & 7 graduates were engaged in 'other' activities nine months after graduation. These graduates were asked to specify this other activity. A total of 25% of these graduates stated an 'other' reason to those listed, 17% were engaged in home duties and 14% were caring for a someone. Section 9 will further examine the perceived barriers that all graduates who are unemployed or engaged in other activities are experiencing.

Section 4:
Honours Degrees Graduates

Section 4:
Honours Degrees Graduates

This section will consider 2018 graduates of honours degree programmes.

Graduate Population

In 2018, 31,990 students graduated with an honours degree compared to 30,324 in 2017. The majority graduated from universities (61%), followed by institutes of technology (36%) and colleges (3%). The survey response rate was 58% for university graduates, 49% for institutes of technology graduates and 19% for colleges graduates. There was an overall response rate to the survey of 54% for honours degree graduates.

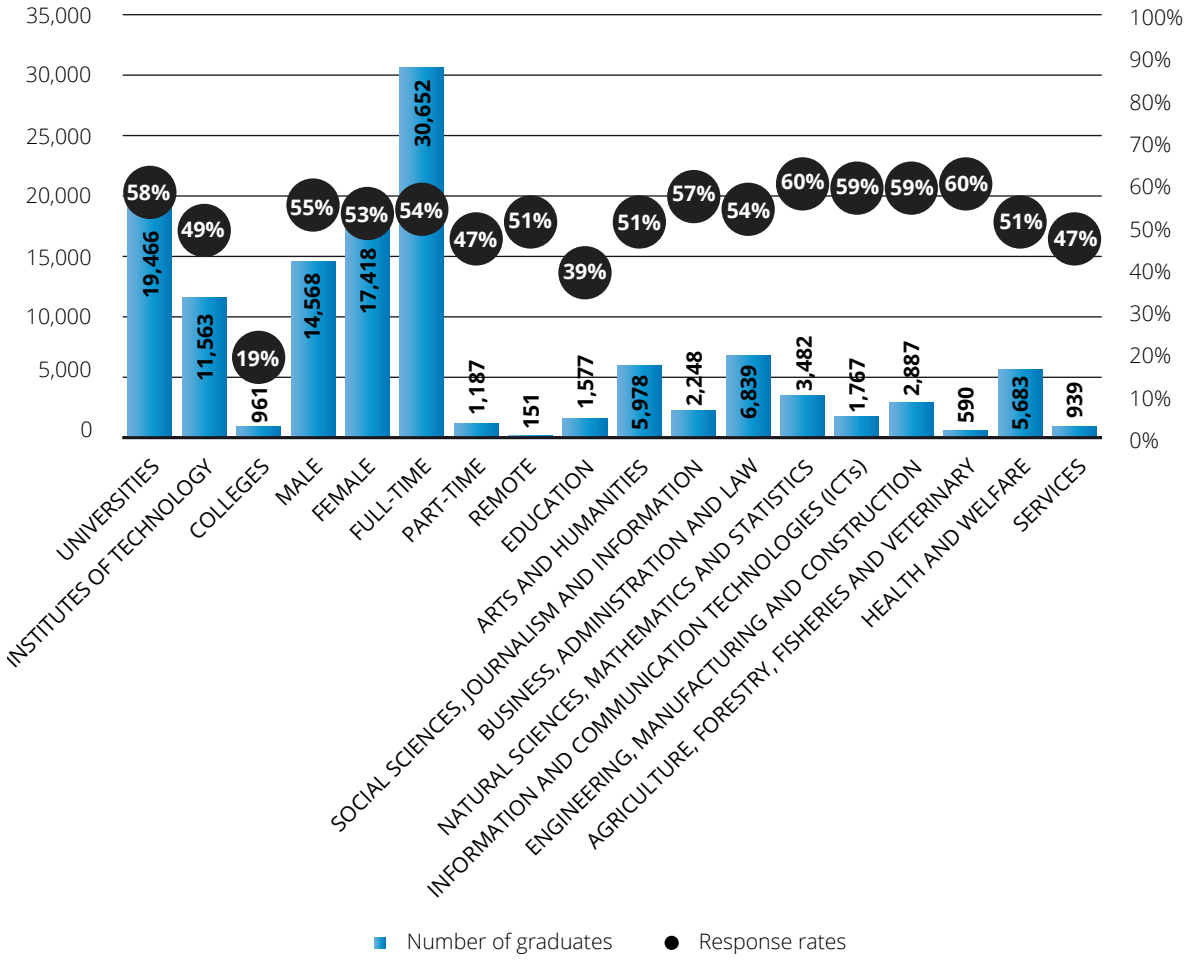
Female graduates made up the majority (54%) of the total graduate population. Survey response rates did not vary significantly by gender – with 55% of male and 53% of female graduates responding.

The majority of honours degree graduates studied full-time (96%), with 4% part-time and 0.5% remotely. Survey response rates varied by mode of study – with 54% of full-time, 47% of part-time and 51% of remote graduates responding.

The largest group of graduates come from Business, Administration and Law (21%), followed by Arts and Humanities (19%) and Health and Welfare (18%). Response rates were highest for Natural Sciences, Mathematics and Statistics (60%) and Agriculture, forestry, fisheries and veterinary (60%) graduates. Response rates were lowest for Education (39%) graduates.

Figure 4.1 gives overall population numbers and response rates for honours degree programmes by sector, gender, mode of study and field of study.

Figure 4.1: Honours Degree Graduates – Population Size and Survey Response Rates



As noted previously, the responses were weighted according to institution, level of study and mode of study. The data presented in this section is weighted.

Main Graduate Destination

Figure 4.2 illustrates the most important activity of 2018 honours degree graduates by institution type. The majority (75%) of graduates were working or about to start a job. A total of 19% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity. There has been no change in these outcomes when compared to the 2017 graduate cohort.

Figure 4.2: Honours Degree Graduates – Most Important Activity by Institution Type

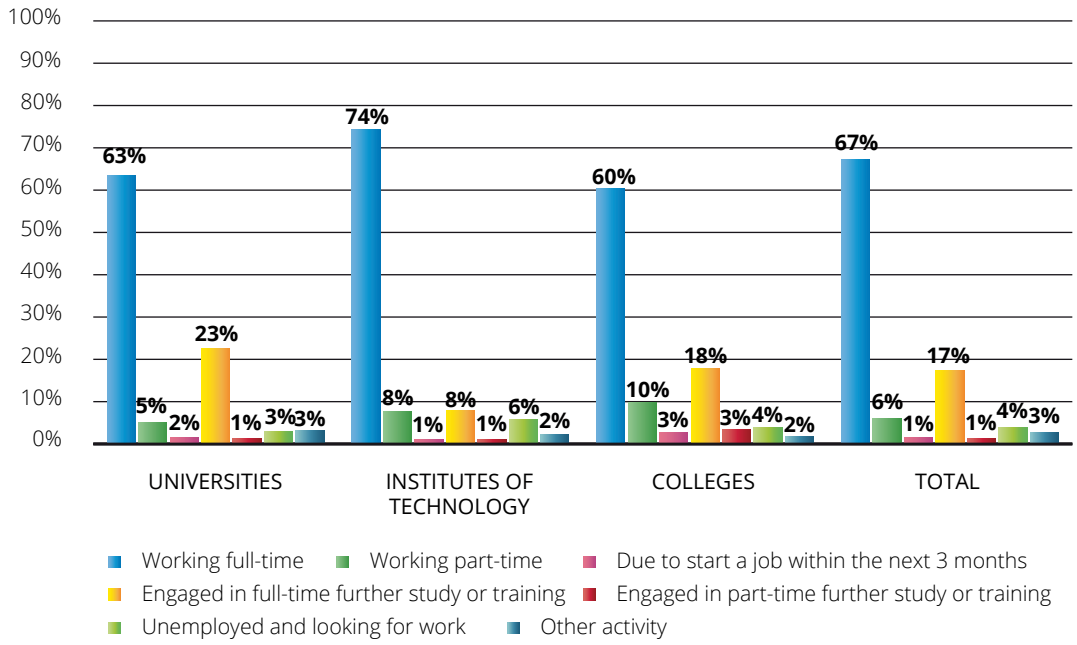
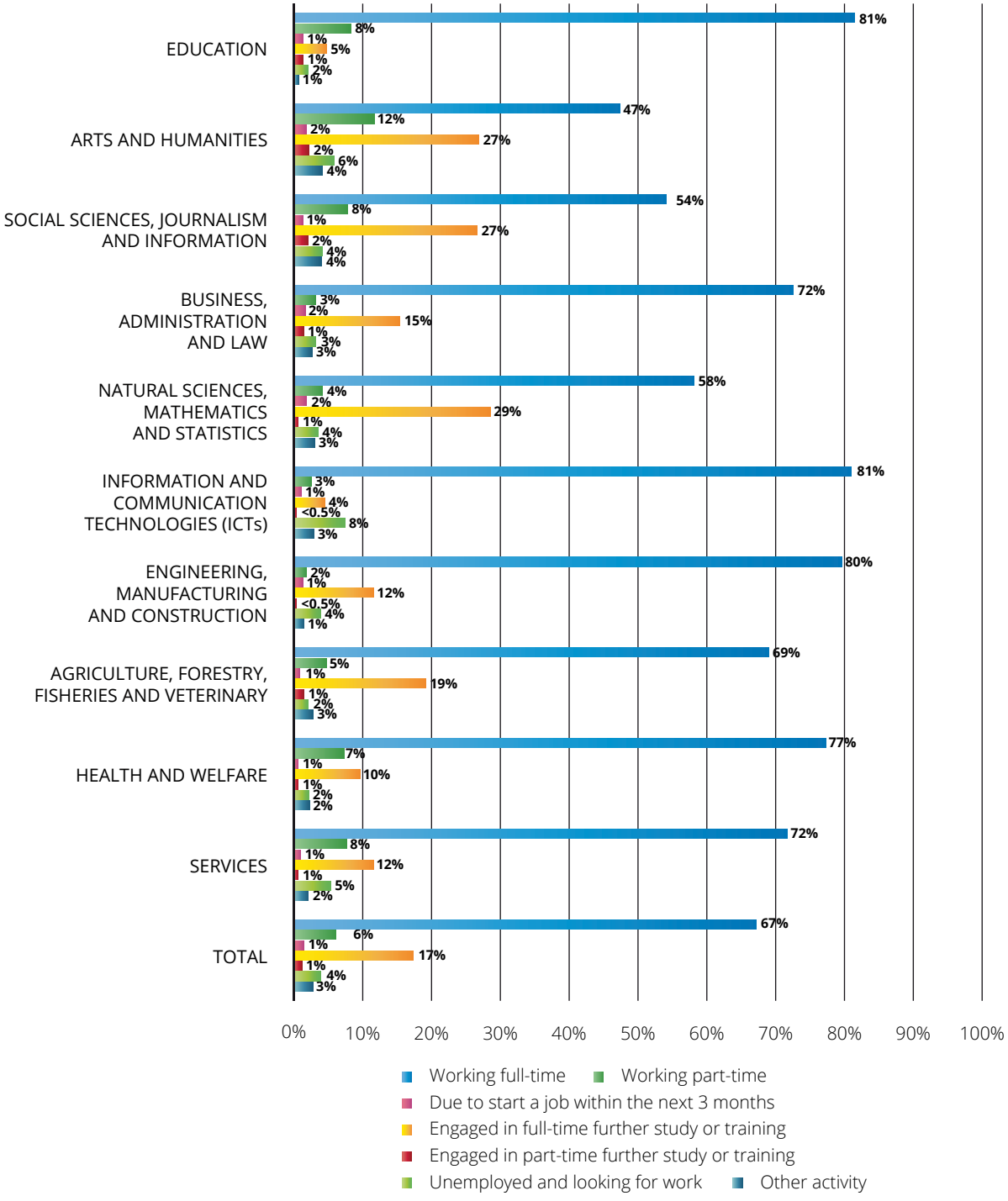


Figure 4.3 gives the most important activity of honours degree graduates according to the field of study that they graduated from. Education graduates were most likely to be in employment or due to start a job (91%), followed by Health and Welfare (85%) and ICT (85%) graduates. The honours degree graduates most likely to be in further study were from the following fields of study: Social Sciences, Journalism and Information (29%), Natural Sciences, Mathematics and Statistics (29%) and Arts and Humanities (29%).

Figure 4.3: Honours Degree Graduates – Most Important Activity by Field of Study

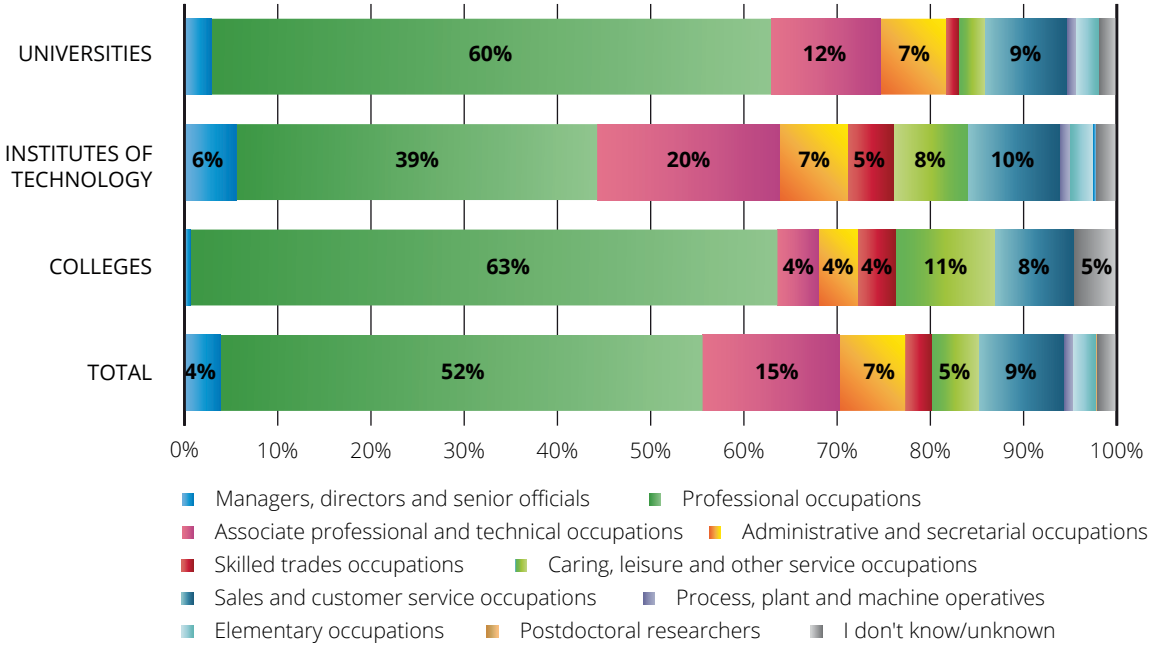


Further details on most important activity for honours degree graduates are given in Appendix 5.

Employment Outcomes

This section will outline the employment outcomes for graduates of honours degree programmes. As previously described, in total, 75% of honours degree graduates were in employment (either full-time, part-time or due to start a job in the next three months). As shown in Figure 4.4, of those who were in employment, over half (52%) of such graduates were in professional occupations, with some variation across sector. In total, 15% of honours degree graduates were in associate professional and technical occupations and 9% were in sales and customer service occupations. As may be expected, only 4% of all honours degree graduates were managers, directors and senior officials, nine months after graduation.

Figure 4.4: Honours Degree Graduates in Employment – Occupation



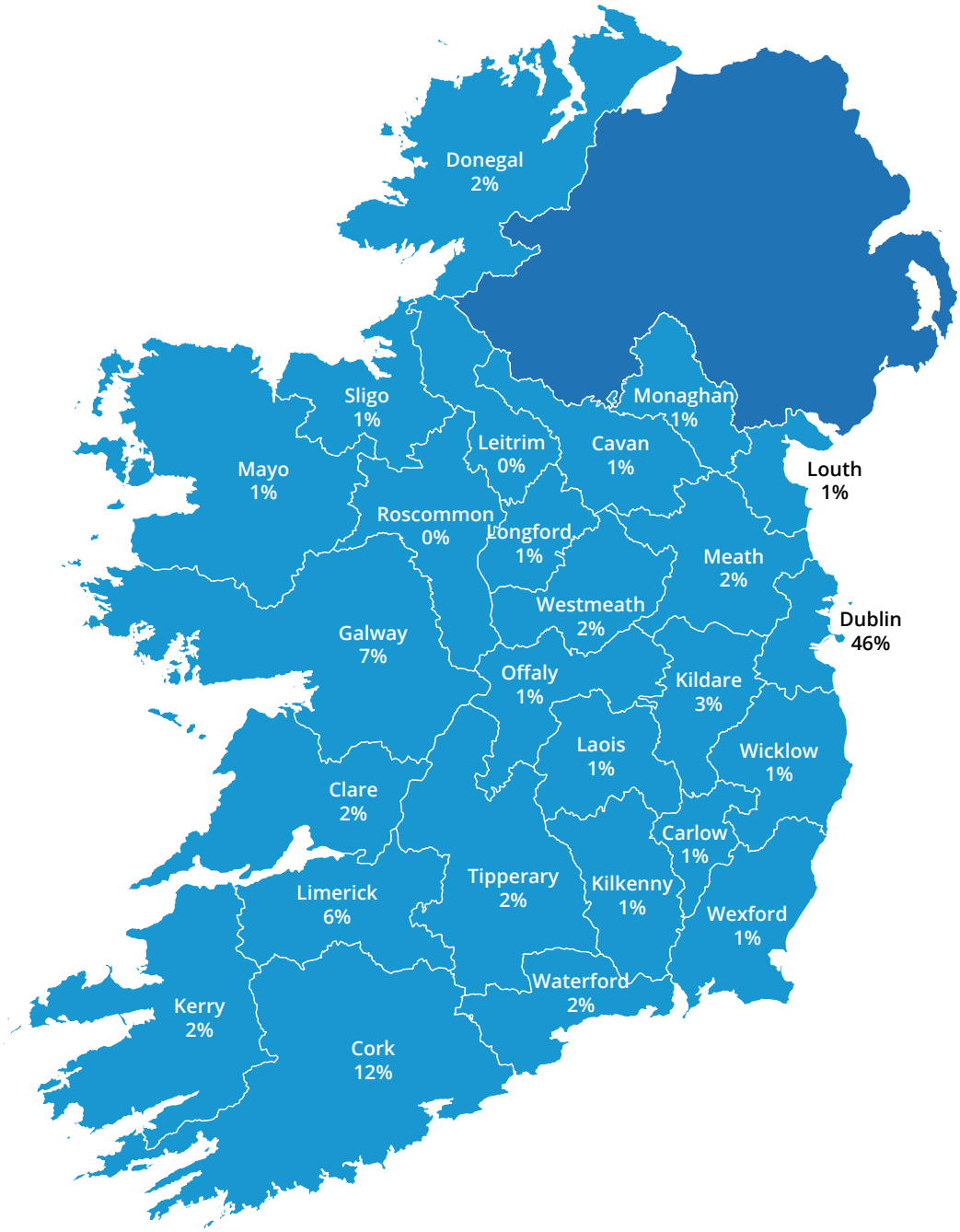
In terms of location of employment for honours degree graduates, 91% were employed in Ireland and 9% were employed overseas, with a slight variation noted across sectors (see Table 4.1).

Table 4.1: Honours Degree Graduates in Employment – Location of Employment

	Universities	Institutes of Technology	Colleges	Total
Ireland (inc. Northern Ireland)	90%	94%	88%	91%
Overseas	10%	6%	12%	9%
Total	**100%**	**100%**	**100%**	**100%**

For such graduates working in Ireland, Figure 4.5 shows that Dublin was the most popular county with 46% of graduates. Of note, the proportion of graduates working in Dublin is considerably higher for honours degree graduates (46%) than employed graduates of level 6/7 programmes (25%). In total, 12% of honours degree graduates were employed in Cork, 7% were working in Galway and 6% were working in Limerick.

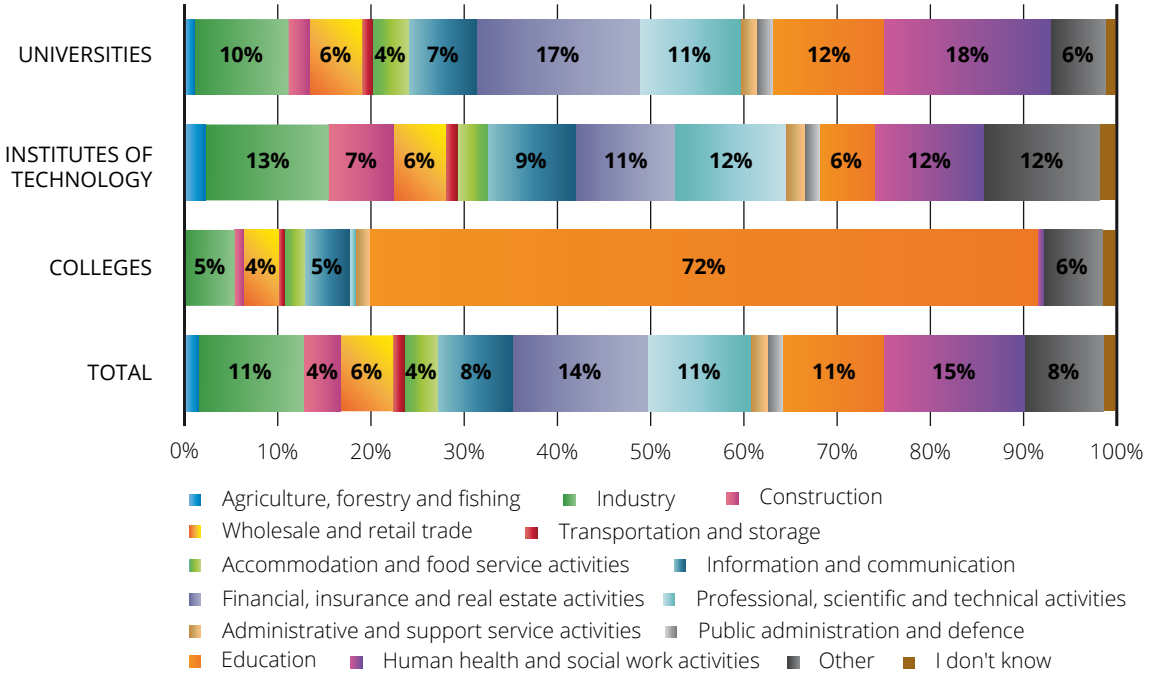
Figure 4.5: Honours Degree Graduates in Employment in Ireland – County of Employment



In terms of honours degree graduates working abroad, the most common countries include Great Britain (25%), the United States (16%), Canada (11%), United Arab Emirates (6%) and Spain (4%). Of those working overseas, 21% graduated from Arts and Humanities courses, while a further 20% graduated from Health and Welfare related programmes.

Figure 4.6 illustrates the sector of employment for employed honours degree graduates. In total, 15% of such graduates were working in human health and social work activities, nine months after graduation. There is some notable variation across the sectors, with 18% of university, 12% of institute of technology and 1% of college graduates working in this sector. The least popular sectors included agriculture, forestry and fishing and transportation and storage, with 1% of graduates employed in each, across all sectors.

Figure 4.6: Honours Degree Graduates in Employment – Sector



In terms of the type of employment for honours degree graduates, the vast majority (91%) were employees, 6% were on a graduate internship/placement and 3% were self-employed.

In terms of contract type, over half of honours graduates (55%) were on permanent or open-ended contracts, 25% were on fixed term contracts lasting 12 months, 10% were on fixed term contracts lasting less than 12 months and 9% were in temporary employment.

Figure 4.7 illustrates the salary bands of honours degree graduates nine months after graduation for all respondents and for respondents excluding those who would rather not say. While 24% would rather not say, 20% were earning between €25,000 and €29,999 per year. A further 18% were earning between €30,000 and €34,999. This increased to 26% and 23% respectively when those who would prefer not to say are excluded from the analysis. For information on the variation between sectors, see Appendix 5.

Figure 4.7: Honours Degree Graduates in Employment – Salary

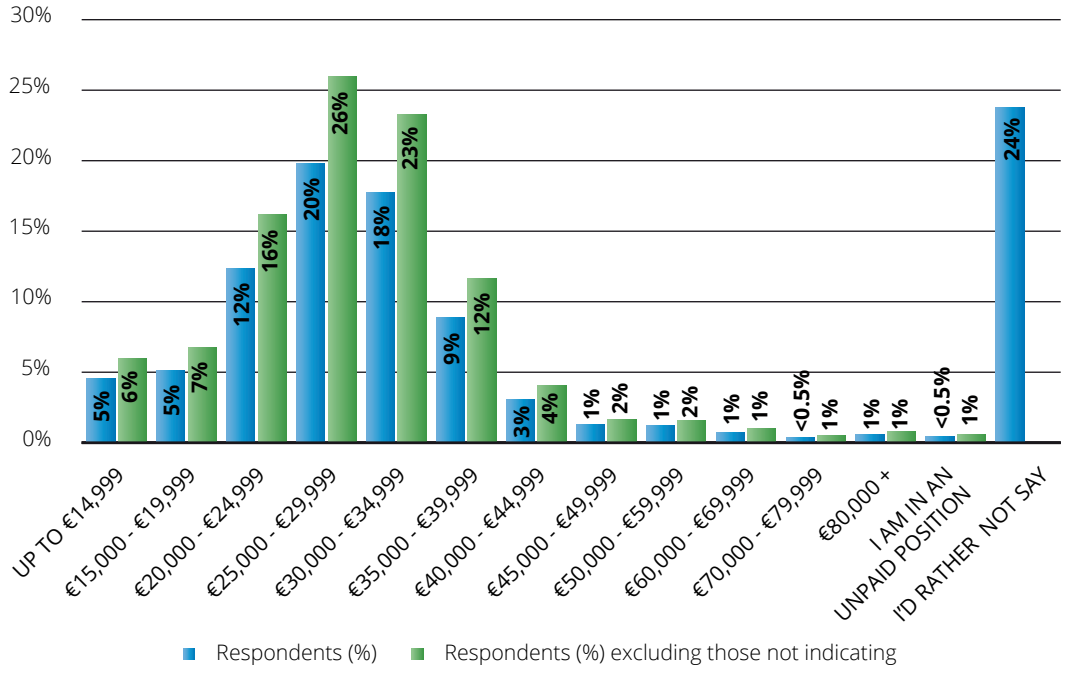


Table 4.2 illustrates placement/work experience/internship participation for honours degree graduates. In total, 56% of such graduates took part in some form of placement, work experience or internship, with graduates of colleges most likely to have undertaken such activity at 68%.

Table 4.2: Honours Degree Graduates in Employment – Placement/Work Experience/ Internship

	Universities	Institutes of Technology	Colleges	Total
Yes, this was a mandatory component of my course	47%	51%	60%	49%
Yes, this was an optional component of my course	8%	6%	7%	7%
No, I didn't do any accredited work placement/work experience/internship	46%	43%	32%	44%
Total	**100%**	**100%**	**100%**	**100%**

In terms of time spent on the placement/work experience/internship, 44% of graduates stated that it lasted more than 6 months, with some variation across sector (see Table 4.3).

Table 4.3: Honours Degree Graduates in Employment – Duration of Placement/Work Experience/Internship

	Universities	Institutes of Technology	Colleges	Total
6 weeks or less	3%	11%	23%	7%
More than 6 weeks but less than 4 months	12%	27%	37%	19%
Between 4 and 6 months	28%	32%	31%	30%
More than 6 months	57%	29%	8%	44%
Total	**100%**	**100%**	**100%**	**100%**

Employed graduates were asked to rate the relevance of their course to their job. As shown in Figure 4.8, 36% of honours degree graduates felt their course was 'very relevant' to their job, with the highest relevance levels reported by college graduates at 54%. In total, 14% regarded their job as 'very irrelevant' nine months after graduation and this was highest among university graduates (15%).

Figure 4.8: Honours Degree Graduates in Employment – Relevance of Course to Job

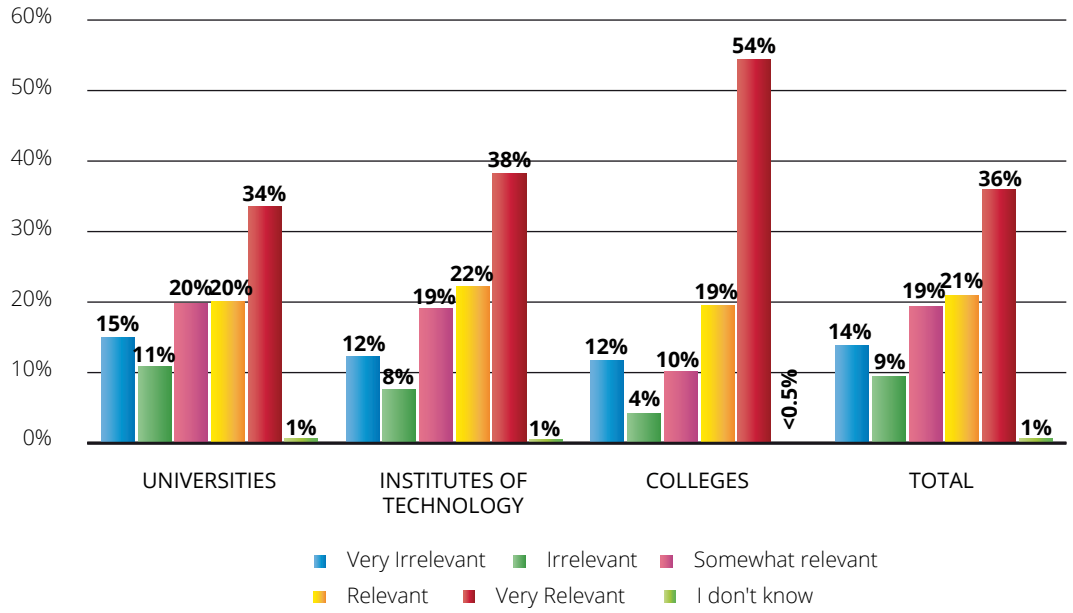


Table 4.4 highlights that overall, 56% of honours degree graduates felt their qualification was a formal requirement to obtain their job, with some variation noted between sectors. In total, 20% stated that while the qualification was not a formal requirement, it provided an advantage. A further 16% of all honours degree graduates felt that their qualification was not required, and this reduced to 7% among college graduates.

Table 4.4: Honours Degree Graduates in Employment – Need for Qualification

Need for Qualification	Universities	Institutes of Technology	Colleges	Total
Yes: the qualification was a formal requirement	58%	53%	71%	56%
Yes: while the qualification was not a formal requirement, it gave me an advantage	19%	21%	19%	20%
No: the qualification was not required	16%	16%	7%	16%
No: I was already in the job when I received the qualification	6%	10%	3%	8%
I don't know	1%	0%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**

Graduates were asked how they found out about their current job, nine months after graduation. Table 4.5 shows that in total, 21% of honours degree graduates found out about their job through a recruitment site, followed by 20% who relied on personal contacts. In addition, 17% already worked there, thus pointing to the importance of work placements for later employment. A low proportion of such graduates used speculative applications, at 2%.

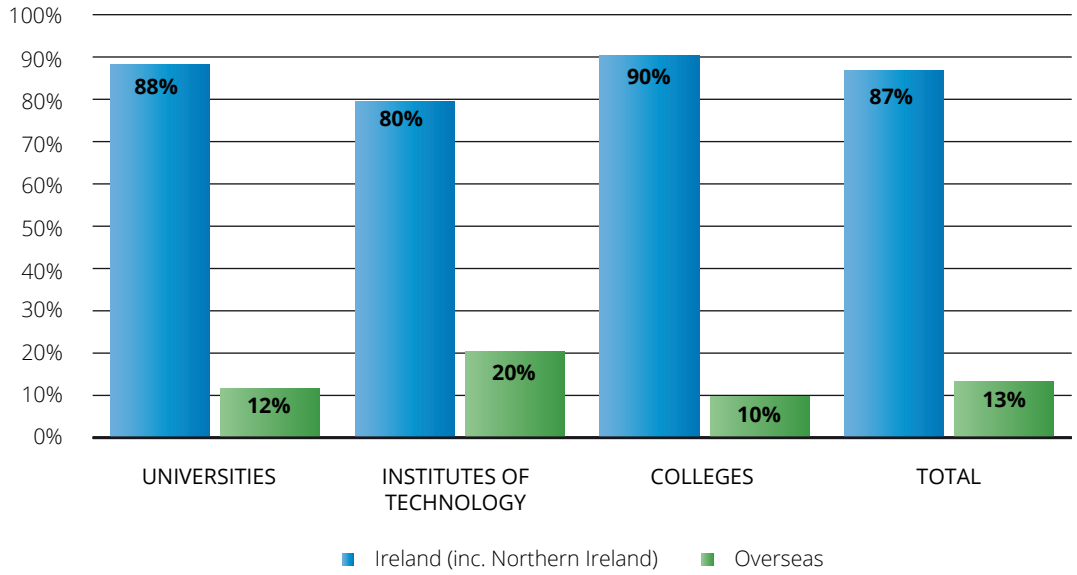
Table 4.5: Honours Degree Graduates in Employment – Source of Job

	Universities	Institutes of Technology	Colleges	Total
My institution's careers service	6%	6%	4%	6%
Another institution source (e.g. lecturer/website/former graduate/ academic department)	4%	7%	8%	5%
Media (e.g. newspaper/magazine advertisement)	3%	3%	10%	3%
Personal contacts, including family and friends	20%	21%	13%	20%
Social media/professional networking sites	7%	8%	3%	7%
I already worked there (including on an internship/placement)	18%	16%	9%	17%
Employer website	8%	7%	6%	7%
Recruitment site (e.g. job search websites, including Public Appointments Service)	21%	20%	39%	21%
Speculative application	3%	2%	2%	2%
Other	10%	11%	5%	10%
Total	**100%**	**100%**	**100%**	**100%**

Further Study Outcomes

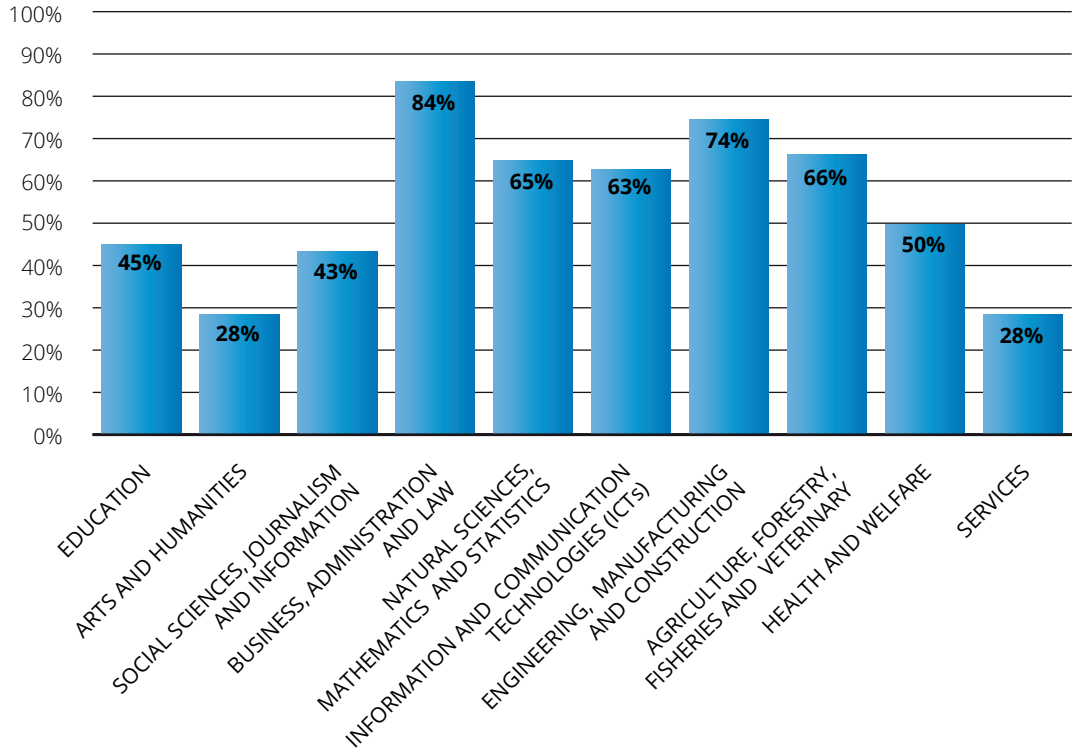
As noted already, 19% of honours degree graduates were in further study. Of these, 87% were in further study in Ireland, and 13% were in further study abroad, as shown in Figure 4.9.

Figure 4.9: Honours Degree Graduates in Further Study – Location of Further Study



Business, Administration and Law graduates were most likely to continue within the same broad field of study (84%), followed by Engineering, Manufacturing and Construction graduates (74%). Graduates of Services and Arts and Humanities programmes were most likely to study a different broad field of study. Details are shown in Figure 4.10.

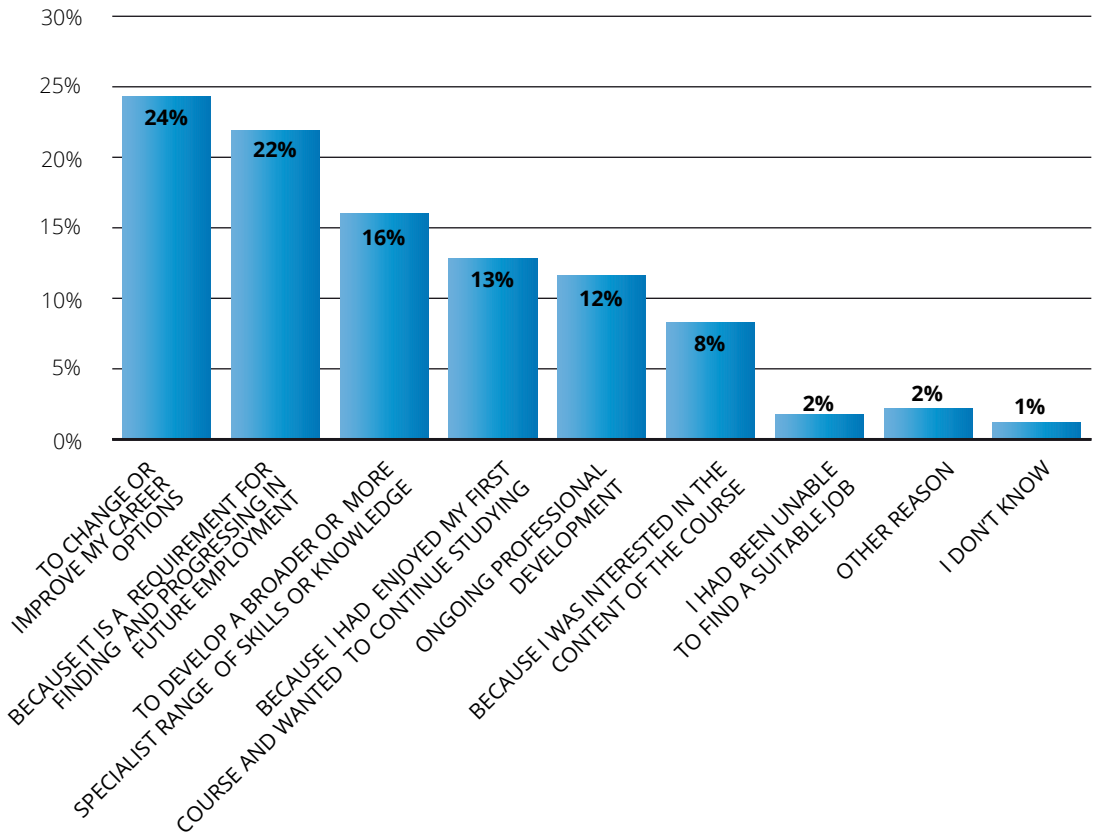
Figure 4.10: Honours Degree Graduates in Further Study – Graduates Remaining in Same Field of Study



Almost two-thirds of honours degree graduates were pursuing a Masters Taught programme (66%), followed by a Postgraduate Diploma (9%), Doctorate (6%) and Research Masters (6%).

Honours degree graduates were asked why they were pursuing further study and the responses are presented in Figure 4.11. The two most popular responses were "to change or improve my career options" and "because it is a requirement for finding and progressing in future employment" at 24% and 22% respectively.

Figure 4.11: Honours Degree Graduates in Further Study – Why Do Further Study?



Unemployment and Other Activities

This section examines the responses for honours degree graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, 4% of graduates were unemployed and looking for work nine months after graduation. These graduates were asked if they held a job since they finished their course. As shown in Table 4.6, for unemployed honours degree graduates, 35% indicated that they have been looking for a job since graduation. A further 22% indicated that they were let go/made redundant/the contract ended over this time period.

Table 4.6: Honours Degree Graduates Unemployed – Held a Job Since Graduation?

	Universities	Institutes of Technology	Colleges	Total
Yes, but I was let go/made redundant/ the contract ended	25%	20%	31%	22%
Yes, but I resigned from my job to seek employment elsewhere	19%	16%	11%	17%
No, I have been looking for a job since graduation	31%	39%	27%	35%
No, I was travelling but I'm now looking for a job	10%	6%	0%	8%
No, I experienced temporary illness but I'm now looking for a job	1%	1%	16%	2%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	3%	4%	0%	3%
Other (please specify)	10%	15%	16%	13%
Total	**100%**	**100%**	**100%**	**100%**

In total, 3% of honours degree graduates indicated that they were engaged in 'other' activities nine months after graduation. Of those in this category, 31% would prefer not to say, while 23% were taking time out to travel, with some variation noted across sector (see Table 4.7).

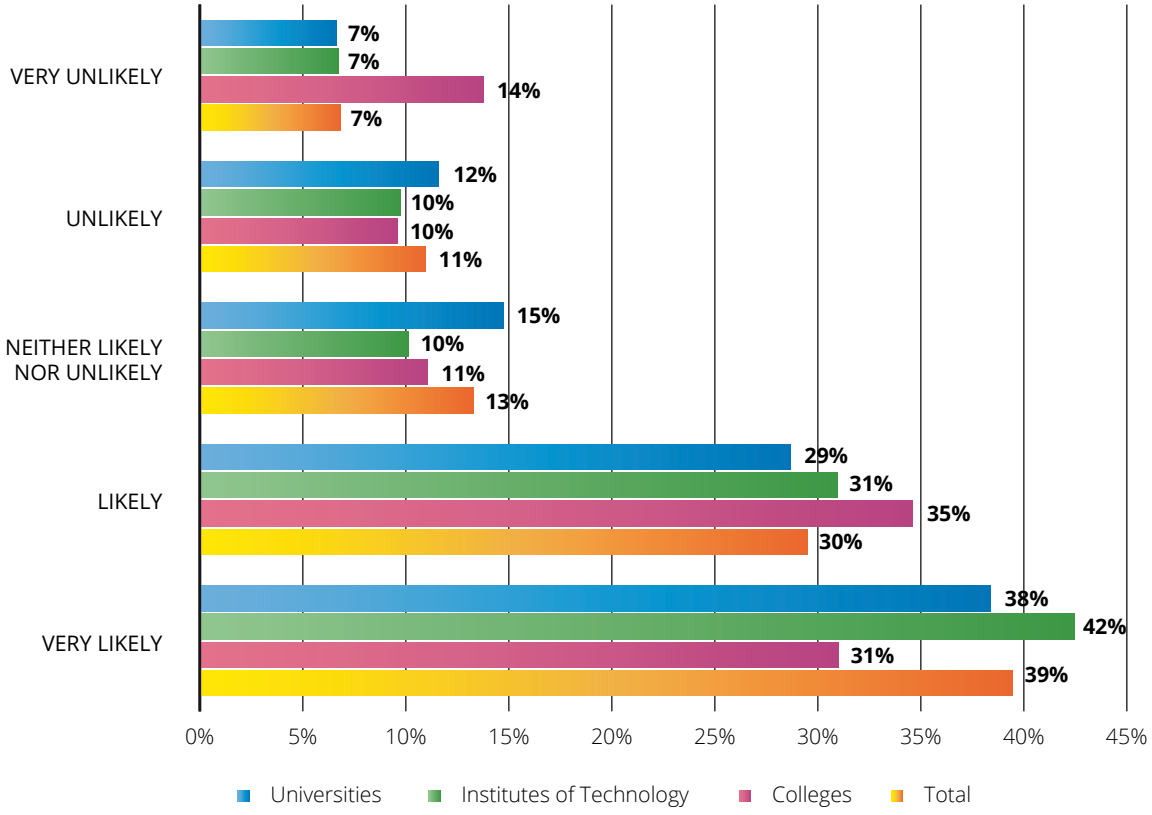
Table 4.7: Honours Degree Graduates in Other Activities – Type of Other activity

	Universities	Institutes of Technology	Total
Engaged in home duties	3%	9%	5%
Taking time out to travel	26%	18%	23%
Volunteering	5%	10%	6%
Retired	3%	5%	4%
Caring for a family member/other	5%	7%	5%
Not able to work due to illness or disability	5%	9%	6%
Unemployed and not seeking employment	2%	0%	1%
I'd prefer not to say	39%	8%	31%
Other (please specify)	13%	34%	19%
Total	**100%**	**100%**	**100%**

Graduate Reflections

Graduates were asked how likely or unlikely it is that they would study the same course again. A total of 69% of honours degree graduates said that they were 'likely' or 'very likely' to study the same course again, with some variation noted across sector (see Figure 4.12).

Figure 4.12: Honours Degree Graduates – Study Same Course Again



Section 5: Postgraduate Taught Graduates

Section 5:
Postgraduate Taught Graduates

This section will consider 2018 graduates of postgraduate certificate, postgraduate diploma and taught masters programmes as a whole. A further breakdown of these programmes into postgraduate certificate, postgraduate diploma and masters taught programmes is given in Appendix 6.

Graduate Population

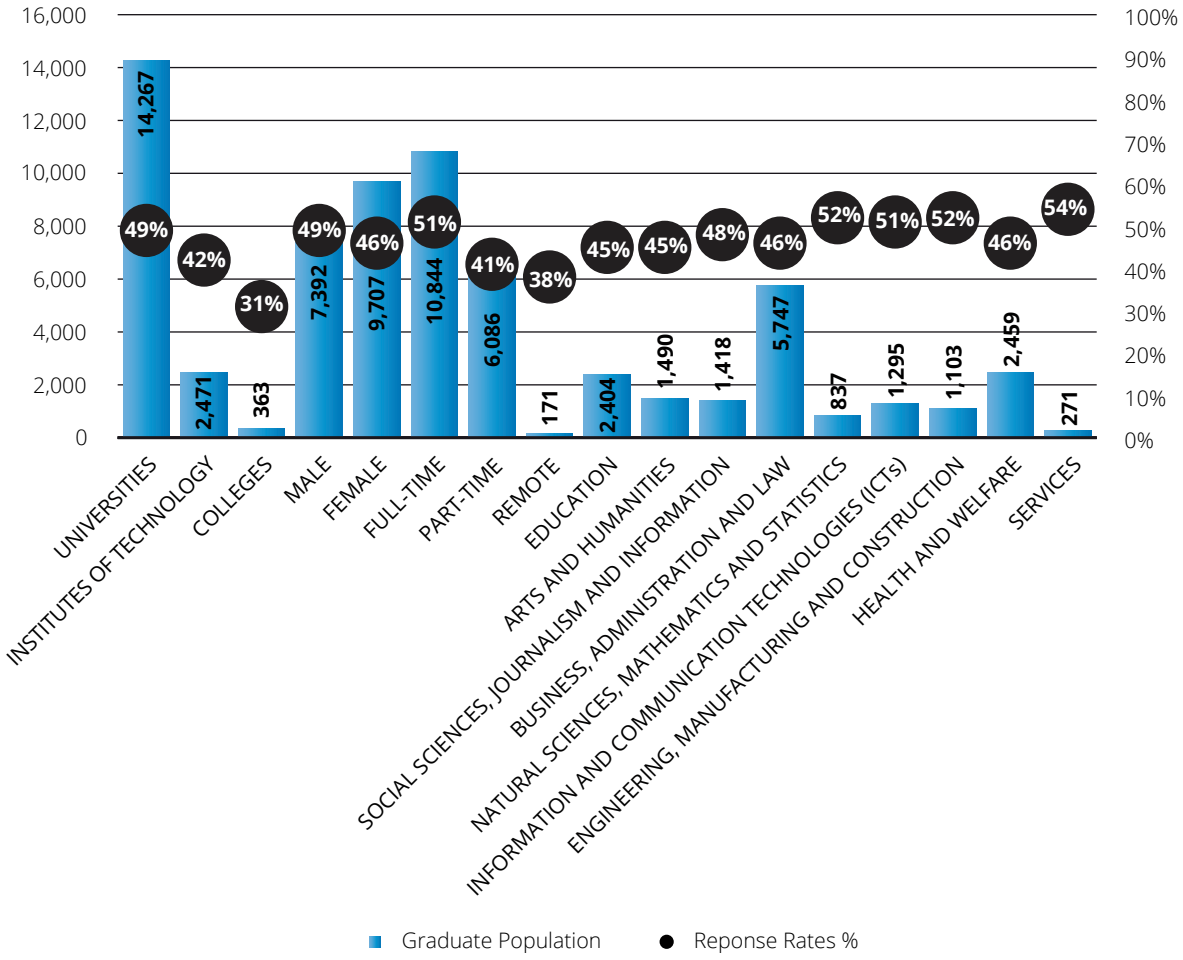
In 2018, 17,101 students graduated with a postgraduate taught qualification. Masters taught programmes made up the majority of these (76%), followed by postgraduate diplomas (15%) and postgraduate certificates (9%). The majority graduated from universities (83%), followed by institutes of technology (14%) and colleges (2%). There was an overall response rate to the survey of 47% for postgraduate taught graduates.

The survey response rate was 49% for university graduates, 42% for the institutes of technology graduates and 31% for college graduates. Female graduates made up the majority (57%) of the total graduate population. Survey response rates did not vary hugely by gender – with 49% of male and 46% of female graduates responding. The majority of honours degree graduates studied full-time (63%) and survey response rates varied by mode of study – with 51% of full-time, 41% of part-time, and 38% of remote graduates responding.

The largest group of graduates come from Business, Administration and Law (34%), followed by Health and Welfare (14%) and Education (14%) fields of study. Response rates were highest for graduates of Services at 54%, although overall numbers in this category were low. In total, 52% of Engineering, Manufacturing and Construction and 52% of Natural sciences, mathematics and statistics graduates responded to the survey. The lowest response rates were for graduates of Agriculture, forestry, fisheries and veterinary (29%). However, it must be noted that overall numbers in this category were low.

Figure 5.1 gives overall population numbers and response rates for postgraduate taught programmes by sector, gender, mode of study and selected fields of study.

Figure 5.1: Postgraduate Taught Graduates – Population Size and Survey Response Rates



As noted previously, the responses were weighted according to institution, level of study and mode of study. Therefore, the data presented in this section is weighted.

Main Graduate Destination

As shown in Figure 5.2, the majority (88%) of 2018 graduates were working or about to start a job. A total of 4% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity. Of note, 86% of the 2017 graduate cohort were in employment and the same proportion (4%) were in further study, while a slightly higher proportion were unemployed and engaged in 'other' activities (both 5%).

Figure 5.2: Postgraduate Taught Graduates – Most Important Activity by Institution Type

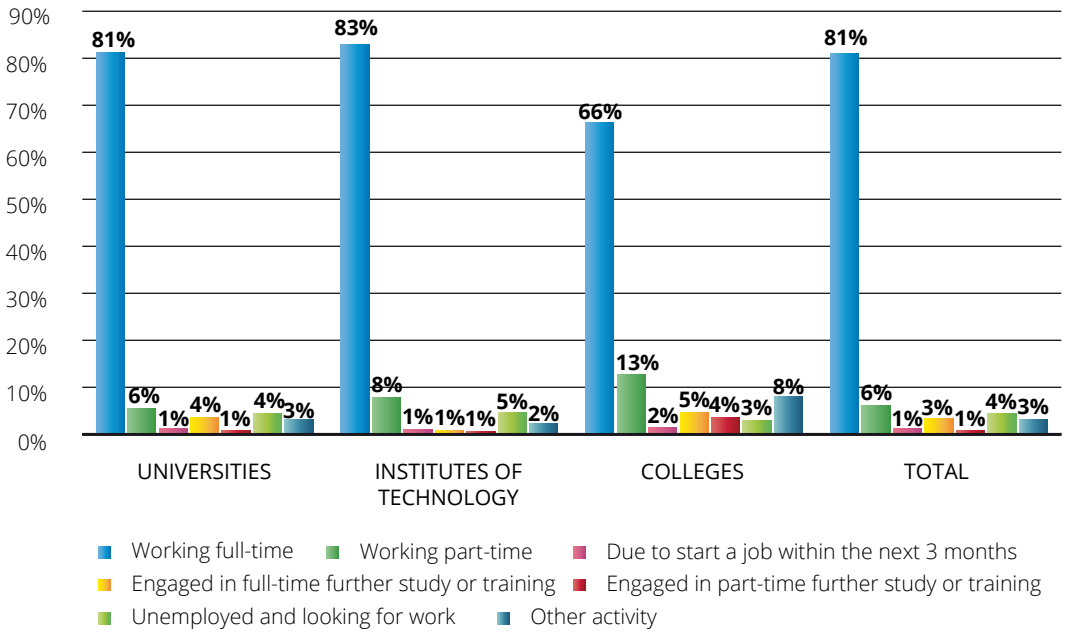
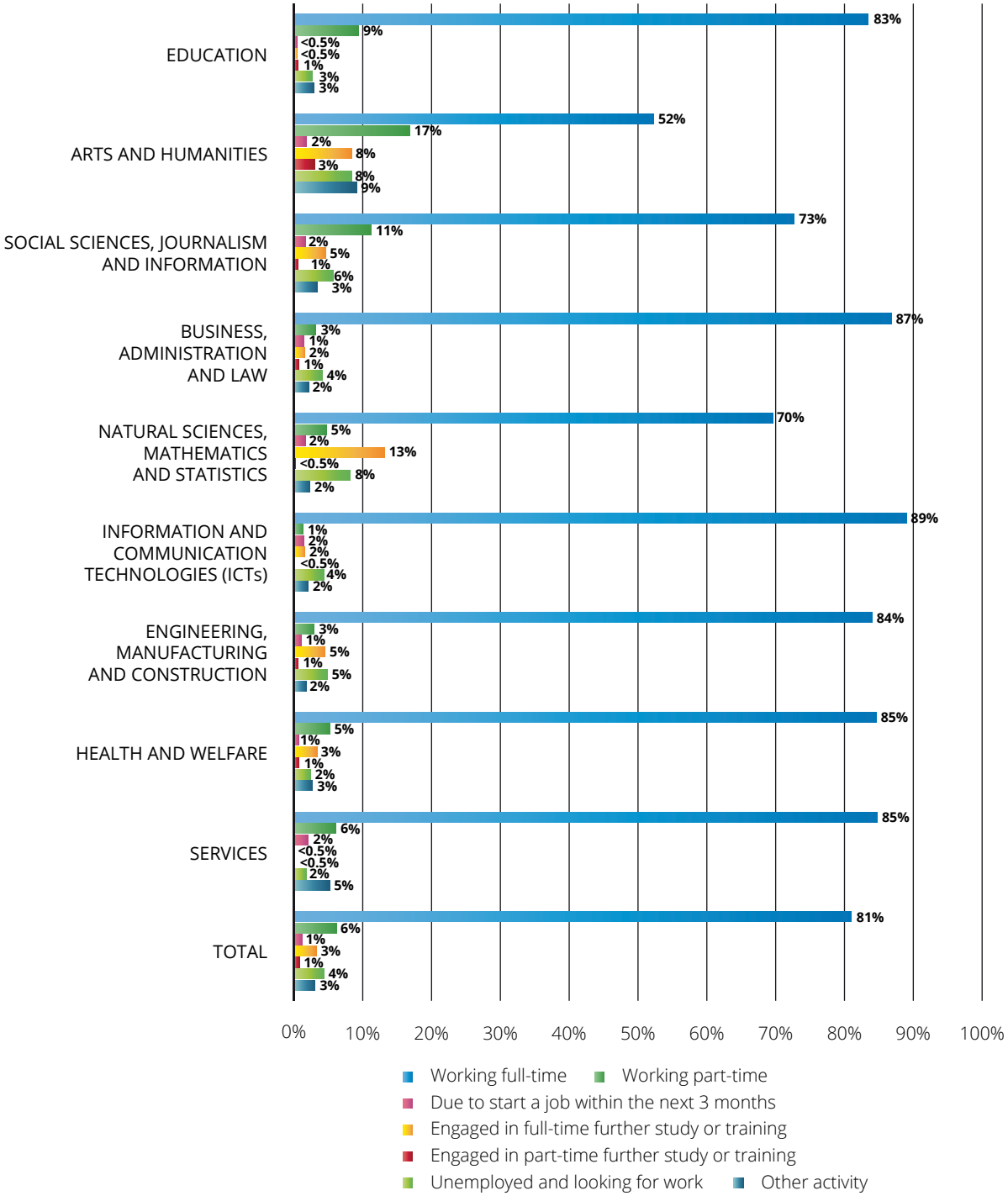


Figure 5.3 gives the most important activity of postgraduate taught graduates according to the field of study that they graduated from. Education and Service graduates were most likely to be in employment or due to start a job, both at 93% respectively, followed by ICT (92%) and Health and Welfare (91%) and Business, Administration and Law (91%) graduates. The postgraduate taught graduates most likely to be in further study were Natural Sciences, Mathematics and Statistics (13%) and Arts and Humanities (11%) graduates.

Figure 5.3: Postgraduate Taught Graduates – Most Important Activity by Field of Study

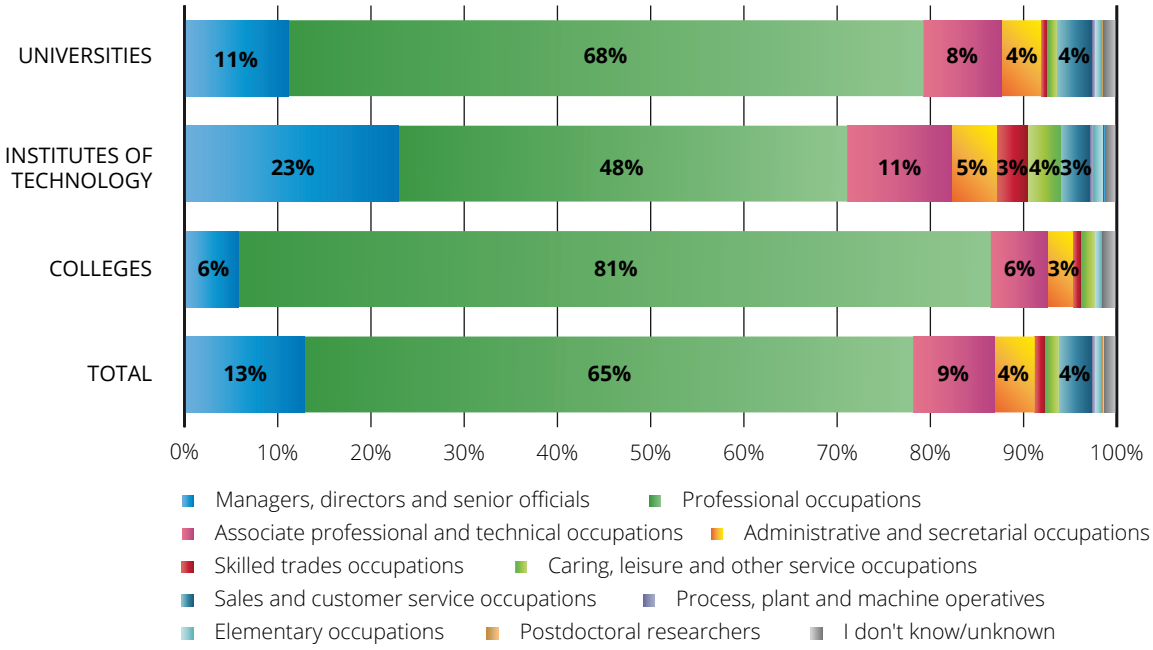


Further details on the principal economic status for postgraduate taught graduates can be found in Appendix 6.

Employment Outcomes

This section will outline the employment outcomes for graduates of postgraduate taught programmes. The vast majority of postgraduate diploma (92%), masters taught (88%) and postgraduate certificate (84%) graduates were in employment. In terms of occupation, 65% of all postgraduate taught graduates were employed in professional occupations with some variation evident between sectors (see Figure 5.4). For instance, 81% of college, 68% of university and 48% of institute of technology graduates were employed in professional occupations, nine months after graduation. A further 13% of all postgraduate taught graduates were working as managers, directors and senior officials. The least popular employment occupations included skilled trade occupations, elementary occupations and caring, leisure and other service jobs (all 1% respectively).

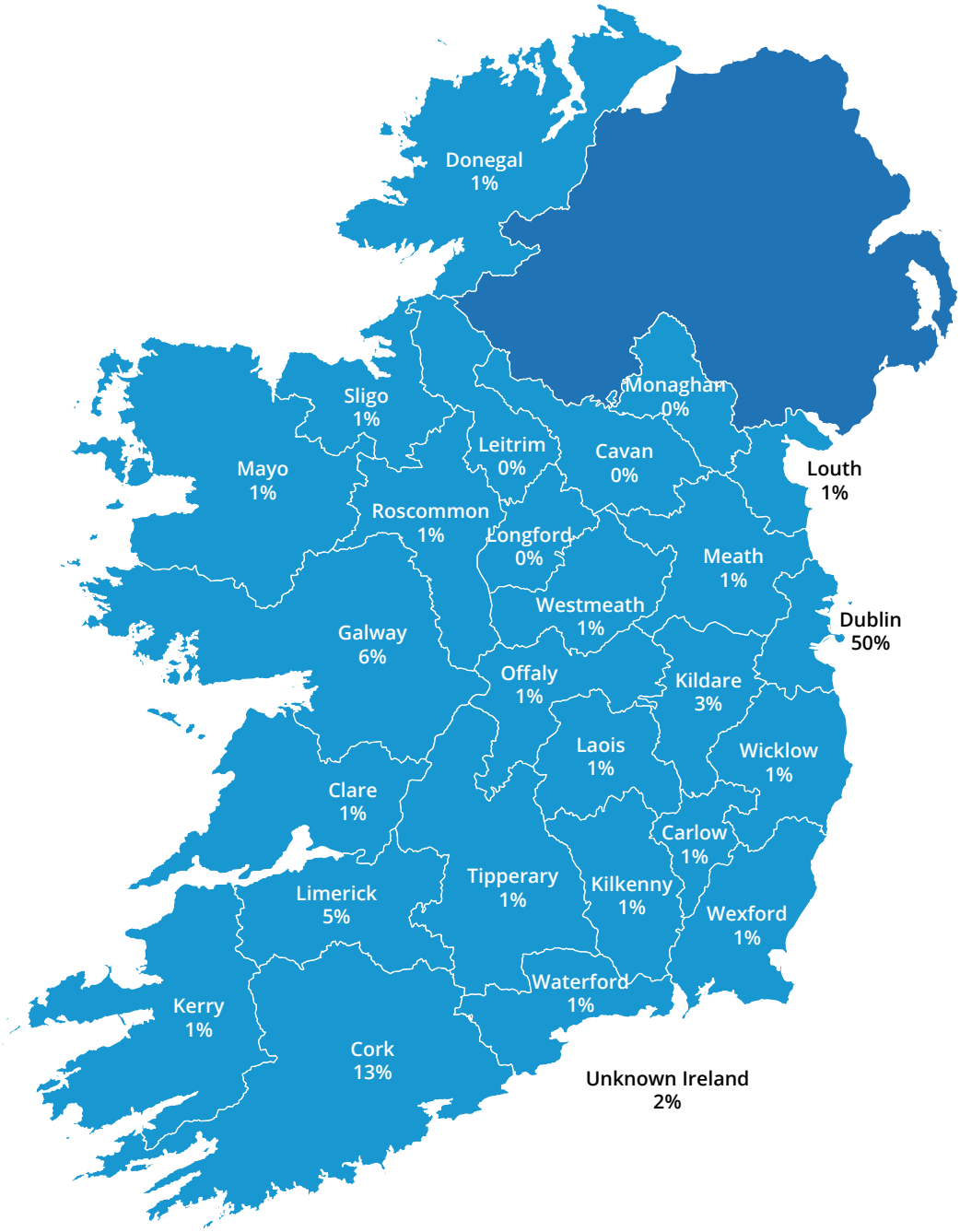
Figure 5.4: Postgraduate Taught Graduates in Employment – Occupation



In total, 89% of employed postgraduate taught graduates were working in Ireland while 11% were working overseas. There is some variation across sector, with 93% of institute of technology, 90% of college and 88% of university graduates working in Ireland.

In terms of county, Figure 5.5 shows that half of employed postgraduate taught graduates in Ireland were based in Dublin. Furthermore, 13% of this graduate cohort were based in Cork, while 6% were working in Galway.

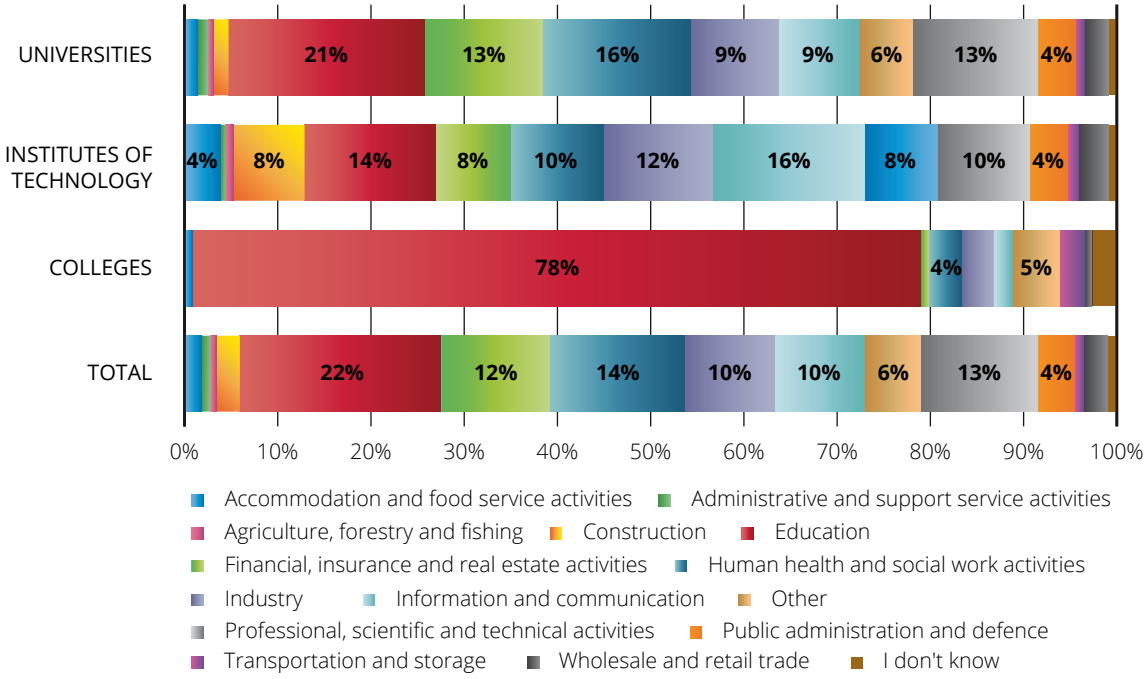
Figure 5.5: Postgraduate Taught Graduates in Employment in Ireland – County of Employment



For postgraduate taught graduates who were employed overseas, the most popular countries include the United States (26%), Great Britain (14%), Germany (8%) and China (7%).

Figure 5.6 illustrates the sector of employment for postgraduate taught graduates. In total, 22% of such graduates were working in the education sector, nine months after graduation. There is some notable variation across institution type, with 78% of college graduates, 21% of university and 14% of institute of technology graduates working in this sector. The least popular sectors include administrative and support service activities, agriculture, forestry and fishing and transportation and storage, with 1% of these graduates employed in each sector.

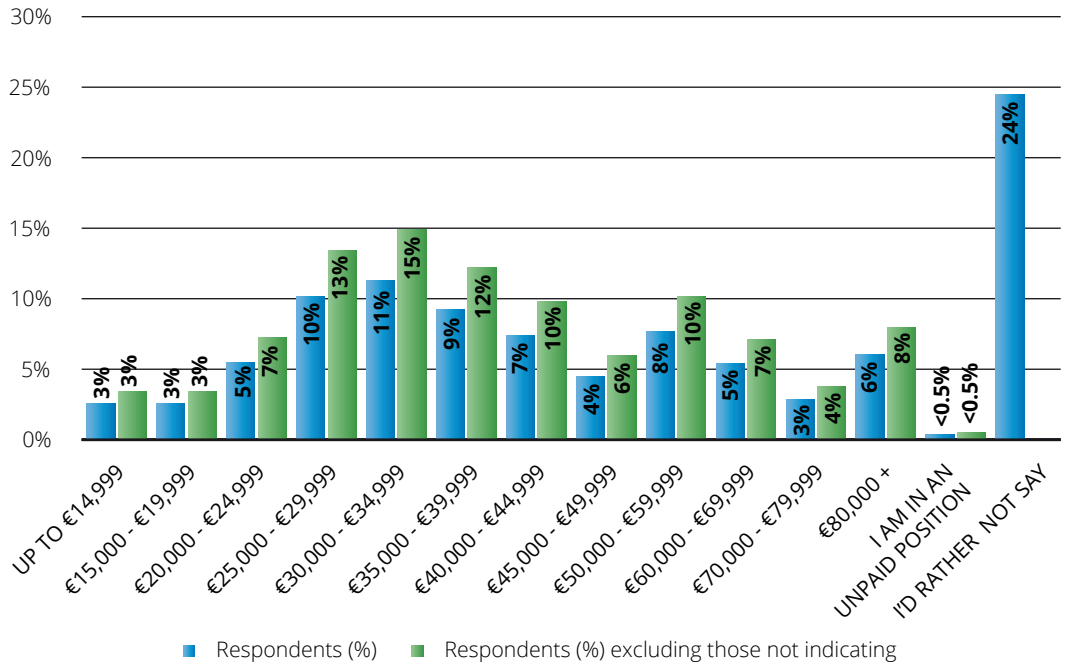
Figure 5.6: Postgraduate Taught Graduates in Employment – Sector



In terms of employment type, 93% of postgraduate taught graduates were employees, 4% were self-employed/freelance/starting their own business while 3% were on a graduate internship or placement. When asked about contract type, 67% of postgraduate taught graduates indicated they were on permanent or open-ended contracts, 20% were on fixed term contracts lasting 12 months, 6% were on fixed term contracts lasting less than 12 months and a further 6% were in temporary employment.

Figure 5.7 illustrates the salary bands of postgraduate taught graduates nine months after graduation for all respondents and for respondents excluding those who would rather not say. While 24% would rather not say, 20% were earning between €30,000 and €39,999. This increased to 27% when those who would prefer not to say are excluded from the analysis. For information on the variation between sectors, see Appendix 6.

Figure 5.7: Postgraduate Taught Graduates in Employment – Salary



A total of 29% of postgraduate taught graduates completed a placement, work experience or internship, as shown in Table 5.1.

Table 5.1: Postgraduate Taught Graduates in Employment – Placement/Work Experience/ Internship

	Universities	Institutes of Technology	Colleges	Total
Yes, this was a mandatory component of my course	25%	15%	12%	23%
Yes, this was an optional component of my course	6%	3%	20%	6%
No, I didn't do any accredited work placement/work experience/internship	69%	82%	67%	71%
Total	**100%**	**100%**	**100%**	**100%**

For those postgraduate taught graduates who took part in a placement, work experience or internship, 44% stated that it lasted more than 6 months, while 20% said it lasted more than 6 weeks but less than 4 months. In total, 18% of such graduates stated that it lasted between 4 and 6 months and a further 18% responded that it lasted 6 weeks or less.

Employed graduates were asked to rate the relevance of their course to their job. As shown in Figure 5.8, 45% of graduates felt their course was 'very relevant' to their current job, with some variation noted across sector. In addition, 22% considered their course to be 'relevant' and 15% indicated that it was 'very irrelevant' or 'irrelevant' to their current role, nine months after graduation.

Figure 5.8: Postgraduate Taught Graduates in Employment – Relevance of Course to Job

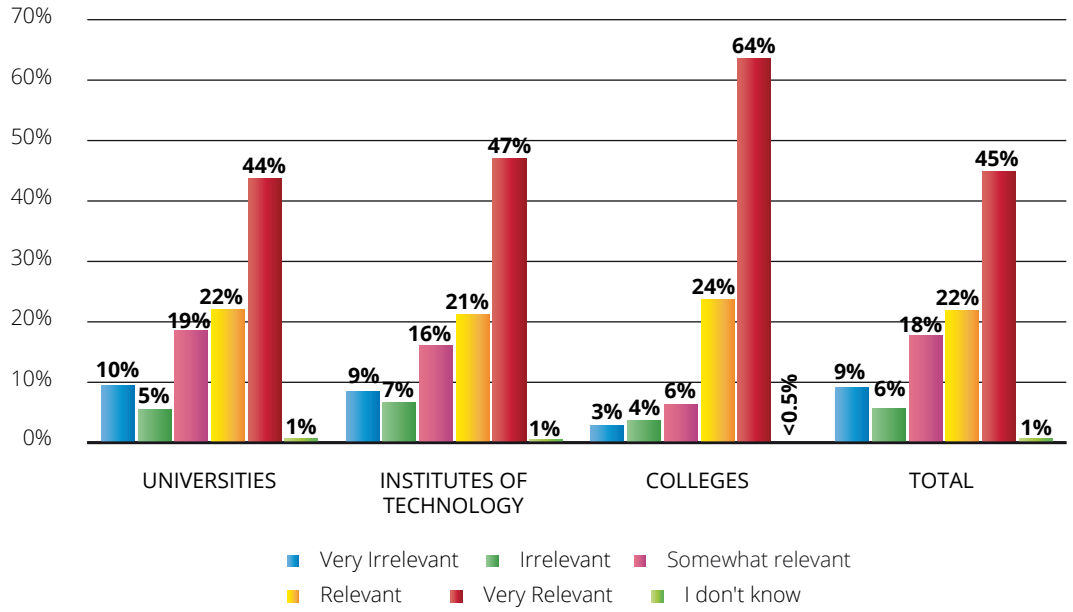


Table 5.2 highlights that, overall, 22% of postgraduate taught graduates were already in the job when they received their qualification. A further 31% of such graduates felt that their qualification was a formal requirement to obtain their job, a figure which is highest among university graduates. In total, 29% of postgraduate taught graduates felt that while the qualification was not a formal requirement, it was an advantage.

Table 5.2: Postgraduate Taught Graduates in Employment – Need for Qualification

	Universities	Institutes of Technology	Colleges	Total
Yes: the level of qualification was a formal requirement	33%	24%	23%	31%
Yes: while the qualification was not a formal requirement, it gave me an advantage	28%	31%	38%	29%
No: the qualification was not required	17%	16%	3%	16%
No: I was already in the job when I received the qualification	20%	28%	34%	22%
I don't know	2%	1%	1%	2%
Total	**100%**	**100%**	**100%**	**100%**

Table 5.3 describes how graduates found out about their job, nine months after graduation. In total, 25% of postgraduate taught graduates already worked there, 18% used a recruitment site and 14% used personal contacts, including family and friends. A low proportion of such graduates used a speculative application, at 2%.

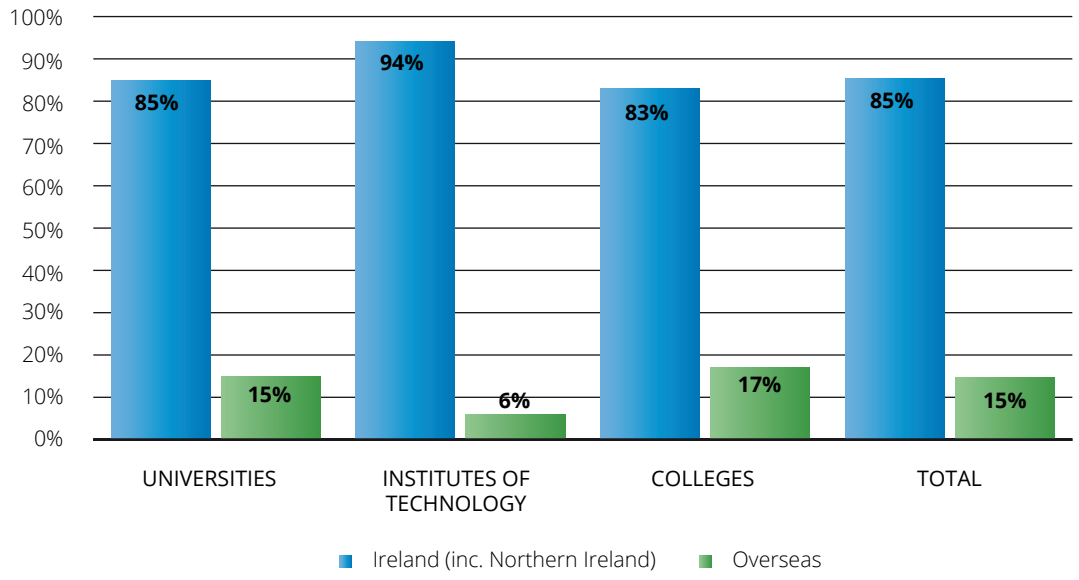
Table 5.3: Postgraduate Taught Graduates in Employment – Source of Job

	Universities	Institutes of Technology	Colleges	Total
My institution's careers service	6%	4%	3%	5%
Another institution source (e.g. lecturer/website/former graduate/ academic department)	4%	5%	3%	4%
Media (e.g. newspaper/magazine advertisement)	3%	3%	19%	4%
Personal contacts, including family and friends	14%	14%	13%	14%
Social media/professional networking sites	7%	7%	3%	7%
I already worked there (including on an internship/placement)	25%	31%	14%	25%
Employer website	9%	7%	6%	9%
Recruitment site (e.g. job search websites, including Public Appointments Service)	18%	16%	25%	18%
Speculative application	2%	2%	5%	2%
Other	11%	12%	9%	11%
Total	**100%**	**100%**	**100%**	**100%**

Further Study Outcomes

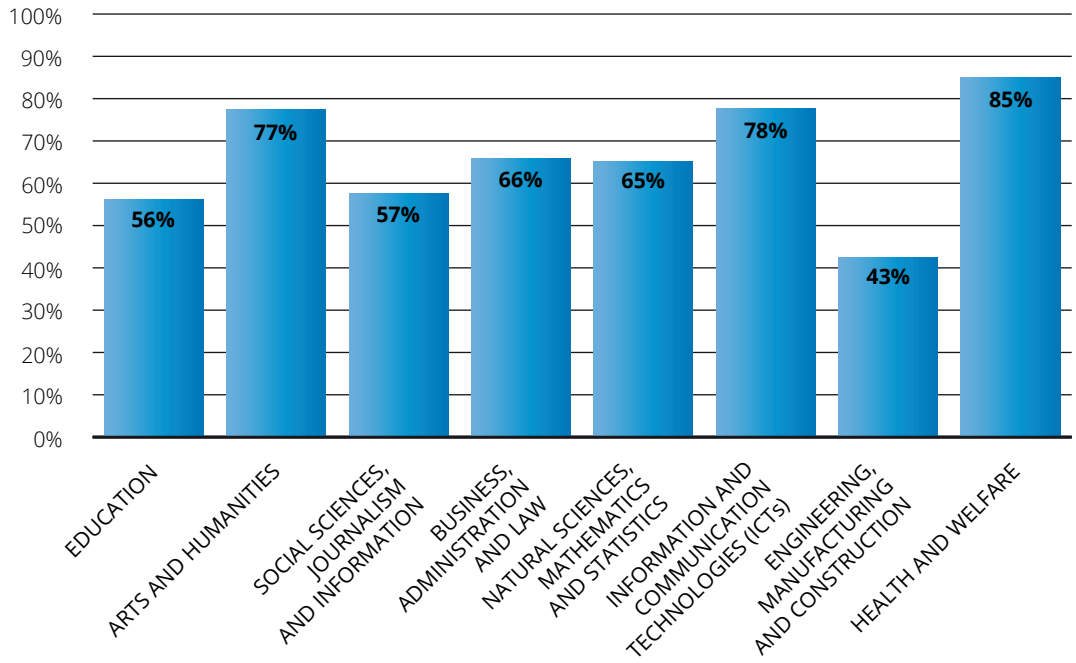
In total, only 4% of postgraduate taught graduates went on to further study. Therefore, the overall numbers under analysis are relatively low. A total of 85% were in further study in Ireland and 15% were in further study abroad (see Figure 5.9).

Figure 5.9: Postgraduate Taught Graduates in Further Study – Location of Further Study



Health and Welfare graduates were most likely to continue within the same broad field of study (85%), followed by ICT (78%) and Arts and Humanities (77%) graduates. Figure 5.10 illustrates postgraduate taught graduates remaining in the same field of study for selected fields.

Figure 5.10: Postgraduate Taught Graduates in Further Study – Graduates Remaining in Same Field of Study



A doctoral programme was the most popular programme of study for those continuing in education (54%), followed by a Masters Taught (16%) and Postgraduate Diploma (11%) programmes. This is broken down by award obtained and selected awards sought in Table 5.4.

Table 5.4: Postgraduate Taught Graduates in Further Study – Award Sought vs Award Obtained

		Award Obtained		
		Postgraduate Certificate	**Postgraduate Diploma**	**Masters Taught**
Award Sought	Postgraduate Certificate	3%	2%	1%
	Higher Diploma	3%	3%	1%
	Postgraduate Diploma	0%	22%	11%
	Masters Taught	3%	44%	14%
	Masters Research	3%	8%	3%
	Doctorate	71%	10%	58%

Unemployment and Other Activities

This section examines the responses for postgraduate taught graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, 4% postgraduate taught graduates were unemployed and looking for work nine months after graduation. As shown in Table 5.5, for such unemployed graduates, 51% have been looking for a job since graduation, while 17% reported that they were let go/made redundant or their contract ended over this time period.

Table 5.5: Postgraduate Taught Graduates Unemployment – Held a Job Since Graduation?

	Universities	Institutes of Technology	Colleges	Total
Yes, but I was let go/made redundant/ the contract ended	16%	18%	61%	17%
Yes, but I resigned from my job to seek employment elsewhere	13%	11%	0%	12%
No, I have been looking for a job since graduation	52%	45%	39%	51%
No, I was travelling but I'm now looking for a job	4%	6%	0%	4%
No, I experienced temporary illness but I'm now looking for a job	2%	0%	0%	1%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	4%	8%	0%	4%
Other	10%	13%	0%	10%
Total	**100%**	**100%**	**100%**	**100%**

In total, 3% of postgraduate taught graduates indicated that they were engaged in an 'other' activity nine months after graduation. Of those in this category, 29% would 'prefer not to say' and 22% were involved in an 'other' activity. Only 2% were unemployed and not seeking employment at the time of the survey (see Table 5.6).

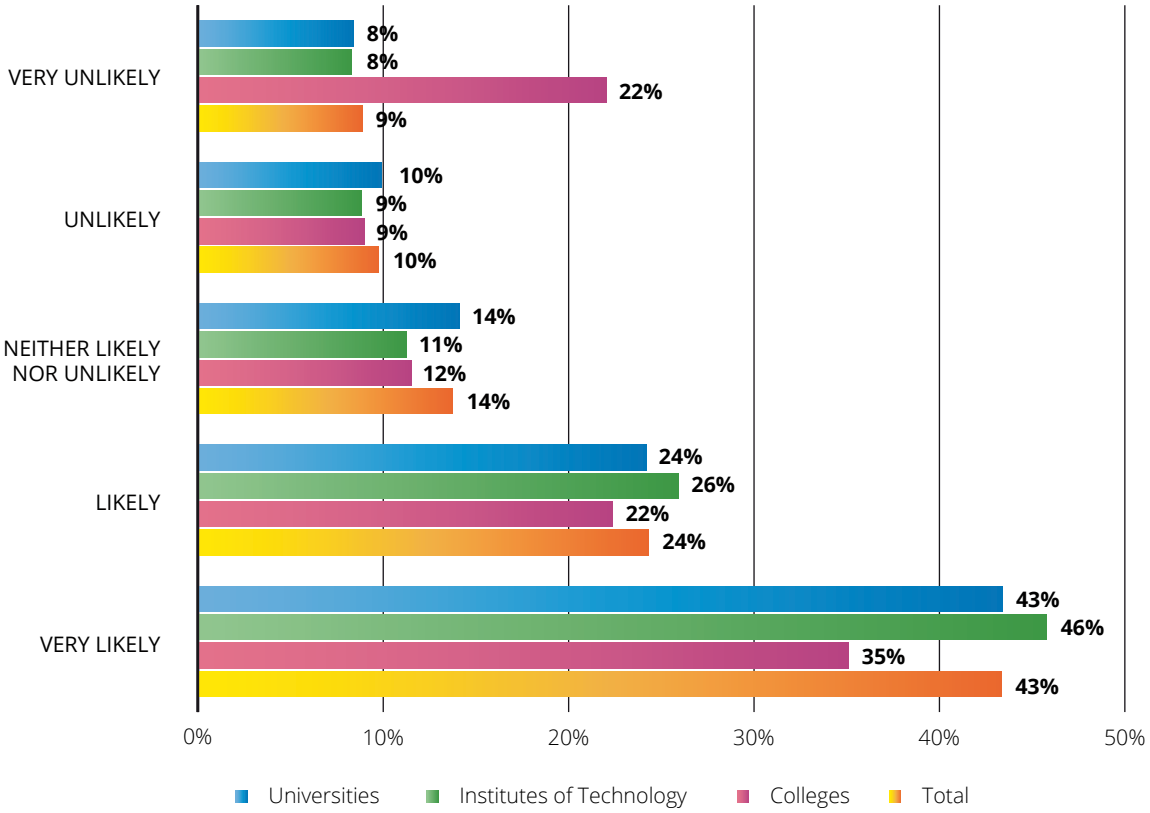
Table 5.6: Postgraduate Taught Graduates in Other Activities – Type of Other activity

	Total
Engaged in home duties	12%
Taking time out to travel	7%
Volunteering	6%
Retired	12%
Caring for a family member/other	5%
Not able to work due to illness or disability	5%
Unemployed and not seeking employment	2%
I'd prefer not to say	29%
Other	22%
Total	**100%**

Graduate Reflections

Graduates were asked how likely or unlikely it is that they would study the same course again. In total, 43% of postgraduate taught degree graduates said that they were 'very likely' to study the same course again, with some variation noted across sectors (see Figure 5.11). Furthermore, in total, 19% reported they were 'unlikely' or 'very unlikely' to study the same course again, with 31% of the college sector graduates indicating such a response.

Figure 5.11: Postgraduate Taught Graduates – Study Same Course Again



Section 6: Postgraduate Research Graduates

Section 6:
Postgraduate Research Graduates

This section will consider 2018 graduates of research masters and doctoral programmes.

Graduate Population

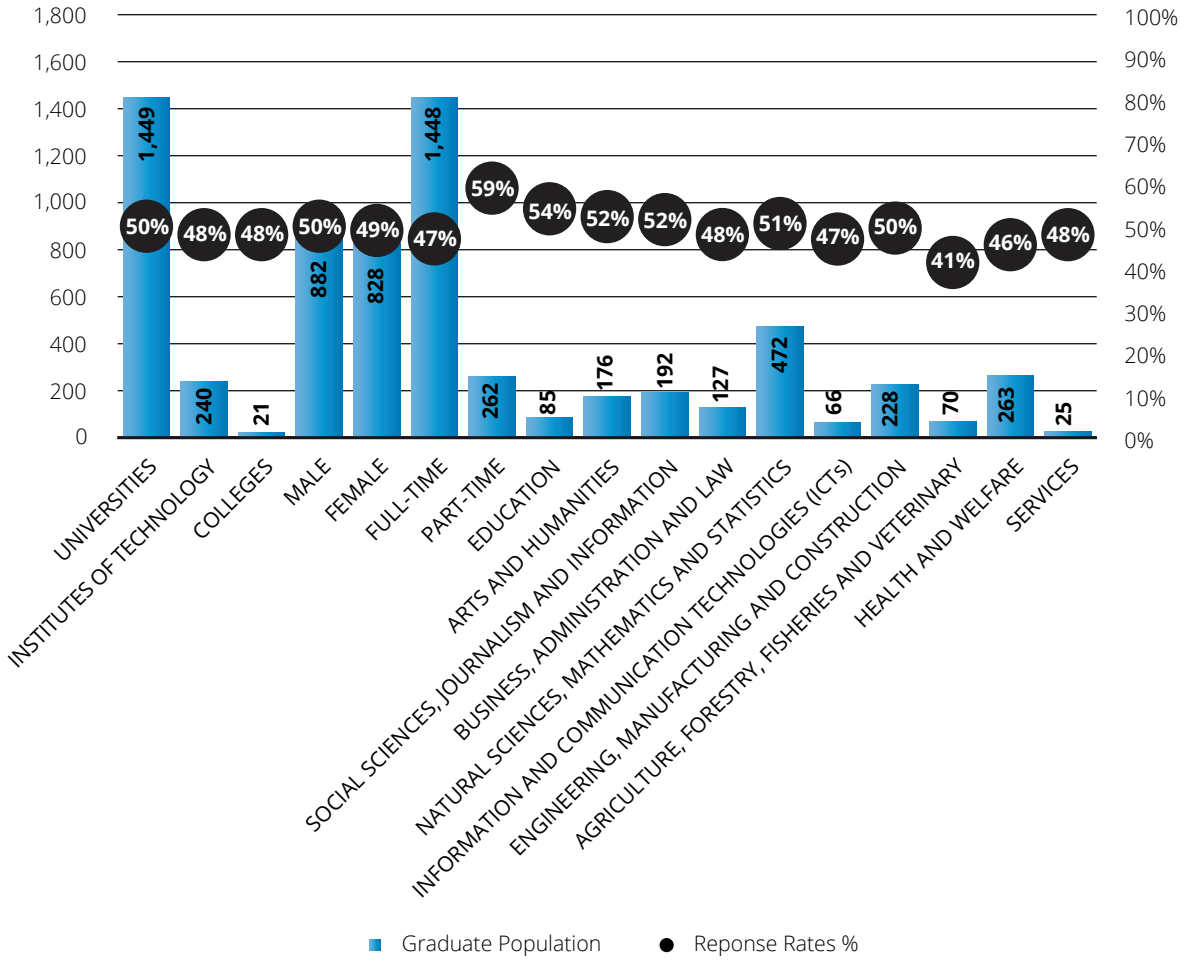
In 2018, 1,710 students graduated with a research degree. Doctoral programmes made up the majority of these (77%), and research masters made up 23%. The majority graduated from universities (85%), followed by institutes of technology (14%) and colleges (1%). The survey response rate was 50% for university graduates, 48% for institutes of technology graduates and 48% for colleges graduates. It should be noted that due to low numbers in the college sector, these graduates are not reported on in detail throughout this chapter. There was an overall response rate to the survey of 49% for postgraduate research graduates.

The total graduate population was made up of 52% male and 48% female. Survey response rates were similar for both – with 50% of male and 49% of female graduates responding. The majority of research degree graduates studied full-time (85%), with 15% part-time. Survey response rates varied by mode of study – with 47% of full-time and 59% of part-time graduates responding.

The largest group of graduates come from Natural Sciences, Mathematics and Statistics (28%), followed by Health and Welfare (15%) and Engineering, Manufacturing and construction (13%) graduates. It should be noted that once data is considered according to field of study, overall numbers in each field are relatively low.

Figure 6.1 gives overall population numbers and response rates for postgraduate taught programmes by sector, gender, mode of study and selected fields of study.

Figure 6.1: Postgraduate Research Graduates – Population Size and Survey Response Rates

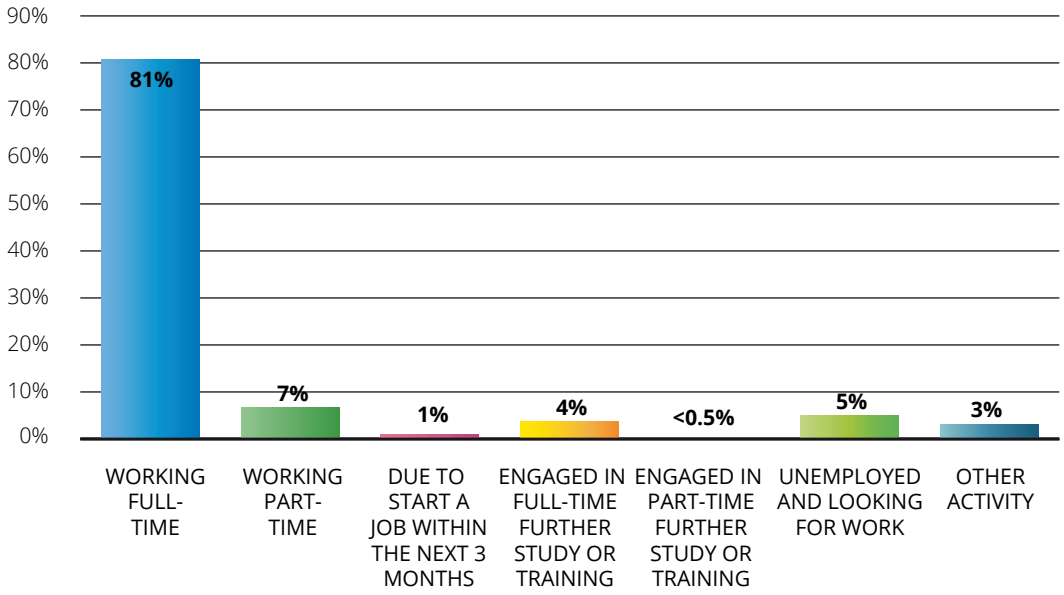


As noted previously, the responses were weighted according to institution, level of study and mode of study. The data presented in the next section is weighted.

Main Graduate Destination

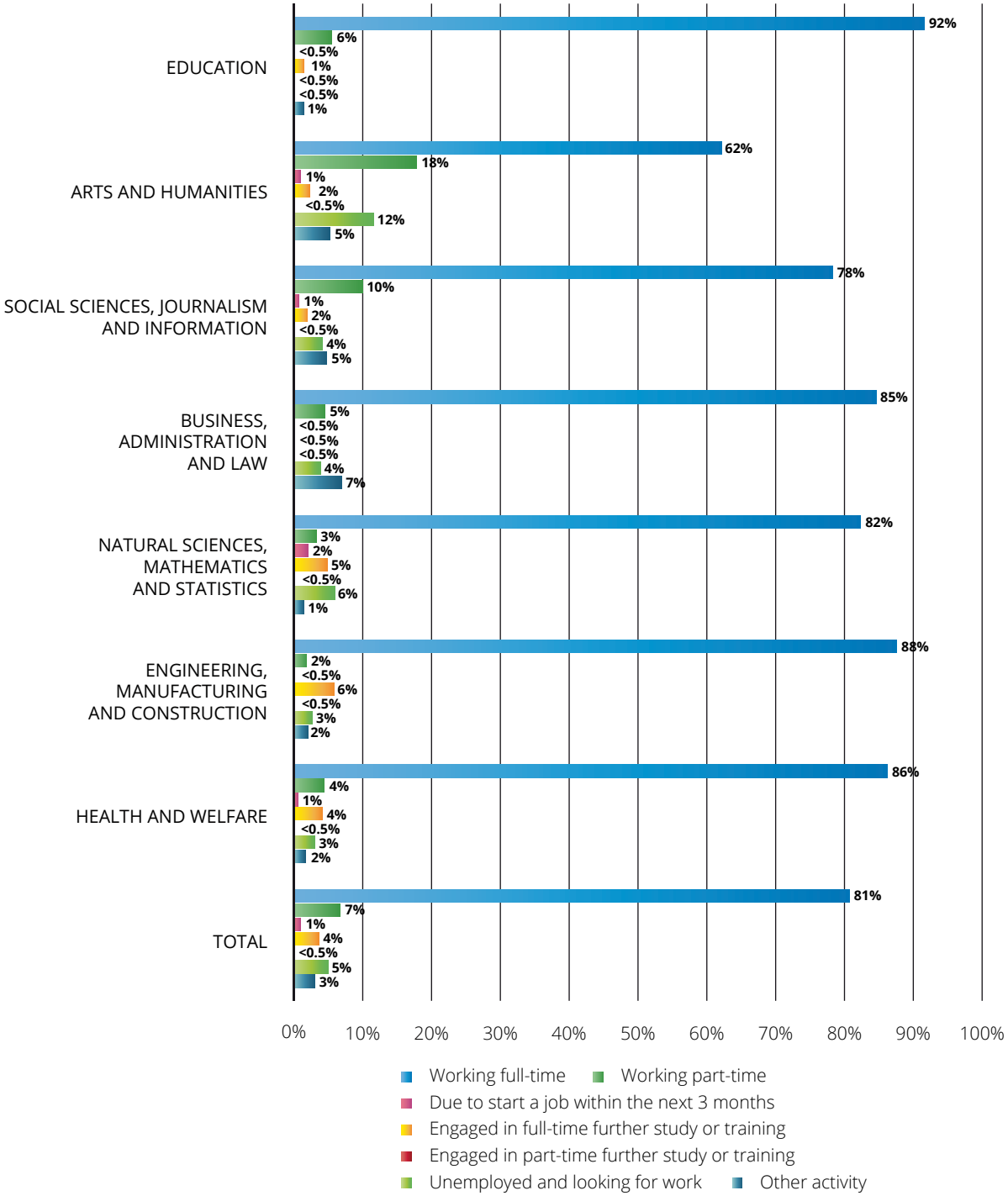
Overall, 88% of postgraduate research graduates were in employment or due to start a job. A further 4% were in further study, 5% were unemployed and 3% were engaged in other activities (see Figure 6.2). Of note, 91% of the 2017 graduate cohort were in employment and slightly fewer were in further study and unemployed (both at 3%) as well as engaged in other activities (2%).

Figure 6.2: Postgraduate Research Graduates – Most Important Activity



There were strong employment outcomes for all fields of study. Graduates of Education programmes were most likely to be in employment or due to start a job (97%), followed by Health and Welfare (91%) graduates. The most important activity by selected fields of study is provided for this cohort in Figure 6.3.

Figure 6.3: Postgraduate Research Graduates – Most Important Activity by Field of Study

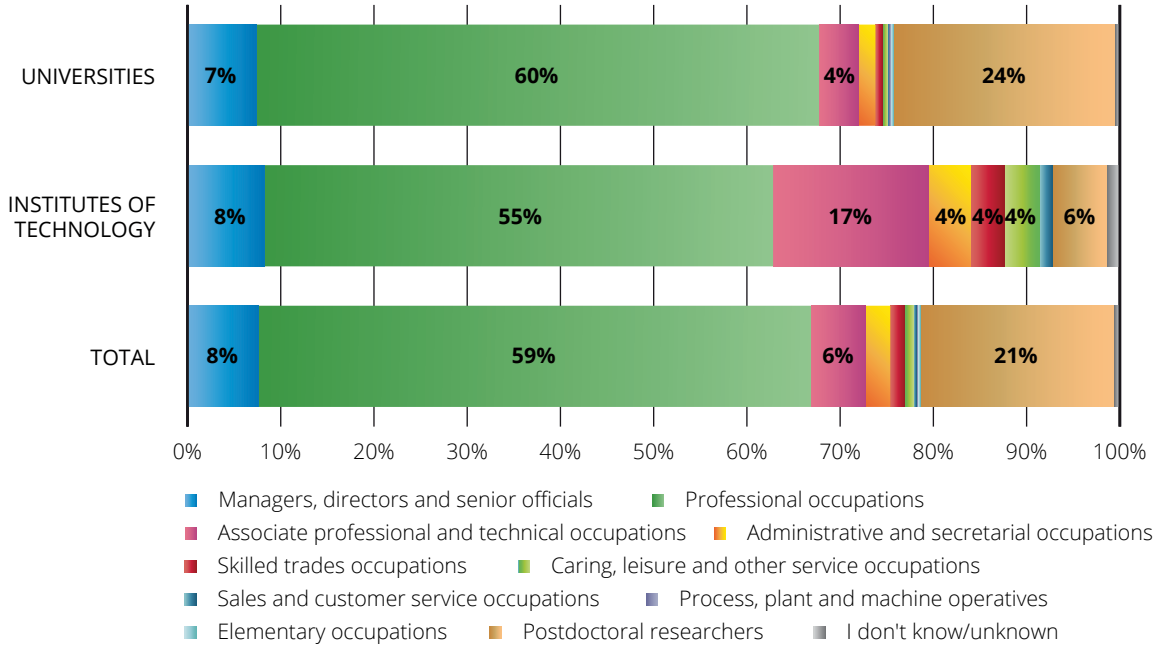


Further details on most important activity for postgraduate research graduates are given in Appendix 7.

Employment Outcomes

This section will outline the employment outcomes for graduates of postgraduate research programmes. In total, 84% of masters research and 90% of doctoral graduates were in employment nine months after graduation. As shown in Figure 6.4, of those postgraduate research graduates who were in employment, 59% were in professional occupations. As might be expected, in total, 21% of these graduates were in postdoctoral research positions.

Figure 6.4: Postgraduate Research Graduates in Employment – Occupation



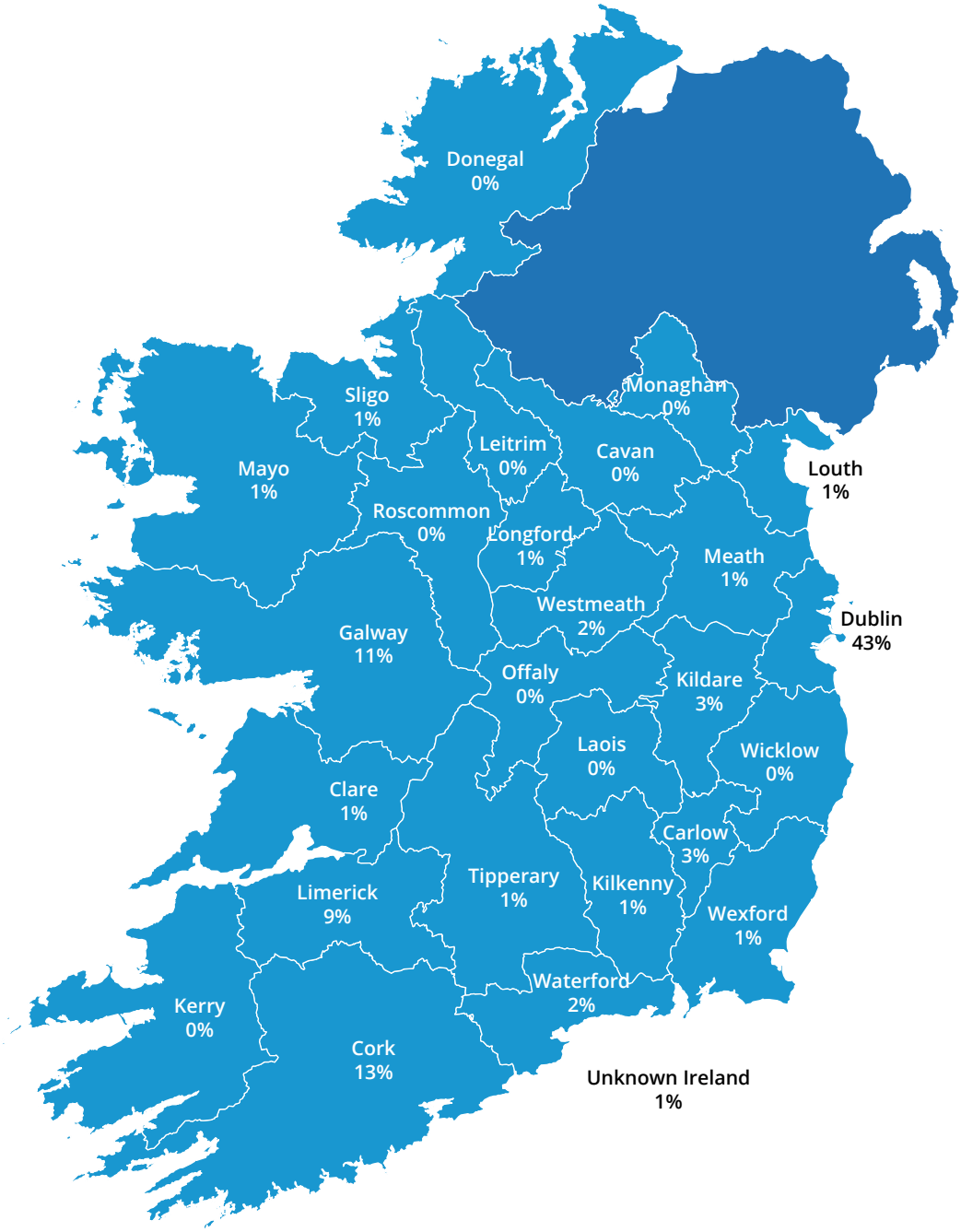
In terms of location of employment for postgraduate research graduates, 84% were employed in Ireland and 16% were employed overseas (see Table 6.1). Postgraduate research graduates were, therefore, the most likely of all types of graduates to obtain employment abroad – the figure of 16% compares with 9% for honours degree and 11% for postgraduate taught graduates.

Table 6.1: Postgraduate Research Graduates in Employment – Location of Employment

	Universities	Institutes of Technology	Total
Ireland (Inc. Northern Ireland)	83%	91%	84%
Overseas	17%	9%	16%
Total	**100%**	**100%**	**100%**

For such graduates working in Ireland, Figure 6.5 shows that Dublin was the most popular region with 43% of graduates. In total, 13% were employed in Cork, 11% were working in Galway and 9% were based in Limerick.

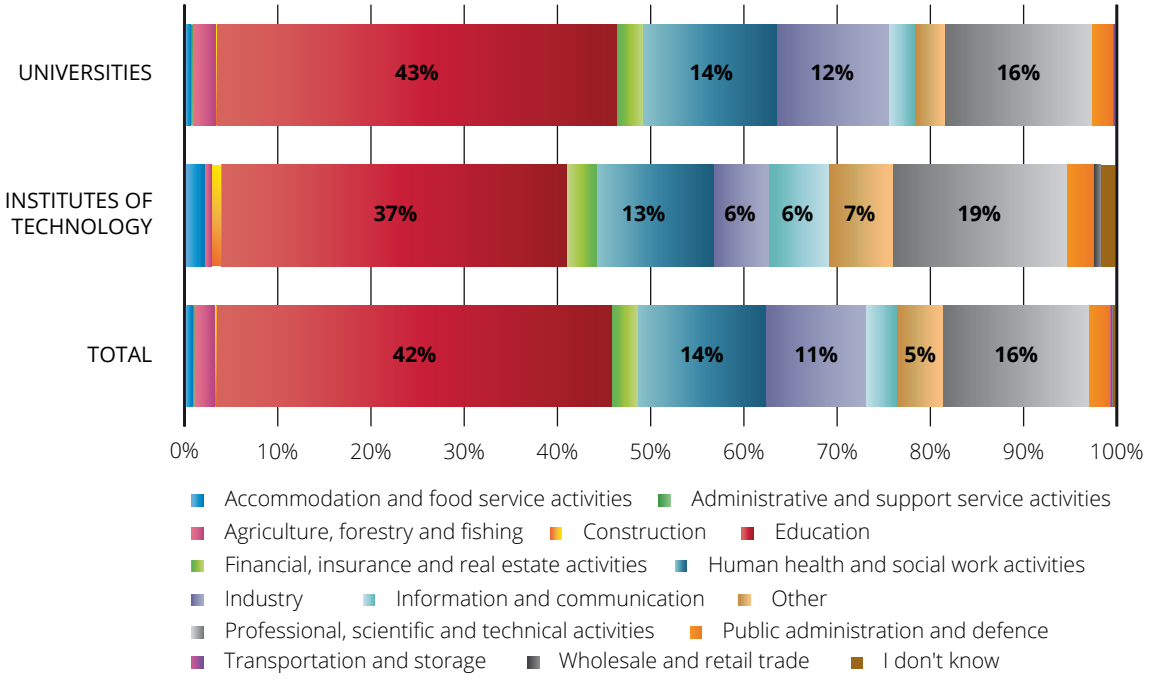
Figure 6.5: Postgraduate Research Graduates in Employment – County of Employment



In terms of postgraduate research graduates working abroad, the most common countries include Great Britain (28%), United States (19%), the Netherlands (8%) and Canada (5%).

Figure 6.6 illustrates the sector of employment for postgraduate research employees. In total, 42% were working in Education, with some variation noted among sector. For instance, 43% of university graduates were working in this sector compared to 37% of those who exited the institutes of technology. There were no postgraduate research graduates working in the following sectors: administrative and support service activities, construction, transportation and storage and wholesale and retail trade.

Figure 6.6: Postgraduate Research Graduates in Employment – Sector



In terms of employment type, the vast majority of postgraduate research graduates (94%) were employees, 5% were self-employed/freelance or starting their own business and only 0.4% were on a graduate placement or internship. In response to contract type, over half of these graduates (53%) indicated that they were on permanent or open-ended contracts, 32% were on fixed term contracts lasting 12 months, 8% were on fixed term contracts lasting less than 12 months and 7% were on temporary contracts, casual or employed through an agency.

Figure 6.7 illustrates the self-reported salary bands of postgraduate research graduates nine months after graduation, for all respondents and for respondents excluding those who would rather not say. While 27% of such graduates would rather not say, 25% were earning between €35,000 and €49,999. This increased to 34% when those who would prefer not to say were excluded from the analysis. For information on the variation between sectors, see Appendix 7.

Figure 6.7: Postgraduate Research Graduates in Employment – Salary

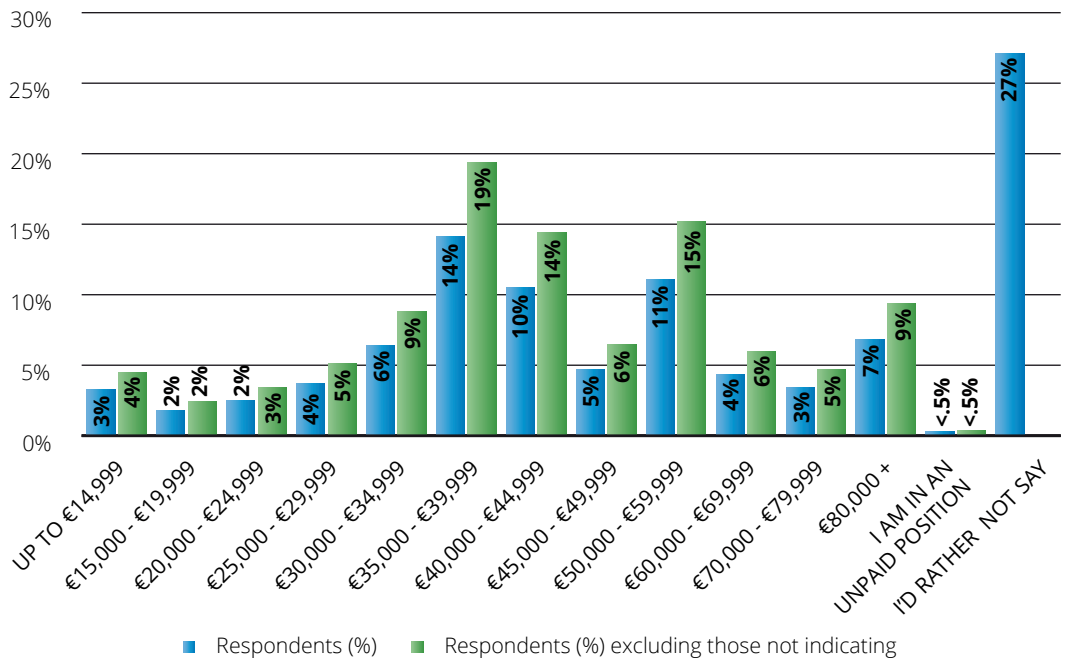


Table 6.2 illustrates placement/work experience/internship participation for postgraduate research graduates, with 21% of such graduates having completed this type of activity. Perhaps unsurprisingly, the proportion of those undertaking this activity is lowest for this group when compared to the other programme types in this report (56% for honours degree and 29% for postgraduate taught graduates).

Table 6.2: Postgraduate Research Graduates in Employment – Placement/Work Experience/Internship

	Universities	Institutes of Technology	Total
Yes, this was a mandatory component of my course	14%	0%	15%
Yes, this was an optional component of my course	5%	26%	6%
No, I didn't do any placement or accredited work experience	81%	74%	79%
Total	**100%**	**100%**	**100%**

In terms of time spent on the placement/work experience/internship, 53% of graduates stated that it lasted more than 6 months (see Table 6.3).

Table 6.3: Postgraduate Research Graduates in Employment – Duration of Placement/ Work Experience/Internship

	Total
6 weeks or less	12%
More than 6 weeks but less than 4 months	15%
Between 4 and 6 months	20%
More than 6 months	53%
Total	**100%**

Employed graduates were asked to rate the relevance of their course to their job. As shown in Figure 6.8, 55% of graduates felt their course was 'very relevant' to their current job, with some variation noted across sector. In addition, 17% considered their course to be 'relevant', to their current role, nine months after graduation.

Figure 6.8: Postgraduate Research Graduates in Employment – Relevance of Course to Job

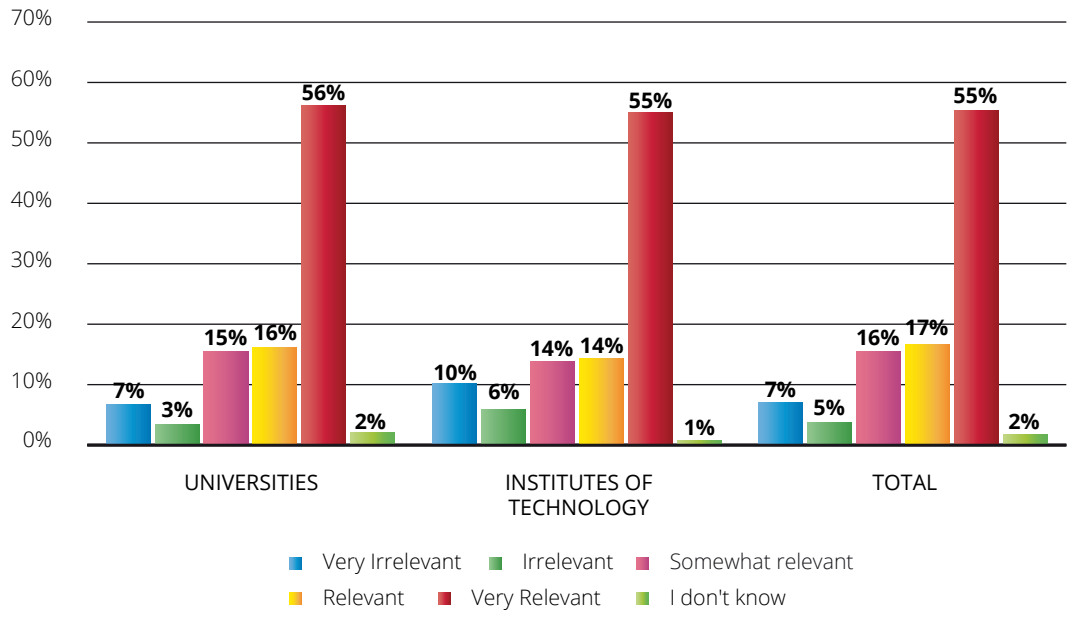


Table 6.4 highlights that overall, 51% of postgraduate research graduates felt that their qualification was a formal requirement to obtain their job, while one in ten felt that their qualification was not required nine months after graduation.

Table 6.4: Postgraduate Research Graduates in Employment – Need for Qualification

	Universities	Institutes of Technology	Total
Yes: the level of qualification was a formal requirement	54%	45%	51%
Yes: while the qualification was not a formal requirement, it gave me an advantage	23%	18%	21%
No: the qualification was not required	10%	10%	10%
No: I was already in the job when I received the qualification	11%	27%	15%
I don't know	2%	0%	2%
Total	**100%**	**100%**	**100%**

Graduates were asked about how they found out about their particular job. Table 6.5 shows that in total, 23% already worked there. A relatively low proportion of postgraduate research graduates used the institution's career service, at 3%, and fewer still used speculative applications (1%).

Table 6.5: Postgraduate Research Graduates in Employment – Source of Job

How did you first find out about the job?	Universities	Institutes of Technology	Total
My institution's careers service	3%	4%	3%
Another institution source (e.g. lecturer/website/former graduate/academic department)	13%	14%	13%
Media (e.g. newspaper/magazine advertisement)	4%	4%	5%
Personal contacts, including family and friends	15%	7%	14%
Social media/professional networking sites	4%	5%	4%
I already worked there (including on an internship/ placement)	21%	31%	23%
Employer website	10%	10%	9%
Recruitment site (e.g. job search websites, including Public Appointments Service)	15%	14%	14%
Speculative application	1%	0%	1%
Other	15%	11%	14%
Total	**100%**	**100%**	**100%**

Further Study Outcomes

Overall, a relatively low proportion of postgraduate research graduates continued on to further study (4%). Therefore, a meaningful analysis of graduates cannot be carried out due to low numbers. However, from the responses obtained, 77% were studying in Ireland and 23% abroad; and were mainly made up of masters research graduates continuing on to a doctoral programme.

Unemployment and Other Activities

This section examines the responses for postgraduate research graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, 5% of postgraduate research graduates were unemployed and looking for work. As shown in Table 6.6, for unemployed postgraduate research graduates, 38% have been looking for a job since graduation and 27% were let go/made redundant or their contract ended over this time period.

Table 6.6: Postgraduate Research Graduates Unemployed – Held a Job Since Graduation?

Have you held a job since graduation?	Total
Yes, but I was let go/made redundant/the contract ended	27%
Yes, but I resigned from my job to seek employment elsewhere	9%
No, I have been looking for a job since graduation	38%
No, I was travelling but I'm now looking for a job	15%
No, I experienced temporary illness but I'm now looking for a job	2%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	2%
Other (please specify)	7%
Total	**100%**

As shown in Table 6.7, 3% of postgraduate research graduates indicated that they were engaged in an 'other activity', nine months after graduation. Of those in this category, 27% would prefer not to say, 21% were retired, 19% stated they were engaged in home duties and a further 19% stated 'other'. Of note, these graduates had the highest proportion engaged in home duties, when compared to postgraduate taught (12%), honours degree (5%) and level 6/7 (7%) graduates.

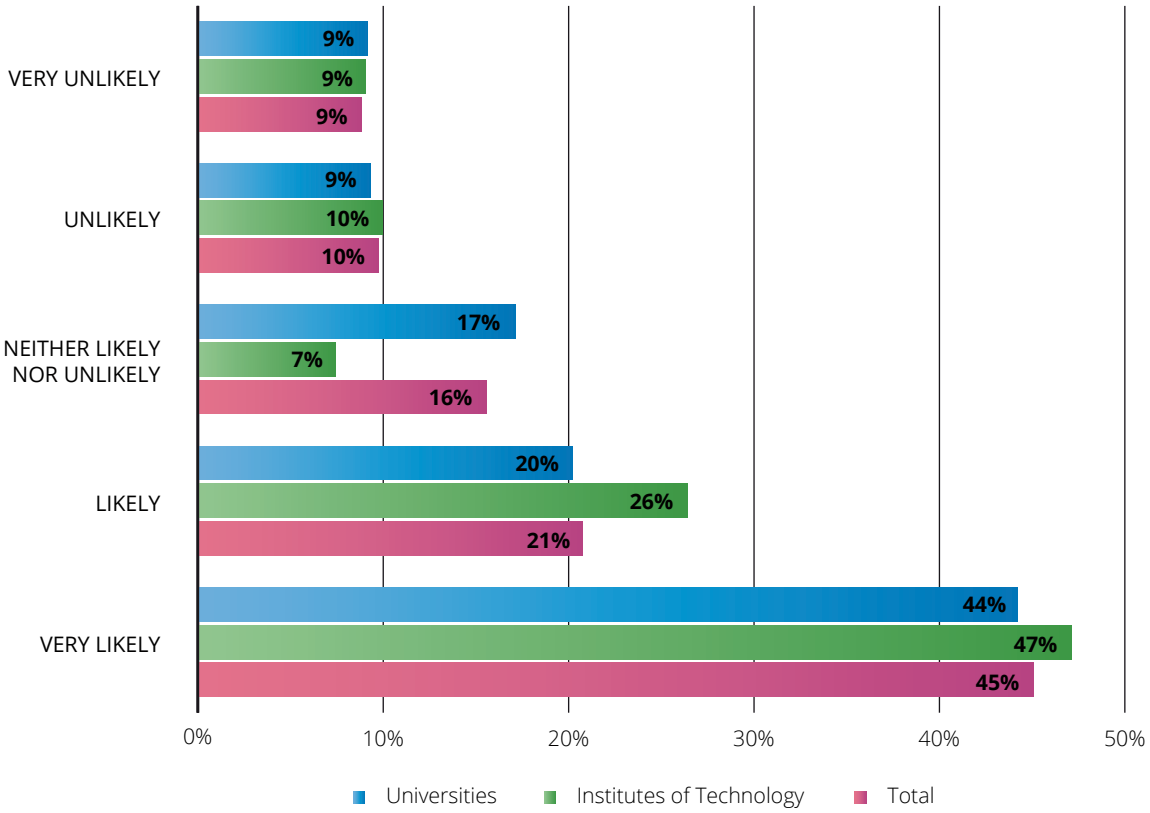
Table 6.7: Postgraduate Research Graduates Unemployed – Type of Other Activity

Activity	Total
Engaged in home duties	19%
Taking time out to travel	0%
Volunteering	0%
Retired	21%
Caring for a family member/other	7%
Not able to work due to illness or disability	0%
Unemployed and not seeking employment	8%
I'd prefer not to say	27%
Other	19%
Total	**100%**

Graduate Reflections

Graduates were asked how likely or unlikely it is that they would study the same course again. In total, 45% of postgraduate research degree graduates said that they were 'very likely' to study the same course again, with some variation noted across sector (see Figure 6.9). Furthermore, in total, 19% reported they were 'unlikely' or 'very unlikely' to study the course again.

Figure 6.9: Postgraduate Research Graduates – Study Same Course Again



Section 7: International Graduates

Section 7:
International Graduates

This section will consider 2018 international (non-Irish domiciled) graduates of programmes at honours degree level and above.

Graduate Population

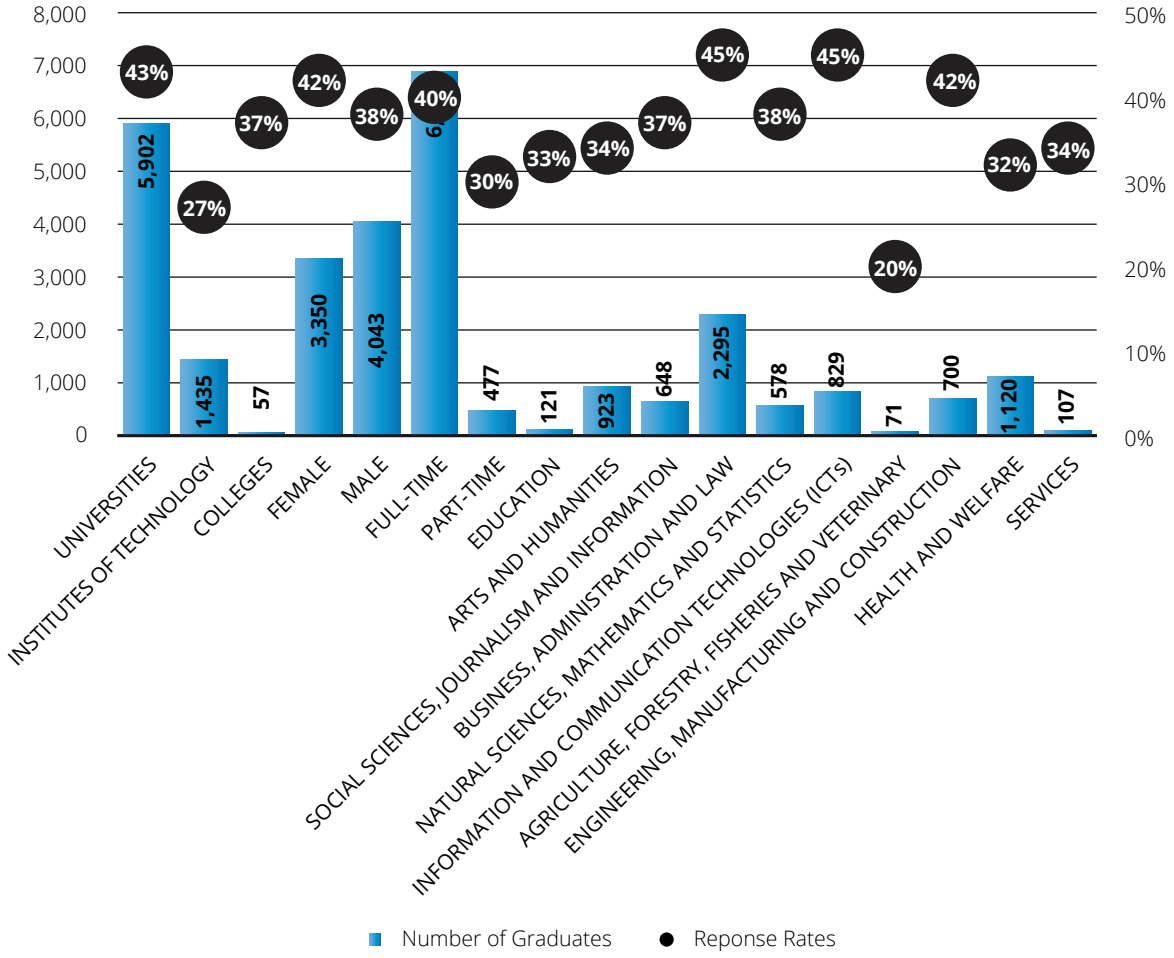
In 2018, 7,394 international students graduated at honours degree level and above (compared to 6,361 in 2017), with a response rate of 40% to the survey. The majority graduated from the universities (80%), with 19% from the institutes of technology and 1% from the colleges. It should be noted that due to low numbers in the college sector, these graduates are not reported on in detail throughout this chapter. Male graduates made up the majority (55%) of the international population. Survey response varied slightly by gender – with 42% of female and 38% of male graduates responding.

The majority of international graduates studied full-time (93%), with 6% part-time. Survey response rates varied by mode of study – with 40% of full-time and 30% of part-time graduates responding. The largest group of graduates came from Business, Administration and Law (31%), followed by Health and Welfare (15%).

Response rates varied by field of study with the highest response rate coming from Business, Administration and Law (45%) graduates and the lowest response rate from Agriculture, Forestry, Fisheries and Veterinary (20%) graduates.

Figure 7.1 gives overall population numbers and response rates for international graduates by sector, gender, mode of study and selected fields of study.

Figure 7.1: International Graduates – Population Size and Survey Response Rates



As noted previously, the responses were weighted according to institution, level of study and mode of study. The data presented in this section is weighted.

Main Graduate Destination

As shown in Figure 7.2, the majority (80%) of graduates were working or about to start a job. A total of 11% were engaged in further study, while 7% were unemployed and 2% were engaged in another type of activity. Of note, 75% of the 2017 graduate cohort were in employment and the same proportion were in further study (11%) and unemployed (7%), while a slightly higher proportion were engaged in 'other' activities (at 7%).

When comparing international graduates to the overall population, the same proportion are in employment (both 80%). International students are less likely to be in further study (11% compared to 13% among the overall population), more likely to report being unemployed (7% vs 2%) and slightly less likely to be engaged in an 'other' activity (4% vs 3%).

Figure 7.2: International Graduates – Most Important Activity

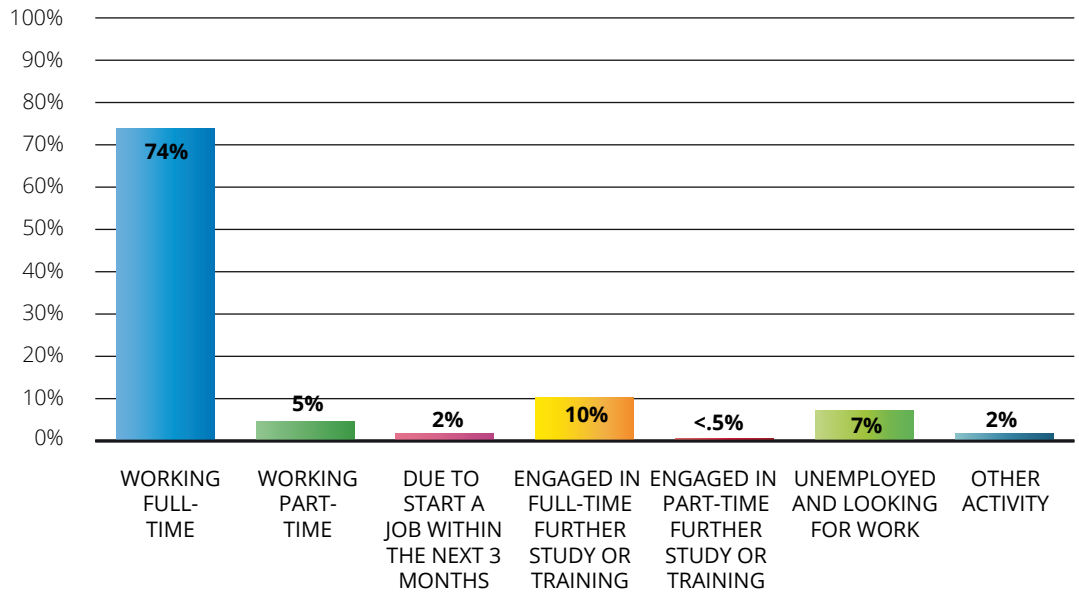
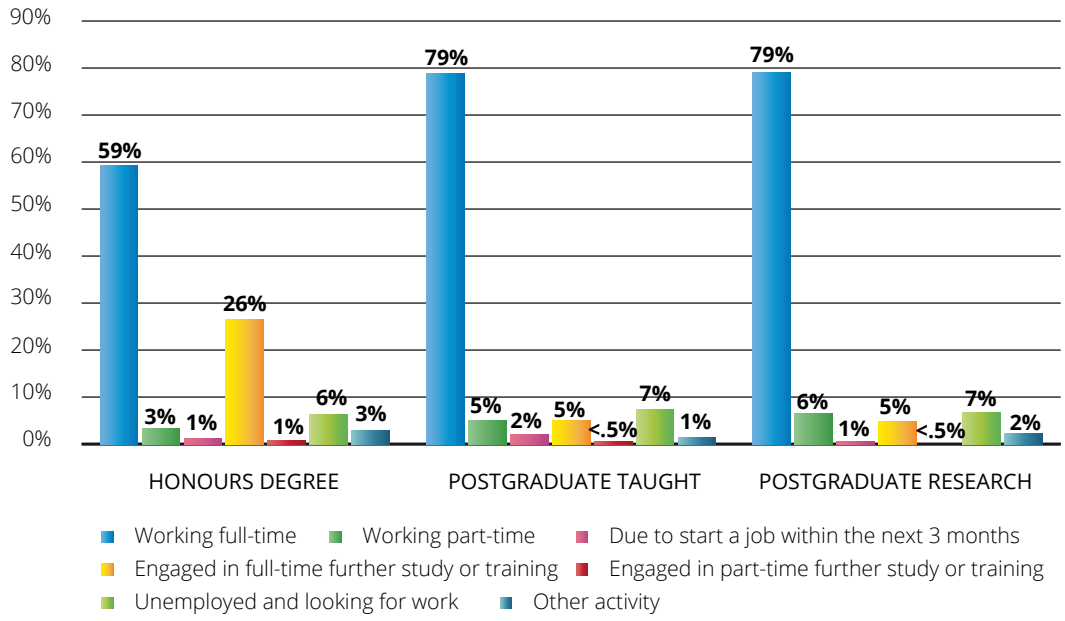


Figure 7.3 illustrates the most important activity for international graduates broken down by selected programme types. The findings show that employment rates increase with the level of study. A total of 64% of honours degree, 86% of postgraduate taught and 86% of postgraduate research international graduates were in employment or due to start a job. A total of 27% of honours degree, 5% of postgraduate taught and 5% of postgraduate research graduates were in further study. International postgraduate research and taught graduates were more likely to be unemployed than honours degree graduates (7% compared to 6% respectively).

Figure 7.3: International Graduates – Most Important Activity by Selected Programme Types



Considering the most important activity by gender, the findings indicate that there was little difference in the outcomes for male and female graduates. A total of 81% of male graduates were in employment or about to start a job compared to 79% of females. Slightly more females were engaged in further study (12%) than males (10%), nine months after graduation.

Employment

A total of 66% of international graduates in employment were employed in Ireland, with 34% working overseas. This figure is 54% for honours degree graduates, 69% for postgraduate taught graduates and 61% for postgraduate research graduates.

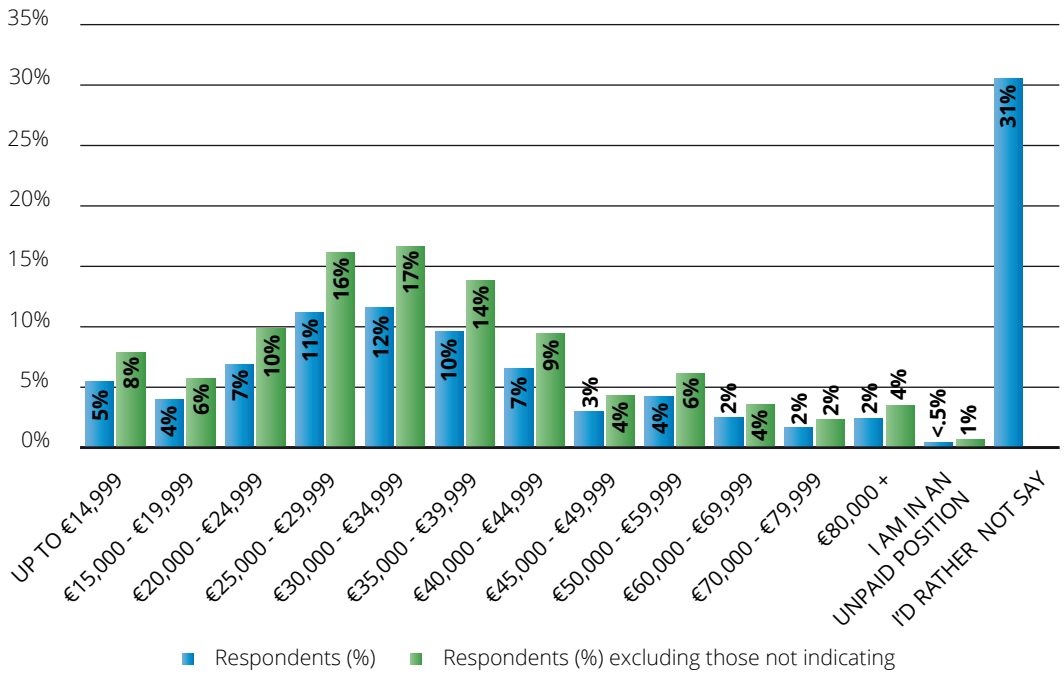
For all international graduates in employment the majority (64%) were employed in professional occupations, followed by associate professional and technical occupations (12%). After that, the next largest occupational groups were managers, directors and senior officials (6%) and sales and customer service occupations (6%).

In terms of sector of employment, the largest proportion of graduates were in professional, scientific and technical (19%), information and communication (16%) and financial, insurance and real estate (14%) roles.

Turning to employment and contract type, the vast majority of international graduates were employees (92%), followed by those on a graduate placement/internship (5%) and those who are self-employed/freelance (3%). Over half (59%) held a permanent or open-ended contract, while 35% were on fixed-term contracts and 6% were temporary employees.

International graduates were most likely to earn between €30,000 and €34,999, followed by €25,000 to €29,999. As shown in Figure 7.4, 31% of international graduates did not wish to indicate their salary in the survey.

Figure 7.4: International Graduates – Salary



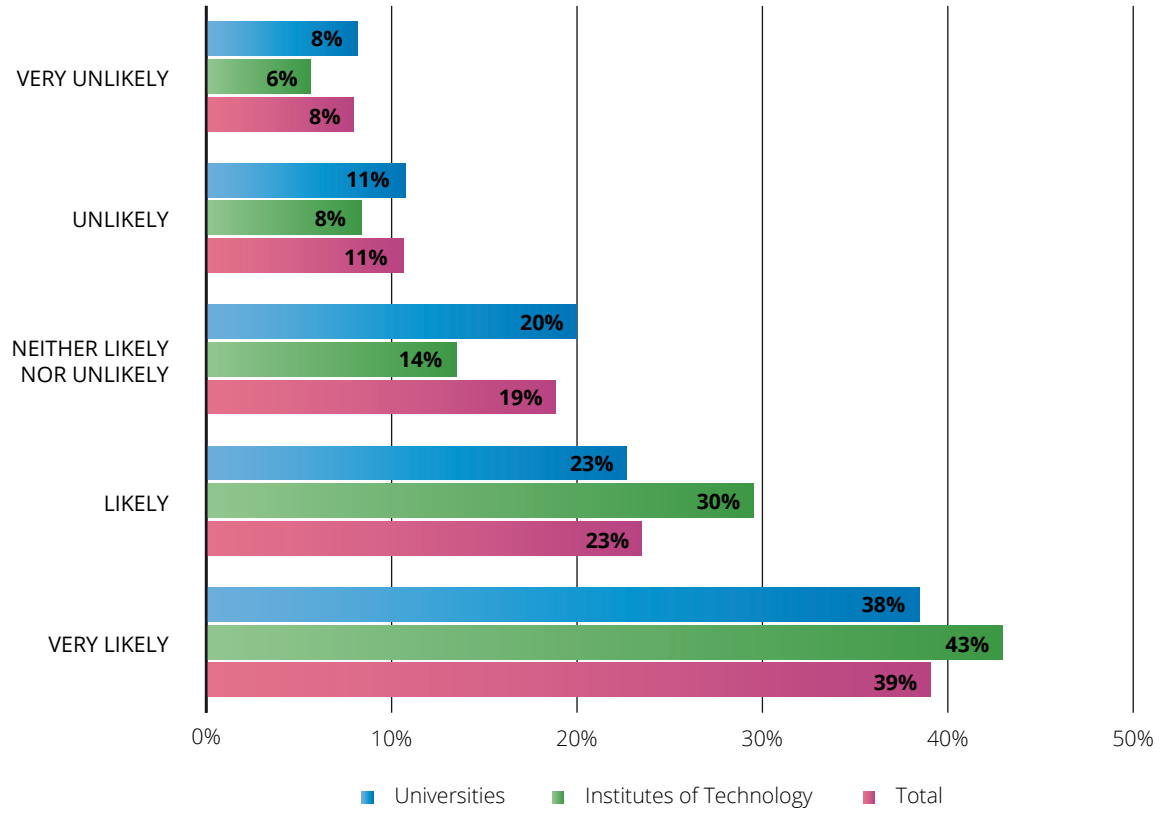
Further Study

As already noted, 11% of international graduates went on to further study, and 57% of these were in further study in Ireland, with the remainder (43%) studying overseas. When asked why they had engaged in further study, the largest group (23%) indicated that it was in order to change or improve career options. In total, 17% indicated that it was in order to develop a broader or more specialist range of skills or knowledge, while a further 17% engaged in further study because they were interested in the content of the course.

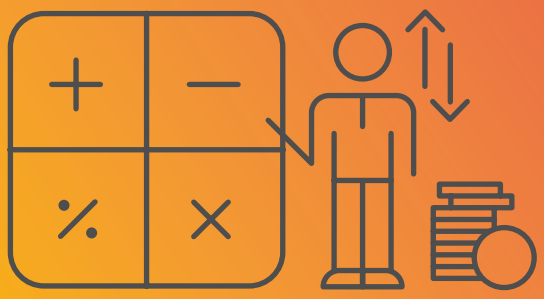
Graduate Reflections

International graduates were generally satisfied with their course. In total, 63% of international graduates reported being 'very likely' or 'likely' to pursue the same course again and this increased to 72% among of institute of technology graduates. Figure 7.5 provides a breakdown of graduate reflections according to sector.

Figure 7.5: International Graduates – Study Same Course Again



Section 8: Graduate Salaries and Earnings Analysis



Section 8:
Graduate Salaries and Earnings Analysis

The following analysis looks at those who reported their main activity as working full-time and where salary data were provided. The total number of graduates in this dataset is 15,437 (11,272 graduates under 30 years of age, classified as younger graduates in the analysis). Results, including model results, presented are weighted to account for differing response rates by institute, NFQ level and mode of study. Results are split into results for all graduates in the dataset and results for younger graduates only (<30).

Firstly, results show mean predicted salaries by key characteristics before and after controls are used. 'Before controls' equates to raw mean salary, without accounting for any differences in characteristics between groups. 'After controls' equates to model predicted mean salary after all controls are used to attempt to explain the variation in earnings. The key characteristics chosen are institute type, gender, ISCED field of study, socio-economic background (based on Census small area deprivation index scores derived from student home address data), region of employment, NFQ level and Leaving Certificate points. The additional controls include NACE sector of employment, age (and age squared in the models for all graduates), a binary variable indicating if a 1st, 2.1 or equivalent grade was achieved, employment type, contract type and occupational group.[9]

The variation in earnings by gender, institute type and socio-economic background are also decomposed using Blinder-Oaxaca decomposition, with all of the above controls included. The analysis breaks down the difference in earnings into an explained portion and an unexplained portion. The explained portion captures differences in earnings due to the different characteristics of the groups in question, e.g. more NFQ level 10 graduates from universities than institutes of technology, more university graduates and non-disadvantaged graduates entered college with 500+ Leaving Certificate points, less university graduates from disadvantaged backgrounds and different field of study choices by gender, with more males in ICT and Engineering and less in Arts and Humanities. The unexplained portion (effectively the main model regression coefficient) includes the difference in returns to the same characteristics, e.g. males gain proportionately more from achieving a 1st/2.1, the returns for business graduates from non-disadvantaged backgrounds are greater than those from disadvantaged backgrounds and the socio-economic based earnings gap increases with age – returns to age are greater for students from less disadvantaged backgrounds. The unexplained portion should not be assumed to simply be discrimination since there are many factors not included in the models such as hours worked, earnings expectations and negotiation/bargaining skills. The analysis concludes with a look at student/graduate regional mobility by NUTS3 region.

Results – Predicted Earnings by Key Characteristics

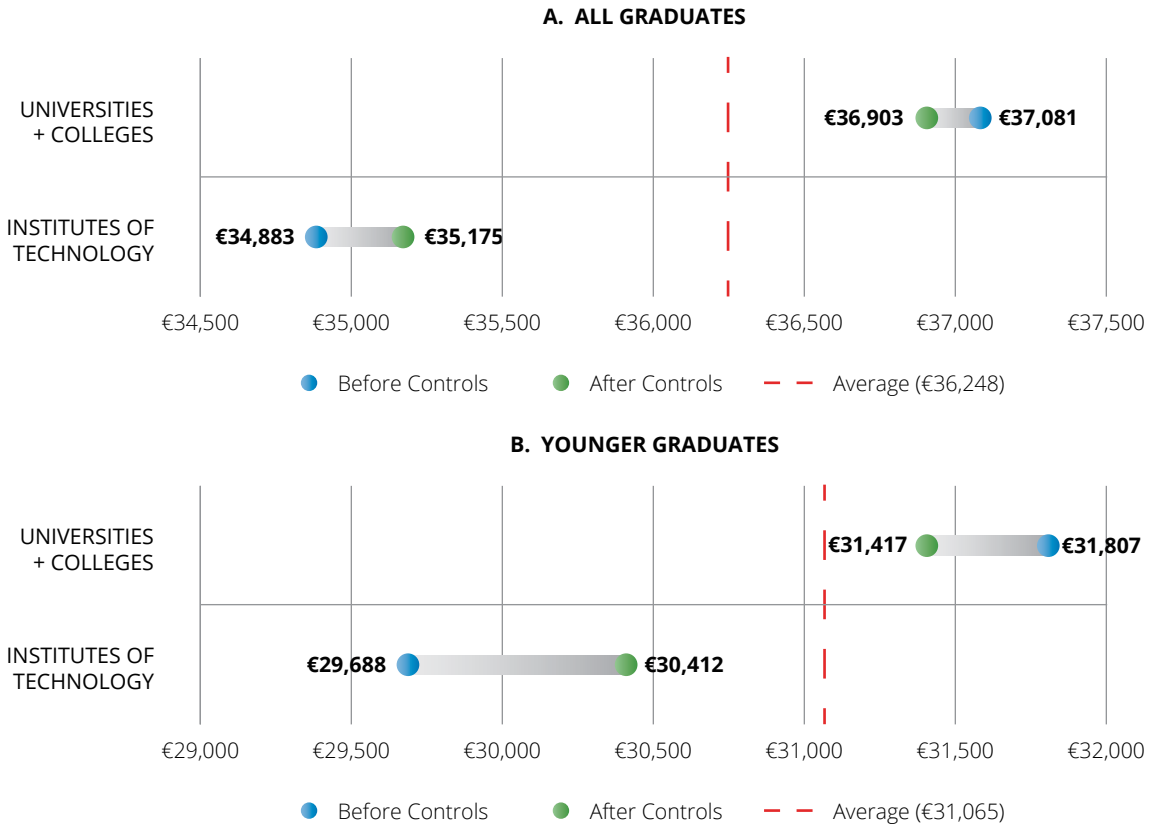
This section presents earnings broken down by institute type, gender, field of study, socio-economic background, region of employment, NFQ level and Leaving Certificate points.

9 Leaving Certificate Mathematics and English grades were tested in models, but these variables are strongly related to Leaving Certificate points and were excluded from final model specifications.

Earnings by Institute Type

As shown in Figure 8.1, university and college graduates earn more on average nine months after graduation than institute of technology graduates. The raw difference is almost €2,200 for all graduates and over €2,100 for younger graduates. However, after controlling for the different characteristics of graduates from both sectors, the difference for younger graduates reduces to just over €1,000. This €1,000 difference could be described as the premium, in initial labour market returns, associated with graduating from a university or college compared to graduating from an institute of technology, since the €1,000 difference remains after comparing like for like graduates from both sectors. This €1,000 difference is further reduced to €690 when detailed ISCED field of study is controlled for – comparing graduates from similar courses. A higher proportion of postgraduate graduates from universities, a higher proportion of entrants with over 500 Leaving Certificate points in universities and course availability by sector contribute largely to these sectoral differences overall.

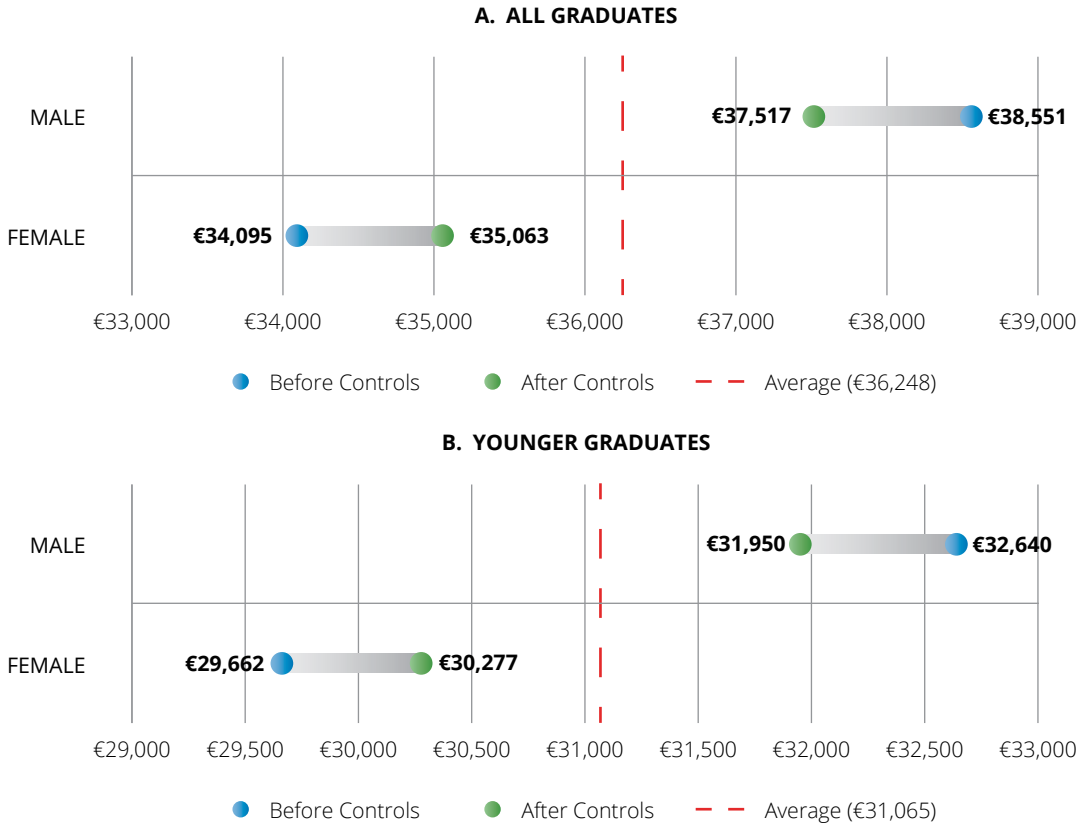
Figure 8.1: Mean Earnings by Institute Type



Earnings by Gender

As shown in Figure 8.2, the raw gender salary gap is almost €4,500 for all graduates and almost €3,000 for younger graduates. However, after controlling for the set of potential earnings determinants, the gap for all graduates is reduced to less than €2,500 and the gap for younger graduates is reduced to less than €1,700. The €1,700 gap is reduced further to less than €1,300 when detailed field of study and institute, rather than institute type, are controlled for. Blinder-Oaxaca decomposition, detailed in the next section, shows that field of study choices are a key factor in the gender salary gap but there are also differences in returns to the same characteristics and an unexplained gap remains after controlling for all available determinants in these models. Key factors such as hours worked, earnings expectations and negotiation skills are not included in this analysis. Therefore, it is not possible to isolate discrimination in this analysis, but the inclusion of a number of key determinants does go some way to explaining graduate salary differences by gender.

Figure 8.2: Mean Earnings by Gender

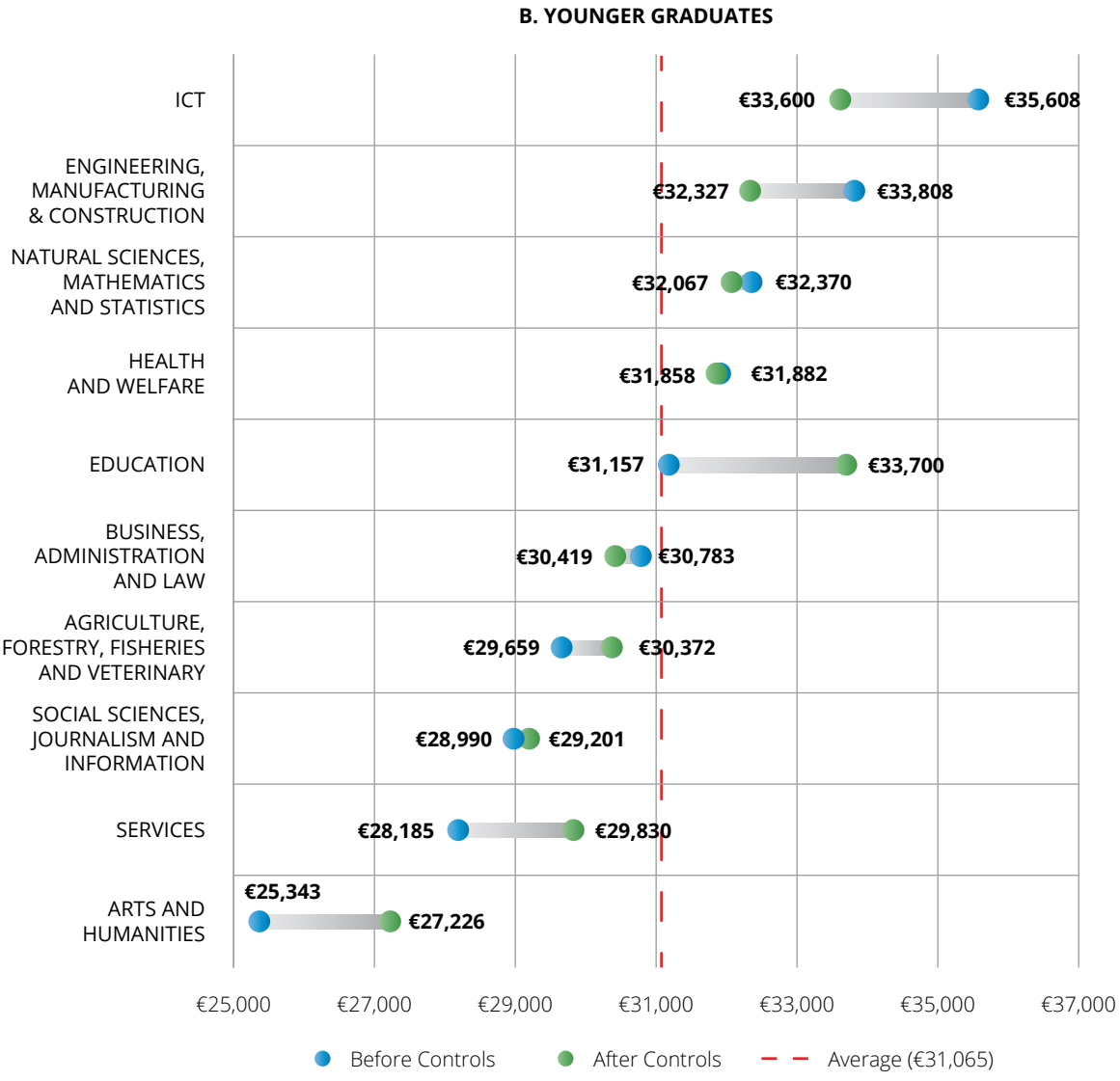


Earnings by ISCED Field of Study

Figure 8.3 presents the mean earnings of graduates by field of study. ICT graduates fare best in earnings terms in the labour market nine months after graduation. Younger graduates from ICT earn an average of €35,608 compared to the overall younger graduate average of €31,065. Younger graduates from the Engineering, Science/Mathematics/Statistics, Health & Welfare and Education fields also earn above the average nine months after graduation. Arts & Humanities graduates earn

the least nine months after graduation, younger graduates from this field earn €25,343 on average. Even after controlling for the set of earnings determinants and comparing like for like graduates, Arts & Humanities still earn less than graduates from other fields. Younger graduates from the Education field of study, although earning above the average, have been overtaken based on these data by graduates from ICT, Engineering, Science/Mathematics/Statistics and Health & Welfare – when compared to analyses in previous years. After controlling for the set of earnings determinants and comparing like for like graduates, younger graduates from the Education field are predicted to earn more than graduates from other fields. Field of study is a key factor in explaining earnings differences by other factors such as gender, institute type and NFQ level. For instance, the prevalence of Arts & Humanities courses at level 8, with a high proportion of female graduates, contributes to lower mean earnings for these groups. The highest earning younger graduates nine months after graduation, based on detailed field of study, are those from Dental Studies courses. Other higher earning groups by detailed field of study include those from: Mathematics & Statistics, Chemical Engineering, Medicine, ICT (detailed group) and Engineering (detailed group).

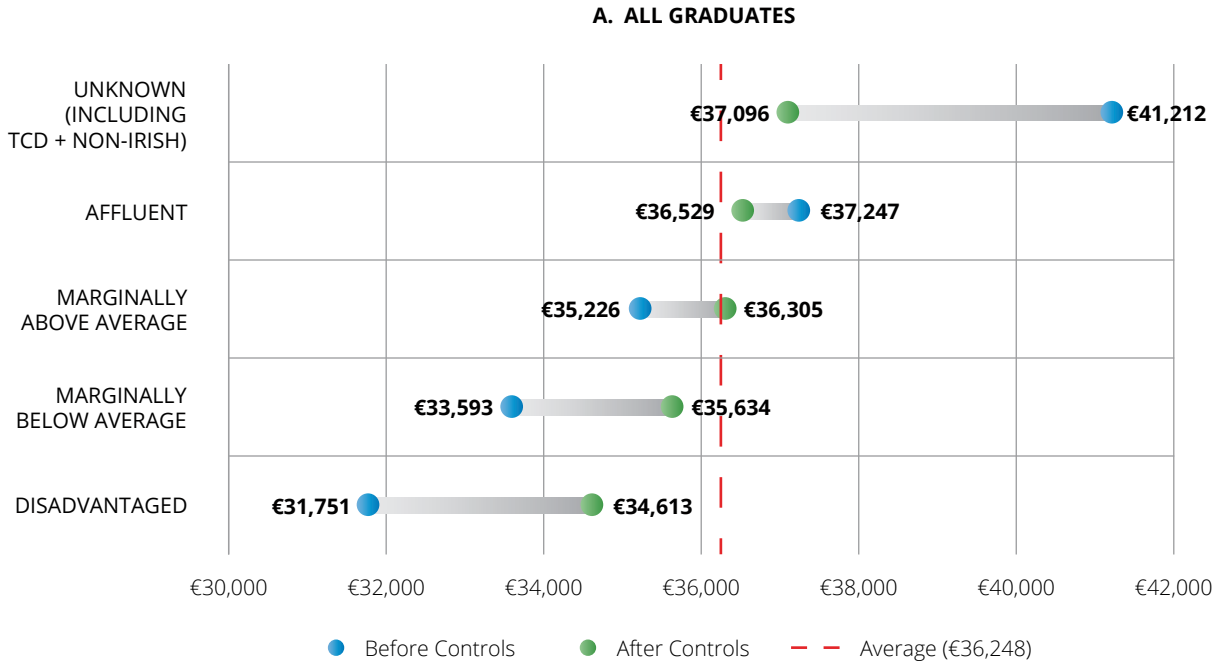
Figure 8.3: Mean Earnings by ISCED Field of Study

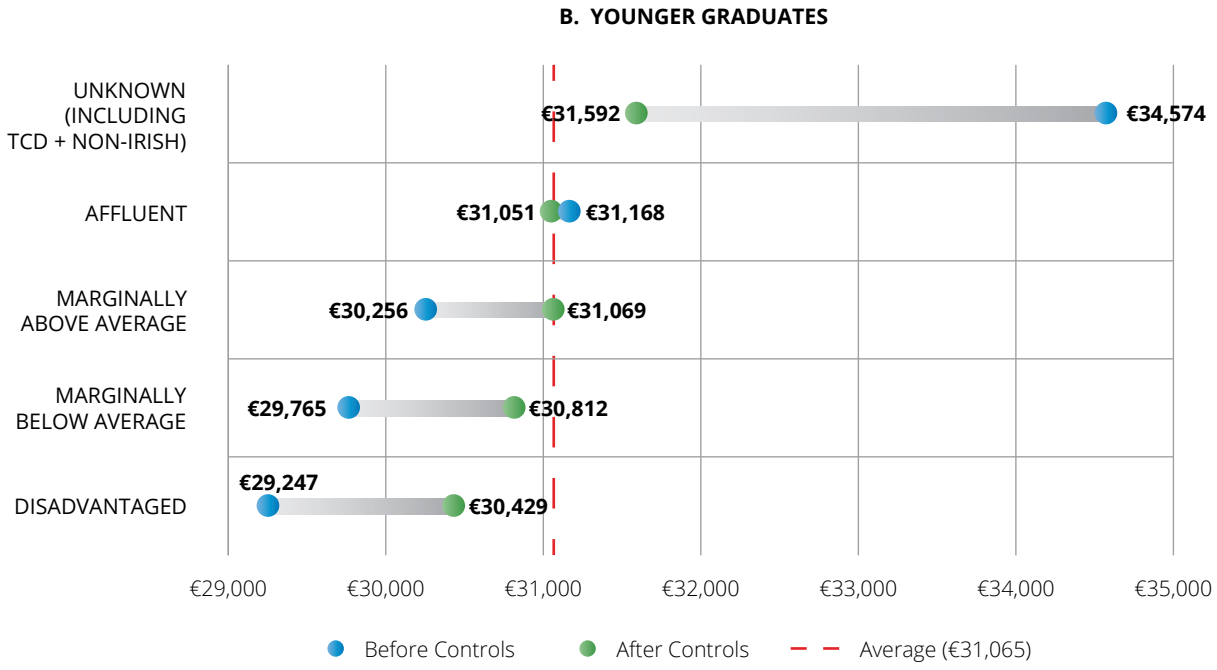

B. YOUNGER GRADUATES
ICT
ENGINEERING, MANUFACTURING & CONSTRUCTION
NATURAL SCIENCES, MATHEMATICS AND STATISTICS
HEALTH AND WELFARE
EDUCATION
BUSINESS, ADMINISTRATION AND LAW
AGRICULTURE, FORESTRY, FISHERIES AND VETERINARY
SOCIAL SCIENCES, JOURNALISM AND INFORMATION
SERVICES
ARTS AND HUMANITIES
€33,600
€35,608
€32,327
€33,808
€32,067
€32,370
€31,858
€31,882
€31,157
€33,700
€30,419
€30,783
€29,659
€30,372
€28,990
€29,201
€28,185
€29,830
€25,343
€27,226
€25,000
€27,000
€29,000
€31,000
€33,000
€35,000
€37,000
Before Controls
After Controls
Average (€31,065)

Earnings by Socio-Economic Background

Socio-economic background, as shown in Figure 8.4, is based on the Census small area a graduate comes from, derived from their home address. The unknown group includes all graduates from Trinity College Dublin and all non-Irish graduates in the dataset, since no home address, within Ireland in the case of international graduates, is available for these graduates. Excluding the unknown group, those from affluent areas earn the most nine months after graduation and those from disadvantaged areas earn the least. The gap between these two groups is almost €5,500 for all graduates and nearly €2,000 for younger graduates. However, after controlling for the set of earnings determinants and comparing like for like graduates, the gap is reduced to less than €2,000 for all graduates and just over €600 for younger graduates. As detailed in the Blinder-Oaxaca decomposition in the next section, over two-thirds of the difference for younger graduates, when comparing disadvantaged graduates to others, is accounted for by different characteristics of these groups, particularly a lower proportion of disadvantaged graduates from universities and lower entry Leaving Certificate points for disadvantaged entrants on average. However, even after controlling down to detailed field of study and institute, rather than institute type, graduates from disadvantaged backgrounds earn less after graduation than others, albeit the gap is much reduced.

Figure 8.4: Mean Earnings by Socio-Economic Background





Earnings by Region of Employment

Figures 8.5 and 8.6 present the mean earnings by region of employment for all graduates and younger graduates. As expected, graduates working in the Dublin region nine months after graduation earn more than graduates working elsewhere in the Country. Graduates working in the border and west regions (and younger graduates in the south-east) earn less than those in other regions. Younger graduates working in other countries earn more than graduates working in any region in Ireland, including Dublin, on average. This group includes a large proportion of the postgraduate international graduates that came to Ireland to study.

Figure 8.5: Mean Earnings by Region of Employment, All Graduates

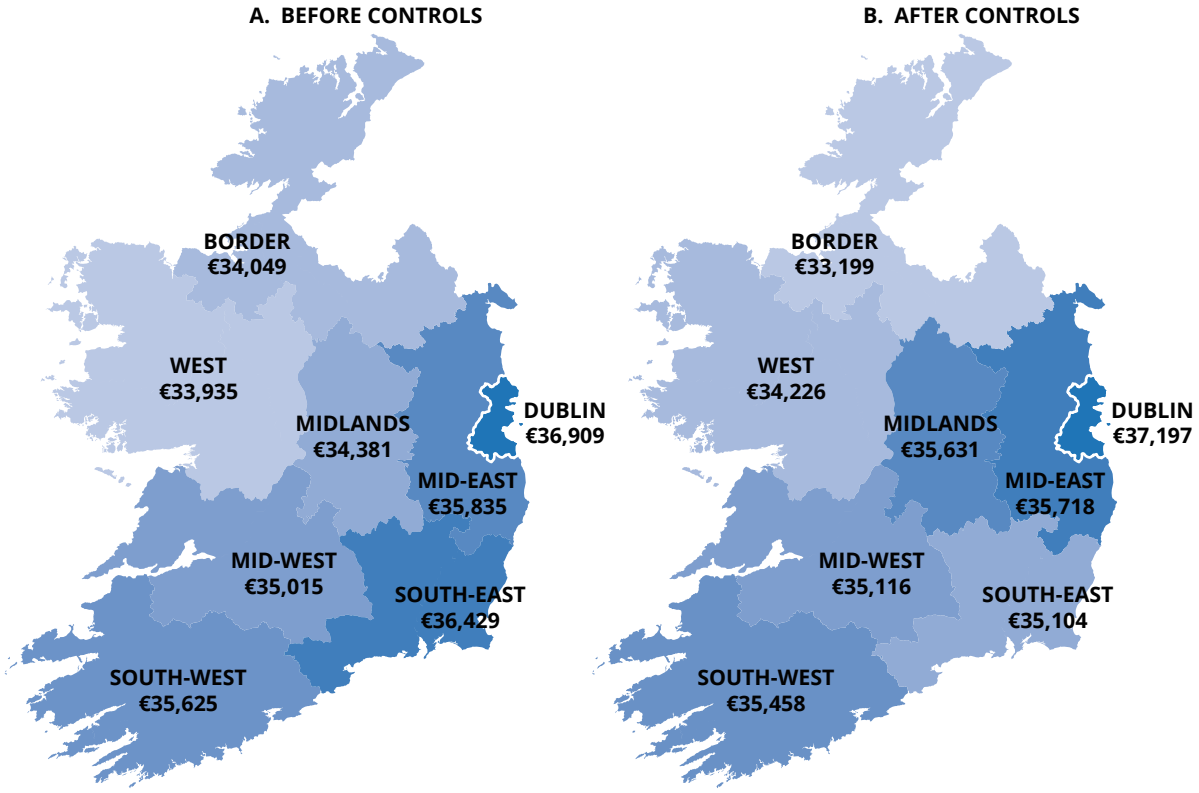
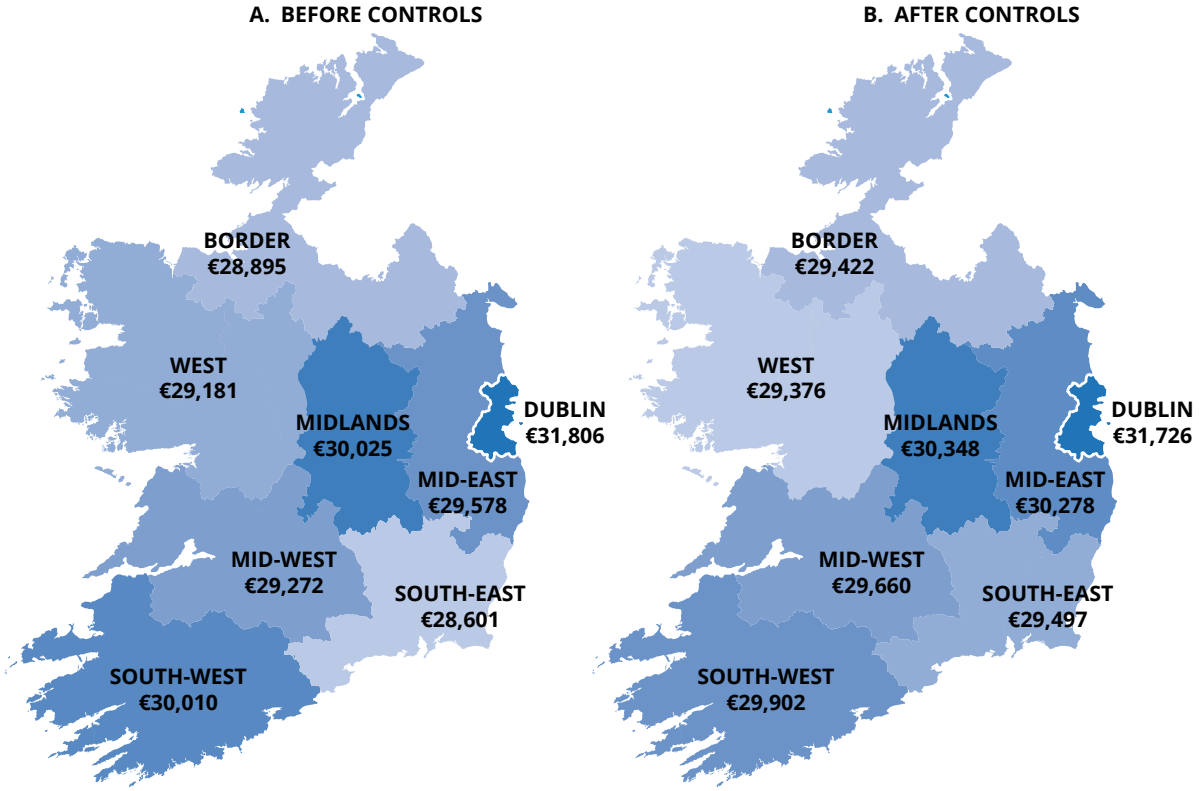


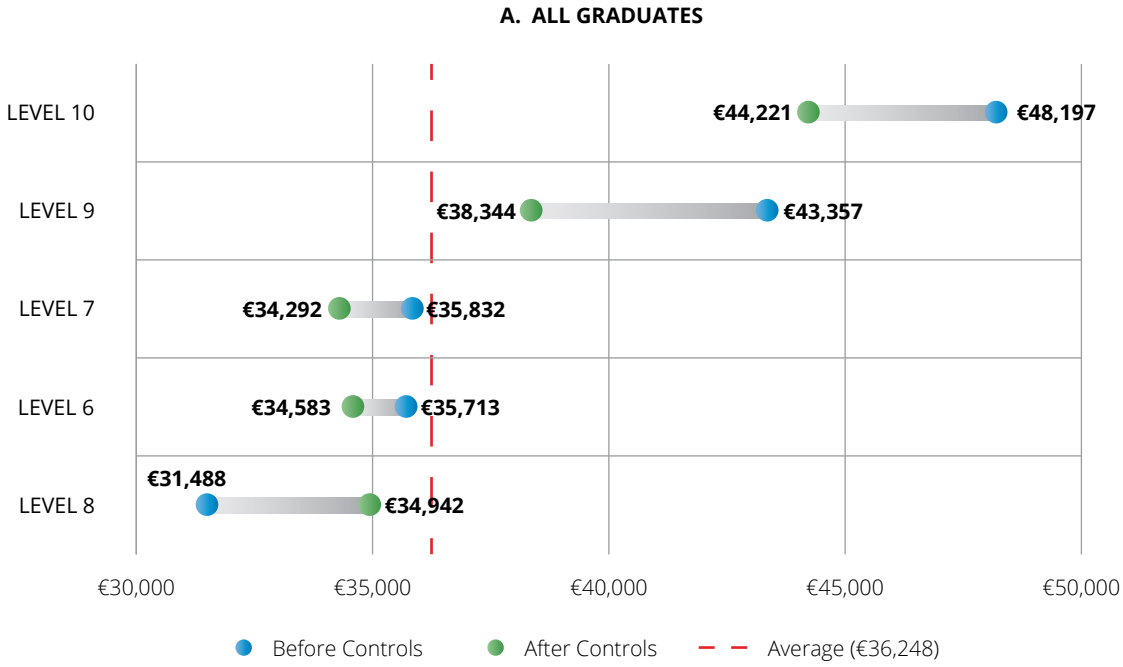
Figure 8.6: Mean Earnings by Region of Employment, Younger Graduates

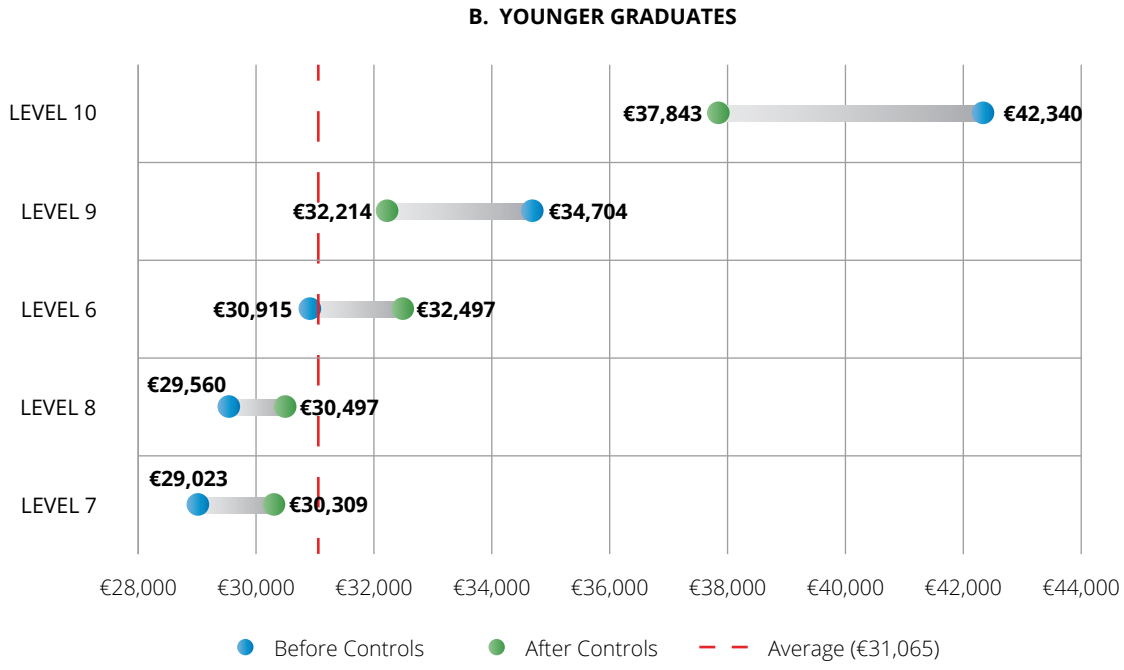


Earnings by NFQ Level

As shown in Figure 8.7, Masters and PhD graduates (NFQ levels 9 and 10) earn more on average than undergraduate graduates at level 6, 7 and 8. For younger graduates, the labour market premium for attaining a masters over a level 8 degree is over €5,000 nine months after graduation. For a PhD, the average premium over a level 8 degree is closer to €13,000. However, when like for like graduates are compared, these premia fall to just over €1,700 and less than €7,400 respectively. Based on the above analysis, with the full set of controls, younger graduates at level 6 earn more than graduates at level 8. However, when detailed field of study and institute, rather than institute type, are controlled for, level 8 graduates are expected to earn more than level 6 graduates. A higher proportion of level 8 graduates from lower earnings potential fields in arts & humanities accounts partly for this.

Figure 8.7: Mean Earnings by NFQ Level

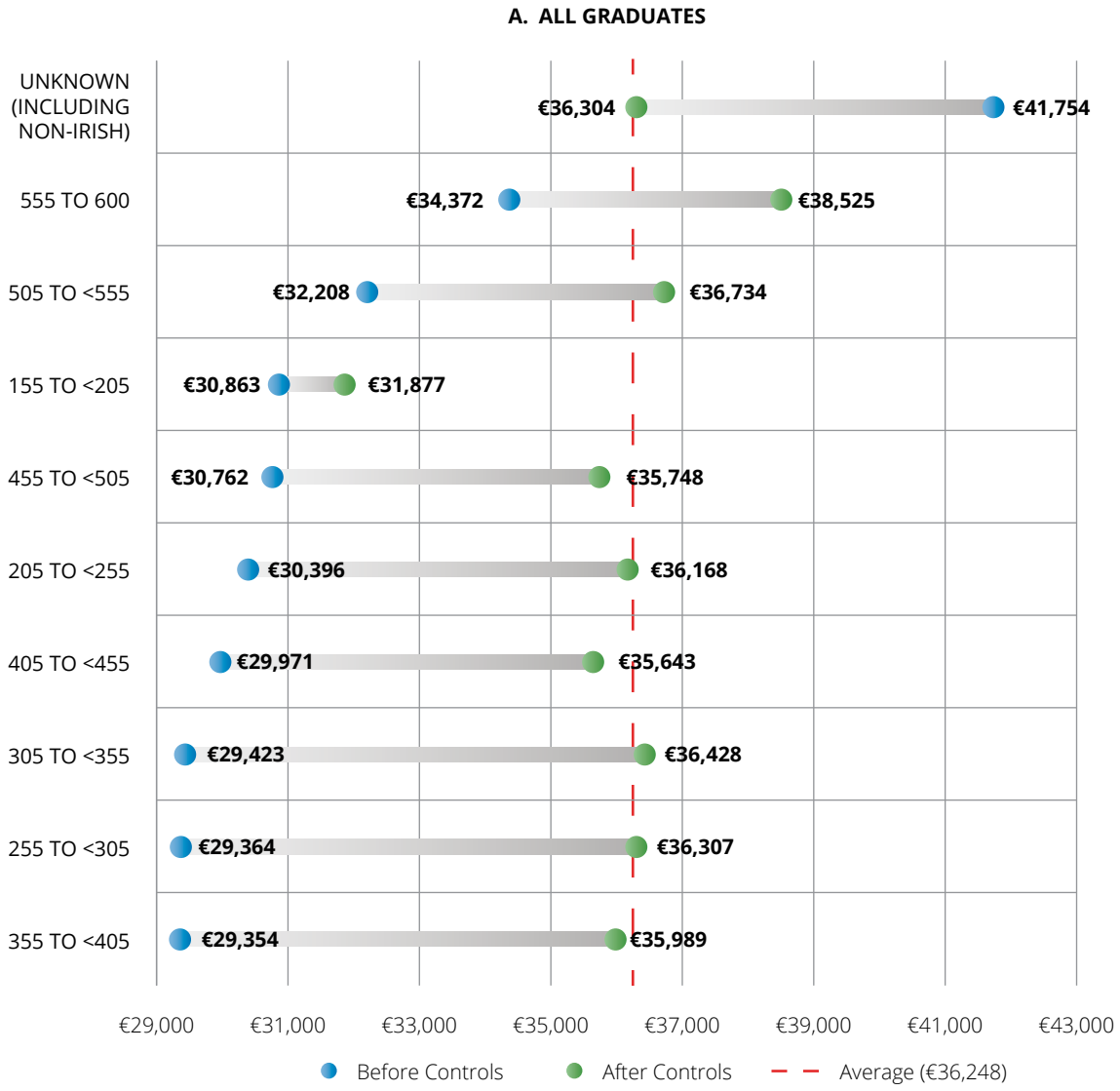




Earnings by Leaving Certificate Points

Figure 8.8 illustrates graduate mean earnings by Leaving Certificate Points. The unknown group in the Leaving Certificate points categories above include all non-Irish graduates in the analysis and those with no Leaving Certificate points recorded. Excluding the unknown group, graduates that entered college initially with over 500 Leaving Certificate points are shown to be the highest earners nine months after graduation. This holds true even after controlling for the set of earnings determinants and comparing like for like graduates, including when controlling down to detailed field of study level and by institute, rather than institute type. The peculiar finding that graduates who initially entered with between 355-400 Leaving Certificate points are the lowest earners is partly due to the large proportion of graduates from the arts & humanities field in this group. The analysis overall shows that Leaving Certificate points are a strong predictor of labour market earnings.

Figure 8.8: Mean Earnings by Leaving Certificate Points



B. YOUNGER GRADUATES

Decomposition Analysis of Earnings Differences by Gender, Institute Type and Socio-Economic Background

The analysis shown in Tables 8.1, 8.2 and 8.3 use Blinder-Oaxaca decomposition to break the earnings differences by gender, institute type and socio-economic background into the explained portion and the unexplained portion.[10] The explained portion is the portion that is accounted for by the differences in characteristics between the groups, i.e. the reduction in the difference when all controls are introduced. The remaining unexplained difference includes the difference in returns to the same characteristics. Not all factors can be controlled for in the models, which accounts for part of the unexplained difference – the unexplained difference should not be assumed to be discrimination, although this may account for part of the unexplained portion.

Table 8.1: Decomposition of Earnings Differences by Gender

Group	Before Controls	After Controls
Males Mean	€32,640	€31,950
Females Mean	€29,662	€30,277
Difference	€2,978	€1,673
Portion	**Amount**	**%**
Explained Difference	€1,305	44%
Unexplained Difference	€1,673	56%

44% of the difference in earnings for younger graduates by gender is explained by the differences in characteristics by gender. The detailed decomposition results[11] show that the main contributing factor to the explained difference is field of study differences, with more male graduates from Engineering and ICT (higher earning fields) and less from Arts & Humanities (lower earning field). The gap is somewhat tempered by more females from Education and Health & Welfare, which are relatively high earning fields. Other contributing factors to the explained difference include permanent contracts (proportionately more males, higher earning than temp contracts) and the ICT NACE sector of employment (more males, relatively high earning sector). The 56% unexplained difference includes different rates of return to the same characteristics. The main contributing factors to the unexplained difference include higher rates of return for males working in other countries and higher rates of return for males that achieved a 1st or 2.1 compared to females that achieved a 1st or 2.1.

The main contributing factors to the 53% explained difference in earnings for younger graduates by institute type are: Education field of study (more university/college graduates, higher earning), NFQ level 10 (greater numbers in universities, higher earning), more university graduates working in Dublin and other countries (higher earning), more university graduates working in professional occupations (higher earning), unknown socio-economic background (mainly TCD graduates and international graduates in universities, relatively high earning) and Leaving Certificate points over 500 (concentrated in universities/colleges, high earning). The gap is tempered by gender (higher

10 Twofold pooled Blinder-Oaxaca decomposition models are used. Analysis is presented for younger graduates only.

11 Only statistically significant results with relatively large coefficients from the detailed decomposition analyses are discussed.

proportion of males in institutes of technology, higher earning on average), the engineering field of study (large numbers in institutes of technology, higher earning on average) and the arts and humanities field of study (large numbers in universities, lower earning on average). Better rates of return for university graduates in the Financial and ICT NACE sectors of employment contribute to the unexplained difference.

Table 8.2: Decomposition of Earnings Differences by Institute Type

Group	Before Controls	After Controls
Universities + Colleges Mean	€31,807	€31,417
Institutes of Technology Mean	€29,688	€30,412
Difference	€2,119	€1,005
Portion	**Amount**	**%**
Explained Difference	€1,113	53%
Unexplained Difference	€1,005	47%

Over two-thirds of the difference in earnings by socio-economic background can be explained by the difference in characteristics of graduates from disadvantaged backgrounds compared to other graduates (see Table 8.3). The main contributing factors to the 68% explained difference in earnings for younger graduates by socio-economic background are: fewer disadvantaged graduates from universities, proportionately fewer disadvantaged graduates working in professional occupations and fewer disadvantaged graduates who achieved over 550 points in the Leaving Certificate. The main contributing factors to the unexplained 32% difference include: better rates of return with age for non-disadvantaged graduates and better rates of return for non-disadvantaged graduates from the business field of study.

Table 8.3: Decomposition of Earnings Differences by Socio-Economic Background

Group	Before Controls	After Controls
Not Disadvantaged Mean	€31,200	€31,108
Disadvantaged Mean	€29,247	€30,477
Difference	€1,953	€632
Portion	**Amount**	**%**
Explained Difference	€1,321	68%
Unexplained Difference	€632	32%

Regional Mobility

Table 8.4 shows that 83% of higher education students from Dublin attended college in Dublin. 76% of higher education students from the South-West attended college in the south-west. Since there is only one higher education institution in the midlands, only 15% of students from the area attended college in the midlands. 64% of students from other countries that came to study in Ireland attended college in Dublin. 68% of all students that attended college in Dublin were working in Dublin nine months after graduation. 9% of all graduates **in this dataset** were working in other countries nine months after graduation.

Table 8.4: Regional Mobility of Students/Graduates, All Graduates

Read Across Rows	Institute Region							
Home Region	Border	Dublin	Mid-East	Midlands	Mid-West	South-East	South-West	West
Border	23%	41%	17%	1%	4%	2%	2%	10%
Dublin	1%	83%	9%	0%	1%	2%	2%	1%
Mid-East	1%	57%	26%	1%	2%	8%	3%	2%
Midlands	3%	37%	13%	15%	12%	11%	4%	8%
Mid-West	1%	14%	2%	1%	52%	7%	17%	6%
Other Countries	1%	64%	5%	2%	7%	3%	9%	9%
South-East	1%	32%	5%	1%	7%	36%	16%	2%
South-West	1%	9%	2%	0%	9%	2%	76%	1%
Unknown Ireland	0%	40%	20%	0%	0%	0%	40%	0%
West	5%	24%	4%	6%	14%	2%	3%	42%
Total	**3%**	**45%**	**9%**	**2%**	**11%**	**7%**	**18%**	**7%**

Read Across Rows	Employment Region									
Institute Region	Border	Dublin	Mid-East	Midlands	Mid-West	Other Countries	South-East	South-West	Unknown Ireland	West
Border	41%	18%	6%	5%	3%	11%	3%	3%	0%	10%
Dublin	2%	68%	7%	2%	2%	11%	2%	2%	3%	2%
Mid-East	5%	47%	27%	4%	1%	7%	3%	3%	0%	2%
Midlands	4%	15%	5%	39%	4%	11%	3%	2%	0%	17%
Mid-West	1%	17%	3%	4%	44%	9%	3%	13%	0%	7%
South-East	1%	16%	28%	3%	9%	3%	34%	4%	0%	1%
South-West	1%	16%	1%	1%	6%	6%	3%	62%	3%	1%
West	5%	20%	3%	4%	7%	9%	1%	4%	0%	47%
Total	**3%**	**43%**	**8%**	**3%**	**8%**	**9%**	**5%**	**14%**	**2%**	**6%**

Read Across Rows	Employment Region									
Home Region	Border	Dublin	Mid-East	Midlands	Mid-West	Other Countries	South-East	South-West	Unknown Ireland	West
Border	36%	35%	8%	2%	2%	8%	1%	2%	1%	6%
Dublin	0%	84%	4%	0%	1%	6%	0%	1%	2%	1%
Mid-East	1%	53%	32%	2%	1%	7%	1%	1%	1%	1%
Midlands	1%	32%	12%	34%	5%	6%	3%	2%	1%	5%
Mid-West	0%	19%	2%	1%	53%	6%	3%	11%	1%	4%
Other Countries	1%	40%	3%	1%	3%	31%	1%	9%	6%	4%
South-East	0%	29%	7%	1%	5%	5%	42%	8%	1%	1%
South-West	0%	15%	1%	0%	4%	6%	1%	68%	3%	1%
Unknown Ireland	40%	40%	0%	0%	0%	0%	0%	20%	0%	0%
West	2%	24%	4%	5%	4%	7%	1%	3%	1%	49%
Total	**3%**	**43%**	**8%**	**3%**	**8%**	**9%**	**5%**	**14%**	**2%**	**6%**

Table 8.5 shows a very similar picture for younger graduates (under 30). 10% of younger graduates **in this dataset** were working in other countries nine months after graduation. This figure is 13% for graduates that attended college in the border region and 12% for graduates that attended college in the midlands region. 29% of all graduates that came to study in Ireland from other countries were working outside of Ireland nine months after graduation, but 43% were working in Dublin and 8% were working in the South-West. As expected, Dublin attracts large proportions of graduates from other regions into employment post-graduation, e.g. 41% from the border region and 36% from the midlands.

Table 8.5: Regional Mobility of Students/Graduates, Younger Graduates

Read Across Rows	Institute Region							
Home Region	Border	Dublin	Mid-East	Midlands	Mid-West	South-East	South-West	West
Border	17%	45%	19%	1%	5%	1%	2%	12%
Dublin	0%	87%	9%	0%	1%	1%	1%	1%
Mid-East	1%	58%	28%	1%	2%	5%	2%	2%
Midlands	2%	39%	12%	14%	14%	7%	3%	9%
Mid-West	0%	14%	1%	1%	53%	5%	19%	6%
Other Countries	1%	67%	5%	2%	6%	2%	8%	8%
South-East	1%	37%	4%	1%	9%	28%	19%	2%
South-West	0%	9%	1%	0%	11%	1%	76%	1%
Unknown Ireland	0%	40%	20%	0%	0%	0%	40%	0%
West	4%	26%	4%	7%	14%	2%	3%	41%
Total	**2%**	**46%**	**9%**	**2%**	**11%**	**5%**	**18%**	**7%**

Read Across Rows	Employment Region									
Institute Region	Border	Dublin	Mid-East	Midlands	Mid-West	Other Countries	South-East	South-West	Unknown Ireland	West
Border	39%	22%	4%	6%	2%	13%	0%	1%	0%	12%
Dublin	1%	69%	6%	2%	2%	11%	2%	2%	3%	2%
Mid-East	6%	49%	28%	3%	1%	7%	2%	1%	0%	1%
Midlands	4%	16%	5%	39%	3%	12%	4%	1%	0%	16%
Mid-West	1%	19%	2%	4%	41%	10%	4%	13%	0%	7%
South-East	0%	19%	22%	3%	9%	5%	36%	5%	0%	1%
South-West	0%	16%	2%	1%	6%	7%	4%	60%	3%	1%
West	4%	21%	4%	4%	6%	10%	1%	4%	0%	46%
Total	**2%**	**44%**	**7%**	**3%**	**7%**	**10%**	**4%**	**14%**	**2%**	**6%**

Read Across Rows	Employment Region									
Home Region	Border	Dublin	Mid-East	Midlands	Mid-West	Other Countries	South-East	South-West	Unknown Ireland	West
Border	28%	41%	8%	3%	2%	8%	1%	2%	0%	7%
Dublin	0%	85%	3%	0%	1%	7%	1%	1%	2%	1%
Mid-East	1%	55%	29%	2%	1%	7%	1%	1%	1%	1%
Midlands	1%	36%	9%	31%	5%	8%	3%	2%	0%	5%
Mid-West	1%	22%	2%	1%	47%	7%	3%	12%	1%	4%
Other Countries	1%	43%	4%	1%	3%	29%	1%	8%	7%	4%
South-East	0%	35%	6%	1%	6%	6%	35%	9%	1%	2%
South-West	0%	18%	1%	0%	4%	7%	1%	63%	3%	2%
Unknown Ireland	40%	40%	0%	0%	0%	0%	0%	20%	0%	0%
West	2%	27%	4%	5%	4%	9%	1%	3%	1%	44%
Total	**2%**	**44%**	**7%**	**3%**	**7%**	**10%**	**4%**	**14%**	**2%**	**6%**

Section 9: Barriers to Employment and Further Study

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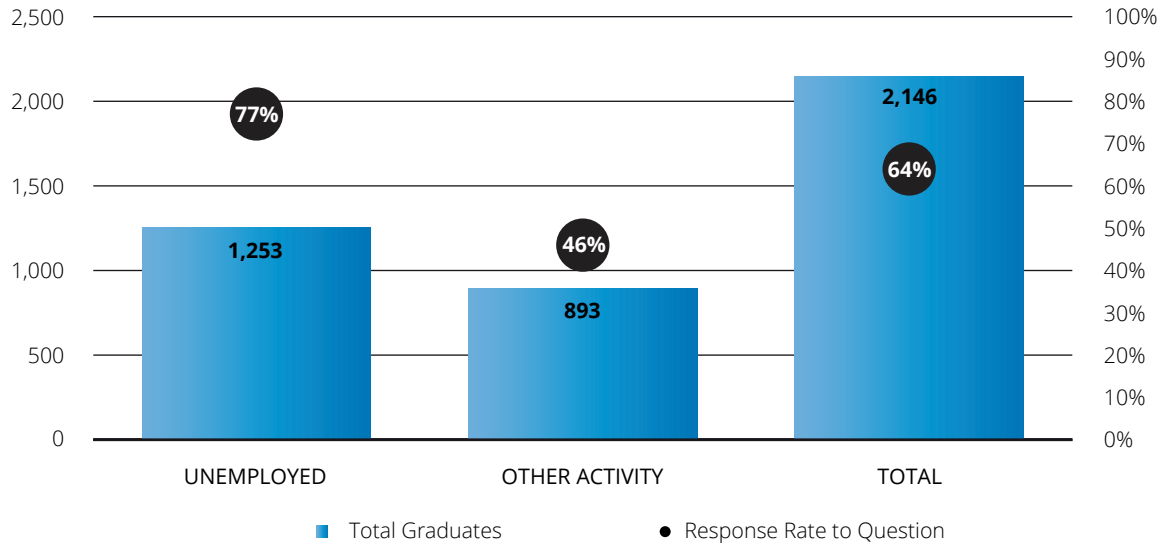
Barriers to Employment and Further Study

This section will consider 2018 graduate responses to whether they experienced barriers to employment or further study. While previous research has been conducted on the barriers to further education and training (e.g. Mooney and O'Rourke, 2017[12]), there has been less focus to date on the obstacles related to higher education in Ireland.

The questionnaire asked graduates who were unemployed or engaged in 'other' activities if they feel there are any particular barriers that prevent them from engaging in employment or further study. As previously described, in total, 4% of graduates were unemployed and looking for work and a further 3% were engaged in 'other' activities, nine months after graduation. The following section offers important insights into the qualitative reasons that graduates gave for not partaking in work or further study.

Please note that since this section is concerned with the analysis of qualitative responses, the data is unweighted. Figure 9.1 provides a summary of the total number of graduates and their response rates to the question. In total, 77% of unemployed graduates and 46% of those engaged in 'other' activities responded to the question on what barriers they faced in preventing them from engaging in employment or further study.

Figure 9.1: Unemployed/'Other' Activity Graduates and Response Rate to Barriers Question



12 See: Mooney, R. and O'Rourke, C. (2017) *Barriers to Further Education and Training with Particular Reference to Long Term Unemployed Persons and Other Vulnerable Individuals*. Solas, Amarach and European Union.

The open-ended responses to the barriers faced by unemployed graduates and those who are engaged in 'other' activities were firstly analysed using NVivo[13]. Following this, all responses were examined in detail to ascertain the main themes from the responses. The following themes emerged from the graduate responses:

- Dispositional factors (related to a graduate and their family),
- Social, economic and geographical factors (related to a graduate's socio-economic and geographic location),
- Organisational and course-related factors (related to a graduate's higher education institution or course).

The responses will now be examined in more detail.

Barriers for unemployed graduates

A wide variety of reasons were offered by unemployed graduates for not engaging in employment or further study.

As shown in Table 9.1, the most common barrier cited was a 'perceived lack of experience' and this was the case for 31% of unemployed graduates who offered one of the main responses, identified under the themes.

13 NVivo is a qualitative data analysis computer software package that has been designed for qualitative research, where deep levels of analysis on small or large volumes of data are required. For further information, see: https://www.qsrinternational.com/nvivo/home.

Table 9.1: Summary of Barriers Identified by Unemployed Graduates, 9 Months After Graduation

Main Themes Identified	% of total	% of main identified themes (excluding 'other')
Dispositional Factors (related to an individual and their family)		
Age	4%	6%
Disability/health (including mental health)	2%	3%
Low confidence/anxiety	1%	1%
Perceived lack of experience	19%	31%
Family reasons (including childcare)	3%	5%
Social, Economic and Geographical Factors		
Challenges associated with being an international graduate (e.g. Visa issues, language barriers, perceived discrimination)	6%	10%
Location	3%	5%
Competitive industry/lack of jobs/niche area	10%	17%
Financial reasons	4%	7%
Perceived social class/lack of networks/connections	1%	1%
Organisational and Course-related Factors	0%	1%
Lack of support/information/guidance	6%	10%
Course provided insufficient skills/training/preparation	1%	1%
Poor grade/exited with a lower level than expected		
Other	39%	
Examples include travelling, adjusting to a new country, perceived preferential treatment based on HEI, gender and race, waiting for the right opportunities, changing career paths, trying to set up own business/freelance career, not sure of the job wanted, perceived over- or under-qualification, lack of interest, focusing on portfolio work, strict requirements in job descriptions and getting no call backs.		
Total	**100%**	**100%**

Lack of Experience

Examples of graduate reflections on their perceived 'lack of experience' are offered below:

Despite your best efforts via placements, I still seem to be caught in the Catch-22 of 'not enough experience' and can't get work needed to gain experience.

Male, University, Honours Degree graduate of Information and Communication Technologies.

I feel that employers are looking for multiple years' experience in most advertised positions. Firms advertising 'graduate positions' are largely confined to Dublin.

Male, IoT, Honours Degree graduate of Engineering, Manufacturing & Construction.

A lot of the positions require previous experience in the field, being a student for so long makes it hard to integrate into the world of work.

Female, IoT, Masters Taught graduate of Natural Sciences, Mathematics & Statistics.

Competitive Jobs Industry

Approximately 17% of unemployed graduates indicated challenges associated with a 'competitive jobs industry' as a reason for their current situation, nine months after graduation. Examples of graduate responses are offered below:

Work available but not in my specific field.

Male, University, Masters Taught graduate of Health and Welfare.

[My field of work] is only seasonal work – hard to get work. Hard to build relationships. You need to research from the beginning of a semester for the end of the year time.

Female, IoT, Certificate graduate of Services.

Severe lack of academic (third level) jobs in Ireland for PhDs in [my field].

Male, University, Doctorate graduate of Arts and Humanities.

Opportunities within the industry are slim.

Male, University, Honours Degree graduate of Arts and Humanities.

Economic reasons and very elite pool.

Female, University, Honours Degree graduate of Arts and Humanities.

International Graduate

The challenges associated with being an 'international graduate' (e.g. visa issues, language barriers, perceived discrimination) were highlighted by approximately 10% of unemployed graduates. Examples of such responses are offered below:

[Because] I'm trying to find a job in Ireland and I'm Chinese, so the stamp visa may be one barrier. Oral English might be another.

Female, University, Masters Taught graduate of Business, Administration and Law.

Companies don't want to pay for visa.

Female, University, Masters Taught graduate of Information and Communication Technologies.

English Language skills.

Male, IoT, Honours Degree graduate of Services.

Had to wait on a visa.

Female, IoT, Masters Taught graduate of Natural Sciences, Mathematics and Statistics.

Language barrier for me to find a [field specific] job in Ireland.

Male, University, Doctorate graduate of Natural Sciences, Mathematics and Statistics.

Course provided insufficient skills, training or preparation

A further 10% of unemployed graduates indicated that their 'course provided insufficient skills/training/preparation'. Examples of such responses are offered below:

Did not qualify with [chosen course] as had to exit the Course with Bachelor Degree level 7 in [relevant field of study]. No support or ideas given by the college.

Female, University, Honours Degree graduate of Health and Welfare.

Do not feel properly prepared, skill-wise, to work in the [relevant] Industry.

Male, University, Honours Degree graduate of Information and Communication Technologies.

I would appreciate more support with drafting CVs and letters of interest from the Career Centre for alumni abroad (maybe a counsellor who could consult over email or Skype.)

Female, University, Masters Taught graduate of Social Sciences, Journalism and Information.

Lack of work placement during my course at [relevant institution].

Male, University, Masters Taught graduate of Social Sciences, Journalism and Information.

Soft skills were great, need more technical skills in the course.

Male, University, Honours Degree graduate of Business, Administration and Law.

Barriers for graduates engaged in 'other' activities

Similar themes were identified by graduates who were engaged in 'other' activities in terms of perceived barriers.

As shown in Table 9.2, the most common barrier cited was 'family reasons' (including childcare) and this was the case for 20% of unemployed graduates who offered one of the main responses, identified under the main themes.

Table 9.2: Summary of Barriers Identified by Graduates Engaged in 'Other' Activities, 9 Months After Graduation

Main Themes Identified	%	% of main identified themes (excluding 'other')
Dispositional Factors (related to an individual and their family)		
Age	5%	8%
Disability/health (including mental health)	7%	13%
Low confidence/anxiety	1%	1%
Perceived lack of experience	4%	8%
Family reasons (including childcare)	11%	20%
Social, Economic and Geographical Factors		
Challenges associated with being an international graduate (e.g. Visa issues, language barriers, perceived discrimination)	1%	2%
Location	1%	2%
Competitive industry/lack of jobs/niche area	5%	9%
Financial reasons	6%	10%
Perceived social class/lack of networks/connections	0%	1%
Organisational and Course-related Factors		
Course provided insufficient skills/training/preparation	4%	6%
Poor grade/exited with a lower level than expected	0%	1%
No Barriers Specified	10%	18%
Other	44%	
Examples include lack of flexibility from employers, unsure of what areas to work in, travel plans/schedule, taking a break/year out by choice and time.		
Total	**100%**	**100%**

Family Reasons

Examples of graduate reflections on 'family reasons' are offered below:

2 small children, 6 months and 2 years, no creche until child is 12 months old.

Female, IoT, Higher Diploma graduate of Information and Communication Technologies.

Assisting two dyslexic sons with junior and leaving certs.

Female, University, Masters Taught graduate of Social Science, Journalism and Information.

Balancing looking after children.

Female, College, Certificate graduate of Arts and Humanities.

Caring for parents with health complications.

Female, University, Masters Taught graduate of Education.

Just personal issues at the minute.

Male, University, Masters Taught graduate of Arts and Humanities.

My domestic situation/financial constraints and personal mental health difficulties.

Male, University, Honours Degree graduate of Engineering, Manufacturing and Construction.

Will start looking for work when the baby grows up a little bit more.

Female, IoT, Honours Degree graduate of Business, Administration and Law.

Young family and focusing on art.

Female, IoT, Ordinary Degree of Arts and Humanities.

No Barriers

A further 18% of these graduates indicated that there are 'no barriers' to work or further study. Instead, many indicated that not being engaged in work or further study was a personal choice or decision.

Health Reasons

Disability and health reasons were highlighted by approximately 13% of graduates who were engaged in 'other' activities. Some examples of their responses are provided below:

I am visually impaired; this is an obvious barrier for me obtaining employment. I am planning to pursue [further] study in the coming academic year.

Male, IoT, Honours Degree graduate of Arts and Humanities.

I had struggled with my mental health and was unable to work after receiving a new diagnosis. I am getting treatment and I am applying for [a] masters in 2019.

Male, IoT, Higher Diploma graduate of Arts and Humanities.

I have an illness that is not allowing me to physically take part in work.

Female, IoT, Higher Certificate graduate of Services.

My health stops me from working and money stops me from further education.

Female, University, Honours Degree graduate of Arts and Humanities.

My health is not as it used to be. I am fully aware mentally, but my physical performance is degenerating slowly and steadily. However, I would be able to work part time job remotely.

Male, IoT, Masters Taught graduate of Business, Administration and Law.

My speech is the biggest impediment. Can type and write. Stroke about 10 years.

Female, IoT, Honours Degree graduate of Arts and Humanities.

Presently undergoing treatment for breast cancer but hoping to return to full-time work in 12-15 months.

Female, IoT, Honours Degree graduate of Health and Welfare.

Stressed, disability, bipolar [...] relaxing.

Female, IoT, Ordinary Degree of Arts and Humanities.

Suffering from anxiety – that's why [I am] volunteering to build confidence.

Female, IoT, Honours Degree graduate of Arts and Humanities.

Financial Reasons

Approximately 10% of graduates involved in 'other' activities indicated 'financial' barriers to partaking in work or further study, and examples of their responses including the following:

> *No money to go on and do a masters.*
>
> Female, IoT, Honours Degree graduate of Arts and Humanities.

> *Not allowed to work because of the allowance.*
>
> Female, University, Higher Certificate graduate of Information and Communication Technologies.

> *Pay in Ireland is low to start off. I continued to work as a waitress until January then set off on my travels that will lead me to better quality of work in Australia.*
>
> Female, IoT, Ordinary Degree graduate of Health and Welfare.

> *High rent in Dublin*
>
> Male, University, Honours Degree graduate of Natural Sciences, Mathematics and Statistics.

> *Finances are a big barrier to further study. I live in a single-parent family and education which should be a right for everyone is very expensive. I had to take a year out of college in order to save...*
>
> Male, IoT, Honours Degree graduate of Agriculture, Forestry, Fisheries and Veterinary.

> *Financial. Am applying to [relevant HEI] for postgraduate scholarship programme.*
>
> Female, University, Honours Degree graduate of Arts and Humanities.

> *I would like to do a masters, but I don't have the money. With my disability it's hard to get a sympathetic employer.*
>
> Male, IoT, Honours Degree graduate of Arts and Humanities.

> *Unable to fund further study at the moment. I hope to in the near future.*
>
> Male, University, Honours degree graduate of Arts and Humanities.

> *University fees and distance to travel.*
>
> Male, IoT, Certificate graduate of Arts and Humanities.

This chapter has explored the perceived barriers of unemployed graduates and those engaged in 'other' activities. While several common themes emerged related to dispositional factors (e.g. age, disability, family reasons), social, economic and geographical factors (competitive jobs industry, location) as well as organisation and course level factors (e.g. provided insufficient skills/training/preparation, poor grade), the responses illustrate a wide variety of reasons for why graduates are not involved in work or further study, nine months after graduation. While the numbers are relatively small in this cohort, it is still valuable to analyse the qualitative data to ascertain why graduates of higher education are not actively engaged in work or further study, as this domain has been largely overlooked in an Irish context to date.

Appendices

Appendix 1:
Institution-Level Response Rates and Main Destination

Response Rates – Institution-Level Data

Individual institutional response rates are given in the tables below. The following should be noted when considering survey response rate and total data availability. An arrangement was put in place for graduates of level 8, 9 or 10 programmes who were engaged in further study within the same institution. In this instance, such graduates were contacted to participate in the survey, and despite attempts made on the part of the HEI, they did not respond to the survey. Therefore, administrative data is used to populate their return using the institution's academic or other records.

University Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population
University of Limerick	70%	70%	3,685
Trinity College Dublin	48%	51%	5,099
University College Cork	60%	67%	6,130
NUI Galway	52%	57%	4,901
University College Dublin	51%	51%	8,901
Dublin City University	45%	46%	4,036
Maynooth University	55%	55%	3,282
Universities	**54%**	**57%**	**36,034**

College Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population
Mary Immaculate College	21%	21%	1,043
National College of Art and Design	30%	30%	368
Colleges	**23%**	**23%**	**1,411**

In the institutes of technology, in order to capture fully the nature of progression from level 6 to level 7 and onward to level 8, those identified as continuing on the ladder system to a higher level of study within their institution were captured using a special identification code. These graduates did not receive the survey for completion, but their administrative data is stored within the *Graduate Outcomes Survey* database. This means that there is a response to the survey (levels 6-10 who received the survey) and a total level of data availability (levels 6-10 who received the survey plus level 6 & 7 continuing graduates). These latter students were not contacted to take part in the survey and therefore, such graduates do not contribute to the calculation of the institution's response rate. However, survey response rate and total data availability are shown here for completeness.

Institute Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population	Total Data Population
Galway-Mayo IT	70%	77%	1,316	1,695
Athlone IT	69%	79%	1,219	1,620
Dundalk IT	57%	67%	1,031	1,266
IT Carlow	50%	58%	1,950	2,214
Limerick IT	52%	64%	1,190	1,554
IT Blanchardstown	49%	62%	694	916
DIT	39%	48%	4,326	4,852
IADT	38%	44%	577	619
Waterford IT	44%	54%	1,897	2,219
IT Tralee	31%	47%	586	745
IT Tallaght, Dublin	58%	67%	861	1,088
Cork IT	52%	63%	2,208	2,815
IT Sligo	27%	44%	1,299	1,650
Letterkenny IT	42%	59%	1,174	1,449
All Institutes of Technology	**48%**	**59%**	**20,328**	**24,702**

Main Destination – Institution-Level Data

The most important activity for individual higher education institutions for honours degree graduates are given in the following tables. It should be noted that these data are weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Most important activity (Honours Degree – Universities and Colleges)	DCU	NUIG	MU	TCD	UCC	UCD	UL	MIC	NCAD
Working full-time	69%	65%	56%	67%	59%	57%	73%	62%	56%
Working part-time	5%	4%	10%	3%	5%	5%	4%	8%	17%
Due to start a job within the next 3 months	2%	1%	1%	1%	1%	2%	1%	2%	4%
Engaged in full-time further study or training	17%	25%	24%	22%	22%	29%	16%	20%	10%
Engaged in part-time further study or training	1%	1%	2%	1%	1%	1%	1%	4%	2%
Unemployed and looking for work	3%	2%	5%	4%	2%	3%	3%	4%	4%
Other activity	2%	2%	2%	2%	9%	3%	2%	0%	8%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Most important activity (Honours Degree – IoTs)	AIT	CIT	DIT	DKIT	GMIT	IADT	ITB	ITC	ITS	ITTAL	ITTR	LYIT	LIT	WIT
Working full-time	66%	73%	79%	73%	75%	64%	77%	74%	75%	75%	71%	73%	76%	71%
Working part-time	12%	8%	5%	9%	6%	9%	12%	9%	6%	5%	13%	9%	8%	8%
Due to start a job within the next 3 months	1%	1%	1%	1%	1%	2%	1%	1%	2%	1%	1%	2%	1%	2%
Engaged in full-time further study or training	13%	11%	6%	7%	8%	4%	4%	8%	3%	15%	11%	6%	5%	10%
Engaged in part-time further study or training	1%	1%	1%	0%	1%	3%	1%	1%	1%	1%	0%	3%	1%	1%
Unemployed and looking for work	7%	5%	5%	7%	6%	13%	6%	5%	10%	3%	3%	7%	7%	4%
Other activity	1%	2%	3%	2%	3%	3%	0%	3%	1%	1%	2%	1%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Appendix 2:
Main Destination – Institution Type

It should be noted that the data relating to most important activity are weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Universities

Most important activity (Universities)	Full-time	Part-time	Male	Female	Level 8	Level 9	Level 10	Total
Working full-time	69%	84%	72%	71%	63%	81%	83%	71%
Working part-time	5%	5%	5%	7%	5%	5%	6%	5%
Due to start a job within the next 3 months	2%	1%	1%	1%	2%	1%	1%	1%
Engaged in full-time further study or training	16%	2%	15%	14%	22%	4%	2%	14%
Engaged in part-time further study or training	1%	2%	1%	1%	1%	1%	0%	1%
Unemployed and looking for work	4%	2%	5%	3%	3%	5%	5%	4%
Other activity	3%	3%	2%	2%	3%	3%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**30,875**	**4,933**	**14,888**	**18,107**	**20,701**	**13,895**	**1,197**	**35,901**

Most important activity (Universities)	Honours Degree	Postgraduate Diploma	Masters Taught	Research Degree
Working full-time	63%	89%	80%	82%
Working part-time	5%	5%	6%	6%
Due to start a job within the next 3 months	2%	0%	2%	1%
Engaged in full-time further study or training	23%	1%	4%	3%
Engaged in part-time further study or training	1%	2%	1%	0%
Unemployed and looking for work	3%	1%	5%	5%
Other activity	3%	2%	3%	3%
Total	**100%**	**100%**	**100%**	85%
Count	**20,093**	**1,810**	**10,988**	**1,424**

Most important activity (Universities)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	85%	47%	61%	79%	60%	84%	76%	71%	81%	81%
Working part-time	8%	11%	9%	2%	4%	2%	2%	3%	5%	4%
Due to start a job within the next 3 months	0%	2%	1%	2%	2%	1%	2%	1%	1%	2%
Engaged in full-time further study or training	2%	28%	19%	10%	26%	4%	13%	18%	8%	8%
Engaged in part-time further study or training	1%	2%	1%	1%	1%	0%	1%	1%	1%	0%
Unemployed and looking for work	2%	5%	4%	3%	4%	5%	4%	2%	2%	3%
Other activity	2%	5%	4%	3%	3%	3%	2%	3%	3%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**2,972**	**5,362**	**3,560**	**8,847**	**4,034**	**2,064**	**2,621**	**533**	**5,645**	**263**

Institutes of Technology

Most important activity (Institutes of Technology)	Full-time	Part-time	Remote	Male	Female	Level 8	Level 9	Level 10	Total
Working full-time	72%	83%	91%	80%	72%	75%	83%	70%	76%
Working part-time	8%	8%	3%	5%	11%	8%	8%	10%	8%
Due to start a job within the next 3 months	1%	0%	0%	1%	1%	1%	1%	2%	1%
Engaged in full-time further study or training	8%	1%	1%	6%	7%	8%	1%	11%	6%
Engaged in part-time further study or training	1%	1%	0%	1%	1%	1%	1%	0%	1%
Unemployed and looking for work	6%	4%	3%	6%	5%	6%	4%	0%	6%
Other activity	2%	3%	2%	1%	4%	2%	2%	7%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**14,696**	**5,045**	**674**	**10,568**	**9,846**	**12,220**	**2,762**	**86**	**20,414**

Most important activity (Institutes of Technology)	Honours Degree	Higher Certificate	Higher Diploma	Masters Taught	Research Degree
Working full-time	74%	74%	78%	82%	77%
Working part-time	8%	8%	7%	8%	10%
Due to start a job within the next 3 months	1%	0%	0%	1%	2%
Engaged in full-time further study or training	8%	11%	4%	1%	7%
Engaged in part-time further study or training	1%	1%	1%	1%	0%
Unemployed and looking for work	6%	3%	6%	5%	2%
Other activity	2%	4%	4%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**11,412**	**1,102**	**648**	**2,132**	**244**

Most important activity (Institutes of Technology)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	75%	53%	66%	78%	72%	80%	87%	72%	75%	79%
Working part-time	18%	19%	10%	5%	5%	4%	2%	10%	14%	8%
Due to start a job within the next 3 months	1%	2%	1%	1%	1%	1%	1%	0%	1%	1%
Engaged in full-time further study or training	1%	6%	9%	8%	13%	3%	5%	9%	6%	4%
Engaged in part-time further study or training	1%	2%	2%	1%	1%	0%	0%	2%	1%	0%
Unemployed and looking for work	3%	13%	8%	5%	6%	9%	4%	4%	3%	4%
Other activity	1%	6%	4%	2%	2%	2%	1%	3%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**355**	**2,163**	**398**	**5,005**	**1,394**	**1,986**	**3,063**	**420**	**3,328**	**2,273**

Appendix 3:
Main Destination – Mode of Study

It should be noted that the data relating to most important activity is weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Full-time

Most important activity (full-time)	Male	Female	Level 8	Level 9	Level 10	Total
Working full-time	71%	69%	66%	79%	80%	70%
Working part-time	5%	8%	6%	6%	8%	6%
Due to start a job within the next 3 months	2%	1%	1%	2%	1%	1%
Engaged in full-time further study or training	13%	14%	18%	4%	3%	14%
Engaged in part-time further study or training	1%	1%	1%	1%	0%	1%
Unemployed and looking for work	6%	4%	4%	6%	5%	5%
Other activity	3%	3%	3%	3%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**21,450**	**25,302**	**31,346**	**11,335**	**1,145**	**46,759**

Most important activity (Full-time)	Honours Degree	Higher Certificate	Higher Diploma	Post-graduate Diploma	Masters Taught	Research Degree
Working full-time	66%	61%	67%	83%	78%	78%
Working part-time	6%	8%	7%	7%	6%	8%
Due to start a job within the next 3 months	1%	0%	1%	0%	2%	1%
Engaged in full-time further study or training	18%	21%	14%	2%	4%	4%
Engaged in part-time further study or training	1%	2%	1%	1%	1%	0%
Unemployed and looking for work	4%	4%	7%	3%	6%	5%
Other activity	3%	4%	3%	4%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**30,916**	**558**	**658**	**871**	**9,914**	**1,429**

Most important activity (Full-time)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	80%	48%	59%	76%	62%	80%	79%	71%	79%	75%
Working part-time	10%	13%	9%	3%	4%	3%	2%	7%	7%	9%
Due to start a job within the next 3 months	1%	2%	1%	2%	2%	2%	1%	1%	1%	1%
Engaged in full-time further study or training	3%	23%	20%	12%	24%	4%	11%	15%	8%	7%
Engaged in part-time further study or training	1%	2%	2%	1%	1%	0%	0%	1%	1%	1%
Unemployed and looking for work	3%	7%	5%	4%	5%	8%	5%	3%	3%	5%
Other activity	2%	5%	4%	2%	3%	3%	2%	3%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**2,718**	**7,506**	**3,507**	**10,501**	**5,021**	**3,214**	**4,526**	**897**	**7,167**	**1,688**

Part-time

Most important activity (Part-time)	Male	Female	Level 8	Level 9	Level 10	Total
Working full-time	89%	78%	82%	86%	91%	83%
Working part-time	3%	11%	8%	6%	2%	7%
Due to start a job within the next 3 months	0%	0%	0%	1%	0%	0%
Engaged in full-time further study or training	2%	2%	2%	2%	0%	2%
Engaged in part-time further study or training	1%	2%	2%	1%	0%	1%
Unemployed and looking for work	3%	3%	2%	2%	4%	3%
Other activity	2%	4%	4%	3%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**4,797**	**5,451**	**2,096**	**5,737**	**191**	**10,248**

Most important activity (Part-time)	Honours Degree	Post-graduate Certificate	Post-graduate Diploma	Masters Taught	Research Degree
Working full-time	83%	75%	89%	87%	93%
Working part-time	9%	8%	5%	6%	2%
Due to start a job within the next 3 months	1%	0%	0%	1%	0%
Engaged in full-time further study or training	2%	6%	1%	1%	0%
Engaged in part-time further study or training	2%	1%	2%	1%	0%
Unemployed and looking for work	2%	4%	1%	2%	3%
Other activity	2%	5%	2%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,166**	**983**	**1,376**	**3,498**	**291**

Most important activity (Part-time)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	86%	48%	77%	87%	77%	92%	90%	87%	80%	89%
Working part-time	9%	15%	14%	4%	1%	2%	2%	0%	12%	5%
Due to start a job within the next 3 months	0%	1%	1%	1%	0%	1%	0%	0%	0%	0%
Engaged in full-time further study or training	0%	4%	1%	1%	15%	1%	2%	0%	3%	0%
Engaged in part-time further study or training	1%	5%	1%	2%	0%	0%	2%	4%	1%	0%
Unemployed and looking for work	1%	13%	3%	3%	6%	3%	3%	0%	1%	2%
Other activity	2%	13%	2%	3%	1%	2%	1%	9%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,398**	**667**	**448**	**3,251**	**314**	**783**	**814**	**53**	**1,694**	**822**

Appendix 4:
Levels 6 & 7 – Detailed Tables

The following tables outline the most important activity of level 6 and 7 graduates (survey responses and continuing graduates) broken down by gender, mode, level of study and ISCED field of study. It is important to note that this data is not weighted as a significant proportion of the data comes from non-survey sources. This is discussed in more detail in Section 3.

Gender and Mode

Level 6 and 7 Most Important Activity by Gender	Male	Female	Full-time	Part-time	Remote	Total
Working full-time	28%	25%	19%	52%	56%	27%
Working part-time	2%	5%	3%	6%	4%	3%
Due to start a job in the next 3 months	0%	0%	0%	0%	0%	0%
Engaged in full-time further study or training	59%	55%	74%	4%	1%	57%
Engaged in part-time further study or training	9%	9%	1%	33%	35%	9%
Unemployed and looking for work	2%	2%	2%	3%	2%	2%
Other activity	1%	2%	1%	2%	2%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**3,877**	**2,975**	**5,217**	**1,410**	**225**	**6,852**

Level of Study and Selected Programme Types

Level 6 and 7 Most Important Activity by Level	Level 6	Level 7	Ordinary Degree	Under-graduate Diploma	Certificate	Higher Certificate
Working full-time	26%	27%	26%	58%	57%	25%
Working part-time	3%	3%	3%	16%	13%	3%
Due to start a job in the next 3 months	0%	0%	0%	0%	0%	0%
Engaged in full-time further study or training	51%	60%	60%	11%	7%	54%
Engaged in part-time further study or training	16%	7%	7%	0%	7%	16%
Unemployed and looking for work	2%	2%	2%	16%	9%	1%
Other activity	2%	1%	1%	0%	6%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,861**	**4,991**	**4,942**	**19**	**134**	**1,757**

Appendix 5:
Honours Degree – Detailed Tables

The following tables give the graduate population of honours degree graduates broken down by gender, mode, level of study and ISCED field of study. It should be noted that the following employment data are weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Gender and Mode

Honours Degree Most Important Activity by Gender	Male	Female	Full-time	Part-time	Remote
Working full-time	69%	66%	66%	83%	94%
Working part-time	5%	7%	6%	9%	1%
Due to start a job within the next 3 months	1%	1%	1%	1%	0%
Engaged in full-time further study or training	17%	18%	18%	2%	2%
Engaged in part-time further study or training	1%	1%	1%	2%	0%
Unemployed and looking for work	5%	3%	4%	2%	2%
Other activity	2%	3%	3%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**14,776**	**17,473**	**30,916**	**1,166**	**172**

Employment – Salary by Sector

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	5%	4%	14%	5%
€15,000-€19,999	4%	6%	11%	5%
€20,000-€24,999	11%	14%	18%	12%
€25,000-€29,999	20%	20%	16%	20%
€30,000-€34,999	18%	18%	16%	18%
€35,000-€39,999	10%	8%	9%	9%
€40,000-€44,999	3%	3%	1%	3%
€45,000-€49,999	1%	2%	0%	1%
€50,000-€59,999	1%	1%	1%	1%
€60,000-€69,999	1%	1%	0%	1%
€70,000-€79,999	0%	0%	0%	0%
€80,000 +	1%	1%	0%	1%
I am in an unpaid position	0%	0%	1%	0%
I'd rather not say	26%	22%	14%	24%
Total	**100%**	**100%**	**100%**	**100%**
Count	**13,696**	**9,292**	**487**	**23,475**

Employment – Relevance of Course to Job by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	15%	12%	12%	14%
Irrelevant	11%	8%	4%	9%
Somewhat relevant	20%	19%	10%	19%
Relevant	20%	22%	19%	21%
Very Relevant	34%	38%	54%	36%
I don't know	1%	1%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**
Count	**12,581**	**8,697**	**487**	**21,765**

Appendix 6:
Postgraduate Taught – Detailed Tables

The following tables give the graduate population of postgraduate taught graduates broken down by gender, mode, level of study and ISCED field of study. It should be noted that the data relating to most important activity and employment are weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Postgraduate Certificate Programmes – Detailed Tables

Postgraduate Certificate Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	1,404	68	48	**1,520**
% of Total Population	92%	4%	3%	**100%**
Total Survey Respondents	395	32	11	**438**
Survey Response Rate	28%	47%	23%	**29%**

Postgraduate Certificate Population by Gender	Male	Female	Total
Total Population Count	667	853	**1,520**
% of Total Population	44%	56%	**100%**
Total Survey Respondents	196	242	**438**
Survey Response Rate	29%	28%	**29%**

Postgraduate Certificate Population by Mode	Full-time	Part-time	Remote	Total
Total Population Count	41	1,466	13	**1,520**
% of Total Population	3%	96%	1%	**100%**
Total Survey Respondents	13	421	4	**438**
Survey Response Rate	32%	29%	31%	**29%**

Postgraduate Certificate Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	254	17%	65	26%
Arts and humanities	3	0%	2	67%
Business, administration and law	766	50%	190	25%
Social sciences, journalism and information	16	1%	4	25%
Natural sciences, mathematics and statistics	67	4%	34	51%
Information and Communication Technologies (ICTs)	70	5%	43	61%
Engineering, manufacturing and construction	38	3%	15	39%
Agriculture, forestry, fisheries and veterinary	60	4%	18	30%
Health and welfare	239	16%	65	27%
Services	7	0%	2	29%
Total	**1,520**	**100%**	**438**	**29%**

Postgraduate Certificate Most Important Activity	Male	Female	Universities	Part-time	Total
Working full-time	85%	67%	75%	75%	75%
Working part-time	2%	13%	6%	8%	8%
Due to start a job within the next 3 months	0%	1%	1%	0%	0%
Engaged in full-time further study or training	5%	7%	7%	6%	6%
Engaged in part-time further study or training	0%	1%	1%	1%	1%
Unemployed and looking for work	5%	4%	4%	4%	4%
Other activity	3%	7%	6%	5%	5%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**447**	**565**	**846**	**983**	**1,012**

Postgraduate Certificate Most Important Activity – Selected ISCEDs	Education	Business, administration and law	Information and Communication Technologies (ICTs)	Health and Welfare	Natural sciences, mathematics and statistics
Working full-time	74%	71%	100%	78%	51%
Working part-time	13%	8%	0%	12%	0%
Due to start a job within the next 3 months	0%	1%	0%	0%	0%
Engaged in full-time further study or training	0%	3%	0%	6%	49%
Engaged in part-time further study or training	0%	1%	0%	1%	0%
Unemployed and looking for work	5%	8%	0%	1%	0%
Other activity	8%	8%	0%	1%	0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	193	392	103	138	86

Postgraduate Diploma Programmes – Detailed Tables

Postgraduate Diploma Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	2,082	348	70	**2,500**
% of Total Population	83%	14%	3%	**100%**
Total Survey Respondents	884	145	23	**1,052**
Survey Response Rate	42%	42%	33%	**42%**

Postgraduate Diploma Population by Gender	Male	Female	Total
Total Population Count	841	1,659	2,500
% of Total Population	34%	66%	**100%**
Total Survey Respondents	340	712	**1,052**
Survey Response Rate	40%	43%	**42%**

Postgraduate Diploma Population by Mode	Full-time	Part-time	Remote	Total
Total Population Count	892	1,535	73	**2,500**
% of Total Population	36%	61%	3%	**100%**
Total Survey Respondents	424	597	31	**1,052**
Survey Response Rate	48%	39%	42%	**42%**

Postgraduate Diploma Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Generic programmes and qualifications	12	0%	12	100%
Education	675	27%	287	43%
Arts and humanities	44	2%	14	32%
Business, administration and law	745	30%	275	37%
Social sciences, journalism and information	60	2%	23	38%
Natural sciences, mathematics and statistics	17	1%	10	59%
Information and Communication Technologies (ICTs)	21	1%	5	24%
Engineering, manufacturing and construction	156	6%	68	44%
Health and welfare	747	30%	349	47%
Services	23	1%	9	39%
Total	**2,500**	**100%**	**1,052**	**42%**

Postgraduate Diploma Most Important Activity	Male	Female	Universities	Institutes of Technology	Colleges	Full-time	Part-time	Total
Working full-time	88%	86%	89%	82%	65%	83%	89%	86%
Working part-time	3%	7%	5%	8%	13%	7%	5%	6%
Due to start a job within the next 3 months	1%	0%	0%	1%	0%	0%	0%	0%
Engaged in full-time further study or training	2%	1%	1%	1%	0%	2%	1%	1%
Engaged in part-time further study or training	2%	2%	2%	1%	4%	1%	2%	2%
Unemployed and looking for work	3%	1%	1%	3%	4%	3%	1%	2%
Other activity	1%	3%	2%	3%	13%	4%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**747**	**1,558**	**1,810**	**377**	**117**	**871**	**1,376**	**2,305**

Postgraduate Diploma Most Important Activity	Education	Social sciences, journalism and information	Business, administration and law	Engineering, manufacturing and construction	Health and welfare
Working full-time	87%	73%	87%	88%	88%
Working part-time	8%	27%	3%	0%	6%
Due to start a job within the next 3 months	0%	0%	1%	1%	0%
Engaged in full-time further study or training	0%	0%	1%	2%	2%
Engaged in part-time further study or training	1%	0%	4%	4%	1%
Unemployed and looking for work	1%	0%	2%	5%	1%
Other activity	3%	0%	3%	0%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**675**	**51**	**658**	**136**	**685**

Masters Taught Programmes – Detailed Tables

Masters Taught Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	10,781	2,055	245	**13,081**
% of Total Population	82%	16%	2%	**100%**
Total Survey Respondents	5,658	864	79	**6,601**
Survey Response Rate	52%	42%	32%	**50%**

Masters Taught Population by Gender	Male	Female	Total
Total Population Count	5,884	7,195	**13,079**
% of Total Population	45%	55%	**100%**
Total Survey Respondents	3,057	3,543	**6,600**
Survey Response Rate	52%	49%	**50%**

Masters Taught Population by Mode	Full-time	Part-time	Remote	Total
Total Population Count	9,911	3,085	85	**13,081**
% of Total Population	76%	24%	1%	**100%**
Total Survey Respondents	5,109	1,462	30	**6,601**
% of Survey Population	52%	47%	35%	**50%**

Masters Taught Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	% of Survey Population
Generic programmes and qualifications	3	0%	3	100%
Education	1,475	11%	737	50%
Arts and humanities	1,443	11%	659	46%
Business, administration and law	4,236	32%	2,203	52%
Social sciences, journalism and information	1,342	10%	659	49%
Natural sciences, mathematics and statistics	753	6%	391	52%
Information and Communication Technologies (ICTs)	1,204	9%	611	51%
Engineering, manufacturing and construction	909	7%	496	55%
Agriculture, forestry, fisheries and veterinary	2	0%	0	0%
Health and welfare	1,473	11%	708	48%
Services	241	2%	134	56%
Total	13,081	100%	**6,601**	**50%**

Masters Taught Most Important Activity	Male	Female	Universities	Institutes of Technology	Colleges	Full-time	Part-time	Total
Working full-time	82%	79%	80%	82%	71%	78%	87%	81%
Working part-time	4%	8%	6%	8%	8%	6%	6%	6%
Due to start a job within the next 3 months	2%	1%	2%	1%	2%	2%	1%	1%
Engaged in full-time further study or training	3%	3%	4%	1%	7%	4%	1%	3%
Engaged in part-time further study or training	1%	1%	1%	1%	4%	1%	1%	1%
Unemployed and looking for work	5%	5%	5%	5%	1%	6%	2%	5%
Other activity	3%	3%	3%	2%	6%	3%	3%	3%
Total	100%	100%	100%	100%	100%	100%	100%	100%
Count	6,265	7,226	10,988	2,132	373	9,914	3,498	13,493

Masters Taught Most Important Activity	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Health and welfare	Services
Working full-time	83%	52%	73%	88%	71%	88%	83%	83%	86%
Working part-time	10%	17%	11%	3%	5%	1%	3%	4%	6%
Due to start a job within the next 3 months	1%	2%	2%	2%	2%	2%	1%	1%	2%
Engaged in full-time further study or training	1%	8%	5%	2%	10%	2%	5%	4%	0%
Engaged in part-time further study or training	0%	3%	1%	0%	0%	0%	0%	1%	0%
Unemployed and looking for work	3%	8%	6%	4%	9%	5%	5%	4%	1%
Other activity	2%	9%	4%	2%	3%	2%	2%	3%	5%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
Count	1,603	1,410	1,282	4,521	774	1,200	1,003	1,403	291

Postgraduate Taught Graduates in Employment – Salary by Sector

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	3%	2%	3%	3%
€15,000-€19,999	3%	3%	3%	3%
€20,000-€24,999	6%	5%	4%	5%
€25,000-€29,999	10%	9%	11%	10%
€30,000-€34,999	12%	8%	17%	11%
€35,000-€39,999	9%	8%	14%	9%
€40,000-€44,999	8%	6%	8%	7%
€45,000-€49,999	4%	8%	7%	4%
€50,000-€59,999	7%	8%	14%	8%
€60,000-€69,999	5%	6%	7%	5%
€70,000-€79,999	2%	5%	7%	3%
€80,000 +	6%	7%	2%	6%
I am in an unpaid position	0%	0%	1%	0%
I'd rather not say	25%	25%	1%	24%
Total	**100%**	**100%**	**100%**	**100%**
Count	**11,701**	**2,359**	**411**	**14,471**

Appendix 7:
Postgraduate Research – Detailed Tables

The following tables give the graduate population of postgraduate research graduates broken down by gender, mode, level of study and ISCED field of study. It should be noted that data relating to most important activity and employment are weighted according to institution, level of study and mode of study. The weightings are designed to give more accurate sample parameters compared to the population than unweighted data.

Masters Research Programmes – Detailed Tables

Masters Research Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	250	137	2	**389**
% of Total Population	64%	35%	1%	**100%**
Total Survey Respondents	118	76	0	**194**
Survey Response Rate	47%	55%	0%	**50%**

Masters Research Population by Gender	Male	Female	Total
Total Population Count	224	165	**389**
% of Total Population	58%	42%	**100%**
Total Survey Respondents	111	83	**194**
Survey Response Rate	50%	50%	**50%**

Masters Research Population by Mode	Full-time	Part-time	Total
Total Population Count	310	79	**389**
% of Total Population	80%	20%	**100%**
Total Survey Respondents	152	42	**194**
Survey Response Rate	49%	53%	**50%**

Masters Research Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	27	7%	16	59%
Arts and humanities	49	13%	26	53%
Business, administration and law	30	8%	13	43%
Social sciences, journalism and information	13	3%	1	8%
Natural sciences, mathematics and statistics	92	24%	54	59%
Information and Communication Technologies (ICTs)	19	5%	12	63%
Engineering, manufacturing and construction	54	14%	24	44%
Agriculture, forestry, fisheries and veterinary	31	8%	12	39%
Health and welfare	54	14%	27	50%
Services	20	5%	9	45%
Total	**389**	**100%**	**194**	**50%**

Masters Research Most Important Activity	Male	Female	Universities	Institutes of Technology	Full-time	Part-time	Total
Working full-time	80%	74%	75%	80%	71%	95%	77%
Working part-time	2%	9%	2%	9%	7%	0%	5%
Due to start a job within the next 3 months	0%	4%	2%	1%	2%	0%	2%
Engaged in full-time further study or training	10%	6%	10%	6%	11%	0%	8%
Engaged in part-time further study or training	0%	0%	0%	0%	0%	0%	0%
Unemployed and looking for work	4%	5%	6%	3%	5%	3%	5%
Other activity	4%	2%	4%	1%	3%	2%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**217**	**167**	**226**	**158**	**284**	**100**	**384**

Doctoral Programmes – Detailed Tables

Doctoral Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	1,199	103	19	**1,321**
% of Total Population	91%	8%	1%	**100%**
Total Survey Respondents	601	39	10	**650**
Survey Response Rate	50%	38%	53%	**49%**

Doctoral Population by Gender	Male	Female	Total
Total Population Count	658	663	**1,321**
% of Total Population	50%	50%	**100%**
Total Survey Respondents	331	319	**650**
Survey Response Rate	50%	48%	**49%**

Doctoral Population by Mode	Full-time	Part-time	Total
Total Population Count	1,138	183	**1,321**
% of Total Population	86%	14%	**100%**
Total Survey Respondents	573	77	**650**
Survey Response Rate	50%	42%	**49%**

Doctoral Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Generic Programmes	6	0%	2	33%
Education	58	4%	30	52%
Arts and humanities	127	9%	66	52%
Business, administration and law	97	7%	48	49%
Social sciences, journalism and information	179	13%	98	55%
Natural sciences, mathematics and statistics	380	28%	185	49%
Information and Communication Technologies (ICTs)	47	3%	19	40%
Engineering, manufacturing and construction	174	13%	89	51%
Agriculture, forestry, fisheries and veterinary	39	3%	17	44%
Health and welfare	209	15%	93	44%
Services	5	0%	3	60%
Total	**1,371**	**100%**	**650**	**49%**

Doctoral Most Important Activity	Male	Female	Universities	Institutes of Technology	Colleges	Full-time	Part-time	Total
Working full-time	83%	81%	83%	70%	62%	80%	91%	82%
Working part-time	7%	8%	6%	10%	17%	8%	2%	7%
Due to start a job within the next 3 months	0%	1%	1%	2%	0%	1%	0%	1%
Engaged in full-time further study or training	2%	3%	2%	11%	0%	3%	0%	2%
Engaged in part-time further study or training	0%	0%	0%	0%	0%	0%	0%	0%
Unemployed and looking for work	6%	4%	5%	0%	20%	5%	4%	5%
Other activity	3%	3%	3%	7%	0%	3%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**674**	**662**	**1,197**	**86**	**52**	**1,145**	**191**	**1,336**

Doctoral Most Important Activity Selected ISCEDs	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Health and welfare
Working full-time	89%	63%	78%	82%	85%	77%	90%	89%
Working part-time	9%	18%	10%	6%	3%	4%	2%	6%
Due to start a job within the next 3 months	0%	0%	1%	0%	2%	5%	0%	0%
Engaged in full-time further study or training	0%	3%	2%	0%	3%	4%	4%	1%
Engaged in part-time further study or training	0%	0%	0%	0%	0%	0%	0%	0%
Unemployed and looking for work	0%	12%	4%	5%	6%	0%	2%	3%
Other activity	2%	4%	5%	7%	2%	10%	1%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**65**	**161**	**196**	**99**	**366**	**37**	**176**	**187**

Postgraduate Research Graduates in Employment – Salary by Sector

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	2%	3%	34%	3%
€15,000-€19,999	2%	3%	0%	2%
€20,000-€24,999	2%	6%	0%	2%
€25,000-€29,999	4%	4%	0%	4%
€30,000-€34,999	7%	6%	0%	6%
€35,000-€39,999	14%	11%	24%	14%
€40,000-€44,999	11%	11%	0%	10%
€45,000-€49,999	4%	6%	16%	5%
€50,000-€59,999	11%	9%	13%	11%
€60,000-€69,999	4%	5%	0%	4%
€70,000-€79,999	3%	4%	13%	3%
€80,000 +	7%	7%	0%	7%
I am in an unpaid position	0%	0%	0%	0%
I'd rather not say	28%	26%	0%	27%
Total	**100%**	**100%**	**100%**	**100%**
Count	**1,225**	**210**	**42**	**1,476**

Appendix 8:
Graduate Salaries and Earnings Analysis – Detailed Tables

Full Model Results, All Graduates

All Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Gender					
Female	(base)			35,063	
Male	2,454	***	200	37,517	2,011
ISCED Broad Field of Study					
Agriculture, forestry, fisheries and veterinary	-1,790	*	720	35,055	
Arts and humanities	-4,448	***	379	32,397	
Business, administration and law	(base)			36,845	
Education	1,531	**	583	38,376	
Engineering, manufacturing and construction	707		391	37,552	
Health and welfare	-1,178	**	396	35,667	
Information and Communication Technologies (ICTs)	869	*	403	37,714	
Natural sciences, mathematics and statistics	80		357	36,925	
Services	-1,623	**	510	35,222	
Social sciences, journalism and information	-3,362	***	413	33,483	
Institute Type					
Institute of Technology	(base)			35,175	
University	1,728	***	246	36,903	

All Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
NACE Sector of Employment					
Accommodation and food service activities	-5,739	***	658	32,656	-4,589
Administrative and support service activities	-4,193	***	714	34,202	-3,857
Agriculture, forestry and fishing	-953		947	37,442	-860
Construction	-714		617	37,680	-163
Education	-4,144	***	532	34,251	-3,360
Financial, insurance and real estate activities	-2,811	***	381	35,584	-1,957
Human health and social work activities	-999	*	456	37,396	-1,054
Industry	(base)			38,395	
Information and communication	-832		452	37,563	-494
Other	-3,879	***	460	34,516	-3,330
Professional, scientific and technical activities	-2,003	***	384	36,392	-1,694
Public administration and defence	460		637	38,855	794
Transportation and storage	-1,484		822	36,911	-1,754
Wholesale and retail trade	-5,198	***	535	33,197	-4,606
Employment Region					
Border	-3,997	***	579	33,199	-3,554
Dublin	(base)			37,197	
Mid-East	-1,479	***	347	35,718	-1,186
Mid-West	-2,080	***	350	35,116	-1,420
Midlands	-1,566	**	497	35,631	-1,515
Other Countries	-115		448	37,082	28
South-East	-2,093	***	423	35,104	-1,324
South-West	-1,738	***	259	35,458	-1,707
Unknown Ireland	454		844	37,651	481
West	-2,971	***	363	34,226	-2,789

All Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
NFQ Level					
Level 6	-359		695	34,583	-401
Level 7	-650		421	34,292	-783
Level 8	(base)			34,942	
Level 9	3,402	***	239	38,344	3,521
Level 10	9,279	***	921	44,221	9,031
Age	1,603	***	117		1,544
Age Squared	-12	***	2		-11
1st/Upper 2nd/Equivalent	745	***	204		794
Employment Type					
An Employee	(base)			36,387	
On a graduate internship/placement	-2,860	***	333	33,527	-2,963
Self-employed/freelance/starting up own business	-466		1,233	35,921	-271
Contract Type					
Fixed term contract lasting 12 months or longer	-3,652	***	213	34,014	-3,454
Fixed term contract lasting less than 12 months	-4,267	***	322	33,399	-4,376
Permanent or open-ended contract	(base)			37,666	
Temporary (including substitute teaching) / casual	-4,443	***	360	33,223	-4,429
Unknown	-2,514	**	779	35,152	-2,977

All Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Occupational Group					
Administrative and secretarial occupations	-4,284	***	330	32,347	-4,126
Associate professional and technical occupations	-1,965	***	254	34,666	-1,820
Caring, leisure and other service occupations	-4,764	***	476	31,867	-2,622
Elementary occupations	-5,042	***	842	31,589	-4,786
Managers, directors and senior officials	10,187	***	529	46,819	10,272
Postdoctoral researchers	-7,259	***	1,072	29,372	-7,182
Process, plant and machine operatives	-1,289		1,123	35,342	-1,392
Professional occupations	(base)			36,631	
Sales and customer service occupations	-4,728	***	371	31,903	-4,519
Skilled trades occupations	-2,580	***	692	34,051	-1,745
Unknown	-2,034	**	674	34,597	-2,010
Deprivation Index Score Group					
Affluent	1,916	***	380	36,529	1,462
Disadvantaged	(base)			34,613	
Marginally Above Average	1,692	***	333	36,305	1,372
Marginally Below Average	1,021	**	340	35,634	891
Unknown	2,483	***	402	37,096	1,678

All Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Leaving Certificate Points					
155 to <205	-3,765	**	1,088	31,877	-2,104
205 to <255	525		744	36,168	528
255 to <305	664		493	36,307	223
305 to <355	785	*	368	36,428	704
355 to <405	347		295	35,989	334
405 to <455	(base)			35,643	
455 to <505	105		283	35,748	-71
505 to <555	1,091	**	321	36,734	579
555 to 600	2,882	***	501	38,525	1,747
Unknown	662	*	278	36,304	397
*** p <.001 ** p < .01 * p <.05	15,437 observations, weighted				
Overall Mean Salary				**36,248**	

Full Model Results, Younger Graduates

Younger Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Gender					
Female	(base)			30,277	
Male	1,673	***	181	31,950	1,274
ISCED Broad Field of Study					
Agriculture, forestry, fisheries and veterinary	-47		657	30,372	
Arts and humanities	-3,193	***	311	27,226	
Business, administration and law	(base)			30,419	
Education	3,281	***	539	33,700	
Engineering, manufacturing and construction	1,908	***	355	32,327	
Health and welfare	1,439	***	363	31,858	
Information and Communication Technologies (ICTs)	3,182	***	380	33,600	
Natural sciences, mathematics and statistics	1,648	***	324	32,067	
Services	-589		452	29,830	
Social sciences, journalism and information	-1,218	***	346	29,201	
Institute Type					
Institute of Technology	(base)			30,412	
University	1,005	***	219	31,417	

Younger Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
NACE Sector of Employment					
Accommodation and food service activities	-3,977	***	551	28,799	-3,081
Administrative and support service activities	-2,991	***	617	29,785	-2,466
Agriculture, forestry and fishing	-927		879	31,849	-724
Construction	-443		537	32,333	300
Education	-4,518	***	501	28,258	-3,866
Financial, insurance and real estate activities	-1,869	***	341	30,907	-1,331
Human health and social work activities	-274		421	32,502	-87
Industry	(base)			32,776	
Information and communication	-54		413	32,722	206
Other	-2,908	***	394	29,868	-2,533
Professional, scientific and technical activities	-1,745	***	343	31,031	-1,437
Public administration and defence	-1,236		657	31,540	-1,431
Transportation and storage	-1,332		755	31,443	-1,358
Wholesale and retail trade	-3,843	***	469	28,932	-3,310
Employment Region					
Border	-2,304	***	545	29,422	-2,248
Dublin	(base)			31,726	
Mid-East	-1,447	***	281	30,278	-1,419
Mid-West	-2,065	***	302	29,660	-1,576
Midlands	-1,377	**	413	30,348	-1,379
Other Countries	1,367	**	440	33,093	1,474
South-East	-2,229	***	368	29,497	-1,843
South-West	-1,824	***	223	29,902	-1,227
Unknown Ireland	418		869	32,144	313
West	-2,349	***	301	29,376	-2,316

Younger Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
NFQ Level					
Level 6	2,000	**	662	32,497	-431
Level 7	-188		405	30,309	-349
Level 8	(base)			30,497	
Level 9	1,717	***	236	32,214	1,885
Level 10	7,346	***	1,049	37,843	7,382
Age	993	***	56		941
1st/Upper 2nd/Equivalent	412	*	182		468
Employment Type					
An Employee	(base)			31,203	
On a graduate internship/placement	-2,589	***	307	28,614	-2,560
Self-employed/freelance/starting up own business	1,192		1,387	32,395	747
Contract Type					
Fixed term contract lasting 12 months or longer	-2,053	***	185	30,037	-2,033
Fixed term contract lasting less than 12 months	-2,949	***	292	29,140	-3,113
Permanent or open-ended contract	(base)			32,089	
Temporary (including substitute teaching) / casual	-3,269	***	318	28,820	-3,414
Unknown	-1,524	*	752	30,565	-1,643

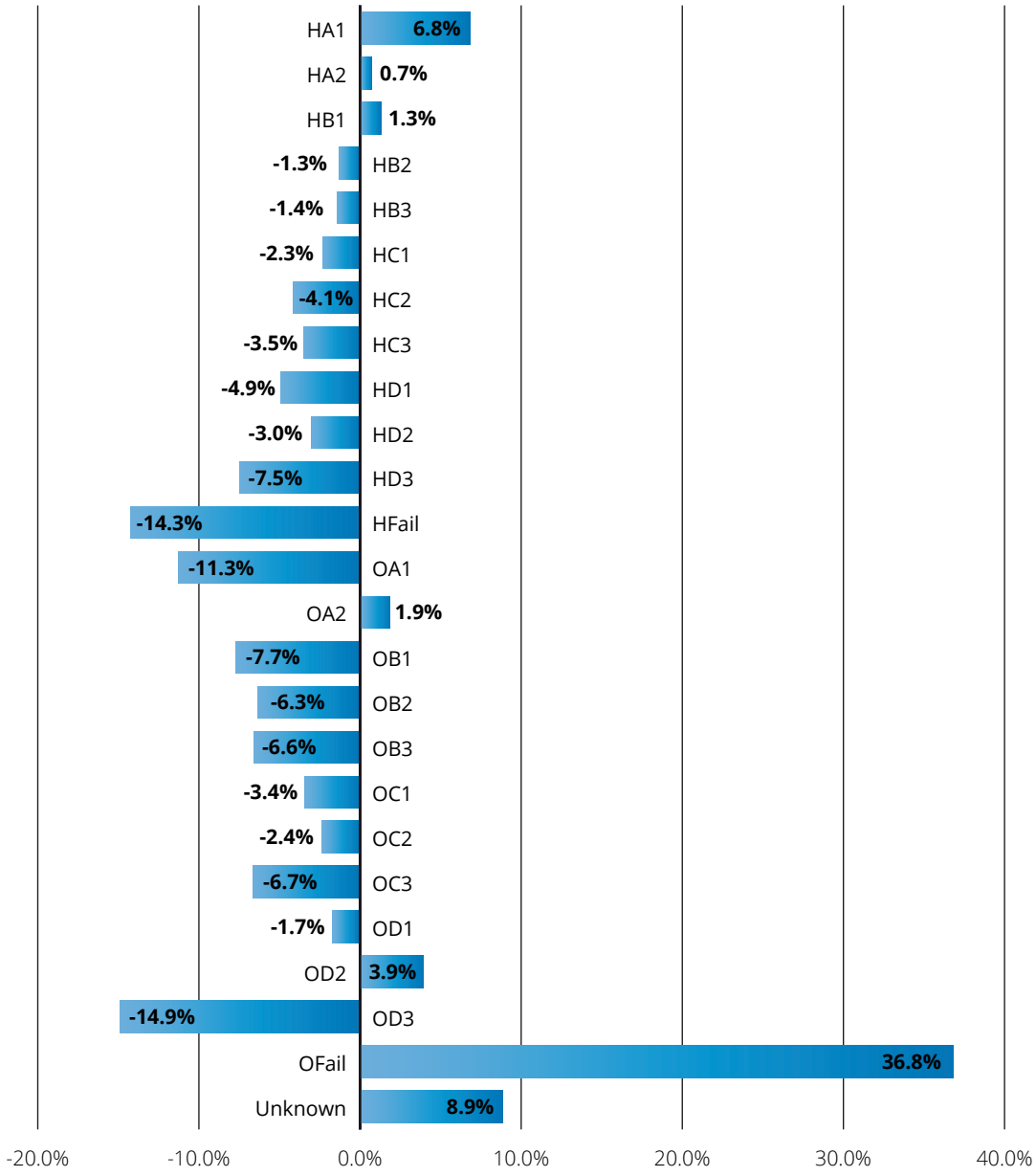
Younger Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Occupational Group					
Administrative and secretarial occupations	-2,425	***	282	29,419	-2,620
Associate professional and technical occupations	-1,283	***	228	30,561	-1,153
Caring, leisure and other service occupations	-3,571	***	435	28,273	-2,243
Elementary occupations	-5,590	***	618	26,254	-5,349
Managers, directors and senior officials	4,245	***	742	36,090	4,343
Postdoctoral researchers	-2,279	*	1,008	29,565	-2,348
Process, plant and machine operatives	906		1,134	32,750	637
Professional occupations	(base)			31,844	
Sales and customer service occupations	-4,120	***	342	27,724	-4,142
Skilled trades occupations	-1,970	**	605	29,874	-1,324
Unknown	-1,136		662	30,709	-1,118
Deprivation Index Score Group					
Affluent	622		348	31,051	412
Disadvantaged	(base)			30,429	
Marginally Above Average	640	*	302	31,069	540
Marginally Below Average	383		307	30,812	252
Unknown	1,163	**	375	31,592	434

Younger Graduates	Broad ISCED & Institute Type Controls				Detailed ISCED & Institute Controls
Dependent Variable: Salary, €	Coefficient		Standard Error	Prediction	Coefficient
Leaving Certificate Points					
155 to <205	-174		1,112	30,275	667
205 to <255	-192		699	30,257	-275
255 to <305	241		461	30,690	-313
305 to <355	334		351	30,783	130
355 to <405	50		273	30,499	-19
405 to <455	(base)			30,449	
455 to <505	467		261	30,916	293
505 to <555	1,417	***	303	31,866	1,039
555 to 600	3,036	***	488	33,485	2,176
Unknown	677	**	257	31,126	359
*** p <.001 ** p < .01 * p <.05	11,272 observations, weighted				
Overall Mean Salary				**31,065**	

Mean Earnings by Other Characteristics

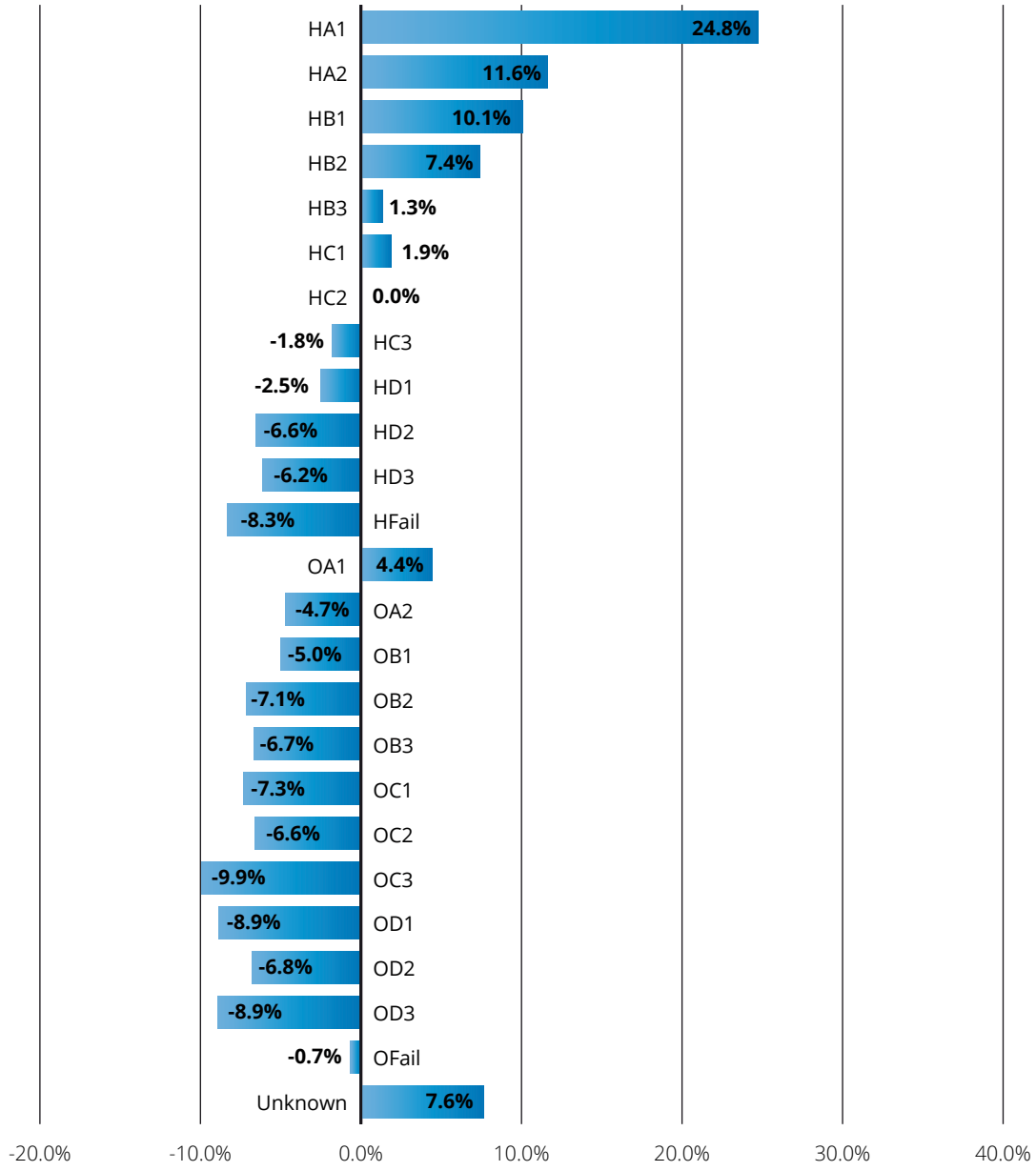
The characteristics below were not included in the main earnings models due to poor data coverage or collinearity with variables that were included.[14] Analysis is of the younger graduate cohort only.

% Difference from Average Graduate Earnings by LC English Grade

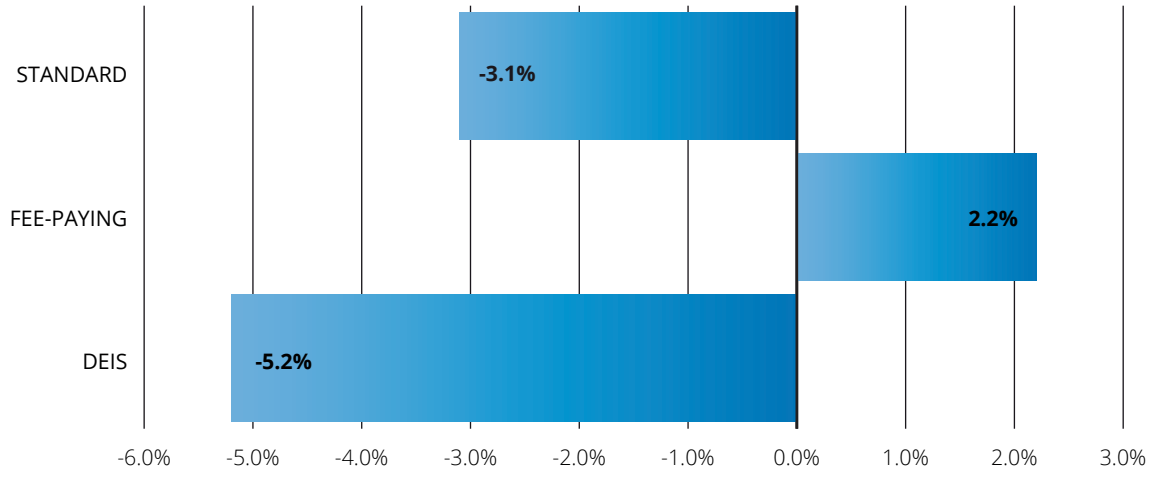


14 Please note some categories within the variables above have relatively small numbers, e.g. HFail and OFail in Maths/English. The above variables also have a large proportion of missing values.

% Difference from Average Graduate Earnings by LC Maths Grade



% Difference from Average Graduate Earnings by 2nd Level School Type Attended



Appendix 9:
Graduate Outcomes Annual Survey (2019)

Note: Institutions should obtain personal information, as specified in the code book, from the graduate. This can be done using the graduate's record in the institution's student administration system.

*Section 1: Your Current Situation

Q.1 How would you describe your situation on 31st March 2019?

Please indicate the single activity that is most important to you in the first column.

Please indicate **all** activities that you are engaged in in the second column.

	Most Important Activity (Select one only)	All Activities (tick all that apply)
Working full-time	□ if ticked, go to Q.2A	□
Working part-time	□ if ticked, go to Q.2A	□
Due to start a job within the next 3 months	□ if ticked, go to Q.2A	□
Engaged in full-time further study or training	□ if ticked, go to Q.3A1	□
Engaged in part-time further study or training	□ if ticked, go to Q.3A1	□
Unemployed and looking for work	□ if ticked, go to Q.4A	□
Other activity (e.g. engaged in home duties, retired from employment, not able to work due to sickness or disability, travelling, volunteering etc.)	□ if ticked, go to Q.4B	□

[Filter as indicated when selected – go Section 2, 3, or 4]

Section 2: Employment

[Respondents who indicate they are "working full-time", "working part-time" or "due to start a job in the coming months" as their main activity in Q.1 are directed to Section 2.]

Q.2A What is your job title? Please enter your job title in the box below, providing as much information as possible.

[This response is free text]

***Q.2B What is your occupation?** Please select an option from the list below.

Manager, director or senior official *e.g. chief executive, senior production manager, senior functional manager, manager/proprietor*	□
Professional *e.g. natural or social science, engineering, ICT, conservation/environment, R&D, health, therapy, nursing/midwifery, teaching/educational, legal, business, architect, social worker, librarian, quality/regulatory, media*	□
Associate professional and technical *e.g. technician (science, architectural, IT), health, welfare/housing, protective services, art/media/design, sports/fitness, associate professional (legal, business, sales)*	□
Administrative and secretarial *e.g. government (national or local), financial administration, records, office manager, secretarial*	□
Skilled trades *e.g. agriculture, metals, vehicles, electrical/electronic, construction/building, textiles/garments, printing, food preparation and hospitality*	□
Caring, leisure and other service *e.g. child care, animal care, caring personal services, leisure/travel, hairdressing, housekeeping, cleaning manager*	□
Sales and customer service *e.g. sales assistant/retail cashier, sales supervisor, customer service*	□
Process, plant and machine operatives *e.g. assembler, plant/machine/construction operative, road transport driver, mobile machine driver*	□
Elementary *e.g. farm worker, packer, courier, cleaning, security, shelf-filler, porter, waiter/waitress, bar staff, leisure attendant*	□
Postdoctoral researchers	□
I don't know/unknown	□

Q.2C What is the name of the company/organisation/school that you are working for?
Please enter the name in the box below.

[This response is free text]

***Q.2D1 What is the location of the company/organisation/school that you are working for?**

Ireland (incl. Northern Ireland)	□
Overseas	□

[Filter when selected – go to either Q.2D2 (county if Ireland (incl. Northern Ireland) selected) or Q.2D3 (country if Overseas selected)]

***Q.2D2 What is the county of the company/organisation/school that you are working for?**

[Drop down box to provide list of Irish counties]

***Q.2D3 What is the country of the company/organisation/school that you are working for?**
Please select an option from the list below.

[Drop down box to provide list of countries, excluding Ireland]

***Q.2E What does the company/organisation/school that you are working for mainly do? Please select an option from the list below.**

Agriculture, forestry and fishing	□
Industry *e.g. food products, beverages, textiles, clothing, wood, paper, chemicals, pharmaceuticals, rubber and plastic, metals, computer products, electrical equipment, machinery, vehicles, furniture, repair and installation of machinery, electricity/gas supply, water, waste*	□
Construction *e.g. construction of buildings, civil engineering, specialised construction*	□
Wholesale and retail trade	□
Transportation and storage *e.g. land, water, air transport, transport via pipelines, warehousing, postal and courier*	□
Accommodation and food services	□
Information and communication *e.g. publishing, motion picture, video and TV programme production, sound recording and music publishing, programming and broadcasting, telecommunications, computer programming, information services*	□
Financial, insurance and real estate *e.g. financial services, insurance and pensions, real estate, legal and accounting, head offices, management consultancy*	□

Professional, scientific and technical *e.g. architectural/engineering, scientific R&D, advertising and market research, veterinary, renting/leasing, employment, travel agency/tour operator, security and investigation, buildings services*	□
Administrative and support service	□
Public administration and defence	□
Education	□
Human health and social work	□
Other *e.g. residential care, social work, creative arts and entertainment, libraries, archives and museums, gambling and betting, sports and recreation, repair of goods, domestic personnel*	□
I don't know	□

***Q.2F Are you:**

An employee?	□
Self-employed/freelance/running or starting up own business?	□
On a graduate internship/placement?	□

[Respondents who indicate they are "Self-employed/freelance/running or starting up own business" skip to Q.2H.]

***Q.2G What is the nature of your contract?**

Permanent or open-ended contract	□
Fixed term contract lasting 12 months or longer	□
Fixed term contract lasting less than 12 months	□
Temporary (including substitute teaching), casual or employed through an agency	□
Unpaid	□

***Q.2H What is you annual salary to the nearest Euro, before tax?** This figure should be the salary you receive per year before tax.

Salary Band	
Up to €14,999	◻
€15,000-€19,999	◻
€20,000-€24,999	◻
€25,000-€29,999	◻
€30,000-€34,999	◻
€35,000-€39,999	◻
€40,000-€44,999	◻
€45,000-€49,999	◻
€50,000-€59,999	◻
€60,000-€69,999	◻
€70,000-€79,999	◻
€80,000 +	◻
I am in an unpaid position	◻
I'd rather not say	◻

***Q.2I Did you do an accredited work placement/work experience/internship as part of your course?**

Institutions should use terminology appropriate to work placement/work experience/ internship arrangements in their institution	
Yes, this was a mandatory component of my course	◻
Yes, this was an optional component of my course	◻
No, I didn't do any accredited work placement/work experience/internship	◻

[Respondents who give a 'No' response skip to Q.2K.]

***Q.2J How long did your accredited work placement/work experience/internship last?**

Institutions should use terminology appropriate to work placement/work experience/ internship arrangements in their institution	
6 weeks or less	◻
More than 6 weeks but less than 4 months	◻
Between 4 and 6 months	◻
More than 6 months	◻

Q.2K Please rate the relevance of your course to your job on a scale of 1-5 where 1 is very irrelevant and 5 is very relevant:

1 (very irrelevant)	□
2	□
3	□
4	□
5 (very relevant)	□
I don't know	□

Q.2L Did you need the qualification you recently obtained to get the job (or start your business if self-employed)?

Yes: the qualification was a formal requirement	□
Yes: while the qualification was not a formal requirement, it gave me an advantage	□
No: the qualification was not required	□
No: I was already in the job when I received the qualification	□
I don't know	□

Q.2M How did you first find out about the job?

My institution's careers service	□
Another institution source (e.g. lecturer/website/former graduate/academic department)	□
Media (e.g. newspaper/magazine advertisement)	□
Personal contacts, including family and friends	□
Social media/professional networking sites	□
I already worked there (including on an internship/placement)	□
Employer website	□
Recruitment site (e.g. job search websites, including Public Appointments Service)	□
Speculative application	□
Other	□

END OF SECTION: Go to Section 5

Section 3: Further Study or Training

[Respondents who indicate they are "engaged in full-time further study, training or research", "engaged in part-time further study, training or research" as their main activity in Q.1 are directed to Section 3.]

***Q.3A1 What is the location of the institution you are studying in?**

Ireland (incl. Northern Ireland)	□
Overseas	□

[Filter when selected – go to either Q3A2 (county if Ireland selected) or Q3A3 (country if Overseas selected)]

***Q.3A2 What is the county of the institution you are studying in?**

Please select an option from the list below.

[Drop down box to provide list of Irish counties]

***Q.3A3 What is the country of the institution you are studying in?**

Please select an option from the list below.

[Drop down box to provide list of countries, excluding Ireland]

Q.3B What is the name of the institution where your course is being pursued?

Please enter the name of the institution in the box below.

[This response is free text]

Q.3C What is the title of the course you are pursuing (e.g. MA in History).

Please enter the course title in the box below.

[This response is free text]

***Q.3D What is the area of study of your course?**

Please select an option from the list below.

[Drop down box to provide list of ISCED fields of study]

***Q.3E What award level are you pursuing?**

Please select an option from the list below.

Further Education (levels 5 to 6)	Non-third level Access/Up-skilling (e.g. ECDL)	□
	Further Education Certificate (Level 5)	□
	Other Further Education and Training Qualification (e.g. City and Guilds, BTEC – Edexcel (Pearson), ITEC, ILM, other PLC qualification	□
	Advanced Craft Certificate (Apprenticeship) (Level 6)	□
	Non-third level professional qualification	□
Undergraduate (levels 6-8)	Undergraduate Occasional course	□
	Undergraduate Diploma/Certificate (Level 6)	□
	Undergraduate Higher Certificate (Level 6)	□
	Undergraduate Ordinary Degree (Level 7)	□
	Undergraduate Honours Degree (Level 8)	□
	Higher Diploma (Level 8)	□
Postgraduate (levels 9-10)	Postgraduate Occasional course	□
	Postgraduate Certificate (level 9)	□
	Postgraduate Diploma (level 9)	□
	Masters Taught (Level 9)	□
	Masters Research (Level 9)	□
	Doctorate (including Professional and Higher Doctorate) (Level 10)	□

***Q.3F Are you studying:**

On campus	□
Online/by distance education	□
Blended learning i.e. a mixture of on campus and online/distance education	□

Q.3G What is the main reason you decided to undertake further study, training or research?

Because it is a requirement for finding and progressing in future employment	□
To change or improve my career options	□
Ongoing professional development	□
To develop a broader or more specialist range of skills or knowledge	□
Because I was interested in the content of the course	□
Because I had enjoyed my first course and wanted to continue studying	□
I had been unable to find a suitable job	□
Other reason	□
I don't know	□

END OF SECTION: Go to Section 5

Section 4: Unemployed/Looking for work and Other activity

[Respondents who indicate they are "unemployed and looking for work" as their main activity in Q.1 are directed to Q.4A]

***Q.4A Have you held a job since you finished your course?**

Yes, but I was let go/made redundant/the contract ended	□
Yes, but I resigned from my job to seek employment elsewhere	□
No, I have been looking for a job since graduation	□
No, I was travelling but I'm now looking for a job	□
No, I experienced temporary illness but I'm now looking for a job	□
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	□
Other (please specify) [This response is free text]	

[Filter when any response selected – go to Q.4C]

[Respondents who indicate they are "engaged in other activities" as their main activity in Q.1 are directed to Q.4B]

***Q.4B Are you:**

Engaged in home duties	◻
Taking time out to travel	◻
Volunteering	◻
Retired	◻
Caring for a family member/other	◻
Not able to work due to illness or disability	◻
Unemployed and not seeking employment	◻
I'd prefer not to say	◻
Other (please specify) [This response is free text]	

Q.4C Are there any particular barriers you feel are preventing you from engaging in employment or further study?

Please enter these in the box below.

[This response is free text]

END OF SECTION: Go to Section 5

Section 5: Experience of Higher Education

[This Section is to be completed by all respondents]

Q.5A How likely or unlikely is it that you would study the same course again?

1 (very likely)	◻
2 (likely)	◻
3 (neither likely nor unlikely)	◻
4 (unlikely)	◻
5 (very unlikely)	◻

The questions Q.5B to Q.5E below are optional and institutions may substitute these for other questions or remove entirely

Q.5B Looking back, what could have been included in your course better to enhance your employability?

[This response is free text]

Q.5C Looking back, what could have been included in your course to prepare you better for further study?

[This response is free text]

Q.5D Looking back, what were the aspects of your course which most enhanced your employability?

[This response is free text]

Q.5E Looking back, what were the aspects of your course which best prepared you for further study?

[This response is free text]

END OF SECTION: Go to Section 6 (Contact Details Section)