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EUROSTUDENT VI

QUESTIONNAIRE HANDBOOK

Essential information on EUROSTUDENT VI data collection and field phase

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PURPOSE OF THIS HANDBOOK

Together with experts from the European Commission, Eurydice, the European Student Union and partner countries of EUROSTUDENT VI, we developed the EUROSTUDENT VI questionnaire. It reflects the experiences of the previous rounds of EUROSTUDENT as well as recent changes in the European Higher Education Area. The work on the questionnaire handbook was carried out by IHS and ResearchNed.

The handbook provides information for the national teams, necessary for correctly implementing the core questionnaire in their country. The handbook starts with **guidelines for the preparation and execution of the field phase** (**chapter a-i**). However, the major part of the manual consists of **chapter** "**j.** The questionnaire – with essential explanations", **presenting the EUROSTUDENT VI questionnaire**. Within this chapter, essential **explanations of each question** are provided in order to clarify the purpose of each question and implementation requirements.

EUROSTUDENT is a large-scale international project and highly depends on the national research teams in order to ensure international comparability and high data quality. The implementation of the questionnaire in specific national contexts is a complex issue and must not be underestimated.

Please be aware that the requirements cannot be fulfilled by only using the core questionnaire without considering the explanations! The correct and thoughtful implementation of the questionnaire in national contexts is the precondition for the projects' success. It is absolutely necessary that all national research teams use this handbook and consider the provided explanations of each question!

The current handbook is the final and approved document to be used for EUROSTUDENT VI. Still the authors invite participating countries to provide additional comments, remarks via email to the EUROSTUDENT questionnaire team. **Most importantly: please do not hesitate to contact us in case you have questions of any kind!**

Contact: eurostudent@ihs.ac.at

This publication reflects only the view of the authors.

Abbreviations used throughout the Handbook:

BA	Bachelor programmes
ECTS	European Credit Transfer System
EHEA	European Higher Education Area
HE	Higher education
HEI(s)	Higher education institution(s)
ISCED	International Standard Classification of Education
RPL	Recognition of prior learning
VET	Vocational education and training

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a. The Target Group of the EUROSTUDENT VI Survey

The EUROSTUDENT target group includes all students who are at the time of observation (semester) enrolled in any national study programme regarded as higher education (not tertiary!) in a country. Usually that corresponds to **ISCED (2011) 5, 6 and 7** (e.g. short cycle programmes, Bachelor/Master programmes, traditional diploma programmes, Lizentiat, national degrees in medicine etc.), [1] which – in the national context – would **normally** be considered higher education.

This means all students should be **included**:

- Regardless of their **nationality**: include national and foreign students as long as they are studying for a full degree in the country of observation (and are not only obtaining a limited number of credits e.g. as an Erasmus student)

- Regardless of their **status**: include full-time, part-time and/or correspondence students as long as the study programmes the students are enrolled in offer a minimum of physical face-to-face interaction in lectures/classes (not only exams).

- Regardless of the **character of the HEI or study programme**: include general as well as professional orientations of HEIs and study programmes, as long as the programmes and institutions are considered higher education in your national context.

- Regardless of the **legal character of the HEI**: include public and private institutions, as long as private institutions are considered "normal" part of the HE system in your national context.

Excluded of the EUROSTUDENT target group are (see further explanations below):

1. Students **on** (temporary) **leave**: students who have officially or non-officially interrupted their studies at the time of observation for whatever reason.

2. Students on **credit mobility, short-time mobile students** (e.g. Erasmus students): students who are currently studying in the country of observation (incoming) or who have currently left the country of observation (outgoing) for a short time period (e.g. one or two semesters) with the purpose of gaining only a relatively small number of credits.

3. Students in **ISCED 8** study programmes (PhD- and Doctoral programmes)

4. Students in **distance learning study programmes** which do not *offer* **any** physical face-to-face lecture period at all, but are solely based on written/online interaction (apart from exams). Hence, not the name of the programme or the status of the students counts but the form of interaction.

5. Students at **very specialised HEIs** e.g. military or police academies, or HEIs directly affiliated with one company, where being a student/studying is part of the (paid) job description. That might also include programmes providing training only for public administration.

6. Students **in programmes classified as ISCED (2011) 5, but not regarded as higher education** in the national context. That could e.g. be training of Master crafts(wo)men or upper-secondary schools or post-secondary programmes not regarded as higher education.

[1] For more information please consult chapter k.Definitions.

7. Students enrolled in higher education but not entitled to finish a common programme. This might be students with an **"extra-ordinary" or "guest" status** or students only enrolled in single courses if they are *not allowed* to graduate from an entire, ordinary programme (i.e. their achievements will not be recognised for a common title like Bachelor or Master).

Please adapt your national questionnaire to ensure you can identify exactly the standard target group even if you are surveying other groups of students as well.
If you are applying additional or different exclusion criteria, please inform EUROSTUDENT (eurostudent@ihs.ac.at) about the planned changes and explain your decisions.

Questions 1.0, 1.1 and 1.4 of the core questionnaire are designed to filter out students who are not part of the target group according to the exclusion criteria 1, 2, 3 and 4 in case it is not possible to exclude these students already in the selection process beforehand.

Explanations on the exclusion criteria of the standard target group of EUROSTUDENT VI:

- **Students on temporary leave:** Several of the EUROSTUDENT questions refer to the time of observation: "the current lecture period". If students are currently not studying, they cannot answer questions referring to their situation *as a student* at the time of observation. Therefore they are excluded from the EUROSTUDENT target group.

- **Students on short time mobility:** The questionnaire refers to the situation in a specific country at a specific point in time (current lecture period). Hence outgoing students cannot answer questions referring to their current situation in their home country – the country of observation (because they are on temporary leave). But they should also not answer these questions for the situation in their host country, because the EUROSTUDENT analysis will focus on the home country (the country of observation) only. Incoming credit mobile students on the other hand, are excluded for two reasons: Firstly, in many countries there is no population data available for that specific group or it is not available in time (for drawing a sample and weighting). Secondly, the social situation of those students is more complex than the general EUROSTUDENT questionnaire can cover: e.g. they might have to fund an accommodation at home and in the host country, plus they have to burden travel cost, but might receive special scholarships just because they are mobile.

- **Students in ISCED (2011) 8 (Dr/PhD):** Persons enrolled in ISCED 8 are regarded in some countries mainly as students, in other countries as young researchers. That has consequences e.g. for the available population data and the status of the person (e.g. student at or employee of the university). Hence, to compare the social situation of persons enrolled in ISCED 8 at international level, a specific questionnaire is needed. However, some countries adapt the EUROSTUDENT core questionnaire and include ISCED 8 for national purposes and national analysis only. This still remains a possibility.

- **Students in distance learning programmes:** This is another group which would need a very specific questionnaire to cover their social situation. Therefore, these students are excluded from the EUROSTUDENT VI target group. However, it is not always very clear what a distance learning programme is. Therefore, EUROSTUDENT defines it as follows: A distance learning programme means no lectures/classes/supervision are *offered* in a physical face-to-face manner. That refers to the *possibility* to attend lectures/classes not to the fact if the student really attends them (or e.g. by choice follows a web-stream). Moreover, the definition refers only to lectures/classes and not to exams, because in exams physical presence is also often required in formal distance learning programmes.

- **Students at very specialised HEIs:** Students at Military or Police Academies or similar institutions or students at a HEI run by a single company only for employees of that company are usually employed at the provider of the HEI. Some countries operate HE programmes (mostly in public administration) for their civil servants in a similar manner. Common to all of these programmes is that studying is part of the students' employment contract with the provider of the HEI. Hence, those students would face difficulties in filling-in several of the EUROSTUDENT questions, e.g. on employment, time budget and maybe funding. Therefore they are excluded from the EUROSTUDENT target group. Nevertheless, we are aware of the fact that also other forms of studying exist where students get paid by their employer for studying, like e.g. in dual-programmes or as a student trainee. However, these are usually individual contracts and sometimes do not even oblige the student to work for that employer after graduating. EUROSTUDENT regards those forms as part of the individual social situation of a student; hence it is part of the core interest of EUROSTUDENT. Nevertheless, we are aware that a (small) grey area will persist in this definition.

- **Students in ISCED (2011) 5 not regarded as HE:** In some countries, ISCED 5 (sometimes even ISCED 6) contains programmes which are not regarded as higher education in that national context. Mostly, these programmes are affiliated with the VET-system (Vocational Education and Training) or regarded as post-secondary but not tertiary at national level. Examples are programmes for becoming a Master craftsman in Germany or Austria, which are completely offered outside of HE, but categorised as ISCED 5. ISCED (2011) even qualifies the last 2 years of upper-secondary, professional schools in Austria as short-cycle programmes on ISCED 5 level. However, they are offered at schools, not in HE. All these programmes should be excluded from EUROSTUDENT which focuses only on the social situation of HE students in Europe. Short cycle programmes are in general very complicated to compare internationally. EUROSTUDENT regards them as part of the target group if they are offered at HEIs. However, for more detailed analysis, EUROSTUDENT refers to focus groups differentiating between short cycle programmes, Bachelor, Master or long degree programmes (**b**. Focus groups of the EUROSTUDENT analysis).

- **Extra-ordinary or guest students:** Some countries allow the enrolment as an extraordinary or guest student or to enrol only single courses but not a whole programme. Definitions of "extraordinary" vary from country to country. EUROSTUDENT excludes students who will (by no means) be entitled to graduate from an official programme, like Bachelor or Master, because their achievements as extra-ordinary students will (by no means) be recognised. However, this status must be distinguished from the possibility offered in some countries to individually compile a Bachelor-/Master or whatever programme (e.g. "individual Bachelor"). In addition, in some countries (mainly in Scandinavia) it is possible to enrol only in single courses. However, if a student has collected enough credits from single courses, he/she might apply for receiving a common graduation as e.g. Bachelor or Master. Therefore, the distinction EUROSTUDENT draws is as follows: If there is a possibility to become a normal graduate of HE, the students should be included in the target group of EUROSTUDENT. If it is not possible for persons enrolled like extra-

ordinary or guest students (or however they are named in a country) to graduate, they should *not* be part of the EUROSTUDENT target group.

For your national survey it could be interesting to include also other groups of students than only the target group. But do make sure that you can identify these 'extra' groups, to enable you to exclude these from the EUROSTUDENT data.

b. Focus groups of the EUROSTUDENT analysis

Due to the expansion of the HE system, the student population becomes more and more heterogeneous. Moreover, the HE systems themselves differ broadly within the EHEA. Therefore providing data on *the* student population of a specific country or comparing *the* student populations of several countries, reaches more and more limitations. EUROSTUDENT uses so-called focus groups as analytical units instead of focussing on the student population as a whole and providing rather meaningless averages of very heterogeneous groups of students.

Focus groups are defined by one (or more) characteristic(s) of students. These characteristics will be defined by special focus group questions, which are highlighted in the section on the questionnaire with further essential explanations. These questions are crucial for the comparative analysis.

The questions may also help the national research teams to determine the sample size needed and if there is a need to adapt the national probability sample, since every of these focus groups has to contain at least 30 respondents (unweighted) to be displayed and compared (see chapter d.Sampling).

The focus groups for EUROSTUDENT VI are very similar to those of EUROSTUDENT V:[2]

Name of the focus group	Values				
Sex	female	male			
Age	<22y	22-24y	25-29y	>30y	
Educational background	parents with HE	parents without HE			
Type of HEI	universities	non-universities			
Degree	short cycle	Bachelor	Master	other (nat.) ISCED 7	other
Fields of study	humanities	engineering			
Study intensity	low intensity	high intensity			
Transition	direct	delayed			
Educational origin	national	international			
Dependency on income source	(mostly) family support	(mostly) own earnings	(mostly) public support		
Form of living	living with parents	not living with parents			

However, this manual has been written at the very beginning of the EUROSTUDENT VI project phase – before detailed discussions about the presentation and delivery of data could have taken place. Therefore, some (minor) changes to the focus groups might be implemented until summer 2016. E.g. regarding the number of fields of study covered: for a long time EUROSTUDENT has presented the differences between students in humanities and in engineering as an example of two very different

[2] See page 16 of the EUROSTUDENT V "Synopsis of Indicators": http://www.eurostudent.eu/download_files/documents/EVSynopsisofIndicators.pdf

groups of students. However, for the publically accessible EUROSTUDENT database it might be of value to integrate data on all fields of study. This will however only be possible, if the method of data transmission from national researchers to EUROSTUDENT is simplified.

Other potential focus groups currently under discussion are the following:

Name of the focus group	Values				
Students with financial difficulties:	(very) serious difficulties	no difficulties (at all)			
Migration background:	No migration background	2nd generation	1st generation		
Hours spent on paid job(s):	No paid job(s)	< 10h	Between 10h and <20h	Between 20h and <30h	>30h
Impairments	With impairment	Without impairment			

c. Required population data

Population data for sampling and weighting

For sampling and weighting national research teams need data about the student population from official registers (from the Ministry or the national office of statistics). However, there are huge differences in the participating countries regarding the kind of data these registers contain, the kind of students included, and if there is one register for all students or if there are different registers for different HE sectors. Therefore, it is not easy to set rules for the kind of population data needed in each country. This issue will, however, be intensively discussed at the preparatory seminars in which all research teams are required to attend before the national field phase. In this paragraph some guidelines are given for the national teams to take into consideration when checking for the available population data in their country.

A rough list of data you should have on all students included in your national target group for the EUROSTUDENT survey, is:

- Total number of students enrolled in HE and – if applicable – per type of HE (e.g. general vs. professional)
- Sex
- Age groups
- National and foreign students (preferably defined by location of prior education (in country or abroad) and not by citizenship)[3]
- Type of degree programme (e.g. short cycle programmes, Bachelor, Master, Diploma) according to ISCED (2011)
- Fields of study according to ISCED (2013)
- Status of student – if applicable (full/part time/correspondence or similar)

These characteristics are chosen because they have proven to have a big influence on the social situation of students, with age usually being the most important variable. The distinction according to sex is also crucial due to the gender segregation by field of study. Foreign students might face a completely different (social) situation than national students – however, in some countries there are hardly any foreign students – meaning these categories might not be applicable in all participating countries. Type of degree programme and the field of study might also be influenced by the social background of the student. The status of a student might also depend on the way of accessing HE and is therefore indirectly linked to the social background of the student. In your national settings additional characteristics might be relevant for weighting and sampling. The last edition of the EUROSTUDENT report might help you with the identification of these characteristics.

For drawing a proper random sample, please also take into consideration that certain types of students, e.g. working students, students with children, students with an impairment/disability or students from an ethnic minority are more likely to enrol in certain HEIs, fields of study or in

[3] This is in consistency with the Eurostat data collection on learning mobility data (see section 16. Comparability: http://ec.europa.eu/eurostat/cache/metadata/de/educ_uoe_enr_esms.htm)

particular status (e.g. part-time). In this case you will need more detailed data about these HEIs, programmes/statuses.

Ideally, you have access to the micro data of the national student register and can therefore arrange nested tables of your target population according to your needs – or someone else (from the Ministry or the statistical office) can provide you with such tables. However, if this is not possible, try to get as detailed tables as available, at least differentiated by sex, status and type of degree programme, type of HEI.

You will need the population data in time for your field phase to draw a proper random sample and after the field phase to weight your survey data. **Moreover, you are required to send your sampling and weighting plans to EUROSTUDENT (eurostudent@ihs.ac.at) and get the approval by EUROSTUDENT.**

General population data for reference

In order to make relative cross-national comparisons it is necessary to make use of national population data. By using national statistics other than the data gathered during the survey, we can use this as a reference to compare the makeup of the student body with the makeup of the general population.

For example, one of the national references concerns the relative number of migrants as identified within the EUROSTUDENT focus groups. If the data is properly weighted, a comparison of the share of migrant students with the share of migrants in the population gives an insight in the openness of the system.

In this sense the following topics are interesting for relative cross-national comparison:

- Migrant population
- Educational attainment of parents' generation
- Age groups
- Others may follow (depending on the discussions to be held on the analysis and reporting of data in this round).

For the analysis we prefer international comparable data, often published by Eurostat or similar. If that data is used you will be asked to assess the quality of the statistics. If statistics are not available in an international comparable way, we will ask you to provide the proper national population statistics (if available).

d. Sampling

Depending on the depth of information available, the contact and survey method and the size of the target group (student population), it will be necessary to draw a sample of the students to be surveyed. This can either be achieved through **simple random sampling** or a more sophisticated way such as **stratified (*proportional* or *quota)* random sampling**. The latter would give you the opportunity to have certain subgroups of students overrepresented in your sample in order to achieve higher (absolute) numbers of respondents among certain (very small) groups. Such an oversampling must later be re-balanced through weighting.

In any case, the sample of students drawn out of the national population must be representative for the latter, which means that the probability of all students of the target group being part of the sample must be assignable and >0. Representativeness is important also when looking at the way of contacting students, e.g. when approaching students directly face-to-face in classes (or hallways). Students who are not attending classes regularly because of work constraints, family responsibilities, etc. would be underrepresented among respondents. Approaching students via social media portals might exclude other groups of students, and so on. Therefore, representativeness of the sample has to be taken into consideration when defining the way of contacting the students, the survey method as well as the sampling method.

Regarding the size of the sample, EUROSTUDENT does not give any strict indications. However, to be published and analysed, indicators must be based on groups of at least 30 respondents (unweighted). To determine the sample size needed, national researchers should therefore have a look at the focus groups (see b. Focus groups of the EUROSTUDENT analysis) and response rates and should then estimate how many students they have to contact to obtain **at least 30 valid answers from each of those focus groups (unweighted)**. It might also make sense to adapt the sample and enlarge the share of certain groups who are going to be contacted (oversampling), in order to increase the number of respondents to make sure to reach the minimum of 30 respondents.

However, a targeted adaptation of the sample sizes will only be possible if the address material or lists of students provide some additional basic information of the students (e.g. sex, age, degree, field of study) and weighting will be necessary to compensate for the intended over- and underrepresentation of certain groups. In some national contexts, especially in countries with small student populations, sampling is not an option and all students must be contacted.

Nevertheless, you may use the following rule of thumb for determining your sample size: Participating countries should strive to achieve the minimum (unweighted) number and share of **usable** questionnaires as indicated in the following table:

	Minimum of usable questionnaires		Gross sample depending on return rates	
Student population	**Net** sample of usable questionnaires	Share of total student population	**Gross** sample by est. return rate of 25%	**Gross** sample by est. return rate of 10%
< 50.000	2.000	3%	8.000	20.000
50.001 – 100.000	2.500	3%	10.000	25.000
100.001 – 300.000	5.000	2%	20.000	50.000
300.001 – 1.000.000	5.000	1%	20.000	50.000
> 1.000.000	10.000	0,5%	40.000	100.000

Please note that in order to achieve these numbers of usable questionnaires, **a lot more students must be contacted** – depending on the return rate.

e. Survey organisation

Contacting students

The way of contacting students depends on the available contact data. Some countries will be able to send e-mails to students directly; others will have to send postal letters instead. Again others (who do not have email- or postal addresses) will have to get even more creative in contacting students. Some might also choose two different approaches (a combination of postal invitations and email invitation). This is also a question of resources and influences your sample size since postal invitations are far more expensive than email invitations. Please contact eurostudent@ihs.ac.at if you need any assistance regarding the way of contacting your students

If you are sending out your invitations by email you might want to distribute the "release" of the invitations over several days. There are several reasons for this:

1) Sometimes when sending a lot of emails at the same time with the same sender and subject line to the same email provider (e.g. gmail, gmx, yahoo etc.) your email will be classified as spam and blacklisted.
2) Sending out all emails on the same day might overburden the capacities of the questionnaire server and weaken the online questionnaire programme's performance and speed, which will result in dropout rates. (Note: each page in the questionnaire will be send individually to the server, hence when filling in the questionnaire, a lot of communication takes place between the respondent and the server.
   There are also certain peak times during the day when students are answering emails (typically morning, lunchtime and late afternoon), so try to slow down the sending process e.g. at night to avoid a server overload the next morning.
3) Also, response behaviour varies depending on the day of the week, try stagger the emails and avoid "dead periods" (e.g. long weekends, holidays during the week).

If the invitation is sent by email, one step to **increase the number of responses** concerns the **quality of the email addresses** with the two dimensions activeness and composition of the email address:

The extent to which email addresses are *active* is important for the reliability of the sending address toward mail providers such as Gmail and Hotmail. These large mail providers work with a system by which senders of emails get ranked. If emails are sent to addresses that were not used by the recipients for more than six weeks, the sending address rises on the blacklist rank. Also the total number of emails that weren´t opened, the time students take to read the email and the extend links within the email were clicked on play a role in the blacklist ranking. Especially when you send out loads of email from one sender, you might get blacklisted. It is quite difficult to prevented so think twice about the quality of the email addresses you want to use. Sending form different (randomized) IP adresses is one option to prevent blacklisting. Sending the mail with hourly interval in small badges (1.000) is another option. When doing this it is advisable not to sort your file on HEI, as the adresses usually come from the HEI's. When student accounts are used, it might be advisable to liaise with the technical staff of each HEI about their spam settings, as HEI´s set their own spam filters.

Next to the activeness the *composition* of the addresses has to be correct in order to get the most out of emailing. A lot of emails bounce because of typos. The correct spelling of an email address is something one can control to a certain extent. Usually email addresses (and especially private ones)

come from some kind of registry and are rarely checked on their composition. You can checked them on small typos such as spaces, commas instead of points, typos (hotmial instead of hotmail) or the absence of the '@'.

If you do not have addresses and you have to contact students face-to-face via distributing invitations at the HEI, make sure you are choosing different days, day times, and periods in order to not exclude any particular student group (e.g. working students, students with babies) → every student of your sample must have the same chance to fill out the survey.

If email addresses of students are available, reminders can be sent relative cheap and theoretically students can be reminded several times. There is not a golden rule for sending reminders although several countries shared good experiences with a short time between two reminders (maximum of one week, but not sooner than within 3 days) and in total a brief fieldwork period. Some countries follow up on students more intensively and are sending more than two reminders. However, a balance between reminding and annoying students is a very fine line, as one of the countries experienced: sending out more than two reminders brought more angry emails than new responses. Depending on the resources and address material available, there is also the option of contacting students through more than one channel (postal and online, in some cases via SMS).

When sending out online reminders it can also be of an advantage to alternate the days students receive their invitation-email, i.e. students from HEI A receive their invitation letter on a Monday, they should receive their 1st reminder on a Wednesday and their 2nd reminder on a Friday in order to balance out day and time of reception of the email. Here as well: Take holidays and long week-ends into account when planning your sending schedule.

Also take lecture and exam periods into account when planning you field phase and sending out reminders. The field phase should fall right in the middle of the lecture period and should not overlap with lecture-free period to keep a comparable reference period. Many believe that the exam period is a bad period for conducting such an online survey. In contrast, we made very positive experiences during learning periods when everybody is at home and looks out for deflections.

Privacy issues

Many of the students are very faithful in you and trust you will not distribute/sell/mis-use their data without reassurance. Others, however, are interested in the topic and need some explanations. You should therefore provide them with a plausible explanation in the (lower part of the invitation letter/mail) on how you got their addresses, what you are intending to do with their data and how their privacy will be protected during data collection and report. But do not promise anything you cannot hold, e.g. if you promise you will not distribute their data it might be difficult to realise a scientific use file.

As will be explained in the section on personal login, it might be necessary to buy an internet security certificate (https) in order to be able to provide the password as part of a personalised link.

Tips for increasing response rate

The survey will be conducted among a sample of the student population. The results therefore will never be exactly the average of all students (population), but estimates an interval in which these averages lie. The purity of this estimate strongly depends on the number of participants but even more on the representativeness of subgroups within the sample. **You should always make sure that**

your measures to increase the response rate do not only attract specific student groups, but are appealing to all students equally.

Furthermore, it is important to show the students that the survey comes from a **recognized authority** (rector of the HEI, student union, faculty, Ministry, etc.): as will be explained later in the handbook in the section on survey method, the sender that would impress the students most will be different for each country. Please test this during your pre-test: what sender would your students be most willing to respond to?

Increasing the response rate also starts with sound information for the students and with a catchy and interesting subject line (more on this in the next chapter!): it should be crystal clear to them what the purpose of the survey is and how their answers will be used. To stress the argument of **reciprocity**, you should also make clear that the survey in the end will serve the students themselves: the results are meant to be used by policymakers to improve the social dimension of students. Also make sure students know that you are interested in *their* specific situation (in their study programme in their HEI). In order to find out which subject line triggers students the most, this should also be part of your pre-test. To underline the importance of the survey you can decide to start a **media campaign**. Some countries have chosen to develop short promotional videos or attractive posters to make the survey well-known in their country. Have a look at these cool examples of promo-movies:

- Italy: https://www.youtube.com/watch?v=BZO7dVWeL_Q
- Lithuania: https://www.youtube.com/watch?v=pkJLs9WXmRg.

To convince the students that haven't responded to your initial invitation to fill out the questionnaire, you can send out (targeted) **reminders**, as already explained above.

For increasing the response rate in your country it could also work to add **incentives** to the project: filling out a survey could then mean students have a chance to win a prize. The experience from previous rounds have taught us that some countries do offer a lottery where a one or a few students can win a big prize (e.g. a computer or tablet), where other countries choose to do the lottery with lots of small prizes to win (more chance to win, but prize maybe less attractive). But of course we also have countries that choose to not give away any incentives: simply because there is no budget (or it would be strange to use tax money for this purpose), the regulations in the country don't allow this, or for example offering a lottery means you need to hire a notary to do the official drawing of the winner. Furthermore: nowadays not giving any incentives underlines this survey is a serious survey, not one of the many. It would be advisable to talk about incentives during your pre-test with students: what would trigger them? Taking this all into account, we can conclude that in the decision of making use of incentives, EUROSTUDENT can't give you any guidelines. **But, we do want to stress that if you choose to use incentives, you do have to make sure that these are equally attractive to ALL students**: i.e. technical devices have been shown to be more attractive for males, vouchers for books to be more attractive for females etc**.**

f. Survey method

Choosing a survey method

The EUROSTUDENT consortium strongly recommends the use of an online questionnaire, because of its possibility to add important checks and routing to the questionnaire to maximise the quality of the collected data. Furthermore, an online questionnaire has the advantage that it saves time and costs: you can 'easily' double your sample size if necessary and your data automatically are entered into a database (unlike a paper questionnaire, where you have to enter all the collected data afterwards, which is very time consuming and it is also very prone to error).

EUROSTUDENT aims at comparable data by standardizing as much as possible (period of field phase, the target group, the questions, the data cleaning procedures and preferably also the method of surveying as well). In last round (E:V) already 21 of the 29 participating countries used an online survey to collect their data.

However, participation in the survey will obviously be affected by access to the internet (and could cause a bias, especially when access to internet is not equally spread amongst student population). If this is the case in your country, it could be that another method of surveying is more appropriate. If online surveying is not possible, we recommend the use of a paper questionnaire, since this method just like an online survey, gives the student 'freedom' to answer the questions honestly: using an interviewer as a mediator will increase the chance of socially acceptable answers.

Please indicate to the EUROSTUDENT team (eurostudent@ihs.ac.at) which survey method you will be using. This chapter continues with recommendations for both online questionnaires and paper questionnaires.

Online questionnaire

Invitation email and welcome site

- The invitation email is crucial for the participation in the survey. However, the first hurdle is that your mail will be read at all. Therefore consider carefully who should be mentioned as sender of the e-mail and what the subject of the e-mail should be. Students are among the most surveyed population groups, hence you have only a few words in the **subject line** to convince them that this is THE survey they really should participate in and it should therefore refer to the actual situation of the students. If somehow possible, pre-test what works best in your national setting.

- Crucial for the decision of students to fill in your survey is the **sender** of the invitation. EUROSTUDENT has no guidelines for choosing a specific sender (e.g. ministry, research agency, HEI). We do advice you to take this into account when doing cognitive pre-tests of the survey with your students: what is the most 'attractive' sender for them? EUROSTUDENT often won't be the most attractive sender for your invitation, since everything with EURO in the name could be too far away from students' everyday life.

- A growing problem for online surveys and online invitations is the **use of mobile devices**. Be aware that your invitation mail might be read on a small screen of e.g. a smart-phone and people might be in a hurry. That increases the importance of the sender and a very short (!) subject line. In any case, the software you are using for your online survey must be compatible for any kind of mobile device – even if you should recommend students not to fill out the questionnaire (entirely) on a mobile device (because some questions might need more time or require accessing other tools like online banking). Please add a line to your invitation text giving this advice to students.

- Another problem is that **people read less and less**, especially on screen and even less if the email comes from an unknown sender or refers to a topic, people are generally not very much interested in (e.g. a survey). Hence, **you should place the link to your survey as far on top of your invitation as possible.** Only very few students are interested in details like who is conducting the survey, what will it be used for and anonymity reassurance. Nevertheless, your invitation must contain all this information for those who are interested in these topics and would not participate without this information. Moreover, some students might ask (themselves) where you (resp. the sender) got their email address from. Provide a plausible answer for this question.

- It is common behaviour that recipients of your invitation will realise quickly (e.g. from the subject line) that this e-mail is an invitation for a survey and they'll click on the link immediately without any further reading. Hence, they land on your **welcome page** without knowing what the survey is about or who is conducting the survey and for whatever reasons. Therefore, the welcome page is also very important. It is your second chance to convince students to participate! The welcome page should therefore contain the most important information about the survey, but on the other hand, it also cannot contain a lot of text. Text will scare off your participants and they'll dropout! Every single letter counts!

- But again, many will not read the text on the welcome page either and directly jump into the survey to look what it is about. Therefore, do not be surprised if you observe a certain amount of drop-outs at the beginning of the questionnaire. In methodological research these respondents are called "**lurkers**".

- Offer some **contact possibility** in case questions or any comments arise and indicate your name or at least your organisation's name. However, students might just reply on your invitation mail. In any mail-programme, you can define which address should be mentioned in the "reply-to line". That does not have to be the same address as the sender! Use this possibility to elaborate a concept for your mails: What is the address of the sender, where should bounced mails be directed to and where should replies be directed to? Especially the differentiation between bounced and actively replied mails is important for you to find relevant mails from students among all of the mails you might get back.

- We included an examples of an invitation letter of the Dutch study here:

Dear student,

The Ministry of Education, Culture and Science is inviting you to take part in a large-scale survey about studying in the Netherlands: the Higher Education Student Monitor Survey. This survey has been conducted since 2000 and serves to monitor and analyze the student higher education experience. Since you are a higher education student, you have been selected to take the Student Monitor Survey.

To participate, please follow this link: https://surveyexample.eu/4eRuP5Xtest
In case this link doesn´t work, please go to www.surveyexample.eu and enter this password: 4eRuP5Xtest

To help us get a full picture of the student experience, the survey asks a series of questions on topics that are currently important in higher education, such as finances and borrowing behaviour, time-spending behaviour, academic progress and graduation success, and internationalisation.

Completing the survey should take about an hour, depending on your situation. You have the option to exit the survey and continue at a later time. You will automatically start back where you left off. Everyone who completes the survey will be entered into a prize draw to win one of the following prizes:

5 iPads Mini and 100 25€ bol.com gift vouchers

Prizes will be sent to the winners in early August 2014, when the survey is closed.

More information on the Student Monitor Survey is available on the website of the Ministry of Education, Culture and Science and www.studentenmonitor.nl. By taking this survey, you are also indirectly participating in the European-wide Eurostudent survey.

Your answers are completely confidential and anonymous; they cannot be traced back to any individuals, neither by the survey researchers nor by your university. Your university will not have access to the data.

For questions or comments about the survey, please send an e-mail to [contact email address]. Your email will be answered as quickly as possible.

Thank you very much in advance for taking part!

Dr. Anja van den Broek
Projectleader

If you no longer want to be contacted for this survey, please use this link to unsubscribe: [unsubscribe link]

Personal login

- When using an online survey you can choose to protect the login to the survey with as access code or to send out individualised links that will bring students directly to their questionnaire (in this case the access code is part of the personalised url students can click. E.g. https://surveyexample.eu/4eRuP5Xtest). If you choose not to have a personal login/personalised access, this means you will have no control over who participates in the survey, no control how often a person participates and the student will not have the possibility to interrupt answering the questionnaire. The only advantage will be that the survey can be filled out completely anonymous. But since this will only result in a 'dirty' data file, **EUROSTUDENT strongly advices to protect your online survey with personal links/access codes**.

- Another advantage of the personal login lies within the possibility of interrupting the filling in of the questionnaire. With a personalised login some software packages also allow leaving the questionnaire and **re-entering** at a different point of time without loss of filled in answers. This can come in very handy when students start the questionnaire with their smart phone, have a look at the questionnaire and then decide to continue on bigger screen. Check whether your software package has this option and, when reminding students, explain to them that they can continue with the questionnaire at exactly the point where they stopped.

- Using a personal login however relies on the possibility to **distribute** access codes/ personalised logins amongst your selected sample:

- **In case you have the email addresses and send out the email invitations yourself**: In most survey software packages you need to upload the email addresses in order to obtain individualised links. Make sure to tick options "non-anonymous survey" and "including personalised codes" in the links included in your invitation text. Send out the invitations and reminders by using the survey software, but test it beforehand with your own mail-address!

- **In case you have postal addresses:** most probably you will have to create fake email addresses in excel (check however if they really don't exist) and upload these addresses to the survey software in order to generate the individualised links automatically. Most survey software packages need (any kind of) email addresses to create individualised links. Make sure to tick options "non-anonymous survey" and "including personalised codes" in the links included in your invitation text. However, this only makes sense, if the software you are using allows you to download the participant database including the (fake) mails and the generated access codes. The hereby created individualised links/access codes should be merged into the letters and you should keep track of the links/access codes already used during the field phase and feedback this to the sending units (these students should not be reminded).

- **In case you don't have any address material and the HEIs** (or the ministry/statistical office/etc.) **are sending out the invitations:** most probably you will have to create fake email addresses in excel (check however if they really don't exist) and upload these addresses to the survey software in order to generate the individualised links automatically. Most survey software packages need (any kind of) email addresses to create individualised links. Make sure to tick options "non-anonymous survey" and "including personalised codes" in the links included in your invitation text. However, this only makes sense, if the software you are using allows you to download the participant database including the (fake) mails and the generated access codes. The hereby created individualised links/access codes should be made available to the sending partners (HEIs, ministry, statistical office, etc.) and you should keep track of the links/access codes already used during the field phase and feedback this to the sending units (these students should not be reminded).

  A document with sample instructions for HEIs who are sending out the individualised invitations has been made available on the wiki page of EUROSTUDENT VI. The document "Information on sending individualised mails" is based on the instructions used in Austria and explains how the HEIs should organise the sending of individualised invitation emails (merging the personalised link in the email of one respondent) – Don't forget this is only a example and it needs adaptation to national circumstances.

- For both options (and especially if you are using paper invitations and students have to type the access code or link into the browser) you want to make sure that the access code (embedded in the link to the questionnaire or not) is well readable. Here are a few tips to ensure this:

- Make the link/access code as short as possible.
- Don't make it a sequence (00001, 00002, etc.), students might re-enter with the next questionnaire.
- Preferably use only capital letters, because they are clearer readable and don't have descending letters (g,y,j,p,q etc.).
- Avoid using the letters i, L, o, g or the cipher 0, 1 or 0, as they are not easy to distinguish.
- Avoid using vowels at all, since in combination with the consonants can produce awkward words.
- Use a font that clearly allows to distinguish between I, L and 1 etc (in case you cannot avoid these letters/ciphers). If you generate the access codes make sure (and check!) that no code is generated twice!

Question design

- **Design** and **layout** are very important in an online survey. Make sure the layout looks professional and attractive. Using **logos** of your Ministry and EUROSTUDENT can help convincing students that filling in this survey is serious business (the EUROSTUDENT logo can be downloaded from the wiki page). Use as **little text** as possible. Reading on screen is not the same as reading on paper! Try making the survey **accessible for ALL** students, including disabled students.

- Some points in time have to be in a **special order**: you cannot enter your current study programme earlier than entering HE as a whole. If respondents mistype when answering these questions, you can build in a check in online surveys to point out that the answer is implausible and give them a chance to correct their response.

- For topics like funding, expenses or time budget, you have to use open (numeric) questions. But you can still think of reasonable ranges for the students' budget or time: e.g. a day has 24 hours, a week has 168 hours – as students still need some time for sleep, you may **build in a check** if students spend more than 20 hours per day on studying.

- Questions on financial issues are often difficult to answer, especially as we are asking for several sources of funding and expense items. Therefore **show totals**, either with use of a java application or by adding an extra question in which the student is asked to confirm whether the total amount is correct (with the option to adjust the amounts given).

- In an online questionnaire you can check the given response within a specified value range and for **consistency with previous given answers**. Moreover you can assess if the question is answered at all.

- **Compulsory or not?** Make questions compulsory when you're not very experienced in data-cleaning afterwards. Make questions compulsory when your sample is small (by that making sure you collect as much data as possible). But: Some questions should never be compulsory (time budget question + financial budget questions). And: other questions should always be compulsory (questions used for weighting and preferable the questions used for routing/filters). The variables on sex and age should always be compulsory, EUROSTUDENT will not use questionnaires which do not contain these two variables. This is also added to the explanation section of the individual questions (Chapter i :Explanation per question)

- Make sure that through a good **routing/filtering** students do not have to answer questions that are not applicable to their situation (major point of attention in testing phase!).

- If possible in your online software, you can further individualise your survey by **piping** the answers of a previous question into the question text of a later question. If a student for example has answered she is studying for a certain main study programme you can refer to this in next questions: "How satisfied are you regarding the following aspects of [insert answer question 1.6]?". Please note that you can only use questions that are compulsory and single response to insert into other question texts! Do not use 'open' questions for this, since you will have no control on what they will enter in an open field.

- Always make sure students are able to **skip backwards** to their previous given answers, in case they might have to correct an answer later on, for example when the next question made them realize they have misunderstood a previous question.

- If possible add a **progress bar** to your survey to show the students how far they have progressed in filling out the questionnaire. Since some of the sections are designed/ filtered out for specific groups (questions on paid jobs, mobility etc. are only for students with paid jobs/mobility experience). The progress bar could in these sections be altered in order to avoid too big jumps for students not following the filtered questions.

In short: **make it as easy as possible for the students to fill out the survey, even when this complicates things for you**!

Print Questionnaire

Even though EUROSTUDENT strongly encourages the use of online questionnaires, in some national contexts this survey method might not fit. In case you are using print questionnaires (either face to face or postal) please see below for some considerations.

Cover letter

- In case the questionnaire will not be used for face-to-face-interviews but is sent to the interviewees by post, a cover letter is needed. The letter should contain the usual information e.g. context information on the survey, instructions for completion and returning of the questionnaire, explanation that the survey is carried out for research, that protection of data privacy is guaranteed, and the importance of participating in the survey.

- It is also advantageous to name one contact person in the letter, who can be contacted by the respondents, including contact details (email, telephone, etc.).

Design

- Each page of the questionnaire should be clearly arranged and have sufficient space.
- Please make sure that the question and its response option(s) are always placed on the same page.
- In some cases it is necessary to emphasise certain text components due to their importance. For instance, question 3.4 enquires the living costs and study-related costs of students. However, living costs should be reported per month and study-related costs per semester. Therefore, the respective expressions should be highlighted in the text (e.g. in bold type and/or underlined).
- As a drop-down menu cannot be used for paper-and-pencil surveys, some questions must be designed as open questions. For instance, question 5.3 is asking for the place of birth (i.e. the country) where the student and his/her parents were born. In the paper version of the questionnaire, this must be designed as an open question.
- The design of some questions might vary depending on the survey methods. In case of a paper/pencil version, try to simplify routing/filters as much as possible. Sometimes this means integrating the follow-up questions in the leading questions (e.g. question 4.8, first and second part next to each other).
- EUROSTUDENT VI logo can be downloaded from the wiki page

Pre-test

Cognitive pre-test

- It is important to (intensively!) pre-test the questionnaire in a focus group of students to make sure they understand the questions in the same way you tried to formulate them.
- When testing the questions, it is important to pay attention to the following aspects:
    - Does the interpretation of the question by students match the purpose of the question (as stated in this questionnaire manual)?
    - Are the questions and answers multi-interpretable?
    - Does the terminology used in your translated questionnaire match the terminology that is common amongst students?
    - Are the questions formulated in a neutral way and not normatively directing students into certain preferred answers?
    - Is there any knowledge or facts supposed to be present beforehand for answering the questions?
    - Are the answer categories consistent with the content of the question?
    - Are the answer categories in single response questions absolutely exclusive and exhaustive?
    - Which are sensitive questions either with regard to privacy concerns or could some students be offended by certain questions.

- After pre-testing the questionnaire, please adapt it if necessary, by changing wording or adding explanation texts. Please do not forget to report all deviations from the core questionnaire and the reasons for doing so, to the EUROSTUDENT team (eurostudent@ihs.ac.at).

- As mentioned in previous chapters the cognitive part of the pre-test should also examine important issues to increase the return rate:

    - Who should be the sender of the invitation e-mail?
    - What should be mentioned in the subject line and invitation?
    - Which incentives are attractive for which students?

Technical tests (for online questionnaires)

Besides carefully testing the content of your questionnaire, it is just as important to test its technical features. This depends of the possibilities offered by the questionnaire software package used but it could include the following point:

- Do all the filters work as planned? Is the routing correct?
  What happens to students not filling in questions used for filtering?
  Are there any dead filters (nobody can access because of an error in programming)?

- What happens if students want to go back in the questionnaire? For compulsory questions, filtered questions? Does the system allow for this? Is a text needed indicating that students have to choose something in order to be able to go back?

- Is the appearance of error messages well-timed? Is the text of the error messages suitable and does it match the question?

- Are the piping texts correct? Do they fit every questions with regards to grammar (e.g. singular/plural, dative/accusative/etc cases)

- Do the drop-down menus work properly?

- Are all questions correctly assigned, programmed and labeled with regards to single and multiple choice? Should some answering options be exclusive (not compatible with screen-reader-usage)

- Which and how many characters are allowed in open fields (ciphers, comma, decimal points, etc)? Does the number of characters offered allow for all possible answers?

- If you fill in a questionnaire, does the system save your answers in the database, as planned?

- If possible you can organise a ‘stress’ test to find out how many simultaneous logins your survey server can handle. With this information you can design the schedule for sending out the emails.

- Test what happens if you use the software in different browsers (Internet explorer, Firefox, small mobile devices).

- Test, what happens if students click only on partially displayed links? Do you need a text displayed at the page they are directed to indicating what the students should do?

Attention!

Most survey software packages will kick out every respondent currently filling in the questionnaire, if you change anything (filters, typos, etc.) during field phase. Try to avoid this by testing the questionnaire thoroughly beforehand and make changes only when nobody is filling in the questionnaire, but preferably not at all after putting your survey online.

Organising a focus group

- Ensure that the composition of the focus group (or focus groups) you use for pre-testing includes students for whom the questionnaire is potentially harder to fill out than other students (think of students with impairments or international students).
- You can choose to invite students to your organisation and discuss the questionnaire in a room together. Make sure you do not ask too many students to participate in a focus group: ideally 6-10 students per group will maximise group dynamics and discussions.
- To get in contact with students you can use social media, ask the help of student organisations or directly contact a HEI.
- For this kind of focus group (which can take up to three hours) it would be appropriate to reimburse the participating students for their time (vouchers, money etc.)
- It is also possible to do an online pre-test by adding 'open commentary boxes' to every question in your online survey and asking your pre-testing students to describe if and how they understood the question in the comment boxes. Students should also include comments on missing/wrong/not applicable questions and answer categories in these boxes. This form of pre-testing would only be the second best option. Face-to-face interaction will allow for a continuous dialog, only comments without the possibility to check up on remarks given might be hard to understand.

g. Question types/ layout

Single response & multiple response

- Single response versus multiple responses: for some questions only one category can be chosen, while with other questions multiple answers could be possible. It is important to design a question in a way that a student **clearly knows the maximum of replies** that can be given. In an online questionnaire this can be more easily done than in a paper questionnaire, by defining it in programming as a single response or a multiple response question.

- Please adhere strictly to the notes concerning this at every question, as any deviation from these would severely **damage the comparability** of the results. Please also note that in multiple response questions, it is possible to have answer categories that exclude all others. Clicking one of these, means that no other answer should be possible to click as well (e.g. "I do not know" or "none of the answers above").

Scale questions

- In a number of questions the student is asked to express his experience on a scale from negative (1) to positive (5). Sometimes, when necessary, students are also given the option to answer that they are unable to rate or that a scale item is not applicable.

- In scale questions only a **single choice** answer for each row is permitted.

- Please label only the most **positive/highest** and the most **negative/lowest** possible response option (e. g. "very satisfied" and "not satisfied at all") and not the ones in between. Besides the obvious advantage of less text to read, not naming the middle categories has a methodological advantage as well. If you label the intermediate categories, the chances are that the distances in between steps are not of the same size. From very poor to poor might be another step size than from poor to neutral. By not naming them explicitly, the person filling out the question makes these steps in his/her head automatically in equal distances, better than languages can.

- Whether or not to use a **middle category** (in this case a 5-point scale versus a 4-point scale) is a discussion held since the birth of surveys. Opponents argue that an intermediate category offers an easy escape and is also unsuitable for statistical analysis because respondents all have their own (different) interpretation of it. Proponents of a neutral middle category – including your EUROSTUDENT team – argue a higher reliability because the results are statistically distributed less skewed and therefore more useful for analysis. In addition, 5-point scales will not frustrate your respondents: if a student has neither a positively nor negatively opinion, you do not want to force this student into choosing something that does not fit. For this group the middle category is essential to stay in the questionnaire at all. The argument against the middle category, stating that it is hard to interpret can be overcome by adding the category ‘not applicable’ when necessary. That way you can avoid students using the middle category for the wrong reason. Wherever this is applicable, this has been added in the core questionnaire.

- As there are different national traditions on the direction of scales from (highest to lowest or lowest to highest/ positive to negative or vice versa), this manual does not give any concrete recommendation in which **direction** the categories should be arranged. However, the direction of the scale should be consistent throughout the questionnaire and the number of answering options should not be deviate from the core questionnaire. Be very aware of that, also when adding national questions to the survey.

Open answer & drop down menu

- Wherever possible, **use lists** instead of open questions in online questionnaires (in paper questionnaires this would not work). Even though a list or drop-down menu requires more background research and a good administration beforehand, open questions have the disadvantage of affording a lot of post-cleaning and coding.

- Sometimes, when using lists, it is advisable **to arrange a question like a tree**. For example, first asking for the type of HEI, allows you to preselect HEIs of one specific type for the following question (Name of the HEIs). Combined with the information on the pursued degree you can shorten the list of study programmes. In some countries these sequences have to be altered, in order to fulfil their purpose - please adapt the respective EUROSTUDENT questions as you see fit for your national context and report these alterations to the EUROSTUDENT questionnaire team (eurostudent@ihs.ac.at)

- Questions on dates, like date of birth or graduation can be arranged with two **drop down lists** for choosing month and year separately. When asking an open question, you can build in a check for some time-range (e.g. years could be limited to 4 digits or have upper or lower limits) – please adapt the respective EUROSTUDENT questions as you see fit for your national context.

- Some questions ask students to enter the name of a specific country. These questions require a **huge drop down list**. To make it convenient for your responding students you could place the most common categories (e.g. your country name) at the top of the list. You can also make the list searchable: typing in the letters of the country will make you easily jump to your aimed selection. **Please make sure that the first category of every drop down list contains a neutral text** (e.g. "Please choose country"). By adding this first neutral category you prevent that students who do not answer to this question, end up as if they have picked the first country (or whatever the list is about) in your database.

- A **tricky issue** however emerges with drop down lists: if not programmed correctly it could happen that a given answer accidentally jumps to another answer as soon as you move your mouse to go to the next question. Please pre-test your programmed version thoroughly to make sure this does not happen.

Missing or '0'

- Special attention should be paid to **open fields with numeric values**: non-response can sometimes mean 0 and not missing. It should therefore be specified that the respondents should enter 0 if they mean 0, so they can be distinguished from respondents who are not giving answers. **Please note that a missing in these numeric questions means that this case will be deleted from the data on that specific topic.** One missing field and the whole case is no longer valid for the calculation of the sum.

Error messages

- To make clear to the student that the given answer is forgotten, inconsistent or out of range you can "warn" the student that the answer needs more attention. However, **too many error messages** can annoy the respondent which may result in non-response.

- A compromise could be using **soft warnings** that indicate the given answer is out of specification or not given yet, but allow student to ignore this. Compulsory check (hard warnings) can unintentionally streamline less typical responses from certain student groups you are not aware of and furthermore might make the detection of respondents who are deliberately giving false answers, more difficult.

Privacy/ sensitive questions

- Students can experience some of the questions (income, expenditure, impairment, but also housing situation) as being quite sensitive. To make sure you **do not offend** your respondents it is very important to be aware of this.

- Pre-test the questionnaire in a focus group of students to **identify** sensitive questions or privacy issues for your country. In some questions the core questionnaire already has added specific remarks on why we ask certain questions or use specific terminology.

- If necessary, add extra information to the question, **explaining** why you need this information (short... not to fill up an entire screen/paper).

- Make sure you explain to the students their data will be treated **confidentially** (and not be given straight back to their institution or grant-supplier or others) and will not be published for very small groups. Usually no data should be published if the group of students analysed consists of less than 30 questionnaires. Bear this in mind when thinking about making the file publically available (scientific use file)

h. Adapting the core questionnaire to national needs

- **Adapting is more than translating**. The translator has to have knowledge of the educational context in your country to make sure that the right terminology is used.

- It could be that you have to **split one EUROSTUDENT-question in multiple questions** in your own country to get to the right answer.

- The EUROSTUDENT core questionnaire allows for **adding questions** for optional student groups or questions which are of special national interest (please note that data collected on the basis of additional questions is not subject to analyses of EUROSTUDENT). Although the optimal length of a questionnaire cannot be determined, the questionnaire should not be overloaded in order to not increase the non-response /dropout rate.

- Only if absolutely necessary you can change the **order of the questions**. In the current questionnaire the EUROSTUDENT questionnaire team has tried to cluster the questions by topic and alternate difficult questions with easier ones. There are also some questions which should not be moved (e.g. question on finances should not be right before time budget, questions on employment should be before time budget because of references).

- **Please be aware** that changes which deviate your data too far from the original purpose of the question imply that your data on certain topics will be excluded from the EUROSTUDENT comparison and database. Please check the handbook to understand the purpose of the questions. And: **report every deviation from the core questionnaire to the EUROSTUDENT questionnaire team** (within the feedback form available on the wiki[4]), so we can take this into account when doing the comparative analysis. Please send us your translated questionnaire and the feedback form (available on the wiki) duly before the field phase and report any deviations and difficulties to the EUROSTUDENT questionnaire team (eurostudent@ihs.ac.at).

[4] https://eurostudent.his.de/wiki/index.php/Main_Page

i. Explanation per question

General introduction

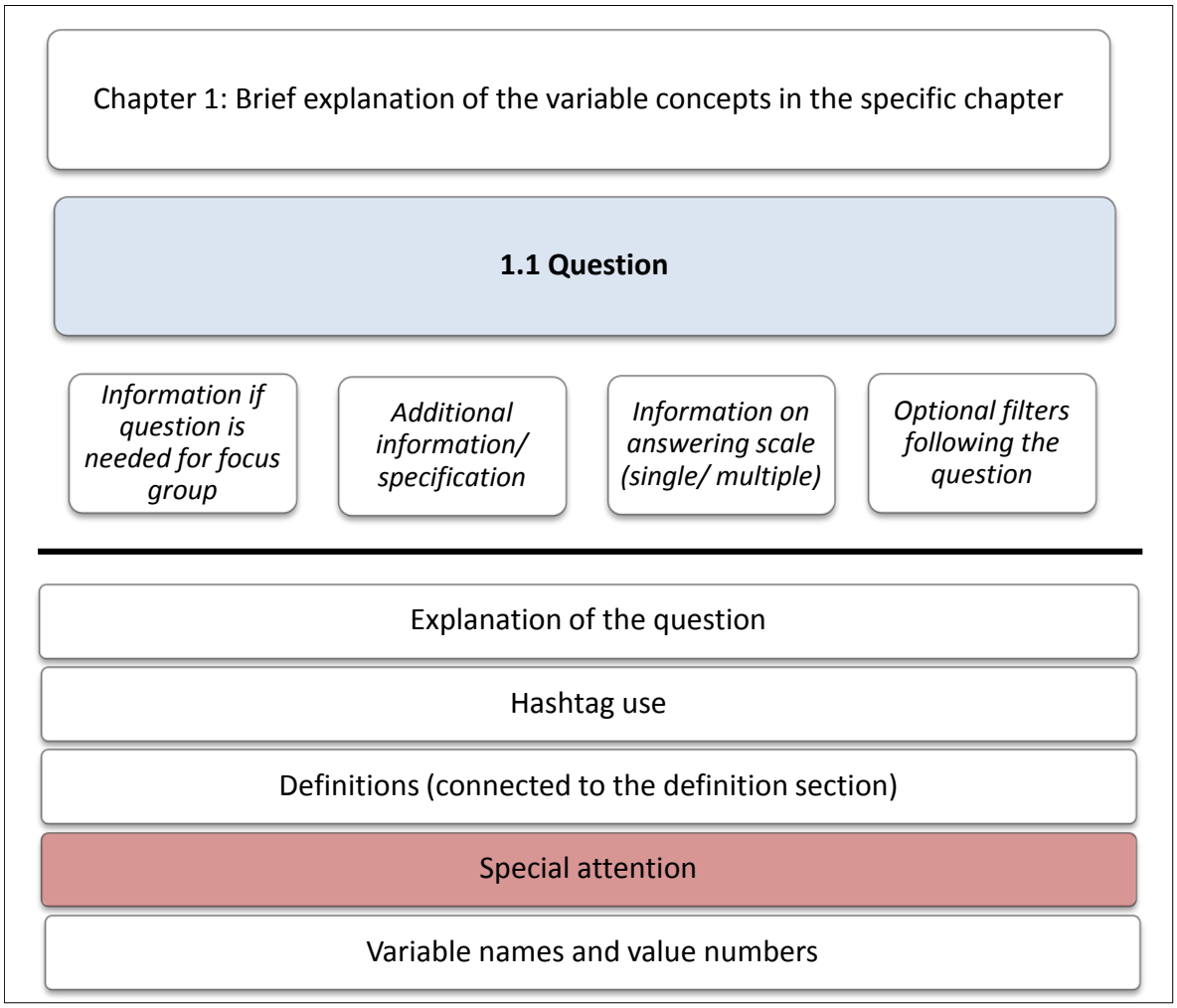
This part of the manual provides guidelines for the correct interpretation of the questions in the core questionnaire of EUROSTUDENT VI. These guidelines relate to both the design of the questions as well as the content of the questions. Researchers must follow the given guidelines precisely and report all deviations from the core questionnaire to the EUROSTUDENT questionnaire team (eurostudent@ihs.ac.at). Sometimes adaptations might be necessary when taking the specific national context into account – Please report any alterations/specifications in the feedback form available on the wiki).

In order to get a better overview of the questionnaire as such, a printable form of the questionnaire is available in the wiki[5]. However, the printable form of the questionnaire should not be used as a document handed out to translators directly neither should translation/adaptation solely be based on the questionnaire; the explanations in the following section are essential to be able to fully grasp the ideas and intentions of the questions and therefore for the translation and adaptation!

The structure of this section describes as follows:

[5] https://eurostudent.his.de/wiki/index.php/Main_Page

Figure 1: Structure of the questionnaire section



Each **section** of the questionnaire will contain a **short introduction** to the concepts of the questions within the section, describing the overall goal of the questions of the particular section. The question itself will be written in **bold font** and **highlighted in blue**. The number of the questions also gives an indication to the variable names.

Directly following the question text itself, several types of information can be provided:

- A **graphic** information whether the question is used for:

➔ identifying focus groups, or

➔ if the question has proven to be a tricky question.

- **Additional information / instructions** for respondents or **specifications** of the questions.
- Information on whether a question allows for **single or multiple answers**.
- **Optional filters** following from the questions, e.g. students who do not have a paid job should not be asked how many hours they spend on paid jobs. Filters are also highlighted in the beginning of each question. Please do not include this text in the online questionnaire.
- Please take into account that within a question the **time-reference of the responses may vary.** The question on expenditures, for instance, enquires the living costs and study-related costs of students. However, the living costs should be reported per month while the study-related costs should be reported per semester. This should be highlighted appropriately to the students in the questionnaire.

Below the blue line there can be up to five fields further explaining the question to the research teams:

- The **field on explanations** will present the purpose of the question and gives some background information on the question concept.
- The **hashtag** indicates the need for the individual countries to apply specific categories to the text, e.g. due to national particularities. For example, "#common language(s)". In Germany this would be German, in Switzerland it would be German, French, Italian and Rhaeto-Romanic. That means any time you find a hashtag in the questionnaire, you have to add expressions or adjust the respective text to your national context so that it's understandable and applicable to the students you are surveying.
- **Definitions** of specific concepts referred to in the question will also be explained in the definitions section. By clicking on the keywords the reader will be forwarded to the list of definitions, by hitting ALT + left arrow (←) they will get back.
- The highlighted section will highlight aspects which need **special attention**.
- The proposed **variable names and values** will be used in the model syntax for data treatment (cleaning, weighting etc.) and data analysis and delivery. In order to avoid mistakes and additional work load in those sections, it is recommended to use the specific variable and value names as in this handbook. The value names follow the order of the answering options (1, 2, 3, 4, 5). **Please note! If one option is not used in the national context (because of a hashtag, or because it does not apply), the original numbering must still be kept (i.e. 1, 2, 4, 5)!**

j. The questionnaire – with essential explanations

1. Current Study Situation

This section of the questionnaire fulfils several purposes and covers multiple topics:

Definition of the target group:

The first questions (1.0, 1.1) as well as one answer option of question 1.4 are designed to eliminate respondents which are **not part of the standard target group** of EUROSTUDENT VI. Some registers do not provide up-to-date information on some of the exclusion criteria set by EUROSTUDENT (see chapter a. The Target Group of the EUROSTUDENT VI Survey) so these questions are necessary to filter out:

- students who are on (temporary) leave,
- students on credit mobility,
- students in PhD Programmes or
- people who have quit or finished their HE studies.

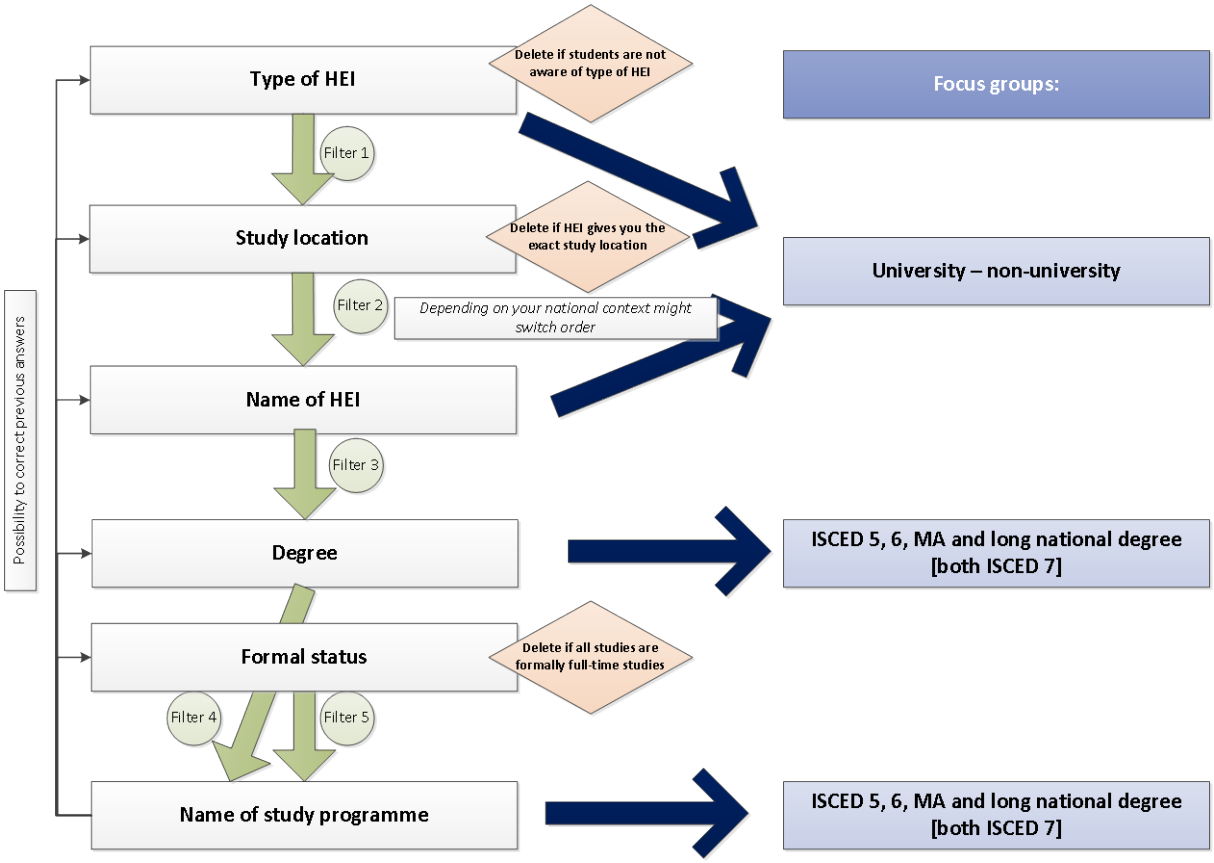
Identification of formal aspects of the current study situation (such as type of HEI, current (main) study programme etc.):

The questions regarding the **formal** aspects of the **current study situation** (question 1.2, 1.3, 1.4, 1.5, and 1.6 are mainly focus group questions, thus, important for the comparative analysis.

As shown in Figure 2, students are first asked about their **higher education institution**: which type of HEI they attend as well as the location and name of their HEI. This sequence of questions is meant as a filter tree in online questionnaires to narrow down the answering options for the drop down menu for the specific location/name of the HEIs (which can be interesting information for the national analysis as well as an important control question). In some HE systems, students are less aware of the type of HEI they attend, in which case you should leave out the respective question and recode the HEI yourself after the data collection for reporting/analytic purposes based on the name of the HEI. In some countries, the location of the HEI might be self-explanatory if the HEI is known; in which case you should leave out the question on study location. In other countries, HEIs might have branches in different cities which could make the question regarding the location of the HEI mandatory. Depending on your national context you can switch the order of these two questions.

The following questions then focus on the **current (main) study programme**. Students should provide as much information as possible on their study programme so the national researchers are able to classify the study programmes according to ISCED (2011) and ISCED-F 2013 categories as well as formally full time and other study programmes. Here again the questions are sequenced, so filtering of the study programmes (in online questionnaires) is possible.

Figure 2 Structure of the section on formal aspects of the current study situation



The next questions refer to students in Master programmes and to the transition period between the current and **previous studies** (questions 1.7 and 1.8) as well as to the students' **satisfaction with qualitative aspects** of their study programme (1.9, 1.12 and 1.13) and their **future plans** on the continuation of their HE studies. Question 1.13 also covers items on the **academic habitus** and **integration**.

1.0. Are you actively pursuing your studies in the current semester in #country?

Single choice.

○	Yes
○	No, I am (temporarily) studying at a higher education institution abroad, not in #country (e.g. on Erasmus)
○	No, I am currently interrupting my studies (either officially or not)
○	No, I have stopped studying
○	No, I already graduated

If category "Yes" → please continue with question 1.1.

If categories 2 to 5 ("No,…") → please stop answering the questionnaire (respondent is not part of the standard target group)

Explanation:

- The aim of this question is to identify the standard **target group** of the survey and filter out
  - respondents who are (currently - at the time of the survey) not studying,
  - students who are studying temporarily abroad/ outside of the respective country or who are only temporarily studying in the respective country (e.g. for their Erasmus semester).
- This question is necessary because register data might not be 100% up-to-date or register data does not allow for the identification of certain groups of students (e.g. students on unofficial leave).
- Special intention should be payed to the formulation of the category 'No, I already graduated', please make sure you will not kick-out all Master students, because they indicate that they already graduated from a BA-programme. Maybe alter the last line to :
  - No, I already graduated and I am not studying anymore
- If you are not able to filter out all incoming credit mobile students beforehand (exclude them from the sample) you should also add a line for incoming credit mobile students:
  - Yes, but only temporarily for one or two semesters (e.g. on ERASMUS).

Hashtag:

Replace "#country" with the name of the country where the survey is being carried out.

Definitions: Abroad; Current main study programme

Variable names and value numbers (in order of the answer options above):

VariableName	VariableLabel	Values

V1.0	Are you actively pursuing your studies in the current semester in #country?	1 = Yes.
		2 = No, I am (temporarily) studying at a higher education institution abroad, outside of #country (e.g. on Erasmus).
		3 = No, I am currently interrupting my studies (either officially or not).
		4 = No, I have stopped studying.
		5 = No, I already graduated.

[Remark on multiple study programmes]

The following questionnaire often refers to "your (current) main study programme".

#If you are enrolled in more than one study programmes, please pick one as your main study programme (the one which is currently more important for your studies) and refer to this study programme throughout the whole questionnaire (unless otherwise specified).

#If you are enrolled in one study programme which is formally a combination of several (equally important) sub- programmes, please pick one of these sub-programmes as your main study programme (the one which is currently more important for your studies) and refer to this study programme throughout the whole questionnaire (unless otherwise specified).

#If your main study programme is organized by more than one HEI (joint degree), please refer to the HEI which is currently more important for your study programme.

Explanation:

- Since the analysis of EUROSTUDENT by field of study, degree etc. is based on one (main) study programme, students who are currently enrolled in more than one study programme should pick their main study programme (which is currently more important for their studies) and refer to this study programme throughout the questionnaire (unless otherwise specified) as their current (main) study programme. There are several possibilities to enrol in more than one study programme:
- The first remark here refers to students who are enrolled in two (or more) separate and independent full study programmes which they combined by their own choice (multiple study programmes). It is not a formal but voluntary combination of study programmes. Students might choose e.g. to study in a BA architecture (180 ECTS for obtaining a degree) and as an add-on they also enrol in mathematics (180 ECTS for obtaining a degree).
- The second remark refers to students who are enrolled in one study programme which formally combines two or more sub-programmes (formally combined study programmes). This means that students cannot enrol in one of the sub-study programme alone but only in combination with (certain) other sub-study programmes. For instance, students of a BA programme Sociology in a certain country can only do 120 ECTS of Sociology, and have to do 60 ECTS in e.g. Political science. Students might be able to choose the amount of ECTS spent in their major and minor study programme, but one would be seen as the main study programme. In other study programmes (e.g. Teacher Training) students are formally required to choose two subjects (e.g. English and French) which are of equal importance.
- Some students will find it difficult to choose but the alternative would be to double/triple the first part of the questionnaire (asking about the formal situation of their study programme), which would make the questionnaire too long. And even if the questionnaire asks for all study programmes, the analysis would only refer to one study programme per person.
- You can offer students with more than one study programmes or a formally combined study programme the possibility to indicate their second study programme (assuming all the other information they gave you on HEI, status, degree etc. is also valid for the second study programme); EUROSTUDENT however will only compare students by one and as indicated by the students – their current main study programme.

- The current (main) study programme can also be organised and run jointly by two or more institutions (Joint Degrees). The involved HEIs can be located in #country or abroad. Students should refer to the HEI which is currently more important for their studies.

Hashtags:

- These leading texts are only necessary if the described scenarios are plausible and applicable for your national context. If it is not possible to enrol in two different (independent) programmes, if there are no study programmes which have to be combined, if there are no Joint Degrees at different HEIs you should leave out these introduction texts.
- However, you should be 100% sure before you delete any of these remarks. Do not (only) refer to the law or any rules but think on the actual behaviour of the students. Is it really impossible or just unlikely to enrol e.g. in a public and a private HEI at the same time? On the other hand, only a very small fraction of the students might be enrolled in more than one study. Hence, these remarks might be confusing for the vast majority. At the end, it is a trade-off between providing necessary information for some (few?) students and the possibility of confusing others (many?). Therefore, EUROSTUDENT leaves it up to the national researchers to decide if the remarks are needed or not.

Definitions: Current main study programme**;** Main study programme

1.1. Is your current (main) study programme formally defined as a distance learning programme?

"Distance learning programmes" are study programmes which do not provide any physical face-to-face interaction during lectures. Formally refers to the design of the programme and not your actual behaviour.

Single choice

- ○ Yes
- ○ No

If "Yes" → please stop answering the questionnaire (respondent is not part of the standard target group)

If "No" → please continue with question 1.2

Explanation:

- This question's purpose is also to exclude students from the questionnaire which are not part of the target population (for further information see chapter a. The Target Group of the EUROSTUDENT VI Survey).
- HEIs which are **exclusively** offering distance learning programmes like open universities should be **excluded** from the survey beforehand.
- However, some study programmes at "normal" HEIs also provide long distance (versions of) study programmes and since these programmes cannot always be identified by their name, students have to be asked and excluded from the questionnaire if they are enrolled in study programmes formally defined as distance learning programmes.
- To match the EUROSTUDENT target group, this question identifies students who are enrolled in study programmes which foresee no physical face-to-face interaction in **lectures/classes/taught studies/supervision** (not exams). If however students simply **choose** to not take part in **lectures/classes/taught studies/supervision** (with physical face-to-face interaction), but would have the opportunity to do so, then the study programme **should not** be classified as distance learning. Exclusively virtual face-to-face interaction via video streams in lectures would classify as distance learning.
- Distance learning explicitly refers to the physical interaction and to no other issues (e.g. fees).

Definitions: Current (main) study programme; Distance learning

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.1	Is your current (main) study programme formally defined as a distance learning programme?	1 = Yes 0 = No

1.2. At what type of higher education institution are you studying in the current semester?

Please refer to your current (main) study programme.

Single choice.

- ○ At a #university
- ○ At a #non-university type 1
- ○ At a #non-university type 2
- ○ …

Explanation:

- This is a focus group question: The aim of this question is to distinguish between students who are enrolled at a university and those who are enrolled at a non-university.
- The question can also function as a filter question for the drop down menus of the following question on HEIs (for online questionnaires).
- In some countries the distinction between universities and non-universities is rather clear; in others the boundaries are more blurred. Thus, it might be difficult for students to allocate themselves in the right way. If the national researchers deem that students in your national context are not able to make the distinction, the national researchers should directly ask them for the name/location of the HEI (question 1.3) and allocate the HEIs to the categories ex-post during recoding/data processing.
- National researchers must be able to distinguish between universities and non-universities and must be able to report this according to the national context. As a rule of thumb, universities are HEIs who are normally allowed to award doctoral degrees, but in general, researchers should look into the national **jurisdiction** and the distinction made there. HEIs which are by law classified as universities should also be reported as universities. Other HEIs such as universities of applied sciences, polytechnics, professional HEIs and similar which offer higher education programmes covered in the EUROSTUDENT standard target group should be considered non-universities. Special attention needs to be paid to Teacher Training Colleges, Art Academies and alike to be able to make a clear distinction between those two groups.

Definitions: Current (main) study programme; Non-university; University

Attention!
If you think that your target audience will face great difficulties to choose the right category for their HEIs according to the nomenclature you can create for your country, then please only ask for the name of the institution and categorise the type of HEI thereafter.

Variable names and value numbers (in order of the answer options above):

VariableName	VariableLabel	Values

V1.2	At what type of higher education institution are you studying in the current semester?	1 = At a #university
		2 = At #non-university type 1
		3 = At #non-university type 2
		4 = …

1.3. Where are you studying?

Please refer to your current (main) study programme.

Single choice.

Name of the city/town/place:	_____
Name of the higher education institution:	_____ [*Drop-down menu*]

Explanation:

- This question aims at the identification of the population size of the study location (used in the comparisons of e.g. housing costs) and the distinction of the capital city and non-capital cities regardless of the population size.
- The population size of the study location has to be asked indirectly via the name of the city/town. The national research team must then allocate the population size to the named study location.
- Research teams may leave out the question regarding the location of the institution if the name of the HEI alone gives a clear and unambiguous indication where the students are studying.
- The indication of the exact name of the HEIs can provide further information on the type and/or orientation of the higher education institution. Hence, you might leave out question 1.2.
- Online questionnaire: If you are using filters to narrow down the list of possible study programmes (as described in the introduction to this chapter – see Figure 2), students might not be able to find their study programme if they accidently provided wrong answers in previous questions on the type of their HEI. In this case students should indicate that they cannot find their HEI in the list. You should then show them again their previously made answers and give them the possibility to go back in the questionnaire to correct them if necessary.
- Both questions are single choice i.e. only one answer is permitted even if the main study programme might be organised by two different HEIs. Students who are enrolled in more than one study programmes at different HEIs should refer to the HEI of their main study programme as pointed out in the remark at the beginning of the questionnaire.

Definitions: Current (main) study programme

Attention!
Some HEIs might have branch campuses in different cities, you might be unaware of. Pay attention to this if considering leaving out the question on study location or filtering the answering options in a drop down menu.

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.3.1	Name of the study location	[Name of the city/town/place]
V1.3.2	Name of the HEI	[Name of the higher education institution]

1.4. With which degree does your current (main) study programme conclude?

Single choice.

- ○ #Short cycle degree [ISCED 5]
- ○ #Bachelor degree [ISCED 6]
- ○ #Short national degree [up to 3 years, ISCED 6]
- ○ #Master degree[ISCED 7]
- ○ #Long national degree [more than 3 years, ISCED 7]
- ○ #Other postgraduate degree [ISCED 7]
- ○ #PhD/ Doctoral degree [ISCED 8]
- ○ #Other, e.g. single subjects

If PhD/ Doctoral degree → please stop answering the questionnaire (respondent is not part of the standard target group)

Explanation:

- This is a focus group question which provides information on the education levels and degrees within national higher education systems. The differentiation of the focus group is based on the ISCED 2011 classification and will mainly distinguish four groups: short cycle programmes (ISCED 5), Bachelor (or equivalent) programmes (ISCED 6), Master programmes (ISCED 7) and long national degree programmes (ISCED 7).
- Since it might be difficult to exclude (all) PhD students from your initial sample (e.g. because students might have started a PhD after the reference date of your population data), you should include the answer option PhD programmes and filter out these students. They are not part of the target group (see chapter a. The Target Group of the EUROSTUDENT VI Survey) and should not be included in the analysis.
- The "other" category refers to any kind of national HE programme which does not fall in any of the other categories. You as researchers should be able to classify these programmes according to the national ISCED classification. The example "single subjects" presented here mainly applies to Scandinavian countries and describes the situation of students who enrol in single subjects (not full study programmes). These students study so to say à la carte. They first collect a certain amount of ECTS and only later choose the particular study programme they want those ECTS credits to be accounted for.

Hashtag:

- The country teams should translate or replace #short, #long degrees and #other postgraduate and #other programmes with corresponding national qualifications if they exist. All categories include both academic and professional orientations.

Definitions: Current (main) study programme; ISCED; Programme, Bachelor; Programme, Long national Degree; Programme, Master; Programme, other postgraduate; Programme, Short Cycle; Programme, Short national degree; Programme, other e.g. single subjects

Variable names and value numbers:

VariableName	VariableLabel	Values

V1.4	With which degree does your current (main) study programme conclude?	1 = #Short cycle degree [ISCED 5]
		2 = #Bachelor degree [ISCED 6]
		3 = #Short national degree [up to 3 years, ISCED 6]
		4 = #Master degree [ISCED 7]
		5 = #Long national degree [more than 3 years, ISCED 7]
		6 = #Other postgraduate degree [ISCED 7]
		7 = #PhD or equivalent degree[ISCED 8]
		8 = #Other, e.g. single subjects

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

Please refer to your current (main) study programme.

Single choice.

- ○ Full-time student
- ○ #Part-time student
- ○ #Other (e.g. correspondence student, blended learning)

Explanation:

- The purpose of this question is to provide data on the share of formal full-time and non-full-time students (e.g. part-time, correspondence students) in the national higher education systems to be able to contrast these shares with the shares of de facto full-time students according to the reported time budget. Also, in many cases non-full-time students differ from full-time students by age/ social background; thus the distinction provides valuable information when looking at e.g. the financial situation of the students.
- Students are therefore expected to answer only according to their *de jure* status, not their *de facto* status (which can be different based on the time allocation).
- In some countries the distinction between full and non-full-time students has also consequences i.e. on the amount of tuition fees making a distinction along the formal status a characteristic worth collecting.

Hashtag:

- Formal current status (full-time or #part-time or #other) is any modus of study, which is officially registered and recognized by law as such by state order and/or higher education institutions in the respective country.
- #Other possible sub-forms e.g. evening, correspondence, e-learning, blended etc. should be included if necessary and appropriate for your national systems.

Definitions: Current (main) study programme; Enrolment, formal status of

Attention!
Countries, which do not have the status of full-time and part-time students, may leave this question out. In this case they should report in the Data Delivery Module (DDM) that 100% of the students are full-time students.

If the status is explicitly defined by the name of the study programme then leave this question out.

Variable names and value numbers:

VariableName	VariableLabel	Values

V1.5	What is your current formal status as a student?	1 = Full-time student
		2 = #Part-time student
		3 = #Other (e.g. correspondence, blended learning students)

1.6. What is your current (main) study programme?

Single choice.

Name of the (main) study programme_____
[*Drop-down menu*]

Explanation:

- The question aims at collecting data on students' participation in higher education according to the ISCED-F 2013 classification of the fields of studies.
- Since this classification is not common knowledge of the students (e.g. sports or psychology can be classified as natural science or at some HEIs as social science or humanities) and they are therefore not able to allocate their study programme correctly to the ISCED categories, students should only be asked to choose/fill in the exact name of their (main) study programme in which they are currently enrolled.
- There are two ways of collecting this information:
    1) Provide a drop-down menu with all possible study programmes in your country. This list will be narrowed down (pre-filtered) as much as possible according to the answers given in the previous questions on type of HEI, degree, name of HEI, formal status etc.
    2) Alternatively (in case of print questionnaire), use an open field question.
- In any case the national researchers must then translate the answers into ISCED-F 2013 fields of studies (official national classification) and report the fields of studies at two digit level (from 01 to 10) to EUROSTUDENT.
- Online questionnaire: If you are using filters to narrow down the list of possible study programmes (as described in the introduction to this chapter – see Figure 2), students might not be able to find their study programme if they accidently provided wrong answers in previous questions on their HEIs, degree programme etc. In this case students should indicate that they cannot find their study programme. You should then show them again their previously made answers and give them the possibility to go back and correct them. If the students confirm that the choices they made are correct and they still cannot find their study programme, an open field could be provided.
- Students should be referring to their current (main) study programme throughout this questionnaire (unless otherwise specified). This is one specific study programme, in a specific degree programme, at a specific HEI and a specific country, students should therefore not refer to previous degree or study experience (in similar programmes) abroad. In case of doubt (and when using online questionnaires) you can also insert the specific name of the programme or degree of the programme in the following questions referring to the current (main) study programme to remind students about their point of reference throughout the questionnaire.

Definitions: Current (main) study programme**;** ISCED; ISCED-F (2013); Study, fields of

Attention!
National teams could ask the students for additional information (e.g. the name of the faculty offering the study programme) if that could be of a help to get better information from this question.

Researchers should pay attention to the way information could be best collected in the cases of combination of study programmes (e.g. Teacher Training programmes with two "study programmes").

Previous EUROSTUDENT experience has shown that it is not useful to provide the ISCED classification list itself as response categories, because students cannot classify all programmes correctly.

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.6	What is your current (main) study programme?	[Name of the current (main) study programme]

1.7. *[Only for Master students]* In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?

Single choice.

- ○ #country
- ○ [drop down with list of (other) countries or open field (if Paper questionnaire)]
- ○ #I haven't finished any previous study programme

If country selected/degree finished [cat. 1 or 2] → *please go to question 1.8*

If "I haven't finished any previous study programme" → *please go to question 1.9*

Explanation:

- The purpose of this question is to obtain information on the geographical mobility at degree level. The aim is also to be able to quantify how many students are actually pursuing their Master studies in a different country than their previous study programme.
- This question is only for students currently enrolled in Master programmes.
- Finishing means positively completing/fulfilling all the requirements of the previous study programme officially (even if no certificate has been issued or picked-up by the students).
- This question is a special kind of single question. For students it is a single option question: they are only allowed to answer one of the possibilities. But in your data file the answers will be given a variable each, because of the different answer scales per item.

Hashtag:

Replace "#country" with the name of the country where the survey is being carried out.

The option "#I haven't finished any previous study programme" is necessary if your national system allows students to enter directly in study programmes at Master level without finishing any other study programme beforehand (e.g. through recognition of prior learning). If you are sure that this is not possible, you can leave this line out.

Variable names and value numbers:

VariableName	VariableLabel	Values

V1.7.1	In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?: #country	1 = #country
		0 = Not selected

V1.7.2	In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?: not in #country	[name of a country]
V1.7.3	In which country did you finish your degree leading to your current Master programme (e.g. Bachelor)?: #I haven't finished any previous study programme	1 = yes 0 = No

1.8. *[Only for Master students]* How long after graduating from your previous study programme did you start your current Master programme?

Single choice.

- ○ Less than one year after graduating
- ○ Between one year and two years after graduating
- ○ More than two years after graduating

Explanation:

- The purpose of this question is inter alia to analyse interruptions of educational careers by identifying the share of students who directly transferred (within one year) from one study programme to the Master programme, those who took between one and two years off (e.g. for a longer vacation, internship, started a paid job, etc.) and those which took a considerable break from higher education and re-entered higher education after a 2 or more year gap in order to obtain a new qualification. This could be seen as an indication for the implementation of the two-/three cycle system, which is especially interesting when comparing countries transitioning from long national degrees and in this sense 'non-transition' countries.
- Graduating means positively completing/fulfilling all the requirements of the previous study programme officially (even if no certificate has been issued or picked-up by the students).
- This question is only for students currently enrolled in Master programmes.

Definitions: Interruption of educational career

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.8	How long after graduating from your previous study programme did you start your current Master study programme?	1 = Less than one year after graduating 2 = Between one year and two years after graduating 3 = More than two years after graduating

1.9. How satisfied are you regarding the following aspects of your current (main) study programme?

	very satisfied				not satisfied at all
Quality of teaching	○	○	○	○	○
Organisation of studies and timetable	○	○	○	○	○
Study facilities (e.g. library, computers, buildings, classrooms)	○	○	○	○	○

Explanation:

- The aim of this question is to receive the students' subjective level of satisfaction regarding the following aspects:
    - Quality of teaching: this aspect has been phrased in a generic way on purpose, therefore no examples should be included; It refers to how well/poorly is the content transferred, how interesting are the lectures perceived to be, how students rate the didactical aspects of their study programme.
    - Organisation of studies and timetables: this aspect could be especially important in countries with very structured study programmes; it has also been phrased in a generic way on purpose, therefore no examples should be included. Students should rate the sequence of classes/lectures/seminars, the mode of knowledge transfer, but also the time and location of certain classes/exams, if the time table/the organisation of classes/exams seems reasonable to and is manageable for the students.
    - Study facilities: students should rate the quality of the infrastructure (e.g. library, computers, buildings, classrooms) as it is provided for their main study programme.
- Students should only refer to the situation in their main study programme.

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.9.1	Satisfaction with the study programme: Quality of teaching	1 = very satisfied 2 = - 3 = - 4 = - 5 = not satisfied at all
V1.9.2	Satisfaction with the study programme: Organisation of studies and timetable	1 = very satisfied 2 = - 3 = - 4 = - 5 = not satisfied at all
V1.9.3	Satisfaction with the study programme: Study facilities (e.g. library, computers, buildings, classrooms)	1 = very satisfied 2 = - 3 = - 4 = - 5 = not satisfied at all

1.10. Are you planning to continue studying in higher education after finishing your current study programme(s)?

Single choice.

- ○ Yes, I plan to continue studying within a year after finishing my current study programme(s)
- ○ Yes, I plan to continue studying more than a year after finishing my current study programme(s)
- ○ No, I do not plan to continue studying at all
- ○ I don't know yet

If "Yes, within a year" or "Yes, later" → please go to question 1.11

If "No, I do not plan to continue studying at all" or "I don't know yet. " → please go to question 1.12.

Explanation:

- The main aim of this question is to provide data on students' future HE study plans following the completion of their current study programme(s). Similar to question 1.8, this question also refers to the direct or interrupted continuation of the educational career after obtaining e.g. a Bachelor degree.
- EUROSTUDENT is interested whether the students are planning to continue their HE studies immediately, whether they plan to re-enter at a later stage or if they do not want to continue their HE career. This could be seen as an indication for the acceptance of the two-/three cycle system, which is especially interesting when comparing countries transitioning from long national degrees and non-transition countries.
- The focus of this question is set on the plans regarding the continuation of the studies in HE – not the labour market entrance or studies outside of HE.

Definitions: Current (main) study programme; Studies, continuation of

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.10	Are you planning to continue studying in higher education after finishing all your current study programme(s)?	1 = Yes, I plan to continue within a year after finishing my current study programme(s) 2 = Yes, I plan to continue my studies later after finishing my current study programme(s) 3 = No, I do not plan to continue studying at all 4 = I don't know yet

1.11. *[Only students planning to continue studying]* Where are you planning to continue studying after finishing your current study programme(s)?

Single choice.

- ○ In #country
- ○ *[drop down with list of (other) countries or open field (if Paper questionnaire)]*
- ○ I don't know yet

Explanation:

- Students who are planning to continue their HE studies (regardless of when) should be asked where they want to pursue these studies.
- Like question 1.7 this question should give an indication on the potential degree mobility, i.e. identify the share of students who are planning to continue their (higher) educational career outside of #country.

Hashtag:

Replace "#country" with the name of the country where the survey is being carried out.

Definitions: Abroad

Variable names and value numbers:

VariableName	VariableLabel	Values

V1.11	Where are you planning to continue studying after finishing all your current study programme(s)?	1 = In #country
		2 = Abroad (outside of #country)
		3 = I don't know yet

1.12. Regarding the competences gained during your current (main) study programme: How well do you think you are prepared for the labour market after graduating?

	very well				very poorly	unable to rate
National labour market	○	○	○	○	○	○
International labour market	○	○	○	○	○	○

Explanation:

- The aim of this question is to get an insight on how the students perceive the quality of the study programme with regards to employability – how relevant are the competences they gained in HE on the labour market, how well prepared they think they are for the national and international labour market after graduating?
- The national labour market refers to the labour market in the country of survey.
- The international labour market also refers to countries at global, not only European level.
- Students should refer to their current (main) study programme (i.e. not to a future e.g. Master programme, which they will enrol in after graduating from their current Bachelor programme).

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.12.1	Assessment: how well the study programme prepares for the national labour market	1 = very well 2 = - 3 = - 4 = - 5 = very poorly 6 = unable to rate
V1.12.2	Assessment: how well the study programme prepares for the international labour market	1 = very well 2 = - 3 = - 4 = - 5 = very poorly 6 = unable to rate

1.13. To what extent do you agree with the following statements?

	Strongly agree				Do not agree at all
My teachers inspire me	○	○	○	○	○
It was always clear I would study one day	○	○	○	○	○
I would recommend my current (main) study programme	○	○	○	○	○
It was clear from the beginning what is expected from me in my current (main) study programme	○	○	○	○	○
I often have the feeling that I don't really belong in higher education	○	○	○	○	○
Teaching staff is concerned with my learning progress	○	○	○	○	○
I sometimes ask myself whether studying was the right choice for me	○	○	○	○	○

Explanation:

- The aim of this question is manifold:
- Item 1, 3, and 6 are capturing quality aspects of the current study programme such as the teachers' interaction with students as well as overall satisfaction indicated by whether or not students would recommend their study programme.
- Item 4 provides an indication, if the requirements (what does it take to be a student in a certain study programme) of the study programmes were (made) clear to the students right from the beginning.
- Item 2 captures if the students see their educational career in HE as something rather "normal"/"expected" or if the fact that they are studying is rather "surprising". This should give us a subtle indication of the kind of habitus students' are 'equipped' with.
- The level of academic integration of the students is captured by items 5 and 7. The purpose is to elaborate how well the students feel integrated in the world of HE and whether they doubt their decision to study at all (not particularly this study programme).
- The sequence of the items has been chosen on purpose (not all "negative" items at the bottom, not all positive items together, to be able to detect patterns of "fake" respondents), please do not change it. If (technically) possible, however, the items can be shown in randomized order for every respondent.

Attention!

"Studying" means "studying in HE", not "studying in general". Please take this into consideration when adapting/translating this questionnaire.

Variable names and value numbers:

VariableName	VariableLabel	Values
V1.13.1	Assessment of the study setting and content: My teachers inspire me	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.2	Assessment of the study setting and content: It was always clear I would study one day	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.3	Assessment of the study setting and content: I would recommend my study programme	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.4	Assessment of the study setting and content: It was clear from the beginning what is expected from me in my study programme	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.5	Assessment of the study setting and content: I often have the feeling that I don't really belong in higher education	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.6	Assessment of the study setting and content: Teaching staff is concerned with my learning progress	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all
V1.13.7	Assessment of the study setting and content: I sometimes ask myself whether studying was the right choice for me	1 = strongly agree 2 = - 3 = - 4 = - 5 = don't agree at all

2. Study Background – Access

This chapter of the core questionnaire aims at collecting information about the students' study background. This includes:

Access

In the past, EUROSTUDENT tried to monitor if students accessed via an alternative/non-traditional or the regular/traditional way. Experience of the previous rounds of EUROSTUDENT have proven this endeavour to be highly challenging, since it is not possible to ask students directly if they accessed "normally" or via a non-traditional way (because this differentiation is not common knowledge of students) nor is there any common and internationally comparable definition of the "alternative way to HE" and regulations for access to HE vary widely across Europe.

Therefore, in EUROSTUDENT VI, we chose a different, and hopefully easier to answer, approach: In general, all (or nearly all) systems, however, demand a certain certificate to prove the completion of upper secondary school or the "readiness" for HE as a precondition for HE access. This certificate maybe obtained in school or in a nation-wide test (in or outside the school) and is usually named Matura, Abitur, (International) Baccalaureat or similar. In addition to the Matura, there might be other requirements to access HE, like a nation-wide test or entrance exams (or other selection procedures) to access a certain HEI or study programme. Study programmes like Art or Sports usually demand a special proof of ability (in addition to the Matura/other exams or instead of them). However, EUROSTUDENT VI focuses only on the Matura: Did students obtain a Matura within the regular school system or timely (within 6 months) after leaving the regular school system?

With regular school system we mean the upper secondary school system which targets teenagers who attend classes during the day, usually from morning till (after)noon/evening. A regular school can be public or private, academic or professional.[6] EUROSTUDENT VI tries to identify HE students who either did not obtain a Matura or obtained their Matura outside of the regular school system (e.g. through adult learning or bridging courses) or a longer time (>6 months) after leaving the regular school system.

In a second approach we want to identify the recognition of prior learning (RPL). RPL refers to any skills or competencies required outside of the formal education system (e.g. through paid jobs, non-formal courses, self-study, volunteer work) accepted in HE to lower or by-pass certain requirements. RPL can take place at two different steps in HE: 1) during the admittance procedure for HE (e.g. exemption from certain access requirements) or 2) within a study programme (e.g. exemption from certain requirements like specific courses or compulsory internships).

The educational origin of students

EUROSTUDENT does not distinguish the origin of students based on nationality due to vastly varying citizenship regulations across the EHEA and therefore limited comparability. Following the UNESCO,

[6] In addition: In some countries home schooling is also possible. Moreover, alternative schools (e.g. Montessori, religious schools, and international schools) might exist. Pupils trained in those systems usually have to take the Matura in a regular school (if the Matura is organised within schools) or a test centre recognised by the state. Please regard those external participants as part of the regular school system as long as they pass the Matura without a gap after finishing their form of schooling.

OECD and Eurostat (UOE) definition of mobile students, the differentiation between national and international students is based on the country of prior education. In UOE terms, this means"the country where the upper secondary diploma (generally qualifying for HE entry) was obtained**".**[7] In EUROSTUDENT VI students will be classified along their entrance qualification to HE, i.e. if theiy obtained their #Matura (proof of the completion of upper secondary school and/or the readiness for HE) in the country of observation or abroad. However, EUROSTUDENT will widen the UOE concept slightly for students who entered HE without #Matura by asking them about the country where they last attended (not necessarily finished) a regular school.

EUROSTUDENT therefore defines international students as students who have obtained a Matura or similar outside the country of observation or students without any Matura or equivalent who have last attended the "regular" school system outside of the country of observation irrespectively of their nationality. That means passport holders of the respective country of observation can also be classified as international students if they have not obtained a Matura or similar in the country of observation or last attended a #regular school abroad. National students on the other hand are either students who have obtained their Matura or equivalent in the country of observation (and therefore have spent some time in the educational system of the #country) or students (if they entered HE without #Matura or foreign equivalent) who last attended the #regular school system in the country of observation.

Direct and delayed transition to HE

Students can take various routes to higher education: Generally, students will graduate from the regular upper secondary school system and then enter higher education more or less directly afterwards. However, it is also possible that students interrupt their educational career after graduating from regular upper secondary school or they leave the regular school system before graduating from upper secondary school and take an alternative way to HE. The transition from the regular school system into the HE is one of the core focus groups of the EUROSTUDENT analytic framework. A long interruption of the regular transition route (usually due to paid jobs) has previously proven to be a good indicator to distinguish two very different student groups: students with direct and students with delayed transition to HE. Delayed transition is defined as a gap of more than 24 month between leaving the *regular* school system for the first time and entering HE for the first time. This is irrespective of the country/ies in which students have left the regular school system and entered HE for the first time. Students with delayed transition are in general older, are more likely to have a paid job, have a different social and financial background and face specific challenges in HE.

In previous rounds of EUROSTUDENT, the interruption of the educational career has been calculated by the researchers asking students four different dates. In EUROSTUDENT VI, students are asked directly if they interrupted their regular educational career for a certain amount of time.

Additionally, students are asked to indicate the date (semester) of their first entry into HE in #country as well as the date (semester) when they started their current (main) study programme (in #country). These are important indicators for the amount of study "experience" the student have gained in the HE system in the respective country of observation in general and in their specific study programme. This information can also be used as an estimate of the study progress of the student, which can be a valuable explanatory factor within the analysis and is used during the data cleaning process.

[7] See page 31 of the UOE data collection manual on formal education here

Interruptions during the current (main) study programme

EUROSTUDENT is also interested in interruptions of the current (main) study programme, because they might also depend on the socio-economic background of the students. Interruptions can be both official (formal interruption in agreement with the HEI) or unofficial (non-formal interruption: the students temporarily stopped studying without 'telling' the HEI and are still normally enrolled at the HEI) but have to have had a minimum duration of two consecutive semesters. Since a study interruption is mostly caused by a combination of various reasons, students can indicate multiple reasons for their (most recent) interruption. The items are phrased in rather general terms but still trying to capture aspects which are relevant for the social dimension.

2.0. Do you have a #Matura or foreign equivalent?

#Explanation of #Matura.

Single choice.

- ○ Yes, obtained in #country
- ○ Yes, obtained abroad (not in #country)
- ○ No, I don't have a #Matura

If "Yes, obtained in #country" or "Yes, obtained abroad" → please go to question 2.1

If "No, I don't have a #Matura" → please go to question 2.2

Explanation:

- One purpose of this question is the identification of students who do not have a #Matura or a foreign equivalent of the #Matura, i.e. students who did not obtain the general standard entrance requirement to HE in #country:

  In general, all (or nearly all) HE systems demand a certain certificate to prove the completion of upper secondary school and/or the readiness for HE as a **general precondition for HE access** which is named Matura, Abitur, (International) Baccalaureat or similar. This certificate is generally obtained in school or in a nation-wide test usually taking place around the point in time of finishing #regular upper secondary school. This certificate or an equivalent of this certificate can also be obtained without completing #regular upper secondary school (via bridging courses, second chance/adult education etc.); it then might be called differently but it still functions in the same/a similar way as a #Matura obtained in/shortly after school. However, in some countries/ HEIs it is also possible to enter HE entirely without this standard entrance requirement (without #Matura or equivalent), but based on the students' abilities (e.g. in Arts), the students' vocational experience (recognition of prior learning) etc.

- This question is also the first part of a focus group question (together with question 2.2) and distinguishes of national and international students. This distinction is not made by passport/citizenship but by educational origin ("location of prior education").

- National students are either students who have obtained a national #Matura (and therefore have spent some time in the educational system of the #country) or (if they entered HE without #Matura or foreign equivalent) students who last attended the #regular school system in #country (before leaving #regular school).

- International students on the other hand are students who obtained a #Matura or foreign equivalent abroad (outside of #country) or who (if they entered HE without #Matura or foreign equivalent) last attended a foreign #regular school system.

- Be aware: It is the **location** where students obtained their Matura that counts. Students who attended an international school in your country and obtained their Matura in your country are regarded as national students, even if they obtained a foreign Matura from an international school. The same holds true the other way round: If your country operates a school in a foreign country and its pupils obtain a Matura certificate from your country, the students are still regarded as international students because they obtained their Matura abroad.

- For national analysis it might be interesting to ask the specific country where students obtained their #Matura.

Hashtags:

- Replace "#country" with the name of the country where the survey is being carried out.
- Replace "#Matura" with the country specific term(s) for the **general precondition for HE access** including the names of national equivalents (obtained via second chance/adult education).
- Also use the #Explanation of #Matura to make sure all students with #Matura including national and foreign equivalents (obtained via second chance/adult education or abroad) understand the question correctly.
- In some countries, there are different types of #Matura which may lead to different types of HE. Please include all types of #Matura here.
- If you are 100% sure that there is no way to enter HE without #Matura in your country, that means there is not a single exemption for certain programmes (e.g. Art, Sports) or for certain students (e.g. with disability, gold medal winners….), then please leave out the last answering category and reformulate the question to obtain the information if students entered with a national #Matura or a foreign equivalent (Where did you obtain…).

Definitions: Abroad**;** Matura; Regular (upper secondary) school

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.0	Do you have a Matura or foreign equivalent?	1 = Yes, obtained in country 2 = Yes, obtained abroad (not in country) 3 = No, I don't have a Matura

2.1. *[Only students with #Matura]* Did you obtain your #Matura or foreign equivalent in direct relation (within 6 months) of leaving the #regular school system for the first time?

"Leaving the #regular school system for the first time" refers to the first time you left the #regular school system (with or without graduation).

#"in direct relation to" means passing the #Matura within 6 months after leaving #regular school system for the first time

Single choice.

○	Yes, in direct relation to leaving the #regular school system for the first time
○	No, not in direct relation to leaving the #regular school system (#example of adult learning, #example of bridging courses, #example of second chance route to #Matura)

Please go to question 2.3.

Explanation:

- This question differentiates between traditional and non-traditional way of obtaining the #Matura.
- Traditional way: pupils obtain a #Matura in conjunction with/shortly after/when finishing/ graduating from a #regular upper secondary school; regular only describes the target population of these kind of schools not the orientation.
- Non-traditional way: students leave the #regular school system (to work, travel, apprenticeship etc.) without obtaining a #Matura directly in conjunction with their leaving of a #regular school. Normally, they then take bridging courses, adult learning/evening classes, second-chance-programmes, etc. in preparation for the #Matura exam.
- #Regular school does not necessarily have to be compulsory school.
- Transitions within the #regular school system (between schools or different types of schools) are not "leaving".
- The focus group (delayed transition) will be defined by question 2.3, but there will be a high correlation between students obtaining their Matura without direct relation to leaving the #regular school system for the first time.

Hashtags:

- Replace "#regular school" with the type of school which is seen as the regular way of finishing upper secondary education – typically targeting teenagers who attend classes during the day, usually from morning till (after)noon and prepare for/ serve as the generally required entrance qualification for HE (Matura, state exam, Baccalaureat, Abitur, etc.). #Regular schools can be public or private. They can have an academic ("gymnasia") or a professional orientation. They can be a "classical" school or a school with alternative forms of learning (e.g. Montessori). Use national examples for #regular schools in the explanations if necessary.
- Replace #Matura with the generally required entrance qualification to enter HE (proof of completion of upper secondary school or equivalent). In some countries, certain types of

#Matura may lead only to certain types of HE. Please regard them all as #Matura in the frame of this questionnaire.

- Adapt (or leave out if not applicable) the #"in direct relation to" specification to your national situation. In some countries the #Matura is integral to finishing upper secondary school, therefore there cannot be any delay and the specification of the time frame becomes obsolete. In other countries, students finish upper secondary school but have to do a state exam/test functioning as #Matura (general entrance qualification to HE) shortly after finishing school or pupils can repeat the exams after failing once or twice, both cases would make the specification of 6 month necessary.
- Add national-specific examples of alternative forms of education leading to/preparing for #Matura or equivalent targeting people who have left the regular school system.

Definitions: Abroad; Matura; Regular (upper secondary) school system

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.1	Did you obtain your Matura or foreign equivalent in direct relation (within 6 month) to finishing regular upper secondary school?	1 = Yes, in direct relation to finishing regular upper secondary school 2 = No, not in direct relation to regular upper secondary school

2.2. *[Only student without #Matura]* Where did you last attend the #regular school system?

#Explanation of national #regular school.

Single choice.

- ○ In #country
- ○ Abroad (not in #country)

Explanation:

- This question is the second part of a focus group question (together with question 2.0) and distinguishes national and international students.
- This distinction is not made by passport/citizenship but by educational origin ("location of prior education").
- National students are either students who have obtained a national #Matura (and therefore have spent some time in the educational system of the #country) or (if they entered HE without #Matura or foreign equivalent) students who last attended the #regular school system in #country (before leaving #regular school).
- International students on the other hand are students who obtained a #Matura or foreign equivalent abroad (outside of country) or who (if they entered HE without #Matura or foreign equivalent) last attended a foreign #regular school system in their country of prior education.
- Just like with the Matura (question 2.0), it is the location of the school that counts and not if it is an international school.
- Just like with the Matura (question 2.0), it might be interesting to ask the specific country where students last attended the #regular school system for national analysis.

Hashtags:

- Replace "#country" with the name of the country where the survey is being carried out.
- Replace "#regular school" with the type of school which is seen as the regular way of finishing upper secondary education – typically targeting teenagers who attend classes during the day, usually from morning till (after)noon and prepare for/ serve as the generally required entrance qualification for HE (Matura, state exam, Baccalaureat, Abitur, etc.). Use national examples for #regular and #irregular schools in the explanations if necessary.

Definitions: Abroad; Regular (upper secondary) school system

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.2	Where did you last attend #regular school?	1 = In country 2 = Abroad (outside of #country)

2.3. How long after leaving the #regular school system for the first time did you enter higher education for the first time?

" Leaving the #regular school system for the first time" refers to the first time you left the #regular school system (with or without graduation), even if this was not when you gained the higher education entrance qualification, e.g. #Matura.

First entry in higher education regardless if in #country or abroad.

Single choice.

- ○ less than one year
- ○ between one and two years
- ○ more than two years

Explanation:

- This is a focus group question identifying students with direct and delayed transition to higher education.
- EUROSTUDENT defines delayed transition as a period of more than 24 months between leaving the #regular school system (i.e. excluding adult learning or similar) for the first time and entering higher education for the first time.
- The first entry in HE could have also been outside of #country. For the definition of delayed transition a differentiation is not relevant.
- Leaving does not mean switching between types of #regular schools.

Hashtag:

- Replace "#regular school" with the type of school which is seen as the regular way of finishing upper secondary education – typically targeting teenagers who attend classes during the day, usually from morning till (after)noon and prepare for/ serve as the usually required entrance qualification for HE (Matura, state exam, A-levels, Abitur, etc.).
- Replace "#country" with the name of the country where the survey is being carried out.

Definitions: Abroad; Transition, delayed; Transition, direct; Regular (upper secondary) school system

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.3	How long after leaving the #regular school system for the first time did you enter higher education for the first time?	1 = less than one year 2 = between one and two years 3 = more than two years

2.4. When did you enter higher education <u>for the first time</u>?

Month _____ Year _____

Explanation:

- The data received from this question is used for registering the total years spent in higher education. It gives an indication of the amount of experience students have gained in HE and if they are first year students. In combination with question 2.5, we will have an indication, if the student was enrolled in another study programme prior to their current (main) study programme.
- "For the first time" refers to the first time in- OR outside of the country of survey. When did the students enter HE for the first time regardless of where.
- The use of **drop down menus** for the month and year has the advantage over open fields that students can less mix up any numbers, you need less checks for formal errors (letters instead of ciphers, implausible answers etc.) in the online questionnaire or during data cleaning, since the choice of a maximum age is already set in the answer categories. However, be aware of errors during clicking and scrolling in a drop-down list. Respondents who want to mess with the data are more difficult to identify (see chapter on drop down menus f. Question types/ layout).

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.4month	Month of entering HE for the first time	[month entering HE for the first time]
V2.4year	Year of entering HE for the first time	[year entering HE for the first time]

2.5. When did you start your current (main) study programme?

Month _____ Year _____

Explanation:

- The purpose of this question is to recognise the students' time period in higher education by the years spent in the current (main) study programme. In combination with question 2.4, we will have an indication, if students were enrolled in other study programmes prior to their current study (main) programme.
- Information gained in this question will be used to identify different student groups by the stage of their study career.
- Students should refer to their current main study programme in the previously indicated degree, at the previously indicated HEI in #country. In case the translation is unclear, you should specify this in the question. In online questionnaires, you can also insert the specific name of the programme or degree of the programme to remind students about their point of reference throughout the questionnaire.
- The use of drop down menus for the month and year has the advantage over open fields that students can less mix up any numbers, you need less checks for formal errors (letters instead of ciphers, implausible answers etc.) in the online-questionnaire or during data cleaning, since the choice of a maximum age is already set in the answer categories. However, be aware of errors during clicking and scrolling in a drop-down list. Respondents who want to mess with the data are more difficult to identify (see chapter on drop down menus f. Question types/ layout).
- To make things easier for students, we strongly recommend to show this question on the same page with previous question and (/or) add a checkbox "same as start in HE".

Definitions: Current (main) study programme

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.5month	Month of starting the current study programme	[month starting current study programme]
V2.5year	Year of starting the current study programme	[year starting current study programme]

2.6. Were any competences/ experiences you gained outside of the formal education system #recognised for your first admittance to higher education in #country or #credited towards the fulfillment of your current (main) study programme?

Please include any work experience, non-formal courses, self-study, volunteer work etc. that was/were recognised in the frame of your first admittance to higher education in #country and/or towards the fulfilment of your study programme (e.g. exemptions from courses or exams).

Multiple answers possible.

- ☐ Yes, for my first admittance to higher education in #country
- ☐ Yes, towards the fulfilment of my current (main) study programme (#exemptions, less ECTS, etc.)
- ☐ No

Explanation:

- With this question, we want to identify if any prior learning of the student has been recognized in his/her HE career (RPL).
- Students should refer only to competences /experiences gained outside of the formal education system (e.g. work experience, non-formal courses, self-study, volunteer work), not knowledge they gained within the school system (e.g. because they graduated from a specific type of school or they chose specific subjects in school) or the HE system (ECTS gained in another study programme). In other words, we only refer to informal or non-formal learning here, but avoid this wording because its meaning will not be clear for the students.
- RPL can take place at two "occasions": 1) in the frame of the admission process, i.e. students are exempted from certain admission requirements, because of their prior (informal/ non-formal) learning. 2) After being admitted to a study programme, RPL can take place towards fulfilment of the study programme. That would e.g. be the case if they are exempted from certain courses/exams or other requirements (e.g. writing a thesis, compulsory internship), because their prior learning got recognised and substitutes these requirements. They will de facto receive ECTS recognised in the study programme for their prior learning.
- Students can tick both acknowledgments made for their first admission to HE in #country as well as exemptions/ECTS granted towards the fulfilment of their current (main) study programme.

Hashtag:

- Replace "#country" with the name of the country where the survey is being carried out.
- Replace "#regular school system" with the type of school which is seen as the regular way of finishing (upper secondary) education – typically targeting teenagers who attend classes during the day, usually from morning till (after)noon and prepare for/ serve as the usually required entrance qualification for HE (Matura, state exam, baccalaureate, Abitur, etc.).
- Replace "#acknowledged" with the – in your national context – appropriate term to describe the formal act of recognising competences which will lead to a (full/ partial) replacement of the standard requirements necessary for admittance to higher education.

- Replace "#credited" with the – in your national context – appropriate term to describe the formal act of recognising competences which will reduce the amount of ECTS a student has to obtain in her/his current (main) study programmes (exemptions from certain courses/subjects, shorter study duration, etc.).

Definitions: Recognition of prior learning (RPL)

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.6.1	Competences/ experiences outside of the formal regular school system acknowledged for first admittance to higher education in country	1 = Yes 0 = No
V2.6.2	Competences/ experiences outside of the formal regular school system acknowledged towards the fulfilment of my current (main) study programme	1 = Yes 0 = No
V2.6.3	No competences/experiences gained outside of formal regular school system for study in HE	1 = Yes 0 = No

2.7. Did you have any paid job(s) prior to entering higher education for the first time?

Please include also paid #apprenticeships or paid internships.

Please exclude compulsory military service or equivalent.

Single choice.

- ○ Yes, I worked continuously for at least one year without interruption and at least 20h per week
- ○ Yes, I worked continuously for at least one year without interruption and less than 20h per week
- ○ Yes, I worked, but less than one year
- ○ No, I did not work prior to entering higher education

Explanation:

- The purpose of this question is to identify the share of students who gained experience in paid job(s) **before** entering higher education for the first time as well as to analyse the intensity of the work experience differentiating between casual minor jobs (less than one year or less than 20h per week) and regular paid jobs.
- Paid apprenticeships/ internships should be included.

Hashtag:

- If applicable replace #apprenticeships with a name for a paid training period suitable in your national context (contrasting internships).

Definitions: Paid jobs before entering HE

Attention!
This question asks about paid jobs and this should be emphasized in the question. Vocational training (apprenticeship) might also be a paid job; hence it should be referred to in the explanatory text.

Compulsory military or civil services should not be considered as paid jobs, even though in some countries people get paid for this.

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.7	Did you have any paid job(s) prior to entering higher education for the first time?	1 = Yes, I worked continuously for at least one year without interruption and at least 20h per week 2 = Yes, I worked continuously for at least one year without interruption and less than 20h per week 3 = Yes, I worked, but less than one year 4 = No, I did not work prior to entering higher education

2.8. Did you ever (officially or unofficially) interrupt your current (main) study programme for at least two consecutive semesters?

Single choice.

- ○ Yes
- ○ No

If "Yes" → please go to question 2.9.

If "No" → please go to question 3.0.

Explanation:

- The purpose of this question is to identify the share of students who have interrupted their current (main) study programme and to be able to analyse these students by social background and to compare these shares among HE systems, fields of study, etc.
- Students should therefore only refer to interruptions of their *current* study (main) programme. The interruption should have been for at least two consecutive semesters.
- Students should include official (formally in agreement with the HEI) and unofficial (non-formal without informing the HEI) interruptions.

Definitions: Current (main) study programme; Interruption of current study programme

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.8	Did you ever (officially or unofficially) interrupt your current (main) study programme for at least two consecutive semesters?	1 = Yes 0 = No

2.9. *[Only students who have interrupted their studies]* What was/were the reason(s) for the interruption of at least two consecutive semesters during your current (main) study programme?

If you have interrupted your current (main) study programme more than once, please refer to the last interruption.

Multiple answers possible.

- ☐ Financial difficulties
- ☐ Family-related reasons (e.g. pregnancy, care of children, parents etc.)
- ☐ Work-related reasons (e.g. non-compulsory internship, job opportunity)
- ☐ Health-related reasons
- ☐ Lack of motivation
- ☐ Other reasons

Explanation:

- This question aims at mapping the reasons for study interruption of at least two consecutive semesters.
- Since most of the time a combination of multiple reasons leads to interruption, students are allowed to give multiple answers. The list of reasons includes rather generally phrased items which are relevant for depicting the social dimension. However, the list is not and does not have to be comprehensive. EUROSTUDENT is only interested in reasons related to the social dimension, but not in every possible reason. Hence, there must be a very broad range of "other reasons".
- Students who have interrupted their current study programme multiple times should refer to their most recent interruption.

Definitions: Current (main) study programme; Interruption of current study programme

Variable names and value numbers:

VariableName	VariableLabel	Values
V2.9.1	Interruption of studies due to financial difficulties	1 = Yes 0 = No
V2.92	Interruption of studies due to family-related reasons (e.g. pregnancy, care of children, parents etc.)	1 = Yes 0 = No
V2.9.3	Interruption of studies due to labour market-related reasons (e.g. non-compulsory internship, job opportunity)	1 = Yes 0 = No
V2.9.4	Interruption of studies due to health-related reasons	1 = Yes 0 = No
V2.9.5	Interruption of studies due to lack of motivation	1 = Yes 0 = No
V2.9.6	Interruption of studies due to other reasons	1 = Yes 0 = No

3. Living Conditions

In this section, we aim at capturing the way the students' life looks like outside of HE. Where do they live, who pays for their subsistence and their studies and how do they manage their time budget? In short, we divide this section into the following subtopics:

Forms of housing

We want to get more knowledge on the housing situation of students across Europe. Forms of housing is asked in three questions concerning who they live with, where do they live and how satisfied they are with their housing conditions.

Income and expenditure

In order to get an idea of the way students finance their studies and their subsistence it is interesting to know where they get their money from. For this reason we ask students in a rather large question to fill in all forms of income they receive per month during the current semester. In short we try to differentiate between three major income sources: public funding, family/parents and own earnings. For this question it has to be clear to the students that some cash flow has to be involved.

Equally as interesting is where students spent their money on. One of the trickiest parts in this respect is transfers in kind. For some costs, students rely on their parents, partners or other benefactors. In order to get the full financial picture of who gets what from whom, we need to differentiate the expenses between self-paid and paid by others.

Employment

Typically studying is regarded as the students' main activity. However, in order to balance their finances, some students have to pursue a gainful employment[8] alongside their studies – a phenomenon which becomes more common due to the increased attention to Lifelong Learning. To get an idea of the possible impact of these paid job(s) on their studies we devoted six questions to employment. Next to asking about whether or not they are pursuing (a) paid job(s) during or outside of the current lecture period, EUROSTUDENT is interested in the amount of hours spent on (a) paid job(s) as well as the reasons for working and the students' self-identification as students (jobbing aside) or "workers" (studying aside). Moreover, as working might accelerate one´s study we ask for how close the job is related to the study programme.

Time budget

The last topic concerns the management of the time budget. Time can only be spent once and it is quite interesting to know how students choose to spend it. In the questionnaire, we differentiate between time spent on taught studies and personal study time. For the analyses we also incorporate time spend on paid jobs. To get an idea on how satisfied students are with their time budget, we ask them to indicate if they want less or more time for their studies or paid job(s).

[8] EUROSTUDENT's interest here lays in gainful employment, not work in general which would include unpaid tasks like household chores, care, etc.) For this reason the core questionnaire will only refer to paid job(s) and will avoid the term "work".

#lecture period

In this section we introduce the hashtag #lecture period. This hashtag has replaced the word ‘semester’ in most of the questions to make sure that students only refer to their lecture period i.e. the weeks during a semester when they are supposed to follow lectures (and they do not include lecture-free periods/holidays). In some countries/HEIs the terms ‘semester’/’trimester’ function as administrative/bureaucratic units and would include (in the perception of the students) both lecture and lecture-free periods/holidays. Please think of (together with students!) the appropriate word in your country to make this explicitly clear in the survey.

3.0. Who do you live with during the #lecture period (Monday to Friday)?

Multiple answers possible.

- ☐ Parents (or grandparents, uncles, aunts, or similar)
- ☐ Partner/spouse
- ☐ My child(ren)/my partner's child(ren)
- ☐ With (an)other person(s) not mentioned above (students, friends, etc.)
- ☐ I live alone

Students living with parents (or grandparents, uncles, aunts, or similar) (cat. 1), irrespective of other answer categories ticked → please go to question 3.2.

Students not living with parents (or grandparents, uncles, aunts, or similar) (cat.2 - 5) → please go to question 3.1.

Explanation:

- This question distinguishes students who live with their parents from those who maintain their own households.
- This is a multiple response question.
- Students who live with their parents (or grandparents, uncles, aunts, or similar) have to skip the next question (question 3.1)

Hashtag:

- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.

Definitions: Lecture period; Partner/spouse

Attention!
Make sure you enter the right skip! Next question applies only to students that do not live with their parents (or grandparents, uncles, aunts, or similar). Students who tick 'parents (or grandparents, uncles, aunts, or similar)' (regardless of which other category they tick) should not fill out question **3.1.**

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.0.1	Living with Parents/other relatives	1=Yes 0=No
V3.0.2	Living with Partner/spouse	1=Yes 0=No
V3.0.3	Living with Child(ren)/my partner's child(ren)	1=Yes 0=No
V3.0.4	Living with Other	1=Yes 0=No
V3.0.5	Living Alone	1=Yes 0=No

3.1. *[Only students who do not live with their parents (or grandparents, uncles, aunts, or similar)]* Do you live in #student accommodation, #e.g. dormitory or halls of residence?

Single choice.

- ○ Yes
- ○ No

Explanation:

- The question identifies the relative share of the students who live in a special student accommodation. [Note: For calculating this share, you have to take (the filtered) students living with their parents into account as well.]
- Student accommodation refers to types of accommodation which are provided especially for students and often are subsidized (by government, HEI, or another organisation).
- For students living with parents (from Monday to Friday) it is generally not plausible to live in a student accommodation, therefore these students will skip this question.

Definitions: Student accommodation

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.1	Do you live in a student accommodation, i.e. dormitory or halls of residence?	1=Yes 0=No

3.2. How satisfied are you with your accommodation concerning the following aspects?

	very satisfied				not satisfied at all
Cost	○	○	○	○	○
Location	○	○	○	○	○
Overall condition	○	○	○	○	○
Travel time to higher education institution	○	○	○	○	○

Explanation:

- Subjective assessment on a five-point-scale, concerning cost, location, condition and time to commute between the accommodation and the HEI.

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.2.1	Satisfaction with accommodation: Cost	1=Very satisfied 2= - 3= - 4= - 5=Not satisfied at all
V3.2.2	Satisfaction with accommodation: Location	1=Very satisfied 2= - 3= - 4= - 5=Not satisfied at all
V3.2.3	Satisfaction with accommodation: Condition	1=Very satisfied 2= - 3= - 4= - 5=Not satisfied at all
V3.2.4	Satisfaction with accommodation: Time to commute between accommodation and HEI	1=Very satisfied 2= - 3= - 4= - 5=Not satisfied at all

3.3. What is the average monthly amount at your disposal from the following sources during the current #lecture period?

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

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

#If you receive any student support, please indicate the current nature of this support and neglect potential future transformation from loan to grant or vice versa.

	Average amount	
Provision from family/partner	_____	per month
Student support from #country sources (grant, loan, scholarship)		
- #name [public student grant/scholarship]	_____	per month
- #name [public student loan]	_____	per month
- #name [institutional scholarship]	_____	per month
- #name [(public or private) loan with public guarantee/ subsidy of interest]	_____	per month
- #name [student grant/scholarship from a private organisation]	_____	per month
- #name [student loan from a private organisation]	_____	per month
- #name	_____	per month
- #name	_____	per month
- #name	_____	per month
- #name	_____	per month
- #other student support from national sources	_____	per month
Student support from non-#country sources (e.g. home country, EU)	_____	per month
Self-earned income		
- current paid job(s)	_____	per month
- previous jobs (e.g. earned during holidays) - only average amount used per month	_____	per month
Other		
- public sources (e.g. child benefit, pension)	_____	per month
- private sources not repayable (e.g. income from capital, property, occasional income from sales, gifts)	_____	per month
- private sources repayable (e.g. loan, private borrowing)	_____	per month
#Total	_____	per month

Explanation:

General remarks:

- Aim of this question is to identify students' different income sources in current #lecture period.
- Make sure students add '0' if no money was received from a specific income source to distinguish these students from those who did not answer.
- Students should only include money they really get themselves and should **not** include indirect financial benefits, for example rent or tuition fees directly paid by their parents or any other person/institution/organisation. This kind of indirect financial support is what EUROSTUDENT refers to as "transfers in kind". They are covered in question 3.4.
- Based on this question, two focus groups are created (dependent on own earnings, dependent on public support).
- Students should indicate their income in national currency, you should be able to transfer this into euros.

Family/partner:

- Provision from family/partner refers to any money the student receives from his/her parents, other relatives or partner. It is very important to make it very explicit that this refers only to money, the student really receives (in cash or via bank transfers) and not to expenditures the family pays in the name of the student, e.g. if parents pay the rent of the student flat (i.e. transfers in kind, see 3.4).

Student support:

- Student support refers to direct financial support only directed to students. That is money students may only receive because they are students. Other, more general support (e.g. child benefit, pension), which students might receive as well, should be entered below in the "other"-section.
- Researchers are asked to name the most common public and private instruments of student support in #country. The student should recognize the instrument, but he/she should not have to bother if it is a grant, scholarship or loan or if it is public or private. That is the task of the researchers!
- The last category should be called "other student support from national sources", because there might be any rare sources you did not list. On the other hand, we do not differentiate here anymore between public or private to not overwhelm the students.
- Public/private: "Public" generally refers to any kind of public institution (federal state, provinces, municipalities or organisations >50% owned by the state) from #country. Private in relation with student support refers only to private institutions/organisations (and not individuals). The organisation might be for profit (a firm/company) or not for profit (a foundation, any NPO). If you are not sure if an organisation is public or private, categorise it where the money comes from: Usually, public student support means it is paid from taxes (or the social security system). However: private loans or grants should only be mentioned here, if they are directed to students. Common private loans should be entered below under "other".
- With regard to grants that can become loans (when e.g. not getting a diploma in time) or the other way around, loans converted into grants (e.g. when finishing in time or with excellent performance): we want students to refer to the current situation: if it is a loan **now**, students should report a loan, even if the loan might later be converted into a grant. If it is a grant **now**, they should report a grant.

- If the support is partly a grant and partly a loan, there are three possibilities:
    1. If the loan and the grant part have different names (and the students know those names), please add one line for each part (making sure students enter only partly the amount received to each of those lines and do not enter the full amount twice!).
    2. If there is generally a fixed share of how much of the amount will be a grant or a loan, students can enter the full amount in 1 line and researchers should split the amount entered by the students during the process of data cleaning/preparation into the two parts (grant and loan).
    3. If the share of the grant/loan parts depends on individual circumstances but you cannot name the two parts differently in a way the students will understand it, you should ask here for the full amount students receive. However, you must add another question asking those receiving such a support for their individual share of the grant/loan part. Then researchers are able to split the amount according to each individual share during the process of data cleaning/preparation into the two parts (grant and loan).
- This question refers only to money the students receive directly into his/her pocket or bank account. Any kind of subsidy (grant/scholarship/loan) transferred to the HEI in the name of the student should **NOT** be taken into account. If a student has to pay less (or no) fees for whatever reason, the amount he/she saves for paying the fees should **NOT** be taken into account.[9]

Self-earned income:

- The income from (current and previous) paid jobs refers to all paid activities such as regular employment, self-employment, occasional jobs, paid internships, tutoring, baby-sitting etc. at their disposal (meaning **after taxes**).
- However, a student can live on income from current jobs and/or from previous jobs (e.g. during the last holidays or before entering higher education). Therefore, we offer two answer categories to make it easier for the respondents to answer this. Income from current paid jobs should be self-explaining, i.e. the current monthly income from all paid jobs. But in case of previous earnings, students must **not** indicate the total amount of the earnings, but calculate the average amount per month they have **currently on their disposal**. E.g.: If a student had a holiday job, she/he must not indicate the total amount she/he earned from that holiday job, but the amount still remaining for use in the current month. I.e., if someone has already spent all earnings from a holiday job, the average amount should be '0'. If someone worked previously and saved the income for monthly living expenditures, the monthly average used from that savings should be entered here.

Other:

[9] Note: EUROSTUDENT covers the social and economic living conditions of students **from a student perspective**. We therefore cannot include „student support" received by the HEI but not the student. Some countries charge high fees, but under certain circumstances fees are lowered for some students. This "discount" would be an indirect student support, but we see no possibility to include indirect supports in EUROSTUDENT. Most of all: What „discount on fees" should we take into account in systems not charging fees at all? Same logic counts for other indirect subsidies, e.g. of student dormitories or canteens. It is not possible to include those indirect subsidies in a student survey, first of all, because students do not know to what extend their room or meal is subsidised. Indirect student subsidies would be a very interesting, but different study covering indirect support from the point of view of the paying organisation (usually the state; see e.g. here.

- Other income refers to any other money, currently at the disposal of the student not coming from family/partner, student support or income from paid jobs. However, we primarily differentiate if this money comes from private or public sources (any kind of transfers). Moreover, private sources are split into repayable and not repayable money. Not repayable would e.g. be regular income from capital/property or occasional income from sales/gifts (e.g. a certain amount for Christmas the student uses for his/her current living expenditures). Repayable money would e.g. be a private loan (a consumer credit from a bank or borrowing from a friend). Again, only money at the disposal of the student in the current month should be entered, not e.g. a mortgage loan.

Total:

- This line is only relevant if you have the technical possibilities to automatically calculate the total amount students entered in question 3.3. The intention of this line is **not** that students themselves should calculate their total income. Hence, this line is not relevant in case you are doing a paper survey. The intention of that line is to allow respondents to check what they entered by offering them the sum of all the figures they entered from the different sources: Is that really the total amount at your disposal in the current #lecture period?
- An automatically calculation of the total income is either a function in the software you use for an online survey, or you programme it with javascript (or similar) or – worst option – you cannot calculate it on the same page, but offer the total amount entered by the students on the next page. If you chose this option, make sure students can go back and correct the figures entered in question 3.3.

Hashtag:

- Replace #name with corresponding national terms of the most common student support sources in your country. Add as many lines as there are different student support sources. Last line should refer to any other student support.
- However, researchers must be able to distinguish if the student support sources you listed are from private/public, repayable or non-repayable and from #country or non-#country sources.
- Replace #country with the name of the country where the survey is being carried out.
- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.
- The #total line only applies if you are doing an online questionnaire and you have the technical possibilities for summarising the total amount.

Definitions: Grant**;** Income, at your disposal**;** Lecture period;Loan**;** Loan with public guarantee**;** Loan with publicly subsidised interests; Paid job during the lecture period; Support; private; Support, public

Attention!
***[Only for online/CATI]* This question should never be compulsory. If you choose to use error messages, in this case please only add 'soft' error messages to warn the students that an answer is missing or out of range (see chapter on error messages in f. Question types/ layout).**

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.3.1	Average monthly amount at your disposal from family/partner	[Average monthly amount]
V3.3.2a	Average monthly amount at your disposal from national student source repayable	[Average monthly amount]
V3.3.2b	Average monthly amount at your disposal from national student source non-repayable	[Average monthly amount]
V3.3.3	Average monthly amount at your disposal from non-country sources	[Average monthly amount]
V3.3.4a	Average monthly amount at your disposal self-earned from current paid job	[Average monthly amount]
V3.3.4b	Average monthly amount at your disposal self-earned from previous paid job	[Average monthly amount]
V3.3.5a	Average monthly amount at your disposal from other public source	[Average monthly amount]
V3.3.5b	Average monthly amount at your disposal from other private source – not repayable	[Average monthly amount]
V3.3.5c	Average monthly amount at your disposal from other private source – repayable	[Average monthly amount]
V3.3.6	Average monthly amount at your disposal: total	[Average monthly amount]

3.4. What are your average expenses for the following items during the current #lecture period?

I.e. all regular costs, excluding costs for items like washing machine, travelling (for holidays/fun), etc. Although it might be difficult, please refer only to <u>your own</u> expenses (not those for family/ partner, unless specified).

Add a '0' if no money was spent on a certain type of costs.

***"Paid by others"**: expenses which are paid for you by your parents/ partner/ employer or others, directly, e.g. rent paid by parent to your landlord*

#explanation of special national situation regarding state subsidies

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

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

Explanation:

General remarks:

- Aim of this question is to identify students' different expenditure of a defined time period.
- Together with 3.3 it is used to describe the sufficiency of student income relative to their expenses.
- Make sure students enter '0' if no money was spent to distinguish these students from those who did not answer.
- Students should indicate their expenses in national currency, you should be able to transfer this into euros.
- There are two types of costs:
    - Living costs which should be reported per month with reference to the current #lecture period i.e. the costs for accommodation/food etc. should be estimated for the time when students are at the HEI, not during holidays (when they are e.g. at home with their parents).
    - Study-related costs which should be reported by the students per semester (with reference to the current semester). However, to make it easier to fill in the questionnaire in some contexts it makes sense to change the reporting period for the tuition fee to year if the tuition fees are paid once per year. In some countries students pay tuitions fees in monthly instalment but only 10 times per year, which could also be problematic. In any case if you adapt the reference period for the tuition fee make this very clearly visible to the students (extra question line within the question, not just changing of the last word in the line). Other study-related costs should be reported by semester or trimester. The research team must be able to convert the amount afterwards into monthly averages to add it to the monthly living costs.
- Only ordinary running costs should be entered, no one-off expenditures (e.g. cars, furniture, holidays).
- Students should not report their payment to national public social security (deducted from their income as health expenditures), but only "private" or "additional" payments they or others make for them (such as private insurance, student health insurance, supplementary insurance).
- Accommodation costs should include all kinds of loan, debt payments and mortgage if connected to expenditure on accommodation.
- Ways of payment:
    - Out of own pocket: paid by student directly via cash, transfers orders, charging of credit cards etc. regardless by which source the funds were provided (e.g. by family/partner, state or own job activities) and regardless if students received the funds for a specific purpose (e.g. housing benefit from the state to pay rent) or not but were at their disposal.
    - Paid by others: indirect payments, others (parents/ partner/ employer/ other) pay on behalf of the students (e.g. rent, tuition fee). Hence the students never have the respective money at their disposal since the respective good/service is paid for by someone else directly to the students' creditor. Or in other words: Money reaching the students' pocket or bank account should be entered in question 3.3. Expenditures paid by this money should be entered in the 1st column of 3.4. In the 2nd column of 3.4, only money that never reached the students should be entered. Parents can provide money for their studying child (3.3) who pays his/her accommodation with this money (1st column of 3.4). But parents can also pay the rent for their studying child directly (2nd

column of 3.4) regardless of whether they give him/her additionally cash (3.3). But the amounts entered in the 2nd column of 3.4, should **not** be entered in 3.3 as well.

- However, "paid by others" does **not** include the state! Like mentioned in question3.3, indirect support from the state (in the name of the student) cannot be taken into account in EUROSTUDENT. If it is possible in your country that the state pays anything in the name of the student (e.g. fees or accommodation), please add a special remark line above to make sure students do **not** enter this kind of state subsidy.

Total:

- This line is only relevant if you have the technical possibilities to automatically calculate the total amount students entered in question 3.4. The intention of this line is **not** that students themselves should calculate their total income. Hence, this line is not relevant in case you are doing a paper survey. The intention of that line is to allow respondents to check what they entered by offering them the sum of all the figures they entered from the different sources: Is that really the total amount at your disposal in the current #lecture period?
- An automatically calculation of the total income is either a function in the software you use for an online survey, or you programme it with javascript (or similar) or – worst option – you cannot calculate it on the same page, but offer the total amount entered by the students on the next page. If you chose this option, make sure students can go back and correct the figures entered in question 3.4.

Hashtag:

- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.
- Replace #semester with the appropriate period most suitable for students to fill out the amounts per study-related costs (semester/trimester). If fees are paid per year and the switch to year as reference period is absolutely necessary, make this clearly visible for students, since confusions due to switching of references periods should be avoided at all costs. If you want students to report their tuition fees, examination fees etc. per year, take this line out of the question and add a supplementary point C) tuition fees, etc. It is important that the research team afterwards can convert all amounts into monthly averages to add it to the monthly living costs.
- The #total lines only apply if you are doing an online questionnaire and you have the technical possibilities

Definitions: Costs, out-of-own-pocket; Costs, paid by others; Costs, Study related; Fees; Lecture period; Living costs; Transfers in kind

Attention!

[Only for online/CATI] **This question should never be compulsory. If you choose to use error messages, in this case please only add 'soft' error messages to warn the students that an answer is missing or out of range (see chapter on error messages in f. Question types/ layout).**

Variable names and value numbers:

VariableName	VariableLabel	Values
v3.4.1.1a	Total accommodation cost - Paid out of own pocket	[Costs per month]
v3.4.1.1b	Food - Paid out of own pocket	[Costs per month]
v3.4.1.1c	Transportation - Paid out of own pocket	[Costs per month]
v3.4.1.1d	Communication - Paid out of own pocket	[Costs per month]
v3.4.1.1e	Health costs - Paid out of own pocket	[Costs per month]
v3.4.1.1f	Childcare - Paid out of own pocket	[Costs per month]
v3.4.1.1g	Debt payment (except mortgage) - Paid out of own pocket	[Costs per month]
v3.4.1.1h	Social and leisure activities - Paid out of own pocket	[Costs per month]
v3.4.1.1i	Other regular living costs - Paid out of own pocket	[Costs per month]
v3.4.1.1j	Total living costs - Paid out of own pocket	[Costs per month]
v3.4.1.2a	Total accommodation cost - Paid by others	[Costs per month]
v3.4.1.2b	Food - Paid by others	[Costs per month]
v3.4.1.2c	Transportation - Paid by others	[Costs per month]
v3.4.1.2d	Communication - Paid by others	[Costs per month]
v3.4.1.2e	Health costs - Paid by others	[Costs per month]
v3.4.1.2f	Childcare - Paid by others	[Costs per month]
v3.4.1.2g	Debt payment (except mortgage) - Paid by others	[Costs per month]
v3.4.1.2h	Social and leisure activities - Paid by others	[Costs per month]
v3.4.1.2i	Other regular living costs - Paid by others	[Costs per month]
v3.4.1.2j	Total living costs - Paid by others	[Costs per month]
v3.4.2.1a	Fees - Paid out of own pocket	[Costs per semester]
v3.4.2.1b	Social welfare contributions to the university / college and student associations - Paid out of own pocket	[Costs per semester]
v3.4.2.1c	Learning materials - Paid out of own pocket	[Costs per semester]
v3.4.2.1d	Other regular study-related costs - Paid out of own pocket	[Costs per semester]
v3.4.2.1e	Total study-related costs - Paid out of own pocket	[Costs per semester]
v3.4.2.2a	Fees - Paid by others	[Costs per semester]
v3.4.2.2b	Social welfare contributions to the university / college and student associations - Paid by others	[Costs per semester]
v3.4.2.2c	Learning materials - Paid by others	[Costs per semester]
v3.4.2.2d	Other regular study-related costs - Paid by others	[Costs per semester]
v3.4.2.2e	Total study-related costs - Paid by others	[Costs per semester]

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

Very seriously				not at all
○	○	○	○	○

Explanation:

- This question obtains the student self-assessment of their financial situation on a five-point-scale.

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.5	To what extent are you currently experiencing financial difficulties?	1 = Very seriously 2 = - 3 = - 4 = - 5 = Not at all

3.6. Do you have (a) paid job(s) during the current #lecture period?

Please include also paid internships.

Single choice.

- ○ Yes, I work during the whole #lecture period
- ○ Yes, I work from time to time during the #lecture period
- ○ No, I don't work during the #lecture period

If "Yes, I work during the whole #lecture period" or "Yes, I work from time to time during the #lecture period" → please go to question 3.7

If "No, I don't work during the #lecture period" → please go to question 3.11.

Explanation:

- With this question we identify students that pursue gainful employment alongside their studies, which can have an effect on their time budget as well as their income.
- Paid jobs also include paid internships.
- Unpaid work (household chores, care, unpaid internships etc.) should not be classified as (a) paid job(s).

Hashtag:

- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.

Definitions: Lecture period; Paid job during the lecture period

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.6	Do you have (a) paid job(s) during the current lecture period?	1 = Yes, during the whole lecture period 2 = Yes, from time to time 3 = No, I don't work during the lecture period

3.7. *[Only students who work during the #lecture period]* How many hours do you spend on your paid job(s) in a typical week <u>in the current #lecture period</u>?

Paid job(s): _____ h/week

Explanation:

- The purpose of this question is to identify the time budget students spend on working alongside their studies. Together with question 3.12 it provides students' overall time budget and the relative share of working/studying in students' workload.
- Students are asked to fill out the exact time in hours that they spend on paid jobs in a typical week during the current lecture period.
- Experiences have shown that it is the easiest way for students to answer this question in hours per week (and not per day or per month).
- If periods of studying and working alternate (e.g. in dual programmes), students should average their time budget for working. If e.g. four weeks of intensive studying are followed by four weeks of working, students should enter half the time for working in a typical week.

Hashtag:

- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.

Definitions: Lecture period; Paid job during the lecture period

Attention!
[Only for online/CATI] Students should not be allowed to insert a number of hours lower than 1.

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.7	Hours per week spent on paid job(s)	[hours per week]

3.8. *[Only students who work during the #lecture period]* To what extent do the following statements apply to your situation?

Please refer to your paid job(s) during the current #lecture period.

	Applies totally				Does not apply at all
I work to cover my living costs	○	○	○	○	○
I work to gain experience on the labour market	○	○	○	○	○
Without my paid job, I could not afford to be a student	○	○	○	○	○
I work because I have to support others financially (children, partner, parents etc.)	○	○	○	○	○

Explanation:

- This question gives insight into the motivation of students to both work and study at the same time.
- Students are asked to rate four sentences on a five-point-scale.
- These reasons are not exhaustive, but are the most interesting with regard to the social dimension.

Definitions: Costs of living; Lecture period; Paid job during the lecture period

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.8.1	I work to cover my living costs	1 = Very much 2 = - 3 = - 4 = - 5 = Not at all
V3.8.2	I work to gain experience on the labour market	1 = Very much 2 = - 3 = - 4 = - 5 = Not at all
V3.8.3	Without my paid job, I could not afford to be a student	1 = Very much 2 = - 3 = - 4 = - 5 = Not at all
V3.8.4	I work because I have to support others (children, partner, parents etc.) financially.	1 = Very much 2 = - 3 = - 4 = - 5 = Not at all

3.9. *[Only students who work during the #lecture period]* How closely related is/are your paid job(s) to the content of your study programme?

Please refer to your paid job(s) during the current #lecture period.

Very closely				not at all
○	○	○	○	○

Explanation:

- This question gives insight in the connection between the content of the study and the job.

Definitions: Current (main) study programme; Lecture period; Paid job during the lecture period**;**

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.9	How closely related is your job to the content of your study programme?	1 = Very closely 2 = - 3 = - 4 = - 5 = Not at all

3.10. *[Only students who work during the #lecture period]* Which of the following describes your current situation best?

Single choice.

- ○ Primarily I am a student, and I am working alongside my studies
- ○ Primarily I work, and I am studying alongside my paid job(s)

Explanation:

- This is a question about the centrality of a student's studies within their student life. We want to identify the self-perception of the respondents: a student, working aside OR a working person, studying aside. This is especially relevant for part-time students or older learners.

Definitions: Lecture period; Paid job during the lecture period

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.10	Which of the following describes your current situation best?	1 = Student 2 = Worker

3.11. How many hours do you spend in taught courses and on personal study time in a typical week during the current #lecture period?

Try to fill in the amount of hours per day for each day of the week, including the weekend.

#Add a '0' #or strike-out box if no hours were spent on an activity on the respective day.

In case lectures do not take place weekly (e.g. 8hrs-seminars on three days of the semester), please average out the total time spent accordingly.

Please refer to hours of 60min here.

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

Explanation:

- This question identifies the time budget students spend on study-related activities.
- Students' answers should be given in standard hours (à 60 min), regardless of the duration of a course hour.
- "Typical week" is defined as a week during the lecture period. It should be pointed out that this question refers to a time period of one week and not to a semester/term as in the previous question!
- In case lectures do not take place weekly (e.g. 8hrs-seminars on three days per #lecture period), students should average out the total time spent for this seminar.
- Albeit respondents sometimes complain about the form of this question, experiences have shown that a daily format (not per week, month or semester) provides the most valid answers. Moreover, checks on the maximum amount of hours per each day (minus sleeping) can be implemented to further improve data quality.
- Be aware of the fact that if you would change the question into hours per week, you would receive different results! In other words, your data will not be comparable!
- Students have to add '0' if no hours spent to distinguish these from those who did not answer.
- Based on this question a focus group is created → Study intensity (low: <21h, high: >40h per week)
- In this question, students should refer to *all* currently actively pursued study programmes, not only their main study programme.
- Students in "dual study programmes" (i.e. an institutionalized combination of vocational training in a company and parallel academic education in a HEI) should here report only taught and personal study time during the #lecture period which is part of the academic training (ECTS-credited by the HEI). Time spent on the vocational training (without acknowledgement of ECTS) should be entered in question 3.7 as paid job (weekly amount of hours spent on paid jobs).

- If periods of studying and working alternate (e.g. dual programmes) students should average their time budget for studying over the whole lecture period. If e.g. four weeks of intensive studying are followed by four weeks of working/vocational training, a "typical week would consists of 50% studying and 50% working/vocational training. Hence, students should enter only half the time of a study week here in question 3.11 and only half the time of a working week in question 3.7.

Hashtag:

- Replace #lecture period with the name that students use to define their lecture period (in contrast to the lecture-free period/holidays). Only refer to this period as 'semester' or 'trimester' if these terms explicitly exclude lecture-free periods/holidays. In some countries/HEIs the terms 'semester'/'trimester' function as administrative/bureaucratic units including both lecture and lecture-free periods/holidays.

Definitions: Activities, study-related; Lecture period; Personal study time; Studies, taught; Typical week

Attention!
***[Only for online/CATI]* This question should never be compulsory. If you choose to use error messages, in this case please only add 'soft' error messages to warn the students that an answer is missing or out of range (see chapter on error messages in f. Question types/ layout).**

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.11.1mo	Hours spent on taught studies - Monday	[Hours]
V3.11.1tu	Hours spent on taught studies - Tuesday	[Hours]
V3.11.1we	Hours spent on taught studies - Wednesday	[Hours]
V3.11.1th	Hours spent on taught studies - Thursday	[Hours]
V3.11.1fr	Hours spent on taught studies - Friday	[Hours]
V3.11.1sa	Hours spent on taught studies - Saturday	[Hours]
V3.11.1su	Hours spent on taught studies - Sunday	[Hours]
V3.11.2mo	Hours spent on personal study time - Monday	[Hours]
V3.11.2tu	Hours spent on personal study time - Tuesday	[Hours]
V3.11.2we	Hours spent on personal study time - Wednesday	[Hours]
V3.11.2th	Hours spent on personal study time - Thursday	[Hours]
V3.11.2fr	Hours spent on personal study time - Friday	[Hours]
V3.11.2sa	Hours spent on personal study time - Saturday	[Hours]
V3.11.2su	Hours spent on personal study time - Sunday	[Hours]

3.12. Looking at the time you spend on study-related activities and paid job(s) during the current #lecture period, please indicate if you would like to spend less or more time on the following activities:

Students currently without paid jobs: Please also indicate if you would like to spend the same time (i.e. none) or more (some) time on paid jobs.

	less	same	more
Time on taught studies	○	○	○
Personal study time	○	○	○
Time on paid job(s)	○	○	○

Explanation:

- This question gives insight into the preferred balance between work and study, and concerning study hours between taught and personal study time.
- Make sure you'll ask 'time on paid jobs' to non-working students as well, since they might want to work.

Definitions: Activities, study-related; Lecture period; Paid job during the lecture period; Personal study time; Studies, taught

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.12.1	Time on taught studies	1 = Less 2 = Same 3 = More
V3.12.2	Personal study time	1 = Less 2 = Same 3 = More
V3.12.3	Time on paid jobs	1 = Less 2 = Same 3 = More

3.13. Did you have (a) paid job(s) during the #lecture-free period/holidays during the last 12 months?

Please include also paid internships.

Single choice.

- ○ Yes
- ○ No

Explanation:

- The purpose of this question is twofold:
    1. to identify students (and most of all those not working during the lecture period) who work during their holidays, respectively students who never work during the whole year.
    2. This is a control question and facilitates data checks for question 3.3 (income).
- Please leave this question at the end of the employment section in order not to interfere with the references of the previous question on employment during lecture periods.

Hashtag:

- Replace #lecture-free period with the name that is used for the period outside the lecture-period. Often this will be referred to as 'holiday'.

Definitions: Paid job during the lecture-free period

Variable names and value numbers:

VariableName	VariableLabel	Values
V3.13	During the past 12 months, did you have (a) paid job(s) during the lecture-free period (holidays)	1 = Yes 0 = No

4. International Mobility

One of the goals of the implementation of the Bachelor-Master-structure in Europe was the promotion of international mobility during HE studies. EUROSTUDENT provides important indicators on this topic, most of all because of the possibility to look at the mobility of different social groups in comparison to each other: do students have similar opportunities to become mobile, regardless of their social background? Furthermore EUROSTUDENT provides information on students who have been abroad, students who plan to go abroad as well as students who do not want to go abroad. For each of these groups, EUROSTUDENT collects information on the obstacles they either have encountered already or perceive to be there. This provides important and unique tools for policy makers who want to work towards widening international mobility for all students.

Credit mobility

It is important to differentiate between students who enrol abroad for a full study programme (degree mobility) and those who enrol for a part of their study programme (credit mobility). Please note that (in this section of the questionnaire) we only look at the latter category: students who are registered at an HEI in the country of the survey, but have temporarily been enrolled abroad. Students who are *currently* temporarily enrolled abroad should not be answering this questionnaire (see chapter a. The Target Group of the EUROSTUDENT VI Survey).

Other study-related activities abroad

At the end of this topic, two questions are added on 'other' study-related activities abroad, such as fieldtrips, internships, summer/winter schools, language courses. For these categories students are asked whether they have been abroad on one or more of these activities. If they have, the students are further asked to provide information on the length of their stay abroad, the country they went to and whether they gained any credits.

International students & the mobility questions

Since the target group only consists of students who are officially registered for a degree in the country of the survey it is possible that international students who are enrolled for a complete Bachelor or Master in your country fill out this questionnaire as well. For these students as well as for students who have been mobile in a study programme they completed outside of the country of observation it can be confusing to be asked to fill out these questions on enrolment abroad. They have already been mobile to come to your country for studying, but still, they can go or already have gone on credit mobility or any other study-related activity abroad during their studies in the country of observation (to their home or to a third country). Please make sure your international and degree mobile students understand this correctly for this section; EUROSTUDENT refers not to their mobility when they came to the country of observation to enrol in a (full) degree programme (incoming degree mobility), but to a short-term, study-related stay in another country than the one their home institution is/was located in (outgoing credit mobility,). For them, "abroad" could therefore be a misleading term. Thus, please be careful with the translation of words like "abroad" or add a special remark line to the whole section for international students. Abroad does in no way mean #country, but abroad means leaving #country.

However, there is another twist in this question: EUROSTUDENT is comparing the situations in specific countries. Therefore, EUROSTUDENT only asks for mobility periods that took place while the

respective student was enrolled in the country of observation. This is why EUROSTUDENT focusses on temporary enrolments abroad since the first entrance in HE in the country of observation.

This is necessary since it is possible that a student in a Master programme did his/her Bachelor degree abroad (outside of #country) and was mobile during the Bachelor programme. He/she was however not mobile during the Master programme in your country, and should therefore not be calculated as mobile student. Only if the student went on credit mobility while officially studying in #country, the mobility experience can be credited to the HE system of the country of observation.

4.0. Have you ever been enrolled abroad since you first entered higher education in #country?

Please refer only to temporary study periods (not full study programmes) abroad (outside of #country).

Single choice.

- ○ Yes, I have *(→ please go on to question 4.2)*
- ○ No, but I plan to go *(→ please go on to question 4.1)*
- ○ No, and I do not plan to go *(→ please go on to question 4.7)*

Explanation:

- Since EUROSTUDENT is surveying students, not graduates, this question provides data on *provisional* share of international mobile students who have left #country as well as the share of students who plan to enrol abroad (outside of #country) which gives an additional indication of the mobility potential.
- This question refers to students who have been temporarily enrolled outside of #country for a regular course since they first entered HE in #country. This means students who have studied in another country and have been mobile during their studies there (before entering the HE system in the country of observation) should not report as having been mobile.
- Only refer to foreign enrolment where the student left the country of the survey temporarily (not full study programmes) to study a certain period abroad (credit mobility).
- Exclude studies that resulted in an official higher education degree in the country visited (degree mobility).
- Enrolment means more or less the classical "semester/year spent abroad": students are moving to a country with the aim of attending some classes, lectures, seminars at a foreign university. This can also include some practical learning units (labs, research etc.), however it should not be confused with internships abroad, which are normally (more or less) work placements with a (more or less) strong learning component and they are normally done in a company/NGO or similar abroad and are not directly affiliated with an HEI abroad. These internships (paid or not, integrated in the study programmes or not) should not be reported here but in question 4.8.
- Students who have been abroad will have to answer several questions on their enrolment abroad. They should see the remark text: in case they have been enrolled abroad more than once they should refer to **the most recent stay**.

Hashtag:

- Replace "#country" with the name of the country where the survey is being carried out.

Definitions: Credit mobility; Degree mobility; ECTS; Enrolment, abroad;

Attention!
Make sure you formulate the question in a way that your international students and incoming degree mobile students do not mix this up with their current stay in your country. We only refer to credit mobility originating from the country of observation.

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.0	Have you ever been enrolled abroad as a student in higher education?	1 = Yes 2 = No, but I plan to go 3 = No, and I do not plan to go

4.1. *[Only students who plan to go abroad]* Which of the following statements describes your current stage of planning best?

Single choice.

- ○ I have already made arrangements to go *(→ please go on to question 4.7)*
- ○ I haven't made any arrangements, but I am intending to go *(→ please go on to question 4.7)*

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

Explanation:

- With this question we can further specify the group with plans to go abroad into a group that certainly will and a group without any concrete plans so far.
- Only ask to students who plan to go abroad.

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.1	Current stage of planning to go abroad	1 = Concrete plans 2 = No concrete plans

[Pre question text]

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

If you are in doubt students could also refer to degree programmes abroad (which is not the intention of this remark), please specify that we only mean the most recent *temporary* stay abroad.

4.2. *[Only students who have been enrolled abroad]* What degree were you studying for in #country when you (temporarily) went abroad?

Multiple answers possible.

- ☐ #Short cycle degree [ISCED 5]
- ☐ #Bachelor degree [ISCED 6]
- ☐ #Short national degree [up to 3 years, ISCED 6]
- ☐ #Master degree [ISCED 7]
- ☐ #Long national degree [more than 3 years, ISCED 7]
- ☐ #Other postgraduate degree [ISCED 7]
- ☐ #PhD/ Doctoral degree [ISCED 8]
- ☐ #other, e.g. single subjects

Explanation:

- This question gives information about the different degrees students were enrolled in during their (last) temporary enrolment abroad. The programmes are based on the ISCED 2011 classification.
- Students should refer to the degree they were enrolled in at their home institution during their temporary stay abroad.
- Multiple answers are possible, because students might have been enrolled in different programmes when they went abroad.
- Research teams should point out, that questions 4.2 - 4.6 only refer to temporary studies abroad (credit mobility) as asked in question 4.0.

Hashtag:

- Replace #degrees/programmes with corresponding national qualifications based on ISCED 2011 qualifications.
- Replace "#country" with the name of the country where the survey is being carried out.

Definitions: Current (main) study programme; Home institution; Host institution; ISCED; Programme, Short Cycle; Programme, Bachelor; Programme, Master; Programme, Long national Degree; Programme, Short national degree; Programme, other postgraduate; Programme, e.g. single subjects

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.2.1	Degree when abroad: Short cycle degree [ISCED 5]	1 = Yes 0 = No
V4.2.2	Degree when abroad: Bachelor degree [ISCED 6]	1 = Yes 0 = No
V4.2.3	Degree when abroad: Short national degree [up to 3 years, ISCED 6]	1 = Yes 0 = No
V4.2.4	Degree when abroad: Master degree [ISCED 7]	1 = Yes 0 = No
V4.2.5	Degree when abroad: Long national degree [more than 3 years, ISCED 7]	1 = Yes 0 = No
V4.2.6	Degree when abroad: Other postgraduate degree [ISCED 7]	1 = Yes 0 = No
V4.2.7	Degree when abroad: PhD/ Doctoral degree [ISCED 8]	1 = Yes 0 = No
V4.2.8	Degree when abroad: other, e.g. [single subjects]	1 = Yes 0 = No

4.3. *[Only students who have been enrolled abroad]* In which country were you enrolled, and for how long?

Please refer to current national borders.

Country: _____ *[open answer (on paper) or drop down list with countries]*

Duration in months: _____

Explanation:

- This question identifies most common international mobility routes as well as the common duration for studying abroad.
- Provide a drop-down menu with all countries (including #country) for the online survey and leave it as an open question for a paper survey.
- Students are asked to give information about their most recent temporary stay abroad.

Definitions: Current national borders

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.3.country	What country did you go to?	[open answer or drop down list with countries]
V4.3.month	For how long did you study abroad?	[Duration in months]

4.4. *[Only students who have been enrolled abroad]* Were the credits (ECTS, certificates) you gained for your enrolment abroad recognised by your home institution?

Single choice.

- ○ Yes, all credits were recognised
- ○ Yes, the credits were partly recognised
- ○ No, none of the credits were recognised
- ○ I did not gain any credits
- ○ I don't know (yet)
- ○ I never planned on getting any credits recognised

Explanation:

- The purpose of this question is to evaluate the flexibility and openness of different study programmes and higher education institutions in national systems.
- Students are asked to give information about their most recent temporary stay abroad.

Definitions: Credit mobility; Home institution; Host institution; Credits; ECTS

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.4	Were the credits (ECTS, certificates) you gained for your enrolment abroad recognised by your home institution?	1 = Yes, all recognised 2 = Yes, partly recognised 3 = No, none were recognised 4 = Did not gain any credits 5 = Don't know (yet) 6 = Never planned on getting credits recognised

4.5. *[Only students who have been enrolled abroad]* Within which of the following organisational frameworks was your enrolment abroad organised?

Single choice.

- ○ EU-programme (e.g. Erasmus, #other …..)
- ○ Other programme (e.g. #national programmes)
- ○ Independently organised, without any programme

Explanation:

- The central purpose of this question is to provide data on the share of students whose mobility is officially supported (through state or EU or other programmes) in comparison to those students who have been abroad on their own initiative ("free-movers").
- Students are asked to give information about their most recent temporary stay abroad.

Hashtag:

- Replace #other with the name(s) of the other EU-programme(s) that is/are available for mobile students in your country.
- Replace #national programmes with the name(s) of the most common other exchange programme(s) that is/are available for international mobile students in your country.

Attention!
Make sure this question is only asked to students who have been abroad (v4.0 **= "Yes, I have")**

Variable names and value numbers:

VariableName	VariableLabel	Values
V4.5	Organisational frameworks in which the enrolment abroad was organised	1 = EU-programme 2 = Other programme 3 = Independently organised

4.6. *[Only students who have been enrolled abroad]* Which of the following sources did you use to fund your enrolment period abroad and which one of them was your primary source of funding?

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

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

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

[Questions4.7. to.4.8: all students]

Explanation:

- This question is meant to provide data on the sources (all and the most important one), which students use for supporting their foreign enrolment.
- This question combines a multiple response column ("Sources of funding") with a single response column ("Primary source of funding") in one question. Primary source of funding refers to the source which supplies the highest amount over the whole period spent abroad.
- The examples given in the first line of the explanatory text may be expanded. Students should also think of costs for transportation, housing, food etc. and should not limit their answer to the two options named.

Hashtag:

- Replace #regular study grants/loans with corresponding national terms of the regular support sources available for students in general in your country.
- Replace #special study grants/loans with corresponding national terms of special regular support sources available for internationally mobile students in your country.
- Replace #other with the name(s) of the other EU-grant(s) that is/are available for international mobile students in your country
- Replace #home country with the name of the country where the survey is being carried out.

Definitions: Study grants**;** Study loans; Support; private; Support, public;

Attention!
Make sure this question is only asked to students who have been abroad (v4.0 **= "Yes, I have").**
Make sure you assign multiple options to the column "Sources of funding" and only one option possible to "Primary source of funding".

Variable names and value numbers:

VariableName	VariableLabel	Values
v4.6.1a	Contribution from parents/family/partner	1 = Yes 0 = No
v4.6.1b	Own income from previous job or own savings	1 = Yes 0 = No
v4.6.1c	Income from paid job during my studies abroad	1 = Yes 0 = No
v4.6.1d	Study grants/loans from host country	1 = Yes 0 = No
v4.6.1e	Regular study grants/loans from home country	1 = Yes 0 = No
v4.6.1f	Special study grant/loan from home country for going abroad	1 = Yes 0 = No
v4.6.1g	EU study grants	1 = Yes 0 = No
v4.6.1h	Funding from private businesses	1 = Yes 0 = No
v4.6.1i	Funding from NGOs	1 = Yes 0 = No
v4.6.1j	Other	1 = Yes 0 = No
v4.6.2	Which of the following sources was your primary source of funding?	1 = Contribution from parents/family/partner 2 = Own income from previous job or own savings 3 = Income from paid job during my studies abroad 4= Study grants/loans from host country 5 = Regular study grants/loans from home country 6 = Special study grant/loan from home country for going abroad 7 = EU study grants 8 = Funding from private businesses 9 = Funding from NGOs 10 = Other

4.7. *[All students]* To what extent are or were the following aspects an obstacle for enrolment abroad to you?

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

	Big obstacle				No obstacle
Insufficient skills in foreign language	○	○	○	○	○
Lack of information provided by my HEI	○	○	○	○	○
Separation from partner, child(ren), friends	○	○	○	○	○
Additional financial burden	○	○	○	○	○
Loss of paid job	○	○	○	○	○
Lack of motivation	○	○	○	○	○
Low benefit for my studies at home	○	○	○	○	○
Difficult integration of enrolment abroad into the structure of my home study programme	○	○	○	○	○
Problems with recognition of results achieved abroad	○	○	○	○	○
Problems with access regulations to the preferred country (visa, residence permit)	○	○	○	○	○
Limited admittance to mobility programmes	○	○	○	○	○
My health/disability	○	○	○	○	○

Explanation:

- This question aims to identify the main obstacles to foreign enrolment for those students who have been abroad as well as for those who have never been abroad to study.
- Students are asked to assess each of the potential obstacles on a scale of five, from "big obstacle" to "no obstacle".
- In online questionnaire you can filter the students according to their answers in question 4.0 and “personalise” the question.

Attention!
This question should be answered by all students.

Variable names and value numbers:

VariableName	VariableLabel	Values
v4.7.1	Insufficient skills in foreign language	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.2	Lack of information provided by my HE institution	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.3	Separation from partner, child(ren), friends	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.4	Additional financial burden	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.5	Loss of paid job	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.6	Lack of motivation	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.7	Low benefit for my studies at home	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.8	Difficult integration of enrolment abroad into the structure of my home study programme	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.9	Problems with recognition of results achieved abroad	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.10	Problems with access regulations to the preferred country (visa, residence permit)	1 = Big obstacle 2 = -

		3 = - 4 = - 5 = No obstacle
v4.7.11	Limited admittance to mobility programmes	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle
v4.7.12	My health/disability	1 = Big obstacle 2 = - 3 = - 4 = - 5 = No obstacle

4.8. *[All students]* Have you ever been abroad for other study-related activities as a student in higher education in #country?

Research/ fieldtrip	○ Yes / ○ No
Internship/ work placement	○ Yes / ○ No
Summer/ winter school	○ Yes / ○ No
Language course	○ Yes / ○ No
Other	○ Yes / ○ No

If at least one "Yes" → please go to question 4.9.

If all "No" → please go to question 5.0.

Explanation:

- The question provides information on other types of temporary study-related international mobility besides enrolment abroad.

Definitions: Abroad

Variable names and value numbers:

VariableName	VariableLabel	Values
v4.8.1a	Ever been abroad - Research / Fieldtrip	1 = Yes 0 = No
v4.8.1b	Ever been abroad - Internship / work placement	1 = Yes 0 = No
v4.8.1c	Ever been abroad - Summer/winter school	1 = Yes 0 = No
v4.8.1d	Ever been abroad - Language course	1 = Yes 0 = No
v4.8.1e	Ever been abroad - Other	1 = Yes 0 = No

4.9. *[Only students who have been abroad for study-related activities]* Please fill in, per activity, the following details for your most recent study-related stay abroad.

[For online-questionnaire only: Only show options filled in at previous question 4.8]

Abroad: outside of #country

	Duration in months	Country	Did you gain ECTS with it?
Research/ fieldtrip	_____	_____	Yes /no/not sure yet
Internship/ work placement	_____	_____	Yes /no/not sure yet
#Summer/ winter school	_____	_____	Yes /no/not sure yet
Language course	_____	_____	Yes /no/not sure yet
Other	_____	_____	Yes /no/not sure yet

Explanation:

- The question provides information on other types of temporary study-related international mobility besides enrolment abroad.
- If students have been abroad for any type of activities listed, they are also asked to give information about the duration of it in months, the country they went to and whether they gained any credits for this.
- Online questionnaires: Programming this question can be quite complicated, because different kinds of question types are used (numeric for duration in months, open or drop-down for the country, and single response for being abroad and for gaining ECTS). Depending on the software used it could be necessary to program this question as several separate questions.
- In online programming, please make sure that the second part of the question is only asked for the activities students ticked as “Yes” in the first part of the question.

Definitions: Abroad; Activities, study-related; ECTS

Attention!
Complicated question for programming: multiple types of answer scales merged together (duration in months & country (open or drop-down) & single response). Preferably programming in a way that only the options ticked as “Yes” in question 4.8 are shown in the second part. If all options in question 4.8 are ticked as “No” then skip to 5.0.

Variable names and value numbers:

VariableName	VariableLabel	Values
v4.9.2a	Duration in months - Research / Fieldtrip	[Duration in months]
v4.9.2b	Duration in months - Internship / work placement	[Duration in months]
v4.9.2c	Duration in months - Summer/winter school	[Duration in months]
v4.9.2d	Duration in months - Language course	[Duration in months]
v4.9.2e	Duration in months - Other	[Duration in months]
v4.9.3a	Country - Research / Fieldtrip	[open answer or drop down list with countries]
v4.9.3b	Country - Internship / work placement	[open answer or drop down list with countries]
v4.9.3c	Country - Summer/winter school	[open answer or drop down list with countries]
v4.9.3d	Country - Language course	[open answer or drop down list with countries]
v4.9.3e	Country - Other	[open answer or drop down list with countries]
v4.9.4a	Did you gain ECTS with it? - Research / Fieldtrip	0 = No 1 = Yes 2 = Not sure yet
v4.9.4b	Did you gain ECTS with it? - Internship / work placement	0 = No 1 = Yes 2 = Not sure yet
v4.9.4c	Did you gain ECTS with it? - Summer/winter school	0 = No 1 = Yes 2 = Not sure yet
v4.9.4d	Did you gain ECTS with it? - Language course	0 = No 1 = Yes 2 = Not sure yet
v4.9.4e	Did you gain ECTS with it? - Other	0 = No 1 = Yes 2 = Not sure yet

5. Personal Details

The following section of the questionnaire is dedicated to gathering information on some personal details of our responding students: their age, sex, migration background, proficiency in languages, whether or not they have children and whether they have an impairment. Asking students about this can be felt as invasive on their privacy. We do however really need this information for two reasons: identifying special groups and for checking if the group of respondents is representative for the student population as a whole (and if not, being able to correct this by calculating a weighting factor).

Special groups

One of the strengths of the EUROSTUDENT data is the ability to – unlike most statistical sources – differentiate between a large number of different student groups (see e.g. chapter b. Focus groups of the EUROSTUDENT analysis*)*. Asking students about their personal details enables the project to pinpoint specific needs to and understand choices of groups of students who otherwise will not be visible in the calculation of overall indicators.

Representativity of the response group

The sample of students who fill out the questionnaire – whether or not randomly chosen – will in most of the cases not mirror the given population exactly. That means that certain groups, either systematically or randomly, might be overrepresented, while other groups might be underrepresented. To identify this and to take measures to deal with this, we need to compare students (amongst other features, such as field of study, type of HEI, etc.) on a set of personal details. Therefore we ask students in this section about their age and sex: characteristics of which information is also available (hopefully!) for the entire student population. The distribution within the response group can then be compared with the characteristics of the student population. With this information we can correct it with a weighting factor. This weighting factor (which will be further explained in the manual on data processing) gives more 'weight' to the answers of groups underrepresented in the sample and reduces the 'weight' of the overrepresented groups.

5.0. When were you born?

Please provide month and year of your birthday.

Month _____ Year _____

Explanation:

- The aim of this question is to create the age profile of the students, as it can be linked to almost any topic of the survey, thus making it a universal indicator. It can show homogeneous student groups or groups with strong age differences, making it a core source of information for the "Demographic characteristics" topic.
- Age is an important characteristic of students, which influences and impacts the way students enter and organise their studies and which influences the conditions under which they study.
- This question asks for the month and year of respondents' birth, since using the exact birth date allows to structure precise age groups at the moment of data processing (or any other key date), regardless of the time when the question has been answered.
- The question is used for one of the **focus groups** (age of the student). For this focus group age is recalculated into 4 age groups:
    - up to 21 years;
    - 22-24 years;
    - 25-29 years;
    - 30 years or over.
- This question has to be **compulsory**: if information on age is missing, a questionnaire cannot t and will not be used for the EUROSTUDENT data.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.0month	Month of birth	[month of birth]
v5.0year	Year of birth	[year of birth]

Attention!
This question has to be compulsory!

5.1. What is your sex?

Single choice.

- ○ Female (→ please go to question5.3)
- ○ Male (→ please go to question 5.3)
- ○ *[Optional]* #I prefer not to assign myself into the above-mentioned categories

Explanation:

- The question provides data on gender participation in higher education. International comparisons have proven that some of the social aspects of higher education are gender-related.
- This question asks in essence for the sex (biological makeup of an individual's reproductive anatomy), not the gender (an individual's lifestyle often culturally learned).
- It is possible (not compulsory!) to add a third category for those students who cannot or do not want to assign themselves to either male or female. EUROSTUDENT will not use the third category in this question for any analysis. However, it is strongly recommended to offer students a third possibility to make it very explicit that we are interested in every student and do not want to exclude anyone. However, for students who ticked the third category, we do have to ask for their registered sex in the next question. We need their registered sex to make their data comparable to the official registry and therefore use it for representativity checks and potentially needed re-weighting.[10]
- This question is used to create a focus group variable (with only two categories).
- If possible, this question should be used in the national weighting scheme.
- This question has to be **compulsory**: if information on sex is missing, a questionnaire cannot and will not be used for the EUROSTUDENT data.

Hashtag:

- The answer category #I prefer not to assign myself into the above-mentioned categories is optional. If you add this option, you have to add question 5.2 to your questionnaire as well (#Follow-up question for those who chose "I cannot assign myself").

Attention!
This question is compulsory!

The third answer category is optional, but we strongly recommend offering it and also ask question 5.2 (officially registered sex), since you will need this information for weighting.

Please show the text "In order to be able to statistically compare the survey data with the official student statistics would be grateful if you could provide the following information. Your anonymity shall remain unaffected." before asking question 5.2, to explain students who ticked this option, why we do need to know their sex.

[10] If your country also collects more than one gender option in its official HE registry, please get in contact with eurostudent@ihs.ac.at.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.1	What is your sex?	1 = Female 2 = Male 3 = Not able to assign

[Pre question text]

#Follow up question for those who chose "I can't assign myself" in question 5.1:

#In order to be able to statistically compare the survey data with the official student statistics we would be grateful if you could provide the following information. Your anonymity shall remain unaffected.

5.2. *[Students who prefer not to assign themselves]* With which sex are you officially registered at your current higher education institution?

Single choice.

- ○ Female
- ○ Male

Explanation:

- For those students who did not want to assign themselves to either being a male or a female, we ask for their sex with which they registered at their current higher education institution.
- This question will be used to recalculate sex from three categories back to sex in two categories.
- Sex will be used as focus group variable in the report and the database and if possible, as one of the weighting variables.
- This question has to be **compulsory**: if usable information on sex is missing, a questionnaire cannot and will not be used for the EUROSTUDENT data.

Attention!
Only ask students who have answered "I prefer not to assign myself into the above-mentioned categories" in question 5.1.
If you do not add this third option to the question on sex, you should leave out this question.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.2	With which sex are you officially registered at your current higher education institution?	1 = Female 2 = Male

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

Please refer to current national borders.

	Country	Don't know
You	[Open question (if paper) or drop-down]	☐
Mother/ #guardian	[Open question (if paper) or drop-down]	☐
Father/ #guardian	[Open question (if paper) or drop-down]	☐

Explanation:

- The question assesses the share of students whose origins do not coincide with the country they are studying in, compared to the whole student population. Students with migration background may have different needs compared to their domestic peers.
- The information is used for the analysis of migrant students as a comparative group in the report.
- This question asks for the countries in the current national borders. This means that it is possible that students are regarded as migrant students, although they or their parents have not moved but the borders did. If this is the case in your country, please provide information on this in the comment section when delivering your data for this question.

Hashtag:

- Replace the term #guardian with a gender-neutral term (used in your national context) describing a not necessarily blood related, parental figure (parent in the social/legal rather than biological sense), since students could have been raised in different parental constellations (mother, father, step-parent, aunts/uncles, grandparent, etc.) and the two main guardians do not necessarily always have to be of opposite sex.

Definitions: Current national borders

Attention!
National research teams are asked to provide drop-down menus for online surveys and leave it as an open question for paper surveys.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.3self	In which country were you born?	[open answer or drop down list with countries]
v5.3mother	In which country was your mother born?	[open answer or drop down list with countries]
v5.3father	In which country was your father born?	[open answer or drop down list with countries]
v5.3self_dk	In which country were you born? – Don't know	1 = Yes 0 = No
v5.3mother_dk	In which country was your mother born? – Don't know	1 = Yes 0 = No
v5.3father_dk	In which country was your father born? – Don't know	1 = Yes 0 = No

5.4. What is/ are your native language(s)?

Multiple answers possible.

- ☐ #Common language in your country
- ☐ #Common language in your country
- ☐ #Common language in your country
- ☐ #Common language in your country
- ☐ #Common language in your country
- ☐ Other language(s)

Explanation:

- This question aims at differentiating students by their native language. EUROSTUDENT is hereby mainly interested if students have (a) native language(s) different from the main teaching language(s) in HE of #country. This is especially important when looking at international students, students with migration background or students from ethnic minorities.
- However, instead of just asking if the native language is the standard teaching language in #country (or one of them), it might be useful for further analysis to identify the language background of the students (at least the most common ones). Hence, include also languages spoken by smaller groups of your inhabitants as a common language in your country, even if they are not official languages. Please add (or delete) as many lines as needed for your country

Hashtag:

- Replace #common language in your country with the (main) official language(s) spoken by the majority and other common languages in your country. At least add the languages that are used as teaching languages in the HEIs to the list in this question.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.4.1	What is/ are your native language(s)? Common language in your country1	1 = Yes 0 = No
v5.4.2	What is/ are your native language(s)? Common language in your country2	1 = Yes 0 = No
v5.4.3	What is/ are your native language(s)? Common language in your country3	1 = Yes 0 = No
v5.4.4	What is/ are your native language(s)? Common language in your country4	1 = Yes 0 = No
v5.4.5	What is/ are your native language(s)? Common language in your country5	1 = Yes 0 = No
v5.4.6	What is/ are your native language(s)? Other language(s)	1 = Yes 0 = No

5.5. In how many languages do you assess your written and spoken skills as (very) good (including your native language(s))?

Single choice.

- ○ In one language
- ○ In two languages
- ○ In three languages
- ○ In four languages
- ○ In more than four languages

Explanation:

- This question aims at tracking the language competencies of the student population.
- Language proficiency (indicated as number of very well spoken and written languages) is an indicator of how mobile students can potentially be, looking at their language skills.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.5	In how many languages including your native language(s) you would assess your written and spoken skills as (very) good?	1 = In one language 2 = In two languages 3 = In three languages 4 = In four languages 5 = In more than four languages

5.6. Do you have children?

Single choice.

- ○ Yes
- ○ No

If "Yes" → continue with question 5.7

If "No" → continue with question 5.8.

Explanation:

- This question aims to identify the share of students with children in order to reflect the flexibility and openness of study programmes and national systems.
- The definition of children lays with the student (regardless of their living conditions, blood relation, etc.)

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.6	Do you have any children?	1 = Yes 0 = No

5.7. *[Only students who have children]* How old is your youngest child?

___ year(s) of age

Explanation:

- This question will be used to diversify the students who are parents according to the age of their last born child. This is of interest because young children require more parental resources in terms of time and financial budget.
- The definition of children lays with the student (regardless of their living conditions, blood relation, etc.)

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.7	Age of youngest child	[age in years]

5.8. Please indicate if you have a disability, impairment, long-standing health problem or functional limitation.

"Long-standing health problem" describes a health problem that has lasted or is likely to last for at least 6 months.

Multiple answers possible.

- ☐ Yes, physical chronical disease
- ☐ Yes, mental health problem
- ☐ Yes, mobility impairment
- ☐ Yes, sensory impairment (e.g. vision, hearing)
- ☐ Yes, learning disability (e.g. ADHD, Dyslexia)
- ☐ Yes, another long-standing health problem/ functional limitation/ impairment/ etc.
- ☐ No

If "Yes,…" → continue with question 5.9.

If "No" → continue with question 6.0.

Explanation:

- This question gives a first indication of the number of students with an impairment (based on self-assessment of the students). Impairment is used as an umbrella term for chronic diseases, mental health problems, mobility or sensory impairments, learning disabilities, or other long-standing health problems or functional limitations. Impairment may be an obstacle for access, retention, and completion of higher education. Together with questions 5.9, 5.10, and 5.11 we want to chart the demand and sufficiency of special assistance to make sure higher education is accessible for students with different types of impairments/disabilities.
- Be especially careful with the translation here! Not all persons with impairments would say that they have a disability, but they might agree having a functional limitation/ impairment/ etc. On the other hand, some might even insist on having "a disability". This question aims to address as many students as possible with various kinds of impairments/disabilities. Therefore, various terms (disability, impairment, functional limitations etc.) are used so all students concerned feel included and addressed.
- Please make sure that you use terms that students who are not affected by any impairment understand what you are referring to.
- Multiple answers possible, since it is possible for students to have more than one impairment.

Definitions: Disability; Functional limitations; Impairment; Long-standing health problem

Attention!
Altering this question may result in under- or overrepresentation of the group of students with an **impairment**, disability, long-standing health problem or functional limitation. Thus, adding answer categories would lead to a higher share of students with impairments.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.8.1	Physical chronical disease	1=Yes 0=No
v5.8.2	Mental health problem	1=Yes 0=No
v5.8.3	Mobility impairment	1=Yes 0=No
v5.8.4	Sensory impairment (vision or hearing)	1=Yes 0=No
v5.8.5	Learning disability (ADHD, Dyslexia)	1=Yes 0=No
v5.8.6	Another long-standing health problem/ functional limitation/ impairment/ etc.	1=Yes 0=No
v5.8.7	No impairment	1=Yes [no impairment] 0=No

[Pre question text]

[Only students who have indicated an impairment]] The following questions are directed at students with disabilities, impairments, physical chronical diseases, mental health problems, learning disabilities, other long standing health problems or functional limitations.

To keep the texts brief, we use the term "impairment" as an umbrella term. We hope you will understand this decision, even if you personally prefer the use of another term.

5.9. *[Only students who have indicated an impairment]* Is/ are your impairment(s) noticeable to others?

Single choice

- ○ Yes, other people notice the first time they meet me that I have an impairment
- ○ Yes, other people will probably notice after some time that I have an impairment
- ○ No, my impairment is not generally noticeable to others

Explanation:

- This question aims to further specify impairments, in relation to the support that HEIs are giving impaired students (question 5.11). Often HEI policy aims (mostly) at visible impairments.

Definitions: Impairment

Attention!
Make sure only students with an impairment get this question

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.9	Is/are your impairment(s) obvious to others?	1 = Yes, people will notice immediately 2 = Yes, people will notice after some time 3 = No

5.10. *[Only students who have indicated an impairment]* Due to your impairment(s) to what extent are you limited…?

	Severely limited				Not limited at all
…in activities people usually do?	○	○	○	○	○
…in your studies?	○	○	○	○	○

If "in your studies" = "not limited at all" → continue with question 6.0., irrespective of answer regarding "activities people usually do"

If "in your studies" = "somewhat limited" (category 1 to 4) → continue with question 5.11., irrespective of answer regarding "activities people usually do"

Explanation:

- The purpose of this question is to clarify whether impairments mentioned in the previous question are considered to be limiting students in their everyday life and in their studies, on a subjective level.

Definitions: Impairment

Attention!
Make sure only students with impairment get this question. Pre-question text should be shown before this question!

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.10.1	Impairments limiting in activities people usually do	1 = Severely limited 2 = - 3 = - 4 = - 5 = Not limited at all
v5.10.2	Impairments limiting in studies	1 = Severely limited 2 = - 3 = - 4 = - 5 = Not limited at all

5.11. ***[Only students who have indicated an impairment that is at least somewhat limiting]*** **Please think of the limitations you face in your studies due to your impairment: How would you rate the public and institutional support you receive to overcome these limitations?**

Single choice.

Entirely sufficient				Not sufficient at all	I do not need/ want any support
○	○	○	○	○	○

Explanation:

- Gives an indication of the support system for students to overcome an impairment that might limit their study abilities.
- Support can be understood in the broadest sense (technical, financial, time, etc.), however, it should only refer to public or institutional support and not to support from family, friends, volunteers etc.
- "Public" is defined as support provided by public sources such as state, city, public institutions, etc. "Institutional" is defined as support coming from the HEI. Make sure to carefully consider this regarding the translation.
- Students may not know who provides support services. Therefore, we ask for both public and institutional support within the same question in order to include all relevant support services.
- Students should also be given the option to answer that they do not need/ want any support.
- Filter refers to categories 1-4 of the previous question 5.10 "impairment somewhat limiting in your studies".

Definitions: Impairment; Support (in case of impairment)

Attention!
Make sure only students get this question who have an impairment that is at least somewhat limiting regarding their studies.

Variable names and value numbers:

VariableName	VariableLabel	Values
v5.11	How would you rate support you receive to overcome the limitations you face in your studies due to your impairment(s)?	1 = Entirely sufficient 2 = - 3 = - 4 = - 5 = Not sufficient at all 6 = No support wanted/needed

6. Family Background

Family background is one of the core elements and explanatory factors when covering the social dimension of the study and living conditions of students. The questions in this section aim to provide data on the social make-up of the student body.

Family background in this context means the way students grew up, respectively were brought up: family refers to the one or two person(s) who were mainly responsible for raising the student be it father and/or mother and/or any other guardians (grandparent, other relative, step-parent, etc.).

The socio-economic background of students is normally measured by asking about education, occupation and income level of the family Based on the experience gained in the previous rounds of EUROSTUDENT, the exact income level and occupational status in the family have proven to be too difficult to capture as such as well as in an internationally comparable manner. However, looking only at the educational and neglecting the financial background might leave some blind spots in some countries (e.g. if the access to education was very restricted in the past) and lead to misinterpretation of the findings. Thus, in this round of EUROSTUDENT, the question about the highest educational attainment of the parents/guardians will be complemented by the students' subjective perception regarding the financial situation of their family in comparison with other families.

[Pre question text]

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

6.0. What is the highest level of education your mother/#guardian and father/#guardian have obtained?

	Mother/ #guardian	Father/ #guardian
#Up to lower secondary (ISCED 0, 1, 2)	○	○
#Upper secondary (ISCED 3)	○	○
#Post-secondary non-tertiary (ISCED 4)	○	○
#Short-cycle tertiary education (ISCED 5)	○	○
#Bachelor or equivalent (ISCED 6)	○	○
#Master or equivalent (ISCED 7)	○	○
#PhD/ Doctoral or equivalent (ISCED 8)	○	○
Do not know/ not applicable	○	○

Explanation:

- The question is a focus group question and aims at the identification of the highest level of education attained by the students' parents/guardians. This level of education should be indicated in a way that it can be classified according to the ISCED 2011 qualification levels.
- The question aims at providing data on the social make-up of the student body. This indicator (together with subjective perception of the guardians' financial status) is used to measure the inclusiveness of higher education systems and their capacity to deal with underprivileged social groups.
- Students who do not know the highest attained level of one or both of their parents/guardians or who were raised by only one parent/guardian should be given the opportunity to indicate this by choosing the "do not know/ not applicable" answer option.

Hashtag:

- Replace given ISCED 2011 education levels with corresponding education levels in your national context. The researchers but not the students should classify the educational level according to ISCED 2011. Hence, use the common names for school types/ educational levels from your country. Please refer to your national ISCED classification (Ministry of Education or Statistical Office).
- Replace the term #guardian with a gender-neutral term (used in your national context) describing a not necessarily blood related, parental figure (parent in the social/legal rather than biological sense), since students could have been raised in different parental constellations

(mother, father, step-parent, aunts/uncles, grandparent, etc.) and the two main guardians do not necessarily always have to be of opposite genders.

Definitions: ISCED

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

Variable names and value numbers:

VariableName	VariableLabel	Values

V6.0.1	highest level of education your mother/guardian	1= #Up to lower secondary (ISCED 0, 1, 2)
		2= #Upper secondary (ISCED 3)
		3= #Post-secondary non-tertiary (ISCED 4)
		4= #Short-cycle tertiary education (ISCED 5)
		5= #Bachelor or equivalent (ISCED 6)
		6= #Master or equivalent (ISCED 7)
		7= #Doctoral or equivalent (ISCED 8)
		8= Do not know/not applicable

V6.0.2	highest level of education your father/guardian	1= #Up to lower secondary (ISCED 0, 1, 2)
		2= #Upper secondary (ISCED 3)
		3= #Post-secondary non-tertiary (ISCED 4)
		4= #Short-cycle tertiary education (ISCED 5)
		5= #Bachelor or equivalent (ISCED 6)
		6= #Master or equivalent (ISCED 7)
		7= #Doctoral or equivalent (ISCED 8)
		8= Do not know/not applicable

6.1. How well-off financially do you think your parents (or #guardians) are compared with other families?

If one or both of your parents is/ are deceased, please refer to their most recent financial situation.

Single choice.

Very well-off	Somewhat well-off	Average	Not very well-off	Not at all well-off
○	○	○	○	○

Explanation:

- The question aims at providing additional data on the social make-up of the student body. This subjective indicator is used to depict another aspect (besides education) of the socio-economic background of the students.
- Students are asked to rate how well of they think their parents/guardians are in comparison with other families on a five point scale from "Very well-off" to "Not at all well-off".
- The Oxford Dictionary describes “Well-off” as: “Wealthy” or “In a favourable situation or circumstances”.
- This question originates from a questionnaire of a PIRLS survey 2006[11] and can be used as an indication of the level of parental income. You can use the translated version of this questionnaire (if available in your country) to correctly translate this question.
- Normally, the EUROSTUDENT core questionnaire does not label all the answering options but the two extremes. In this case, all answering options are labelled in order to be able to explicitly name the middle category “average” and to use the question as closely to the original version in PIRLS as possible.
- If you think that students will have problems answering this questions due to the current relationship status of their parents (divorced/ separated), please add the following line: “If your parents/#guardians are separated/divorced, please try to average the financial situation of your parents/#guardians (who raised you).”

Attention!
The responses are based on the subjective perception of the students who should compare their parents’ social status to the respective country’s social stratification without any further information (e.g. indication of mean income levels).

[11] For further information see here and here.

Variable names and value numbers:

VariableName	VariableLabel	Values
V6.1	How well-off financially do you think are your parents (or guardians) compared with other families	1= Very well-off 2= Somewhat well-off 3= Average 4= Not very well-off 5= Not at all well-off

k. Definitions

Purpose of this chapter and how to use it

This chapter explains international classifications used (e.g. ISCED) as well as general and – particularly – project-specific definitions utilised in the questionnaire according to the EUROSTUDENT VI survey context and needs. Therefore it is of great importance that national research teams use this tool in order to pick the most accurate translations and explanations for the national contexts.

The terms are arranged in alphabetical order and by subject matter (e.g. if you look at the entry "Programme" you will find in alphabetical order the expressions Programme, Bachelor; Programme, Master, Programme, Short cycle etc.).

In the section on the explanation of the single questions links are included, which will bring you directly to the definitions in this chapter. By pressing ALT+ ← you get back to the question you were previously look at.

Abroad: Any country which is different from the country where the EUROSTUDENT VI survey is carried out.

Activities, study-related: All activities related to the study of a student. These are on the one hand **taught studies**, i.e. presence in the classroom (e.g. lectures, tutorials, laboratory) and on the other hand any kind of **personal study time**, like homework for lectures, going to library, writing a thesis or a paper, group work with other students, learning for an exam.

Costs, out-of-own-pocket: This contains living expenses and study-related expenditures that are covered by the students themselves. The students do not necessarily have to make cash payments; also transfer orders and charging of credit cards are taken into account. It does not matter by which source the funds were provided (e.g. by family/partner, state or own job activities). It is also irrelevant, whether the students received the funds for a specific purpose (e.g. housing benefit from the state to pay rent) or not; the point is that the funds used to cover the expenses are essentially at the students' disposal (contrary to cost paid directly by parents/ partner/others which are transfers in kind).

Costs, paid by others: These are the students' living expenses and study-related expenditures, which are covered directly by another person (e.g. payments made by the students' parents/partner/employer). The students do not have the respective money at their disposal as the respective good/service is paid for by someone else directly to the students' creditor. This is most likely to be the case with accommodation, tuition fees, communication and transportation. These transfers in kind will be taken into account irrespective of whether students are living with their parents or not.

Note: With respect to calculating the student's total income, costs paid by others must be taken into account (i.e. they need to be added to the students' income, otherwise the income-side would be underestimated).

Costs, study-related: These are costs that are directly related to HE studies. Study-related cost is reported per semester (or year), however, for the data delivery, researchers need to recalculate them in monthly amounts for analysis. Four categories are distinguished:

- Fees (cp. for Fees)
- Contributions: This contains social welfare contributions (in a very broad sense) to the higher education institution and to student organisations which provide support services for students. This can be compulsory (membership fee) as well as voluntary contribution. The money can be used for very different things like subsidising student canteens, semester tickets for public transport, insurance in case of accidents at the HEI, contribution for counselling.
- Learning materials: This includes expenditure on books, photocopies, study-related CDs and DVDs, study trips, etc.
- Other regular study-related cost: These contain expenses for extra training, private lessons and additional courses and any other study related-cost not fitting into any of the other categories.

Credit mobility: This term refers to short-term mobility at a host institution outside of the country of observation. The students generally remain enrolled in a study programme at their HEI in the country of observation. Credit mobility has to be seen in contrast to Degree Mobility.

Credits: A unit of formal recognition of students' academic achievements (e.g. certificates, academic credits etc.). Academic credit systems assess students' progress in their studies as each course is worth a certain number of credit points determined by different criteria including student's workload or learning outcome and contact hours. Academic credits can be gained either by successfully completing a study module or individual study course, depending on policies of the HEI. Within the EHEA credits are generally gained in form of ECTS credit points.

Current (main) study programme: The current study programme refers to the specific (main) study programme students are enrolled in at the indicated HEI leading to the indicated degree in #country, i.e. students should not refer to other (previous) study programmes (e.g students in MA-programmes should not refer to their previous BA- and current MA programme but only their current MA programme).

In case students are enrolled in more than one study programme or in formally combined study programmes, they should pick one (sub-)study programmes as their main study programme (the one which is currently more important for their studies) and refer to this study programme (unless otherwise specified) throughout the whole questionnaire.

The current (main) study programme can also be organised and run jointly by two or more institutions (Joint Degrees). The involved HEIs can be located in #country or abroad. Students should refer to the HEI which is currently more important for their studies.

Current national borders: This concept encompasses the up-to-date situation and aims at enabling the EUROSTUDENT survey to analyse and compare the cross-country data. Since political boarders have shifted quite drastically and at different points in time over the last 50 years, a time reference had to be established. For the purpose of EUROSTUDENT VI, this is 1.1.2016. The reference to the current situation saves on additional questions on the point in times and additional data preparation/cleaning.

Degree mobility: This concept refers to long-term mobility with the aim of completing an entire degree the country of observation (in contrast to Credit mobility).

Disability: With "disability", EUROSTUDENT means the limitation of opportunities in everyday life faced by persons with impairments or long standing health problems. This limitation of opportunities is due to social, institutional, and environmental barriers. Thus, having an impairment does not necessarily mean to have a disability, i.e. if the environmental barriers have been overcome (e.g. through sufficient support services). Also, many persons concerned do not identify themselves with the term disability. EUROSTUDENT wants to address as many students as possible with various forms of impairments/health problems. Therefore, we use various terms such as disability, impairment, functional limitations, etc. so all students concerned, feel addressed. Be particularly careful with translations regarding this sensitive topic.

Distance learning: Distance learning programmes (in the EUROSTUDENT definition) foresee (and therefore are so formally defined) no physical face-to-face interaction for lectures/ seminars/ classes/ taught studies (but not exams). If students choose not to take part in lectures/ seminars/ classes/ taught studies (with physical face-to-face interaction), but would have the opportunity to do so, the study programme should not be classified as distance learning. The definition refers only to lectures/ classes and not to exams, because in exams physical presence is also often required in distance learning programmes.

Please see also Enrolment, formal status of with further information on the formal status of distance learners.

ECTS: ECTS (European Credit Transfer System) establishes common procedures for recognising academic achievements and progress. The main goal of ECTS is to promote the transparency among European institutions of higher education in order to facilitate student mobility. For more information see here. The term is also use to describe credits (achievements, certificates, exams) obtained towards the fulfilment of a study programme.

Enrolment abroad: This relates to formal status of enrolment outside of the country of observation at a legally recognised higher education institution and participating in an officially recognised degree programme.

Enrolment, formal status of: Formal status of enrolment is any student modus which is officially registered and recognized as such by the state's order and/or the higher education institutions in the respective country. It may contain the categories full-time, part-time and other (e.g correspondence, blended learning student, distance learner). A full-time/part-time/"other"-status student is a student who formally holds the respective status irrespective of the weekly number of hours spent on study-related activities (= taught studies + personal study time). "Distance learner" is in some countries a category telling more about the fee paying status of the student than the form of learning (presence/distance). Albeit real distance learners (no physical face-to-face interaction) are not part of the EUROSTUDENT target group, so-called distance learners might still be part of the sample and "distance learner" might be an official status in #country. Nevertheless, EUROSTUDENT will only differentiate between full- and part-time and group all other status.

Fees: Fees cover: tuition fees, registration fees, examination fees, administrative fees and the like. Fees in the sense of EUROSTUDENT must not always be named fees. They contain all compulsory contributions made for teaching and learning. Although fees are usually paid per semester, for the analysis, fees need to be re-calculated in monthly amounts.

Functional limitations: Functional limitation are hindering to the performance of fundamental physical or mental actions needed in everyday life (mobility, speech or memory). EUROSTUDENT wants to address as many students as possible with various forms of impairments/health problems. Therefore, we use various terms such as disability, impairment, functional limitations, etc. so all students concerned feel addressed. Be particularly careful with translations regarding this sensitive topic.

Grant: Non-repayable monetary form of student support. Generally students are not required to pay this money back, nevertheless sometimes special conditions might apply for student support grants which can transfer grants into repayable loans (e.g. not getting diploma in time). EUROSTUDENT however is only interested in the current status (grant or loan) at the time of surveying the students.

Group, Target: Target group is a surveyed group of people sharing certain common characteristics: More details on what is included in the EUROSTUDENT VI target group can be found in the chapter a The Target Group of the EUROSTUDENT VI Survey.

Group, Focus: Focus groups are defined by one (or more) characteristic(s) of students that are closer analysed with the help of special focus group questions. More on the focus groups chosen in EUROSTUDENT VI you can read in the chapter b Focus groups of the EUROSTUDENT analysis.

Home institution: This concept covers the institution where a student is formally enrolled as a candidate for a certain degree. See also Host institution.

Host institution: The host institution describes the HEI students are enrolled in during their short-term mobility period abroad (credit mobility). See also Home institution.

Impairment: EUROSTUDENT uses "impairment" as umbrella term for physical chronic diseases, mental health problems, mobility impairments, sensory impairments, learning disabilities, other longstanding health problems and functional limitations. To know if students have impairments does not yet give any information on the extent of limitations they have to face in their studies. Therefore EUROSTUDENT also asks for the extent of their limitation as well as whether public and institutional support services are sufficient.

Income, at your disposal: Disposable income is financial means which the student has at his/her disposal (that means he/she is free to choose what to spend it on). This comprises any money in cash or bank deposits. For our purpose it does not matter when the financial means were earned or received (i.e. disposable income also includes the average amount of savings a student uses per month for living/studying, see also Income by source). Not at the disposal of the student is money that others (mostly parents/partner/employer) are paying in the name of the student to a third party (e.g. landlord, telecom). These payments are referred to in EUROSTUDENT as transfers in kind.

Interruption of current study programme: Official and unofficial breaks within the current study programme of at least two consecutive semester (≥ 1 year). Official interruptions are interruptions which are formally accorded with the HEI, unofficial interruptions are interruptions which are not accorded with the HEI, and the status of enrolment does not change.

Interruption of educational career: This category covers two kind of breaks in students educational careers:

- Breaks of more than two years between leaving the regular school system for the first time and entering HE for the first time
- Breaks of at least one year between graduating from one study programme and starting a Master programme

A break means, the person is not enrolled in any formal education (school, HE).

ISCED (2011): The International Standard Classification of Education of 2011 will be used for classifying education levels of students and their parents/guardians. For the latter the distinction of tertiary/ non-tertiary education will be a focus group.

- Non-tertiary education: All qualification levels lower than ISCED 5 (i.e. **ISCED 0, 1, 2, 3 and 4**) are considered as non-tertiary education.
- Tertiary education: All qualification levels from ISCED 5 or above (i.e. **ISCED 5, 6, 7 and 8**) are considered as tertiary education.

Please pay attention to ISCED 5 as parents with this educational level obtained in programmes classified as ISCED (2011) 5, but not regarded as higher education in the national context should not be classified as parents with tertiary education. This could e.g. be training of Master craftsmen or upper secondary schools or post-secondary programmes not regarded as higher education.

For more detailed information see OECD manual for ISCED 2011. See here for a general description of the ISCED (2011) classification. Detailed mappings at national level for some (EU) countries can be found here [click twice].

ISCED-F (2013): During the ISCED 2011 review, UNESCO Member States agreed that the fields of education should be examined in a separate process. A review took place in 2012 with the view to establishing an independent but related classification called the ISCED Fields of Education and Training. A panel of experts led by the UNESCO Institute for Statistics developed a draft classification, which was adopted in November 2013. This new classification, ISCED-F, is available here. You will need to the national classification of each study programme from your Ministry or national statistical office to categorise each study programme mentioned by the students according to the national implementation of ISCED-F (2013).

Lecture period: Usually, a study year is divided in semesters or trimesters. However, most of the EUROSTUDENT questions refer to the period when students attend lectures (e.g. time budget, funding, accommodation). We therefore use the term "lecture period" to distinguish it from the lecture-free period which is used as a synonym for holidays even if there might be a (legal) distinction between lecture free period and holidays. A lecture period is usually 3-4 months long (in case of semesters). The rest of the year, students may still study (e.g. learning for exams, writing papers), but do not attend classes. Moreover, the living conditions of the students might differ between lecture period and "holidays" (e.g. different time budget, different accommodation, more/less extensive paid job). EUROSTUDENT usually refers only to the lecture period.

Living costs: For living costs, the target is clearly on students' "ordinary, running cost", not on extraordinary expenses, like buying a car or furniture or costs for holidays. Living costs are reported and calculated per month. Students' living costs are divided into nine categories:

- Total accommodation cost: This includes expenses for rent or mortgage (= cost for students' own residential property), but also other related cost such as water, electricity, heating, etc.

- Food: Cost for food includes groceries and payments in canteens or restaurants. Food (and drinks) refer to the needed daily subsistence. Additional expenditures, like going out with friends, should be added to *social and leisure activities*.

- Transportation: This contains expenses for all common means of transport, e.g. public transport, cars, motorbikes, bicycles etc. It covers expenses for commuting between home and the higher education institution including current cost for maintenance or insurance of the vehicle, but not the purchase of the vehicle and no travel expenses for holidays.

- Communication: This contains expenses for telephone (fixed or mobile phone), Internet, physical mail, obligatory payments for public broadcasting (if applicable in #country) and similar cost.

- Health cost: This includes contribution to health insurance, cost for health services, pharmaceuticals, dressing material, etc.

- Childcare: All cost related for childcare, like babysitter, kindergarten, fees for schooling

- Debt payment: This comprises instalments for any kind of borrowing (e.g. for consumer credits or money lend from friends) except for mortgage (which must be assigned to the category *Total accommodation cost*).

- Social and leisure activities: This category contains any cost for spare time activities. It includes e.g. reading, cultural activities (theatre, concerts, cinema, museum, etc.), going out with friends, sports (including membership in clubs or gyms), entrance fees, pay TV, computer games, hobbies, etc.

- Other regular living cost: This is a residual category for expenditures which are not classified in the other categories. Examples for other regular cost are expenses for clothes, toiletries, cleaning supplies, cosmetics, tobacco, pets, and insurance (except health insurance).

Loan: Loan is the operation of giving financial means to another party in condition of future repayment. In the context of EUROSTUDENT, loans therefore mean repayable income sources. It also still needs to be taken into account that sometimes loans that are meant for student support can turn into grants e.g. upon finishing programme with excellent results. However, EUROSTUDENT is only interested in the current form at the point of surveying. Unless otherwise stipulated, we use the term loans when we refer to the monthly allowance students get, not to the total sum students end up with paying back.

Loan with public guarantee: In some countries, students have access to private loans with public guarantee as a form of support for students. The conditions might differ but often students are not required to provide the usual collateral or guarantee but it is provided by the government.

Loan with publicly subsidised interests: In some countries, students have access to private loans with publicly subsidised interests. That is the case if students can get a loan for studying from e.g. a private bank, but have to pay a lower interest rate than on the market because interest rates for studying loans are subsidised by the state.

Long-standing health problem: This is a health problem that has lasted or is likely to last for at least 6 months: "The main characteristic of a longstanding problem is that it is permanent and is expected to require a long period of monitoring, observation or care" (Eurostat). EUROSTUDENT tries to address as many students as possible with various forms of impairments/ health problems that limit their studies. Therefore, we also ask for long standing health problems.

Main study programme: Since the analysis of EUROSTUDENT by field of study, degree etc. is based on one (main) study programme, students who are currently enrolled in more than one study programme or a formally combined study programme should pick one (sub-) programme as their main study programme (which is currently more important for their studies) and refer to this study programme throughout the questionnaire (unless otherwise specified) as their current (main) study programme.

Matura: In most countries, a pre-condition for accessing higher education is "the possession of an upper secondary qualification, general (ISCED 34) or vocational (ISCED 35)" (Eurydice, p.122). A certificate to "proof" the graduation from upper secondary school is in some countries part of the secondary school system, in other countries this is obtained through a (nation) wide test organised by the state. In some countries, the certificate documents the graduation from upper secondary school; in other countries it documents "readiness" for HE. It might entitle persons to study or might only be a pre-condition for studying. Usually this certificate is named Matura, Bakkalaureat, Abitur or similar. EUROSTUDENT refers to all of these as "Matura" (or matriculation certificate from upper secondary school). In some countries, there are different forms of Matura depending on the type of school pupils attended (academic vs. professional tracks) and sometimes these different forms of the Matura provide access (or are a pre-condition for accessing) different types of HE.

However, EUROSTUDENT differentiates between a Matura obtained via a traditional/ regular way or via another way. A regular Matura in this sense is a Matura obtained in timely connection (within 6 months) to graduation from upper secondary school (regardless of obtained inside or outside the formal school system). On the other hand, a Matura obtained later in life or after a bridging course or any other preparatory programme (adult learning, second chance programme or similar) is regarded as an alternative way of obtaining the Matura.

Non-university: This is a residual category which captures all institutions which are not universities (see entry University), but offer higher education programmes/degrees for the EUROSTUDENT standard target group. Researchers should always look into the national **jurisdiction** and the distinction made there to be sure what is the classification of certain HEIs by law in their national contexts (in most national contexts non-universities are for instance Universities of Applied Sciences/Polytechnics and similar). A common (but not universal!) differentiation is that only universities are entitled to provide PhDs. Institutions which are only entitled to provide programmes on ISCED (2011) level 5-7 are regarded as non-universities. A distinction can also be drawn according to the research intensity of the institution or the type of research the institution conducts mainly (basic vs applied). Another criterion could be along academic vs. professional orientation of the HEI, but this differentiation is somewhat blurring.

Paid job during lecture-free period: This refers to students who pursued a gainful employment during the lecture-free period. To contrast the lecture period more explicitly, EUROSTUDENT regards all periods without lecturing as "holidays" even if there might be a (legal) distinction between lecture free period and holidays. It is later analysed to what extent students sustain themselves during the lecture period with income from previous jobs.

Paid job during the lecture period: This refers to students who pursue a gainful job alongside their studies (during the lecture period). It is differentiated between two kinds of jobs: a) jobs during the whole semester and b) jobs from time to time during the #lecture period. **Jobs during the whole #lecture period** are carried out continuously (e.g. the same job which is performed once or twice a week during the whole #lecture period (and maybe beyond). There is no constituting time limit for jobs during the whole #lecture period with respect to working hours per week (i.e. such a job would be recorded even if the student worked only one hour per week, but, of course, the basic attribute of continuity during the whole #lecture period must apply). **Paid Jobs from time to time during the #lecture period** may be considered in general as jobs carried out occasionally. Within our framework, such kind of job may be characterised best by the fact that the student takes up the job on a case-by-case basis, but not steadily. **Job** refers to all forms of gainful occupation, including self-employment, paid internships or apprenticeships. Internships without payment are not counted as a paid job. EUROSTUDENT uses "paid job" to avoid the term "working" which (in some translations) can also refer to housework or caring of own children (reproduction work).

Paid jobs before entering HEI: If students gained labour market experience before taking up studies for the first time, their jobs are assigned to two categories: a) casual minor jobs and b) regular paid jobs. According to the EUROSTUDENT definition, a **casual minor job** is a labour condition that lasted for less than one year or on which the student spent less than 20 hours per week and for which he/she received a salary (or a comparable sort of payment). A **regular paid job** is a labour condition that lasted for at least one year and on which the student spent at least 20 hours per week or more and for which he/she received a salary (or a comparable sort of payment). Compulsory military service (or equivalent) is not considered as a previous paid job even though in some countries the recruits receive money for their service. EUROSTUDENT uses "paid job" to avoid the term "working" which (in some translations) can also refer to housework or caring of own children (reproduction work).

Partner/ spouse: This term encompasses partnerships regardless of official marital status (married or not-married) as well as sex (same or different sex).

Personal study time: This includes all time spent for studying apart from studies, taught e.g. preparation, learning, reading, writing homework, etc. Personal study time must be reported in clock hours (= 60-minutes-hours).

Programme, Bachelor : Bachelor-level degree according to the Bologna Process is a higher education qualification requiring between 180 and 240 ECTS credits and it normally takes three to four years of full-time study to complete it. Bachelor programmes correspond to ISCED level 6 and lead to the first degree or equivalent qualification in HE. More information can be found in the ISCED 2011 Operational Manual.

Programme, Long national degree: National degree programmes in higher education at level ISCED 7. This type of degree might be a traditional degree, e.g. a Diploma or a Lizentiat. The traditional long courses, awarding equivalents to Master degrees in certain subject areas, are still common in e.g. Law, Medicine, Architecture and sometimes Teacher Training. They must be listed as types of long national degree if applicable in the national context. For more information see here.

Programme, Master: The length of Master-level programmes within the Bologna Process countries still varies considerably. However, there seems to be a trend towards a one-to-two year Master's degree requiring between 90 and 120 ECTS credits with a minimum requirement of 60 ECTS credits. Master programmes correspond to ISCED level 7 and are traditionally offered by universities and equivalent higher educational institutions. For more information see here.

Programme, other e.g. single subjects: This category encompasses all other HE programmes (which are part of the EUROSTUDENT target group) not falling into any of the specified programmes. The example refers to a situation occurring mainly in Scandinavia, where students have the possibility to enrol in single courses rather than a whole programme. If a student has collected enough credits from single courses, he/she might apply for receiving a common graduation as e.g. Bachelor or Master.

Programme, other postgraduate: Other postgraduate programmes provide students with qualifications or certificates different from traditionally awarded degrees. They are often offered in the non-university sector and focus on professional or vocational development (often no longer than 2 years) after a first graduation (like Bachelor). Therefore, this category refers only to programmes at ISCED 7 level, i.e. this does not include doctoral courses (ISCED 8) as PhD/Doctoral students are not part of the EUROSTUDENT standard target group.

Programme, PhD/Doctoral students (candidates): Programmes at ISCED level 8, or doctoral or equivalent level, are designed primarily to lead to an advanced research qualification. Programmes at this ISCED level are devoted to advanced study and original research and are typically offered only by research-oriented higher education educational institutions such as universities. Doctoral programmes exist in both academic and professional fields. For more information see here.

Programme, Short cycle: ISCED 5 short cycle higher education programmes are usually practically-based, occupationally-specific and prepare for direct labour market entry. These programmes have a minimum duration of two years which is also the typical length but can also last for three years and may provide a pathway to other higher education programmes. EUROSTUDENT regards this category as part of the tertiary education system. If some courses on ISCED 5 are not regarded as higher education or tertiary education in your country, please exclude them from this category (e.g. training for Master crafts(wo)men, upper secondary schools). This is mostly relevant in questions referring to the educational background of the parents, because we distinguish in the analysis between higher educational background or no HE background of the students' family. Hence, EUROSTUDENT in this sense refers to the socialisation of the student. ISCED (2011) provides not only the levels of an educational programme but also an indication if the completion of that programmes provides direct access to a higher level. If that is not the case, you may doubt if the programme should be classified as higher education or tertiary education in the frame of EUROSTUDENT.

Programme, Short national degree: In contrast to short cycle programmes (ISCED 5), some countries also offer short national degrees at level ISCED 6. This type of degree is traditional for the country, but does not comply with the Bologna-agreement. Therefore, the programme is not a Bachelor programme, but equivalent to a Bachelor. More information can be found in the ISCED 2011 Operational Manual.

Support (in case of impairment): This refers to (nearly) all kind of support to assist students with impairments to overcome potential limitations they may face in their studies. EUROSTUDENT does not differentiate by the nature of this support (technical, financial, time, personal assistance, etc.). However, EUROSTUDENT refers only to public or institutional support and explicitly exclude support from family, friends, volunteers etc. "Public support" is defined as support provided by public sources such as state, city, public institutions, etc., "institutional support" is defined as support coming from the HEI. Make sure to carefully consider this regarding the translation.

Recognition of prior learning (RPL): The process of granting official status to experiences and competences gained outside of the formal education system (e.g. work experience, non-formal courses, self-study, and volunteer work). This might be through the award of qualifications (certificates, diploma) or grant of equivalence, ECTS or exemptions, validation of gained skills and/or competences etc. The recognition of prior learning in higher education is commonly associated with two main purposes: to gain access to a higher education programme or to gain credits within a study programme.

Regular (upper secondary) school system: School system which targets *teenagers* who attend classes *during the day*, usually from morning till (after)noon/evening and who are finishing school (in most countries) with an upper secondary school leaving/HE entry certificate (Matura). The school can be academically ("Gymnasia") or professionally oriented. Regular only describes the target population of these kind of schools not the orientation. We use *regular* to distinguish this kind of "common school" from any other type of school directed to younger pupils (below upper secondary) or to adults (some time after leaving the school system) or not leading to a Matura, i.e. an upper-secondary leaving certificate or a certificate providing access to HE.

Student accommodation: Student accommodation refers to types of accommodation which are provided especially for students and often are subsidized (by government, HEI, or another organisation). Typically these are dormitories or halls of residence. Shared students' apartments do not belong to this category unless they are part of a dormitory.

Student, international: International students are students who obtained their general HE entrance requirement (Matura or equivalent) not in the country of observation or students who (if they entered HE without Matura or equivalent) last attended a #regular school outside of the country of observation. That means the status as international student is not related to place of birth, nationality or citizenship but to the location of prior education. A citizen of #country can still be an international student in this regard even if he/she was born in #country but obtained his/her Matura from another country.

Student, national: National students are either students who have obtained their general HE entrance requirement (Matura or equivalent) in the country of observation or students (if they entered HE without Matura or equivalent) who last attended the regular school system in #country. That means the status as national student is not related to place of birth, nationality or citizenship but to the location of prior education. A foreign citizen can still be regarded as a national student in this regard, if he/she obtained his/her Matura from the country of observation.

Studies, continuation of: Students may wish to continue their higher education studies after completing their current higher education programme(s). Please note: Continuation of studies does entail higher education but not necessarily mean to continue on a higher level or in the same country or immediately after graduation.

Studies, taught: Taught studies refers to a student's contact hours. This includes for instance lessons, seminars, hours in laboratories, etc. Taught studies must be reported in clock hours (= 60-minutes-hours), even though course hours may differ from this format.

Study, fields of: A study field is the broad domain, branch or area of content covered by an education programme or qualification. The current (main) study programme should be collected in a way that the researchers can classify them into fields of study according to ISCED-F 2013 (classification 01-10). Note: Students themselves are not able to classify their programme according to the ISCED classification. Hence, it is not possible to directly ask for the ISCED fields of studies in the questionnaire. Students can only name (or identify) their programme and researchers must do the classification afterwards.

Transfers in kind: The category "Transfers in kind" contains a student's costs of living and study-related costs that are paid for by the parents, partner or other persons in favour of the student. An important feature of transfers in kind is that the payments are going directly to the student's creditor, i.e. the respective money is intangible for the student. A typical example for transfers in kind: a student is not living with his/her parents and the parents pay the rent for their collegiate child directly to the landlord. Transfers in kind are reported for both groups, students who are living with parents and those who are not living with parents. Note: With respect to calculating the student's total income, transfers in kind must be taken into account as well (i.e. they need to be added to the students' income, otherwise the income side would be underestimated).

Transition, delayed: Characteristic used to define a type of transition to HE when a student enters the higher education sector for the first time at a later stage in life i.e. when the delay between leaving the school system for the first time and entering HE for the first time amounts to more than 2 years (24 months). This is the counterpart to the focus group "direct transition students".

Transition, direct: Characteristic used to define a type of transition when a student enters the higher education sector at a rather early stage of his/her life, i.e. when there is a delay of not more than 2 years (24 months) between leaving the school system for the first time and entering HE for the first time. This is the counterpart to the focus group "delayed transition students".

Typical week: A typical week is defined as a week during the lecture period which can be regarded as being representative for this period (i.e. that reflects the student's routine as accurately as possible).

University: A higher education institution offering programmes/degrees which are in the focus of the EUROSTUDENT standard target group. These programmes/ degrees usually range from ISCED 5 to ISCED 8. To distinguish universities from non-universities, researchers should always look into the national **jurisdiction** and the distinction made there to be sure what is the classification of certain HEIs by law in their national contexts (in most national contexts non-universities are for instance Universities of Applied Sciences/Polytechnics and similar). A common (but not universal!) differentiation is that only universities are entitled to provide PhDs. Institutions which are only entitled to provide programmes on ISCED (2011) level 5-7 are regarded as non-universities. A distinction can also be drawn according to the research intensity of the institution or the type of research the institution conducts mainly (basic vs applied). Another criterion could be along academic vs. professional orientation of the HEI, but this differentiation is somewhat blurring.