HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

Graduate Outcomes Survey

CLASS OF 2017

Contents

Foreword

I am delighted to present the first report of the HEA's *Graduate Outcomes Survey* which provides an essential source of information on graduate transitions into the labour market and further study in Ireland.

Ireland has much to be proud of in its higher education system. Participation in higher education in Ireland has risen steadily over recent decades and in 2017, 54% of 25-34 year-olds in Ireland had attained a tertiary education compared to 45% across OECD countries. Ireland is also seeing a continuing expansion of third level education. In 2017, there were over 186,000 full-time students in third level education and recent projections compiled by the Department of Education estimate that this number is likely to increase.

Graduates of third level are significantly less likely to be unemployed than those with lower levels of tertiary attainment; and are more likely to be involved in employment and earn more. Those with a third level education are more than twice as likely to be employed as those with no formal education, and are three times less likely to be unemployed.

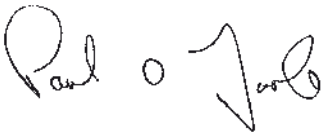
This is combined with a strengthening labour market, in which annual employment increased by over 60,000; the overall employment rate increased by 1.2%; and unemployment declined by 1.7% in 2017. It is clear from this report that the ongoing economic recovery is indeed leading to improving employment prospects for graduates. Overall, a total of 78% of graduates are in employment or due to start a job nine months after leaving college, with 14% engaged in further study, 5% seeking employment and 4% engaged in other activities. Although the results are not directly comparable with previous HEA First Destinations surveys, it is nonetheless clear from the figures presented in this report that there are higher employment and lower unemployment rates for the graduates of 2017 compared with those of previous years.

This report also showcases the respective values of both university and technological education, and reflects the HEA's view that diverse range of institutions in both higher and further education and training is essential if the overall system is to respond effectively to evolving and changeable economic and societal needs.

In particular, we are delighted that this report complements the ongoing collaboration between the Central Statistics Office and the HEA in administrative linking of graduate data, which has already resulted in the publication of a landmark report on longitudinal graduate outcomes. Combined, the two exercises provide a detailed and comprehensive picture on the outcomes for graduates of Irish higher education.

Over 58,000 graduates of higher education are included in the 2018 *Graduate Outcomes Survey* and over half (51%) of those surveyed responded. I would like to extend my gratitude to all the graduates that took the time to answer the survey. I would also like to thank all the staff of higher education institutions, particularly the careers officers and IT staff, who have contributed so enthusiastically and sincerely to this project. Without your participation and support this publication would not have been possible. I would also like to acknowledge those who have made other contributions to this report by giving us their insight and expertise into the area of graduate studies and employability.

We will work now to embed this survey and its learnings to provide a valuable resource for policy makers, students, guidance counsellors, teachers and all with an interest in education. We look forward to continuing to work together with you all.



Paul O'Toole,
CEO

Acknowledgements

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

Athlone Institute of Technology

Cork Institute of Technology

Dublin City University

Dublin Institute of Technology

Dun Laoghaire Institute of Art, Design and Technology

Dundalk Institute of Technology

Galway-Mayo Institute of Technology

Institute of Technology Blanchardstown

Institute of Technology Carlow

Institute of Technology Sligo

Institute of Technology Tallaght

Institute of Technology Tralee

Letterkenny Institute of Technology

Limerick Institute of Technology

Mary Immaculate College

Maynooth University

National College of Art and Design

National University of Ireland, Galway

Trinity College Dublin

University College Cork

University College Dublin

University of Limerick

Waterford Institute of Technology

This report is available on the HEA website, *www.hea.ie*.

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List of Figures and Tables.

Executive Summary

Executive Summary

Graduate Population and Response Rates

The graduate population was 58,136 in 2017.

- Of these, 33,137 graduates came from universities, with a response rate of 57%. A total of 1,373 graduated from colleges, with a response rate of 30%. A further 23,626 graduated from institutes of technology, and the survey response rate was 44%.
- Overall, 84% of graduates came from full-time programmes, with 15% from part-time programmes and 1% from remote programmes.
- Response rates for full-time graduates were 54%, compared with 38% for part-time graduates and 34% for remote graduates.
- A total of 53% of the total population was female, with 47% male.
- There is little variation in response rates to the survey by gender, with a 52% response rate for males and a 51% response rate for females.
- The most popular area of study for graduates was Business, Administration and Law, with 24% of all graduates. The next most popular area was Health and Welfare (16%), followed by Arts and Humanities (14%).
- The highest response rate to the survey was gathered from graduates of Natural Sciences, Mathematics and Statistics (58%). The lowest response rates came from Services graduates (43%).
- The largest group of the population (52%) graduated from an honours bachelor degree programme. Masters Taught graduates were the next largest group (19%), followed by Ordinary Degree graduates in institutes of technology (12%).
- Response rates for honours degree graduates were 54%, while response rates for postgraduate degrees were 57% overall.

Main Destination

Considering the single activity that was most important to graduates across all surveyed populations and fields of study, 78% were working or due to start work (71% full-time, 6% part-time and 1% due to start); 14% were engaged in further study (13% full-time and 1% part-time), 5% were unemployed; and 4% were engaged in a range of other activities.

- In universities, 78% were working or due to start work; 16% were in further study; 4% were unemployed; and 2% were engaged in other activities. In institutes of technology, 78% were working or due to start work; 11% were engaged in further study; 6% were unemployed and 6% were engaged in other activities. In colleges, 80% were employed or due to start work, 11% were in further study, 4% were unemployed and 5% were engaged in other activities.
- The most important activity of graduates can vary significantly by mode of study. A total of 75% of full-time, 91% of part-time and 99% of remote graduates were working or due to start work. Full-time graduates were much more likely to be in further study (16%), compared with part-time (3%) or remote (0%).

- Overall employment outcomes did not vary significantly between males and females, with 78% working or due to start work for both sexes.
- Employment outcomes were best for Education graduates, with 93% working or about to start a job. This was followed by Health and Welfare (87%), ICT (82%) and Engineering (82%). The lowest percentages working or about to start a job were Arts and Humanities graduates (63%), however, these graduates had amongst the highest percentages in further study (24%). ICT and Education graduates were the least likely to be in further study at 6% and 3% respectively. Interestingly, despite high employment outcomes ICT graduates were most likely to be unemployed and looking for work at 8%; with the average figure standing at 5%.
- The percentage of graduates in employment varies with level of study. A total of 75% of honours degree graduates, 91% of postgraduate diploma graduates, 86% of masters taught graduates and 91% of research degree graduates were in employment or due to start a job. In terms of further study, 18% of honours degree graduates, 3% of postgraduate diploma graduates, 4% of masters taught graduates and 3% of research degree graduates were in further study. A total of 4% of honours degree graduates, 1% of postgraduate diploma graduates, 6% of masters taught graduates and 3% of research degree graduates were unemployed and looking for work.

Level 6 & 7 Graduates

In 2017 there were 9,602 graduates of Level 6 & 7 programmes in institutes of technology.

- The majority (73%) of graduates continued on the ladder system to higher levels of study. A total of 23% were working or due to start a job.
- 27% of employed graduates were in professional occupations, 14% were in associate professional and technical occupations, 11% were in skilled trades occupations and 10% were managers, directors and senior officials.
- A further 10% entered administrative and secretarial occupations, 9% were employed in sales and customer service occupations while 8% were in caring, leisure and other service occupations.
- In terms of location of employment, the vast majority of Level 6 & 7 graduates who were employed were based in Ireland (93%) while only 7% were employed abroad.
- For Level 6 & 7 institutes of technology graduates in further study, nearly all were based in Ireland (99%) and 98% went on to further study within their own institute.

Undergraduate Honours Degree Graduates

In 2017 there were 30,324 graduates of honours degree programmes. The majority graduated from universities (60%), followed by institutes of technology (36%) and colleges (3%).

- The majority (75%) of graduates were working or about to start a job. A total of 18% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity.
- Over half (52%) of honours degree graduates in employment were in professional occupations. A further 15% were in associate professional and technical occupations and 9% were in sales and customer service occupations.
- In terms of location, 91% were employed in Ireland and 9% were employed overseas.
- In total, 16% of honours degree graduates were working in human health and social work activities, nine months after graduation.
- 24% of employed graduates reported earnings of between €30,000 and €34,999 and a further 23% reported earnings of between €25,000 and €29,999 per year (excluding those who would rather not say).
- For those in further study, 86% were in further study in Ireland, and 14% were in further study abroad.
- Business, Administration and Law graduates were most likely to continue within the same broad field of study (84%), followed by Engineering, Manufacturing and Construction graduates (74%). Graduates of Services programmes, Arts and Humanities, and Education were most likely to study a different broad field of study.
- A total of 76% of honours degree graduates said that they were 'likely' or 'very likely' to study the same qualification again, and this figure was similar when it came to area of study (77%).

Postgraduate Taught Graduates

In 2017 there were 14,707 graduates of postgraduate taught programmes. Masters Taught programmes made up the majority of these (77%), followed by Postgraduate Diplomas (15%) and Postgraduate Certificates (9%).

- The majority (86%) of graduates were working or about to start a job. A total of 4% were engaged in further study, while 5% were unemployed and 5% were engaged in another type of activity.
- In total, 67% of postgraduate taught graduates in employment were in professional occupations. A further 11% were in associate professional and technical occupations.
- In terms of location, 90% were employed in Ireland and 10% were employed overseas.

- In total, 25% of postgraduate taught graduates were working in Education, with some variation across sector (80% of college, 24% of university and 16% of institute of technology graduates were working in this sector).
- 18% of employed graduates reported earnings of between €30,000 and €34,999 per year (excluding those who would rather not say).
- For postgraduate taught graduates in further study, 83% were in further study in Ireland, and 17% were in further study abroad.
- A doctoral programme was the most popular programme of study for those continuing in education (41%), followed by a Masters Taught Programme (25%) and Postgraduate Diplomas (12%).
- A total of 82% of postgraduate taught graduates said that they were 'likely' or 'very likely' to study the same qualification again, and this figure was similar when it came to area of study (84%).

Postgraduate Research Graduates

In 2017 there were 1,733 graduates of research programmes. Doctoral programmes made up the majority of these (77%), and Masters Research made up 21%.

- Overall, 91% of postgraduate research graduates were in employment or due to start a job. A further 3% were in further study, 3% were unemployed and 2% were engaged in other activities.
- In total, 63% of postgraduate research graduates in employment were in professional occupations. As might be expected, 19% were in postdoctoral research positions.
- In terms of location, 83% were employed in Ireland and 17% were employed overseas.
- In total, 40% of postgraduate research graduates were working in Education, with some variation across sector (80% of college, 40% of university and 35% of institute of technology graduates were working in this sector).
- 22% of employed graduates reported earnings of between €35,000 and €39,999 per year, 14% reported earning between €30,000 and €34,999, while a further 13% reported earning between €40,000 and €44,999 per year (excluding those who would rather not say).

International Graduates

There were 6,361 international graduates at honours degree level and above, and they gave response rate of 45% to the survey.

- The majority (75%) of graduates were working or about to start a job. A total of 11% were engaged in further study, while 7% were unemployed and 7% were engaged in another type of activity. A total of 62% of international graduates in employment were employed in Ireland, with 38% overseas.
- The majority (66%) were employed in professional occupations, followed by associate professional and technical occupations (13%). After that, the next largest occupational group was managers, directors and senior officials (5%).
- In terms of sector of employment, the largest numbers of graduates were in financial, insurance and real estate (16%), information and communication (15%), education (15%), human health and social work (14%) and professional, scientific and technical (13%).
- A total of 57% of graduates in further study were in further study in Ireland, with the rest (43%) studying overseas.

Salaries

The overall weighted mean salary of those working full-time was €33,574.

- This ranges from €31,988 for those who graduated from institutes of technology to €34,759 for those who graduated from universities.
- The lowest average salaries reported across the NFQ levels were for those who graduated with a level 8 qualification, with the mean salary of €29,601 reported. Level 9 and 10 graduates had substantially higher salaries on average at €40,840 and €45,325 respectively.
- Graduates in the education field had the highest reported average salaries at €38,701. ICT and engineering graduates also had relatively high average salaries at €36,135 and €36,817 respectively. The lowest reported average salaries were in the arts and humanities field at €24,728..

Early Years and Teacher Education

There were a total of 1,183 graduates of early years programmes, and response rate of 46% to the survey.

- 69% were employed nine months after graduation while 27% were in further study. A further 2% were unemployed and 2% were engaged in other activities.
- For honours degree graduates in employment, a total of 95% of those who responded indicated that they were in employment in Ireland, with 5% overseas.
- The largest group of honours degree graduates were earning between €20,000 to €24,999. The second largest group were earning €15,000 to €19,999, followed by those earning less than €15,000. In this case, only 11% were earning in excess of €30,000 each year, when non-respondents were excluded.

A 41% response rate was recorded for the 1,052 graduates of primary teacher education to the survey.

- 96% of primary teacher education graduates were in full-time or part-time employment nine months after graduation. A total of 2% were in further study, 1% were unemployed and 1% were engaged in other activities.
- A total of 94% were in employment in Ireland, with 6% overseas.
- For those employed in Ireland, 98% of respondents indicated that they were employed in the education sector.
- In terms of salary, the largest group were earning between €30,000 and €34,999. The second largest group were earning €25,000-€29,999.

A 57% response rate was recorded for the 1,357 graduates of post-primary teacher education to the survey.

- 89% of post-primary teacher education graduates were in full-time or part-time employment nine months after graduation. A total of 4% were in further study, 6% were unemployed and 1% were engaged in other activities.
- A total of 93% were in employment in Ireland, with 7% employed overseas.
- Turning to salary, the largest group of post-primary teaching graduates were earning between €30,000 and €34,999. The second largest group were earning €25,000-€29,999, and the third largest were earning €20,000-€24,999.

Introduction

Introduction

This report of the *Graduate Outcomes Survey Class of 2017* is the first in a series on graduate outcomes for the Irish higher education system; and aims to demonstrate the contribution that our graduates and higher education institutions make to Irish social, cultural, civic and economic progress. This report provides information on:

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

Ireland has carried out graduate surveys since the 1980s, through the *First Destinations Survey*. However, the survey required updating, with appropriate IT structures for the capture of data and the participation of all publicly-funded higher education institutions. Planning for the introduction of an updated and expanded survey began in 2015, with a review of international practice in graduate surveys[1]. This review indicated that Ireland was already a leader internationally by undertaking an annual national level survey, and that there was a strong basis to build upon. Following that, collaborative structures were put in place to design and implement the new survey; and included colleagues from the HEA, the Department of Education and Skills, higher education institutions, other state agencies and employer groups. First, a new survey instrument was agreed, and the focus then shifted to implementation of technical and data systems required for the capture of this graduate data. A successful pilot implementation of the survey took place in institutes of technology in 2017, and the full implementation occurred in 2018.

National Context

The Irish higher education system is expanding, and there were nearly 228,000 full-time, part-time and remote students in HEA core-funded institutions in 2017/18, and this represents a 10% increase over the total student body in 2013/14. Provision is mainly full-time (79%), with part-time (17%) and remote provision making up the balance (3%). Nearly 60% of enrolments are in honours degree programmes, with 10% of enrolments in ordinary degree programmes, and 8% at undergraduate diploma and certificate level. A further 10% of enrolments are at masters taught level, 4% are at postgraduate diploma and certificate levels and 5% are research degree enrolments.

In terms of graduate numbers, undergraduate graduates make up 70% of all higher education graduates, and postgraduate graduates make up 30%. Overall, undergraduate graduate numbers have increased 7% since 2013, and postgraduate graduate numbers have increased by 14% in the same period.

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

Given that this report focuses on graduate employability, it is worthwhile taking stock of the current employment prospects for graduates. The domestic labour market continued to improve in 2017[2]: employment increased by over 61,900 in 2017 and the unemployment level declined by 37,000; the employment rate increased to 67.7%, an increase of 1.2% while the unemployment rate declined to 6.7%, a decrease of 1.7%.

In this strengthening labour market, higher education graduates are well placed to secure employment. Figures show that higher employment rates are associated with higher levels of educational attainment[3]. The employment rate for a third level graduate is 85%, compared with 71% for those with secondary level education only, and 35% for those with no formal education or primary education only. Similarly, the unemployment rate is significantly lower for a third level graduate (4%), compared with those with secondary level education only (5%) and those with no formal education or primary education only (14%).

Highest level of education attained	Employment rate (%)	Unemployment rate (%)
Primary or Below	35	14
Lower Secondary	61	7
Higher Secondary	71	5
Post Leaving Certificate	76	6
Third Level	85	4
Total persons aged 25 to 64	**75**	**5**

Although all sectors of the economy have grown strongly over the last five years, the strongest percentage growth has been seen in construction and accommodation/food services. In the last year, the strongest absolute growth in employment has been seen in accommodation/food services, construction and education. In terms of occupation, strongest absolute employment growth has been in professional occupations, skilled trades and caring/other services occupations [4].

Data collections like this updated and expanded *Graduate Outcomes Survey* enable higher education institutions to demonstrate their responsiveness to economic and societal needs. Graduate surveys are used widely internationally to measure the output and outcomes from higher education, and comparison of both national and institutional level data with similar countries and institutions is a useful means of benchmarking Ireland's performance over time. Internationally, graduate surveys generally cover entry to the labour market, skills, mobility, further study, and explanatory factors behind graduates' paths into society and the economy. The *Graduate Outcomes Survey* will provide a strong contribution to international data in this regard.

2 SOLAS Skills and Labour Market Research Unit, National Skills Bulletin 2018, November 2018: *http://www.solas.ie/SkillsToAdvance/Documents/National%20Skills%20Bulletin%202018.pdf*

3 Central Statistics Office, Educational Attainment Thematic Report 2018, December 2018 *https://www.cso.ie/en/releasesandpublications/er/eda/educationalattainmentthematicreport2018/*

4 SOLAS Skills and Labour Market Research Unit, National Skills Bulletin 2018, November 2018: *http://www.solas.ie/SkillsToAdvance/Documents/National%20Skills%20Bulletin%202018.pdf*

The HEA, through its development of a *Strategy for Data Development and Knowledge Management of Irish Higher Education*, is committed to producing and developing high quality, consistent, relevant and timely statistical information to contribute to the development of higher education policy and services and to meet the needs of the learner, education providers and other users of higher education data nationally as well as internationally. Important data infrastructure will also stem from the recent *Data Plan for Equity of Access to Higher Education*. This will allow for better research on educational disadvantage to take place, and to include data on socio-economic background, disability, part-time and flexible learning, further education and mature students. It is intended that this work will assist in building an evidence base on the factors that affect how students progress through and complete their studies, and these have policy implications not just for higher education institutions, but primary, post-primary and further education leaders.

The *Graduate Outcomes Survey* accompanies the HEA's productive and ongoing collaboration with the Central Statistics Office (CSO) on graduate data. This relationship is part of the CSO's development of the National Data Infrastructure, though collaborative pathfinder partnerships with agencies like the HEA, involving the integration of HEA data with existing administrative data held by the CSO to produce aggregated analysis and outputs, and demonstrate the value of administrative data. The 2018 HEA-CSO report, *Higher Education Outcomes Graduation Years 2010-2014* represents an in-depth analysis of graduate employment, re-enrolment in education, the industry sectors in which graduates work and their earnings over time. The HEA and CSO are continuing to work together to develop this and other datasets to give a comprehensive picture of longitudinal graduate outcomes for various cohorts of graduates, including mature graduates, graduates from disadvantaged backgrounds, and graduates availing of upskilling programmes. A high level of coverage of the graduate cohort is possible though the linking of administrative data across a wide range of educational and personal parameters.

The *Graduate Outcomes Survey* also complements other surveys and data collections that are in place in Ireland. Since 2013, the annual *Irish Survey of Student Engagement* (ISSE) has painted a detailed picture of students' engagement with their learning environment, considering themes such as the interaction between students and staff, the level and nature of reflective and integrative learning, and the extent to which a supportive environment is being provided for students to succeed and flourish, amongst many others. The ISSE survey has also recently been extended to include postgraduate research students, and reflects students' experiences of supervision, resourcing, research skills, assessment and research culture. The ISSE surveys now form a crucial element of student feedback to higher education institutions and a means of measuring students' engagement with their learning. The *Graduate Outcomes Survey* will assess what has happened to these students as they leave college and enter society as newly skilled graduates.

The *National Employer Survey 2018* provides valuable information on the views of employers of graduates, acting as a counterpoint to the *Graduate Outcomes Survey*. In this survey, employers were asked about barriers to graduate recruitment, levels of satisfaction with higher and further education graduates, emerging skills needs, levels of collaboration with institutions, and support for continuing professional development. This survey indicates that in general employers are very satisfied with graduates across both workplace and personal attributes, and this is borne out in the strong employability statistics in this report.

Combined, these data sources provide a rich evidence base on graduate employability and outcomes, which will enhance accountability and transparency in the education sector and allow for better informed decision-making, as the Department of Education's second *Higher Education System Performance Framework* is implemented. One of the high-level objectives in the Framework for the higher education system is that it provides "a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability." The ability of institutions and the HEA to report on graduate outcomes forms an important part of providing transparency and accountability for public investment.

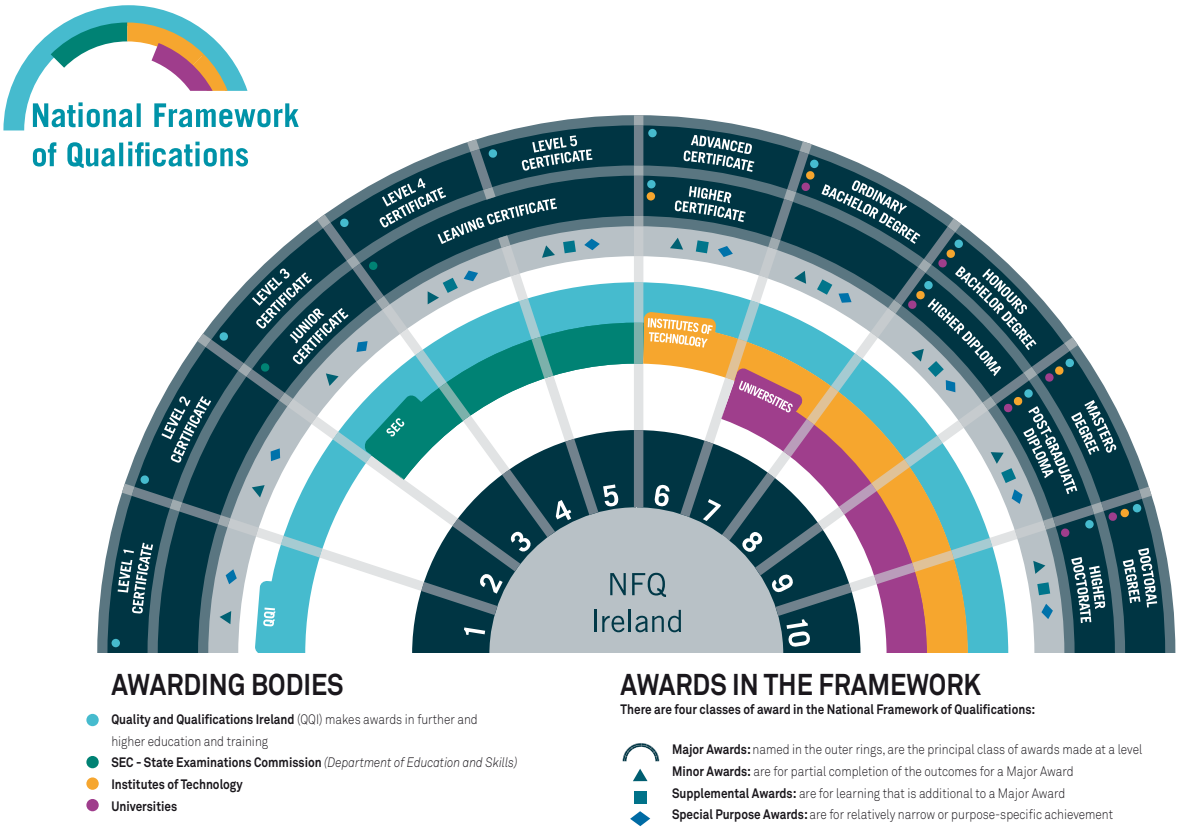
Data Sources and Methodology

As noted already, a centrally and collaboratively agreed survey instrument is in place, and the survey was undertaken by graduates answering questions by way of a questionnaire. Data was collected in respect of 2017 graduates of 23 higher education institutions approximately nine months after their completion of study with a single census date, 31 March 2018. Each higher education institution contacted graduates first electronically, and then engaged in follow-up phone calls. The survey fieldwork window was decided by each institution separately, with a deadline of submission of data to the HEA by the end of July 2018.

The questionnaire included the questions on the following topics:

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

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



AWARDING BODIES

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

AWARDS IN THE FRAMEWORK

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

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

European Qualifications Framework

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

Structure of Report

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

Section 1 will consider the graduate population and response rates. There was a total graduate population of 58,136 and an overall response rate of 51%. **Section 2** will look at the main activity that graduates are engaged in. The analysis includes those in full-time or part-time employment or due to start a job; those engaged in full-time or part-time further study; those unemployed and seeking employment; and those engaged in other activities. **Sections 3-6** will analyse the situation for graduates at Level 6 & 7, honours degree, postgraduate taught and postgraduate research levels respectively. These sections will consider the employment and further study outcomes of these graduates in more depth, looking at occupations and sectors of employment, nature and location of employment, and work experience. **Section 7** provides a picture of outcomes for international graduates at honours degree level and above. **Section 8** will provide an in-depth analysis of salary, including modelling on the factors that influence graduate salaries. **Section 9** will give a particular focus on early years education and care, and primary and post-primary initial teacher education. This comprehensive data will add to the evidence base on this important aspect of education provision and reflects the welcome inclusion of all teacher education graduates within the *Graduate Outcomes Survey*.

Limitations

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

Section 1: Graduate Population and Response Rates

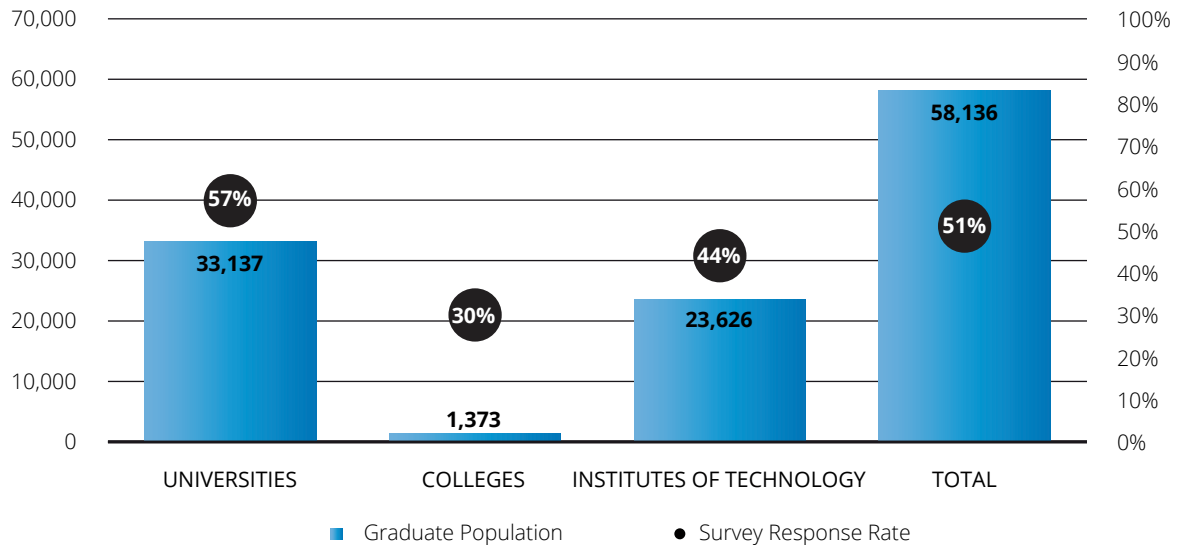
Section 1:
Graduate Population and Response Rates

The make-up of the graduate population is discussed in this section. Response rates to the survey are also given for different graduate cohorts.

Institution Type

There were a total eligible graduate population of 58,136. Of these, 33,137 graduates came from universities, with a response rate of 57%. A total of 1,373 graduated from colleges, with a response rate of 30%. A further 23,626 graduated from institutes of technology, and the survey response rate was 44%. Individual institutional response rates are given in Appendix 1.

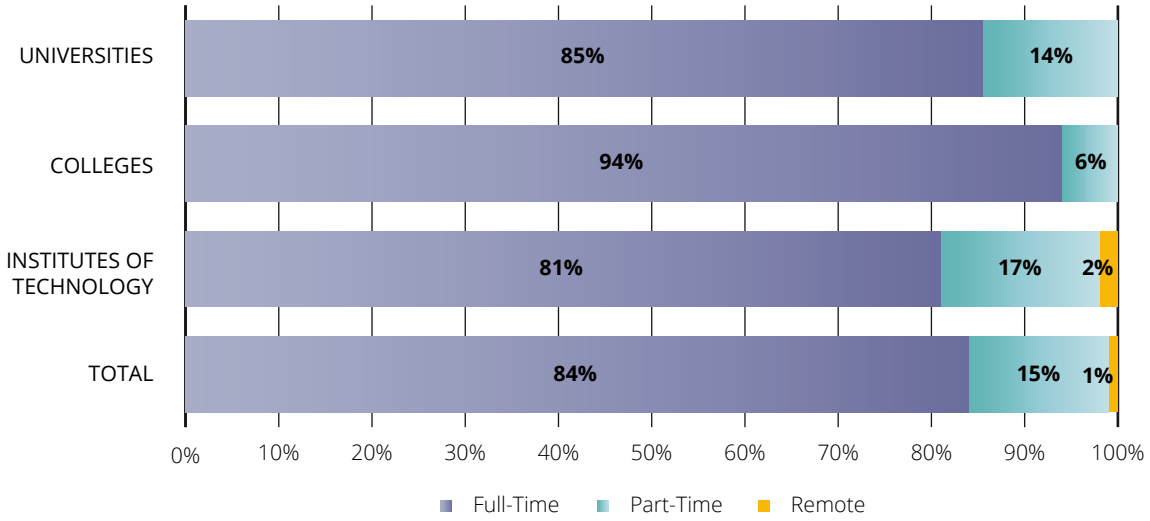
Figure 1.1: Graduate Population – Institution Type and Response Rate



Mode of Study

Overall, 84% of the total population came from full-time programmes, with 15% from part-time programmes and less than 1% from remote programmes, as shown in Figure 1.2.

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



Response rates vary quite significantly by mode of study. Response rates for full-time graduates were 54%, compared with 38% for part-time graduates and 34% for remote graduates, as shown in Table 1.1. It should be noted however, that overall remote graduate numbers are small.

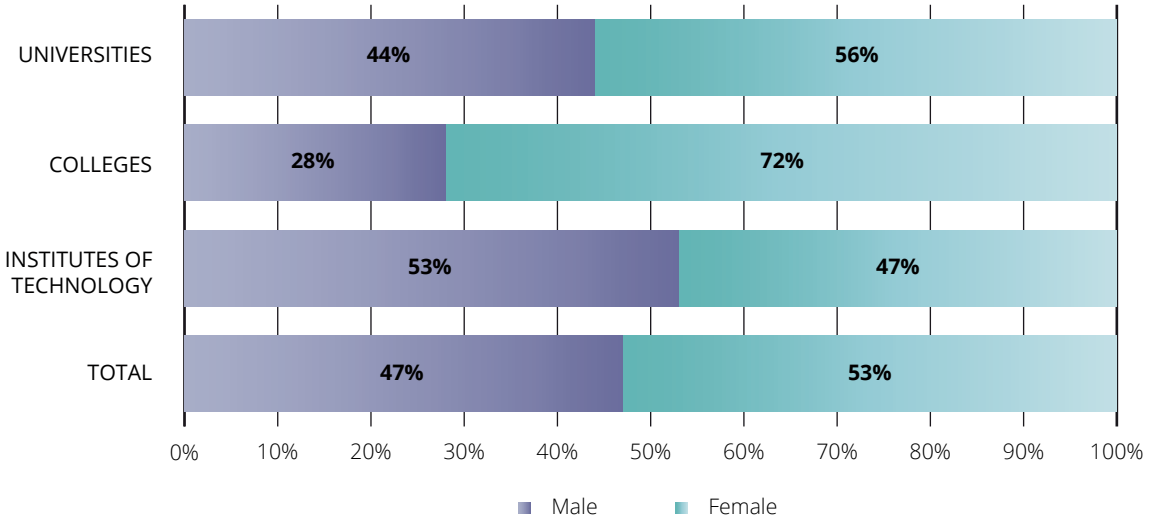
Table 1.1: Response Rates – Mode of Study and Institution Type

	Full-time	Part-time	Remote	Total
Universities	60%	38%	40%	**57%**
Institutes of Technology	45%	38%	33%	**44%**
Colleges	30%	31%	N/A	**30%**
Total	**54%**	**38%**	**34%**	**51%**

Gender

A total of 53% of the total population was female, with 47% male. The balance between males and females is different in universities (56% female), institutes of technology (47% female) and colleges (72% female), as shown in Figure 1.3.

Figure 1.3: Graduate Population – Gender and Institution Type



As shown in Table 1.2, there is little variation in response rates to the survey by gender, with a 52% response rate for males and a 51% response rate for females.

Table 1.2: Response Rates – Gender and Institution Type

	Male	Female	Total
Universities	58%	56%	57%
Institutes of Technology	44%	44%	44%
Colleges	25%	32%	30%
Total	**52%**	**51%**	**51%**

Field of Study

The most popular area of study for graduates was Business, Administration and Law, with 24% of all graduates. The next most popular area was Health and Welfare (16%), followed by Arts and Humanities (14%) and Engineering, Manufacturing and Construction (10%). It can be seen from Figure 1.4 that the most popular areas of study vary according to type of institution attended. After Business, Administration and Law (24%), the most popular area of study for university graduates was Health and Welfare (17%), followed by Arts and Humanities (16%). In institutes of technology, after Business, Administration and Law (25%), the most popular area of study for graduates was Engineering, Manufacturing and Construction (16%), followed by Health and Welfare (15%). In colleges, the majority of graduates studied Education (60%), with the balance studying Arts and Humanities (39%).

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

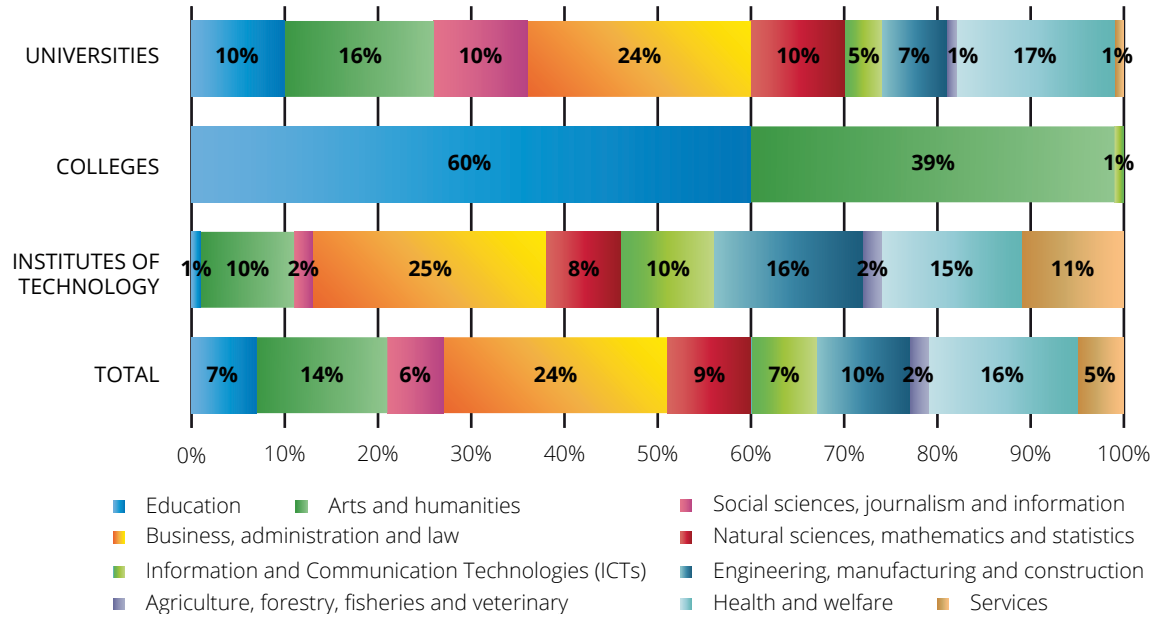


Table 1.3 shows that the highest overall response rate to the survey was gathered from graduates of Natural Sciences, Mathematics and Statistics (58%). The lowest response rates came from Services graduates (43%). In universities, the highest response rates came from graduates of Natural Sciences, Mathematics and Statistics and Engineering, Manufacturing and Construction (63%). The lowest university response rates came from graduates of Education programmes (49%). In institutes of technology, the highest response rates came from graduates of Social Sciences, Journalism and Information (55%), followed by Agriculture, Forestry, Fisheries and Veterinary (52%), though numbers in this category were low. The lowest institute of technology response rate came from Education graduates (39%).

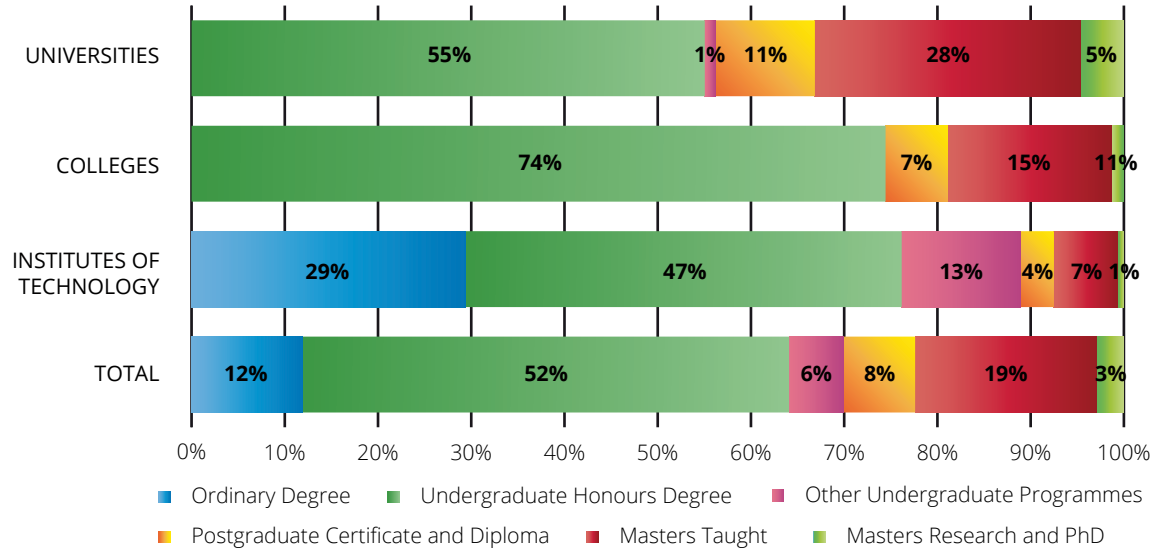
Table 1.3: Response Rates – Field of Study and Institution Type

	Universities	Institutes of Technology	Colleges	Total
Education	49%	39%	32%	45%
Arts and humanities	56%	44%	27%	51%
Business, administration and law	58%	41%		52%
Social sciences, journalism and information	55%	55%		55%
Natural sciences, mathematics and statistics	63%	44%		58%
Information and communication technologies (ICTs)	60%	49%	29%	55%
Engineering, manufacturing and construction	63%	40%		50%
Agriculture, forestry, fisheries and veterinary	57%	52%		55%
Health and welfare	53%	46%		51%
Services	53%	42%		43%
Total	**57%**	**44%**	**30%**	**51%**

Programme Type

Figure 1.5 shows that the largest group of the overall population (52%) graduated from honours degree programmes. Masters taught graduates were the next largest group (19%), followed by ordinary degree graduates in institutes of technology (12% of all graduates). In universities, the majority (55%) graduated from honours degree programmes, followed by masters taught programmes (28%) and postgraduate certificate and diploma programmes (11%). In institutes of technology, the largest group graduated from honours degree programmes (47%), followed by ordinary degree programmes (29%) and other undergraduate programmes (13%).

Figure 1.5: Graduate Population – Programme Type and Institution Type



Response rates to the survey vary by programme type, a selected number of which are given below. Response rates for honours degree graduates were 54%, while response rates for postgraduate degrees were 57% overall.

Table 1.4: Response Rates – Programme Type and Institution Type

	Honours Degree	PG Diploma	Masters Taught	Masters Research	Doctorate	Total
Universities	60%	42%	58%	59%	57%	**57%**
Institutes of Technology	46%	45%	50%	49%	48%	**44%**
Colleges	28%	47%	33%	N/A[5]		**30%**
Total	**54%**	**43%**	**57%**	**57%**	**57%**	**51%**

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

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

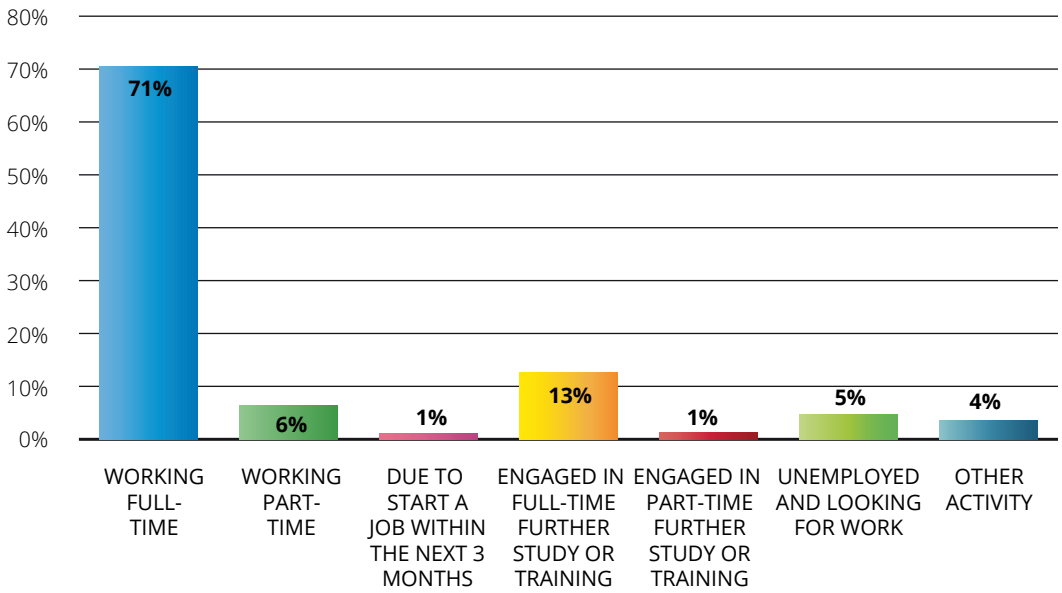
Section 2: Main Graduate Destination

Section 2:
Main Graduate Destination

Graduates of 2017 were asked what activities they were engaged in on 31st March 2018, and to indicate the single activity that was most important to them and all activities that they were engaged in.

Considering the single activity that was most important to graduates across all surveyed populations and fields of study, 78% were working or due to start work (71% full-time, 6% part-time and 1% due to start); 14% were engaged in further study (13% full-time and 1% part-time), 5% were unemployed; and 4% were engaged in a range of other activities (see Figure 2.1).

Figure 2.1: Most Important Activity – All Graduates

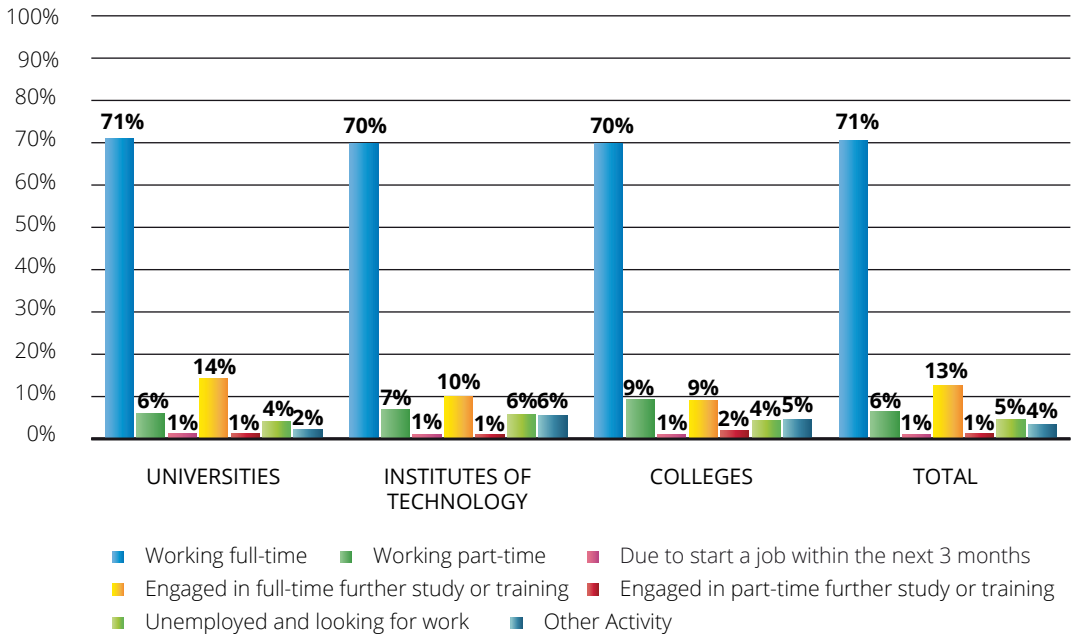


Graduates were also asked about all the activities they were involved in, and this gave the graduates the opportunity to indicate that they could be working and studying simultaneously. A total of 6% said they were both working and studying.

Institution Type

As shown in Figure 2.2, in universities, 78% were working or due to start work; 16% were in further study; 4% were unemployed; and 2% were engaged in other activities. In institutes of technology, 78% were working or due to start work; 11% were in further study; 6% were unemployed and 6% were engaged in other activities. In colleges, 80% were employed or due to start work, 11% were in further study, 4% were unemployed and 5% were engaged in other activities.

Figure 2.2: Most Important Activity – Institution Type

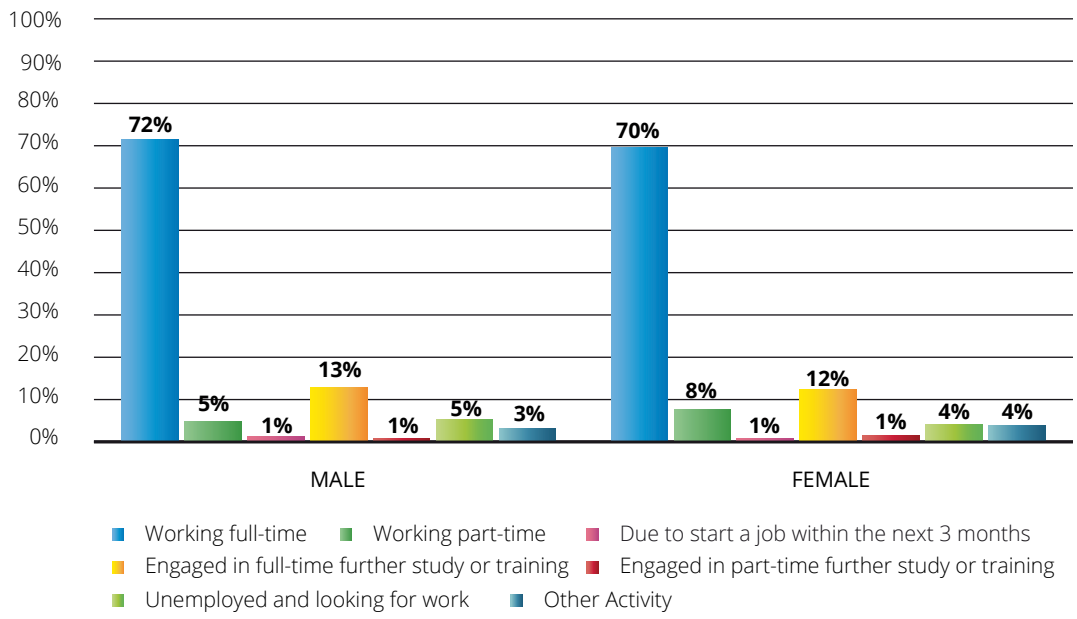


Turning to consider all activities that graduates were engaged in, college graduates were most likely to be working and studying (8%), compared with 7% of university graduates and 6% of institute of technology graduates. The most important activity for graduates of individual institutions is given in Appendix 1, as are more detailed tables on universities and institutes of technology in Appendix 2.

Gender

Overall employment outcomes did not vary significantly between males and females, with 78% working or due to start work for both sexes (see Figure 2.3). However, higher percentages of females (8%) were working part-time compared with males (5%). Similar percentages had gone on to further study across males and females (14%); and there were similar percentages unemployed (5% male and 4% female).

Figure 2.3: Most Important Activity – Gender

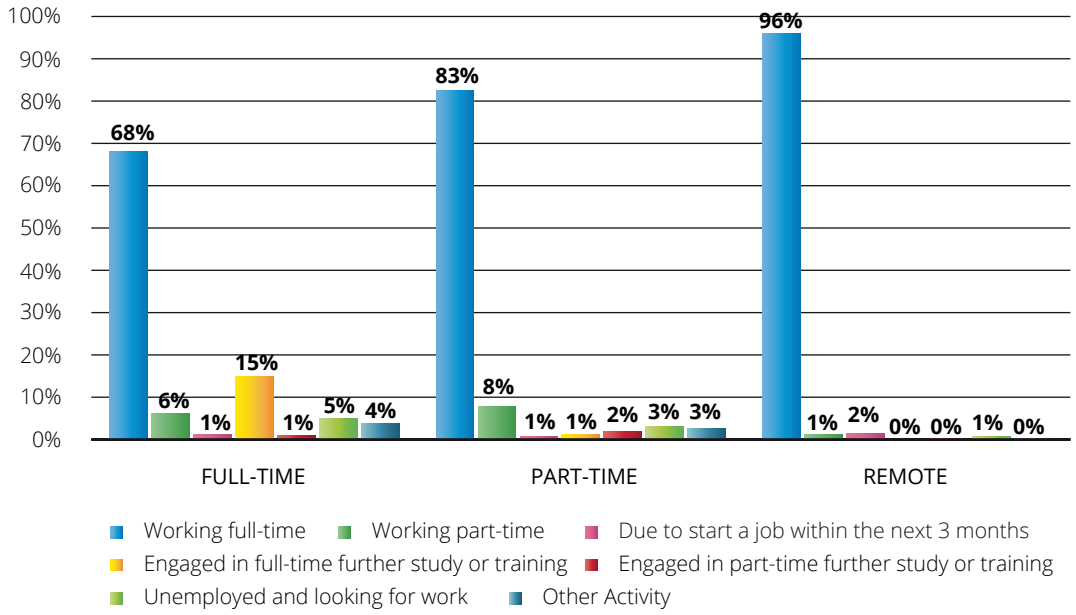


Turning to all activities, there was little difference between males and females in terms of both working and studying (6% vs 7% respectively).

Mode of Study

The most important activity of graduates can vary significantly by mode of study, as shown in Figure 2.4. A total of 75% of full-time, 91% of part-time and 99% of remote graduates were working or due to start work. Full-time graduates were much more likely to be in further study (16%), compared with part-time (3%) or remote (0%).

Figure 2.4: Most Important Activity – Mode of Study



Looking at all activities graduates were engaged in, remote students were most likely in work and also studying, at 8%. A total of 6% of full-time and part-time graduates were both working and studying. There are more detailed tables on mode of study in Appendix 3.

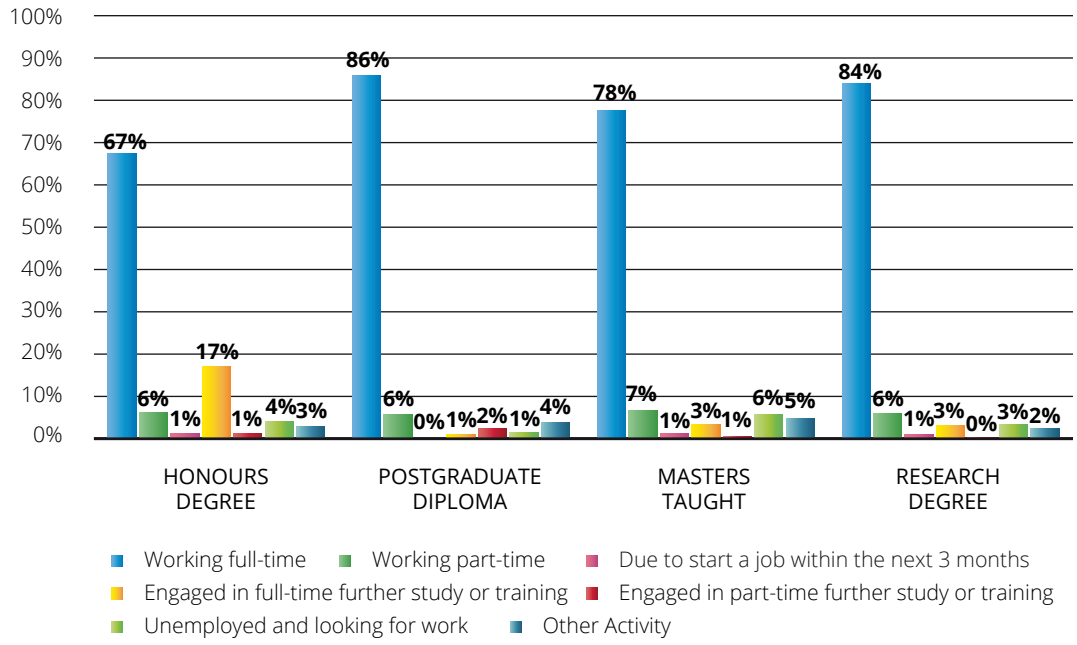
Programme Type

The percentage of graduates in employment varies with level of study, as shown in Figure 2.5. A total of 75% of honours degree graduates, 91% of postgraduate diploma graduates, 86% of masters taught graduates and 91% of research degree graduates were in employment or due to start a job.

In terms of further study, 18% of honours degree graduates, 3% of postgraduate diploma graduates, 4% of masters taught graduates and 3% of research degree graduates were in further study.

A total of 4% of honours degree graduates, 1% of postgraduate diploma graduates, 6% of masters taught graduates and 3% of research degree graduates were unemployed and looking for work.

Figure 2.5: Most Important Activity – Programme Type

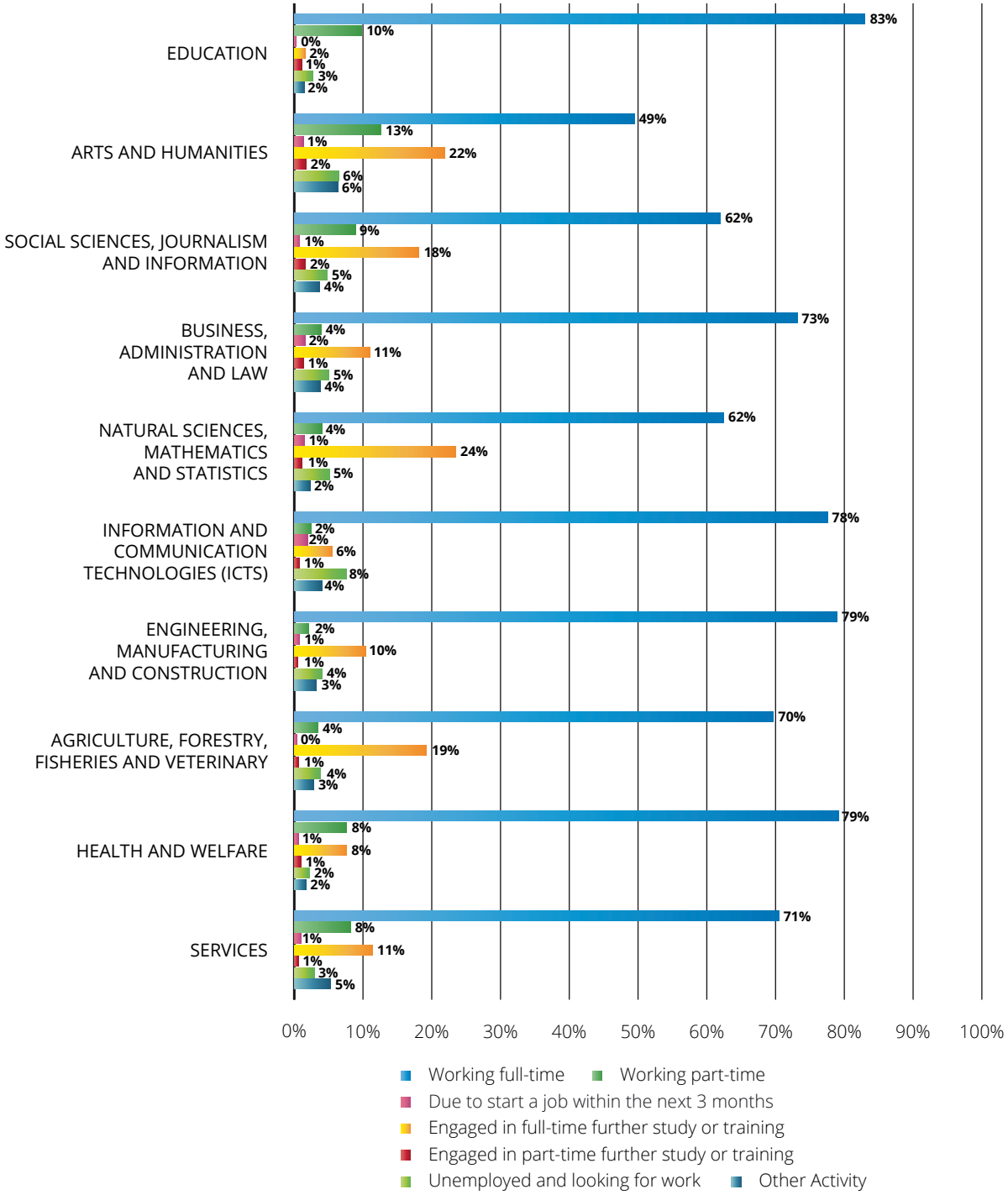


Honours degree graduates were most likely to be engaged in both work and study at 8%, and higher certificate graduates least likely at 2%, when all activities were considered. The chapters which follow will consider employment and further studies outcomes for graduates by programme type in more detail.

Field of Study

Employment outcomes were best for Education graduates (see Figure 2.6), with 93% working or about to start a job, and Section 9 of the report gives more details on Education graduates. This was followed by Health and Welfare (87%), ICT (82%) and Engineering (82%). The lowest percentages working or about to start a job were Arts and Humanities graduates (63%), however, these graduates had amongst the highest percentages in further study (24%). ICT and Education graduates were the least likely to be in further study at 6% and 3% respectively. Interestingly, despite high employment outcomes ICT graduates were most likely to be unemployed and looking for work at 8%; with the average figure standing at 5%.

Figure 2.6: Most Important Activity – Field of Study



Considering all activities graduates were engaged in, graduates of Business, Administration and Law and Arts and Humanities were most likely to be both working and studying (8%). Education (2%) and ICT (4%) graduates were least likely to be both working and studying.

Graduate Employability and Employment: the Technological Higher Education perspective

Dr Jim Murray

The provision of education and training programmes, relevant to the needs of employers, has long been the lifeblood of the institutions that comprise the technological higher education sector. This core mission necessitates constant innovation and adaptability on their part, including continuous institutional evolution, and is reflected in the fact that they have been the subject of three major pieces of legislation within the past thirty years. While the statutory expression of their core mission has become more expansive and sophisticated over time, institutes of technology, and now technological universities, remain committed to providing programmes that 'reflect the needs of individuals, business, enterprise, the professions, the community, local interests and other stakeholders' in their regions; and to promoting the involvement of those same stakeholders 'in the design and delivery' of their programmes (Technological Universities Act, 2018, section 9). What this means in 2019 is that they must focus on providing relevant programmes, research, and flexible learning for a digital, and high-skills dependent, society, in which the labour market and the work environment are rapidly changing.

Developing and providing career-focused programmes in a timely and responsive manner insures that graduates are not only equipped with the skills that employers want, but that when they leave college they do, in fact, make a successful transition to the workplace. It is this concern that drives the institutes of technology and the emerging technological universities to respond to employers' needs in curriculum development, and to introduce taught programmes in cutting edge areas like Connected and Autonomous Vehicles (IT Sligo); Cyber Security (CIT); Energy Management (LIT); Aerospace Engineering (IT Carlow) and 3D Design, Model Making and Art (IADT); in disciplines that support key national and regional industries like Logistics and Supply Chain Management (TU Dublin, City Campus); Architectural Technology (WIT); Animal and Crop Science (LYIT); and Veterinary Nursing (DKIT); and through innovative delivery modes, such as the new degree level apprenticeships, which are offered in areas as diverse as Polymer Processing Technology (AIT), Chef de Partie (IT Tralee); Laboratory Analysis in Biopharma (TU Dublin, Tallaght Campus), and Medtech Engineering (GMIT).

While responding to the needs of business and enterprise is an essential prerequisite for enhancing the employment prospects of their graduates, it is only one part of the equation. Institutes of technology and technological universities know that they also need to listen to and learn from their students' experience after they have left their institutions, in order to validate whether their efforts in developing career-focused programmes have met both the expectations of the student and the employer.

It is in this context that the sector welcomes the introduction of the new *Graduate Outcomes Survey*. While the individual institutions in the technological higher education sector have traditionally undertaken their own surveys to learn about the employment destination of their graduates, the new *Graduate Outcomes Survey* extends for the first time to all public higher education institutions nationally. This will not only enable the State to measure whether the higher education system as a whole is meeting the expectations of stakeholders with regard to the employability of graduates, but will also provide each institution with the opportunity to benchmark its own performance in this area against those of its peers.

The concern with developing an evidence-base on graduate employability has been growing steadily in recent years. A number of higher education institutions have developed, or are in the process of developing, Graduate Attributes' statements, which are indicators of the qualities, skills and general competencies that their students attain through the fullness of their educational experience. While such statements are not confined to characteristics exclusively associated with the employability of a graduate, they certainly encompass them, and can thus be used as a basis for evaluating employability. In addition, all of the public higher education institutions are also participants in the Irish Survey of Student Engagement (ISSE). The survey asks students about their experiences of higher education at the beginning and end of their programmes, and includes questions that touch on how their learning experience contributes to their employability, and the extent to which they have had the opportunity to apply their learning in the workplace. The triangulation of the Graduate attribute statements, ISSE data and data from the new *Graduate Outcomes Survey* will afford opportunities in the future to undertake deeper analysis on the nature of graduate employability and how it might be improved. As a sector traditionally and deeply committed to preparing graduates for employment in ever changing contexts, institutes of technology and technological universities look forward to working in partnership with all of the key stakeholders in progressing that analysis, and participating in any ensuing policy discussions.

Dr Jim Murray is Director of Academic Affairs and Deputy CEO, Technological Higher Education Association

Section 3: Level 6 & 7 Graduates

Section 3:
Level 6 & 7 Graduates

The *Graduate Outcomes Survey* now contains data on graduates of Level 6 & 7 programmes in institutes of technology, a significant development compared with previous surveys. In order to capture fully the nature of progression from level 6 to level 7 and onward to level 8, institutes identified those continuing on the ladder system within their institute to a higher level of study with a special identification code. These graduates did not receive the survey for completion, but their administrative data is stored within the *Graduate Outcomes Survey* database.

Therefore, data in this section is unweighted, as a significant proportion of the data comes from non-survey sources.

Graduate Population

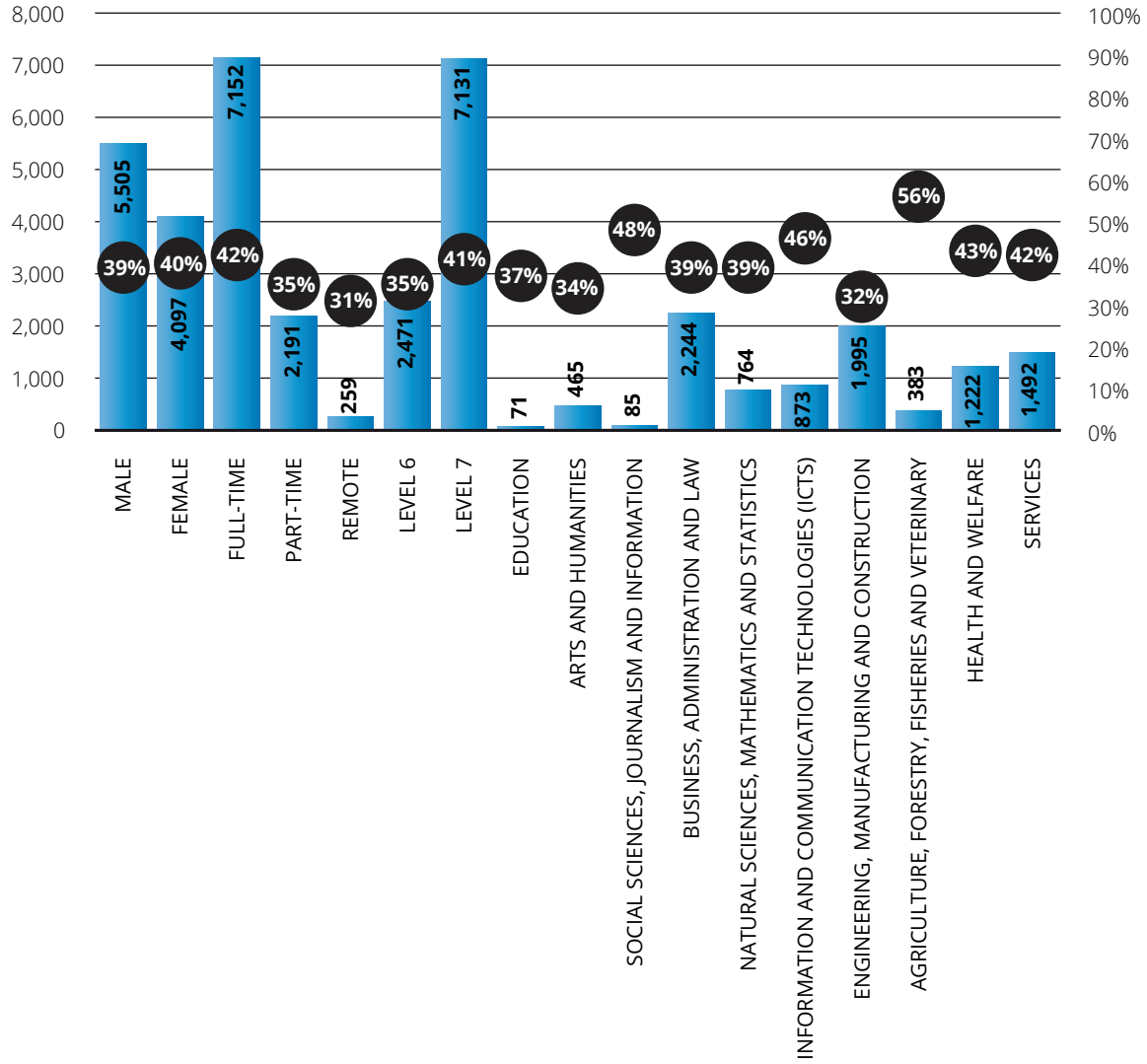
There were 9,602 graduates of Level 6 & 7 programmes in institutes of technology in 2017. Male graduates made up the majority of the total graduate cohort, with 57% of all graduates. Survey response rates did not vary by gender – with 39% of male and 40% of female graduates responding. The majority of graduates studied full-time.

Survey response rates varied by mode of study – with 42% of full-time, 35% of part-time, and 31% of remote graduates responding. The majority of graduates studied at level 7, and survey response rates did not vary significantly by level of study – with 35% of level 6 and 41% of level 7 graduates responding.

The largest group of graduates come from Business, Administration and Law programmes, followed by Engineering, Manufacturing and Construction, and Services. The highest response rate was for Agriculture, Forestry and Veterinary (56%) and Social Science, Journalism and Information (48%) graduates, though absolute numbers in these categories were low. Lowest response rates were given by Engineering, Manufacturing and Construction Graduates (32%).

Figure 4.1 gives overall population numbers and response rates for postgraduate taught programmes by sector, gender, mode of study and selected fields of study.

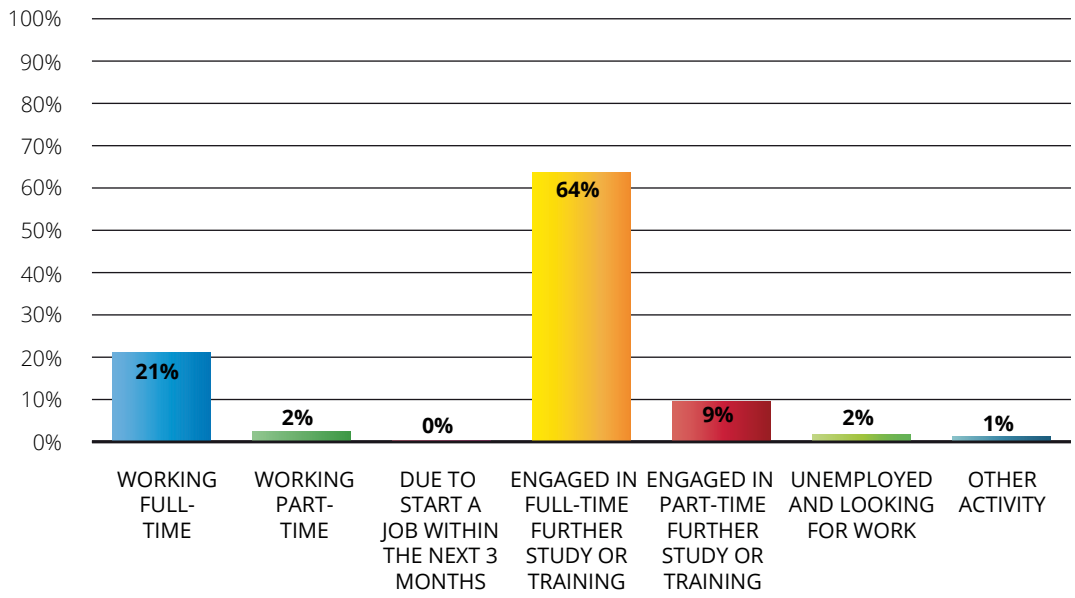
Figure 3.1: Level 6 & 7 Graduates – Population Size and Survey Response Rates



Main Graduate Destination

As can be seen in Figure 3.2, the majority (73%) of graduates continued on the ladder system to higher levels of study. A total of 23% were working or due to start a job.

Figure 3.2: Level 6 & 7 Graduates – Most Important Activity

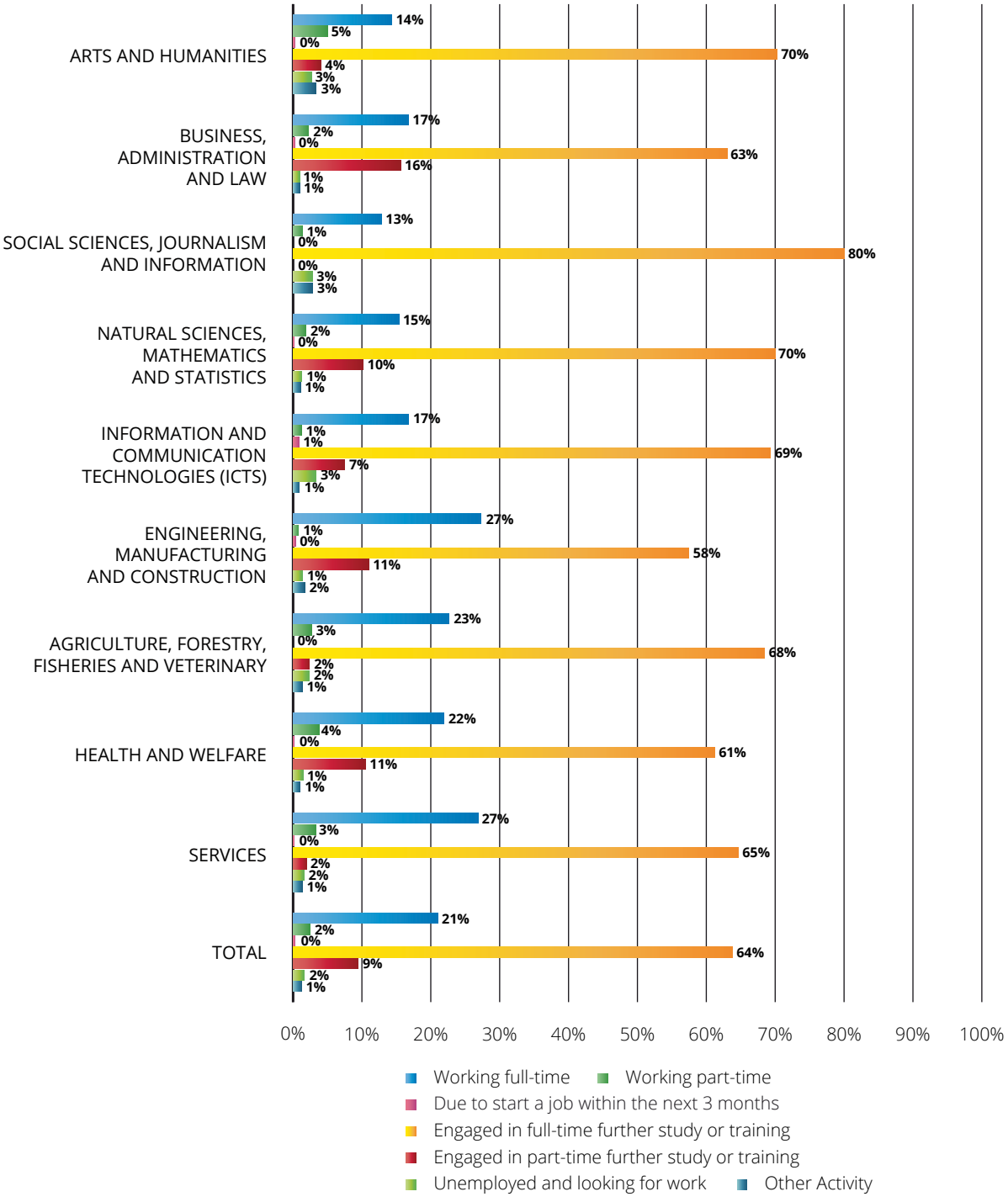


A breakdown of the figures above is given in Appendix 4.

Figure 3.3 gives the most important activity of Level 6 & 7 graduates according to selected fields of study. The graduates most likely to be in further study were Social Sciences, Journalism and Information (80%), Natural Sciences, Mathematics and Statistics (80%), and Business, Administration and Law (79%).

Services graduates were most likely to be in employment or due to start a job (30%), followed by Engineering, Manufacturing and Construction (28%) and Health and Welfare graduates (26%).

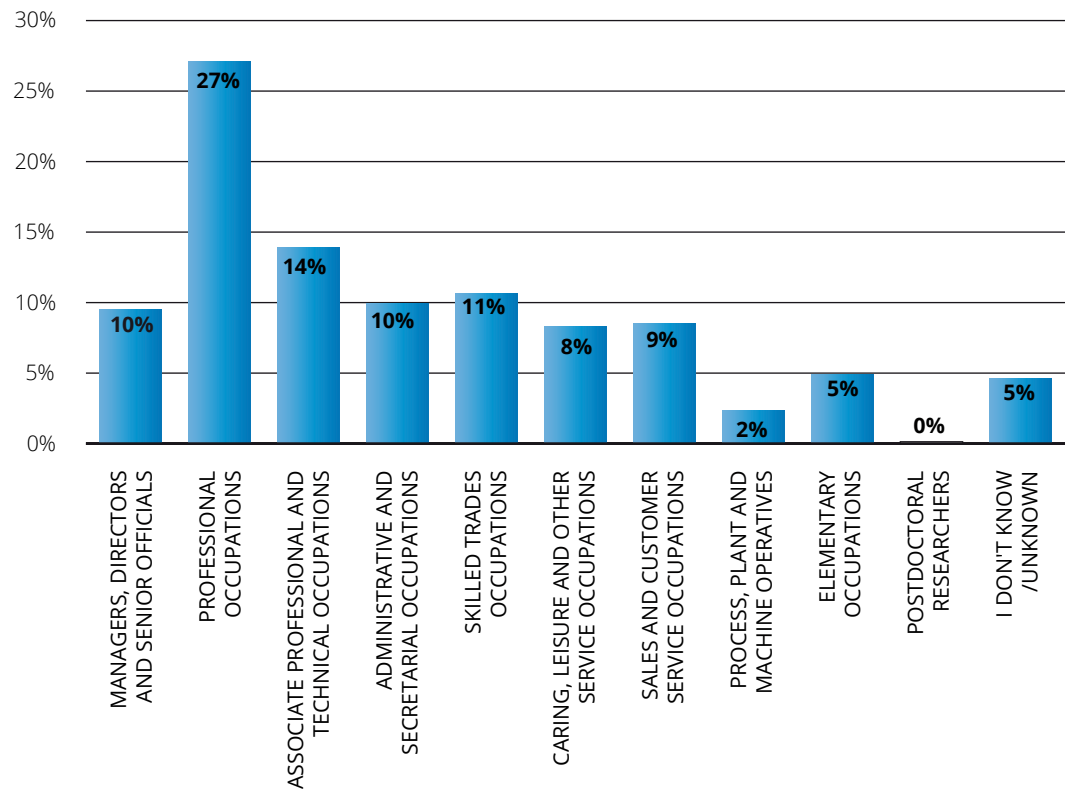
Figure 3.3: Level 6 & 7 Graduates – Most Important Activity by Field of Study



Employment Outcomes

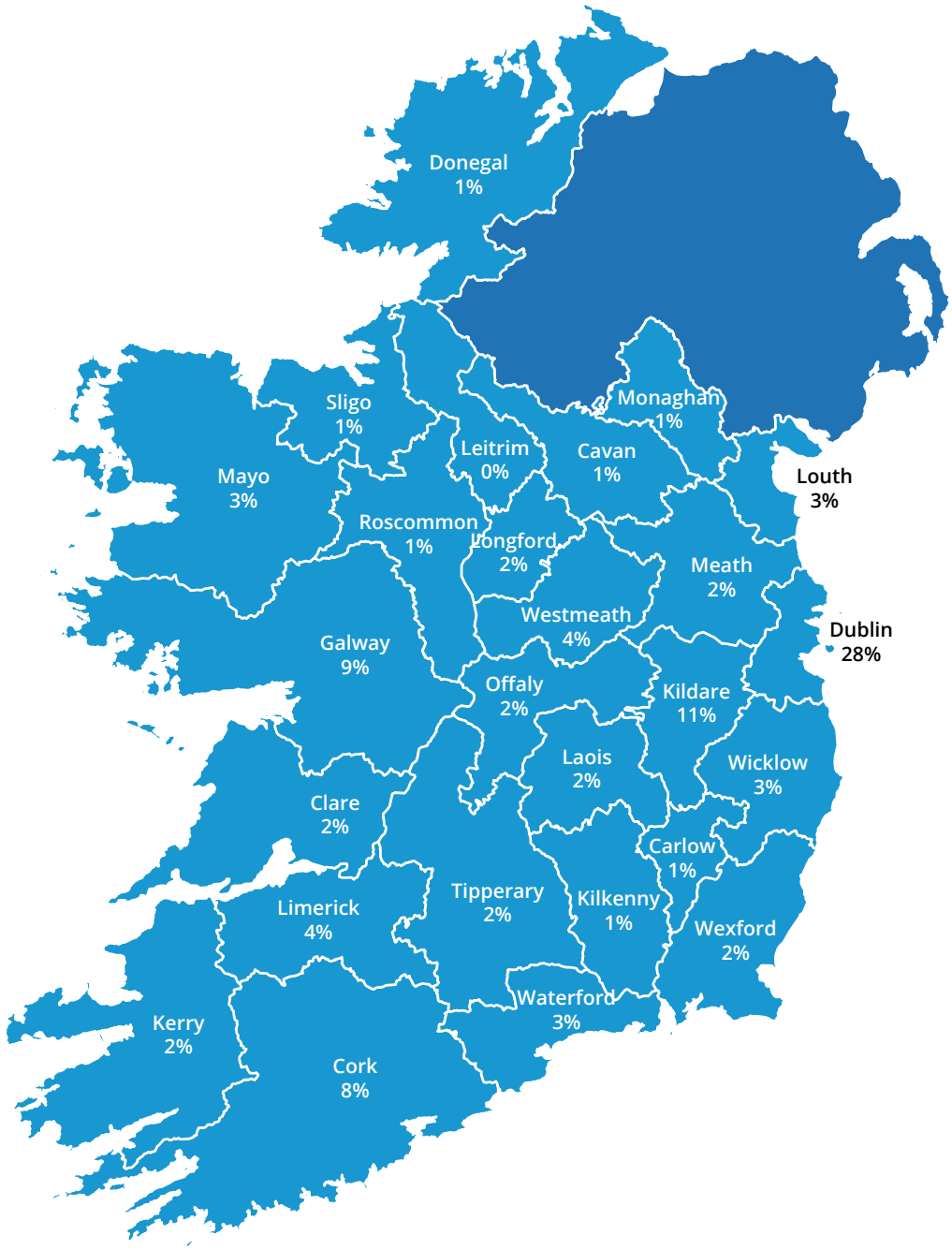
This section will outline the employment outcomes for graduates of Level 6 & 7 programmes. As previously described, in total, 23% of Level 6 & 7 graduates in the institutes of technology indicated being in employment as their main activity. Respondents who were in employment were asked to specify their occupation. As shown in Figure 3.4, 27% of these graduates were in professional occupations, 14% were in associate professional and technical occupations, 11% were in skilled trades occupations and 10% were managers, directors and senior officials. A further 10% were in administrative and secretarial occupations, 9% were employed in sales and customer service occupations while 8% were in caring, leisure and other service occupations. In total, 5% were in elementary occupations, 5% were unknown and 2% were in process, plant and machine operative related roles.

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



In terms of the location of employment, the vast majority of Level 6 & 7 employed graduates were based in Ireland (93%) while only 7% were employed abroad. For those working in Ireland, Figure 3.5 outlines the counties of employment and shows that Dublin was the most popular county with 28% of such graduates working there. A total of 11% of employed graduates were working in Kildare, 9% were based in Galway, while 8% were working in Cork.

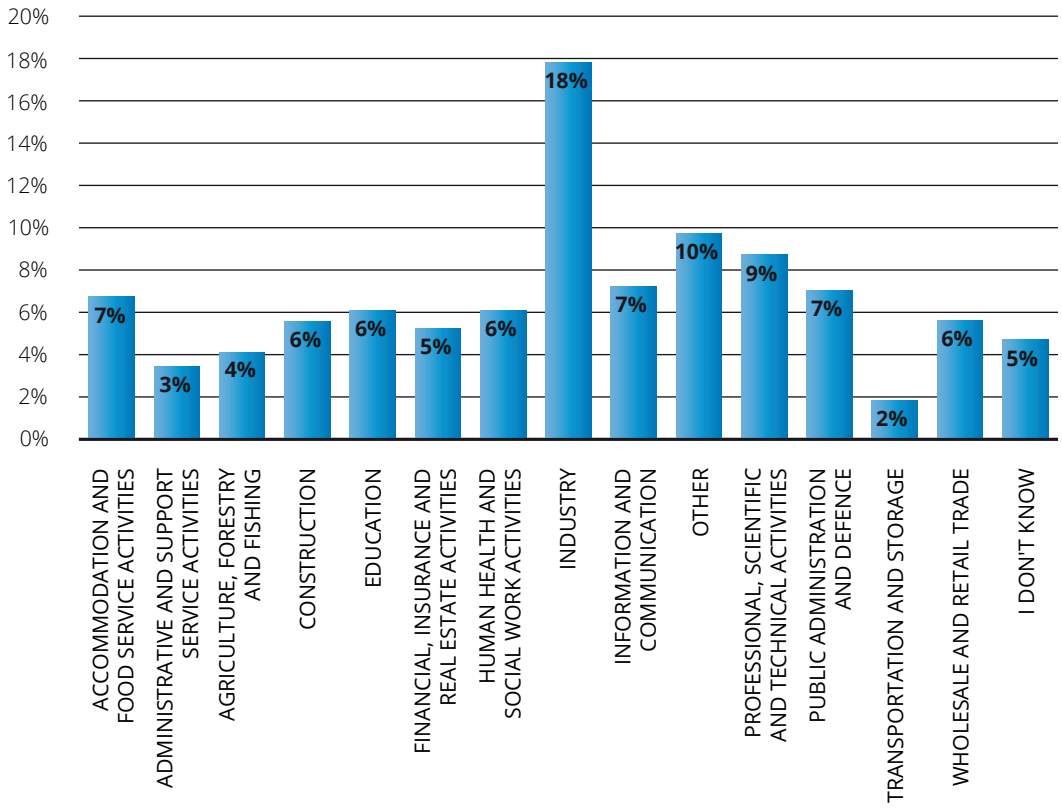
Figure 3.5: Level 6 & 7 Graduates in Employment – County of Employment



For Level 6 & 7 graduates who were working abroad, France was the most popular location (26%), followed by Great Britain (21%) and Italy (15%). One in ten of such graduates were based in the United States while 7% were located in Canada.

In terms of sector of employment, as shown in Figure 3.6, 18% of employed Level 6 & 7 graduates were working in industry. A further 10% were employed in an 'other' sector, while 9% were employed in professional, scientific and technical activities. Transportation and storage was the least popular sector of employment among such graduates at 2%.

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

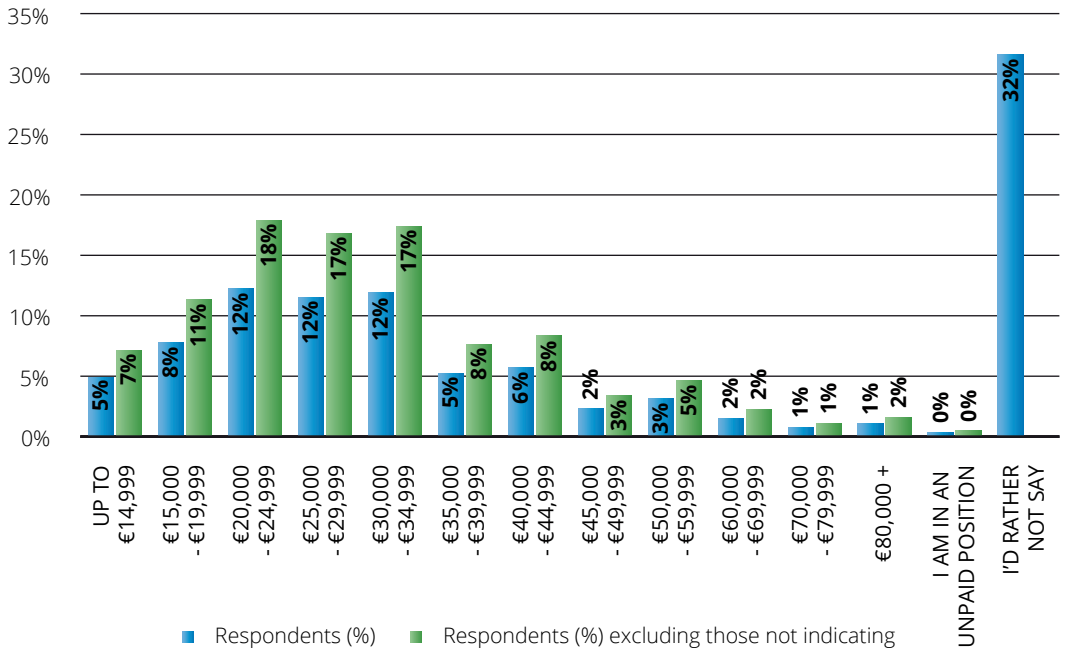


In terms of employment type, 92% of Level 6 & 7 employed graduates were employees, 6% were self-employed/freelance/starting up their own business and 2% were on a graduate internship or placement.

Graduates were also asked about the nature of their contract. The majority of Level 6 & 7 graduates (76%) were on permanent or open-ended contracts, 10% were on fixed term contracts lasting 12 months or longer, 8% were on temporary/casual contracts while 5% were on fixed term contracts lasting less than 12 months.

Figure 3.7 presents Level 6 & 7 graduate salaries nine months after graduation for all respondents as well as respondents excluding those who indicated that they would rather not say. While almost one third of these graduates (32%) would rather not disclose their salaries, 36% were earning between €20,000 and €34,999, with 12% of graduates in each of these salary categories. This increased to between 17% and 18% when those who would rather not disclose their salary were removed from the analysis.

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



The survey asked respondents if they took part in a placement or accredited work experience as part of their course, and if so, for how long. As shown in Table 3.1, nearly half (47%) of Level 6 & 7 graduates participated in a placement or internship.

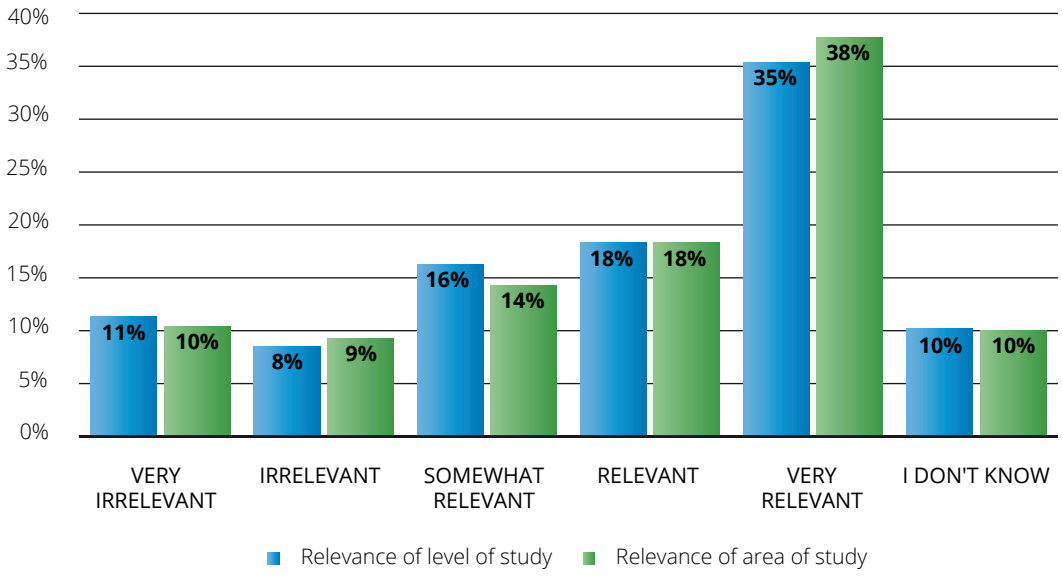
Table 3.1: Level 6 & 7 Graduates in Employment – Placement/Work Experience

	Total
Yes, I did a placement/accredited work experience...	47%
... placement with a different employer	*18%*
... placement with my current employer	*8%*
... accredited work experience with a different employer	*10%*
... accredited work experience with my current employer	*11%*
No, I didn't do any placement or accredited work experience	53%
Total	**100%**

Of those graduates who took part in a placement/internship, 32% indicated that it lasted more than 6 months and 28% said it lasted between 4 and 6 months. A further 22% took part in a placement/ work experience for more than 6 weeks but less than 4 months, while 11% indicated that it lasted 6 weeks or less.

Employed graduates were asked to rate the relevance of the level of their study and the area of their study to their job. As shown in Figure 3.8, there is not much variation in responses to the relevance questions, with 'relevant' or 'very relevant' being the most common responses for both area and level of study, at 53% and 56% respectively.

Figure 3.8: Level 6 & 7 Graduates in Employment – Relevance of Level and Area of Study



Employed graduates were asked if they felt they needed the qualification they recently obtained to get their job. As shown in Table 3.2, 38% of Level 6 & 7 graduates felt that the qualification was a formal requirement. In total 17% of such graduates felt that while the qualification was not a formal requirement, it gave them an advantage, while a further 17% stated that the qualification was not required to secure their job, nine months after graduation.

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

	Total
Yes: the level of qualification was a formal requirement	25%
Yes: the subjects I studied as part of my qualification were a formal requirement	3%
Yes: both the level of qualification and the subjects I studied were a formal requirement	10%
Yes: while the qualification was not a formal requirement, it gave me an advantage	17%
No: the qualification was not required	17%
No: I was already in the job when I received the qualification	15%
I don't know	11%
Total	**100%**

Lastly, graduates were asked how they first found out about their job. In total, 27% of Level 6 & 7 graduates already worked there, 22% relied personal contacts, while 15% accessed a recruitment site (see Table 3.3). Only 2% of such graduates used an institution source (other than the careers service) and a further 2% used a speculative application.

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

	Total
I already worked there (including on an internship/placement)	27%
Personal contacts, including family and friends	22%
Recruitment site (e.g. job search websites, including Public Appointments Service)	15%
Other	12%
Employer website	7%
Social media/professional networking sites	5%
My institution's careers service	4%
Media (e.g. newspaper/magazine advertisement)	4%
Another institution source (e.g. lecturer/website/former graduate/academic department)	2%
Speculative application	2%
Total	**100%**

Further Study Outcomes

It has been noted that 73% of Level 6 & 7 graduates were continuing in further study. Nearly all were based in Ireland (99%) and 98% have gone on to further study within their own institute. The largest group were in further study in Dublin (21%), followed by Cork (16%) and Galway (11%), reflecting the geographical spread and size of institutes of technology across the country.

For the small percentage in further study abroad, Italy and France were the most popular countries. The majority of those in further study had gone on to study an honours degree (76%). The next most popular programmes were an ordinary degree (15%) and a higher diploma (6%). On campus learning is the choice of nearly all graduates in further study (99%), and 88% were studying within the same broad field of study.

Unemployment and Other Activities

This section examines the responses for Level 6 & 7 graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously described, 2% of Level 6 & 7 graduates in the institutes of technology were unemployed and looking for work. These graduates were asked if they held a job since they finished their course. Over half of such graduates (56%) specified an 'other' reason not listed, 29% had been looking for a job since graduation and 5% resigned from their job to seek employment elsewhere.

Only 1% of Level 6 & 7 graduates were engaged in 'other activities' nine months after graduation. Such graduates were asked to specify this other activity. A total of 34% of these graduates would rather not say, 16% stated 'other', 14% were engaged in home duties and 10% were taking time out to travel. A further 8% were caring for someone, 6% were volunteering, 1% were retired and 1% were unemployed and not seeking employment.

Preparing graduates for the new world of work

Dr Kara McGann

Not since the dawn of the Industrial Revolution and the Information Age that followed in the last century, have we seen the scale of disruption already taking place in the workforce and the world we live in. Globalisation, rapid digitalisation, demographic shifts, and consumer pulls seem to be fundamentally changing the way people work and are resulting in jobs and careers being transformed at an accelerating pace. Over the last decade the "job for life" has been dispatched and our understanding of the "typical" worker has evolved. This new world of work offers huge opportunities but also great risk. We are expected to live and work longer and see our careers evolve over time both within and outside the workplace with estimates suggesting that students currently in education will have an average of 10 to 12 jobs by the time they reach 38.

To meet this brave new world will require skills and abilities that have evolved to anticipate and respond to these demands. So, what does this mean for students and graduates?

When employers are surveyed, they are generally satisfied with graduates' range of technical skills and expertise and their academic knowledge. However, international employer research tells us that occupation-specific skills are no longer enough by themselves to meet labour market needs. Increasingly employers are looking for a set of employability skills that accompany technical skills to cope with the growing complexity of work practices, the increasing interactions with customers, the need for greater team working and less supervision.

Employability can be understood as a blend of knowledge, skills and social capital. Despite their name, employability skills are not the sole domain of employment – they prepare individuals not only for jobs but for a changing society and the demands of a changing world. Unlike technical or specialist skills which can eventually become obsolete, they are the skills which, regardless of whether one is studying philosophy, engineering, psychology, or finance, will always be in demand and will underpin success throughout a career whatever the field. While qualifications and academic results may gain a candidate entry to an employer's recruitment process it is their demonstration of employability skills, their ability to learn and be open to new ideas, that will get them hired.

Ibec research with employers and educators alike found that key employability characteristics and competencies could be divided into a fluid framework of three areas. These included 'personal leadership' skills like self-awareness, creativity, curiosity and being able to make things happen; 'subject knowledge' skills such as technical knowledge and how to apply it to add value in different settings; and 'business acumen' which included an ability to think strategically and creatively, and to analyse and communicate complex ideas when faced with a problem. Employability goes well beyond just securing initial employment and includes equipping individuals with the skills they may need throughout their lives to adjust to changing circumstances and fulfil their potential in the labour market and society.

Students and graduates must take responsibility for their learning and their career management, and develop employability skills through their courses, their volunteer work, their work and their social and sports experiences. However, supporting the development of these skills requires a multi-stakeholder approach between educators, employers, and government to ensure that the education system is facilitating the individuals' development and articulation of these employability skills and that enterprise is supporting students' ability to acquire and use these skills. This means embedding employability in the delivery and assessment of education, while business supports the learning and practice through work placements and work-related projects.

The success of individuals in a knowledge-based society will depend on skills, creativity and curiosity where people are continually surrounded by, immersed in, and absorbed by life-long learning experiences. While technical skills remain vital, today's evolving economy and society requires people with the ability to transfer technical skills in different environments, critically analyse problems and respond to changing demands and people. The alignment of strategies and the collaboration of all partners is key to success and to make Ireland, as the National Skills Strategy says, "a place where the talent of our people shines through".

Dr Kara McGann is Senior Labour Market Executive with the Irish Business and Employers Confederation (Ibec).

Section 4: Honours Degrees Graduates

Section 4:
Honours Degrees Graduates

This section will consider 2017 graduates of honours degree programmes.

Graduate Population

In 2017, 30,324 students graduated with an honours degree. The majority graduated from universities (60%), followed by institutes of technology (36%) and colleges (3%). The survey response rate was 60% for university graduates, 46% for institutes of technology graduates and 28% for colleges graduates. There was an overall response rate to the survey of 54% for honours degree graduates.

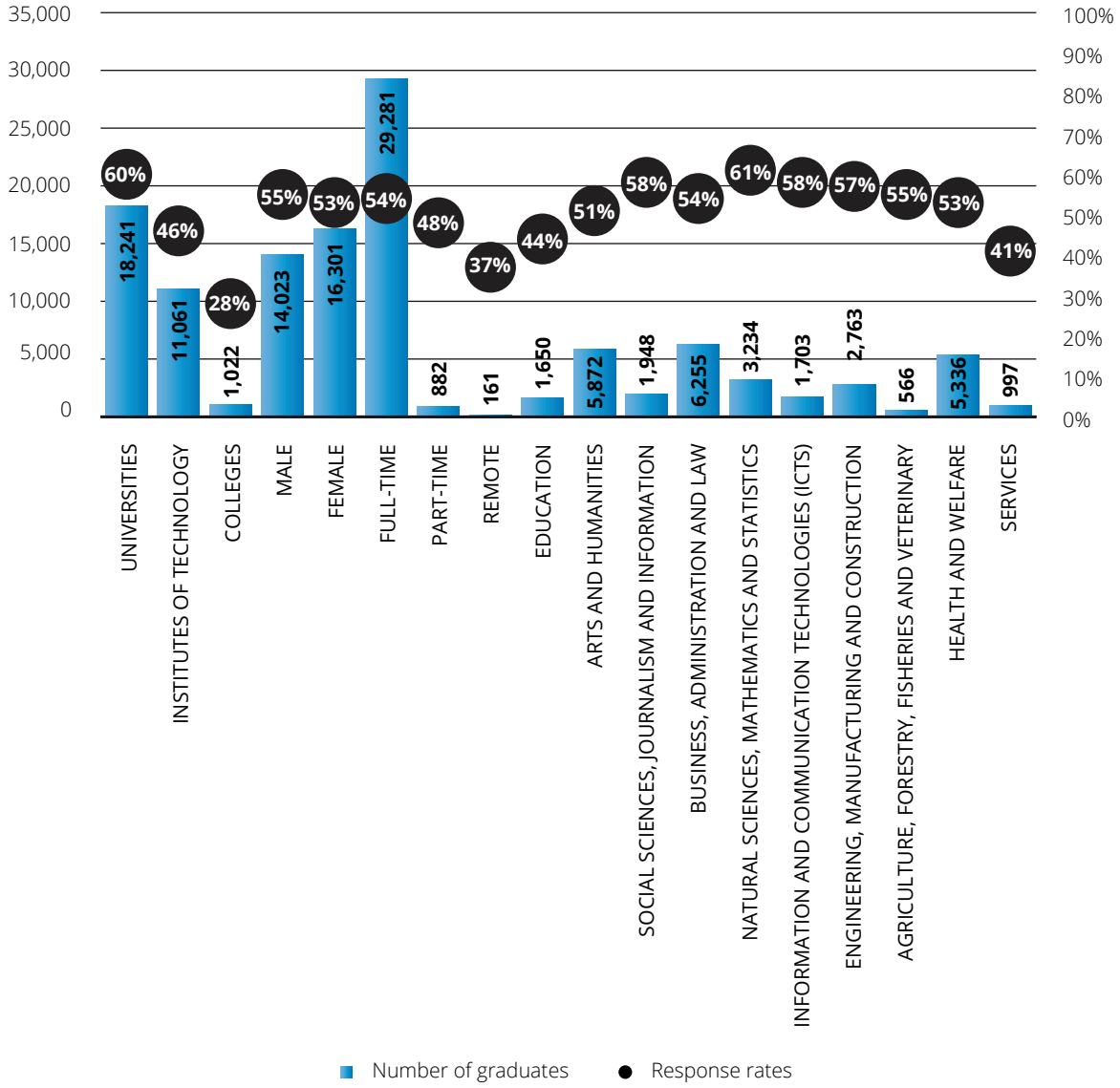
Female graduates made up the majority (54%) of the total graduate population. Survey response rates did not vary significantly by gender – with 55% of male and 53% of female graduates responding.

The majority of honours degree graduates studied full-time (97%), with 3% part-time and 1% remotely. Survey response rates varied by mode of study – with 54% of full-time, 48% of part-time, and 37% of remote graduates responding.

The largest group of graduates come from Business, Administration and Law, followed by Arts and Humanities and Health and Welfare. Response rates were highest for Natural Sciences, Mathematics and Statistics graduates (61%), Social Science, Journalism and Information graduates (58%), and ICT graduates (58%). Response rates were lowest for Services (41%) and Education (44%) graduates.

Figure 4.1 gives overall population numbers and response rates for postgraduate taught programmes by sector, gender, mode of study and fields of study.

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



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

Main Graduate Destination

As shown in Figure 4.2, the majority (75%) of graduates were working or about to start a job. A total of 18% were engaged in further study, while 4% were unemployed and 3% were engaged in another type of activity.

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

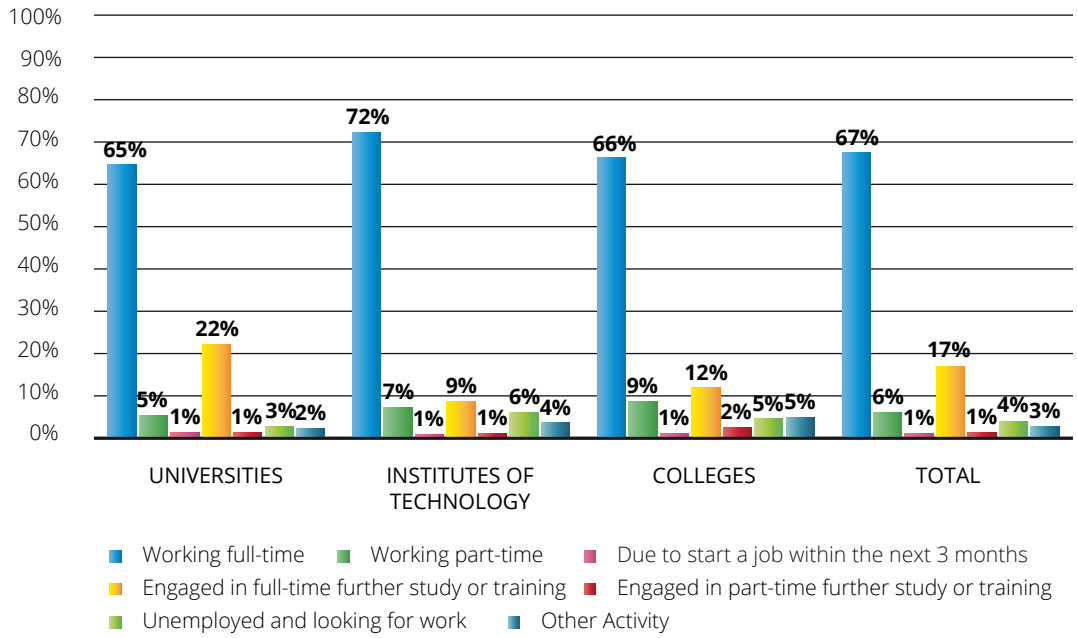
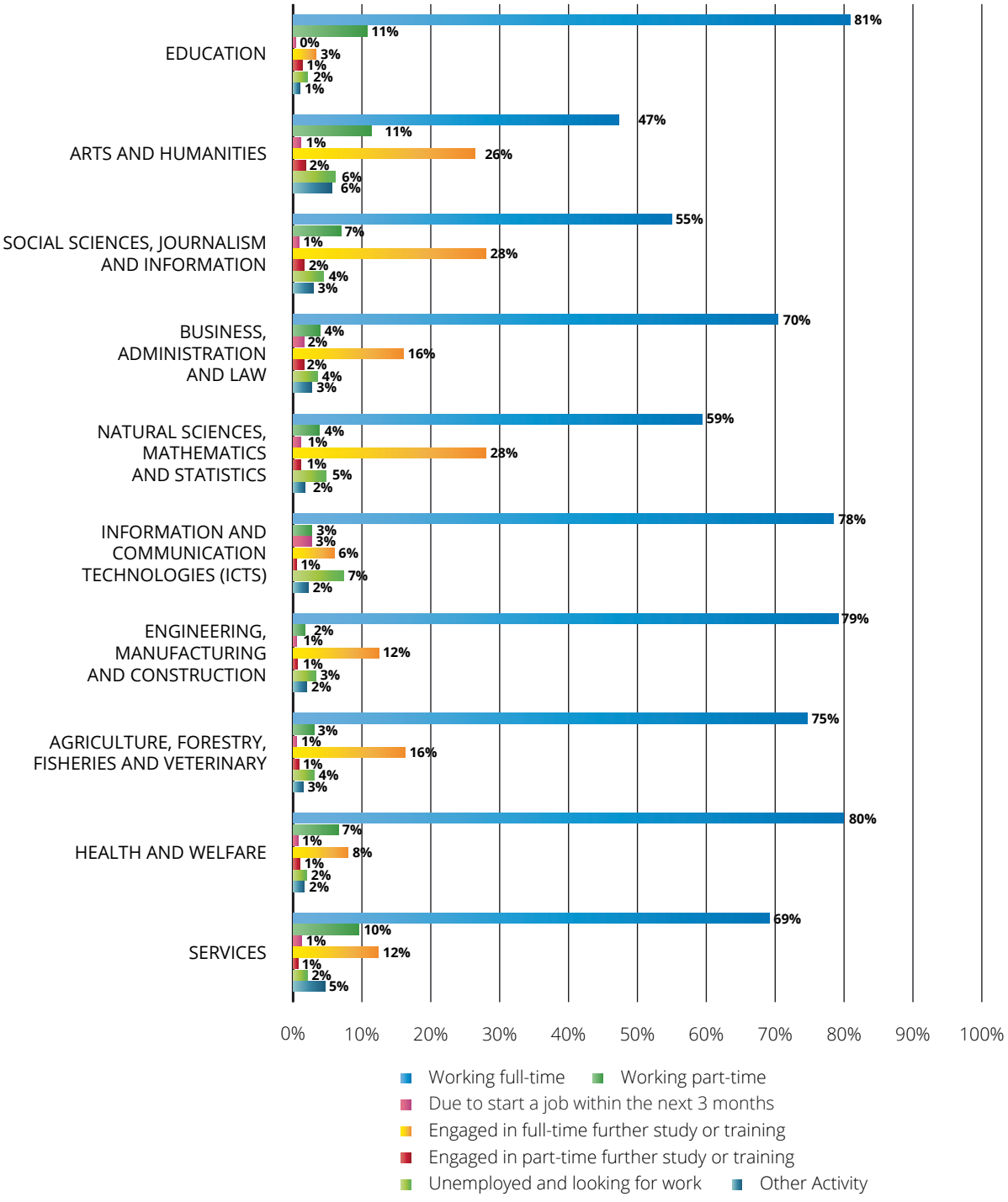


Figure 4.3 gives the most important activity of honours degree graduates according to the field of study that they graduated from. Education graduates were most likely to be in employment or due to start a job (92%), followed by Health and Welfare (87%), ICT (84%), Engineering, Manufacturing and Construction (82%) and Services graduates (80%). The honours degree graduates most likely to be in further study were Social Sciences, Journalism and Information (30%), Natural Sciences, Mathematics and Statistics (29%), and Arts and Humanities graduates (28%).

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

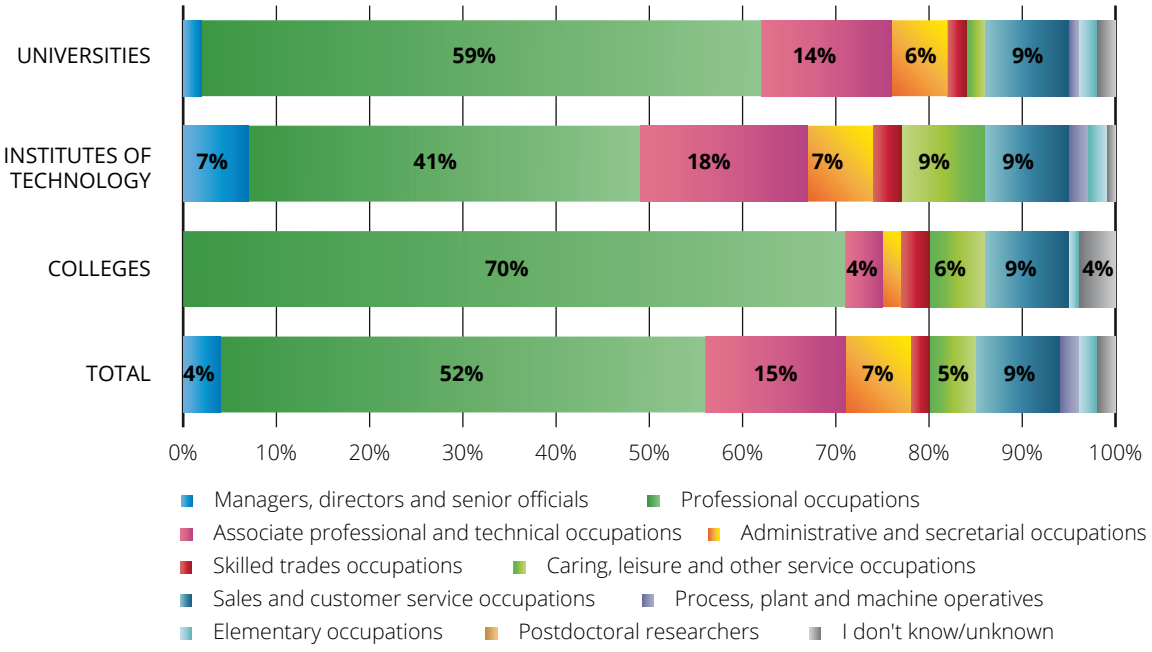


Further details on most important activity for honours degree graduates are given in Appendix 5.

Employment Outcomes

This section will outline the employment outcomes for graduates of honours degree programmes. As previously described, in total, 75% of honours degree graduates were in employment (either full-time, part-time or due to start a job in the next 3 months), nine months after graduation. As shown in Figure 4.4, of those who were in employment, over half (52%) of such graduates were in professional occupations, with variation across sectors. In total, 15% of honours degree graduates were in associate professional and technical occupations and 9% were in sales and customer service occupations. As may be expected, only 4% of all honours degree graduates were managers, directors and senior officials, nine months after graduation.

Figure 4.4: Honours Degree Graduates in Employment – Occupation



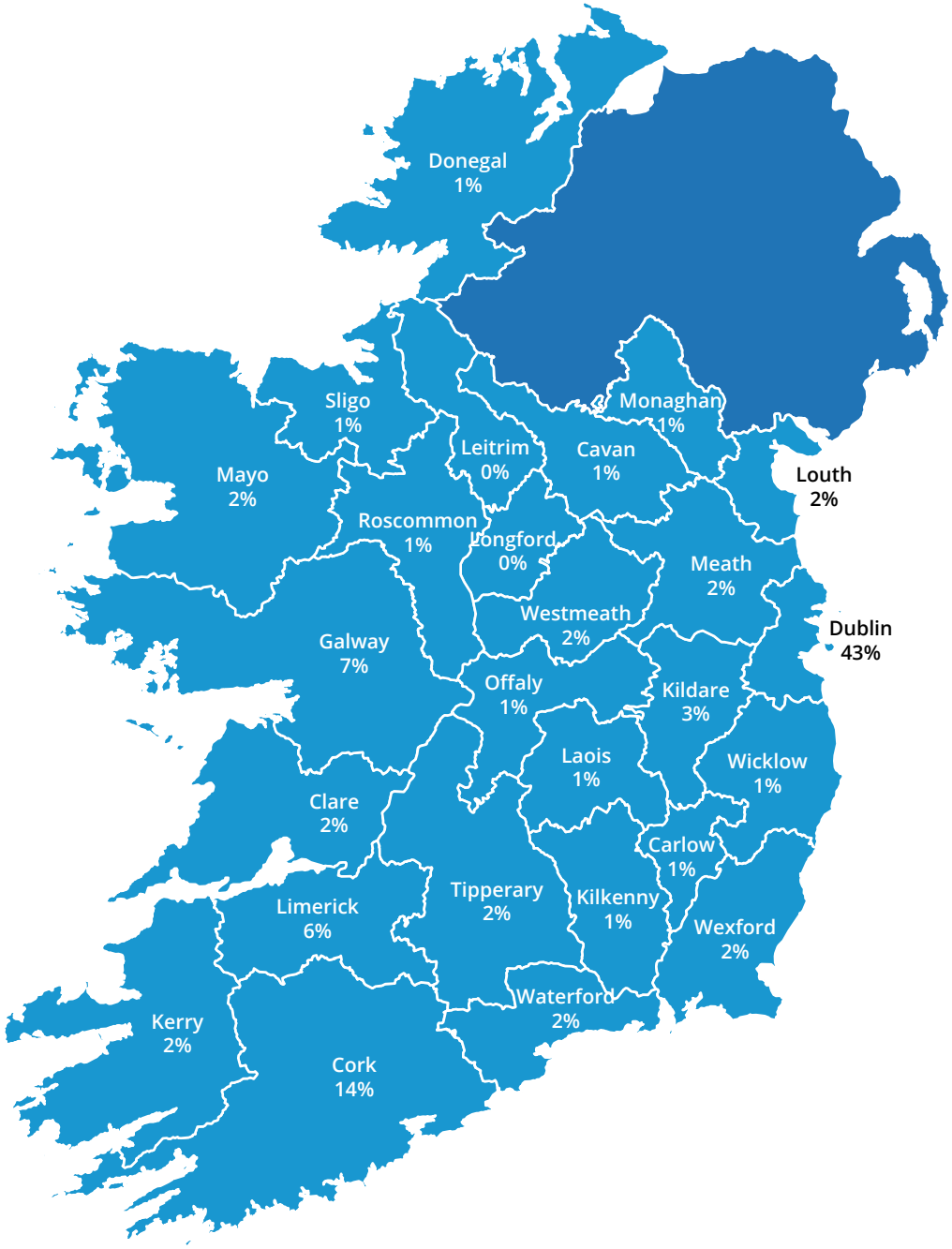
In terms of location of employment for honours degree graduates, 91% were employed in Ireland and 9% were employed overseas, with a slight variation noted across sectors (see Table 4.1).

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

	Universities	Institutes of Technology	Colleges	Total
Ireland (inc. Northern Ireland)	88%	95%	91%	91%
Overseas	12%	5%	9%	9%
Total	**100%**	**100%**	**100%**	**100%**

For such graduates working in Ireland, Figure 4.5 shows that Dublin was the most popular county with 43% of graduates. 14% were employed in Cork, 7% were working in Galway and 6% were working in Limerick.

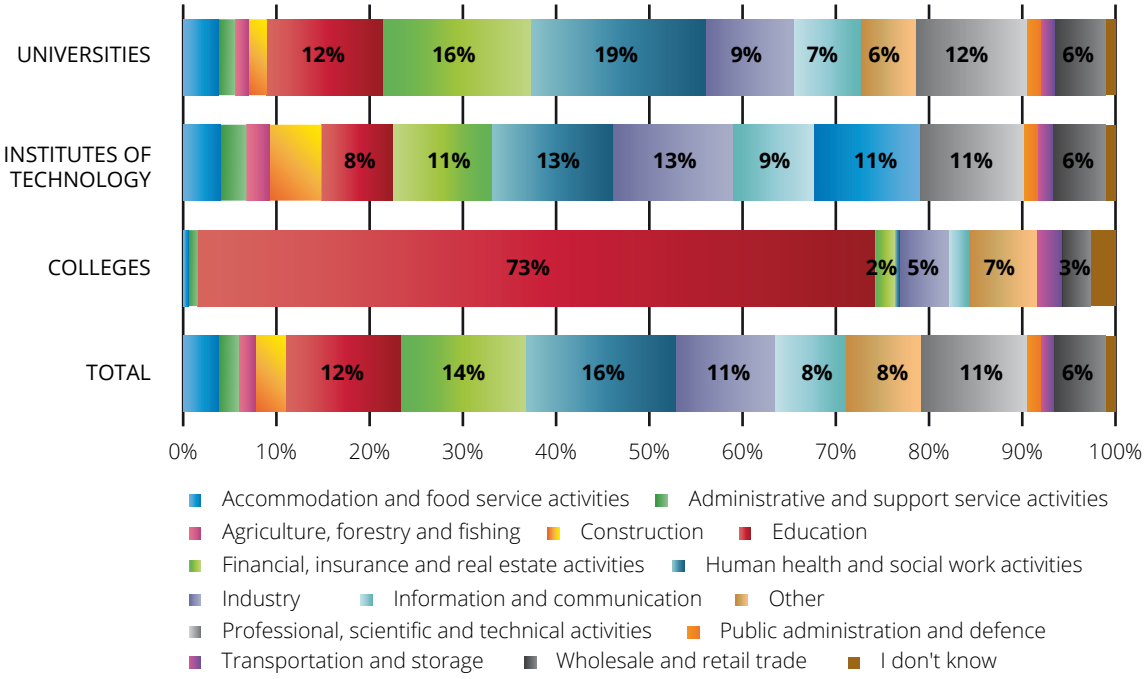
Figure 4.5: Honours Degree Graduates in Employment in Ireland – County of Employment



In terms of honours degree graduates working abroad, the most common countries include Great Britain (27%), the Unites States (14%), Canada (8%), Malaysia (7%), United Arab Emirates (6%) and Spain (5%).

Figure 4.6 illustrates the sector of employment for employed honours degree graduates. In total, 16% of such graduates were working in human health and social work activities, nine months after graduation. There is some notable variation across the sectors, with 19% of university graduates, 13% of institute of technology and 1% of college graduates working in this sector. The least popular sectors include public administration and defence and transportation and storage, with 1% of graduates employed in each, across all sectors.

Figure 4.6: Honours Degree Graduates in Employment – Sector



In terms of the type of employment for honours degree graduates, the vast majority (90%) were employees, 7% were on a graduate internship/placement and 3% were self-employed, nine months after graduation.

In terms of contract type, over half of honours graduates (54%) were on permanent or open-ended contracts, 25% were on fixed term contracts lasting 12 months, 11% were on fixed term contracts lasting less than 12 months and 10% were in temporary employment.

Figure 4.7 illustrates the salary bands of honours degree graduates nine months after graduation for all respondents and respondents excluding those who would rather not say. While 26% would rather not say, 17% were earning between €25,000 and €29,999 per year. A further 17% were earning between €30,000 and €34,999. This increases in 23% and 24% across both of these salary brackets when those who would prefer not to say are excluded from the analysis. For information on the variation between sectors, see Appendix 5.

Figure 4.7: Honours Degree Graduates in Employment – Salary

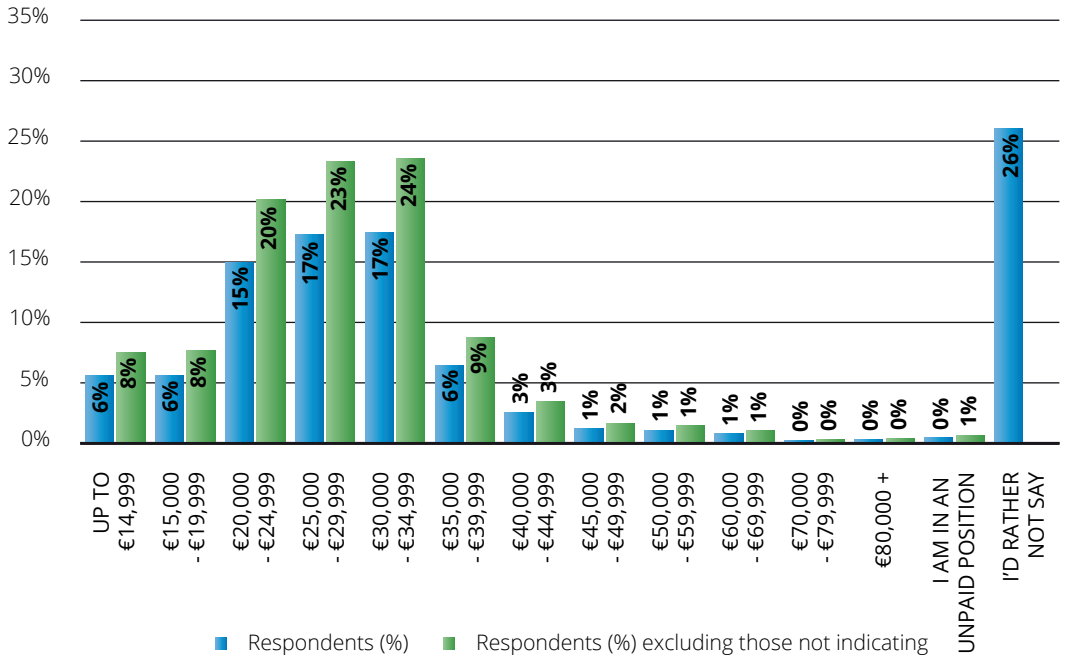


Table 4.2 illustrates placement/work experience participation for honours degree graduates. In total, 57% of such graduates took part in a placement or accredited work experience, with graduates of colleges most likely to have undertaken such activity (70%). A total of 18% took part in a placement or accredited work experience with their current employer, and a total of 40% took part in a placement or accredited work experience with a different employer.

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

	Universities	Institutes of Technology	Colleges	Total
Yes, I did a placement/accredited work experience...	57%	56%	70%	57%
... placement with a different employer	*16%*	*20%*	*4%*	*18%*
... placement with my current employer	*8%*	*7%*	*0%*	*7%*
... accredited work experience with a different employer	*22%*	*19%*	*47%*	*22%*
... accredited work experience with my current employer	*12%*	*9%*	*19%*	*11%*
No, I didn't do any placement or accredited work experience	43%	44%	30%	43%
Total	**100%**	**100%**	**100%**	**100%**

In terms of time spent on the placement/accredited work experience, 41% of graduates stated that it lasted more than 6 months, with some variation across sector (see Table 4.3).

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

	Universities	Institutes of Technology	Colleges	Total
6 weeks or less	5%	8%	11%	6%
More than 6 weeks but less than 4 months	14%	32%	36%	22%
Between 4 and 6 months	28%	35%	39%	31%
More than 6 months	54%	25%	14%	41%
Total	**100%**	**100%**	**100%**	**100%**

Employed graduates were asked to rate the relevance of the level of their study and the area of their study to their job. As shown in Figure 4.8, not much variation was reported in response to the relevance questions, with 'relevant' and 'very relevant' being the most common response for both area and level of study, at 61% and 62% respectively. For further information on the differences between sectors, see Appendix 5.

Figure 4.8: Honours Degree Graduates in Employment – Relevance of Level and Area of Study

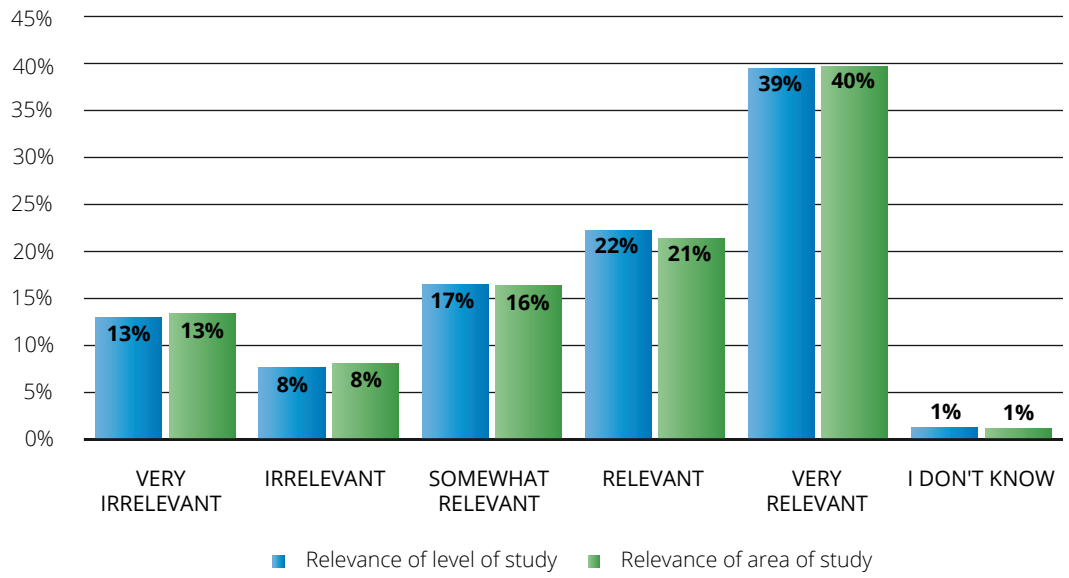


Table 4.4 highlights that overall, 62% of honours degree graduates felt that their qualification was a formal requirement to obtain their job (see Appendix 5 for more detail), with another 14% stating that while the qualification was not a formal requirement, it gave an advantage. In total, 15% of honours degree graduates felt that their qualification was not required, nine months after graduation.

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

	Total
Yes: the level of qualification was a formal requirement	43%
Yes: the subjects I studied as part of my qualification were a formal requirement	4%
Yes: both the level of qualification and the subjects I studied were a formal requirement	15%
Yes: while the qualification was not a formal requirement, it gave me an advantage	14%
No: the qualification was not required	15%
No: I was already in the job when I received the qualification	6%
I don't know	2%
Total	**100%**

Graduates were asked how they found out about their current job, nine months after graduation. Table 4.5 shows that in total, 22% of honours degree graduates found out about their job through personal contacts, 20% relied on a recruitment site and 15% already worked there. A low proportion of such graduates used media and speculative applications, at 3%.

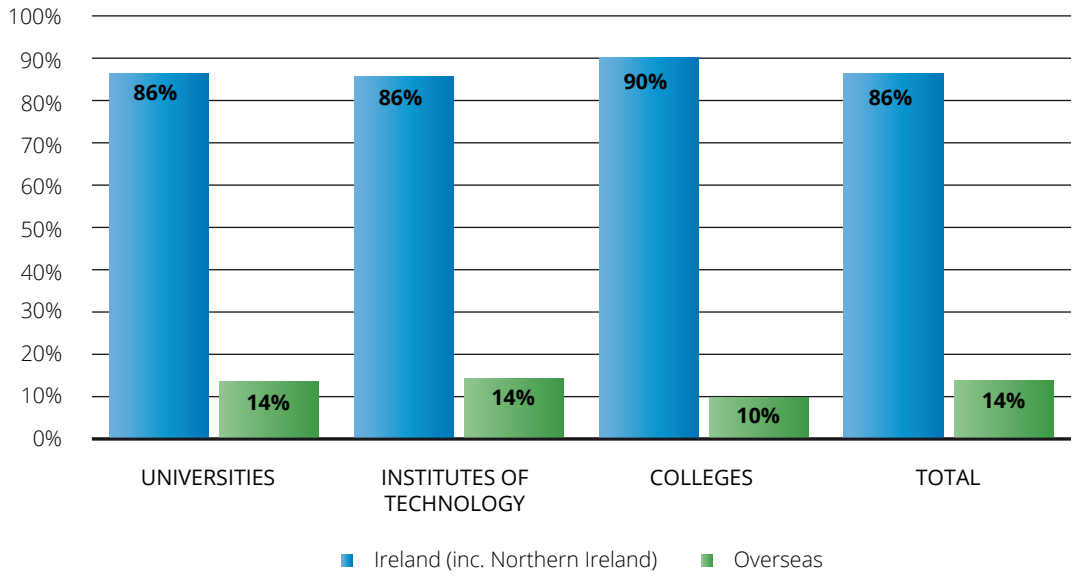
Table 4.5: Honours Degree Graduates in Employment – Source of Job

	Universities	Institutes of Technology	Colleges	Total
Personal contacts, including family and friends	21%	23%	19%	22%
Recruitment site (e.g. job search websites, including Public Appointments Service)	20%	18%	34%	20%
I already worked there (including on an internship/placement)	16%	13%	5%	15%
Other	8%	10%	8%	9%
My institution's careers service	9%	7%	2%	8%
Employer website	8%	8%	9%	8%
Social media/professional networking sites	7%	8%	6%	7%
Another institution source (e.g. lecturer/website/former graduate/ academic department)	6%	6%	5%	6%
Media (e.g. newspaper/magazine advertisement)	3%	4%	9%	3%
Speculative application	3%	3%	3%	3%
Total	**100%**	**100%**	**100%**	**100%**

Further Study Outcomes

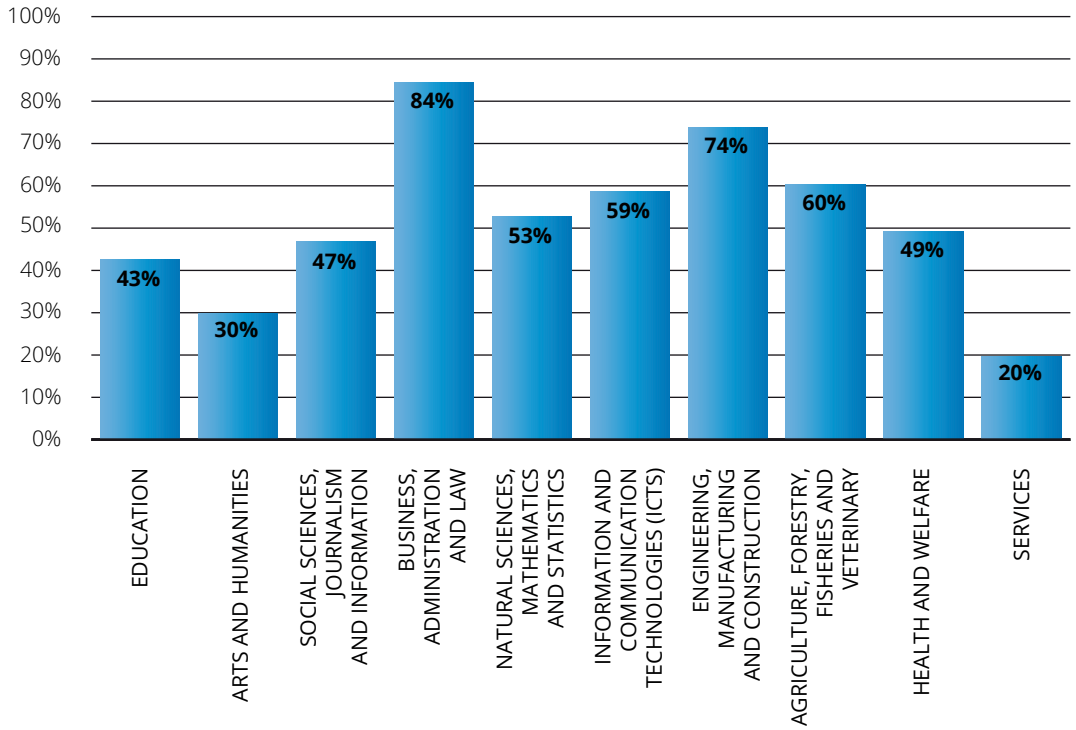
As noted already, 18% of honours degree graduates were in further study. Of these, 86% were in further study in Ireland, and 14% were in further study abroad, as shown in Figure 4.9.

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



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

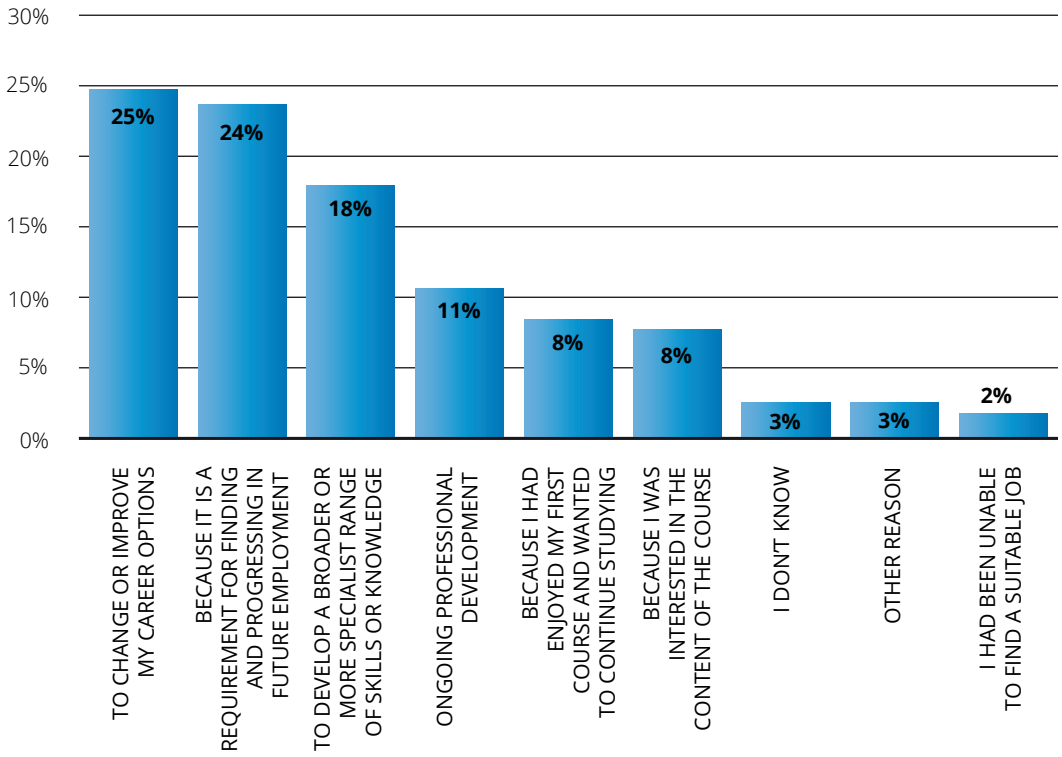
Figure 4.10: Honours Degree Graduates in Further Study – Graduates Remaining in Same Field of Study



Over two-thirds of honours degree graduates were pursuing a Masters Taught programme (68%), followed by a Postgraduate Diploma (6%), Doctorate (6%), Diploma (4%) and Masters Research (4%).

Honours degree graduates were asked why they were pursuing further study, and the responses were as given in Figure 4.11. The two most popular responses were "To change or improve my career options" and "Because it is a requirement for finding and progressing in future employment" at 25% and 24% respectively. This can be seen in Figure 4.11.

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



Unemployment and Other Activities

This section examines the responses for honours degree graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, 4% of graduates were unemployed and looking for work nine months after graduation. As shown in Table 4.6, for unemployed honours degree graduates, 29% indicated an 'other' reason for not having a job since graduation. In total, a further 29% of such graduates have been looking for a job since graduation. In addition, 20% of all unemployed graduates were let go/made redundant/ had their contract end over this time period.

Table 4.6: Honours Degree Graduates Unemployed – Have You Held A Job Since Graduation?

	Universities	Institutes of Technology	Colleges	Total
No, I have been looking for a job since graduation	32%	25%	31%	29%
Other	14%	45%	16%	29%
Yes, but I was let go/made redundant/ the contract ended	24%	17%	23%	20%
Yes, but I resigned from my job to seek employment elsewhere	18%	7%	23%	13%
No, I was travelling but I'm now looking for a job	7%	2%	0%	4%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	3%	3%	0%	3%
No, I experienced temporary illness but I'm now looking for a job	2%	1%	8%	2%
Total	**100%**	**100%**	**100%**	**100%**

In total, 3% of honours degree graduates indicated that they were engaged in an 'other activity' nine months after graduation. Of those in this category, 31% were taking time out to travel, 22% were involved in an 'other' activity, 11% would prefer not to say, 9% were volunteering and 8% were engaged in home duties (see Table 4.7). A further 6% were caring for someone, 6% were not able to work due to illness or disability, 5% were retired and 2% were not seeking employment at the time of the survey.

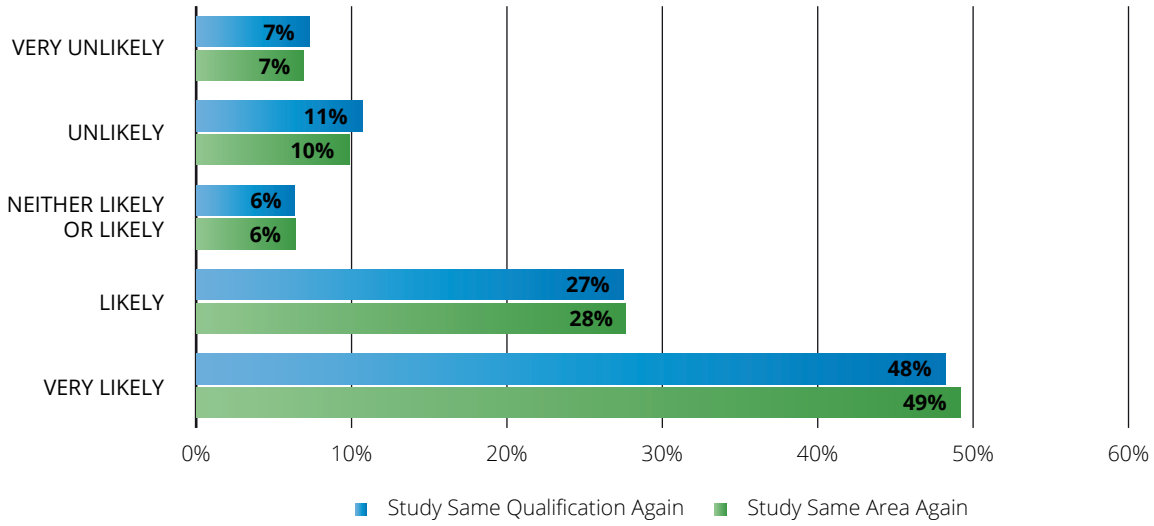
Table 4.7: Honours Degree Graduates in Other Activities – Type of Other Activity

	Universities	Institutes of Technology	Total
Taking time out to travel	40%	20%	31%
Other	16%	26%	22%
I'd prefer not to say	15%	5%	11%
Volunteering	9%	9%	9%
Engaged in home duties	3%	17%	8%
Caring for a family member/other	5%	8%	6%
Not able to work due to illness or disability	5%	8%	6%
Retired	7%	3%	5%
Unemployed and not seeking employment	1%	4%	2%
Total	**100%**	**100%**	**100%**

Graduate Reflections

Graduates were asked if they would study the same qualification again, and if they would study the same area of study again. A total of 76% of honours degree graduates said that they were 'likely' or 'very likely' to study the same qualification again, and this figure was similar when it came to area of study (77%). A total of 18% said they were 'unlikely' or 'very unlikely' to study the same qualification again, with similar figures for area of study (17%), as shown in Figure 4.12.

Figure 4.12: Honours Degree Graduates – Study Same Qualification and Area Again



Graduating into a World of Learning

Brian Cotter

The American Chamber of Commerce Ireland believes that positioning Ireland as an inclusive location-of-choice for talent and innovation with global impact is a winning formula for economic and social development.

Every year, the American Chamber engages directly with enterprise leadership across Ireland to hear what their top of mind issues are – which invariably centre on innovation, talent and investment. This was complemented in 2018 by an independent survey of the Irish public conducted on behalf of the American Chamber which found that almost 9 in 10 Irish people believe that US companies are critical to Ireland's future. In the same survey 7 in 10 believe that US companies invest in Ireland because of the talent, skills and innovation that they find here.

In its 2018 World Talent Report, the IMD World Competitiveness Centre recognises that three factors are important for economies to develop, attract and retain talent, and to stay globally competitive. These include investment in, and the development of home-grown talent; being an attractive location for the recruitment of international talent; and having a vibrant mix of skilled and experienced people. The quality and quantity of our graduate pipeline is an important litmus test of the fitness of the talent 'ecosystem' in Ireland. The pace of change globally suggests Ireland needs to be more ambitious in its delivery – if its talent ecosystem is to contribute positively to economic competitiveness. Such an ecosystem should comprise of: innate personal talents; appropriate skills development through education, training and learning; societal and business supports; a personal commitment to learning and development – combined and delivered in a manner to support ongoing growth. The workplace is changing at a speed that makes it nearly impossible to turn out graduates with every imaginable skill required to excel in the modern business environment. The days when an individual's education ended at the gate of education institutions and the world of work began are now over.

Enterprise recognises the value of bringing the individual as an employee on the journey – to facilitate a person in a life of learning that helps them to upskill, anticipate, and be ready for the next challenge. In many ways this makes the world of work for today's new entrant much more exciting. We are moving away from dividing people up into neat categories according to their choice of education, enabling them to meet new challenges – and develop deeper skill sets – that will benefit their future careers.

A holistic approach involving the individual, the State, the employer and education providers is required to raise life-long learning participation rates as economic development and technological progress continues at speed. These opportunities include: expanded experiential learning opportunities; recognising prior-learning at work across all levels of education; and the acquisition of digital skills across society in general – but among school leavers in particular, to maximise engagement with the modern economy.

Working together, we can better understand the rapid evolution of how technology-driven change is reshaping economies, impacting business models and changing the world of work. This will help us all anticipate and be ready to meet the next challenge and turn it into an opportunity. This process will require greater levels of skills acquisition and a constant need to ensure that the skills profiles of employees match the requirements of current and future skills need. And we share the goal of the Government and the education sector: that Ireland remains ahead of the curve and that we maintain our position as the global location of choice for talent.

Achieving this will 'future proof' the economy in an ever-changing business environment and in doing so, present abundant opportunities for those graduating into a world of learning.

Brian Cotter is Public Affairs Director with the American Chamber of Commerce Ireland.

Section 5: Postgraduate Taught Graduates

Section 5:
Postgraduate Taught Graduates

This section will consider 2017 graduates of postgraduate certificate, postgraduate diploma and taught masters programmes as a whole. A further breakdown of these programmes into postgraduate certificate, postgraduate diploma and masters taught programmes is given in Appendix 6.

Graduate Population

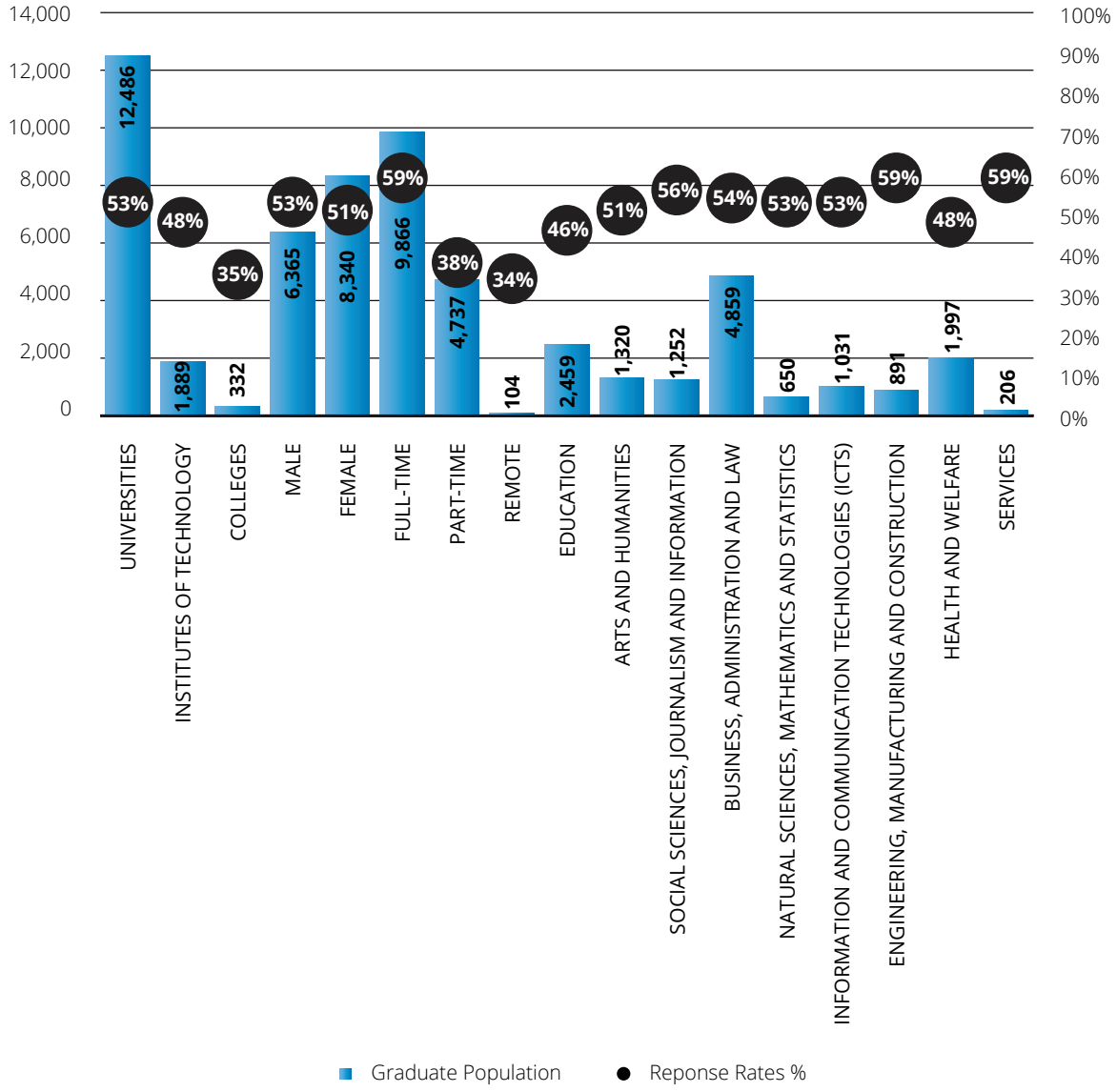
In 2017, 14,707 students graduated with a postgraduate taught qualification. Masters taught programmes made up the majority of these (77%), followed by postgraduate diplomas (15%) and postgraduate certificates (9%). The majority graduated from universities (85%), followed by institutes of technology (13%) and colleges (2%). There was an overall response rate to the survey of 52% for postgraduate taught graduates.

The survey response rate was 53% for university graduates, 48% for institutes of technology graduates and 35% for colleges graduates. Female graduates made up the majority (57%) of the total graduate population. Survey response rates did not vary significantly by gender – with 53% of male and 51% of female graduates responding. The majority of honours degree graduates studied full-time and survey response rates varied by mode of study – with 59% of full-time, 38% of part-time, and 34% of remote graduates responding.

The largest group of graduates come from Business, Administration and Law, followed by Arts and Humanities, and Health and Welfare. Response rates were highest for graduates of Services (59%) though overall numbers in this category were low, and Engineering, Manufacturing and Construction (59%). The lowest response rates were for graduates of Education (46%) and Health and Welfare (48%).

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

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



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

Main Graduate Destination

The majority (86%) of graduates were working or about to start a job. A total of 4% were engaged in further study, while 5% were unemployed and 5% were engaged in another type of activity. This is shown in Figure 5.2[6].

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

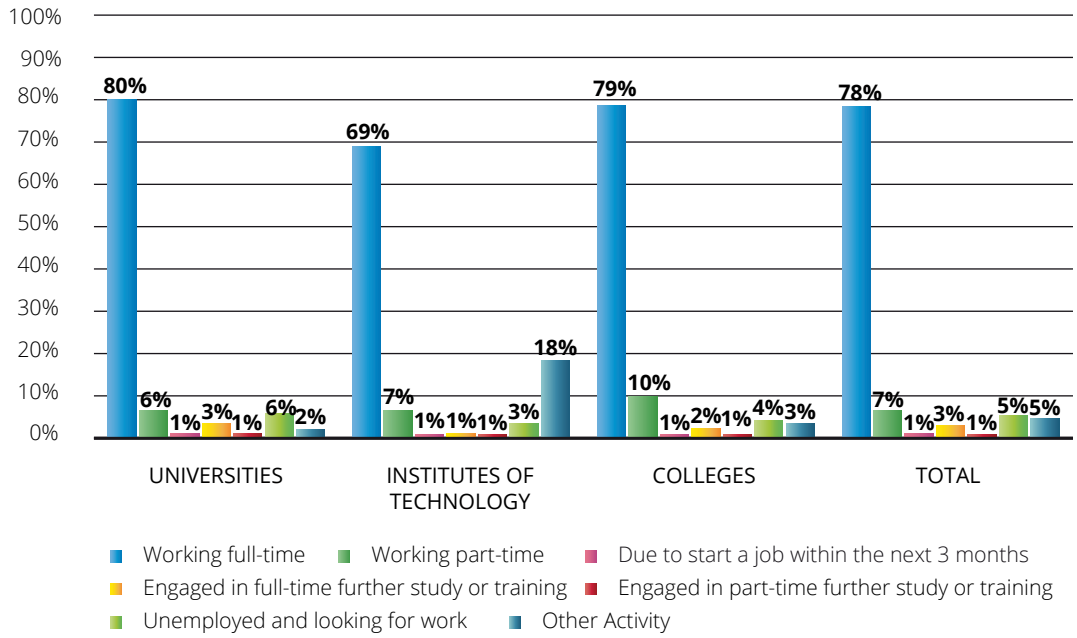
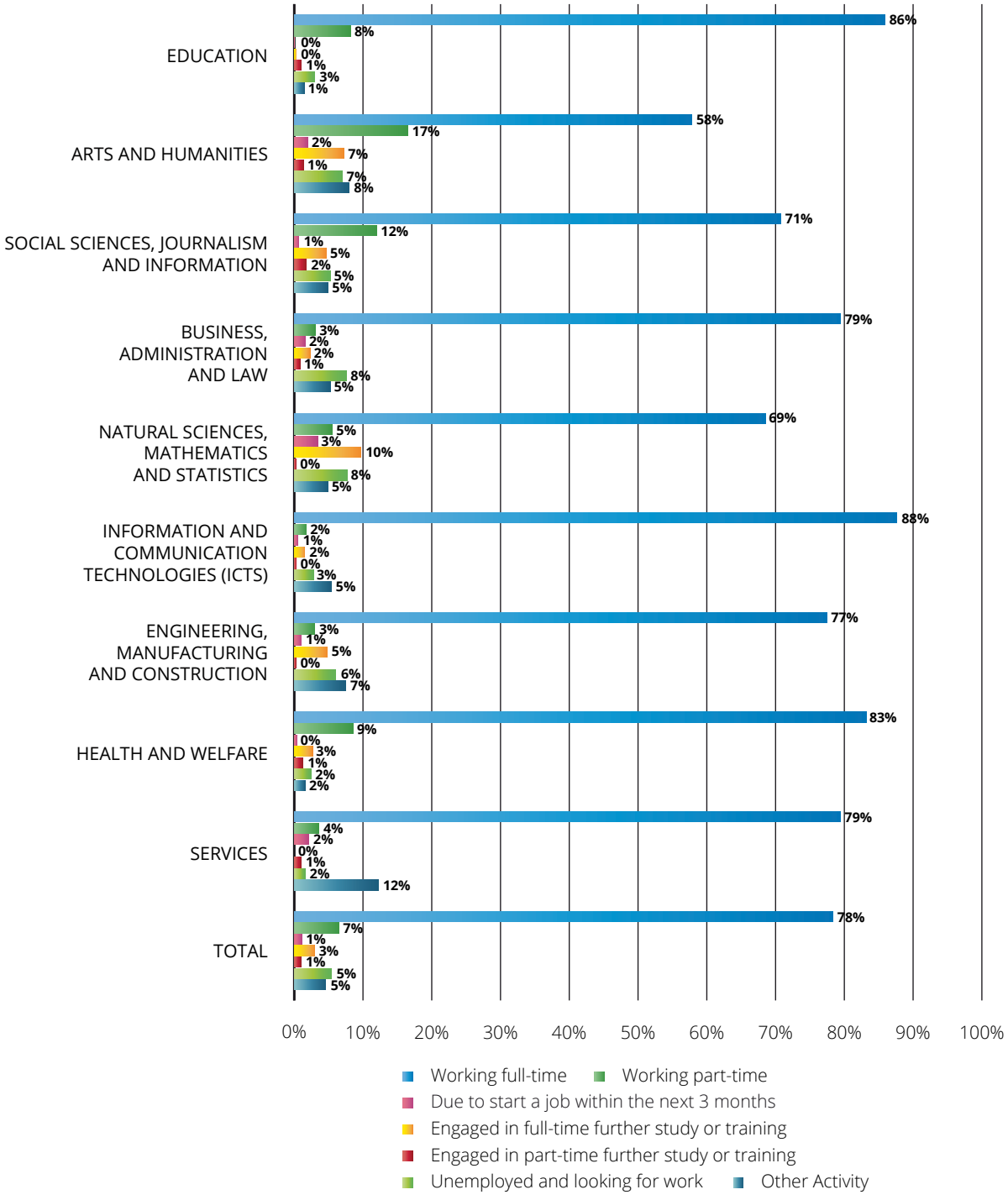


Figure 5.3 gives the most important activity of postgraduate taught graduates according to the field of study that they graduated from. Education graduates were most likely to be in employment or due to start a job (94%), followed by Health and Welfare (92%), ICT (90%), and Services graduates (85%). The postgraduate taught graduates most likely to be in further study were Natural Sciences, Mathematics and Statistics (10%), and Arts and Humanities graduates (9%).

6 In relation to the institutes of technology (IoTs), there are some inconsistencies in the data provided in relation to those in "Other Activity". When these inconsistent records are excluded, figures for IoTs are as follows: 81% working full-time, 8% working part-time, 1% due to start a job within the next three months, 1% engaged in full-time further study or training, 1% engaged in part-time further study or training, 4% unemployed and looking for work and 4% other activity. The total figures become: 80% working full-time, 7% working part-time, 1% due to start a job within the next three months, 3% engaged in full-time further study or training, 1% engaged in part-time further study or training, 5% unemployed and looking for work and 2% other activity.

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

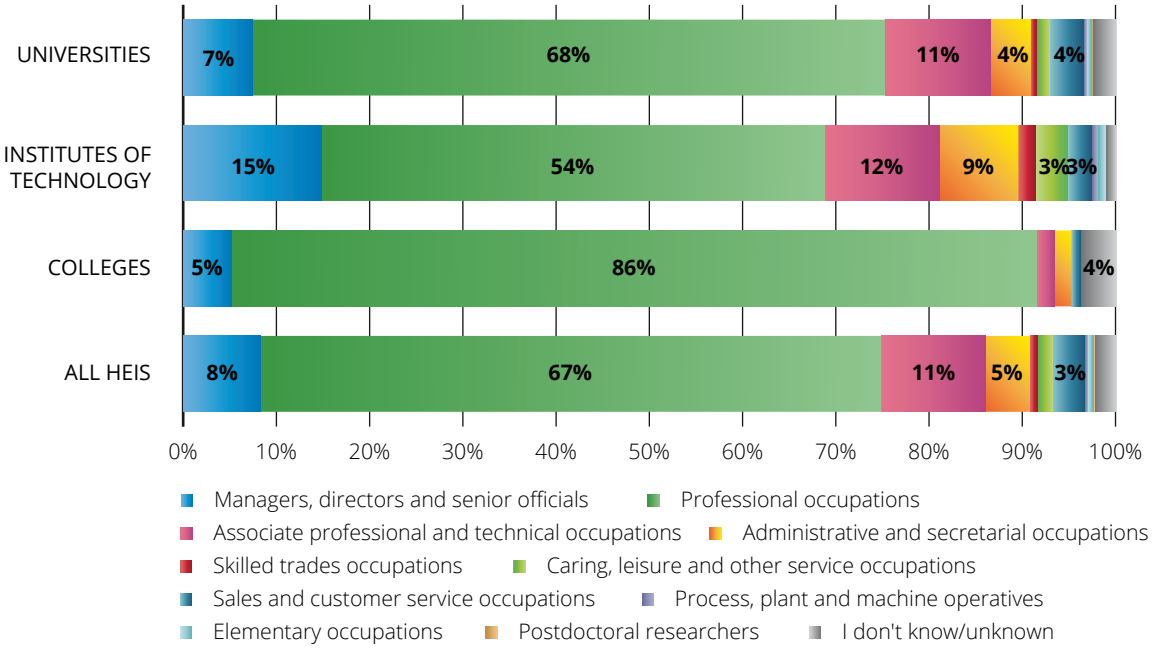


Further details on principal economic status for postgraduate taught graduates are given in Appendix 6.

Employment Outcomes

This section will outline the employment outcomes for graduates of postgraduate taught programmes. The vast majority of postgraduate certificate (80%), postgraduate diploma (91%) and masters taught graduates (86%) were in employment. In terms of occupation, 67% of all postgraduate taught graduates were employed in professional occupations with some variation evident between sectors (see Figure 5.4). For instance, 86% of college, 68% of university and 54% of institute of technology graduates were employed in professional occupations, nine months after graduation. A further 11% of all postgraduate taught graduates were working in associate professional and technical roles. The least popular employment sectors for these graduates included skilled trade occupations and elementary occupations (both 1% respectively).

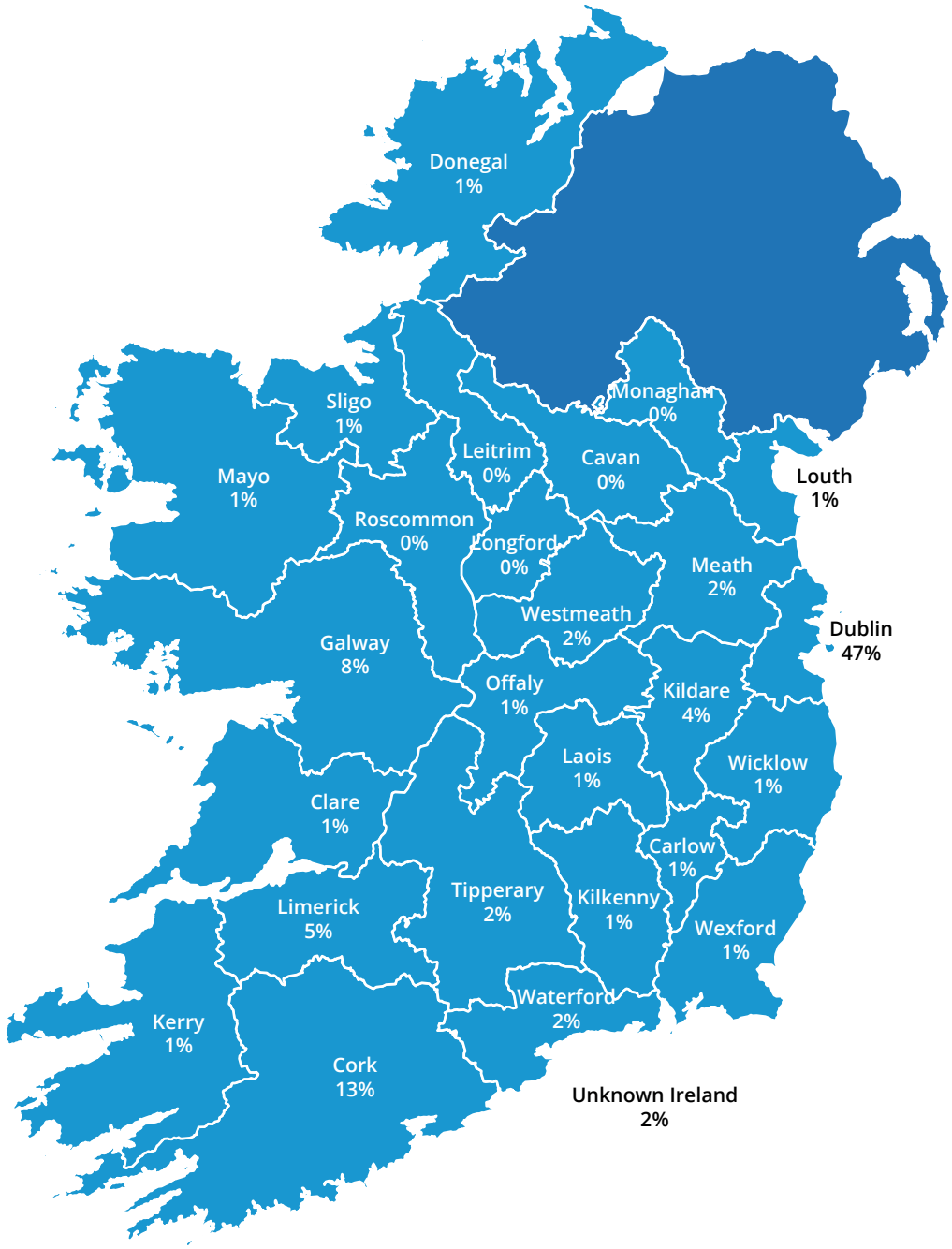
Figure 5.4: Postgraduate Taught Graduates in Employment – Occupation



In total, 90% of employed postgraduate taught graduates were working in Ireland while one in ten were working overseas. There is some variation across sector, with 96% of college, 95% of institute of technology and 88% of university graduates in this cohort working in Ireland.

In terms of county, Figure 5.5 shows that 47% of employed postgraduate taught graduates in Ireland were based in Dublin. Furthermore, 13% of this graduate cohort were based in Cork, while 8% were working in Galway.

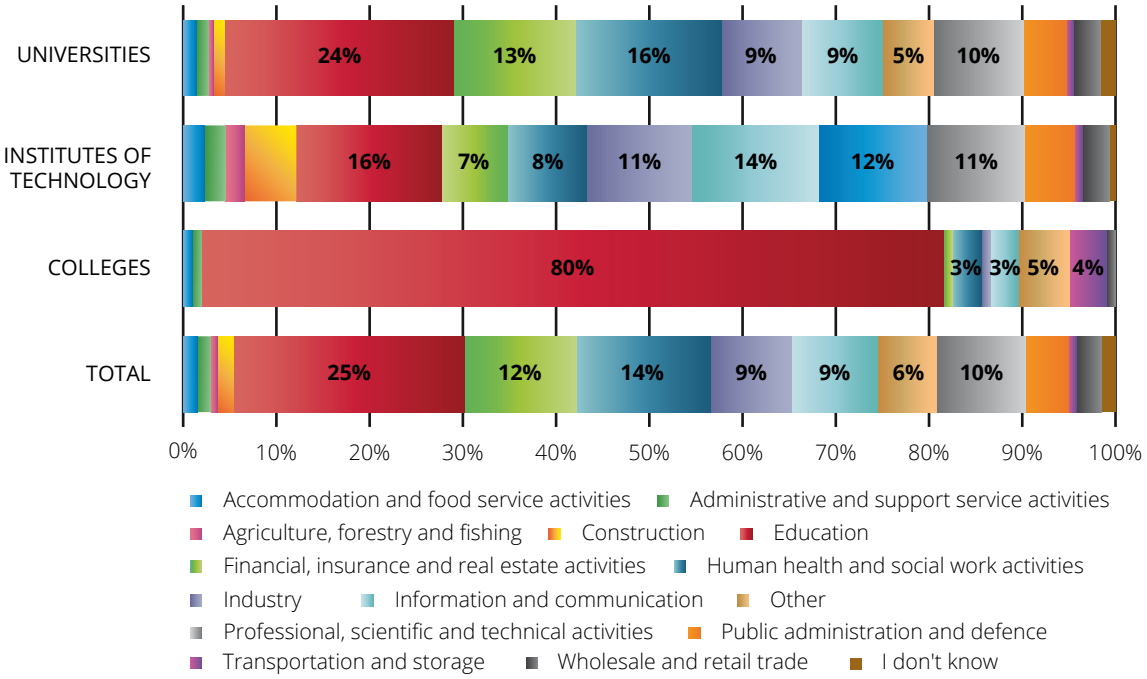
Figure 5.5: Postgraduate Taught Graduates in Employment in Ireland – County of Employment



For postgraduate taught graduates who were employed overseas, the most popular countries include the United States (19%), Great Britain (18%), Germany (9%) and China (7%).

Figure 5.6 illustrates the sector of employment for postgraduate taught graduates. In total, 25% of such graduates were working in the education sector, nine months after graduation. There is some notable variation across institution type, with 80% of college graduates, 24% of university and 16% of institute of technology graduates working in this sector. The least popular sectors included administrative and support service activities, agriculture, forestry and fishing and transportation and storage, with 1% of these graduates employed in each sector.

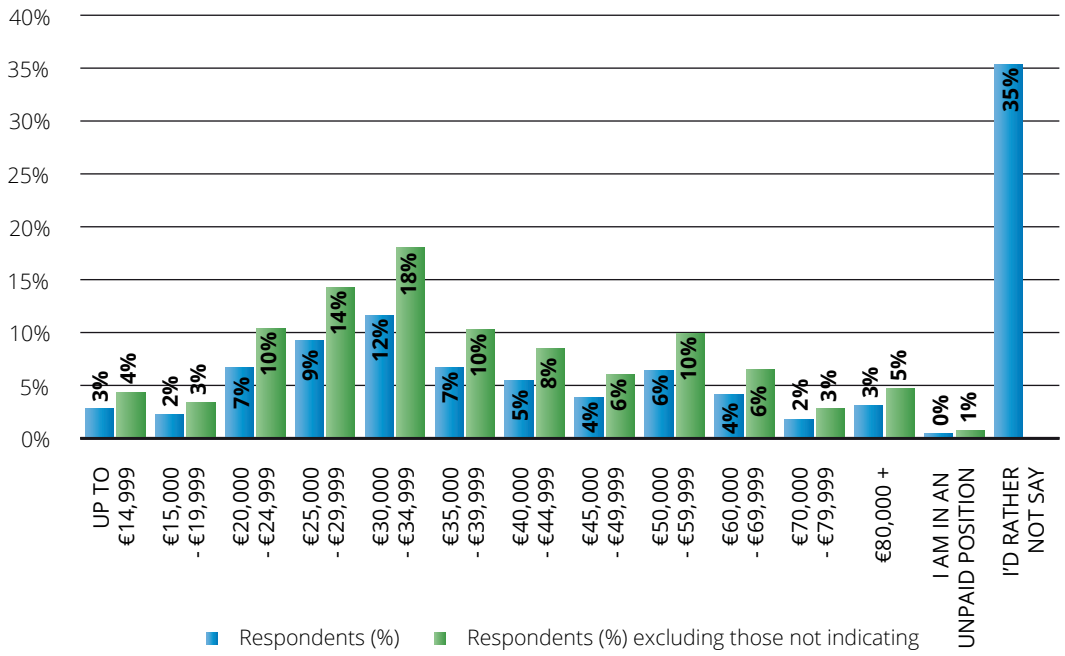
Figure 5.6: Postgraduate Taught Graduates in Employment – Sector



In terms of employment type, 93% of postgraduate taught graduates were employees, 5% were self-employed/freelance/starting their own business while 3% were on a graduate internship or placement. When asked about contract type, 67% of postgraduate taught graduates indicated they were in permanent or open-ended contracts, 19% were in fixed term contracts lasting 12 months, 7% were in fixed term contracts lasting less than 12 months and a further 7% were in temporary employment.

Figure 5.7 illustrates the salary bands of postgraduate taught graduates nine months after graduation for all respondents and respondents excluding those who would rather not say. While 35% would rather not say, 12% were earning between €30,000 and €34,999. This increases to 18% when those who would prefer not to say are excluded from the analysis. For information on the variation between sectors, see Appendix 6.

Figure 5.7: Postgraduate Taught Graduates in Employment – Salary



A total of 31% of postgraduate taught graduates completed a placement or accredited work experience. A total of 18% took part in placement or accredited work experience with a different employer while 12% did a placement or accredited work experience with their current employer (see Table 5.1).

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

	Universities	Institutes of Technology	Colleges	Total
Yes, I did a placement/accredited work experience...	31%	32%	40%	31%
... placement with a different employer	*8%*	*9%*	*3%*	*8%*
... placement with my current employer	*5%*	*3%*	*3%*	*4%*
... accredited work experience with a different employer	*10%*	*9%*	*20%*	*10%*
... accredited work experience with my current employer	*8%*	*10%*	*14%*	*8%*
No, I didn't do any placement or accredited work experience	69%	68%	60%	69%
Total	**100%**	**100%**	**100%**	**100%**

For those postgraduate taught graduates who took part in a placement or internship, 41% stated that it lasted more than 6 months, while 25% said it lasted more than 6 weeks but less than 4 months. In total, 19% of such graduates stated that it lasted between 4 and 6 months and 15% responded that it lasted 6 weeks or less.

Employed graduates were asked to rate the relevance of the level of their study and the area of their study to their job. As shown in Figure 5.8, there was not much variation in responses to the relevance questions, with 'relevant' and 'very relevant' being the most common responses for both area and level of study, at 69% and 70% respectively. For further information on the differences between sectors, see Appendix 6.

Figure 5.8: Postgraduate Taught Graduates in Employment – Relevance of Level and Area of Study

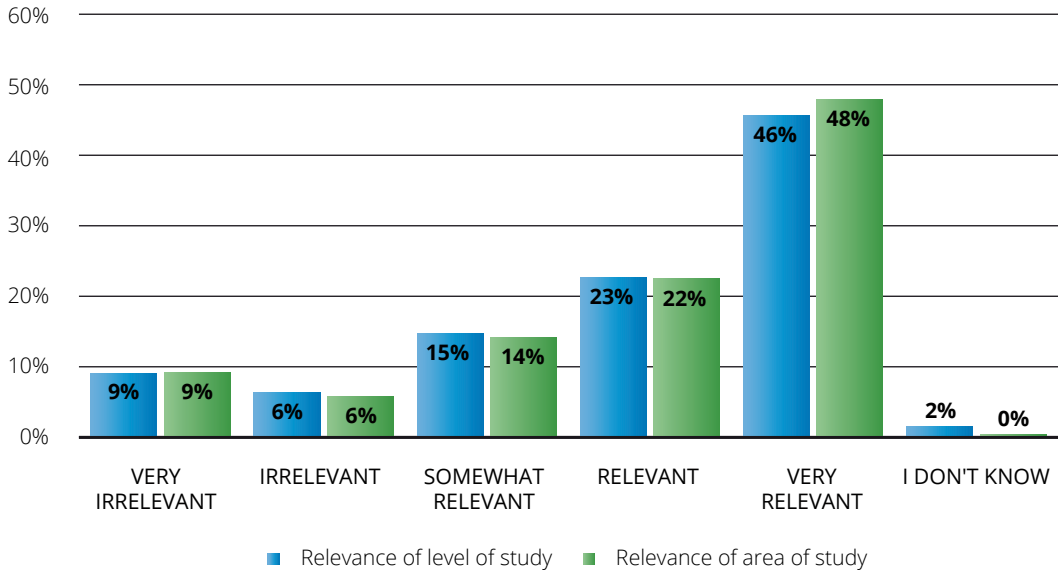


Table 5.2 highlights that, overall, 23% of postgraduate taught graduates were already in the job when they received their qualification. A further 36% of such graduates felt that their qualification was a formal requirement to obtain their job, a figure which is highest among university graduates. In total, 20% of postgraduate taught graduates felt that while the qualification was not a formal requirement, it was an advantage.

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

	Universities	Institutes of Technology	Colleges	Total
Yes: the level of qualification was a formal requirement	22%	22%	30%	22%
Yes: the subjects I studied as part of my qualification were a formal requirement	5%	3%	2%	5%
Yes: both the level of qualification and the subjects I studied were a formal requirement	9%	9%	1%	9%
Yes: while the qualification was not a formal requirement, it gave me an advantage	20%	22%	14%	20%
No: the qualification was not required	19%	20%	16%	19%
No: I was already in the job when I received the qualification	23%	22%	37%	23%
I don't know	1%	3%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**

Table 5.3 describes how graduates found out about their job, nine months after graduation. In total, 25% of postgraduate taught graduates already worked there, 19% used a recruitment site and 14% used personal contacts, including family and friends. A low proportion of such graduates used a speculative application, at 2%.

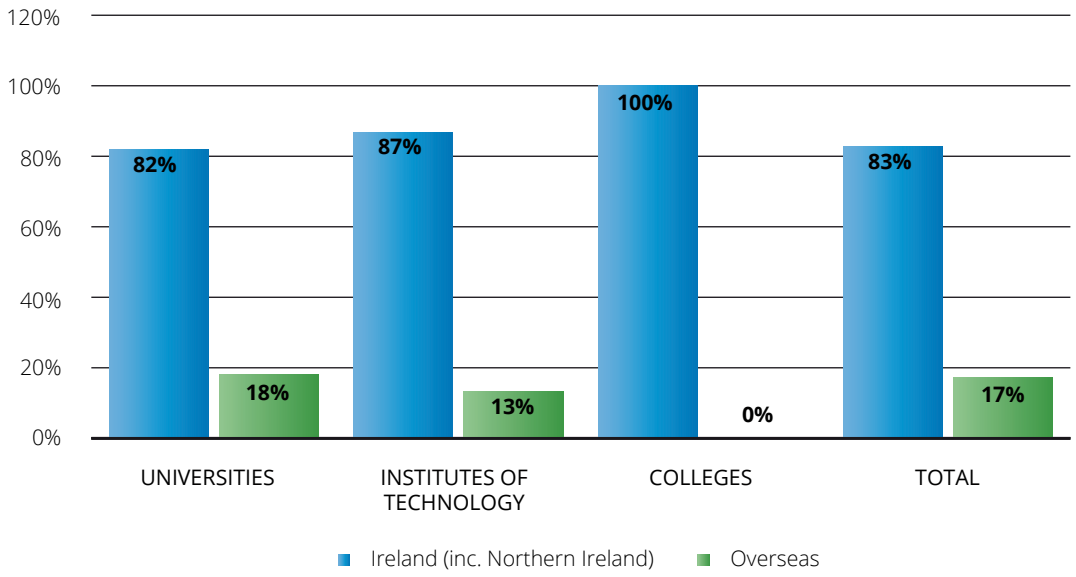
Table 5.3: Postgraduate Taught Graduates in Employment – Source of Job

	Universities	Institutes of Technology	Colleges	Total
I already worked there (including on an internship/placement)	26%	19%	25%	25%
Recruitment site (e.g. job search websites, including Public Appointments Service)	19%	18%	21%	19%
Personal contacts, including family and friends	14%	15%	15%	14%
Other	12%	12%	14%	12%
Employer website	10%	9%	4%	10%
My institution's careers service	5%	7%	1%	5%
Social media/professional networking sites	5%	6%	1%	5%
Another institution source (e.g. lecturer/website/former graduate/ academic department)	4%	5%	5%	4%
Media (e.g. newspaper/magazine advertisement)	3%	6%	11%	4%
Speculative application	2%	1%	3%	2%
Total	**100%**	**100%**	**100%**	**100%**

Further Study Outcomes

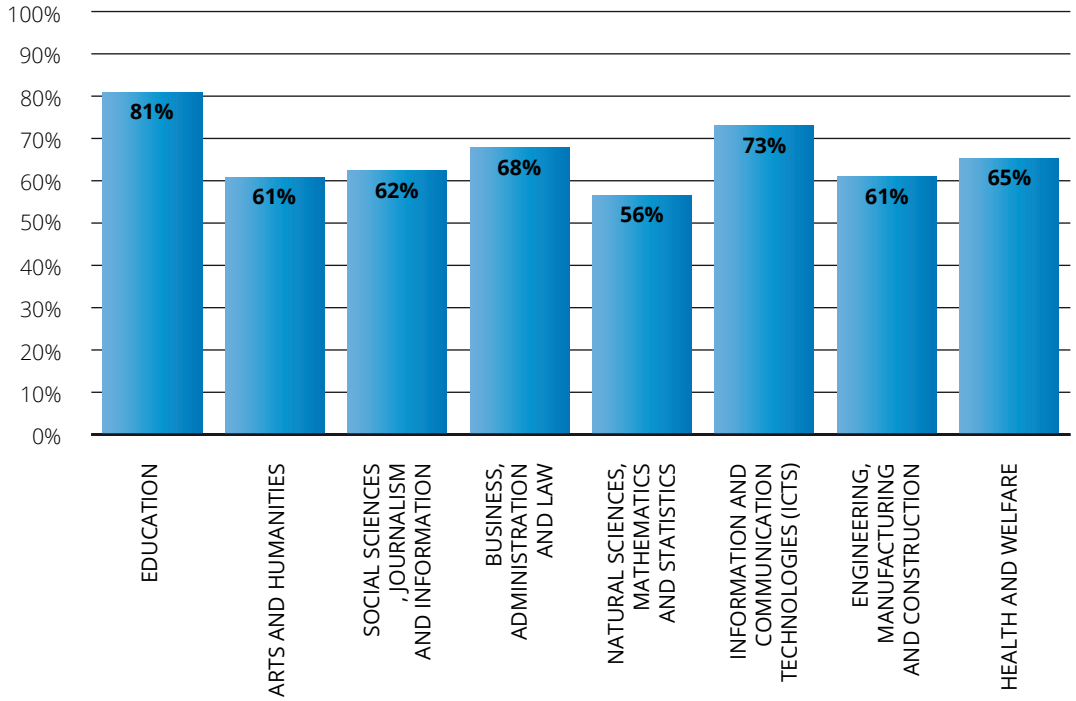
Only 4% of postgraduate taught graduates went on to further study. Therefore, overall numbers discussed here are low. A total of 83% were in further study in Ireland, and 17% were in further study abroad (see Figure 5.9).

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



Education graduates were most likely to continue within the same broad field of study (81%), followed by ICT graduates (73%), as shown in Figure 5.10.

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



A doctoral programme was the most popular programme of study for those continuing in education (41%), followed by a Masters Taught Programme (25%) and Postgraduate Diplomas (12%). This is broken down by award obtained and selected awards sought in Table 5.4.

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

		Award Obtained		
		Postgraduate Certificate	Postgraduate Diploma	Masters Taught
Award Sought	Postgraduate Certificate	0%	7%	3%
	Higher Diploma	10%	0%	5%
	Postgraduate Diploma	19%	45%	4%
	Masters Taught	26%	30%	19%
	Masters Research	15%	7%	3%
	Doctorate	0%	5%	58%

Unemployment and Other Activities

This section examines the responses for postgraduate taught graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, 5% postgraduate taught graduates were unemployed and looking for work nine months after graduation. As shown in Table 5.5, for such unemployed graduates, 39% have been looking for a job since graduation, while 27% stated an 'other' reason. In addition, 20% of all unemployed postgraduate taught graduates were let go/made redundant/had their contract end over this time period.

Table 5.5: Postgraduate Taught Graduates Unemployment – Have You Held A Job Since Graduation?

	Universities	Institutes of Technology	Colleges	Total
No, I have been looking for a job since graduation	38%	41%	54%	39%
Other	26%	33%	46%	27%
Yes, but I was let go/made redundant/ the contract ended	22%	13%	0%	20%
Yes, but I resigned from my job to seek employment elsewhere	7%	0%	0%	6%
No, I was travelling but I'm now looking for a job	2%	10%	0%	3%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	3%	0%	0%	3%
No, I experienced temporary illness but I'm now looking for a job	2%	3%	0%	2%
Total	**100%**	**100%**	**100%**	**100%**

In total, 5% of postgraduate taught graduates indicated that they were engaged in an 'other activity' nine months after graduation. Of those in this category, 17% were involved in an 'other' activity, 13% were retired, 11% were engaged in home duties and 9% were taking time out to travel (see Table 5.6). In total, 8% were volunteering, a further 8% were caring for someone, 7% were not able to work due to illness or disability and 4% were not seeking employment at the time of the survey.

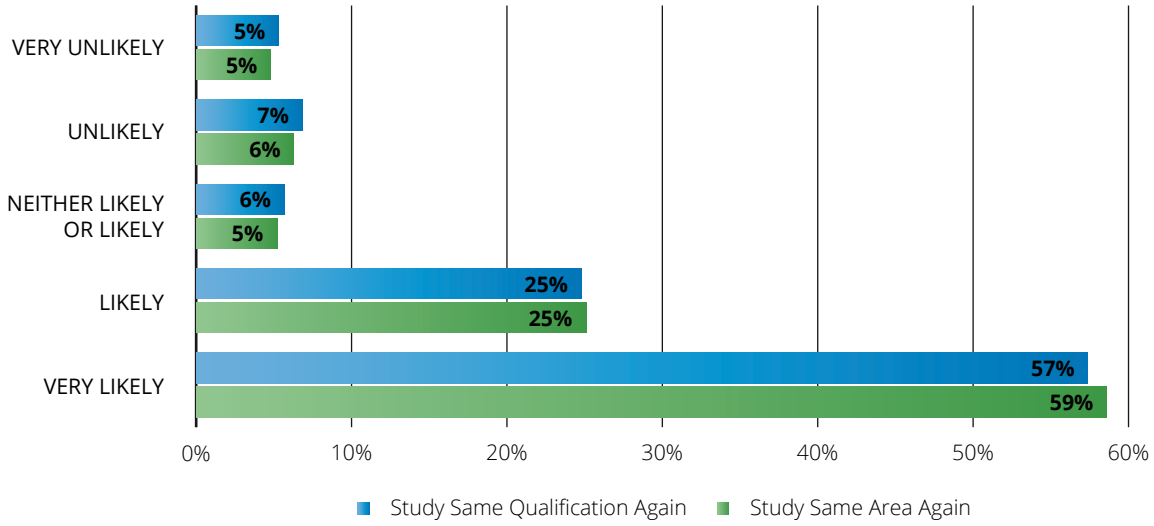
Table 5.6: Postgraduate Taught Graduates in Other Activities – Type of Other Activity

	Total
I'd prefer not to say	23%
Other	17%
Retired	13%
Engaged in home duties	11%
Taking time out to travel	9%
Volunteering	8%
Caring for a family member/other	8%
Not able to work due to illness or disability	7%
Unemployed and not seeking employment	4%
Total	**100%**

Graduate Reflections

Graduates were asked if they would study the same qualification again, and if they would study the same area of study again (see Figure 5.11). A total of 82% of postgraduate taught graduates said that they were 'likely' or 'very likely' to study the same qualification again, and this figure was similar when it came to area of study (84%). A total of 12% said they were 'unlikely' or 'very unlikely' to study the same qualification again, with similar figures for area of study (11%).

Figure 5.11: Postgraduate Taught Graduates – Study Same Qualification and Area Again



EURAXESS Supports for Careers in Research

Jennifer Cleary

There has been considerable investment by the European Commission and members states in developing policy, guidelines and tools for use by employers and researchers in supporting the researcher development agenda. These resources are available freely through the EURAXESS Ireland network based at the Irish Universities Association (IUA) and are disseminated through the EURAXESS portal. EURAXESS – Researchers in Motion is a unique pan-European initiative delivering information and support services to professional researchers. Backed by the European Union and its Member States, it is linked to a network of over 200 EURAXESS mobility centres across 40 countries supporting researcher mobility and career development, while enhancing scientific collaboration between Europe and the world.

Co-funded by the Department of Business, Enterprise and Innovation (DBEI) and the IUA, EURAXESS Ireland provides free advice and guidance to research active organisations across the academic, funding agencies, private and public sector and to researchers moving to or from Ireland searching for funding and career opportunities.

EURAXESS matches talented supply and demand. Researchers are encouraged to register and update their profile on the EURAXESS database for job and potential partnering opportunities. It facilitates employers searching for suitable candidates and possible project partnerships. The jobs portal advertises research positions and funding opportunities available in Ireland and abroad.

A core objective for EURAXESS network members is fostering the professional development of researchers. We believe in the continuous development of researchers' knowledge, competencies and skills in order to fully develop their potential. Researchers must be encouraged to take responsibility for their own career development in the knowledge that for most, their careers will lie outside academia. All researchers should have a personal career/research-development plan to highlight specific research project goals and milestones, and to enable them to explore various career options and identify any further skills/experience that they may need.

Researchers must be given the opportunity to plan their careers and acquire generic and transferable skills which will prepare them for career opportunities either within or outside academia. A strong emphasis on generic and transferable skill training ensures researchers are highly adaptable and employable across a variety of jobs and is particularly crucial in equipping researchers with the appropriate skills for the enterprise, services and public sectors. A wide range of these supports and tools are available on the EURAXESS Career Development Platform.

Extensive research has been undertaken as part of the Horizon 2020 funded EURAXIND (EURAXESS for Industry) project to identify employers' and researchers' needs to support intersectoral mobility and encourage European researchers to consider working outside of academia; and two new toolkits have been developed to assist with the flow of researchers out of the academic system and into the services, enterprise and public sector.

International and inter-institutional mobility is highly desirable as it is an important means of enhancing scientific knowledge through the development and transfer of research competencies, and the promotion of excellence in research. A research career structure should incorporate and facilitate mobility. Several programmes already promote the international mobility of researchers, including the EU funded Marie Skłodowska-Curie programme. The Irish Marie Skłodowska-Curie Office is jointly operated by the Irish Universities Association and the Irish Research Council. The office, based at the IUA, provides advice and support on preparing applications for Marie Skłodowska-Curie funding and the management of Marie Skłodowska-Curie awards.

The Marie Skłodowska-Curie actions ensure excellent and innovative research training as well as attractive career development and knowledge-exchange opportunities through cross-border and cross-sector mobility of researchers, to better prepare them for current and future societal challenges. They also aim to reinforce cooperation between academia and all types of non-academic organisations in terms of research training, career development and knowledge transfer.

The Marie Skłodowska-Curie Actions are a key part of Horizon 2020, the EU framework programme for research and innovation, which will run from 2014 until 2020. Whether you are an Individual Researcher looking for a fellowship, a Principal Investigator seeking to build a European research network, or any organisation looking to develop their research capacity, there is a Marie Skłodowska-Curie Action for you.

https://www.euraxess.ie/career-development

Jennifer Cleary is HR manager at the Irish Universities Association and Head of EURAXESS Ireland.

Section 6: Postgraduate Research Graduates

Section 6:
Postgraduate Research Graduates

This section will consider 2017 graduates of masters research and doctoral programmes.

Graduate Population

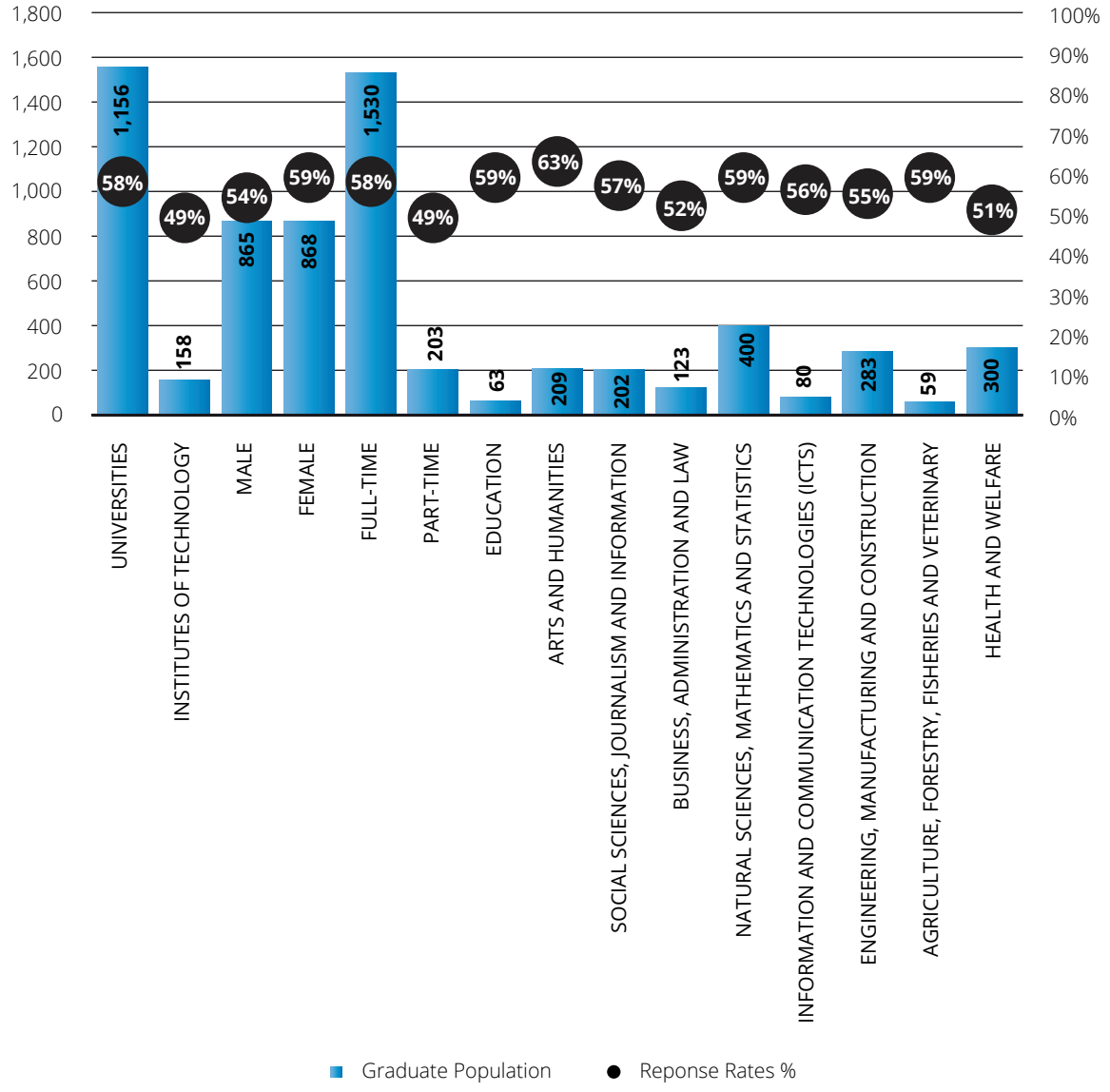
In 2017, 1,733 students graduated with a research degree. Doctoral programmes made up the majority of these (77%), and masters research made up 21%. The majority graduated from universities (90%), followed by institutes of technology (9%) and colleges (1%). The survey response rate was 58% for university graduates, 49% for institutes of technology graduates and 37% for colleges graduates. There was an overall response rate to the survey of 57% for postgraduate research graduates.

The total graduate population was equally made up of males and females. Survey response rates were slightly higher for females – with 54% of male and 59% of female graduates responding. The majority of research degree graduates studied full-time (88%), with 12% part-time. Survey response rates varied by mode of study – with 58% of full-time and 49% of part-time graduates responding.

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

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

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

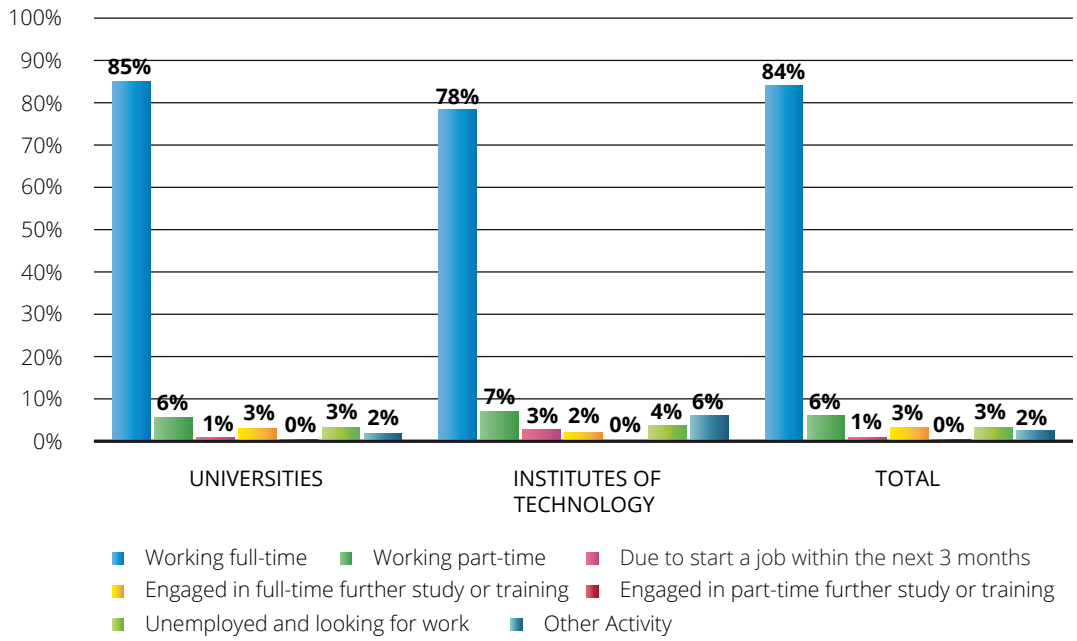


As noted previously, the responses were weighted according to institution, level of study and mode of study. The data presented in this section is weighted.

Main Graduate Destination

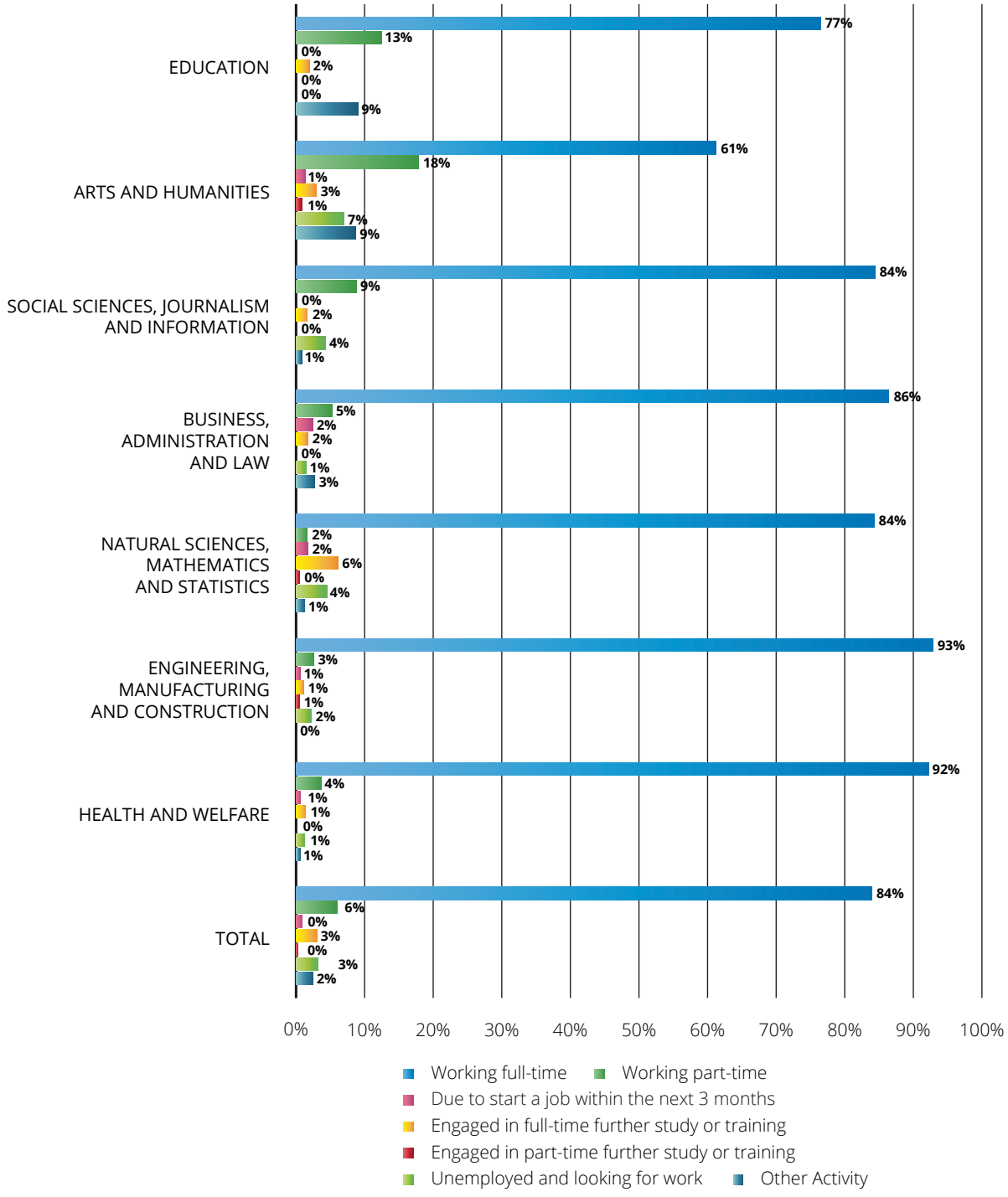
Overall, 91% of postgraduate research graduates were in employment or due to start a job. A further 3% were in further study, 3% were unemployed and 2% were engaged in other activities (see Figure 6.2).

Figure 6.2: Postgraduate Research Graduates – Most Important Activity by Institution Type



There were high employment outcomes for all fields of study. Graduates of Health and Welfare programmes were most likely to be in employment or due to start a job (97%), followed by Engineering, Manufacturing and Construction (96%) and Business, Administration and Law (94%) and Social Sciences, Journalism and Information graduates (93%). Figures for selected fields of study are given in Figure 6.3.

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

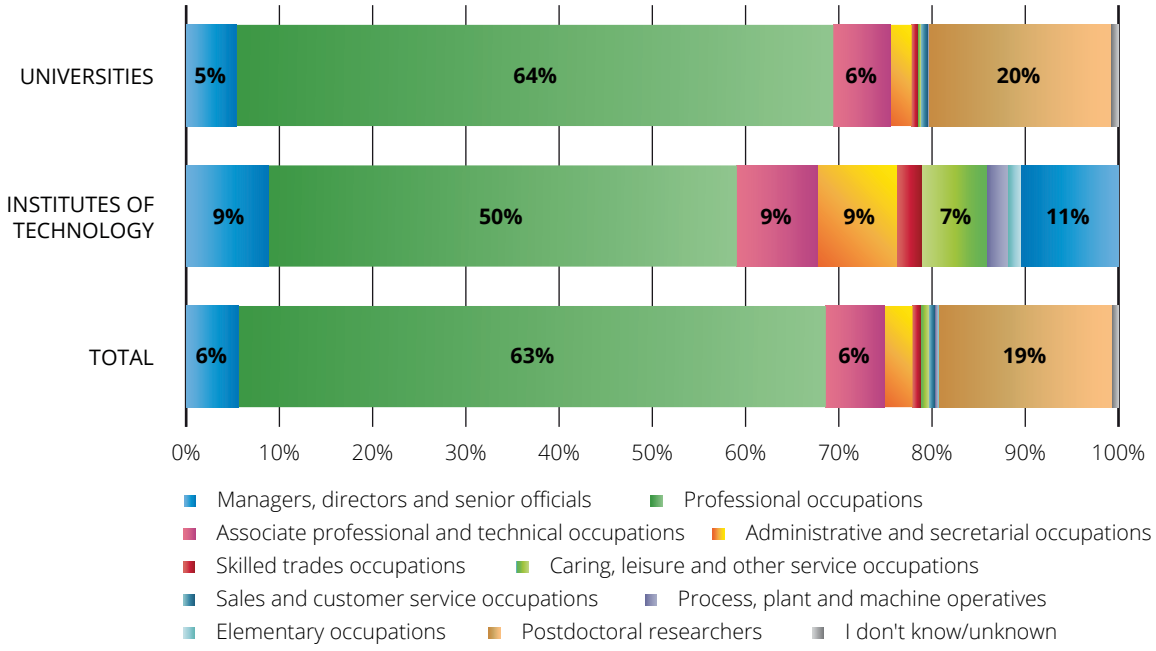


Further details on most important activity for postgraduate research graduates are given in Appendix 7.

Employment Outcomes

This section will outline the employment outcomes for graduates of postgraduate research programmes, and it should be noted that due to low numbers in the colleges sector, figures are not reported separately. In total, 82% of masters and 93% of doctoral graduates were in employment nine months after graduation. As shown in Figure 6.4, of those postgraduate research graduates who were in employment, 63% were in professional occupations, with some variation shown across sector. As might be expected, in total, 19% of these graduates were in postdoctoral research positions.

Figure 6.4: Postgraduate Research Graduates in Employment – Occupation



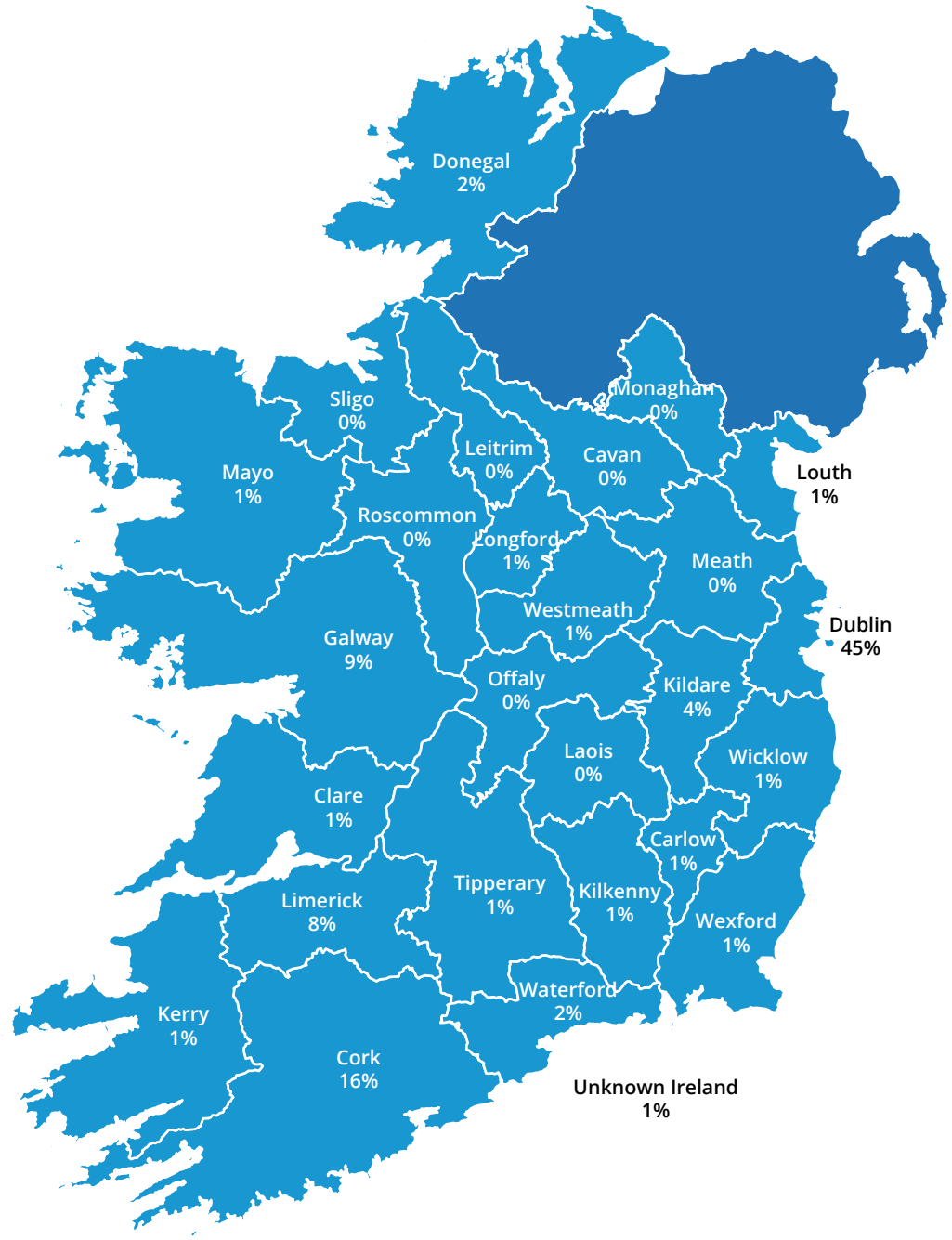
In terms of location of employment for postgraduate research graduates, 83% were employed in Ireland and 17% were employed overseas (see Table 6.1). Postgraduate research graduates were therefore the most likely of all types of graduates to obtain employment abroad – the figure of 17% compares with 9% for honours degree and 10% for postgraduate taught graduates.

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

	Universities	Institutes of Technology	Total
Ireland (inc. Northern Ireland)	82%	92%	83%
Overseas	18%	8%	17%
Total	**100%**	**100%**	**100%**

For such graduates working in Ireland, Table 6.2 shows that Dublin was the most popular county with 45% of graduates. In total, 16% were employed in Cork, 9% were working in Galway and 8% were based in Limerick.

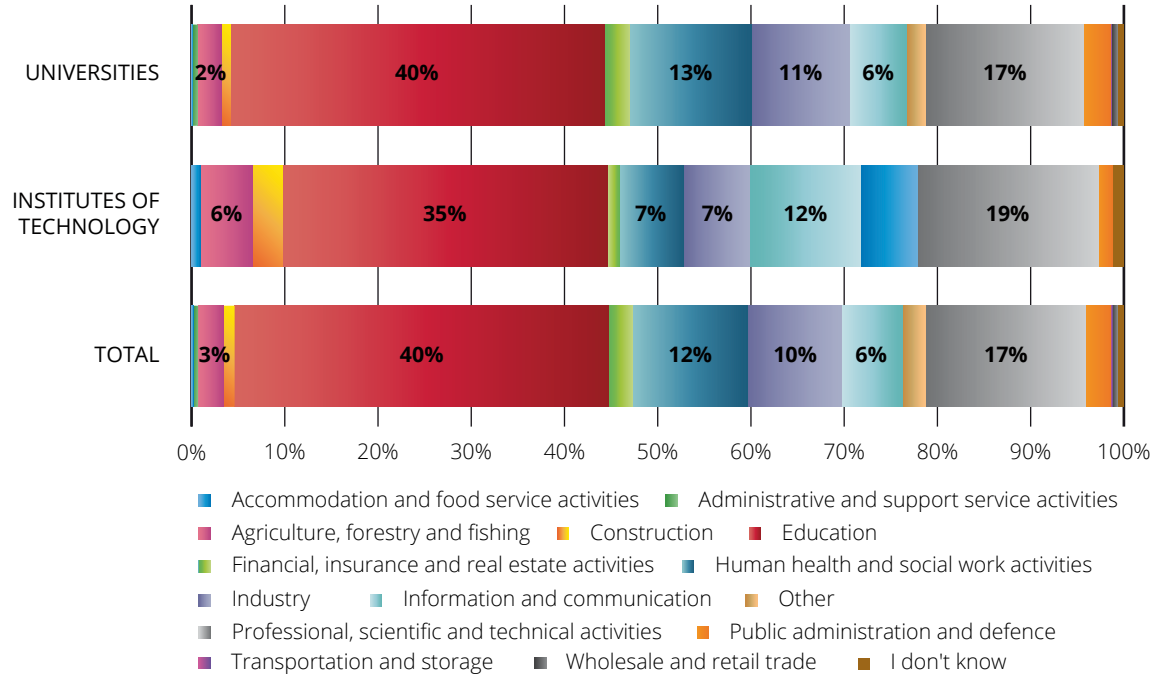
Figure 6.5: Postgraduate Research Graduates in Employment – County of Employment



In terms of postgraduate research graduates working abroad, the most common countries include Great Britain (27%), United States (14%), Germany (9%), Canada (7%) and China (5%).

Figure 6.5 illustrates the sector of employment for postgraduate research employees. In total, 40% were working in Education, with some variation noted among sectors. For instance, 40% of university graduates were working in this sector compared to 35% of those who exited the institutes of technology. The least popular sectors for these graduates include accommodation and food service activities and transportation and storage, with no such graduates working in these sectors.

Figure 6.6: Postgraduate Research Graduates in Employment – Sector



In terms of employment type, the vast majority of postgraduate research graduates (94%) were employees, 5% were self-employed/freelance or starting their own business and only 1% were on a graduate placement or internship. In response to contract type, over half of these graduates (53%) indicated that they were on permanent or open-ended contracts, 35% were on fixed term contracts lasting 12 months, 7% were on fixed term contracts lasting less than 12 months and 6% were on temporary contracts, casual or employed through an agency.

Figure 6.6 illustrates the self-reported salary bands of postgraduate research graduates nine months after graduation, for all respondents and respondents excluding those who would rather not say. While 41% of such graduates would rather not say, 13% were earning between €35,000 and €39,999. In total, 8% were earning between €30,000 and €34,999 and a further 8% were earning between €40,000 and €44,999. The proportions increase to 22%, 14% and 13% for these three salary bands when those who would prefer not to say are excluded from the analysis. For information on the variation between sectors, see Appendix 7.

Figure 6.7: Postgraduate Research Graduates in Employment – Salary

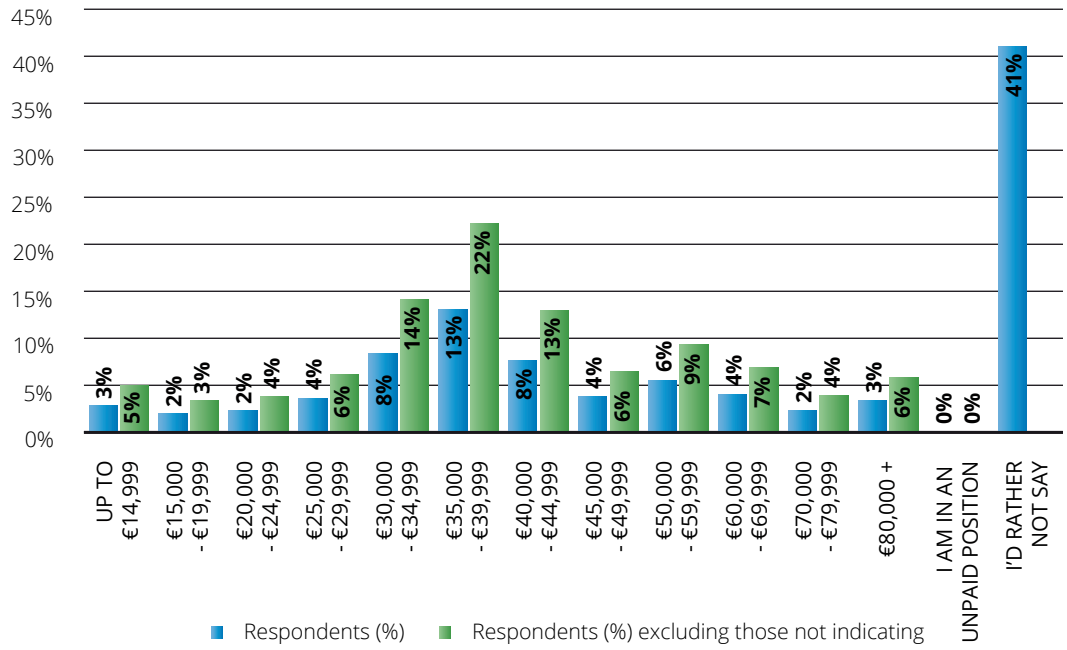


Table 6.3 illustrates placement/work experience participation for postgraduate research graduates with 16% of such graduates having completed a placement or accredited work experience. This is unsurprisingly the lowest percentages for the programme types considered in this report (57% for honours degree and 31% for postgraduate taught graduates).

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

	Universities	Institutes of Technology	Total
Yes, I did a placement/accredited work experience...	15%	22%	16%
... placement with a different employer	*5%*	*8%*	*5%*
... placement with my current employer	*2%*	*0%*	*2%*
... accredited work experience with a different employer	*5%*	*14%*	*5%*
... accredited work experience with my current employer	*4%*	*1%*	*4%*
No, I didn't do any placement or accredited work experience	85%	77%	84%
Total	**100%**	**100%**	**100%**

In terms of time spent on the placement/work experience, 51% of graduates stated that it lasted more than 6 months (see Table 6.4).

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

	Total
6 weeks or less	7%
More than 6 weeks but less than 4 months	18%
Between 4 and 6 months	24%
More than 6 months	51%
Total	**100%**

Employed graduates were asked to rate the relevance of the level of their study and the area of their study to their job. As shown in Figure 6.7, there is little variation in responses to the relevance questions, with 'relevant' and 'very relevant' being the most common response for both area and level of study, at 76% and 79% respectively. For further information on the differences between sectors, see Appendix 7. It is interesting to note that postgraduate research graduates are most likely of all graduate programme types to rate their level and area of study as 'relevant' or 'very relevant' to their job. For honours degree graduates, the 'relevant'/'very relevant' figures for level and area of study are both 61%; for postgraduate taught graduates, the figures are 69% and 70% respectively.

Figure 6.8: Postgraduate Research Graduates in Employment – Relevance of Level and Area of Study

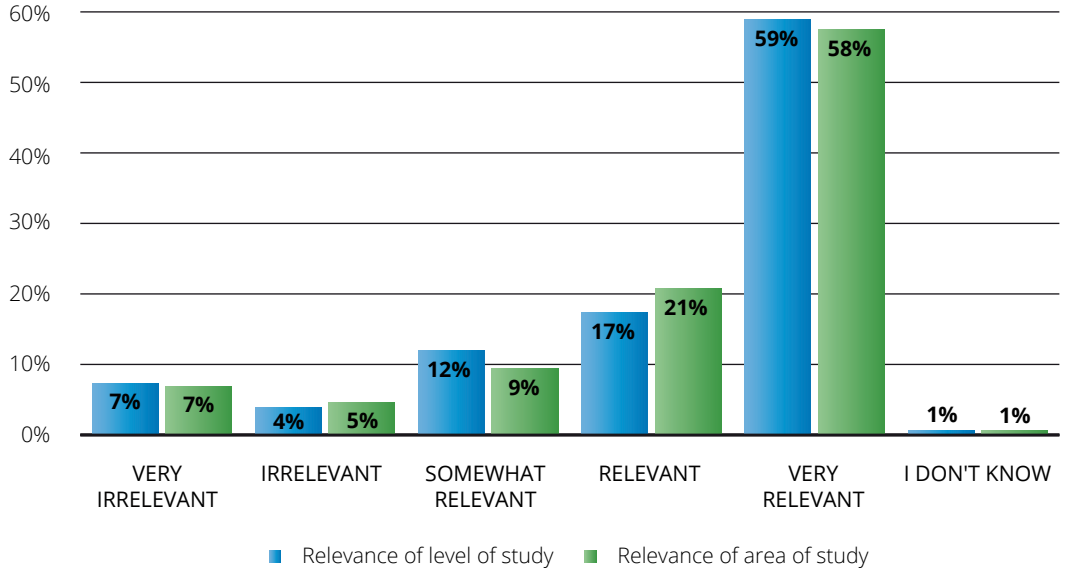


Table 6.5 highlights that overall, 54% of postgraduate research graduates felt that their qualification (either the level or subject or both) was a formal requirement to obtain their job. In total, 14% felt that their qualification was not required nine months after graduation.

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

	Universities	Institutes of Technology	Total
Yes: the level of qualification was a formal requirement	33%	36%	34%
Yes: the subjects I studied as part of my qualification were a formal requirement	4%	10%	5%
Yes: both the level of qualification and the subjects I studied were a formal requirement	17%	5%	15%
Yes: while the qualification was not a formal requirement, it gave me an advantage	18%	18%	18%
No: the qualification was not required	14%	14%	14%
No: I was already in the job when I received the qualification	12%	11%	12%
I don't know	2%	5%	2%
Total	**100%**	**100%**	**100%**

Graduates were asked about how they found out about their particular job. Table 6.6 shows that in total, 17% of these graduates used personal contacts (including family and friends), while a further 17% already worked there. A low proportion of postgraduate research graduates used a speculative application, at 2%.

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

	Universities	Institutes of Technology	Total
Personal contacts, including family and friends	19%	6%	17%
I already worked there (including on an internship/ placement)	17%	17%	17%
Recruitment site (e.g. job search websites, including Public Appointments Service)	15%	8%	14%
Another institution source (e.g. lecturer/website/former graduate/academic department)	12%	15%	12%
Employer website	12%	11%	12%
Other	10%	20%	12%
My institution's careers service	4%	14%	6%
Social media/professional networking sites	5%	5%	5%
Media (e.g. newspaper/magazine advertisement)	4%	0%	4%
Speculative application	2%	3%	2%
Total	**100%**	**100%**	**100%**

Further Study Outcomes

Overall, only 3% of postgraduate research graduates continued onto further study. Therefore, a meaningful analysis of graduates cannot be carried out due to low numbers. However, from the responses obtained, 78% were studying in Ireland and 22% abroad; and are mainly made up of masters research graduates continuing on to a doctoral programme.

Unemployment and Other Activities

This section examines the responses for postgraduate research graduates who indicated that they were either unemployed or engaged in 'other' activities, nine months after graduation. As previously indicated, only 3% of graduates were unemployed and looking for work nine months after graduation. As shown in Table 6.7, for unemployed postgraduate research graduates, 63% have been looking for a job since graduation. In total, 17% stated an 'other' reason and 10% of unemployed postgraduate research graduates were let go/made redundant or their contract ended over this time period.

Table 6.6: Postgraduate Research Graduates Unemployed – Have You Held A Job Since Graduation?

	Total
No, I have been looking for a job since graduation	63%
Other	17%
Yes, but I was let go/made redundant/the contract ended	10%
No, I was travelling but I'm now looking for a job	3%
No, I experienced temporary illness but I'm now looking for a job	3%
No, I was engaged in home duties (e.g. childcare) but I'm now looking for a job	3%
Yes, but I resigned from my job to seek employment elsewhere	0%
Total	**100%**

In total, 2% of postgraduate research graduates indicated that they were engaged in an 'other activity', nine months after graduation. Of those in this category, 27% were retired, 24% were caring for a someone, while 12% would rather not say (see Table 6.8).

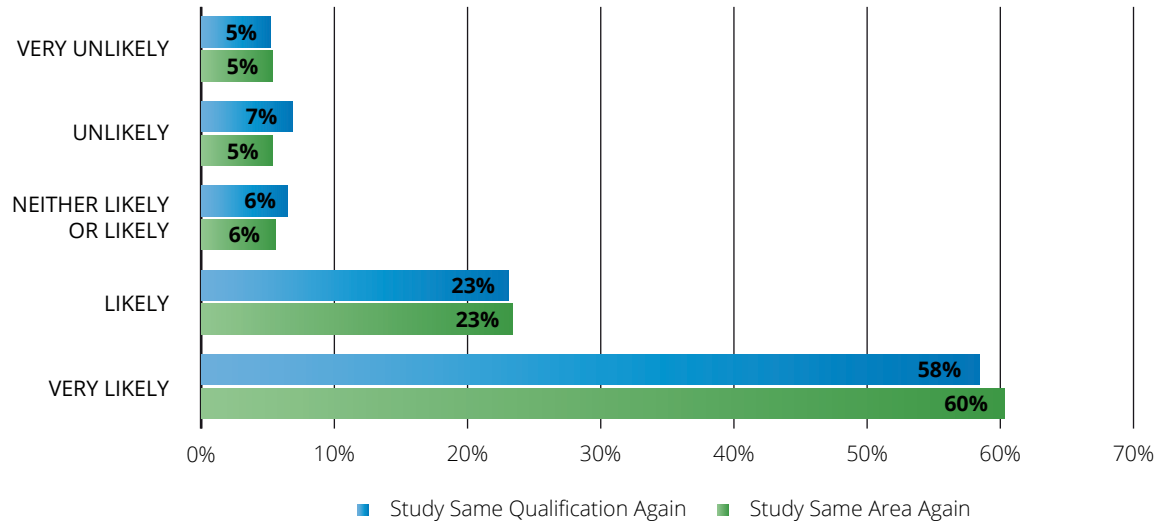
Table 6.7: Postgraduate Research Graduates Unemployed – Type of Other Activity

	Total
Retired	27%
Caring for a family member/other	24%
I'd prefer not to say	12%
Taking time out to travel	11%
Unemployed and not seeking employment	9%
Other	7%
Volunteering	5%
Not able to work due to illness or disability	5%
Engaged in home duties	0%
Total	**100%**

Graduate Reflections

Graduates were asked if they would study the same qualification again, and if they would study the same area of study again (see Figure 6.8). A total of 82% of honours degree graduates said that they were 'likely' or 'very likely' to study the same qualification again, and this figure was similar when it came to area of study (84%). A total of 12% said they were unlikely or very unlikely to study the same qualification again, with similar figures for area of study (11%).

Figure 6.9: Postgraduate Research Graduates – Study Same Qualification and Area Again



Maximising the Talent Pool

Dr David Foster

With a booming economy, many career opportunities exist for graduates from higher education. However, with boom comes competition for talent and increasingly employers report difficulty in filling vacancies. The need for an educated and highly skilled workforce is well-documented and essential if Ireland is to compete in international markets, attract more foreign direct investment, increase the number of high- quality career opportunities and grow resilience in the face of current and future global challenges.

The challenge to fill vacancies has led to emerging new recruitment strategies. Rather than advertising vacancies to final year students, companies now create talent pipelines, future proofing the recruitment of interns and graduates. As such, many students have a graduate job offer as they enter final year, reducing the number of vacancies openly advertised during traditional recruitment seasons. Increasingly, employers recruit from a broader range of academic disciplines than previously and this has added to fierce competition for top talent.

Given Ireland's economic ambitions to be more competitive in international markets, a growing number of employers are taking advantage of an easing in restrictions around recruiting non-EU students. A non-EU graduate from an undergraduate honours degree may remain and work in Ireland for one year after programme completion and graduates of Masters level and Doctoral degrees may remain for two years in the first instance. Recruiting international students benefits enterprise and organisations in many ways, including:

- Enhanced workplace diversity that may lead to more innovative work practices and higher profitability,
- Different perspectives and new ideas,
- Highly motivated and passionate members of staff,
- Cultural capital is enhanced often with additional language skills available and knowledge of overseas markets, business practices and trends,
- High levels of maturity, resilience, work ethic and an ability to work with others from countries other than their own are present also.

PriceWaterhouseCoopers is one such employer reaping the benefits of an increasingly diverse, multinational workforce:

"At PwC, our people are our best asset. Graduates from a variety of backgrounds and cultures bring different insights and experiences into the world of work. They broaden the outlook within a company and this is vital in this ever increasingly connected global environment. Recruiting international students has helped us understand our clients better and maintain an international mindset". (Susan Kilty, PwC Ireland and EMEA People Partner).

With uncertainty around Brexit and its potential impact upon the Irish economy, it is more critical to recognise the value added in employing international students. The Higher Education Authority in its 2017/18 figures indicate that 41% of international students in the Irish higher education system were from Asia, 29% from North America, 20% from the EU and 10% from the Rest of the World. As such, there is a wealth of talent with intercultural competencies and experiences that may be deployed in supporting growth within business, enterprise and organisations in Ireland. Contribution to society in general from having an increasingly diverse, multi-national and multi-cultural community should not be underestimated. In this report we see that 69% of international students graduating with an honours degree found work nine months after completion. Of those, 54% worked in Ireland. Amongst postgraduate taught graduates, 76% had found work and 66% of those did so in Ireland. For postgraduate research graduates, while 94% gained employment, only 61% did so in Ireland.

With many employers of graduates reporting difficulties in meeting their talent needs and with economic imperatives to be more competitive in global markets and attract more foreign direct investment, then retaining a higher percentage of international student talent will be to the country's economic and social advantage. Every year, Career Centres in Ireland's Universities and Institutes of Technology connect recruiters of students and graduates to talent by advertising 1000's of internship and graduate job opportunities and working with employers to develop bespoke strategies.

Employers looking for advice and support in recruiting talent should make use of existing contacts or access contact details for Higher Education Career Centres on the Association of Higher Education Careers Services website (*www.ahecs.ie*).

Dr David Foster is UCD Director of Career Development and Employability and Director at UCD's Career Development Centre

Section 7: International Graduates

Section 7:
International Graduates

This section will consider 2017 international (non-Irish domiciled) graduates of programmes at honours degree level and above.

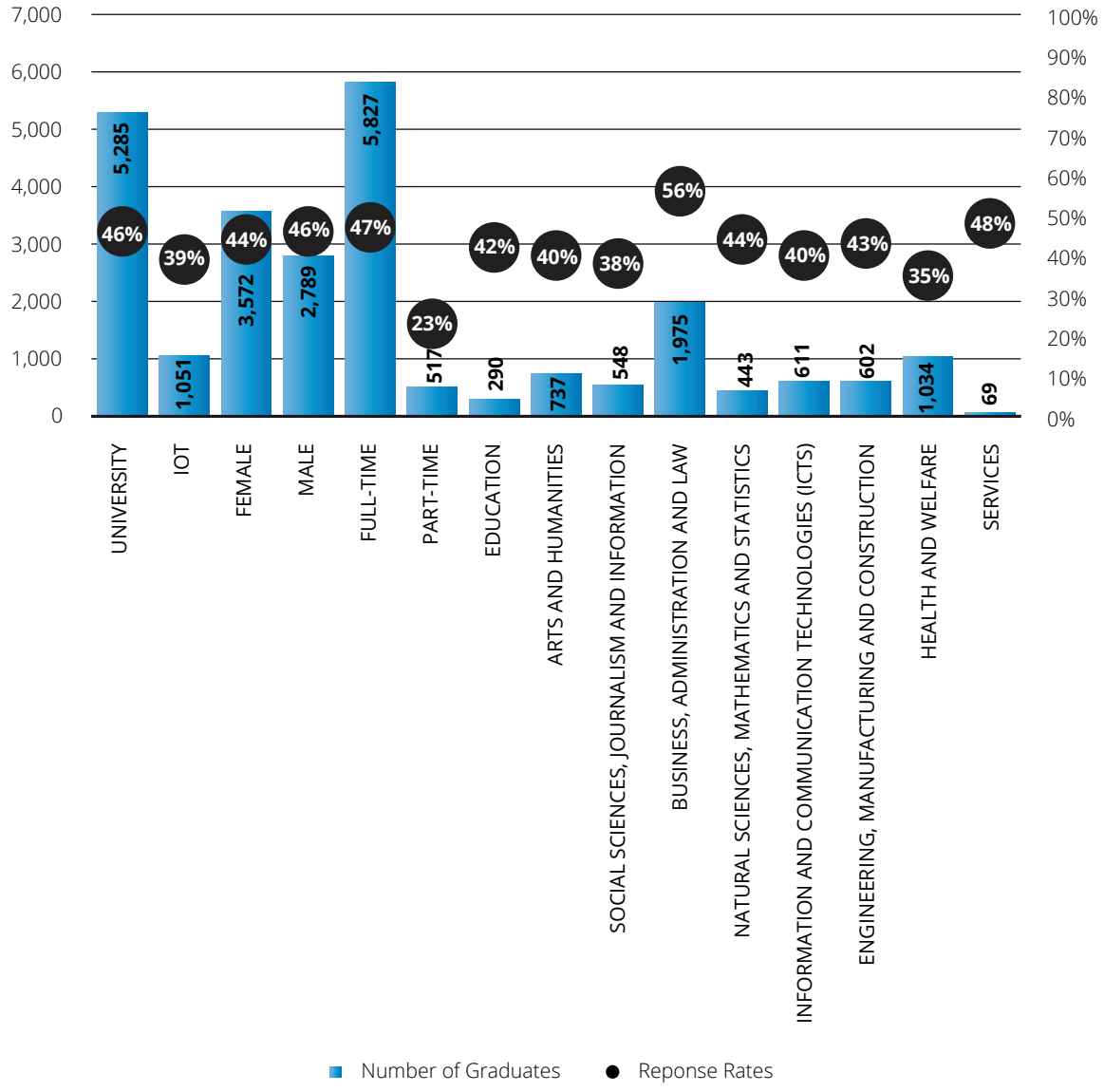
Graduate Population

In 2017, 6,361 international students graduated at honours degree level and above, with a response rate of 45% to the survey. The majority of these were in universities (83%), with 17% in institutes of technology and less than 1% in colleges. Female graduates made up the majority (56%) of the international population. Survey response rates did not vary significantly by gender – with 46% of male and 44% of female graduates responding (see Figure 7.1).

The majority of international graduates studied full-time (92%), with 8% part-time. Survey response rates varied by mode of study – with 47% of full-time and 23% of part-time graduates responding. The largest group of graduates come from Business, Administration and Law, followed by Health and Welfare.

Response rates varied by field of study with the highest response rate coming from Business. Administration and Law graduates (56%) and the lowest response rate from Health and Welfare graduates (35%).

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

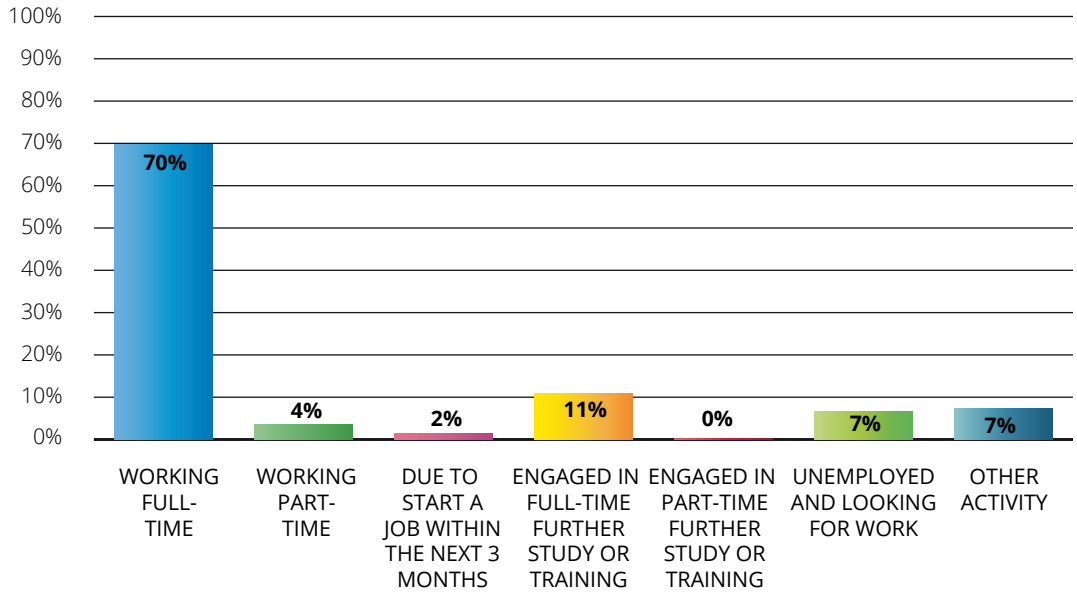


As noted previously, the responses were weighted according to institution, level of study and mode of study. The data presented in this section is weighted.

Main Graduate Destination

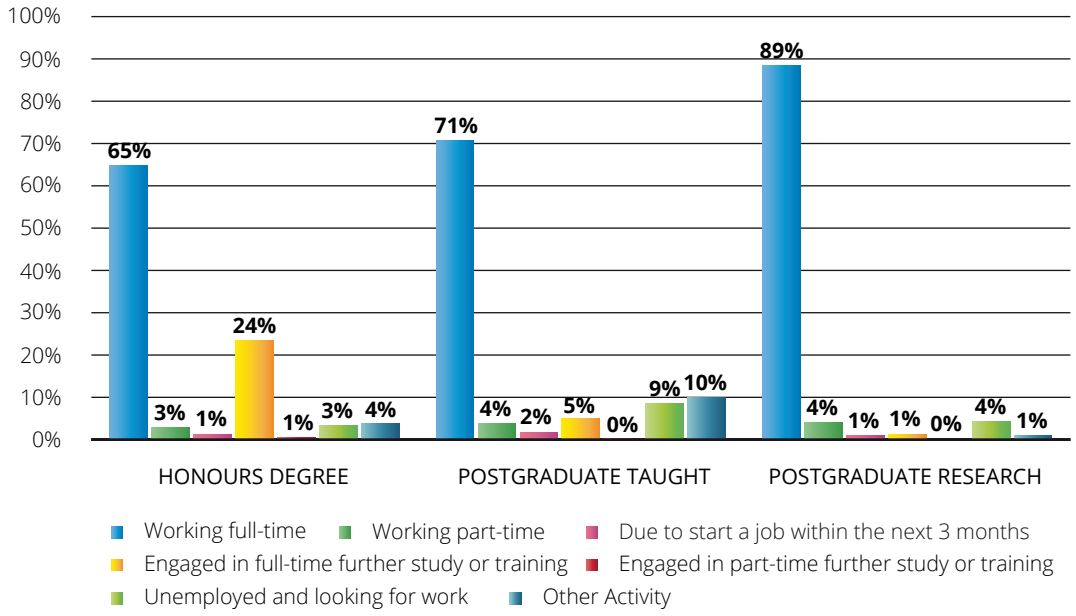
The majority (75%) of graduates were working or about to start a job , as shown in Figure 7.2. A total of 11% were engaged in further study, while 7% were unemployed and 7% were engaged in another type of activity. In this case, the figures are similar to overall figures for employment, slightly lower for further study, and higher for unemployment and other activity.

Figure 7.2: International Graduates – Most Important Activity



This can be broken down into the different programme types that are considered in this report. It can be seen from Figure 7.3 that employment rates increase with level of study. A total of 69% of honours degree, 76% of postgraduate taught and 94% of postgraduate research international graduates were in employment or due to start a job. A total of 24% of honours degree, 5% of postgraduate taught and 1% of postgraduate research graduates were in further study. Postgraduate taught graduates were most likely to be unemployed (9%) or involved in other activities (10%) compared with honours degree graduates (3% and 4% respectively) and postgraduate research graduates (4% and 1% respectively).

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



Considering most important activity by gender, the figures indicate that there was little difference between outcomes for male and female graduates. A total of 74% (75%) of male (female) graduates were in employment or about to start a job, 11% (10%) of males (females) were in further studies, 7% of males and 6% of females were unemployed and seeking employment, while 7% (8%) of males (females) were engaged in other activities.

Employment

A total of 62% of international graduates in employment were employed in Ireland, with 38% overseas. This figure is 54% for honours degree graduates, 66% for postgraduate taught graduates and 61% for postgraduate research graduates.

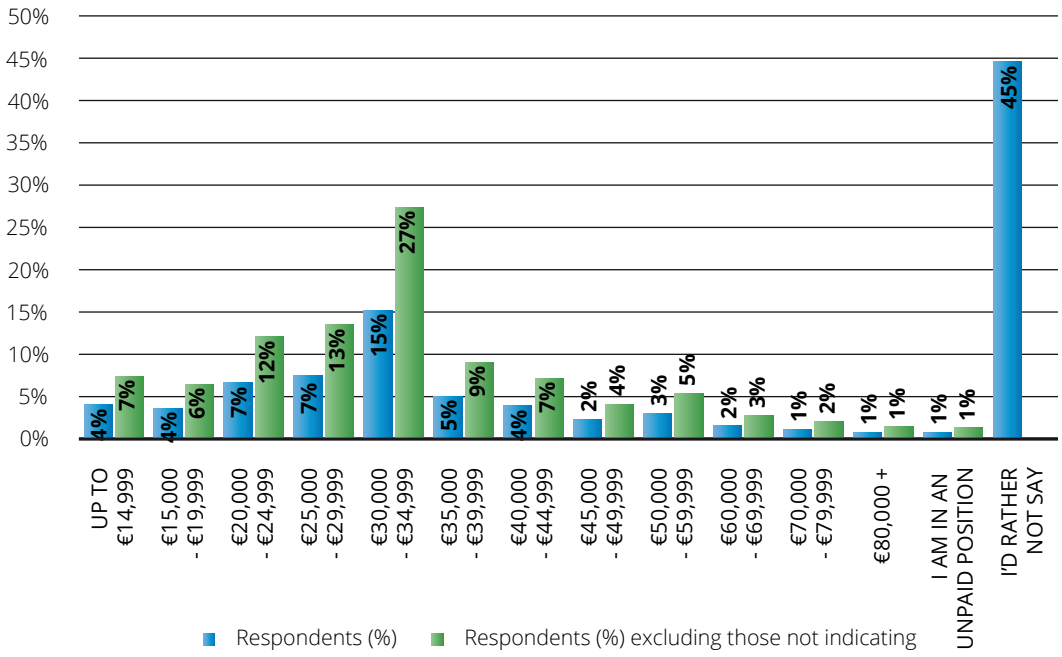
For all international graduates in employment the majority (66%) were employed in professional occupations, followed by associate professional and technical occupations (13%). After that, the next largest occupational group was managers, directors and senior officials (5%).

In terms of sector of employment, the largest numbers of graduates were in financial, insurance and real estate (16%), information and communication (15%), education (15%), human health and social work (14%) and professional, scientific and technical (13%).

Turning to employment and contract type, most were employees (87%), followed by those on a graduate placement/internship (10%), and self-employed or freelance (3%). Over half (58%) held a permanent or open-ended contract, while 36% were on fixed-term contracts and 5% were temporary employees.

International graduates were most likely to earn between €30,000 and €34,999, followed by €25,000 to €29,999. It should be noted from Figure 7.4 that 45% of international graduates did not wish to indicate their salary in the survey, and these graduates were the least willing of all graduates to provide salary figures.

Figure 7.4: International Graduates – Salary



Further Study

As already noted, 11% of international graduates went on to further study, and 57% of these were in further study in Ireland, with the rest (43%) studying overseas. When asked why they had engaged in further study, the largest group (24%) indicated that it was because further study is a requirement for finding and progressing in future employment. The next largest group (21%) indicated that it was to develop a broader or more specialist range of skills or knowledge.

Graduate Reflections

International graduates were generally satisfied with the programme that they pursued, with 82% saying they were 'likely' or 'very likely' to study the same qualification again, and 83% saying they were 'likely' or 'very likely' to study the same area of study again.

Regional Employability, SMEs and Graduate Outcomes Survey

Anthony Murray

Dundalk Institute of Technology (DkIT) is widely recognised within its region for providing work-ready, resourceful graduates, highly sought after by a range of graduate employers. Employability is a key strategic priority of HEIs and recent policy developments including the introduction of the *Graduate Outcomes Survey* have placed a spotlight on Graduate Employability not only nationally but also at regional level. The CSO have highlighted concern from other jurisdictions regarding the creation of rankings based on employability or earning statistics. Whilst acknowledging these limitations the Graduate Outcome data provides a comprehensive overview of national graduate employability.

As the first Institute of Technology or University to pilot the new *Graduate Outcomes Survey* in 2015, the introduction of the new survey has provided a rich data set spanning three years. It has highlighted the importance of graduate outcomes to key stakeholders across our institution and has further enhanced partnerships between the DkIT Careers and Employability Centre, Academic Schools, Research Centres and Institute Planning. As a result, the DkIT Careers and Employability Centre has leveraged the *Graduate Outcomes Survey* data to shape collaboration with academic, research and industry colleagues including academic programme development, employability initiatives and student recruitment. The impact of the data extends beyond careers initiatives; it has also informed the strategic direction and development priorities for DkIT.

Employability provision is also a key consideration for prospective students. Regionally, the competition to attract students into higher education has intensified due to the rise of apprenticeships and earn and learn programmes. What this means is that prospective students now have a wider opportunity to select a programme of learning that best suits their abilities and career motivations. For all students, HEIs have to be clearer on the transferability of learning to the workplace of the future and careers services share the responsibility with academic and industry colleagues. The *Graduate Outcomes Survey* provides evidence of the relevance of academic qualification and graduate employment and therefore prompts HEIs and careers services to deepen conversation with employers around course relevance and skills transferability.

From a benchmarking perspective *Graduate Outcomes Survey* Class of 2017 has provided data on employment rates amongst graduates including Institutes of Technology for the first time. Previous concerns had been raised by the HEA around the creation of graduate opportunities outside of Dublin and Cork which accounted for 59% of all graduate first destinations. Outside of Dublin, DkIT results show that 60% of all graduates are employed within the North-Leinster/South-Ulster region highlighting a vibrant SME sector complemented by both large indigenous and multinational companies ranging from technology to pharma. Our border location continues to be part of our identity and whilst Brexit brings uncertainty, engagement has never been stronger between industry partners in Northern Ireland and DkIT.

A clear trend of the DkIT *Graduate Outcomes Survey* over the past three years is the leading role SMEs play as DkIT graduate employers. This acknowledges the work both within teaching and learning and careers provision to embed employability activities in academic and extra-curricular settings. Critically, graduate responses have provided an impartial perspective in relation to skills attainment during their HE experience and deficits experienced in the workforce.

In summary, these results provide a useful lens for the institutes' employability agenda and careers-specific action plan. Like all HEIs DkIT is a key stakeholder in realising their region's economic aspirations. DkIT positions itself as an engaged and entrepreneurial institute supporting our industry partners, particularly SMEs. This is perhaps best demonstrated by the increase in accredited work placements which has seen a 740% increase over the last 10 years. As the economy continues to grow it is important that there is an adequate supply of skills available to support it. In addition to being a local source of employment SMEs increasingly provide global experience in the local environment and therefore are an attractive graduate option. There is clearly more scope from a regional perspective to deliver more graduate roles, specifically within the SME sector and to continue to collaborate with our research centres and postgraduate programmes to encourage graduate led/supported start-up enterprises.

In line with the national balanced regional development agenda the *Graduate Outcomes Survey* provides a key data set in measuring the current landscape and identifying HE opportunities for sustainable regional employment.

Anthony Murray is Employment Liaison Officer in Dundalk Institute of Technology

Section 8: Graduate Salaries and Earnings Analysis

Section 8:
Graduate Salaries and Earnings Analysis

Introduction

The following analysis looks at those who reported their principal economic status as working full-time and where salary data were provided. The total number of graduates in this dataset was 12,881. Results, including model results, presented are weighted to account for differing response rates by institute, NFQ level and mode of study. Firstly, weighted descriptive analysis is presented, followed by the results of multivariate regression analysis, which is further divided into the full dataset and for younger graduates only. Interval regression models, estimated using maximum likelihood, are adopted as salary data are recorded in bands.

Descriptive Analysis

Figure 8.1 below shows weighted mean salary[7] by institution type. The overall weighted mean salary of those working full-time was €33,574. This ranges from €31,988 for those who graduated from institutes of technology to €34,759 for those who graduated from universities.

Figure 8.1: Weighted Mean Salary by Institution Type

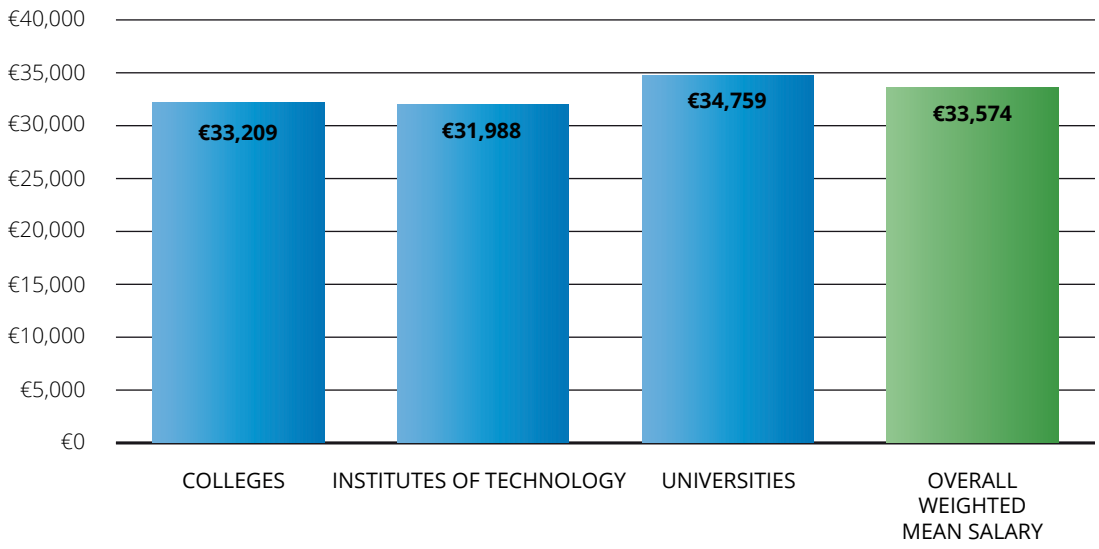


Figure 8.2 below shows weighted mean salary by NFQ level. The lowest average salaries reported across the NFQ levels were for those who graduated with a level 8 qualification, with the mean salary reported €29,601. Level 9 and 10 graduates had substantially higher salaries on average at €40,840 and €45,325 respectively.

7 Although salary bands are used in the interval regression models, results of weighted mean salary presented are based on salary mid-points to provide point estimates.

Figure 8.2: Weighted Mean Salary by NFQ Level

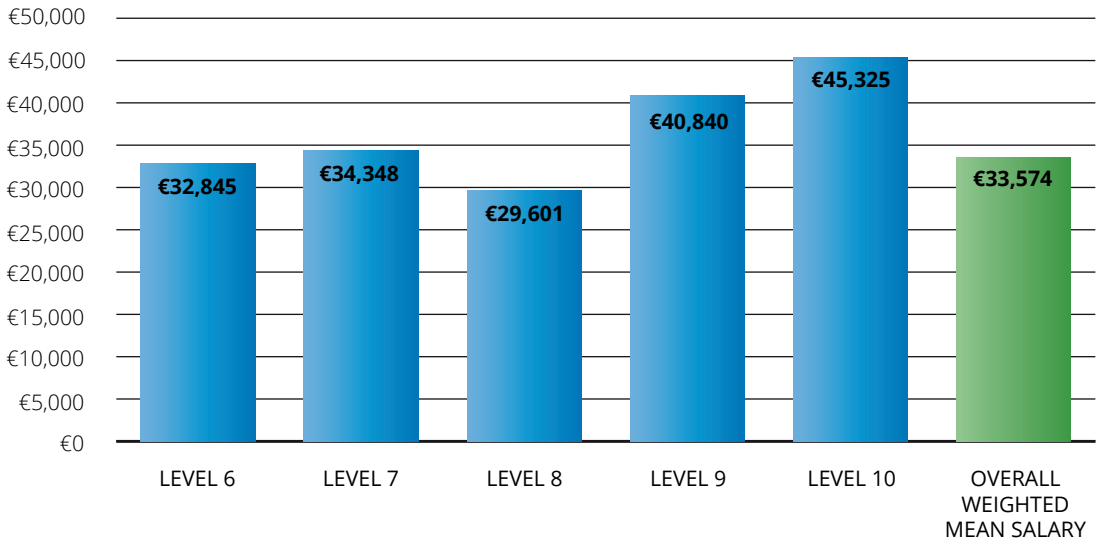
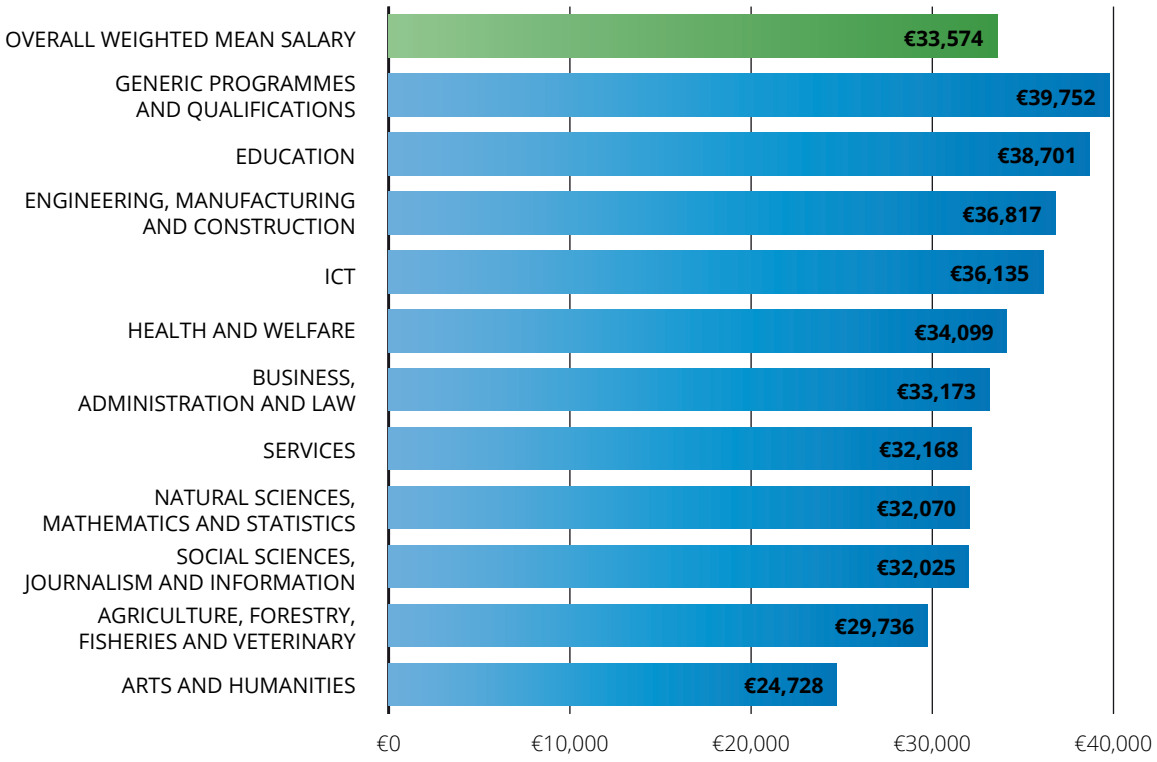


Figure 8.3 shows weighted average salary by ISCED broad field of study[8].

Figure 8.3: Weighted Mean Salary by ISCED Broad Field of Study

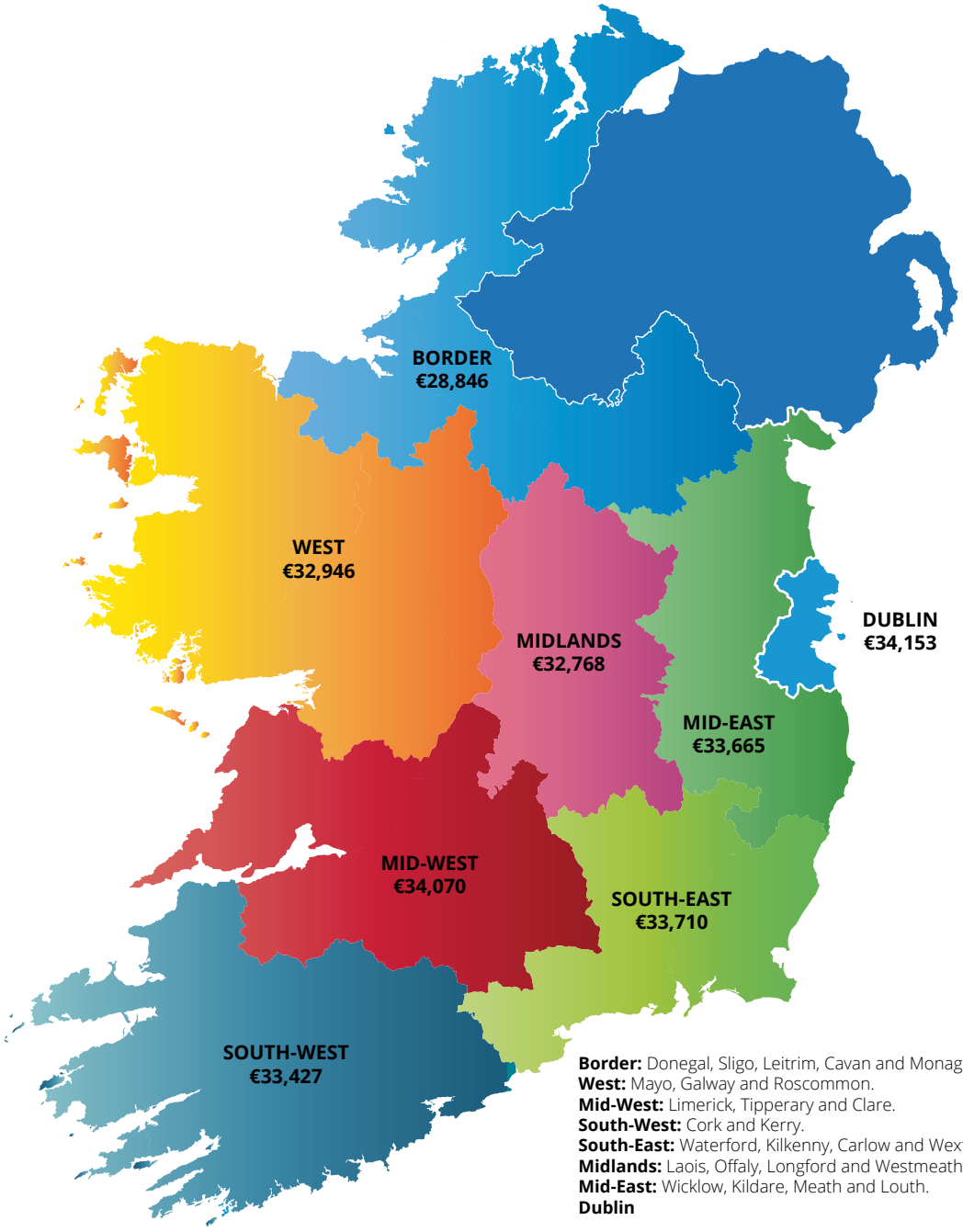


8 The number of graduates in the generic programmes and qualifications group is very low.

Graduates in the education field had the highest reported average salaries at €38,701. ICT and engineering graduates also had relatively high average salaries at €36,135 and €36,817 respectively. The lowest reported average salaries were in the arts and humanities field at €24,728.

Figure 8.4 below shows weighted mean salaries by region of employment, based on the NUTS3 region classifications.

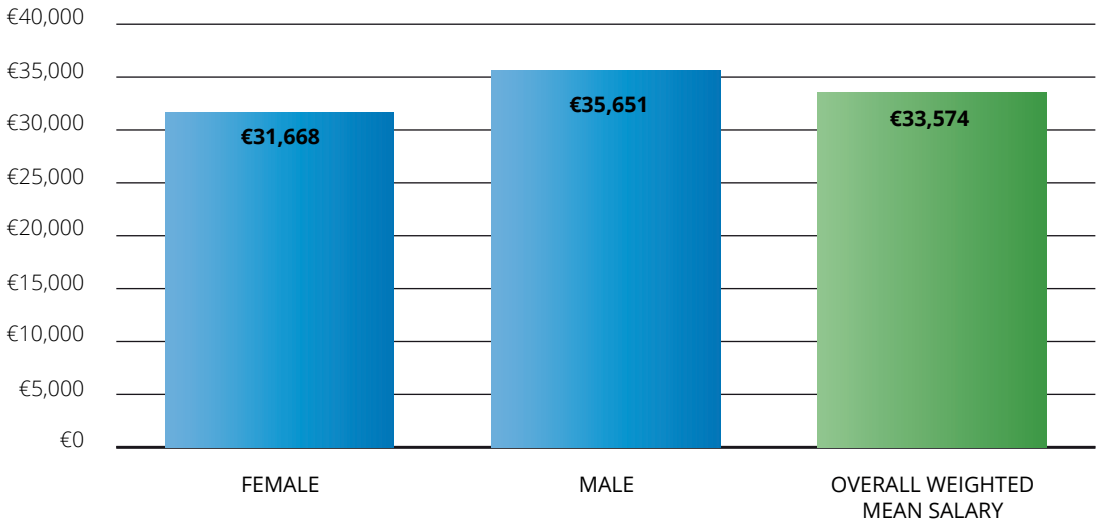
Figure 8.4: Weighted Mean Salary by Region of Employment



The highest average salaries were reported by those employed in the Dublin area at €34,153. The lowest average salaries reported were in the border area at €28,846. The average reported salary of those working in other countries was €32,729.

Figure 8.5 shows weighted mean salaries reported by gender. Males reported earning €35,651 on average, females reported earning €31,668 on average. Therefore, the difference in annual salary reported by gender was €3,983. This corresponds to an 11.2% gender pay gap on average, before any attempt is made to explain part of this variation in models.

Figure 8.5: Weighted Mean Salary by Gender



Results from Interval Regression Models

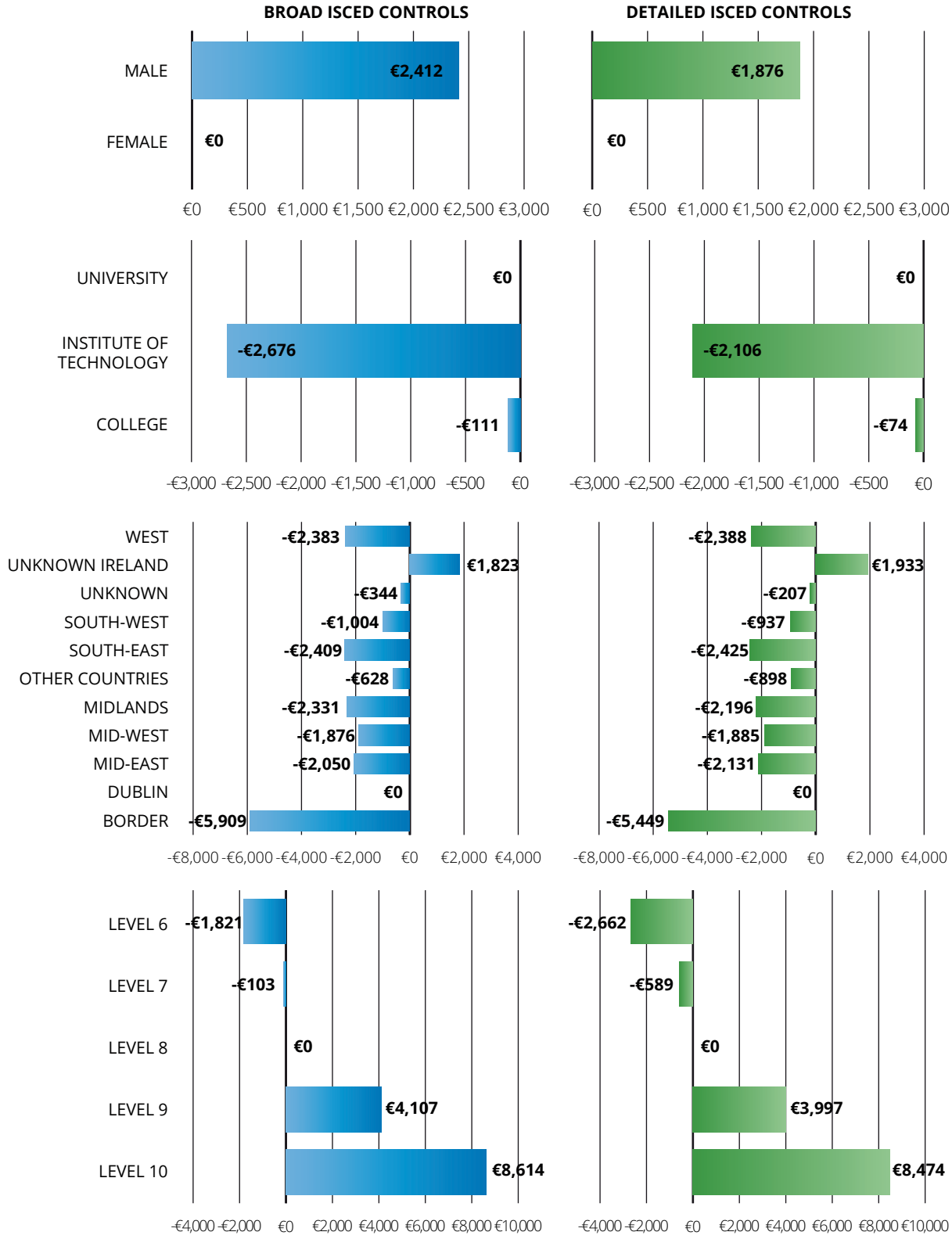
Four main models are used to analyse these data in a multivariate context[9]. Two models analyse the entire dataset and two models analyse younger graduates only, defined as those aged under 30 years old. These two variations are further divided into models which control for broad field of study and detailed field of study separately. The other covariates in each model type remain the same. Below is a list of all variables accounted for in these models.

- Gender
- Field of study (broad field and detailed field used separately in models)
- Institution type
- NACE employment sector
- Region of employment
- NFQ level
- Age and age squared (the latter is omitted from the younger graduate models)
- A binary variable for 1st/upper 2nd or equivalent final grade
- Employment type (i.e. employee, internship, self-employed)
- Contract type (i.e. permanent, fixed term, temporary)
- Occupation group (e.g. professional occupations, skilled trades, administrative etc.)

The largest category is usually chosen as the reference base category. Full results of the models are contained in the appendices. Main findings by gender, sector, region and NFQ are below. The €0 categories refer to the base categories in each instance, e.g. female.

9 The dependent variable is kept in level form (banded salary). Although earnings are usually modelled in log form, the skew of this distribution is not excessive and results from LnSalary models were not substantially different from the models here in level form (% marginal effects were checked in both).

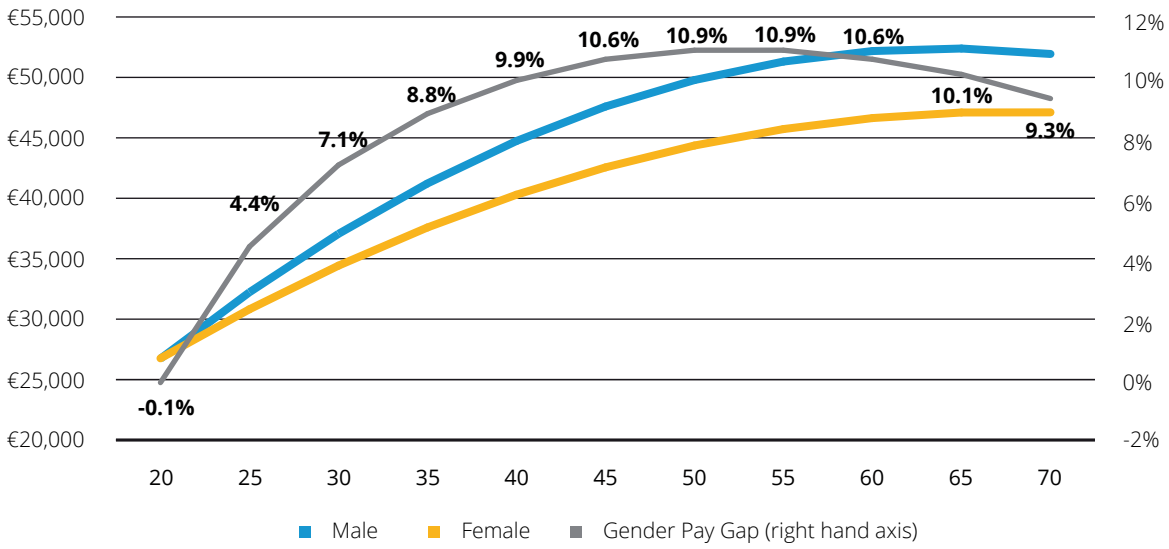
Figure 8.6: Interval Regression Model Results, All Graduates



** In addition to the above variables, ISCED field, NACE sector, age, age², 1st/upper 2nd binary, employment type, contract type and occupation group are also controlled for.*

The results from these models shows that when controlling for broad ISCED field of study males earn €2,412 more than females, on average. However, this gap is reduced to €1,876 when detailed field of study is controlled for, since part of the gender variation initially is explained by the detailed field of study one graduates from. To dissect the gender pay gap further, another model which interacts gender with age shows the gender pay gap over the age horizon of graduates in this analysis. Results from this model are in Figure 8.7 below.

Figure 8.7: Gender Pay Gap by Age of Graduates

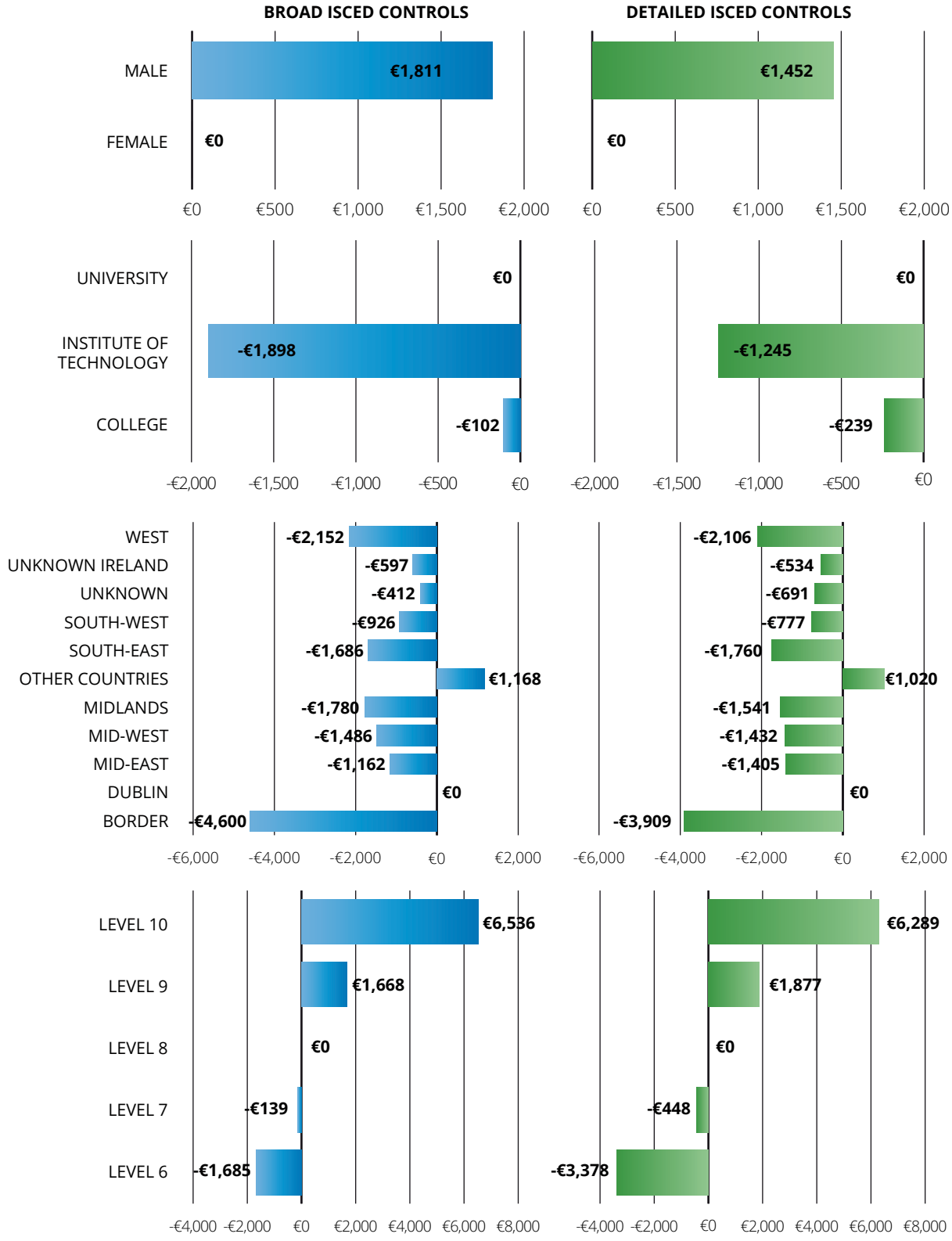


The gender pay gap is 4.4% for graduates aged 25 but rises steadily to 10.9% for graduates aged 50, before falling slightly in later years. The average gender pay gap is 5.4% (it is 11.2% before controls are introduced). All of the controls are present in this model, including detailed ISCED field of study.

Other results from the main model in Figure 8.6 include the premium attached to graduating from a university compared with an institute of technology. University graduates earn €2,676 more a year on average compared with IoT graduates, when controlling at the broad ISCED level and €2,106 when controlling at the detailed ISCED level. Those employed in Dublin earn more than those employed elsewhere (bar the unknown Ireland group). The largest difference is between Dublin and the border area – those employed in the border area earn between €5,449 and €5,909 less a year on average compared with those employed in the Dublin area. After controlling for the set of variables, the relationship between NFQ level graduated from and annual earnings is clear – the higher the NFQ level, the higher the earnings. PhD graduates earn over €8,000 more than level 8 graduates.

Figure 8.8 below shows the results of the models for younger graduates (aged under 30).

Figure 8.8: Interval Regression Model Results, Younger Graduates



** In addition to the above variables, ISCED field, NACE sector, age, 1st/upper 2nd binary, employment type, contract type and occupation group are also controlled for.*

The results from the models analysing the earnings of younger graduates are broadly similar to the models analysing all graduates. One of the key differences is the narrower gender pay gap evident for younger graduates. As shown earlier, the gender pay gap widens with age. In the younger graduate cohort, males earn €1,811 more a year on average than females when broad ISCED is controlled for and €1,452 when detailed ISCED is controlled for. When broad ISCED field is controlled for, the average predicted salary of males is €30,091 compared with €28,280 for females. The average predicted earnings for all younger graduates is €29,321.

For younger graduates, the difference by institution type graduated from is also not as pronounced as it is for all graduates. Younger graduates from institutes of technology earn €1,898 less a year on average compared with university graduates when broad ISCED is controlled for and €1,245 less a year on average when detailed ISCED is controlled for. The average predicted salary for graduates from universities is €29,814, compared with €27,916 for graduates from institutes of technology and €29,713 for graduates from colleges.

The average predicted salary of younger graduates working in the Dublin area is €29,762. This is the highest regional salary for those working in Ireland. However, those working in other countries have an average annual predicted salary of €30,930. Those working in the border area have the lowest predicted salary of €25,162.

Younger graduates with a PhD can expect to earn €35,234, holding all else constant. This compares with €28,699 for those graduating with a level 8 qualification and €30,367 for those graduating with a level 9 qualification.

Achieving a 1st or upper 2nd grade (or equivalent) attracts a premium of around €439 on average.

At the broad ISCED level, graduates from the education field earn more than all others, with an average predicted salary of €32,514. The lowest predicted salary is for those graduating from the arts and humanities field with an average predicted salary of €25,032.

The transformative power of teaching

Tomás Ó Ruairc

The late John Coolahan spoke on a number of occasions about the transformation that had occurred in the landscape of Initial Teacher Education over the past seven years. In the depth of the most severe financial crisis in the history of the State, significant decisions were made by both the Department of Education and Skills and the Teaching Council that had a major impact on programmes of ITE. It is important to remind ourselves of the policy choices which the State made at that time – for they are by no means common place in the international context. They reflected the deep cultural regard which we as a nation have for education. Working from a position of strength, the State wished to ensure that the quality of teaching and learning would be maintained and enhanced in the years to come. It was therefore decided to bring greater cohesion to ITE through the development of six centres of excellence, where the breadth and depth of research would connect more effectively with the magic and science of excellent teaching and learning. Programmes of ITE were extended, from three to four years at undergraduate level and to two years at post-graduate level.

These extensions were not to be more of the same. Through the new standards for ITE as published by the Council in 2011, HEI providers were asked to reconceptualise their programmes. In particular, they were required to provide more time for school placement and more space for reflective practice by student teachers.

Almost eight years on, the mis-match between teacher supply and demand has come to the fore as one of the most pressing issues facing the education system. The publication of this statistical report by the HEA marks the first time that all HEIs, including the colleges of education, have been included in the same survey on graduate destinations. This is an important step, not least because it sends a clear signal as to the importance of greater cohesion in the gathering and usage of data to inform models for teacher supply and demand. This of course echoes the cohesion which has been sought in teacher education in relation to the six centres of excellence, as well as the content of the ITE programmes which HEIs offer.

The history of Irish education over the past 150 years has arguably been a process where the infrastructural framework around education has slowly but surely become more formal, more concrete and more cohesive. The advent of a national school system on foot of the Stanley letter of 1831 was a clear example. But even as late as the 1970's, we saw the evolution of teaching to a degree-level profession. The late John Smith told me once of how even at that point, education was not regarded as a proper academic discipline – hence the need for degree-level studies in other subjects to justify a B. Ed. By 2011, this had evolved further, where the space and time for education, for teaching and learning, could more clearly be identified and provided for.

Now, in the context of our Policy on the Continuum of Teacher Education, which identifies integration as one of the core values of teachers' learning, we are witnessing a new phase of convergence in and for teaching and learning. Teachers are reaching across many traditional lines of demarcation – across subject boundaries, across school sectors, across research spaces – to connect knowledge through innovation with learning for all.

The same context applies to national organisations and agencies such as the HEA and the Teaching Council. We have been collaborating for some time in the area of school placement, and more recently on the various working groups established by the Department of Education and Skills to work on the issue of teacher supply. This is one clear example of what "joining the dots" means – sitting down from different perspectives, with different yet complementary responsibilities, to support quality teaching and learning where it matters the most – in our schools.

We do this because we know that teaching matters. It always has, and it always will. Teaching is the most important profession in our society – all other professions, all other careers depend on good teaching. Some people may say that teaching is not rocket science. They forget that teachers teach the rocket scientists! As a society, we have always prized good teaching – we all have stories of previous generations who made great sacrifices to ensure that subsequent generations would have opportunities that they did not. The choices which the State has made over the decades in many respects simply reflect this deep cultural regard. It is why Patrick Hillery said in the 1960's that we were too poor not to invest in education. It is why we succeeded in ensuring that we have a fully qualified profession by January 2014.

Grounded in the three R's of teachers' professionalism, (research, reflective practice and relationships), we will continue to work closely with the Department, with the HEA and with all agencies and stakeholders in ensuring that our teaching profession continues to grow and thrive well into the 21st century.

Tomás Ó Ruairc is Director of The Teaching Council.

Section 9:
Detailed Study of Education Graduates: Early Years and Teacher Education

Section 9:

Detailed Study of Education Graduates: Early Years and Teacher Education

This section will consider 2017 graduates of programmes of early years education and care and initial teacher education. It should be noted that data in this section is unweighted.

Early Years Education and Care

Early Years Education and Care is provided across universities, institutes of technology and in one college for the purposes of the survey. This section will focus on graduate outcomes for those with Early Years Education and Care qualifications up to honours degree level.

The early learning and care sector in Ireland is made up of over 4,500 services[10]. These services offer a wide range of options such as Full Day Care (34%), After School (41%), Sessional (91%) or Breakfast Club (19%). A total of 74% of early learning and care settings are privately operated; 66% are located in urban areas; and 84% of services implement the Aistear curriculum framework.

It is estimated that there were over 200,000 children attending early learning and care settings in 2017/18, up 9% on the previous year. The average number of children per facility was 44. Almost 119,000 (118,899) children benefited from ECCE (universal free pre-school programme) in 17/18. The value of ECCE contracts totalled over €262million. The number of children availing of some form of targeted childcare subvention rose by 43%, largely due to the introduction of a non means tested subsidy for children under three.

The number of staff working in the early learning and care services increased by 8% to almost 30,000 (29,555) and 47% of these staff work part-time. A total of 65% of staff have NFQ Level 6 qualifications or above and the average hourly wage of staff working in early learning and care was €12.17 in 2017/18. A total of 21% of the workforce have higher education qualifications.

In 2018, the Minister for Children and Youth Affairs published the *First 5* whole of government strategy for babies, young children and their families. *First 5* sets out a comprehensive policy framework for the next 10 years. The *First 5* Strategy acknowledges that major reforms in the Early Learning and Care workforce are necessary to meet the very significant demands for greater professionalisation in the sector. Proposed reforms will build on recent work by the Departments of Education and Skills and Children and Youth Affairs, including the Higher Capitation payment within the ECCE programme to incentivise the employment of graduates; the Learner Fund, a pilot of paid CPD; a review of the occupation role profiles; the development of criteria and guidelines for higher education qualifications; and the skills forecasting model commissioned by the Expert Group on Future Skills Needs. *First 5* sets out a goal to have a graduate-led Early Learning and Care workforce by 2028, with an initial target of 30% graduates by 2021.

10 The HEA is grateful to the Department of Education for providing background statistics on the Early Learning and Care sector.

Early Years Education and Care – Population

In 2017, 1,183 students graduated from early years programmes for the purposes of the survey. The overall response rate for these graduates to the survey was 46%.

The response rate at honours degree level was 44%. Nearly all honours degree graduate respondents were female (99%); and three quarters (75%) graduated from full-time programmes.

At ordinary degree, higher certificate and higher diploma levels, 35% of all graduates continued within their higher education institution to another programme. The response rate to the survey for the remainder of these graduates was 53%. As with honours degrees, nearly all graduates were female (98%) but half of the graduates (50%) were studying full-time.

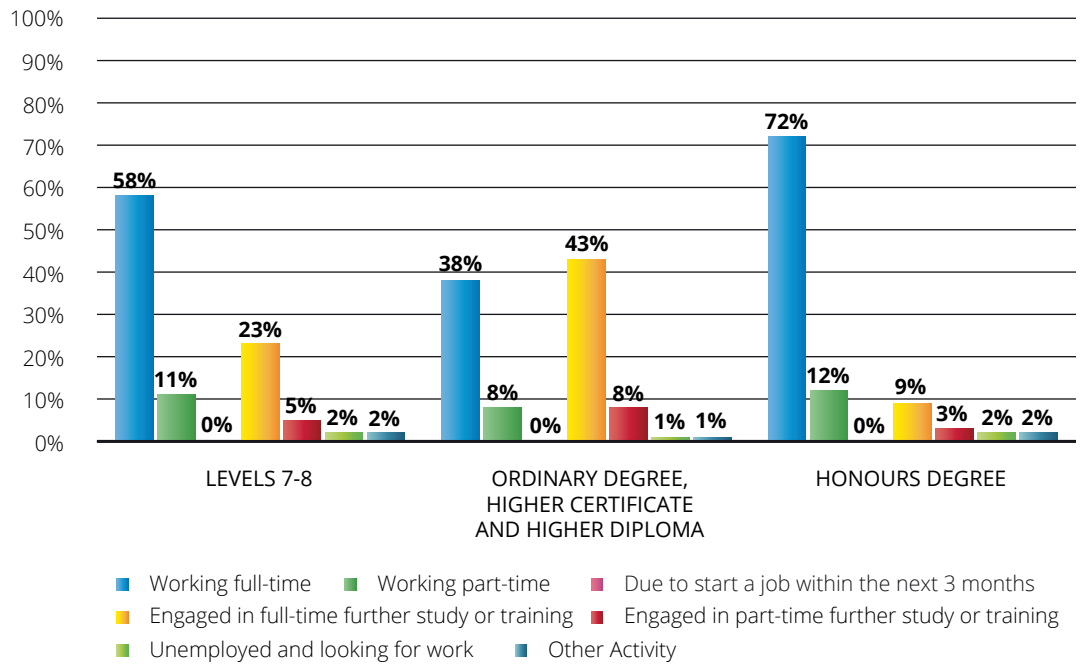
Early Years Education and Care – Main Destination

Considering all graduates' most important activity, 69% were employed nine months after graduation while 27% were in further study. A further 2% were unemployed and 2% were engaged in other activities.

As shown in Figure 9.1, for honours degree graduates, 84% were in employment. A total of 12% were in further study, 2% were unemployed and 2% were engaged in other activities. This compares favourably with national figures of 75% in employment (or due to start a job), 18% in further study, 4% unemployment and 3% engaged in other activities.

For ordinary degree, higher certificate and higher diploma graduates, 47% were in employment, 52% were engaged in further study, 1% were unemployed and 1% were engaged in other activities. Here it is clear that further study is a popular option for graduates of these programmes.

Figure 9.1: Early Years Graduates – Most Important Activity



Early Years Education and Care – Employment

For honours degree graduates in employment, a total of 95% of those who responded indicated that they were in employment in Ireland, with 5% overseas. For those employed in Ireland, 93% of those who indicated a sector of employment said they were employed in the Education/Human Health and Social Work sectors, and an analysis of job titles indicate that nearly all were working as early years educators.

Of those employed in Ireland, the most common county of employment was Dublin (22%), followed by Cork (18%). Table 9.1 indicates that there was no noticeable shift of graduates out of one province to another after graduation.

Table 9.1: Early Years Graduates in Employment – Province of Origin and Province of Employment

	Province of Origin of Graduate	Province of Employment of Graduate
Leinster	57%	58%
Munster	29%	29%
Connacht	9%	8%
Ulster	4%	4%
Total	**100%**	**100%**

Nearly all graduates who were employed abroad were working in the Education sector, and the majority (59%) were working in the UAE. However, it should be noted here that overall numbers are small.

Virtually all graduates of ordinary degree, higher certificate and higher diploma were in employment in Ireland, and 90% of those who indicated a sector of employment stated that they were working in Education/Human Health and Social Work.

For honours degree graduates, a total of 94% of responding graduates indicated that they were employees and 6% said that they were self-employed or starting up their own business. The majority (65%) of graduates were on permanent contracts, followed by 18% on a fixed term contract lasting 12 months or longer; and 11% on a fixed term contract lasting less than 12 months. The smallest numbers were on a temporary contract (6%) (see Table 9.2).

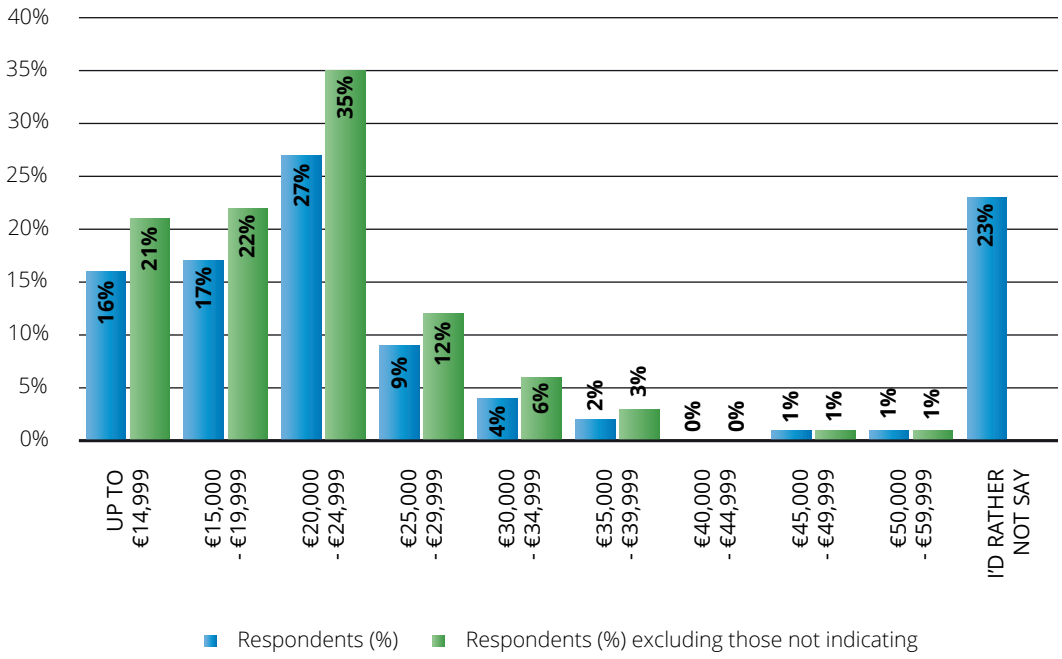
For ordinary degree, higher certificate and higher diploma graduates, a smaller proportion (76%) said they were employees, and nearly a quarter (24%) stated they were self-employed or starting up their own business. These graduates were also more likely to be on a permanent contract than honours degree graduates (79%).

Table 9.2: Early Years Graduates in Employment – Contract

	Ordinary Degree, Higher Certificate and Higher Diploma	Honours Degree
	Respondents (%)	
Permanent or open-ended contract	79%	65%
Fixed term contract lasting 12 months or longer	6%	18%
Fixed term contract lasting less than 12 months	10%	11%
Temporary (including substitute teaching), casual or employed through an agency	3%	6%
Unpaid	1%	
Total	**100%**	**100%**

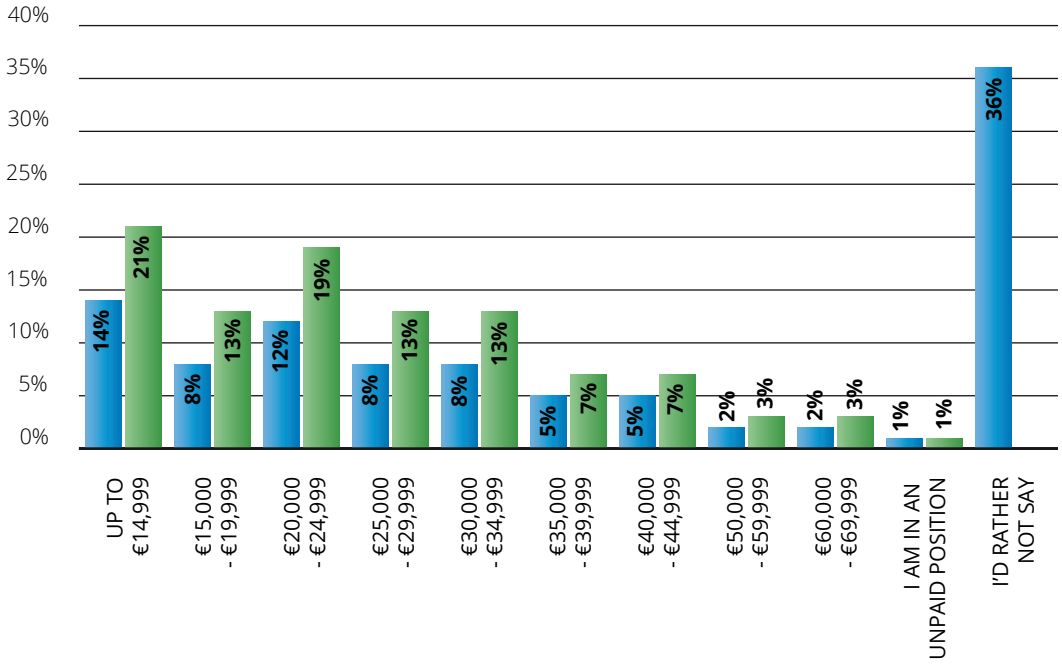
As shown in Figure 9.2, in terms of salary, the largest group of honours degree graduates were earning between €20,000 to €24,999. The second largest group were earning €15,000 to €19,999, followed by those earning less than €15,000. In this case, only 11% were earning in excess of €30,000 each year, when those declining to say were excluded.

Figure 9.2: Early Years Graduates in Employment – Honours Degree Salary



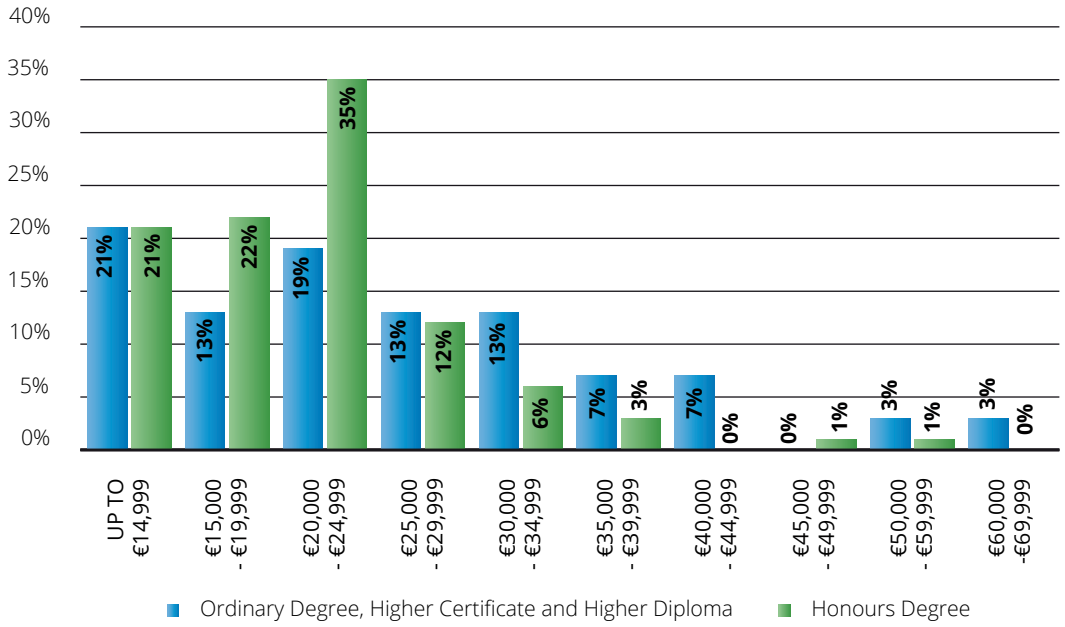
The profile differs for ordinary degree, higher certificate and higher diploma graduates, where the largest group of were earning less than €15,000 (see Figure 9.3). The second largest group were earning €20,000 to €24,999. However, a third of graduates were earning in excess of €30,000 each year (when non-respondents were excluded).

Figure 9.3: Early Years Graduates in Employment – Ordinary Degree, Higher Certificate and Higher Diploma Salary



The differing profiles of graduate earnings is shown in Figure 9.4.

Figure 9.4: Early Years Graduates in Employment – Salary Comparison by Programme Type



As shown in Table 9.3, looking at placement/work experience, 89% of honours degree graduates indicated that they had taken part in placement/work experience, while a smaller percentage (72%) of ordinary degree, higher certificate and higher diploma had done so. A total of 60% of honours degree graduates did a placement or accredited work experience with a different employer to their current one, and 28% did a placement or accredited work experience with their current employer. These figures were 41% and 31% for ordinary degree, higher certificate and higher diploma graduates respectively.

Table 9.3: Early Years Graduates in Employment – Placement/Work Experience

	Ordinary Degree, Higher Certificate and Higher Diploma	Honours Degree
	Respondents (%)	
Yes, I did a placement/accredited work experience...	73%	89%
... placement with my current employer	*22%*	*12%*
... placement with a different employer	*27%*	*36%*
... accredited work experience with my current employer	*9%*	*16%*
... accredited work experience with a different employer	*15%*	*25%*
No, I didn't do any placement or accredited work experience	28%	11%
Total	**100%**	**100%**

Of those honours degree graduates who did a placement/work experience, the largest group (39%) indicated they had done a placement/work experience of between 6 weeks and 4 months (see Table 9.4). The second largest group (25%) did a placement/work experience of between 4 and 6 months. A total of 22% of honours degree respondents did a placement/work experience of more than 6 months' duration. The picture is slightly different for ordinary degree, higher certificate and higher diploma graduates, where the majority (52%) did a placement of 6 weeks or less.

Table 9.4: Early Years Graduates in Employment – Duration of Placement/Work Experience

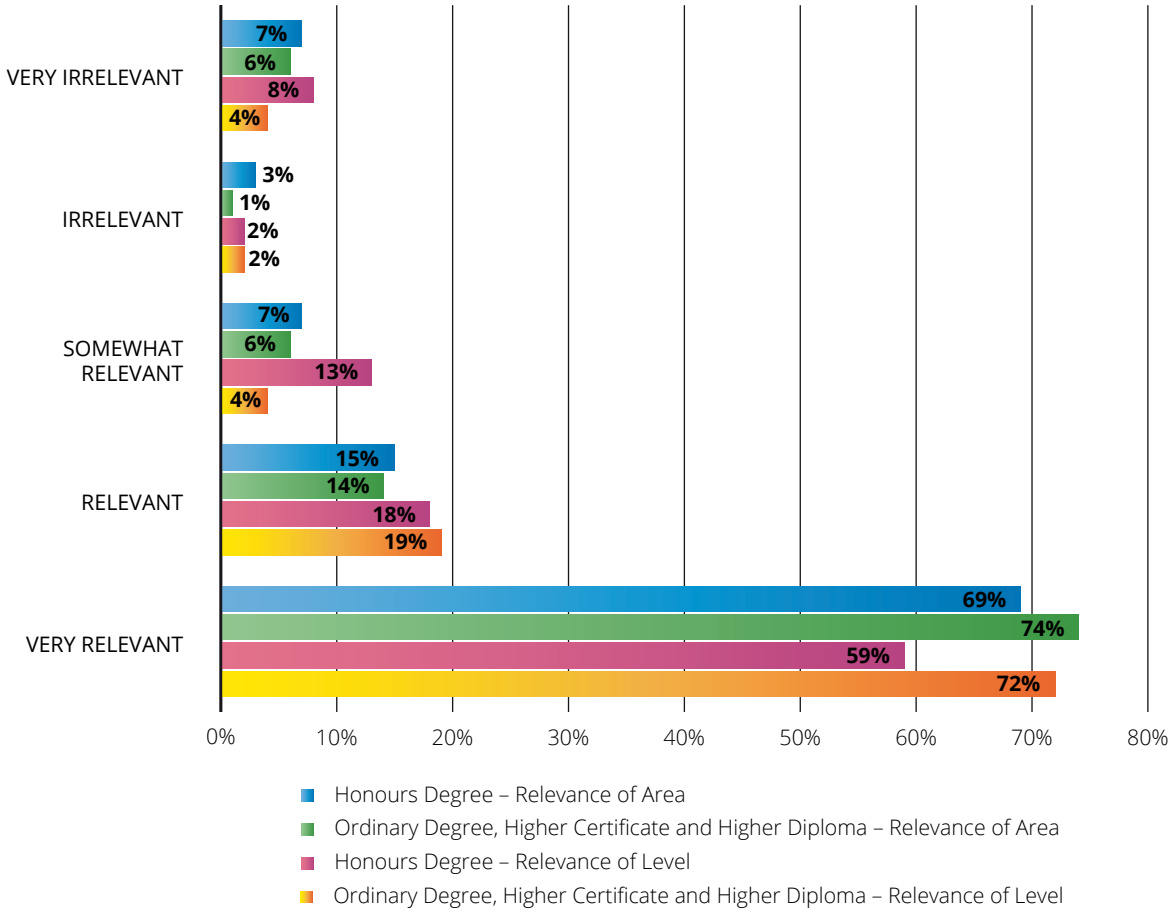
	Ordinary Degree, Higher Certificate and Higher Diploma	Honours Degree
	Respondents (%)	
6 weeks or less	52%	14%
More than 6 weeks but less than 4 months	14%	39%
Between 4 and 6 months	14%	25%
More than 6 months	20%	22%
Total	**100%**	**100%**

Honours degree graduates were asked about the relevance of their level of qualification (honours degree) to their current job. A total of 77% of graduates stated that their level of qualification was 'relevant' or 'very relevant' to their job. A total of 10% of these graduates stated that their level of qualification was 'irrelevant' or 'very irrelevant' to their job.

A higher percentage (91%) of ordinary degree, higher certificate and higher diploma graduates stated that their level of qualification was 'relevant' or 'very relevant' to their job. A total of 6% of these graduates stated that their level of qualification was 'irrelevant' or 'very irrelevant' to their job. Turning to the area of qualification obtained (i.e. Education/Health & Welfare), 84% of honours degree graduates and 88% of ordinary degree, higher certificate and higher diploma graduates stated that their qualification was 'relevant' or 'very relevant' to their job. For honours degree graduates, 10% stated that their qualification was 'irrelevant' or 'very irrelevant' to their job and this figure was 8% for ordinary degree, higher certificate and higher diploma graduates.

These figures compare very favourably with graduates overall – Section 4 of this report shows that overall, lower percentages of honours degree graduates considered that their area (61%) and level of study (62%) were 'relevant' or 'very relevant' to their job.

Figure 9.5: Early Years Graduates in Employment – Relevance of Qualification



Honours degree graduates were asked if their qualification was needed to obtain the job they have. A majority (70%) indicated that their qualification was required either formally or informally, and 14% said they were already in the job when they received their qualification (see Table 9.5). For ordinary degree, higher certificate and higher diploma graduates, 53% indicated that their qualification was required either formally or informally, and 33% said they were already in the job when they received their qualification.

Table 9.5: Early Years Graduates in Employment – Need for Qualification

	Ordinary Degree, Higher Certificate and Higher Diploma	Honours Degree
	Respondents (%)	
Yes: the level of qualification was a formal requirement	18%	28%
Yes: the subjects I studied as part of my qualification were a formal requirement	9%	6%
Yes: both the level of qualification and the subjects I studied were a formal requirement	7%	9%
Yes: while the qualification was not a formal requirement, it gave me an advantage	19%	27%
No: the qualification was not required	14%	15%
No: I was already in the job when I received the qualification	33%	14%
Total	**100%**	**100%**

Honours degree graduates were asked about how they first found out about their job. As shown in Table 9.6, the largest group of graduates (22%) found out about their job through personal contacts, followed by 21% who had already worked with their employer. Over half of ordinary degree, higher certificate and higher diploma graduates had already worked with their employer (53%).

Table 9.6: Early Years Graduates in Employment – Source of Job

	Ordinary Degree, Higher Certificate and Higher Diploma	Honours Degree
	Respondents (%)	
Personal contacts, including family and friends	13%	22%
I already worked there (including on an internship/placement)	53%	21%
Recruitment site (e.g. job search websites, including Public Appointments Service	10%	15%
Social media/professional networking sites	3%	13%
Media (e.g. newspaper/magazine advertisement)	1%	9%
Other	13%	8%
Employer website	3%	4%
Speculative application	3%	4%
Another institution source (e.g. lecturer/website/former graduate/ academic department)	1%	2%
My institution's careers service	0%	1%
Total	**100%**	**100%**

Early Years Education and Care – Further Study

Nearly all graduates who were in further study were studying in Ireland (99%). The largest groups were studying in Cork (28%) and Dublin (27%). Virtually all higher certificate and ordinary degree graduates were progressing to an honours degree. Most honours degree graduates were progressing to a masters taught or other postgraduate qualification. A total of 85% of graduates were studying on campus, while 15% were studying by blended or online learning.

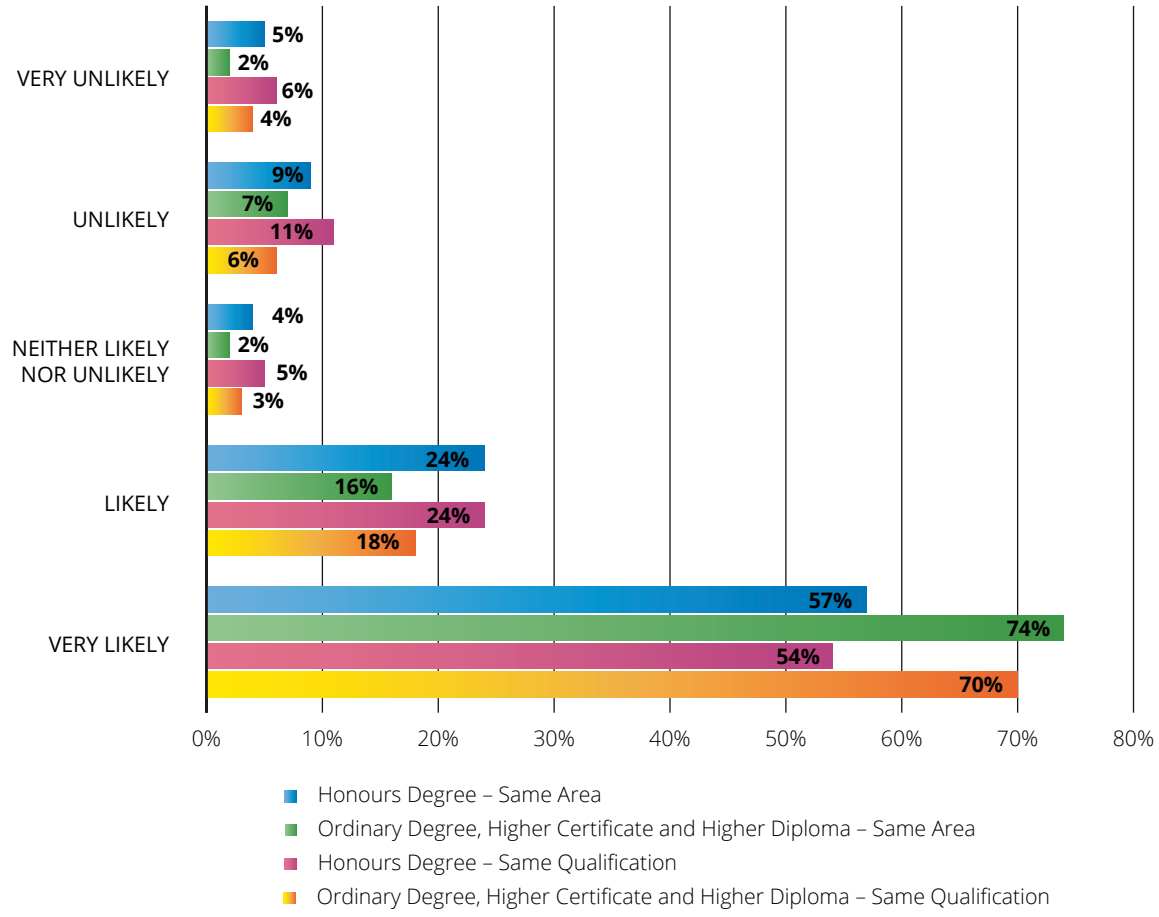
Nearly all graduates (95%) were continuing within the Education/Health & Welfare subject areas. Considering the courses being studied in more detail, about half of these graduates in further study were studying primary education programmes; with a variety of early years education, youth studies and further education making up the other half. It should be noted however, that total numbers in further study are small.

Early Years Education and Care – Graduate Reflections

Honours degree graduates were asked if they would study the same qualification again and a total of 78% said they were 'likely' or 'very likely' to study the same qualification again (see Figure 9.6). That figure was 88% for ordinary degree, higher certificate and higher diploma graduates. A slightly higher percentage of honours degree graduates (82%) responded to the question of whether they would study the same area again by saying they were 'likely' or 'very likely' to do so. That figure was 88% for ordinary degree, higher certificate and higher diploma graduates.

These figures give more favourable reflections than graduates as a whole: as this report has already shown, 74% of Level 6 & 7 graduates and 76% of honours degree graduates said they were 'likely' or 'very likely' to study the same qualification again.

Figure 9.6: Early Years Graduates in Employment – Study Same Qualification and Area Again



Teacher Education

This section will consider primary and post-primary teacher education separately. Given that most graduates are in employment, rather than in further study or unemployed, the focus of this chapter is graduate employment only.

Over the last five years, there has been significant development in the overall education policy framework within which initial teacher education (ITE) operates in Ireland. This includes the design of new curricula, implementation of National the Strategy for Literacy and Numeracy; changes to qualifications required for teachers in further education; the publication of the STEM Education Policy Statement, the Foreign Languages Strategy, the National Skills Strategy and the Digital Strategy for Schools among others. Important developments have also been driven by the Teaching Council, including accreditation and review of all Initial Teacher Education courses under set Criteria and Guidelines, which is now in a further phase of review. The recent report of the Technical Working Group on Teacher Supply aims to improve the overall coherence of teaching workforce planning across Ireland.

A comprehensive set of reforms based on the National Strategy for Higher Education to 2030 has been put into place. Particularly relevant are the establishment of the Higher Education System Performance Framework by Government, the strategic dialogue between the higher education institutions and the HEA leading to signing of individual compacts, the reform of the funding model and the establishment of funding supports for targeted priority reforms in Higher Education.

Primary Education

For the purposes of this survey, Primary Teacher Education is provided in two universities and one HEA-funded college, and programmes are provided at undergraduate level (Bachelor of Education) and postgraduate level (Professional Master of Education).

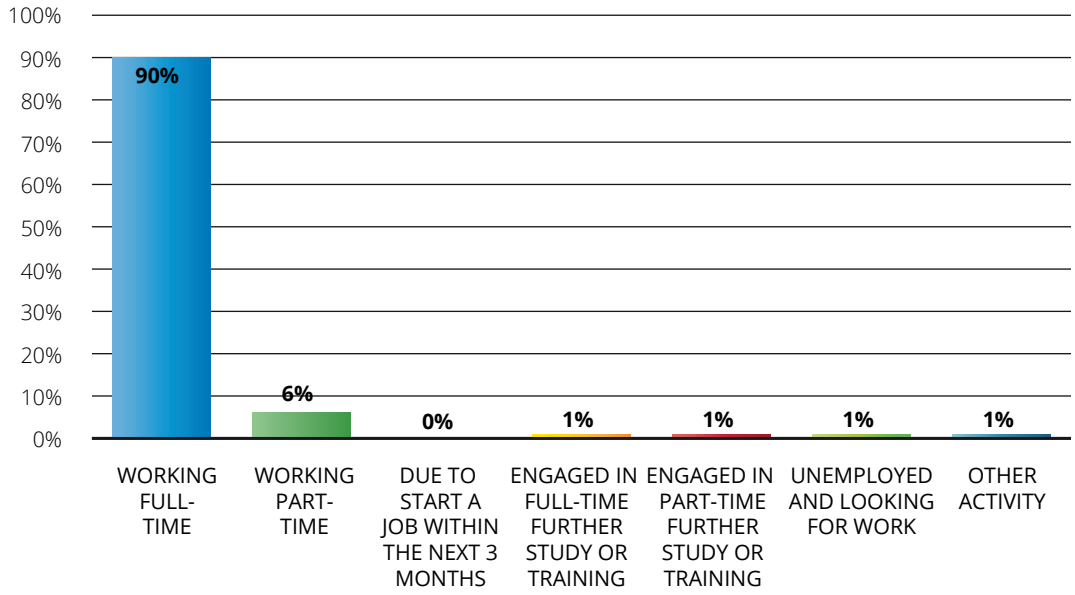
Primary Teacher Education – Population

In 2017, 1,052 students graduated from primary teaching programmes for the purposes of the survey, with a 41% response rate to the survey. Primary teaching is comprised mainly of female graduates, with females making up 79% of graduate responses. A total of 86% of graduate respondents came from the Bachelor of Education programme, with the balance from the Professional Master of Education.

Primary Teacher Education – Main Destination

As noted in Figure 9.7, 96% of primary teacher education graduates were in full-time or part-time employment nine months after graduation. A total of 2% were in further study, 1% were unemployed and 1% were engaged in other activities.

Figure 9.7: Primary Teacher Education Graduates – Most Important Activity



Primary Teacher Education – Employment

A total of 94% of those who responded indicated that they were in employment in Ireland, with 6% overseas. For those employed in Ireland, 98% of respondents indicated that they were employed in the education sector and an analysis of job titles further indicates that nearly all were engaged in primary teaching. Even for those who chose a sector other than education, their job title suggests that these graduates were also employed as primary teachers.

Of those employed in Ireland, the most common county of employment was Dublin (46%), followed by Cork (8%), Kildare (7%) and Meath (7%). All graduates who were employed abroad were working in the Education sector, and nearly all were working in Britain.

It is interesting to note that there was a significant difference between the provinces of origin of primary education graduates, and their eventual province of employment (see Table 9.7). Although only 49% of graduates were from Leinster, 81% were employed there; and although 15% of graduates were from Connacht, only 2% were employed there.

Table 9.7: Primary Teacher Education Graduates in Employment – Province of Origin and Province of Employment

	Province of Origin of Graduate	Province of Employment of Graduate
Leinster	49%	81%
Munster	27%	15%
Connacht	15%	2%
Ulster	9%	2%
Total	**100%**	**100%**

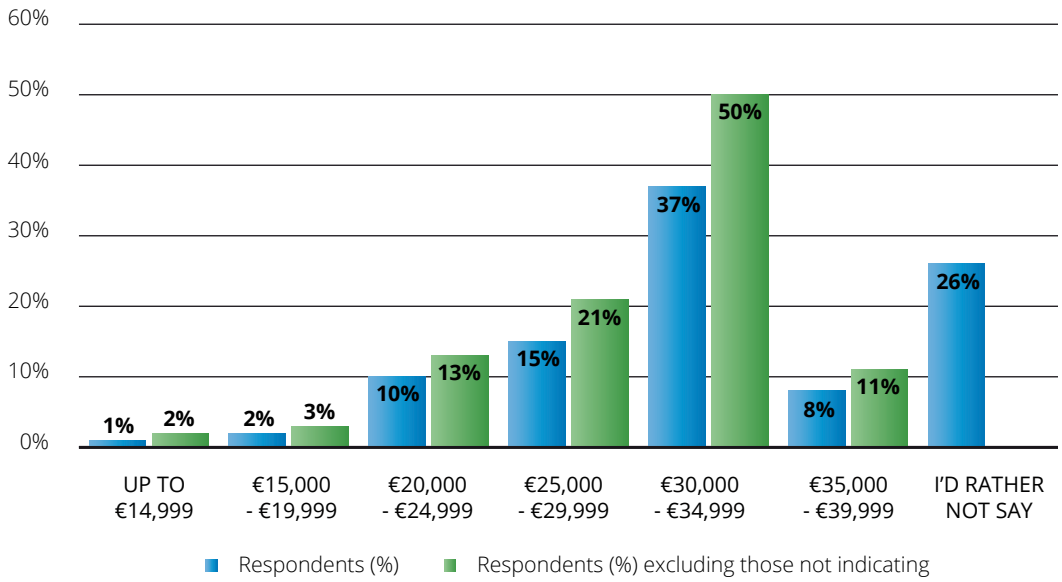
All responding graduates indicated that they were employees (rather than self-employed or unpaid), and there were equal numbers on a fixed term contract lasting 12 months or longer; or on a temporary contract (37%). A total of 17% were on a fixed term contract lasting less than 12 months and 8% were on a permanent or open-ended contract (see Table 9.8).

Table 9.8: Primary Teacher Education Graduates in Employment – Contract

	Respondents (%)
Permanent or open-ended contract	8%
Fixed term contract lasting 12 months or longer	37%
Fixed term contract lasting less than 12 months	17%
Temporary (including substitute teaching), casual or employed through an agency	37%
Total	**100%**

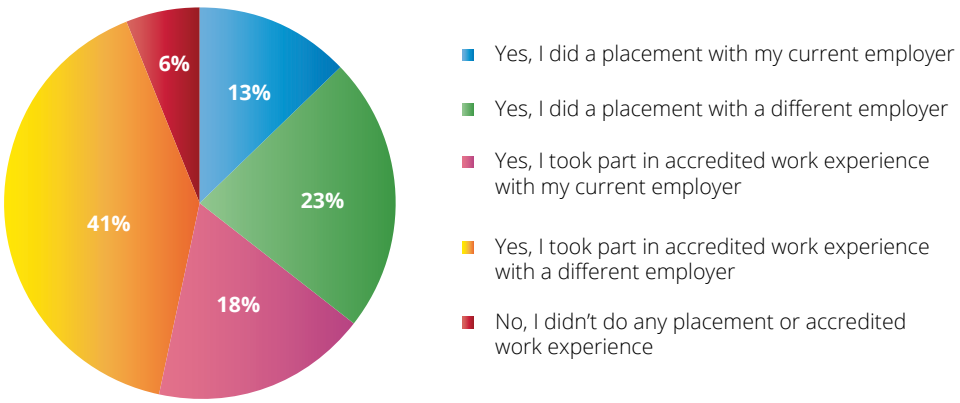
As shown in Figure 9.8, in terms of salary, the largest group were earning between €30,000 and €34,999. The second largest group were earning €25,000-€29,999.

Figure 9.8: Primary Teacher Education Graduates in Employment – Salary



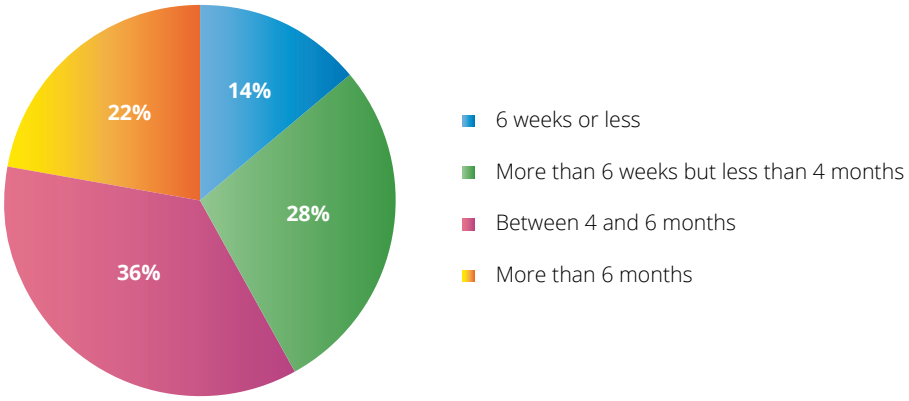
Looking at placement/work experience in Figure 9.9, 94% indicated that they had taken part in placement/work experience. Nearly two-thirds (64%) did a placement with a different employer to their current one, and nearly a third (31%) did a placement with their current employer.

Figure 9.9: Primary Teacher Education Graduates – Placement/Work Experience



Of those who did a placement/work experience, the largest group (36%) indicated they had done a placement/work experience of between 4 and 6 months (see Figure 9.10). The second largest group (28%) did a placement/work experience of between 6 weeks and 4 months. A total of 22% of respondents did a placement/work experience of more than 6 months duration.

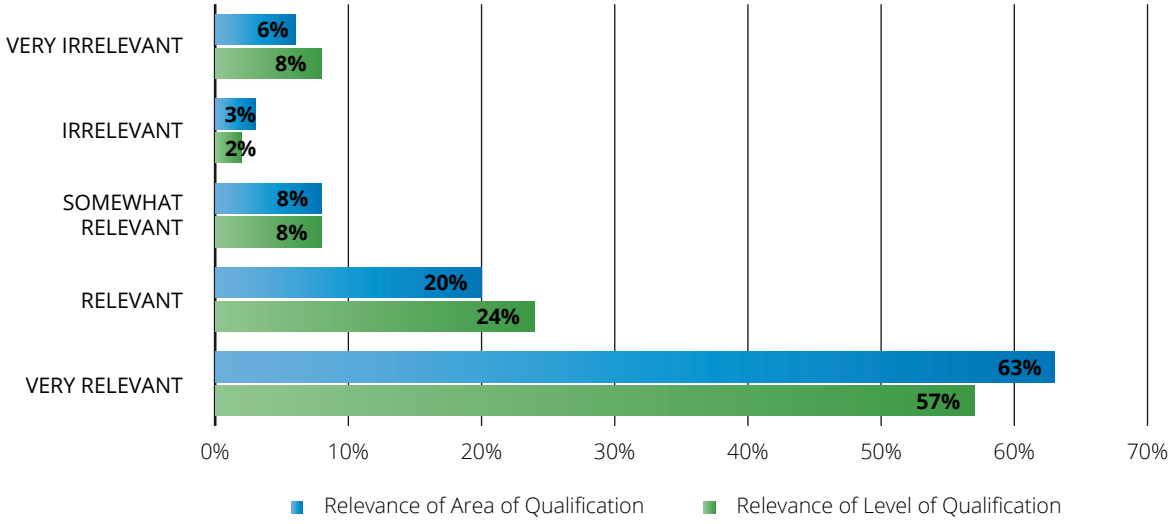
Figure 9.10: Primary Teacher Education Graduates – Duration of Placement/ Work Experience



Primary teaching graduates were asked about the relevance of their level of qualification (honours degree, masters) to their current job. A total of 81% of graduates stated that their level of qualification was 'relevant' or 'very relevant 'to their job. As shown in Figure 9.11, a total of 10% of graduates stated that their level of qualification was 'irrelevant' or 'very irrelevant' to their job. Turning to the area of qualification obtained (i.e. Education), 83% stated that their qualification was 'relevant' or 'very relevant' to their job, and 9% stated that their qualification was 'irrelevant' or 'very irrelevant' to their job.

These figures compare very favourably with graduates overall. This report has already shown that overall, lower percentages of honours degree graduates considered that their area (61%) and level of study (62%) were 'relevant' or 'very relevant' to their job; and these figures were 69% and 70% for postgraduate taught graduates overall.

Figure 9.11: Primary Teacher Education Graduates in Employment – Relevance of Qualification



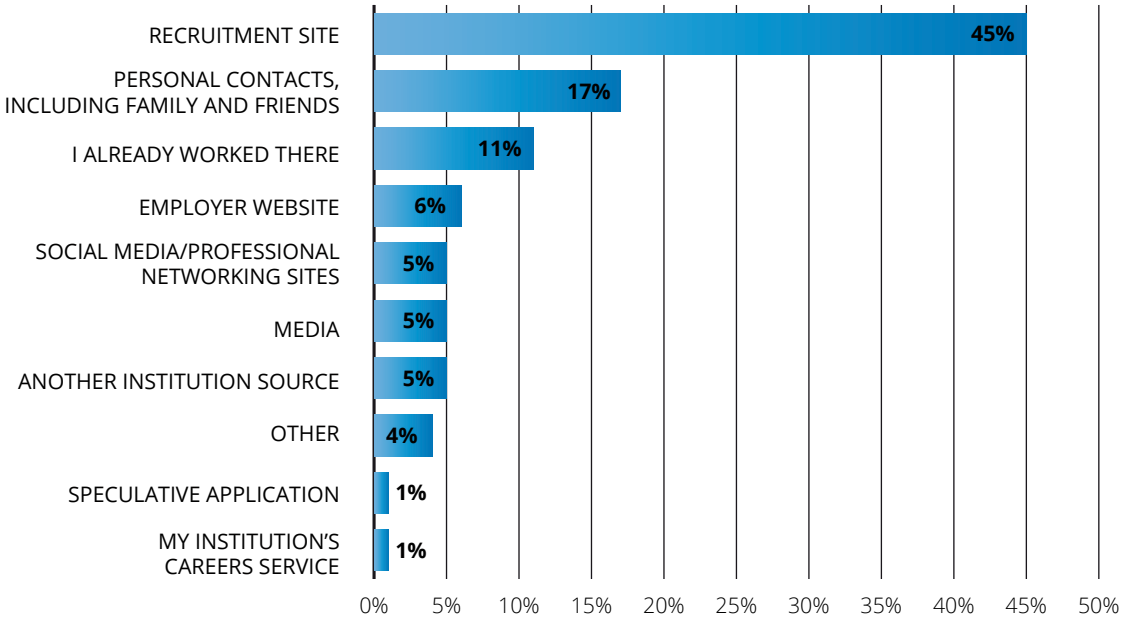
Graduates were asked if their qualification was needed to obtain the job they have. Nearly all (99%) indicated that their qualification was required (see Table 9.9).

Table 9.9: Primary Teacher Education Graduates in Employment – Need for Qualification

	Respondents (%)
Yes: the level of qualification was a formal requirement	93%
Yes: the subjects I studied as part of my qualification were a formal requirement	1%
Yes: both the level of qualification and the subjects I studied were a formal requirement	5%
No: the qualification was not required	1%
No: I was already in the job when I received the qualification	0%
Total	**100%**

Primary teaching graduates were asked about how they first found out about their job. As shown in Figure 9.12, the largest group of graduates (45%) found out about their job on a recruitment site (e.g. job search websites, including Public Appointments Service), followed by 17% who used personal contacts including family and friends. A total of 11% had already worked with their employer.

Figure 9.12: Primary Teacher Education Graduates in Employment – Source of Job

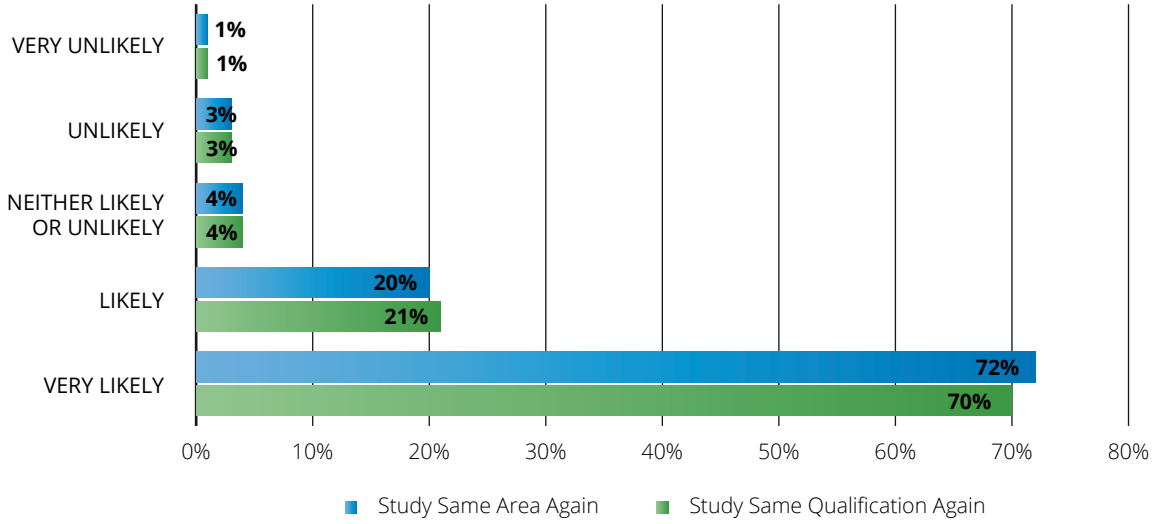


Primary Teacher Education – Graduate Reflections

Graduates were asked if they would study the same qualification again and a total of 91% said they were 'likely' or 'very likely' to study the same qualification again (see Figure 9.13). A similar percentage (92%) responded to the question of whether they would study the same area again by saying they were 'likely' or 'very likely' to do so.

These figures give more favourable reflections than graduates as a whole: as this report has already shown, 76% of honours degree graduates and 82% of postgraduate taught graduates said they were 'likely' or 'very likely' to study the same qualification again.

Figure 9.13: Primary Teacher Education Graduates in Employment – Study Same Qualification and Area Again



Post-Primary Education

Post-primary teacher education is provided in all universities, three institutes of technology and two HEA-funded colleges for the purposes of the survey.

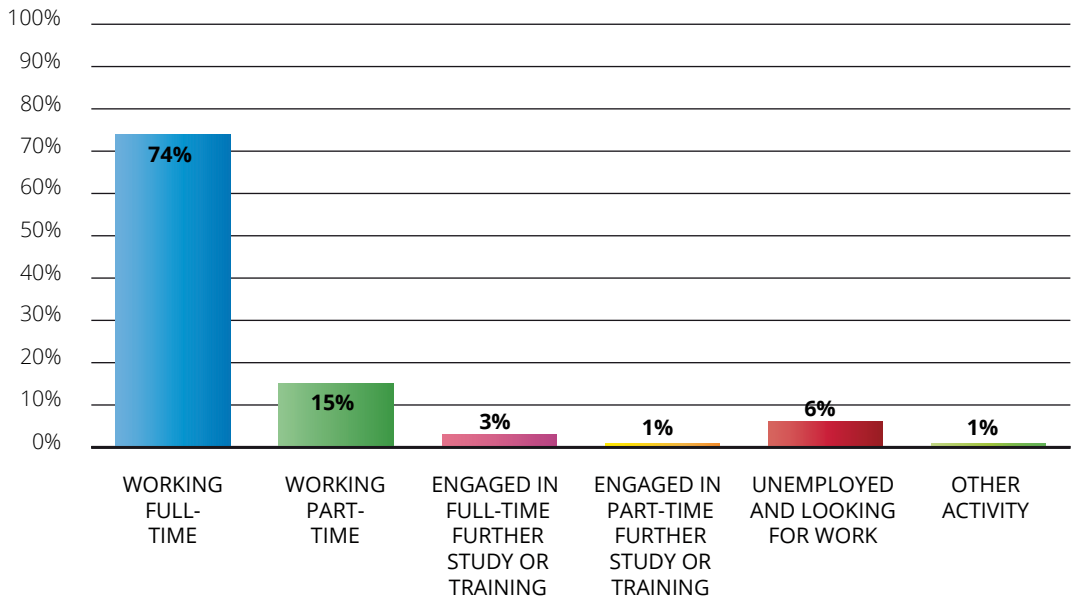
Post-Primary Teacher Education – Population

In 2017, 1,357 students graduated from post-primary teaching programmes for the purposes of the survey, with a 57% response rate to the survey. As with primary education, post-primary education graduates were mostly female (60%). A total of 39% of graduate respondents came from the Bachelor of Education programme, and 61% came from the Professional Master of Education.

Post-Primary Teacher Education – Main Destination

Figure 9.14 indicates that 89% of post-primary teacher education graduates were in full-time or part-time employment nine months after graduation. A total of 4% were in further study, 6% were unemployed and 1% were engaged in other activities.

Figure 9.14: Post-Primary Teacher Education Graduates – Most Important Activity



Post-Primary Teacher Education – Employment

A total of 93% of those who responded to the question said they were in employment in Ireland, with 7% employed overseas. For those employed in Ireland, 93% stated that they are working in the education sector, and an analysis of job titles suggest that all of these were working as post-primary teachers. A further 2% who selected a sector other than education indicated through their job title that they were in fact employed as a teacher.

The most common county of employment was Dublin (30%), followed by Cork (13%), Kildare (6%), Limerick (6%) and Meath (5%). Table 9.10 shows that although 43% of graduates are originally from Leinster, 59% of all employment is in Leinster.

Table 9.10: Post-Primary Teacher Education Graduates in Employment – Province of Origin and Province of Employment

	Province of Origin of Graduate	Province of Employment of Graduate
Leinster	43%	59%
Munster	34%	27%
Connacht	15%	9%
Ulster	8%	5%
Total	**100%**	**100%**

Nearly all graduates employed overseas were working in the Education sector. A total of 69% of these were working in Britain, 10% were working in the UAE and 8% were working in Sweden.

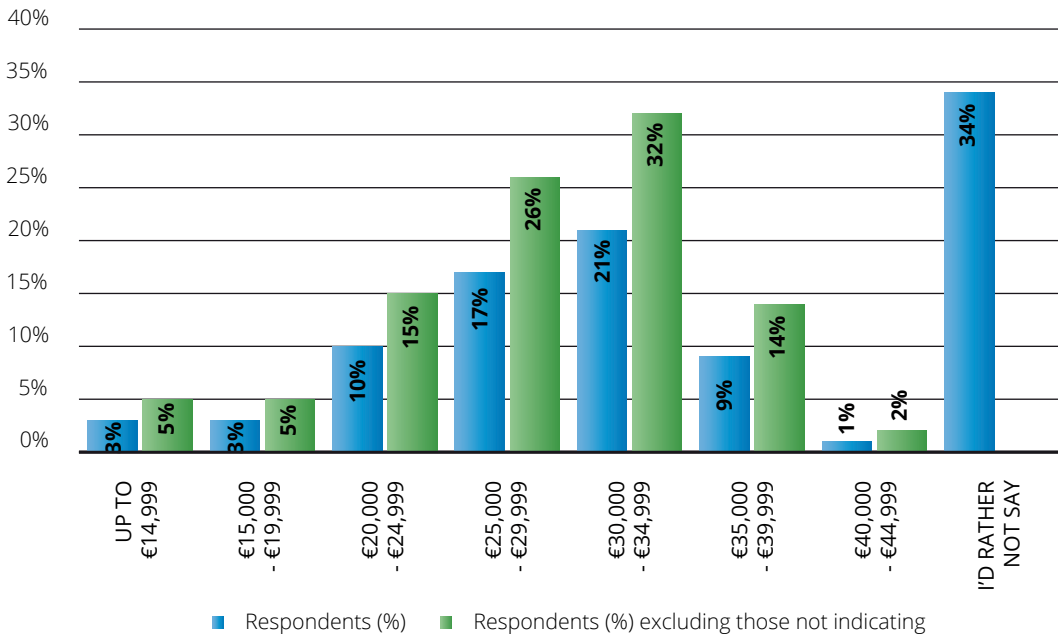
Looking at contract type in Table 9.11, the largest group of post-primary teaching graduates were on a fixed term contract lasting 12 months or longer (43%). After that, 23% were on a temporary contract, followed by 18% on a fixed term contract lasting less than 12 months. The smallest group (16%) were on a permanent or open-ended contract.

Table 9.11: Post-Primary Teacher Education Graduates in Employment – Contract

	Respondents (%)
Permanent or open-ended contract	16%
Fixed term contract lasting less than 12 months	18%
Fixed term contract lasting 12 months or longer	43%
Temporary (including substitute teaching), casual or employed through an agency	23%
Total	**100%**

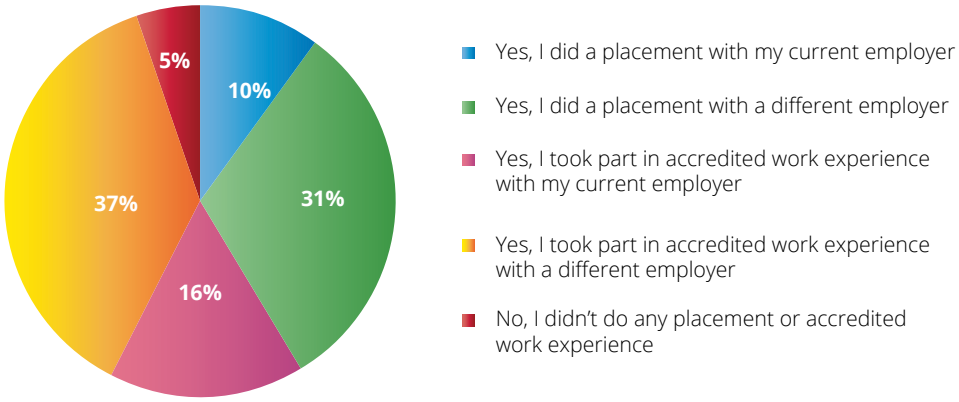
Turning to salary in Figure 9.15, the largest group of post-primary teaching graduates were earning between €30,000 and €34,999. The second largest group were earning €25,000-€29,999, and the third largest was earning €20,000-€24,999.

Figure 9.15: Post-Primary Teacher Education Graduates in Employment – Salary



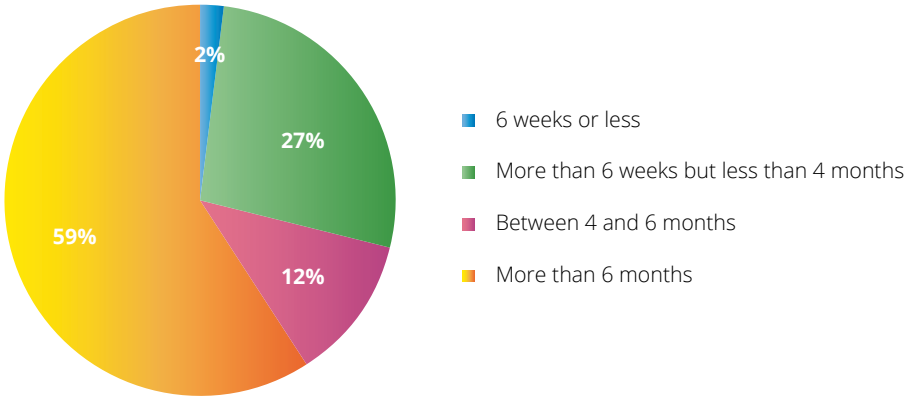
Nearly all respondents indicated that they had completed a placement or accredited work experience (see Figure 9.16). A total of 68% did a placement/work experience with a different employer to their current employer, and 26% did a placement/work experience with the same employer.

Figure 9.16: Post-Primary Teacher Education Graduates in Employment – Placement/Work Experience



As shown in Figure 9.17, the majority (59%) of those who had undertaken a placement/work experience did so for more than 6 months. Over a quarter (27%) indicated that their placement/work experience had lasted between 6 weeks and 4 months. A total of 12% indicated that their placement lasted between 4 and 6 months.

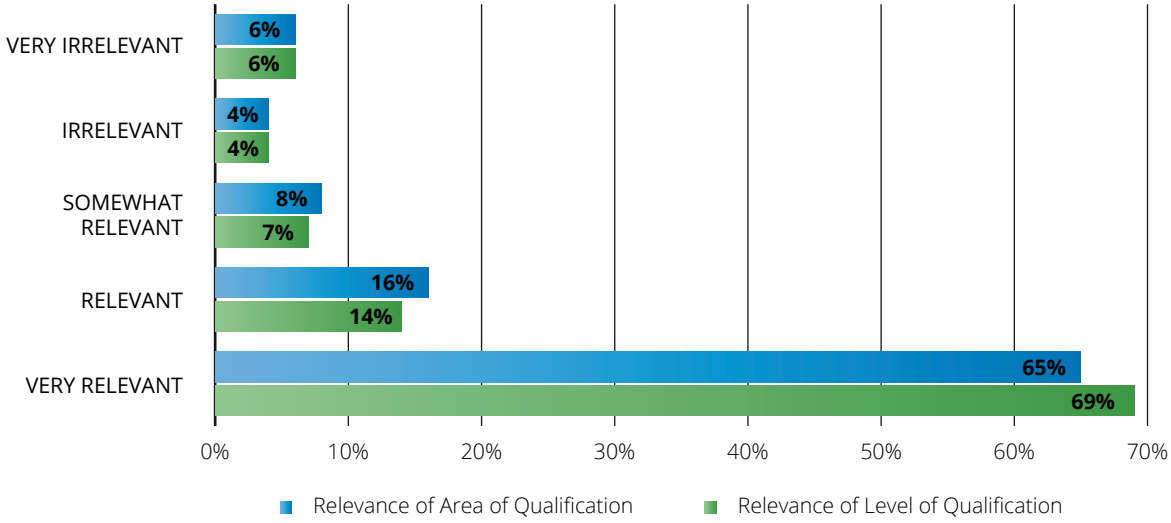
Figure 9.17: Post-Primary Teacher Education Graduates in Employment – Duration of Placement/Work Experience



Graduates were asked about the relevance of their level of qualification (honours degree, masters) to their current job. A total of 83% of graduates stated that their level of qualification was 'relevant' or 'very relevant' to their job (see Figure 9.18). A total of 10% of graduates stated that their level of qualification was 'irrelevant' or 'very irrelevant' to their job. Turning to the area of qualification obtained (i.e. Education), 81% stated that their qualification was 'relevant' or 'very relevant' to their job, and 10% stated that their qualification was 'irrelevant' or 'very irrelevant' to their job.

These figures compare very favourably with graduates overall. This report has already shown that overall, lower percentages of honours degree graduates considered that their area (61%) and level of study (62%) were 'relevant' or 'very relevant' to their job; and these figures were 69% and 70% for postgraduate taught graduates overall.

Figure 9.18: Post-Primary Teacher Education Graduates in Employment – Relevance of Qualification



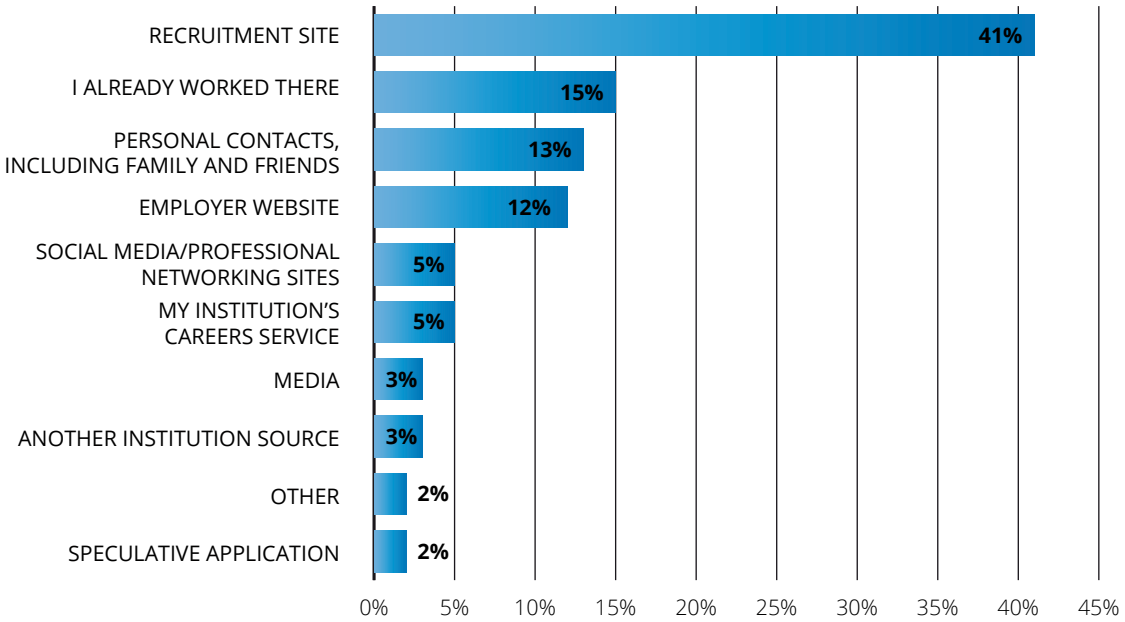
As shown in Table 9.12, nearly all graduates indicated (97%) that the level of their qualification was a formal or informal requirement in securing their current employment.

Table 9.12: Post-Primary Teacher Education Graduates in Employment – Need for Qualification

	Respondents (%)
Yes: the level of qualification was a formal requirement	67%
Yes: the subjects I studied as part of my qualification were a formal requirement	9%
Yes: both the level of qualification and the subjects I studied were a formal requirement	20%
Yes: while the qualification was not a formal requirement, it gave me an advantage	1%
No: the qualification was not required	3%
No: I was already in the job when I received the qualification	0%
I don't know	0%
Total	**100%**

Graduates were asked how they found out about their current job. The largest group (41%) indicated that a Recruitment site (e.g. job search websites, including Public Appointments Service) was where they found out about their job (see Figure 9.19). After that 15% indicated they had already worked with that employer, 13% used personal contacts and 12% indicated that the employer website was the source of information.

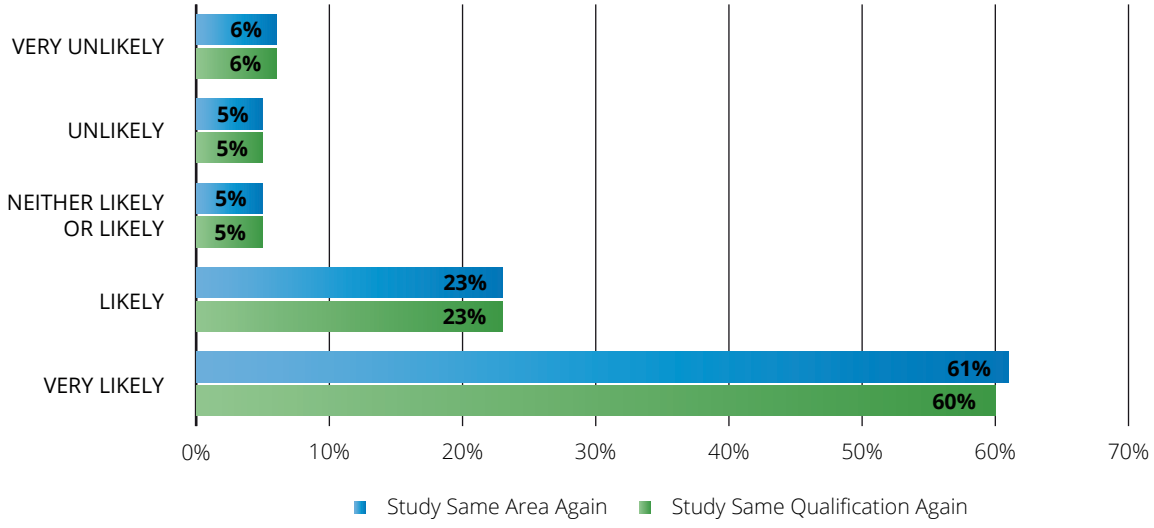
Figure 9.19: Post-Primary Teacher Education Graduates in Employment – Source of Job



Post-Primary Teacher Education – Graduate Reflections

Graduates were asked if they would study the same qualification again. As shown in figure 9.20, a total of 83% said they were 'likely' or 'very likely' to study the same qualification again. A similar percentage (84%) responded with the same answers to the question of whether they would study the same area again.

Figure 9.20: Post-Primary Teacher Education Graduates in Employment – Study Same Qualification and Area Again



Appendices

Appendix 1:
Institution-Level Response Rates and Main Destination

Response Rates – Institution-Level Data

Individual institutional response rates are given in the tables below. The following should be noted when considering survey response rate and total data availability. In universities and colleges, an arrangement was put in place for graduates of level 8, 9 or 10 programmes who were engaged in further study within the same institution. Although universities/colleges were not permitted to pre-populate these survey responses using the institution's academic or other records; once the survey fieldwork period elapsed and all survey responses were collected, they were permitted to populate the survey return for remaining graduates in further study within the same university who did not respond to the survey. This was for the purposes of completeness of records for institutional purposes. It is understood that such graduates do not appear in HEA reporting of graduate outcomes and do not contribute to the calculation of the institution's response rate. However, survey response rate and total data availability are given here for completeness.

University Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population
University of Limerick	69%	69%	3,590
Trinity College Dublin	63%	63%	4,138
University College Cork	59%	67%	5,478
NUI Galway	58%	63%	4,622
University College Dublin	55%	55%	8,696
Dublin City University	46%	47%	3,311
Maynooth University	46%	46%	3,302
Universities	**57%**	**59%**	**33,137**

College Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population
Mary Immaculate College	30%	30%	1,037
National College of Art and Design	30%	30%	336
Colleges	**30%**	**30%**	**1,373**

In the institutes of technology, in order to capture fully the nature of progression from level 6 to level 7 and onward to level 8, institutes identified those continuing on the ladder system within their institute to a higher level of study with a special identification code. These graduates did not receive the survey for completion, but their administrative data is stored within the *Graduate Outcomes Survey* database. This means that there is a response to the survey (levels 6-10 who received the survey) and a total level of data availability (levels 6-10 who received the survey plus Level 6 & 7 continuing graduates).

Institute Response Rates and Data Availability	Response Rate	Total data availability	Total Survey Population	Total Data Population
Galway-Mayo IT	69%	77%	1,214	1,692
Athlone IT	65%	74%	1,295	1,773
Dundalk IT	56%	66%	1,039	1,324
IT Carlow	52%	59%	1,657	1,937
Limerick IT	52%	62%	1,233	1,559
IT Blanchardstown	49%	61%	744	975
DIT	47%	54%	3,120	3,578
IADT	47%	51%	494	539
Waterford IT	44%	46%	2,282	2,353
IT Tralee	36%	46%	602	714
IT Tallaght, Dublin	36%	49%	1,019	1,283
Cork IT	29%	44%	2,571	3,278
IT Sligo	21%	39%	1,151	1,488
Letterkenny IT	9%	27%	904	1,133
All Institutes of Technology	**44%**	**54%**	**19,325**	**23,626**

Main Destination – Institution-Level Data

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

Most important activity (Honours Degree – Universities and Colleges)	DCU	NUIG	MU	TCD	UCC	UCD	UL	MIC	NCAD
Working full-time	70%	67%	54%	69%	63%	57%	75%	65%	70%
Working part-time	7%	6%	8%	3%	5%	6%	4%	9%	7%
Due to start a job within the next 3 months	2%	1%	2%	1%	1%	2%	1%	1%	0%
Engaged in full-time further study or training	16%	21%	29%	21%	21%	29%	16%	14%	4%
Engaged in part-time further study or training	1%	1%	2%	1%	2%	2%	2%	3%	1%
Unemployed and looking for work	3%	2%	4%	3%	3%	3%	2%	5%	3%
Other Activity	2%	3%	1%	2%	4%	2%	1%	2%	14%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Most important activity (Honours Degree – IoTs)	AIT	CIT	DIT	DKIT	GMIT	IADT	ITB	ITC	ITS	ITTAL	ITTR	LYIT	LIT	WIT
Working full-time	74%	74%	72%	73%	69%	59%	77%	69%	71%	70%	78%	83%	77%	65%
Working part-time	7%	7%	6%	8%	10%	10%	7%	10%	10%	3%	6%	0%	6%	9%
Due to start a job within the next 3 months	1%	1%	1%	2%	1%	1%	1%	0%	1%	2%	0%	0%	0%	1%
Engaged in full-time further study or training	8%	12%	6%	9%	7%	11%	4%	9%	8%	15%	4%	4%	7%	15%
Engaged in part-time further study or training	0%	1%	1%	1%	1%	1%	1%	2%	0%	3%	1%	0%	3%	1%
Unemployed and looking for work	8%	4%	5%	5%	7%	8%	9%	6%	8%	4%	9%	13%	5%	5%
Other Activity	2%	1%	9%	2%	5%	10%	0%	3%	2%	2%	1%	0%	1%	3%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**

Appendix 2:
Main Destination – Institution Type

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

Universities

Most important activity (Universities)	Full-time	Part-time	Male	Female	Level 8	Level 9	Level 10	Total
Working full-time	69%	83%	72%	71%	65%	80%	87%	71%
Working part-time	6%	7%	5%	7%	6%	6%	7%	6%
Due to start a job within the next 3 months	1%	1%	1%	1%	1%	1%	1%	1%
Engaged in full-time further study or training	16%	1%	15%	14%	22%	4%	1%	14%
Engaged in part-time further study or training	1%	3%	1%	1%	1%	1%	0%	1%
Unemployed and looking for work	4%	3%	5%	3%	3%	6%	3%	4%
Other Activity	2%	2%	2%	2%	2%	2%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**28,717**	**4,245**	**14,888**	**18,107**	**19,368**	**12,247**	**1,286**	**32,995**

Most important activity (Universities)	Honours Degree	Postgraduate Diploma	Masters Taught	Research Degree
Working full-time	65%	89%	79%	85%
Working part-time	5%	6%	6%	6%
Due to start a job within the next 3 months	1%	0%	1%	1%
Engaged in full-time further study or training	22%	0%	4%	3%
Engaged in part-time further study or training	1%	2%	1%	0%
Unemployed and looking for work	3%	1%	6%	3%
Other Activity	2%	2%	2%	2%
Total	**100%**	**100%**	**100%**	85%
Count	**18,813**	**1,699**	**9,505**	**1,565**

Most important activity (Universities)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and communication technologies (ICTS)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	85%	48%	63%	75%	60%	84%	77%	77%	83%	84%
Working part-time	9%	12%	8%	3%	4%	2%	3%	3%	6%	3%
Due to start a job within the next 3 months	0%	1%	1%	2%	2%	2%	1%	0%	1%	2%
Engaged in full-time further study or training	1%	28%	19%	11%	27%	5%	12%	17%	7%	9%
Engaged in part-time further study or training	1%	2%	2%	2%	1%	1%	1%	1%	1%	0%
Unemployed and looking for work	2%	5%	5%	5%	4%	5%	4%	2%	1%	2%
Other Activity	1%	4%	3%	2%	2%	2%	2%	1%	1%	0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**3,181**	**5,047**	**3,133**	**8,040**	**3,581**	**1,849**	**2,453**	**468**	**5,010**	**209**

Institutes of Technology

Most important activity (Institutes of Technology)	Full-time	Part-time	Remote	Male	Female	Level 8	Level 9	Level 10
Working full-time	66%	81%	96%	72%	68%	72%	69%	83%
Working part-time	7%	9%	1%	5%	9%	7%	7%	4%
Due to start a job within the next 3 months	1%	1%	2%	1%	1%	1%	1%	0%
Engaged in full-time further study or training	12%	2%	0%	10%	10%	8%	1%	2%
Engaged in part-time further study or training	1%	1%	0%	1%	1%	1%	1%	0%
Unemployed and looking for work	6%	3%	1%	6%	5%	6%	3%	4%
Other Activity	7%	3%	0%	5%	6%	4%	18%	8%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**14,945**	**3,957**	**501**	**10,088**	**9,315**	**11,763**	**2,303**	**85**

Most important activity (Institutes of Technology)	Honours Degree	Higher Certificate	Higher Diploma	Masters Taught	Research Degree
Working full-time	72%	63%	73%	69%	78%
Working part-time	7%	6%	6%	7%	7%
Due to start a job within the next 3 months	1%	1%	1%	1%	3%
Engaged in full-time further study or training	9%	20%	5%	1%	2%
Engaged in part-time further study or training	1%	1%	0%	1%	0%
Unemployed and looking for work	6%	6%	7%	3%	4%
Other Activity	4%	3%	7%	18%	6%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**11,057**	**941**	**634**	**1,994**	**166**

Most important activity (Institutes of Technology)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and communication technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	76%	53%	52%	70%	68%	71%	80%	62%	73%	69%
Working part-time	17%	16%	15%	5%	4%	3%	2%	5%	11%	9%
Due to start a job within the next 3 months	0%	1%	1%	1%	0%	2%	0%	1%	0%	1%
Engaged in full-time further study or training	1%	7%	14%	11%	15%	6%	9%	22%	9%	12%
Engaged in part-time further study or training	2%	1%	1%	1%	1%	1%	0%	0%	1%	1%
Unemployed and looking for work	2%	11%	6%	5%	8%	10%	4%	6%	3%	3%
Other Activity	2%	11%	11%	7%	3%	6%	5%	5%	2%	6%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**313**	**1,961**	**447**	**4,612**	**1,550**	**2,002**	**2,986**	**430**	**3,235**	**1,830**

Appendix 3:
Main Destination – Mode of Study

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

Full-time

Most important activity (full-time)	Male	Female	Level 8	Level 9	Level 10
Working full-time	68%	68%	67%	75%	87%
Working part-time	5%	7%	6%	6%	6%
Due to start a job within the next 3 months	1%	1%	1%	1%	1%
Engaged in full-time further study or training	15%	15%	18%	4%	2%
Engaged in part-time further study or training	1%	1%	1%	1%	0%
Unemployed and looking for work	6%	4%	4%	6%	3%
Other Activity	4%	4%	3%	6%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**21,090**	**23,828**	**30,058**	**10,335**	**1,191**

Most important activity (Full-time)	Honours Degree	Higher Certificate	Higher Diploma	Postgraduate Diploma	Masters Taught	Research Degree
Working full-time	67%	49%	59%	83%	75%	1,263
Working part-time	6%	8%	6%	5%	7%	78
Due to start a job within the next 3 months	1%	2%	2%	0%	1%	16
Engaged in full-time further study or training	18%	29%	14%	2%	4%	55
Engaged in part-time further study or training	1%	1%	1%	1%	0%	5
Unemployed and looking for work	4%	8%	10%	1%	7%	52
Other Activity	3%	3%	8%	8%	6%	38
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**29,487**	**629**	**671**	**725**	**9,172**	**1,508**

Most important activity (Full-time)	Education	Arts and humanities	Business, administration and law	Social sciences, journalism and information	Natural sciences, mathematics and statistics	Information and communication technologies (ICTs)	Engineering, manufacturing and construction	Agriculture, forestry, fisheries and veterinary	Health and welfare	Services
Working full-time	79%	49%	61%	72%	61%	75%	76%	69%	79%	65%
Working part-time	12%	12%	8%	3%	4%	2%	2%	3%	6%	10%
Due to start a job within the next 3 months	0%	1%	1%	2%	1%	2%	1%	0%	1%	1%
Engaged in full-time further study or training	2%	23%	20%	13%	25%	7%	13%	20%	9%	14%
Engaged in part-time further study or training	1%	2%	1%	1%	1%	1%	0%	1%	1%	1%
Unemployed and looking for work	4%	7%	5%	5%	5%	8%	4%	4%	2%	4%
Other Activity	2%	6%	3%	4%	2%	5%	4%	3%	2%	6%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**2,897**	**7,133**	**3,140**	**10,215**	**4,772**	**3,150**	**4,370**	**860**	**6,735**	**1,634**

Part-time

Most important activity (Part-time)	Male	Female	Level 8	Level 9	Level 10
Working full-time	87%	79%	80%	85%	83%
Working part-time	4%	11%	10%	7%	12%
Due to start a job within the next 3 months	1%	0%	0%	1%	0%
Engaged in full-time further study or training	1%	1%	2%	1%	0%
Engaged in part-time further study or training	2%	2%	2%	2%	0%
Unemployed and looking for work	4%	2%	3%	3%	2%
Other Activity	2%	3%	2%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**3,781**	**4,552**	**1,828**	**4,534**	**194**

Most important activity (Part-time)	Honours Degree	Postgraduate Certificate	Postgraduate Diploma	Masters Taught	Research Degree
Working full-time	79%	71%	87%	88%	86%
Working part-time	12%	8%	6%	7%	11%
Due to start a job within the next 3 months	0%	1%	0%	1%	0%
Engaged in full-time further study or training	1%	2%	1%	1%	0%
Engaged in part-time further study or training	3%	4%	3%	1%	0%
Unemployed and looking for work	3%	10%	1%	1%	2%
Other Activity	2%	4%	2%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,169**	**768**	**1,261**	**2,531**	**245**

Most important activity (Part-time)	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies (ICTs)	Engineering, manufacturing and construction	Services
Working full-time	91%	55%	80%	68%	82%	89%	91%	80%
Working part-time	5%	24%	6%	16%	4%	2%	2%	14%
Due to start a job within the next 3 months	0%	1%	1%	0%	2%	2%	0%	0%
Engaged in full-time further study or training	0%	4%	2%	1%	3%	0%	1%	1%
Engaged in part-time further study or training	2%	1%	3%	6%	1%	2%	1%	2%
Unemployed and looking for work	1%	4%	5%	2%	6%	4%	4%	2%
Other Activity	1%	12%	3%	7%	2%	1%	2%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,479**	**368**	**2,352**	**439**	**272**	**663**	**783**	**1,494**

Appendix 4:
Levels 6 & 7 – Detailed Tables

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

Gender and Mode

Level 6 & 7 Most Important Activity by Gender	Male	Female	Full-time	Part-time	e-Learning
Working full-time	22%	20%	16%	41%	59%
Working part-time	2%	4%	2%	4%	1%
Due to start a job in the next 3 months	0%	0%	0%	1%	1%
Engaged in full-time further study or training	65%	63%	78%	6%	0%
Engaged in part-time further study or training	9%	10%	1%	45%	39%
Unemployed and looking for work	2%	2%	2%	2%	0%
Other Activity	1%	2%	1%	2%	0%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**3,620**	**2,721**	**5,098**	**1,133**	**110**

Level of Study and Selected Programme Types

Level 6 & 7 Most Important Activity by Level	Level 6	Level 7	Ordinary Degree	Certificate	Higher Certificate	Total
Working full-time	18%	22%	22%	36%	17%	21%
Working part-time	2%	2%	2%	9%	2%	2%
Due to start a job in the next 3 months	0%	0%	0%	0%	0%	0%
Engaged in full-time further study or training	58%	66%	66%	9%	61%	64%
Engaged in part-time further study or training	19%	6%	6%	42%	18%	9%
Unemployed and looking for work	1%	2%	2%	1%	1%	2%
Other Activity	1%	1%	1%	3%	1%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**1,605**	**4,736**	**4,729**	**92**	**1,504**	**6,341**

Appendix 5:
Honours Degree – Detailed Tables

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

Gender and Mode

Honours Degree Most Important Activity by Gender	Male	Female	Full-time	Part-time	Remote
Working full-time	68%	67%	67%	79%	93%
Working part-time	5%	7%	6%	12%	2%
Due to start a job within the next 3 months	1%	1%	1%	0%	0%
Engaged in full-time further study or training	17%	17%	18%	1%	0%
Engaged in part-time further study or training	1%	2%	1%	3%	1%
Unemployed and looking for work	5%	3%	4%	3%	2%
Other Activity	2%	3%	3%	2%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	14,367	16,449	29,487	1,169	160

Employment – Salary by Sector (respondents)

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	5%	6%	12%	6%
€15,000-€19,999	4%	8%	10%	6%
€20,000-€24,999	13%	17%	22%	15%
€25,000-€29,999	16%	19%	13%	17%
€30,000-€34,999	17%	17%	25%	17%
€35,000-€39,999	7%	6%	5%	6%
€40,000-€44,999	2%	3%	0%	3%
€45,000-€49,999	1%	2%	0%	1%
€50,000-€59,999	1%	1%	0%	1%
€60,000-€69,999	1%	1%	0%	1%
€70,000-€79,999	0%	0%	0%	0%
€80,000 +	0%	1%	0%	0%
I am in an unpaid position	0%	0%	2%	0%
I'd rather not say	31%	19%	11%	26%
Total	**100%**	**100%**	**100%**	**100%**
Count	**13,096**	**8,613**	**614**	**22,322**

Employment – Relevance of Level of Study by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	14%	11%	20%	13%
Irrelevant	8%	8%	5%	8%
Somewhat relevant	16%	18%	12%	17%
Relevant	21%	24%	18%	22%
Very Relevant	41%	37%	45%	39%
I don't know	1%	2%	1%	1%
Total	**100%**	**100%**	**100%**	**100%**
Count	**10,584**	**8,456**	**594**	**19,633**

Employment – Relevance of Area of Study by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	15%	12%	17%	13%
Irrelevant	9%	7%	4%	8%
Somewhat relevant	16%	17%	10%	16%
Relevant	20%	23%	18%	21%
Very Relevant	40%	39%	51%	40%
I don't know	1%	2%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**
Count	**10,658**	**8,438**	**574**	**19,670**

Employment – Need for Qualification by Sector

	Universities	Institutes of Technology	Colleges	Total
Yes: the level of qualification was a formal requirement	42%	42%	59%	43%
Yes: the subjects I studied as part of my qualification were a formal requirement	4%	4%	3%	4%
Yes: both the level of qualification and the subjects I studied were a formal requirement	18%	10%	14%	15%
Yes: while the qualification was not a formal requirement, it gave me an advantage	13%	17%	6%	14%
No: the qualification was not required	16%	16%	11%	15%
No: I was already in the job when I received the qualification	5%	8%	5%	6%
I don't know	1%	3%	1%	2%
Total	**100%**	**100%**	**100%**	**100%**
Count	**10,729**	**8,428**	**577**	**19,734**

Appendix 6:
Postgraduate Taught – Detailed Tables

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

Postgraduate Certificate Programmes – Detailed Tables

Postgraduate Certificate Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	1,175	58	21	**1,254**
% of Total Population	94%	5%	2%	**100%**
Total Survey Respondents	321	8	5	**334**
Survey Response Rate	27%	14%	24%	**27%**

Postgraduate Certificate Population by Gender	Male	Female	Total
Total Population Count	541	712	**1,254**
% of Total Population	43%	57%	**100%**
Total Survey Respondents	137	197	**334**
Survey Response Rate	25%	28%	**27%**

Postgraduate Certificate Population by Mode	Full-time	Part-time	Total
Total Population Count	20	1,234	**1,254**
% of Total Population	2%	98%	**100%**
Total Survey Respondents	6	328	**334**
Survey Response Rate	30%	27%	**27%**

Postgraduate Certificate Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	219	17%	44	20%
Arts and humanities	8	1%	1	13%
Social sciences, journalism and information	7	1%	3	43%
Business, administration and law	668	53%	155	23%
Natural sciences, mathematics and statistics	2	0%		0%
Information and communication technologies (ICTs)	66	5%	27	41%
Engineering, manufacturing and construction	31	2%	19	61%
Agriculture, forestry, fisheries and veterinary	15	1%	6	40%
Health and welfare	231	18%	77	33%
Services	7	1%	2	29%
Total	**1,254**	**100%**	**334**	**27%**

Postgraduate Certificate Most Important Activity	Male	Female	Universities	Part-time
Working full-time	68%	72%	70%	71%
Working part-time	8%	8%	9%	8%
Due to start a job within the next 3 months	1%	2%	1%	1%
Engaged in full-time further study or training	1%	2%	2%	2%
Engaged in part-time further study or training	4%	4%	4%	4%
Unemployed and looking for work	15%	7%	10%	10%
Other Activity	3%	4%	3%	4%
Total	100%	100%	100%	100%
Count	317	461	730	768

Postgraduate Certificate Most Important Activity – Selected ISCEDs	Education	Business, administration and law	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Health and Welfare
Working full-time	83%	56%	100%	53%	83%
Working part-time	4%	10%	0%	11%	11%
Due to start a job within the next 3 months	0%	3%	0%	0%	1%
Engaged in full-time further study or training	0%	4%	0%	0%	0%
Engaged in part-time further study or training	4%	4%	0%	5%	3%
Unemployed and looking for work	4%	17%	0%	32%	0%
Other Activity	4%	6%	0%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**	**100%**
Count	118	356	62	43	171

Postgraduate Diploma Programmes – Detailed Tables

Postgraduate Diploma Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	1,884	215	70	**2,169**
% of Total Population	87%	10%	3%	**100%**
Total Survey Respondents	**795**	**95**	**33**	**923**
Survey Response Rate	42%	44%	47%	**43%**

Postgraduate Diploma Population by Gender	Male	Female	Total
Total Population Count	713	1,455	**2,169**
% of Total Population	33%	67%	**100%**
Total Survey Respondents	**301**	**622**	**923**
Survey Response Rate	42%	43%	**43%**

Postgraduate Diploma Population by Mode	Full-time	Part-time	Remote	Total
Total Population Count	816	1,322	31	**2,169**
% of Total Population	38%	61%	1%	**100%**
Total Survey Respondents	**407**	**508**	**8**	**923**
Survey Response Rate	50%	38%	26%	**43%**

Postgraduate Diploma Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	742	34%	310	42%
Arts and humanities	18	1%	10	56%
Social sciences, journalism and information	112	5%	43	38%
Business, administration and law	601	28%	238	40%
Natural sciences, mathematics and statistics	26	1%	10	38%
Information and communication technologies (ICTs)	47	2%	16	34%
Engineering, manufacturing and construction	105	5%	57	54%
Agriculture, forestry, fisheries and veterinary	0	0%		
Health and welfare	505	23%	231	46%
Services	9	0%	4	44%
Total	**2,169**	**100%**	**923**	**43%**

Postgraduate Diploma Most Important Activity	Male	Female	Universities	Institutes of Technology	Colleges	Full-time	Part-time
Working full-time	85%	86%	89%	62%	82%	83%	87%
Working part-time	4%	6%	6%	4%	9%	5%	6%
Due to start a job within the next 3 months	0%	0%	0%	0%	0%	0%	0%
Engaged in full-time further study or training	1%	1%	0%	4%	3%	2%	1%
Engaged in part-time further study or training	3%	2%	2%	3%	3%	1%	3%
Unemployed and looking for work	2%	1%	1%	4%	3%	1%	1%
Other Activity	4%	4%	2%	23%	0%	8%	2%
Total	100%	100%	100%	100%	100%	100%	100%
Count	649	1,362	1,699	207	106	725	1,261

Postgraduate Diploma Most Important Activity - Selected ISCEDs	Education	Social sciences, journalism and information	Business, administration and law	Engineering, manufacturing and construction	Health and welfare
Working full-time	92%	47%	82%	84%	90%
Working part-time	4%	23%	4%	1%	8%
Due to start a job within the next 3 months	0%	0%	0%	0%	0%
Engaged in full-time further study or training	1%	0%	1%	3%	0%
Engaged in part-time further study or training	2%	20%	2%	0%	1%
Unemployed and looking for work	0%	3%	3%	2%	0%
Other Activity	1%	8%	8%	10%	1%
Total	100%	100%	100%	100%	100%
Count	802	82	502	111	423

Masters Taught Programmes – Detailed Tables

Masters Taught Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	9,427	1,616	241	**11,284**
% of Total Population	84%	14%	2%	**100%**
Total Survey Respondents	**5,500**	**813**	**79**	**6,392**
Survey Response Rate	58%	50%	33%	**57%**

Masters Taught Population by Gender	Male	Female	Total
Total Population Count	5,111	6,173	**11,284**
% of Total Population	45%	55%	**100%**
Total Survey Respondents	**2,966**	**3,426**	**6,392**
Survey Response Rate	58%	55%	**57%**

Masters Taught Population by Mode	Full-time	Part-time	Remote	Total
Total Population Count	9,030	2,181	73	**11,284**
% of Total Population	80%	19%	1%	**100%**
Total Survey Respondents	**5,395**	**970**	**27**	**6,392**
Survey Response Rate	60%	44%	37%	**57%**

Masters Taught Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	1,498	13%	769	51%
Arts and humanities	1,294	11%	668	52%
Social sciences, journalism and information	1,133	10%	649	57%
Business, administration and law	3,590	32%	2,233	62%
Natural sciences, mathematics and statistics	622	6%	333	54%
Information and communication technologies (ICTs)	918	8%	508	55%
Engineering, manufacturing and construction	755	7%	446	59%
Agriculture, forestry, fisheries and veterinary	2	0%	0	0%
Health and welfare	1,261	11%	659	52%
Services	190	2%	116	61%
Total	**11,284**	**100%**	**6,392**	**57%**

Masters Taught Most Important Activity	Male	Female	Universities	Institutes of Technology	Colleges	Full-time	Part-time
Working full-time	80%	75%	79%	69%	79%	75%	88%
Working part-time	4%	9%	6%	7%	11%	7%	7%
Due to start a job within the next 3 months	1%	1%	1%	1%	1%	1%	1%
Engaged in full-time further study or training	3%	4%	4%	1%	2%	4%	1%
Engaged in part-time further study or training	0%	1%	1%	1%	0%	0%	1%
Unemployed and looking for work	6%	5%	6%	3%	3%	7%	1%
Other Activity	5%	5%	2%	18%	3%	6%	2%
Total	100%	100%	100%	100%	100%	100%	100%
Count	5,475	6,313	9,505	1,994	288	9,172	2,531

Masters Taught Most Important Activity - Selected ISCEDs	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and communication technologies (ICTs)	Engineering, manufacturing and construction	Health and welfare	Services
Working full-time	83%	58%	72%	81%	69%	87%	78%	81%	80%
Working part-time	11%	16%	11%	2%	6%	2%	3%	8%	4%
Due to start a job within the next 3 months	0%	2%	1%	2%	4%	1%	1%	0%	1%
Engaged in full-time further study or training	0%	7%	5%	2%	10%	2%	5%	4%	0%
Engaged in part-time further study or training	0%	1%	0%	0%	0%	0%	0%	1%	0%
Unemployed and looking for work	4%	7%	5%	7%	8%	3%	5%	4%	2%
Other Activity	1%	8%	5%	5%	5%	6%	7%	2%	13%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%
Count	1,575	1,245	1,172	4,002	614	962	793	1,160	233

Employment – Salary by Sector (respondents)

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	3%	3%	3%	**3%**
€15,000-€19,999	2%	4%	6%	**2%**
€20,000-€24,999	6%	10%	9%	**7%**
€25,000-€29,999	9%	13%	5%	**9%**
€30,000-€34,999	12%	12%	13%	**12%**
€35,000-€39,999	6%	8%	10%	**7%**
€40,000-€44,999	5%	7%	9%	**5%**
€45,000-€49,999	3%	5%	12%	**4%**
€50,000-€59,999	6%	7%	14%	**6%**
€60,000-€69,999	4%	5%	8%	**4%**
€70,000-€79,999	2%	2%	3%	**2%**
€80,000 +	3%	5%	2%	**3%**
I am in an unpaid position	0%	0%	0%	**0%**
I'd rather not say	39%	20%	5%	**35%**
Total	**100%**	**100%**	**100%**	**100%**
Count	**10,219**	**1,626**	**315**	**12,160**

Employment – Relevance of Level by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	9%	7%	19%	**9%**
Irrelevant	6%	7%	4%	**6%**
Somewhat relevant	15%	13%	7%	**15%**
Relevant	22%	25%	17%	**23%**
Very Relevant	45%	47%	52%	**46%**
I don't know	2%	1%	0%	**2%**
Total	**100%**	**100%**	**100%**	**100%**
Count	**7,749**	**1,622**	**305**	**9,677**

Employment – Relevance of Area by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	9%	8%	20%	**9%**
Irrelevant	6%	6%	3%	**6%**
Somewhat relevant	14%	14%	8%	**14%**
Relevant	22%	24%	22%	**22%**
Very Relevant	48%	46%	47%	**48%**
I don't know	0%	1%	0%	**0%**
Total	**100%**	**100%**	**100%**	**100%**
Count	**7,898**	**1,622**	**297**	**9,817**

Appendix 7:
Postgraduate Research – Detailed Tables

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

Masters Research Programmes – Detailed Tables

Masters Research Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	279	77	6	**362**
% of Total Population	77%	21%	2%	**100%**
Total Survey Respondents	**164**	**38**	**3**	**205**
Survey Response Rate	59%	49%	50%	**57%**

Masters Research Population by Gender	Male	Female	Total
Total Population Count	189	173	**362**
% of Total Population	52%	48%	**100%**
Total Survey Respondents	**105**	**100**	**205**
Survey Response Rate	56%	58%	**57%**

Masters Research Population by Mode	Full-time	Part-time	Total
Total Population Count	317	45	**362**
% of Total Population	88%	12%	**100%**
Total Survey Respondents	**182**	**23**	**205**
Survey Response Rate	57%	51%	**57%**

Masters Research Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Education	9	2%	6	67%
Arts and humanities	41	11%	28	68%
Social sciences, journalism and information	10	3%	4	40%
Business, administration and law	30	8%	17	57%
Natural sciences, mathematics and statistics	79	22%	44	56%
Information and communication technologies (ICTs)	19	5%	8	42%
Engineering, manufacturing and construction	81	22%	43	53%
Agriculture, forestry, fisheries and veterinary	27	7%	18	67%
Health and welfare	60	17%	32	53%
Services	6	2%	5	83%
Total	**362**	**100%**	**205**	**57%**

Masters Research Most Important Activity	Male	Female	Universities	Institutes of Technology	Full-time	Part-time
Working full-time	78%	73%	78%	75%	72%	96%
Working part-time	2%	6%	2%	10%	4%	4%
Due to start a job within the next 3 months	3%	1%	1%	5%	2%	0%
Engaged in full-time further study or training	9%	9%	11%	2%	11%	0%
Engaged in part-time further study or training	2%	0%	1%	0%	1%	0%
Unemployed and looking for work	3%	5%	4%	4%	5%	0%
Other Activity	3%	5%	3%	3%	5%	0%
Total	100%	100%	100%	100%	100%	100%
Count	193	179	279	83	317	54

Doctoral Programmes – Detailed Tables

Doctoral Population by Institution Type	Universities	Institutes of Technology	Colleges	Total
Total Population Count	1,277	81	13	**1,371**
% of Total Population	93%	6%	1%	**100%**
Total Survey Respondents	**733**	**39**	**4**	**776**
Survey Response Rate	57%	48%	31%	**57%**

Doctoral Population by Gender	Male	Female	Total
Total Population Count	676	695	**1,371**
% of Total Population	49%	51%	**100%**
Total Survey Respondents	**365**	**411**	**776**
Survey Response Rate	54%	59%	**57%**

Doctoral Population by Mode	Full-time	Part-time	Total
Total Population Count	1,213	158	**1,371**
% of Total Population	88%	12%	**100%**
Total Survey Respondents	**700**	**76**	**776**
Survey Response Rate	58%	48%	**57%**

Doctoral Population by ISCED	Total Population Count	% of Total Population	Total Survey Respondents	Survey Response Rate
Generic Programmes	6	0%	3	50%
Education	54	4%	31	57%
Arts and humanities	168	12%	103	61%
Social sciences, journalism and information	192	14%	111	58%
Business, administration and law	93	7%	47	51%
Natural sciences, mathematics and statistics	321	23%	192	60%
Information and communication technologies (ICTs)	61	4%	37	61%
Engineering, manufacturing and construction	202	15%	113	56%
Agriculture, forestry, fisheries and veterinary	32	2%	17	53%
Health and welfare	240	18%	122	51%
Services	2	0%		0%
Total	**1,371**	**100%**	**776**	**57%**

Doctoral Most Important Activity	Male	Female	Universities	Institutes of Technology	Full-time	Part-time
Working full-time	86%	87%	87%	82%	87%	83%
Working part-time	5%	8%	7%	4%	6%	13%
Due to start a job within the next 3 months	1%	0%	1%	0%	1%	0%
Engaged in full-time further study or training	2%	1%	1%	2%	2%	0%
Engaged in part-time further study or training	0%	0%	0%	0%	0%	0%
Unemployed and looking for work	4%	2%	3%	4%	3%	2%
Other Activity	2%	2%	2%	9%	2%	2%
Total	100%	100%	100%	100%	100%	100%
Count	648	734	1,286	83	1,191	191

Doctoral Most Important Activity – Selected ISCEDs	Education	Arts and humanities	Social sciences, journalism and information	Business, administration and law	Natural sciences, mathematics and statistics	Information and Communication Technologies (ICTs)	Engineering, manufacturing and construction	Health and welfare	Total
Working full-time	77%	64%	84%	89%	92%	92%	93%	92%	86%
Working part-time	15%	19%	9%	7%	1%	3%	3%	4%	7%
Due to start a job within the next 3 months	0%	1%	0%	0%	2%	0%	1%	0%	1%
Engaged in full-time further study or training	2%	2%	2%	0%	1%	5%	1%	2%	1%
Engaged in part-time further study or training	0%	0%	0%	0%	0%	0%	1%	0%	0%
Unemployed and looking for work	0%	6%	4%	2%	4%	0%	2%	2%	3%
Other Activity	6%	8%	1%	2%	0%	0%	0%	1%	2%
Total	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**	**100%**
Count	**70**	**186**	**202**	**87**	**330**	**63**	**195**	**209**	**1,382**

Employment – Salary by Sector (respondents)

	Universities	Institutes of Technology	Colleges	Total
Up to €14,999	2%	7%	40%	**3%**
€15,000-€19,999	2%	0%	0%	**2%**
€20,000-€24,999	2%	1%	0%	**2%**
€25,000-€29,999	3%	10%	0%	**4%**
€30,000-€34,999	8%	9%	0%	**8%**
€35,000-€39,999	12%	24%	0%	**13%**
€40,000-€44,999	7%	15%	20%	**8%**
€45,000-€49,999	4%	7%	0%	**4%**
€50,000-€59,999	5%	6%	39%	**6%**
€60,000-€69,999	4%	2%	0%	**4%**
€70,000-€79,999	2%	1%	0%	**2%**
€80,000 +	4%	2%	0%	**3%**
I am in an unpaid position				
I'd rather not say	44%	16%	0%	**41%**
Total	**100%**	**100%**	**100%**	**100%**
Count	**1,383**	**137**	**16**	**1,537**

Employment – Relevance of Level by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	8%	5%	0%	**7%**
Irrelevant	4%	1%	20%	**4%**
Somewhat relevant	13%	8%	0%	**12%**
Relevant	16%	24%	40%	**17%**
Very Relevant	59%	58%	39%	**59%**
I don't know	0%	4%	0%	**1%**
Total	**100%**	**100%**	**100%**	**100%**
Count	**968**	**132**	**16**	**1,117**

Employment – Relevance of Area by Sector

	Universities	Institutes of Technology	Colleges	Total
Very Irrelevant	7%	5%	0%	7%
Irrelevant	4%	5%	20%	5%
Somewhat relevant	10%	6%	0%	9%
Relevant	20%	24%	61%	21%
Very Relevant	58%	55%	19%	58%
I don't know	0%	4%	0%	1%
Total	**100%**	**100%**	**100%**	**100%**
Count	**981**	**132**	**16**	**1,130**

Appendix 8:
Graduate Salaries and Earnings Analysis – Detailed Tables

Full Model Results, All Graduates

All Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
Gender					
Female	-		(base)	32,428	-
Male	2,412	***	217	34,840	*1,876*
ISCED Broad Field of Study					
Agriculture, forestry, fisheries and veterinary	3,236	***	860	32,513	
Arts and humanities	-		(base)	29,277	
Business, administration and law	3,771	***	397	33,048	
Education	7,897	***	680	37,173	
Engineering, manufacturing and construction	5,632	***	529	34,909	
Generic programmes and qualifications	855		2,537	30,131	
Health and welfare	4,453	***	508	33,730	
Information and communication technologies (ICTs)	4,900	***	492	34,176	
Natural sciences, mathematics and statistics	4,646	***	461	33,923	
Services	4,380	***	647	33,657	
Social sciences, journalism and information	2,463	***	541	31,739	
Institute Type					
College	-111		780	34,549	*-74*
Institute of Technology	-2,676	***	249	31,985	*-2,106*
University	-		(base)	34,661	-

All Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
NACE Employment Sector					
Accommodation and food service activities	-7,125	***	766	28,953	*-6,481*
Administrative and support service activities	-3,954	***	704	32,125	*-3,571*
Agriculture, forestry and fishing	200		1,109	36,278	*101*
Construction	-2,134	**	683	33,944	*-1,080*
Education	-4,740	***	602	31,338	*-3,664*
Financial, insurance and real estate activities	-3,655	***	438	32,423	*-2,734*
Human health and social work activities	-719		544	35,359	*-1,485*
Industry	-		(base)	36,078	-
Information and communication	-1,988	***	537	34,090	*-1,695*
Professional, scientific and technical activities	-1,423	**	440	34,655	*-1,313*
Public administration and defence	1,206		743	37,284	*1,270*
Transportation and storage	-2,591	**	974	33,487	*-4,088*
Unknown	-3,971	***	568	32,107	*-3,595*
Wholesale and retail trade	-5,326	***	601	30,752	*-5,008*
Employment Region					
Border	-5,909	***	753	28,773	*-5,449*
Dublin	-		(base)	34,681	-
Mid-East	-2,050	***	374	32,632	*-2,131*
Mid-West	-1,876	***	374	32,805	*-1,885*
Midlands	-2,331	***	519	32,350	*-2,196*
Other Countries	-628		512	34,053	*-898*
South-East	-2,409	***	472	32,272	*-2,425*
South-West	-1,004	**	305	33,677	*-937*
Unknown	-344		1,523	34,338	*-207*
Unknown Ireland	1,823		1,290	36,505	*1,933*
West	-2,383	***	407	32,298	*-2,388*

All Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	**Coefficient**		**Standard Error**	**Prediction**	**Co-efficient**
NFQ Level					
Level 6	-1,821	*	848	30,431	*-2,662*
Level 7	-103		549	32,148	*-589*
Level 8	-		(base)	32,251	-
Level 9	4,107	***	276	36,359	*3,997*
Level 10	8,614	***	998	40,866	*8,474*
Age	1,656	***	139		*1,483*
Age2	-14	***	2		*-11*
1st/Upper 2nd or Equivalent Grade	497	*	220		*680*
Employment Type					
An Employee	-		(base)	33,562	-
On a graduate internship/placement	-636		329	32,925	*-1,544*
Self-employed/freelance/starting up own business	1,974		1,440	35,535	*1,651*
Unknown	1,645		2,119	35,207	*893*
Contract Type					
Fixed term contract lasting 12 months or longer	-2,915	***	228	32,133	*-2,945*
Fixed term contract lasting less than 12 months	-4,537	***	333	30,511	*-4,734*
Permanent or open-ended contract	-		(base)	35,048	-
Temporary, casual or employed through an agency	-5,277	***	389	29,771	*-5,260*
Unknown	-5,022	***	1,123	30,026	*-4,592*

All Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
Occupation Group					
Administrative and secretarial occupations	-2,967	***	388	31,232	*-3,082*
Associate professional and technical occupations	-1,440	***	307	32,759	*-1,184*
Caring, leisure and other service occupations	-5,514	***	520	28,685	*-3,019*
Elementary occupations	-7,346	***	815	26,853	*-6,664*
Managers, directors and senior officials	8,622	***	740	42,821	*8,937*
Postdoctoral researchers	-7,243	***	1,186	26,956	*-6,758*
Process, plant and machine operatives	-2,866	***	748	31,333	*-2,729*
Professional occupations	-		(base)	34,199	-
Sales and customer service occupations	-4,266	***	403	29,933	*-4,231*
Skilled trades occupations	-1,293		775	32,906	*-900*
Unknown	-1,839	*	779	32,361	*-1,460*
*** P < .001 ** P < .01 * P < .05	12,881 observations				

Full Model Results, Younger Graduates

Younger Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
Gender					
Female	-		(base)	28,280	-
Male	1,811	***	177	30,091	*1,452*
ISCED Broad Field of Study					
Agriculture, forestry, fisheries and veterinary	3,622	***	764	28,653	
Arts and humanities	-		(base)	25,032	
Business, administration and law	2,901	***	330	27,932	
Education	7,482	***	595	32,514	
Engineering, manufacturing and construction	5,368	***	425	30,400	
Generic programmes and qualifications	5,959		5,542	30,990	
Health and welfare	5,410	***	432	30,442	
Information and communication technologies (ICTs)	5,992	***	440	31,023	
Natural sciences, mathematics and statistics	4,607	***	374	29,638	
Services	3,814	***	543	28,846	
Social sciences, journalism and information	2,730	***	444	27,761	
Institute Type					
College	-102		623	29,713	*-239*
Institute of Technology	-1,898	***	213	27,916	*-1,245*
University	-		(base)	29,814	-

Younger Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	**Coefficient**		**Standard Error**	**Prediction**	**Co-efficient**
NACE Employment Sector					
Accommodation and food service activities	-4,508	***	547	26,369	*-4,303*
Administrative and support service activities	-2,422	***	579	28,455	*-2,251*
Agriculture, forestry and fishing	594		794	31,472	*432*
Construction	-1,163		603	29,714	*-12*
Education	-4,593	***	527	26,285	*-3,674*
Financial, insurance and real estate activities	-2,699	***	348	28,178	*-2,201*
Human health and social work activities	181		460	31,059	*-444*
Industry	-		(base)	30,877	-
Information and communication	-458		453	30,419	*-278*
Professional, scientific and technical activities	-862	*	352	30,015	*-753*
Public administration and defence	-1,434	*	650	29,443	*-1,966*
Transportation and storage	-899		736	29,978	*-1,490*
Unknown	-2,517	***	424	28,360	*-2,332*
Wholesale and retail trade	-3,940	***	533	26,937	*-3,617*
Employment Region					
Border	-4,600	***	610	25,162	*-3,909*
Dublin	-		(base)	29,762	-
Mid-East	-1,162	***	308	28,600	*-1,405*
Mid-West	-1,486	***	296	28,276	*-1,432*
Midlands	-1,780	***	440	27,982	*-1,541*
Other Countries	1,168	*	461	30,930	*1,020*
South-East	-1,686	***	405	28,076	*-1,760*
South-West	-926	***	249	28,836	*-777*
Unknown	-412		937	29,350	*-691*
Unknown Ireland	-597		883	29,165	*-534*
West	-2,152	***	317	27,610	*-2,106*

Younger Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
NFQ Level					
Level 6	-1,685		869	27,013	*-3,378*
Level 7	-139		542	28,560	*-448*
Level 8	-		(base)	28,699	-
Level 9	1,668	***	234	30,367	*1,877*
Level 10	6,536	***	1,052	35,234	*6,289*
Age	797	***	55		*692*
1st/Upper 2nd or Equivalent Grade	439	*	182		*598*
Employment Type					
An Employee	-		(base)	29,150	-
On a graduate internship/placement	-956	**	300	28,194	*-1,541*
Self-employed/freelance/starting up own business	2,151		1,540	31,301	*1,419*
Unknown	-380		1,655	28,770	*-894*
Contract Type					
Fixed term contract lasting 12 months or longer	-1,616	***	190	28,446	*-1,789*
Fixed term contract lasting less than 12 months	-2,814	***	300	27,248	*-3,150*
Permanent or open-ended contract	-		(base)	30,062	-
Temporary, casual or employed through an agency	-3,259	***	335	26,802	*-3,433*
Unknown	-1,558		895	28,504	*-1,288*

Younger Graduates	Broad ISCED Controls				Detailed ISCED Controls
Dependent variable: Salary bands (interval regression)	Coefficient		Standard Error	Prediction	Co-efficient
Occupation Group					
Administrative and secretarial occupations	-1,605	***	334	28,438	*-1,814*
Associate professional and technical occupations	-954	***	248	29,089	*-740*
Caring, leisure and other service occupations	-4,962	***	485	25,081	*-3,312*
Elementary occupations	-7,723	***	765	22,320	*-7,171*
Managers, directors and senior officials	2,648	***	709	32,692	*2,659*
Postdoctoral researchers	-2,391		1,437	27,652	*-1,910*
Process, plant and machine operatives	-1,307		730	28,737	*-1,353*
Professional occupations	-		(base)	30,044	-
Sales and customer service occupations	-4,181	***	351	25,863	*-4,116*
Skilled trades occupations	-1,726	*	693	28,317	*-1,514*
Unknown	-2,932	***	592	27,112	*-2,485*
*** P < .001 ** P < .01 * P < .05	9,709 observations				

Appendix 9:
Graduate Outcomes Annual Survey (2018)

*Section 1: Your Current Situation

Q.1 How would you describe your situation on 31st March 2018?

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

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

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

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

Section 2: Employment

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

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

[This response is free text]

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

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

Q.2C What is the name of the company/organisation/school that you are working for?

Please enter the name in the box below.

[This response is free text]

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

Ireland (incl. Northern Ireland)	□
Overseas	□

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

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

[Drop down box to provide list of Irish counties]

***Q.2D3 What is the country of the company/organisation/school that you are working for?**

Please select an option from the list below.

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

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

Agriculture, forestry and fishing	□
Industry *e.g. food products, beverages, textiles, clothing, wood, paper, chemicals, pharmaceuticals, rubber and plastic, metals, computer products, electrical equipment, machinery, vehicles, furniture, repair and installation of machinery, electricity/gas supply, water, waste*	□
Construction *e.g. construction of buildings, civil engineering, specialised construction*	□
Wholesale and retail trade	□
Transportation and storage *e.g. land, water, air transport, transport via pipelines, warehousing, postal and courier*	□
Accommodation and food services	□
Information and communication *e.g. publishing, motion picture, video and TV programme production, sound recording and music publishing, programming and broadcasting, telecommunications, computer programming, information services*	□
Financial, insurance and real estate *e.g. financial services, insurance and pensions, real estate, legal and accounting, head offices, management consultancy*	□
Professional, scientific and technical *e.g. architectural/engineering, scientific R&D, advertising and market research, veterinary, renting/leasing, employment, travel agency/tour operator, security and investigation, buildings services*	□
Administrative and support service	□
Public administration and defence	□
Education	□
Human health and social work	□
Other *e.g. residential care, social work, creative arts and entertainment, libraries, archives and museums, gambling and betting, sports and recreation, repair of goods, domestic personnel*	□
I don't know	□

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

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

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

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

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

***Q.2H What is you annual salary to the nearest Euro, before tax?**

This figure should be the salary you receive per year before tax.

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

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

Yes, I took part in accredited work experience with my current employer	☐
Yes, I took part in accredited work experience with a different employer	☐
Yes, I did an placement with my current employer	☐
Yes, I did an placement with a different employer	☐
No, I didn't do any placement or accredited work experience	☐

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

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

6 weeks or less	◻
More than 6 weeks but less than 4 months	◻
Between 4 and 6 months	◻
More than 6 months	◻

Q.2K Please rate the relevance of your level of study (e.g. diploma, degree, masters etc.) to your job on a scale of 1-5 where 1 is very irrelevant and 5 is very relevant:

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

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

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

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

Yes: the level of qualification was a formal requirement	◻
Yes: the subjects I studied as part of my qualification were a formal requirement	◻
Yes: both the level of qualification and the subjects I studied were a formal requirement	◻
Yes: while the qualification was not a formal requirement, it gave me an advantage	◻
No: the qualification was not required	◻
No: I was already in the job when I received the qualification	◻
I don't know	◻

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

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

END OF SECTION: Go to Section 5

Section 3: Further Study or Training

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

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

Ireland (incl. Northern Ireland)	□
Overseas	□

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

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

Please select an option from the list below.

[Drop down box to provide list of Irish counties]

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

Please select an option from the list below.

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

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

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

[This response is free text]

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

Please enter the course title in the box below.

[This response is free text]

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

Please select an option from the list below.

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

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

Please select an option from the list below.

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

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

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

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

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

END OF SECTION: Go to Section 5

Section 4: Unemployed/Looking for Work and Other Activity

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

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

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

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

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

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

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

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

Please enter these in the box below.

[This response is free text]

END OF SECTION: Go to Section 5

Section 5: Experience of Higher Education

[This Section is to be completed by all respondents]

Q.5A If you were able to choose again whether or not to do the course leading you to the qualification you obtained, how likely or unlikely is it that you would study...

	Very likely	Likely	Neither likely nor unlikely	Unlikely	Very unlikely
The same qualification					
The same area of study					

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

[This response is free text]

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

[This response is free text]

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

[This response is free text]

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

[This response is free text]

END OF SECTION: Go to Section 6

Section 6: Contact details section

We would like to contact you again in a few years' time to see how you are getting on, as part of a follow-up survey.

This survey will form part of a study on the outcomes of higher education.

Your participation will contribute to the development of higher education policy, and we would love to get your views.

***Q.6 Would you be happy for us to contact you in a few years' time?**

Yes	☐
No	☐

[Respondents who indicate "yes" are directed to the following questions]

Thank you! Please provide the following contact details:

Personal email address: _____

Mobile phone number: _____

Home telephone number: _____

In case you move abroad or your details change, please give the name and number of a nominated person we could contact: _____

[Institutions should insert an appropriate note on the uses to which contact information will be put e.g. "Please note that your higher education institution will store these contact details on their system only so that you can be contacted in a few years' time and used solely for the purposes of a follow-up survey."]

END OF SECTION