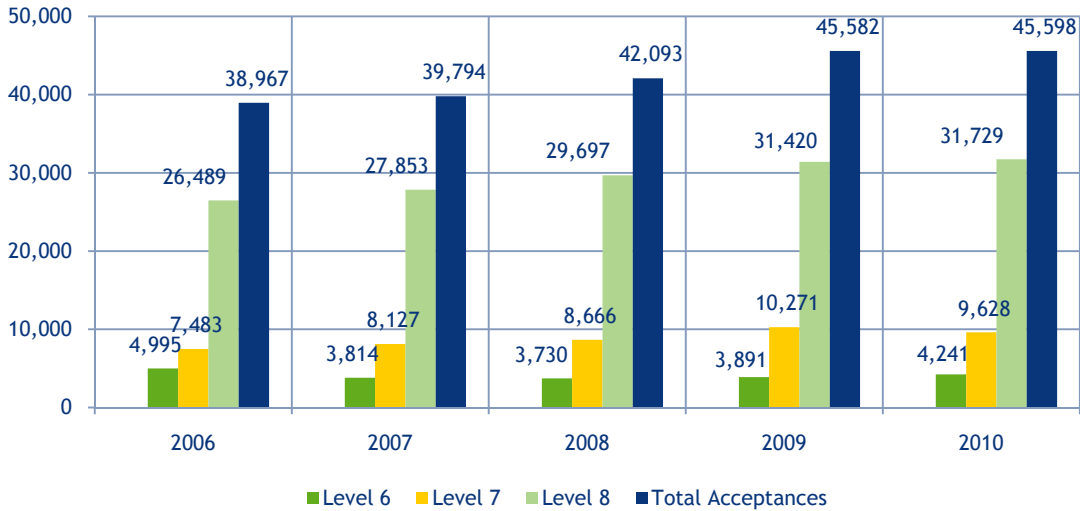


Figure 6.1 CAO Total Acceptances by level, 2006-2010



Source: CAO

### 6.2.2 CAO Acceptances by Age

Table 6.1 provides a breakdown of CAO acceptances by age group and NFQ level for the period from 2006 to 2010. At levels 7/6, while the number of acceptances for those aged 16-17 has declined over this period, those aged 23 or over have more than doubled; this increase has been most pronounced since 2008.

At level 8, while the number of acceptances for those aged 16-17 showed gains between 2006 and 2009, a 4% decline occurred year-on-year between 2009 and 2010. In contrast, continued gains have occurred in the number of persons aged 23 and over accepting places in higher education, with a 15% increase between 2009 and 2010 alone.

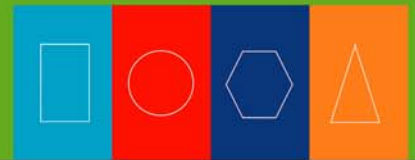


Table 6.1 CAO Acceptances by level and age, 2006-2010

Age	Level 7/6					Level 8				
	2006	2007	2008	2009	2010	2006	2007	2008	2009	2010
16-17	5,454	5,303	5,351	5,523	4,904	12,628	13,043	13,847	13,930	13,339
18-22	5,374	5,337	5,521	6,118	6,095	11,049	12,021	12,841	13,791	14,150
23+	1,211	1,418	1,540	2,518	2,892	2,576	2,784	3,012	3,701	4,239
<b>Total</b>	<b>12,039</b>	<b>12,058</b>	<b>12,412</b>	<b>14,159</b>	<b>13,891</b>	<b>26,253</b>	<b>27,848</b>	<b>29,700</b>	<b>31,422</b>	<b>31,728</b>

Source: CAO Directors Reports

### 6.2.3 CAO Acceptances by Discipline

This section examines the distribution of CAO acceptances by discipline and NFQ level (as illustrated in Table 6.2). The time period for comparisons covers 2009 and 2010.

In 2010, the disciplines with the greatest number of acceptances differed according to NFQ level. While 42% of all level 7 acceptances were for technology-related courses, only 23% of level 8 acceptances were in technology. Arts and humanities accounted for 32% of all level 8 acceptances while take-up in this discipline was significantly less at levels 6 and 7.



Table 6.2 CAO Acceptances by Discipline, Level 6-8, 2010

	Level 6		Level 7		Level 8	
	Acceptances 2010	% Change 09-10	Acceptances 2010	% Change 09-10	Acceptances 2010	% Change 09-10
Engineering	692	-3%	1,488	-5%	1,500	8%
Construction	192	-33%	822	-26%	898	-14%
Computing	189	24%	1,071	-5%	1,427	3%
Science	420	0%	693	-14%	3,532	1%
Total Technology	1,493	-5%	4,074	-12%	7,357	0%
Health & Welfare	108	-8%	323	-8%	4,333	4%
Agriculture & Veterinary	156	-15%	312	6%	463	-5%
Total Health, Vet & Agriculture	264	-12%	635	-2%	4,796	3%
Arts & Humanities	85	81%	750	-15%	10,192	2%
Social Sciences, Business & Law	1,630	-11%	2,767	1%	6,517	-3%
Education	41	52%	119	14%	2,282	2%
Services	728	574%	1,283	-1%	585	5%
Total Other	2,484	23%	4,919	-2%	19,576	1%
TOTAL	4,241	9%	9,628	-6%	31,729	1%

Source: CAO

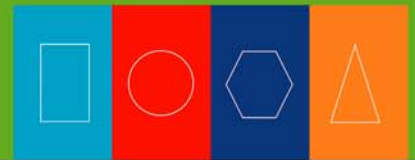
#### CAO Acceptances (NFQ 6-8): Technology

Total technology acceptances in 2010 experienced a decline of 5% on the previous year; the decline is attributable to the significant decline in the number of acceptances on construction courses across all NFQ levels; in particular, level 6 construction acceptances declined by a third. These declines were signalled in the 2010 CAO Applicant data.

Across levels 6 and 7, computing at level 6 was the only discipline that did not experience a decline in numbers year-on-year. Level 8 technology disciplines had a more positive outcome with increases across all disciplines, excluding construction, albeit modest in some cases.

Engineering: acceptances at level 8 continued to increase, while levels 6 and 7 both experienced declines on the previous year.

Construction: significant declines in acceptances across all levels continued in 2010 as a reaction to the downturn in the construction sector. These declines are not expected to recover in the short-term.



Computing: With an additional 47 acceptances, the increase in level 8 acceptances was not as large as in recent years. A decline of 5% occurred at level 7, although numbers are still considerably higher than in 2006.

Science: Level 8 acceptances remained broadly static at approximately 3,500 in 2010 after increasing steadily in recent years. At level 7, acceptances decreased by 14% while level 6 acceptances remained static.

#### CAO Acceptances (NFQ 6-8): Health, Veterinary & Agriculture

Health and Welfare: The vast majority (90%) of healthcare course acceptances were for level 8 programmes. The 4% increase that occurred between 2009 and 2010 was primarily due to an increase in the number of acceptances on social care courses. Both level 6 and 7 acceptances dropped by 8%, albeit from a smaller base.

Agriculture & Veterinary: Acceptances at levels 6 and 8 experienced a decline of 15% and 5% respectively although the numbers involved are small.

#### CAO Acceptances (NFQ 6-8): Other Disciplines

Arts & Humanities: Acceptances in this discipline were predominantly at level 8. At over 10,000, the arts & humanities discipline accounted for 32% of all acceptances at level 8 in 2010, and experienced a 2% increase on the previous year.

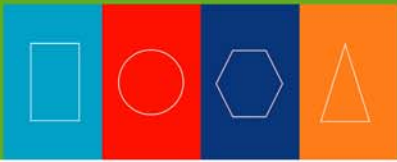
Social Science, Business & Law: While a decline of 3% occurred at level 8, this discipline alone accounted for a fifth of all level 8 CAO acceptances in 2010. At level 6, a decline of 11% occurred, with acceptance numbers returning to 2008 levels. At level 7, acceptances increased by 1% in the period examined.

Services: The numbers of acceptances on services courses at level 6 increased dramatically in 2010 due to a number of new courses primarily in culinary arts and also bar supervision and hospitality studies.

### 6.2.4 CAO Applicant Data 2011

CAO applicant statistics from February 1st 2011 give early indications of trends emerging for those potentially entering the higher education system in September 2011, although it should be borne in mind that CAO applicant data does not equal future enrolments. The key points from the first round of CAO Applicant data for 2011 include:

- The number of applicants to the CAO decreased marginally between 2010 and 2011 to 71,466.



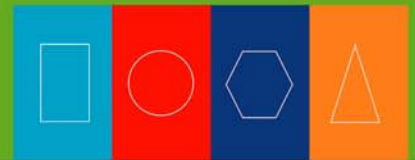
- **Technology:** While construction-related 1<sup>st</sup> preference applications at level 8 are down on 2010, the numbers involved are relatively small. Encouragingly, 1<sup>st</sup> preference applications for science-related courses are up 6% on the previous year. At levels 7/6 the reverse is the case with increases for construction courses and a decline of 10% in 1<sup>st</sup> preference applications for science courses.
- **Health, Veterinary & Agriculture:** 1<sup>st</sup> preference applications for level 8 healthcare courses declined by 1% on the previous year; while numbers are down for medicine, nursing applications increased slightly. In percentage terms, dentistry and pharmacy experienced the most significant changes with a 14% decline and 30% increase respectively although the numbers involved are small. At levels 7/6, an increase occurred, primarily due to an increase of 18% in the number of applicants listing dental studies as their 1<sup>st</sup> preference. Agriculture showed significant gains at level 8 in percentage terms, while 1<sup>st</sup> preference applications almost halved at levels 7/6.
- **Other Disciplines:** While the number of 1<sup>st</sup> preference applications for level 8 education courses remained steady, declines occurred in the number of applications for law and administration/business courses. Arts and social science experienced a decline of 11% in the number of 1<sup>st</sup> preference applicants at level 7/6 while administration/business applicants increased by 8%.
- **Student Statistics:** The numbers of mature students and applicants who hold FETAC qualifications applying for higher education courses through the CAO system have remained relatively steady year-on-year between 2010 and 2011.

### 6.3 Undergraduate Enrolments

While enrolment data lags behind that of CAO acceptance data (by one academic year), it is useful as it captures part-time students and others who may have entered higher education directly rather than through the CAO process. In addition, while CAO acceptance data is a good indicator of entry to higher education enrolment data is more accurate as some CAO acceptors may not actually go on to enrol in higher education. Enrolment data also indicates the total number of people studying at higher level in any given year, providing a picture of the overall magnitude of higher education at undergraduate level.

Figure 6.2 shows the total number of undergraduate enrolments by NFQ level over the period 2005-2009. In 2009, there were 147,860 undergraduate students enrolled in Irish higher education, an increase of 19% and 7% on 2005 and 2008 respectively. These increases did not occur evenly across the three NFQ levels:

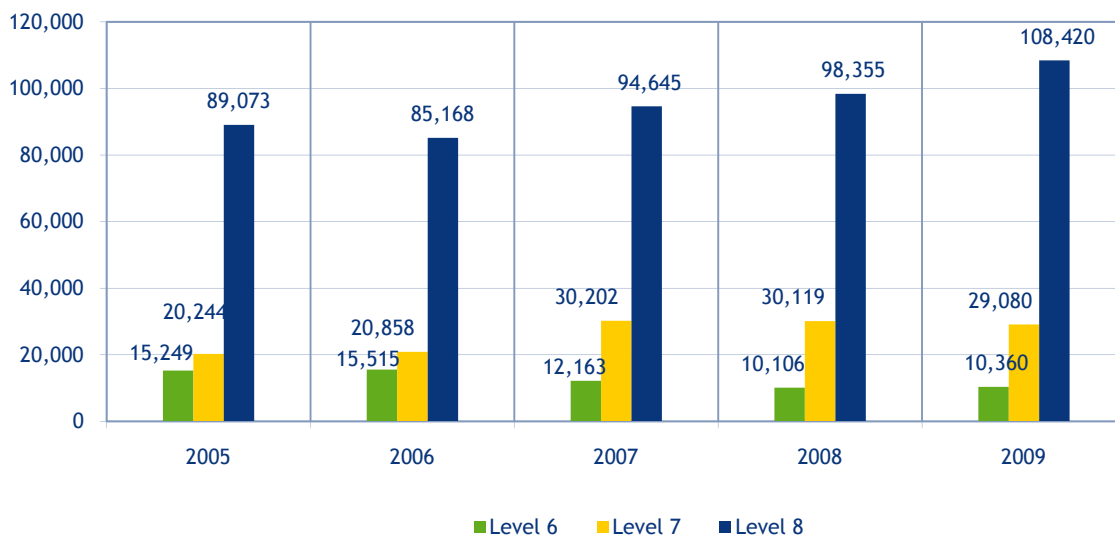
**Level 6:** After declining significantly between 2005 and 2008 (a 32% decline), 2009 saw an increase in the number of persons enrolled at level 6 as indicated from the 2009 rise in CAO acceptances at this level. Further increases in CAO acceptances at this level suggest a reversing trend, albeit at a lower level.



**Level 7:** While enrolments at level 7 increased significantly between 2005 and 2007 (49%), slight declines have been occurring in later years. The sharp increase in CAO acceptances in 2009 at this level should be reflected in future enrolment figures.

**Level 8:** Enrolments at level 8 experienced the largest increase in numbers, both in relative and absolute terms, year-on-year between 2008 and 2009. Enrolments at this level have been increasing steadily since 2006 although static CAO acceptance numbers in 2010 suggest a levelling-off may occur in the short term.

Figure 6.2 Total Enrolments by level (6-8), 2005-2009



Source: HEA

### 6.3.1 Enrolments: Student Details

This section examines the student profile of those enrolling in higher education at undergraduate level by providing details of the gender and institution type attended (i.e. IoT vs university), mode of study and age.

#### Mode of Study

Level 8 courses had the highest share of full-time enrolments in 2009 at 95%, compared to 53% at level 6. Over a third of all level 6 enrolments were for part-time courses, with 18% at level 7 and 5% at level 8. Level 6 courses also had the highest number of enrolments in distance education/e-learning. For the purposes of this report, breakdowns by provider, gender, age and discipline refer only to full-time and part-time students.

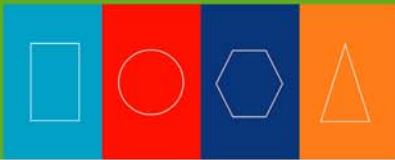


Table 6.3 Enrolments by Mode of Study, Level 6-8, 2009

	Level 6	Level 7	Level 8
Full-time	5,443	23,165	102,823
Part-time	4,060	5,260	5,159
Distance Ed/ E-Learning/ In-Service ed	857	655	438
<b>Total</b>	<b>10,360</b>	<b>29,080</b>	<b>108,420</b>

Source: HEA

### Provider Type and Gender

Level 6: Institutes of technology accounted for 86% of enrolments at this level in 2009. Of these, 59% were males.

Level 7: Males also dominate at level 7 accounting for 69% of all enrolments at this level. In the IoTs (93% of all level 7 enrolments), males accounted for almost two thirds of enrolments.

Level 8: The pattern observed for enrolments at levels 6 and 7 is reversed for level 8: more than one half of all student enrolments is female and almost three quarters of enrolments are in the university sector.

Table 6.4 Full-time/ Part-time Enrolments by Provider Type and Gender, Level 6-8, 2009

	Level 6			Level 7			Level 8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
IoTs	4,801	3,351	8,152	16,423	9,886	26,309	15,196	16,468	31,664
Universities	480	871	1,351	746	1,370	2,116	33,015	43,303	76,318
<b>Total</b>	<b>5,281</b>	<b>4,222</b>	<b>9,503</b>	<b>17,169</b>	<b>11,256</b>	<b>28,425</b>	<b>48,211</b>	<b>59,771</b>	<b>107,982</b>

Source: HEA

### Age

The majority of those enrolled in full-time education in the higher education sector are aged 22 or less; ranging from 74% at level 6 to 82% at level 8; on the other hand, the vast majority of part-time students were aged 23 or more (92% at level 6, 94% at level 8).

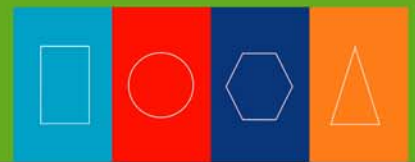


Table 6.5 Full-time/ Part-time Enrolments by Age, Level 6-8, 2009

	Level 6		Level 7		Level 8	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
17 and under	4%	0%	3%	0%	2%	0%
18	18%	0%	14%	0%	12%	0%
19	25%	1%	21%	1%	21%	1%
20	16%	2%	18%	2%	20%	1%
21	7%	2%	12%	2%	17%	2%
22	4%	3%	7%	3%	10%	2%
23-29	13%	30%	15%	26%	13%	26%
30+	14%	62%	10%	65%	6%	68%
Total	100%	100%	100%	100%	100%	100%

Source: HEA

### 6.3.2 Enrolments by Discipline

Table 6.6 shows the number of undergraduate enrolments by discipline for NFQ levels 6-8. Level 8 accounted for 74% of all enrolments in 2009, with levels 6 and 7 accounting for 7% and 19% respectively. The 'other' category has the largest share of enrolments (53% of all undergraduate enrolments) followed by technology (29% of the total).

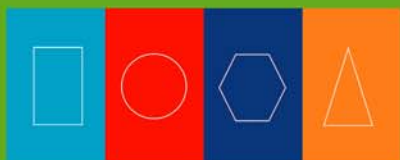


Table 6.6 Enrolments by Discipline and Level, 2009

Discipline	Level 6	% change 08-09	Level 7	% change 08-09	Level 8	% change 08-09
Engineering & manufacturing	1,228	-10%	4,754	12%	5,838	7%
Construction	624	-37%	3,270	-20%	5,312	29%
Computing	836	11%	2,224	-1%	4,315	34%
Science	377	2%	1,501	-4%	11,587	14%
<b>Total Technology</b>	<b>3,065</b>	<b>-12%</b>	<b>11,749</b>	<b>-3%</b>	<b>27,052</b>	<b>18%</b>
Agriculture/Veterinary	287	59%	834	-3%	1,419	18%
Health & Welfare	974	-5%	2,795	-18%	20,524	9%
<b>Total Health, Vet &amp; Agriculture</b>	<b>1,261</b>	<b>5%</b>	<b>3,629</b>	<b>-15%</b>	<b>21,943</b>	<b>10%</b>
Arts & Humanities*	1,064	10%	2,853	-13%	22,776	13%
Education	233	-32%	83	-21%	5,612	0%
Social Sciences, Business & Law	3,356	-2%	6,430	-2%	28,448	4%
Services	524	-35%	3,681	1%	2,151	23%
<b>Total Other</b>	<b>5,177</b>	<b>-7%</b>	<b>13,047</b>	<b>-4%</b>	<b>58,987</b>	<b>8%</b>
<b>Total All</b>	<b>9,503</b>	<b>-7%</b>	<b>28,425</b>	<b>-5%</b>	<b>107,982</b>	<b>10%</b>

Source: HEA

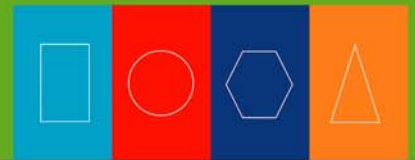
\*Includes broad programmes and/or combined studies

### Technology

While the number of technology enrolments declined year-on-year at levels 6 and 7 between 2008 and 2009, primarily due to significant declines in construction, level 8 enrolments in this discipline continue to rise. CAO acceptances for construction courses began to decline in 2009 and as such, noticeable declines in enrolments are likely to appear in the short-term.

### Health, Veterinary & Agriculture

Over 20,000 students were enrolled on level 8 courses in health and welfare subjects in 2009, an increase of 9% since 2008. Enrolments in health and welfare courses decreased at levels 6 and 7, primarily in the IoTs where the majority of courses at this level are offered. Agriculture and veterinary courses made up a relatively small proportion of enrolments at all levels (between 1% and 3%).



## Other Disciplines

Level 8 enrolments in the 'other' subjects increased by 8% between 2008 and 2009, with the largest percentage increase in services subjects (at 23%). Enrolments at both levels 6 and 7 experienced declines in the same time period. Social sciences, business and law had the highest proportion of enrolments across all levels. A further 21% of all enrolments at level 8 were in arts and humanities.

## 6.4 Undergraduate Output

The latest graduation data is for 2009 and this sub-section examines trends for the period 2005-2009. There were over 38,000 graduates at levels 6-8 in 2009. Of these, 67% were at level 8, 23% at level 7 and 10% at level 6. While the overall number of graduates declined by 9% over the period from 2005 to 2009, this was most pronounced at level 6 with output halving over the period. Level 7 graduate numbers also declined, albeit at a smaller rate (15%), while graduate numbers at level 8 increased by 4%.

**Level 6:** The decline in graduate numbers at level 6 is expected to continue in the short term although increases in CAO acceptances and enrolments suggest a reversal could occur in the medium term.

**Level 7:** Declines in graduate output at level 7 are expected to reverse in the short term due to the recent upsurge in enrolments at this level (a 50% increase between 2006 and 2007), although with enrolment numbers down in 2009, this reversal may be temporary.

**Level 8:** At this level, graduate output has remained at similar levels over the period 2005-2009. An examination of CAO acceptances and enrolments suggest that the steady growth experienced since 2007 will be reflected in output levels in the coming years.

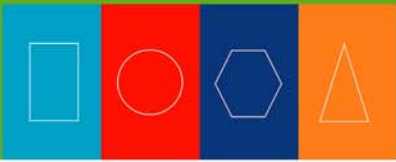
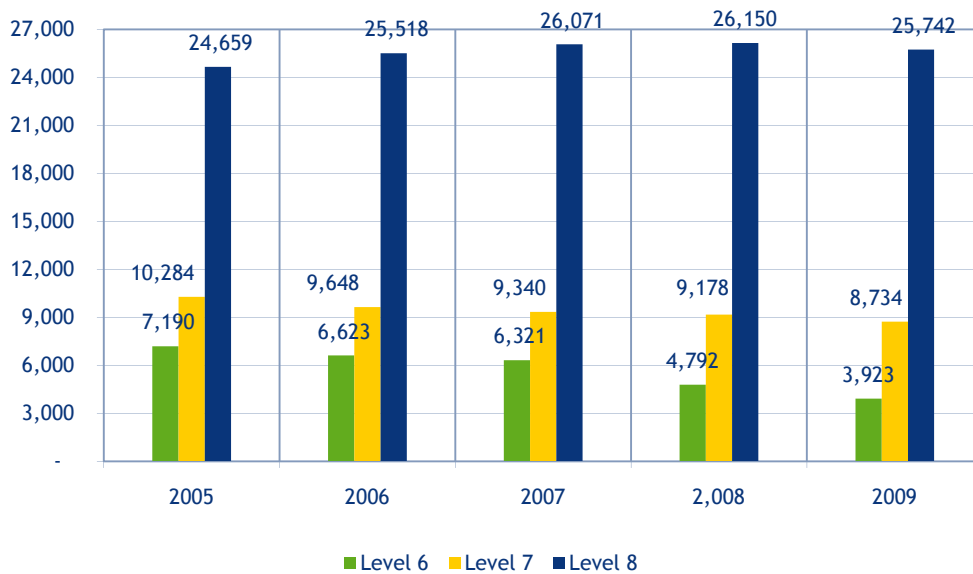


Figure 6.3 Total Graduate Output by level (6-8), 2005-2009



Source: HEA, IoTs (to 2006)

#### 6.4.1 Graduate Output: Student Details

This section examines the student profile of those graduating from higher education at undergraduate level by providing details of the gender and institution type attended (i.e. IoT vs university).

##### Provider Type and Gender

**Level 6:** The IoTs continue to be the main provider of level 6 courses with 70% of all graduates in this sector. While both providers experienced declines in output at this level, universities experienced the greatest percentage decline at 32% over the period 2008 to 2009. Over one half of graduates at this level were male.

**Level 7:** The overall share by provider and gender has remained relatively unchanged between 2008 and 2009, with the IoTs retaining a 78% share of all graduates at this level. Declines in output occurred for both providers with females experiencing the largest percentage decrease of 6% and 12% for IoTs and universities respectively.

**Level 8:** In 2009, two thirds of graduate output at this level were from the university sector. The share of graduates across provider and gender remained unchanged since 2008.

Females dominate in the graduate output of both IoTs and universities with a 56% and 61% share respectively. Indeed, female graduates from IoTs were the only group to increase output levels between 2008 and 2009.

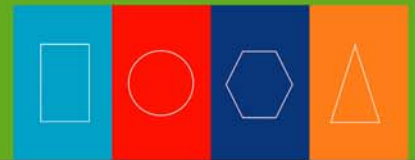


Table 6.7 Graduate Output by Provider Type, Gender and level, 2009

	Level 6			Level 7			Level 8		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
IoTs	1,492	1,264	2,756	3,790	3,071	6,861	3,831	4,822	8,653
Universities	529	638	1,167	737	1,136	1,873	6,615	10,474	17,089
<b>Total</b>	<b>2,021</b>	<b>1,902</b>	<b>3,923</b>	<b>4,527</b>	<b>4,207</b>	<b>8,734</b>	<b>10,446</b>	<b>15,296</b>	<b>25,742</b>

Source: HEA

## 6.4.2 Graduate Output by Discipline

This section examines graduate output by discipline for levels 6 and 7 (Table 6.8) and level 8 (Table 6.9) over the period 2008-2009.

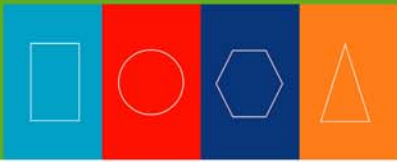
The breakdown by broad discipline is similar for levels 6 and 7 with over 50% of graduate output in the 'other' category, followed by approximately 30% in technology related subjects.

Table 6.8 Level 6 and 7 Graduate Output by Discipline, 2008-2009

Discipline	Level 6			Level 7		
	2008	2009	% Change 2008-09	2008	2009	% Change 2008-09
Engineering & manufacturing	507	399	-21%	797	937	18%
Construction	489	261	-47%	1,249	1096	-12%
Computing	264	175	-34%	416	488	17%
Science	194	132	-32%	496	410	-17%
<b>Total Technology</b>	<b>1,454</b>	<b>967</b>	<b>-33%</b>	<b>2,958</b>	<b>2,931</b>	<b>-1%</b>
Agriculture/Veterinary	70	74	6%	288	205	-29%
Health & Welfare	448	461	3%	1,038	959	-8%
<b>Total Health, Vet &amp; Agriculture</b>	<b>518</b>	<b>535</b>	<b>3%</b>	<b>1326</b>	<b>1164</b>	<b>-12%</b>
Arts & Humanities*	284	354	25%	1,243	1105	-11%
Education	252	72	-71%	143	53	-63%
Social Sciences, Business & Law	1,236	1,250	1%	2,459	2,576	5%
Services	1,048	745	-29%	1,049	905	-14%
<b>Total Other</b>	<b>2,820</b>	<b>2,421</b>	<b>-14%</b>	<b>4,894</b>	<b>4,639</b>	<b>-5%</b>
<b>OVERALL Total</b>	<b>4,792</b>	<b>3,923</b>	<b>-18%</b>	<b>9,178</b>	<b>8,734</b>	<b>-5%</b>

Source: HEA

\*Also includes studies in general programmes



### Technology (Level 6 and 7)

At level 6, all technology subjects experienced significant declines between 2008 and 2009, with output from construction courses almost halving over the period. At level 7, increases in output occurred for engineering and manufacturing courses although this is likely to reverse in the short-term due to the decline in CAO acceptances for these courses in recent years.

### Health, Veterinary & Agriculture (Level 6 and 7)

Agriculture and veterinary courses experienced a decline in graduate output at level 7, although the numbers involved are relatively small. At level 7, the number of graduates from health and welfare courses decreased by 8%, while at level 6, small increases occurred for both subjects albeit from a small base.

### Other Disciplines (Level 6 and 7)

At level 6, output from education courses reverted back to 2007 figures while services subjects also experienced declines. Despite a significant decline between 2007 and 2008, output from social sciences, business and law courses remained stable between 2008 and 2009.

At level 7, declines occurred across all subjects excluding social sciences, business and law between 2008 and 2009. Declines are expected to continue in the short term, particularly for arts and humanities which have seen significant declines in the number of CAO acceptors in recent years.

Table 6.9 sets out the total number of level 8 graduates by discipline for 2008 and 2009.

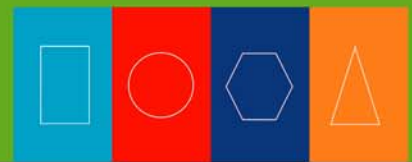


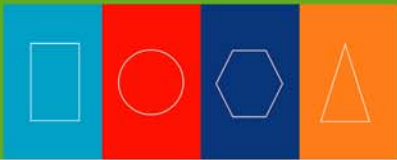
Table 6.9 Level 8 Graduate Output by Discipline, 2008 & 2009

Level 8 graduates	2008	2009	% Change
Engineering & Manufacturing	1,482	1,405	-5%
Construction	1,369	1,321	-4%
Computing	868	754	-13%
Science	2,516	2,335	-7%
<b>Total Technology</b>	<b>6,235</b>	<b>5,815</b>	<b>-7%</b>
Agriculture/ Veterinary	267	274	3%
Health & Welfare	4,170	4,618	11%
<b>Total Health, Vet. &amp; Agriculture</b>	<b>4,437</b>	<b>4,892</b>	<b>10%</b>
Arts & Humanities	4,808	4,811	0%
Education	1,574	1,721	9%
Social Sciences, Business & Law	8,523	7,919	-7%
Services	573	584	2%
<b>Total Other</b>	<b>15,478</b>	<b>15,035</b>	<b>-3%</b>
<b>OVERALL TOTAL</b>	<b>26,150</b>	<b>25,742</b>	<b>-2%</b>

Source: HEA

### Technology (Level 8)

- Engineering: Despite recent rises in CAO acceptances, output has yet to show signs of recovering to its peak of 1,816 in 2005.
- The decline in graduate output that occurred since 2006 has slowed while the impact of recent rises in CAO acceptances has yet to be realised.
- Construction: This is the first year that a decline has been observed in output from construction courses - the significant decline in CAO acceptances would suggest that this decline is set to continue, and indeed intensify, in the medium term.
- Computing: Graduate output has been in decline in recent years, with a 13% year-on-year decline between 2008 and 2009. The increase in CAO acceptances, particularly since 2008, indicates that a reversal of this trend is likely in the short-term.
- Science: While graduate output experienced an increase between 2007 and 2008, reversing the downward trend of previous years, this increase was temporary. While CAO acceptances have shown signs of recovery, output declined by 7% in 2009.



### Healthcare, Veterinary & Agriculture (Level 8)

- Health and welfare: Following a decline in 2008, output increased by 11% in 2009. While output for nursing courses is down, numbers are up for courses related to medicine and diagnostics and therapy and counselling.
- Agriculture/Veterinary: This discipline increased by 3%, although the numbers involved are small.

### Other Disciplines (Level 8)

- Arts & Humanities: After a significant drop in output in the period from 2007 to 2008, numbers remained stable in the most recent time period.
- Education: The 9% increase in 2009 returns output to 2007 levels. CAO acceptances have been increasing modestly since 2002 suggesting that output will remain steady in the medium term.
- Social Sciences, Business & Law: This discipline declined by 7% in 2009, the first decline in recent years.
- Services: Outputs remained relatively unchanged over the period from 2008 and 2009.

## 6.5 International Comparison

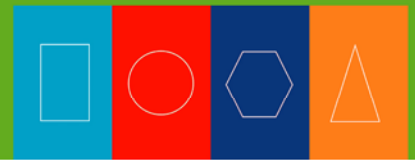
In this section we present the findings of an OECD survey of education entitled 'Education at a Glance 2010' in order to compare Ireland's performance in terms of undergraduate output with that of other countries. To date, no cross-classification of NFQ award levels and OECD data (which is classified according to ISCED levels) is available and any comparison between graduate output by NFQ level and international data will only be approximate. However, the ISCED definitions of education levels that correspond to Irish higher education are as follows:

ISCED Level	Corresponds to :
Level 5: Tertiary Type B	Higher Certificate/Ordinary Bachelor Degree
Level 5: Tertiary Type A (First Degree)	Honours Bachelor Degree
Level 5:Tertiary Type A (Second or Further Degree)	Postgraduate Qualifications (except PhD)
Level 6: Advanced Research Qualifications	PhD

At undergraduate level, Irish higher education programmes correspond broadly to the ISCED categories level 5 Tertiary Type B and Tertiary Type A (first degree).

### 6.5.1 Tertiary Type B

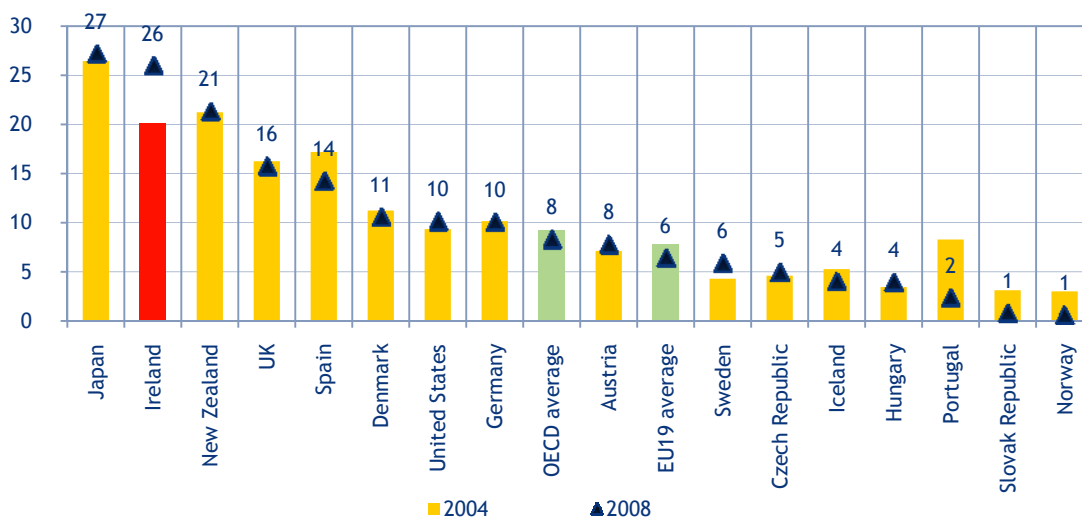
This section compares the graduation rates at Tertiary Type B (equivalent approximately to higher certificate and ordinary bachelor degree level education in Ireland) in selected OECD countries for 2004 and 2008. With 26% of the relevant age cohort graduating from Tertiary Type B courses in



2008, Ireland was ranked second amongst OECD countries with comparable data and well above the EU and OECD averages (6% and 8% respectively).

When compared over time, Ireland's graduation rate was approximately six percentage points greater in 2008 than in 2004. This was the largest relative increase of all countries with Tertiary Type B education.

Figure 6.4 Tertiary Type B Graduation Rates (%), 2004 and 2008



Source: Education at a Glance 2010 (OECD)

Note: not all countries have higher education programmes at this level (e.g. Finland). Tertiary-Type B programmes are a significant feature of the higher education system in only a few countries (e.g. Ireland, Japan and New Zealand).

### 6.5.2 Tertiary Type A (First Degree)

Tertiary Type A programmes are divided into first degree and second degree programmes. Type A first degree programmes correspond to honours bachelor degree education in Ireland. The data in Figure 6.5 shows that, at 46.1% in 2008, Ireland performed well above the OECD and EU averages (38.2% and 39.6% respectively) in terms of the graduation rates at this level. In addition, Ireland's graduation rate increased slightly from 45% to 46.1% between 2007 and 2008.

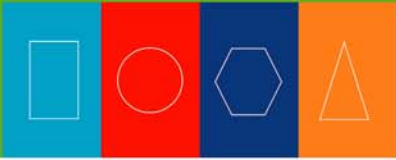
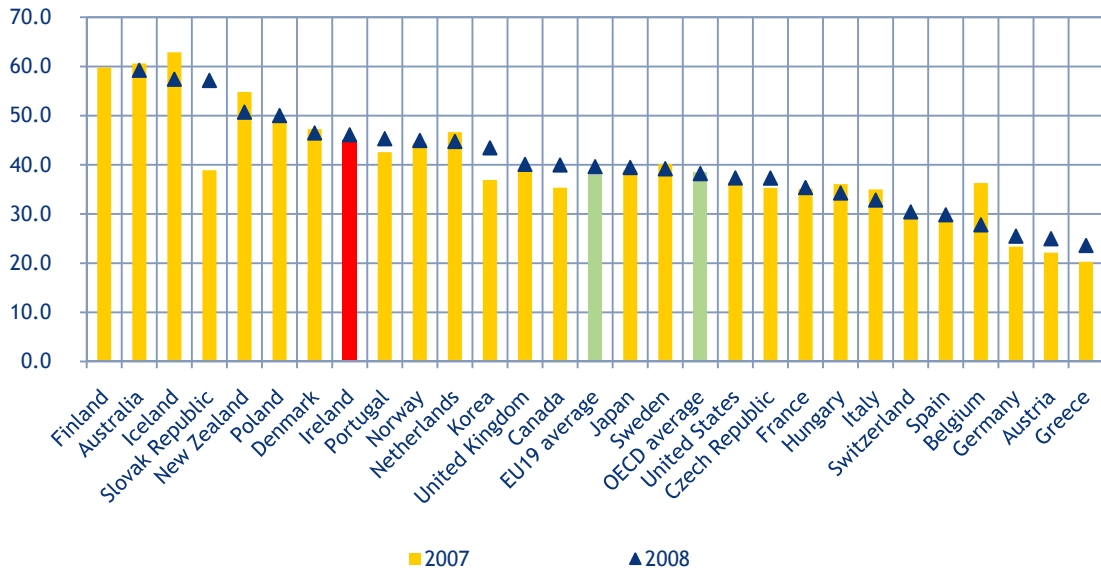
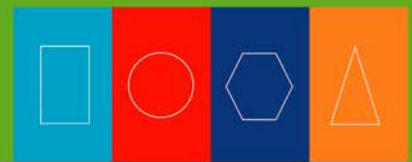


Figure 6.5 Tertiary Type A (1st Degree) Graduation Rates in Selected OECD Countries, 2007-2008



Source: Education at a Glance 2010 (OECD)

Note: for Type A First Degrees, Finland's high graduation rate in 2008 is temporary and linked to the ending of certain pre-Bologna study programmes (Source: EAG 2010 Highlights 63).



## Chapter 7 Postgraduate Higher Education

### Key Points

- **Enrolments** totalled almost 35,000 in 2009, including 8,419 for PhD programmes
- **Graduate output:** there were almost 16,000 graduates in 2009, an increase of almost 24% since 2005; PhD awards increased by 50% to over 1,200 since 2005
- **Outlook:** the steady increases in postgraduate enrolments (by an average of 9% annually since 2006) indicates that output at this level will also continue to increase in the coming years
- **Engineering and manufacturing:** Graduate output across all award types increased by 3% over the period 2008-2009; enrolments increased across all programme types between 2008 and 2009 suggesting future increases in output levels
- **Construction:** the recent fall in the number of enrolments at masters' level resulted in an overall decline of 4% in output between 2008 and 2009. Increases in enrolments in masters and PhD courses should result in an increase in output in the short-term
- **Computing:** declines in output in 2009 should be reversed in the short-term due to an increase in enrolments across all programme types
- **Science:** while the number of postgraduate cert/diploma and masters graduates declined in the period 2008-2009, PhD output continues to increase. This is expected to continue as enrolments in PhD programmes increased by 26% in the same period.

### 7.1 Introduction

This chapter focuses on the supply of skills emerging from higher education programmes at postgraduate level which span levels 9 and 10 on the National Framework of Qualifications. Master degrees and postgraduate diplomas (first stage of a master degree) are placed at level 9 with doctoral degrees at level 10. For presentation purposes higher diplomas from universities and all postgraduate diplomas, whether conversion or leading to a master degree, are discussed in this chapter.

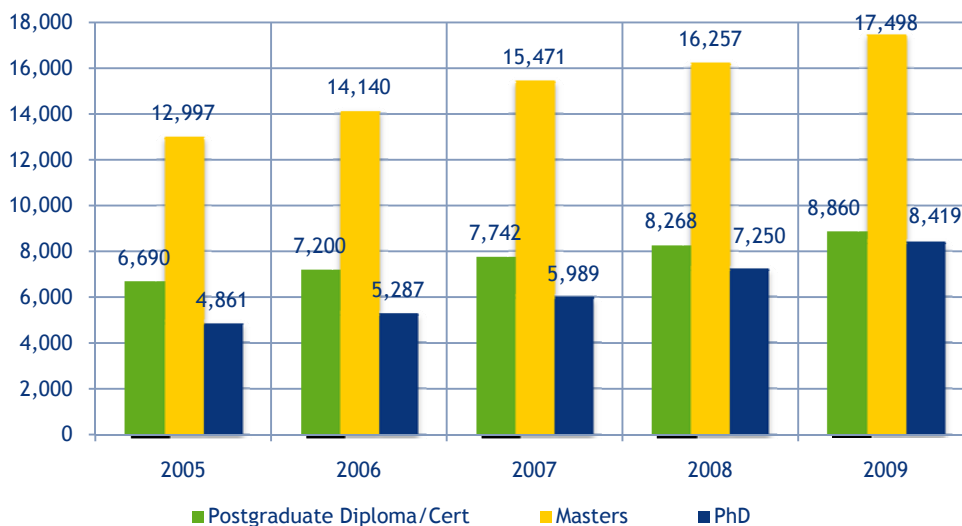
First, the total number of postgraduate students enrolled in higher education at levels 9 and 10 is provided. This is followed by an analysis of graduate output at these levels. Variables examined for both enrolment and graduation data include a discipline breakdown and student details (such as gender, higher education sector attended, etc.). The final section provides an international perspective on how Ireland's performance in terms of graduate output at postgraduate level compares with that of other OECD countries.



## 7.2 Level 9/10 Enrolments

There were approximately 35,000 postgraduate students enrolled in Ireland’s universities and IoTs in 2009 (Figure 7.1). Enrolments on level 9 and 10 courses have been increasing steadily in recent years, by an average of 9% each year since 2006. Most notably for the period 2008-2009, PhD student enrolments increased by 16%, while masters courses increased by 8% and postgraduate certs/diplomas enrolments saw an increase of 7%.

Figure 7.1 Level 9/10 IoT and University Enrolments, 2005-2009



Source: HEA, DES

### 7.2.1 Postgraduate Enrolments: Student Details

This section examines the student profile of those enrolled in postgraduate programmes by providing details of the gender, institution type attended (i.e. IoT vs university), mode of study and age.

#### Gender and Provider Type

The gender distribution of postgraduate students varies depending on the programme type (Table 7.1). In 2009, postgraduate certs/diplomas and masters had a higher proportion of female students, with 62% and 52% respectively, while PhD students were more likely to be male (51%). While the number of males outnumbered the number of females for each programme type at IoTs, the majority of enrolments at postgraduate level are in universities, at 85%.









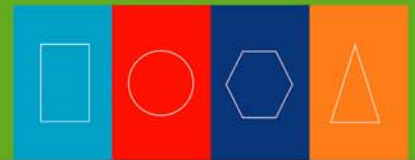
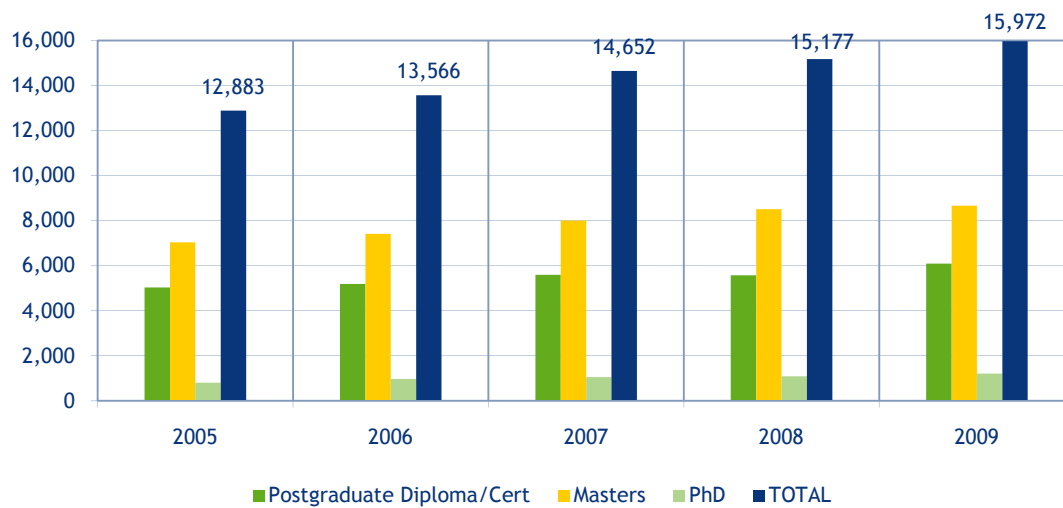


Figure 7.2 Level 9/10 Graduate Output by Award Type, 2005-2009



Source: HEA

### 7.3.1 Graduate Details

This section examines the student profile of those emerging from postgraduate programmes by providing details of the gender and institution type attended (i.e. IoT vs university).

#### Provider Type & Gender

Overall, universities had the highest number of graduates at postgraduate level and females accounted for 60% of all graduates at postgraduate level. The distribution of awards by provider type and gender in 2009 is detailed in Table 7.5. When compared to 2008 data, the findings are as follows:

- Postgraduate certs/diplomas: The number of both male and female graduates from IoTs has declined while university graduate numbers are up, particularly for females.
- Masters: The number of graduates in the IoTs increased for both genders, while universities experienced no change to their overall figures (the number of male graduates increased slightly while female graduate output declined)
- PhDs: While the number of male graduates in universities increased by almost a quarter, all other categories remained at levels similar to 2008.

Table 7.5 Graduates by Provider Type and Gender, 2009

	Postgraduate Certs/Diplomas		Masters		PhD	
	Males	Females	Males	Females	Males	Females
IoTs	243	300	682	726	32	29
Universities	1,640	3,912	3,154	4,105	626	523
<b>Total</b>	<b>1,883</b>	<b>4,212</b>	<b>3,836</b>	<b>4,831</b>	<b>658</b>	<b>552</b>

Source: HEA

### 7.3.2 Level 9/10 Graduates by Discipline

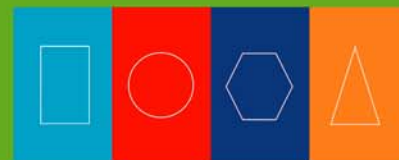
Table 7.6 compares the distribution of level 9/10 graduates by discipline for 2008 and 2009.

Table 7.6 Level 9/10 Graduations by Discipline, 2008-2009

Level 9/10 graduates	2008				2009				% Change 08-09
	PG Cert/ Dip	Masters	PhDs	Total	PG Cert/Dip	Masters	PhDs	Total	
Engineering & Manufacturing	93	340	124	<b>557</b>	88	321	167	<b>576</b>	3%
Construction	85	182	22	<b>289</b>	98	157	21	<b>276</b>	-4%
Computing	164	612	79	<b>855</b>	156	557	88	<b>801</b>	-6%
Science	202	409	362	<b>973</b>	160	362	385	<b>907</b>	-7%
<b>Total Technology</b>	<b>544</b>	<b>1,543</b>	<b>587</b>	<b>2,674</b>	<b>502</b>	<b>1,397</b>	<b>661</b>	<b>2,560</b>	<b>-4%</b>
Agriculture/ Vet	0	40	30	<b>70</b>	19	23	23	<b>65</b>	-7%
Health & Welfare	1,395	1,077	115	<b>2,587</b>	1,413	1,092	129	<b>2,634</b>	2%
<b>Total Health, Vet. &amp; Agriculture</b>	<b>1,395</b>	<b>1,117</b>	<b>145</b>	<b>2,657</b>	<b>1,432</b>	<b>1,115</b>	<b>152</b>	<b>2,699</b>	<b>2%</b>
Arts & Humanities*	221	1,488	163	<b>1872</b>	237	1,584	194	<b>2,015</b>	8%
Social Sciences, Business & Law	1,180	3,647	161	<b>4988</b>	1,182	3,894	163	<b>5,239</b>	5%
Education	2,093	512	22	<b>2627</b>	2,587	462	30	<b>3,079</b>	17%
Services	143	202	14	<b>359</b>	155	215	10	<b>380</b>	6%
<b>Total Other</b>	<b>3,637</b>	<b>5,849</b>	<b>360</b>	<b>9,846</b>	<b>4,161</b>	<b>6,155</b>	<b>397</b>	<b>10,713</b>	<b>9%</b>
<b>OVERALL TOTAL</b>	<b>5,576</b>	<b>8,509</b>	<b>1,092</b>	<b>15,177</b>	<b>6,095</b>	<b>8,667</b>	<b>1,210</b>	<b>15,972</b>	<b>5%</b>

Source: HEA

\*includes general and combined studies



## Technology

- **Engineering & manufacturing:** The overall number of level 9/10 graduates in this discipline increased by 3% year-on-year between 2008 and 2009, due to increases at PhD level. The rise in enrolment levels across all programme types suggests that output will continue to increase.
- **Construction:** After increasing in recent years, this discipline experienced a decline of 4% between 2008 and 2009 occurring primarily at masters level. This may be temporary, however, with enrolments increasing in 2009.
- **Computing:** Declines in the number of postgraduate cert/diploma and masters graduates resulted in an overall decline of 6% in this discipline although the number of PhD graduates increased slightly. These declines should reverse in the short-term due to increases in enrolments across all programme types.
- **Science:** The number of PhD graduates continues to increase and it remains the discipline with the highest number of PhDs. Increases are expected to continue with a 26% increase in enrolments between 2008 and 2009. However, a drop in the number of postgraduate cert/diploma and masters graduates resulted in an overall decline of 7%.

## Health, Vet and Agriculture

- **Agriculture & Vet:** The number of graduates declined in this discipline, although the numbers involved are small.
- **Health & Welfare:** Small increases in the number of graduates occurred across all programme types. Increases in PhD enrolments should lead to future rises in output for this programme type.

## Other Disciplines

- **Arts & Humanities:** The overall graduate output decline in 2008 was reversed in 2009, primarily due to increases at masters level.
- **Social science, business & law:** This discipline accounted for a third of all postgraduate graduates in 2009. Output continues to increase (by 5% in 2009) due to a growth in the number of masters graduates and is expected to continue with rising enrolment numbers.
- **Education:** Output in this discipline increased by 17% between 2008 and 2009, due to significant gains at postgraduate cert/diploma level. Those graduating from teacher training with subject specialisation accounted for the largest group in this category. The number of masters graduates declined slightly.
- **Services:** This discipline increased by 6%, albeit from a small base.

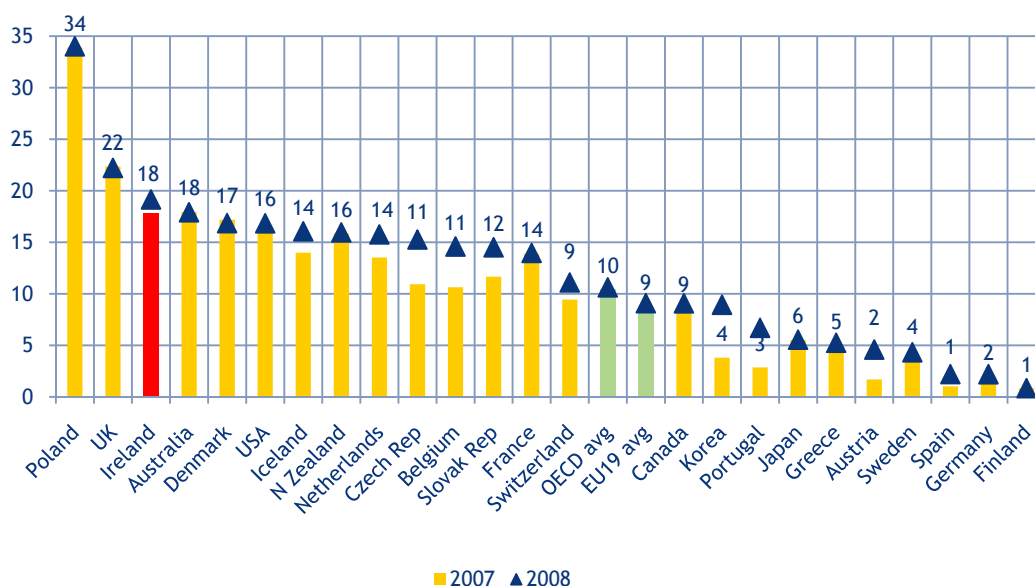
## 7.4 International Comparison

Ireland's performance in terms of graduate output at postgraduate level is examined in this section, based on the findings of an OECD report (Education at a Glance 2010). As detailed previously in Chapter 6, there is no cross-classification of awards on the NFQ with ISCED education levels (which is used by the OECD). However, master degrees correspond to Tertiary Type A (Second Degree) qualifications and doctoral degrees correspond to Advanced Research Programmes.

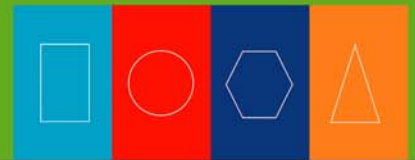
### 7.4.1 Tertiary Type A (Second Degree)

Tertiary Type A (second degree) programmes corresponds to master degrees in Ireland. Graduation data for Tertiary Type A (second degree) programmes is available from 2007 only. Figure 7.3 compares Ireland's performance in terms of graduation rates at master degree level with that of selected OECD countries. At approximately 18% in both 2007 and 2008, Ireland's graduation rates were twice that of the EU 19 average (8.7% in 2007; 9.1% in 2008). Ireland also exceeded the OECD averages each year.

Figure 7.3 Tertiary Type A (2<sup>nd</sup> Degree) Graduation Rates in Selected OECD Countries 2007-2008



Source: Education at a Glance 2010 (OECD)



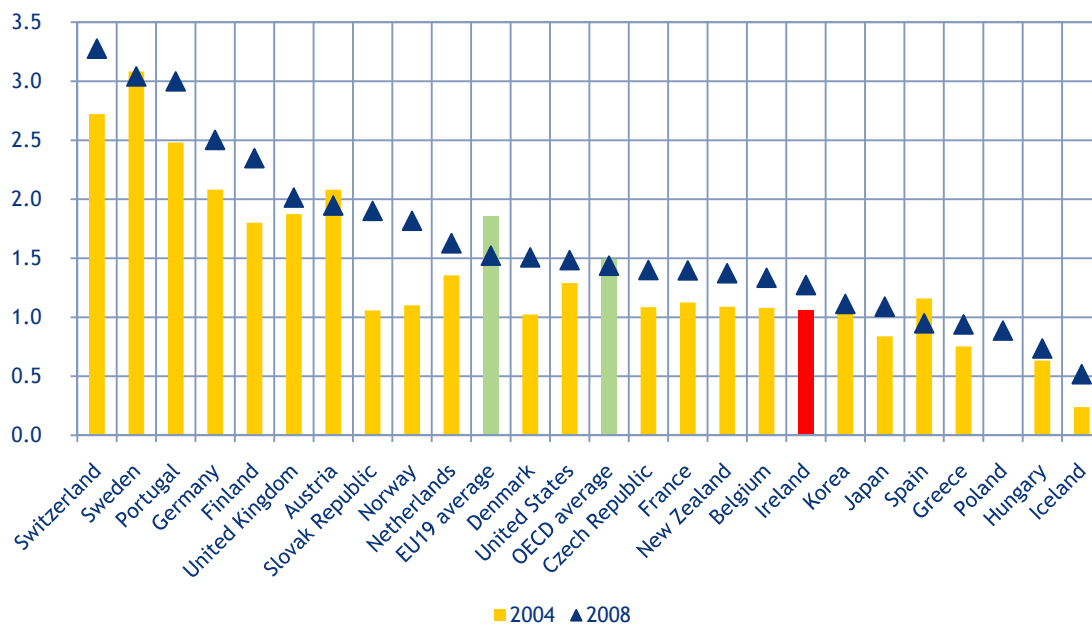
## 7.4.2 Advanced Research Degree

This section examines how Ireland compares internationally in terms of the number of PhD graduates to the population (i.e. graduation rate)

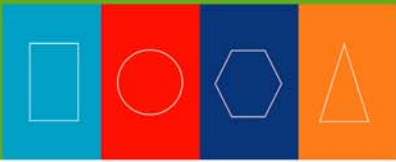
In terms of the number of advanced research degree graduates in 2008, Ireland lags behind the OECD and EU19 averages: the graduation rate at this level is 1.3% for Ireland compared to 1.4% and 1.5% for the OECD and EU19 averages respectively. Ireland also lags considerably behind the leading countries, Switzerland, Sweden and Portugal whose advanced research degree graduation rates (of at least 3%) are more than double that of Ireland. However, the rate for Ireland was closer to the EU19 and OECD averages in 2004, due mostly to a slight rise in Ireland's rate and declines in those for EU19 and OECD averages.

Although Ireland's graduation rates for students with advanced research degree qualifications (Figure 7.4) is comparatively low, the rate has increased slightly over the five year period, 2004-2008, going from 1.1% to 1.3%. In contrast the OECD and EU average rates at this level declined over the same period.

Figure 7.4 Advanced Research Degree Graduation Rates, 2004 & 2008



Source: Education at a Glance 2010 (OECD)



## Chapter 8 Where Do Graduates Go?

### Key Points

- Level 9/10 had the highest proportion of graduates in employment in Ireland and overseas nine months after graduation (62% compared to 48% for level 8), whereas level 8 graduates were more likely to go on to further study (37% compared to 17%)
- The proportion of graduates seeking employment has increased significantly in recent years due to the downturn in the Irish economy
- Veterinary medicine, medicine, dentistry and paramedical studies and education had the highest proportion of level 8 graduates in employment nine months after graduation
- In quarter 4 2010, 85% of all level 8-10 graduates aged 25-34 were at work, as compared to a rate of 69% for the total in this age cohort at work; their unemployment rate was 7% compared to an overall rate of 15%
- Those who studied education were the most likely to be at work in quarter 4 2010; graduates from the services and engineering disciplines had the highest rate of unemployment
- Eighty two per cent of those with education qualifications work in a similar field; in contrast, only 11% of those who have gained level 8+ qualifications in humanities and arts are employed in this field
- Graduates are significantly more likely than non-graduates to work in professional and associate professional occupations.

### 8.1 Introduction

This chapter focuses on where graduates go after attaining a higher level qualification. We begin with a summary of the findings of the First Destination Survey (FDS) report which is produced annually by the HEA and surveys Irish graduates nine months after graduation. Based on the Central Statistics Office (CSO) Quarterly National Household Survey (QNHS), we also provide an analysis of the principal economic status (PES) of young graduates (25-34 years) in the Irish labour force, i.e. whether at work, unemployed, student or other. From this data, it is also possible to examine the education field of graduates' highest education attainment and, if at work, their occupation and the sector in which they are employed.

### 8.2 First Destination Report

This analysis is based on the HEA's latest data on the first destination of graduates and on previous editions of their reports entitled 'What Do Graduates Do?' The data is a collation of the findings from a survey of graduates nine months after graduation and examines if they have gained employment, are in further study, or are seeking employment. Information on level 6/7 graduates is unavailable for the previous two years and is therefore excluded from the analysis here.

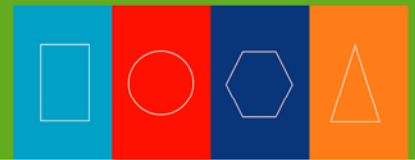
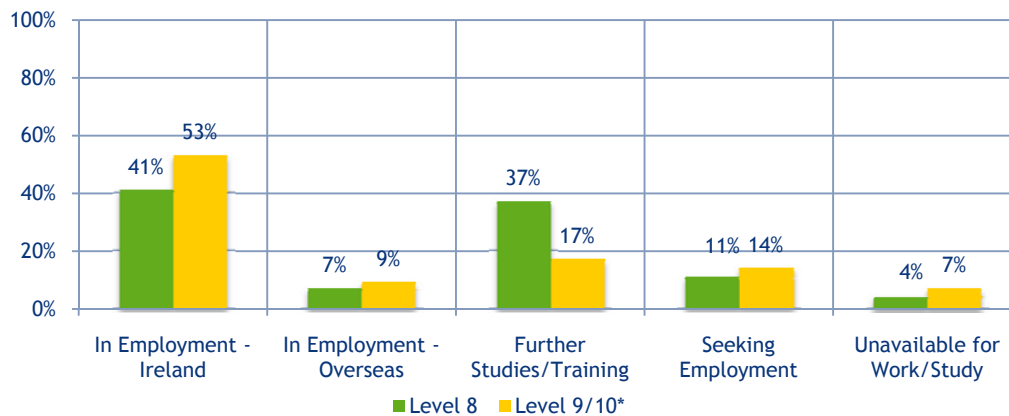


Figure 8.1 shows the first destination of the 2009 graduates at levels 8-10 on the NFQ. Level 9/10 had the highest proportion of persons in employment in Ireland and overseas, whereas level 8 had a greater proportion of graduates going on to further study.

Figure 8.1 First Destination of Level 8-10 Higher Education Graduates, 2009



Source: HEA

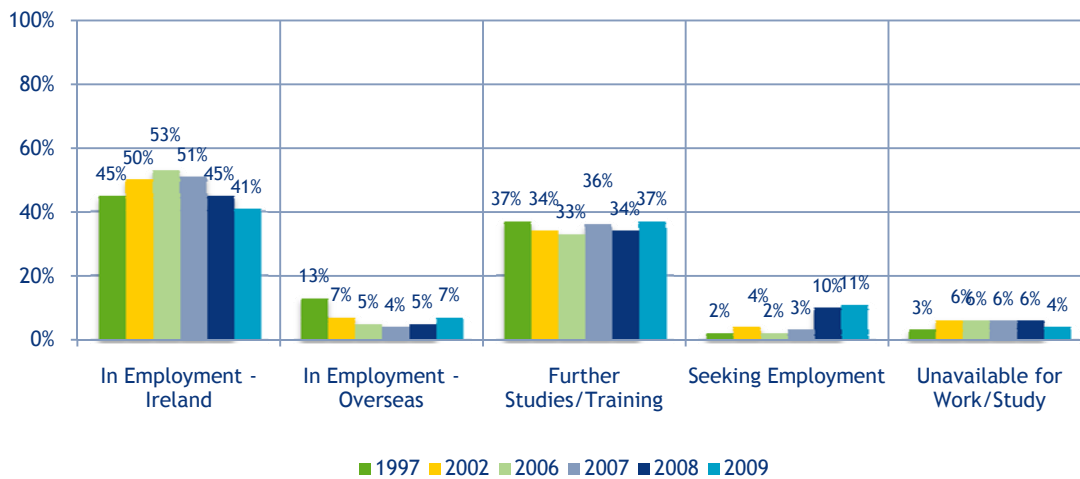
\*Level 9/10 includes Masters and PhDs only

### 8.2.1 First Destination by NFQ Level

The proportion of level 8 graduates in employment in Ireland peaked in 2006 at 53%. Since 2007, as a result of Ireland's economic downturn, this proportion has dropped to 41% while the number of level 8 graduates gaining employment overseas has returned to 2002 levels. Although some fluctuations have occurred, at least one third of level 8 graduates went on to further study or training in each of the years examined. The share of those seeking unemployment increased significantly in 2008 and 2009.



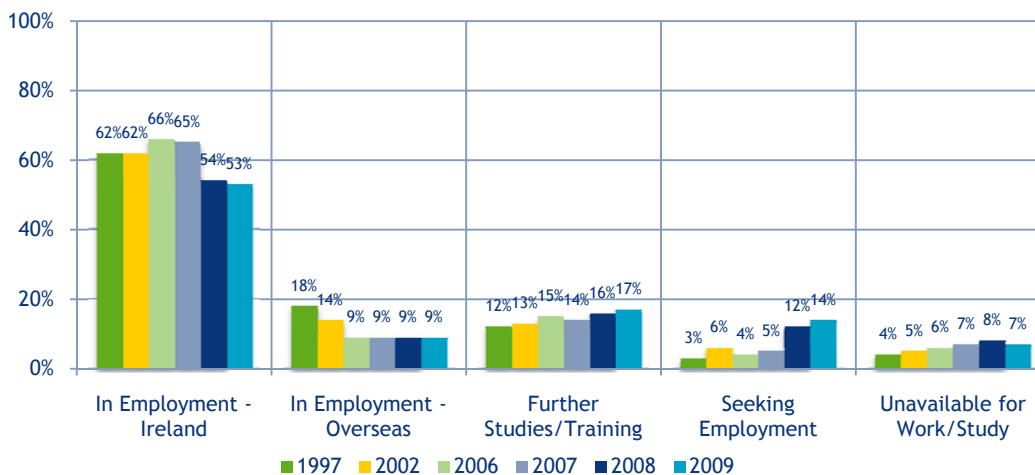
Figure 8.2 First Destination of Level 8 Graduates, 1997-2009



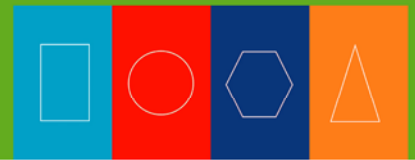
Source: HEA

In 2009, 53% of all graduates from level 9/10 courses were in employment in Ireland, a drop of 13% since the peak in 2006 (Figure 8.3), while the numbers in employment overseas have remained constant at 9% in recent years. Small increases in the share of graduates continuing on to further studies occurred since 2007 while those seeking employment jumped to 14% in 2009 from a low of 3% in 1997.

Figure 8.3 First Destination of Level 9 Masters and Level 10 PhD Graduates, 1997-2009



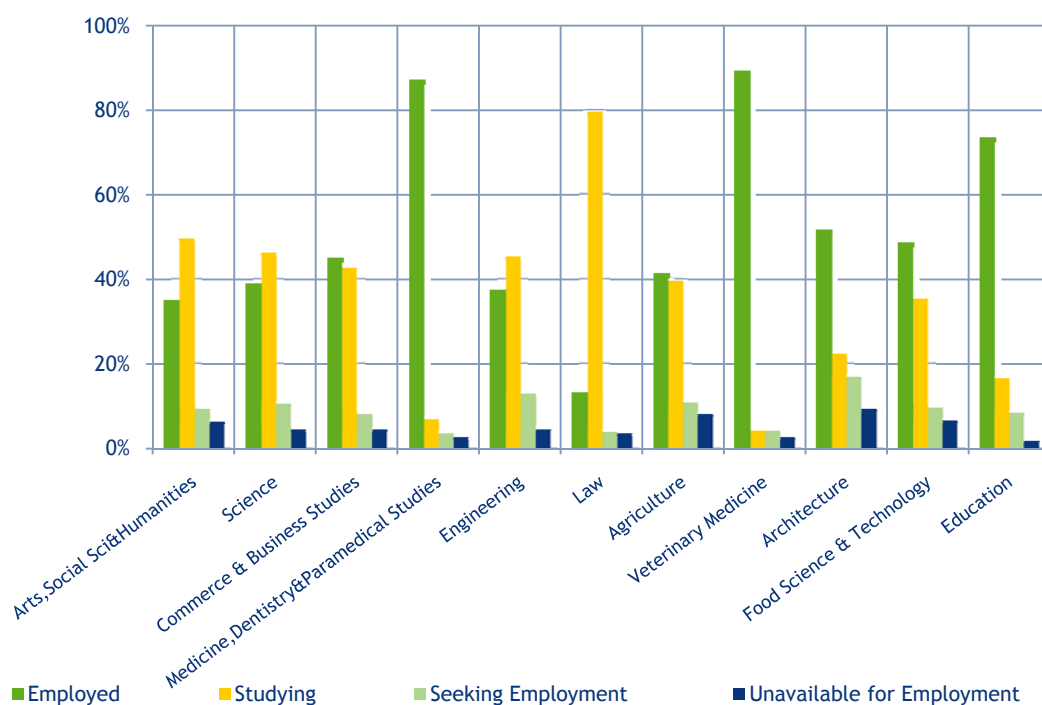
Source: HEA



## 8.2.2 Destination by Faculty

Figure 8.4 details the first destination of level 8 graduates by faculty. Over 70% of those from veterinary medicine, medicine, dentistry and paramedical studies and education faculties were in employment nine months after graduation. While those graduating from law had the lowest proportion of persons in employment, they had the highest proportion of graduates going on to further studies at 80%. Of those that graduated with a level 8 architectural qualification, 17% were seeking employment nine months after graduation (the highest rate amongst all faculties).

Figure 8.4 First Destination of Level 8 Honours Bachelor Degree Graduates by Faculty, 2009

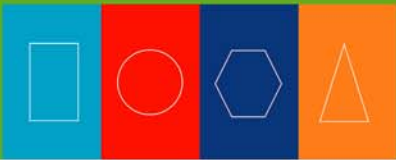


Source: HEA

## 8.3 Quarterly National Household Survey (QNHS)

The focus of this section is on the skills that are currently available amongst young graduates in Ireland's labour force today. For the purposes of this analysis we examine only those aged 25-34 years as this age cohort is the closest proxy for recent graduates from higher education. Based on the CSO's QNHS, the educational attainment of recent graduates is analysed as well as their employment profile.

The QNHS is a survey which is run every quarter by the CSO and captures data on a wide range of variables. Included in these variables are questions on an individual's current principal economic status (PES) (i.e. at work, unemployed, student, home duties, other), the highest level of education



attained, the education field and, for those in employment, their occupation and the sector in which they are employed.

As this survey collects data on respondents' education attainment, it is possible to examine the economic status of third level graduates in Ireland and to identify their field of education. However, it should be borne in mind that the education field refers to the field of learning from the highest qualification attained and as such may mask a person's primary degree i.e. those with a computing degree may go on to attain an MBA and would therefore be captured in the social science, business & law category rather than in computing. Quarter 1 2008 is used as the baseline for comparison while quarter 4 2010 is the latest data available.

### 8.3.1 Graduates in the Population

A total of 765,300 persons in the population in Ireland were aged between 25 and 34 in quarter 4 2010 (see Table 8.1 below). Of these, almost 218,000, or 28%, had attained a third level degree or above (corresponding to NFQ levels 8-10). A further 130,500, or 17%, had attained a third level non-degree qualification (corresponding to NFQ levels 6-7). As the First Destination Survey indicates, approximately three quarters of all those who attain a level 6/7 qualification in higher education go on to further study. For this reason, this report focuses on those more likely to be recent entrants to the workforce, i.e. those with level 8-10 qualifications. For the purposes of this report this level of attainment will be henceforth referred to as level 8+.

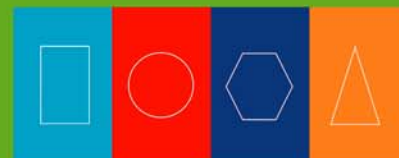
Table 8.1 Population Aged 25-34 by Education Attainment, Q4 2010

Education Attainment	Total	%
Third level degree or above (NFQ Level 8+)	217,800	28%
Third level non-degree (NFQ Level 6/7)	130,500	17%
Leaving Cert and FET(NFQ Level 4/5)	289,200	38%
Lower Secondary or less (NFQ Level 3 or less)	92,000	12%
Other/Not stated	35,900	5%
<b>Total</b>	<b>765,300</b>	<b>100%</b>

Source: SLMRU analysis of CSO data (QNHS)

### 8.3.2 Economic Status of Graduates

Table 8.2 focuses on the economic status of 25-34 year olds by education attainment. Of the 217,800 level 8+ graduates in quarter 4 2010, 85% were at work; 7% were unemployed, 5% were students with the remaining 3% in the 'other' category (including those engaged in home duties) (Table 8.2).



While the overall proportion of those aged 25-34 at work dropped by 10 percentage points (from 79% to 69%) between quarter 1 2008 and quarter 4 2010, the share of those with level 8+ qualifications experienced a drop of just two percentage points (down from 87%). Furthermore, at 7%, the unemployment rate among 25-34 year-olds with level 8+ qualifications was considerably lower than that of persons with lower secondary education attainment (31% in quarter 4 2010).

In absolute terms, the total number of graduates at work declined by 8% between quarter 1 2008 and quarter 4 2010, down from over 200,000 to 185,000.

**Table 8.2 Those aged 25-34 by Education Attainment and Principal Economic Status (PES), Q1 2008 and Q4 2010**

	Q1 2008					Q4 2010				
	At Work	Unempl oyed	Student	Other	Total	At Work	Unempl oyed	Student	Other	Total
Third level degree or above	87%	3%	5%	5%	100%	85%	7%	5%	3%	100%
Third level non-degree	87%	3%	2%	8%	100%	77%	10%	4%	9%	100%
Leaving Cert and FET	79%	5%	5%	11%	100%	65%	18%	5%	13%	100%
Lower Secondary or less	58%	13%	2%	27%	100%	37%	31%	2%	30%	100%
Other/Not stated	79%	4%	3%	15%	100%	62%	14%	4%	21%	100%
<b>Total</b>	<b>79%</b>	<b>5%</b>	<b>4%</b>	<b>11%</b>	<b>100%</b>	<b>69%</b>	<b>15%</b>	<b>4%</b>	<b>12%</b>	<b>100%</b>

Source: SLMRU analysis of CSO data (QNHS)

When gender is examined, in quarter 1 2008 males had a higher proportion of level 8+ graduates at work than females at 90% and 85% respectively, while in quarter 4 2010 86% of female level 8+ graduates were at work compared to 83% of males. While male graduates had an unemployment rate of 10%, it was 6% for females.

### 8.3.3 Economic Status of Graduates by Field of Learning

Table 8.3 compares the economic status of those with level 8+ qualifications by field of education between quarter 1 2008 and quarter 4 2010. People who studied education were the most likely to be at work in both time periods; health and welfare had the second highest proportion of persons at work, at 91% in the fourth quarter of 2010. While 90% of engineering graduates were at work in quarter 1 2008, this dropped to 81% in quarter 4 2010. Graduates in science, mathematics and computing had a lower share of people at work but a larger share undertaking further studies, categorised in Table 8.4 under the 'Other' column. At 11%, services and engineering, manufacturing and construction had the highest proportion of unemployed persons in quarter 4 2010, as compared with 1% and 3% respectively in quarter 1 2008.

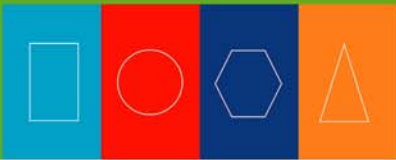


Table 8.3 Education Field of those Aged 25-34 with Level 8+ Qualifications by PES, Q1 2008 and Q4 2010

Education Fields	Q1 2008				Q4 2010			
	At work	Unemployed	Other	Total	At work	Unemployed	Other	Total
Education	91%	1%	8%	100%	92%	4%	4%	100%
Humanities and Arts	83%	4%	14%	100%	81%	10%	9%	100%
Social sciences, Business & Law	89%	2%	9%	100%	88%	5%	7%	100%
Science, Maths & Computing	81%	4%	15%	100%	80%	9%	12%	100%
Engineering, Manuf. & Const.	90%	3%	7%	100%	81%	11%	9%	100%
Agriculture and Veterinary	84%	8%	8%	100%	86%	10%	5%	100%
Health and Welfare	89%	2%	9%	100%	91%	3%	6%	100%
Services	87%	1%	13%	100%	78%	11%	10%	100%
Other	87%	2%	11%	100%	83%	7%	10%	100%
Total	87%	3%	10%	100%	85%	7%	8%	100%

Source: SLMRU analysis of CSO data (QNHS)

### 8.3.4 Employed Graduates - Education Field

This subsection focuses on the 25-34 year old level 8+ graduates who were classified as in employment. Over a third of all employed graduates held a qualification in social sciences, business and law amounting to 69,600 in quarter 4 2010 (Table 8.4). Females outnumbered males in all categories except science and engineering.

Those in employment with education qualifications were the only category to increase in numbers over the period quarter 1 2008-quarter 4 2010. The number of engineering, manufacturing or construction graduates in employment declined by 6,500- the largest decline over the period; most of this decline was for males. For females, the greatest decline in employment numbers occurred for those with social science qualifications.

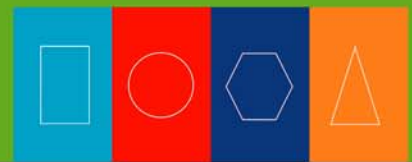


Table 8.4 Those in Employment Aged 25-34 with Level 8+ Qualifications by Field of Learning, Q1 2008 and Q4 2010

Education Fields	Q1 2008			Q4 2010		
	Total Male	Total Female	Total	Total Male	Total Female	Total
Education	3,500	12,600	16,100	4,200	13,800	18,000
Humanities & Arts	7,200	13,400	20,600	5,900	11,400	17,300
Social sciences, Business & Law	29,400	42,300	71,700	31,700	37,900	69,600
Science, Mathematics & Computing	12,000	9,200	21,200	10,800	7,800	18,700
Engineering, Manufacturing & Constr.	23,000	6,200	29,200	16,500	5,400	22,000
Agriculture & Veterinary	2,500	1,300	3,800	1,800	1,900	3,800
Health & Welfare	2,900	17,800	20,700	4,600	14,800	19,300
Services	3,000	4,800	7,800	2,000	3,000	5,000
Other	4,300	5,100	9,400	4,000	5,100	9,100
<b>Total</b>	<b>87,800</b>	<b>112,600</b>	<b>200,400</b>	<b>81,600</b>	<b>101,200</b>	<b>182,800</b>

Source: SLMRU analysis of CSO data (QNHS)

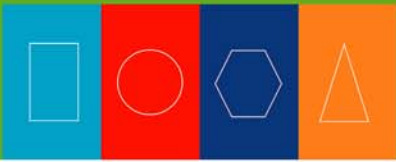
### 8.3.5 Employed Graduates - Occupational Distribution

This subsection first compares the education discipline of employed graduates with the broad field in which they work providing an estimate of the extent to which people work in areas relating to their third level qualification<sup>24</sup>. This is followed by an occupational breakdown of all level 8+ graduates and contrasts it with that of the total in employment for this age group (i.e. 25-34 years) to show the extent to which a level 8+ qualification affects the occupation in which one works.

Table 8.5 examines the destination of those in employment by education field and occupation field. Eighty two per cent of those with education qualifications worked in a similar field. In contrast, only 11% of those who had gained level 8+ qualifications in humanities and arts were employed in this field; 47% were employed in areas relating to social sciences, business and law and a further 18% were employed in education-related occupations.

This distribution is broadly in line with that reported in the previous edition of this report (2010: p 99) which reported on quarter 4, 2009. However, graduates working in fields related to their qualifications were less likely than they were one year previously to work in this field for all disciplines excluding education, humanities and social sciences.

<sup>24</sup> The field in which an individual worked was categorised by the SLMRU by aligning occupations with International Standard Classification of Education (ISCED) fields of training. Appendix B details the occupations included within each occupational field. It should be borne in mind that the analysis is approximate and intended as an indicator of skills matching.



Although a detailed breakdown by occupation was not available for quarter 4 2010, an examination of the data in quarter 4 2009 (detailed in the previous edition of this report) indicated that while the humanities and arts graduates working in education were chiefly teachers at second level, the science graduates working in education were almost exclusively university or IoT lecturers. Most social science, business and law graduates worked in a related field with approximately one third of these working as chartered accountants or financial managers.

Table 8.5 Occupation Field of Those Aged 25-34 in Employment by Field of Learning, Q4 2010

Occupation Fields	Education Fields							
	Education	Humanities & Arts	Social sciences, Business & Law	Science, Maths & Computing	Engineering, Manufacturing & Construction	Agriculture & Veterinary	Health & Welfare	Services
Education	82%	18%	5%	10%	6%	13%	1%	2%
Humanities & Arts	1%	11%	1%	0%	2%	0%	0%	0%
Social sciences, Business & Law	6%	47%	74%	16%	15%	21%	5%	30%
Science, Mathematics & Computing	3%	4%	3%	52%	16%	13%	8%	14%
Engineering, Manufacturing & Construction	2%	6%	6%	10%	51%	8%	2%	4%
Agriculture & Veterinary	0%	1%	0%	1%	0%	21%	0%	0%
Health & Welfare	3%	5%	4%	4%	1%	8%	81%	10%
Services	3%	9%	7%	6%	6%	11%	2%	38%
Other	0%	0%	0%	2%	1%	3%	2%	0%
Total	100%	100%	100%	100%	100%	100%	100%	100%

Source: CSO

In quarter 4 2010, there were approximately 528,800 25-34 year-olds at work, with 185,000 of these holding level 8+ qualifications. As detailed in Table 8.6, the majority of those in employment with level 8+ qualifications were employed in managerial, professional and associate professional occupations; although the numbers have declined over the period examined, the share has increased by two percentage points from 70% to 72%. This compares to 21% for those aged 25-34 with less than level 8+ qualifications at the end of 2010. Graduates are significantly more likely than non-graduates to work in professional and associate professional occupations and slightly more likely to work as managers and administrators.

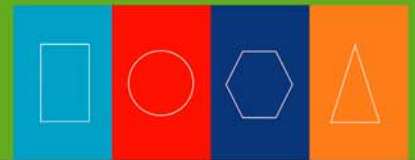


Table 8.6 Occupational Breakdown of Those at Work Aged 25-34 by Education Level, Q1 2008 & Q4 2010

	Q1 2008		Q4 2010	
	Level 8+ Grads	All others at work	Level 8+ Grads	All others at work
Managers & Administrators	15%	11%	14%	11%
Professional Occupations	35%	3%	40%	3%
Associate Professional & Technical Occupations	20%	7%	18%	7%
Clerical & Secretarial Occupations	10%	14%	10%	16%
Craft & Related Occupations	4%	19%	2%	13%
Personal & Protective Service Occupations	5%	14%	6%	18%
Sales Occupations	6%	11%	6%	12%
Plant & Machine Operatives	2%	11%	2%	10%
Other Occupations	3%	12%	2%	10%
Total	100%	100%	100%	100%

Source: SLMRU analysis of CSO data (QNHS)

### 8.3.6 Sectoral Employment of Graduates

Table 8.7 below compares the distribution of level 8+ graduates by sector with all others aged 25-34 years at work. Level 8+ graduates are employed in all sectors except agriculture, forestry and fishing. These graduates are more likely to be employed in education, health, professional, financial and IT related sectors than the remainder of this age cohort. For all others at work, the greater share was employed in industry and wholesale activities.

When compared to quarter 1 2008, the distribution of level 8+ graduates in employment by sector has shifted slightly (from IT and financial sectors to health and education sectors).

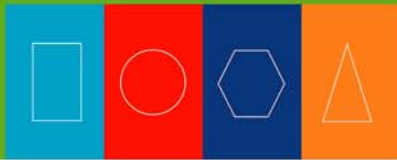
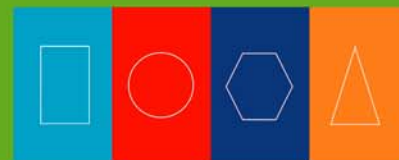


Table 8.7 Sectoral Employment of those aged 25-34 with level 8+ Qualifications, Q1 2008 & Q4 2010

Sector	Q1 2008		Q4 2010	
	Level 8+ Grads	All others at work	Level 8+ Grads	All others at work
Agriculture, forestry & fishing	1%	3%	0%	2%
Industry	12%	16%	12%	15%
Construction	3%	18%	1%	8%
Wholesale & retail trade; repair of motor vehicles & motorcycles	7%	18%	8%	19%
Transportation & storage	1%	4%	2%	6%
Accommodation & food service activities	4%	8%	3%	8%
Information & communication	9%	2%	7%	3%
Financial, insurance & real estate activities	11%	5%	10%	6%
Professional, scientific & technical activities	14%	3%	12%	3%
Administrative & support service activities	3%	5%	1%	4%
Public administration & defence; compulsory social security	4%	4%	5%	7%
Education	14%	2%	19%	3%
Human health & social work activities	13%	7%	15%	9%
Other NACE activities	4%	5%	4%	6%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Source: SLMRU analysis of CSO data (QNHS)



## Chapter 9 Private Education and Training Provision

### Key Points

- There were over 3,600 HETAC awards (including joint awards) made in the higher private education and training sector in 2009
- More than one half of these awards were made at level 8; the awards were mostly in the fields of arts/humanities and business
- Over 5,000 awards were made by professional institutes in 2010, almost all in the broad area of business and finance; of these more than 2,000 awards were broadly comparable to post-graduate level education

### 9.1 Introduction

Education and training in Ireland also takes place outside the public education and training system. Private schools, colleges and other bodies provide various types of education and training within the FET sector, the higher education sector and professional level training.

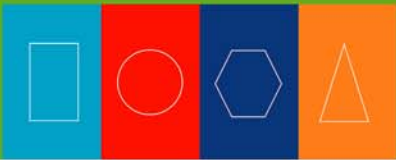
There are a number of limitations when gathering awards data for the private sector. First, there is no definitive list of all private education and training provision in Ireland. Second, not all parties involved are in a position to make such data, if held, available for publication. The numbers in this chapter therefore do not reflect the full extent of private education and training in Ireland. Third, it is not possible to make year-on-year comparisons as data received each year is not always from the same providers/awarding bodies.

Given the aforementioned limitations, the data discussed in this chapter represents the minimum number of individuals who obtained a recognised qualification via private education pathways in 2009. First, HETAC awards data for higher education institutions outside of the university and IoT sectors is examined<sup>25</sup>. The second section provides an overview of the qualifications gained by those pursuing education and training at some of the professional institutes in Ireland<sup>26</sup>. Courses offered by private providers which lead to FETAC awards are not included in this section as they are present in the awards data outlined in Chapter 5 of this report.

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<sup>25</sup> Appendix C details these higher education institutions.

<sup>26</sup> Appendix C details these professional institutes.



## 9.2 Private/Independent Higher Education Graduates

Private independent colleges (e.g. Dublin Business School, Griffith College) offer programmes that are accredited by HETAC, foreign universities (usually UK), or sometimes, jointly by HETAC and another awarding body. The data outlined in Table 9.1 refers to HETAC or joint HETAC awards made at a range of private colleges in 2009. Appendix C provides a list of the colleges whose awards are included.

There were over 3,600 awards made in the higher private education and training sector in 2009. Almost one half of the awards were made for arts courses, the majority of which were at NFQ level 8; business had the second highest share of awards, at 44% (1,596), while the remaining 7% of awards were in science and engineering, mostly at levels 8 and 9. Over one half (58%) of the awards were made to females.

Table 9.1 HETAC Awards (including joint awards) for Selected Private Colleges, 2009

Field of Learning	NFQ 6	NFQ 7	NFQ 8	NFQ 9/10	Total
Arts	177	430	1,083	79	1,769
Business	150	188	928	330	1,596
Science & Engineering	11	31	89	133	264
<b>Total</b>	<b>338</b>	<b>649</b>	<b>2,100</b>	<b>542</b>	<b>3,629</b>

Source: HETAC

## 9.3 Professional Institutes

Many awards made by several professional institutes are aligned with the National Framework of Qualifications (e.g. IMI, ACCA). However, as this is not the case for all awards considered here, we present the data in three categories: undergraduate (including sub-degree and degree qualifications); postgraduate (where an undergraduate qualification or equivalent is required prior to enrolment) and 'other', which includes shorter courses including those that lead to specific purpose and minor awards and which are aligned with the National Framework of Qualifications.

Over 5,300 awards were made to students taking courses through various professional bodies in 2010 (Table 9.2). The awards were made entirely within the broad field of business and include accountants, tax experts and other financial professionals. The awards made in 2010 (2009 for accountancy awards), had an almost equal share of undergraduate and postgraduate awards (38% of the total each); a further one quarter of the awards were in the other category and were chiefly for short courses (e.g. several days).

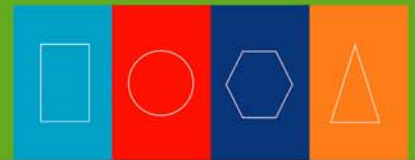
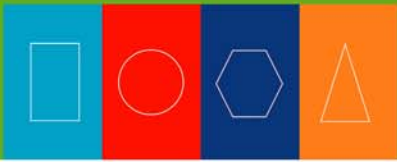


Table 9.2 Professional Institutes Awards 2010\* (accounting awards are for 2009)

Course Level	Awards
Undergraduate	2,046
Postgraduate	2,045
Other	1,271
<b>Total</b>	<b>5,362</b>

Source: HETAC, Institute of Bankers, Irish Tax Institute, Institute of Bankers, IMI, IAASA (Irish Auditing and Accounting Supervisory Authority)



## Chapter 10 Irish Students Abroad

### Key Points

- In 2008, there were over 17,000 Irish-domiciled students enrolled in higher education programmes in other OECD countries, almost 90% of whom were enrolled in courses in the UK
- Three quarters of these students were enrolled in Tertiary Type A programmes with a further 6% enrolled in advanced research degree programmes (e.g. doctoral degree programmes)
- Enrolments declined by 5%, or almost 900 students, between 2007 and 2008
- The number of Irish domiciled students who accepted a place for higher education studies in the UK increased to almost 3,000 in 2010, a 6% rise on 2009
- Approximately 800 Irish-domiciled acceptors in the UK were for technology related courses, almost 1,200 were for health, vet and agriculture courses, and just over 1,000 were for 'other' courses
- Almost 5,900 Irish students obtained a third level qualification in the UK in 2010, a 4% increase on 2009; almost one quarter (1,430) of Irish graduates were in the fields of health, veterinary and agriculture with almost a further fifth were in social science, business and law
- In 2008/2009, the number of outgoing ERASMUS students from Ireland reached their highest number to date (1,836)

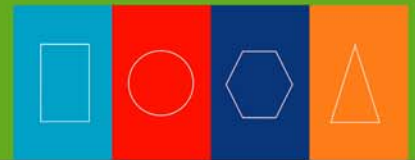
### 10.1 Introduction

This chapter provides an overview of the Irish domiciled students at higher education institutions outside of the Republic of Ireland. Although data is limited in terms of the detail available, the aggregate data is sufficient to provide information regarding country and broad level of study.

The OECD education statistics include a section on international students, defined either as students who are not permanent or usual residents of their country of study or alternatively as students who obtained their prior education in a different country<sup>27</sup>. The first section of this chapter focuses on the available data regarding the number of Irish-domiciled students enrolled in third level education in other OECD countries. This is followed by an analysis of the data on Irish students in the United Kingdom (UK) which examines the number of Irish-domiciled students who accepted an offer of a place to study at higher education institutions in the UK through the UK based Universities and Colleges Admission Service

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<sup>27</sup> International student data excludes numbers relating to those undertaking shorter, temporary courses as part of international exchange programmes such as ERASMUS.



(UCAS)<sup>28</sup>. The final section, using data provided by the Higher Education Statistics Authority (HESA) in the UK, shows the number of Irish students who graduated from higher education programmes in the UK.

## 10.2 Irish Students in Other OECD Countries

The OECD Education online database holds data on the distribution of international students by, inter alia, country of origin and level of education. Levels of education are classified according to ISCED levels with education levels comparable to Irish higher level corresponding to the ISCED categories of: Tertiary Type A (honours bachelor degree/master degree); Tertiary Type B (higher certificate/ordinary degree) or advanced research (PhD level).

As detailed in Table 10.1, there were over 17,000 Irish students enrolled in higher education programmes in other OECD countries, 97% of which went to English-speaking countries. The UK had the highest number with a total of 15,261 (approximately 89% of the total). The United States had the second highest number of Irish students at over 1,000.

Three quarters of Irish students abroad are enrolled on Tertiary Type A programmes (comparable to honours bachelor degree and master degree programmes in Ireland) while 6% were in advanced research degree programmes (e.g. doctoral programmes).

The number of Irish domiciled students abroad declined between 2007 and 2008 (by 5%, or 870 students). The number of Tertiary type A enrolments declined by 6% while the numbers undertaking advanced research degrees fell by almost a fifth (18%). On the other hand, the number of Tertiary type B student enrolments rose by 6%, reaching 2,280 in 2008. The declines are mostly due to 900 fewer students enrolled in Tertiary type A programmes in the UK; the number of enrolments in Germany, Australia and Canada all increased.

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<sup>28</sup>UCAS is the organisation responsible for managing applications to higher education courses in the UK and is similar to the CAO in Ireland.

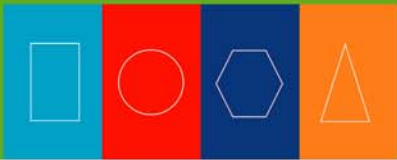


Table 10.1 Irish Students' Enrolments in OECD Countries\*, 2008

Country	Tertiary A	Tertiary B	Advanced Research	Unspecified	Total
United Kingdom	12,035	2,261	965	-	15,261
United States	-	-	-	1,019	1,019
Germany	285	-	-	-	285
Australia	174	-	19	-	193
Canada	96	7	21	-	124
Spain	69	-	4	-	73
New Zealand	15	12	13	-	40
Others**	98	-	28	-	126
<b>Total</b>	<b>12,772</b>	<b>2,280</b>	<b>1,050</b>	<b>1,019</b>	<b>17,121</b>

Source: OECD online database

\* Excluding Ireland

\*\* Others include: the Netherlands, Sweden, Denmark, Switzerland, Portugal, the Slovak Republic and Iceland

### 10.3 Irish Domiciled Students in the UK

This section looks in greater detail at the Irish-domiciled students in higher education in the United Kingdom - the country with by far the highest number of Irish students. In the first section, the number of Irish students accepting a place in UK higher education is provided and includes a discipline breakdown. This is followed by an overview of the number of students qualifying from UK universities by discipline.

#### 10.3.1 UCAS Acceptors

Figure 10.1 shows that the number of Irish domiciled students who accepted a place for higher education studies in the UK increased to almost 3,000 in 2010, a 6% rise on 2009; despite increases in both 2008 and 2009, the number of acceptances remained slightly below the 2005 level of almost 3,200.

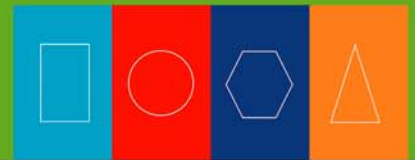
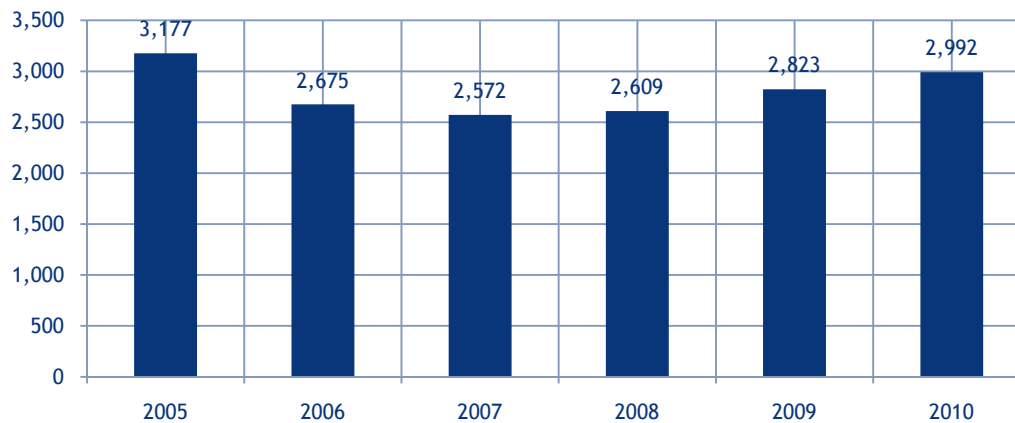


Figure 10.1 Republic of Ireland Domiciled UCAS Acceptors, 2005-2010



Source: UCAS

Table 10.2 shows the distribution of UCAS acceptors in 2008-2010 by discipline. Of the 2,992 Irish domiciled acceptors in 2010, approximately 800 were for technology related courses, almost 1,200 were for health, vet and agriculture courses, and just over 1,000 were on 'other' courses (including social science, business & law and arts & humanities).

Between 2009 and 2010, the share of acceptances for technology courses declined across all course types; acceptances for medicine/dentistry and subjects allied to medicine (e.g. nursing, physiotherapy) increased by 48% and 23% respectively, although the numbers for medicine/dentistry were comparatively small; the increase in the number of acceptors for subjects allied to medicine accounted for a large share of the increase in total Irish domiciled UCAS acceptors between 2009 and 2010, with an additional 183 acceptors. More modest increases were observed for arts and humanities (+8%), education (+14%) and social science, business and law (+15%).

In 2010, 42% of the UCAS acceptors who were domiciled in Ireland were aged 21 or over. The remainder were aged 20 or under. With a 60% share, more females than males accepted a place to study in higher education in the UK.

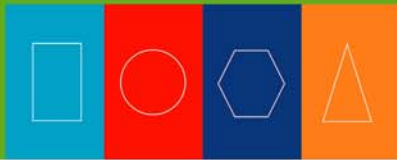


Table 10.2 Republic of Ireland Domiciled UCAS Acceptors by Discipline, 2008-2010

	2008	2009	2010	2009-10 % change
Engineering & Technology	320	305	239	-22%
Architecture, Building & Planning	190	223	162	-27%
Science & Computing	367	394	378	-4%
<b>Total Technology</b>	<b>877</b>	<b>922</b>	<b>779</b>	<b>-16%</b>
Medicine & Dentistry	76	62	92	+48%
Subjects Allied to Medicine	782	813	996	+23%
Agriculture and Vet	80	96	91	-5%
<b>Total Health, Vet &amp; Agriculture</b>	<b>938</b>	<b>971</b>	<b>1,179</b>	<b>+21%</b>
Arts, Humanities & Combined	367	482	521	+8%
Education	50	77	88	+14%
Social Science, Business & Law	377	371	425*	+15%
<b>Total Other</b>	<b>794</b>	<b>930</b>	<b>1,034</b>	<b>+11%</b>
<b>Overall Total</b>	<b>2,609</b>	<b>2,823</b>	<b>2,992</b>	<b>+6%</b>

Source: UCAS

\* Increase was for social studies and law subjects rather than business courses

### 10.3.2 Irish Domiciled Graduates in the UK

Table 10.3 outlines the number of Irish domiciled graduates in the UK by discipline for the period 2009-2010. Over 5,800 Irish students obtained a third level qualification (undergraduate or postgraduate) in the UK in 2010. Almost one quarter (1,430) of Irish graduates were in the fields of health, veterinary & agriculture; almost a fifth were in social science, business and law and a further 17% were in education. Science and computing graduates made up 12% of the total Irish graduates in the UK in 2010. This distribution of graduates by field of learning was broadly in line with that of previous years.

Over the period 2009-2010, the number of Irish domiciled students graduating from higher education in the UK grew by 4% (or approximately 250 additional graduates). There were increases for most of the fields of learning, most notably in education, where the number of graduates increased by almost a quarter. In addition, following declines in previous years, the number of graduates in engineering and technology increased by 8%, and those in arts, humanities and combined studies rose by 10% when compared to 2009. Declines were observed in two disciplines only - health, vet and agriculture (-2%) and social studies, business and law (-5%).

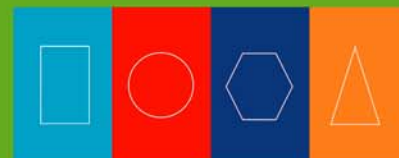


Table 10.3 Irish Domiciled 3<sup>rd</sup> Level Graduates in UK Higher Education 2009-2010

Discipline	2009	2010	% Change 2009-10
Health, vet and agriculture	1,455	1,430	-2%
Science & computing	685	690	+1%
Engineering & technology	455	490	+8%
Architecture, building & planning	455	485	+7%
Social studies, business & law	1,100	1,050	-5%
Arts, humanities & combined studies	630	695	+10%
Education	825	1,015	+23%
<b>Total</b>	<b>5,605</b>	<b>5,855</b>	<b>+4%</b>

Source: HESA (UK)

## 10.4 Erasmus Students - Outgoing from Ireland

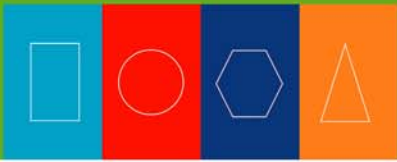
The European region action scheme for the mobility of university students (ERASMUS) is a programme that enables higher education students to study or do a work placement for three to 12 months in one of 30 other European countries as part of their studies<sup>29</sup>. Over two million students Europe-wide have benefited from the programme since its inception in 1987/88; of these, almost 29,500 students were from Irish HEIs. Students on ERASMUS programmes are usually registered students in their home universities. The numbers included in this section are therefore a subset of the numbers outlined in Chapters 6 and 7 of this report.

Table 10.4 shows the numbers of outgoing Irish students over the period 2004-2008. Between 2004/05 and 2006/07 there were on average 1,550 outgoing Irish Erasmus students annually. The number rose by 19% in 2007/08, due largely to approximately 300 students going abroad on work placements as part of their course (the number of students at foreign universities actually declined slightly to 1,514)<sup>30</sup>. In 2008/2009, the number of ERASMUS students reached their highest number to date: 1,836 students went abroad, of which 415 were work placement students.

In 2008/09, over a quarter of all students went to France, followed by Spain (17%) and Germany (14%). The most notable changes observed over the five-year period included a fall in the share going to France

<sup>29</sup> ERASMUS participating institutions are not confined to the EU. ERASMUS includes Norway, Iceland and Turkey.

<sup>30</sup> Student mobility for placements enables students at higher education institutions to spend a placement (traineeship/internship) period between three and twelve months in an enterprise or organisation in another participating country. The Erasmus programme has offered students the opportunity to go abroad for placements since the academic year 2007/08 only.



from 31% to 26% (although the numbers have remained largely the same) while the share going to the UK increased to 12% (up from 3% in 2004/05).

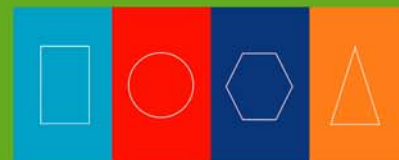
Table 10.4 Outgoing ERASMUS students from Ireland by destination country, 2004-2009

Destination Country	2004/05	2005/06	2006/07	2007/08*	2008/09*
France	482	479	439	464	473
Spain	271	274	271	324	316
Germany	259	271	253	245	252
UK	52	43	43	158	224
Netherlands	81	82	71	68	86
Italy	87	87	94	102	84
Others**	340	331	353	456	401
<b>Total</b>	<b>1,572</b>	<b>1,567</b>	<b>1,524</b>	<b>1,817</b>	<b>1,836</b>

Source: European Commission

\*Numbers include students going abroad to higher education institutions *and* on work placements.

\*\*Includes: Sweden, Denmark, Belgium, Austria, Finland, among others.



## Chapter 11 Lifelong Learning and the Adult Population

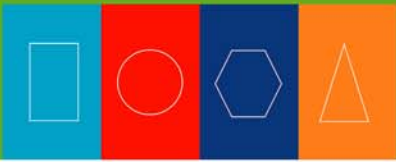
### Key Points

- Approximately 111,000 persons aged 25+ participated in lifelong learning (LLL) in quarter 4 2010, representing 4.5% of the adult population
- Over the period quarter 4 2005 to quarter 4 2010, the number of LLL participants increased by 40% (or 32,000 learners)
- With a participation rate of 5% in quarter 4 2010, part-time employed persons were more likely to engage in LLL than those in full-time employment (3%) or the unemployed (4%).
- In quarter 4 2010, the likelihood of participating in LLL decreased with age: at 8.1%, the share of 25-34-year olds in LLL was almost double that of 35-44-year olds
- At 6% (58,000 persons), third level graduates were three times more likely to participate in LLL than those with lower secondary or less educational qualifications (2%, 9,000 persons) in quarter 4 2010
- Of the total 111,000 LLL participants in quarter 4 2010
  - 47% were in the economically inactive category (52,000 persons)
  - 30% were in full-time employment
  - 15% were in part-time employment
  - 8% were unemployed
- Over the period quarter 4 2005-quarter 4 2010, the LLL participation rate increased for all age groups but, in general, the younger the age cohort, the greater the increase.

### 11.1 Introduction

While the main focus of this report is on students who have yet to complete full-time education, there are also a growing number of people returning to education, either on a full- or part-time basis, across all levels of the education system (ranging from those taking basic literacy programmes through to third level and professional training). The data outlined thus far in this report includes such re-entrants to education; however, while their numbers or shares may be captured by mode of study or age variables, due to the limited nature of the data, and the limited availability of some privately sourced education and training awards, such data may not reflect the true extent of education and training undertaken by the adult population in Ireland.

In its Quarterly National Household Survey (QNHS), the Central Statistics Office (CSO) captures the number of people who stated they had engaged in formal education and training in the four weeks prior to the survey. The data on those reporting having recently received formal education is used in this report to estimate the number of lifelong learning participants in the population. Furthermore, by concentrating on those aged 25 years and over (the age by which most individuals have completed their initial education), it is possible to estimate the extent to which the **adult population** had recently engaged in lifelong learning. The data in this section is based on the data from the QNHS in quarter 4 2010; for comparison purposes data from quarter 4 2005 is also included. Note that some of the learner



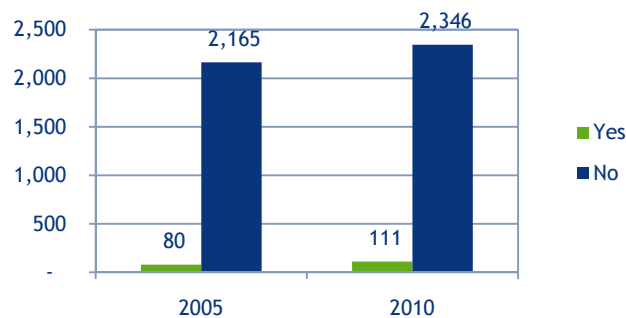
data captured in this section were also included in the enrolment and awards/graduation data in Chapters 2-9 (which included all age-groups).

In this report, the term ‘lifelong learning’ applies to those pursuing formal education only; it excludes non-formal education<sup>31</sup>. However, the term is often expanded to include both formal and non-formal education (e.g. Eurostat and the CSO, among others). Lifelong learning rates for Ireland presented in this chapter will therefore differ from some data published elsewhere (cf. CSO 2010<sup>32</sup> and Eurostat 2011<sup>33</sup>). In addition, the CSO’s 2010 publication on lifelong learning differs from the present report in that the data is based on the results of a special survey module of the QNHS (quarter 3 2008) where the time scale was extended to cover the 12 months prior to the survey (compared to the four weeks prior to the study for the quarters examined in this Chapter).

## 11.2 Population Aged 25+ by Lifelong Learning (LLL) Participation

Of the total adult population of almost 2.5 million in quarter 4 2010, 111,000 participated in lifelong learning (LLL) in the four weeks prior to the survey (Figure 11.1). This is a 40% increase (or an additional 32,000 learners) on the 79,000 individuals participating in LLL in quarter 4 2005. In quarter 4 2010, the LLL participation rate of the adult population was 4.5%, an increase on the 3.6% observed in quarter 4 2005<sup>34</sup>.

Figure 11.1 Population (25+ years) by LLL Participation (000s), Quarter 4 2005 & Quarter 4 2010



Source: SLMRU (FÁS) analysis of CSO (QNHS) data

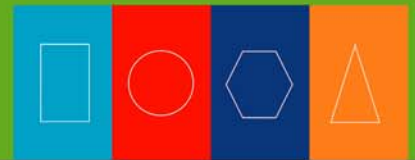
<sup>31</sup> Formal education refers to education and training that typically takes place in schools, colleges and universities. Formal education is structured around one or more of the following features: the purpose and format are predetermined; it normally constitutes a continuous ladder of education; there are clearly defined learning objectives and learning time; it is normally intended to lead to certification or a nationally/internationally/professionally recognized award.

Non-formal education refers to all organised learning activities outside regular or formal education (e.g. courses or seminars intended to improve job-related knowledge or courses intended to improve skills for social and personal purposes, such as grinds, music lessons, driving lessons, etc.); courses may or may not lead to certification.

<sup>32</sup> CSO (2010) *QNHS, Quarter 3 2008 - Lifelong Learning*

<sup>33</sup> Eurostat (2011) Key Figures on Europe: 2011 Edition. Available at [http://epp.eurostat.ec.europa.eu/cache/ITY\\_OFFPUB/KS-EI-11-001/EN/KS-EI-11-001-EN.PDF](http://epp.eurostat.ec.europa.eu/cache/ITY_OFFPUB/KS-EI-11-001/EN/KS-EI-11-001-EN.PDF)

<sup>34</sup> This compares to the lifelong learning participation rates of 6.7% and 25% cited by Eurostat (2011) and the CSO (2010): lifelong learning participation rate of 6.7% for Ireland in the Eurostat statistics is due to the inclusion of non-formal learning in the data; the lifelong learning participation rate of 25% for Ireland published by the CSO (2010) was due to (a) the inclusion of non-formal learning in the data and (b) a difference in the length of the reference periods (i.e. 12 months for the CSO Special Module in Quarter 3 2008 compared to four weeks in the QNHS Quarter 4 2010).



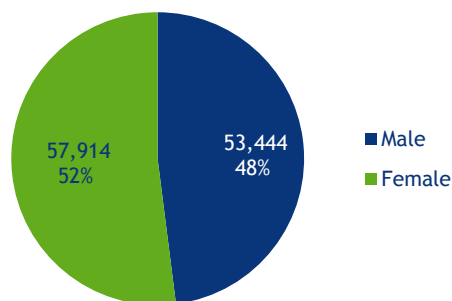
### 11.3 Lifelong Learning by Gender

As shown in Figure 11.2, of the 111,000 LLL participants in quarter 4 2010, 52% were female, amounting to almost 58,000 persons; 48% were male (approximately 53,000 persons). When compared to quarter 4 2005, the numbers of both males and females participating in LLL increased, although, at 63%, the growth for males was stronger than that for females (+24%). This resulted in an absolute increase of more than 20,000 additional learners for males and more than 11,000 additional learners for females.

While females outnumbered males and therefore made up the larger share in both quarter 4 2005 and quarter 4 2010, the share of males amongst LLL participants increased from 41% to 48% over the five-year period; there was a concomitant decline in the female share.

The participation rates for both males and females were slightly higher in quarter 4 2010 relative to quarter 4 2005: that for males went from 2.9% to 4.4% and that for females from 4.2% to 4.7% over the five-year period.

Figure 11.2 LLL Participation by Gender, Quarter 4 2010

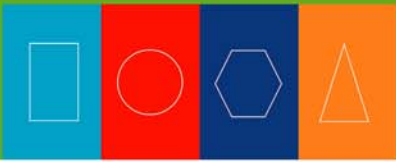


Source: SLMRU (FÁS) analysis of CSO (QNHS) data

### 11.4 Lifelong Learning by Age

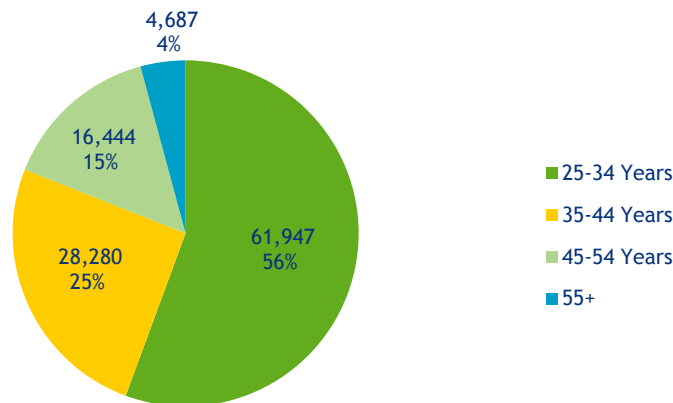
Of the 111,000 LLL participants in quarter 4 2010, 62,000 were aged 25-34, accounting for over one half of the total; 28,000 were aged 35-44, representing one quarter; over 16,000 were aged 25-54 years (a 15% share), while those aged 55+ amounted to almost 5,000 persons (or 4% of the total) (Figure 11.3).

When compared to quarter 4 2005, the numbers increased by at least one third across all age groups, with the exception of those aged 55+. The largest increase was amongst the 25-34 year-olds which rose by more than 16,000 (a 35% rise); the largest relative increase occurred for the 35-44 year-old age category, where the numbers rose by 49%, going from 19,000 to 28,000; the number of 45-54 year-old LLL participants grew strongly - by 46% (+5,000 learners), going from 11,000 to 16,000. Finally, the number of LLL participants aged 55+ rose by 30%, going from over 3,600 to 4,687 over the five-year period.



There was little change in the relative distribution of LLL participants by age between quarter 4 2005 and quarter 4 2010, apart from a one percentage point rise each in the share of 34-44 year-olds and 45-54 year-olds (up from 24% and 14% to 25% and 15% respectively) and a two percentage point decline in the share of 25-34 year-olds (down from 58% to 56%).

Figure 11.3 LLL Participation by Age Group, Quarter 4 2010



Source: SLMRU (FÁS) analysis of CSO (QNHS) data

As shown in Figure 11.4, the likelihood of participating in LLL decreases with age: at 8.1%, the share of 25-34-year olds (62,000 persons) in receipt of education and training was almost double that of 35-44-year olds (4.2% or 28,000 persons); just under 3% of those aged 45-54 years and a negligible share of those aged over 55 years (1%, or 5,000 persons) had been in receipt of education and training in the preceding four weeks.

When compared to quarter 4 2005, the LLL participation rate increased for all age categories but in general, the younger the age cohort, the greater the increase: the share of 25-34 year-olds in receipt of education and training in the preceding four weeks increased by almost two percentage points (from 6% to 8%) while the share of 35-44 years olds and 45-54-year olds rose by just over one percentage point each (from 3% to 4% and 2% to 3% respectively). There was almost no change in the LLL participation rate of the over 55s.

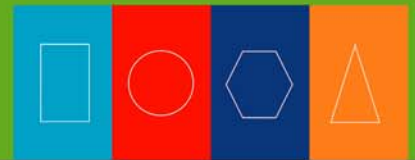
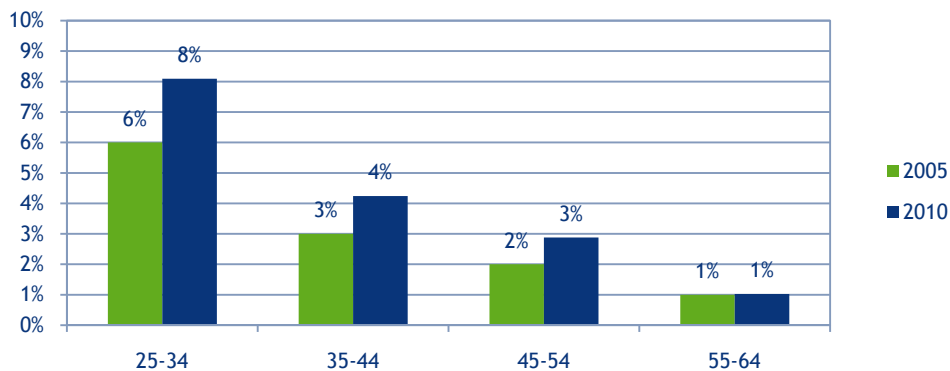


Figure 11.4 LLL Participation Rates by Age, Quarter 4 2005 and Quarter 4 2010



Source: SLMRU (FÁS) analysis of CSO (QNHS) data

### 11.5. Lifelong Learning by Education Level

Of the 107,000 LLL participants who stated their highest level of educational attainment in quarter 4 2010, almost 58,000 were third level graduates, representing over one half of the total; almost 40,000 persons (37%) had completed upper secondary or further education and training (FET), with the remaining 9,000 persons (or 9%) having attained lower secondary education or less (Figure 11.5).

When compared to quarter 4 2005, there were increases in the numbers participating in LLL across each of the educational attainment categories: those with upper secondary/FET qualifications grew by more than a half, going from approximately 25,000 to almost 40,000 over the five-year period; the number of third level graduates participating in LLL grew by a third (an additional 14,000 persons) while the smallest growth was recorded for those with lower secondary educational qualifications which went from 8,000 to over 9,000, a rise of 11%.

Over the period quarter 4 2005 to quarter 4 2010, the share of LLL participants who had third level or lower secondary or less educational qualifications declined slightly (by two percentage points each to 54% and 9% respectively); in contrast the share of LLL participants who had upper secondary/FET qualifications increased by four percentage points to reach 37% (up from 33%).

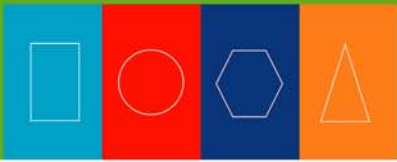
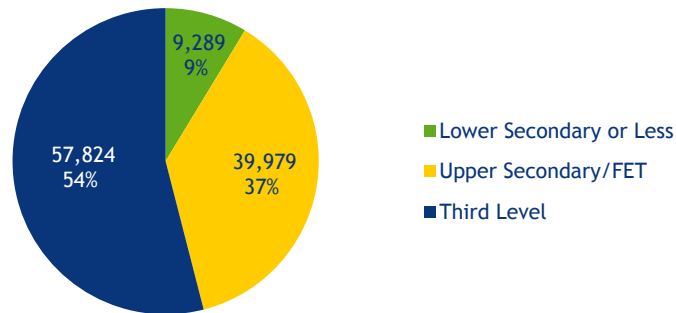


Figure 11.5 LLL participation by highest level of education attained, Quarter 4 2010

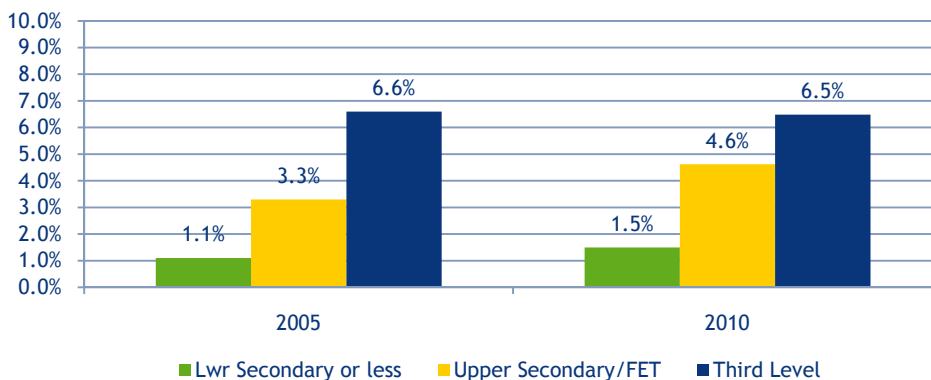


Source: SLMRU (FÁS) analysis of CSO (QNHS) data

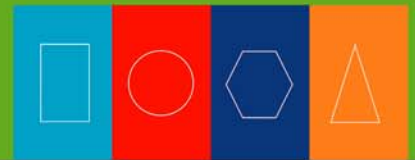
In terms of LLL participation rates, the higher the educational attainment, the greater the likelihood of participating in LLL (Figure 11.6): at 6% (58,000 persons), third level graduates were three times more likely to participate in LLL than those with lower secondary or less educational qualifications (2%, 9,000 persons) in quarter 4 2010. The participation rate for those with upper secondary/FET qualifications was 5%, amounting to 40,000 persons.

When compared to quarter 4 2005, the LLL participation rate in quarter 4 2010 grew from 1% to 2% for those with lower secondary or less qualifications and from 3% to 5% for those with upper secondary/FET qualifications. The share of third level graduates participating in LLL declined slightly by 0.1 percentage points.

Figure 11.6 Adult population by LLL participation and highest educational attainment, Quarter 4 2005 and Quarter 4 2010



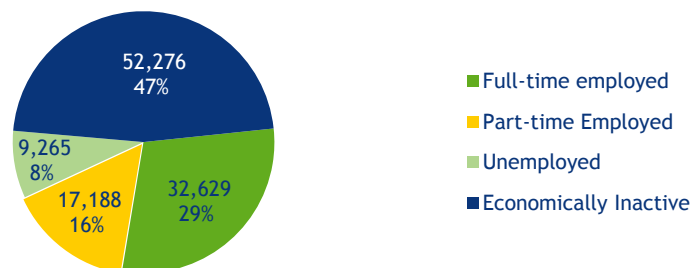
Source: SLMRU (FÁS) analysis of CSO (QNHS) data



## 11.6 Lifelong Learning by Economic Status

This section examines the economic status of LLL participants at the time of undertaking education or training. Of the 111,000 LLL participants in quarter 4 2010, the economically inactive category, with 52,000 persons, had the greatest number, accounting for approximately one half of all LLL participants<sup>35</sup>. Almost 33,000 LLL participants were in full-time employment, making up 29% of the total; 17,200 were employed part-time (16%), while over 9,000 (8%) were unemployed.

Figure 11.7 LLL Participation by Economic Status, Quarter 4 2010



Source: SLMRU (FÁS) analysis of CSO (QNHS) data

When compared to quarter 4 2005, the number of LLL participants in each economic category increased; the largest absolute increase was in the economically inactive category, which rose by over 19,000 (+58%). Those in full-time employment remained largely unchanged with just a 1% increase.

Over the period quarter 4 2005 to quarter 4 2010, the share of LLL participants who were employed full-time declined considerably, going from 41% to just under 30% over the five-year period - a drop of 11 percentage points. In contrast, the share of LLL participants who were unemployed or economically inactive increased from 2% to 8% and 42% to 47% respectively. The share of those in part-time employment remained unchanged at 15%.

The highest LLL participation rate was recorded for those who were economically inactive (9%) (Figure 11.3). At 5%, part-time employed persons were more likely to engage in LLL than those in full-time employment (3%) or the unemployed (4%).

With the exception of part-time employed persons, the share of those participating in LLL increased by at least one percentage point between quarter 4 2005 and quarter 4 2010. The largest relative increase was for those in the economically inactive category (+ three percentage points), while the share in part-time employment remained relatively stable at 5%.

<sup>35</sup> The economically inactive category includes full-time students; full-time students in the adult population include re-entrants to education (i.e. mature students) or postgraduate students (e.g. PhD students).

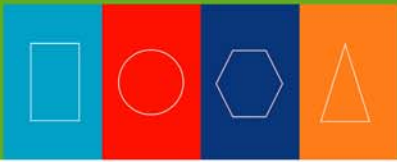
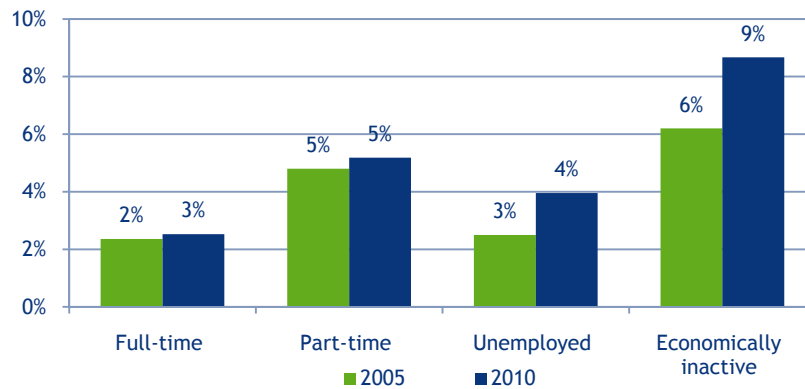


Figure 11.8 LLL Participation Rate (%) by Employment Status Quarter 4 2005 and Quarter 4 2010



Source: SLMRU (FÁS) analysis of CSO (QNHS) data

### 11.6.1 Economically Inactive:

In quarter 4 2010, of the 52,300 LLL participants who were economically inactive<sup>36</sup> (which includes, among others, full-time students)

- Females outnumbered males: approximately 27,000 were female (52%); almost 25,000 were male (48%)
- Approximately 30,000 were aged 25-34; 12,000 were aged 35-44 and over 10,000 were aged 45 or more, accounting for a 57% share, 23% share and 20% share, respectively
- Approximately 21,000 were third level graduates; almost 23,000 had upper secondary/FET qualifications and just under 7,000 had lower secondary or less, making up 41%, 45% and 14% of all LLL participants those who stated their highest level of education attained

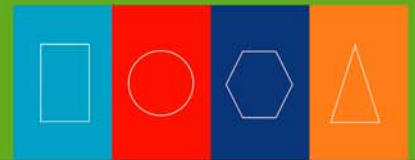
In terms of LLL participation rates amongst the economically inactive in quarter 4 2010

- When compared to females, males were nearly twice as likely to participate in LLL (13% of all economically inactive males compared to 7% for females)
- Younger age cohorts were most likely to participate in LLL: the participation rate for 25-34 year-olds was 23% compared to 9% for 35-44 year-olds, and 3% for those aged 45 or more
- Third level graduates were six times more likely than those with lower secondary qualifications to have participated in LLL (18%, compared to 3%)

When compared to quarter 4 2005

- The number of male participants more than doubled, going from approximately 12,000 to almost 25,000 over the five-year period

<sup>36</sup> Of the economically inactive, approximately 80% had classified themselves as students in quarter 4 2010.



- Although the majority of LLL participants in both time periods were female, males made considerable gains, going from a 36% share in quarter 4 2005 to 48% in quarter 4 2010
- The share of younger LLL participants declined from 60% (to 58%), while the share of older participants increased slightly (from 18% to 20%); at approximately 23% the share of those aged 34-45 remained stable
- There were increases in participation rates across all age groups, although the younger the age cohort, the greater the increase: the participation rate for the economically inactive aged 25-34 years increased from 19% to 30%; those aged 35-44 from 6% to 10% and those aged 45 and over from 2% to 3%.
- The share of those with upper secondary/FET qualifications increased from 39% to 45%, but there was a decline for those with lower secondary or less qualifications (from 17% to 14%) and for those with third level qualifications (down from 43% to 41%)

### 11.6.2 Employed:

In quarter 4 2010, of the 50,000 LLL participants who were in employment

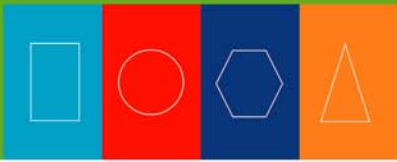
- Almost two thirds (approximately 33,000 persons ) were in full-time employment; the remainder (over 17,000 persons) were in part-time employment
- Females outnumbered males: almost 27,000 were female (53%); over 23,000 were male (47%)
- The majority (more than two thirds) were third level graduates, accounting for 33,000 persons
- Almost 29,000 (57%) were aged 25-34; almost 13,000 (26%) were aged 35-44; over 8,000 (17%) were 45 years or over
- More than 13,000 were in professional occupations; 8,000 were in services occupations and almost 8,000 were in associate professional occupations

In terms of LLL participation rates amongst the employed in quarter 4 2010,

- Part-time employed males were most likely to participate in LLL: at 8%, they were twice as likely as their female counterparts and four times more likely than full-time employed males to participate in LLL
- At 2%, full-time employed males were least likely to participate in LLL
- At 6%, employed persons aged 25-34 were six times more likely than those aged 45 and over to participate in LLL (1%)
- With a participation rate of 8%, third level graduates were most likely to participate in LLL, followed by those with upper secondary/FET qualifications at 5%

When compared to quarter 4 2005,

- There was a 40% increase in the number of LLL participants who were employed part-time (going from 12,000 to over 17,000) over the five year period
- The number of full-time employed LLL participants remained stable at approximately 33,000
- There were increases in the numbers in the younger age cohorts, but at just under 9,000, those participating who were aged 45 or over remained unchanged



- The age distribution remained largely unchanged, with more than a half and approximately one quarter aged 25-34 and 35-44 in each time period.
- The education distribution remained largely similar although the share of those with upper secondary/FET fell by three percentage points (from 28% to 25%)
- The participation rate of third level graduates in part-time employment declined from 10% to 8% but remained stable at 4% for their counterparts in full-time employment

### 11.6.3 Unemployed:

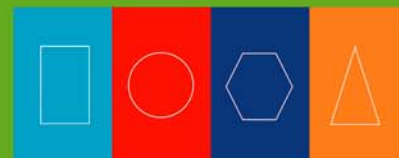
In quarter 4 2010, of the 9,300 LLL participants who were unemployed,

- Males outnumbered females: there were over 5,000 males (57%) and approximately 4,000 females (43%); this is the widest gender gap in any of the employment categories considered in this section
- The 34-44 year-old age group had the largest number of LLL participants at approximately 4,000, accounting for 38% of the total unemployed LLL participants; this is the only category where the 25-34 year-old age group is not the largest
- Approximately 45% (over 4,000) held upper secondary/FET qualifications

In terms of LLL participation rates amongst the unemployed in quarter 4 2010,

- At a rate of 6%, females were twice as likely as males to participate in LLL (the male participation rate was 3%)
- At 5%, unemployed persons most likely to participate in LLL were aged 35-44 years (compared to 4% for those aged 25-34 and 3% for those aged 45+)
- Of those unemployed, third level graduates were seven times more likely than early school leavers to participate in LLL (7% participation rate compared to 1%)

The number of unemployed LLL participants in quarter 4 2005 was too small to report.

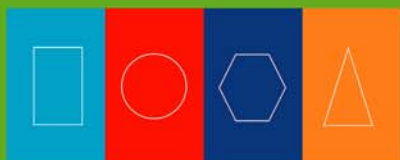


## Appendix A FETAC Field of Learning Classification

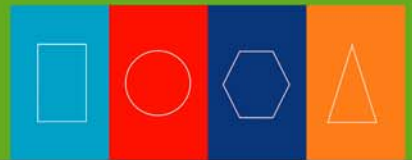
Field
Subfield
Domain

Table A.1 FETAC Field of Learning Classification

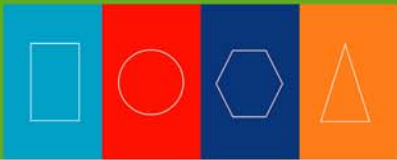
<b>Agriculture, Science and Computing</b>
Agriculture(1.1)
Agriculture (livestock, farm animals, crops, farming, land)
Horticulture (fruit, vegetables, plants, gardens, landscape)
Floristry (flower arranging, display)
Veterinary/Pets/non-Farm Animals
Poultry (Geese, Ducks, Hens, Eggs)
Aquaculture
Equitation (horses, stables, equine)
Fisheries (commercial fishing, nets, fishing equipment)
Forestry (trees, timber)
Science(1.2)
Natural Sciences/Food Science/Environmental Science, Environment, Conservation, Botany, Biology
Applied Science - Chemistry/Physics/Materials
Laboratory Skills
Statistics/Mathematics/Research
Computing(1.3)
Hardware
Systems + Networks
Web Design/Internet
Software Engineering/Design/Software Development/ Programming
<b>2. Arts, Craft &amp; Media</b>
Arts(2.1)
Music
Drama (the play and the players)
Theatre (lighting, production tasks, scene-painting)
Dance
Visual Arts, Craft, Design(2.2)
Craft/Design (furniture, stained glass, jewellery, ceramics/upholstery/restoration/wood-turning/pottery)
Textiles - woven/constructed, print, fashion design/tailoring (not manufacture)
Interior/Décor Design (feng shui, decorative painting techniques)
Fine Art - sculpture, painting/drawing, print (etching/screen-printing/litho)
Media(2.3)
Photography
Television/video/Film (including production)
Radio/Broadcasting/Sound
Multi-Media/animation (other than web see 1.3.3.)
Printing + Publishing/DTP
Graphic Design
<b>3. Business &amp; Administration</b>
Business



Legal
Retail/Wholesale/Trade/Sales/Estate Agency/Purchasing/applied Economics
Finance/Banking/Insurance/Taxation/Accounting
Enterprise/Business Development/Entrepreneur/SYOB/Gen Business/
Marketing/PR
Human Resource/Customers/Organisational DEV + Sk./Personnel
Advertising/Display/Merchandising
Management Skills/Principles/Project Mgmt (motivation/delegation)
Journalism
Social and Behavioural Science
Library
Administration
Secretarial/Admin Skills/TeleServices/Payroll
Office Work/filing/Telephone
Admin-related ICT Applications/data entry
<b>4. Construction &amp; Built Environment</b>
Planning and Design
Architectural Assistant Skills
Draughting/CAD
Planning Services, surveying
Housing & Building Construction
Construction Trades
Technical Operatives/Scaffolding/
Construction Site Activities/Building Work/General Maintenance
Civil Engineering
Civil Works, eg Roads , Plant Operators
Engineering Technicians
Restoration, Traditional, Heritage
Heritage Craft Skills (stone wall building)
Restoration Skills
<b>5. Core Skills, Language &amp; General Studies</b>
Core Skills
Communication (writing, speaking, listening except literacy see 5.1.2.)
Numeracy + Literacy + Visual Literacy
ICT Introduction (basic keyboard Sk, computer literacy)
Preparation for Work (CV, Interview Techniques)
Lifeskills (culture/day-to-day living/the world around us)
Personal Development (learning to learn, study skills)
Language
European Language, International Language (other than European)
English (incl ESOL)
Irish
General Studies
Irish Tradition + Culture
EU Studies + Culture
History/Geography/Archaeology
Civics/Politics/Liberal Arts/Classics
Philosophy
<b>6 Education, Health &amp; Welfare</b>
Education & Training
Trainer/Train the Trainer/Mentor

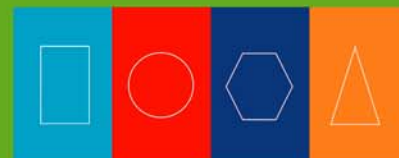


Assessor/Evaluator
Prof. Development Studies
Supervisory Studies
Education Studies/Montessori
Classroom Assistant
YouthWork
ChildCare
Community Care/Social Work
Health and Welfare
Complementary Therapies
Nursing - Allied Skills
Health Care Support
Dental Studies
Disability Studies
<b>7 Engineering &amp; Manufacturing</b>
Engineering
Electrical/Electronics/Electromechanical
Mechanics/Mechanical/Tools
Refrigeration
AirCRAFT/Naval/Boats/Navigation
Engineering Processes/Fitting/Turning/Metals/tool-making
TeleComms/Audio/TV Servicing
Environmental (Energy, Waste) Processes
Chemicals + Processing/Pharmaceuticals
Building Security - Alarm Installation
Manufacturing and Processing
Manufacturing Ops/Production Line/Factory
Food + Dairy Processing
Textiles + Footware Manufacture
Materials (plastic, glass, paper, wood) Manufacture
Medical Devices/Instrumentation
<b>8. Services</b>
Personal
Beauty
Hairdressing
Domestic Services (commercial cleaning)/DIY
Funeral/Other Services
Logistics
Warehouse/ForkLift/Storage
Transport/Logistics
Driving (HGV eg)
Freight/Forwarding
Security
Door Security (Bouncer)
Commercial Security
Military
Prison/Prisoner Security (Dept. Justice)
Emergency Service Personnel/Occupational Health and Safety
Environmental protection
Wastewater treatment/Water protection



<b>9. Tourism, Hospitality &amp; Sport</b>
Tourism
Travel
Tourism (non Hospitality)/rural tourism/sports tourism
Tour Guiding
Visitor/Heritage Centre Operations/Skills
Hospitality
Hotels + GuestHouse (Accomm, Front Office, B+B e.g.)
Catering/kitchen
Restaurant + Bar
Food Safety/Hygiene (HACCP)
Customer Care Hospitality
Sport
Leisure Centre Activities/Leisure/Recreation/Sports Safety/Lifeguard
All Sports (football/soccer/volleyball/surfing.....)
Health + Fitness/health-related fitness/exercise
Coaching + Training/Sports Instructor
<b>10. Unclassified</b>

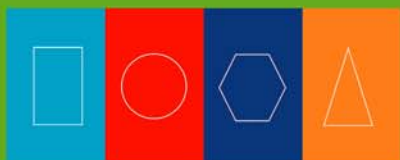
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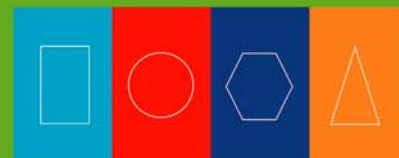
## Appendix B Education Field Occupations

Table B.1 Occupations Included in Education Fields

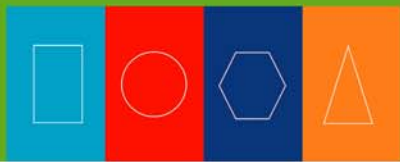
Education Fields	Occupations	Occupations
Education	Careers advisors	Primary and nursery education teachers
	Driving instructors (excluding HGV)	Secondary and vocational education teachers
	Educational assistants	Special education teachers
	Higher and further education teachers	University and RTC teachers
	Other managers n.e.c.	Vocational, industrial trainers
	Other teaching professionals nec.	
Humanities & Arts	Actors, entertainers, stage producers and directors	Originators and composers
	Artists, commercial/industrial and designers	Other printing trades
	Bookbinders and print finishers	Photographers, camera, sound and video operators
	Clergy	Printers
	Clothing designers	Printing machine minders and assistants
	Goldsmiths, silversmiths, precious stone workers	Screen printers
	Musical instrument makers	Weavers
	Musicians	Window dressers, floral arrangers
Social sciences, Business and Law	Accounts and wages clerks, other financial clerks	Management consultants and business analysts
	Actuaries, economists, statisticians	Managers/proprietors of shops etc.
	Administrators of schools and colleges	Marketing etc. managers
	Advertising and PR managers	Medical secretaries
	Archivists and curators	Merchandisers
	Authors, writers, journalists	Officials of trade association etc.
	Bank etc. managers	Other clerks (n.o.s.)
	Barristers and advocates	Other financial managers n.e.c.
	Buyers (retail)	Other sales representatives n.e.c
	Buyers and purchasing officers (not retail)	Other secretaries
	Cashiers bank and counter clerks	Other social/behavioural scientists
	Chartered and certified accountants	Personnel etc. managers
	Civil Service administrative officers	Personnel, industrial relations officers
	Civil Service EO	Petrol pump attendants
	Collector salespersons and credit agents	Property and estate managers and proprietors
	Commodity and shipping brokers	Psychologists
	Company financial managers	Purchasing managers
	Company Secretaries	Receptionists
	Computer operators, other office machine operators	Retail cash desk and check out operators
	Credit Controllers	Roundsmen/women and van salespersons
	Debt, rent and other cash collectors	Sales assistants
	Estimators and valuers	Sen. Managers; national government
Filing, computer and other records clerks	Solicitors	
General administrators; national government	Stores managers	
General Managers; large companies	Taxation experts	



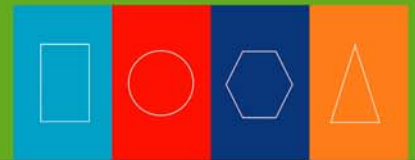
Education Fields	Occupations	Occupations
	Importers and exporters	Technical and wholesale sales representatives
	Judges	Telephone operators
	Legal secretaries	Telephone salespersons
	Legal service and related occupations	Typists, word processor operators
	Librarians	Underwriters, claims assessors and analysts
	Library assistants/clerks	Warehousemen/women
	Local government clerical officers and assistants	Warehousing managers
	Local government officers	Work study officers
	Management accountants	
Science, Mathematics & Computing	Biological scientists	Laboratory technicians
	Chemists	Marine, insurance and other surveyors
	Computer analyst/programmers	Other natural scientists n.e.c.
	Computer systems managers	Other scientific technicians n.e.c.
	Environmental health officers	Physicists
	Environmental health, Occupational hygienists	Software engineers
Engineering, Manufacturing & Construction	Aircraft officers	Motor mechanics
	Architects	Moulders and die casters
	Architectural, town planning technicians	Moulders and Furnace operatives (metal)
	Assemblers/lineworkers (electrical/electronic goods)	Other Assemblers/lineworkers
	Assemblers/lineworkers (metal goods and other goods)	Other building and civil engineering labourers
	Bakers, flour confectioners	Other chemical, paper, plastics and related operatives
	Bakery and confectionery process operatives	Other construction trades n.e.c.
	Barbenders, steel fixers	Other craft and related occupations
	Brewery and vinery process operatives	Other electrical/electronic trades n.e.c.
	Bricklayers, masons	Other engineers and technologists n.e.c.
	Builders, building contractors	Other food, drink and tobacco process operatives
	Building and civil engineering technicians	Other machine tool setters and CNC setter-operators n.e.c.
	Building inspectors	Other metal making process operatives n.e.c.
	Building managers	Other plant, machine and process operatives n.e.c.
	Building, mining and other surveyors	Other routine process operatives
	Butchers, meat cutters	Other textiles processing operatives
	Cabinet makers	Other textiles, garments and related trades n.e.c.
	Cable jointers, lines repairers	Other transport and machinery operatives n.e.c.
	Carpenters and joiners	Other woodworking trades n.e.c.
	Chemical engineers	Packers, bottlers, canners, fillers
	Chemical, gas and petroleum process plant operatives	Painters and decorators
	Civil/mining engineers	Paper, wood and related process plant operatives
	Clerk of works	Paviors and kerb layers
	Clothing cutters, milliners and furriers	Preparatory fibre processors
	Coach and other spray painters	Pipe layers/pipe jointers
	Coach and vehicle body builders	Planning and quality control engineers



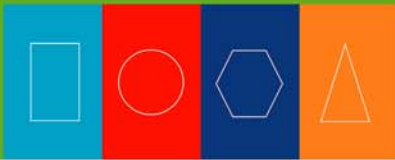
Education Fields	Occupations	Occupations
	Coach trimmers, upholsterers and mattress makers	Plasterers
	Coal mine labourers	Plastics process operatives
	Computer engineers, installation and maintenance	Plumbers, heating and related trades
	Construction and related workers	Precision instrument makers
	Cutting and slitting machine operatives	Press stamping and automatic machine workers
	Design and development engineers	Production and works managers
	Draughtspersons	Production engineers
	Electrical engineers	Quantity surveyors
	Electrical, energy, boiler and related plant attendants	Radio and telegraph operators
	Electrical/electronic technicians	Radio, TV and video engineers
	Electricians, electrical maintenance fitters	Rail construction and maintenance workers
	Electronic engineers	Road construction and maintenance workers
	Engineering technicians	Roofers, slaters, tilers, sheeters, cladders
	Face trained coal miners	Routine laboratory testers
	Floorers, floor coverers, carpet fitters, tilers	Rubber process operatives and tyre builders
	Garage managers and proprietors	Scaffolders, riggers, steeplejacks
	Glass and ceramic furnice operatives	Sewing machinists, menders, darners and embroiderers
	Glass product and ceramics finishers	Sheet metal workers
	Glass product and ceramics makers	Ship and hovercraft officers
	Glaziers	Shoe repairers and other leather making and repairing
	Industrial designers	Shot blasters
	Inspectors, viewers and testers (metal goods)	Shunters and points operatives
	Inspectors, viewers and testers (other goods)	Slingers
	Knitters	Smiths, forge/Metal plate workers
	Labourers in engineering trades	Spinners, doublers, twistors
	Labourers in foundries	Steel erectors
	Labourers in other making/processing industries	Tailors, dressmakers
	Machine tool operatives (inc. CNC operatives)	Tannery production operatives
	Managers/proprietors of butchers	Telephone fitters
	Mates in Building Trade	Tobacco process operatives
	Mates in woodworking trades	Tool makers, tool fitters and markers out
	Mates to metal/electrical and related fitters	Town planners
	Mechanical engineers	Tyre and exhaust fitters
	Mechanical plant drivers/operatives	Vehicle body repairers, panel beaters and spray painters
	Metal plate workers	Warp preparers, bleachers, dyers and finishers
	Metal polishers	Washers, screeners and crushers in mines and quarries
	Metal working production and maintenance fitters	Weighers, graders, sorters
	Mine (excluding coal) and quarry workers	Welding trades
	Mining and energy industry managers	Woodworking machine operatives
Agriculture & Veterinary	Agricultural machinery drivers	Gardeners, groundsmen/groundswomen
	Farm owners and managers	Horticultural trades



Education Fields	Occupations	Occupations
	Farm workers	Other farming occupations
	Fishing and related workers	Other managers in farming, horticulture etc
	Fishmongers, poultry dressers	Veterinarians
	Forestry workers	
Health & Welfare	Ambulance staff	Midwives
	Care assistants and attendants	Nursery nurses
	Chiropodists	Nurses
	Dental nurses	Nurses aids etc.
	Dental practitioners	Occupational and therapists n.e.c
	Dental technicians	Ophthalmic and dispensing opticians
	Hospital porters	Other childcare and related occupations
	Hospital ward assistants	Other health associate professionals n.e.c.
	Information officers and guidance specialists	Pharmacists/pharmacologists etc
	Matrons, houseparents	Physiotherapists
	Medical practitioners	Playgroup leaders
	Medical radiographers	Social workers, probation officers
	Medical technicians, dental auxiliaries	Welfare, community and youth workers
	Services	Air traffic planners and controllers
Bar staff		Other security and protective service occupations n.e.c.
Beauticians		Other statutory inspectors
Bookmakers		Police officers (sergeant and below)
Bus conductors		Postal workers, mail sorters
Bus conductors and coach drivers		Prison service officers (below principal officer)
Bus inspectors		Professional athletes, sports officials
Car park attendants		Publicans, innkeepers and club stewards
Caretakers		Rail engine drivers
Chefs, cooks		Railway line operatives
Cleaners, domestics		Railway station staff
Counterhands, catering assistants		Railway station workers, supervisors and guards
Crane drivers		Refuse and salvage collectors
Customs and excise officers, immigration officers		Restaurant and catering managers
Drivers mates		Road sweepers
Drivers of road goods vehicles		Road transport depot inspectors
Entertainment and sports managers		Seafarers (merchant navy) barge and boat operatives
Fire service officers (leading fire officer and below)		Security guards and related occupations
Fork truck drivers		Sen. Fire service officers
Hairdressers and barbers managers		Sen. Police officers
Hairdressers, barbers		Senior Prison officers
Hotel and accommodation managers		Shelf fillers
Hotel porters		Stevedores, dockers
Housekeepers (domestic)		Taxi, cab drivers, chauffeurs and couriers
Housekeepers (non-domestic)		Transport managers



Education Fields	Occupations	Occupations
	Inspectors of factories, trading standards	Travel agency managers
	Kitchen porters	Travel and flight attendants
	Launderers, dry cleaners, pressers	Undertakers
	Messengers, couriers	Waiters, waitresses
	NCOs and other ranks	Water and sewerage plant attendants
	Officers in armed forces	Window cleaners
	Other occupations in sales and services n.e.c.	All other gainful occupation n.e.c
Other	At work no other info	All other labourers and related workers
	Factory machinists - no other info	Goods porters
	FAS workers - no other info	Market/street traders
	Fulltime student	Other associate professional and technical occupations n.e.c
	Maintenance workers - no other info	Scrap dealers
	Other, no reason specified	Traffic wardens



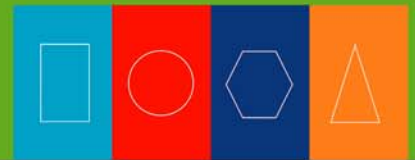
## Appendix C Private Education Providers

HETAC data in chapter 5 includes awards made for courses in the following colleges

Carlow College  
Clanwilliam Institute  
Dublin Business School  
Dublin Business School (Joint Awards)  
Fidelity Investment  
Griffith College  
Griffith College (Joint Awards)  
Hibernia  
IBAT  
ICD Business School  
Irish Management Institute  
Independent Colleges  
Institute of Physical Therapy & Applied Science  
Institute of Purchasing and Materials Management  
Irish Academy of PR  
Kimmage Development Centre  
Miltown Institute  
National College of Ireland  
Newpark Music Centre  
St Nicholas Montessori College  
The American College  
The Open Training College

Professional bodies included in the awards data in Chapter 5 include

Institute of Bankers  
Irish Tax Institute  
Irish Management Institute (for short courses)  
Association of Chartered Certified Accountants  
Association of International Accountants  
Institute of Chartered Accountants in England & Wales  
Institute of Chartered Accountants in Ireland  
Institute of Chartered Accountants of Scotland  
Institute of Certified Public Accountants in Ireland  
Institute of Incorporated Public Accountants  
Chartered Institute of Management Accountants  
Chartered Institute of Public Finance and Accountancy



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Education at a Glance 2010 (OECD: 2010)

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A Study of Progression in Irish Higher Education (HEA: 2010)

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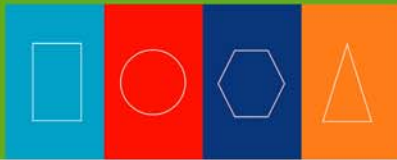
PISA 2009: The Performance and Progress of 15-year-olds in Ireland (Perkins, R., Moran, G., Cosgrove, J., & Shiel, G.: 2010)

Projections of Full Time Enrolment: Primary, Second and Higher Level, 2011-2031 (DES: 2011)

Retention Rates of Pupils in Second Level Schools 1991 to 2001 Entry Cohorts (DES: 2009)

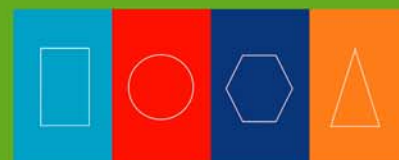
School Leavers' Survey Report 2007 (ESRI 2009)

State Examinations Commission Annual Report (SEC: Various Years)



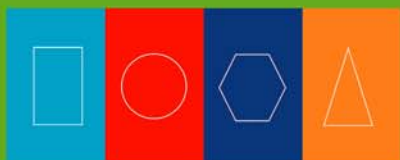
## Members of the Expert Group on Future Skills Needs

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## Publications by the Expert Group on Future Skills Needs

Report	Date of Publication
National Skills Bulletin 2011	July 2011
Developing Recognition of Prior Learning: The Role of RPL In the Context of the National Skills Strategy Upskilling Objectives	April 2011
Vacancy Overview 2010	March 2011
Future Skills Needs of Enterprise within the Green Economy in Ireland	November 2010
Future Skills Requirements of the Biopharma-Pharmachem Sector	November 2010
Monitoring Ireland's Skills Supply - Trends in Education and Training Outputs 2010	July 2010
National Skills Bulletin 2010	July 2010
Future Skills Needs of the Wholesale and Retail Sector	May 2010
The Expert Group on Future Skills Needs Statement of Activity 2009	April 2010
Future Skills Requirements of the Food and Beverage Sector	November 2009
Skills in Creativity, Design and Innovation	November 2009
Monitoring Ireland's Skills Supply: Trends in Education/Training Outputs 2009	November 2009
National Skills Bulletin 2009	July 2009
A Quantitative Tool for Workforce Planning in Healthcare: Example Simulations	June 2009
The Expert Group on Future Skills Needs Statement of Activity 2008	June 2009
A Review of the Employment and Skills Needs of the Construction Industry in Ireland	December 2008
Statement on Raising National Mathematical Achievement	December 2008
National Skills Bulletin 2008	November 2008
All-Island Skills Study	October 2008
Monitoring Ireland's Skills Supply: Trends in Education/Training Outputs 2008	July 2008
The Expert Group on Future Skills Needs Statement of Activity 2007	June 2008
Future Requirement for High-Level ICT Skills in the ICT Sector	June 2008
Future Skills Needs of the Irish Medical Devices Sector	February 2008
Survey of Selected Multi-National Employers' Perceptions of Certain Graduates from Irish Higher Education	December 2007
The Future Skills and Research Needs of the International Financial Services Industry	December 2007
National Skills Bulletin 2007	November 2007
Monitoring Ireland's Skills Supply: Trends in Educational/Training Outputs	June 2007
Tomorrow's Skills: Towards a National Skills Strategy	March 2007
National Skills Bulletin 2006	December 2006
Future Skills Requirements of the International Digital Media Industry: Implications for Ireland	July 2006
Careers and Labour Market Information in Ireland	July 2006
Skills at Regional Level in Ireland	May 2006



SME Management Development in Ireland	May 2006
Monitoring Ireland's Skills Supply: Trends in Educational/Training Outputs	January 2006
Data Analysis of In-Employment Education and Training in Ireland	December 2005
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Languages and Enterprise	May 2005
Skills Requirements of the Digital Content Industry in Ireland Phase I	February 2005
Innovate Market Sell	November 2004
The Supply and Demand for Researchers and Research Personnel	September 2004
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Financial Skills Monitoring Report	November 2003
Responding to Ireland's Growing Skills Needs - The Fourth Report of the Expert Group on Future Skills Needs	October 2003
The Demand and Supply of Skills in the Biotechnology Sector	September 2003
Skills Monitoring Report - Construction Industry 2003/10	July 2003
Benchmarking Education and Training for Economic Development in Ireland	July 2003
The Demand and Supply of Engineers and Engineering Technicians	June 2003
The Demand and Supply of Skills in the Food Processing Sector	April 2003
National Survey of Vacancies in the Private Non-Agricultural Sector 2001/2002	March 2003
National Survey of Vacancies in the Public Sector 2001/2002	March 2003
The Irish Labour Market: Prospects for 2002 and Beyond	January 2002
Labour Participation Rates of the over 55s in Ireland	December 2001
The Third Report of the Expert Group on Future Skills Needs - Responding to Ireland's Growing Skills Needs	August 2001
Benchmarking Mechanisms and Strategies to Attract Researchers to Ireland	July 2001
Report on E-Business Skills	August 2000
Report on In-Company Training	August 2000
The Second Report of the Expert Group on Future Skills Needs - Responding to Ireland's Growing Skills Needs	March 2000
Business Education and Training Partnership 2 <sup>nd</sup> Forum, Dublin	March 2000
Business Education and Training Partnership. Report on the Inaugural Forum, Royal Hospital Kilmainham	March 1999
The First Report of the Expert Group on Future Skills Needs - Responding to Ireland's Growing Skills Needs	December 1998



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