HEA

Higher Education Authority
An tÚdarás um Ard-Oideachas

HIGHER EDUCATION
Key Facts and Figures

06/07

FOREWORD BY MR. MICHAEL KELLY

Chairman, Higher Education Authority

On behalf of the Authority I would like to introduce this Digest which is the third in the series of annual facts and figures publications from the HEA's Statistics Unit.

It has been compiled in a format designed to be an easy reference document for all parties with an interest in higher education in Ireland including higher education institutions, interested public service bodies, Government departments, research organisations, and the wider public.

It presents data collected from the universities, colleges of education, NCAD, RCSI, DIT and the Institutes of Technology. For the purposes of this Digest the data relating to the Institute of Technology sector was provided by the Department of Education and Science.

The Digest, through analysis of enrolment and output data, highlights national trends in higher education and allows us to monitor any changes. It also provides a basis for projecting possible future trends and assists with informed planning and policy development. The availability of statistics on the undergraduate and postgraduate populations enables study of the progress of students as they move through the third level system. This combined data is a valuable source of information which can be used to inform national policy planning. This aims to ensure that Ireland's higher education system achieves international recognition for excellence and quality and further strengthens participation in higher education.

This year's edition of the Digest includes a new section with statistics on further education and training. The section is an introduction to the area which will be built upon in future editions of the Digest.

This edition of the Digest should be used in conjunction with the previous edition as a reference document.

I wish to thank the participating institutions and the Statistics Section of the Department of Education and Science for their continuing co-operation. I would also like to thank the Statistics Unit for their work in compiling this Digest.

Michael Kelly
Chairman
April 2008

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INTERPRETATION OF DATA

Full-time
A full-time student is defined as a student attending an intra-mural day course at a third-level institution extending over at least a full academic year and leading to an academic award and devoting their whole working time to their academic studies as far as is known.

Part-time
Part-time students include students (other than full-time students) attending intramural courses extending over at least a full academic year and leading to an academic award.

Occasional
Occasional students are students taking intra-mural courses of lectures or laboratory instruction which do not lead directly to a university-level award. Such students include individuals taking modules for their own interests, students attending access courses teaching study skills and students taking qualifying courses for admission to postgraduate study.

New entrants
New entrants are defined as students entering third level for the first time. Generally only new entrants to full-time undergraduate courses are included.

Intra-mural
Intra-mural courses are courses offered 'within the walls' of a third level institution. Extra-mural courses include courses offered via distance learning and e-learning.

ISCED
The International Standard Classification of Education (ISCED), developed and used by the OECD and Eurostat to code students' fields of study.

Academic Year
The Academic Year generally extends from late autumn to early summer, though the specific dates between institutions vary.

Graduate
A graduate is a former student who has suc cessfully completed a course of study in the previous academic year. (It includes students who have completed their final exams/thesis submission but who have yet to formally receive their parchment from their institution).

Graduate Year
'Graduate Year' refers to the academic year the graduate completed the final requirements of their course of study.

National Framework of Qualifications (NFQ)
NFQ levels have been assigned to programmes of study where applicable. The Universities are currently involved in a process of assigning NFQ levels to their Certificate and Diploma programmes at both undergraduate and postgraduate.

Census Date

The census date for the HEA institutions was March 1st 2007 while the date for the Institutes of Technology and Dublin Institute of Technology was October 31st 2006.

Student Record System (SRS)

The SRS is an electronic system devised by the institutions and the HEA to allow much more detailed reporting of third-level students. It introduced the ISCED reporting scheme, and replaced the previous (paper-based) mode of data collection.To complete the SRS submission, the Registrar (or equivalent) of each institution certifies the dataset as being a true and accurate reflection of that academic year's student cohort.

SUMMARY KEY POINTS

Section 1

Key Points

Universities, Colleges of Education, NCAD & RCSI

- Enrolment increased by 9.3% since 2002/2003, though the rate of increase is slowing
- New entrants increased by 7.2% between 2005/2006 and 2006/2007 compared to a 1 % increase the previous year.
- Undergraduate and postgraduate output has increased by 17% since 2002/2003, albeit declining by 1% between 2004 and 2005

Institutes of Technology and Dublin Institute of Technology (IoTs)

- Undergraduate enrolments at the IoTs declined very slightly in 2006/2007
- Postgraduate enrolment levels at the IoTs although still a small part (3%) of overall Institute enrolments, are increasing rapidly. Postgraduate enrolments increased by 18% from 05/06 – 06/07 while undergraduate enrolments decreased very slightly in the same timeframe
- New entrants at the IoTs declined in 2006/2007 and overall are down by 6.5% in the last five years

Section 2

Key Points

- Level 8 CAO acceptances increased by 32% from 2002 – 2007

Universities, Colleges of Education, NCAD & RCSI

- Arts and Humanities disciplines attracted the greatest proportion (28%) of new entrants in 2006/2007
- New entrants to Combined Science courses have shown little change since 2005/2006. However enrolment on Physical Science courses increased and enrolment on Computer courses remained static
- New entrants to Engineering courses increased due to enrolments on Architecture, Town Planning & Civil Engineering and Combined Engineering courses with increases occurring in all areas not just Civil Engineering as had been the case for a number of years

Institutes of Technology & Dublin Institute of Technology (IoTs)

- New Entrants to IoTs show a greater percentage of males (53%) than females (47%). This may be due to a higher male participation in the larger proportion of technologically based courses offered in the IoTs.
- New entrants to the Engineering, Manufacturing and Construction courses vastly outnumber university *et al* new entrants to the same discipline (4,003 vs. 1,329)

Section 3

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Part-time enrolment constituted 11% of all undergraduate enrolments in 2006/2007 remaining unchanged from 2005/2006
- Female enrolment was 59% of all undergraduate enrolment
- Within the broad field of Science there was an increase in enrolments in Life Sciences (27%) and Physical Sciences (10%)
- There was a modest increase in Engineering enrolments with an 8% increase in both Combined Engineering and Architecture, Town Planning and Civil Engineering
- Health and Welfare enrolments increased by 6% from 2005/2006.

Institutes of Technology & Dublin Institute of Technology (IoTs)

- Level 6 & 7 enrolments outnumber Level 8 enrolments at the IoTs and the majority of students are male
- Level 6 Higher Certificate enrolments (formerly referred to as National Certificate courses) have been decreasing in line with institutions reducing course offerings at this level. Between 2006/2007 and 2005/2006 the number of enrolments declined by 20%
- Computing dominates the science disciplines (61%)

Sectoral Trends

- When the two sectors are combined, Social Sciences, Business and Law is the most popular discipline
- Males are more likely to enrol on Level 6 & 7 courses across the entire sector, while females are more likely to enrol on Level 8 courses across the sector

Section 4

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Overall postgraduate enrolments have increased by 4% from 2005/2006 with the largest increase occurring at part-time (5%)
- Enrolments on research degree programmes increased by 6% over the past year
- Enrolment of PhD programmes have increased by 8% from 2005/2006
- The majority of full-time PhD enrolments (40%) are in the Science disciplines; Masters enrolments (35%) on Social Sciences, Business and Law courses and Postgraduate Diplomas (46%) on Education courses

Institutes of Technology & Dublin Institute of Technology (IoTs)

- Increases in postgraduate enrolments between 2005/2006 and 2006/2007 were seen at both PhD (28%) and Masters Degree (39%) levels
- The gender balance at postgraduate level is virtually 50:50

- Social Sciences, Business & Law is the most popular discipline for postgraduate study, particularly at the Masters Degree level. The most popular PhD discipline is Science with over half of all PhD enrolments in that discipline

Section 5

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Social Science, Business, Law and Arts and Humanities graduates constituted 52.5% of all undergraduate output in 2006
- PhD output has increased by 19% since 2005/2006
- Of those achieving a first class honours bachelor degree in 2006 59% are female up from 56% in 2006

Institutes of Technology & Dublin Institute of Technology (IoTs), Private and Other Institutions

- In line with IoT enrolment trends, graduate output at Level 6 and 7 has been decreasing, while output at Level 8 is up almost 20% since 2005
- Female IoT graduates outnumber males in all fields but Science (59% male) and Engineering (90% male); overall, 51% of IoT graduates are male
- While the overall cohort remains small, just over 50% of Level 10 graduates are in the Science field, down from almost 75% in 2005

Section 6

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- The number of full time enrolments is in general increasing across the age spectrum. The increasing number of mature students may partly be due to increasing numbers of graduates progressing to postgraduate level.
- The number of mature (+23) new entrants increased by 18% between 2005/2006 and 2006/2007
- NUIG remains the college with the greatest diversity of Irish students by province with 59.8% hailing from Connaught
- The number of international students enrolled on full-time programmes increased by 11% in 2006/2007
- The greatest proportion of overseas students enrolled in the universities *et al* in 2006/2007 came from America North

Institutes of Technology & Dublin Institute of Technology (IoTs)

- The number of new entrants under 19 declined by 9% between 2005/2006 and 2006/2007. Whereas the number of new entrants between 19 and 21 increased by 20%

- **The number of mature (+23) new entrants increased by 14%**
- **Only 4.6% of students attending IoTs were from outside the Republic of Ireland, in comparison to 10.4% of university *et al* enrolments**
- **The vast majority (69%) of these overseas students came from within the EU, though students from Asia make up the bulk (19%) of the remainder**

Section 1 / **OVERVIEW**

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Enrolment increased by 9.3% since 2002/2003, though the rate of increase is slowing
- New entrants increased by 7.2% between 2005/2006 and 2006/2007 compared to a 1 % increase the previous year.
- Undergraduate and postgraduate output has increased by 17% since 2002/2003, albeit declining by 1% between 2004 and 2005

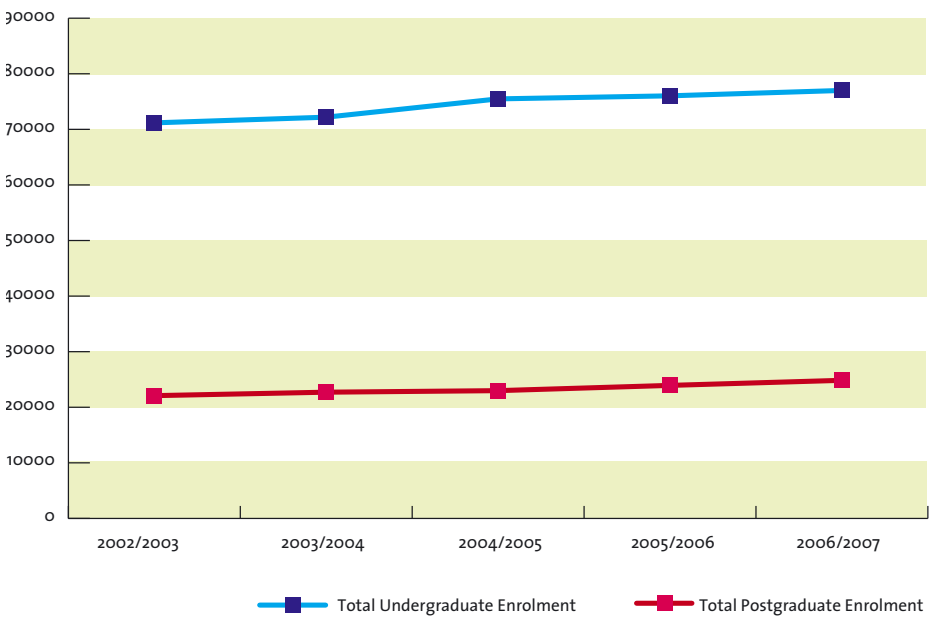
Institutes of Technology and Dublin Institute of Technology (IoTs)

- Undergraduate enrolments at the IoTs declined very slightly in 2006/2007
- Postgraduate enrolment levels at the IoTs, although still a small part (3%) of overall Institute enrolments, are increasing rapidly. Postgraduate enrolments increased by 18% from 05/06 – 06/07 while undergraduate enrolments decreased very slightly in the same timeframe
- New entrants at the IoTs declined in 2006/2007 and overall are down by 6.2% in the last 5 years

Table 1.1 Enrolment Trends 02/03 – 06/07 for Universities, Colleges of Education, NCAD & RCSI

Undergraduate	02/03	03/04	04/05	05/06	06/07	% increase 02/03 – 06/07
Full-time	63,209	64,531	65,300	66,834	68,039	7.6%
Part-time	7,504	7,204	9,727	8,742	8,506	13.3%
Total Undergraduate Enrolment	70,713	71,735	75,027	75,576	76,545	8.2%
Postgraduate						
Full-time	14,078	15,350	15,339	15,688	16,224	15.2%
Part-time	7,338	6,689	6,977	7,573	7,950	8.3%
Total Postgraduate Enrolment	21,416	22,039	22,316	23,261	24,174	12.8%
Overall Enrolment	**92,129**	**93,774**	**97,343**	**98,837**	**100,719**	**9.3%**

Figure 1.1 Total Enrolment Trends by Level 02/03 – 06/07 for Universities, Colleges of Education, NCAD & RCSI



- Overall enrolment increased by 9.3% from 02/03 to 06/07. Enrolment increased by 1.9% between 2005/2006 and 2006/2007 compared to a 1.5% between 04/05 and 05/06 and a 4% increase between 03/04 and 04/05.

- Overall postgraduate enrolments are increasing at a faster pace with a 3.9% increase between 05/06 and 06/07 and a 1.2% increase in the same period for undergraduate enrolments.

Table 1.2 **Enrolment Trends 02/03 – 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

	02/03	03/04	04/05	05/06	06/07	% increase 02/03 – 06/07
Full Time Undergraduate	49,957	51,798	50,424	51,517	51,322	2.7
Full Time Postgraduate	1,041	1,194	1,235	1,325	1,565	50.3
Overall Enrolment	**50,998**	**52,992**	**51,659**	**52,842**	**52,887**	**3.7**

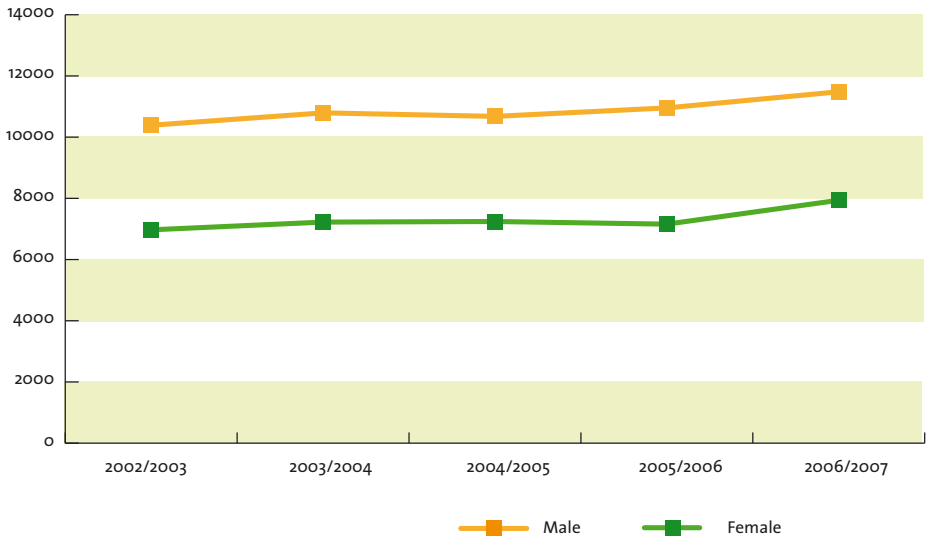
Source: Statistics Section, Department of Education and Science

- **Undergraduate enrolments at the IoTs declined very slightly in 2006/2007**
- **Postgraduate enrolment levels at the IoTs, not traditionally a large part of Institute enrolment cohorts, increased by 50.3% since 2002/2003. The proportion of overall Institute postgraduate enrolments remains low however at 3% in 2006/2007**

Table 1.3 **Full-Time Undergraduate New Entrant Gender Trends 02/03 –06/07 for Universities, Colleges of Education, NCAD & RCSI**

	02/03	03/04	04/2005	05/2006	06/07	% increase 02/03 – 06/07
Male	6,971	7,224	7,243	7,157	7,937	13.8%
Female	10,388	10,793	10,678	10,956	11,482	10.5%
Total	**17,359**	**18,017**	**17,921**	**18,113**	**19,419**	**11.8%**

Figure 1.2 **Undergraduate New Entrant Gender Trends for Universities, Colleges of Education, NCAD & RCSI 02/03 – 06/07**



- New entrants increased by 7.2% between 2005/2006 and 2006/2007 compared to a 1% increase in the previous year
- Male new entrants increased by 10.9% between 2005/2006 and 2006/2007 compared to a 4.8% increase for female new entrants

Table 1.4 **Full-Time Undergraduate New Entrant Trends 02/03 –06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

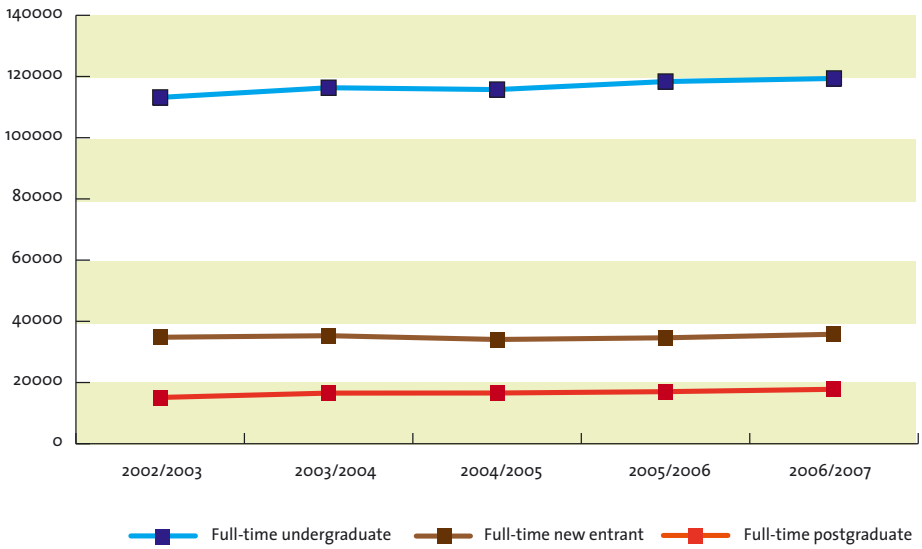
	02/03	03/04	04/05	05/06	06/07	% increase 02/03 – 06/07
Male	N/A	N/A	N/A	8,654	8,612	
Female	N/A	N/A	N/A	7,848	7,746	
Total	**17,434**	**17,287**	**16,143**	**16,502**	**16,358**	**-6.2**

Source: Statistics Section, Department of Education and Science

** Gender figures unavailable for 02/03 – 04/05*

- New entrants to the IoTs continued to decline in 2006/2007. In terms of overall numbers there were over 1,000 less new entrants to IoTs in 2006/2007 than in 2002/2003
- In 2006/2007 while the numbers of female new entrants decreased slightly compared to 2005/2006, due to an overall decline in new entrants, the proportion of females to males remained the same between both years (47%). In general there are fewer females than males enrolling in IoTs which is in contrast to the universities *et al* where almost 60% are female

Figure 1.3 **Enrolment Trends by Level for Universities, Colleges of Education, NCAD & RCSI, the Institutes of Technology & Dublin Institute of Technology (IoTs) 02/03 –06/07**

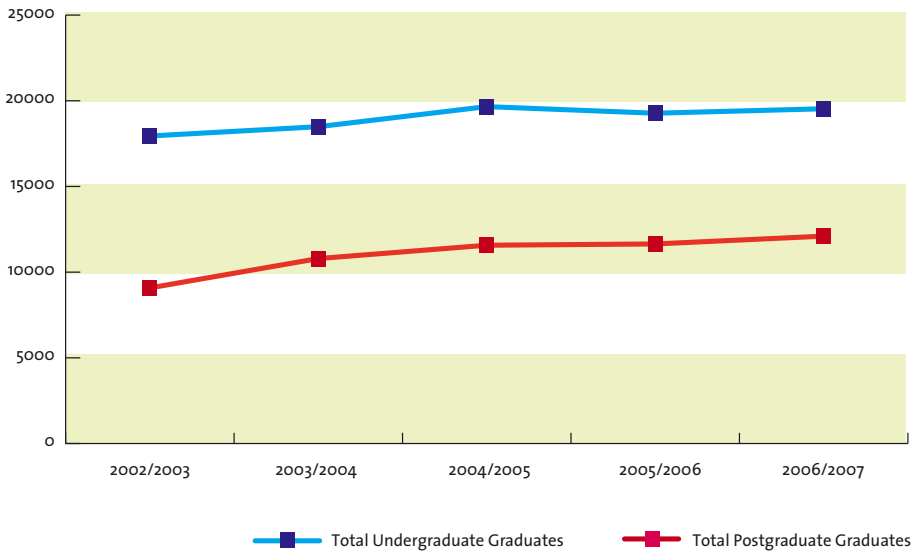


- **While new entrant rates remained flat, overall undergraduate enrolments have been increasing (due to variations in course length)**
- **Overall postgraduate enrolments have been increasing more slowly than overall undergraduate enrolments**

Table 1.5 **Graduate Trends 2002 – 2006 for Universities, Colleges of Education, NCAD & RCSI**

	2002	2003	2004	2005	2006	% increase 02 – 06
Undergraduate						
Full-Time + Part-time	17,944	18,487	19,659	19,273	19,534	9%
Postgraduate						
Full-time + Part-time	9,080	10,793	11,570	11,645	12,101	33%
Overall Graduates	**27,024**	**29,280**	**31,229**	**30,918**	**31,635**	**17%**

Figure 1.4 Total Graduate Trends by Level 2002 – 2006 for Universities, Colleges of Education, NCAD & RCSI



- Undergraduate output has once again increased after moderate declines in graduate output in 2005
- Postgraduate output continued to increase in 2006, with a 33% increase since 2002 compared to a 9% increase in undergraduate output

Section 2 / APPLICATION/ACCEPTANCE AND NEW ENTRANT DATA

KEY POINTS

- Level 8 CAO acceptances increased by 32% from 2002 – 2007

Universities, Colleges of Education, NCAD & RCSI

- Arts and Humanities disciplines attracted the greatest proportion (28%) of new entrants in 2006/2007
- New entrants to Combined Science courses have shown little change since 2005/2006. However enrolment on Physical Science courses increased and enrolment on Computer courses remained static
- New entrants to Engineering courses increased due to enrolments on Architecture, Town Planning & Civil Engineering and Combined Engineering courses with increases occurring in all areas not just Civil Engineering as had been the case for a number of years

Institutes of Technology and Dublin Institute of Technology (IoTs)

- New Entrants to IoTs show a greater percentage of males (53%) than females (47%). This may be due to a higher male participation in the larger proportion of technologically based courses offered in the IoTs.
- New entrants to the Engineering, Manufacturing and Construction courses vastly outnumber university *et al* new entrants to the same discipline (4,003 vs. 1,329)

Table 2.1 CAO Applications and Acceptances Level 8 (Honours Bachelor Degree) 2002 vs. 2007 For the entire Higher Education Sector

Year	1st Preference Applications*	1st Preference Acceptances**	% 1st Preference Acceptors	Total Acceptances***
2007	55,243	16,192	58.1%	27,853
2002	53,786	11,817	56.0%	21,101

**Each student applying to the CAO is allowed a maximum of ten Level 8 (Honours Bachelor Degree) and ten Level 7/6 (Ordinary Degree/Higher Certificate) choices. First preference applications give a clear indication of the actual number of applications for a particular course.*

***First preference acceptors are those applicants who have been offered their first preference courses and accepted it.*

****Total Acceptances are acceptances at any preference including first preference.*

Not all applicants who are offered a place ac cept for various reasons: applicants defer their place, choose to take a Level 7/6 course, an apprenticeship, a Post Leaving Certificate Course or enter the workforce. For this reason the number of ac ceptors and the number of new entrants will not match. Not all students enter through the CAO system e.g mature students.

Table 2.2 Full-time Undergraduate New Entrants for Universities, Colleges of Education, NCAD & RCSI 06/07 by Gender and Level

Undergraduate	Male	Female	All 2006/2007	All 2005/2006
Certificate	33	42	75	114
Diploma	28	83	111	114
Honours Bachelor Degree (Level 8)	7,614	10,909	18,523	17,774
Occasional	262	448	710	111
Total	7,937	11,482	19,419	18,113

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

Table 2.3 Full-time Undergraduate New Entrants 06/07 by Field of Study for Universities, Colleges of Education, NCAD & RCSI

Field of Study by Selected ISCED	Total		Grand Total 06/07
	M	F	
General Programmes	**29**	**51**	**80**
Education	**359**	**1,198**	**1,557**
Humanities and Arts	**2,010**	**3,411**	**5,421**
Social Sciences, Business and Law including;	**2,049**	**2,534**	**4,583**
Social Sciences	581	946	1,527
Journalism and Information	17	21	38
Business and Administration	1,189	1142	2,331
Law	262	425	687
Science	**1,598**	**1,396**	**2,994**
Combined Science, Mathematics and Computing	496	631	1,127
Life Sciences	312	465	777
Physical Sciences	207	145	352
Mathematics and Statistics	121	46	167
Computer Science & Use	462	109	571
Engineering, Manufacturing and Construction	**1,032**	**297**	**1,329**
Combined Engineering	457	122	579
Mechanics and Metal work	59	5	64
Electricity and Energy	100	18	118
Process Engineering	187	75	262
Architecture, Town Planning & Civil Engineering	229	77	306
Agriculture	**116**	**137**	**253**
Agriculture (& sub-disciplines)	95	84	179
Veterinary	21	53	74
Health and Welfare	**660**	**2,343**	**3,003**
Combined Health and Welfare	201	295	496
Medicine and Diagnostics	183	282	465
Nursing and Caring	84	1,104	1,188
Dental Studies	32	76	108
Therapy, Rehabilitation and Counselling	122	496	618
Pharmacy	38	90	128
Services	**47**	**27**	**74**
Combined	**37**	**88**	**125**
Totals	**7,937**	**11,482**	**19,419**

- **New entrant males are up 10% on last years numbers compared to a 4.6% increase for females**

- **New entrant females continue to outnumber males in most disciplines with the exceptions of Engineering and Science**

Table 2.4 **Full-time Undergraduate New Entrants for Universities, Colleges of Education, NCAD & RCSI 06/07 Vs 05/06**

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
General Programmes	80	67
Education	1,557	1,544
Humanities and Arts	5,421	4,894
Social Sciences Business and Law	4,583	4,354
Science	2,994	2,976
Engineering, Manufacturing and Construction	1,329	1,247
Agriculture	253	249
Health and Welfare	3,003	2,749
Services	74	31
Combined	125	2
Totals	**19,419**	**18,113**

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

Since 2006/2007;

- **Physical Science entrants have continued to increase while new entrants to Computer Science courses have also recorded modest increases following a period of decline**
- **All disciplines recorded growth in student numbers**
- **Engineering new entrants increased by 6.5%. The largest increase was recorded in Architecture, Town Planning & Civil Engineering courses**

Table 2.5 **Full-time Undergraduate New Entrants 06/07 by Field of Study for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Field of Study by Selected ISCED	Total		Grand Total 06/07	Grand Total 05/06
	M	F		
Education	33	110	143	66
Humanities and Arts	712	964	1,676	1,510
Social Sciences Business and Law	1,838	2,775	4,613	4,754
Science	1,195	625	1,820	1,933
Engineering, Manufacturing and Construction	3,523	480	4,003	4,020
Agriculture	186	75	261	311
Health and Welfare	266	1,665	1,931	2,048
Services	749	915	1,664	1,644
Combined	110	137	247	216
Totals	**8,612**	**7,746**	**16,358**	**16,502**

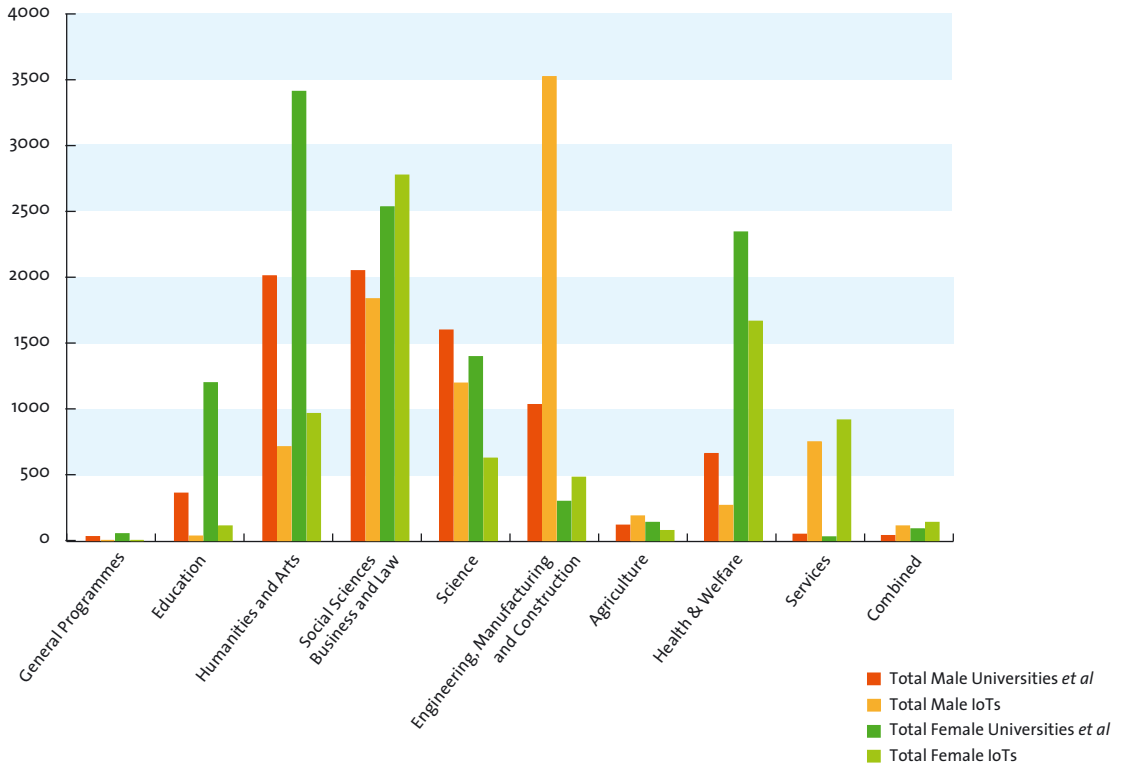
Source: Statistics Section, Department of Education and Science

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

- **New entrant females dominate the Social Sciences, Business & Law category, Education and the Health & Welfare category, while new entrant males heavily dominate the Engineering, Manufacturing & Construction category and the Science category**

- **New entrants to the Engineering, Manufacturing and Construction courses vastly outnumber university *et al* new entrants to the same discipline (4,003 vs. 1,329).**

Figure 2.1 **Full-time Undergraduate New Entrants 06/07 for Universities, Colleges of Education, NCAD & RCSI vs. Institutes of Technology & Dublin Institute of Technology (IoTs) by Gender and Field of Study**



- Students from the universities *et al* dominate nearly every discipline with exceptions of the Services and the Engineering, Manufacturing and Construction disciplines
- Services include leisure, tourism, catering and hotel management which are in the main offered only through the IoTs

Section 3/ **UNDERGRADUATE ENROLMENT DATA**

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Part-time enrolment constituted 11% of all undergraduate enrolments in 2006/2007 remaining unchanged from 2005/2006
- Female enrolment was 59% of all undergraduate enrolment
- Within the broad field of Science there was an increase in enrolments in Life Sciences (27%) and physical sciences (10%)
- There was a modest increase in Engineering enrolments with an 8% increase in both Combined Engineering and Architecture, Town Planning and Civil Engineering
- Health and Welfare enrolments increased by 6% from 2005/2006.

Institutes of Technology and Dublin Institute of Technology (IoTs)

- Level 6 & 7 enrolments outnumber Level 8 enrolments at the IoTs and the majority of students are male
- Level 6 Higher Certificate enrolments (formerly referred to as National Certificate courses) have been decreasing in line with institutions reducing course offerings at this level. Between 2006/2007 and 2005/2006 the number of enrolments declined by 20%
- Computing dominates the science disciplines (61%)

Sectoral Trends

- When the two sectors are combined, Social Sciences, Business and Law is the most popular discipline
- Males are more likely to enrol on Level 6 & 7 courses across the entire sector, while females are more likely to enrol on Level 8 courses across the sector

Table 3.1 Undergraduate Enrolments 06/07 by Gender and Level for Universities, Colleges of Education, NCAD & RCSI

Full-time Undergraduate	Male	Female	All	All 2005/2006
Degree	27,039	38,766	65,805	64,765
Diploma and Certificate	111	278	389	449
Occasional	636	1209	1,845	1,620
Total Full-time	27,786	40,253	68,039	66,834
Part-time Undergraduate				
Degree	1,207	1,861	3,068	3,149
Diploma and Certificate	1,921	2,888	4,809	4,588
Occasional	188	441	629	1,005
Total Part-time	3,316	5,190	8,506	8,742
Overall Undergraduate Total	**31,102**	**45,443**	**76,545**	**75,576**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- **Full-time enrolment on Honours Bachelor Degree (level 8) programmes increased by 4.5% between 2005/2006 and 2006/2007. In the same time period full-time Certificate/ Diploma enrolments decreased by 23%**
- **Part-time enrolments declined by 12.5% from 2005/2006 to 2006/2007**

Figure 3.1 % Male/Female Undergraduate Enrolments 06/07 for Universities, Colleges of Education, NCAD & RCSI

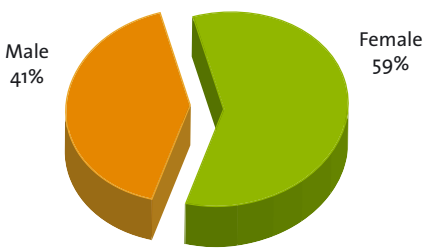


Table 3.2 **Full-Time Undergraduate Enrolments 06/07 by Level and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	Hons Bachelor Degree (Level 8)	Cert/Diploma	Occasional	Grand Total 06/07
General Programmes	**19**	**28**	**181**	**228**
Education	**5,184**	**0**	**0**	**5,184**
Humanities and Arts	**15,430**	**89**	**977**	**16,496**
Social Sciences Business and Law including;	**16,154**	**68**	**233**	**16,455**
Combined Social Sciences Business and Law	5,504	24	175	5,703
Journalism & Information	200	0	0	200
Business & Administration	8,162	43	55	8,260
Law	2,288	1	3	2,292
Science	**10,536**	**9**	**61**	**10,606**
Combined Science, Mathematics & Computing	2,820	6	30	2,856
Life Sciences	3,057	0	29	3,086
Physical Sciences	1,901	1	2	1,904
Mathematics and Statistics	792	0	0	792
Computer Science & Use	1,966	2	0	1,968
Engineering, Manufacturing and Construction	**4,875**	**11**	**1**	**4,887**
Combined Engineering	1,604	7	1	1,612
Mechanics and metal work	349	0	0	349
Electricity and energy	508	4	0	512
Process Engineering	932	0	0	932
Architecture, Town Planning & Civil Engineering	1,482	0	0	1482
Agriculture	**994**	**28**	**0**	**1,022**
Agriculture (& sub-disciplines)	588	28	0	616
Veterinary	406	0	0	406
Health and Welfare	**12,435**	**155**	**0**	**12,590**
Combined Health and Welfare	388	3	0	391
Medicine and Diagnostics	4,398	4	0	4,402
Nursing and caring	4,136	34	0	4,170
Dental Studies	392	68	0	460
Therapy, Rehabilitation and Counselling	2,445	46	0	2,491
Pharmacy	676	0	0	676
Services	**163**	**0**	**0**	**163**
Combined	**15**	**1**	**392**	**408**
Totals	**65,805**	**389**	**1,845**	**68,039**

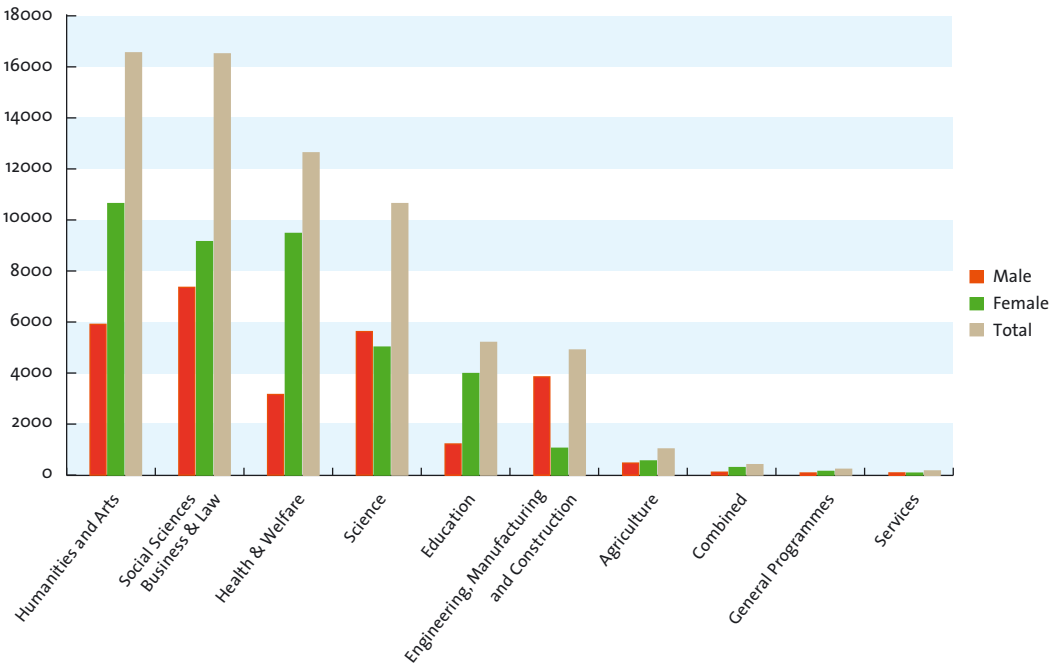
Table 3.3 Full-Time Undergraduate Enrolments 06/07 Vs 05/06 for Universities, Colleges of Education, NCAD & RCSI

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
General Programmes	228	51
Education	5,184	4,609
Humanities and Arts	16,496	17,287
Social Sciences Business and Law	16,455	15,197
Science	10,606	10,752
Engineering, Manufacturing and Construction	4,887	4,840
Agriculture	1,022	1,067
Health and Welfare	12,590	11,863
Services	163	107
Combined	408	25
Totals	**68,039**	**66,834**

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

- **Full-time enrolments on Humanities, Science and Agriculture courses declined modestly in 2006/2007**

Figure 3.2 Full-Time Undergraduate Enrolments 06/07 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI



- **Females outnumber males in all disciplines with the exception of Science and Engineering**

Table 3.4 **Undergraduate Enrolments 06/07 by Gender and Level for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Full-time Undergraduate	Male	Female	All	All 2005/2006
Honours Bachelor Degree (Level 8)	10,951	12,514	23,465	22,031
Ordinary Degree (Level 7)	9,207	7,449	16,656	15,501
Higher Certificate (Level 6)	6,311	4,890	11,201	13,985
Total Full-time	**26,469**	**24,853**	**51,322**	**51,517**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- **Level 6 Higher Certificate enrolments (formerly referred to as National Certificate courses) have been decreasing in line with institutions reducing course offerings at this level. Between 2006/2007 and 2005/2006 the number of enrolments declined by 20% while Ordinary Degree enrolments increased by 7% and Honours Bachelor degree enrolments increased by 6.5%**

- **Females outnumber males at Level 8 (at 54%, this is similarly to the universities) but males outnumber females at Level 7 (55%) and to a larger degree at Level 6 (56%)**

Figure 3.3 % Male/Female Undergraduate Enrolments 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)

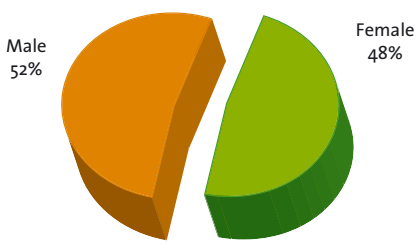


Table 3.5 **Full-Time Undergraduate Enrolments 06/07 by Level and Field of Study for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Field of Study by Selected ISCED	Higher Certificate (Level 6)	Ordinary Degree (Level 7)	Honours Bachelor Degree (Level 8)	Grand Total 06/07
Education	**56**	**67**	**99**	**222**
Humanities and Arts	**435**	**2,011**	**2,467**	**4,913**
Social sciences, business and law	**4,210**	**4,078**	**7,775**	**16,063**
Social & behavioural science	0	671	751	1,422
Journalism and information	0	62	140	202
Business and administration	3,906	3,244	6,573	13,273
Law	304	101	311	716
Science	**1,358**	**1,773**	**2,186**	**5,317**
Life sciences	301	444	525	1,270
Physical sciences	238	274	224	736
Mathematics and statistics	0	0	45	45
Computing	819	1,055	1,392	3,266
Eng. Manu. & Cons.	**3,273**	**4,714**	**4,210**	**12,197**
Eng. & Eng. Trades	1,283	2,043	1,373	4,699
Manufacturing & processing	535	460	591	1,586
Architecture and building	1,455	2,211	2,246	5,912
Agriculture	**203**	**591**	**119**	**913**
Health and welfare	706	1,175	4,594	6,475
Health	556	154	3,328	4,038
Social services	150	1,021	1,266	2,437
Services	**855**	**2,247**	**1,533**	**4,635**
Combined	**105**	**0**	**482**	**587**
Overall Totals	**11,201**	**16,656**	**23,465**	**51,322**

- **Computing dominates the Science discipline in the IoTs with 61% of enrolments, unlike the universities *et al* which feature a broader science base.**

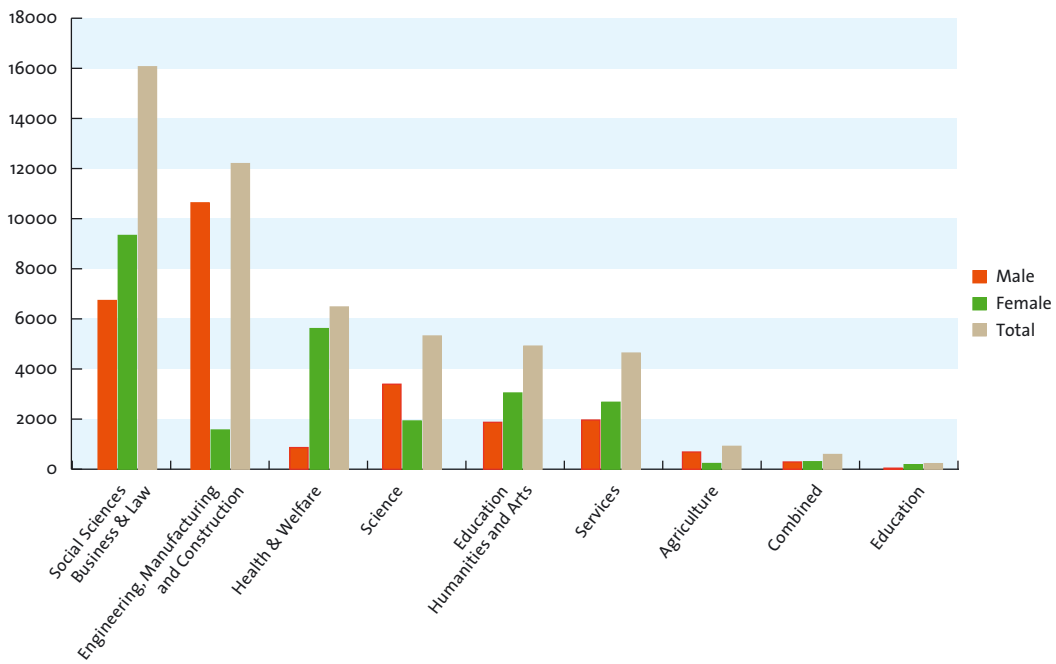
- **Social Sciences, Business and Law is the most popular discipline with 31% of enrolments, in comparison to Humanities & Arts at the universities *et al*.**

Table 3.6 **Full-Time Undergraduate Enrolments 06/07 Vs 05/06 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
Education	**222**	**153**
Humanities and Arts	4,913	4,821
Social Sciences Business and Law	16,063	16,852
Science	5,317	5,544
Engineering, Manufacturing and Construction	12,197	12,008
Agriculture	913	767
Health and Welfare	6,475	6,008
Services	4,635	4,929
Combined	587	435
Totals	**51,322**	**51,517**

Red cells indicates a decline in undergraduate enrolments from the previous year while green indicates an increase

Figure 3.4 **Full-Time Undergraduate Enrolments 06/07 by Gender and Field of Study for IoTs and DIT**



- **Females outnumber males in nearly all disciplines with the exceptions of Science and of Engineering, Manufacturing & Construction. However, the disparity in these disciplines is greater than the disparity of female-dominated disciplines, resulting in fewer females than males overall.**
- **The only discipline which presents an even breakdown between males and females is the Combined group of disciplines**

Table 3.7 Part-Time Undergraduate Enrolments 06/07 by Level and Field of Study for Universities, Colleges of Education, NCAD & RCSI

Field of Study by Selected ISCED	Hons Bachelor Degree (Level 8)	Cert/ Diploma	Oc casional	Grand Total 06/07
General Programmes	**0**	**187**	**2**	**189**
Education science	**505**	**63**	**0**	**568**
Humanities and Arts	**659**	**1,410**	**432**	**2,501**
Social Science, Business and Law including;	**978**	**767**	**33**	**1,778**
Combined Social Sciences, Business and Law	379	267	26	672
Journalism and Information	2	0	0	2
Business and Administration	424	500	4	928
Law	173	0	3	176
Science	**256**	**173**	**89**	**518**
Combined Science, Mathematics and Computing	99	31	0	130
Life Sciences	30	24	75	129
Physical Sciences	2	29	6	37
Mathematics and Statistics	7	0	8	15
Computer Science & Use	118	89	0	207
Engineering Manufacturing and Construction	**62**	**198**	**1**	**261**
Combined Engineering	4	0	1	5
Mechanics and Metal work	10	0	0	10
Electricity and Energy	15	0	0	15
Process Engineering	5	18	0	23
Architecture, Town Planning & Civil Engineering	28	180	0	208
Agriculture	**28**	**94**	**0**	**122**
Agriculture (& sub-disciplines)	24	1	0	25
Veterinary	4	93	0	97
Health and Welfare	**580**	**767**	**18**	**1,365**
Combined Health and Welfare	2	9	0	11
Medicine and Diagnostics	19	20	2	41
Nursing and Caring	559	289	13	861
Dental Studies	0	0	0	0
Therapy, Rehabilitation and Counseling	0	449	3	452
Pharmacy	0	0	0	0
Services	**0**	**1,150**	**0**	**1,150**
Combined	**0**	**0**	**54**	**54**
Totals	**3,068**	**4,809**	**629**	**8,506**

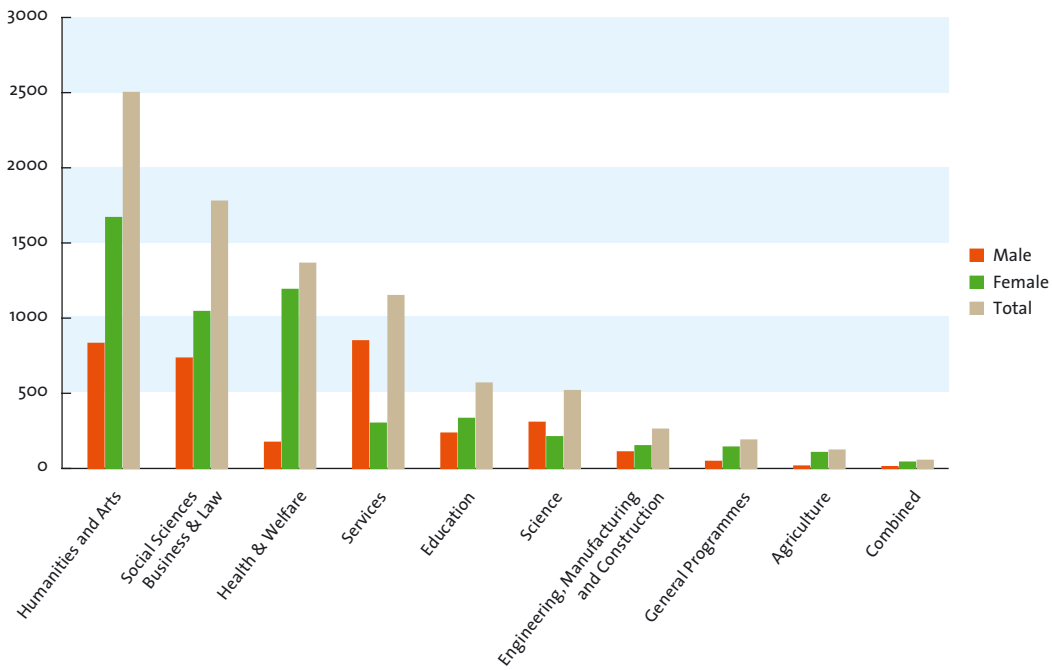
Table 3.8 **Part-Time Undergraduate Enrolments 06/07 Vs 05/06 for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
General Programmes	189	138
Education science	568	559
Humanities and Arts	2,501	2,990
Social Science, Business and Law	1,778	1,680
Science	518	391
Engineering, Manufacturing and Construction	261	256
Agriculture	122	99
Health and Welfare	1,365	1,345
Services	1,150	1,135
Combined	54	149
Totals	**8,506**	**8,742**

Red cells indicate a decline in new entrants from the previous year while green indicates an increase.

- **Nearly all disciplines, with the exception Humanities and Arts, show increases in undergraduate enrolments in 2006/2007, reversing the declines over the previous year**

Figure 3.5 **Part-Time Undergraduate Enrolments 06/07 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI**



Section 4/ **POSTGRADUATE ENROLMENT DATA**

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Overall postgraduate enrolments have increased by 4% from 2005/2006 with the largest increase occurring at part-time (5%)
- Enrolments on research degree programmes increased by 6% over the past year
- Enrolment of PhD programmes have increased by 8% from 2005/2006
- The majority of full-time PhD enrolments (40%) are in the Science disciplines; Masters enrolments (35%) on Social Sciences, Business and Law courses and Postgraduate Diplomas (46%) on Education courses

Institutes of Technology & Dublin Institute of Technology (IoTs)

- Increases in postgraduate enrolments between 2005/2006 and 2006/2007 were seen at both PhD (28%) and Masters Degree (39%) levels
- The gender balance at postgraduate level is virtually 50:50
- Social Sciences, Business & Law is the most popular discipline for postgraduate study, particularly at the Masters Degree level. The most popular PhD discipline is Science with over half of all PhD enrolments in that discipline

Table 4.1 **Postgraduate Enrolments 06/07 by Gender and Level for Universities, Colleges of Education, NCAD & RCSI**

Full-time Postgraduate	Male	Female	All	All 2005/2006
PhD	2,409	2,130	4,539	4,151
Masters Degree	3,624	4,298	7,922	7,869
Postgrad Diploma and Cert	1,061	2,683	3,744	3,655
Occasional	8	11	19	13
Total Full-time	7,102	9,122	16,224	15,688
Part-time Postgraduate				
PhD	295	322	617	632
Masters Degree	1,947	2,269	4,216	4,121
Postgrad Diploma and Cert	1,116	1,909	3,025	2,795
Occasional	16	76	92	25
Total Part-time	3,374	4,576	7,950	7,573
Overall Postgraduate Total	**10,476**	**13,698**	**24,174**	**23,261**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- **Postgraduate enrolment overall increased by 8.3% from the previous year compared to 4% between 2004/2005 and 2005/2006**
- **Full-time enrolment increased by 3.4% while part-time enrolment increased by 4.9%**
- **The greatest increases oc curred at PhD level with a 9.3% increase in full-time enrolments over the year**

Figure 4.1 **% Male/Female Postgraduate Enrolments 06/07 for Universities, Colleges of Education, NCAD & RCSI**

- **As with undergraduate enrolments females outnumber males**

Table 4.2 **Research Postgraduate Enrolments 06/07 by Gender and Level for Universities, Colleges of Education, NCAD & RCSI**

Full-time Research Postgraduate	Male	Female	All
PhD	2,409	2,130	4,539
Masters Degree Research	1,117	1,038	2,155
Total Full-time	**3,526**	**3,168**	**6,694**
Part-time Research Postgraduate			
PhD	295	322	617
Masters Degree Research	273	356	629
Total Part-time	**568**	**678**	**1,246**
Overall Research Postgraduate	**4,094**	**3,846**	**7,940**

Table 4.3 **Research Postgraduate Enrolment Trends 02/03 – 06/07 for Universities, Colleges of Education, NCAD & RCSI**

Full-time Research Postgraduate	02/03	03/04	04/05	05/06	06/07	% change 02/03 – 06/07
PhD	3,173	3,625	3,998	4,151	4,539	43.0
Masters Degree Research	2,297	2,629	2,203	2,177	2,155	-6.2
Total Full-time	**5,470**	**6,254**	**6,201**	**6,328**	**6,694**	**22.3**
Part-time Research Postgraduate						
PhD	489	505	576	632	617	26.2
Masters Degree Research	396	444	370	511	629	58.8
Total Part-time	**885**	**949**	**946**	**1,143**	**1,246**	**40.8**
Overall Research Postgraduate	**6,355**	**7,203**	**7,147**	**7,471**	**7,940**	**24.9**

- Overall enrolment on research programmes increased by 6.2% from 2005/2006
- Overall Masters research enrolments have increased by 3.4%, full-time enrolments however declined very slightly in the same time period

Table 4.4 **Full-Time Postgraduate Enrolments 06/07 by Level and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	PhD (Level 10)	Masters (Level 9)	Postgrad Cert/ Diploma	Occasional	Grand Total 06/07
General Programmes	**0**	**0**	**0**	**10**	**10**
Education Science	**70**	**203**	**1,718**	**0**	**1,991**
Humanities and Arts	**891**	**1,823**	**170**	**1**	**2,885**
Social Science, Business and Law including;	**686**	**2,778**	**755**	**3**	**4,222**
Combined Social Sciences, Business and Law	422	970	213	3	1,608
Journalism and Information	2	81	17	0	100
Business and Administration	170	1,095	520	0	1,785
Law	92	632	5	0	729
Science	**1,828**	**1,299**	**232**	**0**	**3,359**
Combined Science, Mathematics and Computing	293	85	0	0	378
Life Sciences	618	363	16	0	997
Physical Sciences	478	262	23	0	763
Mathematics and Statistics	84	84	105	0	273
Computer Science & Use	355	505	88	0	948
Engineering, Manufacturing and Construction	**596**	**700**	**68**	**0**	**1,364**
Combined Engineering	302	214	19	0	535
Mechanics and Metal work	37	46	0	0	83
Electricity and Energy	145	163	17	0	325
Process Engineering	60	111	27	0	198
Architecture, Town Planning & Civil Engineering	**52**	**166**	**5**	**0**	**223**
Agriculture	91	94	2	0	187
Agriculture (& sub-disciplines)	64	71	2	0	137
Veterinary	27	23	0	0	50
Health and Welfare	**342**	**917**	**758**	**5**	**2,022**
Combined Health and Welfare	29	162	32	0	223
Medicine and Diagnostics	223	132	11	0	366
Nursing and Caring	15	89	572	0	676
Dental Studies	11	34	0	4	49
Therapy and Rehabilitation and Counselling	38	463	143	1	645
Pharmacy	26	37	0	0	63
Services	**26**	**106**	**41**	**0**	**173**
Combined	**9**	**2**	**0**	**0**	**11**
Totals	**4,539**	**7,922**	**3,744**	**19**	**16,224**

Table 4.5 Full-Time Postgraduate Enrolments 06/07 Vs 05/06 for Universities, Colleges of Education, NCAD & RCSI

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
General Programmes	10	9
Education Science	1,991	1,987
Humanities and Arts	2,885	2,627
Social Science, Business and Law	4,222	4,075
Science	3,359	3,336
Engineering, Manufacturing and Construction	1,364	1,429
Agriculture	187	174
Health and Welfare	2,022	1,872
Services	173	179
Combined	11	0
Totals	16,224	15,688

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- **Humanities and Arts courses show a 9.8% increase in enrolments from 2005/2006 to 2006/2007**
- **Health and Welfare courses also record an increase of 8% in enrolments over the same period**
- **40% of PhD enrolments are in the Sciences, 35% of Masters enrolments are in Social Science, Business and Law disciplines and 46% of Postgraduate Diplomas are in Education**

Figure 4.2 Full-Time Postgraduate Enrolments 06/07 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI

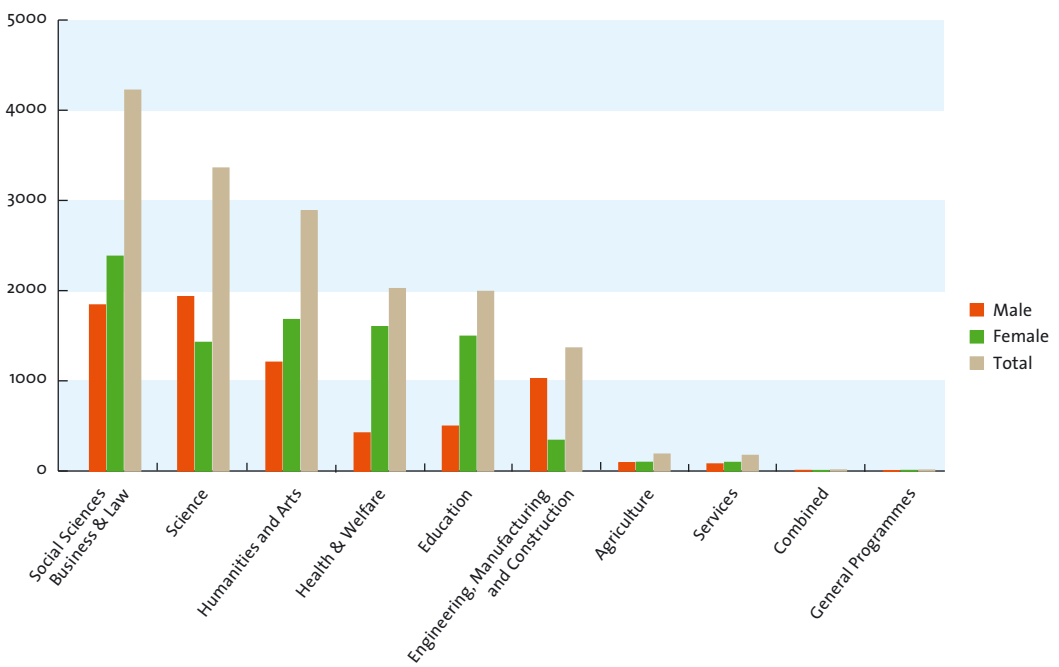


Table 4.6 **Postgraduate Enrolments 06/07 by Gender and Level for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Full-time Postgraduate	Male	Female	All	All 2005/2006
PhD	56	44	100	78
Masters Degree	695	707	1,402	1,007
Postgrad Diploma and Cert	34	29	63	240
Total Full-time Postgraduate	**785**	**780**	**1,565**	**1,325**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- **PhD and Masters Degree enrolments have increased by 28% and 39% respectively between 2005/2006 and 2006/2007**
- **Enrolments on Postgraduate Certificate/Diploma courses declined by over 70% in the same time frame. This is due to a decline in the number of courses offered with a preference being shown for Masters Degree courses**
- **The gender balance at postgraduate level is virtually 50:50**

Table 4.7 **Full-Time Postgraduate Enrolments 06/07 by Level and Field of Study for Institutes of Technology & Dublin Institute of Technology (IoTs)**

Field of Study by Selected ISCED	PhD (Level 10)	Masters (Level 9)	Postgraduate Diploma	Grand Total 06/07
Education	**0**	**15**	**30**	**45**
Humanities and Arts	**5**	**147**	**0**	**152**
Social Sciences, Business and Law	**10**	**632**	**31**	**673**
Social and behavioural science	2	33	0	35
Journalism and information	0	17	0	17
Business and administration	8	467	31	506
Law	0	115	0	115
Science	**58**	**337**	**2**	**397**
Life sciences	27	121	2	150
Physical sciences	17	59	0	76
Mathematics and statistics	0	0	0	0
Computing	14	157	0	171
Eng. Manu. & Cons.	**20**	**153**	**0**	**173**
Eng. & Eng. Trades	16	83	0	99
Manufacturing and processing	4	43	0	47
Architecture and building	**0**	**27**	**0**	**27**
Agriculture	0	0	0	0
Health and welfare	**2**	**12**	**0**	**14**
Health	2	1	0	3
Social services	0	11	0	11
Services	**5**	**106**	**0**	**111**
Combined	**0**	**0**	**0**	**0**
Overall Totals	100	1,402	63	1,565

Source: Statistics Section, Department of Education and Science

- Social Sciences, Business & Law is the most popular discipline for postgraduate study, particularly at the Masters Degree level. The most popular PhD discipline is Science with over half of all PhD enrolments in that discipline

- Computer Science is the most popular Science discipline at Masters Degree level (as it was for undergraduate IoT enrolments)

- The decline in Postgraduate Certificate/Diploma courses is mainly in the discipline area Law. From the data it appears that the majority of these courses are now being classified as Masters Degree courses

Table 4.8 Full-Time Postgraduate Enrolments 06/07 Vs 05/06 for Institutes of Technology & Dublin Institute of Technology (IoTs)

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
Education Science	45	27
Humanities and Arts	152	134
Social Science, Business and Law	673	639
Science	397	209
Engineering, Manufacturing and Construction	173	176
Health and Welfare	14	1
Services	111	109
Combined	0	30
Totals	1,565	1,325

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

- Increases in postgraduate enrolments came largely from the Science disciplines which increased by 90% between 2005/2006 and 2006/2007

Table 4.9 **Part-Time Postgraduate Enrolments 06/07 by Level and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	PhD (Level 10)	Masters (Level 9)	Postgrad Cert/ Diploma	Oc casional	Grand Total 06/07
General Programmes	0	49	0	8	57
Education Science	123	669	381	1	1174
Humanities and Arts	98	268	118	0	484
Social Science, Business and Law including;	136	1,496	537	4	2173
Combined Social Sciences, Business and Law	58	363	77	4	502
Journalism and Information	1	7	0	0	8
Business and Administration	59	1,027	356	0	1442
Law	18	99	104	0	221
Science	86	525	210	0	821
Combined Science, Mathematics and Computing	11	2	1	0	14
Life Sciences	12	123	0	0	135
Physical Sciences	15	38	29	0	82
Mathematics and Statistics	21	11	45	0	77
Computer Science & Use	27	351	135	0	513
Engineering, Manufacturing and Construction	58	262	332	1	653
Combined Engineering	24	61	51	0	136
Mechanics and Metal work	0	0	0	0	0
Electricity and Energy	20	88	26	0	134
Process Engineering	6	34	2	0	42
Architecture, Town Planning & Civil Engineering	8	79	253	1	341
Agriculture	4	4	0	0	8
Agriculture (& sub-disciplines)	4	3	0	0	7
Veterinary	0	1	0	0	1
Health and Welfare	102	885	1,307	75	2369
Combined Health and Welfare	4	160	161	0	325
Medicine and Diagnostics	55	204	49	0	308
Nursing and Caring	20	266	736	61	1083
Dental Studies	1	11	22	0	34
Therapy and Rehabilitation and Counselling	21	154	275	14	464
Pharmacy	1	90	64	0	155
Services	3	57	140	0	200
Combined	7	1	0	3	11
Totals	617	4,216	3,025	92	7,950

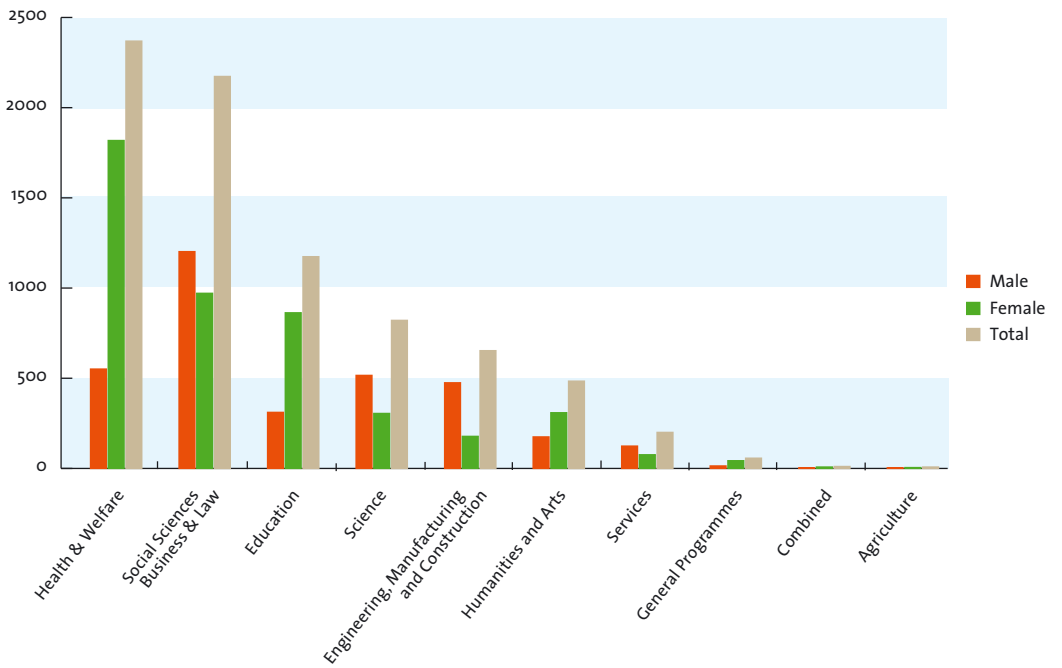
Table 4.10 **Part-Time Postgraduate Enrolments 06/07 Vs 05/06 for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	Grand Total 06/07	Grand Total 05/06
General Programmes	57	51
Education Science	1,174	758
Humanities and Arts	484	444
Social Science, Business and Law	2,173	2,110
Science	821	849
Engineering, Manufacturing and Construction	653	698
Agriculture	8	47
Health and Welfare	2,369	2,440
Services	200	176
Combined	11	0
Totals	**7,950**	**7,573**

Red cell indicates a decline in new entrants from the previous year while green indicates an increase.

- **Education Science enrolments show a significant increase of 55% over 2005/06**
- **Enrolments on Part Time Postgraduate courses increased in the Humanities and Arts, Social Science, Business and Law and Services disciplines in 2006/2007**
- **Slight decreases were noted in Science, Engineering, Manufacturing and Construction, Agriculture and Health and Welfare disciplines**

Figure 4.3 **Part-Time Postgraduate Enrolments 06/07 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI**



Section 5/ **GRADUATE DATA**

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- Social Science, Business, Law and Arts and Humanities graduates constituted 52.5% of all undergraduate output in 2006
- PhD output has increased by 19% since 2005/2006
- Of those achieving a first class honours bachelor degree in 2006 59% are female up from 56% in 2006

Institutes of Technology & Dublin Institute of Technology (IoTs), Private and Other Institutions

- 43% of undergraduate graduates are on Social Science, Business and Law courses
- 23% of undergraduate graduates are on Engineering, Manufacturing and Construction courses

Table 5.1 **Graduates 2006 by Gender, level and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	Undergraduate				Postgraduate					
	Cert/Dip Total		Hons Bachelor Degree (Level 8) Total		Cert/Dip Total		Masters (Level 9) Total		PhD (Level 10) Total	
	M	F	M	F	M	F	M	F	M	F
General Programmes	**38**	**62**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Education	**26**	**53**	**258**	**1085**	**396**	**1304**	**117**	**329**	**10**	**18**
Humanities and Arts	**160**	**341**	**1484**	**3057**	**44**	**91**	**464**	**695**	**57**	**65**
Social Sciences Business and Law including;	**149**	**288**	**1828**	**2438**	**470**	**579**	**1309**	**1459**	**46**	**60**
Combined Social Sciences, Business and Law	34	158	456	827	57	119	306	466	21	45
Journalism and Information	0	0	4	15	10	39	20	41	0	0
Business and Administration	100	116	1150	1201	327	366	791	605	15	12
Law	15	14	218	395	76	55	192	347	10	3
Science	**64**	**62**	**1282**	**1174**	**176**	**156**	**520**	**269**	**212**	**168**
Combined Science, Mathematics & Computing	18	16	373	522	0	0	24	18	19	23
Life Sciences	19	29	141	311	8	14	25	70	56	84
Physical Sciences	7	12	188	180	10	9	43	47	74	41
Mathematics and Statistics	0	0	114	54	40	63	46	29	13	6
Computer Science & Use	20	5	466	107	118	70	382	105	50	14
Engineering, Manufacturing and Construction	**23**	**11**	**925**	**280**	**83**	**43**	**296**	**118**	**107**	**37**
Combined Engineering	5	0	254	56	26	16	64	11	37	11
Mechanics and Metal work	0	0	76	18	0	0	10	0	5	1
Electricity and Energy	0	0	212	34	17	0	99	22	46	12
Process Engineering	13	0	161	77	12	8	40	32	12	10
Architecture, Town Planning & Civil Engineering	5	11	222	95	28	19	83	53	7	3
Agriculture	**1**	**25**	**121**	**117**	**0**	**1**	**23**	**15**	**9**	**14**
Agriculture (& sub-disciplines)	1	9	101	72	0	1	20	13	7	8
Veterinary	0	16	20	45	0	0	3	2	2	6
Health and Welfare	**167**	**305**	**552**	**2304**	**182**	**1108**	**152**	**587**	**46**	**60**
Combined Health and Welfare	96	28	11	44	16	71	17	54	0	2
Medicine and Diagnostics	5	2	287	358	42	43	55	94	41	50
Nursing and Caring	5	77	121	1357	61	776	18	129	3	0
Dental Studies	1	36	28	45	0	1	1	4	0	4
Therapy and Rehabilitation and Counselling	56	129	69	411	55	201	46	282	1	2
Pharmacy	4	33	36	89	8	16	15	24	1	2
Services	**598**	**237**	**8**	**11**	**62**	**40**	**43**	**51**	**6**	**4**
Combined	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Totals	**1226**	**1384**	**6458**	**10466**	**1413**	**3322**	**2924**	**3523**	**493**	**426**

Figures relating to Postgraduate Diplomas for RCSI are not included above

- Between them Humanities and Arts and Social Sciences, Business and Law graduates constituted 52.5% of all Honours Bachelor Degree graduates in 2006
- Science graduates constituted 15% of all Honours Bachelor Degree graduates while Engineering, Manufacturing and Construction graduates constituted 7% of all Honours Bachelor Degree graduates
- Female graduates outnumber males 4:1 in Health and Welfare disciplines and 4:1 in Education disciplines
- PhDs are the only level of graduates that have a greater proportion of males

Figure 5.1 **Full-Time Hons Bachelor Degree (Level 8) Graduates 2006 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

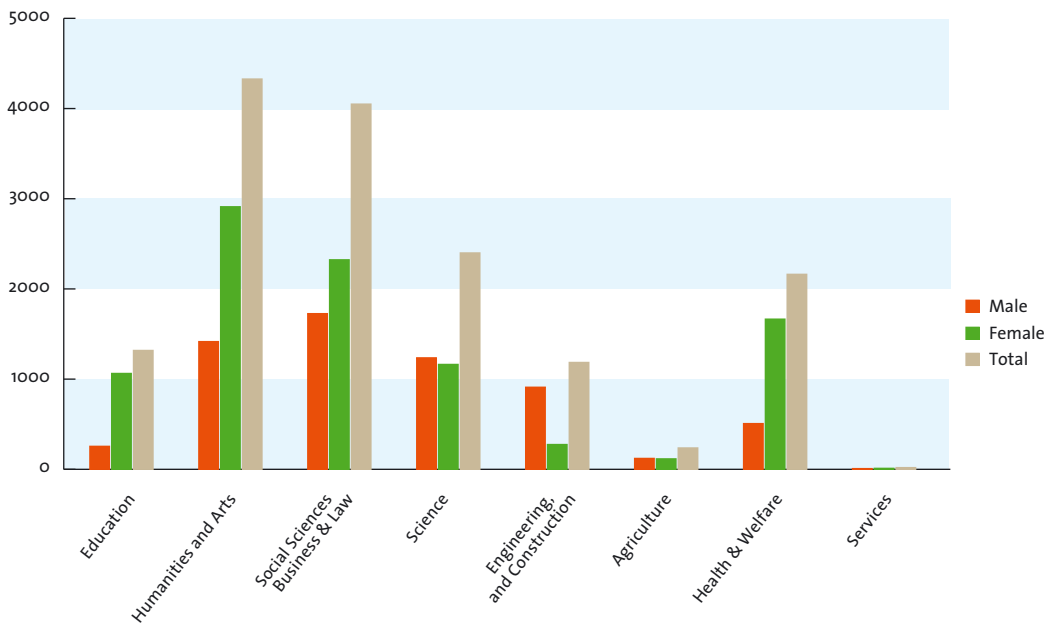


Figure 5.2 **Part-Time Hons Bachelor Degree (Level 8) Graduates 2006 by Gender and Field of Study for Universities, Colleges of Education, NCAD & RCSI**

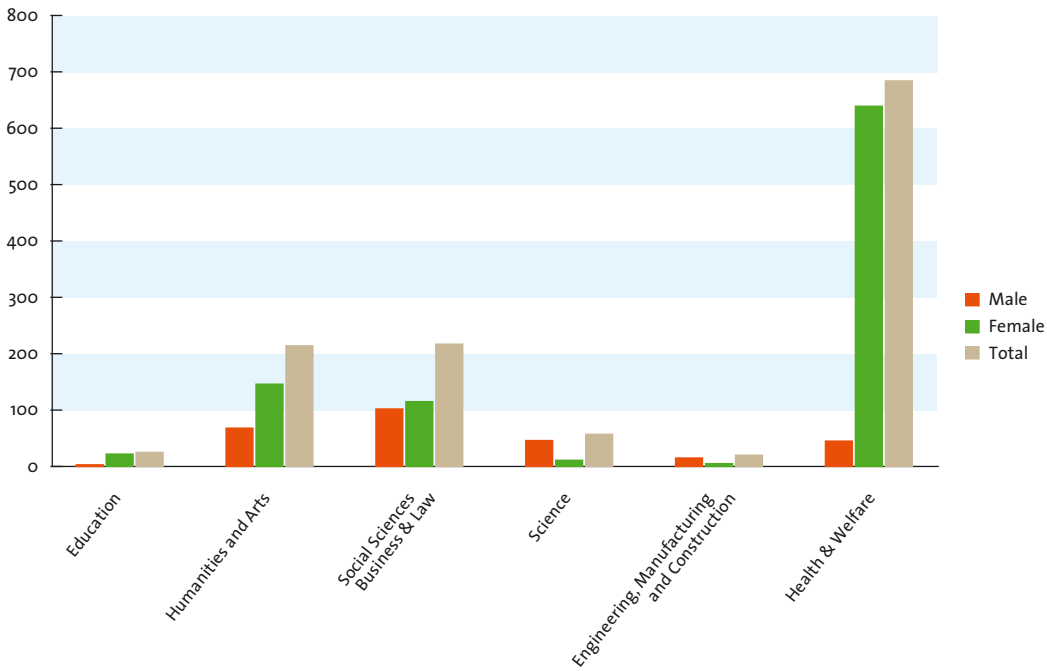


Table 5.2 **% Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Gender for Universities, Colleges of Education, NCAD & RCSI**

	M	F	T
1st Class Honours	41%	59%	100%
2nd Class Honours (Grade 1)	36%	64%	100%
2nd Class Honours (Grade 2)	40%	60%	100%
Other Honours & Unclassified	20%	80%	100%
Pass	37%	63%	100%

- **Compared to 2005 graduates males received less 1st class honours, 41% compared to 44%. However their performance at 2nd class honours (grade 1 + 2) remained constant**
- **Overall 90% of female and 88% of male graduates received an honour in 2006**

Table 5.3 **% Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Discipline for Universities, Colleges of Education, NCAD & RCSI**

Field of Study by Selected ISCED	1h1 T	2h1 T	2h2 T	Other Hons and Unclassified T	Pass T	Total T
Education	**7.5%**	**38.6%**	**34.6%**	**4.4%**	**14.8%**	**100.0%**
Humanities and Arts	**8.9%**	**39.1%**	**22.0%**	**27.4%**	**2.6%**	**100.0%**
Social Sciences Business and Law	**13.9%**	**48.5%**	**22.3%**	**13.7%**	**1.6%**	**100.0%**
Social Sciences	13.2%	44.3%	18.2%	22.1%	2.2%	100.0%
Journalism & Information	31.6%	42.1%	26.3%	0.0%	0.0%	100.0%
Business & Administration	13.5%	46.7%	26.9%	11.2%	1.7%	100.0%
Law	16.2%	64.6%	13.2%	5.7%	0.3%	100.0%
Science	**22.6%**	**38.5%**	**21.3%**	**10.7%**	**6.9%**	**100.0%**
Combined Science, Mathematics & Computing	15.9%	40.8%	20.6%	10.1%	12.7%	100.0%
Life Science	30.5%	45.8%	18.1%	5.3%	0.2%	100.0%
Physical Sciences	22.8%	35.3%	26.9%	8.2%	6.8%	100.0%
Maths and Statistics	53.6%	17.3%	13.7%	14.9%	0.6%	100.0%
Computer Science & Use	17.8%	37.3%	23.4%	16.6%	4.9%	100.0%
Engineering, Manufacturing and Construction	**24.6%**	**34.3%**	**28.7%**	**8.4%**	**4.1%**	**100.0%**
Combined Engineering	19.7%	29.7%	37.1%	12.3%	1.3%	100.0%
Mechanics and metal work	26.6%	29.8%	31.9%	0.0%	11.7%	100.0%
Electricity and energy	30.1%	29.3%	25.6%	9.3%	5.7%	100.0%
Process Engineering	22.3%	35.7%	26.1%	12.6%	3.4%	100.0%
Architecture, Town Planning & Civil Engineering	26.2%	42.9%	24.0%	3.2%	3.8%	100.0%
Agriculture	**11.8%**	**38.2%**	**36.1%**	**3.4%**	**10.5%**	**100.0%**
Agriculture (& sub-disciplines)	11.0%	38.7%	34.7%	4.6%	11.0%	100.0%
Veterinary	13.8%	36.9%	40.0%	0.0%	9.2%	100.0%
Health and Welfare	**8.7%**	**26.3%**	**18.9%**	**21.4%**	**24.8%**	**100.0%**
Combined Health & Welfare	18.2%	25.5%	20.0%	21.8%	14.5%	100.0%
Medicine & Diagnostics	3.9%	0.2%	0.0%	47.8%	48.2%	100.0%
Nursing and caring	6.5%	24.1%	28.4%	16.7%	24.3%	100.0%
Dental Studies	2.7%	0.0%	0.0%	56.2%	41.1%	100.0%
Therapy and Rehabilitation	16.9%	64.4%	18.3%	0.4%	0.0%	100.0%
Pharmacy	27.2%	56.0%	16.0%	0.8%	0.0%	100.0%
Services	26.3%	52.6%	10.5%	0.0%	10.5%	100.0%
Combined						
Total	**12.6%**	**35.5%**	**21.1%**	**15.1%**	**15.6%**	**100.0%**

Table 5.4 **Graduates 2006 by Gender, Level and Field of Study for Institutes of Technology & Dublin Institute of Technology (IoTs), Private and Other Institutions**

Field of Study by Selected ISCED	Level 6 Total		Level 7 Total		Level 8 Total		Level 9 Total		Level 10 Total	
	M	F	M	F	M	F	M	F	M	F
Education (ISC 14)	0	0	1	48	0	18	16	24	0	0
Humanities and Arts	83	279	387	890	271	850	70	112	5	3
Social sciences, business and law	992	1503	1127	1979	1554	2338	310	313	2	4
Science	493	302	807	501	799	650	138	103	13	17
Engineering, manufacturing & construction	1548	140	1894	188	1135	165	107	36	8	3
Agriculture	0	0	0	0	0	0	0	0	0	0
Health and welfare	6	27	2	49	80	859	0	4	0	0
Services	29	37	29	65	76	103	8	21	1	1
Not known or unspecified	0	0	0	0	0	0	0	0	0	0
TOTAL	3151	2288	4247	3720	3915	4983	649	613	29	28

Source: Statistics Section, Department of Education and Science

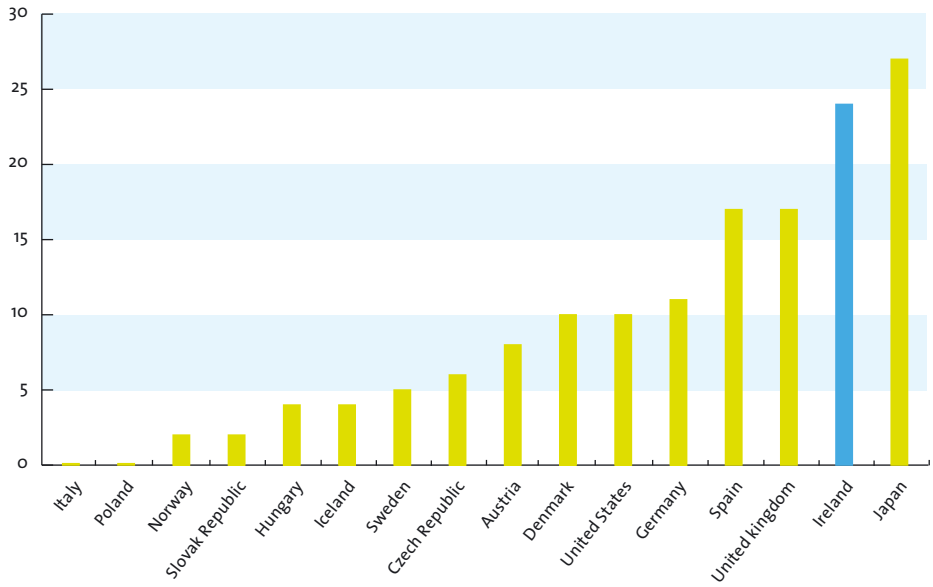
- In line with IoT enrolment trends, graduate output at Level 6 and 7 has been decreasing, while output at Level 8 is up almost 20% since 2005
- Female IoT graduates outnumber males in all fields but Science (59% male) and Engineering (90% male); overall, 51% of IoT graduates are male.
- While the overall cohort remains small, just over 50% of Level 10 graduates are in the Science field, down from almost 75% in 2005

NOTE:
Table 5.4 in the previous (05/06) edition of Higher Education: Key Facts and Figures should not be directly compared with the above; more rigorous categorisation of courses based on course content from 2006 has caused some transfer between disciplines. Overall output by level & gender remains comparable.

INTERNATIONAL PERSPECTIVE

This section contains a comparative perspective of graduate output in selected OECD countries.

Figure 5.3 **Percentage of Tertiary Type B Graduates to the Population at Typical Age of Graduation 2005 for selected OECD Countries**

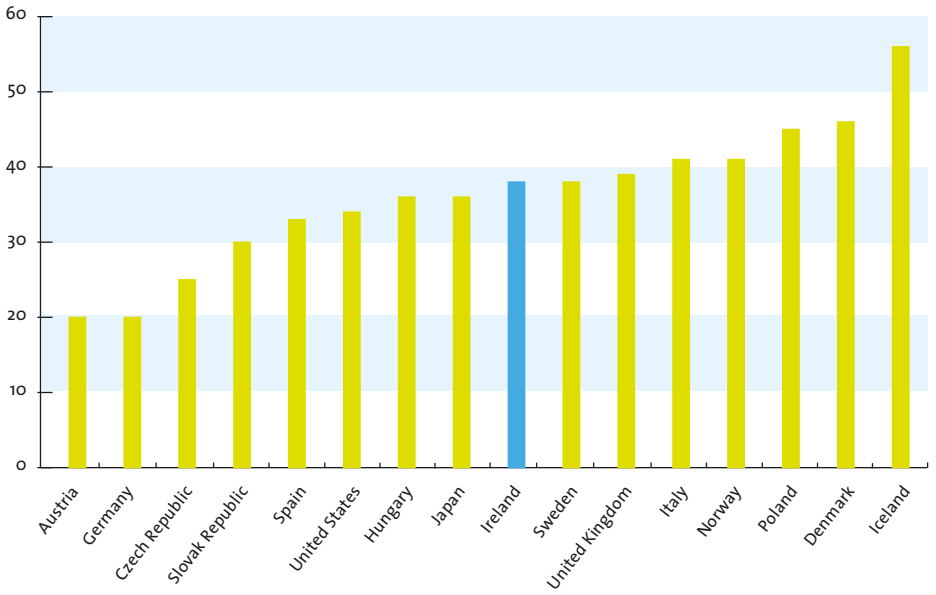


Source: Education at a Glance 2007, OECD

Tertiary Type B graduates correspond to Higher Certificate, University Certificate, Ordinary Degree and University Diploma graduates.

- **The mean for selected OECD countries is just over 9%. At 24%, graduation rates from tertiary type B programmes in Ireland are notably higher than in other selected OECD countries. While this difference is considerable, it is important to note that Tertiary Type B programmes may differ in length in different countries and in turn impact on the participation and graduation rates.**

Figure 5.4 **Percentage of Tertiary Type A Graduates to the Population at Typical Age of Graduation 2005 for selected OECD Countries**

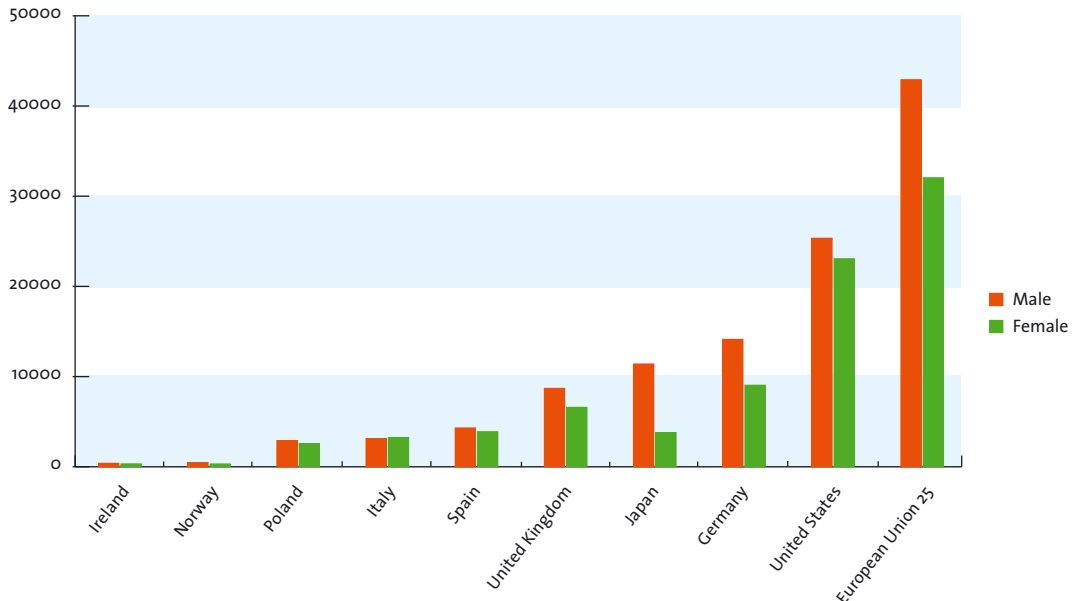


Source: Education at a Glance 2007, OECD

Tertiary Type A graduates correspond to Honours Bachelor Degree and Masters graduates.

- **Iceland produces the highest output of graduates for tertiary type A education at 56% of the population at typical age of graduation.**
- **The graduation rates of the population at the typical age of graduation in Ireland for tertiary type A education are just above the mean rate (36.1%) for the selected OECD countries.**

Figure 5.5 **Number of PhD Graduates in Selected OECD Countries by Gender 2004**



Source: EUROSTAT 2006

- **Male graduates still outnumber female graduates at this level**
- **The figures for EU twenty five show that 57% of graduates were male while 43% were female. This demonstrates that PhD graduation rates for females in Ireland (46%) rate slightly higher than the EU average**

Section 6: **STUDENT DETAILS**

KEY POINTS

Universities, Colleges of Education, NCAD & RCSI

- The number of full time enrolments is in general increasing across the age spectrum. The increasing number of mature students may partly be due to increasing numbers of graduates progressing to postgraduate level.
- The number of mature (+23) new entrants increased by 18% between 2005/2006 and 2006/2007
- NUIG remains the college with the greatest diversity of Irish students by province with 59.8% hailing from Connaught
- The number of international students enrolled on full-time programmes increased by 11% in 2006/2007
- The greatest proportion of overseas students enrolled in HEA institutions in 2006/2007 came from America North

Institutes of Technology & Dublin Institute of Technology (IoTs)

- The number of new entrants under 19 declined by 9% between 2005/2006 and 2006/2007. Whereas the number of new entrants between 19 and 21 increased by 20%
- The number of mature (+23) new entrants increased by 14%
- Only 4.6% of students attending IoTs were from outside the Republic of Ireland, in comparison to 10.4% of university *et al* enrolments
- The vast majority (69%) of these overseas students came from within the EU, though students from Asia make up the bulk (19%) of the remainder

Table 6.1 **Age Distribution of Full-Time Enrolments 06/07 for Universities, Colleges of Education, NCAD & RCSI**

AGE	2006/2007 M	F	Total	2005/2006 Total
17 and under	591	916	1,507	1,581
18	3,717	5,623	9,340	9,432
19	5,801	8,931	14,732	14,415
20	5,993	9,296	15,289	14,647
21	5,028	7,193	12,221	12,083
22	3,316	4,123	7,439	7,585
23	1,925	2,373	4,298	4,364
24	1,400	1,784	3,184	3,098
25-29	3,992	4,974	8,966	8,486
30 and over	3,115	4,152	7,267	6,757
Age Unknown	10	10	20	74
Total	**34,888**	**49,375**	**84,263**	**82,522**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

Figure 6.1 **% Age Distribution of Full-Time Enrolments 02/03 vs 06/07 for Universities, Colleges of Education, NCAD & RCSI**

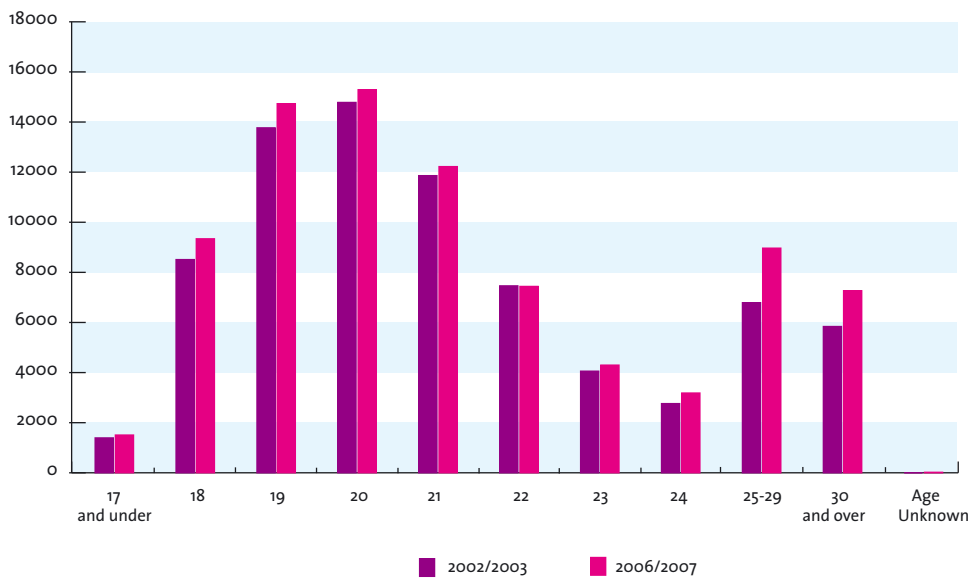


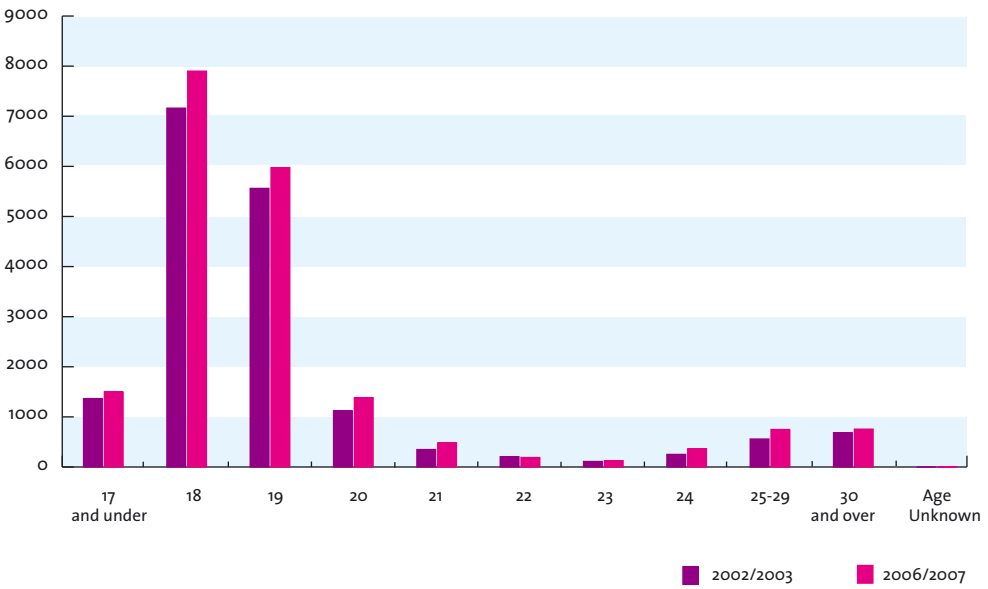
Table 6.2 **Age Distribution of Full-time Undergraduate New Entrants 06/07 for Universities, Colleges of Education, NCAD & RCSI**

	2006/2007			2005/2006
AGE	Male	Female	Total	Total
17 and under	586	911	1,497	1,577
18	3,187	4,713	7,900	7,882
19	2,483	3,492	5,975	5,504
20	554	830	1,384	1,002
21	213	269	482	258
22	81	108	189	162
23	45	80	125	101
24	161	202	363	307
25-29	338	410	748	656
30 and over	289	466	755	625
Age Unknown	0	1	1	39
Total	**7,937**	**11,482**	**19,419**	**18,113**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

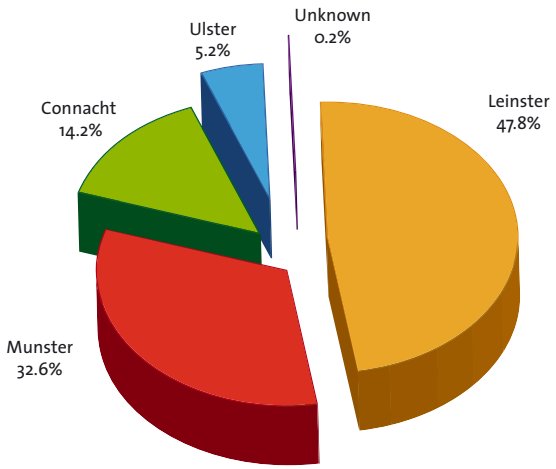
- The number of mature (23+) full-time new entrants increased from 1,689 in 2005/2006 to 1,991 in 2006/2007, an increase of 18%. However the overall proportion of full-time undergraduate new entrants that are 23+ showed a more moderate increase of 9.3% to 10.3%

Figure 6.2 **% Age Distribution of Undergraduate Full-Time New Entrants 02/03 vs. 06/07 for Universities, Colleges of Education, NCAD & RCSI**



- Since the 2002/2003 academic year the age profile of new entrants has changed. There are now slightly less 17-23 year olds and more 24 to 30+ year olds

Figure 6.3 **Domiciliary of Origin of Full-time Students in Ireland by Province for Universities, Colleges of Education, NCAD & RCSI**



*** Ulster includes all 9 counties.**

Table 6.3 **Full-Time Undergraduate Enrolments by Origin and College of Study: Irish Domiciled Students for Universities, Colleges of Education, NCAD & RCSI**

Province	UCD	UCC	NUIG	TCD	NUIM	DCU	SPD	UL	NCAD	MIC	RCSI	MDEI
Connaught	6.4	1.8	59.8	6.5	8.0	6.5	13.2	11.3	7.4	14.2	13.6	13.2
Leinster	78.3	7.2	15.9	77.5	79.7	80.5	66.6	16.2	77.3	6.0	63.5	69.1
Munster	8.9	90.7	16.3	8.3	4.4	6.2	5.5	71.0	8.2	79.6	17.7	9.0
Ulster	6.0	0.3	7.7	7.7	7.9	6.8	12.5	1.5	6.9	0.3	5.2	8.7
Unspecified	0.4	0	0.3	0	0	0	2.2	0	0	0	0	0
Total	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**	**100**

- The proportion of Irish domiciled students from Dublin increased in all institutions. In particular in DCU where 69.1% of Irish domiciled students were from Dublin in 2005/2006 compared to 80.5% in 2006/2007

- The proportion of students from Munster studying at UCC increased from 82.6% in 2005/2006 to 90.7% in 2006/2007

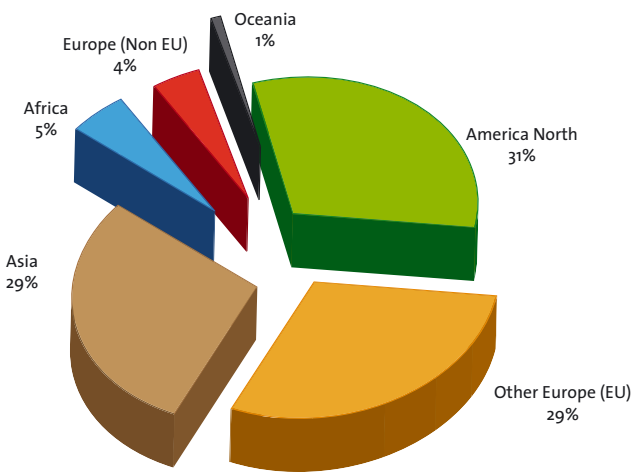
Table 6.4 Domiciliary Origin of all Full-time Enrolments 06/07 for Universities, Colleges of Education, NCAD & RCSI

Country of Origin	M	F	Total 06/07	Total 05/06
Ireland	30,548	44,227	74,775	73,960
Other Europe (EU)	1,260	1,494	2,754	2,550
Europe (Non EU)	153	197	350	334
Africa	275	165	440	452
America North	1,069	1,845	2,914	2,420
America South	25	16	41	32
Asia	1,450	1,325	2,775	2,627
Oceania	36	30	66	65
Unknown	27	46	73	58
Other	45	30	75	24
Total	**34,888**	**49,375**	**84,263**	**82,522**

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

88.7% of full-time students are Irish. This number has declined from 90.0% in 2002/2003.

Figure 6.4 Non-Irish Domiciled Students by Region of Domicile, 06/07 for Universities, Colleges of Education, NCAD & RCSI



Total = 9,488

- **The proportion of students from North America increased to 31% in 2006/2007 from 28% in 2005/2006**
- **The greatest proportion of overseas students enrolled in universities *et al* on full-time courses in 2006/2007 were from North America (31%). In 2005/2006 the majority of international students in universities *et al* were from Asia (31%)**

Table 6.5 **Age Distribution of Full-Time Enrolments 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

AGE	2006/2007 Total	2005/2006 Total
17 and under	1,363	1,564
18	6,845	7,449
19	10,263	10,263
20	9,695	9,563
21	7,879	8,008
22	5,233	5,185
23	2,761	2,813
24	1,777	1,682
25-29	3,781	3,394
30 and over	3,290	2,921
Total	52,887	52,842

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

- The data shows that the number of 17-18 year olds in the system is in decline. Overall the number declined by 9% between 2005/2006 and 2006/2007 and the proportion of 17-18 year olds of full-time enrolments declined from 17.6% to 15.5% in the same time period
- The number of 22-30+ students increased however by 5%. This may in part be due to the increasing numbers studying at postgraduate level

Figure 6.5 **% Age Distribution of Full-Time Enrolments 02/03 vs 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

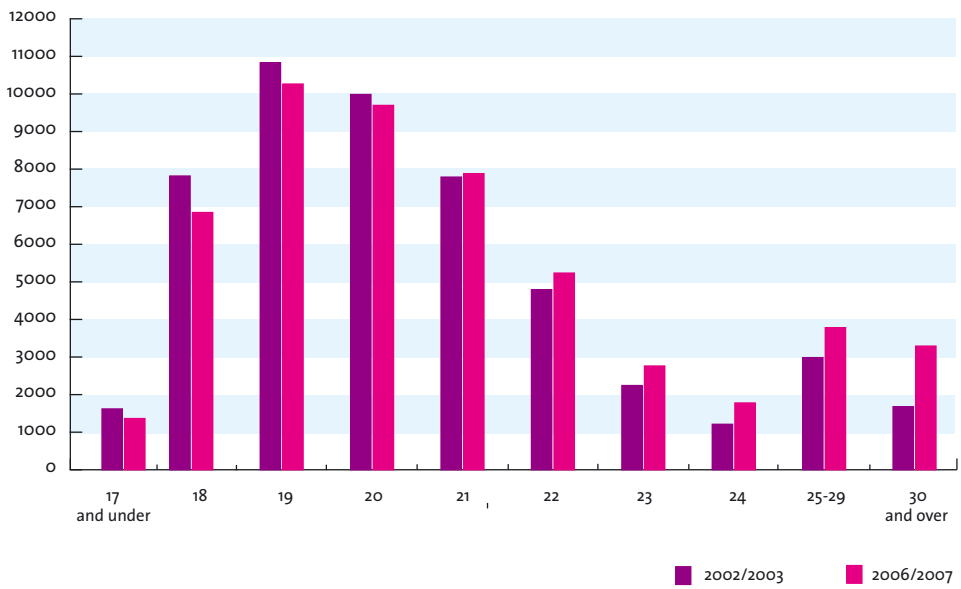


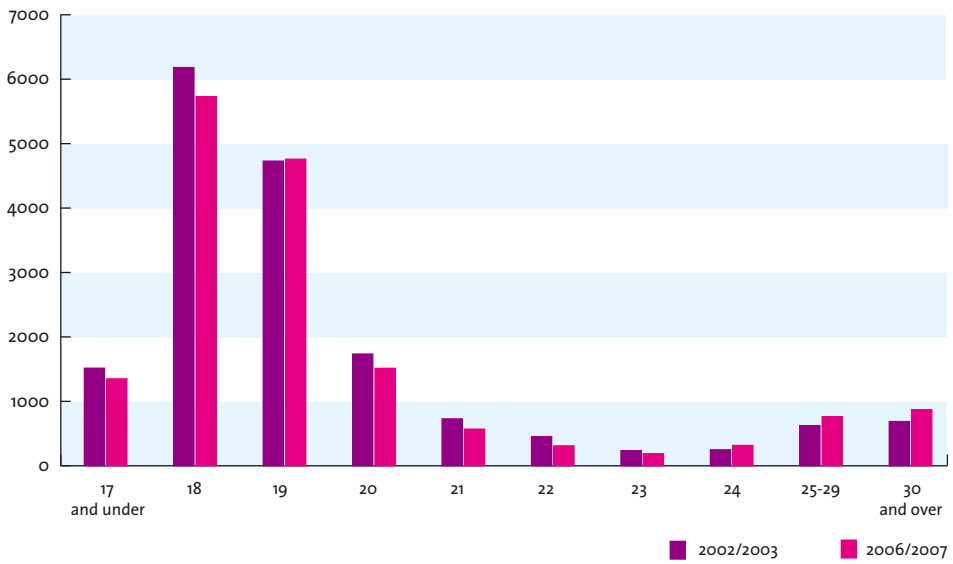
Table 6.6 **Age distribution of Full-time Undergraduate New Entrants 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**

AGE	2006/2007 Male	Female	Total	2005/2006 Total
17 and under	697	652	1,349	1,551
18	3,098	2,630	5,728	6,206
19	2,548	2,210	4,758	4,586
20	766	746	1,512	1,383
21	294	274	568	559
22	163	146	309	347
23	109	78	187	238
24	163	152	315	290
25-29	396	365	761	592
30 and over	378	493	871	750
TOTALS	8,612	7,746	16,358	16,502

Red cells indicate a decline in enrolments from the previous year while green indicates an increase.

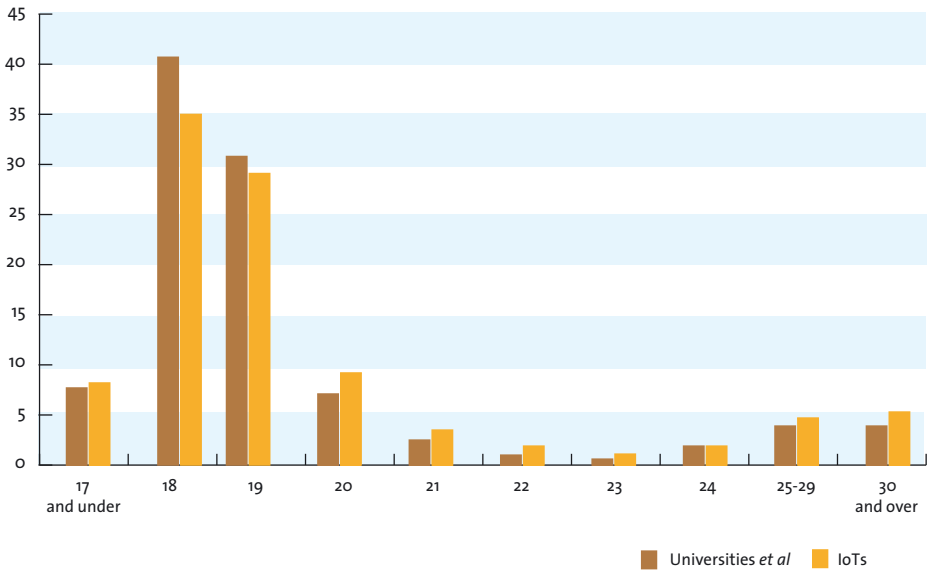
- The proportion of full-time undergraduate new entrants aged 17-19 was 43% in 2006/2007 down from 47% the previous year. Whereas the number of new entrants between 19 and 21 increased from 40% in 2005/2006 to 42% in 2006/2007
- The proportion of mature (23+) full-time undergraduate new entrants increased from 11% in 2005/2006 to 13% in 2006/2007

Figure 6.6 **% Age Distribution of Undergraduate Full-Time New Entrants 02/03 vs. 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)**



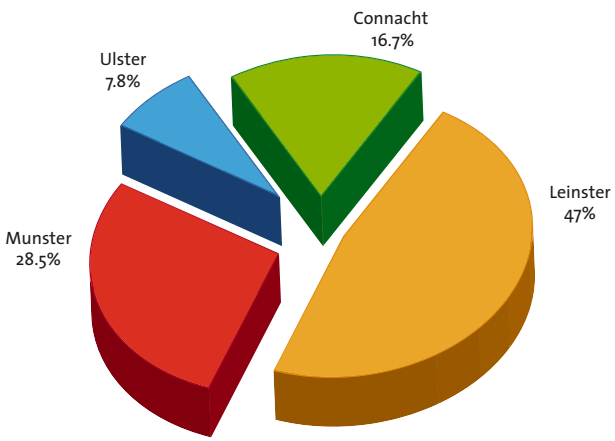
- The data shows that the number of undergraduate full-time new entrants under 19 declined in between 2002/2003 and 2006/2007 while the number of mature 23+ new entrants increased in the same timeframe

Figure 6.7 **% Age Distribution of Undergraduate Full-Time New Entrants: Institutes of Technology & Dublin Institute of Technology (IoTs) vs. Universities, Colleges of Education, NCAD & RCSI**



- The age profile of new entrants to both sectors is broadly similar, though the HEA institutions have a higher proportion of younger new entrants (students aged 18 & 19)

Figure 6.8 **Domiciliary of Origin of Full-time Students in Ireland by Province for Institutes of Technology & Dublin Institute of Technology (IoTs)**

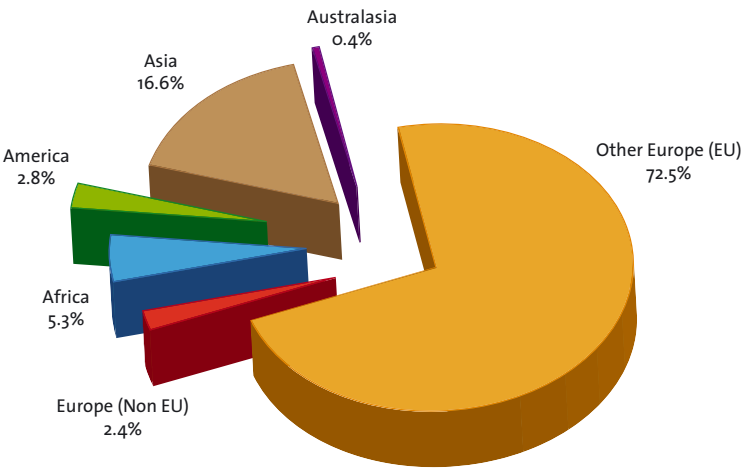


* Ulster includes all 9 counties.

Table 6.7 Domiciliary Origin of all Full-time Enrolments 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)

Country of Origin	M	F	Total 06/07
Ireland	26,022	24,419	50,441
Other Europe (EU)	864	901	1,765
Europe (Non EU)	20	38	58
Africa	71	59	130
America	32	37	69
Asia	235	168	403
Australasia	2	7	9
Unknown	8	4	12
Total	27,254	25,633	52,887

Figure 6.9 Non-Irish Domiciled Students by Region of Domicile 06/07 for Institutes of Technology & Dublin Institute of Technology (IoTs)



Total = 2,446 Students

- **Only 4.6% of students attending IoTs were from outside the Republic of Ireland, in comparison to 7.9% of university *et al* enrolments**
- **The vast majority (72.5%) of these overseas students came from within the EU, though students from Asia make up the bulk (16.6%) of the remainder**

Section 7/ **FURTHER EDUCATION AND TRAINING**

This section provides an introduction to the supply of skills emerging from further education and training via the Institutes of Technology. The Institutes provide the education element of a number of Fáilte Ireland and FÁS apprenticeships. Since the Institutes of Technology Act, 2006, designated the Institutes of Technology under the 1971 Higher Education Authority Act, the HEA will collect & publish annual statistical returns from the Institutes of Technology with effect from the 2007/08 academic year [1]. This section provides an introduction to apprenticeship provision in the Institutes of Technology, in advance of the first HEA data collection that directly includes apprenticeship data.

There are three bodies associated with Institute of Technology provision of apprenticeships, in addition to the HEA's funding & reporting role:

- *The Further Education and Training Awards Council* is the national awarding body for further education and training in Ireland.
- *FÁS* has statutory responsibility for the regulation of craft apprenticeships. Completing a FÁS Apprenticeship is the recognised means by which people are trained to become craftspeople in Ireland.
- *Fáilte Ireland* is the state's tourism development authority and among other roles provides training and training support for those wishing to be employed in the tourism industry.

FÁS Apprenticeships [2]

Pre-specified standards for each craft are determined and agreed by FÁS and industry and are used to build the curriculum for each apprenticeship programme. Apprenticeships are aimed at developing the skills of the apprentice to meet the needs and demands of industry and the labour market. The minimum entry standard for apprenticeship recruitment is the Junior Certificate, but FÁS estimates that about 63% of registered apprentices hold a Leaving Certificate qualification. The awards discussed in this subsection are placed, as a set, at level 6 in the National Framework of Qualifications* (there are level 7 outcomes associated with awards in the set).

Programmes combine workplace, classroom and laboratory learning and are educational and training programmes for employed people. The Institutes of Technology (plus two colleges of further education) are providers for the Off-the-Job Phases 4 and 6 of the programme.

FÁS undertook a complete review of apprentice curricula during the last 5 years. The new curricula are now being introduced in all trades on a phased basis, and will ensure that apprentices are fully prepared for modern technologies. In 2007, the Department of Education and Science funded a total upgrade of apprentice workshops and laboratories in Institutes of Technology in preparation for the new curriculum.

It is FÁS policy to increase the number of trade specialisations where this is required by industry. In 2007 new trades of Electronic Security Systems Installer and of Industrial Insulator were introduced following consultation with the appropriate industries.

Registration of apprentices takes place continuously over the year. Employers who wish

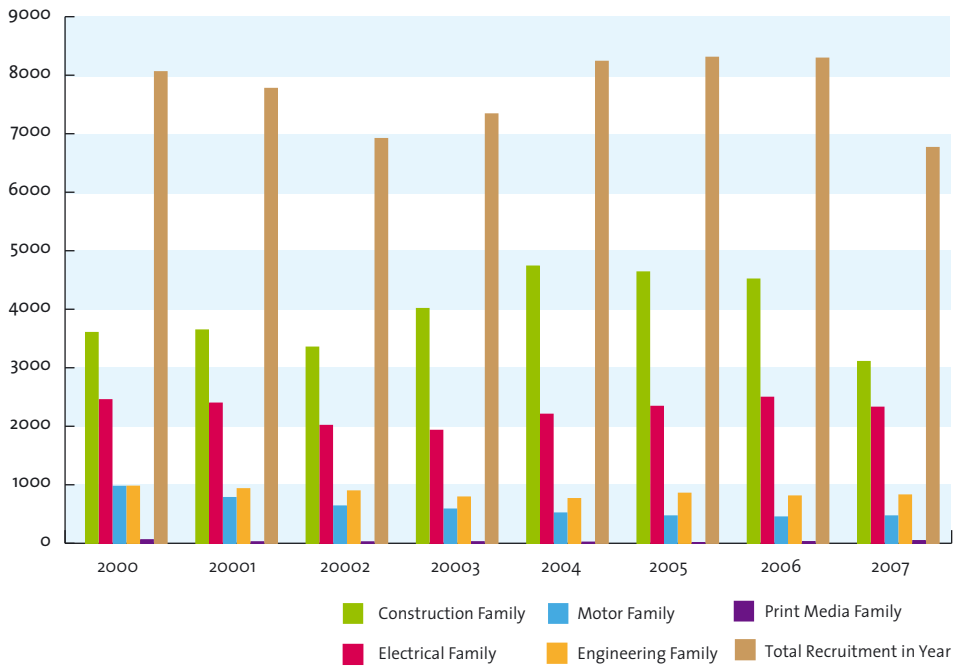
to recruit an apprentice must seek FÁS approval and the apprenticeship commences on registration of that apprentice with FAS by the employer.

Apprentices are released by employers to attend Institutes of Technology for Phases 4 and 6 of their apprenticeship. These releases normally take place in the apprentice's second and third year of apprenticeship. The Institutes (and two Colleges of Further Education) provided 11,336 places on these courses in 2007.

On successful completion of an apprenticeship, a FETAC Level 6 advanced certificate is awarded; this is recognised nationally as the requirement for craftsperson status and has international status.

The largest absolute increase in employment was in craft related occupations for the 1998 to 2007 period, demonstrating their importance to the economy [3] .

Fig 7.1 **Apprenticeship Annual Recruitment by FAS Trade Family**



Source: Skills Initiative Unit analysis of FÁS Recruitment figures

- There was an increase in total recruitment from 1,857 apprentices in 1995 to 8,290 in 2006 reflecting the strong growth in the construction sector over that time period. It is clear also from the above graph that total recruitment is sensitive to the economic climate from year to year, as the recruitment needs of employers changed due to the slowdowns in construction in 2001/2 and 2007.
- While there was little change in total apprenticeship recruitments between 2004, 2005 and 2006 there was an 18% decline between 2006 and 2007, which corresponds to 1527 fewer registrations.
- The Construction Family of apprenticeships cover the many individual trades associated with the construction industry and they show the largest decreases in the 06-07 period at 31% or 1409 apprentices less.

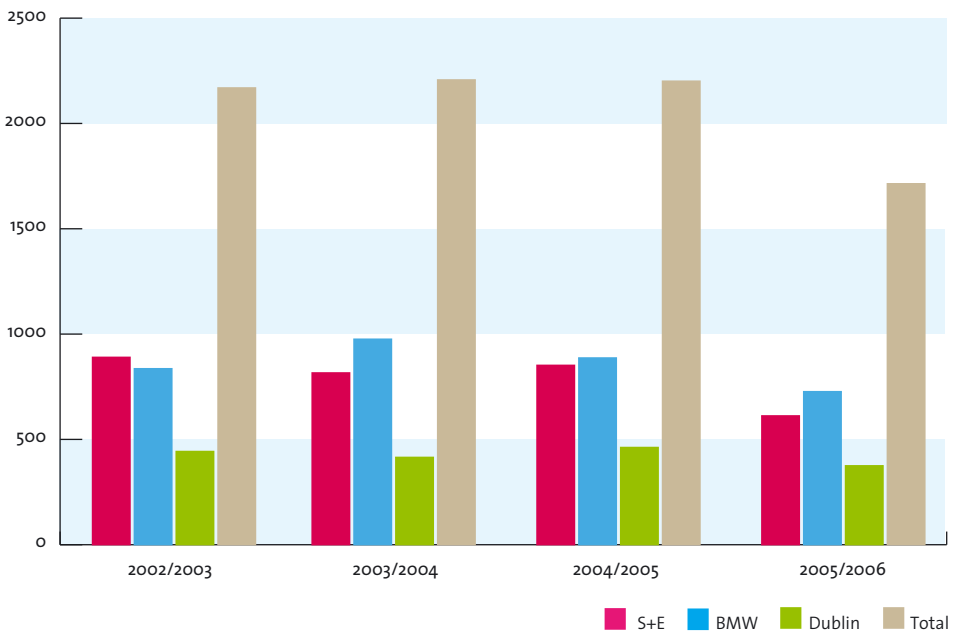
- No shortages are expected in the construction oc cupations as the demand for construction craft personnel will decline as residential activity slows.
- The Electrical Family of trades has shown substantial growth and has maintained recruitment at historically high levels through 2006 and 2007, although there is a softening of recruitment in the latter half of 2007.
- Recruitment into the Engineering Family of trades has stabilised since 2005. Within this family, Fitting apprentice registrations have shown a 19% increase between 2006 and 2007 to 203 recruits. On the other hand the precision manufacturing trade of tool making has reduced from registrations in excess of 100 per annum between 1996 and 2001 to a low of 15 registrations in 2007.
- The Motor Family of trades after a decline in the first half of the decade shows minimal change across the period 2005 to 2007
- The Printing and Paper trades declined as technology changed, but introduction of a new curriculum has resulted in a substantial increase during 2007.

Fáilte Ireland Courses

Fáilte Ireland courses are designed to develop skills in areas such as tourism, hospitality, bar & restaurant operation and professional cookery.

Qualifications obtained through craft programmes are awarded by the Further Education and Training Awards Council (FETAC) and are at the levels FETAC level 5 Certificate or FETAC Level 6 Advanced Certificate. Fáilte Ireland professional craft courses are delivered by the Institutes of Technology and are not points related. However education to Leaving Certificate standard is desirable. Courses combine periods in college with periods in industry designed to provide on the job experience. Graduates of these programmes are qualified to obtained employment in their area of award or can progress to further qualifications with Fáilte Ireland.

Fig 7.2 Trends in Students Numbers Registered on Fáilte Ireland Courses



- Over the academic years 2002/03 to 2004/05 the numbers of students registered on Fáilte Ireland courses has remained relatively steady. However there was a 22% decrease in student numbers between the academic years 2004/05 and 2005/06, which corresponds to 487 fewer students registered.
- While registrations in all regions decline between 2004/05 and 2005/06 the South and East region showed the highest decline in student numbers with a 28% reduction. The Border, Midlands and West region and the Dublin region both showed an 18% reduction.

1 *This report and the 2005/06 edition of this report presented data on the Institutes of Technology collected by the Dept. of Education & Science's Statistics Unit, in advance of this data being submitted directly to the HEA.*
2 *The data in this section was supplied by the DES Skills Initiative Unit, based on FÁS recruitment figures.*
3 *FAS (2007) Irish Labour Market Review 2007*
4 *FAS / Expert Group on Future Skills Needs (2007) National Skills Bulletin 2007*

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