

## Human Capital Investment Operational Programme (2007- 2013)

### Progress Report Template

**FOR THE REPORTING PERIOD:** January to December 2011

**PRIORITY:** No. 1 – INCREASING ACTIVATION OF THE LABOUR MARKET

**ACTIVITY NAME:** Undergraduate Skills

**ESF No.: 1.4**

#### 1. Activity description

The Undergraduate Skills Programme's objective is to enhance the quality of labour supply through continued investment in education and training. The measure meets the recurrent costs of the additional third level places being provided to meet the skills shortages as identified by the various reports of the Expert Group on Future Skills Needs (EGFSN) and the joint education/industry Task Force on the Supply of Technicians. The Measure therefore is particularly targeted at increasing the supply of graduates in the Information and Communications Technology area (ICT) and the Chemical and Biological Sciences area.

#### 2. Significant Changes in the Operating Environment

##### Socioeconomic Trends

2011 continued to be particularly difficult for Ireland and the country faces many challenges in bringing about a return to economic prosperity. The last year saw a slight increase in unemployment and, while still remaining high, the increase at 0.4% was at a much lesser rate than in recent years. The following table shows seasonally total adjusted standardised unemployment rates in 2006-2011:

|                | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|----------------|------|------|------|------|------|------|
| Annual Average | 4.4  | 4.6  | 6.3  | 11.8 | 13.3 | 14.2 |

Lack of employment openings has also seen an increase in unemployment among school leavers. The result of this has been an overall increase in enrolments in Third Level Institutions. Between 2008 and end 2011, all full time enrolments at third level institutions increased by c. 11%. This is in the context of reduced Exchequer funding at third level and required reductions in staffing - staff numbers will have decreased by c. 8% over the same period. Acceptances on to computing courses (through the Central Applications Office) increased from 5.9% of all acceptances in 2010 to 6.5% of all acceptances in 2011.

##### Higher Education Enrolments, New Entrants and Graduates

The relevant academic year for this progress report 2011 is the 2010/11 academic year, as the students reported on were in place at 1 March 2011.

The HEA Report, Higher Education Key Facts and Figures 2010/11 gives detailed information on student numbers – both overall and new entrant enrolments. This report is available on the HEA website [www.heai.ie](http://www.heai.ie).

### Enrolment Figures

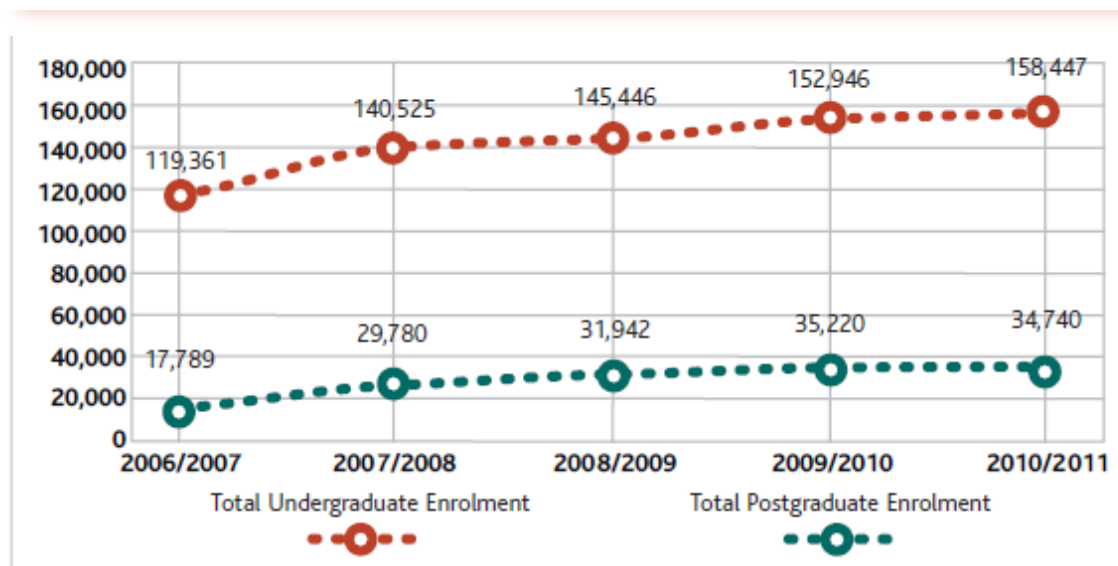
Overall full-time (undergraduate and postgraduate) enrolments in the higher education sector stand at c.161,000 and this increased by 3% from 2009/10 to 2010/11. Full-time undergraduates increased by 3.9%.

In relation to **Universities**, overall enrolments numbering 114,807 students (full and part-time) increased by 1.7% from 2009/10 to 2010/11 compared to a 4.6% increase the previous year. The increase from 2006/07 to 2010/11 was 14%. In the five year period 2006/07 to 2010/11 undergraduate enrolments have increased by 11.6%.

In relation to **Institutes of Technology**, overall enrolments numbering 78,380 students (full and part-time) increased by 4.1% from 2009/10 to 2010/11 compared to an 8.3% increase the previous year. The increase from 2006/07 to 2010/11 was 48%. In the five year period 2006/07 to 2010/11 undergraduate enrolments have increased by 42%.

Full-time undergraduates are made up of 49.1% male and 50.9% female.

Detailed tables on Enrolment Figures are given in **Appendix 1** and in the table below.



\*No Part-Time enrolments figures were collected for the Institute of Technology Sector for 2006/2007 due to the transfer of responsibility from the Department of Education and Skills to the Higher Education Authority.

### New Entrant Figures

New entrants are defined as students entering third level for the first time. Generally only new entrants to full-time undergraduate courses are included. New entrants continued to increase in 2010/11, following on from significant increases in previous years.

The following tables show the full time undergraduate new entrant enrolments at 22,030 in the **Universities**, an increase of almost 1% on the 2009/10 figures and 18,719 in the **Institutes of Technology**, a decrease of 1% on the 2009/10 figures.

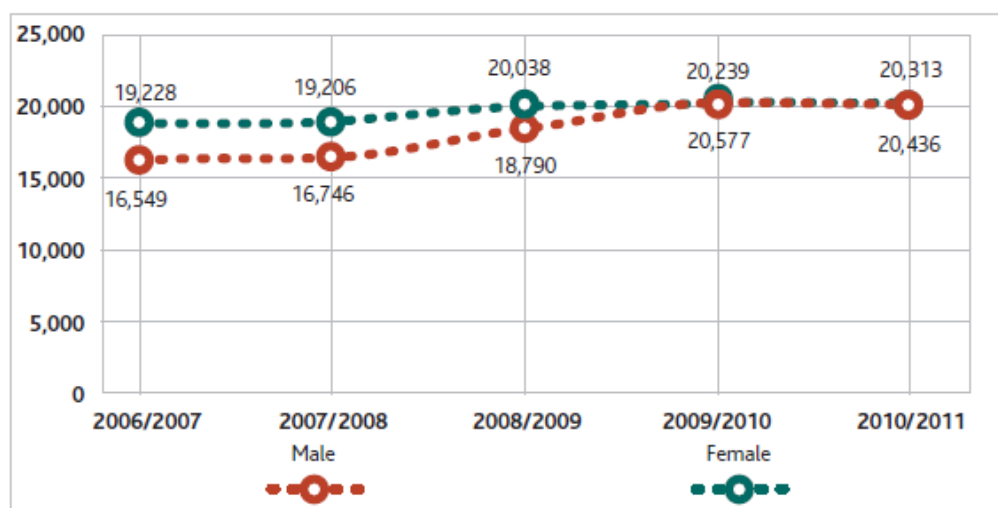
Full-time undergraduate New Entrants for the **Universities** broken down by gender are given in the table below:

|        | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | % Change<br>09/10 - 10/11 |
|--------|-----------|-----------|-----------|-----------|-----------|---------------------------|
| Male   | 7,937     | 8,231     | 9,083     | 9,741     | 9,808     | 0.7%                      |
| Female | 11,482    | 12,118    | 12,645    | 12,165    | 12,222    | 0.5%                      |
| Total  | 19,419    | 20,349    | 21,728    | 21,906    | 22,030    | 0.6%                      |

Full-time undergraduate New Entrants for the **Institutes of Technology** broken down by gender are given in the table below:

|        | 2006/2007 | 2007/2008 | 2008/2009 | 2009/2010 | 2010/2011 | % Change<br>09/10 - 10/11 |
|--------|-----------|-----------|-----------|-----------|-----------|---------------------------|
| Male   | 8,612     | 8,515     | 9,707     | 10,836    | 10,628    | -1.9%                     |
| Female | 7,746     | 7,088     | 7,393     | 8,074     | 8,091     | 0.2%                      |
| Total  | 16,358    | 15,603    | 17,100    | 18,910    | 18,719    | -1.0%                     |

Full-time undergraduate New Entrants for both the **Universities** and the **Institutes of Technology** broken down by gender are given in the table below:



Detailed tables on New Entrant Figures are given in **Appendix 2**.

## Graduates

Undergraduate output in the **Universities** increased by 4.4% to 40,101 graduates between 2009/10 and 2010/11.

Undergraduate output in the **Institutes of Technology** increased by 4.4% to 19,074 graduates in the same period.

Tables on Graduate Figures are given in **Appendix 3**.

### HEA Report on Progression

A HEA study on the issue of early college leaving found that 85% of students progress from first year to second year and that the Irish higher education system compares favourably with other countries in terms of student progression and course completion. The report, “A Study of Progression in Higher Education” analyses rates of progression of undergraduate higher education students between the academic years 2007/08 and 2008/09.

Prior educational attainment is closely associated with successful progression through higher education. In terms of individual subjects, Leaving Certificate Mathematics appears to be most strongly linked to successful progression. Attainment in Leaving Certificate English is also a strong indicator. Prior educational attainment outweighs all other factors, including social class, gender and choice of education institution, when determining how likely it is that a student will complete their certificate or degree.

The report is available on the HEA website.

### Information and Communication Technology

Following on significant decreases in enrolments on ICT courses during the period 2001 – 2005, there were modest increases in enrolments in the years 2006 and 2007 with further increases in 2008, 2009, 2010 and 2011.

Further information on full-time enrolments by field of study (including computer science) is given in **Appendix 1**. The number of full-time enrolments on “Computer Science and Use” has increased to 7,037 in 2010/11 from 6,502 in 2009/10 in HEA-funded institutions. A table showing all undergraduate enrolments by field of study for all HEA funded institutions is given below.

Progress Report for the HCI-OP 2007-2013

| Field of Study by Selected ISCED                | Undergraduate |                            |                 |               | Postgraduate            |                            |                |                  |                | Grand Total 10/11 |
|---|---------------|----------------------------|-----------------|---------------|-------------------------|----------------------------|----------------|------------------|----------------|-------------------|
|   | Occasional    | Cert/ Higher Cert/ Diploma | Ordinary Degree | Hons Bachelor | Postgraduate Occasional | Postgraduate Cert/ Diploma | Masters Taught | Masters Research | PhD (Level 10) |                   |
| General Programmes                              | 364           | 45                         | 0               | 262           | 2                       | 0                          | 28             | 11               | 12             | 724               |
| Education                                       | 0             | 0                          | 32              | 5,270         | 4                       | 1735                       | 232            | 39               | 176            | 7488              |
| Humanities and Arts                             | 984           | 201                        | 1,568           | 22,879        | 26                      | 169                        | 1842           | 244              | 1312           | 29225             |
| Social Sciences, Business and Law               | 281           | 2,101                      | 5,092           | 27,022        | 55                      | 644                        | 4194           | 164              | 1173           | 40726             |
| Combined Social Sciences, Business and Law      | 119           | 59                         | 310             | 7,222         | 26                      | 198                        | 1110           | 60               | 654            | 9758              |
| Journalism and Information                      | 0             | 3                          | 0               | 320           | 0                       | 16                         | 158            | 0                | 5              | 502               |
| Business and Administration                     | 152           | 1952                       | 4,759           | 16,280        | 29                      | 375                        | 2397           | 89               | 275            | 26308             |
| Law   | 10            | 87                         | 23              | 3,200         | 0                       | 55                         | 529            | 15               | 239            | 4158              |
| Science   | 144           | 982                        | 3,471           | 16,442        | 1                       | 318                        | 1102           | 494              | 2530           | 25484             |
| Combined Science, Mathematics & Computing       | 106           | 0                          | 10              | 3,158         | 1                       | 0                          | 33             | 29               | 277            | 3614              |
| Life Sciences                                   | 16            | 200                        | 1,115           | 5,532         | 0                       | 21                         | 246            | 193              | 788            | 8111              |
| Physical Sciences                               | 0             | 148                        | 300             | 2,527         | 0                       | 20                         | 57             | 155              | 885            | 4092              |
| Mathematics and Statistics                      | 3             | 6                          | 1               | 880           | 0                       | 124                        | 56             | 24               | 152            | 1246              |
| Computer Science & Use                          | 19            | 628                        | 2,045           | 4,345         | 0                       | 153                        | 710            | 93               | 428            | 8421              |
| Engineering, Manufacturing & Construction       | 24            | 1,095                      | 6,487           | 10,726        | 3                       | 45                         | 717            | 276              | 1032           | 20405             |
| Combined Engineering                            | 8             | 79                         | 340             | 2,143         | 3                       | 2                          | 108            | 66               | 493            | 3242              |
| Mechanics and Metal work                        | 0             | 307                        | 1250            | 1052          | 0                       | 0                          | 3              | 43               | 33             | 2688              |
| Electricity and Energy                          | 4             | 316                        | 2016            | 1293          | 0                       | 14                         | 218            | 52               | 227            | 4140              |
| Chemical and Process Engineering                | 12            | 150                        | 600             | 1,460         | 0                       | 28                         | 221            | 52               | 95             | 2618              |
| Architecture, Town Planning & Civil Engineering | 0             | 243                        | 2,281           | 4,778         | 0                       | 1                          | 167            | 63               | 184            | 7717              |
| Agriculture and Veterinary                      | 0             | 318                        | 813             | 1,630         | 0                       | 2                          | 63             | 43               | 169            | 3038              |
| Agriculture (& sub-disciplines)                 | 0             | 318                        | 585             | 1066          | 0                       | 2                          | 63             | 42               | 161            | 2237              |
| Veterinary                                      | 0             | 0                          | 228             | 564           | 0                       | 0                          | 0              | 1                | 8              | 801               |
| Health and Welfare                              | 2             | 806                        | 2,096           | 20,481        | 29                      | 702                        | 849            | 157              | 1044           | 26166             |
| Combined Health and Welfare                     | 0             | 3                          | 0               | 359           | 0                       | 1                          | 48             | 0                | 134            | 545               |
| Medicine and Diagnostics                        | 0             | 91                         | 142             | 6,273         | 7                       | 107                        | 223            | 126              | 664            | 7633              |
| Nursing and Caring                              | 2             | 98                         | 128             | 6,931         | 16                      | 491                        | 35             | 5                | 63             | 7769              |
| Dental Studies                                  | 0             | 145                        | 0               | 426           | 6                       | 0                          | 7              | 1                | 33             | 618               |
| Therapy, Rehabilitation and Counselling         | 0             | 333                        | 1,772           | 5,685         | 0                       | 103                        | 522            | 21               | 83             | 8519              |
| Pharmacy  | 0             | 136                        | 54              | 807           | 0                       | 0                          | 14             | 4                | 67             | 1082              |
| Services  | 14            | 1057                       | 3685            | 2206          | 0                       | 5                          | 143            | 29               | 63             | 7202              |
| Combined  | 512           | 0                          | 0               | 0             | 0                       | 0                          | 1              | 0                | 1              | 514               |
| Totals  | 2,325         | 6,605                      | 23,244          | 106,918       | 120                     | 3,620                      | 9,171          | 1,457            | 7,512          | 160,972           |

### 3. Commentary on Activity-related progress

#### EGFSN Report on ICT Skills

The EGFSN report on Future Requirement for High-Level ICT Skills in the ICT Sector (summary Appendix A) was launched in June 2008 and remains the main report and background for setting the ICT graduate shortage in context. It finds that in any future scenario Ireland is facing a skills shortage of computing graduates unless enrolments can be restored to 2001 levels. Work on implementing the recommendations outlined in the report is ongoing.

The vacation computing camps for school students continued to be active in 2011.

In 2008 the HEA set aside €300,000 for the ICT Skills Initiatives fund for a major promotional campaign to take place in 2009. A portion of funds set aside in 2008 for ICT Skills Initiative was used in 2011 for institutional participation in the computing camp promotional campaign.

In 2011 16 institutions participated in the programme (an increase from 11 in 2010). Initial forecasts had estimated that in the region of 400 students would enrol. In fact in excess of 1,000 students participated in the programme. Institutions who had participated last year found that the feedback from schools was so positive that in many cases the demand for places exceeded the supply. Some computing departments have already had enquiries from schools about the programme for 2012. Some of the institutions are already seeing students enrolled who have previously attended vacation camps.

A copy of the NUIM summer camp advertisement is shown at **Appendix 6**, and a newspaper article is given in **Appendix 7**.

#### Enrolment Statistics

The area of Science, Engineering, Manufacturing and Construction together comprise 13.2% of full-time undergraduate enrolments in HEA-funded institutions.

As a result of the various promotion programmes for ICT now been undertaken by institutions using HEA support funds we are hopeful of further increases in the coming years.

Provisional Data on New Entrants for 2011/12 is available and detailed tables are given in **Appendix 4**.

#### ICT Action Plan (end 2011 and 2012)

In early 2011, a range of high-level ICT skills recruitment difficulties were raised through the work of the Expert Group on Future Skills Needs. Consultations were held with a range of foreign and indigenous companies. Companies indicated that current and medium term recruitment difficulties mainly related to ICT honours degree and above. In response to these findings a working group led by the Department of Education and Skills and including HEA and Forfas set in train a process to identify more precisely what the high level skills needs were and to develop short, medium and

longer term responses to meetings those needs. In May 2011, the HEA hosted an ICT Skills Summit bringing together representatives from higher education institutions to consider practical ways to address skills gaps and realise the significant emerging employment opportunities. This led to the development of an ICT Action Plan.

The undergraduate skills programme continues to play an important role in meeting the identified skills gap.

The HEA ICT Action Plan is available at [http://www.heai.ie/files/ICT\\_AP.pdf](http://www.heai.ie/files/ICT_AP.pdf)

#### 4. Progress in relation to physical performance indicators and targets

##### Universities – Additional Student Numbers (Increases)

| PERFORMANCE INDICATORS:  |        |  |        |       |                                |        |       |
|--|--------|--|--------|-------|--------------------------------|--------|-------|
| Annual and Cumulative Indicators   |        |  |        |       |                                |        |       |
| A. OUTPUT  |        |  |        |       |                                |        |       |
|  | Region | Current period/Year:<br>(e.g.) Jan. – Dec. 2011<br>as applicable |        |       | Cumulative totals<br>2007-2011 |        |       |
|  |        | Male   | Female | Total | Male                           | Female | Total |
| 1. The number of additional students enrolled on the key courses identified such as ITC, Engineering and Science | BMW    | 476  | 200    | 676   |                                |        |       |
|  | SAE    | 2,048  | 899    | 2,947 |                                |        |       |
|  | NAT    | 2,524  | 1,099  | 3,623 |                                |        |       |
| B. RESULT  |        |  |        |       |                                |        |       |
|  | Region | Male   | Female | Total | Male                           | Female | Total |
| 1. The number of additional graduates of key courses identified such as ITC, Engineering and Science             | BMW    | 50   | 42     | 92    |                                |        |       |
|  | SAE    | 336  | 189    | 525   |                                |        |       |
|  | NAT    | 386  | 231    | 617   |                                |        |       |
| C. IMPACT  |        |  |        |       |                                |        |       |
|  | Region | Male   | Female | Total | Male                           | Female | Total |
| 1. The number of additional graduates of key courses who progress into Employment or further education           | BMW    | 43   | 38     | 81    |                                |        |       |
|  | SAE    | 296  | 166    | 462   |                                |        |       |
|  | NAT    | 339  | 204    | 543   |                                |        |       |

**Institutes of Technology – Additional Student Numbers (Increases)**

| <b>PERFORMANCE INDICATORS:</b>   |               |   |               |              |  |               |              |
|--|---------------|---|---------------|--------------|--|---------------|--------------|
| <b>Annual and Cumulative Indicators</b>  |               |   |               |              |  |               |              |
| <b>A. OUTPUT</b>   |               |   |               |              |  |               |              |
|  | <b>Region</b> | <b>Current period/Year:<br/>(e.g.) Jan. – Dec. 2011<br/>as applicable</b> |               |              | <b>Cumulative totals<br/>2007-2011</b> |               |              |
|  |               | <i>Male</i>   | <i>Female</i> | <i>Total</i> | <i>Male</i>                            | <i>Female</i> | <i>Total</i> |
| 1. The number of additional students enrolled on the key courses identified such as ITC, Engineering and Science | BMW           | 527   | 52            | 579          |  |               |              |
|  | SAE           | 1,094   | 288           | 1,382        |  |               |              |
|  | NAT           | 1,621   | 340           | 1,961        |  |               |              |
| <b>B. RESULT</b>   |               |   |               |              |  |               |              |
|  | <b>Region</b> | <i>Male</i>   | <i>Female</i> | <i>Total</i> | <i>Male</i>                            | <i>Female</i> | <i>Total</i> |
| 1. The number of additional graduates of key courses identified such as ITC, Engineering and Science             | BMW           | 120   | 24            | 144          |  |               |              |
|  | SAE           | 288   | 49            | 337          |  |               |              |
|  | NAT           | 408   | 73            | 481          |  |               |              |
| <b>C. IMPACT</b>   |               |   |               |              |  |               |              |
|  | <b>Region</b> | <i>Male</i>   | <i>Female</i> | <i>Total</i> | <i>Male</i>                            | <i>Female</i> | <i>Total</i> |
| 1. The number of additional graduates of key courses who progress into Employment or further education           | BMW           | 106   | 21            | 127          |  |               |              |
|  | SAE           | 253   | 43            | 296          |  |               |              |
|  | NAT           | 359   | 64            | 423          |  |               |              |



**NUTS III Activity Indicator Report for reporting period (e.g., Jan – Dec. 2011)**

The relevant academic year is 2010/11 – student numbers relate to those in place at 1 March 2011.

| <b>Activity: Undergraduate Skills University Sector</b>   |       |                                       |        |
|---|-------|---------------------------------------|--------|
| <b>Indicator Used: Additional Student Numbers 2010/11</b> |       |                                       |        |
| Region  | Total | Gender break-down (where appropriate) |        |
|   |       | Male                                  | Female |
| <i>Border Region</i>                                      | 0     | 0                                     | 0      |
| <i>Midland Region</i>                                     | 0     | 0                                     | 0      |
| <i>West Region</i>  | 676   | 476                                   | 200    |
| <b>BMW Total</b>  | 676   | 476                                   | 200    |
| <i>South East Region</i>                                  | 0     | 0                                     | 0      |
| <i>Mid East Region</i>                                    | 376   | 310                                   | 66     |
| <i>Dublin Region</i>                                      | 1,731 | 1,034                                 | 697    |
| <i>South West Region</i>                                  | 303   | 241                                   | 62     |
| <i>Mid West Region</i>                                    | 537   | 463                                   | 74     |
| <b>SAE Total</b>  | 2,947 | 2,048                                 | 899    |
| <b>National (BMW + SAE)</b>                               | 3,623 | 2,524                                 | 1,099  |

| <b>Activity: Undergraduate Skills Institute of Technology Sector</b> |       |                                       |        |
|--|-------|---------------------------------------|--------|
| <b>Indicator Used: Additional Student Numbers 2010/11</b>            |       |                                       |        |
| Region   | Total | Gender break-down (where appropriate) |        |
|  |       | Male                                  | Female |
| <i>Border Region</i>   | 227   | 218                                   | 9      |
| <i>Midland Region</i>  | 90    | 73                                    | 17     |
| <i>West Region</i>   | 262   | 236                                   | 26     |
| <b>BMW Total</b>   | 579   | 527                                   | 52     |
| <i>South East Region</i>   | 152   | 135                                   | 17     |
| <i>Mid East Region</i>   |       |                                       |        |
| <i>Dublin Region</i>   | 727   | 596                                   | 131    |
| <i>South West Region</i>   | 364   | 324                                   | 40     |
| <i>Mid West Region</i>   | 139   | 39                                    | 100    |
| <b>SAE Total</b>   | 1,382 | 1,094                                 | 288    |
| <b>National (BMW + SAE)</b>  | 1,961 | 1,621                                 | 340    |

## 5. Progress with regard to expenditure

**Table 1 – Expenditure for the Reporting Period 01.01.2011-31.12.2011**

| <b>HCIOP<br/>€m</b>                           | <i>Total<br/>Programme<br/>Forecast</i> | <i>Total<br/>Programme<br/>spend</i> | <i>Expenditure<br/>as % of<br/>forecast</i> | <i>Total co-<br/>financed<br/>spend</i> | <i>EU<br/>Social<br/>Funds</i> | <i>National<br/>Public<br/>Co-<br/>financed</i> | <i>Private<br/>Co-financed</i> |
|---|---|--------------------------------------|---|---|--------------------------------|---|--------------------------------|
| Source of information within financial tables |   | Column                               |   | Column                                  | Column                         | Column  | Column                         |
| <b>Region</b>                                 |   |                                      |   |   |                                |   |                                |
| Dublin  |   | 23.675                               | N/A   | 6.831                                   | 3.415                          | 3.415   | 0.00                           |
| South East                                    |   | 2.530                                | N/A   | 0.730                                   | 0.365                          | 0.365   | 0.00                           |
| Mid East                                      |   | 3.414                                | N/A   | 0.985                                   | 0.493                          | 0.493   | 0.00                           |
| Mid West                                      |   | 7.184                                | N/A   | 2.073                                   | 1.036                          | 1.036   | 0.00                           |
| South West                                    |   | 7.233                                | N/A   | 2.087                                   | 1.043                          | 1.043   | 0.00                           |
| <b>SAE Total</b>                              | <b>0.000</b>                            | <b>44.036</b>                        | <b>N/A</b>                                  | <b>12.706</b>                           | <b>6.353</b>                   | <b>6.353</b>                                    | <b>0.00</b>                    |
|   |   |                                      |   |   |                                |   |                                |
| Border  |   | 3.954                                | N/A   | 1.141                                   | 0.570                          | 0.570   | 0.00                           |
| Midland                                       |   | 3.780                                | N/A   | 1.091                                   | 0.545                          | 0.545   | 0.00                           |
| West  |   | 9.061                                | N/A   | 2.614                                   | 1.307                          | 1.307   | 0.00                           |
| <b>BMW Total</b>                              | <b>0.000</b>                            | <b>16.795</b>                        | <b>N/A</b>                                  | <b>4.846</b>                            | <b>2.423</b>                   | <b>2.423</b>                                    | <b>0.00</b>                    |
|   |   |                                      |   |   |                                |   |                                |
| <b>National (BMW + SAE)</b>                   | <b>0.000</b>                            | <b>60.831</b>                        | <b>N/A</b>                                  | <b>17.552</b>                           | <b>8.776</b>                   | <b>8.776</b>                                    | <b>0.00</b>                    |

Note: The financial data included in Table 1 above represents information available to date and is based on expenditure provided for the University sector and an estimate of expenditure for the Institutes of Technology sector.

- ♦ **Total co-financed spend** amounts are estimated by calculating the percentage of Total Programme spend that is eligible for co-financing. The percentage applied is based on the 2009 claim amounts as a percentage of the 2009 Total programme spend. The EU Social Funds amount is at the revised activity aid rate of 50%.

**Table 2 – Cumulative Expenditure since January 2007 (€m)**

| <b>HCIOP<br/>€m</b>                           | <i>Total<br/>Programme<br/>Forecast</i> | <i>Total<br/>Programme<br/>spend</i> | <i>Expenditure<br/>as % of<br/>forecast</i> | <i>Total co-<br/>financed<br/>spend</i> | <i>EU<br/>Structural<br/>Funds</i> | <i>National<br/>Public<br/>Co-<br/>financed</i> | <i>Private<br/>Co-financed</i> |
|---|---|--------------------------------------|---|---|------------------------------------|---|--------------------------------|
| Source of information within financial tables |   | Column                               |   | Column                                  | Column                             | Column  | Column                         |
| <b>Region</b>                                 |   |                                      |   |   |                                    |   |                                |
| Dublin  |   | 100.382                              | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| South East                                    |   | 9.105                                | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| Mid East                                      |   | 15.255                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| Mid West                                      |   | 33.208                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| South West                                    |   | 36.872                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| <b>SAE Total</b>                              | <b>18.174</b>                           | <b>194.822</b>                       | <b>1072%</b>                                | <b>59.629</b>                           | <b>29.814</b>                      | <b>29.814</b>                                   | <b>0.00</b>                    |
|   |   |                                      |   |   |                                    |   |                                |
| Border  |   | 12.787                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| Midland                                       |   | 14.560                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| West  |   | 35.528                               | N/A   | N/A                                     | N/A                                | N/A   | 0.00                           |
| <b>BMW Total</b>                              | <b>19.000</b>                           | <b>62.875</b>                        | <b>331%</b>                                 | <b>19.216</b>                           | <b>9.608</b>                       | <b>9.608</b>                                    | <b>0.00</b>                    |
|   |   |                                      |   |   |                                    |   |                                |
| <b>National (BMW + SAE)</b>                   | <b>37.174</b>                           | <b>257.697</b>                       | <b>693%</b>                                 | <b>78.845</b>                           | <b>39.422</b>                      | <b>39.422</b>                                   | <b>0.00</b>                    |

Note: The financial data included in Table 2 above represents information available to date and represents expenditure for the University sector for 2007-2011 and an estimate of expenditure for the Institutes of Technology sector.

The financial data included in Table 2 above are as follows:

- ♦ **Total Co-financing spend for the period 01/01/2007-31/12/2009** are the actual claim amounts submitted. The EU Structural Funds amount is at the revised activity aid rate.
- ♦ **Total co-financed spend amounts for the period 01/01/2010-31/12/2011** are estimated by calculating the percentage of Total Programme spend that is eligible for co-financing. The percentage applied is based on the 2009 claim amounts as a percentage of the 2009 Total programme spend. The EU Structural Funds amount is at the revised activity aid rate.
- ♦ It is anticipated that the actual claim amounts for the period 01/01/2010-31/12/2011 will be available for the autumn 2012 Monitoring Committee meeting.

## 6. Data On Participants In Programme Activity Implementation Plan (Commission Implementing Regulation 1828/2006 - Annex XXIII)

### 6.1 NUMBER OF PARTICIPANTS PER YEAR

(People entering, those leaving, carry-over from one year to the next)

#### **Actuals - Universities**

(People entering, those leaving, carry-over from one year to the next)

|                         | Male: | Female: | Total: |
|-------------------------|-------|---------|--------|
| Entrants:               | 1,905 | 933     | 2,838  |
| Leaving:                | 960   | 637     | 1,597  |
| Carry-over to next year | 2,632 | 1,430   | 4,062  |
| Total                   | 5,497 | 3,000   | 8,497  |

### NUMBER OF PARTICIPANTS PER YEAR

#### **Actuals – Institutes of Technology**

(People entering, those leaving, carry-over from one year to the next)

|                         | Male: | Female: | Total: |
|-------------------------|-------|---------|--------|
| Entrants:               | 816   | 156     | 972    |
| Leaving:                | 493   | 83      | 576    |
| Carry-over to next year | 572   | 178     | 750    |
| Total:                  | 1,881 | 417     | 2,298  |

#### **Increases - Universities**

(People entering, those leaving, carry-over from one year to the next)

|                         | Male: | Female: | Total: |
|-------------------------|-------|---------|--------|
| Entrants:               | 838   | 383     | 1,221  |
| Leaving:                | 386   | 231     | 617    |
| Carry-over to next year | 1,300 | 485     | 1,785  |
| Total                   | 2,524 | 1,099   | 3,623  |

**NUMBER OF PARTICIPANTS PER YEAR****Increases – Institutes of Technology**

(People entering, those leaving, carry-over from one year to the next)

|                         | Male: | Female: | Total: |
|-------------------------|-------|---------|--------|
| Entrants:               | 667   | 95      | 762    |
| Leaving:                | 408   | 73      | 481    |
| Carry-over to next year | 546   | 172     | 718    |
| Total:                  | 1,621 | 340     | 1,961  |

**6.2 BREAKDOWN OF PARTICIPANTS BY GENDER****Actuals - Universities**

|               | Male: | Female: | Total: |
|---------------|-------|---------|--------|
| Participants: | 5,497 | 3,000   | 8,497  |

**BREAKDOWN OF PARTICIPANTS BY GENDER****Actuals – Institutes of Technology**

|               | Male: | Female: | Total: |
|---------------|-------|---------|--------|
| Participants: | 1,881 | 417     | 2,298  |

**Increases - Universities**

|               | Male: | Female: | Total: |
|---------------|-------|---------|--------|
| Participants: | 2,524 | 1,099   | 3,623  |

**Increases – Institutes of Technology**

|               | Male: | Female: | Total: |
|---------------|-------|---------|--------|
| Participants: | 1,621 | 340     | 1,961  |

**6.3 BREAKDOWN OF PARTICIPANTS ACCORDING TO STATUS IN THE LABOUR MARKET**

While the participants are studying on undergraduate skills courses, their status is “in full-time education.”

Nine months after they have graduated, the First Destinations Survey takes place and the following data provide a breakdown of their status in the labour market (taken from the First Destinations Report 2010 for the University Sector and applied to all figures).

|   | Male: | Female: | Total: |
|---|-------|---------|--------|
| Employed (total number of employed, including self-employed)  | 3468  | 1606    | 5074   |
| Self-employed   |       |         |        |
| Unemployed (total number of unemployed including long-term unemployed)  | 590   | 273     | 864    |
| Long-term unemployed  |       |         |        |
| Inactive persons (total number of inactive persons, including those in education, training or retirement, those having given up business, the permanently disabled, those fulfilling domestic tasks or other) | 3320  | 1538    | 4858   |
| Inactive persons in education or training   |       |         |        |

#### 6.4 BREAKDOWN OF PARTICIPANTS BY AGE

A breakdown of participants on skills-type courses by age is as follows for undergraduate skills courses in the **University** sector:

|                       | Male | Female | Total |
|-----------------------|------|--------|-------|
| Young people (17-24)  | 5148 | 2917   | 8065  |
| 25-54                 | 349  | 83     | 432   |
| Older workers (55-64) | 0    | 0      | 0     |
| Total                 | 5497 | 3000   | 8497  |

A breakdown of participants on skills-type courses by age is as follows for undergraduate skills courses in the **Institutes of Technology** sector:

|                       | Male | Female | Total |
|-----------------------|------|--------|-------|
| Young people (17-24)  | 1528 | 354    | 1882  |
| 25-54                 | 353  | 63     | 416   |
| Older workers (55-64) | 0    | 0      | 0     |
| Total                 | 1881 | 417    | 2298  |

#### 6.5 BREAKDOWN OF PARTICIPANTS BY VULNERABLE GROUPS, IN ACCORDANCE WITH NATIONAL RULES

|                             | Male: | Female: | Total: |
|-----------------------------|-------|---------|--------|
| Minorities:                 | 221   | 103     | 324    |
| Migrants:                   | 221   | 103     | 324    |
| Disabled:                   | 443   | 205     | 648    |
| Other disadvantaged people: | 1180  | 547     | 1727   |

The HEA's "Higher Education: Key Facts and Figures 2010/11" gives data regarding participants in under-represented groups. This data will enhance the quality and transparency of information systems on the sector and strengthen capacity to evaluate the impact of policies aiming to increase access by under-represented groups such as mature students, people with disabilities and those from socio-economically disadvantaged backgrounds.

Since 2011, the Equal Access data has been used to fully implement the access element of the annual HEA recurrent grant allocation model for the Universities as well as the first phase of access funding for the Institutes of Technology. This funding supports the provision of access and lifelong learning initiatives by higher education institutions, including programmes of outreach work with schools and communities in disadvantaged areas and post-support services for mature students, students from socio-economically disadvantaged backgrounds and those with disabilities.

Since 2010 the Equal Access data has also been used to advise the allocation each year of the Student Assistance Fund to higher education institutions for the support of students in financial need. **This information is not broken down by course, discipline or gender.**

### Equal Access Data for the Universities and Institutes of Technology

The socio-economic profile of respondents for whom a classification was assigned for 2010/11 and 2009/10 for the **universities** and **institutes of technology** is given in the table below:

| Socio Economic Group | Socio Economic Profile of University Respondents |           | Socio Economic Profile of IoTs Respondents |           |
|----------------------|--|-----------|--|-----------|
|                      | 2010/2011  | 2009/2010 | 2010/2010                                  | 2009/2010 |
| Employer and Manager | 20.0%  | 20.2%     | 15.3%                                      | 15.6%     |
| Higher Professional  | 14.9%  | 14.1%     | 5.7%                                       | 5.6%      |
| Lower Professional   | 10.7%  | 11.2%     | 6.5%                                       | 6.9%      |
| Non Manual           | 9.6%   | 9.6%      | 9.8%                                       | 9.6%      |
| Skilled Manual       | 9.4%   | 9.7%      | 15.3%                                      | 15.2%     |
| Semi- Skilled        | 4.6%   | 4.4%      | 6.1%                                       | 6.2%      |
| Unskilled            | 1.7%   | 1.7%      | 3.3%                                       | 4.2%      |
| Own Account          | 7.2%   | 7.2%      | 8.1%                                       | 7.8%      |
| Farmers              | 8.2%   | 8.9%      | 7.4%                                       | 7.4%      |
| Agricultural Workers | 0.7%   | 0.5%      | 0.9%                                       | 0.6%      |
| Other and Unknown    | 12.9%  | 12.5%     | 21.5%                                      | 20.9%     |

New entrants indicating a disability are given in the table below:

|  | Access Survey    |            |
|--|------------------|------------|
| Total Indicating a Disability                            | 2,544            |            |
| Category of Disability                                   | % of above total | % Entrants |
| Blindness, deafness, severe vision or hearing impairment | 7.5%             | 0.5%       |
| Physical Condition                                       | 9.1%             | 0.6%       |
| Specific Learning Difficulty                             | 54.2%            | 3.5%       |
| Psych/Emotional Condition                                | 16.4%            | 1.1%       |
| Other, incl Chronic Illness                              | 21.3%            | 1.4%       |
| % of all entrants/undergrads                             |                  | 6.4%       |
| % of all respondents                                     |                  | 7.4%       |
| % indicating support required                            | 43.3%            | 2.8%       |

The ethnic/cultural background of new entrants is given in the table below:

|                            | University Sector % | Institute of Technology Sector % | National Profile % |
|----------------------------|---------------------|----------------------------------|--------------------|
| Irish                      | 91.3%               | 89.6%                            | 93.0%              |
| Irish Traveller            | 0.1%                | 0.1%                             | 0.1%               |
| Any Other White Background | 5.0%                | 6.0%                             | 3.9%               |
| African                    | 0.6%                | 2.2%                             | 1.2%               |
| Any Other Black Background | 0.0%                | 0.1%                             | 0.1%               |
| Chinese                    | 0.7%                | 0.3%                             | 0.3%               |
| Any Other Asian Background | 1.1%                | 0.6%                             | 0.6%               |
| Other                      | 1.2%                | 1.2%                             | 0.8%               |
| <b>Total</b>               | <b>100.0%</b>       | <b>100.0%</b>                    | <b>100.0%</b>      |

The main findings were as follows and can be found in **Section 7** of the HEA Facts and Figures 2010/11 Report:

- In the University sector the largest socio-economic group for new entrants is Employer & Manager with 20.0% of all undergraduate full-time new entrants. In the Institute of Technology sector the Employer and Manager and Skilled Manual groups are jointly, at 15.3%, the most represented socio-economic groups.
- Students from skilled-manual, semi-skilled-manual and unskilled backgrounds are better represented in the Institute of Technology sector with 24.7% compared to 15.7% in the University sector.

- Students from non-manual backgrounds are marginally better represented in the Institute of Technology (9.8%) compared to the University sectors (9.6%).
- Students with a specific learning disability are the largest category of new entrants indicating a disability again in 2010/2011. Those indicating that they have a disability *and* require additional support remains at 43.3%.
- 93% of new entrants were Irish in the University and Institute of Technology sectors.

Further tables on Equal Access data are given in Appendix 5.

## 6.6 BREAKDOWN OF PARTICIPANTS BY EDUCATIONAL ATTAINMENT

The participants on the courses in both sectors are pursuing full-time undergraduate programmes; therefore they have obtained upper secondary education.

|  | Male: | Female: | Total: |
|--|-------|---------|--------|
| Primary or lower secondary education (ISCED 1 and 2) |       |         |        |
| Upper secondary education (ISCED 3)                  | 100%  | 100%    | 100%   |
| Post-secondary non-tertiary education (ISCED 4)      |       |         |        |
| Tertiary education (ISCED 5 AND 6)                   |       |         |        |

## 7. Horizontal issues

See separate templates

## 8. Compliance with EU and National policy

It is the policy of the Department of Education and Skills to comply with all EU regulations in relation to procurement, state aids etc. A pack containing EU Regulations, circulars and guidelines was provided to each HEI in 2009.

## 9. Added Value of ESF Interventions

### Added Value of ESF funding in relation to Undergraduate Skills Programme

The Expert Group on Future Skills Needs (EGFSN) has continued to identify that the demand for information and communications technologies (ICT) skills in Ireland is exceeding the supply of such skills. The ESF funded Undergraduate Skills Programme has played a crucial role in attempting to meet the skills shortages identified particularly in the ICT area and the Chemical and Biological Sciences area. The technology sector in Ireland is thriving. There is a growing multinational technology presence in Ireland and a vibrant indigenous software sector. Highly skilled individuals are needed to maintain Ireland's competitive advantage and to meet the demands of the rapidly demanding sector. It is essential that Ireland continues to produce quality skilled graduates needed for the technology sector.

The number of participants on the identified ESF funded Undergraduate Skills Programme courses has increased, in the university sector, by almost 27% from a low point recorded in 2005, following the global downturn in the ICT industry. The total number of "additional" student numbers enabled by ESF skills funding reached c.



3,600 in 2010/11 over baseline levels in the university sector, with an estimated increase of 1,900 in the Institute of Technology sector. These increases compare favourably with the HEA sector in general where overall enrolments increased by c.13% from 2005/06 to 2009/10.

It is widely accepted that ever increasing ICT skills numbers, underpinned by ESF support, will be crucial in driving employment growth opportunities in Ireland where the right quality, quantity and diversity of skills are essential to attract and embed the broad range of industries which fit under the ICT umbrella. The support of ESF funding in this critical area has been very beneficial in that it has facilitated funding to be targeted at a specific group of students (ICT) where a crucial skills gap have been, and continue to be, identified.

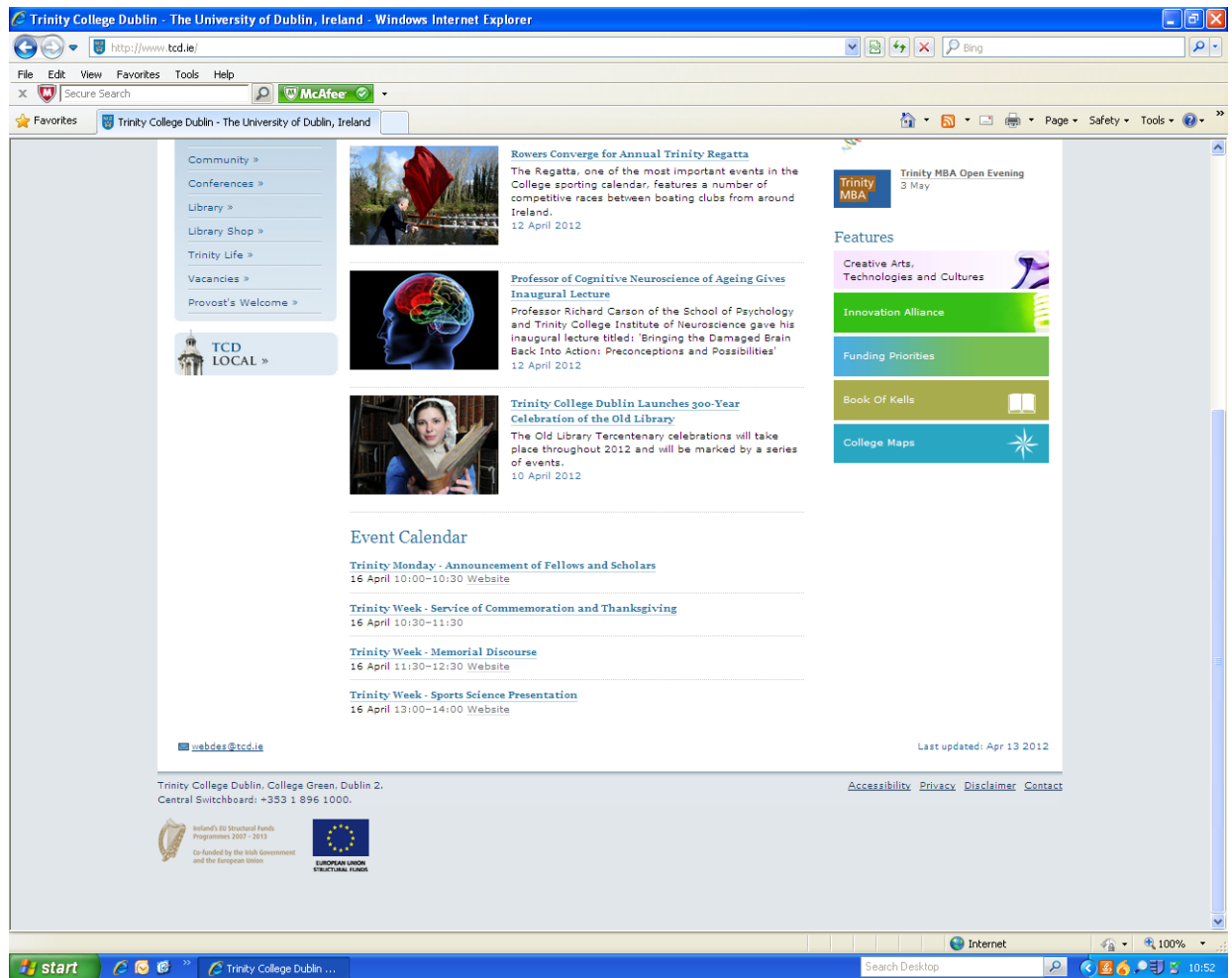
Overall enrolments on programmes continue to improve and it is considered that the supply of good quality ICT graduates will be a crucially important factor to the improvement of the Irish economy. The ESF funded Undergraduate Skills Programme will continue to play a vital role in addressing some of the remaining challenges in particular, the ongoing attraction and retention of students on these programmes. Various new approaches and initiatives have been undertaken to improve the attraction and retention of students (e.g. Vacation Computing Camps) and it is hoped that the success of these initiatives will be evermore evident from 2012 on.

## **10. Publicity**

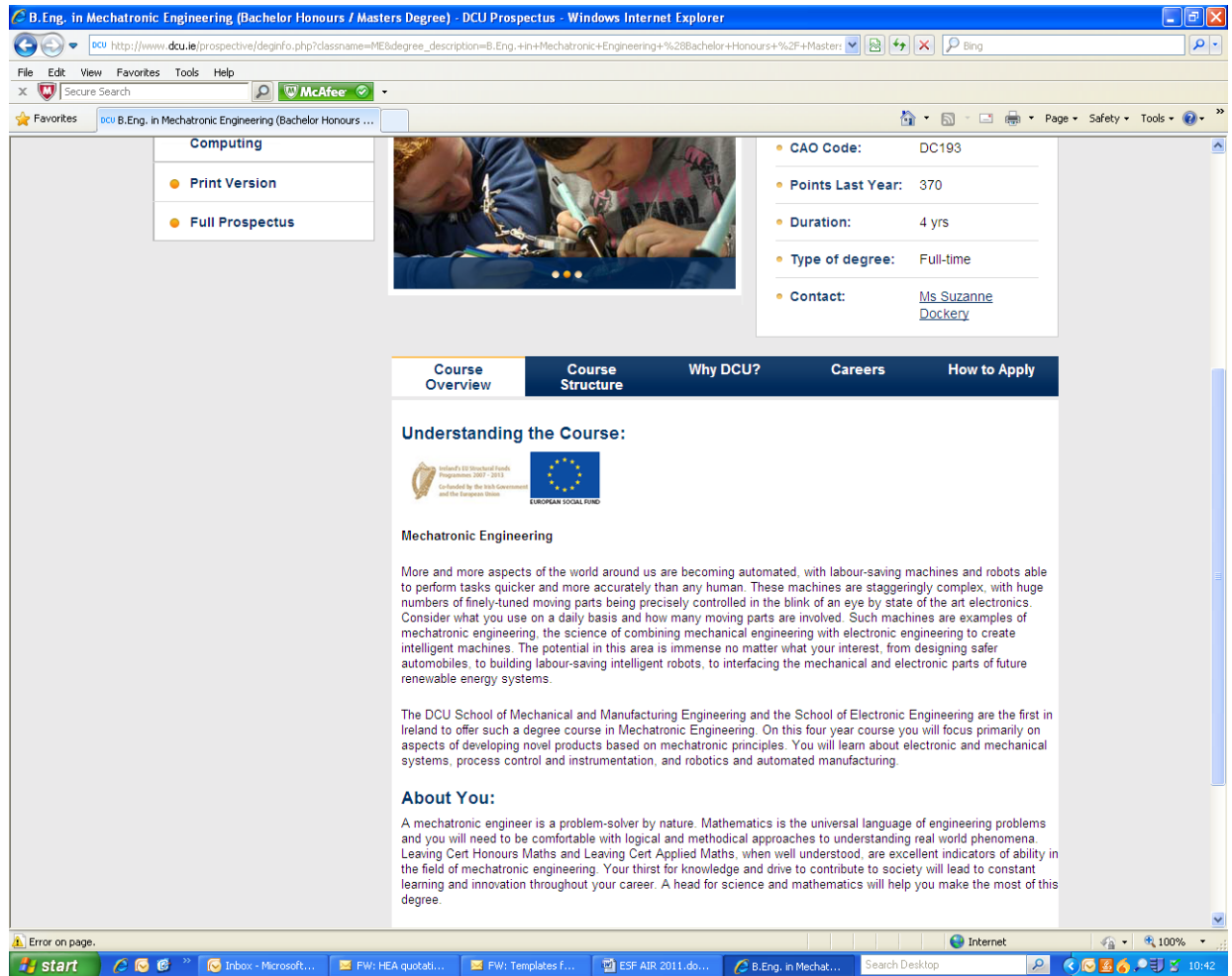
All Higher Education Institutions (HEIs) are advised of their obligations under the European Social Fund on an annual basis. The issuing of instructions on completing annual returns contains a note on publicity. All finance personnel completing returns in HEIs were supplied with a 2011 ESF Calendar. Additional ESF Posters were sent to some HEIs to add to those sent in 2010. All HEIs have referenced the European Union Structural Funds on the Home Page of their websites (this one logo covers the European Social Fund and European Regional Development Fund). TCD home page screenshot is included as example one below.

Further to this many HEIs also have the European Social Fund logos on the web pages of their Undergraduate Skills Courses as illustrated by the DCU course, example two below.

## Example 1: TCD Home Page



## Example 2: DCU Undergraduate Skills Course



### 11. Proposals for re-profiling of expenditure (where applicable)

None

### 12. Proposals to amend Programme Activity Implementation Plans (where applicable)

None

## Appendix 1

### Enrolment Figures in Universities and Institutes of Technology

The following table shows enrolment figures for the **universities**:

|                                      | 2006/2007      | 2007/2008      | 2008/2009      | 2009/2010      | 2010/2011      | % Change<br>09/10 -10/11 |
|--------------------------------------|----------------|----------------|----------------|----------------|----------------|--------------------------|
| <b>Undergraduate</b>                 |                |                |                |                |                |                          |
| Full-time                            | 68,039         | 70,464         | 73,098         | 76,956         | 78,973         | 2.6%                     |
| Part-time                            | 8,506          | 8,016          | 7,535          | 6,176          | 6,470          | 4.8%                     |
| <b>Total Undergraduate Enrolment</b> | <b>76,545</b>  | <b>78,480</b>  | <b>80,633</b>  | <b>83,132</b>  | <b>85,443</b>  | <b>2.8%</b>              |
| <b>Postgraduate</b>                  |                |                |                |                |                |                          |
| Full-time                            | 16,224         | 16,569         | 18,128         | 19,480         | 19,114         | -1.9%                    |
| Part-time                            | 7,950          | 8,502          | 9,138          | 10,272         | 10,250         | -0.2%                    |
| <b>Total Postgraduate Enrolment</b>  | <b>24,174</b>  | <b>25,071</b>  | <b>27,266</b>  | <b>29,752</b>  | <b>29,364</b>  | <b>-1.3%</b>             |
| <b>Total Full Time</b>               | <b>84,263</b>  | <b>87,033</b>  | <b>91,226</b>  | <b>96,436</b>  | <b>98,087</b>  | <b>1.7%</b>              |
| <b>Total Part Time</b>               | <b>16,456</b>  | <b>16,518</b>  | <b>16,673</b>  | <b>16,448</b>  | <b>16,720</b>  | <b>1.7%</b>              |
| <b>Overall Enrolment</b>             | <b>100,719</b> | <b>103,551</b> | <b>107,899</b> | <b>112,884</b> | <b>114,807</b> | <b>1.7%</b>              |

The following table shows enrolment figures for the **Institutes of Technology**:

|                                      | 2006/2007     | 2007/2008     | 2008/2009     | 2009/2010     | 2010/2011     | % Change<br>09/10 -10/11 |
|--------------------------------------|---------------|---------------|---------------|---------------|---------------|--------------------------|
| <b>Undergraduate</b>                 |               |               |               |               |               |                          |
| Full-time                            | 51,322        | 49,048        | 51,892        | 56,893        | 60,119        | 5.7%                     |
| Part-time                            | -             | 12,997        | 12,921        | 12,921        | 12,885        | -0.3%                    |
| <b>Total Undergraduate Enrolment</b> | <b>51,322</b> | <b>62,045</b> | <b>64,813</b> | <b>69,814</b> | <b>73,004</b> | <b>4.6%</b>              |
| <b>Postgraduate</b>                  |               |               |               |               |               |                          |
| Full-time                            | 1,565         | 2,238         | 2,572         | 2,939         | 2,766         | -5.9%                    |
| Part-time                            | -             | 2,471         | 2,104         | 2,529         | 2,610         | 3.2%                     |
| <b>Total Postgraduate Enrolment</b>  | <b>1,565</b>  | <b>4,709</b>  | <b>4,676</b>  | <b>5,468</b>  | <b>5,376</b>  | <b>-1.7%</b>             |
| <b>Total Full Time</b>               | <b>52,887</b> | <b>51,286</b> | <b>54,464</b> | <b>59,832</b> | <b>62,885</b> | <b>5.1%</b>              |
| <b>Total Part Time</b>               | <b>-</b>      | <b>15,468</b> | <b>15,025</b> | <b>15,450</b> | <b>15,495</b> | <b>0.3%</b>              |
| <b>Overall Enrolment</b>             | <b>52,887</b> | <b>66,754</b> | <b>69,489</b> | <b>75,282</b> | <b>78,380</b> | <b>4.1%</b>              |

Full-time enrolments by level and field of study for all **HEA funded institutions** are given in the table below.

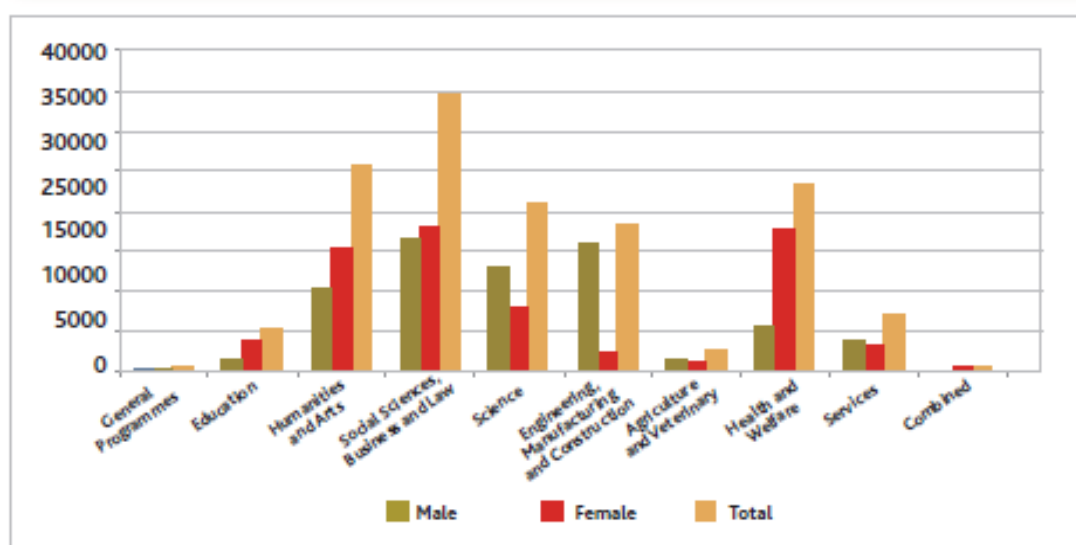
| Field of Study by Selected ISCED                | Undergraduate |                            |                 |               | Postgraduate            |                            |                |                  |                | Grand Total 10/11 |
|---|---------------|----------------------------|-----------------|---------------|-------------------------|----------------------------|----------------|------------------|----------------|-------------------|
|   | Occasional    | Cert/ Higher Cert/ Diploma | Ordinary Degree | Hons Bachelor | Postgraduate Occasional | Postgraduate Cert/ Diploma | Masters Taught | Masters Research | PhD (Level 10) |                   |
| General Programmes                              | 364           | 45                         | 0               | 262           | 2                       | 0                          | 28             | 11               | 12             | 724               |
| Education                                       | 0             | 0                          | 32              | 5,270         | 4                       | 1735                       | 232            | 39               | 176            | 7488              |
| Humanities and Arts                             | 984           | 201                        | 1,568           | 22,879        | 26                      | 169                        | 1842           | 244              | 1312           | 29225             |
| Social Sciences, Business and Law               | 281           | 2,101                      | 5,092           | 27,022        | 55                      | 644                        | 4194           | 164              | 1173           | 40726             |
| Combined Social Sciences, Business and Law      | 119           | 59                         | 310             | 7,222         | 26                      | 198                        | 1110           | 60               | 654            | 9758              |
| Journalism and Information                      | 0             | 3                          | 0               | 320           | 0                       | 16                         | 158            | 0                | 5              | 502               |
| Business and Administration                     | 152           | 1952                       | 4,759           | 16,280        | 29                      | 375                        | 2397           | 89               | 275            | 26308             |
| Law   | 10            | 87                         | 23              | 3,200         | 0                       | 55                         | 529            | 15               | 239            | 4158              |
| Science   | 144           | 982                        | 3,471           | 16,442        | 1                       | 318                        | 1102           | 494              | 2530           | 25484             |
| Combined Science, Mathematics & Computing       | 106           | 0                          | 10              | 3,158         | 1                       | 0                          | 33             | 29               | 277            | 3614              |
| Life Sciences                                   | 16            | 200                        | 1,115           | 5,532         | 0                       | 21                         | 246            | 193              | 788            | 8111              |
| Physical Sciences                               | 0             | 148                        | 300             | 2,527         | 0                       | 20                         | 57             | 155              | 885            | 4092              |
| Mathematics and Statistics                      | 3             | 6                          | 1               | 880           | 0                       | 124                        | 56             | 24               | 152            | 1246              |
| Computer Science & Use                          | 19            | 628                        | 2,045           | 4,345         | 0                       | 153                        | 710            | 93               | 428            | 8421              |
| Engineering, Manufacturing & Construction       | 24            | 1,095                      | 6,487           | 10,726        | 3                       | 45                         | 717            | 276              | 1032           | 20405             |
| Combined Engineering                            | 8             | 79                         | 340             | 2,143         | 3                       | 2                          | 108            | 66               | 493            | 3242              |
| Mechanics and Metal work                        | 0             | 307                        | 1250            | 1052          | 0                       | 0                          | 3              | 43               | 33             | 2688              |
| Electricity and Energy                          | 4             | 316                        | 2016            | 1293          | 0                       | 14                         | 218            | 52               | 227            | 4140              |
| Chemical and Process Engineering                | 12            | 150                        | 600             | 1,460         | 0                       | 28                         | 221            | 52               | 95             | 2618              |
| Architecture, Town Planning & Civil Engineering | 0             | 243                        | 2,281           | 4,778         | 0                       | 1                          | 167            | 63               | 184            | 7717              |
| Agriculture and Veterinary                      | 0             | 318                        | 813             | 1,630         | 0                       | 2                          | 63             | 43               | 169            | 3038              |
| Agriculture (& sub-disciplines)                 | 0             | 318                        | 585             | 1066          | 0                       | 2                          | 63             | 42               | 161            | 2237              |
| Veterinary                                      | 0             | 0                          | 228             | 564           | 0                       | 0                          | 0              | 1                | 8              | 801               |
| Health and Welfare                              | 2             | 806                        | 2,096           | 20,481        | 29                      | 702                        | 849            | 157              | 1044           | 26166             |
| Combined Health and Welfare                     | 0             | 3                          | 0               | 359           | 0                       | 1                          | 48             | 0                | 134            | 545               |
| Medicine and Diagnostics                        | 0             | 91                         | 142             | 6,273         | 7                       | 107                        | 223            | 126              | 664            | 7633              |
| Nursing and Caring                              | 2             | 98                         | 128             | 6,931         | 16                      | 491                        | 35             | 5                | 63             | 7769              |
| Dental Studies                                  | 0             | 145                        | 0               | 426           | 6                       | 0                          | 7              | 1                | 33             | 618               |
| Therapy, Rehabilitation and Counselling         | 0             | 333                        | 1,772           | 5,685         | 0                       | 103                        | 522            | 21               | 83             | 8519              |
| Pharmacy  | 0             | 136                        | 54              | 807           | 0                       | 0                          | 14             | 4                | 67             | 1082              |
| Services  | 14            | 1057                       | 3685            | 2206          | 0                       | 5                          | 143            | 29               | 63             | 7202              |
| Combined  | 512           | 0                          | 0               | 0             | 0                       | 0                          | 1              | 0                | 1              | 514               |
| Totals  | 2,325         | 6,605                      | 23,244          | 106,918       | 120                     | 3,620                      | 9,171          | 1,457            | 7,512          | 160,972           |

A comparison of full-time enrolments given by field of study between 2010/11 and 2009/10 for all **HEA funded institutions** is given in the table below:

| Field of Study                              | Field of Study as % of Total | Grand Total 10/11 | Grand Total 09/10 | % Change 09/10 - 10/11 |
|---|------------------------------|-------------------|-------------------|------------------------|
| General Programmes                          | 0.5%                         | 671               | 581               | 15.5%                  |
| Education                                   | 3.8%                         | 5,302             | 5,229             | 1.4%                   |
| Humanities and Arts                         | 18.4%                        | 25,632            | 24,922            | 2.8%                   |
| Social Sciences, Business and Law           | 24.8%                        | 34,496            | 33,784            | 2.1%                   |
| Science                                     | 15.1%                        | 21,039            | 19,666            | 7.0%                   |
| Engineering, Manufacturing and Construction | 13.2%                        | 18,332            | 18,802            | -2.5%                  |
| Agriculture & Veterinary                    | 2.0%                         | 2,761             | 2,408             | 14.7%                  |
| Health and Welfare                          | 16.8%                        | 23,385            | 22,398            | 4.4%                   |
| Services                                    | 5.0%                         | 6,962             | 5,599             | 24.3%                  |
| Combined                                    | 0.4%                         | 512               | 460               | 11.3%                  |
| <b>Totals</b>                               | <b>100.0%</b>                | <b>139,092</b>    | <b>133,849</b>    | <b>3.9%</b>            |

Red cells indicate a decline in enrolments from the previous year.

A breakdown of full-time undergraduate enrolments by field of study for the **Universities and Institutes of Technology** sector is given in the chart below:



## Appendix 2

### New Entrants for the Universities and Institutes of Technology

Full time undergraduate new entrants given by field of study for 2010/11 for all **HEA funded institutions** are given in the table below:

| Field of Study by Selected ISCED                | Honours Degrees |               | Ordinary Degrees |              | Undergraduate Diplomas |            | Undergraduate Certificates |              | Undergraduate Occasional |            | Total         |               | Grand Total   |
|---|-----------------|---------------|------------------|--------------|------------------------|------------|----------------------------|--------------|--------------------------|------------|---------------|---------------|---------------|
|   | Male            | Female        | Male             | Female       | Male                   | Female     | Male                       | Female       | Male                     | Female     | Male          | Female        |               |
| General Programmes                              | 36              | 177           | 0                | 0            | 0                      | 0          | 10                         | 14           | 64                       | 157        | 110           | 348           | 458           |
| Education                                       | 441             | 1,029         | 11               | 6            | 0                      | 0          | 0                          | 0            | 0                        | 0          | 452           | 1,035         | 1,487         |
| Humanities and Arts                             | 2,918           | 4,143         | 286              | 233          | 0                      | 0          | 88                         | 9            | 38                       | 154        | 3,330         | 4,539         | 7,869         |
| Social Sciences                                 | 3,447           | 3,556         | 830              | 860          | 13                     | 19         | 487                        | 508          | 80                       | 122        | 4,857         | 5,065         | 9,922         |
| Business and Law                                |                 |               |                  |              |                        |            |                            |              |                          |            |               |               |               |
| Social Sciences                                 | 801             | 1,208         | 62               | 67           | 13                     | 19         | 5                          | 11           | 49                       | 68         | 930           | 1,373         | 2,303         |
| Journalism and Information                      | 46              | 58            | 0                | 0            | 0                      | 0          | 0                          | 2            | 0                        | 0          | 46            | 60            | 106           |
| Business and Administration                     | 2,180           | 1,765         | 768              | 793          | 0                      | 0          | 453                        | 462          | 28                       | 47         | 3,429         | 3,067         | 6,496         |
| Law   | 420             | 525           | 0                | 0            | 0                      | 0          | 29                         | 33           | 3                        | 7          | 452           | 565           | 1,017         |
| Science   | 2,817           | 1,889         | 911              | 370          | 14                     | 8          | 277                        | 175          | 54                       | 55         | 4,073         | 2,497         | 6,570         |
| Combined Science, Mathematics and Computing     | 613             | 673           | 6                | 4            | 0                      | 0          | 0                          | 0            | 36                       | 41         | 655           | 718           | 1,373         |
| Life Sciences                                   | 574             | 731           | 183              | 199          | 0                      | 0          | 59                         | 47           | 6                        | 10         | 822           | 987           | 1,809         |
| Physical Sciences                               | 342             | 239           | 53               | 53           | 0                      | 0          | 23                         | 50           | 0                        | 0          | 418           | 342           | 760           |
| Mathematics and Statistics                      | 155             | 61            | 0                | 0            | 0                      | 0          | 0                          | 0            | 0                        | 0          | 155           | 61            | 216           |
| Computer Science & Use                          | 1,133           | 185           | 669              | 114          | 14                     | 8          | 195                        | 78           | 12                       | 4          | 2,023         | 389           | 2,412         |
| Engineering, Manufacturing and Construction     | 1,832           | 430           | 1,861            | 125          | 0                      | 0          | 502                        | 47           | 6                        | 3          | 4,201         | 605           | 4,806         |
| Combined Engineering                            | 699             | 114           | 124              | 5            | 0                      | 0          | 15                         | 2            | 2                        | 0          | 840           | 121           | 961           |
| Mechanics and Metal work                        | 97              | 5             | 392              | 12           | 0                      | 0          | 173                        | 4            | 0                        | 0          | 662           | 21            | 683           |
| Electricity and Energy                          | 268             | 36            | 635              | 22           | 0                      | 0          | 163                        | 9            | 3                        | 1          | 1,069         | 68            | 1,137         |
| Process Engineering                             | 187             | 116           | 214              | 67           | 0                      | 0          | 58                         | 28           | 1                        | 2          | 460           | 213           | 673           |
| Architecture, Town Planning & Civil Engineering | 581             | 159           | 496              | 19           | 0                      | 0          | 93                         | 4            | 0                        | 0          | 1,170         | 182           | 1,352         |
| Agriculture & Veterinary                        | 202             | 239           | 152              | 106          | 0                      | 2          | 128                        | 24           | 0                        | 0          | 482           | 371           | 853           |
| Agriculture (& sub-disciplines)                 | 171             | 114           | 144              | 18           | 0                      | 2          | 128                        | 24           | 0                        | 0          | 443           | 158           | 601           |
| Veterinary                                      | 31              | 125           | 8                | 88           | 0                      | 0          | 0                          | 0            | 0                        | 0          | 39            | 213           | 252           |
| Health and Welfare                              | 1,152           | 3,489         | 138              | 576          | 35                     | 93         | 47                         | 204          | 0                        | 1          | 1,372         | 4,363         | 5,735         |
| Combined Health and Welfare                     | 31              | 75            | 0                | 0            | 0                      | 0          | 0                          | 3            | 0                        | 0          | 31            | 78            | 109           |
| Medicine and Diagnostics                        | 457             | 584           | 28               | 28           | 26                     | 15         | 0                          | 0            | 0                        | 0          | 511           | 627           | 1,138         |
| Nursing and Caring                              | 200             | 1,387         | 4                | 30           | 0                      | 30         | 1                          | 16           | 0                        | 1          | 205           | 1,464         | 1,669         |
| Dental Studies                                  | 33              | 53            | 0                | 0            | 0                      | 36         | 1                          | 26           | 0                        | 0          | 34            | 115           | 149           |
| Therapy, Rehabilitation and Counselling         | 358             | 1,243         | 98               | 497          | 9                      | 12         | 36                         | 115          | 0                        | 0          | 501           | 1,867         | 2,368         |
| Pharmacy  | 73              | 147           | 8                | 21           | 0                      | 0          | 9                          | 44           | 0                        | 0          | 90            | 212           | 302           |
| Services  | 246             | 298           | 847              | 544          | 0                      | 0          | 352                        | 284          | 0                        | 0          | 1,445         | 1,126         | 2,571         |
| Combined  | 0               | 0             | 0                | 0            | 0                      | 0          | 0                          | 0            | 114                      | 364        | 114           | 364           | 478           |
| <b>Totals</b>                                   | <b>13,091</b>   | <b>15,250</b> | <b>5,036</b>     | <b>2,820</b> | <b>62</b>              | <b>122</b> | <b>1,891</b>               | <b>1,265</b> | <b>356</b>               | <b>856</b> | <b>20,436</b> | <b>20,313</b> | <b>40,749</b> |

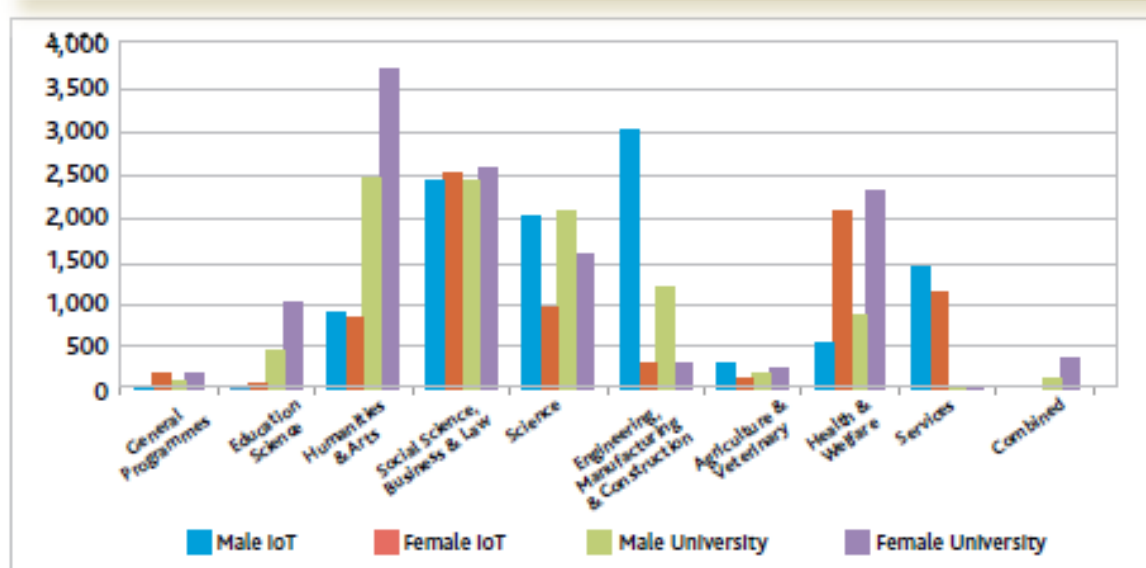


A comparison of full-time new entrants given by field of study between 2010/11 and 2009/10 is given in the table below:

| Field of Study                              | Field of study as % of Overall | Male          | Female        | Grand Total 10/11 | Grand Total 09/10 | % Change 09/10-10/11 |
|---|--------------------------------|---------------|---------------|-------------------|-------------------|----------------------|
| Broad Programmes                            | 1.1%                           | 110           | 348           | 458               | 459               | -0.2%                |
| Education                                   | 3.6%                           | 452           | 1,035         | 1,487             | 1,584             | -6.1%                |
| Humanities and Arts                         | 19.3%                          | 3,330         | 4,539         | 7,869             | 7,812             | 0.7%                 |
| Social Science Business and Law             | 24.3%                          | 4,857         | 5,065         | 9,922             | 10,593            | -6.3%                |
| Science                                     | 16.1%                          | 4,073         | 2,497         | 6,570             | 6,670             | -1.5%                |
| Engineering, Manufacturing and Construction | 11.8%                          | 4,201         | 605           | 4,806             | 5,250             | -8.5%                |
| Agriculture & Veterinary                    | 2.1%                           | 482           | 371           | 853               | 830               | 2.8%                 |
| Health and Welfare                          | 14.1%                          | 1,372         | 4,363         | 5,735             | 5,449             | 5.2%                 |
| Services                                    | 6.3%                           | 1,445         | 1,126         | 2,571             | 2,047             | 25.6%                |
| Combined                                    | 1.2%                           | 114           | 364           | 478               | 122               | 291.8%               |
| <b>Totals</b>                               | <b>100.0%</b>                  | <b>20,436</b> | <b>20,313</b> | <b>40,749</b>     | <b>40,816</b>     | <b>-0.2%</b>         |

Red cell Indicates a decline in new entrants from the previous year.

A breakdown of full-time undergraduate new entrants by gender and field of study for 2010/11 is given in the chart below:





### Appendix 3

#### Graduates for the Universities and Institutes of Technology

A breakdown of level 8 awards by level of award and discipline for **HEA funded institutions** is given in the table below.

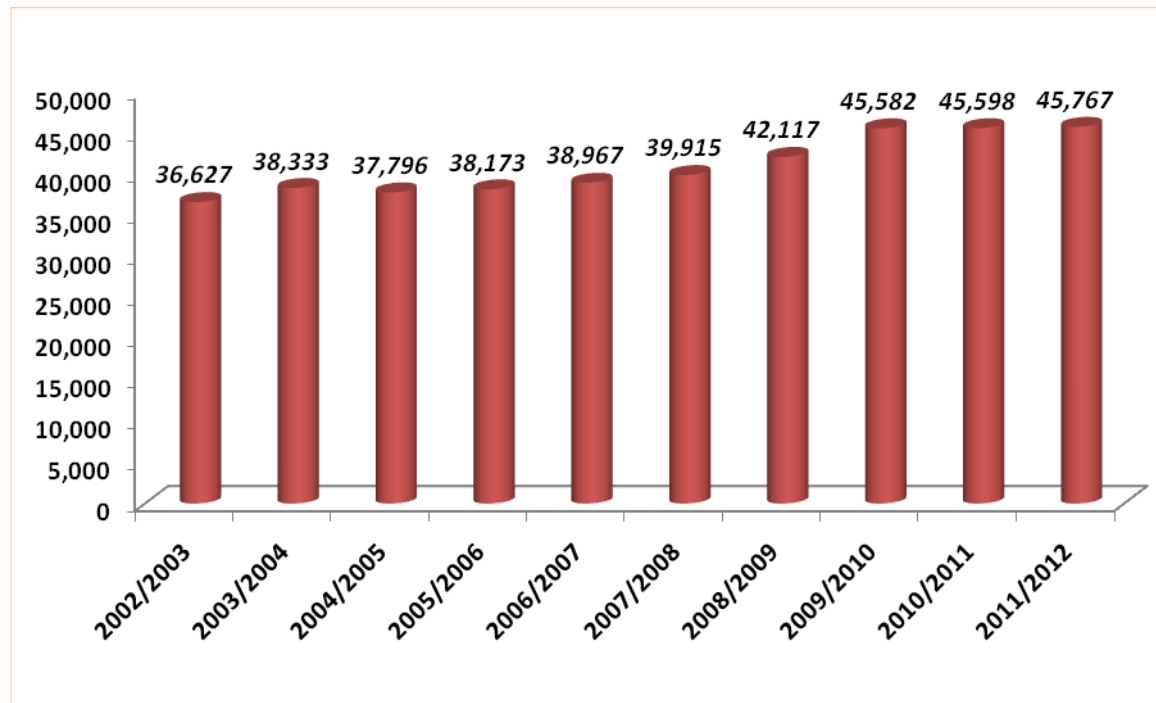
| Field of Study                                  | 1H1   | 2H1   | 2H2   | Other Honours and Unclassified | Pass  | Total  |
|---|-------|-------|-------|--------------------------------|-------|--------|
| Broad Programmes                                | 0.0%  | 0.0%  | 0.0%  | 0.0%                           | 0.0%  | 0.0%   |
| Education                                       | 10.4% | 57.6% | 29.0% | 2.7%                           | 0.4%  | 100.0% |
| Humanities and Arts                             | 14.4% | 47.7% | 31.3% | 3.0%                           | 3.5%  | 100.0% |
| Social Science Business and Law                 | 14.2% | 44.2% | 33.1% | 2.4%                           | 6.1%  | 100.0% |
| Combined Social Science, Business and Law       | 15.1% | 48.9% | 30.3% | 2.6%                           | 3.1%  | 100.0% |
| Journalism and Information                      | 15.0% | 63.7% | 17.7% | 1.8%                           | 1.8%  | 100.0% |
| Business and Administration                     | 13.8% | 39.6% | 36.1% | 2.5%                           | 8.0%  | 100.0% |
| Law   | 14.7% | 56.3% | 24.5% | 1.7%                           | 2.7%  | 100.0% |
| Science   | 22.0% | 41.1% | 26.0% | 3.9%                           | 7.1%  | 100.0% |
| Combined Science, Mathematics and Computing     | 15.5% | 45.2% | 26.9% | 3.4%                           | 9.0%  | 100.0% |
| Life Science                                    | 19.9% | 50.0% | 24.1% | 2.2%                           | 3.7%  | 100.0% |
| Physical Science                                | 22.4% | 38.5% | 27.8% | 5.0%                           | 6.3%  | 100.0% |
| Maths and Statistics                            | 40.8% | 33.5% | 19.4% | 3.9%                           | 2.4%  | 100.0% |
| Computer Science & Use                          | 23.6% | 31.7% | 28.0% | 5.5%                           | 11.2% | 100.0% |
| Engineering, Manufacturing and Construction     | 18.6% | 38.7% | 33.5% | 2.3%                           | 7.0%  | 100.0% |
| Combined Engineering                            | 23.6% | 35.0% | 32.8% | 4.6%                           | 3.9%  | 100.0% |
| Mechanics and metal work                        | 19.3% | 40.5% | 33.6% | 1.0%                           | 5.6%  | 100.0% |
| Electricity and energy                          | 24.9% | 31.2% | 29.1% | 3.1%                           | 11.6% | 100.0% |
| Process Engineering                             | 16.6% | 36.8% | 33.8% | 8.7%                           | 4.1%  | 100.0% |
| Architecture, Town Planning & Civil Engineering | 15.7% | 42.0% | 34.9% | 0.1%                           | 7.3%  | 100.0% |
| Agriculture and Veterinary                      | 11.3% | 37.6% | 38.3% | 2.2%                           | 10.6% | 100.0% |
| Agriculture (& sub-disciplines)                 | 11.3% | 39.2% | 37.1% | 3.1%                           | 9.3%  | 100.0% |
| Veterinary                                      | 11.3% | 33.8% | 41.3% | 0.0%                           | 13.8% | 100.0% |
| Health and Welfare                              | 11.4% | 39.6% | 23.6% | 13.7%                          | 11.8% | 100.0% |
| Combined Health and Welfare                     | 8.9%  | 58.9% | 23.2% | 8.9%                           | 0.0%  | 100.0% |
| Medicine & Diagnostics                          | 9.4%  | 22.9% | 12.8% | 29.8%                          | 25.1% | 100.0% |
| Nursing and Caring                              | 10.6% | 39.6% | 28.7% | 13.4%                          | 7.7%  | 100.0% |
| Dental Studies                                  | 0.0%  | 0.0%  | 0.0%  | 40.5%                          | 59.5% | 100.0% |
| Therapy & Counselling                           | 12.8% | 51.2% | 27.0% | 3.1%                           | 6.0%  | 100.0% |
| Pharmacy  | 24.7% | 50.6% | 18.7% | 1.8%                           | 4.2%  | 100.0% |
| Services  | 11.0% | 39.1% | 39.5% | 0.3%                           | 10.0% | 100.0% |
| Combined  | 0.0%  | 0.0%  | 0.0%  | 0.0%                           | 0.0%  | 0.0%   |
| Totals  | 14.7% | 43.6% | 30.6% | 4.7%                           | 6.5%  | 100.0% |

## Appendix 4

### CAO Acceptances 2011/12 (Provisional)

The total number of acceptances from 2002/03 to 2011/12 is outlined in the chart below. Overall acceptances increased very slightly from 45,598 in 2010 to 45,767 in 2011/12. In the ten year period since 2002/03 the number of acceptances has increased by 25%

#### Total Acceptances (Level 6/7 & 8) 2002/03 to 2011/12.



The table below shows the changes in Total Acceptances (Level 8 and Level 6/7) by discipline 2000/01-2011/12:

| Discipline                  | Acceptances<br>2000   | Acceptances<br>2005   | Acceptances<br>2009       | Acceptances<br>2010       | Acceptances<br>2011   |
|-----------------------------|-----------------------|-----------------------|---------------------------|---------------------------|-----------------------|
| Engineering                 | 4,084 (10.9%)         | 2,805 (7.2%)          | 3,677 (8.1%)              | 3,680 (8.1%)              | 3,711 (8.1%)          |
| Construction                | 2,737 (7.3%)          | 3,093 (7.9%)          | 2,444 (5.4%)              | 1,912 (4.2%)              | 1,503 (3.3%)          |
| Computing                   | 4,097 (10.9%)         | 1,880 (4.8%)          | 2,656 (5.8%)              | 2,687 (5.9%)              | 2,952 (6.5%)          |
| Science (non<br>Healthcare) | 3,721 (9.9%)          | 3,364 (8.6%)          | 4,733 (10.3%)             | 4,645 (10.2%)             | 4,831 (10.6%)         |
| <b>Total<br/>Technology</b> | <b>14,639 (39.1%)</b> | <b>11,142 (28.6%)</b> | <b>13,510<br/>(29.6%)</b> | <b>12,924<br/>(28.3%)</b> | <b>12,997 (28.4%)</b> |
| Agriculture &<br>Veterinary | 601 (1.6%)            | 662 (1.7%)            | 952 (2.1%)                | 931 (2.0%)                | 962 (2.1%)            |
| Nursing                     | 0 (0.0%)              | 2,037 (5.2%)          | 1,641 (3.6%)              | 1,648 (3.6%)              | 1,668 (3.6%)          |
| Medicine                    | 330 (0.9%)            | 415 (1.1%)            | 628 (1.4%)                | 694 (1.5%)                | 731 (1.6%)            |
| Dentistry                   | 66 (0.2%)             | 66 (0.2%)             | 68 (0.15%)                | 67 (0.10%)                | 69 (0.2%)             |
| Other Healthcare            | 696 (1.9%)            | 1,592 (4.1%)          | 1,784 (3.9%)              | 1,783 (3.9%)              | 1,711 (3.7%)          |
| <b>Total Health, Vet</b>    | <b>1,693 (4.5%)</b>   | <b>4,772 (12.3%)</b>  | <b>5,073 (11.1%)</b>      | <b>5,123 (11.2%)</b>      | <b>5,141 (11.2%)</b>  |
| Arts and<br>Humanities      | 7,676 (20.5%)         | 9,179 (23.6%)         | 10,905<br>(23.9%)         | 11,027<br>(24.2%)         | 11,096 (24.2%)        |
| Education                   | 1,515 (4.0%)          | 2,057 (5.3%)          | 2,360 (5.2%)              | 2,442 (5.4%)              | 2,490 (5.4%)          |
| Business and<br>Law         | 10,073 (26.9%)        | 9,271 (23.8%)         | 10,234<br>(22.5%)         | 9,782 (21.5%)             | 9,209 (20.1%)         |
| Social Services             | 437 (1.2%)            | 981 (2.5%)            | 1,542 (3.4%)              | 1,704 (3.7%)              | 1,830 (4.0%)          |
| Services                    | 1,434 (3.8%)          | 1,553 (4.0%)          | 1,958 (4.3%)              | 2,596 (5.7%)              | 3,004 (6.6%)          |
| <b>Total All</b>            | <b>37,467</b>         | <b>38,955</b>         | <b>45,582</b>             | <b>45,598</b>             | <b>45,767</b>         |

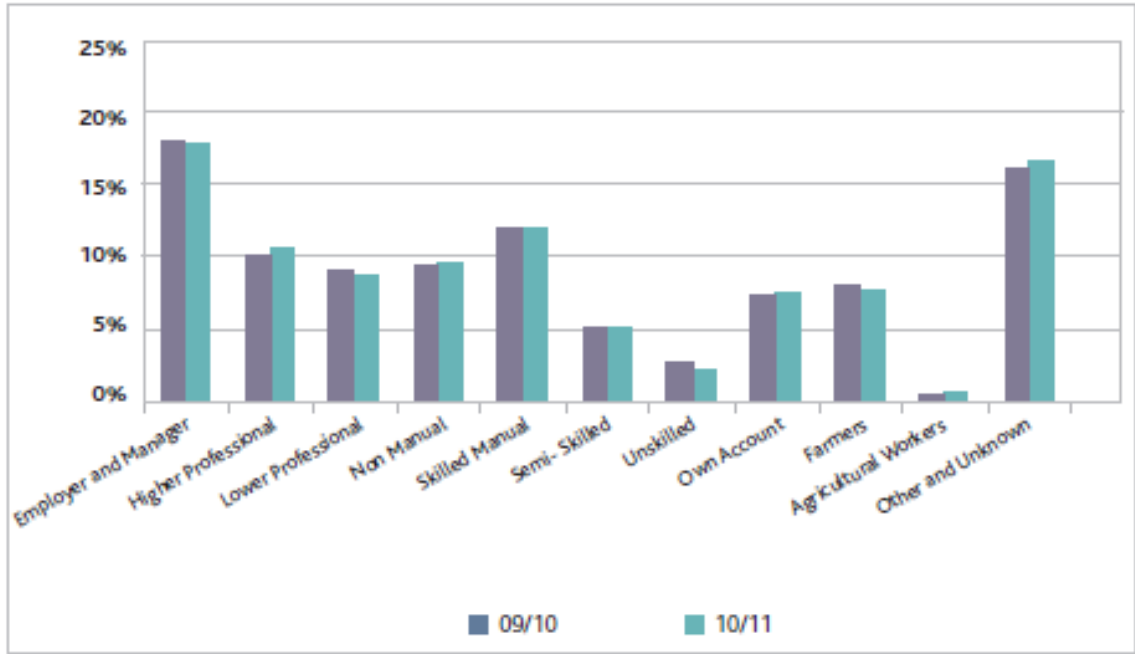
It should be noted that:

- The highest proportion of acceptances in 2011/12 was in the Arts and Humanities discipline with 24.2% of all acceptances.
- Technology acceptances remained static in 2011/12 with 28.4% of all acceptances.
- Computing acceptances increased in 2011/12 to 6.5% of all acceptances compared to 5.9% in 2010/11.
- Science acceptances increased very slightly in 2010/11 to 10.6% from 10.2% in 2010/11.
- For the third year in a row Engineering acceptances remained stable in with 8.1% of all acceptances.
- Construction acceptances declined again in 2011/12 with just 3.3% of all acceptances. Acceptances have been continuously declining since 2005/06. They are now the least popular discipline in the Technology category.

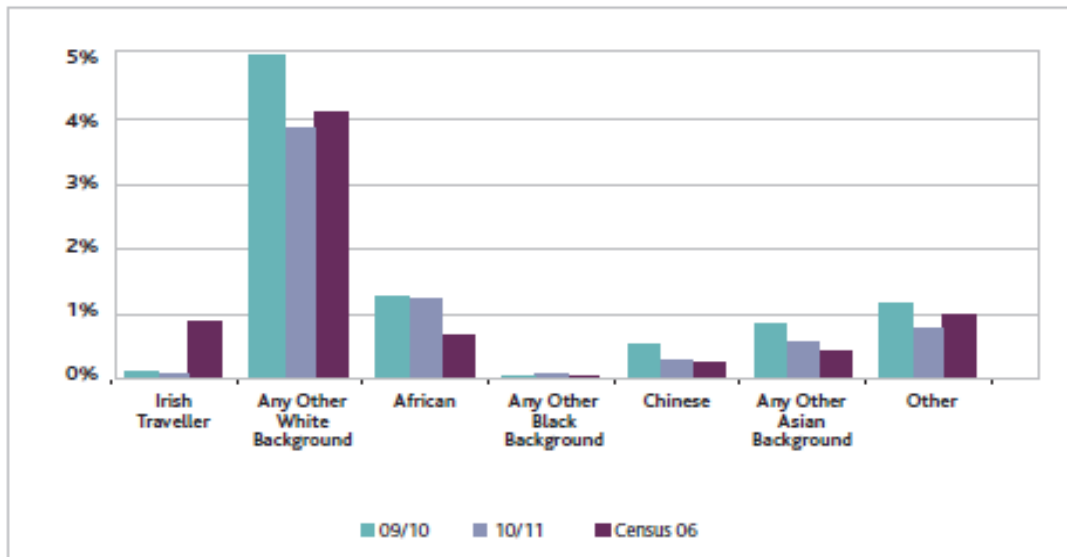
## Appendix 5

### Equal Access Data for the Universities and Institutes of Technology

The socio-economic background of full-time undergraduate new entrants for 2010/11 and 2009/10 is given in the chart below:



The percentage of entrants from ethnic/cultural minorities for 2010/11 and 2009/10 is given in the chart below:



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**NUI MAYNOOTH**  
NATIONAL UNIVERSITY OF IRELAND  
Computer Science



## Teenagers discover the art of computing at NUI Maynooth



by Sarah Egan

TEENAGERS from across north Kildare got the opportunity to participate in a Computing Summer Camp at NUI Maynooth for two weeks recently.

There were 35 students in total, between the ages of 14 and 18-years-old, taking part in the summer camp, where they covered a huge variety of different activities, all

involving computer science.

The participants got to discover the art of computer programming, robotics, web development, cryptography, computer graphics, games programming, music technology, multimedia, film editing, satellite navigation, computer mapping and GIS (geographic information system).

The highlight of the camp for

many was the 'Hide and Tweet' competition, where students had to track and catch a mystery person roaming the NUI Maynooth campus using satellite tracking, text messaging and GPS navigation.

The Computing Summer Camp is an annual event at NUI Maynooth but it is now being planned to roll out the computing camp nationally from next year.