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An evaluation of information and communications technology (ICT) educational provision via the ICT Skills Conversion and Springboard Programmes 2011-2013

HEA | HIGHER EDUCATION AUTHORITY
AN tÚDARÁS um ARD-OIDEACHAS

ICT Skills Programme

AN ROINN OIDEACHAIS AGUS SCILEANNA | DEPARTMENT OF EDUCATION AND SKILLS

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1 Introduction

In January 2012, the Minister for Education and Skills published the Joint Government-Industry ICT Action Plan: Meeting the High Level ICT Skills Needs of Enterprise in Ireland. The Plan is a collaborative system-wide response, across Departments, agencies and the education and enterprise sectors, aimed at increasing the domestic supply of high-level ICT graduates. It details short, medium and long-term actions with specific time-bound targets to meet the ICT skills gap in the short-term, while in tandem building the longer-term supply of high-quality graduates from undergraduate courses.

The overarching target included in the Plan is to double the output of Level 8 graduates from mainstream undergraduate ICT disciplines between 2011 and 2018. Since publication, significant progress in meeting the targets of the Plan has been achieved. Level 8 graduate output in 2013 is forecast to be more than 25% higher than in the baseline year 2011, and the Action Plan target of doubling Level 8 graduate output by 2018 is now expected to be reached by 2015.

Recognising that increased undergraduate ICT enrolments would take time to feed through to increased output, the Plan also provided for the immediate rollout of targeted reskilling and conversion courses through Springboard and the ICT skills conversion programme. Approximately 1,500 students have enrolled under the two phases of the ICT skills conversion programme since 2012. In addition, roughly 5,600 people have enrolled on ICT courses under the three rounds of Springboard that have issued since 2011.

The ongoing implementation of the ICT Action Plan, including the rollout of Springboard and the ICT skills conversion programme, has also been incorporated into one of the seven Disruptive Reform proposals in the 2013 Action Plan for Jobs. The Disruptive Reform on ICT Skills aims to build Ireland's ICT skills capability to the point that it acts as a beacon for mobile ICT investment and entrepreneurs to set up and grow ICT businesses in Ireland.

This evaluation examines outputs and outcomes from the more than 7,000 reskilling and upskilling opportunities in the ICT field that have been provided for jobseekers as part of the Springboard and the ICT skills conversion programmes since 2011. The methodology includes four main data sources, as follows:

- Detailed online reporting by ICT skills and Springboard course providers on academic and employment-related outcomes for participants;
- Surveys of graduates and continuing students;
- Focus groups meetings and interviews with employers and course providers; and
- Data scans of the Live Register status of graduates and of continuing students by the Department of Social Protection.

The evaluation is structured into four sections. Following the introduction, **Section 2** presents inputs, outputs and outcomes from the ICT skills conversion programme, including data on participant profiles; the level of demand and trends in enrolments for two phases of the initiative; academic, employment-related and other outcomes for participants.

Section 3 presents outputs and outcomes from Springboard ICT courses that supplement the general evaluations of phases 1 and 2 of Springboard that were carried out in 2012 and 2013.

Section 4 summarises key findings and recommendations from the evaluation.

Table 1.1: Key outputs to date

ICT Courses	Springboard 2011	Springboard 2012	ICTSP Phase One (2011/12)
Participants	1,818	2,063	790
Graduates	932	955	511
Withdrawn	727	721	215
Continuing	159	387	64
Graduate Employment (After 3-6 Months)	28%	39%	67%

Key findings

Overall the evaluation shows that the programmes have successfully met their twin objectives of providing additional reskilling opportunities for jobseekers and addressing the ICT skills needs of industry. More than 7,000 ICT upskilling and conversion places have been provided under the two programmes since 2011, and more than 2,400 people have graduated from the programmes to date; significantly increasing opportunities available to jobseekers as well as the pool of ICT talent available to industry. Feedback from students, employers and providers also indicates high levels of satisfaction with the programmes. However, the evaluation process has also highlighted some key areas for improvement, and a number of recommendations to be incorporated into future provision of ICT reskilling opportunities are set out in section 4 of this document.

2 ICT skills conversion programme

The ICT conversion programme was introduced in 2012 as a key measure in the 2012 ICT Action Plan. A total of 818 places were provided in the first phase of the initiative, which was launched in March 2012. A further 770 places were provided in a second phase from February 2013. The places in each phase were allocated through a competitive tendering process open to public, private and not-for-profit higher education providers around the country. The courses at NFQ Level 8 are designed to equip graduates with core computing and programming skills, as well as a range of specialisations in niche areas of growth potential, such as software development, cloud computing and data analytics.

The ICT skills conversion programme is funded through the National Training Fund (NTF). In 2012, €4m was allocated to support Phase 1. A further €5m has been allocated to support Phase 2.

2.1 ICT skills conversion programme - Phase 1 (March 2012)

Tender specification

A working group, with representatives from the ICT industry and academic experts, designed the outline tender specification for the first phase of conversion courses. Specifically, the working group was asked to consider the design of a course in core computing/programming that would meet the skills conversion needs of graduates and be aligned with industry requirements. The course would seek to provide Level 8 (honours bachelor degree) graduates in relevant disciplines with the opportunity to convert or enhance their existing qualifications through the acquisition of core computing/ programming skills via a concentrated conversion course. In proposing courses for funding, education providers would be required to describe the graduate skillset they would develop in participants, as well as setting out their own prior experience in the delivery of conversion courses.

Courses were expected to include four key components: first, a solid foundation in key computing knowledge at the level expected by industry; second, a choice of specialisation, allowing participants to focus on areas of strength and interest; third, a model for industry involvement, allowing industry to influence development and training of participants; and fourth, a significant placement/internship, allowing participants to gain relevant experience and industry an opportunity to field-test potential recruits.

The element of specialisation choice in areas such as IT infrastructure, business analytics, web development, as well as the classic software developer/engineer, was included in order to enable students to focus on their strong points. In this way, it was expected that the course could move quickly from providing a grounding in core computing to giving a deep specialisation in a particular domain.

Call for proposals

A formal call for proposals was issued to higher education providers on 16 November 2011. By the deadline of 22 December 2011, 28 proposals for courses had been received from 11 higher education providers, as well as a national consortium of 11 institutes of technology. A total of 1,343 places were proposed at a potential cost of €8.14m.

An assessment panel, chaired by the Chairperson of the Expert Group on Future Skills Needs and including industry and academic experts, IDA Ireland and Enterprise Ireland, met on 23 January 2012. That panel approved 17 courses for delivery by 10 providers, including the national IoT consortium, which would offer a Higher Diploma in Science in Computing in seven institutes of technology around the country.

The 17 approved courses would provide a total of 768 places at a cost of €4.1m. Following rollout of the programme, there was a strong demand for places and a further 50 places were offered, increasing the total number of Phase 1 places to 818 by September 2012.

Table 2.1 Places by provider type — Phase 1

Higher Education Provider	Number of Courses	Number of Places	Projected Costs
Universities	3	160	€665,750
Institutes of Technology	7	383	€1,897,368
Private/Not for profit providers	7	275	€1,616,250
Total	**17**	**818**	**€4,179,368**

Target cohort and income support arrangements for DSP clients

The ICT skills conversion courses were targeted at graduate jobseekers with an honours degree (NFQ Level 8) level qualification in a cognate discipline, as well as the capacity and underlying aptitude to undergo an intensive course of study and work experience. As the objective of the initiative was to address a core shortage in the supply of graduates with high-level ICT skills, it was decided to provide the courses free of charge to all participants, and not only to jobseekers.

Participation in the programme did not create any entitlement to receive an income support payment from the Department of Social Protection (DSP), however DSP agreed that unemployed people who had been in receipt of income support for at least three of the six months preceding entry to a course were eligible to retain their income support as part of a bespoke version of the Back to Education Allowance (BTEA) scheme. The approval of the Department of Social Protection to this arrangement was critical to facilitating participation of unemployed graduates in the conversion programmes.

Demand for places

There was a strong demand for places. Almost 1,900 people applied and 790 students subsequently enrolled on one of the 17 courses on offer.

Table 2.2: Number of applicants to Phase One

Demand for Places	
Applicants	1,847
Enrolled Students	790
Enrolment Rate	**43%**

Initial evaluation of Phase 1 of the programme (completed summer 2012)

The HEA carried out an initial evaluation of the ICT skills conversion programme in summer 2012. The evaluation involved surveys of participants, course providers and industry partners involved in the delivery of the courses. The surveys were issued on 31 May 2012, and responses were accepted up until 13 July 2012. The response rate to the participant survey was 39.5% (245 out of 620 participants enrolled on courses at the close of the survey). It was seen that 100% of course providers responded, while 18% of industry partners responded (21 out of 117 partners listed in the original course proposals).

Participant perspective

The level of satisfaction reported by participants was high, with the majority of respondents to the survey affirming that the course on which they had enrolled had measured up well to their expectations. They rated the level of support they had received from their course provider highly and indicated that they would recommend the course to others. Many respondents identified course content, teaching quality and industry relevance as among the best features of the course on which they were enrolled, with flexible course delivery, work-placement provision, the availability of online learning resources, career prospects, and the positive learning environment also identified as strengths.

Course provider perspective

Course providers commended the calibre of students enrolled on the ICT skills conversion programme, with reference to their prior academic attainment and experiential learning. They indicated that the course had created opportunities for mathematically proficient, experienced learners, with a strong capacity for engaging with a new field, to study ICT. Most applicants were reported to be motivated and keen to enter industry, with most holding degrees in cognate disciplines such as engineering, architecture, mathematics, business and management. It was reported that many participants held higher-level qualifications (NFQ Levels 9 and 10) and had extensive, relevant work experience. There was also a high level of confidence that students would be accommodated on a work placement, with reports of some participants being offered employment in the ICT industry during the first semester of the course.

Industry perspective

The industry response rate to the survey was low. This may have been partly due to the fact that it was undertaken at the end of the first semester of the course, when industry involvement in the courses and engagement with participants would have been limited. The 21 companies that did respond all indicated that graduates from the programme would enhance the skills-base of their companies. It was seen that 71% (15 out of 21) of respondents affirmed that graduates would help their company to address a skills deficit, and 86% (18 out of 21) anticipated that offers of employment would be made to graduates of the programme.

2.2 ICT skills conversion programme - Phase 2 (January 2013)

Considering the initial positive feedback on the conversion courses and on-going reported difficulties being experienced by enterprise in filling ICT vacancies, the Department of Education and Skills decided to fund a second phase of the ICT skills conversion programme, to commence in 2013.

Programme design improvements

The initial survey feedback from Phase 1 of the programme generated a range of suggestions from participants, providers and industry partners on provider tendering and application management systems, course application process, structure of the programme, information and marketing of courses, and arrangements for income and other supports for participants. Inputs had also been sought from the Expert Group on Future Skills Needs (EGFSN), Enterprise Ireland and IDA Ireland. The combined feedback was used to inform a number of changes to the second phase of the initiative. Specific changes included increased emphasis on the provision and quality of work placement opportunities, a requirement for stronger industry supports, and a revision of the skills areas targeted to include software development and data analytics.

Call for proposals

A call for proposals was issued to higher education providers on 15 November 2012. By the deadline of 20 December 2012, 29 proposals for courses had been received from 13 higher education providers (including a collaborative bid from nine institutes of technology).

An assessment panel, chaired by the Chairperson of the Expert Group on Future Skills Needs and including industry and academic experts, including ICT businesses, IDA Ireland and Enterprise Ireland, met on 11 January 2013. The panel approved 22 courses for delivery by 18 providers (including the IoT consortium) working with 224 individual companies. The 22 courses would provide a total of 770 places at a projected total cost of €5.13m.

Table 2.3: Places by provider type — Phase 2

Higher Education Provider	Number of Courses	Number of Places	Costs
Universities	5	180	€880,650
Institutes of Technology	15	489	€3,548,676
Private Sector/Not For Profit	2	101	€703,450
Total	**22**	**770**	**€5,132,776**

Target cohort and income support arrangements for DSP clients

As in Phase 1 of the programme, the target cohort for the second phase was graduate jobseekers with an honours degree (NFQ Level 8) level qualification in a cognate discipline, who had the capacity and underlying aptitude to undergo an intensive course of study and work experience. In line with an increased focus on targeting activation supports on people who were long-term unemployed, the Department of Social Protection introduced an amendment to the eligibility criteria for jobseekers. Participants in this category would now need to be in receipt of jobseeker's benefit for at least nine months of the previous 12 months in order to retain income support while on the course.

Demand for places

By February 2014, there were 1,440 applications for the 770 places on offer and to date 650 participants have enrolled.

Table 2.4 Number of applicants to Phase 2

Demand for Places	
Unique Applicants	1,451
Enrolled Students	650
Enrolment Rate	**45%**

2.3 ICT skills conversion programme – Funding

In 2012, €4m was allocated from the National Training Fund to support over 818 participants on ICT skills conversion courses, at an average cost of €5,200 per place. However, as funding allocations are made on the basis of participant progression and completion rates, the final costs for Phase 1 are now estimated at €3,430,864. A further €5m has been allocated to support the 770 Phase 2 places, at an average of €6,666 per place.

2.4 ICT skills conversion programme – Profile of participants

As part of their application to the ICT skills programme, potential participants were asked a range of questions on their background. Tables 2.5-2.11 below offer a profile of the people who enrolled on phases 1 and 2 of the programme.

The gender, age and prior educational attainment of participants were very similar in both phases. A significant majority of participants were male; the largest age group included those aged between 26 and 50; and almost 90% of participants in both phases held a qualification at NFQ Level 8 or above.
While only approximately a quarter of participants in the course were female, the female participation rate is significant by comparison to national and international averages for mainstream ICT undergraduate programmes. This suggests that the course is making a contribution towards overcoming the gender gap on ICT courses. Current data suggests that the female participation rate in mainstream Level 8 ICT courses is closer to 15% nationally.[1]

The largest single group of Phase 1 participants indicated that they were previously employed in the construction sector (43% of participants). The next largest group had an education background (21%), followed by industry (16%). In Phase 2, however, only 24% came from construction, with 25% from education and 22% from industry.

1 'Addressing Future Demand for High-Level ICT Skills', Expert Group on Future Skills Needs (EGFSN), November 2013 (www.skillsireland.ie)

It was seen that 61.5% of Phase 1 participants were in receipt of a social protection payment compared to 51% in Phase 2. The reduction in the number of people from the Live Register followed a change in the Department of Social Protection eligibility criteria, which meant that fewer unemployed people were able to access the programmes (a nine-month waiting period applied in Phase 2, compared to a three-month waiting period for Phase 1). In line with the change in the eligibility criteria, the proportion of long-term unemployed participants increased from 39% in Phase 1 to 46% in Phase 2.

Table 2.5: Age profile of participants

Age Band	Phase One	as % of Phase One	Phase Two	as % of Phase Two
25 and under	136	18%	143	22.4%
26 to 50	580	76.6%	467	73.3%
Over 50	41	5.4%	27	4.2%
Participants	**757**	**100%**	**637**	**100%**
Participants with Null Data	33		13	
Total Participants	**790**		**650**	

Table 2.6: Gender profile of participants

Gender	Phase One	as % of Phase One	Phase Two	as % of Phase Two
Male	600	76%	479	73.7%
Female	189	24%	171	26.3%
Participants	**789**	**100%**	**650**	**100%**
Participants with Null Data	1		0	
Total Participants	**790**		**650**	

Table 2.7: Prior educational attainment of participants

Educational Background	Phase One	as % of Phase One	Phase Two	as % of Phase Two
Master's Degree or PhD	190	25.8%	147	22.6%
NFQ Level 8	453	61.5%	433	66.6%
NFQ Level 7	60	8.1%	47	7.2%
NFQ Level 6	6	0.8%	13	2.0%
Secondary Level	18	2.4%	0	0.0%
Professional Qualification	10	1.4%	10	1.5%
Participants	**737**	**100%**	**650**	**100%**
Participants with Null Data	53		0	
Total Participants	**790**		**650**	

Table 2.8: Previous employment history of participants

Employment Sector	Phase One	as % of Phase One	Phase Two	as % of Phase Two
Accommodation and food service activities	29	9.9%	59	14.6%
Construction	124	42.5%	97	24.1%
Education	62	21.2%	101	25.1%
Industry	48	16.4%	87	21.6%
Public administration and defence	21	7.2%	34	8.4%
Transportation and storage	8	2.7%	25	6.2%
Total Participants (includes Multiple Selections)	**292**	**100%**	**403**	**100%**
Participants with Null Data	537		306	
Total Participants	**790**		**650**	

Table 2.9: Participants' duration of unemployment at time of application

Duration of Unemployment at Time of Application	Phase One	as % of Phase One	Phase Two	as % of Phase Two
0-6 months	284	45.9%	262	40.3%
6-12 months	95	15.3%	88	13.5%
Short- to Medium-term Unemployment	**379**	**61.2%**	**350**	**53.8%**
1-2 Years	89	14.4%	77	11.8%
2-5 Years	104	16.8%	135	20.8%
5+ Years	47	7.6%	88	13.5%
Long-term Unemployment	**240**	**38.8%**	**300**	**46.2%**
Participants	**619**		**650**	
Participants with Null Data	171		0	
Total Participants	**790**		**650**	

Table 2.10: Social protection status of participants at time of application

Social Welfare Payment	Phase One	as % of Phase One	Phase Two	as % of Phase Two
JobSeeker's Allowance	207	33%	202	31.1%
JobSeeker's Benefit	128	20.4%	85	13.1%
Disability/One Parent/Carer's Allowance/Other	51	8.1%	44	6.8%
No Support/ Signing For Credits	25	4%	307	47.2%
None	216	34.4%	12	1.8%
Participants	**627**	**100%**	**650**	**100%**
Participants with Null Data	163		0	
Total Participants	**790**		**650**	

Table 2.11: Distribution of participants by region (NUTS III Classification)

NUTS III Region	Phase One	as % of Phase One	Phase Two	as % of Phase Two
Border	46	5.8%	43	6.6%
Dublin	430	54.4%	289	44.5%
Mid West	139	17.6%	126	19.4%
Midlands	29	3.7%	15	2.3%
South East	31	3.9%	40	6.2%
South West	93	11.8%	82	12.6%
West	22	2.8%	55	8.5%
Total Participants	**790**	**100%**	**650**	**100%**

2.5 ICT skills conversion programme - Outcomes as reported by course providers

Academic outcomes for phase 1 participants as reported by course providers

As at February 2014, academic outcomes were reported for all of the 790 participants in Phase 1. It was seen that 65% of Phase 1 participants were recorded as having successfully completed their course of study, 27% were reported as having withdrawn, and a further 8% were repeating exams or otherwise still involved with the course.

As outlined in table 2.12 below, graduation and withdrawal rates varied significantly between courses and providers. For one programme, 100% of participants graduated, while at the other end of the scale only 44% of participants are recorded as having completed another programme (with a further 11% repeating or having deferred).

Feedback from providers identified hard work and commitment as important attributes among those who completed their studies. It was also noted that participants' educational backgrounds were important, and those most suited to the ICT conversion courses were from 'technical' backgrounds. There were also high-achieving participants from less technical backgrounds. Overall, it was suggested that the level of commitment to the course was the main determinant of success.

Table 2.12: Academic Outcomes — Phase One

HEI and Course	Participants	Graduated	Withdrawn	Outcome Pending (Repeating Exams, Deferrals, etc.)
Athlone Institute of Technology	**29**	**17 (59%)**	**10 (34%)**	**2 (7%)**
Higher Diploma in Science in Computing	29	17 (59%)	10 (34%)	2 (7%)
Cork Institute of Technology	**82**	**49 (60%)**	**31 (38%)**	**2 (2%)**
Higher Diploma in Science in Cloud & Mobile Software Development	41	24 (59%)	16 (39%)	1 (2%)
Higher Diploma in Science in Cloud Computing	41	25 (61%)	15 (37%)	1 (2%)
Dublin Business School	**128**	**85 (66%)**	**30 (23%)**	**13 (10%)**
Higher Diploma in Science in Computing (IT Infrastructure & Networking)	50	34 (68%)	8 (16%)	8 (16%)
Higher Diploma in Science in Computing (Software Development)	53	34 (64%)	14 (26%)	5 (9%)
Higher Diploma in Science in Computing (Web and Cloud Technologies)	25	17 (68%)	8 (32%)	0 (0%)
Dublin Institute of Technology	**46**	**35 (76%)**	**11 (24%)**	**0 (0%)**
Higher Diploma in Computing	46	35 (76%)	11 (24%)	0 (0%)
Dundalk Institute of Technology	**20**	**10 (50%)**	**7 (35%)**	**3 (15%)**
Higher Diploma in Science in Computing (Healthcare Software Stream)	20	10 (50%)	7 (35%)	3 (15%)
Griffith College	**59**	**27 (46%)**	**26 (44%)**	**6 (10%)**
Higher Diploma in Science in IT Infrastructure (Level 8) 60 ECTS	23	11 (48%)	10 (43%)	2 (9%)
Higher Diploma in Science in Web Development	36	16 (44%)	16 (44%)	4 (11%)
Institute of Technology Blanchardstown	**33**	**21 (64%)**	**12 (36%)**	**0 (0%)**
Higher Diploma in Science in Computing (IoT Consortium)	33	21 (64%)	12 (36%)	0 (0%)
Institute of Technology Carlow	**11**	**8 (73%)**	**1 (9%)**	**2 (18%)**
Higher Diploma in Science in Computing (Systems and IT Services)	11	8 (73%)	1 (9%)	2 (18%)
Institute of Technology Tallaght Dublin	**27**	**17 (63%)**	**9 (33%)**	**1 (4%)**
Higher Diploma in Science in Computing(Consortium)	27	17 (63%)	9 (33%)	1 (4%)
Institute of Technology, Sligo	**26**	**14 (54%)**	**8 (31%)**	**4 (15%)**
Higher Diploma in Science in Computing (Consortium)	26	14 (54%)	8 (31%)	4 (15%)

Table 2.12: Academic Outcomes — Phase One (continued)

HEI and Course	Participants	Graduated	Withdrawn	Outcome Pending (Repeating Exams, Deferrals, etc.)
Institute of Technology, Tralee	**11**	**11 (100%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Applied Computing (Consortium)	11	11 (100%)	0 (0%)	0 (0%)
Limerick Institute of Technology	**45**	**34 (67%)**	**2 (4%)**	**9 (20%)**
Higher Diploma in Computing in Creative Multimedia Programming	23	16 (70%)	1 (4%)	6 (26%)
Higher Diploma in Computing in Software Development	22	18 (82%)	1 (5%)	3 (14%)
National College of Ireland	**137**	**89 (65%)**	**29 (21%)**	**19 (14%)**
Higher Diploma in Science in Software Development	50	37 (74%)	8 (16%)	5 (10%)
Higher Diploma in Science in Web Technologies	87	52 (60%)	21 (24%)	14 (16%)
National University of Ireland, Galway	**22**	**18 (82%)**	**3 (14%)**	**1 (5%)**
Higher Diploma in Applied Science (Software Design and Development - Industry Stream)	22	18 (82%)	3 (14%)	1 (5%)
University of Limerick	**94**	**65 (69%)**	**29 (31%)**	**0 (0%)**
Higher Diploma in Software Development	78	52 (67%)	3 (19%)	0 (0%)
Higher Diploma in Mobile and Secure Cloud Computing	16	13 (81%)	26 (33%)	0 (0%)
Waterford Institute of Technology	**20**	**11 (55%)**	**7 (35%)**	**2 (10%)**
Higher Diploma in Science in Computing	20	11 (55%)	7 (35%)	2 (10%)
Total Participants	**790**	**511 (65%)**	**215 (27%)**	**64 (8%)**

Employment outcomes for Phase 1 participants as reported by course providers

All Phase 1 participants

As at February 2014, providers had reported an employment-related or other progression outcome for 584 (74%) of the 790 students who enrolled on a Phase 1 course. While courses had varying start dates, the average survey point was six months post-graduation (for those who had completed).

A total of 56% of all participants were reported as being in employment or self-employment; 4% were reported as being in further study; and 40% were reported as seeking employment.

As outlined in table 2.13 below, employment rates vary significantly between courses and providers.

Table 2.13: Employment-related outcomes for all Phase 1 participants

HEI and Course	Participants with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
Athlone Institute of Technology	**29 (100%)**	**6 (21%)**	**7 (24%)**	**16 (55%)**
Higher Diploma in Science in Computing	29 (100%)	6 (21%)	7 (24%)	16 (55%)
Cork Institute of Technology	**57 (70%)**	**36 (62%)**	**1 (2%)**	**20 (35%)**
Higher Diploma in Science in Cloud Computing	22 (54%)	17 (77%)	0 (0%)	5 (23%)
Higher Diploma in Science in Cloud & Mobile Software Development	35 (85%)	18 (55%)	1 (3%)	15 (43%)
Dublin Business School	**119 (93%)**	**81 (68%)**	**1 (1%)**	**37 (31%)**
Higher Diploma in Science in Computing (Software Development)	48 (96%)	33 (69%)	1 (2%)	14 (29%)
Higher Diploma in Science in Computing (Web and Cloud Technologies)	46 (87%)	32 (70%)	0 (0%)	14 (30%)
Higher Diploma in Science in Computing (IT Infrastructure & Networking)	25 (100%)	16 (64%)	0 (0%)	9 (36%)
Dublin Institute of Technology	**30 (65%)**	**23 (77%)**	**1 (3%)**	**6 (20%)**
Higher Diploma in Computing	30 (65%)	23 (77%)	1 (3%)	6 (20%)
Dundalk Institute of Technology	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing (Healthcare Software Stream)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Griffith College	**56 (95%)**	**24 (43%)**	**7 (13%)**	**25 (45%)**
Higher Diploma in Science in IT Infrastructure (Level 8) 60 ECTS	23 (100%)	8 (35%)	5 (22%)	10 (43%)
Higher Diploma in Science in Web Development	33 (92%)	16 (48%)	2 (6%)	15 (45%)
Institute of Technology Blanchardstown	**33 (100%)**	**16 (48%)**	**0 (0%)**	**17 (52%)**
Higher Diploma in Science in Computing (IoT Consortium)	33 (100%)	16 (48%)	0 (0%)	17 (52%)
Institute of Technology Carlow	**8 (73%)**	**5 (63%)**	**0 (0%)**	**3 (38%)**
Higher Diploma in Science in Computing (Systems and IT Services)	8 (73%)	5 (63%)	0 (0%)	3 (38%)
Institute of Technology Tallaght Dublin	**23 (85%)**	**19 (83%)**	**1 (4%)**	**3 (13%)**
Higher Diploma in Science in Computing(Consortium)	23 85%)	19 (83%)	1 (4%)	3 (13%)
Institute of Technology, Sligo	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing (Consortium)	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Table 2.13: Employment-related outcomes for all Phase One participants (continued)

HEI and Course	Participants with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
Institute of Technology, Tralee	**11 (100%)**	**10 (91%)**	**0 (0%)**	**1 (9%)**
Higher Diploma in Science in Applied Computing (Consortium)	11 (100%)	10 (91%)	0 (0%)	1 (9%)
Limerick Institute of Technology	**40 (89%)**	**37 (93%)**	**1 (3%)**	**2 (5%)**
Higher Diploma in Computing in Creative Multimedia Programming	21 (91%)	18 (86%)	1 (5%)	2 (10%)
Higher Diploma in Computing in Software Development	19 (86%)	19 (100%)	0 (0%)	0 (0%)
National College of Ireland	**84 (61%)**	**41 (49%)**	**5 (6%)**	**38 (45%)**
Higher Diploma in Science in Software Development	34 (68%)	10 (29%)	4 (12%)	20 (59%)
Higher Diploma in Science in Web Technologies	50 (57%)	31 (62%)	1 (2%)	18 (36%)
National University of Ireland, Galway	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Applied Science (Software Design and Development - Industry Stream)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
University of Limerick	**94 (100%)**	**30 (32%)**	**0 (0%)**	**64 (68%)**
Higher Diploma in Software Development	78 (100%)	24 (31%)	0 (0%)	54 (69%)
Higher Diploma in Mobile and Secure Cloud Computing	16 (100%)	6 (38%)	0 (0%)	10 (63%)
Waterford Institute of Technology	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Participants	**584 (77%)**	**328 (56%)**	**24 (4%)**	**232 (40%)**

Phase 1 Graduates

As at February 2014, providers had reported a progression outcome for 427 (84%) of 511 students who had graduated from the Phase 1 courses. While courses had varying start dates, the average survey point was six months post-graduation (for those who had completed).

A total of 67% of graduates were reported as being in employment or self-employment; 5% were reported as being in further study; and 28% (90 students) were reported as seeking employment. At 67%, the employment outcome for those who completed the course was significantly better than that for all participants (56%).

As outlined in table 2.14 below, employment rates vary significantly between courses and providers. While not all providers have been able to provide a complete set of employment outcome data, where data is available for 100% of graduates of a particular course the employment rates varied between 35% and 91%.

Table 2.14: Employment-related outcomes for Phase 1 graduates

HEI and Course	Graduates with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
Athlone Institute of Technology	**17 (100%)**	**6 (35%)**	**7 (41%)**	**4 (24%)**
Higher Diploma in Science in Computing	17 (100%)	6 (35%)	7 (41%)	4 (24%)
Cork Institute of Technology	**46 (94%)**	**34 (74%)**	**1 (2%)**	**11 (24%)**
Higher Diploma in Science in Cloud Computing	22 (92%)	17 (77%)	0 (0%)	5 (23%)
Higher Diploma in Science in Cloud and Mobile Software Development	24 (96%)	17 (71%)	1 (4%)	6 (25%)
Dublin Business School	**83 (98%)**	**73 (88%)**	**0 (0%)**	**10 (12%)**
Higher Diploma in Science in Computing (Software Development)	33 (97%)	29 (88%)	0 (0%)	4 (12%)
Higher Diploma in Science in Computing (Web and Cloud Technologies)	33 (97%)	29 (88%)	0 (0%)	4 (12%)
Higher Diploma in Science in Computing (IT Infrastructure and Networking)	17 (100%)	15 (88%)	0 (0%)	2 (12%)
Dublin Institute of Technology	**19 (54%)**	**16 (84%)**	**1 (5%)**	**2 (11%)**
Higher Diploma in Computing	19 (54%)	16 (84%)	1 (5%)	2 (11%)
Dundalk Institute of Technology	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing (Healthcare Software Stream)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Griffith College	**27 (100%)**	**18 (67%)**	**6 (22%)**	**3 (11%)**
Higher Diploma in Science in IT Infrastructure (Level 8) 60 ECTS	11 (100%)	5 (45%)	5 (45%)	1 (9%)
Higher Diploma in Science in Web Development	16 (100%)	13 (81%)	1 (6%)	2 (13%)
Institute of Technology Blanchardstown	**21 (100%)**	**13 (62%)**	**0 (0%)**	**8 (38%)**
Higher Diploma in Science in Computing (IoT Consortium)	21 (100%)	13 (62%)	0 (0%)	8 (38%)
Institute of Technology Carlow	**5 (63%)**	**4 (80%)**	**0 (0%)**	**1 (20%)**
Higher Diploma in Science in Computing (Systems and IT Services)	5 (63%)	4 (80%)	0 (0%)	1 (20%)
Institute of Technology Tallaght Dublin	**16 (94%)**	**14 (88%)**	**1 (6%)**	**1 (6%)**
Higher Diploma in Science in Computing(Consortium)	16 (94%)	14 (88%)	1 (6%)	1 (6%)

Table 2.14: Employment-related outcomes for Phase One graduates (continued)

HEI and Course	Graduates with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
Institute of Technology, Sligo	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing (Consortium)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Institute of Technology, Tralee	**11 (100%)**	**10 (91%)**	**0 (0%)**	**1 (9%)**
Higher Diploma in Science in Applied Computing (Consortium)	11 (100%)	10 (91%)	0 (0%)	1 (9%)
Limerick Institute of Technology	**33 (97%)**	**31 (94%)**	**1 (3%)**	**1 (3%)**
Higher Diploma in Computing in Creative Multimedia Programming	16 (100%)	14 (88%)	1 (6%)	1 (6%)
Higher Diploma in Computing in Software Development	17 (94%)	17 (100%)	0 (0%)	0 (0%)
National College of Ireland	**84 (94%)**	**41 (49%)**	**5 (6%)**	**38 (45%)**
Higher Diploma in Science in Software Development	34 (92%)	10 (29%)	4 (12%)	20 (59%)
Higher Diploma in Science in Web Technologies	50 (96%)	31 (62%)	1 (2%)	18 (36%)
National University of Ireland, Galway	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Applied Science (Software Design and Development - Industry Stream)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
University of Limerick	**65 (100%)**	**27 (42%)**	**0 (0%)**	**38 (58%)**
Higher Diploma in Software Development	52 (100%)	21 (40%)	0 (0%)	31 (60%)
Higher Diploma in Mobile and Secure Cloud Computing	13 (100%)	6 (46%)	0 (0%)	7 (54%)
Waterford Institute of Technology	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science in Computing	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Total Participants	**427 (84%)**	**287 (67%)**	**22 (5%)**	**118 (28%)**

2.6 ICT skills conversion programme - Outcomes reported via surveys of ICT skills programme participants

In August 2013, participants were surveyed to gather information on academic and employment outcomes, as well as more general feedback on the courses and work-placement element. Responses were accepted up until early November. The response-rate to the survey was approximately 27%.

Phase 1 academic outcomes as reported via the participant surveys

Of the 228 Phase 1 survey respondents, 85% had graduated from their course, 8% had withdrawn and 7% were repeating exams or otherwise still engaged with their course.

Thirteen respondents who had withdrawn gave a reason for their decision. Five withdrew because they found employment. Eight withdrew for academic or personal reasons, and some indicated in additional comments that they had to withdraw for financial reasons or because of a lack of perceived support from providers.

Phase 1 employment outcomes as reported via the participant surveys

As outlined in the tables below, 68% of Phase 1 participants who responded to the survey reported themselves as being in employment/self-employment or participating in a work placement/internship. More than half of respondents who were employed indicated that they had found full-time long-term employment, 80% indicated that they were employed in the ICT sector and 89% indicated that their job was relevant to their new qualifications.

A total of 60% of respondents who provided a salary level for their current employment indicated a salary of €1,600 to €2,600 per month. A further 23% reported a monthly salary of less than €1,599, while 18% of respondents reported a salary of more than €2,600.

Table 2.15: Employment-related outcomes reported via participant survey

Survey Response	Respondents	as % of Total Respondents
I am in employment/ self-employment	106	52.5%
I am participating in a work placement/internship	31	15.3%
I am seeking employment	53	26.2%
I am undertaking further study	10	5.0%
I have travelled abroad/emigrated	2	1.0%
Total Participants	**202**	**100%**

Table 2.16: Employment Type

Response	Respondents	% of Respondents
Full-time long-term employment	80	51.3%
Full-time short-term employment	29	18.6%
JobBridge internship or other work placement	35	22.4%
Part-time long-term employment	3	1.9%
Part-time short-term employment	1	0.6%
Self-employment	8	5.1%
Total Respondents	**156**	**100%**

Table 2.17: Employment sector

Response	Respondents	% of Respondents
Accommodation and food service activities	1	0.7%
Administrative and support service activities	4	2.9%
Agriculture, forestry, and fishing	1	0.7%
Construction	2	1.4%
Education	3	2.2%
Financial, insurance, and real estate activities	3	2.2%
Human health and social work activities	1	0.7%
Industry	2	1.4%
Information and communication (incl. ICT)	111	80.4%
Professional, scientific, technical activities	6	4.3%
Public administration and defence	1	0.7%
Transportation and storage	1	0.7%
Wholesale and retail trade; repair of motor vehicles and motorcycles	2	1.4%
Total respondents	**138**	**100%**

Table 2.18: Response on how relevant new qualification is to employment (Yes/No)

Response	Respondents	% of Respondents
Yes	130	89%
No	16	11%
Total respondents	**146**	**100%**

Table 2.19: Salary level

Reported salary	Respondents	as % of Total Respondents
Less than €1,000 per month	9	6.9%
€1,001 to €1,599 per month	21	16%
€1,600 to €2,099 per month	38	29%
€2,100 to €2,599 per month	40	30.5%
€2,600 to €3,099 per month	6	4.6%
€3,100 to €3,599 per month	8	6.1%
€3,600+ per month	9	6.9%
Total respondents	**131**	**100%**

Participant feedback on course structure and content

As part of the survey feedback, participants were asked to rate their course, lecturers and support from course providers on a scale of 1 to 5, with 5 being the highest possible commendation. The responses are set out in Tables 2.20-2.22. The majority of respondents rated their courses highly, with 70% of respondents giving a 4 or 5, and a further 22% giving a 3. Respondents also rated the standard of lecturing highly, with 66% of respondents giving a 4 or 5 and a further 25% giving a 3. The support received from course providers was also rated well, with 62% of respondents giving a 4 or 5 and a further 19% giving a 3.

In addition, students were asked if they would recommend their course to others, and 94% of the 226 people who responded indicated that they would.

Table 2.20: Course rating

Course Rating	Respondents	as % of Respondents
5	50	22%
4	108	47.6%
3	49	21.6%
2	14	6.2%
1	6	2.6%
Total Respondents	**227**	**100%**

Table 2.21: Lecturer rating

Lecturer Rating	Respondents	as % of Respondents
5	45	19.9%
4	103	45.6%
3	56	24.8%
2	15	6.6%
1	7	3.1%
Total respondents	**226**	**100%**

Table 2.22: Support from course provider

Provider Support Rating	Respondents	as % of Respondents
5	72	31.7%
4	68	30.0%
3	44	19.4%
2	22	9.7%
1	21	9.3%
Total respondents	**227**	**100%**

Participants were also given the opportunity to leave additional comments on their course. Of the 228 survey respondents, 66% chose to do so. The feedback received in this way on the content and structure of the course was varied between and within courses. While there was some strong praise for the course content, the majority of people who chose to leave comments found the courses too intensive and that they tried to cover too much material in the time available. There were also several comments on the mixed standard of lecturing and the feedback indicated a lack of support for students from the course providers.

Participant feedback on work placement

Students were also asked for feedback on the work-placement element of the course and were asked to rate the experience on a scale of 1 to 5 in terms of skills learnt, relevance to the ICT skills course and job satisfaction. Again, the majority of respondents rated the experience well, with 64% of respondents rating it at 4 or 5 and a further 20% giving a 3.

Table 2.23: Work Placement rating

Rating	Respondents	% of respondents
5	58	33.5%
4	53	30.6%
3	34	19.7%
2	8	4.6%
1	20	11.6%
Total respondents	**173**	**100%**

A total of 59% of respondents indicated that they were paid or had received a JobBridge payment for their work placement. A significant number of people (44%) indicated that they had taken up employment with the company that provided the work placement, suggesting that this element of the course provides an important path into employment by linking employers with potential employees.

Table 2.24: Payment during work placement

Were you paid during your work placement?	Respondents	% of Respondents
Yes	61	35.3%
Received JobBridge payment	41	23.7%
No	71	41%
Total Respondents	**173**	**100%**

Table 2.25: Subsequent employment with work placement provider

Response	Respondents	% of Respondents
Yes	62	43.7%
No	80	56.3%
Total Respondents	**142**	**100%**

There was mixed feedback from participants who chose to leave additional comments on their work placement. Several highlighted it as a positive learning experience and a great way to develop skills. A number of people also indicated that they gained full-time employment from the work-placement provider. However, there was also a significant number of negative comments about the structure and organisation of the work placement, in particular several respondents indicated that they got no support from the college in sourcing placements. There was also a significant number of negative comments about the unpaid nature of the placement element, which respondents thought exploitative.

In response to critique from participants on the availability of work placements as part of Phase 1, it was made a requirement for Phase 2 that commitments from industry to provide work placements be secured in advance of courses being approved for funding.

2.7 ICT skills conversion programme - Outcomes reported via a data scan of the Live Register

In October 2013 the Department of Social Protection (DSP) completed an scan of the Live Register using participant data for 760[2] people who commenced an ICT Skills course in 2012. A total of 464 (61%) of this cohort had graduated, 211 (28%) had withdrawn early, and there were 84 (11%) for whom and outcome had not yet been reported.

Of the 760 participants, 418 (55%) were in receipt of a DSP payment prior to commencing their course. A total of 235 (31%) of the 760 were in receipt of a DSP payment as of 25 October. Further analysis has shown that 182 were in receipt of a DSP payment prior to commencement of their course and again on the 25 October. Records show 53 people were in receipt of a DSP payment on 25 October who had not been in receipt of a payment before starting their course. Given the number of participants that confirmed they were receiving JobBridge payments as part of their work placement, it would be expected that a proportion of those in receipt of a DSP payment on 25 October were on the JobBridge scheme.

Of the 464 graduates in the cohort, 245 (53%) were on the Live Register before commencing their course, and 125 (27%) of this group were on the Live Register on 25 October. Of the 211 people who had withdrawn early from their course, 120 (57%) were on the live register before commencing their course and 75 (36%) were on the Live Register on 25 October.

2.8 ICT skills conversion programme – Feedback from course providers

Feedback on rollout of the ICT skills conversion programme was gathered from course providers in autumn 2013. Eight of the 17 participating colleges responded.

2 It was only possible to link 760 of 790 Phase 1 participants to a DSP record. The cohort list was scanned alongside data held on people on the Live Register, one parent family (OFP) and other social welfare schemes, but not illness payments (including illness benefit, disability allowance or invalidity) or carer's payments. People recorded as not on a Jobseeker or OFP payment may be in receipt of an illness payment; working; not working and getting no DSP payment; or may be out of the country.

Provider feedback on the call process

Providers were generally positive about the call process, noting that clear criteria were set out and these were straightforward to follow. However, the process timelines were considered short and it was considered that an earlier notification of the competition and the funding available would be of benefit to providers in planning and delivery, particularly in relation to engaging with industry and other education partners.

Provider feedback on the online application system

The online application system for participants was generally well-regarded, with positive comments on the technical support provided to institutions. However, there was critique of the lack of connection between the ICT skills application system and general college admission systems. The need for greater coordination and promotion of the programme was also raised. It was felt that the ICT skills programme had a lower profile than, for example, Springboard or Momentum.

Provider feedback on social protection arrangements for participants

Providers noted that the introduction of a nine-month waiting period for eligibility for income support for Phase 2 participants (rather than three months as in Phase 1) effectively ruled out a cohort of good unemployed applicants. A number of otherwise qualified applicants were not able to take up a place, as they would lose entitlements or payments and this made it impractical from them to pursue the course. It was also felt that a lack of awareness of the ICT skills programmes in some local social protection offices had caused delays or difficulties for programme participants.

Providers noted the key barriers facing prospective participants, particularly the unemployed, were a lack of financial supports, including childcare, travel and accommodation costs. The time commitment to the course outside of class times and a fear of returning to education were also cited as issues.

Provider feedback on industry collaboration/work placements

Providers were very positive about the level of industry engagement with the programme. In some cases, industry partners were involved in the participant recruitment process and agreed a fixed number of work placements in advance of course offers being made. Providers also reported that companies engaged early with students to scope applied research projects, which helped prepare students for placements.

While in many cases work placements were guaranteed and formed part of the overall credits for the course, a number of providers stated that it was not possible to guarantee placements. Companies provided letters of intent but the provision of work placements was not automatic – in some cases work placements were offered through a competitive process and students had to make a sufficient number and a variety of applications to maximize their chances of securing a placement.

Difficulties being experienced by a number of colleges in securing placements were overcome with the support of Enterprise Ireland and IDA Ireland, who assisted colleges in securing placements with client companies.

Many providers were confident that they have built up relationships with employers and are in a position to place any future cohorts of ICT skills students. However, a small number of others suggested that the market is getting saturated. It was suggested that a national approach to the provision of work placements be considered.

Other comments from course providers

It was suggested that support for Level 9 courses would be useful in the future, and that more generally an alignment or integration with Springboard would be positive.

2.9 ICT skills conversion programme – Feedback from industry

As part of the evaluation, targeted interviews were held during September-October 2013, with four industry partners involved in the ICT skills programme. The feedback indicated general satisfaction with the quality of the graduates from the programme.

In the case of one employer, 11 placements were provided to ICT skills participants and after three months 10 participants took up an offer of full-time employment (one participant left prior to the end of the work placement period). In another case, a company recruited 20 out of 28 participants directly from a course onto its graduate internship programme.

One of the employers interviewed felt that in some cases there may be too much of an academic focus during course delivery, at the expense of developing 'industry-ready' skills. This issue was raised in relation to how the technical skills learned as part of a course can benefit the employer in a practical sense. However, this particular employer subsequently went on to recruit two participants into full-time positions, citing their energy and enthusiasm as attributes that contributed significantly to the hiring decision.

Particular credit was given by industry to the liaison personnel in colleges, as effective liaison meant that it was more feasible for employers to engage with the programme.

3 Springboard ICT course provision

The 2012 ICT Action Plan includes provision of reskilling opportunities via the Springboard initiative. Springboard was introduced in 2011 as part of the Government's Jobs Initiative. It was subsequently incorporated into the 2012 and 2013 Action Plan for Jobs and the Pathways to Work strategy. The primary objective of Springboard is to support unemployed people to return to employment or self-employment by providing access to free, part-time upskilling and re-skilling courses in higher education. Springboard provides participants with up-to-date qualifications in areas where there are identified skills needs, including ICT skills, based on research from the Expert Group on Future Skills Needs and industry input.

3.1 Springboard – Rollout of programme to date

More than 15,000 places have been provided under the three rounds of the Springboard programme that have issued since 2011. The cost of the approximately 5,000 places funded each year has been €15-17m per annum.

Course selection process

Springboard courses are selected by an expert panel of people with industry and educational expertise. The panel assesses proposals from a competitive call that is open to public, private and not-for-profit higher education colleges. A guidance document on current and future skills needs is prepared annually by the EGFSN to support Springboard and the Higher Education Authority, which manages Springboard on behalf of the Department of Education and Skills, hold a series of workshops each year to ensure that higher education colleges are fully briefed on the objectives of the initiative and the latest information on skills needs. Between 34 and 36 colleges have been involved each year. Unlike the ICT skills conversion programme, which focuses on courses leading to Level 8 awards, Springboard courses are offered at certificate, degree and post-graduate level (Levels 6-9 on the National Framework of Qualifications).

Target groups and eligibility criteria

Springboard is targeted at graduates and non-graduates, previously employed in sectors and jobs where employment levels are unlikely to return to pre-recession levels, who will need to reskill for different types of employment. Courses are free of charge to participants. To be eligible for a place a person must be unemployed, actively seeking employment, and be in receipt of a qualifying Department of Social Protection payment; be signing for credits; or be previously self-employed. No training allowances or other supports are provided to participants. Participation does not create any entitlement to an income support payment. However, Live Register participants are able to retain income supports for the duration of their course, once they have an underlying entitlement to such a payment. No waiting period applies for unemployed people to access the programmes.

Evaluation framework

An evaluation framework for Springboard provides for ongoing monitoring and evaluation of outputs. A first stage evaluation report,[3] which was published by the HEA in February 2012, showed that Springboard has been very successful in reaching its target cohorts: 77% of participants were aged between 25 and 49, 60% had been out of work for more than one year and 20% had previously been employed in construction.
An interim evaluation,[4] completed in December 2012, reported on early-stage academic and employment outcomes for participants. It showed that 65% of participants had either successfully graduated or continued on to a further year of study on their course, a further 12% were due to re-sit exams and 22% of participants had withdrawn from courses. A data scan by the Department of Social Protection indicated that 37% of

[3] http://www.springboardcourses.ie/docs/Stage1Report.pdf
[4] http://www.springboardcourses.ie/docs/InterimReport.pdf

Springboard graduates were no longer on the Live Register, and surveys of participants and online reporting indicated that 30% of graduates had secured employment or self-employment.

A further evaluation report,[5] published in February 2013, shows that 30% of Springboard participants were back in work within six weeks of completing a Springboard course and that 40% were back in work within six months of completion. Outcomes varied across programme areas and levels, and by age and duration unemployed.

Springboard freephone guidance service

Following feedback on the first round of the programme, a freephone guidance service, staffed by two qualified guidance counsellors, was introduced in 2012 to provide guidance to potential applicants. The helpline received 4,259 phone calls in 2012, averaging over 200 calls per week, and 2,793 phone calls in 2013, averaging 190 calls per week.[6]

Of the callers who indicated their previous employment history, the two most popular sectors (NACE II classification) were construction, and information and communications (including ICT). These sectors accounted for approximately 38% of callers in 2012, and 26% of callers in 2013.

Table 3.1: Previous employment background of callers to guidance service

Employment Sector of Caller	Springboard 2012			Springboard 2013		
	Males	Females	All	Males	Females	All
Construction	29.30%	8.30%	21.90%	13.40%	2.30%	9.30%
Information and communications (including ICT)	17.60%	14.20%	16.40%	19.70%	12.30%	17.00%
Other sectors	53.10%	77.40%	61.70%	66.90%	85.30%	73.80%

3.2 Springboard – ICT courses

Reskilling for the ICT industry has been a significant component of the Springboard programme. Of the 15,000 course places offered to date, approximately 6,000 (40%) offered qualifications in ICT, covering a broad range of ICT skills, from coding, to digital marketing, website development and management, to database management and systems development. Approximately 50% of the places have been at Level 8/9 on the NFQ.

Of the €47.2m of public funding allocated to date to provide free Springboard course places, over €22.5m has supported ICT course provision.

Provider type

Approximately half of Springboard ICT courses have been offered in privately run colleges, including the Digital Skills Academy, National College of Ireland, Griffith College and Dublin Business School. Universities have provided approximately 16% of places and IoTs have provided around 35%.

[5] http://www.springboardcourses.ie/docs/Stage2Report.pdf and http://www.springboardcourses.ie/docs/DataTablesFINAL.pdf

[6] Springboard 2013 launched a month later than in 2012, resulting in a shorter timeframe for the freephone service in 2013.

Table 3.2: Places by provider type — Springboard 2011-2013

Provider Type	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
University	295	16.2%	323	15.7%	284	15.5%
IOT	700	38.5%	575	27.9%	771	42.0%
Private Sector/Not for Profit	823	45.3%	1,165	56.5%	780	42.5%
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

Demand for places

There has been strong demand for the 6,000 Springboard places that have been provided on ICT courses, with twice the number of applicants to the available places. Over 5,700 people have enrolled on ICT programmes under the three rounds of the programme to date.

Table 3.3: Springboard ICT places - applicants and enrolments: 2011-2013

Springboard	2011	2012	2013
Unique Applicants to ICT Courses	3,504	4,141	4,242
Participants	1,818	2,063	1,835
Enrolment Rate	**51.9%**	**49.8%**	**43.3%**

3.3 Springboard ICT courses – Profile of participants

As part of their online application for a Springboard course, potential participants are asked to provide information on their gender, age, educational background, employment history, unemployment status, etc. Tables 3.4-3.8 below provide a profile of participants on ICT programmes under the three rounds of Springboard to date.

The gender and age profile of participants have been similar for each round of the programme. The majority of participants are in the 26 to 50 age group. While each year there are significantly more male than female participants, it is worth noting that the participation rate by women (24% of enrolments to date), which is similar to the ICT skills conversion initiative, compares favourably to the 15% average participation rate by women in ICT courses nationally.

The educational profile of participants is quite varied, reflecting the range of courses on offer, from certificate to post-graduate level. It is of note that the number of non-graduate applicants has reduced each year, in particular those with only Leaving Certificate or equivalent qualifications. Over 80% of 2012 and 2013 participants held a previous higher education qualification.

The majority of participants, on average 83% each year, are on a jobseeker's payment, reflecting Springboard's objective to support those who have lost their job as a result of the recession. In 2012, the number of participants in receipt of no support increased, due to the expansion of the initiative that year to include previously self-employed people. Each year, approximately 60% of participants on Springboard ICT courses have been long-term unemployed.

The distribution of participants by region is highest in Dublin, reflecting the large number of courses and course places on offer in this region.

Table 3.4: Age profile of participants

Age Band	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
25 and Under	184	10.6%	242	12.2%	201	11.2%
26 to 50	1,430	82.0%	1,587	79.8%	1,456	81.1%
Over 50	129	7.4%	159	8.0%	138	7.7%
Participants	**1,743**	**100%**	**1,988**	**100%**	**1,759**	**100%**
Participants with Null Data	75		75		40	
Total Participants	**1,818**		**2,063**		**1,835**	

Table 3.5: Gender profile of participants

Gender	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
Male	1,380	75.9%	1,599	77.5%	1,342	73.1%
Female	438	24.1%	464	22.5%	493	26.9%
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

Table 3.6: Prior educational attainment of participants

Educational Background	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
Masters Degree or PhD	283	16.0%	314	15.3%	218	11.9%
NFQ Level 8	473	26.8%	586	28.6%	651	35.5%
NFQ Level 7	166	9.4%	282	13.8%	187	10.2%
NFQ Level 6	227	12.9%	548	26.8%	486	26.5%
Secondary Level	519	29.4%	318	15.5%	292	15.9%
Professional Qualification	97	5.5%	0	0.0%	0	0.0%
Participants	**1,765**	**100%**	**2,048**	**100%**	**1,834**	**100%**
Participants with Null Data	53		15		1	
Total Participants	**1,818**		**2,063**		**1,835**	

Table 3.7: Previous employment history of participants

Employment Sector	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
Accommodation and food service activities	79	11.1%	137	13.2%	160	17.5%
Construction	309	43.4%	327	31.5%	225	24.6%
Education	99	13.9%	182	17.6%	180	19.7%
Industry	127	17.8%	263	25.4%	228	25.0%
Public administration and defence	41	5.8%	52	5.0%	60	6.6%
Transportation and storage	57	8.0%	76	7.3%	60	6.6%
Total Participants (includes Multiple Selections)	**712**	**100%**	**1,037**	**100%**	**913**	**100%**
Participants with Null Data	1,153		1,114		922	
Total Participants	**1,818**		**2,063**		**1,835**	

Table 3.8: Time since participant last engaged in formal education (via participant surveys)

Response	2011 Survey Respondents	as % of 2011 Survey	2012 Survey Respondents	as % of 2012 Survey	2013 Survey Respondents	as % of 2013 Survey
12 months or less	189	21.8%	214	21.9%	269	30.6%
1-2 years	104	12.0%	139	14.2%	134	15.3%
2-5 years	173	20.0%	204	20.9%	172	19.6%
5-10 years	156	18.0%	155	15.9%	137	15.6%
10-20 years	159	18.4%	175	17.9%	107	12.2%
20+ years	85	9.8%	90	9.2%	59	6.7%
Total Respondents	**866**	**100%**	**977**	**100%**	**878**	**100%**
ICT Cohort	1,818		2,063		1,758	
Response Rate to Question	**48%**		**47%**		**50%**	

Table 3.9: Participants' duration of unemployment at time of application

Duration of Unemployment at Time of Application	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
0-6 months	318	17.5%	529	25.6%	401	21.9%
6-12 months	377	20.7%	354	17.2%	307	16.7%
Short- to Medium-term Unemployment	**695**	**38.2%**	**883**	**42.8%**	**708**	**38.6%**
1-2 Years	513	28.2%	412	20.0%	372	20.3%
2-5 Years	505	27.8%	613	29.7%	520	28.3%
5+ Years	105	5.8%	155	7.5%	235	12.8%
Long-term Unemployment	**1,123**	**61.8%**	**1,180**	**57.2%**	**1,127**	**61.4%**
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

Table 3.10: Social protection status of participants at time of application

Social Welfare Payment	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
JobSeeker's Allowance	1,009	55.5%	1,070	51.9%	980	53.4%
JobSeeker's Benefit	577	31.7%	614	29.8%	434	23.7%
Disability/One Parent/ Carer's Allowance/Other	121	6.7%	172	8.3%	263	14.3%
No Support/Signing For Credits	78	4.3%	88	4.3%	57	3.1%
Not in Receipt of Support	33	1.8%	119	5.8%	101	5.5%
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

Table 3.11: Distribution of participants by region (NUTS III Classification)

NUTS III Region	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
Border	64	3.5%	119	5.8%	179	9.8%
Dublin	1,538	84.6%	1,628	78.9%	1,173	63.9%
Mid East	95	5.2%	92	4.5%	23	1.3%
South East	18	1.0%	0	0.0%	88	4.8%
South West	77	4.2%	120	5.8%	173	9.4%
West	26	1.4%	38	1.8%	58	3.2%
Mid West	0	0.0%	66	3.2%	141	7.7%
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

Table 3.12: Distribution of participants by course NFQ level

Course NFQ Level	2011	as % of 2011	2012	as % of 2012	2013	as % of 2013
Level 6	690	38.0%	667	32.3%	546	29.8%
Level 7	268	14.7%	347	16.8%	302	16.5%
Level 8	609	33.5%	997	48.3%	791	43.1%
Level 9	251	13.8%	52	2.5%	196	10.7%
Total Participants	**1,818**	**100%**	**2,063**	**100%**	**1,835**	**100%**

3.4 Springboard ICT courses- Academic outcomes reported by course providers

The tables provided in Appendix 2 of this document indicate that in the first year of Springboard 51% of participants on ICT courses successfully completed their course, 40% withdrew early, and a further 9% were repeating exams or otherwise still involved with the course.[7]

Graduation rates are not yet fully reported for 2012 participants; however, to date 46% are recorded as having successfully completed their course, 35% are reported as having withdrawn, and 19% are still in progress on their course. The tables in Appendix 2 show that graduation and withdrawal rates varied significantly across courses and providers in both the 2011 and 2012 rounds of the programme.

Springboard Scheme	Total Participants	Graduated	Withdrawn	Outcome Pending	Still Enrolled
Springboard 2011	1,818	929 (51.1%)	726 (39.9%)	87 (4.8%)	76 (4.2%)
Springboard 2012	2,063	955 (46.3%)	721 (34.9%)	102 (4.9%)	285 (13.8%)

Table 3.13: Springboard ICT 2011 and 2012 academic outcomes

Academic outcomes by level

Tables 3.14 and 3.15 below show that graduation rates vary between the different qualification levels. In 2011, courses at Levels 7 and 8 recorded the highest graduation rates of 58% and 57%, respectively. Courses at Levels 6 and 9 had lower average graduation rates of 47% and 42%. In 2012, courses at Level 7 continued to show the highest graduation rates (61%), while graduation rates for the other qualification levels are currently below 46%. For both 2011 and 2012, courses at Level 6 had the highest withdrawal rates.

7 Due to their length, the tables on academic and employment outcomes for Springboard ICT participants are included in Appendix 2.

Course NFQ Level	Graduated	Withdrawn	Outcome Pending	Still Enrolled
Level 6	46.4%	45.1%	5.5%	3.0%
Level 7	57.8%	38.8%	2.6%	0.7%
Level 8	57.1%	36.8%	2.6%	3.4%
Level 9	42.2%	34.7%	10.4%	12.7%
Total Participants	**51.1%**	**39.9%**	**4.8%**	**4.2%**

Table 3.14: Springboard 2011 academic outcomes by qualification level

Course NFQ Level	Graduated	Withdrawn	Outcome Pending	Still Enrolled
Level 6	40.9%	41.8%	7.2%	10.0%
Level 7	60.5%	32.3%	4.0%	3.2%
Level 8	45.7%	31.2%	3.4%	19.7%
Level 9	30.8%	36.5%	11.5%	21.2%
Total Participants	**46.3%**	**34.9%**	**4.9%**	**13.8%**

Table 3.15: Springboard 2012 academic outcomes by qualification level

Academic outcomes by provider type

There were also variations in graduation rates by provider type. For 2011, privately run colleges had the highest graduation rate at 58%, the IoTs had a graduation rate of 51%, and universities recorded a graduation rate of 33%. For 2012, privately run colleges once again boast the highest graduation rate at 54%, with 16% of participants still engaged in their courses. IoTs currently have a graduation rate of 43%, with 19% of outcomes not yet available, and universities have a 25% graduation rate, with 30% of outcomes as yet unavailable.

Table 3.16: Springboard 2011 academic outcomes by course provider-type

Sector	Graduated	Withdrawn	Outcome Pending	Still Enrolled
University	33.2%	55.6%	1.7%	9.5%
IoT	50.6%	35.6%	7.4%	6.4%
Private Sector/ Not for Profit	58.3%	37.9%	3.6%	0.1%
Total Participants	**51.3%**	**39.9%**	**4.8%**	**4.1%**

Table 3.17: Springboard 2012 academic outcomes by provider-type

Sector	Graduated	Withdrawn	Outcome Pending	Still Enrolled
University	25.4%	44.6%	2.5%	27.6%
IoT	42.8%	38.4%	6.4%	12.3%
PrivateSector/ Not for Profit	53.6%	30.7%	4.8%	10.8%
Total Participants	**46.2%**	**35.0%**	**4.9%**	**13.9%**

Academic outcomes for ICT courses in comparison to other Springboard courses

Tables 3.18-3.20 below compare academic outcomes for participants on Springboard ICT courses with the courses in each of the other skills areas (including high-level manufacturing, international financial services, skills for trade internationally, cross-enterprise skills, and entrepreneurship courses).

The tables show that for both Springboard 2011 and 2012, ICT courses have lower graduation rates and higher withdrawal rates than courses provided in other skills areas. In both Springboard 2011 and 2012, graduation rates for ICT courses are approximately 6 percentage points lower than those of the other skills areas.

Withdrawal rates for ICT courses in Springboard 2011 were 10 percentage points higher than those for courses in the other skills areas. While this trend continues in Springboard 2012, the difference in withdrawal rates is less pronounced, with withdrawal from ICT courses being only 5.5 percentage points higher. In Springboard 2012, a greater parity of withdrawal rates is seen at Level 8 between ICT courses and other skills areas. At Level 8 in 2011, ICT courses had an 11 percentage points higher withdrawal rate than other skills areas; this has declined to a 5 percentage point differential in 2012.

Table 3.18: Comparison of Springboard 2011 academic outcomes – ICT and other skills areas

Springboard 2011 Skills Area	Graduated	Withdrawn	Outcome Pending	Still Enrolled
ICT	51.1%	39.9%	4.8%	4.2%
Other Skills Areas	57.5%	29.3%	5.7%	7.6%

Table 3.19: Comparison of Springboard 2012 academic outcomes - ICT and other skills areas

Springboard 2012 Skills Area	Graduated	Withdrawn	Outcome Pending	Still Enrolled
ICT	46.3%	34.9%	4.9%	13.8%
Other Skills Areas	52.7%	29.5%	5.7%	12.1%

Table 3.20: Withdrawal Rates by qualification level — ICT and other skills areas

NFQ Level	SB 2011 ICT	SB 2011 - Other Skills Areas	SB 2012 ICT	SB 2012 - Other Skills Areas
Level 6	45.1%	34.7%	41.8%	36.1%
Level 7	38.8%	29.4%	32.3%	31.6%
Level 8	36.8%	27.1%	31.2%	27.2%
Level 9	34.7%	22.3%	36.5%	23.3%
Total	**39.9%**	**29.3%**	**34.9%**	**29.5%**

Reasons for more participants withdrawing early from ICT courses

Feedback has been gathered from a number of course providers as to why there is a higher withdrawal rate for participants on Springboard ICT courses compared to courses in other skills areas. The colleges contacted included those with relatively high dropout rates from their courses, as well as those with better completion rates. Both public and privately run colleges were consulted.

In relation to graduation rates by qualification level, course providers noted that in the case of Level 6 many participants had no previous higher education experience and that this had affected retention rates. This point is supported by the higher overall early withdrawal rates at Level 6 for other Springboard courses. There was less of a sense to why graduation rates for ICT courses at Level 9 were not as good; the overall withdrawal rates were lowest at Level 9 for other Springboard courses.

A range of other reasons for non-completion of participants on ICT courses at all levels were also put forward by course providers. For example, participants who get a job offer during their course may decide to dropout in order to focus on their new employment. It was also noted that ICT courses tend to be particularly demanding in terms of the time commitment needed, the previous level of mathematics proficiency required and, in some cases, the previous coding experience needed. Despite screening work by colleges, a proportion of participants are not able to keep up and fall behind, resulting in dropout.

The lack of guidance for potential Springboard participants was mentioned as an ongoing issue. While an attempt was made to provide access to some level of provider neutral guidance with the introduction of the freephone guidance service from 2012, college spokespeople were of the view that many participants do not have access to adequate guidance before choosing a Springboard course and this adversely affects participation and completion.

Personal challenges common to all Springboard participants were also put forward as reasons for dropout from ICT courses, in particular financial pressures; lack of money for travel, books, childcare and other expenses arising when studying. Health issues were also highlighted, in particular mental health challenges that included depression, severe lack of confidence and self-belief. These combined challenges for participants on ICT courses had contributed, in course providers' view, to a higher than average withdrawal rate, particularly in the first year of Springboard.

Data from an in-college survey carried out in 2013 shows that, of 73 participants who withdrew early from two Level 8 ICT courses with a combined intake of 124 students, 45% of the early withdrawers did so due to getting employment or a self-employment opportunity. A recorded 21% withdrew early for personal reasons and 19% did so for academic reasons.

Table 3.21: In-college survey: Reasons for early withdrawal from two Level 8 information technology courses

Reason for withdrawal	Respondents	as % of total Respondents
Secured employment	28	38%
Established self-employment	5	7%
Actively seeking employment	3	4%
Went abroad/emigrated	2	3%
Personal reasons	16	21%
Academic reasons	14	19%
No information available	5	7%
Total	**73**	**100%**

Following the first year of Springboard, steps were taken by colleges to improve screening, to review course timetables so that the load was not inappropriately heavy, and to spread course assignments over a longer period of time. It is believed that these steps will result in better academic outcomes for graduates this year and in future years, and the improving trend in overall completion rates for ICT courses in 2012 compared to 2011 would seem to corroborate this point.

3.5 Springboard ICT courses – Employment outcomes reported by course providers

Appendix 2 sets out employment outcomes to date, as reported by course providers for participants and graduates of 2011 and 2012 Springboard ICT courses. Employment outcomes vary significantly between courses and providers. However, overall employment rates for Springboard ICT graduates are lower than for Springboard graduates from other disciplines. Typically, the course providers update employment outcomes roughly three months after programmes have finished.

Employment outcomes were reported for 56% of Springboard ICT graduates who enrolled in programmes in 2011. Of those, 27% of graduates were reported to be in employment or self-employment, and a further 35% had gone on to further study. This compares to an average employment rate of 40% for Springboard 2011 graduates in all skills area and a 37% progression rate to further study.

Employment outcomes have been reported for 73% of Springboard 2012 ICT graduates (the majority of these completed their course in the past six months). There was an increase in positive employment outcomes for this cohort compared to the previous year, with 39% of graduates reported by colleges to be employment or self-employment, and 32% going on to further study. This compares to an employment rate of 42% for Springboard 2012 graduates in all skill areas and a 36% progression rate to further study.

3.6 Springboard ICT courses – Outcomes reported via participant surveys

Information on academic and employment outcomes from the Springboard online database is supplemented by periodic surveys of Springboard participants. Surveys are undertaken six to ten weeks after courses have started, six weeks after graduation, six months after that, and at further six-monthly intervals. Table 3.22 gives an overview of surveys conducted to date.

Table 3.22: Participant survey schedule

Survey	Springboard	Focus of Survey	Survey Date	ICT Respondents	as % of ICT Cohort
1.0	2011	Survey of new participants	Oct 21st 2011	869	48%
1.1	2011	Employment outcomes after 6 weeks	Aug 9th 2012	462	25%
1.2	2011	Employment outcomes after 6 months	Jan 24th 2013	411	23%
1.3	2011	Employment outcomes after 1 year	Oct 14th 2013	462	25%
2.0	2012	Survey of new participants	Nov 12th 2012	985	48%
2.1	2012	Employment outcomes after 6 weeks	July 29th 2013	671	33%
3.0	2013	Survey of new participants	Dec 2nd 2013	883	50%

Academic outcomes reported via participant surveys

A total of 66.2% (306) of ICT-based respondents to the survey graduated from their courses, while 20.7% (96) of respondents had withdrawn early from their Springboard ICT programme. The reasons cited for non-completion varied and included securing employment or going into self-employment. However, in line with feedback reported by providers, participants also frequently cited the lack of broader support arrangements, with childcare, travel and study costs as reasons for dropout. A recorded 39% (66 respondents) cited financial constraints as the main reason for dropout. Respondents also pointed to course-related issues, such as the course content not being relevant, poor teaching methods and inadequate college supports and facilities. Further, 43% (74 respondents) cited course content not being suitable/relevant or being too intense/advanced as reasons why they withdrew early.

Employment outcomes reported via participant surveys

All survey respondents provided information on their employment status, and Table 3.23 below shows details of outcomes for graduates who reported that they had secured full-time, part-time or self-employment within six months of completing their course.

Of the 32.6% of 2011 participants who found employment within six months of completing their course, 70% were in full-time employment and almost 15% were self-employed. Six months later, the reported employment rate for this group of graduates had gone up to 50.2%. Of this group, 62% were employed full-time and 12.5% were self-employed, while almost 11% were on internships.

For graduates of the 2012 programme, 25.8% reported being in employment or self-employment within six weeks of completing their course. Almost 70% of this group were in full-time jobs and another 9.8% were self-employed. The majority of participants have found employment in Dublin, with well over half reporting it as their job location. This graduate group will be surveyed again in February 2014, by which time a six-month period of time will have elapsed. The outcomes from the 2014 survey will be directly comparable to survey 1.3 for 2011 participants below.

Table 3.23: Employment outcomes as reported by Springboard graduates[8]

Job status	2011 cohort					2012 cohort	
	Survey 1.1	Survey 1.2	as % of Survey 1.2	Survey 1.3	as % of Survey 1.3	Survey 2.1	as % of Survey 2.1
Full-time permanent		55	41%	102	44%	57	32.9%
Full-time temporary		36	26.9%	34	14.7%	63	36.4%
Part-time permanent		11	8.2%	21	9.1%	13	7.5%
Part-time temporary		12	9%	21	9.1%	23	13.3%
Self-employed		20	14.9%	29	12.5%	17	9.80%
Work placement/ internship		0	0%	25	10.8%	0	0%
Respondents to question		**134**	**100%**	**232**	**100%**	**173**	**100%**
Total respondents		**411**		**462**		**671**	
Employment Rate		**32.6%**		**50.2%**		**25.8%**	

Further feedback on Springboard ICT courses

The surveys undertaken shortly after commencing a Springboard course indicated that enrolling on such was a positive experience for participants, with over 85% of 2011 respondents either strongly agreeing or agreeing that their course contained up-to-date, relevant and useful skills and knowledge for employment, and over 80% felt they had received good support from their college. A recorded 81% of 2012 respondents also thought that in-college supports were quite good or excellent.

[8] To distinguish between surveys, the first 2011 survey, within weeks of courses commencing, is called 1.0; the first survey after graduation is called 1.1; and so on. The surveys of 2012 cohort are numbered 2.0; 2.1, 2.2 and so on.

Surveys undertaken six weeks after graduation further support the positive impact of the programme with over 85% of 2011 and 2012 participants satisfied with their course and decision to make the commitment to reskill. Over 80% also felt they had received good support from their college. The satisfaction rate rose for the 2012 cohort, with numerous positive references to the job readiness training that was introduced as part of all Springboard courses in 2012. Almost 85% of 2011 respondents viewed Springboard as having a positive impact on their life, and 92% of 2012 respondents stated the broader positive impact of doing a Springboard course: a more hopeful outlook in their lives; restored confidence and motivation; a belief, and sense of relief, that they would get their lives back on track again.

The surveys have consistently reported that participants are more optimistic about their career prospects; they were either far better or quite a bit better; 66% six months after Springboard 2011 began, 63% a year after Springboard 2011 began and 69% six weeks after Springboard 2012 began. On average 90% of ICT course participants would recommend Springboard to others who are unemployed.

The participant surveys to date have recorded feedback on the high value participants accord to work placement as a component of Springboard courses. Participants seem to clearly understand the strong positive connection between placement and job offers.

3.7 Springboard ICT courses – Employer feedback

Similar to the ICT skills conversion programme, industry input into the design and ongoing improvement of Springboard has been a core element of the initiative since the outset.

Guidance from the Expert Group on Future Skills Needs on current and future skills needs underpins each annual call for course proposals, and an expert panel of industry representatives selects the courses to be funded each year. For colleges, the success of their course proposal relies heavily on the links they can demonstrate with employers in their locale and region, in particular through input to the design of courses and through provision of work placements and internships for course participants.

In managing Springboard nationally, the HEA has held focus groups and briefings with employers and representative groups, and there have been industry speakers at each of the Springboard roadshows organised to date. In October 2012, the HEA and the Department of Social Protection Employment Services division in partnership facilitated three jobs fairs around the country to help connect employers with Springboard graduates. An employer information section is included on the Springboard website and work is currently underway to develop an interface that helps employers and Springboard jobseekers to connect with each other.

Recent feedback from employers has included suggestions from the expert panel that selected courses for funding in 2013, which emphasized the need for more opportunities to upskill or cross-skill in the core areas of programming and coding. ICT employers have also indicated that there is a lack of awareness of the pipeline of Springboard graduates that are coming through as well as some confusion around the range of different reskilling initiatives available e.g. Springboard, ICT skills conversion programme and JobBridge. Employers expressed frustration at the difficulty of accessing the pool of available graduates and emphasized the scale and range of job opportunities that were available in the industry.

4 Key findings and recommendations

Since 2011, the Springboard and ICT skills conversion programmes have together provided more than 7,000 ICT upskilling and conversion opportunities at higher education level for jobseekers. This has added considerably to the range of options available to people who wish to upskill for emerging employment opportunities. Approximately 2,400 people have graduated from the programmes to date, significantly increasing the pool of ICT talent available to industry. As of 13 February 2014, 2,600 people are still actively participating on either a Springboard or an ICT Skills course.

Overall the evaluation has shown high levels of student satisfaction and has highlighted the positive impact that the decision to reskill can have on participants. Feedback from employers has indicated a general level of satisfaction with the quality of graduates and providers have also been generally satisfied with the process. The evaluation has also highlighted an area of particular concern in relation to the relatively high levels of withdrawal from programmes and has identified a number of suggestions to address this issue, as well as recommendations for other improvements that should be taken in to consideration in any further rounds of these programmes.

The key areas where improvements could be made together with associated recommendations are set out below.

1. Completion rates

The data shows high rates of withdrawal from Springboard ICT courses in comparison to Springboard courses in other skills areas. The ICT conversion courses also show relatively high rates of withdrawal.

Feedback from participants and providers indicates that there were a variety of reasons for withdrawal including take up of full time employment. The demanding academic requirements of ICT programmes, a lack of adequate guidance, and financial and personal challenges were also highlighted as key issues.

While leaving a course without completion in order to take up employment is a positive outcome for the participant, persistent relatively high levels of withdrawal due to personal and academic reasons are of significant concern. This not only results in a loss of State investment in the fees funded, but represents a wasted learning opportunity for the individual who left the course and those who otherwise may have been offered a place. Withdrawal from a course can also lead to a further loss of confidence for people who are unemployed. It should be noted that in the second phase of Springboard in 2012, providers took a number of steps to improve course structure and to ensure the suitability of applicants to programmes. The freephone guidance telephone service was also introduced. These changes would appear to be having a positive impact on completion rates for the second phase of Springboard programmes.

Recommendations:

- Access to qualified provider-neutral advice and guidance in relation to the selection of education and training options should be provided for all unemployed people as part of their engagement with INTREO.

- It is important that the tendering documentation and briefing sessions for providers ensure that providers understand the particular profile of Springboard and ICT Skills participants. The majority of whom are in the 26-50 age group and could be expected to have significant other responsibilities to balance in their lives, including families, and financial commitments, as well as embarking on intensive programmes of study often after a long time out of education. The additional financial and family responsibilities that students may have should be factored in to decisions on course timetables and the balance of contact time on campus versus online and self-directed learning.

- Providers should ensure that students have the right aptitude for the courses being undertaken and should continue to improve the quality of teaching, learning and other supports available to students on upskilling programmes.

- In recognition of the costs involved in going to college, particularly where childcare must be arranged, travel organised, and books and other equipment purchased, consideration should be given to the provision of additional financial support to unemployed participants.

- In the competitive process for seeking and assessing ICT course proposals, the completion rates for colleges and courses should be a core criterion in decisions on funding approval.

- In view of the high withdrawal rates from Springboard ICT courses in comparison to Springboard courses in other skills areas, and the particularly high levels of withdrawal from Level 6 programmes, the overall proportion of courses in ICT available through Springboard should be reduced.

2. Employment rates

Online returns from course providers indicated that 67% of ICT Skills Programme graduates were in employment or self-employment within six months of finishing their course. The relatively high employment rate reflects the tailored nature of the programmes, where they were designed to meet to a very specific identified skills need. The inclusion of a mandatory work-placement element as part of the programme was considered to have had a positive impact on employment outcomes for graduates, with participant and employer feedback indicating that a significant number of graduates had taken up full time employment with the company where they had undertaken a work placement. Feedback also indicates that courses where employers were involved in the student recruitment process were particularly successful in terms of employment outcomes. However, there were also significant differences in employment rates between courses and providers, which would indicate that some courses were more successful than others in meeting the skills needs of employers.

The employment rate was considerably lower for the 2011 cohort of Springboard ICT graduates, with an employment rate of approximately 30% within six months, rising to 51% within a year. Early employment outcomes for the 2012 cohort indicate an improving picture, with a 39% employment rate for graduates within three months of course completion. The broader range of programme levels and areas available through the Springboard programme, as well as the differences in the target groups, were considered to be possible reasons for the lower employment outcomes. Nevertheless, employment outcomes varied significantly between courses and providers, which indicates that some programmes have been better tailored to the needs of students and the labour market.

Recommendations:

- In the competitive process for seeking and assessing ICT course proposals, further weighting should be given to links between course providers and industry; work placements should become a mandatory element of all courses; and previous employment rates for colleges and courses should be a core criterion for funding approval.

- Employer involvement in student selection should be encouraged in any future rounds of the programmes.

3. Waiting period for unemployed people to access courses

Feedback from the range of stakeholders, including course providers and industry representatives, highlighted issues with a waiting period being imposed before unemployed people can access the ICT conversion courses and retain their DSP income support payment. This increased from three months in Phase 1 of the programmes in 2012, to nine months in Phase 2 in 2013. It was felt that the waiting period undermined the ability of graduate jobseekers to maintain close links with the labour market and improve their chances of securing employment in an area of expanding employment opportunities.

The rationale for the increase in the waiting period has been clearly outlined as part of the objective of prioritising supports on people who are long-term unemployed. Despite this, there is no waiting period for unemployed people to access Springboard programmes, and participation rates by people who are long-term unemployed are significantly greater than for the ICT skills programme (approx. 60% long-term unemployed people on Springboard ICT programmes compared to 39% for the Phase 1 of the ICT skills programme and 47% for Phase 2). While there was an increase in the proportion of long-term unemployed participants from 39% to 47% following the increase in the waiting period from three to nine months for Phase 2, the overall proportion of participants who were in receipt of a social protection payment fell from 62% of Phase 1 participants to 51% of Phase 2 participants.

Recommendations:

- The imposition of a waiting period before unemployed people can access the ICT conversion courses and retain their income support payments should be removed.

4. Call process

While providers were generally positive about the call process, it was considered that an earlier notification of upcoming calls for proposals and the level of funding available would be of benefit to providers in planning and delivery of courses so as to allow sufficient time for engagement with industry and other partners.

Recommendations:

- Information on upcoming calls should be notified to providers at the earliest opportunity.
- Additional briefings and workshops should be provided to ensure that providers are fully briefed on the details of current and future skills needs in the area of ICT, and so that information on good practice in course design and delivery can be shared.

5. Marketing and promotion

Stakeholder feedback has indicated that there may be a lack of awareness of the programmes among potential students and employers. There may also be some confusion around the range of different reskilling initiatives (e.g. Springboard, Momentum, JobBridge) and the different target groups. It was felt that there was a need for greater coordination and promotion of the various programmes.

Recommendations:

- A marketing and awareness raising campaign should be targeted at employers to ensure that they are fully aware of the pipeline of graduates and the opportunities for them to engage with and shape the initiatives.
- It is understood that a campaign to build public awareness and use of the range of skills-focused employer-driven initiatives available to jobseekers and employers will be jointly launched by a number of Government Departments and agencies early in 2014. The availability of ICT upskilling and conversion opportunities and the pipeline of graduates available to employers should also be highlighted through this initiative.

Appendix 1

ICT skills conversion programme – provider and course profiles – Phases 1 and 2

Phase 1: Provider and course profiles

Higher Education Institute	Course	Sector	Placement Duration	ECTS Credits	Enrolled Participants	Proposed Places
Athlone Institute of Technology	Higher Diploma in Science in Computing	IOT	3 months	60	29	35
Cork Institute of Technology	Higher Diploma in Science in Cloud & Mobile Software Development	IOT	3 - 6 months	60	41	40
Cork Institute of Technology	Higher Diploma in Science in Cloud Computing	IOT	3 - 6 months	60	41	40
Dublin Business School	Higher Diploma in Science in Computing (IT Infrastructure and Networking)	Private	3 - 6 months	60	50	25
Dublin Business School	Higher Diploma in Science in Computing (Software Development)	Private	3 - 6 months	60	53	50
Dublin Business School	Higher Diploma in Science in Computing (Web and Cloud Technologies)	Private	3 - 6 months	60	25	50
Dublin Institute of Technology	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	46	50
Dundalk Institute of Technology	Higher Diploma in Science in Computing (Healthcare Software Stream)	IOT	3 - 6 months	60	20	20
Griffith College	Higher Diploma in Science in IT Infrastructure	Private	3 - 6 months	90	23	25
Griffith College	Higher Diploma in Science in Web Development	Private	3 - 6 months	90	36	25
Institute of Technology Blanchardstown	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	11	30
Institute of Technology Tallaght Dublin	Higher Diploma in Science in Computing (Consortium)	IOT	6 months	90	27	25
Institute of Technology, Carlow	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	11	25
Institute of Technology, Sligo	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	26	25
Institute of Technology, Tralee	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	33	25
Limerick Institute of Technology	Higher Diploma in Computing in Creative Multimedia Programming	IOT	3 months	60	23	24
Limerick Institute of Technology	Higher Diploma in Computing in Software Development	IOT	3 months	60	22	24
National College of Ireland	Higher Diploma in Science in Software Development	Private	6 months	60	50	50
National College of Ireland	Higher Diploma in Science in Web Technologies	Private	6 months	60	87	50
National University of Ireland, Galway	Higher Diploma in Applied Science (Software Design and Development)	Uni	3 - 6 months	60	22	50
University of Limerick	Higher Diploma in Software Development	Uni	3 months	60	16	80
University of Limerick	Higher Diploma in Mobile and Secure Cloud Computing	Uni	3 months	60	78	30
Waterford Institute of Technology	Higher Diploma in Science in Computing (Consortium)	IOT	3 - 6 months	90	20	20
Total Participants					**790**	**818**

Phase 2: Provider and course profiles

Higher Education Institute	Course	Sector	Placement Duration	ECTS Credits	Enrolled Participants	Proposed Places
Athlone Institute of Technology	Higher Diploma in Science in Computing	IOT	12 months	90	15	30
Cork Institute of Technology	Higher Diploma in Science in Data Science & Analytics	IOT	9 months	60	17	20
Cork Institute of Technology	Higher Diploma in Cloud Computing (On-Campus & Online)	IOT	9 months	60	41	40
Dublin Business School	Higher Diploma in Science in Computing (Web & Cloud Technologies)	Private	9 months	90	35	35
Dublin Business School	Higher Diploma in Science in Computing (Software Development)	Private	9 months	90	46	36
Dublin Institute of Technology	Higher Diploma in Science in Computing (starting March 2013)	IOT	12 months	90	40	40
Dublin Institute of Technology	Higher Diploma in Science in Computing (starting September 2013)	IOT	12 months	90	31	35
Dundalk Institute of Technology	Higher Diploma in Science in Computing (Healthcare Software Specialisation)	IOT	3 - 6 months	60	17	20
Galway Mayo Institute of Technology	Higher Diploma in Science in Computing (IoT Consortium)	IOT	12 months	90	25	24
Griffith College	Higher Diploma in Science in Network Security	Private	9 months	90	22	30
Institute of Technology Blanchardstown	Higher Diploma in Science in Computing (IoT Consortium)	IOT	12 months	90	29	40
Institute of Technology Carlow	Higher Diploma in Science in Computing (IoT Consortium)	IOT	12 months	90	8	25
Institute of Technology Tallaght Dublin	Higher Diploma in Science in Computing (IoT Consortium)	IOT	18 months	90	29	35
Institute of Technology, Sligo	Higher Diploma in Science in Computing (IoT Consortium)	IOT	12 months	90	30	25
Institute of Technology, Tralee	Higher Diploma in Science in Computing	IOT	12 months	90	24	50
Limerick Institute of Technology	Higher Diploma in Software Development	IOT	12 months	60	22	24
Limerick Institute of Technology	Higher Diploma in Creative Multimedia Programming	IOT	12 months	60	19	24
Limerick Institute of Technology	Higher Diploma in Science in Computing (IoT Consortium)	IOT	12 months	90	11	25
National College of Ireland	Higher Diploma in Science in Data Analytics	Private	9 months	60	56	50
National University of Ireland, Galway	Higher Diploma in Software Design and Development - Industry Stream	Uni	12 months	60	30	30
University of Limerick	Higher Diploma in Software Development (commencing April 2013)	Uni	12 months	60	13	35
University of Limerick	Higher Diploma in Software Development (commencing Sept 2013)	Uni	12 months	60	50	35
University of Limerick	Higher Diploma in Mobile and Secure Cloud Computing	Uni	12 months	75	9	30
Waterford Institute of Technology	Higher Diploma in Science in Computer Science	IOT	12 months	90	31	32
Total					**650**	**770**

Appendix 2

Academic and employment-related outcomes for Springboard courses offered in 2011 and 2012

Springboard 2011 academic outcomes

HEI and Course	NFQ Level	Total Participants	Graduated	Withdrawn	Outcome Pending	Still Enrolled
Cork Institute of Technology	**All Levels**	**25**	**9 (36%)**	**11 (44%)**	**5 (20%)**	**0 (0%)**
Certificate in Computer Networking	Level 6	13	4 (31%)	9 (69%)	0 (0%)	0 (0%)
Higher Diploma in Science in Software Development	Level 8	12	5 (42%)	2 (17%)	5 (42%)	0 (0%)
Dublin Business School	**All Levels**	**383**	**255 (67%)**	**126 (33%)**	**2 (1%)**	**0 (0%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	124	74 (60%)	49 (40%)	1 (1%)	0 (0%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	91	58 (64%)	33 (36%)	0 (0%)	0 (0%)
Certificate in Project Management for the ICT Professional	Level 7	42	34 (81%)	8 (19%)	0 (0%)	0 (0%)
Certificate in Database Development and Cloud Technologies	Level 8	39	31 (79%)	8 (21%)	0 (0%)	0 (0%)
Certificate in Software and Cloud Technologies	Level 8	21	14 (67%)	7 (33%)	0 (0%)	0 (0%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	40	29 (73%)	11 (28%)	0 (0%)	0 (0%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	26	15 (58%)	10 (38%)	1 (4%)	0 (0%)
Dublin City University	**All Levels**	**132**	**7 (5%)**	**97 (73%)**	**0 (0%)**	**28 (21%)**
Diploma in Information Technology	Level 8	120	6 (5%)	96 (80%)	0 (0%)	18 (15%)
BSc in Information Technology	Level 8	3	0 (0%)	1 (33%)	0 (0%)	2 (67%)
Graduate Diploma in Information Technology	Level 9	3	0 (0%)	0 (0%)	0 (0%)	3 (100%)
M.Eng. in Telecommunications Engineering	Level 9	6	1 (17%)	0 (0%)	0 (0%)	5 (83%)
Dublin Institute of Technology	**All Levels**	**313**	**163 (52%)**	**81 (26%)**	**39 (12%)**	**30 (10%)**
Higher Certificate in Computing	Level 6	31	3 (10%)	17 (55%)	7 (23%)	4 (13%)
Certificate in Programming and Application Development	Level 6	17	3 (18%)	11 (65%)	3 (18%)	0 (0%)
Continuing Professional Development Diploma in System Administration	Level 6	10	10 (100%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Computer Games and Ludology	Level 7	19	6 (32%)	13 (68%)	0 (0%)	0 (0%)
Continuing Professional Development Certificate in iPhone/Android Application Development	Level 7	20	14 (70%)	6 (30%)	0 (0%)	0 (0%)
Continuing Professional Development Certificate in Ethical Hacking	Level 7	16	14 (88%)	2 (13%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Software Testing	Level 7	13	12 (92%)	1 (8%)	0 (0%)	0 (0%)
BSc (Ordinary) Information Systems & Information Technology	Level 7	14	5 (36%)	0 (0%)	7 (50%)	2 (14%)
BSc (Honours) Information Systems & Information Technology	Level 8	7	2 (29%)	1 (14%)	3 (43%)	1 (14%)
Continuing Professional Development Diploma in Accessible Web Design	Level 8	12	9 (75%)	3 (25%)	0 (0%)	0 (0%)
CPD Diploma in Building Geographic Information Systems	Level 8	26	12 (46%)	14 (54%)	0 (0%)	0 (0%)
CPD Certificate in Digital Imaging for Multimedia and Gaming	Level 8	66	62 (94%)	4 (6%)	0 (0%)	0 (0%)
MSc in Computing	Level 9	44	1 (2%)	2 (5%)	18 (41%)	23 (52%)
Continuing Professional Development Diploma in Computing	Level 9	2	2 (100%)	0 (0%)	0 (0%)	0 (0%)
PG Cert in Applied Computing for Technologists	Level 9	8	2 (25%)	6 (75%)	0 (0%)	0 (0%)
Postgraduate Certificate in Software Development	Level 9	8	6 (75%)	1 (13%)	1 (13%)	0 (0%)

Dun Laoghaire Institute of Art Design & Technology	**All Levels**	**42**	**19 (45%)**	**23 (55%)**	**0 (0%)**	**0 (0%)**
Certificate in Online Business Trading	Level 7	25	12 (48%)	13 (52%)	0 (0%)	0 (0%)
Certificate in Mobile Software Development: Android	Level 8	6	4 (67%)	2 (33%)	0 (0%)	0 (0%)
Certificate in Human Computer Interaction (HCI)	Level 8	11	3 (27%)	8 (73%)	0 (0%)	0 (0%)
Dundalk Institute of Technology	**All Levels**	**54**	**44 (81%)**	**8 (15%)**	**2 (4%)**	**0 (0%)**
Higher Diploma in Science in Computing	Level 8	52	44 (85%)	6 (12%)	2 (4%)	0 (0%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	2	0 (0%)	2 (100%)	0 (0%)	0 (0%)
Galway Mayo Institute of Technology	**All Levels**	**26**	**0 (0%)**	**10 (38%)**	**4 (15%)**	**12 (46%)**
Business in Computer Applications	Level 6	25	0 (0%)	9 (36%)	4 (16%)	12 (48%)
Bachelor of Science (Ordinary) Degree in Computing in Software Development	Level 7	1	0 (0%)	1 (100%)	0 (0%)	0 (0%)
Griffith College	**All Levels**	**214**	**91 (43%)**	**97 (45%)**	**26 (12%)**	**0 (0%)**
Certificate in Computing Science (Level 6)	Level 6	163	60 (37%)	82 (50%)	21 (13%)	0 (0%)
Higher Diploma in Science in IT Infrastructure (Level 8)	Level 8	51	31 (61%)	15 (29%)	5 (10%)	0 (0%)
Institute of Technology Blanchardstown	**All Levels**	**128**	**53 (41%)**	**75 (59%)**	**0 (0%)**	**0 (0%)**
Creative Web Communications	Level 6	33	18 (55%)	15 (45%)	0 (0%)	0 (0%)
PC Maintenance and Networking with CCNA	Level 6	40	9 (23%)	31 (78%)	0 (0%)	0 (0%)
Computer Security	Level 6	32	9 (28%)	23 (72%)	0 (0%)	0 (0%)
Bachelor of Science in Computing in Information Security and Digital Forensics	Level 7	16	14 (88%)	2 (13%)	0 (0%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	7	3 (43%)	4 (57%)	0 (0%)	0 (0%)
Institute of Technology Carlow	**All Levels**	**18**	**14 (78%)**	**1 (6%)**	**2 (11%)**	**1 (6%)**
Certificate in Computer Systems	Level 6	18	14 (78%)	1 (6%)	2 (11%)	1 (6%)
Institute of Technology Tallaght Dublin	**All Levels**	**32**	**17 (53%)**	**15 (47%)**	**0 (0%)**	**0 (0%)**
BSc in IT Management with exit award at Higher Cert available	Level 7	14	7 (50%)	7 (50%)	0 (0%)	0 (0%)
Certificate in Cloud Computing	Level 7	6	5 (83%)	1 (17%)	0 (0%)	0 (0%)
Certificate in Network Design and Implementation	Level 7	10	4 (40%)	6 (60%)	0 (0%)	0 (0%)
BSc Honours in IT Management	Level 8	2	1 (50%)	1 (50%)	0 (0%)	0 (0%)
Institute of Technology, Tralee	**All Levels**	**52**	**26 (50%)**	**26 (50%)**	**0 (0%)**	**0 (0%)**
Social Media and Web Analytics	Level 7	33	18 (55%)	15 (45%)	0 (0%)	0 (0%)
Educational Technologies	Level 9	16	7 (44%)	9 (56%)	0 (0%)	0 (0%)
Business Information Systems	Level 9	3	1 (33%)	2 (67%)	0 (0%)	0 (0%)
Irish Management Institute	**All Levels**	**14**	**11 (79%)**	**3 (21%)**	**0 (0%)**	**0 (0%)**
Cloud Computing & Web 2.0	Level 9	14	11 (79%)	3 (21%)	0 (0%)	0 (0%)
Letterkenny Institute of Technology	**All Levels**	**10**	**9 (90%)**	**1 (10%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science - Computing	Level 8	10	9 (90%)	1 (10%)	0 (0%)	0 (0%)
National College of Ireland	**All Levels**	**212**	**123 (58%)**	**86 (41%)**	**2 (1%)**	**1 (0%)**
Certificate in Web Development	Level 6	79	54 (68%)	25 (32%)	0 (0%)	0 (0%)
Certificate in Web Technologies	Level 8	54	34 (63%)	20 (37%)	0 (0%)	0 (0%)
Certificate in Cloud Computing	Level 9	13	3 (23%)	10 (77%)	0 (0%)	0 (0%)
Postgraduate Diploma in Science in Cloud Computing	Level 9	66	32 (48%)	31 (47%)	2 (3%)	1 (2%)
Open University	**All Levels**	**95**	**51 (54%)**	**44 (46%)**	**0 (0%)**	**0 (0%)**
My Digital Life	Level 6	95	51 (54%)	44 (46%)	0 (0%)	0 (0%)
University College Dublin	**All Levels**	**68**	**40 (59%)**	**23 (34%)**	**5 (7%)**	**0 (0%)**
University Certificate in Information & Communications Technology	Level 8	36	21 (58%)	13 (36%)	2 (6%)	0 (0%)
Graduate Certificate in Information & Communications Technology	Level 9	32	19 (59%)	10 (31%)	3 (9%)	0 (0%)
Total Participants	**All Levels**	**1,818**	**932 (51%)**	**727 (40%)**	**87 (5%)**	**72 (4%)**

Springboard 2011 Employment-related outcomes – all participants

HEI and Course	NFQ Level	Total Participants	Participants with a Reported Progression Outcome	Reported in Employment/Self-employment	Reported in Further Study	Reported Looking for Work
Cork Institute of Technology	**All Levels**	**25**	**18 (72%)**	**9 (50%)**	**2 (11%)**	**7 (39%)**
Certificate in Computer Networking	Level 6	13	6 (46%)	1 (17%)	0 (0%)	5 (83%)
Higher Diploma in Science in Software Development	Level 8	12	12 (100%)	8 (67%)	2 (17%)	2 (17%)
Dublin Business School	**All Levels**	**383**	**302 (79%)**	**77 (25%)**	**53 (18%)**	**172 (57%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	124	102 (82%)	26 (25%)	25 (25%)	51 (50%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	91	68 (75%)	16 (24%)	15 (22%)	37 (54%)
Certificate in Database Development and Cloud Technologies	Level 8	39	30 (77%)	6 (20%)	7 (23%)	17 (57%)
Certificate in Software and Cloud Technologies	Level 8	21	17 (81%)	6 (35%)	1 (6%)	10 (59%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	40	34 (85%)	7 (21%)	3 (9%)	24 (71%)
Certificate in Project Management for the ICT Professional	Level 8	42	35 (83%)	9 (26%)	2 (6%)	24 (69%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	26	16 (62%)	7 (44%)	0 (0%)	9 (56%)
Dublin City University	**All Levels**	**132**	**72 (55%)**	**20 (28%)**	**32 (44%)**	**20 (28%)**
Diploma in Information Technology	Level 8	120	70 (58%)	20 (29%)	30 (43%)	20 (29%)
BSc in Information Technology	Level 8	3	2 (67%)	0 (0%)	2 (100%)	0 (0%)
Graduate Diploma in Information Technology	Level 9	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)
M.Eng. in Telecommunications Engineering	Level 9	6	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dublin Institute of Technology	**All Levels**	**313**	**22 (7%)**	**0 (0%)**	**15 (68%)**	**7 (32%)**
Higher Certificate in Computing	Level 6	31	5 (16%)	0 (0%)	5 (100%)	0 (0%)
Certificate in Programming and Application Development	Level 6	17	1 (6%)	0 (0%)	0 (0%)	1 (100%)
Continuing Professional Development Diploma in System Administration	Level 6	10	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Computer Games and Ludology	Level 7	19	1 (5%)	0 (0%)	0 (0%)	1 (100%)
Continuing Professional Development Certificate in iPhone/Android Application Development	Level 7	20	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Certificate in Ethical Hacking	Level 7	16	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Software Testing	Level 7	13	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BSc (Ordinary) Information Systems & Information Technology	Level 7	14	2 (14%)	0 (0%)	2 (100%)	0 (0%)
BSc (Honours) Information Systems & Information Technology	Level 8	7	1 (14%)	0 (0%)	1 (100%)	0 (0%)
Continuing Professional Development Diploma in Accessible Web Design	Level 8	12	0 (0%)	0 (0%)	0 (0%)	0 (0%)
CPD Diploma in Building Geographic Information Systems	Level 8	26	1 (4%)	0 (0%)	0 (0%)	1 (100%)
CPD Certificate in Digital Imaging for Multimedia and Gaming	Level 8	66	1 (2%)	0 (0%)	0 (0%)	1 (100%)
MSc in Computing	Level 9	44	7 (16%)	0 (0%)	7 (100%)	0 (0%)
Continuing Professional Development Diploma in Computing	Level 9	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PG Cert in Applied Computing for Technologists	Level 9	8	3 (38%)	0 (0%)	0 (0%)	3 (100%)
Postgraduate Certificate in Software Development	Level 9	8	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dun Laoghaire Institute of Art Design & Technology	**All Levels**	**42**	**6 (14%)**	**2 (33%)**	**0 (0%)**	**4 (67%)**
Certificate in Online Business Trading	Level 7	25	2 (8%)	0 (0%)	0 (0%)	2 (100%)
Certificate in Mobile Software Development: Android	Level 8	6	2 (33%)	1 (50%)	0 (0%)	1 (50%)
Certificate in Human Computer Interaction (HCI)	Level 8	11	2 (18%)	1 (50%)	0 (0%)	1 (50%)

Dundalk Institute of Technology	**All Levels**	**54**	**24 (44%)**	**10 (42%)**	**2 (8%)**	**12 (50%)**
Higher Diploma in Science in Computing	Level 8	52	24 (46%)	10 (42%)	2 (8%)	12 (50%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Galway Mayo Institute of Technology	**All Levels**	**26**	**11 (42%)**	**1 (9%)**	**8 (73%)**	**2 (18%)**
Business in Computer Applications	Level 6	25	11 (44%)	1 (9%)	8 (73%)	2 (18%)
Bachelor of Science (Ordinary) Degree in Computing in Software Development	Level 7	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Griffith College	**All Levels**	**214**	**180 (84%)**	**46 (26%)**	**48 (27%)**	**86 (48%)**
Certificate in Computing Science	Level 6	163	133 (82%)	30 (23%)	39 (29%)	64 (48%)
Higher Diploma in Science in IT Infrastructure	Level 8	51	47 (92%)	16 (34%)	9 (19%)	22 (47%)
Institute of Technology Blanchardstown	**All Levels**	**128**	**1 (1%)**	**0 (0%)**	**1 (100%)**	**0 (0%)**
Creative Web Communications	Level 6	33	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PC Maintenance and Networking with CCNA	Level 6	40	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Computer Security	Level 6	32	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bachelor of Science in Computing in Information Security and Digital Forensics	Level 7	16	1 (6%)	0 (0%)	1 (100%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	7	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Institute of Technology Carlow	**All Levels**	**18**	**9 (50%)**	**1 (11%)**	**6 (67%)**	**2 (22%)**
Certificate in Computer Systems	Level 6	18	9 (50%)	1 (11%)	6 (67%)	2 (22%)
Institute of Technology Tallaght Dublin	**All Levels**	**32**	**18 (56%)**	**6 (33%)**	**9 (50%)**	**3 (17%)**
BSc in IT Management with exit award at Higher Cert available	Level 6	14	9 (64%)	2 (22%)	7 (78%)	0 (0%)
Certificate in Cloud Computing	Level 7	6	5 (83%)	2 (40%)	1 (20%)	2 (40%)
Certificate in Network Design and Implementation	Level 7	10	4 (40%)	2 (50%)	1 (25%)	1 (25%)
BSc Honours in IT Management	Level 8	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Institute of Technology, Tralee	**All Levels**	**52**	**46 (88%)**	**7 (15%)**	**22 (48%)**	**17 (37%)**
Social Media and Web Analytics	Level 7	33	27 (82%)	6 (22%)	5 (19%)	16 (59%)
Educational Technologies	Level 9	16	16 (100%)	0 (0%)	16 (100%)	0 (0%)
Business Information Systems	Level 9	3	3 (100%)	1 (33%)	1 (33%)	1 (33%)
Irish Management Institute	**All Levels**	**14**	**9 (64%)**	**6 (67%)**	**1 (11%)**	**2 (22%)**
Cloud Computing & Web 2.0	Level 9	14	9 (64%)	6 (67%)	1 (11%)	2 (22%)
Letterkenny Institute of Technology	**All Levels**	**10**	**10 (100%)**	**2 (20%)**	**0 (0%)**	**8 (80%)**
Higher Diploma in Science - Computing	Level 8	10	10 (100%)	2 (20%)	0 (0%)	8 (80%)
National College of Ireland	**All Levels**	**212**	**143 (67%)**	**24 (17%)**	**42 (29%)**	**77 (54%)**
Certificate in Web Development	Level 6	79	55 (70%)	7 (13%)	13 (24%)	35 (64%)
Certificate in Web Technologies	Level 8	54	39 (72%)	12 (31%)	16 (41%)	11 (28%)
Certificate in Cloud Computing	Level 9	13	11 (85%)	0 (0%)	1 (9%)	10 (91%)
Postgraduate Diploma in Science in Cloud Computing	Level 9	66	38 (58%)	5 (13%)	12 (32%)	21 (55%)
Open University	**All Levels**	**95**	**25 (26%)**	**1 (4%)**	**16 (64%)**	**8 (32%)**
My Digital Life	Level 7	95	25 (26%)	1 (4%)	16 (64%)	8 (32%)
University College Dublin	**All Levels**	**68**	**54 (79%)**	**15 (28%)**	**6 (11%)**	**33 (61%)**
Graduate Certificate in Information & Communications Technology	Level 9	32	24 (75%)	9 (38%)	2 (8%)	13 (54%)
University Certificate in Information & Communications Technology	Level 9	36	30 (83%)	6 (20%)	4 (13%)	20 (67%)
Total Participants	**All Levels**	**1,818**	**950 (52%)**	**227 (24%)**	**263 (28%)**	**460 (48%)**

Springboard 2011 employment-related outcomes – graduates only

"N/A" indicates that a course is not yet complete

HEI and Course	NFQ Level	Total Graduated	Graduates with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
Cork Institute of Technology	**All Levels**	**9**	**8 (89%)**	**4 (50%)**	**2 (25%)**	**2 (25%)**
Certificate in Computer Networking	Level 6	4	3 (75%)	1 (33%)	0 (0%)	2 (67%)
Higher Diploma in Science in Software Development	Level 8	5	5 (100%)	3 (60%)	2 (40%)	0 (0%)
Dublin Business School	**All Levels**	**255**	**200 (78%)**	**49 (25%)**	**50 (25%)**	**101 (51%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	74	57 (77%)	14 (25%)	23 (40%)	20 (35%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	58	45 (78%)	10 (22%)	15 (33%)	20 (44%)
Certificate in Database Development and Cloud Technologies	Level 8	31	24 (77%)	5 (21%)	7 (29%)	12 (50%)
Certificate in Software and Cloud Technologies	Level 8	14	12 (86%)	4 (33%)	1 (8%)	7 (58%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	29	24 (83%)	5 (21%)	2 (8%)	17 (71%)
Certificate in Project Management for the ICT Professional	Level 8	34	28 (82%)	5 (18%)	2 (7%)	21 (75%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	15	10 (67%)	6 (60%)	0 (0%)	4 (40%)
Dublin City University	**All Levels**	**7**	**6 (86%)**	**5 (83%)**	**1 (17%)**	**0 (0%)**
Diploma in Information Technology	Level 8	6	6 (100%)	5 (83%)	1 (17%)	0 (0%)
BSc in Information Technology	Level 8	0	N/A	N/A	N/A	N/A
Graduate Diploma in Information Technology	Level 9	0	N/A	N/A	N/A	N/A
M.Eng. in Telecommunications Engineering	Level 9	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dublin Institute of Technology	**All Levels**	**163**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Certificate in Computing	Level 6	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Certificate in Programming and Application Development	Level 6	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in System Administration	Level 6	10	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Computer Games and Ludology	Level 7	6	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Certificate in iPhone/Android Application Development	Level 7	14	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Certificate in Ethical Hacking	Level 7	14	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Software Testing	Level 7	12	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BSc (Ordinary) Information Systems & Information Technology	Level 7	5	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BSc (Honours) Information Systems & Information Technology	Level 8	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Accessible Web Design	Level 8	9	0 (0%)	0 (0%)	0 (0%)	0 (0%)
CPD Diploma in Building Geographic Information Systems	Level 8	12	0 (0%)	0 (0%)	0 (0%)	0 (0%)
CPD Certificate in Digital Imaging for Multimedia and Gaming	Level 8	62	0 (0%)	0 (0%)	0 (0%)	0 (0%)
MSc in Computing	Level 9	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Continuing Professional Development Diploma in Computing	Level 9	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PG Cert in Applied Computing for Technologists	Level 9	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Postgraduate Certificate in Software Development	Level 9	6	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dun Laoghaire Institute of Art Design & Technology	**All Levels**	**19**	**2 (11%)**	**1 (50%)**	**0 (0%)**	**1 (50%)**
Certificate in Online Business Trading	Level 7	12	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Certificate in Mobile Software Development: Android	Level 8	4	2 (50%)	1 (50%)	0 (0%)	1 (50%)
Certificate in Human Computer Interaction (HCI)	Level 8	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)

Dundalk Institute of Technology	**All Levels**	**44**	**24 (55%)**	**10 (42%)**	**2 (8%)**	**12 (50%)**
Higher Diploma in Science in Computing	Level 8	44	24 (55%)	10 (42%)	2 (8%)	12 (50%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	0	N/A	N/A	N/A	N/A
Galway Mayo Institute of Technology	**All Levels**	**0**	**N/A**	**N/A**	**N/A**	**N/A**
Business in Computer Applications	Level 6	0	N/A	N/A	N/A	N/A
Bachelor of Science (Ordinary) Degree in Computing in Software Development	Level 7	0	N/A	N/A	N/A	N/A
Griffith College	**All Levels**	**91**	**86 (95%)**	**24 (28%)**	**40 (47%)**	**22 (26%)**
Certificate in Computing Science (Level 6). 60 ECTS	Level 6	60	55 (92%)	14 (25%)	31 (56%)	10 (18%)
Higher Diploma in Science in IT Infrastructure (Level 8) 60 ECTS	Level 8	31	31 (100%)	10 (32%)	9 (29%)	12 (39%)
Institute of Technology Blanchardstown	**All Levels**	**53**	**1 (2%)**	**0 (0%)**	**1 (100%)**	**0 (0%)**
Creative Web Communications	Level 6	18	0 (0%)	0 (0%)	0 (0%)	0 (0%)
PC Maintenance and Networking with CCNA	Level 6	9	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Computer Security	Level 6	9	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Bachelor of Science in Computing in Information Security and Digital Forensics	Level 7	14	1 (7%)	0 (0%)	1 (100%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Institute of Technology Carlow	**All Levels**	**14**	**9 (64%)**	**1 (11%)**	**6 (67%)**	**2 (22%)**
Certificate in Computer Systems	Level 6	14	9 (64%)	1 (11%)	6 (67%)	2 (22%)
Institute of Technology Tallaght Dublin	**All Levels**	**14**	**8 (57%)**	**2 (25%)**	**3 (38%)**	**3 (38%)**
BSc in IT Management with exit award at Higher Cert available	Level 6	4	2 (50%)	0 (0%)	2 (100%)	0 (0%)
Certificate in Cloud Computing (Designing and Building a Private Cloud)	Level 7	5	4 (80%)	2 (50%)	0 (0%)	2 (50%)
Certificate in Network Design and Implementation	Level 7	4	2 (50%)	0 (0%)	1 (50%)	1 (50%)
BSc Honours in IT Management	Level 8	1	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Institute of Technology, Tralee	**All Levels**	**26**	**24 (92%)**	**5 (21%)**	**10 (42%)**	**9 (38%)**
Social Media and Web Analytics	Level 7	18	16 (89%)	5 (31%)	2 (13%)	9 (56%)
Educational Technologies	Level 9	7	7 (100%)	0 (0%)	7 (100%)	0 (0%)
Business Information Systems	Level 9	1	1 (100%)	0 (0%)	1 (100%)	0 (0%)
Irish Management Institute	**All Levels**	**11**	**6 (55%)**	**5 (83%)**	**1 (17%)**	**0 (0%)**
Cloud Computing & Web 2.0	Level 9	11	6 (55%)	5 (83%)	1 (17%)	0 (0%)
Letterkenny Institute of Technology	**All Levels**	**9**	**9 (100%)**	**1 (11%)**	**0 (0%)**	**8 (89%)**
Higher Diploma in Science - Computing	Level 8	9	9 (100%)	1 (11%)	0 (0%)	8 (89%)
National College of Ireland	**All Levels**	**123**	**81 (66%)**	**24 (30%)**	**41 (51%)**	**16 (20%)**
Certificate in Web Development	Level 6	54	32 (59%)	7 (22%)	13 (41%)	12 (38%)
Certificate in Web Technologies	Level 8	34	28 (82%)	12 (43%)	16 (57%)	0 (0%)
Certificate in Cloud Computing	Level 9	3	2 (67%)	0 (0%)	1 (50%)	1 (50%)
Postgraduate Diploma in Science in Cloud Computing	Level 9	32	19 (59%)	5 (26%)	11 (58%)	3 (16%)
Open University	**All Levels**	**51**	**19 (37%)**	**1 (5%)**	**16 (84%)**	**2 (11%)**
My Digital Life	Level 7	51	19 (37%)	1 (5%)	16 (84%)	2 (11%)
University College Dublin	**All Levels**	**40**	**35 (88%)**	**11 (31%)**	**6 (17%)**	**18 (51%)**
Graduate Certificate in Information & Communications Technology	Level 9	19	16 (84%)	7 (44%)	2 (13%)	7 (44%)
University Certificate in Information & Communications Technology	Level 9	21	19 (90%)	4 (21%)	4 (21%)	11 (58%)
Total Participants	**All Levels**	**929**	**518 (56%)**	**143 (28%)**	**179 (35%)**	**196 (38%)**

Springboard 2012 academic outcomes

HEI and Course	NFQ Level	Total Participants	Graduated	Withdrawn	Outcome Pending	Still Enrolled
College of Computer Training	**All Levels**	**102**	**34 (33%)**	**36 (35%)**	**3 (3%)**	**29 (28%)**
Certificate in Computer Programming	Level 6	25	16 (64%)	9 (36%)	0 (0%)	0 (0%)
Certificate in Computer Networking	Level 6	25	16 (64%)	9 (36%)	0 (0%)	0 (0%)
HETAC Level 6 Higher Certificate in Science in Computing in Information Technology	Level 6	45	0 (0%)	14 (31%)	2 (4%)	29 (64%)
Certificate in Science in Computing in Information Technology	Level 6	7	2 (29%)	4 (57%)	1 (14%)	0 (0%)
Cork Institute of Technology	**All Levels**	**46**	**14 (30%)**	**15 (33%)**	**0 (0%)**	**17 (37%)**
Certificate in Cloud Computing Technologies	Level 6	17	14 (82%)	3 (18%)	0 (0%)	0 (0%)
Higher Certificate in Science in Computing	Level 6	17	0 (0%)	7 (41%)	0 (0%)	10 (59%)
Higher Diploma in Science in Software Development	Level 8	12	0 (0%)	5 (42%)	0 (0%)	7 (58%)
Digital Skills Academy	**All Levels**	**300**	**126 (42%)**	**77 (26%)**	**2 (1%)**	**95 (32%)**
WebElevate 2.0 (Professional Development Programme in Digital Production)	Level 8	201	126 (63%)	73 (36%)	2 (1%)	0 (0%)
WebElevate 2.1 (Professional Development Programme in Digital Production)	Level 8	99	0 (0%)	4 (4%)	0 (0%)	95 (96%)
Dublin Business School	**All Levels**	**433**	**302 (70%)**	**89 (21%)**	**41 (9%)**	**1 (0%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	47	30 (64%)	9 (19%)	8 (17%)	0 (0%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	70	47 (67%)	17 (24%)	6 (9%)	0 (0%)
Certificate in Web and Cloud Technologies	Level 7	71	46 (65%)	20 (28%)	5 (7%)	0 (0%)
Certificate in IT with Sales and Digital Marketing	Level 7	29	19 (66%)	7 (24%)	3 (10%)	0 (0%)
Certificate in Project Management for ICT Professionals	Level 7	44	36 (82%)	5 (11%)	3 (7%)	0 (0%)
Certificate in Software and Cloud Technologies	Level 8	30	21 (70%)	8 (27%)	1 (3%)	0 (0%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	40	32 (80%)	4 (10%)	4 (10%)	0 (0%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	50	32 (64%)	11 (22%)	7 (14%)	0 (0%)
Certificate in Database Development and Cloud Technologies	Level 8	52	39 (75%)	8 (15%)	4 (8%)	1 (2%)
Dublin City University	**All Levels**	**124**	**2 (2%)**	**77 (62%)**	**0 (0%)**	**45 (36%)**
Diploma in Information Technology	Level 8	66	1 (2%)	35 (53%)	0 (0%)	30 (45%)
Diploma in Management of Information Technology and Information Systems (IT/IS)	Level 8	58	1 (2%)	42 (72%)	0 (0%)	15 (26%)
Dublin Institute of Technology	**All Levels**	**103**	**36 (35%)**	**38 (37%)**	**1 (1%)**	**28 (27%)**
Higher Certificate in Information Systems and Information Technology	Level 6	7	4 (57%)	2 (29%)	1 (14%)	0 (0%)
Higher Certificate in Information Technology Systems	Level 6	51	0 (0%)	23 (45%)	0 (0%)	28 (55%)
Bachelor Degree (Ordinary) in Computer Game Development	Level 7	45	32 (71%)	13 (29%)	0 (0%)	0 (0%)
Dundalk Institute of Technology	**All Levels**	**89**	**61 (69%)**	**28 (31%)**	**0 (0%)**	**0 (0%)**
Certificate in Games Design	Level 7	9	6 (67%)	3 (33%)	0 (0%)	0 (0%)
Certificate in Digital Marketing and Digital Media Management	Level 7	22	16 (73%)	6 (27%)	0 (0%)	0 (0%)
Certificate in Web Site Content Development for Business	Level 7	11	8 (73%)	3 (27%)	0 (0%)	0 (0%)
Certificate in Digital Post Production	Level 7	20	12 (60%)	8 (40%)	0 (0%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	18	12 (67%)	6 (33%)	0 (0%)	0 (0%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	9	7 (78%)	2 (22%)	0 (0%)	0 (0%)
Galway Mayo Institute of Technology	**All Levels**	**23**	**21 (91%)**	**2 (9%)**	**0 (0%)**	**0 (0%)**
Higher Diploma in Science (Computing, Software Development)	Level 8	23	21 (91%)	2 (9%)	0 (0%)	0 (0%)
Griffith College	**All Levels**	**266**	**120 (45%)**	**139 (52%)**	**7 (3%)**	**0 (0%)**
Certificate in Computing Science	Level 6	101	31 (31%)	67 (66%)	3 (3%)	0 (0%)
Certificate in Computer Games Technology	Level 6	82	37 (45%)	45 (55%)	0 (0%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	83	52 (63%)	27 (33%)	4 (5%)	0 (0%)

Institute of Technology Blanchardstown	**All Levels**	**128**	**30 (23%)**	**48 (38%)**	**30 (23%)**	**20 (16%)**
Certificate in Computer Security	Level 6	39	6 (15%)	6 (15%)	27 (69%)	0 (0%)
Certificate in Creative Website Communication	Level 6	38	11 (29%)	27 (71%)	0 (0%)	0 (0%)
BSc in Computing in Information Security & Digital Forensics	Level 7	4	3 (75%)	1 (25%)	0 (0%)	0 (0%)
BSc (hons) in Computing in Information Security & Digital Forensics	Level 8	15	10 (67%)	2 (13%)	3 (20%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	19	0 (0%)	10 (53%)	0 (0%)	9 (47%)
MSc in Computing (Information Security & Digital Forensics stream)	Level 9	13	0 (0%)	2 (15%)	0 (0%)	11 (85%)
Institute of Technology Tallaght Dublin	**All Levels**	**44**	**10 (23%)**	**24 (55%)**	**4 (9%)**	**6 (14%)**
BSc IT Management	Level 7	18	1 (6%)	9 (50%)	2 (11%)	6 (33%)
Certificate in Network Design and Implementation (Minor Award at Level 7)	Level 7	9	7 (78%)	2 (22%)	0 (0%)	0 (0%)
BSc (Hons) IT Management	Level 8	6	2 (33%)	2 (33%)	2 (33%)	0 (0%)
BSc Hons Computing	Level 8	1	0 (0%)	1 (100%)	0 (0%)	0 (0%)
MSc Information Technology Management	Level 9	5	0 (0%)	5 (100%)	0 (0%)	0 (0%)
Master of Science in Distributed and Mobile Computing	Level 9	5	0 (0%)	5 (100%)	0 (0%)	0 (0%)
Institute of Technology, Tralee	**All Levels**	**46**	**20 (43%)**	**25 (54%)**	**1 (2%)**	**0 (0%)**
Social Media & Web Analytics	Level 7	21	10 (48%)	10 (48%)	1 (5%)	0 (0%)
Social Media & Web Analytics - Spring	Level 7	14	5 (36%)	9 (64%)	0 (0%)	0 (0%)
Certificate in Digital Marketing	Level 8	11	5 (45%)	6 (55%)	0 (0%)	0 (0%)
Letterkenny Institute of Technology	**All Levels**	**30**	**16 (53%)**	**13 (43%)**	**1 (3%)**	**0 (0%)**
Higher Diploma in Science in Computing (conversion course into computing)	Level 8	25	12 (48%)	13 (52%)	0 (0%)	0 (0%)
MSc in Science in Computing with Enterprise Applications Development	Level 9	5	4 (80%)	0 (0%)	1 (20%)	0 (0%)
Limerick Institute of Technology	**All Levels**	**66**	**38 (58%)**	**28 (42%)**	**0 (0%)**	**0 (0%)**
Building CAD (BIM) with Revit Architecture	Level 6	28	16 (57%)	12 (43%)	0 (0%)	0 (0%)
Certificate in Engineering in Electrical Installation Practice	Level 6	19	11 (58%)	8 (42%)	0 (0%)	0 (0%)
Certificate in Geographic Information Systems (GIS)	Level 6	19	11 (58%)	8 (42%)	0 (0%)	0 (0%)
National College of Ireland	**All Levels**	**64**	**43 (67%)**	**16 (25%)**	**5 (8%)**	**0 (0%)**
Higher Diploma in Science in Web Technologies	Level 8	64	43 (67%)	16 (25%)	5 (8%)	0 (0%)
National University of Ireland, Galway	**All Levels**	**15**	**11 (73%)**	**4 (27%)**	**0 (0%)**	**0 (0%)**
Postgraduate Diploma in Software Engineering	Level 8	15	11 (73%)	4 (27%)	0 (0%)	0 (0%)
National University of Ireland, Maynooth	**All Levels**	**62**	**8 (13%)**	**16 (26%)**	**1 (2%)**	**37 (60%)**
NUI Certificate in Software Development	Level 8	16	8 (50%)	7 (44%)	1 (6%)	0 (0%)
Higher Diploma in Software Development	Level 8	46	0 (0%)	9 (20%)	0 (0%)	37 (80%)
Open University	**All Levels**	**30**	**21 (70%)**	**9 (30%)**	**0 (0%)**	**0 (0%)**
Microsoft server technologies	Level 6	30	21 (70%)	9 (30%)	0 (0%)	0 (0%)
Trinity College Dublin	**All Levels**	**7**	**2 (29%)**	**0 (0%)**	**0 (0%)**	**5 (71%)**
Diploma in Information Systems	Level 7	7	2 (29%)	0 (0%)	0 (0%)	5 (71%)
University College Cork	**All Levels**	**28**	**21 (75%)**	**5 (18%)**	**0 (0%)**	**2 (7%)**
Higher Diploma in Geographical Information Systems	Level 8	12	5 (42%)	5 (42%)	0 (0%)	2 (17%)
Programming for Mobile Application Development	Level 8	8	8 (100%)	0 (0%)	0 (0%)	0 (0%)
CPD Module in Cloud Computing and Web 2.0	Level 9	8	8 (100%)	0 (0%)	0 (0%)	0 (0%)
University College Dublin	**All Levels**	**57**	**19 (33%)**	**32 (56%)**	**6 (11%)**	**0 (0%)**
University Certificate in Information and Communications Technology (ICT)	Level 7	23	7 (30%)	16 (70%)	0 (0%)	0 (0%)
University Certificate in Information and Communications Technology (ICT)	Level 8	18	8 (44%)	9 (50%)	1 (6%)	0 (0%)
Graduate Certificate in Information and Communications Technology (ICT)	Level 9	16	4 (25%)	7 (44%)	5 (31%)	0 (0%)
Total Participants	**All Levels**	**2,063**	**955 (46%)**	**721 (35%)**	**102 (5%)**	**285 (14%)**

Springboard 2012 employment-related outcomes – all participants

HEI and Course	NFQ Level	Total Participants	Participants with a Reported Progression Outcome	Reported in Employment/ Self-employment	Reported in Further Study	Reported Looking for Work
College of Computer Training	**All Levels**	**102**	**80 (78%)**	**10 (13%)**	**43 (54%)**	**27 (34%)**
Certificate in Computer Programming	Level 6	25	16 (64%)	5 (31%)	6 (38%)	5 (31%)
Certificate in Computer Networking	Level 6	25	17 (68%)	3 (18%)	7 (41%)	7 (41%)
HETAC Level 6 Higher Certificate in Science in Computing in Information Technology	Level 6	45	40 (89%)	0 (0%)	30 (75%)	10 (25%)
Certificate in Science in Computing in Information Technology	Level 6	7	7 (100%)	2 (29%)	0 (0%)	5 (71%)
Cork Institute of Technology	**All Levels**	**46**	**39 (85%)**	**15 (38%)**	**1 (3%)**	**23 (59%)**
Certificate in Cloud Computing Technologies	Level 6	17	16 (94%)	5 (31%)	1 (6%)	10 (63%)
Higher Certificate in Science in Computing	Level 6	17	12 (71%)	3 (25%)	0 (0%)	9 (75%)
Higher Diploma in Science in Software Development	Level 8	12	11 (92%)	7 (64%)	0 (0%)	4 (36%)
Digital Skills Academy	**All Levels**	**300**	**201 (67%)**	**126 (63%)**	**19 (9%)**	**56 (28%)**
WebElevate 2.0 (Professional Development Programme in Digital Production)	Level 8	201	201 (100%)	126 (63%)	19 (9%)	56 (28%)
WebElevate 2.1 (Professional Development Programme in Digital Production)	Level 8	99	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dublin Business School	**All Levels**	**433**	**360 (83%)**	**133 (37%)**	**105 (29%)**	**122 (34%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	47	42 (89%)	12 (29%)	17 (40%)	13 (31%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	70	58 (83%)	12 (21%)	19 (33%)	27 (47%)
Certificate in Web and Cloud Technologies	Level 7	71	57 (80%)	21 (37%)	19 (33%)	17 (30%)
Certificate in IT with Sales and Digital Marketing	Level 7	29	21 (72%)	12 (57%)	4 (19%)	5 (24%)
Certificate in Project Management for ICT Professionals	Level 7	44	35 (80%)	10 (29%)	14 (40%)	11 (31%)
Certificate in Software and Cloud Technologies	Level 8	30	27 (90%)	12 (44%)	5 (19%)	10 (37%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	40	34 (85%)	16 (47%)	9 (26%)	9 (26%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	50	37 (74%)	11 (30%)	6 (16%)	20 (54%)
Certificate in Database Development and Cloud Technologies	Level 8	52	49 (94%)	27 (55%)	12 (24%)	10 (20%)
Dublin City University	**All Levels**	**124**	**101 (81%)**	**23 (23%)**	**46 (46%)**	**32 (32%)**
Diploma in Information Technology	Level 8	66	55 (83%)	11 (20%)	30 (55%)	14 (25%)
Diploma in Management of Information Technology and Information Systems (IT/IS)	Level 8	58	46 (79%)	12 (26%)	16 (35%)	18 (39%)
Dublin Institute of Technology	**All Levels**	**103**	**5 (5%)**	**0 (0%)**	**0 (0%)**	**5 (100%)**
Higher Certificate in Information Systems and Information Technology	Level 6	7	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Higher Certificate in Information Technology Systems	Level 6	51	3 (6%)	0 (0%)	0 (0%)	3 (100%)
Bachelor Degree (Ordinary) in Computer Game Development	Level 7	45	2 (4%)	0 (0%)	0 (0%)	2 (100%)
Dundalk Institute of Technology	**All Levels**	**89**	**35 (39%)**	**12 (34%)**	**5 (14%)**	**18 (51%)**
Certificate in Games Design	Level 7	9	6 (67%)	1 (17%)	2 (33%)	3 (50%)
Certificate in Digital Marketing and Digital Media Management	Level 7	22	11 (50%)	7 (64%)	3 (27%)	1 (9%)
Certificate in Web Site Content Development for Business	Level 7	11	3 (27%)	2 (67%)	0 (0%)	1 (33%)
Certificate in Digital Post Production	Level 7	20	6 (30%)	0 (0%)	0 (0%)	6 (100%)
Higher Diploma in Science in Computing	Level 8	18	7 (39%)	1 (14%)	0 (0%)	6 (86%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	9	2 (22%)	1 (50%)	0 (0%)	1 (50%)
Galway Mayo Institute of Technology	**All Levels**	**23**	**23 (100%)**	**8 (35%)**	**0 (0%)**	**15 (65%)**
Higher Diploma in Science (Computing, Software Development)	Level 8	23	23 (100%)	8 (35%)	0 (0%)	15 (65%)
Griffith College	**All Levels**	**266**	**198 (74%)**	**53 (27%)**	**64 (32%)**	**81 (41%)**
Certificate in Computing Science	Level 6	101	72 (71%)	12 (17%)	28 (39%)	32 (44%)
Certificate in Computer Games Technology	Level 6	82	57 (70%)	14 (25%)	19 (33%)	24 (42%)
Higher Diploma in Science in Computing	Level 8	83	69 (83%)	27 (39%)	17 (25%)	25 (36%)

Institute of Technology Blanchardstown	**All Levels**	**128**	**35 (27%)**	**12 (34%)**	**4 (11%)**	**19 (54%)**
Certificate in Computer Security	Level 6	39	15 (38%)	8 (53%)	3 (20%)	4 (27%)
Certificate in Creative Website Communication	Level 6	38	8 (21%)	0 (0%)	1 (13%)	7 (88%)
BSc in Computing in Information Security & Digital Forensics	Level 7	4	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BSc (hons) in Computing in Information Security & Digital Forensics	Level 8	15	1 (7%)	0 (0%)	0 (0%)	1 (100%)
Higher Diploma in Science in Computing	Level 8	19	9 (47%)	4 (44%)	0 (0%)	5 (56%)
MSc in Computing (Information Security & Digital Forensics stream)	Level 9	13	2 (15%)	0 (0%)	0 (0%)	2 (100%)
Institute of Technology Tallaght Dublin	**All Levels**	**44**	**39 (89%)**	**9 (23%)**	**17 (44%)**	**13 (33%)**
BSc IT Management	Level 7	18	17 (94%)	3 (18%)	9 (53%)	5 (29%)
Certificate in Network Design and Implementation (Minor Award at Level 7)	Level 7	9	7 (78%)	4 (57%)	1 (14%)	2 (29%)
BSc (Hons) IT Management	Level 8	6	6 (100%)	0 (0%)	3 (50%)	3 (50%)
BSc Hons Computing	Level 8	1	1 (100%)	0 (0%)	0 (0%)	1 (100%)
MSc Information Technology Management	Level 9	5	4 (80%)	1 (25%)	2 (50%)	1 (25%)
Master of Science in Distributed and Mobile Computing	Level 9	5	4 (80%)	1 (25%)	2 (50%)	1 (25%)
Institute of Technology, Tralee	**All Levels**	**46**	**37 (80%)**	**11 (30%)**	**4 (11%)**	**22 (59%)**
Social Media & Web Analytics	Level 7	21	20 (95%)	3 (15%)	3 (15%)	14 (70%)
Social Media & Web Analytics - Spring	Level 7	14	9 (64%)	4 (44%)	0 (0%)	5 (56%)
Certificate in Digital Marketing	Level 8	11	8 (73%)	4 (50%)	1 (13%)	3 (38%)
Letterkenny Institute of Technology	**All Levels**	**30**	**12 (40%)**	**5 (42%)**	**0 (0%)**	**7 (58%)**
Higher Diploma in Science in Computing (conversion course into computing)	Level 8	25	8 (32%)	2 (25%)	0 (0%)	6 (75%)
MSc in Science in Computing with Enterprise Applications Development	Level 9	5	4 (80%)	3 (75%)	0 (0%)	1 (25%)
Limerick Institute of Technology	**All Levels**	**66**	**28 (42%)**	**10 (36%)**	**4 (14%)**	**14 (50%)**
Building CAD (BIM) with Revit Architecture	Level 6	28	11 (39%)	1 (9%)	1 (9%)	9 (82%)
Certificate in Engineering in Electrical Installation Practice	Level 6	19	12 (63%)	7 (58%)	3 (25%)	2 (17%)
Certificate in Geographic Information Systems (GIS)	Level 6	19	5 (26%)	2 (40%)	0 (0%)	3 (60%)
National College of Ireland	**All Levels**	**64**	**61 (95%)**	**21 (34%)**	**20 (33%)**	**20 (33%)**
Higher Diploma in Science in Web Technologies	Level 8	64	61 (95%)	21 (34%)	20 (33%)	20 (33%)
National University of Ireland, Galway	**All Levels**	**15**	**8 (53%)**	**0 (0%)**	**5 (63%)**	**3 (38%)**
Postgraduate Diploma in Software Engineering	Level 8	15	8 (53%)	0 (0%)	5 (63%)	3 (38%)
National University of Ireland, Maynooth	**All Levels**	**62**	**53 (85%)**	**1 (2%)**	**41 (77%)**	**11 (21%)**
NUI Certificate in Software Development	Level 8	16	14 (88%)	0 (0%)	4 (29%)	10 (71%)
Higher Diploma in Software Development	Level 8	46	39 (85%)	1 (3%)	37 (95%)	1 (3%)
Open University	**All Levels**	**30**	**4 (13%)**	**1 (25%)**	**0 (0%)**	**3 (75%)**
Microsoft server technologies	Level 6	30	4 (13%)	1 (25%)	0 (0%)	3 (75%)
Trinity College Dublin	**All Levels**	**7**	**7 (100%)**	**0 (0%)**	**7 (100%)**	**0 (0%)**
Diploma in Information Systems	Level 7	7	7 (100%)	0 (0%)	7 (100%)	0 (0%)
University College Cork	**All Levels**	**28**	**8 (29%)**	**1 (13%)**	**3 (38%)**	**4 (50%)**
Higher Diploma in Geographical Information Systems	Level 8	12	2 (17%)	0 (0%)	0 (0%)	2 (100%)
Programming for Mobile Application Development	Level 8	8	1 (13%)	1 (100%)	0 (0%)	0 (0%)
CPD Module in Cloud Computing and Web 2.0	Level 9	8	5 (63%)	0 (0%)	3 (60%)	2 (40%)
University College Dublin	**All Levels**	**57**	**44 (77%)**	**9 (20%)**	**1 (2%)**	**34 (77%)**
University Certificate in Information and Communications Technology (ICT)	Level 7	23	19 (83%)	2 (11%)	0 (0%)	17 (89%)
University Certificate in Information and Communications Technology (ICT)	Level 8	18	10 (56%)	3 (30%)	1 (10%)	6 (60%)
Graduate Certificate in Information and Communications Technology (ICT)	Level 9	16	15 (94%)	4 (27%)	0 (0%)	11 (73%)
Total Participants	**All Levels**	**2,063**	**1,378 (67%)**	**460 (33%)**	**389 (28%)**	**529 (38%)**

Springboard 2012 employment-related outcomes – graduates only

HEI and Course	NFQ Level	Total Graduates	Graduates with a Reported Progression Outcome	Reported in Employment /Self-employment	Reported in Further Study	Reported Looking for Work
College of Computer Training	**All Levels**	**34**	**26 (76%)**	**10 (38%)**	**12 (46%)**	**4 (15%)**
Certificate in Computer Programming	Level 6	16	11 (69%)	5 (45%)	5 (45%)	1 (9%)
Certificate in Computer Networking	Level 6	16	13 (81%)	3 (23%)	7 (54%)	3 (23%)
HETAC Level 6 Higher Certificate in Science in Computing in Information Technology	Level 6	0	N/A	N/A	N/A	N/A
Certificate in Science in Computing in Information Technology	Level 6	2	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Cork Institute of Technology	**All Levels**	**14**	**13 (93%)**	**5 (38%)**	**1 (8%)**	**7 (54%)**
Certificate in Cloud Computing Technologies	Level 6	14	13 (93%)	5 (38%)	1 (8%)	7 (54%)
Higher Certificate in Science in Computing	Level 6	0	N/A	N/A	N/A	N/A
Higher Diploma in Science in Software Development	Level 8	0	N/A	N/A	N/A	N/A
Digital Skills Academy	**All Levels**	**126**	**126 (100%)**	**76 (60%)**	**9 (7%)**	**41 (33%)**
WebElevate 2.0 (Professional Development Programme in Digital Production)	Level 8	126	126 (100%)	76 (60%)	9 (7%)	41 (33%)
WebElevate 2.1 (Professional Development Programme in Digital Production)	Level 8	0	N/A	N/A	N/A	N/A
Dublin Business School	**All Levels**	**302**	**253 (84%)**	**99 (39%)**	**95 (38%)**	**59 (23%)**
Certificate in Fundamentals of Database and Cloud Technologies	Level 6	30	28 (93%)	6 (21%)	17 (61%)	5 (18%)
Certificate in Fundamentals of Networking and Cloud Technologies	Level 6	47	39 (83%)	10 (26%)	16 (41%)	13 (33%)
Certificate in Web and Cloud Technologies	Level 7	46	38 (83%)	15 (39%)	17 (45%)	6 (16%)
Certificate in IT with Sales and Digital Marketing	Level 7	19	14 (74%)	9 (64%)	4 (29%)	1 (7%)
Certificate in Project Management for ICT Professionals	Level 7	36	28 (78%)	9 (32%)	13 (46%)	6 (21%)
Certificate in Software and Cloud Technologies	Level 8	21	19 (90%)	9 (47%)	5 (26%)	5 (26%)
Certificate in Advanced Project Management for the ICT Professional	Level 8	32	27 (84%)	12 (44%)	8 (30%)	7 (26%)
Certificate in Advanced Networking and Cloud Technologies	Level 8	32	23 (72%)	10 (43%)	4 (17%)	9 (39%)
Certificate in Database Development and Cloud Technologies	Level 8	39	37 (95%)	19 (51%)	11 (30%)	7 (19%)
Dublin City University	**All Levels**	**2**	**2 (100%)**	**1 (50%)**	**0 (0%)**	**1 (50%)**
Diploma in Information Technology	Level 8	1	1 (100%)	0 (0%)	0 (0%)	1 (100%)
Diploma in Management of Information Technology and Information Systems (IT/IS)	Level 8	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)
Dublin Institute of Technology	**All Levels**	**36**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Higher Certificate in Information Systems and Information Technology	Level 6	4	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Higher Certificate in Information Technology Systems	Level 6	0	N/A	N/A	N/A	N/A
Bachelor Degree (Ordinary) in Computer Game Development	Level 7	32	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Dundalk Institute of Technology	**All Levels**	**61**	**21 (34%)**	**7 (33%)**	**4 (19%)**	**10 (48%)**
Certificate in Games Design	Level 7	6	3 (50%)	0 (0%)	2 (67%)	1 (33%)
Certificate in Digital Marketing and Digital Media Management	Level 7	16	8 (50%)	6 (75%)	2 (25%)	0 (0%)
Certificate in Web Site Content Development for Business	Level 7	8	2 (25%)	1 (50%)	0 (0%)	1 (50%)
Certificate in Digital Post Production	Level 7	12	4 (33%)	0 (0%)	0 (0%)	4 (100%)
Higher Diplome in Science in Computing	Level 8	12	3 (25%)	0 (0%)	0 (0%)	3 (100%)
BSc (Honours) in Engineering Entrepreneurship	Level 8	7	1 (14%)	0 (0%)	0 (0%)	1 (100%)
Galway Mayo Institute of Technology	**All Levels**	**21**	**21 (100%)**	**7 (33%)**	**0 (0%)**	**14 (67%)**
Higher Diploma in Science (Computing, Software Development)	Level 8	21	21 (100%)	7 (33%)	0 (0%)	14 (67%)
Griffith College	**All Levels**	**120**	**103 (86%)**	**27 (26%)**	**52 (50%)**	**24 (23%)**
Certificate in Computing Science	Level 6	31	29 (94%)	4 (14%)	20 (69%)	5 (17%)
Certificate in Computer Games Technology	Level 6	37	27 (73%)	5 (19%)	16 (59%)	6 (22%)
Higher Diploma in Science in Computing	Level 8	52	47 (90%)	18 (38%)	16 (34%)	13 (28%)

Institute of Technology Blanchardstown	**All Levels**	**30**	**8 (27%)**	**1 (13%)**	**4 (50%)**	**3 (38%)**
Certificate in Computer Security	Level 6	6	6 (100%)	1 (17%)	3 (50%)	2 (33%)
Certificate in Creative Website Communication	Level 6	11	2 (18%)	0 (0%)	1 (50%)	1 (50%)
BSc in Computing in Information Security & Digital Forensics	Level 7	3	0 (0%)	0 (0%)	0 (0%)	0 (0%)
BSc (hons) in Computing in Information Security & Digital Forensics	Level 8	10	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Higher Diploma in Science in Computing	Level 8	0	N/A	N/A	N/A	N/A
MSc in Computing (Information Security & Digital Forensics stream)	Level 9	0	N/A	N/A	N/A	N/A
Institute of Technology Tallaght Dublin	**All Levels**	**10**	**8 (80%)**	**3 (38%)**	**1 (13%)**	**4 (50%)**
BSc IT Management	Level 7	1	1 (100%)	1 (100%)	0 (0%)	0 (0%)
Certificate in Network Design and Implementation (Minor Award at Level 7)	Level 7	7	5 (71%)	2 (40%)	1 (20%)	2 (40%)
BSc (Hons) IT Management	Level 8	2	2 (100%)	0 (0%)	0 (0%)	2 (100%)
BSc Hons Computing	Level 8	0	N/A	N/A	N/A	N/A
MSc Information Technology Management	Level 9	0	N/A	N/A	N/A	N/A
Master of Science in Distributed and Mobile Computing	Level 9	0	N/A	N/A	N/A	N/A
Institute of Technology, Tralee	**All Levels**	**20**	**16 (80%)**	**7 (44%)**	**4 (25%)**	**5 (31%)**
Social Media & Web Analytics	Level 7	10	10 (100%)	3 (30%)	3 (30%)	4 (40%)
Social Media & Web Analytics - Spring	Level 7	5	3 (60%)	2 (67%)	0 (0%)	1 (33%)
Certificate in Digital Marketing	Level 8	5	3 (60%)	2 (67%)	1 (33%)	0 (0%)
Letterkenny Institute of Technology	**All Levels**	**16**	**4 (25%)**	**3 (75%)**	**0 (0%)**	**1 (25%)**
Higher Diploma in Science in Computing (conversion course into computing)	Level 8	12	0 (0%)	0 (0%)	0 (0%)	0 (0%)
MSc in Science in Computing with Enterprise Applications Development	Level 9	4	4 (100%)	3 (75%)	0 (0%)	1 (25%)
Limerick Institute of Technology	**All Levels**	**38**	**16 (42%)**	**8 (50%)**	**3 (19%)**	**5 (31%)**
Building CAD (BIM) with Revit Architecture	Level 6	16	7 (44%)	1 (14%)	1 (14%)	5 (71%)
Certificate in Engineering in Electrical Installation Practice	Level 6	11	7 (64%)	5 (71%)	2 (29%)	0 (0%)
Certificate in Geographic Information Systems (GIS)	Level 6	11	2 (18%)	2 (100%)	0 (0%)	0 (0%)
National College of Ireland	**All Levels**	**43**	**43 (100%)**	**15 (35%)**	**20 (47%)**	**8 (19%)**
Higher Diploma in Science in Web Technologies	Level 8	43	43 (100%)	15 (35%)	20 (47%)	8 (19%)
National University of Ireland, Galway	**All Levels**	**11**	**7 (64%)**	**0 (0%)**	**5 (71%)**	**2 (29%)**
Postgraduate Diploma in Software Engineering	Level 8	11	7 (64%)	0 (0%)	5 (71%)	2 (29%)
National University of Ireland, Maynooth	**All Levels**	**8**	**6 (75%)**	**0 (0%)**	**4 (67%)**	**2 (33%)**
NUI Certificate in Software Development	Level 8	8	6 (75%)	0 (0%)	4 (67%)	2 (33%)
Higher Diploma in Software Development	Level 8	0	N/A	N/A	N/A	N/A
Open University	**All Levels**	**21**	**0 (0%)**	**0 (0%)**	**0 (0%)**	**0 (0%)**
Microsoft server technologies	Level 6	21	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Trinity College Dublin	**All Levels**	**2**	**2 (100%)**	**0 (0%)**	**2 (100%)**	**0 (0%)**
Diploma in Information Systems	Level 7	2	2 (100%)	0 (0%)	2 (100%)	0 (0%)
University College Cork	**All Levels**	**21**	**6 (29%)**	**1 (17%)**	**3 (50%)**	**2 (33%)**
Higher Diploma in Geographical Information Systems	Level 8	5	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Programming for Mobile Application Development	Level 8	8	1 (13%)	1 (100%)	0 (0%)	0 (0%)
CPD Module in Cloud Computing and Web 2.0	Level 9	8	5 (63%)	0 (0%)	3 (60%)	2 (40%)
University College Dublin	**All Levels**	**19**	**14 (74%)**	**3 (21%)**	**1 (7%)**	**10 (71%)**
University Certificate in Information and Communications Technology (ICT)	Level 7	7	3 (43%)	0 (0%)	0 (0%)	3 (100%)
University Certificate in Information and Communications Technology (ICT)	Level 8	8	7 (88%)	2 (29%)	1 (14%)	4 (57%)
Graduate Certificate in Information and Communications Technology (ICT)	Level 9	4	4 (100%)	1 (25%)	0 (0%)	3 (75%)
Total Participants	**All Levels**	**955**	**694 (73%)**	**272 (39%)**	**220 (32%)**	**202 (29%)**

Appendix 3

ICT Skills Participant Survey 2013 questions and quantitative results

Academic Outcomes for Phase 1 Respondents

Academic Outcome	Phase 1 Respondents	% of Phase 1 Respondents
Graduated	194	85.1%
Withdrawn	18	7.9%
Outcome Pending	16	7.0%
Total	**228**	**100.0%**

1. Which of the following most accurately describes your current situation:
   a. I have completed my ICT Skills Course and I am in employment
   b. I have completed my ICT Skills Course and I am establishing self-employment
   c. I have completed my ICT Skills Course and I am participating in a work placement/internship
   d. I have completed my ICT Skills Course and I am seeking employment
   e. I have completed my ICT Skills Course and I am undertaking further study
   f. I have completed my ICT Skills Course and I have travelled abroad/emigrated
   g. I am still participating in the academic portion of my ICT Skills Course
   h. I have completed the academic portion of my ICT Skills Course and I am undertaking a work placement
   i. I withdrew prior to the completion of the course for personal or academic reasons
   j. I withdrew prior to the completion of the course, having obtained employment.
   k. Other (please specify)

Response	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
I am still participating in the academic portion of my ICT Skills Course	3	1.4%	62	88.6%
I have completed my ICT Skills Course and I am establishing self-employment	7	3.2%	0	0.0%
I have completed my ICT Skills Course and I am in employment	99	44.8%	0	0.0%
I have completed my ICT Skills Course and I am participating in a work placement/internship	31	14.0%	0	0.0%
I have completed my ICT Skills Course and I am seeking employment	53	24.0%	0	0.0%
I have completed my ICT Skills Course and I am undertaking further study	8	3.6%	2	2.9%
I have completed my ICT Skills Course and I have travelled abroad/emigrated	2	0.9%	0	0.0%
I have completed the academic portion of my ICT Skills Course and I am undertaking a work placement	5	2.3%	0	0.0%
I withdrew prior to the completion of the course for personal or academic reasons	8	3.6%	5	7.1%
I withdrew prior to the completion of the course, having obtained employment.	5	2.3%	1	1.4%
Total Respondents	**221**	**100.0%**	**70**	**100.0%**

2. Please indicate the sector in which you were most recently employed/self-employed prior to commencing the ICT Skills Course:
   a. Accommodation and food service activities
   b. Administrative and support service activities
   c. Agriculture, forestry, and fishing
   d. Construction
   e. Education
   f. Financial, insurance, and real estate activities
   g. Human health and social work activities
   h. Industry
   i. Information and communication (including ICT)
   j. Professional, scientific, and technical activities
   k. Public administration and defence
   l. Transportation and storage
   m. Wholesale and retail trade; repair of motor vehicles and motorcycles
   n. Other (please specify)

Response	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
Information and communication (including ICT)	61	30.5%	13	19.1%
Construction	40	20.0%	14	20.6%
Professional, scientific, and technical activities	22	11.0%	9	13.2%
Wholesale and retail trade; repair of motor vehicles and motorcycles	13	6.5%	3	4.4%
Industry	12	6.0%	4	5.9%
Education	11	5.5%	3	4.4%
Administrative and support service activities	11	5.5%	5	7.4%
Financial, insurance, and real estate activities	10	5.0%	9	13.2%
Human health and social work activities	8	4.0%	4	5.9%
Accommodation and food service activities	5	2.5%	2	2.9%
Transportation and storage	4	2.0%	0	0.0%
Public administration and defence	3	1.5%	2	2.9%
Total Respondents	**200**	**100.0%**	**68**	**100.0%**

3. In which field is your third-level qualification?
   a. Agriculture
   b. Computing/ICT
   c. Education
   d. Engineering, Manufacturing, and Construction
   e. Health and Social Work
   f. Humanities and Arts
   g. Science and Mathematics
   h. Services
   i. Social Sciences, Business, and Law
   j. Other (please specify)

Response	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
Agriculture	2	0.9%	1	1.5%
Computing/ICT	68	31.2%	11	16.4%
Education	4	1.8%	0	0.0%
Engineering, Manufacturing, and Construction	69	31.7%	15	22.4%
Health and Social Work	4	1.8%	1	1.5%
Humanities and Art	28	12.8%	7	10.4%
Science and Mathematics	14	6.4%	11	16.4%
Services	0	0.0%	2	3.0%
Social Sciences, Business, and Law	29	13.3%	19	28.4%
Total Respondents	**218**	**100.0%**	**67**	**100.0%**

4. How did you hear about the ICT Skills Course?
   a. Online
   b. Radio ad/interview
   c. Newspaper
   d. Social Protection Office
   e. Word of mouth
   f. Adult guidance
   g. Course provider
   h. Other (please specify)

Response	Phase 1 Responses (Multiple Selection Allowed)	% of Phase 1 Responses	Phase 2 Responses (Multiple Selection Allowed)	% of Phase 2 Responses
Online	69	28.0%	24	34.8%
Radio ad/interview	58	23.6%	9	13.0%
Newspaper	31	12.6%	7	10.1%
Social Protection Office	10	4.1%	1	1.4%
Word of mouth	52	21.1%	18	26.1%
Adult guidance	5	2.0%	1	1.4%
Course provider	21	8.5%	9	13.0%
Total Responses	**246**	**100.0%**	**69**	**100.0%**

5. In which higher education institution did you undertake your course?
   a. Athlone Institute of Technology
   b. Cork Institute of Technology
   c. Dublin Business School
   d. Dublin Institute of Technology
   e. Dundalk Institute of Technology
   f. Galway Mayo Institute of Technology
   g. Griffith College
   h. Institute of Technology, Blanchardstown
   i. Institute of Technology, Carlow
   j. Institute of Technology, Tallaght, Dublin
   k. Institute of Technology, Sligo
   l. Institute of Technology, Tralee
   m. Limerick Institute of Technology
   n. National College of Ireland
   o. National University of Ireland, Galway
   p. University of Limerick
   q. Waterford Institute of Technology

Institution	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
Athlone Institute of Technology	8	3.5%	0	0.0%
Cork Institute of Technology	27	11.9%	20	28.6%
Dublin Business School	31	13.7%	9	12.9%
Dublin Institute of Technology	19	8.4%	16	22.9%
Dundalk Institute of Technology	3	1.3%	6	8.6%
Griffith College	14	6.2%	0	0.0%
Galway-Mayo Institute of Technology	0	0.0%	5	7.1%
Institute of Technology, Blanchardstown	8	3.5%	1	1.4%
Institute of Technology, Carlow	5	2.2%	0	0.0%
Institute of Technology, Sligo	12	5.3%	0	0.0%
Institute of Technology, Tallaght, Dublin	9	4.0%	3	4.3%
Institute of Technology, Tralee	3	1.3%	0	0.0%
Limerick Institute of Technology	12	5.3%	0	0.0%
National College of Ireland	27	11.9%	10	14.3%
National University of Ireland, Galway	8	3.5%	0	0.0%
University of Limerick	33	14.6%	0	0.0%
Waterford Institute of Technology	7	3.1%	0	0.0%
Total Respondents	**226**	**100.0%**	**70**	**100.0%**

6. On a scale of 1 to 5 (with 5 being the highest possible commendation), how would you rate your course?

Rating	Phase 1 Respondents	% of Phase 1 Respondents
5	50	22.0%
4	108	47.6%
3	49	21.6%
2	14	6.2%
1	6	2.6%
Total Respondents	**227**	**100.0%**

7. On a scale of 1 to 5 (with 5 being the highest possible commendation), how would you rate your lecturers?

Rating	Phase 1 Respondents	% of Phase 1 Respondents
5	45	19.9%
4	103	45.6%
3	56	24.8%
2	15	6.6%
1	7	3.1%
Total Respondents	**226**	**100.0%**

8. On a scale of 1 to 5 (with 5 being the highest possible commendation), how would you rate the support you have received from your course provider?

Rating	Phase 1 Respondents	% of Phase 1 Respondents
5	72	31.7%
4	68	30.0%
3	44	19.4%
2	22	9.7%
1	21	9.3%
Total Respondents	**227**	**100.0%**

9. Would you like to make any comments or highlight any concerns relating to your course?

10. Would you recommend an ICT Skills Course to others?

Response	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
Yes	195	86.3%	64	94.1%
No	31	13.7%	4	5.9%
Total Respondents	**226**	**100.0%**	**68**	**100.0%**

11. If you answered "No" to the previous question, could you please provide a reason as to why you would not recommend an ICT Skills Course?
12. If a job were offered to you that required moving to a different part of the country, would you be in a position to accept the offer?
    a. Yes
    b. No

Response	Phase 1 Respondents	% of Phase 1 Respondents	Phase 2 Respondents	% of Phase 2 Respondents
Yes	115	50.9%	37	53.6%
No	111	49.1%	32	46.4%
Total Respondents	**226**	**100.0%**	**69**	**100.0%**

13. If you answered "No" to the previous question, could you please elaborate on why you would not be in a position to accept the offer?

Response	Phase 1 Responses (Multiple Selection Allowed)	% of Phase 1 Respondents	Phase 2 Responses (Multiple Selection Allowed)	% of Phase 2 Respondents
Spouse/partner employed in current area	59	38.1%	24	42.1%
Reluctance/inability to uproot children	40	25.8%	12	21.1%
Mortgage	37	23.9%	12	21.1%
Confidence in subsequently obtaining employment in current area	19	12.3%	9	15.8%
Total Responses (Multiple Selection Allowed)	**155**	**100.0%**	**57**	**100.0%**

If you have undertaken or are currently undertaking a work placement as part of your ICT Skills Course, please complete the remaining questions. If you have not yet undertaken a work placement as part of your course, but have secured employment, please proceed to question 19. Otherwise, the survey is complete.

14. Which of the following categories best describes the employment sector of the company in which you are undertaking/have undertaken your work placement?
    a. Accommodation and food service activities
    b. Administrative and support service activities
    c. Agriculture, forestry, and fishing
    d. Construction
    e. Education
    f. Financial, insurance, and real estate activities
    g. Human health and social work activities
    h. Industry
    i. Information and communication (including ICT)
    j. Professional, scientific, and technical activities
    k. Public administration and defence
    l. Transportation and storage
    m. Wholesale and retail trade; repair of motor vehicles and motorcycles
    n. Other (please specify)

Response	Phase 1 Responses	% of Phase 1 Respondents
Administrative and support service activities	2	1.1%
Agriculture, forestry, and fishing	1	0.6%
Construction	1	0.6%
Education	5	2.9%
Financial, insurance, and real estate activities	2	1.1%
Human health and social work activities	1	0.6%
Industry	1	0.6%
Information and communication (including ICT)	147	84.5%
Professional, scientific, and technical activities	5	2.9%
Public administration and defence	4	2.3%
Transportation and storage	1	0.6%
Wholesale and retail trade; repair of motor vehicles and motorcycles	4	2.3%
Total Respondents	**174**	**100.0%**

15. If you selected "Information and communication (including ICT)" in the previous question, which of the following subsectors best fits the company providing your work placement?
    a. Software Development (excluding videogame development)
    b. Videogame Development
    c. Social Media
    d. Cloud/Network Computing
    e. Digital Media Design
    f. Database Management
    g. Telecommunications
    h. Other (please specify)

Response	Phase 1 Responses (Multiple Selection Allowed)	% of Phase 1 Respondents
Software Development (excluding videogame development)	79	63.2%
Cloud/Network Computing	17	13.6%
Telecommunications	12	9.6%
Digital Media Design	8	6.4%
Database Management	5	4.0%
Social Media	4	3.2%
Total Respondents	**125**	**100.0%**

16. Were you paid during your work placement?
    a. Yes
    b. No
    c. Received JobBridge payment

Response	Phase 1 Respondents	% of Phase 1 Respondents
Yes	61	35.3%
Received JobBridge payment	41	23.7%
No	71	41.0%
Total Respondents	**173**	**100.0%**

17. On a scale of 1 to 5 (with 5 being the highest possible commendation), how would you rate your work placement in terms of skills learnt, relevance to your ICT Skills Course, and job satisfaction?

Response	Phase 1 Respondents	% of Phase 1 Respondents
5	58	33.5%
4	53	30.6%
3	34	19.7%
2	8	4.6%
1	20	11.6%
Total Respondents	**173**	**100.0%**

18. Would you like to make any additional comments about your work placement?
If you have secured employment (including a work placement/internship), please complete the remaining questions. Otherwise, the survey is complete.

19. Which of the following categories best describes your employment? ("Short-term," in this context, indicates an employment contract of less than six months.)
    a. JobBridge internship or other work placement
    b. Self-employment
    c. Full-time long-term employment
    d. Part-time long-term employment
    e. Full-time short-term employment
    f. Part-time short-term employment

Response	Phase 1 Respondents	% of Phase 1 Respondents
Full-time long-term employment	80	51.3%
Full-time short-term employment	29	18.6%
JobBridge internship or other work placement	35	22.4%
Part-time long-term employment	3	1.9%
Part-time short-term employment	1	0.6%
Self-employment	8	5.1%
Total Respondents	**156**	**100.0%**

20. Have you taken up employment with the company that provided your work placement?
    a. Yes
    b. No

Response	Phase 1 Respondents	% of Phase 1 Respondents
Yes	62	43.7%
No	80	56.3%
Total Respondents	**142**	**100.0%**

21. Approximately how many job applications did you make prior to obtaining employment?
    a. None
    b. One to three
    c. Four to six
    d. More than six

Response	Phase 1 Respondents	% of Phase 1 Respondents
One to three	22	14.2%
Four to six	20	12.9%
More than six	91	58.7%
None	22	14.2%
Total Respondents	**155**	**100.0%**

22. If you have successfully completed you ICT Skills Course, is your new qualification relevant to your job?
    a. Yes
    b. No

Response	Phase 1 Respondents	% of Phase 1 Respondents
Yes	130	89.0%
No	16	11.0%
Total Respondents	**146**	**100.0%**

23. Please indicate in which sector you are operating:
    a. Accommodation and food service activities
    b. Administrative and support service activities
    c. Agriculture, forestry, and fishing
    d. Construction
    e. Education
    f. Financial, insurance, and real estate activities
    g. Human health and social work activities
    h. Industry
    i. Information and communication (including ICT)
    j. Professional, scientific, and technical activities
    k. Public administration and defence
    l. Transportation and storage
    m. Wholesale and retail trade; repair of motor vehicles and motorcycles
    n. Other (please specify)

Response	Phase 1 Respondents	% of Phase 1 Respondents
Accommodation and food service activities	1	0.7%
Administrative and support service activities	4	2.9%
Agriculture, forestry, and fishing	1	0.7%
Construction	2	1.4%
Education	3	2.2%
Financial, insurance, and real estate activities	3	2.2%
Human health and social work activities	1	0.7%
Industry	2	1.4%
Information and communication (including ICT)	111	80.4%
Professional, scientific, and technical activities	6	4.3%
Public administration and defence	1	0.7%
Transportation and storage	1	0.7%
Wholesale and retail trade; repair of motor vehicles and motorcycles	2	1.4%
Total Respondents	**138**	**100.0%**

24. If you have secured employment in the information and communication (including ICT) sector, which of the following sub-sectors best describes your employment?
    a. Software Development (excluding videogame development)
    b. Videogame Development
    c. Social Media
    d. Cloud/Network Computing
    e. Digital Media Design
    f. Database Management
    g. Telecommunications
    h. Other (please specify)

Response	Phase 1 Respondents	% of Phase 1 Respondents
Software Development (excluding videogame development)	52	61.9%
Cloud/Network Computing	12	14.3%
Telecommunications	10	11.9%
Database Management	4	4.8%
Digital Media Design	4	4.8%
Videogame Development	2	2.4%
Total Respondents	**84**	**100.0%**

25. If you have secured employment, please indicate your current salary level per month.
    a. Less than €1,000 per month
    b. €1,001 to €1,599 per month
    c. €1,600 to €2,099 per month
    d. €2,100 to €2,599 per month
    e. €2,600 to €3,099 per month
    f. €3,100 to €3,599 per month
    g. €3,600+ per month

Response	Phase 1 Respondents	% of Phase 1 Respondents
Less than €1,000 per month	9	7.1%
€1,001 to €1,599 per month	20	15.9%
€1,600 to €2,099 per month	37	29.4%
€2,100 to €2,599 per month	39	31.0%
€2,600 to €3,099 per month	6	4.8%
€3,100 to €3,599 per month	7	5.6%
€3,600+ per month	8	6.3%
Total Respondents	**126**	**100.0%**

Appendix 4

ICT education provider survey questions 2013

1. Do you have any comments or observations on the application and assessment process for the ICT Skills Course, e.g. on the 'Call for Proposals', the eligibility criteria, the application form, or the process timeline. If so please summarise below. Open-Ended Response
2. Do you feel that you were sufficiently supported by the Higher Education Authority throughout the application and assessment process for the ICT Skills Course? What worked well? What was less satisfactory? Open-Ended Response What do you regard as the positive aspects of the BlueBrick.ie system (for example CMS and AMS)? Open-Ended Response
3. Please outline what you regard as the negative aspects of the BlueBrick.ie system (CMS and AMS). Open-Ended Response
4. Please provide any suggestions on how the BlueBrick.ie system could be further developed to better support ICT Skills Course applicants and participating institutions. Open-Ended Response
5. In your view, which promotional activities had the greatest impact on raising awareness of, and increasing applications to, the ICT Skills Course? (Promotional activities included radio advertisements, online promotion (via social media & online recruitment sites), the Microsoft Career Reboot event, institutions' promotional activities.) Open-Ended Response
6. What promotional activities undertaken by your organisation to promote the ICT Skills Course locally and/or regionally did you feel were most successful? Open- Ended Response
7. Please outline any difficulties you experienced in assisting applicants to the ICT Skills Course with obtaining income support, or liaising with social welfare offices. Open-Ended Response
8. From your experience, what are the key barriers facing unemployed people in enrolling on and completing upskilling courses? Open-Ended Response
9. Please comment on the calibre of applicants to your ICT Skills Course/(s), e.g. on the level and relevance of their academic qualifications / prior experiential learning. Open-Ended Response
10. Please detail your industry partners' commitment to the provision of work placements on the course/(s) that you are providing through the ICT Skills Course. (Are work placements guaranteed for all participating students? Are these work placements an accredited part of the course? Of what duration are the work placements that are being provided?) Open-Ended Response
11. Please indicate your capacity for supporting additional work placements in the event of further places being rolled-out under the ICT Skills Course? Open-Ended Response
12. If additional places are made available, or a further 'Call for Proposals' is issued, under the ICT Skills Course in the future, what changes would you recommend should be made to the application, assessment, and implementation processes? Open-Ended Response
13. Which areas of ICT do you or your institution identify as having high growth potential? Open-Ended Response
14. How is your institution responding to predictions of future growth in the ICT sector? Open-Ended Response
15. In your opinion, which educational backgrounds seem to provide the candidates most suited to the ICT conversion courses? Open-Ended Response
16. Would you care to make any other comments or offer any concerns on the ICT Skills Course? Open-Ended Response

Notes

Notes

March 2014

An evaluation of information and communications technology (ICT) educational provision via the ICT Skills Conversion and Springboard Programmes 2011-2013

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