



10/11

**HIGHER EDUCATION**  
KEY FACTS AND FIGURES

**HEA**

Higher Education Authority  
An tÚdarás um Ard-Oideachas



# ACKNOWLEDGEMENTS



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**The University Sector**

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Mary Immaculate College Limerick  
Mater Dei Institute of Education  
St. Patrick's College Drumcondra  
National College of Art and Design  
Royal College of Surgeons in Ireland  
St. Angela's College Sligo

**The Institute of Technology Sector**

Athlone Institute of Technology  
Institute of Technology Blanchardstown  
Cork Institute of Technology  
Institute of Technology Carlow  
Dublin Institute of Technology  
Dunlaoghaire Institute of Art, Design and Technology  
Dundalk Institute of Technology  
Galway-Mayo Institute of Technology  
Limerick Institute of Technology  
Letterkenny Institute of Technology  
Institute of Technology Sligo  
Tralee Institute of Technology  
Institute of Technology Tallaght  
Tipperary Institute  
Waterford Institute of Technology

**DES and Other Department Aided Institutions**

Froebel College of Education  
Marino Institute of Education  
Church of Ireland College of Education  
Cadet College  
Garda College  
Shannon College of Hotel and Catering  
Milltown Institute  
All Hallows College  
Kimmage Development Centre  
St. Patrick's College Thurles  
St. Patrick's College Maynooth  
St. Patrick's College Carlow  
National College of Ireland

**Privately Funded Institutions**

King's Inns  
The Law Society  
American College Dublin  
Griffith College, Limerick  
Griffith College, Dublin  
Westmoreland College  
IBAT College  
Fitzwilliam Institute  
Montessori AMI  
Institute of Public Administration

Further information is available from the Statistics Section in the Higher Education Authority:  
<http://www.heia.ie/en/statistics>

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# FOREWORD



## Foreword by Mr Tom Boland

Chief Executive, Higher Education Authority

This bulletin is the seventh in the series of annual statistical reports from the HEA's Statistics unit.

The HEA Key Facts and Figures 2010/11 provides an overview of data from the Irish higher education system. It provides a 'picture by numbers' of the sector, highlighting the key trends for the year as well as information on;

- New entrants to the sector;
- Enrolments;
- Graduate data;
- Student details;
- And socio-economic, ethnic/ cultural and disability data which forms an invaluable tool in increasing access to higher education by under-represented groups.

Despite the economic circumstances which presented many challenges for the sector for 2010/11, it is encouraging to see that the period saw an increase of nearly 4% from the previous year in overall undergraduate enrolments. Overall enrolment has increased by 40% since 2007.

Another key trend is the increase in PhD research enrolments, with the full time enrolment on PhD research programmes increasing by 65% since 2006/07. This is promising in the context of the development of graduate education in Ireland, contributing to the creation of a world-class education system and the transition to a more knowledge driven society.

Further trends for the period are presented throughout this publication and make for a convenient reference document for higher education institutions, government departments and those with an interest in higher education in Ireland.

In presenting this work to the public, the HEA wishes to thank the participating institutions for their ongoing cooperation.

**Tom Boland**  
Chief Executive  
Higher Education Authority

*January 2012*



# CONTENTS

<b>Section 1</b>	<b>OVERVIEW</b>	<b>19</b>
Table 1.1	Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions	21
Figure 1.1	Total Enrolment Trends by Level 06/07 – 10/11 for all HEA Funded Institutions	21
Table 1.2	Enrolment Trends 06/07 – 10/11 for the University Sector	22
Figure 1.2	Total Enrolment Trends by Level 06/07 – 10/11 for the University Sector	22
Table 1.3	Enrolment Trends 06/07 – 10/11 for the Institute of Technology Sector	23
Figure 1.3	Total Enrolment Trends by Level 06/07 – 10/11 for the Institute of Technology Sector	23
Table 1.4	Full-Time Undergraduate New Entrant Gender Trends 06/07 – 10/11 for all HEA Funded Institutions	24
Figure 1.4	Undergraduate New Entrant Gender Trends for all HEA Funded Institutions 06/07 – 10/11	24
Table 1.5	Full-Time Undergraduate New Entrant Gender Trends 06/07 – 10/11 for the University Sector	25
Figure 1.5	Undergraduate New Entrant Gender Trends for the University Sector 06/07 – 10/11	25
Table 1.6	Full-Time Undergraduate New Entrant Gender Trends 06/07 – 10/11 for the Institute of Technology Sector	26
Figure 1.6	Undergraduate New Entrant Gender Trends for the Institute of Technology Sector 06/07 – 10/11	26
Figure 1.7	Enrolment Trends by Level for all HEA Funded Institutions 06/07 – 10/11	27
Table 1.7	Graduate Trends 2006 – 2010 for all HEA Funded Institutions	27
Figure 1.8	Total Graduate Trends by Level 2006 – 2010 for all HEA Funded Institutions	28
Table 1.8	Graduate Trends 2006 – 2010 for the University Sector	28
Figure 1.9	Total Graduate Trends by Level 2006 – 2010 for the University Sector	29
Table 1.9	Graduate Trends 2006 – 2010 for the Institute of Technology Sector	29
Figure 1.10	Total Graduate Trends by Level 2006-2010 for the Institute of Technology Sector	30
<b>Section 2</b>	<b>APPLICATION/ACCEPTANCE AND NEW ENTRANT DATA</b>	<b>33</b>
Table 2.1	CAO Applications and Acceptances Level 8 (Honours Bachelor Degree) 2007 vs. 2011 for the entire Higher Education Sector	34
Table 2.2	Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10 /11 by Gender and Level	34
Table 2.3	Full-Time Undergraduate New Entrants 10/11 by Field of Study for all HEA Funded Institutions	35
Table 2.4	Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10/11 Vs 09/10	36
Figure 2.1	Full-Time Undergraduate New Entrants 10/11 for the University Sector vs. the Institute of Technology Sector by Gender and Field of Study	37
Table 2.5	Age Distribution of all Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10/11 Vs 09/10	37
Figure 2.2	Age Distribution of Undergraduate Full-Time New Entrants 06/07 Vs 10/11 for all HEA Funded Institutions	38
Figure 2.3	Age Distribution of Undergraduate Full-Time New Entrants: the University Sector Vs the Institute of Technology Sector	39
<b>Section 3</b>	<b>FULL-TIME ENROLMENT DATA</b>	<b>41</b>
Table 3.1	Full-time Enrolments 10/11 by Gender and Level for all HEA Funded Institutions	42
Figure 3.1	% Male/Female Undergraduate Enrolments 10/11 for all HEA Funded Institutions	43
Figure 3.2	% Male/Female Postgraduate Enrolments 10/11 for all HEA Funded Institutions	43
Table 3.2	Age Distribution of Full-Time Enrolments 10/11 for all HEA Funded Institutions	44
Figure 3.3	Age Distribution of Full-Time Enrolments 06/07 Vs 10/11 for all HEA Funded Institutions	44
Table 3.3	Full-Time Enrolments 10/11 by Level and Field of Study for all HEA Funded Institutions	45
Table 3.4	Full-Time Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	46
Figure 3.4	Full-Time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	46



Table 3.5	Full-Time Postgraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	47
Figure 3.5	Full-Time Postgraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	47
Table 3.6	Full-Time Postgraduate Research Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	48
Table 3.7	Postgraduate Research Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions	48
Figure 3.6	Postgraduate Research Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	48
<b>Section 4</b>	<b>PART-TIME &amp; FLEXIBLE LEARNING ENROLMENT DATA</b>	<b>51</b>
Table 4.1	Part-time Enrolments 10/11 by Gender and Level for all HEA Funded Institutions	52
Figure 4.1	% Male/Female Undergraduate Enrolments 10/11 for all HEA Funded Institutions	52
Figure 4.2	% Male/Female Postgraduate Enrolments 10/11 for all HEA Funded Institutions	53
Table 4.2	Age Distribution of Part-time Enrolments 10/11 for all HEA Funded Institutions	53
Table 4.3	Part-time Undergraduate Enrolments 10/11 by Level and Field of Study for all HEA Funded Institutions	54
Table 4.4	Part-time Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	55
Figure 4.3	Part-time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	55
Table 4.5	Part-time Postgraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	56
Figure 4.4	Part-time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	56
Table 4.6	Part-time Postgraduate Research Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	57
Table 4.7	Part-time Postgraduate Research Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions	57
Figure 4.5	Part-time Postgraduate Research Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	57
Table 4.8	Flexible Learning Enrolments 10/11 by Gender and Level for all HEA Funded Institutions	58
Figure 4.6	% Male/Female Undergraduate Flexible Learning Enrolments 10/11 for all HEA Funded Institutions	59
Figure 4.7	% Male/Female Postgraduate Flexible Learning Enrolments 10/11 for all HEA Funded Institutions	59
Table 4.9	Flexible Learning Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	60
Figure 4.8	Flexible Learning Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	60
Table 4.10	Part-time Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions	61
Figure 4.9	Part-time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions	61
<b>Section 5</b>	<b>GRADUATE DATA</b>	<b>63</b>
Table 5.1	Graduates 2010 by Gender, Level and Field of Study for all HEA Funded Institutions	64
Table 5.2	All Undergraduate Awards for all HEA Funded Institutions	65
Table 5.3	All Postgraduate Awards for all HEA Funded Institutions	65
Table 5.4	% Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Gender for all HEA Funded Institutions	66
Table 5.5	% Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Discipline for all HEA Funded Institutions	67
<b>Section 6</b>	<b>PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS</b>	<b>69</b>
Figure 6.1	CAO Full-time Mature Entrant Applications and Acceptances as a % of all Applications and Acceptances, 07 – 11	73
Figure 6.2	Proportions of Mature and Non-Mature New Entrants for all HEA Institutions, Full-Time and Part-Time, 10/11	73
Figure 6.3	Full-Time and Part-Time Mature New Entrants as a % of all New Entrants for all HEA institutions, 06/07 – 10/11	74
Figure 6.4	Full and Part Time Mature New Entrants as a % of all New Entrants, 10/11	74
Figure 6.5	Trends in Full and Part-Time Mature New Entrants as a % of all New Entrants, 06/07 - 10/11	75
Figure 6.6	Proportions of Full and Part-Time Mature New Entrants Studying at Levels 6, 7 and 8 in the Universities, 10/11	76



# CONTENTS

Figure 6.7	Proportions of Full and Part-Time Mature New Entrants Studying at Levels 6, 7 and 8 in the Institutes of Technology, 10/11	76
Figure 6.8(a)	Discipline Choice of Mature Full-time New Entrants in the Universities, 10/11	77
Figure 6.8(b)	Discipline Choice for Mature Full-Time New Entrants in the Institutes of Technology, 10/11	78
Figure 6.8(c)	Discipline Choice of Mature Full-Time New Entrants in the Universities, 10/11	78
Figure 6.8(d)	Discipline Choice of Mature Part-Time New Entrants in the Institutes of Technology, 10/11	79
Figure 6.9	Male/Female Mature New Entrants, Full and Part-Time, 10/11	80
Figure 6.10	Male/Female Mature New Entrants, Full and Part-Time in the Universities and Institutes of Technology, 10/11	81
Figure 6.11	Male/Female Mature New Entrants, Full Time, Universities, 06/07 – 10/11	82
Figure 6.12	Male/Female Mature New Entrants, Full Time Institutes of Technology 06/07 – 10/11	82
Figure 6.13	Mature Students by age as a % of the Total Mature New Entrants: Full and Part-time, 10/11	83
Figure 6.14(a)	Age Profile of Mature Full-Time New Entrants, 10/11	84
Figure 6.14(b)	Age Profile of Mature Part-Time New Entrants, 10/11	84
Figure 6.15	Domiciliary of Origin of Full and Part-Time Mature New Entrants, 10/11	85
Figure 6.16	Domiciliary of Origin of Full and Part-Time Mature New Entrants, 10/11 in the Universities and Institutes of Technology	85
Table 6.1	Ethnic/Cultural Background of Mature and Non Mature Respondents	86
Table 6.2	Respondents Indicating a Disability: Mature v Non-Mature, 10/11	86
Table 6.3	Respondents Indicating a Disability as a % All New Entrants: Mature v Non Mature	87
Table 6.4	Response Rates: Full-time Mature New Entrants v Non-Mature New Entrants, 10/11	87
Table 6.5	Socio-Economic Profile of Respondents for Whom a Classification was assigned: Mature v Non Mature Respondents, 10/11	88
Table 6.6	Socio-Economic Profile of Respondents for Whom a Classification was assigned: Mature v Non Mature Respondents, 10/11	89
Figure 6.17	Non-Presence Rates by Age Category	90
Table 6.7	Response rates by Institution for Mature New Entrants to the Equal Access Data Survey 10/11	91
<b>Section 7</b>	<b>EQUAL ACCESS DATA COLLECTION 10/11</b>	<b>93</b>
Table 7.1	Response rates to the Equal Access Data Survey by Institution 09/10-10/11	95
Table 7.2	Response Rates by Sector	96
Table 7.3	Socio-Economic Profile of Respondents for Whom a Classification was assigned	96
Figure 7.1	Socio-Economic Background of Full-Time Undergraduate New Entrants: 09/10-10/11	97
Table 7.4	Socio-Economic Profile of Respondents for Whom a Classification was Assigned by Sector 09/10-10/11	98
Table 7.5	New Entrants Indicating a Disability	99
Table 7.6	Ethnic/Cultural Background of New Entrants	100
Figure 7.2	% Entrants from Ethnic / Cultural Minorities: 09/10-10/11	101
<b>Section 8</b>	<b>FURTHER EDUCATION &amp; TRAINING</b>	<b>103</b>
Table 8.1	All Further Education and Training Enrolments carried out in the Institute of Technology Sector 09/10	104
Table 8.2	FÁS National Craft Certificate 09/10 Phases 4 and 6	104
Figure 8.1	Apprenticeship Enrolments by Trade Family	105





<b>Section 9</b>	<b>INTERNATIONAL PROFILE</b>	<b>107</b>
Table 9.1	Domiciliary Origin of all Full-time Enrolments 10/11 for All HEA Funded Institutions	108
Figure 9.1	Non-Irish Domiciled Students by Region of Domicile 10/11 for All HEA Funded Institutions	108
Table 9.2	Non Irish Domiciled Enrolments & Country of Origin	109
Table 9.3	Non Irish Domiciled Top Ten Honours BA Degree Courses of Study	109
Figure 9.2	All Full-time Non-Irish Domiciled New Entrants & Field of Study	110
Figure 9.3	All Full-time Non-Irish Domiciled Enrolments & Field of Study	110
Figure 9.4	All Full-time Non-Irish Domiciled Research Enrolments & Field of Study	111
Figure 9.5	% of Tertiary Type B Graduates to the Population at Typical Age of Graduation 2009 for selected OECD Countries	111
Figure 9.6	% of Tertiary Type A Graduates to the Population at Typical Age of Graduation 2009 for selected OECD Countries	112
Figure 9.7	Trends in Net Graduation Rates in Advanced Research Qualifications in Selected OECD Countries, 2000, 2008 and 2009	112
Table 9.4	% Increase in Graduates across Selected European Countries 2000 – 2009	113
<b>Section 10</b>	<b>DEPARTMENT OF EDUCATION &amp; SKILLS (DES) &amp; OTHER DEPARTMENT AIDED INSTITUTIONS AND PRIVATELY AIDED INSTITUTIONS</b>	<b>115</b>
Table 10.1	Full-Time and Part-Time Enrolment 10/11 for the Other Aided Sector	116
Figure 10.1	Full-Time and Part-Time Enrolments in DES & Other Department Aided Institutions	116
Figure 10.2	Full-Time and Part-Time Enrolments in Privately Funded Institutions for Undergraduate and Postgraduate Level	117
Figure 10.3	Gender Breakdown of Total Enrolments in Other Aided Colleges 10/11	117
<b>Section 11</b>	<b>INSTITUTIONAL PROFILES</b>	<b>118</b>
Table 11.1(a)	Full-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the University Sector	119
Table 11.1(b)	Part-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the University Sector	120
Table 11.2(a)	Full-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the Institute of Technology Sector	121
Table 11.2(b)	Part-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the Institute of Technology Sector	122
Table 11.3	Enrolments by Institution, Gender, Mode of Study and Age for the University Sector	123
Table 11.4	Enrolments by Institution, Gender, Mode of Study and Age for the Institute of Technology Sector	124
Table 11.5	Full-time Enrolments by Institution, Gender and Field of Study for the University Sector	125
Table 11.6	Part-time Enrolments by Institution, Gender and Field of Study for the University Sector	126
Table 11.7	Full-time Enrolments by Institution, Gender and Field of Study for the Institute of Technology Sector	127
Table 11.8	Part-time Enrolments by Institution, Gender and Field of Study for the Institute of Technology Sector	128
Table 11.9	New Entrant Enrolments by Institution, Gender and Field of Study for the University Sector	129
Table 11.10	New Entrant Enrolments by Institution, Gender and Field of Study for the Institute of Technology Sector	130
Table 11.11	Research Enrolments by Institution, Gender and Field of Study for the University Sector	131
Table 11.12	Research Enrolments by Institution, Gender and Field of Study for the Institute of Technology Sector	132
Table 11.13	Staffing Levels for the University Sector	133
Table 11.14	Staffing Levels for Institute of Technology Sector	134



# INTERPRETATION OF DATA



## **Full-time**

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

## **Part-time**

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

## **Flexible Learning**

Students enrolled under this title include Distance Education, E-Learning, and In-Service education modes of study.

- **Distance Education**

Apply to students enrolled on programmes for which there are no formal lectures and few attendance requirements (usually tutorials). The programme is delivered using specially devised course materials, which are made available to students by post, internet, teleconferencing, television or radio.

- **E-Learning**

E-Learning enrolments are those on courses that utilises a network (Internet, LAN and WAN) for delivery, interaction or facilitation. This would include distributed learning, computer-based training (CBT) delivered over a network, and web-based training (WBT).

- **In-Service Education**

In-services training for teachers who are up-skilling etc.

## **Occasional**

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

## **New entrants**

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

**Intramural**

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

**ISCED**

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

**Academic Year**

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

**Graduate**

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

**Graduate Year**

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

**National Framework of Qualifications (NFQ)**

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

**Census Date**

The census date for the University Sector and the Institute of Technology Sector was March 1st 2011. It is important to note that for all years previous to 2008 the Institute of Technology Sector census date was October 31st. This change in census date is due to the transfer of data collection for the Institutes of Technology to the Higher Education Authority from the Department of Education and Skills.

**Student Record System (SRS)**

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



# SUMMARY KEY POINTS



# SUMMARY

## Section 1: Overview

### Combined HEA Funded Institutions

- Overall enrolments (full and part-time) numbering 193,187 students increased by 2.7% from 09/10 to 10/11 compared to a 6.1% increase the previous year.
- Both full and part-time undergraduate enrolments increased between 09/10 and 10/11 (3.9% and 1.4% respectively) while full-time postgraduate enrolments declined by 2.4%. In the five year period 06/07 to 10/11 postgraduate enrolments has increased by 95%.

### The University Sector

- Overall enrolments numbering students 114,807 (full and part-time) increased by 1.7% from 09/10 to 10/11 compared to a 4.6% increase the previous year. The increase from 06/07 to 10/11 was 14%.
- Both full and part-time undergraduate enrolments numbering 78,973 and 6,470 respectively increased by 2.6% and 4.8% respectively between 09/10 and 10/11 while full-time postgraduate enrolments numbering 19,114 declined by 1.9%.
- In the five year period 06/07 to 10/11 undergraduate enrolments have increased by 11.6% while postgraduate enrolments have increased by 21%.
- Full-time undergraduate new entrants numbering 22,030 increased by almost 1% in 10/11 from 09/10.
- Undergraduate output increased by 4.4% to 40,101 graduates while postgraduate output increased by 13.6% to 18,121 between 09/10 and 10/11.

### The Institute of Technology Sector

- Overall enrolments numbering 78,380 students (full and part-time) increased by 4.1% from 09/10 to 10/11 compared to an 8.3% increase the previous year. The increase from 06/07 to 10/11 was 48%.

- Full-time undergraduate enrolments numbering 60,119 students increased by 5.7% while part-time enrolments numbering 12,885 remained the same between 09/10 and 10/11.
- Full-time postgraduate enrolments numbering 2,766 declined by 5.9% while part-time postgraduate enrolments numbering 2,610 increased by 3.2% between 09/10 and 10/11.
- In the five year period 06/07 to 10/11 undergraduate enrolments have increased by 42%.
- Full-time undergraduate new entrants numbering 18,719 decreased by 1% in 10/11 from 09/10.
- Undergraduate output increased by 4.4% to 19,074 graduates while postgraduate output increased by 14.2% to 2,297 between 09/10 and 10/11.

## Section 2: Application/Acceptance and New Entrant Data

- Total number of Level 8 CAO acceptances in 2011 was 32,372. 1st preference applications numbered 61,468 while 1st preference acceptances numbered 18,111. The proportion of 1st preference applicants that accepted was 56%.
- Overall full-time undergraduate new entrant numbers at 40,749 remained static in 2010/11. The majority of new entrants enrolled on Social Science Business and Law courses (24.3%).
- 70% of full-time undergraduate new entrants were aged between 17 and 19.

## Section 3: Full-Time Enrolment Data

- Overall full-time (undergraduate and postgraduate) enrolments numbering 160,972 students increased by 3% from 09/10 to 10/11. Full-time undergraduates increased by 3.9% while full-time postgraduates declined by 2.4%.
- Full-time undergraduates are made up of 49.1% male and 50.9% female while postgraduates are 53.6% female.
- The majority of full-time undergraduates are enrolled on Social Sciences, Business and Law courses at 24.8%. Arts and Humanities have 18.4% of enrolments in 10/11.
- The majority of full-time postgraduates are also enrolled on Social Sciences, Business and Law courses however Science is the next largest field of study with 20.3% of enrolments.
- Full-time research postgraduates make up 41% of all full-time postgraduates in 10/11. Overall research postgraduates have increased from 6,694 in 06/07 to 8,969 in 10/11, an increase of 34%. Research enrolments did however decline by almost 2% between 09/10 and 10/11.

## Section 4: Part-time & Flexible Learning Enrolment Data

- Overall part-time (undergraduate and postgraduate) enrolments numbering 32,215 students increased by 1% from 09/10 to 10/11. Part-time undergraduates increased by 1.4% while part-time postgraduates remained relatively unchanged.
- Part-time undergraduates are made up of 51.4% female and 48.6% male, while postgraduates are 57.1% female.
- The vast majority of part-time undergraduates are enrolled on Social Sciences, Business and Law courses at 32.7%. This is followed by Engineering, Manufacturing and Construction with 14.6% of enrolments in 2010/11.
- The majority of part-time postgraduates are also enrolled on Social Sciences, Business and Law courses with 29.4% however Health and Welfare is the next largest field of study with 25.1% of enrolments.
- Part-time research postgraduates make up 11% of all part-time postgraduates in 2010/11. Overall research postgraduates have increased from 1,143 in 06/07 to 1,429 in 10/11, an increase of 25%. Research enrolments increased by 14.6% between 09/10 and 10/11.
- Flexible learning enrolments (distance and e-learning) numbered 3,866 in the higher education institutions returning data in 2010/11.
- The majority of undergraduate students on flexible learning mode of study were enrolled in Engineering, Manufacturing and Construction courses (26.9%) in 2010/11. The majority of postgraduate students on flexible learning courses were enrolled on Health and Welfare courses (32.5%).

## Section 5: Graduate Data

- Overall (undergraduate and postgraduate) graduate numbers in 2010/11 were 58,222. Undergraduate graduates increased by 4.4% between 09/10 and 10/11 to 40,101 graduates. Postgraduate graduates increased by 13.6% in the same time period to 18,121.
- The majority of undergraduate and postgraduate graduates were from the Social Science, Business and Law discipline at 29.3% and 33.6%.

## Section 6: Profile of Undergraduate Mature New Entrants

- 15% (5,944) of full-time undergraduate new entrants in 2010/11 are mature students. This is an increase from 13.6% (5,342) in 2009/10.
- 92% (1,484) of part-time undergraduate new entrants are mature students.

- 18% (7,428) of combined full-time and part-time new entrants are mature students.
- Between 07/08 and 10/11 there has been a 36% increase in mature full-time undergraduate new entrants and an 11% increase in mature part-time new entrants.
- 11% (2,189) of full-time new entrants to the universities are mature students compared to 20% (3,755) in the institutes of technology. The difference between the sectors in the case of part time new entrants is smaller – 94% (837) of new entrants in the universities are mature, compared to 89% (647) in the institutes of technology.
- The most popular area of study for full-time mature students in the universities is Health and Welfare (28%) followed by Social Science, Business and Law (18%). The latter is the most popular discipline for full-time mature students in the IoTs (20%), however this is followed by Health and Welfare and Engineering, Manufacturing and Construction (both 18%).
- Part-time mature students in the universities are drawn to the Humanities and Arts (27%) while in the institutes of technology Health and Welfare and Social Science, Business and Law (both 34%) are most popular.
- The proportion of male mature new entrants is greater at both full-time (57%) and part-time (54%).
- 23 and 24 year olds comprise the majority of full-time mature new entrants (14.7% and 10.4% respectively). Part-time mature new entrants show a more even distribution across the age groups between 23 and 56 with no large grouping at any particular age.
- The semi-skilled and unskilled groups are better represented in the mature respondents for both the IoTs and universities. In the case of non manual group within the universities the matures have a very slight lead (0.3%), however in the IoTs sector the non-matures take the lead.

## Section 7: Equal Access Data Collection 2010/2011

- 79% of the HEIs who participated in the data collection had response rates of 90% - 100%.
- Overall 87% of new entrants responded to the Equal Access Survey although response rates to the socio-economic and ethnic cultural questions were lower at 66% and 69% respectively.
- In the University sector the largest socio-economic group for new entrants is Employer & Manager with 20.0% of all undergraduate full-time new entrants. In the Institute of Technology sector the Employer and Manager and Skilled Manual groups are jointly, at 15.3%, the most represented socio-economic groups.
- Students from skilled-manual, semi-skilled-manual and unskilled backgrounds are better represented in the Institute of Technology sector with 24.7% compared to 15.7% in the University sector.



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

## **Section 8: Further Education and Training**

- The number of further education and training enrolments in the Institute of Technology sector in 2010/11 was 9,384.
- Overall males greatly outnumber female enrolments.
- As would be expected construction related apprenticeships comprise the bulk (88%) of all recruitment to FETAC apprenticeships. However, this figure records a decline from 90.5% in 08/09.

## **Section 9: International Profile**

- Non Irish domiciled students comprise 7% (11,500) of all full-time (undergraduate and postgraduate) enrolments in 2010/11.
- The majority of non Irish students are from Europe (34.4%) followed by America North (28.9%).
- The most popular fields of study for non-Irish domiciled new entrants in 2010/11 were Arts and Humanities and Social Science, Business and Law. The most popular field of study for research enrolments (non-Irish) was Science.

## **Section 10: Department of Education & Skills (DES) and Other Department Aided Institutions and Privately Funded Institutions**

- 56.1% of enrolments in DES and Other Aided institutions are undertaking an Honours Bachelor Degree. Enrolment at postgraduate level accounts for 15.2% of all enrolments. Females account for 56% of enrolments.
- 62% of enrolments in privately funded institutions are undertaking an Honours Bachelor Degree. Enrolment at postgraduate level accounts for 20.2% of enrolments. Females account for 54.8% of enrolments.



# 1 SECTION



# OVERVIEW

## KEY POINTS

### Combined HEA Funded Institutions

- Overall enrolments (full and part-time) numbering 193,187 students increased by 2.7% from 09/10 to 10/11 compared to a 6.1% increase the previous year.
- Both full and part-time undergraduate enrolments increased between 09/10 and 10/11 (3.9% and 1.4% respectively) while full-time postgraduate enrolments declined by 2.4%. In the five year period 06/07 to 10/11 postgraduate enrolments has increased by 95%.

### The University Sector

- Overall enrolments numbering students 114,807 (full and part-time) increased by 1.7% from 09/10 to 10/11 compared to a 4.6% increase the previous year. The increase from 06/07 to 10/11 was 14%.
- Both full and part-time undergraduate enrolments numbering 78,973 and 6,470 respectively increased by 2.6% and 4.8% respectively between 09/10 and 10/11 while full-time postgraduate enrolments numbering 19,114 declined by 1.9%.
- In the five year period 06/07 to 10/11 undergraduate enrolments have increased by 11.6% while postgraduate enrolments have increased by 21%.
- Full-time undergraduate new entrants numbering 22,030 increased by almost 1% in 10/11 from 09/10.
- Undergraduate output increased by 4.4% to 40,101 graduates while postgraduate output increased by 13.6% to 18,121 between 09/10 and 10/11.



## KEY POINTS (cont)

### The Institute of Technology Sector

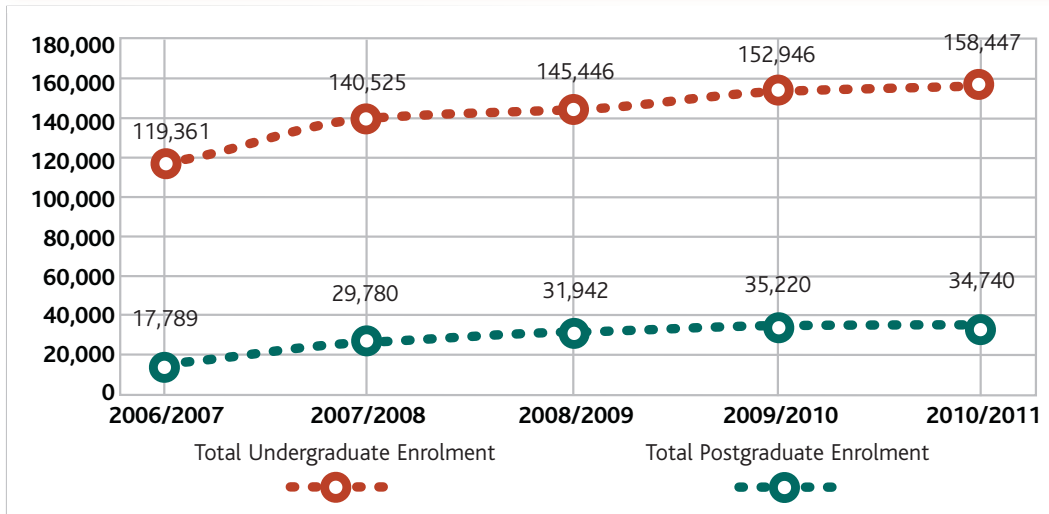
- Overall enrolments numbering 78,380 students (full and part-time) increased by 4.1% from 09/10 to 10/11 compared to an 8.3% increase the previous year. The increase from 06/07 to 10/11 was 48%.
- Full-time undergraduate enrolments numbering 60,119 students increased by 5.7% while part-time enrolments numbering 12,885 remained the same between 09/10 and 10/11.
- Full-time postgraduate enrolments numbering 2,766 declined by 5.9% while part-time postgraduate enrolments numbering 2,610 increased by 3.2% between 09/10 and 10/11.
- In the five year period 06/07 to 10/11 undergraduate enrolments have increased by 42%.
- Full-time undergraduate new entrants numbering 18,719 decreased by 1% in 10/11 from 09/10.
- Undergraduate output increased by 4.4% to 19,074 graduates while postgraduate output increased by 14.2% to 2,297 between 09/10 and 10/11.

**Table 1.1 Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions**

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	% Change 09/10 -10/11
<b>Undergraduate</b>						
Full-time	119,361	119,512	124,990	133,849	139,092	3.9%
Part-time	-	21,013	20,456	19,097	19,355	1.4%
<b>Total Undergraduate Enrolment</b>	<b>119,361</b>	<b>140,525</b>	<b>145,446</b>	<b>152,946</b>	<b>158,447</b>	<b>3.6%</b>
<b>Postgraduate</b>						
Full-time	17,789	18,807	20,700	22,419	21,880	-2.4%
Part-time	-	10,973	11,242	12,801	12,860	0.5%
<b>Total Postgraduate Enrolment</b>	<b>17,789</b>	<b>29,780</b>	<b>31,942</b>	<b>35,220</b>	<b>34,740</b>	<b>-1.4%</b>
<b>Total Full Time</b>	<b>137,150</b>	<b>138,319</b>	<b>145,690</b>	<b>156,268</b>	<b>160,972</b>	<b>3.0%</b>
<b>Total Part Time</b>	<b>-</b>	<b>31,986</b>	<b>31,698</b>	<b>31,898</b>	<b>32,215</b>	<b>1.0%</b>
<b>Overall Enrolment</b>	<b>137,150</b>	<b>170,305</b>	<b>177,388</b>	<b>188,166</b>	<b>193,187</b>	<b>2.7%</b>

\* Source: Statistics Section, Department of Education and Skills (2006/07). No Part-Time enrolment figures were collected for the Institute of Technology Sector for 2006/2007 due to the transfer of responsibility from the Department of Education and Skills to the Higher Education Authority. Therefore part time figures for that year have been excluded.

**Figure 1.1 Total Enrolment Trends by Level 06/07 – 10/11 for all HEA Funded Institutions**



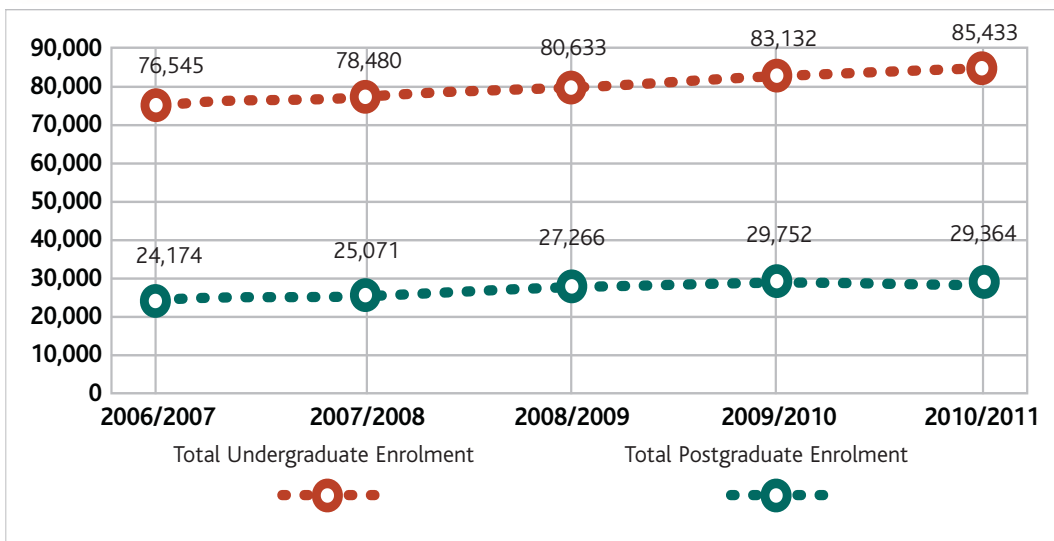
\*No Part-Time enrolments figures were collected for the Institute of Technology Sector for 2006/2007 due to the transfer of responsibility from the Department of Education and Skills to the Higher Education Authority.

- Overall enrolment increased by 40.8% from 06/07 to 10/11. Enrolment increased by 2.7% between 09/10 and 10/11 compared to a 6.1% between 08/09 and 09/10.
- Overall undergraduate enrolments increased by 3.6% between 09/10 and 10/11.
- Overall postgraduate enrolments decreased by 1.4% between 09/10 and 10/11.
- After experiencing several years of year on year decline, part-time undergraduate figures are increasing.

Table 1.2 Enrolment Trends 06/07 – 10/11 for the University Sector

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

Figure 1.2 Total Enrolment Trends by Level 06/07 – 10/11 for the University Sector



- Overall enrolment increased by 14.0% from 06/07 to 10/11. Enrolment increased by 1.7% between 09/10 and 10/11 compared to a 4.6% between 08/09 and 09/10 and a 4.2% increase between 07/08 and 08/09.
- Overall undergraduate enrolments increased by 2.8% between 09/10 and 10/11.
- Overall postgraduate enrolments decreased by -1.3% between 09/10 and 10/11.

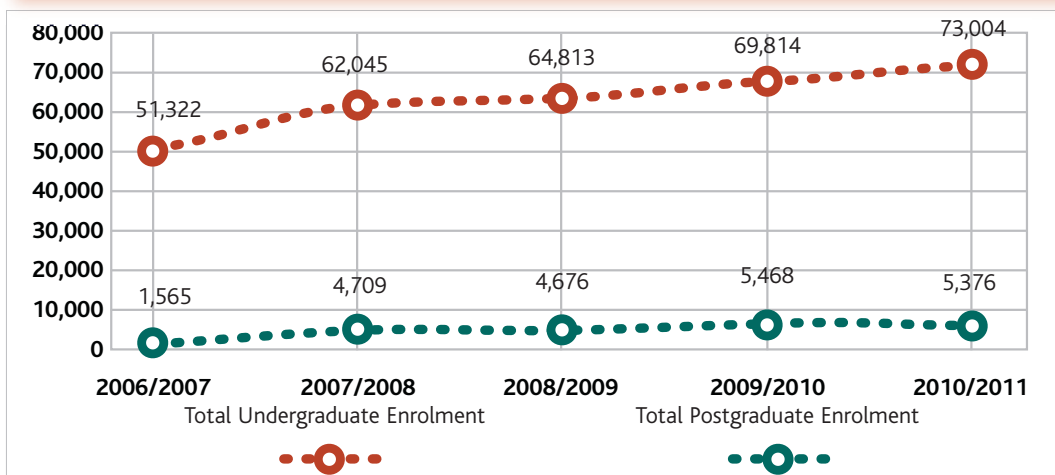
**Table 1.3 Enrolment Trends 06/07 – 10/11 for the Institute of Technology Sector**

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

Source: Statistics Section, Department of Education and Skills (2006/07)

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

**Figure 1.3 Total Enrolment Trends by Level 06/07 – 10/11 for the Institute of Technology Sector**



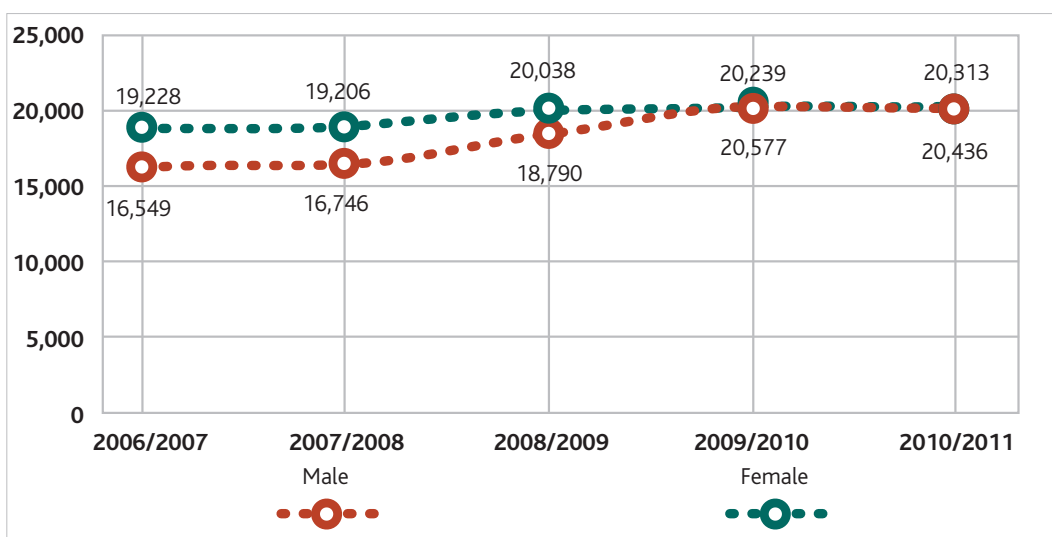
\*No Part-Time enrolments figures were collected for the Institute of Technology Sector for 2006/2007 due to the transfer of responsibility from the Department of Education and Skills to the Higher Education Authority.

- Overall full-time enrolments show an 18.9% increase over the 06/07 figures. No part-time data is available for this year.
- Full-time undergraduate enrolments at the Institute of Technology Sector increased by 5.7% this year compared to a 9.6% increase last year.
- Total postgraduate enrolments decreased by 1.7% between 2009/2010 and 2010/2011.
- Total full time enrolments within the Institute of Technology Sector increased by 5.1% between 2009/2010 to 2010/2011.

**Table 1.4 Full-Time Undergraduate New Entrant Gender Trends 06/07 – 10/11 for all HEA Funded Institutions**

	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	% Change 09/10 - 10/11
Male	16,549	16,746	18,790	20,577	20,436	-0.7%
Female	19,228	19,206	20,038	20,239	20,313	0.4%
Total	35,777	35,952	38,828	40,816	40,749	-0.2%

**Figure 1.4 Undergraduate New Entrant Gender Trends for all HEA Funded Institutions 06/07 – 10/11**



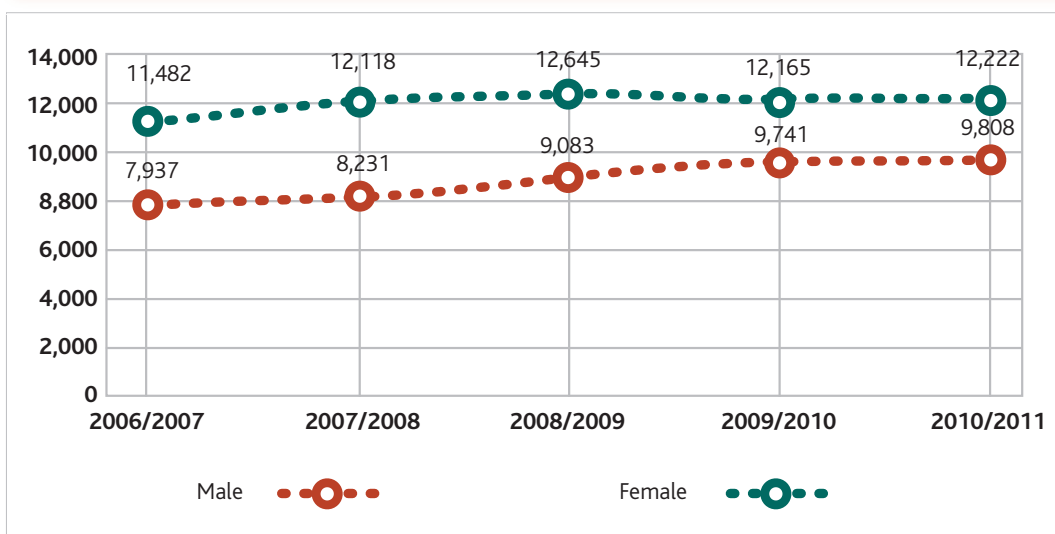
- New entrant figures recorded a slight decrease of -0.2% between 09/10 and 10/11 compared to a 5.1% increase in the previous year.
- Since 06/07 new entrants have risen by 13.9%.
- The gender gap continued to narrow to a near 50:50 breakdown. In 06/07 the divide stood at 53.7% female to 46.3% for males.
- Proportion of females to males rose to 49.8% in 2010/2011 compared to 49.6% in 2009/2010.



**Table 1.5 Full-Time Undergraduate New Entrant Gender Trends 06/07 – 10/11 for the University Sector**

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

**Figure 1.5 Undergraduate New Entrant Gender Trends for the University Sector 06/07 – 10/11**



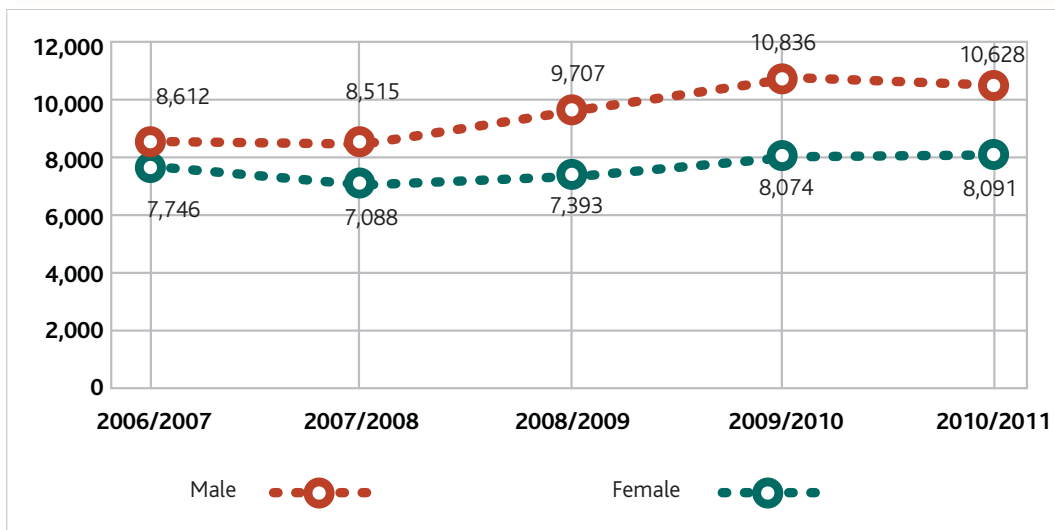
- New entrants increased slightly by 0.6% between 09/10 and 10/11 compared to a 0.8% increase in the previous year.
- Since 06/07 new entrants have increased by 13.4%.
- Male new entrants increased by 0.7% between 09/10 and 10/11 compared to a 0.5% increase for female new entrants.
- The proportion of females to males 10/11 is the same as 09/10 at 55.5%.

**Table 1.6 Full-Time Undergraduate New Entrant Trends 06/07 – 10/11 for the Institute of Technology Sector**

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

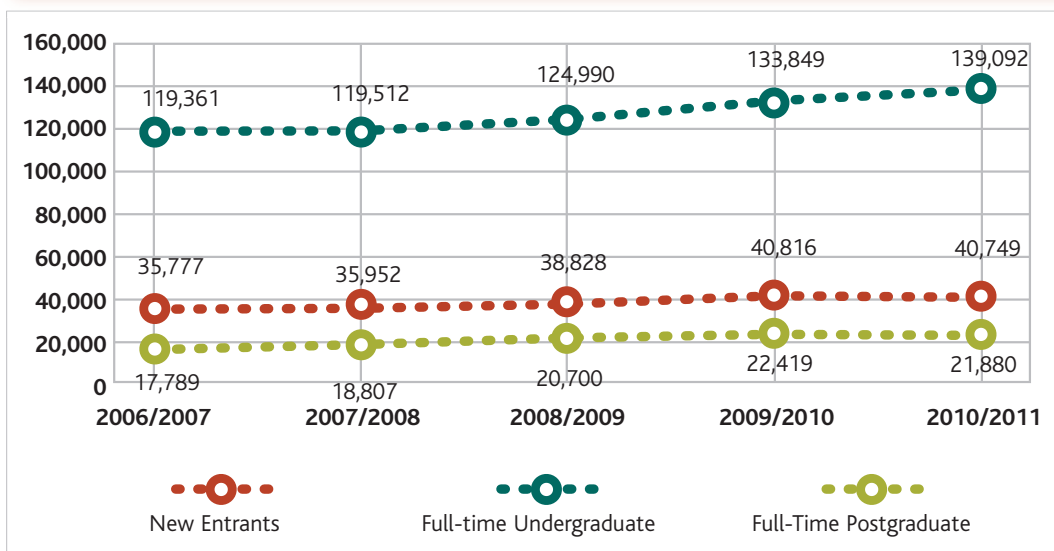
Source: Statistics Section, Department of Education and Skills (05/06-06/07)

**Figure 1.6 Undergraduate New Entrant Gender Trends for the Institute of Technology Sector 06/07 – 10/11**



- New entrants to the Institute of Technology Sector decreased in 2010/2011 by 1.0% compared to the previous year.
- In 2010/2011 the numbers of female new entrants increased by 0.2% from 2009/2010, while the number of male new entrants decreased by -1.9% compared to the previous year. The proportion of females to males is back to the level of 2009/2010 with a slight increase from 42.7% to 43.2% in 2010/2011. In general there are fewer females than males enrolling in Institute of Technology Sector which is in contrast to the University Sector where almost 55.5% are female. This is due in the main part to the disciplinary mix.

Figure 1.7 Enrolment Trends by Level for all HEA Funded Institutions 06/07 – 10/11



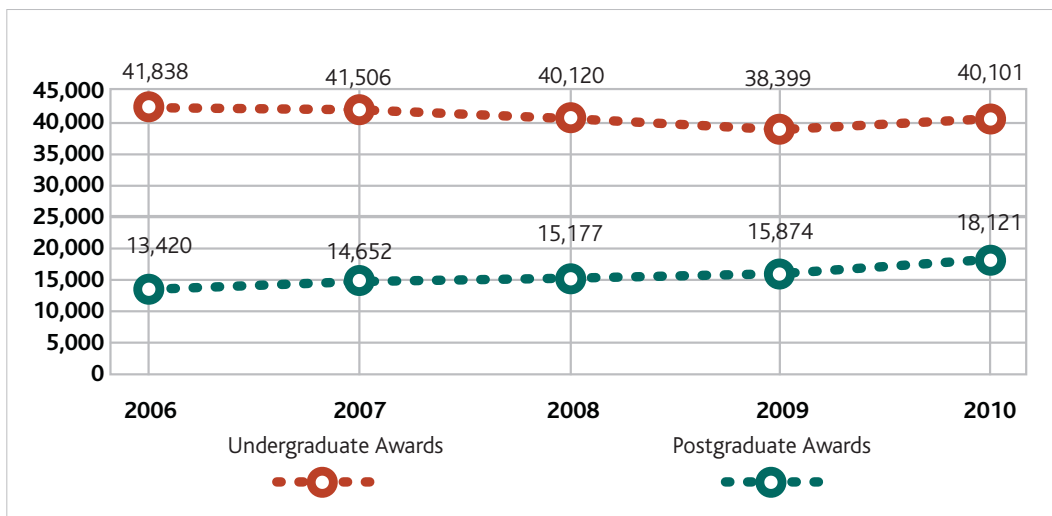
- Full time postgraduate enrolments, up 23.0%, have shown the largest increase between 2006/2007 and 2010/2011.
- New entrants and full time undergraduate enrolments have increased by 13.9% and 16.5% respectively between 2006/2007 and 2010/2011, despite a slight decline between 2009/2010 and 2010/2011.

Table 1.7 Graduate Trends 2006 – 2010 for all HEA Funded Institutions

	2006	2007	2008*	2009*	2010*	% Change 2009-2010
<b>Undergraduate</b>						
All Modes of Study	41,838	41,506	40,120	38,399	40,101	4.4%
<b>Postgraduate</b>						
All Modes of Study	13,420	14,652	15,177	15,950	18,121	13.6%
<b>Overall Graduates</b>	<b>55,258</b>	<b>56,158</b>	<b>55,297</b>	<b>54,349</b>	<b>58,222</b>	<b>7.1%</b>

\*Distance & E-Learning included

Figure 1.8 Total Graduate Trends by Level 2006 – 2010 for all HEA Funded Institutions



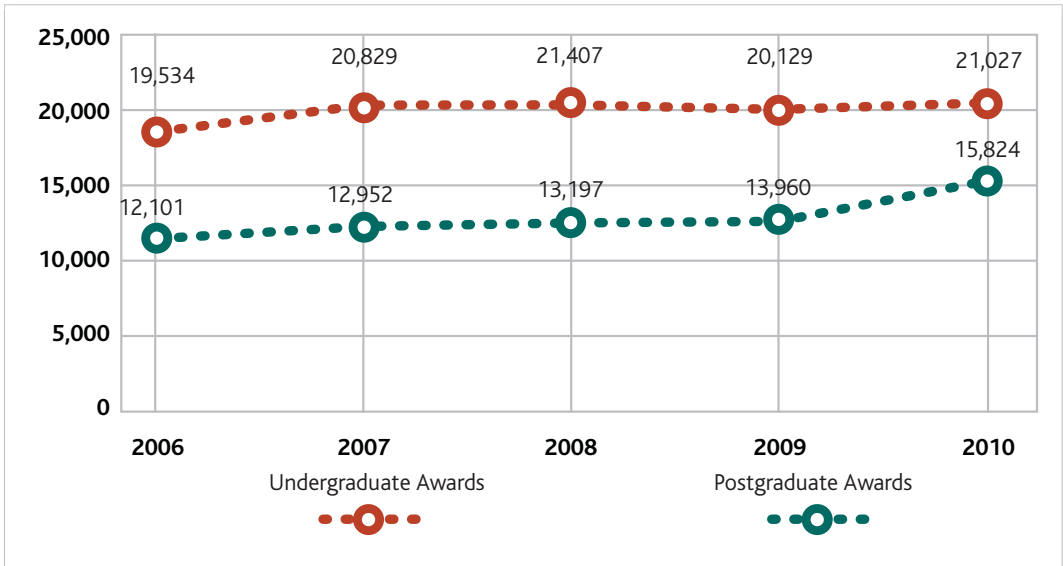
- Postgraduate output increased considerably by 14.2% in 2010 compared to a lesser 4.6% increase in 2009, in both the University Sector and Institute of Technology Sector.
- Overall graduation rates have risen by 5.4% since 06/07.
- Halting the decline trend of previous years, undergraduate output increased by 4.4% in 2010.

Table 1.8 Graduate Trends 2006 – 2010 for the University Sector

	2006	2007	2008*	2009*	2010*	% Change 2009-2010
<b>Undergraduate</b>						
All Modes of Study	19,534	20,829	21,407	20,129	21,027	4.5%
<b>Postgraduate</b>						
All Modes of Study	12,101	12,952	13,197	13,938	15,824	13.5%
<b>Overall Graduates</b>	<b>31,635</b>	<b>33,781</b>	<b>34,494</b>	<b>34,067</b>	<b>36,851</b>	<b>8.2%</b>

\*Distance & E-Learning included

Figure 1.9 Total Graduate Trends by Level 2006 – 2010 for the University Sector



- Undergraduate output increased by 4.5% since 2009.
- Postgraduate output increased significantly by 14.2% in 2010 compared to a 5.8% increase in 2009. Over the last five years postgraduate output has continually increased by an overall 74.1%.
- Overall graduate output increased by 16.5% since 2006.

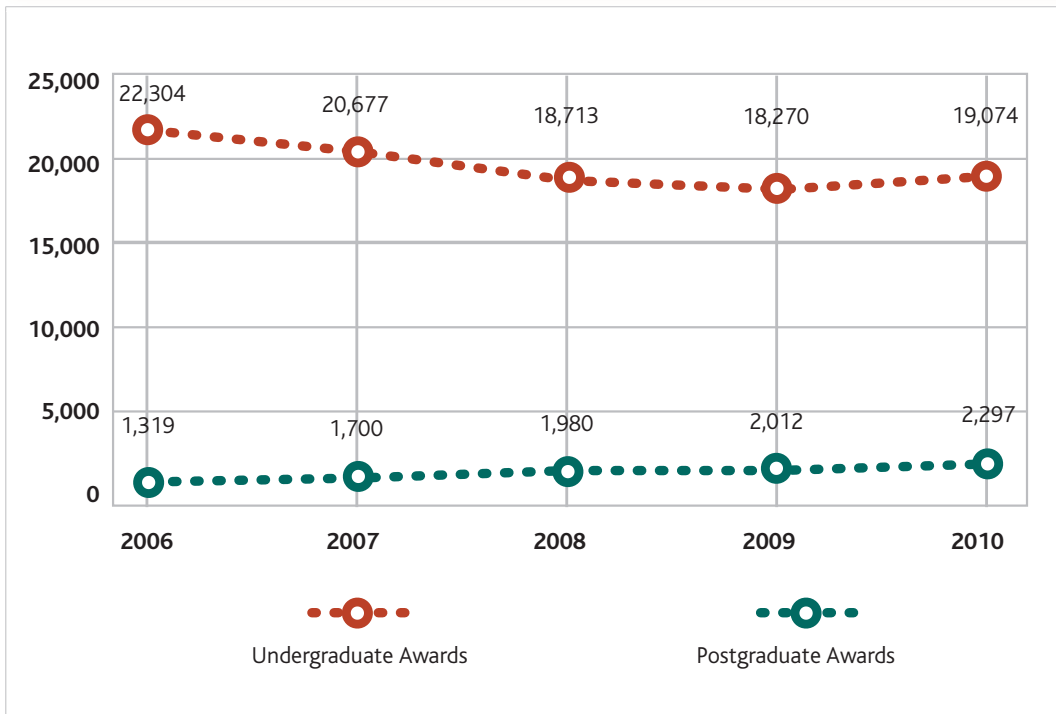
Table 1.9 Graduate Trends 2006 – 2010 for the Institute of Technology Sector

	2006	2007	2008*	2009*	2010*	% Change 2009-2010
<b>Undergraduate</b>						
Full-Time + Part-Time	22,304	20,677	18,713	18,270	19,074	4.4%
<b>Postgraduate</b>						
Full-Time + Part-Time	1,319	1,700	1,980	2,012	2,297	14.2%
<b>Overall Graduates</b>	<b>23,623</b>	<b>22,377</b>	<b>20,693</b>	<b>20,282</b>	<b>21,371</b>	<b>5.4%</b>

\*Distance & E-Learning included

Source: Statistics Section, Department of Education and Skills (2006)

Figure 1.10 Total Graduate Trends by Level 2006-2010 for the Institute of Technology Sector



- Undergraduate output stopped declining for the first time since 2004 with a 4.4% increase from 2009.
- Postgraduate output continued to increase in 2010, with a 14.2% increase since 2009. Postgraduate output increased significantly by 74.1% since 2006.





# 2

**SECTION**





# APPLICATION/ ACCEPTANCE AND NEW ENTRANT DATA

## KEY POINTS

- Total number of Level 8 CAO acceptances in 2011 was 32,372. 1st preference applications numbered 61,468 while 1st preference acceptances numbered 18,111. The proportion of 1st preference applicants that accepted was 56%.
- Overall full-time undergraduate new entrant numbers at 40,749 remained static in 2010/11. The majority of new entrants enrolled on Social Science Business and Law courses (24.3%).
- 70% of full-time undergraduate new entrants were aged between 17 and 19.

# APPLICATION ACCEPTANCE AND NEW ENTRANT DATA

**Table 2.1 CAO Applications and Acceptances Level 8 (Honours Bachelor Degree) 2007 vs. 2011 for the entire Higher Education Sector**

Year	1st Preference Applications*	1st Preference Acceptances**	% 1st Preference Acceptors	Total Acceptances***
2011	61,468	18,111	56%	32,372
2007	55,243	16,192	58%	27,853

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

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

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

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

## New Entrant Data to all HEA Funded Institutions

**Table 2.2 Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10 /11 by Gender and Level**

Undergraduate	Male	Female	All 2010/11	All 2009/10	% Change 09/10 - 10/11
Honours Bachelor Degrees (Level 8)	13,091	15,250	28,341	28,350	0.0%
Ordinary Degree (Level 7)	5,036	2,820	7,856	8,537	-8.0%
Diplomas (Level 7)	62	122	184	141	30.5%
Certificate/ Higher Certificate (Level 6)	1,891	1,265	3,156	2,895	9.0%
Occasional	356	856	1,212	893	35.7%
<b>Total</b>	<b>20,436</b>	<b>20,313</b>	<b>40,749</b>	<b>40,816</b>	<b>-0.2%</b>

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

- New entrant enrolments for all HEA funded institutions are down slightly by -0.2% from 09/10. Most of these are at Ordinary Degree level.
- Level 7 Diplomas, Level 6 Certificates and Occasional students have risen in the same period showing an increase of 35.5%, 9.0% and 35.7% respectively.
- There has been virtually no change in the overall output of Honours Bachelor Degree recipients.

**Table 2.3 Full-Time Undergraduate New Entrants 10/11 by Field of Study for all HEA Funded Institutions**

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

- Overall new entrant males and females are evenly matched at 50.1% to 49.9% respectively. However, this breakdown is not replicated when looked at through the broad discipline levels where one gender dominates over another.
- Traditional gender divides persist as male representation is strongest in Science and Engineering, Manufacturing & Construction. Females are more numerous in Education, Health & Welfare and Humanities & Arts.

# APPLICATION ACCEPTANCE AND NEW ENTRANT DATA

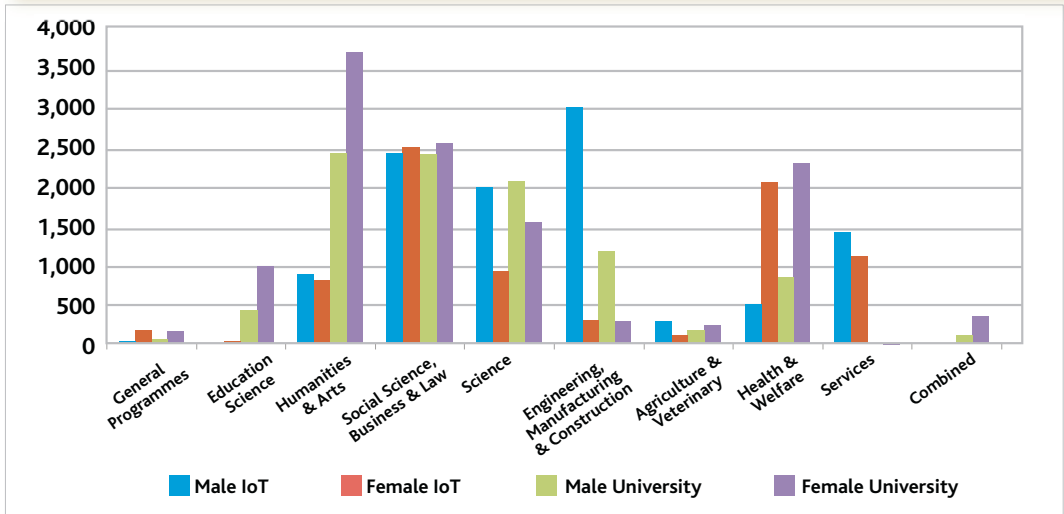
**Table 2.4 Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10/11 Vs 09/10**

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

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

- New entrant Social Sciences, Business & Law enrolments are the largest single bloc with 24.3% of the overall total.
- Overall New Entrant enrolments have recorded their first decline albeit a very small one of -0.2%. Engineering, Manufacturing and Construction continues to be the discipline with the largest single drop in enrolments.
- The largest overall increase is in the Services discipline which grew by 25.6%. While the Combined field has greater % growth, strictly speaking it is not a comparable discipline.

**Figure 2.1 Full-Time Undergraduate New Entrants 10/11 for the University Sector vs. the Institute of Technology Sector by Gender and Field of Study**



- Gender differences are most prominent in the areas of Engineering, Manufacturing & Construction and Health & Welfare. However, Social Science, Business & Law has a near equal gender division across both sectors.
- Education Science is only offered in the University Sector. Whereas Services is taught through the Institute of Technology Sector.

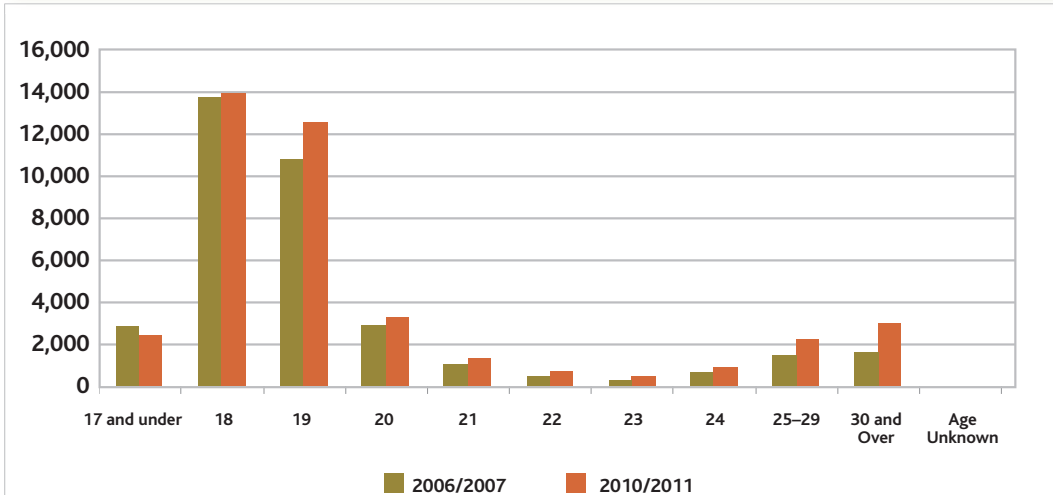
**Table 2.5 Age Distribution of all Full-Time Undergraduate New Entrants for all HEA Funded Institutions 10/11 Vs 09/10**

	M	F	Age as % of Total	2010/2011 Total	2009/2010 Total
17 and under	1205	1211	5.9%	2,416	2,750
18	6776	7070	34.0%	13,846	14,589
19	6086	6397	30.6%	12,483	12,417
20	1563	1722	8.1%	3,285	3,026
21	651	693	3.3%	1,344	1,273
22	403	324	1.8%	727	733
23	281	210	1.2%	491	478
24	504	402	2.2%	906	789
25-29	1283	954	5.5%	2,237	2,071
30 and over	1683	1330	7.4%	3,013	2,689
Age Unknown	1	0	0.0%	1	1
<b>Total</b>	<b>20,436</b>	<b>20,313</b>	<b>-0.2%</b>	<b>40,749</b>	<b>40,816</b>

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

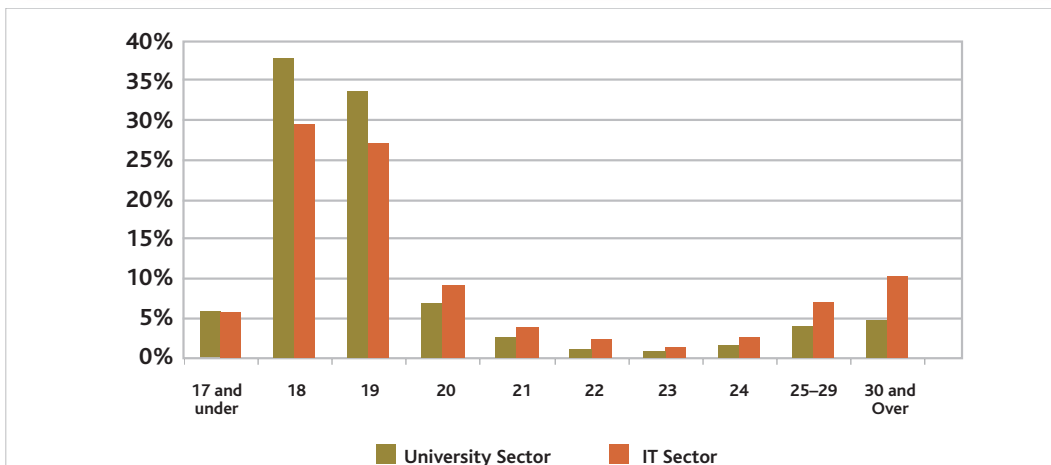
# APPLICATION ACCEPTANCE AND NEW ENTRANT DATA

**Figure 2.2 Age Distribution of Undergraduate Full-Time New Entrants 06/07 Vs 10/11 for all HEA Funded Institutions**



- The age distribution pattern of new entrants follows a broadly similar pattern over the last few years. However, the age categories with the largest growth increases are those of the mature age brackets.

**Figure 2.3 Age Distribution of Undergraduate Full-Time New Entrants: the University Sector Vs the Institute of Technology Sector**



\*Those students whose age is unknown have been removed

- As would be expected the age distribution pattern of new entrants follows a broadly similar pattern over the two sectors. However, The Institute of Technology Sector seems to be more successful in attracting mature New Entrants when compared with the University Sector.





# 3

**SECTION**





# FULL-TIME ENROLMENT DATA

## KEY POINTS

- Overall full-time (undergraduate and postgraduate) enrolments numbering 160,972 students increased by 3% from 09/10 to 10/11. Full-time undergraduates increased by 3.9% while full-time postgraduates declined by 2.4%.
- Full-time undergraduates are made up of 49.1% male and 50.9% female while postgraduates are 53.6% female.
- The majority of full-time undergraduates are enrolled on Social Sciences, Business and Law courses at 24.8%. Arts and Humanities have 18.4% of enrolments in 2010/11.
- The majority of full-time postgraduates are also enrolled on Social Sciences, Business and Law courses however Science is the next largest field of study with 20.3% of enrolments.
- Full-time research postgraduates make up 41% of all full-time postgraduates in 2010/11. Overall research postgraduates have increased from 6,694 in 06/07 to 8,969 in 10/11, an increase of 34%. Research enrolments did however decline by almost 2% between 09/10 and 10/11.

## FULL-TIME ENROLMENT DATA

Table 3.1 Full-time Enrolments 10/11 by Gender and Level for all HEA Funded Institutions

Full-time Undergraduate	Male	Female	All	All 2009/2010	% Change 09/10 - 10/11
Hons Bachelor Degree	48,919	57,999	106,918	102,823	4.0%
Ordinary Degree	14,745	8,499	23,244	22,766	2.1%
Diploma and Certificate/ Higher Certificate	3,821	2,784	6,605	5,832	13.3%
Occasional	748	1,577	2,325	2,428	-4.2%
<b>Total Full-time Undergraduate</b>	<b>68,233</b>	<b>70,859</b>	<b>139,092</b>	<b>133,849</b>	<b>3.9%</b>
Full-time Postgraduate	Male	Female	All	All 2009/2010	% Change 09/10 - 10/11
PhD	3810	3702	7512	7414	1.3%
Research Master	776	681	1,457	1,715	-15.0%
Taught Master	4,228	4,943	9,171	9,194	-0.3%
Postgrad Diploma and Cert	1,296	2,324	3,620	4,028	-10.1%
Occasional	56	64	120	68	76.5%
<b>Total Full-time Postgraduate</b>	<b>10,166</b>	<b>11,714</b>	<b>21,880</b>	<b>22,419</b>	<b>-2.4%</b>
<b>Overall Grand Total</b>	<b>78,399</b>	<b>82,573</b>	<b>160,972</b>	<b>156,268</b>	<b>3.0%</b>

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

- Overall Full-time enrolments for 10/11 have increased by 3.0% from 09/10 to 10/11.
- Full-time undergraduates increased by 3.9% overall with the largest % increase at Certificate/Diploma level (13.3%).
- Full-time enrolment on Honours Bachelor Degree (level 8) programmes increased by 4% between 09/10 and 10/11.
- Overall Full-time postgraduate enrolments have declined by -2.4%. As expected the largest drop is at Research Masters level (-15.0%) as more postgraduates migrate to PhD which increased by 1.3%.
- Growth at Taught Master level has remained flat this year with a very small drop of -0.3% over last year.

Figure 3.1 % Male/Female Undergraduate Enrolments 10/11 for all HEA Funded Institutions

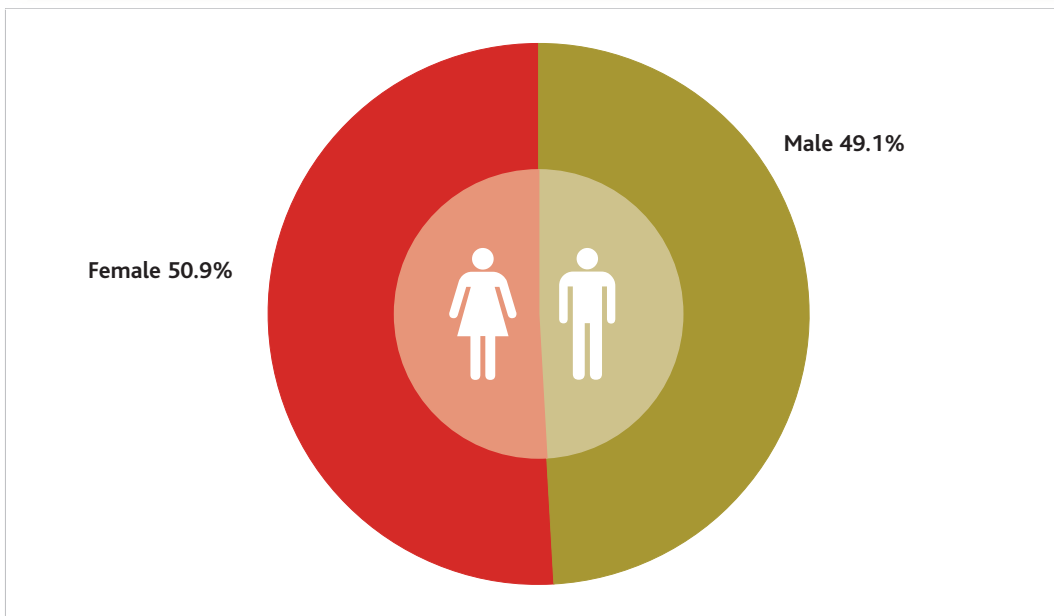
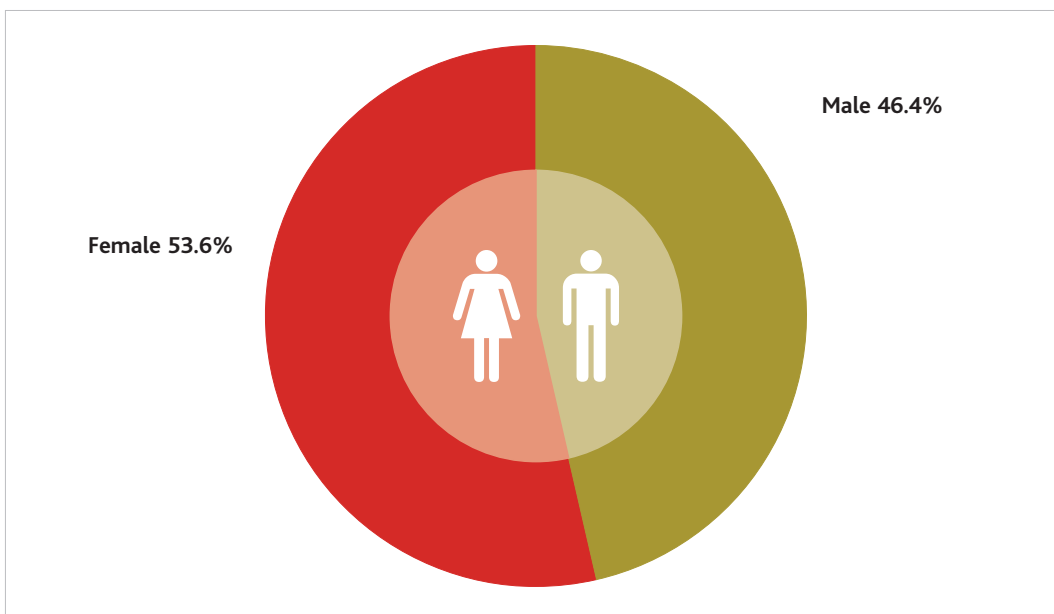


Figure 3.2 % Male/Female Postgraduate Enrolments 10/11 for all HEA Funded Institutions



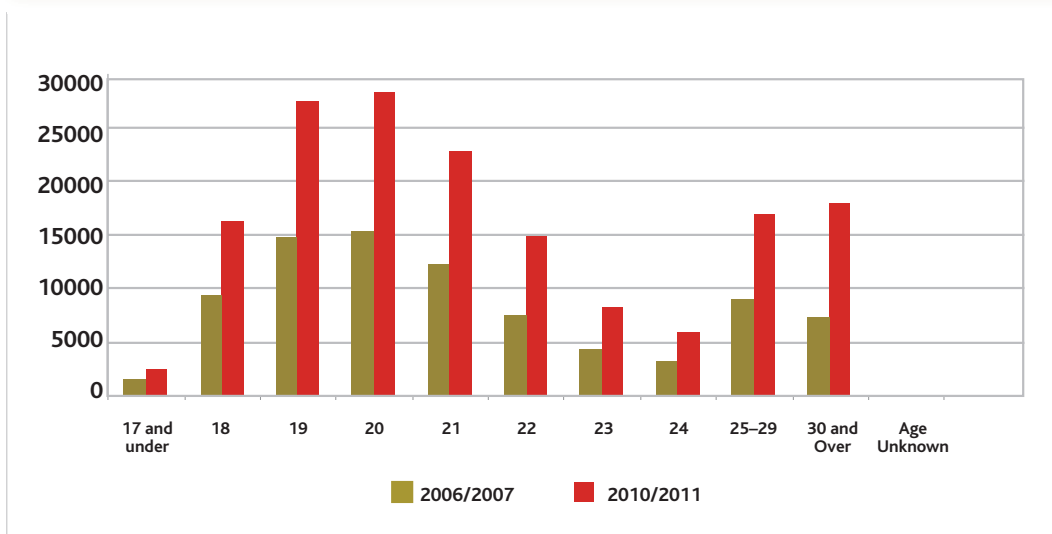
- Reflecting the gender breakdown with New Entrants, the overall gender split at undergraduate level has narrowed significantly but females still outnumber males.
- The postgraduate gender breakdown shows a difference in favour of females. This has changed little from last year.

Table 3.2 Age Distribution of Full-Time Enrolments 2010/11 for all HEA Funded Institutions

	Male	Female	Age as % of Total	2010/2011 Total	2009/2010 Total
17 and under	1218	1217	1.5%	2,435	2,775
18	7904	8317	10.1%	16,221	17,035
19	13084	14364	17.1%	27,448	27,593
20	13022	15279	17.6%	28,301	26,476
21	10588	12180	14.1%	22,768	22,184
22	7186	7654	9.2%	14,840	14,629
23	4271	4004	5.1%	8,275	8,177
24	3116	2753	3.6%	5,869	5,558
25-29	8912	7974	10.5%	16,886	16,207
30 and over	9093	8824	11.1%	17,917	15,606
Age Unknown	5	7	0.0%	12	28
<b>Total</b>	<b>78,399</b>	<b>82,573</b>	<b>100.0%</b>	<b>160,972</b>	<b>156,268</b>

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

Figure 3.3 Age Distribution of Full-Time Enrolments 06/07 Vs 10/11 for all HEA Funded Institutions



- The overall pattern for full-time enrolments again follows a broad pattern similar to New Entrants with the greatest growth with the 24+ age groups since 09/10.

**Table 3.3 Full-Time Enrolments 10/11 by Level and Field of Study for all HEA Funded Institutions**

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

- Social Science, Business & Law (25.3%) is the single largest discipline across the HEA funded Institutions with Business & Administration (64.6%) providing the largest cohort in this bloc. Humanities & Arts (18.4%) is the second largest discipline followed by Health & Welfare (16.3%). Science is the fourth largest discipline (15.8%).

## Full-time Undergraduate Enrolments

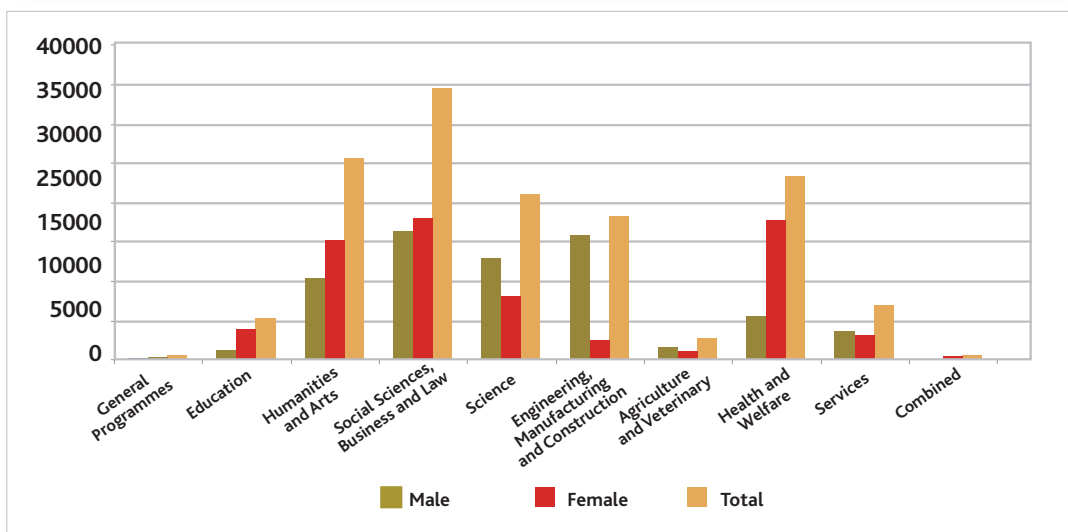
Table 3.4 Full-Time Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions

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

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

- All disciplines have grown at undergraduate level with the exception of Engineering, Manufacturing & Construction.

Figure 3.4 Full-Time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions



- As is the case with new entrants Social Science, Business & Law has the most equitable gender breakdown.

## Full-time Postgraduate Enrolments

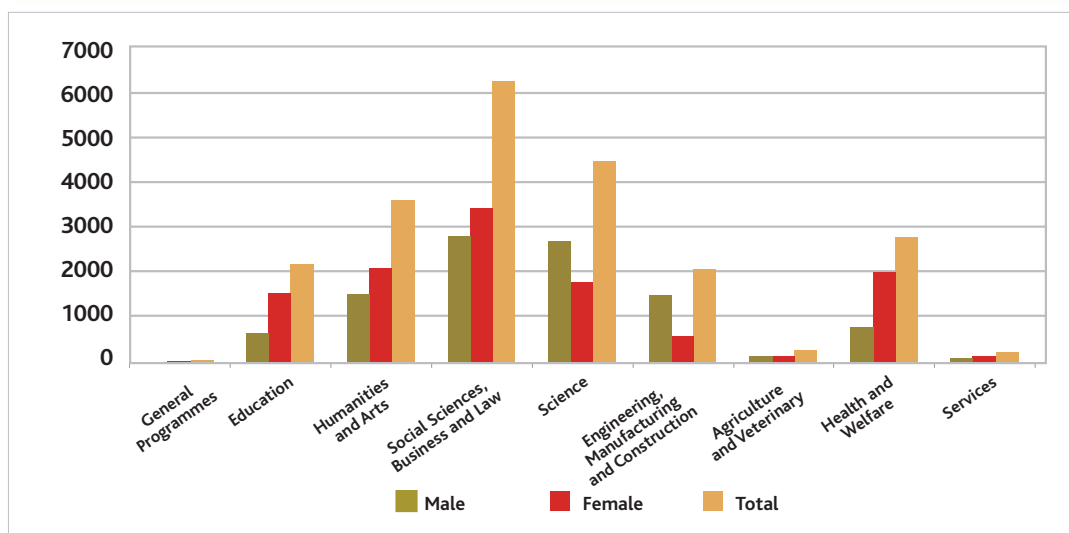
Table 3.5 Full-Time Postgraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions

Field of Study	Field of Study as % of Total	Grand Total 10/11	Grand Total 09/10	% Change 09/10 - 10/11
General Programmes	0.2%	53	28	89.3%
Education	10.0%	2186	2298	-4.9%
Humanities and Arts	16.4%	3593	3790	-5.2%
Social Sciences, Business and Law	28.5%	6230	6305	-1.2%
Science	20.3%	4445	4685	-5.1%
Engineering, Manufacturing and Construction	9.5%	2073	2221	-6.7%
Agriculture & Veterinary	1.3%	277	264	4.9%
Health and Welfare	12.7%	2781	2543	9.4%
Services	1.1%	240	285	-15.8%
Combined	0.0%	2	0	N/A
<b>Totals</b>	<b>100.0%</b>	<b>21,880</b>	<b>22,419</b>	<b>-2.4%</b>

Red cells indicate a decline in new entrants from the previous year .

- Six of the ten disciplines show decreases in full-time postgraduate enrolments from 09/10. However, it should also be pointed out that the actual declines are relatively small.

Figure 3.5 Full-Time Postgraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions



- While gender differences still remain at postgraduate level they are much less pronounced. More work needs to be undertaken in making the traditional areas of Engineering, Manufacturing & Construction more attractive to females. Whereas Health & Welfare should endeavour to recruit more male enrolments.

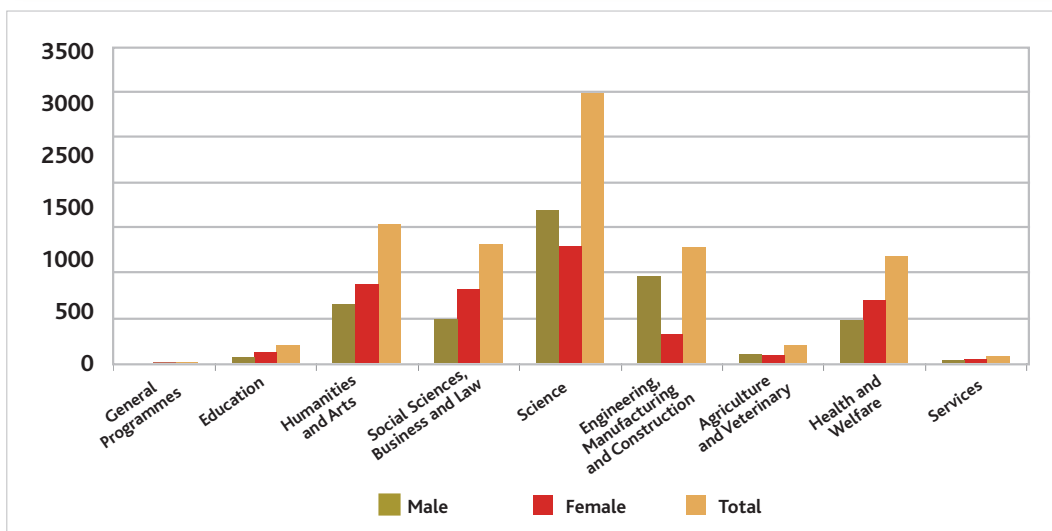
Table 3.6 Full-Time Postgraduate Research Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions

Full-time Postgraduate	Male	Female	All 2010/2011	All 2009/2010	% Change 09/10 - 10/11
PhD	3,810	3,702	7,512	7,414	1.3%
Masters Degree Research	776	681	1,457	1,715	-15.0%
<b>Total Full-time</b>	<b>4,586</b>	<b>4,383</b>	<b>8,969</b>	<b>9,129</b>	<b>-1.8%</b>

Table 3.7 Postgraduate Research Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions

Full-time Research Postgraduate	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	% Change 06/07-10/11
PhD	4,539	5,219	6,330	7,414	7,512	65.5%
Masters Degree Research	2,155	2,531	2,206	1,715	1,457	-32.4%
<b>Total Full-time</b>	<b>6,694</b>	<b>7,750</b>	<b>8,536</b>	<b>9,129</b>	<b>8,969</b>	<b>34.0%</b>

Figure 3.6 Postgraduate Research Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions



- Increases of 1.3% research PhD are unable to compensate for an overall decline in researchers in 10/11.
- The overall research sector has grown by 34.0% since 06/07.







# 4

**SECTION**



# PART-TIME & FLEXIBLE LEARNING ENROLMENT DATA

## KEY POINTS

- Overall part-time (undergraduate and postgraduate) enrolments numbering 32,215 students increased by 1% from 09/10 to 10/11. Part-time undergraduates increased by 1.4% while part-time postgraduates remained relatively unchanged.
- Part-time undergraduates are made up of 51.4% female and 48.6% male while postgraduates are 57.1% female.
- The vast majority of part-time undergraduates are enrolled on Social Sciences, Business and Law courses at 32.7%. This is followed by Engineering, Manufacturing and Construction with 14.6% of enrolments in 2010/11.
- The majority of part-time postgraduates are also enrolled on Social Sciences, Business and Law courses with 29.4% however Health and Welfare is the next largest field of study with 25.1% of enrolments.
- Part-time research postgraduates make up 11% of all part-time postgraduates in 2010/11. Overall research postgraduates have increased from 1,143 in 06/07 to 1,429 in 10/11, an increase of 25%. Research enrolments increased by 14.6% between 09/10 and 10/11.
- Flexible learning enrolments (distance and elearning) numbered 3,866 in the higher education institutions returning data in 2010/11.
- The majority of undergraduate students on flexible learning mode of study were enrolled in Engineering, Manufacturing and Construction courses (26.9%) in 2010/11. The majority of postgraduate students on flexible learning courses were enrolled on Health and Welfare courses (32.5%).

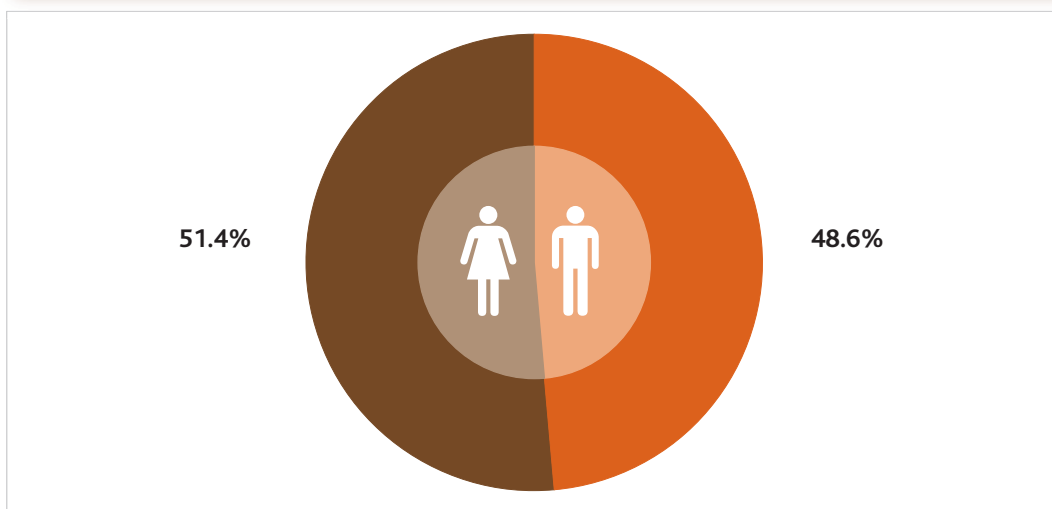
Table 4.1 Part-time Enrolments 10/11 by Gender and Level for all HEA Funded Institutions

	Male	Female	All	All 2009/2010	% Change 09/10 - 10/11
<b>Part-time Undergraduate</b>					
Hons Bachelor Degree	2,153	2,803	4,956	5,159	-3.9%
Ordinary Degree	2,126	1,456	3,582	3,364	6.5%
Diploma and Certificate/ Higher Certificate	2,605	2,846	5,451	5,956	-8.5%
Occasional	2,522	2,844	5,366	4,618	16.2%
<b>Total Part-time</b>	<b>9,406</b>	<b>9,949</b>	<b>19,355</b>	<b>19,097</b>	<b>1.4%</b>
<b>Part-time Postgraduate</b>					
PhD	495	564	1,059	1,005	5.4%
Research Master	198	172	370	418	-11.5%
Taught Master	2,928	3,455	6,383	6,171	3.4%
Postgrad Diploma and Cert	1,661	2,690	4,351	4,832	-10.0%
Occasional	239	458	697	375	85.9%
<b>Total Part-time</b>	<b>5,521</b>	<b>7,339</b>	<b>12,860</b>	<b>12,801</b>	<b>0.5%</b>
<b>Overall Undergraduate Total</b>	<b>14,927</b>	<b>17,288</b>	<b>32,215</b>	<b>31,898</b>	<b>1.0%</b>

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

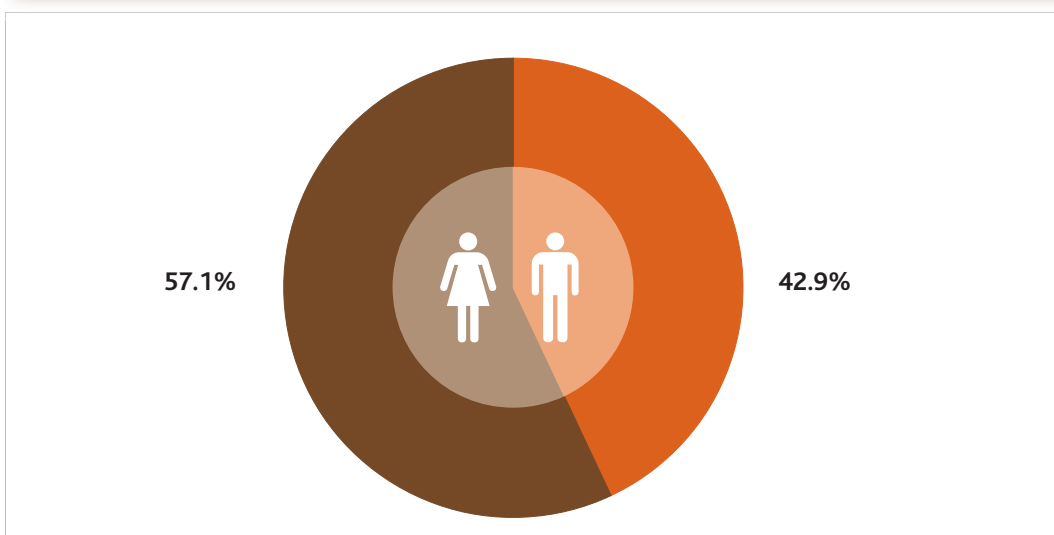
- Overall part-time enrolments have increased by 1.0% with undergraduate by 1.4% and postgraduates by 0.5%.
- Enrolments to Ordinary Degree courses recorded the largest rise, increasing by 6.5% from 09/10 to 10/11.
- Declines in Research Masters of -11.5% contrasts with an increase of 5.4% for PhD enrolments.

Figure 4.1 % Part-time Male/Female Undergraduate Enrolments 10/11 for all HEA Funded Institutions



- Gender split for undergraduate part-time enrolments as a whole is weighted towards females at 51.4%.

**Figure 4.2 % Male/Female Postgraduate Enrolments 10/11 for all HEA Funded Institutions**



- Gender split for postgraduate Part-time enrolments is much more pronounced with females at 57.1%.

**Table 4.2 Age Distribution of All Part-Time Enrolments 10/11 for all HEA Funded Institutions**

	Male	Female	Age as % of Total	2010/2011 Total	2009/2010 Total
17 and under	48	88	0.4%	136	88
18	74	83	0.5%	157	135
19	154	159	1.0%	313	345
20	313	249	1.7%	562	459
21	257	226	1.5%	483	511
22	277	285	1.7%	562	654
23	379	404	2.4%	783	812
24	442	574	3.2%	1,016	1,013
25-29	2853	3762	20.5%	6,615	6,974
30 and over	10087	11350	66.5%	21,437	20,663
Age Unknown	43	108	0.5%	151	244
<b>Total</b>	<b>14,927</b>	<b>17,288</b>	<b>100.0%</b>	<b>32,215</b>	<b>31,898</b>

- Unlike their full-time counterparts 24+ age group have not recorded the same growth across comparable age brackets. The 25-29 age group has dropped by a fifth compared to last year.

Table 4.3 All Part-Time Enrolments 10/11 by Level and Field of Study for all HEA Funded Institutions

Field of Study by Selected ISCED	Undergraduate				Postgraduate					Grand Total 10/11
	Occasional	Cert/Higher Cert/Diploma	Ordinary Degree	Hons Bachelor	Postgraduate Occasional	Postgraduate Cert/Diploma	Masters Taught	Masters Research	PhD (Level 10)	
<b>General Programmes</b>	553	264	16	61	26	40	65	0	1	1,026
<b>Education</b>	49	486	26	433	51	997	1209	21	261	3,533
<b>Humanities and Arts</b>	668	1,189	240	369	15	104	444	37	136	3,202
<b>Social Sciences, Business and Law</b>	1,611	1,301	1,029	2,385	260	1,096	2104	96	229	10,111
Combined Social Sciences, Business and Law	143	209	55	477	40	111	483	30	82	1,630
Journalism and Information	0	0	0	0	0	2	20	0	2	24
Business and Administration	1,415	1,070	843	1,407	217	886	1547	60	103	7,548
Law	53	22	131	501	3	97	54	6	42	909
<b>Science</b>	481	379	402	508	4	219	825	69	132	3,019
Combined Science, Mathematics and Computing	19	28	1	27	0	26	0	3	9	113
Life Sciences	42	25	23	54	0	25	85	19	17	290
Physical Sciences	54	48	27	68	0	3	34	28	29	291
Mathematics and Statistics	20	0	0	84	0	56	37	5	13	215
Computer Science & Use	346	278	351	275	4	109	669	14	64	2,110
<b>Engineering, Manufacturing and Construction</b>	760	675	1,013	374	21	172	468	67	93	3,643
Combined Engineering	45	47	43	1	0	41	90	24	38	329
Mechanics and Metal work	122	18	193	49	2	0	0	2	3	389
Electricity and Energy	161	251	459	127	19	28	158	11	33	1,247
Chemical and Process Engineering	286	77	110	77	0	7	114	7	2	680
Architecture, Town Planning & Civil Engineering	146	282	208	120	0	96	106	23	17	998
<b>Agriculture and Veterinary</b>	0	44	31	1	35	26	1	5	7	150
Agriculture (& sub-disciplines)	0	5	30	1	0	26	1	5	5	73
Veterinary	0	39	1	0	35	0	0	0	2	77
<b>Health and Welfare</b>	805	808	481	780	285	1,586	1097	68	194	6,104
Combined Health and Welfare	61	0	0	5	14	149	204	2	1	436
Medicine and Diagnostics	64	17	3	16	117	235	176	29	102	759
Nursing and Caring	506	27	20	263	153	808	333	17	45	2,172
Dental Studies	0	39	0	0	0	36	0	1	9	85
Therapy, Rehabilitation and Counselling	172	578	414	495	1	277	276	13	33	2,259
Pharmacy	2	147	44	1	0	81	108	6	4	393
<b>Services</b>	384	305	344	45	0	111	170	7	6	1,372
<b>Combined</b>	55	0	0	0	0	0	0	0	0	55
<b>Totals</b>	<b>5,366</b>	<b>5,451</b>	<b>3,582</b>	<b>4,956</b>	<b>697</b>	<b>4,351</b>	<b>6,383</b>	<b>370</b>	<b>1,059</b>	<b>32,215</b>

- As with full-time enrolments Social Science, Business & Law (31.3%) is the single largest discipline across the HEA funded Institutions with Business & Administration (74.7%) again providing the largest cohort in this bloc. Health & Welfare (18.9%) is the second largest discipline.

## Part-time Undergraduate Data

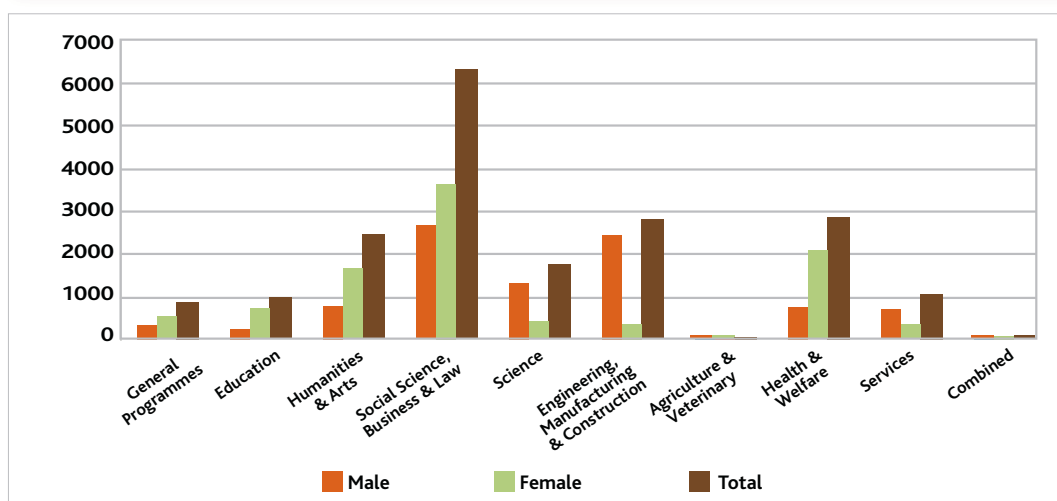
**Table 4.4 Part-Time Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions**

Field of Study	Field of Study as % of Total	Grand Total 10/11	Grand Total 09/10	% Change 09/10 - 10/11
General Programmes	4.6%	894	838	6.7%
Education	5.1%	994	737	34.9%
Humanities and Arts	12.7%	2,466	2,706	-8.9%
Social Sciences, Business and Law	32.7%	6,326	6,791	-6.8%
Science	9.1%	1,770	1,653	7.1%
Engineering, Manufacturing and Construction	14.6%	2,822	2,932	-3.8%
Agriculture & Veterinary	0.4%	76	132	-42.4%
Health and Welfare	14.8%	2,874	2,294	25.3%
Services	5.6%	1,078	977	10.3%
Combined	0.3%	55	37	48.6%
<b>Totals</b>	<b>100.0%</b>	<b>19,355</b>	<b>19,097</b>	<b>1.4%</b>

Red cell indicates a decline in enrolments from the previous year.

- The Education and Health & Welfare disciplines grew by 34.9% and 25.3% respectively since 09/10.
- Agriculture & Veterinary recorded the single biggest % decline of -42.4% followed by Humanities & Arts with a -8.9% decline.

**Figure 4.3 Part-Time Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions**



- Very similar gender disparities appear for part-time undergraduate as with those at the full-time mode of study.

## Part-time Postgraduate Data

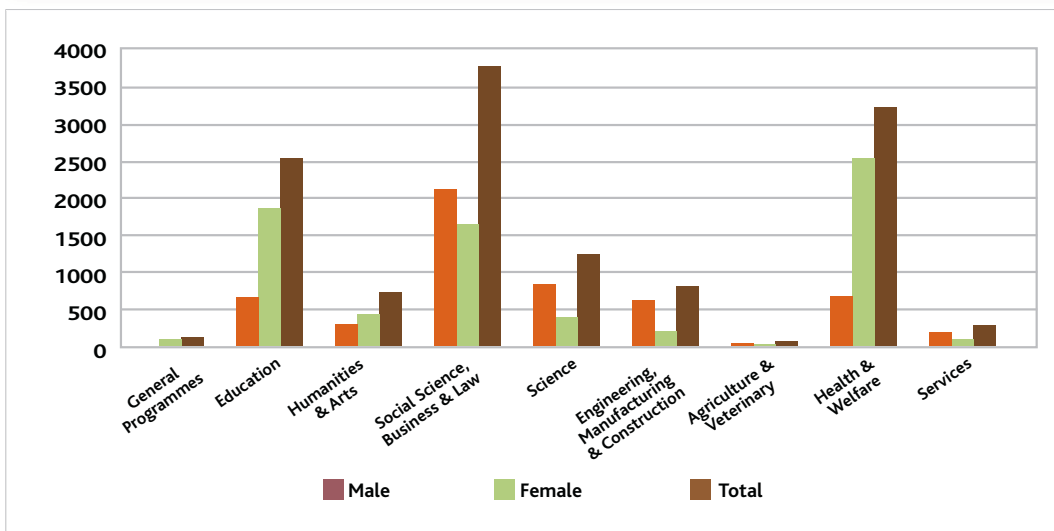
Table 4.5 Part-Time Postgraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions

Field of Study	Field of Study as % of Total	Grand Total 10/11	Grand Total 09/10	% Change 09/10 - 10/11
General Programmes	1.0%	132	85	55.3%
Education	19.7%	2539	2460	3.2%
Humanities & Arts	5.7%	736	817	-9.9%
Social Science, Business & Law	29.4%	3785	3574	5.9%
Science	9.7%	1249	1355	-7.8%
Engineering, Manufacturing & Construction	6.4%	821	1102	-25.5%
Agriculture & Veterinary	0.6%	74	49	51.0%
Health & Welfare	25.1%	3230	2913	10.9%
Services	2.3%	294	446	-34.1%
Combined	0.0%	0	0	N/A
<b>Totals</b>	<b>100.0%</b>	<b>12,860</b>	<b>12,801</b>	<b>0.5%</b>

Red cell indicates a decline in enrolments from the previous year.

- Four of the ten disciplines show decreases in part time postgraduate enrolments in 09/10.
- Overall, there has been a decrease of 0.5% on postgraduate part-time enrolments over last year.

Figure 4.4 Part-Time Postgraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions



- Social Science, Business & Law remains ever popular, as do Health & Welfare and Education, especially for females.



**Table 4.6 Part-Time Postgraduate Research Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions**

Part-time Research Postgraduate	Male	Female	All 2010/2011	All 2009/2010	% Change 09/10 - 10/11
PhD	495	564	1,059	924	14.6%
Masters Degree Research	198	172	370	323	14.6%
<b>Total Part-time</b>	<b>693</b>	<b>736</b>	<b>1,429</b>	<b>1,247</b>	<b>14.6%</b>

\*The Identical values for % change over the previous year is purely coincidental

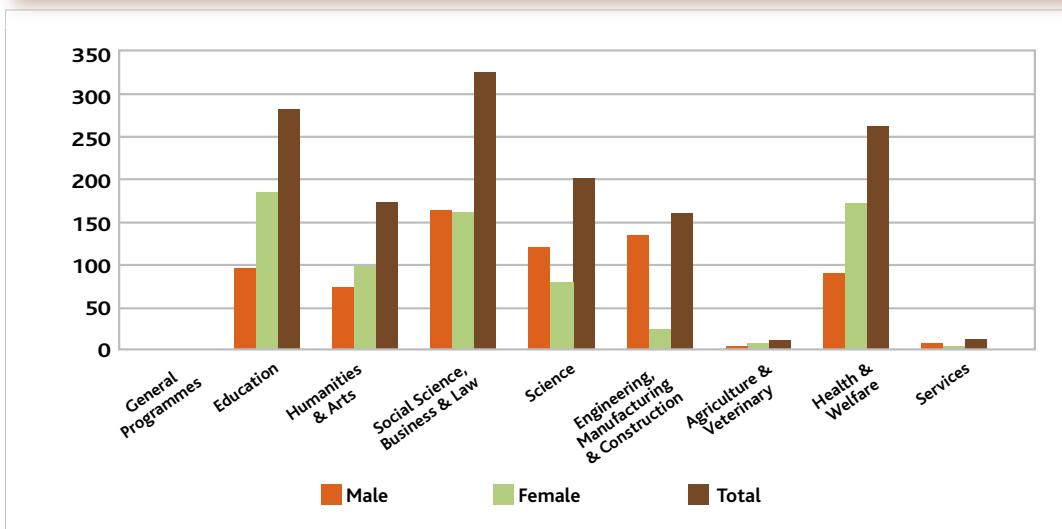
- Part-time research enrolments are showing a very healthy growth of 14.6% for both levels.

**Table 4.7 Part-Time Postgraduate Research Enrolment Trends 06/07 – 10/11 for all HEA Funded Institutions**

Part-time Research Postgraduate	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	% Change 06/07-10/11
PhD	632	617	770	920	1,059	67.6%
Masters Degree Research	511	629	429	450	370	-27.6%
<b>Total Part-time</b>	<b>1,143</b>	<b>1,246</b>	<b>1,199</b>	<b>1,370</b>	<b>1,429</b>	<b>25.0%</b>

- As is expected the numbers enrolled at Masters Research level have dropped significantly (-27.6%) over the last five years as most researchers register for PhDs which has increased by 67.6% over the same period.

**Figure 4.5 Part-Time Postgraduate Research Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions**



- Social Science, Business & Law has greater numbers than any other discipline but the Science, Technology, Engineering and Manufacturing (STEM) areas are also well represented as is Education.

## Flexible Learning Data including Distance Education, E-Learning & In-Service Education

Please note that not all institutions have returned data relating to this mode of delivery to the HEA. Therefore, we are aware that this may provide an incomplete picture. See below for institutions who have returned data to the HEA in respect of Distance Education, E-Learning and In-service Education:

IT Blanchardstown  
 Dublin City University  
 Dublin Institute of Technology  
 Galway/Mayo Institute of Technology  
 National University of Ireland, Galway  
 National University of Ireland, Maynooth  
 Royal College of Surgeons in Ireland  
 IT Sligo  
 St Angela's  
 IT Tallaght  
 Trinity College Dublin  
 University College Cork  
 University of Limerick

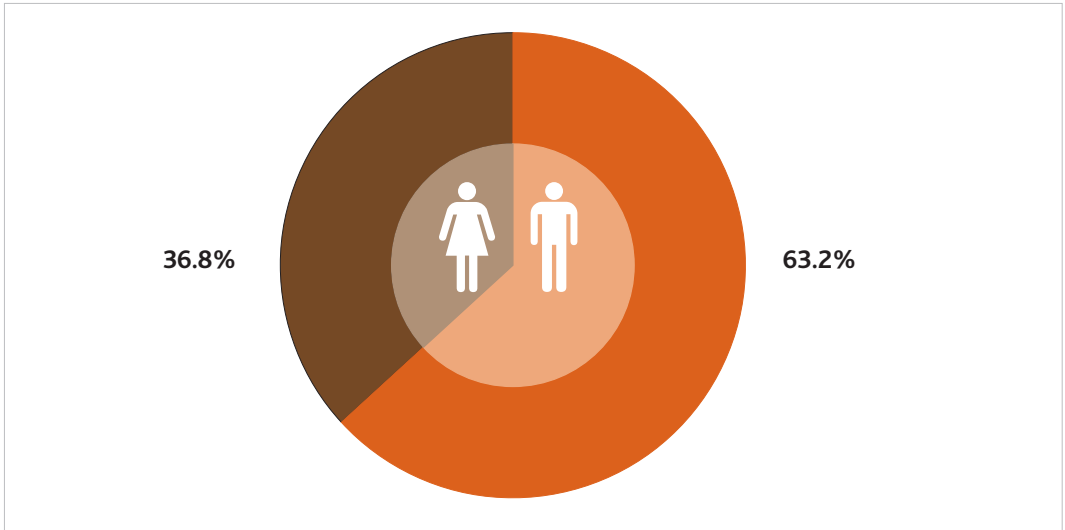
**Table 4.8 Flexible Learning Enrolments 10/11 by Gender and Level for all HEA Funded Institutions**

Flexible Learning	Male	Female	All	All 2009/2010	% Change 09/10 - 10/11
<b>Undergraduate</b>					
Hons Bachelor Degree	891	606	1,497	438	241.8%
Ordinary Degree	326	38	364	361	0.8%
Diploma and Certificate/ Higher Certificate	523	351	874	1,151	-24.1%
Occasional	36	38	74	8	825.0%
<b>Total Undergraduate</b>	<b>1,776</b>	<b>1,033</b>	<b>2,809</b>	<b>1,958</b>	<b>43.5%</b>
<b>Flexible Learning Postgraduate</b>					
PhD	1	2	3	3	0.0%
Research Master	0	0	0	1	N/A
Taught Master	369	225	594	401	48.1%
Postgrad Diploma and Cert	87	156	243	171	42.1%
Occasional	58	159	217	405	-46.4%
<b>Total Postgraduate</b>	<b>515</b>	<b>542</b>	<b>1,057</b>	<b>981</b>	<b>7.7%</b>
<b>Overall Flexible Learning Total</b>	<b>2,291</b>	<b>1,575</b>	<b>3,866</b>	<b>2,939</b>	<b>31.5%</b>

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

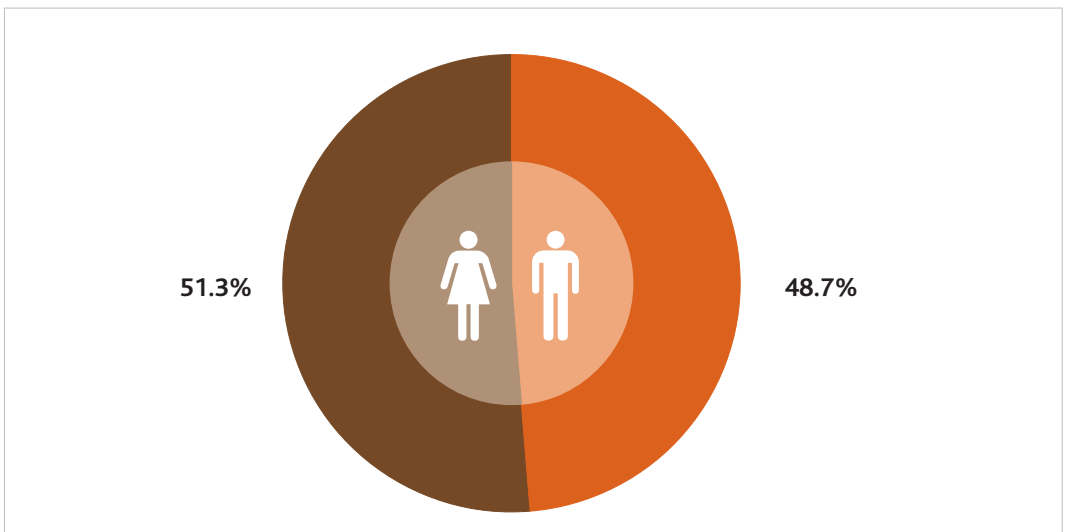
- Unlike the Full-time & Part-time modes of study, this is the first time that Flexible learners have been reported on as a distinct category. For this reason it may be unwise to make comparisons with previous years or to even assume that this is the entire cohort reporting this mode of delivery.
- Flexible Learning includes Distance Learning, E-Learning and In-Service Education.

**Figure 4.6 % Male/Female Undergraduate Flexible Learning Enrolments 10/11 for all HEA Funded Institutions**



- More males than females are enrolled on undergraduate flexible learning courses.

**Figure 4.7 % Male/Female Postgraduate Enrolments Flexible Learning Enrolments 10/11 for all HEA Funded Institutions**



- Females slightly outweigh males in terms of postgraduate enrolments, at 51.3%.

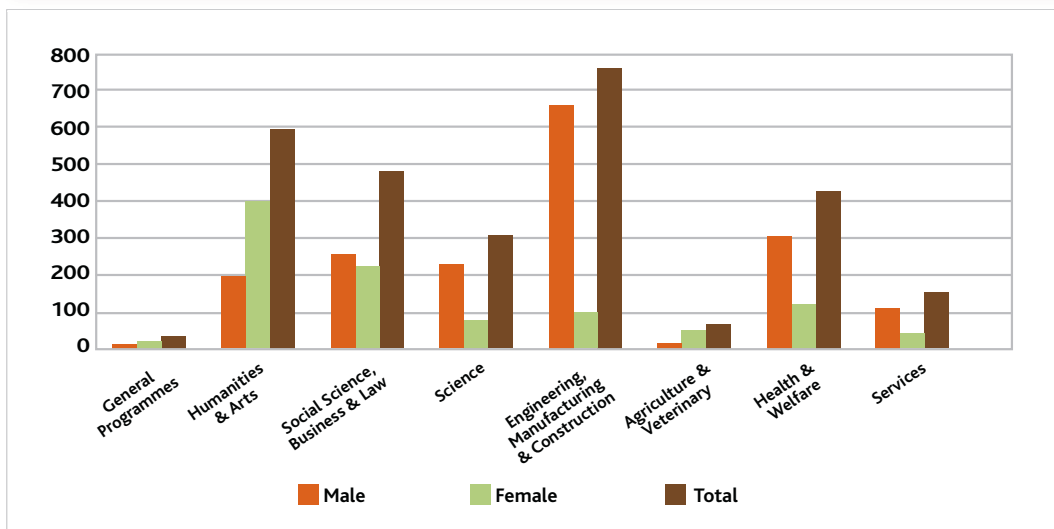
## Flexible Learning Undergraduate Data

Table 4.9 Flexible Learning Undergraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions

Field of Study	Field of Study as % of Total	Grand Total 10/11	Grand Total 09/10	% Change 09/10 - 10/11
General Programmes	1.2%	35	0	N/A
Education	0.0%	0	0	N/A
Humanities and Arts	21.1%	592	134	341.8%
Social Sciences, Business and Law	17.0%	477	462	3.2%
Science	10.9%	305	106	187.7%
Engineering, Manufacturing and Construction	26.9%	756	433	74.6%
Agriculture & Veterinary	2.4%	67	101	-33.7%
Health and Welfare	15.1%	425	593	-28.3%
Services	5.4%	152	91	67.0%
Combined	0.0%	0	38	-100.0%
<b>Totals</b>	<b>100.0%</b>	<b>2,809</b>	<b>1,958</b>	<b>43.5%</b>

- Engineering, Manufacturing & Construction account for 26.9% of the total undergraduate flexible Learning cohort.

Figure 4.8 Flexible Learning Undergraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions



- The gender divide is obvious in nearly every discipline with only Social Science, Business & Law showing anything close to an equitable gender divide.

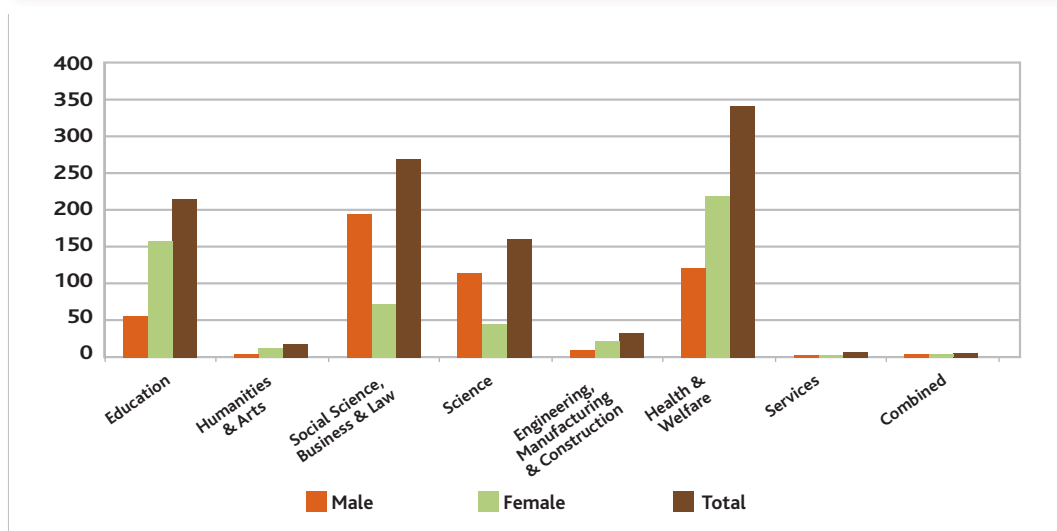
## Flexible Learning Postgraduate Data

**Table 4.10 Flexible Postgraduate Enrolments 10/11 Vs 09/10 for all HEA Funded Institutions**

Field of Study	Field of Study as % of Total	Grand Total 10/11	Grand Total 09/10	% Change 09/10 - 10/11
General Programmes	0.0%	0	0	N/A
Education	20.5%	217	405	-46.4%
Humanities & Arts	1.9%	20	13	53.8%
Social Science, Business & Law	25.6%	271	193	40.4%
Science	15.3%	162	99	63.6%
Engineering, Manufacturing and Construction	3.2%	34	45	-24.4%
Agriculture & Veterinary	0.0%	0	0	N/A
Health & Welfare	32.5%	344	138	149.3%
Services	0.5%	5	88	-94.3%
Combined	0.4%	4	0	N/A
<b>Totals</b>	<b>100.0%</b>	<b>1,057</b>	<b>981</b>	<b>7.7%</b>

- Health & Welfare is the most popular discipline choice at postgraduate level followed Social Science, Business & Law.
- Despite a very large drop of -46.4% over last year's figure, Education Science is the third most popular discipline

**Figure 4.9 Flexible Postgraduate Enrolments 10/11 by Gender and Field of Study for all HEA Funded Institutions**



\*Disciplines showing no data have been removed

- Females significantly dominate in Education and Health & Welfare. Males are more numerous in Social Science, Business & Law and Science.

# 5



**SECTION**



## GRADUATE DATA

### KEY POINTS

- Overall (undergraduate and postgraduate) graduate numbers in 2010/11 were 58,222. Undergraduate graduates increased by 4.4% between 09/10 and 10/11 to 40,101 graduates. Postgraduate graduates increased by 13.6% in the same time period to 18,121.
- The majority of undergraduate and postgraduate graduates were from the Social Science, Business and Law discipline at 29.3% and 33.6%.

Table 5.1 Graduates 2010 by Gender, Level and Field of Study for all HEA Funded Institutions

Field of Study by Selected ISCED	Undergraduate								Postgraduate								Overall				
	Certificate		Diplomas		Ordinary Degrees		Hons Degree		Certificate		Diplomas		Postgraduate Taught Masters		Research Masters				PhD		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	Total
<b>General Programmes</b>	49	77	2	2	0	0	0	0	0	2	0	2	9	12	0	0	1	0	61	95	156
Education	9	28	7	18	5	21	373	1320	34	113	604	1849	136	412	2	8	19	27	1189	3796	4985
Humanities and Arts	61	124	170	547	207	285	1830	3188	4	6	97	150	677	946	36	49	76	102	3158	5397	8555
<b>Social Science Business and Law</b>	506	679	269	235	760	1170	3478	4648	90	54	563	530	2235	2400	43	41	59	74	8003	9831	17834
Combined Social Science, Business and Law	2	6	10	48	28	56	703	1255	0	1	72	103	385	703	12	27	31	55	1243	2254	3497
Journalism and Information	2	6	0	0	0	0	42	71	0	0	3	5	40	85	0	0	0	0	87	167	254
Business and Administration	495	646	248	173	695	1068	2413	2746	90	53	399	349	1649	1324	27	11	20	12	6036	6382	12418
Law	7	21	11	14	37	46	320	576	0	0	89	73	161	288	4	3	8	7	637	1028	1665
<b>Science</b>	194	118	60	33	506	294	1787	1496	29	9	236	133	720	394	53	38	242	194	3827	2709	6536
Combined Science, Mathematics and Computing	15	5	0	0	0	0	229	295	0	0	14	3	24	16	6	6	21	21	309	346	655
Life Science	17	37	30	15	116	168	412	659	2	1	13	6	92	138	9	17	71	95	762	1136	1898
Physical Science	15	31	11	13	59	28	275	247	3	4	9	3	43	39	15	9	82	58	512	432	944
Maths and Statistics	0	0	0	0	0	0	121	85	2	1	62	51	27	14	4	2	11	6	227	159	386
Computer Science & Use	147	45	19	5	331	98	750	210	22	3	138	70	534	187	19	4	57	14	2017	636	2653
<b>Engineering, Manufacturing and Construction</b>	461	44	32	56	1904	220	2560	577	31	13	150	60	577	197	62	23	141	41	5918	1231	7149
Combined Engineering	2	1	0	0	81	6	339	79	1	0	26	14	116	12	14	2	69	16	648	130	778
Mechanics and Metal work	105	3	0	0	272	20	273	28	0	0	0	0	0	0	15	2	7	1	672	54	726
Electricity and Energy	138	9	0	0	485	37	427	54	4	2	21	4	216	32	21	3	34	7	1346	148	1494
Process Engineering	20	17	0	10	121	40	263	128	25	11	34	11	117	96	3	8	17	14	600	335	935
Architecture, Town Planning & Civil Engineering	196	14	32	46	945	117	1258	288	1	0	69	31	128	57	9	8	14	3	2652	564	3216
<b>Agriculture and Veterinary</b>	91	18	4	45	155	65	135	139	26	17	0	0	5	14	4	3	16	21	436	322	758
Agriculture (& sub-disciplines)	91	18	4	9	151	45	104	90	3	1	0	0	5	14	2	3	14	14	374	194	568
Veterinary	0	0	0	36	4	20	31	49	23	16	0	0	0	0	2	0	2	7	62	128	190
<b>Health and Welfare</b>	296	373	105	241	111	593	848	3839	86	358	173	934	258	733	32	35	77	112	1986	7218	9204
Combined Health and Welfare	0	3	0	0	0	0	16	40	16	12	6	24	28	100	0	1	1	6	67	186	253
Medicine & Diagnostic Nursing and caring	6	36	7	69	3	50	127	1606	15	202	31	633	37	157	1	2	2	8	229	2763	2992
Dental Studies	1	30	1	38	0	0	31	43	0	0	13	12	0	0	0	0	6	5	52	128	180
Therapy & Rehabilitation & Counselling	260	245	66	122	91	513	203	1370	2	22	49	202	53	269	3	6	9	11	736	2760	3496
Pharmacy	29	59	0	0	13	12	46	120	40	98	15	18	40	72	3	3	4	8	190	390	580
<b>Services</b>	695	334	131	45	421	427	248	332	1	4	86	36	128	128	5	3	7	13	1722	1322	3044
Combined	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	1
<b>Totals</b>	2362	1795	780	1222	4069	3075	11259	15539	301	576	1909	3694	4745	5237	237	200	638	584	26300	31922	58222

Data includes graduates from all levels

- Between them Humanities and Arts and Social Sciences, Business and Law graduates constituted 49.1% of all Honours Bachelor Degree graduates in 2010. They comprised 45.3% of graduates overall.

- Overall, Science graduates constituted 12.3% of all Honours Bachelor Degree graduates. At overall postgraduate level Science accounts for 11.3% of graduates.
- Engineering, Manufacturing & Construction graduates account for 12.3% of all graduates. At Degree

level (both Ordinary & Honours) they account for 15.5% of graduates.

- Female graduates represent 54.8% of all graduates with 53.9% at undergraduate and 56.7% at postgraduate level.



**Table 5.2 All Undergraduate Awards for all HEA Funded Institutions**

Field of Study (ISCED)	Field of Study as % of Total	2010	2009	% Change 2009 - 2010
General Programmes	0.3%	130	128	1.6%
Education	4.4%	1781	1846	-3.5%
Humanities and Arts	16.0%	6412	6142	4.4%
Social Science Business and Law	29.3%	11745	11745	0.0%
Science	11.2%	4488	4294	4.5%
Engineering, Manufacturing and Construction	14.6%	5854	5419	8.0%
Agriculture and Veterinary	1.6%	652	553	17.9%
Health and Welfare	16.0%	6406	6038	6.1%
Services	6.6%	2633	2234	17.9%
<b>Totals</b>	<b>100.0%</b>	<b>40101</b>	<b>38399</b>	<b>4.4%</b>

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

- All disciplines, with the exception of Education (-3.5%), reported growth in graduate numbers compared to last year where all but Health & Welfare recorded declines.
- Agriculture & Veterinary at 17.9% has shown the single biggest increase over the corresponding figure for last year.
- Social Science, Business & law is the largest source of graduates at undergraduate level reflecting its position with undergraduate enrolments.

**Table 5.3 All Postgraduate Awards for all HEA Funded Institutions**

Field of Study (ISCED)	Field of Study as % of Total	2010	2009	% Change 2009 - 2010
General Programmes	0.1%	26	17	52.9%
Education	17.7%	3204	3079	4.1%
Humanities and Arts	11.8%	2143	2001	7.1%
Social Science Business and Law	33.6%	6089	5234	16.3%
Science	11.3%	2048	1704	20.2%
Engineering, Manufacturing and Construction	7.1%	1295	836	54.9%
Agriculture and Veterinary	0.6%	106	65	63.1%
Health and Welfare	15.4%	2798	2634	6.2%
Services	2.3%	411	380	8.2%
Combined	0.0%	1	0	0.0%
<b>Totals</b>	<b>100.0%</b>	<b>18121</b>	<b>15950</b>	<b>13.6%</b>

- Postgraduate graduates increased across every discipline. Once again Social Science, Business & Law is the leading discipline for graduates.

**Table 5.4 % Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Gender for all HEA Funded Institutions**

Grade	M	F	T
1st Class Honours	44.6%	55.4%	100.0%
2nd Class Honours (Grade 1)	38.2%	61.8%	100.0%
2nd Class Honours (Grade 2)	44.2%	55.8%	100.0%
Other Honours & Unclassified	40.4%	59.6%	100.0%
Pass	52.7%	47.3%	100.0%
<b>Totals</b>	<b>42.0%</b>	<b>58.0%</b>	<b>100.0%</b>

- Females received higher Honours degrees in nearly every classification except for Pass awards.

**Table 5.5 % Breakdown of Honours Bachelor Degree (Level 8) Awards by Level of Award and Discipline for all HEA Funded Institutions**

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

- For Level 8 Honours Bachelor Degrees, Science (22.0%) provided the largest number of graduates with a 1st class honours degree followed by Engineering Manufacturing & Construction. The overall number of 1st class degrees has dropped to 14.7% from 15.5% last year.





# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

## KEY POINTS

- 15% (5,944) of full-time undergraduate new entrants in 2010/11 are mature students. This is an increase from 13.6% (5,342) in 2009/10.
- 92% (1,484) of part-time undergraduate new entrants are mature students.
- 18% (7,428) of combined full-time and part-time new entrants are mature students.
- Between 07/08 and 10/11 there has been a 36% increase in mature full time undergraduate new entrants and an 11% increase in mature part time new entrants.
- 11% (2,189) of full-time new entrants to the universities are mature students compared to 20% (3,755) in the institutes of technology. The difference between the sectors in the case of part time new entrants is smaller – 94% (837) of new entrants in the universities are mature compared to 89% (647) in the institutes of technology.
- The most popular area of study for full-time mature students in the universities is Health and Welfare (28%) followed by Social Science, Business and Law (18%). The latter is the most popular discipline for full-time mature students in the IoTs (20%), however this is followed by Health and Welfare and Engineering, Manufacturing and Construction (both 18%).
- Part-time mature students in the universities are drawn to the Humanities and Arts (27%) while in the institutes of technology Health and Welfare and Social Science, Business and Law (both 34%) are most popular. →



## KEY POINTS (cont)

- The proportion of male mature new entrants is greater at both full-time (57%) and part-time (54%).
- 23 and 24 year olds comprise the majority of full-time mature new entrants (14.7% and 10.4% respectively). Part-time mature new entrants show a more even distribution across the age groups between 23 and 56 with no large grouping at any particular age.
- Over most age groups the institutes of technology has a higher proportion of mature full-time new entrants compared to the universities. The exception to this are the 59 to 60 and 71 to 73 age brackets where the universities are more popular. The reverse is true for mature part time new entrants where the universities predominate with the exception of the 23 to 31 age bracket.
- 82% of mature respondents were Irish in comparison with a higher percentage of 91.9% for non-mature respondents.
- The percentages of mature respondents reporting a disability is higher than those for non-mature respondents for each category of disability with the exception of the specific learning difficulty.
- From the 562 mature respondents indicating a disability, at 33.3%, the largest category of student with a disability is those with a psychological/emotional condition.
- Response rates for mature new entrants to the Equal Access survey are lower than for non mature new entrants, in particular for the socio-economic question where the response rates for mature students is almost half that of non-mature students.
- The semi-skilled and unskilled groups are better represented in the mature respondents for both the IoTs and universities. In the case of non manual group within the universities the matures have a very slight lead (0.3%), however in the IoTs sector the non-matures take the lead.
- At levels 6 and 7 mature new entrants are substantially more likely to progress to the following year than a new entrant who is under the age of 23. 18% of mature students are not present in the following year compared to 26-27% of new entrants under 23 years of age.
- At level 8 in the IoTs sector there is no difference in terms of non presence rates between the age groups. However in the universities mature new entrants seem to be slightly less likely to progress to the following year than those under 23.

# Introduction

Ireland has achieved a significant expansion of higher education opportunities over recent decades but, for much of that period, the expansion has primarily been an increase in opportunities for full-time on-campus courses aimed at Leaving Certificate graduates. However, over the last decade, it is recognised that improvements to the educational profile of the adult population will be crucial to our national economic competitiveness.

This was reflected in the National Skills Strategy (2007) and the need to address the higher educational needs of adults features prominently in the current National Plan for Equity of Access to Higher Education 2008-2013. The National Strategy for Higher Education to 2030 equated flexibility of provision with the responsiveness of Irish higher education to Irish society and called for parity of funding for flexible learning.

The educational attainment profile of older adults in Ireland is relatively poor by international standards and the scale of potential demand for higher education from adults in the population now and into the future is very substantial. The increase in unemployment and the increasing vulnerability of employment in recent years adds to what was an already growing demand from adults for higher educational opportunities. In moving beyond the current crisis towards economic renewal, tens of thousands of unemployed adults will require opportunities to re-engage with learning and to advance and update their knowledge and skills. The primary objective of Springboard is to provide such opportunities. Those in employment will require upskilling and retraining opportunities. Whole companies will need to re-assess the adequacy and relevance of their skills base and those in the public sector will require training to adopt new and more effective ways of working.

All this suggests a strong need for higher education opportunities from adults into the future to help ensure the adaptability of Irish society to technological and social change. The participation of mature students in Irish higher education has improved steadily from a situation in 1998 where they accounted for 4.5% of new entrants to the latest figures provided in this report which show that mature students accounted for 15% of new entrants (to undergraduate programmes) in 2010/11. The attractiveness of part-time flexible provision for mature learners is reflected clearly in the fact that 92% of part-time undergraduate new entrants were mature students in 2010/11.

This study outlines the trends in mature student participation in Irish higher education over recent years and presents (for the first time) a profile of mature students in terms of their programmes of study and their socio-demographic profile. It is intended to improve our understanding of mature student engagement with higher education and of higher education's engagement with the broader adult population.

# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

## Definitions



A mature new entrant is defined as a student who was 23 or over on the 1st of January of the year of entry to the higher education institution, i.e. 1st of Jan 2010 in relation to entrants to the academic year 2010/11. This is consistent with the definition underpinning the criteria for student maintenance grants.

For the purposes of this study undergraduate students include those undertaking Honours and Ordinary Degrees and Undergraduate Diplomas and Certificates. Occasional students<sup>1</sup> are not included in the analysis.

The data is obtained through the Student Record System (SRS)<sup>2</sup> and the Equal Access Data collection<sup>3</sup>.

The following profile presents summaries of key trends over recent years and a detailed profile of undergraduate mature new entrants to course year 1 for the academic year 2010/2011.

<sup>1</sup> Occasional students are students taking intramural courses of lectures or laboratory instruction which do not lead directly to a third level award. Such students include individuals taking modules for their own interests, students attending access courses teaching study skills, and students taking qualifying courses for admission to postgraduate study.

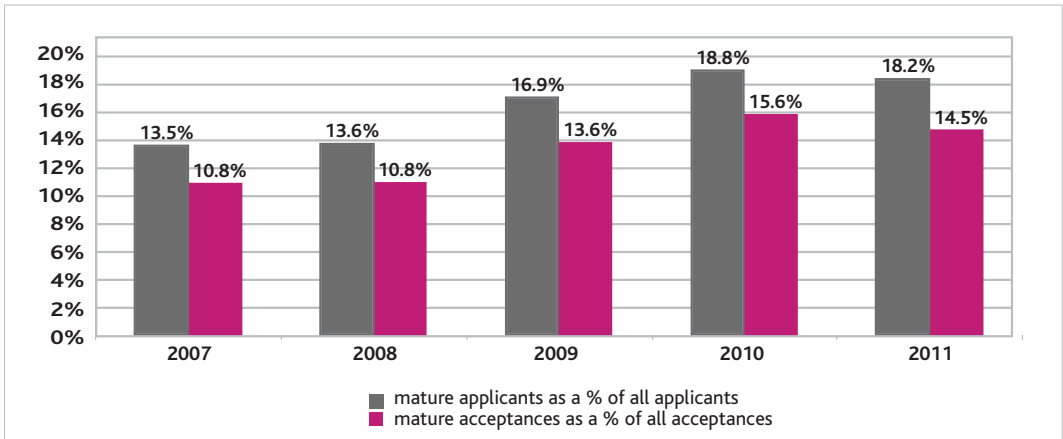
<sup>2</sup> The SRS is an electronic system devised by the institutions and the HEA to allow much more detailed reporting of third-level students. It introduced the ISCED reporting scheme, and replaced the previous (paper-based) mode of data collection. To complete the SRS submission, the Registrar (or equivalent) of each institution certifies the dataset as being a true and accurate reflection of that academic year's student cohort.

<sup>3</sup> The Equal Access Data Collection survey collects information on the social, economic and cultural background of full time undergraduate new entrants to higher education. This collection is carried out on an annual basis.



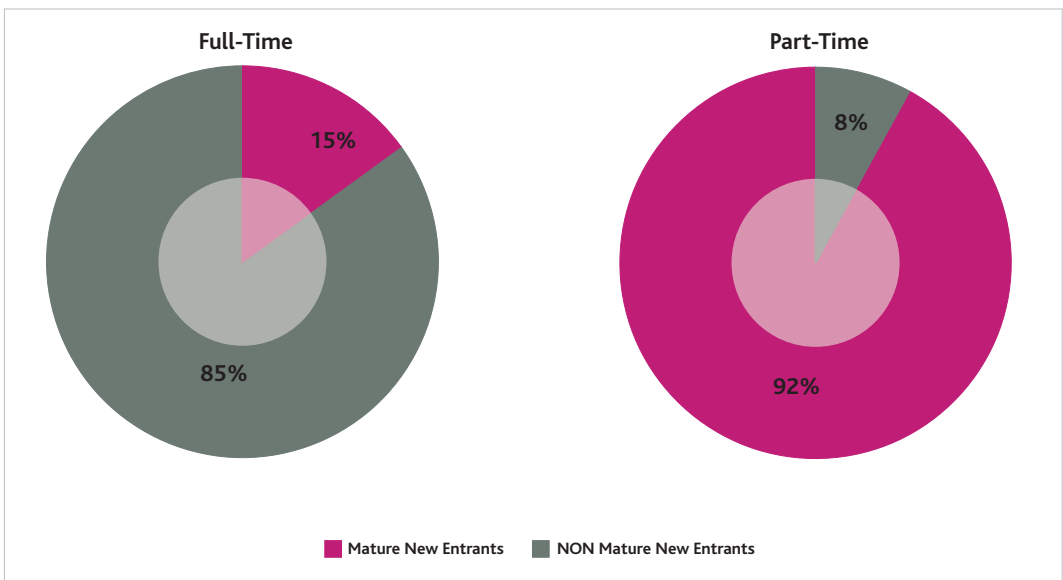
## Overall Trends

**Figure 6.1 CAO Full-time Mature Entrant Applications and Acceptances as a % of all Applications and Acceptances, 07 – 11**



- Figure 6.1 shows that between 2007 and 2010 there was a steady increase in the proportion of applications from mature students increasing from 13.5% (8,805) in 2007 to 18.8% (14,696) in 2010. The proportion of both applicants and acceptors declined in 2011, most likely as a consequence of the part-time higher education opportunities provided under the Springboard initiative. Mature applicants declined from 18.8% (14,696) of all applicants in 2010 to 18.2% (13,953) in 2011 and mature acceptors from 15.6% (7,131) of all acceptors in 2010 to 14.5% (6,650) in 2011.

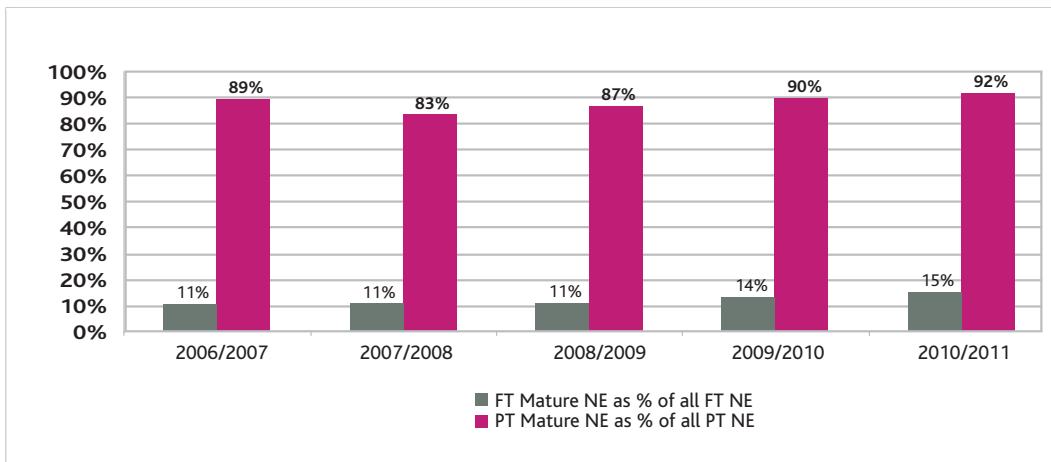
**Figure 6.2 Proportions of Mature and Non-Mature New Entrants for all HEA Institutions, Full-Time and Part-Time, 10/11**



- Figure 6.2 shows that 15% (5,944) of all full-time new entrants in 2010/11 were mature while 92% (1,484) of all part-time new entrants were mature. This more flexible mode of study is clearly a much more attractive mode of study for mature learners who may be juggling work and family commitments while trying to pursue a third level qualification.

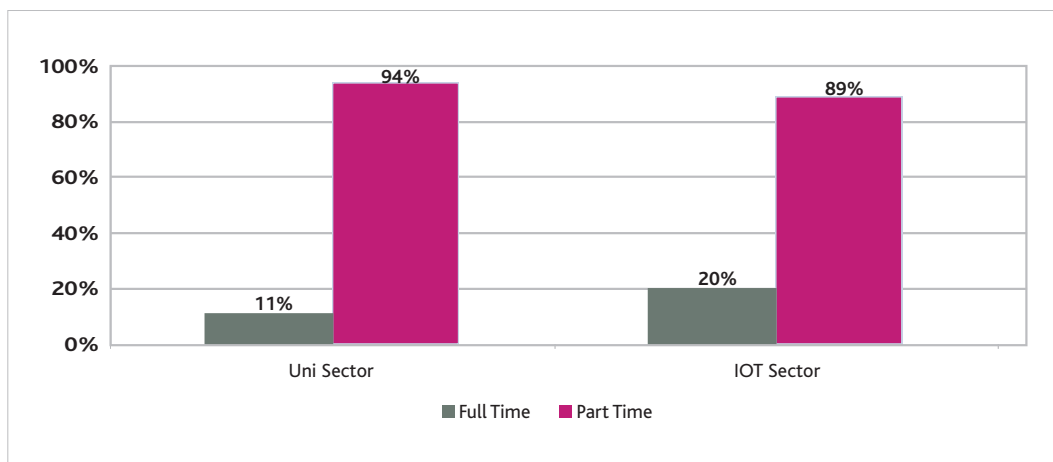
## PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

**Figure 6.3 Full-Time and Part-Time Mature New Entrants as a % of all New Entrants for all HEA institutions, 06/07 – 10/11**



- While the proportion of full-time mature new entrants as a proportion of all full-time new entrants remained static at 11% between 2006/07 (3,551) and 2008/09 (4,156) it started to increase from 2009/10 to 14% (5,342) and to 15% (5,944) in 2010/11. The proportion of mature new entrants studying part-time has been more variable over the past 5 years but has been increasing since 2008/09 from 87% (2,297) to 92% (1,484) in 2010/11. This data may be reflecting changes in our economy. More people are now finding themselves out of work and taking this opportunity to cross-skill or upgrade their existing third level qualification.

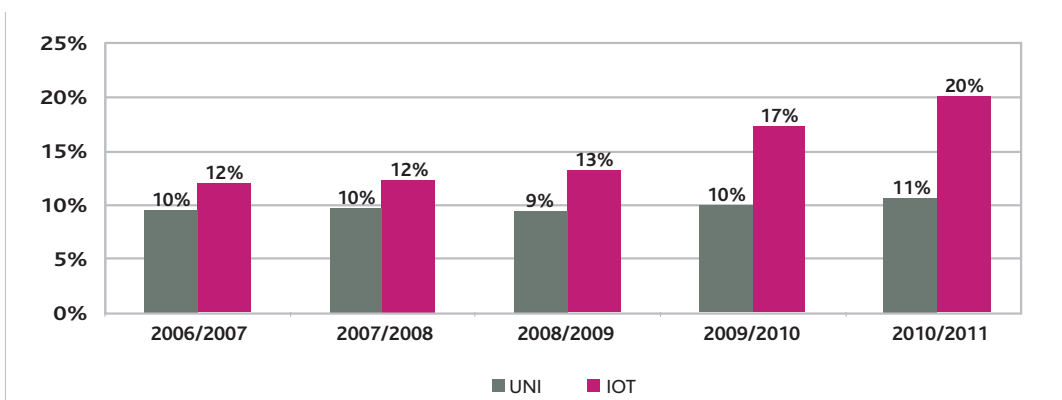
**Figure 6.4 Full and Part Time Mature New Entrants as a % of all New Entrants, 10/11**



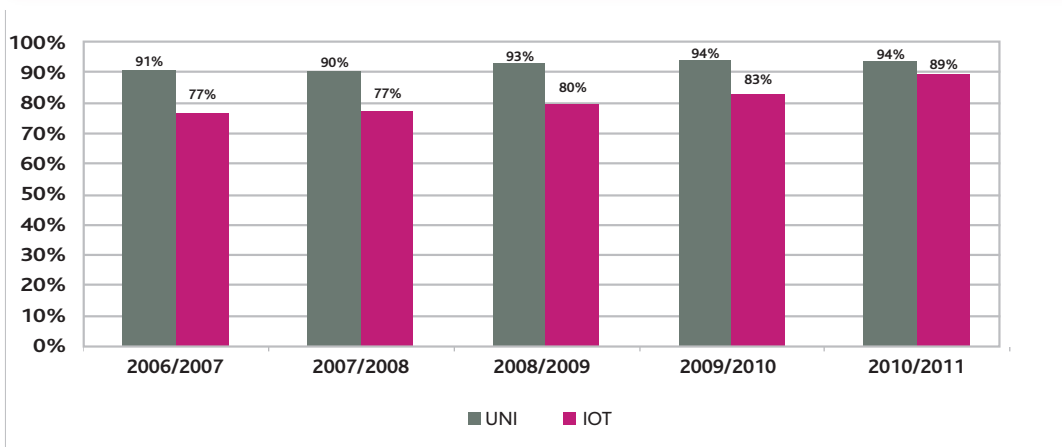
- Figure 6.4 shows that mature full-time new entrants constitute 11% (2,189) of all full-time new entrants in the Universities compared to 20% (3,755) in the IoTs. In the case of part-time new entrants, mature students constitute 94% (837) of all part-time new entrants in Universities compared to 89% (647) in the IoTs. Mature students studying full-time are therefore more likely to attend an Institute of Technology than a University. This may be linked to the fact that IoTs are more regionally spread. The proximity of a higher education institution is more important to a mature student largely because of family commitments.

Figure 6.5 Trends in Full and Part-Time Mature New Entrants as a % of all New Entrants, 06/07 - 10/11

(a) Full-Time



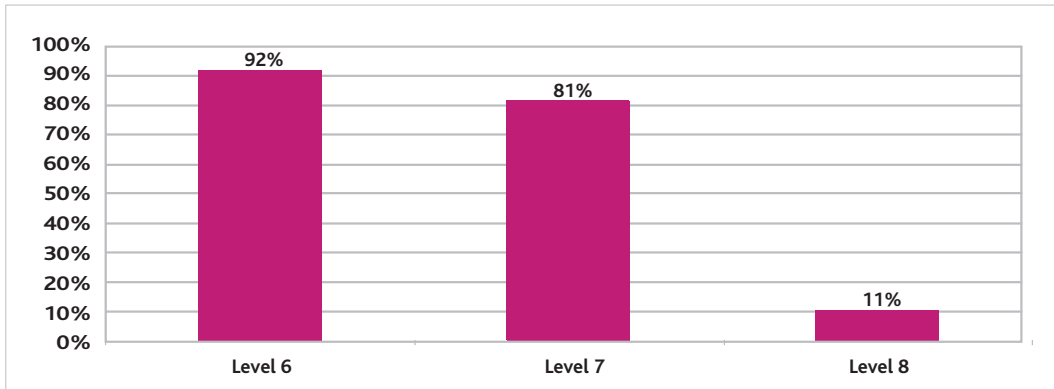
(b) Part-Time



- Figure 6.5(a) indicates that for full-time mature new entrants in the Universities there has been little change between 06/07 (10% (1,749)) and 10/11 (11% (2,189)). Within the IoTs however, following a period of little change between 06/07 (12% (1,802)) and 08/09 (13% (2,253)) there was an increase in 09/10 to 17% (3,269) with a further increase in 10/11 to 20% (3,755). In a time of economic downturn local Institutes of Technology are capitalising on recruiting those unemployed in a region. When choosing full-time study mature students in recent years have favoured the IoTs, possibly due to the range of courses offered and alignment with improving work prospects and proximity to home keeping the IoTs ahead of the universities with regards to proportions of mature new entrants.
- Figure 6.5(b) indicates that for part-time mature new entrants, while they are in the majority, in the universities there has been little change between 06/07 (91% (1,791)) and 10/11 (94% (837)). Within the IoTs however following a period of little change between 06/07 (77% (153)) and 08/09 (80% (971)) there was an increase in 09/10 to 83% (538) with a larger increase in 10/11 to 89% (647). Over the 5 year period the IoTs have seen a larger growth in the number of mature new entrants both full and part-time.

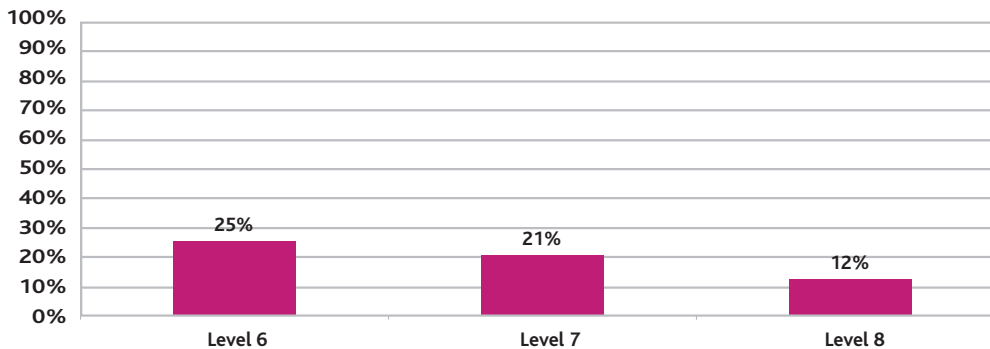
## PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

Figure 6.6 Proportions of Full and Part-Time Mature New Entrants Studying at Levels 6, 7 and 8 in the Universities, 10/11



- Figure 6.6 shows that 92% of all new entrants studying at Level 6 in the Universities are mature. It is however important to note that the 92% constitutes just 569 students. This is in the main mature students enrolled on Healthcare Certificates. The graph shows that 81% (309 students) of Level 7 new entrants are mature and just 11% (2,148) of Level 8 new entrants. It is clear from the graph above that mature students studying in the Universities are drawn more to short term courses.

Figure 6.7 Proportions of Full and Part-Time Mature New Entrants Studying at Levels 6, 7 and 8 in the Institutes of Technology, 10/11

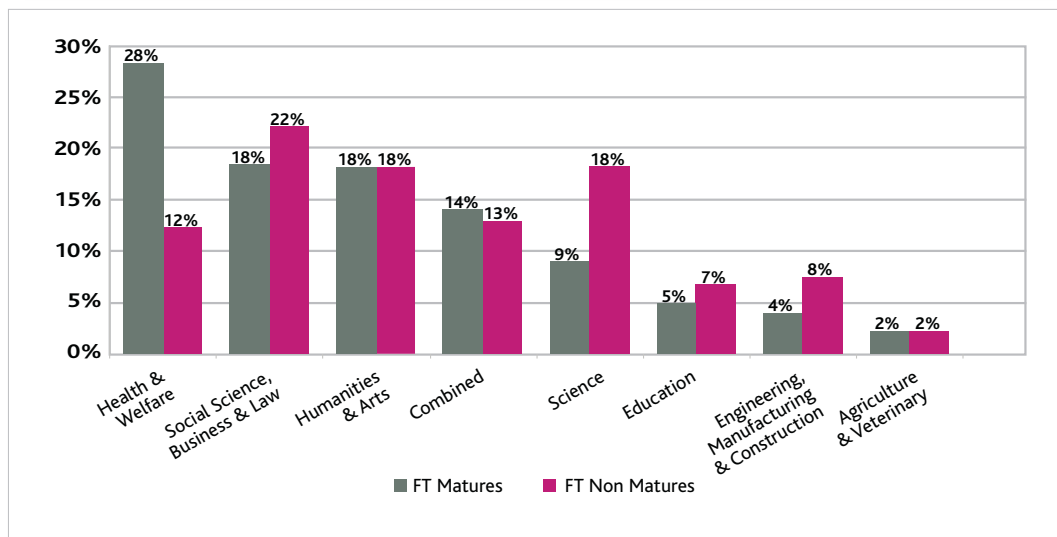


- Figure 6.7 shows that the proportions of mature new entrants studying at levels 6 (960), 7 (1,819) and 8 (1,623) are all relatively equal in contrast to the University proportions. It shows that it is not the level of study that is attracting mature students but the Institution. It is possible that students are more inclined to study for a longer Level 8 qualification in an Institute of Technology again possibly due to the proximity of the Institute to their home, allowing them to fulfil their family duties and study at the same time.

## Disciplinary Trends

This section examines the discipline choices of both full and part-time mature new entrants.

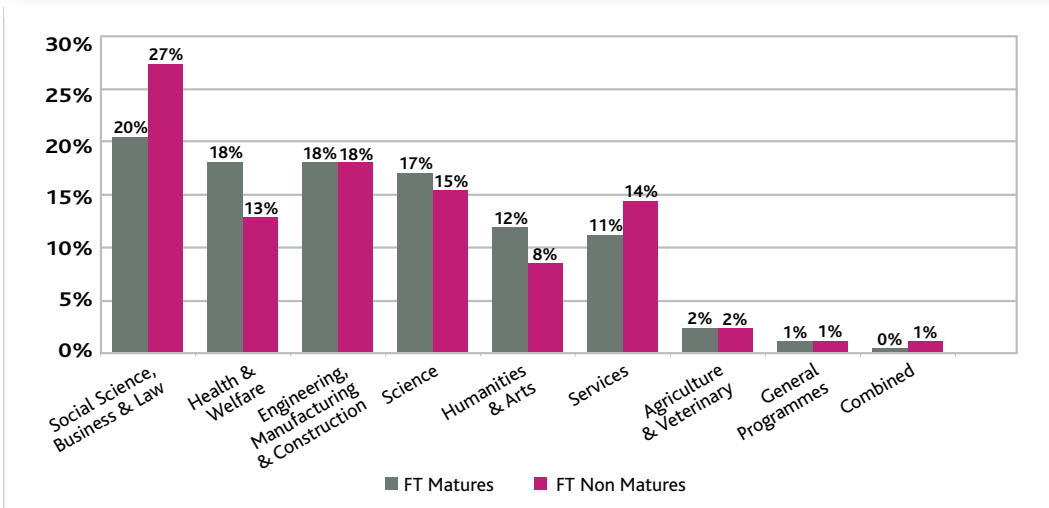
**Figure 6.8 (a) Discipline Choice of Mature Full-time New Entrants in the Universities, 10/11**



- Figure 6.8(a) shows the most popular field of study for full-time mature students in the Universities is Health and Welfare with 28% of all mature new entrants choosing this field of study. The graph shows that there is 16 percentage points in the difference between its popularity among non-mature new entrants. Courses attracting mature students to this area are graduate entry medicine, diplomas in nursing, dental hygiene, emergency medical technology and addiction studies and degrees in social, youth and community work.
- Health and Welfare is followed by Social Science, Business and Law at 18%. This field of study is however the most popular discipline for full-time non-matures in the universities (22%).

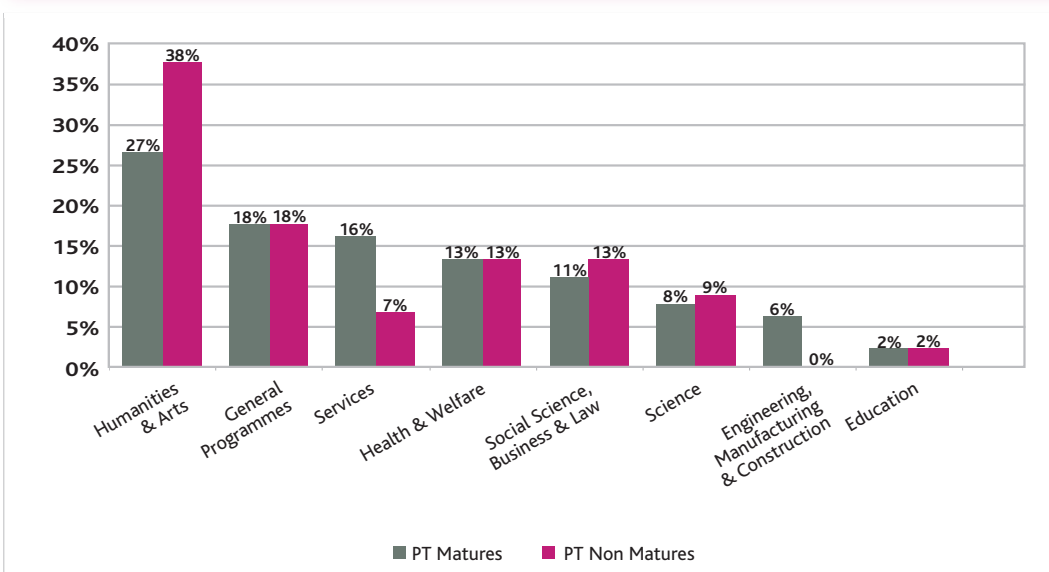
# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

Figure 6.8 (b) Discipline Choice for Mature Full-Time New Entrants in the Institutes of Technology, 10/11



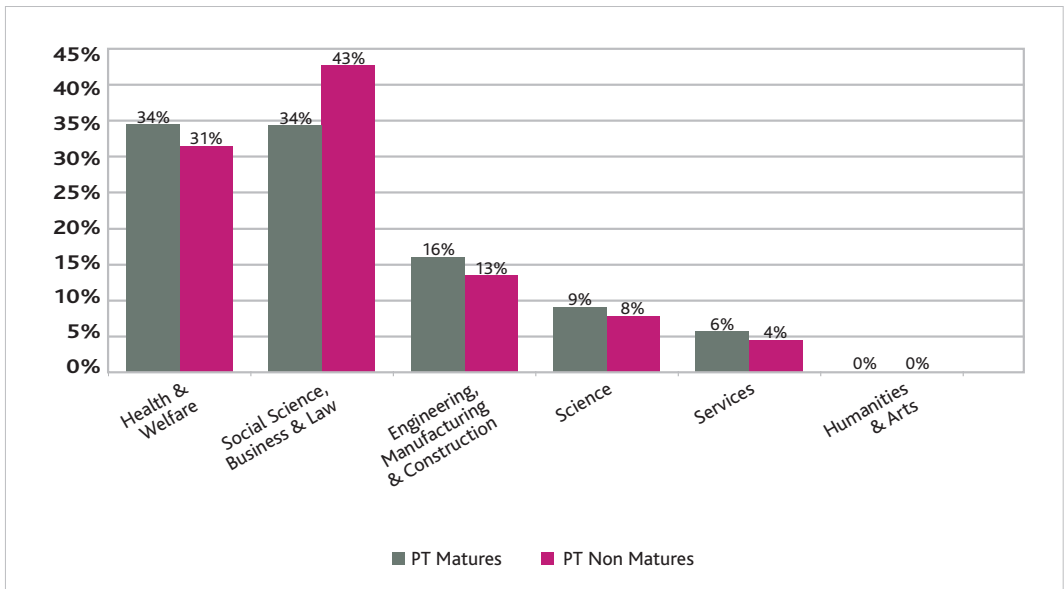
- The most popular field of study for mature new entrants is Social Science, Business and Law with 20% of all mature new entrants enrolled. This is closely followed by Health and Welfare at 18% and Engineering, Manufacturing and Construction also at 18%. Social Science, Business and Law is also the most popular area for non mature students in the Institutes of Technology. It is very interesting to note that more mature students enrol on Science courses than non-matures and that Engineering is as popular among mature students as it is among non-matures. The opposite is almost true for the university sector with the proportions of mature students studying these disciplines half that of the non-matures. That suggests that, in this instance, the institutes of technology are delivering on their mission of providing technology-based education.

Figure 6.8 (c) Discipline Choice of Mature Part-Time New Entrants in the Universities, 10/11



- The most popular area of study for part-time mature students in Universities is Humanities and Arts (27%). This is followed by General Programmes at 18%. This pattern is repeated for the non-mature students with Humanities and Arts at 38% followed by General Programmes at 18%. Services at 16% of all mature new entrants is over twice as popular amongst mature new entrants as non-matures in the universities.

Figure 6.8(d) Discipline Choice of Mature Part-time New Entrants in the Institutes of Technology,



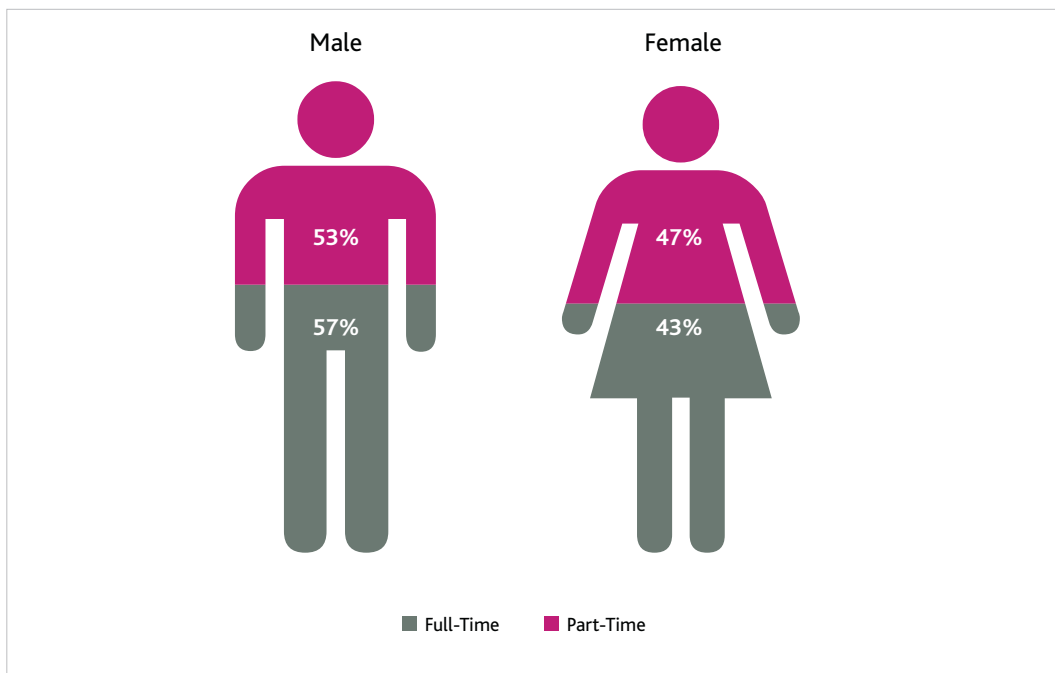
- Health and Welfare and Social Science, Business and Law are jointly, at 34%, the most popular disciplines for part-time mature new entrants in the Institutes of Technology. These are also the most popular for the non mature students however Social Science, Business and Law takes the lead at 43% while Health and Welfare is at 31%. It is interesting to note that again Engineering, Manufacturing and Construction and Science are more popular course choices for part-time mature students than non-matures

# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

## Profile of Mature New Entrants

This section looks at the profile of full and part-time mature new entrants in terms of their gender, age, domiciliary of origin, ethnicity and disability.

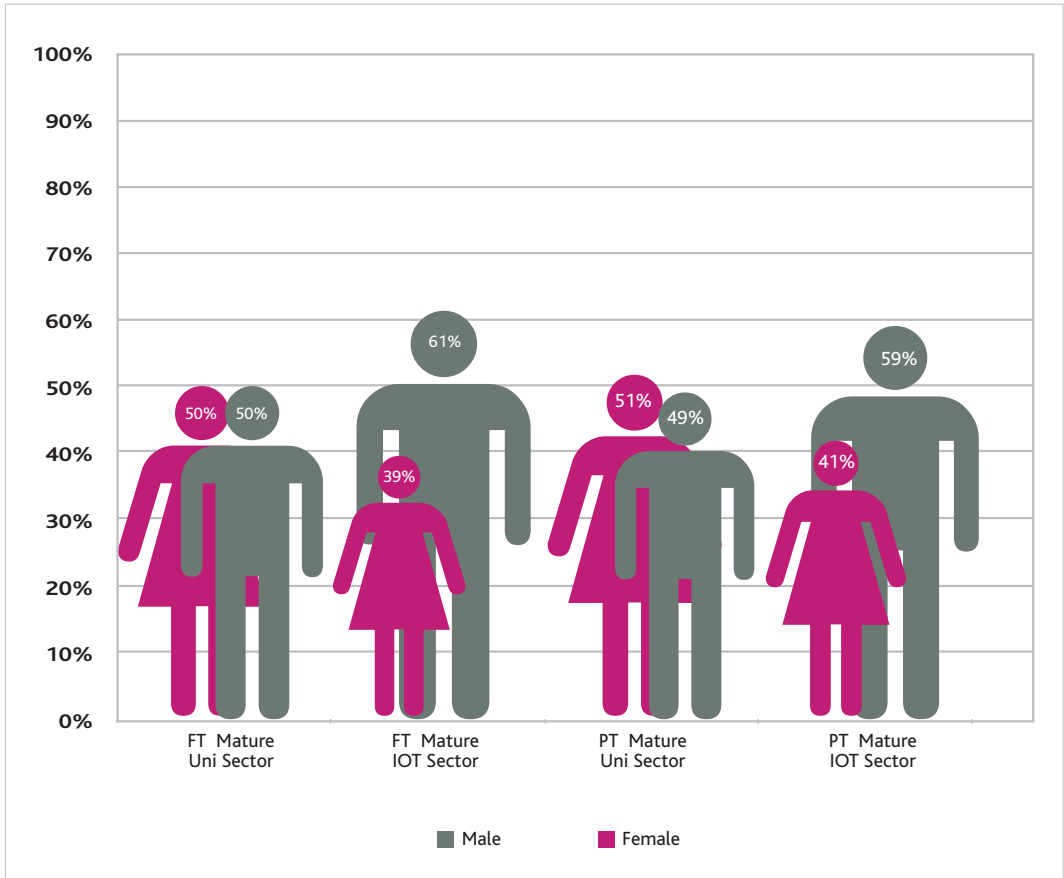
Figure 6.9 Male/Female Mature New Entrants, Full and Part-Time, 10/11



- Figure 6.9 shows that 57% of full-time mature new entrants are male while 47% of part-time mature new entrants are female.



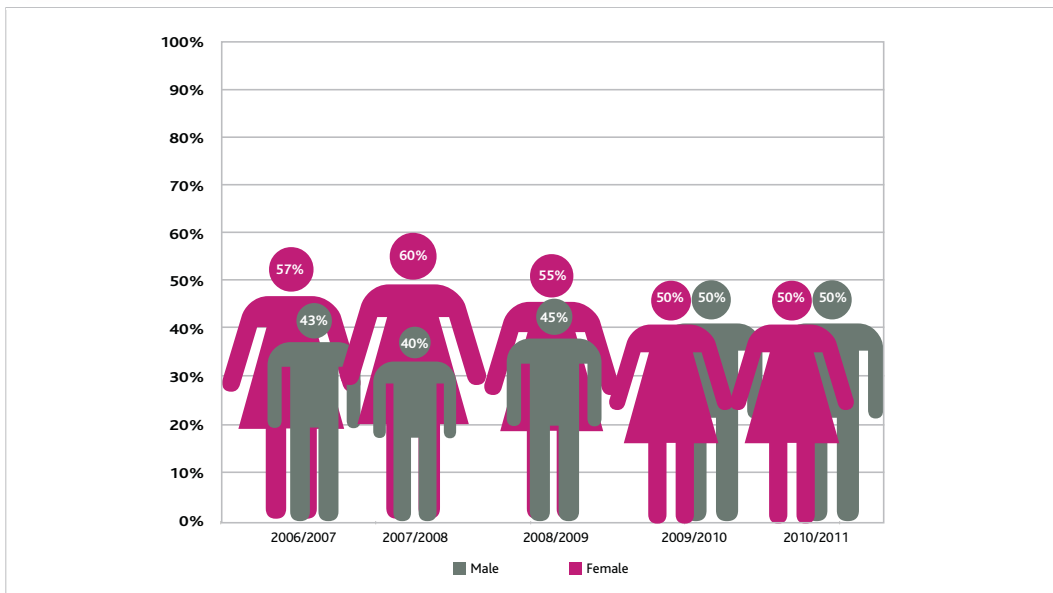
Figure 6.10 Male/Female Mature New Entrants, Full and Part-Time in the Universities and Institutes of Technology, 10/11



- Figure 6.10 presents the breakdown between males and females for full and part-time mature new entrants in the Universities and IoTs. At full-time mode males are predominant in the IoTs with 61% (56% for non-matures) of all full-time mature new entrants. However, in the Universities there is a gender balance with males and females both at 50% (males 44% for non-matures). A similar scenario is evident for part-time mature new entrants where males are predominant again in the IoTs (59%) but at 49% are more evenly balanced with females in the universities. This may be associated with the subjects offered by the two sectors where traditionally Engineering, Science and Services are strong within the IoTs and these subjects usually attract a higher proportion of male students.

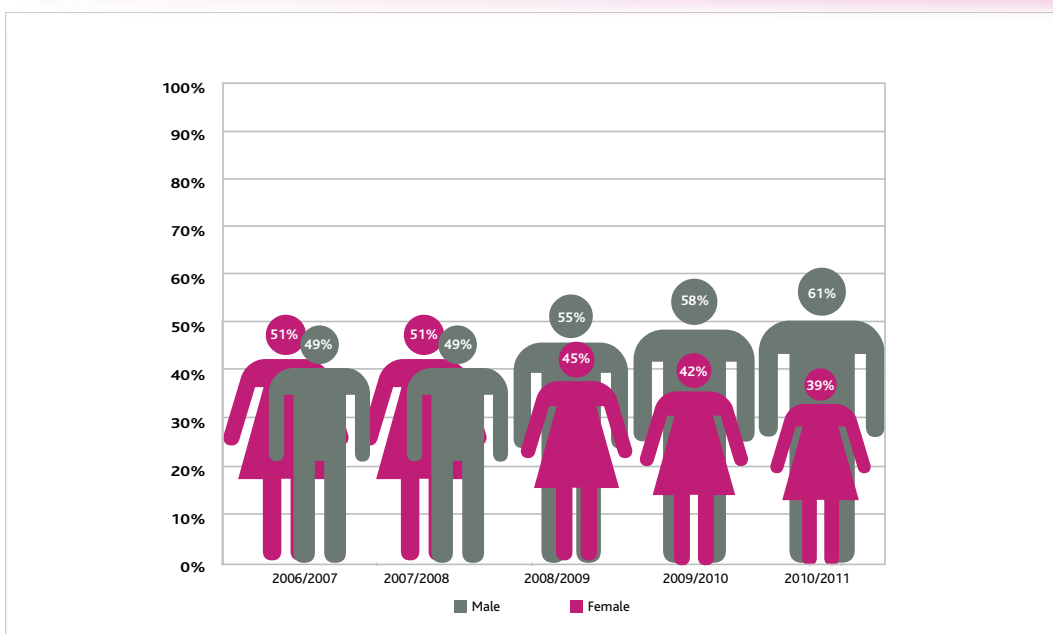
# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

Figure 6.11 Male/Female Mature New Entrants, Full Time, Universities, 06/07 – 10/11



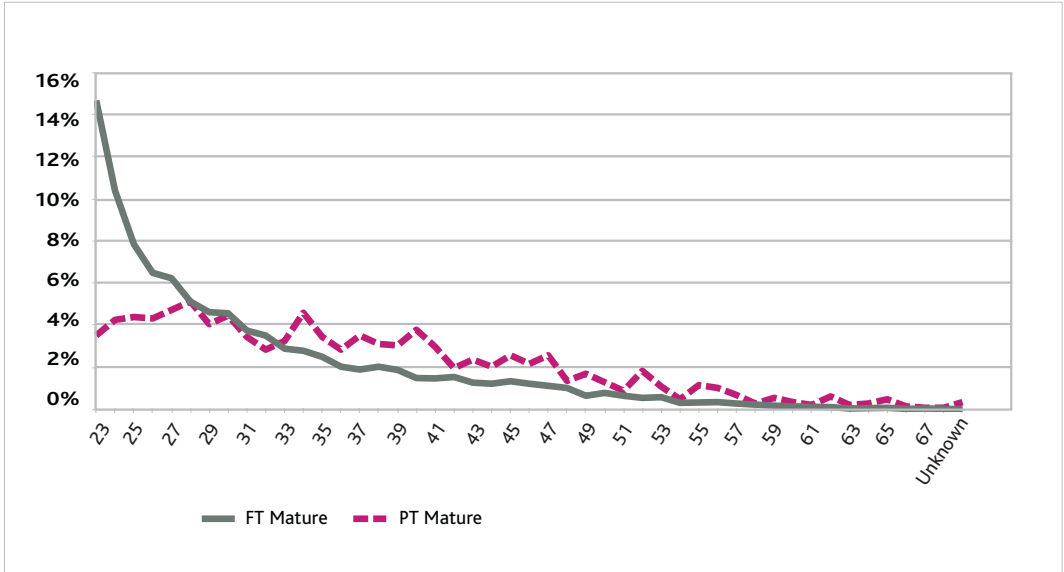
- Figure 6.11 shows that the proportion of male mature full-time new entrants studying in the universities has increased from 43% in 2006/07 to 50% in 2010/11. This may again reflect on the changing economic situation in Ireland. The industry most affected was the Construction industry a traditionally male dominated industry. This may be why numbers of mature males have been increasing in recent years.

Figure 6.12 Male/Female Mature New Entrants, Full Time Institutes of Technology 06/07 – 10/11



- Figures 6.12 shows again as is the case in the Universities that the proportion of male mature full-time new entrants studying in the IoTs has increased from 49% in 2006/07 to 61% in 2010/11, now surpassing females enrolled.

**Figure 6.13 Mature Students by age as a % of the Total Mature New Entrants: Full and Part-time, 10/11**



- Figure 6.13 shows that at 14.7%, 23 years olds comprise the majority of full-time mature new entrants in 2010/11. This is followed by 24 year olds at 10.4%. There is then a gradual decline to 2% for those aged within the 35-39 bracket and 1% for ages within 40-48 bracket. Students aged 49 upwards represent less than 0.5% of mature new entrants. In contrast for part-time mature new entrants there is no large peak at any particular age with these students being more evenly distributed over the ages between 23 and 56. Those of age 57 upwards represent less than 1% of part-time mature new entrants.

# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

Figure 6.14(a) Age Profile of Mature Full-Time New Entrants, 10/11

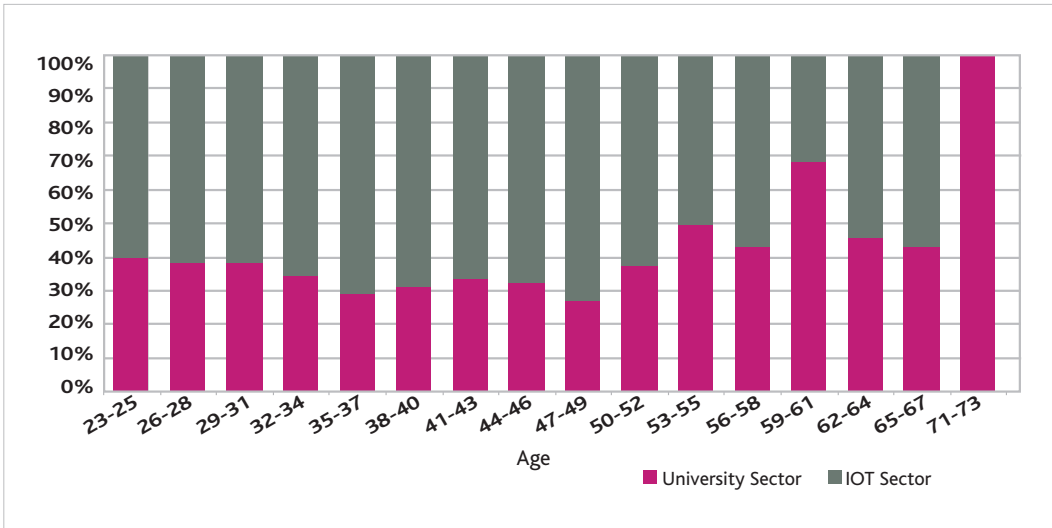
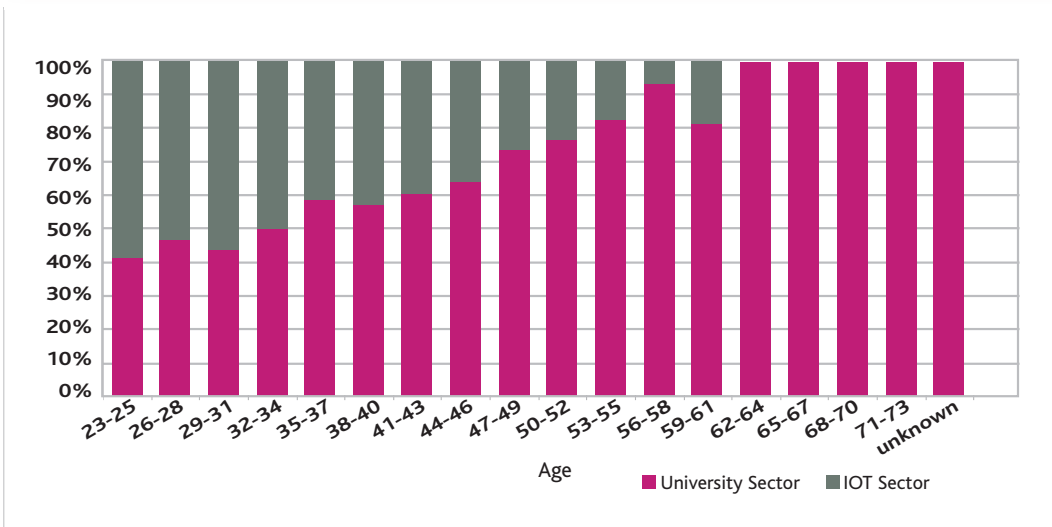


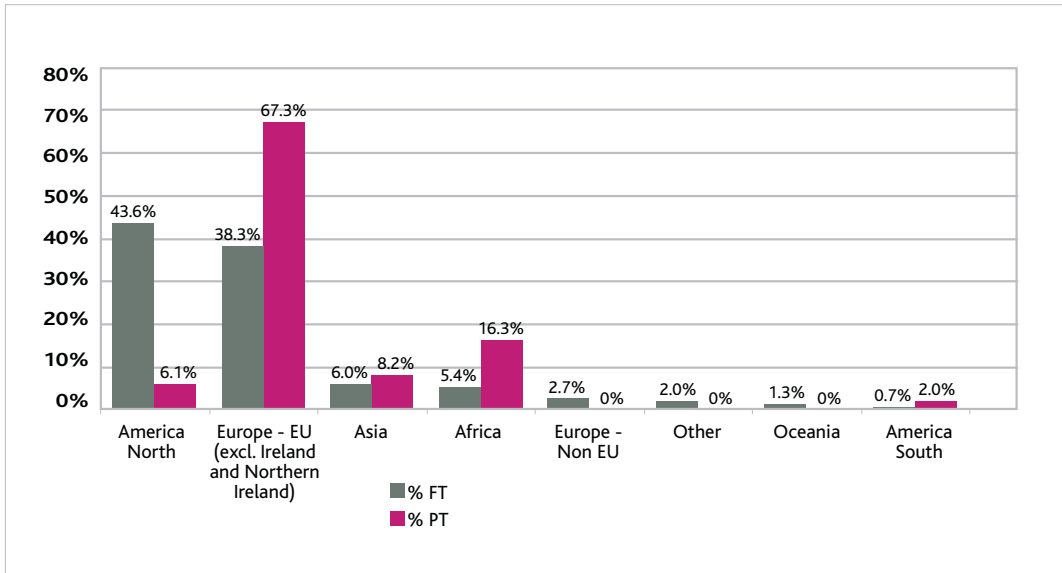
Figure 6.14(b) Age Profile of Mature Part-Time New Entrants, 10/11



- Figure 6.14(a) shows that for most age brackets the IoTs have a higher proportion of mature full-time new entrants compared to the Universities. The exception to this is the 59 to 61 and 71 to 73 age groups where the universities have a higher proportion of learners registered. However, Figure 6.14(b) shows that in the case of part-time mature new entrants the Universities have a higher proportion of students at all age groups with the exception of those in the 23 to 31 age bracket where the balance is reversed in favour of the IoTs.

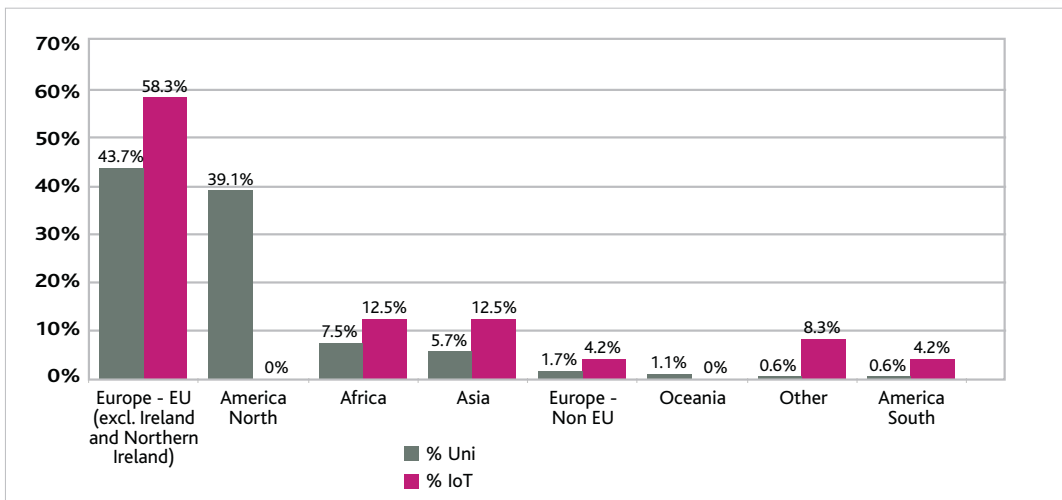
## Domiciliary of Origin and Ethnicity of Full and Part-Time Mature New Entrants

Figure 6.15 Domiciliary of Origin of Full and Part-Time Mature New Entrants, 10/11



- Figure 6.15 shows that the highest proportion of full-time mature new entrants is from North America with 43.6%. The highest proportion of part-time mature new entrants are from Europe – EU (excl. Ireland and Northern Ireland).

Figure 6.16 Domiciliary of Origin of Full and Part-Time Mature New Entrants, 10/11 in the Universities and Institutes of Technology



- Figure 6.16 shows that 58.3% of mature new entrants in the Institutes of Technology and 43.7% in the Universities have a domiciliary of origin in Europe-EU.

# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

**Table 6.1 Ethnic/Cultural Background of Mature and Non Mature Respondents**

Ethnic/Cultural Background	Mature Respondents	Non Mature Respondents
Irish	82.0%	91.9%
Irish Traveller	0.2%	0.1%
Any Other White Background	11.7%	4.4%
African	3.6%	0.9%
Any Other Black Background	0.2%	0.0%
Chinese	0.3%	0.6%
Any Other Asian Background	0.6%	0.9%
Other	1.4%	1.1%
<b>Total</b>	<b>100%</b>	<b>100%</b>

- Table 6.1 shows that 82% of mature respondents were Irish in comparison to 91.9% for non-mature respondents. The next highest group for both mature and non-mature respondents is any other white background. However, at 11.7% this group is considerably higher for the mature respondents compared to 4.4% for non-mature respondents. 3.6% of mature full-time new entrants are African which is also considerably higher than the non-matures.

## Mature New Entrants with a Disability

**Table 6.2 Respondents Indicating a Disability: Mature v Non-Mature, 10/11**

	Mature Respondents	Non Mature Respondents
<b>Total Indicating a Disability</b>	<b>562</b>	<b>1974</b>
<b>Category of Disability</b>	<b>As % of above total</b>	<b>As % of above total</b>
Blindness, deafness, severe vision or hearing impairment	8.9%	7.1%
Physical Condition	18.9%	6.2%
Specific Learning Difficulty	32.0%	60.6%
Psych./Emotional Condition	33.3%	11.7%
Other, incl Chronic Illness	24.0%	20.5%
<b>% indicating support required</b>	<b>34.9%</b>	<b>45.8%</b>

- Table 6.2 shows that the proportion of mature respondents reporting a disability is higher than those for non-mature respondents for each category of disability with the exception of the specific learning difficulty category where the non-mature respondents take the lead. Overall the numbers reporting a disability are three and a half times more for non-matures. From the 562 mature respondents indicating a disability, at 33.3%, the largest category of student with a disability is those with a psychological/emotional condition. The smallest category is those who have indicated blindness, deafness or a severe vision or hearing impairment (8.9%).
- Approximately a third of those mature respondents (34.9%) who indicated a disability reported that they required additional support.

**Table 6.3 Respondents Indicating a Disability as a % All New Entrants: Mature v Non Mature**

Category of Disability	Mature Respondents As % All Mature New Entrants	Non Mature Respondents As % All Non Mature New Entrants
Blindness, deafness, severe vision or hearing impairment	0.8%	0.4%
Physical Condition	1.8%	0.4%
Specific Learning Difficulty	3.0%	3.6%
Psych./Emotional Condition	3.1%	0.7%
Other, incl Chronic Illness	2.3%	1.2%
<b>Respondents with disability as % of all new entrants</b>	<b>9.5%</b>	<b>5.9%</b>
<b>Respondents with disability as % of all respondents to survey</b>	<b>11.2%</b>	<b>6.9%</b>
<b>Those indicating support required as % of all new entrants</b>	<b>3.3%</b>	<b>2.7%</b>

- It is estimated that 9.5% of all full-time mature new entrants indicated they had one or more disabilities compared to 5.9% of all non-mature new entrants.
- Traditionally those with sensory and physical disabilities have very low participation rates. However this analysis shows that these categories of disability are well represented amongst the mature new entrants with significantly higher numbers than the non-mature new entrants.

## Socio Economic Background of Mature New Entrants

Socio-economic data is gathered by the Equal Access Survey at registration annually. The information below outlines the response rates by mature new entrants to the survey and the results by socio-economic group.

**Table 6.4 Response Rates: Full-time Mature New Entrants v Non-Mature New Entrants, 10/11**

All New Entrants 2010/2011	Universities	Institutes of Technology	Total
Mature	2,189	3,755	5,944
Non-Mature	18,310	14,909	33,219
<b>% of New Entrants Responding to the Equal Access Survey 2010/2011</b>			
Mature	77%	89%	84%
Non-Mature	81%	94%	87%
<b>% of New Entrants for whom a Socio Economic Classification was assigned</b>			
Mature	38%	28%	32%
Non-Mature	63%	56%	60%

- The response rate for mature students is higher in the Institute of Technology sector compared to the University sector. However in both Universities and Institutes of Technology response rates for matures are lower than response rates for non-mature students. The table shows that response rates to the socio-economic questions are significantly lower with a number of students opting to not answer these questions. The overall response rate to the socio-economic questions was 32% for mature students compared to 84% to the survey overall.

## PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

**Table 6.5 Socio–Economic Profile of Respondents for Whom a Classification was assigned: Mature v Non Mature Respondents, 10/11**

Socio Economic Group	Mature Respondents	Non Mature Respondents
Employer and Manager	15.1%	22.1%
Higher Professional	8.3%	13.3%
Lower Professional	9.6%	10.7%
Non-Manual	11.3%	11.7%
Skilled Manual	22.6%	13.7%
Semi- Skilled	9.7%	6.0%
Unskilled	4.2%	2.8%
Own Account	10.1%	9.1%
Farmers	7.4%	9.6%
Agricultural Workers	1.8%	0.9%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>

- Table 6.5 shows that a smaller proportion of mature new entrants are classified as Employer and Manager, Higher Professional, Lower Professional and Farmers. Traditionally these groups are highly represented in higher education. Interestingly mature students in the non-manual classification are equally as represented as those in the mainstream. This is a cause for concern in light of evidence of low participation rates among children from the non-manual (lower middle income) group as it suggests that this group does not redress the inequalities that they experience in accessing higher education later in life. A greater proportion of the mature new entrant respondents are represented by the Skilled Manual, Semi-Skilled and Unskilled group. This group has been traditionally under-represented at third level.



**Table 6.6 Socio-Economic Profile of Respondents for Whom a Classification was assigned: Mature v Non Mature Respondents, in the Universities and Institutes of Technology 10/11**

Socio Economic Group	Mature University Respondents	Non-Mature University Respondents	Mature IoTs Respondents	Non-Mature IoTs Respondents
Employer and Manager	16.3%	23.5%	14.1%	20.2%
Higher Professional	13.1%	17.4%	4.4%	7.6%
Lower Professional	11.2%	12.5%	8.3%	8.3%
Non Manual	11.3%	11.0%	11.3%	12.6%
Skilled Manual	20.3%	10.0%	24.4%	18.9%
Semi- Skilled	9.0%	5.0%	10.3%	7.5%
Unskilled	2.6%	1.9%	5.5%	4.0%
Own Account	8.6%	8.3%	11.3%	10.2%
Farmers	6.7%	9.6%	8.0%	9.6%
Agricultural Workers	1.1%	0.7%	2.4%	1.0%
<b>TOTAL</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

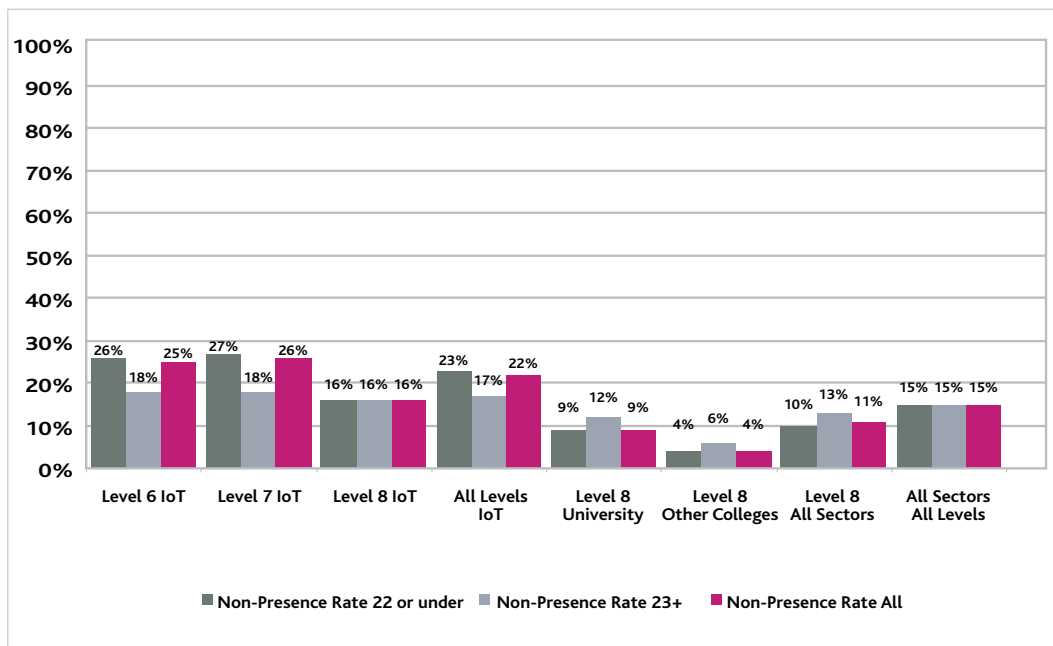
- In the Universities the largest socio-economic group (SEG) for mature respondents is skilled manual at 20.3% of respondents. This compares to 10% for the same group in the non-mature respondents. However, the next highest groups are the Employer and Manager group (16.3%) and Higher Professional group (13.1%) suggesting a return to education for the latter group for cross-skilling/retraining.
- In the IoTs the largest socio-economic group for mature respondents is again skilled manual group at 24.4% of mature respondents. The gap between non-mature and mature for this socio-economic group in the IoTs is not as defined with 19% of non-mature respondents coming from the skilled manual group.
- The semi-skilled and unskilled groups are better represented in the mature respondents for both the IoTs and the Universities. In the case of non-manual group within the universities matures have a very slight lead (0.3%) however in the IoTs the non-matures are better represented in this group.

# PROFILE OF UNDERGRADUATE MATURE NEW ENTRANTS

## Progression of Mature New Entrants

The 2010 HEA report 'A Study of Progression in Irish Higher Education' presents empirical evidence relating to the issue of progression through higher education in Ireland. The data refers to the progression of students from 1st year in 2008/2009 to 2nd year in 2009/10. Figure 6.17 is taken from this report and outlines the non-presence<sup>4</sup> rates of students under 23 vs mature students. The impact of age appears to vary according to the students' level and higher education institution attended.

Figure 6.17 Non-Presence Rates by Age Category



- Figure 6.17 shows that at levels 6 and 7 mature new entrants are substantially more likely to progress to the following year than a new entrant who is under the age of 23. At level 6 and 7, 18% of mature students are not present in the following year compared to 26-27% of new entrants under 23 years of age. This relatively high level of progression among mature students in the IoTs may be due to some extent to their greater dedication to their courses compared to their younger counterparts, the shorter duration of the course compared to level 8 courses and the geographical dispersion of the IoTs throughout the country, which through their proximity to students' homes may make them attractive to mature students. At level 8 in the IoT sector there is no difference in terms of non presence rates between the age groups. However at the same level in the Universities mature new entrants seem to be slightly less likely to progress to the following year than those under 23.

<sup>4</sup>Non presence refers to instances in which a student's ID does not appear in their institutions data return for the following academic year.

## ANNEX 1

**Table 6.7 Response rates by Institution for Mature New Entrants to the Equal Access Data Survey 10/11**

Institute	Response Rate for Mature FT UG NE
National College of Art and Design	100%
Tipperary Institute	100%
IT Tallaght	100%
IT Carlow	100%
Dun Laoghaire Institute of Art, Design and Technology	100%
Dublin Institute of Technology	100%
University of Limerick	100%
IT Blanchardstown	99%
IT Sligo	99%
National University of Ireland, Maynooth	97%
University College Dublin	97%
IT Tralee	97%
Mary Immaculate College, Limerick	95%
Mater Dei Institute	95%
Waterford IT	95%
Trinity College Dublin	94%
Letterkenny IT	94%
Cork IT	93%
University College Cork	93%
Athlone IT	90%
Dundalk IT	88%
Galway-Mayo IT	84%
Limerick IT	66%
St. Patricks College Drumcondra	63%
Dublin City University	38%
National University of Ireland, Galway	33%

- Annex 1 shows the response rate for mature full time undergraduate new entrants by higher education institution to the Equal Access Survey 2010/2011. The response rates are ranked in order of response. Overall the response rates are high for the survey. Twenty two of the twenty six Institutes that responded to the survey had a response rate of 80-100%. Only two Institutes had a response rate between 70 and 79% while two had response rates below 40%.



**SECTION**

# EQUAL ACCESS DATA COLLECTION 10/11

## KEY POINTS

- 79% of the HEIs who participated in the data collection had response rates of 90% - 100%.
- Overall 87% of new entrants responded to the Equal Access Survey although response rates to the socio-economic and ethnic cultural questions were lower at 66% and 69% respectively.
- In the University sector the largest socio-economic group for new entrants is Employer & Manager with 20.0% of all undergraduate full-time new entrants. In the Institute of Technology sector the Employer and Manager and Skilled Manual groups are jointly, at 15.3%, the most represented socio-economic groups.
- Students from skilled-manual, semi-skilled-manual and unskilled backgrounds are better represented in the Institute of Technology sector with 24.7% compared to 15.7% in the University sector.
- Students from non-manual backgrounds are marginally better represented in the Institute of Technology (9.8%) compared to the University sectors (9.6%).
- Students with a specific learning disability are the largest category of new entrants indicating a disability again in 2010/2011. Those indicating that they have a disability and require additional support remains at 43.3%.
- 93% of new entrants were Irish in the University and Institute of Technology sectors.



**In 2007, twenty-six higher-education institutions gathered information for the first Equal Access Data Collection. This survey collected information on the social, economic and cultural background of new students who entered higher education. The collection was managed jointly by the National Access Office and the Statistics unit of the HEA and is carried out on an annual basis.**

This data will enhance the quality and transparency of information systems on the sector and strengthen capacity to evaluate the impact of policies aiming to increase access by under-represented groups such as mature students, people with disabilities and those from socio-economically disadvantaged backgrounds. Since 2011, the Equal Access data has been used to fully implement the access element of the annual HEA recurrent grant allocation model for the Universities as well as the first phase of access funding for the Institutes of Technology. This funding supports the provision of access and lifelong learning initiatives by higher education institutions, including programmes of outreach work with schools and communities in disadvantaged areas and post-support services for mature students, students from socio-economically disadvantaged backgrounds and those with disabilities. Since 2010 the Equal Access data has also been used to advise the allocation each year of the Student Assistance Fund to higher education institutions for the support of students in financial need. The following section presents a summary of the key trends emerging from the data for the academic year 2010/2011 and makes some comparisons with the 2009/2010 survey results.

**Table 7.1 Response rates to the Equal Access Data Survey by Institution 2009/2010 - 2010/2011**

Institute	Response Rates 2010/2011	Response Rates 2009/2010
National College of Art and Design	100%	100%
National College of Ireland	100%	100%
IT Carlow	100%	100%
IT Tallaght	100%	99%
Dun Laoghaire Institute of Art, Design and Technology	100%	99%
Tipperary Institute	100%	92%
Dublin Institute of Technology	100%	85%
St. Angelas, Sligo	100%	N/A
IT Blanchardstown	99%	99%
IT Sligo	99%	98%
IT Tralee	97%	100%
University College Dublin	97%	96%
National University of Ireland, Maynooth	97%	92%
Mater Dei Institute	95%	100%
Mary Immaculate College, Limerick	95%	99%
Waterford IT	95%	98%
Trinity College Dublin	94%	93%
Letterkenny IT	94%	92%
University College Cork	93%	91%
Cork IT	93%	61%
Athlone IT	90%	99%
Dundalk IT	88%	90%
Galway-Mayo IT	84%	82%
Limerick IT	66%	79%
St. Patricks College Drumcondra	63%	96%
Dublin City University	38%	42%
National University of Ireland, Galway	33%	69%

■ Improved Response Rates    ■ Reduced Response Rates

- Table 7.1 shows the response rate by higher education institutions to the Equal Access Survey 2010/2011. The response rates are compared to those for 2009/2010 and are ranked in order of response to 2010/2011. The table shows in green those institutes who have improved their response rates over the year and in red those who have reduced their response rate. Overall the response rates are very high for a survey. Twenty two of the 28 institutes that responded to the survey had a response rate of 90-100%. Only two institutes had a response rate between 50% and 70% while just two had response rates below 50%.

Table 7.2 Response Rates by Sector

	All New Entrants 2010/2011	Proportion of New Entrants Responding to the Equal Access Survey 2010/2011	% of New Entrants for whom a Socio Economic Classification was assigned	% of New Entrants for whom a Ethnic/Cultural Classification was assigned
Universities	21,137	81%	68%	74%
IoTs and DIT	18,664	93%	64%	63%
<b>Total</b>	<b>39,801</b>	<b>87%</b>	<b>66%</b>	<b>69%</b>

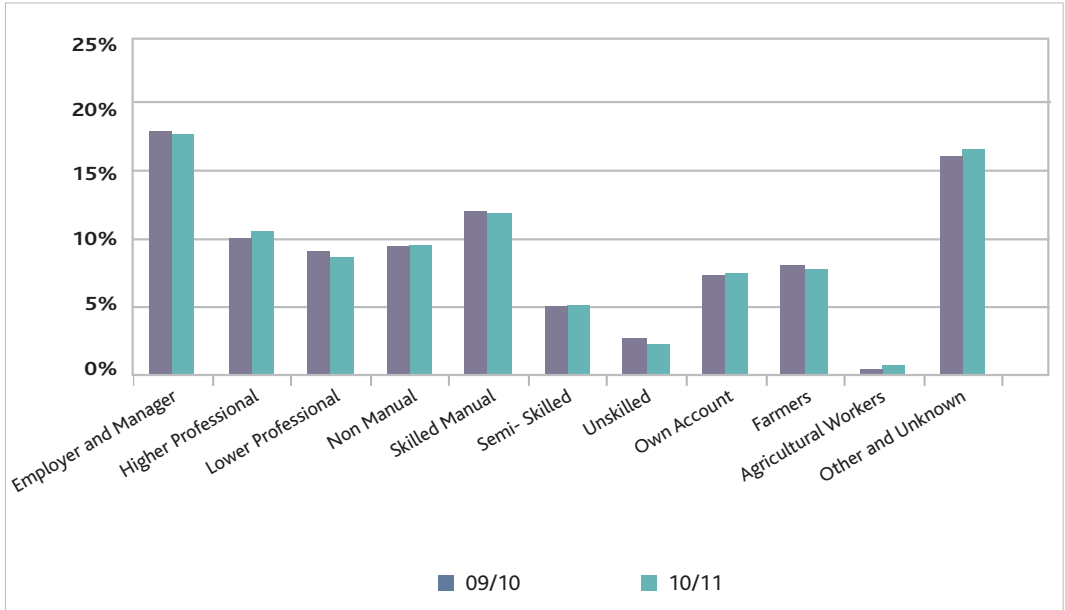
- Table 7.2 shows the overall response rates by sector. The Institutes of Technology had the highest response rate to the Survey with 93% of all full-time undergraduate new entrants responding. The table shows that response rates to the socio-economic questions are lower with a number of people opting to not answer these questions. The overall response rate to the socio-economic questions was 66% compared to 87% to the survey overall.

Table 7.3 Socio-Economic Profile of Respondents for Whom a Classification was assigned

Socio Economic Group	% of New Entrants who responded to the Equal Access Survey 2010/2011	% of New Entrants who responded to the Equal Access Survey 2009
Employer and Manager	17.9%	18.1%
Higher Professional	10.7%	10.2%
Lower Professional	8.8%	9.3%
Non Manual	9.7%	9.6%
Skilled Manual	12.1%	12.2%
Semi-Skilled	5.3%	5.2%
Unskilled	2.4%	2.8%
Own Account	7.6%	7.5%
Farmers	7.9%	8.2%
Agricultural Workers	0.8%	0.6%
Other and Unknown	16.8%	16.3%
<b>Total Respondents</b>	<b>66.2%</b>	<b>72.3%</b>
<b>All New Entrants</b>	<b>100.0%</b>	<b>100.0%</b>



Figure 7.1 Socio-Economic background of Full-Time Undergraduate New Entrants: 09/10 - 10/11



- Increases in the groups Higher Professional, Non Manual, Semi-Skilled, Own Account, Agricultural Workers and Other & Unknown were recorded in 2010/2011.
- The Employer/Manager, Lower Professional, Unskilled and Farmers groups all indicate a drop in their participation.

**Table 7.4 Socio-Economic Profile of Respondents for Whom a Classification was Assigned by Sector 09/10-10/11**

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

- Within the university sector the largest socio-economic group is the Employer and Manager group. At 15.3% both the Employer and Manager and Skilled Manual groups are the largest groups within the IOT sector.
- In the case of the Higher and Lower Professional the percentage of new entrants within these groups is significantly higher for the University sector.
- The trend is reversed for the skilled and semi-skilled-manual and unskilled workers where higher percentages of new entrants within these groups are found in the Institute of Technology sector.

**Table 7.5 New Entrants Indicating a Disability**

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

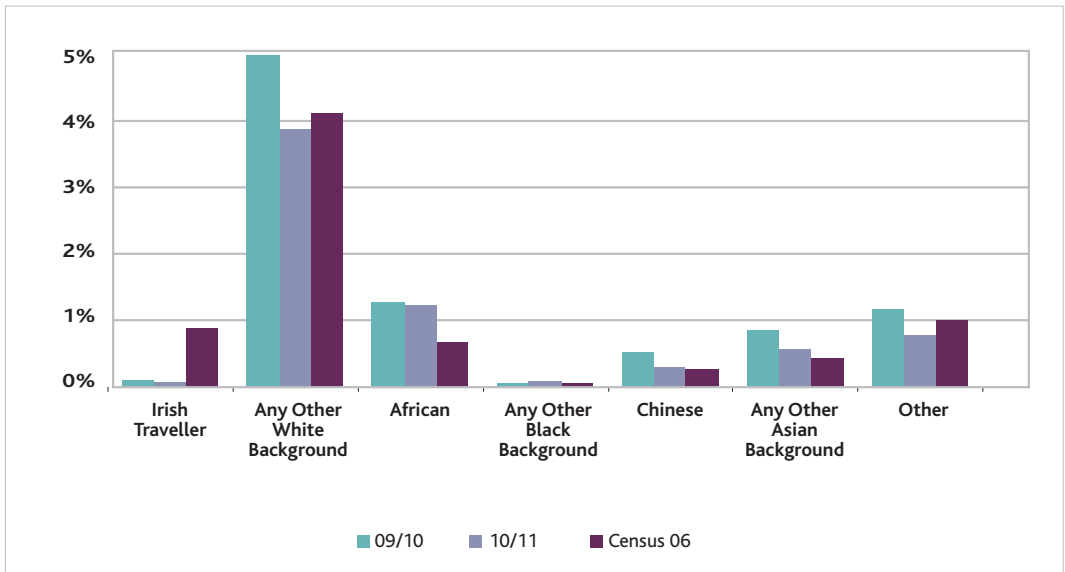
- At 54.2%, the largest category of student with a disability is those with specific learning disabilities. This is up from 54.0% in 2009/2010. The smallest category is those who are blind, deaf, or have severe vision or hearing impairment.
- Less than half of those (43.3%) who indicated a disability reported that they required additional support. This figure is slightly down on last year.
- It is estimated that 6.4% of all new entrants indicated they had one or more disabilities.

Table 7.6 Ethnic/Cultural Background of New Entrants

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

- In both the University and Institute of Technology sectors over 89% of respondents were Irish.
- 2.2% of respondents within the IOT sector were from an African background compared to only 0.6% of respondents from the university sector. However the reverse is true for respondents from a Chinese background where the university sector has 0.7% compared to 0.3% in the IOT sector.

Figure 7.2 % Entrants from Ethnic / Cultural Minorities: 09/10 - 10/11



- After those with an Irish background, the majority were those indicating any other white background which is up to 5.4% in 10/11 from 3.9% in 09/10.
- New entrants from a Chinese (0.5%) and Any Other Asian (0.9%) background are also slightly up in 10/11 from 0.3% and 0.6% respectively in 09/10.



**SECTION**



# FURTHER EDUCATION AND TRAINING

## KEY POINTS

- The number of further education and training enrolments in the Institute of Technology sector in 2010/11 was 9,384.
- Overall males greatly outnumber female enrolments.
- As would be expected construction related apprenticeships comprise the bulk (88%) of all recruitment to FETAC apprenticeships. However, this figure records a decline from 90.5% in 08/09.

The following section provides an overview of enrolments from further education and training in the Institutes of Technology. As the Institutes provide the education element of a number of Fáilte Ireland and FÁS apprenticeships they have returned this data to the HEA for the first time. This is also fulfilling their reporting obligations under existing legislation. Previously this information was supplied to the HEA via the Institutes of Technology from FÁS. The data detailed in this section includes all apprenticeship enrolments in the calendar year.

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

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

Since 2003 FETAC has assumed responsibility for the many certificates formerly awarded by a range of bodies including FÁS, Fáilte Ireland, NCVA, NCEA and Teagasc.

**Table 8.1 All Further Education and Training Enrolments carried out in the Institute of Technology Sector 09/10**

	Male	Female	Total
FETAC Certificate	108	57	165
FETAC Advanced Certificate	9,051	168	9219
<b>Overall Total</b>	<b>9,159</b>	<b>225</b>	<b>9,384</b>

- Overall, male enrolment outnumbers female FETAC enrolment. Females comprise just 2.4% of FETAC enrolments both at Certificate and Advanced Certificate levels.

#### FETAC National Craft Certificates (Advanced Certificates)

Collaboration between FÁS and the Institutes of Technology allow apprentices to enter the Institutes of Technology for both phases 4 and 6 of their apprenticeship.

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

Apprentices are released by employers to attend Institutes of Technology for Phases 4 and 6 of their apprenticeship. These releases normally take place in the apprentice's second and third year of apprenticeship. On successful completion of an apprenticeship, a FETAC Level 6 advanced certificate is awarded; this is recognised nationally as the requirement for craftsperson status and has international status. According to FÁS craft apprentices are recruited into the following broad trade families;

- Electrical Family
- Engineering Family
- Construction Family
- Motor Family
- Print Media Family

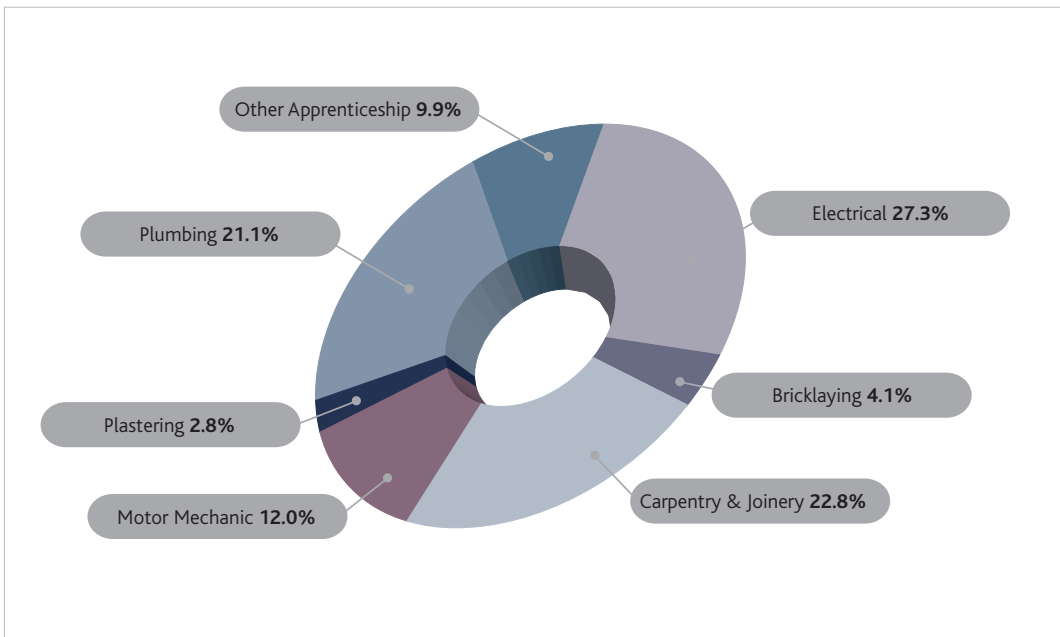


**Table 8.2 FÁS National Craft Certificate 09/10 Phases 4 and 6**

	Male	Female	Total
FETAC Certificates & Advanced Certificate (Apprentices Phase 4 and 6)	8,139	40	8,179

- Apprenticeships are still seen as very much a male preserve and once again this is strongly reflected in the gender imbalance. Females make up barely 0.48% of enrolments.

**Figure 8.1 Apprenticeship Enrolments by Trade Family**



- As would be expected construction related apprenticeships (including electrical engineering) comprise the bulk (88%) of all recruitment to FETAC apprenticeships. However, this figure records a slight decline from 90.5% in 08/09.
- Electrical apprenticeships from the largest single bloc (27.3%) in both the construction family of trades and overall recruitment.

A large, white, stylized character resembling a speech bubble or a person's head is the central focus. It has a large, empty oval for an eye on the left and a red location pin icon on the right. The word "SECTION" is written in bold, blue, sans-serif capital letters across the middle of the character's face. The background is a vibrant blue with various geometric shapes, including triangles and circles, in different shades of blue and purple. The overall style is modern and graphic.

**SECTION**



# INTERNATIONAL PROFILE

## KEY POINTS

- Non Irish domiciled students comprise 7% (11,500) of all full-time (undergraduate and postgraduate) enrolments in 2010/11.
- The majority of non Irish students are from Europe (34.4%) followed by America North (28.9%).
- The most popular fields of study for non-Irish domiciled new entrants in 2010/11 were Arts and Humanities and Social Science, Business and Law. The most popular field of study for research enrolments (non-Irish) was Science.

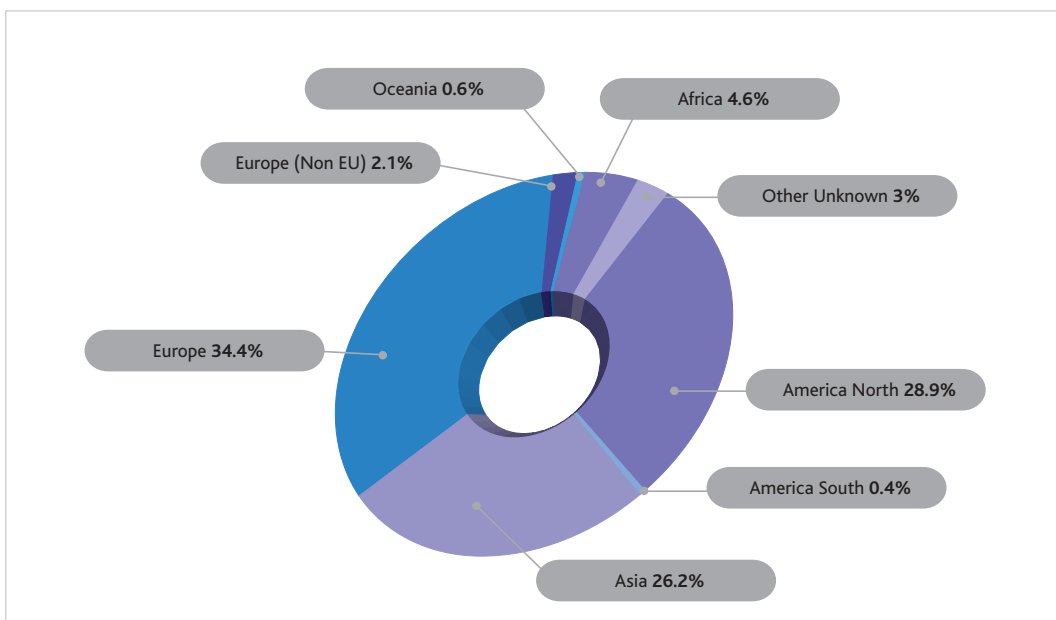
Table 9.1 Domiciliary Origin of all Full-time Enrolments 10/11 for All HEA Funded Institutions

Country of Origin	As % of Total	M	F	Total 10/11	Total 09/10
Ireland (Including Northern Ireland)	92.9%	73,254	76,252	149,506	144,732
Africa	0.3%	314	217	531	561
America North	2.1%	1,113	2,196	3,309	3,362
America South	0.0%	19	22	41	66
Asia	1.9%	1,592	1,414	3,006	3,021
Europe (EU)	2.5%	1,786	2,163	3,949	3,796
Europe (Non-EU)	0.2%	97	147	244	258
Oceania	0.0%	37	30	67	100
Other & Unknown	0.2%	187	132	319	372
<b>Total</b>	<b>100.0%</b>	<b>78,399</b>	<b>82,573</b>	<b>160,972</b>	<b>156,268</b>

■ Improved Response Rates ■ Reduced Response Rates

- All categories with exception of Ireland and Europe (EU) have recorded declines in Full-time enrolments from these regions. No doubt this is largely due to the global economic downturn. It should also be noted that these declines while unwelcome are in fact quite small.

Figure 9.1 Non-Irish Domiciled Students by Region of Domicile 10/11 for All HEA Funded Institutions



- Europe (EU) is the single largest bloc represented when Irish domiciled students are excluded accounting for 34.4% of enrolments. North America and Asia are the next largest accounting for 28.9% and 26.2% respectively.
- The remaining regions account for just 10% of overall Full-time enrolments.

**Table 9.2 Non Irish Domiciled Enrolments & Country of Origin**

United States	2594
Great Britain (excluding Northern Ireland)	1364
China	1221
Malaysia	702
Canada	660
Germany	554
France	502
Italy	313
India	289
Spain	231

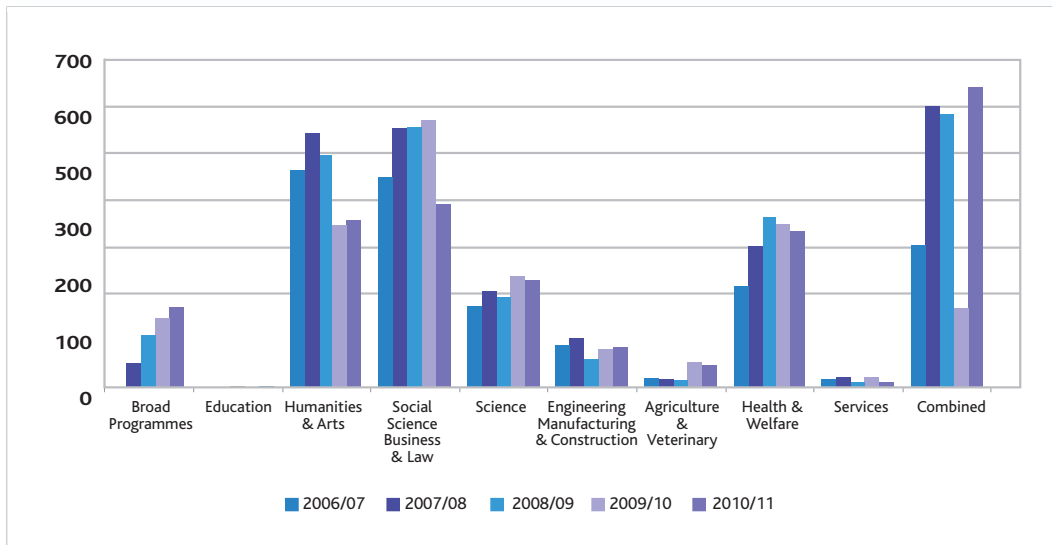
- Students from the US are the largest non-Irish domiciliary in HEA funded institutions followed by China and Great Britain. EU States account for 5 of the top ten non-Irish domiciled.

**Table 9.3 Non Irish Domiciled Top Ten Honours BA Degree Courses of Study**

	2008	2009	2010	2011
Medicine	1116	1037	1318	1089
Bachelor of Arts Degree	182	145	180	207
Two Subject Moderatorship (Arts TCD)	159	166	189	189
Economic and Social Studies	93	86	93	103
Commerce	0	0	64	68
Dentistry	53	59	60	67
BA in European Business	59	67	72	65
Bachelor of Commerce	54	61	60	58
Bachelor of Science Degree	30	25	52	58
Veterinary Medicine	60	60	61	57

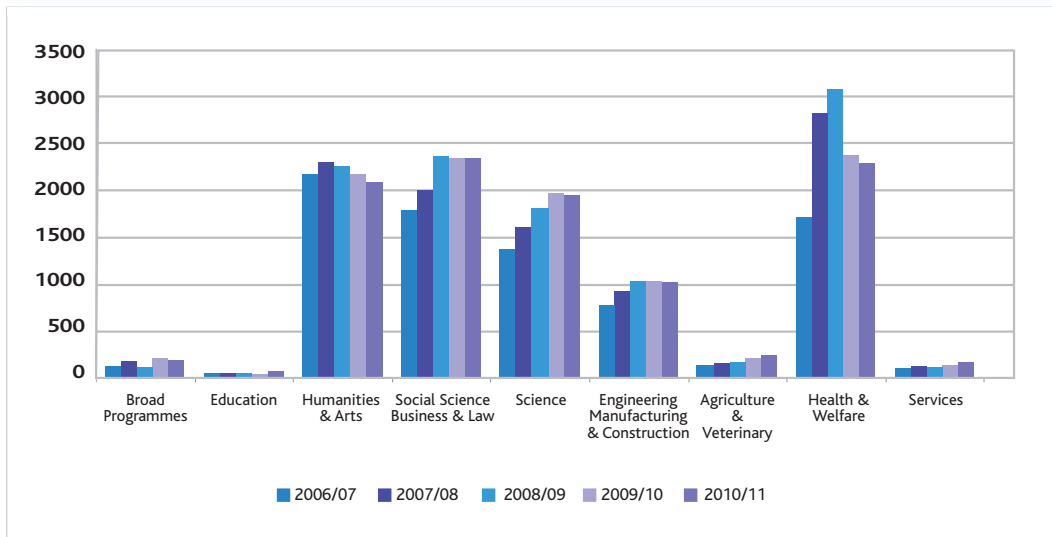
- Medicine is by far the most popular subject of study for non-Irish domiciled students.

Figure 9.2 All Full-time Non-Irish Domiciled New Entrants &amp; Field of Study



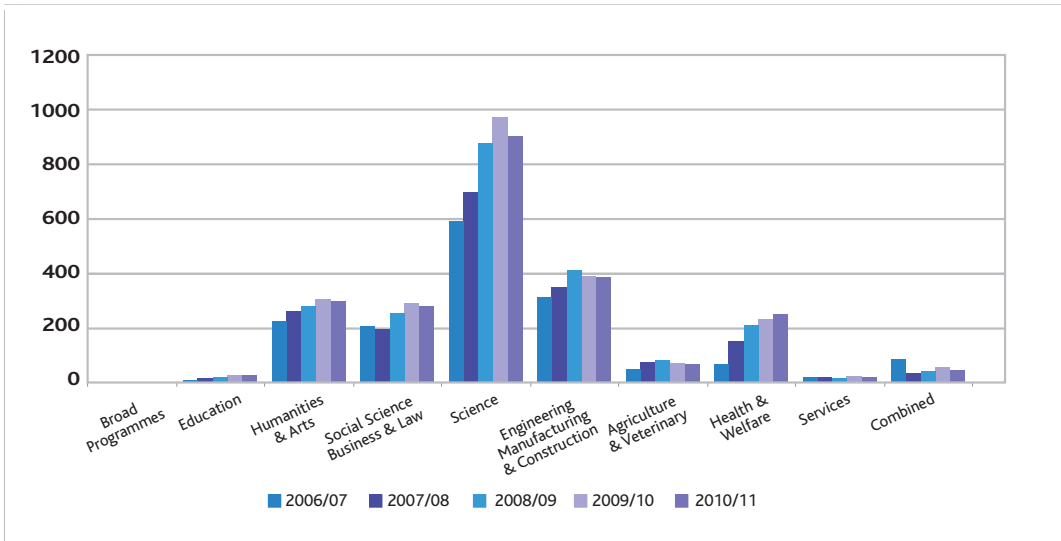
- Humanities & Arts and Social Science, Business & Law are the two most consistently popular disciplines of study for non-Irish domiciled students. Health & Welfare is also quite a popular area of study although all three have recorded minor declines.

Figure 9.3 All Full-time Non-Irish Domiciled Enrolments &amp; Field of Study



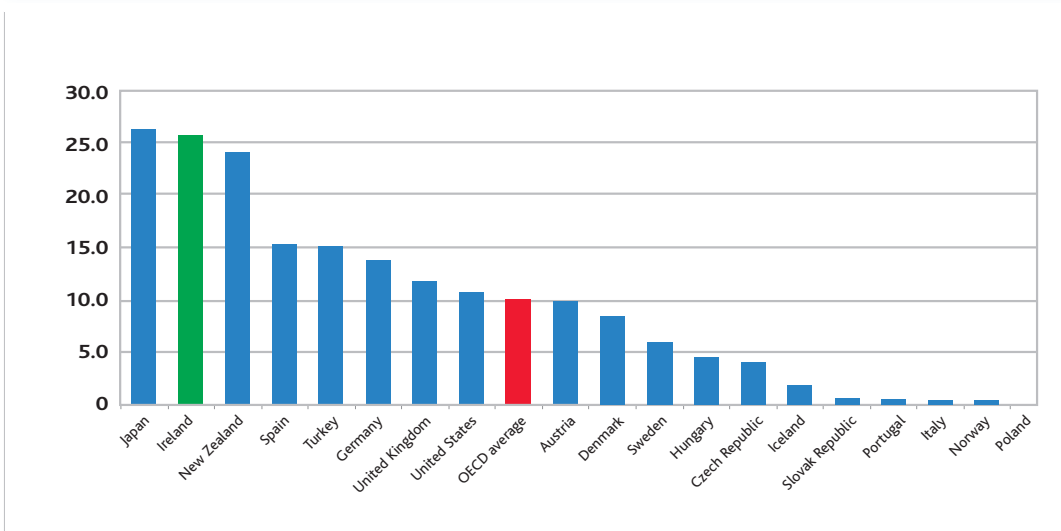
- When all Full-time enrolments are taken into account Health & Welfare is the largest single discipline reflecting the high standing HEA funded institutions hold in this area.

**Figure 9.4 All Full-time Non-Irish Domiciled Research Enrolments & Field of Study**



- At Research level, Science is by far the strongest discipline.

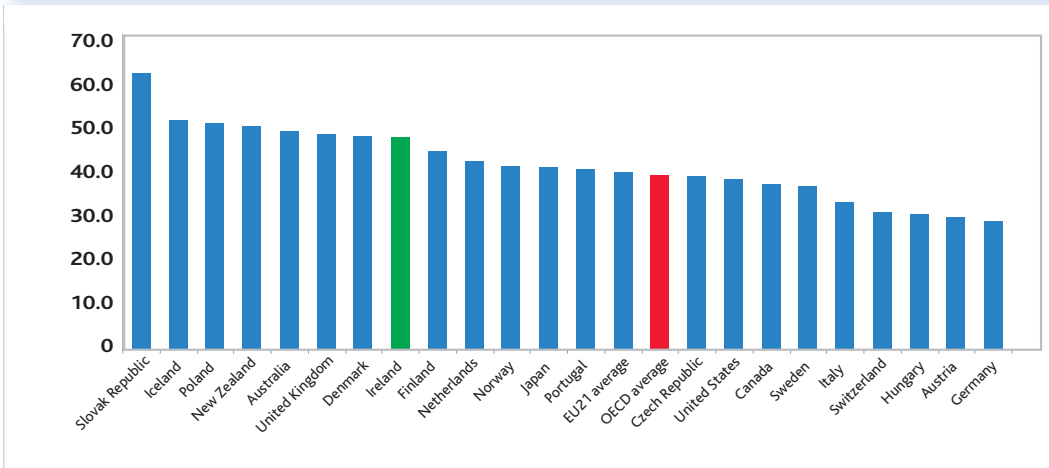
**Figure 9.5 % of Tertiary Type B Graduates to the Population at Typical Age of Graduation 2009 for selected OECD Countries**



Source: *Education at a Glance 2011, OECD*

- Tertiary Type B graduates correspond to Higher Certificate, University Certificate, Ordinary Degree and University Diploma graduates.
- The average for selected OECD countries is 10.4%. As with previous years Japan produces the highest number of tertiary type B graduates, Ireland performs well above average at 25.6%. This figure is down slightly from last year. However, it is important to note that Tertiary Type B programmes may differ in length in different countries and in turn impact on the participation and graduation rates.

Figure 9.6 % of Tertiary Type A Graduates to the Population at Typical Age of Graduation 2009 for selected OECD Countries

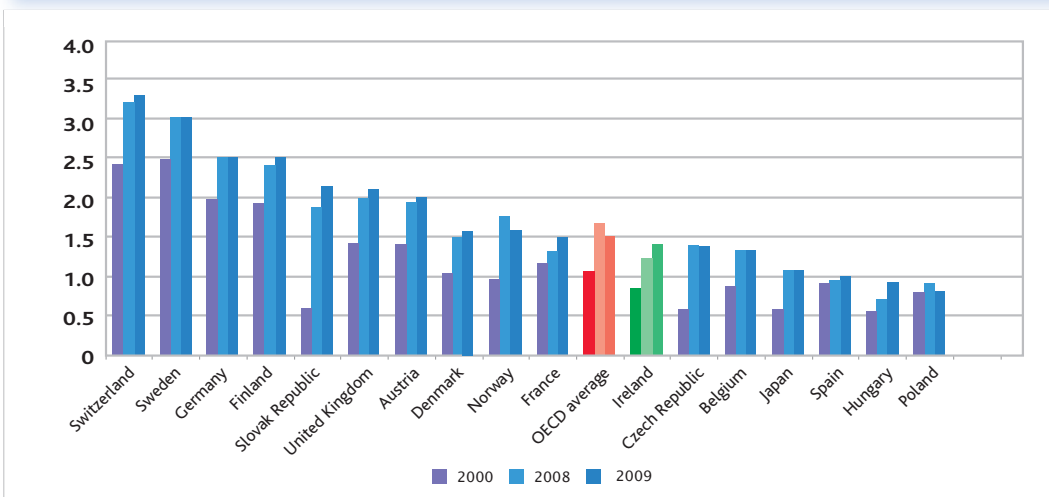


Source: *Education at a Glance 2011, OECD*

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

- The Slovak Republic has replaced Iceland producing the highest output of graduates for tertiary type A education at 61.4% of the population at typical age of graduation.
- At 47.1% the graduation rates of the population at the typical age of graduation in Ireland has risen 1% since last year. We remain well above the average rate (38.6%) for the selected OECD countries.

Figure 9.7 Trends in Net Graduation Rates in Advanced Research Qualifications in Selected OECD Countries, 2000, 2008 and 2009



Source: *Education at a Glance 2011, OECD*

Advanced Research Qualifications refer to Tertiary programmes that lead directly to the award of an advanced research qualification (PhD)

- Ireland is slightly below the average rate of 1.52% for the selected OECD countries with 1.39% at the typical age of graduation. However, this gap has noticeably been closing over the last year or so.



**Table 9.4 % Increase in Graduates across Selected European Countries 2000 – 2009**

Selected Countries where data is available	Tertiary-type A (first-time graduation)									
	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Austria	15	17	18	19	20	20	21	22	25	29
Czech Republic	14	14	15	17	20	23	29	35	36	38
Denmark	37	39	41	43	44	46	45	47	47	47
Finland	41	45	49	48	47	47	48	48	63	44
Germany	18	18	18	18	19	20	21	23	25	28
Greece	15	16	18	20	24	25	21	18	m	m
Hungary	m	m	m	m	29	32	30	29	30	30
Ireland	30	29	32	37	39	38	39	45	46	47
Italy	19	21	25	m	36	41	39	35	33	33
Japan	29	32	33	34	35	37	39	39	39	40
Netherlands	35	35	37	38	40	42	43	43	41	42
New Zealand	50	51	46	49	50	51	52	48	48	50
Norway	37	40	38	39	45	41	43	43	41	41
Poland	34	40	43	44	45	47	47	49	50	50
Portugal	23	28	30	33	32	32	33	43	45	40
Slovak Republic	m	m	23	25	28	30	35	39	57	61
Slovenia	m	m	m	m	m	18	21	20	20	27
Spain	29	30	30	30	30	30	30	30	27	27
Sweden	28	29	32	35	37	38	41	40	40	36
United Kingdom	42	43	43	45	47	47	47	46	48	48
United States	34	33	32	32	33	34	36	37	37	38
<b>OECD average</b>	<b>28</b>	<b>30</b>	<b>31</b>	<b>33</b>	<b>35</b>	<b>35</b>	<b>36</b>	<b>38</b>	<b>38</b>	<b>38</b>

- Most countries have displayed an increase in net graduation rates between 2000 and 2009. Ireland has remained above the OECD average every year bar 2001. At 47.1%, Ireland is above the OECD average of 38.3% for 2009.

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**SECTION**

# DEPARTMENT OF EDUCATION & SKILLS (DES) & OTHER DEPARTMENT AIDED INSTITUTIONS AND PRIVATELY FUNDED INSTITUTIONS

## KEY POINTS

- 56.1% of enrolments in DES and Other Aided institutions are undertaking an Honours Bachelor Degree. Enrolment at postgraduate level accounts for 15.2% of enrolments. Females account of 56% of all enrolments.
- 62% of enrolments in privately funded institutions are undertaking an Honours Bachelor Degree. Enrolment at postgraduate level accounts for 20.2% of enrolments. Females account of 54.8% of enrolments.

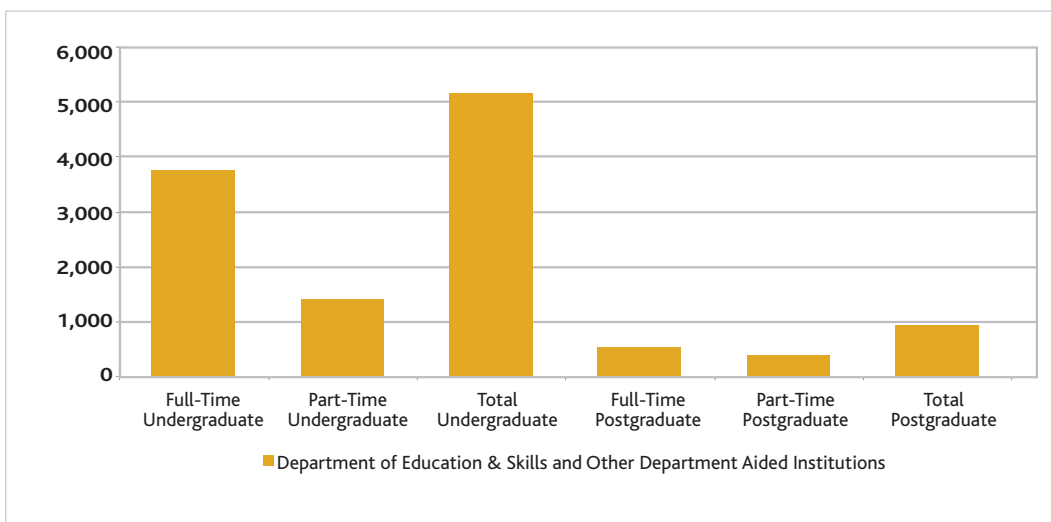
# DES & OTHER DEPARTMENT AIDED INSTITUTIONS AND PRIVATELY FUNDED INSTITUTIONS

**Table 10.1 Full-Time and Part-Time Enrolment 10/11 for the Other Aided Sector**

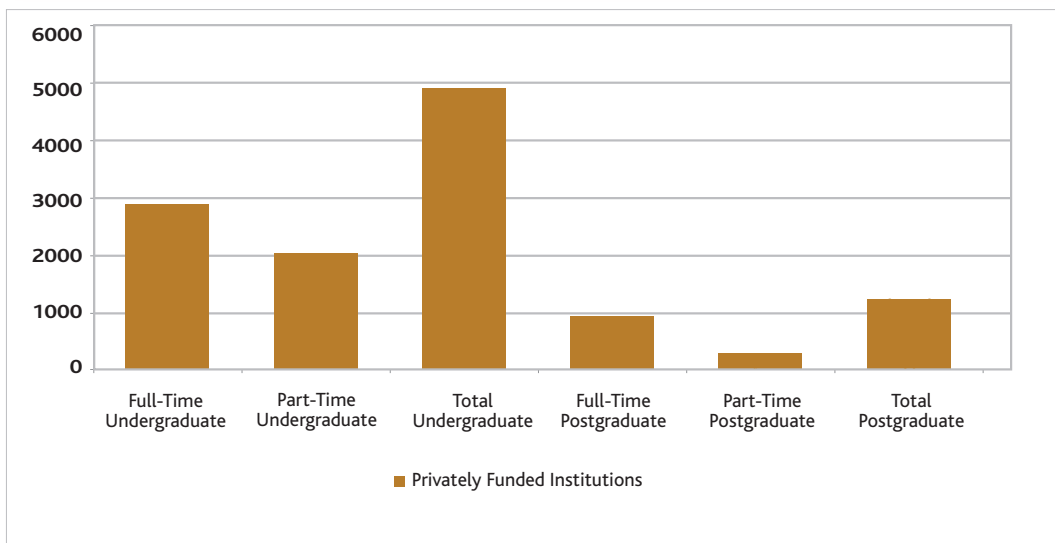
Total Full-Time and Part-Time	Department of Education & Skills and Other Department Aided Institutions			Privately Funded Institutions		
	M	F	Total	M	F	Total
<b>UNDERGRADUATE</b>						
Hons Bachelor Degree	1524	1893	3417	1687	2128	3815
Ordinary Bachelor Degree	197	364	561	349	384	733
Diploma & Certificate	325	411	736	171	203	374
Occasional	221	227	448	0	0	0
<b>Total Undergraduate</b>	<b>2267</b>	<b>2895</b>	<b>5162</b>	<b>2207</b>	<b>2715</b>	<b>4922</b>
<b>POSTGRADUATE</b>						
PhD	56	35	91	0	0	0
Masters	164	203	367	554	616	1170
Postgraduate Diploma & Cert	160	269	429	26	48	74
Occasional	28	13	41	0	0	0
<b>Total Postgraduate</b>	<b>408</b>	<b>520</b>	<b>928</b>	<b>580</b>	<b>664</b>	<b>1244</b>
<b>TOTAL</b>	<b>2675</b>	<b>3415</b>	<b>6090</b>	<b>2787</b>	<b>3379</b>	<b>6166</b>

- 62.2% of Undergraduate enrolments to DES and Other Department Aided Institutions are undertaking an Honours Degree. This figure rises to 77.5% for the Privately Funded Institutions who reported.
- Enrolment at postgraduate level accounts for 15.2% of all enrolments in DES and Other Department Aided Institutions and 20.2% for Privately Funded Institutions.
- It is important to note that no direct comparison can be made with previous years for the Privately Funded Institutions as they are under no obligation to report to the HEA and we are unable to guarantee that the same institutions will report every year.

**Figure 10.1 Full-Time and Part-Time Enrolments in DES & Other Department Aided Institutions**

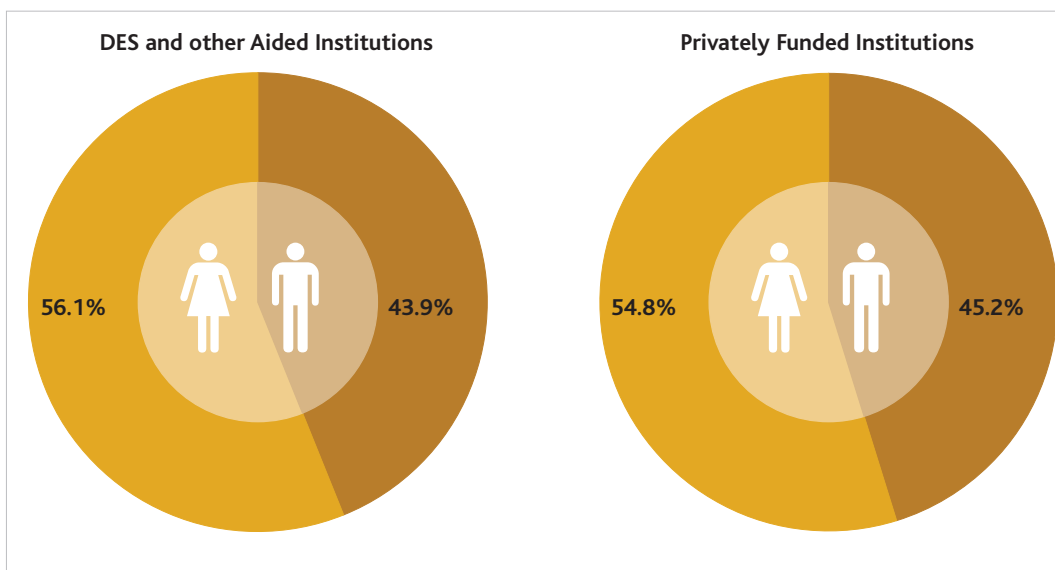


**Figure 10.2 Full-Time and Part-Time Enrolments in Privately Funded Institutions**



- As with HEA Funded Institutions, Undergraduates account for the vast majority of enrolments in both sectors.

**Figure 10.3 Gender Breakdown of Total Enrolments in Other Aided Colleges 10/11**



- Mirroring the University sector, the overall gender breakdown is biased towards females for both sectors.



**SECTION**

# Institutional Profiles

Table 11.1(a) Full-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the University Sector

Full - Time	UCD		UCC		NUIG		TCD		NUJM		DCU		UL		MIC		SPD		MDEI		NCAD		RCSI		St. Angela's		TOTALS		GRAND TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
<b>UNDERGRADUATE</b>																														
HONOURS	6869	7661	5261	7030	4764	5480	4329	6561	2577	3190	3041	3429	4789	3631	590	1912	403	1435	125	258	247	514	930	977	15	421	33940	42499	76439	
BACHELORS DEGREE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ORDINARY DEGREES	76	32	17	90	16	22	34	89	13	10	1	37	9	47	0	0	0	0	0	0	0	0	0	0	0	0	166	327	493	
DIPLOMA & CERT	119	173	141	502	144	503	65	153	29	47	60	105	0	0	0	0	0	0	0	0	0	0	0	0	0	0	558	1483	2041	
OCCASIONAL	7064	7866	5419	7622	4924	6005	4428	6803	2619	3247	3102	3571	4798	3678	590	1912	403	1435	125	258	247	514	930	977	15	421	34664	44309	78973	
<b>POSTGRADUATE</b>																														
PHD	868	755	524	532	390	477	861	870	182	193	315	254	323	277	30	39	0	0	6	3	9	18	71	92	0	0	3579	3510	7089	
MASTERS RESEARCH	80	87	73	59	44	37	99	70	29	31	34	29	65	39	17	24	0	0	1	2	18	39	33	37	0	0	493	454	947	
MASTERS TAUGHT	1015	1177	534	605	494	644	382	585	235	283	467	336	300	436	24	37	0	0	15	32	25	48	0	0	0	0	3491	4183	7674	
POSTGRAD DIPLOMA & CERT	183	359	199	356	222	496	113	345	122	177	66	37	126	152	46	126	40	103	0	0	0	0	23	22	0	0	1140	2173	3313	
OCCASIONAL	0	0	26	30	0	0	0	6	12	10	0	0	0	0	0	0	0	0	0	0	0	0	6	1	0	0	44	47	91	
TOTAL	2146	2378	1356	1582	1150	1654	1455	1876	580	694	882	656	814	904	117	226	40	103	22	37	52	105	133	152	0	0	8747	10367	19114	
<b>TOTAL FULL TIME</b>																														
	9210	10244	6775	9204	6074	7659	5883	8679	3199	3941	3984	4227	5612	4582	707	2138	443	1538	147	295	299	619	1063	1129	15	421	43411	54676	98087	

Table 11.1(b) Part-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the University Sector

Part-Time	UCD		UCC		NUIG		TCD		NUJM		DCU		UL		MIC		SPD		MDEI		NCAD		RCSI		St Angela's		TOTALS		GRAND TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
<b>UNDERGRADUATE</b>																														
HOURS	229	211	69	57	309	572	33	29	49	112	19	66	113	91	0	0	0	0	0	24	10	6	3	5	131	0	0	856	1282	2138
BACHELORS DEGREE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	2	
ORDINARY DEGREES	471	602	7	46	341	676	71	27	38	80	4	0	54	113	6	3	0	0	49	94	55	151	0	0	0	0	19	1096	1811	2907
DIPLOMA & CERT	60	94	43	137	9	85	40	61	87	237	141	283	0	0	0	0	0	0	4	27	0	0	0	0	6	109	390	1033	1423	
OCCASIONAL	760	907	119	240	659	1333	144	117	174	429	164	349	167	204	6	3	0	0	77	131	61	154	5	131	7	129	2343	4127	6470	
<b>POSTGRADUATE</b>																														
PHD	50	70	37	39	38	45	128	137	25	34	69	80	62	62	1	0	27	53	1	5	0	0	0	0	0	0	0	438	525	963
MASTERS RESEARCH	23	23	28	31	15	13	42	28	1	4	18	16	19	14	2	0	1	2	1	0	0	0	0	0	0	0	0	150	131	281
MASTERS TAUGHT	579	509	144	192	174	187	265	484	125	106	485	439	116	133	16	73	30	137	13	54	0	12	71	254	15	76	2033	2656	4689	
POSTGRAD DIPLOMA & CERT	528	533	167	234	89	193	197	149	97	130	129	135	31	101	6	28	64	299	0	0	0	0	102	555	28	173	1438	2530	3968	
OCCASIONAL	63	101	3	4	0	0	1	14	5	52	72	32	0	0	0	0	0	0	1	1	0	0	0	0	0	0	145	204	349	
TOTAL	1243	1236	379	500	316	438	633	812	253	326	773	702	228	310	25	101	122	491	16	60	0	12	173	809	43	249	4204	6046	10250	
<b>TOTAL PART TIME</b>																														
2003	2143	498	740	975	1771	777	929	427	755	937	1051	395	514	31	104	122	491	93	191	61	166	178	940	50	378	6547	10173	16720		



**Table 11.2(a) Full-Time Enrolments by Institution, Gender, Mode of Study and Award Level for the Institute of Technology Sector**

FULL-TIME	AIT		CIT		DIT		DUADT		DKIT		GMIT		ITB		ITC		ITS		ITT		ITTRA		LYIT		LUT		TI		WIT		TOTALS		GRAND TOTAL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F			
<b>UNDERGRADUATE</b>																																	
HONOURS DEGREE	521	811	1773	1186	4249	3351	785	909	787	1059	770	793	417	423	761	867	597	812	654	612	441	637	206	401	1063	1283	203	1752	2183	14979	15500	30479	
ORDINARY DEGREE	583	459	2356	1308	1567	549	220	51	1300	933	2268	1225	552	349	846	358	1201	914	685	368	477	385	884	762	790	215	115	64	901	559	14745	8499	23244
DIPLOMA & CERT	563	541	176	99	406	355	0	0	136	35	193	114	124	29	236	265	113	133	318	108	258	171	148	78	430	231	59	57	495	241	3655	2457	6112
OCCASIONAL	32	31	30	13	121	27	0	0	2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	5	19	190	94	284	
<b>TOTAL</b>	<b>1699</b>	<b>1842</b>	<b>4335</b>	<b>2606</b>	<b>6943</b>	<b>4282</b>	<b>1005</b>	<b>960</b>	<b>2225</b>	<b>2031</b>	<b>3231</b>	<b>2132</b>	<b>1093</b>	<b>801</b>	<b>1843</b>	<b>1490</b>	<b>1911</b>	<b>1859</b>	<b>1657</b>	<b>1088</b>	<b>1176</b>	<b>1193</b>	<b>1238</b>	<b>1241</b>	<b>2283</b>	<b>1729</b>	<b>377</b>	<b>294</b>	<b>3153</b>	<b>3002</b>	<b>33569</b>	<b>26550</b>	<b>60119</b>
<b>POSTGRADUATE</b>																																	
PHD	4	3	36	19	130	109	0	0	2	6	9	7	1	2	8	7	4	9	14	14	1	2	0	0	0	1	0	0	22	13	231	192	423
MASTERS RESEARCH	23	17	41	29	42	20	2	6	11	12	10	12	9	4	12	6	34	22	20	16	5	4	5	7	18	22	0	0	51	50	283	227	510
MASTERS TAUGHT	38	56	70	100	330	333	29	44	36	30	48	25	4	7	0	0	1	2	0	0	5	13	22	12	10	32	0	0	144	106	737	760	1497
POSTGRAD DIPLOMA & CERT	6	7	0	70	75	69	1	10	0	0	4	10	0	0	0	0	11	2	0	0	0	0	31	12	7	23	0	0	21	18	156	151	307
OCCASIONAL	0	0	0	0	0	0	0	0	0	0	12	17	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	17	29	
<b>TOTAL</b>	<b>71</b>	<b>83</b>	<b>147</b>	<b>148</b>	<b>577</b>	<b>531</b>	<b>32</b>	<b>60</b>	<b>49</b>	<b>48</b>	<b>83</b>	<b>71</b>	<b>14</b>	<b>13</b>	<b>20</b>	<b>13</b>	<b>50</b>	<b>35</b>	<b>34</b>	<b>30</b>	<b>11</b>	<b>19</b>	<b>58</b>	<b>31</b>	<b>35</b>	<b>78</b>	<b>0</b>	<b>238</b>	<b>187</b>	<b>1419</b>	<b>1347</b>	<b>2766</b>	
<b>TOTAL FULL-TIME</b>	<b>1770</b>	<b>1925</b>	<b>4482</b>	<b>2754</b>	<b>6920</b>	<b>4813</b>	<b>1037</b>	<b>1020</b>	<b>2274</b>	<b>2079</b>	<b>3314</b>	<b>2203</b>	<b>1107</b>	<b>814</b>	<b>1863</b>	<b>1503</b>	<b>1961</b>	<b>1894</b>	<b>1691</b>	<b>1118</b>	<b>1187</b>	<b>1212</b>	<b>1296</b>	<b>1272</b>	<b>2318</b>	<b>1807</b>	<b>377</b>	<b>294</b>	<b>3391</b>	<b>3189</b>	<b>34988</b>	<b>27897</b>	<b>62885</b>

Table 11.2(b) Part - Time Enrolments by Institution, Gender, Mode of Study and Award Level for the Institute of Technology Sector

PART-TIME	AIT		CIT		DIT		DIADT		DKIT		GMT		ITB		ITC		ITS		ITT		ITTRA		LVIT		LIT		TI		WIT		TOTALS		GRAND TOTAL	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F				
<b>UNDERGRADUATE</b>																																		
HOURS DEGREE	26	62	104	98	510	351	14	31	22	1	46	35	8	12	277	569	21	18	64	95	17	5	32	56	82	68	0	1	74	119	1297	1521	2818	
ORDINARY DEGREE	105	148	240	201	417	132	0	0	11	4	268	385	95	58	54	75	65	78	400	150	41	60	92	52	247	14	2	1	88	97	2125	1455	3580	
DIPLOMA & CERT	81	139	232	118	206	34	0	0	13	9	35	18	107	76	62	20	211	46	190	75	14	13	28	39	119	41	1	1	210	406	1509	1035	2544	
OCCASIONAL	127	210	514	323	501	247	32	19	74	106	49	124	86	62	185	126	0	0	118	157	77	46	16	39	111	122	190	148	52	82	2132	1811	3943	
<b>TOTAL</b>	<b>339</b>	<b>559</b>	<b>1090</b>	<b>740</b>	<b>1634</b>	<b>764</b>	<b>46</b>	<b>50</b>	<b>120</b>	<b>120</b>	<b>398</b>	<b>562</b>	<b>296</b>	<b>208</b>	<b>578</b>	<b>790</b>	<b>297</b>	<b>142</b>	<b>772</b>	<b>477</b>	<b>149</b>	<b>124</b>	<b>168</b>	<b>186</b>	<b>559</b>	<b>245</b>	<b>193</b>	<b>151</b>	<b>424</b>	<b>704</b>	<b>7063</b>	<b>5822</b>	<b>12885</b>	
<b>POSTGRADUATE</b>																																		
PHD	1	0	0	0	44	27	0	0	0	1	0	0	0	0	0	0	0	0	1	0	1	4	0	0	0	0	0	0	0	10	7	57	39	96
MASTERS RESEARCH	2	0	0	0	26	24	0	0	3	2	0	0	0	0	0	0	0	0	3	0	1	1	1	1	0	3	0	0	12	10	48	41	89	
MASTERS TAUGHT	39	24	57	64	550	378	21	31	25	21	4	2	9	11	17	41	3	5	27	6	6	7	27	18	10	17	0	0	100	174	895	799	1694	
POSTGRAD DIPLOMA & CERT	26	22	0	0	107	47	0	0	0	15	0	0	0	0	33	18	0	0	32	11	13	6	0	0	0	0	0	0	12	41	223	160	383	
OCCASIONAL	9	169	2	0	30	40	0	0	0	0	5	2	0	0	23	3	19	21	0	0	0	0	0	0	6	19	0	0	0	94	254	348		
<b>TOTAL</b>	<b>77</b>	<b>215</b>	<b>59</b>	<b>64</b>	<b>757</b>	<b>516</b>	<b>21</b>	<b>31</b>	<b>28</b>	<b>39</b>	<b>9</b>	<b>4</b>	<b>9</b>	<b>11</b>	<b>73</b>	<b>62</b>	<b>22</b>	<b>26</b>	<b>63</b>	<b>17</b>	<b>21</b>	<b>18</b>	<b>28</b>	<b>19</b>	<b>16</b>	<b>39</b>	<b>0</b>	<b>134</b>	<b>232</b>	<b>1317</b>	<b>1293</b>	<b>2610</b>		
<b>TOTAL PART-TIME</b>	<b>416</b>	<b>774</b>	<b>1149</b>	<b>804</b>	<b>2391</b>	<b>1280</b>	<b>67</b>	<b>81</b>	<b>148</b>	<b>159</b>	<b>407</b>	<b>566</b>	<b>305</b>	<b>219</b>	<b>651</b>	<b>852</b>	<b>319</b>	<b>168</b>	<b>835</b>	<b>494</b>	<b>170</b>	<b>142</b>	<b>196</b>	<b>205</b>	<b>575</b>	<b>284</b>	<b>193</b>	<b>151</b>	<b>558</b>	<b>936</b>	<b>8380</b>	<b>7115</b>	<b>15495</b>	

Table 11.3 Enrolments by Institution, Gender, Mode of Study and Age for the University Sector

AGE		UCD		UCC		NUIG		TCD		NUJM		DCU		UL		MIC		SPD		MDEI		NCAD		RCSI		St. Angela's		TOTALS		GRAND TOTAL
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
17 AND UNDER	72	118	60	90	141	191	40	60	62	81	53	51	100	59	21	44	11	38	3	5	0	1	8	8	1	8	572	754	1326	
18	776	937	545	806	761	881	513	713	357	535	431	462	693	420	89	299	81	233	18	30	10	32	58	53	0	47	4332	5448	9780	
19	1545	1738	1126	1663	1111	1333	992	1403	524	770	683	734	983	786	127	440	97	395	25	63	45	105	102	104	0	79	7360	9613	16973	
20	1576	1800	1226	1826	1094	1605	942	1502	578	759	668	802	940	777	120	492	87	360	27	54	53	86	141	166	4	82	7456	10311	17767	
21	1345	1521	1007	1470	760	1032	840	1334	370	475	549	679	840	707	76	310	50	205	24	57	36	106	147	148	2	91	6046	8135	14181	
22	944	1040	720	904	446	531	570	901	247	403	401	492	466	35	129	14	67	8	31	38	73	130	138	2	46	4051	4974	9025		
23	556	617	356	424	316	348	346	430	126	133	246	211	266	192	20	52	10	38	1	11	18	34	99	108	1	11	2361	2626	4987	
24	366	397	276	288	204	256	214	320	101	122	179	130	194	209	18	53	19	31	5	7	13	16	89	91	1	7	1679	1910	3589	
25-29	1050	1095	772	885	635	749	767	1047	397	327	448	408	579	490	68	137	35	92	12	14	34	46	179	215	1	22	4977	5527	10504	
30 AND OVER	980	981	687	848	606	732	659	969	435	492	323	346	525	476	133	182	39	79	24	23	52	120	106	97	3	28	4572	5373	9945	
Age Unknown	0	0	0	0	0	1	0	0	0	0	1	3	0	0	0	0	0	0	0	0	0	0	0	4	1	0	0	5	5	10
TOTALS	9210	10244	6775	9204	6074	7659	5883	8679	3199	3941	3984	4227	5612	4582	707	2138	443	1538	147	295	299	619	1063	1129	15	421	43411	54676	98087	

AGE		UCD		UCC		NUIG		TCD		NUJM		DCU		UL		MIC		SPD		MDEI		NCAD		RCSI		St. Angela's		TOTALS		GRAND TOTAL
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
17 AND UNDER	3	2	1	0	28	56	0	0	1	4	0	1	0	0	0	0	1	1	0	0	0	0	0	1	1	0	35	65	100	
18	1	0	6	8	6	13	0	0	13	31	2	3	0	0	0	0	0	0	0	1	0	0	0	0	0	0	28	56	84	
19	2	2	10	3	3	5	2	5	11	68	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	29	83	112	
20	4	6	2	4	2	6	20	30	32	70	6	10	0	0	0	0	0	1	0	0	0	0	0	0	0	1	66	128	194	
21	4	9	3	6	2	7	10	21	31	4	11	4	11	2	2	0	0	3	0	0	2	1	0	1	1	1	42	93	135	
22	12	27	4	7	8	18	4	8	11	14	14	13	3	4	0	4	2	9	0	0	2	1	0	4	0	1	60	110	170	
23	30	56	5	14	7	26	15	13	10	8	10	24	5	6	2	4	6	10	0	1	3	1	1	1	1	3	95	167	262	
24	60	71	9	28	18	41	11	28	8	14	22	29	2	7	2	13	6	34	2	4	1	4	2	17	1	6	144	296	440	
25-29	355	499	61	197	141	294	142	224	42	87	163	196	60	105	8	26	22	136	2	21	7	25	25	170	7	112	1035	2092	3127	
30 AND OVER	1531	1471	396	472	759	1296	573	600	287	428	713	762	323	390	17	57	83	278	89	162	45	131	133	703	38	245	4987	6995	11982	
Age Unknown	1	0	1	1	1	9	0	0	0	0	2	2	0	0	0	0	2	19	0	2	1	3	17	43	1	9	26	88	114	
TOTALS	2003	2143	498	740	975	1771	777	929	427	755	937	1051	395	514	31	104	122	491	93	191	61	166	178	940	50	378	6547	10173	16720	

Table 11.4 Enrolments by Institution, Gender, Mode of Study and Age for the Institute of Technology Sector

AGE	FULL-TIME												PART-TIME																						
	AIT		CIT		DIT		DUADT		DKIT		GMIT		ITB		ITC		ITS		ITT		ITTRA		LYIT		LIT		TI		WIT		TOTALS		GRAND TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
17 AND UNDER	35	32	44	33	78	58	6	3	66	49	77	54	27	18	27	31	46	36	50	28	27	17	40	38	44	23	9	5	70	38	646	463	1109		
18	170	174	394	224	595	484	63	77	279	211	351	224	118	84	222	182	213	213	239	171	132	131	124	140	256	153	40	23	376	378	3572	2869	6441		
19	243	283	753	519	1131	837	155	198	406	341	517	330	204	136	281	252	337	329	318	252	190	197	187	391	307	58	43	543	540	5724	4751	10475			
20	239	314	838	481	1108	904	197	181	382	398	496	319	160	128	254	231	344	375	289	230	161	228	165	201	365	352	47	39	521	587	5566	4968	10534		
21	221	265	721	476	961	715	179	167	283	322	387	274	95	86	228	209	252	302	217	153	143	148	121	178	293	254	35	29	406	467	4542	4045	8587		
22	159	198	469	306	716	558	122	118	184	216	288	197	62	80	185	94	151	164	152	77	84	98	71	97	178	166	17	15	297	296	3135	2680	5815		
23	109	101	274	150	441	287	64	56	93	111	156	127	48	31	95	63	98	81	96	37	61	45	69	47	122	98	8	8	176	136	1910	1378	3288		
24	112	74	174	69	336	170	55	35	72	62	124	80	38	19	90	49	69	48	48	23	32	36	52	41	85	45	14	6	136	86	1437	843	2280		
25-29	215	231	418	228	817	412	125	73	248	155	410	228	146	77	199	124	218	135	141	57	141	122	164	133	265	170	45	38	383	264	3935	2447	6382		
30 AND OVER	267	253	397	267	737	388	71	112	261	214	508	370	209	155	282	268	233	211	141	90	216	190	293	210	319	239	104	88	483	396	4521	3451	7972		
Age Unkown	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	2	2
TOTALS	1770	1925	4482	2754	6920	4813	1037	1020	2274	2079	3314	2203	1107	814	1863	1503	1961	1894	1691	1118	1187	1212	1296	1272	2318	1807	377	294	3391	3189	34988	27897	62885		
AGE	FULL-TIME												PART-TIME																						
	AIT		CIT		DIT		DUADT		DKIT		GMIT		ITB		ITC		ITS		ITT		ITTRA		LYIT		LIT		TI		WIT		TOTALS		GRAND TOTAL		
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
17 AND UNDER	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	10	20	0	0	0	2	13	23	36	36	
18	1	0	5	0	12	5	1	0	1	0	4	3	0	1	1	3	2	0	2	1	2	1	6	4	5	9	0	0	4	0	46	27	73	73	
19	2	3	13	2	23	9	1	1	2	0	21	17	1	1	3	7	11	6	1	6	13	3	13	12	18	6	0	3	3	125	76	201	201		
20	6	7	28	7	36	7	4	8	0	0	49	21	2	2	3	13	22	13	9	6	14	10	22	9	47	18	0	5	0	247	121	368	368		
21	6	8	21	13	39	24	3	0	1	2	47	17	3	1	3	15	16	9	11	12	10	1	18	7	28	14	4	0	5	10	215	133	348		
22	8	11	37	8	46	31	2	2	2	5	27	14	10	3	10	35	15	5	12	20	7	3	14	11	20	8	2	1	5	18	217	175	392		
23	9	18	40	26	81	62	4	1	3	3	22	14	13	13	15	31	16	5	17	23	7	4	6	8	34	8	3	2	14	19	284	237	521		
24	8	32	53	28	94	62	0	1	3	4	13	15	6	12	19	42	18	13	32	24	8	5	3	6	23	6	4	2	14	26	298	278	576		
25-29	72	146	249	240	639	402	9	15	19	53	48	96	72	57	122	220	91	40	207	147	40	32	18	25	98	40	19	13	115	144	1818	1670	3488		
30 AND OVER	299	542	700	477	1412	671	43	53	116	91	176	369	198	129	474	486	128	77	543	255	69	83	96	123	292	155	161	133	393	711	5100	4355	9455		
Age Unkown	5	7	3	3	7	6	0	0	1	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	17	20	37	37	
TOTALS	416	774	1149	804	2391	1280	67	81	148	159	407	566	305	219	651	852	319	168	835	494	170	142	196	205	575	284	193	151	558	936	8380	7115	15495		

**Table 11.5 Full-time Undergraduate and Postgraduate Enrolments by Institution and Field of Study for the University Sector**

Field of Study	University College Dublin	University College Cork	University of Ireland, Galway	Trinity College Dublin	National University of Ireland, Maynooth	Dublin City University	University of Limerick	Mary Immaculate College	St. Patrick's Drumcondra	Mater Dei Institute	National College of Art and Design	Royal College of Surgeons	St. Angela's	Field Total
Broad Programmes	0.0%	0.0%	0.0%	1.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Education	1.6%	3.0%	3.2%	7.1%	3.9%	4.3%	6.6%	60.3%	70.5%	75.3%	7.1%	0.0%	49.8%	7%
Humanities & Arts	18.8%	21.2%	34.0%	20.3%	40.4%	13.0%	16.0%	35.4%	29.5%	24.7%	91.8%	0.0%	0.0%	23%
Social Science, Business & Law	28.3%	24.9%	23.0%	20.9%	28.8%	33.4%	28.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	24%
Science	14.7%	21.2%	16.7%	17.8%	21.3%	25.2%	15.6%	4.3%	0.0%	0.0%	0.0%	0.0%	0.0%	17%
Engineering, Manufacturing & Construction	8.8%	6.7%	9.0%	6.1%	3.2%	7.1%	17.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.9%	8%
Agriculture & Veterinary	8.9%	0.0%	0.0%	0.0%	0.0%	0.0%	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2%
Health & Welfare	18.9%	20.0%	13.1%	25.8%	2.4%	16.5%	13.5%	0.0%	0.0%	0.0%	1.1%	100.0%	49.3%	18%
Services	0.1%	0.0%	0.9%	0.2%	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Combined	0.0%	3.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1%
<b>Institution Full-time Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 11.6 Part-time Undergraduate and Postgraduate Enrolments by Institution and Field of Study for the University Sector

Field of Study	University College Dublin	University College Cork	University of Ireland, Galway	Trinity College Dublin	National University of Ireland, Maynooth	Dublin City University	University of Limerick	Mary Immaculate College	St Patrick's Drumcondra	Mater Dei Institute	National College of Art and Design	Royal College of Surgeons	St. Angela's	Field Total
Broad Programmes	9.0%	0.0%	1.8%	6.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3%
Education	3.0%	11.5%	23.5%	12.0%	25.5%	16.2%	5.4%	73.3%	94.6%	13.7%	1.8%	0.0%	47.0%	16%
Humanities & Arts	10.2%	7.8%	24.0%	6.6%	39.4%	5.0%	11.8%	20.0%	5.4%	86.3%	98.2%	0.0%	8.4%	15%
Social Science, Business & Law	40.5%	32.1%	25.5%	15.8%	20.1%	34.0%	37.1%	6.7%	0.0%	0.0%	0.0%	2.9%	3.7%	26%
Science	6.2%	9.3%	7.6%	19.2%	4.2%	9.1%	9.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.7%	7%
Engineering, Manufacturing & Construction	4.7%	1.8%	5.1%	8.2%	2.7%	4.9%	10.1%	0.0%	0.0%	0.0%	0.0%	0.0%	4.9%	4%
Agriculture & Veterinary	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1%
Health & Welfare	19.0%	28.4%	12.6%	31.2%	6.3%	28.7%	21.7%	0.0%	0.0%	0.0%	0.0%	97.1%	35.3%	25%
Services	4.7%	9.1%	0.0%	0.7%	1.8%	2.1%	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	3%
Combined	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
<b>Institution Overall Part-time Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Table 11.7 Full-time Undergraduate and Postgraduate Enrolments by Institution and Field of Study for the Institute of Technology Sector**

Field of Study	Athlone IT	Cork IT	Dublin Institute of Technology	Dun Laoghaire Institute of Art, Design and Technology	Dundalk IT	Galway-Mayo IT	IT Blanchardstown	IT Carlow	IT Sligo	IT Tallaght	IT Tralee	Letterkenny IT	Limerick IT	Tipp Inst	Waterford IT	Field Total
Broad Programmes	0.0%	0.0%	1.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	3.5%	0.0%	0.0%	4.8%	0.0%	0.5%	1%
Education	0.0%	0.4%	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.7%	0.0%	0.1%	0%
Humanities & Arts	5.4%	11.1%	10.1%	45.6%	9.6%	9.1%	0.2%	7.0%	8.1%	5.2%	10.0%	7.3%	16.8%	0.0%	8.6%	10%
Social Science, Business & Law	27.7%	19.4%	27.9%	47.2%	30.3%	27.6%	27.3%	30.4%	24.1%	43.3%	17.6%	28.9%	17.7%	56.3%	28.1%	28%
Science	14.0%	18.9%	10.7%	7.2%	14.2%	13.5%	18.5%	17.2%	13.9%	20.5%	13.0%	21.0%	11.3%	43.7%	11.2%	14%
Engineering, Manufacturing & Construction	9.9%	28.1%	28.2%	0.0%	15.3%	23.3%	14.6%	19.2%	18.3%	19.0%	10.3%	18.8%	29.0%	0.0%	16.7%	20%
Agriculture & Veterinary	2.6%	1.9%	0.0%	0.0%	4.8%	2.9%	5.8%	0.0%	0.5%	0.0%	2.9%	1.7%	0.0%	0.0%	5.3%	2%
Health & Welfare	24.8%	8.6%	7.0%	0.0%	18.8%	5.3%	26.8%	17.8%	17.7%	4.2%	26.0%	15.2%	12.8%	0.0%	22.5%	13%
Services	15.5%	11.6%	14.0%	0.0%	6.9%	18.1%	6.9%	8.5%	17.3%	4.2%	19.8%	7.3%	6.9%	0.0%	7.1%	11%
Combined	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Institution Full-time Total as%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Table 11.8 Part-time Undergraduate and Postgraduate Enrolments by Institution and Field of Study for the Institute of Technology Sector

Field of Study	Athlone IT	Cork IT	Dublin Institute of Technology	Dun Laoghaire Institute of Art, Design and Technology	Dundalk IT	Galway-Mayo IT	IT Blanchardstown	IT Carlow	IT Sligo	IT Tallaght	IT Tralee	Letterkenny IT	Limerick IT	Tipp Inst	Waterford IT	Field Total
Broad Programmes	6.9%	0.5%	0.8%	0.0%	0.3%	0.0%	0.0%	6.1%	0.0%	5.9%	0.0%	0.0%	3.1%	52.3%	0.0%	3%
Education	0.0%	0.0%	3.5%	0.0%	15.6%	0.0%	1.5%	0.0%	0.0%	0.0%	2.2%	0.0%	2.6%	4.9%	39.6%	5%
Humanities & Arts	0.0%	5.9%	3.0%	43.9%	0.0%	21.0%	0.0%	1.2%	0.8%	2.7%	2.9%	4.0%	13.9%	4.1%	1.3%	5%
Social Science, Business & Law	37.9%	34.0%	34.7%	52.7%	61.2%	41.2%	50.6%	49.0%	29.8%	36.9%	29.2%	61.3%	27.1%	27.6%	26.6%	37%
Science	2.2%	18.7%	17.6%	3.4%	6.5%	6.3%	17.6%	0.7%	8.4%	13.5%	17.3%	17.2%	6.8%	11.0%	8.7%	12%
Engineering, Manufacturing &	2.5%	28.9%	29.0%	0.0%	5.9%	13.6%	16.8%	4.0%	4.7%	21.9%	17.3%	11.5%	41.3%	0.0%	11.8%	19%
Agriculture & Veterinary	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	5.3%	0.0%	0.0%	0.0%	1.3%	0.2%	0.0%	0.0%	0.0%	0%
Health & Welfare	40.3%	7.2%	2.1%	0.0%	10.4%	3.6%	8.2%	30.9%	53.0%	17.2%	14.1%	4.5%	4.3%	0.0%	9.8%	13%
Services	10.2%	4.8%	9.3%	0.0%	0.0%	14.2%	0.0%	8.1%	3.3%	1.9%	15.7%	1.2%	0.9%	0.0%	2.0%	6%
Combined	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
<b>Institution Overall Part-time Total as</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100%</b>



**Table 11.9 New Entrant Enrolments by Institution and Field of Study for the University Sector**

Field of Study	University College Dublin	University College Cork	National University of Ireland, Galway	Trinity College Dublin	National University of Ireland, Maynooth	Dublin City University	University of Limerick	Mary Immaculate College	St Patrick's Drumcondra	Mater Dei Institute	National College of Art and Design	Royal College of Surgeons	St Angela's	Field Total
Broad Programmes	0.0%	0.0%	0.0%	7.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1%
Education	0.0%	1.2%	0.9%	1.4%	3.4%	5.4%	6.6%	67.8%	68.8%	71.6%	0.0%	0.0%	53.0%	6%
Humanities & Arts	29.9%	27.9%	40.4%	20.5%	39.1%	15.8%	16.4%	28.1%	31.2%	28.4%	100.0%	0.0%	0.0%	28%
Social Science, Business & Law	24.8%	21.0%	19.9%	21.8%	34.1%	32.5%	27.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	23%
Science	14.4%	17.2%	19.8%	16.5%	19.0%	23.5%	19.3%	4.1%	0.0%	0.0%	0.0%	0.0%	0.0%	16%
Engineering, Manufacturing & Construction	7.5%	4.7%	8.8%	5.5%	2.8%	6.7%	17.2%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7%
Agriculture & Veterinary	9.6%	0.1%	0.0%	0.0%	0.0%	0.0%	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2%
Health & Welfare	13.8%	15.7%	9.5%	26.5%	1.7%	16.2%	11.9%	0.0%	0.0%	0.0%	0.0%	100.0%	47.0%	14%
Services	0.0%	0.0%	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Combined	0.0%	12.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	2%
<b>Institution Overall Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

Table 11.10 New Entrant Enrolments by Institution and Field of Study for the Institute of Technology Sector

Field of Study	Athlone IT	Cork IT	Dublin Institute of Technology	Dun Laoghaire Institute of Art, Design and Technology	Dundalk IT	Galway-Mayo IT	IT Blanchardstown	IT Carlow	IT Sligo	IT Tallaght	IT Tralee	Letterkenny IT	Limerick IT	Tipp Inst	Waterford IT	Field Total
Broad Programmes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.5%	0.0%	0.0%	13.4%	0.0%	0.3%	1%
Education	0.0%	1.1%	1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
Humanities & Arts	7.6%	9.6%	10.2%	44.5%	10.8%	7.7%	0.0%	7.7%	9.0%	4.3%	8.9%	7.7%	7.3%	0.0%	8.3%	9%
Social Science, Business & Law	22.8%	19.3%	27.0%	49.1%	27.4%	25.6%	27.4%	29.2%	22.0%	38.3%	17.4%	27.0%	19.4%	46.5%	26.8%	26%
Science	12.1%	18.6%	13.5%	6.4%	17.6%	14.4%	17.7%	16.3%	16.1%	19.6%	13.8%	22.1%	12.9%	53.5%	12.6%	16%
Engineering, Manufacturing & Construction	10.4%	24.9%	23.6%	0.0%	14.2%	22.9%	14.5%	13.5%	13.0%	21.4%	11.3%	19.8%	26.2%	0.0%	13.8%	18%
Agriculture & Veterinary	3.7%	3.0%	0.0%	0.0%	5.2%	3.0%	4.3%	0.0%	1.7%	0.0%	3.4%	2.1%	0.0%	0.0%	5.2%	2%
Health & Welfare	23.3%	8.5%	6.8%	0.0%	16.3%	3.9%	28.7%	22.7%	16.3%	5.2%	21.8%	12.3%	12.3%	0.0%	26.4%	14%
Services	20.2%	15.0%	17.6%	0.0%	8.5%	22.6%	7.4%	10.6%	21.9%	6.6%	23.4%	8.9%	8.6%	0.0%	6.6%	14%
Combined	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0%
<b>Institution Overall Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

**Table 11.11 Full-time Research Enrolments by Institution and Field of Study for the University Sector**

Field of Study	National										Field Total			
	University College Dublin	University College Cork	University of Ireland, Galway	Trinity College Dublin	University of Ireland, Maynooth	Dublin City University	University of Limerick	Mary Immaculate College	St Patrick's Drumcondra	Mater Dei Institute		National College of Art and Design	Royal College of Surgeons	St Angela's
Broad Programmes	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	0%
Education	0.6%	2.9%	0.0%	2.1%	3.0%	0.8%	10.1%	20.9%	N/A	33.3%	6.0%	0.0%	N/A	3%
Humanities & Arts	13.6%	16.9%	16.6%	20.0%	27.6%	9.2%	18.3%	79.1%	N/A	66.7%	94.0%	0.0%	N/A	18%
Social Science, Business & Law	14.5%	16.4%	17.9%	16.0%	20.0%	10.8%	15.9%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	15%
Science	30.2%	40.6%	30.6%	35.1%	43.7%	49.1%	20.6%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	33%
Engineering, Manufacturing & Construction	12.0%	14.4%	19.2%	9.5%	5.3%	21.2%	24.6%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	13%
Agriculture & Veterinary	11.8%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	3%
Health & Welfare	17.3%	8.8%	15.5%	17.4%	0.2%	9.0%	1.6%	0.0%	N/A	0.0%	0.0%	100.0%	N/A	15%
Services	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.9%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	1%
Combined	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	N/A	0.0%	0.0%	0.0%	N/A	0%
<b>Institution Research Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>N/A</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>N/A</b>	<b>100.0%</b>
<b>Institution Research as % of Overall Full-time Total</b>	<b>9.2%</b>	<b>7.4%</b>	<b>6.9%</b>	<b>13.0%</b>	<b>6.1%</b>	<b>7.7%</b>	<b>6.9%</b>	<b>3.9%</b>	<b>0.0%</b>	<b>2.7%</b>	<b>9.2%</b>	<b>10.6%</b>	<b>0.0%</b>	<b>8.2%</b>

Table 11.12 Full-time Research Enrolments by Institution and Field of Study for the Institute of Technology Sector

Field of Study	Athlone IT	Cork IT	Dublin Institute of Technology	Dun Laoghaire Institute of Art, Design & Tec.	Dundalk IT	Galway-Mayo IT	IT Blanchardstown	IT Carlow	IT Sligo	IT Tallaght	IT Tralee	Letterkenny IT	Limerick IT	Tipp Inst	Waterford IT	Field Total
Broad Programmes	0.0%	0.0%	0.0%	0.0%	12.9%	0.0%	0.0%	0.0%	0.0%	9.4%	0.0%	0.0%	26.8%	N/A	0.0%	2%
Education	0.0%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	58.3%	0.0%	0.0%	N/A	1.5%	1%
Humanities & Arts	0.0%	6.4%	16.3%	50.0%	0.0%	7.9%	18.8%	0.0%	0.0%	1.6%	8.3%	0.0%	4.9%	N/A	16.9%	10%
Social Science, Business & Law	0.0%	7.2%	21.9%	50.0%	0.0%	10.5%	18.8%	15.2%	33.3%	0.0%	8.3%	33.3%	0.0%	N/A	16.2%	15%
Science	100.0%	36.8%	34.6%	0.0%	87.1%	47.4%	25.0%	78.8%	37.7%	70.3%	8.3%	58.3%	48.8%	N/A	21.3%	43%
Engineering, Manufacturing & Construction	0.0%	46.4%	24.3%	0.0%	0.0%	31.6%	37.5%	6.1%	24.6%	18.8%	16.7%	8.3%	19.5%	N/A	28.7%	25%
Agriculture & Veterinary	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	0.0%	0%
Health & Welfare	0.0%	1.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.3%	0.0%	0.0%	0.0%	0.0%	N/A	1.5%	1%
Services	0.0%	1.6%	2.3%	0.0%	0.0%	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	14.0%	3%
Combined	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	N/A	0.0%	0%
<b>Institution Research Total as %</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>N/A</b>	<b>100.0%</b>	<b>100.0%</b>
<b>Institution Research as % of Overall Total</b>	<b>1.3%</b>	<b>1.7%</b>	<b>2.6%</b>	<b>0.4%</b>	<b>0.7%</b>	<b>0.7%</b>	<b>0.8%</b>	<b>1.0%</b>	<b>1.8%</b>	<b>2.3%</b>	<b>0.5%</b>	<b>0.5%</b>	<b>1.0%</b>	<b>0.0%</b>	<b>2.1%</b>	<b>2.3%</b>

**Table 11.13 Staffing Levels for the University Sector\***

	Core - Academic	Core - Non-Academic	Exchequer funded research posts	Other Research and/or Specialist project-based posts funded from non-Exchequer sources	Total
UCD	1002.93	1188.11	506.00	397.75	3094.79
UCC	708.51	1032.00	496.52	312.82	2549.85
NUIG	733.71	834.63	321.54	124.68	2014.56
NUJIM	261.80	290.00	166.00	63.75	781.55
TCD	695.73	1080.18	506.11	659.01	2941.03
UL	501.96	529.50	157.00	240	1428.46
DCU	477.00	409.06	293.38	63.26	1242.70
MIC	128.84	129.26	18.45	0	276.55
SPD	137.50	75.55	3.50	0.3	216.85
NCAD	69.20	71.80	0.00	2	143.00
Mater Dei	27.00	16.35	0.00	0	43.35
St Angela's	57.00	53.50	0.00	0	110.50
<b>Total</b>	<b>4801.18</b>	<b>5709.94</b>	<b>2468.50</b>	<b>1863.57</b>	<b>14843.19</b>

\* These figures are all Full-Time Equivalents

Table 11.14 Staffing Levels for Institute of Technology Sector\*

	Core - Academic	Core - Non-Academic	Exchequer funded research posts	Other Research and/or Specialist project-based posts funded from non-Exchequer sources	Total
AIT	254.42	177.95	34.90	54.92	522.19
ITB	120.27	70.40	0.00	25.50	216.17
ITC	199.24	115.93	2.00	38.28	355.45
CIT	598.08	278.11	57.16	27.28	960.63
DIT	1044.13	736.15	115.12	63.62	1959.02
DKIT	273.85	152.96	21.00	65.25	513.06
IADT	118.93	71.77	7.53	9.89	208.12
GMIT	360.72	264.77	16.00	16.50	657.99
LYIT	193.35	139.77	13.60	15.47	362.19
LIT	299.25	139.39	3.99	57.18	499.81
ITS	269.00	157.50	6.00	34.00	466.50
ITTD	191.73	118.40	11.00	25.73	346.86
IT Tralea	213.62	106.73	10.00	8.94	339.29
WIT	507.83	258.33	102.90	36.51	905.57
<b>Total</b>	<b>4644.42</b>	<b>2788.16</b>	<b>401.20</b>	<b>479.07</b>	<b>8312.85</b>

\* These figures are all Full-Time Equivalents



The logo for the Higher Education Authority (HEA) features the letters 'HEA' in a bold, serif font. The letters are gold in color and are set against a white background. A thin horizontal line is positioned below the letters.

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