



# *FETAC Awards Report 2010*

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## 1. **Background**

- 1.1 FETAC has produced annual awards data since its inception. FETAC is committed to providing timely and comprehensive data to satisfy national and international data needs.
- 1.2 Amongst other demands for data, FETAC continues to supply national awards data to the Department of Education and Skills for supply to the UNESCO international database. FETAC also supplies data to the Skills and Labour Market Research Unit in FÁS, as part of their work for the Expert Group on Future Skills Needs.
- 1.3 In light of these needs, and FETAC's own planning needs, FETAC is continually engaged in efforts to upgrade and improve the annual awards dataset.
- 1.4 The latest awards data are now published for 2010.
- 1.5 The awards data for 2007 involved a comprehensive re-classification of certain awards and provides a baseline moving forward. To this end, comprehensive comparisons are also available, using 2007 as a baseline.
- 1.6 The 2010 headline data and trend data are presented in this paper.

## 2. **Summary**

- 2.1 Certificates issued to Learners
  - 2.1.1 Circa 175,000 learners received a total of almost 350,000 FETAC awards (disaggregated) in 2010. This represents an equivalent level to 2009 which demonstrated a dramatic increase over the number of learners achieving awards in 2008. Over 1.1 million certificates have been issued by FETAC since 2001.
  - 2.1.2 The majority of learners, in 2010, over 140,000, received Component Certificates, (i.e minor awards), and this continues the trend of previous years. Almost 32,000 learners received Certificates (i.e major awards) in 2010. Just over 11,000 learners received Specific Purpose Certificates, continuing a declining trend, and a relatively small, but rising, number of learners (1,300) were awarded Supplemental Certificates in 2010.

## 2.2 Disaggregated Awards, 2010

- 2.2.1 It is necessary to disaggregate the awards from their respective certificates into individual awards, in order to fully analyse the learning involved. Thus, a Component Certificate may include, for example, three minor awards and the 3 awards are counted separately in the disaggregated total.
- 2.2.2 Awards at levels 1 and 2 were achieved by learners in 2010, marking the third year that awards were achieved at these levels. At level 1 there were c. 170 major awards and c. 390 minor awards achieved. At level 2 there were c. 280 major awards and c. 960 minor awards achieved. There was significant growth at both levels and for major and minor award types. Minor awards at level 2 overcame a decline in absolute numbers in 2009 with the significant rise in 2010. The upward trend for level 1 awards and major awards at level 2 continued.
- 2.2.3 In 2010, at level 5, which continues to be the dominant level for FETAC awards, there were over 20,000 major awards; over 160,000 minor awards and almost 10,000 special purpose awards achieved. This represents marked increases, in major and minor level 5 awards achieved, over numbers of awards achieved in 2009, 2008 and 2007. The composition of awards at level 5 has seen a rise in the proportion of minor awards (accounting for almost 85% of level 5 awards) compared to other award types. Major awards made up 11% of level 5 disaggregated awards which is the same proportion seen in 2009. The increase in minor awards is marked by a corresponding decrease in special purpose awards at level 5.
- 2.2.4 In terms of award composition for the other levels, whilst minor awards dominate at all levels; the proportion of major awards at levels 1, 2, 3, 4 and 6 was recorded as 30%, 23%, 4%, 2% and 22% respectively, in 2010. Level 6 was the only level where supplemental awards (amounting to c. 1,300) were achieved in 2010. There was also a marked decline in special purpose awards at level 6.
- 2.2.5 In volume terms level 5 accounted for over half (54%) of all disaggregated awards. Furthermore, the numbers of minors achieved at levels 3 and 4 each account for c. 18% of all disaggregated awards. These 3 groupings accounted for over 90% of all disaggregated awards in 2010 or 315,000 disaggregated awards (of a total 348,000) in 2010.
- 2.2.6 In terms of demographics, awards continue to be evenly distributed to learners by gender with, close to a 50:50 ratio. Three-quarters of FETAC awards were distributed according to 'Southern and Eastern' region, with the remaining one-quarter attained in the Border, Midland and Western region. This regional breakdown matches latest population figures (2006) from the CSO<sup>1</sup> which demonstrate a 27% Border Midland and Western and 73% Southern and Eastern population distribution.
- 2.2.7 There is a wide span across age groups achieving FETAC awards. Over 40% of learners achieving awards in 2010 were under 30. achieved awards in 2010. A further 33% of learners achieving awards in 2010 were in the 30 to 44 age group. The 45 plus cohort, represents a sizable 25% of learners, with 1% represented by the over 65 age group. In terms of trends 2010 was remarkably similar in profile to 2009 data despite a slight reverse in the decline in the less than 25 cohort compared to 2009.

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<sup>1</sup> Calculated using county 2006 data available from <http://www.cso.ie/statistics/popofeachprovcountycity2006.htm>

## 2.3 Trends

- 2.3.1 Overall, 2010 saw a very slight increase, of 1% in the numbers of award holders over 2009. 2010 maintained the high levels of award holders experienced in 2009 which saw a dramatic increase, of 33%, in the numbers of award holders over 2008.
- 2.3.2 This brings the cumulative rise in award holders to 37% over the baseline year of 2007. Year on year, there was a 4% rise in the numbers of learners achieving Component certificates (minor awards) when comparing 2010 with 2009, which contributes to a cumulative growth of 61% since 2007.
- 2.3.3 There was significant growth, of 11%, in the numbers of learners achieving Certificates (major awards) in 2010 compared to 2009, bringing the cumulative growth since 2007 to 40%. There was a slight increase, in the numbers of learners achieving Component Certificates (minor awards) in 2010, since 2009; reaching cumulative growth levels of 72% over 2007. Learners achieving Specific Purpose Certificates saw a further marked decline of 30% over 2009; compounding the cumulative decrease to 53% since 2007. There was a 4% year on year increase between 2009 and 2010 in the numbers of learners achieving Supplemental Certificates, marking a 191% cumulative increase from a low base in 2007.
- 2.3.4 Activity in the numbers of major awards achieved varied according to level. Year on year, there was an overall 11% rise for this category when comparing 2010 with 2009. Major awards achieved at level 1 and level 2, first recorded in 2008, continued to increase from a low base by 136% and 45%, respectively between 2009 and 2010. Major awards achieved at level 3 increased slightly, by 4% between 2009 and 2010, bringing cumulative growth to 148% since 2007, with the main increase occurring between 2008 and 2009. At level 4 the 2010 numbers of major awards saw a further decline of 18% over 2009 levels, contributing to an overall decline of 18% since 2007. Level 5 saw a significant increase in the numbers of major awards achieved with a growth of 18% between 2009 and 2010, bringing the total rise to 52% over 2007 numbers. The numbers of major awards achieved at level 6 fell slightly, by 1%, between 2009 and 2010 bringing a modest overall increase of 4% between 2007 and 2010.
- 2.3.5 In general, there was an increase in the numbers of minor awards achieved across all levels, with the exception of level 3 in 2010, year on year. Growth almost doubled (92%) at level 1 from 2009 to 2010. Even stronger growth was evident at level 2 which saw an annual increase of 182% over 2009 levels, overcoming a decline in 2009 recordings. The level 4 minor awards increased by 16% between 2009 and 2010, bringing cumulative growth to 30% over 2007 numbers. The activity at level 5 showed a steady rise of 20% since 2010, more than doubling (105%) output since 2007. Minor awards achieved at level 6 increased significantly, by 28% over the 2009 to 2010 period. This brought a cumulative increase of 171 at level 6 from 2007 to 2010. Minor awards achieved at level 3 saw a decrease of 9% over 2009 levels, bucking an upward trend and adjusting cumulative growth since 2007 to 37%.
- 2.3.6 Special purpose awards saw an overall decline of 30% between 2009 and 2010. The decline in numbers achieved in 2010 compared with 2009 across levels 4, 5 and 6 was 26%, 30% and 23% respectively. This continued a downward trend, at level 5, from 2007 to 2010, which saw a cumulative decrease of 56%. There was modest growth in numbers recorded in 2008 at levels 4 and 6, but overall there was a cumulative decline of 21% and 30%, respectively between 2007 and 2010.
- 2.3.7 Numbers of supplemental awards, all at level 6, grew marginally by 4% in 2010 over 2009, and have increased from a low base by 191% since 2007 (to 2010).

2.3.8 FETAC awards were made across all fields of education<sup>2</sup>, categorised by ISCED and related FETAC systems (See Appendices). The distribution of all FETAC awards, disaggregated, classified by FETAC field of learning showed interesting trends when 2010 was compared with 2009 and the baseline year of 2007.

Almost one quarter of all FETAC awards in 2010 were made in the services field (FETAC 8) (which includes e.g. security, health and safety, logistics); a further 22% were in core skills, languages and general studies (e.g. communications, literacy, personal development). Business and Administration (FETAC 3) accounted for a further 17% and Education, Health and Welfare (FETAC 6) a further 15%. Thus, the four FETAC fields listed contributed to over three-quarters of the volume of 2010 awards at 267,429. Arts, Crafts and Media (FETAC 2) and Agriculture, Science and Computing (FETAC 1) accounted for 6% each of all awards, with Tourism, Hospitality and Sport (FETAC 9) accounting for 5%; Construction and Built Environment (FETAC 4) for 4% and the final 2% made up of Engineering and Manufacturing (FETAC 7) awards.

2010 generally saw either a plateau effect, or a modest rise, in numbers of awards achieved across most fields of learning with the exception of Construction and Built Environment (FETAC 4) which saw a year on year decrease of almost one-quarter bringing awards down to 15,296 in 2010, and reversing a strong growth heretofore. The Agriculture, Science and Computing field (FETAC 1) grew by one-third in the 2009 to 2010 period and reached its peak of almost 20,000 awards, contributing to a cumulative growth of 111% since 2007, the strongest growth recorded for any field of learning over this period.

Tourism, Hospitality and Sport (FETAC 9) recorded 16,768 awards and grew by one-quarter from 2009 to 2010, showing a cumulative increase of 38% since 2007.

Services (FETAC 8) and Arts, Craft and Media (FETAC 2) each grew by 20% from 2009 to 2010, each showing cumulative growth of approximately one-half over the 2007 to 2010 period. Services (FETAC 8) accounted for almost 81,000 awards and Arts, Craft and Media (FETAC 2) for 21,241 awards in 2010.

Business and Administration continued a strong upward trend, growing by 15% from 2009 to 2010 to 60,835 awards, or a cumulative growth rate of 54% from 2007 to 2010.

Education, Health and Welfare (FETAC 6) grew almost 10% year-on-year from 2009 to 2010, rising a cumulative 64% over 2007 levels, and recording over 50,000 awards.

The field of learning Engineering and Manufacturing (FETAC 7) at 7,282 awards grew slightly by 2% from 2009 to 2010, with a cumulative rise of one-third from 2007 to 2010. This reversed the decline in growth experienced from 2008 to 2009.

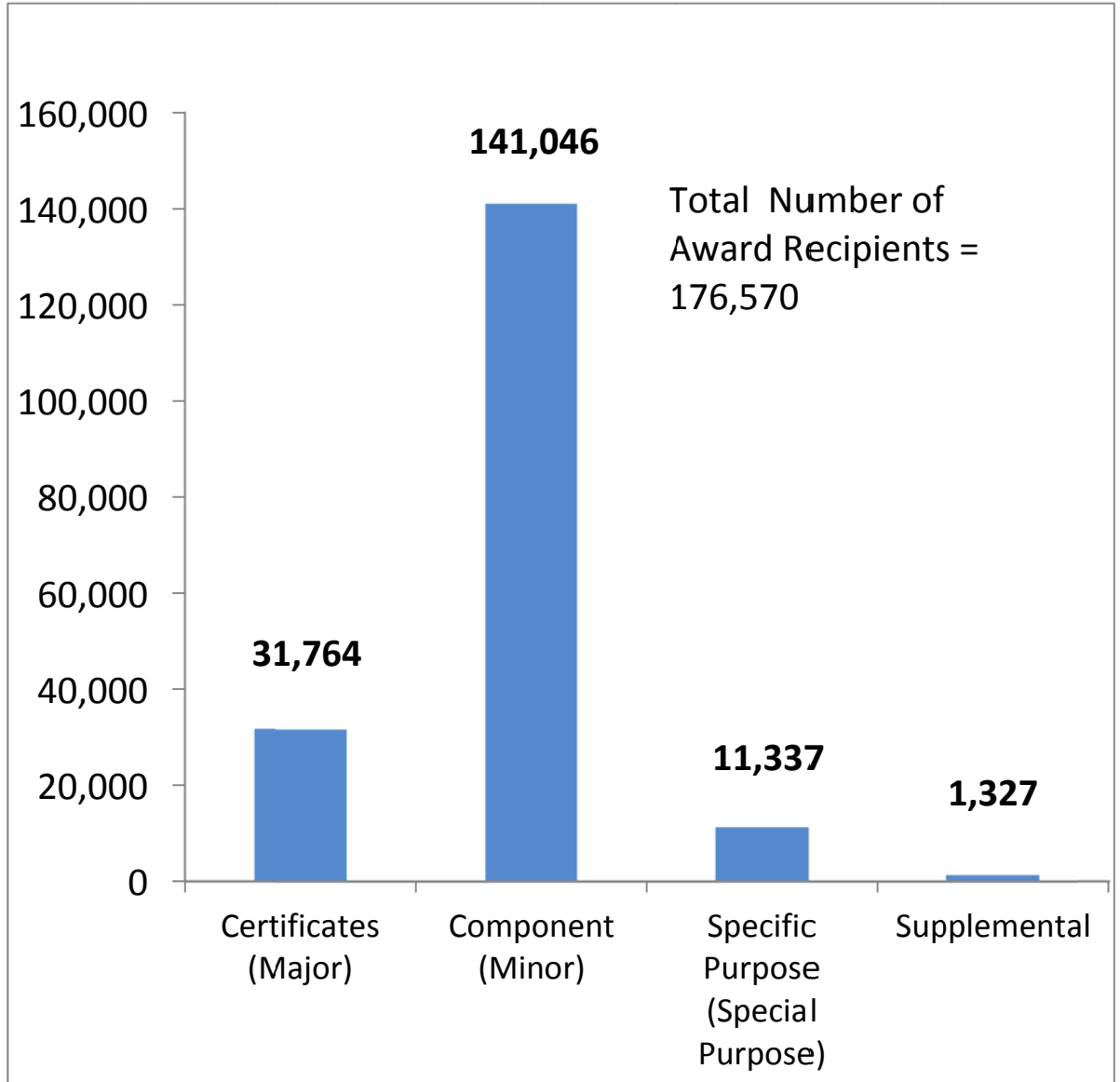
Core skills, Languages and General studies (FETAC 5) remained at 2009 numbers of c. 75,000. There was a cumulative growth of almost one-half from 2007 to 2010.

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<sup>2</sup> Fields of Education refers to 1 digit coding of ISCED, fields of education and training are more detailed and refer to 3 digit codings.

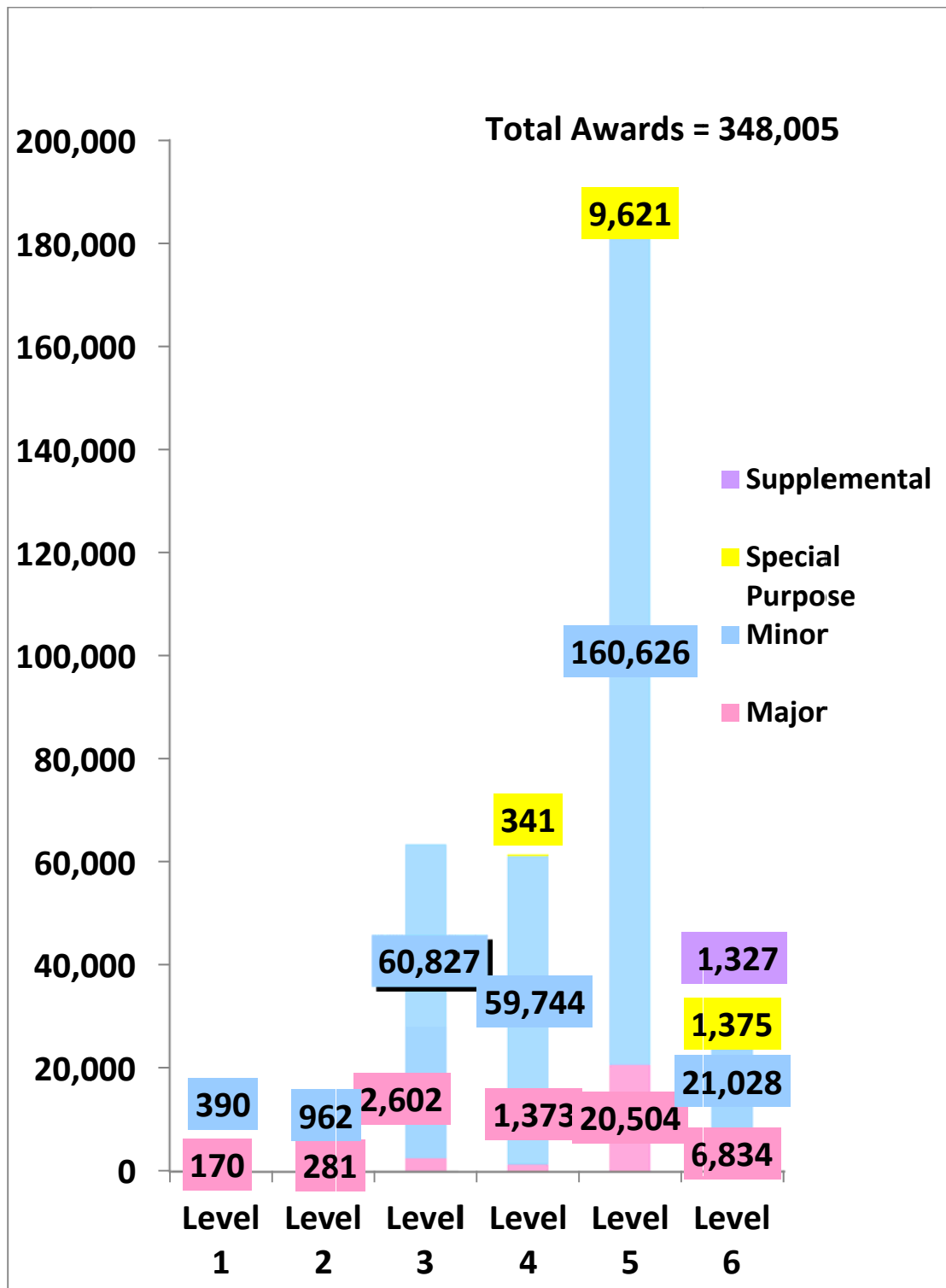
3. **Headline data**

Chart 1 FETAC Award Recipients in 2010, by award type.



3.1 Chart 1 indicates that the total number of award recipients in 2010 was recorded as just over 175,000 learners. The majority of learners, just over 140,000 received Component Certificates, comprised principally of minor awards. Over 30,000 learners received Certificates, having achieved major awards. Just over 11,000 learners received Specific Purpose Certificates, and a relatively small number of learners (1,300) were awarded Supplemental Certificates.

Chart 2 FETAC Awards (disaggregated) in 2010, by award type and by NFQ Level



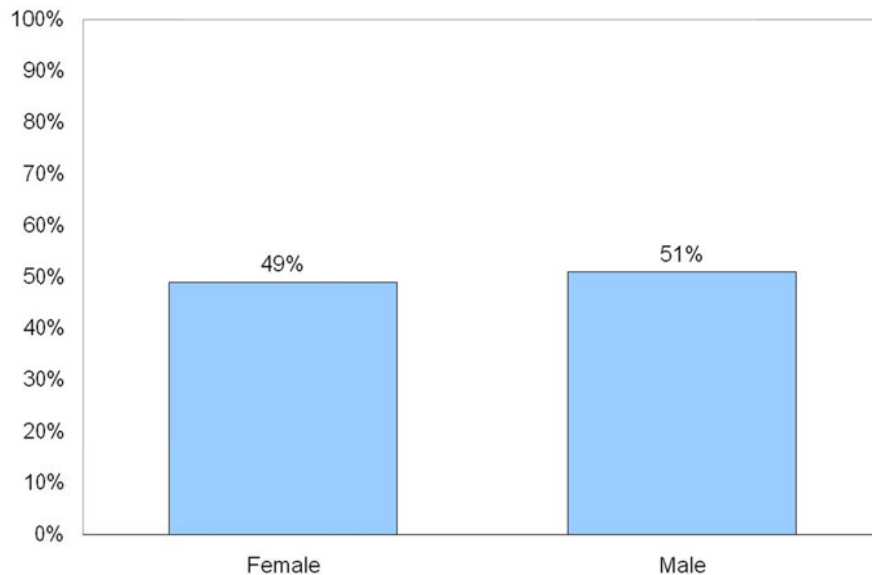
3.2 Chart 2 shows that the total number of awards, when disaggregated, amounts to almost 350,000<sup>3</sup>. At level 1 there were 170 major awards and 390 minor awards

<sup>3</sup> As stated previously, it is necessary to disaggregate the awards from their respective certificates into individual awards, in order to fully analyse the learning involved. Thus, a

achieved. At level 2 there were 281 major awards and almost 1,000 minor awards achieved. Level 3 saw just over 2,600 major awards and just almost 61,000 minor awards achieved. The first recordings for special purpose awards are at level 4, where 341 special purpose awards were achieved; almost 1,400 major awards and c. 60,000 minor awards were also achieved. At level 5, which is the dominant level for FETAC awards, there were just over 20,000 major awards; just over 160,000 minor awards and a significant volume of almost 10,000 special purpose awards achieved. Level 6 shows almost 7,000 major awards were achieved; over 21,000 minor awards were achieved; 1,375 special purpose awards achieved, and it is also the only level where supplemental awards (amounting to 1,327) were achieved in 2010.

In volume terms minor awards accounted for a rising total of 87% of all awards. Of this: level 5 minor awards achieved accounted for 46% of all awards. Minor awards at level 3 and 4 accounted for 18% and 17%, respectively of the total volume of awards. Major awards as a group accounted for 9% of all awards, with 6% of all awards accounted for by major awards achieved at level 5.

Chart 3 Percentage distribution of FETAC awards by gender in 2010.

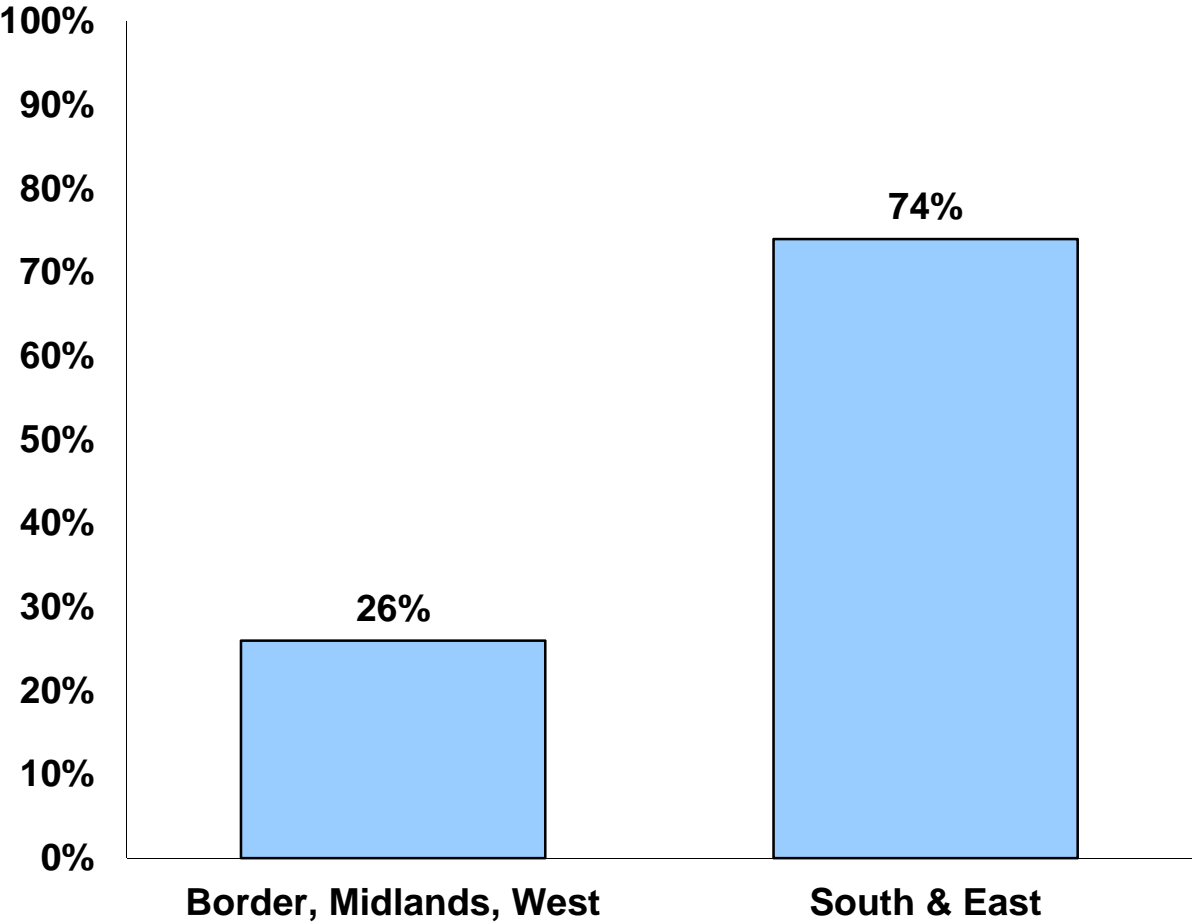


3.3 Chart 3 indicates that there is an overall even distribution of FETAC learners according to gender, with an almost 50:50 ratio male:female achieving awards in 2010.

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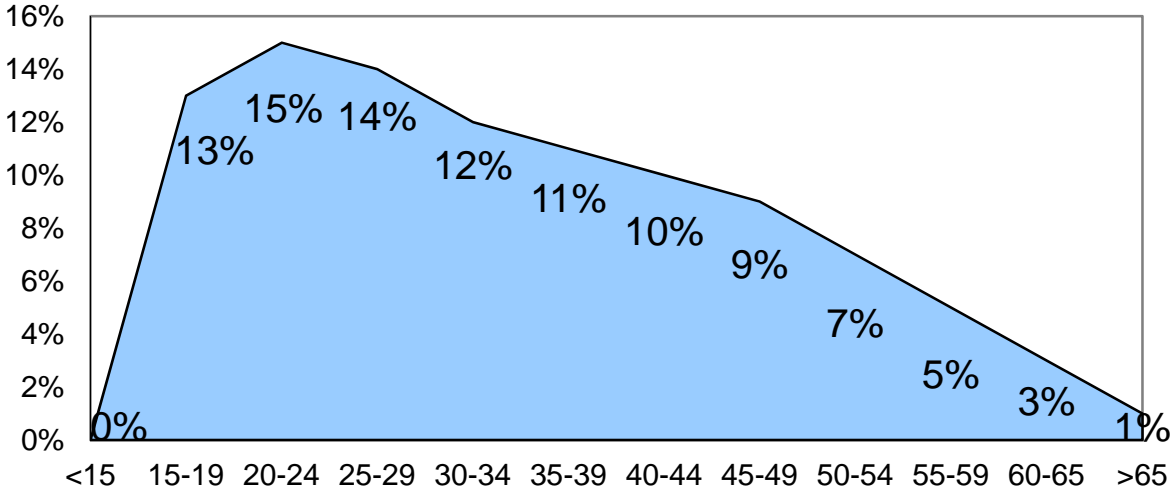
Component certificate may include for example three minor awards and the 3 awards are counted separately in the disaggregated total.

Chart 4 Percentage distribution of FETAC awards by region in 2010.



3.4 Chart 4 indicates that over one-quarter of all awards were achieved in the Border, Midland and Western region; and almost three-quarters were achieved in the South and Eastern region, reflecting population distribution.

Chart 5 Percentage distribution of learners, by age, who achieved FETAC awards in 2010.



3.5 Chart 5<sup>4</sup> indicates that there is a wide span across age groups achieving FETAC awards. 42% of learners who achieved awards in 2010 were under 30's (specifically 15-30 year olds). A further 33% of learners in 2010 who achieved FETAC awards were in the 30 to 44 age group. The 45 plus cohort, represented a sizable 25% of learners, with 1% represented by the over 65 age group.

<sup>4</sup> Excludes 1% of 2010 learner population, where age was not available.

Chart 6a FETAC awards classified by ISCED in 2010.

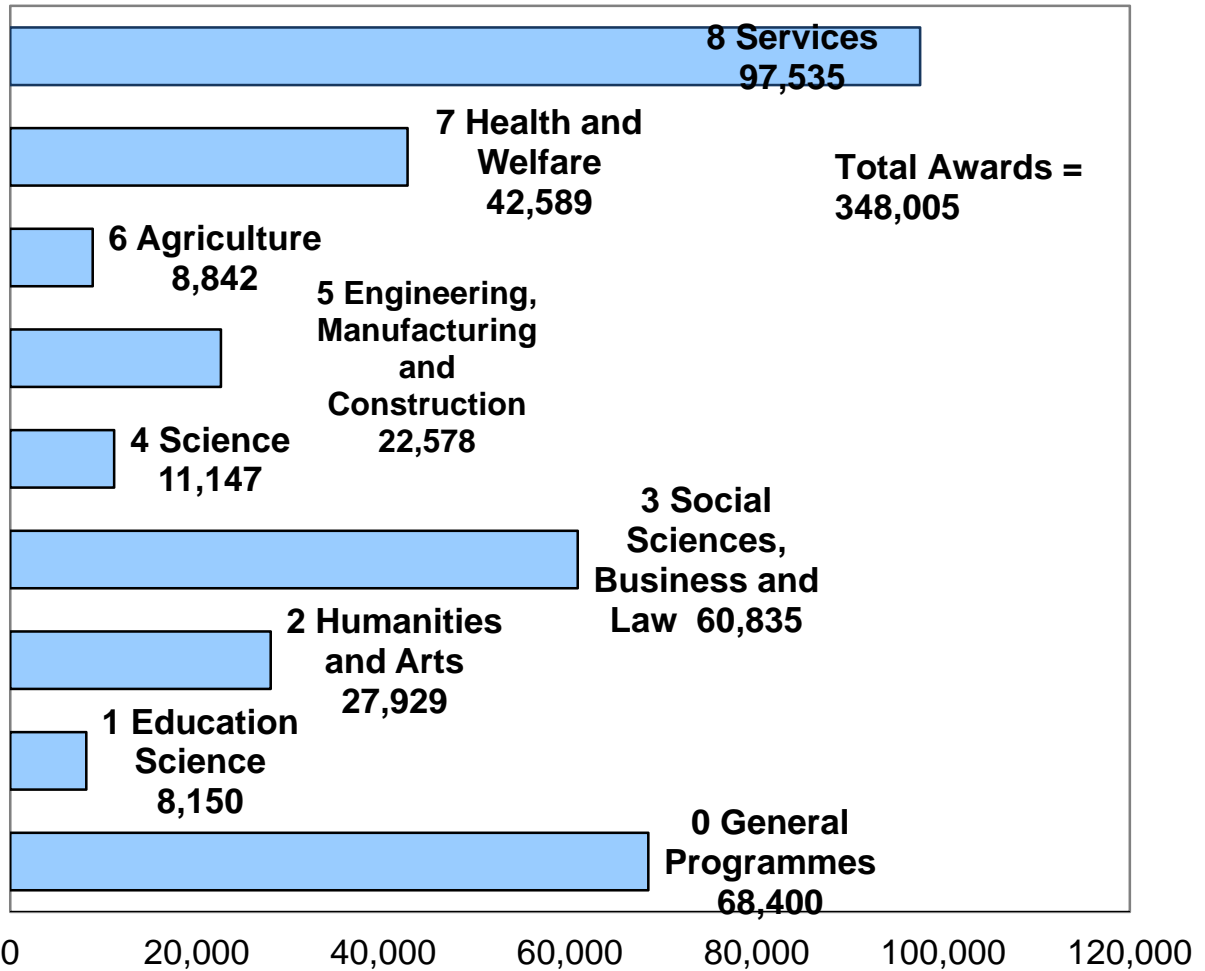
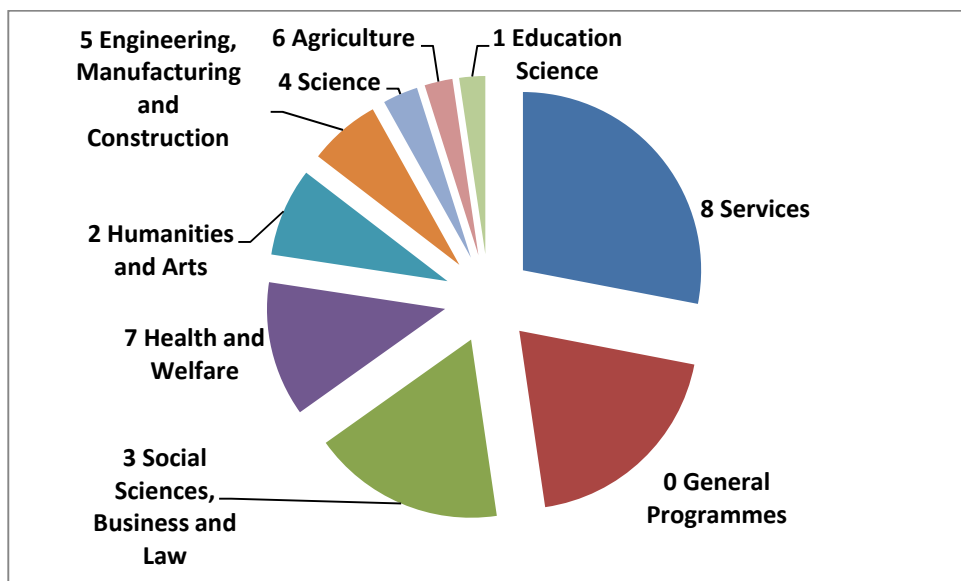
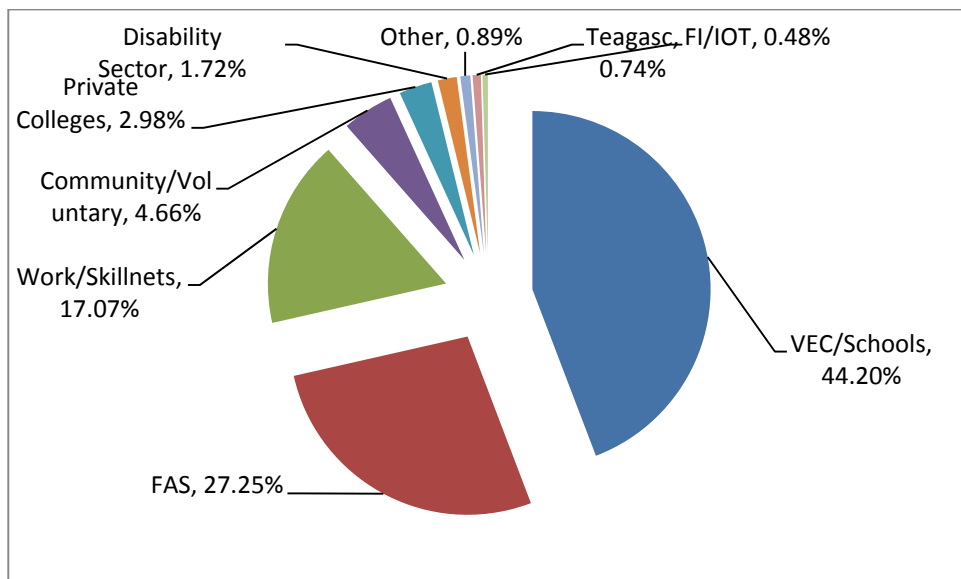


Chart 6b FETAC awards classified by ISCED in 2010. (Total awards = 348,005, 100% of total)



3.6 Chart 6 (a and b) illustrates the awards according to their respective International Standard Classifications in Education (ISCED) UNESCO fields of education and training<sup>5</sup>. There are awards for every field of education and training. In terms of volume of awards Services<sup>6</sup>(ISCED 8) accounted for over 97,000 awards in 2010; General Programmes<sup>7</sup>(ISCED 0) accounted for close to 70,000 awards; followed by Social Science, Business and Law<sup>8</sup>(ISCED 3) with over 60,000 awards; Health and Welfare (ISCED 7) with over 42,000 awards; Humanities and Arts (ISCED 2) with almost 28,000 awards; Engineering, Manufacturing and Construction (ISCED 5) with over 22,000 awards; Science (ISCED 4); Agriculture (ISCED 6) and Education Science (ISCED 1) with over 11,000, almost 9,000 and 8,000 awards respectively.

Chart 7a Percentage share of all FETAC awards (disaggregated) classified by Centre Type in 2010. (Total awards = 348,005, 100% of total)



<sup>5</sup> See Appendix 1

<sup>6</sup> Including fields such as Hotel, restaurant and catering; Travel, tourism and leisure; Hair and beauty services; Environmental protection and Security.

<sup>7</sup> Including Basic programmes; Literacy and numeracy; Personal development.

<sup>8</sup> Including fields such as Social and behavioural science; Retail; Marketing; Finance; Secretarial; Law

Chart 7b Percentage share of FETAC minor awards (disaggregated) classified by Centre Type in 2010. (Total minor awards = 303,577, 87% of total awards).

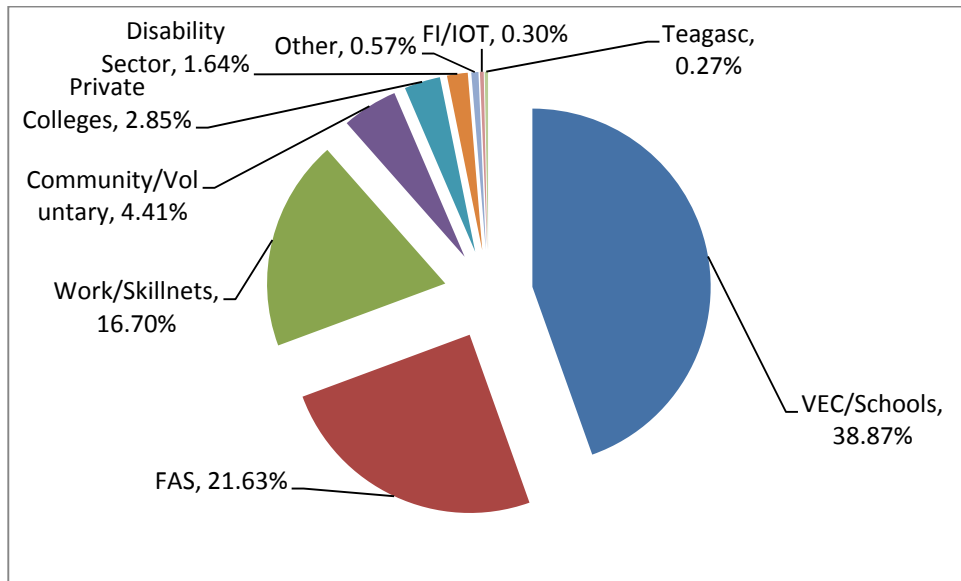
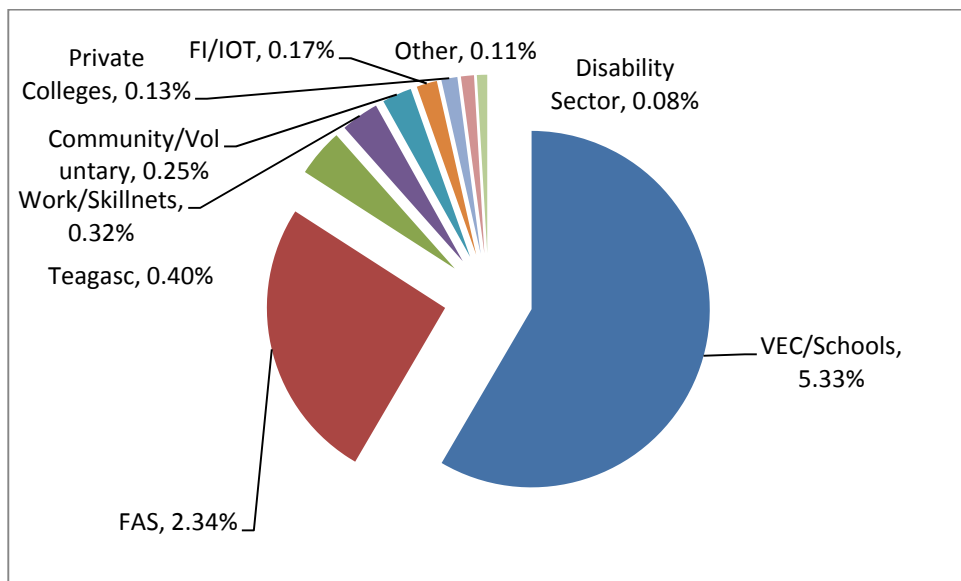


Chart 7c Percentage share of FETAC major awards classified by Centre Type in 2010. (Total major awards = 31,764, 9% of total awards).



3.7 Chart 7 (a, b and c) illustrates the percentage share of awards according to the centre type attended by the award holder in 2010, for total awards, minor awards and major awards. From this chart it is clear that the predominant centre types attended by award holders in 2010 were VEC/Schools (a growing (compared to 2009) share of 44% of all awards), FÁS (a declining (compared to 2009) share of 27% of all awards) and Work/Skillnets (hosting a stable (compared to 2009) share of 17% of all awards) accounting for a share of 88% of all awards (disaggregated). The remaining 12% of awards included those attained by award holders attending Community/Voluntary (5%); Private colleges (3%); Disability sector (2%); Teagasc (1%), Fáilte Ireland/IOT (0.5%) centre types.

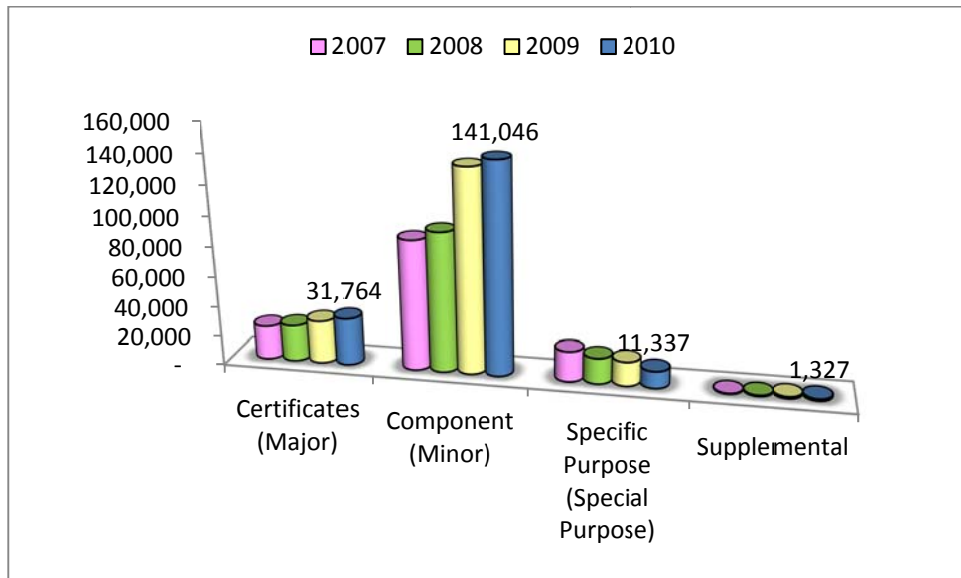
Minor awards accounted for a share of 87% of all awards and minor awards associated with award holders in 2010 who attended VEC/Schools accounted for over one third of all awards (39%), whilst award holders in 2010 who attended FÁS comprised over one-fifth share of all awards (22%) and Work/Skillnets 17% of all awards.

Major awards accounted for a share of 9% of all awards. Major awards associated with award holders in 2010 who attended VEC/Schools accounted for 5% of total awards, followed by FÁS with a share of 2% of total awards.

#### 4. Trend Data: Comparing 2010 with 2009, 2008 and 2007.

##### Award Type and Level

Chart 8 Changes in Numbers of FETAC Award Holders in 2007, 2008, 2009 and 2010; by Award Type.

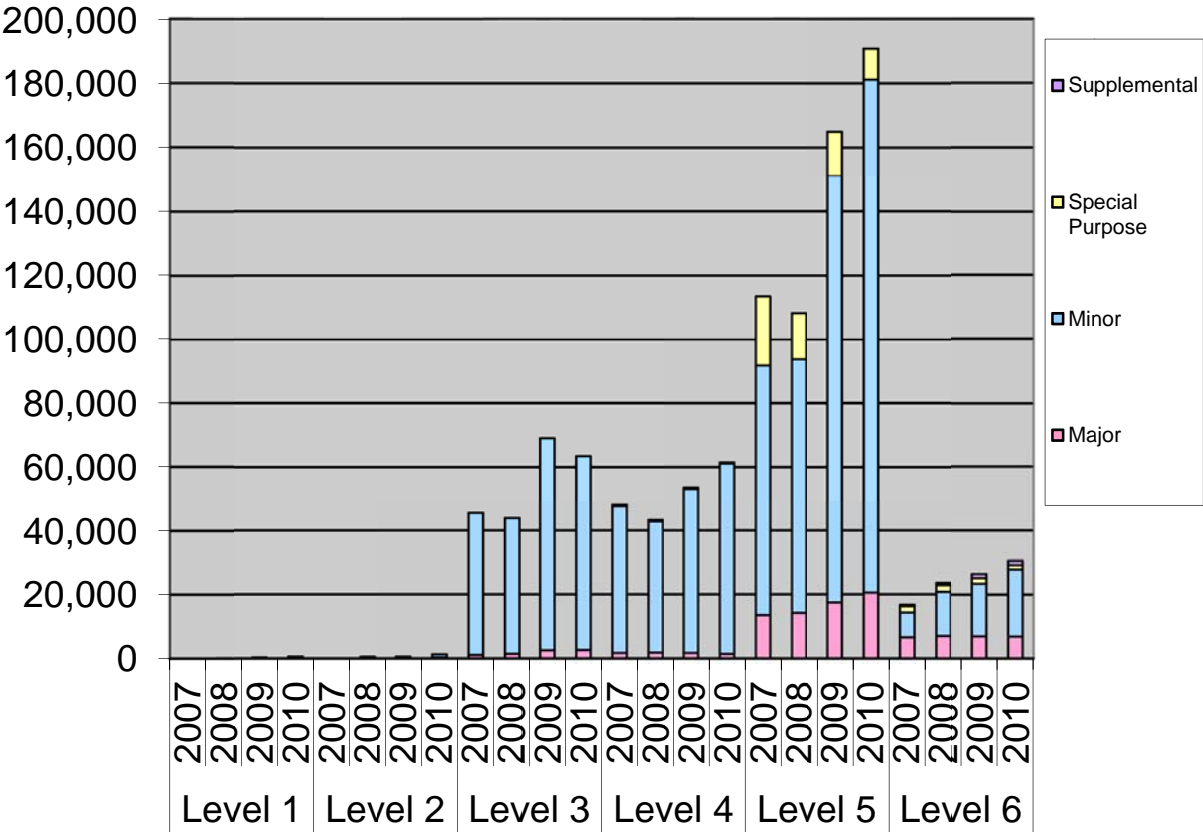


4.1 Chart 8 and Table 1 indicate the changes in the number of award holders in 2010, compared with 2009, 2008, and the baseline year of 2007. Overall, there were consistent strong upward trends in the numbers of award holders achieving Certificates and Component Certificates and Supplemental Certificates for the period 2007 through to 2010. The upward trend was particularly pronounced over the 2008 to 2009 period for award holders who achieved Component Certificates. As these Component Certificates dominate the overall awards totals it follows that this trend reflects a dramatic upturn in overall awards achieved in 2009. 2010 maintained the dramatic increases evident in 2009. There is a significant downward trend between 2007 and 2010 for award holders who achieved Specific Purpose Certificates, particularly for the 2009 to 2010 period.

Table 1 Changes in Numbers of FETAC Award Holders in 2007, 2008, 2009 and 2010; by Award Type.

	Certificates (Major)	Component (Minor)	Specific Purpose (Special Purpose)	Supplemental
<b>2007</b>	22,689	87,662	20,290	456
<b>2008</b>	24,429	93,910	17,176	717
<b>2009</b>	28,722	135,804	16,087	1,281
<b>2010</b>	31,764	141,046	11,337	1,327

Chart 9 Changes in Number of Award Holders in 2007, 2008, 2009 and 2010; by Award Type and Award Level.

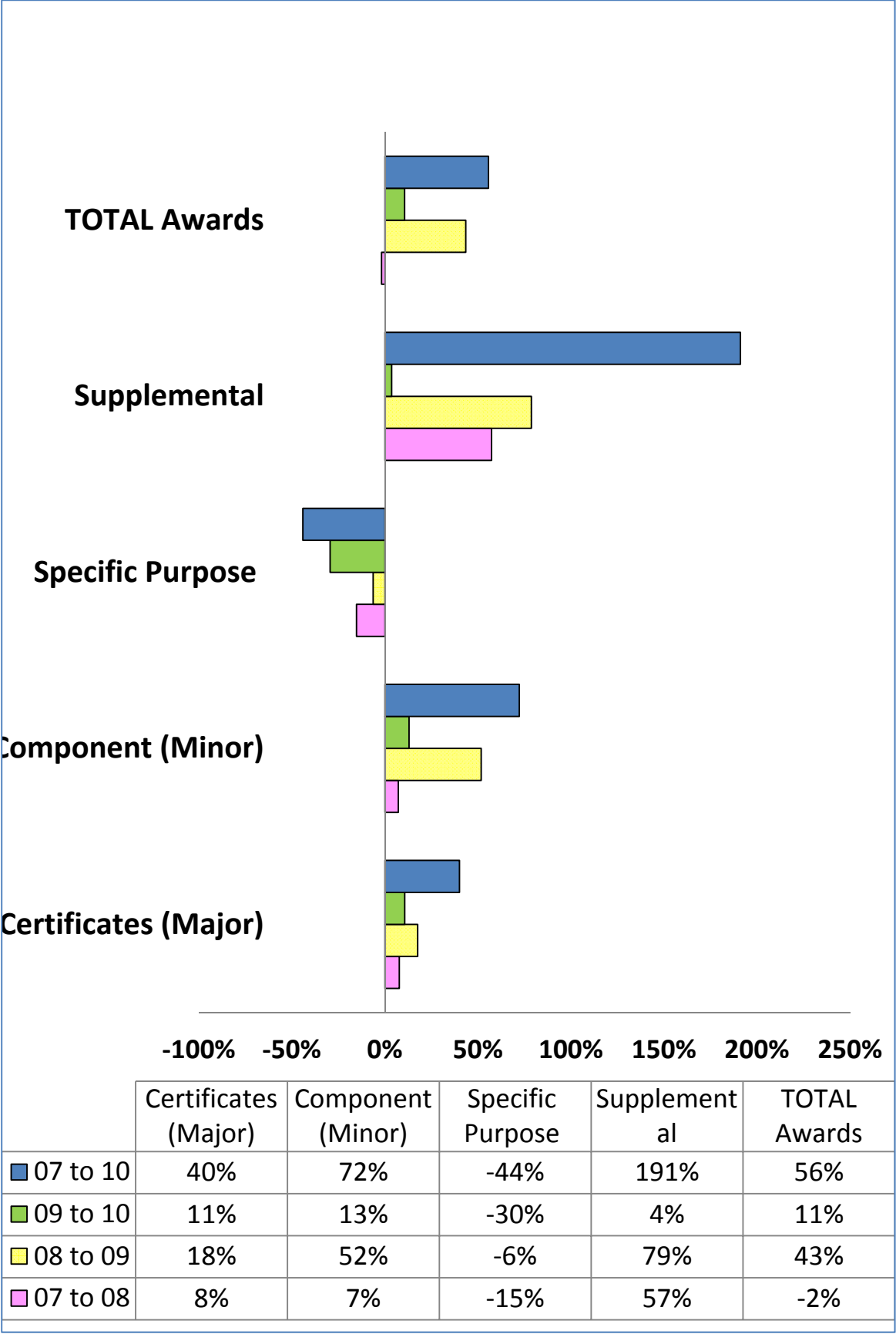


4.2 Chart 9 breaks the disaggregated awards data out by Award Type and Award Level. From Chart 9 it is clear that in volume terms level 1 and level 2, which were first awarded in 2008, account for very small numbers. Level 3 grew at a rapid pace between 2008 and 2009; in terms of both majors and minors awards achieved, followed by a sharp decline in numbers of minors between 2009 and 2010; it remains the level with the second largest volume of awards. Also, at level 3 majors increased

annually from 2007 to 2010. Level 4 saw reasonably consistent numbers of major awards, showing a small decline in 2010, over 2007 numbers. The minor awards overcame a decline between 2007 to 2008, and expanded significantly in 2009, and again in 2010. This brings the numbers of minors at level 4 to almost 60,000, which is similar to numbers of level 3 minors in 2010. Special purpose awards decreased annually from a low base at level 4.

Level 5 saw an annual increase in major awards; a dramatic increase in minor awards between 2008 and 2009 followed by a significant increase in 2010; and an annual contraction in special purpose awards. Level 6 shows consistent numbers of majors across all years. Minors at level 6 almost doubled between 2007 and 2008 and have risen significantly each year since. Supplemental awards increased from a low base between 2007 and 2008 and are increasing slightly annually. Special purpose awards at level 6 are in decline since 2008.

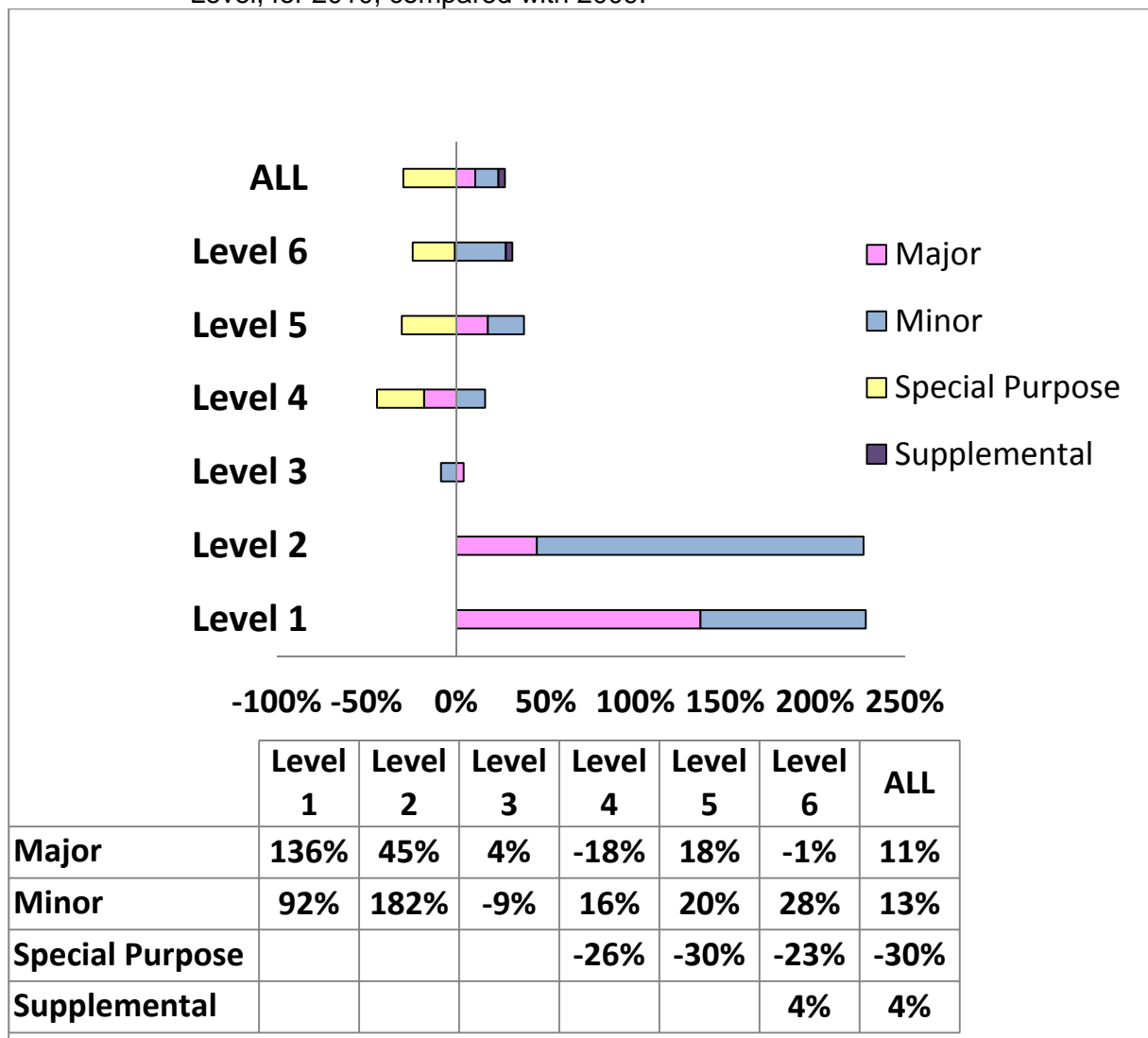
Chart 10 Percentage change in Numbers of FETAC Awards (disaggregated) over the period 2007 to 2010, by Award Type.



4.3 Chart 10 shows the percentage annual and 3-year change in numbers of FETAC disaggregated awards by award type over the period 2007 to 2010. The 2007 to 2008 annual rate shows a small overall percentage decrease of 2%. This is attributed to a significant decrease in specific purpose awards (15%), despite modest increases in major and minor awards (8% and 7%, respectively) and a large increase in supplemental awards (57%). The annual increase between 2008 and 2009 is far more pronounced and shows an overall annual growth of 43%; attributed to by a large increase in minor awards (52%); which given their dominance in terms of award type distribution will always have a high overall impact. There was also a significant increase in major awards (almost one-fifth) and supplemental awards (79%); and a further decrease in specific purpose awards (6%). The 2009 to 2010 growth rate was 11%, driven by a growth in major awards (11%); minor awards (13%) and supplemental awards (4%) and a decline of almost one-third in specific purpose awards.

The cumulative three-year percentage change between 2007 and 2010 shows an overall annual growth of 56%; attributed to by a large increase in minor awards (72%). There was also a significant increase in major awards (40%) and large percentage increase in supplemental awards (191%); and a cumulative decrease in special purpose awards (44%).

Chart 11 Change in Numbers of Awards (disaggregated), by Award Type and Award Level, for 2010, compared with 2009.



4.4 Chart 11 shows the annual changes in the numbers of disaggregated awards, by award type and award level, for 2010, compared with 2009. Overall there was an, 11% overall increase in major awards; 13% increase in minor awards, 4% increase in supplemental awards and a decline of 30% in special purpose awards.

Level 6 saw a 28% increase in minor awards; a 4% increase in supplemental awards; and decreases, in both major and special purpose awards, (1% and 23%, respectively).

Level 5 saw an increase of 18% in major awards; a 20% increase in minor awards; and a large decrease in special purpose awards (30%).

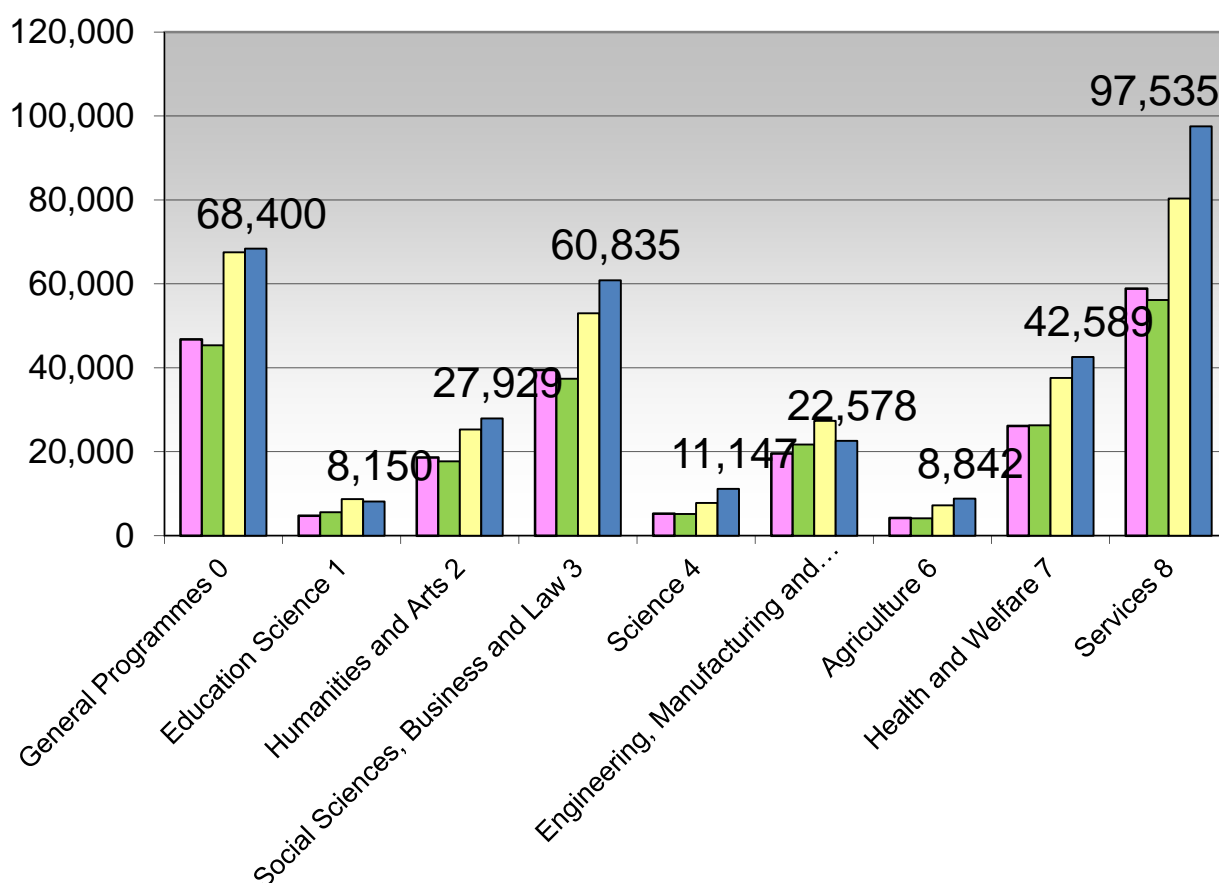
At level 4, there was a significant 16% increase in minor awards 26% decrease in special purpose awards; and an 18% decrease in major awards.

Level 3 saw modest growth of 4% for major awards; and, surprisingly, a 9% decrease was seen for minor awards, in contrast with strong expansion from 2008 to 2009.

Levels 1 and 2, unsurprisingly given their low base, saw high increases in major awards (136% and 45%, respectively). Minor awards at level 1 also showed strong growth (92%), in line with previous trends. There was a strong increase in minors at level 2 (182%), in contrast to a decline between 2008 and 2009.

## Fields of Education and Training

Chart 12 Change in Numbers of Awards (disaggregated) by ISCED Field of Education, 2007, 2008, 2009 and 2010.



4.5 The distribution of all FETAC awards, disaggregated, classified by ISCED field of education<sup>9</sup> showed the following trends when 2010 was compared with 2009, 2008 and 2007 data. These trends are indicated in Chart 12 and Table 2.

The most notable differences are the dramatic gains made across all fields in 2009, with a mean increase over 2008 numbers of awards of 43%. Focusing on the 2009 to 2010 period; the year-on-year gains in awards numbers amounted to 11%. In 2010 the distribution saw high increases, of 43%, in Science (ISCED 4) awards over 2009 numbers. Agriculture (ISCED 6) also showed strong growth between 2009 and 2010 of 22%. Services (ISCED 8) increased by a similar percentage, by 21%, between 2009 and 2010; and still represents the highest volume of awards at just over 80,000.

<sup>9</sup> Fields of Education refer to 1 digit coding of ISCED, fields of education and training are more detailed and refer to 3 digit codings.

Social Sciences, Business and Law (ISCED 3) increased by 15% accounting for the second largest volume of awards of almost 53,000. Health and Welfare (ISCED 7) recorded gains of 13%; followed by Humanities and Arts (ISCED 2) which grew 10%. General programmes (ISCED 1) grew 1%.

The two fields which saw declines between 2009 and 2010 are Education Science (ISCED 1) falling 6% and Engineering, Manufacturing and Construction (ISCED 5) which fell almost one-fifth. This contrasts markedly with the 2007-2008 period when the most significant increases, across all fields, were recorded in Education Science (ISCED 1) and Engineering, Manufacturing and Construction (ISCED 5); of 18% and 11% respectively.

By far, the period 2008 to 2009 is driving the cumulative variance for the three year 2007 to 2010 period. Overall awards grew by 56% between 2007 and 2010.

During 2007 and 2010, Science (ISCED 4), recorded a cumulative growth of 112% driven by the two year 2008 to 2010 period. Agriculture (ISCED 6) showed an overall increase of 109% between 2007 and 2010; which is largely accounted for again by the 2008 to 2010. Education Science (ISCED 1) recorded a cumulative increase of 72% between 2007 and 2010. Services (ISCED 8) showed strong growth between 2008 and 2010 and saw an overall increase of two-thirds for the 2007 to 2010 timespan. Health and Welfare (ISCED 7), largely driven by 2008 to 2009 growth, increased by 63% between 2007 and 2010.

Social Sciences, Business and Law (ISCED 3) and Humanities and Arts (ISCED 2) each recorded cumulative growth of 54% and 50%, respectively over 2007 to 2010. General programmes (ISCED 1) increased by 46% from 2007 to 2010, almost entirely driven by 2008 to 2009 growth.

Engineering, Manufacturing and Construction (ISCED 5) recorded by far the lowest cumulative growth rate of 15% between 2007 and 2010, chiefly attributed to by the 2009 to 2010 decline.

Table 2 Awards by ISCED Field of Education<sup>10</sup>, 2007, 2008, 2009 and 2010; and Percentage Change 2007-2008, 2008-2009, 2009-2010 and 2007-2010.

ISCED FIELD	2007	2008	2009	2010	% 2007- 2008	% 2008- 2009	% 2009- 2010	% 2007- 2010
General Programmes 0	46,792	45,372	67,523	68,400	-3%	49%	1%	46%
Education Science 1	4,745	5,596	8,697	8,150	18%	55%	-6%	72%
Humanities and Arts 2	18,623	17,703	25,320	27,929	-5%	43%	10%	50%
Social Sciences, Business and Law 3	39,501	37,378	52,986	60,835	-5%	42%	15%	54%
Science 4	5,247	5,180	7,798	11,147	-1%	51%	43%	112%
Engineering, Manufacturing, Construction 5	19,566	21,726	27,371	22,578	11%	26%	-18%	15%
Agriculture 6	4,226	4,155	7,236	8,842	-2%	74%	22%	109%
Health and Welfare 7	26,146	26,282	37,572	42,589	1%	43%	13%	63%
Services 8	58,847	56,158	80,317	97,535	-5%	43%	21%	66%
All Awards	223,693	219,550	314,820	348,005	-2%	43%	11%	56%

<sup>10</sup> Fields of Education refers to 1 digit coding of ISCED, fields of education and training are more detailed and refer to 3 digit codings.

Chart 13a Awards by FETAC Field of Learning, 2007, 2008, 2009 and 2010.

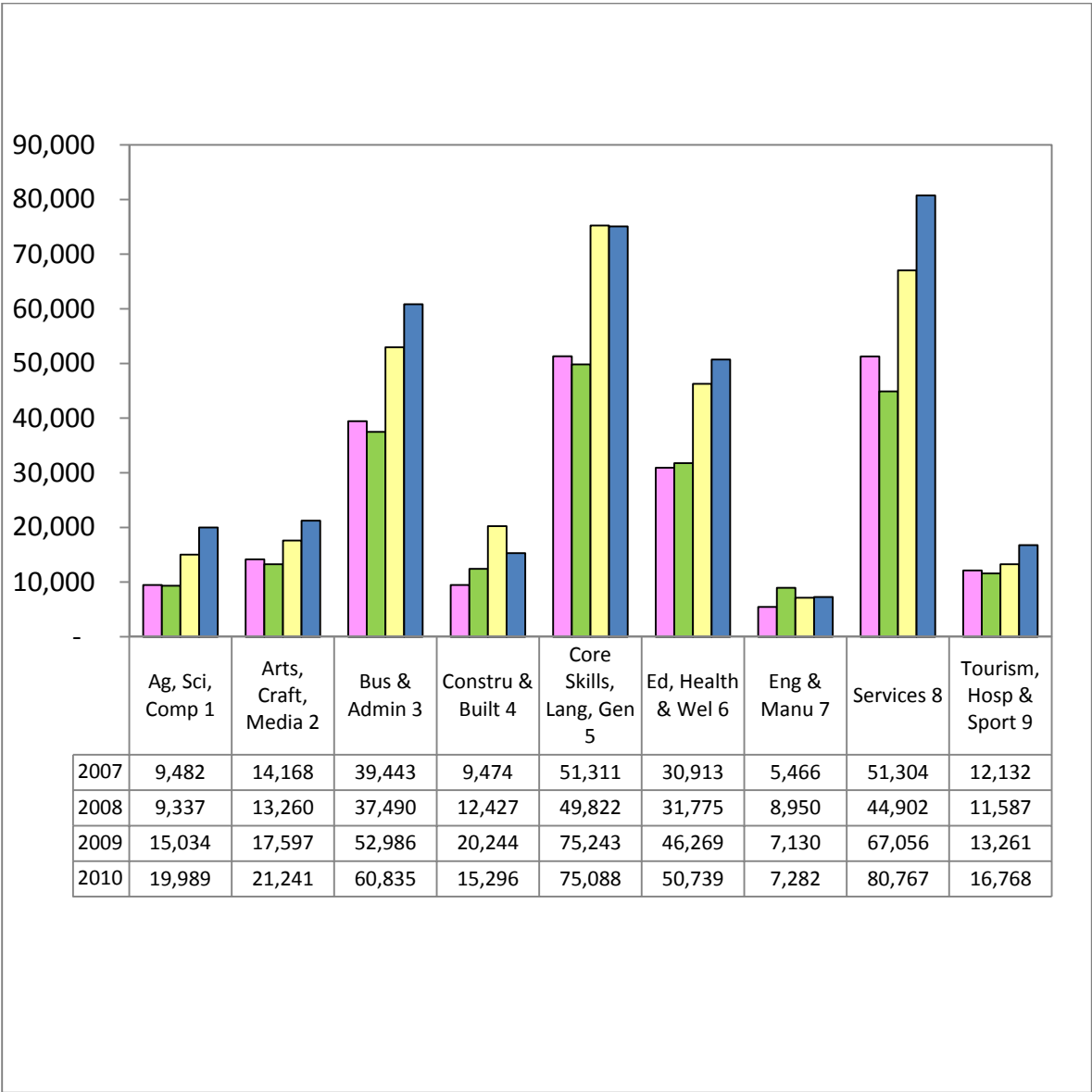
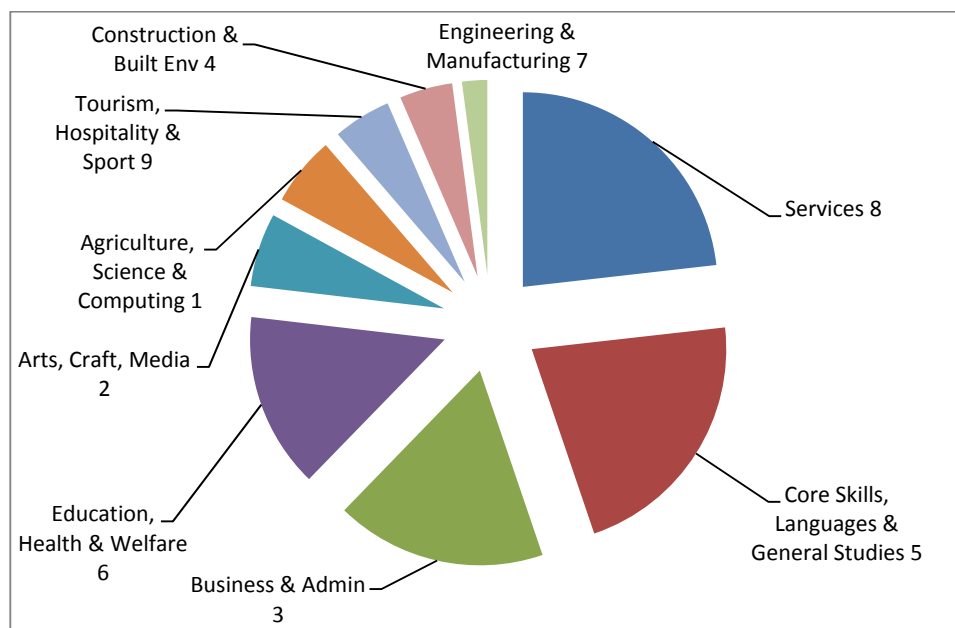


Chart 13b Awards by FETAC Field of Learning, 2010.



4.6 The distribution of all FETAC awards, disaggregated, classified by FETAC field of learning showed interesting trends when 2010 was compared with 2009, 2008 and 2007 data. These trends are indicated in Chart 13 (a and b) and Table 3.

The overall three year 2007 to 2010 growth rate for all awards was 56%, driven chiefly by the 2008 to 2009 period. The annual rate of increase between 2009 and 2010 was a modest 11%, however 2010 sustained the increased volume seen in 2009 over 2008 where total awards numbers grew by over 40%.

The year on year increase, between 2009 and 2010, in terms of numbers of awards was most striking in the field Agriculture, Science and Computing (FETAC 1) which continued to show strong growth, growing by one-third, bringing the 2007 to 2010 growth rate to 111%, at a total of c. 20,000 awards in 2010.

Tourism, Hospitality and Sport (FETAC 9) recorded over 16,000 awards; attributed to by an overall growth rate of 38% (2007 to 2009), driven largely by growth of 26% over 2009 to 2010.

Services (FETAC 8) and Arts, Crafts and Media (FETAC 2) each grew by one-fifth between 2009 and 2010, continuing the strong upward trend seen between 2008 and 2009 for these fields; which have shown an increase of 57% and 50%, respectively over 2007 numbers of awards. The impact in terms of volume for Services (FETAC 8) is significant given that this field, which includes awards in health and safety, security logistics and beauty/hairdressing, hosts the largest volume of awards at over 80,000 in 2010. Arts, Crafts and Media (FETAC 2) grew to over 21,000 awards in 2010.

Business and Administration (FETAC 3), again of great significance in terms of volume of awards, grew at a rate of 15% between 2009 and 2010, building on a strong increase between 2008 and 2009, bringing the total number of awards to almost 61,000 in 2010.

Education, Health and Welfare (FETAC 6) expanded 10%, for the period 2009 to 2010, following strong growth between 2008 and 2009; bringing their total award numbers for 2010 to over 50,000.

The field Engineering and Manufacturing (FETAC 7) was the only field to decline between 2008 and 2009, falling by one-fifth. This decline was reversed and a slight increase in volume of 2% was recorded in 2010, bringing awards to over 7,000.

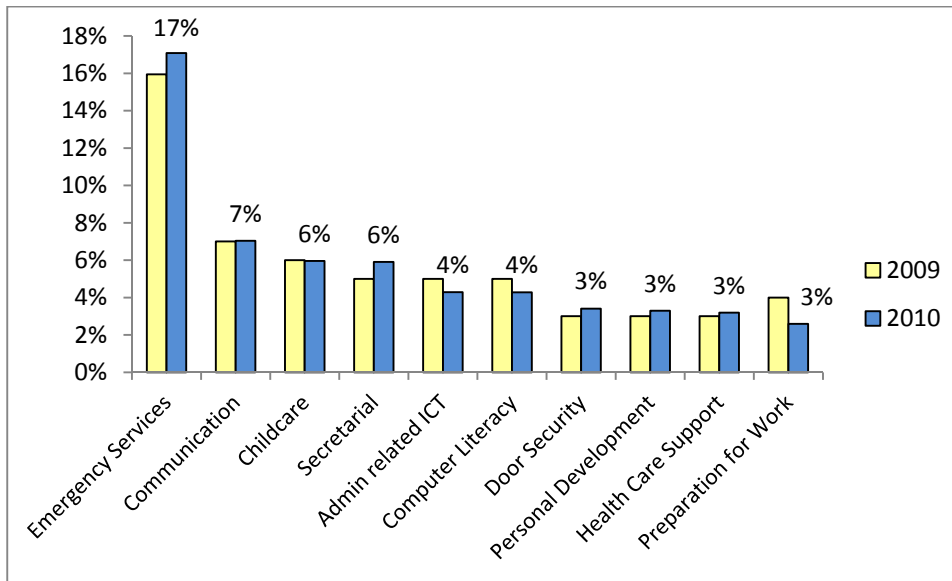
Core Skills, Languages and General Studies (FETAC 5), remained at 2009 numbers, registering over 75,000 awards which makes this the second highest field in terms of volume. The 2007-2010 growth rate was 46%.

Construction and Built Environment (FETAC 4), which stood out as the only field to record losses in 2010, fell by one-quarter over 2009 levels. This contrasts with a strong spike in 2009 over 2008 volume. The cumulative growth rate between 2007 and 2010 was 61% and there was c. 15,000 awards in 2010.

Table 3 Awards by FETAC Field of Learning, 2007, 2008, 2009 and 2010; and Percentage Change 2007-2008, 2008-2009, 2009-2010 and 2007-2010.

FETAC FIELD	2007	2008	2009	2010	% 2007- 2008	% 2008- 2009	% 2009- 2010	% 2007- 2010
Agriculture, Science, Computing 1	9,482	9,337	15,034	19,989	-2%	61%	33%	111%
Arts, Craft, Media 2	14,168	13,260	17,597	21,241	-6%	33%	21%	50%
Business and Administration 3	39,443	37,490	52,986	60,835	-5%	41%	15%	54%
Construction and Built Environment 4	9,474	12,427	20,244	15,296	31%	63%	-24%	61%
Core Skills, Language, General Studies 5	51,311	49,822	75,243	75,088	-3%	51%	0%	46%
Education, Health and Welfare 6	30,913	31,775	46,269	50,739	3%	46%	10%	64%
Engineering and Manufacturing 7	5,466	8,950	7,130	7,282	64%	-20%	2%	33%
Services 8	51,304	44,902	67,056	80,767	-12%	49%	20%	57%
Tourism, Hospitality and Sport 9	12,132	11,587	13,261	16,768	-4%	14%	26%	38%
All Awards	223,693	219,550	314,820	348,005	-2%	43%	11%	56%

Chart 14 Top Ten Awards, by percentage share of total disaggregated awards, classified by FETAC Domain of Learning, 2009 and 2010.



4.7 Chart 14 and Table 4 show the top ten domains (3 digit FETAC codings) in terms of percentage of the total annual volume of awards for 2009 and 2010, respectively. The percentage share values are also indicated in the chart for 2010. Interestingly, the same domains occupy the 'top ten' for both 2009 and 2010, however, the order has shifted in places between 2009 and 2010.

Each year these top ten domains, strikingly, accounted for more than half of all awards. Each percentage point equates to over 3,150 awards in 2009 and 3,500 in 2010.

Emergency services (FETAC 8.3.5), which includes occupational health and safety and first aid awards, registered a 17% (compared to 16% in 2009) share of all awards in 2010 with over 57,000 awards achieved. This was followed by Communication (FETAC 5.1.1) hosting a 7% share (6% in 2009). Childcare (FETAC 6.1.8) accounted for 6% of awards (6% in 2009).

Secretarial (FETAC 3.2.1) also accounted for 6% of 2010 awards (both up from 5% in 2009). Admin. related ICT (FETAC 3.2.3) and Computer literacy (FETAC 5.1.3) each accounted for 4% of 2010 awards (both down from 5% in 2009).

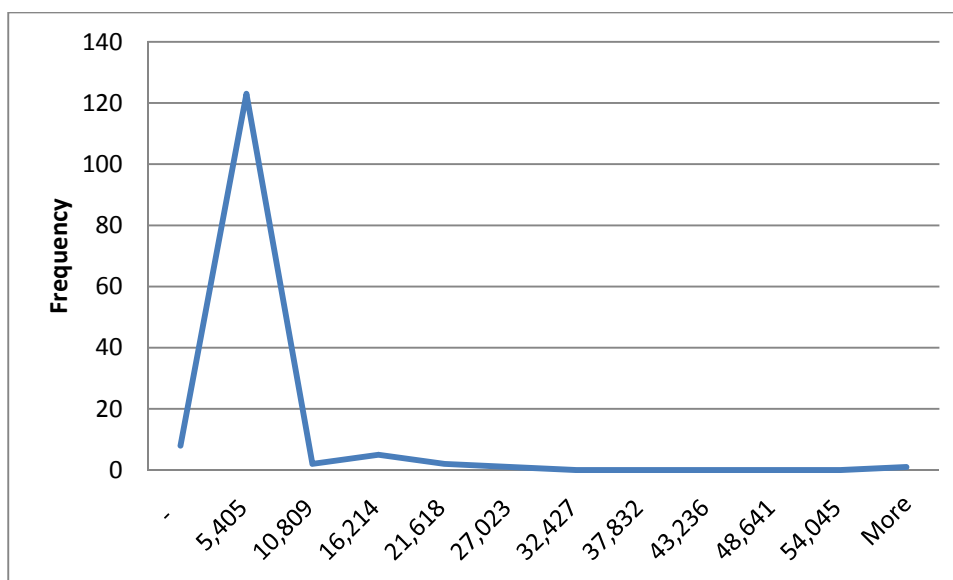
Door security (FETAC 8.3.1), Personal development (FETAC 5.1.6) and Health care support (FETAC 6.2.7), each hosted 3% of awards in 2009 and 2010, respectively.

Finally, Preparation for work (FETAC 5.1.4) recorded a share of 3% in 2010, down from 4% in 2009.

Table 4 Top Ten Awards, by percentage share of total disaggregated awards, classified by FETAC Domain of Learning, 2009 and 2010.

FETAC Domain	Domain Name	Share of 2009	Share of 2010	2009	2010
8.3.5	Emergency Services, Occ. Health and Safety, First Aid	16%	17%	50,205	59,450
5.1.1	Communication	7%	7%	21,798	24,486
6.1.8	Childcare	6%	6%	18,085	20,735
3.2.1	Secretarial	5%	6%	17,197	20,551
3.2.3	Admin. related ICT	5%	4%	15,547	14,925
5.1.3	Computer Literacy	5%	4%	14,974	14,887
8.3.1	Door Security	3%	3%	8,327	11,861
5.1.6	Personal Development	3%	3%	10,088	11,466
6.2.7	Health Care Support	3%	3%	10,502	11,091
5.1.4	Preparation for Work	4%	3%	12,114	9,027
Top ten		57%	57%	178,837	198,479
Total		100%	100%	314,820	348,005

Chart 15 Histogram of distribution of 2010 domain data, for 142 codings (127 domains and their variants).



4.8 Table 5 breaks down the disaggregated awards data into their three digit FETAC codings. This shows the wide spread of FETAC awards across the 127 domains (or 142 including all arising multiple domains codings), with only eight domains recording no activity in 2010. The dominance of a further ten domains is detailed previously, and these ten domains account for 57% of all awards in 2010. Therefore, despite a

wide distribution the volume of awards is concentrated generally in domains which offer awards typically associated with transferable core skills for the workplace and/or legislative requirements for occupations/work places.

The mean number of awards per domain is calculated as 2,451 awards, whereas the median value is 670 awards and the mode is zero. The median and mode point to the fact that a high number of the domains host low numbers of awards. The maximum number of awards in any domain is 59,450 (FETAC 8.3.5 Emergency Services).

Further, a histogram plot (Chart 15) shows that for the 142 domain codings recorded in 2010, of these 123 domains recorded between 1 and 5,405 awards. Thus, any domain recording over the 5,500 award mark is currently dominating the activity in terms of volume for FETAC awards.

There are 11 domains recording over 5,500 in 2010 including all of the 'top ten' domains discussed previously and FETAC 5.1.5; lifeskills domain which recorded 5,794 awards.

a

## Region

4.9 The population distribution, and the distribution of FETAC awards by region, are provided in Table 6, using the latest available data. In 2009, an analysis of these data by comparing population distribution with awards distribution revealed a similar distribution pattern for each category, i.e. there is little regional variance and an even distribution between where people live and where awards are achieved. This holds true for most regions in 2010.

Leinster showed a variance of 4% between population spread and awards spread; attributed to Dublin, particularly Dublin city where there was a higher incidence of awards per head of population. In fact, there was a variance of 14%, partially attributed to age factors.

In Munster there was slightly less awards per head of population with a negative variance of 2%; driven by Cork County which recorded a negative variance of 6% between population and awards, creating an overall awards spread for Cork (city plus county) which was 2% lower than the comparable population spread. Both Cork city and Waterford city showed more awards per head of population in contrast to the rural county areas which showed less awards per head of population, than expected for even distribution.

Connaught showed a negative variance of 2% between population spread and awards spread, with Galway County recording a negative variance of 2%, whereas Galway city displayed a higher number of awards per head of population showing a 2% variance.

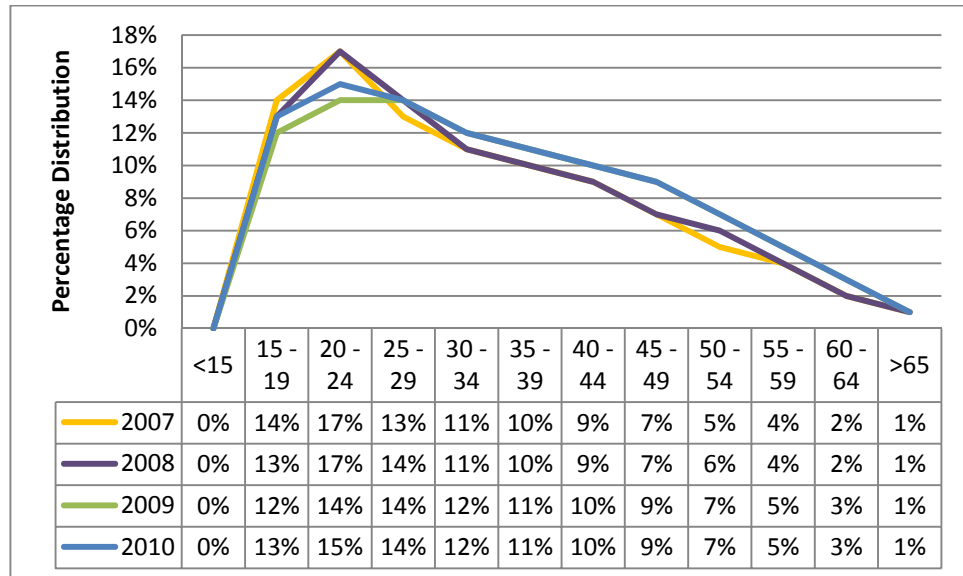
Ulster showed a balanced distribution pattern with little variance in terms of population spread and awards spread.

Table 6 Population distribution (2006, CSO data) and FETAC Awards distribution, 2010 by region (note: data rounded; missing data for n=18 awards).

Region*	PopIn 2006	Awards 2010	PopIn Spread	Awards Spread	Variance
<b>Leinster</b>	<b>2,295,123</b>	<b>203,016</b>	<b>54%</b>	<b>58%</b>	<b>4%</b>
Carlow	50,349	4,292	1%	1%	0%
Dublin	1,187,176	122,858	28%	35%	7%
- <i>Dublin City</i>	506,211	90,147	12%	26%	14%
- <i>Dun Laoghaire-Rathdown</i>	194,038	16,246	5%	5%	0%
- <i>Fingal</i>	239,992	4,171	6%	1%	-4%
- <i>South Dublin</i>	246,935	12,294	6%	4%	-2%
Kildare	186,335	12,840	4%	4%	-1%
Kilkenny	87,558	5,248	2%	2%	-1%
Laoighis	67,059	3,650	2%	1%	-1%
Longford	34,391	2,843	1%	1%	0%
Louth	111,267	14,113	3%	4%	1%
Meath	162,831	5,114	4%	1%	-2%
Offaly	70,868	3,643	2%	1%	-1%
Westmeath	79,346	14,326	2%	4%	2%
Wexford	131,749	8,812	3%	3%	-1%
Wicklow	126,194	5,277	3%	2%	-1%
<b>Munster</b>	<b>1,173,340</b>	<b>88,671</b>	<b>28%</b>	<b>25%</b>	<b>-2%</b>
Clare	110,950	5,514	3%	2%	-1%
Cork	481,295	32,847	11%	9%	-2%
- <i>Cork City</i>	119,418	25,087	3%	7%	4%
- <i>Cork County</i>	361,877	7,760	9%	2%	-6%
Kerry	139,835	6,403	3%	2%	-1%
Limerick	184,055	17,724	4%	5%	1%
- <i>Limerick City</i>	52,539	13,956	1%	4%	3%
- <i>Limerick County</i>	131,516	3,768	3%	1%	-2%
North Tipperary	66,023	4,916	2%	1%	0%
South Tipperary	83,221	2,932	2%	1%	-1%
Waterford	107,961	18,335	3%	5%	3%
- <i>Waterford City</i>	45,748	15,635	1%	4%	3%
- <i>Waterford County</i>	62,213	2,700	1%	1%	-1%
<b>Connacht</b>	<b>504,121</b>	<b>34,521</b>	<b>12%</b>	<b>10%</b>	<b>-2%</b>
Galway	231,670	19,483	5%	6%	0%
- <i>Galway City</i>	72,414	14,524	2%	4%	2%
- <i>Galway County</i>	159,256	4,959	4%	1%	-2%
Leitrim	28,950	1,415	1%	0%	0%
Mayo	123,839	6,187	3%	2%	-1%
Roscommon	58,768	1,774	1%	1%	-1%
Sligo	60,894	5,662	1%	2%	0%
<b>Ulster (part of)</b>	<b>267,264</b>	<b>21,779</b>	<b>6%</b>	<b>6%</b>	<b>0%</b>
Cavan	64,003	5,806	2%	2%	0%
Donegal	147,264	12,165	3%	3%	0%
Monaghan	55,997	3,808	1%	1%	0%
<b>State</b>	<b>4,239,848</b>	<b>347,987</b>	<b>100%</b>	<b>100%</b>	<b>0%</b>

## Age

Chart 16 Percentage Distribution of Award Holders by Age who achieved awards in 2007, 2008, 2009, 2010.



4.10 The percentage distribution, in Chart 16, of award holders by age shows a gradual shift from the 15 -19 and 20-24 age brackets towards award holders over 25. The 20 to 24 age group is the peak category with 28% of 2010 learners recorded as under 25. In 2007, 31% of learners were under 25. This climbs to over half of learners, 54%, recorded as under 35 in 2010, which is slightly less than the 55% recorded in 2007. There were 28% of learners in 2007 over 40; and this has increased significantly to 35% of learners in 2010. The age profile of learners in 2009 is almost identical to that of 2010.

## Progression

4.11 There were more than 14,000 FETAC applicants to the CAO in 2010, representing over one-fifth of all CAO applicants. This has risen from 8,100 applicants in 2009. It should be noted that FETAC applicants do not necessarily obtain places in Higher Education on this basis, as the computation is programme dependent in the first instance, and the CAO will compute the optimal basis (maximum points) for the applicant for a given programme; which could be their leaving certificate points, their FETAC award, where applicable, or a combination of both.

## ISCED Fields of Education and Training

Field of Study (ISCED) <sup>1</sup>	CODE
<b>General Programmes</b>	<b>0</b>
Basic programmes*(010)	
Literacy and numeracy(080)	
Personal development(090)	
<b>Education Science</b>	<b>1</b>
Teaching and Training(141)	
Education science(142)	
<b>Humanities and Arts</b>	<b>2</b>
Fine arts(211)	
Music and performing arts(212)	
Audio-visual techniques and media production(213)	
Design(214)	
Craft skills(215)	
Religion(221)	
Foreign languages(222)	
Mother tongue(223)	
History and archaeology(225)	
<b>Social Science, Business and Law</b>	<b>3</b>
Social and behavioural science(310)	
Journalism and reporting(321)	
Library, information, archive(322)	
Wholesale and retail sales(341)	
Marketing and advertising(342)	
Finance, banking, insurance(343)	
Accounting and taxation(344)	
Management and administration(345)	
Secretarial and office work(346)	
Working life(347)	
Law(380)	

<b>Science</b>	<b>4</b>
Life Science(420)	
Physical Science(440)	
Maths and Statistics(460)	
Computer Science(481)	
Computer Use(482)	
<b>Engineering, Manufacturing and Construction</b>	<b>5</b>
Mechanics and metal work(521)	
Electricity and energy(522)	
Electronics and automation(523)	
Chemical and process(524)	
Motor vehicles, ships and aircraft(525)	
Food processing(541)	
Textiles, clothes, footwear, leather(542)	
Materials (wood, paper, plastic, glass)(543)	
Mining and extraction(544)	
Architecture and town planning(581)	
Building and civil engineering(582)	
<b>Agriculture and Veterinary</b>	<b>6</b>
Crop and livestock production(621)	
Horticulture(622)	
Forestry(623)	
Fisheries(624)	
Veterinary(640)	
<b>Health and Welfare</b>	<b>7</b>
Medicine(721)	
Medical Services(722)	
Nursing(723)	
Dental Studies(724)	
Child Care and youth services(761)	
Social work and counselling(762)	
<b>Services</b>	<b>8</b>
Hotel, restaurant and catering(811)	
Travel, tourism and leisure(812)	

Sports(813)	
Domestic services(814)	
Hair and beauty services(815)	
Transport services(840)	
Environmental Protection(850)	
Protection of persons and property(861)	
Occupational health and safety(862)	
Military and defence(863)	
<b>Unclassified</b>	<b>9</b>

1 For an explanation of the ISCED (International Standard Classifications for Education) subject classification system, please see the ISCED Manual at [http://www.unesco.org/education/information/nfsunesco/doc/isced\\_1997.htm](http://www.unesco.org/education/information/nfsunesco/doc/isced_1997.htm)

Appendix 2

FETAC Fields of Learning, and relationship to ISCED.

FIELD	Sub-FIELD		DOMAIN	ISCED CODE		
1  Agriculture, Science + Computing  ISCED 4 + 6	1. Agriculture	1.1.1	Agriculture (livestock, farm animals, crops, farming, land)	6		
		1.1.2	Horticulture (fruit, vegetables, plants, gardens, landscape)			
		1.1.3	Floristry (flower arranging, display)			
		1.1.4	Veterinary/Pets/non-Farm Animals			
		1.1.5	Poultry (Geese, Ducks, Hens, Eggs)			
		1.1.6	Aquaculture			
		1.1.7	Equitation (horses, stables, equine)			
		1.1.8	Fisheries (commercial fishing, nets, fishing equipment)			
		1.1.9	Forestry (trees, timber)			
	2. Science	1.2.1	Natural Sciences/Food Science/Environmental Science, Environment, Conservation, Botany, Biology	4		
		1.2.2	Applied Science - Chemistry/Physics/Materials			
		1.2.3	Laboratory Skills			
		1.2.4	Statistics/Mathematics/Research			
		3. Computing  (not Applications)	1.3.1		HardWare	4
			1.3.2		Systems + Networks	
			1.3.3		Web Design/Internet	
			1.3.4		Software Engineering/Design/Software Development	
	1.3.5		Programming			
	2  Arts, Craft And Media  ISCED 2	1. Arts	2.1.1	Music (theory and performance)	2	
2.1.2			Drama (the play and the players)			
2.1.3			Theatre (lighting, production tasks, scene-painting)			
2.1.4			Dance			
2. Visual Arts, Craft. Design		2.2.1	Craft/Design (furniture, stained glass, jewellery, ceramics/upholstery/restoration/wood-turning/pottery)	2		
		2.2.2	Textiles - woven/constructed, print, fashion design/tailoring (not manufacture)			

		2.2.3	Interior/Décor Design (feng shui, decorative painting techniques)	2
		2.2.4	Fine Art - sculpture, painting/drawing, print (etching/screen-printing/litho)	
	3. Media	2.3.1	Photography	2
		2.3.2	Television/video/Film (incl Production)	
		2.3.3	Radio/Broadcasting/Sound	
		2.3.4	Multi-Media/animation (other than web see 1.3.3.)	
		2.3.5	Printing + Publishing/DTP	
		2.3.6	Graphic Design	
<b>3</b>	1. Business	3.1.1	Legal	3
Business and Administration  ISCED 3		3.1.2	Retail/Wholesale/Trade/Sales/Estate Agency/Purchasing/applied Economics	
		3.1.3	Finance/Banking/Insurance/Taxation/Accounting	
		3.1.4	Enterprise/Business Development/Entrepreneur/SYOB/Gen Business/rural business	
		3.1.5	Marketing/PR	
		3.1.6	Human Resource/Customers/Organisational Dev. + Skills/Personnel	
		3.1.7	Advertising/Display/Merchandising	
		3.1.8	Management Skills/Principles/Project Mgmt (motivation/delegation)	
		3.1.9	Journalism	
		3.1.10	Social and Behavioural Science	
		3.1.11	Library	
		2. Administration	3.2.1	Secretarial/Admin Skills/TeleServices/Payroll
		3.2.2	Office Work/filing/Telephone	
		3.2.3	Admin-related ICT Applications/data entry	
<b>4</b>	1. Planning and Design	4.1.1	Architectural Assistant Skills	5
Construction and Built Environment  ISCED 5		4.1.2	Draughting/CAD	
		4.1.3	Planning Services, surveying	
	2. Housing/Building Construction	4.2.1	Construction Trades	5
		4.2.2	Technical Operatives/Scaffolding/	
		4.2.3	Construction Site Activities/Building Work/General Maintenance	
		3. Civil Engineering	4.3.1	Civil Works, eg Roads
		4.3.2	Plant Operators	
		4.3.3	Engineering Technicians	

	4. Restoration/ Traditional/ Heritage	4.4.1	Heritage Craft Skills (stone wall building)	
		4.4.2	Restoration Skills	5
<b>5</b>				
Core Skills Language and General Studies  ISCED 0 and 2	1. Core Skills	5.1.1	Communication (writing, speaking, listening except literacy see 5.1.2.)	0
		5.1.2	Numeracy + Literacy + Visual Literacy	
		5.1.3	ICT Introduction (basic keyboard Sk, computer literacy)	
		5.1.4	Preparation for Work (CV, Interview Techniques)	
		5.1.5	Lifeskills (culture/day-to-day living/the world around us)	
		5.1.6	Personal Development (learning to learn, study skills)	
	2. Language (Excl Culture)	5.2.1	European Language	2
		5.2.2	English (incl ESOL)	
		5.2.3	Irish	
		5.2.4	International Language (other than European)	
	3. General Studies	5.3.1	Irish Tradition + Culture	2
		5.3.2	EU Studies + Culture	
		5.3.3	History/Geography/Archeology	
		5.3.4	Civics/Politics/Liberal Arts/Classics	
		5.3.5	Philosophy	
<b>6</b>				
Education, Health and Welfare  ISCED 1 and 7 and 8	1. Education Training	6.1.1	Trainer/Train the Trainer/Mentor	1
		6.1.2	Assessor/Evaluator	1
		6.1.3	Prof. Development Studies	1
		6.1.4	Supervisory Studies	1
		6.1.5	Education Studies/Montessori	1
		6.1.6	Classroom Assistant	1
		6.1.7	YouthWork	7
		6.1.8	ChildCare	7
		6.1.9	Community Care/Social Work	7
	2. Health/Welfare	6.2.5	Complementary Therapies	7
		6.2.6	Nursing - Allied Skills	7
		6.2.7	Health Care Support	7
		6.2.8	Dental Studies	7
				7

		6.2.9	Disability Studies	7
7 Engineering/ Manufacturing  ISCED 5	1. Engineering	7.1.1	Electrical/Electronics/Electromechanical	5
		7.1.2	Mechanics/Mechanical/Tools	
		7.1.3	Refrigeration	
		7.1.4	AirCRAFT/Naval/Boats/Navigation Engineering	
		7.1.5	Processes/Fitting/Turning/Metals/tool-making	
		7.1.7	TeleComms/Audio/TV Servicing	
		7.1.8	Environmental (Energy, Waste) Processes	
		7.1.9	Chemicals + Processing/Pharmaceuticals	
		7.1.10	Building Security - Alarm Installation	
		8	2. Manufacturing Processing	
7.2.2	Food + Dairy Processing			
7.2.3	Textiles + Footware Manufacture			
7.2.4	Materials (plastic, glass, paper, wood) Manufacture			
7.2.5	Medical Devices/Instrumentation			
8.1.1	Beauty			8
8.1.2	Hairdressing			
8.1.3	Domestic Services (commercial cleaning)/DIY			
8.1.5	Funeral/Other Services			
8.2.1	Warehouse/ForkLift/Storage	8		
8.2.2	Transport/Logistics			
8.2.3	Driving (HGV eg)			
8.2.4	Freight/Forwarding			
9	3. Security	8.3.1	Door Security (Bouncer)	8
		8.3.2	Commercial Security	
		8.3.3	Military	
		8.3.4	Prison/Prisoner Security (Dept. Justice)	
		8.3.5	Emergency Service Personnel	
9 Tourism, Hospitality and Sport	4. Environmental protection	8.4.1	Wastewater treatment/Water protection	8
		9.1.1	Travel	8
9.1.2	Tourism (non Hospitality)/rural tourism/sports tourism			
9.1.3	Tour Guiding			
9.1.4	Visitor/Heritage Centre Operations/Skills			
	2. Hospitality	9.2.1	Hotels + GuestHouse(Accomm, Front Office,	

ISCED 8			B+B eg)	8
		9.2.2	Catering/kitchen	
		9.2.3	Restaurant + Bar	
		9.2.4	Food Safety/Hygiene (HACCP)	
		9.2.5	Customer Care Hospitality	8
	3. Sport	9.3.1	Leisure Centre Activities/Leisure/Recreation/Sports Safety/Lifeguard	
		9.3.2	All Sports (football/soccer/volleyball/surfing.....)	
		9.3.3	Health + Fitness/health-related fitness/exercise	
	9.3.4	Coaching + Training/Sports Instructor		
10	Unclassified			9

## Centre Type Codes, Descriptions and Groupings

Groupings are:

FÁS -- includes CEP, CTC, JUS, FÁS, LTI

VEC/Schools -- includes CMS, PEC, SPS, VEA, FEC, LTS , VOC, TEC , VTC , YRC , SCS

FI/IOT -- includes FIC, IOT

Teagasc -- includes TAG

Work/Skillnets -- includes EMP, PTC, PTI, SKN, SRB

Private Colleges -- includes PRC

Community/Voluntary -- includes CVS, YTS

Disability Sector -- includes CPD

Other -- includes BIM, HOS, INA, OTH, PSA

<b>Centre Type</b>	<b>Type Description</b>
BIM	Bord Iascaigh Mhara Centre
CEP	Community Employment Programme
CMS	Community / Comprehensive School
CPD	Training for People with Disabilities
CTC	Community Training Centre
CVS	Community / Voluntary Sector Organisation
EMP	Employer / Work Based Learning
FAS	FÁS Training Centre
FEC	VEC Further Education College
FIC	Fáilte Ireland Centre
HOS	Hospital CNE
IOT	Higher Education Institute
JUS	Dept. Justice Centre
LTI	Local Training Initiative
LTS	VEC Literacy Service
OTH	Other
PEC	VEC Prison Education Centre
PRC	Private Provider - College
PSA	Public Service Agency
PTC	Private Provider - Company
PTI	Private Provider - Individual
SCS	Voluntary Secondary School
SKN	Skillnet

SPS	Special School (DE&S)
SRB	Sectoral Representative Body
TAG	Teagasc Centre
TEC	VEC Traveller Education Centre
VEA	VEC Adult Education Centre
VOC	VEC School
VTC	VEC VTOS Centre
YRC	VEC YouthReach Centre
YTS	Youth Service