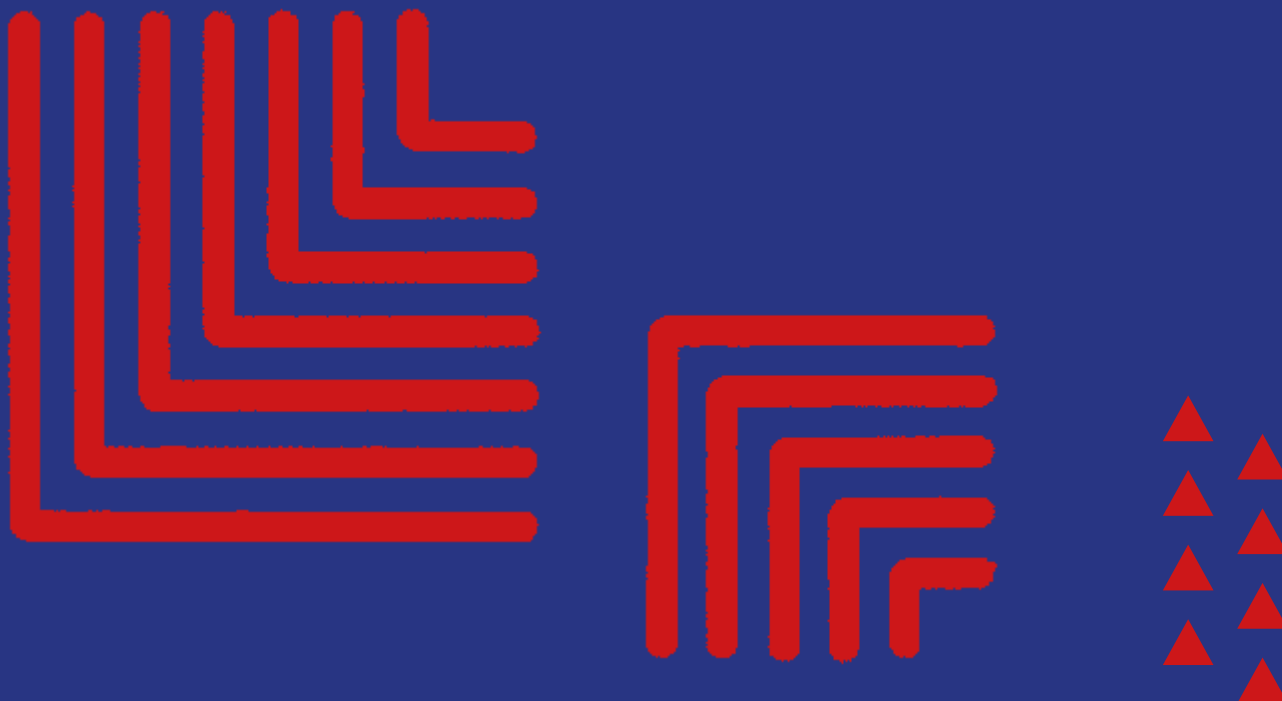


FET in Numbers 2019

Learners with Disabilities



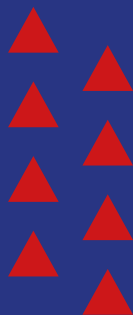
A Report by the
Data Analytics Unit in SOLAS
December 2020

Authors

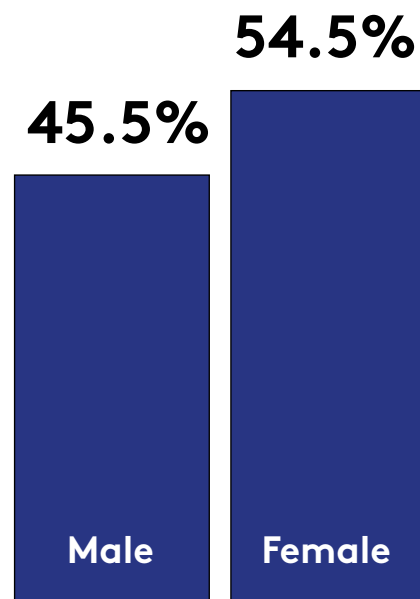
Amelia Dulee-Kinsolving
Selen Guerin

All data is sourced from the Programme and Learner Support Systems (PLSS) database. PLSS collects and processes the personal data of the FET learners who are enrolled in SOLAS funded programmes. Please note that apprenticeship and eCollege data are currently not included in the 2019 PLSS database.

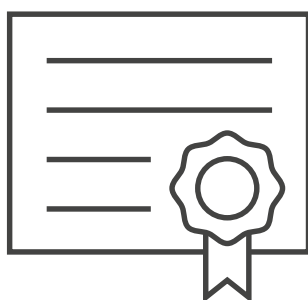
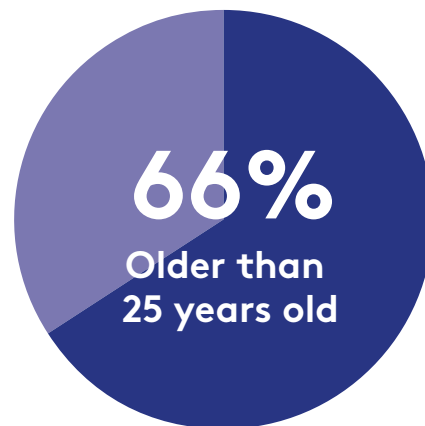
The Data Analytics Unit would like to acknowledge the assistance of the ETB staff involved in submitting data to SOLAS.



Enrolments



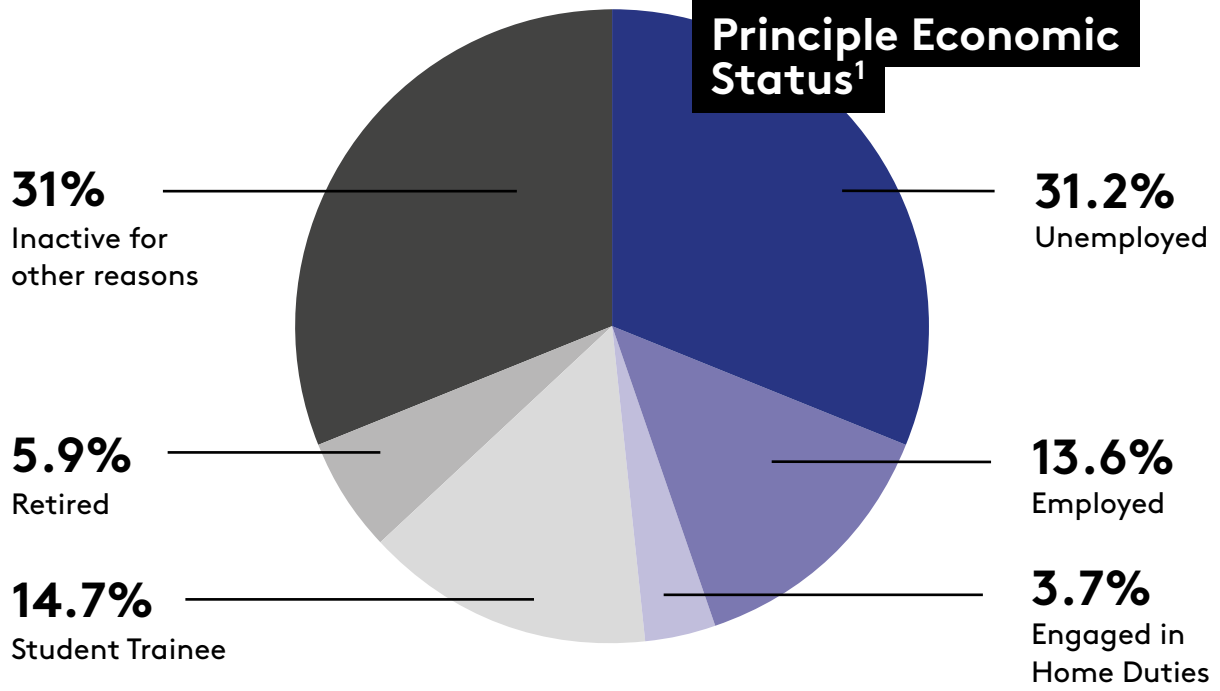
91.2%
Full and partial completions



62.4%
Certification rate

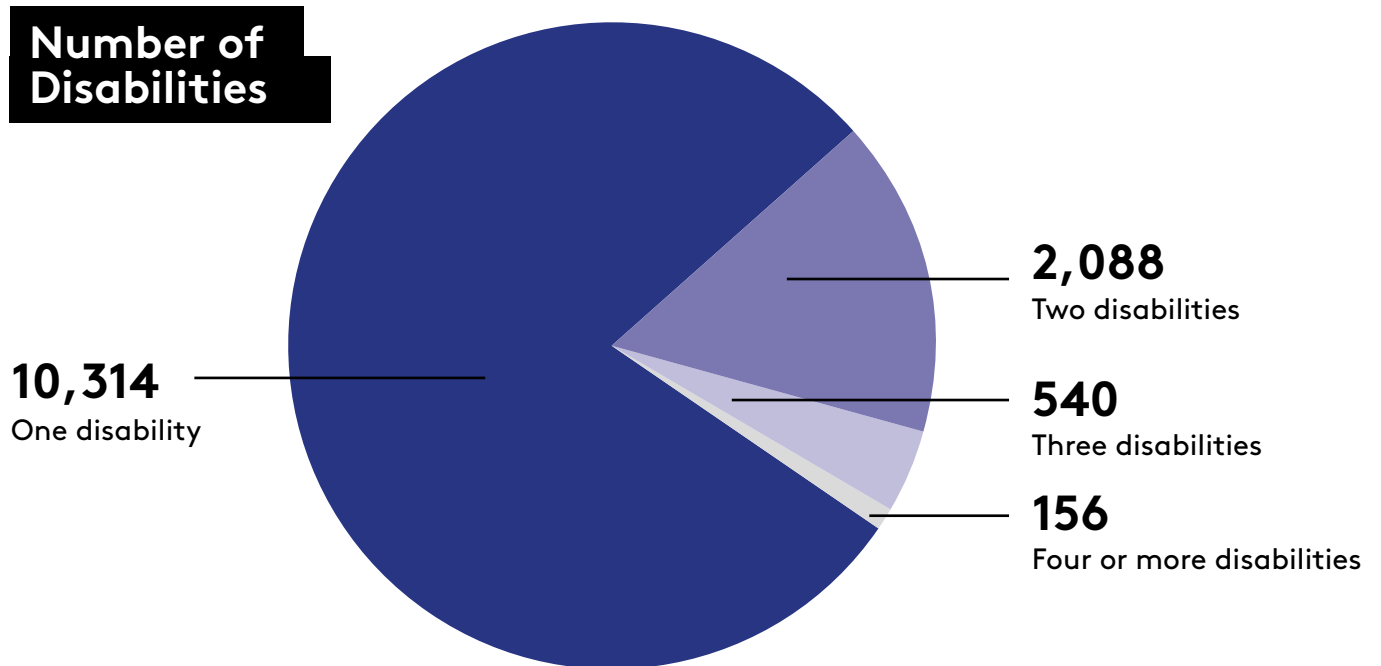
In 2019, there were 13,098 learners enrolled who reported having at least one type of disability in the further education and training programmes. This figure constitutes 7.3% of all learners enrolled in the same year. Of the learner enrolments that reported a disability, 45.5% were men and 54.5% were women. The majority (66%) of these learners were older than 25 years of age.

There were also 91.2% of learners that reported a disability who partially or fully completed a course in 2019. The certification rate for those learners who reported a disability and completed certified courses was 62.4% in 2019, up from 56.4% in 2018.



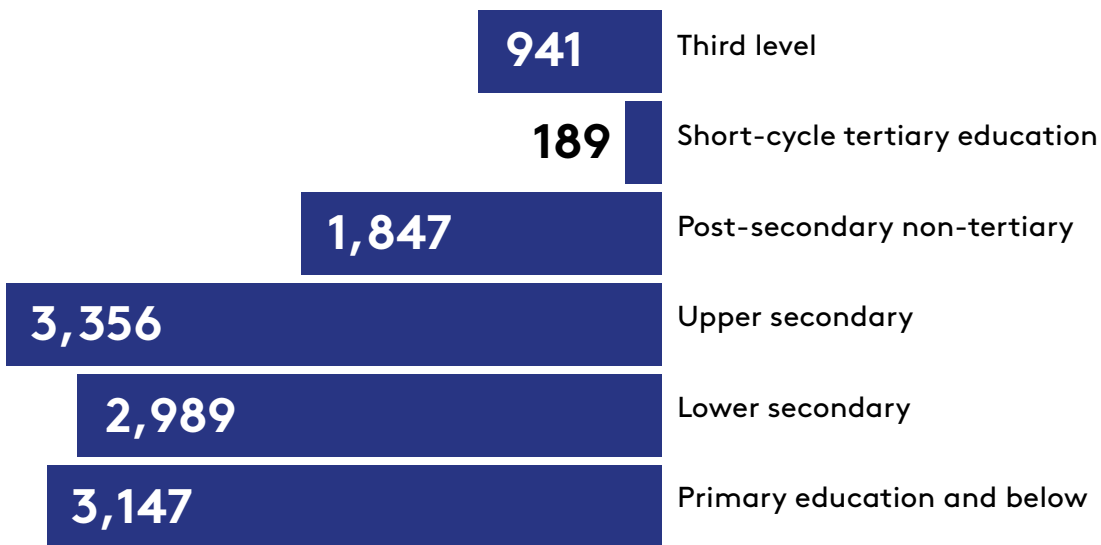
The majority of learners that reported a disability were either unemployed or economically inactive.

The chart below indicates that 10,314 learners reported one type of disability, 2,088 learners reported two, and 696 reported three or more.



¹ It should be noted that this includes only those cases where previous principle economic status was captured.

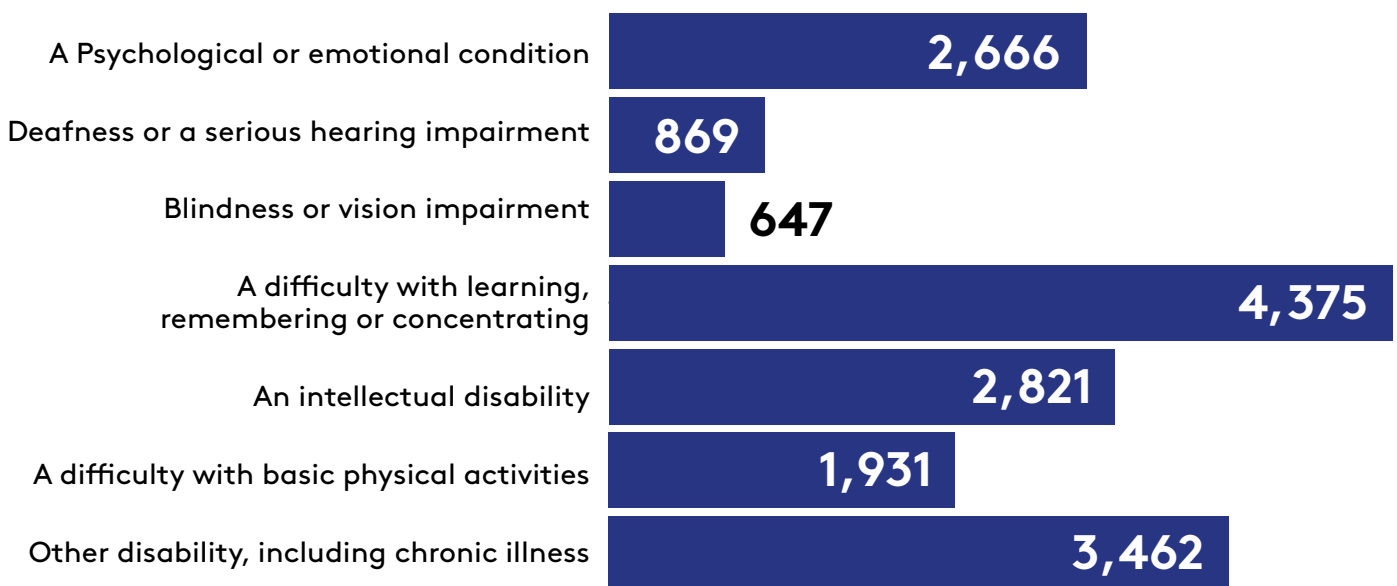
Highest Level of Formal Education²



Approximately 49.2% percent of the learners had lower secondary or a lower level education attained prior to joining further education and training.

The chart below indicates that 4,375 (26.1%) of learners reported difficulty with learning, remembering or concentrating, 3,462 (20.6%) another type of disability, including chronic illness, and 2,821 (16.8%) an intellectual disability.

Total Number of Learners by Type of Disability³



² It should be noted that this figure is an estimate and includes only those cases where previous levels of education were captured.

³ Learners here are unique within each type of disability but not necessarily across disabilities.

ETB⁴

ETB	Learners
Cavan and Monaghan ETB	566
City of Dublin ETB	2,237
Cork ETB	566
Donegal ETB	357
Dublin and Dun Laoghaire ETB	935
Galway and Roscommon ETB	343
Kerry ETB	500
Kildare and Wicklow ETB	578
Kilkenny and Carlow ETB	586
Laois and Offaly ETB	828
Limerick Clare ETB	615
Longford and Westmeath ETB	783
Louth and Meath ETB	1,330
Mayo, Sligo and Leitrim ETB	883
Tipperary ETB	551
VSCSS	157
Waterford and Wexford ETB	1,302

Of the 13,098 learners that reported a disability, 2,237 (17%) were enrolled in the City of Dublin ETB. This figure was followed by 1,330 who were enrolled in Louth and Meath ETB, representing 10% of learners that reported at least one disability.

⁴ Learners here are unique within ETBs but not necessarily across ETBs.

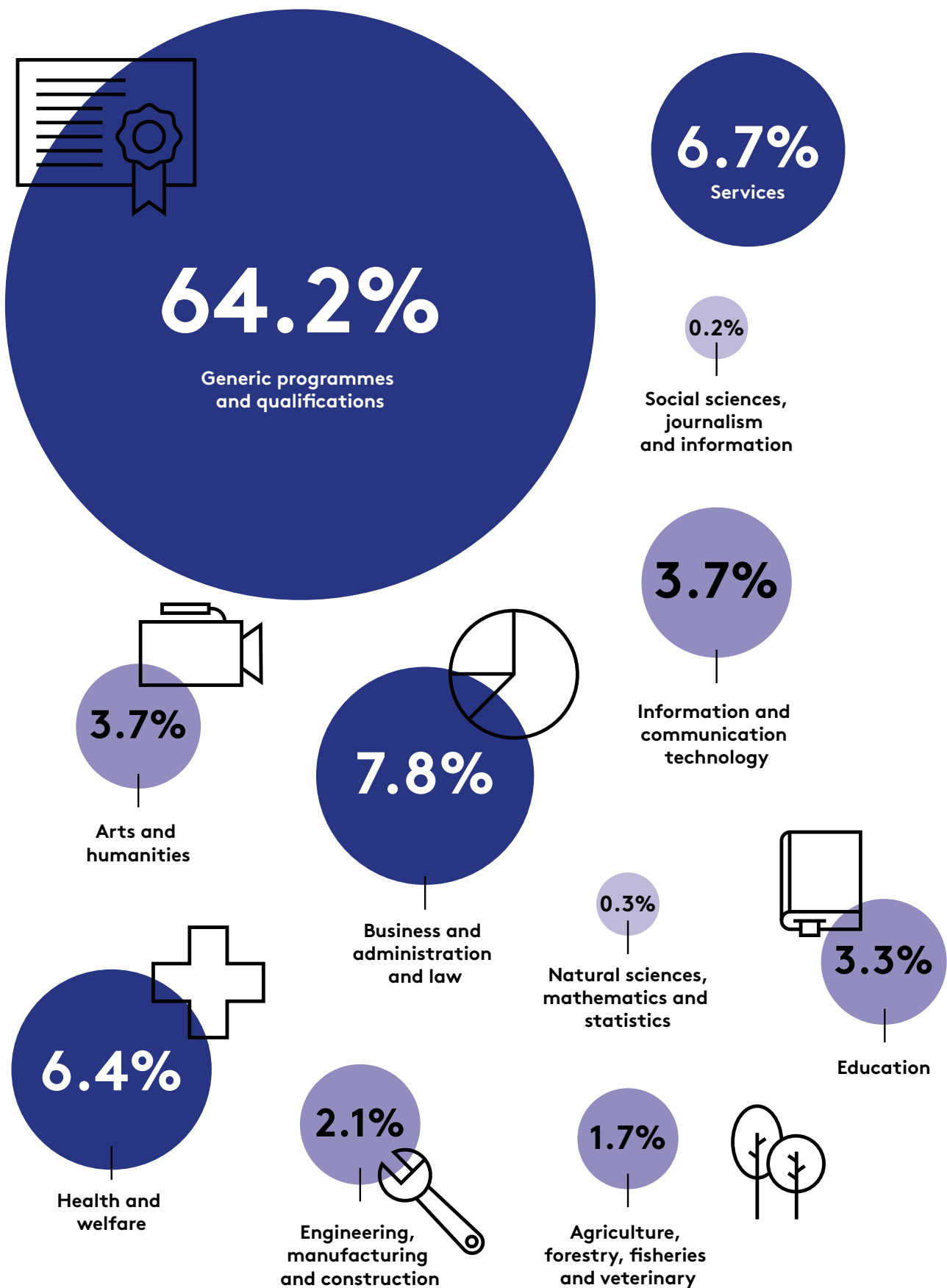
Programme Category⁵

Programme Category	Learners
Bridging Foundation Training	35
Community Training Centres	332
Specific Skills Training	368
Traineeship Training	295
Local Training Initiatives	316
Specialist Training Providers	964
VTOS Core	375
Youthreach	651
Justice Workshop	16
Blended Training	18
PLC	1,673
Traineeship Employed	8
Evening Training	492
BTEI Groups	1,820
Adult Literacy Tuition	3,342
ITABE	241
Voluntary Literacy Tuition	95
FET Cooperation Hours	480
Community Education	2,402
Skills for Work	76
ESOL	371
Refugee Resettlement	42
Other Funding	60
Skills to Advance	71

Among FET programmes, enrolments were primarily concentrated among Adult Literacy, Community Education, and Back to Education Initiative (BTEI) programmes.

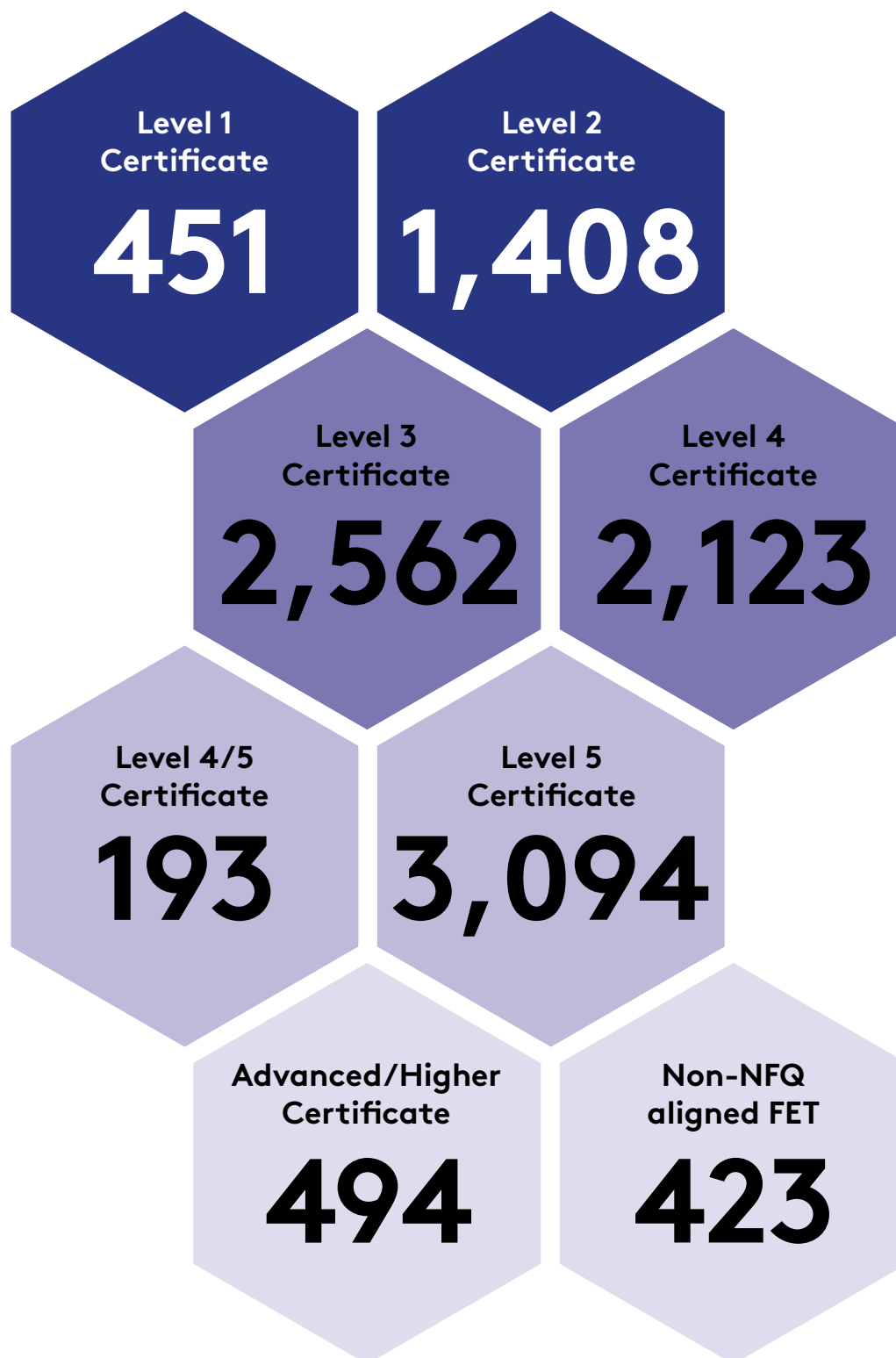
⁵ Learners here are unique within programmes but not necessarily across programmes.

Field of Study (Broad ISCED)



Field of Study (Broad ISCED)	Examples of courses
Generic programmes and qualifications	Employability Skills
	ESOL English Language
	Health and Wellbeing
	Arts and Crafts
Business and administration and law	Start your own Business
	Office Administration
Health and welfare	Nursing Studies
	Applied Social Studies
Services	Beauty Therapy
	Sports, Recreation and Exercise
Arts and humanities	Art, Craft and Design
	Film and TV Production
Education	Early Childhood Care and Education
	Special Needs Assisting
ICT	Computer Systems and Networks
	Computer Basics
Engineering, manufacturing and construction	Welding
	Engineering Technology
Agriculture, forestry, fisheries and veterinary	Horticulture
	Animal Care
Natural sciences, mathematics and statistics	Applied Science/ Laboratory Techniques
	Pre-University Science
Social sciences, journalism and information	Journalism for the Digital Age
	Cultural and Heritage Studies

Irish National Framework of Qualifications (NFQ) or Equivalent⁵



⁵ This excludes learners enrolled in courses that do not lead to an award through a recognised awarding body.

Definition of Terms

Certification Rate

The sum of only full and partial learner completions that gained an award through a recognised awarding body in 2019.

Completions

Total number of learners who have a finish date of a course (regardless of whether the course is certified or not) in 2019. Completions include partial and full completers, but exclude early leavers.

Enrolments

Enrolments are defined as learners who are on course or have completed a course during 2019.

Field of Study

This is defined and categorised by the International Standard Classification of Education (ISCED). In this report, only broad (2-digit) fields of study are used for categorising Further Education and Training courses.

Full Completions

Learners who have completed 90 per cent or more of the course and its requirements in 2019.

Irish National Framework of Qualifications (NFQ)

This is a framework through which all learning achievements may be measured and related to each other in a coherent way. The many different types and sizes of qualifications included in the NFQ are organised based on their level of knowledge, skill and competence. In some cases, where awards have not been placed on the Irish NFQ, equivalent levels are assigned based on the document 'Qualifications can cross boundaries' and the level assigned to the award on the relevant country's framework (e.g. Cf. Ofqual, Scottish Credit and Qualifications Framework, etc.).

Learner

A unique individual who has progressed onto a course in the application process. The total number of learners is the sum of all unique individuals in Further Education and Training in 2019.

Non-NFQ Aligned courses

This includes completions with certification not aligned with the NFQ.

On Course

This refers to those learners who were still on course as of December 31st, 2019.

Partial Completions

Learners who have completed more than 25 per cent but less than 90 per cent of a course and its requirements in 2019.

Post-secondary non-tertiary

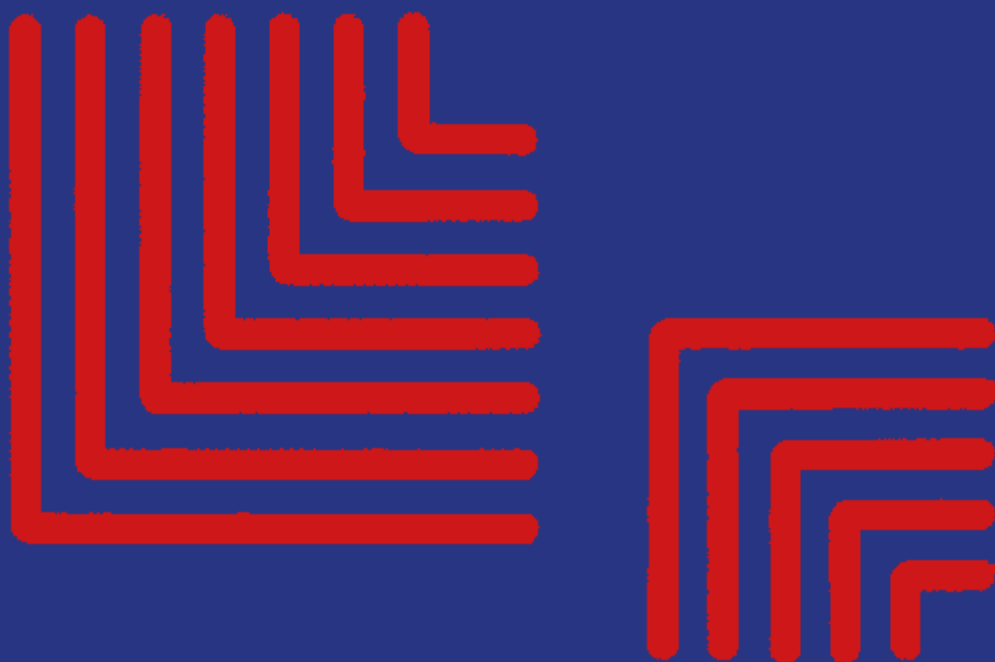
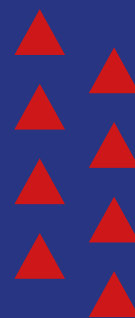
This refers to Post Leaving Certificate NFQ Level 4 or 5, Advanced Certificate NFQ Level 6, other non-NFQ aligned FET, Certificate NFQ Level 4, or Certificate NFQ Level 5.

Short-cycle tertiary education

This refers to third level non-degree courses and includes higher certificate NFQ level 6 courses and diploma NFQ level 7 courses. These courses are usually of one year in duration and are often vocational in nature.

Third Level

This refers to Ordinary Bachelor degree, Honours Bachelor degree, Professional, Post-Graduate, Doctorate or Higher degree courses.



For further information, please contact:

Helen Garner
Data Analytics Unit, SOLAS
Block 1, Castleforbes House
Castleforbes Road, Dublin 1
helen.garner@solas.ie

SOLAS.ie