This is FET Facts and Figures 2023

Further Education & Training

A Report by the
National FET Statistics, Data and Insights Unit
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FET Statistics

Enrolments
218,775

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Learner Completions
# 164,874

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Learner Certified Completions
94,941

In 2023, 218,775 unique learners were enrolled in FET courses. Of these enrolments, 164,874 learners partially or fully completed their course(s). Of the 164,874 learner completions, 94,941 of these learner completions were certified.

Enrolments

Enrolments

Total Learners

218,775

61.4%

38.6%

Male

Female

30.1%
Full-time

64.7%
Part-time

5.1%
Online
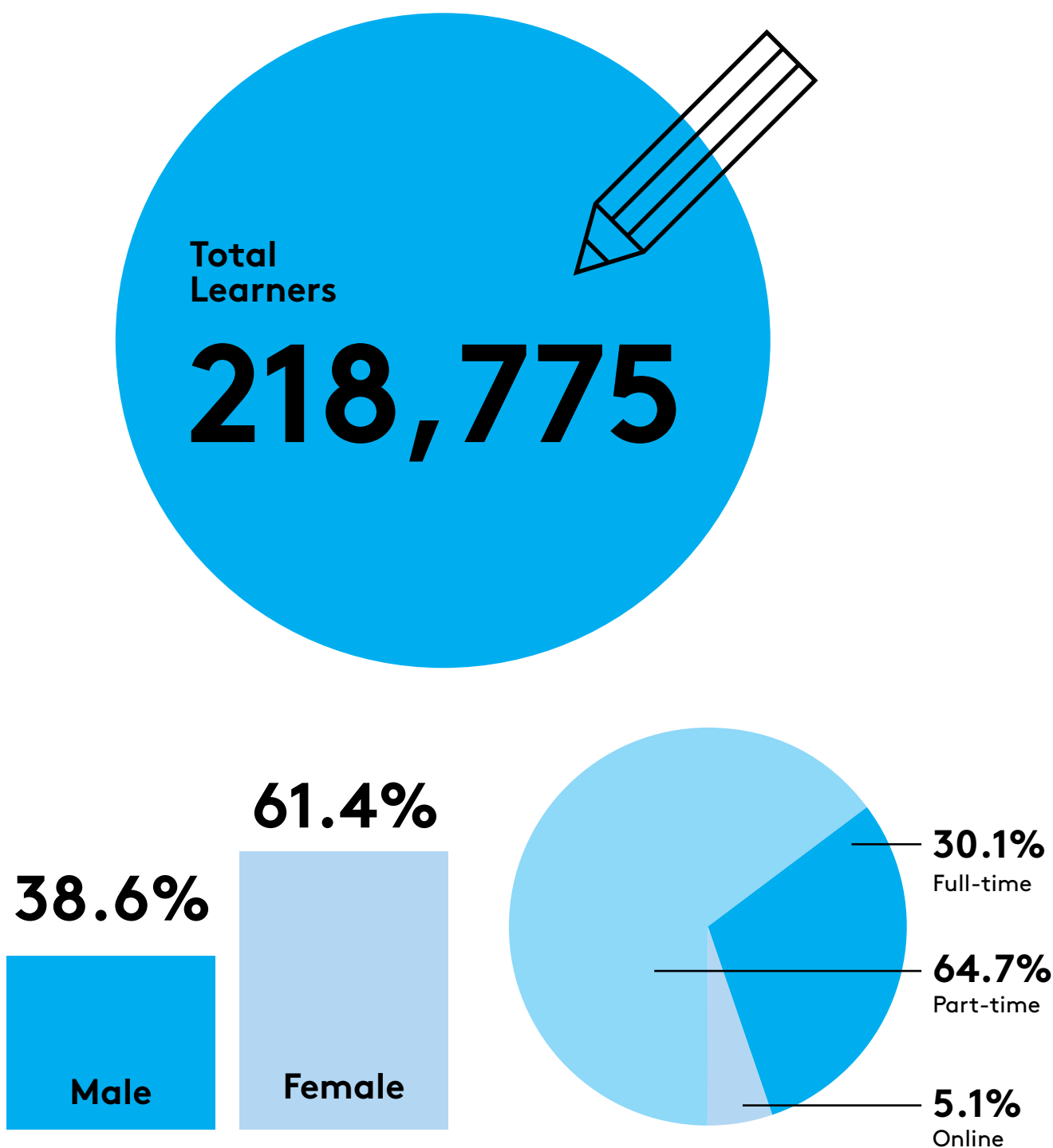
In 2023, there were 218,775 learner enrolments. Of these learner enrolments, 61.4% were female and 38.6% were male. The distribution of enrolments was higher among part-time courses (64.7%), than full-time courses (30.1%), with a small percentage (5.1%) also undertaking online courses.

Start Age

under-25	25-34	35-44	45-54	55-64	65+
63,701	33,758	41,932	32,113	23,468	23,803
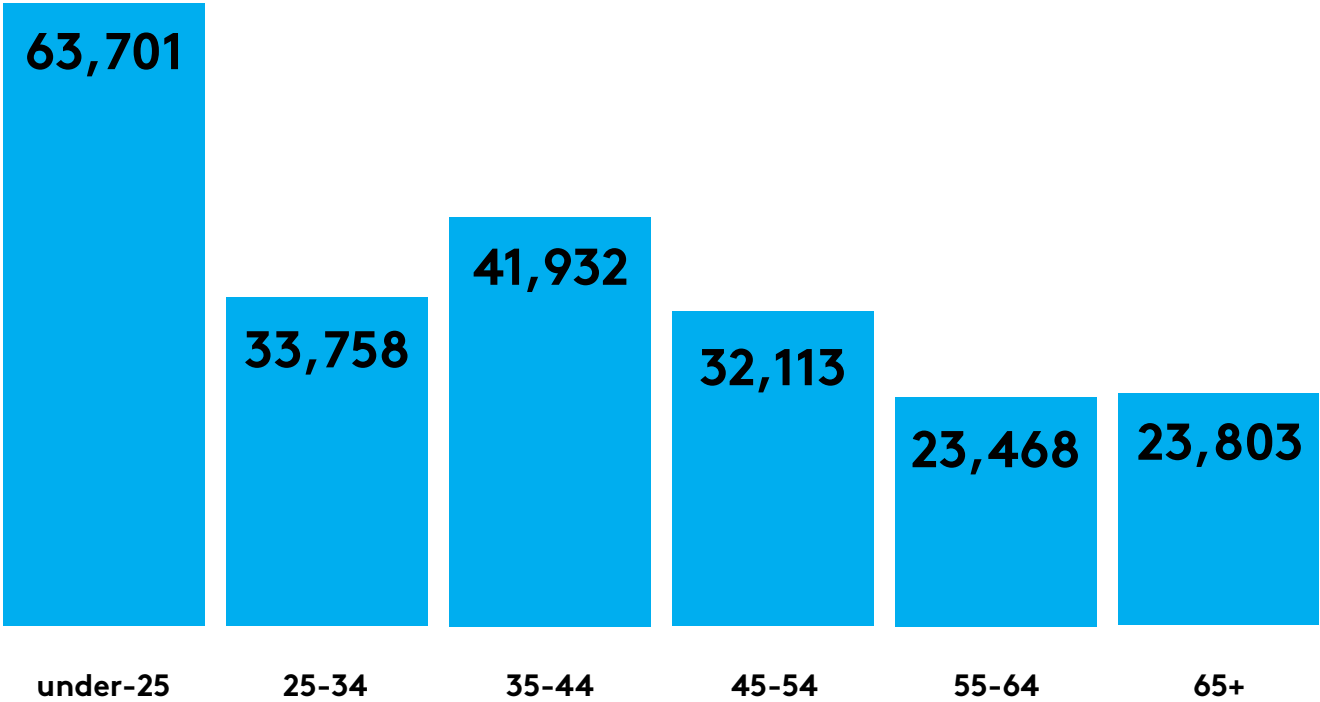
Enrolments were primarily concentrated among the under-25s, representing over one third of all enrolments in 2023.[1]

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1 Start age classifications were revised and now include two new age categories: 55-64 and 65+.

Highest Level of Formal Education[2]

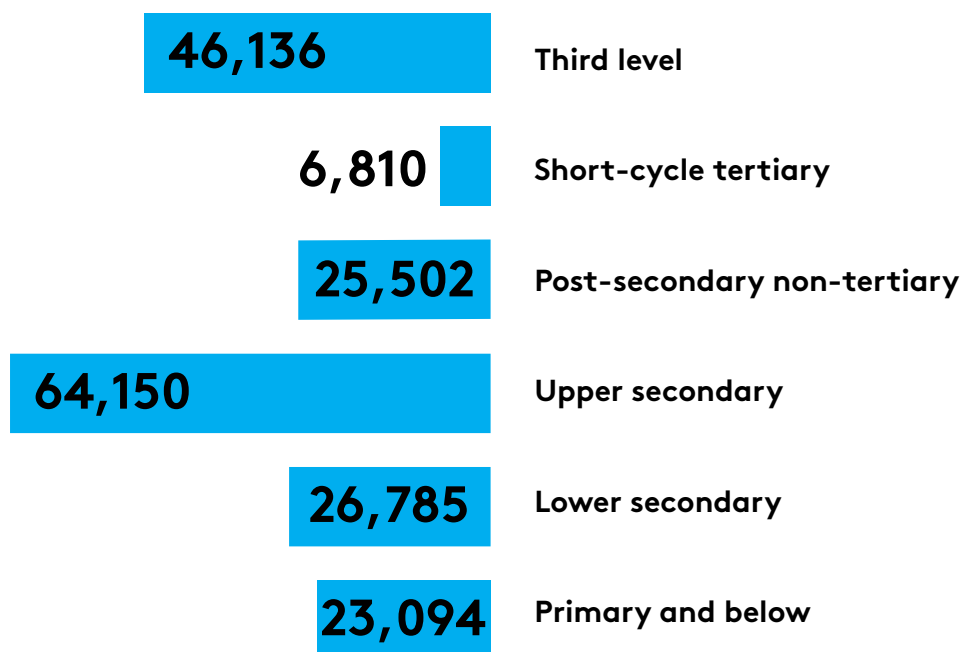|	
46,136	**Third level**
6,810	**Short-cycle tertiary**
25,502	**Post-secondary non-tertiary**
64,150	**Upper secondary**
26,785	**Lower secondary**
23,094	**Primary and below**

In 2023, 49,879 (13.9%) of learners had a lower secondary education or below when enrolling in an FET course, whereas 64,150 (33.3%) learners had an upper secondary education. The figure also shows that 25,502 (13.3%) of learners had a post-secondary non-tertiary education, an education group primarily comprised of individuals enrolled in FET level 4-6 courses (e.g. Post Leaving Certificate and Back to Education Initiative). In addition, the figure shows that 6,810 (3.5%) learners had a short-cycle tertiary education and 46,136 (24%) learners had a third level degree education.

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

Highest Level of Formal Education by Start Age[3]
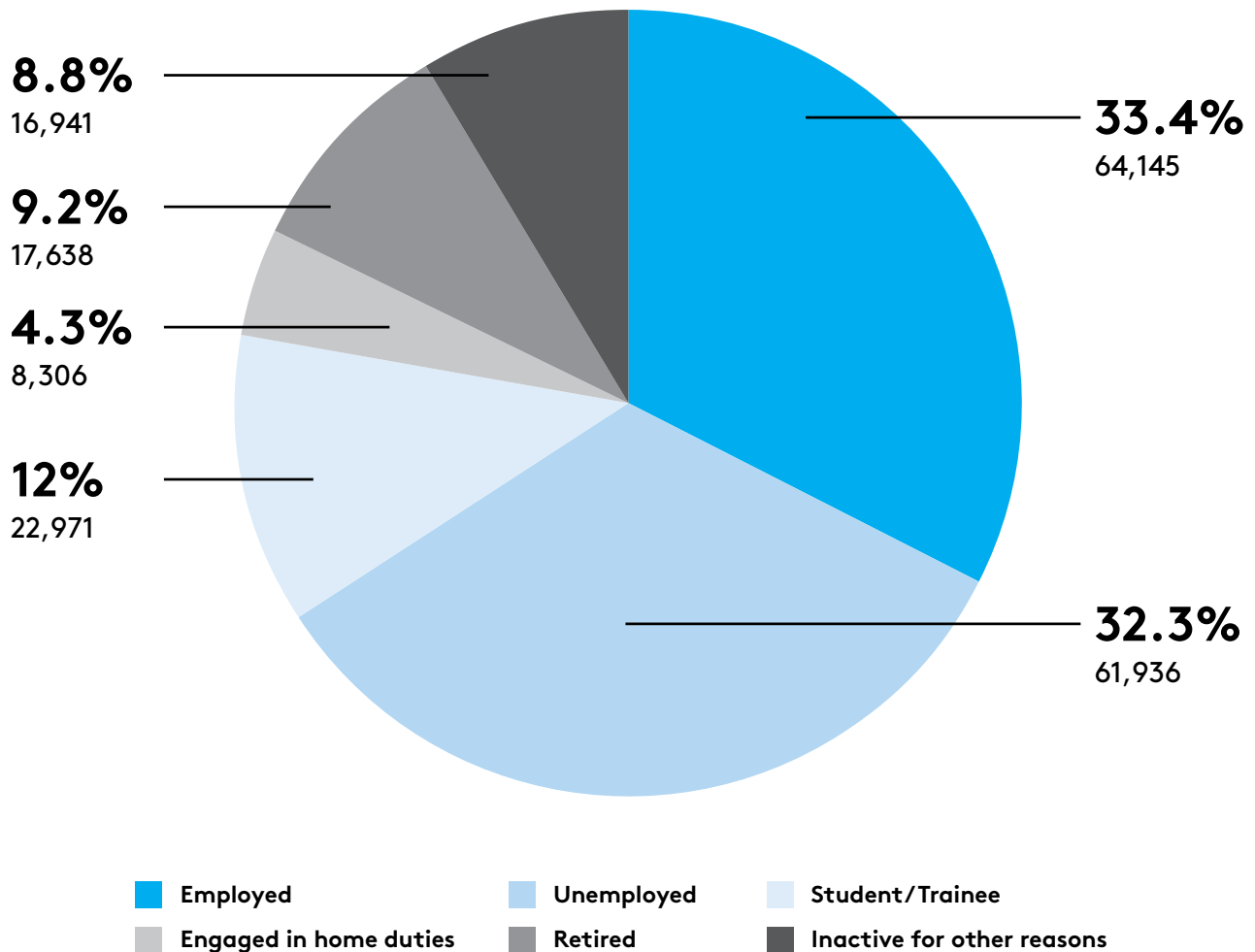
Third level
- 2,144 (under-25)
- 10,316 (25-34)
- 14,463 (35-44)
- 9,249 (45-54)
- 5,763 (55-64)
- 4,201 (65+)

Short-cycle tertiary
- 630 (under-25)
- 1,296 (25-34)
- 1,876 (35-44)
- 1,605 (45-54)
- 934 (55-64)
- 469 (65+)

Post-secondary non-tertiary
- 5,299 (under-25)
- 5,215 (25-34)
- 6,272 (35-44)
- 4,777 (45-54)
- 2,683 (55-64)
- 1,256 (65+)

Upper secondary
- 33,164 (under-25)
- 7,653 (25-34)
- 7,768 (35-44)
- 6,134 (45-54)
- 4,917 (55-64)
- 4,514 (65+)

Lower secondary
- 11,616 (under-25)
- 2,530 (25-34)
- 3,186 (35-44)
- 3,118 (45-54)
- 2,931 (55-64)
- 3,404 (65+)

Primary and below
- 4,799 (under-25)
- 3,516 (25-34)
- 4,156 (35-44)
- 3,452 (45-54)
- 2,728 (55-64)
- 4,443 (65+)

Legend: under-25 | 25-34 | 35-44 | 45-54 | 55-64 | 65+

The under-25 age group had the highest concentration among upper secondary, lower secondary and primary and below levels of education prior to enrolment, whereas the 35-44 age group had the highest concentration among those learners with post-secondary non-tertiary and those learners with third level education. For short-cycle tertiary non-degree education, the age groups were distributed relatively evenly.

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

Principal Economic Status[4]

8.8%
16,941

9.2%
17,638

4.3%
8,306

12%
22,971

33.4%
64,145

32.3%
61,936

- ■ Employed
- ■ Unemployed
- ■ Student/Trainee
- ■ Engaged in home duties
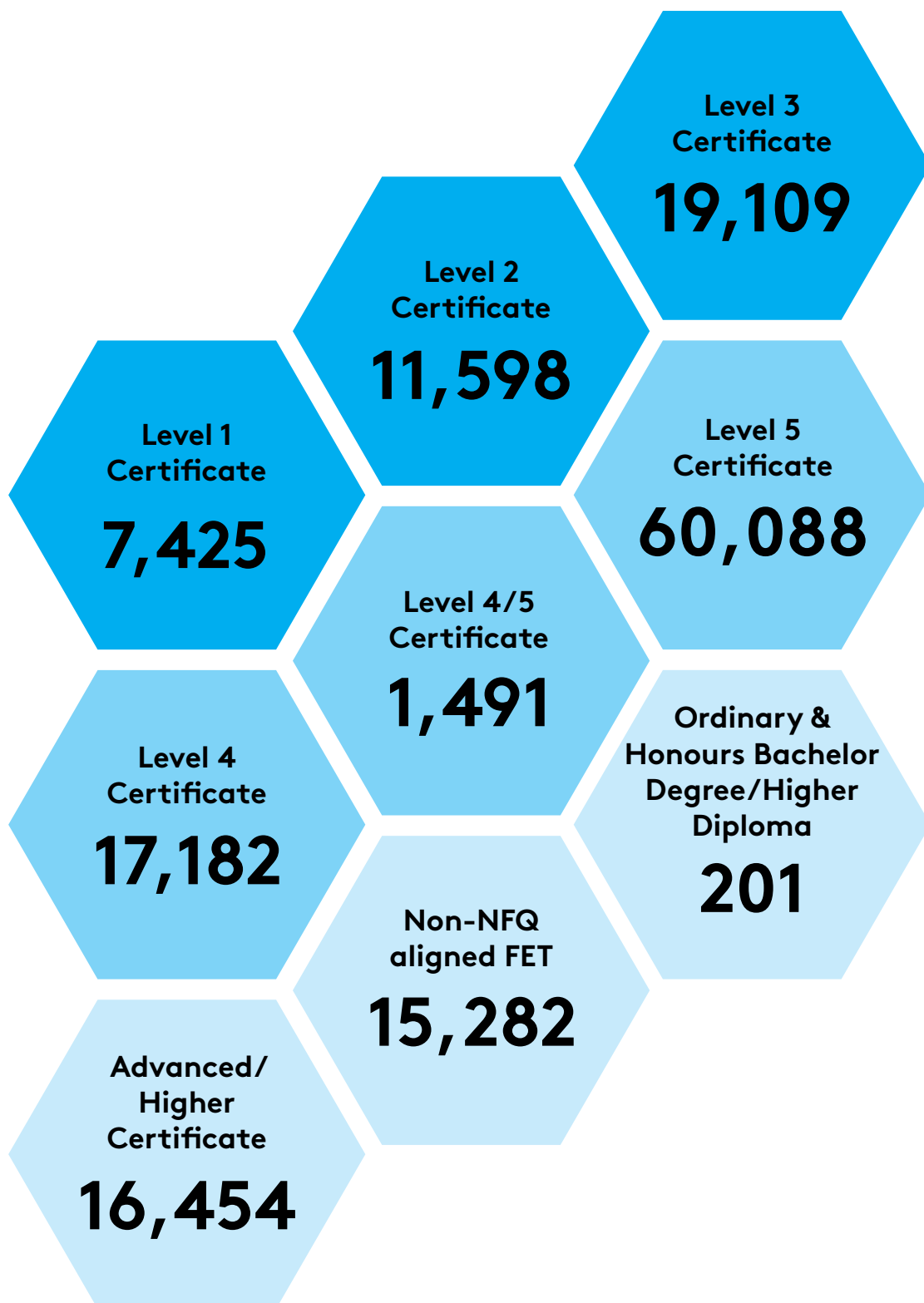- ■ Retired
- ■ Inactive for other reasons

In 2023, 32.3% of learners were unemployed prior to enrolment, while 33.4% were employed. The remaining 34.3% of learners were inactive prior to enrolment.

Of those learners who were unemployed, 41.8% were long-term unemployed.[5]

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4   It should be noted that this calculation is an estimate and includes only those cases where previous principal economic status was captured. The principal economic status response rate for learner enrolments was 87.7%.

5   It should be noted that this only captures those cases where the previous start date of principal economic status was captured.

Irish National Framework of Qualifications (NFQ) or Equivalent[6]

Level 3 Certificate
19,109

Level 2 Certificate
11,598

Level 5 Certificate
60,088

Level 1 Certificate
7,425

Level 4/5 Certificate
1,491

Level 4 Certificate
17,182

Ordinary & Honours Bachelor Degree/Higher Diploma
201

Non-NFQ aligned FET
15,282

Advanced/ Higher Certificate
16,454

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

Programme Category

	Programme Category[7]	Learners
Full-time	Blended Training	659
	Bridging and Foundation Training	2,214
	Community Training Centres	2,267
	Justice Workshop	150
	Local Training Initiatives	1,953
	PLC[8]	43,619
	Specialist Training Providers	2,709
	Specific Skills Training	12,859
	Tertiary[9]	157
	Traineeship Employed	1,039
	Traineeship Training	3,243
	VTOS Core[10]	3,366
	Youthreach	4,556
Part-time	Adult Literacy Groups	31,195
	BTEI Groups	20,732
	Community Education	42,393
	ESOL	40,277
	Evening Training	9,280
	FET Cooperation Hours	2,421
	FET Pathways from School	3,884
	ITABE	525
	Libraries Training	30
	Other Funding	2,473
	Recognition of Prior Learning	199
	Refugee Resettlement	616
	Skills for Work	2,970
	Voluntary Literacy Tuition	136
Part-time & Full-time	Skills to Advance[11]	15,772
Online	e-Learning	1,302
	eCollege[12]	1,819

Among full-time programmes, enrolments were concentrated among Post Leaving Certificate (PLC) courses, Specific Skills Training and Youthreach programmes. For part-time programmes, enrolments were concentrated among Community Education, ESOL, and Adult Literacy Groups. In addition, there were 15,772 learners enrolled in the part-time and full-time programme Skills to Advance.

7   Learners here are unique within programmes, but not necessarily across programmes.
8   PLC courses run on an academic year, whereas this figure includes two groups of starters from two academic years. Therefore, this figure for PLC courses is higher than that of a normal academic year.
9   For further detail on tertiary degrees see:https://nto.hea.ie/about/, contact info@nto.ie.
10 This only includes learner enrolments in VTOS Core direct provision.
11 This only includes learner enrolments in Skills to Advance direct provision.
12 Only includes learners who were referred to eCollege by an ETB.

Field of Study (Broad ISCED)[13]

2.9%
Education

0.2%
Social sciences, journalism and information

56.3%
Generic programmes and qualifications

7.9%
Services

4.4%
ICT

0.6%
Natural sciences, mathematics and statistics

1.7%
Agriculture, forestry, fisheries and veterinary

8%
Health and welfare

8.3%
Business, administration and law

5.5%
Engineering, manufacturing and construction

4.3%
Arts and humanities
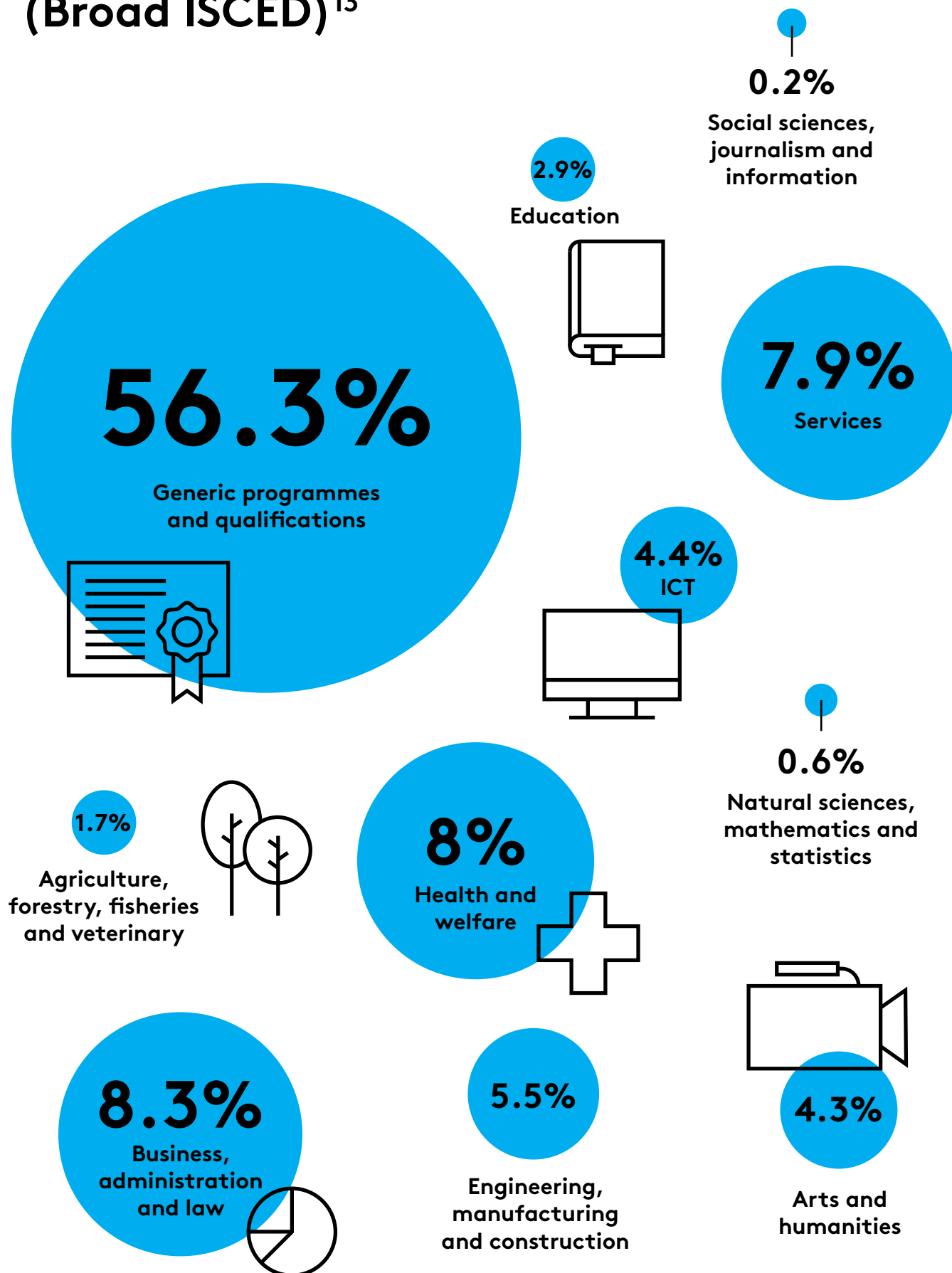
13 Field of study is defined according to the International Standard Classification of Education (ISCED).

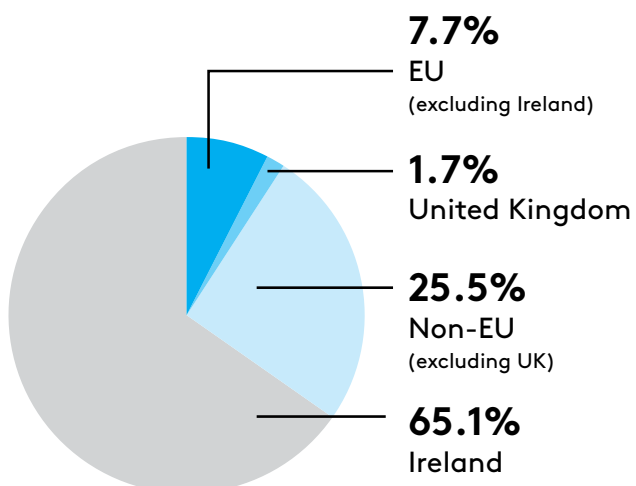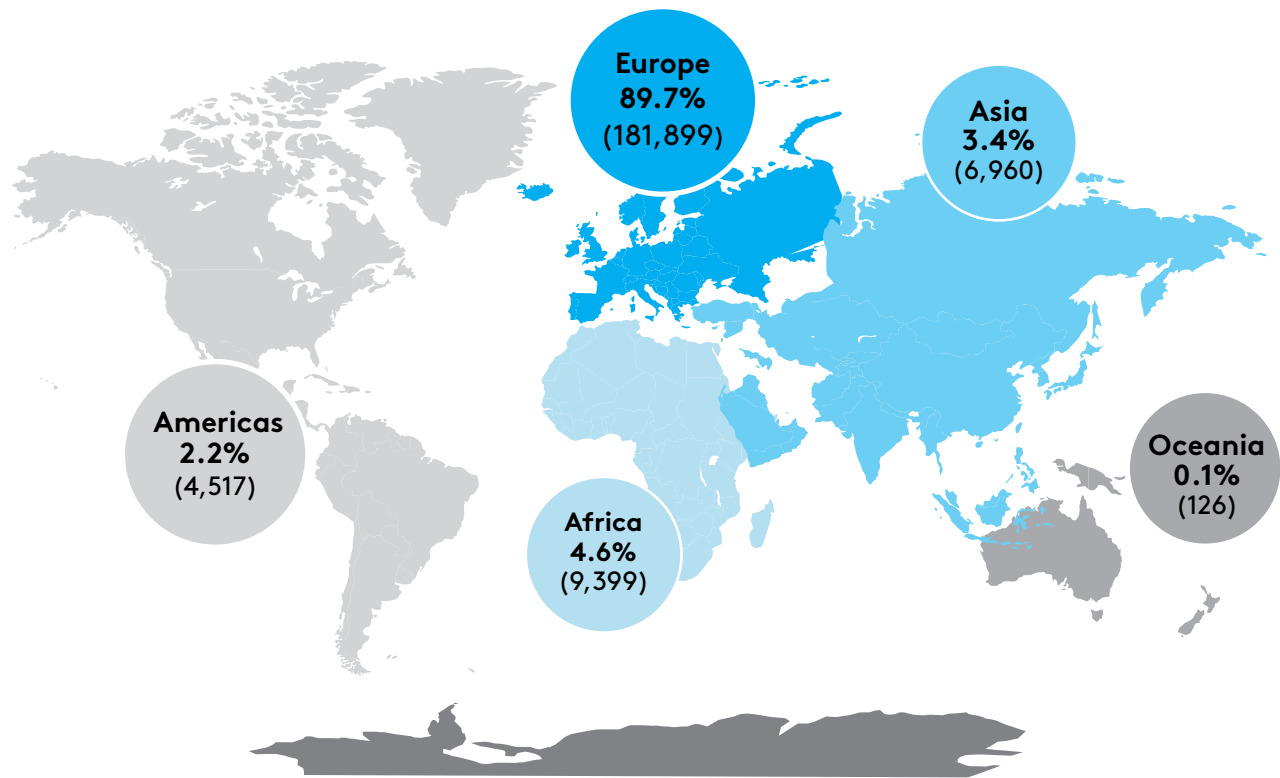| Field of study (Broad ISCED)	Examples of courses
Agriculture, forestry, fisheries and veterinary	Animal care
	Peatland rehabilitation
Arts and humanities	Art, craft and design
	Film, TV and video production
Business, administration and law	Business studies
	Pre-University law
Education	Early learning and care
	Special needs assisting
Engineering, manufacturing and construction	Engineering technology
	Handling F-Gas mobile air conditioning systems in certain motor vehicles
Generic programmes and qualifications	Yoga
	Art
	English language skills
	Cookery
ICT	Software development
	Computer systems and networks
Health and welfare	Applied psychology
	Nursing studies
Natural sciences, mathematics and statistics	Biomedical science
	Pre-University science
Services	Beauty therapy
	Sports, recreation and exercise
Social sciences, journalism and information	Cultural and heritage studies
	Pre-University: Arts, culture and history

Field of Study (Broad ISCED) by Delivery Type

	Full-time	Part-time	Online	Total
Agriculture, forestry, fisheries and veterinary	2,622	1,096	0	3,718
Arts and humanities	8,149	1,237	0	9,386
Business, administration and law	8,377	6,429	3,312	18,118
Education	2,260	2,981	1,176	6,417
Engineering, manufacturing and construction	5,925	5,590	419	11,934
Generic programmes and qualifications	12,085	109,065	1,911	123,061
Health and welfare	10,346	6,826	243	17,415
ICT	4,056	2,629	2,883	9,568
Natural sciences,mathematics and statistics	1,298	23	86	1,407
Services	10,468	5,667	1,216	17,351
Social sciences, journalism and information	356	44	0	400
Total	**65,942**	**141,587**	**11,246**	**218,775**

Overall, enrolments were primarily concentrated among the generic programmes and qualifications ISCED field of study, representing close to half (56.3%) of all enrolments in 2023. This was followed by business, administration and law (8.3%), health and welfare (8%), and services (7.9%).

For full-time learner enrolments, services and generic programmes and qualifications had the highest numbers of learners. In addition, services and health and welfare also had high numbers of full-time enrolments. For part-time learner enrolments, generic programmes and qualifications had the highest numbers of learners. This was followed by health and welfare and business administration and law. Among online learner enrolments, business, administration and law had the highest number of learners. This was followed by information and communication technologies (ICTs) and generic programmes and qualifications.
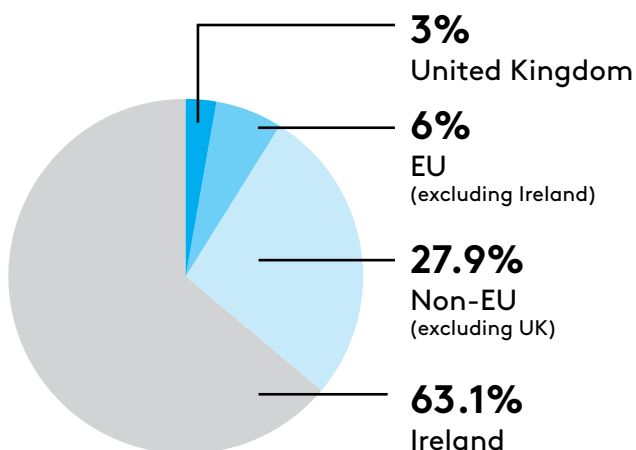
Nationality[15]

In 2023, there were **204 different** nationalities enrolled in FET.

Europe
89.7%
(181,899)

Asia
3.4%
(6,960)

Americas
2.2%
(4,517)

Oceania
0.1%
(126)

Africa
4.6%
(9,399)

7.7%
EU
(excluding Ireland)

1.7%
United Kingdom

25.5%
Non-EU
(excluding UK)

65.1%
Ireland

The highest percentage of learner enrolments were nationals of Europe (89.7%). This was followed by Africa (4.6%), Asia (3.4%), the Americas (2.2%) and Oceania (0.1%). The majority of unique learners were nationals of Ireland (65.1%), followed by the Non-EU (25.5%), the EU (7.7%) and the United Kingdom (1.7%).

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15 It should be noted that this calculation is an estimate and includes only those cases where nationality was captured.

Country of birth[16]

Europe
87.3%
(160,566)

Asia
4%
(7,379)

Americas
2.7%
(5,039)

Africa
4.7%
(8,700)

Oceania
1.3%
(2,335)

3%
United Kingdom

6%
EU
(excluding Ireland)

27.9%
Non-EU
(excluding UK)

63.1%
Ireland
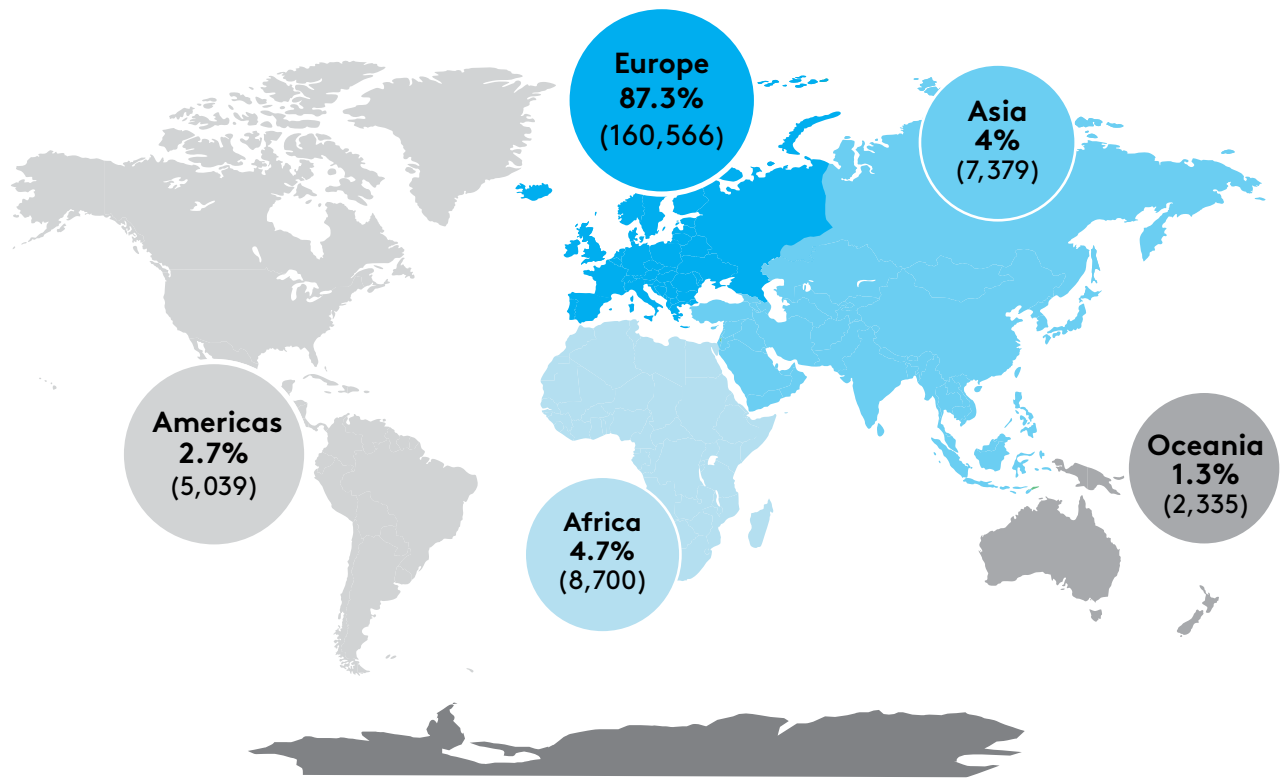
The highest percentage of unique learner enrolments were born in Europe (87.3%). This was followed by Africa (4.7%), Asia (4%), the Americas (2.7%), and Oceania (1.3%). The majority of learners were born in Ireland (63.1%), followed by Non-EU (27.9%), the EU (6%) and the United Kingdom (3%).

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16 It should be noted that this calculation is an estimate and includes only those cases where country of birth was captured.

Completions
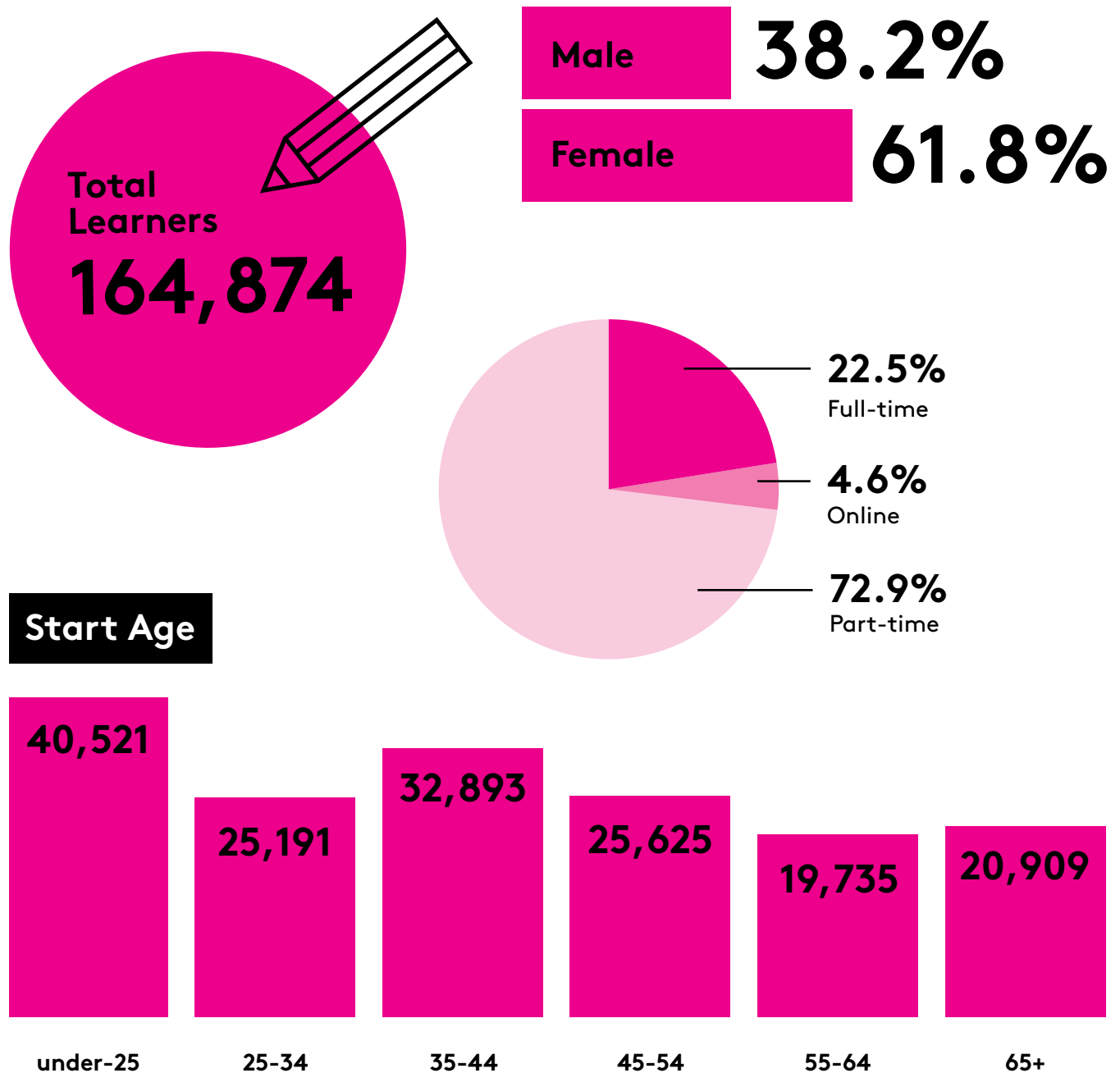
Completions

Total Learners
164,874

Male **38.2%**

Female **61.8%**

22.5% Full-time

4.6% Online

72.9% Part-time

Start Age

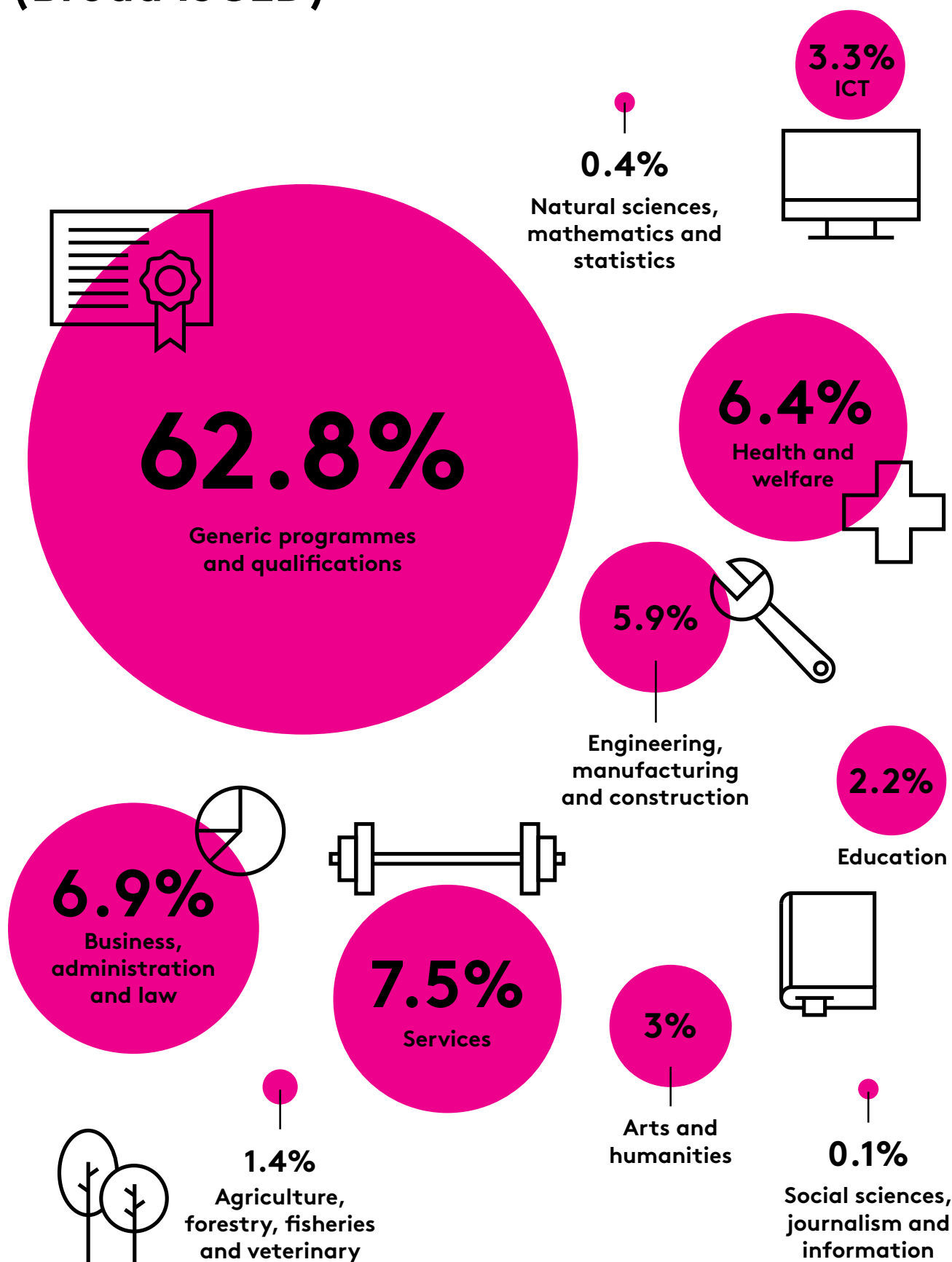| under-25	25-34	35-44	45-54	55-64	65+
40,521	25,191	32,893	25,625	19,735	20,909

In 2023, there were 164,874 learner completions. Of these learner completions, 61.8% were female and 38.2% were male. The distribution of completions was higher among part-time courses (72.9%), than full-time courses (22.5%), with a small percentage (4.6%) completing online courses.

Field of Study (Broad ISCED)

62.8%
Generic programmes and qualifications

0.4%
Natural sciences, mathematics and statistics

3.3%
ICT

6.4%
Health and welfare

5.9%
Engineering, manufacturing and construction

2.2%
Education

6.9%
Business, administration and law

7.5%
Services

3%
Arts and humanities

1.4%
Agriculture, forestry, fisheries and veterinary

0.1%
Social sciences, journalism and information

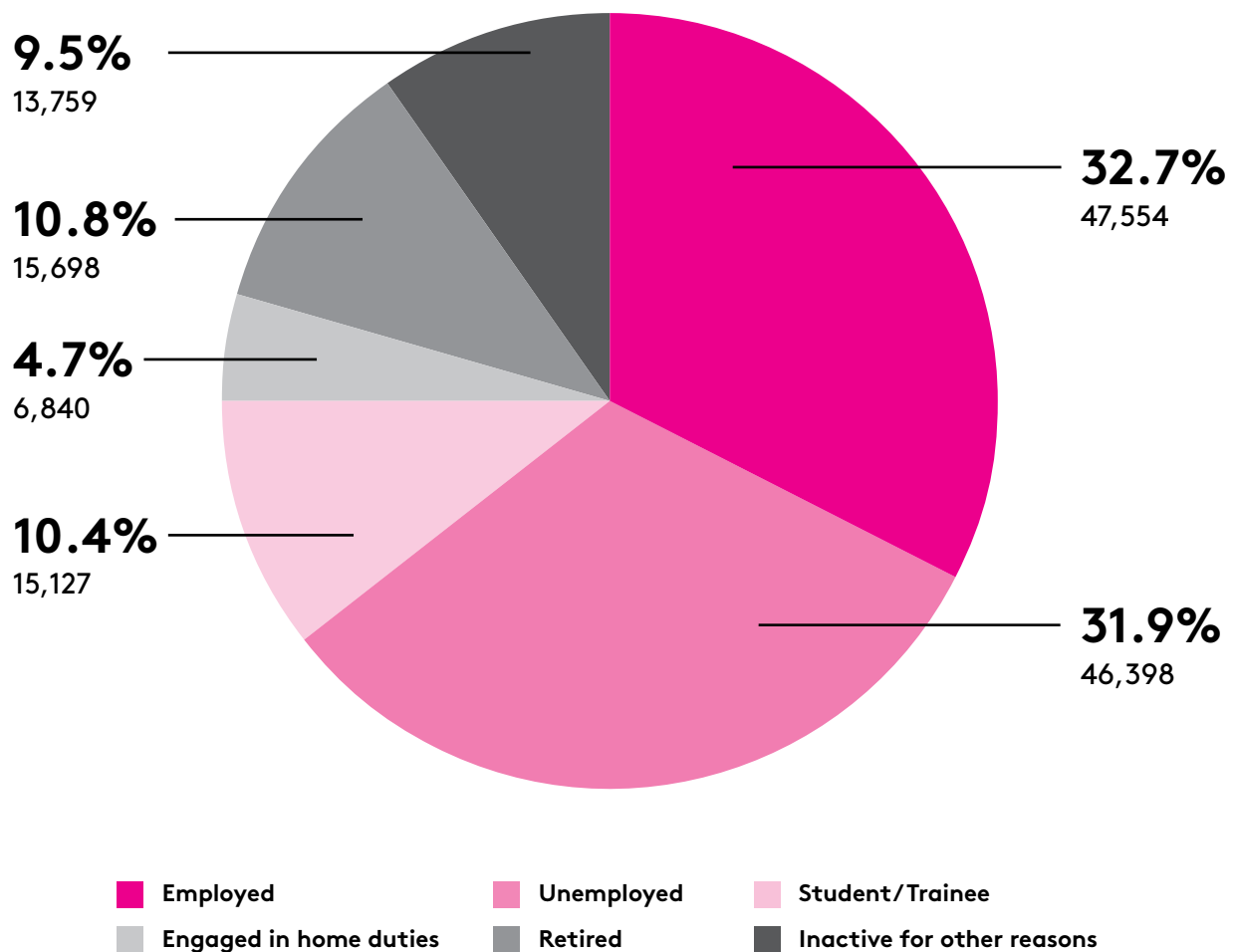| Field of Study (Broad ISCED)	Examples of courses
Agriculture, forestry, fisheries and veterinary	Peatland rehabilitation
	Animal care
Arts and humanities	Art, craft and design
	Film, TV and video production
Business, administration and law	Business administration
	Start your own business
Education	Early childhood care and education
	Special needs assisting
Engineering, manufacturing and construction	Handling F-Gas mobile air conditioning systems in certain motor vehicles
	Nearly Zero Energy Buildings (NZEB) concepts and principles
Generic programmes and qualifications	Yoga
	Reading, writing, maths and computer skills
	English language skills
	Art
Health and welfare	Applied social studies
	Nursing studies
ICT	Software development
	Computer systems and networks
Natural sciences, mathematics and statistics	Pre-University biomedical and pharmaceutical science
	Pre-University science
Services	Barista skills
	Sports, recreation and exercise
Social sciences, journalism and information	Cultural and heritage studies
	Pre-University: Arts, culture and history

Field of Study (Broad ISCED) by Delivery Type

	Full-time	Part-time	Online	Total
Agriculture, forestry, fisheries and veterinary	1,402	878	0	2,280
Arts and humanities	4,108	873	0	4,981
Business, administration and law	4,090	4,752	2,532	11,374
Education	1,158	2,042	448	3,648
Engineering, manufacturing and construction	4,205	5,265	317	9,787
Generic programmes and qualifications	8,096	93,976	1,526	103,598
Health and welfare	5,086	5,219	250	10,555
ICT	2,090	2,040	1,271	5,401
Natural sciences, mathematics and statistics	588	11	79	678
Services	6,072	5,074	1,220	12,366
Social sciences, journalism and information	188	18	0	206
Total	**37,083**	**120,148**	**7,643**	**164,874**

Overall, generic programmes and qualifications had the highest numbers of learners, with 62.8% of learner completions in this field of study. This was followed by services (7.5%), business, administration and law (6.9%), and health and welfare (6.4%).

For full-time learner completions, generic programmes and qualifications and services had the highest numbers of learners. In addition, health and welfare, and engineering, manufacturing and construction also had high numbers of full-time completions. For part-time completions, generic programmes and qualifications accounted for 78.2% of all part-time completions. This was followed by engineering, manufacturing and construction, health and welfare, and services. Among online completions, business, administration and law had the highest number of completions. This was followed by generic programmes and qualifications and information and communication technologies (ICTs).

Principal Economic Status[17]

9.5%
13,759

10.8%
15,698

4.7%
6,840

10.4%
15,127

32.7%
47,554

31.9%
46,398

- ■ Employed
- ■ Unemployed
- ■ Student/Trainee
- ■ Engaged in home duties
- ■ Retired
- ■ Inactive for other reasons

In 2023, 31.9% of learners were unemployed prior to completion, while 32.7% were employed. The remaining 35.4% of learners were inactive prior to completion.

17 It should be noted that this calculation is an estimate and includes only those cases where previous principal economic status was captured. The principal economic status response rate for learner completions was 88.2%.

Certified Completions

Certified Completions by Outcomes[18]

	Learners	Percent
Fully certified	57,447	60.5%
Partially certified	12,670	13.4%
No certification achieved	22,910	24.1%
Waiting for certification details	1,914	2%
Total	**94,941**	**100%**

In 2023, the certification rate (full + partially certified) was 73.9%. Of the remaining certified learner completions, 2% were waiting for certification details, and 24.1% did not achieve certification.

Certified Completions by Award Level

	Learners	Percent
Non-NFQ Aligned FET[19]	9,635	13.7%
Level 1 Certificate	2,260	3.2%
Level 2 Certificate	4,305	6.1%
Level 3 Certificate	8,274	11.8%
Level 4 Certificate	9,368	13.4%
Level 4/5 Certificate	734	1.1%
Level 5 Certificate	27,887	39.8%
Advanced Certificate/Higher Certificate	7,601	10.9%
Honours Bachelor Degree/Higher Diploma	53	0.1%
Total	**70,117**	**100%**

In 2023, 39.8% of certified completions were at level 5, whereas 10.9% were at an advanced or higher certificate level, 13.4% were at level 4 and 11.8% were at level 3. In addition, 13.7% of certified completions were non-NFQ aligned FET awards.

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18 This excludes completions where the course did not have an award through a recognised awarding body.
19 This includes full and partial learner completions that gained an award through a recognised awarding body, but the awards were not aligned with the NFQ.

Certified Completions by Field of Study (Broad ISCED), Award Level and Outcomes (Learner Activity)[20]

	Fully Certified	Partially Certified	Total
Non-NFQ aligned FET			
Agriculture, forestry, fisheries and veterinary	*		*
Arts and humanities	306	15	321
Business, administration and law	1,565	108	1,673
Education	84		84
Engineering, manufacturing and construction	2,702	124	2,826
Generic programmes and qualifications	2,597		2,597
Health and welfare	307	*	**
Information and Communication Technologies (ICTs)	1,758	480	2,238
Natural sciences, mathematics and statistics	20		20
Services	2,136	466	2,602
Total	**11,477**	****	**12,672**
Level 1 Certificate			
Generic programmes and qualifications	2,724	134	2,858
Total	**2,724**	**134**	**2,858**
Level 2 Certificate			
Generic programmes and qualifications	4,975	1,164	6,139
Total	**4,975**	**1,164**	**6,139**
Level 3 Certificate			
Education	7		7
Engineering, manufacturing and construction	417	24	441
Generic programmes and qualifications	7,842	2,518	10,360
Health and welfare	83		83
Information and Communication Technologies (ICTs)	14	11	25
Services	63	14	77
Total	**8,426**	**2,567**	**10,993**

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20 Learner activity refers to the sum of instances of learner full and partial completions that gained an award through a recognised awarding body in 2023. For example, a learner may be enrolled and attain a certified completion in multiple courses (e.g. an ESOL course and an evening training course).

Certified Completions by Field of Study (Broad ISCED), Award Level and Outcomes (Learner Activity)

	Fully Certified	Partially Certified	Total
Level 4 Certificate			
Agriculture, forestry, fisheries and veterinary	828	207	1,035
Business, administration and law	1,223	264	1,487
Education		*	*
Engineering, manufacturing and construction	1,451	58	1,509
Generic programmes and qualifications	3,803	1,444	5,247
Health and welfare	16		16
Information and Communication Technologies (ICTs)	604	221	825
Natural sciences,mathematics and statistics	*	*	6
Services	1,752	220	1,972
Total	**	**2,417**	**
Level 4/5 Certificate			
Generic programmes and qualifications	515	275	790
Total	**515**	**275**	**790**
Level 5 Certificate			
Agriculture, forestry, fisheries and veterinary	805	387	1,192
Arts and humanities	2,243	882	3,125
Business, administration and law	5,715	1,112	6,827
Education	1,474	325	1,799
Engineering, manufacturing and construction	2,044	313	2,357
Generic programmes and qualifications	1,482	209	1,691
Health and welfare	9,645	2,093	11,738
Information and Communication Technologies (ICTs)	778	439	1,217
Natural sciences,mathematics and statistics	397	122	519
Services	2,190	1,014	3,204
Social sciences, journalism and information	128	35	163
Total	**26,901**	**6,931**	**33,832**

Certified Completions by Field of Study (Broad ISCED), Award Level and Outcomes (Learner Activity)

	Fully Certified	Partially Certified	Total
Advanced Certificate/Higher Certificate			
Agriculture, forestry, fisheries and veterinary	260	54	314
Arts and humanities	736	234	970
Business, administration and law	2,007	315	2,322
Education	2,043	263	2,306
Engineering, manufacturing and construction	1,159	18	1,177
Health and welfare	435	107	542
Information and Communication Technologies (ICTs)	243	41	284
Services	563	122	685
Social sciences, journalism and information	34	*	**
Total	**7,480**	****	****
Honours Bachelor Degree/Higher Diploma			
Arts and humanities	52	*	**
Total	**52**	*****	****

*Please note that any learner activity count less than 5 is replaced by an asterisk in this table.

**Please note a double asterisk is used when a column/row total could reveal a low cell count in that column/row.

Certified Completions by Field of Study (Detailed ISCED) and Award Level (Learner Activity)

	Non-NFQ Aligned FET	Level 1 Certificate	Level 2 Certificate	Level 3 Certificate	Level 4 Certificate	Level 4/5 Certificate	Level 5 Certificate	Advanced /Higher Certificate	Honours Bachelor Degree/Higher Diploma	Total
Accounting and taxation	1,388				11		21	285		1,705
Agriculture							53	44		97
Architecture and town planning	29			13	76		89	204		411
Arts							505	5		510
Audio-visual techniques and media production							1,140	373	53	1,566
Basic programmes and qualifications	2,597	2,832	6,137	7,726	3,969	790	1,663			25,714
Biological and related sciences							480			480
Building and civil engineering	60			39	522		579			1,200
Business and administration							1,812	495		2,307
Care of the elderly and of disabled adults					16					16
Child care and youth services							174			174
Computer use	1,757			19	17		267	36		2,096
Crop and livestock production								6		6
Database and network design and administration	277						441	62		780
Dental studies								16		16
Education	84							684		768
Education and Training not elsewhere classified	29						65	15		109
Education science							9	85		94
Electricity and energy	179				142		284	758		1,363
Electronics and automation	89				26		24	187		326
Engineering and engineering trades	8			38	94		348			488
Engineering, manufacturing and construction				257						257
Environmental protection technology					322		261	5		588
Fashion, interior and industrial design							468	102		570
Finance, banking and insurance	63						17			80
Fine Arts							534	298		832
Food processing					79		78			157
Generic programmes and qualifications				44						44
Hair and beauty services	83			23	485		1,470	139		2,200
Handicrafts							164	5		169
Health	146			83			2,166	274		2,669
Horticulture					1,006		406	70		1,482
Hotel, restaurants and catering	313			54	1,316		389	56		2,128
Information and Communication Technologies (ICTs)	115				801					916
Journalism and reporting							62			62

Certified Completions by Field of Study (Detailed ISCED) and Award Level (Learner Activity)

	Non-NFQ Aligned FET	Level 1 Certificate	Level 2 Certificate	Level 3 Certificate	Level 4 Certificate	Level 4/5 Certificate	Level 5 Certificate	Advanced /Higher Certificate	Honours Bachelor Degree/Higher Diploma	Total
Language acquisition	321									**321**
Law							263			**263**
Literacy and numeracy				912						**912**
Management and administration	229						2,871	1,269		**4,369**
Manufacturing and processing	32									**32**
Marketing and advertising	11						146			**157**
Materials (glass, paper, plastic and wood)							87	23		**110**
Mathematics	20									**20**
Mechanics and metal trades	2,297				194		50			**2,541**
Medical diagnostic and treatment technology	134									**134**
Motor vehicles, ships and aircraft	132			94	42		550			**818**
Music and performing arts							307	187		**494**
Natural environments and wildlife							39			**39**
Natural sciences,mathematics and statistics					6					**6**
Nursing and midwifery							6,129			**6,129**
Occupational health and safety	129						6			**135**
Personal skills and development		26	*	1,684	1,289					******
Pharmacy							26			**26**
Philosophy and ethics							7			**7**
Protection of persons and property							96	32		**128**
Secretarial and office work					1,280		1,499	221		**3,000**
Social and behavioural sciences								36		**36**
Social work and counselling							1,336	145		**1,481**
Sociology and cultural studies							101			**101**
Software and applications development and analysis	71						503	186		**760**
Sports	90				123		913	206		**1,332**
Teacher training without subject specialisation				7						**7**
Textiles (clothes, footwear and leather)							7			**7**
Therapy and rehabilitation								39		**39**
Training for pre-school teachers					*		1,773	1,532		******
Transport services	1,987						5			**1,992**
Travel, tourism and leisure					15		297	238		**550**
Veterinary	*				70		751	199		******
Welfare							1,897	67		1,964
Wholesale and retail sales					196		204			400
Work skills								52		52
Grand Total	******	**2,858**	******	**10,993**	******	**790**	**33,832**	**8,636**	**53**	**88,071**

*Please note that any learner activity count less than 5 is replaced with an asterisk in this table.

**Please note a double asterisk is used when a column/row total could reveal a low cell count in that column/row.

Definition of Terms

Activity

The sum of learners multiplied by the number of courses which they have been enrolled in or completed within a programme or across different programmes, or providers during 2023.

Certified Completions

In the FET sector, not all learner completions lead to an award through a recognised awarding body in the FET sector. Therefore, certified completions refer only to the total number of certified completions in 2023.

Certification Rate

The proportion of full and partial learner completions who achieved certification to all learners who completed a certified course in 2023.

Completions

Completions include the total number of learners who fully or partially completed their course during 2023. Completions exclude those learners who may have left their course early (e.g. early leavers).

Enrolments

Enrolments are defined as learners who are on course or have completed a course during 2023.

Field of Study

This is defined and categorised by the International Standard Classification of Education (ISCED). Both broad (2-digit) and detailed (4-digit) fields of study are used for categorising Further Education and Training course fields of study.

Full Completions

Learners who have completed 90 per cent or more of the course and its requirements in 2023.

Inactive

This term is used according to the Eurostat and the International Labour Organisation (ILO) definition which defines inactive as individuals who are neither employed nor unemployed and are not working and not available or looking for work. Inactive in this report includes those learners engaged in home duties, retired, student/trainees, and those inactive for other reasons.

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 2023.

Long-term Unemployed

This refers to any person who is unemployed for 12 months or more.

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, 2023.

Partial Completions

Learners who have completed more than 25 percent but less than 90 percent of a course and its requirements in 2023.

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

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.