



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Ireland

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

Ireland

Name(s) of the responsible BFUG member(s)

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Contributors to the report:

• Government representatives "Yes"

Contributors to the report:

• Employer representatives ""

Contributors to the report:

• Student representatives ""

Contributors to the report:

• Academic and other staff representatives ""

Contributors to the report:

• Other representatives (please specify) "Yes - Higher Education Authority personnel"

Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

Yes

I.1.1. How do these projections affect higher education policy planning?

In the National Strategy for Higher Education to 2030, the Department of Education and Skills predicts that demand for higher education in Ireland will double over the next twenty years, and that most of this increase in demand will come from late entrants, mature students, and international students. (As noted by the OECD, Irish adults who are in possession of tertiary education are four times more likely to participate in continuing education than their less-educated peers.) Meeting this demand will require an increase in flexible learning opportunities, part-time provision, work-based learning, e-learning, and short, intensive skills programmes. The consolidation of quality and qualifications assurance agencies across the further and higher education sectors will help to establish agreed learning outcomes, clearer routes of transfer and progression, and binding standards of quality assurance in the upper half of Ireland's National Framework of Qualifications. This will also help to improve access to further and higher education opportunities for people throughout their lives.

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Comments : In Ireland there are 40 publically funded higher education institutions (HEIs), including 7 universities (and their affiliated colleges) and 14 institutes of technology. Please see <http://www.education.ie/en/Leamers/Information/Providers-of-Higher-Education/Providers-of-Higher-Education.html>. Whilst the universities and institutes of technology offer academically and professionally oriented courses, many of the smaller HEIs, such as teacher training colleges, only offer professional courses. There are also a number of privately-funded HEIs in Ireland offering both academically and professionally oriented courses

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

- Higher education institutions are either academically or professionally oriented
- The profile of higher education programmes is either academic or professional
- Higher education institutions are either public or private
- Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)
 - None of the above

I.3.1. What is the number of institutions in the categories identified?

See comments at I.2 above

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "51"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "49"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration ""

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS "44"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS "56"

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration ""

I.6.1. Please specify

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

Yes

L9.1. In which study fields do these study programmes exist?

Medicine, dentistry, veterinary medicine

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

300 - 360

L9.3. What percentage of first cycle students is enrolled in these programmes?

1%

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "86"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS "14"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS "86"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS "14"

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration ""

L11.1. Please specify

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

L14.1. What is the minimum duration of the Bachelor & Master together?

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

76-99%

The Higher Certificate (intermediate qualification within the first cycle) and Ordinary Bachelor degrees do not give direct access to second cycle programmes.

L16.1. Please provide a source for this information.

Higher Education Authority data

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

26-50%

Data is based on the position of Irish graduates nine months after graduation. Currently enrolment data for second cycle programmes is collected but it is not possible to isolate those who have enrolled following completion of a first cycle programme within the previous 2 years.

L17.1. Please provide a source for this information.

Higher Education Authority data

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends upon individual case and competition for places

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends upon individual case and competition for places

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Depends upon individual case and competition for places

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

51-75%

Currently enrolment data for third cycle programmes is collected but it is not possible to isolate those who have enrolled following completion of a second cycle programme. Some may enter directly from first cycle.

L19.1. Please provide a source for this information.

Higher Education Authority data

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

65.0000000000

L20.1. Please provide a source for this information.

Higher Education Authority data

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

The requirements vary from institution to institution, but often a first class or a 2:1 Bachelor's honours degree (first cycle) is deemed sufficient for direct entry to a third-cycle programme.

L21.2. What percentage of third cycle students enter without a second cycle qualification?

16-25%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

L23. Do higher education steering documents mention doctoral education/training?

Yes ▾

L23.1. Please provide a reference to the relevant steering document(s):

In the National Strategy for Higher Education to 2030 has a specific section on the role and significance of doctoral education and training.

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "33"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes "65"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes "2"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

Yes ▾

L25.1. What are the main features of these schools and how many doctoral schools are there?

Some graduate schools are essentially administrative structures within HEIs through which taught modules and seminars are delivered to graduate students. Other graduate schools are inter-institutional initiatives through which collaborative Ph.D. programmes are offered. UCD's Graduate Schools are an example of the former (see <http://www.ucd.ie/graduatestudies/graduateschools/>); the 'Texts, Contexts, and Cultures' Ph.D. programme illustrates the latter (see <http://www.textscontextsandcultures.ie/>). These are instances of good practice rather than system-wide phenomena.

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

51-75%

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "4"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "4"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

L30. Comments**L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?**

Yes ▾

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Higher Certificate

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?**Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....**

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments**L35. Do your steering documents mention the concept of student-centred learning?**

Yes ▾

L35.1. How do steering documents in your country define student-centred learning in higher education?

The needs of learners have been central to the development and implementation of the Irish National Framework of Qualifications. This is illustrated in the concept that the NFQ is designed to incorporate all kinds of learning, wherever and however it has been gained. - The National Higher Education Strategy to 2030 highlights the major contribution that students should make in influencing the design of curricula, and in reviewing and providing feedback on them. It recommends that HEIs should put in place formal structures to capture feedback from students, and use this feedback to inform institutional and programme management eg national student survey system with published results and an anonymous student feedback system for each HEI. In 2013, a pilot Irish Survey of Student Engagement involving a number of HEIs took place. Further information is available on <http://studentsurvey.ie/wordpress/>

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|------------------------------------|------------------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 | <input type="radio"/> No answer |
| Other | <input checked="" type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--------------------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.**L35.4. Please provide a reference for your steering documents on student-centred learning**

The NFQ sets the overall standards for the qualifications it includes. The Framework's descriptors are designed around the expected level of the learners' knowledge, skill and competence; keeping the learner and his/her needs at the centre of the design of the qualifications system. It is expected that providers, designing awards for inclusion in the Framework, continue this learner-centred focus into programme design, and support it with a suitable teaching, learning and assessment strategy which enables the learner to demonstrate his/her acquisition of the stated learning outcomes.

L36. Comments**L37. In your country, do you use...**

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

Percentage of programmes 100 % 76-99 % 51-75 % 1-50 % 0 % No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

Principles and operational guidelines for the implementation of a national approach to credit in Irish higher education and training" were published in 2004: http://www.nqai.ie/publication_nov2004.html

L41.1. What is the number of hours per credit?

It is recommended that the credit systems of providers should operate on the basis that one credit equals 20 -30 hours of notional time (or equivalent)

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In all programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L43.1. Does your country take specific support measures on the national level?

The university-sector Framework Implementation Network comprising academic and administrative staff from the university sector published a report on "University awards and the National Framework of Qualifications (NFQ): Issues around the Design of Programmes and the Use and Assessment of Learning Outcomes" in 2009 and a report on the "Recognition of Prior Learning (RPL) in the University Sector: Policies, case studies and issues arising" in 2011. More recently, the Irish Higher Education Quality Network has initiated a project to look at the topic of external examiners, including a consideration of the role of learning outcomes in that process.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

This training is not provided at a national level, but provided by teaching and learning centres and supports across the higher education sector. data not available.

L45.2. Please specify for which members of academic staff training programmes are offered

This training is not provided at a national level. Training is provided by teaching and learning centres and supports across the higher education sector. In some institutions it is compulsory. In the majority of instances it is voluntary development. In November 2012, the National Forum for the Enhancement of Teaching and Learning was launched. The Forum is the key system-level infrastructure for the enhancement of teaching and learning in Irish higher education, and for implementation of the relevant recommendations of the National Strategy for Higher Education to 2030. Recommendations include providing all students with the highest quality teaching and learning experience; integrating research with teaching and learning; enhancing the first-year experience of students through the provision of more broad-based, interdisciplinary curricula; enhancing the flexibility of programme provision; and strengthening the focus on learning outcomes to ensure that all graduates acquire the key transferable skills and core competences that are needed in the economy and society of the twenty-first century. - <http://www.heai.ie/en/policy/policy-development/national-forum-enhancement-teaching-and-learning>

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

QQI is the qa/qe body for higher education provision. In its guidelines and criteria for qa/qe procedures in higher education and training, it sets out the expectation that provider qa will address the design and development of programmes in terms of the National Framework of Qualifications (NFQ) and quality assurance. The effectiveness of these procedures is considered as part of its institutional review policy. Relevant documents are available as follows:

Institutional Reviews of Irish Universities (IRIU) - <http://www.iuqb.ie/info/iri.html>

<http://www.hctac.ie/docs/Policy%20on%20Inst%20Reviews%20December%202007.pdf> Policy on Institutional Review of Providers of Higher Education and Training.

Policies, Actions and Procedures for Access, Transfer and Progression for Learners. <http://www.nqai.ie/docs/publications/10.pdf>

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

...automatically to all students:by 100% of HEIs

...automatically to all students:by 76-99% of HEIs

...automatically to all students:by 51-75% of HEIs

- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for some graduates of these programmes

L49.1. Please specify

It is reported by some HEIs that they issue a Diploma Supplement for graduates in the third cycle.

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee

L54. Comments

L55. Do national higher education steering documents mention joint or double degrees?

Yes

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

There is a reference to joint degrees in the Qualifications and Quality Assurance (Education and Training) Act 2012: <http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf> (Please see section 2 and 51). QQI is currently consulting on its White Paper on Policy and Criteria for the Delegation of Authority to the Institutes of Technology to make Higher Education and Training Awards (including joint awards). Please also see the Irish Higher Education Quality Network (IHEQN) publication on Guidelines for the Approval, Monitoring and Review of Collaborative and Transnational Provision: http://www.iheqn.ie/_fileupload/File/IHEQN_Guidelines_Collaborative_Provision_FINAL_21May13_55218605.pdf

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "10"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "45"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "45"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes

L60.1. Please explain briefly and mention/link to the source of this information

Business / Management
Media

L61. Comments

L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

11-30-2006 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose..

L62.3. Please provide the link to the website:

<http://www.qqi.ie/Qualifications/Pages/default.aspx>

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

If so, please provide a reference to official documents. Please see http://www.nqai.ie/interdev_eqf.html

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

If so, please provide a reference to official documents. Please see http://www.nqai.ie/interdev_eqf.html

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

The Qualifications and Quality Assurance (Education and Training) Act 2012: <http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf> makes reference to the recognition of awards in Ireland made outside of the State as follows:

Section 9 (m) co-operate with international bodies on qualifications and quality assurance policies and their implementation and in particular to—
(i) liaise with awarding bodies outside the State for the purposes of facilitating the recognition in the State of awards of those bodies

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

L68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

L68.1. Please provide a reference to the relevant legislation

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L69.1. Please specify

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L70.1. Please specify

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in the same way as the qualification in the national context

L71.1. Please specify

L72. Do higher education institutions typically:

make recognition decisions at central level (this may include employing or involving experts who are competent in various HE systems and recognition of qualifications, a decision making body consisting of members belonging to various parts of the HEI who have experience in credential evaluation; or other)

L72.1. Please explain

L72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

Many Irish HEIs subscribe to a database maintained by an ENIC-NARIC centre in order to supply information on the recognition of qualifications.

L73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

Normally conducted on the basis of learning agreements between the institutions.

L74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established

II.1.1. Please specify

II.2. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

All higher education institutions

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

Institutions and programmes

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

All institutions, but not all programmes

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|------------------------------------------------|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

External QA evaluation is based on the European Standards and Guidelines (ESG): http://www.cnqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf. Documentation of interest includes:

- Institutional Reviews of Irish Universities (IRIU) as conducted by the Irish Universities Quality Board (IUQB): <http://www.iuqb.ie/info/iriu.html>

- QA Guidelines: http://www.hetac.ie/publications_pol04.htm

- A Framework for Quality in Irish Universities: http://www.iuqb.ie/info/iuqb_publicationsf9aa.html?page=2&article=174bd944-3893-4a53-84a1-a438a2fdedd8

- ATP is a key criterion of external evaluation and the document entitled 'Policies, Actions and Procedures for Access, Transfer and Progression for Learners' was published by the National

II.8.3. Additional comments

II.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

II.9.1. Please explain the differences

II.9.2. Please specify which institutions are able to choose

II.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?

II.10.1. How many higher education institutions have used this opportunity?

II.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?

No, QA agency decisions are not recognised.

II.11.2. Please specify

II.12. Additional comments

II.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:

- Listed in EQAR
- Member of ENQA
- There is no specification within the current legislation or steering documents
 - Yes, for an application to EQAR
 - Yes, for the purpose of ENQA membership
 - Yes, for other purposes
- An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place
 - No

II.15. Is there a formal requirement that students are involved

- In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.15.1. Please specify

II.16. Is there a formal requirement that international peers/experts are involved?

- In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer
- As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer
- In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer
- In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

II.16.1. Please specify

II.17. Is there a formal requirement that academic staff are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

II.17.1. Please specify

II.18. Is there a formal requirement that employers are involved

- In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

The requirements for higher education institutions to develop internal quality assurance systems are set out in Section 28 of the Qualifications and Quality Assurance (Education and Training) Act 2012: <http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf>

II.20.1. Please specify these requirements and the relevant source

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

100%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

100%

II.26.1. Please describe what kind of arrangements are in place.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

100%

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

No

II.29.1. Please explain

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

- * National Plan for Equity of Access to Higher Education 2008-2013 [next plan being developed]
- * Higher Education System Performance Framework 2014-2016
- * Higher Education System Performance Report 2014-2016

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITH a reference to underrepresented groups of the student population (e.g. student with disabilities, mature students, disadvantaged students, male-female, etc.)

there are also quantitative objectives WITHOUT reference to any underrepresented groups of the student population

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities:Objective set and period covered	to increase to 7% by 2016 of undergraduate entrants
Students with disabilities:Policy document (reference and link)	Higher Education System Performance Report 2014-2016
Adults/mature students:Objective set and period covered	To increase to 14% by 2016 of undergraduate entrants
Adults/mature students:Policy document (reference and link)	Higher Education System Performance Report 2014-2016
Students from lower socio-economic background/lower socio-economic group:Objective set and period covered	To increase to 21% by 2016 of undergraduate entrants
Students from lower socio-economic background/lower socio-economic group:Policy document (reference and link)	Higher Education System Performance Report 2014-2016
Male/female (gender groups):Objective set and period covered	
Male/female (gender groups):Policy document (reference and link)	
Ethnic, cultural, religious or linguistic minorities (please specify):Objective set and period covered	
Ethnic, cultural, religious or linguistic minorities (please specify):Policy document (reference and link)	
Students living in specific geographical areas (e.g. rural areas):Objective set and period covered	
Students living in specific geographical areas (e.g. rural areas):Policy document (reference and link)	
Migrants:Objective set and period covered	
Migrants:Policy document (reference and link)	
Migrants' children:Objective set and period covered	
Migrants' children:Policy document (reference and link)	
Other groups:Objective set and period covered	
Other groups:Policy document (reference and link)	

III.2.4. Comments

Ireland's national access plan for 2008-2013 has concluded and a new plan and targets for 2014-17 are being developed. In the meantime, objectives for higher education, including those for equity of access and student pathways have been agreed in 2014 between the HEA and higher education institutions as part of an overall national strategy and system performance framework for higher education for 2014-16. Higher Education System Performance Report 2014-2016

As above, this has included agreement on projected increases in participation by equity groups, while also agreeing that more detailed and focused targets will be set out as part of the new access plan.

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?

Yes

III.3.1. Please provide a short description of the mechanisms in place:

All state-aided, higher education institutions are required to make an annual student statistical return to the Higher Education Authority or to the Department of Education and Skills. Data is returned on new entrant students, progressing students and graduates.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:During HE studies	1 ▼
Disability:At graduation	0 ▼
Disability:After graduation	0 ▼
Labour market status prior to the entry to HE:At entry to HE	1 ▼
Labour market status prior to the entry to HE:During HE studies	1 ▼
Labour market status prior to the entry to HE:At graduation	1 ▼
Labour market status prior to the entry to HE:After graduation	1 ▼
Age:At entry to HE	1 ▼
Age:During HE studies	1 ▼
Age:At graduation	1 ▼
Age:After graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:At entry to HE	1 ▼
Type and level of qualification achieved prior to entry to HE:During HE studies	1 ▼
Type and level of qualification achieved prior to entry to HE:At graduation	1 ▼
Type and level of qualification achieved prior to entry to HE:After graduation	1 ▼
Socio-economic background:At entry to HE	1 ▼
Socio-economic background:During HE studies	1 ▼
Socio-economic background:At graduation	0 ▼
Socio-economic background:After graduation	0 ▼
Gender:At entry to HE	1 ▼
Gender:During HE studies	1 ▼
Gender:At graduation	1 ▼
Gender:After graduation	1 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	0 ▼
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	0 ▼
Religion:At entry to HE	0 ▼
Religion:During HE studies	0 ▼
Religion:At graduation	0 ▼
Religion:After graduation	0 ▼
Migrant status (migrants or migrants' children):At entry to HE	0 ▼
Migrant status (migrants or migrants' children):During HE studies	0 ▼
Migrant status (migrants or migrants' children):At graduation	0 ▼
Migrant status (migrants or migrants' children):After graduation	0 ▼
Other characteristics:At entry to HE	0 ▼
Other characteristics:During HE studies	0 ▼
Other characteristics:At graduation	0 ▼
Other characteristics:After graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):At entry to HE	0 ▼
Not applicable (no systematic monitoring at the given stage):During HE studies	0 ▼
Not applicable (no systematic monitoring at the given stage):At graduation	0 ▼
Not applicable (no systematic monitoring at the given stage):After graduation	0 ▼

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:

III.4.2. Please specify which other student characteristics are taken into account in the monitoring:

III.4.3. Comments

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	0 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼

HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	1 ▼
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	1 ▼
Ministry/governmental body:At entry to HE	0 ▼
Ministry/governmental body:During HE studies	0 ▼
Ministry/governmental body:At graduation	0 ▼
Ministry/governmental body:After graduation	0 ▼
Independent bodies/agencies:At entry to HE	0 ▼
Independent bodies/agencies:During HE studies	0 ▼
Independent bodies/agencies:At graduation	0 ▼
Independent bodies/agencies:After graduation	0 ▼
Other:At entry to HE	0 ▼
Other:During HE studies	0 ▼
Other:At graduation	0 ▼
Other:After graduation	0 ▼
No systematic monitoring:At entry to HE	0 ▼
No systematic monitoring:During HE studies	0 ▼
No systematic monitoring:At graduation	0 ▼
No systematic monitoring:After graduation	0 ▼

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

All state-aided, higher education institutions are required to make an annual student statistical return to the Higher Education Authority or to the Department of Education and Skills. Data is returned on new entrant students, progressing students and graduates. Since 2007 institutions have also returned data on the socio-economic, ethnic, and disability status of new entrants to higher education through the Equal Access Survey. This data is published at aggregate level in the HEA Key facts & Figures.

III.5.3. Comments

This data is published at aggregate level in the HEA Key facts & Figures.
<http://www.heai.ie/en/statistics/overview>

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

...publish data on certain student characteristics No legal restrictions apply to... Some legal restrictions apply to... No answer

III.6.1. Please specify which data cannot be collected or published and why.

Data on ethnicity and disability are defined as sensitive personal data. There are restrictions on collection (response is voluntary) and on publication (it should not identify data subject (small numbers)). The aggregate results of a survey of the ethnic and cultural background of higher education entrants is published as part of the HEA annual key facts and figures report.
<http://www.hca.ie/en/statistics/overview>

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

Yes ▼

III.7.1. How are these results published?

Information is aggregated
 Information is also shown for each individual higher education institution

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

<http://www.heai.ie/en/statistics/overview>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

- * Increase in number of students with disabilities
- * Increase in mature student participation
- * Increase in proportion of students studying part-time
- * Some increase in participation by students from under-represented socio-economic groups

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities	0 ▼
a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities	0 ▼
a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities	0 ▼
a guaranteed right to higher education in ALL fields but they are often offered a	

place at an institution that is NOT their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities

a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities

a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities

no guaranteed right to higher education:Universities

no guaranteed right to higher education:HEIs other than universities

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

Level of achievement in standard entry requirements:Universities

Level of achievement in standard entry requirements:HEIs other than universities

Entry examinations for all programmes:Universities

Entry examinations for all programmes:HEIs other than universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities

Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities

Other:Universities

Other:HEIs other than universities

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "School Leaving Certificate"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "Mature student entry route"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "Further education route"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 ""

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

{III_11_SQ001} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ002} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ003} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ004} all HEIs /HE programmes some HEIs / HE programmes No answer

{III_11_SQ005} all HEIs /HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

A number of programmes require a high points entry from the school leaving certificate (health type programmes) and these would generally not be available to the further education route.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route 81%

{III_11_SQ001}:Official data based on central level monitoring, including surveys

{III_11_SQ001}:Estimates

{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)

{III_11_SQ002};% of students entering HE through this access route 13%
 {III_11_SQ002};Official data based on central level monitoring, including surveys
 {III_11_SQ002};Estimates
 {III_11_SQ002};Impossible to say (no official data and impossible to estimate)
 {III_11_SQ003};% of students entering HE through this access route 6%
 {III_11_SQ003};Official data based on central level monitoring, including surveys
 {III_11_SQ003};Estimates
 {III_11_SQ003};Impossible to say (no official data and impossible to estimate)
 {III_11_SQ004};% of students entering HE through this access route
 {III_11_SQ004};Official data based on central level monitoring, including surveys
 {III_11_SQ004};Estimates
 {III_11_SQ004};Impossible to say (no official data and impossible to estimate)
 {III_11_SQ005};% of students entering HE through this access route
 {III_11_SQ005};Official data based on central level monitoring, including surveys
 {III_11_SQ005};Estimates
 {III_11_SQ005};Impossible to say (no official data and impossible to estimate)

III.13.1. Please indicate the source of the official data:

III.13.2. Comments

Higher education Authority and central Applications Office data

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

Yes

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

A proportion of the core grant budget funding (excluding fees and programmatic funding) for HEA institutions is based on the number of entrants who are mature students, with disabilities or who are from target socio-economic groups.

III.15. Comments

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

Higher education institutions have systems in place to recognise prior learning, in particular as part of mature student admissions processes. There is an FE-HE links scheme operating as part of the Central Applications process for higher education. Please see www.cao.ie
 A number of further and higher education institutions provide access/foundation/bridging courses to support learners in meeting the entry requirements for admission to higher education.

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in all higher education institutions/programmes.

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

Quality and Qualifications Ireland - RPL Policy

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

Mature students must be 23+ on January 1 on the year of entry. They are not required to have achieved the matriculation requirements of other students. Generally prior life, work and educational experience, and its relevance to the chosen course of study is taken into account.

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

This is at the discretion of the institution in question. General guidelines are available as part of the application process. Please see www.cao.ie

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

Information impossible to provide (no official data available and impossible to estimate)

III.21.1. Please indicate the source of this information

Please choose

III.21.2. Please specify:**III.22. Comments**

some HEA statistics available on hea.ie

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?**III.23.1. Please specify how this objective is defined:**

Monitoring of trends in progression from first to second year

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Higher Education System Performance Framework 2014–2016
Higher Education System Performance Report 2014–2016

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?**III.24.1. Please describe the targets:****III.24.2. Please also provide the full reference(s) to all relevant document(s).****III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?**

Yes, underrepresented groups of students are targeted

III.25.1. Please specify the groups of students that are targeted:

Students from target socio-economic groups

III.25.2. Please also provide the full reference(s) to all relevant document(s):

Higher Education System Performance Framework 2014–2016

III.26. In your country, are there any specific measures to improve retention rates of first year students?**III.26.1. Please describe the measures:****III.26.2. Please also provide the full reference(s) to all relevant document(s):****III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3–4 years for a bachelor degree)?**

Yes, there are financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

The grant and fees schemes do not fund students for repeat years of study

III.27.2. Please also provide the full reference(s) to all relevant document(s):

www.studentfinance.ie

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:**III.28.2. Please also provide the full reference(s) to all relevant document(s):****III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?****III.29.1. Please provide details:****III.29.2. Please also provide the full reference(s) to all relevant document(s).****III.30. Comments****III.31. Are student completion rates systematically measured in your country?**

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):**III.31.2. Comments**

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▾

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not
available

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):not available

Completion rate of 2nd cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not
available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official
data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent
available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent
available year:Year

Completion rate of programmes not divided into two cycles, most recent
available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :%
according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not
available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

Yes, at the end of the 1st year

III.35.1. Please also provide the full reference(s) to relevant document(s):

Higher Education System Performance Report 2014-2016

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Yes ▾

III.36.1. Please specify for which groups data is calculated:

various socis economic groups - specified in the report outlined below

III.36.2. Please also provide the full reference(s) to relevant document(s):

Higher Education System Performance Report 2014-2016

III.37. In your country, how are students who change study programme considered?

They are counted only in the cohort of their new programme

III.37.1. Please specify

III.38. Are data on drop-out rates publicly available in your country?

Yes ▾

III.38.1. Please specify by which organisation and how frequently:

Higher Education Authority (HEA) www.heai.ie

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

Progression Report 2010 See also Higher Education System Performance Report 2014-2016

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year	
Drop-out in first year of 1st cycle programmes, most recent available year:not available	not available
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):% according to official data based on central level monitoring	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year	
Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available	not available
Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes, most recent available year:Year	
Drop-out in 1st cycle programmes, most recent available year:not available	not available
Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 1st cycle programmes 5 years earlier:Year	
Drop-out in 1st cycle programmes 5 years earlier:not available	not available
Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes, most recent available year:Year	
Drop-out in 2nd cycle programmes, most recent available year:not available	not available
Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring	
Drop-out in 2nd cycle programmes 5 years earlier:Year	
Drop-out in 2nd cycle programmes 5 years earlier:not available	not available
Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles, most recent available year:Year	
Drop-out in programmes not divided into two cycles, most recent available year:not available	not available
Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring	
Drop-out in programmes not divided into two cycles 5 years earlier :Year	
Drop-out in programmes not divided into two cycles 5 years earlier :not available	not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

III.42.1. Please specify

Access and disability services; pastoral care; medical services

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to SOME prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge	<input type="text" value="1"/>
by upper secondary schools:for a fee	<input type="text" value="0"/>
by higher education institutions:free of charge	<input type="text" value="1"/>
by higher education institutions:for a fee	<input type="text" value="0"/>
by external services:free of charge	<input type="text" value="0"/>
by external services:for a fee	<input type="text" value="1"/>
by other service providers:free of charge	<input type="text" value="0"/>
by other service providers:for a fee	<input type="text" value="1"/>

III.44.1. Please specify which other service providers offer information, advice and guidance services:

No details available but advice would be available from various employer representative bodies - engineers, architectural etc.

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

Adult education guidance services

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

Yes

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses "National access policy and funding and higher education access programmes provided by institutions both support these measures. "

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes "National access policy and funding and higher education access programmes provided by institutions both support these measures. "

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills "National access policy and funding and higher education access programmes provided by institutions both support these measures. "

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

National Plan for Equity of Access to Higher Education 2008-2013 [next plan being developed]

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

The Department provides core funding to the institutions from which funds locally provided services

III.47.2. Please also provide the full reference(s) to relevant document(s):

The funding from the hea is on a block grant basis and does not prescribe individual areas of expenditure to the institutions. hea.ie

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes

III.48.1. Please provide the details on such services here:

Some institutions have services targeting progression to the labour market by students with disabilities. There is no specific document/report on this work. The Association of Higher Education Access and Disability (AHEAD) also have a Willing Able and Mentoring (WAM) programme for graduates with disabilities.

III.48.2. Please also provide the full reference(s) to relevant document(s):

See. www.ahead.ie

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▾

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

1st cycle:Most common amount 2500
1st cycle:Minimum amount 2500
1st cycle:Maximum amount 10000
2nd cycle:Most common amount 6000
2nd cycle:Minimum amount 4000
2nd cycle:Maximum amount 19000

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▾

IV.6. Which amount of fees do international students pay in the first and second cycle?

1st cycle international students:Most common amount 25000
1st cycle international students:Minimum amount 15000
1st cycle international students:Maximum amount 25000
2nd cycle international students:Most common amount 13000
2nd cycle international students:Minimum amount 7000
2nd cycle international students:Maximum amount 19000

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

The Department of Education and Skills provides funding towards a means-tested student grant scheme. The Student Grant Scheme applies to those students in full-time higher education who are attending approved courses in approved institutions. Students attending part-time courses or students in private colleges are not eligible under the Scheme.

In addition, where students do not qualify to have tuition fees paid on their behalf (i.e. are not first-time, full-time EU undergraduate students), tax relief is available at the standard rate of tax for tuition fees paid in respect of approved full/part-time courses in both private and publicly funded third level colleges and universities. Further details and conditions in relation to this tax relief are available from the Revenue Commissioners.

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

1. Portability for full-time study outside of Ireland

There is provision in the Student Grant Scheme for the payment of maintenance grants to eligible students who are attending a full-time undergraduate course of not less than two years duration pursued in a university or third-level institution which is maintained or assisted by recurrent grants from public funds in another EU Member State, with the exception of the following :

- (i) Courses in Colleges of Further and Higher Education (other than courses which are at Higher National Diploma level or higher);
- (ii) Courses provided in a college which are offered in private commercial third level colleges in the State, and which are validated by that college;
- (iii) Courses in colleges akin to private commercial colleges in Ireland.

2. Portability for courses which entail a period of study abroad

Under the means-tested Student Grant Scheme, where grantholders are required as part of an approved course to attend foreign university courses for a period of up to one year, they may continue to receive grant assistance provided the period abroad does not affect the normal duration of the approved course. In such cases, any grantholder in receipt of the adjacent (lower) rate of grant will be paid the (higher) non-adjacent rate of grant for the duration of his/her study abroad.

3. Courses Approved for Portability

In respect of short-term/long term study abroad, the course must meet the definition of an approved course under the Student Grant Scheme

4. Postgraduate Study

Funding under the Student Grant Scheme does not extend to postgraduate study outside of the island of Ireland.

5. Portability of Tuition Fee Support

Direct tuition fee support is not payable to students pursuing undergraduate studies outside of Ireland. However, tax relief at the standard rate is available in respect of fees paid for approved full/part-time postgraduate courses in both private and publicly funded third level colleges in EU and non-EU Member States.

6. Residency Requirement

Eligible students must meet all other requirements, including the residency requirement under the Student Grant Scheme whether study is in Ireland or abroad. The condition relating to residency requires that the candidate must have been resident in the State for three of the last five years prior to entry or re-entry to an approved course.

Candidates who meet the nationality requirements of the Scheme and who do not satisfy the residency requirement in the State, are eligible to apply for a means-tested fees-only grant in respect of approved courses in Ireland, provided they have been ordinarily resident in any EU Member State for three of the last five years prior to entry or re-entry to an approved course.

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 47

% of students receiving grants:Second cycle 18

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

- Only certain study programmes (e.g. where mobility is mandatory):Grant 2
- Only certain study programmes (e.g. where mobility is mandatory):Grant 3
- Only certain study programmes (e.g. where mobility is mandatory):Grant 4
- Equivalency condition:Grant 1
- Equivalency condition:Grant 2
- Equivalency condition:Grant 3
- Equivalency condition:Grant 4
- Programme not available in the national system:Grant 1
- Programme not available in the national system:Grant 2
- Programme not available in the national system:Grant 3
- Programme not available in the national system:Grant 4
- Other:Grant 1
- Other:Grant 2
- Other:Grant 3
- Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

IV.16.2. Which other requirements exist?

The additional requirements are that:

The course must be a full-time undergraduate course that—

- (i) takes not less than 2 years to complete;
- (ii) is provided by an approved institution in a Member State other than the State that comes within the terms of section 7(1)(e) of the Act; and
- (iii) leads to a major higher education and training qualification that is recognised—

- (I) in a manner, provided for by the laws of the Member State, that corresponds to the arrangements, procedures and systems of the framework of qualifications, or
- (II) otherwise in accordance with the laws of the Member State.

Section 7 (1) (e) of the Act describes an approved institution as “an educational institution that provides higher education and training which is situated in a Member State other than the State which is maintained or assisted by recurrent grants from public funds of that or any other Member State including the State.”

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

IV.19. Can students use loans for studying abroad?

Please choose

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

Course load (e.g. full-time):Loan 1

Course load (e.g. full-time):Loan 2

Course load (e.g. full-time):Loan 3

Course load (e.g. full-time):Loan 4

Only certain countries:Loan 1

Only certain countries:Loan 2

Only certain countries:Loan 3

Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

Equivalency condition:Loan 1

Equivalency condition:Loan 2

Equivalency condition:Loan 3

Equivalency condition:Loan 4

Programme not available in the national system:Loan 1

Programme not available in the national system:Loan 2

Programme not available in the national system:Loan 3

Programme not available in the national system:Loan 4

Other:Loan 1

Other:Loan 2

Other:Loan 3

Other:Loan 4

IV.21.1. If there is more than one type of loan, please specify:

IV.21.2. Which other requirements exist?

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)

1st cycle credit mobility:Travel costs

1st cycle credit mobility:Living cost difference

1st cycle credit mobility:Language courses

1st cycle credit mobility:Other

2nd cycle credit mobility:Study costs/ fees abroad (host institution)

2nd cycle credit mobility:Travel costs

2nd cycle credit mobility:Living cost difference

2nd cycle credit mobility:Language courses

2nd cycle credit mobility:Other

1st cycle degree mobility:Study costs/ fees abroad (host institution)

1st cycle degree mobility:Travel costs

1st cycle degree mobility:Living cost difference

1st cycle degree mobility:Language courses

1st cycle degree mobility:Other

2nd cycle degree mobility:Study costs/ fees abroad (host institution)

2nd cycle degree mobility:Travel costs

2nd cycle degree mobility:Living cost difference

2nd cycle degree mobility:Language courses

2nd cycle degree mobility:Other

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

IV.27. Additional comments

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="0"/>
Need-based criteria:Grant/loan 2	<input type="text" value="0"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

<http://www.studentfinance.ie/> provides details of the student supports available

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

A large percentage of PhD students are in receipt of research funding. The funding grant will generally cover the students fees, and will have a stipend - the amount of the stipend varies depending on the funding source. - PhD students may also be eligible for a fee grant up to the value of €6,270 or a postgraduate fee contribution of €2,000 towards the cost of their fees under the Student Grant Scheme.

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Fee levels vary across institutions and disciplines, with higher fee levels for SET subjects than HSS subjects. The maximum fee allowable currently under the Student Grant Scheme is €6,270. The student has to pay any excess.

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes ▾

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Chapter 5 of Ireland's National Strategy for Higher Education to 2030 deals with 'engagement with wider society' and examines the third of the three core roles of higher education – engagement – and how the higher education system addresses the full range of its responsibilities towards society, including business, local communities, the wider education sector and the wider international world. The implementation process for this national strategy includes a process of 'strategic dialogue' around the development of performance targets and 'compacts' between higher education institutions and their funder. Key to these discussions and compacts has been the theme of graduate employability, addressing skills needs in the economy and labour market activation responses.

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No ▾

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes ▾

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes ▾

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No ▾

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

The Expert Group on Future Skills Needs (EGFSN) advises the Irish Government on current and future skills needs of the economy and on other labour market issues that impact on Ireland's enterprise and employment growth. It has a central role in ensuring that labour market needs for skilled workers are anticipated and met. Full details on the group and its work is available at www.egfsn.ie.

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

The Expert Group on Future Skills Needs (EGFSN) works closely with the Department of Education and Skills and the Higher Education Authority (HEA, the governing and funding body for higher education in Ireland) to communicate its skills needs messages. The reports of the EGFSN inform the strategies of higher education institutions but also have a particular influence on competitive funding processes which allocate resources to labour market activation programmes such as springboard (www.springboardcourses.ie).

V.3. In your country, are employers involved in higher education planning and management?

Yes ▾

V.3.1. How are they involved?

- | | | | | |
|--------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------|--------------------------------------------------|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

Given the complex nature and diversity of the higher education sector it is difficult to provide a catch all response. In the vast majority of cases employers are involved at governance level, course board and course review level on relevant programmes in Irish higher education. In some cases this involvement is mandated in practice or in law while in others it is more organic. One very specific example is the ICT Skills Conversion programme (www.ictskills.ie) where employers are involved in the development and delivery of specific programmes to address skills gaps in the economy. The employers' involvement ranges from participant selection, course content, mentoring and lecturing to project work and work placement.

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

There are a range of such supports, from the labour market activation programmes instanced above which as an aside support such work to more specific supports such as innovation vouchers designed to allow enterprise engage with higher education to address business or research related challenges. See <http://www.enterprise-ireland.com/en/Research-Innovation/Companies/Collaborate-with-companies-research-institutes/> for some examples of programmes developed to build links between Ireland's public knowledge providers (i.e. higher education institutes, public research bodies) and small businesses.

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

Yes

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

There are many such examples, but a particular case may be the National Institute for Bioprocessing Research and Training (NIBRT), a global centre of excellence for training and research in bioprocessing. NIBRT is located in a new, world class facility in Dublin, Ireland. This facility is purpose built to closely replicate a modern bioprocessing plant with state of the art equipment. NIBRT is based on an innovative collaboration between University College Dublin, Trinity College Dublin, Dublin City University and the Institute of Technology, Sligo. NIBRT was primarily funded by the Government of Ireland through Ireland's inward investment promotion agency, IDA Ireland (Industrial Development Agency), which is responsible for the attraction and development of foreign investment in Ireland. NIBRT offers a quality training and research experience not previously possible anywhere in the world at all levels from short course to masters and including a BSc in Biopharmaceutical Science

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

Yes, requirements exist regarding the inclusion of work placements/practical training in other programmes

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

There are a broad range of programmes incorporating the inclusion of work placements/practical training in Ireland. As above the ICT Skills conversion programmes, for example, mandate a work placement so as participants not only gain specialist ICT training but they also get to apply this knowledge in practical work environment.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
2nd cycle 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer
1st and 2nd cycle combined 0% 1-10% 11-30% 31-50% 51-70% 71-99% 100% Not available No answer

V.4.2.1. Please provide the source information here.

<http://reap.ie/wp-content/uploads/Work-Placement-presented-by-Joan-Buckley-Lyndsey-El-Amoud.pdf>
<http://reap.ie/wp-content/uploads/Work-Placement-Report-20111.pdf>

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

Yes

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

See the REAP project (<http://reap.ie/>). This project was the allocation of strategic funding to examine placements and placement methodologies in Irish higher education.

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 Yes, within a different funding mechanism (please specify)
 No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No ▼

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes ▼

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

<http://www.heai.ie/en/statistics/statistics-section-publications/first-destinations-reports>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

No ▼

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No ▾

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

Lifelong learning is understood to be the engagement of an individual in the acquisition of skills and knowledge throughout their lifetime.

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

Part 3, Chapter 1, Section 12 of the Universities Act (1997) states that 'the objects of a university shall include [...] (j) to facilitate lifelong learning through the provision of adult and continuing education'. Similar requirements are contained in the Institutes of Technology Act, 2006.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

Formal HE programmes provided under flexible arrangements	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input checked="" type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Non-formal courses open to all (e.g. languages)	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Preparatory courses for HE entrance examinations	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input checked="" type="radio"/> 26-50% <input type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Professionally-oriented upgrading of already achieved qualifications	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input type="radio"/> 51-75% <input checked="" type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer
Tailor-made provision for industry	<input type="radio"/> 0% (no institution involved) <input type="radio"/> 1-25% <input type="radio"/> 26-50% <input checked="" type="radio"/> 51-75% <input type="radio"/> 76-99% <input type="radio"/> 100% (all institutions involved) <input type="radio"/> % impossible to provide <input type="radio"/> No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▾

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

All higher education institutions provide part-time courses as well as full-time courses. There is also some provision via more flexible modes of delivery, such as distance learning and blended learning. In addition, many institutions offer non-formal learning opportunities and access courses to provide alternative entry-routes to higher education. In recent years there has been an increase in the provision of professionally oriented courses that facilitate up-skilling and re-skilling, as well as in the provision of courses tailor-made for industry.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "70"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "25"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "5"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

In recent years, part-time provision has been publically funded insofar as the core grant allocated by the state to public HEIs supports all of their course provision and infrastructure and is allocated in a manner that takes account of students on most part-time learning programmes. In addition some targeted public funding has been made available to support initiatives pertaining to the provision of lifelong learning, and some of these have leveraged financial (or in-kind) contributions from business and industry, through, for example, the provision of accredited work-placements for students. However tuition fees for part-time study are currently paid for by the individual students, or in some cases by their employer. Also, the broader range of flexible learning is not currently publicly funded (distance learning, e-learning etc.). Following the publication of Ireland's National Strategy for Higher Education (2011), parity of funding will be introduced in core grant allocations to acknowledge the importance and legitimacy of all forms of flexible learning in Irish higher education.

VI.5.2. If you have any further comments regarding this section, please provide them here:

Lifelong learning is a recognised mission of Ireland's 7 universities. It is also an important part of the work of the 14 institutes of technology as well as of many smaller, more specialised HEIs. Since 2000, Ireland's National Framework of Qualifications (<http://www.nfq.ie/nfq/en/>) has provided an excellent architecture for lifelong learning, which supports the strengthening of the interface between further and higher education to support access, transfer and progression.

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

Ireland's National Strategy for Higher Education (2011) recognises that the future delivery of higher education in Ireland must be characterised by flexibility and innovation, and that higher education institutions must accommodate and serve the needs of an increasingly diverse student-body. It recognises that resources allocated to and within HEIs should support all students equally, whether they are full-time or part-time, on campus or off-campus. Accordingly, the mechanism for the allocation of public funding to institutions is being revised to ensure that all learners are supported equally. Through the targeted funding allocated through the Higher Education Authority (HEA)'s Strategic Innovation Fund (SIF), the Bluebrick online portal for part-time and flexible learning opportunities in the institute of technology sector was established, the use of which has been extended to support the roll-out of up-skilling and re-skilling initiatives across the Irish higher education sector. More broadly, the Government of Ireland is supporting the enhancement of the flexibility of programme provision in higher education through the newly established National Forum for the Enhancement of Teaching and Learning, a national support infrastructure for which this is a key objective, along with the building the digital capacity of the sector, and supporting innovative modes of programme delivery. (See <http://teachingandlearning.ie/>.)

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)
In Ireland, full-time students and part-time students have formal status.

VI.7.1. Please explain what student statuses exist in your country and how you define them.

A full-time student is one who takes 60 ECTS credits per academic year and a part-time student is someone who takes fewer than 60 credits per year. A typical part-time student will take 30 credits per year.

VL7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

VL7.3. Please indicate which fees apply to students studying part-time.

Students studying part-time pay (or are likely to pay) higher fees for the same volume of study (i.e. the same number of credits) than students following typical study arrangements. At present, part-time students are not eligible to participate in the Free Fees Initiative through which tuition fees are paid for full-time EU undergraduate students by the Exchequer. For full-time students above grant eligibility thresholds, a fee of €2750 applies. Part-time students are not eligible for maintenance grants/student support grants. However the National Strategy recommended that these disincentives to flexible provision should be removed, and work is on-going to ensure parity for part-time and full-time students in the allocation of public funding to higher education institutions.

VL7.4. Please indicate which fees apply to de facto part-time students.

VL7.5. Please indicate the amount of financial support, to which are eligible students holding a formal alternative student status.

Students studying part-time are eligible for a lower amount of financial support for the same volume of study (i.e. the same number of credits) than students following typical study arrangements (please specify in comments how the support is calculated). As stated above, part-time and flexible provision is publicly funded insofar as the core grant allocated by the State to public HEIs supports all of their course provision and infrastructure and is allocated in a manner that takes account of students on most part-time learning programmes. While part-time students currently pay their tuition fees, parity of funding for full and part-time students is being introduced.

VL7.6. Please indicate the amount of financial support, to which are eligible de facto part-time students.

VL8. Are there any higher education programmes in your country designed as 'part-time' programmes?

Yes ▼

VL8.1. Please provide details on these programmes (in particular, how they differ from conventional higher education programmes). Please also specify whether students following these programmes pay the same amount of fees (or higher/lower fees) and are eligible for the same amount of support (or higher/lower support) as students enrolled in conventional programmes.

As indicated above, full-time students take courses that are worth 60 ECTS credits per year, whereas part-time students take courses that are worth fewer than 60 credits, typically 30. The revision of the allocation model for public funding to institutions will ensure that the fee-support for full-time and part-time students is equal. However part-time students are not eligible for the maintenance supports of which full-time students can avail.

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

The National Framework of Qualifications (NFQ) provides a reference point for the recognition of prior learning (RPL) in Irish higher education. In 2005, the National Qualifications Authority of Ireland (NQA) published 'Principles and Operational Guidelines for the Recognition of Prior Learning', in which 'prior learning' is defined as 'learning that is acquired through formal, non-formal or informal routes' (see http://www.nqai.ie/publication_jun2005.html). In addition, the SIF funded 'Education in Employment' project consortium (see <http://eine.ie/>) produced a framework for the development and implementation of RPL in higher education institutions (see <http://eine.ie/wp-content/uploads/2009/11/recognition-of-prior-learning-a-focus-on-practice.pdf>).

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures. RPL is not regulated in Ireland and is at the discretion of individual higher education institutions.

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

The Qualifications and Quality Assurance (Education and Training) Act 2012, through which the 4 pre-existing statutory bodies for quality assurance and qualification recognition in Ireland were merged to form Quality and Qualifications Ireland (QQI), provides for learners to apply to QQI for awards where they meet the appropriate standard of knowledge, skill or competence that QQI has established. (QQI may request the assistance of providers to assess learners' prior learning for the purposes of making awards.) As per the 2012 Act, QQI will publish policies and criteria for access, transfer and progression that will include policies on RPL.

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

This possibility is at a nascent stage and is not widely used in practice. While in theory, qualifications at any level of the NFQ could be awarded on the basis of prior learning, in reality this is most likely to pertain to awards beneath the level of a Bachelor's degree (at level 6 of the Irish NFQ).

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Qualifications and Quality Assurance (Education and Training) Act, 2012 (see <http://www.oireachtas.ie/documents/bills28/acts/2012/a2812.pdf>).

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

No

VL10.4.1. Please specify these requirements.

- Specific age requirements (please specify)
- Requirements related to the duration of prior professional experience (please specify)
- Other (please specify)

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data but it is possible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

26-50%

While there is no definitive data on this, the practice is not widespread in Irish higher education.

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

VL11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

No ▼

VL11.1. Please specify what they are.

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

Department of Education and Skills

And provide a link to its website (if available) and a brief description of its main activities

<http://www.education.ie/en/The-Education-System/International/>

The International Section manages the Department's engagement with international partners to enhance international policy co-operation in education and training. It also has responsibility for policy development and co-ordination in the promotion of Ireland as a centre for international education. Its activities include -

- Develops policy and co-ordinate the promotion of Ireland as a centre of excellence for international students, including developing links with key partner countries
- Promotes the European dimension in education and contribute to the improvement of the quality of education by promoting participation in EU funded education programmes
- Monitors the implementation of EU funding programmes by the national agencies involved
- Manages a number of exchanges and scholarships available to Irish and international students
- Administers the secondment arrangements for Irish teachers to work in European schools

7.3. Does your country have a formal national strategy for internationalisation of higher education?

Yes

7.3.1. Please provide a reference and link to the document (if available, also in English):

<http://www.educationinireland.com/en/publications/full-report-education-global-strategy.pdf>

7.3.2. Has the impact of the strategy been assessed?

Yes

7.3.2.1. Please specify by whom, and provide a reference/link:

this is currently being reviewed by the Department of Education and Skills

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

76-99%

7.3.3.1. Please provide a source for this information:

Higher Education System Performance Report 2014 http://www.heai.ie/sites/default/files/evaluation_framework_short_2011-12.pdf

European Charter for Higher Education Charter awards. http://www.eurireland.ie/_fileupload/2014/Copy%20of%20list_for_the_academic_year_2014-2015_no-ch.xls

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

1-25%

7.3.4.1. Please provide a source for this information:

http://www.eurireland.ie/_fileupload/2014/Copy%20of%20list_for_the_academic_year_2014-2015_no-ch.xls

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility No

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

No

7.4.1.1. Please specify:

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

Yes

7.5.1. Please specify:

Small fund maintained by Enterprise Ireland (with funding from Department of Education and Skills and institutions), primarily focused on promotion. There are also a small number of Government of Ireland International Education Scholarships.

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

Yes

7.9.1. How many campuses do your higher education institutions have abroad?

0.0000000000

7.9.2. In which countries do they have these campuses?

A survey will be published in the coming months by Education in Ireland.

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

Yes

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) "15"

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) "6"

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

No

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

No

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

Subject of review at present

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose..

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

No

7.20.1. Do students have to pay additional fees?

No

7.20.2. Are there any other differences? Please specify:

These questions (20.1 and 20.2) do not apply

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
- other bilateral and/or multilateral ministerial dialogues
- international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

Under the Erasmus programmes mobility of staff is encouraged

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.1.1. Please specify any targets that exist:

No targets specified

7.27.2. Does your country define quantitative targets for any outgoing mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Teaching staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.27.2.1. Please specify any targets that exist:

No targets specified

7.28. For each staff group, is information collected on participation rates in mobility?

- Researchers** Yes No No answer
- Teaching staff** Yes No No answer
- Doctoral candidates** Yes No No answer
- Technical staff** Yes No No answer
- Administrative staff** Yes No No answer
- International officers** Yes No No answer
- Guidance counsellors** Yes No No answer
- Others** Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

The HEA in its role as Erasmus+ National Agency manages the staff mobility action. Statistics <http://www.eurireland.ie/llp-erasmus/llp-statistics.605.html>

7.29. Are there any mechanisms to reward staff who participate in mobility?

- Career development advantages** Yes No No answer
- Financial benefits** Yes No No answer
- Non-financial benefits** Yes No No answer
- Other** Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

No specific rewards provided

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "7"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "5"

7.31.1.1. Additional comments:

Staff have difficulty finding time to fit a mobility period into their work programme

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "7"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "6"

7.31.2.1. Additional comments:

Staff have difficulty finding time to fit a mobility period into their work programme

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

The Internationalisation Strategy will focus on Ireland enhancing its performance through partnership and collaboration; building a national brand; improving visa, immigration and labour access policies; outward mobility of Irish staff members will be encouraged.

7.33. Has your country monitored the effects of these measures/programmes?

No

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: