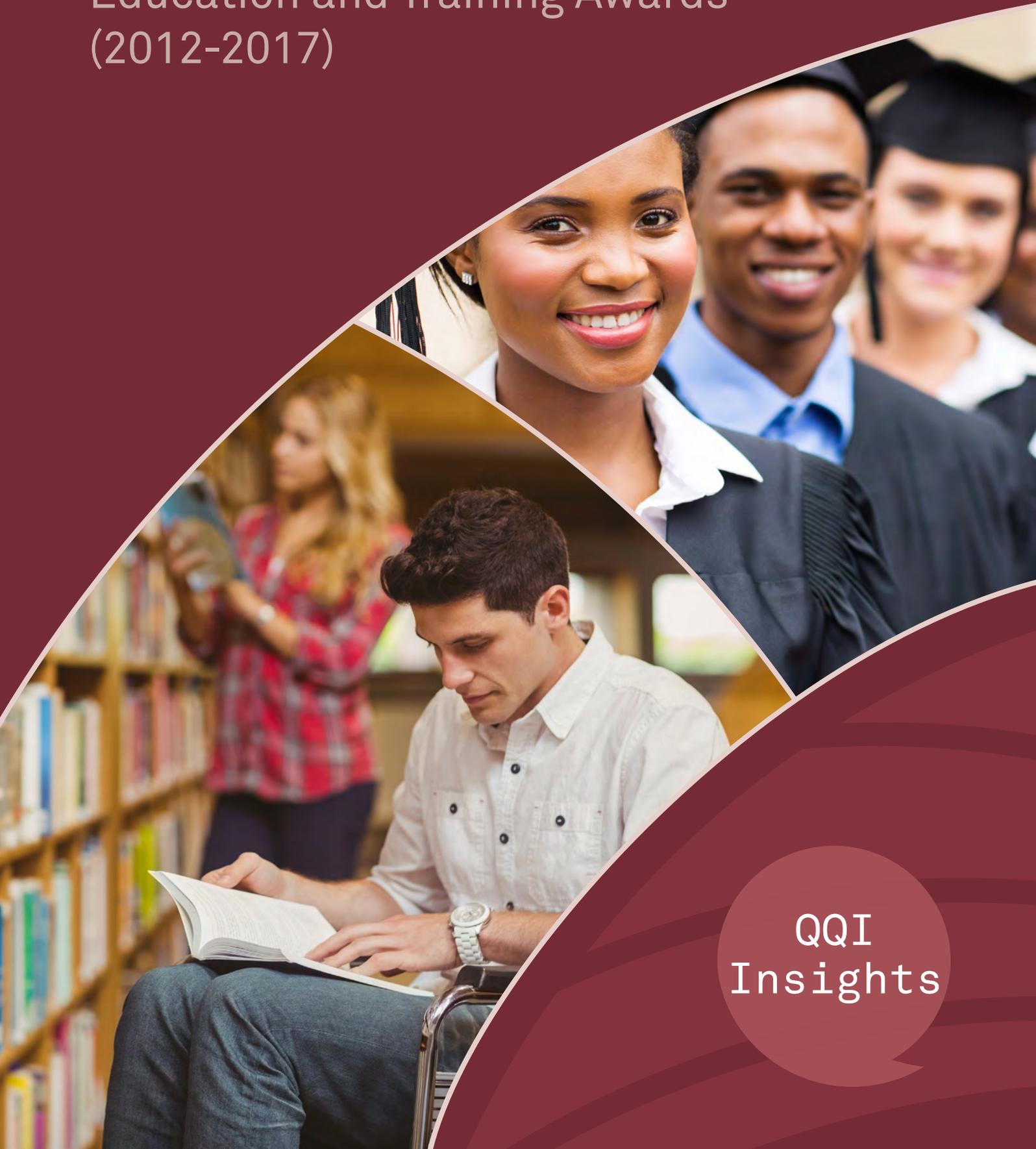




QQI

Quality and Qualifications Ireland
Dearbhú Cálíochta agus Cálíochtaí Éireann

Report on QQI Award Classification Distributions for QQI Higher Education and Training Awards (2012-2017)



QQI
Insights

QQI *Insights* Series

QQI's unique position as the agency that spans all post-secondary education and training means that we have been centrally involved in many of the transformations and developments that have occurred in education and training in recent years. Our independent evaluations of providers and our research and analysis of provider-led evaluations provide high-level advice to policymakers and funders on quality in the education and training system.

This QQI *Insights* series aims to analyse and demonstrate the impact of measures taken by QQI to improve and enhance the quality of education and training for the benefit of learners. These *Insights* demonstrate how the work of QQI delivers impact through the promotion of quality improvement among education and training providers, and how this, in turn, enhances the experience and outcomes of learners. They also analyse our qualifications systems to better inform education and labour market decision-makers.

Topics chosen for the series stem from stakeholder feedback, common themes emerging from our independent evaluations of providers of education and training and our analysis of provider-led evaluations, and areas of national policy interest. Ultimately, the *Insights* series aims to shape a fuller understanding of quality and qualifications in education and training, to inform and influence policy, and to play a role in driving future transformation across the education and training sectors.

Contents

1. Introduction	3
2. Data set	5
3. Organisation of the paper	5
4. Analysis of QQI Honours Bachelor’s Degrees awarded between 2012 and 2017	6
4.1 Analysis by field of learning	7
4.1.1 Information and Communications Technology	
4.1.2 Arts and Humanities	
4.1.3 Education	
4.1.4 Health and Welfare	
4.1.5 Services	
4.1.6 Social Sciences, Journalism and Information	
5. Analysis of other QQI major award-types	8
6. Concluding remarks	8
Appendices	9
7. Appendix 1: Tabulated data and figures	10
7.1 Honours Bachelor’s Degrees	10
7.1.1 Honours Bachelor’s Degrees: standard deviations in the control group by ISCED field	
7.2 Higher Certificates	20
7.3 Ordinary Bachelor’s Degrees	24
7.4 Higher Diploma	30
7.5 Master’s Degrees	34
7.6 Postgraduate Diploma	41
8. Appendix 2: Threshold PIA	47
8.1 Threshold Privacy Impact Analysis	47



1 Introduction

QQI is committed to working towards a tertiary education system that offers extensive high-quality education and training opportunities, enabling learners to fulfil their potential through achieving qualifications that are widely valued nationally and internationally.

The private (or independent) higher education (HE) sector is an important feature of Ireland's diverse tertiary education and training system. These colleges vary in size, mission and range from small specialist colleges to large long-established multidisciplinary institutions. Some operate on a for-profit and others on a not-for-profit basis. Indeed, the scale and diversity of the Irish private HE sector becomes apparent through the data that are included in this report.

QQI's role in respect of this sector includes the external quality assurance of the provision in these HEIs and, more importantly, ensuring that all institutions are operating, and working towards the continual improvement of, sustainable, provider-led quality assurance systems. Part of QQI's mission is to assist providers in the development of internal quality assurance systems in order to maintain public confidence in the quality of the programmes they are offering. QQI also serves as the qualifications awarding body for these providers. Programmes leading to QQI awards that are offered by the 34 private higher education institutions (HEIs) represented in this report are subject to rigorous external programme validation processes, implemented by QQI. Before programmes of education and training can be proposed and, ultimately, validated, QQI engages with private HEIs to ensure that they have the capacity to support robust and reliable internal quality assurance systems relative to the programmes they wish to have validated. Students who successfully complete such validated programmes are certified by QQI at the request of the relevant provider. Access to QQI awards, which are

included in the NFQ, helps to facilitate the recognition of graduates' learning achievements.

QQI takes an enhancement-focused approach to quality assurance. The analysis of data on award classification (grade distributions) in this report is an initial step intended to assist private (independent) providers to continuously improve their quality systems; and to facilitate them in tracking the achievements of their graduates compared with others in both private and public sector institutions.

Data Presented in the Report

QQI continually publishes statistical information about the educational and training awards that we make, on the 'Infographics' section of our website. This does not currently include data on the distributions of the classifications (or grades) of those awards. We hope to add this to the Infographics service in due course.

In the meantime, we are releasing this summary data on award classifications (grade) distributions to enable stakeholders to see how the proportions of learners with different classifications vary by institution and by field of learning. The data cover awards made in the interval 2012 to 2017. The analysis does not examine the time variation in this interval.

Here we consider classification profiles for the major higher education award types:

- Higher Certificate (NFQ Level 6)
- Ordinary Bachelor's Degree (NFQ Level 7)
- Honours Bachelor's Degree (NFQ Level 8)
- Higher Diploma (NFQ Level 8)
- Postgraduate Diploma (NFQ Level 9)
- Master's Degree (NFQ Level 9)

For each award-type we analyse programme average classification profiles and field of learning average classification profiles including associations with the corresponding programme provider and provider type.

There are different ways of analysing the data. For some of the analysis, we consider the percentages of classifications awarded per programme and examine average and variance over groups of programmes. A programme with many learners contributes to the average with the same weight as one with few. For other analyses we average over all the awards made in a specified field of learning for a specified provider. We use the latter approach when reporting on providers' award classification distributions by ISCED (International Standard Classification of Education) field for a specified award-type.

This report includes a QQI analysis of Higher Education Authority (HEA) data. The HEA was not otherwise involved in the analysis. The Higher Education Authority has collected data on classifications for the institutions that it funds (including universities and their linked colleges, and institutes of technology). Specifically, we have obtained data from the Higher Education Authority on awards made by Universities, Institutes or Technology, and linked Colleges in 2016. These are compared with those for institutions that provide QQI validated programmes. Incidentally, several different awards classifications systems are in use at Honours Bachelor's Degree level in the HEA dataset. The data used refers to the following awards classifications:

Award Classification	Abbreviation
1 st Class Honours	I
2 nd Class Honours	II
2 nd Class Honours (Classification 1)	II.1
2 nd Class Honours (Classification 2)	II.2
3 rd Class Honours	III
Distinction	D
Merit 1	M1
Merit 2	M2
Other Honours	OH
Pass	P

Award Classification	Abbreviation
Recommended	R
Unclassified	U

The most common model comprises (I; II.1; II.2; P) but, as the above list shows, there are other classifications in the data (II, III, M1, M2, D, R, OH, U). Similar variations in classification systems arise for some other award-types. This complicates comparative analysis.

Where a provider's classification profiles differ significantly from the average, questions need to be asked about the causes and about what, if any remedies may be required. Significant differences can give rise to questions about validity or reliability of assessment, academic integrity and the efficacy of quality assurance procedures but, of course, there can be benign explanations for differences.

The focus of this paper is on phenomena rather than their causes. One might expect the average classification to depend on multiple variables including, for example: scholastic aptitude (this might correlate with CAO average points or even cut-off points); institution policy; ISCED field; and so on. We could easily have combined the data in this report with average CAO cut-off points levels for the relevant fields of learning and attempted to correlate, for example, the average the grade for the relevant field with average CAO cut-off point and perhaps also provider sub-groups e.g. Universities, Institutes of Technology and Independents. We expect to increase our level of scrutiny on classification distributions and this paper is but the first of what we will expect to become a series. For a more detailed discussion of awards classifications and the problems associated with them, please see our [Green Paper on Assessment](#).

In presenting the findings we will comment on patterns observed in the classification of honours bachelor's degrees. For other major award types, we present the analyses without commentary.

2 Data set

The data for this report comprises QQI awards data for 2012-2017 and HEA data for 2016 for institutes of technology (IOTs), universities and colleges linked to universities.

3 Organisation of the paper

The paper analyses classification patterns for major awards by ISCED field, provider type, award-type and provider (QQI awards only). The honours bachelor's degree is the most frequent award type and is analysed first and in greatest detail. The analyses for the other award types follows a similar pattern but with less commentary and in some cases less detail owing to the smaller numbers involved.



4 Analysis of QQI Honours Bachelor's Degrees awarded between 2012 and 2017

Tables 1-8 analyse how the classifications of QQI honours bachelor's degree awards are distributed, how the distributions depend on the relevant provider, the field of learning and how they compare with corresponding 2016 data on awards made by universities, linked colleges and institutes or technology.

The overall distribution of award classifications (Table 1, counting all the awards made at each classification) is similar to the overall distribution for the Institutes of Technology (Table 2) and close to that for the Universities and Linked Colleges (Table 3).

Tables 1-3¹ also provide a breakdown of the classification profiles by field of learning. QQI percentages of first-class honours classifications are comparable with those of the universities and IOTs in the fields (see Table 5):

- Arts and Humanities
- Business, Administration and Law
- Education.

The proportion of first-class honours degrees awarded by QQI is higher in the fields:

- Health and Welfare
- Services

and it is slightly higher in the field of

- Information and Communication Technologies.

There is substantial institutional variation in the overall percentage of first-class honours degrees awarded by QQI with some institutions drawing down relatively high percentages of first-class honours in some subjects (see Table 6). As previously noted, unusual classification

profiles might sometimes be justified but should always raise questions as they can be symptoms of problems that must be addressed.

Programmes with relatively high percentages of first-class honours bachelor's degrees awarded can be found in all parts of the higher education system. There are, for example, 137 programmes (out of 1,273) in the HEA data set where the proportion getting first class honours is 50% or greater. Our Green Paper on Assessment of Learners and Learning (sections 4.1.3, 5.9, 7.15, 9) discusses the problems associated with classifying higher education awards and its practice in Ireland. Nevertheless, all providers need to be vigilant in ensuring that the classification profiles for each of their programmes is justified.

Table 7 presents an analysis of QQI Honours Bachelor's Degree award classifications (2012-2017) by programme provider and by ISCED field. Some institutions whose overall classification profile is relatively unremarkable may still have profiles in specific fields that are significantly different from the norms.

All this leads to a question about whether there are statistical indicators that might help identify those programmes where the classification distribution is unlikely to be explainable by random variations. This kind of modelling is not straightforward. A multivariate approach would be required because there are multiple factors that might determine a specific programme's classification distribution (e.g. provider, field, programme, intake standard). This is complicated by the fact that, while there

1 Some cells in the tables are represented as <N, this means less than N—it could be far less than N or almost N or anything in between. This device is used to limit the smallest value for any cell and is used to help preserve anonymity.

are rules explicitly linking classifications to marks, the absolute criteria for the allocation of classifications are neither explicit nor (presumably) uniform. For example, looking at tables 1-3 covering the whole higher education system, it can be seen that in each part the highest rates of first-class honours awarded per ISCED field are twice that of the lowest.

That being the case, inspection of the data can nevertheless suggest areas that warrant further analysis. Standard deviations for programme classification percentages can help quantify the width of the programme classification percentage distributions (Appendix 1). A cursory inspection of the data indicates that the I, II.2 and P draft percentages are not normally distributed. For programmes in the control group (universities, linked colleges and institutes of technology) the programme classification percentage distribution of first-class honours awarded peaks at small percentages and has a long tail. The following section explores an experimental criterion for identifying possible outliers by ISCED field.

4.1 Analysis by field of learning

The following analyses aim to identify possible outliers. Providers with outlier values might be able to explain why the values are not problematic. Providers with no values identified as possible outliers may nevertheless be drawing down problematically high rates of higher classifications.

Methodology: We aim to compare the rates of first-class honours awarded by QOI to each relevant provider with the distribution of rates in the remainder of the higher education sector. The distribution for all programmes is strongly affected by the relatively large numbers of programmes with small numbers of graduates. Using a cut-off of 50, the average rate of first-class honours is 16% and the standard deviation is 8%. This might suggest that any programme with more than 50 graduates per annum and a rate of 24% of first-class honours warrants scrutiny to determine the reason

for the high rate. Looking at the analysis by ISCED field and provider presented in Table 7 for providers with rates that are higher than 24% we find three, one of which graduates more than 50 per annum.

A lower cut-off of 10 will allow the same cut-off to be used for all ISCED fields. Using a cut-off of 10 yields a mean and standard deviation of 21% and 16% respectively suggesting a criterion of 37% for possible outliers. Note that we have not asserted that the data are normally distributed.

4.1.1 Information and Communications Technology

Here we use a cut-off of 10 students. The mean is 28% and the standard deviation is 15%.

4.1.2 Arts and Humanities

The average is 20% for programmes with 10 or more graduates and the standard deviation is 15%. Incidentally the respective values for a 50+ cut-off are 15% and 19%.

4.1.3 Education

The 10+ mean and standard deviation for education are 16% and 13%.

4.1.4 Health and Welfare

The 10+ mean and standard deviation are 16% and 14% respectively.

4.1.5 Services

The 10+ mean and standard deviation for services are 14% and 16% respectively.

4.1.6 Social Sciences, Journalism and Information

The 10+ mean and standard deviation for services are both 19% suggesting a criterion.

5 Analysis of other QQI major award-types

Appendix 1 to this report (section 7) contains tables analysing the following award-types

- Higher Certificate (NFQ Level 6)
- Ordinary Bachelor's Degree (NFQ Level 7)
- Higher Diploma (NFQ Level 8)
- Postgraduate Diploma (NFQ Level 9)
- Master's Degree (NFQ Level 9)

We will not comment in detail on the tabulated analyses as much of the commentary on

the Honours Bachelor's Degrees (section 4) translates.

It is evident from the tables that the classification rates of QQI awards (e.g. rates of award of the highest classification) vary by provider and by field of learning. See, for example, tables 6 (classification rates by provider) and tables 7 (classification rates by field of learning by provider) in the subsections of section 7.

6 Concluding remarks

There is a wide spread in the classification profiles of QQI awards by specific providers and by specific fields of learning. This would suggest that it would not be appropriate to assume that similar award classifications from different programmes signify similar knowledge, skill or competence of the award holder. This has implications for employers, educational admissions officers and any other persons who use the face-value of peoples' qualifications as a proxy for comparing their knowledge, skill or competence. We do not present the complete evidence for classification profiles for non-QQI awards, but we suspect a similar finding because the controls used (e.g. external examining) are similar.

QQI plans to request all providers to review their award classifications profiles, compare them to the field averages, determine whether their assessment criteria are consistent with norms for the field, identify any corrective action that is required and report to QQI on the findings, conclusions and proposed actions.

Note that any outlier value might not be problematic and may have a good explanation, but alternatively corrective action may be warranted.

APPENDICES

Appendix 1:

Tabulated data and figures

Appendix 2:

Threshold PIA

7 Appendix 1: Tabulated data and figures

7.1 Honours Bachelor's Degrees

FIGURE 1 2012-2017 QQI Honours Bachelor Degrees: Programme Grade Proportion Distributions

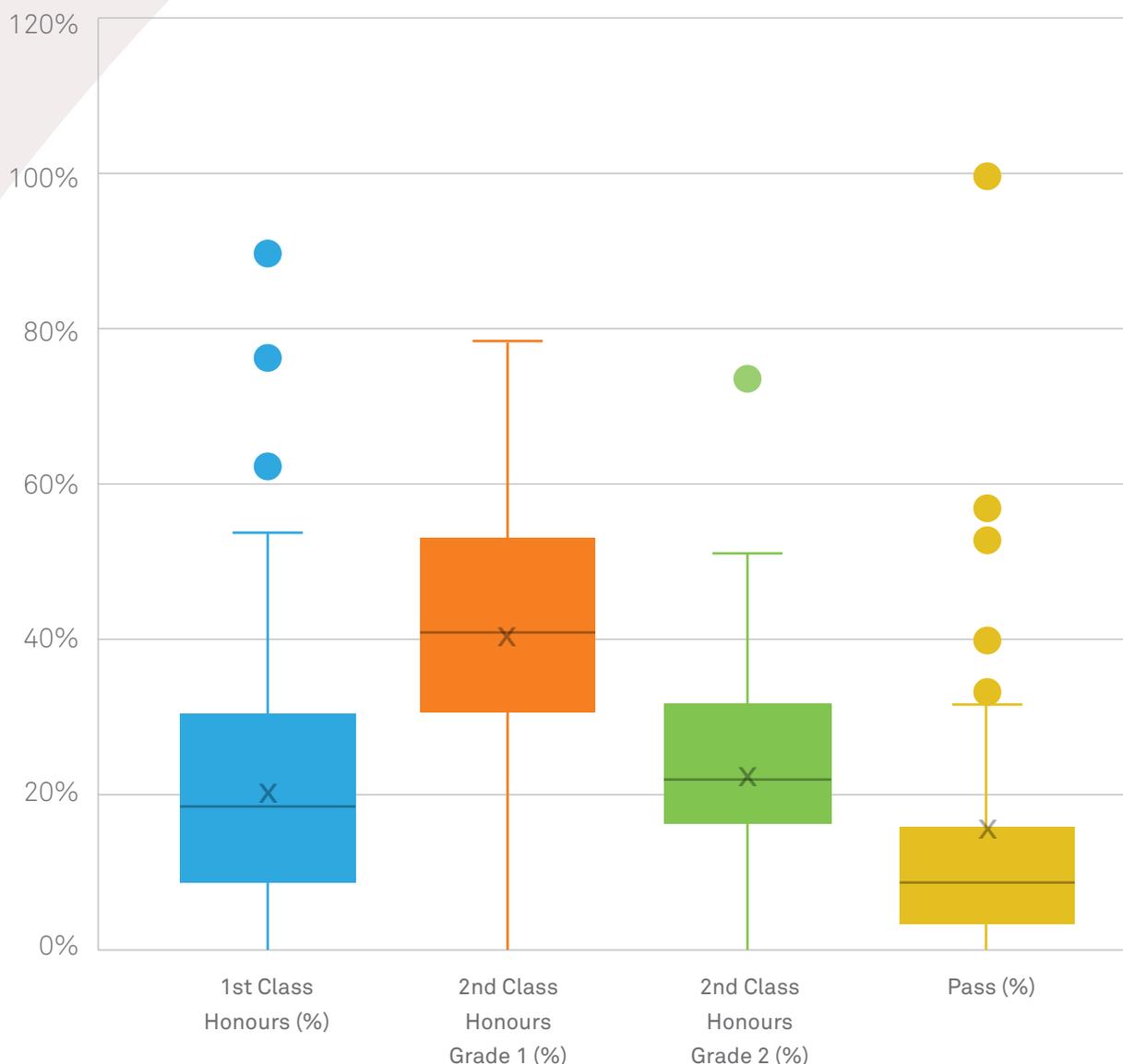


FIGURE 1 The mean is indicated by an 'x' and the median by a line. The outliers are indicated by dots and are calculated by Excel assuming a normal model that, in this case, may not be appropriate, nevertheless it is illustrative. The 'box' edges show the upper and lower quartiles. The 'whiskers' show the boundaries of the data excluding the points calculated (by Excel) to be outliers. The distribution is of programme percentages of the classifications.

TABLE 1 Analysis of QQI Honours Bachelor's Degree award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable). In the tables terms of the form '<350' should be understood to mean less than the specified value and not to mean that the number is necessarily close to the specified value.

	I %	II.1 %	II.2 %	P %	Stronger anonymisation totals
Arts and Humanities	14%	54%	25%	7%	1057
Business, Administration and Law	18%	37%	30%	14%	6392
Education	12%	68%	18%	3%	≤ 350
Health and Welfare	26%	57%	14%	3%	588
Information and Communication Technologies	31%	36%	23%	11%	921
Services	35%	23%	33%	9%	≤ 150
Social Sciences, Journalism and Information	19%	44%	29%	8%	1789
Grand Total	19%	42%	28%	11%	

TABLE 2 Institutes of Technology 2016 only

	I %	II.1 %	II.2 %	P %	Stronger anonymisation totals
Agriculture, Forestry, Fisheries and Veterinary	21%	52%	24%	3%	≤ 334
Arts and Humanities	28%	42%	24%	6%	1394
Business, Administration and Law	19%	44%	28%	9%	2996
Education	22%	50%	28%	0%	96
Engineering, Manufacturing and Construction	26%	36%	28%	10%	1457
Health and Welfare	14%	50%	29%	7%	2187
Information and Communication Technologies (ICTs)	29%	33%	28%	11%	799
Natural Sciences, Mathematics and Statistics	20%	39%	30%	11%	884
Services	13%	41%	32%	13%	849
Social Sciences, Journalism and Information	14%	42%	34%	10%	237

TABLE 3 Universities and Colleges (excluding IOTs) 2016 only

	1st Class Honours	1 %	2nd Class Honours	2nd Class Honours (Classification 1)	2nd Class Honours (Classification 2)	3rd Class Honours	Pass	Recommended	Unclassified	Stronger anonymisation totals
Agriculture, Forestry, Fisheries and Veterinary	51	13%		187	132		11			381
Arts and Humanities	622	13%	15	2358	1578	156	58			4787
Business, Administration and Law	577	18%	153	1789	650	80	15			3264
Education	238	13%	135	1028	325	24	51			1801
Engineering, Manufacturing and Construction	242	19%	34	487	326	102	109	≤ 10		≤ 1320
Health and Welfare	535	15%	760	1260	553	165	252			3525
Information and Communication Technologies (ICTs)	215	27%	13	306	211	40	22			807
Natural Sciences, Mathematics and Statistics	560	23%		1103	630	95	39		≤ 10	≤ 2440
Services	16	23%		31	22	≤ 10				≤ 90
Social Sciences, Journalism and Information	264	18%	56	776	353	18	25			1492
Overall Percentages	17%	0%	6%	47%	24%	3%	3%	0%	0%	



TABLE 4 Universities, Linked Colleges and Institutes of Technology, 2016 only

	1st Class Honours %	2nd Class Honours %	2nd Class Honours (Classification 1) %	2nd Class Honours (Classification 2) %	3rd Class Honours %	Distinction %	Merit 1 %	Merit 2 %	Other Honours %	Pass %	Recommended %	Unclassified %	Grand Total %
Agriculture, Forestry, Fisheries and Veterinary	16%	0%	50%	31%	0%	0%	0%	0%	0%	3%	0%	0%	100%
Arts and Humanities	16%	0%	48%	31%	2%	0%	0%	0%	0%	2%	0%	0%	100%
Business, Administration and Law	18%	2%	49%	24%	1%	0%	0%	0%	0%	5%	0%	0%	100%
Education	14%	7%	57%	19%	1%	0%	0%	0%	0%	3%	0%	0%	100%
Engineering, Manufacturing and Construction	22%	1%	37%	27%	4%	0%	0%	0%	0%	9%	0%	0%	100%
Health and Welfare	15%	13%	39%	20%	3%	0%	0%	0%	2%	8%	0%	0%	100%
Information and Communication Technologies (ICTs)	27%	1%	35%	27%	2%	0%	0%	0%	0%	7%	0%	0%	100%
Natural Sciences, Mathematics and Statistics	22%	0%	44%	27%	3%	0%	0%	0%	0%	4%	0%	0%	100%
Services	15%	0%	42%	30%	0%	0%	1%	0%	0%	11%	0%	0%	100%
Social Sciences, Journalism and Information	17%	3%	51%	25%	1%	0%	0%	0%	0%	3%	0%	0%	100%

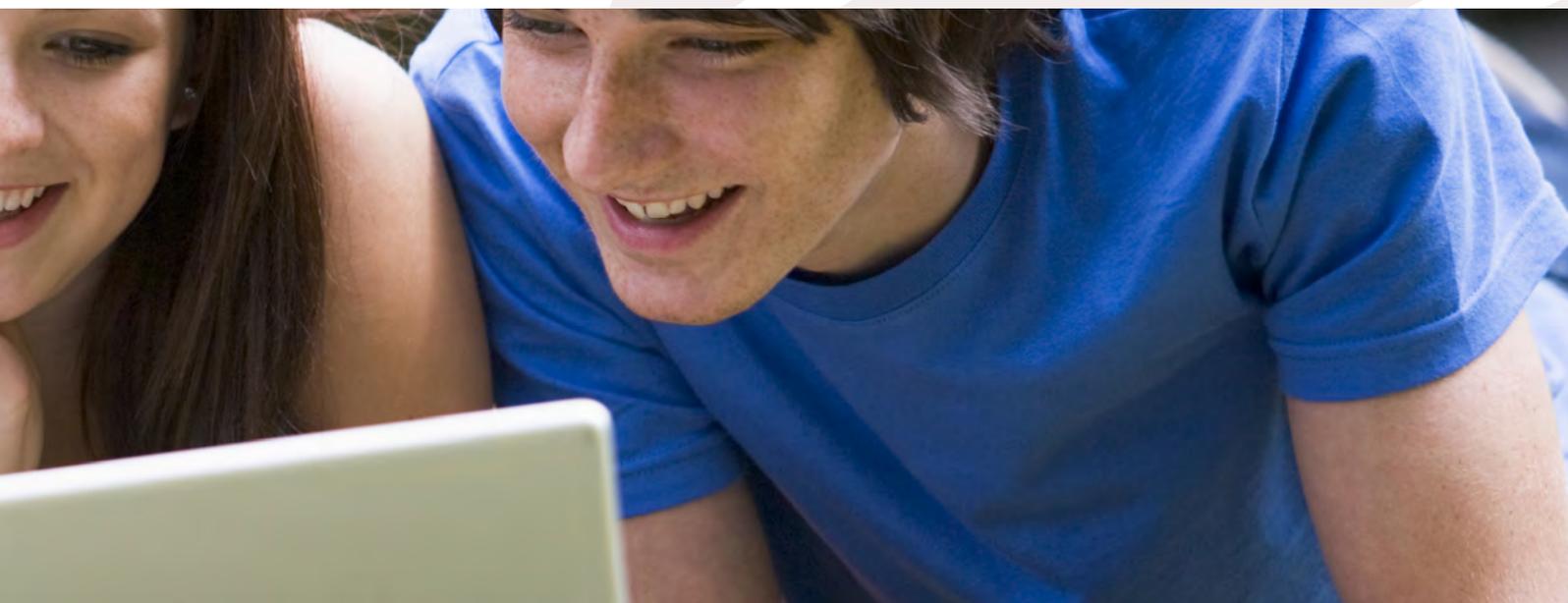


TABLE 5 Comparison of first class honours (with percentage of the relevant total).

	QQI 2012-2017		IOT 2016		Uni & Coll 2016	
	Number	Percentage	Number	Percentage	Number	Percentage
Agriculture, Forestry, Fisheries and Veterinary			37	21%	51	13%
Arts and Humanities	152	14%	395	28%	622	13%
Business, Administration and Law	1158	18%	563	19%	577	18%
Education	≤ 42	12%	21	22%	238	13%
Engineering, Manufacturing and Construction			377	26%	242	19%
Health and Welfare	151	26%	316	14%	535	15%
Information and Communication Technologies	281	31%	228	29%	215	27%
Natural Sciences, Mathematics and Statistics			178	20%	560	23%
Services	15	35%	114	13%	16	23%
Social Sciences, Journalism and Information	335	19%	34	14%	264	18%



TABLE 6 QQI Honours Bachelor's Degrees 2012-2017.

	I %	II.1 %	II.2 %	P %	Stronger anonymisation totals
Carlow College	9%	47%	38%	6%	655
CCT College Dublin	56%	28%	12%	4%	25 ≤ Tot ≤ 250
Dorset College	20%	57%	17%	7%	175
Dublin Business School	25%	44%	23%	8%	3904
Griffith College	21%	33%	29%	17%	2343
IBAT	15%	40%	18%	26%	114
ICD Business School	23%	19%	31%	28%	189
IICP Education and Training Limited	42%	55%	4%	0%	25 ≤ Tot ≤ 286
Independent Colleges	16%	44%	29%	11%	147
IPTAS Institute of Physical Therapy and Applied Science	25%	75%	0%	0%	4 ≤ Tot ≤ 40
Irish College of Humanities and Applied Sciences Limited	26%	55%	15%	3%	33 < Tot ≤ 334
Irish Institute of Purchasing and Materials Management	37%	48%	13%	2%	50 ≤ Tot ≤ 500
National College of Ireland	10%	39%	37%	14%	2356
Newpark Music Centre	10%	65%	20%	4%	25 ≤ Tot ≤ 250
Saint Nicholas Montessori College Ireland	12%	68%	18%	3%	33 < Tot ≤ 334
The American College Dublin	34%	14%	17%	34%	99
The Open Training College	7%	51%	35%	7%	14 < Tot ≤ 143
Overall Distribution	19%	42%	28%	11%	10983

TABLE 7 Analysis of QQI Honours Bachelor's Degree award classifications (2012-2017) by programme provider and by ISCED field.

	I%	II.1 %	II.2 %	P %	Stronger anonymisation totals
Carlow College	9%	47%	38%	6%	655
Arts and Humanities	10%	52%	34%	5%	368
Social Sciences, Journalism and Information	8%	40%	44%	8%	287
CCT College Dublin	56%	28%	12%	4%	25 ≤ Tot ≤ 250
Information and Communication Technologies	56%	28%	12%	4%	25 ≤ Tot ≤ 250
Dorset College	20%	57%	17%	7%	175
Business, Administration and Law	20%	57%	17%	7%	175
Dublin Business School	25%	44%	23%	8%	3904
Arts and Humanities	22%	53%	18%	7%	231
Business, Administration and Law	26%	41%	25%	8%	2247
Health and Welfare	16%	74%	8%	2%	50 ≤ Tot ≤ 500
Information and Communication Technologies	42%	34%	16%	9%	50 ≤ Tot ≤ 500
Social Sciences, Journalism and Information	21%	45%	25%	9%	1162
Griffith College	21 %	33%	29%	17%	2343
Arts and Humanities	17%	47%	24%	12%	218
Business, Administration and Law	18%	29%	32%	21%	1633
Health and Welfare	63%	34%	3%	0%	33 ≤ Tot ≤ 334
Information and Communication Technologies	41%	34%	19%	6%	177
Services	35%	23%	33%	9%	11 ≤ Tot ≤ 111

	I%	II.1 %	II.2 %	P %	Stronger anonymisation totals
Social Sciences, Journalism and Information	22%	46%	28%	5%	240
IBAT College	15%	40%	18%	26%	114
Business, Administration and Law	15%	40%	18%	26%	114
ICD Business School	23%	19%	31%	28%	189
Business, Administration and Law	23%	19%	31%	28%	189
IICP Education and Training Limited	42%	55%	4%	0%	28 ≤ Tot ≤ 286
Health and Welfare	42%	55%	4%	0%	28 ≤ Tot ≤ 286
Independent Colleges	16%	44%	29%	11%	147
Business, Administration and Law	15%	43%	30%	12%	14 ≤ Tot ≤ 147
Social Sciences, Journalism and Information	21%	50%	21%	7%	14 ≤ Tot ≤ 147
IPTAS Institute of Physical Therapy and Applied Science	25%	75%	0%	0%	4 ≤ Tot ≤ 40
Health and Welfare	25%	75%	0%	0%	4 ≤ Tot ≤ 40
Irish College of Humanities and Applied Sciences Limited	26%	55%	15%	3%	33 ≤ Tot ≤ 334
Health and Welfare	26%	55%	15%	3%	33 ≤ Tot ≤ 334
Irish Institute of Purchasing and Materials Management	37%	48%	13%	2%	50 ≤ Tot ≤ 500
Business, Administration and Law	37%	48%	13%	2%	50 ≤ Tot ≤ 500

	1%	11.1 %	11.2 %	P %	Stronger anonymisation totals
National College of Ireland	10%	39%	37%	14%	2356
Business, Administration and Law	6%	40%	40%	14%	1704
Information and Communication Technologies	23%	37%	27%	13%	58 ≤ Tot ≤ 580
Social Sciences, Journalism and Information	8%	39%	40%	13%	58 ≤ Tot ≤ 580
Newpark Music Centre	10%	65%	20%	4%	25 ≤ Tot ≤ 250
Arts and Humanities	10%	65%	20%	4%	25 ≤ Tot ≤ 250
Saint Nicholas Montessori College Ireland	12%	68%	18%	3%	33 ≤ Tot ≤ 334
Education	12%	68%	18%	3%	33 ≤ Tot ≤ 334
The American College Dublin	34%	14%	17%	34%	99
Arts and Humanities	40%	30%	30%	0%	≤ 99
Business, Administration and Law	34%	12%	16%	38%	≤ 99
The Open Training College	7%	51%	35%	7%	14 ≤ Tot ≤ 143
Health and Welfare	7%	51%	35%	7%	14 ≤ Tot ≤ 143
Grand Total	19%	42%	28%	11%	



7.1.1 Honours Bachelor's Degrees: standard deviations in the control group by ISCED field

TABLE 8 Universities, Linked Colleges and Institutes of Technology, 2016 only, means and standard deviations of programme percentages

	Grand Total	I %	II %	II.1 %	II.2 %	III %	D %	M.1 %	M.2 %	OH %	P %	R %	U %
Agriculture, Forestry, Fisheries and Veterinary	561	16%	0%	50%	31%	0%	0%	0%	0%	0%	3%	0%	0%
STDEV.P		14%	0%	20%	26%	0%	0%	0%	0%	0%	3%	0%	0%
Arts and Humanities	6310	16%	0%	48%	31%	2%	0%	0%	0%	0%	2%	0%	0%
STDEV.P		26%	4%	32%	27%	2%	0%	0%	0%	0%	11%	0%	0%
Business, Administration and Law	6260	18%	2%	49%	24%	1%	0%	0%	0%	0%	5%	0%	0%
STDEV.P		21%	15%	26%	20%	10%	0%	0%	0%	0%	11%	0%	0%
Education	1897	14%	7%	57%	19%	1%	0%	0%	0%	0%	3%	0%	0%
STDEV.P		15%	22%	25%	21%	3%	0%	0%	0%	0%	16%	0%	0%
Engineering, Manufacturing and Construction	2758	22%	1%	37%	27%	4%	0%	0%	0%	0%	9%	0%	0%
STDEV.P		19%	5%	21%	20%	12%	0%	0%	0%	0%	17%	0%	0%
Health and Welfare	5968	15%	13%	39%	20%	3%	0%	0%	0%	2%	8%	0%	0%
STDEV.P		19%	23%	30%	19%	8%	4%	0%	0%	7%	18%	0%	0%
Information and Communication Technologies (ICTs)	1709	27%	1%	35%	27%	2%	0%	0%	0%	0%	7%	0%	0%
STDEV.P		24%	7%	23%	20%	5%	11%	2%	1%	0%	20%	0%	0%
Natural Sciences, Mathematics and Statistics	3313	22%	0%	44%	27%	3%	0%	0%	0%	0%	4%	0%	0%
STDEV.P		23%	0%	23%	19%	10%	0%	0%	0%	0%	17%	0%	8%
Services	1004	15%	0%	42%	30%	0%	0%	1%	0%	0%	11%	0%	0%
STDEV.P		15%	0%	20%	19%	0%	0%	14%	2%	0%	16%	0%	0%
Social Sciences, Journalism and Information	1729	17%	3%	51%	25%	1%	0%	0%	0%	0%	3%	0%	0%
STDEV.P		25%	3%	27%	29%	5%	0%	0%	0%	0%	6%	0%	0%

7.2 Higher Certificates

The universities use a different classification system for Higher Certificates to QQI and the Institutes of Technology. The numbers of programme and awards (3% of the number of awards made in the IOTs) involved is small. Those data will not be used for the purposes of comparison.

TABLE 1 Analysis of QQI Higher Certificate award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable).

	D %	M.1 %	M.2 %	P %	Total
Arts and Humanities	48%	24%	15%	12%	<86
Business, Administration and Law	11%	29%	32%	28%	697
Education	23%	51%	14%	11%	<92
Health and Welfare	26%	64%	10%	1%	<1001
Information and Communication Technologies	24%	28%	24%	25%	432
Services	55%	32%	13%	0%	<104
Social Sciences, Journalism and Information	0%	0%	0%	100%	15
Grand Total	19%	32%	26%	23%	

TABLE 2 Institutes of Technology Higher Certificates (2016 only)

	D %	M.1 %	M.2 %	P %	Total
Agriculture, Forestry, Fisheries and Veterinary	18%	47%	24%	10%	<101
Arts and Humanities	40%	21%	24%	14%	<72
Business, Administration and Law	25%	29%	27%	19%	765
Education	50%	33%	0%	17%	<59
Engineering, Manufacturing and Construction	28%	25%	20%	28%	327
Health and Welfare	21%	35%	33%	12%	280
Information and Communication Technologies (ICTs)	27%	21%	26%	26%	206
Natural Sciences, Mathematics and Statistics	48%	18%	10%	24%	188
Services	29%	35%	22%	14%	558
Social Sciences, Journalism and Information	0%	50%	0%	50%	<21
Grand Total	28%	29%	24%	19%	

TABLE 3 Universities and Colleges (excluding IOTs) 2016 only [Not applicable]

TABLE 4 Universities, Linked Colleges and Institutes of Technology, 2016 only [Not applicable]

TABLE 5 Comparison of Higher Certificate distinctions awarded by QQI (2012-2017) and by IOTs (2016).

	QQI		IOTs	
	Sum of Distinction	D %	Distinction	D %
Agriculture, Forestry, Fisheries and Veterinary			≤10	18%
Arts and Humanities	16	48%	17	40%
Business, Administration and Law	80	11%	192	25%
Education	≤10	23%	≤10	50%
Engineering, Manufacturing and Construction			91	28%
Health and Welfare	34	26%	58	21%
Information and Communication Technologies	102	24%	56	27%
Natural Sciences, Mathematics and Statistics			90	48%
Services	17	55%	164	29%
Social Sciences, Journalism and Information		0%		0%
Grand Total		19%		28%

TABLE 6 QQI Higher Certificate Awards (2012-2017)

	D %	M.1 %	M.2 %	P %	Total
Carlow College	0%	0%	100%	0%	1 < Tot < 11
CCT College Dublin	43%	25%	14%	18%	162
Dorset College	0%	20%	60%	20%	5 < Tot < 52
Dublin Business School	3%	21%	29%	47%	33 < Tot < 334
Grafton College of Management Sciences	4%	29%	21%	46%	25 < Tot < 251
Griffith College	19%	31%	31%	18%	93
IBAT College	18%	33%	28%	21%	5 < Tot < 56
IICP Education and Training Limited	32%	68%	0%	0%	103
Irish College of Humanities and Applied Sciences Limited	11%	67%	22%	0%	9 < Tot < 91

	D %	M.1 %	M.2 %	P %	Total
Irish Institute of Purchasing and Materials Management	16%	52%	23%	10%	164
National College of Ireland	6%	22%	38%	35%	74 < Tot < 746
Newpark Music Centre	50%	25%	13%	13%	7 < Tot < 77
Portobello Institute	23%	58%	13%	6%	16 < Tot < 167
Saint Nicholas Montessori College Ireland	25%	0%	25%	50%	4 < Tot < 41
Setanta College	55%	32%	13%	0%	7 < Tot < 77
The Open Training College	53%	31%	12%	4%	25 < Tot < 251
Grand Total	19%	32%	26%	23%	1375

TABLE 7 QQI Higher Certificate Awards (2012-2017) by provider and by field of learning

	D %	M.1 %	M.2 %	P %
Carlow College	0%	0%	100%	0%
Arts and Humanities	0%	0%	100%	0%
CCT College Dublin	43%	25%	14%	18%
Information and Communication Technologies	43%	25%	14%	18%
Dorset College	0%	20%	60%	20%
Business, Administration and Law	0%	0%	67%	33%
Information and Communication Technologies	0%	50%	50%	0%
Dublin Business School	3%	21%	29%	47%
Business, Administration and Law	5%	18%	27%	49%
Health and Welfare	0%	40%	55%	5%
Information and Communication Technologies	0%	100%	0%	0%
Social Sciences, Journalism and Information	0%	0%	0%	100%
Grafton College of Management Sciences	4%	29%	21%	46%
Business, Administration and Law	4%	29%	21%	46%
Griffith College	19%	31%	31%	18%
Business, Administration and Law	14%	34%	32%	20%
Information and Communication Technologies	36%	23%	27%	14%

	D %	M.1 %	M.2 %	P %
IBAT College	18%	33%	28%	21%
Business, Administration and Law	18%	33%	28%	21%
IICP Education and Training Limited	32%	68%	0%	0%
Health and Welfare	32%	68%	0%	0%
Irish College of Humanities and Applied Sciences Limited	11%	67%	22%	0%
Health and Welfare	11%	67%	22%	0%
Irish Institute of Purchasing and Materials Management	16%	52%	23%	10%
Business, Administration and Law	16%	52%	23%	10%
National College of Ireland	6%	22%	38%	35%
Business, Administration and Law	2%	15%	44%	39%
Information and Communication Technologies	10%	29%	31%	30%
Newpark Music Centre	50%	25%	13%	13%
Arts and Humanities	50%	25%	13%	13%
Portobello Institute	23%	58%	13%	6%
Education	23%	58%	13%	6%
Saint Nicholas Montessori College Ireland	25%	0%	25%	50%
Education	25%	0%	25%	50%
Setanta College	55%	32%	13%	0%
Services	55%	32%	13%	0%
The Open Training College	53%	31%	12%	4%
Business, Administration and Law	53%	31%	12%	4%
Grand Total	19%	32%	26%	23%

7.3 Ordinary Bachelor's Degrees

TABLE 1 Analysis of QQI Ordinary Bachelor's Degree award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable).

	D %	M.1 %	M.2 %	P %	Total
Arts and Humanities	15%	41%	32%	12%	596
Business, Administration and Law	17%	40%	26%	16%	1421
Education	5%	58%	26%	11%	407
Engineering, Manufacturing and Construction	42%	38%	15%	4%	<250
Health and Welfare	26%	52%	18%	4%	779
Information and Communication Technologies	35%	29%	12%	23%	237
Services	47%	27%	12%	15%	131
Social Sciences, Journalism and Information	9%	38%	41%	12%	888
Grand Total	18%	42%	27%	12%	

TABLE 2 Institutes of Technology Ordinary Bachelor's Degree award classifications (2016 only)

	D %	M.1 %	M.2 %	P %	Total
Agriculture, Forestry, Fisheries and Veterinary	20%	40%	24%	17%	367
Arts and Humanities	30%	38%	23%	9%	540
Business, Administration and Law	22%	31%	27%	20%	1451
Education	53%	33%	13%	0%	<77
Engineering, Manufacturing and Construction	33%	30%	21%	16%	1679
Health and Welfare	14%	39%	30%	17%	812
Information and Communication Technologies (ICTs)	28%	21%	27%	24%	736
Natural Sciences, Mathematics and Statistics	20%	27%	25%	28%	599
Services	20%	30%	33%	17%	1170
Social Sciences, Journalism and Information	15%	31%	41%	13%	121
Grand Total	24%	31%	27%	18%	

TABLE 3 Universities and Colleges (excluding IOTs) 2016 only [Not applicable]

TABLE 4 Universities and Colleges (excluding IOTs) 2016 only [Not applicable]

TABLE 5 Comparison of distinction rates Ordinary Bachelor’s Degree awards by QQI (2012-2017) and IOTs (2016)

	QQI awards		IOT awards	
	Sum of Distinction	D%	Distinction	D %
Agriculture, Forestry, Fisheries and Veterinary			73	20%
Arts and Humanities	92	15%	161	30%
Business, Administration and Law	243	17%	316	22%
Education	20	5%	≤10	53%
Engineering, Manufacturing and Construction	55	42%	549	33%
Health and Welfare	206	26%	111	14%
Information and Communication Technologies	84	35%	208	28%
Natural Sciences, Mathematics and Statistics			119	20%
Services	61	47%	234	20%
Social Sciences, Journalism and Information	82	9%	18	15%
Grand Total		18%		24%



TABLE 6 QQI Ordinary Bachelor's Degree awards by QQI (2012-2017)

	D %	M.1 %	M.2 %	P %	Total
Carlow College	4%	26%	56%	15%	346
CCT College Dublin	32%	28%	9%	31%	24 < Tot < 240
Dorset College	20%	35%	23%	22%	17 < Tot < 172
Dublin Business School	21%	38%	25%	16%	82 < Tot < 827
Dublin Institute of Design	8%	35%	38%	19%	12 < Tot < 126
Galway Business School	11%	56%	22%	11%	9 < Tot < 91
Garda Siochana College	5%	14%	0%	82%	20 < Tot < 201
Grafton College of Management Sciences	3%	24%	29%	45%	33 < Tot < 334
Griffith College	21%	38%	30%	11%	850
IBAT College	15%	39%	24%	21%	168
IICP Education and Training Limited	30%	64%	7%	0%	168
International College for Personal and Professional Development	53%	47%	0%	0%	2 < Tot < 22
IPTAS Institute of Physical Therapy and Applied Science	17%	42%	36%	5%	202
Irish College of Humanities and Applied Sciences Limited	29%	52%	14%	5%	390
Irish Institute of Purchasing and Materials Management	28%	51%	18%	4%	25 < Tot < 251
Kimmage Development Studies Centre	6%	58%	35%	2%	50 < Tot < 501
National College of Ireland	7%	55%	27%	11%	29 < Tot < 291
Saint Nicholas Montessori College Ireland	5%	58%	26%	11%	406
Setanta College	55%	29%	15%	1%	100 < Tot < 1001
The Open Training College	10%	42%	36%	12%	61 < Tot < 611
Grand Total	18%	42%	27%	12%	4589

TABLE 7 QQI Ordinary Bachelor Degree Awards (2012-2017) by provider and by field of learning

	D %	M.1 %	M.2 %	P %
Carlow College	4%	26%	56%	15%
Arts and Humanities	2%	27%	55%	16%
Social Sciences, Journalism and Information	5%	25%	56%	14%
CCT College Dublin	32%	28%	9%	31%
Business, Administration and Law	28%	29%	9%	35%
Information and Communication Technologies	35%	28%	9%	29%
Dorset College	20%	35%	23%	22%
Business, Administration and Law	22%	30%	28%	20%
Information and Communication Technologies	17%	48%	9%	26%
Dublin Business School	21%	38%	25%	16%
Arts and Humanities	12%	45%	27%	16%
Business, Administration and Law	21%	36%	26%	18%
Information and Communication Technologies	35%	35%	6%	23%
Social Sciences, Journalism and Information	24%	40%	25%	11%
Dublin Institute of Design	8%	35%	38%	19%
Arts and Humanities	8%	35%	38%	19%
Galway Business School	11%	56%	22%	11%
Business, Administration and Law	11%	56%	22%	11%
Garda Siochana College	5%	14%	0%	82%
Services	5%	14%	0%	82%
Grafton College of Management Sciences	3%	24%	29%	45%
Business, Administration and Law	3%	24%	29%	45%
Griffith College	21%	38%	30%	11%
Arts and Humanities	22%	46%	24%	9%
Business, Administration and Law	12%	31%	40%	17%
Engineering, Manufacturing and Construction	42%	38%	15%	4%
Information and Communication Technologies	47%	20%	29%	4%

	D %	M.1 %	M.2 %	P %
Social Sciences, Journalism and Information	3%	34%	46%	17%
IBAT College	15%	39%	24%	21%
Business, Administration and Law	15%	39%	24%	21%
IICP Education and Training Limited	30%	64%	7%	0%
Health and Welfare	30%	64%	7%	0%
International College for Personal and Professional Development	53%	47%	0%	0%
Health and Welfare	53%	47%	0%	0%
IPTAS Institute of Physical Therapy and Applied Science	17%	42%	36%	5%
Health and Welfare	17%	42%	36%	5%
Irish College of Humanities and Applied Sciences Limited	29%	52%	14%	5%
Health and Welfare	29%	52%	14%	5%
Irish Institute of Purchasing and Materials Management	28%	51%	18%	4%
Business, Administration and Law	28%	51%	18%	4%
Kimmage Development Studies Centre	6%	58%	35%	2%
Social Sciences, Journalism and Information	6%	58%	35%	2%
National College of Ireland	7%	55%	27%	11%
Business, Administration and Law	7%	55%	27%	11%
Education	0%	0%	100%	0%
Saint Nicholas Montessori College Ireland	5%	58%	26%	11%
Education	5%	58%	26%	11%
Setanta College	55%	29%	15%	1%
Services	55%	29%	15%	1%
The Open Training College	10%	42%	36%	12%
Business, Administration and Law	45%	52%	3%	0%
Social Sciences, Journalism and Information	6%	41%	39%	13%
Grand Total	18%	42%	27%	12%

TABLE 8 Means and Standard Deviations of Proportions of Distinctions by Programme in the control group (almost entirely IOTs) excluding programmes with fewer than 10 graduates in 2016

	Grand Total	D % (overall)	Prog Mean D %	Prog St Dev	Number of Programmes (with 10+ graduates in 2016)	Threshold
Agriculture, Forestry, Fisheries and Veterinary	367	20%	21%	16%	9	37%
Arts and Humanities	541	30%	19%	16%	18	35%
Business, Administration and Law	1451	22%	25%	19%	37	44%
Education	18	44%	53%	0%	1	53%
Engineering, Manufacturing and Construction	1679	33%	35%	18%	53	53%
Health and Welfare	813	14%	14%	17%	22	32%
Information and Communication Technologies (ICTs)	736	28%	27%	16%	26	43%
Natural Sciences, Mathematics and Statistics	599	20%	20%	17%	26	36%
Services	1170	20%	19%	20%	39	39%
Social Sciences, Journalism and Information	121	15%	16%	9%	4	25%
Grand Total	7495	24%				



7.4 Higher Diploma

TABLE 1 Analysis of QQI Higher Diploma award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable).

	I %	II.1 %	II.2 %	P %	Total
Business, Administration and Law	24%	43%	19%	14%	118
Education	16%	68%	14%	3%	2929
Health and Welfare	9%	77%	11%	4%	<250
Information and Communication Technologies	55%	28%	11%	7%	1311
Natural Sciences, Mathematics and Statistics	34%	42%	17%	8%	416
Social Sciences, Journalism and Information	37%	51%	9%	3%	<334
Grand Total	28%	55%	13%	4%	

TABLE 2 IOTs Higher Diplomas (2016) excluding programmes evidently using pass, merit distinction system classification system

	I %	II.1 %	II.2 %	P %	Total
Arts and Humanities	22%	53%	16%	8%	<126
Business, Administration and Law	35%	41%	19%	4%	<251
Engineering, Manufacturing and Construction	0%	67%	33%	0%	<31
Health and Welfare	50%	38%	9%	3%	<334
Information and Communication Technologies (ICTs)	49%	29%	16%	7%	230
Natural Sciences, Mathematics and Statistics	80%	0%	0%	20%	<51
Services	0%	100%	0%	0%	<11
Grand Total	42%	36%	16%	6%	

TABLE 3 Universities and Colleges (excluding IOTs) Higher Diploma Awards (2016) excluding programmes evidently using pass, merit distinction system classification system

	I %	II %	II.1 %	II.2 %	III %	P	Total
Arts and Humanities	32%	0%	45%	19%	0%	4%	<251
Business, Administration and Law	32%	0%	44%	20%	2%	2%	<501
Education	32%	0%	49%	15%	4%	0%	<251
Engineering, Manufacturing and Construction	70%	0%	15%	10%	0%	5%	<201
Health and Welfare	16%	0%	73%	9%	0%	2%	<501
Information and Communication Technologies (ICTs)	55%	2%	24%	12%	4%	3%	<501
Natural Sciences, Mathematics and Statistics	46%	0%	46%	8%	0%	0%	<126
Services	20%	0%	58%	19%	3%	0%	<334
Social Sciences, Journalism and Information	34%	0%	48%	9%	0%	10%	<112
Grand Total	35%	1%	45%	14%	2%	3%	770

TABLE 4 Universities, Colleges and IOTs Higher Diploma Awards (2016) excluding programmes evidently using pass, merit distinction system classification system

	I %	II %	II.1 %	II.2 %	III %	P %	Total
Arts and Humanities	28%	0%	48%	18%	0%	6%	<167
Business, Administration and Law	34%	0%	43%	19%	1%	3%	<1001
Education	32%	0%	49%	15%	4%	0%	<251
Engineering, Manufacturing and Construction	54%	0%	27%	15%	0%	4%	<251
Health and Welfare	32%	0%	57%	9%	0%	2%	<501
Information and Communication Technologies (ICTs)	51%	1%	27%	14%	2%	5%	<1001
Natural Sciences, Mathematics and Statistics	56%	0%	33%	6%	0%	6%	<167
Services	20%	0%	59%	19%	3%	0%	<334
Social Sciences, Journalism and Information	34%	0%	48%	9%	0%	10%	<112
Grand Total	38%	0%	41%	15%	1%	4%	

TABLE 5 Comparison of Higher Diploma Awards first class honours (with the percentage of the relevant total)

	QQI 2012-2017		IOT 2016		Uni and Coll 2016	
	Number	I %	Number	I %	Number	I %
Arts and Humanities			11	22%	23	32%
Business, Administration and Law	28	24%	66	35%	61	32%
Education	461	16%			15	32%
Engineering, Manufacturing and Construction			0	0%	14	70%
Health and Welfare	16	9%	37	50%	15	16%
Information and Communication Technologies	718	55%	112	49%	90	55%
Natural Sciences, Mathematics and Statistics	141	34%	≤10	80%	≤10	46%
Services			0	0%	14	20%
Social Sciences, Journalism and Information	98	37%			35	34%
Grand Total	1462	28%	230	42%	273	35%

TABLE 6 QQI Higher Diploma award classification profiles (2012-2017)

	I %	II.1 %	II.2 %	P %	Total
Dublin Business School	38%	45%	10%	8%	848
Griffith College	60%	28%	9%	3%	404
Hibernia College	15%	68%	14%	3%	2655
Independent Colleges	10%	62%	17%	10%	10 < Tot < 101
National College of Ireland	42%	36%	15%	7%	1089
Saint Nicholas Montessori College Ireland	18%	65%	16%	2%	50 < Tot < 501
Grand Total	28%	55%	13%	4%	

TABLE 7 QQI Higher Diploma award classification profiles (2012-2017) by provider and by field of learning

	I %	II.1 %	II.2 %	P %
Dublin Business School	38%	45%	10%	8%
Business, Administration and Law	16%	49%	23%	13%
Health and Welfare	9%	79%	9%	3%
Information and Communication Technologies	54%	26%	8%	12%
Social Sciences, Journalism and Information	37%	51%	9%	3%
Griffith College	60%	28%	9%	3%
Education	23%	62%	11%	4%
Information and Communication Technologies	69%	20%	9%	2%
Social Sciences, Journalism and Information	0%	100%	0%	0%
Hibernia College	15%	68%	14%	3%
Education	15%	68%	14%	3%
Independent Colleges	10%	62%	17%	10%
Health and Welfare	10%	62%	17%	10%
National College of Ireland	42%	36%	15%	7%
Business, Administration and Law	35%	35%	15%	15%
Information and Communication Technologies	48%	32%	13%	6%
Natural Sciences, Mathematics and Statistics	34%	42%	17%	8%
Saint Nicholas Montessori College Ireland	18%	65%	16%	2%
Education	18%	65%	16%	2%
Grand Total	28%	55%	13%	4%

The numbers of programmes are a little low to make use of second order statistics as above.

7.5 Master's Degrees

TABLE 1 Analysis of QQI Master's Degree award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable).

	I %	II %	P %	Total
Arts and Humanities	11%	46%	43%	<91
Business, Administration and Law	14%	42%	44%	2258
Education	27%	52%	21%	166
Health and Welfare	27%	51%	21%	842
Information and Communication Technologies	25%	30%	45%	549
Social Sciences, Journalism and Information	24%	58%	17%	348
Grand Total	19%	44%	36%	

TABLE 2 Institutes of Technology Master's Degree awards (2016) excluding programmes evidently using pass, merit distinction system classification system

	I %	II %	II.1 %	II.2 %	P %	Total
Arts and Humanities	43%	27%	11%	1%	19%	<1001
Business, Administration and Law	24%	23%	34%	10%	10%	<101
Education	37%	48%	0%	0%	14%	97
Engineering, Manufacturing and Construction	23%	23%	23%	11%	20%	113
Generic Programmes and Qualifications	22%	67%	0%	0%	11%	<91
Health and Welfare	13%	46%	0%	0%	41%	110
Information and Communication Technologies (ICTs)	33%	28%	8%	3%	28%	<334
Natural Sciences, Mathematics and Statistics	38%	10%	19%	10%	23%	<101
Services	22%	9%	28%	28%	12%	<112
Social Sciences, Journalism and Information	19%	33%	13%	9%	26%	<112
Grand Total	27%	27%	22%	8%	17%	

For this analysis of the HEA data we started with the subset where the field “Non Standard Award Desc” contains “Taught Masters” and removed any programmes that used the ‘pass/merit/distinction’ classification and several more whose titles suggested the programmes led to Postgraduate Diplomas.

TABLE 3 Universities and Colleges Master’s Degree awards excluding IOTs (2016 only)

	I %	II %	II.1 %	II.2 %	III %	P %	Total
Agriculture, Forestry, Fisheries and Veterinary	46%	0%	54%	0%	0%	0%	<22
Arts and Humanities	29%	6%	31%	8%	0%	26%	1185
Business, Administration and Law	23%	12%	41%	7%	1%	16%	3090
Education	20%	14%	36%	8%	0%	21%	1659
Engineering, Manufacturing and Construction	25%	8%	42%	15%	2%	8%	516
Generic Programmes and Qualifications	33%	67%	0%	0%	0%	0%	<31
Health and Welfare	17%	3%	38%	12%	1%	28%	1442
Information and Communication Technologies (ICTs)	36%	10%	32%	7%	2%	14%	690
Natural Sciences, Mathematics and Statistics	36%	12%	30%	11%	1%	10%	<1001
Services	17%	0%	51%	29%	3%	0%	<334
Social Sciences, Journalism and Information	25%	10%	38%	6%	0%	21%	1045
Grand Total	24%	10%	37%	9%	1%	19%	



TABLE 4 Universities, Colleges and Institutes of Technology Master's Degree awards (2016 only)

	I %	II %	II.1 %	II.2 %	III %	P	Total
Agriculture, Forestry, Fisheries and Veterinary	46%	0%	54%	0%	0%	0%	<22
Arts and Humanities	31%	9%	28%	7%	0%	25%	1372
Business, Administration and Law	23%	14%	40%	8%	1%	15%	3785
Education	21%	16%	34%	8%	0%	21%	1756
Engineering, Manufacturing and Construction	25%	11%	38%	14%	2%	10%	629
Generic Programmes and Qualifications	29%	67%	0%	0%	0%	4%	<251
Health and Welfare	17%	6%	36%	11%	1%	29%	1552
Information and Communication Technologies (ICTs)	35%	12%	28%	6%	2%	16%	810
Natural Sciences, Mathematics and Statistics	36%	12%	29%	11%	1%	11%	<1001
Services	19%	4%	42%	29%	2%	5%	<501
Social Sciences, Journalism and Information	24%	11%	37%	6%	0%	21%	1114
Grand Total	25%	12%	35%	9%	1%	19%	



TABLE 5 Comparison of Master's Degree award first class honours rates (with the percentage of the relevant total)

	QQI 2012-2017		IOTs 2016		Universities and Colleges 2016	
	I sum	I %	I sum	I %	I sum	I %
Agriculture					≤10	46%
Arts and Humanities	≤10	11%	80	43%	343	29%
Business, Administration and Law	305	14%	165	24%	703	23%
Education	44	27%	36	37%	339	20%
Engineering, Manufacturing and Construction			26	23%	131	25%
Generic Programmes and Qualifications			≤10	22%	≤10	33%
Health and Welfare	230	27%	14	13%	246	17%
Information and Communication Technologies (ICTs)	135	25%	40	33%	245	36%
Natural Sciences, Mathematics and Statistics			18	38%	187	36%
Services			16	22%	18	17%
Social Sciences, Journalism and Information	85	24%	13	19%	259	25%
Grand Total	802	19%	410	27%	2482	24%



TABLE 6 QQI Master's Degree classification rates by provider (sorted by classification rate) 2012-2017.

	I %	II %	P %	Total
Carlow College	28%	31%	41%	3 < Tot < 36
Childrens Therapy Centre Limited	18%	65%	16%	6 < Tot < 63
Clanwilliam Institute	27%	51%	22%	49
Dublin Business School	12%	38%	48%	1277
Griffith College	27%	45%	29%	979
Hibernia College	31%	42%	27%	279
ICD Business School	0%	45%	55%	2 < Tot < 23
IICP Education and Training Limited	64%	36%	0%	2< Tot < 28
Independent Colleges	21%	60%	19%	131
Irish College of Humanities and Applied Sciences Limited	28%	59%	14%	285
Kimmage Development Studies Centre	23%	62%	14%	125
National College of Ireland	14%	42%	44%	916
The American College Dublin	11%	9%	81%	<112
Grand Total	19%	44%	36%	



TABLE 7 QQI Master's Degree classification rates by provider and by ISCED field 2012-2017.

	I %	II %	P %
Carlow College	28%	31%	41%
Health and Welfare	28%	31%	41%
Childrens Therapy Centre Limited	18%	65%	16%
Health and Welfare	18%	65%	16%
Clanwilliam Institute	27%	51%	22%
Health and Welfare	27%	51%	22%
Dublin Business School	12%	38%	48%
Business, Administration and Law	11%	35%	52%
Health and Welfare	17%	57%	27%
Information and Communication Technologies	2%	19%	80%
Social Sciences, Journalism and Information	26%	50%	20%
Griffith College	27%	45%	29%
Arts and Humanities	11%	46%	43%
Business, Administration and Law	23%	46%	31%
Education	32%	47%	21%
Health and Welfare	48%	45%	7%
Information and Communication Technologies	38%	30%	32%
Social Sciences, Journalism and Information	25%	58%	17%
Hibernia College	31%	42%	27%
Education	25%	54%	21%
Health and Welfare	36%	32%	32%
ICD Business School	0%	45%	55%
Business, Administration and Law	0%	45%	55%
IICP Education and Training Limited	64%	36%	0%
Health and Welfare	64%	36%	0%

	I %	II %	P %
Independent Colleges	21%	60%	19%
Business, Administration and Law	12%	65%	23%
Health and Welfare	32%	62%	6%
Social Sciences, Journalism and Information	25%	50%	25%
Irish College of Humanities and Applied Sciences Limited	28%	59%	14%
Business, Administration and Law	13%	73%	13%
Health and Welfare	29%	58%	14%
Kimmage Development Studies Centre	23%	62%	14%
Social Sciences, Journalism and Information	23%	62%	14%
National College of Ireland	14%	42%	44%
Business, Administration and Law	10%	47%	43%
Education	32%	47%	21%
Information and Communication Technologies	20%	32%	48%
The American College Dublin	11%	9%	81%
Business, Administration and Law	11%	9%	81%
Grand Total	19%	44%	36%



7.6 Postgraduate Diploma

TABLE 1 Analysis of QQI Postgraduate Diploma award classifications (2012-2017) by ISCED field. We have removed certain absolute values where any cell would be less than 10 (i.e. a cell value of 10 is acceptable).

	D %	M %	P %	Total
Arts and Humanities	38%	44%	18%	<56
Business, Administration and Law	5%	52%	43%	278
Education	54%	41%	5%	<201
Health and Welfare	15%	65%	20%	150
Information and Communication Technologies	15%	34%	50%	260
Natural Sciences, Mathematics and Statistics	10%	40%	50%	<101
Services	0%	100%	0%	<11
Social Sciences, Journalism and Information	16%	54%	30%	<63
Grand Total	20%	47%	34%	<1120

TABLE 2 Institute of Technology Postgraduate Diplomas awarded 2016 by ISCED field

	I+D %	I %	II.1 %	II.2 %	D %	M.1 %	M.2 %	P %	Total
Arts and Humanities	0%	0%	0%	0%	0%	0%	0%	100%	<11
Business, Administration and Law	25%	0%	0%	0%	25%	48%	12%	14%	233
Education	13%	0%	0%	0%	13%	47%	0%	40%	<77
Engineering, Manufacturing and Construction	8%	4%	4%	0%	4%	17%	0%	71%	<251
Generic Programmes and Qualifications	0%	0%	0%	0%	0%	0%	0%	100%	12
Health and Welfare	38%	0%	0%	0%	38%	23%	0%	38%	<44
Information and Communication Technologies (ICTs)	0%	0%	8%	8%	0%	15%	15%	54%	<125
Natural Sciences, Mathematics and Statistics	67%	0%	0%	0%	67%	17%	0%	17%	<59
Services	36%	0%	0%	0%	36%	64%	0%	0%	<28
Grand Total	23%	0%	1%	0%	23%	42%	9%	25%	<862

TABLE 3 Universities and Colleges Postgraduate Diplomas awarded 2016 by ISCED field (C and U stand for Credit and Unclassified respectively.)

	I+D %	I %	II %	II.1 %	II.2 %	III %	C %	D %	M.1 %	P %	U %	Total
Agriculture, Forestry, Fisheries and Veterinary	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	<11
Arts and Humanities	3%	3%	0%	19%	6%	0%	3%	0%	0%	69%	0%	<334
Business, Administration and Law	32%	15%	0%	18%	4%	1%	0%	17%	34%	9%	3%	<1001
Education	27%	24%	0%	51%	8%	1%	5%	3%	2%	4%	3%	<1001
Engineering, Manufacturing and Construction	28%	8%	3%	6%	5%	1%	0%	21%	31%	26%	0%	<1001
Generic Programmes and Qualifications	50%	50%	0%	50%	0%	0%	0%	0%	0%	0%	0%	<21
Health and Welfare	19%	17%	1%	43%	18%	2%	0%	2%	1%	16%	0%	<1001
Information and Communication Technologies (ICTs)	28%	19%	3%	13%	9%	0%	0%	9%	16%	31%	0%	<334
Natural Sciences, Mathematics and Statistics	35%	10%	2%	23%	2%	0%	0%	25%	33%	6%	0%	<501
Services	11%	0%	0%	0%	11%	0%	0%	11%	0%	79%	0%	<91
Social Sciences, Journalism and Information	51%	49%	1%	23%	10%	0%	0%	1%	1%	14%	0%	<1001
Grand Total	26%	19%	0%	35%	10%	1%	1%	7%	12%	13%	1%	<6297

TABLE 4 Universities, IOTs and Colleges Postgraduate Diplomas awarded 2016 by ISCED field (C and U stand for Credit and Unclassified respectively.)

	D+I %	I %	II %	II.1 %	II.2 %	III %	C %	D %	M1 %	M2 %	P %	U %	Total
Agriculture, Forestry, Fisheries and Veterinary	0%	0%	0%	0%	100%	0%	0%	0%	0%	0%	0%	0%	<11
Arts and Humanities	3%	3%	0%	18%	6%	0%	3%	0%	0%	0%	70%	0%	<334
Business, Administration and Law	30%	11%	0%	13%	3%	1%	0%	19%	37%	3%	11%	2%	<1001
Education	27%	24%	0%	50%	7%	1%	4%	3%	3%	0%	4%	3%	<1001
Engineering, Manufacturing and Construction	25%	7%	2%	6%	4%	1%	0%	18%	28%	0%	34%	0%	<1001
Generic Programmes and Qualifications	7%	7%	0%	7%	0%	0%	0%	0%	0%	0%	86%	0%	<143
Health and Welfare	19%	17%	1%	42%	18%	2%	0%	2%	2%	0%	16%	0%	<1001
Information and Communication Technologies (ICTs)	20%	13%	2%	11%	9%	0%	0%	7%	16%	4%	38%	0%	<501
Natural Sciences, Mathematics and Statistics	38%	9%	2%	21%	2%	0%	0%	29%	31%	0%	7%	0%	<501
Services	21%	0%	0%	0%	6%	0%	0%	21%	27%	0%	45%	0%	<167
Social Sciences, Journalism and Information	51%	49%	1%	23%	10%	0%	0%	1%	1%	0%	14%	0%	<1001
Grand Total	26%	17%	0%	31%	9%	1%	1%	9%	15%	1%	14%	1%	

TABLE 5 Comparison of Postgraduate Diploma first class honours (with the percentage of the relevant total). As different classifications are used the first class honours and distinctions are collected here for the IOTs and universities and colleges groups.

	QQI		IOT		U&C	
	Sum of Distinction	D %	I+D	I+D %	I+D	I+D %
Arts and Humanities	13	38%	0	0%	≤10	3%
Business, Administration and Law	14	5%	58	25%	217	32%
Education	83	54%	≤10	13%	186	27%
Engineering, manufacturing and construction			≤10	8%	33	28%
Generic programmes and qualifications			0	0%	≤10	50%
Health and Welfare	23	15%	≤10	38%	181	19%
Information and Communication Technologies	40	15%	0	0%	≤10	28%
Natural Sciences, Mathematics and Statistics	≤10	10%	≤10	67%	18	35%
Services		0%	≤10	36%	≤10	11%
Social Sciences, Journalism and Information	≤10	16%			41	51%
Grand Total		20%		23%		26%



TABLE 6 Postgraduate Diploma awards (2012-2017) classification profiles by provider.

	D %	M %	P %	Total
Childrens Therapy Centre Limited	6%	72%	22%	17 ≤ Tot < 167
Clanwilliam Institute	29%	50%	21%	5 ≤ Tot < 48
Gaelchultúr Teoranta	38%	44%	18%	34
Griffith College	20%	38%	41%	133
Hibernia College	9%	45%	45%	11 ≤ Tot < 112
IICP Education and Training Limited	100%	0%	0%	1 ≤ Tot ≤ 10
Independent Colleges	0%	100%	0%	1 ≤ Tot ≤ 10
Irish College of Humanities and Applied Sciences Limited	33%	67%	0%	3 ≤ Tot < 31
Kimmage Development Studies Centre	12%	60%	28%	8 ≤ Tot < 84
National College of Ireland	20%	44%	36%	581
The American College Dublin	0%	0%	100%	1 ≤ Tot ≤ 10
Grand Total	20%	47%	34%	

TABLE 7 Postgraduate Diploma awards (2012-2017) classification profiles by provider and by field of learning.

	D %	M %	P %
Childrens Therapy Centre Limited	6%	72%	22%
Health and Welfare	6%	72%	22%
Clanwilliam Institute	29%	50%	21%
Health and Welfare	29%	50%	21%
Gaelchultúr Teoranta	38%	44%	18%
Arts and Humanities	38%	44%	18%
Griffith College	20%	38%	41%
Business, Administration and Law	3%	41%	56%
Education	44%	49%	8%
Health and Welfare	29%	57%	14%
Information and Communication Technologies	6%	15%	79%
Services	0%	100%	0%
Social Sciences, Journalism and Information	27%	36%	36%

	D %	M %	P %
Hibernia College	9%	45%	45%
Education	0%	100%	0%
Natural Sciences, Mathematics and Statistics	10%	40%	50%
IICP Education and Training Limited	100%	0%	0%
Health and Welfare	100%	0%	0%
Independent Colleges	0%	100%	0%
Social Sciences, Journalism and Information	0%	100%	0%
Irish College of Humanities and Applied Sciences Limited	33%	67%	0%
Health and Welfare	33%	67%	0%
Kimmage Development Studies Centre	12%	60%	28%
Social Sciences, Journalism and Information	12%	60%	28%
National College of Ireland	20%	44%	36%
Business, Administration and Law	5%	54%	40%
Education	58%	37%	4%
Information and Communication Technologies	17%	37%	46%
The American College Dublin	0%	0%	100%
Business, Administration and Law	0%	0%	100%
Grand Total	20%	47%	34%

8 Appendix 2: Threshold PIA

8.1 Threshold Privacy Impact Analysis

No individual personal data are included. QQI considers that the data here do not contain explicit personal information. There is a theoretical possibility that these data can be combined with other data to triangulate personal information but consider that this is negligible as we have taken a very conservative approach here.

According to the Irish DPC website

“What is anonymisation? “Anonymisation” of data means processing it with the aim of irreversibly preventing the identification of the individual to whom it relates. Data can be considered anonymised when it does not allow identification of the individuals to whom it relates, and it is not possible that any individual could be identified from the data by any further processing of that data or by processing it together with other information which is available or likely to be available.

There is a lot of research currently underway in the area of anonymisation, and knowledge about the effectiveness of various anonymisation techniques is constantly changing. It is therefore impossible to say that a particular technique will be 100% effective in protecting the identity of data subjects, but this document is intended to give guidance on identifying and minimising the risks to data subjects when anonymising data. In the case of anonymisation, by ‘identification’ we mean the possibility of retrieving a person’s name and/or address, but also the potential identifiability by singling out, linkability and inference.”²

Given that we cannot know what information is available we must make a judgement about a cut-off for small cell values. We have taken a cut-off to be 10 meaning that a value of 10 is acceptable but not 9 or lower. We have suppressed the information available about certain totals to prevent exposing cells with values lower than 10—to avoid the upper boundary being interpreted as the total we have included a lower boundary in some cases. Adding the lower boundary provides no additional information as a non-zero count value cannot be less than 1. We are not concerned by cells with zero values as they are not linked to anybody. As nonzero cell values must be at least one we have

We don’t consider it necessary to apply this rule to second order statistics (e.g. standard deviation). Anonymisation is difficult when one recognises that personal data can be combined with other data.³

A Threshold PIA was completed for this work. We do not consider that a more detailed Privacy Impact Analysis is required.

2 <https://www.dataprotection.ie/docs/Anonymisation-and-pseudonymisation/1594.htm> (Accessed 26/06/2018)

3 http://ec.europa.eu/justice/article-29/documentation/opinion-recommendation/files/2014/wp216_en.pdf







QQI

Quality and Qualifications Ireland
Dearbhú Cáilíochta agus Cáilíochtaí Éireann



+353 (0) 1 905 8100



<http://qhelp.qqi.ie>



www.QQI.ie



[@QQI_connect](https://twitter.com/qqi_connect)