# College of FET Learner Survey Report 2025

## Contents

## Introduction

This report presents analysis of learner feedback collected via the 2025 College of FET Learner Survey, incorporating both structured responses and thematic analysis of additional comments. The feedback reflects the views of learners across the College of FET, covering a diverse range of campuses, programmes, and demographics.

The findings are supported by visual representations available through the Power BI platform, which present a thematic summary of qualitative responses.

## Executive Summary:

The 2025 Learner Voice Survey gathered responses from learners currently attending courses and those who had recently completed their studies across the College of FET. A total of 3,252 responses were received, providing a robust insight into the learner experience.

**Overall Satisfaction**

Learners were asked to rate their overall satisfaction with their learning experience. Key results include:

- Over 90% of learners reported being either "Satisfied" or "Very Satisfied" with their experience.
- Satisfaction ratings were strongest among learners who completed their courses.

Although areas for improvement were highlighted, these represented a minority of responses. Recurring feedback suggested enhancements to facilities (especially canteens), digital access, and support visibility. Overall, learners demonstrated high levels of engagement and appreciation for the FET experience.

Key takeaways:

- Strong learner satisfaction and engagement
- High levels of skill development, especially in self-confidence, teamwork, and communication
- Facility upgrades and clearer communication could enhance the experience further

## Summary of Emerging Themes

**Quality of Teaching and Tutor Support**

Learners consistently cited the dedication, expertise, and encouragement provided by tutors as a major strength. Tutors were praised not only for their subject knowledge but also for creating supportive and engaging classroom environments.

**Learning Environment**

The majority of learners described their campus environment as welcoming, inclusive, and conducive to personal and academic growth. Positive comments frequently referenced the friendliness of staff and the sense of community fostered across campuses.

**Skills Development**

Many learners reported considerable growth in their skills, particularly:

- Digital Literacy: Greater proficiency in using digital tools and platforms.
- Communication and Teamwork: Enhanced confidence in presenting ideas and collaborating with peers.
- Personal Development: Improvements in self-confidence and independence were often mentioned as outcomes of their learning experience.

**Progression Opportunities**

Learners noted that their course provided clear pathways to further education, training, or employment. There was a strong perception that the College of FET experience prepared them well for next steps in their personal or professional journeys.

**Challenges Identified**

Despite positive feedback, several challenges were highlighted:

- Flexibility: A need for more flexible course scheduling, particularly for learners balancing study with work or family commitments.
- Digital Access: Some learners indicated difficulties accessing appropriate technology or internet connectivity, impacting their ability to engage fully, especially in blended learning contexts.
- Communication: A number of learners expressed a desire for more timely and consistent communication regarding course information, assessments, and supports.
- Support for Diverse Needs: While many felt well supported, a cohort of learners indicated gaps in the provision for those with additional educational needs or accessibility requirements.

**Key Takeaways**:

- High satisfaction across most learner experience areas.
- Strong skill development, particularly in self-confidence and communication.
- Technology is a valued enabler for learning flexibility and confidence, but there are gaps in digital and AI literacy that need targeted action.
- Early leavers primarily exit due to external personal or employment reasons rather than course dissatisfaction.
- The learner demographic and course profile shape results particularly in technology use and digital engagement  and should be considered when interpreting findings.

**Conclusions**

The survey confirms that the College of FET provides a high-quality, learner-centred educational experience across its campuses, reflected in strong satisfaction levels and widespread positive feedback on teaching quality and personal development opportunities.

However, the data also points to areas where improvements would enhance the learner experience further, particularly around flexibility, digital inclusion, communication, and support for diverse learner needs.

The findings reinforce the importance of maintaining a strong focus on learner voice in continuous improvement efforts and demonstrate the College's commitment to providing accessible, inclusive, and future-oriented education and training.

## Survey Distribution 2025

The survey link was forwarded to all learners on the PLSS system during the week of 7th April 2025. Posters advertising the live Survey, with an embedded QR code link to the survey, were posted to College of FET campuses 25th March 2025.

**Learner Consultation Week** took place from 7th to 11th April and this provided an opportunity for Learners who required additional support to complete the survey be assisted by staff. Guidelines to assist were provided along with a helpful video which provided background for why the survey is important and some guidelines to help with its completion. This was shared on Signagelive screens at ETB College of FET campuses together with a shareable link for learners

The survey was completed from all learners/apprentices undertaking programmes in College of FET campuses and its associated centres aligned to the ETB's Quality Assurance responsibilities. This includes full-time and part-time delivery, apprentices (craft and 2016+), trainees, second providers, contracted training learners, centres aligned by Memorandums of Understanding (LCEN centres, VSCCS schools etc). Efforts were made to ensure inclusivity for early leavers and learners not currently enrolled. The survey closed on Friday 30th May 2025 with 3,252 responses received.

The survey design was updated in 2025 to capture the voice of learners who may have left without completing their course, or who may have completed a short course. There was also an option for those who complete the survey to enter their details for a competition to win one of three €100 One-4-All vouchers to thank learners for participating. Entry to the competition was separate from the survey, so, the survey responses are anonymous. Three winners have been selected, contacted and prizes awarded.
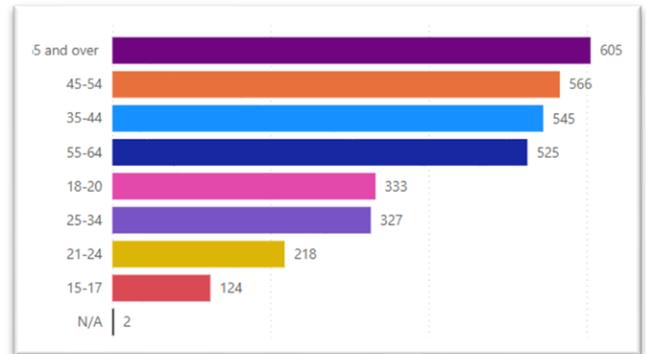
# Survey Response Details

## 1. Learner Profile

Respondents included both current and recent learners across multiple age brackets:

- 65+ years: Largest single cohort (579 learners)

- 35+ years: 34% of total respondents

- Under 35: Engaged mostly in career-focused programmes (e.g., Healthcare, ICT, Apprenticeships)



Older learners focused on community engagement and personal development. Younger learners prioritised certification, employment, and progression.

**Course Type**

Learners indicated participation across full-time, part-time, apprenticeship, and traineeship programmes. A majority identified as full-time learners, with a minority engaged in Recognition of Prior Learning (RPL) processes.

**Observations:**

Respondents included a wide spread of learners, both currently enrolled and recent completers, across a range of campuses and providers within the College of FET. A diverse age range was represented, with notable participation from the 18–24 age group. Gender representation was broadly balanced.

**Older adult learners (35 and over)**

- Combining the 55–64 and 65+ groups make up 1,079 learners, a substantial portion of total respondents (~34%).
- The 65+ group alone is the single largest segment, reflecting a strong engagement from older adults in FET.
- The survey clearly indicates that the College of FET is a key provider of lifelong learning opportunities for mature learners.
- Highly represented in courses related to:
  - Community Education (e.g., art, craft, language classes, digital skills for beginners)
  - Personal Enrichment and well-being focused programmes
  - Literacy and Basic Skills returning learners improving basic education
- Likely to participate in non-accredited or hobbyist courses, with lower emphasis on certification.

- Some participation noted in Healthcare Support and Social Studies, fields aligned to community involvement or later-life career interests.

**Younger Learners (Under 35)**

- Strongly concentrated in:

  - Healthcare (e.g., Healthcare Support, Nursing Studies, Early Childhood Care)
  - Business and ICT programmes (e.g., Office Administration, Information Technology)
  - Engineering and Construction-related Apprenticeships (e.g., Electrical, Plumbing)
  - Hospitality and Tourism
- Focused heavily on certified QQI Level 5/6 programmes with clear employment outcomes.
- Engaging in apprenticeships and traineeships, reflecting career-oriented pathways.

## 2. Learner Engagement

**Older Learners (35 and Over)**

- Word of Mouth dominates as the key discovery method, referrals from friends, family, and local community groups are most common.
- Community-Based Channels such as local newspapers, posters in community centres, or information from past participation in FET programmes were prominent.
- Lower Digital Discovery. Very few older learners reported discovering courses through online sources like websites or social media.
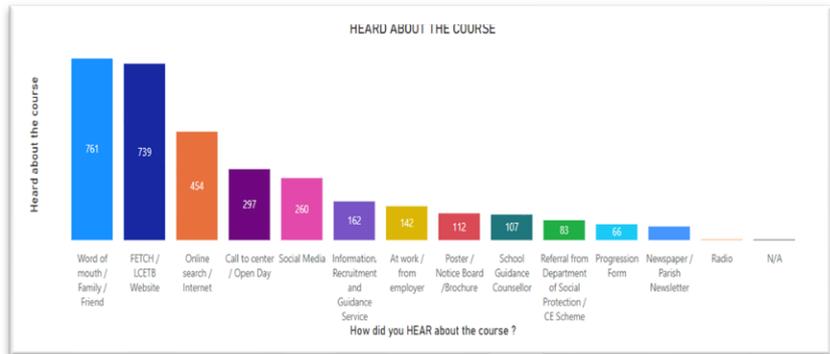
**Younger Learners (Under 35)**

- Online Sources - a high proportion found their course through Google searches, social media, and the College of FET website.
- School and Guidance Counsellors - many younger learners found their course through career advice received during secondary education or through career fairs.
- Still Some Word of Mouth - but they rely more heavily on digital and institutional sources compared to older learners.

**Why Learners Chose the Course**

**Older Learners (35 and Over)**

- Personal Development: Focused on learning a new skill, personal wellbeing, and community engagement.
- Certifications for Volunteering and Personal Goals: Some older learners wanted to gain certification for voluntary work or lifelong learning purposes.
- Improving Technology Skills: Many noted improving technology literacy as a goal.
- Social Aspects: Motivation to meet new people and engage in community life was also a key reason.

**Younger Learners (Under 35)**

- Career Progression: The dominant motivator is to improve employment prospects, upskill for promotion, or change career path.
- Further Education: Many indicated they chose their course to prepare for progression to Higher Education.
- Certifications: Highly motivated by obtaining formal certification for professional advancement.

# 3. Pre-Registration and Induction

**1. Information Prior to Registration**
- 2,686 learners (~89%) agreed they had clear information about the course before registering, 88 learners (~3%) disagreed.

**Observation:**
- The majority of learners felt well-informed prior to signing up, indicating that the pre-registration communication and promotional materials are generally effective.

**Additional Insight:**
- Few open comments directly criticised the pre-registration information; however, some learners indicated that specifics about course schedules and expectations were sometimes unclear, particularly in practical or blended courses. Occasional suggestions emerged around improving online course descriptions and ensuring that entry requirements are more prominently communicated.

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**2. FETCH Registration Process**
- 2,669 learners (~88%) agreed it was easy to complete the FETCH registration, 130 learners (~4%) disagreed.

**Observation:**
- FETCH registration is generally viewed as user-friendly, but a small cohort experienced challenges suggesting opportunities for targeted improvements in usability and support.

**Additional Insight:**
Some learners commented on technical difficulties with the FETCH platform, mentioning issues such as:
- Website navigation challenges, login and password reset difficulties, and occasional confusion about document submission steps.

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**3. Course Induction**
- 2,720 learners (~90%) agreed the course induction clearly explained what to expect, 61 learners (~2%) disagreed.

**Observation:**
- Induction processes are strong, with most learners feeling prepared and informed about their course. Only a very small minority found it lacking.

**Additional Insight:**
Open comments praised the friendliness and helpfulness of induction sessions but occasionally pointed out:
- Information overload during induction, Inconsistent delivery of induction information across different campuses and programmes, and requests for follow-up induction sessions or online orientation materials for blended learners.

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**4. Feeling Welcome**
- 3,031 learners (~95%) agreed that they felt welcome on their course, 13 learners disagreed.

**Observation:**
- This is a particularly strong result, nearly all learners felt welcome, suggesting that FET centres create a highly inclusive and welcoming environment.

**Additional Insight:**
- While most comments were positive, a few learners noted feeling isolated where campuses were harder to access due to transport challenges (as highlighted in 28 transport-related comments overall).
- The warmth of tutors and peer groups was repeatedly praised, reinforcing the overall strength of FET in fostering a welcoming culture.

**Overall Summary**
Learners are highly satisfied with:
- The clarity of information provided before registration,
- The quality of course inductions,
- The welcoming atmosphere of the courses.

## 4. Learning Environment

**1. Access to Course Materials**
- 2,831 learners (~89%) agreed they had access to the materials needed for their course, 64 learners disagreed.

**Observation:**
- Strong access to course materials, with only a very small minority indicating potential gaps.

**Additional Insight:**
- Open comments reinforce this positive finding, with very few complaints related to materials access.

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**2. Access to Equipment**
- 2,770 learners (~87%) agreed they had the necessary equipment, 59 learners disagreed.

**Observation:**
- High satisfaction with access to equipment, though a small cohort indicates possible improvements.

**Additional Insight:**
- A notable number of comments (43) specifically requested more computers in learner hubs and study areas. While core equipment needs are being met, there is demand for greater availability of IT resources for personal study and project work beyond scheduled classes.

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**3. Access to Technology**
- 2,612 learners (~82%) agreed they had access to the technology needed, 68 learners disagreed.

**Observation:**
- Technology access, while still positive, shows a slightly lower satisfaction rate compared to materials and equipment.

**Additional Insight:**
- Open feedback highlights a need to improve digital access not just in terms of devices but also in terms of WiFi reliability and availability of online learning resources. Learners also suggested that digital literacy supports could further enhance their ability to engage with technology for learning.

**4. Access to Learning Resources**
- 2,762 learners (~87%) agreed they had access to learning resources, 50 learners disagreed.

**Observation:**
- High levels of satisfaction with learning resource availability.

**Additional Insight:**
- While few open comments directly addressed library or resource issues, learners in specialist programmes occasionally noted limited specialised resources.

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**5. Sense of Campus Community**
- 2,392 learners (~75%) agreed they felt part of their campus community, 77 learners disagreed.

**Observation:**
- While most learners feel part of the campus community, there was a high the proportion of neutral responses (~20%).

**Additional Insight**:
- Open comments revealed that transport barriers (28 comments) contributed to some learners feeling isolated from campus activities, especially in rural or dispersed centres.

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**6. Canteen Facilities**
- 2,169 learners (~68%) were happy with the canteen facilities.
- 776 learners neither agreed nor disagreed.
- 168 learners disagreed.

**Observation:**
- Satisfaction with canteen facilities is lower relative to other aspects of the learning environment, with a notable proportion expressing either dissatisfaction or neutrality.

**Additional Insight:**
- Canteen facilities were the single most frequently mentioned issue in open comments (51 comments), particularly regarding quality and variety of food. Learners expressed a desire for more affordable, healthier, and varied options.

**Overall Summary**
- Learners are highly satisfied with access to materials, equipment, and learning resources.
- Technology access and sense of community are slightly less strong but still positive.
- Canteen facilities received the most mixed feedback, indicating room for improvement in campus amenities.
- Open comments reinforce these trends, while also highlighting specific practical concerns around transport access, availability of study spaces and computers, and the need for expanded digital and language support.

# 5. Learner Supports

**1. Awareness of Learner Support Services**
- 1,433 learners indicated they were aware of available supports.
- 797 learners said they were aware but did not need them.
- 851 learners indicated they did not know about the supports.

**Observation:**
- While the majority of learners were aware of support services, there remains a significant portion (~23%) who were not aware of what was available to them.

**Additional Insight:**
- Open comments suggest that while many were introduced to support services at induction, the visibility and clarity of ongoing supports during the course varied.
- Some learners reported:
  - Lack of clarity on how to access supports (literacy, counselling, disability services).
  - Awareness but uncertainty about what the services actually offered.
  - A few indicated they only became aware of supports midway through their course.

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**2. Awareness of Complaints Procedure**
- 1,779 learners (~56%) agreed they knew where to access the complaints procedure.
- 821 learners neither agreed nor disagreed.
- 511 learners (~16%) disagreed.

**Observation:**
- Awareness of the complaints process is positive but not universal, only about half of learners report feeling confident in knowing where to access this information.

**Additional Insight:**
Comments suggest a need for:
- Simplified, step-by-step guidance on how to raise concerns.
- Better integration of complaints information into learner handbooks and online portals.

**3. Ability to Access Learner Support Services**
- 2,144 learners (~67%) agreed they knew how to access learner support services if needed.
- 612 learners neither agreed nor disagreed.
- 355 learners disagreed.

**Observation:**
- While most learners report being able to access supports when needed, a sizeable group (~23%) were neutral or unsure, and ~11% disagreed.

**Additional Insight:**
- Open comment themes suggest that while some campuses have excellent guidance services, others could improve signposting and personal referrals to support teams.

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**4. Ease of Contacting Staff**
- 2,665 learners (~83%) agreed they found it easy to contact staff.
- 363 learners neither agreed nor disagreed.
- 83 learners disagreed.

**Observation:**
- This is a strong result as the majority of learners found it easy to contact staff when needed.
- However, several learners noted difficulty accessing guidance counselling, learner support staff, and financial aid.
- A need for clearer signposting to available support was mentioned.

**Additional Insight:**
Learner comments were very positive about tutor accessibility, noting that staff were approachable and responsive. A few concerns emerged around:
- Delays in administrative responses, particularly with enrolment and certification queries.
- Some learners in blended or remote programmes experiencing slower responses compared to on-campus learners.

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**Overall Summary**
Learners report high satisfaction with:
- The availability and accessibility of learner support services,
- The ease of contacting staff, and
- Generally positive awareness of support structures.

# 6. Disability and Accessibility

Total relevant comments reviewed: 25

| Theme | Number of Related Comments | Key Issues Raised |
|---|---|---|
| Physical Accessibility | 12 | Accessibility issues like lack of lifts, inaccessible classrooms or facilities. |
| Awareness of Supports | 9 | Lack of awareness or unclear communication about learning supports and services. |
| Assistive Technology | 1 | Limited access to or difficulty using assistive technologies (e.g., screen readers). |
| Inclusivity and Consultation | 1 | Calls for greater inclusion and consultation with disabled learners on needs. |
| Reasonable Accommodations | 0 | No explicit comments directly referencing formal reasonable accommodations. |

**Key Observations**

- Physical Accessibility is the most commonly raised issue (12 comments):
  - Lack of lifts,
  - Buildings or facilities not fully wheelchair accessible,
  - Desk and classroom design not accommodating mobility aids.
- Awareness of Supports (9 comments) indicates:
  - Learners are not always aware of learning support services,
  - Supports are not proactively offered or sufficiently advertised.
- Assistive Technology (only 1 comment) suggests:
  - Very low direct reference to assistive technology use (e.g., screen readers),
  - This may indicate either low uptake or lack of promotion/training.
- Inclusivity and Consultation (1 comment):
  - Learners ask for more direct engagement about accessibility needs and inclusive planning.
- Reasonable Accommodations:
  - No direct references to structured accommodations like extra time for assessments or adapted materials.
  - Supports seem more ad hoc, depending on individual tutors.

**Conclusions**

- Accessibility barriers persist at the campus/facility level.
- Information gaps about the availability of learning supports exist.

## 7. Guidance for Career Planning and Progression

**Survey Data and General Trends:**

Learners were asked about their awareness and experience of guidance services, including access to career advice and progression pathways.

- 2,144 learners (~67%) indicated they knew how to access learner support services, including guidance counselling.
- However, a sizeable proportion (~33%) were either unsure or disagreed.

**Strengths:**

Learners who availed of guidance services commented positively on:

- Support for progression planning, including advice on higher education applications (CAO, PLC progression).
- Employability workshops and CV preparation supports provided by some campuses.
- Friendly and knowledgeable guidance counsellors, particularly valued by mature learners re-entering education.

**Areas for Improvement:**

- Many learners suggested that career and progression guidance was front-loaded at induction but less visible during the course.
- Some learners expressed that they would have liked:
  - More structured career planning sessions mid-way through their programme.
  - Greater awareness of employment opportunities linked to their specific field of study.
  - Access to job placement support and internship opportunities.
  - Information on funding pathways for progressing to higher education or further FET programmes.
- Non-native English speakers and adult returners especially indicated they needed more personalised, ongoing guidance about future study and career options, as they were less familiar with the Irish education and employment landscape.

## 8. Teaching, Learning, and Assessment

**1. Class Start Times**

**Observation**:
- 85% of learners agreed that classes started on time.
- Only a very small proportion (~2%) disagreed.

**Open Comment Insights**:
- Learners praised the punctuality and professionalism of most tutors.
- Minor issues were raised regarding occasional cancellations or delayed communication about schedule changes.

**2. Opportunities for Peer Collaboration**

**Observation**:
- 83% of learners agreed they had opportunities to collaborate with peers.

**Open Comment Insights**:
- Learners appreciated the chance to work in groups and share ideas.
- Suggestions included:
  - More structured group activities.
  - Better balance of group vs individual work for assessment.

**3. Opportunity to Provide Feedback on the Course**

**Observation**:
- 77% of learners agreed they had opportunities to give feedback on their course experience.

**Open Comment Insights**:
- Learners requested:
  - More mid-course feedback opportunities,
  - Greater follow-up on feedback received by tutors or coordinators.

**4. Clarity of Learning Outcomes**

**Observation**:
- 86% of learners reported clear understanding of learning outcomes.

**Open Comment Insights**:
- Praise for tutors who clearly explained expectations.
- Some learners noted inconsistency between tutors on how outcomes were communicated.

**5. Clarity of Assessment Methods**

**Observation**:
- 85% of learners agreed they knew in advance how their work would be assessed.

**Open Comment Insights**:
- Learners appreciated when assessment rubrics and samples were shared.
- Some requested more detailed assessment briefings to avoid confusion.

**6. Quality and Timeliness of Feedback**

**Observation**:
- 81% of learners agreed they received useful feedback on their work.

**Open Comment Insights**:
- Learners praised constructive feedback that improved their performance.
- Feedback delays were mentioned during busy periods.

**Conclusion**
- Learners are highly satisfied with the teaching, learning, and assessment experience at the College of FET.
- Strengths include punctual classes, clear learning outcomes, and the quality of tutor feedback.

# 9. Skills Development

**1. Development of Self-Confidence**
**Observation:**
- 79% of learners agreed their self-confidence increased through their course.
- Only a small minority (~1.5%) disagreed.

**Open Comment Insights:**
- Many learners cited increased confidence in public speaking, group work, and subject mastery.
- Some noted that engaging with a diverse learner community boosted their personal confidence.

**2. Improvement in Communication Skills**
**Observation:**
- 76% of learners reported improvements in their communication skills.

**Open Comment Insights:**
- Positive feedback about:
    o Class presentations,
    o Peer-to-peer learning,
    o Improved written and verbal communication.
- A few learners suggested more structured communication workshops could enhance skills even further.

**3. Growth in Teamworking Skills**
**Observation:**
- 77% of learners agreed they developed teamworking skills.

**Open Comment Insights:**
- Learners highlighted:
    o Group projects,
    o Collaborative assessments, and
    o Peer learning activities as valuable experiences.
- Some learners requested more real-world teamwork simulations (e.g., project-based learning).

**4. Improvement in Problem-Solving Skills**
**Observation:**
- 72% of learners felt their problem-solving abilities improved.

**Open Comment Insights:**
- Learners noted:
    o Analysing case studies,
    o Critical thinking exercises, and
    o Hands-on assignments supported skill development.
- Some recommended more problem-based learning (PBL) activities.

**5. Development of Employability Skills**
**Observation:**
- 55% of learners agreed their employability skills improved, lower than for other skill categories.

**Open Comment Insights:**
- Positive comments on:
    o Work experience placements,
    o CV preparation workshops, and
    o Mock interviews.
- Learners requested more direct links to employers and workplace-based learning opportunities.

**Conclusion**
Learners consistently report strong development in personal and professional skills during their FET courses. Particular strengths include growth in self-confidence, communication, and teamwork. Employability skills, while positively rated, represent an opportunity for further enhancement through stronger employer engagement and practical work experiences.

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## 10. Technology

Technology Use Findings

| Technology Aspect | % of Learners Who Agreed |
|---|---|
| Boosted Confidence in Subject Area | 65% |
| Increased Flexibility in Learning | 63% |
| Helped with Coursework | 62% |
| Improved Digital Skills | 54% |
| Used Smartphones/Tablets for Coursework | 48% |
| Awareness of Data Privacy | 46% |
| Questioned Website Security | 41% |
| Introduction to AI Tools (ChatGPT, etc.) | 32% |
| Found Technology Challenging | 23% |

**Key Insights**
- Technology improved learner confidence and provided greater flexibility.
- Digital skill development was positive, but not universal.
- AI literacy and digital citizenship awareness remain low.
- A minority of learners reported significant challenges with technology.

**Correlations from Open Comments**
- Learners frequently cited gains in digital confidence and new technology skills.
- Some learners reported difficulties with access (Wi-Fi, devices) and struggles with digital platforms.
- Technology-enabled flexibility was seen as crucial for many, supporting course retention.
- Very few direct mentions of AI tools or data privacy, suggesting a gap in exposure and understanding.

**Conclusion:**
- Technology positively influenced learning experiences, but access barriers and emerging gaps in AI and data literacy were evident.
- Some courses did not require technology, which was noted as appropriate.
- Concerns arose about outdated equipment, insufficient software access (e.g., Sage 50), and slow internet access.
- Some appreciated the integration of digital resources and learning hubs when available.

# Early Leaver Analysis

| Reason | Number of Learners |
|---|---|
| Personal Reasons | 55 |
| Paid Full-Time Employment | 19 |
| Course Did Not Meet My Needs | 14 |
| Inactive for Other Reasons | 14 |
| Paid Part-Time Employment | 4 |
| Employment Scheme | 4 |
| Moved to FET Course (Same or Higher Level) | 3 |
| N/A (No reason provided) | 2 |
| Expelled | 2 |
| Self-Employment | 2 |
| Other (Individual Reasons) | *Single entries* |

**Detailed Observations**

**Top reasons for leaving:**
- Personal Reasons dominate by far - 55 learners (~45% of early leavers) cited personal circumstances.
- Employment-related exits (full-time, part-time, or schemes) accounted for a significant share indicating some positive progression to the workforce.
- Course Mismatch. 14 learners said *"Course did not meet my needs"*, showing misaligned expectations.
- A range of individual, personal or administrative issues were mentioned in free-text responses:
    - Unable to submit assignments on time due to technology problems.
    - No response from lecturers or poor communication.
    - Curriculum not matching advertised content.
    - Scheduling and timing issues
    - Transport difficulties
- Indirectly, issues around:
    - Course expectations not matching reality, and
    - Scheduling conflicts,
    - Poor assignment support,
      do hint that *some early leavers* experienced pressure related to course demands and organisation but it wasn't explicitly the top-cited issue in this dataset.

**Conclusion**
- Most early leavers left for personal reasons or due to positive employment opportunities.
- A minority left due to course mismatch or logistical barriers (transport, scheduling).
- No strong evidence in this data of issues with workload, duration, or assessment timing but some isolated comments suggest stressors around assignment management and timetable fit.

## Appendix 1 - Responses per Campus

| | | | | |
|---|---|---|---|---|
| College of FET, Ennis Campus | | | 538 | 17% |
| College of FET, Mulgrave Street Campus | Day provision | 267 | | |
| | Evening provision | 262 | 529 | 16% |
| College of FET, O'Connell Avenue Campus | | | 322 | 10% |
| College of FET, Raheen Campus | | | 191 | 6% |
| College of FET, Kilmallock Road Campus | | | 151 | 5% |
| College of FET, Abbeyfeale Campus | | | 136 | 4% |
| College of FET, Shannon Campus | | | 125 | 4% |
| College of FET, Kilrush Campus | | | 115 | 3% |
| College of FET, Cappamore Campus | | | 109 | 3% |
| College of FET, Newcastle West Campus | | | 108 | 3% |
| College of FET, Kilmallock Town Campus | | | 92 | 3% |
| College of FET, Scariff Campus | | | 79 | 2% |
| College of FET, Croom Campus | | | 73 | 2% |
| Other | | | 74 | 2% |
| College of FET, Hospital Campus | | | 58 | 2% |
| College of FET, Miltown Malbay Campus | | | 57 | 2% |
| St. Mary's Community Adult Education Group | | | 45 | 1% |
| Our Lady of Lourdes Community Services Group | | | 36 | 1% |
| College of FET, Shannon Town Campus | | | 36 | 1% |
| College of FET, Clare St. Campus | | | 26 | 0.8% |
| College of FET, Hospitality Campus | | | 26 | 0.7% |
| College of FET, Ennistymon Campus | | | 23 | 0.6% |
| Mary Immaculate Secondary School, Lisdoonvarna | | | 22 | 0.6% |
| Limerick City CDP | | | 21 | 0.6% |
| Clare Youth Service, Ennis | | | 20 | 0.6% |
| Clare Local Development Company | | | 19 | |
| College of FET, Watch House Cross Campus | | | 17 | |
| eCollege | | | 16 | |
| Northside Family Resource Centre | | | 16 | |
| College of FET, Shanagolden Campus | | | 15 | |
| College of FET, Tuamgraney Campus | | | 15 | |
| College of FET Moyross Youth Academy Campus | | | 14 | |
| Southill Family Resource Centre | | | 14 | |
| Limerick Youth Service | | | 11 | |
| College of FET, NZEB Centre of Excellence | | | 10 | |
| Moyross Adult Education Centre | | | 10 | |
| College of FET, Organic Campus | | | 09 | |
| Education Centre, Limerick Prison | | | 09 | |
| Brothers of Charity | | | 08 | |
| Code Institute | | | 08 | |
| Outdoor Education and Training Centre, The Burren | | | 08 | |
| National Learning Network (NLN) | | | 06 | |
| St. Lelia's Age Friendly Community Education | | | 06 | |
| Adapt Domestic Abuse Services | | | 05 | |
| Outdoor Education and Training Centre, Kilfinane | | | 05 | |

| | | | |
|---|---|---|---|
| Limerick School of Music | | **04** | |
| Clare Immigrant Support Centre | | **03** | |
| HSE Disability Services, Limerick | | **03** | |
| Mary Immaculate College | | **03** | |
| Headway | | **02** | |
| Céim ar Chéim | | **01** | |
| Information, Recruitment and Guidance Service | | **00** | |
| Kilrush Community School | | **00** | |
| Music Generation Clare | | **00** | |
| Music Generation Limerick City | | **00** | |
| Music Generation Limerick County | | **00** | |
| Scoil Mhuire Secondary School, Ennistymon | | **00** | |
| St. Joseph's Secondary School, Spanish Point | | **00** | |