



# PLSS Learner Form Manual 2020



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Data Analytics Unit in SOLAS

# PLSS User Form Manual 2020

**Audience:** Learning providers and other stakeholders

**Overview:** This manual sets out the guidelines that Further Education and Training learning providers and learners should follow when filling in PLSS data for SOLAS.

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# PLSS Learner Form Manual

## 2020

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Section 1: Personal Details	
PPSN	<ol style="list-style-type: none"> <li>1. A unique reference number that helps learners to access social welfare benefits, public services and information in Ireland.</li> <li>2. Used to track learner progress and is important for outcome analyses.</li> <li>3. Required by ETBs for operational purposes and SOLAS Data Analytics Unit for data linking purposes. It is also used by DEASP for feedback on referrals. All PPSN information is anonymized.</li> <li>4. <b>Good Practice:</b> If the learner does not have a PPSN, information for how to get a PPSN can be found at: <a href="https://services.mywelfare.ie/">https://services.mywelfare.ie/</a>. United Kingdom National Insurance Numbers from Northern Ireland are also accepted.</li> </ol>
Eircode	<ol style="list-style-type: none"> <li>1. An Eircode is a unique 7-character code consisting of letters and numbers. Each Eircode consists of a 3-character routing key to identify the area and a 4-character unique identifier for each address, for example, A65 F4E2.</li> <li>2. Required by ETBs for learner follow-up and by the SOLAS Data Analytics Unit for statistical analysis. It is also used for geocoding (i.e. the analysis of learners in unemployment black spots).</li> </ol>
Date of Birth	<ol style="list-style-type: none"> <li>1. Enables age-based statistics.</li> <li>2. Required by the ETBs for operational purposes, by the SOLAS Data Analytics Unit for statistical analysis, by the European Social Funds to provide financial support for FET and by the DES for eligibility and reporting requirements for programmes such as Youthreach.</li> </ol>



	<p>3. It also promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning.</p>
Nationality	<ol style="list-style-type: none"> <li>1. Used to analyse the participation in FET by nationality.</li> <li>2. Nationality should be interpreted as <i>citizenship</i>. Citizenship is defined as the particular legal bond between an individual and his/her State acquired by birth or naturalisation, whether by declaration, option, marriage or other means according to national legislation. It corresponds to the country issuing the passport. See Eurostat for more information:  <a href="https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Citizenship#:~:text=Citizenship%20is%20the%20particular%20legal,other%20means%20under%20national%20legislation">https://ec.europa.eu/eurostat/statistics-explained/index.php/Glossary:Citizenship#:~:text=Citizenship%20is%20the%20particular%20legal,other%20means%20under%20national%20legislation</a> .</li> <li>3. <b>Attention:</b> Please ensure this concept is not mixed-up with any concept of ethnic origin. For more information see, 'Ethnic Data Collection: Good Practice Guidelines for SICAP Programme Implementers' for more information:  <a href="http://www.paveepoint.ie/wp-content/uploads/2015/04/Good-Practice-Guidelines-SICAP_20pp.pdf">http://www.paveepoint.ie/wp-content/uploads/2015/04/Good-Practice-Guidelines-SICAP_20pp.pdf</a> .</li> <li>4. <b>Good practice:</b> For persons with dual or multiple citizenships, and who hold the citizenship of the country of residence, the citizenship of residence should be recorded.</li> <li>5. This is used to monitor the integration of non-nationals into the Irish FET sector. It also ensures funds to deliver FET Programmes and promotes equality and eliminates discrimination. The information is required by the ETBs for operational purposes and SOLAS Data Analytics Unit for statistical analysis.</li> </ol>
Country of Birth	<ol style="list-style-type: none"> <li>1. This helps determine the participation of migrants in the FET programmes by country of origin and helps identify naturalisations.</li> <li>2. <b>Attention:</b> Please note the country of birth should not be confused with nationality.</li> <li>3. <b>Good practice:</b> In cases of doubt, the country of birth should be defined as the country of residence</li> </ol>

	<p>of the mother at the time of birth. This definition could help to identify cases where the person was born abroad in exceptional circumstances. For the purpose of this question, current national boundaries should be considered, rather than any applying at the time of the respondent's birth.</p> <p>4. The information is required by the ETBs for operational purposes and SOLAS Data Analytics Unit for statistical analysis.</p>
Gender	<ol style="list-style-type: none"> <li>1. This is a core variable in social statistics and is used to monitor education and training programmes. This information also informs many social inclusion strategies (see Annex 1: <i>Social Inclusion Strategies</i>).</li> <li>2. Required by the ETBs for operational purposes, the SOLAS Data Analytics Unit for statistical analysis, by the European Social Funds to provide financial support for FET and by the DES for eligibility and reporting requirements.</li> </ol>
<p><b>Section 2: Social Welfare Payments, Including Secondary Benefits or State Payments before starting the course</b></p>	
Do you have a medical card? Medical Card Number, Expiry Date	<ol style="list-style-type: none"> <li>1. A medical card is used by the Health Service Executive (HSE) and provides health services free of charge to individuals with a weekly income below a certain figure and according to family size.</li> <li>2. Used for assessing QQI and other fee exemptions for FET programmes.</li> <li>3. This information is required by the ETBs for operational purposes and SOLAS Data Analytics Unit for statistical analysis. The information is also an important factor in determining participant eligibility (i.e. Back to Education Initiative for DES) and entitlements.</li> </ol>
Which of the following applies to you before starting the course?	<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes, by the SOLAS Data Analytics Unit for statistical analysis and by the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) which</li> </ol>

		<p>proposes a set of indicators for Member States to assess the quality of their VET provision.</p> <p>2. This information is also an important factor in determining participant eligibility and entitlements.</p>
	I am in receipt of a welfare payment	<p>1. This includes any social welfare payment received from the Department of Employment Affairs and Social Protection (DEASP).</p>
	Signing for Credits	<p>1. This includes individuals signing on for credits, who may not be entitled to a social welfare payment or are a qualified adult on a spouse's, civil partner's or cohabitant's social welfare payment.</p>
	Dependant of a social welfare/training payment recipient or Medical Card holder	<p>1. This generally refers to a spouse, civil partner or cohabitant (adult dependent) or/and a child (child dependent-under 18 years of age) who is a dependant of a social welfare, training payment, and/or medical holder recipient.</p>
	None of the above	<p>1. This includes individuals who may not be receiving social welfare payments, secondary benefits or State payments or were previously employed OR prefer not to answer.</p>
	How long have you received welfare payments or signed for credits? If less than a year: give number of weeks/ If a year or more: give number of years	<p>1. See the previous question for further detail.</p> <p>2. This information is required by the ETBs for operational purposes, by DES for eligibility and reporting requirements, by the SOLAS Data Analytics Unit for statistical analysis and by the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) to assess the quality of VET provision.<sup>1</sup></p>
	If you ticked dependant of a Social Welfare/Training Payment recipient or	<p>1. See previous question on whether a dependant of a social welfare/training payment recipient or Medical Card holder for further detail.</p>

<sup>1</sup> EQARF proposes a set of indicators for Member States to assess the quality of their VET provision. See: <https://www.eqavet.eu/Equavet2017/media/Documents/Explanatory-brochure-on-the-EQARF-indicators.pdf> .

Medical Card holder, what is your relationship to the recipient? Partner/Spouse, Other		
<b>Section 2.1: Complete this section if you receive a Welfare Payment</b>		
Ignore this section unless you receive a welfare payment. What payments do you receive?	<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes, by the SOLAS Data Analytics Unit for statistical analysis, by EQARF to assess the quality of VET provision, and by FARR for funding purposes.</li> <li>2. This information is also an important factor in determining participant eligibility and entitlements.</li> </ol>	
	Jobseekers Allowance	<ol style="list-style-type: none"> <li>1. This welfare payment is means-tested and for individuals who are unemployed and either don't qualify or have used up their entitlement for Jobseeker's Benefit.</li> </ol>
	Jobseekers Benefit	<ol style="list-style-type: none"> <li>1. This welfare payment is for individuals who are out of work and are covered by social insurance (PRSI).</li> </ol>
	Disability Benefit/Allowance	<ol style="list-style-type: none"> <li>1. This welfare payment is means-tested and for individuals with a specified disability whose income falls below certain limits and who are aged between 16 and under 66.</li> </ol>
	Illness Benefit	<ol style="list-style-type: none"> <li>1. This welfare payment is for individuals who cannot work because they are sick or ill and are under 66. An illness benefits of over 6 months is a requirement for Back to Education Initiative (BTEI) eligibility.</li> </ol>
	Carer's Allowance	<ol style="list-style-type: none"> <li>1. This welfare payment is for carers who look after certain people in need of full-time care and attention.</li> </ol>
	Working Family Payment	<ol style="list-style-type: none"> <li>1. Previously known as the family income supplement and provides an income support for employees on</li> </ol>

		low earnings with families. This information is an important factor in determining participant eligibility and entitlements.
	One Parent Family Payment	1. This welfare payment is means-tested, subject to certain conditions and for men and women under 66 who are bringing up children under 7 years of age without the support of a partner.
	Community Employment Scheme	1. This scheme helps people who are long-term unemployed (or otherwise disadvantaged) to get back to work by offering part-time and temporary placements in jobs based within local communities. Financial support is provided in the form of an allowance and funding to assist individuals within the Community Employment programme.
	Invalidity Pension	1. This weekly payment is for individuals who have been incapable of work for at least 12 months and are likely to be incapable of another 12 months or for individuals who permanently cannot work because of a long-term illness or disability and are covered by social insurance (PRSI).
	Widow(er)'s/ Surviving Civil Partner's Pension	1. This welfare payment is for the husband, wife or civil partner of a deceased person. This payment was formerly called the Widow's/Widower's (Contributory) Pension.
	State Pension	1. This welfare payment can be contributory or non-contributory. The contributory State Pension is for individuals from the age of 66 who have enough Irish social insurance contributions and is not means-tested. The non-contributory state-pension is for people aged over 66 who do not qualify for a State Pension (Contributory) or who only qualify for a reduced contributory pension based on their insurance record.
	Direct Provision Payment	1. This welfare payment is for asylum seekers and provides for a personal allowance for adults and children.

	Do you receive any other welfare payment? If yes, please say what it is.	<ol style="list-style-type: none"> <li>1. This includes individuals who are in receipt of a welfare payment that is not listed above.</li> <li>2. <b>Attention:</b> Please specify the type of welfare payment.</li> </ol>
<b>Section 2.2: This section is only for those who are from outside the European Economic Area (EEA)</b>		
Ignore this section unless you come from outside the European Economic Area (EEA). Do you hold a GNIB Stamp 4? If so, GNIB Expiry Date.	<ol style="list-style-type: none"> <li>1. This stamp is for individuals who have permission to work in Ireland.</li> <li>2. This may determine participant eligibility and entitlements for some FET programmes.</li> <li>3. See: <a href="http://www.inis.gov.ie/en/INIS/Pages/registration-stamps">http://www.inis.gov.ie/en/INIS/Pages/registration-stamps</a> .</li> </ol>	
Do you have a labour market permissions letter from the Irish Naturalisation and Immigration Service (INIS), part of the Department of Justice and Equality?	<ol style="list-style-type: none"> <li>1. This refers to a labour market permission letter from INIS/the Department of Justice and Equality for asylum seekers in the protection process for 9 months or more (effective from 30 June 2018).</li> <li>2. This information is an important factor in determining participant eligibility and entitlements to FET.</li> </ol>	
<b>Section 3: Your highest level of education and training (before starting this course) - and supports sought</b>		
Please tell us what the highest level of education you have had and the country where it took place, before starting this course. Tick one box below and write in the information we ask for (Year, Course, Title and Country where you studied for it if not from Ireland).	<ol style="list-style-type: none"> <li>1. Level of highest educational qualification achieved.</li> <li>2. Used in the analysis of the matching between education schemes and labour market needs.</li> <li>3. This information is required by the ETBs for operational purposes, by the Data Analytics Unit for statistical analysis, by the European Social Fund to provide financial support for FET, by FARR for funding requirements and/or by the DES for eligibility and reporting requirements.</li> </ol>	
	No formal education or training	<ol style="list-style-type: none"> <li>1. Refers to any organised and sustained educational activities that may or may not take place in</li> </ol>

		educational institutions and cater to persons of all ages.
	Primary Education	<ol style="list-style-type: none"> <li>1. Programmes at ISCED level 1, or primary education, typically designed to provide students with fundamental skills in reading, writing and mathematics (i.e. literacy and numeracy) and establish a solid foundation for learning and understanding core areas of knowledge, personal and social development, in preparation for lower secondary education. It focuses on learning at a basic level of complexity with little, if any, specialisation.</li> <li>2. <b>Attention:</b> This education programme is generally undertaken by individuals of 12 years of age or younger.</li> </ol>
	Certificate NFQ level 1 or 2 (Full/Major Award)	<ol style="list-style-type: none"> <li>1. Level 1 and 2 Certificates are designed to meet the needs of learners, both young and old, including those with intellectual and other disabilities, adults returning to training, and learners with few or no previous qualifications, including those within the workforce. These awards provide certification for learners who may progress to higher levels and also for those whose principal achievements rest at these levels. Each certificate comprises a number of components, most often in basic literacy and numeracy, which the learner can achieve at their own pace and accumulate over time towards one of the named certificates above.</li> </ol>
	Junior Cert; Inter Cert; Group Cert; GCSEs; O Levels; or NFQ Level 3 (Full/Major Award)	<ol style="list-style-type: none"> <li>1. The Level 3 Certificate enables learners to gain recognition for, specific personal skills, practical skills and knowledge, basic transferable skills, the enhancement of individual talents and qualities and achievements and learning relevant to a variety of progression options.</li> <li>2. The Junior Certificate, previously known as the intermediate or group certificate, is an award given to students who have successfully completed examinations from the junior cycle which is the first three years of secondary education. The Junior Certificate may lead to progression to a programme leading to the Leaving Certificate or to a</li> </ol>

		<p>programme leading to a Level 4 Certificate, or at a higher level.</p> <p>3. The GCSE, previously referred to as the O Level, is a UK qualification and the nearest Irish award is the Junior Certificate. Both GCSE and Junior Certificate awards are developed for the end of compulsory education. They both have similar progression pathways available, respectively progression to A level/Leaving Certificate or progression to further education and training. This relationship also applies in the case of the Scottish award, Intermediate.</p>
	Transition Year	<p>1. The Transition Year (TY) is a one-year programme taken after Junior Cycle and before the two-year Leaving Certificate programme. There is no state examination at the end of Transition Year. Assessment is usually carried out on an ongoing basis and can include school-based assessment of projects or portfolios, oral, aural, practical and written activities.</p>
	Leaving Cert; A Levels; or Applied Leaving Cert	<p>1. Leaving Certificate and its various programmes is placed at NFQ Levels 4 and 5. It is the final course in the Irish secondary school system. It takes a minimum of two years preparation, but an optional Transition Year means that for some- students it takes place three years after the Junior Certificate Examination. This award may lead to progression to a programme leading to a further education and training award at Level 5 or at a higher level or to a higher education and training award at Level 6 or higher. The Applied Leaving Certificate is a two-year Leaving Certificate available to students who wish to follow a practical programme with a strong practical and vocational emphasis.</p>
	Certificate NFQ Level 4 (Full/Major Award)	<p>1. The Level 4 Certificate enables learners to gain recognition for the achievement of vocational and personal skills, knowledge and understanding to specified standards, the enhancement of individual talents and qualities and the achievement and learning relevant to a variety of progression options, including employment at an introductory</p>



		vocational level, and programmes leading to a NFQ Level 5 Certificate.
	Certificate NFQ Level 5 (Full/Major Award)	1. The Level 5 Certificate enables learners to develop a broad range of skills, which are vocationally specific and require a general theoretical understanding. They are enabled to work independently while subject to general direction. The majority of certificate/module holders at NFQ Level 5 take up positions of employment. They are also deemed to meet the minimum entry requirements for a range of higher education institutions/programmes.
	Advanced Certificate NFQ Level 6 (Full/Major Award)	1. An Advanced Certificate award enables learners to develop a comprehensive range of skills, which may be vocationally specific and/or of a general supervisory nature and require detailed theoretical understanding. Modules include advanced vocational/occupational skills, enabling certificate holders to work independently or progress to higher education and training. The majority of certificate/module holders at Level 6 take up positions of employment, some of whom may be self-employed.
	Other non- NFQ aligned FET	1. This refers to any award not aligned to the NFQ framework. This may include awards made by ICS Skills, (previously known as ECDL), ITEC, Microsoft, CompTIA, CISCO, etc.
	Higher Certificate NFQ Level 6	1. A Higher National Certificate is a vocational qualification in which the course can be taken part-time or full-time and involve work-related experience.
	Ordinary Bachelor Degree; Diploma NFQ Level 7	1. The Ordinary Bachelor Degree is normally awarded after completion of a programme of three years duration (180 ECTS credits). This was previously referred to as an undergraduate Diploma. Entry to a programme leading to an Ordinary Bachelor degree is typically for school leavers and those with

		equivalent qualifications. In addition, there are transfer arrangements in place across higher education and a number of programmes of one-year duration leading to the Ordinary Bachelor Degree for holders of the Higher Certificate.
	Honours Bachelor Degree	1. The Honours Bachelor Degree is placed at NFQ Level 8 and normally awarded following completion of a programme of three to four years duration (180-240 ECTS credits), although there are examples of longer programmes in areas such as architecture, dentistry and medicine. Entry is generally for school leavers and those with equivalent qualifications. In addition, there are transfer arrangements across higher education, and a number of programmes of one-year duration leading to Honours Bachelor Degrees for holders of the Ordinary Bachelor Degree.
	Professional (NFQ level 8+)	1. This refers to non NFQ aligned higher education Professional degrees (i.e. accounting) undertaken after NFQ level 8.
	Post-graduate	1. Courses of study at NFQ level 9 or 10 for students who have already completed an undergraduate degree. This also includes higher diplomas.
Have you gained qualifications or credits through the formal Recognition of Prior Learning (RPL) process?		<ol style="list-style-type: none"> <li>1. Formal recognition of learning that has taken place, but not necessarily been assessed or measured. Such prior learning may have been acquired through formal, non-formal, or informal routes.</li> <li>2. This information is required by the ETBs for mapping purposes.</li> </ol>
Have you taken part in non-formal learning in the last 4 weeks?		<ol style="list-style-type: none"> <li>1. Attendance at taught learning (non-formal educational) activities in the last four weeks.</li> <li>2. Refers to any organised and sustained educational activities that may or may not take place in educational institutions and cater to persons of all ages.</li> </ol>

Do you need learning support:		<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes to be able to make every reasonable effort to provide any necessary supports for FET learners.</li> </ol>
	English Language	<ol style="list-style-type: none"> <li>1. This may include supports for English for Speakers of Other Languages and for individuals who may have missed out on formal education in their country of origin.</li> </ol>
	Literacy (reading, writing and spelling)	<ol style="list-style-type: none"> <li>1. This may include supports for individuals in the areas of reading comprehension and writing.</li> </ol>
	Numeracy (maths)	<ol style="list-style-type: none"> <li>1. This may include basic arithmetic support for individuals to help them better understand and work with numbers.</li> </ol>
	Digital Literacy (computers)	<ol style="list-style-type: none"> <li>1. This may include supports in the everyday use of digital technology including using a computer, tablet or mobile phone, sending an email, or browsing the internet.</li> </ol>
If you need any other supports when attending a course, please list them here.		<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes and informs social inclusion strategies (see Annex 1).</li> </ol>
<b>Section 4: Your Economic Status (before starting this course)</b>		
What is your main economic status before starting this course?		<ol style="list-style-type: none"> <li>1. This is asked to classify the usual situation of learners with regards to employment. The categories below broadly follow the CSO Standard Principle Economic Status Classification</li> <li>2. This information is required by the ETBs for operational purposes, the Data Analytics Unit for statistical analysis and the European Social Fund to provide financial support for FET.</li> </ol>

		3. <b>Attention:</b> Please remember that all questions are self-declared and based on the learner's self-perceived economic status (i.e. students with small jobs will in general present themselves as students).
	Unemployed	<ol style="list-style-type: none"> <li>1. This refers to learners who were/are out of work, available to work and seeking work on the start of the programme.</li> <li>2. <b>Attention:</b> This also includes those looking for a first regular job and are unemployed or those having lost/given up their previous job.</li> <li>3. <b>Good Practice:</b> Unemployed should not be confused with signing on to the Live Register, given that the Live Register captures both part-time, as well as seasonal and casual workers and is not designed to measure unemployment.</li> </ol>
	Employed full-time	<ol style="list-style-type: none"> <li>1. This includes learners who were/are working 30 or more hours per week.</li> </ol>
	Employed part-time	<ol style="list-style-type: none"> <li>1. This includes individuals who were/are working less than 30 hours per week.</li> </ol>
	Student or Trainee	<ol style="list-style-type: none"> <li>1. Student or trainee whose main economic status was that they were in formal education before starting the course.</li> <li>2. <b>Attention:</b> Learners in apprenticeships are to be considered employed because they receive payments in cash.</li> </ol>
	Engaged in home duties	<ol style="list-style-type: none"> <li>1. Fulfilling domestic tasks.</li> <li>2. <b>Good practice:</b> Homemakers working should be treated as employed.</li> </ol>
	Retired	<ol style="list-style-type: none"> <li>1. Retired from employment.</li> </ol>
	Inactive for other reasons	<ol style="list-style-type: none"> <li>1. Those who are neither employed nor unemployed (i.e. not part of the labour force) for reasons not mentioned above.</li> </ol>

		2. <b>Attention:</b> This may include learners who are unable to work due to permanent sickness/disability and early school leavers/NEETs.
When did this economic status begin? If less than one year; Please write date as follows: MMYYYY. If a year or more: give number of years.		<ol style="list-style-type: none"> <li>1. This refers to the response to the previous question which asks an individual to indicate their economic status on the start of the programme.</li> <li>2. This information is required by the Data Analytics Unit for statistical analysis and the European Social Fund to provide financial support for FET.</li> </ol>
<b>Section 4.1: Your last or current employment (job)</b>		
<p>If you were employed before or are currently employed, please fill in this section. If you have never been employed, ignore this section and go to section 5.</p> <p>What is your last or present job title:</p>		<ol style="list-style-type: none"> <li>1. This section is only relevant for individuals who were employed before or are currently employed.</li> <li>2. Please be as specific as possible.</li> <li>3. This information is required by the Data Analytics Unit for statistical analysis and informs the National Skills Analyses and Social Inclusion Strategies (see Appendix 1).</li> </ol>
How long have you been in your last or present job: Years, Months		<ol style="list-style-type: none"> <li>1. This information is required by the Data Analytics Unit for statistical analysis.</li> </ol>
Was this job: Full-time, Part-time		<ol style="list-style-type: none"> <li>1. This information is required by the Data Analytics Unit for statistical analysis.</li> <li>2. Full-time includes learners who were/are working 30 or more hours per week.</li> <li>3. This includes individuals who were/are working less than 30 hours per week.</li> </ol>
Employment Status in your last job you had or in your present job		
	Employee	<ol style="list-style-type: none"> <li>1. This includes individuals who are or were in work for a public or private employer and who receive compensation in the form of wages, salaries, fees, gratuities, payment by results or payment in kind;</li> </ol>

		<p>non-conscripted members of the armed forces are also included.</p> <p>2. <b>Attention:</b> Please note employees does not include learners who currently or previously participated in a government scheme.</p>
	Self-employed	<p>1. This includes individuals who are or were in work in their own business, professional practice or farm for the purpose of earning a profit. They may or may not (have) employ(ed) at least one other person.</p>
	Taking part in a Government Scheme	<p>1. This includes individuals who are or were an employee or self-employed <b>AND</b> participating in a government scheme.</p> <p>2. <b>Attention:</b> This may include participation in schemes such as TUS, Community Employment Scheme, CSP and YESS.</p>
	Other	<p>1. This includes individuals who are currently employed or were previously employed but choose not to answer or feel the previous answers are not applicable to their current or past employment status.</p>
What type of contract did you or have you got:		<p>1. This information is required by the Data Analytics Unit for statistical analysis.</p>
	Permanent	<p>1. This includes individuals who have/had a work contract of unlimited duration.</p>
	Fixed Term Contract	<p>1. This is the same as a temporary contract and includes individuals who have/had a work contract of limited duration.</p>
	Temporary	<p>1. This is the same as a fixed-term contract and includes individuals who have/had a work contract of limited duration.</p>
	Employment Agency	<p>1. This includes learners who have/had entered contracts of employment with a firm which places</p>

		<p>workers at the temporary disposal of user firms. Individuals who work(ed) directly with a temporary employment agency (administrative tasks), i.e. not employed to perform any work for and under the supervision of a user enterprise are not included here.</p> <ol style="list-style-type: none"> <li>2. <b>Attention:</b> This also includes learners who are/were paid by an employment agency but perform work for and under the supervision of a user enterprise.</li> <li>3. <b>Good practice:</b> Ask or think about who pays or paid the salary in order to check the relationship between the employee and the temporary employment agency.</li> </ol>
	Apprenticeship	<ol style="list-style-type: none"> <li>1. This includes learners participating or who participated in a programme of structured education and training which formally combines and alternates learning in the workplace with learning in an education or training centre. This is a dual system, a blended combination of on-the-job employer-based training and off-the-job training.</li> <li>2. For more information see: <a href="https://apprenticeship.ie/">https://apprenticeship.ie/</a> .</li> </ol>
	No Contract	<ol style="list-style-type: none"> <li>1. This includes individuals currently or previously employed without any formal written contract of employment.</li> </ol>
<b>Section 5: Your Further Details</b>		
Ethnic and Cultural Background		<ol style="list-style-type: none"> <li>1. A group of people who may share a common history, cultural tradition, geographical origin, descent from common ancestors, common language, common religion, and/or a distinct group within a larger community.</li> <li>2. <b>Attention:</b> Please ensure this concept is not mixed-up with the concept of nationality. This question is optional, but the box must be ticked if the learner prefers not to answer. For more information see 'Ethnic Data Collection: Good Practice Guidelines for SICAP Programme Implementers': <a href="http://www.paveepoint.ie/wp-content/uploads/2015/04/Good-Practice-Guidelines-SICAP_20pp.pdf">http://www.paveepoint.ie/wp-content/uploads/2015/04/Good-Practice-Guidelines-SICAP_20pp.pdf</a> .</li> </ol>

		<p>3. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning for target groups. The total number of individuals of a given target group provides SOLAS a guide on two important measures: 1) access and 2) suitability of FET services. For example, with accurate statistical information on target groups, low numbers may indicate possible access issues. Alternatively, these target groups may not see FET services relevant or beneficial and may choose not to avail of such. Identifying the reasons of low attendance or use of FET services helps FET providers solve access related issues for particular groups of learners and design more relevant and beneficial courses. Providing, collecting and encouraging learners to provide such data is in the interest of the learner as it enhances equality.</p>
White	Irish	1. Irish ethnic and cultural group.
	Irish Traveller	1. Irish ethnic and cultural traveller group.
	Roma	1. Roma ethnic and cultural group.
	Any other White Background	1. Any other ethnic and cultural white background.
Black or Black Irish	African	1. African ethnic and cultural group.
	Any other Black Background	1. Any other ethnic and cultural black background.
Asian or Asian Irish	Chinese	1. Chinese ethnic and cultural group
	Any other Asian Background	1. Any other Asian ethnic and cultural background.



Other, including Mixed Background	If 'Other' please say what it is:	<ol style="list-style-type: none"> <li>1. Any other mixed ethnic and cultural background. Please specify what it is.</li> </ol>
It would helpful for statistical purposes if you could let us know if any of these categories apply to you:		<ol style="list-style-type: none"> <li>1. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> <li>2. <b>Attention:</b> This question is optional, but the box must be ticked if the learner prefers not to answer.</li> </ol>
	Substance misuser	<ol style="list-style-type: none"> <li>1. Refers to the persistent or sporadic excessive drug use inconsistent with or unrelated to acceptable medical practice.</li> <li>2. For more information see: <a href="https://www.who.int/substance_abuse/terminology/abuse/en/">https://www.who.int/substance_abuse/terminology/abuse/en/</a>.</li> <li>3. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> </ol>
	Ex offender	<ol style="list-style-type: none"> <li>1. An ex-offender generally refers to someone who has been referred by the Probation Service or other designated service.</li> <li>2. <b>Attention:</b> This does not include individuals who are currently in prison.</li> <li>3. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> </ol>
	One parent household	<ol style="list-style-type: none"> <li>1. Women and men under 66 who are bringing children up without the support of a partner.</li> </ol>

		<ol style="list-style-type: none"> <li>2. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> <li>3. Should align with ESF indicator: Single Adult Household with Dependent Children.</li> </ol>
	Jobless household with dependents	<ol style="list-style-type: none"> <li>1. Households where no members are in employment and that have a spouse, civil partner or cohabitant (adult dependent) AND/OR a child (child dependent-under 18 years of age) who is a dependent.</li> <li>2. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> <li>3. Should align with ESF indicator: Participants who live in jobless households with dependent children.</li> </ol>
	Jobless household with no dependents	<ol style="list-style-type: none"> <li>1. Households where no members are in employment and that <i>do not</i> have a spouse, civil partner or cohabitant (adult dependent) AND/OR a child (child dependent-under 18 years of age) who is a dependent.</li> <li>2. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning. This is a core variable in social statistics and is used to monitor education and training programmes.</li> <li>3. Should align with ESF indicator: Participants who live in jobless households.</li> </ol>
	Homeless	<ol style="list-style-type: none"> <li>1. Any person living rough, staying in emergency accommodation, staying in accommodation provided for the homeless, staying in a Women's Shelter, staying in accommodation for immigrants, people due to be released from institutions (i.e. penal, medical, children's), and people receiving longer term support due to homelessness, people living in temporary/non-conventional structures,</li> </ol>

		<p>people living in unfit housing, and people living in extreme overcrowding.</p> <ol style="list-style-type: none"> <li>1. Please note that accommodation provided for the homeless does not include individuals in Long Term Accommodation.</li> <li>2. For more information see: <a href="https://www.cso.ie/en/releasesandpublications/ep/p-cp5hpi/cp5hpi/bgn/">https://www.cso.ie/en/releasesandpublications/ep/p-cp5hpi/cp5hpi/bgn/</a> .</li> <li>3. This information is required by the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) which proposes a set of indicators for Member States to assess the quality of their VET provision and by the European Social Fund to provide financial support for FET. This information also promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning.</li> </ol>
	None of the above	<ol style="list-style-type: none"> <li>1. None of the previous categories apply to the learner.</li> </ol>
<b>Section 5.1: Long-lasting conditions</b>		
Do you have any of the following long-lasting conditions or difficulties:		<ol style="list-style-type: none"> <li>1. This information is required by the ESF to provide financial support for FET, by the DES for eligibility and reporting requirements and by FARR for funding requirements. It is also used by the Higher Education Access Route (HEAR) and Disability Access Routes to Education (DARE) to support equality and inclusion for individuals with long lasting conditions or difficulties in accessing FET.</li> <li>2. This information ensures funds to deliver FET Programmes, promotes equality and inclusion, eliminates discrimination and informs evidence-based policy and service planning.</li> <li>3. <b>Attention:</b> This question is optional, but the box must be ticked if the learner prefers not to answer.</li> </ol>
	Blindness or a serious vision impairment	<ol style="list-style-type: none"> <li>1. This may include but is not limited to individuals with Aniridia, Best's disease, Charles Bonnet syndrome, Coat's disease, Coloboma Congenital cataracts, Corneal dystrophies (including</li> </ol>

		<p>Keratoconus), Corneal transplantation, Diabetes-related eye conditions, Hemianopsia, Glaucoma, High degree myopia, Macular Hole, Nystagmus, Retinitis pigmentosa, Retinal vessel occlusion, Retinopathy of prematurity, Stargardt's macular dystrophy, Stickler Syndrome, Thyroid eye disease, Uveitis, Lawrence Moon Biedel Syndrome, and Alstrom Syndrome.</p> <p>2. For more info:  <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a> .</p> <p>3. <b>Attention:</b> This may include a person who satisfies the blindness conditions (i.e. an eye tests from an ophthalmic surgeon to verify visual impairment) for the Blind Pension or is registered as a blind person with either the National Council for the Blind of Ireland or the National League of the Blind of Ireland.</p>
	Deafness or a serious hearing impairment	<p>1. This may include, but is not limited to, an individual who has an audiogram, who attended a School for the Deaf and who have a cochlear implant.</p> <p>2. For more info:  <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a> .</p>
	A difficulty with basic physical activities	<p>1. This refers to an individual who may have difficulty with basic physical activities such as walking, climbing stairs, reaching, lifting, or carrying.</p>
	An intellectual disability	<p>1. This may include but is not limited to individuals with a diagnosis of dyslexia and/or dyscalculia.</p> <p>2. For more info:  <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a></p>
	A difficulty with learning, remembering or concentrating	<p>1. This may include but is not limited to individuals with attention deficit disorder and attention deficit hyperactivity disorder.</p> <p>2. For more info:  <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a> .</p>

	A psychological or emotional condition	<ol style="list-style-type: none"> <li>1. This may include but is not limited to individuals with Bipolar Disorder, Schizophrenia, Clinical Depressive Conditions, Severe Anxiety, Severe Phobias, OCD, Severe Eating Disorders, or Psychosis.</li> <li>2. For more info: <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a> .</li> </ol>
	A difficulty with pain, breathing, any other chronic illness or condition	<ol style="list-style-type: none"> <li>1. This may include (but is not limited to) cardiovascular diseases (CVD), cancer, chronic obstructive pulmonary disease and type 1 and 2 diabetes, Cystic Fibrosis (CF), Severe Crohn's Disease, Severe Ulcerative Colitis and Irritable Bowel Disease (IBD), Chronic Fatigue, and Cancers. (DARE)</li> <li>2. For more info: <a href="http://accesscollege.ie/dare/providing-evidence-of-your-disability/">http://accesscollege.ie/dare/providing-evidence-of-your-disability/</a> .</li> </ol>
	None of the above	<ol style="list-style-type: none"> <li>1. None of the previous long-lasting conditions apply to the learner.</li> </ol>
Do you provide regular unpaid personal help for a friend, family member with a long-term illness, health problem or disability: If 'Yes', how many hours a week do you provide this help.		<ol style="list-style-type: none"> <li>1. This information is required for individuals who provide regular unpaid personal help for a friend or family member with a long-term illness, health problem or disability. This may include regular daily tasks, some of an intimate nature that the person receiving care is unable to perform for themselves. This will vary for those who are elderly, physically or mentally disabled, or suffering from a variety of health problems but will typically include washing, dressing, feeding, shopping and medical visits. It also may include personal supervision essential for the safety and comfort of the person receiving care.</li> <li>2. <b>Attention:</b> Being in receipt of the Carers Allowance or other such payment from the DEASP <i>does not</i> constitute payment in this regard and a learner in this situation should answer yes to this question.</li> <li>3. For further information refer to Annex 1 on <i>The National Carers' Strategy</i>.</li> </ol>

<b>Section 5.2: Residency status for those outside the EEA</b>	
If you are from outside the European Economic Area, you can choose to complete this section	<ol style="list-style-type: none"> <li>1. <b>Attention:</b> This section is optional but the box should be ticked if the non-EEA learner prefers not to complete this section.</li> </ol>
Residency Status	<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes, by the European Social Fund to provide financial support for FET and/or by the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) which proposes a set of indicators for Member States to assess the quality of their VET provision.</li> <li>2. This information may also be a factor in determining participant eligibility and entitlements to FET.</li> </ol>
Refugee Status	<ol style="list-style-type: none"> <li>1. Refugee status is granted to non-EEA nationals<sup>2</sup> who cannot return to their country of origin because of a well-founded fear of persecution, conflict, violence, or other circumstances that have seriously disturbed public order, and who, as a result, require international protection.</li> <li>2. See: <a href="http://inis.gov.ie/en/INIS/Pages/asylum">http://inis.gov.ie/en/INIS/Pages/asylum</a> .</li> </ol>
Asylum Seeker	<ol style="list-style-type: none"> <li>1. An asylum-seeker is a non-EEA national whose request for sanctuary has yet to be processed. These individuals are part of the direct provision system in Ireland and are entitled to free FET courses.</li> <li>2. See: <a href="http://www.inis.gov.ie/en/INIS/Pages/asylum-status-eligibility">http://www.inis.gov.ie/en/INIS/Pages/asylum-status-eligibility</a> .</li> </ol>
Student Visa	<ol style="list-style-type: none"> <li>1. This refers to non-EEA nationals who come to Ireland to undertake a course of study (i.e. English language course, higher national diploma, undergraduate degree, etc.) for more than 3 months.</li> <li>2. See: <a href="http://inis.gov.ie/en/INIS/Pages/Students">http://inis.gov.ie/en/INIS/Pages/Students</a> .</li> </ol>

<sup>2</sup> See Annex 2 for a complete list of EEA countries.

	Employment Permit	<ol style="list-style-type: none"> <li>1. This refers to non-EEA nationals who have permission to work in Ireland. (DJEI-INIS)</li> <li>2. See: <a href="https://dbei.gov.ie/en/What-We-Do/Workplace-and-Skills/Employment-Permits/">https://dbei.gov.ie/en/What-We-Do/Workplace-and-Skills/Employment-Permits/</a></li> </ol>
	Leave to remain on humanitarian or other grounds	<ol style="list-style-type: none"> <li>1. This includes any resident and/or work permissions that are not covered above.</li> </ol>
	Other: If 'Other', please say what it is	<ol style="list-style-type: none"> <li>1. If other, please say what it is.</li> </ol>
How long have you lived in the Republic of Ireland: Less than 1 year, 1 year or more; If 'More than a year', please say how many.		<ol style="list-style-type: none"> <li>1. This information is required by the ETBs for operational purposes, by the European Social Fund to provide financial support for FET and/or by the European Quality Assurance Reference Framework for Vocational Education and Training (EQARF) which proposes a set of indicators for Member States to assess the quality of their VET provision.</li> </ol>

## **Annex 1: Social Inclusion Strategies**

PLSS data is also used to inform many social inclusion strategies. Below you will find a comprehensive list of these strategies to date.

- National Strategy for Women and Girls 2017 – 2020
- National Women’s Strategy 2007 – 2016
- Comprehensive Employment Strategy for People with Disabilities 2015 – 2024
- National Youth Strategy 2015 – 2020
- The National Carers’ Strategy 2012
- Literacy and Numeracy Strategy
- National Traveller and Roma Inclusion Strategy (2017-2021)
- National Positive Ageing Strategy
- Technology Enhanced Learning in FET (2016-2019)
- DES Strategy Statement 2016 – 2019: Action Plan for Education
- Action Plan for Jobs (esp. 2017 and 2018)
- National Skills Strategy 2025
- Pathways to Work 2016-2020
- FET Policy Framework for Skills Development of People in Employment 2018-2021
- Action plan to expand Apprenticeship and traineeship in Ireland
- Review of pathways to participation in apprenticeship
- Interdepartmental Working Group on Implementation of Sustainable Development Goals



## Annex 2: EEA Countries

- Austria
- Belgium
- Bulgaria
- Czech Republic
- Cyprus
- Denmark
- Estonia
- Finland
- France
- Germany
- Greece
- Hungary
- Iceland
- Ireland
- Italy
- Latvia
- Liechtenstein
- Lithuania
- Luxembourg
- Malta
- Netherlands
- Norway
- Poland
- Portugal
- Romania
- Slovakia
- Slovenia

- Spain
- Sweden
- United Kingdom