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Fact File: Irish Workforce 2007

- **Size: 2.1m**
- **Male Participation: 73%**
- **Female Participation: 53%**

Proposed Composition of Workforce - 2020

- **Size: 2.4m**
- **48% should have qualifications @ NFQ Levels 6 – 10**
- **45% should have qualifications @ NFQ Levels 4 & 5**
- **7% should have qualifications @ NFQ Levels 1 - 3**

Fastest Growing Occupations to 2020

- **Software Engineers;**
- **Business/Finance/Legal Professionals;**
- **Computer Technicians;**
- **Childcare;**
- **Care Assistants;**
- **Security;**
- **Health Professionals;**
- **Science Professionals.**

Source FAS 2007

Proposed Actions

- **0.5m workers should advance by at least one NFQ Level**
- **170,000 upgraded to levels 6 - 10 @ cost of €3.4m per annum**
- **Participation rate in 3rd level from 55% to 72%**
- **Competitive advantage in the area of skills essential**

Drivers of Workforce Development

- **Shift to Services**

- More investment in education and training
- Enhanced productivity through creativity, innovation capability and the application of knowledge

- **The Knowledge Economy**

- Skills for innovation and productivity
- Skills for entrepreneurial activity
- Research and Development

Best Performing Service Sectors

- **Finance**
 - **Insurance**
 - **Computer Services**
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- 30% of GVA*

* Services – 68% of GVA across OECD

Case Study 1: Work Based Learning

Board na Mona / School of Business

- Company identified need to upgrade education base of a cohort of employees at middle management level
- AIT responded with a Higher Certificate in Business (Level 6)
- Full cost recovery

Case Study 1: Work Based Learning

Course Structure/Delivery

- 12 modules
- 120 Credits
- Part time; 1 day per week for 2 years
- 8 modules delivered at Institute
- Participants to submit portfolios seeking exemption for 4 modules*
- RPL/APEL deployed

** If exemption not granted normal conditions apply*

Case Study 1: Work Based Learning

Module/Individualisation

- Module delivery focuses on the roles, duties and responsibilities of each participant in their workplace

Case Study 2: Brief Overview of Energy Performance of Buildings

- **The Energy Performance of Buildings Directive (EPBD) [2002/91/EC] is legislation which the European Union (EU) has ratified and member states have agreed on transposing to law.**
- **The EPBD contains a package of mandatory measures designed to secure a significant reduction in CO2 emissions from buildings.**

Case Study 2: Brief Overview of Energy Performance of Buildings

The principle objectives of the directive are:

- **To promote the improvement of the energy performance of buildings across the EU through cost effective measures.**
- **To promote the convergence of building standards of Member States.**

Case Study 2: Brief Overview of Energy Performance of Buildings

The measures to be implemented in each EU member state include:

- **Methodology for calculating the energy performance of buildings.**
- **Application of performance standards for new and existing buildings.**
- **BER schemes for buildings offered for sale or rent.**
- **Feasibility assessment of alternative energy systems for buildings over 1000m²**

Case Study 2: Brief Overview of Energy Performance of Buildings

- **Article 7 of the EPBD requires that when a building is constructed, sold or rented out, the owner must provide a BER Label and Advisory Report to the prospective buyer or tenant.**
- **The DEAP software has been designed to produce an energy rating of the dwelling similar to the A to G rating for a household electrical appliance.**
- **Athlone Institute of Technology (AIT) provides an approved training version of the software as part of their training course.**



Institiúid Teicneolaíochta
Bhaile Átha Luain
Athlone Institute of Technology