A Study of Progression in Irish Higher Education (2014/15 to 2015/16)

This analysis focuses on new entrants (NFQ levels 6-8) in March 2015 and whether they were still in the same institution in March 2016.

### Non-Progression by Sector and NFQ Level

<table>
<thead>
<tr>
<th>Sector</th>
<th>Level 6 (%)</th>
<th>Level 7 (%)</th>
<th>Level 8 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>14%</td>
<td>6%</td>
<td>8%</td>
</tr>
<tr>
<td>Colleges</td>
<td>16%</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Institutes of Technology</td>
<td>21%</td>
<td>12%</td>
<td>15%</td>
</tr>
</tbody>
</table>

### Non-Progression by Field of Study

- **Architecture & Related**
- **Engineering**
- **Mathematics & Related**
- **Business & related**
- **Health, Social & Related**
- **Applied Sciences**
- **Construction**
- **Computer**
- **Education**
- **Science**
- **Arts, Humanities & Related**
- **Performing Arts**
- **Food, Agriculture & Related**
- **Healthcare**
- **Computing**
- **Professional & related**
- **Other**

### Non-Progression by Student Characteristics

- **Age**
- **Gender**
- **Previous academic attainment (Leaving Certificate points)**
- **Socio-economic status**
- **Ethnicity**
- **Marital status**
- **Residential status**
- **Previous education**
- **Employment status**
- **Student allowance eligibility**
- **Programme duration**
- **Programme type**
- **Programme intensity**
- **Participation status**
- **Learning mode**
- **Language of instruction**
- **Social capital**
- **Personal characteristics**
- **Psychological factors**
- **Academic environment**
- **Combined factors**

### Factors Influencing Non-Progression

- **Prior academic attainment (Leaving Certificate points)**
- **Socio-economic status**
- **Ethnicity**
- **Residential status**
- **Previous education**
- **Employment status**
- **Programme duration**
- **Programme type**
- **Learning mode**
- **Language of instruction**
- **Social capital**
- **Combined factors**

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Further analysis is required to explore the reasons for non-progression in different segments of the student population.