

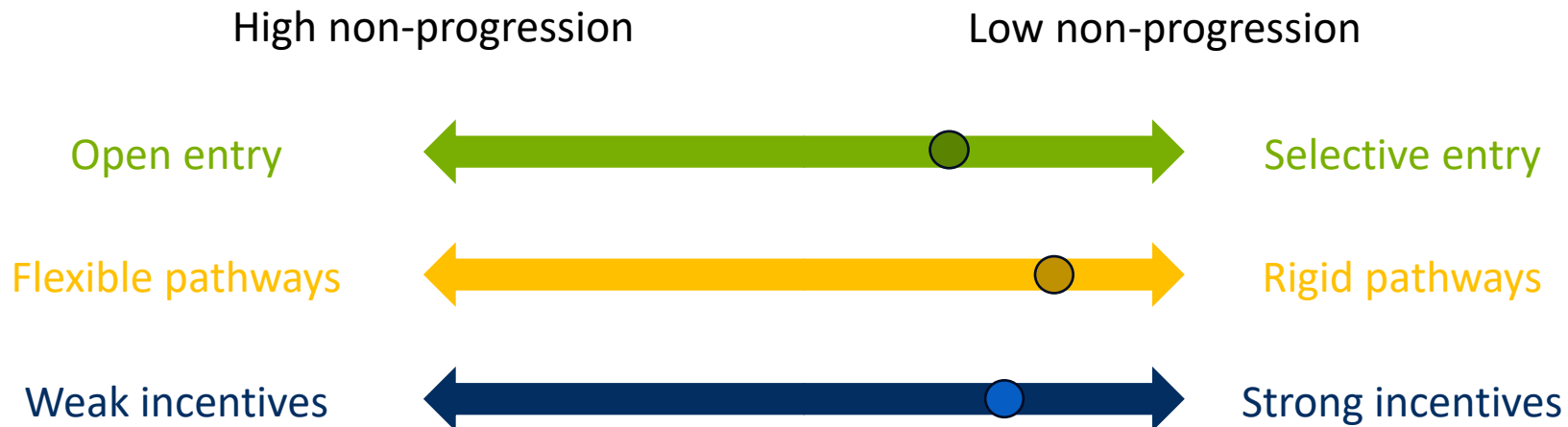
How worried should we be about non-progression in higher education?

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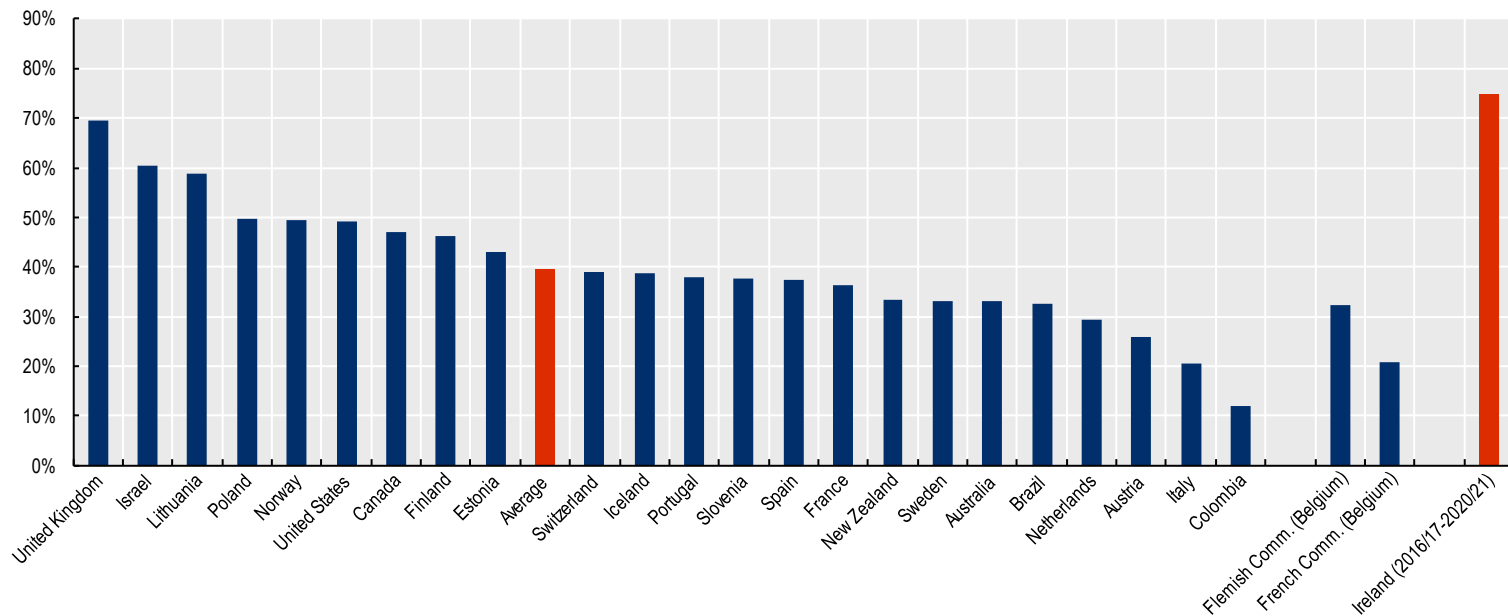
Non-progression can be viewed through different system typologies





Just 4-in-10 bachelor students finish their studies 'on time'

Completion rates of full-time students who entered a bachelor's programme (or equivalent), by the end of the theoretical duration of the programme, true cohort data only (2020)

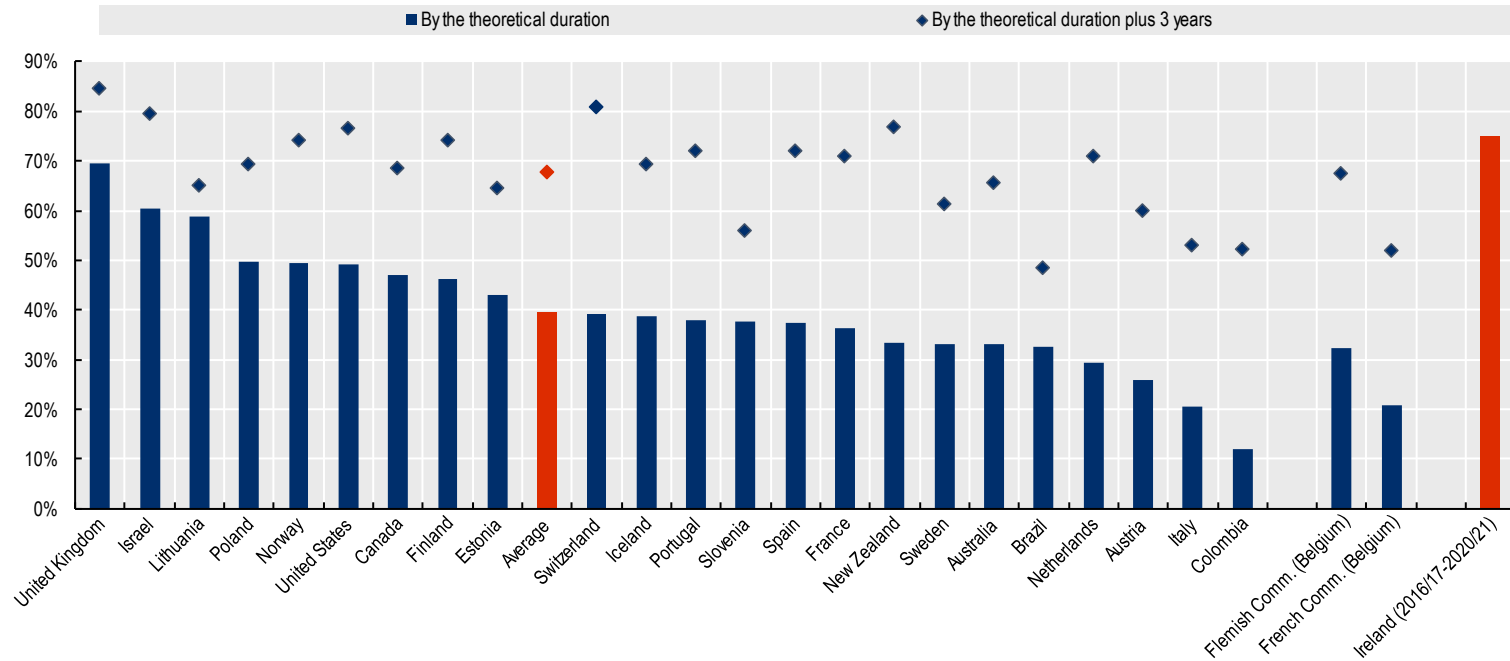


Notes: See Education at a Glance, 2022. The completion rate for Ireland is not directly comparable with those of other jurisdictions. The completion rate for Ireland refers to the proportion of new entrants in 2016/2017 who gained an award at NFQ 6, 7, or 8 between the year of entry and 2020/2021. Students who gain a lesser reward (which may be an interim reward) are counted as completed.
Source: Table B5.1. Education at a Glance 2022 and HEA Progression and Completion Dashboard.



Completion rates rise significantly after three more years

Completion rates of full-time students who entered a bachelor's (or equivalent level) programme, by timeframe , true cohort data only (2020)

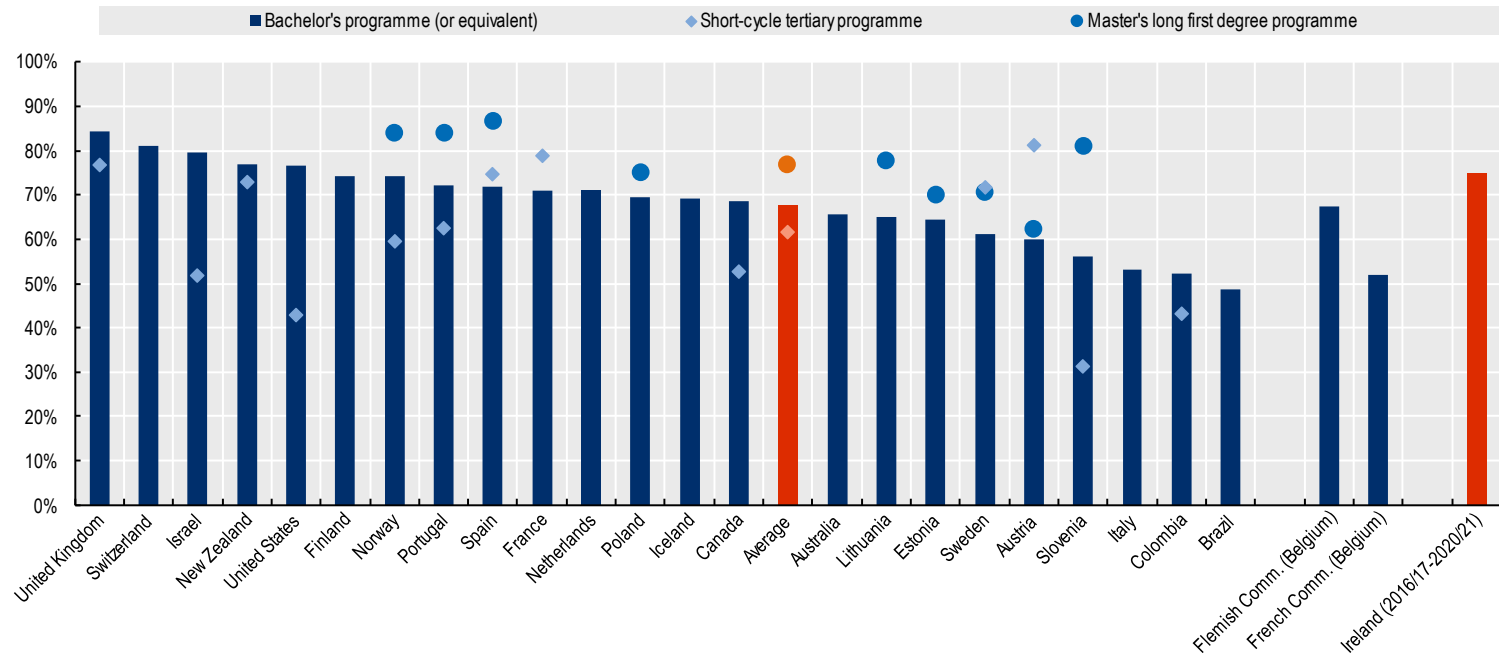


Notes: See Education at a Glance, 2022. The completion rate for Ireland is not directly comparable with those of other jurisdictions. The completion rate for Ireland refers to the proportion of new entrants in 2016/2017 who gained an award at NFQ 6, 7, or 8 between the year of entry and 2020/2021. Students who gain a lesser reward (which may be an interim reward) are counted as completed.
Source: Table B5.1. Education at a Glance 2022 and HEA Progression and Completion Dashboard.



Selective entry and targeted programmes raise completion rates

Completion rates of full-time students who entered higher education after the theoretical duration plus 3 years, by length of programme, true cohort data only (2020)

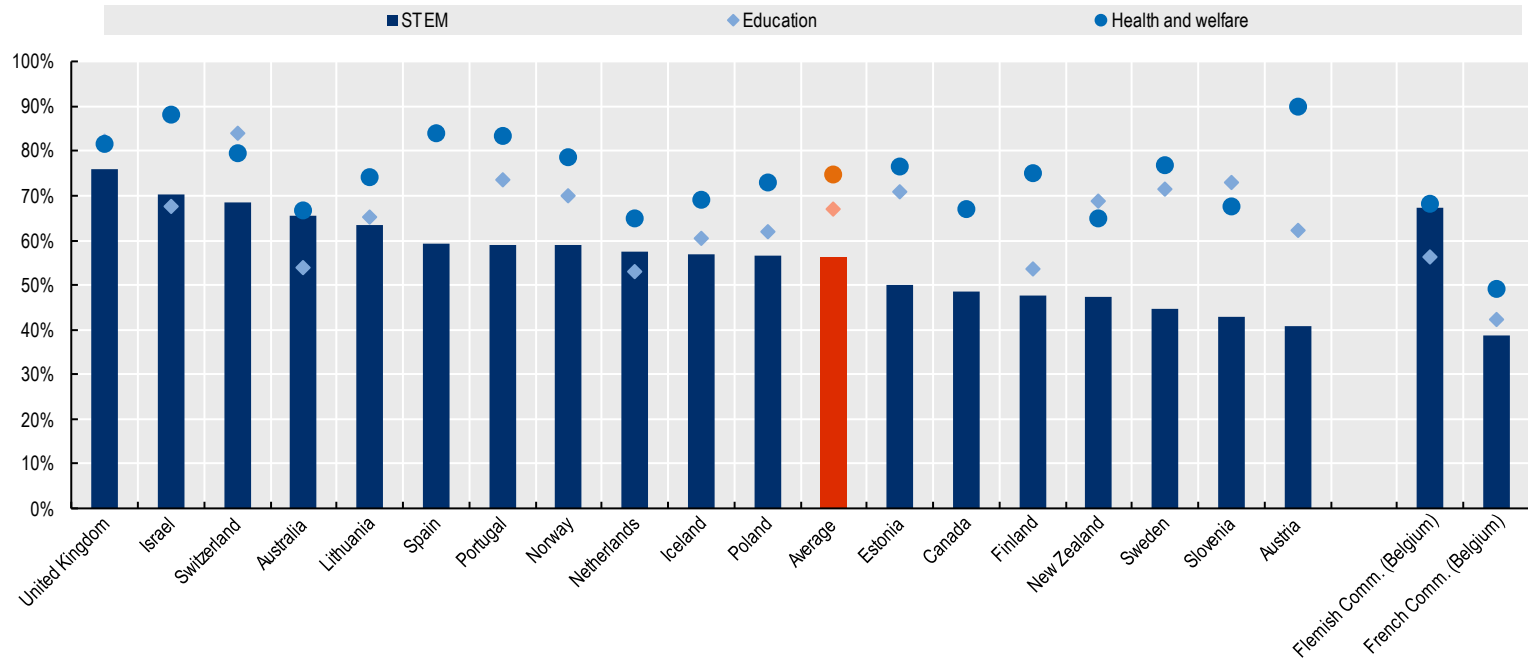


Notes: See Education at a Glance, 2022. The completion rate for Ireland is not directly comparable with those of other jurisdictions. The completion rate for Ireland refers to the proportion of new entrants in 2016/2017 who gained an award at NFQ 6, 7, or 8 between the year of entry and 2020/2021. Students who gain a lesser reward (which may be an interim reward) are counted as completed.
Source: Table B5.1. Education at a Glance, 2022 and HEA Progression and Completion Dashboard.



Trade-off between challenging courses and need for credentials

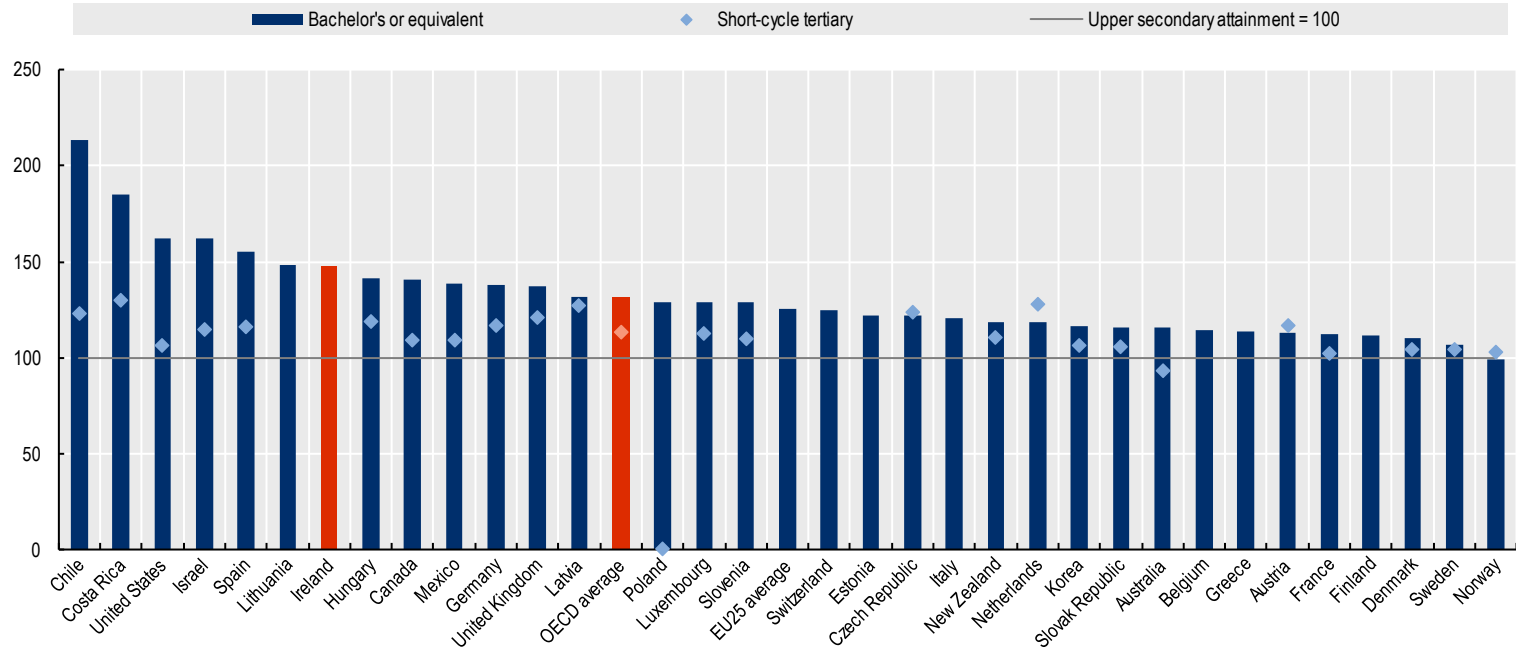
Completion rates in chosen field of full-time bachelor's students by the end of theoretical duration of their programme plus three years, by selected fields of study, true cohort data only (2020)



Notes: See Education at a Glance, 2022.
Source: Table B5.4. Education at a Glance, 2022.

A strong labour market incentivises working over studying

Relative earnings of workers compared to those with upper secondary attainment (full-time full-year workers), 25-34 year-olds, by educational attainment (2021)

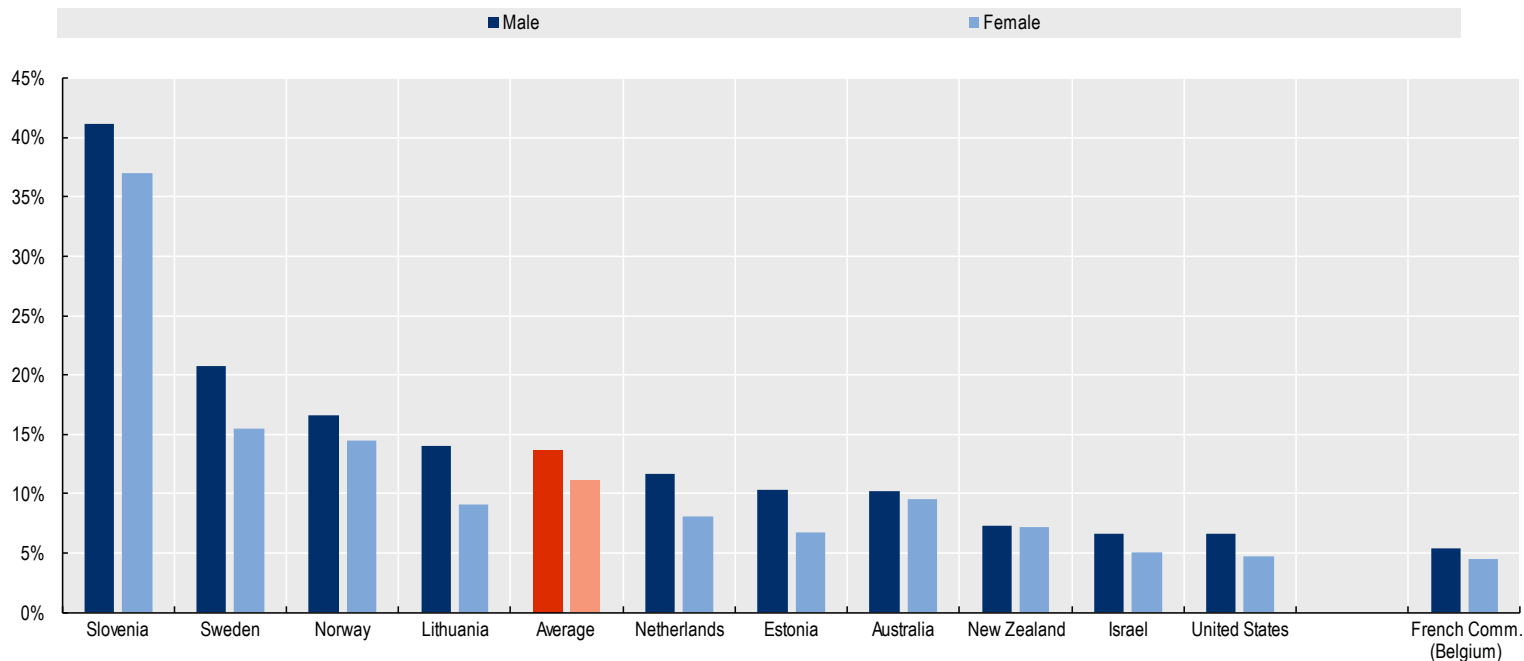


Notes: Türkiye and Romania are excluded due to lack of data. For more notes see Education at a Glance, 2023.
Source: Table A4.1.. Education at a Glance, 2023.



Flexible learning opportunities push up non-progression

Share of full-time bachelor's students who spent at least one year out of education and graduated or re-enrolled by theoretical duration plus three years, by gender, true cohort data only (2020)

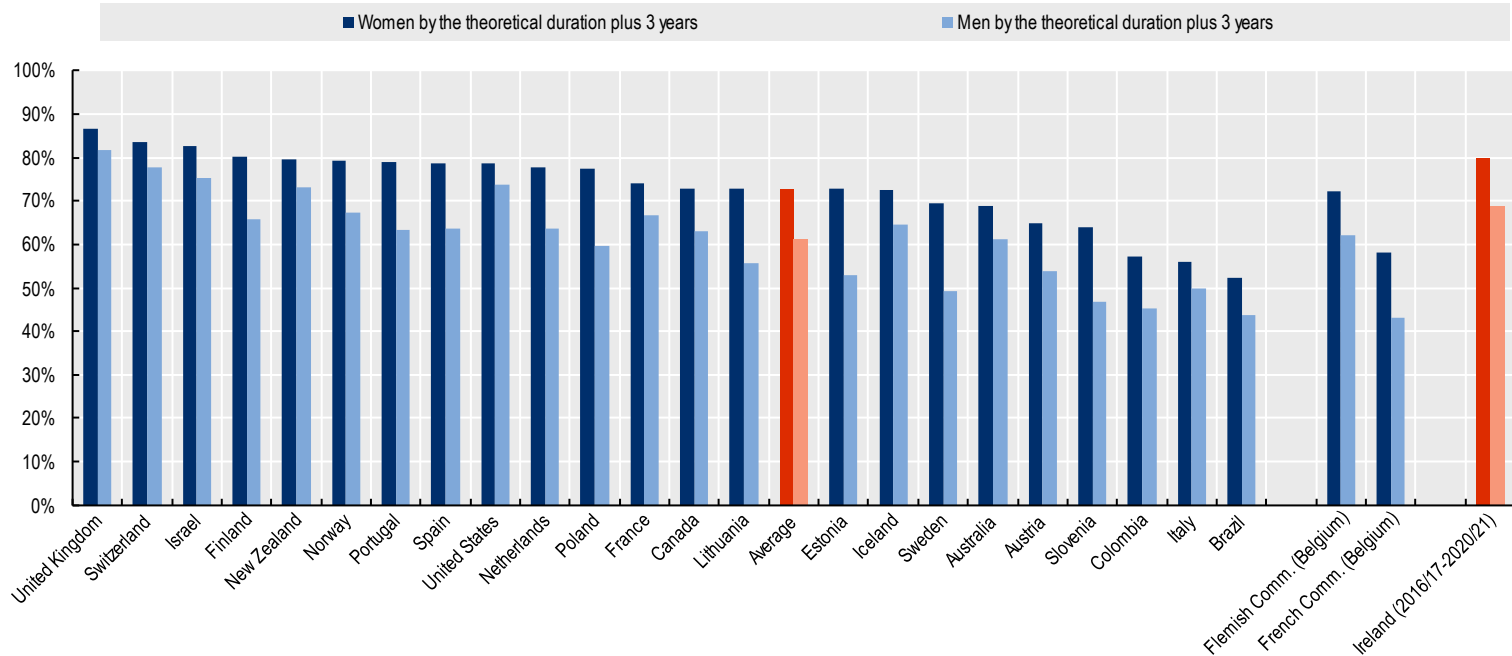


Notes: See Education at a Glance, 2022.
Source: Table B5.1. Education at a Glance, 2022.



Women are more likely than men to finish their programme

Completion rates of full-time students who entered a bachelor's programme (or equivalent) after the theoretical duration plus 3 years, by gender, true cohort data only (2020)



Notes: See Education at a Glance, 2022. The completion rate for Ireland is not directly comparable with those of other jurisdictions. The completion rate for Ireland refers to the proportion of new entrants in 2016/2017 who gained an award at NFQ 6, 7, or 8 between the year of entry and 2020/2021. Students who gain a lesser reward (which may be an interim reward) are counted as completed.
Source: Table B5.1. Education at a Glance, 2022 and HEA Progression and Completion Dashboard.



Gendered outcomes likely due to gendered flexibilities and incentives

Labour market segregation – men tend to work in sectors relying less on credentials.

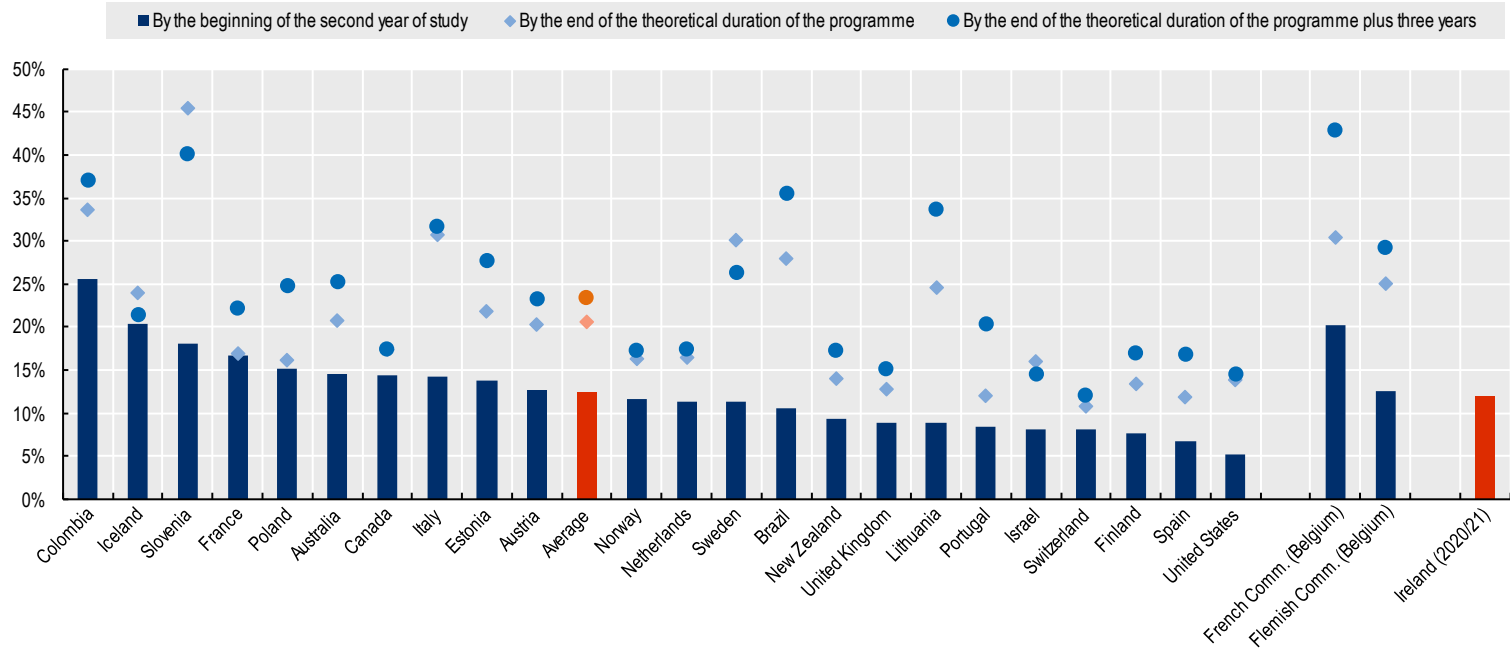
Subject choice – men tend to select subjects with higher drop-out rates, such as STEM subjects.

Secondary school outcomes – boys typically have worse study outcomes than girls during secondary school.



Remaining in education but not progressing prevents others from entering

Share of full-time bachelor's students no longer enrolled in tertiary education, at various timeframes after entry, true cohort data only (2020)



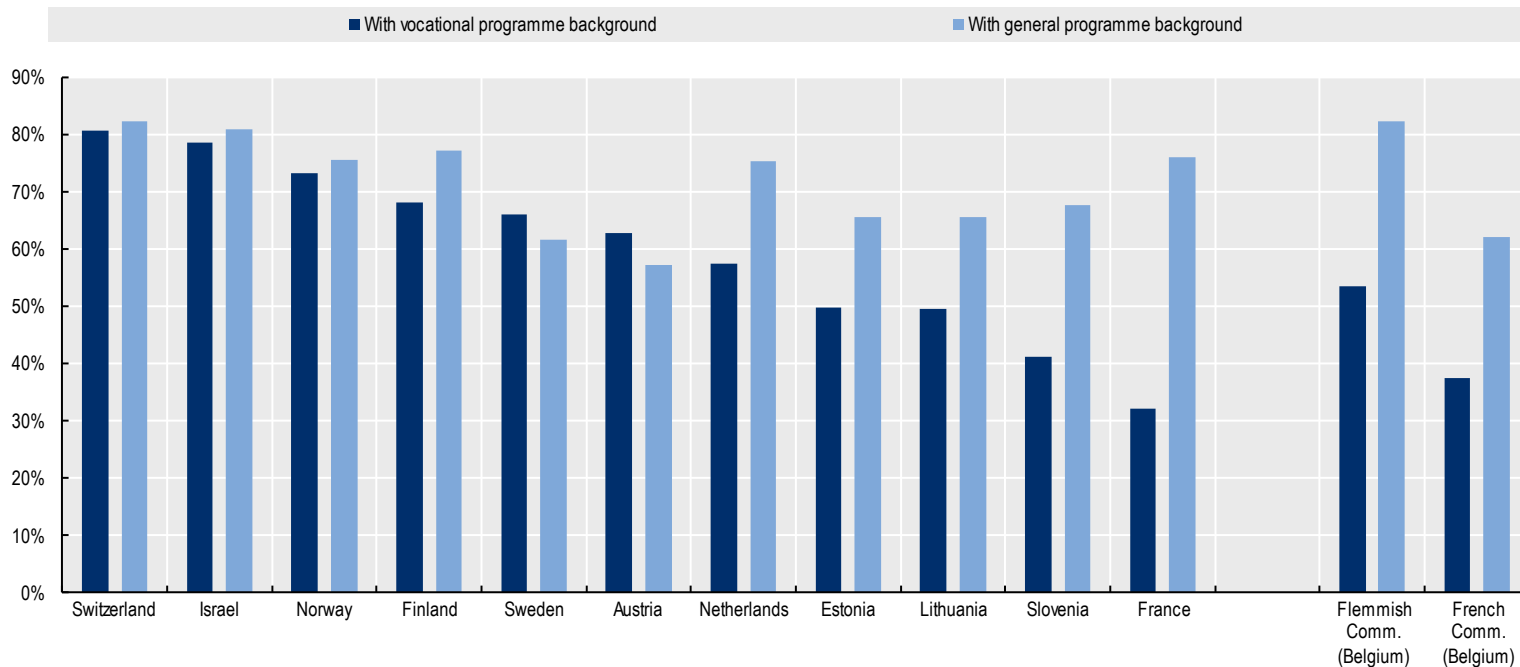
Notes: See Education at a Glance, 2022. The non-progression rate for Ireland is not directly comparable with those of other jurisdictions. The non-progression rate for Ireland refers to the proportion of first year new entrants in 2020/2021 who do not progress to the following academic year. Students who repeat or transfer to a different course/level/programme type/mode of study are also treated as having progressed.

Source: Table B5.2. Education at a Glance 2022 and HEA Progression and Completion Dashboard.



Inequities can arise from different opportunities in secondary school

Completion rates of full-time bachelor's (or equivalent) students, by the end of the theoretical duration of the programme plus three years, by students' upper secondary orientation (2020)



Notes: See Education at a Glance, 2023.
Source: Figure B5.3. Education at a Glance, 2023.



Policy implications depend on the reasons for high non-progression

Non-progression rates should be contextualised:

- To some extent expected and acceptable with higher participation rates.
- Reflecting system flexibilities, incentives and the labour market.



Policy implications depend on the reasons for high non-progression

High non-progression rates can be symptomatic of system inefficiencies and inequities:

- Long time spent in education raise public and private cost.
- Effective and efficient study decisions rely on access to information and support.
- Important to consider role of underlying inequities.