



EUROPEAN
Higher Education Area

**National Report regarding
the Bologna Process
implementation
2012-2015**

Malta

Data entry: (VIII QUESTIONNAIRE DETAILS)

For which country have you completed the questionnaire?

MALTA

Name(s) of the responsible BFUG member(s)

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Data entry: (I_Degrees_qualifications)

I.1. Do your higher education steering documents address demographic projections for your country?

No

I.1.1. How do these projections affect higher education policy planning?

I.2. Please indicate the types of higher education institutions that exist in your country.

- Universities
- Higher education institutions other than universities

I.2.1. Please specify

Apart from the University of Malta, there are public VET institutions which provide VET/professional degrees at higher education level, as well as a number of Higher Education programmes provided by licensed and accredited private providers.

I.3. Which of the following statements correspond to structural distinctions in your national higher education system?

Higher education institutions are either academically or professionally oriented

The profile of higher education programmes is either academic or professional

Higher education institutions are either public or private

Other distinction between higher education institutions or programmes (Please specify in the text field on the right!)

None of the above

The University of Malta majorly provides academic programmes but also a number of professional programmes. The Malta College of Arts, Science and Technology has a range of VET diplomas at EQF Level 5 and VET degrees at EQF Level 6. The Institute for Tourism Studies provides professionally oriented diplomas at EQF Level 5 of which some may provide direct access to Level 6 programmes at the University of Malta. The Directorate for Lifelong Learning also provides one programme (National Diploma) at Level 5.

Education Institutions providing higher education are devised into two aspects. The major stakeholders fall under state provision which includes the University of Malta, the Malta College of Arts, Science and Technology, the Institute of Tourism Studies and the Directorate for Lifelong Learning. There is also an array of programmes by private institutions.

I.3.1. What is the number of institutions in the categories identified?

Public: 4

Private: 39

I.4. Comments

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

180 ECTS "77"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

210 ECTS ""

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

240 ECTS "22"

I.5. Please provide the percentages of first cycle (bachelor) study programmes for each duration in ECTS:

Other duration "1"

I.5.1. What other duration do bachelor programmes have, if it is not 180, 210 or 240 ECTS?

Bachelor programmes with other duration than 180, 210 or 240 ECTS range from 80 to 300 ECTS.

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

180 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

210 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

240 ECTS ""

I.6. Please provide the percentages of 1st cycle students enrolled in programmes (full time and part time) of the following length:

Other duration "100"

I.6.1. Please specify

no data available

I.7. Please note that short cycle programmes are treated in a separate section below.

I.8. Are there differences in the structure of programmes depending on whether they are academically or professionally oriented (or are located in HEIs that are academically or professionally oriented)?

No

L9. Do degree programmes exist with more than 240 ECTS which are considered as first cycle programmes?

No

L9.1. In which study fields do these study programmes exist?

L9.2. What is the typical duration of these degree programmes outside the Bologna model?

L9.3. What percentage of first cycle students is enrolled in these programmes?

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

60-75 ECTS "89"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

90 ECTS "11"

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

120 ECTS ""

L10. Please provide the percentages of second cycle (master) study programmes for each duration in ECTS:

Other duration ""

L10.1. What other duration do second cycle programmes have, if it is not 60-75, 90 or 120 ECTS?

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

60-75 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

90 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

120 ECTS ""

L11. Please provide the percentages of the second cycle students enrolled in programmes of the following length:

Other duration "100"

L11.1. Please specify

no data available

L12. Do integrated/long programmes leading to a second cycle degree exist?

No

L12.1. Is the duration of the above programmes calculated in...

Please choose

L12.2. What is the typical duration of these degree programmes?

L12.3. In which study fields do these study programmes exist?

L12.4. What percentage of first cycle students is enrolled in these programmes?

L13. Do second cycle degree programmes exist outside the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

No

L13.1. What is the typical duration of these second cycle programmes outside the Bologna model?

L13.2. What percentage of second cycle students is enrolled in these programmes?

L13.3. In which study fields do these study programmes exist?

L14. Is the minimum total duration of the Bachelor & Master programmes set nationally in your country?

No

L14.1. What is the minimum duration of the Bachelor & Master together?

L15. Comments

L16. What percentage of first cycle programmes give access to at least one second cycle study programme?

100%

L16.1. Please provide a source for this information.

https://www.um.edu.mt/registrar/regulations/general/postgraduate_harmonised_regulationss

L17. What percentage of first cycle graduates continue to study in a second cycle study programme (within one year)?

51-75%

Data refers to the share of Bachelor students indicating that they intend to continue their studies at Masters level within one year of completion of their Bachelor programme. Thus, this does not imply that studies at Masters level have been actually taken up.

L17.1. Please provide a source for this information.

Eurostudent national data for Malta collected between May and July 2013 (provisional data)

L18. What are the requirements for holders of a first cycle degree to access a second cycle programme?

L18.1. All students...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.2. If other requirements apply and/or requirements apply only in some cases, please specify:

Some study programmes require work experience.

All applicants should be in possession of a first cycle Honours degree classified at least at Second Class in an area of study related to the studies being pursued at this level. Bye-laws may provide for the admission of applicants with a Third Class Honours degree if they are also in possession of other qualifications, including relevant experience, obtained following the first cycle degree.

L18.3. Holders of a first cycle degree from a different study field...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.4. If other requirements apply and/or requirements apply only in some cases, please specify:

Additional courses must be completed in cases where applicants lack essential knowledge in particular areas not covered in their first degree. Bye-laws may require students to follow and pass supplementary study-units to which not more than 12 ECTS credits are assigned.

Preparatory Programmes, when prescribed, shall be approved by Senate, on the recommendation of the Board, and must include study-units to which not less than 30 credits are assigned for higher level undergraduate work in areas which are directly relevant to the area of study of the Master's course.

L18.5. Holders of a first cycle degree from the same study field coming from a different higher education institution...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.6. If other requirements apply and/or requirements apply only in some cases, please specify:

In some cases: Holders of first cycle degrees from higher education institutions where the language of instruction is not English may be asked to sit for an English proficiency test in order to ensure that the applicant will be able to follow the course successfully. In case of insufficient English language skills these would need to be obtained through English language courses.

L18.7. Holders of a professionally oriented first cycle degree seeking access to an academically oriented second cycle programme...

- ...must sit an entrance exam Yes No In some cases No answer
- ...must complete additional courses Yes No In some cases No answer
- ...must have work experience Yes No In some cases No answer
- ...must meet other requirements (please specify below) Yes No In some cases No answer

L18.8. If other requirements apply and/or requirements apply only in some cases, please specify:

Additional courses must be completed in cases where applicants lack essential knowledge in particular areas not covered in their first degree. Bye-laws may require students to follow and pass supplementary study-units to which not more than 12 ECTS credits are assigned.

Preparatory Programmes, when prescribed, shall be approved by Senate, on the recommendation of the Board, and must include study-units to which not less than 30 credits are assigned for higher level undergraduate work in areas which are directly relevant to the area of study of the Master's course.

L19. What percentage of all second cycle programmes give access without further studies to third cycle studies?

76-99%

Out of all second cycle programmes, i.e. programmes at EQF level 7 (229 programmes), all Master programmes (211 programmes) provide access to third cycle programmes as specified in the Ph.D Degree Regulations (2008) quoted.

L19.1. Please provide a source for this information.

http://www.um.edu.mt/__data/assets/pdf_file/0006/53088/PhD-2008.pdf

L20. What percentage of second cycle graduates eventually enter into a third cycle programme?

50.0000000000

L20.1. Please provide a source for this information.

Eurostudent national data for Malta collected between May and July 2013 (provisional data). Data refers to the share of Master students indicating that they intend to continue their studies at Doctoral level. Thus, this does not imply that studies at Doctoral level have been actually taken up.

L21. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes, for some graduates

L21.1. Please specify the criteria

As per the Ph.D Degree Regulations (2008), University bye-laws may provide that applicants in possession of a degree obtained at First Class Honours or Second Class Honours (Upper Division) may also apply, provided that the Faculty Doctoral Committee: (a) ascertains that the applicant has a very strong background in the area of study related to the proposed area of research; and (b) submits a clearly motivated recommendation for acceptance to the Board of the Faculty for eventual consideration by the Ph.D Committee and Senate.

See: http://www.um.edu.mt/_data/assets/pdf_file/0006/53088/PhD-2008.pdf

L21.2. What percentage of third cycle students enter without a second cycle qualification?

0%

L22. If you would like to make any additional comments on the progression between cycles, please provide them here

no data available

L23. Do higher education steering documents mention doctoral education/training?

Yes

L23.1. Please provide a reference to the relevant steering document(s):

The Further and Higher Education Strategy 2020 proposed the following:

Priority 8: Increase the University of Malta's research capacity

- Develop the capacity of the University of Malta to undertake research in a broad range of areas of strategic national priority;

- Attract promising graduates into a research career;

- Ensure that quality of research reaches international standards of excellence.

NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 38-39; and p. 7. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963790/>

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Traditional supervision-based doctoral education "100"

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Structured doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Professional doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Industrial doctoral programmes ""

L24. Do the following types of doctoral programmes exist in your higher education system?

Please indicate for each type of programme the approximate % of the total of all doctoral programmes

Other ""

L24.1. Please specify which other types of doctoral programmes exist

L25. Do doctoral and/or graduate schools exist in your higher education system?

No

L25.1. What are the main features of these schools and how many doctoral schools are there?

L25.2. Please provide an estimate of the share of doctoral candidates who study in doctoral/graduate schools

Please choose

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In theory / according to regulations: "from 3 to 4 years (6 to 8 semesters -full-time) or 6 to 8 years (12 to 16 semesters - part-time)"

L26. What is the most common length of full-time third cycle (PhD) study programmes?

In empirical reality: "no data"

L27. Are doctoral studies included in your country's qualifications framework?

Yes

L28. Apart from doctoral degrees, are there other degrees /qualifications referenced to level 3 of the QF-EHEA (level 8 EQF) in your national qualifications framework?

No

L28.1. Please specify

What are the names of such degrees? ""

L28.1. Please specify

What is the typical duration of programmes leading to such degrees? ""

L28.1. Please specify

What is the purpose/function of those degrees? ""

L29. Are ECTS credits used in doctoral programmes?

No

L30. Comments

The third-cycle or level of tertiary education endorses qualifications at MQF level 8, where the completion of this cycle ends with a Doctoral Degree to which no ECTS were assigned.

(Source: MQC, 2012. Referencing – of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA); 3rd updated edition, Malta Qualifications Council; pp.45-46)

L31. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

L31.1. Please specify the name(s) of the qualification(s) awarded at completion of short cycle programme(s)

Undergraduate Certificate or Undergraduate Diploma or Higher Education Certificate (at MQF/EQF Level 5) for academic-based programmes of study

And

Higher National Diploma (HND) (at MQF/EQF Level 5) or VET Higher Diploma (at MQF/EQF Level 5) for vocational-based programmes of study.

(Source: Malta Qualifications Framework for Lifelong Learning - (Source: MQC, 2012. Referencing – of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA); 3rd updated edition, Malta Qualifications Council; p. 64)

L32. How are short cycle HE programmes linked to the Bachelor-Master structure?

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree...

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

L33. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

L34. Comments

L35. Do your steering documents mention the concept of student-centred learning?

No

L35.1. How do steering documents in your country define student-centred learning in higher education?

L35.2. How important are the following elements of student-centred learning in your steering documents in a scale from 0 (not important) to 5 (very important)?

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|--|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Recognition of prior learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student/staff ratio | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Student evaluation of teaching | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |
| Other | <input type="radio"/> 0 | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input checked="" type="radio"/> No answer |

L35.2b. Please evaluate the following elements of student-centred learning in a scale from 0 (not important) to 5 (very important)

- | | | | | | | | |
|---------------------------------------|-------------------------|-------------------------|------------------------------------|-------------------------|-------------------------|-------------------------|---------------------------------|
| Independent learning | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Learning in small groups | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Training in teaching for staff | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |
| Assessment based on learning outcomes | <input type="radio"/> 0 | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 | <input type="radio"/> No answer |

- Recognition of prior learning 0 1 2 3 4 5 No answer
- Learning outcomes 0 1 2 3 4 5 No answer
- Student/staff ratio 0 1 2 3 4 5 No answer
- Student evaluation of teaching 0 1 2 3 4 5 No answer

L35.3. Please specify which other elements of student-centred learning are referred to in your steering documents.

L35.4. Please provide a reference for your steering documents on student-centred learning

L36. Comments

L37. In your country, do you use...

ECTS

L37.1. Please provide details of how your national credit system is linked to ECTS and describe its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L37.2. Please describe the main characteristics of your national credit system (e.g. how credits are calculated and whether the system is based on learning-outcomes)

L38. In your country, what percentage of higher education institutions and programmes use ECTS for accumulation and transfer for all elements of study programmes?

Percentage of higher education institutions 100% 76-99% 51-75% 1-50% 0% No answer

Percentage of programmes 100% 76-99% 51-75% 1-50% 0% No answer

L39. In the majority of higher education INSTITUTIONS in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L39.1. Please specify

L40. In the majority of higher education PROGRAMMES in your country, what is the basis to award ECTS?

Combination of learning outcomes achieved and student workload: student has fulfilled the prescribed workload AND has achieved the expected learning outcomes

L40.1. Please specify

L41. If student workload is part of the award of ECTS credits, is there a standard measure of the number of hours per credit?

Yes

L41.1. What is the number of hours per credit?

25 hours of total learning whereby an estimate of 6.25hrs of contact and 18.75hrs of other forms such as self-study and assessment hours.

Source: NCFHE (2012): Referencing of the Malta Qualifications Framework (MQF) to the European Qualifications Framework (EQF) and the Qualifications Framework of the European Higher Education Area (QF/EHEA). Malta, April 2012, p. 72, available at: http://www.ncfhe.org.mt/uploads/filebrowser/Malta_Referencing_Report_2012_.pdf, last accessed 2nd May 2014.

L42. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

Yes, in the majority (50-99%) of programmes

L43. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

L43.1. Does your country take specific support measures on the national level?

The use of learning outcomes, i.e. the design of programmes of study into units of learning outcomes is part of the national system for the accreditation of home-grown based programmes of study. As part of the Quality Assurance regulations, and laws specified in the Legal Notice 296 of 2012 (Education Act CAP 327, Laws of Malta) on Further and Higher Education Licensing, Accreditation and Quality Assurance Regulations, 2012, licensed service providers need to adhere to the conditions made by the National Commission for Further and Higher Education (NCFHE) which is the authority entrusted for the licensing and accreditation of programmes of study at a national level.

L44. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through compulsory measures (law, regulations, etc.)

L45. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

Compulsory Yes, for all academic staff Yes, for some academic staff No No answer

Voluntary Yes, for all academic staff Yes, for some academic staff No No answer

L45.1. Please indicate the approximate percentage that participate

no data available

L45.2. Please specify for which members of academic staff training programmes are offered

The National Commission for Higher Education (NCFHE) from time-to time organises training on this topic, targeted for academic staff in Further and Higher Education Service Providers. Participation was voluntary so far. Nevertheless at an institutional level, Further and Higher Education Service providers do organise staff seminars for their academic staff informing them on these measures, and usually in this case, participation is mandatory, particularly in the major public providers.

L46. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

L46.1. Please explain how, and provide a reference to further information

QA measures include the provision and evidence of QA system within the applicant institution when applying for a further and higher educational provision license, which is modelled on the ESG. This procedure allows for the monitoring of QA models and systems in the provision of courses leading to such qualifications which also include curricula development and student assessment.
[HTTP://WWW.NCFHE.ORG.MT/EDUCATIONAL-INSTITUTIONS/](http://www.ncfhe.org.mt/educational-institutions/)

L47. If you would like to make any additional comments on ECTS and/or learning outcomes, please provide them here

L48. Is the Diploma Supplement issued in higher education institutions and to BA/MA students in all fields of study?

The Diploma Supplement is issued..

- ...automatically to all students:by 100% of HEIs
- ...automatically to all students:by 76-99% of HEIs
- ...automatically to all students:by 51-75% of HEIs
- ...automatically to all students:by 26-50% of HEIs
- ...automatically to all students:by 1-25% of HEIs
- ...automatically to all students:by 0% of HEIs
- ...automatically to some students:by 100% of HEIs
- ...automatically to some students:by 76-99% of HEIs
- ...automatically to some students:by 51-75% of HEIs
- ...automatically to some students:by 26-50% of HEIs
- ...automatically to some students:by 1-25% of HEIs
- ...automatically to some students:by 0% of HEIs
- ...upon request:by 100% of HEIs
- ...upon request:by 76-99% of HEIs
- ...upon request:by 51-75% of HEIs
- ...upon request:by 26-50% of HEIs
- ...upon request:by 1-25% of HEIs
- ...upon request:by 0% of HEIs
- ...in certain fields of study:by 100% of HEIs
- ...in certain fields of study:by 76-99% of HEIs
- ...in certain fields of study:by 51-75% of HEIs
- ...in certain fields of study:by 26-50% of HEIs
- ...in certain fields of study:by 1-25% of HEIs
- ...in certain fields of study:by 0% of HEIs
- ...to no students :by 100% of HEIs
- ...to no students :by 76-99% of HEIs
- ...to no students :by 51-75% of HEIs
- ...to no students :by 26-50% of HEIs
- ...to no students :by 1-25% of HEIs
- ...to no students :by 0% of HEIs

L48.1. Please specify to which students

L48.2. Please identify the fields of study in which the Diploma Supplement is issued

L49. Is the Diploma Supplement issued to graduates in the third cycle?

Yes, for all graduates of these programmes

L49.1. Please specify

L50. Is there any monitoring of how employers use the Diploma Supplement?

No

L50.1. Please provide the most recent results regarding the level of satisfaction of employers:

L50.2. Please provide a reference to the source of this information:

L51. Is there any monitoring of how higher education institutions use the Diploma Supplement?

No

L51.1. Please provide the most recent results regarding the level of satisfaction of institutions:

L52. In what language(s) is the Diploma Supplement issued?

English

L53. The Diploma Supplement is issued..

free of charge

L53.1. Please specify the categories of students

L53.2. Please provide the amount and the reason for the fee**L54. Comments**

The Malta College of Arts, Science and Technology issues the Diploma Supplement automatically and free of charge in English to all graduates of its first cycle programmes (no second or third cycle programmes offered at MCAST). The University of Malta issues the Diploma Supplement automatically and free of charge in English to all graduates at first, second and third cycle. However, this is not the case for the other 2 public and 39 private higher education institutions. Having said that, these two institutions cover approximately 75% of all first and second cycle students. Thus, the majority of first and second cycle students receive the Diploma Supplement automatically, free of charge and in English upon graduation.

L55. Do national higher education steering documents mention joint or double degrees?

Yes ▾

L55.1 Please provide a reference to the legislation and/or cite the relevant articles

The Further and Higher Education Strategy 2020 recommends the following under Priority 3: Attract foreign fee paying students to study in Malta in various fields of study and research:

- Assist higher education institutions to develop a portfolio of programmes that appeal to target international students;
- Support the UoM in its drive to offer more Joint Degree programmes with other leading international universities;
- Finance the development of a University Student residence facility to operate on a long term commercial basis;
- Upgrade facilities on campus including language support, reception, student's house, sports, transport and library services necessary for positioning Malta as a centre of excellence;
- Develop a framework to allow access to similar students as part of an incentive system for approved private education institutions.

NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 38-39; and p. 45-46. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-nche-publications/5963790>

L56. Does higher education legislation explicitly allow:

- Establishing joint programmes** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Awarding joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer
- Recognition of QA decisions on joint degrees** Yes No Legislation not clear Legislation does not mention joint degrees No answer

L57. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer
- Participate in joint programmes** 100 % 76-99 % 51-75 % 26-50 % 11-25 % 6-10 % 1-5 % 0 % No answer

L58. Please estimate the percentage of students in your country that graduated in the academic year 2012/13...

- ...with a joint degree** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer
- ...from a joint programme** >10 % >7.5-10 % >5-7.5 % >2.5-5 % >0-2.5 % 0 % No answer

L59. Please estimate the share of joint programmes in the three cycles

First cycle (%) "0"

L59. Please estimate the share of joint programmes in the three cycles

Second cycle (%) "100"

L59. Please estimate the share of joint programmes in the three cycles

Third cycle (%) "0"

L60. Do you have information about study fields in which joint programmes / joint degrees are most common?

Yes ▾

L60.1. Please explain briefly and mention/link to the source of this information

The following Joint Master programmes are offered by the University of Malta in collaboration with other institutions:

- International Master in Early Childhood Education and Care - <https://www.um.edu.mt/educ/about/programmes2>
- European M.Sc. in Human Language Science and Technology (HLST) - <https://www.um.edu.mt/ict/hlst/te>
- Master in Conflict Resolution and Mediterranean Security - <http://www.um.edu.mt/imp/courses/MSc-Conflict-Analysis-Resolution>
- Master in Ocean Governance - http://www.um.edu.mt/imp/courses/master_of_arts_in_ocean_governance2
- Master in Integrated Marketing Communications (IMC) - <http://www.um.edu.mt/imp/courses/integrated-marketing-communications>
- Master of Laws (LL.M) in Energy, Environmental and Climate Change Law - <http://www.um.edu.mt/imp/courses/master-of-laws-in-energy-environmental-and-climate-change-law>
- Master in Transcultural Counselling - <http://www.um.edu.mt/imp/courses/ma-counseling-counselling>

L61. Comments**L62. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing an NQF. Please choose below the stage that best describes your national situation.**

11: The final NQF and the self-certification report can be consulted on a public website

L62.1. Please provide the date when the step was completed.

10-28-2008 ...

L62.2. Is information on the development and/or revision of your NQF available through a national QF website?

Please choose.. ▾

L62.3. Please provide the link to the website:

Malta Qualifications Council had been established with this scope by Legal Notice 347 of 2005 (published in the Government Gazette on 28.10.2005). The maintenance of the MQF now falls under the NCFHE as per LN 294/2012.

For full reference of Malta's referencing process please consult Malta's referencing report on:
[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/MALTA_REFERENCING_REPORT_2012_.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/malta_referencing_report_2012_.pdf)

L63. At what level of the European Qualifications Framework (EQF) do you place school leaving qualifications giving standard access to higher education?

EQF level 4 or equivalent

Compulsory education is up to the age of 15. At this point the student may be awarded a school-leaving certificate at Levels 1 or 2 of the MQF/EQF or traditionally sit for the national SEC (Ordinary Level) examinations which may be awarded at Level 2 or Level 3 (upon successful completion of a set of SEC examinations allowing entry into post-secondary education). Between the ages of 16 & 18 students traditionally follow the Matriculation Course in order to be awarded the Matriculation Certificate (with workload equivalent to two Advanced Level examinations, three Intermediate Level examinations and the general course in Systems of Knowledge also at Intermediate Level) which is pegged at Level 4 and gives access to HE.

L64. Have you referenced your higher education qualifications against EQF levels?

Yes: first, second and third cycle qualifications have been referenced against EQF levels 6,7,8

L64.1. Please provide a reference to official documents

The below links provide Malta's first Referencing Report published and presented in 2009 and the third updated version published in 2012.

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/REFERENCING_MANUAL.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/referencing_manual.pdf)

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/MALTA_REFERENCING_REPORT_2012_.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/malta_referencing_report_2012_.pdf)

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/LN347.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/ln347.pdf)

L65. Have you referenced your short-cycle higher education qualifications against EQF levels?

Yes: short-cycle qualifications have been referenced against EQF level 5

L65.1. Please provide a reference to official documents

Referencing of the short-cycle higher education qualifications has been included as part of the referencing process.

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/REFERENCING_MANUAL.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/referencing_manual.pdf)

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/MALTA_REFERENCING_REPORT_2012_.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/malta_referencing_report_2012_.pdf)

[HTTP://WWW.NCFHE.ORG.MT/UPLOADS/FILEBROWSER/LN347.PDF](http://www.ncfhe.org.mt/uploads/filebrowser/ln347.pdf)

L66. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of ACADEMIC STUDY in your country?

Higher education institution whose decision is made based on ENIC/NARIC centre advice

Higher Education Institutions are autonomous in determining admission criteria. They generally expect a recognition statement from the Malta Qualification Recognition Information Centre (MQRIC), but may decide to impose additional criteria for admission.

L67. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of PROFESSIONAL EMPLOYMENT in your country?

Other (please specify)

Individual employers determine their own criteria for positions in their company. recognition statement from the Malta Qualification Recognition Information Centre (MQRIC).

Besides that additional criteria for professional employment may be imposed particularly in regulated professions. In this case the designated authorities are responsible for the recognition for the issue of a warrant as a basis for professional employment in Malta.

L68. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

Recognition of qualification provided that no substantive differences can be proven

Where recognition is not granted or is granted only partly, demonstration of substantial differences by the competent authority

Where recognition is not granted or is granted only partly, the applicant has the right to appeal

None of the above

L68.1. Please provide a reference to the relevant legislation

Legal Notice 280 of 2006 amending the Mutual Recognition of Qualifications Act of 2002, see: <http://www.ncfhe.org.mt/uploads/filebrowser/SL%20451.02.pdf>

L68.2. What measures exist to ensure that these legal statements are implemented in practice?

The implementation of the Mutual Recognition of Qualifications Act has been institutionalised in the Malta Qualifications Recognition Information Centre, which is housed within the National Commission for Further and Higher Education.

L69. How is a foreign qualification giving access to first cycle higher education in another country considered in an application for a first cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L69.1. Please specify

Higher Education Institutions are autonomous in determining additional entry requirements on holders of foreign qualifications applying for access to first cycle programmes, such as the demonstration of English language competence.

L70. How is a foreign qualification giving access to second cycle higher education in another country considered in an application for a second cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L70.1. Please specify

Higher Education Institutions are autonomous in determining additional entry requirements on holders of foreign qualifications applying for access to first cycle programmes, such as the demonstration of English language competence.

L71. How is a foreign qualification giving access to third cycle higher education in another country considered in an application for a third cycle higher education programme in your country?

The qualification is considered in a different way to the national qualification

L71.1. Please specify

Higher Education Institutions are autonomous in determining additional entry requirements on holders of foreign qualifications applying for access to first cycle programmes, such as the demonstration of English language competence.

L72. Do higher education institutions typically:

Other

L72.1. Please explain

Foreign qualifications are both assessed by a designated office for enrolment of foreign applicants to ascertain equivalence and eligibility for admission to the programme applied for. Besides that, faculties and departments are generally consulted in admission decisions, in particular, in cases where first or second cycle programmes are not in the same discipline as the programme applied for.

I.72.2. If you wish, please comment on the (possibly several) practical procedures of recognition at institutional level

I.73. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

No particular measures are in place to ascertain fair recognition procedures at institutional level, given that higher education institutions are autonomous in their decision making in this regard.

I.74. Comments

Data entry: (II_Quality_assurance)

II.1. Which situation applies in your country?

Other

II.1.1. Please specify

A single national QA agency has been established, which is Government funded and appointed but has sufficient legal and operational independence.

For the rest of the questions it is to be noted that the NCFHE is presently in the process of developing its external quality audit mechanism; the answers therefore reflect the proposed mechanisms that will be piloting in early 2015 and implemented in the second half of 2015.

II.2. What is the main outcome of an external review?

Please choose

II.2.1. For each of the agencies, what is the main outcome of an external review?

II.2.2. Please specify

II.3. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

Please choose

II.3.1. Please specify the normal impact of an external review

II.4. Does the agency cover:

II.4.1. Considered together, do the agencies cover:

II.5. Do the agencies cover:

II.5.1. Please specify:

II.6. What is the main focus of the external evaluations undertaken?

II.6.1. Are all institutions included?

Please choose.. ▾

II.6.2. Please specify

II.6.3. Are all programmes in all cycles included?

Please choose.. ▾

II.6.4. Please specify

II.6.5. Are all institutions and all programmes included?

II.7. Are the outcomes of Quality Assurance evaluations made available to the public?

All reports are publically available

II.8. Are the following issues typically included in external Quality Assurance Evaluations?

- | | | | | |
|--|--------------------------------------|--------------------------|-------------------------------------|---------------------------------|
| Teaching | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Research | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student support services | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Lifelong learning provision | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Admissions processes | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Student progression, drop-out and completion | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Employability | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Internal Quality Assurance / Management system | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |
| Recognition policy and practice | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> In some cases | <input type="radio"/> No answer |

II.8.1. Please specify

II.8.2. For those issues that are typically included in external QA evaluation, please provide details on the criteria used. Please also provide the full reference to relevant documents

IL.8.3. Additional comments

These are being developed by the NCFHE in the process of developing its external quality audit mechanism.

IL.9. Does your national Quality Assurance system or legislative framework explicitly allow higher education institutions to choose a Quality Assurance Agency from outside your country as part of the initial and/or periodic external QA review?

No

This is being considered by the NCFHE in the process of developing its external quality audit mechanisms.

IL.9.1. Please explain the differences**IL.9.2. Please specify which institutions are able to choose****IL.10. Which conditions apply to the choice of a Quality Assurance Agency for cross border review?****IL.10.1. How many higher education institutions have used this opportunity?****IL.11. In the case of international joint and double degree programmes, are quality assurance decisions of QA agencies registered abroad recognised in your country?**

Other (e.g. the agency must be also a member of the European Association for Quality Assurance in Higher Education (ENQA)).

This is being considered by the NCFHE in the process of developing its external quality audit mechanisms.

IL.11.2. Please specify**IL.12. Additional comments****IL.13. Does your legislation or steering documents encourage your national QA agency(ies) to be:**

Listed in EQAR

Member of ENQA

There is no specification within the current legislation or steering documents

Yes, for an application to EQAR

Yes, for the purpose of ENQA membership

Yes, for other purposes

An evaluation is planned before the 2015 Ministerial Meeting in Yerevan but has not yet taken place

No

However, it is foreseen that the NCFHE, in its role as the National Quality Assurance Agency in Malta, shall apply for both to be listed in EQAR and to become a member of ENQA. This will take place as part of ESF Project 1.227 'Making Quality Visible'.

IL.15. Is there a formal requirement that students are involved

In governance structures of national QA agencies Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the preparation of self evaluation reports Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

IL.15.1. Please specify**IL.16. Is there a formal requirement that international peers/experts are involved?**

In governance structures of national QA agencies? YES, it is compulsory YES, it is advised NO In some cases No answer

As full members in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

As observers in external review teams YES, it is compulsory YES, it is advised NO In some cases No answer

In the decision making process for external reviews YES, it is compulsory YES, it is advised NO In some cases No answer

In follow-up procedures YES, it is compulsory YES, it is advised NO In some cases No answer

IL.16.1. Please specify**IL.17. Is there a formal requirement that academic staff are involved**

In governance structures of national QA agencies? Yes, it is compulsory Yes, it is advised No In some cases No answer

As full members in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

As observers in external review teams Yes, it is compulsory Yes, it is advised No In some cases No answer

In the decision making process for external reviews Yes, it is compulsory Yes, it is advised No In some cases No answer

In follow-up procedures Yes, it is compulsory Yes, it is advised No In some cases No answer

IL.17.1. Please specify**IL.18. Is there a formal requirement that employers are involved**

- In governance structures of national QA agencies?** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As full members in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- As observers in external review teams** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In the decision making process for external reviews** Yes, it is compulsory Yes, it is advised No In some cases No answer
- In follow-up procedures** Yes, it is compulsory Yes, it is advised No In some cases No answer

II.18.1. Please specify

II.20. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

II.20.1. Please specify these requirements and the relevant source

There are currently being developed, but are based on the European Standards and Guidelines.

II.21. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Higher education institutions

II.21.1. Please specify

II.22. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

II.22.1. Please specify

II.23. Is there a requirement for students to be involved in the preparation of self evaluation reports?

- Yes
 No
 In some cases

II.23.1. Please specify

II.24. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

II.24.1. Please specify

II.25. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

1 – 24%

II.26. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

50 - 74%

II.26.1. Please describe what kind of arrangements are in place.

All 4 public higher education institutions and 21 out of 39 private higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards.

II.27. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

100%

II.28. How many higher education institutions publish critical and negative outcomes of Quality Assurance evaluations?

0%
 QA evaluations have not yet started.

II.29. Are higher education institutions' recognition policy and practice typically evaluated in Internal Quality Assurance processes within the institution?

Sometimes

II.29.1. Please explain

This is planned to be evaluated as part of external quality assurance processes to be implemented by the NCFHE in the process of developing its external quality audit mechanism.

Data entry: (III_Social_dimension)

III. Policy background: In the framework of the Bologna Process, the ministers responsible for higher education agreed that the student body entering, participating in and completing higher education at all levels should reflect the diversity of the population living in the different European regions (London Communiqué, 18 May 2007).

III.1. How is the objective of widening participation reflected in steering documents of your country?

It is reflected through a set of concrete measures

III.1.1. Please indicate these measures in the form of bullet points:

If it is reflected through a set of concrete measures, please indicate these measures in the form of bullet points:

NCHE Further and Higher Education Strategy 2020

Objective 1, Priority 1: Attract 35% of school leavers into higher education by 2020, through:

- the development of teaching capacity of the University of Malta
- a Review of the Matriculation Certificate Examination

Objective 2, Priority 5: Secure fair and equitable access to further and higher education with particular focus on vulnerable groups through:

- Secure fair and equitable access to all Maltese students willing to pursue studies at a further and higher education level in a state or private institution in Malta
- Sustain student support schemes

- Ensure in particular that support schemes are in place for vulnerable groups, particularly people with disabilities, people with learning difficulties and ethnic minorities

Please also provide the full reference(s) to relevant document(s).

NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 38-39; and p. 45-46. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963790/>

III.2. Do steering documents of your country refer to any quantitative objectives to be reached regarding the population entering, participating in and/or completing higher education?

Yes, there are quantitative objectives WITHOUT reference to any underrepresented groups of the student population

The NCHE Further and Higher Education Strategy 2020 aims at increasing participation in further and higher education in general. At the same time, there are quantitative targets for mature and migrant students.

III.2.1. Please indicate which statement(s) best describe(s) your country-specific situation: The quantitative objectives are formulated in terms of...

- student population entering HE
- student population participating in HE
- student population completing HE
- graduates entering the labour market

III.2.2. Please specify the quantitative objectives and the period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

The NCHE Further and Higher Education Strategy 2020 aims at attracting more young students and adults into further and higher education. Particularly it aims to

Attract more students to continue their studies after compulsory education and attain post secondary and tertiary qualifications – increase participation of 17 year olds in post secondary education from the current 60% to 85% by 2015 and increase participation of 19 year old students in university from the current 23% to 35% by 2020. (NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 25. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963790/>

Apart from that, vis-à-vis the EU 2020 target of tertiary education attainment of the age group of 30-34 year olds, Malta has set itself the target to increase tertiary attainment to 33% by 2020.

Malta (2013): Malta Malta's National Reform Programme under the Europe 2020 Strategy, Malta, April 2013, p. 15. Available online at:

http://mfjn.gov.mt/en/home/popular_topics/Documents/National%20Reform%20Programme/2013/National%20Reform%20Programme%202013.pdf

III.2.3. Please indicate which underrepresented groups are covered by the quantitative objectives, what they are and which period they cover. Please also indicate the steering documents in which they are stipulated (reference and link).

Students with disabilities: Objective set and period covered

Students with disabilities: Policy document (reference and link)

Adults/mature students: Objective set and period covered

Adults/mature students: Policy document (reference and link)

Students from lower socio-economic background/lower socio-economic group: Objective set and period covered

Students from lower socio-economic background/lower socio-economic group: Policy document (reference and link)

Male/female (gender groups): Objective set and period covered

Male/female (gender groups): Policy document (reference and link)

Ethnic, cultural, religious or linguistic minorities (please specify): Objective set and period covered

Ethnic, cultural, religious or linguistic minorities (please specify): Policy document (reference and link)

Students living in specific geographical areas (e.g. rural areas): Objective set and period covered

Students living in specific geographical areas (e.g. rural areas): Policy document (reference and link)

Migrants: Objective set and period covered

Migrants: Policy document (reference and link)

Migrants' children: Objective set and period covered

Migrants' children: Policy document (reference and link)

Other groups: Objective set and period covered

Other groups: Policy document (reference and link)

III.2.4. Comments

III.3. Are there any mechanisms in your country, which encourage or oblige higher education institutions to participate in a systematic monitoring of the composition of the student body?Yes **III.3.1. Please provide a short description of the mechanisms in place:**

Under the Ministry for Education and Employment, the National Commission for Further and Higher Education (NCFHE) carries out an annual statistics survey based on student headcounts amongst all licensed Further and Higher Education service providers operating in Malta. The aim is to obtain information on the number and type of courses that these institutions provide, and micro-data on student headcounts in Further and Higher education. This survey, however, excludes personal data on students such as data on socio-economic characteristics of the students. Besides this, Malta through the NCFHE carries out national student surveys as part of the EUROSTUDENT project, which collects data on the socio-economic conditions of student life in Europe. In this way data is collected at a national level on a regular basis with regard to the composition of the student body entering and participating in higher education.

III.4. Please indicate the stages at which the composition of the student body is subject to systematic monitoring and the student characteristics which are taken into account at these stages. If there is no systematic monitoring at the given stage, please tick "not applicable".

Disability:At entry to HE	<input type="checkbox"/>
Disability:During HE studies	<input checked="" type="checkbox"/>
Disability:At graduation	<input type="checkbox"/>
Disability:After graduation	<input type="checkbox"/>
Labour market status prior to the entry to HE:At entry to HE	<input type="checkbox"/>
Labour market status prior to the entry to HE:During HE studies	<input checked="" type="checkbox"/>
Labour market status prior to the entry to HE:At graduation	<input type="checkbox"/>
Labour market status prior to the entry to HE:After graduation	<input type="checkbox"/>
Age:At entry to HE	<input type="checkbox"/>
Age:During HE studies	<input checked="" type="checkbox"/>
Age:At graduation	<input type="checkbox"/>
Age:After graduation	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:At entry to HE	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:During HE studies	<input checked="" type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:At graduation	<input type="checkbox"/>
Type and level of qualification achieved prior to entry to HE:After graduation	<input type="checkbox"/>
Socio-economic background:At entry to HE	<input type="checkbox"/>
Socio-economic background:During HE studies	<input checked="" type="checkbox"/>
Socio-economic background:At graduation	<input type="checkbox"/>
Socio-economic background:After graduation	<input type="checkbox"/>
Gender:At entry to HE	<input type="checkbox"/>
Gender:During HE studies	<input checked="" type="checkbox"/>
Gender:At graduation	<input checked="" type="checkbox"/>
Gender:After graduation	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At entry to HE	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):During HE studies	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):At graduation	<input type="checkbox"/>
Ethnic, cultural, religious or linguistic minority status (please specify in comments):After graduation	<input type="checkbox"/>
Religion:At entry to HE	<input type="checkbox"/>
Religion:During HE studies	<input type="checkbox"/>
Religion:At graduation	<input type="checkbox"/>
Religion:After graduation	<input type="checkbox"/>
Migrant status (migrants or migrants' children):At entry to HE	<input type="checkbox"/>
Migrant status (migrants or migrants' children):During HE studies	<input checked="" type="checkbox"/>
Migrant status (migrants or migrants' children):At graduation	<input type="checkbox"/>
Migrant status (migrants or migrants' children):After graduation	<input type="checkbox"/>
Other characteristics:At entry to HE	<input type="checkbox"/>
Other characteristics:During HE studies	<input type="checkbox"/>
Other characteristics:At graduation	<input type="checkbox"/>
Other characteristics:After graduation	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):At entry to HE	<input checked="" type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):During HE studies	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):At graduation	<input type="checkbox"/>
Not applicable (no systematic monitoring at the given stage):After graduation	<input checked="" type="checkbox"/>

III.4.1. Please specify how ethnic, cultural, religious or linguistic minority status is taken into account:**III.4.2. Please specify which other student characteristics are taken into account in the monitoring:**

III.4.3. Comments

This monitoring is part of the EUROSTUDENT national student survey in Malta. The first monitoring of this kind has been carried out through a student survey among students from the University of Malta in 2010. The second monitoring of this kind is currently being carried out in 2013 among students from all public institutions providing courses at higher education level (EQF level 5 or higher; ISCED 2011 level 5 or higher). For further information see: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963786/>

III.5. Please specify who monitors the composition of the student body

HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="0"/>
HEIs, WITHOUT obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At entry to HE	<input type="text" value="0"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):During HE studies	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):At graduation	<input type="text" value="1"/>
HEIs, WITH obligation to submit data to another body (e.g. ministry, statistical agency/office):After graduation	<input type="text" value="0"/>
Ministry/governmental body:At entry to HE	<input type="text" value="0"/>
Ministry/governmental body:During HE studies	<input type="text" value="1"/>
Ministry/governmental body:At graduation	<input type="text" value="1"/>
Ministry/governmental body:After graduation	<input type="text" value="0"/>
Independent bodies/agencies:At entry to HE	<input type="text" value="0"/>
Independent bodies/agencies:During HE studies	<input type="text" value="1"/>
Independent bodies/agencies:At graduation	<input type="text" value="0"/>
Independent bodies/agencies:After graduation	<input type="text" value="0"/>
Other:At entry to HE	<input type="text" value="0"/>
Other:During HE studies	<input type="text" value="0"/>
Other:At graduation	<input type="text" value="0"/>
Other:After graduation	<input type="text" value="0"/>
No systematic monitoring:At entry to HE	<input type="text" value="1"/>
No systematic monitoring:During HE studies	<input type="text" value="0"/>
No systematic monitoring:At graduation	<input type="text" value="0"/>
No systematic monitoring:After graduation	<input type="text" value="1"/>

III.5.1. Please specify which other organisation monitors the composition of the student body

III.5.2. If at certain stages you chose several options, please explain the distribution of responsibilities between different parties involved:

Higher Education Institutions maintain a register with data of their students to monitor progression and attainment.

Data on student enrolment and student attainment is being requested from Higher Education Institutions by the National Statistics Office in Malta (Central Authority) for statistical purposes, such as data collection and reporting to EUROSTAT.

Data on student enrolment is also being requested from Higher Education Institutions by the National Commission for Further and Higher Education (Independent body) for the purpose of its annual student headcount statistics survey to monitor the development of the Further and Higher Education sector in Malta.

III.5.3. Comments

III.6. In your country, are there legal restrictions on collecting or publishing data on certain student characteristics (e.g. ethnic background of students)?

...collect data on certain student characteristics	<input type="radio"/> No legal restrictions apply to...	<input checked="" type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer
...publish data on certain student characteristics	<input type="radio"/> No legal restrictions apply to...	<input checked="" type="radio"/> Some legal restrictions apply to...	<input type="radio"/> No answer

III.6.1. Please specify which data cannot be collected or published and why.

Notwithstanding anything contained in any other law enjoining secrecy the Malta Statistics Authority Act CAP 422 of 2000 regulates the operations of the Malta Statistics Authority and the National Statistics Office. This includes in Part VII on the Collection of Information and Access to Records, Article 36 the Provision of Information; and in Part VIII on the Use of Records of Public Authorities and Protection of Collected Information, Article 40 on the restriction on the use of information and Article 41 on the prohibition of disclosure of information.

The Malta Statistics Authority Act CAP 422 of 2000 is available online at: <http://www.nso.gov.mt/docs/MaltaStatisticsAuthorityAct.pdf>

Data collected by other bodies than the National Statistics Office as the executive arm of the Malta Statistics Authority, such as by the National Commission for Further and Higher Education for the purpose of their own monitoring of the Further and Higher Education sector in Malta, are regulated through separate legislation and subject to the regulations laid down in any other law enjoining secrecy, such as the Data Protection Act.

Data collection by the National Commission for Further and Higher Education is regulated by the Education Act CAP 327 as amended by the Act XIII of 2012 – the Education Act Amendment Bill. The Education Act CAP 327 is available online at:

<http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8801>

Act XIII of 2012 – the Education Act Amendment Bill is available online at:

<http://justiceservices.gov.mt/DownloadDocument.aspx?app=lp&itemid=23458&l=1>

The Data Protection Act CAP 440 of 2002 is available online at: http://idpc.gov.mt/dbfile.aspx/DPA_amended2012.pdf

III.7. Are the results of monitoring activities related to different stages (i.e. at entry, during studies, at graduation, after graduation) publicly available?

III.7.1. How are these results published?

Information is aggregated

Data on student enrolment and attainment at the University of Malta (see links above) are shown for the individual higher education institution. Data by the National Statistics Office and the National Commission for Further and Higher Education is aggregated.

III.7.2. Please provide details on where the results of the monitoring activities can be consulted.

Higher Education Institutions maintain a register with data of their students to monitor progression and attainment. Data on student enrolment (during studies); at graduation; and following graduation are available online at:

<http://www.um.edu.mt/about/uom/facts>

<http://www.um.edu.mt/sas/graduateresearch>

Data on student enrolment (during studies) and student attainment (at graduation) is being requested from Higher Education Institutions by the National Statistics Office in Malta (Central Authority) for statistical purposes, such as data collection and reporting to EUROSTAT. This data is available online at:

http://www.nso.gov.mt/statdoc/document_view.aspx?id=3057&allEditions=true

Data on student enrolment is also being requested from Higher Education Institutions by the National Commission for Further and Higher Education (Independent body) for the purpose of its annual student headcount statistics survey to monitor the development of the Further and Higher Education sector in Malta. This data is available online at:

<http://www.ncfhe.org.mt/content/home-policy-research-and-communications/5963818/>

III.8. From the data collected in your monitoring system, what have been the main changes in the composition of the student body during the last ten years?

The National Commission for Further and Higher Education issues its annual statistics survey since 2008 based on the academic year 2007/2008. Therefore, changes may only be reported for the period from the academic year 2007/2008 to the academic year 2010/2011.

The Maltese higher education system has witnessed an increase in absolute enrolments at higher education level during that period from 9,747 in the academic year 2007/2008 to 11,714 in the academic year 2010/2011. This is equal to an increase of 20%. At the same time the female to male ratio has remained stable over the same period with 57% of students in higher education being female and 43% being male. The same may be reported for the participation by ISCED 2011 level classification with 10% of students enrolled in tertiary education in the academic year 2010/2011 following programmes at MQF level 5 (ISCED 2011 level 5); 68% of students following programmes at MQF level 6 (ISCED 2011 level 6); 18% of students following programmes at MQF level 7 (ISCED 2011 level 7) and 1% of students following programmes at MQF level 8 (ISCED 2011 level 8).

Another development that has been witnessed over the same period is the increase in student enrolments in private higher education programmes. While students enrolled in private higher education made up only 2% of the total student population in the academic year 2007/2008, they accounted for 11% of the total student population in 2010/2011. Overall this development was accompanied by an increase in private higher education programmes. While the share of higher education programmes offered by private providers made up only 7% of all higher education programmes in the academic year 2007/2008, private higher education programmes accounted for 15% of all higher education programmes in the academic year 2010/2011.

Sources:

NCHE (2008): NCHE Further and Higher Education Statistics 2008, Malta, December 2008. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-nche-publications/5963791/>

NCHE (2010): NCHE Further and Higher Education Statistics 2009, Malta, February 2010. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-nche-publications/5963792/>

NCHE (2011): NCHE Further and Higher Education Statistics 2010, Malta, February 2011.

NCFHE (2012): NCFHE Further and Higher Education Statistics 2011, Malta, October 2012. Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963787/>

III.9. Please choose the statement that best describes your country-specific situation:

Individuals that meet standard entry requirements have...

- | | |
|--|-----|
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:Universities | 1 ▼ |
| a guaranteed right to higher education in ALL fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | 1 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in ALL fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields and they are commonly accepted to the institution of their own (first) choice:HEIs other than universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:Universities | 0 ▼ |
| a guaranteed right to higher education in SOME fields but they are often offered a place at an institution that is NOT their own (first) choice:HEIs other than universities | 0 ▼ |
| no guaranteed right to higher education:Universities | 0 ▼ |
| no guaranteed right to higher education:HEIs other than universities | 0 ▼ |

III.9.1. Please specify which fields are excluded:

III.9.2. Comments

III.10. Please explain on what basis higher education institutions most commonly select students:

- | | |
|---|-----|
| Level of achievement in standard entry requirements:Universities | 0 ▼ |
| Level of achievement in standard entry requirements:HEIs other than universities | 0 ▼ |
| Entry examinations for all programmes:Universities | 0 ▼ |
| Entry examinations for all programmes:HEIs other than universities | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:Universities | 0 ▼ |
| Entry examinations for some programmes, and level of achievement in standard entry requirements for others:HEIs other than universities | 0 ▼ |
| Other:Universities | 0 ▼ |
| Other:HEIs other than universities | 0 ▼ |

III.10.1. Please specify which other criteria apply:

III.10.2. Comments

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 1 "Matriculation Certificate (ISCED 2011 Level 4)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 2 "VET Higher National Diploma (ISCED 2011 Level 5)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 3 "VET Diploma (ISCED 2011 Level 4)"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 4 "Recognition of Prior Learning / Recognition of Prior Experiential Learning, including Maturity Clause"

III.11. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification).

Route 5 ""

III.12. The different routes are opening access to...

- {III_11_SQ001} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ002} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ003} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ004} all HEIs / HE programmes some HEIs / HE programmes No answer
- {III_11_SQ005} all HEIs / HE programmes some HEIs / HE programmes No answer

III.12.1. For routes that only open access to some HEIs or programmes, please specify to which institutions/programmes they do open access and to which institutions/programmes they do not open access:

Route 2 provides access to higher education programmes at ISCED 2011 Level 6 offered by MCAST and to specific programmes at the University of Malta, for which bilateral agreements exist between VET providers (ITS and MCAST) with the University of Malta.

Route 3 provides access to higher education programmes at ISCED 2011 Level 5 offered by ITS and MCAST.

Route 4 provides access to higher education for individuals with qualifications other than Route 1, 2 and 3 and / or relevant work experience. This includes the so-called 'Maturity Clause', which provides access to individuals aged 23 years or over to programmes at ISCED 2011 Level 5. This route is established and implemented at the discretion of higher education institutions and generally involves an application and motivation letter by the applicant as well as an interview.

III.13. Please provide the percentages of students entering through each access route. If you cannot provide the exact percentages, please provide at least approximate data (estimates). Please indicate in the appropriate text field whether the information is based on official data or an estimate.

{III_11_SQ001}:% of students entering HE through this access route	81%
{III_11_SQ001}:Official data based on central level monitoring, including surveys	x
{III_11_SQ001}:Estimates	x
{III_11_SQ001}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ002}:% of students entering HE through this access route	3%
{III_11_SQ002}:Official data based on central level monitoring, including surveys	x
{III_11_SQ002}:Estimates	x
{III_11_SQ002}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ003}:% of students entering HE through this access route	9%
{III_11_SQ003}:Official data based on central level monitoring, including surveys	x
{III_11_SQ003}:Estimates	x
{III_11_SQ003}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ004}:% of students entering HE through this access route	12%
{III_11_SQ004}:Official data based on central level monitoring, including surveys	x
{III_11_SQ004}:Estimates	x
{III_11_SQ004}:Impossible to say (no official data and impossible to estimate)	
{III_11_SQ005}:% of students entering HE through this access route	
{III_11_SQ005}:Official data based on central level monitoring, including surveys	
{III_11_SQ005}:Estimates	
{III_11_SQ005}:Impossible to say (no official data and impossible to estimate)	

III.13.1. Please indicate the source of the official data:

Eurostudent National Student Survey Malta carried out in May-July 2013 (provisional data); Please note that percentages do not add up to 100%, since pathways are not mutually exclusive and respondents to the National Student Survey were, therefore, free to indicate multiple responses on access routes to higher education.

III.13.2. Comments

This monitoring is part of the EUROSTUDENT national student survey in Malta, which was carried out in 2013 among students from all public institutions providing courses at higher education level (EQF level 5 or higher; ISCED 2011 level 5 or higher). This data is not yet published.

Previous data collection took place in May-July 2010 and is available at:

Scholz, Christine (2012): Social and Economic Conditions of Student Life in Malta. National Report Malt – EUROSTUDENT IV (2008-2011), Malta, p. 40, available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963786/>

III.14. Are there any incentives for higher education institutions to admit non-traditional students?

No

III.14.1. Please indicate which incentives exist and how they operate.

Do they apply to all HEIs or only to some HEIs? If they only apply to some HEIs, please indicate to which ones.

III.15. Comments

No specific incentives exist. Higher Education Institutions may develop such instruments at their own discretion.

III.16. In your country, are there any bridging programmes for HE candidates who do not possess standard qualification(s) opening access to higher education?

- Yes, such programmes exist and they are targeted at those who left school prior to the completion of any type of upper secondary education.
- Yes, such programmes exist and they are targeted at those who have completed an upper secondary programme which does not allow direct access to higher education.
- No, such programmes do not exist.

III.16.1. Please provide details on these programmes, the qualifications they lead to (e.g. standard upper secondary school leaving certificate, qualification/certificate that differs from the standard upper secondary school leaving certificate) and the number of participants completing the courses (latest available statistics):

The Foundation Studies Course is a bridging course open only to non-EU applicants who have completed their pre-university studies while not following the Maltese educational system and who have obtained the qualifications necessary for admission to undergraduate courses in universities in the country where they obtained the qualifications, but do not meet the entry requirements of the University of Malta. This applies particularly to applicants coming from educational systems that admit students to university courses on the basis of 12 years of prior schooling. See: <http://www.um.edu.mt/int-eu/international/foundation>

III.17. Comments

III.18. Can higher education candidates without standard qualifications be admitted to higher education on the basis of the recognition of their prior non-formal and informal learning?

Yes, this is possible in some higher education institutions/programmes (please specify in comments).

III.18.1. Please indicate the steering documents on which admission to HE on the basis of recognition of prior non-formal and informal learning is based (if any):

The University of Malta Admissions Regulations stipulate that:

2.2 A candidate may also be admitted as a regular student of the University if he:

- (a) (i) has been registered as a student at another university recognised by the Senate for this purpose; or
- (ii) has qualifications of similar academic standard to those specified in regulation 2.1; or
- (iii) will have reached the age of 23 by the beginning of the course for which he applied, or
- (iv) has at any time satisfied the general entry requirements prescribed at that time; or
- (v) suffers from some severe physical disability which would have made it difficult for him to obtain the required entry qualification;
- and

(b) has been judged eligible for admission as a regular student by the Admissions Board established in terms of regulation 5.

The Admission Regulations are available online at: http://www.um.edu.mt/registrar/regulations/general/admissions_reg_1997

Similar regulations are in place for MCAST and ITS.

The entry criteria stipulating the recognition of non-formal and informal learning by ITS are available online at: <http://www.its.edu.mt/courses-admission/its-prospectus/its-prospectus.html>

The entry criteria stipulating the recognition of non-formal and informal learning by MCAST are available online at: <http://www.mcast.edu.mt/downloads/courses/MCASTProspectus2012.pdf>

III.19. Please choose the statement that best applies to your country-specific situation:

HEIs can autonomously decide whether they will provide relevant procedures.

III.20. In your country, do steering documents refer to any specific requirements for HE candidates who would like to gain access to HE based on the recognition of their non-formal and informal learning?

- Yes, steering documents refer to specific age requirements
- Yes, steering documents refer to requirements related to the duration of prior professional experience
- Yes, steering documents refer to other requirements
- No, there is no reference in steering documents to any requirements

III.20.1. If steering documents contain references to specific requirements, please provide the details on the exact formulation here:

III.20.2. Please also provide the full reference(s) to relevant document(s) here:

III.21. Based on official statistics or estimates please indicate the proportion of students entering higher education through the recognition of non-formal and informal learning (i.e. without standard HE entry qualifications):

11-20%

III.21.1. Please indicate the source of this information

Official data based on central level monitoring, including surveys

III.21.2. Please specify:

National Student Survey Malta carried out in May-July 2013 (provisional data).

This monitoring is part of the EUROSTUDENT national student survey in Malta, which was carried out in 2013 among students from all public institutions providing courses at higher education level (EQF level 5 or higher; ISCED 2011 level 5 or higher). This data is not yet published.

Previous data collection took place in May-July 2010 and is available at:

Scholz, Christine (2012): Social and Economic Conditions of Student Life in Malta. National Report Malt – EUROSTUDENT IV (2008-2011), Malta, p. 40, available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-ncfhe-publications/5963786/>

III.22. Comments

III.23. Is student retention and/or completion defined as an objective in the steering documents in your country?

Yes ▼

III.23.1. Please specify how this objective is defined:

In steering documents reference is made to completion of tertiary education. Vis-à-vis the EU 2020 target of tertiary education attainment of the age group of 30-34 year olds Malta has set the target of increasing tertiary attainment to 33% by 2020.

III.23.2. Please also provide the full reference(s) to all relevant document(s).

Malta (2013): Malta Malta's National Reform Programme under the Europe 2020 Strategy, Malta, April 2013, p. 15. Available online at: http://mfin.gov.mt/en/home/popular_topics/Documents/National%20Reform%20Programme/2013/National%20Reform%20Programme%202013.pdf

III.24. In your country, are targets set to measure progress regarding student retention and/or completion?

Yes ▼

III.24.1. Please describe the targets:

In steering documents reference is made to completion of tertiary education. Vis-à-vis the EU 2020 target of tertiary education attainment of the age group of 30-34 year olds Malta has set the target of increasing tertiary attainment to 33% by 2020.

III.24.2. Please also provide the full reference(s) to all relevant document(s).

Malta (2013): Malta Malta's National Reform Programme under the Europe 2020 Strategy, Malta, April 2013, p. 15. Available online at: http://mfin.gov.mt/en/home/popular_topics/Documents/National%20Reform%20Programme/2013/National%20Reform%20Programme%202013.pdf

III.25. Are under-represented groups of students specifically targeted in your policies to increase completion rates?

No, the aim is to improve completion rates for all students

III.25.1. Please specify the groups of students that are targeted:

III.25.2. Please also provide the full reference(s) to all relevant document(s):

III.26. In your country, are there any specific measures to improve retention rates of first year students?

No ▼

III.26.1. Please describe the measures:

III.26.2. Please also provide the full reference(s) to all relevant document(s):

III.27. Are there any incentives in your country encouraging students to complete their studies within a limited period of time (e.g. 3-4 years for a bachelor degree)?

Yes, there are non-financial incentives encouraging students to complete their studies within a limited period of time

III.27.1. Please provide details on the incentives that exist in your country:

With regard to non-financial incentives encouraging students to complete their studies within a limited period of time, the General Undergraduate Awards Regulations of the University of Malta regulates the conditions for repetition of failed examinations and repetitions of years of study; suspension of studies; and extensions of studies. With regard to the latter the regulations stipulate that 8. The Board may allow students to extend their studies by up to twelve months of study, irrespective of whether the student is registered on a full-time or part-time basis. 9. In special circumstances and on the recommendation of the Board, Senate may allow a further extension of up to two years of study, irrespective of whether the student is registered on a full-time or part-time basis. 10. The Board may allow students, for a good and sufficient reason, to suspend their studies for a maximum period of twelve months, irrespective of whether the student is registered on a full-time or part-time basis. In such cases, the period of suspension of studies shall not be taken into consideration for calculating the period of registration in the Course in terms of the duration requirement.

III.27.2. Please also provide the full reference(s) to all relevant document(s):

The General Undergraduate Awards Regulations of the University of Malta are available online at: <http://www.um.edu.mt/registrar/regulations/general/hamonisedregs-09>

III.28. Does the improvement of completion/drop-out rates have an impact on HEIs' funding?

- Yes, within a funding formula
 Yes, as a performance-based mechanism
 No

III.28.1. Please provide details how:

III.28.2. Please also provide the full reference(s) to all relevant document(s):

III.29. Are there any other non-financial mechanisms/incentives in place to help HEIs improve student completion rates?

No ▼

III.29.1. Please provide details:

III.29.2. Please also provide the full reference(s) to all relevant document(s).

III.30. Comments

III.31. Are student completion rates systematically measured in your country?

- Yes, at the end of the 1st cycle
 Yes, at the end of the 2nd cycle
 No, completion rates are not measured

III.31.1. Please also provide the full reference(s) to relevant document(s):

III.31.2. Comments

III.32. In your country, are completion rates calculated for underrepresented groups of students?

Please choose.. ▼

III.32.1. Please specify for which underrepresented groups data is calculated:

III.32.2. Please also provide the full reference(s) to relevant document(s):

III.33. Based on your official data, please provide the following information:

Completion rate of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 1st cycle programmes, most recent available year:Year

Completion rate of 1st cycle programmes, most recent available year:not
available

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):% according to official data based on central level monitoring

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):Year

Completion rate of 1st cycle programmes 5 years earlier (than most recent
available year):not available

Completion rate of 2nd cycle programmes, most recent available year:%
according to official data based on central level monitoring

Completion rate of 2nd cycle programmes, most recent available year:Year

Completion rate of 2nd cycle programmes, most recent available year:not
available

Completion rate of 2nd cycle programmes 5 years earlier:% according to official
data based on central level monitoring

Completion rate of 2nd cycle programmes 5 years earlier:Year

Completion rate of 2nd cycle programmes 5 years earlier:not available

Completion rate of programmes not divided into two cycles, most recent
available year:% according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles, most recent
available year:Year

Completion rate of programmes not divided into two cycles, most recent
available year:not available

Completion rate of programmes not divided into two cycles 5 years earlier :%
according to official data based on central level monitoring

Completion rate of programmes not divided into two cycles 5 years earlier :Year

Completion rate of programmes not divided into two cycles 5 years earlier :not
available

III.34. Comments

III.35. Are student drop-out rates systematically measured in your country?

No, drop-out is not measured

III.35.1. Please also provide the full reference(s) to relevant document(s):

III.36. In your country, are drop-out rates calculated for underrepresented groups of students?

Please choose.. ▾

III.36.1. Please specify for which groups data is calculated:

III.36.2. Please also provide the full reference(s) to relevant document(s):

III.37. In your country, how are students who change study programme considered?

Other

III.37.1. Please specify

Drop-out is not measured, so no such consideration exists.

III.38. Are data on drop-out rates publicly available in your country?

No ▾

III.38.1. Please specify by which organisation and how frequently:

III.38.2. Please also provide the full reference(s) to relevant document(s) or websites:

III.39. Based on your official data, please provide the following information:

Drop-out in first year of 1st cycle programmes, most recent available year:%
according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes, most recent available year:Year

Drop-out in first year of 1st cycle programmes, most recent available year:not
available

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent

available year):% according to official data based on central level monitoring

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):Year

Drop-out in first year of 1st cycle programmes 5 years earlier (than most recent available year):not available

Drop-out in 1st cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes, most recent available year:Year

Drop-out in 1st cycle programmes, most recent available year:not available

Drop-out in 1st cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 1st cycle programmes 5 years earlier:Year

Drop-out in 1st cycle programmes 5 years earlier:not available

Drop-out in 2nd cycle programmes, most recent available year:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes, most recent available year:Year

Drop-out in 2nd cycle programmes, most recent available year:not available

Drop-out in 2nd cycle programmes 5 years earlier:% according to official data based on central level monitoring

Drop-out in 2nd cycle programmes 5 years earlier:Year

Drop-out in 2nd cycle programmes 5 years earlier:not available

Drop-out in programmes not divided into two cycles, most recent available year:% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles, most recent available year:Year

Drop-out in programmes not divided into two cycles, most recent available year:not available

Drop-out in programmes not divided into two cycles 5 years earlier :% according to official data based on central level monitoring

Drop-out in programmes not divided into two cycles 5 years earlier :Year

Drop-out in programmes not divided into two cycles 5 years earlier :not available

III.40. Comments

III.41. Note: While higher education institutions offer multiple services, in the following questions the focus lies on academic guidance services, career guidance services and psychological guidance services.

III.42. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

Assistance for students with special needs, e.g. accessibility support

III.42.1. Please specify

Please see:

<http://www.um.edu.mt/about/services/support>

<http://www.mcst.edu.mt/MainMenu/StudentServices/SupportServices.aspx>

III.43. In your country, can prospective higher education students receive professional advice about their further studies and careers?

Yes, advice is available to ALL prospective students

III.44. Information, advice and guidance services are provided to prospective HE students...

by upper secondary schools:free of charge

by upper secondary schools:for a fee

by higher education institutions:free of charge

by higher education institutions:for a fee

by external services:free of charge

by external services:for a fee

by other service providers:free of charge

by other service providers:for a fee

III.44.1. Please specify which other service providers offer information, advice and guidance services:

Career Guidance is provided by public higher education institutions to prospective and current students providing advice on future or current studies at their education institutions, e.g. <http://www.um.edu.mt/sas>

<http://www.mcst.edu.mt/MainMenu/StudentServices/SupportServices.aspx>

Moreover, the Ministry for Education and Employment regularly organises education fairs that provide to all interested individuals with the opportunity to obtain information directly from various

education providers in Malta.

III.44.2. If steering documents refer to professional advice about further studies and careers for prospective students, please provide the details on the exact formulation here:

III.44.3. Comments

III.45. Do information, advice and guidance services specifically target certain categories of prospective higher education students? If yes, please provide details on the groups targeted and the services provided:

No. These services are directed at all prospective and current students.

III.46. Are there any measures/incentives in your country encouraging HEIs to provide support for the transition of newly admitted students to higher education?

No

III.46.1. There are measures/incentives encouraging HEIs to provide...

- introductory courses
- tutoring or mentoring programmes
- support to acquire learning skills and/or organisational skills
- other measures / incentives

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

introductory courses ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

tutoring or mentoring programmes ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

support to acquire learning skills and/or organisational skills ""

III.46.2. Please provide details on each measure indicated and the mechanisms through which it is promoted (e.g. policy documents, specific funding for HEIs, etc.):

other measures / incentives ""

III.46.3. Comments

Although no measures or incentives exist to encourage HEIs to offer such support, various measures exist, in particular, at the Malta College of Arts, Science and Technology, which operates a Learning Support Unit, provides enrichment activities and trains students to become student-to-student supporters. See further information at: <http://www.mcast.edu.mt/MainMenu/StudentServices/SupportServices.aspx>

III.47. In your country, is public funding allocated to improve career guidance services in HEIs?

- Yes, to career guidance services for current students
- Yes, to career guidance services for graduates/alumni
- No

III.47.1. Please provide the details here:

III.47.2. Please also provide the full reference(s) to relevant document(s):

III.48. In your country, are there any career guidance services targeting underrepresented groups of students?

Yes

III.48.1. Please provide the details on such services here:

Legal Notice 49 of 2014 established the Cottonera Resource Centre as part of the University of Malta with the aim "to promote higher and tertiary education in the Cottonera and inner harbour areas;" These areas are generally considered as underrepresented in higher education.

III.48.2. Please also provide the full reference(s) to relevant document(s):

Legal Notice 49 of 2014 is available at: <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=12153&l=1>

Data entry: (IV_Fees_support_portability)

IV. The focus of the questions is on all first and second cycle students and is not limited to full-time daytime students. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

IV.1. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind? (Contributions to student unions are not included!)

Yes ▼

IV.2. Which home students at public higher education institutions have to pay fees?

- 1st cycle All students Specific groups of students No students No answer
2nd cycle All students Specific groups of students No students No answer

IV.3. Which amount of fees do home students at public higher education institutions pay in the first and second cycle?

- 1st cycle:Most common amount 350 Euro / semester
1st cycle:Minimum amount 350 Euro / semester
1st cycle:Maximum amount 1200 Euro / semester
2nd cycle:Most common amount Full-time students: 400 Euro / annum; Part-time (day) students: 400 Euro / annum; Part-time (evening) students: 725 Euro / semester
2nd cycle:Minimum amount Full-time students: 400 Euro / annum; Part-time (day) students: 400 Euro / annum; Part-time (evening) students: 550 Euro / semester
2nd cycle:Maximum amount Full-time programmes: 4500 Euro / semester; Part-time programmes: 2600 Euro / semester

IV.3.1. Which amount of fees do home students at public higher education institutions pay in the first cycle?

- 1st cycle:Most common amount
1st cycle:Minimum amount
1st cycle:Maximum amount

IV.3.2. Which amount of fees do home students at public higher education institutions pay in the second cycle?

- 2nd cycle:Most common amount
2nd cycle:Minimum amount
2nd cycle:Maximum amount

IV.4. Which of the following criteria determine whether a student has to pay fees?

- Need
 Merit
 Part-time/Full-time/Distance learning
 Field of study
Postgraduate programmes

IV.5. Concerning fees, are international students treated differently in your country from home students?

Yes ▼

IV.6. Which amount of fees do international students pay in the first and second cycle?

- 1st cycle international students:Most common amount € 8,000 (arts-based programmes) / € 10,200 (science-based programmes) per academic year
1st cycle international students:Minimum amount € 8,000 per academic year
1st cycle international students:Maximum amount € 25,000 per academic year
2nd cycle international students:Most common amount € 10,200 (art-based programmes) / € 12,600 (science-based programmes) / € 13,600 (business-based programmes) per academic year
2nd cycle international students:Minimum amount € 7,000 per academic year
2nd cycle international students:Maximum amount € 25,000 per academic year

IV.7. Who defines the fee amounts?

- 1st cycle home students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle home students HEIs HEIs, within limits set by government Government Other No answer
1st cycle international students HEIs HEIs, within limits set by government Government Other No answer
2nd cycle international students HEIs HEIs, within limits set by government Government Other No answer

IV.7.1. Please specify

IV.8. Comments

EU-Nationals are treated, by law, as home students. Third-country nationals are treated differently from home students.

Details on fees charged by the University of Malta:

https://www.um.edu.mt/__data/assets/pdf_file/0020/180290/13-14-HomeStudents-UGFees2014.01.20.pdf

https://www.um.edu.mt/__data/assets/pdf_file/0004/186907/13-14-HomeStudents-PGFees2014.04.24.pdf
https://www.um.edu.mt/__data/assets/pdf_file/0020/192440/NonEUStudentsCommencingInAcadYr2012.2013OrLater.pdf

Changes in tuition fees charged by the University of Malta require amendments by Legal Notice adopted by government to the Subsidiary Legislation 327.177, University Fees Regulations, available at: https://www.um.edu.mt/__data/assets/pdf_file/0005/198374/LegalNotice-UniversityFees.pdf

IV.9. This section concerns only 1st and 2nd cycle studies. Only national support should be taken into account. Support from EU programmes or private initiatives are not within the scope of this section.

IV.10. Please shortly describe what kinds of student financial support are offered in your country.

All Maltese citizens following their first full-time undergraduate programme at a public higher education institution in Malta and students under the age of 30 are eligible to receive the Student Maintenance Grant. The Student Maintenance Grant is paid independent of parental income. However, students facing financial hardship and students from the sister Island of Gozo are eligible for Supplementary Grants.

Students following prescribed courses, i.e. mainly courses in Science and Technology, are eligible for higher grants.

In addition to the Student Maintenance Grant students receive additional financial assistance towards study-related costs and study materials in the form of a first-time and additional annual grants provided through the so-called 'Smart Card'.

Legal Notice 372 of 2005 - Students Maintenance Grants Regulations:

http://www.um.edu.mt/__data/assets/pdf_file/0006/195720/LN_372_of_2005_amended.pdf

Besides that, the Government of Malta has established a number of scholarship schemes supporting students interested in following first and second cycle programmes in public and private higher education institutions in Malta or abroad on a full-time, part-time or distance learning basis. These include the Malta Government Scholarship Scheme Undergraduate (MGSS-UG), the Malta Government Scholarship Scheme Postgraduate (MGSS-PG), Malta Arts Scholarship Scheme, Malta Sport Scholarship Scheme.

Further information and the regulation of these scholarship schemes are available at: www.myscholarship.gov.mt

IV.11. Please shortly describe what student financial support arrangements from your home country can students use if they study abroad.

Students on credit mobility continue to benefit from the Student Maintenance Grant during their short-term mobility period abroad.

Maltese nationals wishing to follow a degree programme at a higher education institution abroad may apply to any of the scholarship schemes established by the Government of Malta.

Scholarships available to students interested in following undergraduate programmes abroad:

- Malta Government Scholarship Scheme Undergraduate (MGSS-UG)
- Malta Arts Scholarship Scheme
- Malta Sport Scholarship Scheme

Scholarships available to students interested in following postgraduate programmes abroad:

- Malta Government Scholarship Scheme Postgraduate (MGSS-PG)
- Malta Arts Scholarship Scheme
- Malta Sport Scholarship Scheme

Further information and the regulation of these scholarship schemes are available at: www.myscholarship.gov.mt

IV.12. Do at least some students receive public financial support in the form of grants/scholarships?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.13. What is the proportion of students receiving grants/scholarships by cycle?

% of students receiving grants:First cycle 86%

% of students receiving grants:Second cycle 29%

IV.14. Can students use grants/scholarships for studying abroad?

Some grants are portable

IV.15. Are there any additional requirements for using the grant/scholarship abroad?

Yes ▼

IV.16. Which additional requirements need to be met for using the grant/scholarship abroad? Please check any that apply.

Citizenship:Grant 1

Citizenship:Grant 2

Citizenship:Grant 3

Citizenship:Grant 4

Residency:Grant 1

Residency:Grant 2

Residency:Grant 3

Residency:Grant 4

Recognised HEIs/programmes only:Grant 1

Recognised HEIs/programmes only:Grant 2

Recognised HEIs/programmes only:Grant 3

Recognised HEIs/programmes only:Grant 4

Course load (e.g. full-time):Grant 1

Course load (e.g. full-time):Grant 2

Course load (e.g. full-time):Grant 3

Course load (e.g. full-time):Grant 4

Only certain countries:Grant 1

Only certain countries:Grant 2

Only certain countries:Grant 3

Only certain countries:Grant 4

Only certain study programmes (e.g. where mobility is mandatory):Grant 1

Only certain study programmes (e.g. where mobility is mandatory):Grant 2

Only certain study programmes (e.g. where mobility is mandatory):Grant 3

Only certain study programmes (e.g. where mobility is mandatory):Grant 4

 Equivalency condition:Grant 1

 Equivalency condition:Grant 2

 Equivalency condition:Grant 3

 Equivalency condition:Grant 4

Programme not available in the national system:Grant 1

Programme not available in the national system:Grant 2

Programme not available in the national system:Grant 3

Programme not available in the national system:Grant 4

 Other:Grant 1

 Other:Grant 2

 Other:Grant 3

 Other:Grant 4

IV.16.1. If there is more than one type of grant, please specify:

Grant 1 - Malta Government Scholarship Scheme Undergraduate
 Grant 2 - Malta Government Scholarship Scheme Postgraduate
 Grant 3 - Malta Arts Scholarship
 Grant 4 - Malta Sports Scholarship

IV.16.2. Which other requirements exist?

IV.17. Can at least some students take publicly subsidised or guaranteed student loans to cover their expenses during their higher education studies?

First cycle Yes No No answer

Second cycle Yes No No answer

IV.18. What is the proportion of students who take out student loans? Please provide link(s) or full reference(s) to relevant document(s).

Data not available

IV.19. Can students use loans for studying abroad?

Some loans are portable

IV.20. Are there any additional requirements for using the loan abroad?

IV.21. Which additional requirements need to be met for using the loan abroad? Please check any that apply.

Citizenship:Loan 1

Citizenship:Loan 2

Citizenship:Loan 3

Citizenship:Loan 4

Residency:Loan 1

Residency:Loan 2

Residency:Loan 3

Residency:Loan 4

Recognised HEIs/programmes only:Loan 1

Recognised HEIs/programmes only:Loan 2

Recognised HEIs/programmes only:Loan 3

Recognised HEIs/programmes only:Loan 4

 Course load (e.g. full-time):Loan 1

 Course load (e.g. full-time):Loan 2

 Course load (e.g. full-time):Loan 3

 Course load (e.g. full-time):Loan 4

 Only certain countries:Loan 1

 Only certain countries:Loan 2

 Only certain countries:Loan 3

 Only certain countries:Loan 4

Only certain study programmes (e.g. where mobility is mandatory):Loan 1

Only certain study programmes (e.g. where mobility is mandatory):Loan 2

Only certain study programmes (e.g. where mobility is mandatory):Loan 3

Only certain study programmes (e.g. where mobility is mandatory):Loan 4

 Equivalency condition:Loan 1

 Equivalency condition:Loan 2

Equivalency condition:Loan 3	<input type="text" value="0"/>
Equivalency condition:Loan 4	<input type="text" value="0"/>
Programme not available in the national system:Loan 1	<input type="text" value="0"/>
Programme not available in the national system:Loan 2	<input type="text" value="0"/>
Programme not available in the national system:Loan 3	<input type="text" value="0"/>
Programme not available in the national system:Loan 4	<input type="text" value="0"/>
Other:Loan 1	<input type="text" value="1"/>
Other:Loan 2	<input type="text" value="1"/>
Other:Loan 3	<input type="text" value="0"/>
Other:Loan 4	<input type="text" value="0"/>

IV.21.1. If there is more than one type of loan, please specify:

Loan 1 - Youth Specialisation Studies Scheme
 Loan 2 - Bank of Valletta Education Loan Scheme

IV.21.2. Which other requirements exist?

Loan 1: Documentation Required

- Europass CV;
- Copies of qualifications;
- Course curriculum;
- Brief explanation how the students' future career plans will benefit from this course;
- Letter of acceptance from the relevant institute or university;
- Letter of reference on applicant's character and integrity;
- Copy of applicant's and spouse's (if applicable) Identity Card;
- Detailed breakdown of expenses: tuition fees, subsistence, accommodation etc.
- Budget planner;

Applicants who are or will be unemployed during their academic course will be required to provide the Bank with the personal guarantee (on the Bank's standard form) of their parents, if single, or their spouse, if married;

See: <http://www.apsbank.com.mt/ysss>

Loan 2: Evidence of income - payslips or Profit & Loss Account together with the Inland Revenue income and self-assessment form submitted to the Inland Revenue Department

See: <https://www.bov.com/page.asp?p=12988>

IV.22. Additional comments on public grants and loans

IV.23. This section concerns only outbound mobility, namely the opportunities to take financial support from the home country for studies abroad. It includes only 1st and 2nd cycle studies, for which both credit mobility and degree mobility are considered. Only national support should be taken into account.

Additional support for studying abroad in this context means funding that is available from national sources in addition to regular student grants or loans that might be portable.

IV.24. Is there any additional public financial support for studying abroad?

IV.25. What kinds of additional public financial support are available for studying abroad?

Grants/scholarships for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="0"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="0"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="0"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="1"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="1"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="1"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="0"/>

IV.25.1. Please specify which other additional public grants/scholarships are available:

IV.26. Higher loans for...

1st cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle credit mobility:Travel costs	<input type="text" value="0"/>
1st cycle credit mobility:Living cost difference	<input type="text" value="0"/>
1st cycle credit mobility:Language courses	<input type="text" value="0"/>
1st cycle credit mobility:Other	<input type="text" value="1"/>
2nd cycle credit mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle credit mobility:Travel costs	<input type="text" value="0"/>
2nd cycle credit mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle credit mobility:Language courses	<input type="text" value="0"/>
2nd cycle credit mobility:Other	<input type="text" value="1"/>
1st cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
1st cycle degree mobility:Travel costs	<input type="text" value="0"/>
1st cycle degree mobility:Living cost difference	<input type="text" value="0"/>
1st cycle degree mobility:Language courses	<input type="text" value="0"/>
1st cycle degree mobility:Other	<input type="text" value="1"/>
2nd cycle degree mobility:Study costs/ fees abroad (host institution)	<input type="text" value="0"/>
2nd cycle degree mobility:Travel costs	<input type="text" value="0"/>
2nd cycle degree mobility:Living cost difference	<input type="text" value="0"/>
2nd cycle degree mobility:Language courses	<input type="text" value="0"/>
2nd cycle degree mobility:Other	<input type="text" value="1"/>

IV.26.1. Please specify which other additional public loans are available for studying abroad:

no such support

IV.27. Additional comments

For the full regulations for scholarships for degree mobility see: www.myscholarship.gov.mt

IV.28. Are there any specific eligibility criteria for receiving additional public financial support?

IV.29. Please specify the eligibility criteria for receiving additional public financial support.

If there are more types of additional support, please add them in the text field below.

Need-based criteria:Grant/loan 1	<input type="text" value="1"/>
Need-based criteria:Grant/loan 2	<input type="text" value="1"/>
Need-based criteria:Grant/loan 3	<input type="text" value="0"/>
Need-based criteria:Grant/loan 4	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 1	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 2	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 3	<input type="text" value="0"/>
Merit-based criteria:Grant/loan 4	<input type="text" value="0"/>
Course load (e.g. full time):Grant/loan 1	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 2	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 3	<input type="text" value="1"/>
Course load (e.g. full time):Grant/loan 4	<input type="text" value="1"/>
Criteria based on field of studies:Grant/loan 1	<input type="text" value="1"/>
Criteria based on field of studies:Grant/loan 2	<input type="text" value="1"/>
Criteria based on field of studies:Grant/loan 3	<input type="text" value="0"/>
Criteria based on field of studies:Grant/loan 4	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 1	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 2	<input type="text" value="1"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 3	<input type="text" value="0"/>
Other criteria (e.g. age, disability, parenthood, other):Grant/loan 4	<input type="text" value="0"/>

IV.29.1. If there is more than one type of grant or loan, please specify:

Grant 1: Student Maintenance Grant
Grant 2: Malta Government Scholarship Scheme Postgraduate
Grant 3: Malta Arts Scholarship
Grant 4: Malta Sports Scholarship

IV.29.2. If there are more than 4 types of additional support, please specify and provide details on the eligibility criteria here:

IV.30. Please provide links and/or full references to relevant documents related to public funding of grants and loans:

Student Maintenance Grant: http://www.um.edu.mt/__data/assets/pdf_file/0006/195720/LN_372_of_2005_amended.pdf

MGSS-PG: http://education.gov.mt/en/education/myScholarship/Documents/MGSS%20PG/1_MGSS-PG%20Regulations%202013.pdf

Malta Arts Scholarship: <http://education.gov.mt/en/education/myScholarship/Documents/Malta%20Arts%20Scholarships/Final%20Version%20-%20202014%20Regulations.pdf>

Malta Sports Scholarship: <http://education.gov.mt/en/education/myScholarship/Documents/Malta%20Sports%20Scholarships/SPORTS%20REGULATIONS%20%202014.pdf>

IV.31. Additional comments

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

Student

IV.32. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

IV.33. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

There are Government funded scholarship schemes available in Malta which are aimed at supporting students in pursuing studies at a Doctoral level, namely the Malta Government Scholarship Scheme – Post Graduate (MGSS-PG) and the Malta Arts Scholarships.

See: www.myscholarship.gov.mt

Besides that, the University provides scholarships for its employees to continue with their doctorate studies. See <http://www.um.edu.mt/hmd/academicservices/scholarships>

IV.34. Please explain any differences in the fees that third cycle candidates are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

Based on University of Malta data, fees chargeable for Doctoral level studies are € 600 for full-time students and between €1,000 and €1,350 per annum for part-time students. This does not include any bench fees that may need to be paid, depending upon the research area. These are determined on a case-by-case basis.

Source: https://www.um.edu.mt/__data/assets/pdf_file/0004/186907/13-14-HomeStudents-PGFees2014.04.24.pdf

Moreover, full-time scholarship awards at Doctoral level are higher than those provided for Masters' programmes, while the support towards tuition expenses for part-time and distance learning programmes at Masters and Doctoral level are equivalent.

(Source: http://education.gov.mt/en/education/myScholarship/Documents/MGSS%20PG/1_MGSS-PG%20Regulations%202013.pdf)

IV.35. Additional comments on doctoral education

Data entry: (V_Employability)

V.1. Do higher education steering documents focus on issues related to employability (e.g. higher education institutions' need to respond to labour market demands, involving employers, their responsibility in educating graduates who can find employment soon after graduation, etc.)?

Yes

V.1.1. Please provide the details on the exact formulation here, including references to the 1st or the 2nd cycle if necessary. Please also provide the full reference(s) to relevant document(s).

Employability is considered from the perspective of leading to career opportunities that respond to future economic, cultural and social needs. (NCHE 2009: 40)

The Further and Higher Education Strategy 2020 (NCHE 2009: 41) has recommended to monitor emerging skills gaps, develop better foresight capacity and provide better guidance services to all students at all levels of education

In the same report on "Skills for the Future" the NCHE made several recommendations regarding the need to research and understand skills gaps.

These included the following

- the need to undertake more research, provide better statistics and develop foresight capacity to identify trends and anticipate change
- the need for more synergies between education, business and government development agencies;
- the importance of providing more professional development to guidance services in schools and in further education institutions;
- and the need to ensure an ongoing debate between education and business to ensure a more responsive education sector capable of addressing identified skills gaps.

The relationship between higher education and employability in Malta is highlighted in the Framework for the Education Strategy for Malta 2014-2024. One of the main objectives of this Strategy is to improve the quality and effectiveness of the country and to develop a society which is competent, resourceful, critically conscious, and competitive in a global economy driven by information, knowledge and innovation. Other objectives include the provision of a relevant curriculum built on a learning outcomes approach, a variety of learning experiences and qualifications anchored to the Malta Qualifications Framework, different tracks and opportunities to increase relevance of learning to the labour market, preparation for highly skilled jobs through post-secondary education while ensuring that every learner becomes an active member of a democratic society.

This document shows that one of Malta's aims is to have a certification system (at all levels) that adds value to employability, mobility and higher standards of transparency.

Ensuring that young people acquire the necessary skills and strong work ethic to enable them to take up the jobs created is a formidable task. Welcoming talented persons from overseas to work in our economy is fully compatible with having a local workforce with the right skills and a healthy work ethic.

There is the need to link much better the two worlds of education and employment to ensure the relevance of the College of Arts, Science and Technology (MCAST) and the University of Malta to sustain the current employment rate of graduates (20-34 years), and also improve the skill base of 25 to 64 year olds.

Sources:

Ministry For Education and Employment, Framework for the Education Strategy for Malta 2014 – 2024: Sustaining Foundations, Creating Alternative, Increasing Employability, available online at <http://education.gov.mt/strategy/Documents/BOOKLET%20ESM%202014-2024%20ENG%2019-02.pdf>

NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 41, Available online at: <http://www.ncfhe.org.mt/content/home-documents-and-publications-nche-publications/5963790/>

V.1.2. Are there references made to under-represented groups of students in connection with employability issues in the steering documents?

No

V.1.3. Please define the under-represented groups of students mentioned in relation to the above issues and indicate the nature of the connection. Please also provide the full reference(s) to relevant document(s).

V.2. In your country, are there any initiatives in the area of labour market/skills forecasting?

Yes

V.2.1. Are there initiatives in labour market/skills forecasting on national level?

Yes

V.2.1.1. Is forecasting on national level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.2. Are there initiatives in labour market/skills forecasting on regional level?

No

V.2.1.3. Is forecasting on regional level done in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.2.1.4. Please provide the details here (institutional mechanisms, sectors included, regularity, scope of forecasting studies, etc.). Please also provide the full reference(s) to relevant document(s).

There is no specific institutional framework for anticipation of skills needs in Malta. The main characteristic of Malta's economy is its rapid changing nature and this many times makes it very difficult to predict future skills needs. This does not mean, however, that there is no link between education and training, and industry. There are instruments for acquiring some data about the skills needs and labour forecasting at national level. These are mainly the labour market statistics produced by the National Statistics Office (NSO) in Malta.

The Central Bank of Malta also carries out quarterly surveys among employers within the various economic sectors, forecasting their short-term employment needs. Similarly, the Malta Chamber of Commerce Industry and Enterprise compiles a monthly 'Industry trends survey', based on a selected sample of local operators in the manufacturing industry. In this survey, respondents express their short term expectations on topics including their labour force needs.

NSO produces data derived from scientific surveys based on international methodologies and criteria, such as the Labour Force Surveys. It also publishes employment-related administrative data collected by the Employment and Training Corporation (ETC), such as the regular updates on the gainfully occupied population and registered unemployed. Although these instruments do not forecast future skills needs, they give a snapshot of the current situation of economic activity. Furthermore, ETC has initiated the process to set up a skills bank primarily aimed at creating a database with information about skills possessed by youths. This will allow the Government to make better informed decisions and policy formulation. The database will also facilitate matching between job vacancies and young job seekers. ETC will gradually build the database by collecting and collating information from various sources including the University of Malta, MCAST, ITS and other public and private educational institutions, including independent and Church schools.

Additionally, periodic surveys on the skills and competences needed in the industry are also conducted by ETC. Through the analysis of the feedback received from the employers, the ETC will be aware of the demands of the labour market and will in turn be in a better position to meet labour market needs through its employment and training services and schemes. The results of these surveys will also be used to guide jobseekers to job opportunities that will be created and provide training that matches the skills needs of employers.

One report of the labour market forecasting in Malta was undertaken by the NCHE in 2009, it was reported that over the past few decades the employment figures have shifted away from the traditional primary sector and manufacturing to services and knowledge-intensive jobs, this is a trend which is also featured in the CEDEFOP forecast of the next decade. This documents shows that the prospects of the economy over the coming decade include the following:

- Over 37,000 jobs would be made vacant by retiring workers;
- Additionally, over 40,000 jobs need to be created to increase the activity are of the labour forces

- In that these total, over 77,000 jobs will need to be created to achieve the suitable activity targets
- Reviewing the potential job creation of the seven priority areas, the NCHE estimates that these sectors have the potential of creating 30,000 jobs. These priority areas included Tourism, Financial Services, Health Services, Education Services, Communication and IT, Manufacturing and related services, Gozo as an ecological Island and Marine.

Sources: National Commission for Higher Education (NCHE), 2009, Skills for the Future: Report on Skills for the future, Report by the National Commission for Higher Education on the outcomes of the conference held on 19th September 2008
 Ministry for Investment, Industry, and Information Technology, 2007, Scoping Study on the demand and supply of ICT skills in Malta, Report compiled by KPMG in collaboration with the Ministry of Investment, Industry and IT.
 Employment and Training Corporation (ETC), 2007, Employment in the Environment Goods and Services Industry in Malta, Malta: Employment and Training Corporation.
 CEDEFOP Malta: 08 - Matching VET provision (skills) with labour market needs (jobs) http://libserver.cedefop.europa.eu/vetelib/2011/2011_CR_MT.pdf pp.68-71

V.2.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes

V.2.2.1. Please specify which educational authorities use this kind of labour market information and indicate the mechanisms through which such information is used (e.g. through quantitative targets for study fields in the 1st or the 2nd cycle etc.). Please also provide the full reference(s) to relevant document(s).

Given that skills forecasting exercises are carried out on an ad-hoc basis, there is no systematic use of these tools. Having said that, data that is being collected in this regard is being considered by education authorities and higher education institutions, such as University of Malta, MCAST and ITS.

Consultation with labour market representatives is institutionalised, in particular, at the Malta College of Arts, Science and Technology (see feedback to v3_3). In fact, Malta College of Arts, Science and Technology uses these documents to develop courses which are relevant to the industry as its mission statement is to provide universally accessible vocational and professional education and training with an international dimension, responsive to the needs of the individual and the economy." The only way to be constantly responsive to the needs of the economy is to maintain ongoing consultation and collaborations with employers, and their representatives. Malta College of Arts, Science and Technology highly values its strong ties to local and international industry stakeholders, and is engaged in a continuous effort to consolidate and extend such collaborations to as many industry sectors as possible.

The ETC strives to strengthen its links with educational providers, including VET Institutes such as MCAST and ITS, with the aim of sharing information which is of labour market relevance and develop an understanding of labour market dynamics.

Sources: <http://www.mcast.edu.mt/MainMenu/Industry/Supportingindustry.aspx>

V.3. In your country, are employers involved in higher education planning and management?

Yes

V.3.1. How are they involved?

- | | | | | |
|---|---|--|--|---------------------------------|
| Curriculum development in higher education | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Teaching | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in sectoral/national/regional bodies that influence decision-making in higher education institutions | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |
| Participation in governing bodies of HEIs | <input type="radio"/> Employers have to be involved | <input checked="" type="radio"/> Employers can be involved | <input type="radio"/> Employers are not involved | <input type="radio"/> No answer |

V.3.2. Please provide the details and the source of evidence here.

As indicated in the list above, employers do have room to manoeuvre in influencing education policy and management. A prominent example in Malta where this is the case, is the Malta College of Arts Science and Technology (MCAST). MCAST, in its Strategic Plan, places a lot of emphasis on fostering links with industry, business and commerce. There is a common understanding that engagement with industry, business, commerce and the community, underpins the foundations on which the College was established. In setting targets for building partnerships, the Strategic Plan includes that of working with a range of providers, including schools, international partners, universities, professional bodies, and industry having roles and functions similar to MCAST.

Some of the initiatives:

In November 2007, the Federation of Industry (FOI), now merged and called the Malta Chamber of Commerce, Enterprise and Industry (MCCEI), signed a collaboration agreement with MCAST. This agreement seeks to pursue areas, which can be developed to the benefit of both institutions and their respective clients. Both organisations pledged to establish a structured framework that would provide MCAST students with the opportunity to better access the world of work through their organisation, as well as to deliver vocational education and training programmes/services for the diverse client groups. Amongst other objectives of this agreement, the two bodies agreed to develop initiatives related to the provision of industry-demanded programmes and course

In order to ensure that curricula and courses reflect needs in industry, the Malta College of Arts, Science and Technology Board of Governors includes representatives of associations in industry such as the MCCEI and the Malta Employers Association, as well as Trade Unions. This representation of industry within the Board ensured that major decisions at MCAST will be always relevant and supportive of changes and needs in industry.

With regard to the employers' involvement at the University of Malta, Article 80 of the Education Act CAP 327 allows per se for an inclusion of external representatives in bodies charged with the decision making on academic matters, since it stipulates that:

80. The Board of each Faculty shall be composed as follows:

- (a) the Rector who shall be ex officio president;
- (b) the Dean of the Faculty who shall be ex officio vicepresident;
- (c) the heads of all the departments in the Faculty;
- (d) a representative of each department of the Faculty elected by and from among the academic staff of the department;
- (e) two members elected by and from among the students of the Faculty;
- (f) two members appointed by the Minister to represent the interests outside the Faculty and who, in the opinion of the Minister, can give an effective contribution towards the good administration of the Faculty, provided that in the case of the Faculty of Theology the two members shall be appointed by the Foundation for Theological Studies to represent the interests of the said Foundation.

Sources:

MCAST, 2006, Strategic Plan 2007-09: The Malta College of Arts, Science and Technology, a new era, a College with a clear focus, Malta: MCAST.
 Government of Malta, 2007, Operational Programme II Cohesion Policy 2007-13: Empowering People for a Better quality of Life, Malta: European Social Fund
 Ministry of Finance, the Economy and Investment, 2010, National Reform Programme 2008-10: Annual Progress Report 2009, Government of Malta: Ministry of Finance, the Economy and Investment.
 CEDEFOP Malta: 08 - Matching VET provision (skills) with labour market needs (jobs) http://libserver.cedefop.europa.eu/vetelib/2011/2011_CR_MT.pdf, pp.68-71
 Education Act Malta Chapter 327, available online at: <http://www.justiceservices.gov.mt/DownloadDocument.aspx?app=lom&itemid=8801>

V.3.3. If employers can be, or they have to be involved in other ways than described in the previous question, please provide the details and the source of evidence here.

V.3.4. In your country, is public funding allocated into cooperation projects between the higher education sector and business?

Yes

V.3.5. Please provide the details on how public funding aims to facilitate university-business cooperation projects. Please also provide the full reference(s) to relevant document(s).

The Malta College of Arts, Science and Technology (MCAST) has been awarded funding from the European Social Fund to run a project on 'Linking Industrial Needs and Vocational Education & Training (VET) to Optimise Human Capital' (ESF 2.85). This project addresses the current and anticipated educational needs of ten industrial sectors: Pharmaceuticals and Chemicals; Financial Services; ICT; Furniture; Printing; Infrastructure; Food; Beverages; Maritime; and Plastics. It aims at identifying the potential skills gaps and shortages of the present workforce. These lacunae are to be addressed through the implementation of specific training responding to new occupational needs, key competencies and future skills requirements.

Besides that, the University of Malta is currently undertaking an ESF project aimed at creating a Knowledge Transfer Framework and Technology Entrepreneurship Training Programme (ESF 1.125). The project aims to set up an intellectual property and knowledge transfer framework and introduce an intensive training programme in science and technology entrepreneurship at the University of Malta. It addresses the National Priorities to increase business to academia linkages and to foster an entrepreneurial culture through education.

Sources:

MCAST, 2006, Strategic Plan 2007-09: The Malta College of Arts, Science and Technology, a new era, a College with a clear focus, Malta: MCAST.
Government of Malta, 2007, Operational Programme II Cohesion Policy 2007-13: Empowering People for a Better quality of Life, Malta: European Social Fund
Malta Strategic Plan for Research and Innovation Xjenza 2011 http://www.icm-malta.com/sites/default/files/pa_documents/national_strategy_draft.pdf

V.3.6. In your country, are there any specific degree programmes that have been developed with the close involvement of employers?

No

V.3.7. Please describe these specific higher education degree programmes here. Please also provide the full reference(s) to relevant document(s).

V.4. Within the European Union, Directive 2013/55/EU on the recognition of professional qualifications regulates the insertion of practical training into certain, professionally oriented study programmes (these programmes lead to the following professions: doctor/specialised doctor, midwife, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect).

In your country, are there requirements on the inclusion of work placements/practical training in higher education programmes leading to other qualifications?

No, higher education institutions are autonomous beyond the scope of Directive 2005/36/EC (if this Directive applies)

V.4.1. Please provide the details on the regulatory framework here. Please also provide the full reference(s) to relevant document(s).

In most HEI's Malta, particularly at the University of Malta, MCAST and ITS, practical training forms part of study programmes, especially with regards to programmes that lead to the following professions: doctor/specialised doctor, nurse responsible for general care, dental practitioner/specialised dental practitioner, veterinary surgeon, pharmacist and architect.
In particular, MCAST is built on the foundation that most of its courses have practical training together with the theoretical aspects. Such courses include: MCAST-BTEC IIIIGIER NATIONAL DIPLOMA IN HORTICULTURE. The modules of this course are tuned to practical scenarios and this entails practical experiences in both indoor and outdoor horticultural activities. Also the BACHELOR OF SCIENCE (HONOURS) IN HEALTH AND SOCIAL CARE (PRACTICE) provides students the opportunity to practice their care skills in different health and social care in settings such as those catering for children, individuals with a disability, the elderly, and others.

V.4.2. Please provide the (approximate) proportion of students participating in work placements/practical training during their studies as part of the programme they are studying in for the latest available year.

1st cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
2nd cycle	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer
1st and 2nd cycle combined	<input type="radio"/> 0%	<input type="radio"/> 1-10%	<input type="radio"/> 11-30%	<input type="radio"/> 31-50%	<input type="radio"/> 51-70%	<input type="radio"/> 71-99%	<input type="radio"/> 100%	<input checked="" type="radio"/> Not available	<input type="radio"/> No answer

V.4.2.1. Please provide the source information here.

Data not available

V.4.3. In your country, are there any incentives given to higher education institutions to include work placements/practical training for students in the 1st or 2nd cycle or both in higher education programmes (e.g. through covering the costs of internships by public funding)?

No

V.4.3.1. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.4.3.2. Please provide the details on the incentives given. Please also specify if initiatives target under-represented groups of students. Please also provide the full reference(s) to relevant document(s).

V.5. Besides quality assurance (QA), are there any other mechanisms to evaluate the employability performance of higher education institutions/programmes?

No

V.5.1. Please provide the details on these mechanisms, their compulsory/optional nature and the consequences of evaluation (financial or other). Please also provide the full reference(s) to relevant document(s).

V.5.2. Do graduate employment rates have an impact on higher education institutions' funding?

- Yes, within a funding formula
- Yes, as a performance-based mechanism
- Yes, within a different funding mechanism (please specify)
- No

V.5.2.1. Please provide details how. Please also provide the full reference(s) to all relevant document(s).

V.6. In your country, is the labour market situation of recent graduates examined through graduate tracking/tracer studies?

Yes

V.6.1. Are there tracer studies conducted on national level?

Yes

V.6.1.1. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.2. Are there tracer studies conducted on regional level?

No

V.6.1.3. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
- On an ad hoc basis

V.6.1.4. Are there tracer studies conducted on institutional level?

Yes

V.6.1.5. Are tracer studies conducted in regular intervals or on an ad hoc basis?

- In regular intervals
 On an ad hoc basis

V.6.1.6. Please provide the details about tracer studies here. Please also provide the full reference(s) to relevant document(s), especially to results published.

At National Level:

A research on graduate employability was carried out in 2013 by the National Team of Bologna Experts with the support of the European Union Programme Agency and the National Commission for Further and Higher Education. It targeted graduates in higher education (EQF level 5, 6 and 7). The research was carried out through an online survey of higher education graduates and employers. Samples included: 156 responses were collected from the University of Malta out of the 6136 graduates in 2011 & 2012. 103 responses were collected MCAST out of 1136 graduates in 2011 & 2012. 9 responses were collected from ITS out of 44 graduates in 2001 & 2012. 18 responses were collected from private higher education institutions from an unknown total population of graduates in 2011 & 2012.

Source: http://lp.eupa.org.mt/wp-content/uploads/sites/2/2014/02/K_Bologna-Report-brochure.pdf

At institutional level:

The University of Malta carried out a survey of its graduates in 2001, 2003 and 2005 of the graduates of the previous academic year respectively. Data was made available online at:

Source: <http://www.um.edu.mt/sas/graduateresearch/tracer2001>
<http://www.um.edu.mt/sas/graduateresearch>

V.6.2. Do educational authorities systematically take account of their results in higher education programme planning or for other purposes?

Yes ▾

V.6.2.1. Please specify which educational authorities use information on the labour market situation of graduates and indicate the mechanisms through which such information is used (e.g. through performance evaluation/payment by results/Quality Assurance). Please also provide the full reference(s) to relevant document(s).

Educational authorities use ad-hoc information on the labour market situation of graduates in general and for performance review.

Data entry: (VI_Lifelong_learning)

VI.1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No ▼

VI.1.1. Please provide the details on the exact formulation here (including references to relevant steering documents):

VI.1.2. Please explain the common understanding of lifelong learning in higher education in your country:

In documents such as the National Reform Programme and The Country Specific Recommendations lifelong learning is identified as one of the priority areas in Educational development. However, a specific definition is not available on these documents. This is because the definition given to it is the same legitimate definition given to it by the European Commission through Eurostat.

It is taken as a general rule that when reference is made to any of the Eurostat EU-wide education indicators, the definition given to that indicator at a national level remains homogenous as stipulated by Eurostat in its effort to project comparable statistics.

In fact, in national education statistics documents, for statistical purposes, and whenever lifelong learning is mentioned in a statistical context, the definition given to it in such documents is the same definition used and stipulated by Eurostat:-

Lifelong Learning indicator: The numerator of the Lifelong learning indicator denotes the number of persons aged 25 to 64 who stated that they received education or training as at the time of the survey or in the four weeks preceding the survey. The denominator consists of the total population of the same age group, excluding those who did not answer to the question on 'participation to education and training'. The information collected relates to all education or training whether or not relevant to the respondent's current or possible future job. From 2004 onwards, this variable is derived from two variables, i.e 'participation in regular education' and 'participation in other taught activities'. Self-learning activities are no longer covered. Both the numerator and the denominator emerge from the EU Labour Force Survey (LFS) exercise that is carried out by each Member State; where for Malta, this survey is carried out by the National Statistics Office (NSO).

As an Example of how lifelong learning is defined and referenced in National statistical documents on education, kindly refer to: NCFHE, 2013. NCFHE Further and Higher Education Statistics 2012, Malta, National Commission for Further and Higher Education; pp. 46-47 ISBN: 978-99957-22-08-1

Nevertheless, paramount to the above, the Government of Malta has invested in setting up a Directorate specifically focusing its efforts on adult lifelong education policy; where the objectives of the Directorate for lifelong learning (hence the definition given to lifelong learning in this context) range from:

- _ designing a national strategy in lifelong learning;
- _ bringing about coordination in this sector by making optimal use of the diverse lifelong learning opportunities;
- _ lifting the barriers for participation in adult learning so that the overall participation is increased;
- _ adopting the Action Plan on Adult Education as set out by the European Commission;
- _ addressing the imbalances in participation in order to achieve a more equitable state of affairs;
- _ nurturing creativity and promote the visual and performing arts;
- _ providing undergraduate and postgraduate scholarships to create more opportunities for further specialisation at higher levels of education, therefore increasing the availability and employment of high-level graduates in the priority sectors of the knowledge-based economy in Malta.

The Adult Learning Unit within the Directorate for Lifelong Learning in Malta specifically endeavours its efforts in offering lifelong learning opportunities to youths and adults from the age of 15 years and over, with the aim of providing learners the opportunity to:

- _ Improve their academic qualifications;
- _ Seek employment or improve their chances for a better position at work;
- _ Be able to help their children in their homework or studies;
- _ Finish off their secondary or post-secondary education;
- _ Become computer literate;
- _ Obtain the European Computer Driving License Certificate (ECDL);
- _ Overcome literacy or numerical problems;
- _ Learn a craft;
- _ Pursue some subjects for pleasure; and
- _ Tap their creative resources through Art, Music, or Drama

Therefore, the above mission statement of the Directorate for Lifelong learning in Malta indicates the definition that the Government gives to the term Lifelong learning in a policy context and in the context of Higher Education. Thus, is aimed at providing lifelong learning services to all those above 15 years of age ranging from offering undergraduate and postgraduate scholarships for all those students wishing to pursue or further their studies at higher level, and continuous professional development programmes throughout ones' life.

Further information can be obtained by visiting the website at: <http://www.gov.mt/en/Services-And-Information/Business-Areas/Education%20and%20Learning/Pages/Lifelong-Learning.aspx>

VI.2. Is lifelong learning a recognised mission of higher education institutions?

Yes, all institutions

VI.2.1. Please indicate whether there are any legal requirements for higher education institutions to offer lifelong learning provision. Please also provide references to relevant steering documents:

There are no legal requirements for Higher Education Institutions to offer lifelong learning provision as such. Nevertheless, all state-run Further and Higher Education service providers in Malta provide affective means for lifelong learning opportunities ranging from a vast range of provision of short courses and part-time courses, continuous professional development programmes (CPDs), opportunities for Government funded and EU-funded scholarship schemes, and involvement in the Erasmus, Erasmus Mundus, and Erasmus Plus mobility programmes for both students and staff members wishing to further their studies, widen their professional skills, and their inter-cultural perspectives through studying or working for short periods in international contexts.

VI.2.2. Please provide details on the institutions for which it is/it is not a recognised mission:

VI.2.3. If necessary, please provide comments here:

VI.3. What are the main forms of lifelong learning in which higher education institutions are involved? For each form, please indicate approximate % of institutions involved.

- Formal HE programmes provided under flexible arrangements** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Non-formal courses open to all (e.g. languages)** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Preparatory courses for HE entrance examinations** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Professionally-oriented upgrading of already achieved qualifications** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer
- Tailor-made provision for industry** 0% (no institution involved) 1-25% 26-50% 51-75% 76-99% 100% (all institutions involved) % impossible to provide No answer

VI.3.1. Are there any other forms of lifelong learning in which higher education institutions are involved?

No ▼

VI.3.2. Please specify which forms and provide % of HE institutions involved.

VI.3.3. If you have any comments regarding different forms of lifelong learning in which HE institutions are involved, please provide them here.

VI.4. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No ▼

VI.4.1. Please explain these restrictions.

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

General public higher education budget (%) "91"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Special budget for lifelong learning (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from students (%) "9"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Private contributions from business and industry (%) "0"

VI.5. Which forms of funding contribute to the budget for lifelong learning? Please indicate approximate % of each form of funding contributing to lifelong learning.

Other (%) "0"

VI.5.1. If relevant, please specify the option "other" here. You can also use this space to provide any comments regarding the previous question.

a) Student support for further and higher education - 24,840,000.00 Euro
c) Internally generated revenues by further and higher education institutions - 10,451,943.00 Euro
Total: 115,066,943.00 Euro

Source: Ministry for Education and Employment Budget Estimates 2012

VI.5.2. If you have any further comments regarding this section, please provide them here:

VI.6. In your higher education policy, is there a focus on promoting the flexible provision of higher education studies/programmes (e.g. changing the intensity of study programmes according to personal circumstances)?

Yes, HE policy focuses on promoting the flexible provision of HE studies/programmes

VI.6.1. Please provide a short description of specific policy measures that exist in your country.

Based on the Further and Higher Education Strategy 2020 document (National Commission for Higher Education; April 2009) which presents the recommendations of the National Commission for Higher Education in its drafted strategy for 2020, objective 1 states that the Government is to attract more young students and adults into further and higher education through adapting systems for adults seeking lifelong learning opportunities, and to ensure fair and open access to all students willing to further their studies.

It was highlighted that this is to be achieved by developing a further and higher education life long learning strategy with the aim of developing a sustainable portfolio of evening classes/programmes of study and continuous professional development programmes, and ensuring that support systems are in place for vulnerable groups, particularly people with disabilities, people with learning difficulties and ethnic minorities.

It was therefore proposed in this strategy that flexible and transparent learning systems need to be in place for adult learners to access and succeed in education and initial vocational training in all its different forms. It is the prime responsibility of education institutions to ensure that their educational programmes are of high quality. Institutions on the other hand need to acknowledge the diversity of individual learner needs and therefore it is their responsibility to adapt programmes and ensure the development of appropriate learning outcomes in a learner-centred perspective. Institutions need to be at the forefront of promoting wider participation and continuing education. (Source: NCHE, 2009. Further and Higher Education Strategy 2020; pp. 6, 43-44)

In Malta's National Reform Programme under the Europe 2020 Strategy (NRP) of 2013, which is a key national steering document, there is also a specific section targeting lifelong learning which aims at enhancing the provisions for flexible lifelong learning programmes. It is highlighted in this document that the Directorate for Lifelong Learning in Malta is drafting a Lifelong Learning Strategy. The main measures to promote adult participation in lifelong learning in Malta include:

The National Implementation of the European Agenda for Adult Learning, where the Directorate for Lifelong Learning had been entrusted to implement the EU Agenda for Adult Learning in Malta (2012-2014) focusing on the 5 key areas outlined below:

- _ Making lifelong learning and mobility a reality;
 - Improving the quality and efficiency of education and training;
 - Promoting equity, social cohesion and active citizenship through adult learning;
- _ Enhancing the creativity and innovation of adults and their learning environments;
- Improving the knowledge base on adult learning and monitoring the adult-learning sector.

where this is to be achieved through the implementation of actions with the intention of:

- _ Raising awareness of the European Agenda for Adult learning in Malta with a focus on promoting basic skills among adults;
 - _ Networking the different stakeholders (such as the government with the private sector) in the adult education sector to raise awareness as well as to encourage more low skilled or low qualified adults (employed, unemployed, and inactive) to participate in adult learning basic skills;
 - _ Collaborating with the various stakeholders to identify low skilled or low qualified adults, their training needs, and to develop actions to motivate them to participate in adult learning basic skills;
- And developing campaign material to promote lifelong learning among adults in basic skills.

The Adult learning Unit within the Directorate for Lifelong learning recruits over 400 adult educators within its different sectors, namely the 8 Evening Classes Centres, the Morning Classes Centre at the Lifelong Learning Centre and adult courses offered at community level. Approximately 16,000 persons per annum over the age of 15 years benefit from one or more of the programmes of study or training provided by the Lifelong Learning Directorate through the Adult Learning Unit, of which as at 2012 64% were females and 36% were males. (Source: Ministry for Finance, 2013. Malta's National Reform Programme under the Europe 2020 Strategy; pp. 73-74)

VI.7. Which of the statements on student statuses best describes the situation in your country?

There are several student statuses (e.g. 'full-time', 'part-time', etc.)

VI.7.1. Please explain what student statuses exist in your country and how you define them.

Students that follow full-time programmes of study (Full-time Students) - students that follow full-time equivalence programmes of study provided either during the day, evening or by means of distance learning.

Students that follow part-time programmes of study (Part-time Students) - students that follow programmes of study that are full-time equivalent in terms of study content, but referring to programmes that are spread over a longer period of time to cover the same content, usually double the period of full-time programmes in order to fit under the part-time classification. Part-time programmes are provided either during the day, evening, or by means of distance learning.

Students that follow short programmes of study (Short Course Students) - students that according to Malta's National Credit and Accreditation System follow short programmes of study at any level of the Malta Qualifications Framework (MQF) but which satisfy at least 4 credits (i.e: 100 hours of total learning) and not more than 40 credits (i.e: 1000 hrs of total learning) if at MQF level 1 and not more than 60 credits (i.e: 1500 hrs of total learning) if it is pegged at levels 2 or over of the MQF. Short courses can also be provided during the day, evening, or by means of distance learning.

Students that follow programmes of study by means of Distance Learning (Distance Learning Students) - Distance learning students refers to students that follow a programme of study with a service provider which does not physically provide tuition services in the context of a class room. Tuition in this case takes place using media allowing distance learning students to follow programmes of study that may be full-time, part-time, or short programmes of study.

VI.7.2. If there is only one student status without any further distinctions, please specify whether HE students in your country can change the pace of their studies (e.g. apply for a limited number of credits) and follow de facto part-time studies.

For details on part-time programmes offered, please see:

University of Malta:

https://www.um.edu.mt/_data/assets/pdf_file/0020/180290/13-14-HomeStudents-UGFees2014.01.20.pdf

https://www.um.edu.mt/_data/assets/pdf_file/0004/186907/13-14-HomeStudents-PGFees2014.04.24.pdf

MCAST:

http://shortcourses.mcast.edu.mt/filebank/WEB-MCAST_PART-TIME_PROSPECTUS.pdf

ITS:

<http://www.its.edu.mt/images/prospectus/Prospectus%20PT%202013.pdf>

VL9. Which of the following statements best describes the extent to which HE institutions offer part-time studies or other alternative forms of study?

Higher education institutions have autonomy to decide but most of them offer part-time studies or other alternative forms of study

For details on part-time programmes offered, please see:

University of Malta:

https://www.um.edu.mt/_data/assets/pdf_file/0020/180290/13-14-HomeStudents-UGFees2014.01.20.pdf

https://www.um.edu.mt/_data/assets/pdf_file/0004/186907/13-14-HomeStudents-PGFees2014.04.24.pdf

MCAST:

http://shortcourses.mcast.edu.mt/filebank/WEB-MCAST_PART-TIME_PROSPECTUS.pdf

ITS:

<http://www.its.edu.mt/images/prospectus/Prospectus%20PT%202013.pdf>

VL9.1. If you have any further comments regarding this section, please provide them here:

VL10. In your country, can prior non-formal and informal learning be taken into account/accredited towards fulfilment of a higher education study programme?

Yes

VL10.1. Please choose the statement that best applies to your country-specific situation.

HE institutions can autonomously decide whether they will provide relevant procedures

VL10.2. Please specify whether the process can lead to a complete award of a higher education qualification or whether it can only lead to a limited number of credits.

Recognition of non-formal and informal learning can lead to a complete award of a higher education qualification

VL10.2.1. Please specify whether this possibility applies to all higher education qualifications or only to some higher education qualifications.

Please also specify whether this possibility is commonly used in practice.

Malta is working towards establishing all the necessary mechanisms that can make possible the recognition and validation of Informal and Non-formal learning in all sectors of trade and profession. Malta is working towards setting up Sectoral Skills Units for each specific sector, which would be composed of professionals in the given sector, both from the academia and from the industry, where these Units will be entrusted to develop occupational standards, and guide individuals on how to proceed with the process for having their prior skills assessed through other Governmental Authorised bodies that would be entrusted to carry out assessment of prior learning for individuals in that particular sector, whereby the skills and competences acquired through informal and non-formal learning settings can be validated and ultimately formally recognised and certified through the provision of a certificate that would be pegged to the Malta Qualifications Framework.

Currently, until all the structure of this initiative is set up, occupational standards and assessment of prior learning thereof is being carried out for three sectors, namely in child care, the printing sector, and the motor industry sector. Trade testing is being carried out by the Malta Employment and Training Corporation (ETC). Those persons who through assessment prove to have the necessary competences, skills, and knowledge in a given occupation or trade, for a certain level, are certified with a certificate of assessment which is pegged to one of the levels of the Malta Qualifications Framework for lifelong learning.

For example, the ETC is currently being entrusted with assessment process for the childcare sector, more specifically for child care-workers and childcare managers in which if a person shows that s/he has the necessary level of knowledge, skills, and competences for such an occupation at that given level, the certification is being recognised and validated at MQF level 4 and level 5 respectively (i.e: child care-worker MQF/EQF level 4, childcare manager MQF/EQF level 5).

Therefore, the certifications obtained through trade testing, which validate and act as a proof of official recognition of one's skills and competences obtained in non-formal and informal learning settings, can be taken into account towards the fulfilment of higher education study programme.

In Malta it is the legal right for a candidate to have his/her prior non-formal and informal learning recognised and formally certified, however the obligation to administer the national process of validation is of the National Commission for Further and Higher Education (NCFHE) and not of HE institutions.

The Legal Notice 295 of 2012, Education Act, Chapter 327, Laws of Malta, stipulates that the National Commission for Further and Higher Education (NCFHE), as the competent Authority, is being entrusted to administer the process of establishing the necessary structures for the validation of non-formal and informal learning in Malta, also having the power to validate non-formal and informal learning and for classifying such validation at a level of the Malta Qualifications Framework.

Therefore, once all the structure such as the Sectoral Skills Committee and the Sectoral Skills Units is set up, and once occupational standards for each of the sectors are formally established by these Units, a candidate has the right to apply for validation of prior non-formal or informal learning, and can apply for a maximum of two validations each year. Therefore, once all the structure is in place, then it is the legal right for candidates to have their prior non-formal and informal learning recognised towards the fulfilment of a higher education programme. However, it is then up to the HE institutions' discretion to set their own entry criteria systems and regulations.

For more information on the obligations of NCFHE on the process of validation of informal and non-formal learning and on the eligibility criteria for candidates refer to L.N 295 of 2012: Validation of Non-formal and Informal Learning Regulations, Education Act, Chapter 327, Laws of Malta.

Available online at:

<http://www.ncfhe.org.mt/uploads/filebrowser/validationLN.pdf>

In Malta, when all the structure is set, and when occupational standards for each specific sector are formally established, certifications obtained through assessment of informal and non-formal learning would be relevant to full qualifications given that the individual would have proved that s/he met all the occupational standards expected at that level.

When an individual proves through assessment that s/he does not satisfy all the expected occupational standards at that level, a formal certification is not issued to the individual. Nevertheless the individual in this case is still provided with some form of recognition statement for his recognised competences. Generally this would be a statement indicating the capabilities, skills, and competences that one satisfies at a given level of the MQF, and hence would look like a partial qualification. However, formal certifications pegged to the MQF which would be comparable to full qualifications are

only provided to those who fulfil all the expected occupational standards at a given level.

VL10.3. If your answers to the three preceding questions were based on steering documents please specify the source (i.e. title of the document and link). If they are based on other sources (e.g. common practice of HE institutions), please specify it as well.

Please refer to Legal Notice 295 of 2012: Validation of Non-formal and Informal Learning Regulations, Education Act, Chapter 327, Laws of Malta.

Available online at:

<http://www.ncfhe.org.mt/uploads/filebrowser/validationLN.pdf>

VL10.4. Do steering documents in your country refer to any specific requirements towards those HE candidates/students who would like to fulfil their higher education modules/programme through the recognition of non-formal and informal learning?

Yes

VL10.4.1. Please specify these requirements.

Specific age requirements (please specify)

Requirements related to the duration of prior professional experience (please specify)

Other (please specify)

LN 295 of 2012 Article 9 (1): "Persons who have undertaken non-formal or informal learning for at least three years in a specific economic sector may apply to the Sector Skills Committee to have their prior non-formal or informal learning experience validated in accordance with the process provided in this regulation." LN 295 of 2012 Article 9 (3): "Any individual applying for validation of prior non-formal or informal learning, hereinafter referred to as "a candidate", can apply for a maximum of two validations each year." Legal Notice 295 of 2012: Validation of Non-formal and Informal Learning Regulations, Education Act, Chapter 327, Laws of Malta. Available online at: <http://www.ncfhe.org.mt/uploads/filebrowser/validationLN.pdf>

VL10.5. Is it possible to provide data on the proportion of HE institutions which commonly use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies)?

There are no official data and it is impossible to provide estimates

VL10.5.1. Please indicate the proportion of higher education institutions which use the recognition of prior non-formal and informal learning as a means of progression in HE studies (i.e. towards fulfilment of studies).

VL10.5.2. Please indicate the source and the reference year.

VL10.6. Is it possible to provide data on the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements?

There are no official data and it is impossible to provide estimates

VL10.6.1. Please indicate the number of students who participated in the recognition of non-formal and informal learning and were exempted from some/all HE programme requirements.

VL10.6.2. Please indicate the source and the reference year.

VL10.7. Are there any plans to create such a possibility? If yes, please provide details on the on-going debates.

VL10.6.3. If you have any further comments regarding this section, please provide them here:

What can be officially provided is the number of individuals that have applied for assessment for the validation of their prior learning through informal and non-formal settings with the Employment and Training Corporation (ETC), which is currently the national authority responsible with the assessment process for the validation of the childcare sector. These statistics are split by the number of individuals that have passed or failed the assessment, by those that are still currently under the assessment process, and by those applicants waiting to be assessed, all at Higher level (level 5) of the Malta Qualifications Framework for the certification of a Childcare Manager.

- Total Number of Applicants to Date (as at April 9th 2014): 54
- Total Number of Applicants who Passed the Assessment: 9
- Total Number of Applicants who Failed the Assessment: 2
- Total Number of Applicants Currently being Assessed: 22

• Total Number of Applicants Waiting to be Assessed: 21
(Source: Training Programmes Design & QA Unit; Employment and Training Corporation (ETC))

VI.11. Besides the approaches mentioned throughout the LLL section, are there any other approaches to enhancing lifelong learning and flexibility of higher education in your country?

Yes ▼

VI.11.1. Please specify what they are.

Yes, for instance the permeability mechanisms that exist within our Higher Education System context. Permeability mechanisms are systems that provide individuals with the opportunity to move into the different spheres and strata of education (academic & vocational) to further their studies at higher levels or change the route of their studies within educational contexts such as between the academic and the vocational sectors, with the possibility to move horizontally or vertically between these systems. Thus, permeability mechanisms promote and facilitate flexibility, mobility, and lifelong learning.

Examples of good practice of permeability mechanisms in Malta include the one that is being exercised between the Institute of Tourism Studies (ITS), which is a VET state provider specialising in Further and Higher levels of education for the tourism and hospitality sector, and the University of Malta; where students at ITS who successfully complete and achieve the VET Higher National Diploma in Tourism Studies or the ITS Higher National Diploma in Hospitality Management (where both qualifications are pegged to MQF / EQF level 5) are given the opportunity to join the B.A. (Honours) Degree course in Tourism Studies at the University of Malta, where such a qualification is classified at MQF / EQF level 6. It is a 3 year full-time first cycle degree; whereby ITS students who acquire the vocational qualifications at MQF / EQF level 5 above mentioned are admitted to the second year of this 3year B.A (Hons) Degree programme at the University of Malta, and hence, these students the two remaining years of the 3year programme. However, given that ITS students join from the second year of the programme, there is an agreement between the University of Malta and the ITS that these students would have to sit for a set of top-up modules during their third year at ITS in preparation for the B.A. (Hons) programme at the University of Malta in order to make up for the modules/study units which were not covered during their study programme at ITS. Some of the study units of the 1st year of the B.A (Hons) programme would already be covered by ITS, hence only the remaining ones are covered via the top-up modules/study units. Tuition for top-up modules is provided by the University of Malta who will be accepting the ITS students.

For further details refer to Institute of Tourism Studies Prospectus for Full-time Programmes 2012-2013 or 2013-2014 available at: <http://www.its.edu.mt/images/prospectus/ITS%20Prospectus%202013-2014.pdf>

A national structure for permeability in Malta has not yet been implemented. For the time being, mechanisms for permeability are still being developed. Nonetheless, Malta is heading in that direction as efforts are continuously being made to establish the necessary policy processes, conditions, and tools which would facilitate permeability. A case in point is the Government's initiative for implementing a pilot project testing the introduction of VET subjects (based on the BTEC programmes) in the compulsory secondary area of education. These vocational qualifications will have the same value in terms of level of knowledge, skills, and competence to that of academic qualifications at that same level within secondary schools (i.e. BTEC certificates will be pegged to MQF/EQF level 3 in par with the academic-based SEC certificates (at Grades 1-5) at MQF/EQF level 3. With these BTEC qualifications students are therefore not only eligible to be admitted to vocational post-secondary schools after they finish compulsory education but also for entry into the MATSEC course at academic-based post-secondary colleges which would lead students to the MATSEC certificate that is the entry requirement for the University of Malta.

Therefore, this initiative gives the opportunity to students within compulsory education to be exposed to a mixture of academic and vocational oriented subjects introducing them to the different educational routes (academic and vocational) which would eventually help them to make more informed decisions in the future when making decisions on which route of education to pursue further studies at further and higher levels once they complete compulsory education. The pilot project will end by June 2014; hence results are yet to be seen. For more details kindly refer to Malta's National Reform Programme work plan and targets p. 25, available online at: http://ec.europa.eu/europe2020/pdf/nd/annex22013_malta_en.pdf

One can also mention the fact that some vocational-based institutions in Malta especially state-run VET providers are also providing their own-home grown Bachelor Degree programmes of study at MQF / EQF level 6, that share the same parity of esteem as academic-based Bachelor's Degrees at that same MQF level, i.e. at level 6. Furthermore, all accredited programmes of study in Malta, both at Further or at Higher Levels are unit-based where each study unit is described in terms of learning outcomes and thus allocated credit points – ECVET points if vocational-based or ECTS if academic-based, which would allow for the transparency, recognition and ultimately transferability of full or partial vocational or academic qualifications into different educational contexts as well as across borders facilitating student mobility and one's ability to achieve a full qualification progressively. Malta is in fact part of the ECVET and the EQAVET European-wide networking team, and had implemented in its national system both European tools. For more information refer to: www.ecvetmalta.org.mt and www.eqavetmalta.org.mt

Data entry: (VII_Internationalisation_mobility)

7.1. Do higher education steering documents refer to internationalisation of higher education?

Yes ▼

7.1.1. In your higher education steering documents, there are:

- Clear aims and objectives regarding internationalisation of higher education
- Concrete measures for implementing internationalisation of higher education

7.1.2. Please specify:

7.2. Which national level public institutions are involved in the internationalisation of higher education in your country?

- No designated institution
- Specific Department in the Ministry responsible for Higher Education
- Agency for the internationalisation of higher education
- Stakeholder organisations
- Other

7.2.1. Please specify the name and provide a link to its website (if available) and a brief description of its main activities:

7.3. Does your country have a formal national strategy for internationalisation of higher education?

No ▼

7.3.1. Please provide a reference and link to the document (if available, also in English):

7.3.2. Has the impact of the strategy been assessed?

Please choose.. ▼

7.3.2.1. Please specify by whom, and provide a reference/link:

7.3.3. What percentage of higher education institutions have adopted an internationalisation strategy?

0%

7.3.3.1. Please provide a source for this information:

not applicable

7.3.4. What percentage of higher education institutions are engaged in internationalisation actions without having adopted a formal strategy?

51-75%

7.3.4.1. Please provide a source for this information:

3 out of 4 public higher education institutions are involved in various mobility initiatives (Erasmus+ and other); in the provision of joint programmes or the provision of foreign degree, such as BTEC qualifications.

23 out of 39 private higher education institutions offer programmes that are accredited abroad, including based on franchising agreements and branch campuses.

7.4. Has your country defined targets for mobile students (if yes, please state the target)?

Credit mobility:Outgoing mobility

Credit mobility:Incoming mobility

Degree mobility:Outgoing
mobility

Degree mobility:Incoming mobility A total of 5,000 fee paying students by 2020

7.4.1. Has your country defined targets for incoming international students with a first degree obtained outside the EHEA?

Yes ▼

7.4.1.1. Please specify:

The Further and Higher Education Strategy 2020 recommends in Objective 1, Priority 3 to attract foreign fee paying students to study in Malta in various fields of study and research. In this regard the strategy recommends for Malta to attract a total of 5,000 fee paying foreign students by 2020 in various fields of study and research.

NCHE (2009): NCHE Further and Higher Education Strategy 2020, Malta, April 2009, p. 42. Available online at: <http://www.nche.org.mt/content/home-documents-and-publications-nche-publications/5963790/>

7.4.2. Has your country defined other targets related to the internationalisation of higher education (e.g. mobile academic staff, types of partnership in higher education and research etc.)?

No ▼

7.4.2.1. Please specify:

7.5. Is there a specific budget for funding internationalisation activities in higher education in your country?

No ▼

7.5.1. Please specify:

7.6. Are there other incentives for higher education institutions to engage in internationalisation activities in your country?

No ▼

7.6.1. Please name and describe them:

7.7. Does your country provide specific, additional funding to higher education institutions for the development and implementation of joint/double degree programmes?

No

7.7.1. Please explain this funding, and how it is allocated:

7.8. Is there a legal requirement for higher education institutions to publish vacancy notices for academic staff in media operating outside your country?

No, such practice is not required and would be very unusual

7.8.1. Please provide a reference:

7.9. Do any higher education institutions have campuses abroad?

No

7.9.1. How many campuses do your higher education institutions have abroad?

7.9.2. In which countries do they have these campuses?

7.10. Do any higher education institutions (HEIs) in your country offer massive open online courses (MOOCs) in your country?

No

7.10.1. Please provide:

The percentage of HEIs offering MOOCs (%) ""

7.10.1. Please provide:

The number of MOOCs currently offered (1,2,3 n) ""

7.11. Does your country have main regions of operation for international student mobility?

Yes

7.11.1. Which are the main regions of operation for student mobility?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and southern Africa
- Australia, New Zealand
- Other

7.11.2. Please specify

7.11.3. Does your country have main regions of operation for joint/double degrees?

Yes

7.11.4. What are the main regions of operation for joint/double degree programmes?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.5. Please specify

7.11.6. Does your country have main regions of operation for campuses abroad?

No

7.11.7. What are the main regions of operation for campuses abroad?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America

- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.7.1. Please specify

7.11.8. Does your country have main regions of operation for international cooperation in research?

Yes

7.11.9. What are the main regions of operation for international cooperation in research?

- EHEA
- Non EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.9.1. Please specify

7.11.10. Does your country have main regions of operation for other forms of internationalisation (please specify the forms)?

No

7.11.11. What are the main regions of operation for other forms of internationalisation (please specify the form)?

- EHEA
- No EU EHEA
- EU only
- USA/Canada
- Latin America
- Asia
- China specifically
- India specifically
- Middle East
- North Africa
- Central and Southern Africa
- Australia/New Zealand
- Other

7.11.11.1. Please specify

7.12. Comments:

7.13.1. Please tick the three most important obstacles to incoming student mobility for your country.

- Funding
- Recognition
- Language
- Curriculum/Study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.1.1. Please specify:

7.13.2. Please tick the three most important obstacles to outgoing student mobility for your country:

- Funding
- Recognition
- Language
- Curriculum/study organisation
- Legal issues
- Motivating and informing students
- Personal and family life

7.13.2.1. Please specify:

7.14. Are at least some of the obstacles that you ranked above particularly important in / relevant for:

Specific study cycles Yes No No answer

Specific fields of studies Yes No No answer

Credit mobility Yes No No answer

Degree mobility Yes No No answer

7.14.1. Please specify:

7.15. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

No specific measures/programmes have been implemented to tackle these obstacles.

7.16. Has your country monitored the effects of these measures/programmes?

No

7.16.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.16.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.16.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.17. Comments:

7.18. Do you have a central website which provides information about all mobility schemes for national and international students?

No

7.18.1. Please provide a link to the website:

7.18.2. Is the website linked to Bologna website?

Please choose..

7.19. Do your national institutions/agencies responsible for internationalisation:

Provide information exclusively on national programmes and higher education institutions

7.19.1. Please provide a link to such information:

7.20. Do higher education programmes taught in widely spoken, non-native languages fall under the same legal regime as programmes taught in official languages of the country?

Yes

7.20.1. Do students have to pay additional fees?

Please choose..

7.20.2. Are there any other differences? Please specify:

7.21. Comments:

7.22. Since 2012, has your higher education minister participated in:

- the 2012 Bologna Policy Forum
 other bilateral and/or multilateral ministerial dialogues
 international events other than ministerial meetings

7.22.1. Please specify with which countries:

7.22.2. What were the main higher education issues addressed in these events?

7.23. Comments:

7.25. Are there national policy goals regarding staff mobility in higher education?

No

7.25.1. Please specify and provide reference:

7.26. Are there any national mobility programmes for higher education staff?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.26.1. Please provide details and a link for further information on relevant programmes

not applicable

7.27.1. Does your country define quantitative targets for any incoming staff mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.1.1. Please specify any targets that exist:

not applicable

7.27.2. Does your country define quantitative targets for any outgoing mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Teaching staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.27.2.1. Please specify any targets that exist:

not applicable

7.28. For each staff group, is information collected on participation rates in mobility?

Researchers Yes No No answer

Teaching staff Yes No No answer

Doctoral candidates Yes No No answer

Technical staff Yes No No answer

Administrative staff Yes No No answer

International officers Yes No No answer

Guidance counsellors Yes No No answer

Others Yes No No answer

7.28.1. Which organisation(s) collect this information? Please provide a link.

7.29. Are there any mechanisms to reward staff who participate in mobility?

Career development advantages Yes No No answer

Financial benefits Yes No No answer

Non-financial benefits Yes No No answer

Other Yes No No answer

7.29.1. Please specify how staff who participate in mobility are rewarded:

not applicable

7.30. Is there a website which provides information about all international mobility schemes for staff?

No

7.30.1. Please provide a link:

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Immigration restrictions "8"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Recognition issues "5"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Language issues "3"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of funding "2"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Administrative burden "1"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Lack of personal motivation and interest "4"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Incompatibility of pension and/or social security systems "6"

7.31.1. Please rank the following potential obstacles to incoming staff mobility from most important (1) to least important (8)

Legal issues "7"

7.31.1.1. Additional comments:

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Immigration restrictions "8"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Recognition issues "5"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Language issues "3"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of funding "4"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Administrative burden "1"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Lack of personal motivation and interest "2"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Incompatibility of pension and/or social security systems "6"

7.31.2. Please rank the following potential obstacles to outgoing staff mobility from most important (1) to least important (8):

Legal issues "7"

7.31.2.1. Additional comments:

7.32. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

No measures / programmes have been implemented to tackle the obstacles.

7.33. Has your country monitored the effects of these measures/programmes?

No ▾

7.33.1. Please provide information on how this monitoring is undertaken:

Who is responsible (which institution(s)) ""

7.33.1. Please provide information on how this monitoring is undertaken:

How regularly is monitoring conducted (annually, biannually, etc.) ""

7.33.1. Please provide information on how this monitoring is undertaken:

The most recent results (please specify) ""

7.34. Please provide any additional comments on internationalisation and mobility that should be taken into consideration: