

NCHE
FURTHER & HIGHER
EDUCATION STATISTICS
2009

REPORT OF THE SURVEY HELD BY THE
NATIONAL COMMISSION FOR HIGHER EDUCATION

February 2010

Disclaimer

The primary source for local data is the Annual Further and Higher Education Survey conducted by the National Commission for Higher Education (NCHE). International statistics derive from multiple sources which are all referenced.

The survey is conducted in full collaboration with the National Statistics Office (NSO) and the Ministry for Education, Culture, Youth and Sport (MEDC), and all providers participating in the survey are aware that the survey is used as the administrative source and a single point of collection for the three entities with respect to information collected in this survey. Submission of data in the survey does not exempt providers from their legal obligations to provide information requested by Competent Authorities when requested to do so.

Survey data is collected using an on-line information system, and relies upon the true, accurate, current and complete information submitted by providers. While the NCHE endeavours to keep the information up to date and correct, it makes no representations or warranties of any kind, express or implied, about the completeness, accuracy, reliability, suitability or availability with respect to the information submitted by all providers.

In view of the gradual implementation of the Malta Qualifications Framework, all providers have reported the MQF level of their programmes and qualifications. For some entities the MQF levels have been approved by the Malta Qualifications Council (MQC), and in other cases the process is still being completed. In these cases NCHE relies on the self-reported level ratings by providers. This does not constitute any form of approved or accredited status for institutions, programmes or qualifications by NCHE.

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NCHE FURTHER AND HIGHER EDUCATION STATISTICS 2009

February 2010

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Foreword

Welcome to the second edition of the Annual Further and Higher Education Statistics Report for 2009. This year has been an intensive year of development for the NCHE to continue improving its capacity and systems to collect and disseminate timely and accurate information about the Further and Higher education sectors in Malta.

In 2009, 9 more private providers have participated in the survey conducted during February to June of 2009. This is an encouraging sign of development, which shows the willingness of institutions to contribute positively to the process of structured dialogue and adequate data provision for informed policy development.

The training and support sessions held by NCHE with most providers has proved to be very useful. Institutions are gradually refining their systems for student, programme and institutions records, the necessary classifications and other information that serves to inform students, parents, staff and other relating parties.

The NCHE hopes that all Further and Higher institutions will be participating in the 2010 survey. Their participation will ensure adequate preparedness in anticipation of future external quality assurance processes which will require adequate systems and records.

The on-line data collection tool has helped institutions submit their information in a more practical manner, and has shortened the processing time necessary for consolidation and analysis. During 2009 the NCHE also launched guidelines and training for three new dimensions of the 2010 survey, which relate to student and staff mobility, to special needs and staff profile of institutions.

The NCHE takes this opportunity to thank all heads of entities for their support and collaboration on this process, and to all contact persons who worked closely with NCHE on a daily basis, to provide the necessary information. Your work is highly appreciated.

Contents

Disclaimer	3
Foreword	4
Contents	5
List of Institutions that Participated in the Further & Higher Education Survey 2009	6
Table of Figures	7
Introduction	8
Further and Higher Education at a Glance	10
Key Trends in Further Education	16
International Student Mobility in Further & Higher Education	28
Further and Higher Education Statistics	30
Bibliography	41
Annex 1 - Acronyms and Definitions	42

List of institutions

THAT RESPONDED TO THE FURTHER & HIGHER EDUCATION SURVEY 2009

INSTITUTIONS ARE CITED IN THE ORDER CORRESPONDING TO THE ALPHABETICAL ORDER OF THEIR NAMES

- | | |
|--|---|
| • Alliance Francaise De Malte ~ Mediterranee | • Learnkey Training Institution |
| • Allied Consultants Ltd | • Malta College of Arts, Science & Technology (MCAST) |
| • Audrey's Health & Beauty Centre | • Malta Institute of Management |
| • Beautech Hair & Beauty Academy | • Malta International Training Centre |
| • Compex Co. Ltd. | • Malta School of Flying |
| • Computer Domain Ltd | • Sir M.A. Refalo Post Secondary |
| • De La Salle College | • St Aloysius Sixth Form |
| • European Institute of Education | • St Mark's Institute |
| • Future Focus Ltd | • St Martin's sixth form |
| • German-Maltese Circle | • St. Martin's Institute Of Information Technology |
| • Gestalt Psychotherapy Training Institute Malta | • STC Training |
| • Giovanni Curmi Higher Secondary | • Support and Supply Management (SSM) Group Ltd. |
| • Institute of Financial Services | • The Olivia Dow School Of Russian Ballet |
| • Institute of Legal Studies | • University of Malta |
| • Institute of Tourism Studies (ITS) | • University of Malta G.F Abela Junior College |
| • Institute for Environmental Studies | • Verdala International School |

Table of figures

CHART 2.1 – Day programme student population in further and higher education	10	CHART 3.7 – Relative growth rate (%) per annum of tertiary student population by level (2001-2009)	21	TABLE 5.5 – Student population by gender and mode of study	32
CHART 2.2 – Total day and evening programme student population in further and higher education	11	CHART 3.8 – Student participation rate (%) of those aged 18-39 in tertiary education in Malta	21	TABLE 5.6 – May 2009 Matriculation Certificate Registrations by Subject and Gender	33
CHART 2.3 – Evening programme student population in further and higher education	12	TABLE 3.9 – Student population and participation rate (%) of those aged 18-29 in tertiary education in Malta by MQF level	22	TABLE 5.7 – Student population and programmes, by field of study, mode and gender (excluding Short courses)	34
CHART 2.4 – 17 year old student population participating in further and higher education	13	CHART 3.10 – Student participation rate of the 20 year old cohort (2007)	23	TABLE 5.8 – Student population and programmes, by field of study, mode, and gender (Short courses only)	34
CHART 2.5 – 19 year old student population participating in further and higher education	13	CHART 3.11 – Student population by field of study	23	TABLE 5.9 – Student population and number of programmes by qualification and MQF level	35
TABLE 2.6 – 17 and 19 year old student population participating in further and higher education	14	CHART 3.12 – Growth rate (%) per year in Maths, Science and Technology student population	24	CHART 5.10 – Student population by age and sector	36
CHART 2.7 – Student population by age participating in further and higher education (including short courses) in 2009	15	CHART 3.13 – Student population by field of study at a Doctoral level	24	TABLE 5.11 – List of institutions providing Higher education by funding and type	36
CHART 2.8 – Net entry rates of new entrants to tertiary education (2005)	15	CHART 3.14 – Student population by gender in Tertiary education	25	TABLE 5.12 – Total student population and course breakdown by ownership (excluding Short courses)	37
CHART 3.1 – Participants in continuing vocational training programmes as a share of employees in all enterprises	18	CHART 3.15 – Student population by field of study and gender	25	TABLE 5.13 – Number of Higher Education programmes by duration and mode of study	37
CHART 3.2 – Student population in the private sector following higher education programmes	18	CHART 3.16 – Student population share by field of study and gender (%)	26	TABLE 5.14 – Student population by gender and mode of study	38
CHART 3.3 – Total tertiary student population (2000-2009)	19	CHART 3.17 – Student population by field of study, Malta and the EU-27	27	TABLE 5.15 – Student population and programmes, by field of study, mode, and gender	38
CHART 3.4 – Growth rate (%) per year of the total tertiary student population (2000-2007)	19	TABLE 5.1 – List of institutions providing Further education by funding and type	30	TABLE 5.16 – Student population and number of programmes by qualification and MQF level	39
CHART 3.5 – Total tertiary student population by public or private sector (2009)	20	TABLE 5.2 – Total student population and course breakdown by institution ownership (excluding Short courses)	31	CHART 5.17 – Student population by age and sector	40
CHART 3.6 – Total student population following Doctoral programmes (2009)	20	TABLE 5.3 – Total student population and course breakdown by ownership (including Short courses)	31		
		TABLE 5.4 – Number of Further Education programmes by duration and mode of study	32		

I. Introduction

This is the second report since its launch in 2008. In 2009, the National Commission for Higher Education (NCHE) conducted its second annual survey entitled “Further and Higher Education Survey 2009”. The survey involves the collection of information, data and statistics from all public and private further and higher education institutions in Malta.

The survey underpins the work on all policy and strategy formulation for the further and higher education sector in Malta. It provides valuable information which is necessary for the NCHE to be able to perform its research, analysis, policy recommendations and reports. It also serves to inform all stakeholders regarding the developments of further and higher education in Malta. The NCHE is committed to conduct the survey on an annual basis.

THE ROLE OF THE NCHE TO PUBLISH KEY PERFORMANCE INDICATORS AND INTERNATIONAL BENCHMARKS

The NCHE has developed this statistical report in fulfilment of its functions under Article 66(c) and (d) of the Education Act as follows:

66. *In reaching its aims, the Commission shall: ...*
- (c) *collect information, data and statistics as required for the performance of its functions;*
 - (d) *publish studies and thematic reviews which it deems to be important as relating to:*
 - (i) *national strategy for further and higher education;*
 - (ii) *key performance indicators on the further and higher education sectors in Malta; and*
 - (iii) *benchmarking performance against international developments;*

Furthermore, Article 68 of the Education Act states that

68. (1) *The Commission shall have full access to all information available to further and higher public educational institutions and it shall have the right to request all data it may require both from public and private institutions and this data shall be transmitted to it within a reasonable time from when it was requested.*
- (2) *The Commission shall have access to statistics and to economic and social data as required so that the Commission and its Secretariat may be able to perform their functions in accordance with this Act.*

THE FURTHER AND HIGHER EDUCATION SURVEY 2009 – COVERAGE AND METHODOLOGY

The survey involved the collection of information, data and statistics from all public and private further and higher education institutions in Malta.

The NCHE reviewed its database and guide in January 2009 outlining the structure of information required from institutions and their programmes. All definitions of terms and classifications are outlined in this guide which is annexed to this report for reference and interpretation of results.

Data is collected in electronic format, through the on-line data collection system available for providers. The data also covers information requested by the National Statistics Office (NSO) to avoid duplication of requests.

The reference period for the student headcount was the 31st March 2009. All licensed schools and tuition centres in Malta were provided access to the on-line database portal to submit data to the NCHE by the 29th May of 2009.

The Survey requires from all state and licensed private providers of education a submission, if any, of their activities which are related to Further or Higher Education, defined as follows:

- Further Education - An academic, vocational or professional programme of formal education and/or training for persons above the compulsory school age which leads to a qualification classified up to and including NQF level 5 or ISCED level 4.
- Higher Education - An academic, vocational or professional programme of formal education, training or research for persons above the compulsory school age which leads to a qualification with the title of Degree, Certificate, Diploma or other similar title, at NQF level 6 or ISCED level 5 or higher.

Some institutions providing Further or Higher education also provide short courses which do not lead to a Further or Higher education qualification. These courses and the student headcount of such courses by these institutions are also included in the survey to give a clearer picture of the services provided by Further and Higher education providers.

Those providers who provide only short courses or proprietary programmes leading to certificates of a professional nature only, are out of scope. They report separately to other competent authorities within the Ministry of Education, Culture, Youth and Sport.

COLLABORATION AND DISSEMINATION

Meetings are held annually with both public and private sector providers, two information and training seminars are organised and additional support is provided by the NCHE throughout the year to assist those involved in the compilation.

The information is consolidated into one database and a benchmarking exercise is then conducted to compare indicators for Malta vis-a-vis the EU-27 and OECD countries.

During 2009, the NCHE collaborated with the National Statistics Office (NSO) to monitor developments for data requirements by local and international agencies. The NCHE has also started collaborating with other entities or agencies that collect specific data for this sector.

The NCHE is committed to treating any micro data submitted in a confidential manner due to the commercial sensitivity of the information provided.

The report is available from the NCHE Office, Old University Building, St.Paul's Str. Valletta, Malta.

The report and data is also available in electronic format from the publications page on <https://www.nche.gov.mt>

FUTURE DEVELOPMENTS

During 2009, NCHE has launched three new dimensions to the Annual Survey in advance of 2010. These include information on inward and outward student mobility, staff profile of the different institutions and special needs. NCHE has also been working to integrate the financial dimension of the sector into the Survey in collaboration with NSO.

In addition a number of various initiatives are taking place at an EU and Europe wide level to develop comparable indicators and more transparent tools for students to base their study and mobility choices on in the future. Work done by NCHE during

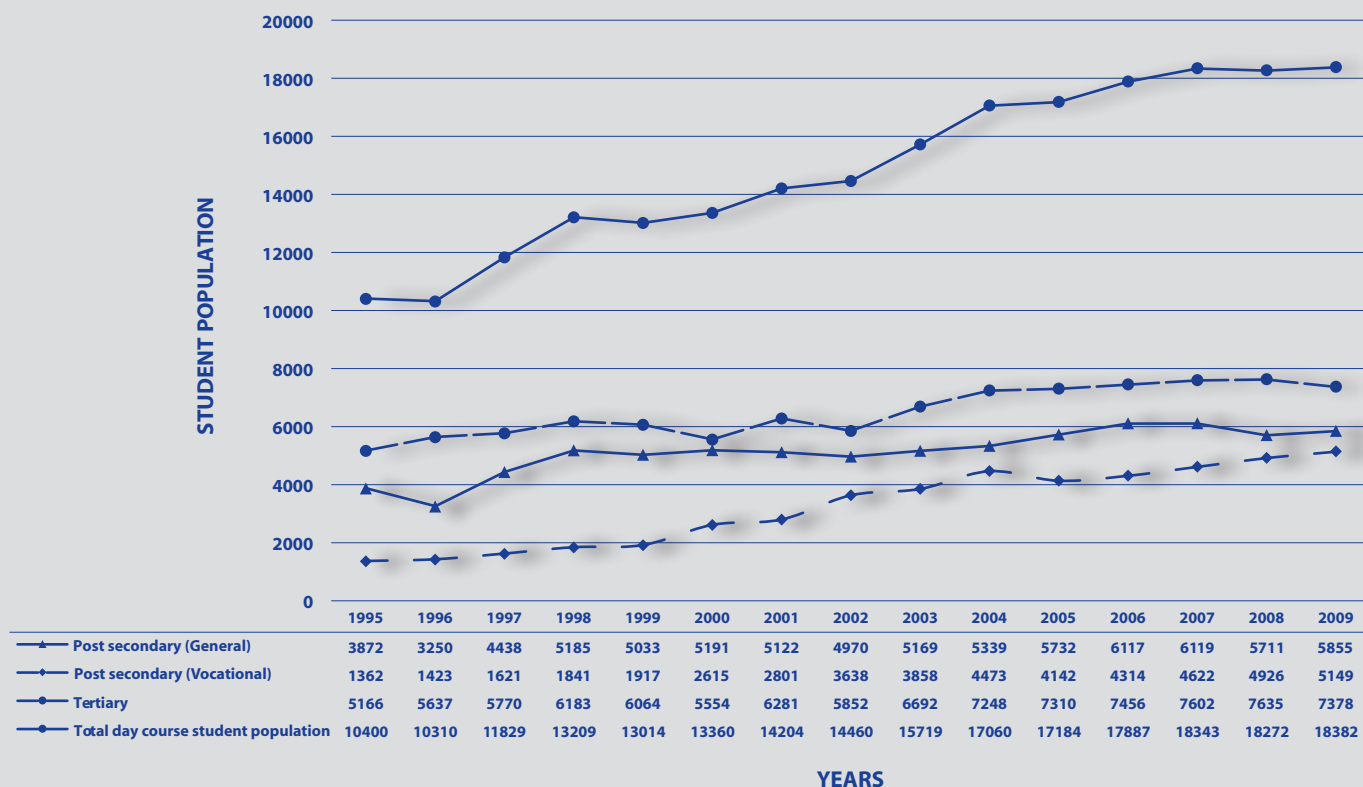
2009 which will have an impact on future survey and statistics report includes:

- EUMIDA feasibility study on the development of an EU database on all HE institutions in Europe. The project on one hand is being developed by a EU wide consortium with the EU Commission to work through National Statistics Agencies (NSO in Malta) to provide data for such a database. NCHE and NSO have been collaborating to give the necessary responses on future data collection and structure in relation to Higher Education in Malta. More information on <http://www.eumida.org>;
- The EUROSTUDENT project collates comparable data on the social and economic conditions of student life in Europe. 23 countries participated in EUROSTUDENT III with nearly 250 key indicators which cover the broad areas of access to higher education, social and economic conditions of living during studies and international mobility. NCHE is co-ordinating Malta's participation in EUROSTUDENT IV planned for 2010. This will target higher education students in Malta through a questionnaire for a representative sample. More info on <http://www.eurostudent.eu>;
- NCHE also worked in collaboration with the Guidance and Counselling Unit of the Ministry of Education, Culture, Youth and Sport to refine the questionnaire used for annual Tracer Studies monitoring progression of school leavers. The Tracer Study of 2008 contains relevant information on progression of students from compulsory to further education levels. More information on <http://www.schoolnet.gov.mt/guidance>;
- Statistical support is also given for the compilation of a number of studies and reviews within the EU, Bologna, UNESCO, OECD and other international projects in collaboration with NSO, Ministries, agencies and institutions. Key data on Further and Higher Education in Malta is available on Eurostat and Eurydice portals. For more information visit <http://ec.europa.eu/education> or <http://www.eurostat.eu/eurostat>.

II. Further and higher

EDUCATION AT A GLANCE

CHART 2.1 – DAY PROGRAMME STUDENT POPULATION IN FURTHER AND HIGHER EDUCATION



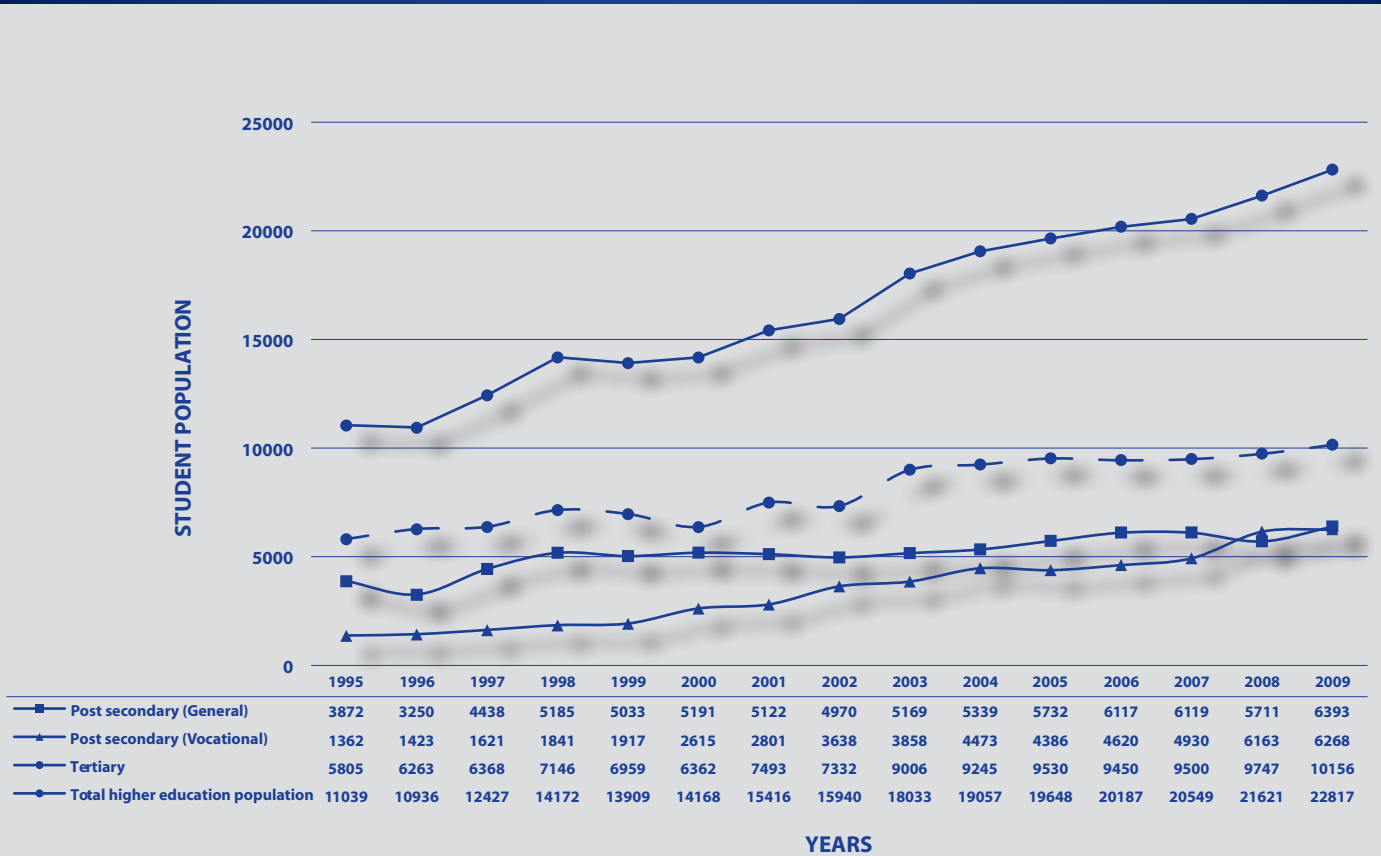
Sources: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

This chapter outlines the overall trends in student populations. Chart 2.1 shows the overall increase in participation rates in the further and higher education sector between 1995 and 2009. In day programmes alone, the student population increased by 41% over the last ten years between 1999 and 2009. In the last five years however, the growth rate has been slower at 8%.

MCAST and the University of Malta have seen relatively stable growth in the last five years, whilst the post secondary general sector remains the sector experiencing the most significant fluctuations.

The progression into general post-secondary programmes and tertiary level programmes is strongly linked to the SEC and Matriculation examination passes in earlier years.

CHART 2.2 – TOTAL DAY AND EVENING PROGRAMME STUDENT POPULATION IN FURTHER AND HIGHER EDUCATION

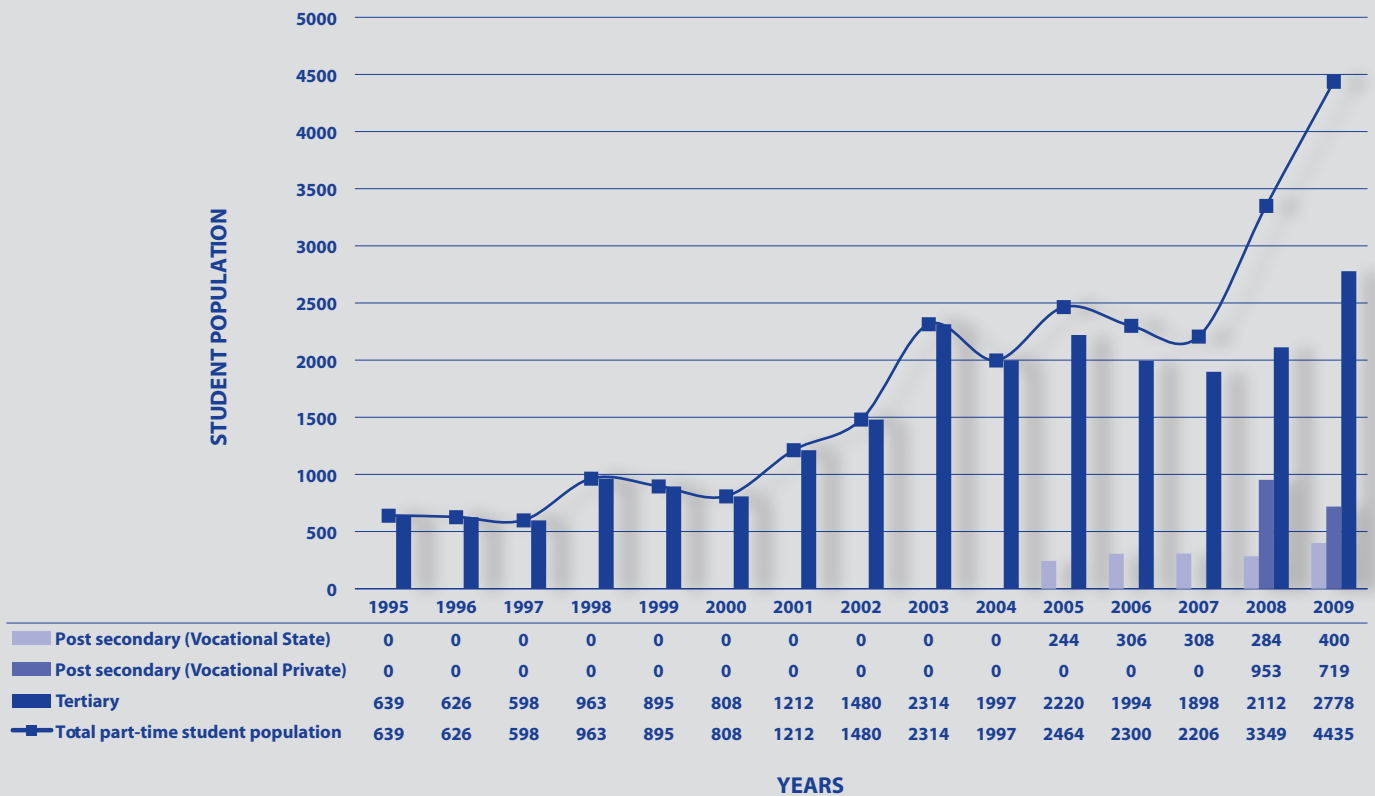


Source: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

Chart 2.2 shows growth of the total student population in the further and higher education sector. This increased by just over 64% over the last ten years between 1999 and 2009.

In the last five years, the growth rate has been just under 20%. The past decade has witnessed a significant increase in the students attending day programmes at MCAST together with a slight increase in the students attending the University of Malta.

CHART 2.3 – EVENING PROGRAMME STUDENT POPULATION IN FURTHER AND HIGHER EDUCATION



Source: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

Evening programmes are predominantly offered on a part time basis. Chart 2.3 shows the participation of adults in evening programmes at a Tertiary level.

The female student participation rate at the University of Malta has been on the increase reflecting a gender bias towards females. This is evident for all the years from 1995 onwards. In 2009, the female participation rate in higher education was 56% whilst that for further education (excluding short courses) was 48%¹.

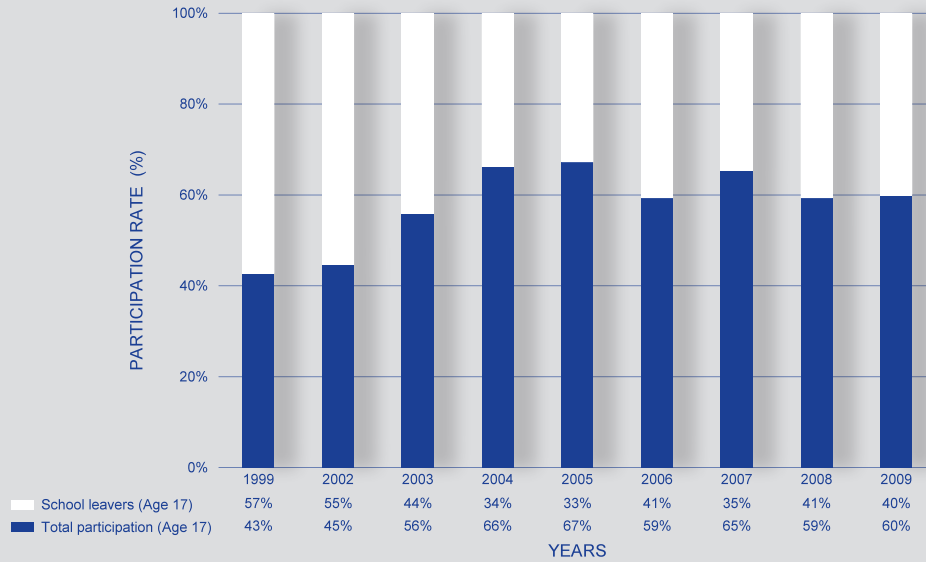
A key measure of post-secondary participation rates is the participation rate of the population aged 17. This indicator shows

that the share of students in a particular cohort that completed their secondary level is proceeding steadily towards obtaining post-secondary qualifications, and would not have yet started attending University. Chart 2.4 shows the gradual change in choice of 17 year olds across a period of time.

The average participation rate of 17 year olds in post secondary education during the last 5 years is on average 62%. No significant progress was made over this period. Small shifts in numbers may create between 3-5% variance due to distribution of age around the reference date of 31st March used in the Survey.

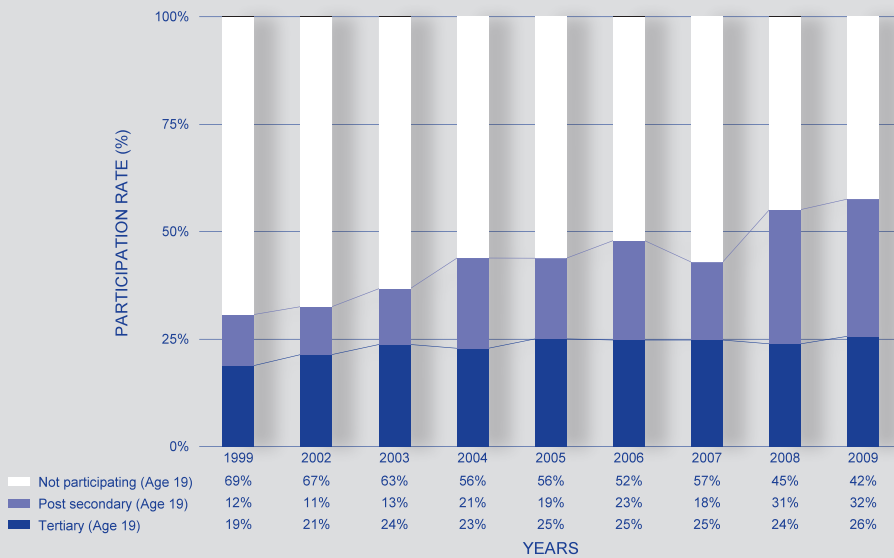
¹ NCHE 2009

CHART 2.4 – 17 YEAR OLD STUDENT POPULATION PARTICIPATING IN FURTHER AND HIGHER EDUCATION



Source: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

CHART 2.5 – 19 YEAR OLD STUDENT POPULATION PARTICIPATING IN FURTHER AND HIGHER EDUCATION



Source: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

Chart 2.5 illustrates the same analysis extended to age 19 where most students proceed to University or MCAST programmes. In 2009, the participation rate of 19 year olds in further and higher education was 58%.

At age 19, 42% are no longer participating in education. In 2009, 32% of 19 year old students are participating in post secondary vocational programmes whilst 26% are following tertiary level programmes.

TABLE 2.6 – 17 AND 19 YEAR OLD STUDENT POPULATION PARTICIPATING IN FURTHER AND HIGHER EDUCATION

AGE	LEVEL	1999	2002	2003	2004	2005	2006	2007	2008	2009
17	Population:									
	Post secondary (General)	2,169	1,547	2,398	2,633	2,603	2,190	2,358	2,138	2,299
	Post secondary (Vocational)	344	823	606	879	1,110	1,113	1,144	994	956
	Tertiary	42	54	24	5	6	9	7	13	7
	Total post secondary	2,513	2,370	3,004	3,512	3,713	3,303	3,502	3,132	3,255
	Total population cohort	5,984	5,430	5,425	5,314	5,533	5,584	5,368	5,302	5,474
	Participation rate:									
	Post secondary (General)	36%	28%	44%	50%	47%	39%	44%	40%	42%
	Post secondary (Vocational)	6%	15%	11%	17%	20%	20%	21%	19%	17%
	Tertiary	1%	1%	0%	0%	0%	0%	0%	0%	0%
	Total participation	43%	45%	56%	66%	67%	59%	65%	59%	60%
	School leavers	57%	55%	44%	34%	33%	41%	35%	41%	40%
	Total population cohort	100%	100%	100%	100%	100%	100%	100%	100%	100%
	19	Population:								
Post secondary (General)		272	34	141	211	176	346	122	613	747
Post secondary (Vocational)		408	612	582	930	808	884	880	1,129	1,011
Tertiary		1,076	1,240	1,324	1,242	1,315	1,318	1,372	1,336	1,379
Total post secondary		1,756	1,886	2,047	2,383	2,299	2,548	2,374	3,078	3,137
Total population cohort		5,711	5,794	5,571	5,430	5,245	5,314	5,533	5,584	5,368
Participation rate:										
Post secondary (All)		12%	11%	13%	21%	19%	23%	18%	31%	32%
Tertiary		19%	21%	24%	23%	25%	25%	25%	24%	26%
Total participation		31%	33%	37%	44%	44%	48%	43%	55%	58%
Non participation		69%	67%	63%	56%	56%	52%	57%	45%	42%
Total population cohort		100%	100%	100%	100%	100%	100%	100%	100%	100%

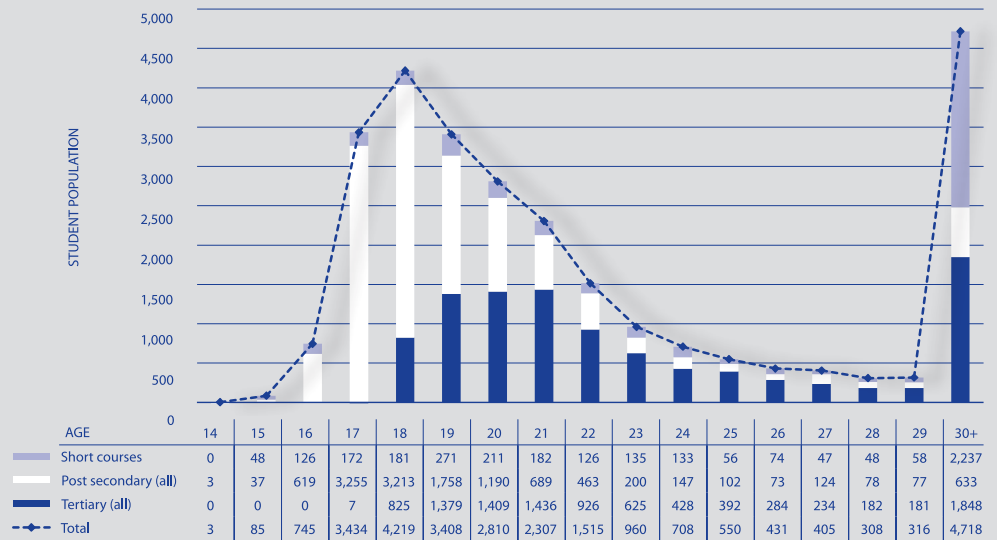
Source: 1994-2005 NSO Education Statistics; 2006-2007 NCHE provisional data; 2008-2009 NCHE Further and Higher Education Statistics 2008 & 2009

Table 2.6 shows a detailed breakdown of population at age 17 and 19 respectively, and the participation rate relative to the population based on birth rates of the different age cohort in 2009.

In response to the need to improve the accuracy of estimating participation rates in further and higher education in Malta, NCHE jointly with MEEF will be assessing the validity of data sources. The study will be conducted later this year and will be based on a survey to validate data sources.

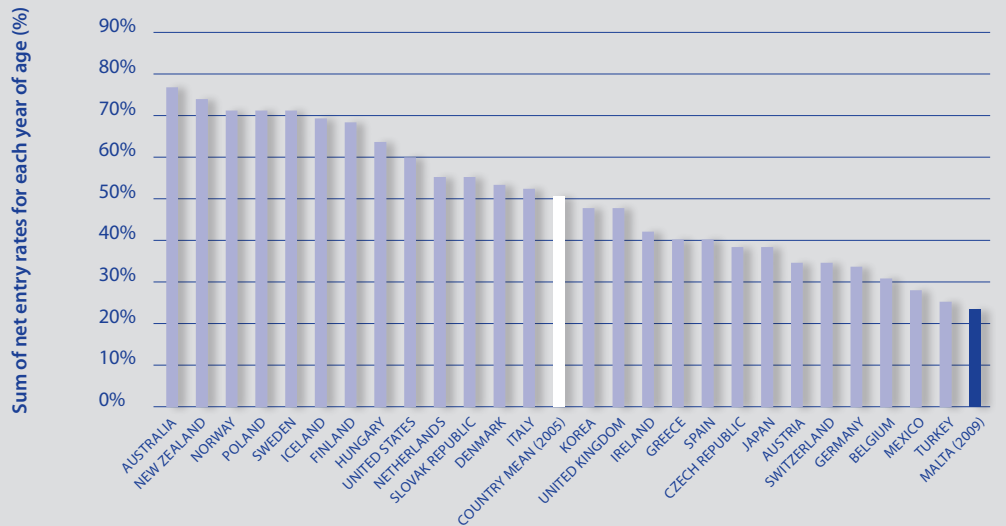
The survey will compare the participation rate obtained from the existing methodology based on data provided by institutions with the results that will emerge from the survey. The survey sample will comprise approximately 1,000 randomly selected students who have completed secondary education in 2008 to guarantee a margin of error less than 3%. Moreover, the sample will be stratified by gender and school type to ensure a true representation of the population of secondary school leavers. Statistical tests will be employed to identify where deficiencies are significant if they are found to exist.

CHART 2.7 – STUDENT POPULATION BY AGE PARTICIPATING IN FURTHER AND HIGHER EDUCATION (INCLUDING SHORT COURSES) IN 2009



Source: NCHE Further and Higher Education Statistics 2009

CHART 2.8 – NET ENTRY RATES OF NEW ENTRANTS TO TERTIARY EDUCATION (2005)



International Source: OECD, Education at a Glance 2007, Table C2.4, page 294; Malta Source: NCHE Further and Higher Education Statistics 2009, Demographic review of the Maltese Islands 2006 (Population for age cohorts).

Chart 2.7 shows the age distribution of total full-time and part-time students (excluding short courses) in further and higher education. Most students in March of the academic year are either 17 or 18 during their two years in post-secondary education. Between 18 and 22 years of age, students attend post secondary vocational programmes at MCAST or ITS or the University of Malta and other private higher education programmes.

Chart 2.8 shows that the net entry rate for tertiary level education in Malta was at 25% in 2009, compared to a 54% country mean for OECD countries in 2005 included in the analysis. The net entry rate of a specific age is obtained by dividing the number of first-time entrants to each type of tertiary education of that age by the total population in the corresponding age group (multiplied by 100).

III. Key trends

AND BENCHMARKS IN FURTHER AND HIGHER EDUCATION

Developments in Further education

STUDENT POPULATION TRENDS

Over the last decade, the number of students in post secondary education has increased from 6,950 in 1999 to 9,812 in 2004 to 12,661 in 2009.

According to Eurostat, the rate of early school leavers in Malta has dropped from 42% in 2004 to 39% in 2008². This means that on average, 40% of students leave education with less than post secondary education whilst 60% of students continue their post secondary education.

In 2008 the EU indicator for post secondary attainment level³ in Malta decreased to 53%⁴ from 55.5% in 2007 for those of age 20-24. In 2008, the indicators show that Malta has decreased slightly in its attainment rate.

It will take a few more years to register the progress witnessed in school leaving cohorts in the EU structural indicators due to the time lag necessary to capture 20-24 year old age cohorts through future labour force surveys. The higher participation rates registered in post-secondary education in Malta in recent years by the structural indicators are the result of participation rates between 2003-2005.

Targets recommended by NCHE for reaching 85% participation rates of 17 year olds by 2015 have been outlined in the Further and Higher Education Strategy 2020⁵.

Benchmark

In 2008, 14.9%⁶ of 18-24 year olds in Europe finished schooling with less than post secondary education. Completion of upper secondary education has become the norm over the past 20-30 years. Malta still had the highest proportion of early school leavers in the EU at 39% in 2008. Reforms are in place to improve this outcome over the coming years.

GENERAL AND VOCATIONAL PROGRAMMES

At the end of secondary education, students who decide to continue studying have a choice between general or vocational education. Public and private institutions and colleges in Malta provide a wide choice of programmes at general and vocational education.

In 2009, the proportion of students enrolled in general academic programmes stood at 46% of total students in further education compared to 54% in vocational programmes up to NQF level 5 in Malta⁷.

Most post secondary programmes in OECD and EU countries are designed primarily to prepare students for tertiary studies, and their orientation can be general, pre-vocational or vocational. In 2007, the ratio of students enrolled in general and vocational programmes at ISCED level 3 was at 55% and 45% respectively in OECD countries and 49.5% and 50.5% respectively in EU countries⁸.

The status and attractiveness of vocational education and training (VET) in Malta has increased over the last decade. The Malta College for Arts, Science and Technology (MCAST) houses almost all the state vocational institutes and has started to offer top up degree programmes as from October 2009. MCAST is undertaking this project in collaboration with Fraunhofer-Gesellschaft, a world renowned German research institution. The Institute of Tourism Studies (ITS) offers a programme which leads to a degree at the University of Malta.

² Lisbon Progress Report (2009), Page 161

³ Percentage of the population aged 20 to 24 having completed at least upper secondary education

⁴ Lisbon Progress Report (2009), Page 161

⁵ NCHE (2009), Page 36

⁶ Lisbon Progress Report (2009), Page 161

⁷ NCHE (2008). Short courses excluded.

⁸ OECD (2009), Education at a Glance, Page 304

⁹ OECD (2009), Education Today, Page 33

¹⁰ Lisbon Progress Report (2008), Page 53

¹¹ OECD (2009), Education Today, Page 33

¹² According to the definition of the European Council, lifelong learning includes "all learning activity undertaken throughout life, with the aim of improving

Benchmark

A relatively even balance between students enrolled in upper secondary general and vocational programmes across EU countries as a whole hides very large differences across countries⁹. This is due to structural differences in the respective education systems. In some countries VET is organised as pre-vocational training to prepare young people for the transition to a VET programme at post secondary level. An increasing number of countries also offer higher level studies following initial vocational programmes¹⁰.

VET teacher education is seen to be under-developed in most countries – as effective professionalized pedagogy and guidance is still lacking¹¹.

Chapter 5 contains detailed statistics for the post secondary general and vocational sectors in Malta for 2009.

Adult learners in Further and Higher education

ADULT LEARNING

In 2008, 6.2% of adults in Malta were participating in lifelong learning¹² compared to 9.5% of adults in the EU-27 that participate in life long learning¹³. Progress is slow to reach the benchmark of 12.5% by 2010 and 15% by 2020. However, it is pertinent to note that there are other local initiatives that organise formal, non-formal and informal learning that are not accurately recorded. Catching up with adult participation in lifelong learning remains the main challenge in many European countries¹⁴.

Currently, the further and higher education sector provides for 2% of the adult education between 24 and 64 with education

opportunities. By 2020, the NCHE recommends that the sector increases its share of life long learning opportunities to 4% of adults aged between 24 and 64¹⁵.

Statistics for adult learning¹⁶ in Malta only cover the formal aspect of learning. In 2008, the Malta Qualifications Council took an important initiative when it published a framework for the validation of informal and non-formal learning in Malta. The Directorate for Lifelong learning will by 2011, set up a register of all entities that offer informal and non-formal learning. This will enable more precise statistics of adults participating in lifelong learning.

In order to monitor life long learning, policy makers need internationally comparable data on adult participation and non participation in education and training in Europe. The first Adult Education survey developed in co-operation between European countries and Eurostat were conducted between 2005 and 2007. The aim of the survey is to gather quality comparable data on adult participation in life long learning. The first Adult Education surveys covered the main structures of life long learning such as participation in education and training, non participation, types of activities, reasons for participation, obstacles of participation and providers of education and training. The National Statistics Office in Malta is currently working on the compilation of data for the Adult Education survey with a data set for 2008.

Benchmark

Chart 3.1 shows that in 2005, just over 3 out of 10 employees in Malta participate in continuing vocational training¹⁷. Statistics in European countries differ in definitions and categories and often focus on the formal and/or on vocational adult learning. Throughout Europe, participation rates of employees in continuing vocational training programmes have decreased from 4 out of 10 in 1999 to just over 3 in 2005¹¹. There are increases among most of the new Member States which are catching up with the rest of the EU.

knowledge, skills and competences within a personal, civic, social and/or employment-related perspective". The "lifelong learning" structural indicator was developed to measure participation in training and further education. This indicator measures the proportion of the population aged between 25 and 64 that participate in training and further education activities. (Council Resolution of 27 June 2002 on lifelong learning (2002/C 163/01)

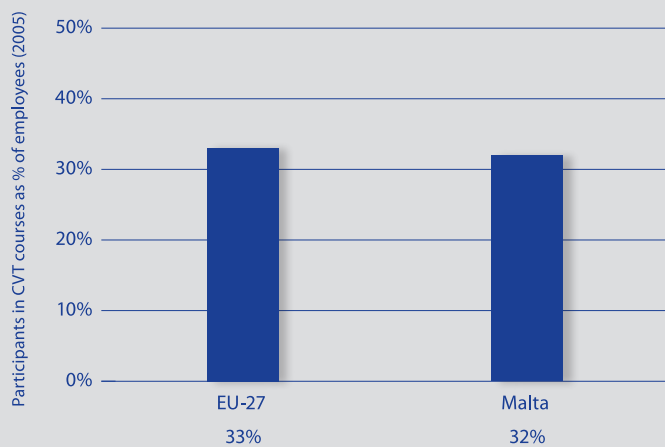
¹³ Lisbon Progress Report (2009), Page 127

¹⁴ Lisbon Progress Report (2008), Page 27 & Lisbon Progress Report (2009), Page 27

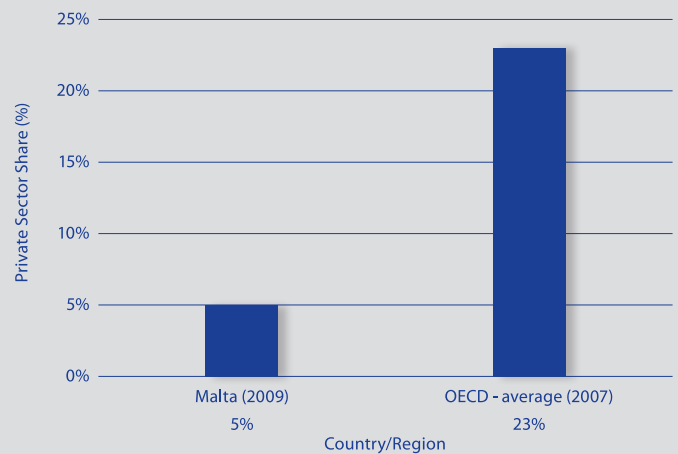
¹⁵ NCHE (2009), Page 43

¹⁶ Adult learning is the essential fourth pillar of the support system for lifelong learning. Schooling, VET, higher and adult education each has a significant contribution to make to the global competitiveness of the European Social Model

¹⁷ Lisbon Progress Report (2009), Page 133

CHART 3.1 – PARTICIPANTS IN CONTINUING VOCATIONAL TRAINING PROGRAMMES AS A SHARE OF EMPLOYEES IN ALL ENTERPRISES

Source: *Progress towards the Lisbon Objectives in Education and Training – Indicators and benchmarks 2009* (pg. 133)

CHART 3.2 – STUDENT POPULATION IN THE PRIVATE SECTOR FOLLOWING HIGHER EDUCATION PROGRAMMES

Source: (MT) *NCHE Further & Higher Education Statistics 2009*; (OECD) *Education at a Glance 2009 OECD Indicators* (pg.306)

In Malta, students pursuing part time tertiary studies are on average 8 years older than those pursuing full time studies¹⁸. On average, for Bachelors and Masters programmes, part time students in Malta take just under twice as long to complete their studies when compared to their full time counterparts¹⁹.

Benchmark

European students who are studying part time are the oldest students in tertiary education and are on average 6 years older than those pursuing full time studies. Age differences between countries are attributable to several factors, one of which is the extent to which policies are in place that encourage continuing education at tertiary level²⁰. Part time students also often take longer to complete tertiary education²¹.

Even though national studies and statistics are not directly comparable, a number of common participation patterns appear throughout a wide range of such studies. Overall, the participation of disadvantaged groups in all kinds of adult education (formal, informal and non-formal) continues to be lower than that of other groups. Participation rates are positively correlated with the level of education and negatively correlated with an increase in the age of participants²².

Developments in Higher education

THE RELATIVE SIZE OF THE PUBLIC AND THE PRIVATE SECTOR IN HIGHER EDUCATION

Tertiary education in Malta is offered predominantly by the University of Malta, which provides services for 95% of the total tertiary level student population. However, tertiary education provided by the private sector has been emerging over the past few years where private providers provide programmes of foreign universities. The share of students enrolled in the private sector for Bachelors, Masters and Doctoral programmes accounts to 5% of all students at this level²³.

Benchmark

At the tertiary level, private providers in OECD countries play a significant role. For Bachelors, Masters and Doctoral programmes, private sector enrolments account for 23% of students at this level²⁴.

ACCESS TO HIGHER EDUCATION

University of Malta students attending a first full time degree course pay no tuition fees and are eligible for a student maintenance grant subject to eligibility criteria. Malta has open access to almost

¹⁸Eurydice (2007), Page 50

¹⁹Eurydice (2007), Page 54

²⁰Eurydice (2007), Page 50

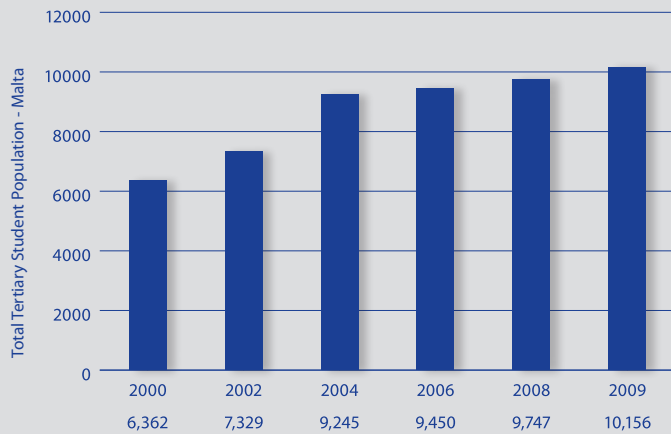
²¹Eurydice (2007), Page 54

²²EAEA (2006)

²³NCHE Further & Higher Education Statistics 2009

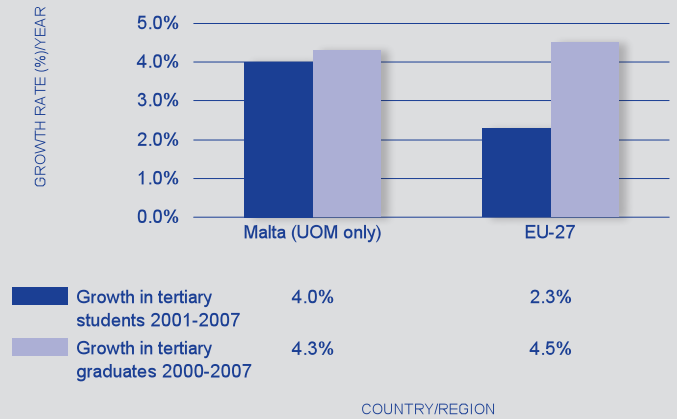
²⁴OECD (2009), *Education at a Glance*, Page 306

CHART 3.3 – TOTAL TERTIARY STUDENT POPULATION (2000-2009)



Source: 2000-2005 NSO Education Statistics; Source: 2006 NCHE Provisional Data; NCHE Further & Higher Education Statistics 2009

CHART 3.4 – GROWTH RATE (%) PER YEAR OF THE TOTAL TERTIARY STUDENT POPULATION (2001-2007) & TERTIARY GRADUATES (2000-2007)



Source: Eurostat database (2007) & Progress towards the Lisbon Objectives in Education and Training – Indicators and benchmarks 2009

all programmes at tertiary level offered at the University. Access is unrestricted with no numerous clausus or selection process as long as students obtain the Matriculation certificate that is awarded on satisfactory completion of post secondary education. Only around 23%²⁵ of the 18 year old cohort manages to obtain the Matriculation Certificate so entry to the University is restricted for the remaining 77% of this cohort. Specific selection criteria are in place at the University for Medicine and Dental studies²⁶.

Benchmark

Limitation or Selection Procedures for entry to Higher Education exist in some form in almost all EU-27 countries, except for Malta, Belgium, the Netherlands and Iceland²⁷.

PARTICIPATION RATES AT A BACHELOR, MASTERS AND DOCTORAL LEVEL

Over the last decade, Malta has had a substantial increase in enrolment rates for Undergraduate, Bachelors, Masters and Doctoral programmes offered at the University of Malta. The growth per year in total tertiary enrolments was around 8% per annum for the period 2000-2006²⁸ however for the period 2004-2009 the growth rate has been of 1.8% per year.

In 2009, the total number of graduates from the University of Malta remained at a stable rate of 2,734 students²⁹.

Benchmark

At a European level, the number of students in Bachelors, Masters and Doctoral programmes is growing each year. Chart 3.4 shows the average growth rate for the EU-27 in total tertiary enrolments for the period 2001-2007 was around 2.3% per annum³⁰.

In 2007, the growth in the number of tertiary graduates in the EU-27 decelerated. The number of graduates declined in several large Member states including Italy, France and Spain. In 2009, the number of tertiary graduates in Malta remained constant as that for 2006, 2007 and 2008 at 2,734 graduates. Growth was particularly strong in Romania, the Czech Republic and Slovakia³¹.

²⁵NCHE Participation Rate workings

²⁶Eurydice (2007), Pages 21 & 25

²⁷Eurydice (2007), Page 21

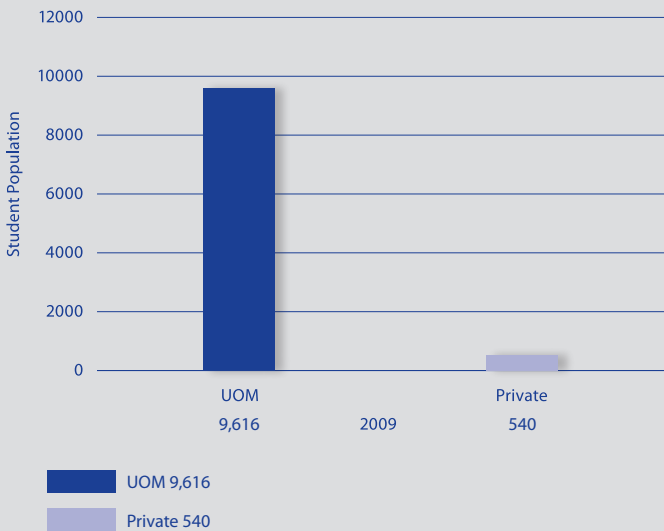
²⁸Data compiled by the NCHE

²⁹Office of the Registrar, University of Malta

³⁰Eurostat database (2007)

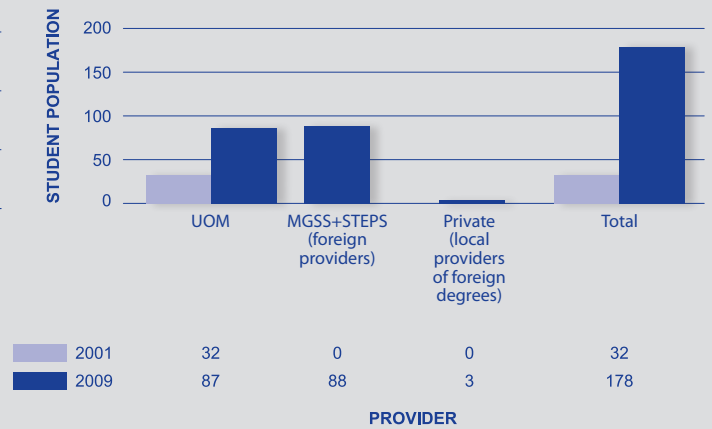
³¹Lisbon Progress Report (2009), Page 51

CHART 3.5 – TOTAL TERTIARY STUDENT POPULATION BY PUBLIC OR PRIVATE SECTOR (2009)



Source: NCHE Further & Higher Education Statistics 2009

CHART 3.6 – TOTAL STUDENT POPULATION FOLLOWING DOCTORAL PROGRAMMES (2009)



Source: (2001) NSO Education Statistics; (2008) NCHE Further & Higher Education Statistics 2009; MGSS & STEPS 2009 database, MEDC

Chart 3.5 shows that in 2009, the number of students enrolled in higher education in Malta amounts to 10,156, of which 540 are enrolled in the private sector³².

PARTICIPATION RATES AT A DOCTORAL LEVEL

Malta is experiencing an upward trend in the number of students enrolled in doctoral programmes. In 2001, the number of students enrolled at this level at the University of Malta amounted to 32 students³³. Chart 3.6 shows the number of students enrolled in doctoral programmes at the University of Malta increased to 87³⁴ in 2009³⁵. In addition, the Malta Government Scholarship Scheme (MGSS)³⁶ is currently sponsoring a total of 88 students who are pursuing studies at doctoral level abroad. Thus, the total number of Maltese students pursuing advanced research programmes in the public and private sector and abroad amounts to 178 students.

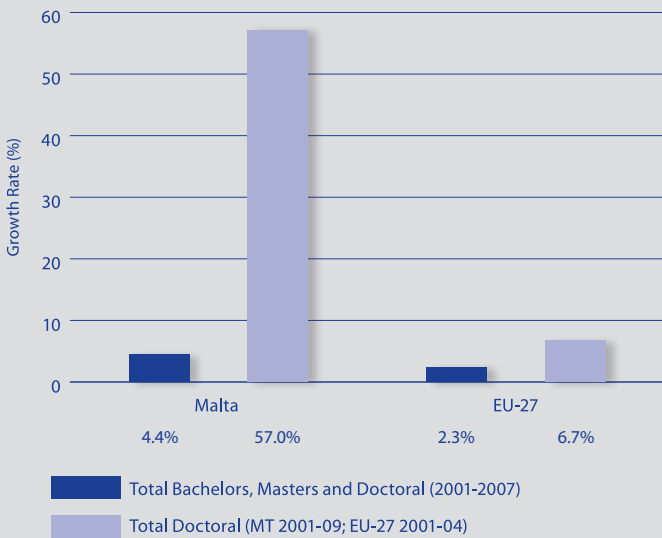
The growth rate in Malta for doctoral programmes is faster than that of students in other levels at tertiary education.

Benchmark

Many European countries are also experiencing a growth in the number of students enrolled in doctoral programmes³⁷. Chart 3.7 shows that the growth rate of Doctoral programmes between 2001-2004 was of 6.7% across all EU-27 member states compared to 2.3% between 2001-2007 in all levels of tertiary programmes together.

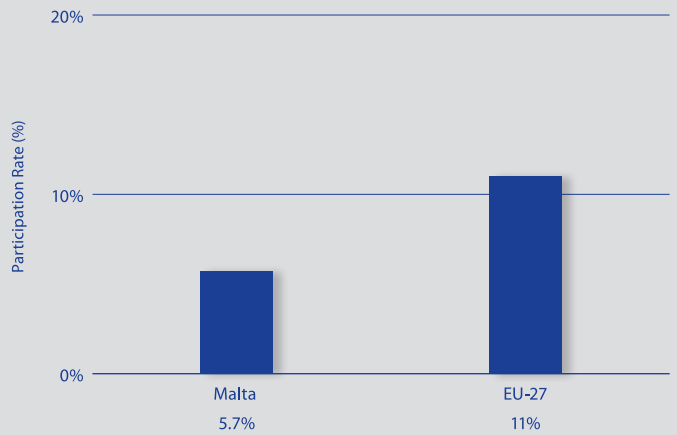
³²NCHE Further & Higher Education Statistics 2009
³³National Statistics Office, (2001)
³⁴9 of these students were awarded the MGSS
³⁵NCHE Further & Higher Education Statistics 2008 & MGSS database, MEDC
³⁶MGSS 2006, 2007 & 2008
³⁷Eurydice (2007), Page 39

CHART 3.7 – RELATIVE GROWTH RATE (%) PER ANNUM OF TERTIARY STUDENT POPULATION BY LEVEL (2001-2009)



Source: (2001-2005) NSO Education Statistics; (2006-2007) NCHE Provisional data; (2008) NCHE Further & Higher Education Statistics 2008 & 2009; Eurostat database (2007); Progress towards the Lisbon Objectives in Education and Training – Indicators and Benchmarks 2008

CHART 3.8 – STUDENT PARTICIPATION RATE (%) OF THOSE AGED 18-39 IN TERTIARY EDUCATION IN MALTA



Source: (MT) NCHE Further & Higher Education Statistics 2008; (EU-19) Key data on Higher Education in Europe 2007 Edition, Eurydice (pg. 30)

PARTICIPATION RATE BY AGE COHORT

The participation rate of those aged 18-39 years in tertiary education in Malta is still relatively low. The participation rate for this age cohort in 2008 is just under 6%³⁸. The current efforts to continue increasing attainment levels of younger students, means that Malta will see an improvement in the participation rate of those aged 18-39 years in tertiary education.

Benchmark

Chart 3.8 shows that for the entire EU-27, the participation rate of those aged 18-39 years in tertiary education is circa 11 % of all people in this age group, but it varies very widely from one European country to the next³⁹. This is considerably higher than the 5.7 % registered in Malta.

³⁸NCHE Further & Higher Education Statistics 2009 (Data includes the private and the public sector)

³⁹Eurydice (2007), Page 39

TABLE 3.9 – STUDENT POPULATION AND PARTICIPATION RATE (%) OF THOSE AGED 18-30+ IN TERTIARY EDUCATION IN MALTA BY MQF LEVEL

STUDENT POPULATION:	UOM (NQF < LEVEL 5)	NQF LEVEL 5	NQF LEVEL 6	NQF LEVEL 7	NQF LEVEL 8	TOTAL STUDENT POPULATION	TOTAL POPULATION/ AGE COHORT	PARTICIPATION RATE (%)
Age:								
17	4	0	3	0	0	7	5,474	0.1%
18	12	1	812	0	0	825	5,302	15.6%
19	5	6	1367	1	0	1379	5,368	25.7%
20	3	17	1389	0	0	1409	5,584	25.2%
21	10	29	1233	164	0	1436	5,533	26.0%
22	4	41	664	217	0	926	5,314	17.4%
23	4	45	321	255	0	625	5,245	11.9%
24	0	61	189	177	1	428	5,430	7.9%
25	4	78	143	164	3	392	5,571	7.0%
26	0	59	101	117	7	284	5,651	5.0%
27	2	41	83	101	7	234	5,912	4.0%
28	0	29	46	105	2	182	5,292	3.4%
29	1	44	46	87	3	181	5,602	3.2%
30+	8	415	496	862	67	1848	95,575	1.9%

Source: NCHE Further & Higher Education Statistics 2009; NSO Demographic Review (1977-2006)

Table 3.9 shows the participation rate of students between 18-30+ years of age. Participation in tertiary education in Malta peaks in the 18-22 age group, and the highest participation rate occurs when students are aged 21. The participation rate of this age cohort is 26%⁴⁰ for 2009.

⁴⁰NCHE Further & Higher Education Statistics 2009 (Data includes the private and the public sector)

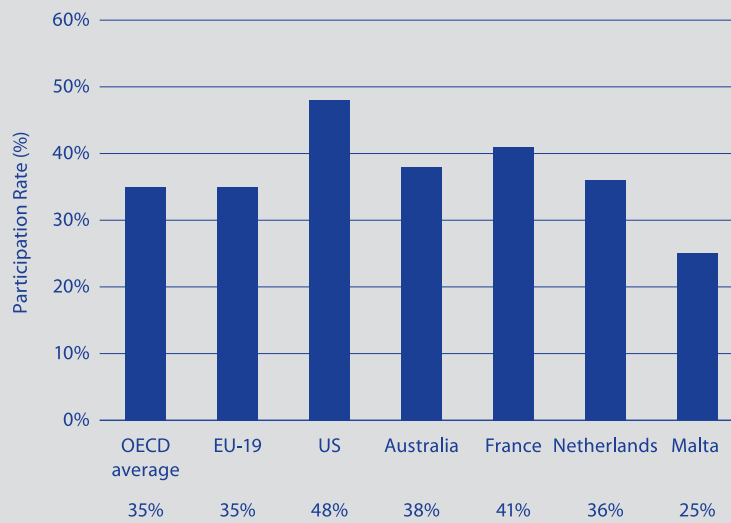
⁴¹Eurydice (2007), Page 48

⁴²OECD (2007) Page 293

⁴³NCHE Further & Higher Education Statistics 2009

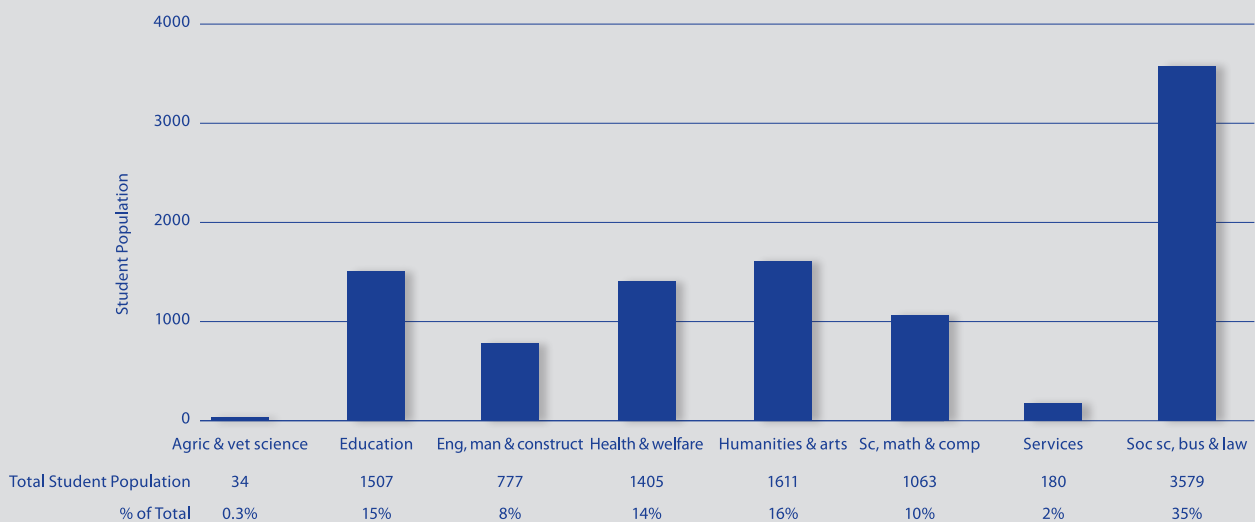
⁴⁴Science related fields include engineering, manufacturing and construction, life sciences, physical sciences and agriculture, mathematics and computing, but not including health and welfare.

TABLE 3.10 – STUDENT PARTICIPATION RATE OF THE 20 YEAR OLD COHORT (2007)



Source: NCHE Further & Higher Education Statistics 2009 (MT); (OECD) Education at Glance 2009 OECD Indicators

TABLE 3.11 – STUDENT PARTICIPATION RATE OF THE 20 YEAR OLD COHORT (2007)



Source: NCHE Further & Higher Education Statistics 2009

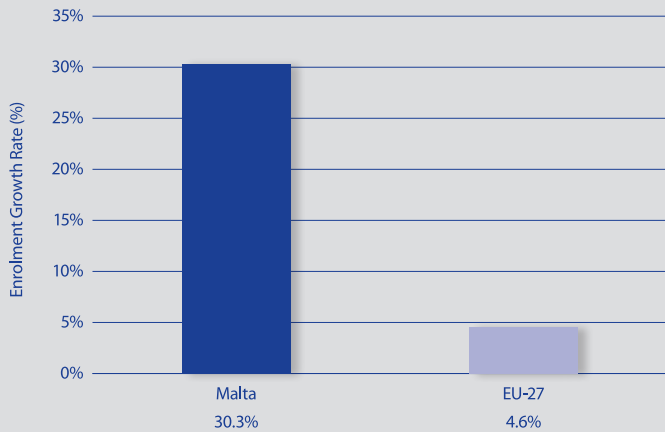
Benchmark

Chart 3.10 shows that in the whole of the EU-27, the participation rate in tertiary education peaks in the 20-24 age group. In the majority of countries, the highest participation rate occurs when students are aged 20.⁴¹ In 2007, the participation rate of the 20 year old cohort in the EU-19 was 35% and 48% in the United States.⁴² This means that Malta will have to increase the population of this age cohort by 40% to reach the current EU-19 participation rate of 35% and by 70% to reach the current participation rate in the US.

ENROLMENT AND GRADUATE RATES OF TERTIARY STUDENTS BY FIELD OF STUDY

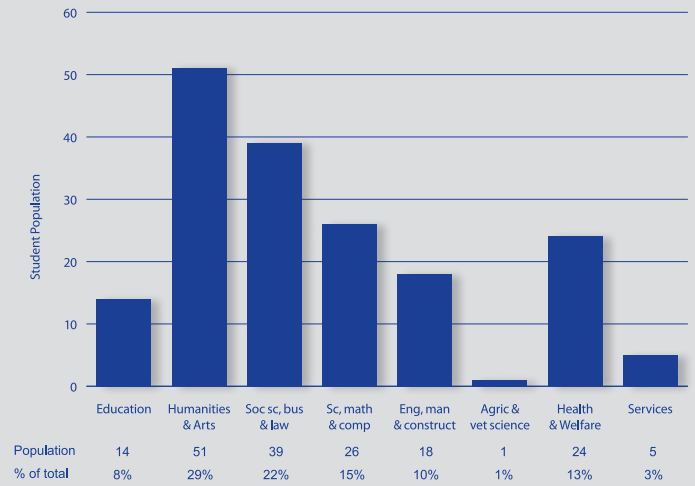
Chart 3.11 shows that in 2009, the largest proportion of enrolments in Bachelors, Masters and Doctoral programmes in Malta are in the field of ‘Social Science, Business & Law’ which accounts for 35% of all students enrolled at these levels⁴³. Students enrolled in science related fields⁴⁴ account for just over 18% of all students.

CHART 3.12 – GROWTH RATE (%) PER YEAR IN MATHS, SCIENCE AND TECHNOLOGY STUDENT POPULATION



Source: NCHE Further & Higher Education Statistics 2009

CHART 3.13 – STUDENT POPULATION BY FIELD OF STUDY AT A DOCTORAL LEVEL



Source: NCHE Further & Higher Education Statistics 2009

Benchmark

The largest concentration of Bachelors, Masters and Doctoral qualifications awarded in OECD countries⁴⁵ are in the field of ‘Social sciences, business, law and services’ and accounts for 37% of all graduates. Another 25% graduate in the field of ‘Humanities, arts and education’. Graduates in science related fields account for another 25%.

Chart 3.12 shows that the number of students enrolled in Maths, Science and Technology courses at the University of Malta more than doubled over the last 6 years from 358 in 2001 to 1,009 in 2007⁴⁶. A cross-country comparison of Malta vis-à-vis the EU-27 reveals that Malta has registered significant progress with a growth rate of just over 30% per annum over the period 2001-2007. The growth is primarily related to the increase in computing and ICT related studies.

Currently, most programmes offered in the fields of Maths, Science and Technology are classified as prescribed⁴⁷ for the purposes of the Student Maintenance Grant Scheme, to encourage students to pursue programmes in this field of study. Malta is making significant progress to achieve the EU benchmark for 2010 to increase in the number of tertiary graduates in Mathematics, Science and Technology by at least 15%.

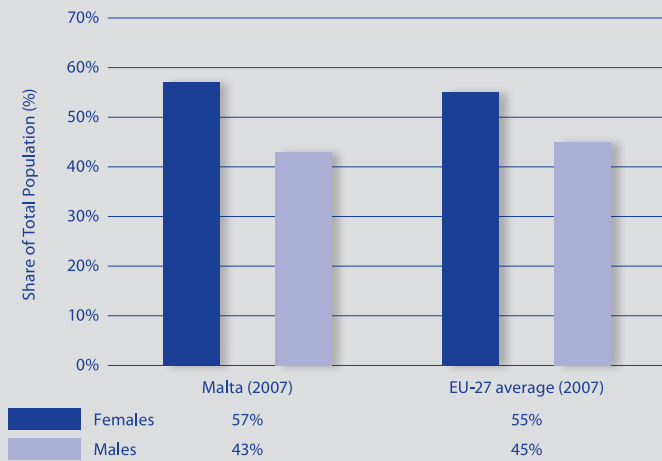
Chart 3.13 shows that for Doctoral programmes, more than half of Maltese students are preparing for a career in the field of Humanities and Arts (29%) and Social Science, Business and Law (22%)⁴⁸. The number of Maltese students pursuing a career in Science and Technology amounts to 26%⁴⁹.

Benchmark

With regard to Doctoral students in Europe, around one third are preparing for a career in Science and Technology⁵⁰.

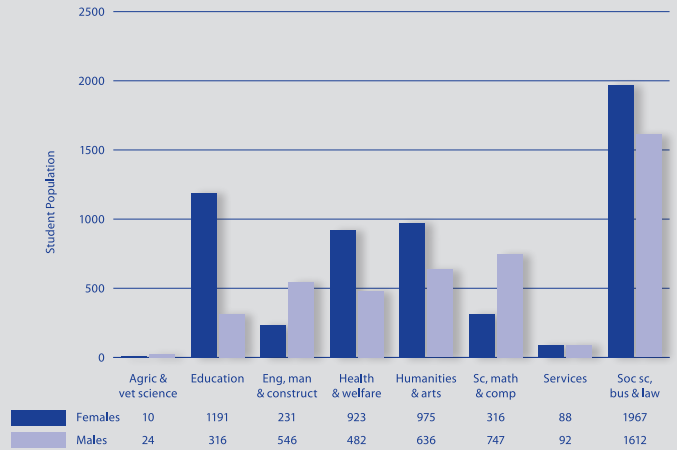
⁴⁵OECD (2007) Page 69
⁴⁶Eurostat database (2007)
⁴⁷Laws of Malta (1988, as amended by subsequent legal notices)
⁴⁸MGSS database, MEDC & NCHE Further & Higher Education Statistics 2008
⁴⁹The indicator includes enrolments in science related fields.
⁵⁰Eurydice (2007) Page 46
⁵¹Office of the Registrar, University of Malta

CHART 3.14 – STUDENT POPULATION BY GENDER IN TERTIARY EDUCATION



Source: Eurostat database, 2007

CHART 3.15 – STUDENT POPULATION BY FIELD OF STUDY AND GENDER



Source: NCHE Further & Higher Education Statistics 2009

MALE/FEMALE PARTICIPATION RATIO

In 2007, 57%⁵¹ of students enrolled in tertiary education in Malta were females. Thus, the male/female participation ratio⁵² in Malta is 0.75⁵³.

Benchmark

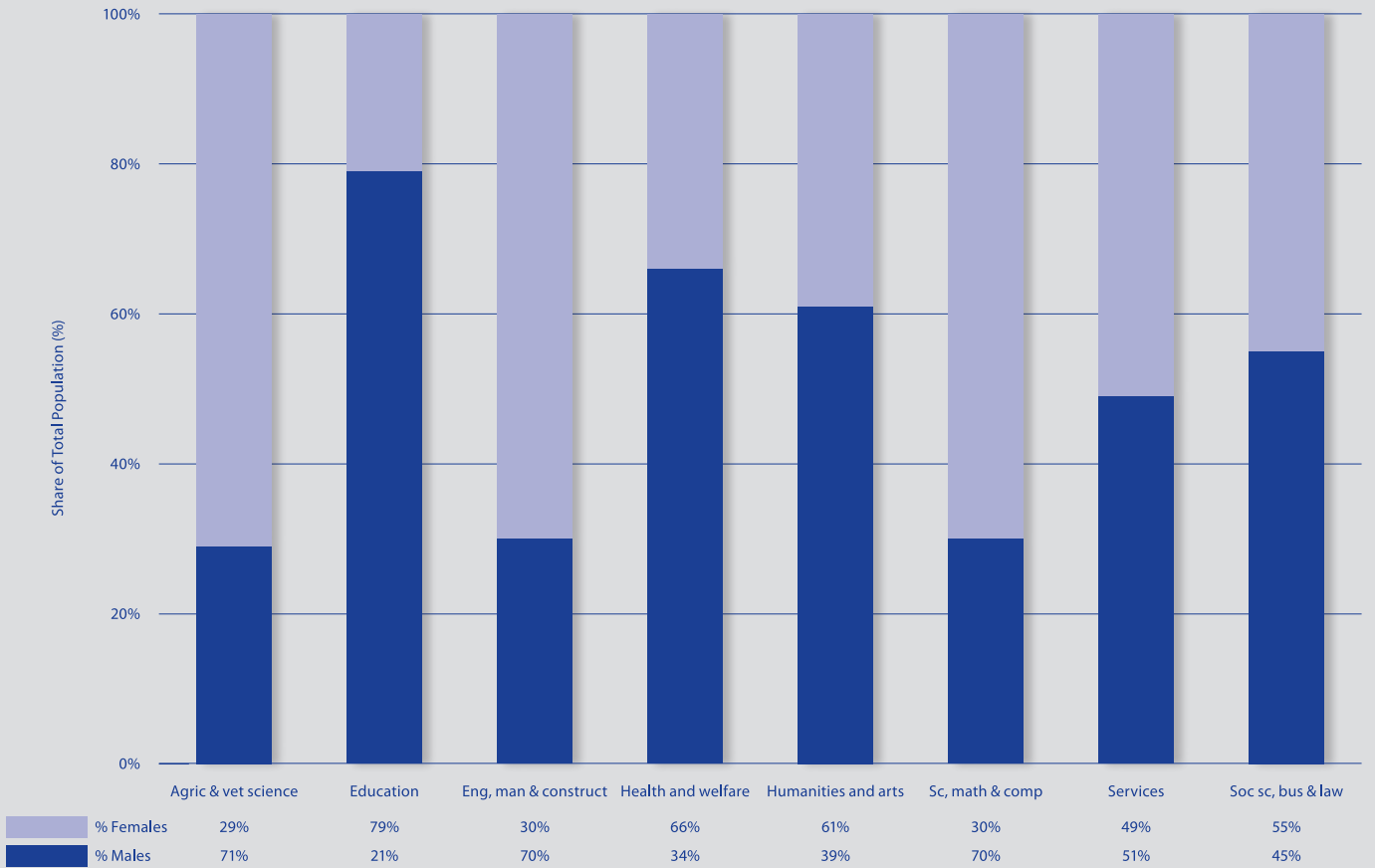
Chart 3.14 shows that in 2007, 55% of students enrolled in tertiary education in the EU-27 were females⁵⁴ compared to 57% in Malta. In Europe, current trends in general suggest that if the proportion of the population enrolled in tertiary education is high, the proportion of women studying at this level is also relatively high. Malta is an exception to this trend as the participation rate in tertiary education is low together with a low male/female participation ratio⁵⁵.

ENROLMENT AND GRADUATE RATES OF TERTIARY STUDENTS BY FIELD OF STUDY AND GENDER

Chart 3.15 shows that in Malta, males are in the majority in the fields of ‘Engineering, Manufacturing and Construction’ (70%) and ‘Science, Mathematics and Computing’ (70%). The gender imbalance among female students in Maths, Science and Technology has hardly changed over the last decade⁵⁶ so further efforts have to be made in this regard to achieve the EU benchmark of reducing the gender imbalance in this field of study.

⁵²The participation ratio for men/women aged 18-39
⁵³Any value higher than unity represents a country in which proportionally more men than women are enrolled in tertiary education with respect to the overall participation rate for the same age group.
⁵⁴Eurostat database (2007)
⁵⁵Eurydice (2007), Page 43
⁵⁶Lisbon Progress Report (2008), Page 79 & NCHE Further & Higher Education Statistics 2008

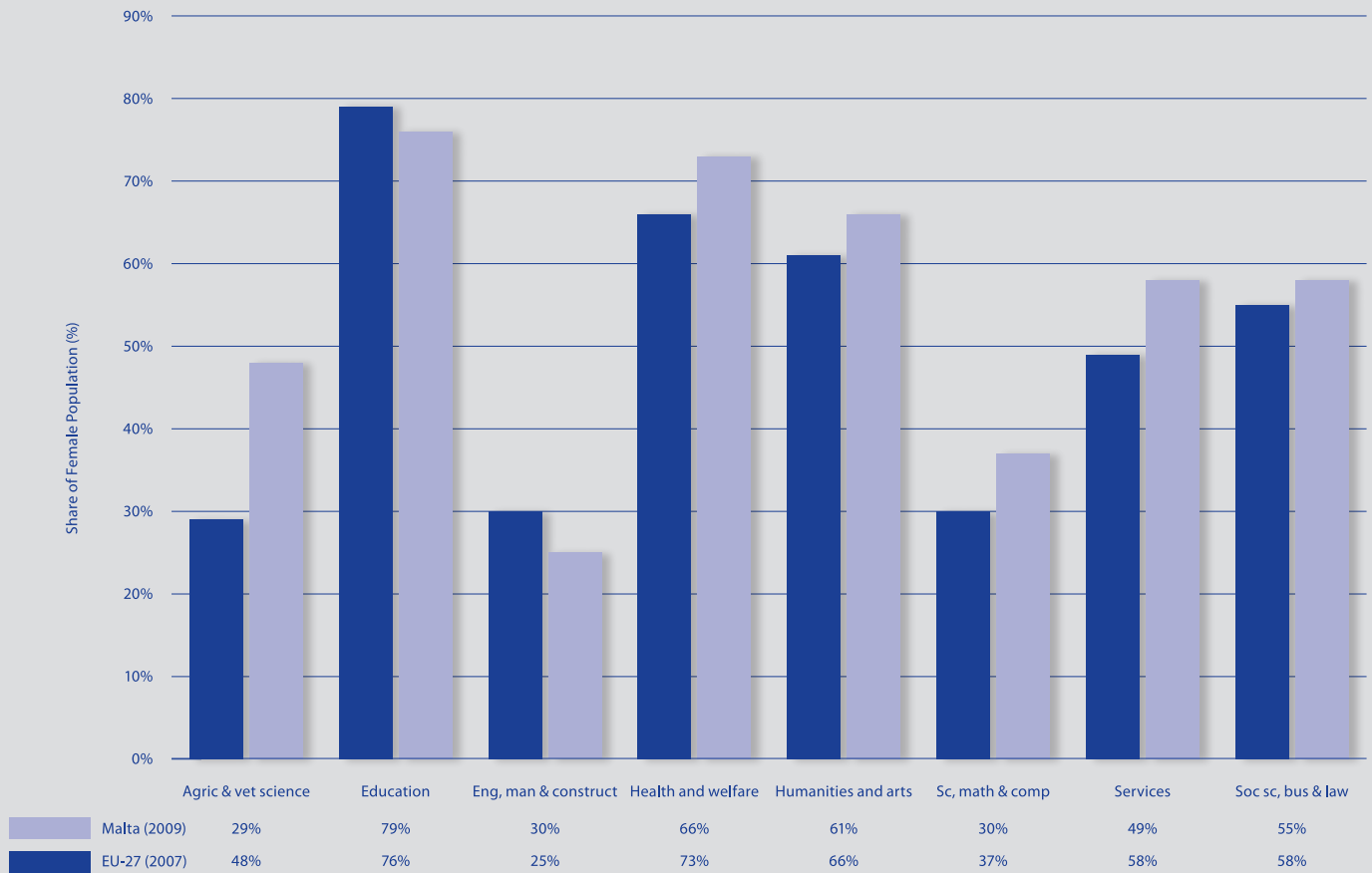
TABLE 3.16 – STUDENT POPULATION SHARE BY FIELD OF STUDY AND GENDER (%)



Source: NCHE Further & Higher Education Statistics 2009

Chart 3.16 shows that women are in the majority in the field of Education (79%), Health and Welfare (66%), Humanities and Arts (61%) and Social Science, Business and Law (55%).

TABLE 3.17 – STUDENT POPULATION BY FIELD OF STUDY, MALTA AND EU-27



Source: (MT) NCHE Further & Higher Education Statistics 2009; (EU-27) Eurostat database, 2007

Benchmark

Chart 3.17 compares Malta and EU performance in terms of women in tertiary education field of study. In the EU as a whole, women are in the majority in three main fields, namely 'Education' (76%), 'Health' (73%) and 'Humanities and Arts' (66%). Males are in the majority in the fields of 'Engineering, Manufacturing and Construction' (75%) and 'Science, Mathematics and Computing' (63%)⁵⁷. On average, the gender imbalance at EU level with respect to the field of Maths, Science and Technology has remained stable and no significant improvement has been registered.

⁵⁷Eurydice (2007), Page 45

IV. *International student*

MOBILITY IN FURTHER & HIGHER EDUCATION

MAIN ISSUES

As stated in the London Communiqué (2007), “mobility of staff, students and graduates is one of the core elements of the Bologna process, creating opportunities for personal growth, developing international cooperation between individuals and institutions, enhancing the quality of higher education and research, and giving substance to the European dimension⁵⁸”.

Targets within the education and training area as part of the Lisbon Strategy do not include mobility. Specific mobility targets are presently being discussed in the context of the renewed Education and Training Strategy. A significant breakthrough was achieved in April 2009 when a mobility target for higher education was adopted by ministers in Leuven/Louvain-La-Neuve in the context of the Bologna Process. This stipulates that by 2020, at least 20% of those graduating in the European Higher Education Area should have a study or a training period abroad. Following this, in May 2009, the European Council invited the Commission to study the possibility of extending such a benchmark to include vocational education and training and teacher mobility⁵⁹.

MOBILITY IN FURTHER EDUCATION

Throughout the 2008/2009 academic year, MCAST has been a major beneficiary and an active participant in most, if not all EU exchange programmes. These include:

- Leonardo Da Vinci
- Erasmus
- Comenius
- Grundtvig
- Youth in Action
- CEDEFOP (Study Visits)

Students on mobility exchanges gained a chance to learn new work experiences and skills. Level 4 (National Diploma) students benefited from the Leonardo Da Vinci programme for 3 weeks. Higher National Diploma students on the Erasmus programme spent 3 months (12 weeks) following a work experience/placement abroad. For the first time, MCAST has participated in a Leonardo Da Vinci pilot project called Mobility for Apprentices where 6 apprentices spent 8 weeks working in two different EU member states. While the Leonardo Da Vinci (3 weeks mobility) were incurred throughout the academic year, both the Apprentices' and Erasmus mobility were incurred throughout the Summer holidays.

ITS Students participate in an International Internship which involves a 12 month practical experience in the hospitality industry in a foreign country. It is a module within the ITS programme of studies and is compulsory for certain programmes or for others who want to have more work experience overseas.

The ITS has also adopted the Europass system (which helps to improve transparency of qualifications and competences to facilitate mobility throughout Europe for lifelong learning purposes) through the New Hospitality Project, an EU-funded project which came up with a reference point for the transparency of qualifications and competences in the hospitality sector in the European area.

FOREIGN STUDENTS IN HIGHER EDUCATION

Malta's small higher education system is home to a relatively high proportion of foreign students – in 2007, 6.2% of the total higher education population⁶⁰ were foreign students studying in Malta.

Benchmark

An increasing share of tertiary students in Europe comes from outside Europe. The number of students from India and from China grew six-fold from 2000 to 2007. In Malta, Cyprus, France and Portugal more than 80% of foreign students come from outside the EU⁶¹.

HIGHER EDUCATION STUDENTS ENROLLED OUTSIDE THEIR COUNTRY OF ORIGIN

9.9% of Maltese students were studying abroad in 2007⁶², – most of these were studying in the United Kingdom⁶³.

Benchmark

In 2007, on average about 3.5% of EU students were studying abroad, with four out of five in other EU countries⁶⁴.

FLOW OF STUDENTS IN HIGHER EDUCATION

Malta has more outgoing students than it has incoming. The balance in 2007 was of 340 more outgoing students than incoming ones⁶⁵.

Benchmark

The EU-27 is a net receiver of students. In 2007, 72% of students with foreign citizenship in the EU were from countries outside the EU⁶⁶.

ERASMUS MOBILITY

In academic year 2007/2008, a total of 117 students were sent and 456 were received. This includes studies and placements combined. Just in terms of studies, 107 students were sent and 359 received⁶⁷.

The University of Malta participates in the Erasmus programmes funded by the EU. In 2008/2009 371⁶⁸ students were received. The number of students sent on Erasmus for the same year amounted to 138 students⁶⁹.

Benchmark

Almost all European Universities are taking part in Erasmus. In 2007, Malta's participation in the Erasmus programme as a student host nation was 4.5 times the average at 36.6 students per 1,000, and as a sending nation was 1.3 times the average of the EU at 10.9 students per 1,000⁷⁰.

⁵⁸Eurostat (2009), Page 97

⁵⁹European Commission, (2009)

⁶⁰Lisbon Progress Report (2009), Page 31

⁶¹Lisbon Progress Report (2009), Page 31

⁶²Lisbon Progress Report (2009), Page 32

⁶³Lisbon Progress Report (2009), Page 32

⁶⁴Lisbon Progress Report (2009), Page 31

⁶⁵Lisbon Progress Report (2009), Pages 31 & 32 & 2007 NCHE provisional data

⁶⁶Lisbon Progress Report (2009), Page 32

⁶⁷Eurostat Erasmus statistics & Lisbon Progress Report (2009), Page 33

⁶⁸International Office, University of Malta

⁶⁹EUPA, Erasmus statistics

⁷⁰Lisbon Progress Report (2009) Page 33

v. Further and higher education

STATISTICS 2009

Note

The institutions that responded to the NCHE Survey as at reference date 31st March 2009, reported a number of programmes classified as either further or higher education levels. The NCHE is aware of other institutions that offer programmes leading to qualifications classified at these levels, however these are not included as no response to the Survey was received.

The tables in this report list the self classification of institutions and their programmes as a result of the level of qualifications they provide. Some institutions offer foreign qualifications which are recognised by the Malta QRIC, others are still awaiting formal local accreditation.

This report does not constitute formal accreditation of any institution or programme. In the future, classification of institutions and their programmes will be based on formal accreditation status as awarded by officially recognised competent authorities in compliance with the law as applicable at the time.

TABLE 5.1 – LIST OF INSTITUTIONS PROVIDING FURTHER EDUCATION BY FUNDING AND TYPE

Funding	Type	Name	
State	Academic	Giovanni Curmi Higher Secondary	
		Sir M.A. Refalo Post Secondary	
	Vocational	University of Malta G.F Abela Junior College	
		Institute of Tourism Studies	
Dependent	Academic	Malta College of Arts, Science & Technology(MCAST)	
		De La Salle College	
Independent	Academic	St Aloysius Sixth Form	
		Alliance Francaise De Malte ~ Mediterranee	
		German-Maltese Circle	
		Intitute for Environmental Studies	
		Learnkey Training Institution	
		Malta School of Flying	
		St Mark's Institute	
		St Martin's sixth form	
		Verdala International School	
		Professional	Professional
	Malta International Training Centre		
	Audrey's Health & Beauty Centre		
	Vocational	Vocational	Beautech Hair & Beauty Academy
Compex Co. Ltd.			

TABLE 5.2 – TOTAL STUDENT POPULATION AND COURSE BREAKDOWN BY INSTITUTION OWNERSHIP (EXCLUDING SHORT COURSES)

	Public	% of Total	Private	% of Total	Total
Courses	225	68%	106	32%	331
Student Population (Post Secondary General)	4,887	76%	1,506	24%	6,393
Student Population (Post Secondary Vocational)	5,376	86%	892	14%	6,268
Student Population (Total)	10,263	81%	2,398	19%	12,661

Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.3 – TOTAL STUDENT POPULATION AND COURSE BREAKDOWN BY OWNERSHIP (INCLUDING SHORT COURSES)

	Public	% of Total	Private	% of Total	Total	Total (%)
Courses	343	66%	175	34%	518	100%
Student Population	12,592	76%	3,967	24%	16,559	100%

Source: NCHE Further & Higher Education Statistics 2009

Further Education Statistics 2009

SECTORAL STRUCTURE BY TYPE OF INSTITUTION

The following twenty institutions responded to the survey and self classified themselves as further education institutions on the basis that they offer programmes leading to further education qualifications.

SECTORAL STRUCTURE (PUBLIC/PRIVATE PROVISION)

A total of 331 programmes are offered in Malta at a further level. 187 of these programmes are Short courses.

68% of programmes at further level (excluding Short courses) are offered by the public sector whilst 32% are offered by the private sector. The share of students enrolled at this level in the public sector amounts to 81% of students whilst 19% of students at this level are enrolled in the private sector.

If short courses are included, then Table 5.3 shows that 66% of programmes at further level are offered by the public sector whilst 34% are offered by the private sector. The share of students enrolled at this level in the public sector amounts to 76% of students whilst 24% of students at this level are enrolled in the private sector.

TABLE 5.4 – NUMBER OF FURTHER EDUCATION PROGRAMMES BY DURATION AND MODE OF STUDY

DurationYrs	Number of FE courses by mode of study				
	Day (FT)	Day (PT)	Evening (FT)	Evening (PT)	Total by duration
1	68	13	1	74	156
2	110	1	0	16	127
3	33	2	0	10	45
4	2	0	0	1	3
Total FE courses (excluding short)	213	16	1	101	331
Total short courses	0	26	0	161	187
Total FE courses (including short)	213	42	1	262	518

(FT – Full time, PT – Part time basis) Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.5 – STUDENT POPULATION BY GENDER AND MODE OF STUDY

Gender	Day	Evening	Short courses	Total	% of Total
F	5,397	671	1,644	7,712	47%
M	5,853	740	2,254	8,847	53%
Total	11,250	1,411	3,898	16,559	100%

Source: NCHE Further & Higher Education Statistics 2009

Table 5.4 shows the number of programmes provided in Malta at a further education level by duration in years and mode of delivery. If one excludes Short courses, 229 day programmes are provided during regular hours of which 16 (7%) are offered on a part time basis. 101 evening programmes are offered on a part time basis, all of which are offered outside regular hours. 86% of Short courses are offered outside regular hours.

PARTICIPATION BY GENDER AND MODE

Table 5.5 shows the number of students participating by gender and mode of study at the further level. Male participation during day programmes (52%) is slightly higher than that for females (48%). Female participation during evening programmes (48%) is significantly lower than that for males (52%).

With regards to Short courses, the male participation rate is almost 58% of the total. Evening programmes and Short courses as a share of the working age population is 2.3%⁷¹.

With regards to the total number of students participating in further education (including Short courses), the participation rate of females is 47% and that for males is 53%.

PARTICIPATION BY FIELD OF STUDY

Table 5.6 shows the distribution of students in further education level programmes by field of study.

Students following sixth form studies (46%) in the general post secondary sector do not follow specific programmes but a mix of

⁷¹ NSO (2008), Table 1.11

TABLE 5.6 – MAY 2009 MATRICULATION CERTIFICATE REGISTRATIONS BY SUBJECT AND GENDER

Field of study	Subjects	Advanced	Subject (%)	Field (%)	Interm.	Subject (%)	Field (%)	Total
Engineering, Manufacturing and Construction	Graphical Communication	28	0%	1%	0	0%	1%	28
	Engineering Drawing	8	0%		0	0%		8
	Engineering/Graph. Com	0	0%		99	1%		99
Humanities and Arts	English	575	9%	33%	1579	15%	63%	2154
	Maltese	430	7%		650	6%		1080
	Italian	289	4%		199	2%		488
	French	108	2%		112	1%		220
	Philosophy	169	3%		792	8%		961
	History	115	2%		65	1%		180
	Art	102	2%		44	0%		146
	Religious Knowledge	153	2%		410	4%		563
	Geography	69	1%		116	1%		185
	Spanish	42	1%		9	0%		51
	German	24	0%		32	0%		56
	Music	16	0%		6	0%		22
	Arabic	3	0%		3	0%		6
	Systems of Knowledge	0	0%		2452	24%		2452
	Science, mathematics and computing	Pure Mathematics	703		11%	43%		524
Biology		678	11%	229	2%		907	
Physics		549	9%	766	7%		1315	
Chemistry		488	8%	57	1%		545	
Computing		226	4%	160	2%		386	
Information Technology		90	1%	299	3%		389	
Applied Mathematics		11	0%	94	1%		105	
Environmental Science		0	0%	520	5%		520	
Social science, business and law	Accounting	541	8%	24%	149	1%	10%	690
	Sociology	312	5%		446	4%		758
	Marketing	384	6%		279	3%		663
	Economics	189	3%		83	1%		272
	Home Economics	127	2%		42	0%		169
Total		6,429	100%	100%	10,216	100%	100%	16,645

Source: UoM MATSEC Examinations Board – Matriculation Certificate Statistical Report 2009

subjects leading to a Matriculation Certificate or Matriculation Advanced and Intermediate qualifications.

A detailed analysis of the subjects chosen by students may be obtained through the annual MATSEC reports for this segment. Table 5.6 groups the different subjects by fields of study and focuses on the share of registration for examinations as an indication of overall distribution of participation by field of study for 2009.

The largest proportion of Advanced Matriculation exam registrations are related to Science, Mathematics and Computing (43%), with Mathematics, Biology, Physics and Chemistry as the most registered subjects at A Level. The second largest share is that of Humanities and Arts (33%) with English and Maltese as the predominant subjects of choice, and Social science, Business and Law (24%) with Accounting as the highest subject of choice.

TABLE 5.7 – STUDENT POPULATION AND PROGRAMMES, BY FIELD OF STUDY, MODE, AND GENDER (EXCLUDING SHORT COURSES)

Field of Study	Programmes				Student Population			
	Full Time	Part Time	Total Programmes	% of Total	Female	Male	Total Students	% of Total
Sixth form studies	9		9	3%	3300	2461	5761	46%
Agriculture and veterinary science	7		7	2%	24	27	51	0%
Education		1	1	0%	122	1	123	1%
Engineering, manufacturing and construction	75	14	89	27%	108	1326	1434	11%
Health and welfare		4	4	1%	10	2	12	0%
Humanities and arts	13	9	22	7%	319	230	549	4%
Science, mathematics and computing	24	16	40	12%	384	1510	1894	15%
Services	55	26	81	24%	1016	609	1625	13%
Social science, business and law	31	47	78	24%	785	427	1212	10%
Total Further	214	117	331	100%	6,068	6,593	12,661	100%

Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.8 – STUDENT POPULATION AND PROGRAMMES, BY FIELD OF STUDY, MODE, AND GENDER (SHORT COURSES ONLY)

Field of Study	Programmes		Student Population	
	Short Courses	% of Total	Short Courses	% of Total
Sixth form studies	0	0%	0	0%
Agriculture and veterinary science	6	3%	105	3%
Education	0	0%	0	0%
Engineering, manufacturing and construction	14	7%	323	8%
Health and welfare	2	1%	5	0%
Humanities and arts	21	11%	697	18%
Science, mathematics and computing	70	37%	1,248	32%
Services	36	19%	988	25%
Social science, business and law	38	20%	532	14%
Total Further	187	100%	3,898	100%

Source: NCHE Further & Higher Education Statistics 2009

Table 5.7 shows the student population and number of programmes, by field of study, mode, and gender of all the further sector (excluding Short courses).

Students following sixth form studies have been grouped up under the heading “Sixth Form Studies”. Those following programmes other than Sixth Form Studies in the vocational post secondary sector (54%), participate in programmes related to the following fields: Science, Mathematics and Computing (15%); Services

(13%); Engineering, Manufacturing and Construction (11%) and Social Science, Business and Law (10%).

Humanities and Arts (4%) have a lower take up in the vocational sector. In these fields more students follow the studies within the general post-secondary route. Education (1%), Health and Welfare (0%) and Agriculture and Veterinary Science (0%) are the fields of study least followed by students in the vocational post-secondary level. In health and welfare however more students

TABLE 5.9 – STUDENT POPULATION AND NUMBER OF PROGRAMMES BY QUALIFICATION AND MQF LEVEL*Source: NCHE Further & Higher Education Statistics 2009*

Qualification Title	MQF Level							Grand Total	Share	%
	N/A (Short)	N/A (FT/PT)	MQF 1	MQF 2	MQF 3	MQF 4	MQF 5			
Certificate	3898	228	5	899	1067	5872	103	12072	73%	
Diploma	0	115	0	0	838	2294	917	4164	25%	
Higher National Diploma	0	0	0	0	0	0	264	264	2%	
Postgraduate Diploma	0	0	0	0	0	15	44	59	0%	
Total Students	3,898	343	5	899	1,905	8,181	1,328	16,559	100%	
Share	24%	2%	0%	5%	12%	49%	8%	100%		
Short Courses	187	0	0	0	0	0	0	187	36%	
Part Time Courses	0	31	0	4	17	44	21	117	23%	
Full Time Courses	0	2	1	21	61	90	39	214	41%	
Total Courses	187	33	1	25	78	134	60	518	100%	

Source: NCHE Further & Higher Education Statistics 2009

follow the science routes within the general post-secondary route. Community care within the vocational sector was included within the services field for international comparability.

The number of programmes available for different fields of study generally follow the same patterns of participation rates outlined above. However, Science, Mathematics and Computing have a smaller proportion of programmes relative to the participation rate in this area at 12% of total programmes in relation to 15% of the total number of students within. Engineering, Manufacturing and Construction (27% of total programmes), Services (24% of total programmes) and Social Science, Business and Law (24% of total programmes) have 11%, 13% and 10 % of total students within, respectively. The share of programmes in different fields of study have no strict relation with participation rates, however the differences may be indicative of larger or smaller programme class size.

Table 5.8 shows Science, Mathematics and Computing (32%) as the largest segment of Short courses undertaken within the Further education sector driven predominantly by Computing related subjects supported by the myPotential scheme, followed by Services (25%).

PARTICIPATION BY MQF LEVELS

Table 5.9 shows the student population attending programmes by indicative MQF level⁷². 8,181 (49%) of students participate at MQF Level 4, which includes both vocational and general qualifications. Matriculation Certificates are included within this share.

MQF levels 2 and 3 have 899 (5%) and 1,905 (12%) respectively. MQF Level 5 students exclude students following programmes at the same level in institutions classified as higher education institutions. 1,328 (8%) students follow programmes at MQF level 5 in institutions classified as further education institutions.

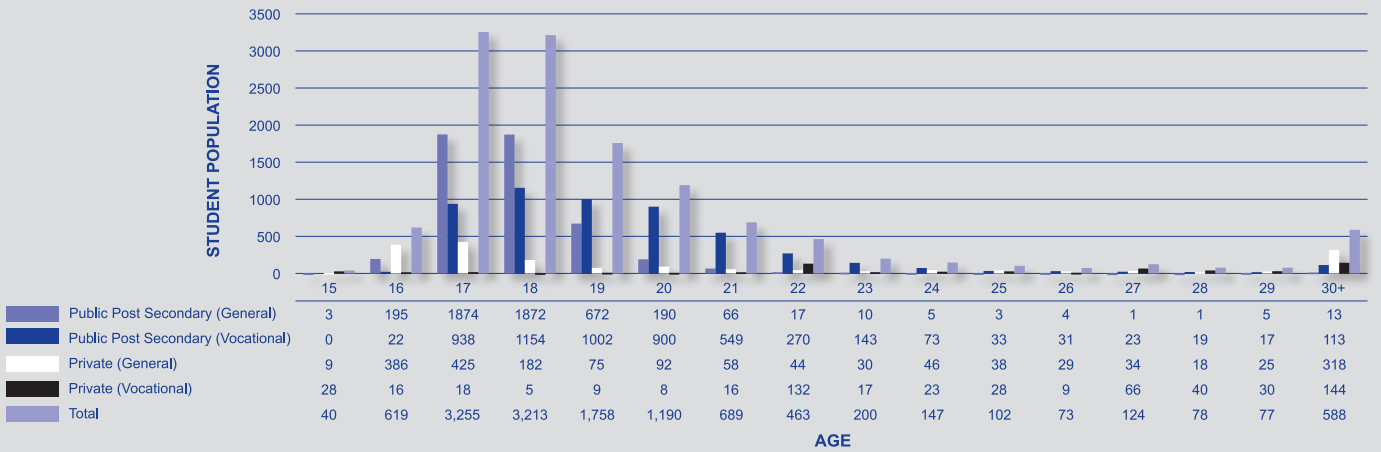
3,898 students (24%) follow short courses whilst 343 students (2%) follow full-time or part-time courses which are not mapped to any MQF level.

36% of students pursue short courses in the further education sector. Most part time programmes (23%) are offered in the evening in the post secondary vocational sector.

The majority of students follow full time day programmes (41%). Sixth form subjects within general post secondary institutions are not grouped up in programmes. The number of subjects offered in the post secondary general sector exceeds 30 different subjects, all offered on a full time, day basis, at MQF level 4. Different institutions offer different portfolios of subjects depending on their capacity and demand.

⁷² MQF Level 5 programmes are further education programmes, but headcount is reported by sector (i.e. the overall classification of a provider rather than a programme). Due to this fact the MQF level 5 programmes of the University of Malta, have been included in this table to give a clearer view of the scale of operations by MQF level within institutions that are predominantly operating at a Higher Education level. To avoid double counting these have been excluded from the Further Education Statistics.

TABLE 5.10 – STUDENT POPULATION BY AGE AND SECTOR



Source: NCHE Further & Higher Education Statistics 2009

PARTICIPATION BY AGE

Chart 5.10 shows the student population in higher education by age profile. The majority of students are those in the 17-18 age cohort reflecting the majority of those who leave compulsory schooling at 16 to continue their tertiary level studies in programmes lasting between 1-3 years.

Of the 12,669 total students in further education (excluding Short courses), 3,255 are 17 years old and 3,213 are 18 years old. 588 (5%) students are in the 30+ age cohort - the most of which participate in the private sector. The majority of students pursuing Short courses are adult learners in the 25+ age cohort.

TABLE 5.11 – LIST OF INSTITUTIONS PROVIDING HIGHER EDUCATION BY FUNDING AND TYPE

Funding	Type	Name
State	Academic	University of Malta
		Allied Consultants Ltd
Independent	Academic	European Institute of Education
		Malta Institute of Management
		St. Martin's Institute Of Information Technology
		Gestalt Psychotherapy Training Institute Malta
	Professional	STC Training
		Computer Domain Ltd
	Vocational	Future Focus Ltd
		Support and Supply Management (SSM) Group Ltd.
		The Olivia Dow School Of Russian Ballet
	Professional	Academic

Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.12 – TOTAL STUDENT POPULATION AND COURSE BREAKDOWN BY OWNERSHIP (EXCLUDING SHORT COURSES)

	Public	% of Total	Private	% of Total	Total	Total (%)
Courses	443	91%	43	9%	486	100%
Student Population	9,616	95%	540	5%	10,156	100%

Source: NCHE Further & Higher Education Statistics 2009

Higher Education Statistics 2009

SECTORAL STRUCTURE BY TYPE OF INSTITUTION

The following twelve institutions responded to the survey and self classified themselves as higher education institutions on the basis that they offer programmes leading to higher education qualifications.

SECTORAL STRUCTURE (PUBLIC/PRIVATE PROVISION)

Table 5.12 shows the share of The University of Malta to be of 91%. Tertiary level programmes offered in Malta by the private sector provide for 9% of tertiary level programmes, often in niche areas not provided for by the University of Malta.

The University of Malta offers 443 courses at programme level, and 924 courses at a specialised level (by way of example, programme level would be the Bachelor of Commerce course and by specialized level would be the Bachelor of Commerce Accountancy and Economics or the Bachelor of Commerce Public Policy and Management).

The share of students enrolled at the University of Malta amounts to 95% of students enrolled for tertiary level programmes whilst 5% of students at the tertiary level are enrolled in the private sector.

As the response rate of the NCHE survey increases year on year to incorporate more institutions, an increasing number of students in the private sector are identified. In 2009, the student population in the private higher education sector more than doubled from 239 in 2008 to 540 in 2009.

TABLE 5.13 – NUMBER OF HIGHER EDUCATION PROGRAMMES BY DURATION AND MODE OF STUDY

DurationYrs	Number of HE courses by mode of study							
	Day	(FT)	Day	(PT)	Distance	Evening (FT)	Evening (PT)	Total by duration
1	26		11		1	3	21	62
2	21		13		0	4	48	86
3	156		12		3	1	142	314
4	12		2		0	0	2	16
5	6		0		0	0	1	7
8	0		0		0	0	1	1
Total courses	221		38		4	8	215	486

Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.14 – STUDENT POPULATION BY GENDER AND MODE OF STUDY

Gender	Day	Distance	Evening	Total
F	4,656	10	1,035	5,701
M	3,391	42	1,022	4,455
Total	8,047	52	2,057	10,156

Source: NCHE Further & Higher Education Statistics 2009

MODE OF PROVISION (FULL TIME OR PART TIME PROGRAMMES)

Table 5.13 shows the number of programmes provided in Malta at a higher education level by duration in years and by mode of delivery. 259 day programmes are provided during regular hours of which 38 (15%) are offered on a part time basis. On the other hand, if we consider distance learning to be equally as flexible as part time studies, 227 evening programmes are offered on a part time/distance basis, of which practically all are offered outside regular hours.

PARTICIPATION BY GENDER AND MODE

Table 5.14 shows the number of students participating by mode of study. Female participation during day programmes is higher than male participation. Overall participation in evening programmes is evenly distributed by gender.

Evening programmes are generally appealing to adults due to combination with work commitments. The absolute numbers indicate a very small proportion of the workforce participating in higher education evening programmes in both the public and the private sectors. Evening programmes as a share of working age population of those aged between 25-64 is 0.9%⁷³.

PARTICIPATION BY FIELD OF STUDY

Table 5.15 shows the distribution of students and programmes by field of study. The highest share of participation is in the field of Social Science, Business and Law (35%), followed by Humanities and Arts (16%), Education (15%) and Health and Welfare (14%).

Participation in Engineering, Manufacturing and Construction (8%) and Science, Mathematics and Computing (10%) are both lower compared to other areas.

The number of programmes available for different fields of study generally follow the same patterns of participation rates outlined above. However, Humanities and Arts have a higher proportion of programmes relative to the participation rate in this area, and Education programmes are only 5% of total programmes in relation to the number of students within. The share of programmes in different fields of study have no strict relation with participation rates, however the differences may be indicative of larger or smaller programme class size.

⁷³ NSO (2008), Table 1.11

TABLE 5.15 – STUDENT POPULATION AND PROGRAMMES, BY FIELD OF STUDY, MODE, AND GENDER

Field of Study	Courses				Student population			
	Full Time	Part Time	Total Courses	% of Total	Female	Male	Grand Total	% of Total
Agriculture and veterinary science	6	5	11	2%	10	24	34	0%
Education	5	17	22	5%	1,191	316	1,507	15%
Engineering, manufacturing and construction	14	13	27	6%	231	546	777	8%
Health and welfare	37	38	75	15%	923	482	1,405	14%
Humanities and arts	66	62	128	26%	975	636	1,611	16%
Science, mathematics and computing	35	33	68	14%	316	747	1,063	10%
Services	6	10	16	3%	88	92	180	2%
Social science, business and law	61	78	139	29%	1,967	1,612	3,579	35%
Higher Total	230	256	486	100%	5,701	4,455	10,156	100%

Source: NCHE Further & Higher Education Statistics 2009

TABLE 5.16 – STUDENT POPULATION AND NUMBER OF PROGRAMMES BY QUALIFICATION AND MQF LEVEL

Qualification Title	MQF Level					Grand Total	Share	%
	MQF <4	MQF 5	MQF 6	MQF 7	MQF 8			
Bachelor	0	0	6,516	0	0	6,516	64%	
Certificate	57	135	0	0	0	192	2%	
Diploma	0	731	0	254	0	985	10%	
Doctorate	0	0	377	228	90	695	7%	
Masters	0	0	0	1,618	0	1,618	16%	
Postgraduate Diploma	0	0	0	150	0	150	1%	
Total Students	57	866	6,893	2,250	90	10,156	100%	
Share	1%	9%	68%	22%	1%	100%		
Full Time Courses	4	3	45	112	66	230	47%	
Part Time Courses	2	26	25	142	61	256	53%	
Total Courses	6	29	70	254	127	486	100%	

Source: NCHE Further & Higher Education Statistics 2009

PARTICIPATION BY MQF LEVELS

Table 5.16 shows the student population attending programmes by indicative MQF level⁷⁴.

6,516 (64%) of students participate at MQF Level 6, predominantly at a Bachelor degree level, whereas 1,618 (16%) participate at NQF Level 7 predominantly at a Masters degree level, and 90 (7%) at MQF Level 8 at a doctoral level⁷⁵.

There are 377 students following doctoral programmes at MQF Level 6 and 228 at MQF Level 7 whose qualifications are not a Ph.D degree. These include students following Doctor of Law, Doctor of Medicine or other qualifying programmes.

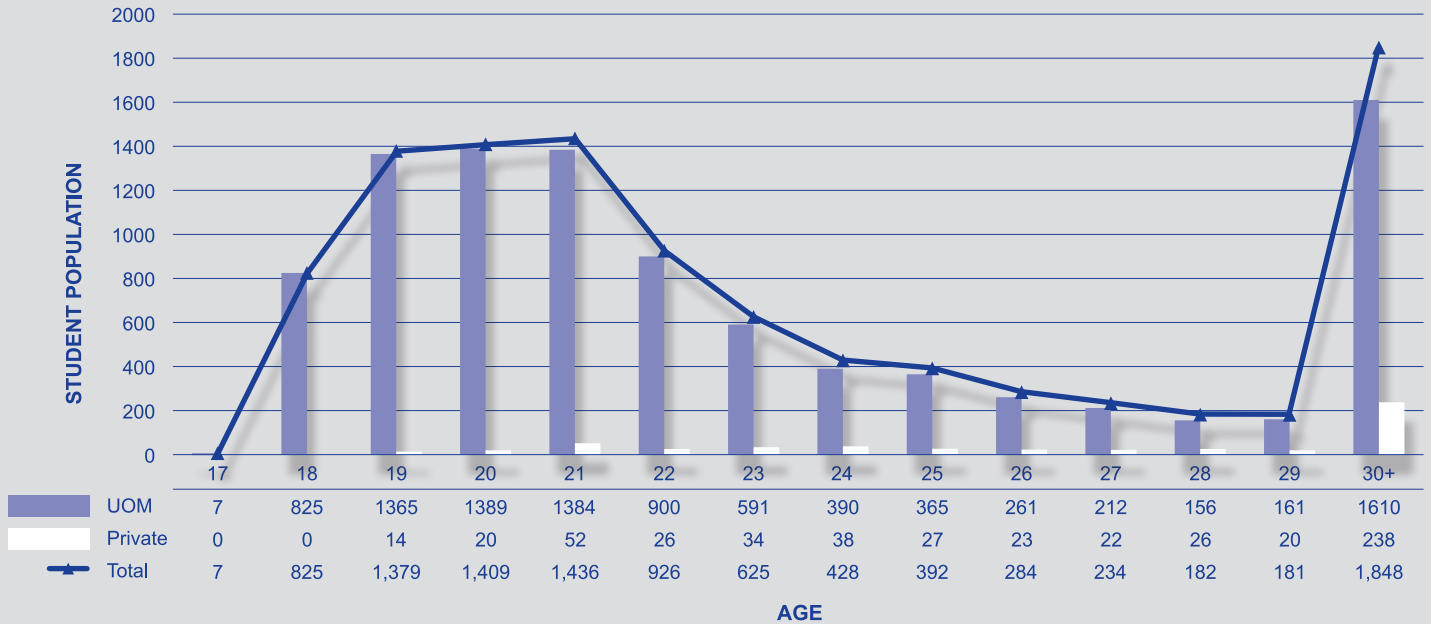
254 programmes are offered at MQF Level 7 compared to 70 programmes at MQF Level 6 which reflect the number of specializations at a Masters level in proportion to general Bachelor degrees. 127 programmes are offered at MQF Level 8 of which 66 are offered on a full time basis and 60 are offered on a part time basis by the University of Malta. The private sector provides 1 programme at MQF Level 8.

Table 5.16 only includes courses of the University of Malta at the programme level. When including all the different areas of specialisation that are offered under each programme, the number of courses on offer would be of 924 in 2009.

⁷⁴ MQF Level >4 and 5 programmes are further education programmes, but headcount is reported by sector (i.e. the overall classification of a provider rather than a programme). Due to this fact the MQF level >4 and level 5 programmes of the University of Malta, have been included in this table to give a clearer view of the scale of operations by MQF level within institutions that are predominantly operating at a Higher Education level. To avoid double counting these have been excluded from the Further Education Statistics.

⁷⁵ This excludes Maltese students following Doctoral studies abroad.

TABLE 5.17 – STUDENT POPULATION BY AGE AND SECTOR



Source: NCHE Further & Higher Education Statistics 2009

PARTICIPATION BY AGE

Chart 5.17 shows the student population in higher education by age profile. The majority of students are those in the 18-22 age cohort reflecting the majority of those who leave post-secondary level education at 18 to continue their tertiary level studies in programmes lasting between 3-5 years.

1,610 (16% of total UoM students⁷⁶) students are in the 30+ age cohort at the University of Malta, and 238 (44%⁷⁷ of total private tertiary students) of students in the 30+ age cohort participate in the private sector at a higher level.

⁷⁶ 30+ age cohort as a percentage of total University of Malta students

⁷⁷ 30+ age cohort as a percentage of students in private institutions

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I. Annex

ACRONYMS AND DEFINITIONS

Institution classification and definitions

FIELD NAME	DESCRIPTION
OWNERSHIP	PUBLIC: if state run.
	PRIVATE: if non-state run.
FUNDING	STATE: if public and state funded.
	DEPENDENT: if private and state funded.
	INDEPENDENT: if private and non-state funded.
TYPE	VOCATIONAL: If education is work oriented and includes a large element of training which is equivalent to levels 1-5 of the National Qualifications Framework (NQF).
	ACADEMIC: If education is of an academic nature and is equivalent to levels 4-8 of the NQF (at a post-secondary level generally leading to university).
	PROFESSIONAL: If education is a formal course of extensive education or specialized training related to an existing trade or profession and leading to a qualification classified at NQF Level 5 or ISCED level 4 or higher.
LICENSE	POST SECONDARY COLLEGE: A public or private non self-awarding provider, providing a minimum of six accredited programmes leading to qualifications at NQF level 4 or ISCED level 3, awarded by a separate (local or foreign) provider and enabling entry into a higher education programme. A 'post-secondary college' is not accredited to provide 'higher education programmes'.
	FURTHER EDUCATION CENTRE: provides non-compulsory formal, education leading to qualifications classified as ISCED levels 1-4 or NQF levels 1 to 5. As a non self-awarding provider, a 'further education centre is not authorized to award or confer its own certificates or other qualifications.
	FURTHER EDUCATION INSTITUTION: provides non-compulsory formal education leading to qualifications classified as ISCED levels 1-4 or NQF levels 1 to 5. As a self-awarding provider, a 'further education institution' has the authority to award or confer certificates and other qualifications recognized as Maltese qualifications, and as being part of the NQF.
	HIGHER EDUCATION CENTRE: Provides non-compulsory formal education leading to qualifications classified as ISCED level 5 - 6 or NQF level 6 – 8. As a non-self-awarding provider, a 'higher education centre' is not authorized to award or confer its own certificates, degrees or other qualifications.

HIGHER EDUCATION INSTITUTION:

Provides formal education, training and research for persons above compulsory school age, leading to qualifications classified as ISCED level 5 - 6 or NQF level 6 – 8. As a self-awarding provider, a ‘higher education institution’ has the authority to award or confer certificates, degrees and other qualifications recognized as Maltese qualifications and as being part of the NQF.

UNIVERSITY:

A public or private self-awarding provider established as a university by the Education Act or a separate legislative act, or by a regulation made under the Education Act, providing, to persons above the compulsory school age, accredited ‘higher education programmes’. As a self-awarding institution, a ‘university’ has the authority to award or confer certificates, degrees and other qualifications recognized as a Maltese qualification and being part of the NQF.

SCHOOL:

An institution the resources of which, both of persons and of things, are ordained towards the promotion of the education and training of other persons through the dissemination of knowledge, and, for the purposes of a license to open a school under this Act, it includes an educational and training institution of advanced and higher education as defined in article 63 (of the Education Act), but does not include the University or the Malta College of Arts, Science and Technology incorporated by Part VIII of the Education Act, nor an institution for the promotion of instruction and knowledge of an exclusively or almost exclusively religious character.

TUITION CENTRE:

Providers who are in possession of a license granted by the MEYE enabling them to operate under the title of a tuition centre.

Note: for the transition period until new regulations come into force, the classification reported will depend on the judgment of the head of the institution in finding the closest matching description. After the introduction of new regulations, this classification will be determined by the accreditation agencies.

ACCREDITED LEVEL

FURTHER:

provide ‘further education programmes’ and not ‘higher education programmes’.

HIGHER:

provide ‘higher education programmes’ and not ‘further education programmes’.

FURTHER & HIGHER:

provide both ‘further and higher education programmes’.

Programme/Course classification and definitions

FIELD NAME	DESCRIPTION
COURSE NAME	Name of the course as the qualification that will be shown on the transcript. A distinction is made between Bachelor and Honours programmes such that both programmes are considered as 2 separate programmes.
DURATION (MONTHS)	The duration of study per course measured in months, excluding vacation periods.
DURATION (ACADEMIC YEARS)	Academic years are considered in terms of 9 month equivalent periods of study.
STATUS (OPEN/CLOSED /UNAVAILABLE)	A course is classified as: OPEN if it is offered in that particular academic year, CLOSED if it is not offered in that particular academic year and UNAVAILABLE if it will no longer be offered
AREA OF STUDY	AREAS OF STUDY INCLUDE: <ol style="list-style-type: none"> 1. Tourism 2. Agribusiness, Agriculture, Forestry & Fishing 3. Art & Design 4. Architecture, Building & Construction 5. Business & Commerce 6. Community Services 7. Electrical, Electronics & Mechanical Engineering 8. ICT & Computing 9. Maritime 10. Medicine & Surgery 11. Dental Surgery 12. Health Care 13. Linguistics 14. Social Behavioural Science

- 15. Journalism and Information
- 16. Laws
- 17. Teacher Training
- 18. Education Science
- 19. Arts
- 20. Humanities
- 21. Physical Sciences
- 22. Environmental Protection and Conservation
- 23. Security Services
- 24. Foundation Programmes (General) for the UOM
- 25. Diplomacy, European & International Relations
- 26. Unclassified

FIELD OF STUDY

Programmes are classified into 8 Fields of Study as classified by Eurydice. Fields of Study include:

- 1. Education
- 2. Humanities & Arts
- 3. Social Science, Business & Law
- 4. Science, Mathematics & Computing
- 5. Engineering, Manufacturing & Construction
- 6. Agriculture & Veterinary Science
- 7. Health & Welfare
- 8. Services

As a general rule, Fields of Study are mapped to the Area of study as follows:

AREA OF STUDY	FIELD OF STUDY
Tourism	Services
Agribusiness, Agriculture, Forestry and Fishing	Agriculture and Veterinary science
Art and Design	Humanities and Arts
Architecture, Building and Construction	Engineering, Manufacturing and Construction
Business and Commerce	Social science, Business and Law
Community Services	Services
Electrical, Electronics and Mechanical Engineering	Engineering, Manufacturing and Construction
ICT and Computing	Science, Mathematics and Computing
Maritime	Services
Medicine and Surgery	Health and Welfare
Dental Surgery	Health and Welfare
Health Care	Health and Welfare
Linguistics	Humanities and Arts
Social Behavioural Science	Social science, Business and Law
Journalism and Information	Social science, Business and Law
Laws	Social science, Business and Law
Teacher Training	Education
Education Science	Education
Arts	Humanities and Arts
Humanities	Humanities and Arts
Physical Sciences	Science, Mathematics and Computing

Environment Protection	Services
Security Services	Services
Foundation Programmes	Services
Diplomacy, European and International Relations	Social science, Business and Law
Unclassified	Services

COURSE TYPE

- VOCATIONAL:** If the course is work oriented and includes a large element of training which is equivalent to levels 1-5 of the National Qualifications Framework (NQF)
- ACADEMIC:** If the course is of an academic nature and is equivalent to levels 4-8 of the NQF (at a post-secondary level generally leading to university)
- PROFESSIONAL:** If education is a formal course of extensive education or specialized training related to an existing trade or profession and leading to a qualification classified at NQF Level 5 or ISCED level 4 or higher.

TIME BASIS

A course is classified according to whether it is studied on the basis of Full Time, Part Time or Short Course.

Full and Part Time Programmes lead to a qualification that is mapped to the NQF.

Short courses are those programmes that are not mapped to the NQF.

E.g. Generally Short courses lead to a certificate of attendance, and are delivered over a range of weeks or months. Longer programmes which do not lead to a qualification but only a certificate of attendance are also classified under this heading.

DAY OR EVENING OR DISTANCE

A subject is classified according to whether it is studied on a Day, Evening or on a Distance Learning basis

QUALIFICATION TITLE	<p>Categorises qualifications by type of name used in title as follows:</p> <ol style="list-style-type: none"> 1. Certificate 2. Diploma 3. Higher National Diploma 4. Undergraduate Certificate 5. Undergraduate Diploma 6. Bachelor 7. Postgraduate Certificate 8. Postgraduate Diploma 9. Masters 10. Doctorate
FEES (ANNUAL EUR)	The annual tuition fees paid by Maltese and EU students. Basis for annual is the academic year. Tuition fees exclude registration, examination fees and donations.
FEES FOREIGN (ANNUAL EUR)	The annual tuition fees paid by foreign students i.e. 3rd country nationals (Non-Maltese and non-EU students). Basis for annual is the academic year. Tuition fees exclude registration, examination fees, and donations.
P.SEC/TERTIARY (LEVEL)	<p>POST SECONDARY – Post-Secondary level refers to a programme that is a Further Level Programme up to and including NQF level 5 or ISCED level 4.</p> <p>TERTIARY – refers to a programme that is a Higher Level Programme at NQF level 6 or ISCED level 5 or higher</p>
FURTHER/HIGHER (LEVEL)	<p>FURTHER - An academic, vocational or professional programme of formal education and/or training for persons above the compulsory school age which leads to a qualification classified up to and including NQF level 5 or ISCED level 4.</p> <p>HIGHER - An academic, vocational or professional programme of formal education, training or research for persons above the compulsory school age which leads to a qualification with the title of Degree, Certificate, Diploma or other similar title, at NQF level 6 or ISCED level 5 or higher.</p> <p>E.g. 1 Programmes leading to the award of Certificate, Diploma, Higher National Diploma, Undergraduate Certificate & Undergraduate Diploma are classified as Further</p>

E.g. 2 Programmes leading to the award of Bachelor, Postgraduate Certificate, Postgraduate Diploma, Masters and Doctorate are classified as Higher.

ISCED (LEVEL)

ISCED level as designed by UNESCO. The mapping between NQF, ISCED and EHEA-QF cycle is available in the following table:

FOR GENERAL PROGRAMMES:

NQF	ISCED	EHEA-QF
1	2b/2c	
2	2b/2c	
3	2a/2c	
4	3a/3b/3c	
5	4a	
	5b	Introductory to the 1st
6	5a	1st cycle
7	5a	2nd cycle
8	6	3rd cycle

FOR VOCATIONAL PROGRAMMES:

NQF	ISCED	EHEA-QF
1	2c/2b	
2	3c	
3	3b/3c	
4	3b/3c	
5	4b	
	5b	Introductory to the 1st
6	5a	1st cycle
7	5a	2nd cycle
8	6	3rd cycle

NQF (LEVEL)

Submission of this information is not obligatory.

NQF levels are assigned as designed by the Malta Qualifications Council .

E.g. 1 An Advanced level subject is classified at NQF level 4

E.g. 2 A Bachelors degree is classified at NQF level 6

EHEA-QF CYCLE

The European Higher Education Area (EHEA) cycle according to the EHEA-QF cycle. This is only applicable to programmes at NQF level 6 and above.

