



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Malta

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

Malta

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

Dr. Joachim James Calleja

Email address of the responsible BFUG member(s)

james.j.calleja@gov.mt

Contributors to the report

Government representatives = Dr. Joachim James Calleja

Contributors to the report

Employer representatives = N/A

Contributors to the report

Student representatives = Mr. Carl Grech

Contributors to the report

Academic and other staff representatives = Ms. Veronica Grech (University of Malta), Mr. Mark Debono (University of Malta), Ms. Joanne Attard (APQRU)

Contributors to the report

Other (please specify) = Ms. Debbie Lora Dimech (NCHE), Mr. Claudio Azzopardi (MEEF), Mr. Mario Schiavone (MEEF)

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
- Higher education institutions are only academically oriented
- Higher education institutions are either public or private
- All higher education institutions are public

4. What is the number of institutions in the categories identified?

10 private institutions and 3 public institutions

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 72

240 ECTS = 26

Other number of ECTS = 2

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 58

240 ECTS = 29

Other number of ECTS = 13

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Courses calculated in years: - Medicine and surgery - Dentistry Courses calculated in ECTS outside the Bologna model: - Pharmacy - Architecture - Theology

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

5 years/ 300 ECTS credits

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

Please refer to question III.2

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0.7

90 ECTS = 87.4

120 ECTS = 11.1

Other = 0.8

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0.7

90 ECTS = 76.9

120 ECTS = 22.1

Other = 0.3

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

No

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

5.11. What percentage of all second cycle students is enrolled in these programmes?

0

5.12. In which study fields to these programmes exist?

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

In question III.4, it is to be noted that in this questionnaire, second cycle programmes have been taken to mean Master's programmes only. The University of Malta offers other second cycle qualifications leading to Postgraduate Certificates and Postgraduate Diplomas.

6. PROGRESSION BETWEEN CYCLES

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

100%

Admission to second cycle programmes may also be conditional on a particular classification being obtained in the first cycle degree programme. However, all first cycle graduates have the opportunity to proceed to second cycle studies.

6.1.1. Please provide a source for this information.

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>25-50 %

% is based on the number of students with a first cycle degree obtained in 2008/2009 who were admitted to a Master's course in 2009/2010 or 2010/2011.

6.2.1. Please provide the source for this information.

Database of the office of the Registrar- University of Malta. For further information please contact the office through:<http://www.um.edu.mt/registrar/about>

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

All students (Scale 1) Yes No Some No answer

All students (Scale 2) Yes No Some No answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

In most cases, no extra requirements are stipulated. However, graduates with a first degree may be required to follow Additional modules either prior or during the Master's programme if the classification obtained in their first degree was not at the required level, or was in a different, but related area of study. A few second cycle programmes require work experience prior to admission. This would be a requirement of the Master's programme they wish to join and not dependent on the type of the first degree qualification obtained.

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

>75->100 %

6.4.1. Please provide a source for this information.

<http://www.um.edu.mt/registrar/regulations/general/phd> - some conversion Masters may not give access to third cycle studies.

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

In 2010/2011 (from October 2010 to March 2011) 0.8 % of the second cycle Master graduates of 2009/2010 were admitted to third cycle studies at the University of Malta. Some of these graduates may have joined doctoral programmes in other universities abroad.

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

Yes, for some graduates

6.6.1. Under which criteria is this possible?

in some doctoral programmes, applicants with a Bachelor's degree obtained with a classification of at least Second Class may be admitted if the Faculty offering the third cycle programme ascertains that the applicant has a very strong background in the area of study related to the proposed research area- refer to regulation 6 of Regulations for University Postgraduate Awards: http://www.um.edu.mt/registrar/regulations/general/postgraduate_harmonised_regulations

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

>15%

The % has been worked out on the data regarding first and second cycle qualifications held by applicants for doctoral studies at the University of Malta. Applicants who are not on the University of Malta's database (which holds records from 2002/2003 onwards) and applicants who obtained their first or second cycle qualification at other universities are not included in the % worked out.

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

Please choose..

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

Yes, for all graduates of these programmes

7.3.1. Please specify for which graduates.

Depending on the quality of the first cycle degree achieved (i.e. whether it is a First Class/Second class or third class degree, whether it is with or without Honours), the performance ability of the student, assessed at application stage through an interview and the need for research studies in that particular area based on Malta's socio-economic needs.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Supervision-based doctoral studies.

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

No

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

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

3 years but Senate may extend the period of study by a further period of 2 years if valid reasons for the extension are provided by the student. Please see regulations for PhD degrees: <http://www.um.edu.mt/registrar/regulations/general/phd>

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

4.1

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

Yes

Doctoral studies are included in the Malta Qualifications Framework (MQF) and feature on Level 8- highest level on the MQF. The MQF has been referenced to the EQF and to the QF/EHEA. Please visit: <http://www.mqc.gov.mt/malta-qualifications-framework>

8.5. Are ECTS credits used in doctoral programmes?

No

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

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

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

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

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

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

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

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

Please see article 3.2 of University of Malta Statute 3: <http://www.um.edu.mt/registrar/regulations/general/statute3>

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

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

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

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

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

Yes

10.5.1. Please explain briefly.

Joint Degrees are offered in the following study fields: - Early Childhood Education and Care - Science of Performative Creativity - Mediterranean Agro-Ecosystems Management - Strategic Innovation and Future Creation

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

The University of Malta also participates in double award programmes and also awards double degrees in the following areas: - Sustainable Environmental Resources Management - Integrated Marketing Communications - Conflict Resolution and Mediterranean Security - Human Language Science and Technology

Part 1.2 BFUG Data Collection on student-centred learning

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

Yes

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

Student Centred learning includes courses based on learning outcomes, designing different, flexible learning paths, harmonisation of vocational and academic credits and the development in the recognition in all forms of learning (formal, non-formal, informal).

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|-------------------------|------------------------------------|------------------------------------|------------------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input checked="" type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

The Referencing of the MQF to the EQF and QF/EHEA report puts the learner at the centre of Malta's referencing process. Furthermore, the credit system which focuses on learning outcomes based courses enables learners to gauge their capacity in progressing from one level of qualification to another.

2. Please provide a reference for your steering documents covering student-centred learning.

www.mqc.gov.mt

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

Learning outcomes are statements of what a learner knows, understands and is able to do on completion of a learning process.

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country?

(This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In the majority (>50-<100 %) of programmes

Most ECTS are linked with learning outcomes which have to be clearly defined. The weighting of a particular study programme is also greatly dependent of the learning outcomes of that course.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

4.3.1. Does your country provide specific support measures on the national level?

Yes. The Malta Qualifications Council (MQC), within the Ministry of Education, Employment and the Family, provides support to all educational institutions, organisations, and individuals on how to write learning outcomes. This is done through individual meetings, information seminars and through literature.

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

Yes, this is done through advisory measures (guidelines, recommendations etc)

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

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

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

Yes

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

For all qualifications to be level rated to the MQF, the MQC ensure that home grown courses are reviewed by an external evaluator. At the University of Malta, all programmes are evaluated through the Programme Validation Committee, that is a means of Quality Assurance that looks into the weighting assigned to each study unit is appropriate and that every study unit has learning outcomes that are clearly defined and appropriate to the particular level. A student representative is also present on this evaluation board. For further information please visit: www.um.edu.mt/apqr/programmevalidationcommittee

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

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

75-99%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

75-99%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|---|--------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---------------------------------|
| All students | <input checked="" type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No answer |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| Upon request | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No answer |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

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

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

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

No

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

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

English

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

The University of Malta issues the Diploma Supplement automatically and free of charge. To view examples of the diploma supplement please visit: http://www.um.edu.mt/registrar/european_diploma_supplement/sample_of_diploma_supplement

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

10. The Framework has self-certified its compatibility with the European Framework for Higher Education

7.2.1 Please provide the date when the step was completed.

20.07.2000

7.2.2. Please provide a reference for the decision to start developing a NQF.

N/A

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

7.2.7. Which stakeholders have been consulted and how were they consulted?

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

N/A

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

- Recognition for academic study
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer
- Recognition for professional employment
- Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

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

Recognition of qualification provided that no substantive differences can be proven

8.2.1. Please provide a reference to the relevant legislation.

Education Act and subsidiary legislation published in summer 2011

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

N/A- legislation is not yet in place

8.4. Do higher education institutions typically:

Other

8.4. Do higher education institutions typically:

ENIC/NARIC network at the Malta Qualifications Recognition Information Centre

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

No

8.5.1. Please explain.

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

N/A

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

Other.

A National Quality Assurance Agency still needs to be established

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

A system governed by a legal framework will be in place in summer 2011

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Please choose..

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

Please choose..

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

Please choose..

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Please choose..

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Please choose..

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify)

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

No

2.1.1. If some institutions are able to choose, please specify which ones.

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

The agency must be a member of the European Association for Quality Assurance in Higher Education (ENQA)

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

Courses at the University of Malta are externally reviewed in two occasions: 1. At the end of the study-programme. At the end of their studies, whether it is 1st, 2nd or 3rd cycle, students are usually asked to present a thesis/dissertation in front of a board, out of which, it is suggested that one member is an external evaluator. The evaluator, after assessing the student's performance also gives feedback on the preparation of the student, the course-catalogue and learning outcomes and ultimately puts forward suggestions to the faculty concerned on how to improve the study programme. 2. When a new course is proposed. All new programmes, irrespective of the cycle they fall into, are sent for an external review. The external reviewers are usually indicated by the programme proposers. These suggestions are then sent to the Programme Validation Committee (PVC) which then chooses the reviewers who have the most credentials.

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other, please specify

In the University of Malta regulations it is suggested that there should be at least one student involved in the external review board

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams

- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

No

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

In the University of Malta regulations it is suggested that international peers/experts, academic staff and students are involved in the decision making process for external reviews as part of the external reviewing board. On most occasions, students, academic staff and international experts are involved in the external review however it is not a requirement.

5. INTERNAL QUALITY ASSURANCE

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

Yes

5.1.1. Please specify these requirements and the relevant source.

<http://www.um.edu.mt/apqru/programmevalidationcommittee>

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

Higher education institutions

5.2.1. Please specify.

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

Yes

5.3.1. Please go to Question 5.6.

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

Yes

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

No

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

More than 75%

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

More than 75%

5.5.1. Please describe what kind of arrangements are in place.

Study unit reviews are held on a regular basis and through different channels at the University of Malta : 1. feedback forms are put online for students to complete after they do their final examination of that particular course but before they receive the results. Study units are chosen randomly however all courses are covered in a three year span. The results of this survey is then passed on to the Faculty members and to the Rector.

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

0-<25%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

None

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

Not applicable

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

The University of Malta is working on the development of self-evaluation reports as well as CPD courses for academics in order to keep up to date with quality assurance procedures.

Part 1.4 BFUG Data Collection on Lifelong Learning

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

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

In our country lifelong learning implies all systems of learning after compulsory education.

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

Courses Work-based awards Customised awards University of the Third Age

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

Yes, of all institutions

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Education Act

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

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

Adults in employment

Unemployed adults

Retired citizens

Part-time students

Adults without higher education qualifications

The U3A (University for the third age) is an incentive aimed at encouraging lifelong learning particularly amongst retired citizens

Other, please specify

12. Where does the funding of lifelong learning provision in higher education come from?

- general higher education budget
- special budget for lifelong learning
- private contributions from students
- private contributions from business and industry

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

It is 100% funded from the public budget

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in all fields

2.1 Please specify.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a combination of the two previous approaches.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

University Regulations specify that entry into courses is not restricted by gender, race, colour or religion.

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

Please refer to question number I.3.1

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

Please refer to question number I.3.1

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Yes

4.4.1. Please specify.

University regulations stipulate financial maintenance to under-privileged groups. The government gives student maintenance grants to all first cycle Maltese students following a full time course. Amounts vary according to the different fields of study. However, under-represented groups receive extra funding. Amounts vary depending on the nature of their situation. For more detailed information regarding these grants please visit: https://www.nche.gov.mt/MediaCenter/PDFs/1_SMG_SL_327-178.pdf

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

No

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Yes

4.6.1. Please specify and identify variation between different groups, where they exist.

More public funding is given to individuals other than HEIs per se. Apart from the student maintenance grants mentioned in question I.3.5.a, the government is also issuing a series of scholarships aimed at helping students to pursue studies at both undergraduate and post-graduate level. These are: The Malta Government Scholarship Scheme (MGSS) Under graduate (MGSS-UG) and Post graduate (MGSS-PG) as well as the Strategic Educational Pathways Scholarships (STEPS, an ESF project which provides scholarships for second and third cycle studies. All scholarships are awarded in fields relevant to Malta's socio-economic development. Amounts vary according to the length of the course, mode and field of study. Some under-represented groups can apply for extra funding. Extra funding under the above mentioned scholarships is given to: - awardees studying abroad - awardees who are also parents - awardees who are married - awardees living in Gozo (the second largest island of the Maltese Archipelago) - awardees with disability are also awarded extra funding under the MGSS. For more information on the specific funding amounts please visit: <http://www.stepsmalta.eu/> http://www.education.gov.mt/mgss_pg.htm For further information on all scholarships and loans provided to students please visit: https://www.nche.gov.mt/mediacenter/pdfs/1_student%20guide%20english%20web.pdf

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

No

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as under-represented) by subject?

No

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

There is no policy specifically addressed towards widening participation as yet. However, the National Commission for Higher Education (NCHE) has published the "Further and Higher Education Strategy 2020" which incorporates recommendations on how students participation can be increase, amongst other things. To view the strategy please follow the link: https://www.nche.gov.mt/MediaCenter/PDFs/1_F&H%20Strategy%202020%20NCHE%20Recommendations.pdf

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

N/A

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

N/A

5.4. In your country, is the composition of the student body monitored according to certain criteria?

No

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

N/A

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access At present there are no measures to removing obstacles in place

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Please choose..

6.2.1. Please describe these obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

Please choose..

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

6.5. How does your country assess whether its policy has been successful?

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

No

7.1.1. Please describe the main features of these policies.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

The relevant information feeds into the Labour force survey published by the National Statistics Office, in Malta.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

Scholarships such as MGSS-UG, MGSS-PG, as well as STEPS, (please refer to question number I.3.7 for more information on the scholarships) do serve as an incentive for students to pursue further studies and to complete the same studies. This is an indirect way of also providing incentives for higher education institutions to improve student completion rates.

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

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

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

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

8.1.1. Please specify.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

Funding is provided through the government's central budget.

8.4. What are the main tasks of the services?

The Students Advisory Services aims to provide prospective and current students at the University of Malta with the necessary information and advice in order to make informed and sensible choices. The service operates in close liaison with the Counselling Services, the Admissions and Records Office and other offices of the Registrar.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

Part Time courses are offered in all Higher Education Institutions and e-learning is also used across the whole education system including Higher Education.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

No

13. Please provide details of these measures.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = Matriculation Certificate and passes at Secondary Education Certificate level in Maltese, English language and Mathematics.

Route 2: = Vocational and professional diplomas/degrees

Route 3: = Degrees/diplomas/certificates obtained from other institutions of Higher Education

Route 4: = Other qualifications together with work experience

Route 5: = Work experience

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

Applicants who have completed in full or in part a degree course at a recognised University, which is of an equivalent standard, may be admitted to a degree or diploma course. Applicants are required to present sufficient documentary detail to ascertain their competence in any particular area of study. The University considers applications from mature candidates, that is, persons who would be at least 23 years of age by the 1st October of the year or by the beginning of the course for which they apply. Mature applicants may not necessarily be required to present the formal qualifications listed above. However, they may be accepted on the basis of a wide variety of acquirements.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

Part-Time student

16.1.2. How do you define it?

The University of Malta normally takes part-time studies to be half the workload of full-time studies (i.e.. 30 ECTS credits are normally achieved in 1 part-time year of study).

16.1.3. What are the reasons for offering a different student status?

Part-time courses are against payment and students following these type of courses are not entitled to student maintenance grants.

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

Part time students are offered evening courses, the also pay fees both at undergraduate and postgraduate level. They receive no maintenance grants except for students following LLD and LLM

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation expressly permits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Standard practice in some higher education institutions (36 - 75%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Procedures published from time to time by the Malta Qualifications Council and other Quality Assurance Agencies such as the Directorate for Quality and Standards.

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

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

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

euros

4. In principle, which home students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

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

- Need
- Merit
- Part-time/Full-time/Distance learning Students following Full-time courses might also pay bench fees or enrolment fees
- Field of study
- Joint degrees

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

Yes

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

- During studies All students Specific groups of students No answer
- After studies All students Specific groups of students No answer

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

Minimum: 0.01% Maximum: 0.01%

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

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = 22,600 euros

Maximum amount = 120,100 euros

Most common amount = 22,600 euros

8.2. According to your country's steering documents, students from which countries are considered international students?

Students coming from countries outside the European Union.

9. Who defines the fee amounts for any student in the first cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

10. Who defines the fee amounts for any student in the second cycle?

- Each higher education institution defines its own fees
- Higher education institutions can define their fees, but there are limits set by the central/regional authority
- Higher education institutions can define their fees, but they have to be approved by the central/regional authority
- Central/regional authority defines the value range of fees

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

Yes, students of all cycles

All Full-time national students at Post Secondary and Tertiary Level of Education attending state or Catholic Church educational institutions receive a Maintenance Grant which varies according to level of education and type of course undertaken. Students attending university and reading for a Science or IT course (prescribed courses) will receive a fixed rate of €146.75 every for weeks from 1st October to 30th June; A sum of €69881 per academic year and another €698.81 one-time grant. Students attending general courses at University will receive a fixed rate of €86.68 every for weeks from 1st October to 30th June' a sum of €460 per academic year and another €460 one-timegrant.

13.2. Which first cycle students are eligible for grants and/or scholarships?

All students

13.2.1. Which groups of students receive grants and/or scholarships?

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

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

99

13.3. What is the minimum, maximum and most common value of **grants/scholarships** available to first cycle students in higher education?

Minimum = 1,557 euros p.a.

Maximum = 3,306 euros p.a.

Most common = 1,557 euros p.a.

13.4. Which second cycle students are eligible to receive **grants and/or scholarships**?

Specific groups of second cycle students

13.4.1. Which groups of students receive grants and/or scholarships?

- Need

- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

1

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

With regards to post graduate courses (2nd Cycle degrees), there are two scholarship schemes: Malta Government Scholarship Scheme - Post Graduate (MGSS-PG) and Strategic Educational Pathways Scholarships (STEPS).

13.5. What percentage of all students receives a grant and/or scholarship?

92

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

Yes, students of all cycles

14.2. Are all first cycle students eligible to receive loans?

Yes

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle = 11,600 euros

Most common first cycle = 18,000 euros

Maximum first cycle = 23,300 euros

14.2.3. Are all second cycle students eligible to receive loans?

Yes

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle = 11,000 euros

Most common second cycle = 22,000 euros

Maximum second cycle = 23,300 euros

14.3. If different types of loans exist in your country, please provide the details here.

YSSS- Youth Specialization Scheme is for students aged between 18-30 years who: - are interested in furthering the studies abroad, including post-graduate studies, provided that the course of study is not available in Malta. - want to take up a distance learning course provided that the course is not available in Malta.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Yes

14.5.1. Please explain the form of this guarantee/subsidy.

The YSSS subsidy guarantees: - a loan repayment term of 10 years including a maximum holiday on capital repayments of five years depending on the duration of the academic course to be followed. - an interest rate margin of 1.75% over the Bank's Base Rate. - Minimal security is requested -No processing fees - No early repayment fees

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood

- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

N/A

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

Please note that no data is gathered regarding question number 49 (IV.11.6), therefore the number '0' was inputted due to the question being compulsory. Moreover, I would like to specify that all fees are paid during the duration of the course.

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

1st cycle Yes No No answer

2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

They are enrolled as a student at a recognised higher education institution

They are under a certain age (please specify)

They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

Other:

eligible students must be enrolled in ICT related courses

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation: 1st cycle

Subsidised accommodation: 2nd cycle

Subsidised health insurance: 1st cycle

Subsidised health insurance: 2nd cycle

24.1. Please specify the details of existing subsidies.

25. Who is eligible to receive such non-cash support?

- Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer
- Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer
- Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

- Income of parents too low
- Income of student too low
- Age of student
- Disability
- Parenthood of student

25.2. Is there a difference in eligibility between first and second cycle students?

Please choose..

25.3. Please explain the difference.

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

27. Do you want to answer this section now or later?

Now

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

- Student
- They hold and employment contract with a HEI

28.1. Please explain why you selected multiple options?

The vast majority of Doctoral students studying at the University of Malta are students. In some cases, the university offers the possibility for PhD students to work as lecturers on a part-time basis at the same university.

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

Students studying for certain science subjects which include frequent use of laboratories have a higher bench fee.

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

Mainly scholarships as well as sponsorship funds by the University of Malta for those students who work at the University of Malta.

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

PhD students are asked to pay enrolment fees and bench fees. However a variety of scholarships are offered to help PhD students to cover the costs incurred.

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

No contracts are issued. The University of Malta retains the Intellectual Property rights.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

Fees do not differ.

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

National Commission for Higher Education (NCHE):

Ms. Debbie Lora Dimech, Commission Officer

Ms. Christine Scholz, Commission Officer

Ms. Anna Kwiatkowska, Student Intern

B.1.b Stakeholder representatives

University of Malta (UoM)

Annhelica Agius, International Office, Officer in charge for Erasmus Outgoing students, coordination of Academic and Administrative staff exchanges

Il-Kunsill tal-Istudenti Universitarji (KSU)

Carl Grech, KSU President

B.1.c Other contributors

EUPA - European Union Programmes Agency:

Karl Mintoff, Programme Officer

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

NCHE Further and Higher Education Strategy 2020, Malta, 2009
(https://www.nche.gov.mt/MediaCenter/PDFs/1_F&H%20Strategy%202020%20NCHE%20Recommendations.pdf)

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted: April 2009

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound	20% by 2020		
Outbound	20% by 2020		
No target			

C.2.a Please provide a reference for the target.

"Malta should take measures to ensure that the tools and instruments are available to ensure that the envisaged European target of having 20% of graduates mobile by 2020 is reached;" (NCHE (2009): Further and Higher Education Strategy 2020. p. 53.)

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b Are these targets the same for students in all cycles or are there differences?

- Same
 Differences

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

- Yes
 No

C.3.a If yes, does it include quantitative targets for staff mobility?

- Yes
 No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

- Yes
 No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA	x	x		
USA/Canada	x			
Latin America	x			
Australia, New Zealand	x			
Middle East	x			
Africa	x			
Asia	x			
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

The National Commission for Higher Education (NCHE) is endorsing the following Government target:

"Attract 5,000 fee paying foreign students by 2020 in various fields of study and research." (NCHE (2009): Further and Higher Education Strategy 2020. p. 42.)

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Annual statistics on student headcounts in Further and Higher Education issued by the NCHE

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		Student Maintenance Grants are restricted to Maltese nationals irrespective of whether they study in Malta or abroad. The Erasmus Programme is restricted to European Union Member States, European Economic Area States and Candidate Countries
Grants/scholarships are restricted to specific programmes (if so, please specify)	Malta Government Scholarship Undergraduate Scheme (MGSS-UG), Malta Government Scholarship Postgraduate Scheme (MGSS-PG)	The European Union Lifelong Learning Programme (EU-LLP)

	<p>Strategic Pathways (STEPS),</p> <p>Malta Arts Scholarships (ARTS)</p> <p>Erasmus Mundus (EM)</p>	<p>Educational Scholarships</p>
Other restrictions apply (please specify)	<p>Field of study,</p> <p>Level of the programme (undergraduate, postgraduate, doctoral)</p> <p>Full time or part-time basis</p>	
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		
Loans for outgoing students		Youth Specialisation Studies Scheme (YSSS)
Grants/scholarships for outgoing students		Malta Arts Scholarships (ARTS), Strategic Educational Pathways Scholarships (STEPS), Malta Government Scholarship Undergraduate Scheme (MGSS-UG), Malta Government Scholarships Postgraduate Scheme (MGSS-PG)
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

National Erasmus Committee

Malta Qualifications Recognition Information Centre

Malta Qualifications Framework which has been officially referenced to the European Qualifications Framework and the Qualifications Framework of the European Higher Education Area

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

Bologna Expert Group Malta (2009): "The Impact of the Bologna Process on Higher Education Institutions in Malta. An overview of the achieved targets and future challenges":

<http://llp.eupa.org.mt/files/The%20Impact%20of%20the%20Bologna%20Process%20on%20HEIs%20in%20Malta%20-%20Suzanne%20Gatt.pdf>

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding	2	2
Recognition		
Language		3
Curriculum/Study organisation	1	1
Legal issues		
Motivating and informing students	3	
Other, please specify:		In the Erasmus Assessment report 2010, recently published, the obstacles faced by maltese outgoing students were outlined as follows: The first priority was given to administrative inefficiency 22.22%,

		second to Financial Reasons 14.81% and thirdly to language barriers, 7.41%.
--	--	---

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

see D5 and D6

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

According to the 2010 study by KSU on the ERASMUS programme,

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

Curriculum/Study organisation, compatibility of subjects and courses

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

Funding, language barriers

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

The University of Malta has harmonised its courses, implemented the European Credit Transfer System and Diploma Supplement to come in line with the Bologna Process.

Malta Qualification Recognition Information Centre

Malta Qualifications Framework which has been officially referenced to the European Qualifications Framework and the Qualifications Framework of the European Higher Education Area

Scholarships: MGSS-UG, MGSS-PG, STEPS & ARTS (please see section C.7.a for more information)

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Malta Qualifications Council:

Recognition of foreign qualifications and verification of recognition of foreign programmes
Applications for scholarships by Maltese students to undertake undergraduate, postgraduate and doctoral studies abroad (see section C 7)

National Commission for Higher Education:

Annual statistics on headcounts in Further and Higher Education in Malta

Bologna Expert Group Malta (2009): "The Impact of the Bologna Process on Higher Education Institutions in Malta. An overview of the achieved targets and future challenges":

<http://lp.eupa.org.mt/files/The%20Impact%20of%20the%20Bologna%20Process%20on%20HEIs%20in%20Malta%20-%20Suzanne%20Gatt.pdf>

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

Bologna Expert Group Malta (2009): "The Impact of the Bologna Process on Higher Education Institutions in Malta. An overview of the achieved targets and future challenges":

<http://lp.eupa.org.mt/files/The%20Impact%20of%20the%20Bologna%20Process%20on%20HEIs%20in%20Malta%20-%20Suzanne%20Gatt.pdf>

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		3
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		1 Distribution of grants 2 Tendency of having the same staff making use of such opportunities

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

National Erasmus Committee.

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

Bologna Expert Group Malta (2009): The Impact of the Bologna Process on Higher Education Institutions in Malta. An overview of the achieved targets and future challenges:
<http://lp.eupa.org.mt/files/The%20Impact%20of%20the%20Bologna%20Process%20on%20HEs%20in%20Malta%20-%20Suzanne%20Gatt.pdf>

Unfortunately the University of Malta was not able to provide information regarding Incoming Staff Mobility.

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students		x	
more outgoing than incoming students	x		x
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

Degree mobility:

For the academic year 2009-2010, the University of Malta accepted 277 foreign students following Degree Programmes and 270 foreign students following credit Programmes/student exchanges: <http://www.um.edu.mt/about/uom/facts>

Credit mobility: [ec.europa.eu: Erasmus student mobility: http://ec.europa.eu/education/erasmus/doc/stat/table109.pdf](http://ec.europa.eu/education/erasmus/doc/stat/table109.pdf)

For data on credit and degree mobility from and to Malta please refer to the Unesco Institute for Statistics as well as EUROSTAT: <http://stats.uis.unesco.org/unesco/TableViewer/tableView.aspx?ReportId=171>

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

Balanced mobility means that the total number of outgoing students does not outweigh substantially the total number of incoming students and vice versa. In the current maltese situation there is an imbalance between outgoing and incoming students. According to EUROSTAT information the percentage of outgoing and incoming students in 2007 was that of 9.9 and 2.1 respectively as compared to the total number of students registered in Malta. In the case of the Erasmus student mobility programme, the number of incoming students is by far much higher than the number of outgoing students. Although in the academic year 08/09 the number of outgoing students experienced a heavy percentage increase, this imbalance between incoming and outgoing students is still being registered. With regards to Degree Mobility, the number of incoming students is still very lacking.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

The imbalance registered in credit mobility as part of the Erasmus programme is the following:

Main countries for incoming mobility (academic year 2008/2009): Italy (37 students), United Kingdom (26 students), Belgium (17 students)

Main countries for outgoing mobility (academic year 2008/2009): France (131 students), Italy (90 students), Germany (80 students)

The imbalance in the overall mobility as registered through the Unesco Institute for Statistics Database is the following:

Outgoing students (data based on 2008): United Kingdom (820 students), Germany (25 students), USA (24 students), Spain (19 students), France (17 students)

Incoming students (data based on 2005): China (183 students), Bulgaria (72 students), San Marino (47 students), Nigeria (25 students), Albania (19 students)

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

Language barriers

Funding and Grants

Attracting more students coming from non-EU Countries

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: With the help of Scholarships such as STEPS and MGSS, the portability of maintenance grants has been simplified. The University of Malta promotes exchanges outside the European Union and also participates in student exchange programmes with Universities in Australia, Canada, Japan and the USA. Through its membership of the Utrecht Network Exchange, the University of Malta also participates in student exchanges with the Mid-American Universities International (MAUI) and the Australian-European Network (AEN). The University of Malta is also a member of the International Student Exchange Program (ISEP): <http://www.um.edu.mt/int-eu/intexchanges>