Social and Economic Conditions of Student Life in Europe

National Profile of Malta

eurostudent IV

Metadata for the national survey

National Currency	Euro
Exchange rate: 1 Euro =	1
Date and source of exchange rate:	01.01.2008
Survey method	Online
Size of final sample	9225
Sampling method	total student population surveyed
Return rate	1574
Reference period of survey (semester, year)	winter semester 2009
Weighting scheme	
Project sponsor	Eurostudent, National Commission for Higher Education Malta
Implementation	National Commission for Higher Education Malta

Topic: Metadata

Subtopic 1: Metadata on national survey

Key Indicators

details on missing data:

methodical issues or considerations for data interpretation:

A short explanation of the way that the weighting factor was calculated:

To make the group of students in the survey data representative for the whole population, a weighting factor based on some background variables has been added to the response file. Only students of NQF Levels 5, 6 and 7 are included for analysis (survey: 1574, population: 9225). The variables NQF Level (5, 6 or 7), intensity (full-time, part-time or other), gender (male or female), age (22 and younger, between 23 and 29 or 30 and older) and field of study (Agriculture, Education, Engineering, Manufacturing and Construction, Health and Welfare, Humanities and Arts, Science, Services or Social Sciences, Business and Law) are used to compare the response data with the population.

At first the proportion of the subgroups in the survey data (e.g. 25 year old male full-time students Engineering, Manufacturing and Construction of NQF Level 6) compared to the whole group of respondents (e.g. 3%) is adjusted to the same proportion in the population (e.g. 6%). In this example the difference between the percentages will be corrected for with a weighting factor of the value 2. Doing this for all subgroups in the response file results in 39 subgroups (containing 87 students) that cannot be found in the population. These students will later be given the value of the mean weighting factor for all other students (that should be the value 1, so there are no differences in total number of students between weighted and unweighted data).

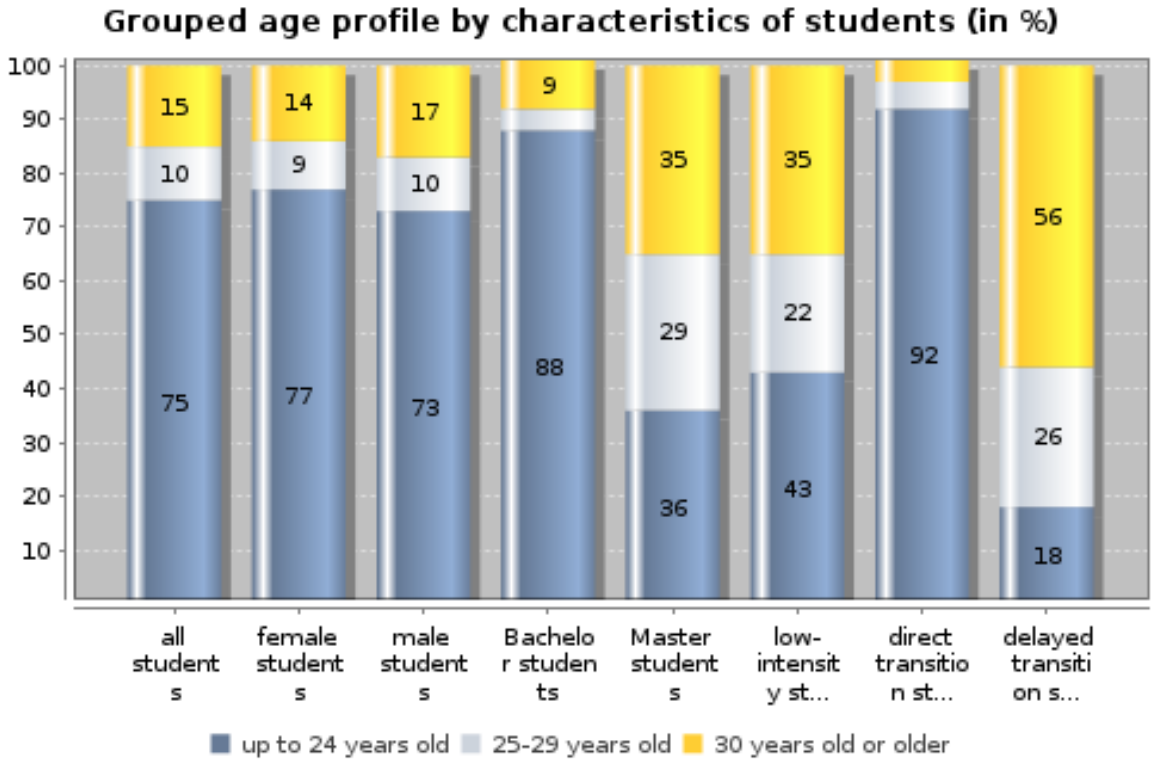
Now we have a weighting factor for almost all students (except het 87 mentioned before), but for some subgroups the weighting factor is relatively low or high. When this is the case, these people?s answers may represent an unnatural part of all the answers given. We have decided to upgrade all weighting factors lower than .3 to .3 and downgrade all higher than 3 to 3. For all the values between .3 and 3 a new weighting factor is computed. After that the mean is calculated (including the corrected records with the values .3 and 3) and all values will be adjusted so that the mean is 1 again. At last the 87 cases with a missing weighting factor are set to a value of 1.

national interpretation of the results of the data analysis:

Topic: A. Demographic Characteristics

Subtopic 1: Age profile by characteristics of students

Key Indicators	
Average age (arithm.mean) in years - all students	24.0
Average age (median) in years - all students	21.0
Average age (arithm.mean) in years - female students	24.0
Average age (arithm.mean) in years - male students	25.0
Average age (arithm.mean) in years - BA students	23.0
Average age (arithm.mean) in years - MA students	30.0
Average age (arithm.mean) in years - low-intensity students	29.0



details on missing data:

methodical issues or considerations for data interpretation:

Compulsory education in Malta covers ages 5 to 16, with primary education lasting from ages 5 to 11 and secondary education from ages 11 to 16. On completion of Form 5, marking the end of compulsory secondary education, students may sit for the Secondary Education Certificate Examination (SEC). Successful candidates may choose to continue into the postsecondary academic route, known as Sixth

Form, which lasts for two years. Upon completion students may take the Matriculation Certificate Examination (MATSEC) to progress to higher education, which means that the average age of students entering higher education in Malta directly after completion of post-secondary education is usually 18 years.

national interpretation of the results of the data analysis:

Students in Malta are in the large majority (about 75%) under 24 years old. The share is even larger among students continuing directly after post-secondary education as well as Bachelor students, with about 90% of these students being 24 years or younger.

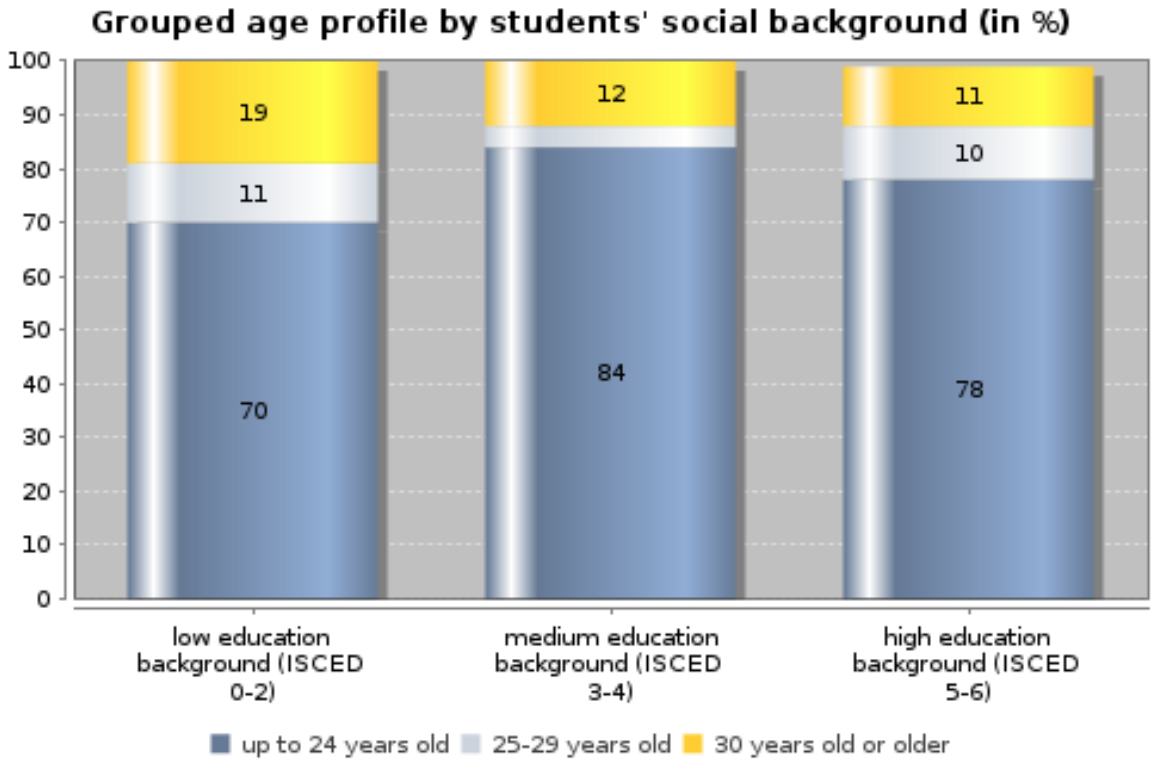
In contrast students following Master programmes or studying de facto part-time are considerably older with more than one third of these students being over 30 years old. This seems to indicate that the two variables are connected in the sense that students over 30 years of age seem to be enrolled more often in Master programmes at a part-time basis, due to other commitments such as family commitments or employment and therefore seem to be studying more frequently on a de facto part time basis.

However the share of students over 30 years of age is highest among students, who have entered higher education through non-traditional routes or interrupted their studies between completion of (post-) secondary and higher education with more than half of these 'delayed transition' students being over 30 years old.

Topic: A. Demographic Characteristics

Subtopic 2: Age profile by social background

Key Indicators	
Average age (arithm.mean) in years - low education background (ISCED 0-2)	25.0
Average age (median) in years - low education background (ISCED 0-2)	22.0
Average age (arithm.mean) in years - high education background (ISCED 5-6)	24.0
Average age (median) in years - high education background (ISCED 5-6)	21.0



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The share of students, who are up to 24 years of age, is largest among those students, whose parents have post-secondary, non-tertiary education. 83.5% of these students are up to 24 years of age. In comparison 78.1% of their counterparts from families with higher education and 70.2% of students from families with up to lower secondary education are 24 years or younger.

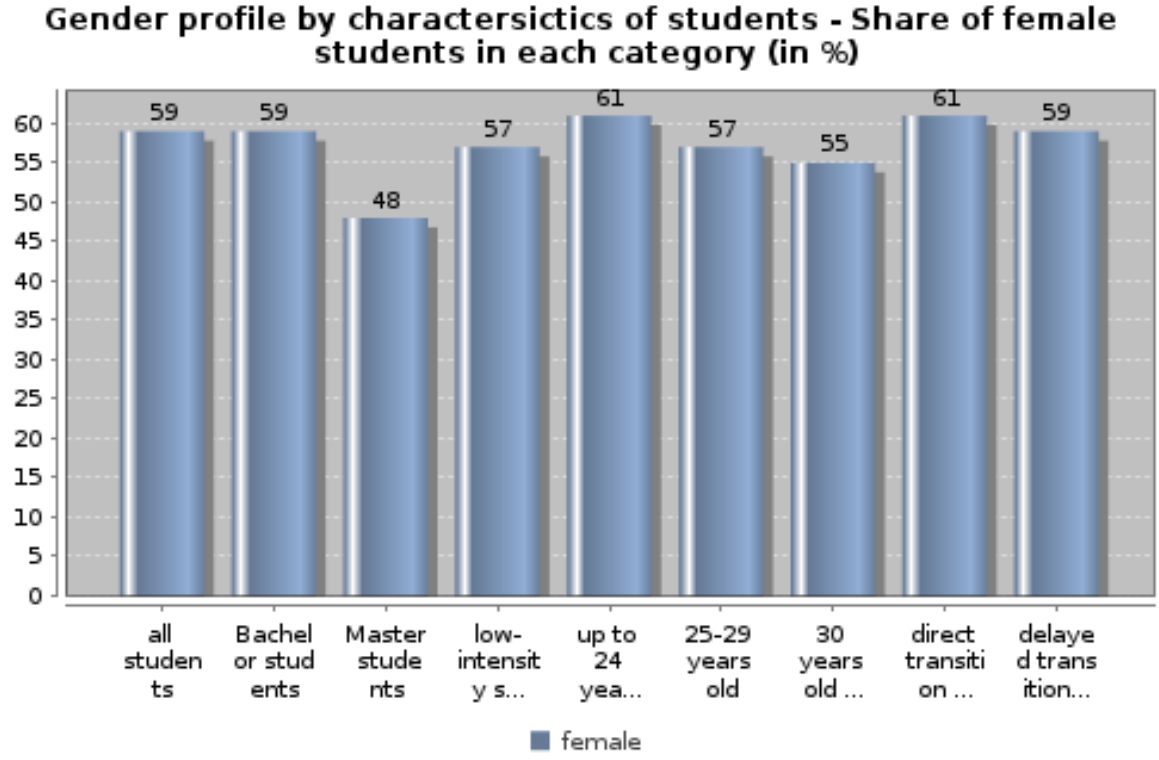
The share of students older than 24 years of age is highest among students from families with qualifications at ISCED 0-2. In this group about 1/3 of the students is over 24 years old, of which about 1 in 5 is 30 years or older. This share is nearly double the share of over 30 year olds among students

from the other two groups.

Topic: A. Demographic Characteristics

Subtopic 3: Gender profile by characteristics of students

Key Indicators	
Share of females among all students, in %	59.4
Share of females among BA students, in %	59.0
Share of females among MA students, in %	47.7
Share of females among low-intensity students, in %	56.6
Share of females among the 30 years old or older, in %	55.2



details on missing data:

methodical issues or considerations for data interpretation:

Based on data by the National Statistics Office the share of women and men in the general population in Malta in 2009 was 50.23% and 49.77% respectively.

In addition to Master courses the University of Malta offers programmes leading to postgraduate certificates and postgraduate diplomas at postgraduate level (EQF level 7), which differ from Master programmes in that they are generally shorter and do not require the drafting of a dissertation. In the academic year 2009/2010, based on the student statistics for that academic year published by the

University of Malta, these programmes where offered in the areas of Lifelong Guidance and Development, Gerontology and Geriatrics, Education, Applied Chemistry, Pastoral Psychology, Nutrition and Dietics and Radiography and registered 70% female enrolment.

national interpretation of the results of the data analysis:

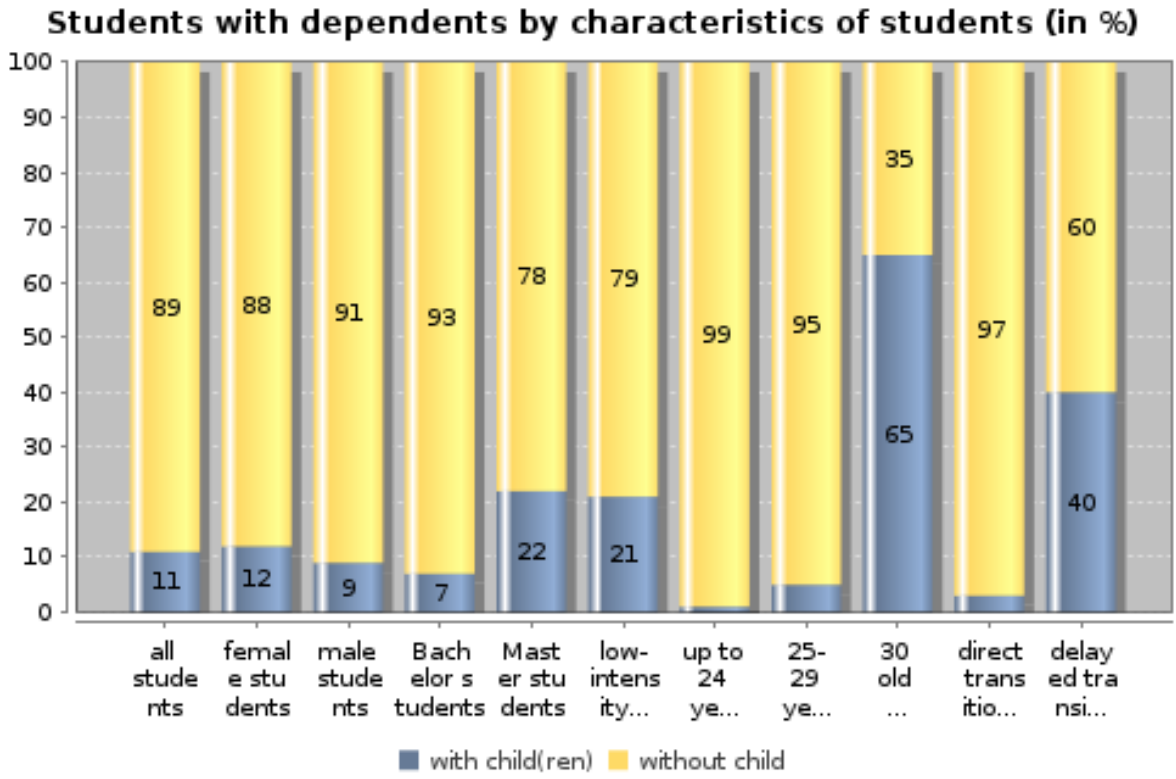
Considering that women make up 50.23% of the general Maltese population in 2009 and that they make up 59.4% of all students at the University of Malta, women are represented over proportionally among tertiary students compared to the general population in Malta. The share of females is largest among students up to 24 years of age and then decreases in subsequent age brackets, with females making up 57.1% among the 25 to 29 year old students and 55.2% among the over 30 year olds.

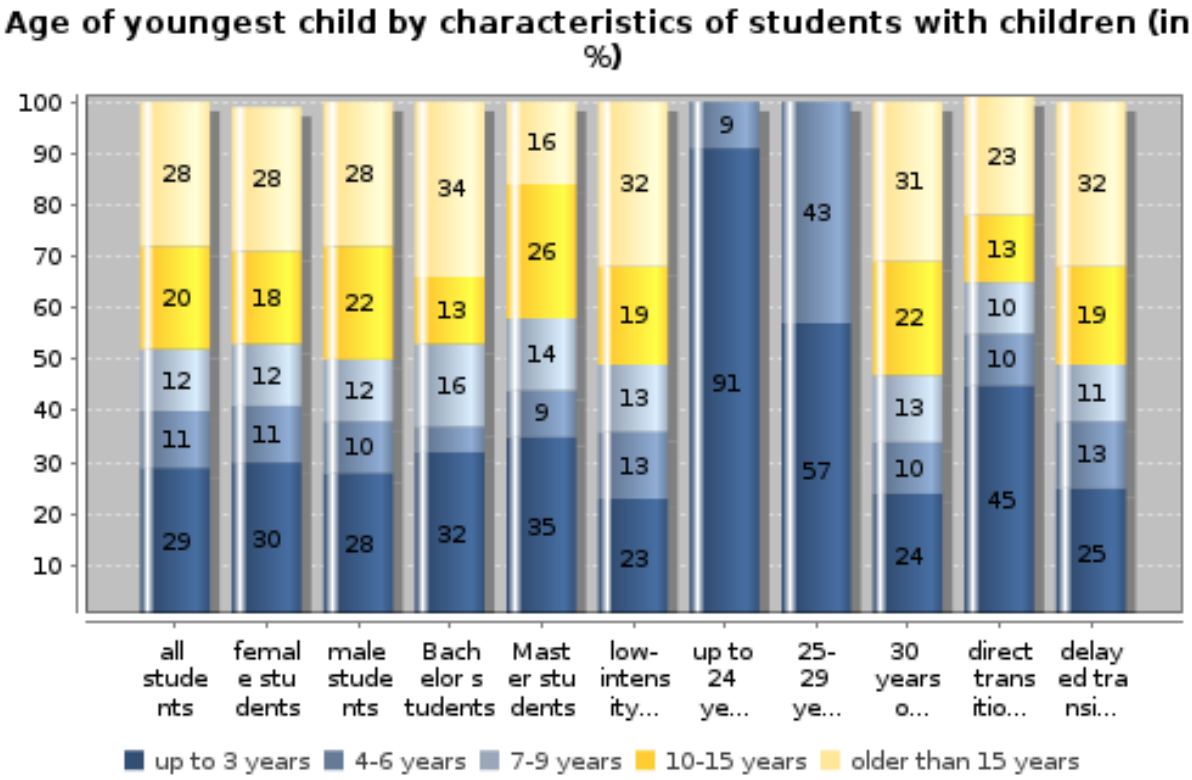
Therefore it is noteworthy that, whilst making up the majority of students overall as well as in all age groups, females are slightly underrepresented in Master programmes with only 47.7% following such programmes. This suggests that female students choose to follow other postgraduate programmes, namely postgraduate certificate and postgraduate diploma programmes. These programmes are characterised by the fact that they generally are of a shorter duration, do not require the drafting of a dissertation and are consequently not research focussed in their design. Therefore it appears that male students tend to be more open to programmes of a longer duration as well as research focussed postgraduate programmes to a higher degree than female students.

Topic: A. Demographic Characteristics

Subtopic 4: Dependents by characteristics of students

Key Indicators	
Share of students with children among all students, in %	11.0
Share of students with children among female students, in %	12.1
Share of students with children among male students, in %	9.4
Share of students with children among MA students, in %	22.2
Share of students with children among up to 24 years old, in %	0.9
Students with children up to the age of 3 years of all students with children, in %	28.9
Students with children between the ages of 4 to 6 of all students with children, in %	11.0





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methodical issues or considerations for data interpretation:

Based on the Census of the Maltese Population in 2005 the share of women with children among the total population was 54.5%. With regard to different age groups, the share of women with children among under 20 year olds was 1.2%; for 20-29 year olds 28.3%; and for over 30 year olds 80.6%.

national interpretation of the results of the data analysis:

About one in ten students in Malta, i.e. 11.1% of all students at the University of Malta, have one or more children. This figure may be attributed to the significant share of 'mature' students, i.e. students over 30 years of age, and 'delayed transition' students enrolled in higher education programmes that have children, since about two thirds of students of over 30 year olds (65.1%) and 40% of 'delayed transition' students indicate that they have children. In contrast students up to 24 years of age and between 25 to 29 years of age generally do not have children with only 0.9% and 4.7% respectively indicating that they have dependents. This shows that the share of students with children in the different age groups reflects the general trend of the share of women with children in different age groups in the overall population.

However there seem to be significant differences in the participation of students with children in different age groups compared to the share of women with children in the total population. The share of students, who have children and are up to 24 years old (0.9%) or in the 25 to 29 age group (4.7%) is considerably lower than the share of 20 to 29 year old women with children (28.3%). The share of over 30 year old students with children (65.1%) is also lower than the share of over 30 year old women with children in the total population (80.6%), but the difference is considerably smaller. It appears therefore

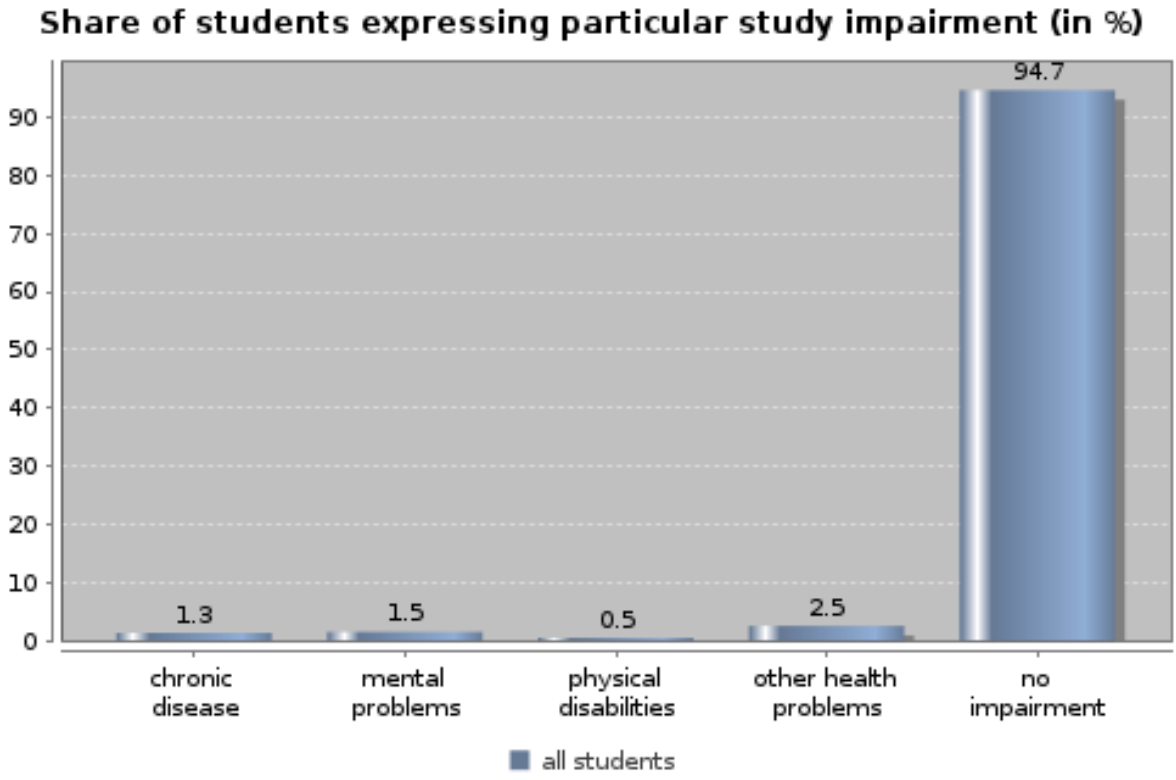
that mature students seem to have less difficulty in combining both studies and family responsibilities.

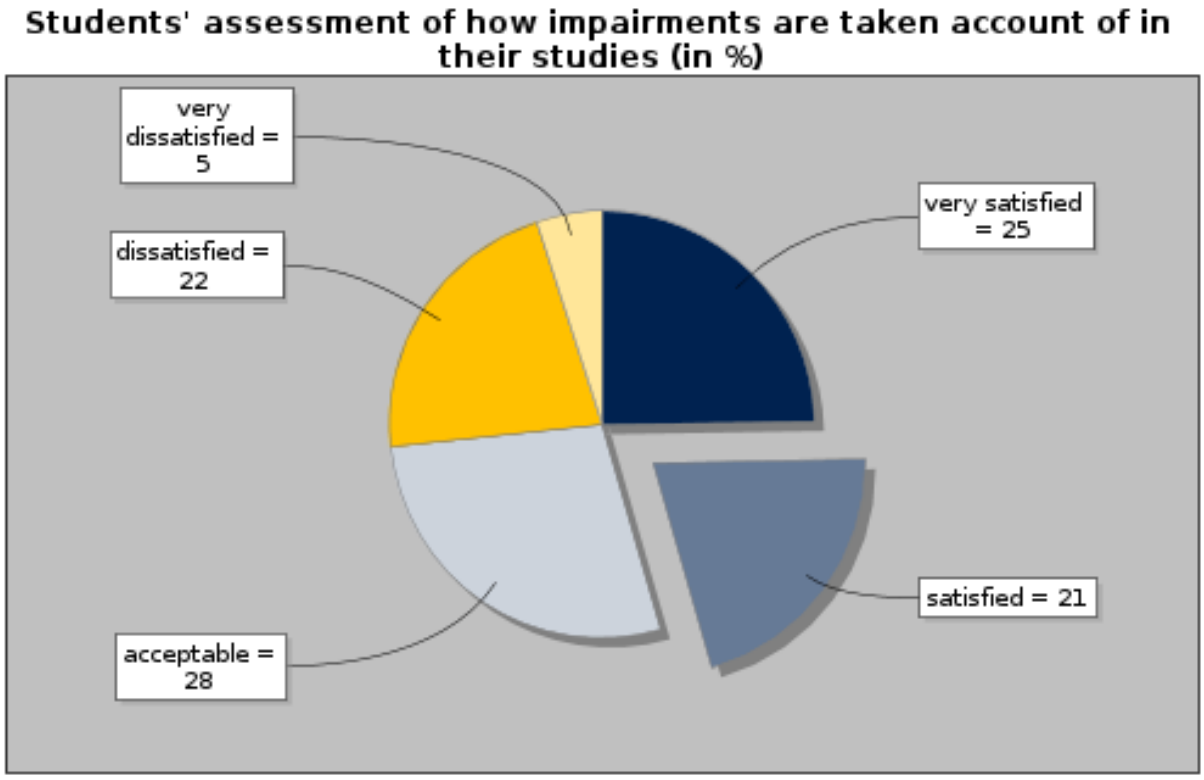
More than half of the children of 'delayed transition' students and students over 30 years of age is 10 years or older. This might indicate that delayed transition students as well as students over 30 years of age seek opportunities to study, when their children have entered secondary education and are less dependent on parental guidance. Given the fact that students with children for the most part are ?mature students? as well as students with a 'delayed transition' into higher education, they tend to be enrolled in Master programmes and follow programmes on a de facto part-time basis, which may make it easier for them to combine both study and family responsibilities.

Topic: A. Demographic Characteristics

Subtopic 5: Students' assessment of study impairment and of how it is taken account of

Key Indicators	
Students who feel impaired in their studies in %	5.3
Students who are (very) satisfied with the way their impairments are taken account of in %	45.8
Students who are (very) dissatisfied with the way their impairments are taken account of in %	26.5





details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

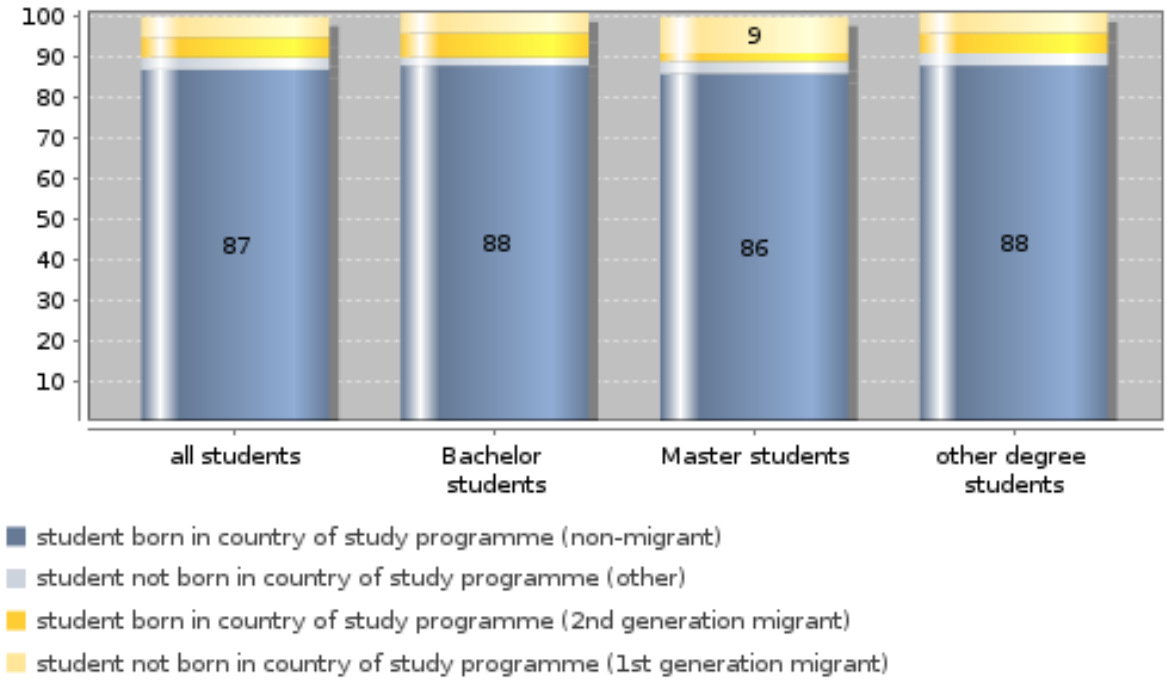
About 5% of students in higher education indicate that they suffer from a form of impairment, including chronic diseases, mental problems, physical disabilities and other health problems, which affect their studies. While students seem to be generally satisfied with the way their impairment is being addressed in their studies, with 45.8% indicating that it is being taken into account, about a quarter of students indicating that they are suffering from an impairment are (very) dissatisfied with the provisions by the University of Malta to alleviate their impairment.

Topic: A. Demographic Characteristics

Subtopic 6: Mobile/migrant students

Key Indicators	
Share of non-migrants among all students, in %	87.3
Share of non-migrants among all BA students, in %	87.6
Share of non-migrants among all MA students, in %	86.0
Share of 2nd generation migrants among all students, in %	4.8
Share of 2nd generation migrants among all BA students, in %	5.6
Share of 2nd generation migrants among all MA students, in %	1.6
Share of 1st generation migrants among all students, in %	5.3
Share of 1st generation migrants among all BA students, in %	4.6
Share of 1st generation migrants among all MA students, in %	9.3

Migrant students according to own and to parents' place of birth (in %)



details on missing data:

methodical issues or considerations for data interpretation:

There is no data available on the share of first and second generation migrants among the total population in Malta as a basis for comparison of their share among the total student population. However based on the Demographic Review 2009 published by the National Statistics Office in Malta in 2010 out of the 412,970 inhabitants in Malta 16,992 were foreigners, resulting in a share of 4% foreign inhabitants.

Based on the Education Statistics 2006 published by the National Statistics Office in Malta in 2010 the number of foreign students enrolled in primary education in Malta was 699 out of a total primary school student population of 28,922, resulting in a share of foreign primary school students of about 2.4%. The number of foreign students in secondary schools in Malta was 687 out of the total secondary school student population of 27,788, resulting in a share of foreign students in secondary schools in Malta of about 2.5%. Reviewing the share of foreign students per year of study in primary and secondary education yields a similar result. Therefore if we assume that the stable share of foreign students in primary and secondary education in Malta is an indicator for their continuous enrolment in both in primary and secondary education in Malta, then it may be assumed that these children were either born in Malta, or have lived in Malta for a considerable period of time, including throughout their compulsory schooling age.

national interpretation of the results of the data analysis:

The share of mobile / migrant students among the total student population in higher education in Malta is about 10%. About half of those students were born in Malta to non-Maltese parents, i.e. they are second-generation migrants, while the other half were born abroad and are consequently first-generation migrants.

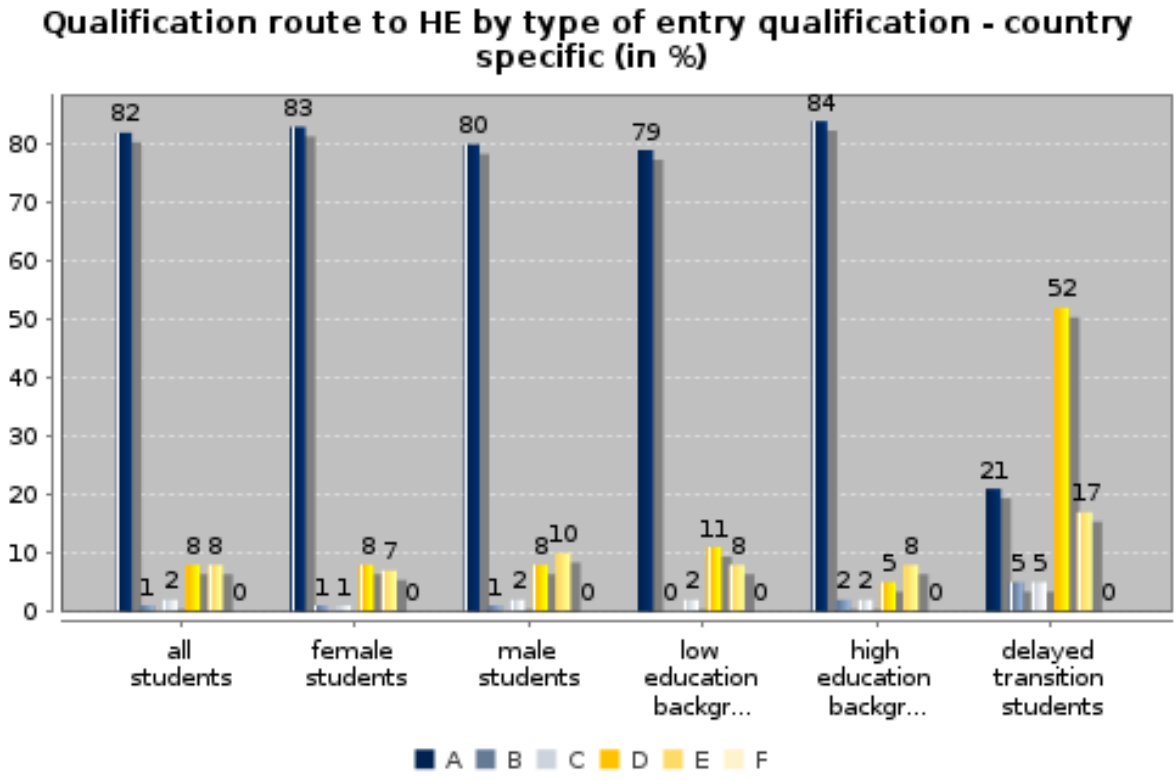
If we assume that the share of second-generation migrants in the entire Maltese population is about 2.5%, then they would be considerably overrepresented in higher education with a share among all students of 4.8%. This is true even more so for their participation in Bachelor programmes, in which they make up 5.6% of students enrolled at that level. While their share is only 1.6% at Master level, their enrolment in other degree programmes is 4.8%. This suggests that access to higher education does not seem to be an obstacle for second-generation migrants in Malta. Indeed it appears that these students and their families prioritise education significantly, however they seem to choose other degree programmes other than Master degrees.

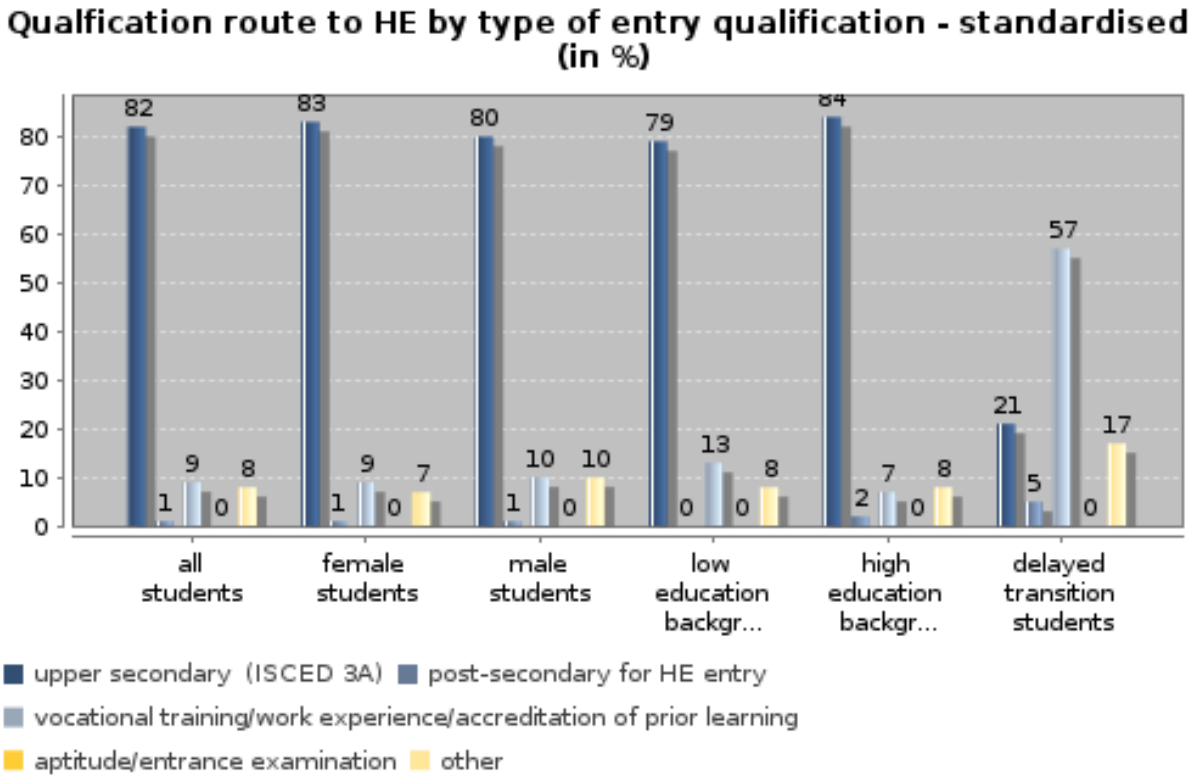
First-generation migrants seem to be also slightly overrepresented with a share of 5.3% among all students compared to a share of foreign inhabitants in Malta of about 4%. While first-generation migrants make up 4.6% of Bachelor students, their share at Master level is 9.3% of all students at this level and 4.7% among students following other degree programmes. It therefore appears not only that access to higher education does not seem to pose an obstacle to first-generation migrants, but that a significant number of first-generation migrants enrol for second cycle degree programmes in Malta.

Topic: B. Access and entry to higher education

Subtopic 1: Qualification routes into higher education

Key Indicators	
All students via upper secondary in %	81.6
Female students via upper secondary in %	82.9
Male students via upper secondary in %	79.5
Students with low education background (ISCED 0-2) via upper secondary in %	78.8
Students with high education background (ISCED 5-6) via upper secondary in %	83.5
Students with delayed transition via upper secondary in %	20.6





details on missing data:

methodical issues or considerations for data interpretation:

A Matriculation Certificate, A-Levels, International Baccalaureate or equivalent

B University Foundation Course (ISCED 4A)

C Higher National Diploma (Vocational Education and Training)

D Maturity Clause

E Other (Diploma: Other; Degree, Other)

F Aptitude / entrance exams

Entrance to the University of Malta, based on their admissions regulations from 1997, is open to all students through qualification route A.

Qualification route B is open only to overseas students, who have obtained the entry qualification into higher education in their own country, but are deemed to require further study to be admitted to degree courses at the University of Malta.

Qualification route C is an alternative route into the University of Malta through vocational education and training at a level of the Malta Qualifications Framework equivalent to qualification route A.

In addition individuals may be admitted to programmes of the University of Malta, if they have reached the age of 23 by the beginning of the course for which they applied and have been deemed eligible for admission as a regular student by the admission board of the University of Malta (qualification route D).

Qualification route E includes other diplomas or degrees, including from foreign higher education institutions as recognised by the Senate of the University of Malta for this purpose, that provide access to the holder to undergraduate as well as postgraduate programmes of the University of Malta.

Qualification route F does not exist in Malta as any holder of qualification route A is eligible to apply for

all programmes offered by the University of Malta. However Admission to some courses, particularly in specific subject areas or with capacity limitations, may be subject to special course requirements. Very few exceptions exist demanding an aptitude test in addition to qualification route A, such as language proficiency test for Bachelor Education (Honours) Primary.
For table 2, the standardised qualification route, upper secondary academic (ISCED 3A) is considered equivalent to qualification route A; post-secondary for higher education entry (ISCED 4A) is considered equivalent to qualification route B; vocational training / work experience or accreditation of prior learning is considered equivalent to qualification routes C and D; aptitude / entrance examination is considered equivalent to qualification route F; other is considered equivalent to qualification route E.

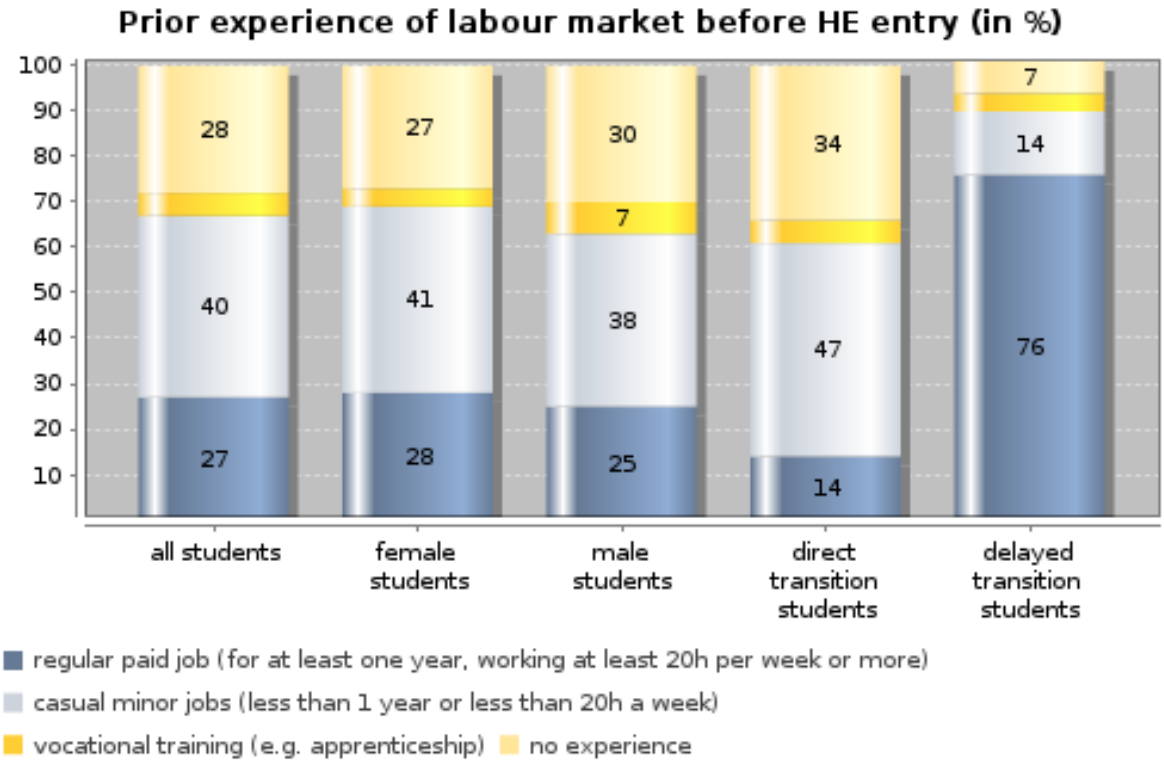
national interpretation of the results of the data analysis:

Almost one in ten students at the University of Malta (9.2%) has entered higher education through ?non-traditional? routes, including vocational education and training and the so-called ?Maturity clause?. The share of ?non-traditional? learners among students from low-educational backgrounds is almost double the share of their counterparts from high education backgrounds with 12.6% and 6.5% respectively. However the highest share may be witnessed among students with a ?delayed transition?, i.e. students from ?non-traditional? routes into higher education or students whose delay between obtaining the entry qualification for higher education and their actual entry into higher education is more than 2 years. This maybe due to the fact that students, who have not obtained the entry qualification for higher education (qualification route A), might opt to enter higher education through the ?Maturity Clause?.
Almost 3 out of 5 of these students (57.4%) have entered higher education through ?non-traditional? routes. This indicates that flexible entry pathways into higher education contribute significantly to increasing access to higher education in Malta for underrepresented groups.

Topic: B. Access and entry to higher education

Subtopic 2: Prior experience of the labour market before entering higher education

Key Indicators	
All students with regular paid job before entering HE in %	26.7
Females with regular paid job before entering HE in %	28.1
Males with regular paid job before entering HE in %	24.7
Direct transition students with regular paid job before entering HE, in %	13.7
Delayed transition students with regular paid job before entering HE, in %	75.6
All students without labour market experience before entering HE in %	28.2
Females without labour market experience before entering HE in %	27.0
Males without labour market experience before entering HE in %	30.2



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:
The vast majority of students in Malta (71.8%) indicate that they have prior experience in the labour market before entering higher education. A quarter of students (26.7%) indicate having had a regular paid job prior to entering higher education, i.e. a job for more than one year with 20 working hours per week or more. Another 40.2% indicate that they had casual or minor jobs, i.e. less than one year or working less than 20 hours per week. This might indicate that students have been engaged in employment without relation to their future studies or without the intention to gain work experience rather than to earn additional income.

'Direct transition' students seem to have significantly less regular work experience prior to their studies, with 13.7% of students indicating that they had a regular paid job before entering higher education, which is nearly half the share in the total student population. Instead 'direct transition' students have a considerably higher share in casual or minor jobs with 47% of students indicating that they have held jobs for less than a year or less than 20 hours a week prior to their studies compared to the share of 40.2% in the total student population.
While 'direct transition' students' labour market experience is based mainly on casual minor jobs, the large majority of 'delayed transition' students have had regular work experience prior to their studies with 3 out of 4 students (75.6%) indicating that they have had jobs for at least one year and working at least 20 hours per week or more.

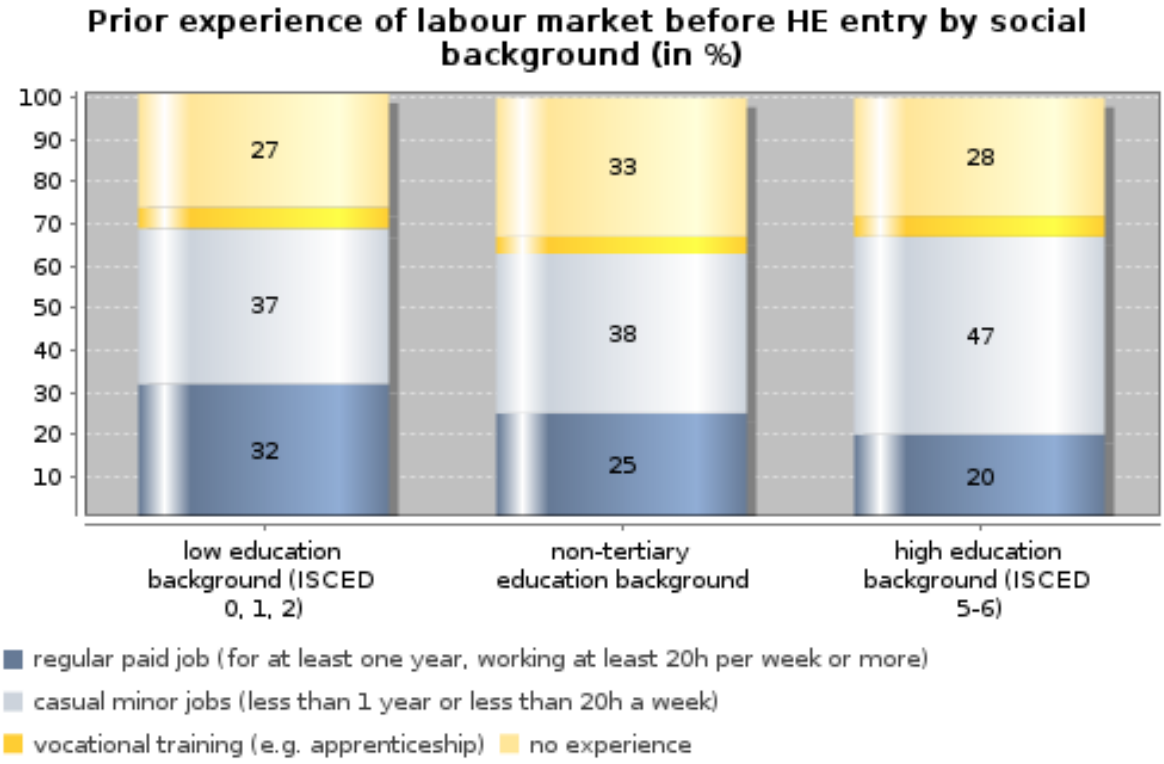
Less than 5% of all students indicate prior labour market experience through vocational education and training making it the least common form of labour market experience before entry into higher education indicated by University students in Malta. Several reasons might be considered for this low share. The transition between vocational education and training and higher education may still be limited due to the subject areas offered in both sectors not being fully complementary. Furthermore it could be that the University of Malta may not fully recognise all vocational qualifications for the purpose of higher education entry. Therefore, bearing this in mind, the low share of university students with prior experience in vocational education and training may be due to students:

- opting specifically for vocational education and training without any initial intention of subsequently continuing into higher education;
- not considering vocational education and training as an alternative route into higher education; or
- opting for a regular paid job rather than vocational education and training to gain labour market experience prior to entry into higher education.

Topic: B. Access and entry to higher education

Subtopic 3: Prior experience of the labour market before entering higher education by social background

Key Indicators	
Students without labour market experience and low education background (ISCED 0-2) in %	26.5
Students without labour market experience and high education background (ISCED 5-6) in %	27.5



details on missing data:

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Almost 3/4 of university students from families with up to lower secondary education (73.5%) as well as students from families with tertiary education (72.5%) indicate that they have prior experience in the labour market before entering higher education. The figure is more than 5% lower for student from families with post-secondary non-tertiary education (66.7%). It appears therefore that the majority of students in higher education in Malta have labour market experience before entering higher education, particularly students from lower and higher social backgrounds.

However there appears to be a relationship between the type of labour market experience and the

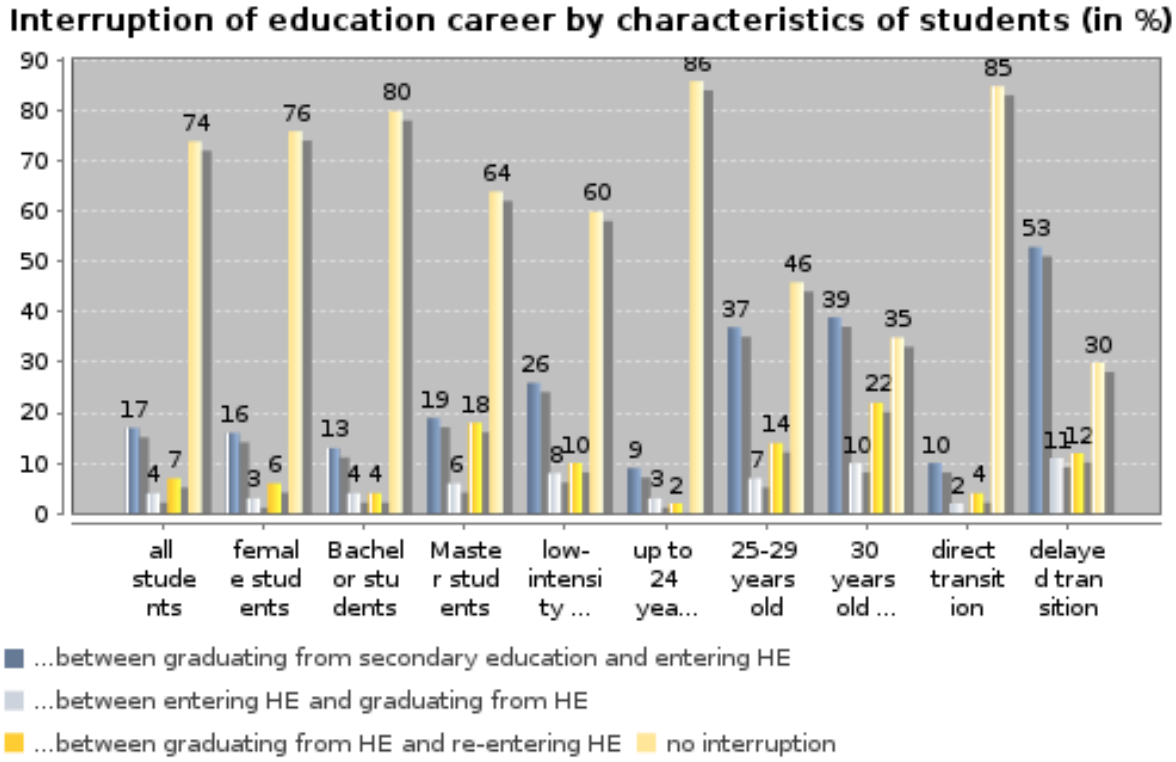
social background of the students, since 32.3% students from families with up to lower secondary education indicate that they had a regular paid job prior to entering higher education. In comparison only 24.6% of students from families with post-secondary non-tertiary education and only 20.1% of students from families with a higher education background indicate the same.

Students with higher social background tend to have prior work experience through casual minor jobs instead, with 47.2% indicating such experience compared to 37.7% and 36.6% of students from families with post-secondary non-tertiary and families with up to lower secondary education respectively.

Topic: B. Access and entry to higher education

Subtopic 4: Interruption of education career after graduating from secondary school by characteristics of students

Key Indicators	
BA students with interruption between graduating from secondary education and entering HE, in %	13.1
BA students with interruption between entering HE and graduating from HE, in %	4.0
BA students without interruption, in %	79.9



details on missing data:

methodical issues or considerations for data interpretation:

Compulsory education in Malta commences at the age of 5 and lasts until the age of 16, with primary education covering the ages of 5 to 11, while secondary education lasts from age 11 to 16. On completion of Form 5, marking the end of compulsory secondary education, students may sit or the Secondary Education Certificate Examination (SEC).

Successful candidates may choose to continue into the post-secondary academic route, known as Sixth Form, which lasts for two years until the age of 18. Upon completion students may take the Matriculation Certificate Examination (MATSEC) to progress into higher education.

Upon completion of compulsory education students may also opt to enrol in vocational education. Vocational education may take the form of apprenticeships, (which are part-time studies and part-time training on-the-job); as well as studies at different vocational institutions in Malta, such as the Institute of Tourism Studies (ITS), the Malta College of Arts, Science and Technology (MCAST) or the Malta Centre for Restoration. Some of these institutions offer vocational programmes up to the Malta Qualifications Framework Level 6, which is equivalent to the European Qualifications Framework Level 6. Some of these programmes are recognised by the University of Malta as entry qualification into higher education.

Bearing this in mind post-secondary and vocational education and training above secondary, but not at tertiary level has been interpreted in Malta as to be part of secondary education for the purpose of identifying students' interruption of their academic career both in the student questionnaire as well as in the data delivery. Without this interpretation all students following the post-secondary academic route, which is the regular route for entry into higher education, would have to be considered as interruption of the education career, since the Sixth Form lasts for 2 years, although students following this route would have indeed not interrupted their education.

national interpretation of the results of the data analysis:

The results indicate that about 3 out of 4 students (74.3%) didn?t interrupt their education career at any point in time. This share is particularly high among the students of 24 years or younger (85.8%), among students continuing to higher education directly after completing secondary and post-secondary education (85.1%) as well as among Bachelor level students (79.9%).

Students, who indicate that they have interrupted their education at one point, have mostly done so between completion of secondary / post-secondary education and entry into higher education with 16.6% indicating an interruption at that point. Students entering higher education through non-traditional routes, that is after following vocational education and training, prior work experience; on the basis of accreditation of prior learning; or students that have interrupted their education career for more than 2 years after obtaining the entry qualification to higher education, are the group that most often interrupts their studies between completion of secondary / post-secondary education and entry into higher education with 52.6% compared to 16.6% in the total student population.

A similar trend may be witnessed based on the age group, namely that the older the student, the higher the likelihood that they have interrupted their education between completion of secondary / post-secondary education and entry into higher education. Only 9.4% of students up to the age of 24 have interrupted their studies at that point, while 37.4% of 25 to 29 year olds and 39.4% of over 30 year olds have interrupted their education career between completion of secondary / post-secondary education and entry into higher education.

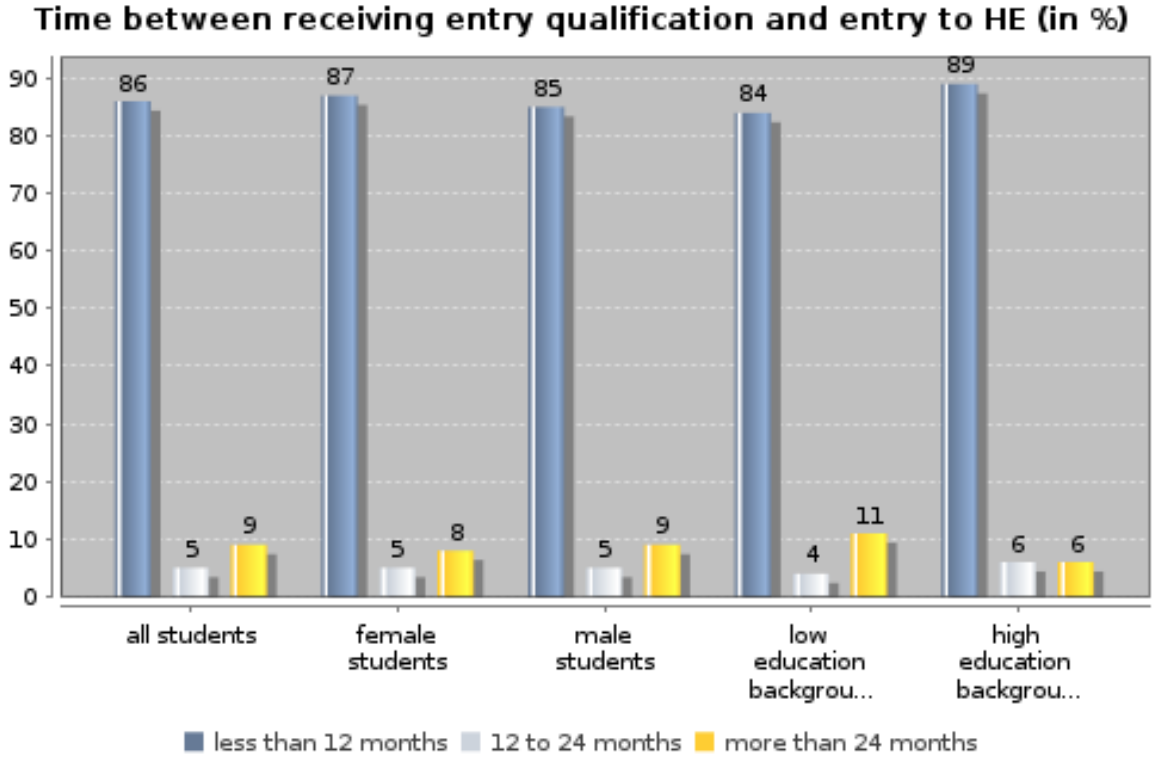
The second most common occurrence of students interrupting their education career is between graduation from and re-entry into higher education with 6.5% of all students indicating that they have interrupted their studies at that point. This is particularly true for Master students with 17% of all students at that level stating that they have interrupted their studies before re-entering higher education after having graduated previously from a degree. As in the case of interruption between completion of secondary / post-secondary education and entry into higher education there seems to be a connection between age and interruption between graduating from and re-entry into higher education. While only

2.4% of up to 24 year olds indicate an interruption at that point, 13% of 25 to 29 year olds and 22% of over 30 year olds indicate that they have interrupted their studies after graduation and re-entered higher education at a later stage.

Topic: B. Access and entry to higher education

Subtopic 5: Time between obtaining entry qualification and higher education participation

Key Indicators	
Average time between HE qualification and HE entry in months (arithm. mean)	
all students	14.0
female students	15.0
male students	13.0
low education background (ISCED 0-2)	17.0



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

The vast majority of university students in Malta move on to university directly after obtaining the entry qualification to higher education (86%), i.e. they commence their studies within 12 months or less after having obtained their entry qualification to higher education. However 8.6% of students state that they have interrupted their education career after having obtained the entry qualification for higher education for more than 24 months.

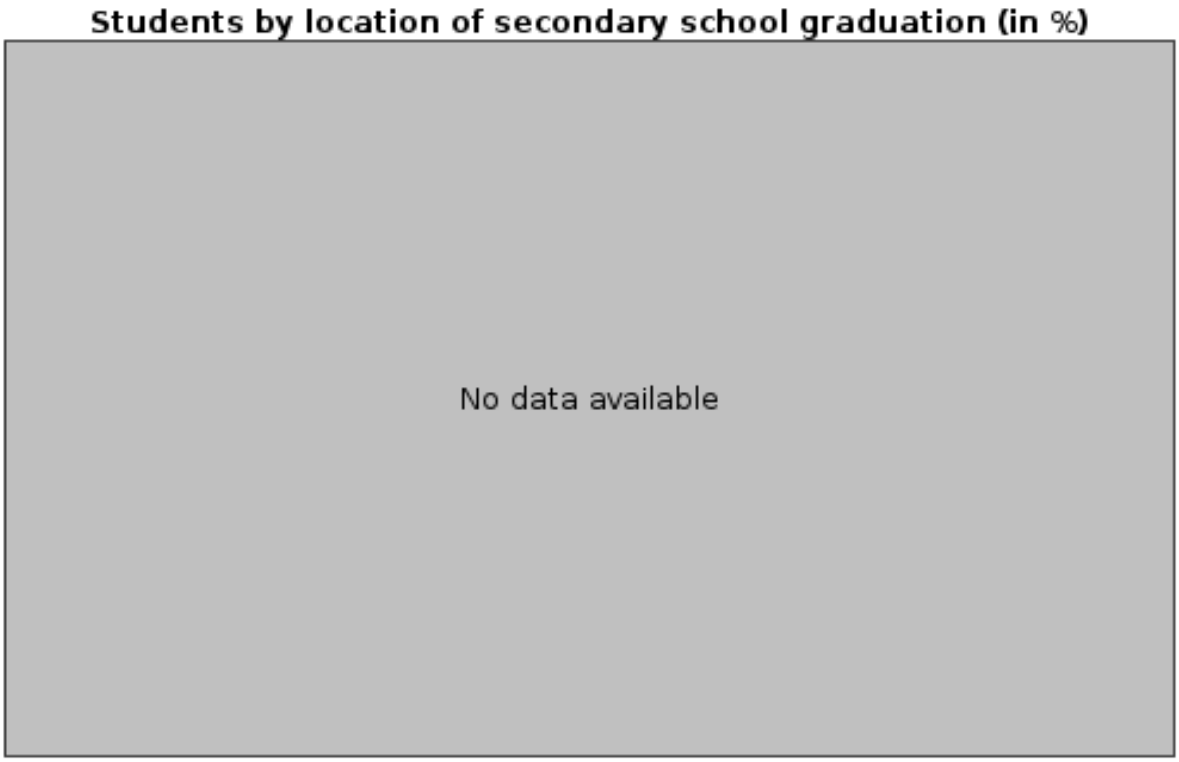
Such a ?delayed transition? seems to be closely linked to education background of the students, since

it is significantly more common among students from low education backgrounds with 11.3% of students from low education background reporting a delay in transition to higher education of 24 months or more compared to only 5.5% of students from a high education background stating the same.

Topic: B. Access and entry to higher education

Subtopic 6: Location of graduation from secondary education

Key Indicators



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methodical issues or considerations for data interpretation:

Malta did not assess the locality in which students obtained their entry qualification for higher education in the EUROSTUDENT IV survey for the following reasons:

Malta is a very small and at the same time densely populated country. With 1,307 inhabitants per square kilometre (data by the National Statistics Office for the year 2009) the population density of Malta is very significantly above the population density in other European countries. At the same time the country has a size of only 316 square kilometres and as such is one of the smallest countries in Europe. For this reason a differentiation in urban and rural areas may not be reasonably applied for Malta.

Due to that and the fact that there are only 9 post-secondary education institutions the locality of residence in the majority of cases is not identical with the locality, where a student has obtained his or her post-secondary qualification. Furthermore all students wishing to follow university education have to enrol in the University of Malta, since it is the only public higher education institution that at the moment offers programmes leading up to Doctoral level education in Malta, irrespective of the locality in which

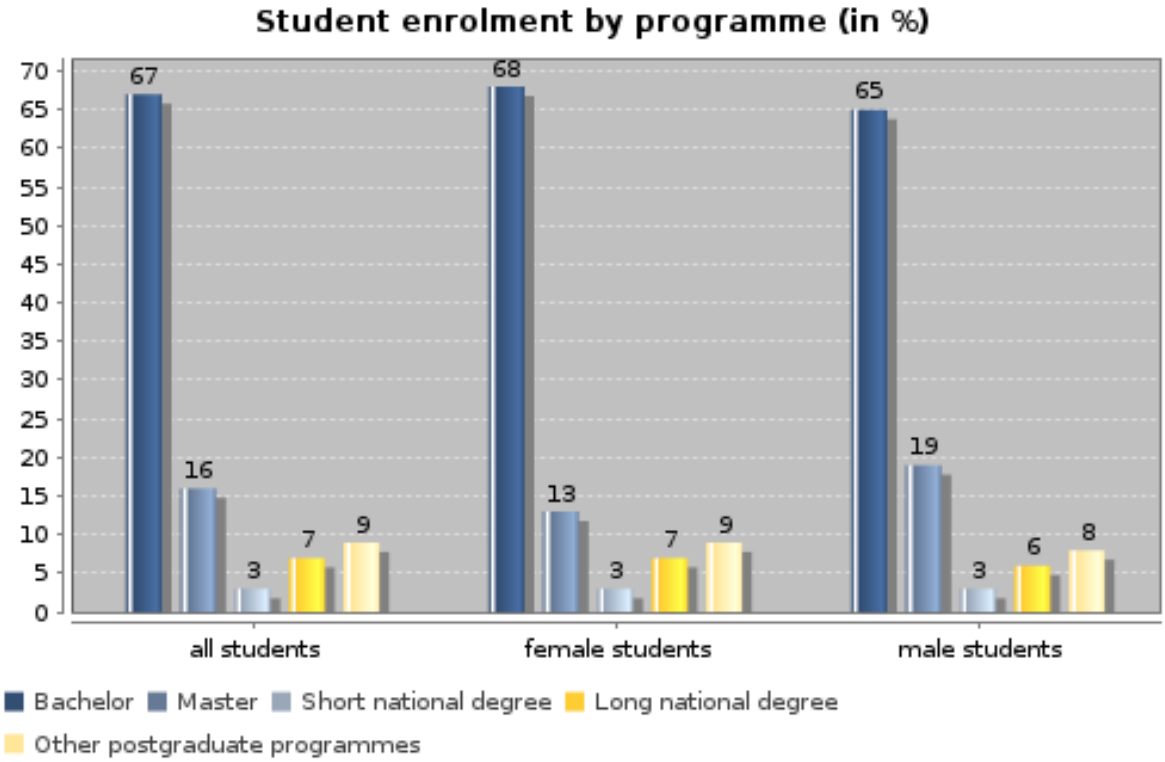
they have obtained their post-secondary qualification. For this reason instead of assessing the locality, in which the post-secondary qualification has been obtained, it might be more appropriate in Malta to assess the locality of residence, since it could provide more relevant insights regarding the socio-economic and socio-cultural background of students? parents.

national interpretation of the results of the data analysis:

Topic: B. Access and entry to higher education

Subtopic 7: Student enrolment by programme

Key Indicators	
All students studying for BA, in %	66.8
All students studying for MA, in %	15.6
All students studying for other national degrees, in %	17.6



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methodical issues or considerations for data interpretation:

Short National Degrees in Malta include University Certificate (30 ECTS), University Diploma (between 60 and 90 ECTS) and the University Higher Diploma (between 60 and 120 ECTS). These programmes lead to qualifications equivalent to EQF level 5.

Bachelor degrees in Malta are equivalent to 3 years of full-time study or 180 ECTS as well as EQF level 6.

Long National Degrees in Malta are Bachelor (Honours) degrees, which comprise of between 180 and 300 ECTS in workload and are equivalent to EQF level 6.

Master degrees in Malta comprise of between 90 and 120 ECTS in workload (including a dissertation to

which not less than 30 ECTS are assigned) and are equivalent to EQF level 7.

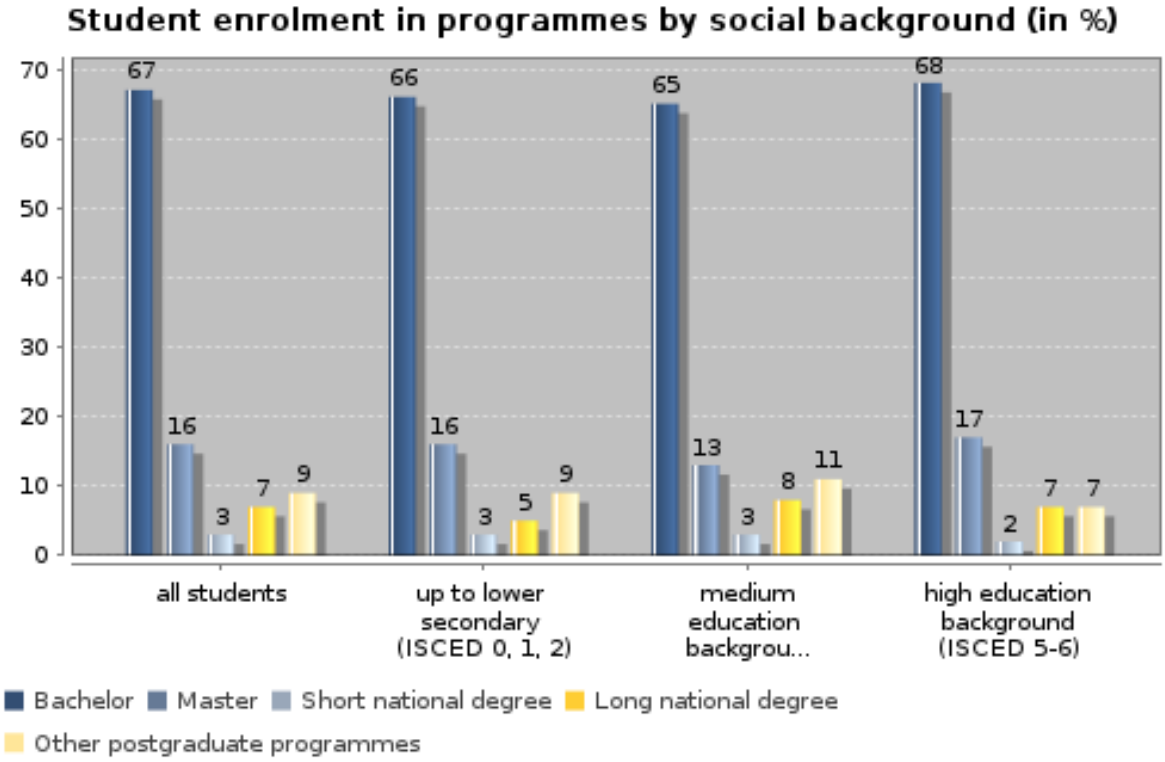
Other Postgraduate Programmes in Malta are the Postgraduate Certificate (30 ECTS) and Postgraduate Diploma (60 ECTS). These programmes lead to qualifications equivalent to EQF level 7.
national interpretation of the results of the data analysis:
About 3/4 of all university students are enrolled in undergraduate programmes with 66.8% of all students following Bachelor programmes and another 6.5% following long national degrees (Bachelor Honours). Almost a quarter of university students follow postgraduate programmes with the majority opting for Master degrees (15.6%), rather than other postgraduate programmes, namely Postgraduate Certificate and Postgraduate Diploma (8.5%).

There seems to be a difference in student enrolment based on gender. Females (75.3%) are enrolled significantly more often in undergraduate programmes than males (70.4%). Furthermore females enrolled in postgraduate programmes are significantly more often enrolled in programmes leading to Postgraduate Certificates and Postgraduate Diploma than males. Out of 22.0% of females enrolled in postgraduate programmes 9.1% choose programmes leading to Postgraduate Certificates and Postgraduate Diploma, while out of the 26.9% males following postgraduate programmes only 7.6% males are enrolled in such programmes. It is worthy to note that these programmes differ from Master programmes in that they generally don?t include a dissertation as part of the programme, i.e. their focus is more professionally oriented. In the academic year 2009/2010 these programmes where offered in the areas of Lifelong Guidance and Development, Gerontology and Geriatrics, Education, Applied Chemistry, Pastoral Psychology, Nutrition and Dietics and Radiography and registered 70% female enrolment based on information by the University of Malta.

Topic: B. Access and entry to higher education

Subtopic 8: Enrolment in programmes by social background

Key Indicators	
Students with low education background (ISCED 0-2) studying for BA, in %	66.4
Students with low education background (ISCED 0-2) studying for MA, in %	16.4
Students with high education background (ISCED 5-6) studying for BA, in %	67.6
Students with high education background (ISCED 5-6) studying for MA, in %	16.7



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methodical issues or considerations for data interpretation:

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Bachelor degrees in Malta are equivalent to 3 years of full-time study or 180 ECTS as well as EQF level 6.

Long National Degrees in Malta are Bachelor (Honours) degrees, which comprise of between 180 and 300 ECTS in workload and are equivalent to EQF level 6.

Master degrees in Malta comprise of between 90 and 120 ECTS in workload (including a dissertation to which not less than 30 ECTS are assigned) and are equivalent to EQF level 7.

Other Postgraduate Programmes in Malta are the Postgraduate Certificate (30 ECTS) and Postgraduate Diploma (60 ECTS). These programmes lead to qualifications equivalent to EQF level 7.
national interpretation of the results of the data analysis:
Enrolment in programmes does not seem to differ significantly between students from different social backgrounds with regard to the shares of enrolment in undergraduate and postgraduate programmes.

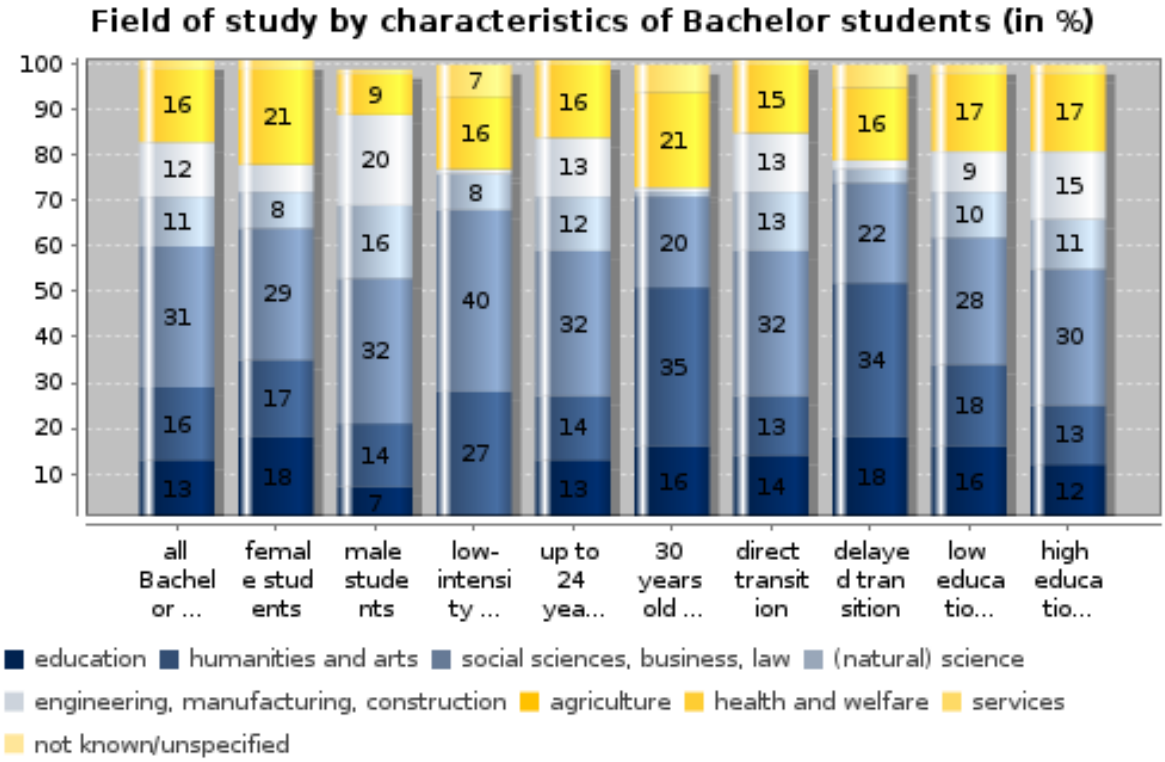
Marginal differences may be witnessed regarding higher enrolments in Short National Degrees (University Certificate, University Diploma and the University Higher Diploma) among students from lower education backgrounds with 3.2% of students from families with up to lower secondary education, 2.7% of students from families with post-secondary non-tertiary education and 1.8% of students from families with tertiary education being in enrolled in such programmes.

Furthermore regarding enrolment in postgraduate programmes the share of the total student population enrolled in Master programmes (15.6%) is nearly double the share of the total student population enrolled in programmes leading to Postgraduate Certificates and Postgraduate Diploma (8.5%). This pattern is slightly different for students from families with post-secondary non-tertiary education, with the difference being significantly smaller. This means that students from families with post-secondary non-tertiary education choose more often programmes leading to Postgraduate Certificates and Postgraduate Diploma (10.7%) compared to all students (8.5%), while at the same time being less often enrolled in Master programmes (13.4%) compared to all students (15.6%).

Topic: B. Access and entry to higher education

Subtopic 9: Field of study by characteristics of BA students

Key Indicators	
Students in engineering disciplines among all BA students, in %	11.8
Students in humanities and arts among all BA students, in %	15.7
Students in social sciences, business and law among all BA students, in %	30.5
BA students from lowest education backgrounds in engineering disciplines, in %	9.1
BA students from lowest education backgrounds in humanities and arts, in %	18.4
BA students from lowest education backgrounds in social sciences, business and law, in %	27.8



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national interpretation of the results of the data analysis:

The largest share of bachelor students at the University of Malta is enrolled in programmes in social sciences, business and law (30.5%), followed by programmes in health and welfare (16.1%) and

humanities and arts (15.7%). Enrolment pattern however seem to differ significantly between different groups of students.

There seem to be significant gender differences regarding the choice of field of study. Female bachelor students are enrolled significantly more often in programmes in education (17.5% female bachelor students compared to 13.4% of all bachelor students) and health and welfare (21.2% female bachelor students compared to 16.1% of all bachelor students). In comparison male bachelor students are enrolled significantly more often in programmes in natural sciences (16% of male bachelor students compared to 10.9% of all bachelor students) and engineering, manufacturing and construction (20.4% of male bachelor students compared to 11.8% of all bachelor students).

The choice of field of study also seems to be influenced by the socio-cultural background of the student. 'Delayed transition' students and students from low education background are enrolled significantly more often in programmes in humanities and arts (34.3% and 18.4% respectively compared to 15.7% of all bachelor students), while being significantly less often enrolled in social sciences, business and law (22.4% and 27.8% respectively compared to 30.5% of all bachelor students). In comparison students from families with high education background are significantly less often enrolled in programmes in humanities and arts (13% compared to 15.7% of all bachelor students) and significantly more often enrolled in programmes in engineering, manufacturing and construction (15.3% compared to 11.8% of all bachelor students).

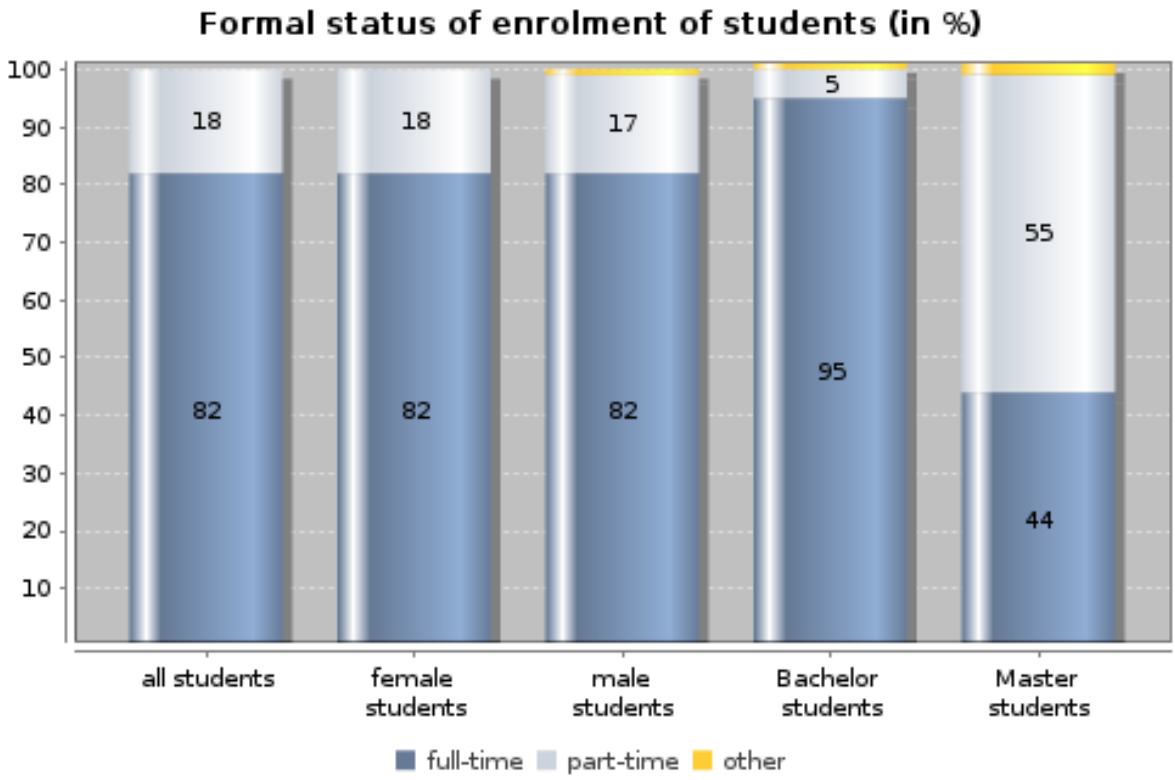
'Low-intensity' students and mature students, i.e. students above 30 years of age, seem to display similar patterns in terms of choices of fields of study, namely they are also significantly more often enrolled in programmes in humanities and arts (26.5% and 35.2% respectively compared to 15.7% of all bachelor students) and services (7.2% and 5.6% respectively compared to 1.6% of all bachelor students). That seems to indicate that these programmes allow for a high degree of flexibility in the study programme that meets the needs of both 'low-intensity' and mature students. However there are also significant differences in enrolment between these two groups of students. Namely 'low-intensity' students are significantly more often enrolled in programmes in social sciences, business and law (39.8% compared to 30.5% of all bachelor students), while mature students are significantly less often enrolled in these programmes (19.7%). Mature students in contrast are significantly more often enrolled in programmes in health and welfare (21.1% compared to 16.1% of all bachelor students), while 'low-intensity' students are less often enrolled in these programmes (15.7%).

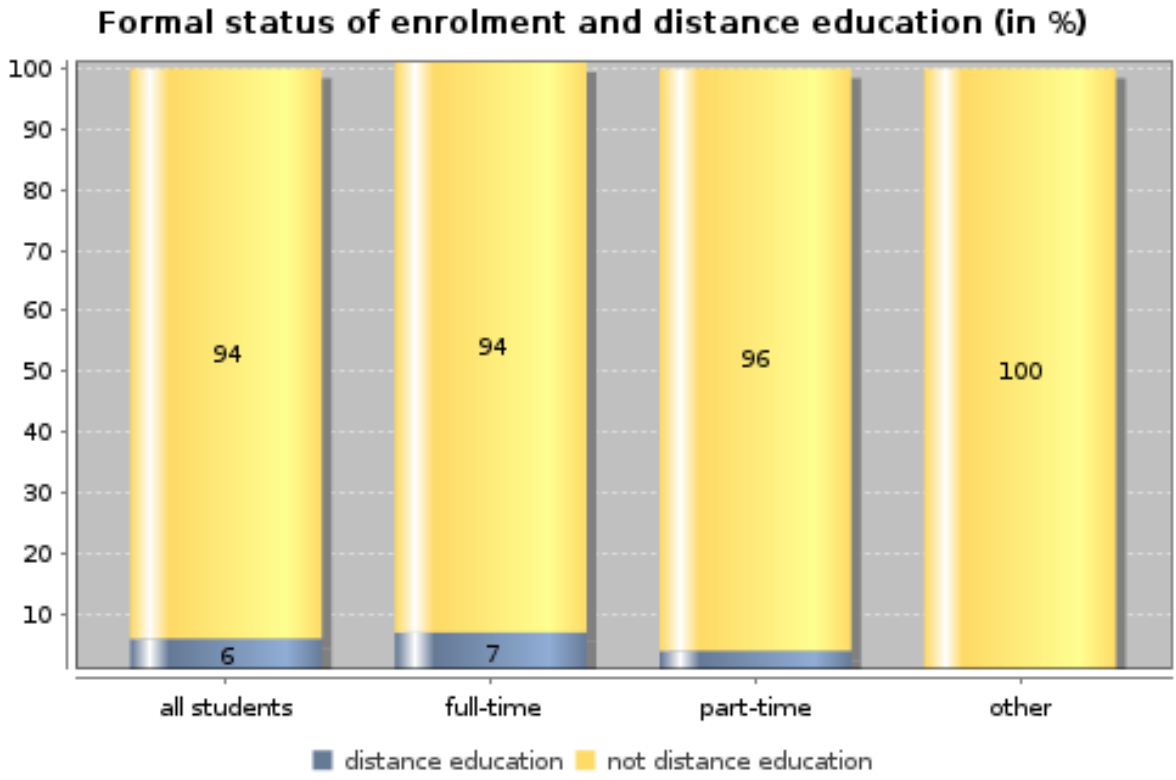
Topic: B. Access and entry to higher education

Subtopic 10: Formal status of enrolment

Key Indicators

Share of part-time students among all students, in %	17.7
Share of part-time students among BA students, in %	4.9
Share of part-time students among MA students, in %	54.9





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methodical issues or considerations for data interpretation:

Students following full-time undergraduate programmes at the University of Malta do not have to pay tuition fees. Furthermore all students following their first full-time undergraduate programme are eligible to receive a Student Maintenance Grant of 83.86 Euro monthly or 146.75 EUR monthly for specific prescribed courses in addition to 465.87 Euro or 698.81 Euro respectively per academic year for educational material and equipment. For the full regulation on the Student Maintenance Grant please see: https://www.nche.gov.mt/MediaCenter/PDFs/1_SMG_SL_327-178.pdf

Part-time programmes at undergraduate level incur tuition fees of between 175 and 1,100 Euro per semester. For the undergraduate programme course fees for the academic year 2009/2010 please see: http://www.um.edu.mt/__data/assets/pdf_file/0003/107436/UG_COURSE_FEES_2009-10.pdf

Students following programmes at postgraduate level are not eligible to receive financial assistance for their subsistence through the Student Maintenance Grant, except for students following the Doctor of Laws and Doctor of Medicine (equivalent to EQF level 7).

Furthermore study programmes at postgraduate level, both full-time and part-time programmes, incur tuition fees of between 225 and 4,000 Euro per semester, except for the Doctor of Laws, Doctor of Medicine and the Licentiate in Sacred Theology (equivalent to EQF level 7). For the postgraduate programme course fees for the academic year 2009/2010 please see: http://www.um.edu.mt/__data/assets/pdf_file/0004/107437/PG_COURSE_FEES_2009-10.pdf

national interpretation of the results of the data analysis:
Bachelor students at the University of Malta are generally enrolled as full-time students (94.7%), while the majority of Master students are enrolled on a part-time basis (54.9%).

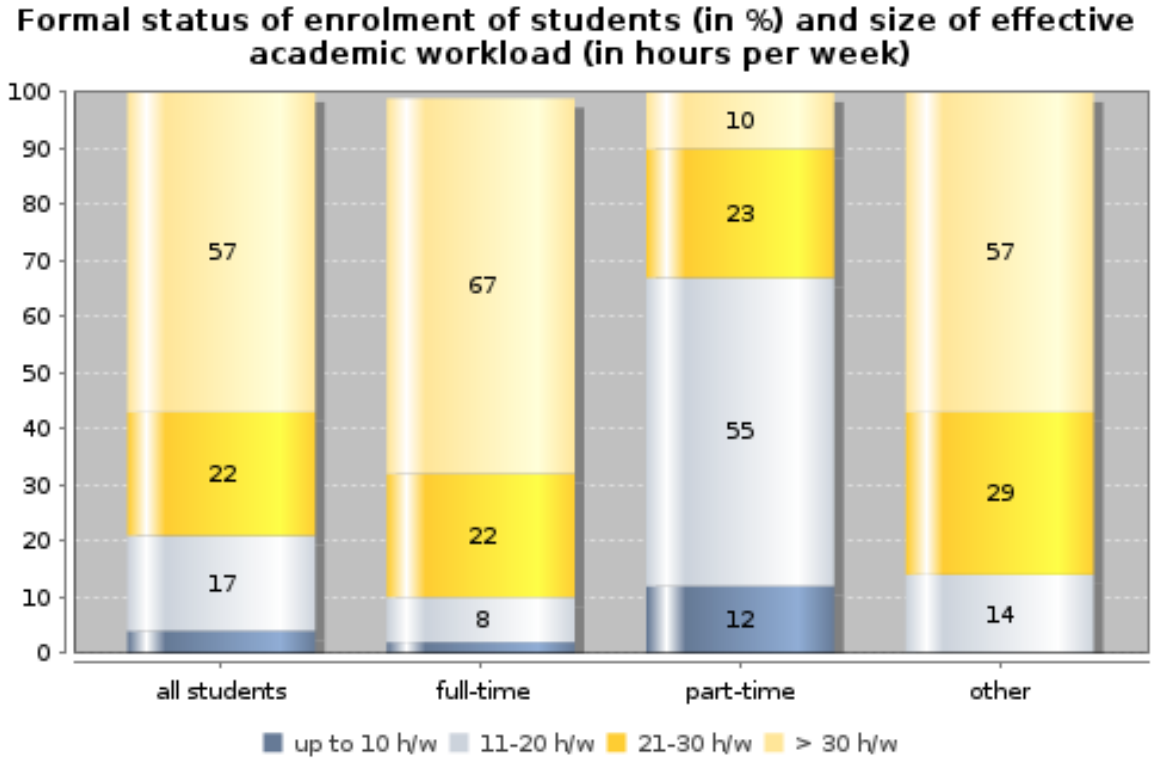
This may be explained by the fact that Bachelor programmes at the University of Malta that are followed on a full-time basis are tuition free, while part-time programmes incur tuition fees. Furthermore students following their first full-time undergraduate programme are entitled to receive a Student Maintenance Grant independent of their parents' income. Consequently students that have obtained their post-secondary education qualification and continue directly to higher education have both the financial support and incentive to follow their programme on a full-time basis.

In contrast tuition fees apply to all Master programmes, both full-time and part-time, except for the Doctor of Laws, Doctor of Medicine and the Licentiate in Sacred Theology. Furthermore students following postgraduate programmes, except for the Doctor of Laws and Doctor of Medicine, do not receive a Student Maintenance Grant. Therefore, with the exception of students following the programme leading to the Doctor of Laws and Doctor of Medicine, postgraduate students in Malta have the financial incentive to undertake their studies on a part-time basis alongside employment or other responsibilities.

Topic: B. Access and entry to higher education

Subtopic 11: Formal status of enrolment by size of academic workload

Key Indicators	
All students with study-related activities up to 20 hours per week, in %	20.6
Students with full-time status and study-related activities up to 20 hours per week, in %	10.3
Students with part-time status and study-related activities of 21 hours or more per week, in %	33.5



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national interpretation of the results of the data analysis:

The distribution of effective academic workload among all students at the University of Malta (79.4% of students declare that they have 21 hours or more academic workload) is reflective of the formal status of enrolment of students (81.9% students are formally enrolled as full-time students).

Looking however at the academic workload reported by full-time and part-time students, including both the contact hours as well as the time spent for self-study, significant discrepancies in the formal status

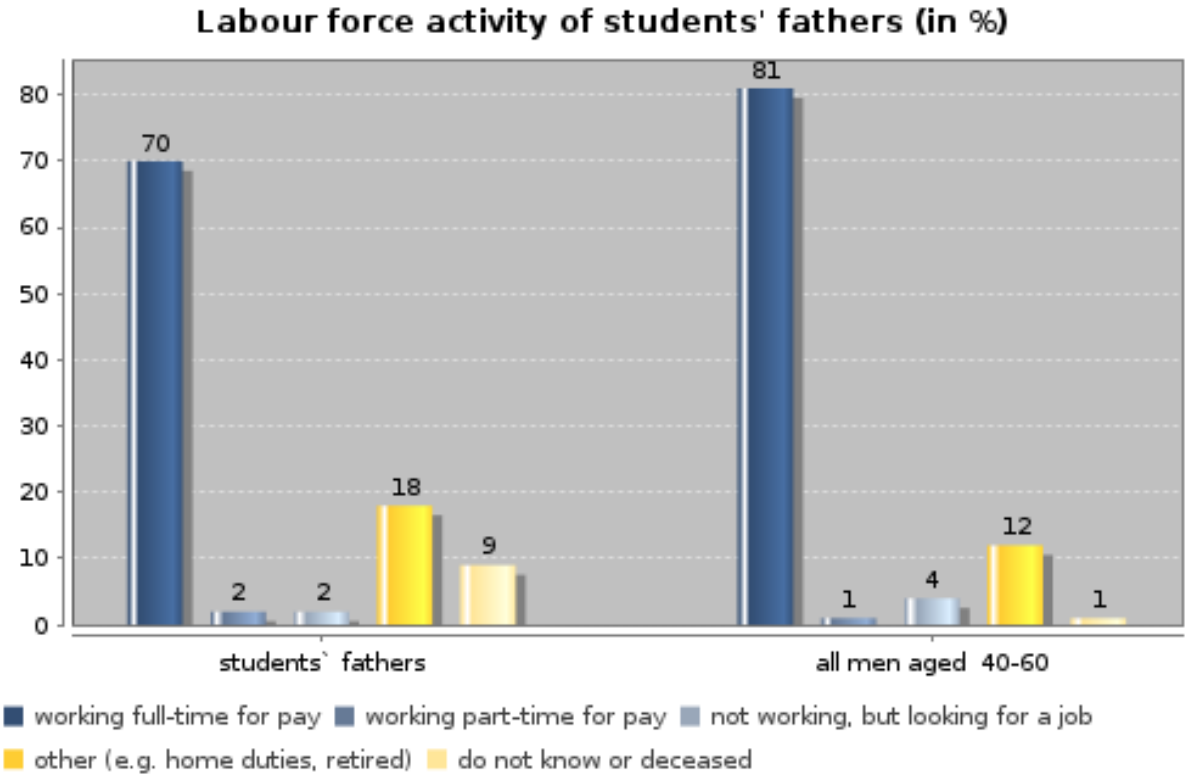
and actual workload become apparent, particularly for formally part-time students. While 10.3% of full-time students declare that their actual academic workload is less than 20 hours per week, meaning that they study de facto part-time; 1/3 of part-time students report having more than 21 hours per week in academic workload and thus study de facto full-time, 10.2% of which declare more than 30 hours per week in academic workload.

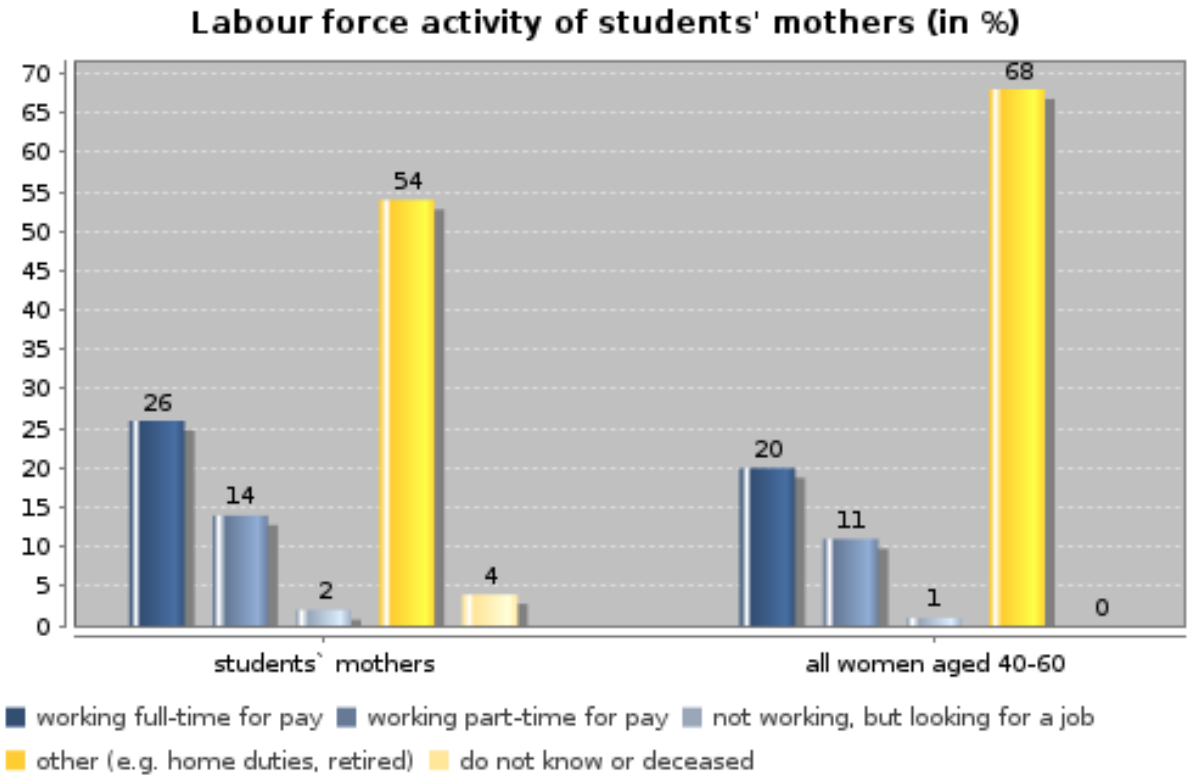
It appears therefore that part-time studies can pose considerable demands on students in terms of workload, which may limit their flexibility particularly for students with additional commitments such as family or employment.

Topic: C. Social background of student body

Subtopic 1: Labour force activity of students' parents

Key Indicators	
Share of economically active students' fathers in %	71.5
Share of economically active students' mothers in %	39.7
Ratio of economically active students' fathers to corresponding male population	0.9
Ratio of economically active students' mothers to corresponding female population	1.3





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
The share of students' fathers, who are either working full-time or part-time for pay is 71.5% and therefore 10.7% lower compared to all economically active men between 40 and 60 years of age in the population (82.2%). In comparison students' fathers are significantly more often retired (18.1%) than men between 40 and 60 years of age in the population (12%). Furthermore the share of students reporting that they do not know the status of their father's labour activity or that their father is deceased is significantly higher (8.8%) compared to men between 40 and 60 years of age in the population (1.4%).

In contrast to students' fathers the share of economically active students' mothers (39.7%) exceeds the share of economically active women between 40 and 60 years of age in the population (30.9%) by 8.8%. Students' mothers are also significant less often retired with a difference of 14.3% between the share of retired students' mothers (54.1%) and retired women between 40 and 60 years of age in the population (68.4%).

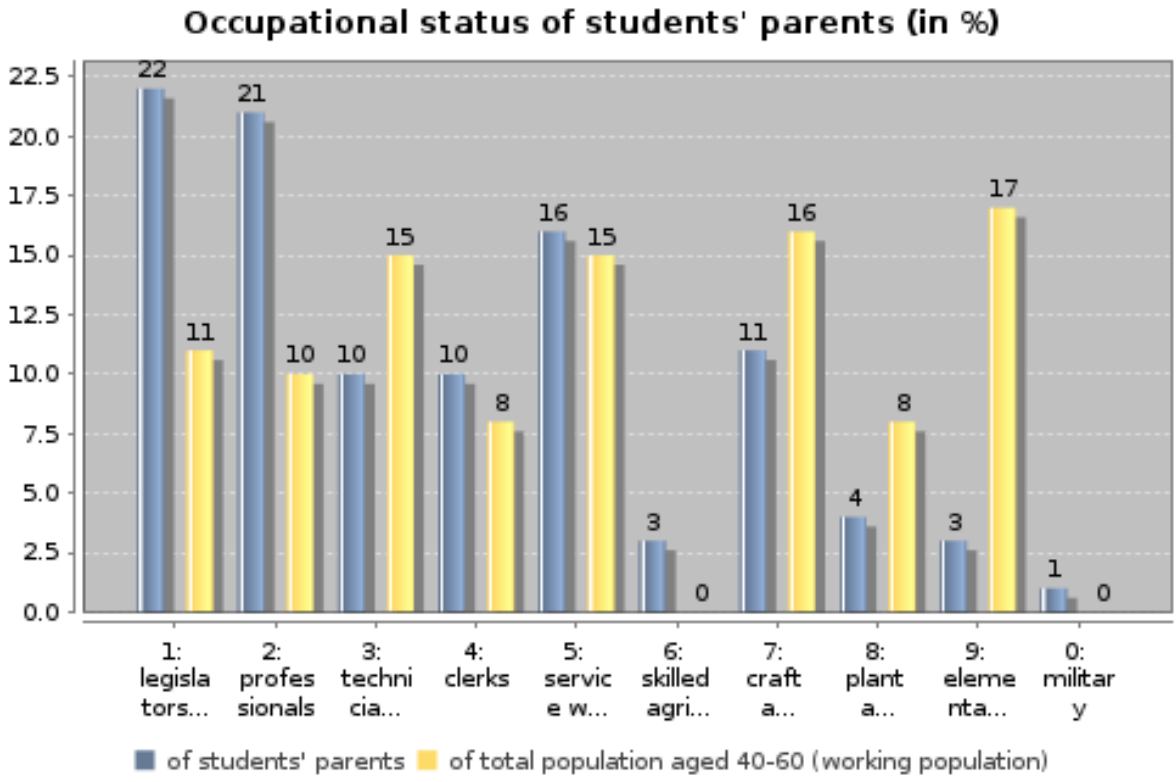
These discrepancies might be explained by taking into consideration the educational background of students' parents (please see subtopic 3: Highest educational attainment of students' parents), which indicates that students with parents that have obtained a higher education degree are significantly more often enrolled in higher education. Therefore the higher retirement rate among students' fathers may be explained by higher earnings resulting from higher levels of education, which allows a larger share of

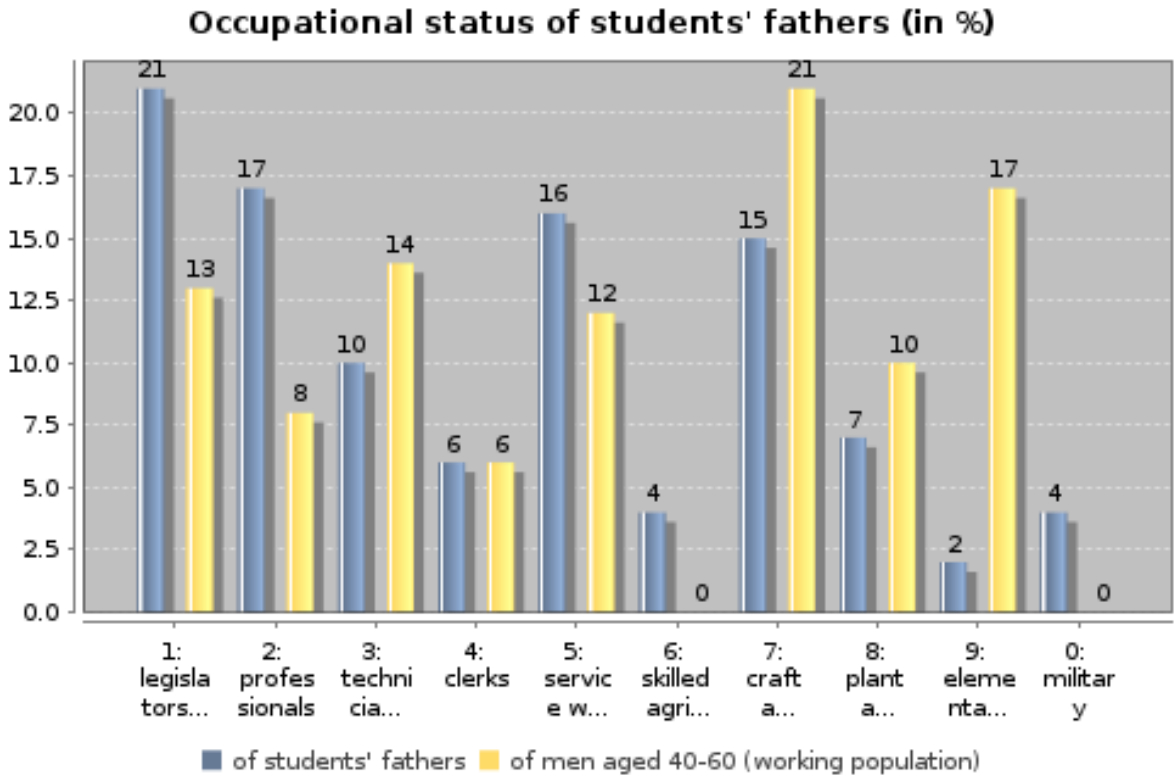
students' fathers to retire early compared to all men between 40 and 60 years of age in the population. Also higher levels of education of students? mothers may explain inclination and opportunities for employment.

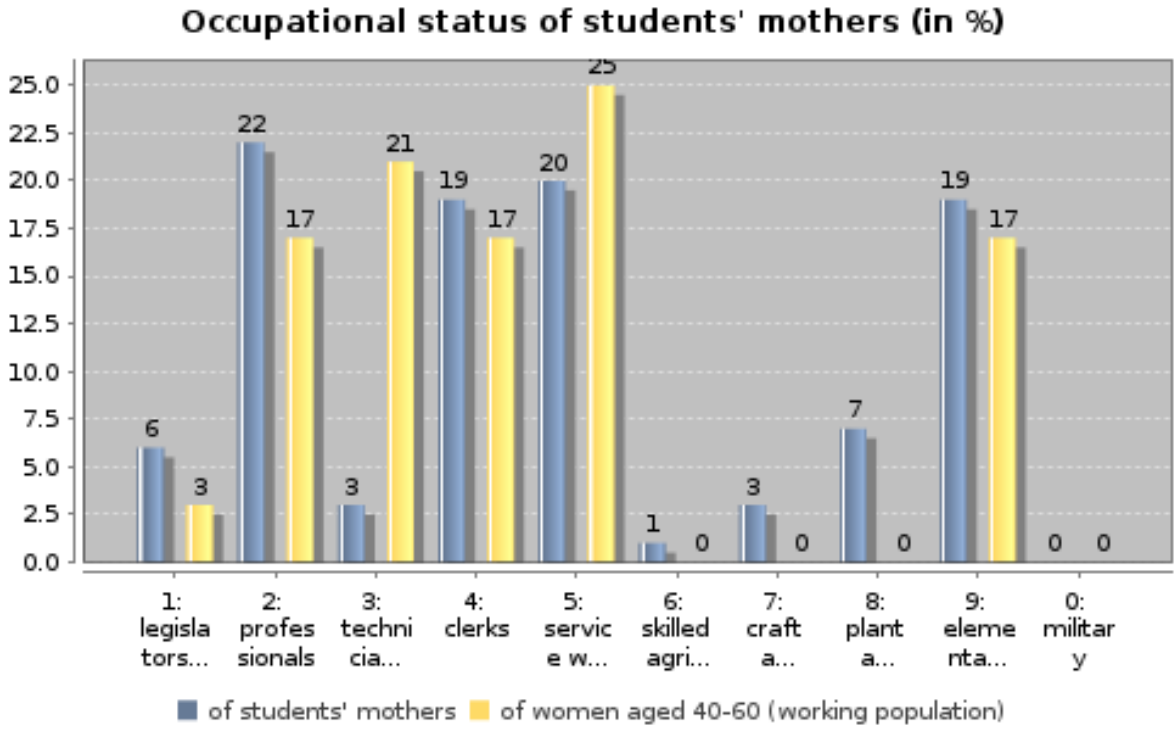
Topic: C. Social background of student body

Subtopic 2: Occupational status of students' parents

Key Indicators	
Students' parents with blue-collar occupation in%	20.7
Students' fathers with blue-collar occupation in %	27.3
Students' mothers with blue-collar occupation in %	29.5
Ratio of students' fathers with blue-collar occupation to counterparts in working population	0.6
Ratio of students' mothers with blue-collar occupation to counterparts in working poulation	1.7







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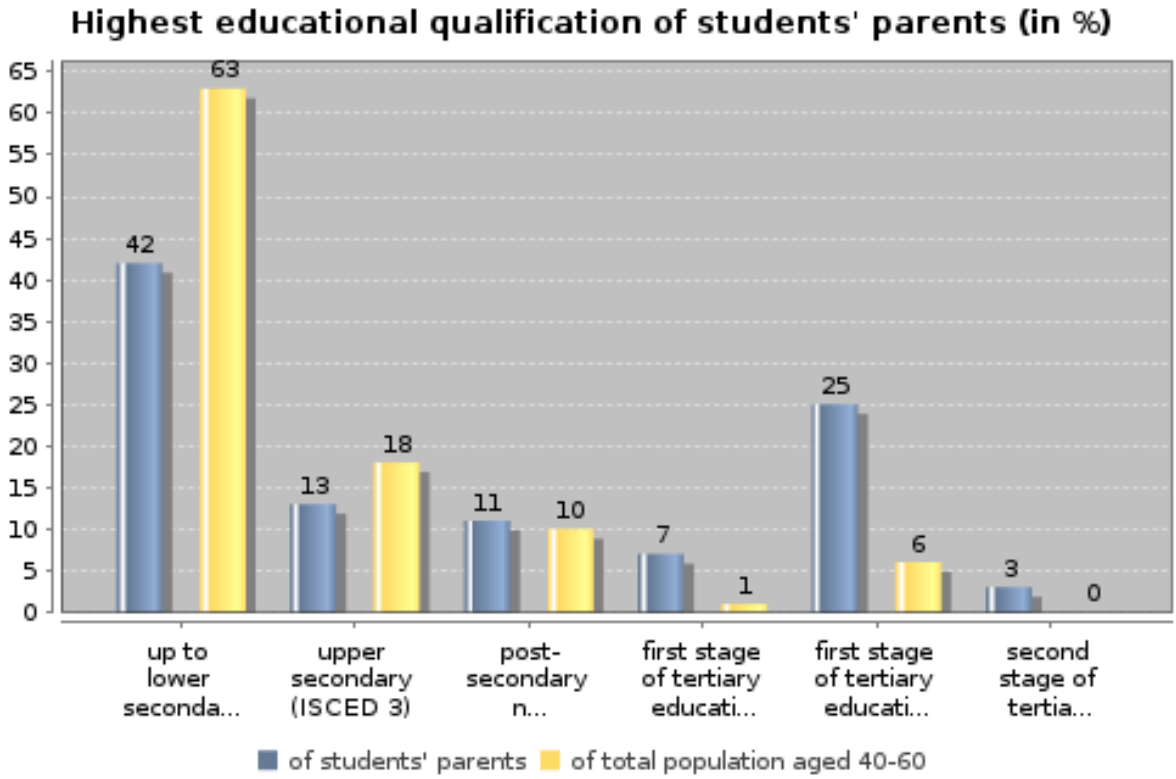
national interpretation of the results of the data analysis:

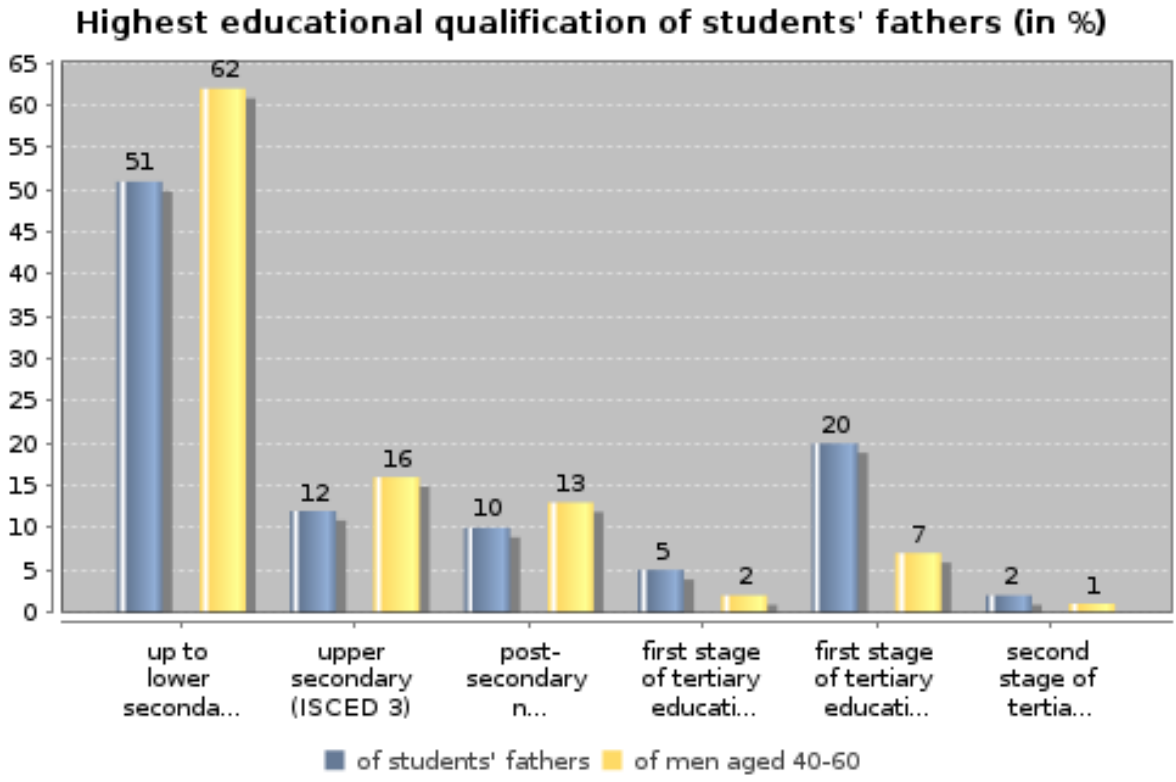
Overall the share of students' parents with 'blue collar' occupations (20.7%) is 19.5% lower than the share of the 40 to 60 year old population in these occupations (40.2%). However there seems to be a significant difference regarding the impact of fathers' and mothers' occupation on the participation in higher education. While the share of students' fathers with 'blue collar' occupations (27.3%) is 20.5% lower than the share of 40 to 60 year old men in the population with such occupations (47.8%), the share of students' mothers with 'blue collar' occupations (29.5%) is 12.2% higher than the share of 40 to 60 year old women in the population with such occupations (17.3%). It seems therefore that the fathers' occupation has a significant impact on the participation in higher education, insofar as students with fathers in 'blue collar' professions seem to be significantly lower represented in higher education.

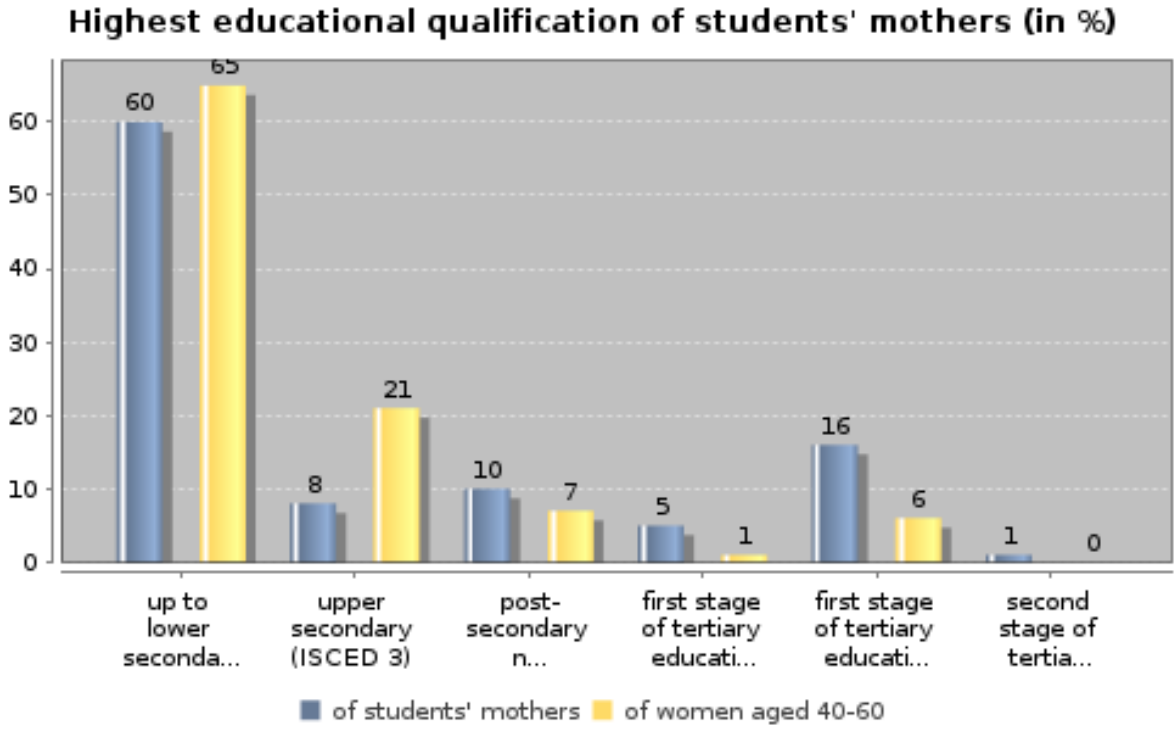
Topic: C. Social background of student body

Subtopic 3: Highest educational attainment of students' parents

Key Indicators	
Students' parents without tertiary education (not ISCED 5-6) in %	65.5
Students' fathers without tertiary education (not ISCED 5-6) in %	72.6
Students' mothers without tertiary education (not ISCED 5-6) in %	78.5
Ratio students' fathers without tertiary education to counterparts in total population	0.8
Ratio students' mothers without tertiary education to counterparts in total population	0.8







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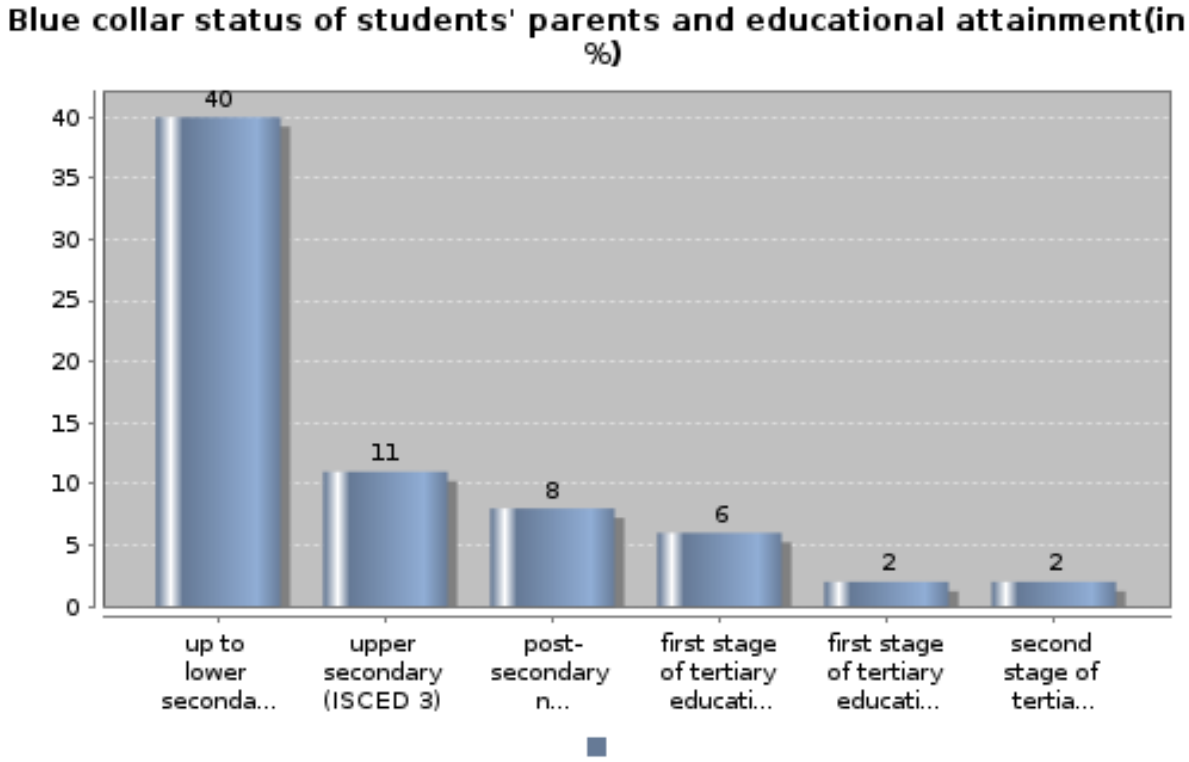
national interpretation of the results of the data analysis:

The share of students' fathers and mothers with tertiary education at ISCED level 5A and 6 (27.5% and 21.6% respectively) is about 3 times the share of men and women between 40 and 60 years of age in the general population (9.1% and 7.3% respectively). In comparison the data shows that while 90.9% of men and 92.7% of women between 40 and 60 years of age in the general population have a qualification below tertiary level, only 72.6% of students' fathers and 78.4% of students' mothers have a qualification at that level. Consequently it appears that education background of parents have a significant impact on higher education participation with students from families with lower education background being considerably underrepresented in higher education.

Topic: C. Social background of student body

Subtopic 4: Occupational status by highest educational attainment

Key Indicators	
Students' parents with blue collar status and ..	
without tertiary education (not ISCED 5-6) of all students' parents with blue collar status, in %	94.9
with up to lower secondary education (ISCED 0-2) of all students' parents with blue collar status, in %	83.2



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

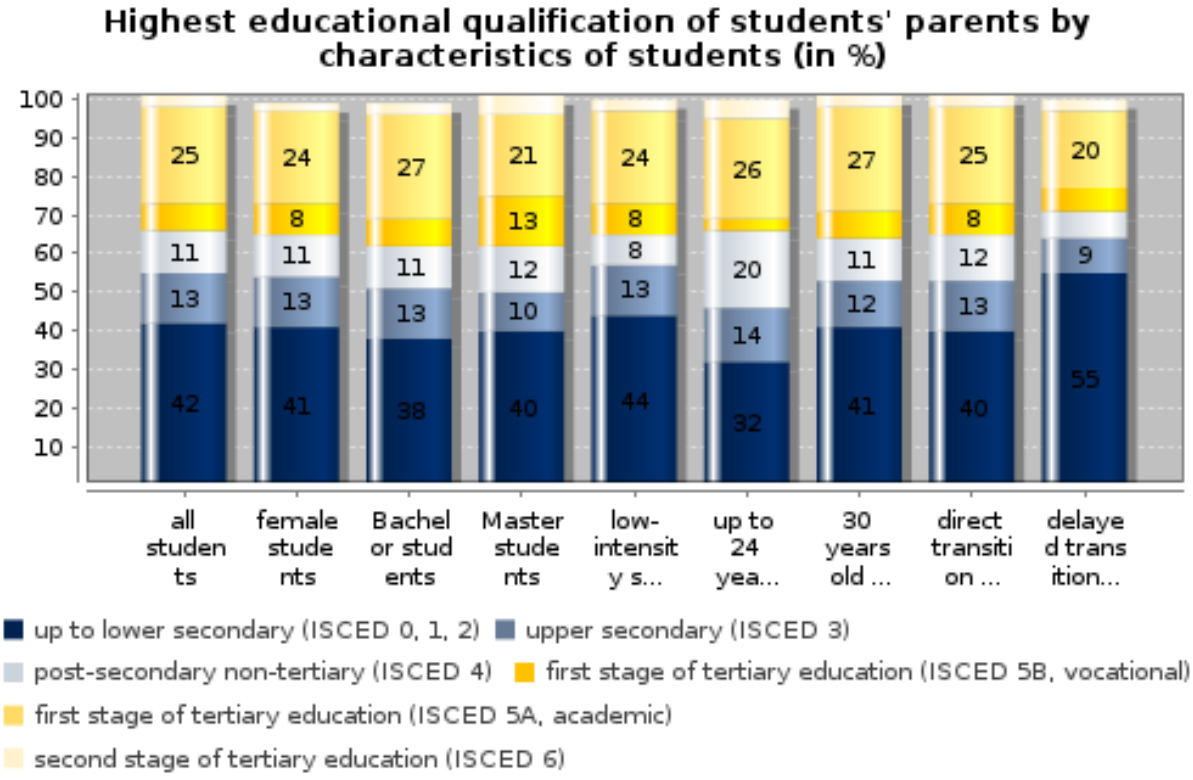
The data indicates that there is a strong connection between the highest educational attainment of students' parents and their occupational status with 94.9% of all students' parents with 'blue collar' occupations having qualification below tertiary education level, i.e. below ISCED level 5 and 6. More specifically 'blue collar' occupations seem to be linked to an educational attainment of up to compulsory schooling level (ISCED 0-2) with 40.1% of students' parents with an educational attainment of up to this level working in 'blue collar' occupations, which is equivalent to 83.2% of all students' parents that are working in 'blue collar' occupations.

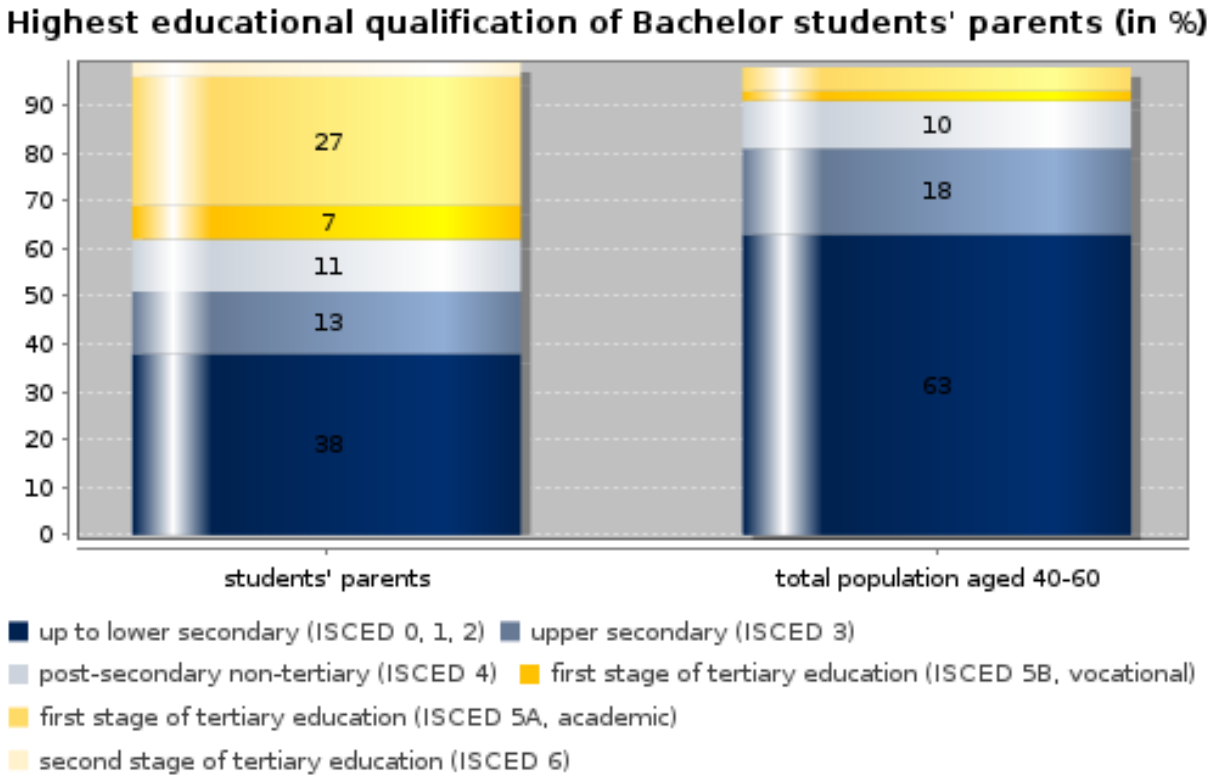
It is therefore evident that both the educational attainment of parents as well as their occupational status have a strong impact on participation in higher education. However in comparison with the ratio of students' parents with 'blue collar' occupation to counterparts in the working population (0.5) (see subtopic 2: the occupational status of students' parents), the ratio of students' parents without tertiary education to counterparts in the total population (0.7) (see subtopic 3: highest educational attainment of students' parents) is considerably higher. Consequently while students from lower education backgrounds are underrepresented, students from lower socio-economic backgrounds are more significantly underrepresented in higher education. It appears therefore that the occupational status, particularly of the father, seems to have a more significant impact on higher education participation.

Topic: C. Social background of student body

Subtopic 5: Highest educational attainment of students' parents by characteristics of students

Key Indicators	
Share of all students' parents without tertiary education (ISCED 5-6), in %	65.5
Share of BA students' parents without tertiary education (ISCED 5-6), in %	62.6
Share of MA students' parents without tertiary education (ISCED 5-6), in %	61.3
Share of low-intensity students' parents without tertiary education (ISCED 5-6), in %	65.1
Share of 30 years or older students' parents without tertiary education (ISCED 5-6), in %	63.6
Share of delayed transition students' parents without tertiary education (not ISCED 5-6), in %	71.2





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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Comparing students' parents highest educational attainment with the highest educational attainment of the total population aged 40 to 60 confirms that the higher the educational attainment of the parents, the higher the likelihood of the children to participate in higher education. While 91.8 % of the total population aged 40 to 60 have attained qualifications up to ISCED level 4, only 65.5% of students' parents have a qualification at that level. Thus students from parents with lower education background are underrepresented in higher education in Malta. In contrast students whose parents have obtained a vocational qualification at ISCED level 5B (2.4% of total population aged 40-60 having a qualification at that level), a higher education qualification up to Masters level at ISCED level 5A (5.4% of total population aged 40-60 having a qualification at that level) or a Doctorate qualification at ISCED level 6 (0.4% of total population aged 40-60 having a qualification at that level) participate significantly more often in higher education with 7.3%, 24.5% and 2.7% of students' parents respectively holding qualifications at that level.

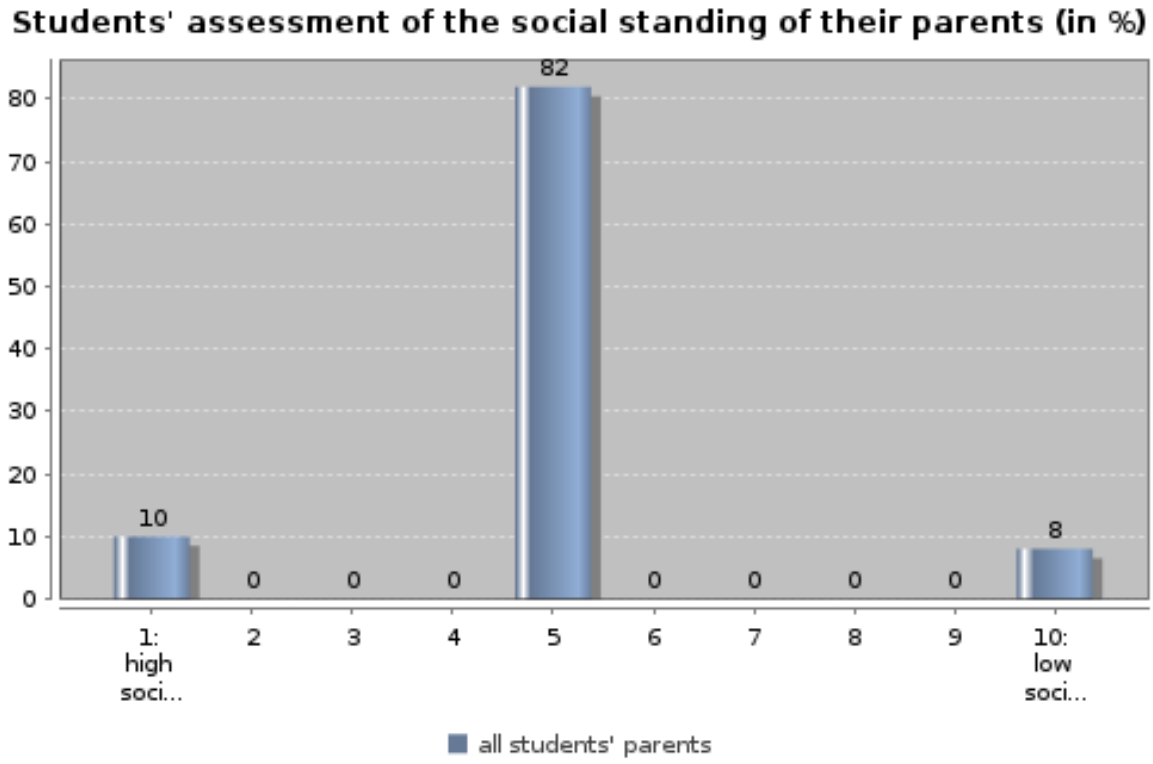
Students whose parents hold qualifications up to ISCED level 4 (65.5% of all students) seem to delay their entry into higher education significantly more often, i.e. they either enter higher education more than 2 years after having obtained the entry qualification for higher education or have obtained their entry qualification outside the normal school system, considering that 71.2% of 'delayed transition' students have parents with qualifications up to ISCED level 4.

Regarding enrolment in Bachelor and Master programmes there seems to be only a slight decrease in participation of students whose parents hold qualifications up to ISCED level 4 with 62.6% and 61.3% of students enrolled in Bachelor and Master programmes respectively compared to 65.5% of all students having parents with qualifications at that level. A similar trend may be observed regarding the level of qualification of students' parents within the different age groups with 66.1% of students up to 24 years of age having parents with qualifications up to ISCED level 4, while 63.6% of over 30 year-olds have parents with qualifications at that level, thus diverging only minimally from the share of all students with parents holding qualifications up to ISCED level 4 (65.5%). It appears therefore that despite under-representation of students from lower education backgrounds in higher education overall along with a significantly higher share in delayed entry into higher education, further selection between Bachelor and Master level seems to be minimal and there does not appear to be a significant difference in the share of students from lower education backgrounds in the different age groups.

Topic: C. Social background of student body

Subtopic 6: Assessments of social standing of parents

Key Indicators	
Students' parents with higher social standing (1-5)	91.6
Students' parents with lower social standing (6-10)	8.4



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methodical issues or considerations for data interpretation:

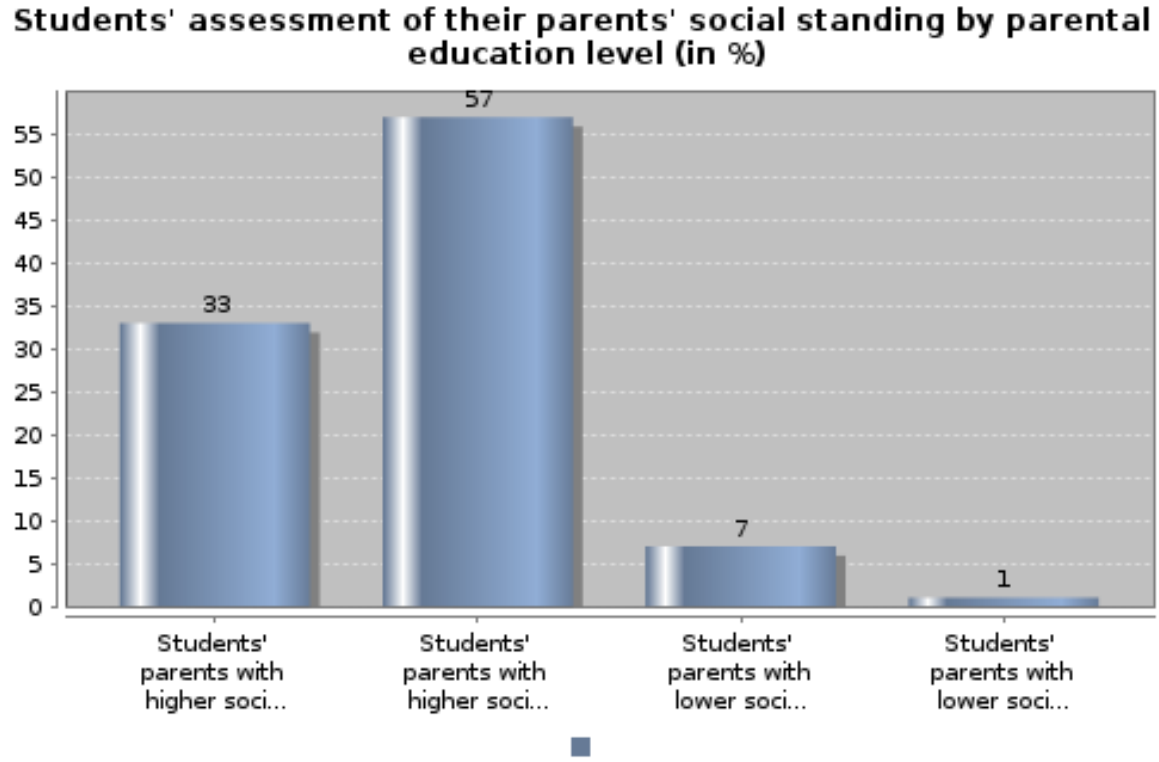
national interpretation of the results of the data analysis:

The large share of students assesses their social background to be 'middle class'. The share of students, who declare their social background to be in the bottom and top group, seems to be roughly equivalent.

Topic: C. Social background of student body

Subtopic 7: Assessments of social standing of parents by highest educational attainment of parents

Key Indicators	
Students' parents with higher social standing (1-5) and tertiary education (ISCED 5-6) of all parents, in %	32.6
Students' parents with higher social standing (1-5) and without tertiary education (not ISCED 5-6) of all parents, in %	56.5
Students' parents with lower social standing (6-10) and without tertiary education (not ISCED 5-6) of all parents, in %	7.0
Students' parents with lower social standing (6-10) and tertiary education (ISCED 5-6) of all parents, in %	0.8



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

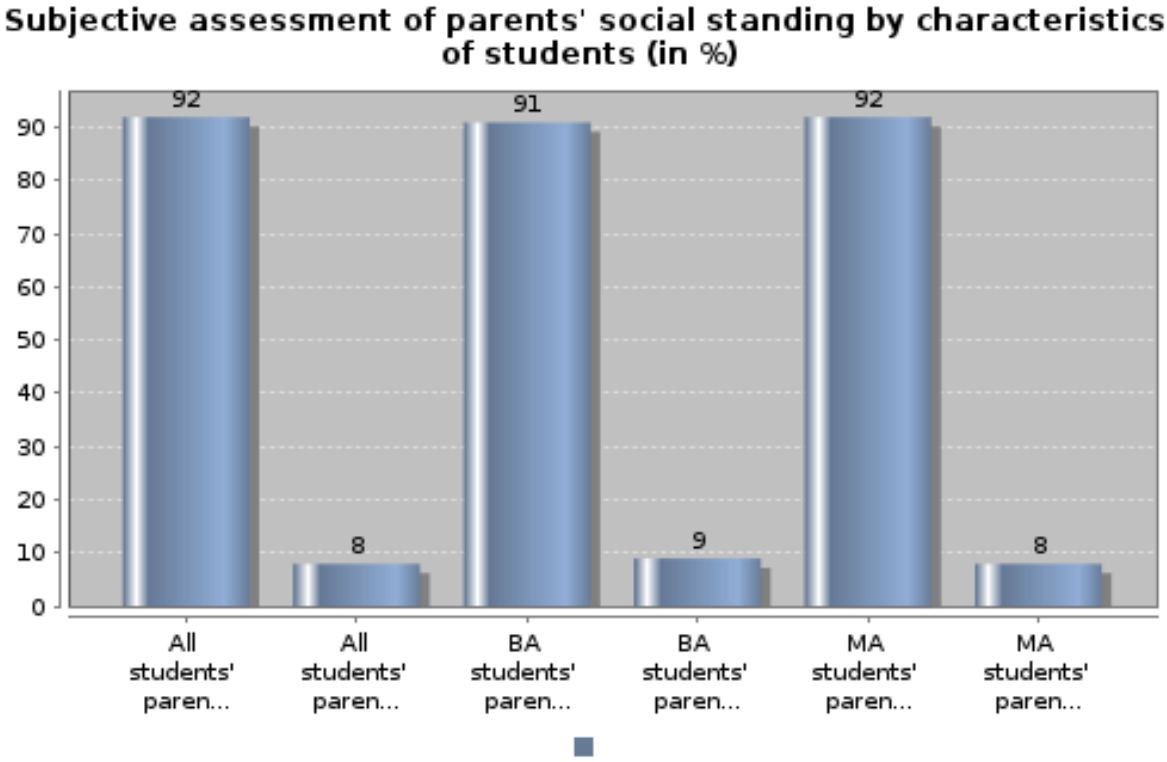
The data suggests a correlation between educational attainment of parents and their social standing, considering that only 3% of students whose parents have qualifications up to ISCED level 4 assess their

social standing as high, while 7% of students whose parents have qualifications at that level consider it as low. Likewise 6.4% of students whose parents have qualifications at ISCED level 5 or 6 consider their social standing has high, while only 0.8% of students whose parents have qualifications at that level would consider their social standing as low.

Topic: C. Social background of student body

Subtopic 8: Assessments of social standing of parents by characteristics of students

Key Indicators	
All students' parents with higher social standing (1-5), in %	91.6
All students' parents with lower social standing (6-10), in %	8.4
BA students' parents with higher social standing (1-5), in %	91.2
BA students' parents with lower social standing (6-10), in %	8.7
MA students' parents with higher social standing (1-5), in %	92.3
MA students' parents with lower social standing (6-10), in %	7.8



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methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

No significant differences are apparent between the assessment of all students compared to the assessment of female students, bachelor or direct transition students regarding their parents' social standing.

Slightly fewer Master students seem to consider the social standing of their parents as high or low, which suggests that a larger share of 'middle-class' students are enrolled in programmes at that level. This may be explained by the significantly higher share of students enrolled in Master programmes with parents having qualifications at ISCED level 5B. As indicated in Subtopic 5 on the highest educational attainment of students' parents by characteristics of students 13.2% of students enrolled in Master programmes have parents with qualifications at ISCED level 5B compared to 7.3% of all students.

The share of 'middle-class' students seems to be significantly higher among 'low-intensity' students, considering that both the share of students that assess their social background as high (5.4% among 'low-intensity' compared to 9.5% among all students) as well as the share of students that assess their social background as low (7.5% among 'low-intensity' compared to 8.4% among all students) are lower.

'Delayed transition' students appear significantly more often from lower social backgrounds. Among 'delayed transition' students 12.9% assess their parents social standing as low compared to 8.4% of all students, while only 7.7% of delayed transition students assess their parents social background as high compared to 9.5% of all students.

In contrast 'mature' students over 30 years of age appear to be more often from higher social backgrounds. The share of students assessing the social standing of their parents as high is significantly higher among students of 30 years or older (11.1%) compared to all students (9.5%), while significantly less students in this age group consider the social standing of their parents as low (6.4% compared to all students 8.4%).

Considering these discrepancies it seems apparent that 'delayed transition' students, 'low-intensity' or mature students are not necessarily overlapping categories.

Topic: D. Accommodation

Subtopic 1: Form of housing by age

Key Indicators

Share of all students living with parents, in %

76.3

Share of all students not living with parents, in %

23.7

Share of all students living in student halls, in %

0.2

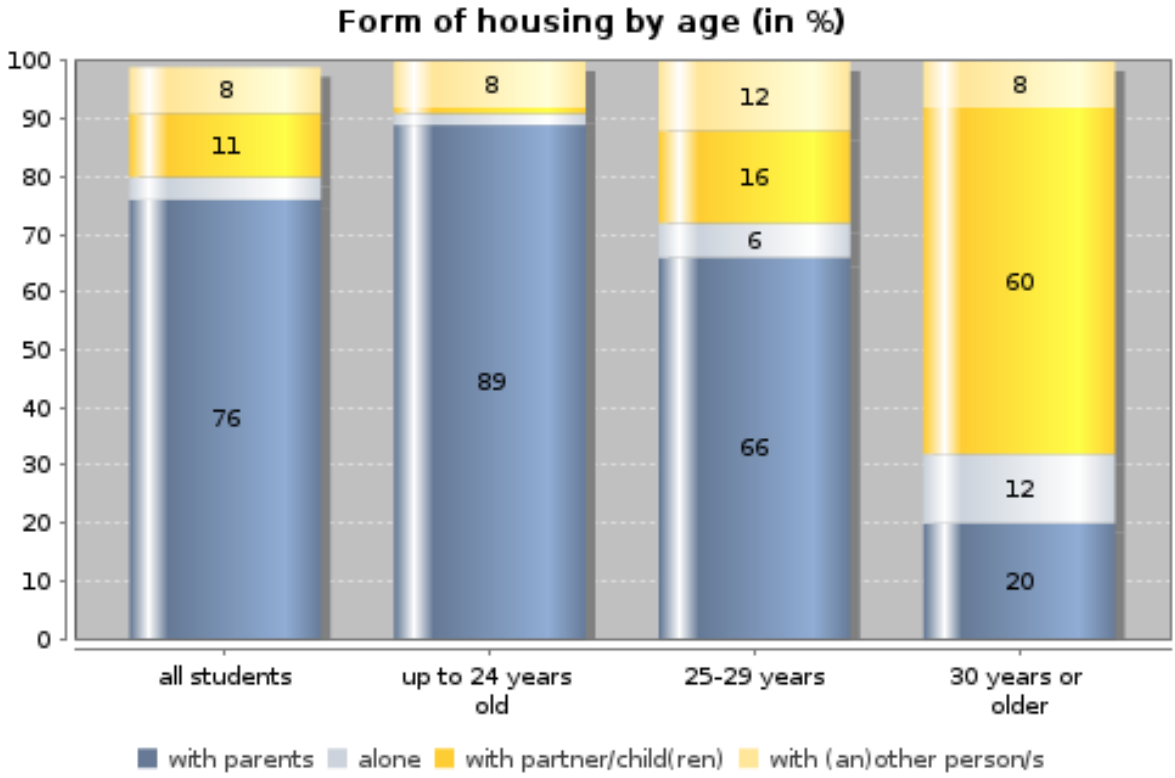
Share of students up to 24 years old living in the most frequent type of housing, in %

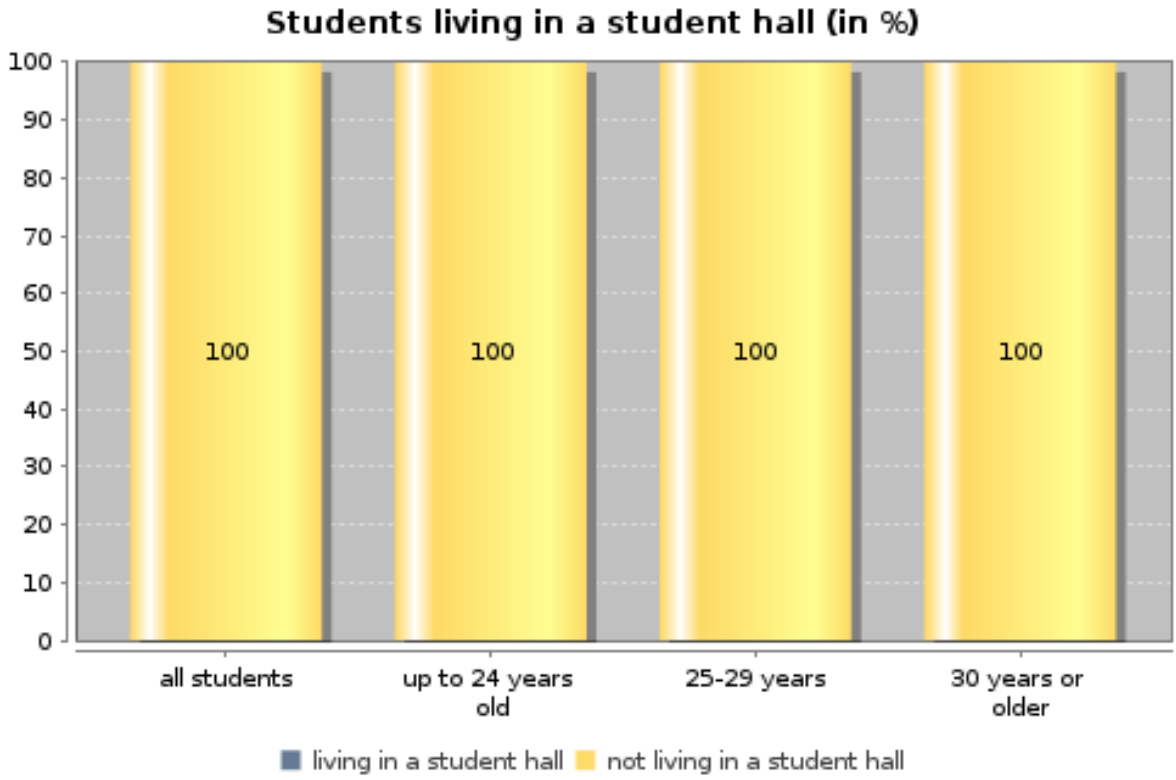
1.0

89.1

Share of students 30 years or older living in the most frequent type of housing, in %

3.0





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Students in Malta generally live with their parents (76.3%). Those students not living with their parents either live with their partner / children (11.4%), or less common with (an)other person (8.1%). Student halls are not utilised in Malta as form of student housing.

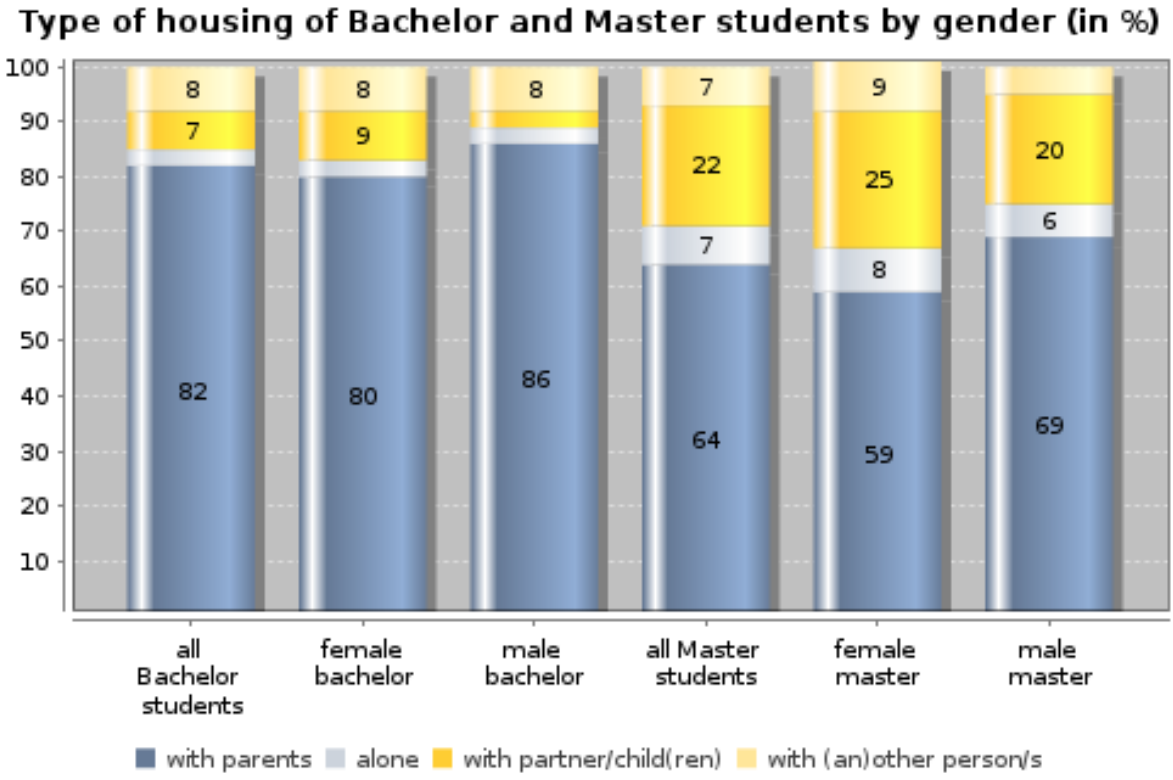
Considerable differences may be witnessed in the form of student housing of different age groups. Generally speaking younger students live in the overwhelming majority with the parents, with 89.1% of up to 24 year olds indicating this form of housing. Older students progressively leave their parents home (65.5% of 25 to 29 year olds compared to 19.9% of over 30 year olds indicate that they live with their parents). The preferred form of housing of these students is living with their partner / children (16.2% of 25 to 29 year olds compared to 59.8% of over 30 year olds indicate this form of housing). In the 25 to 29 age group the second most common form of housing for students not living with their parents is living with another person (12.2%), while over 30 year-olds live more often by themselves (12.4%).

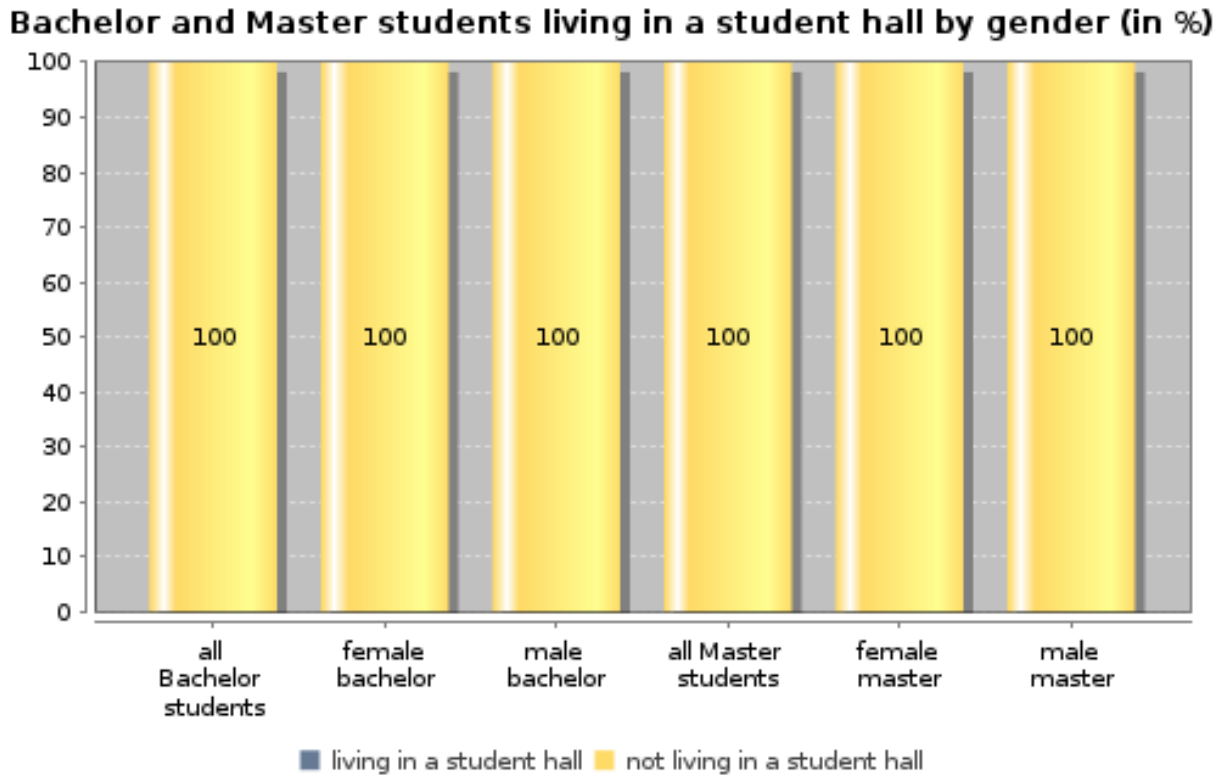
Topic: D. Accommodation

Subtopic 2: Form of housing by gender and study programme

Key Indicators

Share of all Bachelor students living with parents, in %	82.4
Share of all Bachelor students living in student halls, in %	0.2
Share of all Master students living with parents, in %	63.9





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methodical issues or considerations for data interpretation:
national interpretation of the results of the data analysis:
Both the majority of Bachelor (82.4%) and Master (63.9%) students in Malta live with their parents. However the share of students living with their parents at Master level is significantly smaller compared to Bachelor level. This is in line with the general decrease in the share of students living with their parents with increasing age as outlined in Subtopic 1: Form of housing by age.

There seem to be significant differences in the form of housing of students by gender, namely male students seem to live more often with their parents than female students. At Bachelor Level 85.8% of male students indicate that they live with their parents compared to 79.8% of female students. The difference is more significant at Masters Level with 69% of male students indicating that they live with their parents compared to 59.1% of female students. Female students not living with their parents mostly live with their partner / children (24.7%) or with (an)other person (8.6%).

Topic: D. Accommodation

Subtopic 3: Form of housing by size of study location

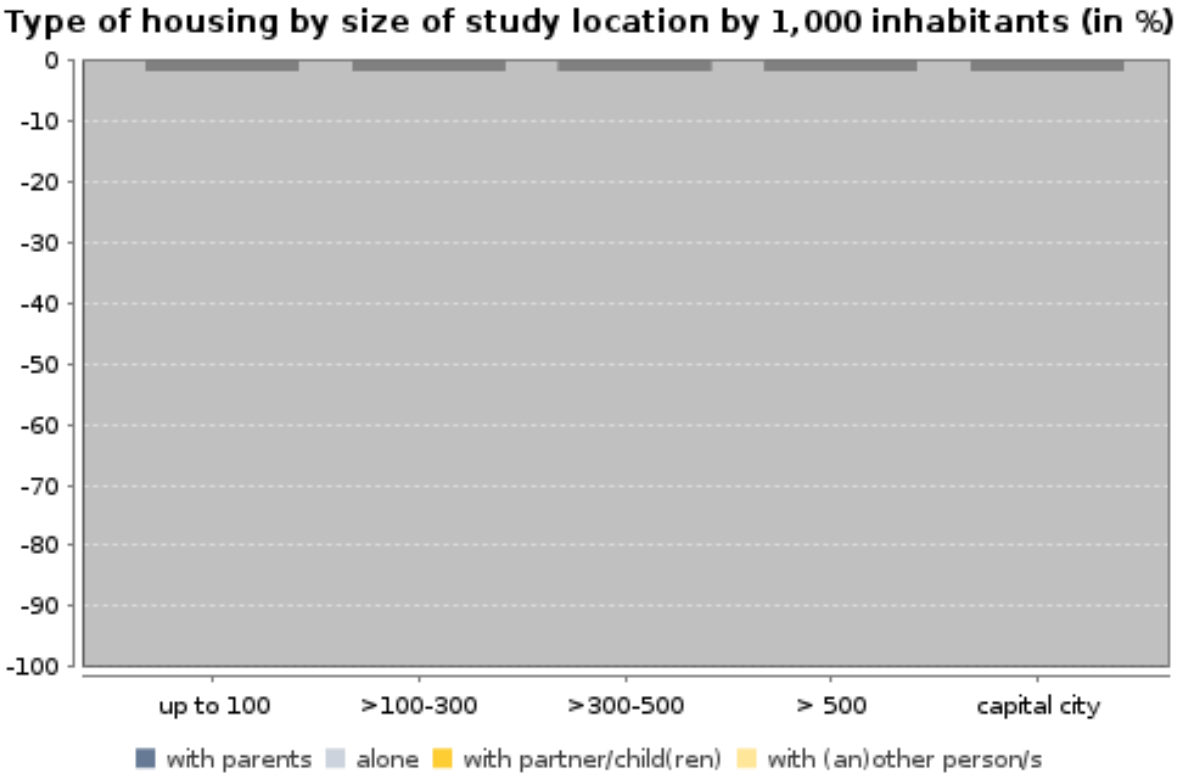
Key Indicators

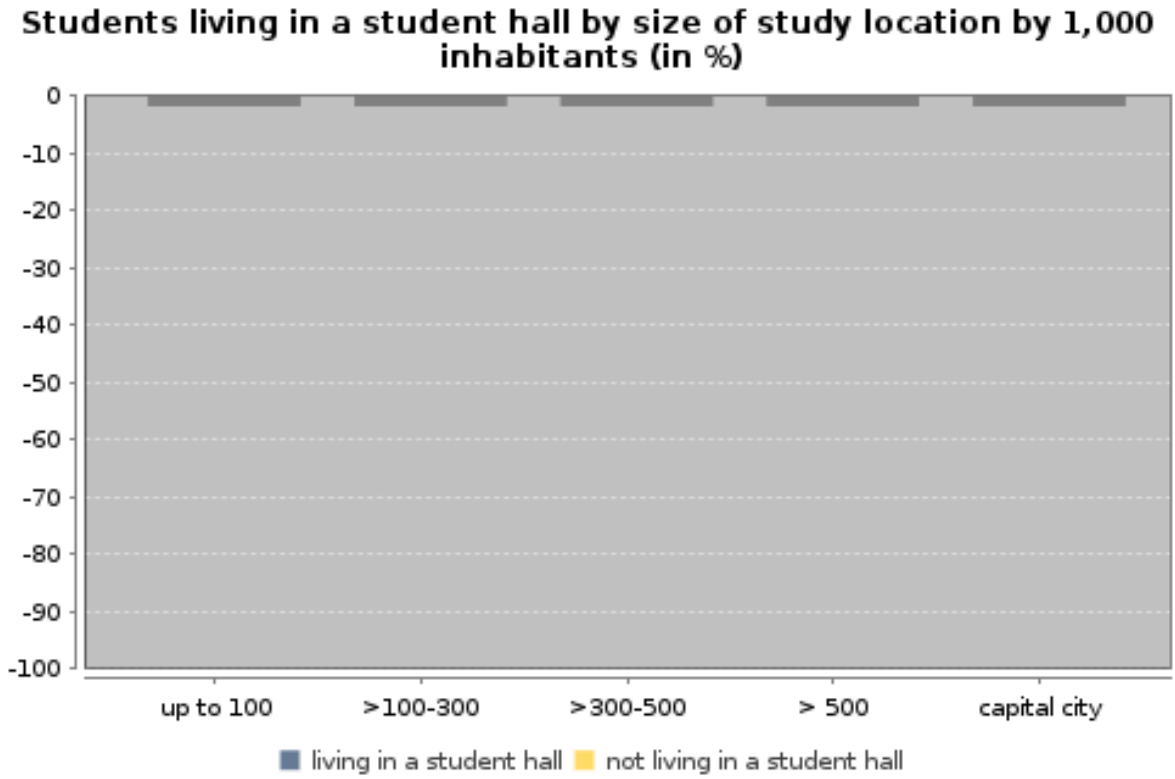
Ratio of students living (not with parents)/(with parents) in locations up to 100 thousand inhabitants

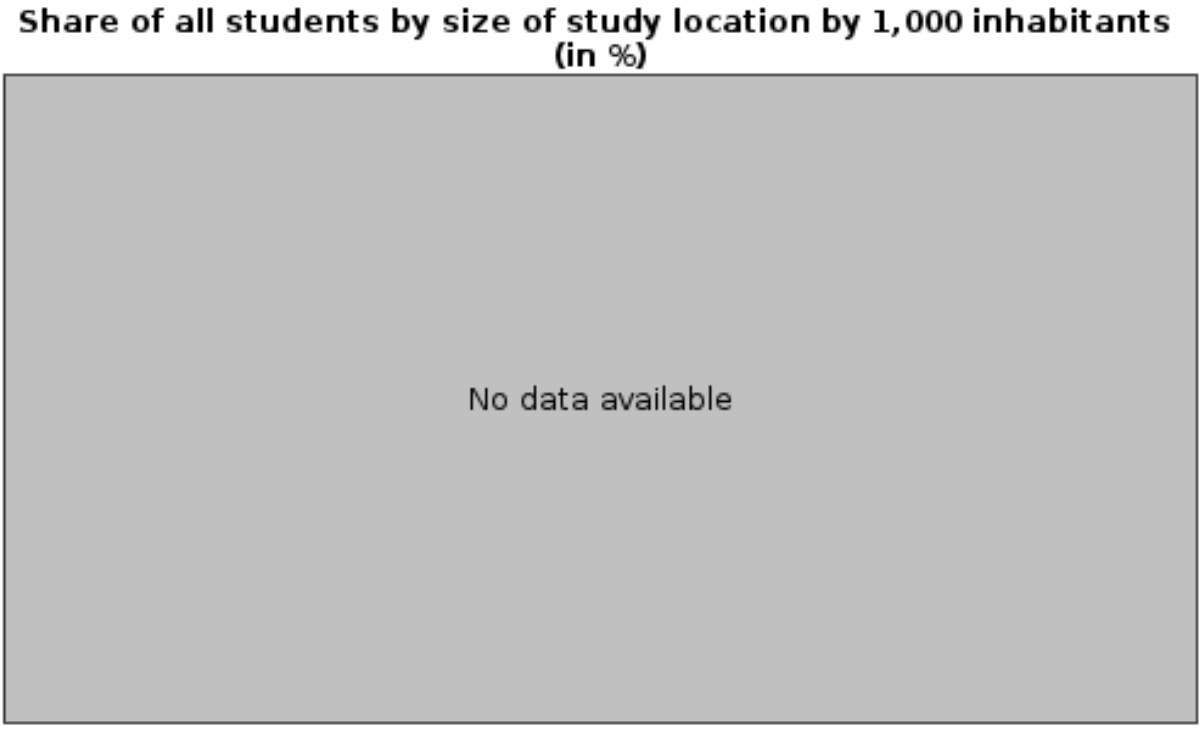
Ratio of students living (not with parents)/(with parents) in locations > 100-300 thousand inhabitants

Ratio of students living (not with parents)/(with parents) in locations > 300-500 thousand inhabitants

Ratio of students living (not with parents)/(with parents) in locations > 500 thousand inhabitants







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Data for the EUROSTUDENT IV survey in Malta has been collected only among students of the University of Malta, given that at present it is the only university in Malta. Furthermore Malta is a very small and at the same time densely populated country. With 1,307 inhabitants per square kilometre

(data by the National Statistics Office for the year 2009) the population density of Malta is very significantly above the population density in other European countries. At the same time the country has a size of only 316 square kilometres and as such is one of the smallest countries in Europe. For this reason a differentiation in different study locations or a differentiation in their size may not be reasonably applied for Malta.

methodical issues or considerations for data interpretation:

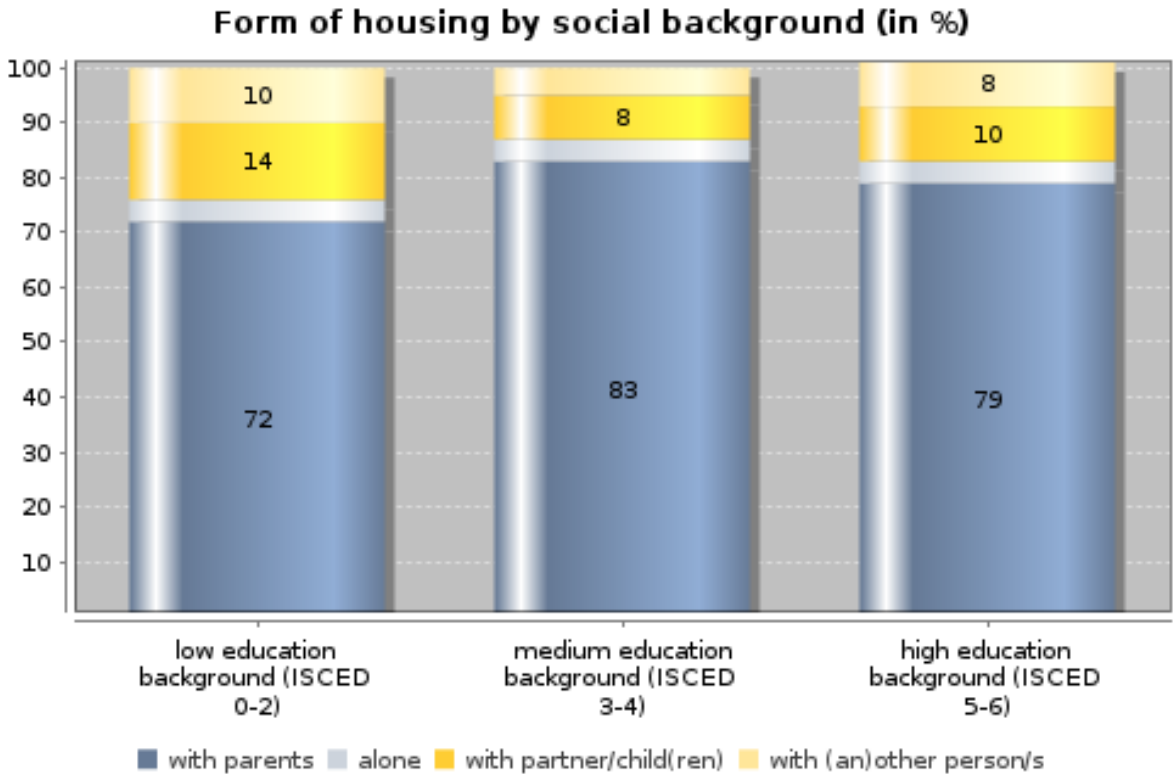
national interpretation of the results of the data analysis:

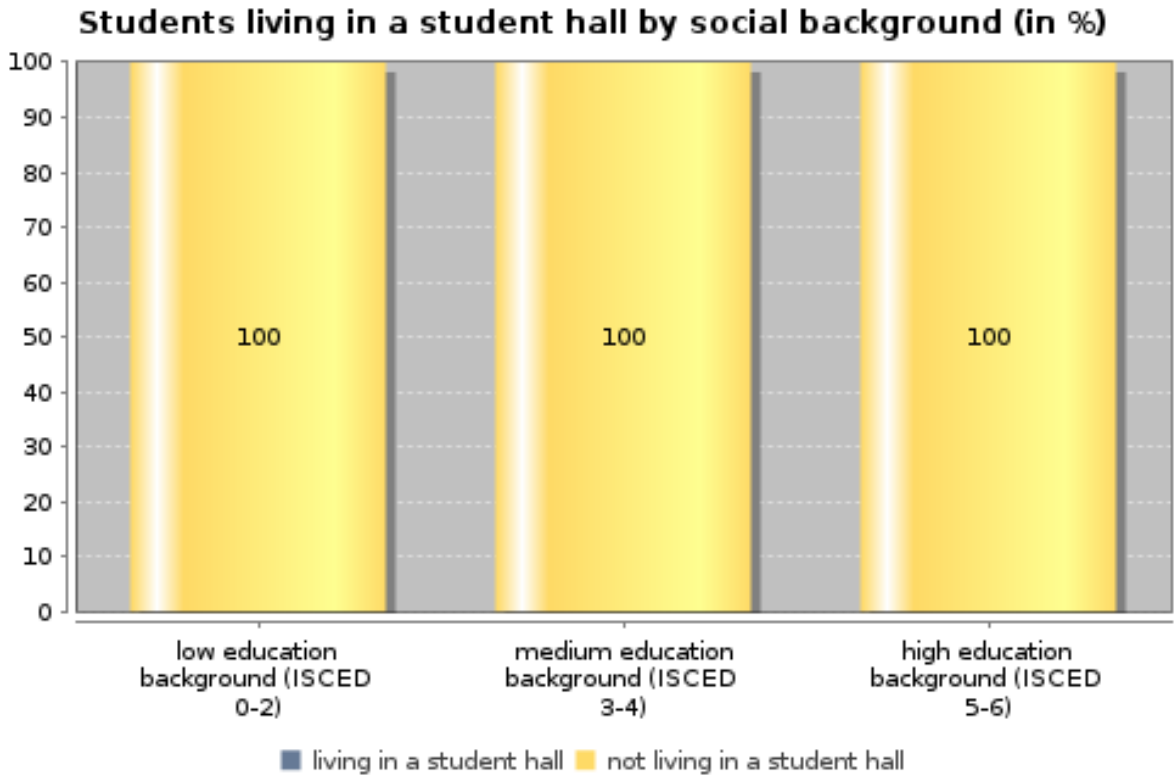
Topic: D. Accommodation

Subtopic 4: Form of housing by social background

Key Indicators

Share of all students from low education background (ISCED 0-2) living with parents, in %	71.6
Share of all students from low education background (ISCED 0-2) living in student halls, in %	0.3
Share of all students from high education background (ISCED 5-6) living with parents, in %	79.0





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methodical issues or considerations for data interpretation:

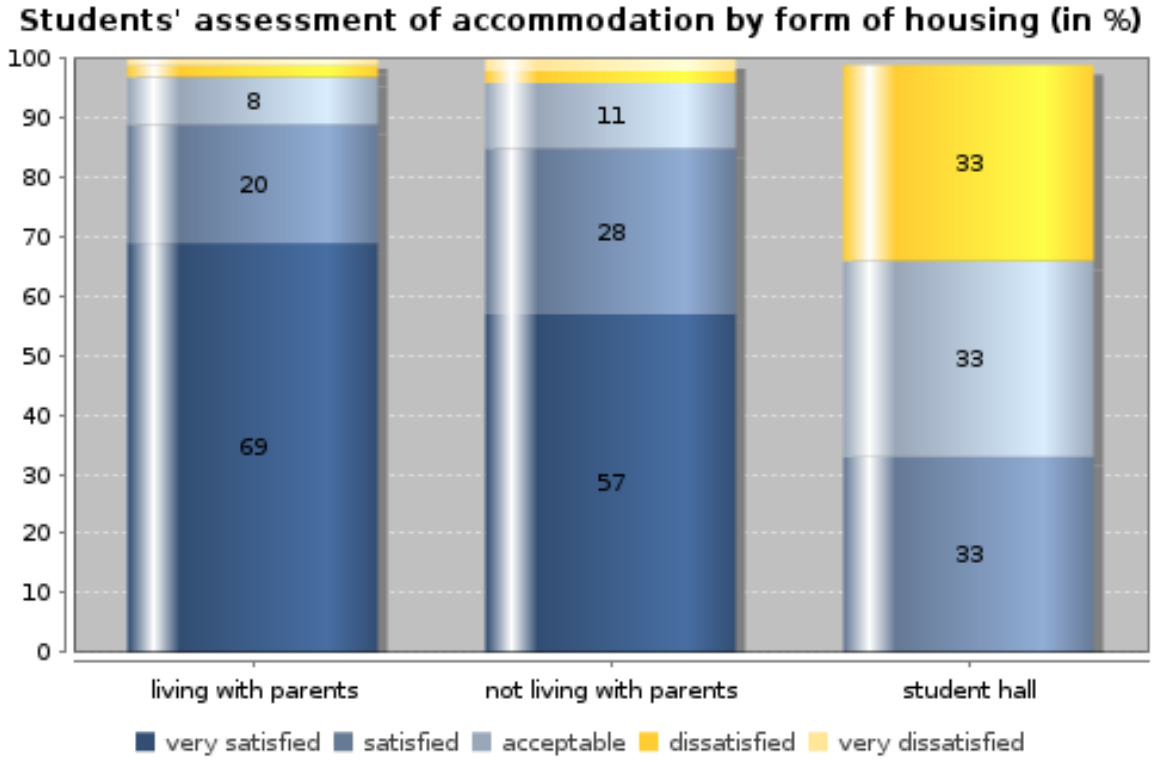
national interpretation of the results of the data analysis:

The majority of students in Malta live with their parents. Student halls are not being utilised as regular form of housing by students in Malta. However differences in the form of housing may be observed among students from different social backgrounds, namely that particularly students whose parents have obtained qualification at post-secondary non-tertiary level are living with their parents with 83% indicating this form of housing compared to 71.6% of students whose parents have up to lower secondary education and 79% of students whose parents have tertiary education.

Topic: D. Accommodation

Subtopic 5: Assessment of accommodation by form of housing

Key Indicators	
Students living with parents, who are (very) satisfied in %:	89.1
Students not living with parents, who are (very) satisfied in %:	84.8
Students residing in student halls, who are (very) satisfied in %:	33.3
Students living with parents, who are (very) dissatisfied in %:	3.0
Students not living with parents, who are (very) dissatisfied in %:	4.0
Students residing in student halls, who are (very) dissatisfied in %:	33.3



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methodical issues or considerations for data interpretation:

Considering the very limited number of students indicating student halls as their form of housing, the students? assessment of this form of housing may not be considered for data interpretation.

national interpretation of the results of the data analysis:

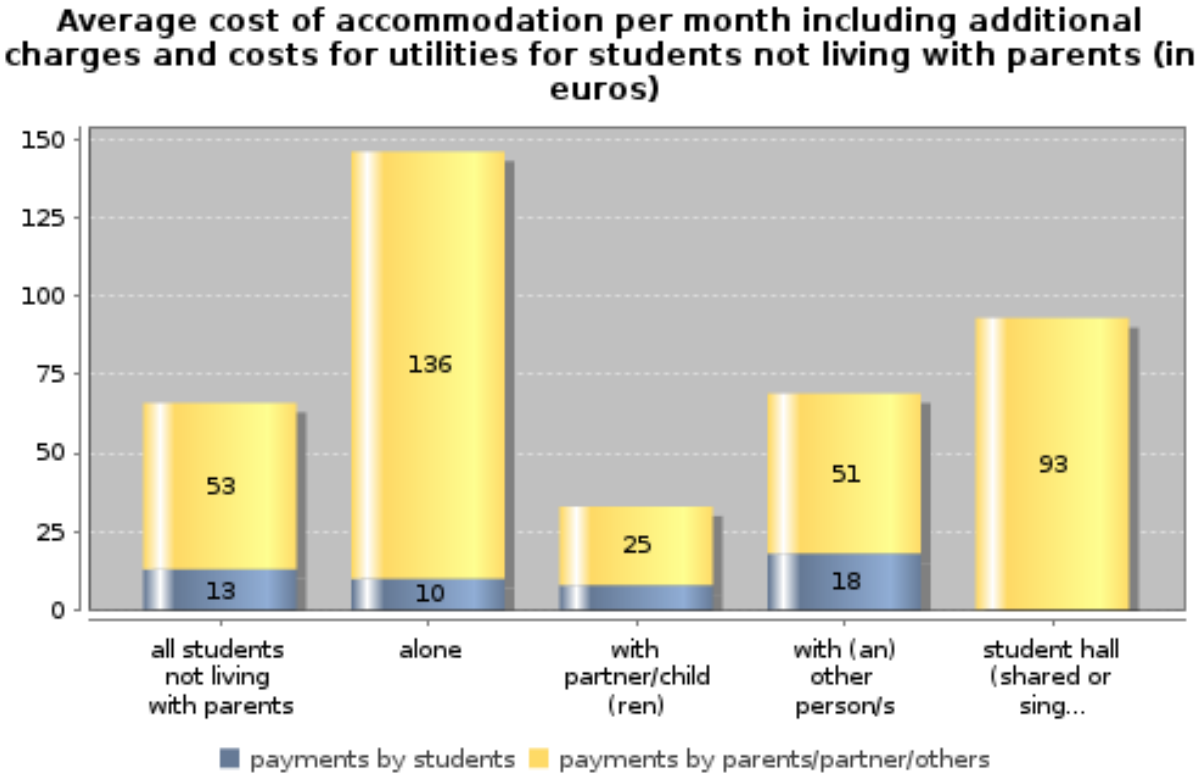
The vast majority of students in Malta are (very) satisfied with their accommodation. Among students living with their parents 89.1% indicated that they were either very satisfied or satisfied, while 84.8% of

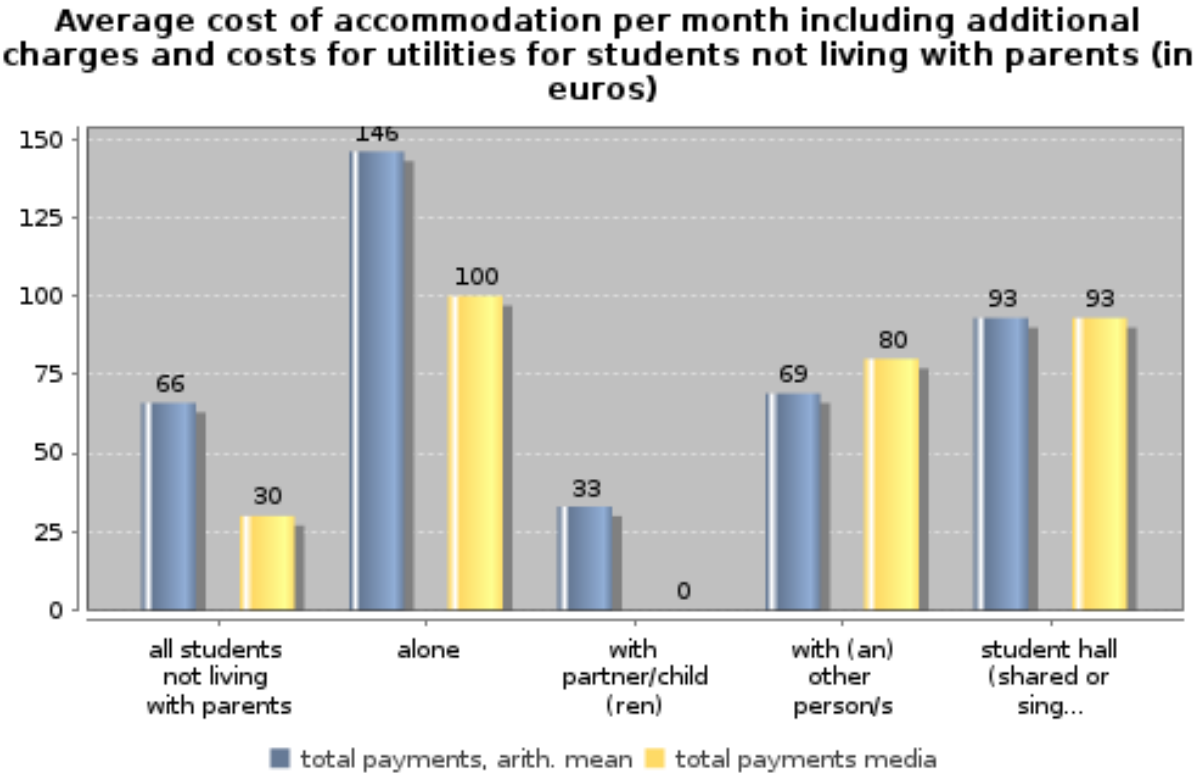
students not living with their parents indicated the same. However students living with their parents seem to be particularly happy with their form of housing with 69.4% stating that they were very satisfied, while the share of very satisfied students is significantly smaller among students not living with their parents (56.6%). This significant difference may be understood as a reflection of the general satisfaction about the living conditions of students living with their parents, rather than just an assessment of the accommodation alone.

Topic: D. Accommodation

Subtopic 6: Cost of accommodation for students not living with parents

Key Indicators	
Average monthly rent (total payments, median)	
all students not living with parents	30.0
student hall	93.0
Average monthly rent (total payments, arithm. mean)	
all students not living with parents	66.0
student hall	93.0
Ratio costs of student hall to costs of living alone	
total payments, arith. mean	0.6





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methodical issues or considerations for data interpretation:

The 'Household Budgetary Survey 2008' of the National Statistics Office in Malta indicates that property ownership is the most common form of ownership of the main dwelling of households in Malta with 64.6% of all main dwellings being owned. In addition the majority of these home owners own their property without mortgage with 51.2% indicating that they do not have a mortgage on their main dwelling compared to 13.4%, who own their property with mortgage. Over and above the share of property owners a further 13.1% of households indicate that they have been given their main dwelling for free and another 3.6% are using their main dwelling free of charge. This means that in Malta the share of households making regular payments for their main dwelling is only 32.1%, i.e. 13.4% property owners with mortgage and 18.7% of households renting their main dwelling.

Bearing this in mind the share of expenditure on housing, water, electricity, gas and other fuels of the total household expenditure in Malta is relatively small with only 8.4% of the total household expenditure, because only 32.1% of the households actually have expenditure for housing. Furthermore the EU Household Budget Survey 2005 indicates that the share of expenditure on housing among the total household expenditure among all 27 EU member states is the lowest in Malta.

This may explain the very limited number of students not living with their parents, who indicate that they have any cost for accommodation. Indeed this reflects upon the average and the median expenditure for accommodation. Therefore the chart shows a relatively low cost for accommodation, with the average of all students not living with their parents being 66 Euro while the median is 30 Euro.

Nevertheless, taking note of the fact that the large number of '0' responses reduces substantially the average and the median, the average and median exposed in this chart do not actually indicate the average and median costs of accommodation for those students who do actually have to pay costs for accommodation. It appears therefore that the figure does not give an adequate overview on the actual range of expenditure for accommodation of students in Malta.

In this light, the average cost of students not living with their parents and who incur cost for their accommodation is not reflected by itself in the chart but rather it considers the average of the overall cost of students' accommodation also including the large number of students not living with their parents, who do not incur any kind of accommodation costs whatsoever.

national interpretation of the results of the data analysis:

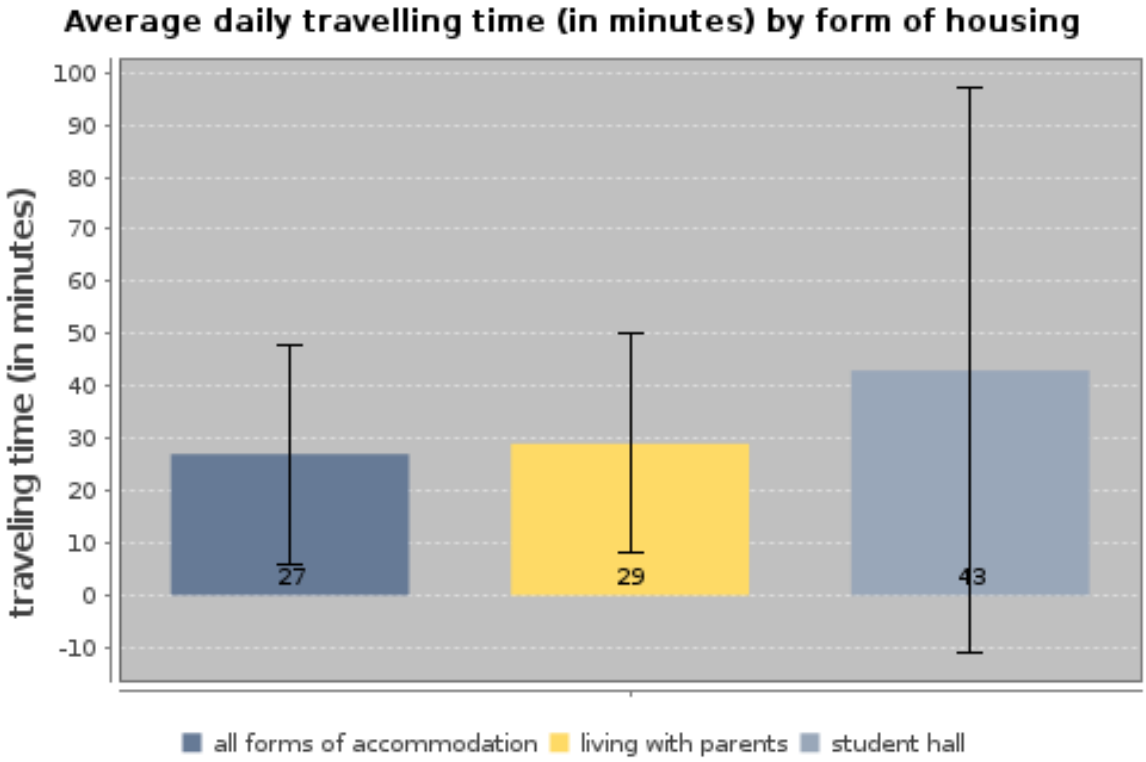
It appears that the share of students' contribution to the accommodation expenses is very small among those students not living with their parents. This seems to indicate a high dependency of students on parental / other financial contribution.

Regarding the cost of accommodation of all students not living with their parents, those students living alone indicate the highest expenditure, both in terms of the median (100 Euro) and the average (146 Euro), followed by students living in student halls (93 Euro average and median) and students living with another person (69 Euro average and 90 Euro median). Consequently living alone seems to be the most expensive form of student housing in Malta.

Topic: D. Accommodation

Subtopic 7: Form of housing and daily time for travelling from home to higher education institution

Key Indicators	
Travelling time from home in minutes (median)	
all forms of accommodation	20.0
living with parents	25.0
student hall	10.0



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methodical issues or considerations for data interpretation:

While a considerable share of students at the University of Malta use private transport to arrive at the University, a significant share of students also uses public transport with direct bus routes being available from nearly all localities on the island. However one should bear in mind that travel by public transport takes considerably longer. In addition some students who are residing in Gozo also travel daily from the sister island to Malta to attend university, which means their travelling time would be considerably longer.

The main student hall in Malta is owned by the University of Malta and is located at a considerable distance from the University, which provides transport for its residents to the campus every hour. In

addition there are several privately owned student residences, some of them located in walking distance to the University of Malta. As stated above student halls are not utilised as form of housing in Malta. Therefore the number of valid responses is too low and thus may not be considered for interpretation.

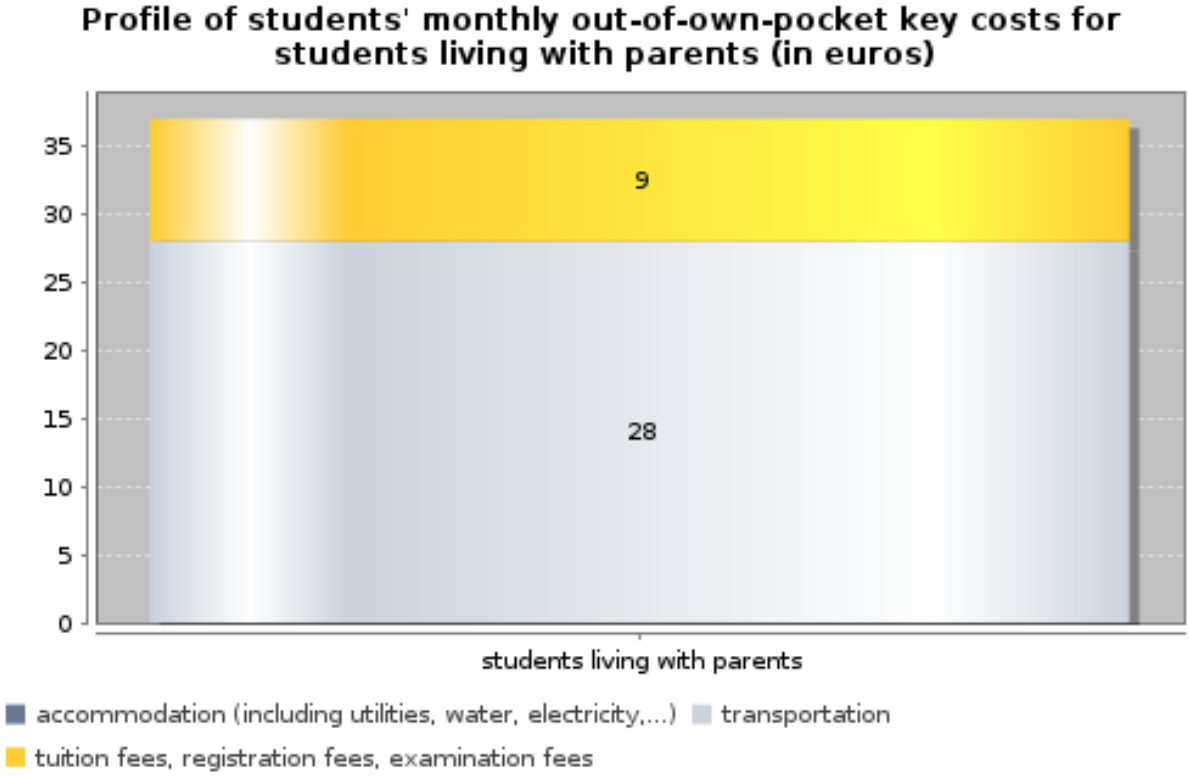
national interpretation of the results of the data analysis:

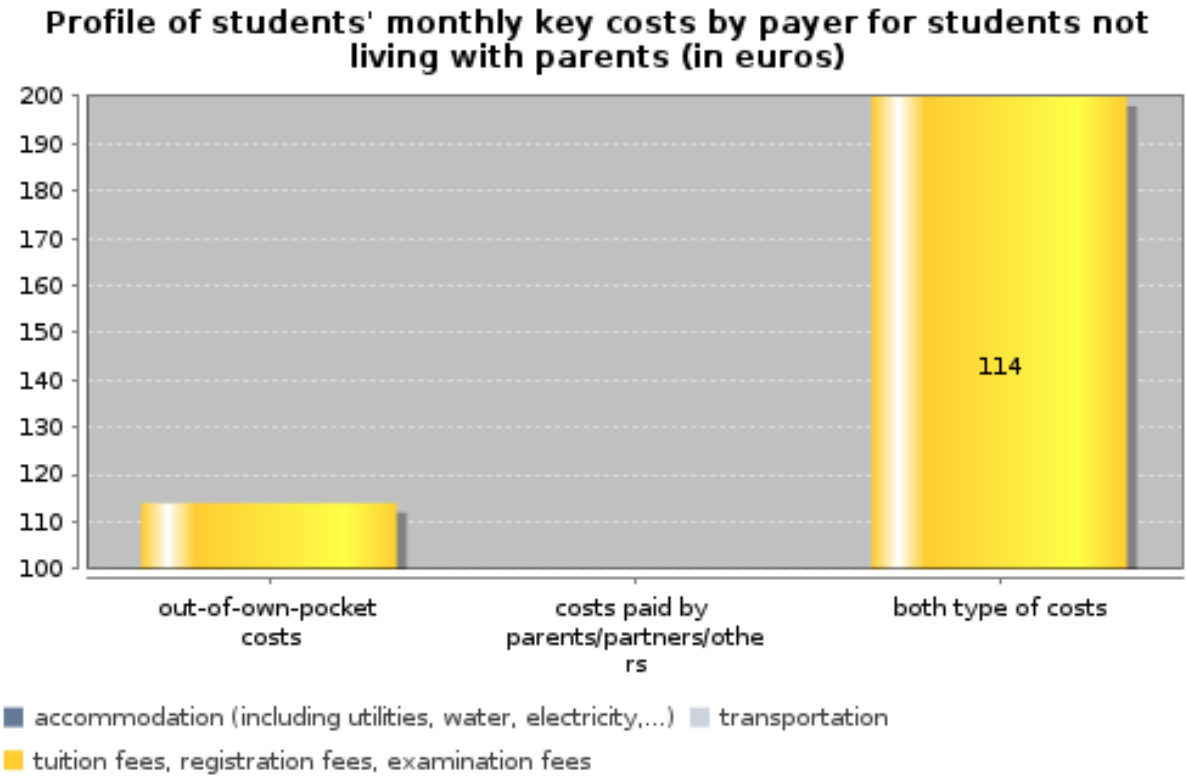
Students in Malta take on average about 30 minutes to arrive to university, regardless whether they live with or without their parents. Considering the size of the island it seems therefore not to be attractive for students to move out of their parents' home for the sake of living closer to university. This might indicate why the majority of students in Malta live with their parents.

Topic: E. Living costs

Subtopic 1: Profile of students' expenditure by form of housing

Key Indicators	
Fees to HE institution as share of total costs paid by students living with parents out of own pocket, in %	5.7
Fees to HE institution as share of total costs paid by students not living with parents out of own pocket, in %	37.4
Transportation costs as share of total costs paid by students living with parents out of own pocket, in %	17.7
Transportation costs as share of total costs paid by students not living with parents out of own pocket, in %	5.5
Accommodation as share of total costs paid by students living with parents out of own pocket, in %	Accommodation as share of total costs paid by students not living with parents out of own pocket, in %





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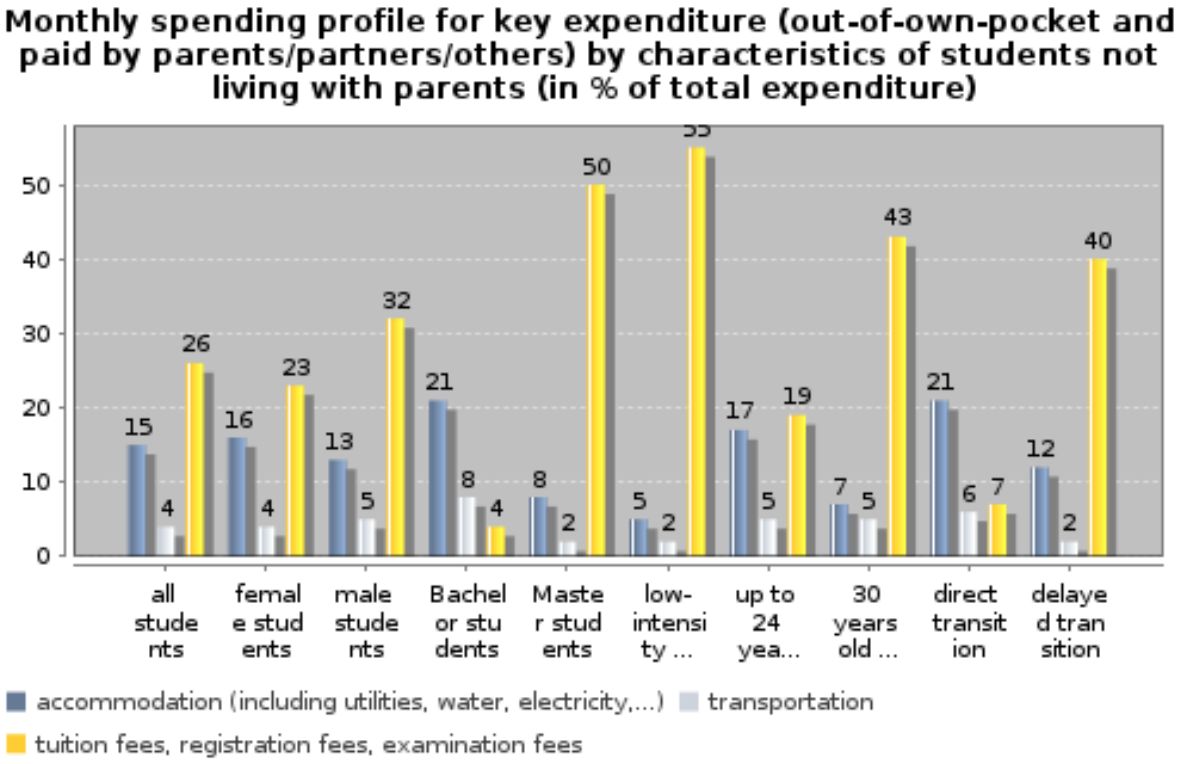
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 2: Profile of students' key expenditure by characteristics of students who are not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for BA students, in %	3.8
Fees to higher education institution as share of total costs for MA students, in %	50.1
Fees to higher education institution as share of total costs for low-intensity students, in %	54.5
Expenditure on accommodation as share of total expenditure for up to 24 year olds, in %	17.2
Expenditure on accommodation as share of total expenditure for 30 year olds or over, in %	7.0



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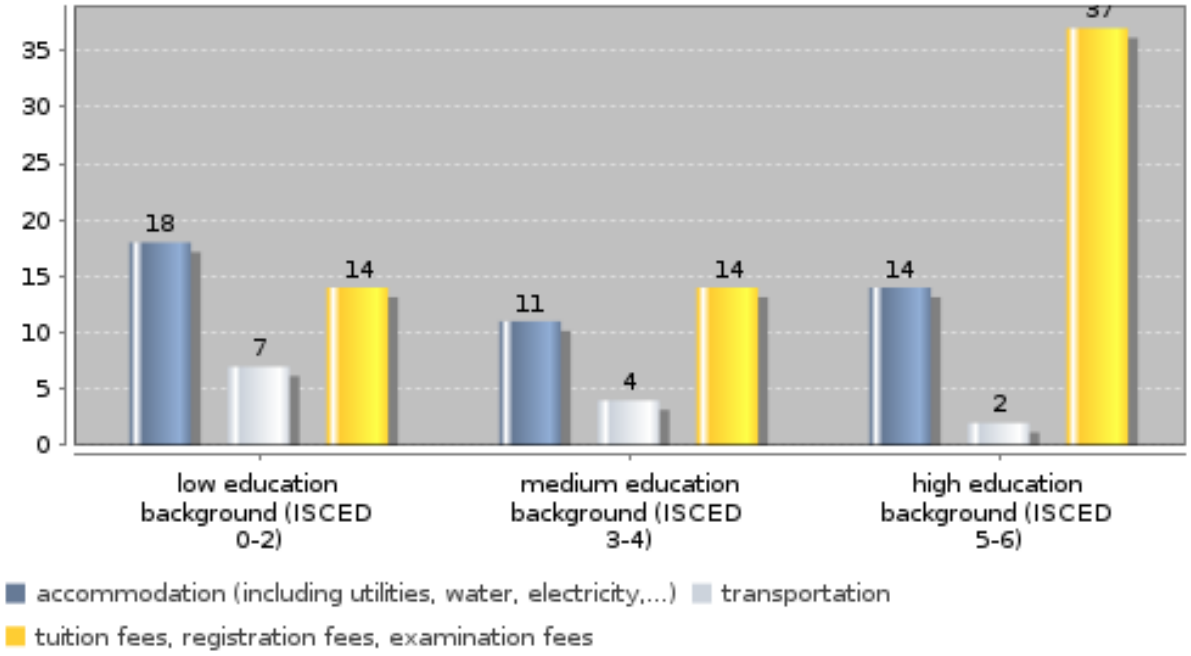
national interpretation of the results of the data analysis:

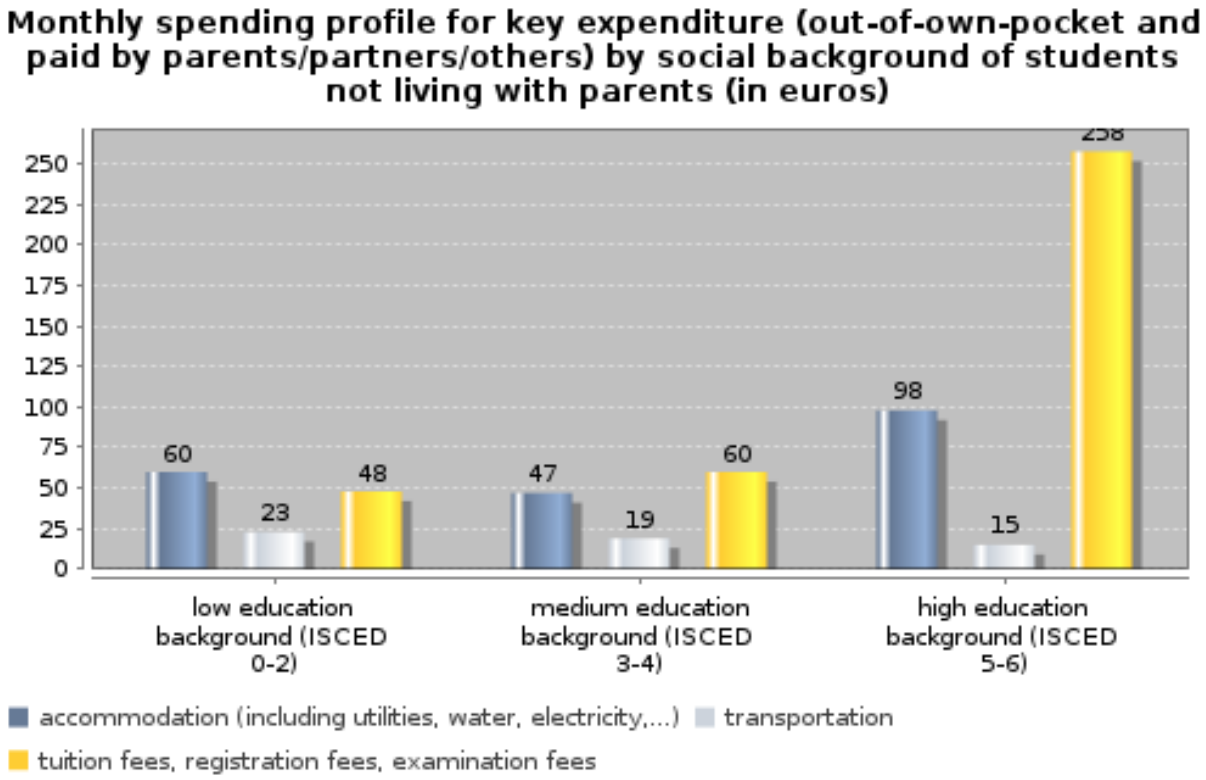
Topic: E. Living costs

Subtopic 3: Profile of students' key expenditure by social background for students not living with parents

Key Indicators	
Fees to higher education institution as share of total costs for low education background ISCED(0-2), in %	14.2
Fees to higher education institution as share of total costs for high education background (ISCED 5-6), in %	37.0
Expenditure on accommodation as share of total expenditure for low education background (ISCED 0-2), in %	17.8
Expenditure on accommodation as share of total expenditure for high education background (ISCED 5-6), in %	14.1

Monthly spending profile for key expenditure (out-of-own-pocket and paid by parents/partners/others) by social background of students not living with parents (in % of total expenditure)





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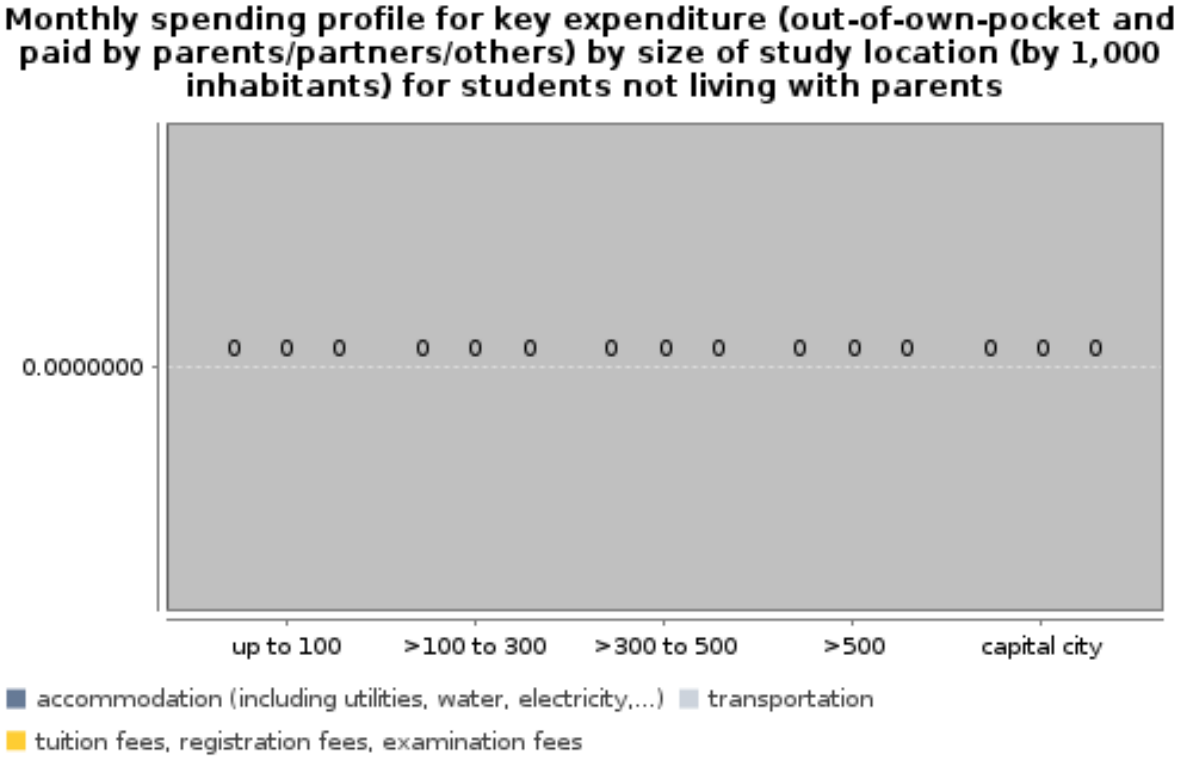
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 4: Profile of students' key expenditure by size of study location for students not living with parents

Key Indicators

Total expenditure for students in study locations with up to 100,000 inhabitants, amount	Total expenditure for study locations in capital city, amount
Expenditure on accommodation for study locations with up to 100,000 inhabitants as share of total expenditure, in %	Expenditure on accommodation for study locations in capital city as share of total expenditure, in %



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The size of study location may not be reasonably differentiated in Malta, due to the fact that there is only one university in Malta and the fact that population density is uniformly high across the main island of Malta, where students will be based during the week.

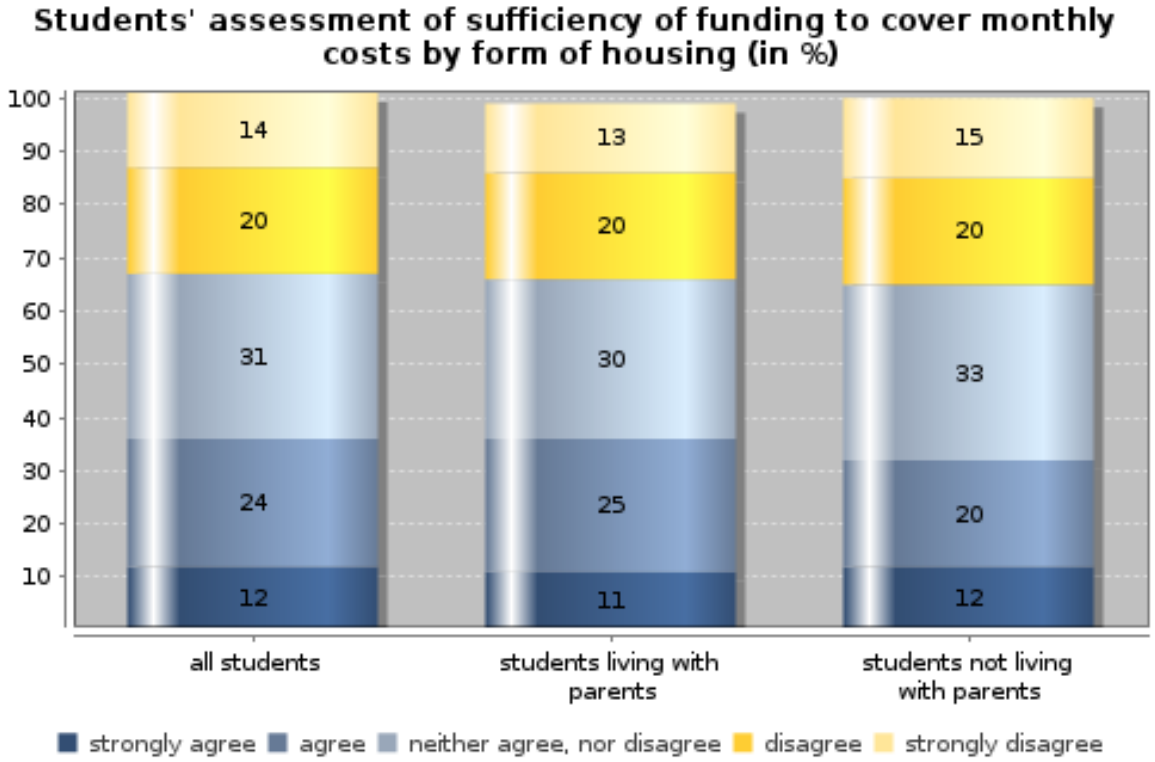
methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 5: Students' assessment of their financial situation by form of housing

Key Indicators	
(Strong) agreement of all students that funding is sufficient, in %	35.3
(Strong) disagreement of all students that funding is sufficient, in %	33.9
(Strong) agreement of students living with parents that funding is sufficient, in %	36.2
(Strong) disagreement of students living with parents that funding is sufficient, in %	33.6
(Strong) agreement of students not living with parents that funding is sufficient, in %	32.1
(Strong) disagreement of students not living with parents that funding is sufficient, in %	34.8



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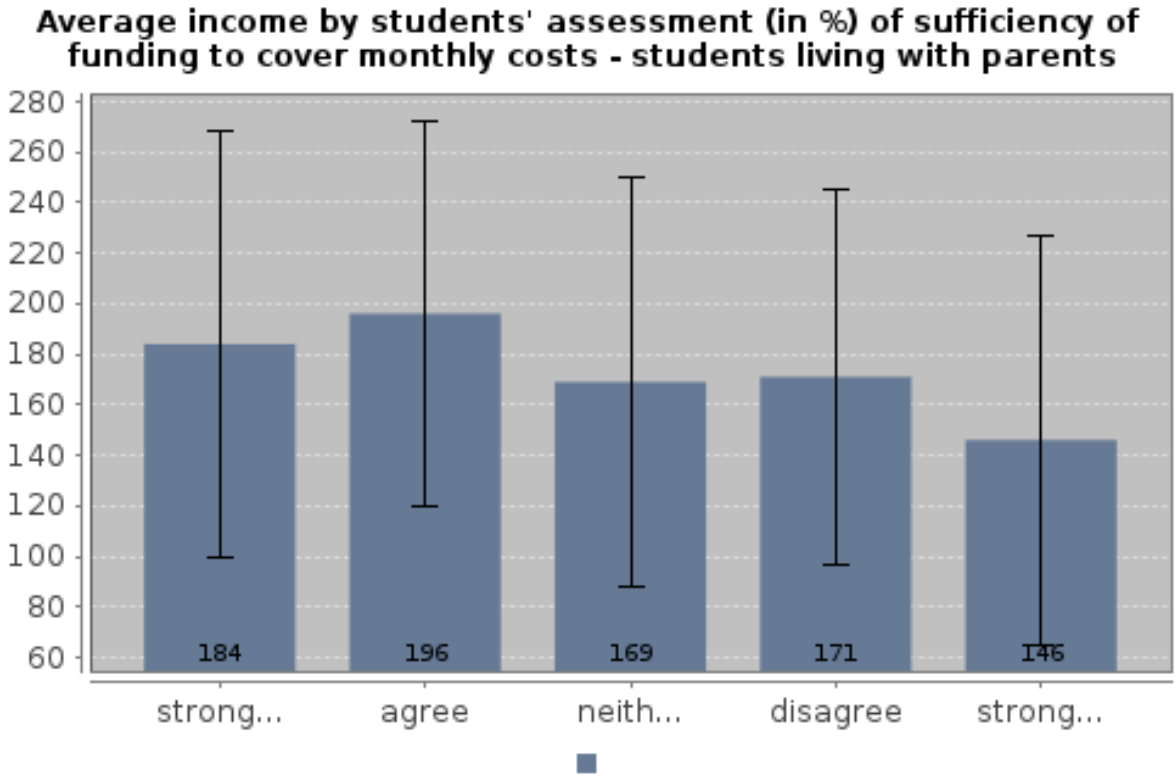
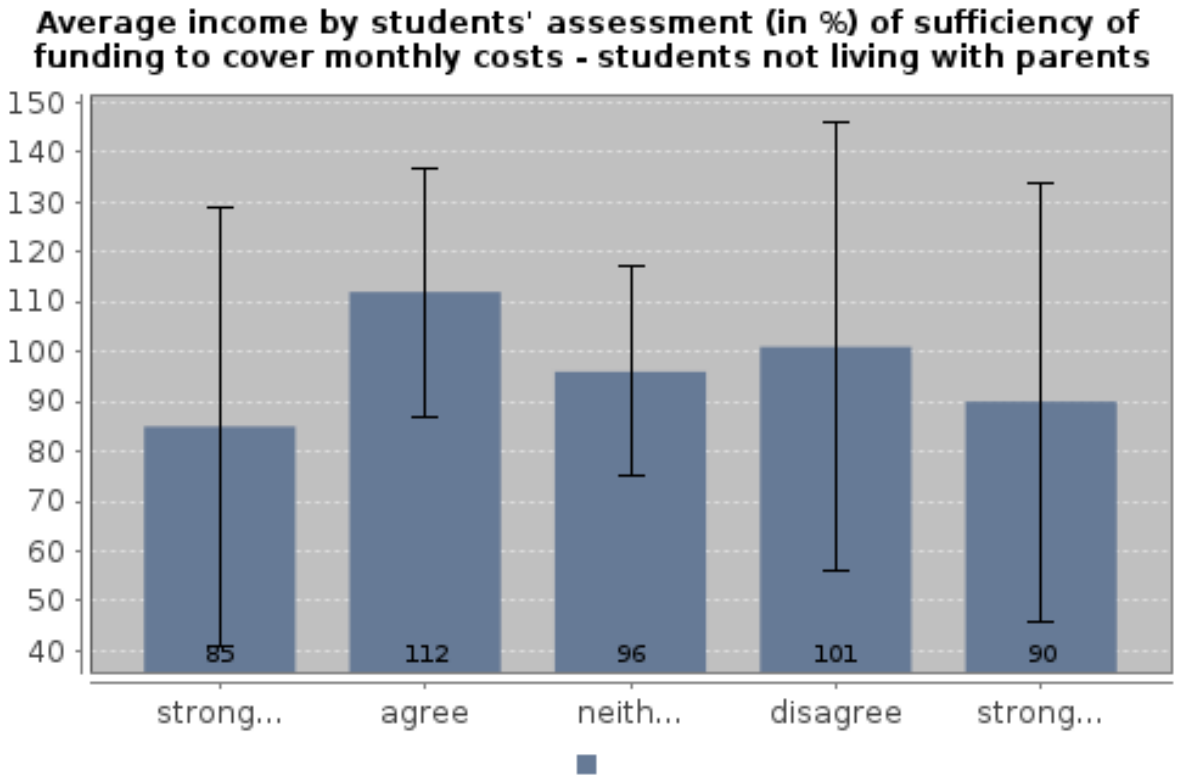
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 6: Students' assessment of their financial situation and average income by form of housing

Key Indicators	
students living with parents	
Median income of students with very strong agreement that funding is sufficient, amount	176.0
Median income of students with very strong disagreement that funding is sufficient, amount	133.0
Students not living with parents:	
Median income of students with very strong agreement that funding is sufficient, amount	65.0
Median income of students with very strong disagreement that funding is sufficient, amount	83.0





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methodical issues or considerations for data interpretation:

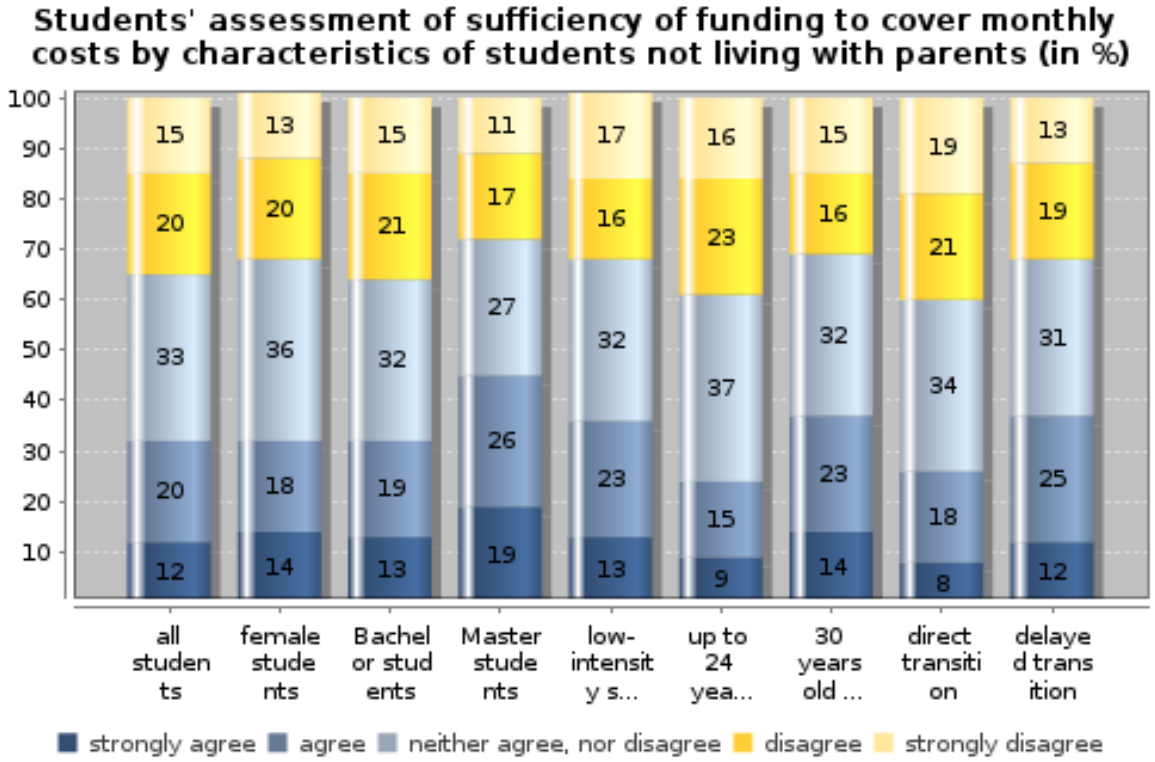
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 7: Students' assessment of their financial situation by characteristics of students who are not living with parents

Key Indicators

(Strong) agreement that funding is sufficient of low-intensity students, in %	35.3
(Strong) disagreement that funding is sufficient of low-intensity students, in %	32.8
(Strong) agreement that funding is sufficient of up to 24 years old, in %	23.8
(Strong) disagreement that funding is sufficient of up to 24 years old, in %	39.3
(Strong) agreement that funding is sufficient of 30 year olds or over, in %	37.0
(Strong) disagreement that funding is sufficient of 30 year olds or over, in %	30.7



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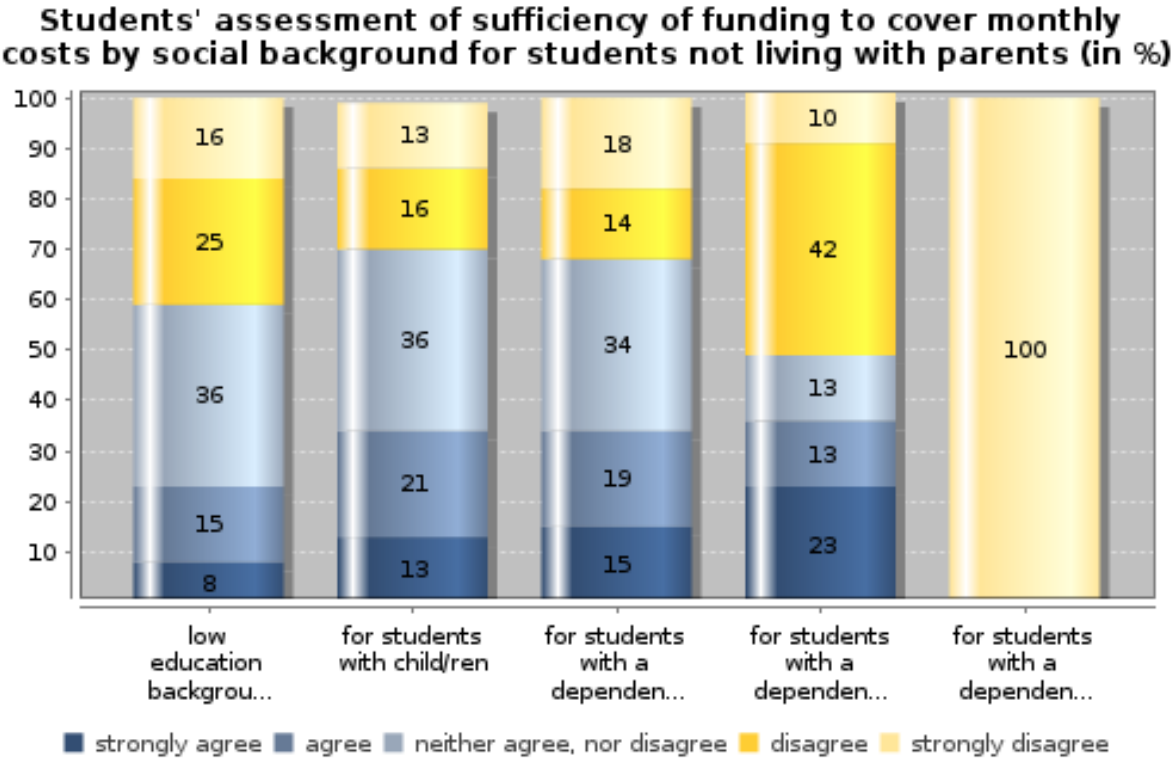
national interpretation of the results of the data analysis:

Topic: E. Living costs

Subtopic 8: Students' assessment of their financial situation by finance-related characteristics for students not living with parents

Key Indicators	
(Strong) disagreement that funding is sufficient for students from low education background (ISCED 0-2), in %	41.0
(Strong) disagreement that funding is sufficient for students with child/ren, in %	29.5
(Strong) disagreement that funding is sufficient of students dependent on state support, in %	31.5
(Strong) disagreement that funding is sufficient for students dependent on paid employment, in %	100.0



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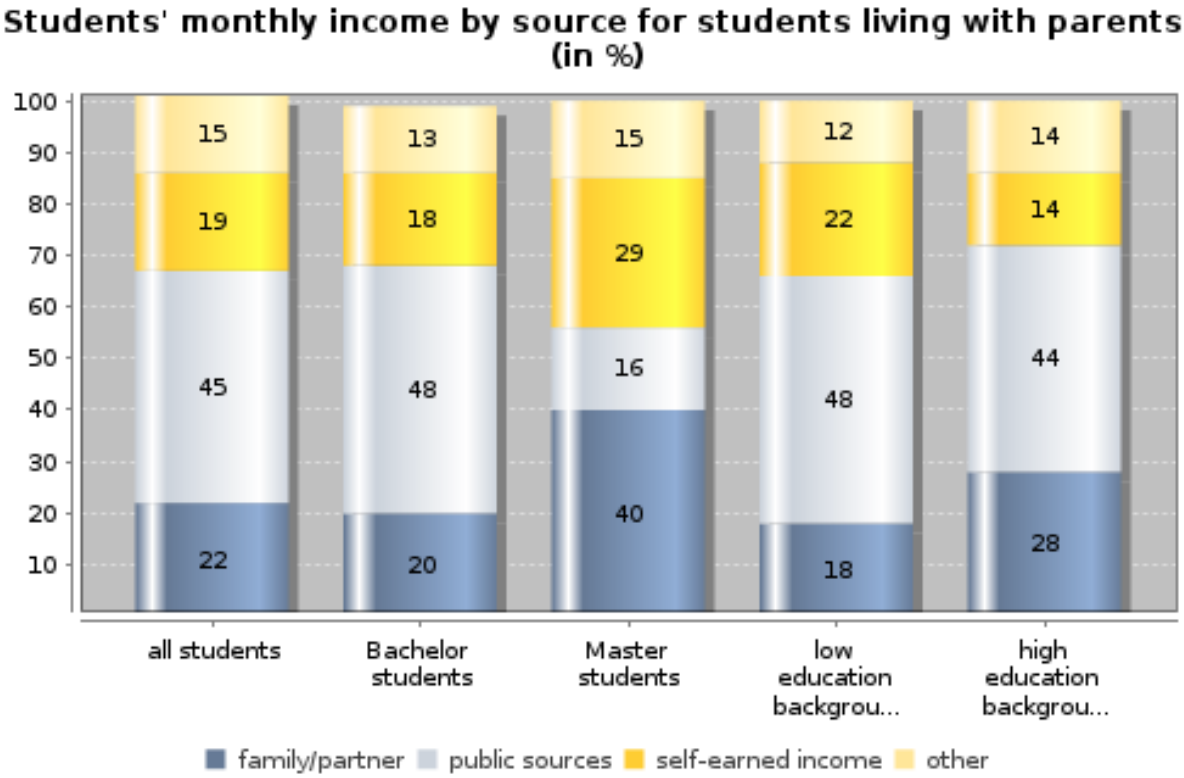
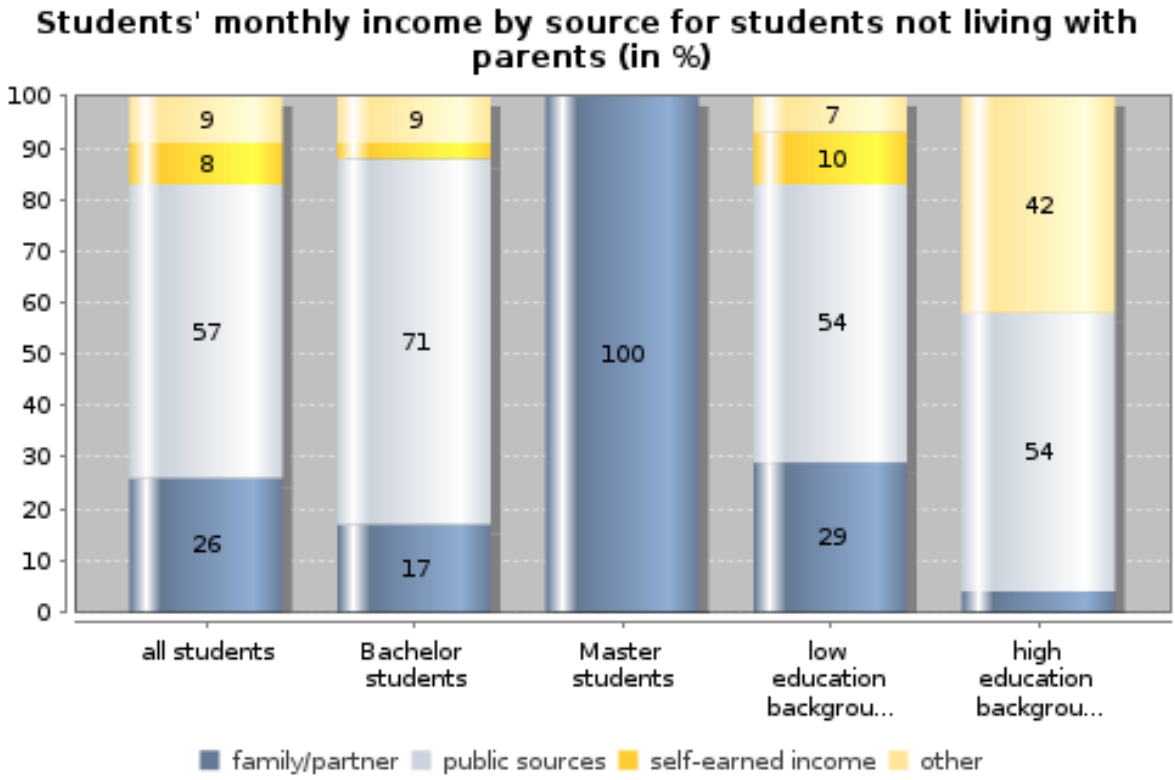
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 1: Composition of monthly income by type of housing and characteristics of students

Key Indicators	
Composition of monthly income for students not living with parents	
Family/partner contribution for all students, in %	25.8
Family/partner contribution for Bachelor students, in %	16.7
Family/partner contribution for students with low education background (ISCED 0-2), in %	29.2
Family/partner contribution for students with high education background (ISCED 5-6), in %	3.9
Job contribution for all students, in %	8.2
Job contribution for Bachelor students, in %	3.3
Job contribution for students with low education background (ISCED 0-2), in %	10.4





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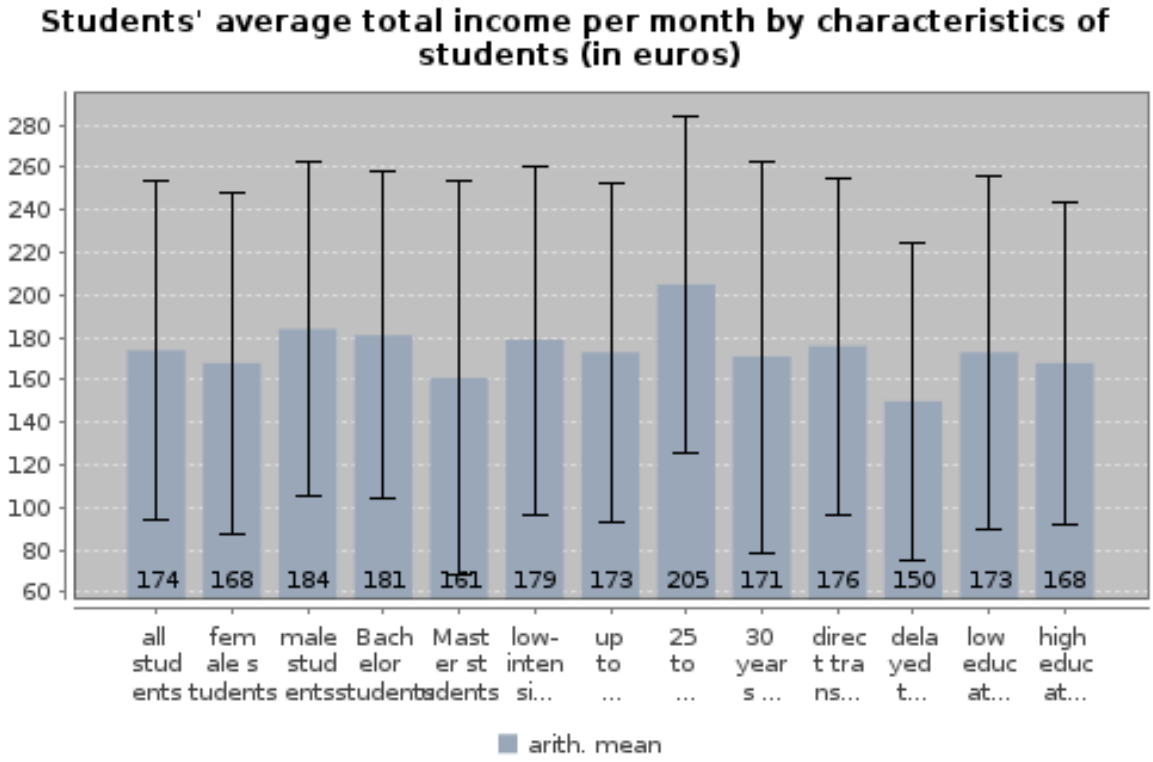
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 2: Total monthly income by characteristics of students for students living with parents

Key Indicators	
median income all students, amount	163.0
median income Bachelor students, amount	173.0
median income Master students, amount	150.0
median income low-intensity students, amount	163.0
median income 25-29 years old, amount	186.0



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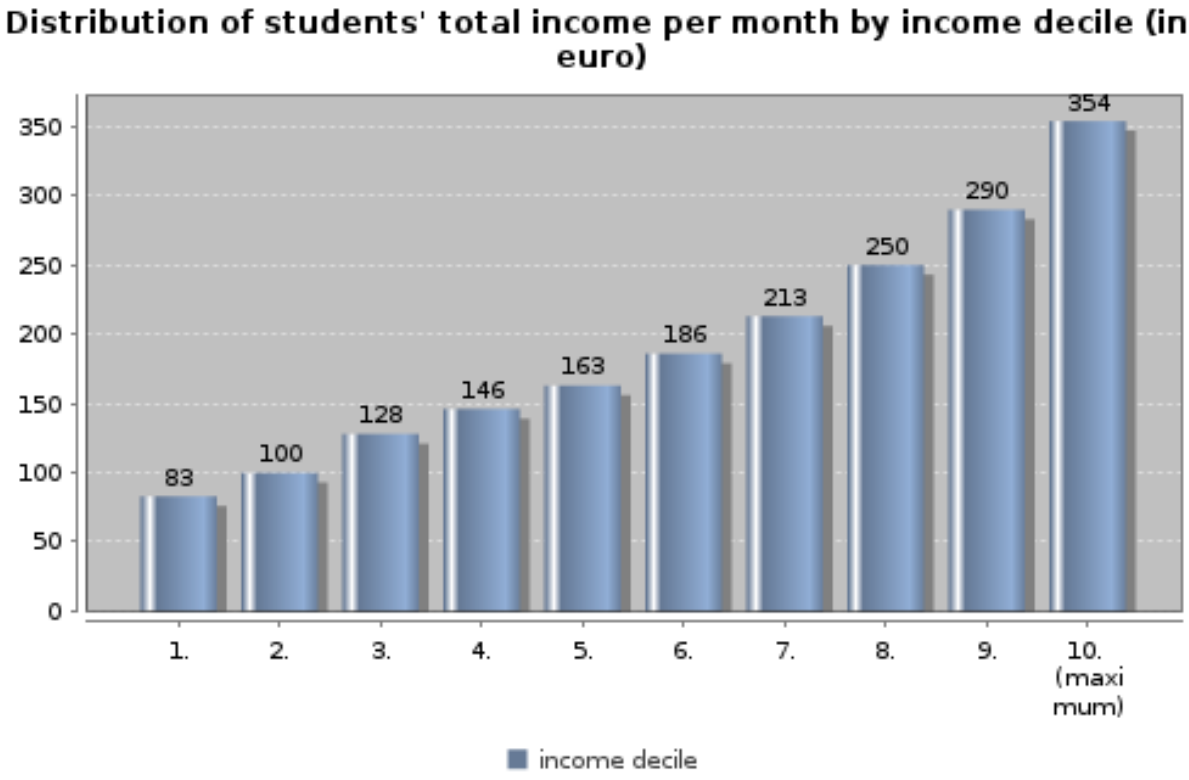
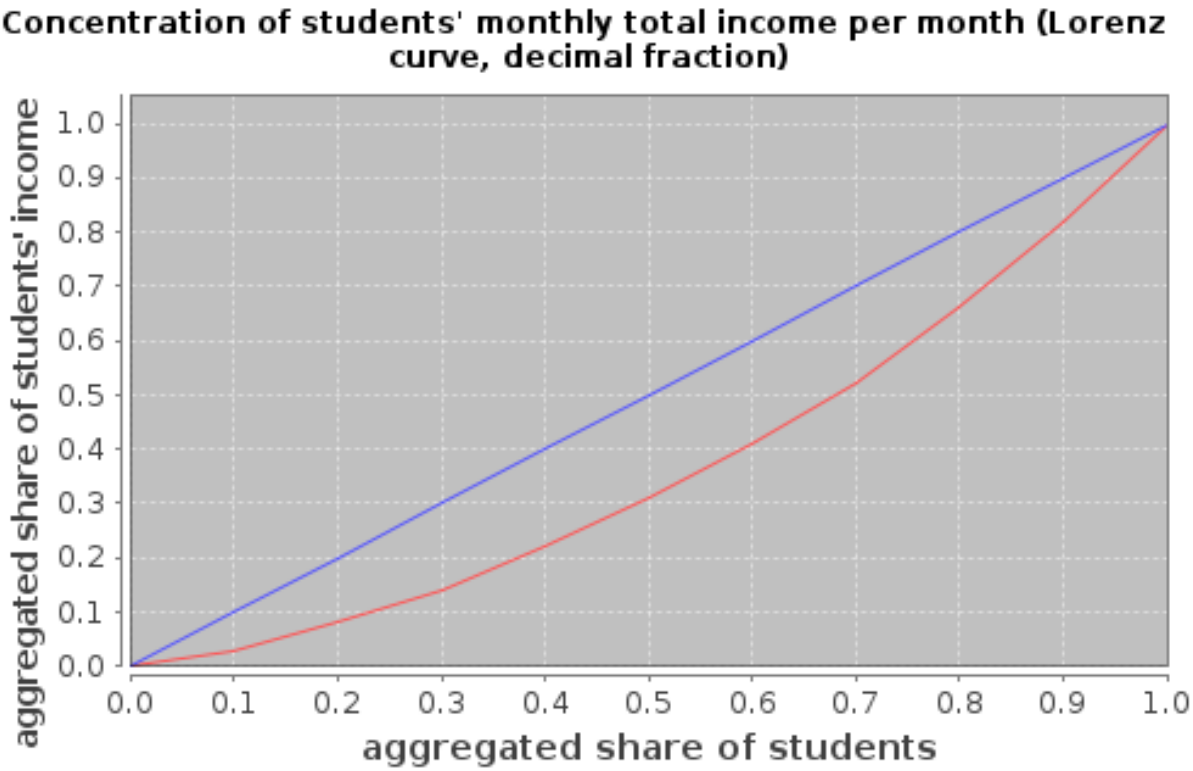
Topic: F. Funding and state assistance

Subtopic 3: Distribution and concentration of total monthly income for students living with parents

Key Indicators

Income cut-off point for lowest 20% of students, amount	100.0
Gini coefficient	0.26





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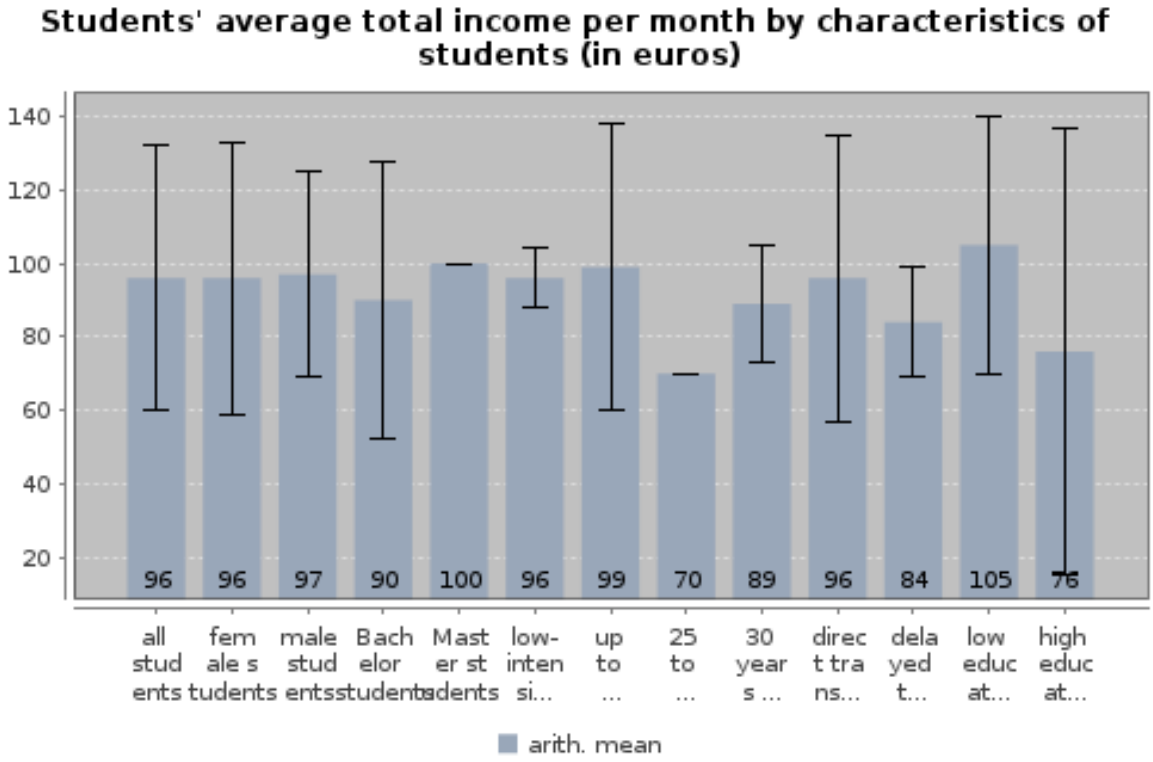
Topic: F. Funding and state assistance

Subtopic 4: Total monthly income by characteristics of students for students not living with parents

Key Indicators	
median income all students, amount	100.0
median income Bachelor students, amount	83.0
median income Master students, amount	100.0
median income low-intensity students, amount	100.0
median income 25-29 years old, amount	70.0



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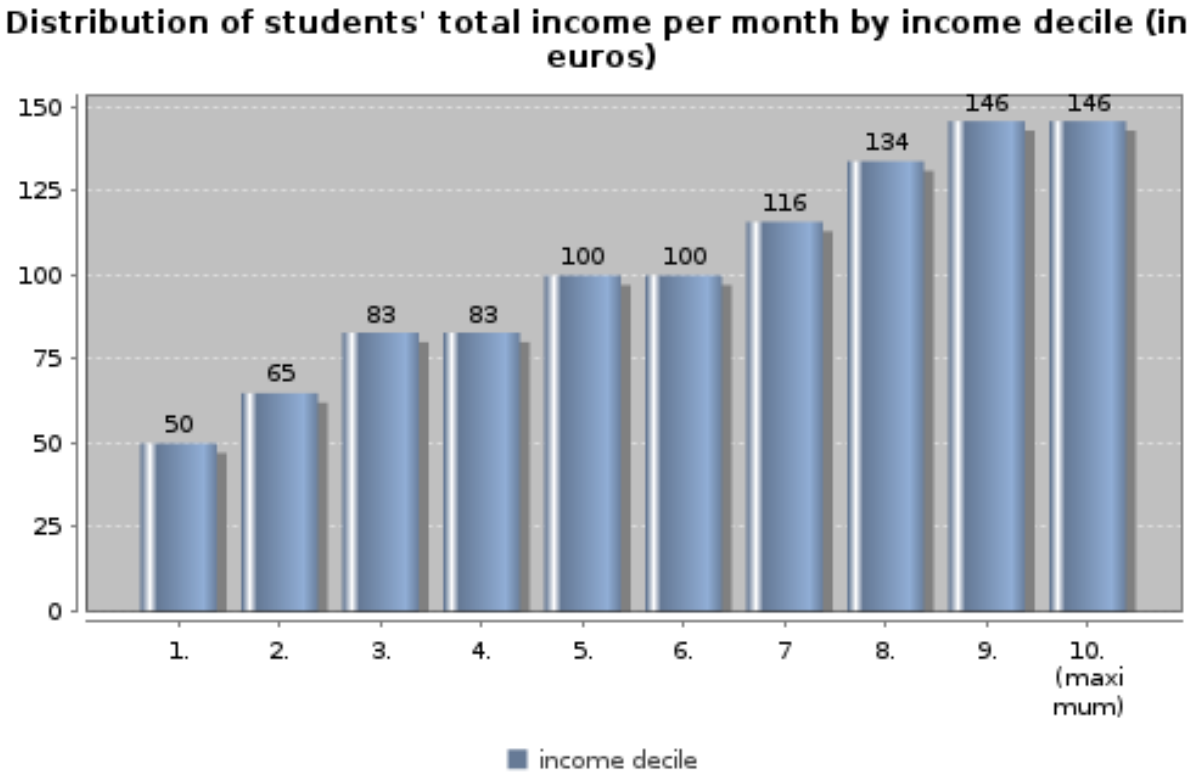
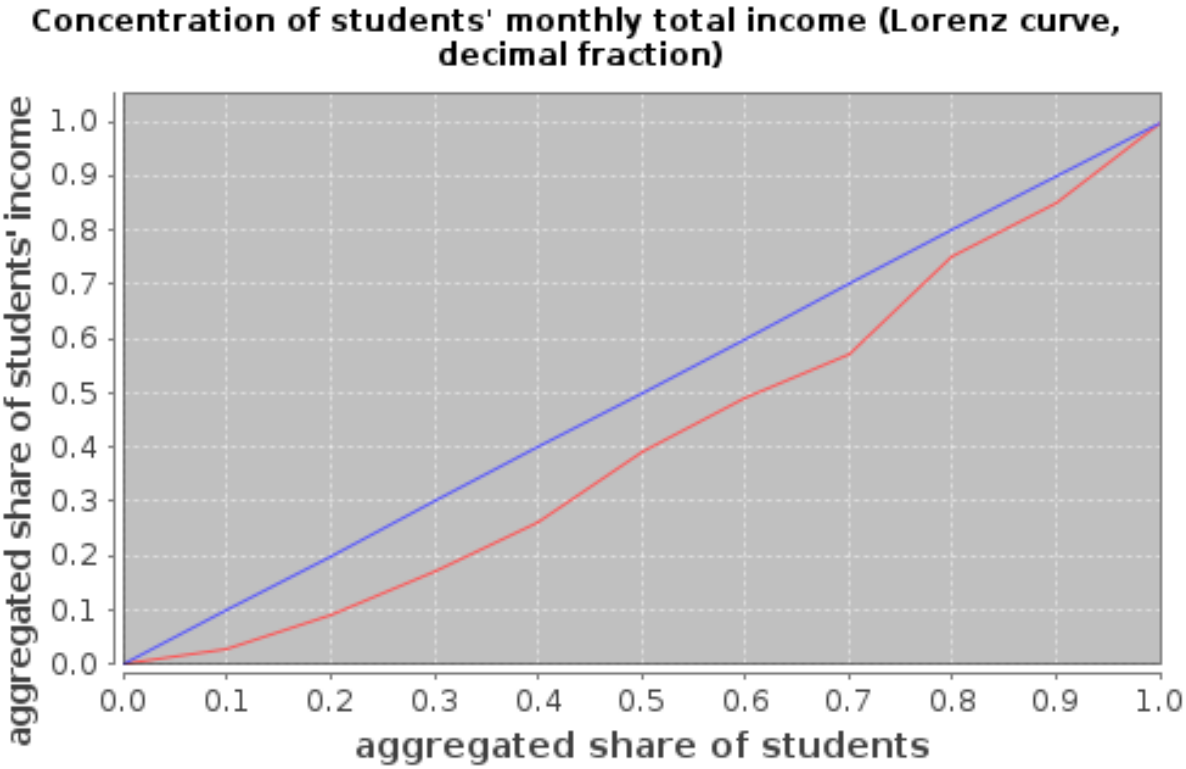
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 5: Distribution and concentration of total monthly income for students not living with parents

Key Indicators	
Income cut-off point for lowest 20% of students, amount	65.0
Gini coefficient	0.2





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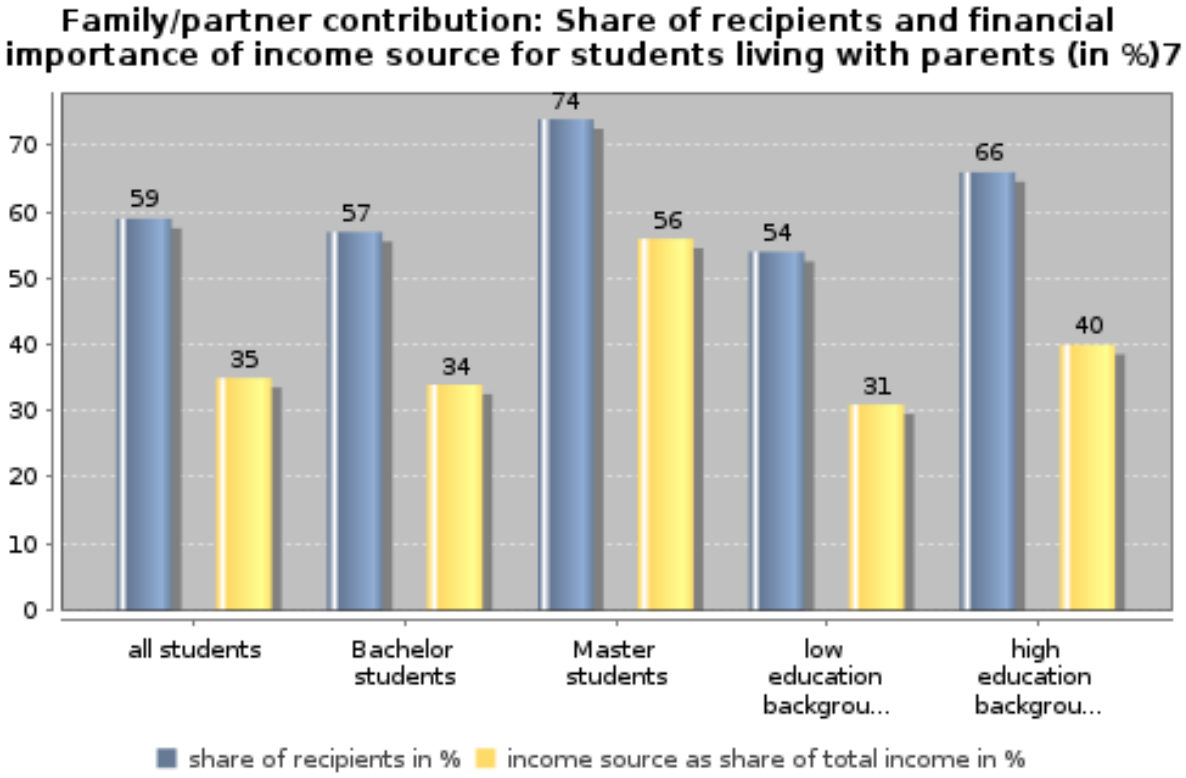
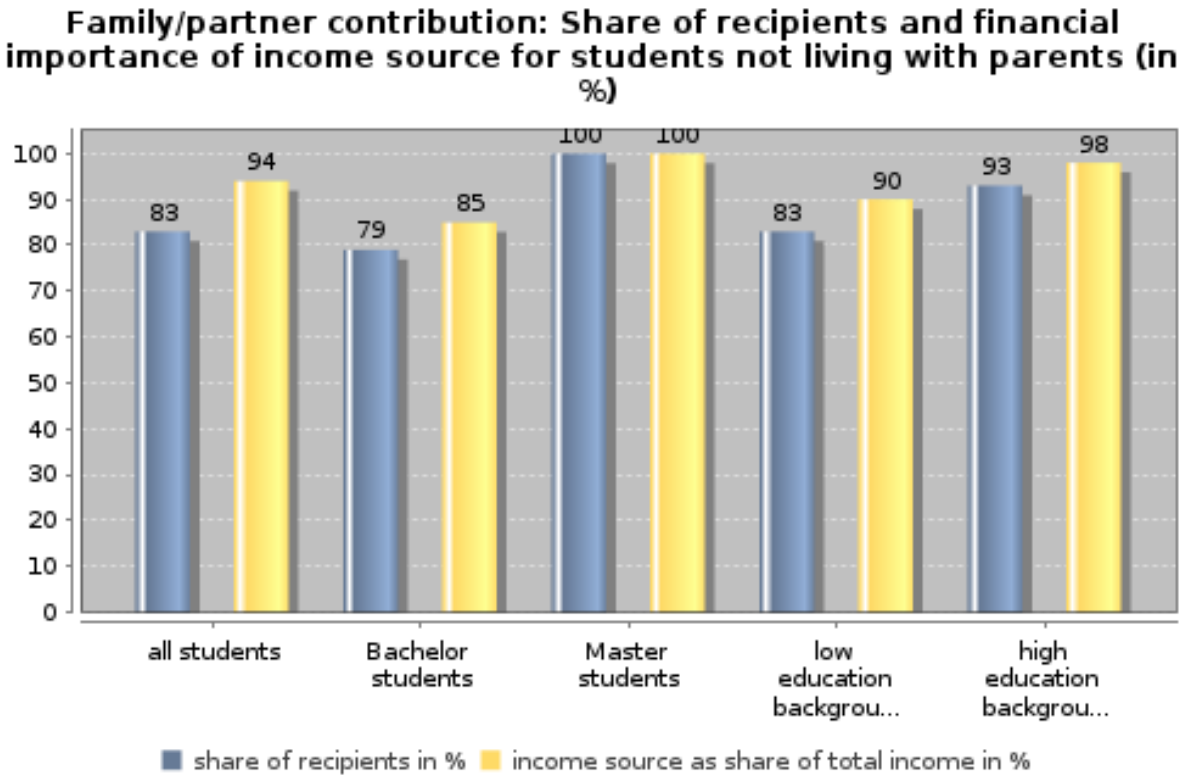
Topic: F. Funding and state assistance

Subtopic 6: Recipients of family/partner contribution and importance of income source by type of housing

Key Indicators	
Family/partner contribution for students not living with parents	
Share of recipients of all students, in %	82.8
Share of recipients of Bachelor students, in %	79.0
Share of recipients of students with low education background, in %	83.0
Share of recipients of students with high education background (ISCED 5-6), in %	93.4
Contribution to total monthly income of all students, in %	93.9
Contribution to total monthly income of Bachelor students, in %	84.8
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	89.9
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	98.0





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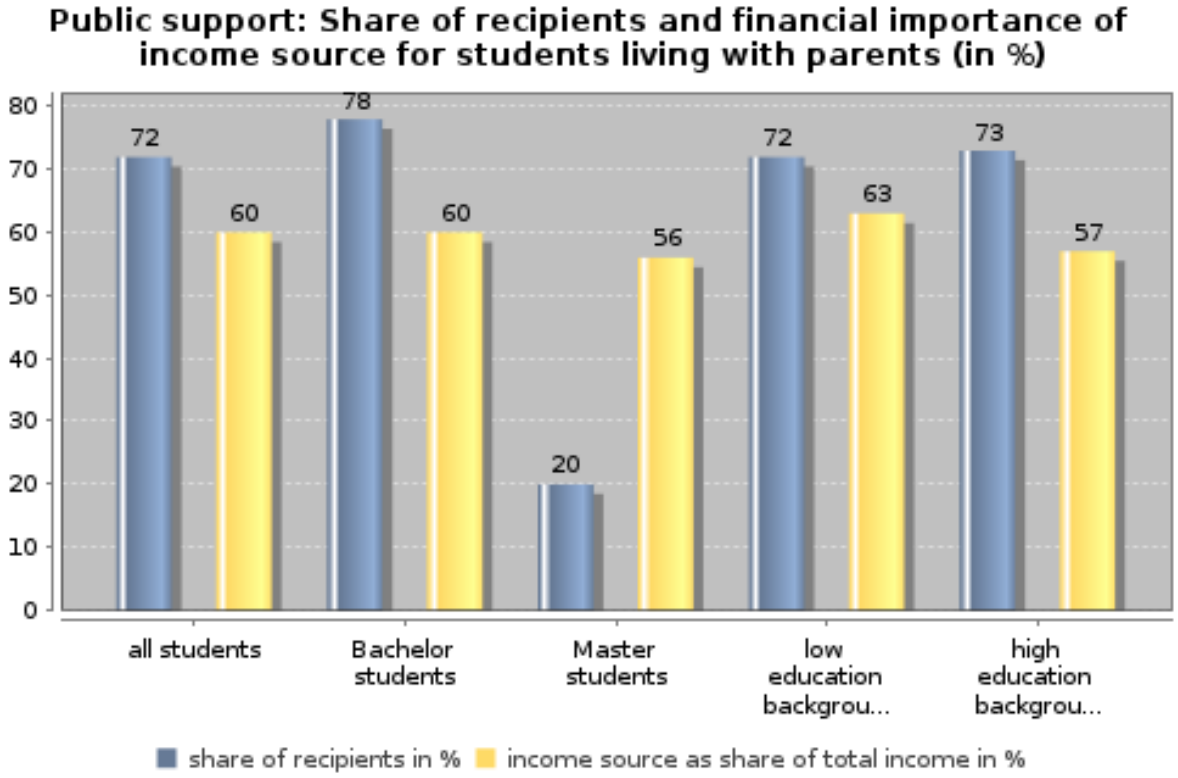
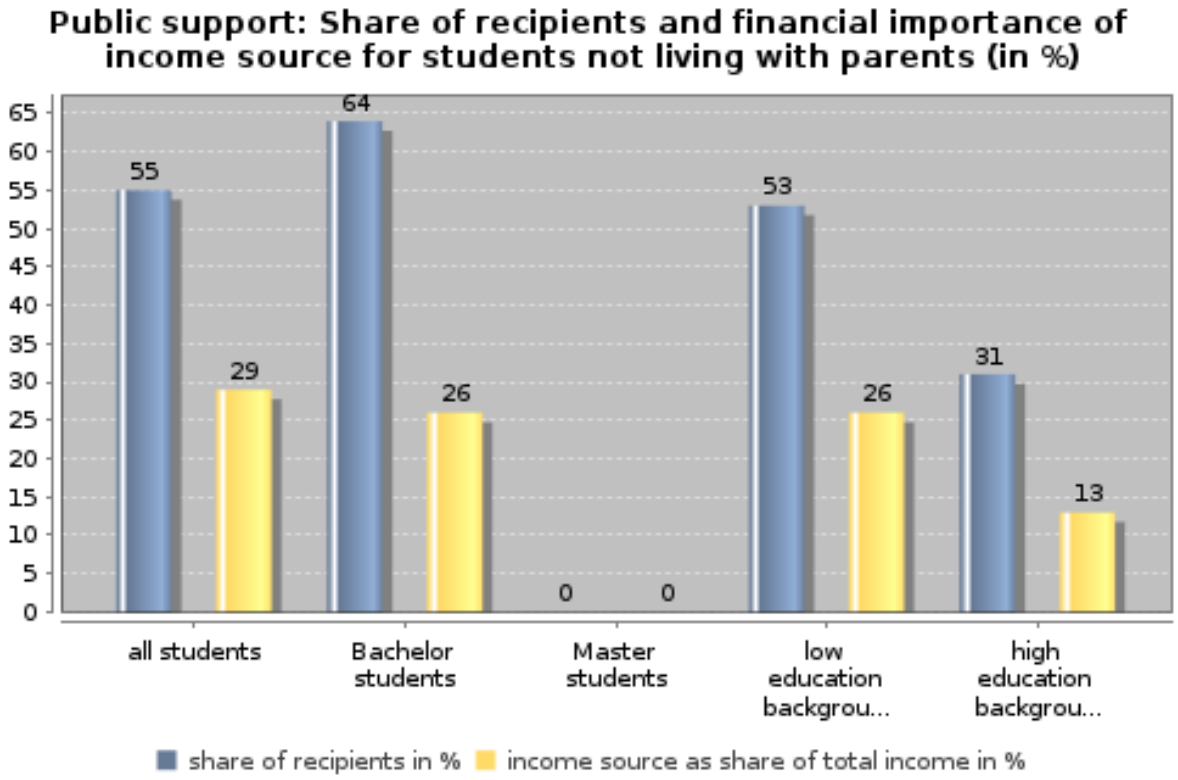
Topic: F. Funding and state assistance

Subtopic 7: Recipients of public support and importance of income source by form of housing

Key Indicators	
Public support for students not living with parents	
Share of recipients of all students, in %	55.1
Share of recipients of Bachelor students, in %	63.6
Share of recipients of students with low education background, in %	53.3
Share of recipients of students with high education background (ISCED 5-6), in %	30.7
Contribution to total monthly income of all students, in %	28.7
Contribution to total monthly income of Bachelor students, in %	25.5
Contribution to total monthly income of students with low education background (ISCED 0-2), in %	26.1
Contribution to total monthly income of students with high education background (ISCED 5-6), in %	13.2





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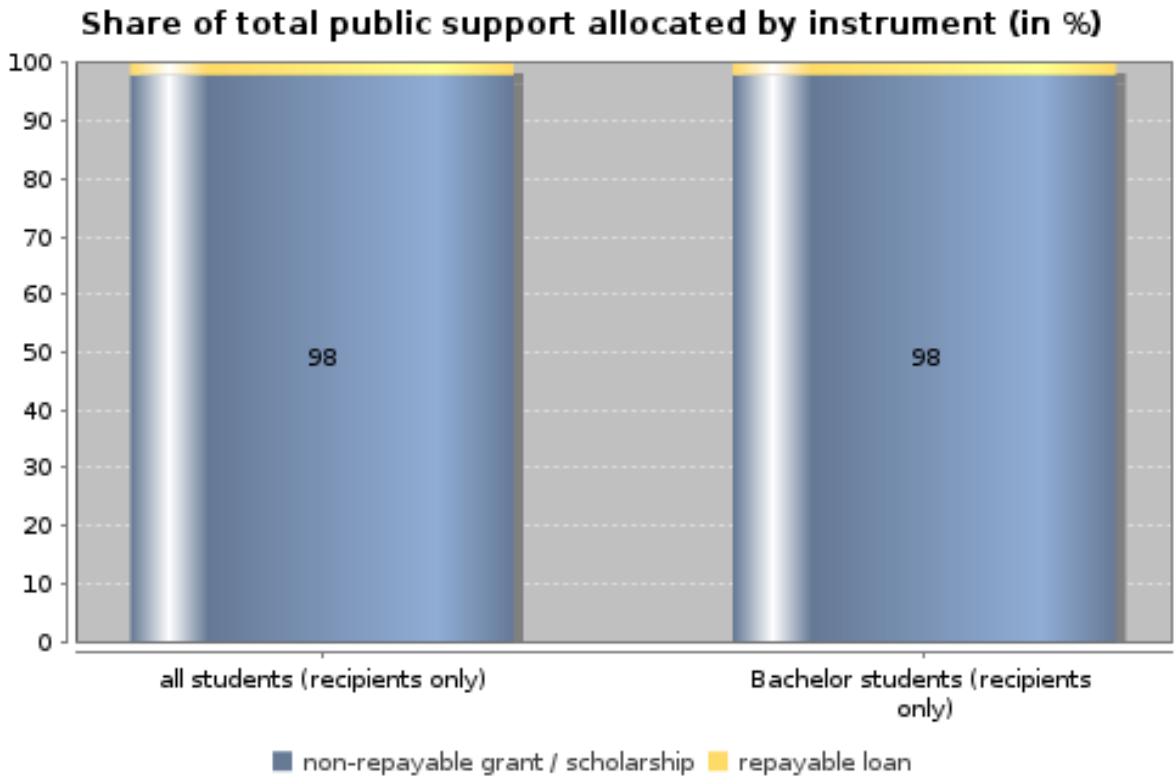
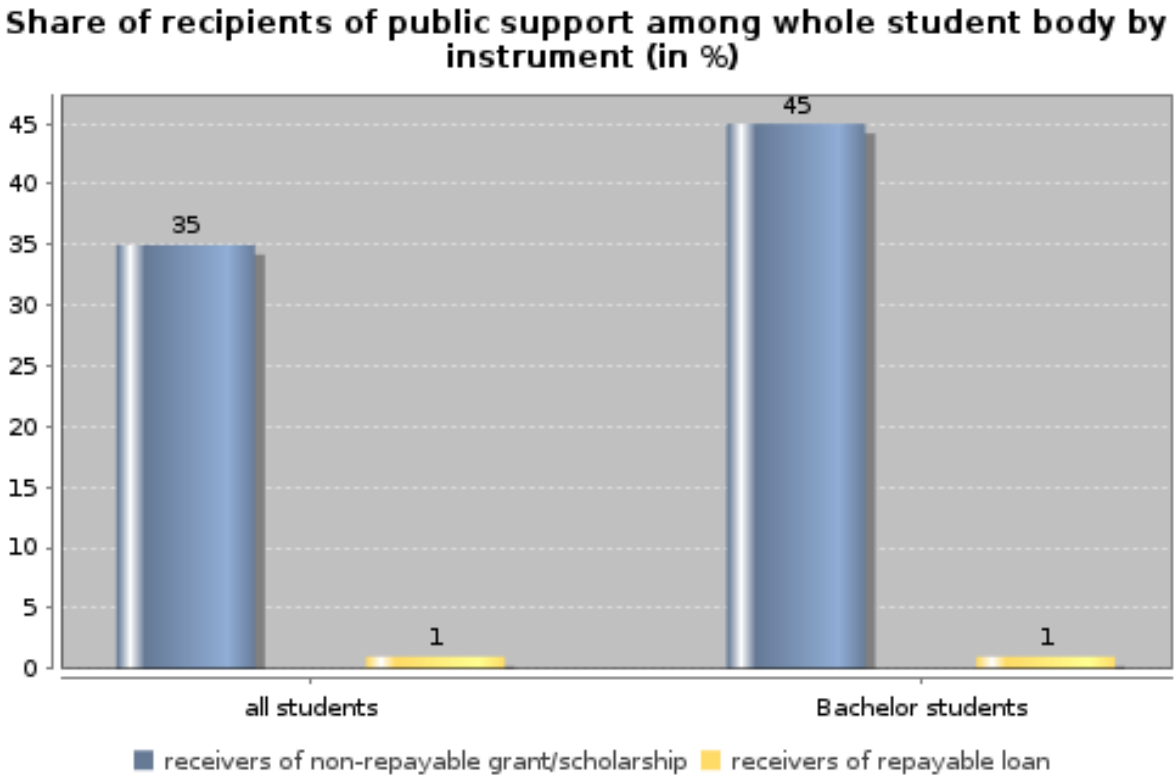
national interpretation of the results of the data analysis:

Topic: F. Funding and state assistance

Subtopic 8: Make-up of public support

Key Indicators	
Non-repayable public support as share of total public support for all students (recipients only), in %	98.4
Non-repayable public support as share of total public support for Bachelor students (recipients only), in %	98.4
Students who receive non-repayable support as share of whole student body, in %	34.9
Students who receive non-repayable support as share of all Bachelor students, in %	45.1
Students who receive repayable loans as share of whole student body, in %	0.6
Students who receive repayable loans as share of all Bachelor students, in %	0.7





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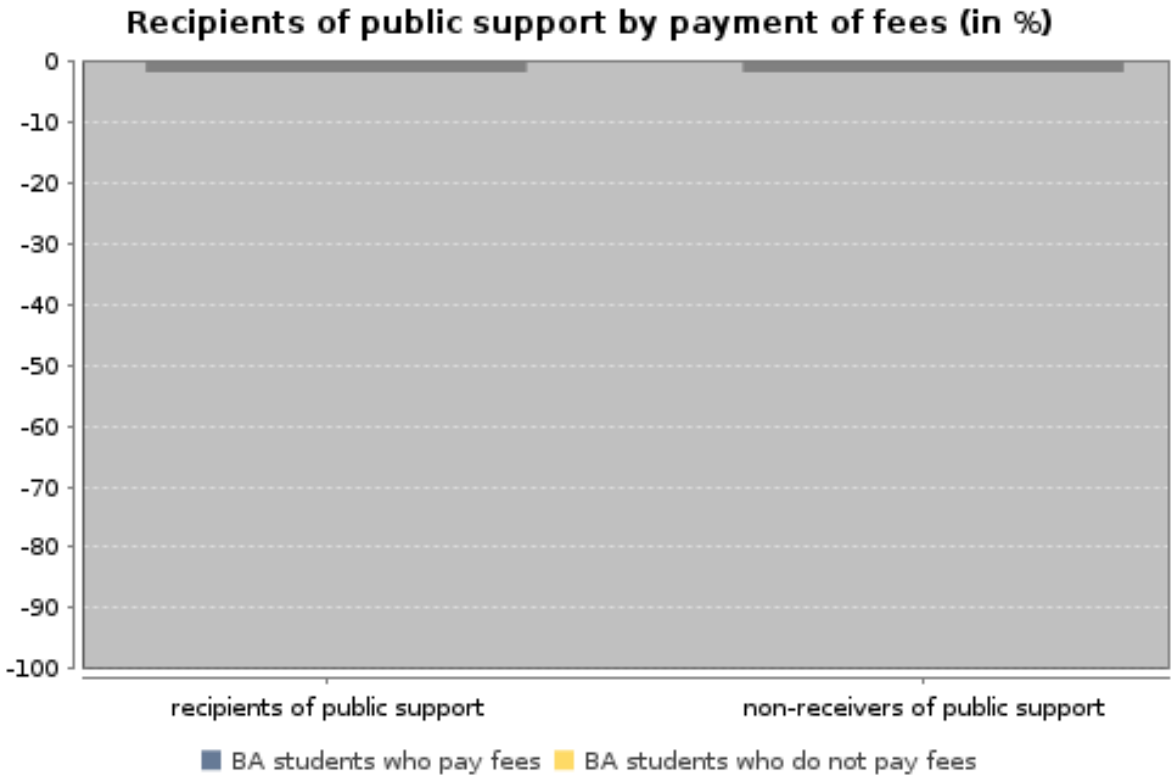
Topic: F. Funding and state assistance

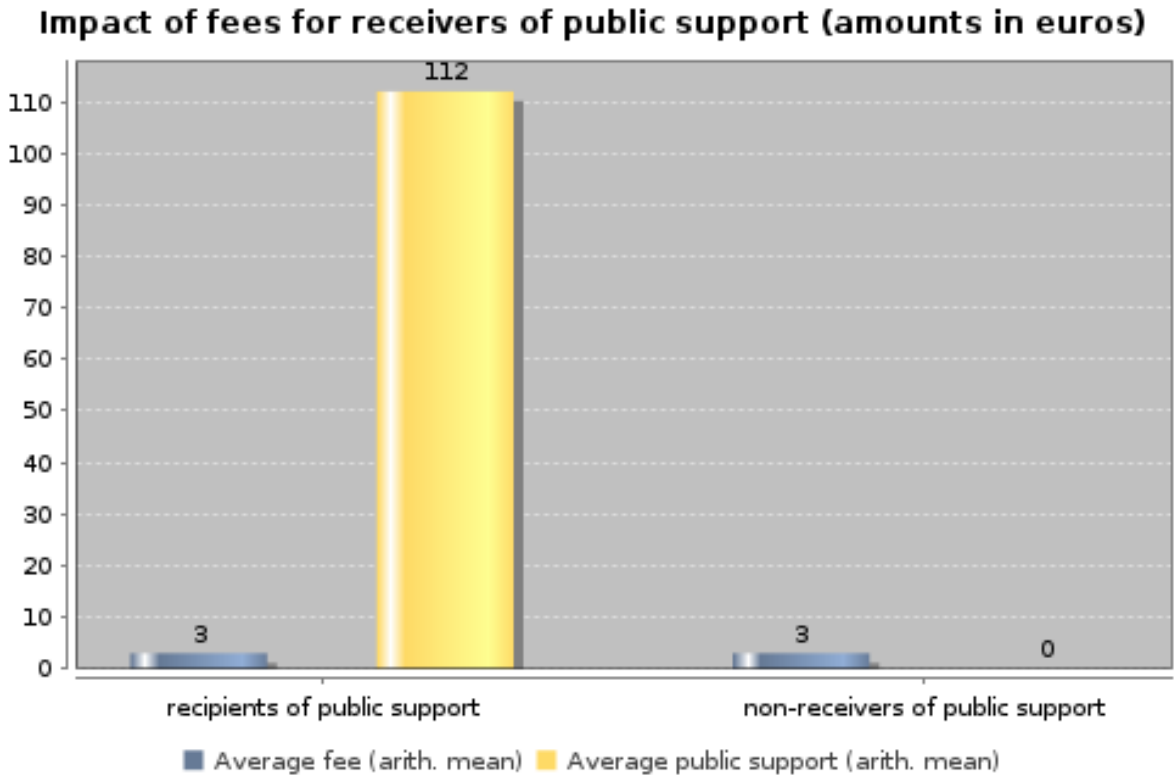
Subtopic 9: Public support by payment of fees to institutions of higher education for Bachelor students

Key Indicators

Recipients of public support who pay fees, in %

Share of public support which covers fees for recipients of public support, in %





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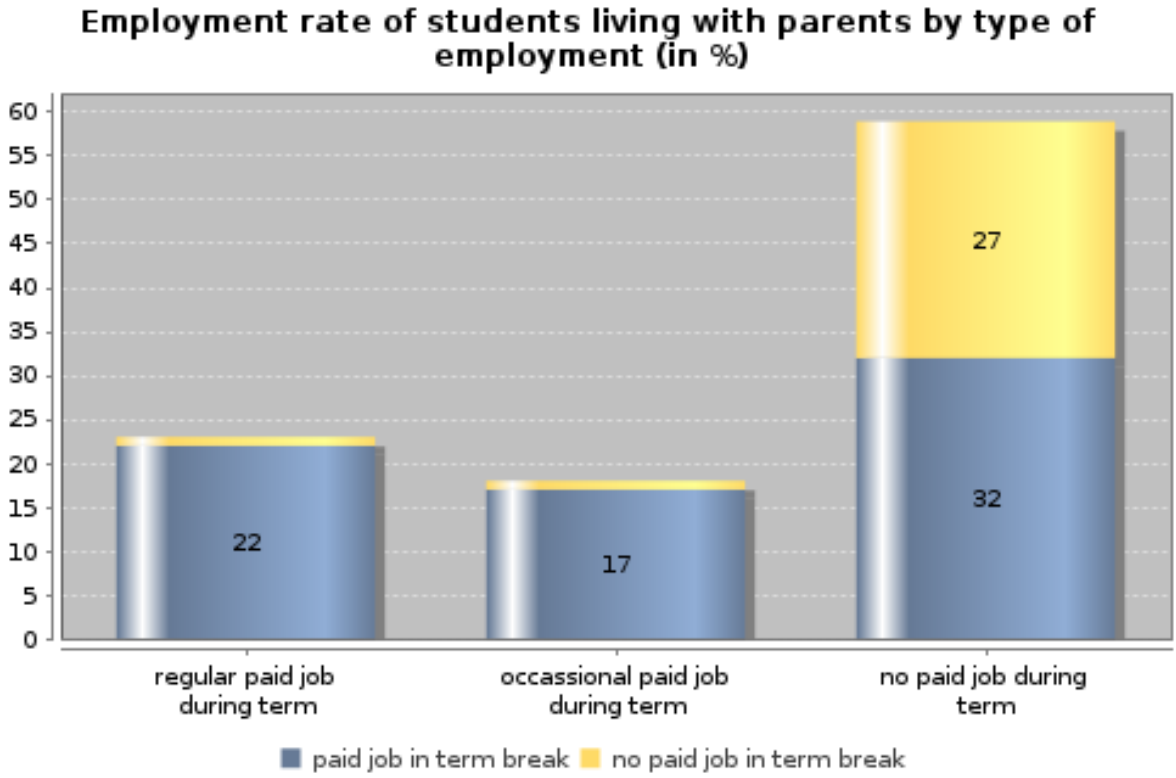
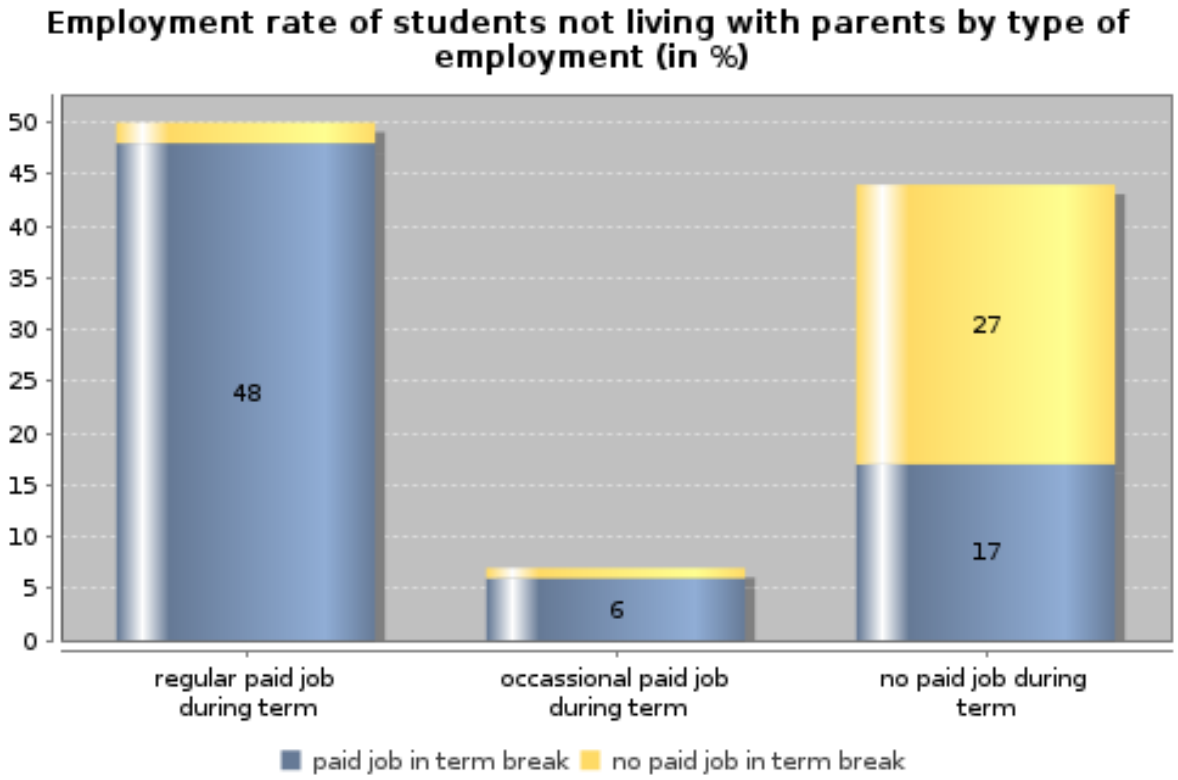
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 1: Employment rate during term-time and in the term break by type of housing

Key Indicators	
Employment rate of students not living with parents by type of employment:	
Regular paid job during term, in %	49.6
Occassional paid job during term, in %	6.4
Regular paid job during term and in term break, in %	48.0
Occassional paid job during term and in term break, in %	5.6
No paid job at any time, in %	26.5





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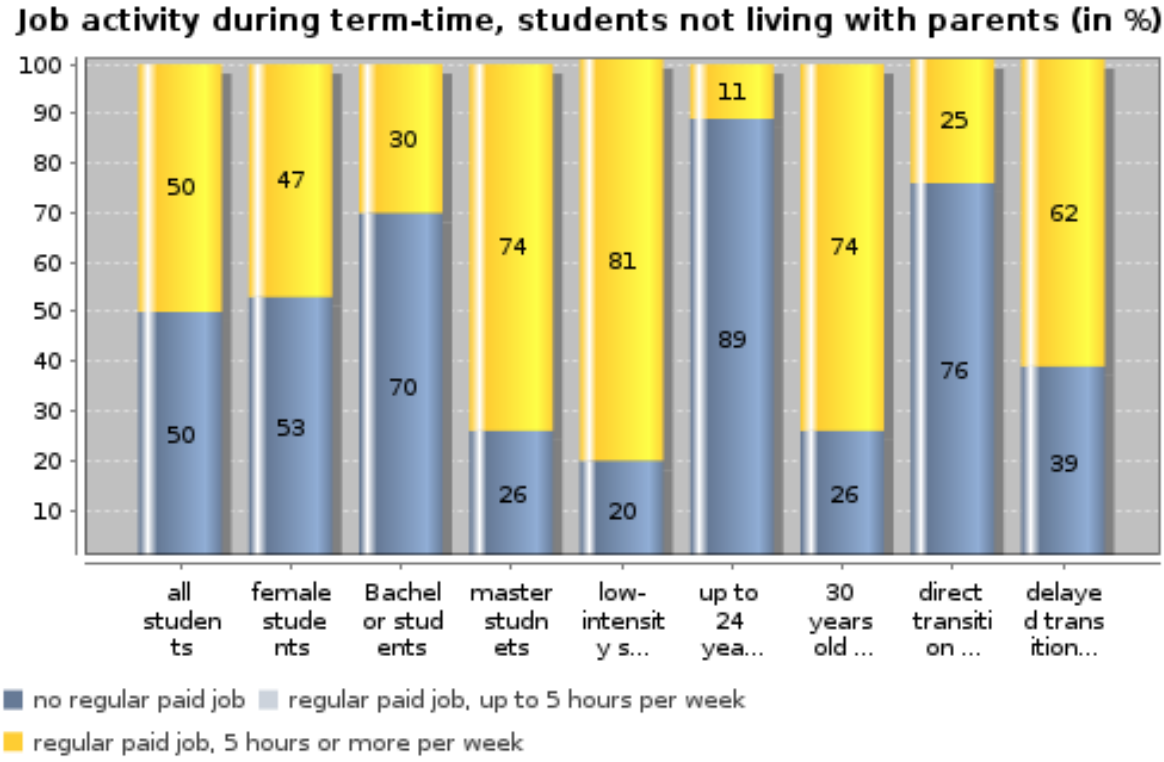
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 2: Employment rate during term-time by hours of regular paid employment and characteristics of students

Key Indicators	
Regular paid job, 5 hours or more per week, all students, in %	49.6
Regular paid job, 5 hours or more per week, BA students, in %	30.1
Regular paid job, 5 hours or more per week, low-intensity students, in %	80.5
Regular paid job, 5 hours or more per week, 30 year olds or over, in %	74.1



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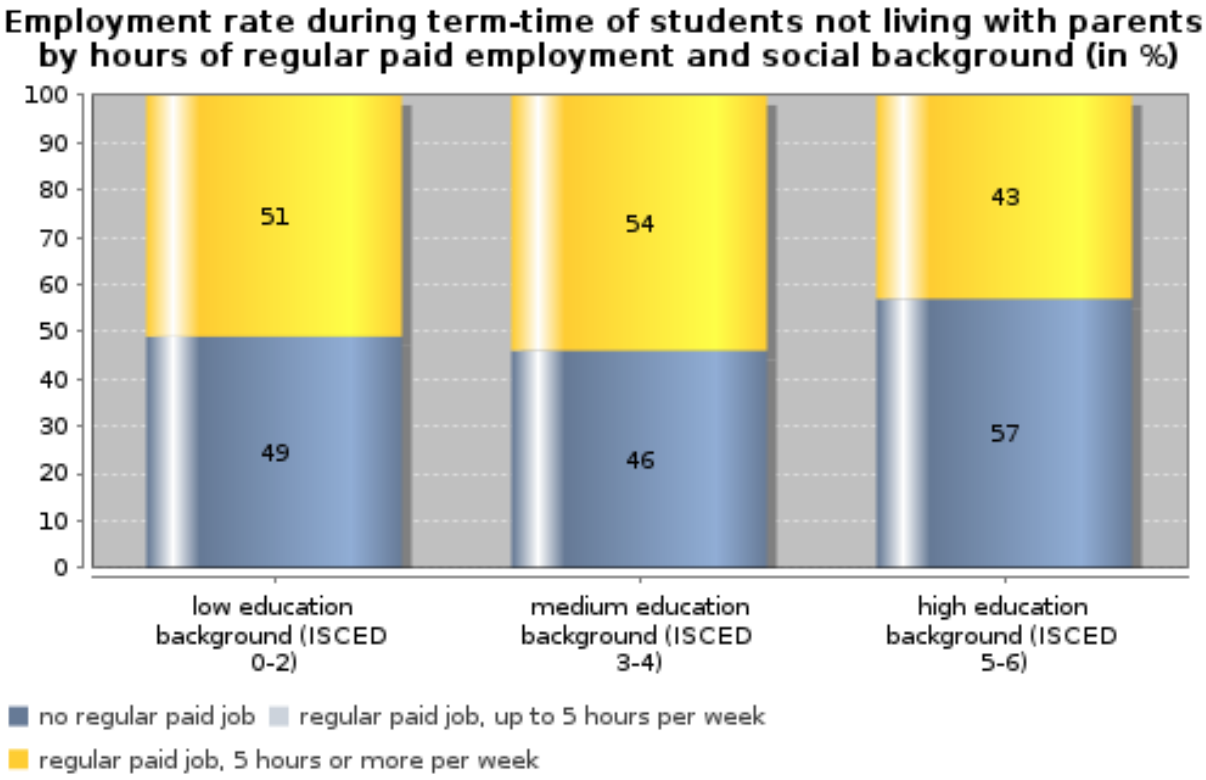
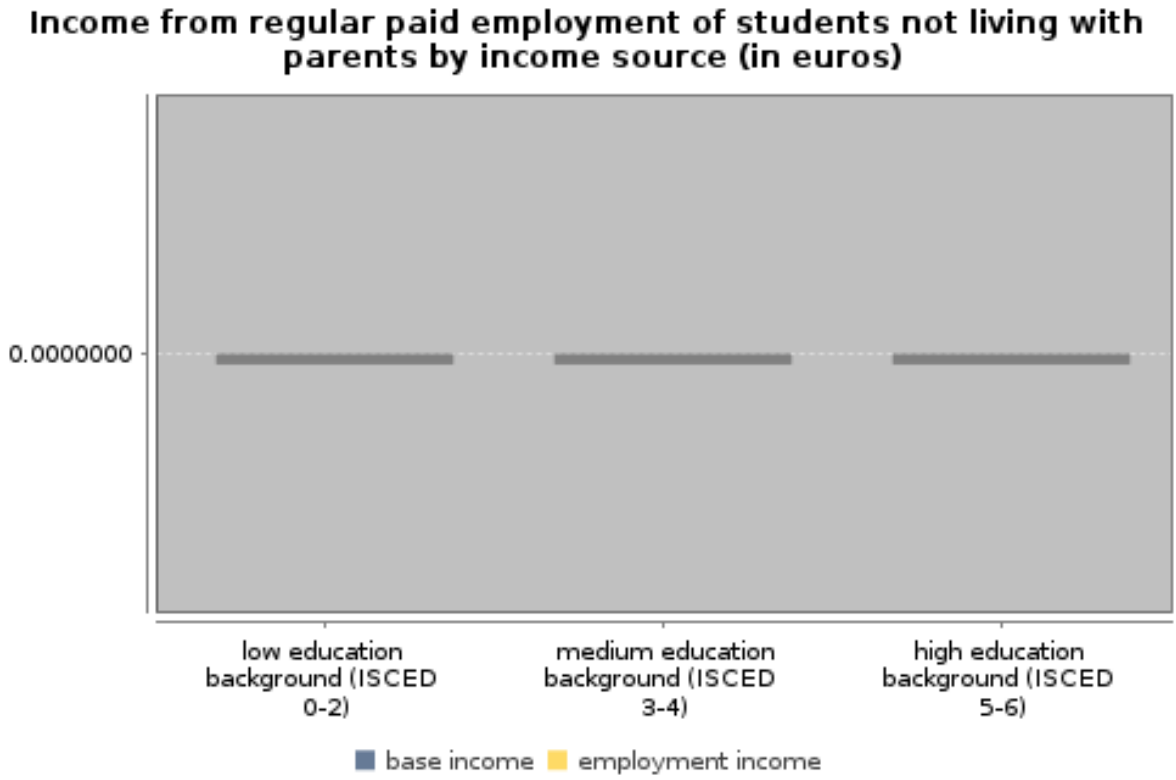
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 3: Employment rate during term-time by hours of regular paid employment and social background

Key Indicators	
Regular paid job, 5 hours or more per week, students from low education background (ISCED 0-2), in%	50.6
Regular paid job, 5 hours or more per week, students from high education background (ISCED 5-6), in %	43.2
Income from employment as proportion of total income, for students from low education background (ISCED 0-2), in %	Income from employment as proportion of total income, for students from high education background (ISCED 5-6), in %





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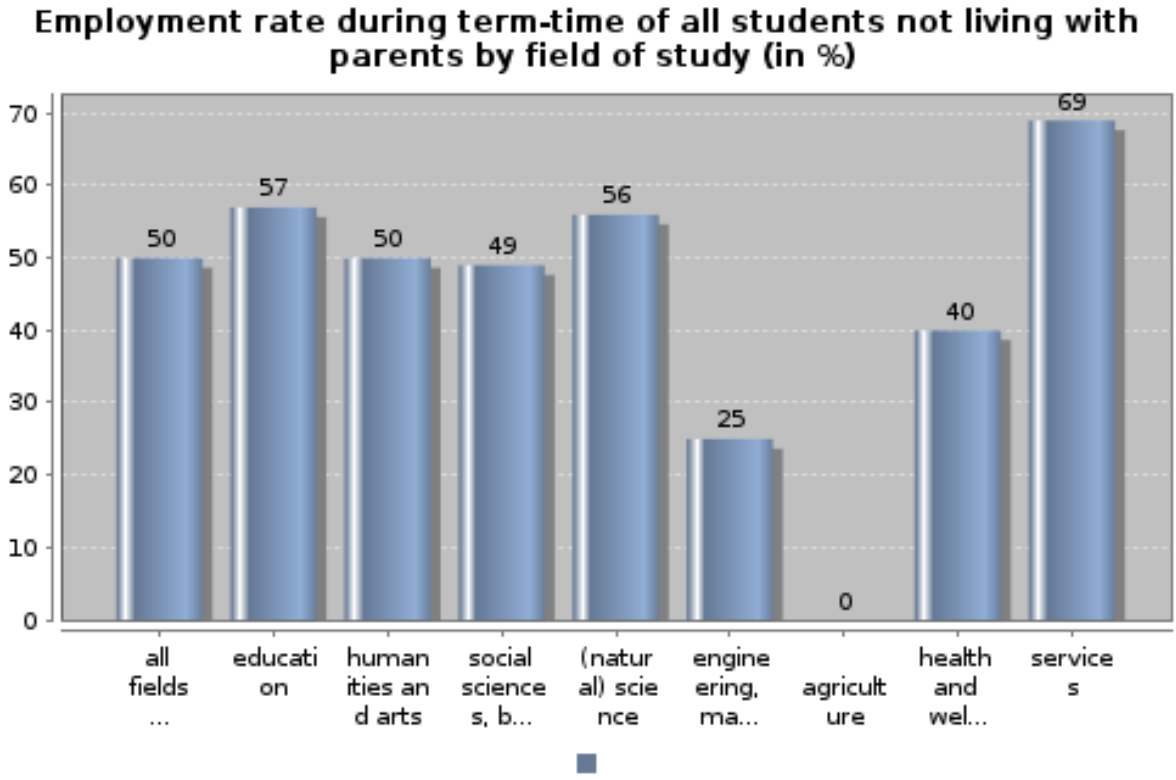
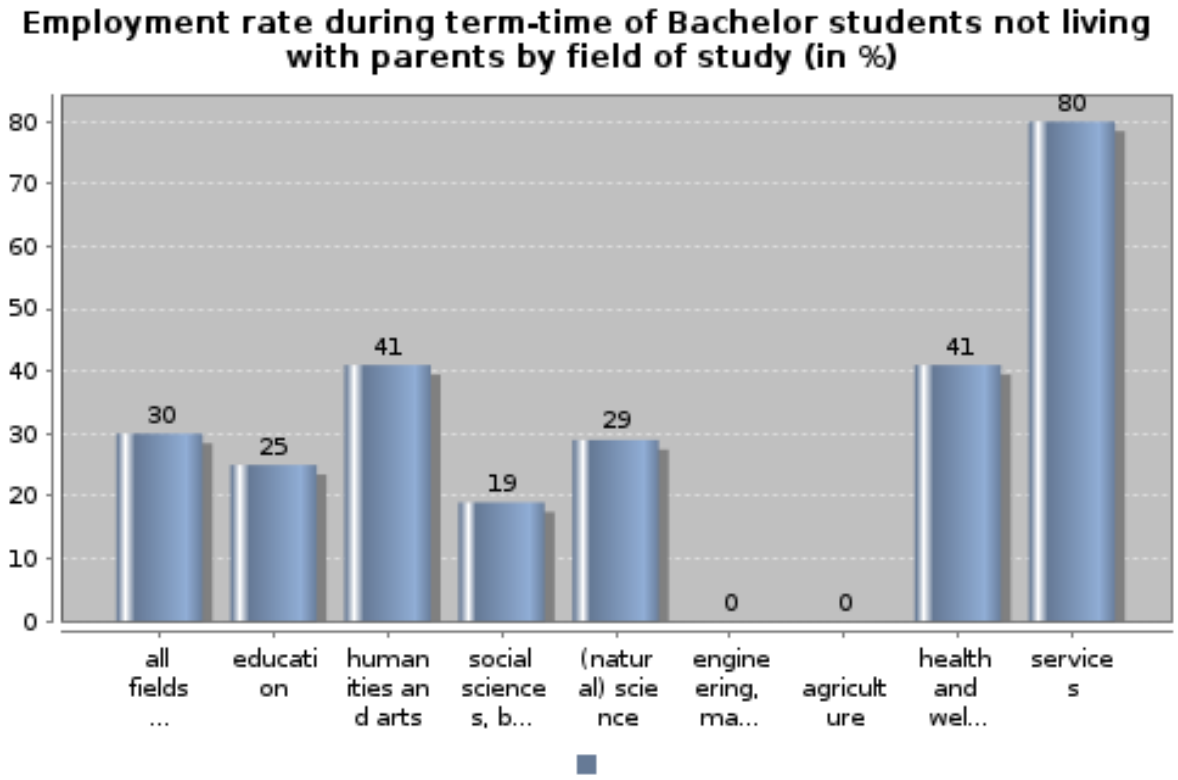
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 4: Employment rate during term-time by field of study

Key Indicators	
Employment rate of:	
all students in engineering disciplines, in %	25.0
all students in humanities and arts, in %	50.0
BA students in engineering disciplines, in %	0.0
BA students in humanities and arts, in %	40.6





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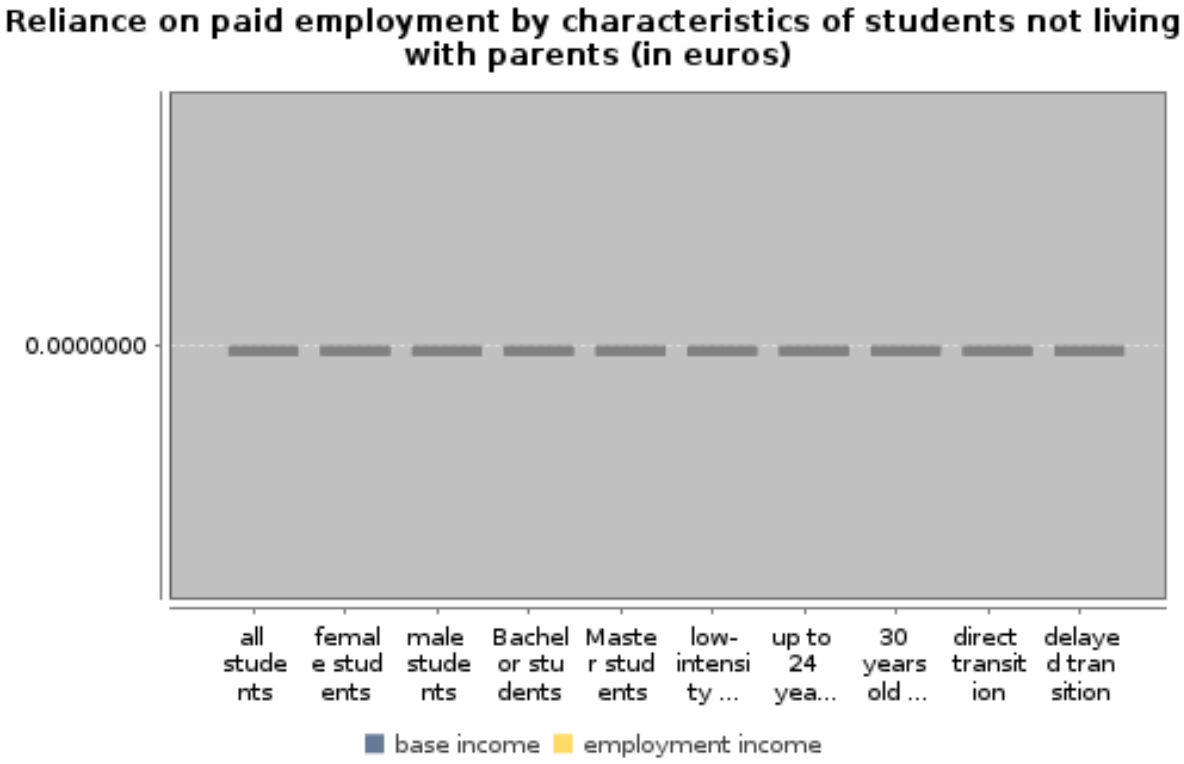
national interpretation of the results of the data analysis:

Topic: G. Time budget and employment

Subtopic 5: Reliance on paid employment by characteristics of students, students not living with parents

Key Indicators

Income from employment as share of total income for all students, in %	Income from employment as share of total income for BA students, in %
Income from employment as share of total income for low-intensity students, in %	Income from employment as share of total income for 30 years old or above, in %



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national interpretation of the results of the data analysis:

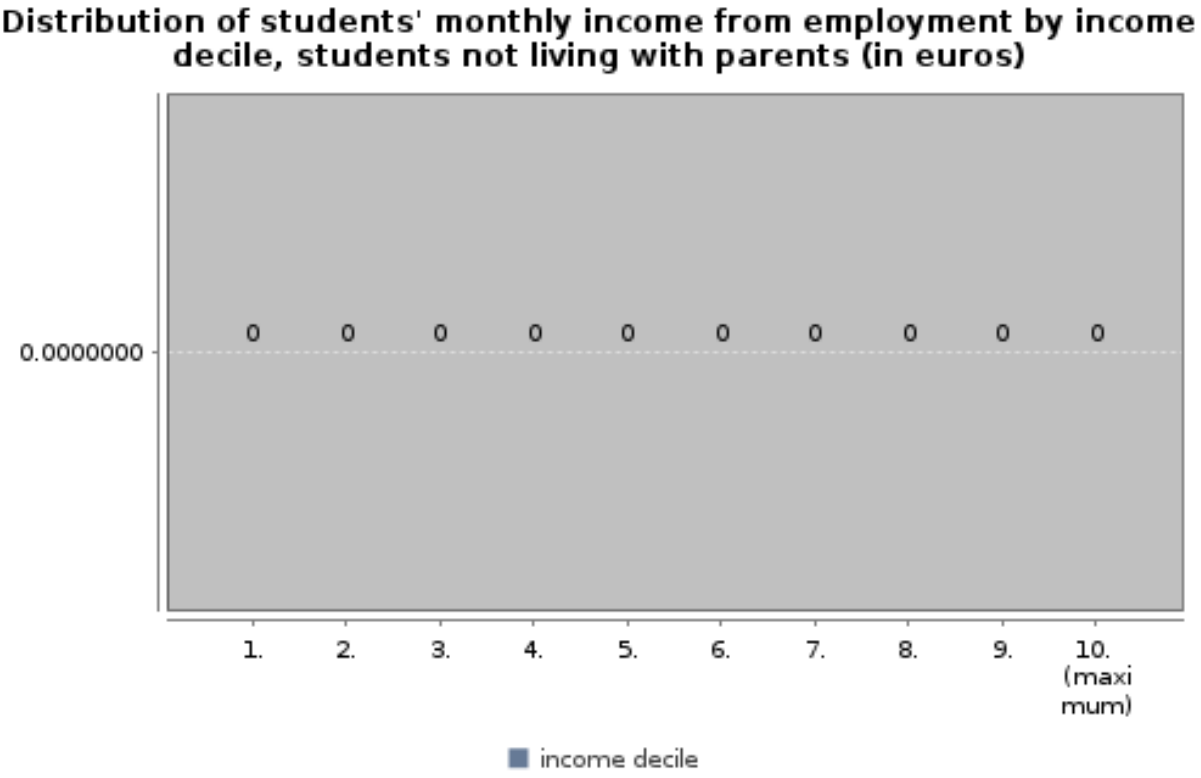
Topic: G. Time budget and employment

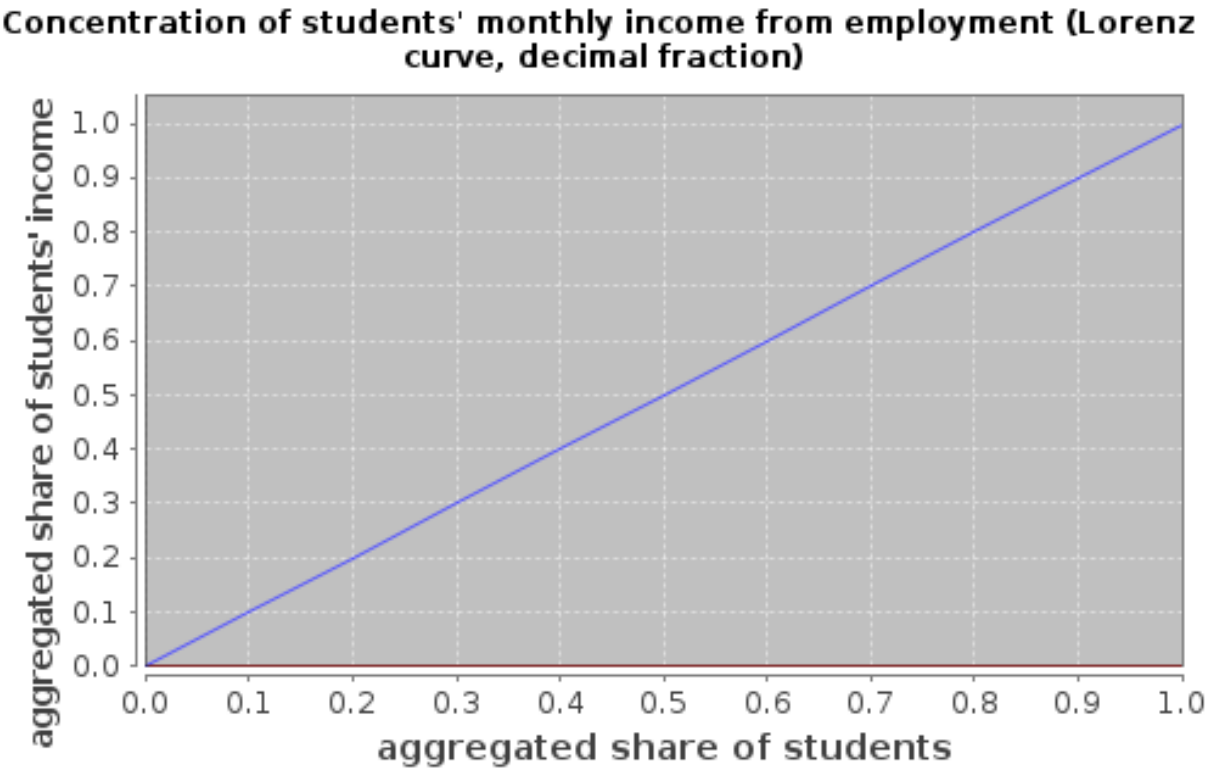
Subtopic 6: Distribution and concentration of students' monthly income from paid employment

Key Indicators

Income cut-off point for lowest 20% of working students not living with parents

Gini coefficient





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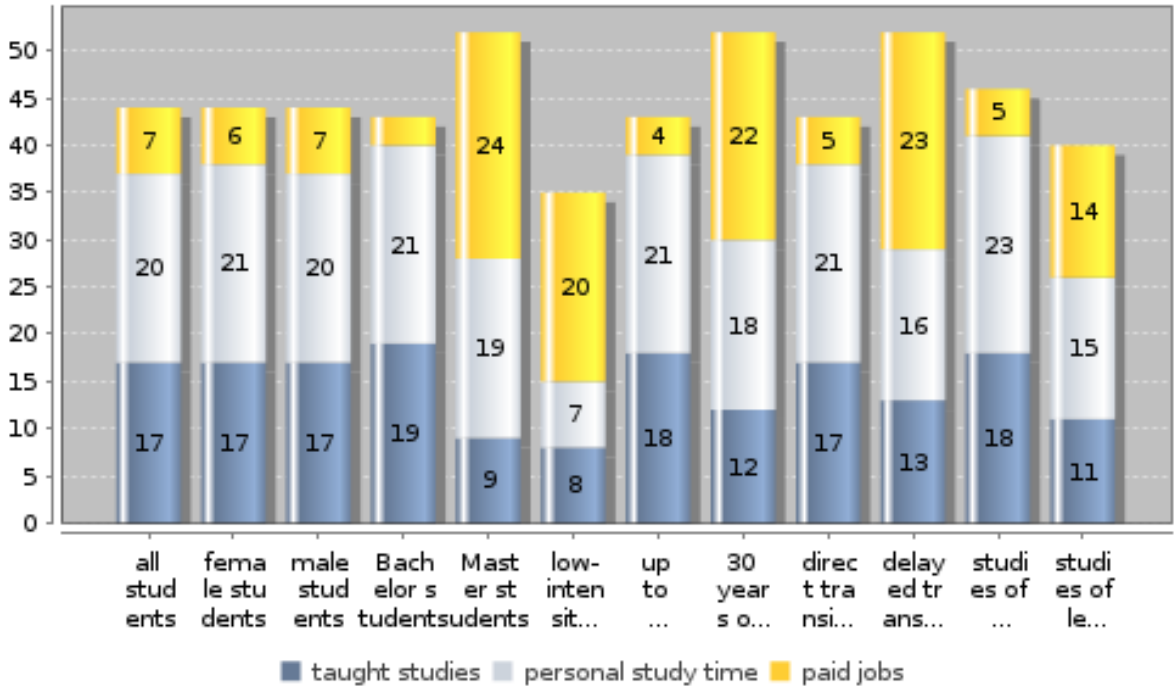
national interpretation of the results of the data analysis:

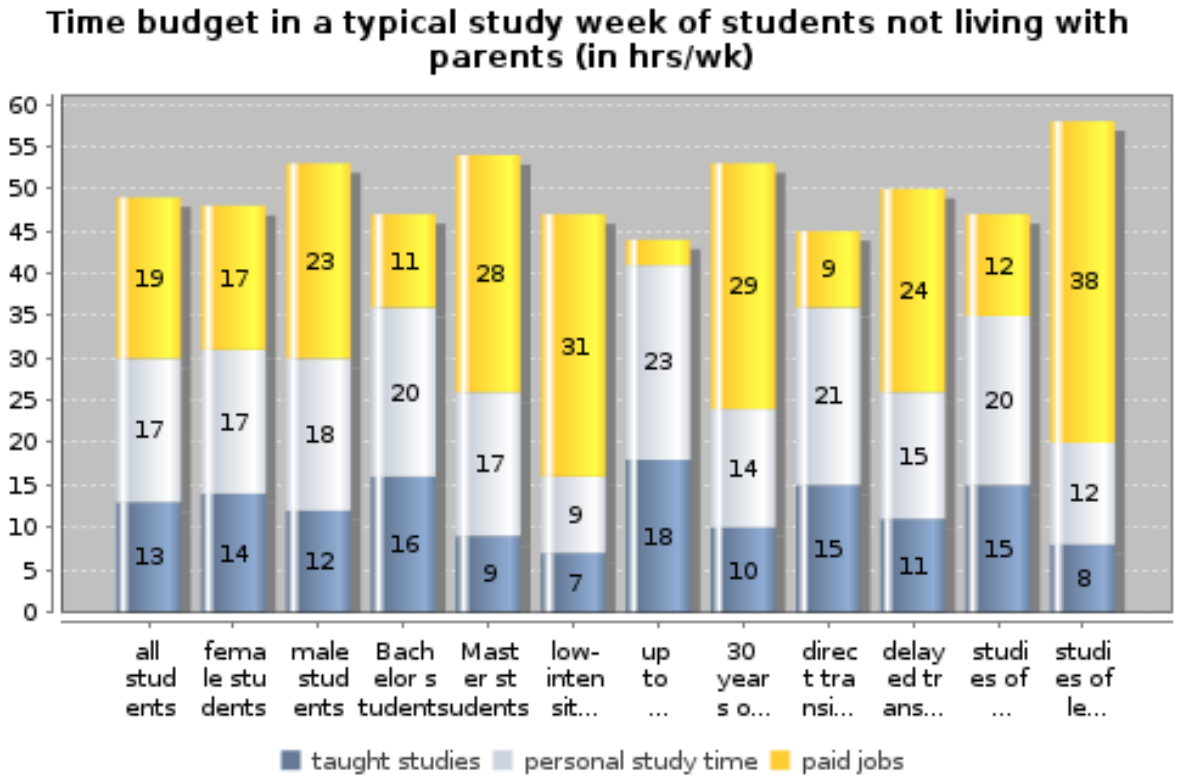
Topic: G. Time budget and employment

Subtopic 7: Time budget by characteristics of students

Key Indicators	
Study-related activities of all students not living with parents, hrs/wk	31.0
Study-related activities of BA students not living with parents, hrs/wk	36.0
Study-related activities of MA students not living with parents, hrs/wk	26.0
Study-related activities of low-intensity students not living with parents, hrs/wk	15.0
Study-related activities of students not living with parents who assess studies as more important compared to other activities, in hrs/wk	35.0
Study-related activities of students not living with parents who assess studies as less important compared to other activities, in hrs/wk	20.0

Time budget in a typical study week of students living with parents (in hrs/wk)





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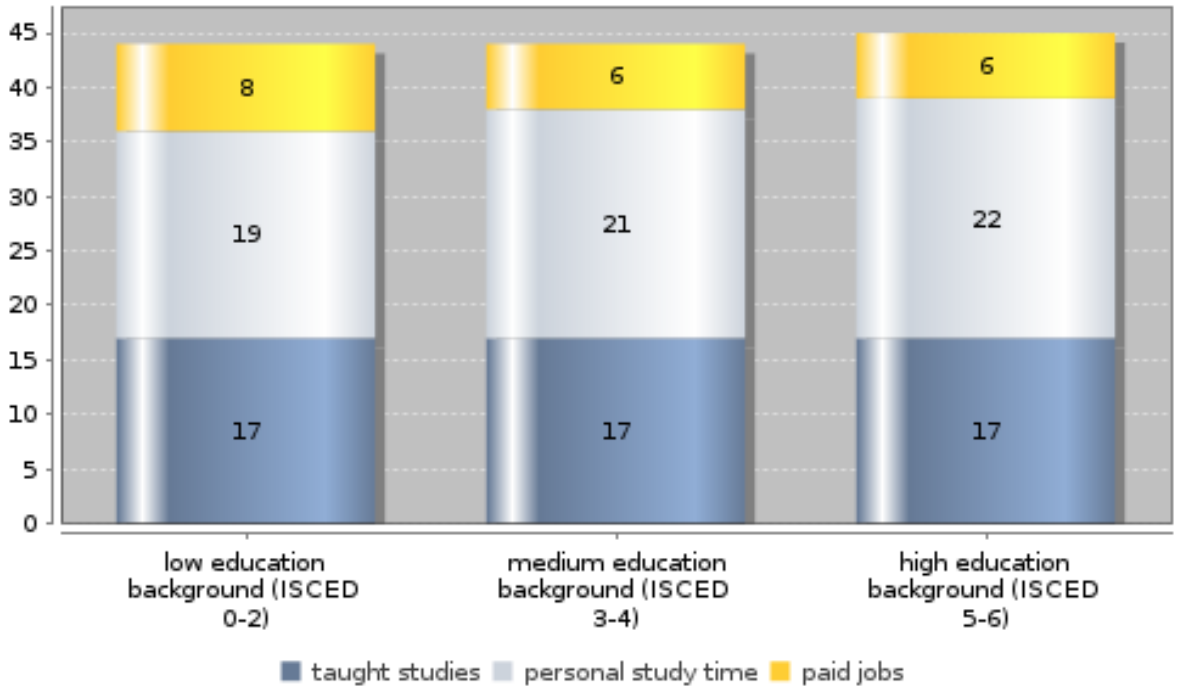
Topic: G. Time budget and employment

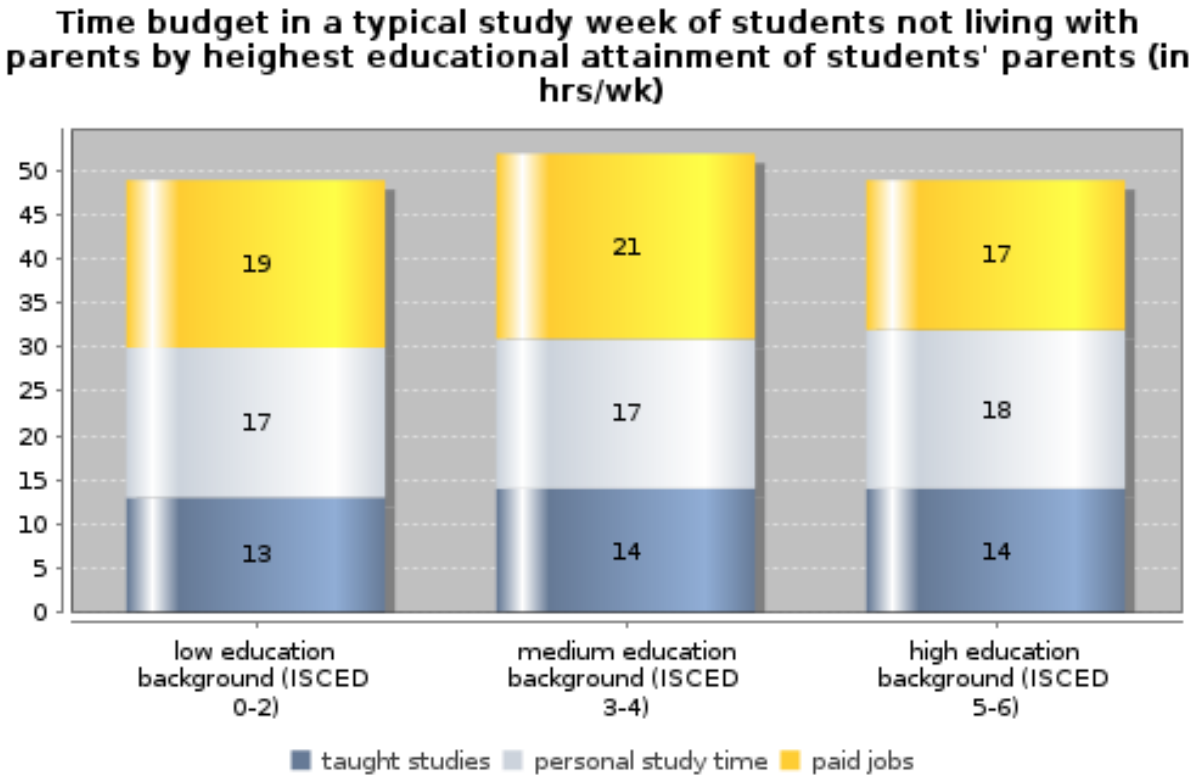
Subtopic 8: Time budget by social background

Key Indicators

Study-related activities of students not living with parents with high education background (ISCED 5-6), hrs/wk	33.0
Study-related activities of students not living with parents with low education background (ISCED 0-2), hrs/wk	30.0

Time budget in a typical study week of students living with parents by heighest educational attainment of students' parents (in hrs/wk)





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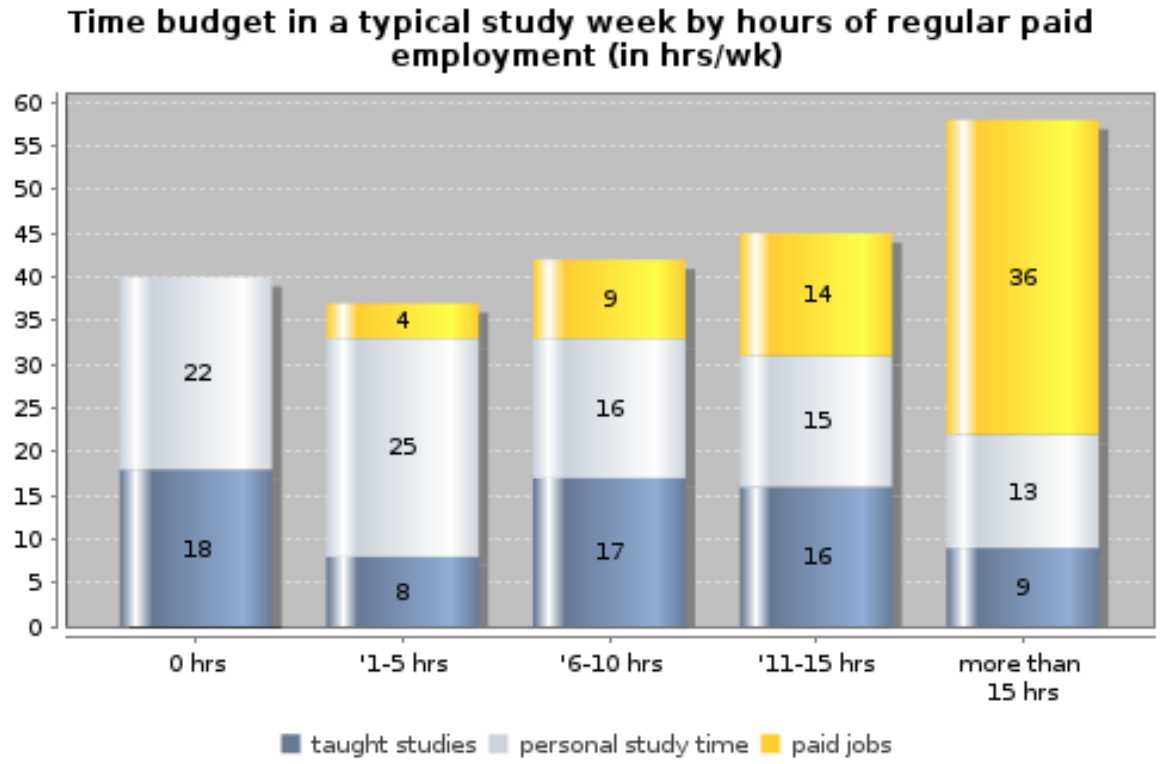
Topic: G. Time budget and employment

Subtopic 9: Time budget by hours of regular paid employment

Key Indicators	
Study-related activities of students with no paid employment, hrs/wk	40.0
Study-related activities of students, who work 1-5 hrs/wk	33.0
Study-related activities of students, who work 11-15 hrs/wk	31.0
Study-related activities of students, who work more than 15 hrs/wk	23.0



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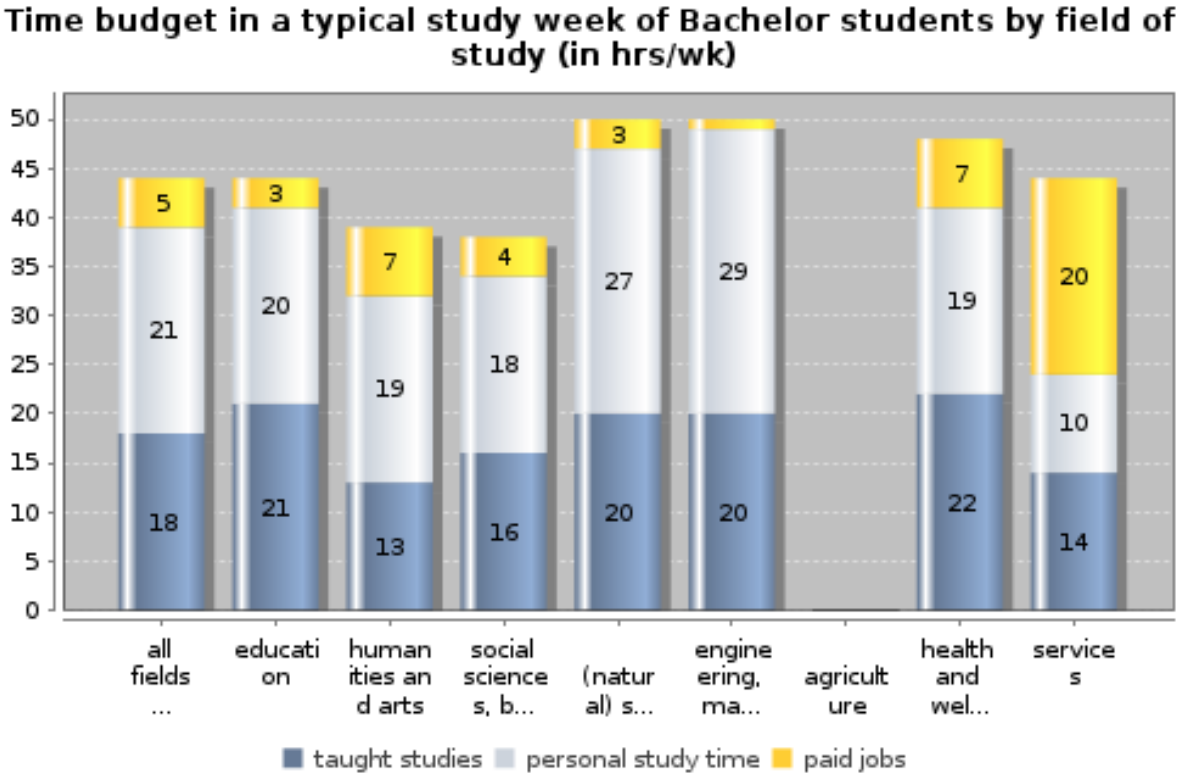
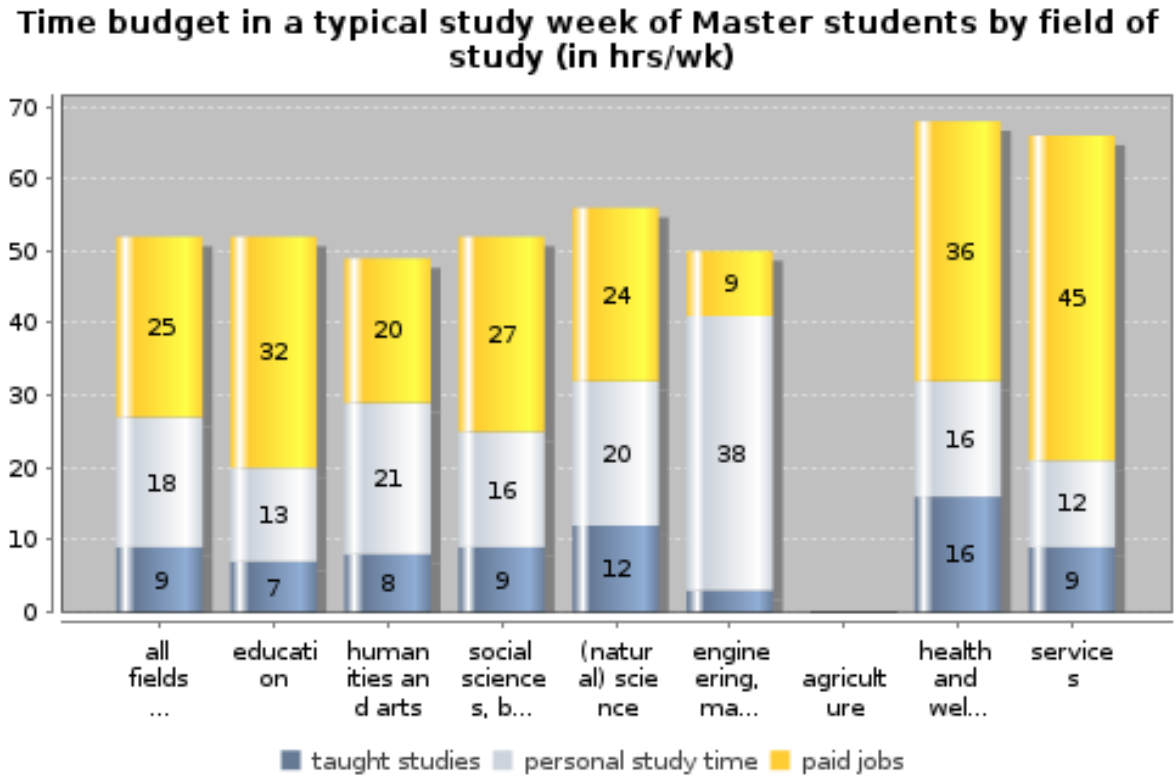
Topic: G. Time budget and employment

Subtopic 10: Time budget by field of study and study programme

Key Indicators

Time budget of BA students for study-related activities in engineering disciplines, in hrs/wk	49.1
Time budget of BA students for study-related activities in humanities and arts, in hrs/wk	31.8
Time budget of MA students for study-related activities in engineering disciplines, in hrs/wk	40.5
Time budget of MA students for study-related activities in humanities and arts, in hrs/wk	29.1





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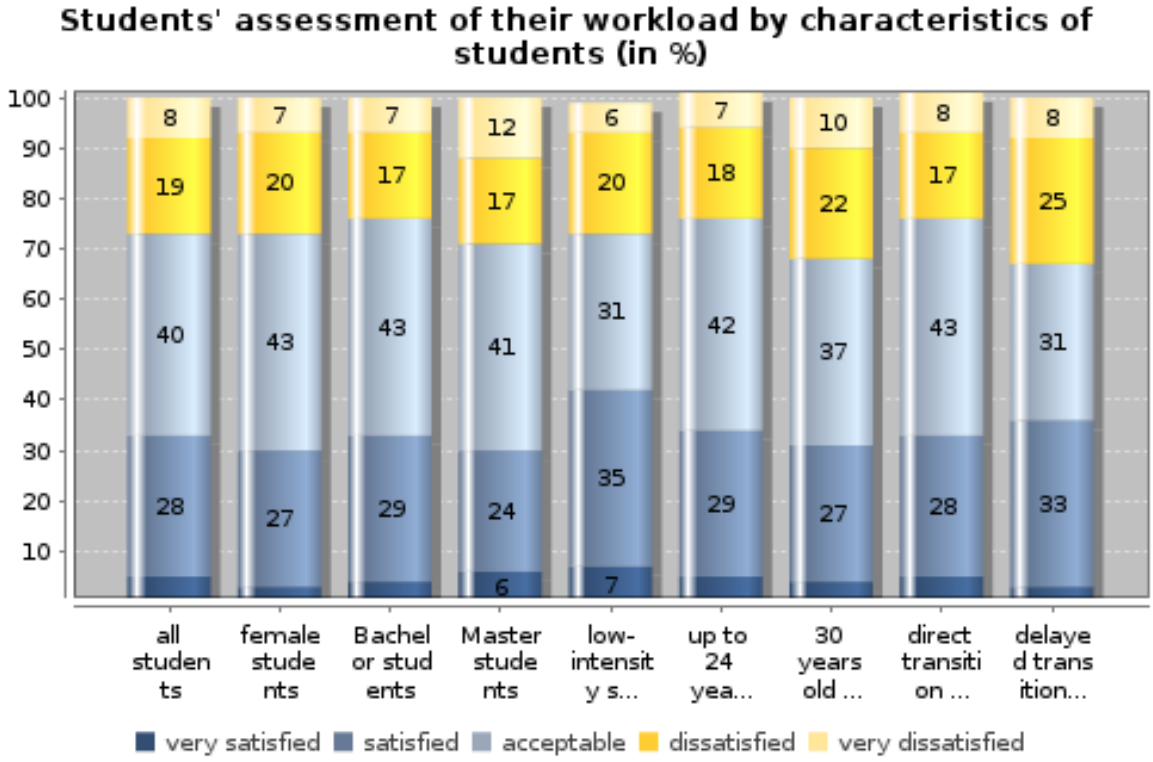
Topic: G. Time budget and employment

Subtopic 11: Students' assessment of their workload by characteristics of students

Key Indicators

Share of all students who are (very) satisfied, in %	32.9
Share of BA students who are (very) satisfied, in %	33.3
Share of low-intensity students who are (very) satisfied, in %	42.1
Share of 30 year olds or over who are (very) satisfied, in %	30.3



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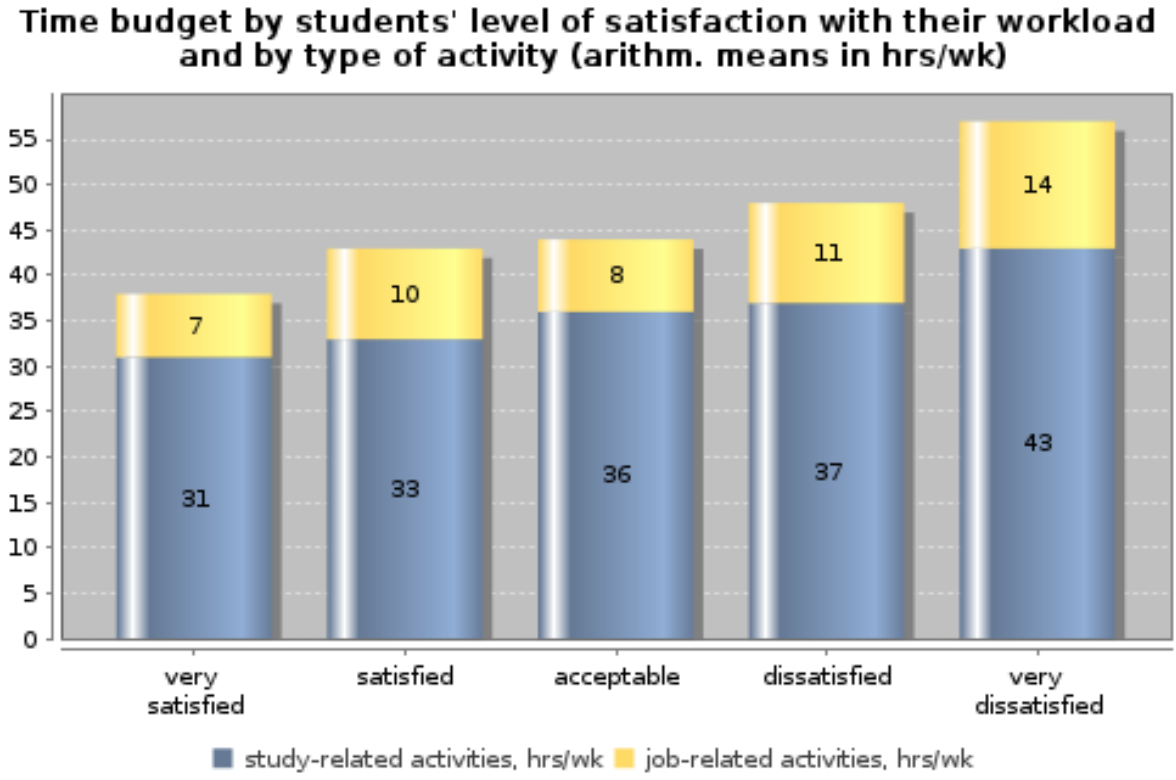
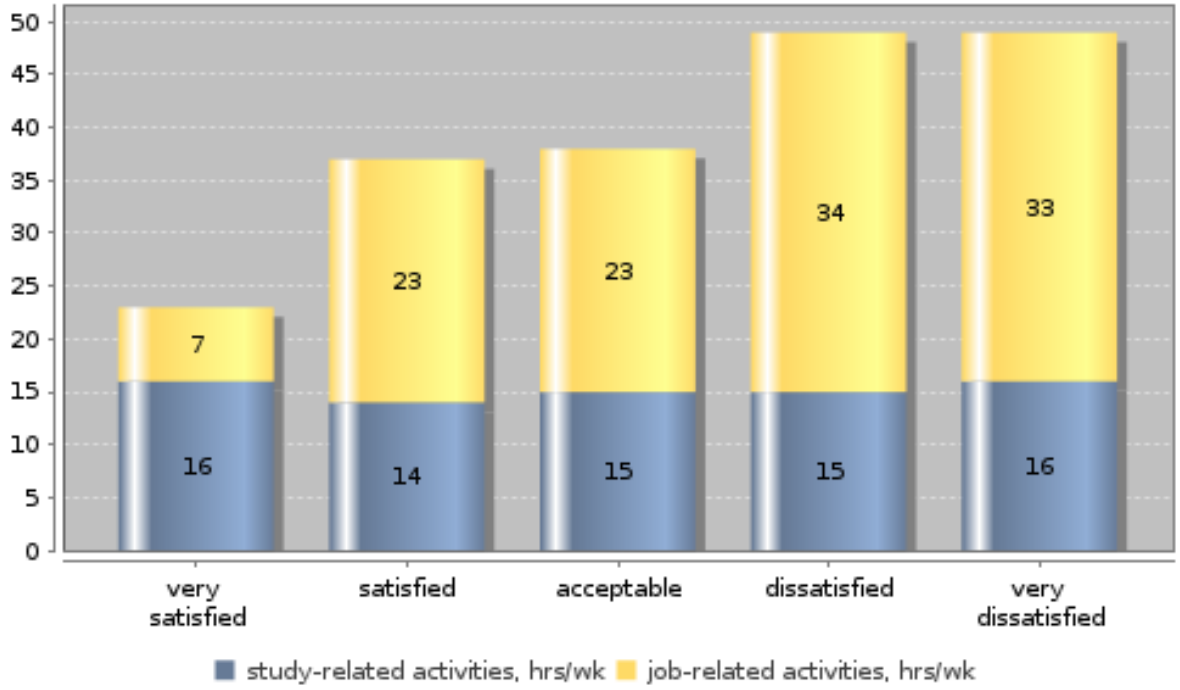
Topic: G. Time budget and employment

Subtopic 12: Time budget by students' level of satisfaction with their workload

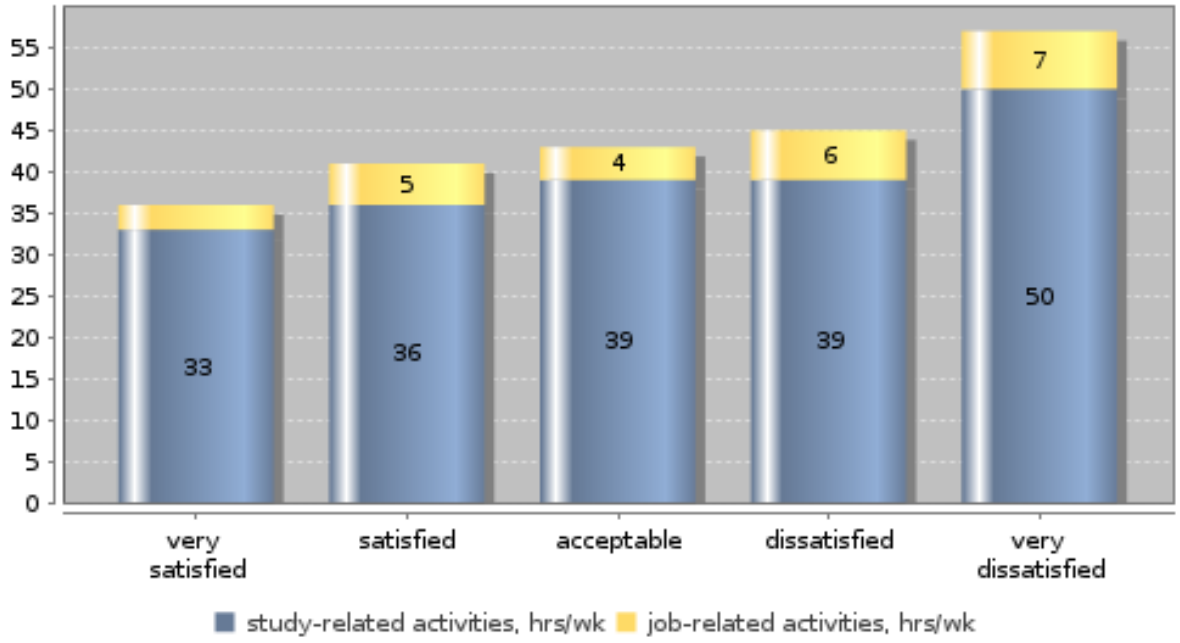
Key Indicators	
Total workload of all students who are very dissatisfied, in hrs/wk	57.1
Total workload of BA students who are very dissatisfied, in hrs/wk	56.9
Total workload of low-intensity students who are very dissatisfied, in hrs/wk	49.4



Time budget by low-intensity students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



Time budget by Bachelor students' level of satisfaction with their workload and by type of activity (arithm. means in hrs/wk)



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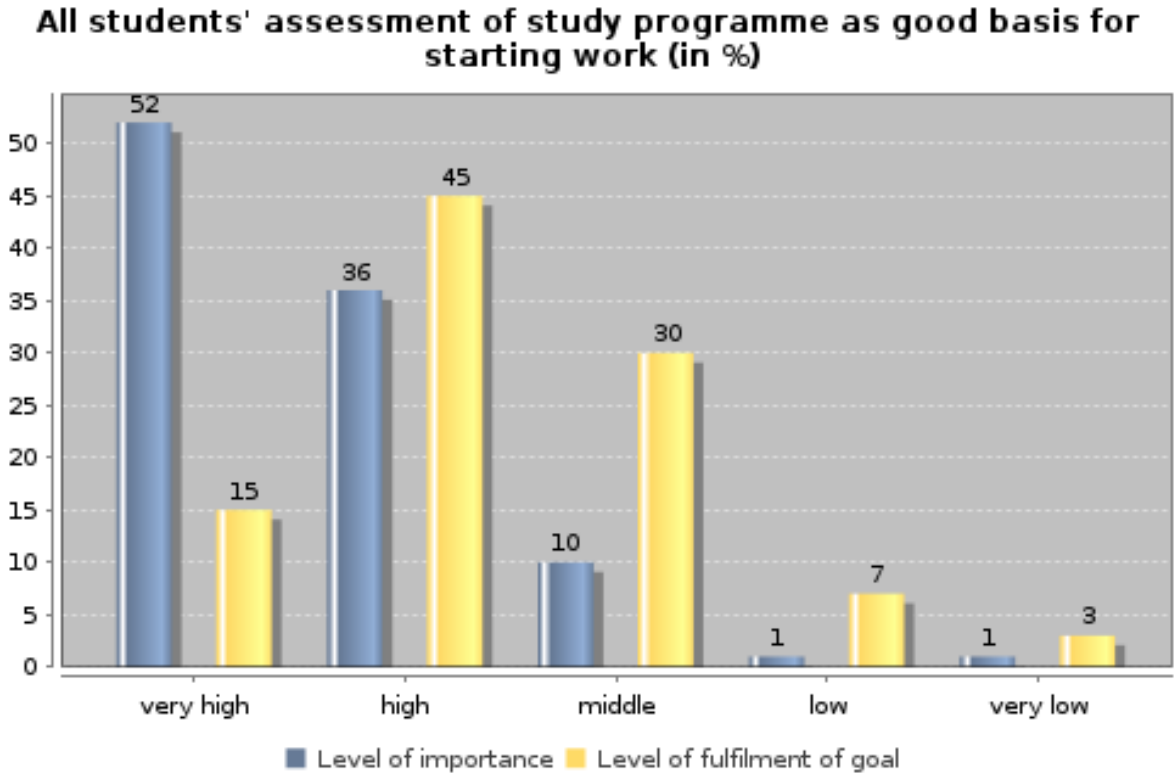
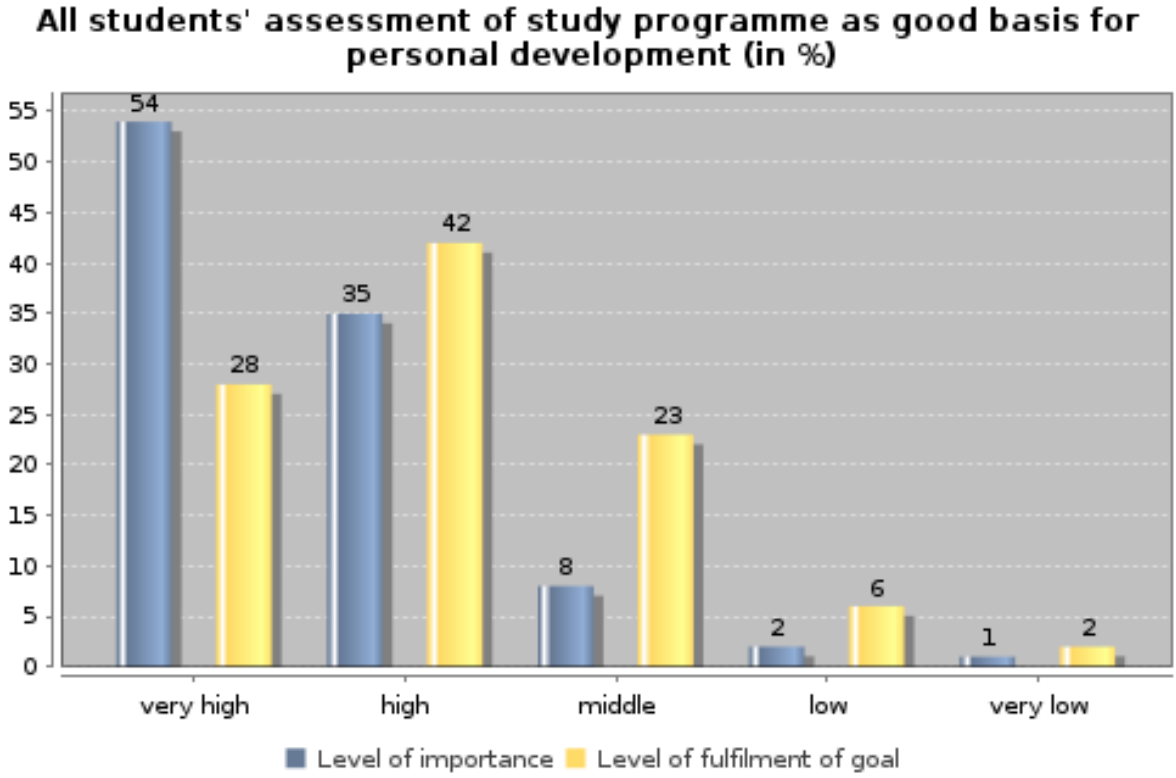
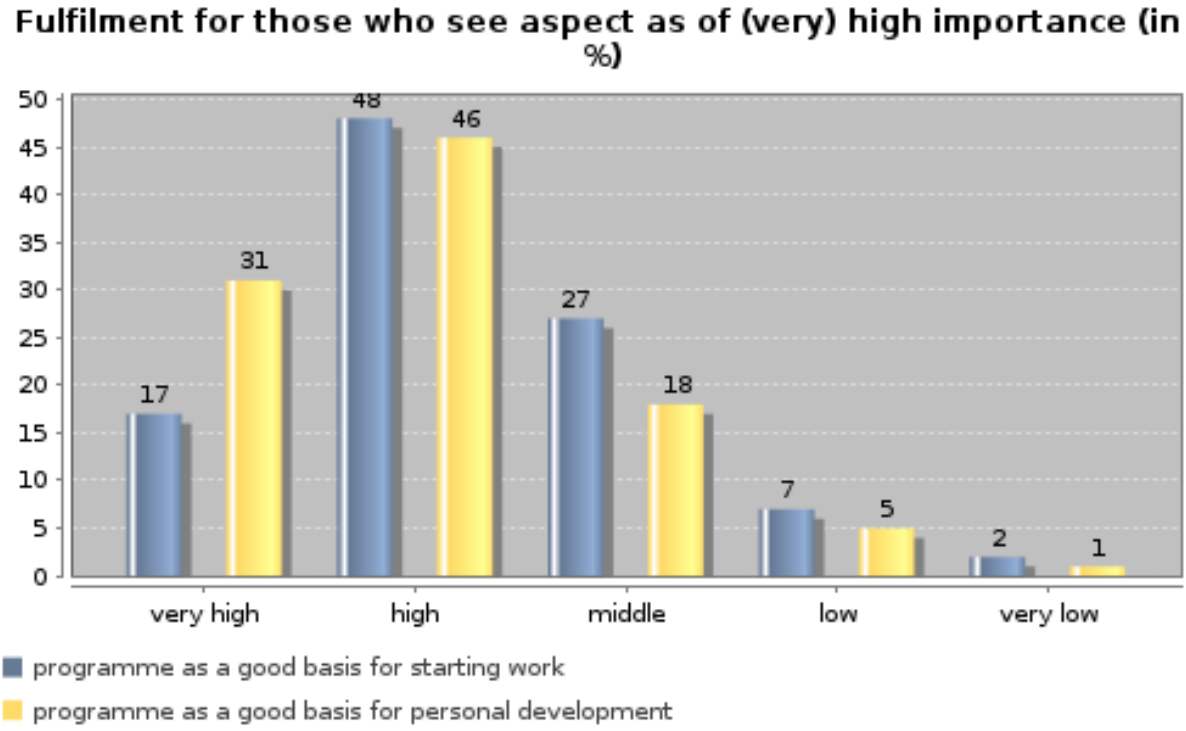
Topic: H. Assessment of studies

Subtopic 1: All students' assessment of general aspects of studies

Key Indicators	
Share of all students whose goals are met at (very) high level - basis for starting work, in %	59.9
Share of all students whose goals are met at (very) high level - basis for personal development, in %	69.1







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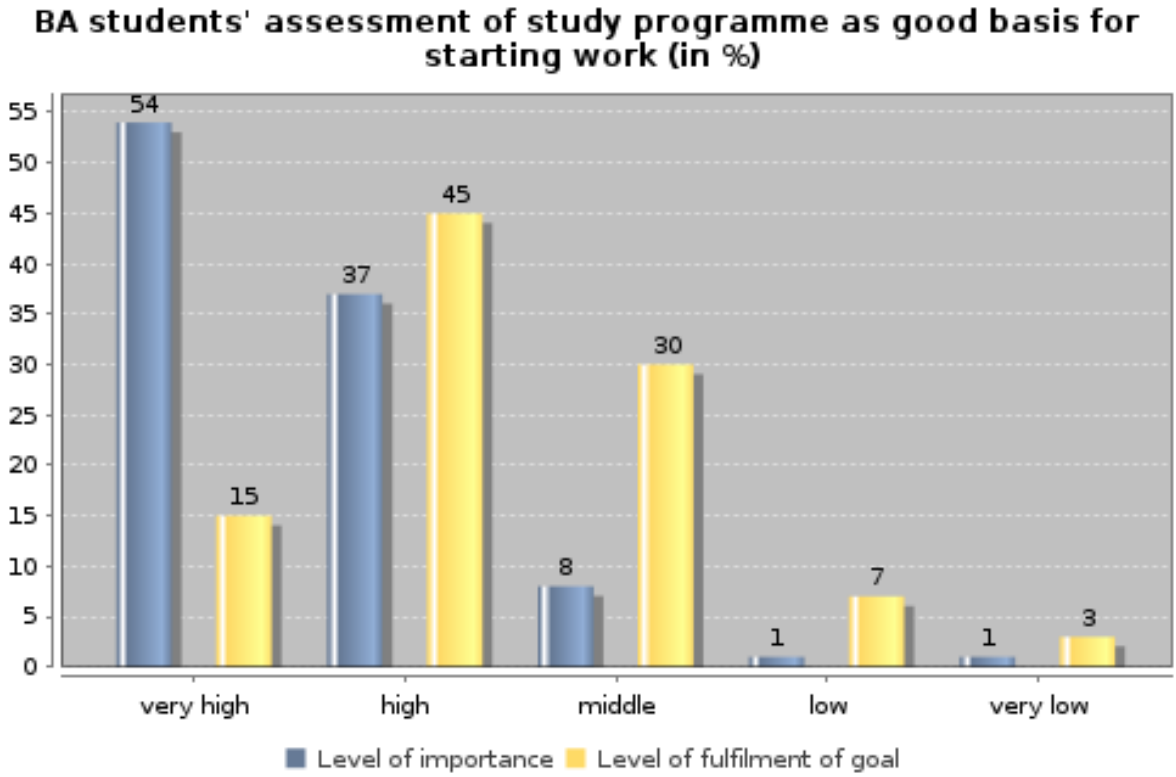
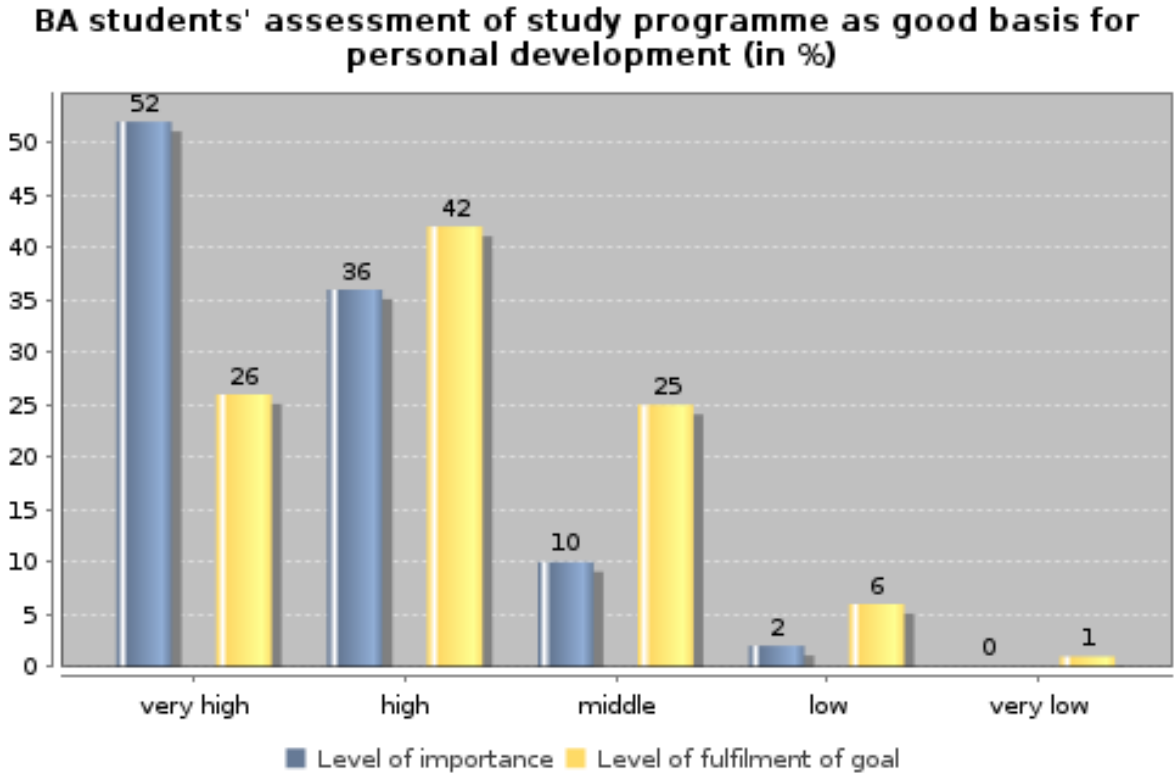
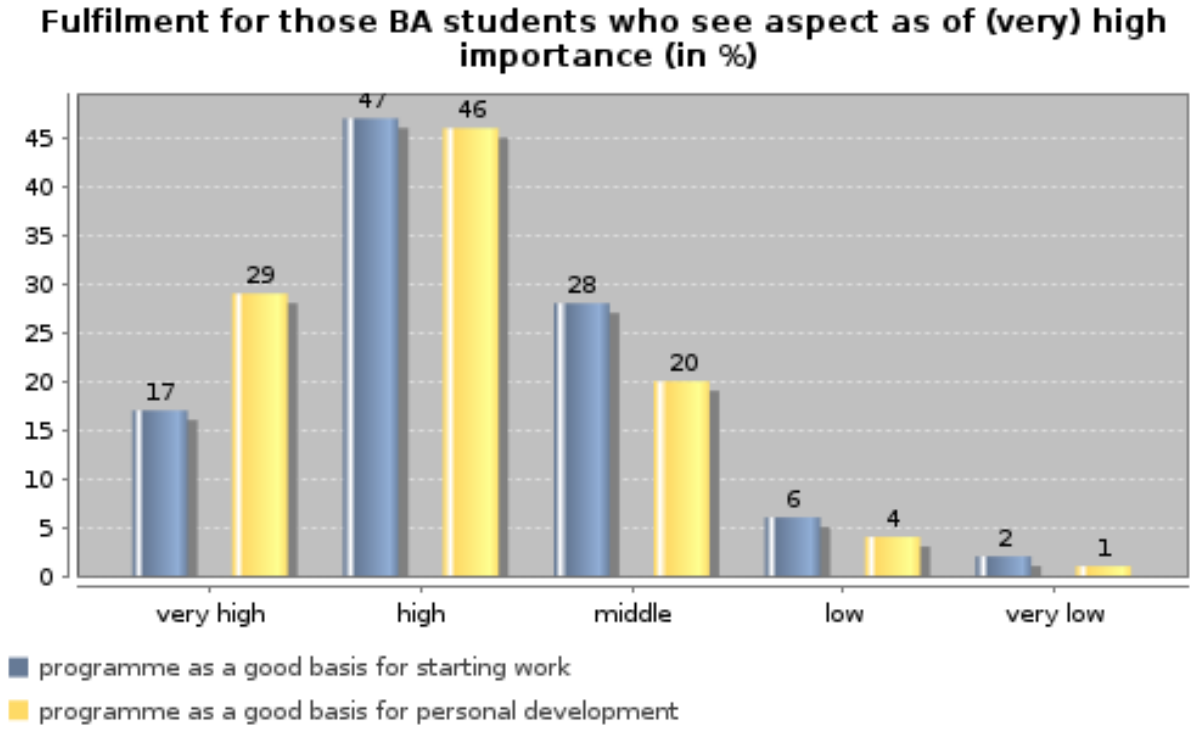
Topic: H. Assessment of studies

Subtopic 2: Bachelor students' assessment of general aspects of studies

Key Indicators	
Share of BA students whose goals are met at (very) high level - basis for starting work, in %	60.2
Share of BA students whose goals are met at (very) high level - basis for personal development, in %	67.7







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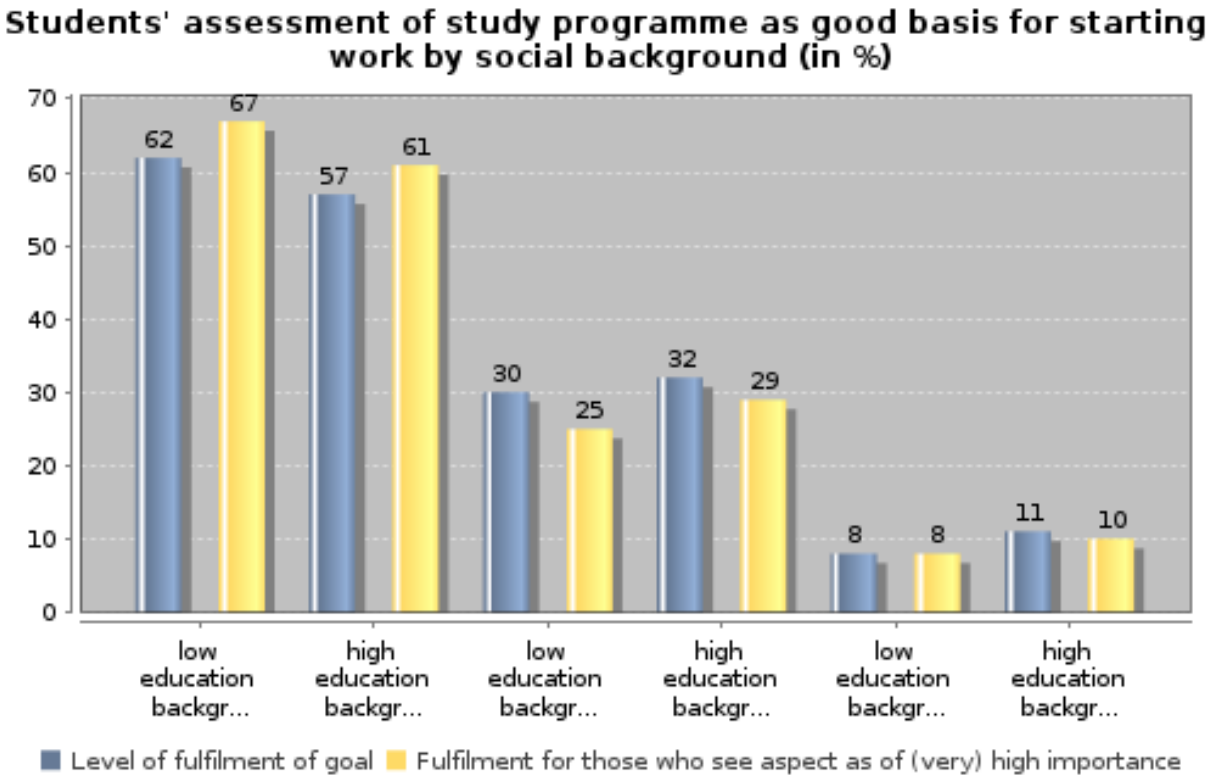
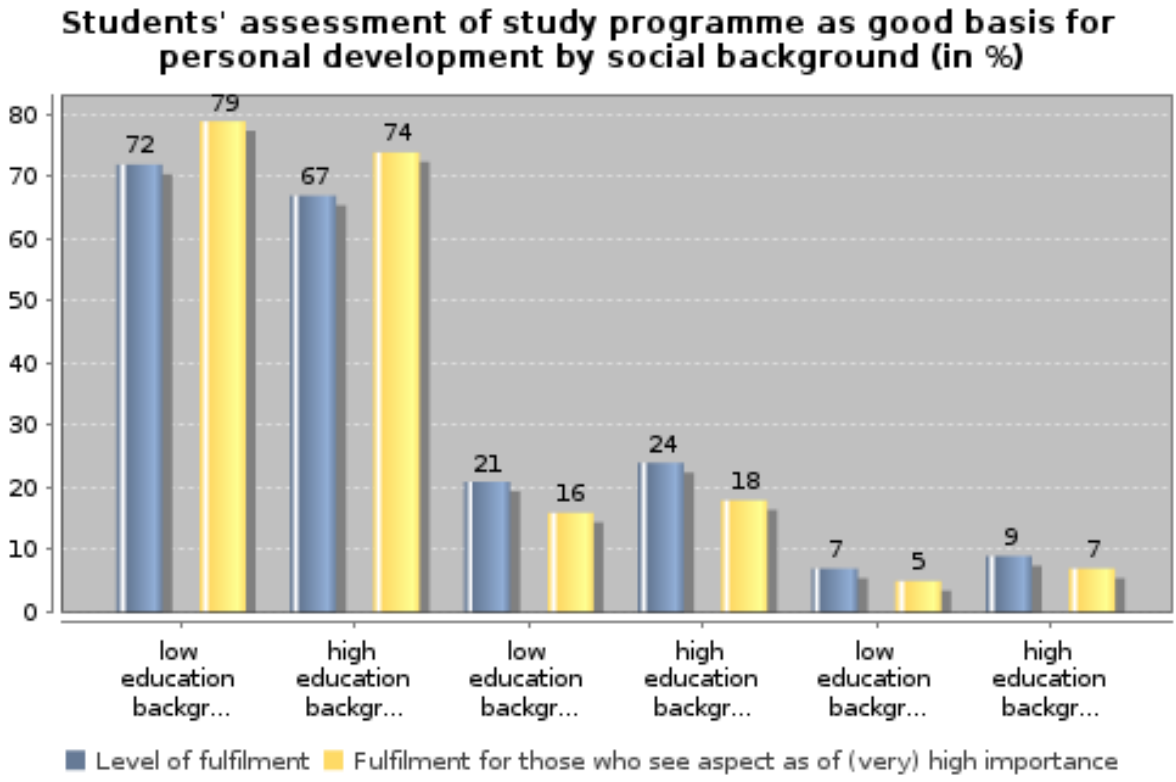
Topic: H. Assessment of studies

Subtopic 3: Students' assessment of general aspects of studies by social background

Key Indicators	
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for starting work, in %	62.1
Share of students from low education background (ISCED 0-2) whose goals are met at (very) high level - basis for personal development, in %	71.9
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for starting work, in %	56.7
Share of students from high education background (ISCED 5-6) whose goals are met at (very) high level - basis for personal development, in %	67.2





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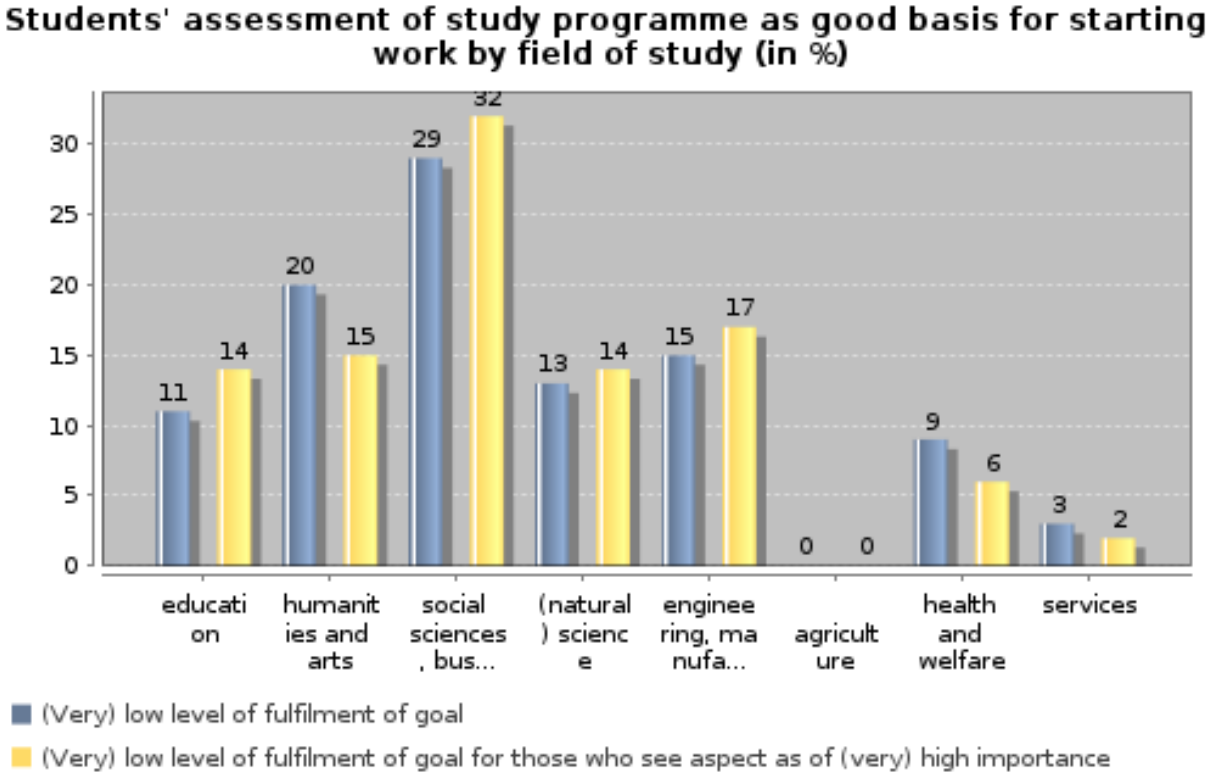
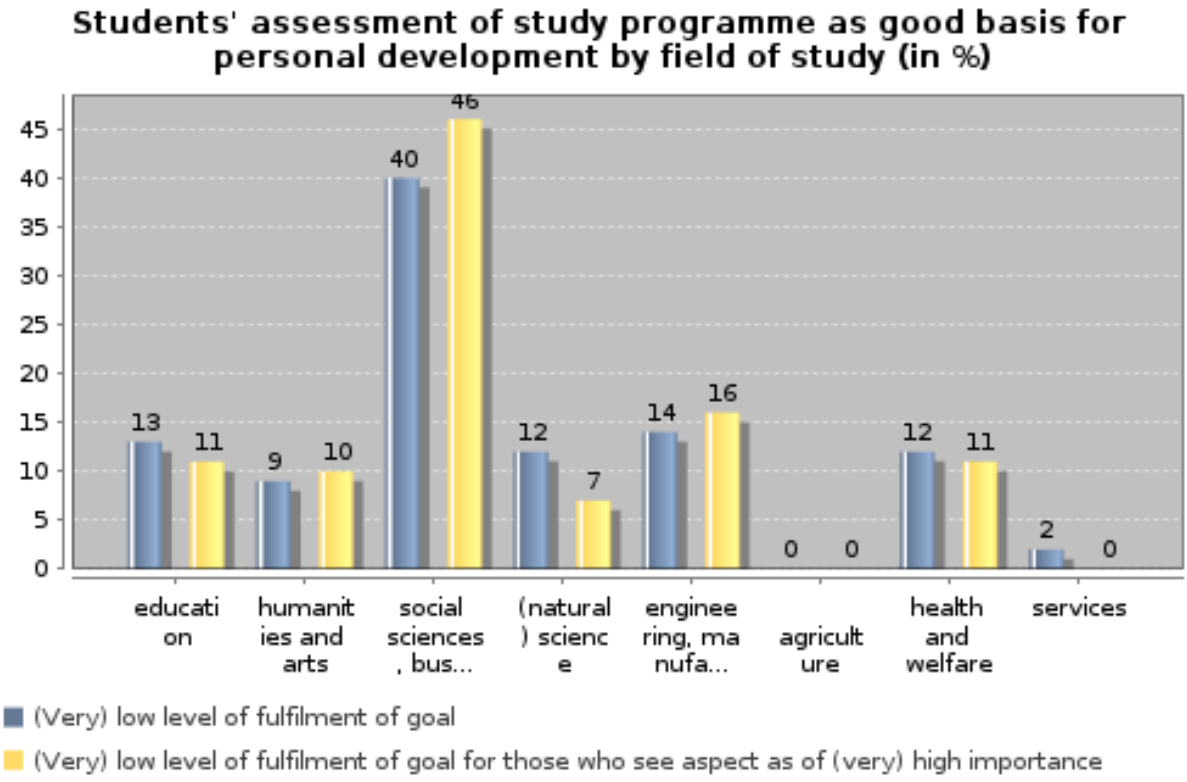
Topic: H. Assessment of studies

Subtopic 4: Students' assessment of general aspects of studies by field of study

Key Indicators	
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for starting work, in %	14.9
Share of students in humanities and arts whose high imp. goals are met at (very) low level - basis for personal development, in %	9.6
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for starting work, in %	17.4
Share of students in engineering disciplines whose high imp. goals are met at (very) low level - basis for personal development, in %	15.7





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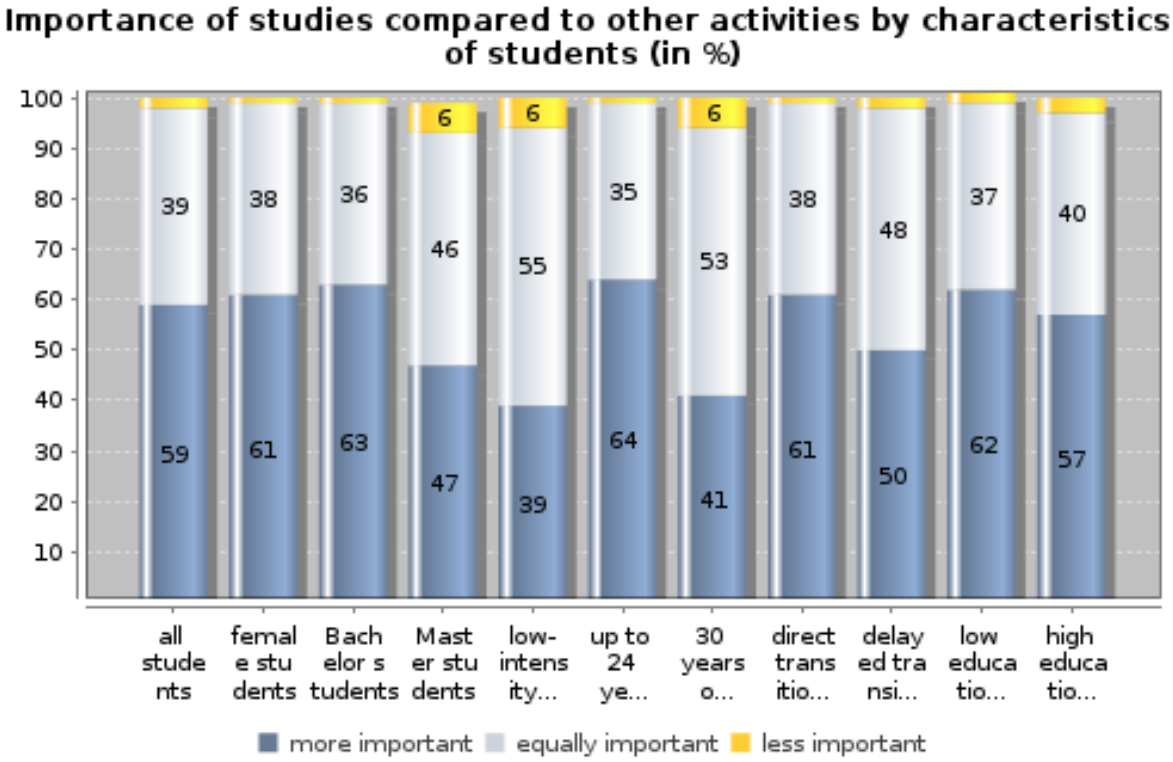
Topic: H. Assessment of studies

Subtopic 5: Students' assessment of importance of studies

Key Indicators	
Share of all students for whom studies are more important, in %	58.8
Share of all students for whom studies are less important, in %	2.1
Share of BA students for whom studies are more important, in %	63.2
Share of BA students for whom studies are less important, in %	1.2
Share of low-intensity students for whom studies are more important, in %	39.3
Share of low-intensity students for whom studies are less important, in %	5.8
Share of 30 years old or older for whom studies are more important, in %	40.9
Share of 30 years old or older for whom studies are less important, in %	6.2



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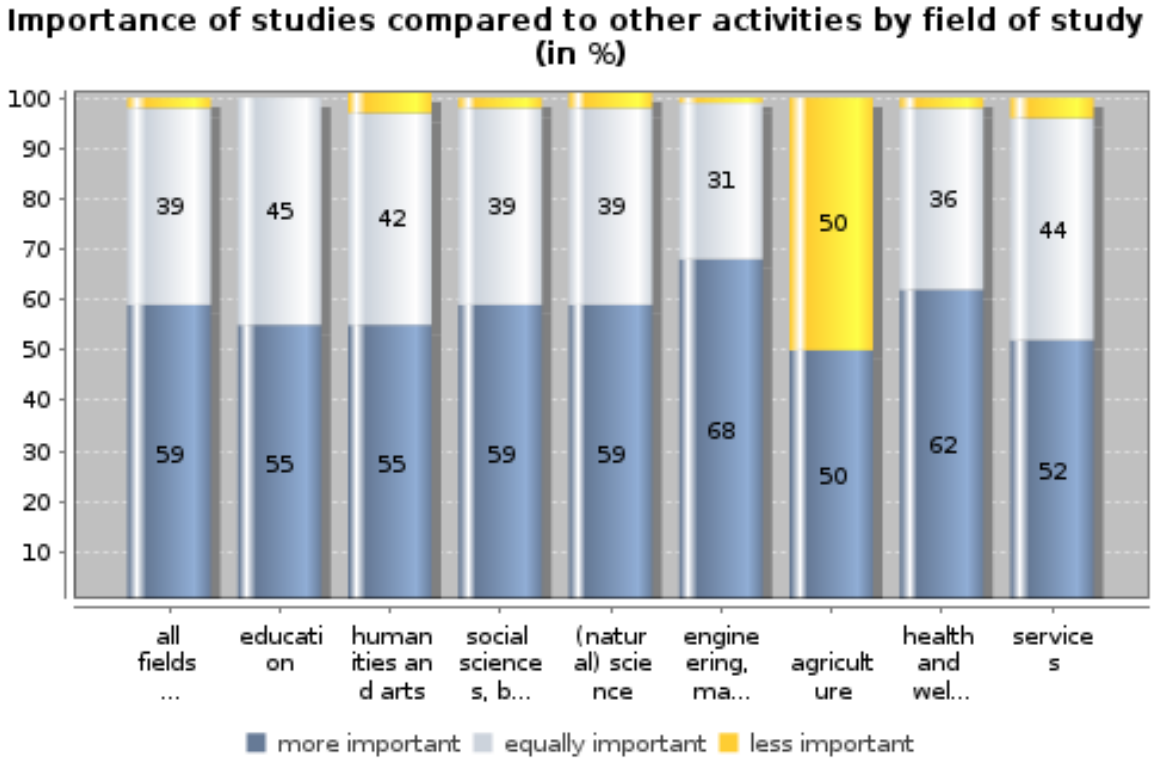
Topic: H. Assessment of studies

Subtopic 6: Students' assessment of importance of studies by field of study

Key Indicators	
Share of students in humanities and arts for whom studies are more important, in %	54.5
Share of students in humanities and arts for whom studies are less important, in %	3.8
Share of students in engineering disciplines for whom studies are more important, in %	68.4
Share of students in engineering disciplines for whom studies are less important, in %	0.7
Share of students in social sciences for whom studies are more important, in %	58.8
Share of students in social sciences for whom studies are less important, in %	2.2



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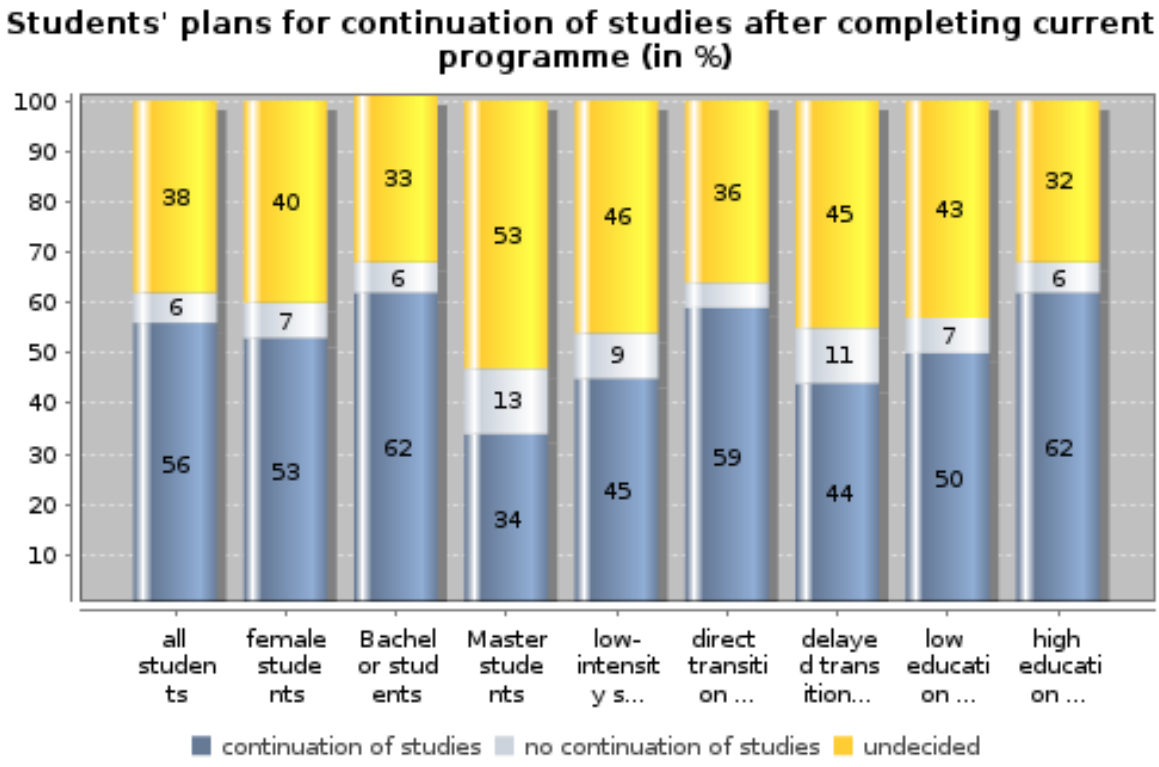
Topic: H. Assessment of studies

Subtopic 7: Plans for future studies

Key Indicators	
Share of all students with plans for future studies, in %	55.8
Share of all students who plan not to continue studies, in %	6.3
Share of students with low education background (ISCED 0-2) with plans for future studies, in %	49.7
Share of students with low education background (ISCED 0-2) who plan not to continue studies, in %	7.1
Share of students with high education background (ISCED 5-6) with plans for future studies, in %	62.0
Share of students with high education background (ISCED 5-6) who plan not to continue studies, in %	6.3



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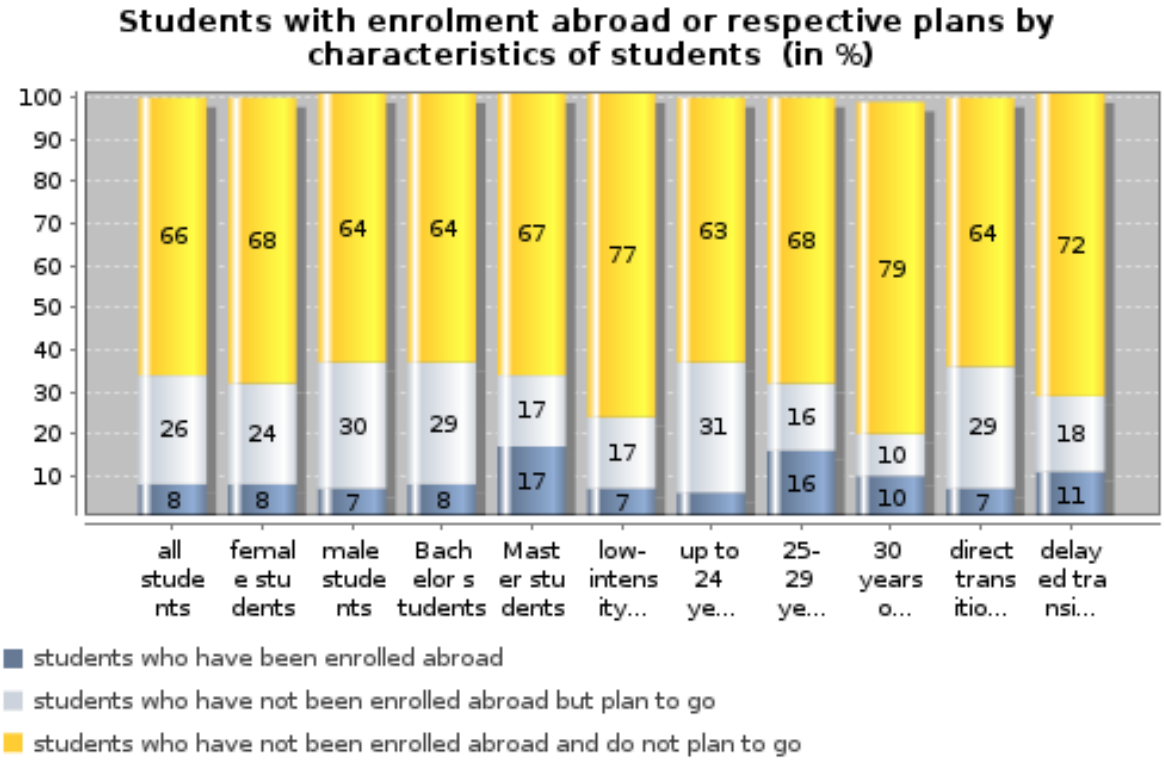
Topic: I. Internationalisation and mobility

Subtopic 1: Enrolment abroad by characteristics of students

Key Indicators	
Enrolment rate of all students, in %	7.6
Enrolment rate of female students, in %	8.2
Enrolment rate of Bachelor students, in %	7.5
Enrolment rate of Master students, in %	16.6
Plans for foreign enrolment of all students, in %	26.4
Plans for foreign enrolment of Bachelor students, in %	28.8



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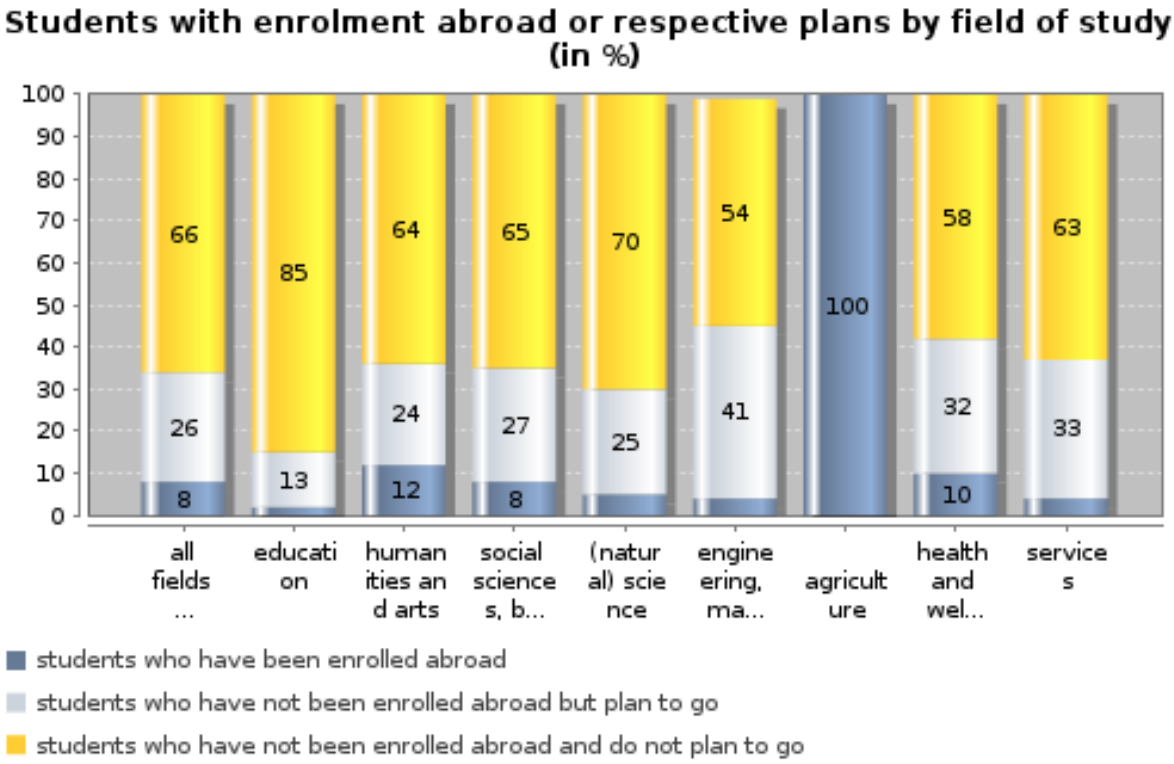
Topic: I. Internationalisation and mobility

Subtopic 2: Enrolment abroad by field of study

Key Indicators

Enrolment abroad by field of study:	
humanities and arts, in %	11.8
social sciences, in %	8.0
(natural) science, in %	4.9
engineering disciplines, in %	4.4



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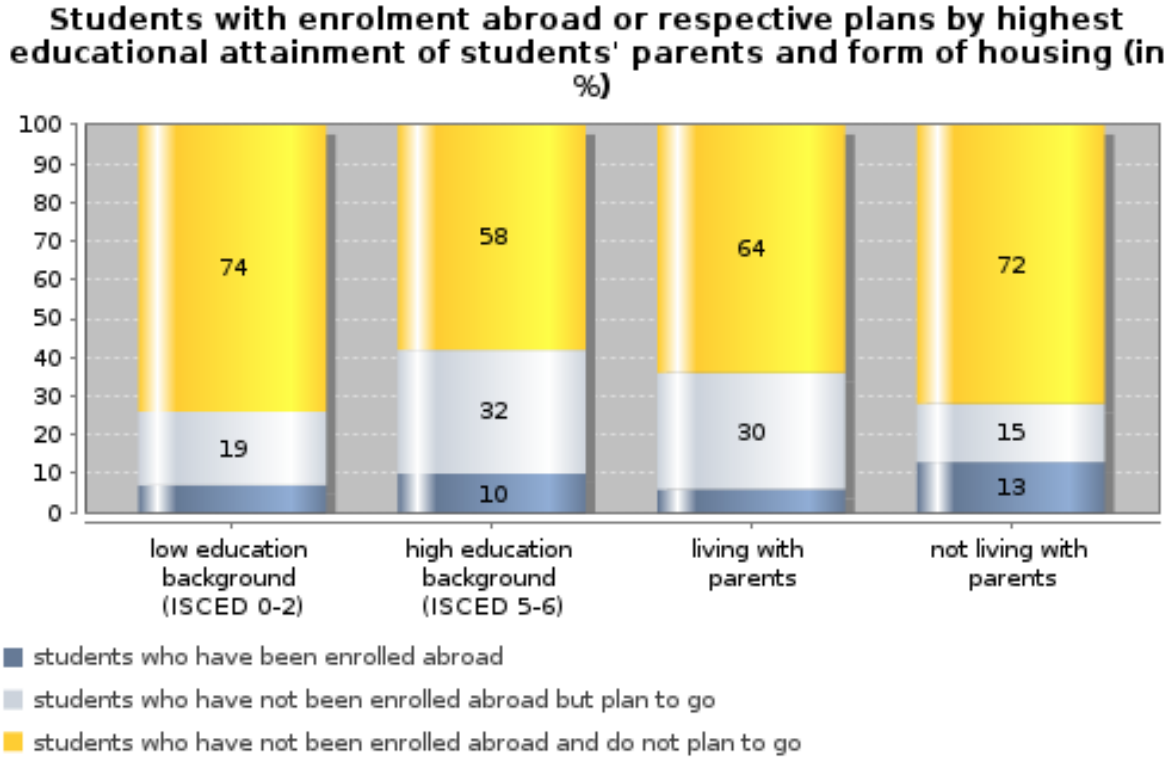
Topic: I. Internationalisation and mobility

Subtopic 3: Enrolment abroad by social background and form of housing

Key Indicators	
Enrolment rate of students, parents with high education background (ISCED 5-6), in %	9.9
Enrolment rate of students, parents with low education background (ISCED 0-2), in %	7.4
Ratio of enrolment rates: students with parents with high education background (ISCED 5-6) to students with parents with low education background (ISCED 0-2)	1.3



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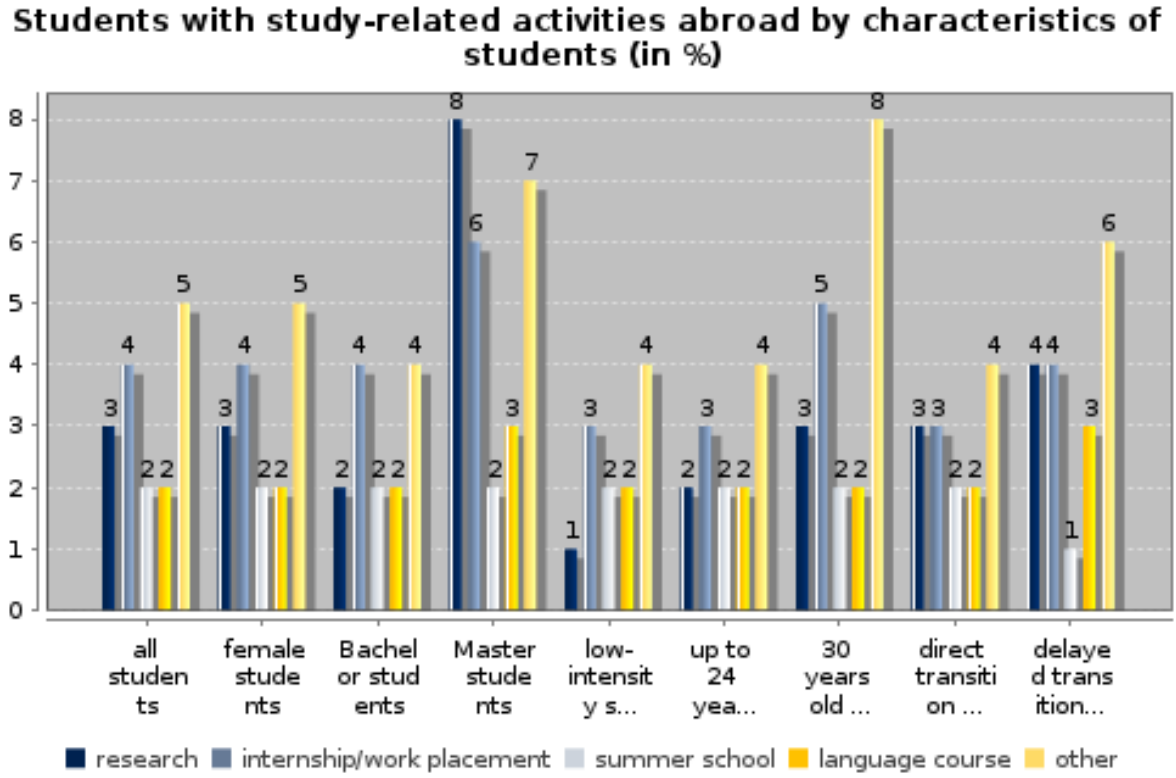
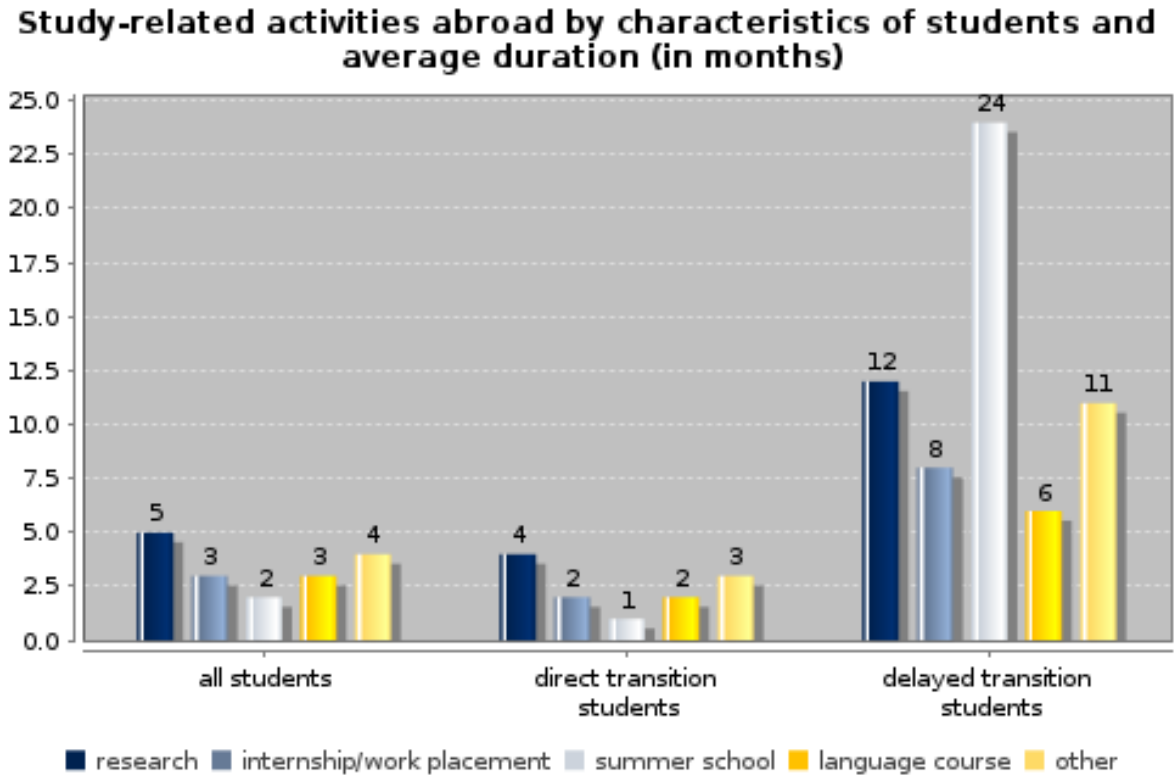
Topic: I. Internationalisation and mobility

Subtopic 4: Study-related activities abroad by characteristics of students

Key Indicators	
Internship/work placement abroad, all students, in %	3.4
Language course abroad, all students, in %	2.9
No acitivities abroad, all students, in %	89.1
No acitivities abroad, students up to 24 years, in %	90.9





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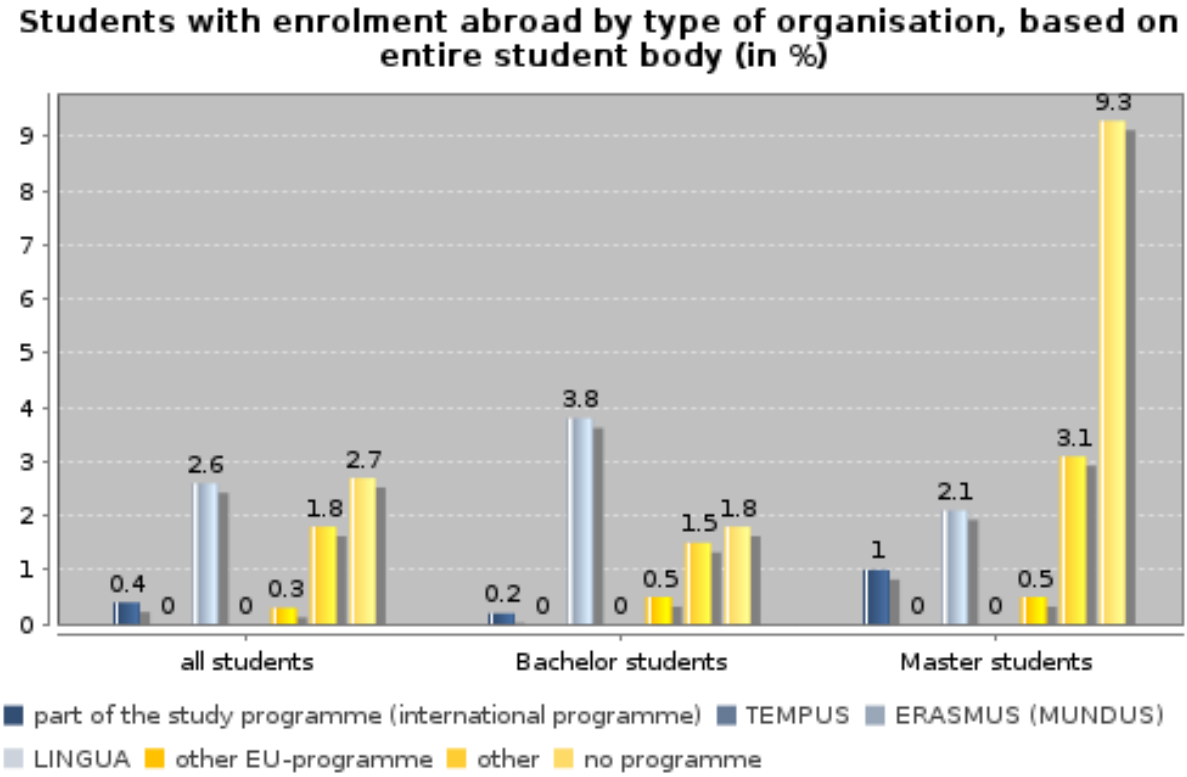
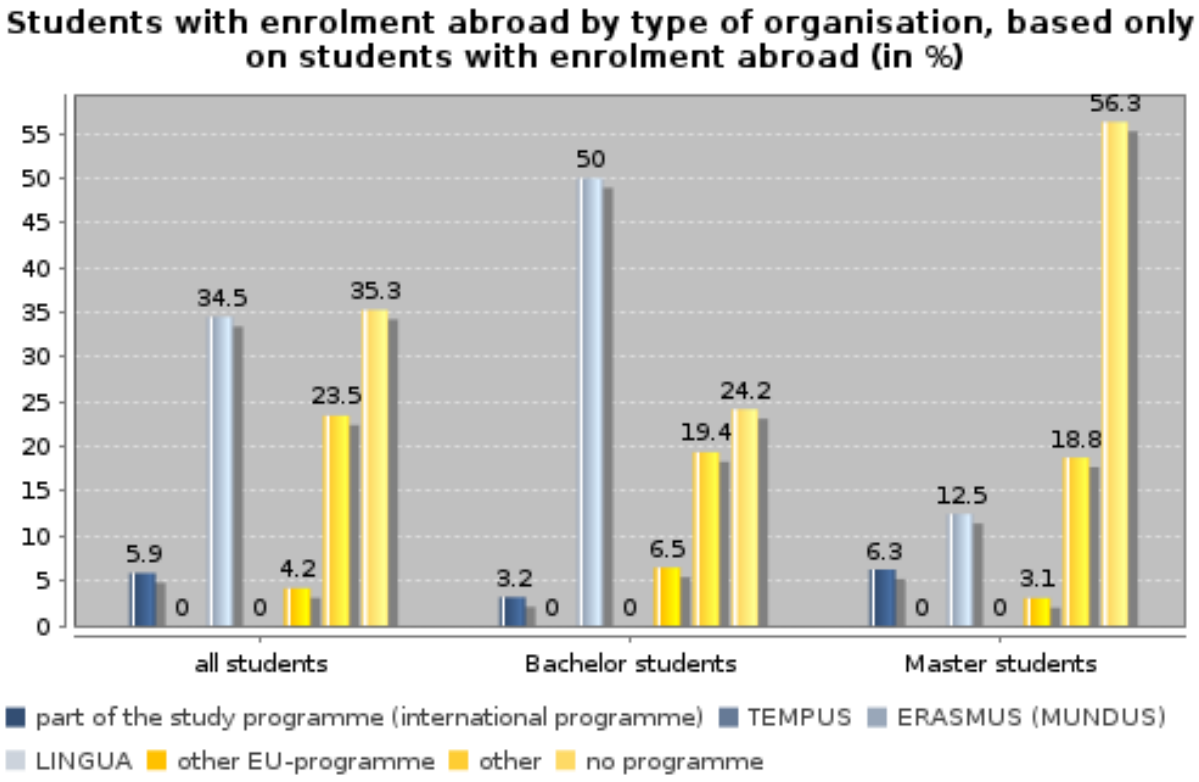
Topic: I. Internationalisation and mobility

Subtopic 5: Organisation of enrolment abroad

Key Indicators	
Students with enrolment abroad, who went abroad without a programme, in %	35.3
Students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	34.5
Bachelor students with enrolment abroad, who went abroad without a programme, in %	24.2
Bachelor students with enrolment abroad, who went abroad with ERASMUS (MUNDUS), in %	50.0





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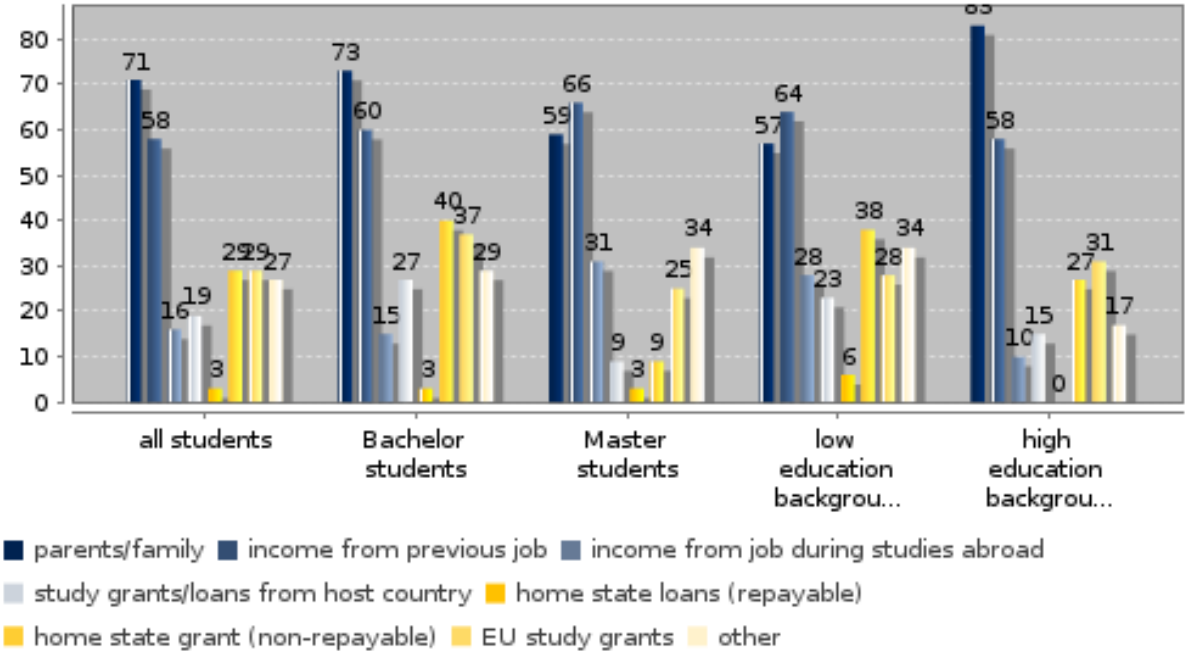
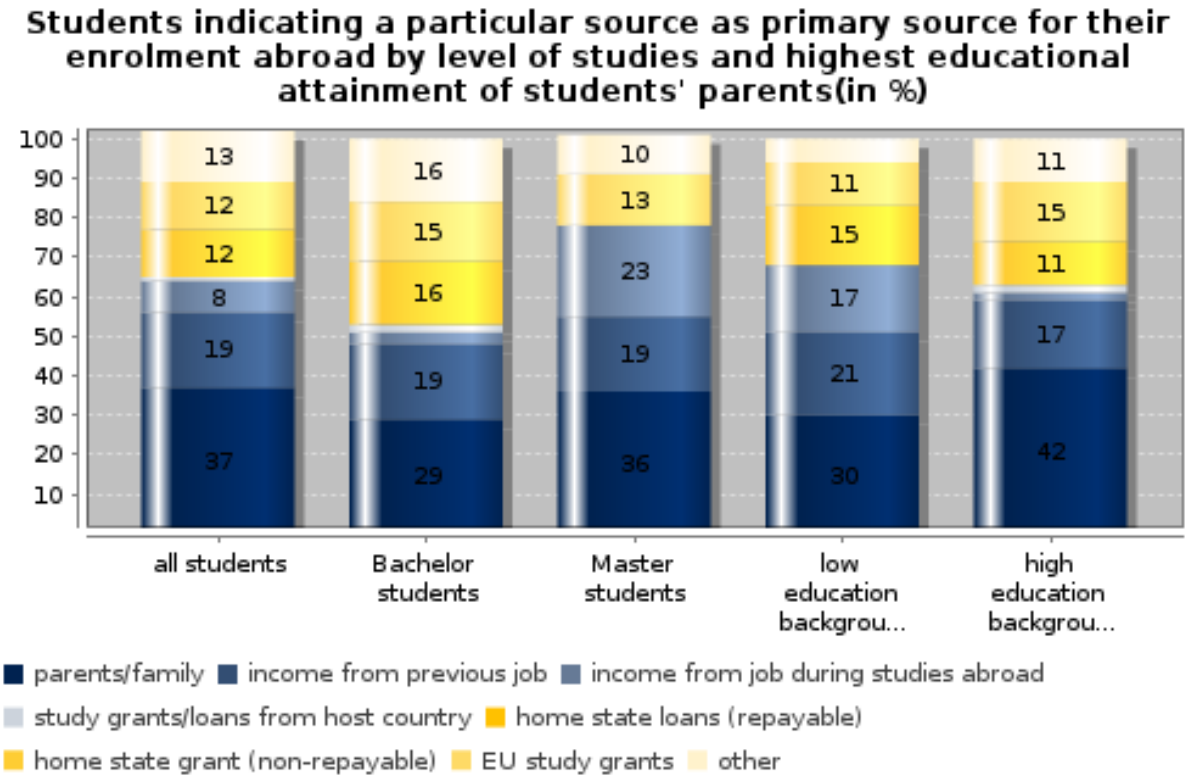
Topic: I. Internationalisation and mobility

Subtopic 6: Sources of funding for enrolment abroad

Key Indicators	
Share of students utilising their parents/family as a source of funding:	
all students, in %	71.4
BA students, in %	72.6
students with high education background (ISCED 5-6), in %	82.7
students with low education background (ISCED 0-2), in %	57.4
Share of students indicating their parents/family as primary source of funding:	
students with high education background (ISCED 5-6), in %	41.5
students with low education background (ISCED 0-2), in %	29.8
Share of students giving public support as primary source:	
students with high education background (ISCED 5-6), in %	28.3
students with low education background (ISCED 0-2), in %	25.5

Students utilising a particular source of funding for their enrolment abroad by level of studies and highest educational attainment of students' parents (in %)





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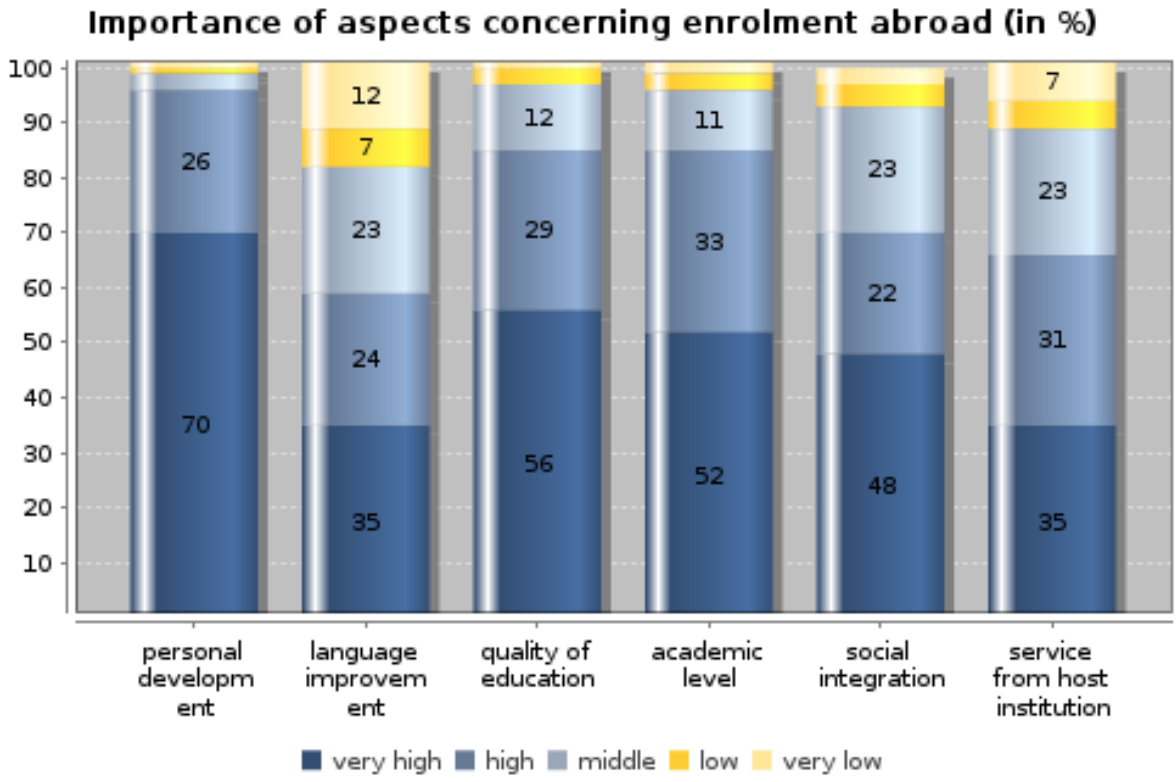
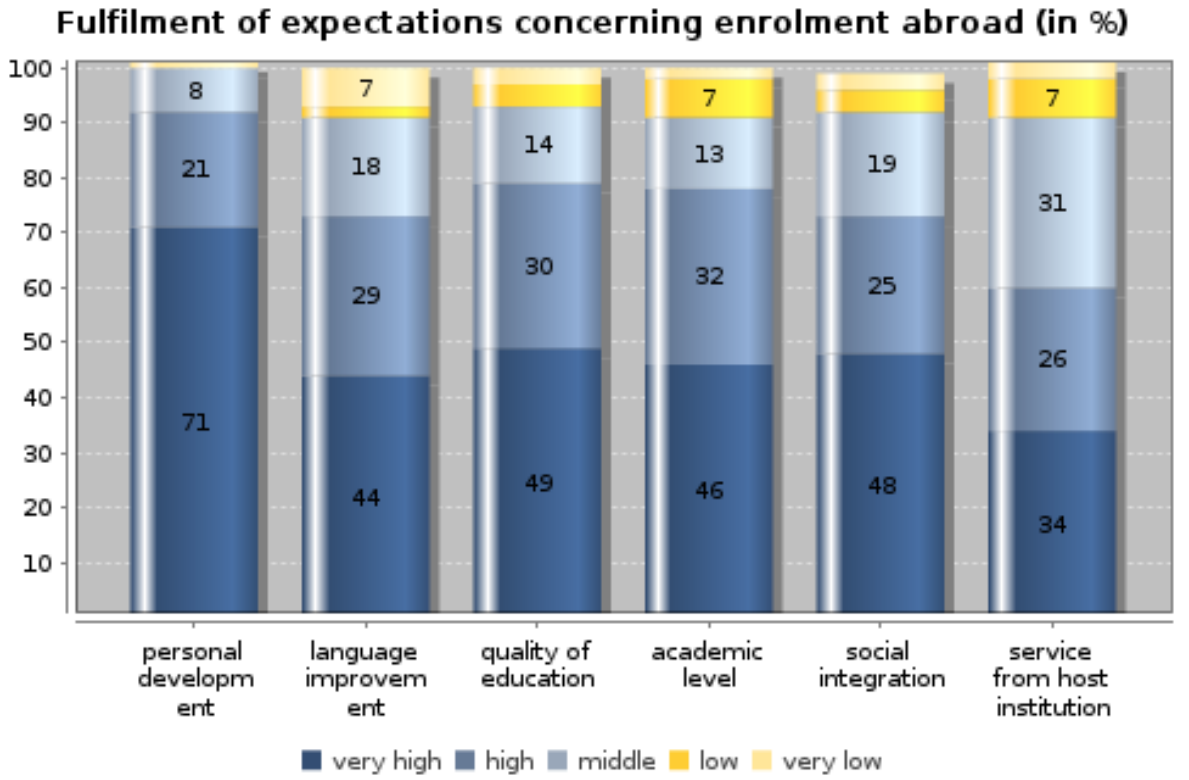
Topic: I. Internationalisation and mobility

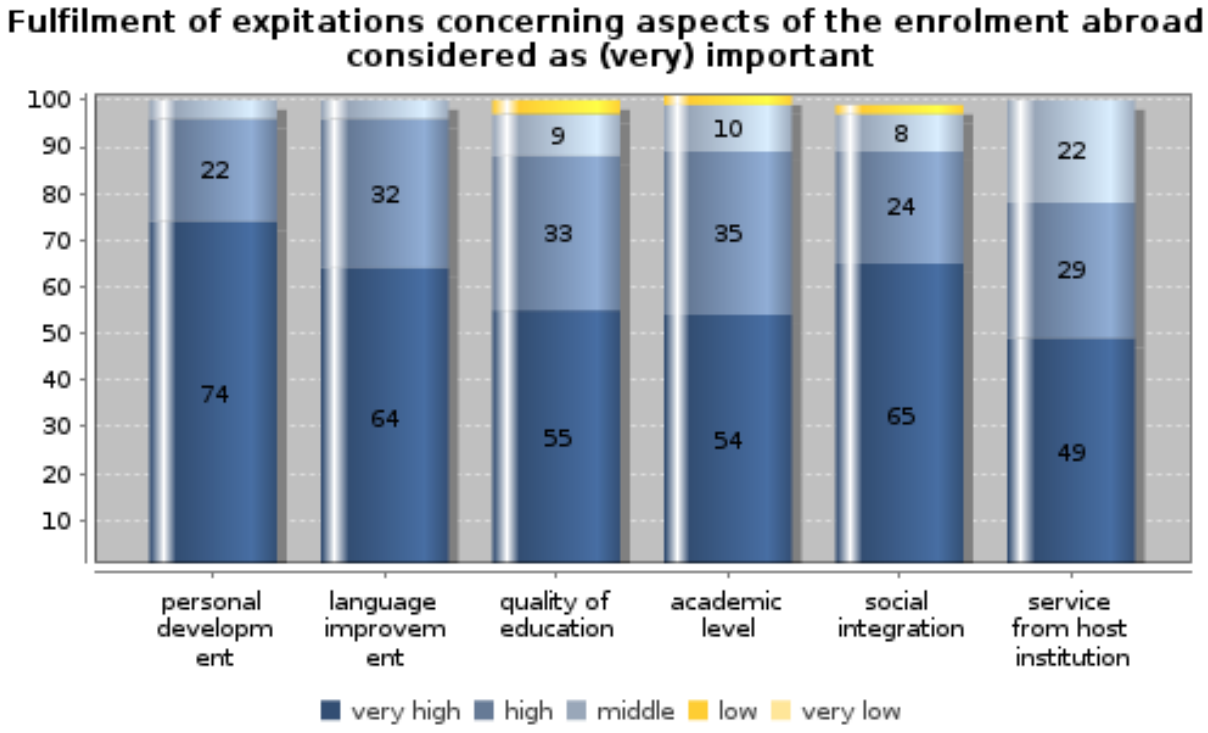
Subtopic 7: Important aspects and fullfilled expectations concerning the enrolment abroad

Key Indicators

Share of students whose expectations concerning the enrolment abroad fulfilled at (very)high level:	
personal development, in %	91.6
language improvement, in %	72.7
quality of education, in %	79.2
academic level, in %	78.1
social integration, in %	73.3
service from host institution, in %	60.0







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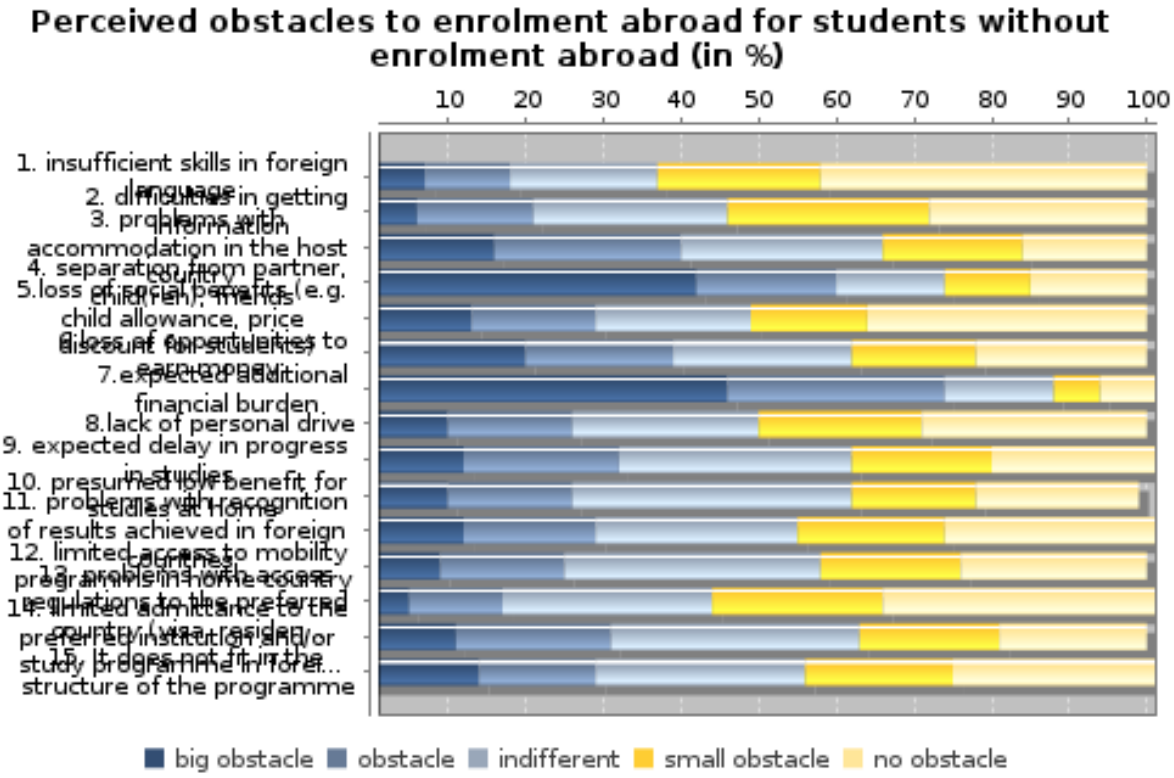
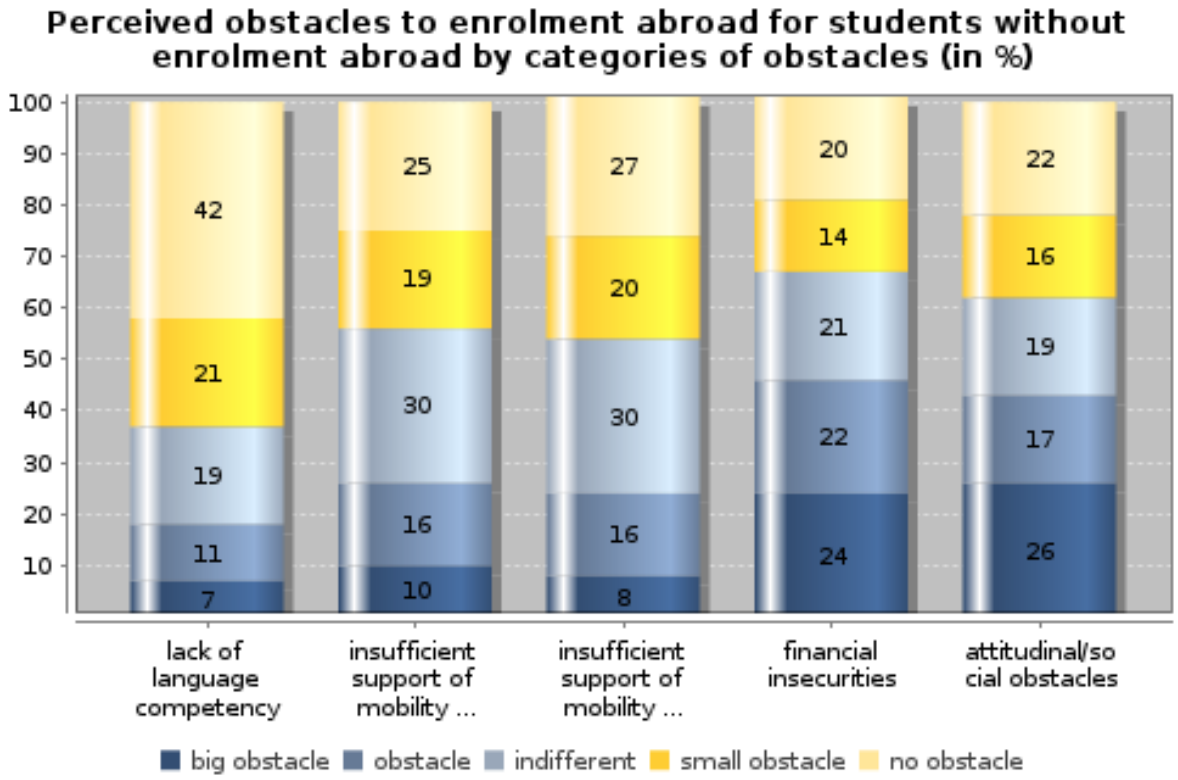
Topic: I. Internationalisation and mobility

Subtopic 8: Perceived obstacles to enrolment abroad

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad:	
lack of language competency, in %	6.6
insufficient support in the home country, in %	10.4
insufficient support in the host country, in %	7.9
financial insecurities, in %	23.6
attitudinal/social abstacles, in %	25.8





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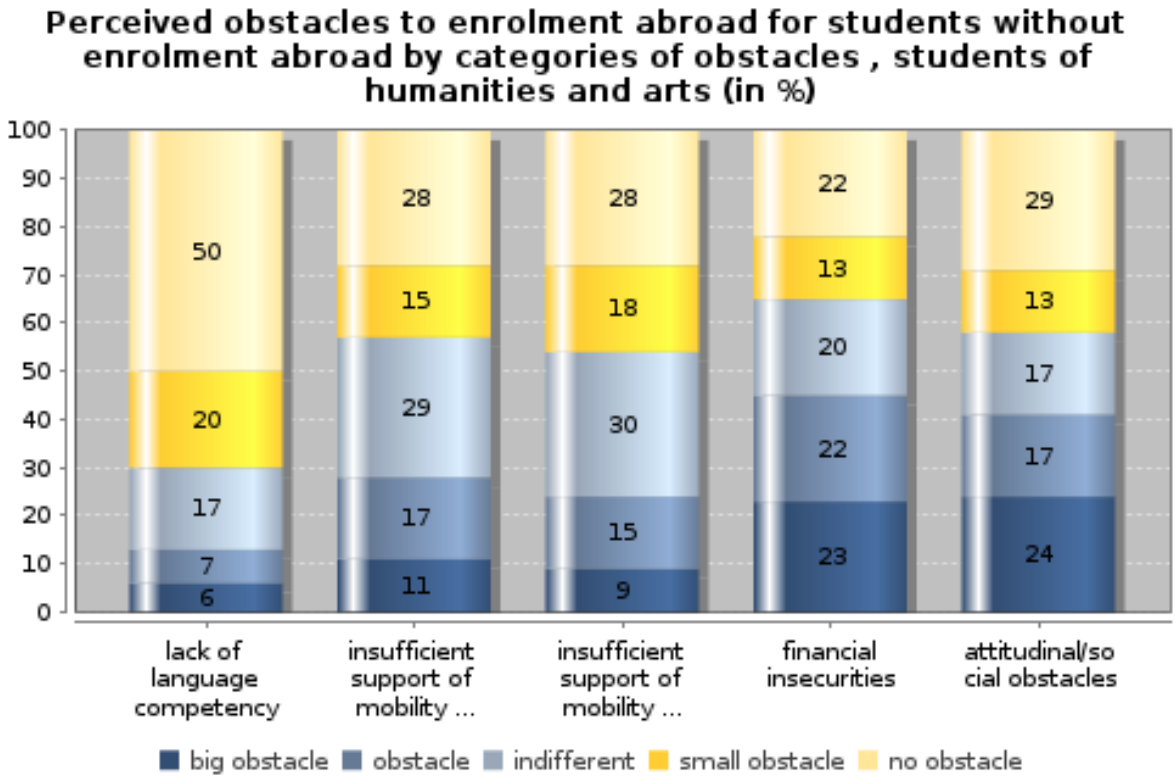
national interpretation of the results of the data analysis:

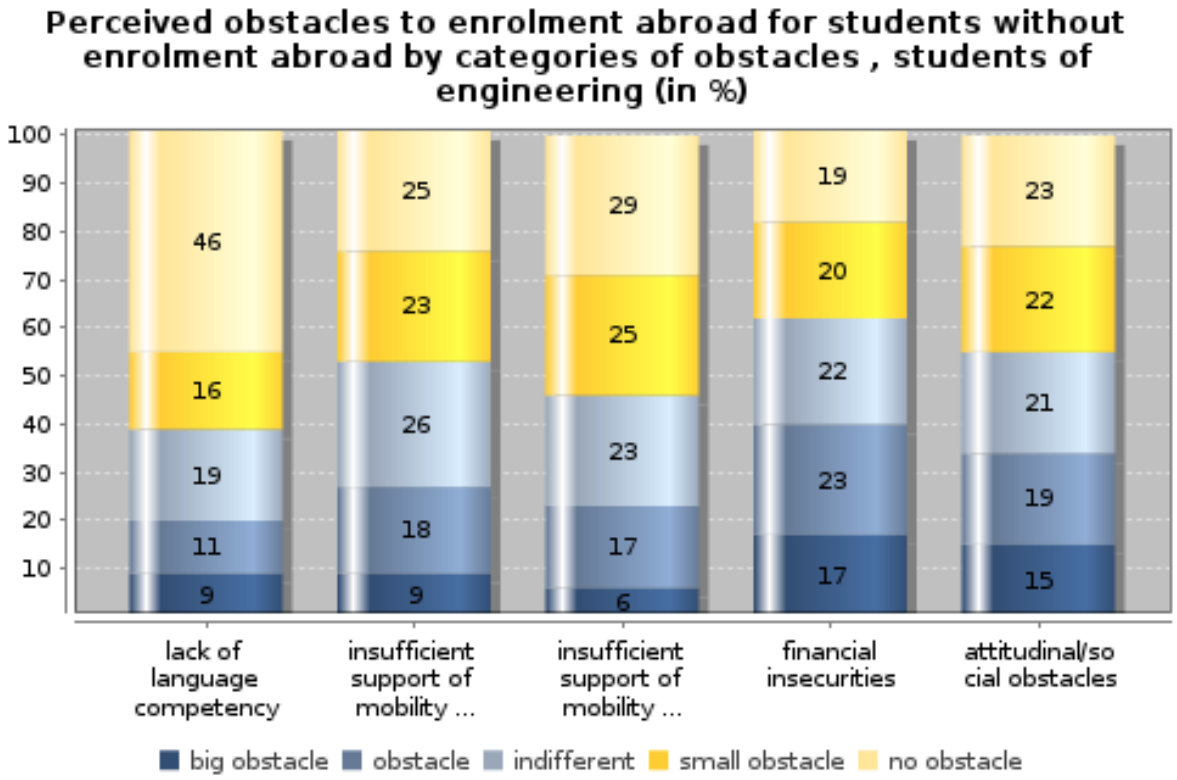
Topic: I. Internationalisation and mobility

Subtopic 9: Perceived obstacles to enrolment abroad by field of study

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by field of study and category of obstacles:	
humanities and arts - lack of language competency, in %	6.4
engineering disciplines - lack of language competency, in %	9.3
humanities and arts - insufficient support in the home country, in %	11.2
engineering disciplines - insufficient support in the home country, in %	8.6
humanities and arts - financial insecurities, in %	22.9
engineering disciplines - financial insecurities, in %	17.0





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methodical issues or considerations for data interpretation:

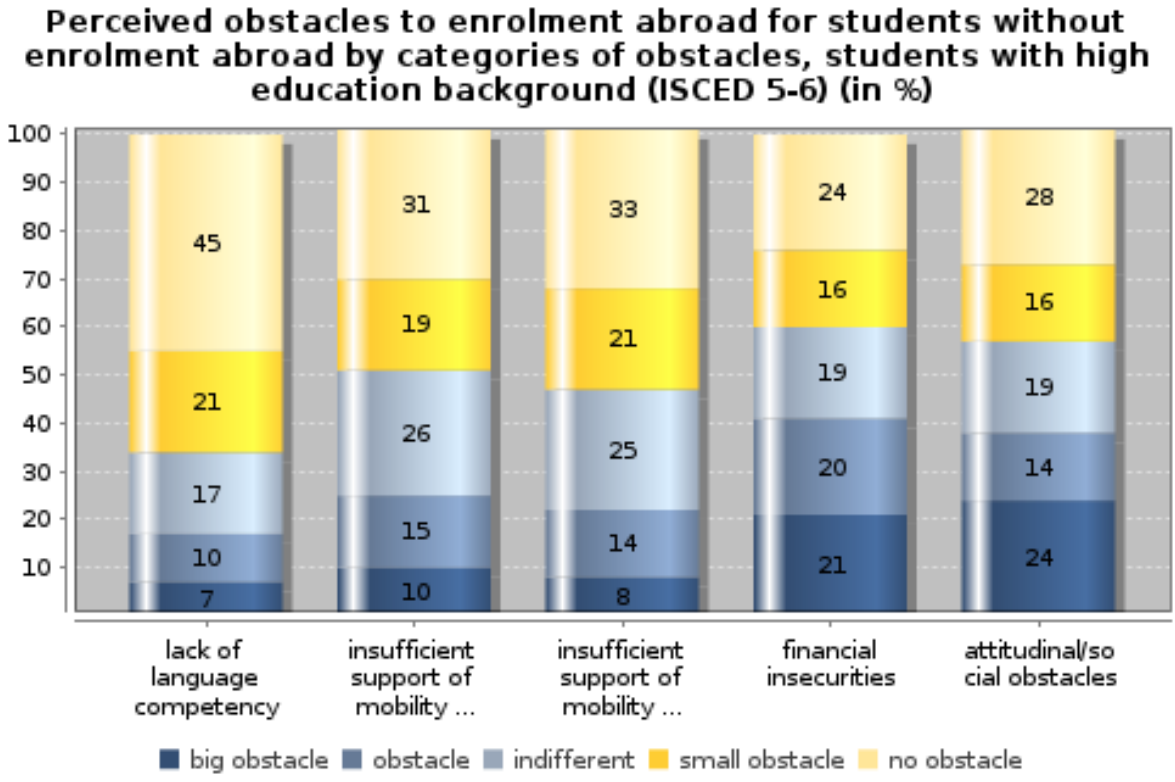
national interpretation of the results of the data analysis:

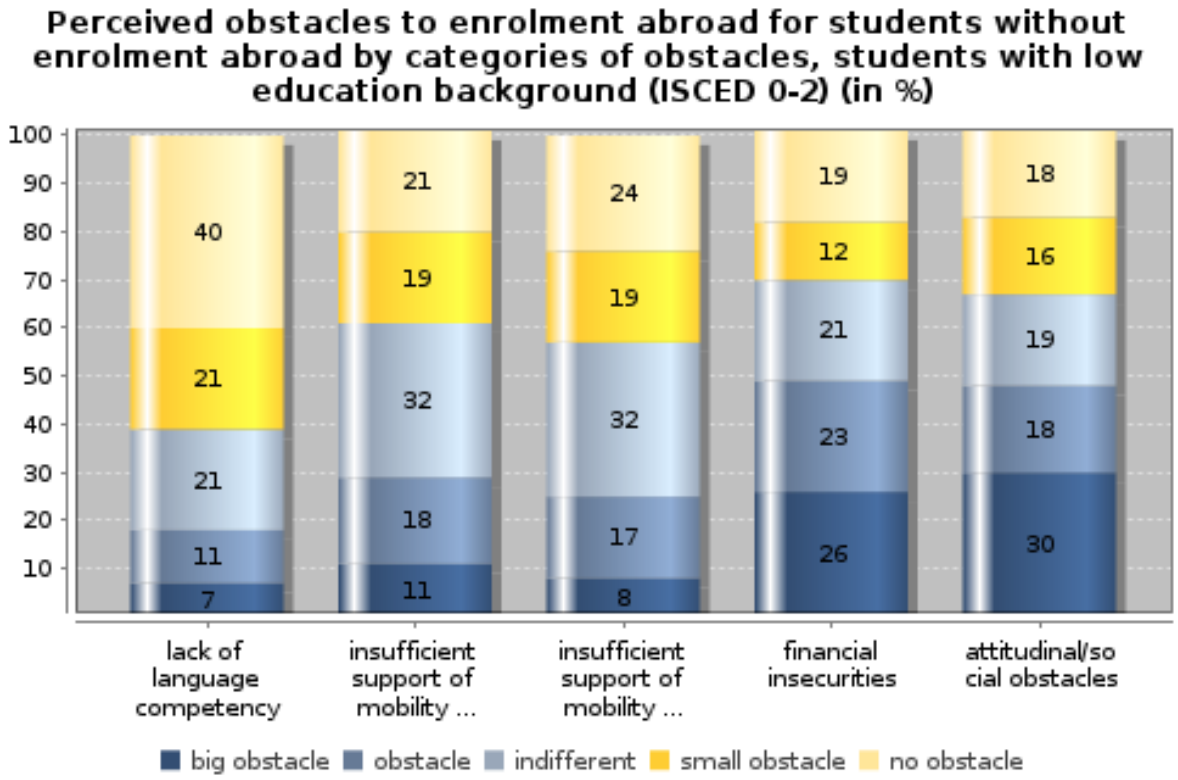
Topic: I. Internationalisation and mobility

Subtopic 10: Perceived obstacles to enrolment abroad by social background

Key Indicators

Big obstacle to enrolment abroad for students without enrolment abroad by highest educational attainment of student' parents and category of obstacles:	
low education background (ISCED 0-2) - lack of language competency, in %	6.6
high education background (ISCED 5-6) - lack of language competency, in %	6.5
low education background (ISCED 0-2) - insufficient support in the home country, in %	11.1
high education background (ISCED 5-6) - insufficient support in the home country, in %	9.8
low education background (ISCED 0-2) - financial insecurities, in %	26.3
high education background (ISCED 5-6) - financial insecurities, in %	21.1





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methodical issues or considerations for data interpretation:

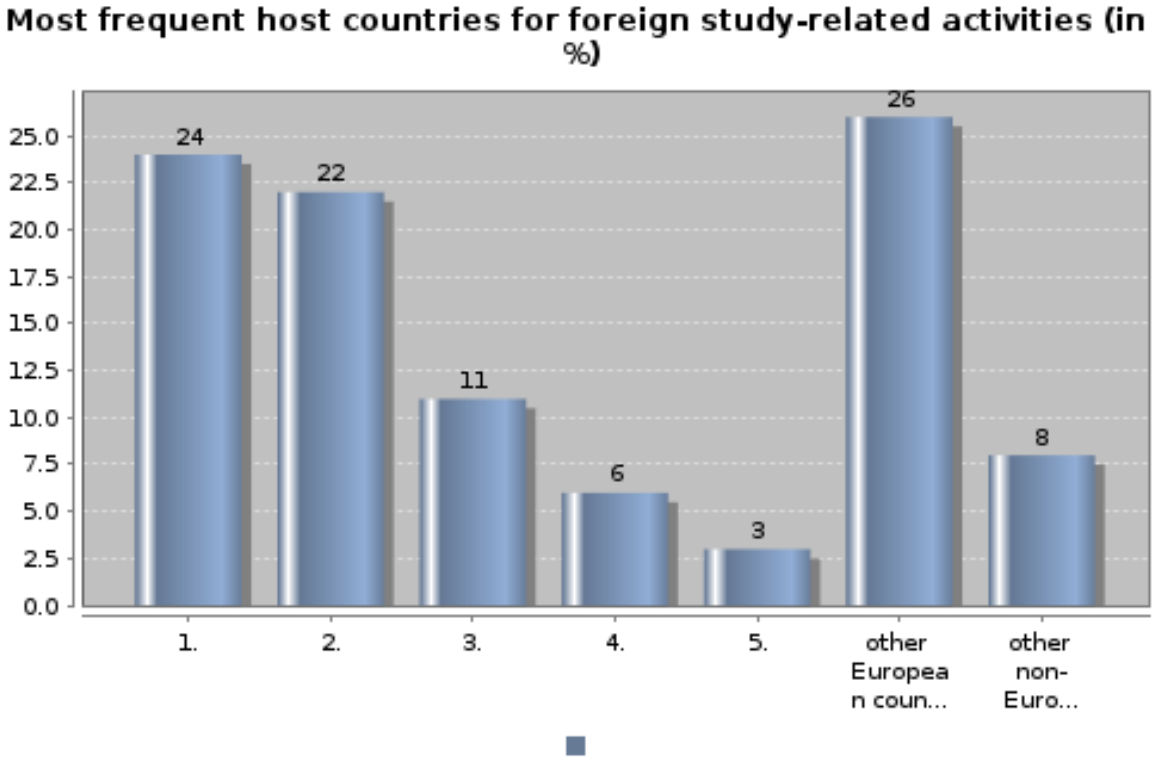
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 11: Choice of country for foreign study-related activities

Key Indicators

Students with study-related activities in most frequent host country, in %	21.0
	Students with study-related activities in second most frequent host country, in %
24.2	
45.0	21.9
Students with study-related activities in third most frequent host country, in %	17.0



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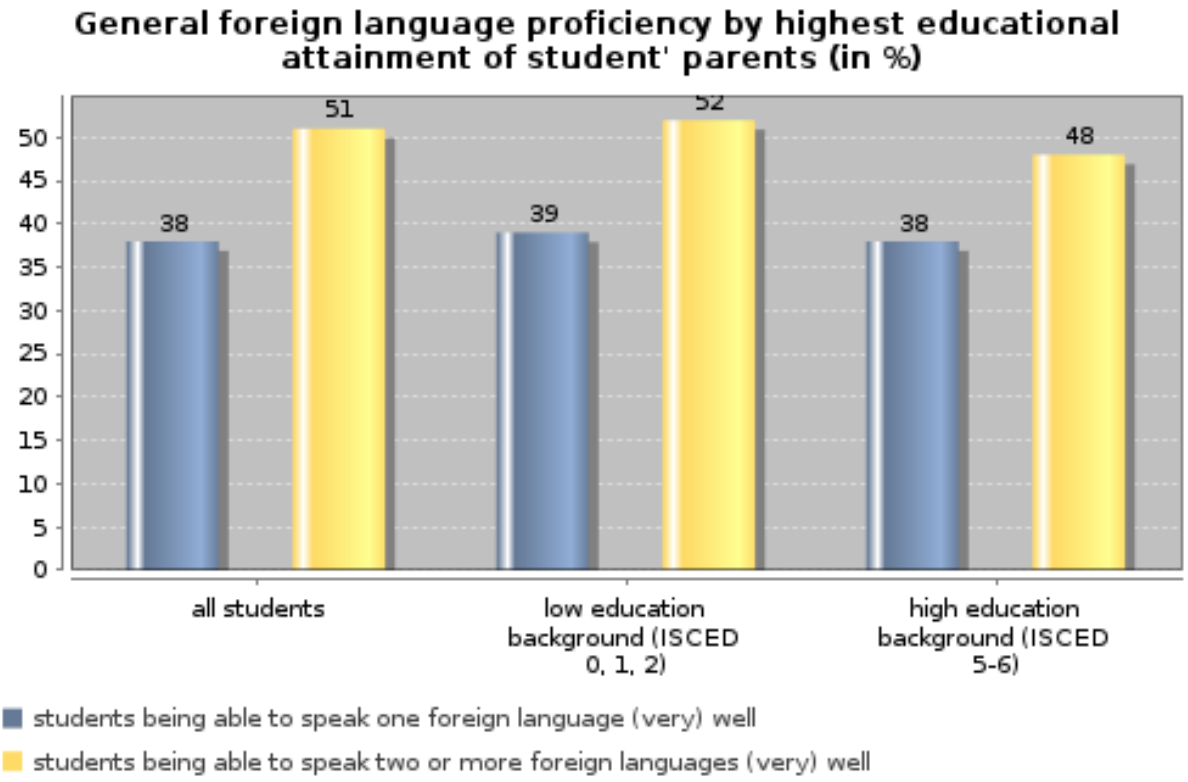
national interpretation of the results of the data analysis:

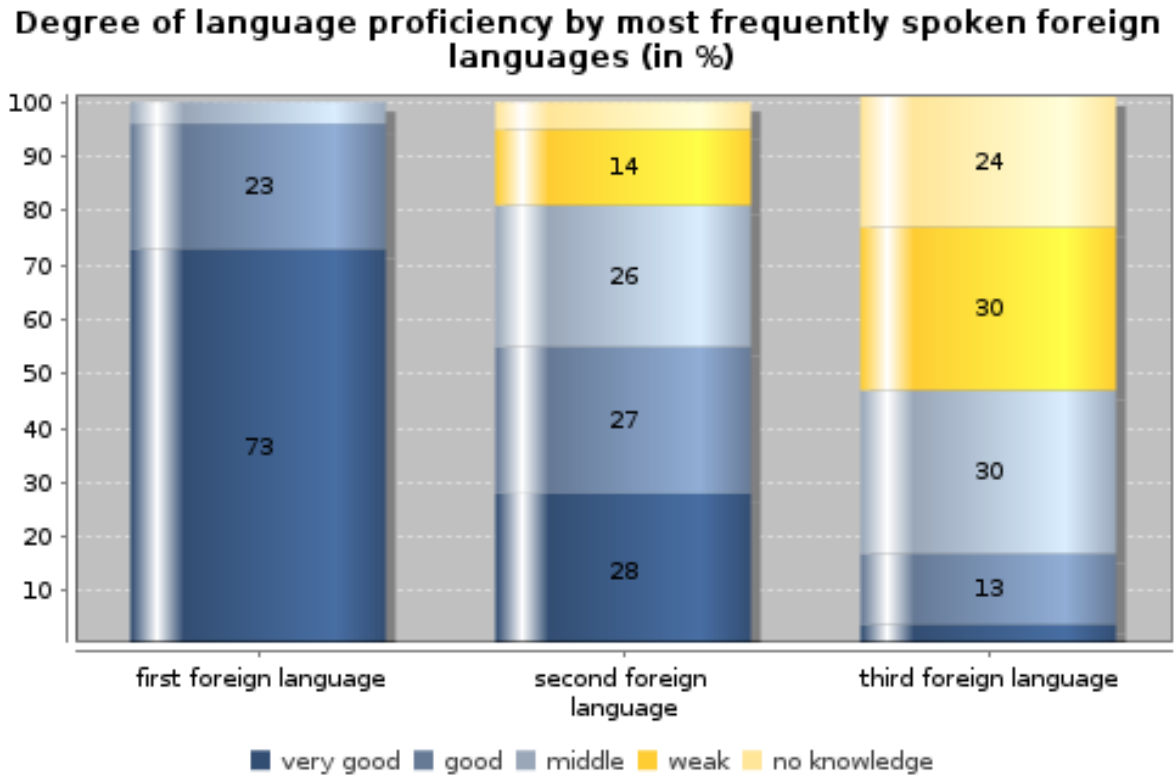
Topic: I. Internationalisation and mobility

Subtopic 12: Foreign language proficiency according to self-assessment

Key Indicators

Share of students with (very) good proficiency in most frequently spoken foreign language, in %	1.0
96.3	Share of students with (very) good proficiency in second most frequently spoken foreign language, in %
0.0	55.2
Share of students with (very) good proficiency in third most frequently spoken foreign language, in %	2.0
16.9	Share of all students being able to speak two or more foreign languages (very) well, in %
	50.6





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second foreign language is Italian

methodical issues or considerations for data interpretation:

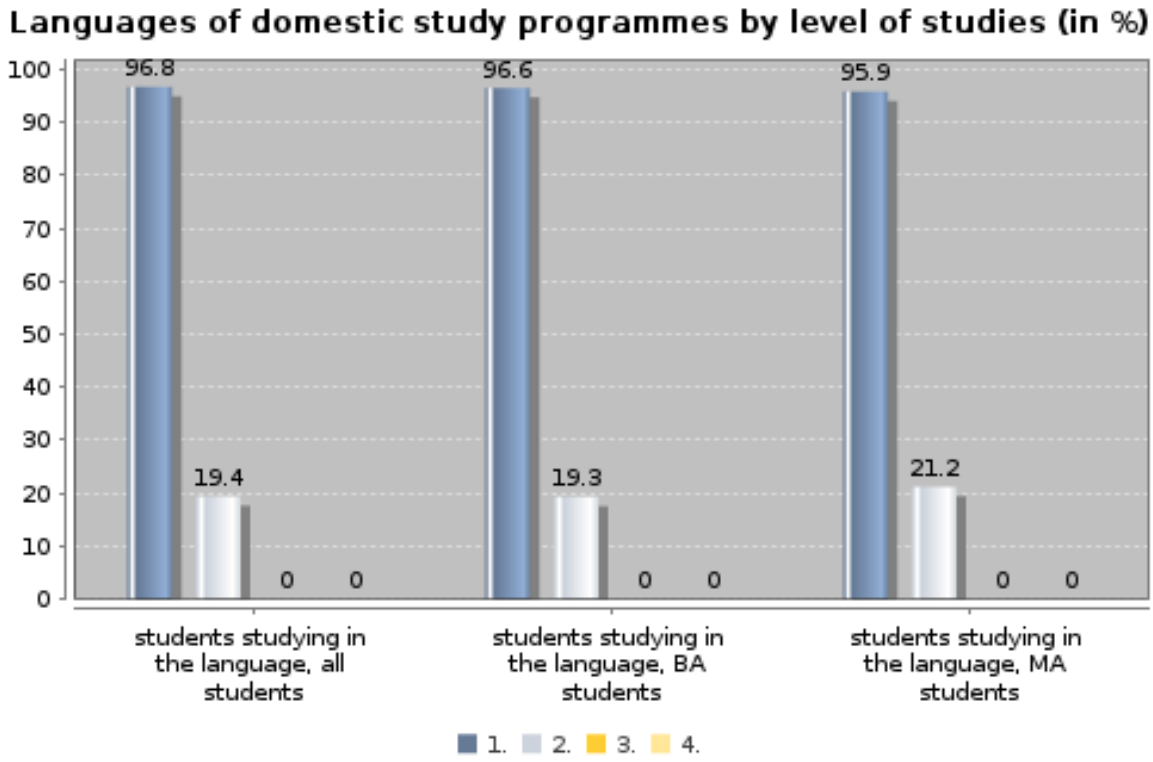
national interpretation of the results of the data analysis:

Topic: I. Internationalisation and mobility

Subtopic 13: Languages of domestic study programmes

Key Indicators

Most frequent language of domestic study programmes of all students, in %	1.0
96.8	2nd most frequent language of domestic study programmes, all students, in %
0.0	19.4
3rd most frequent language of domestic study programmes, all students, in %	0.0



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2nd most frequent language of study programmes of all students is mostly Maltese, a few indicate Italian or other languages.

methodical issues or considerations for data interpretation:

national interpretation of the results of the data analysis: