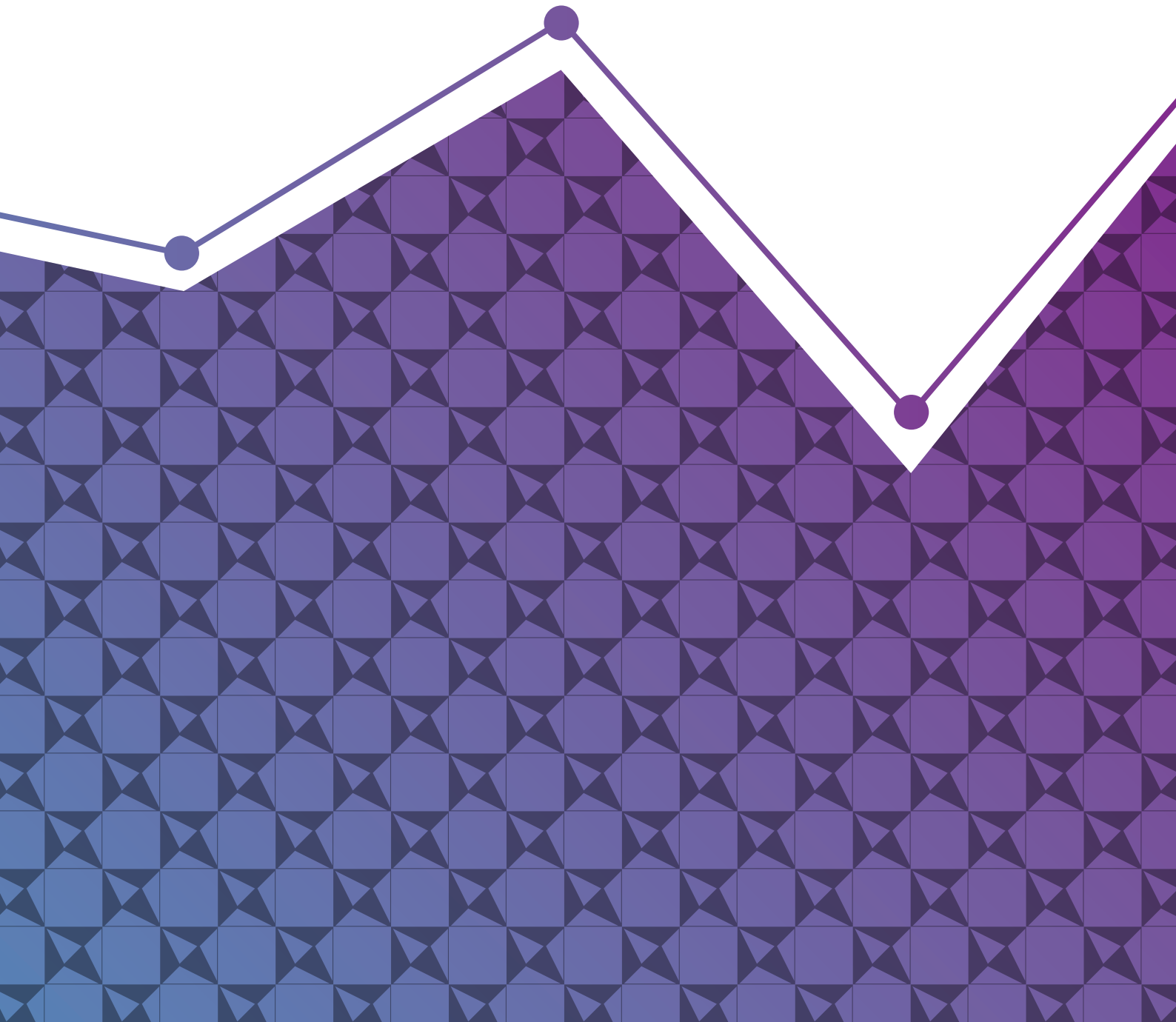


Statistics Report

2023



Contents

Chapter 1 – Introduction	1
1.1 Research Methodology.....	3
Chapter 2 – Further and Higher Education in Malta	11
2.1 The Malta Qualifications Framework	13
2.2 The European Qualifications Framework	15
2.3 Referencing the MQF to the EQF.....	15
2.4 Further Education in Malta.....	16
2.5 Higher Education in Malta.....	17
2.6 The difference between Qualifications and Awards	18
2.7 Accreditation in Further and Higher Education in Malta.....	20
2.8 Home-grown and Foreign Accreditation	20
2.9 Policies and strategies impacting Further and Higher Education in Malta.....	21
Chapter 3 – Enrolment in Further Education	25
3.1 Enrolment in Further Education by gender	27
3.2 Enrolment in Further Education by age.....	30
3.3 Enrolment in Further Education by MQF level	33
3.4 Enrolment in Further Education by time basis.....	36
3.5 Enrolment in Further Education by subject area	37
3.6 Enrolment in Further Education by district of residence	40

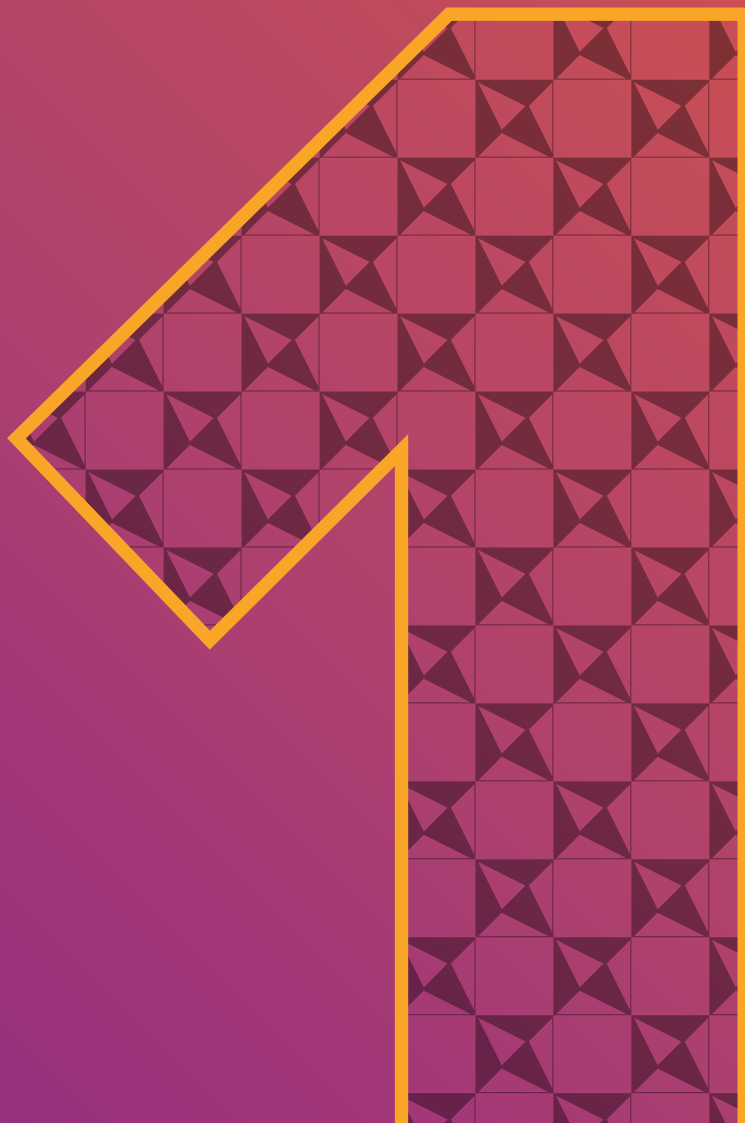
Chapter 4 – Enrolment in Higher Education	45
4.1 Enrolment in Higher Education by gender	47
4.2 Enrolment in Higher Education by age.....	50
4.3 Enrolment in Higher Education by MQF level	53
4.4 Enrolment in Higher Education by subject area	57
4.5 Enrolment in Higher Education by district of residence	62

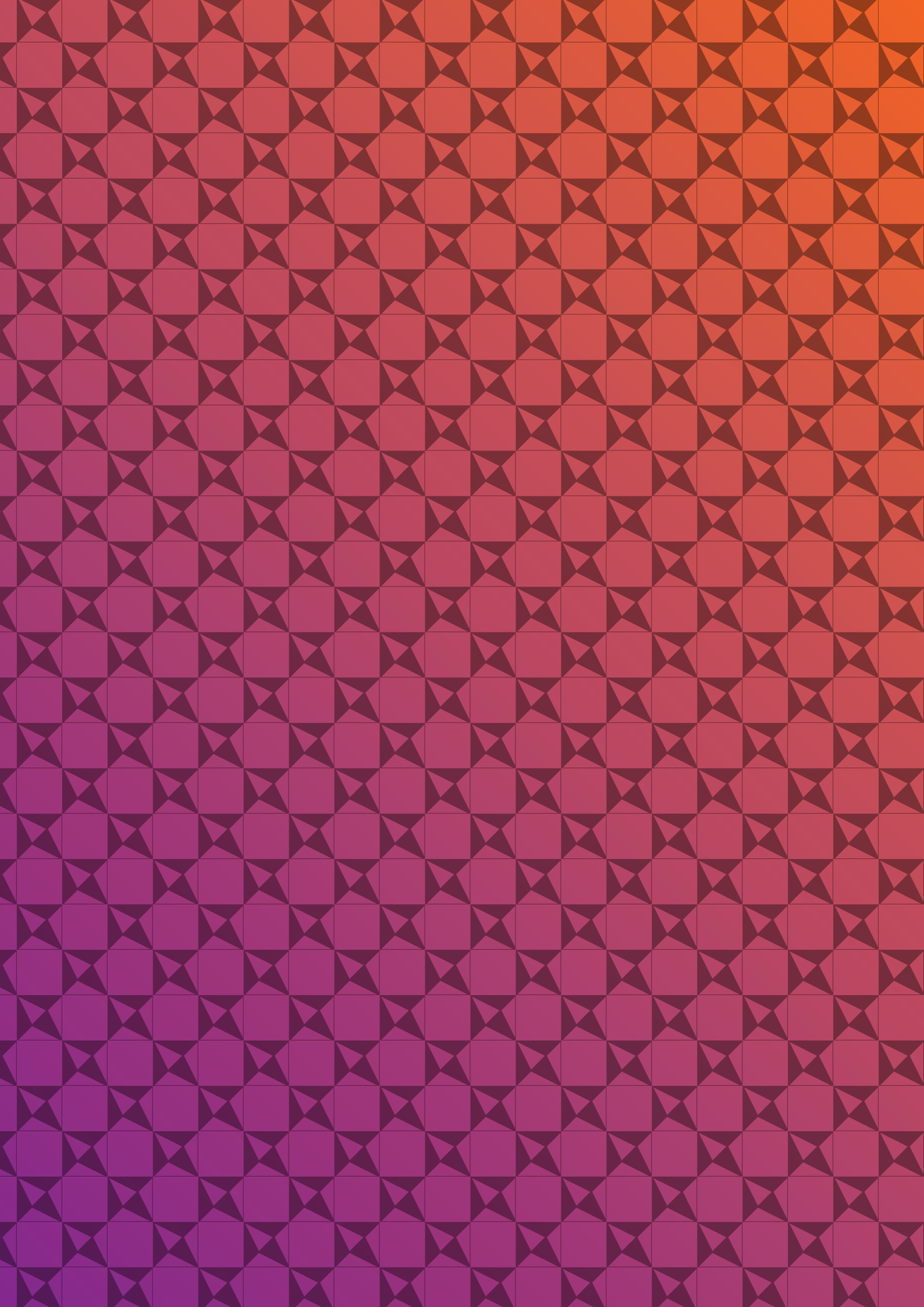
Tables & Figures

Table 1.1	Number of education providers delivering student headcount data for the MFHEA Further and Higher Education Statistics between 2016 and 2021	5
Table 1.2	Further and Higher Education providers delivering data for the academic years 2016/17 - 2020/21 by ownership and license category	6
Figure 2.1	Referencing of the Malta Qualifications Framework (MQF) to ISCED 2011	14
Figure 2.2	Referencing the MQF to the EQF	16
Figure 2.3	Minimum number of credits for Qualifications and Awards	19
Figure 3.1	Total student population in Further Education by gender 2016/17 - 2020/21.....	27
Table 3.2	Total student population in Further Education by gender 2016/17 – 2020/21	28
Figure 3.3	Share of males and females in Further (academic) Education for academic years 2016/17 – 2020/21	28
Table 3.4	Total student population in Further Education by gender and course classification 2016/17 – 2020/21	29
Figure 3.5	Student distribution in Further Education by age group and course classification 2016/17 – 2020/21	30
Table 3.6	Total student population in Further Education by age group and course classification 2016/17 – 2020/21	31
Figure 3.7	Total student distribution in Further Education by MQF level 2016/17 – 2020/21.....	33
Table 3.8	Total student population in Further Education by MQF level and gender 2016/17 – 2020/21	33
Table 3.9	Total student population in Further Education by MQF level and course classification 2016/17 – 2020/21	35
Table 3.10	Total student population in Further Education by MQF level and student status 2016/17 – 2020/21	36
Figure 3.11	Student distribution in Further Education by MQF level and student status 2016/17 – 2020/21	37
Figure 3.12	Student population in Further Education by field of study 2016/17 – 2020/21 (in %)	37
Table 3.13	Student population in Further Education by field of study and gender 2016/17 - 2020/21 ..	38
Table 3.14	Student enrolment in Further Education by district of residence compared to the total population by district of residence 2016/17 - 2020/21.....	41
Table 3.15	Student population in Further Education by district of residence and gender 2016/17 - 2020/21 (in %)	42
Figure 3.16	Student population in Further Education by district of residence and gender 2016/17 - 2020/21.....	43

Table 3.17	Student population in Further Education by district of residence and MQF level 2016/17 - 2020/21 (in %)	44
Figure 4.1	Total student population in Higher Education by gender for the academic years 2016/17 - 2020/21	47
Table 4.2	Total student population in Higher Education by gender for the academic years 2016/17 -2020/21.....	48
Figure 4.3	Share of males and females in Higher Education for the academic years 2016/17 – 2020/21	48
Table 4.4	Total student population in Higher Education by gender and course classification 2016/17 – 2020/21	49
Figure 4.5	Student distribution in Higher Education by age group and course classification 2016/17 – 2020/21 (in %)	50
Table 4.6	Total student population in Higher Education by age group and course classification for the academic years 2016/17- 2020/21.....	51
Figure 4.7	Total student population in Higher Education by MQF level 2016/17 – 2020/21.....	53
Table 4.8	Total student population in Higher Education by MQF level and gender (2016/17 – 2020/21)	54
Table 4.9	Total student population in Higher Education by MQF level and course classification for the academic years 2016/17- 2020/21.....	55
Figure 4.10	Student distribution in Higher Education by MQF level and student status 2016/17 – 2020/21	56
Table 4.11	Student population in Higher Education by student status and MQF level for the academic years 2016/17-2020/21	56
Figure 4.12	Student population in Higher Education by field of study 2016/17 - 2020/21 (in %)	57
Table 4.13	Total student population in Higher Education by field of study and course classification for the academic years 2016/17- 2020/21.....	58
Table 4.14	Student population in Higher Education by field of study and gender 2016/17 - 2020/21 ...	60
Figure 4.15	Student enrolment in Higher Education by district of residence compared to the total population by district for the academic years 2016/17-2020/21	63
Table 4.16	Student population in Higher Education by district of residence and gender 2016/17 - 2020/21 (in %)	63
Table 4.17	Enrolment of student population in Higher Education by district of residence 2016/17- 2020/21	65
Table 4.18	Student population in Higher Education by district of residence and MQF level 2016/17 - 2020/21 (in %)	66

Introduction





This report is based on the annual student headcount data collection carried out by the Malta Further and Higher Education Authority (MFHEA). This report will cover a span of five academic years, starting from 2016/17 up to 2020/21.

- **Chapter 1** outlines the methodology applied in obtaining and presenting the statistics in this report and how this information is structured.
- **Chapter 2** discusses the background information on the Further and Higher Education System in Malta, together with recent legislation, policies and strategies influencing its development. Given that participation in education and attainment are system bound, this chapter will provide a solid foundation to better understand the figures presented in the following chapters.
- **Chapter 3** gives detailed information on student enrolment in Further Education for academic years 2016/17 up to 2020/21.
- **Chapter 4** gives detailed information on student enrolment in Higher Education for academic years 2016/17 up to 2020/21.

1.1 Research Methodology

This report presents data on student enrolment in post-compulsory education in Malta. This will include students above the compulsory school age of 16, and enrolled in either Academic or Vocational education programmes.

All the material presented in this report is based on data collected directly from education providers, on students enrolled in their institutions throughout the surveyed academic year. The MFHEA and the National Statistics Office (NSO), both collaborate on this data collection exercise. This joint collection exercise takes place as both entities require similar data from the same education providers. Therefore, in order to avoid over burdening the education providers with 2 similar surveys, the MFHEA and the NSO have agreed to collaborate during the data collection process, and share the collected data at a later stage. The MFHEA mainly targets education providers who offer vocational courses, while the NSO mainly collects data from the academically inclined institutions.

A Memorandum of Understanding is drafted each year, highlighting key aspects of the data collection exercise, such as:

- which entity should collect the data from each education provider;
- the list of variables;
- collection deadlines;
- and other operational requirements.

The reference date for this reporting exercise is the 31st March of the academic year under review.

The data collection exercise undertaken by the MFHEA forms part of its core responsibilities as outlined in Education Act CAP 607, Article 3. (3) i-j:

3. (3) The Authority shall generally regulate, guide, evaluate, verify, research and report on the various elements, including the experience and the outcomes or results of the education system with the aim of assuring quality education for all and in order to promote good practices in all activities related to Further and Higher education. In particular, the Authority shall:
 - (i) request information for the purpose of research and statistics;
 - (j) compile and keep up-to-date records of such data as it may deem appropriate in connection with its functions:

To this end, the Education Act CAP 607 Article 5 empowers the MFHEA to collect data both from public and private education providers as follows:

5. (1) Without prejudice to the generality of the power conferred in Article 4, this article and the data protection provisions established by virtue of Regulation (EU) 2016/679 (the General Data Protection Regulation) and the Data Protection Act, the Authority shall have access to all pertinent information available to educational institutions and it shall have the right to request all data it may require to perform its functions both from public and private providers and this data shall be transmitted to it within a reasonable time from when it was requested.
5. (2) The Authority shall have access to statistics and to opportune economic and social data, as required, so that the Authority may be able to perform its functions in accordance with this Act

This report focuses on programmes offered by licensed providers. In this regard Article 6 of Subsidiary Legislation 327.433 'Further and Higher Education (Licensing Accreditation and Quality Assurance) Regulations' outlines the following exceptions and exclusion from obtaining a license or accreditation for a programme:

- 6.(1) Providers providing the following types of programmes do not require a licence issued under these regulations in order to provide these programmes:
 - (a) short programmes or courses which lead to a certificate of attendance;
 - (b) continuous professional development programmes or courses which are regulated by professional accreditation bodies;
 - (c) any type of programme which does not purport to serve for obtaining a qualification classified within the Malta Qualifications Framework or a recognised foreign qualification framework;
 - (d) programmes developed and provided by a company for proprietary purposes, or provided by other bodies or entities on its behalf, and for exclusive use within that company, which proprietary purposes shall be reflected in the name of the certificate or other type of award obtained upon successful completion of that programme:

Provided that providers providing the programmes referred to in this regulation shall seek accreditation and apply for a licence under these regulations where they

require such programmes to serve for obtaining qualifications classified within the Malta Qualifications Framework or a recognised foreign qualifications framework.

6. (2) The Commission may make guidelines in order to exempt further education centres, as defined in the Second Schedule, from the requirements of provider or programme accreditation or of quality assurance under these regulations

This report also includes data on student enrolment in courses meeting these above-mentioned exceptions and exclusions. Student enrolment in such courses will be classified as ‘Other’ throughout the whole report.

Data reported by licensed Further or Higher Education providers has also been reconciled with the register of Further and Higher Education Institutions held by the MFHEA, including the list of accredited courses and the Malta Qualifications Framework (MQF) level officially assigned to each course. In this regard, MQF levels 1-4 refer to Further Education and MQF levels 5-8 refer to Higher Education.

For academic years 2016/17 to 2020/21, the MQF levels of the programmes presented in this report are in line with the official MQF level assigned to each course by the Accreditation unit within the MFHEA.

Table 1.1 Number of education providers delivering student headcount data for the MFHEA Further and Higher Education Statistics between 2016 and 2021

Academic Year 2016/17	Academic Year 2017/18	Academic Year 2018/19	Academic Year 2019/20	Academic Year 2020/21
57	83	99	116	100

For academic year 2020/21, a total of 100 accredited education providers have submitted data to the MFHEA on the students enrolled in their programmes. Table 1.1 highlights the constant yearly increase in the number of education providers reporting student headcount data to the MFHEA. This increase may also be attributed to the fact that the delivery of statistics to the MFHEA forms part of the licensing conditions of education providers. The decrease in the number of education providers during 2019-2021 Academic Years could potentially be attributed to the COVID-19 pandemic.

Overall increase in education providers reflects both the continued growth of both the public and private Further and Higher Education providers in Malta, as well as the effort to fully capture the data on this sector.

Table 1.2 gives an overview of all education providers by ownership and licence category for the academic years 2016/17 to 2020/21.

A further methodological implementation, compared to previous reports, is the method by which the number of students has been calculated. In previous reports, students who were enrolled with different education providers during the same academic year, had their secondary course removed from the dataset, and only their most advanced courses were kept in such cases. However, for academic years 2016/17 to 2020/21 the total number of student registrations was used for this analysis. This approach was preferred since the MFHEA does not collect personal data, such as identity card numbers. The only students who were eliminated from the dataset were students who were enrolled for each separate module of a single programme. Such students were counted only once for the entire course. These students were identified using demographic details such as sex, date of birth, locality of residence and nationality. These individuals were recorded or listed as being enrolled in more than one module for the same course during the same academic year. In such instances, these individuals were reported only for the programme they were enrolled in, and not for the individual modules separately.

Thus, when analysing the data contained in this report, four key aspects should be kept in mind, namely:

- the total number of education providers delivering student headcount data in the respective academic year;
- the reclassification of non-licensed providers or non-accredited programmes as ‘Other’;
- the revision from counting the number of students to counting the number of student registrations in Further and Higher Education Institutions; and
- the identification of individuals enrolled in more than one module for a single programme during each academic year, which are reported only once for the main programme they are enrolled in.

Wherever student headcount data collected by the MFHEA is presented as a share of the age cohort, the reference population used has been the total population (at birth) for each age cohort as published by the National Statistics Office (NSO). This report also draws on secondary data sources. Wherever such secondary data sources have been drawn on, these have been acknowledged accordingly.

Table 1.2 Further and Higher Education providers delivering data for the academic years 2016/17 - 2020/21 by ownership and license category

Public	Further Education Institution	Armed Forces of Malta Training School
		Agenzija Zghazagh
		ELT Council
		Jobsplus
		St Vincent de Paul Long Term Care Facility
	Further and Higher Education Institution	Directorate for Research, Lifelong Learning and Employability
		Institute for the Public Services, Office of the Prime Minister
		Institute of Tourism Studies (ITS)*
		The Malta College of Arts, Science & Technology
		Mater Dei Hospital
	Higher Education Institution	Agency for the Welfare of Asylum Seekers
		Institute for Education
	Post-Secondary Institution	Gan Frangisk Abela Junior College
		Giovanni Curmi Higher Secondary School
		Sir M.A. Refalo Sixth Form
	University	University of Malta

Private	Tuition Centre	Cross Culture International Foundation
		First Responder Centre Malta
		ITSM - Malta
		Malta School of Flying
		MMH Academy
	Further Education Centre	Centre for Child Development, Education and Care Studies (CDEC)
		Ocean Beauty Academy
		Nefertiti Beauty Academy
		St Bernard's Safety Training Centre
	Further Education Institution	Alumna Limited Camas Malta
		ame Health and Safety Services Ltd
		Busy Bee Training Institute Ltd.
		CMC Training Centre
		FTIAS Ltd
		Goldwell Academy Malta
		Holistic Technology Limited
		Inspire (The Eden and Razzett Foundation) Learning Centre
		Institute for Pastoral Ministry
		International College of Osteopathic Medicine
		International School of Hairdressing
		Jigami Hairdressing
		La Houppette Academy
		Learning Works
		Malta Institute of Professional Photography (MIPP)
		Malta International Training Centre
		Melita Training and Resource Management
		Motherwell Bridge Welding School
		Outlook Coop Training Institute
		Ozo Academy
		Peach and Sorrel Beauty Academy
		Pro-TektSafety
		Reggie Miller Foundation
Saint Martin's Institute of Further Education		
The Computer Training Course (TCTC)		
Tech Courses Centre		
Training Malta		
Training Plus - Malta		

Private (cont.)	Further and Higher Education Institution	Academy of Dance Arts
		Advenio eAcademy
		Avanza Academy
		Beautytech Hair and Beauty Academy
		Business Leaders Malta
		Central Mediterranean Business School**
		Domain Academy
		Emergency Response Rescue Corps (ERRC)
		St. Gabriel's Institute (previously FSS Ltd)
		Future Focus Ltd
		Global College Malta
		Global Institute of Theology
		IDEA Academy
		Institute of Financial Services (IFS) - Malta
		Institute of Computer Education, Ltd. (ICE Malta)
		International School of Beauty Therapy
		Johane Casabene Dance Conservatoire
		KPMG Learning Academy
		KPMG Talent (P5+) Limited
		LEAD Training Services
		Learnkey Training Institute
		Libyan Higher Vocational Institute
		Malta City College
		Malta Institute of Management
		Malta Leadership Institute
		Malta University Consulting
		Melita Safety Training Services Ltd
		MISCO Consulting Ltd
		MX Institute
		Online & Live Casino Academy (OLCA)
		Pastoral Formation Institute (PFI)
		Pauleen's Dance and Fitness Studios
		People and Co
		PricewaterhouseCoopers (PwC) Malta
		St Thomas Institute
		STC Training
		Support and Supply Management (SSM) Group
		The College Of Dance
		The Dance Workshop
		The Hair Tuition Centre
The Playhouse		
Think Talent Limited		

**Private
(cont.)**

**Higher Education
Institution**

21 Academy
AIM Professional Academy
Applied Research and Training Academy (ARTA)
Bank of Valletta PLC
Castille Institute
College of Remote and Offshore Medicine Foundation (COROM)
EDU Institute of Higher Education
EMCS Academy
Equinox Academy Ltd.
European Forensic Institute Limited
European Institute for Medical Studies (EIMS) H.E.I.
Europeanfunds.info
Gestalt Psychotherapy Training Institute Malta (EAPTI-GPTIM)
Global Connect Academy
GY Academy Higher Education Institution
Institute of Family Therapy - Malta (IFT)
IJF Academy Foundation
London School of Commerce
Malta Business School
Malta Employers' Association (MEA)
Malta ICOM Educational
Malta Institute of Taxation
New Horizons (Institute for Work Competencies) Ltd
Pegaso International
Richard Clarke Academy
Saint Martin's Institute of Higher Education
SMC Education Group
St. Catherine's High School Higher Education Tuition Centre
The Foundation for Human Resources Development (FHRD)
Transcontinental Institution of Higher Education
UCM Higher Education Institution Foundation***
Valletta Higher Education Institute

Private (cont.)	Post-Secondary Institution	De La Salle College
		QSI International School of Malta
		Russian Boarding Upbringing and Education Centre Ltd
		St Aloysius College
		St Edward's College
		St Martin's College
		Verdala International School
	University	American University of Malta (AUM)
		European Graduate School (EGS)
		Middlesex University Malta Ltd
		Barts and The London School of Medicine and Dentistry

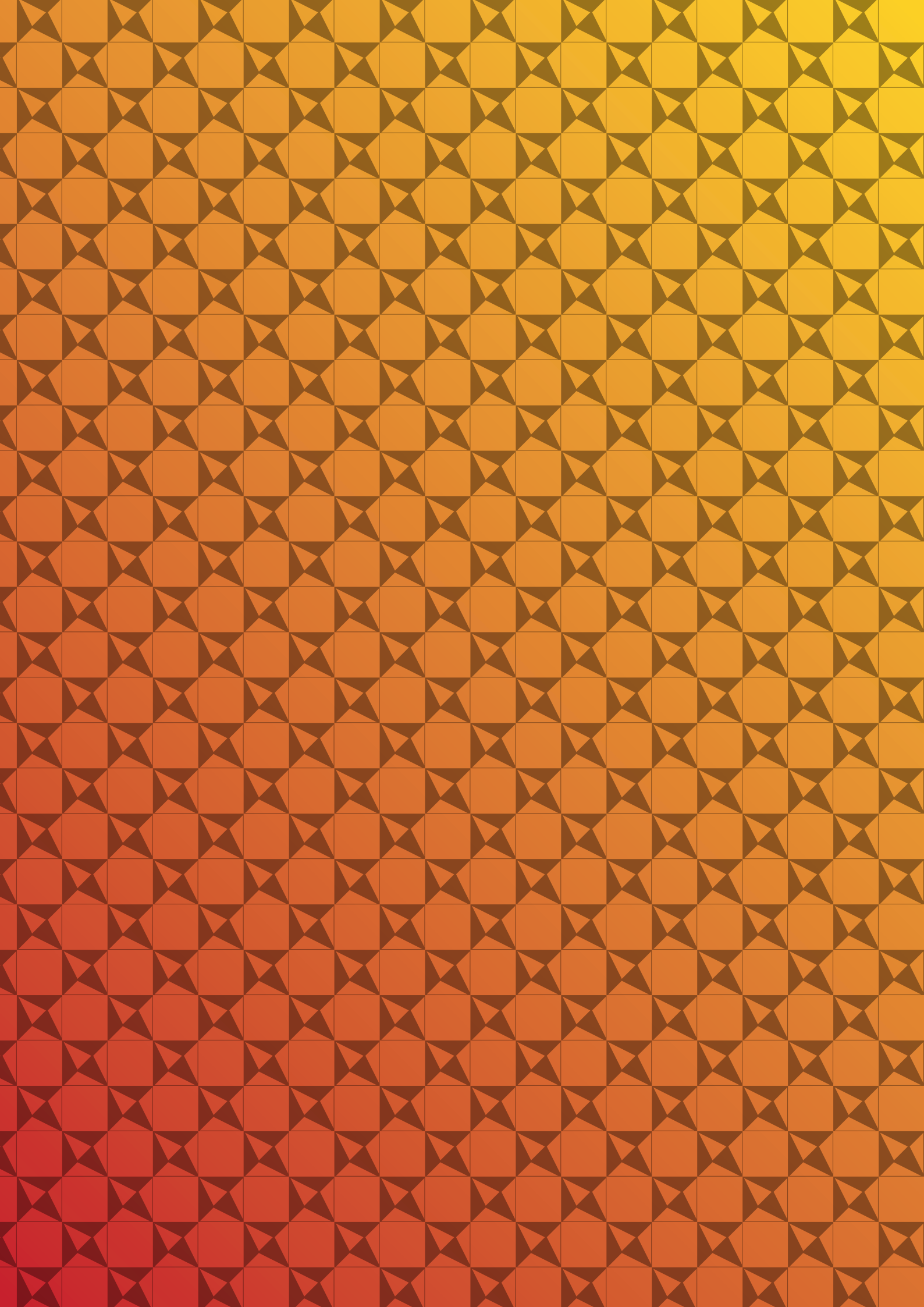
* ITS is a self-accrediting institution licensed as a Further and Higher Education Institution for programmes up until MQF level 5; For Programmes MQF level 6 upwards, ITS is licensed as a Higher Education Institution.

** Previously named as Academy of Business Leaders till July 2021

*** Licence revoked in 2021.

Further and Higher Education in Malta





2.1 The Malta Qualifications Framework

The Malta Qualifications Framework (Figure 2.1) tries to make the Maltese qualifications system easier to understand and more transparent at a national and international level. The Malta Qualifications Framework (MQF) is also used as a referencing tool, and helps to describe, classify, and compare both national and foreign qualifications, thus promoting quality, transparency, and mobility of qualifications in all types of education.

To this end, the MFHEA conducted a mapping exercise to match each MQF level to the International Standard Classification of Education (ISCED) 2011 as indicated in Figure 2.1. ISCED was designed by UNESCO in the 1970s as an international tool to compare statistics on education. The main difference between the MQF and ISCED 2011 frameworks is that the ISCED framework classifies education sectors, while the MQF classifies the different qualifications. Figure 2.1 illustrates how the ISCED 2011 and the MQF frameworks are mapped with each other. This mapping is especially useful both for national reporting, as well as to facilitate the foreign qualifications recognition.

Figure 2.1 Referencing of the Malta Qualifications Framework (MQF) to ISCED 2011¹

Malta Qualifications Framework			ISCED 2011
8	Doctoral Degree		8 ISCED 8 Doctoral Degree/ PhD or equivalent
7	Master's Degree Postgraduate Diploma Postgraduate Certificate		7 ISCED 7 Master's Degree or equivalent
6	Bachelor's Degree		6 ISCED 6 Bachelor's Degree or equivalent
5	Undergraduate Diploma Undergraduate Certificate High Education Certificate	Foundation Degree VET Higher Diploma	5 ISCED 5 Short-cycle <i>tertiary</i> education
4	Matriculation Certificate Advanced Level Intermediate Level	VET Diploma ^(c)	4 ISCED 4 Post secondary education
3	General Education Level 3 SEC Grade 1-5	VET Level 3 ^(c)	3 ISCED 3 Upper secondary education
2	General Education Level 2 SEC Grade 6-7 Secondary Education School Certificate and Profile (B)	VET Level 2 ^(c)	2 ISCED 2 Lower secondary education
1	General Education Level 1 Secondary Education School Certificate and Profile (A)	VET Level 1 ^{(a)(b)}	1 ISCED 1 Primary education
			ISCED 01 Pre-primary education (3 years)
			ISCED 01 Pre-primary education (0-2 years)

¹ Source: Referencing Report, 2016

2.2 The European Qualifications Framework

The European Qualifications Framework (EQF) was created as a translation tool to assist in the comparison between different qualification systems across Europe.

The EQF will allow any National Qualification system, National Qualifications Frameworks (NQFs) and all qualifications in Europe, to be referenced to its respective EQF level, thus creating a uniform model used to understand and compare qualifications awarded in the different European countries.

2.3 Referencing the MQF to the EQF

Both the MQF and the EQF share similarities but have distinct approaches that are necessary to categorise each level within their respective framework. Each level within the MQF is assessed on the following course learning outcomes:

- Knowledge and understanding
- Applying Knowledge and understanding
- Communication skills
- Judgement skills
- Learning skills
- Autonomy and responsibility skills

Whereas the EQF is based on the following course learning outcomes

- Knowledge
- Skills
- Competences

The skills section of the EQF has been further developed in the MQF, since progression of specific domains for different skills is considered. The MQF has included Applying Knowledge and Understanding, Communication Skills, Judgemental Skills and Learning Skills within its framework, thus further specifying the outcome expected from each level.

Instead of the Competences skill, the MQF introduced the Autonomy and Responsibility skill, indicating that the competences achieved at every level are accountable and measured in terms of autonomy and responsibility.

Figure 2.2 Referencing the MQF to the EQF²

MQF Levels	EQF Levels
8	8
7	7
6	6
5	5
4	4
3	3
2	2
1	1
Introductory Level A	
Introductory Level B	

As shown in Figure 2.2, levels 1 through 8 are equivalent between the MQF and EQF. However, the MQF has introduced two additional levels to its framework, namely Introductory levels A and B.

The introductory levels A and B are the most recent additions to the MQF, having no equivalent counterpart on the EQF. Introductory levels A and B are designed to recognise lower levels of learning, lower than those at level 1. These recognise all kinds of learning, irrespective of how basic they might be. These have been created as pathways for entry into a level 1 course, or for employment purposes. The introductory levels A and B are not yet included in legislation.

2.4 Further Education in Malta

The Maltese compulsory education system incorporates all children between the ages of 5 and 16. Following the completion of compulsory education, students may continue their studies in either academic or vocational Further Education, level rated at MQF levels 1 to 4.

Academic Further Education is mainly provided by eight post-secondary institutions, three of which are state run, namely;

- G.F Abela Junior College,
- Giovanni Curmi Higher Secondary School,
- Sir M.A. Refalo Sixth Form in Gozo,

and by another five privately run institutions, namely;

- De La Salle College,
- St. Aloysius Sixth Form,

² Source: Referencing Report, 2016

- Verdala International School,
- St. Martin's College Sixth Form and
- St. Edward's International Baccalaureate Sixth Form,

together with other public and private tuition and training centres, who also offer academic based full-time or part-time courses in Further Education.

Vocational Further Education is predominantly provided by two state-run institutions, namely;

- The Malta College of Arts, Science and Technology (MCAST),
- Institute of Tourism Studies (ITS).

Nevertheless, there are several other public and private tuition and training centres providing Further vocational education and training. For a complete list of education providers who contributed to this statistical report and are also offering Further Education refer to Table 1.2. Apart from these, there are various other licensed institutions who haven't hosted any students in the past years. A public register of such entities is maintained by the MFHEA and is publicly available on their website.

2.5 Higher Education in Malta

Students who have successfully completed their respective Further Education programmes, may also further their studies in Higher Education. Malta's Higher Education is in line with the degree structure within the European Higher Education Area. This structure follows the three-cycle system of Bachelor's, Master's and Doctorate. In this regard, the first cycle includes both short cycle qualifications at MQF level 5 as well as Bachelor qualifications at MQF level 6. The latter is typically equivalent to a total between 180 to 240 ECTS, or to an average of 60 ECTS per year in full-time programmes. The second cycle is represented by Master qualifications at MQF level 7, with a typical workload of 60 to 120 ECTS, or an average of 60 ECTS per year in full-time programmes. The third cycle is equivalent to a Doctorate qualification at MQF level 8, to which no ECTS have been assigned. An extended overview of Malta's Higher Education system is available in the Referencing Report published by the MFHEA.

Higher Education in Malta is predominantly offered by the University of Malta. However, both MCAST and ITS have increased the provision of programmes in Higher Education. Moreover, a number of private providers also offer programmes in Higher Education in Malta. For a complete list of education providers offering Higher Education who contributed to this statistical report, refer to Table 1.2.

In Malta, the most direct route to access Higher Education generally requires the attainment of qualifications at MQF level 4. For example, admission to the University of Malta requires students to be in possession of both the Matriculation Certificate, which can be obtained after completion of academic Further Education, and passes in the Secondary Education Certificate (SEC) at Grade 5 or better in Maltese, English Language and Mathematics. An exception to this would be that, if a pass in Maltese, and/or English, and/or Mathematics is obtained within the Matriculation Certificate, either at Advanced or at Intermediate Level, a pass in the Secondary Education Certificate Examination is not required.

Alternative routes are also available for students who wish to enrol in Higher Education, but who did not follow the conventional educational pathway.

- Mature student enrolment - prospective students aged 23 and over, might be allowed to enrol in Higher Education Institutions without satisfying the above-mentioned requirements. These are usually subject to the institution's Maturity Clause.

- Access is sometimes also granted to prospective students through permeability mechanisms allotted at the institution's discretion.
- The Recognition of Prior Learning (RPL) system - this process recognises learning originating from both past experience and previous formal, non-formal and informal learning contexts. This will include knowledge and skills gained within school, college and university, and also knowledge gained from outside formal learning situations, such as, through life and work experiences.

The RPL concept will enable individuals to have their learning and experiences recognised for a number of purposes, such as:

- i. Career development
- ii. Gain access to courses leading to an award or a qualification
- iii. Be awarded ECTS for a specific course and gain exemption from specific parts of the existing course programme.

Maltese or EU-Nationals are exempted from paying tuition fees when they attend public higher education institutions to undertake:

- full-time first-degree programmes (MQF level 6),
- full-time undergraduate courses, leading to undergraduate certificates or diplomas (MQF level 5),
- part-time undergraduate (day) programmes leading to diplomas or certificates (MQF level 5).

Full-time students are eligible for a student maintenance grant subject to eligibility criteria.

All other first-cycle programmes of Higher Education including:-

- part-time (evening) undergraduate courses leading to undergraduate diplomas or certificates (MQF level 5);
- degree programmes (MQF level 6);
- full-time and part-time second-cycle Higher Education programmes such as post-graduate diplomas or certificates and Master's degrees (MQF level 7);
- full-time or part-time third cycle Higher Education programmes, such as Doctorates (MQF level 8);

are generally subject to tuition fees for both Maltese and EU-nationals. Tuition fees are also applicable for all programmes of study being full-time or part-time for the three Higher Education cycles for non-EU nationals.

2.6 The difference between Qualifications and Awards

Two distinct terms will be used throughout this report to refer to accredited courses, namely Qualifications and Awards.

Qualifications are full programmes that are based on learning outcomes at the corresponding MQF level. These have to meet a minimum number of credits, in order to be classified as a Qualification within the desired MQF level. The minimum credit requirement for any qualification depends on its MQF level, as

indicated in the Figure 2.3. For example, a Qualification classified as a programme at MQF level 3 will require a minimum of 60 credits.

The term Awards is currently used to refer to courses previously known as ‘short courses’. Awards refer to programmes which do not have the minimum credit requirement to be classified as a qualification for the associated MQF level. Courses leading to an Award are still required to respect the learning outcomes linked to its MQF level.

Figure 2.3 Minimum number of credits for Qualifications and Awards³

MQF Level	Examples of Qualifications	‘Qualification’ Minimum Credits Required	‘Award’ Credits Required
Level 8	Doctoral Degree Third Cycle Bologna Process	NA	NA
Level 7	Masters Second Cycle Bologna Process	90-120	Less than 30
	Post-Graduate Diploma	60	
	Post-Graduate Certificate	30	
Level 6	Bachelor ²³ /Bachelor (Hons.) ²⁴ First Cycle Bologna Process	180-240	Less than 180
Level 5	Short Cycle Qualification	120	Less than 60
	Undergraduate Higher Diploma	90	
	Undergraduate Diploma	60	
	Undergraduate Certificate	30	
	VET Level 5 Programme ²⁵	60-120	
Level 4	Pre-Tertiary Certificate	30	Less than 120
	VET Level 4 Programme ²⁶	120	
	MATSEC Certificate	NA	
Level 3	VET Level 3 Programme ²⁷	60	Less than 60
	General and Subject Certificate	NA	
Level 2	VET Level 2 Programme ²⁸	60	Less than 60
	General and Subject Certificate	NA	
Level 1	VET Level 1 Programme ²⁹	40	Less than 40
	General and Subject Certificate	NA	
Introductory Level A	Preparatory Programme	30	Less than 30
Introductory Level B	Pre-entry Basic Skills Course	30	Less than 30

3 Source: Referencing Report, 2016

2.7 Accreditation in Further and Higher Education in Malta

Qualifications and Awards in Further and Higher Education in Malta are accredited and assigned an MQF level in one of two ways. The process is different for self-accrediting and for non self-accrediting institutions.

Self-accrediting institutions include the main state Further and Higher Education institutions:

- University of Malta (UOM);
- The Malta College of Arts, Science and Technology (MCAST);
- Institute of Tourism Studies (ITS).

These institutions are exempted from provider and programme accreditation by the MFHEA. However, they are still required to respect the parameters for Qualifications and Awards as set by the Malta Referencing Report, and might be subject to external quality assurance audits. Thus, certifying that the course's learning outcomes are in line with the MQF level assigned.

Other state and private providers in Further and Higher Education are legally bound to apply via the MFHEA for the accreditation of their courses. This process of accreditation is based on the following principles:-

- Adherence to the parameters for Qualifications and Awards as set by the Referencing Report;
- Level rating is based on expert opinion;
- Assigning of credits according to the learning outcomes established;
- Quality assurance;
- Only Awards with a minimum of 1 credit can be accredited.

These principles need to be adhered to during the entire accreditation process.

2.8 Home-grown and Foreign Accreditation

There are two kinds of accredited programmes which can be offered at the Further and Higher education levels.

- i. Home-grown programmes – these are either self-accredited, or accredited by the MFHEA. Such programmes need to meet the minimum accreditation requirement of a total of 25 learning hours, equivalent to 1 ECTS. Course providers need to ensure that the learning outcomes of these courses are in line with the generic learning outcomes of the proposed MQF level.
- ii. Foreign accredited courses – These are programmes who have received their accreditation from a foreign awarding body, and whose foreign accreditation level is recognised locally via the MQF and EQF referencing system.

2.9 Policies and strategies impacting Further and Higher Education in Malta

Policies and strategies implemented by the Maltese Government, public entities and various other stakeholders are important factors which influence and determine the progress of Further and Higher Education in Malta.

While these policies and strategies generally draw on data to substantiate policy concerns and identify possible solutions to them, the implementation of the initiatives they put forward also affect the further development of the sector. This section will provide an overview of recent policies and strategies related to Further and Higher Education, as a context for the data provided in the following chapters of this report.

The overall strategic direction for the future development of the education sector in Malta is guided by the **Framework for the Education Strategy for Malta 2014 - 2024**.

This document provides a coherent strategy for lifelong learning opportunities from early childhood education and care to adult learning, to ensure that all children, young people and adults have the opportunity to obtain the necessary skills to be active citizens and to succeed at work and in society. This Framework is built on four broad goals, aligned with European and world benchmarks:

- Reduce the gender gap in educational outcomes and the gap between students attending different schools, decrease the number of low achievers and raise the bar in literacy, numeracy, and science and technology competence, and increase overall attainment;
- Support educational achievement of children at risk of poverty and from low socio-economic status, and reduce Early School Leaving
- Increase participation in lifelong learning and adult learning.
- Raise student attainment and reattainment levels in Further and Higher Education.

This framework also serves as a starting point for a number of sectoral strategies which aim to address these goals by targeting them within their respective sector. These include, amongst others:

- **A National Literacy Strategy for all in Malta and Gozo 2021-2030**. This strategy is built on the following 4 pillars:
 1. Literacy in the Community,
 2. Literacy in Education,
 3. Literacy Resources and
 4. Professional Development and Research.

These four interdependent pillars provide the foundations for literacy provision for all children, youths and adults in Malta and Gozo, helping them to achieve their full potential in literacy.

- Various **Scholarship Schemes** have been set up to both incentivise and support individuals who wish to further their studies in Further or Higher Education. These schemes will mainly provide any prospective students with full or partial sponsorships of course related fees.
- The University of Malta has **revised the entry requirements for the Junior College** (post-Secondary education), to provide an even wider opportunity to students who wish to continue their studies. Students will be allowed to enrol at the Junior College on a probationary basis and will be offered

special classes for them to swiftly attain the necessary qualifications to progress in their educational journey.

- **The National Further and Higher Education Strategy 2030** aims to identify priority areas and the related objectives which shall form the basis of the strategy direction for Further and Higher education in Malta, for the coming decade.
- **Malta Qualifications Framework (MQF) Impact Review** aims to understand the extent to which the MQF framework is achieving its main objectives. This review involved a wide range of stakeholders and user groups and covered key areas under the MQF framework.
- **A National Curriculum Framework for All 2012** aimed at ensuring that children and young adults attain the necessary knowledge, skills, and competences at the end of compulsory education and are empowered to participate in Lifelong Learning and as active citizens in society.
- **A Strategic Plan for the Prevention of Early School Leaving in Malta** aims at facilitating focused action that will support students to make the best out of their school years, from early childhood to the end of compulsory school and beyond.
- **A National Vocational Education and Training Policy** aimed at developing the future of vocationally oriented Further and Higher Education in Malta. This policy addresses both the country's economic needs and contributes to the increased attainment levels in Further and Higher Education.
- **A Higher Education Strategy for Malta** focuses on increasing participation and attainment rates in Higher Education, reducing gender differences, encouraging innovative content and programme design, and increasing employability and entrepreneurship.
- **A National Lifelong Learning Strategy 2020 - 2030**, focuses on further developing Lifelong Learning culture locally to address the:
 - o current low participation levels in adult learning,
 - o the high Early School Leaving rates,
 - o low skills achievement,
 - o the low female participation in Lifelong Learning and activity rate in the labour market, and
 - o the persistent intergenerational transmission of educational inequalities.

Besides these policies and strategies directly related to education, a number of other documents have been published in recent years, which may also influence the circumstances and living conditions of individuals and, thus, affect participation in education, including in Further and Higher Education. These include, amongst others:

- The **National Youth Policy Towards 2020** covered the period 2015-2020 and aimed at supporting young people between the ages of 13 and 30. This policy is underpinned by three separate, but interlocking pillars:
 1. The reality of the lives of young people in Malta today
 2. The development of youth policy over the past 20 years at both European and at national level
 3. Greater democratic participation, equitable economic and social progress for all, and inclusive change
- The **National Employment Policy 2021 – 2030** aims to identify and address the factors that limit the labour market from operating at full capacity. One main factor influencing the labour market in

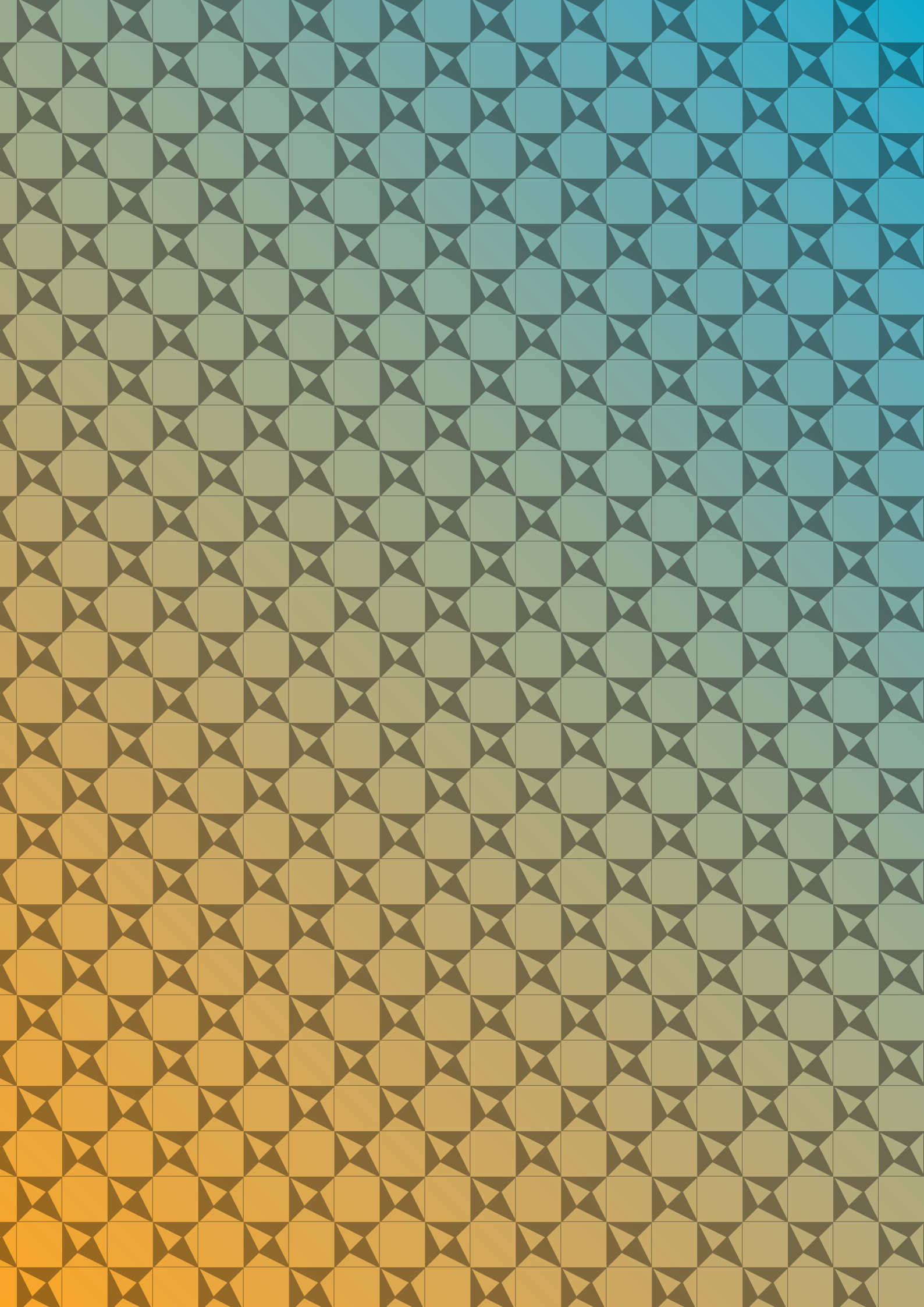
future years is the demographic development of the Maltese society, which will require both more effective integration of the female and youth population into the workforce, and the extension of the total years spent in employment overall.

The strategies and policies mentioned above, all highlight the commitment and passion the Maltese government and education system have towards the continued development of the local population through the current lifelong learning system.

The following chapters will summarise statistics on Further and Higher Education. These should be interpreted bearing in mind these various policies and strategies and the priorities they outline, since these might influence the future development of the sector.

Enrolment in Further Education





This chapter will study student enrolment in Further Education for academic years 2016/17 – 2020/21 and provide more in-depth insights and analysis.

3.1 Enrolment in Further Education by gender

A total of 3,436 students (Figure 3.1, Table 3.2) were registered within academic-oriented Further Education programmes, on a full-time or part-time basis, during the academic year 2020/21. This shows an increase of 663 students when compared with the previous academic year. Female students accounted for 60.04% of these students, showing an increase in dominance compared to the previous year.

Figure 3.1 Total student population in Further Education by gender 2016/17 - 2020/21



The student population in vocational further education has reached a total of 16,744 with 55.94% being females in 2020/21.

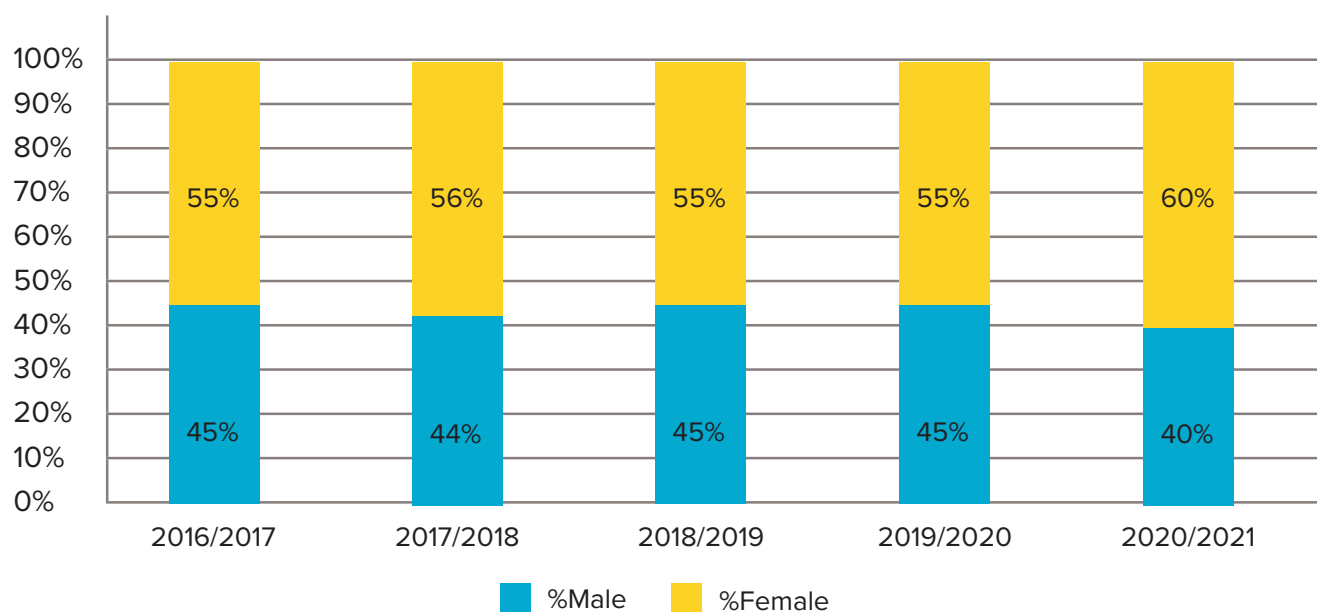
Table 3.2 Total student population in Further Education by gender 2016/17 – 2020/21

		Male		Female		Other ¹		Total	
		Count	%	Count	%	Count	%	Count	%
2016/17	Further (Academic)	1,709	45.4	2,051	54.5	1	0.0	3,761	100.0
	Further (Vocational)	6,024	43.8	7,721	56.2	1	0.0	13,746	100.0
	Total	7,733	44.2	9,772	55.8	2	0.0	17,507	100.0
2017/18	Further (Academic)	1,574	44.2	1,983	55.7	1	0.0	3,558	100.0
	Further (Vocational)	7,368	41.7	10,197	57.7	106	0.6	17,671	100.0
	Total	8,942	42.1	12,180	57.4	107	0.5	21,229	100.0
2018/19	Further (Academic)	1,842	44.9	2,262	55.1	1	0.0	4,105	100.0
	Further (Vocational)	8,435	42.2	11,516	57.7	19	0.1	19,970	100.0
	Total	10,277	42.7	13,778	57.2	18	0.1	24,075	100.0
2019/20	Further (Academic)	1,249	45.0	1,523	54.9	1	0.0	2,773	100.0
	Further (Vocational)	6,534	39.2	10,093	60.6	37	0.2	16,664	100.0
	Total	7,783	40.0	11,616	59.8	38	0.2	19,437	100.0
2020/21	Further (Academic)	1,373	40.0	2,063	60.0	0	0.0	3,436	100.0
	Further (Vocational)	7,238	43.2	9,366	55.9	140	0.8	16,744	100.0
	Total	8,611	42.7	11,429	56.6	140	0.7	20,180	100.0

¹includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

Figure 3.3, illustrates the gender imbalance in academic-oriented Further education over the last five academic years, with the largest female dominance of 60% in academic year 2020/21.

Figure 3.3 Share of males and females in Further (academic) Education for academic years 2016/17 – 2020/21



Vocationally oriented courses follow similar gender distribution as academic-oriented courses, with 55.94% of the total students enrolled in vocational oriented courses being females in academic year 2020/21 (Table 3.2).

This prevalence appears to be linked to programmes delivered by the Directorate for Lifelong Learning, specifically in the arts and humanities, which appear to attract a higher number of female students, compared to other courses on offer. Following the constant efforts to broaden the number of accredited programmes on offer by the Directorate for Lifelong Learning, an increased number of programmes within this field of study are now classified as vocationally oriented Further Education. These programmes resulted in more female students enrolling. Such programmes are generally accredited as Awards. Table 3.4 shows the high number of female students following such courses over the years. In fact, across all academic years, females are more attracted to Further Education programmes leading to an Award certification. Similarly, female students are more attracted to enrolling in Further Education programmes leading to a foreign certification across all academic years under review.

Table 3.4 Total student population in Further Education by gender and course classification 2016/17 – 2020/21

		Qualification		Award		Foreign		Total	
		Count	%	Count	%	Count	%	Count	%
2016/17	Male	3,911	50.6	3,269	42.3	553	7.2	7,733	100.0
	Female	3,554	36.4	5,360	54.9	858	8.8	9,772	100.0
	Other ¹	1	50.0	0	0.00	1	50.0	2	100.0
	Total	7,466	42.7	8,629	49.3	1,412	8.1	17,507	100.0
2017/18	Male	3,466	38.8	4,205	47.0	1,271	14.2	8,942	100.0
	Female	3,700	30.4	6,464	53.1	2,016	16.6	12,180	100.0
	Other ¹	44	41.1	6	5.6	57	53.3	107	100.0
	Total	7,210	34.0	10,675	50.9	3,344	15.8	21,229	100.0
2018/19	Male	4,526	44.0	4,735	46.1	1,016	9.9	10,277	100.0
	Female	4,134	30.0	8,074	58.6	1,570	11.4	13,778	100.0
	Other ¹	2	10.0	18	90.0	0	0.0	20	100.0
	Total	8,662	36.0	12,827	53.3	2,586	10.7	24,075	100.0
2019/20	Male	2,869	36.9	4,176	53.7	738	9.5	7,783	100.0
	Female	2,594	22.3	7,768	66.9	1,254	10.8	11,616	100.0
	Other ¹	3	7.9	33	86.8	2	5.3	38	100.0
	Total	5,466	28.1	11,977	61.6	1,994	10.3	19,437	100.0
2020/21	Male	3,255	37.8	4,802	55.8	554	6.4	8,611	100.0
	Female	3,431	30.0	6,895	60.3	1,103	9.7	11,429	100.0
	Other ¹	1	0.7	83	59.3	56	40.0	140	100.0
	Total	6,687	33.1	11,780	58.4	1,713	8.5	20,180	100.0

¹includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

3.2 Enrolment in Further Education by age

The distribution of the student population in Further Education by age group and course classification is shown in Figure 3.5 and Table 3.6, confirming the student transition beyond the age of 21. Students between the ages of 17 and 21 are more inclined to follow a course leading to a Qualification. This is mainly a result of students enrolled in post-secondary education programmes.

Figure 3.5 Student distribution in Further Education by age group and course classification 2016/17 – 2020/21



Beyond the age of 21, there is a clear transition where students start to enrol mainly in courses leading to an Award. This is probably due to most Award courses being offered on a part-time basis, thus enabling students to follow such programmes of studies whilst also holding down a full-time job.

Table 3.6 Total student population in Further Education by age group and course classification 2016/17 – 2020/21

	Qualification		Award		Foreign		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/2017	17-18	5,217	95.5	228	4.2	18	0.3	5,463	100.0
	19-21	1,721	78.5	386	17.6	85	3.9	2,192	100.0
	22-25	292	29.6	521	52.7	175	17.7	988	100.0
	26-30	103	6.9	1,161	77.8	228	15.3	1,492	100.0
	31-35	55	4.0	1,098	79.9	221	16.1	1,374	100.0
	36-40	40	3.3	957	78.1	229	18.7	1,226	100.0
	41-45	21	1.9	907	83.0	165	15.1	1,093	100.0
	46+	17	0.5	3,344	91.6	289	7.9	3,650	100.0
	Age not Available	0	0.0	27	93.1	2	6.9	29	100.0
	Total	7,466	42.6	8,629	49.3	1,412	8.1	17,507	100.0
2017/2018	17-18	5,154	91.7	349	6.2	117	2.1	5,620	100.0
	19-21	1,537	66.9	588	25.6	174	7.6	2,299	100.0
	22-25	324	22.0	906	61.5	244	16.6	1,474	100.0
	26-30	98	4.9	1,554	77.8	345	17.3	1,997	100.0
	31-35	38	2.0	1,352	72.1	484	25.8	1,874	100.0
	36-40	28	1.5	1,072	56.5	797	42.0	1,897	100.0
	41-45	19	1.3	1,169	79.3	287	19.5	1,475	100.0
	46+	12	0.3	3,684	89.3	430	10.4	4,126	100.0
	Age not Available	0	0.0	1	0.2	466	99.8	467	100.0
	Total	7,210	34.0	10,675	50.3	3,344	15.8	21,229	100.0

2018/2019	17-18	5,815	96.1	187	3.1	47	0.8	6,049	100.0
	19-21	2,130	74.0	643	22.3	107	3.7	2,880	100.0
	22-25	442	25.6	1,022	59.1	265	15.3	1,729	100.0
	26-30	116	4.5	1,930	74.7	539	20.9	2,585	100.0
	31-35	58	2.8	1,688	81.1	335	16.1	2,081	100.0
	36-40	41	2.2	1,471	77.7	381	20.1	1,893	100.0
	41-45	30	1.8	1,337	78.4	339	19.9	1,706	100.0
	46+	29	0.6	4,274	88.0	552	11.4	4,855	100.0
	Age not Available	1	0.3	275	92.6	21	7.1	297	100.0
	Total	8,662	36.0	12,827	53.3	2,586	10.7	24,075	100.0
2019/2020	17-18	4,098	92.9	233	5.3	82	1.9	4,413	100.0
	19-21	1,012	60.8	508	30.5	144	8.7	1,664	100.0
	22-25	200	14.2	935	66.4	274	19.4	1,409	100.0
	26-30	62	2.7	1,917	83.3	321	14.0	2,300	100.0
	31-35	23	1.1	1,703	83.2	320	15.6	2,046	100.0
	36-40	21	1.3	1,384	85.2	220	13.5	1,625	100.0
	41-45	16	1.1	1,195	82.7	234	16.2	1,445	100.0
	46+	22	0.5	4,012	90.8	385	8.7	4,419	100.0
	Age not Available	12	10.3	90	77.6	14	12.1	116	100.0
	Total	5,466	28.1	11,977	61.6	1,994	10.3	19,437	100.0
2020/2021	17-18	4,594	94.0	214	4.4	80	1.6	4,888	100.0
	19-21	1,010	65.7	406	26.4	121	7.9	1,537	100.0
	22-25	274	18.1	1,057	69.6	187	12.3	1,518	100.0
	26-30	170	7.5	1,846	81.6	246	10.9	2,262	100.0
	31-35	171	7.2	1,923	81.3	270	11.4	2,364	100.0
	36-40	133	7.0	1,521	80.3	240	12.7	1,894	100.0
	41-45	138	8.2	1,313	78.0	232	13.8	1,683	100.0
	46+	195	4.9	3,449	86.7	333	8.4	3,977	100.0
	Age not Available	2	3.5	51	89.5	4	7.0	57	100.0
	Total	6,687	33.1	11,780	58.4	1,713	8.5	20,180	100.0

3.3 Enrolment in Further Education by MQF level

Figure 3.7 depicts the student distribution in Further Education by MQF level between 2016/17 and 2020/21. Across all academic years under review, the highest number of students were mostly enrolled in programs at MQF level 4.

Figure 3.7 Total student distribution in Further Education by MQF level 2016/17 – 2020/21

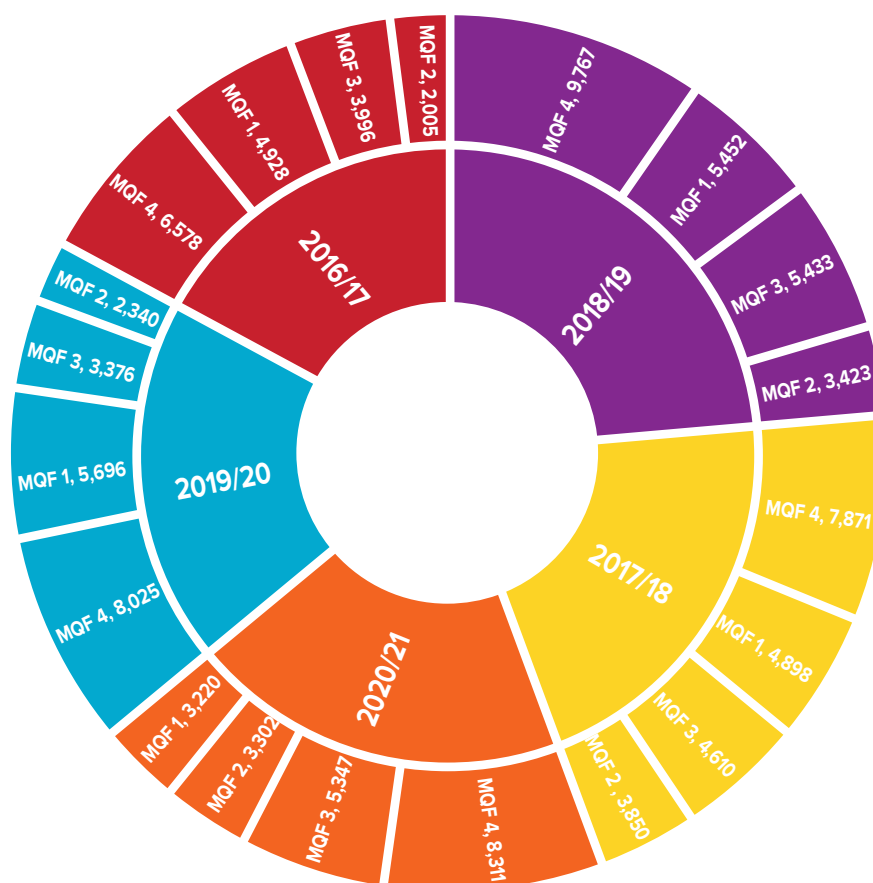


Table 3.8 shows the distribution of the Further Education student population by gender and MQF level. In the most recent year under review, female students outnumber their male counterparts at MQF level 1 and accounted for more than 65% of the student population at that level. This imbalance is less evident at MQF levels 2, 3 and 4, where female students account for a smaller majority of the student population, amounting to around 55% across each of these MQF levels. A similar student distribution can also be observed in the previous years.

Table 3.8 Total student population in Further Education by MQF level and gender 2016/17 – 2020/21

		Male		Female		Other ¹		Total	
		Count	%	Count	%	Count	%	Count	%
2016/17	MQF 1	1684	34.2	3244	65.8	0	0.0	4928	100.0
	MQF 2	1031	51.4	974	48.6	0	0.0	2005	100.0
	MQF 3	1812	45.3	2183	54.6	1	0.0	3996	100.0
	MQF 4	3206	48.7	3371	51.2	1	0.0	6578	100.0

2017/18	Total	7733	44.2	9772	55.8	2	0.0	17507	100.0
	MQF 1	1809	36.9	3075	62.8	14	0.3	4898	100.0
	MQF 2	1575	40.9	2253	58.5	22	0.6	3850	100.0
	MQF 3	1976	42.9	2583	56.0	51	1.1	4610	100.0
	MQF 4	3582	45.5	4269	54.2	20	0.3	7871	100.0
	Total	8942	42.1	12180	57.4	107	0.5	21229	100.0
2018/19	MQF 1	1,779	32.6	3,672	67.4	1	0.0	5,452	100.0
	MQF 2	1,552	45.3	1,870	54.6	1	0.0	3,423	100.0
	MQF 3	2,402	44.2	3,023	55.6	8	0.1	5,433	100.0
	MQF 4	4,544	46.5	5,213	53.4	10	0.1	9,767	100.0
		Total	10,277	42.7	13,778	57.2	20	0.1	24,075
2019/20	MQF 1	1,616	28.4	4,077	71.6	3	0.1	5,696	100.0
	MQF 2	1,213	51.8	1,122	47.9	5	0.2	2,340	100.0
	MQF 3	1,520	45.0	1,837	54.4	19	0.6	3,376	100.0
	MQF 4	3,434	42.8	4,580	57.1	11	0.1	8,025	100.0
		Total	7,783	40.0	11,616	59.8	38	0.2	19,437
2020/21	MQF 1	1,119	34.8	2,101	65.2	0	0.0	3,220	100.0
	MQF 2	1,450	43.9	1,846	55.9	6	0.2	3,302	100.0
	MQF 3	2,348	43.9	2,933	54.9	66	1.2	5,347	100.0
	MQF 4	3,694	44.4	4,549	54.7	68	0.8	8,311	100.0
		Total	8,611	42.7	11,429	56.6	140	0.7	20,180

The majority of MQF level 1 students appear to be linked to vocationally-oriented Further Education programmes, mainly offered by the Directorate for Lifelong Learning. This MQF level attracts mainly females as there is a high percentage of women in this cohort enrolled in courses.

Similarly, the majority of female students at MQF levels 2 and 3 also appear to be linked to vocationally oriented Further Education programmes, mainly offered by the Malta College of Arts, Science and Technology (MCAST), the Directorate for Lifelong Learning and Jobsplus.

With regard to the gender imbalance witnessed at MQF levels 1 and 2, Table 3.9 shows that the majority of courses offered at this level are courses leading to an Award. These are predominantly linked to the courses offered by the Directorate for Lifelong Learning. The most popular courses are language courses and courses in the expressive arts.

The female prevalence at MQF level 4 is directly linked to the larger proportion of females attending Sixth Form. Sixth Forms are the main contributors to the academic oriented programs at this level. In fact, at MQF level 4, there is an increase in academic oriented courses, leading to a shift from Awards to Qualifications.

Table 3.9 Total student population in Further Education by MQF level and course classification 2016/17 – 2020/21

	Qualification		Award		Foreign		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	MQF 1	34	0.7	4,894	99.3	0	0.0	4,928	100.0
	MQF 2	352	17.6	1,653	82.4	0	0.0	2,005	100.0
	MQF 3	1,291	32.3	1,462	36.6	1,243	31.1	3,996	100.0
	MQF 4	5,789	88.0	620	9.4	169	2.6	6,578	100.0
	Total	7,466	42.6	8,629	49.3	1,412	8.1	17,507	100.0
2017/18	MQF 1	47	1.0	4,851	99.0	0	0.0	4,898	100.0
	MQF 2	449	11.7	3,334	86.6	67	1.7	3,850	100.0
	MQF 3	1,084	23.5	1,414	30.7	2,112	45.8	4,610	100.0
	MQF 4	5,630	71.5	1,076	13.7	1,165	14.8	7,871	100.0
	Total	7,210	34.0	10,675	50.3	3,344	15.8	21,229	100.0
2018/19	MQF 1	26	0.5	5,426	99.5	0	0.0	5,452	100.0
	MQF 2	545	15.9	2,871	83.9	7	0.2	3,423	100.0
	MQF 3	1,223	22.5	2,225	41.0	1,985	36.5	5,433	100.0
	MQF 4	6,868	70.3	2,305	23.6	594	6.1	9,767	100.0
	Total	8,662	36.0	12,827	53.3	2,586	10.7	24,075	100.0
2019/20	MQF 1	18	0.3	5,675	99.6	3	0.1	5,696	100.0
	MQF 2	219	9.4	2,025	86.5	96	4.1	2,340	100.0
	MQF 3	778	23.0	1,612	47.7	986	29.2	3,376	100.0
	MQF 4	4,451	55.5	2,665	33.2	909	11.3	8,025	100.0
	Total	5,466	28.1	11,977	61.6	1,994	10.3	19,437	100.0
2020/21	MQF 1	46	1.4	3,174	98.6	0	0.0	3,220	100.0
	MQF 2	275	8.3	2,962	89.7	65	2.0	3,302	100.0
	MQF 3	1,331	24.9	3,069	57.4	947	17.7	5,347	100.0
	MQF 4	5,035	60.6	2,575	31.0	701	8.4	8,311	100.0
	Total	6,687	33.1	11,780	58.4	1,713	8.5	20,180	100.0

One can also note a high number of students following foreign accredited courses at MQF levels 3 and 4 (Table 3.9). Most of these students are enrolled in courses leading to either the ECDL or ECDL Advanced certificates.

3.4 Enrolment in Further Education by time basis

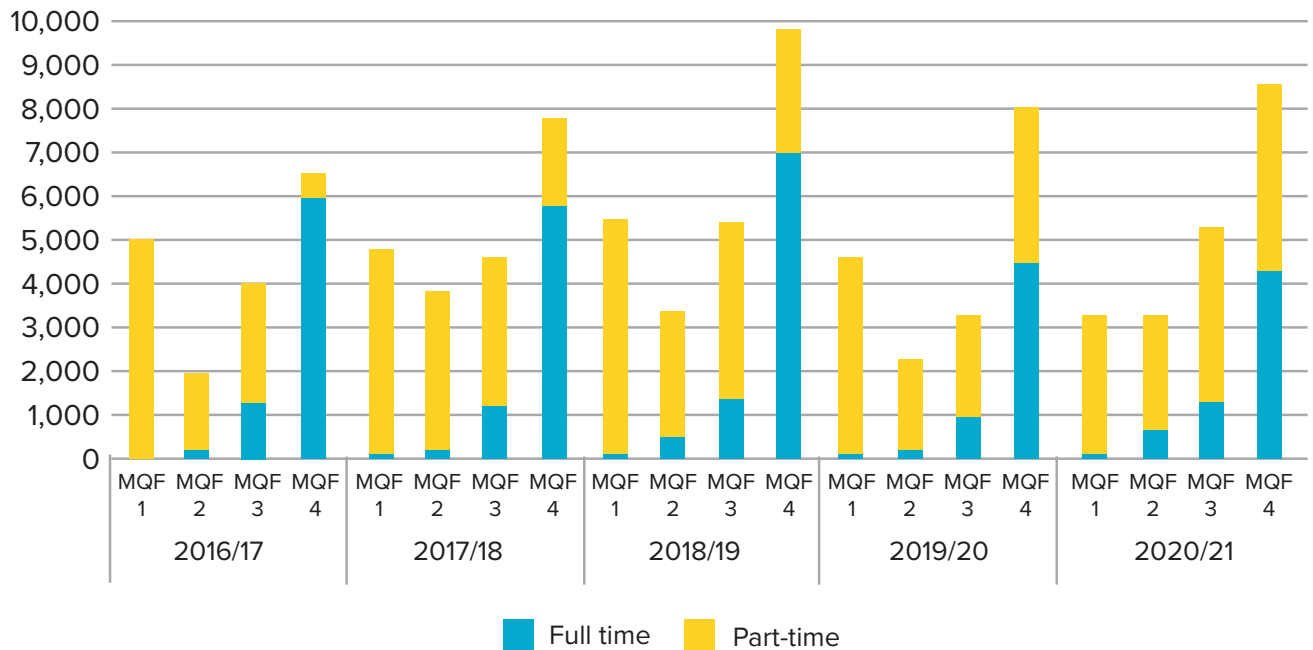
Table 3.10 shows the percentage distribution of the student population in Further Education by student status and MQF level for the academic years 2016/17 – 2020/21. Most of the courses for MQF level 1 up to MQF level 3 are offered on a part-time basis. During academic year 2020/21, 65% of all students registered in Further Education courses were enrolled on a part-time basis. This shows the increased popularity of continuous professional development courses and courses for personal self-fulfilment, which are an attractive proposition for people currently in the workforce, or prospective students with limited time available to dedicate to develop their skill sets.

Table 3.10 Total student population in Further Education by MQF level and student status 2016/17 – 2020/21

		Full time		Part-time		Total	
		Count	%	Count	%	Count	%
2016/17	MQF 1	34	0.7	4,894	99.3	4,928	100.0
	MQF 2	353	17.6	1,652	82.4	2,005	100.0
	MQF 3	1,338	33.5	2,658	66.5	3,996	100.0
	MQF 4	5,946	90.4	632	9.6	6,578	100.0
	Total	7,671	43.8	9,836	56.2	17,507	100.0
2017/18	MQF 1	95	1.9	4,803	98.1	4,898	100.0
	MQF 2	455	11.8	3,395	88.2	3,850	100.0
	MQF 3	1,292	28.0	3,318	72.0	4,610	100.0
	MQF 4	5,788	73.5	2,083	26.5	7,871	100.0
	Total	7,630	35.9	13,599	64.1	21,229	100.0
2018/19	MQF 1	83	1.5	5,369	98.5	5,452	100.0
	MQF 2	545	15.9	2,878	84.1	3,423	100.0
	MQF 3	1,450	26.7	3,983	73.3	5,433	100.0
	MQF 4	6,879	70.4	2,888	29.6	9,767	100.0
	Total	8,957	37.2	15,118	62.8	24,075	100.0
2019/20	MQF 1	60	1.1	5,636	98.9	5,696	100.0
	MQF 2	219	9.4	2,121	90.6	2,340	100.0
	MQF 3	975	28.9	2,401	71.1	3,376	100.0
	MQF 4	4,492	56.0	3,533	44.0	8,025	100.0
	Total	5,746	29.6	13,691	70.4	19,437	100.0
2020/21	MQF 1	61	1.9	3,159	98.1	3,220	100.0
	MQF 2	688	20.8	2,614	79.2	3,302	100.0
	MQF 3	1,425	26.7	3,922	73.3	5,347	100.0
	MQF 4	4,823	58.0	3,488	42.0	8,311	100.0
	Total	6,997	34.7	13,183	65.3	20,180	100.0

In contrast, most students following an MQF level 4 course are enrolled on a full-time basis (Figure 3.11). This is the result of the number of students enrolled with Post-Secondary institutions.

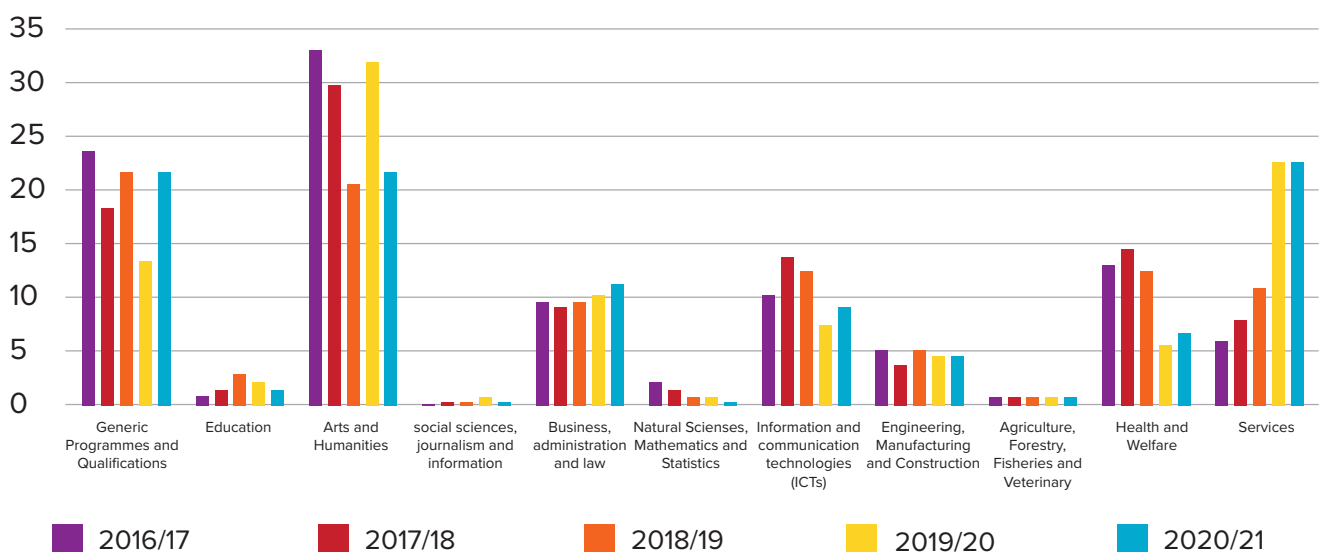
Figure 3.11 Student distribution in Further Education by MQF level and student status 2016/17 – 2020/21



3.5 Enrolment in Further Education by subject area

Figure 3.12 and Table 3.13 show the distribution of students in Further Education by gender and field of study for both full-time and part-time programmes. The Arts and Humanities subject area is the most popular, with a share of 22.1% in academic year 2020/21. This is closely followed by the Services (22.0%), and Generic programmes and qualifications (21.5%) subject areas.

Figure 3.12 Student population in Further Education by field of study 2016/17 – 2020/21 (in %)



Programmes in the Arts and Humanities generally include language courses and courses in the expressive arts, and are predominantly offered by the Directorate for Lifelong Learning as well as by other private providers. Programmes in Services are predominantly offered by Jobsplus, the Malta College of Arts, Science and Technology (MCAST) and the Institute of Family Therapy. Courses in this subject area are mainly related to Health and Safety and Personal Services fields of study. On the other hand, the generic programmes and qualifications reflect the number of students enrolled in Sixth Forms.

Table 3.13 also provides an overview of the gender differences in terms of the subject areas pursued in Further Education. Education, Health and Welfare, and Arts and Humanities are by far more popular with female students, in fact more than 7 out of every 10 students enrolled in these subject areas are females. In contrast, Engineering, Manufacturing and Construction, and Agriculture, Forestry, Fisheries and Veterinary Medicine attract a larger number of male students, with 86.8% and 70.6% of the enrolled students being males.

Table 3.13 Student population in Further Education by field of study and gender 2016/17 - 2020/21

	Male		Female		Other ¹		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	Generic programmes and qualifications	1,844	46.8	2,097	53.2	1	0.0	3,942	100.0
	Education	75	33.5	149	66.5	0	0.0	224	100.0
	Arts and humanities	1,990	35.6	3,599	64.4	0	0.0	5,589	100.0
	Social sciences, journalism and information	0	0.0	0	0.0	0	0.0	0	100.0
	Business, administration and law	694	43.8	892	56.2	0	0.0	1,586	100.0
	Natural sciences, mathematics and statistics	160	41.8	223	58.2	0	0.0	383	100.0
	Information and Communication Technologies (ICTs)	1,032	59.1	714	40.9	0	0.0	1,746	100.0
	Engineering, manufacturing and construction	811	94.9	44	5.1	0	0.0	855	100.0
	Agriculture, forestry, fisheries and veterinary	48	52.7	43	47.3	0	0.0	91	100.0
	Health and welfare	572	26.6	1,579	73.4	1	0.0	2,152	100.0
	Services	507	54.0	432	46.0	0	0.0	939	100.0
	Total	7,733	44.2	9,772	55.8	2	0.0	17,507	100.0
	2017/18	Generic programmes and qualifications	1,824	46.0	2,096	52.9	43	1.1	3,963
Education		217	53.7	187	46.3	0	0.0	404	100.0
Arts and humanities		2,318	36.9	3,963	63.0	6	0.1	6,287	100.0
Social sciences, journalism and information		1	11.1	8	88.9	0	0.0	9	100.0
Business, administration and law		875	48.2	941	51.8	0	0.0	1,816	100.0
Natural sciences, mathematics and statistics		130	45.0	159	55.0	0	0.0	289	100.0

2017/18	Information and Communication Technologies (ICTs)	1,128	39.6	1,663	58.4	56	2.0	2,847	100.0
	Engineering, manufacturing and construction	421	52.0	389	48.0	0	0.0	810	100.0
	Agriculture, forestry, fisheries and veterinary	59	45.7	70	54.3	0	0.0	129	100.0
	Health and welfare	1,196	38.5	1,913	61.5	1	0.0	3,110	100.0
	Services	773	49.4	791	50.5	1	0.1	1,565	100.0
Total	8,942	42.1	12,180	57.4	107	0.5	21,229	100.0	
2018/19	Generic programmes and qualifications	2,426	47.8	2,649	52.2	1	0.0	5,076	100.0
	Education	74	11.1	588	87.9	7	1.0	669	100.0
	Arts and humanities	2,091	33.1	4,220	66.8	4	0.1	6,315	100.0
	Social sciences, journalism and information	9	75.0	3	25.0	0	0.0	12	100.0
	Business, administration and law	965	44.4	1,208	55.6	0	0.0	2,173	100.0
	Natural sciences, mathematics and statistics	95	35.3	174	64.7	0	0.0	269	100.0
	Information and Communication Technologies (ICTs)	1,593	57.3	1,186	42.7	1	0.0	2,780	100.0
	Engineering, manufacturing and construction	1,112	92.2	93	7.7	1	0.1	1,206	100.0
	Agriculture, forestry, fisheries and veterinary	93	58.5	65	40.9	1	0.6	159	100.0
	Health and welfare	633	23.1	2,112	76.9	0	0.0	2,745	100.0
Services	1,186	44.4	1,480	55.4	5	0.2	2,671	100.0	
Total	10,277	42.7	13,778	57.2	20	0.1	24,075	100.0	
2019/20	Generic programmes and qualifications	1,206	44.7	1,489	55.2	1	0.0	2,696	100.0
	Education	72	14.7	417	85.3	0	0.0	489	100.0
	Arts and humanities	1,738	28.3	4,402	71.7	3	0.0	6,143	100.0
	Social sciences, journalism and information	128	78.5	35	21.5	0	0.0	163	100.0
	Business, administration and law	698	35.9	1,246	64.0	3	0.2	1,947	100.0
	Natural sciences, mathematics and statistics	113	54.6	94	45.4	0	0.0	207	100.0
	Information and Communication Technologies (ICTs)	823	56.5	631	43.3	3	0.2	1,457	100.0
	Engineering, manufacturing and construction	734	88.5	95	11.5	0	0.0	829	100.0

2020/21	Agriculture, forestry, fisheries and veterinary	104	71.2	42	28.8	0	0.0	146	100.0
	Health and welfare	161	15.1	901	84.8	1	0.1	1,063	100.0
	Services	2,006	46.7	2,264	52.7	27	0.6	4,297	100.0
	Total	7,783	40.0	11,616	59.8	38	0.2	19,437	100.0
	Generic programmes and qualifications	1,938	44.7	2,396	55.3	0	0.0	4,334	100.0
	Education	16	4.9	312	95.1	0	0.0	328	100.0
	Arts and humanities	1,220	27.3	3,242	72.6	1	0.0	4,463	100.0
	Social sciences, journalism and information	32	53.3	28	46.7	0	0.0	60	100.0
	Business, administration and law	1,063	46.4	1,185	51.7	45	2.0	2,293	100.0
	Natural sciences, mathematics and statistics	7	33.3	14	66.7	0	0.0	21	100.0
	Information and Communication Technologies (ICTs)	888	51.4	783	45.3	57	3.3	1,728	100.0
	Engineering, manufacturing and construction	792	86.8	120	13.2	0	0.0	912	100.0
	Agriculture, forestry, fisheries and veterinary	75	70.8	30	28.3	1	0.9	106	100.0
	Health and welfare	347	23.1	1,154	76.9	0	0.0	1,501	100.0
	Services	2,233	50.4	2,165	48.8	36	0.8	4,434	100.0
	Total	8,611	42.7	11,429	56.6	140	0.7	20,180	100.0

¹ includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

3.6 Enrolment in Further Education by district of residence

The following section will discuss enrolments by locality of residence for academic years 2016/17 – 2020/21. It should be kept in mind that not all providers could deliver data on the locality of residence of their students, which might partially skew certain results. Nevertheless, the data collected provides interesting insights on disparities, if any, between different districts in Malta.

Table 3.14 shows the current enrolment in Further Education as reported by education providers for the academic years 2016/17 – 2020/21, and compares this to the total population in each of the six districts in Malta as recorded by the National Statistics Office.

Table 3.14 Student enrolment in Further Education by district of residence compared to the total population by district of residence 2016/17 - 2020/21

	Enrolment in Further Education		Total Population		Participation Rate	
	Count	%	Count	%	%	
2016/17	Southern Harbour	2,942	16.8	80,664	17.3	3.6
	Northern Harbour	5,183	29.6	143,773	30.9	3.6
	South Eastern	2,696	15.4	69,187	14.9	3.9
	Western	1,995	11.4	60,131	12.9	3.3
	Northern	2,892	16.5	78,550	16.9	3.7
	Gozo and Comino	1,327	7.6	32,723	7.0	4.1
	Not Available	472	2.7	0	0.0	0.0
	Total	17,507	100.0	465,028	100.0	3.8
2017/18	Southern Harbour	3,553	16.7	81,582	17.1	4.4
	Northern Harbour	6,049	28.5	151,664	31.9	4.0
	South Eastern	3,272	15.4	70,490	14.8	4.6
	Western	2,388	11.2	60,692	12.8	3.9
	Northern	3,469	16.3	78,550	16.5	4.4
	Gozo and Comino	2,155	10.2	32,723	6.9	6.6
	Not Available	343	1.6	0	0.0	0.0
	Total	21,229	100.0	475,701	100.0	4.5
2018/19	Southern Harbour	3,635	15.1	82,910	16.8	4.4
	Northern Harbour	6,756	28.1	160,173	32.5	4.2
	South Eastern	3,598	14.9	72,375	14.7	5.0
	Western	2,577	10.7	61,689	12.5	4.2
	Northern	4,064	16.9	83,024	16.8	4.9
	Gozo and Comino	1,872	7.8	33,388	6.8	5.6
	Not Available	1,573	6.5	0	0.0	0.0
	Total	24,075	100.0	493,559	100.0	4.9
2019/20	Southern Harbour	2,819	14.5	85,046	16.5	3.3
	Northern Harbour	5,653	29.1	170,220	33.1	3.3
	South Eastern	2,754	14.2	74,589	14.5	3.7
	Western	2,255	11.6	62,733	12.2	3.6
	Northern	3,052	15.7	87,546	17.0	3.5
	Gozo and Comino	1,953	10.0	34,430	6.7	5.7
	Not Available	951	4.9	0	0.0	0.0
	Total	19,437	100.0	514,564	100.0	3.8
2020/21	Southern Harbour	2,599	12.9	84,901	16.5	3.1
	Northern Harbour	5,099	25.3	171,606	33.3	3.0
	South Eastern	2,634	13.1	74,831	14.5	3.5
	Western	1,988	9.9	62,927	12.2	3.2
	Northern	2,997	14.9	87,272	16.9	3.4
	Gozo and Comino	1,459	7.2	34,563	6.7	4.2
	Not Available	3,404	16.9	0	0.0	0.0
	Total	20,180	100.0	516,100	100.0	3.9

During academic year 2020/21, the Northern Harbour region was the highest populated region, accounting for 33.25% of the total population in Malta, followed by the Northern region (16.91%). The lowest percentage (6.70%) of the population lives in the Gozo and Comino region. The student enrolment rates by district seem to be in line with the total population distribution. Slight exceptions appear to be the Southern Harbour and the Northern Harbour regions, however these discrepancies might be attributed to the high number of students for which the locality of residence was not available.

Table 3.15 and Figure 3.16 show the student population in Further Education by district of residence and gender, confirming that the majority of students in any given district is female.

Table 3.15 Student population in Further Education by district of residence and gender 2016/17 - 2020/21 (in %)

	Male		Female		Other ¹		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	Southern Harbour District	1,434	48.7	1,508	51.3	0	0.0	2,942	100.0
	Northern Harbour District	2,285	44.1	2,897	55.9	1	0.0	5,183	100.0
	South Eastern Harbour	1,134	42.1	1,562	57.9	0	0.0	2,696	100.0
	Western District	875	43.9	1,119	56.1	1	0.1	1,995	100.0
	Northern District	1,244	43.0	1,648	57.0	0	0.0	2,892	100.0
	Gozo and Comino	576	43.4	751	56.6	0	0.0	1,327	100.0
	Not Available	185	39.2	287	60.8	0	0.0	472	100.0
	Total	7,733	44.2	9,772	55.8	2	0.0	17,507	100.0
2017/18	Southern Harbour District	1,646	46.3	1,881	52.9	26	0.7	3,553	100.0
	Northern Harbour District	2,500	41.3	3,523	58.2	26	0.4	6,049	100.0
	South Eastern Harbour	1,360	41.6	1,894	57.9	18	0.6	3,272	100.0
	Western District	985	41.2	1,389	58.2	14	0.6	2,388	100.0
	Northern District	1,451	41.8	1,996	57.5	22	0.6	3,469	100.0
	Gozo and Comino	838	38.9	1,317	61.1	0	0.0	2,155	100.0
	Not Available	162	47.2	180	52.5	1	0.3	343	100.0
	Total	8,942	42.1	12,180	57.4	107	0.5	21,229	100.0
2018/19	Southern Harbour District	1,647	45.3	1,987	54.7	1	0.0	3,635	100.0
	Northern Harbour District	2,747	40.7	4,003	59.3	6	0.1	6,756	100.0
	South Eastern Harbour	1,555	43.2	2,042	56.8	1	0.0	3,598	100.0
	Western District	1,053	40.9	1,523	59.1	1	0.0	2,577	100.0
	Northern District	1,674	41.2	2,388	58.8	2	0.0	4,064	100.0
	Gozo and Comino	802	42.8	1,070	57.2	0	0.0	1,872	100.0
	Not Available	799	50.8	765	48.6	9	0.6	1,573	100.0
	Total	10,277	42.7	13,778	57.2	20	0.1	24,075	100.0
2019/20	Southern Harbour District	1,221	43.3	1,594	56.5	4	0.1	2,819	100.0
	Northern Harbour District	2,115	37.4	3,533	62.5	5	0.1	5,653	100.0
	South Eastern Harbour	1,106	40.2	1,640	59.5	8	0.3	2,754	100.0
	Western District	918	40.7	1,334	59.2	3	0.1	2,255	100.0
	Northern District	1,191	39.0	1,852	60.7	9	0.3	3,052	100.0
	Gozo and Comino	813	41.6	1,134	58.1	6	0.3	1,953	100.0
	Not Available	419	44.1	529	55.6	3	0.3	951	100.0
	Total	7,783	40.0	11,616	59.8	38	0.2	19,437	100.0

2020/21	Southern Harbour District	1,167	44.9	1,432	55.1	0	0.0	2,599	100.0
	Northern Harbour District	2,287	44.9	2,811	55.1	1	0.0	5,099	100.0
	South Eastern Harbour	1,179	44.8	1,453	55.2	2	0.1	2,634	100.0
	Western District	888	44.7	1,100	55.3	0	0.0	1,988	100.0
	Northern District	1,294	43.2	1,701	56.8	2	0.1	2,997	100.0
	Gozo and Comino	761	52.2	691	47.4	7	0.5	1,459	100.0
	Not Available	1,035	30.4	2,241	65.8	128	3.8	3,404	100.0
	Total	8,611	42.7	11,429	56.6	140	0.7	20,180	100.0

¹ includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

Table 3.17 indicates the shares of students enrolled in Further Education by district of residence and MQF level. The data trend for the years under review indicates that, students are equally distributed across all MQF levels, reflecting the general distribution of the total population by district. The only exception is for MQF level 1. Students undertaking an MQF level 1 course seem to be overrepresented in the Northern Harbour and the Northern regions. An explanation might be related to the provision of part-time Award courses, which account for more than 98% of the MQF level 1 student population. These courses are predominantly offered by the Directorate for Lifelong Learning and in particular include language courses and courses in the expressive arts. These programmes might be more popular to residents of these districts in view of the higher number of foreigners living in the Northern Harbour and the Northern regions.

Figure 3.16 Student population in Further Education by district of residence and gender 2016/17 - 2020/21

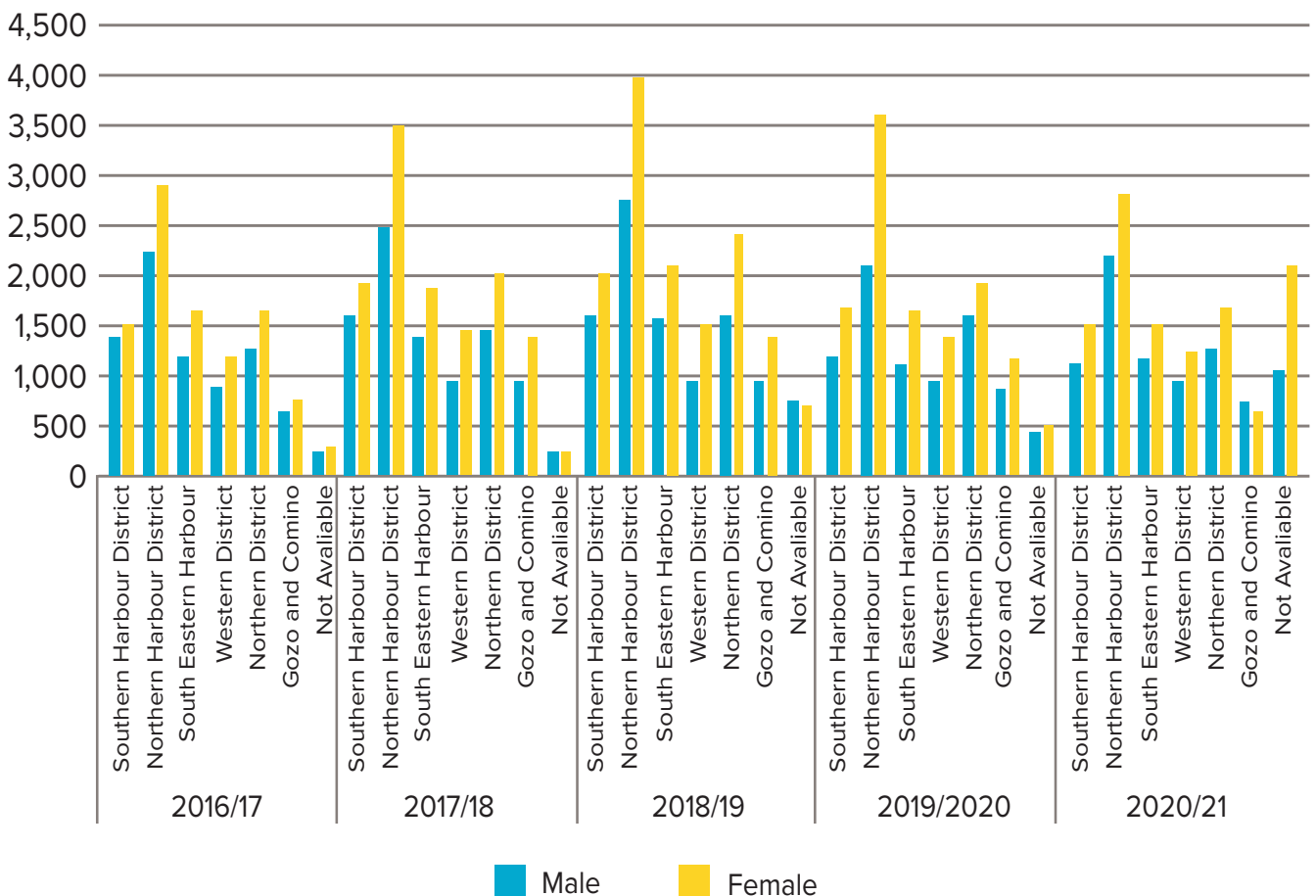
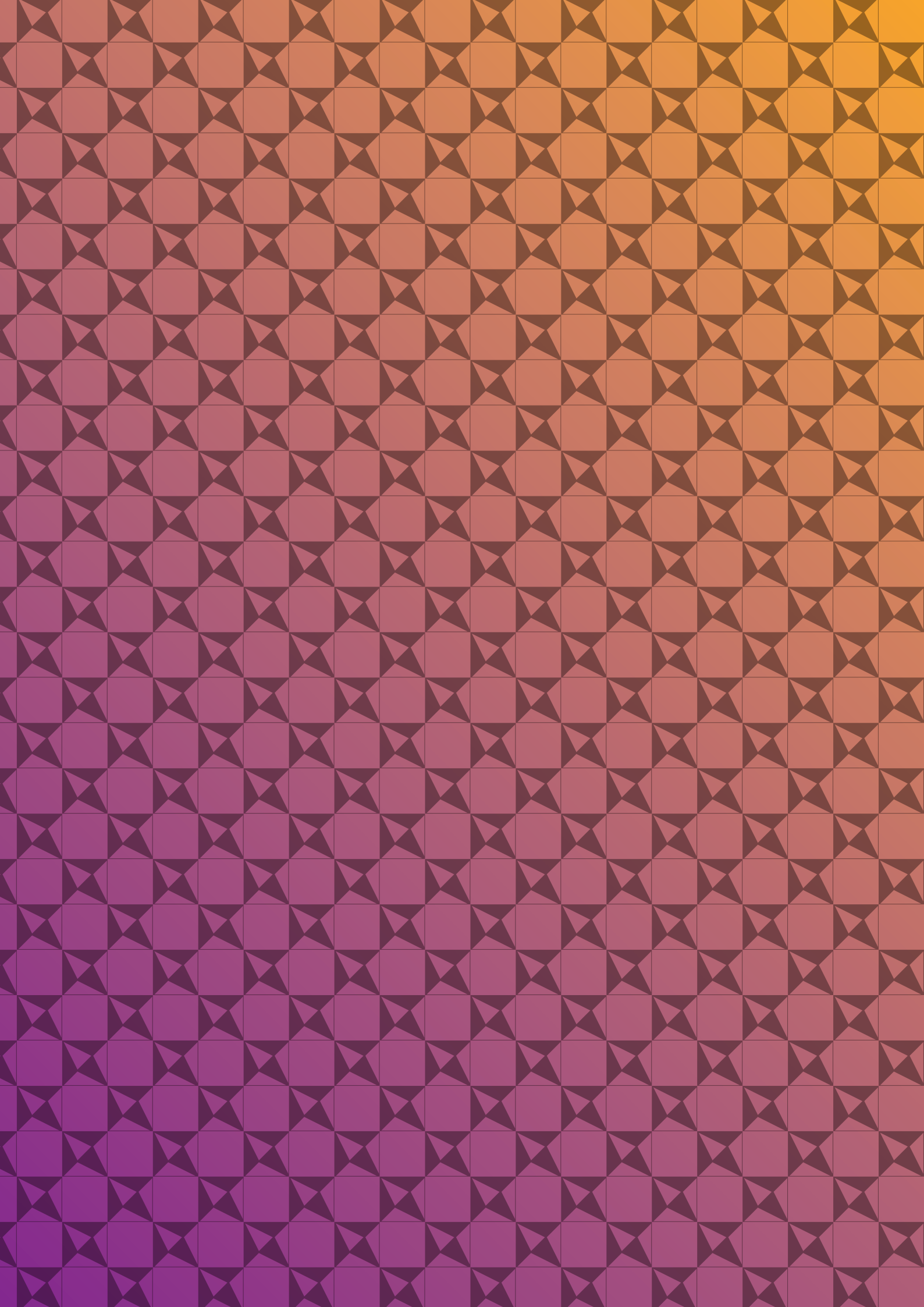


Table 3.17 Student population in Further Education by district of residence and MQF level 2016/17 - 2020/21 (in %)

	Southern Harbour		Northern Harbour		South Eastern		Western		Northern		Gozo and Comino		Not Available		Total		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
2016/17	MQF 1	718	14.6	1,787	36.3	644	13.1	550	11.2	908	18.4	321	6.5	0	0.0	4,928	100.0
	MQF 2	409	20.4	696	34.7	315	15.7	164	8.2	307	15.3	110	5.5	4	0.2	2,005	100.0
	MQF 3	776	19.4	992	24.8	729	18.2	440	11.0	644	16.1	280	7.0	135	3.4	3,996	100.0
	MQF 4	1,039	15.8	1,708	26.0	1,008	15.3	841	12.8	1,033	15.7	616	9.4	333	5.1	6,578	100.0
	Total	2,942	16.8	5,183	29.6	2,696	15.4	1,995	11.4	2,892	16.5	1,327	7.6	472	2.7	17,507	100.0
2017/18	MQF 1	807	16.5	1,577	32.2	717	14.6	565	11.5	815	16.6	376	7.7	41	0.8	4,898	100.0
	MQF 2	685	17.8	1,055	27.4	583	15.1	349	9.1	541	14.1	486	12.6	151	3.9	3,850	100.0
	MQF 3	766	16.6	1,357	29.4	713	15.5	530	11.5	731	15.9	464	10.1	49	1.1	4,610	100.0
	MQF 4	1,295	16.5	2,060	26.2	1,259	16.0	944	12.0	1,382	17.6	829	10.5	102	1.3	7,871	100.0
	Total	3,553	16.7	6,049	28.5	3,272	15.4	2,388	11.2	3,469	16.3	2,155	10.2	343	1.6	21,229	100.0
2018/19	MQF 1	686	12.6	1,949	35.7	647	11.9	598	11.0	1,288	23.6	277	5.1	7	0.1	5,452	100.0
	MQF 2	581	17.0	1,089	31.8	541	15.8	310	9.1	497	14.5	401	11.7	4	0.1	3,423	100.0
	MQF 3	893	16.4	1,255	23.1	817	15.0	496	9.1	726	13.4	393	7.2	853	15.7	5,433	100.0
	MQF 4	1,475	15.1	2,463	25.2	1,593	16.3	1,173	12.0	1,553	15.9	801	8.2	709	7.3	9,767	100.0
	Total	3,635	15.1	6,756	28.1	3,598	14.9	2,577	10.7	4,064	16.9	1,872	7.8	1,573	6.5	24,075	100.0
2019/20	MQF 1	712	12.5	2,369	41.6	683	12.0	524	9.2	1,069	18.8	256	4.5	83	1.5	5,696	100.0
	MQF 2	318	13.6	516	22.1	296	12.6	247	10.6	274	11.7	663	28.3	26	1.1	2,340	100.0
	MQF 3	610	18.1	863	25.6	537	15.9	394	11.7	487	14.4	289	8.6	196	5.8	3,376	100.0
	MQF 4	1,179	14.7	1,905	23.7	1,238	15.4	1,090	13.6	1,222	15.2	745	9.3	646	8.0	8,025	100.0
	Total	2,819	14.5	5,653	29.1	2,754	14.2	2,255	11.6	3,052	15.7	1,953	10.0	951	4.9	19,437	100.0
2020/21	MQF 1	195	6.1	887	27.5	224	7.0	172	5.3	330	10.2	66	2.0	1,346	41.8	3,220	100.0
	MQF 2	335	10.1	636	19.3	308	9.3	232	7.0	443	13.4	436	13.2	912	27.6	3,302	100.0
	MQF 3	845	15.8	1,344	25.1	829	15.5	482	9.0	836	15.6	438	8.2	573	10.7	5,347	100.0
	MQF 4	1,224	14.7	2,232	26.9	1,273	15.3	1,102	13.3	1,388	16.7	519	6.2	573	6.9	8,311	100.0
	Total	2,599	12.9	5,099	25.3	2,634	13.1	1,988	9.9	2,997	14.9	1,459	7.2	3,404	16.9	20,180	100.0

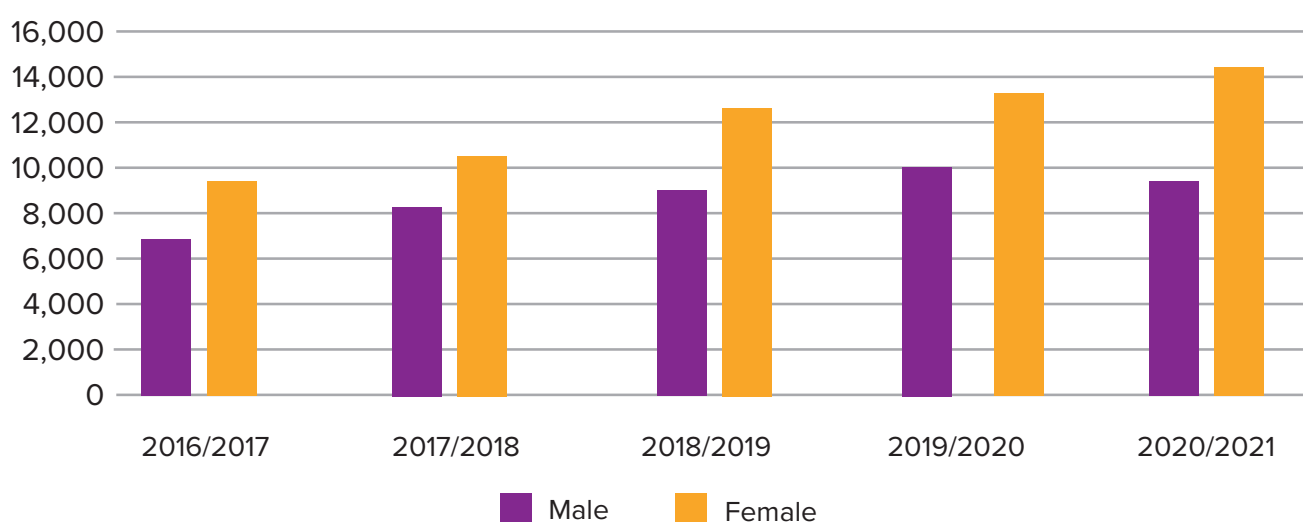
Enrolment in Higher Education





This chapter presents an analysis of students enrolled in Higher Education in Malta during the academic years 2016/17 to 2020/21.

Figure 4.1 Total student population in Higher Education by gender for the academic years 2016/17 - 2020/21



4.1 Enrolment in Higher Education by gender

Figure 4.1 and Table 4.2 present the share of males and females enrolled in Higher Education for the academic years 2016/17 to 2020/21. The total number of students enrolled in Higher Education increased year on year since 2016/17. From 2016/17 to 2020/21 the number of students enrolled in Higher Education programmes increased by 7,976 students and the number of students enrolled in Higher Education programmes in the academic year 2020/21 amounted to 24,142 students. In all five academic years under review, the largest share of students enrolled in Higher Education are females. It is interesting to point out that the gender difference in Higher Education has increased from 2016/17 to 2020/21 by 6 percentage points where in 2020/21 females represent the largest share of students enrolled in Higher Education with a share of 59%, whereas males represent a share of 41%.

Table 4.2 Total student population in Higher Education by gender for the academic years 2016/17 -2020/21

Academic Year	Male Count %		Female Count %		Other ¹ Count %		Total Count %	
	Count	%	Count	%	Count	%	Count	%
2016/17	7,056	44%	9,108	56%	2	0%	16,166	100%
2017/18	8,390	44%	10,784	56%	52	0%	19,226	100%
2018/19	8,894	41%	12,564	59%	16	0%	21,474	100%
2019/20	9,962	43%	13,186	57%	97	0%	23,245	100%
2020/21	9,872	41%	14,209	59%	61	0%	24,142	100%

¹includes students whose gender was not provided by the education provider or whose gender status didn't fall under the male and female categories.

Figure 4.3 further illustrates the gender imbalance in student enrolment in programmes at Higher Education level for the academic years 2016/17 to 2020/21. Over the five academic years under review, the gap between female and male enrolments in Higher Education widened, whereby in 2020/21 females represent the largest share of students enrolled in Higher Education with a share of 59%. The highest number of female students enrolled in Higher Education programmes is reported by the University of Malta followed by The Malta College of Arts, Science and Technology (MCAST) in all academic years under study.

Figure 4.3 Share of males and females in Higher Education for the academic years 2016/17 – 2020/21

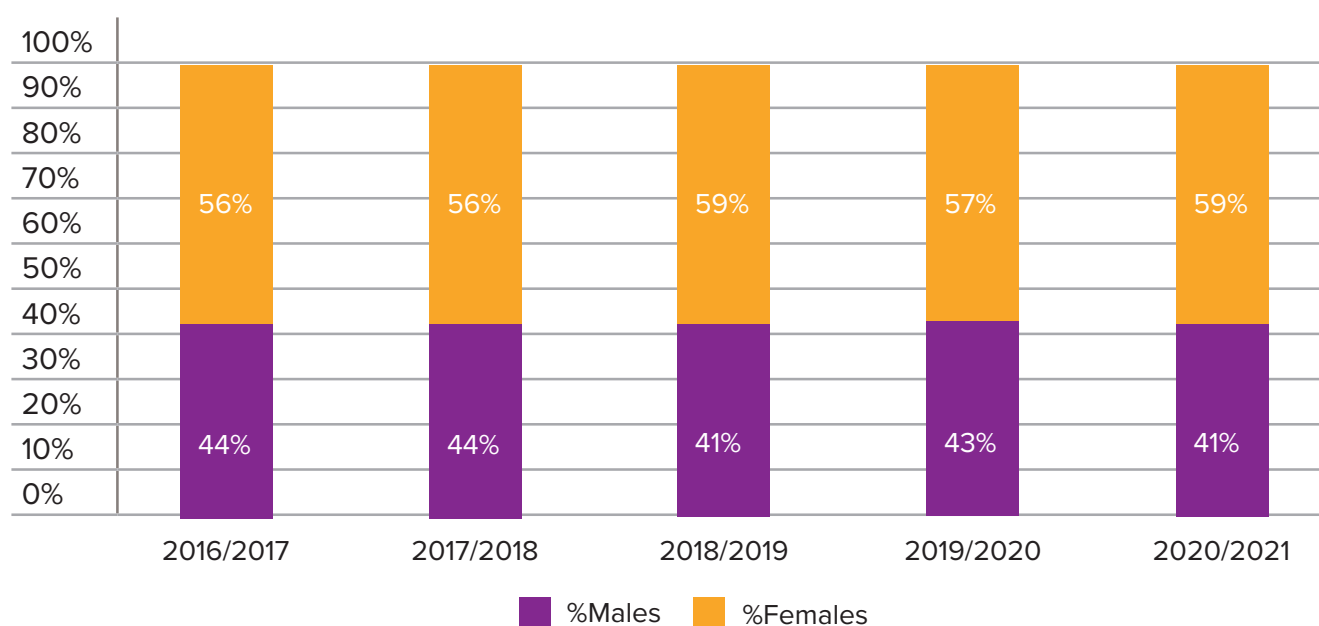


Table 4.4 illustrates the distribution of the student population at Higher Education by gender and course classification. The absolute majority of students enrolled in Higher education programmes are engaged in programmes leading to a Qualification in all five academic years under study. Nevertheless, the number of students enrolled in programmes leading to an Award certification increases year on year since 2016/17. It is to be noted that MFHEA introduced the parameters defining the terms Award and Qualification to employers, learners and training providers in the Referencing Report published in February 2016. This aided interested parties to better distinguish the different certifications that exist and overcome any confusion previously present.

Programmes leading to an Award are far more popular at Further education level than Higher Education level. Moreover, differing gender imbalances are reported between Further and Higher Education enrolments in 2020/21. In the latter year, while males are overrepresented in the number of students enrolled in programmes at Further Education level leading to a Qualification certification, females exceed the number of males in programmes leading to a Qualification certification at Higher Education level.

Table 4.4 Total student population in Higher Education by gender and course classification 2016/17 – 2020/21

	Qualification		Award		Foreign		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	Male	6,025	85%	239	3%	792	11%	7,056	100%
	Female	8,101	89%	385	4%	622	7%	9,108	100%
	Other ¹	2	100%	0	0%	0	0%	2	100%
	Total	14,128	87%	624	4%	1,414	9%	16,166	100%
2017/18	Male	6,181	74%	391	5%	1818	22%	8,390	100%
	Female	8,280	77%	598	6%	1906	18%	10,784	100%
	Other ¹	50	96%	0	0%	2	4%	52	100%
	Total	14,511	75%	989	5%	3,726	19%	19,226	100%
2018/19	Male	6,688	75%	840	9%	1366	15%	8,894	100%
	Female	9,591	76%	1,431	11%	1542	12%	12,564	100%
	Other ¹	12	75%	4	25%	0	0%	16	100%
	Total	16,291	76%	2,275	11%	2,908	14%	21,474	100%
2019/20	Male	7,066	71%	949	10%	1947	20%	9,962	100%
	Female	9,188	70%	1,718	13%	2280	17%	13,186	100%
	Other ¹	70	72%	25	26%	2	2%	97	100%
	Total	16,324	70%	2,692	12%	4,229	18%	23,245	100%
2020/21	Male	7,292	74%	1,057	11%	1523	15%	9,872	100%
	Female	9,884	70%	2,138	15%	2187	15%	14,209	100%
	Other ¹	50	82%	11	18%	0	0%	61	100%
	Total	17,226	71%	3,206	13%	3,710	15%	24,142	100%

¹includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

4.2 Enrolment in Higher Education by age

The distribution of the Higher Education student population by age group and course classification is presented in Figure 4.5 and Table 4.6. Across all age groups and academic years under study, students enrolled in Higher Education are more inclined to enrol in programmes leading to a Qualification. However, the highest proportion of students enrolled in a programme leading to a Qualification certification is among students aged 21 years or below in all academic years.

Table 4.6 shows that in all academic years under review, the count of students enrolled in Higher Education fall mostly within the 19 to 21 years age bracket. These age groups contain mostly students following the 'regular' route of successfully completing post-secondary education and transitioning into Higher education. Continuous year on year increase is also reported in the count of students enrolled in Higher Education programmes and aged 41-45 or 46+.

Figure 4.5 Student distribution in Higher Education by age group and course classification 2016/17 – 2020/21 (in %)



2020/21

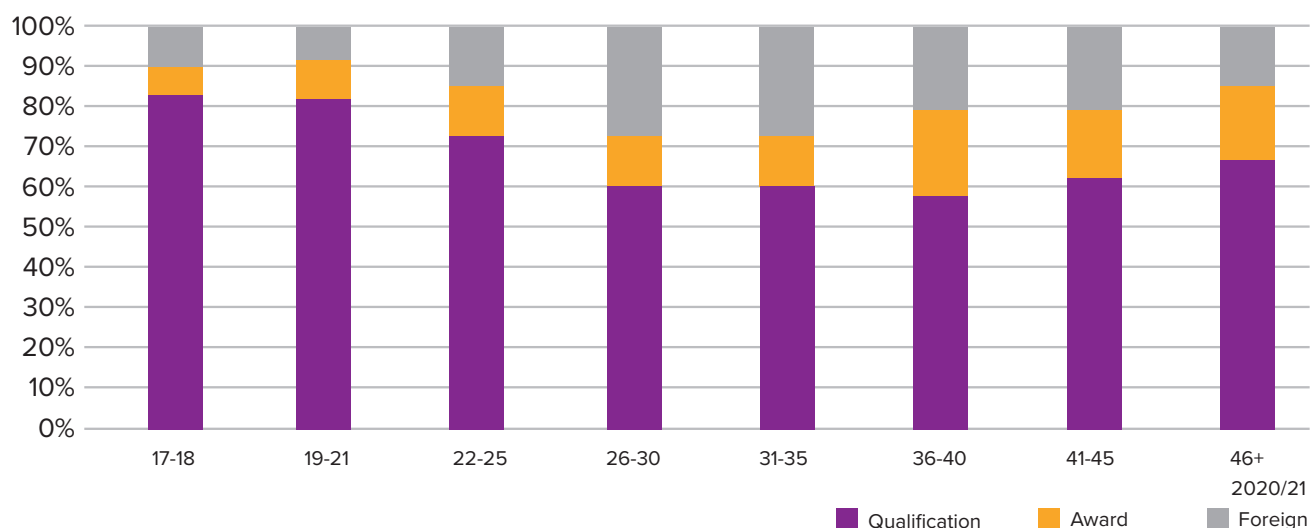


Table 4.6 Total student population in Higher Education by age group and course classification for the academic years 2016/17- 2020/21

	Qualification		Award		Foreign		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	17-18	916	98%	4	0%	19	2%	939	100%
	19-21	5,487	98%	15	0%	111	2%	5,613	100%
	22-25	3,600	89%	97	2%	344	9%	4,041	100%
	26-30	1,570	78%	93	5%	341	17%	2,004	100%
	31-35	793	71%	89	8%	238	21%	1,120	100%
	36-40	577	71%	70	9%	167	21%	814	100%
	41-45	454	73%	76	12%	88	14%	618	100%
	46+	729	78%	148	16%	59	6%	936	100%
	Age not Available	2	2%	32	40%	47	58%	81	100%
	Total	14,128	87%	624	4%	1,414	9%	16,166	100%
2017/18	17-18	1,029	88%	13	1%	121	10%	1,163	100%
	19-21	5,481	90%	39	1%	581	10%	6,101	100%
	22-25	3,594	74%	144	3%	1099	23%	4,837	100%
	26-30	1,616	63%	134	5%	835	32%	2,585	100%
	31-35	813	57%	97	7%	514	36%	1,424	100%
	36-40	655	66%	52	5%	281	28%	988	100%
	41-45	533	73%	41	6%	155	21%	729	100%
	46+	779	79%	72	7%	131	13%	982	100%
	Age not Available	11	3%	397	95%	9	2%	417	100%
	Total	14,511	75%	989	5%	3,726	19%	19,226	100%

2018/19	17-18	1,169	97%	12	1%	21	2%	1,202	100%
	19-21	5,384	92%	142	2%	330	6%	5,856	100%
	22-25	3,765	75%	427	9%	824	16%	5,016	100%
	26-30	2,020	64%	361	11%	790	25%	3,171	100%
	31-35	1,202	63%	263	14%	439	23%	1,904	100%
	36-40	910	66%	219	16%	252	18%	1,381	100%
	41-45	718	69%	158	15%	159	15%	1,035	100%
	46+	1,112	79%	219	15%	85	6%	1,416	100%
	Age not Available	11	2%	474	96%	8	2%	493	100%
	Total	16,291	76%	2,275	11%	2,908	14%	21,474	100%
2019/20	17-18	1,235	85%	49	3%	164	11%	1,448	100%
	19-21	5,714	84%	503	7%	606	9%	6,823	100%
	22-25	3,524	70%	545	11%	931	19%	5,000	100%
	26-30	1,977	60%	474	14%	830	25%	3,281	100%
	31-35	1,178	57%	414	20%	489	23%	2,081	100%
	36-40	870	59%	243	17%	350	24%	1,463	100%
	41-45	638	58%	197	18%	258	24%	1,093	100%
	46+	1,098	62%	204	12%	467	26%	1,769	100%
	Age not Available	90	31%	63	22%	134	47%	287	100%
	Total	16,324	70%	2,692	12%	4,229	18%	23,245	100%
2020/21	17-18	1,310	85%	92	6%	137	9%	1,539	100%
	19-21	5,635	83%	588	9%	581	9%	6,804	100%
	22-25	3,778	73%	617	12%	794	15%	5,189	100%
	26-30	2,006	61%	520	16%	764	23%	3,290	100%
	31-35	1,343	59%	433	19%	485	21%	2,261	100%
	36-40	1,020	59%	355	21%	346	20%	1,721	100%
	41-45	791	62%	231	18%	264	21%	1,286	100%
	46+	1,289	67%	303	16%	319	17%	1,911	100%
	Age not Available	54	38%	67	48%	20	14%	141	100%
	Total	17,226	71%	3,206	13%	3,710	15%	24,142	100%

4.3 Enrolment in Higher Education by MQF level

Figure 4.7 Total student population in Higher Education by MQF level 2016/17 – 2020/21

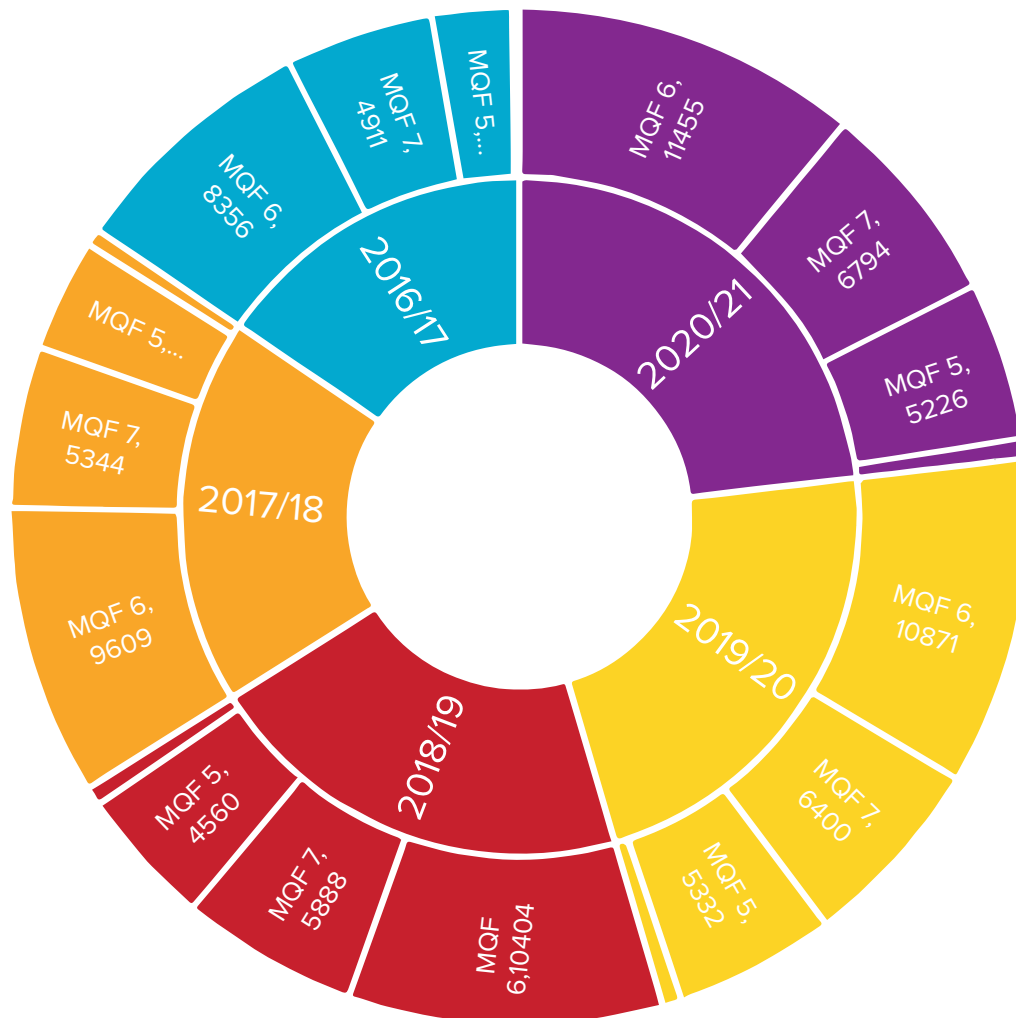


Figure 4.7 and Table 4.8 depict the student population in Higher Education by MQF level breakdown. The majority of students engaged in Higher Education are enrolled in MQF level 6 programmes for all five academic years under review whilst the least number of students across all five years are reported for programmes at MQF level 8. Nevertheless, the data displayed indicates a year-on-year increase in the count of students enrolled in programmes at MQF level 8 over the five-year period. Similarly, year-on-year increases in the count of students enrolled in programmes at MQF level 6 and MQF level 7 have also been observed.

Similarly, as with student enrolments in programmes at Further Education level, in programmes at Higher Education level females dominate the student population. Female students outnumber their male counterparts mostly in programmes at Higher Education level at MQF level 5 across all five academic years under review, where in 2020/21, 69% of the total population enrolled in programmes at MQF level 5 are females. This gender imbalance is narrowed in programmes at MQF levels 6,7,8 in all five years under review. In 2016/17 males marginally outnumber females for student enrolments in programmes at MQF level 8. Otherwise, across all five academic years under review, males do not exceed their female counterparts in students enrolments at Higher Education level.

Table 4.8 Total student population in Higher Education by MQF level and gender (2016/17 – 2020/21).

	Male		Female		Other ¹		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	MQF 5	931	35%	1,706	65%	2	0%	2,639	100%
	MQF 6	3,845	46%	4,511	54%	0	0%	8,356	100%
	MQF 7	2,142	44%	2,769	56%	0	0%	4,911	100%
	MQF 8	138	53%	122	47%	0	0%	260	100%
	Total	7,056	44%	9,108	56%	2	0%	16,166	100%
2017/18	MQF 5	1,426	38%	2,270	61%	17	0%	3,713	100%
	MQF 6	4,435	46%	5,170	54%	4	0%	9,609	100%
	MQF 7	2,310	43%	3,018	56%	16	0%	5,344	100%
	MQF 8	219	39%	326	58%	15	3%	560	100%
	Total	8,390	44%	10,784	56%	52	0%	19,226	100%
2018/19	MQF 5	1,532	34%	3,013	66%	15	0%	4,560	100%
	MQF 6	4,567	44%	5,836	56%	1	0%	10,404	100%
	MQF 7	2,508	43%	3,380	57%	0	0%	5,888	100%
	MQF 8	287	46%	335	54%	0	0%	622	100%
	Total	8,894	41%	12,564	59%	16	0%	21,474	100%
2019/20	MQF 5	1,990	37%	3,264	61%	78	1%	5,332	100%
	MQF 6	4,848	45%	6,004	55%	19	0%	10,871	100%
	MQF 7	2,838	44%	3,562	56%	0	0%	6,400	100%
	MQF 8	286	45%	356	55%	0	0%	642	100%
	Total	9,926	43%	13,186	57%	97	0%	23,245	100%
2020/21	MQF 5	1,605	31%	3,580	69%	41	1%	5,226	100%
	MQF 6	5,182	45%	6,254	55%	19	0%	11,455	100%
	MQF 7	2,773	41%	4,020	59%	1	0%	6,794	100%
	MQF 8	312	47%	355	53%	0	0%	667	100%
	Total	9,872	41%	14,209	59%	61	0%	24,142	100%

¹includes students whose gender was not provided by the school or whose gender status didn't fall under the male or female categories

Table 4.9 indicates that for all programmes at all MQF levels, the majority of students are enrolled in programmes leading to a Qualification. The only exception is during the academic year 2020/21 whereby the number of students enrolled in programmes at MQF level 5 leading to an Award surpasses the number of students enrolled in programmes leading to a Qualification.

Figure 4.10 and Table 4.11 show the distribution of the student population in Higher Education by student status and MQF level. The majority of students in Higher Education are enrolled in Full-Time programmes during all five academic years. However, Part-Time programmes are the main mode of study for students

enrolled in programmes at MQF level 5 in all five academic years whereby in 2020/21, only 13% of the total student population enrolled in programmes at MQF level 5 followed the programme in Full-Time mode. On the other hand, Full-Time mode is the most popular among students enrolled in courses at MQF level 6 with 83% of the total student population enrolled in programmes at MQF level 6 followed the programme in Full-Time mode in 2020/21. Similarly, students enrolled in programmes at MQF level 8 follow the programme in Full-Time mode mostly during all five academic years under study.

For the first time since 2016/17, in the academic year 2020/21 the number of students enrolled in Full-Time programmes at MQF level 7 marginally exceeds the number of students following Part-Time programmes at the same level. In previous years, Part-Time mode of studies was slightly more popular than Full-Time studies among students enrolled in programmes at MQF level 7.

Table 4.9 Total student population in Higher Education by MQF level and course classification for the academic years 2016/17- 2020/21

		Qualification		Award		Foreign		Total	
		Count	%	Count	%	Count	%	Count	%
2016/17	MQF 5	1,969	75%	472	18%	198	8%	2,639	100%
	MQF 6	7,989	96%	137	2%	230	3%	8,356	100%
	MQF 7	3,923	80%	15	0%	973	20%	4,911	100%
	MQF 8	247	95%	-	0%	13	5%	260	100%
	Total	14,128	87%	624	4%	1,414	9%	16,166	100%
2017/18	MQF 5	1,796	48%	736	20%	1,181	32%	3,713	100%
	MQF 6	8,154	85%	228	2%	1,227	13%	9,609	100%
	MQF 7	4,001	75%	25	0%	1,318	25%	5,344	100%
	MQF 8	560	100%	-	0%	-	0%	560	100%
	Total	14,511	75%	989	5%	3,726	19%	19,226	100%
2018/19	MQF 5	2,295	50%	1,768	39%	497	11%	4,560	100%
	MQF 6	8,676	83%	471	5%	1,257	12%	10,404	100%
	MQF 7	4,698	80%	36	1%	1,154	20%	5,888	100%
	MQF 8	622	100%	-	0%	-	0%	622	100%
	Total	16,291	76%	2,275	11%	2,908	14%	21,474	100%
2019/20	MQF 5	1,957	37%	1,641	31%	1,734	33%	5,332	100%
	MQF 6	8,881	82%	991	9%	999	9%	10,871	100%
	MQF 7	4,844	76%	60	1%	1,496	23%	6,400	100%
	MQF 8	642	100%	-	0%	-	0%	642	100%
	Total	16,324	70%	2,692	12%	4,229	18%	23,245	100%
2020/21	MQF 5	1,709	33%	1,938	37%	1,579	30%	5,226	100%
	MQF 6	9,333	81%	1,239	11%	883	8%	11,455	100%
	MQF 7	5,517	81%	29	0%	1,248	18%	6,794	100%
	MQF 8	667	100%	-	0%	-	0%	667	100%
	Total	17,226	71%	3,206	13%	3,710	15%	24,142	100%

Figure 4.10 Student distribution in Higher Education by MQF level and student status 2016/17 – 2020/21

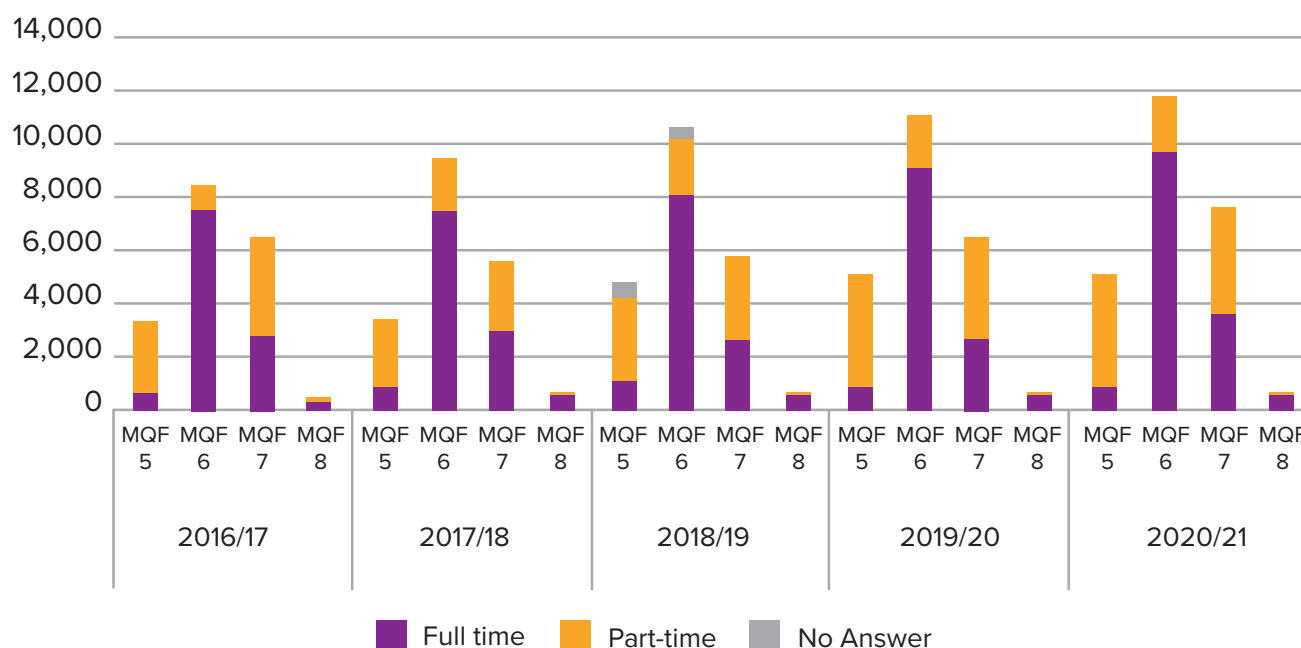


Table 4.11 Student population in Higher Education by student status and MQF level for the academic years 2016/17-2020/21

	Full Time		Part Time		Total		
	Count	%	Count	%	Count	%	
2016/17	MQF 5	680	26%	1,959	74%	2639	100%
	MQF 6	7,643	91%	713	9%	8356	100%
	MQF 7	2,403	49%	2,508	51%	4911	100%
	MQF 8	174	67%	86	33%	260	100%
	Total	10,900	67%	5,266	33%	16,166	100%
2017/18	MQF 5	882	24%	2,831	76%	3713	100%
	MQF 6	7,710	80%	1,899	20%	9609	100%
	MQF 7	2,625	49%	2,719	51%	5344	100%
	MQF 8	463	83%	97	17%	560	100%
	Total	11,680	61%	7,546	39%	19,226	100%
2018/19	MQF 5	670	15%	3,890	85%	4560	100%
	MQF 6	8,009	77%	2,395	23%	10404	100%
	MQF 7	2,639	45%	3,249	55%	5888	100%
	MQF 8	519	83%	103	17%	622	100%
	Total	11,837	55%	9,637	45%	21,474	100%

2019/20	MQF 5	757	14%	4,575	86%	5332	100%
	MQF 6	8,791	81%	2,080	19%	10871	100%
	MQF 7	3,149	49%	3,251	51%	6400	100%
	MQF 8	538	84%	104	16%	642	100%
	Total	13,235	57%	10,010	43%	23,245	100%
2020/21	MQF 5	659	13%	4,567	87%	5226	100%
	MQF 6	9,469	83%	1,986	17%	11455	100%
	MQF 7	3,444	51%	3,350	49%	6794	100%
	MQF 8	546	82%	121	18%	667	100%
	Total	14,118	58%	10,024	42%	24,142	100%

4.4 Enrolment in Higher Education by subject area

Figure 4.12 Student population in Higher Education by field of study 2016/17 - 2020/21 (in %)

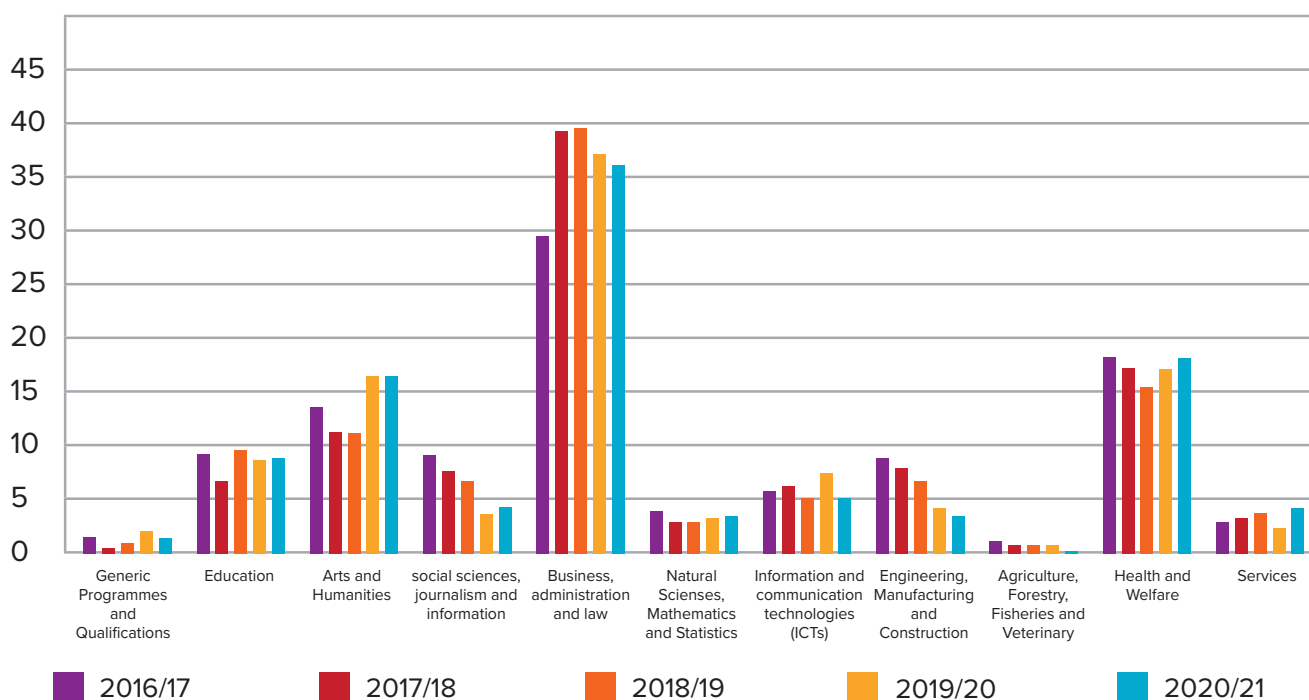


Figure 4.12 illustrates the distribution of the student population in Higher Education by field of study. Programmes in Business, Administration and Law enrol the largest number of students across all five years standing at 4,725 (29%) students in 2015/16 and rising to 8,723 (36%) students in 2020/21. This is followed by programmes specialising in Health and Welfare amounting to 2,986(18%) students in 2015/16 and rising to 4,501(18%) students in 2020/21. The University of Malta is the education provider enrolling the highest number of students in both subject areas in all years under review. The lowest number of student enrolments are reported in Generic programmes and qualifications followed by programmes in Agriculture, Forestry, Fisheries and Veterinary standing at 160 students and 21 students respectively in 2020/21. Generic programmes at Higher Education generally include personal skills development courses such as public speaking courses and proficiency programmes in numeracy and literacy.

Table 4.13 presents data on student population distribution by field of study and course classification. It showcases that in all five academic years the largest number of students enrolled in Higher Education programs are following programs specialising in Business, Administration and Law. In addition, the largest increase in enrolments from 2016/17 to 2020/21 is reported in programmes specialising in Business, Administration and Law rising by 3,998 students over the five-year period. Other significant increases are reported in enrolments in programmes in Arts and Humanities followed by Health and Welfare, increasing by 1,631 and 1,515 students respectively. The largest decline in student enrolments from 2016/17 to 2020/21 is reported for programmes in Engineering, Manufacturing and Construction reporting a decrease of 516 students over the five-year period

From Table 4.13 it is also deduced that the proportion of students enrolled in programmes at Higher education level and specialising in Business, Administration and Law as well as in Health and Welfare and leading to an Award certification has increased substantially from 2015/16 to 2020/21. In contrast, the proportion of students enrolled in programmes specialising in these subject areas and leading to a Qualification certification has declined. Table 4.13 also indicates that across all five years under review, the absolute majority of students in Higher Education opting for programmes leading to a Foreign course classification follow programmes in Business, Administration and Law followed by programmes in Information and Communication Technologies (ICTs). Furthermore, in the most two recent academic years under review (2019/20 and 2020/21) an increase in student enrolments in programmes leading to a foreign certification at Higher Education in Health and Welfare is reported.

Table 4.13 Total student population in Higher Education by field of study and course classification for the academic years 2016/17- 2020/21

	Qualification		Award		Foreign		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	Generic Programmes and Qualifications	0	0%	55	100%	0	0%	55	100%
	Education	1512	99%	0	0%	23	1%	1,535	100%
	Arts and Humanities	1969	92%	173	8%	0	0%	2,142	100%
	Social Sciences, Journalism and Information	1386	94%	73	5%	10	1%	1,469	100%
	Business, Administration and Law	3330	70%	210	4%	1185	25%	4,725	100%
	Natural Sciences, Mathematics and Statistics	584	100%	0	0%	0	0%	584	100%
	Information and Communication Technologies (ICT)	702	79%	0	0%	192	21%	894	100%
	Engineering, Manufacturing and Construction	1342	100%	0	0%	4	0%	1,346	100%
	Agriculture, Forestry, Fisheries and Veterinary	65	100%	0	0%	0	0%	65	100%
	Health and Welfare	2881	96%	105	4%	0	0%	2,986	100%
	Services	357	98%	8	2%	0	0%	365	100%
	Total	14,128	87%	624	4%	1414	9%	16,166	100%
	2017/18	Generic Programmes and Qualifications	0	0%	21	100%	0	0%	21
Education		1257	100%	2	0%	0	0%	1,259	100%
Arts and Humanities		1985	93%	123	6%	33	2%	2,141	100%
Social Sciences, Journalism and Information		1489	100%	0	0%	6	0%	1,495	100%
Business, Administration and Law		3596	48%	620	8%	3338	44%	7,554	100%
Natural Sciences, Mathematics and Statistics		516	100%	0	0%	0	0%	516	100%
Information and Communication Technologies (ICT)		755	67%	93	8%	278	25%	1,126	100%

2017/18 (cont.)	Engineering, Manufacturing and Construction	1296	98%	0	0%	29	2%	1,325	100%
	Agriculture, Forestry, Fisheries and Veterinary	58	100%	0	0%	0	0%	58	100%
	Health and Welfare	3092	95%	124	4%	41	1%	3,257	100%
	Services	467	99%	6	1%	1	0%	474	100%
	Total	14,511	75%	989	5%	3726	19%	19,226	100%
2018/19	Generic Programmes and Qualifications	0	0%	61	100%	0	0%	61	100%
	Education	1982	95%	103	5%	0	0%	2,805	100%
	Arts and Humanities	2137	89%	227	9%	28	1%	2,392	100%
	Social Sciences, Journalism and Information	1362	99%	0	0%	10	1%	1,327	100%
	Business, Administration and Law	4449	52%	1390	16%	2548	31%	8,487	100%
	Natural Sciences, Mathematics and Statistics	529	93%	41	7%	0	0%	570	100%
	Information and Communication Technologies (ICT)	812	74%	67	6%	222	20%	1,101	100%
	Engineering, Manufacturing and Construction	1275	95%	68	5%	0	0%	1,343	100%
	Agriculture, Forestry, Fisheries and Veterinary	59	100%	0	0%	0	0%	59	100%
	Health and Welfare	3096	92%	286	8%	0	0%	3,382	100%
	Services	590	95%	32	5%	0	0%	662	100%
	Total	16291	76%	2275	76%	2908	76%	21,474	100%
	2019/20	Generic Programmes and Qualifications	11	5%	190	95%	0	0%	201
Education		1811	84%	338	16%	0	0%	2,149	100%
Arts and Humanities		3466	95%	130	4%	56	2%	3,652	100%
Social Sciences, Journalism and Information		856	96%	40	4%	0	0%	896	100%
Business, Administration and Law		4207	49%	910	11%	3496	41%	8,613	100%
Natural Sciences, Mathematics and Statistics		737	98%	18	2%	0	0%	750	100%
Information and Communication Technologies (ICT)		954	58%	173	11%	517	31%	1,644	100%
Engineering, Manufacturing and Construction		862	97%	23	3%	0	0%	885	100%
Agriculture, Forestry, Fisheries and Veterinary		67	100%	0	0%	0	0%	67	100%
Health and Welfare		2956	74%	875	22%	152	4%	3,983	100%
Services		397	98%	0	0%	8	2%	405	100%
Total		16,324	70%	2692	12%	4229	18%	23,245	100%
2021/22		Generic Programmes and Qualifications	4	3%	156	98%	0	0%	160
	Education	1790	79%	478	21%	0	0%	2,268	100%
	Arts and Humanities	3442	91%	294	8%	37	1%	3,773	100%
	Social Sciences, Journalism and Information	1030	95%	49	5%	0	0%	1,079	100%
	Business, Administration and Law	4373	50%	1196	14%	3154	36%	8,723	100%
	Natural Sciences, Mathematics and Statistics	789	100%	0	0%	0	0%	789	100%
	Information and Communication Technologies (ICT)	958	80%	0	0%	236	20%	1,194	100%
	Engineering, Manufacturing and Construction	797	96%	33	4%	0	0%	830	100%
	Agriculture, Forestry, Fisheries and Veterinary	21	100%	0	0%	0	0%	21	100%
	Health and Welfare	3231	72%	993	22%	277	6%	4,501	100%
	Services	791	98%	7	1%	6	1%	804	100%
	Total	17,226	71%	3206	13%	3710	15%	24,142	100%

Spotlight is now thrown on the student population distribution in Higher Education by field of study and gender as displayed in Table 4.14. Data in Table 4.14 indicates more gender imbalances in some fields of studies. In particular, the percentage of females in programmes specialising in Education always exceeds 75% of the total population enrolled in this field of study across all five academic years. Programmes in Arts and Humanities, Social Sciences, Journalism and Information and Business, Administration and Law are all also more popular with female students than males and have all reported larger gender imbalances in 2020/21 than in 2016/17. In contrast, although the number of female students enrolled in Health and Welfare programmes always exceeds the number of male students in this field of study, the gender imbalance has declined from 38% in 2016/17 to 16% in 2020/21 for this field of study. On the other hand, the proportion of males consistently greatly surpasses that of females in programmes specialising in Information and Communication Technologies and in Engineering, Manufacturing and Construction in all years. Furthermore, male students exceed the number of females students in programmes specialising in Services in all years and this gender gap widened from 2% in 2016/17 to 32% in 2020/21.

Table 4.14 Student population in Higher Education by field of study and gender 2016/17 - 2020/21

	Male		Female		Other ¹		Total		
	Count	%	Count	%	Count	%	Count	%	
2016/17	Generic Programmes and Qualifications	30	55%	25	45%	0	0%	55	100%
	Education	285	19%	1,248	81%	2	0%	1,535	100%
	Arts and Humanities	912	43%	1,230	57%	0	0%	2,142	100%
	Social Sciences, Journalism and Information	498	34%	971	66%	0	0%	1,469	100%
	Business, Administration and Law	2,152	46%	2,573	54%	0	0%	4,725	100%
	Natural Sciences, Mathematics and Statistics	271	46%	313	54%	0	0%	584	100%
	Information and Communication Technologies (ICT)	756	85%	138	15%	0	0%	894	100%
	Engineering, Manufacturing and Construction	1,003	75%	343	25%	0	0%	1,345	100%
	Agriculture, Forestry, Fisheries and Veterinary	31	48%	34	52%	0	0%	65	100%
	Health and Welfare	932	31%	2,054	69%	0	0%	2,985	100%
	Services	186	51%	179	49%	0	0%	365	100%
Total	7,056	44%	9,108	56%	2	0%	16,166	100%	
2017/18	Generic Programmes and Qualifications	11	52%	10	48%	0	0%	21	100%
	Education	289	23%	952	76%	18	1%	1,259	100%
	Arts and Humanities	877	41%	1,259	59%	5	0%	2,141	100%
	Social Sciences, Journalism and Information	506	34%	989	66%	0	0%	1,495	100%
	Business, Administration and Law	3,285	43%	4,249	56%	20	0%	7,554	100%

2017/18 (cont.)	Natural Sciences, Mathematics and Statistics	255	49%	261	51%	0	0%	516	100%
	Information and Communication Technologies (ICT)	93	83%	193	17%	0	0%	1,126	100%
	Engineering, Manufacturing and Construction	937	71%	385	29%	3	0%	1,325	100%
	Agriculture, Forestry, Fisheries and Veterinary	27	47%	31	53%	0	0%	58	100%
	Health and Welfare	1,007	31%	2,246	69%	4	0%	3,257	100%
	Services	263	55%	209	44%	2	0%	47	100%
	Total	8,390	44%	10,784	56%	52	0%	19,226	100%
2018/19	Generic Programmes and Qualifications	20	33%	41	67%	0	0%	61	100%
	Education	216	10%	1,858	89%	11	1%	2,085	100%
	Arts and Humanities	1,007	42%	1,385	58%	0	0%	2,392	100%
	Social Sciences, Journalism and Information	450	33%	922	67%	0	0%	1,372	100%
	Business, Administration and Law	3,639	43%	4,847	57%	1	0%	8,487	100%
	Natural Sciences, Mathematics and Statistics	299	52%	271	48%	0	0%	570	100%
	Information and Communication Technologies (ICT)	933	85%	168	15%	0	0%	1,101	100%
	Engineering, Manufacturing and Construction	1,012	75%	330	25%	1	0%	1,343	100%
	Agriculture, Forestry, Fisheries and Veterinary	21	36%	28	64%	0	0%	59	100%
	Health and Welfare	983	29%	2,399	71%	0	0%	3,382	100%
Services	314	50%	305	49%	3	0%	622	100%	
Total	8,894	41%	12,564	59%	16	0%	21,474	100%	
2019/20	Generic Programmes and Qualifications	53	26%	148	74%	0	0%	201	100%
	Education	280	13%	1,788	83%	81	4%	2,149	100%
	Arts and Humanities	1,242	34%	2,408	66%	2	0%	3,652	100%
	Social Sciences, Journalism and Information	254	28%	642	72%	0	0%	896	100%
	Business, Administration and Law	3,927	46%	4,675	54%	11	0%	8,613	100%
	Natural Sciences, Mathematics and Statistics	397	53%	353	47%	0	0%	750	100%
	Information and Communication Technologies (ICT)	1,265	77%	379	23%	0	0%	1,644	100%

2019/20 (cont.)	Engineering, Manufacturing and Construction	696	79%	188	21%	1	0%	885	100%
	Agriculture, Forestry, Fisheries and Veterinary	27	40%	40	60%	0	0%	67	100%
	Health and Welfare	1,573	39%	2,408	60%	2	0%	3,983	100%
	Services	248	61%	157	39%	0	0%	405	100%
	Total	9,962	43%	13,186	57%	97	0%	23,245	100%
2021/22	Generic Programmes and Qualifications	23	14%	137	86%	0	0%	160	100%
	Education	282	12%	1,932	85%	54	2%	2,268	100%
	Arts and Humanities	1,267	34%	2,505	66%	1	0%	3,773	100%
	Social Sciences, Journalism and Information	283	26%	795	64%	1	0%	1,079	100%
	Business, Administration and Law	3,531	40%	5,190	59%	2	0%	8,723	100%
	Natural Sciences, Mathematics and Statistics	414	52%	375	48%	0	0%	789	100%
	Information and Communication Technologies (ICT)	984	82%	210	18%	0	0%	1,194	100%
	Engineering, Manufacturing and Construction	671	81%	159	19%	0	0%	830	100%
	Agriculture, Forestry, Fisheries and Veterinary	14	67%	7	33%	0	0%	21	100%
	Health and Welfare	1,872	42%	2,627	58%	2	0%	4,501	100%
	Services	531	66%	272	34%	1	0%	804	100%
	Total	9,872	41%	14,209	59%	61	0%	24,142	100%

4.5 Enrolment in Higher Education by district of residence

In this section student enrolments in Higher Education by district of residence are reviewed for the academic years 2015/16 to 2020/21. As pointed out in Chapter 3, not all education providers provided data on the district of residence of their enrolments. However, with the available data the following insights are deduced.

Table 4.15 illustrates student enrolments in Higher Education by district of residence and compares this to the total population (including individuals aged below 17 years) as reported by the National Statistics Office (NSO) to obtain an indication of the participation rate by district of residence. For all five years the largest population is reported in the Northern Harbour, while the smallest population is reported in Gozo and Comino. From 2016/17 till 2018/19, Gozo and Comino report the highest participation rate while in 2019/20 and 2020/21 the Western district has the highest participation rate followed by Gozo and Comino. In contrast, the Southern Harbour district has the lowest participation rate since 2016/17.

Figure 4.15 Student enrolment in Higher Education by district of residence compared to the total population by district for the academic years 2016/17-2020/21

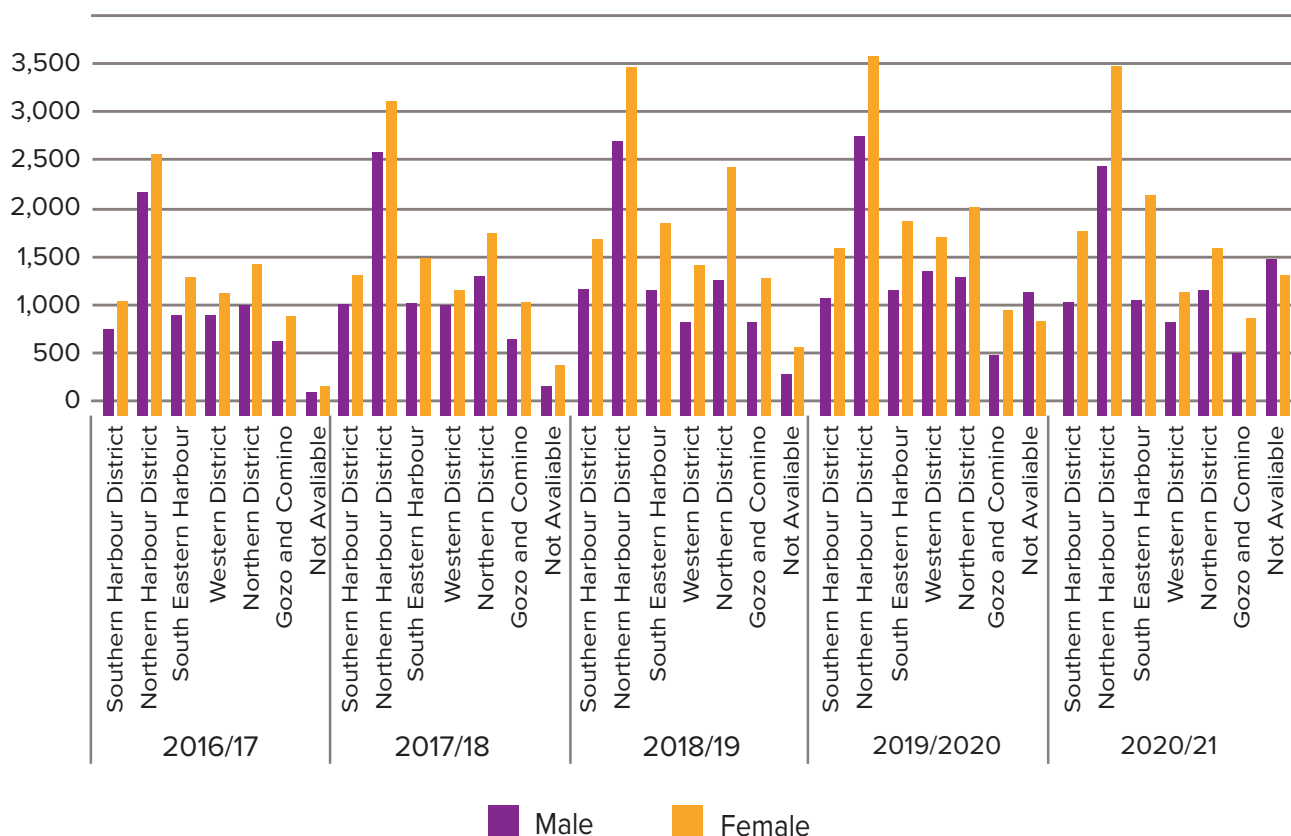


Table 4.16 and Table 4.17 visualize data on student population in Higher Education by district of residence and gender. Across all districts the number of females enrolled exceeds the number of males. The only group of students that experience a drop in student enrolments from the academic year 2016/17 to 2020/21 were males and females residing in Gozo and Comino, although this drop was very minimal.

Table 4.16 Student population in Higher Education by district of residence and gender 2016/17 - 2020/21 (in %)

	Male		Female		Other ¹		Total	
	Count	%	Count	%	Count	%	Count	%
2016/17 Southern Harbour District	872	12%	1,135	12%	2	100%	2,009	12%
Northern Harbour District	2,096	30%	2,554	28%	0	0%	4,650	29%
South Eastern Harbour	1,016	14%	1,369	15%	0	0%	2,385	15%
Western District	1,108	14%	1,211	13%	0	0%	2,229	14%
Northern District	1,084	15%	1,517	17%	0	0%	2,601	16%
Gozo and Comino	699	10%	998	11%	0	0%	1,697	10%
Not Available	271	4%	324	4%	0	0%	595	4%
Total	7,056	100%	9,108	100%	2	100%	16,166	100%

2017/18	Southern Harbour District	1,080	13%	1,436	13%	9	17%	2,525	13%
	Northern Harbour District	2,613	31%	3,132	29%	14	27%	5,759	30%
	South Eastern Harbour	1,146	14%	1,579	15%	14	27%	2,739	14%
	Western District	1,145	14%	1,268	12%	6	12%	2,419	13%
	Northern District	1,380	16%	1,794	17%	7	13%	3,181	17%
	Gozo and Comino	718	9%	1,081	10%	2	4%	1,801	9%
	Not Available	308	4%	494	5%	0	0%	801	4%
	Total	8,390	100%	10,784	100%	52	100%	19,226	100%
2018/19	Southern Harbour District	1,270	14%	1,722	14%	5	31%	2,997	14%
	Northern Harbour District	2,610	29%	3,481	28%	2	13%	6,093	28%
	South Eastern Harbour	1,263	14%	1,950	16%	0	0%	3,213	15%
	Western District	1,186	13%	1,492	12%	0	0%	2,678	12%
	Northern District	1,401	16%	1,999	16%	5	31%	3,405	16%
	Gozo and Comino	743	8%	1,357	11%	0	0%	2,100	10%
	Not Available	421	5%	563	4%	4	25%	988	5%
	Total	8,894	100%	12,564	100%	16	100%	21,474	100%
2019/20	Southern Harbour District	1,277	13%	1,753	13%	2	2%	3,032	13%
	Northern Harbour District	2,843	29%	3,576	27%	5	5%	6,424	28%
	South Eastern Harbour	1,272	13%	1,964	15%	4	4%	3,240	14%
	Western District	1,428	14%	1,864	14%	2	2%	3,294	14%
	Northern District	1,389	14%	2,025	15%	4	4%	3,418	15%
	Gozo and Comino	587	6%	1,042	8%	0	0%	1,629	7%
	Not Available	1,166	12%	962	7%	80	82%	2,208	9%
	Total	9,962	100%	13,186	100%	97	100%	23,245	100%
2020/21	Southern Harbour District	1,199	12%	1,838	13%	1	2%	3,038	13%
	Northern Harbour District	2,506	25%	3,495	25%	1	2%	6,002	25%
	South Eastern Harbour	1,242	13%	2,189	15%	2	3%	3,433	14%
	Western District	1,355	14%	1,975	14%	2	3%	3,331	14%
	Northern District	1,391	14%	2,270	16%	4	7%	3,665	15%
	Gozo and Comino	624	6%	983	7%	0	0%	1,607	7%
	Not Available	1,556	16%	1,459	10%	51	84%	3,066	13%
	Total	9,872	100%	14,209	100%	61	100%	24,142	100%

Table 4.17 Enrolment of student population in Higher Education by district of residence 2016/17- 2020/21

	District of Residence	Enrolment in Higher Education		Total Population		Participation Rate
		Count	%	Count	%	%
2016/17	Southern Harbour	2,009	12%	80,664	18%	2.49
	Northern Harbour	4,650	29%	143,773	31%	3.23
	South Eastern Harbour	2,385	15%	69,187	15%	3.45
	Western	2,229	14%	60,131	13%	3.71
	Northern	2,601	16%	74,336	16%	3.50
	Gozo and Comino	1,697	10%	32,206	7%	5.27
	Not Resident in Malta	320	2%	0	0%	0.00
	No Answer	275	2%	0	0%	0.00
	Total	16,166	100%	460,297	100%	
2017/18	Southern Harbour	2,525	13%	81,582	17%	3.10
	Northern Harbour	5,759	30%	151,664	32%	3.80
	South Eastern Harbour	2,739	14%	70,490	15%	3.89
	Western	2,419	13%	60,692	13%	3.99
	Northern	3,181	17%	78,550	17%	4.05
	Gozo and Comino	1,801	9%	32,723	7%	5.50
	Not Resident in Malta	485	3%	0	0%	0.00
	No Answer	317	2%	0	0%	0.00
	Total	19,226	100%	475,701	100%	
2018/19	Southern Harbour	2,997	14%	82,910	17%	3.61
	Northern Harbour	6,093	28%	160,173	32%	3.80
	South Eastern Harbour	3,213	15%	72,375	15%	4.44
	Western	2,678	12%	61,689	12%	4.34
	Northern	3,405	16%	83,024	17%	4.10
	Gozo and Comino	2,100	10%	33,388	7%	6.29
	Not Resident in Malta	770	4%	0	0%	0.00
	No Answer	218	1%	0	0%	0.00
	Total	21,474	100%	493,559	100%	
2019/20	Southern Harbour	3,032	13%	85,046	17%	3.57
	Northern Harbour	6,424	28%	170,220	33%	3.77
	South Eastern Harbour	3,240	14%	74,589	14%	4.34
	Western	3,294	14%	62,733	12%	5.25
	Northern	3,418	15%	87,546	17%	3.90
	Gozo and Comino	1,629	7%	34,430	7%	4.73
	Not Resident in Malta	0	0%	0	0%	0.00
	No Answer	2,208	9%	0	0%	0.00
	Total	23,245	100%	514,564	100%	

2020/21	Southern Harbour	3,038	13%	84,901	16%	3.58
	Northern Harbour	6,002	25%	171,606	33%	3.50
	South Eastern Harbour	3,433	14%	74,831	14%	4.59
	Western	3,331	14%	62,927	12%	5.29
	Northern	3,665	15%	87,272	17%	4.20
	Gozo and Comino	1,607	7%	34,563	7%	4.65
	Not Resident in Malta	0	0%	0	0%	0.00
	No Answer	3,066	13%	0	0%	0.00
Total	24,142	100%	516,100	100%		

Table 4.18 provides data on students' enrolment in Higher Education by district of residence and MQF level. The highest proportion of students enrolled in Higher Education reside in the Northern Harbour across all five academic years. Furthermore, the Northern Harbour reports the largest number of students enrolled in programmes at all MQF levels at Higher Education levels across all five academic years. The number of students not residing in Malta or for whom residency data is not available increases substantially as learners move up the Malta Qualifications Framework which is reflected across all academic years.

Table 4.18 Student population in Higher Education by district of residence and MQF level 2016/17 - 2020/21 (in %)

	Southern Harbour		Northern Harbour		South Eastern		Western		Northern		Gozo and Comino		Not Available		Total		
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
2016/17	MQF 5	395	15%	696	26%	440	17%	350	13%	412	16%	288	11%	58	2%	2,639	100%
	MQF 6	1,107	13%	2,342	28%	1,295	15%	1,179	14%	1,437	17%	974	12%	22	0%	8,356	100%
	MQF 7	497	10%	1,550	32%	630	13%	677	14%	718	15%	423	9%	416	8%	4,911	100%
	MQF 8	10	4%	62	24%	20	8%	23	9%	34	13%	12	5%	99	38%	260	100%
	Total	2,009	12%	4,650	29%	2,385	15%	2,229	14%	2,601	16%	1,679	10%	595	4%	16,166	100%
2017/18	MQF 5	521	14%	1,074	29%	540	15%	394	11%	597	16%	251	7%	336	9%	3,713	100%
	MQF 6	1,333	14%	2,752	29%	1,472	15%	1,277	13%	1,705	18%	1,003	10%	67	1%	9,609	100%
	MQF 7	625	12%	1,793	34%	661	12%	698	13%	800	15%	506	9%	261	5%	5,344	100%
	MQF 8	46	8%	140	25%	66	12%	50	9%	79	14%	41	7%	138	25%	560	100%
	Total	2,525	13%	5,759	30%	2,739	14%	2,419	13%	3,181	17%	1,801	9%	802	4%	19,226	100%
2018/19	MQF 5	741	16%	1,301	29%	785	17%	544	12%	691	15%	364	8%	134	3%	4,560	100%
	MQF 6	1,491	14%	2,854	27%	1,569	15%	1,324	13%	1,799	17%	1,228	12%	139	1%	10,404	100%
	MQF 7	746	13%	1,863	32%	822	14%	790	13%	881	15%	490	8%	296	5%	5,888	100%
	MQF 8	19	3%	75	12%	37	6%	20	3%	34	5%	18	3%	419	67%	622	100%
	Total	2,997	14%	6,093	28%	3,213	15%	2,678	12%	3,405	16%	2,100	10%	988	5%	21,474	100%

2019/20	MQF 5	768	14%	1,256	24%	833	16%	722	14%	764	14%	318	6%	671	13%	5,332	100%
	MQF 6	1,429	13%	3,174	29%	1,483	14%	1,548	14%	1,658	15%	804	7%	775	7%	10,871	100%
	MQF 7	812	13%	1,913	30%	899	14%	998	16%	966	15%	498	8%	314	5%	6,400	100%
	MQF 8	23	4%	81	13%	25	4%	26	4%	30	5%	9	1%	448	70%	642	100%
	Total	3,032	13%	6,424	28%	3,240	14%	3,294	14%	3,418	15%	1,629	7%	2,208	9%	23,245	100%
2020/21	MQF 5	806	15%	1,318	25%	903	17%	737	14%	887	17%	248	5%	327	6%	5,226	100%
	MQF 6	1,367	12%	2,712	24%	1,515	13%	1,504	13%	1,688	15%	768	7%	1,901	17%	11,455	100%
	MQF 7	846	12%	1,888	28%	992	15%	1,060	16%	1,059	16%	581	9%	368	5%	6,794	100%
	MQF 8	19	3%	84	13%	23	3%	30	4%	31	5%	10	1%	470	70%	667	100%
	Total	3,038	13%	6,002	25%	3,433	14%	3,331	14%	3,665	15%	1,607	7%	3,066	13%	24,142	100%

