

**EMPLOYABILITY
INDEX 2015**



MINISTRY FOR EDUCATION AND EMPLOYMENT

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LIST OF ABBREVIATIONS

EU - European Union

ICT - Information and Communication Technology

IT - Information Technology

EU28 - European Union 28 Member States

CEDEFOP - Centre Européen pour le Développement de la Formation Professionnelle (*French for: European Centre for the Development of Vocational Training*)

ISCED - International Standard Classification of Education

EHEA - European Higher Education Area

ET 2020 - Education and Training 2020

VET - Vocational Education and Training

UOM - University of Malta

MCAST - Malta College of Arts, Science & Technology

ITS - Institute of Tourism Studies

FEMA - Faculty of Economics, Management and Accountancy

PP - Percentage points

ISCO - International Standard Classification of Occupations

MQF - Malta Qualifications Framework

BE - Belgium

BG - Bulgaria

CZ - Check Republic

DK - Denmark

DE - Germany

EE - Estonia

IE - Ireland

EL - Greece

ES - Spain

FR - France

HR - Croatia

IT - Italy

CY - Cyprus

LV - Latvia

LU - Luxembourg

HU - Hungary

MT - Malta

NL - Netherlands

AT - Austria

PI - Poland

PT - Portugal

RO - Romania

SI - Slovenia

SK - Slovakia

FI - Finland

SE - Sweden

UK - United Kingdom

GDP - Gross Domestic Product

OPENING REMARKS

“The Europe 2020 strategy is about delivering growth that is: smart, through more effective investments in education, research and innovation; sustainable, thanks to a decisive move towards a low-carbon economy; and inclusive, with a strong emphasis on job creation and poverty reduction.”

Europe 2020

Malta's original National Employment target established in 2010 was set at 62.9 per cent for the 20-64 age cohorts, to be reached by 2020. The employment rate has been steadily increasing since 2009 and the national employment target was not only reached but exceeded in 2012, standing at 63.1 per cent. In view of this, Malta has revised its employment target upwards from 62.9 per cent to 70.0 per cent. Whilst it can be positively noted that overall employment is on an upward trend, it is the role of policymakers to investigate the type and quality of employment being created, especially since this analysis provides a clearer picture regarding the extent to which Malta's main factor of production – human capital – is being exploited.

This aspect is particularly significant for higher education institutions, since the human capital they are meant to create does not only induce a private opportunity cost to the student, but it is also an outlay of public funds borne by the entire

working population. Thus the phenomenon of underemployment is similar to a low return on capital employed where investment does not reach the expected levels of performance. Akkoyunlu Wigley et al (2012) make reference to two types of mismatches: horizontally mismatched is where an individual is employed in a job that matches their level of education but not their field of education (i.e. qualified/sector mismatch); on the other hand, vertically mismatched refers to an individual who is employed in a job matching their area of study but not their level of education (i.e. overqualified/sector match).

To address such skills gaps and increase the labour market relevance of education and training systems, the Maltese Government announced a number of strategic actions. The Employability Index is one of the measures aimed at facilitating the transition from further and higher education to employment. The intended benefits of the Employability Index were highlighted in Malta's National Reform Programme published in 2015:

“The Employability Index will offer more guidance to students on the choices of jobs that are available for the various lines of studies by indicating to the student the potential of finding a job within the line of study being chosen.”

This study aims at identifying students that may be at high risk of experiencing underemployment due to a mismatch between their educational attainment and their occupation. In essence it is postulated that upon the completion of education, a graduate will aim to find employment which both matches his/her area of study, as well as requiring the level of educational attainment achieved. This would not only be beneficial to the students themselves but also to employers who - as a matter of fact - have expressed their desire that such research is developed in an effort to ensure enhanced effective allocation of education expenditure and channel human resources in areas where they are most required.

01

Contextual Setting

BACKGROUND

During the past few years there has been an increased awareness of the interplay between the availability of skills and the demand for skills with a view to raising employment levels and maintaining economic stability. The economic crisis meant that countries had to face major economic restructuring with individuals being displaced from declining sectors to other sectors facing expansion. In its Agenda for New Skills and Jobs of 2010 the European Commission estimated a 16 million rise of highly qualified people between 2010 and 2020 in the EU (European Commission 2010a; European Commission 2010b). It cites serious deficits in qualified professionals, management and technical jobs as well as in sectors such as science, technology, engineering, mathematics as well as ICT and health. In this regard, the European Commission recommends that countries should strengthen their capacity to anticipate and match labour market and skills needs. This information would aid all stakeholders to ensure better matching between the supply of skills among the working population as well as the occupations being created in a recovering economy.

Moreover, in order to ensure the availability of highly-skilled individuals in Europe's labour market, the European Commission - through its Europe 2020 strategy - has placed a target to increase the rate of the population aged 30-34 having completed tertiary education from 31.0 per cent to at least 40.0 per cent in 2020 (European Commission 2010b). In view of the above scenario in Malta's country report for 2015, the Commission noted specifically that due to the small size of the economy, Malta was experiencing bottlenecks across its whole skills spectrum; particularly in sectors such as health, finance and IT where employers were facing labour shortages and were opting to recruit workers from abroad. It also noted the need to improve the take-up of vocational education courses as well as the gathering of information on vacancies and skills.

TERTIARY EDUCATION ATTAINMENT

During the past decade, the total number of graduates in Malta has been on the increase. Tertiary educational attainment among the 30-34 year olds increased from 17.6 per cent in 2005 to 26.6 per cent in 2014 (National Statistics Office 2015a). When comparing higher educational attainment across age groups, in 2010, the percentage of youth (25-34 year olds) with tertiary education (29.1 per cent) was higher than the percentage for 35-44 year olds (23.0 per cent) and 45-64 year olds (11.4 per cent), meaning that an increasing percentage of the population in Malta is achieving a higher education degree (European Commission/EACEA/Eurydice 2015). Whilst acknowledging that the total number of students that graduate from higher tertiary education per year is still lower than the EU28 average (in 2013, 26.0 per cent in Malta and 36.9 per cent in the EU) (European Commission 2014a), it is recognised that Malta is registering significant developments. According to forecasts by CEDEFOP, in 2025, 39.0 per cent of the Maltese labour force will have high-qualifications (CEDEFOP 2015).

When comparing net entry rates and net graduation rates for the year 2008/2009¹ of ISCED level 5A tertiary programmes, the net entry rate for Malta stood at 63.2 per cent but the graduation rate fell to 36.1 per cent, portraying a difference of 27.1 percentage points². These rates compare to the median net entry rate (60.0 per cent) and the median net graduation rate (36.2 per cent) of other EU countries. Similar to type A programmes the net entry and net graduation rates of Maltese individuals in tertiary type B programmes for 2011/2012 were similar to those of other countries in the European Higher Education Area countries (EHEA). The net entry rate stood at 13.7 per cent (EU 15.5 per cent) and the net graduation rate stood at 9.1 per cent (EU 8.6 per cent) (European Commission/EACEA/Eurydice 2015).

Year	Males	Females	Total
2005	17.9	17.3	17.6
2006	19.3	22.0	20.7
2007	19.1	22.5	20.8
2008	21.0	21.0	21.0
2009	20.2	23.7	21.9
2010	20.3	23.8	22.0
2011	22.7	24.2	23.4
2012	23.4	26.5	24.9
2013	22.6	29.5	26.0
2014	22.9	30.5	26.6
EU 28 (2014)	33.6	42.3	37.9

Table 1.1: Tertiary Educational Attainment in Malta (30-34 years)

Source: National Statistics Office. 2015a. News Release: Key Indicators on the Labour Market: 2005 - 2014. Malta: National Statistics Office.

The European Commission has placed Malta in the group of countries which despite low rates of graduate attainment in general, have registered significant improvement. Malta's average change in tertiary educational attainment over the period 2010-2013 was around eight percentage points.

¹ The net graduation rate for tertiary type A programmes for the academic year 2011/12 is not available for Malta.

² ISCED level 5A programmes refer to tertiary programmes with an academic orientation which are largely theoretically based while ISCED level 5B programmes refer to tertiary programmes with an occupational orientation which are typically shorter than the academic programmes and designed for entry to the employment market. Only ISCED 5A programmes give access to doctoral programmes at ISCED level 6.

EMPLOYMENT OF YOUNG GRADUATES

The employment rate of recent graduates³ for the year 2013 in Malta was registered at 93.1 per cent (European Commission 2014b). This is one of the highest rates registered in the EU28 (80.9 per cent in 2013). Indeed, the employment of all graduates in the EU seems to have stagnated at 75.5 per cent, or 6.5 percentage points less than in 2008. This situation is a reflection of both the sluggish economic situation in the EU in general, and the significant differences between countries that are worst performing and countries like Malta whose economic situation was more stable. In 2013, six countries including Malta (MT, AT, DE, NL, SE, UK) were at or above the ET2020 benchmark. This indicator calculates the employment rate of graduates (ISCED 3, 4 and 5, 6) aged 20-34 who stopped their education and training in the previous three years (employment rate of recent graduates should reach 82.0 per cent).

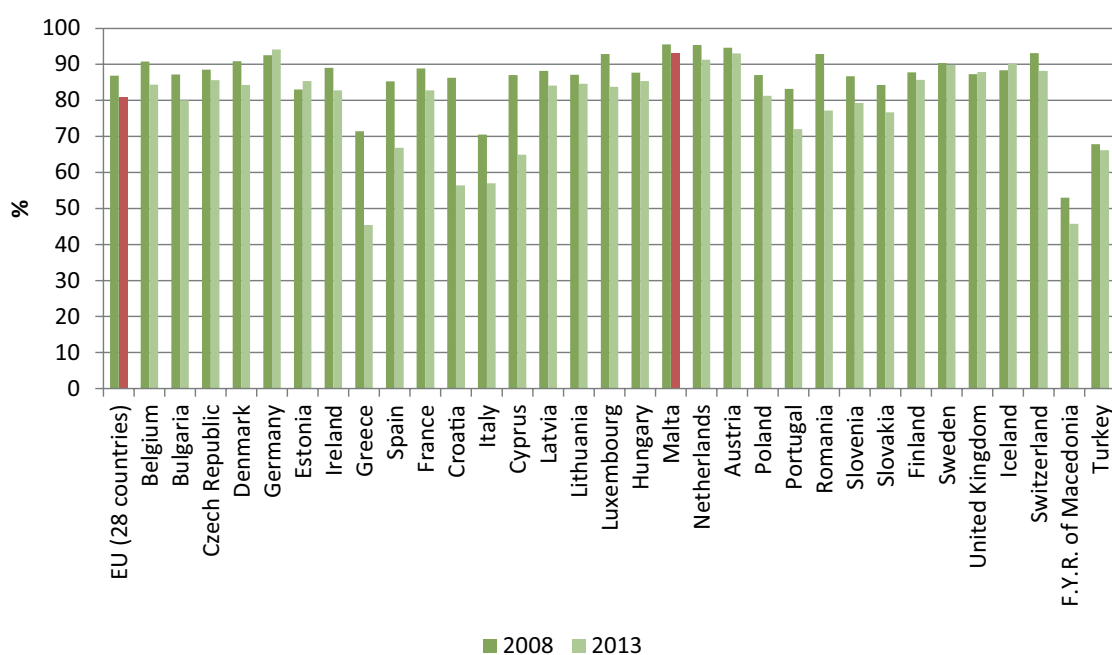


Figure 1.1: Employment Rate of Young Recent Graduates

Source: Eurostat (LFS), online data code: edat_lfse_24. Employment rate of graduates (ISCED 5-8) aged 20-34 who graduated 1 to 3 years before the reference year and who are not currently enrolled in any further formal or non-formal education or training.

When compared to the employment rate of individuals aged 20-64 with comparable levels of educational attainment, the employment rate of recent

Maltese graduates aged 20-34 is slightly higher than 10.0 percentage points. This result compares very well to the situation in other EU countries, where a number of countries including IT, EL, CY and ES have registered a negative difference. This may be the result of the stability in Malta's economic situation which has led to positive effects on the employment of recent graduates.

Research indicates that recent Maltese graduates are less prone to suffer from periods of unemployment than individuals with lower educational attainment. In 2013, the unemployment rate of Maltese youth aged between 20-34 with a high educational attainment stood at 3.0 per cent, the rate of youth with low educational attainment was 10.7 per cent. Similar results were registered in the EHEA countries, where in half of the countries the unemployment rate of young people with low educational attainment (ISCED 0-2) was higher than 17.0 per cent. For those with medium education (ISCED 3-4) the rate stood at 10.4 per cent, and for youth with a tertiary qualification (ISCED 5-6) the recorded rate was of 7.6 per cent (European Commission/EACEA/Eurydice 2015).

The European Commission (2014c) compared various EU countries according to the speed by which tertiary level graduates find employment following the completion of formal education, with the EU average being 5.1 months as at 2009. The highest transition rate (amongst the sample countries) was exhibited by Greece at 12.2 months, while Maltese graduates seem to make the fastest shift from education to employment – within 2.6 months.

According to the study by the European Commission, Malta has registered positive performance in terms of occupational mismatch when compared to other EU countries (European Commission/EACEA/Eurydice 2015). In 2013 the percentage of 20-34 year olds with tertiary education that have a job that does not require their level of education stood at 14.0 percentage points. This figure is one of the lowest in the EU. Countries such as EL, BG, IE, CY and ES have more than 30.0 per cent of youth graduates working in occupations that do not require their level of qualifications⁴. Around one fifth (21.9 per cent) of young people with tertiary education in the EU can be regarded as over-qualified.

The World Economic Forum (2014) reports how in the EU the rate of over-qualification has risen by five percentage points from 2004 to 2010. The study by the European Commission notes that the rates of over-qualification among tertiary graduates increased since 2010, since more countries have over-qualification rates above 30.0 per cent and fewer with over-qualification rates below 15.0 per cent. Moreover countries with high rates of over-qualification among graduates also tend to have high unemployment rates for the higher educated; implying that when graduates cannot find jobs that match their qualification they accept jobs for which they are over-qualified (European Commission/EACEA/Eurydice 2015). High rates of occupational mismatch need to be addressed through careful policy interventions since apart from affecting countries in both waste of financial resources and waste of human resource skills, they leave adverse “scarring”

⁴ The percentage denotes 20 to 34 year-olds with tertiary education attainment that have a job in ISCO 4-9 (sales, services, agriculture, production), i.e. not as legislator, senior official, manager, professional (ISCO1-2), nor as technician or associated professional (ISCO3).

affects on the careers and work-prospects of the individuals themselves as they are more likely to continue experiencing over-qualification (CEDEFOP 2012; World Economic Forum 2014).

The incidence of skills mismatch can be the result of lower overall recruitment in most EU countries (CEDEFOP 2012; CEDEFOP 2014; World Economic Forum 2014; Wasmer et al 2007). The EU is experiencing weak employment demand which is leading to high competition for jobs. As a result people may be ready to accept jobs which do not require their level of qualifications and skills. Employers on the other hand, when faced with an over-supply of graduates may choose to wait for the suitable applicant rather than recruit highly-qualified individuals.

Skills mismatch, however, cannot be solely attributed to the demand side of the labour market. High performing countries in several domains including education, economics and welfare are affected by a 'positive' mismatch meaning that they are endowed with individuals with high-level skills that can further improve their performance. On the other hand, other countries that are considered as low performers at the education and economic levels have a high incidence of education mismatch resulting in the most negative effects, such as lower productivity and psychological stress (Flisi et al 2014).

Consequently, as described by Des Jardins and Rubenson (2011), both the supply and the demand side of the labour market are implicated in generating mismatch. While the former perspective attributes mismatch to the inadequacies of the education and training system since it is directly implicated in the formation of the skills supply, skill formation is also just as much a function of work tasks and work organisation on the demand side. The demand side of the labour market determines earnings, training and more importantly the optimal utilisation of the existing skills base.

A number of studies (World Economic Forum 2014; Wasmer et al 2007; Flisi et al 2014) note how occupational mismatch is particularly common among certain groups. Women, young workers, migrants, individuals employed in smaller-sized enterprises, in part-time jobs or in fixed-term contracts, and individuals experiencing unemployment spells are more likely to be over-qualified for their jobs than other individuals.

An analysis of vertical mismatch⁵ by sector reveals that in the EU, graduates working in sectors such as services⁶ and agriculture and veterinary are more likely to be over-qualified for their job than graduates working in other sectors such as health and welfare, teacher training and education, and science (European Commission/EACEA/Eurydice 2015). More than 48.4 per cent are overqualified in the services sector in half of the countries covered, while only 14.8 per cent (median) were overqualified in the health and welfare sector⁷. It is important, however, to interpret the figures with caution due to discrepancies between qualifications and skill levels across countries and the reliance on ISCO classification levels. A

⁵ Vertical mismatch denotes a discrepancy between the acquired and required level of education or skills (CEDEFOP in Eurydice Network 2012:121). Vertical mismatch may entail over-education where the individual is over-qualified and has a higher qualification than that required by his/her job or under-qualified where the individual has a lower qualification than required by a given job (Ibid.)

⁶ Services includes a wide range of occupations from restaurant and tourism to defence and military service.

⁷ Data for Malta is only included in the Social sciences, business and law sector.

possible explanation for these figures could be the degree of labour shortage in the sector concerned. The higher the level of labour shortage in a particular sector the lower the level of occupational mismatch in the sector.

The World Economic Forum (2014) notes how despite the over-supply of highly qualified individuals, sectors such as healthcare (e.g. doctors, nurses, midwives) and finance (e.g. business professionals and information and communication technology (ICT)) are experiencing shortages in several countries. Similar findings were reported for Malta by Debono et al (2003; 2004; 2005) where graduates graduating from the Faculty of Arts, the Centre for Communication Technology and the Institute of Health Care⁸ registered the highest rates of unemployment compared with graduates from other faculties. Both the Faculty of Arts and the Centre for Communication Technology registered the highest rates of graduates who stated that their university course was not a requirement for their current job. On the other hand, courses such as engineering, science and medicine and surgery registered no or very few graduates who were unemployed or who mentioned that their course was not required for their current job. Employed graduates graduating from the latter courses were also those earning the highest wages.

VOCATIONAL EDUCATION

The provision of vocational education is leading to a boost in levels of employability of graduates. In those countries (for example DE, SE and the NL) where the “vocational education and training system is well structured ... individuals with a VET background are more matched compared to those with a non-VET or mixed qualification” (Flisi et al 2014:53).

The World Economic Forum (2014) states that apprenticeships can be one of the policies used to address the negative effects of the global economic crisis as it helps young people and the unemployed maintain the link with the labour market and gain useful work-relevant skills. It cites initiatives such as the European Alliance for Apprenticeships and the Global Apprenticeships Network aimed at enhancing the quality and supply of apprenticeships. However, as outlined by the European Commission (2014a), apprenticeships remain highly underused across EU countries. Only 26.5 per cent of students in VET courses have a combination of school and work-based learning. Figures for Malta show that the number of students enrolled in vocational education in 2013 is still low when compared to that of other EU countries (Malta 11.8 per cent, EU average 50.4 per cent) (European Commission 2014b)⁹.

⁸ The Institute of Health Care offers courses such as physiotherapy, radiography, nursing and midwifery.

⁹ The low figure for Malta is attributable to the fact that as from 2011 courses of part-time duration started being excluded from the calculation of the indicator in line with Eurostat recommended methodologies.

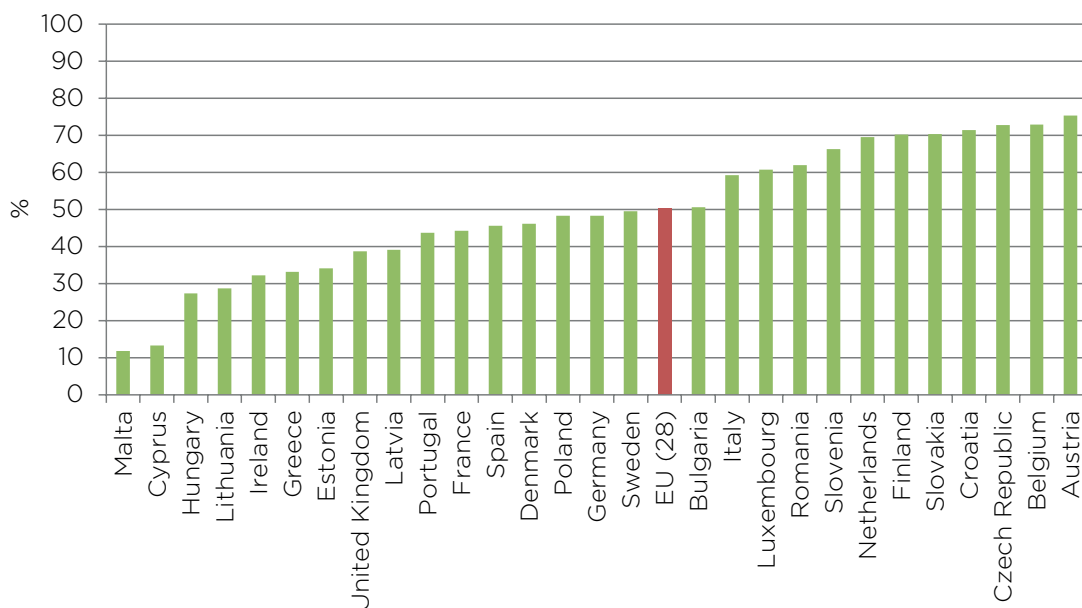


Figure 1.2: Upper Secondary Students enrolled in VET programmes (2012)

Source: Eurostat (online data code: educ_ipart_s)

The EU is facing a highly ageing population which requires a high degree of replacement due to the withdrawal of older workers from the labour force (World Economic Forum 2014). To this effect, the EU considers the attractiveness of VET and the use of apprenticeships key to tackling the imminent retirement of many older workers with medium level qualifications. CEDEFOP forecasts that most jobs created up to 2020 will require medium-level qualifications (including many vocational qualifications) and that jobs at this level will continue to employ half of Europe’s labour force. Figures for Malta outline how in 2013 the projected change in employment for medium qualifications is going to increase by 19.2 per cent. This is the highest projected change when compared to the change in employment for high qualifications (+15.5 per cent) and the decrease in jobs requiring low qualifications (-14.1 per cent). When comparing these projected changes with those of other EU countries, it is evident that in Malta the change for medium qualifications is much higher than that calculated for other EU countries (+2.1 percentage points). The projected changes for the high qualifications and the low qualifications categories are in line with those of other EU countries (+12.4 per cent and -13.2 per cent respectively) (European Commission 2014b).

On a related note, CEDEFOP (2015) forecasts for Malta, state that the highest proportion of job opportunities (for the period 2013 to 2025) will accrue to individuals holding high qualifications. Second in line in terms of job openings are medium level qualification holders - such that total estimated posts for these two categories are estimated to be in the region of 70,000. Low-level qualification job openings rank at the bottom at an estimated figure of less than 10,000. That being said, it is important to interpret the figures carefully in order to avoid misjudgement. 'Total job openings' are in fact the summation of two sub-groupings - 'expansion demand' (i.e. jobs that are newly generated) as well as 'replacement demand' (jobs that are generated because those previously in these occupations retire or are engaged elsewhere). With respect to the three qualification/occupation categories mentioned above, CEDEFOP estimates that in each case Malta will experience positive replacement demand; however while in the case of high and medium level qualification jobs the expansion demand is also positive, this is not the case for the low qualification category. Besides, Malta may still suffer a high imbalance between demand and supply if it does not cater for the rise in occupations that require medium-level qualifications (CEDEFOP 2012).

It is thus important to note how a diversified approach to education is required where both high skills provided by tertiary education as well as medium skills provided by technical and vocational education are present in the labour market, which will in turn foster economic growth. The World Economic Forum (2014) states that one of the strategies in bridging the gap between education and labour market demands is the need to enhance the quality of education and raising participation levels not only at tertiary levels but also up until the end of the secondary level. This strategy would increase the probability of having more young individuals opting to continue their studies and furthering their education after completing compulsory education.

02

Methodology

OVERRIDING RATIONALITY CONCEPT

In this study, it is assumed that individuals act rationally where rationality implies that they will apply primarily for jobs that require the level of educational attainment they achieved in order to fully reap the financial rewards of their educational investment¹⁰. Additionally, rationality can also be expected to lead individuals to apply for jobs that match their areas of study, as these are reflections of their inherent abilities, personal liking as well as perceptions of success in landing the posts they would have applied for. A caveat is thus immediately apparent: education is often sought for a magnitude of reasons (additional to financial gains) such as personal fulfilment and social status. Besides, many individuals experience non-linear life patterns, for instance deciding after graduating to embark on vocational paths that are different from the original expectations. These and other circumstantial occurrences do indeed lead to a deviation from the original/rational objective of becoming employed in an area that matches one's area of study and in a job that requires one's education level. This study does not reject the premise that individuals do not always conform to the pre-conceived rationality hypothesis; to the contrary it recognises that it is an inherent and inescapable limitation. Notwithstanding, it is still believed that the rational objectives previously explained are the overriding motivations of most individuals.

METHODOLOGICAL FRAMEWORK

The variables used in this study are qualitative in nature. This report is not concerned with explaining the relationship between education and its economic returns (both internal and external); rather the purpose is to use two variables – economic sector match and educational qualification – to discern the employment of the sample graduates into four categorical combinations as follows:

1. Employment that requires the individual's level of education AND that matches the relevant area of study (“qualified/match”).
2. Employment that requires the individual's level of education BUT DOES NOT match the relevant area of study (“qualified/mismatch”).
3. Employment that matches the individual's study area BUT DOES NOT require the level of educational qualification attained (“overqualified/match”).
4. Employment that NEITHER matches the individual's study area NOR requires the level of educational qualification attained (“overqualified/mismatch”).

¹⁰ As postulated by the landmark Mincerian Equation (Mincer, 1974), earnings are assumed to be a function of years in education (as well as years of experience).

With reference to the discussion above, rational behaviour should lead each individual to have the following preferences in the subsequent order:

1. Qualified/Match
2. Qualified/Mismatch or Overqualified/Match
3. Overqualified/Mismatch

The data of the individuals in the samples reviewed was thus processed and categorised into one of the four groups listed above. It was subsequently aggregated at a higher level (by Faculty for UoM and Institute for MCAST) in order to derive matrices that show the percentages of students that fall within one of the four quadrants as per sample matrix below.

	OVERQUALIFIED	QUALIFIED	TOTAL
SECTOR MATCH	Overqualified/Match	Qualified/Match	Total Match
SECTOR MISMATCH	Overqualified/Mismatch	Qualified/Mismatch	Total Mismatch
TOTAL	Total Overqualified	Total Qualified	Grand Total

For each student, the job designation (as supplied by the employer) was compared to the qualification obtained to outline whether the individual is qualified or overqualified for the post held. To this end it was inevitably assumed that the job title correctly reflects the tasks and responsibility required by that post, with the underlying assumption is that the job title is not a misnomer. Similarly, the specific qualification achieved was compared to the NACE¹¹ code of the employer to determine whether the individual's employment matches the area of study¹².

Thus for instance an individual in possession of a Bachelor of Commerce in Management who is employed as a Business Analyst in a consultancy firm was deemed to fall within the Qualified/Match category. The general rule that determined whether each student is qualified or overqualified was that skill level, job complexity and educational qualifications are assumed to be positively related with one another. Put differently, the higher the complexity of tasks attached to an occupation, the higher the skill level required and hence the higher the educational qualifications that an individual needs to possess.

¹¹ NACE or Nomenclature statistique des activités économiques dans la Communauté européennes is the statistical classification of Economic Activities in the EU.

¹² This was the general rule. However, there were a number of instances where the job title in itself was indicative of whether the sector of employment matches the academic background. For instance the job title of Accountant is sufficient to indicate that the job matches the educational background that an individual in possession of a first degree in accounts has.

To this end, the International Standard Classification of Occupations (ISCO 08)¹³ and their respective required skill levels were paired with the International Standard Classification of Education (ISCED-11)¹⁴. These were in turn pegged with their domestic equivalents as defined by the Malta Qualifications Framework (MQF). Table 2.1 below outlines the guiding methodology.

ISCO-08 Major Groups		Skill level	ISCED-11 Groups	MQF Levels	
1	Managers	3+4	6, 7 & 8 (see below)	MQF Levels 6-8	
2	Professionals	4	8 – Doctoral or equivalent level 7 – Master’s or equivalent level 6 – Bachelor’s or equivalent level	MQF levels 6 - 8: Bachelor’s Degree and other Post-graduate degrees	
3	Technicians & associate professionals	3	5 – Short-cycle tertiary education	MQF levels 4-5: Undergraduate Diploma, Undergraduate Certificate	VET Diploma, VET Higher Diploma
4	Clerical support workers	2	4 - Post-secondary, non-tertiary education 3 - Upper Secondary Education 2 - Lower Secondary Education	MQF Levels 2-4: Matriculation Certificate: Advanced, Advanced Level, Intermediate Level VET Diploma General Education Levels 2 -3 , Secondary School certificate VET Levels 1 -3	
5	Service & Sales workers				
6	Skilled agricultural and fishery workers				
7	Craft & related trades workers				
8	Plant & machine operators, & assemblers				
9	Elementary occupations	1	1 - Primary Education 0 – Early Childhood Education	No formal qualifications	

Table 2.1: Methodological Framework

¹³ The International Standard Classification of Occupations (ISCO) is one of the main international classifications for which ILO is responsible (ILO web portal).

¹⁴ International Standard Classification of Education (ISCED-11) – a classification that has been adopted by UNESCO with the purpose of assembling, compiling and analysing cross-nationally comparable data.

Notwithstanding the methodology outlined above, it must be acknowledged that in a number of instances, the limited information available about eligibility criteria for posts held by various individuals provided difficulties in assigning the appropriate *(mis)match/(over)qualified* category to the observation in question, thus an element of subjectivity is inherent in this study

In order to minimise this level of arbitrariness and ensure a degree of consistency a number of assumptions/rules were decided at the outset of the evaluation, including:

- All qualifications of the same MQF level were held to be of equal complexity; put differently, no subject was deemed to be more important than another e.g. a certificate in ICT level 5 was treated equally to a diploma in Community services level 5
- In instances where no information was supplied on the subjects taught by teaching and lecturing professionals, it is assumed that such professionals teach lessons related to the specific subjects that match their educational background. For instance, if an individual holds a first degree in Biology and Chemistry, and is simply listed as a secondary school teacher, it was assumed the teaching subjects matched his/her area of study.
- The only jobs that were deemed to require no formal education were those “Elementary Occupations” classified in category 9 of ISCO-08 group¹⁵. This group mainly consisted of: cleaners, labourers, crew members, general hand workers, kitchen helpers, general helpers, cinema assistance, factory hand workers and drivers/loaders
- There were a number of instances where a first degree would normally be deemed sufficient to perform a job. However in most of these cases the possession of a post-graduate qualification was not deemed to make the individual in question as overqualified. The reason is twofold: on one hand, given the restricted age sample taken into consideration it was assumed that a master’s or doctorate degree (partly) compensates for lack of years of experience that is endemic amongst individuals under 30 years of age. Additionally, degrees with an MQF level higher than 6¹⁶ were often considered as enhancing the productivity of the employee in question rather than resulting in over-qualification.
- MCAST courses for the years 2012 and 2013 were re-classified under one of the six main institutes as per MCAST Prospectus 2015/2016 in an effort to produce results that are contemporaneous.

Given the methodological framework and assumptions above, it becomes apparent that a cautious approach was adopted upon the classification of individuals into

¹⁵ In such instances the attainment of certificates at MQF level 1 and 2 would result in that individual being overqualified.

¹⁶ MQF level 6 refers to a Bachelor’s degree or equivalent.

each category. In other words, unless otherwise indicated from the data available, each individual was deemed to be qualified for the job in question and working in an economic sector that is congruent to the relevant academic background. This default stance – while seeming somewhat restrictive – was unavoidable in the face of the various limitations faced by the researchers compiling this study as explained throughout this chapter. For instance it should be mentioned that the ETC database does not capture career progression as employers are not obliged to inform the corporation about any changes in employees' designations following the original engagement¹⁷. That being said, it is safe to assume that the effect of this constraint was rather negligible as career progression is bound to be minimal over the two years following the completion of one's formal studies.

DATA SOURCES

Data on graduates was supplied to ETC by the educational institutions concerned in this study i.e. University of Malta, MCAST and ITS; as **L.N. 19 of 2015** relating to the **Processing of Personal Data (Education Sector) Regulations, 2015** and **Chapter 343 – the Employment and Training Services Act** provide the legal basis for this data extraction. More specifically it is stated that:

Article 9 of L.N. 19 of 2015 - *Without prejudice to the provisions of regulation 8¹⁸, the Corporation¹⁹, in fulfilment of its statutory functions and in accordance with the Employment and Training Services Act, may request educational institutions to be provided with personal data of students pursuing studies in such institutions. For this purpose, educational institutions shall provide such data in their possession provided that students whose data are being forwarded shall have attained the age of fourteen years at the time of the request.*

Article 27 of the Employment and Training Services Act - *The Corporation may from time to time require any person in charge of a school to furnish in such manner as may be requested and within a reasonable time such particulars as the Corporation may require with respect to pupils leaving school or who, while attending school, attain a stated age.*

(2) Without prejudice to the generality of the power conferred in sub article (1), the particulars which may be required shall include such particulars, relating to age, sex, ability, educational attainments and other particulars of the persons to whom they relate as appear to the Corporation to be necessary or expedient to enable adequate advice to be given on employment prospects and to prepare plans for their training pursuant to the provisions of this Act.

(3) Any person who fails to comply with any request made under this article shall be guilty of an offence against this Act.

¹⁷ This does not preclude the possibility of capturing job progression that takes place when an individual changes employer.

¹⁸ Regarding the disclosure of students' personal data to third parties.

¹⁹ The Employment and Training Corporation (ETC)

Each educational institution provided a list of all the students who graduated in 2012 and 2013, indicating the qualification attained by each respective student for the latter years. Employment data was extracted from the ETC Database, which shows the employment history and specific job designation/occupation of each individual for each employment record.²⁰ The lists of graduates obtained from educational institutions were matched with the ETC database data.

For each year of graduation and according to the educational institution, a subset of the graduates was considered as follows:

- UoM 2012 graduates: individuals born between 1987-1991
- UoM 2013 graduates: individuals born between 1988-1992
- MCAST 2012 graduates: individuals born between 1987-1996²¹
- MCAST 2013 graduates: individuals born between 1988-1997
- ITS 2012 graduates: individuals born between 1987-1996
- ITS 2013 graduates: individuals born between 1988-1997

Only employments with engagement date as per year of graduation and thereafter were considered in the analysis: so for instance if an individual who graduated in 2012 was still employed in a job which commenced in 2010, the job was not deemed relevant for this study, and thus removed from the sample. The underlying rationale is that an employment held prior to the completion of the course in question should not feature in a study that is concerned with investigating the relationship between education and quality of jobs, since it indicates that that particular employment was not a result of the qualification attained.

If an individual was in employment in multiple jobs that same year, the employment taken into consideration was the engagement as end of year. If at end of year, the individual held both a full-time and a part-time job, only the former was taken into consideration. Furthermore, if at end of year, the individual held two part time jobs, the one with the oldest engagement date (i.e. the job with the highest number of days in employment) was taken into account. Whilst it is acknowledged that such filtering is not ideal, it leads towards a more parsimonious model.

Another phenomenon that had to be accounted for was the fact that numerous qualifications are upgraded to higher MQF levels through an extra year(s) of study. The classic example would be that of a law student that obtains a Bachelor of Law after three years of study and a Diploma of Notary Public the following year. Since this study considers only the last qualification acquired²², individuals who graduated in two consecutive years were removed from the sample of their first year of graduation. For instance an individual who obtained a first degree in pharmacy in 2012 and a master's degree (in that same subject) in 2013 was

²⁰ Note that both engagements and terminations were considered - i.e. individuals who were employed during the respective year and terminated their employment in the same year were still captured in the data.

²¹ A wider age ground was considered since individuals can enrol for a course with MCAST after completing secondary school i.e. at 15/16 years of age.

²² This is not to mean that previous qualifications were devalued, but that they mainly served as a pathway to the last qualification obtained.

eliminated from the 2012 sample as otherwise it would “artificially inflate” the success rate of that group as per their employment in 2013 and 2014. Although both qualifications in reality contributed towards employment, in such instances only the post-graduate qualification was considered in line with the “last qualification obtained” maxim.

Educational Institution	Year of Graduation	No. of Graduates	No. of graduates who found employment between 2012 -2014 after filtering*	Sample considered in 2012 (i.e. individuals in employment after filtering	Sample considered in 2013 (i.e. individuals in employment after filtering	Sample considered in 2014 (i.e. individuals in employment after filtering
UOM	2012	3,413	1,920	1,423	1,511	1,588
UOM	2013	3,617	1,726		1,309	1,461
MCAST	2012	2,502	2,044	1,032	1,321	1,501
MCAST	2013	2,820	1,992		1,187	1,538
ITS	2012	166	146	113	112	107
ITS	2013	242	181		132	136

Table 2.2: Sample Sizes

03

Results

MATRIX RESULTS: GENERAL OVERVIEW

The following section presents the results after the observations (for the sample of students taken into consideration) have been processed according to the criteria and assumptions presented in the methodology section where each individual student was assigned to one of the four categories according to the two defining variables regarding economic sector match and educational qualification. Two batches of graduates were used in this study, pertaining to 2012 and 2013 respectively. In order to account for job mobility and career progression on a short-term basis, 2012 graduates were traced according to their occupations as at the end of 2012, 2013 and 2014. This process was repeated for 2013 graduates as per their engagement as at the end of 2013 and 2014.

The results will be first presented according to the individual educational institutions; these sub-sections will be followed by a brief analysis comparing the success rates of graduates according to the type of educational certificate obtained, irrespective of the issuing authority. (A full set of matrices classified by different categories can be found in the annex). A word of caution is necessary at the outset: given the assumptions and limitations explained in the previous chapter it is imperative to adopt a prudent approach when interpreting the following results. Results for specific years/educational institutions (and faculties/institutes in subsequent sections) should not be interpreted in isolation – but seen in context of the bigger picture. Additionally, given the relatively short period under investigation, minor yearly variations should also be translated with caution.

UNIVERSITY OF MALTA (UOM)

Matrices 1 to 5 show the aggregate results for UoM graduates for two sets of graduating classes – those finishing their studies in 2012 (Matrices 1 to 3) and 2013 (Matrices 4 and 5). For instance, with reference to Matrix 1, as at the end of 2012, 65.2 per cent of 2012 UoM students¹ that had graduated that same year were deemed to have found jobs in an economic sector that was both pertinent to the their area of study and that required the level of qualification they had obtained. Other inferences can be drawn from the matrix, such as that 74.1 per cent of the graduates under consideration were engaged in occupations that matched their line of studies: 65.2 percentage points are composed of the previously mentioned qualified/match quadrant while the remaining 8.9 percentage points are made of those individuals who were employed in economically matching sectors, but who were deemed as overqualified for the jobs they were performing. Examples of the latter category would be an Accounts graduate being employed as an accounts clerk, or an individual with a Doctor of Laws degree employed to teach English as a foreign language. Another conclusion that can be drawn from the same matrix is that around 72.6 per cent of the 2012 UoM graduates were employed in jobs

¹With reference to the previous chapter, it should be noted that the 65 per cent mentioned in the main text and other percentages referred to in this chapter regard the 100 per cent (denominator) as the sample group fulfilling the established criteria as described in the methodology section.

that required the level of qualification they had obtained that same year; however a subset of them- amounting to around 7.4 percentage points were engaged in economically mismatched sectors.

Matrix 1

UNIVERSITY OF MALTA						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	126	8.9%	928	65.2%	1054	74.1%
MISMATCH	263	18.6%	105	7.4%	369	25.9%
GRAND TOTAL	390	27.4%	1033	72.6%	1423	100.0%

Matrix 2

UNIVERSITY OF MALTA						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	142	9.4%	1058	70.0%	1200	79.4%
MISMATCH	173	11.4%	138	9.1%	311	20.6%
GRAND TOTAL	315	20.8%	1196	79.2%	1511	100.0%

Matrix 3

UNIVERSITY OF MALTA						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	93	5.9%	1166	73.4%	1259	79.3%
MISMATCH	157	9.9%	172	10.8%	329	20.7%
GRAND TOTAL	250	15.7%	1338	84.3%	1588	100.0%

Matrix 4	UNIVERSITY OF MALTA					
	GRADUATED 2013 EMPLOYED 2013					
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	104	7.9%	858	65.5%	926	73.5%
MISMATCH	276	21.1%	71	5.4%	347	26.5%
GRAND TOTAL	380	29.0%	929	71.0%	1309	100.0%

Matrix 5	UNIVERSITY OF MALTA					
	GRADUATED 2013 EMPLOYED 2014					
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	116	7.9%	1039	71.1%	1155	79.1%
MISMATCH	182	12.5%	124	8.5%	306	20.9%
GRAND TOTAL	298	20.4%	1163	79.6%	1461	100.0%

Figure 3.1 shows the progression of the perfect match score, in other words the proportion of graduates fulfilling both matching criteria (i.e. the qualified/match category) for both sets of graduates along the period under review. The results match a priori expectations since a movement towards employment that matches both economic sector and qualification level is evident. For instance, whereas the initial 2012 UoM graduates that found ideal employment was 65.2 per cent in their year of graduation, an increase of around 8.2 percentage points can be observed after two years. Similarly the initial perfect match rate for the 2013 was 65.5 per cent in the year of graduation but rose to 71.1 per cent in 2014. Besides, a remarkable degree of consistency can also be observed with respect to the initial progression in the success rate: the increase in the proportion of University graduates in the qualified/match category following the first year of employment increased by around 5 percentage points for both 2012 and 2013 classes – reaching 70.0 per cent and 71.1 per cent levels respectively.

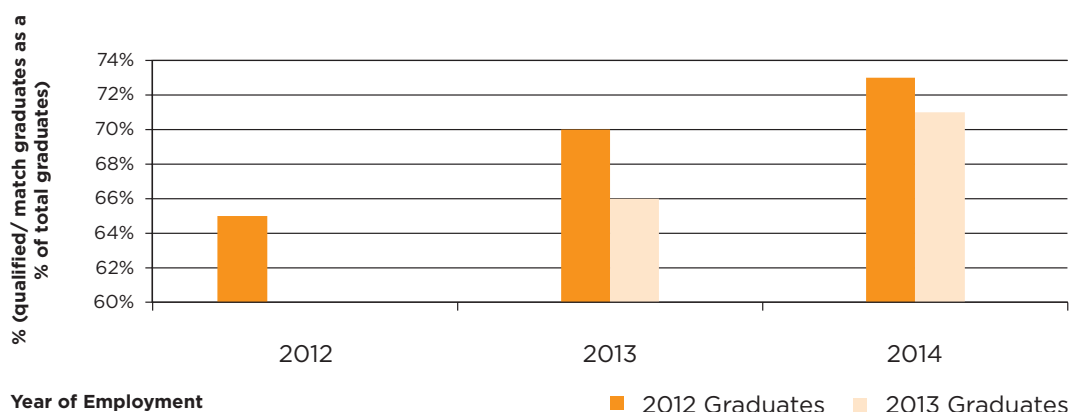


Figure 3.1: UoM Graduates by Graduating Class & Year of Employment

The results presented above suffer from the usual aggregation limitation since they represent a collection of students, multiple faculties and economic sectors – mathematically they are weighted averages that might not always be a representative measure of central tendency (in the absence of statistics that explain deviations from the mean).

Figures 3.2 and 3.3 illustrate UoM aggregates by faculty/institute². This shows how the diverse educational streams in each institution contribute to the aggregate results. With reference to Figure 3.2, it can be seen that judging by the 2012 graduates, the faculties that can be broadly categorised under the *Physical Health*³ grouping fared best in terms of the qualified/match statistic, while the Institute for Tourism, Travel and Culture and the Faculty of Arts were classified at the other end of the ranking. The greatest change in employment routes seems to have been experienced by the Law graduates, as while in the first year of employment less than one-third found an “ideal” occupation, the corresponding statistic increased to 71.8 per cent after only two years. The fact that this trend is also visible amongst the graduates of the following year (Figure 3.3) seems to confirm this pattern. On the other hand, it can be observed that while the top half of the ranking seems to be fairly stable (when comparing UoM graduates of 2012 and 2013), the composition of the bottom half seems to be more dynamic.

For instance, while individuals who graduated with a qualification from the Institute of European Studies in 2012 reached a 42.3 per cent “best” rate after two years of employment, their 2013 counterparts fared much better as two-thirds of this cohort was employed in sector match/qualified occupations after only one year following the completion of their studies. The Faculty of Theology experienced similar discrepancies although this could be due to small sample

² The ‘Other Institutes’ category was comprised of those institutes/centres/academies/schools (the term ‘institute’ was adopted as an umbrella term) that were aggregated due to very small sample sizes. To be classified within this category, the average number of the 2012 and 2013 graduating classes as per 2014 employment had to be 15 or less. The institutes that had either 2012 or 2013 students (or students in both years) that fell in this category were the following: the Centre for Labour Studies; the Edward de Bono Institute for the Design and Development of Thinking; the Institute for Physical Education and Sport; the Institute of Earth Systems; The Mediterranean Academy of Diplomatic Studies; The Mediterranean Institute; the School for Performing Arts; the Institute for Islands and Small States; the Institute for Climate Change; Sustainable Development and Foundation Studies Programme

³ This is the common theme between the faculties of Medicine & Surgery, Health Science and Dentistry

size (less than ten) which automatically reduces the validity of the results. There are undoubtedly innumerable factors that could explain variations between graduates of the same Faculty in different years such as differences in innate skills between different groups of students or preferences in job selection. It is pertinent to note that there could be a significant proportion of “mature students”⁴ or students who pursued their careers (or studies) outside the Maltese Islands. Thus, if such groups represent a sizeable fraction of the graduates in any particular year (considered in this study) or pertain to a specific faculty, the proportion of students in the sector match/qualified category could be seriously understated. It is however, beyond the scope of this report to attempt discernment between such determining factors since this exercise is primarily concerned with the mapping of students and their initial occupations at the start of their career.

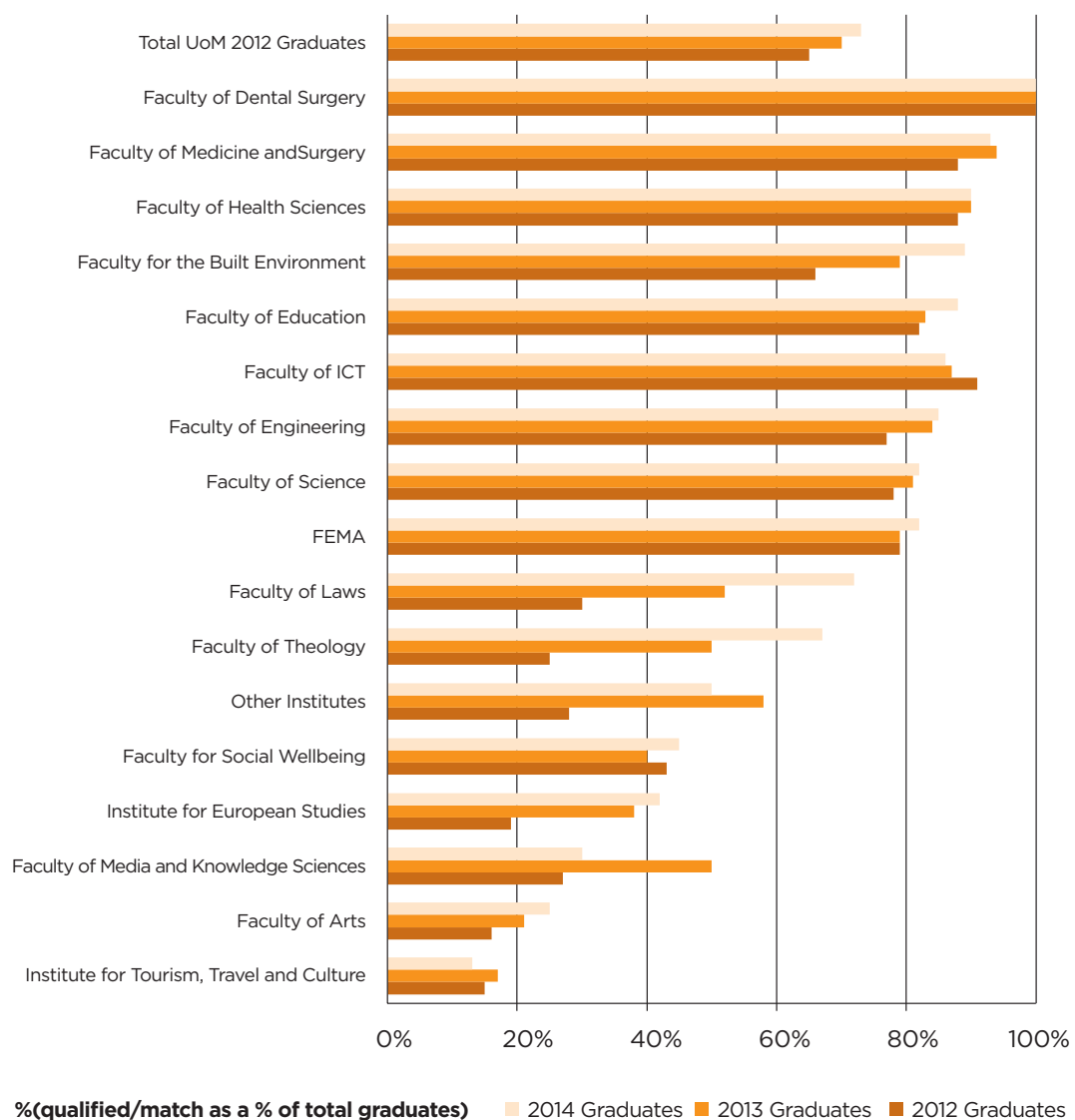


Figure 3.2: 2012 UOM “qualified/match” Graduates by Faculty & Year of Employment

⁴ Students who fall outside the age bracket of this study as shown in the Methodology sectiond criteria as described in the methodology section.

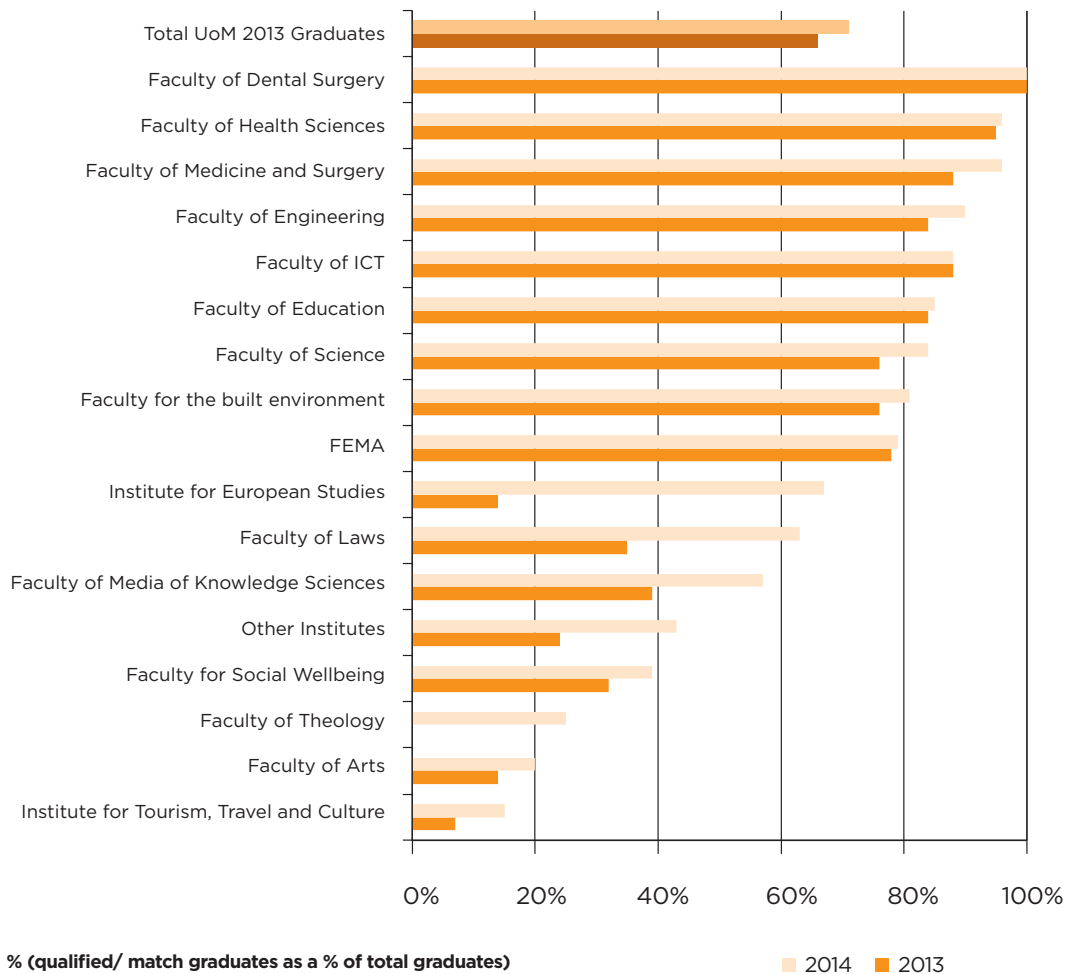


Figure 3.3: 2013 UOM “qualified/match” Graduates by Faculty & Year of Employment

Figures 3.4 and 3.5 below portray the results for all UoM graduates employed in a job matching one’s own level of education regardless of whether or not it matches one’s own field of education i.e. they display results for graduates falling in the quadrants - “qualified/match” and “qualified/mismatch”. With reference to the 2012 graduates, nearly all faculties and institutes experienced increases in the number of qualified graduates over the two year period, with the Faculty of Laws undergoing a significant change of 42.6 percentage points from 45.2 per cent in 2012 to 87.8 per cent in 2014. The composition of the upper half of the table remained largely unchanged in ranking over the period in question, with the Faculty of Dental Surgery standing at the highest end of the table. Although, the graduates of the Faculty of Arts ranked in the bottom half of the table (as per their employment in 2014), an increase of 21.2 percentage points between 2012

and 2014 in the qualified category can be observed. Moreover, 2013 graduates seem to have followed more or less the same trend, as more graduates (in all faculties and institutes) are employed in occupations which require their level of education in the year following the end of their studies. The highest changes pertain to graduates of the Institute of European studies and Faculty of Laws, equivalent to 46.0 percentage points and 39.3 percentage points respectively.

Such results may, to some extent, be related to the Signalling Theory which according to Spence (1973 as cited in Boeri, T. and Ours, J., 2013: 217-219) assumes that education primarily serves as a tool to select individuals with potentially higher efficiency and better skills. Since these attributes cannot be directly observed by employers, formal education thus aids proficient individuals to provide a signal of such capabilities to the agents on the demand side of the labour market. Figure 3.6 compares the proportion of graduates in the qualified/match category against the proportion of total qualified (both match and mismatch) for those UoM Faculties and Institutes where the highest discrepancy between these two fractions was observed. For instance, it was noted that the majority of graduates with a Bachelor of Arts degree who were deemed as being occupationally mismatched but qualified held occupations relating to general office duties and ancillary business and financial services. This provides substance to the theory that in certain cases, the employer may give more importance to the level of qualification rather than the scholastic field *per se*, acting upon the assumption that students who reach certain academic requirements are of better quality. A limit to this motivation is clearly posed for those occupations where highly specialised skills are required thus the signalling theory is likely to be at work mostly in jobs that require transferable skills.

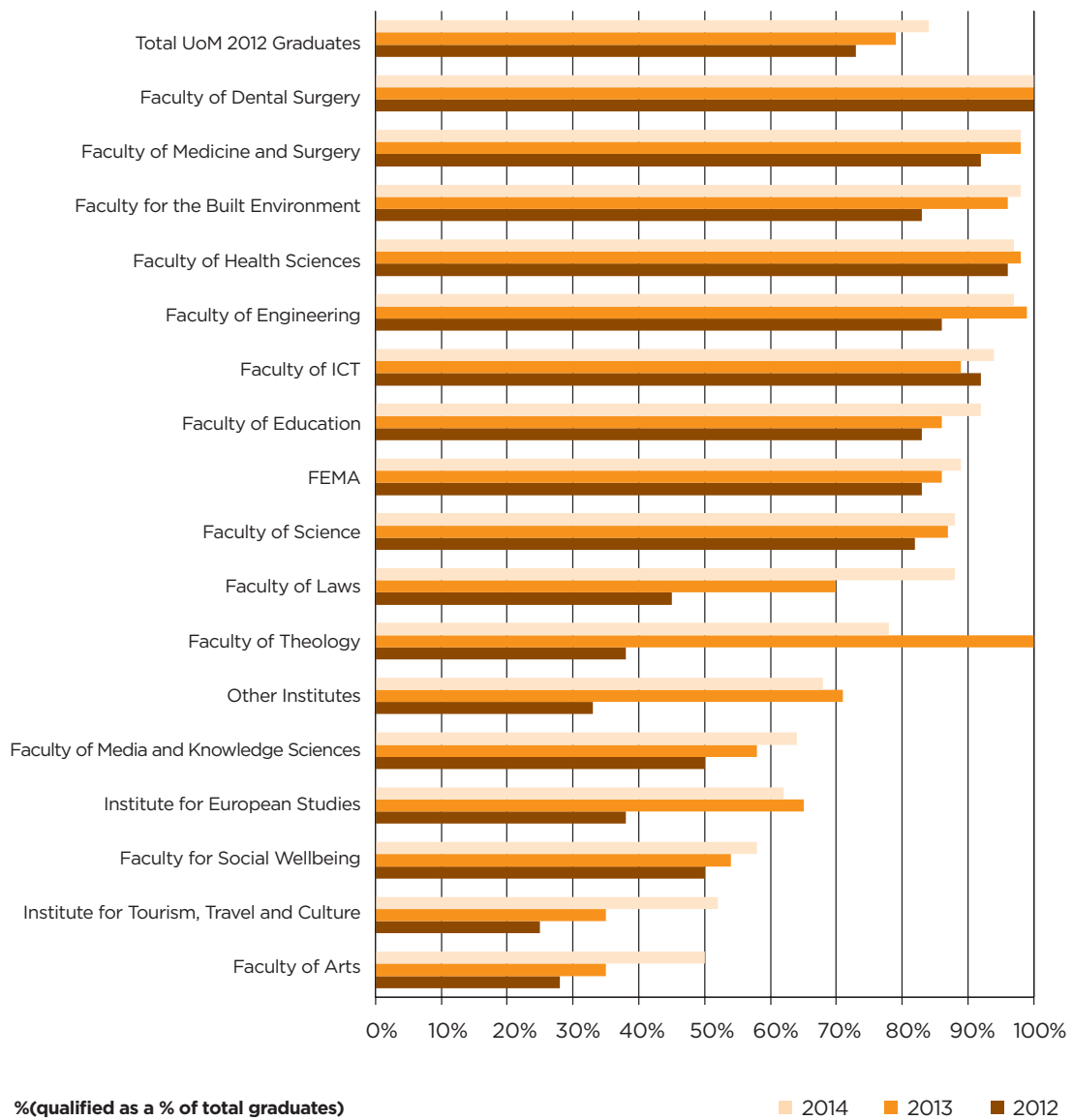


Figure: 3.4: 2012 UoM “qualified” Graduates by Faculty & Year of Employment

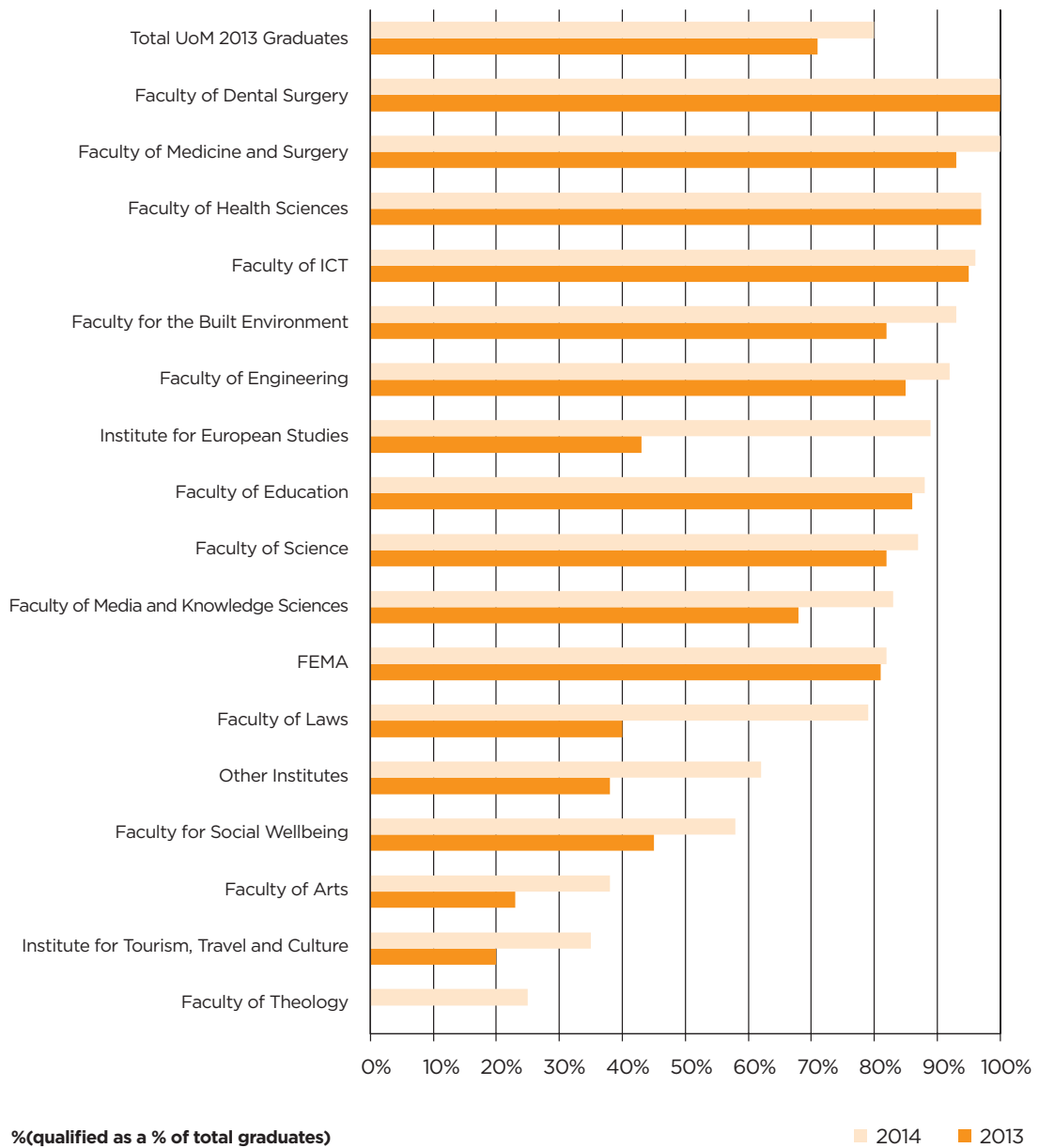


Figure 3.5: 2013 UOM “qualified” Graduates by Faculty & Year of Employment

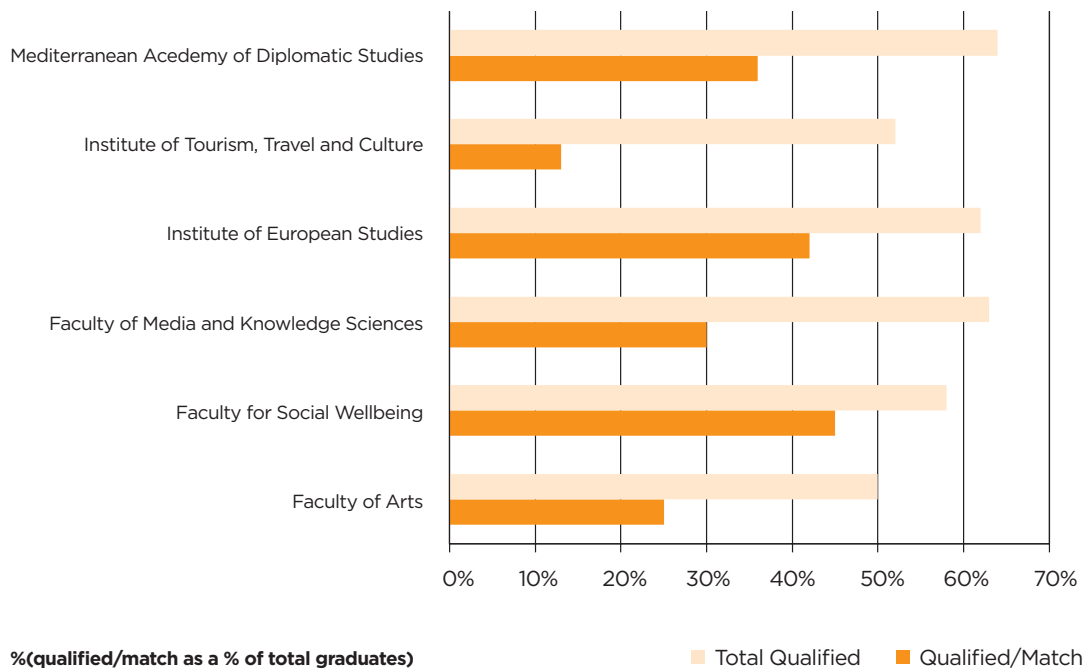


Figure 3.6: 2012 UOM Graduates as per 2014 Employment: qualified/ match vs. total qualified

Malta College of Arts, Science and Technology (MCAST)

Matrices 6 to 10 display the aggregate results for MCAST graduates of 2012 and 2013 according to their employment throughout the period under review. For instance Matrix 6 shows that out of the 2012 graduates, 41.5 per cent of the sample in question was deemed to be employed in an occupation that fulfilled both economic and skill level matching. This proportion increased by 6.9 percentage points after two years. Similarly if the proportion of employed graduates is filtered solely from the qualification perspective, the resulting score is 55.1 per cent. Matrix 10 also shows that judging by their employment in 2014, 65.6 per cent of 2013 MCAST graduates can be deemed to be employed in an occupation that requires the level of education. The progression of different classes of graduates by their qualified/match proportions according to the year of employment is exhibited more clearly in figure 3.7.

Matrix 6

MCAST						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	124	12.0%	428	41.5%	552	53.5
MISMATCH	339	32.8%	141	13.7%	480	46.5%
GRAND TOTAL	468	44.9%	569	55.1%	1032	100.0%

Matrix 7

MCAST						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	149	11.3%	583	44.1%	732	55.4%
MISMATCH	384	29.1%	205	15.5%	589	44.6%
GRAND TOTAL	533	40.3%	788	59.7%	1321	100.0%

Matrix 8

MCAST						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	157	10.5%	727	48.4%	884	58.9%
MISMATCH	341	22.7%	276	18.4%	617	41.1%
GRAND TOTAL	498	33.2%	1003	66.8%	1501	100.0%

Matrix 9

MCAST						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	128	10.8%	539	45.4%	667	56.2%
MISMATCH	356	30.0%	164	13.8%	520	43.8%
GRAND TOTAL	484	40.8%	703	59.2%	1187	100.0%

Matrix 10

MCAST						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	112	7.3%	781	50.8%	893	58.1%
MISMATCH	417	27.1%	228	14.8%	645	41.9%
GRAND TOTAL	529	34.4%	1009	65.6%	1538	100.0%

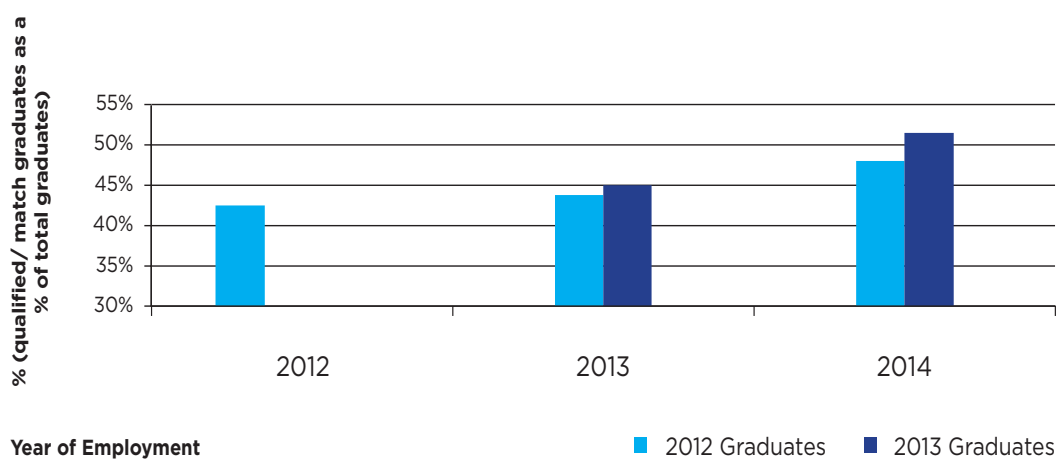


Figure 3.7: MCAST Graduates by Graduating Class & Year of Employment

Figures 3.8 and 3.9 represent a breakdown of the MCAST aggregates according to individual institutes. With reference to the 2012 graduates, after two years of employment (i.e. in 2014), students of the Institute for Applied Sciences reported the highest success rate with almost two-thirds of this cohort in the ideal employment category. It is also worthy to note that this represents a remarkable increase of 19.6 percentage points when compared to the same statistic for 2012 graduates (the year in which they obtained their formal qualification). In fact in 2012 such students ranked third from top, but within two years they leapfrogged their counterpart MCAST graduates.

Similar progress was also evident for the Institute of Community Services 2012 graduates where in that same year the qualified/match statistic was 33.5 per cent while two years later it increased to 51.0 per cent – a formidable increase of 17.5 percentage points. While various forces could be at work, it is impossible to ignore the effect that increased labour demand could have exerted; as demand for community services ranging from more inclusive learning to more mundane activities such as hair beauty therapy increase, so will the demand for occupations such as Learning Support Assistants and Hair Stylists (i.e. graduates of the Community Services Institute). As a matter of fact, the perfect match statistics for the 2013 graduates of this institute were 46.2 per cent and 59.6 per cent as per employment in 2013 and 2014 respectively. By contrast, a remarkable degree of consistency can be observed amongst the graduates of the Business Management and Commerce Institute, with a “perfect” match rate hovering often between 51.0 per cent and 62.0 per cent irrespective of the graduating class and year of employment.

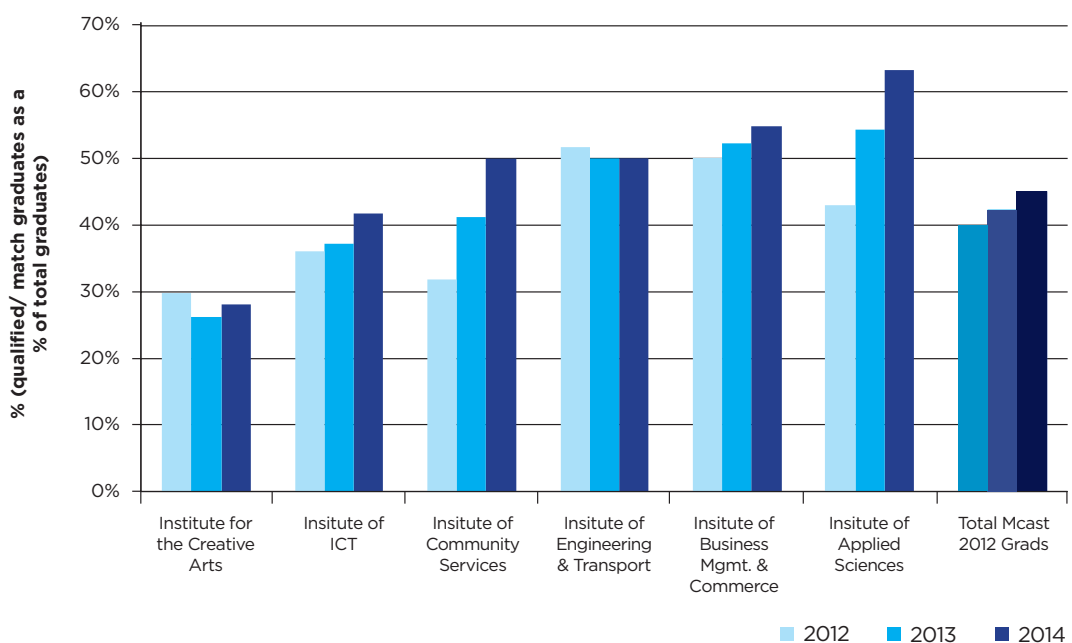


Figure 3.8: 2012 MCAST “qualified/match” Graduates by Institute & Year of Employment

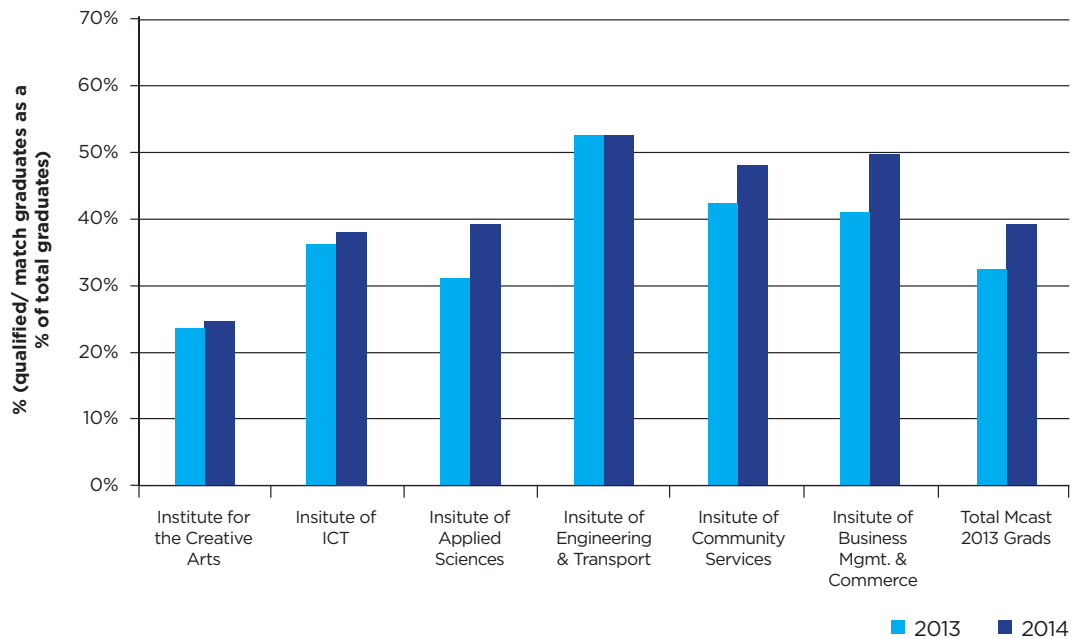


Figure 3.9: 2013 MCAST “qualified/match” Graduates by Institute & Year of Employment

Figures 3.10 and 3.11 below show the rankings for the MCAST 2012 and 2013 graduates by institutes, from the broader perspective of requiring solely the level of qualification required by the employer, irrespective of whether it matches the economic field in question (i.e. both qualified/match and qualified/mismatch categories). It is apparent that the proportion of qualified graduates in employment has increased over all the years under review. Judging by the 2012 graduates, students of the Institute of Applied Sciences stood at the highest end of the table as per their employment in 2014, with 78.5 per cent of the graduates being employed in jobs that match their level of education. Although the lower end of the table remained largely static in terms of its ranking, the Institute of Community Services students experienced the highest increase from 49.3 per cent in 2012 to 68.1 per cent in 2014, surpassing graduates from the Institute of ICT in the latter year. This marked increase is consonant with the substantial increases observed within the (more restrictive) qualified/match category discussed above. In the case of 2013 graduates, the ranking as per their “qualified employment” in 2014 remained fairly stable compared to their 2012 counterparts. Similarly, the students of the Institute of Applied Sciences ranked third from top during their first year in employment, but managed to obtain the highest ranking amongst MCAST graduates within just one year. Figure 3.12 compares the proportion of MCAST 2012 graduates as per their employment in 2014 – that

are employed in an occupation that both fulfils the education and economic sector matching criteria with the “generally qualified” group, in order to identify those MCAST institutes where the signalling theory might be best at work. The difference between the qualified and the qualified/match categories is largest for the Institute of Creative Arts (21.3 percentage points) and Institute for ICT (22.2 percentage points).

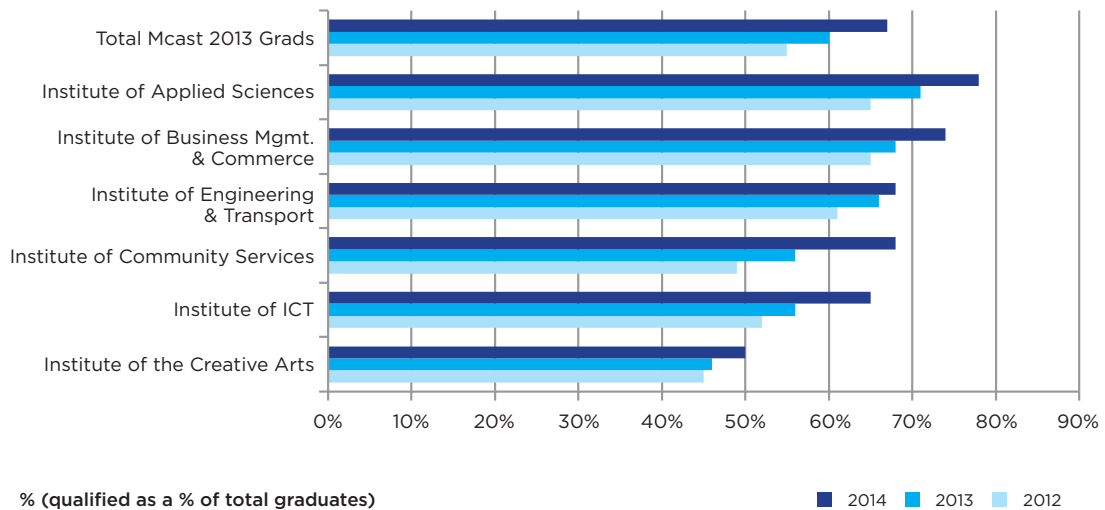


Figure 3.10: 2012 MCAST “qualified” Graduates by Institute and Year of Employment

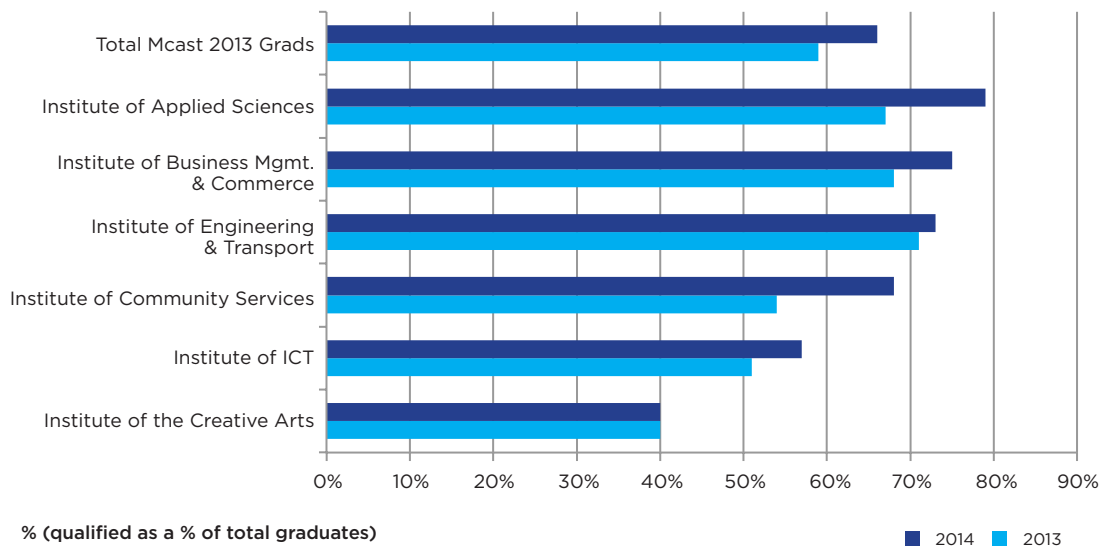


Figure 3.11: 2013 MCAST “qualified” Graduates by Institute and Year of Employment

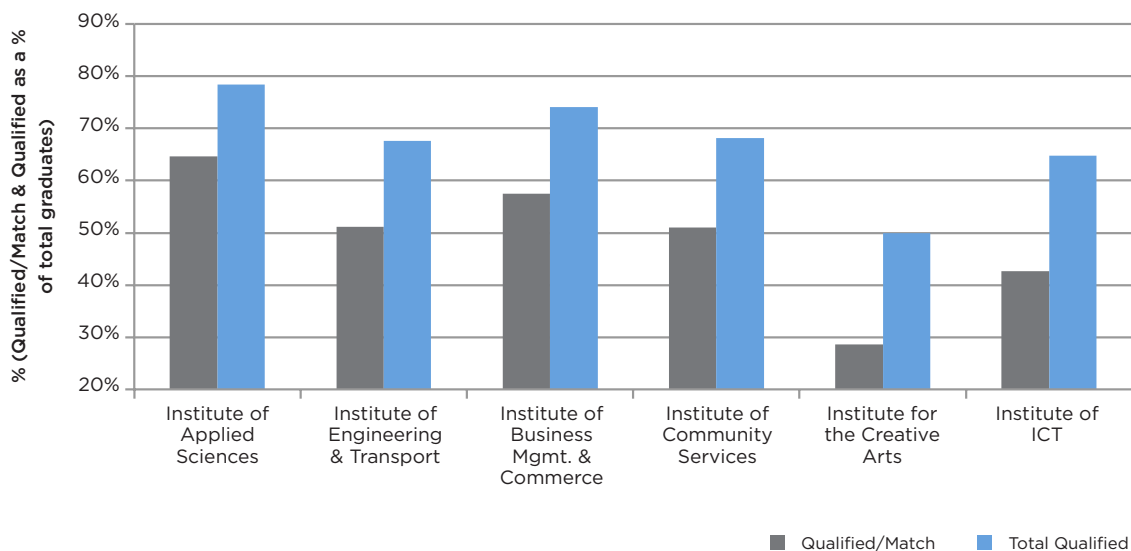


Figure 3.12: 2012 MCAST Graduates as per 2014 Employment: qualified/match vs. total qualified

INSTITUTE OF TOURISM STUDIES (ITS)

Matrices 11 to 15 show the apportionment of ITS graduates in 2012 and 2013 in each of the four matrix quadrants outlying the possible combinations between the economic sector match and qualification variables. Figure 3.13 shows the progression of the perfect match scores for ITS graduate, in a similar fashion to the other educational institutions. An apparent anomaly is evident, since contrary to intuitive expectations, the proportion of 2012 ITS graduates falling in the qualified/match category increases from 62.8 per cent in 2012, to 67.9 per cent in 2013. However there seems to be a correction for the same class of graduates as per their employment which fell to 63.6 per cent in 2014. This irregularity is probably due to the fact that the sample size of employed 2012 ITS graduates decreased by 4.5 per cent between 2013 and 2014 possibly due to myriad motivations such as the migration of the said students abroad or enrolment in other educational institutions. That being said, when these discrepancies are seen from a broader perspective a pattern becomes notable since the rate for ITS students employed in the best category floated between 59.0 per cent and 68.0 per cent respectively for the graduates and years of employment under review.

Although it is acknowledged that ITS offers an assortment of courses and study areas (such as hotel operations and food preparation and production), it was decided that this institute would not be disaggregated any further for two main reasons. Firstly, a matter of consistency had to be preserved- in the same way that no results were published for different courses offered by the same faculties/institutes at UoM and MCAST respectively, different courses offered by ITS had to be aggregated at the institute level. The second reason concerns sample size. Since the total sample for ITS varies between 107 and 136, further disaggregation would have led to unreliable results.

Matrix 11

		ITS					
		GRADUATED 2012 EMPLOYED 2012					
		OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	34	30.1%	71	62.8%	105	92.9%	
MISMATCH	5	4.4%	3	2.7%	8	7.1%	
GRAND TOTAL	39	34.5%	74	65.5%	113	100.0%	

Matrix 12

		ITS					
		GRADUATED 2012 EMPLOYED 2013					
		OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	22	19.6%	76	67.9%	98	87.5%	
MISMATCH	7	6.3%	7	6.3%	14	12.5%	
GRAND TOTAL	29	25.9%	83	74.1%	112	100.0%	

Matrix 13

ITS						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	17.8%	68	63.6%	87	81.3%
MISMATCH	10	9.3%	10	9.3%	20	18.7%
GRAND TOTAL	29	27.1%	78	72.9%	107	100.0%

Matrix 14

ITS						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	38	28.8%	79	59.8%	117	88.6%
MISMATCH	7	5.3%	8	6.1%	15	11.4%
GRAND TOTAL	45	34.1%	87	65.9%	132	100.0%

Matrix 15

ITS						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	35	25.7%	83	61.0%	111	86.8%
MISMATCH	5	3.7%	13	9.6%	18	13.2%
GRAND TOTAL	40	29.4%	96	70.6%	136	100.0%

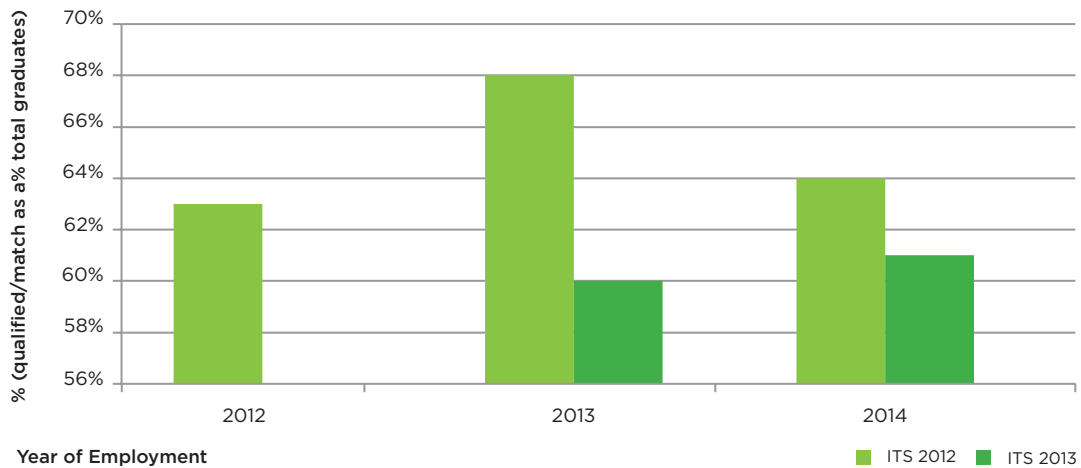


Figure 3.13: ITS Graduates by Graduating Class & Year of Employment

SUCCESS RATE BY TYPE OF QUALIFICATION

An alternative reclassification of the perfect match scores was conducted according to the level/type of qualification certificate obtained by the graduates in the sample under review. On average, over 90.0 per cent of the UoM graduates in the sample obtained a qualification that was MQF level 6 or higher, however the composition of MCAST graduates was more assorted as shown in Figure 3.14.

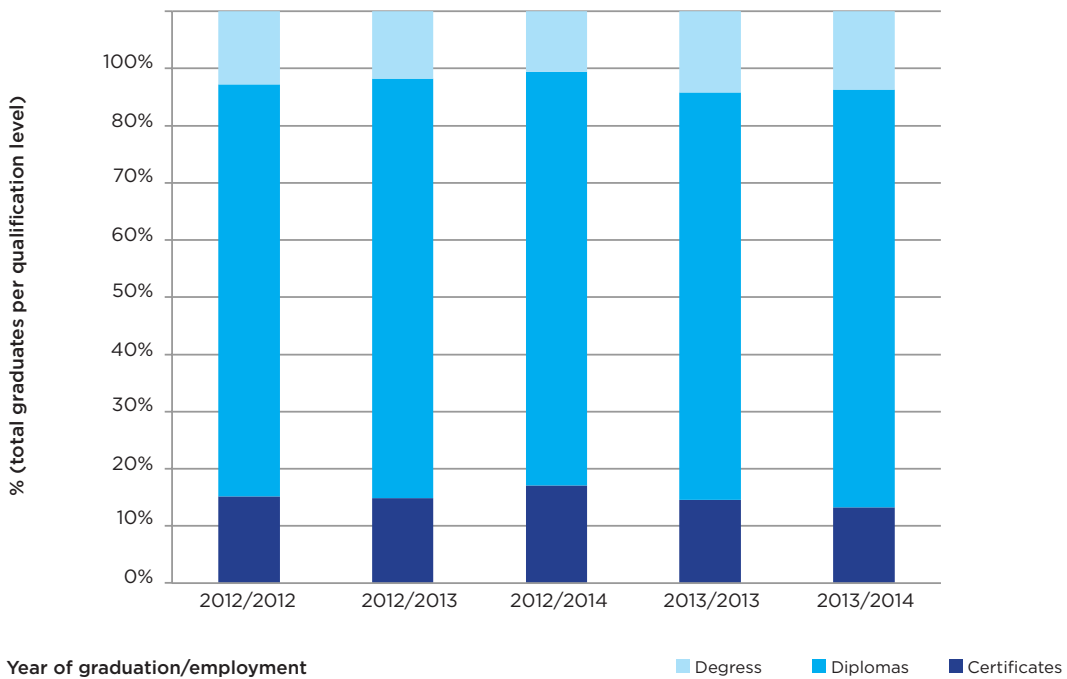


Figure 3.14: Composition of Total MCAST Graduates by Qualification and Years of Graduation/Employment

Figure 3.15 shows the percentage of graduates in matching employment by type of certificate⁵. In spite of the discrepancies between the UoM and MCAST graduates, when breaking down the aggregates of MCAST graduates according to qualification levels, it is apparent that students following first degree programmes with MCAST performed better (according to the qualified/match criterion) compared to those who obtained certificates and diploma qualifications. Indeed the graduate MCAST scores only lag marginally behind their UoM graduates by circa 12.5 percentage points. At the other end of the spectrum, only 30.9 per cent and 34.8 per cent of the 2012 and 2013 MCAST graduates with certificates of levels 1 and 2 managed to find their “ideal” employment in 2014. Although myriad forces underlying such disparities could be at play, it is plausible that the following three motivations play a role to some degree:

- Employers could view an individual’s level of education as a proxy for higher productivity (Signalling theory).
- Employers could hold the believe (possibly through experience) that individuals with more schooling are also more productive and hence provide a higher rate of return (Human Capital Theory, Becker 1964 as cited in Boeri, T. and Ours, J., 2013: 214).
- Individuals with low levels of qualifications might tend to be more adaptable and flexible, hence better able to move between jobs in different economic sectors and also vertically in terms of qualification.

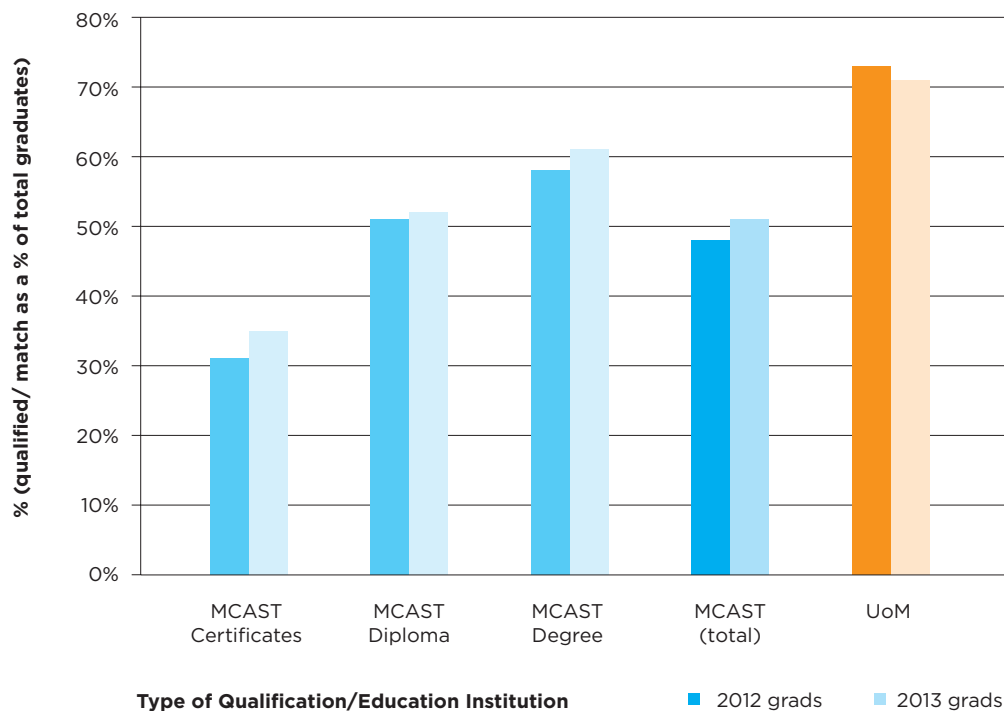


Figure 3.15: Graduates in Matching Employment as at 2014

⁵ Given that the vast majority (over 90.0 per cent) of UoM students obtained at least a first degree, the observations of this educational institution were not broken down any further.

CONCLUDING REMARKS

Higher education is arguably the single most important foundation of knowledge-based economies. Over the past two decades Malta continued its transition towards an economy that is based on service industries, such that the contribution to GDP of firms falling in the tertiary sector reached around 72.0 per cent in 2014 compared to 62.0 per cent in 1996. Besides, the tertiary sector does not have a monopoly on the high-value added economic activities, as evidenced by the booming primary and secondary industries such as pharmaceuticals, electronics and aquaculture. Indeed the export of high value added goods and services has become a major motor of the Maltese economy and within this context of increased globalisation the importance of maintaining Malta's competitiveness cannot be understated. However in order to sustain and amplify Malta's living standards it is imperative to move beyond simple concepts of price competition; a more holistic notion of competitiveness must be adopted, one that is inextricably linked to productivity (Porter, 2002). In turn productivity is a function of the efficiency with which an economy is able to utilize its factor inputs to create value through the goods and services it produces, as appraised at domestic and international market prices.

It is purposely the latter link that underscores the importance which higher educational institutions play in the Maltese economy. The most highly prized factor of production with which the Maltese economy is endowed is human capital that is the stock of skills, knowledge, experience and productive aptitudes of the Maltese labour force. This does not diminish the cultural, social and indeed historic value of Malta's educational institutions but it serves as a reminder that while the search for knowledge is embedded in the curious nature of mankind, a role for policy exists to direct this intellectual thirst towards marketable activities. Higher education institutions should strive to become sanctuaries of useful research and training since labour demand is not desired for its own sake but it is a derived demand for the skills of the supply-side of the labour market.

This study was a first attempt to shed light on the extent to which Malta's higher educational institutions are serving this function. The results in this report paint a relatively positive picture for the main higher educational institutions in Malta, as it was observed that following an initial adjustment period the majority of graduates manage to find an occupation that matches their qualifications as well as their academic background. This positive outlook should not however undermine future efforts to improve the status quo- indeed while the perfect match scores are excellent in certain streams, a warning sign is apparent in others. This warning sign must not be overlooked. Positive change must not be feared but embraced. The Maltese educational infrastructure should not be solely in the business of selling dreams to young and mature people alike, but also endeavour to ensure that such dreams can become a reality once their graduates leave the doorstep of the campuses. This is not only a matter of economic importance, but also a crucial vehicle to sustain and fortify Malta's social fabric.

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ANNEX

UNIVERSITY OF MALTA - TOTAL FACULTIES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	112	8.3%	914	67.6%	1026	75.8%
MISMATCH	231	17.1%	96	7.1%	327	24.2%
GRAND TOTAL	343	25.4%	1010	74.6%	1353	100.0%

UNIVERSITY OF MALTA - TOTAL INSTITUTES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	14	20.0%	14	20.0%	28	40.0%
MISMATCH	33	47.1%	9	12.9%	42	60.0%
GRAND TOTAL	47	67.1%	23	32.9%	70	100.0%

UNIVERSITY OF MALTA - TOTAL						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	126	8.9%	928	65.2%	1054	74.1%
MISMATCH	264	18.6%	105	7.4%	369	25.9%
GRAND TOTAL	390	27.4%	1033	72.6%	1423	100.0%

FACULTY FOR SOCIAL WELLBEING						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	27.1%	30	42.9%	49	70.0%
MISMATCH	16	22.9%	5	7.1%	21	30.0%
GRAND TOTAL	35	50.0%	35	50.0%	70	100.0%

FACULTY FOR THE BUILT ENVIRONMENT						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	27	65.9%	27	65.9%
MISMATCH	7	17.1%	7	17.1%	14	34.1%
GRAND TOTAL	7	17.1%	34	82.9%	41	100.0%

FACULTY OF ARTS						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	22	16.1%	22	16.1%	44	32.1%
MISMATCH	76	55.5%	17	12.4%	93	67.9%
GRAND TOTAL	98	71.5%	39	28.5%	137	100.0%

FACULTY OF DENTAL SURGERY						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	4	100.0%	4	100.0%
MISMATCH	0	0.0%	0	0.0%	0	0.0%
GRAND TOTAL	0	0.0%	4	100.0%	4	100.0%

FEMA						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	28	10.6%	207	78.7%	235	89.4%
MISMATCH	17	6.5%	11	4.2%	28	10.6%
GRAND TOTAL	45	17.1%	218	82.9%	263	100.0%

FACULTY OF EDUCATION						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	9.1%	170	81.7%	189	90.9%
MISMATCH	17	8.2%	2	1.0%	19	9.1%
GRAND TOTAL	36	17.3%	172	82.7%	208	100.0%

FACULTY OF ENGINEERING						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	1.8%	44	77.2%	45	78.9%
MISMATCH	7	12.3%	5	8.8%	12	21.1%
GRAND TOTAL	8	14.0%	49	86.0%	57	100.0%

FACULTY OF HEALTH SCIENCES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	4	2.0%	175	87.5%	179	89.5%
MISMATCH	5	2.5%	16	8.0%	21	10.5%
GRAND TOTAL	9	4.5%	191	95.5%	200	100.0%

FACULTY OF ICT						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	3.8%	71	91.0%	74	94.9%
MISMATCH	3	3.8%	1	1.3%	4	5.1%
GRAND TOTAL	6	7.7%	72	92.3%	78	100.0%

FACULTY OF LAWS						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	5	4.3%	34	29.6%	39	33.9%
MISMATCH	58	50.4%	18	15.7%	76	66.1%
GRAND TOTAL	63	54.8%	52	45.2%	115	100.0%

FACULTY OF MEDIA AND KNOWLEDGE SCIENCES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	6	20.0%	8	26.7%	14	46.7%
MISMATCH	9	30.0%	7	23.3%	16	53.3%
GRAND TOTAL	15	50.0%	15	50.0%	30	100.0%

FACULTY OF MEDICINE AND SURGERY						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	2.2%	80	87.9%	82	90.1%
MISMATCH	5	5.5%	4	4.4%	9	9.9%
GRAND TOTAL	7	7.7%	84	92.3%	91	100.0%

FACULTY OF SCIENCE						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	3.9%	40	78.4%	42	82.4%
MISMATCH	7	13.7%	2	3.9%	9	17.6%
GRAND TOTAL	9	17.6%	42	82.4%	51	100.0%

FACULTY OF THEOLOGY						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	12.5%	2	25.0%	3	37.5%
MISMATCH	4	50.0%	1	12.5%	5	62.5%
GRAND TOTAL	5	62.5%	3	37.5%	8	100.0%

INSTITUTE FOR EUROPEAN STUDIES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	6.3%	6	18.8%	8	25.0%
MISMATCH	18	56.3%	6	18.8%	24	75.0%
GRAND TOTAL	20	62.5%	12	37.5%	32	100.0%

INSTITUTE FOR TOURISM, TRAVEL & CULTURE						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	45.0%	3	15.0%	12	60.0%
MISMATCH	6	30.0%	2	10.0%	8	40.0%
GRAND TOTAL	15	75.0%	5	25.0%	20	100.0%

OTHER INSTITUTES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	16.7%	5	27.8%	8	44.4%
MISMATCH	9	50.0%	1	5.6%	10	55.6%
GRAND TOTAL	12	66.7%	6	33.3%	18	100.0%

UNIVERSITY OF MALTA - TOTAL FACULTIES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	129	9.0%	1030	71.6%	1159	80.6%
MISMATCH	155	10.8%	124	8.6%	279	19.4%
GRAND TOTAL	284	19.7%	1154	80.3%	1438	100.0%

UNIVERSITY OF MALTA - TOTAL INSTITUTES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	13	17.8%	28	38.4%	41	56.2%
MISMATCH	18	24.7%	14	19.2%	32	43.8%
GRAND TOTAL	31	42.5%	42	57.5%	73	100.0%

UNIVERSITY OF MALTA - TOTAL						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	142	9.4%	1058	70.0%	1200	79.4%
MISMATCH	173	11.4%	138	9.1%	311	20.6%
GRAND TOTAL	315	20.8%	1196	79.2%	1511	100.0%

FACULTY FOR SOCIAL WELLBEING						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	25	30.5%	33	40.2%	58	70.7%
MISMATCH	13	15.9%	11	13.4%	24	29.3%
GRAND TOTAL	38	46.3%	44	53.7%	82	100.0%

FACULTY FOR THE BUILT ENVIRONMENT						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	38	79.2%	38	79.2%
MISMATCH	2	4.2%	8	16.7%	10	20.8%
GRAND TOTAL	2	4.2%	46	95.8%	48	100.0%

FACULTY OF ARTS						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	23	14.7%	33	21.2%	56	35.9%
MISMATCH	79	50.6%	21	13.5%	100	64.1%
GRAND TOTAL	102	65.4%	54	34.6%	156	100.0%

FACULTY OF DENTAL SURGERY						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	5	100.0%	5	100.0%
MISMATCH	0	0.0%	0	0.0%	0	0.0%
GRAND TOTAL	0	0.0%	5	100.0%	5	100.0%

FEMA						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	32	11.7%	217	79.2%	249	90.9%
MISMATCH	6	2.2%	19	6.9%	25	9.1%
GRAND TOTAL	38	13.9%	236	86.1%	274	100.0%

FACULTY OF EDUCATION						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	21	9.4%	187	83.5%	208	92.9%
MISMATCH	10	4.5%	6	2.7%	16	7.1%
GRAND TOTAL	31	13.8%	193	86.2%	224	100.0%

FACULTY OF ENGINEERING						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	57	83.8%	57	83.8%
MISMATCH	1	1.5%	10	14.7%	11	16.2%
GRAND TOTAL	1	1.5%	67	98.5%	68	100.0%

FACULTY OF HEALTH SCIENCES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	1.0%	186	89.9%	188	90.8%
MISMATCH	3	1.4%	16	7.7%	19	9.2%
GRAND TOTAL	5	2.4%	202	97.6%	207	100.0%

FACULTY OF ICT						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	7	8.5%	71	86.6%	78	95.1%
MISMATCH	2	2.4%	2	2.4%	4	4.9%
GRAND TOTAL	9	11.0%	73	89.0%	82	100.0%

FACULTY OF LAWS						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	5	4.4%	59	51.8%	64	56.1%
MISMATCH	29	25.4%	21	18.4%	50	43.9%
GRAND TOTAL	34	29.8%	80	70.2%	114	100.0%

FACULTY OF MEDIA AND KNOWLEDGE SCIENCES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	25.0%	18	50.0%	27	75.0%
MISMATCH	6	16.7%	3	8.3%	9	25.0%
GRAND TOTAL	15	41.7%	21	58.3%	36	100.0%

FACULTY OF MEDICINE AND SURGERY						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	2.3%	82	94.3%	84	96.6%
MISMATCH	0	0.0%	3	3.4%	3	3.4%
GRAND TOTAL	2	2.3%	85	97.7%	87	100.0%

FACULTY OF SCIENCE						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	5.7%	43	81.1%	46	86.8%
MISMATCH	4	7.5%	3	5.7%	7	13.2%
GRAND TOTAL	7	13.2%	46	86.8%	53	100.0%

FACULTY OF THEOLOGY						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	1	50.0%	1	50.0%
MISMATCH	0	0.0%	1	50.0%	1	50.0%
GRAND TOTAL	0	0.0%	2	100.0%	2	100.0%

INSTITUTE FOR EUROPEAN STUDIES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	11.5%	10	38.5%	13	50.0%
MISMATCH	6	23.1%	7	26.9%	13	50.0%
GRAND TOTAL	9	34.6%	17	65.4%	26	100.0%

INSTITUTE FOR TOURISM, TRAVEL & CULTURE						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	39.1%	4	17.4%	13	56.5%
MISMATCH	6	26.1%	4	17.4%	10	43.5%
GRAND TOTAL	15	65.2%	8	34.8%	23	100.0%

OTHER INSTITUTES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	4.2%	14	58.3%	15	62.5%
MISMATCH	6	25.0%	3	12.5%	9	37.5%
GRAND TOTAL	7	29.2%	17	70.8%	24	100.0%

UNIVERSITY OF MALTA - TOTAL FACULTIES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	86	5.7%	1141	75.2%	1227	80.9%
MISMATCH	136	9.0%	154	10.2%	290	19.1%
GRAND TOTAL	222	14.6%	1295	85.4%	1517	100.0%

UNIVERSITY OF MALTA - TOTAL INSTITUTES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	7	9.9%	25	35.2%	32	45.1%
MISMATCH	21	29.6%	18	25.4%	39	54.9%
GRAND TOTAL	28	39.4%	43	60.6%	71	100.0%

UNIVERSITY OF MALTA - TOTAL						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	93	5.9%	1166	73.4%	1259	79.3%
MISMATCH	157	9.9%	172	10.8%	329	20.7%
GRAND TOTAL	250	15.7%	1338	84.3%	1588	100.0%

FACULTY FOR SOCIAL WELLBEING						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	18	21.4%	38	45.2%	56	66.7%
MISMATCH	17	20.2%	11	13.1%	28	33.3%
GRAND TOTAL	35	41.7%	49	58.3%	84	100.0%

FACULTY FOR THE BUILT ENVIRONMENT						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	49	89.1%	49	89.1%
MISMATCH	1	1.8%	5	9.1%	6	10.9%
GRAND TOTAL	1	1.8%	54	98.2%	55	100.0%

FACULTY OF ARTS						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	11.5%	42	25.5%	61	37.0%
MISMATCH	64	38.8%	40	24.2%	104	63.0%
GRAND TOTAL	83	50.3%	82	49.7%	165	100.0%

FACULTY OF DENTAL SURGERY						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	5	100.0%	5	100.0%
MISMATCH	0	0.0%	0	0.0%	0	0.0%
GRAND TOTAL	0	0.0%	5	100.0%	5	100.0%

FEMA						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	25	8.4%	245	82.5%	270	90.9%
MISMATCH	8	2.7%	19	6.4%	27	9.1%
GRAND TOTAL	33	11.1%	264	88.9%	297	100.0%

FACULTY OF EDUCATION						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	8	3.6%	199	88.4%	207	92.0%
MISMATCH	10	4.4%	8	3.6%	18	8.0%
GRAND TOTAL	18	8.0%	207	92.0%	225	100.0%

FACULTY OF ENGINEERING						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	64	85.3%	64	85.3%
MISMATCH	2	2.7%	9	12.0%	11	14.7%
GRAND TOTAL	2	2.7%	73	97.3%	75	100.0%

FACULTY OF HEALTH SCIENCES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	1.0%	184	89.8%	186	90.7%
MISMATCH	4	2.0%	15	7.3%	19	9.3%
GRAND TOTAL	6	2.9%	199	97.1%	205	100.0%

FACULTY OF ICT						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	2.3%	75	86.2%	77	88.5%
MISMATCH	3	3.4%	7	8.0%	10	11.5%
GRAND TOTAL	5	5.7%	82	94.3%	87	100.0%

FACULTY OF LAWS						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	1.5%	94	71.8%	96	73.3%
MISMATCH	14	10.7%	21	16.0%	35	26.7%
GRAND TOTAL	16	12.2%	115	87.8%	131	100.0%

FACULTY OF MEDIA AND KNOWLEDGE SCIENCES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	6	18.2%	10	30.3%	16	48.5%
MISMATCH	6	18.2%	11	33.3%	17	51.5%
GRAND TOTAL	12	36.4%	21	63.6%	33	100.0%

FACULTY OF MEDICINE AND SURGERY						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	2.2%	83	93.3%	85	95.5%
MISMATCH	0	0.0%	4	4.5%	4	4.5%
GRAND TOTAL	2	2.2%	87	97.8%	89	100.0%

FACULTY OF SCIENCE						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	1.8%	47	82.5%	48	84.2%
MISMATCH	6	10.5%	3	5.3%	9	15.8%
GRAND TOTAL	7	12.3%	50	87.7%	57	100.0%

FACULTY OF THEOLOGY						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	11.1%	6	66.7%	7	77.8%
MISMATCH	1	11.1%	1	11.1%	2	22.2%
GRAND TOTAL	2	22.2%	7	77.8%	9	100.0%

INSTITUTE FOR EUROPEAN STUDIES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	11	42.3%	11	42.3%
MISMATCH	10	38.5%	5	19.2%	15	57.7%
GRAND TOTAL	10	38.5%	16	61.5%	26	100.0%

INSTITUTE FOR TOURISM, TRAVEL AND CULTURE						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	6	26.1%	3	13.0%	9	39.1%
MISMATCH	5	21.7%	9	39.1%	14	60.9%
GRAND TOTAL	11	47.8%	12	52.2%	23	100.0%

OTHER INSTITUTES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	4.5%	11	50.0%	12	54.5%
MISMATCH	6	27.3%	4	18.2%	10	45.5%
GRAND TOTAL	7	31.8%	15	68.2%	22	100.0%

UNIVERSITY OF MALTA - TOTAL FACULTIES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	98	7.7%	851	67.2%	949	75.0%
MISMATCH	253	20.0%	64	5.1%	317	25.0%
GRAND TOTAL	351	27.7%	915	72.3%	1266	100.0%

UNIVERSITY OF MALTA - TOTAL INSTITUTES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	6	14.0%	7	16.3%	13	30.2%
MISMATCH	23	53.5%	7	16.3%	30	69.8%
GRAND TOTAL	29	67.4%	14	32.6%	43	100.0%

UNIVERSITY OF MALTA - TOTAL						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	104	7.9%	858	65.5%	962	73.5%
MISMATCH	276	21.1%	71	5.4%	347	26.5%
GRAND TOTAL	380	29.0%	929	71.0%	1309	100.0%

FACULTY FOR SOCIAL WELLBEING						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	23	29.5%	25	32.1%	48	61.5%
MISMATCH	20	25.6%	10	12.8%	30	38.5%
GRAND TOTAL	43	55.1%	35	44.9%	78	100.0%

FACULTY FOR THE BUILT ENVIRONMENT						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	7.9%	29	76.3%	32	84.2%
MISMATCH	4	10.5%	2	5.3%	6	15.8%
GRAND TOTAL	7	18.4%	31	81.6%	38	100.0%

FACULTY OF ARTS						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	13.1%	21	14.5%	40	27.6%
MISMATCH	93	64.1%	12	8.3%	105	72.4%
GRAND TOTAL	112	77.2%	33	22.8%	145	100.0%

FACULTY OF DENTAL SURGERY						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	4	100.0%	4	100.0%
MISMATCH	0	0.0%	0	0.0%	0	0.0%
GRAND TOTAL	0	0.0%	4	100.0%	4	100.0%

FEMA						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	9.5%	156	78.0%	175	87.5%
MISMATCH	19	9.5%	6	3.0%	25	12.5%
GRAND TOTAL	38	19.0%	162	81.0%	200	100.0%

FACULTY OF EDUCATION						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	16	7.8%	173	84.4%	189	92.2%
MISMATCH	12	5.9%	4	2.0%	16	7.8%
GRAND TOTAL	28	13.7%	177	86.3%	205	100.0%

FACULTY OF ENGINEERING						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	2.7%	63	84.0%	65	86.7%
MISMATCH	9	12.0%	1	1.3%	10	13.3%
GRAND TOTAL	11	14.7%	64	85.3%	75	100.0%

FACULTY OF HEALTH SCIENCES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	140	95.2%	140	95.2%
MISMATCH	5	3.4%	2	1.4%	7	4.8%
GRAND TOTAL	5	3.4%	142	96.6%	147	100.0%

FACULTY OF ICT						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	4.1%	65	87.8%	68	91.9%
MISMATCH	1	1.4%	5	6.8%	6	8.1%
GRAND TOTAL	4	5.4%	70	94.6%	74	100.0%

FACULTY OF LAWS						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	7	5.8%	42	34.7%	49	40.5%
MISMATCH	66	54.5%	6	5.0%	72	59.5%
GRAND TOTAL	73	60.3%	48	39.7%	121	100.0%

FACULTY OF MEDIA AND KNOWLEDGE SCIENCES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	4	14.3%	11	39.3%	15	53.6%
MISMATCH	5	17.9%	8	28.6%	13	46.4%
GRAND TOTAL	9	32.1%	19	67.9%	28	100.0%

FACULTY OF MEDICINE AND SURGERY						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	1.0%	85	87.6%	86	88.7%
MISMATCH	6	6.2%	5	5.2%	11	11.3%
GRAND TOTAL	7	7.2%	90	92.8%	97	100.0%

FACULTY OF SCIENCE						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	37	75.5%	37	75.5%
MISMATCH	9	18.4%	3	6.1%	12	24.5%
GRAND TOTAL	9	18.4%	40	81.6%	49	100.0%

FACULTY OF THEOLOGY						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	20.0%	0	0.0%	1	20.0%
MISMATCH	4	80.0%	0	0.0%	4	80.0%
GRAND TOTAL	5	100.0%	0	0.0%	5	100.0%

INSTITUTE FOR EUROPEAN STUDIES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	1	14.3%	1	14.3%
MISMATCH	4	57.1%	2	28.6%	6	85.7%
GRAND TOTAL	4	57.1%	3	42.9%	7	100.0%

INSTITUTE FOR TOURISM, TRAVEL AND CULTURE						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	5	33.3%	1	6.7%	6	40.0%
MISMATCH	7	46.7%	2	13.3%	9	60.0%
GRAND TOTAL	12	80.0%	3	20.0%	15	100.0%

OTHER INSTITUTES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	4.8%	5	23.8%	6	28.6%
MISMATCH	12	57.1%	3	14.3%	15	71.4%
GRAND TOTAL	13	61.9%	8	38.1%	21	100.0%

UNIVERSITY OF MALTA - TOTAL FACULTIES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	107	7.7%	1012	72.8%	1119	80.5%
MISMATCH	161	11.6%	110	7.9%	271	19.5%
GRAND TOTAL	268	19.3%	1122	80.7%	1390	100.0%

UNIVERSITY OF MALTA - TOTAL INSTITUTES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	12.7%	27	38.0%	36	50.7%
MISMATCH	21	29.6%	14	19.7%	35	49.3%
GRAND TOTAL	30	42.3%	41	57.7%	71	100.0%

UNIVERSITY OF MALTA - TOTAL						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	116	7.9%	1039	71.1%	1155	79.1%
MISMATCH	182	12.5%	124	8.5%	306	20.9%
GRAND TOTAL	298	20.4%	1163	79.6%	1461	100.0%

FACULTY FOR SOCIAL WELLBEING						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	30	30.0%	39	39.0%	69	69.0%
MISMATCH	12	12.0%	19	19.0%	31	31.0%
GRAND TOTAL	42	42.0%	58	58.0%	100	100.0%

FACULTY FOR THE BUILT ENVIRONMENT						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	2.3%	35	81.4%	36	83.7%
MISMATCH	2	4.7%	5	11.6%	7	16.3%
GRAND TOTAL	3	7.0%	40	93.0%	43	100.0%

FACULTY OF ARTS						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	26	16.0%	33	20.4%	59	36.4%
MISMATCH	75	46.3%	28	17.3%	103	63.6%
GRAND TOTAL	101	62.3%	61	37.7%	162	100.0%

FACULTY OF DENTAL SURGERY						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	5	100.0%	5	100.0%
MISMATCH	0	0.0%	0	0.0%	0	0.0%
GRAND TOTAL	0	0.0%	5	100.0%	5	100.0%

FEMA						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	21	9.8%	169	79.0%	190	88.8%
MISMATCH	17	7.9%	7	3.3%	24	11.2%
GRAND TOTAL	38	17.8%	176	82.2%	214	100.0%

FACULTY OF EDUCATION						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	8.8%	184	84.8%	203	93.5%
MISMATCH	8	3.7%	6	2.8%	14	6.5%
GRAND TOTAL	27	12.4%	190	87.6%	217	100.0%

FACULTY OF ENGINEERING						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	3.4%	80	89.9%	83	93.3%
MISMATCH	4	4.5%	2	2.2%	6	6.7%
GRAND TOTAL	7	7.9%	82	92.1%	89	100.0%

FACULTY OF HEALTH SCIENCES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	0.6%	158	95.8%	159	96.4%
MISMATCH	4	2.4%	2	1.2%	6	3.6%
GRAND TOTAL	5	3.0%	160	97.0%	165	100.0%

FACULTY OF ICT						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	3.7%	72	87.8%	75	91.5%
MISMATCH	0	0.0%	7	8.5%	7	8.5%
GRAND TOTAL	3	3.7%	79	96.3%	82	100.0%

FACULTY OF LAWS						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	0.8%	78	62.9%	79	63.7%
MISMATCH	25	20.2%	20	16.1%	45	36.3%
GRAND TOTAL	26	21.0%	98	79.0%	124	100.0%

FACULTY OF MEDIA AND KNOWLEDGE SCIENCES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	3.3%	17	56.7%	18	60.0%
MISMATCH	4	13.3%	8	26.7%	12	40.0%
GRAND TOTAL	5	16.7%	25	83.3%	30	100.0%

FACULTY OF MEDICINE AND SURGERY						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	89	95.7%	89	95.7%
MISMATCH	0	0.0%	4	4.3%	4	4.3%
GRAND TOTAL	0	0.0%	93	100.0%	93	100.0%

FACULTY OF SCIENCE						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	1.6%	52	83.9%	53	85.5%
MISMATCH	7	11.3%	2	3.2%	9	14.5%
GRAND TOTAL	8	12.9%	54	87.1%	62	100.0%

FACULTY OF THEOLOGY						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	0	0.0%	1	25.0%	1	25.0%
MISMATCH	3	75.0%	0	0.0%	3	75.0%
GRAND TOTAL	3	75.0%	1	25.0%	4	100.0%

INSTITUTE FOR TOURISM, TRAVEL AND CULTURE						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	6	30.0%	3	15.0%	9	45.0%
MISMATCH	7	35.0%	4	20.0%	11	55.0%
GRAND TOTAL	13	65.0%	7	35.0%	20	100.0%

OTHER INSTITUTES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	3	7.1%	18	42.9%	21	50.0%
MISMATCH	13	31.0%	8	19.0%	21	50.0%
GRAND TOTAL	16	38.1%	26	61.9%	42	100.0%

MCAST TOTAL CERTIFICATES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	1	0.6%	49	31.2%	50	31.8%
MISMATCH	47	29.9%	60	38.2%	107	68.2%
GRAND TOTAL	48	30.6%	109	69.4%	157	100.0%

MCAST TOTAL DIPLOMAS						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	81	10.9%	309	41.6%	390	52.5%
MISMATCH	279	37.6%	74	10.0%	353	47.5%
GRAND TOTAL	360	48.5%	383	51.5%	743	100.0%

MCAST TOTAL DEGREES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	42	31.8%	70	53.0%	112	84.8%
MISMATCH	13	9.8%	7	5.3%	20	15.2%
GRAND TOTAL	55	41.7%	77	58.3%	132	100.0%

MCAST TOTAL						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	124	12.0%	428	41.5%	552	53.5%
MISMATCH	339	32.8%	141	13.7%	480	46.5%
GRAND TOTAL	463	44.9%	569	55.1%	1032	100.0%

INSTITUTE FOR THE CREATIVE ARTS						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	7	6.0%	36	30.8%	43	36.8%
MISMATCH	57	48.7%	17	14.5%	74	63.2%
GRAND TOTAL	64	54.7%	53	45.3%	117	100.0%

INSTITUTE OF APPLIED SCIENCES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	5.0%	18	45.0%	20	50.0%
MISMATCH	12	30.0%	8	20.0%	20	50.0%
GRAND TOTAL	14	35.0%	26	65.0%	40	100.0%

INSTITUTE OF BUSINESS MANAGEMENT & COMMERCE						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	17	9.8%	89	51.1%	106	60.9%
MISMATCH	44	25.3%	24	13.8%	68	39.1%
GRAND TOTAL	61	35.1%	113	64.9%	174	100.0%

INSTITUTE OF COMMUNITY SERVICES						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	45	20.4%	74	33.5%	119	53.8%
MISMATCH	67	30.3%	35	15.8%	102	46.2%
GRAND TOTAL	112	50.7%	109	49.3%	221	100.0%

INSTITUTE OF ENGINEERING & TRANSPORT						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	22	10.7%	110	53.4%	132	64.1%
MISMATCH	58	28.2%	16	7.8%	74	35.9%
GRAND TOTAL	80	38.8%	126	61.2%	206	100.0%

INSTITUTE OF ICT						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	31	11.3%	101	36.9%	132	48.2%
MISMATCH	101	36.9%	41	15.0%	142	51.8%
GRAND TOTAL	132	48.2%	142	51.8%	274	100.0%

MCAST TOTAL CERTIFICATES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	1.0%	66	33.7%	68	34.7%
MISMATCH	33	16.8%	95	48.5%	128	65.3%
GRAND TOTAL	35	17.9%	161	82.1%	196	100.0%

MCAST TOTAL DIPLOMAS						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	101	10.4%	434	44.8%	535	55.2%
MISMATCH	335	34.6%	99	10.2%	434	44.8%
GRAND TOTAL	436	45.0%	533	55.0%	969	100.0%

MCAST TOTAL DEGREES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	46	29.5%	83	53.2%	129	82.7%
MISMATCH	16	10.3%	11	7.1%	27	17.3%
GRAND TOTAL	62	39.7%	94	60.3%	156	100.0%

MCAST TOTAL						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	149	11.3%	583	44.1%	732	55.4%
MISMATCH	384	29.1%	205	15.5%	589	44.6%
GRAND TOTAL	533	40.3%	788	59.7%	1321	100.0%

INSTITUTE FOR THE CREATIVE ARTS						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	13	9.5%	37	27.0%	50	36.5%
MISMATCH	61	44.5%	26	19.0%	87	63.5%
GRAND TOTAL	74	54.0%	63	46.0%	137	100.0%

INSTITUTE OF APPLIED SCIENCES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	3.1%	37	56.9%	39	60.0%
MISMATCH	17	26.2%	9	13.8%	26	40.0%
GRAND TOTAL	19	29.2%	46	70.8%	65	100.0%

INSTITUTE OF BUSINESS MANAGEMENT & COMMERCE						
GRADUATED 2012 EMPLOYED 2012						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	17	7.9%	116	54.2%	133	62.1%
MISMATCH	51	23.8%	30	14.0%	81	37.9%
GRAND TOTAL	68	31.8%	146	68.2%	214	100.0%

INSTITUTE OF COMMUNITY SERVICES						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	56	20.1%	118	42.3%	174	62.4%
MISMATCH	67	24.0%	38	13.6%	105	37.6%
GRAND TOTAL	123	44.1%	156	55.9%	279	100.0%

INSTITUTE OF ENGINEERING & TRANSPORT						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	30	10.4%	148	51.4%	178	61.8%
MISMATCH	69	24.0%	41	14.2%	110	38.2%
GRAND TOTAL	99	34.4%	189	65.6%	288	100.0%

INSTITUTE OF ICT						
GRADUATED 2012 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	31	9.2%	127	37.6%	158	46.7%
MISMATCH	119	35.2%	61	18.0%	180	53.3%
GRAND TOTAL	150	44.4%	188	55.6%	338	100.0%

MCAST TOTAL CERTIFICATES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	4	1.6%	79	30.9%	83	32.4%
MISMATCH	39	15.2%	134	52.3%	173	67.6%
GRAND TOTAL	43	16.8%	213	83.2%	256	100.0%

MCAST TOTAL DIPLOMAS						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	109	10.0%	557	51.2%	666	61.3%
MISMATCH	285	26.2%	136	12.5%	421	38.7%
GRAND TOTAL	394	36.2%	693	63.8%	1087	100.0%

MCAST TOTAL DEGREES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	44	27.8%	91	57.6%	135	85.4%
MISMATCH	17	10.8%	6	3.8%	23	14.6%
GRAND TOTAL	61	38.6%	97	61.4%	158	100.0%

MCAST TOTAL						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	157	10.5%	727	48.4%	884	58.9%
MISMATCH	341	22.7%	276	18.4%	617	41.1%
GRAND TOTAL	498	33.2%	1003	66.8%	1501	100.0%

INSTITUTE FOR THE CREATIVE ARTS						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	13	8.7%	43	28.7%	56	37.3%
MISMATCH	62	41.3%	32	21.3%	94	62.7%
GRAND TOTAL	75	50.0%	75	50.0%	150	100.0%

INSTITUTE OF APPLIED SCIENCES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	3.1%	42	64.6%	44	67.7%
MISMATCH	12	18.5%	9	13.8%	21	32.3%
GRAND TOTAL	14	21.5%	51	78.5%	65	100.0%

INSTITUTE OF BUSINESS MANAGEMENT & COMMERCE						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	19	7.7%	142	57.5%	161	65.2%
MISMATCH	45	18.2%	41	16.6%	86	34.8%
GRAND TOTAL	64	25.9%	183	74.1%	247	100.0%

INSTITUTE OF COMMUNITY SERVICES						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	53	15.6%	173	51.0%	226	66.7%
MISMATCH	55	16.2%	58	17.1%	113	33.3%
GRAND TOTAL	108	31.9%	231	68.1%	339	100.0%

INSTITUTE OF ENGINEERING & TRANSPORT						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	36	10.8%	171	51.2%	207	62.0%
MISMATCH	72	21.6%	55	16.5%	127	38.0%
GRAND TOTAL	108	32.3%	226	67.7%	334	100.0%

INSTITUTE OF ICT						
GRADUATED 2012 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	34	9.3%	156	42.6%	190	51.9%
MISMATCH	95	26.0%	81	22.1%	176	48.1%
GRAND TOTAL	129	35.2%	237	64.8%	366	100.0%

MCAST TOTAL CERTIFICATES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	1.2%	55	31.8%	57	32.9%
MISMATCH	41	23.7%	75	43.4%	116	67.1%
GRAND TOTAL	43	24.9%	130	75.1%	173	100.0%

MCAST TOTAL DIPLOMAS						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	83	9.8%	390	46.1%	473	55.9%
MISMATCH	289	34.2%	84	9.9%	373	44.1%
GRAND TOTAL	372	44.0%	474	56.0%	846	100.0%

MCAST TOTAL DEGREES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	43	25.6%	94	56.0%	137	81.5%
MISMATCH	26	15.5%	5	3.0%	31	18.5%
GRAND TOTAL	69	41.1%	99	58.9%	168	100.0%

MCAST TOTAL						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	128	10.8%	539	45.4%	667	56.2%
MISMATCH	356	30.0%	164	13.8%	520	43.8%
GRAND TOTAL	484	40.8%	703	59.2%	1187	100.0%

INSTITUTE FOR THE CREATIVE ARTS						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	7.1%	33	26.0%	42	33.1%
MISMATCH	67	52.8%	18	14.2%	85	66.9%
GRAND TOTAL	76	59.8%	51	40.2%	127	100.0%

INSTITUTE OF APPLIED SCIENCES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	5.6%	12	33.3%	14	38.9%
MISMATCH	10	27.8%	12	33.3%	22	61.1%
GRAND TOTAL	12	33.3%	24	66.7%	36	100.0%

INSTITUTE OF BUSINESS MANAGEMENT & COMMERCE						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	30	12.0%	132	52.8%	162	64.8%
MISMATCH	51	20.4%	37	14.8%	88	35.2%
GRAND TOTAL	81	32.4%	169	67.6%	250	100.0%

INSTITUTE OF COMMUNITY SERVICES						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	41	17.4%	109	46.2%	150	63.6%
MISMATCH	68	28.8%	18	7.6%	86	36.4%
GRAND TOTAL	109	46.2%	127	53.8%	236	100.0%

INSTITUTE OF ENGINEERING & TRANSPORT						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	18	6.3%	161	55.9%	179	62.2%
MISMATCH	65	22.6%	44	15.3%	109	37.8%
GRAND TOTAL	83	28.8%	205	71.2%	288	100.0%

INSTITUTE OF ICT						
GRADUATED 2013 EMPLOYED 2013						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	28	11.2%	92	36.8%	120	48.0%
MISMATCH	95	38.0%	35	14.0%	130	52.0%
GRAND TOTAL	123	49.2%	127	50.8%	250	100.0%

MCAST TOTAL CERTIFICATES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	5	2.5%	71	34.8%	76	37.3%
MISMATCH	34	16.7%	94	46.1%	128	62.7%
GRAND TOTAL	39	19.1%	165	80.9%	204	100.0%

MCAST TOTAL DIPLOMAS						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	73	6.5%	581	51.7%	654	58.2%
MISMATCH	342	30.5%	127	11.3%	469	41.8%
GRAND TOTAL	415	37.0%	708	63.0%	1123	100.0%

MCAST TOTAL DEGREES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	34	16.1%	129	61.1%	163	77.3%
MISMATCH	41	19.4%	7	3.3%	48	22.7%
GRAND TOTAL	75	35.5%	136	64.5%	211	100.0%

MCAST TOTAL						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	112	7.3%	781	50.8%	893	58.1%
MISMATCH	417	27.1%	228	14.8%	645	41.9%
GRAND TOTAL	529	34.4%	1009	65.6%	1538	100.0%

INSTITUTE FOR THE CREATIVE ARTS						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	9	5.5%	45	27.4%	54	32.9%
MISMATCH	89	54.3%	21	12.8%	110	67.1%
GRAND TOTAL	98	59.8%	66	40.2%	164	100.0%

INSTITUTE OF APPLIED SCIENCES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	2	3.6%	23	41.1%	25	44.6%
MISMATCH	10	17.9%	21	37.5%	31	55.4%
GRAND TOTAL	12	21.4%	44	78.6%	56	100.0%

INSTITUTE OF BUSINESS MANAGEMENT & COMMERCE						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	26	9.4%	172	62.1%	198	71.5%
MISMATCH	44	15.9%	35	12.6%	79	28.5%
GRAND TOTAL	70	25.3%	207	74.7%	277	100.0%

INSTITUTE OF COMMUNITY SERVICES						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	34	10.3%	196	59.6%	230	69.9%
MISMATCH	70	21.3%	29	8.8%	99	30.1%
GRAND TOTAL	104	31.6%	225	68.4%	329	100.0%

INSTITUTE OF ENGINEERING & TRANSPORT						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	25	6.3%	224	56.3%	249	62.6%
MISMATCH	84	21.1%	65	16.3%	149	37.4%
GRAND TOTAL	109	27.4%	289	72.6%	398	100.0%

INSTITUTE OF ICT						
GRADUATED 2013 EMPLOYED 2014						
	OVERQUALIFIED		QUALIFIED		GRAND TOTAL	
MATCH	16	5.1%	121	38.5%	137	43.6%
MISMATCH	120	38.2%	57	18.2%	177	56.4%
GRAND TOTAL	136	43.3%	178	56.7%	314	100.0%

