



MCAST

Strategic Plan 2022 - 2027

A COMMUNITY COLLEGE FOR ALL





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GLOSSARY

AI	Artificial Intelligence
AR	Augmented Reality
CPD	Continuous Professional Development
CSR	Community Social Responsibility
ISO	International Organisation for Standardisation
IQMS	Internal Quality Management System
KPIs	Key Performance Indicators
MCAST	Malta College of Arts, Science and Technology
RPL	Recognition of Prior (Certified and Experiential) Learning
ST	Smart Target
VET	Vocational Education and Training
VLE	Virtual Learning Environment
VR	Virtual Reality
VPET	Vocational and Professional Education and Training
WBL	Work Based Learning



THE MINISTER FOR EDUCATION



The strategy that MCAST is presenting for the next six years dovetails all pillars of Malta's economic vision for 2021-2030. Looking at the key indicators of this strategy, one is attracted by the vision of a College that builds a learning community that sustains growth that is geared towards a better quality of life, by means of new infrastructure that facilitates learning and research, and a greener College, both in its philosophy and in its programmes of study, and its physical environment. Furthermore, it aims at a more robust governing and management system that increases accountability and, finally, an education and training context focused on work-based learning and, in particular, apprenticeship programmes.

The consultation process that took place since January 2021, and for which many contributed through their views and recommendations, illustrates that the College is more than an established public education and training institution. It is also a point of reference for the future of our workforce and the growth of our economy. The vision of a Community College has been well received by many of those who interacted during the consultation period. I am eager to see MCAST opening its doors not only to its students and staff members but also to the whole community, ranging from non-governmental organisations, to governmental bodies and to all citizens who wish to make the College their second home and their meeting place. This is the spirit with which we can aspire to increase our lifelong learners in line with the initiatives that my Ministry has taken, earlier this year, when launching over 450 courses. The number of strategic documents that the Ministry of Education has launched this year all move towards creating a learning community which starts as early as possible and provides education and training for all ages.

Although the College marks its first 20th anniversary, the development of MCAST has been rapid and positive. The proximity that the College maintains with industry is a step in the right direction. The emphasis on work-based learning must remain a focal point of the College's authentic vocation. Education today is increasingly becoming more hands-on, and forms of learning are moving towards the direct experience of workplaces rather than lecture rooms. This is the paradigm shift that the College has understood quite efficiently and has undertaken over these last few years. I am pleased to note that such strategy will spill over with more intensity and commitment in the next decade. Students learn faster by doing and by interacting with other employees, employers and through live situations in the various fields.

I am confident that this strategy will take the College to a higher level of excellence. Government will continue to increase its financial and moral support to this institution in order to continue providing learners with the opportunity to choose an education and training programme that fits their career orientation and self-enrichment. With its current and future plans in relation to both infrastructure and courses, MCAST is on its way to becoming the foremost further and higher education institution in Malta.

Hon. Dr Justyne Caruana



FORESIGHT MCAST 2030



THE PRESIDENT OF THE BOARD OF GOVERNORS

The future of work after COVID19 is the future of education and training. In a report by the McKinsey Global Institute, it is stated that the future of work after COVID19 will be characterised by several trends: the physical dimension brought about by measures imposed by health and safety authorities such as remote working and virtual interactions which, looking forward, may partially take over normal work environments, as well as automation and AI which companies adopted at a faster rate since the outbreak of the pandemic. As a result of these sudden developments, the World Economic Forum alerts policy-makers that 50% of all employees will need reskilling by 2025, with critical thinking and problem-solving topping the list of skills employers believe will grow in prominence in the next five years.

How will these trends impact the future of MCAST? What measures do we need to take now to ensure that the College remains a relevant educational institution for the future? What new investment should the College make to meet the learning and working requirements in the same way that industry is meeting the challenges of the post-COVID19 period?

These questions are answered in this strategy document, which lays down the key directions the Board of Governors wishes to take for the next six years. It is our vision to have a first-class College that attracts students and staff members; we are aware that the infrastructure requires a new injection of capital as well as adequate human resourcing to benefit our community, and quality education will remain high on the agenda of our learning and teaching environment so that learners will be able to acquire knowledge, skills and competences needed in the place of work. The College will continue to embark on its international vocation by increasing exponentially the foreign students that come to MCAST, and will also build a new residence for international students. The College shall ensure that apprenticeship programmes grow in quality and at all higher levels of qualifications; no efforts will be spared to improve the image of vocational and professional education and training to ensure parity of esteem that will not simply be a cliché but turn into a reality earned by high standards of education and training. Finally, we aspire to continue building on good governance and management systems that promote transparency, accountability, and a strong commitment towards excellence.



This is the MCAST of tomorrow, an institution resourced by the community and made by and for the community. Management and all staff members are committed towards making this vision a reality. This is evidenced by the success the first strategy document produced for 2019-2021. Our close relationship with industry and with other social partners is yielding results beyond our expectations. The number of apprenticeship places during the COVID period bears evidence to this. Employers are eager to engage MCAST students. Their feedback is very encouraging.

As President of this College, I look forward, together with the other members of the Governing Board, to supporting this vision in every way possible. Learners deserve the best. MCAST is rapidly becoming one of the best learning institutions on the Island.

Professor Ian Refalo

THE PRINCIPAL/CEO

In an anonymous survey conducted earlier this year across MCAST, 84% of lecturing staff stated that they do not see themselves leaving MCAST; 91% of our administrative staff said that they would recommend MCAST as an employer, 77% of students claimed that the course expectations are being met while 83% of students would recommend MCAST to their friends. This snapshot sums up the state-of-play of this formidable institution in Malta. Our foresight is to build on our success stories and - more importantly- to support the economic and social needs of our country and its citizens through education and training.

On its 20th anniversary, the College can look back and be proud of its growth and can look forward and be ready to play an outward-looking and responsive role to the changing labour market and the community from which it derives large part of its resources.

Over the last decade, MCAST has seen rapid developments in its infrastructure, in the programmes that it delivers, in the quality of the staff that it recruits and in the positive appraisals it receives from employers and social partners. When in 2020 it was hit by the challenges of a pandemic, its response was immediate, focused and target-oriented. It delivered what it could have never imagined it would do, without any planning or history to rely on. Indeed 2020 forged a new era and character for the College.

MCAST drew its strength from its human resources, as well as from the technology that it invested in over the years. Its outputs were met with a constructive response from society. Government was also quick to support its financial requests, and employers were also rapid in pledging more work-based learning for the students. The added apprenticeships pledges by the end of 2020 amounted to over 600.

In the post-COVID19 period, we expect the College to open its doors even wider to the community. This will include closer cooperation with public and private entities in order to build a more dynamic workforce system, and with the individual citizen so as to encourage a more structured use of its resources while empowering active citizenship and lifelong learning.

MCAST must move towards the type of educational institution known as a community college.

This may mean different things to different contexts. For us, it will simply make the College available to institutionalised and individual needs and aspirations. The College will increase its role in helping learners in skilling, reskilling and upskilling. The economic uncertainty created by the pandemic will encourage more people and organisations to reset their priorities and their education and training. MCAST will be the College that will integrate learning with working in an even stronger manner. Online learning, hybrid courses, virtual mentoring and other forms of remote access will be supported when and if necessary. Being a community college will mean that learners will consider MCAST not as an institution in which one can enrol for 2 or 4 or more years, but as a place where one can continue learning throughout a career.

Every qualification offered by MCAST Community College will continue to have labour market value, and learning in industry will also be convertible into College credits. As learning is taking place everywhere and anytime, informal, and non-formal acquisition of skills and competencies will carry an academic value.

The community in which MCAST exists is also a learning platform and hence all learning is valued. Worker training will become even more important as we meet the challenges of industry 4.0 and 5.0 and today's increasingly automated work environments. A community college will also ensure that all barriers to learning are removed, with student support and community outreach services increasing and becoming more personalised. The links with the community will be richer, continuous, and more meaningful and relevant.

This vision implies strengthening the strategic direction taken in 2018 for the period 2019-2021 of which over 90% has been achieved. The infrastructure, particularly the completion of the buildings of the campus in Paola, remains a priority and needs a capital investment of around EUR 50 million; quality and relevance of qualifications will also remain a strategic objective to enforce. One of the major negative impacts of COVID19 has been the lack of work-based learning and therefore more effort needs to be undertaken to revamp this vital source of vocational and professional education and training.

The image of VPET in Malta has improved but not enough. This is evident from our struggle as a College to attract media attention for the invaluable initiatives that the College takes and the often unsavoury, and unfair, criticism that the College receives from social media. Two of the most recent success stories of this College have been the attraction of international students and the wider research activities in areas related to vocational and professional education and training. These two strategic goals will be reinforced in order to open up the College to a larger cohort international students, as well as increased faculty participation and research undertaken for and on behalf of the industry.

Finally, governance has had challenges that strengthened its role at the College. This implies that it needs to be further prescribed so that the two distinct layers of governance and management truly represent their role and objectives. The new legislation for MCAST will shape this distinction even further, but the years 2022-2027 will certainly be used to synergise a more constructive and positive relationship between the two vital instruments of development.

This is an inspiring vision for MCAST 2030. The years 2022-2027 will lay the structure and identify the resources to sustain an open community of learners and workers that will make our country more competitive, sustainable, and greener. An increase in our predictive capacity will be instrumental in making our vision a reality. As a public-funded College, we will widen our doors to provide services to government entities on a regular basis. Similarly, our initiative to attract industry on campus is yielding its dividends, but much more needs to be done to entice employers to invest directly in MCAST, increase apprenticeships and adopt more learners and lecturing staff in their day-to-day operations.

Similarly, we need to work hard with our Line Ministry to make the labour market more visible in secondary education. Indeed, as a follow up and result of the My Journey initiative we will do our utmost to attract more students to MCAST and to integrate more students who are completing their compulsory education in areas of training that are fading, but which still require skills and competences that are in high demand in society.

MCAST is a 21st century College born out of the needs of Malta's economic growth in the late 20th century. The unexpected pandemic of COVID19 has disrupted the workforce, has brought unexpected and rapid changes to business models and consumer behaviour, and the ripple effect of these changes has hit the shores of education and training.

MCAST has withstood these challenges and is ready to continue with the provision of first-class qualifications that will make our country an attractive place to live in and to visit.

Professor Joachim James Calleja

20 SMART TARGETS BY 2027

- ST01** Plan, construct, and operate new buildings for the Institute for the Creative Arts, the Institute for Community Services, a sports area, an auto hub, a Residential Hall, restructure the Main Hall of the Campus, and the perimeter wall
- ST02** Provide a work-based learning experience to all students
- ST03** Generate 60% of the energy required on campus through solar energy
- ST04** Increase the retention rate of the College by 5%
- ST05** Promote digitalisation as a core interactive function across MCAST. Set up, through EdTech, an Innovation & Visualization Infrastructure that will be used to coordinate the dissemination of advanced educational technologies across 25% of all of MCAST's teaching & learning experiences
- ST06** Increase the number of international students, and staff and student mobility, by 15%
- ST07** 50% of all research activities are to target sustainability, personal, social, economic, vocational, and cultural issues that are of significant importance to society
- ST08** Assist the Line Ministry to attract more than 30% of young people who have opted for VET subjects within compulsory schooling
- ST09** Generate 5 to 10 key research activities for and within industry
- ST10** Attract at least 15 national organisations to hold their regular or annual activities at MCAST
- ST11** Review all qualifications at least every five years
- ST12** Increase upskilling and reskilling options as a way to increase adult learners by 10%
- ST13** Publish 2 editions of the MCAST Journal of Applied Research & Practice annually and obtain an Impact Factor for this journal
- ST14** Increase the number of females in male-dominated vocational sectors and vice-versa by 5%
- ST15** Establish the MCAST Paola surface campus free from vehicles
- ST16** Support the upkeep of the Mediterranean Garden through live projects by the agribusiness students
- ST17** Finish the embellishment project of the Main Campus in Paola
- ST18** Reduce the use of paper by at least 40%
- ST19** Commit capital expenditure by the 2nd quarter of each year
- ST20** Increase CPD activities for staff members by 10%



VISION

To foster a working and learning community in which any individual or group can feel welcome, respected, supported, and valued.

MISSION

To provide universally accessible vocational and professional education and training with an international dimension, responsive to the needs of the individual and the economy.



VALUES

Inclusion

Emphasise diversity and allow for the opportunity for all people to have meaningful learning and working experiences.

Equity

Create an educational institution where personal and educational potential is achieved irrespective of personal and social obstacles.

Excellence

Promote the highest standards of intellectual inquiry and rigour, address complex, real-world problems in partnership with our communities; embracing continuous improvement while celebrating the success of our staff and students.

STRATEGIC GOALS

- To provide an outstanding educational experience for every student, leading to our graduates being innovators who are fully prepared for their future vocational and professional careers.
- To provide students and staff with a high-quality landscaped setting while maximizing the use of investment made in the past years and ensuring financial sustainability.
- To position ourselves as leaders in providing vocational professional education and training through internationally recognised qualifications valued by industry, while working in partnership with employers and other stakeholders to continuously improve the relevance of our curriculum.
- To ensure that all qualifications are industry-driven and based on community-oriented curricula and impact research.
- To establish an Eco Charter and become an ecologically sustainable College and a hub for Education for Sustainable Development.

POLICY, STRATEGIC, AND ECONOMIC CONTEXT

This section aims at providing context and background information to this strategy. Firstly, it addresses the impact of the COVID19 crisis, specifically on vocational professional education and training. Subsequently, this section also provides an overview of the overarching educational National and European strategies and MCAST's strategic landscape.

COVID19

The COVID19 pandemic has had far-reaching effects on all areas related to vocational education and training during 2020 and 2021. In particular, the pandemic resulted in MCAST's temporary closure, travel restrictions for international students, the requirement for additional sanitary measures, the disruption of apprenticeship contracts, and the need to shift to virtual learning, causing a substantial number of sudden challenges.

MCAST responded to these changes in a timely and effective manner, and worked relentlessly to provide students with education and training of the highest quality. The College also strived to maintain smooth processes and to mitigate the impacts on students as far as possible.

Moreover, the College also acknowledges the challenges that the pandemic has brought about, particularly to work-based learning, including apprenticeships. MCAST and the Government believe that companies must keep investing in apprenticeships to sustain economic growth in a post-pandemic scenario, in view of the crucial role they play in the development of human capital. Hence, Government's support is vital to encourage the take-up of apprenticeships during and after these challenging times.

As an outward-looking College, and as education policy-makers working towards a response to the crisis, MCAST is keen to learn from the newly adapted digital platforms, updated teaching and learning methods, assessment, and work practices. Without letting the pandemic dictate its direction, the College acknowledges the lessons learnt and seeks to learn from the experience.

MCAST is also considering the thematic areas forming part of the national post-pandemic strategy published in June 2021. From an education perspective, the Government aims to 'Refocus and integrate education, labour, and economic policy to underpin social and economic revival, transformation, innovation, wellbeing, and sustainable growth.' One of MCAST's strategic directions is to equip students with the 21st-century skills required for a future career, by enhancing the student's learning experience and ensuring that work-based learning is at the heart of the student's experience at the College.

EU CONTEXT

The College has long fostered an outward-looking, international perspective. MCAST's new strategy is in line with the actions recommended by the new EU VET policy framework, namely the Council recommendation on VET for sustainable competitiveness, social fairness, and resilience (adopted on 24 November 2020) and the Osnabrück Declaration as an enabler of recovery and just transitions to digital and green economies (endorsed 30 November 2020), which define the VET policy priorities for the next reporting period. The Declaration paves the way forward for vocational education and training after the Riga conclusions of 2015¹ [4] while, on the other hand, the VET Council Recommendation invites to work towards implementing VET policy to mainly:

- (a) equip young people and adults with the knowledge, skills, and competences to thrive in the evolving labour market and society, and to manage the recovery and the just transitions to the green and digital economy in times of demographic change and throughout all economic cycles;
- (b) foster inclusiveness and equal opportunities, whilst contributing towards achieving resilience, social fairness, and prosperity for all; and to
- (c) promote European vocational education and training systems in an international context so that they are recognised as a worldwide reference for vocational learners.

¹ <https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=7915&furtherPubs=yes>



NATIONAL EDUCATION STRATEGY

By sustaining the Framework for the Education Strategy for Malta 2014-2024 beyond its timeframes and re-establishing its support for the Framework, the Maltese Government has set a clear objective: to improve the quality and effectiveness of our country and to develop a society that is competent, resourceful, critically conscious and competitive in a global economy which is driven by information, knowledge, and innovation. In the context of lifelong learning, the Framework supports the modernisation process of vocational education and training, and supports apprenticeship, traineeship, as well as work-based and work-placed learning initiatives.

The Government has consolidated the quality approach to work-based learning through the enactment of the Work-Based Learning and Apprenticeships Act (2018). This Act sets out governance structures to protect the rights and obligations of trainees and employers and reframes the centrality of a closer, more structured, and broader relationship between educational institutions and employers. This legislation informs the College's policies and practices in this regard.

Government has consistently increased the expenditure on IVET year after year, but data shows that public expenditure on IVET as a percentage of GDP (0.33%) is still considerably below the EU average (0.56%). Nevertheless, in 2015, the employment rate of IVET graduates (aged 20 to 34) at ISCED 3-4 (91.7%) was higher than the EU average (77.2%). Furthermore, IVET graduates in Malta have an employment rate of 4.1 percentage points higher than their counterparts from general education. Similarly, IVET graduates in Malta have an employment rate of 23.2 percentage points higher than those with lower-level qualifications.

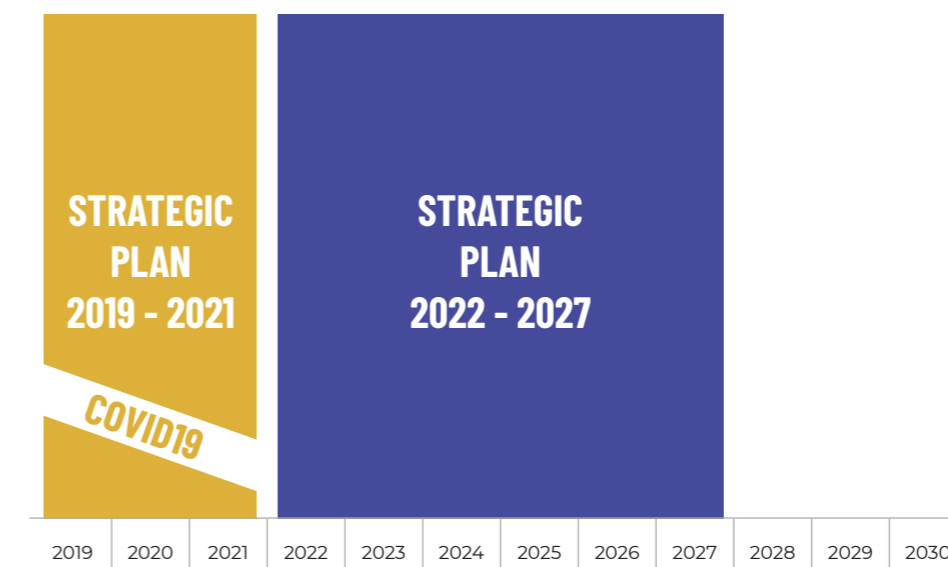
Moreover, this strategy is also in line with one of the significant pillars set in the Economic Vision created by the Maltese Government, to further elevate the labour force to a level that competes with the most advanced and attractive economies. This vision aims to frame the future skills landscape and prioritise the closing of skills gaps, align education curricula with the skills required for tomorrow's economy, establish Malta as an International Education Hub of Excellence, reskill, and upskill the workforce with the skills needed for tomorrow's economy and, finally, attract and retain diverse talent while curbing the brain drain of the best talent.

INSTITUTIONAL DIRECTION

The College's Strategic landscape is dominated by the MCAST Strategy Blueprint 2019-2030. This document outlines the contextual challenges faced by the College and depicts its alignment to European and National policies. It also presents the seven Strategic Objectives set out in the Strategic Plan 2019 – 2021 as well as the ones proposed in this plan for the years 2022-2027. Sustained efforts and investments are necessary across all education and industry stakeholders in order to drive the upskilling of the Maltese labour force towards becoming more dynamic, knowledge-based, and more relevantly skilled.

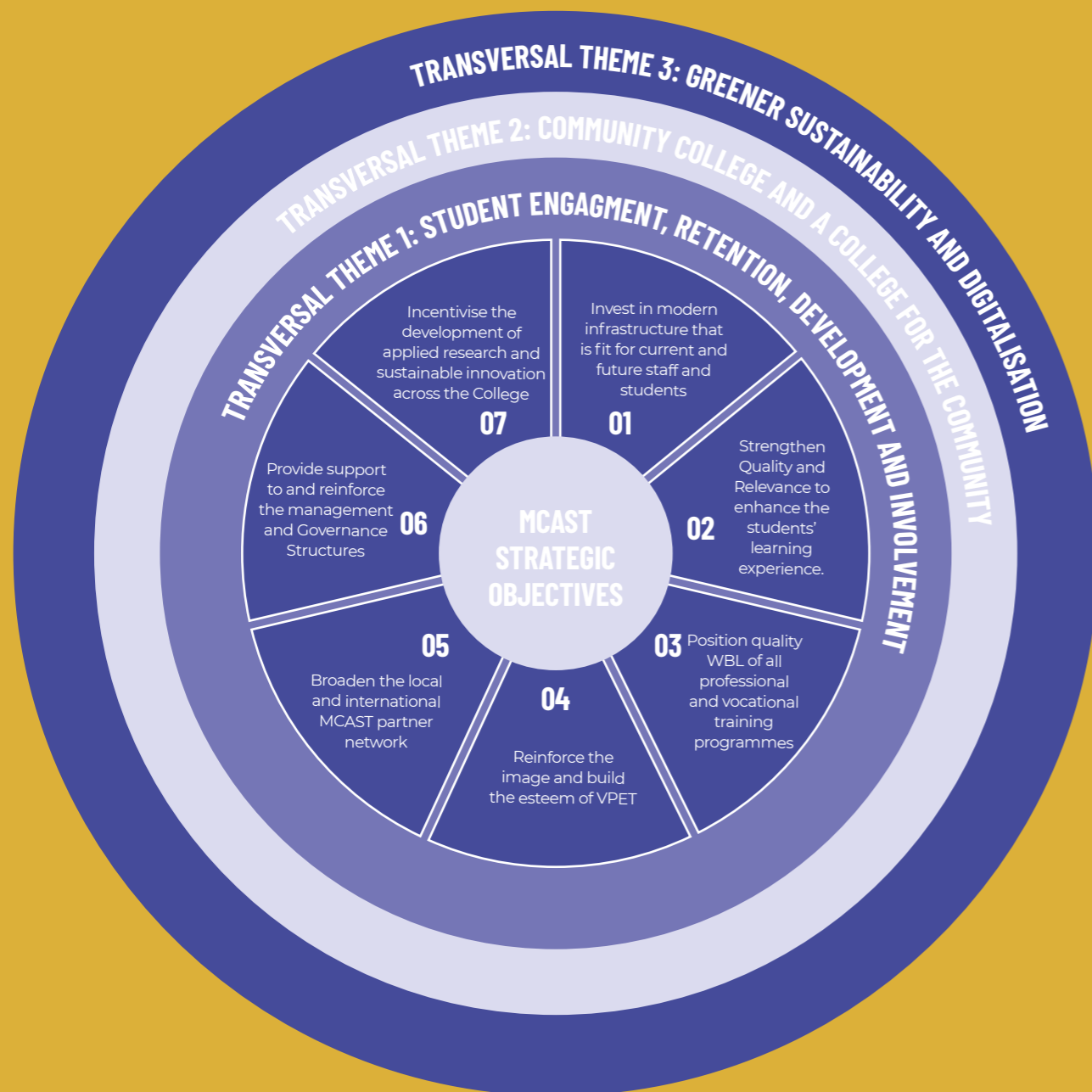
In the years ahead, as the country recovers from the pandemic, MCAST must continue to work towards teaching the skills students need to find a footing in a radically altered labour market. Stepping up to meet this challenge will emerge as an essential engine of economic growth, critical for learners and for employers in search of talent to fill new roles and fuel a national resurgence.

MCAST STRATEGY BLUEPRINT 2019 -2030



TRANSVERSAL THEMES

In order to underpin all seven strategic objectives, set for the College, which will inform its decision directions for the next 6 years, MCAST is keen to intertwine three transversal themes. These thematic priorities will direct the priorities which the College will set for each Strategic Objective.



TRANSVERSAL THEME 1

STUDENT ENGAGEMENT, RETENTION, DEVELOPMENT, AND INVOLVEMENT

The level and quality of student engagement within their educational institutions are critical in determining student retention, learning, achievement, and graduation. Student engagement is also an important mediating factor in the development of students' sense of belonging at their educational institutions. Students are full partners in the academic endeavour and are encouraged to develop active engagement in shaping their own learning. Indeed, in developing a sense of belonging, students are able to explore and make better use of services available to them on campus and are able to feel more empowered to represent the students' voices in the respective structures. The students' representation on decision-making bodies is pivotal to empowering the students to get involved further.

MCAST is proud of the strong partnership it has developed with students and the students' representatives. MCAST supports the holistic developmental process of each student in a systematic manner, and through the multi-faceted services available on campus.

In fact, the College works with the students' representatives within multiple fora to facilitate communication between students and the College, and through the use of traditional and social media, MCAST finds effective ways to showcase and support student issues and concerns. The College and the Students' representatives work together on a shared programme to support student well-being and resilience, not least to manage debilitating anxiety and stress.

TRANSVERSAL THEME 2

COMMUNITY COLLEGE AND A COLLEGE FOR THE COMMUNITY

The College aims to be an outward-looking institution that is responsive to the changing labour market. Unlike traditional higher education institutions that are guided solely by their academic standards, MCAST as a Community College can help build a community culture where employers are also educators.

MCAST aims to offer comprehensive programmes of career-oriented, post-secondary education and training. These options aim to assist individuals in finding and keeping employment opportunities whilst also addressing the needs of employers, the changing work environment, as well as supporting the economic and social development of the local and diverse communities. This also includes strengthening the re-upskilling of workers within the ever-changing labour market and preparing students to successfully proceed to further and higher education programmes. This can only be achieved by reinforcing or establishing lasting partnerships with local communities.

Online learning, hybrid courses, virtual mentoring and other forms of remote access must now be harnessed on a new scale to facilitate the teaching and learning of academic and technical skills. On-campus, whether it's through the use of blended learning or solely online, MCAST should be able to give students the ability to follow courses to further their employment options for leisure or personal development.

The face of education has changed, and our student profile has changed. We have adapted to provide our students with the best possible on-site and remote services and learning options. Similarly, we aim to provide learners with innovative support, which may also include online tutoring and library services, on-campus hotspots as needed, and digital course materials. Many of our part-time students need further support in having their tuition fees covered by financial aid and scholarships offered locally. Today's increasingly automated workplace demands both kinds of learning, and the economic uncertainty created by the pandemic will make both even more critical.

TRANSVERSAL THEME 3

GREENER SUSTAINABILITY AND DIGITALISATION

The College is committed towards focusing its development sustainably by enhancing its growth to better serve the economic needs of the country. The aim is also to safeguard its environment and promote social cohesion and wellbeing. The transversality of sustainability, as an underpinning theme in this Strategic Plan, looks at building a greener workforce, shrinking our carbon footprint, enhance digitalisation, and also at being a source of sound financial management. MCAST prides itself of its first-hand contact with the young and aspiring generation, through which it can work to instil skills and attitudes in its students in relation to better environmental awareness and resource management.

Against this background, the College is keen to mainstream sustainable development in its daily operations and decisions. This can be done by bringing to the forefront its economic, social, and environmental goals whilst utilising resources effectively and efficiently. The potential contribution of digital technologies is becoming ever more evident to achieve the Sustainable Development Goals (SDGs). Enabling technologies are transforming our societies and making them more resilient. This necessitates the need to mainstream digital literacy and digital skills. Initiatives and measures will not be implemented in isolation, but as part of overall development strategies and dialogue with partner organisations involving the public and private sectors.

Working towards an Eco Campus:

The drafting of an Eco Charter will showcase the College's drive towards sustainability. The efforts in this sphere can be formalised through working towards the Green Flag status. Various measures included in this strategic plan contribute to this Strategic Goal.

These include measures 15-23, 52, 59-61, 106-108, 131, 143, 157-159, and 181-184.

**STRATEGIC
OBJECTIVES,
INITIATIVES,
AND MEASURES**





STRATEGIC OBJECTIVE 1

Invest in modern infrastructure that is fit for current and future staff and students

INITIATIVES

MEASURES

Offer a personalised and seamless experience across a **digital environment** through developing an ecosystem of digital platforms that enable us to create a deep and rich learning experience that is open and accessible.

1. Develop our capabilities in data gathering, data analytics and decision analysis with a focus on impact.
2. Further utilise the potential of EdTech for personalised learning for students with diverse needs, also by equipping learning spaces with the necessary technology.
3. Make available relevant updated software packages for students to reflect the developments in the industry.
4. Beef up the IT support team and set up a digital hub focusing on usability, integration, centralisation, and training to achieve pedagogical skills and technology in education.

Ensure purpose-driven, target **campus investment** smartly and sustainably.

5. Prioritise the embellishment of the common open spaces on campus to create a more welcoming physical environment, while gradually creating a virtual campus.
6. Create a sense of belonging through our physical and virtual presence to demonstrate contemporary practices in safety and accessibility.
7. Drive a refurbishment program focused on repurposing our existing environments while integrating new purpose-built flexible teaching and learning spaces equipped for remote/online learning.
8. Develop further the engineering village and the new arts and social sciences complex, including installing additional simulators, AI and VR equipment.
9. Establish a research centre that includes Polymer Processing Research laboratory; Rapid Prototyping Laboratory facility; Logistics and Transport Centre.

TRANSVERSAL THEMES

Student Engagement, Retention and Involvement

Centralise the **role of the students** in the campus planning process.

10. Provide student organisations with their own dedicated space on campus to encourage involvement and activism.
11. Involve students in the consultation and design process of MCAST buildings. Consult with students in the equipping process and the use of education spaces.

Community College

Rethink the role our campuses play within the Community.

12. Identify new partners and create new uses for our campuses that are civic-minded and attractive to new target groups.
13. Welcome social partners and community groups into the College spaces to enhance a closer interaction between staff, students, and social organisations.
14. Widen the use of the campus for multi-cultural activities which are open to the community which we serve.
15. Organise sustainability and eco-friendly initiatives and events in collaboration with and for the Community, e.g. "Green Days".

Greener Sustainability & Digitalisation

Implement **environmental initiatives** that work towards carbon neutrality, zero waste and leading water recycling strategies.

16. Develop an Action Plan to identify the critical issues on which to focus with respect to sustainability in critical areas including energy use, water, resources, procurement, catering, mobility, etc.
17. Set up a number of green roofs, PV panels, green walls and other green infrastructure to serve as facilities for a green infrastructure hub.
18. Consider the setting up of a Green Travel Plan in liaison with the relevant competent authorities for a holistic traffic management plan for the area.
19. Upgrade WIFI coverage to avoid dark spots while splitting the bandwidth to maximise the efficient use for teaching and learning.
20. Install electric car charging points and bicycle racks on campus to encourage sustainability and active mobility.
21. Work towards improving the sustainability of green infrastructure in Malta by, for example, using polished water from the hosting building for irrigation, using waste from the same building as medium amenders, etc.
22. Provide a scalable solution to reduce the environmental impact of ongoing investment in physical technology and its maintenance, while also future-proofing the digital environment.
23. Set up an Eco Charter with the vision and goals of the College with respect to Greener Sustainability.



STRATEGIC OBJECTIVE 2

Strengthen Quality and Relevance to enhance the students' learning experience

INITIATIVES

MEASURES

Innovate Curriculum:

enhance the digital experience, include more transversal skills, provide more flexibility to personalise the content.

24. Diversify the MCAST study programmes to reflect the dynamic economic and social needs of Malta, including the focus on transversal skills, the need for high-skilled workers in sectors such as finance, gaming, engineering, and the focus on Education for Sustainable Development.
25. Strive to make programmes more flexible and accessible through varying modes of implementation such as blended e-learning carried out by means of a single virtual learning environment, and with an IT support platform.
26. Review, develop and implement a number of programmes including Flipped VET, Apprenticeship Degrees and Master's degrees.
27. Revive the centrality of MQF Level 4 and Level 5 programmes in certain vocational sectors.
28. Introduce the Professional Doctoral Degrees at EQF/MQF Level 8.
29. Promote crafts courses to preserve traditional talent and creativity.
30. Give value to, and make available, language learning, also as a support to mobility experiences.
31. Review the MCAST assessment policies to ensure quality, rigour and validity, while being respectful of students' diverse strengths and potential.

Strengthen the teaching professional development programme for staff

32. Structure, mainstream and publish an annual CPD programme for all MCAST staff, and further widen the subject matters including the use of VLEs and online pedagogies.
33. Develop tools that facilitate learning, making it more engaging and hence more attractive for students.
34. Coordinate Institute-specific CPD to focus on the respective professional sectoral needs.
35. Promote and support further Communities of Practice as a means of peer learning.
36. Beef up the human resources of the CPD administration to enable a broader approach to staff members' personal development, especially in view of a college-wide need for capacity building in innovative technologies.

Quality Education Experience:

widen opportunities, improve gender equity, enable more pathways, and support students for success.

37. Streamline the pastoral care strategy towards the personal and professional wellbeing of students.
38. Collaborate with established entities to enrich the wellbeing services available to support students and staff on campus.
39. Consolidate, expand, and make more visible the assistance provided to students with challenging learning needs and students with physical disabilities.
40. Provide student mentors at all levels through multidisciplinary teams.
41. Set up student help desks manned by teams of experts to settle student queries.
42. Improve student retention rates, also through the provision of holistic support.
43. Strengthen transversal and life skills as part of the students' learning experience at MCAST to ensure that all students are prepared for employment and life.
44. Better equip the library and learning resource centre to address the diverse needs of the student cohort.
45. Create a working and learning environment that is respectful and safe from all forms of discrimination and harassment.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Empower our diverse student body to co-design their educational experience

46. Formalise, disseminate, and champion the MCAST Student Charter.
47. Raise further awareness of the range of student involvement opportunities and support services offered by the College.
48. Enhance the enrollment and onboarding process of students, also through peer-to-peer initiatives.
49. Increase the availability of studios and workshops outside contact hours for students to practice individually, thus putting more emphasis on independent learning.
50. Include representation of students in the Eco Committee and actively involve them in devising an Action Plan and in the running of the Committee.

Community College

Enrich the community through diverse **lifelong learning options**.

51. Make available, on a part-time basis, more mainstream courses at different MQF levels.
52. Sustain and diversify the bespoke training options available to the industry.
53. Develop further the concept and practice of the MCAST community of learners, lecturers, and administrators.
54. Widen the provision of student support services to the entire MCAST student cohort including students in satellite campuses, part-time
55. Make available the library and learning resource centre to the wider community.
56. Further strengthen the RPL options for the more mature cohort of students seeking to reskill or upskill.

Greener Sustainability & Digitalisation

Contribute towards the achievement of **key sustainable development objectives**.

57. Include gamification, augmented reality and virtual reality, where appropriate, through a review of curricula in parallel with the development of technical skills whilst taking into consideration different abilities.
58. Develop training with industry focusing on digital skills, AR, AI, VR and new technologies that empower lecturers to teach in innovative learner-friendly ways.
59. Train individuals in the theoretical and practical aspects of designing, setting up, improving and maintaining green infrastructure.
60. Offer part-time courses online to make learning more accessible and with less carbon impact.
61. Regularly collect key data and information with regard to sustainability in operation, research and teaching.
62. Encourage academic units to source or improve on modules and units which have already been established and discourage unnecessary course expansion.
63. Enhance the course review process to identify any existing duplication of modules or units.



STRATEGIC OBJECTIVE 3

Position Work-Based Learning (WBL) as the heart of all professional and vocational training programmes offered by MCAST

INITIATIVES

MEASURES

Consider WBL more holistically, **recognizing alternative models** where boundaries and models are evolving.

- 64. Transform the process of facilitation of VET students in their transition to employment, sensitise students prior to the placement, and strengthen the monitoring system.
- 65. Strengthen academic, technical, and career readiness (employability) skills, including work ethics, work-appropriate behaviour, and the ability to work with others.
- 66. Ensure that all WBL integrated within study programmes has clear, well-defined deliverables, is assigned workloads, and is included as Accredited WBL.
- 67. Widen the option of WBL to the lower MQF levels to provide students with more applied and relevant learning possibilities.
- 68. Seek to offer a WBL option also to students with learning and physical challenges and to provide support as necessary.
- 69. Evaluate, review, and introduce new Apprenticeship Degrees programmes.
- 70. Increase longer apprenticeship international mobility options for students.
- 71. Explore alternative and effective assessment models for WBL.

Provide **professional development** for lecturers, mentors (at the place of work), and WBL coordinators to develop instructional strategies.

- 72. Promote CPD, including training in the industry and/or academic institutions to ensure that staff remains abreast of learner-friendly innovative technologies relevant to specific sectors.
- 73. Encourage employers to invite relevant academic staff to attend training organised by employers for their employees.
- 74. Attract industry professionals to contribute to the teaching and learning at the College, also by offering CPD options to transition to teaching duties.

Create and sustain relationships with employer associations, the public sector, and relevant stakeholders in order to further strengthen the endorsement and active involvement towards a meaningful WBL experience.

- 75. Widen the visibility of the industry's involvement on campus during study programmes and when hosting students, also to serve as a means of increasing the understanding of the inter-linkages between education and industry.
- 76. Identify industry clusters for each study programme to provide students with a diverse work-based learning experience from multiple angles. In particular, small, and micro enterprises might need a coordinated approach or different models to create 'training consortia' that serve to maximise the potential of promoting and developing a culture for apprenticeships.
- 77. Work with business representatives who might be in a better position to market WBL and develop solutions.
- 78. Develop and deliver train-the-trainer courses for industry/sector employees.
- 79. Secure support directly from the industry in resourcing the latest equipment.
- 80. Involve industry and employer representatives in assessment procedures to reflect practices in the industry.
- 81. Invite and/or recruit active industry practitioners as lecturing staff to bring in the industry into the learning spaces, the labs, and the workshops.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Encourage students to take **ownership and responsibility**

- 82. Empower students with skills, resources and support to actively reflect, search, apply and direct the WBL components within their respective study programmes.
- 83. Provide more entrepreneurial exposure to students through different initiatives such as the updated MCAST Entrepreneurship Centre.

Community College

Improve the **accessibility of WBL** components to all full-time and part-time students.

- 84. Introduce flexibility and modularity in the work-based learning components to allow part-time students to take up VET programmes.
- 85. Provide support in the form of adviser guidance and interaction, learning resources and administrative help.

Greener Sustainability & Digitalisation

Further widen the **understanding of sustainability measures** within the industry through WBL components.

- 86. Work with employers to ensure that WBL options appropriately embed sustainability in the knowledge, skills and competencies of the respective sector.
- 87. Create increased access to, and participation in, WBL both by employers and by learners, including through better financial incentives.
- 88. Help existing resources to go further so that demands on the public sector are reduced.
- 89. Enhance the overall learning experience of VET students through AI, virtual, and simulated work environments that complement real-life WBL.
- 90. Seek to balance the cost of WBL, and its benefits, in terms of its importance for companies that benefit from the contribution of learners, with production and savings of hiring new employees.



STRATEGIC OBJECTIVE 4

Reinforce the image and build the esteem of Vocational and Professional Education and Training

INITIATIVES

MEASURES

Develop a **more integrated communications approach** that will drive a long-term, integrated campus-wide content strategy and plan supported by comprehensive tools.

- 91. Develop more effective and efficient internal communication tools, including more regular e-content, thematic meetings, team meetings, staff gatherings and opportunities for consultation and feedback.
- 92. Increase the value of the College and bolster influence and perception among the key audiences.
- 93. Widen the awareness, and appreciation, of vocational and professional skills amongst parents and guardians.
- 94. Adapt the College's communications and engagement models to feature a facilitated approach towards the establishment of reliable campus-wide, area-specific, and unit-driven communications.
- 95. Enhance positive recognition of MCAST via a more integrated campaign on a national level with stories emanating from our campus that demonstrate the College's leadership, innovation, and positive impact.
- 96. Showcase and make more visible the achievement of students and staff members through more events, exhibitions, expositions, open days, press briefings, College news services, and through the use of social media.
- 97. Improve the visibility of the different vocational sectors and programmes offered by the College.

Pursue a **closer relationship and interaction** between staff, students, alumni, social partners and local communities

- 98. Develop clear communication pathways that make it easier for businesses, the industry, social partners, and the community to connect and collaborate with us.
- 99. Establish new partnerships, new research connections and improved entrepreneurship and commercialisation opportunities.
- 100. Animate, resource and energise the MCAST alumni network to develop its voice on College matters, become involved in campus-based services, and inspire role models for student involvement.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Enhance the **visibility of the MCAST student.**

- 101. Involve students in the ongoing campus life, in the promotion of the College, and give visibility to the students' success through the College's promotional channels.
- 102. Reach out, facilitate and involve MCAST alumni as role models, ambassadors, and champions of College good practices, particular vocational sectors, and/or services.

Community College

Bring education closer to the **community's needs.**

- 103. Build partnerships that create opportunity, innovation, and mutual benefit for the communities we serve.
- 104. Lobby for the updating of scholarship options for persons seeking to pursue students at MQF Levels 4 and 5.
- 105. Diversify the part-time professional courses to allow interested employees to consider MCAST programmes alongside full-time employment.

Greener Sustainability & Digitalisation

Be **economical** with communications tools

- 106. Reduce the number of print advertising campaigns while increasing the number of targeted digital campaigns.
- 107. Monitor the social media and website statistics to maximise and direct the College's communications activities depending on the target audience.
- 108. Less is more. Be more engaging but provide more efficient points of access to information.



STRATEGIC OBJECTIVE

5

Broaden the local and international MCAST partner network

INITIATIVES

MEASURES

Meet the responsibility of being at the **service of society**.

- 109. Establish a long-term strategic alliance with various local compulsory schooling providers, as well as with further education providers who share our goals to widen participation in high-quality higher education.
- 110. Work alongside other further education colleges to streamline provision, avoid duplication, and encourage progression to higher education.
- 111. Expand the delivery of higher education with partner colleges and universities.
- 112. Work closely with NGOs, community groups, and charities to fulfil our social responsibilities, including through volunteering.
- 113. Bolster the CSR initiative amongst the students to become more active citizens and enhance their employability in a dynamic democratic society and economy.

Act as a **key player** in the economic and social wellbeing of Malta.

- 114. Support talented young graduates to find high-skill employment, and support innovation in high-skill, high-innovation, and high-reward areas to develop the Maltese economic sector.
- 115. Liaise with the public service, to meet their needs for skilled, qualified staff and thereby support the delivery of high-quality, professional services for the community.

Foster **more structured, open relationships** with employers, social partners, regulatory bodies, policy-makers, government entities, and industry representatives

- 116. Proactively seek to set up a permanent working committee between the Ministry for Education and MCAST intended to facilitate a smoother transition for students with minimal overlap, provide additional VET exposure to students, and improve dialogue and coordination to maximise achievements by vulnerable students.
- 117. Formalise and structure relationships with other ministries, public organisations, and regulatory bodies.
- 118. Make available CPD options to employees of partner organisations, as necessary.
- 119. Work with like-minded businesses, industry, regulatory bodies, and stakeholders to support economic growth, innovation and enterprise.
- 120. Support, structure, and encourage the involvement of stakeholders to actively contribute towards the development and review of curricula.
- 121. Welcome industry representatives, policy-makers, regulatory bodies, and potential employers and encourage them to be more visible on campus during events, expos, and career days.
- 122. Cultivate a closer link with College partners also through the option of short industry experience for College staff members.

Strengthen the international **recognition** of MCAST.

- 123. Pursue collaboration with international institutions to offer a broad, attractive range of subjects and to further increase knowledge transfer.
- 124. Work with international partners to deliver MCAST programmes overseas and encourage the progression of international students to the College.
- 125. Create stronger networks with other similar European education / vocational institutions to share good practices.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Develop our students as more active **local and global citizens**.

- 126. Encourage students to provide prompt feedback. Suitable measures will be put in place across the College to ensure that students are facilitated in providing feedback in a safe and valued manner.
- 127. Support the strengthening of student representatives' structures and processes and provides the necessary support to the student representatives to enable them to fulfil their roles.
- 128. Enhance opportunities for international student mobility and digitally-enabled cross-campus learning collaborations.
- 129. Encourage students and students' representatives to participate in social groups, liaise with other students' organisations and engage with other youth assemblies.

Community College

Make the College **more open to international activities** and encourage physical and virtual mobility.

- 130. Take advantage of our increasing international connections and offer our students the opportunity to participate in virtual international mobility during their studies.
- 131. Make available the College's facilities and skills to community partners to develop ecologically related activities with and for the community.

Greener Sustainability & Digitalisation

Create streamlined synergies with strategic partnerships to **avoid duplication of resources** used.

- 132. Act as a focal point to bring together multiple actors, stakeholders, and interested parties in the vocational and professional education and training sector to streamline efforts, resources and to enrich the sector, rather than duplicate or multiply the same efforts.
- 133. Carefully balance competing demands from external and internal stakeholders who are likely to have different agendas and visions for the partnership by establishing MOUs to sustain partnerships over the longer term.



STRATEGIC OBJECTIVE 6

Provide support to and reinforce the Management and Governance Structures

INITIATIVES

MEASURES

Consolidate the business model through closer alignment among strategy, planning, evaluation, and accountability.

- 134. Increase productivity through the efficient use of resources underpinned and enabled by systems and processes that support it.
- 135. Deliver revenue growth by raising tertiary education participation in Malta, exploring new markets including international ones, and enhance our capacity to attract research funding in areas of strength.
- 136. Decrease costs through workload improvements, a better understanding of course and unit delivery costs, and a reshaped campus footprint.
- 137. Sustain the ongoing commitment across the organisation to ensure strong financial management and more agile business development.
- 138. Establish a data governance programme, for continuous improvement in disaggregated data collection, analysis, and use.
- 139. Pursue ongoing improvement in the operation of the College's legal framework including its boards and committees.

Augment the MCAST **Integrated Quality Management System (IQMS)** to the next level of excellence.

- 140. Enhance the adoption of the EQAVET criteria through the upgrading and alignment of the MCAST IQMS in order to allow the fulfilment thereby of the requirements of the International Standard ISO 21001 'Educational organisations – Management systems for educational organisations'.
- 141. Implement a formal, transparent, and structured policy deployment management system that facilitates the implementation of key performance indicators at the Corporate, Institute, and Departmental levels.
- 142. Identify, map, and promote an internal customer-supplier chain that is directed at the further enhancement of the student-centred learning experience.
- 143. Ensure compliance with an Eco-Management and Auditing system (EU EMAS), e.g. the FEE Eco Campus as a sign of quality.

Recognise and strengthen **staff commitment, engagement and dedication.**

- 144. Strengthen the induction and on-boarding initiatives to be more comprehensive and specific to the respective Department / Institute, with the possibility of assigning mentors/critical friends as necessary.
- 145. Further boost the visibility, the valorisation, and the engagement of the College administrative staff.
- 146. Carry out a gap analysis of current skills vs future skills needed at the College and direct the CPD offered and supported.
- 147. Structure, mainstream, and publish an annual CPD programme for all MCAST staff, and include programmes related also to the College's administrative roles and functions.
- 148. Foster a culture of lifelong learning among all staff members.
- 149. Prioritise progression based on a combination of certified learning and prior experience.
- 150. Dedicate resources to staff social committees and support new initiatives as a means of stimulating staff appreciation and overall wellbeing.
- 151. Work towards better representation of staff on decision-making bodies within the College.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Support **student participation** in decision-making bodies.

- 152. Consult, involve, and pursue students' involvement in decision-making processes on matters concerning their learning and education as a whole.
- 153. Insist on regular student participation in the respective Boards and Committees and facilitate their participation, also through more careful scheduling of the meetings.

Community College

Ensure a **governance structure that serves the needs** of our local community.

- 154. Provide opportunities and fora for shared governance.
- 155. Good governance includes incorporating the orderly involvement of students, employees, and citizens in discussions about new policies, plans, and practices. Ensure regular feedback from students and the community to identify trends and emerging opportunities and priorities.
- 156. Evaluate, review - as necessary - and broaden the College's Corporate Social Responsibility (CSR) programme to provide learners with more opportunities for life-enriching experiences that add value to their holistic knowledge base.

Greener Sustainability & Digitalisation

Embrace the **circular economy**

- 157. Adopt more environmentally friendly, low carbon procurement practices.
- 158. Provide training options on procurement policies and practices.
- 159. Aim towards becoming a signatory of the UN Supported Principles for Investment (PRI).



STRATEGIC OBJECTIVE 7

Incentivise the development of applied research and sustainable innovation across the College

INITIATIVES

MEASURES

Improving the **quality, quantity, and impact** of research, innovation, and publication.

- 160. Support the introduction of practice-as-research and practice-based research within the College.
- 161. Set research groups for specific thematic areas.
- 162. Create and strengthen inter-disciplinary and inter-Institute research collaborations.
- 163. Promote MCAST as a research hub, also through a science/research publication that gives visibility to any ongoing research, and through articles, comments and opinion pieces in the media, particularly in social media and in leading papers.
- 164. Host international research events and knowledge-sharing seminars, inviting international speakers.
- 165. Bring the library to the forefront in research and in the provision of continuous support to academics by ensuring the availability of necessary resources and services.

Increase and improve **research partnerships.**

- 166. Bring professionals together to create multi-faceted research and innovation hubs.
- 167. Work towards improving the perception and standing with partners and stakeholders to seek more engagement with government entities.
- 168. Support interdisciplinary research carried out in teams, as well as work with other research institutions acting as external partners.
- 169. Build a database of existing links to industry, universities, and other external entities to reach out thereto in order to enhance future collaborations and research endeavours.

Support staff to undertake **excellent research and innovative professional practice** which enriches students' learning and creates impact and benefit for others.

- 170. Make available administrative support for proposal submissions, reporting, and post-award.
- 171. Organise more regular research meetings and seminars for lecturers within the Institutes.
- 172. Facilitate the alignment of student research to identified research areas.
- 173. Train lecturers and students in different research methodologies in order to strengthen their understanding of research, while realising the benefits of doing research, both for their career projections and for MCAST's exposure within the wider research community.
- 174. Support and encourage more the link/feed of research outputs/outcomes into the VPET teaching aspect.
- 175. Provide and expand support, guidance, and structures to boost innovation, entrepreneurial skills, incubation options.

TRANSVERSAL THEMES

Student Engagement, Retention, Development and Involvement

Continue to **develop student researcher support**

- 176. Identify facilitators, champions, and mentors to act as change agents to support the efforts of research and innovation by students.
- 177. Mainstream the inclusion of transversal skills which support research and innovation
- 178. Expand industry placements with our strategic partners to enable student researchers to transition more easily between industry and the College.

Community College

Guide **research themes** to address issues of local and international importance

- 179. Prioritise research that addresses the needs of local communities and is relevant to people's lives.
- 180. Engage with local communities to facilitate linkages, involvement, and networking opportunities as a means of directing community-wide innovations.

Greener Sustainability & Digitalisation

Contribute research efforts towards one or more of the Sustainable Development Goals.

- 181. Insist on research that integrates sustainability aspects and environmental consciousness in its parameters and approaches.
- 182. Focus on scientific research, encourage innovation, and substantially increase the number of research and development workers.
- 183. Encourage research to draw inspiration from concepts reinforcing human wellbeing and a healthy environment, as well as a sustainable and viable future for our globe.
- 184. Understand the importance of the interdependence of the SDGs and hence of inter-disciplinary research, e.g. in relation to sustainability.

DEVELOPMENT PROCESS, MONITORING, AND PERFORMANCE MANAGEMENT

Development Process

The consultation process, which led to the development of this Strategic Plan, is the most important aspect thereof, with the active involvement of internal and external stakeholders contributing to this ambitious document.

The consultation process was split into two phases:

- Internal Thematic Consultation sessions: January and February 2021
- Public Consultation sessions: May and June 2021

In January 2021, Circular 5/2021 and Circular 32/2021 were sent out to all students and staff, outlining the topic of the thematic consultations, together with the date/time and details for registration. Twelve internal thematic consultation sessions were held virtually focusing on Inclusion, Staff Development, Infrastructure and Facilities, e-learning and EdTech, Teaching, Learning and Assessment, Equality and Equity, Research and Innovation, Communication, Work-based Learning, Student Support Services, and Quality Culture. More than 330 staff and students were consulted through these sessions. On the basis thereof, the first draft Strategic Plan was presented to the MCAST Board of Governors for their approval to proceed with further consultation.

The public consultation phase of the Strategic Plan 2022-2027 kicked off on the 20th of May 2021 with a Ministerial press conference held at the MCAST Gozo Campus. The consultation period was planned to close on the 18th of June 2021, but due to demand for additional consultation meetings the deadline was extended to the 1st July 2021².

² One consultation meeting was rescheduled beyond this timeline due to inavailabilities.

Development Process (continued)

During this period, the draft document was available on the Government public consultation website³ and on the MCAST website⁴. Furthermore, an online anonymous questionnaire was available for the submission of feedback. During this phase, MCAST undertook the following initiatives to liaise with as many stakeholders as possible, including reaching out to the general public:

1. Meetings with each member of the Board of Governors
2. Employers' Consultation Event
3. Bilateral meetings with social partners
4. Consultation event with the main officials from the Ministry for Education
5. Policy Stakeholder Consultation Event
6. Online questionnaire
7. Feedback received via the generic email address⁵
8. Staff (Lecturing & Administration) Satisfaction Survey report
9. Student Satisfaction Survey report

In total, more than 1,720 persons provided feedback through either of the channels listed above. All the feedback received was reviewed and consolidated in an updated draft Strategic Plan. This was presented to the Board of Governors on the 28th July 2021.

Monitoring and Performance Management

The development, launch, and roll out of this Strategic Plan falls within the remit of the Office of the Principal/CEO. The plan will be translated into annual and thematic action plans, which will be assigned to different operational units and departments within the College. Targets to support the achievement of the strategic plan will be monitored and set annually.

Continual appraisal and evaluation of our performance is critical for ensuring future success. During the three-year period, progress will be measured through Key Performance Indicators (KPIs) that cascade from the higher levels through the college via planning and monitoring. Understanding our performance will allow us to manage and maximise the change process which MCAST will go through. A bi-annual review of the plan will be presented to the Board of Governors.

We will use the results of our evaluation to ongoing staff and business development partners informed, ensuring the realisation of our objectives and our ambitions to become a sustainable organisation.

³ https://meae.gov.mt/en/Public_Consultations/MEDE/Pages/Consultations/MCASTStrategicPlan20222027OverviewforConsultation.aspx

⁴ https://www.mcast.edu.mt/wp-content/uploads/MCAST-Strategy-22-27_CONSULTATION_SPRING-2021.pdf

⁵ strategyconsultation@mcast.edu.mt



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EAST. 1985
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Writing
for Key
English Grammar in Use
English Grammar in Use
Practical English Usage
Threshold Level Student's Book
Financial English
How to Pass
SEIC Threshold Level Student's Book
Practical English Usage
Upper-Intermediate Student's Book
Upper-Intermediate Teacher's Guide

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Upper-Intermediate Teacher's Guide
Business Objectives
Business Matters

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MCAST

Main Campus, Corradino Street, Paola PLA 9032, Malta
+356 2397 1000 | information@mcast.edu.mt
mcast.edu.mt

