

## AVEPRO 2019 Questionnaire

The AVEPRO 2019 questionnaire was sent to all the Ecclesiastical Academic Institutions currently present in Europe. Each Faculty was asked to compile it (also only in part) and send it back to the Agency. This request was granted by **66% of the Institutions / 67% of the Faculties** contacted:

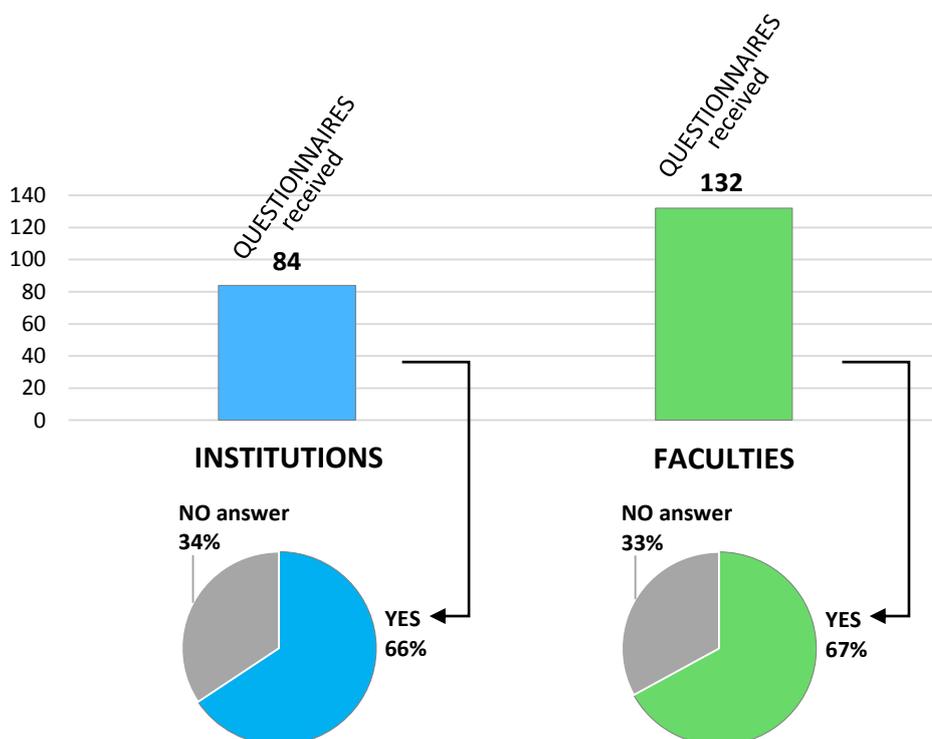


Diagram 1 – Ecclesiastical Institutions/Faculties in Europe and questionnaires compiled (received by AVEPRO)

The data collected made it possible to confirm once again the great diversity of the Holy See's Higher Education System, which is unique in the world:

- it is a **global system**
- it exists in a variety of **very different cultural contexts**
- **different languages** are spoken (at least 18 in Europe)
- **it interacts with different regional/national legislative systems** (approximately 20 in Europe).

The network of Institutions that compose the Holy See's Higher Education System is vast and encompasses a great positive potential, also for the quality of the ecclesiastical academic Institutions. As stated in the Foreword to *Veritatis Gaudium*<sup>1</sup>, **the ability to form networks, benefitting from the positive and enriching contribution of peripheral entities** is one of the four key principles that impact the evaluation of quality in academic Institutions.

The questionnaire consisted of 3 parts:

- ➔ Section A - Questions regarding **STUDENTS**
- ➔ Section B - Questions regarding **INSTITUTIONAL ACTIVITIES**
- ➔ Section C - Expectations regarding the **AGENCY'S ACTIVITIES**

It is interesting to note that:

<sup>1</sup> Apostolic Constitution *Veritatis Gaudium*, Foreword 5, 2018.

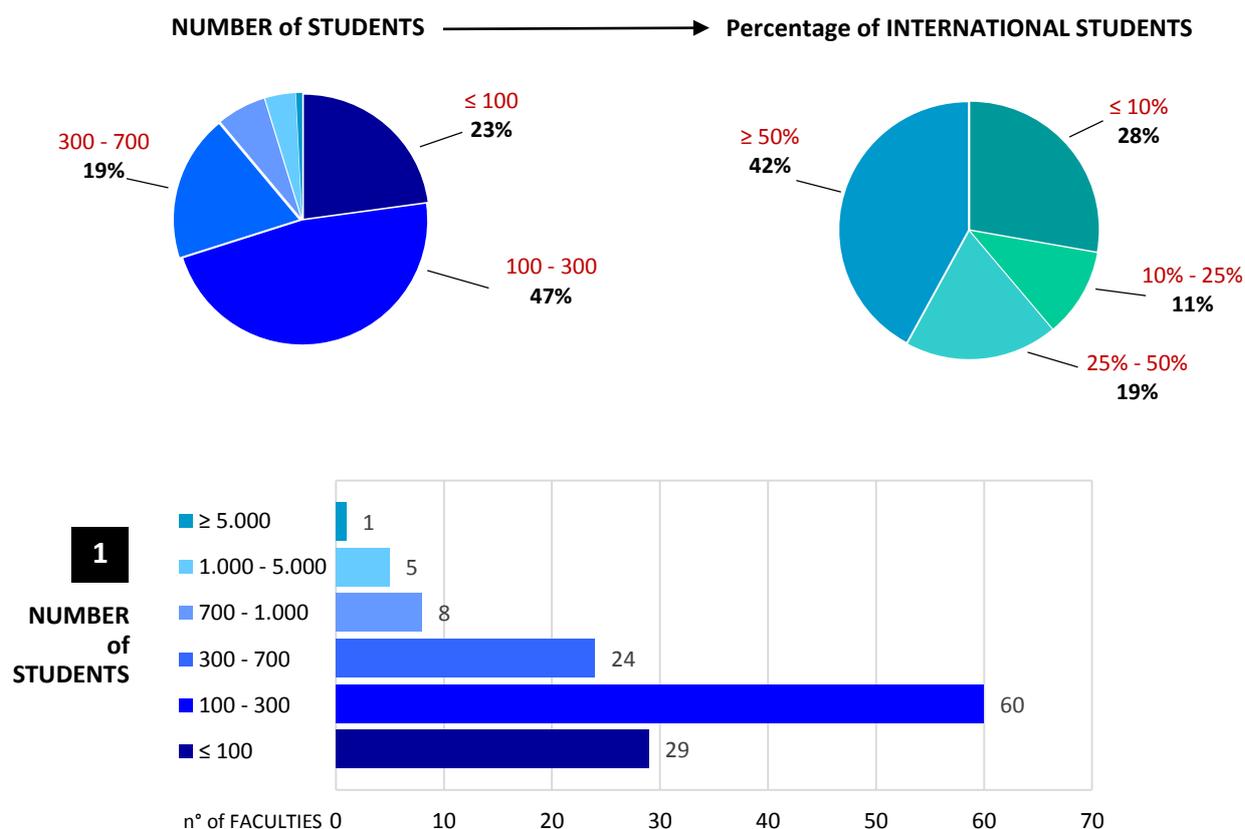
- The response rate of the Faculties was good (67% in total), with significant differences between the various countries in which they are located.
- The 3 countries in which the response rate was equal to or over 90% are those in which AVEPRO actively cooperates with individual Institutions and other important stakeholders. This fact highlights how **cooperation between the Institutions, AVEPRO and other stakeholders at a national level**<sup>2</sup> can facilitate the creation of a **network for the promotion of Quality Assurance at various levels** (national, regional and global).

➔ Section A - Information regarding **STUDENTS**

It is interesting to note that:

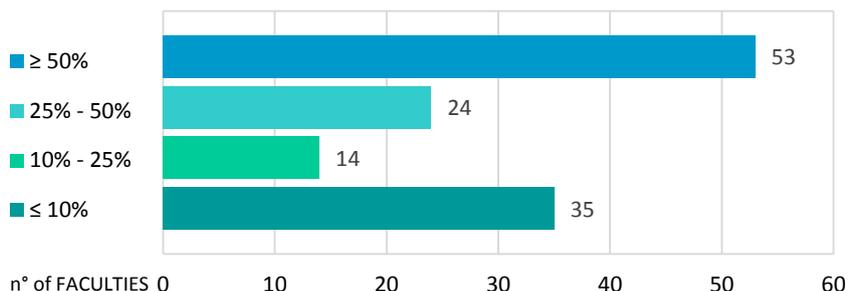
- 23% of the Faculties that responded have less than 100 students and 47% of the Faculties that responded have between fewer than 100 and 300 students, therefore **70% of the Faculties that responded have between fewer than 100 and 300 students**.
- **42% of the Faculties that responded stated that more than 50% of their students are international students and 28% stated that they have less than 10% of international students.**

These percentages highlight the fact that there are two different types of Faculty within the system: those with an international vocation and those with a “local” vocation (national students). These situations differ greatly from each other and have repercussions on the organization of the Faculties, which need to adapt their structures to the different demands and issues of their students (international students require more administrative assistance and often also linguistic help) and have to deal with significant cultural challenges.

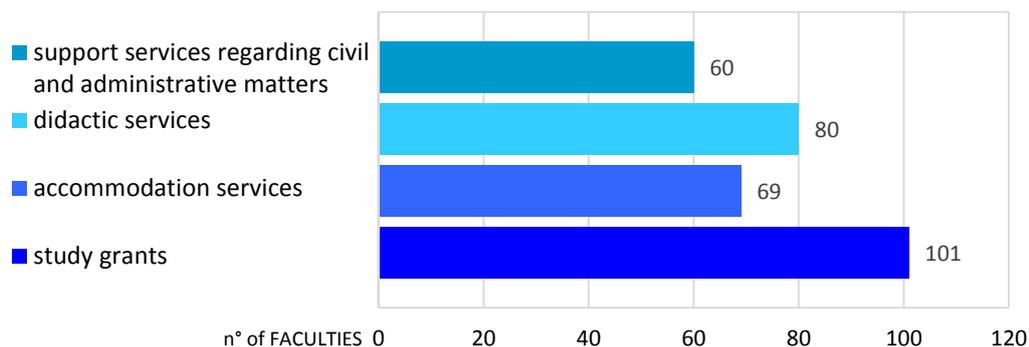


<sup>2</sup> Episcopal Conferences, national agencies, rectors' conferences and student associations.

**2**  
**Percentage of INTERNATIONAL STUDENTS**



**3**  
**FORMS of HELP and SUPPORT for students**

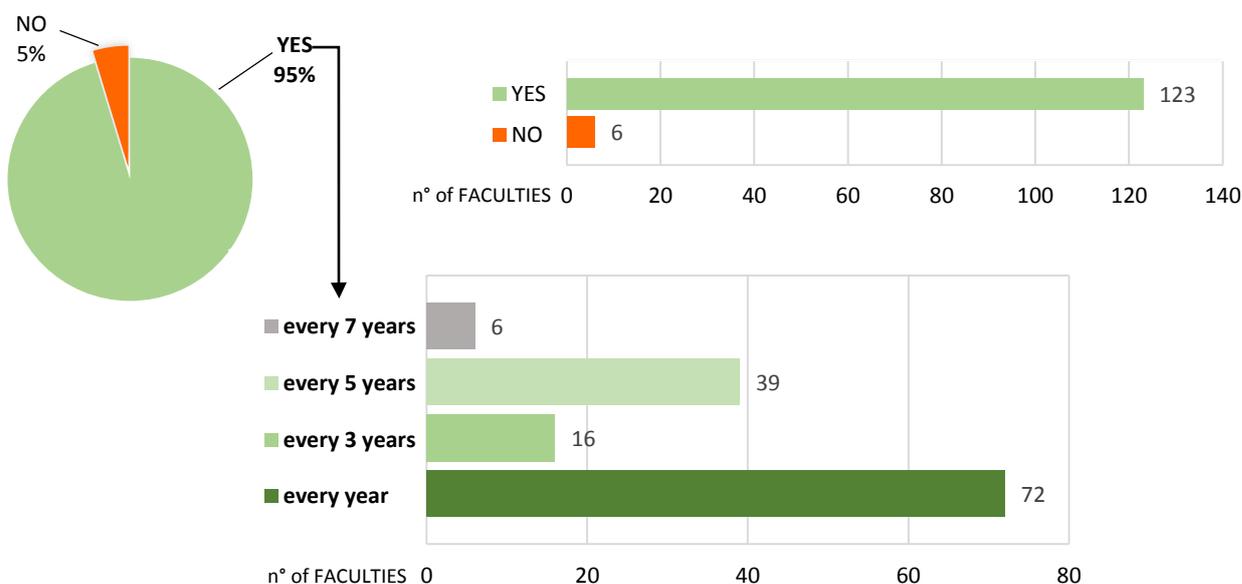


➔ Section B – Information regarding **INSTITUTIONAL ACTIVITIES**

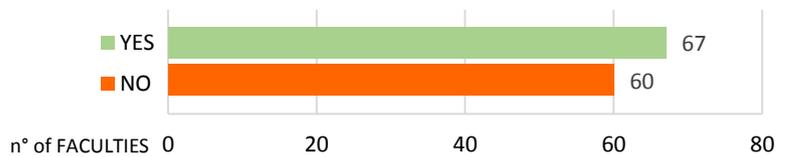
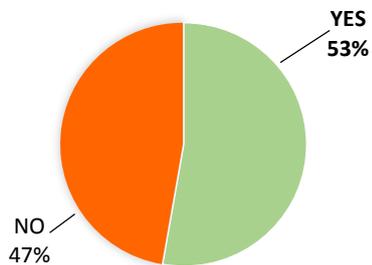
It is interesting to note that:

- Almost all the **Ecclesiastical Faculties in Europe** carry out processes of evaluation (95%), but only some have a **QUALITY POLICY** which is clearly expressed and published on their websites (53%).

**4** Academic Institutions that carry out **PROCESSES of SELF-EVALUATION**

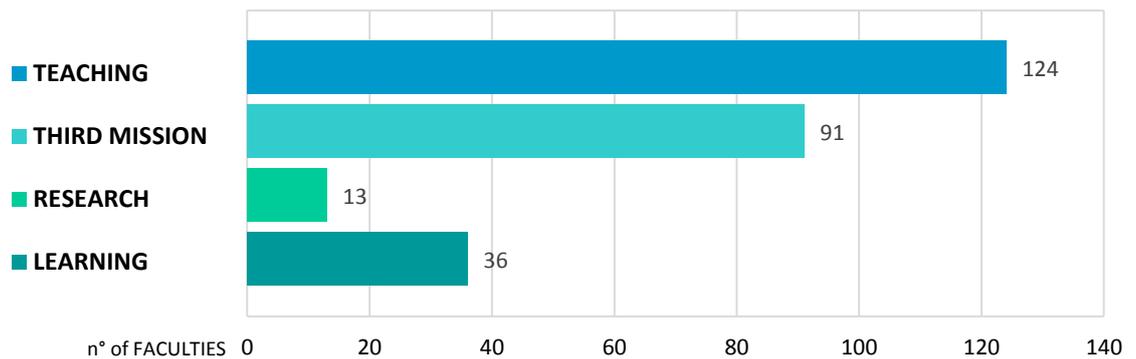


**5 Academic Institutions that have a QUALITY POLICY, which is clearly expressed and published on their WEBSITES**

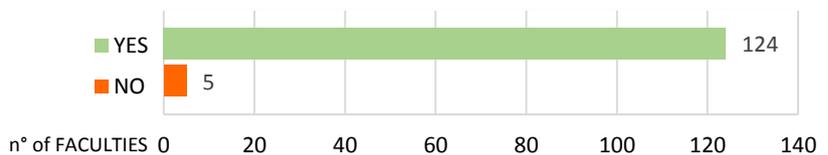
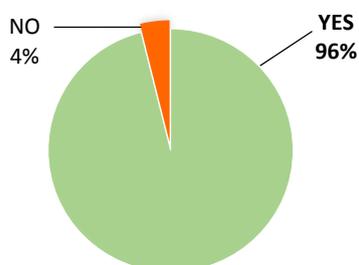


- The responses regarding the **activities which the Faculties focus on most** provided important information in the light of the new *AVEPRO Guidelines 2019*,<sup>3</sup> which highlight **the central role of students and learning processes in relation to teaching processes**<sup>4</sup>.

**6 ACTIVITIES on which the academic Institution FOCUS ON MOST**



**7 Underlining of the connection between TEACHING and RESEARCH within teaching activities**



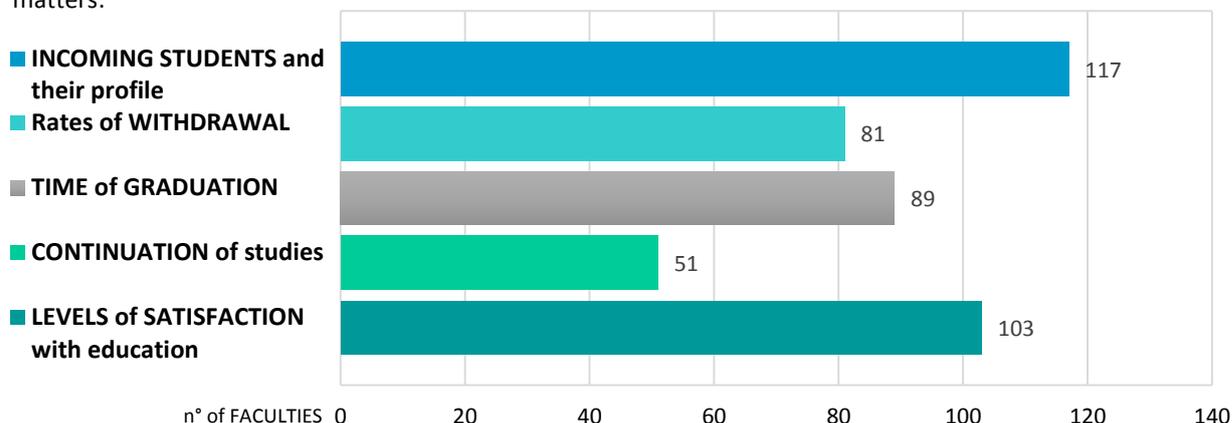
<sup>3</sup> AVEPRO, *Guidelines: Nature, context, purpose, standards and procedures of the evaluation and promotion of Quality*, 2019; AVEPRO, *Self-Evaluation Report Guidelines*, 2019; AVEPRO, *Guidelines on External Evaluation*, 2019; AVEPRO, *Guidelines on Strategic Planning*, 2019.

<sup>4</sup> This issue is also present in the teaching methods used within ecclesiastical academic Institutions.

- A good number of Faculties collects some or all of the types of data regarding students listed in point 8 of the questionnaire.

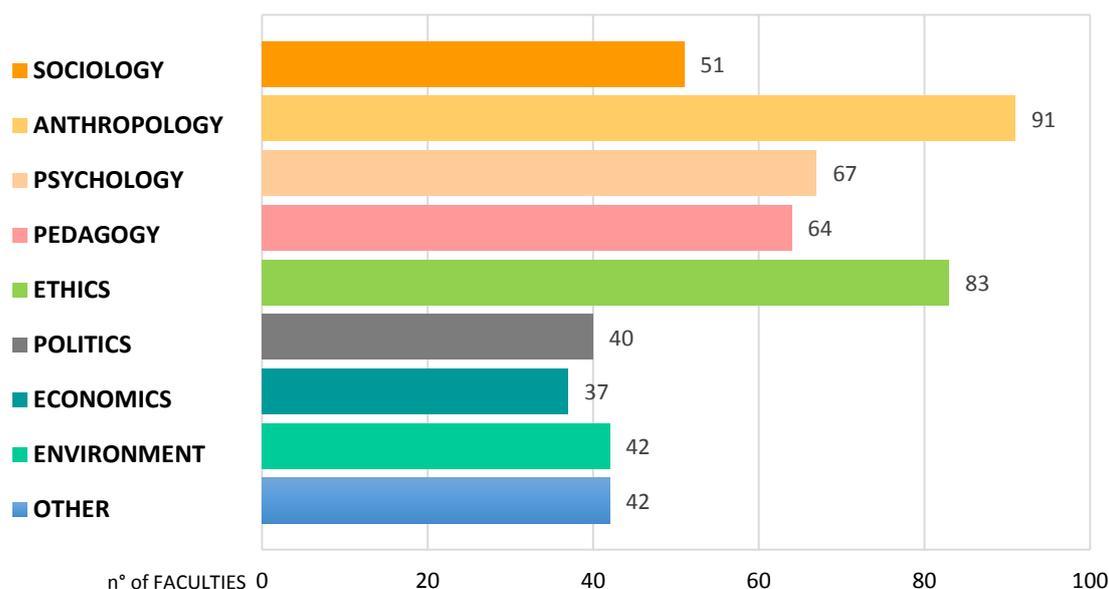
**8 DATA COLLECTED** within the Institution

DATA regarding the following matters:



- Concerning **comparison with other human sciences in the context of inter- and cross-disciplinarity**, almost all the Faculties indicated at least one discipline from among the 8 proposed or provided others. A relatively high number of Faculties (42) indicated at least 1 discipline as an alternative to those proposed, making a total of 21 different disciplines other than those suggested.

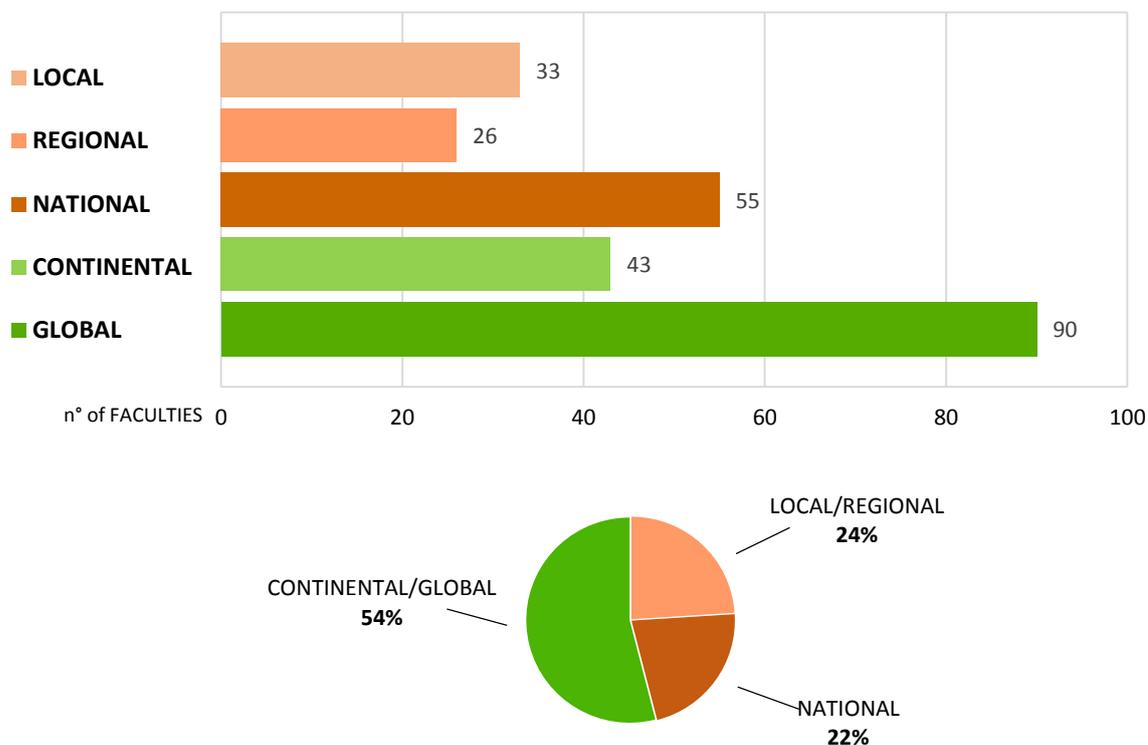
**9 HUMAN SCIENCES** that the Institution **would like to focus on, in the context of inter- and cross-disciplinarity**



➔ Section C – Expectations regarding the **AGENCY'S ACTIVITIES**

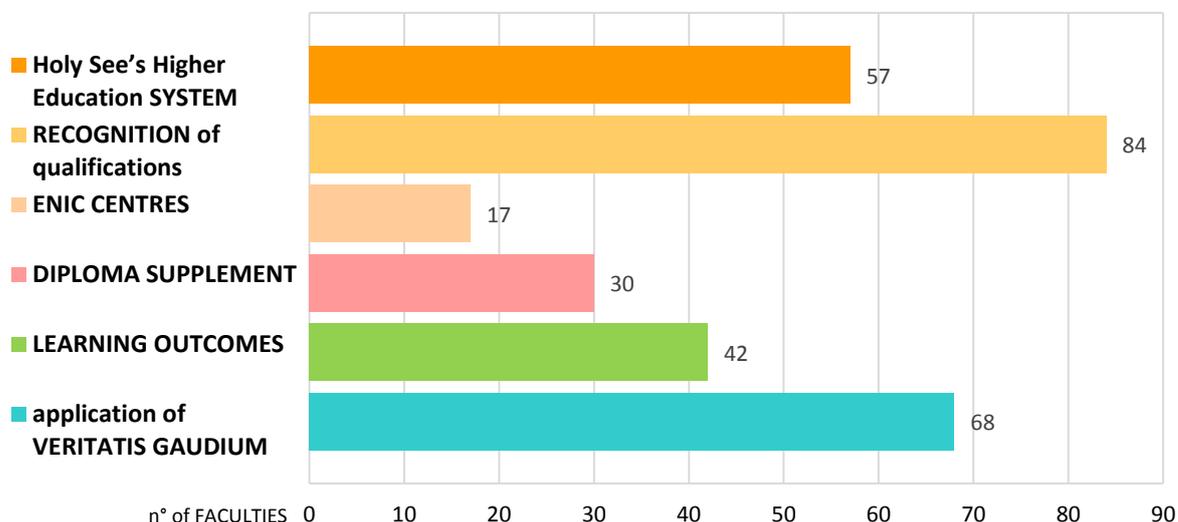
- The **territorial level at which the Faculties mainly seek to create networks is global/continental (54%)**. The local/regional level (24%) and the national level (22%) have similar percentages. Many Faculties indicated more than one level.

**10** TERRITORIAL LEVEL at which the Institution seeks to **CREATE NETWORKS**



- The most commonly selected fields/areas among those for which the Faculties think it would be useful to receive more information and clarifications are the **recognition of qualifications (84)** and the **application of Veritatis Gaudium<sup>5</sup> (68)**. Some Faculties did not indicate any areas, while others indicated several.

**11** FIELDS/AREAS in which the Institution thinks it would be most **useful to receive information and clarifications**



<sup>5</sup> Apostolic Constitution *Veritatis Gaudium*, 2018.

• **15% of the Faculties (20) used the questionnaire to express requests or send comments.**

While some comments concerned specific local situations or individual Faculties, other contained reflections regarding:

- the Holy See's efforts regarding the civil recognition of canonical qualifications
- the educational role of University Institutions, such as in the case of priests and seminarians
- the mobility of students, teaching staff and administrative staff among pontifical universities
- the field of professional training and the civil usability of qualifications
- the recognition of not strictly ecclesiastical disciplines
- the requirements for passing from baccalaureate to the acquisition of a second cycle degree
- e-learning
- the situation of ecclesiastical Faculties within catholic and state universities.

**12** Any **FURTHER INFORMATION / REQUEST** that the Institution would like to provide

