



EUROPEAN
Higher Education Area

**National Report regarding the Bologna
Process implementation
2009-2012**

Holy See

Part 1.0 BFUG Data Collection: administrative information

For which country do you fill in the questionnaire?

HOLY SEE

Name(s) of the responsible BFUG member(s)

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Contributors to the report

Government representatives = +

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Employer representatives =

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Student representatives =

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Academic and other staff representatives =

Contributors to the report

Other (please specify) =

Part 1.1 BFUG Data Collection on Context and Structures

1. Do your steering documents for higher education policy explicitly take account of demographic projections for your country?

No

2. How do these projections affect higher education policy planning?

3. Which of the following statements correspond to your higher education system?

- Higher education institutions can be either academically or professionally oriented
 - Higher education institutions are only academically oriented
 - Higher education institutions are either public or private
 - All higher education institutions are public
- not all (most professional) Institutions are under the direct authority of the Holy See

4. What is the number of institutions in the categories identified?

Selfstanding (academic) Institutions (Faculties): around 260 worldwide (185 in Europe) + 400 (worldwide (+ 190 Europe) institutions in collaboration/affiliation etc. with the selfstanding ones). around 2-5 % approximately of these institutions would be (at least partly) professionally oriented. For the professional ones which do not award degrees in the name of the Holy See we do not have exact data as the greater part of them is under regional or local competence.

5. GENERAL DATA ON HIGHER EDUCATION SYSTEMS

5.1. Please provide the (approximate) percentages of first cycle study programmes across the following categories:

180 ECTS = 80

240 ECTS = 0

Other number of ECTS = 20

5.2. Please provide the (approximate) percentage of the total number of first cycle students enrolled in programmes of the following length:

180 ECTS = 25

240 ECTS = 0

Other number of ECTS = 75

5.3. Do degree programmes exist outside the typical Bologna 180-240 ECTS first cycle model (and/or calculated in years rather than credits)?

These may include integrated/long programmes leading either to a first or a second cycle degree.

Yes

5.4. In which study fields do these study programmes exist?

Mainly in "Theology" which is a specific case as it is composed of a "short cycle" + introductory studies of 120 ECTS plus the "real" theological cycle of 180 ECTS. Following some national "customs" these 120+180 ECTS can also be offered as one five-year-cycle which (in many national systems is then recognised as a second cycle degree

5.5. What is the typical length of these degree programmes outside the Bologna 180-240 ECTS model?

120+180 ECTS = 300 ECTS

5.6. What (approximate) percentage of all students studying for a first degree (including students enrolled in the Bologna cycle structures) is enrolled in these programmes?

70-75 %

5.7. Please provide the (approximate) percentage of second cycle (master) programmes of the following length:

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 95

Other = 5

5.8. Please provide the percentages of the total number of second cycle students enrolled in programmes of the following length.

60-75 ECTS = 0

90 ECTS = 0

120 ECTS = 97

Other = 3

5.9. Do second cycle degree programmes exist in your country *outside* the typical Bologna model (i.e. other than 60-120 ECTS and/or calculated in years rather than credits)?

Yes

5.10. What is the typical length of these second cycle programmes outside the typical Bologna model?

it can be in some cases 3 years (especially if the student has not completed a/the corresponding first cycle)

5.11. What percentage of all second cycle students is enrolled in these programmes?

3

5.12. In which study fields to these programmes exist?

Canon law, Exegesis

5.13. Please provide any additional relevant comments for consideration regarding general data on your country's higher education system.

6. PROGRESSION BETWEEN CYCLES

6.1. What percentage of first cycle programmes give access to at least one second cycle programme?

>75%-<100%

Due to the different countries and situations of the HEIs of the Holy See, exact data is not yet available. Within the current year (2011) a new electronic data-base and communication system Circular should be put into place to close tyhe existing

information gaps.

6.1.1. Please provide a source for this information.

Apostolic Constitution Sapientia christiana (1979)

6.2. What percentage of first cycle students continue to study in a second cycle programme after graduation from the first cycle (within two years)?

>10-25%

Due to the different countries and situations of the HEIs of the Holy See, exact data is not yet available. Within the current year (2011) a new electronic data-base and communication system Circular should be put into place to close tyhe existing information gaps.

6.2.1. Please provide the source for this information.

regular reports from different coutries and regions

6.3. What are the requirements for holders of a first cycle degree to access a second cycle programme?

All students (Scale 1) Yes No Some No
answer

All students (Scale 2) Yes No Some No
answer

Holders of a first degree from a different study field (Scale 1) Yes No Some No
answer

Holders of a first degree from a different study field (Scale 2) Yes No Some No
answer

Holders of a first degree from a different higher education institution (Scale 1) Yes No Some No
answer

Holders of a first degree from a different higher education institution (Scale 2) Yes No Some No
answer

6.3.1. When you selected 'some' in any of the answers above, please explain.

"Some" applies for those who have to fulfill language requisits; access to a second cycle in some cases is also bound to a certain level of "performance" of the student...

6.4. What percentage of all second cycle programmes give access without further studies to third cycle studies?

>75->100 %

6.4.1. Please provide a source for this information.

Apostolic Constitution Sapientia christiana (1979)

6.5. What percentage of second cycle graduates eventually enter into a third cycle programme?

5-10 % Due to the different countries and situations of the HEIs of the Holy See, exact data is not yet available. Within the current year (2011) a new electronic data-base and communication system Circular should be put into place to close tyhe existing information gaps.

6.6. Is it possible for first cycle graduates to enter a third cycle programme without a second cycle degree?

Yes. for some graduates

6.6.1. Under which criteria is this possible?

In some national systems, where the "first cycle" in Theology corresponds to 300 ECTS students can enroll directly for a third cycle. IN these cases the third cycle includes specialised courses corresponding to around 120 ECTS in addition to the private research work of the dissertation.

6.7. What percentage of third cycle students enter into that cycle without a second cycle qualification?

>2.5-5%

6.8. Please provide any additional relevant comments for consideration regarding the progression between cycles.

7. LINKING BOLOGNA AND NON-BOLOGNA PROGRAMMES

7.1. Is access to degree programmes outside the typical Bologna model organised in a different manner than for Bologna first cycle programmes?

No

7.1.1. Please explain the differences.

7.2. Is access to the second cycle specifically regulated for students holding a degree from a programme outside the typical Bologna model?

No

7.2.1. Please specify how it is regulated.

7.3. Is it possible for graduates of a first cycle degree outside the typical Bologna model to enter a third cycle programme without a second cycle degree?

No

7.3.1. Please specify for which graduates.

8. DEVELOPMENT OF THIRD CYCLE PROGRAMMES

8.1. What types of doctoral programmes exist in your higher education system? (These may include, but are not restricted to, traditional supervision-based doctoral education, structured doctoral programmes, professional doctoral programmes etc).

Within the current legislation (Sapientia christiana, 1979) a third cycle programme is defined by the significant research work accompanied by 2-3 professors (with special qualification for this type of work); more recent and some regional applications of thios law forsee a structured part of the third cycle up to the maximum of 120 ECTS (especially incase of direct access to the III cycle immediately after the first one.

8.2. Do doctoral and/or graduate schools exist in your higher education system?

Yes

8.2.1. What are the main features of these schools and how many doctoral schools are there?

still in experimental phase and very few in number

8.3. Is the length of full-time third cycle (PhD) study programmes defined in your steering documents?

Yes

8.3.1. Please specify the number of years.

depends on the programme - some are not yet defined in that sense

8.3.2. What is the average length (in years) of full-time third cycle (PhD) study programmes?

2

8.4. Are doctoral studies included in your country's qualifications framework?

Yes

8.5. Are ECTS credits used in doctoral programmes?

Yes, for taught elements only

Just in the few cases mentioned above.

8.6. Please provide any additional relevant comments for consideration regarding development of third cycle programmes.

From our own legislation there are no problems ... things become more complicated where ecclesiastical faculties are part of another national system, or a nationally recognised University (like in Germany, Austria, Poland etc.) different national legislations and provisions force us to find ways to adapt to these which then causes some inhomogeneity within our own system

9. TREATMENT OF SHORT CYCLE HIGHER EDUCATION PROGRAMMES

9.1. In your system, do short cycle programmes linked to the first cycle of higher education exist?

Yes

9.2. How are short cycle higher education programmes linked to the Bologna structures? Please tick the most appropriate case(s) for your country.

Holders of short cycle qualifications when continuing their studies in the same field towards a bachelor degree....

- gain full credit for their previous studies
- gain full credit, but only if there is agreement between the institution providing the short cycle programme and the institution where the bachelor programme is taught
- gain full credit for their previous studies but in professional bachelor programmes only
- gain substantial (>50%) credit for their previous studies
- gain some (<50%) credit for their previous studies
- gain little (<5%) or no credit for their previous studies

9.3. Are short cycle programmes legally considered to be an integral part of your higher education system?

Yes, part of higher education

9.4. Please provide any additional relevant comments for consideration regarding the treatment of short cycle higher education programmes.

It is the case in the field of Theology where - to be able to study the first cycle one needs to study the equivalent of a Short cycle (120 ECTS) in Philosophy + introductory courses (cf. answer above)

10. INTERNATIONAL JOINT DEGREES AND PROGRAMMES

10.1. Does national higher education legislation mention joint degrees?

Yes

10.1.1. Please provide a reference to the legislation and/or cite the relevant articles.

All HEIs of the Holy See (according to the Apostolic Constitution Sapientia christiana, 1979) offer the same academic degrees. In some cases degrees are also awarded as double degrees of two national systems. Some degrees of the Holy See can only be obtained by studying in two or more different places or institutions. In a majority of European countries the regional legal framework requests from those studying Theology in the first cycle to spend at least one year of study in another country. Another similar thing would be “affiliations”: these are, in a certain sense, full functioning HEIs which enjoy the right to grant the theological bachelor's degree of other more developed and autonomous HEIs. This praxis, which very often concerns European Faculties which grant their academic degrees through smaller institutions outside Europe, is one of the best ways to establish ecclesiastical HEIs in developing countries. At present there are about 160 affiliated HEIs in Europe, and another 180 outside Europe most of which are affiliated to European HEIs. During the last two years, in addition to what is already in place, the CEC, with rather good results, tries to encourage HEIs to establish joint initiatives also with other fields of study, not part of the academic system of the Holy See.

10.2. Does higher education legislation allow:

- Establishing joint programmes Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer
- Awarding joint degrees Yes No Legislation not clear Legislation doesn't mention joint degrees
 No answer

10.3. Please estimate the percentage of institutions in your country that award joint degrees / are involved in at least one joint programme.

- Award joint degrees > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer
- Participate in joint programmes > 75-100% > 50-75% > 25-50% > 10-25% > 5-10% > 0-5%
 0% No answer

10.4. Please estimate the percentage of students in your country that graduated in the academic year 2009/10 ...

- with a joint degree < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer
- from a joint programme < 10% > 7.5-10% > 5-7.5% > 2.5-5% > 0 -2.5% 0% No answer

10.5. Do you have information about study fields in which joint programmes / joint degrees are most common?

No

10.5.1. Please explain briefly.

10.6. Please provide any additional relevant comments for consideration regarding your joint degrees and programmes.

All HEIs of the Holy See (according to the Apostolic Constitution Sapientia christiana, 1979) offer the same academic degrees. In some cases degrees are also awarded as double degrees of two national systems. Some degrees of the Holy See can only be obtained by studying in two or more different places or institutions. In a majority of European countries the regional legal framework requests from those studying Theology in the first cycle to spend at least one year of study in another country. Another similar thing would be “affiliations”: these are, in a certain sense, full functioning HEIs which enjoy the right to grant the theological bachelor's degree of other more developed and autonomous HEIs. This praxis, which very often concerns European Faculties which grant their academic degrees through smaller institutions outside Europe, is one of

the best ways to establish ecclesiastical HEIs in developing countries. At present there are about 160 affiliated HEIs in Europe, and another 180 outside Europe most of which are affiliated to European HEIs. During the last two years, in addition to what is already in place, the CCE, with rather good results, tries to encourage HEIs to establish joint initiatives also with other fields of study, not part of the academic system of the Holy See.

Part 1.2 BFUG Data Collection on student-centred learning

1. Do your steering documents mention the concept of student-centred learning?

Yes

1.1. How do steering documents in your country define student-centred learning in higher education?

The concept of student-centered learning is integrated into a broader concept namely those of the "academic community". This dates back to the rise of the first European Universities in which the second step of the process of learning (after the "lectio" had been the "disputatio" in which students had to actively challenge their masters, involve themselves and their masters into dialogue and together develop the argument. These principles have been conserved till to day (in some periods more, in some less). IN the present time the new concept of student-centered learning provides also for us an opportunity to rediscover some of our best old traditions.

1.2. How important ('1' not important, '5' very important) are the following categories in your steering documents and national policies?

- | | | | | | |
|--|-------------------------|------------------------------------|------------------------------------|------------------------------------|-------------------------|
| Independent learning | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning in small groups | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Initial or in-service training in teaching for staff | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Assessment based on learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Recognition of prior learning | <input type="radio"/> 1 | <input checked="" type="radio"/> 2 | <input type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |
| Learning outcomes | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Student/staff ratio | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 | <input checked="" type="radio"/> 4 | <input type="radio"/> 5 |
| Student evaluation of teaching | <input type="radio"/> 1 | <input type="radio"/> 2 | <input checked="" type="radio"/> 3 | <input type="radio"/> 4 | <input type="radio"/> 5 |

1.3. Are there any other important concepts on student-centred learning in your steering documents?

Yes

1.4. Please specify.

see above

2. Please provide a reference for your steering documents covering student-centred learning.

Apostolic Constitutions "Sapientia christiana" (1979) and "Ex corde Ecclesiae" (1990) as well as the more recent "Lettere Circolari" (Nr. 392/2005)

3. Please provide any additional relevant comments for consideration regarding the student-centred learning.

4. LEARNING OUTCOMES

4.1. Are learning outcomes defined in your national steering documents? If so, please provide the definition.

The Definition has not been adopted during the reference year 2010/2011 but will become part of our legislation within the upcoming months. The definition will follow international standards and be similar to broadly used definitions but enlarging the

concept also towards more general and fundamental "skills and competences".

4.2. Are ECTS credits linked with learning outcomes in higher education programmes in your country? (This means that learning outcomes are formulated for all programme components and credits are awarded only when the stipulated learning outcomes are actually acquired.)

In some (5-50 %) programmes

It is difficult to say in what measure our dispositions have been put into practice. We are working on data-base instruments to get a more precise overview about what happens in our institutions all over the world.

4.3. Does national policy steer and/or encourage the use of learning outcomes in developing curricula?

Yes, this is done through compulsory measures (law, regulations, etc.)

4.3.1. Does your country provide specific support measures on the national level?

The use of L.O is not only encouraged by law (Circular letters) but also by service-initiatives of this Congregation.

4.4. Does national policy steer student assessment procedures to focus on learning outcomes?

Yes, this is done through advisory measures (guidelines, recommendations etc)

IN this context the activities of our quality assurance Agency AVEPRO is helpful

4.5. Is there an offer of training programmes on topics such as student-centred learning and learning outcomes for academic staff?

- Compulsory Yes for all academic staff Yes for some academic staff No No answer
- Voluntary Yes for all academic staff Yes for some academic staff No No answer

4.5.1. Please specify for whom and give approximate % that participate.

4.6. Is the use of learning outcomes in curricula development and student assessment monitored by Quality Assurance procedures?

Yes

4.6.1. Please explain how, and provide a reference to further information.

See the relative documents of AVEPRO on their web-site: www.avepro.va

4.6. Please provide any additional relevant comments for consideration regarding learning outcomes.

5. IMPLEMENTATION OF THE EUROPEAN CREDIT TRANSFER AND ACCUMULATION SYSTEM (ECTS)

5.1. In your country, do you use

ECTS

5.1.1. Please provide details of how it is linked to ECTS (when applicable) and its main characteristics (e.g. how credits are calculated and whether the system is based on learning-outcomes).

5.2. In your country, what percentage of higher education institutions use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

5.3. In your country, what percentage of programmes use ECTS for accumulation and transfer for all elements of study programmes?

51-74%

5.4. In the majority of higher education institutions and/or programmes, what is the basis to award ECTS in your country?

Combination of learning outcomes achieved and student workload

5.4.1. Please specify.

5.4.2. For student workload, is there a standard measure for the number of hours per credit?

Yes

5.4.3. What is the number of hours per credit?

25

5.4.4. What is the number of student teacher contact hours per credit?

0

5.4.5. Please provide any additional relevant comments for consideration regarding ECTS implementation.

As a bit less than half of our academic institutions are located outside Europe it does not seem proper to force all institutions (especially non-europeans to use ECTS. But in any case it is strongly recommended to use a system of Credits based on workload and learning outcomes (this is part of the law)

6. DIPLOMA SUPPLEMENT

6.1. Is the Diploma Supplement issued in higher education institutions and to students in all fields of study?

- | | | | | | | |
|----------------------------|------------------------------------|---|--------------------------------------|--|-------------------------------------|--------------------------|
| All students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No |
| Some students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| Upon request | <input type="radio"/> >75% of HEIs | <input checked="" type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No |
| In certain fields of study | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input type="radio"/> 0-24% of HEIs | <input checked="" type="radio"/> 0% | <input type="radio"/> No |
| No students | <input type="radio"/> >75% of HEIs | <input type="radio"/> 50-75% of HEIs | <input type="radio"/> 25-49% of HEIs | <input checked="" type="radio"/> 0-24% of HEIs | <input type="radio"/> 0% | <input type="radio"/> No |

6.1.1. Please identify those fields.

6.1.2. Please specify to which students.

6.2. Is there any monitoring of how employers use the Diploma Supplement?

No

6.2.1. Please provide the most recent results regarding the level of satisfaction of employers.

6.3. Is there any monitoring of how higher education institutions use the Diploma Supplement?

Yes

6.3.1. Please provide the most recent results regarding the level of satisfaction of institutions.

There has been a recent evaluation with the Rector's Conference and the Association of General Secretaries of the Pontifical Universities which shows that in reality there is still a lot to do to keep up with what is foreseen by legislation.

6.4. In what language(s) is the Diploma Supplement issued?

most frequently in the language of teaching plus english.

6.5. Is the Diploma Supplement issued

free of charge

6.5.1. Please provide the amount and the reason for the fee.

6.6. Please provide an example of your national Diploma Supplement (in pdf or similar format) and send it to data.collectors@ehea.info

6.7. Please provide any additional relevant comments for consideration regarding your diploma supplement.

7. NATIONAL QUALIFICATIONS FRAMEWORKS (NQFs)

7.1. Have you started the process to develop a National Qualification Framework in your country?

Yes

7.2. The BFUG working group on qualification frameworks has developed the following steps to assess the progress made in establishing a national qualification framework.

Please choose below the stage that best describes your national situation.

5. Consultation / national discussion has taken place and the design of the NQF has been agreed by stakeholders

As our system had already in the past kind of a NQF which now has to be "translated" into commonly used "language" some of the further steps (6-9) have already been completed or are close to be completed.

7.2.1 Please provide the date when the step was completed.

23.10.2010

7.2.2. Please provide a reference for the decision to start developing a NQF.

from 21 to 23 october 2010 there was a large stakeholders conference uniting all HEIs of our systeme located in Europe in Rome. This can be seen as "completion of this step" even if there was no need for a "formal" legally binding decision on the issue (see comment above)

7.2.3. Please provide a reference outlining the purpose of the NQF.

7.2.4. Please provide a reference to a document establishing or outlining the process of NQF development. Please also report, which stakeholders have been identified and which committees have been established.

7.2.5. Please provide a reference describing the agreed level structure, level descriptors and credit ranges.

7.2.6. Please provide a reference outlining the form and the results of the consultation. Please provide a reference for the design of the NQF as agreed by the stakeholders.

Europe in Rome. This can be seen as "completion of this step" even if there was no need for a "formal" legally binding decision on the issue (see comment above) for the overall structure of the NQF see "Sapientia christiana" (1979)

7.2.7. Which stakeholders have been consulted and how were they consulted?

from 21 to 23 october 2010 there was a large stakeholders conference uniting all HEIs, Rectors, Grand Chancellors, Students, staff employers and other interested groups (Quality assurance agency and experts etc) of our systeme located in Europe in Rome.

7.2.8. Please provide a reference document for the adoption of the NQF.

7.2.9. Are ECTS included in the NQF?

Please choose..

7.2.10. Please provide a reference for the decision to start the implementation of the NQF, including a reference to the roles of the different stakeholders.

7.2.11. Please provide a reference for the redesign of study programmes based on learning outcomes.

7.2.12. Please provide a reference outlining how qualifications have been included in the NQF.

7.2.13. Please provide a reference to the self-certification report.

7.3. Does a website exist in your country on which the National Qualification Framework can be consulted?

Yes

7.3.1. Please provide the link to that website.

website is ready but not yet published as the data of single institutions are still missing (the HEIs should insert their data within the end of 2011). Part of the web-site can be consulted under www.avepro.va

8. RECOGNITION OF QUALIFICATIONS

8.1. Which institution/organisation makes final decisions on recognising foreign qualifications for the purpose of academic study and work in your country?

Recognition for academic study Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

Recognition for professional employment Higher education institution Central government authority (e.g. ministry) Regional government authority (e.g. ministry) National ENIC/NARIC centre Regional/local specialised independent institution Social partner organisation (employers' organisation, trade union etc) Individual employers Other No answer

8.1.1. Please specify.

8.2. Which of the following statements is specified in national legislation?

Applicant's right to fair assessment of qualification

8.2.1. Please provide a reference to the relevant legislation.

CIC 1983

8.3. What measures exist to ensure that these legal statements are implemented in practice?

As there is one unique worldwide system of Academic degrees of the Holy See regarding relevant disciplines there are very few cases in which recognition is sought but cannot be granted. Requests in most of the cases concern just information and clarification about the diploma or qualification presented by a student.

8.4. Do higher education institutions typically:

make recognition decisions in faculties/departments

8.5. Are higher education institutions' recognition policy and practice typically evaluated in external Quality Assurance processes?

Sometimes

8.5.1. Please explain.

The relative instruments are on the way to be implemented by the Agency AVEPRO which is just starting with its ordinary work.

8.6. What measures exist to ensure that higher education institutions have fair recognition procedures for study and training periods abroad?

for our system there is no distinction between at home and abroad, as there are HEIs of the Holy see all over the world in different countries and HE systems.

8.7. Please provide any additional relevant comments for consideration regarding your system of recognition of qualifications.

As there is one unique worldwide system of Academic degrees of the Holy See regarding relevant disciplines there are very few cases in which recognition is sought but cannot be granted. Requests in most of the cases concern just information and clarification about the diploma or qualification presented by a student.

Part 1.3 BFUG Data Collection on Quality Assurance

1. CHARACTER OF EXTERNAL QUALITY ASSURANCE SYSTEM

1.1. Which situation applies in your country?

A single independent national agency for quality assurance has been established.

The Agency AVEPRO is responsible for QA in all HEIs of the Holy See all over the world. It is therefore an Agency working on a global scale but at the same time "sectorial" in the sense of limiting its activities to certain fields of studies (= "ecclesiastical studies")

1.1.1. Please explain the main elements of your external quality assurance system. Which ministry or government-dependent agency is responsible for quality assurance? How is this responsibility managed in practice? If there are external evaluations of institutions and/or programmes, by whom are these evaluations undertaken, how often, and how are the outcomes of evaluation used?

1.1.2. Please explain the main elements of your external quality assurance system (if it exists). If there is no system of quality assurance, please state this explicitly.

1.2. What are the main outcomes of an external review undertaken by the different QA agencies?

Please choose..

1.3. What is the main outcome of an external review?

Formative advice on strengthening and enhancing quality

1.4. Does the outcome of an external review normally have an impact on the funding of the institution or programme?

No

1.4.1. Please specify the normal impact of an external review.

1.5. Does the agency cover:

All higher education institutions

1.5.1. Collectively, do the agencies cover:

Please choose..

1.6. What is the main "object" of the external evaluations undertaken?

Institutions and programmes

1.6.1. Are all institutions subject to external evaluation?

Please choose..

1.6.1.1. Please specify

1.6.2. Are all programmes in all cycles subject to external evaluation?

Please choose..

1.6.2.1. Please specify

1.6.3. Are all institutions and all programmes subject to external evaluation?

Yes

1.6.3.1. Please specify

1.7. How are the positive outcomes of Quality Assurance evaluations made available to the public?

publication of a synthetical evaluation report on the website: www.avepro.va We do not make a difference between a positive or negative result.

1.8. How are the negative outcomes of Quality Assurance evaluations made available to the public?

publication of a synthetical evaluation report on the website: www.avepro.va We do not make a difference between a positive or negative result.

1.9. Which of the following issues are typically included in external quality assurance evaluations?

- Teaching
- Student support services
- Lifelong Learning provision
- Research
- Employability
- Internal Quality Assurance/Management system
- Other (please specify) accademic comunity, service to Church and society ecc.

1.9.1. For those issues that are typically included in external Quality Assurance evaluation, please briefly explain the approach.

external evaluation based on an internal evaluation process using orientative documents (ghood practise. HEIs should develop their own questionaris etc. with the help/assistance of AVEPRO

1.10. Please provide any additional relevant comments for consideration regarding your external Quality Assurance system.

2. CROSS-BORDER EVALUATION

2.1. Does your national quality assurance system or legislative framework allow higher education institutions to choose a quality assurance agency from outside your country (instead of your national quality assurance agency)?

Yes, some institutions are able to choose

2.1.1. If some institutions are able to choose, please specify which ones.

Normally AVEPRO covers the full range of nations in which HEIs are located. In some cases, where our HEIs are also part of a national system collaboration agreements with other (national) agencies are needed

2.1.2. If no, please go to section XVII.

2.2. Which conditions apply to the choice of a quality assurance agency from another country?

Other (please specify)

Based on diplomatic agreement (Concordates etc) between the Holy See and the competent authority within the respective country.

2.3. Please provide any additional relevant comments for consideration regarding Cross-Border Evaluation.

At the moment our Agency AVEPRO is the only one operating on a real global scale. With this instrument we can guarantee the same evaluation and QA standard all over the world. But this kind of work and experience is still at the start as AVEPRO was founded in 2007 and became fully operational within 2010

3. EVALUATION OF THE EXTERNAL QUALITY ASSURANCE SYSTEM AGAINST THE STANDARDS AND GUIDELINES FOR QUALITY ASSURANCE IN THE EUROPEAN HIGHER EDUCATION AREA (ESG)

3.1. Has the agency been evaluated against the European Standards and Guidelines?

- Yes, for the purpose of ENQA membership
- Yes, for an application to EQAR
- Yes, independently of ENQA/EQAR
- Such an evaluation is planned but has not yet taken place
- No

3.2. If an evaluation has been conducted, was the application successful?

4. INVOLVEMENT OF STAKEHOLDERS IN EXTERNAL QUALITY ASSURANCE

4.1. Is there a formal requirement that students are involved in any of the following? For each answer, please specify the relevant source.

- Student involvement in governance structures of national quality assurance agencies
- As full members in external review teams
- As observers in external review teams at least in some cases
- In the preparation of self evaluation reports
- In the decision making process for external reviews on the level of the scientific council of the Agency AVEPRO

In follow-up procedures

on the level of the scientific council of the Agency
AVEPRO

Other, please specify

4.2. Is there a formal requirement that international peers/experts are involved in any of the following:

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.3. Is there a formal requirement that academic staff are involved?

- In governance structures of national QA agencies
- As full members in external review teams
- As observers in external review teams
- In the preparation of self evaluation reports
- In the decision making process for external reviews
- In follow-up procedures
- Other (please specify)

4.4. Are there any formal requirements regarding the involvement of employers in external QA processes.

Yes

Employers in our case are the hierarcical Church authorities who are involved within the processes at different levels

4.5. Please provide any additional relevant comments for consideration regarding the involvement of stakeholders in external QA.

5. INTERNAL QUALITY ASSURANCE

5.1. Are there formal requirements for higher education institutions to develop internal quality assurance systems?

Yes

5.1.1. Please specify these requirements and the relevant source.

the formal requirements are laid down in the Circular letters (392/2005), especially Nr. IV (30.10.2006); V (20.12.2007); VII (12.06.2009 Guidelines in the form of example of good practice and other documents are available on the web-soite www.avepro.va During next days a Handbook on Quality (criteria) will be published

5.2. Who is primarily responsible for deciding the focus of internal quality assurance processes?

Combination of above

5.2.1. Please specify.

There is a general "Handbook on Quality" within HE as orientative basic text. The Agency with its material helps to develop (within the HEIs and by competent bodies of them) the concrete procedures and documents (questionnaires)

5.3. Are there formal requirements for students to be involved in internal quality assurance systems?

Yes

5.3.1. Please go to Question 5.6.

5.3.2. Is there a requirement for students to be involved in the preparation of self evaluation reports?

Yes

5.3.2.1. Is there a requirement for students to be involved in decision-making as an outcome of evaluation?

Yes

5.4. How many higher education institutions have published a strategy/policy for the continuous enhancement of quality in the past 5 years?

0-<25%

5.5. How many higher education institutions have arrangements in place for the internal approval, monitoring and periodic review of programmes and awards?

25-<50%

5.5.1. Please describe what kind of arrangements are in place.

there is a great variety according to different national approaches and cultures as well as (national) legal requests. Relevant orientative documents can be found also on the website www.avepro.va

5.6. How many higher education institutions publish up to date and objective information about the programmes and awards offered?

0-<25%

5.7. How many higher education institutions publish critical and negative outcomes of quality assurance evaluations?

1-<25%

5.7.1. Please provide a source for this information, and links to examples of critical/negative evaluations.

As the first procedures and exercises of this kind have recently started publications will arrive during the coming months on www.avepro.va

5.8. Please provide any additional relevant comments for consideration regarding Internal Quality Assurance.

Part 1.4 BFUG Data Collection on Lifelong Learning

1. Do steering documents for higher education in your country contain a definition of lifelong learning?

No

2. How do your steering documents define lifelong learning?

3. What is the common understanding of lifelong learning in your country?

enhancing personal and professional competence by an ongoing process of formation of different kind

4. What are the main forms of lifelong learning provision in which higher education institutions are involved in your country?

different courses, most of the outside the academic degree schemes

5. Is lifelong learning a recognised mission of higher education institutions?

Yes, of all institutions

As laid down in our legislation

6. For which institutions is lifelong learning a recognised mission?

7. Are there legal requirements for higher education institutions to offer lifelong learning provision?

Yes

8. Please provide a reference to the relevant legislation or regulation.

Apostolic Constitution "Sapientia christiana" (1979)

9. Are there legal restrictions or constraints for higher education institutions to offer lifelong learning provision?

No

10. Please explain these restrictions, and provide a reference to relevant legislation/regulations

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

- Adults in employment
- Unemployed adults
- Retired citizens
- Part-time students
- Adults without higher education qualifications

Other, please specify

those who have been appointed to certain offices which need certain qualifications

general higher education budget

special budget for lifelong learning

private contributions from students

private contributions from business and industry

local and regional Church funding

there is a lot of locally based worldwide funding within the Church

11. Which are the three (maximum) most significant groups of intended users of lifelong learning services offered by higher education institutions?

general higher education budget

special budget for lifelong learning

private contributions from students

private contributions from business and industry

local and regional Church funding

there is a lot of locally based worldwide funding within the Church

13. To what degree is the provision of lifelong learning in higher education funded from the public budget?

There is nearly no centralised "public funding" within the HE system of the Holy See

Part 2.1 BFUG Data Collection on policies to widen participation and increase flexibility

1. Do you want to answer this section now or later?

Now

2. Do individuals that meet higher education entry standards have a guaranteed right to higher education?

Yes in some fields

2.1 Please specify.

This would not be possible in all countries or HE systems in which the Holy See's Institutions are present, due to national (legal) restrictions.

3. Which statement best describes your country's policy approach regarding the goal that the student body entering, participating and completing higher education should reflect the diversity of the population?

There is a different approach to achieving this goal.

4. UNDERREPRESENTED GROUPS

4.1. Please describe how your country's steering documents define underrepresented groups (e.g. based on socio-economic status, gender, ethnicity, disability, geography, other).

4.2. For each of these groups, please briefly describe the national/regional policies and measures that are put in place to address under-representation. These may include, but are not restricted to laws, regulations, campaigns, incentives, other actions etc.

4.3. How does your higher education system determine whether an individual belongs to a particular group (e.g. self-declaration)?

4.4. Is there any funding reserved for measures to increase participation of under-represented groups?

Please choose..

4.4.1. Please specify.

4.5. Do you have national targets/goals for participation of those groups that you identify as under-represented in higher education?

Please choose..

4.5.1. Please explain these targets briefly and name the groups to which they apply.

4.6. Does your country offer more public funding to higher education institutions to stimulate access for underrepresented groups?

Please choose..

4.6.1. Please specify and identify variation between different groups, where they exist.

4.7. Is the effect of measures to increase participation of each of the groups monitored in your country?

Please choose..

4.7.1. Please specify.

4.8. Please provide details on how the higher education participation and graduation of each of the groups that you identify as underrepresented is monitored in your country.

4.8.1. What data is collected?

4.9. Is there a system to monitor the composition of the student body (in terms of groups identified as underrepresented) by subject?

Please choose..

4.10. When are data generally collected?

Please choose..

4.10.1. Where an approach different from the general approach is used for any group, please specify.

4.11. Where is information provided by this monitoring system published (provide a reference and link)?

5. GENERAL POLICY APPROACH TO WIDENING PARTICIPATION

5.1. If your country has a general policy approach to increase and widen participation and to overcome obstacles to access, please explain your approach briefly and provide reference to relevant documents.

5.2. How does your country's policy explicitly identify the obstacles that it addresses?

5.3. What are the criteria used to measure and evaluate the success of specific initiatives and measures?

5.4. In your country, is the composition of the student body monitored according to certain criteria?

Please choose..

5.4.1. Who monitors on the basis of which criteria?

5.5. How is this data used in higher education policy?

5.6. How are measures to remove obstacles to access primarily funded? If your country has a mixed system, please choose all adequate boxes. Please only indicate the most important source(s).

- From the general higher education budget
- From a specific budget
- From university budget
- There are no measures to remove obstacles to access

6. DIFFERENT APPROACH TO WIDENING PARTICIPATION

6.1. Please explain the characteristics of your country's policy to achieve the goal that the student body reflects the diversity of the population.

There is a long tradition within the Church of (especially economic) support for those who cannot afford to pay for HE. The respective provisions are normally organised worldwide but based on local or regional initiatives just slightly Steered or coordinated by central offices of the Holy See within the Vatican

6.2. Does your country's policy approach explicitly identify obstacles to higher education?

Yes

6.2.1. Please describe these obstacles.

They are very diverse in different countries. There is good collaboration between the Congregation HEIs local Church authorities (Bishops and Bishop's Conferences), diplomatic Service of the Holy See to identify and overcome obstacles.

6.3. Does your country's policy approach make reference to parts/groups in the population?

No

6.3.1. Please describe these groups.

6.4. What measures does your country's policy take?

See above

6.5. How does your country assess whether its policy has been successful?

Due to the complexity of the situation no global and complete monitoring is possible. Normally such processes would take place at local/national or regional level.

7. COMPLETION OF STUDIES

7.1. Does your country have policies aiming to increase the level of completion of studies?

Yes

7.1.1. Please describe the main features of these policies.

in our binary system academic formation plus additional formation within colleges, there are measures in place to assist those with more difficulties to successfully complete their studies.

7.2. Are student completion rates monitored in your country?

Yes, at national level

7.2.1. What use is then made of the data?

diverse in different countries where we are located. We cannot grant for full compliance with this in all countries where HEIs are present.

7.3. Are there any incentives for higher education institutions to improve student completion rates?

Yes

7.3.1. Please specify the nature of these incentives.

on local, national or regional level (see above)

7.3.2. Are there any other incentives (e.g. it is a subject covered in external quality assurance procedures)?

8. STUDENT SERVICES

While higher education institutions offer multiple services, in the following questions, the focus lies on academic guidance services, career guidance services and psychological counselling services.

8.1. What kind of student services are commonly provided by higher education institutions?

- Academic guidance services
- Career guidance services
- Psychological counselling services
- Other
- No services

8.1.1. Please specify.

student's chaplaincies take care of most of these issues. These are requested by law.

8.2. Who are the main users of the services?

All students

8.2.1. Please specify.

8.3. Please provide the main source(s) of funding.

there is nearly no central funding funding is guaranteed by local or regional Church authority

8.4. What are the main tasks of the services?

overall human support, integral formation of Human persons.

8.5. Please provide any additional relevant comments for consideration regarding your national policies to widen participation.

There is a lot of Church activities in this field which are not limited to our HEIs but also to public and private institutions in other systems and countries. The Catholic Church is probably the most important worldwide provider of student services.

9. Do you want to answer this section now or later?

Now

10. Does your country's higher education policy focus on promoting the flexible provision of higher education (e.g. changing the intensity of study programmes according to personal circumstance through part-time study, distance learning and e-learning)?

Yes

10.1. Please provide details of specific policy measures.

these provisions are applied on local or national level according to different national legislations and situations.

11. Does your country's policy on flexible provision of higher education contain a special focus linked to the goal of widening participation for underrepresented groups?

No

11.1. Please explain how higher education policy aims to attain this goal.

12. Are there regulations or other policy measures regarding the relationship between employers and higher education institutions in fostering flexible learning?

Yes

13. Please provide details of these measures.

these measures are taken at the level of local Church normally regarding "regulated" church professions and offices.

14. Please describe up to five main access routes to higher education (including, but not limited to, entry with a school leaving certificate, entry with a vocational education certificate, entry without formal certification) and, if possible, provide approximate percentages of students entering through this route in parenthesis (). If less than five main routes exist, please write "n/a" in the remaining fields.

Route 1: = usual national provisions

Route 2: = n/a

Route 3: = n/a

Route 4: = n/a

Route 5: = n/a

15. Do higher education regulations and steering documents promote flexible entry to higher education, e.g. through alternative access routes?

Yes

15.1. Please briefly describe these measures.

there is a great variety according to national/local needs situations or regulations. It should be generally possible that everybody who has been considered capable of the relative office should also have the possibility to reach this goal and receive the necessary academic preparation.

16. PART-TIME STUDY

16.1. In your country, is there any official status other than full-time student?

Yes

16.1.1. If yes, what formal status does exist?

it depends on the statutes of single HEIs

16.1.2. How do you define it?

it depends on the statutes of single HEIs

16.1.3. What are the reasons for offering a different student status?

it depends on the statutes of single HEIs

16.1.4. How are these students treated differently (e.g. fees, student support, etc.)?

it depends on the statutes of single HEIs

16.1.5. Please describe the most common understanding/concept of part-time studies.

16.2. In your country, do you have an explicit policy to encourage part-time study provision by higher education institutions?

No

16.2.1. Please describe briefly the main elements and provide the source.

16.3. Which one of the following statements best describes the current situation in your country?

Higher education institutions have autonomy to decide, but most of them offer part-time studies

16.3.1. Please specify

17. RECOGNITION OF PRIOR LEARNING

17.1. In your country, is there a legislation regulating recognition of prior non-formal and informal learning?

No

17.1.1. How does your legislation in higher education define prior learning?

17.1.2. Do your steering documents in higher education define prior learning?

No

17.1.3. How do your steering documents in higher education define prior learning?

17.2. In your country, apart from formal learning, what can be taken into account and recognised as prior learning in higher education?

- Prior non-formal learning (e.g. various non-certified courses)
- Prior informal learning (e.g. work experience)
- Other: personal experience in other fields

17.3. Prior learning as defined by your steering documents can ...

- be used to gain admission to a higher education study programme
- be taken into account as partial fulfilment of a higher education study programme (e.g. to reduce the required amount of courses to be taken/credits to be gained)

17.4. Based on your steering documents or legislation, can applicants for higher education have prior non-formal or informal learning assessed and recognised?

Legislation neither expressly permits nor prohibits higher education institutions to implement procedures for validation of non-formal and informal learning

17.5. If recognition of prior non-formal or informal learning is permitted by legislation but is not a right, is it:

Very unusual practice in higher education institutions (less than 5%)

17.6. What measures are in place to ensure that assessment of learning is based on reliable and valid evidence?

Assistance of the Congregation is offered or searched for by the HEIs

17.7. Is institutional practice in recognition of prior learning explicitly included in the quality assurance processes used to evaluate institutions and/or programmes?

No

17.8. Please provide any additional relevant comments for consideration regarding flexibility of higher education studies.

There are very few students in our system who would ask/search for such recognition

Part 2.2 BFUG Data Collection on student contributions and support

1. STUDENT FEES AND CONTRIBUTIONS

The focus of the questions is on students, and is not limited to full-time daytime students. Furthermore, all first and second cycle students are included. Third cycle students are excluded except when explicitly mentioned. Similarly, the focus is on home students or equivalent. International students are only included when explicitly mentioned.

1.1. Do you want to answer this section now or later?

Now

2. In your country, does any higher education home student at a public higher education institution have to pay a fee of any kind?

Contributions to student unions are not included!

Yes

3. In which currency are contributions to higher education institutions and other study costs paid in your country?

national currency of the countries where HEIs are located

4. In principle, which home students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

4.1. Which main exemptions to this principle exist in your country?

There cannot be given a general answer as our HEIs are located in different countries and systems. There are student fees in some countries and in other countries there are no student fees. Where there are fees systems are quite diverse.

4.2. Which of the following criteria determine whether a student has to pay fees?

Need no general answer possible

Merit no general answer possible

Part-time/Full-time/Distance learning no general answer possible

Field of study no general answer possible

no general answer possible no general answer possible

5. With regard to fees, are home students in the second cycle treated differently to those in the first cycle?

No

5.1. In principle, which second cycle students at public higher education institutions have to pay fees?

During studies All students Specific groups of students No answer

After studies All students Specific groups of students No answer

5.2. What main exemptions to this principle exist in your country?

5.3. Which of the following criteria determine whether a student has to pay fees?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

6. What is the minimum, maximum and most common amount of fees payable by home students in the first cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = n/a

Maximum amount = n/a

Most common amount = n/a

6.1. Which home students pay the minimum and the maximum amount in the first cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

no general answer possible

6.2. Please provide the percentage of students paying the minimum and the maximum amount in the first cycle. If precise data are not available, please provide an estimate.

no general answer possible

7. What is the minimum, maximum and most common amount of fees payable by home students in the second cycle? Please multiply any annual fees (including registration, tuition, administration, graduation and other fees) by the most common length of programmes in this cycle and add fees to be paid only once to that amount.

Minimum amount = no general answer possible

Maximum amount = no general answer possible

Most common amount = no general answer possible

7.1. Which home students pay the *minimum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

no general answer possible

7.2. Which home students pay the *maximum* amount in the second cycle? (e.g. students in certain subjects, students in need, students with good academic performance, part-time students, other...)

no general answer possible

7.3. Please provide the (approximate) percentage of students paying the minimum and the maximum amount in the second cycle. If precise data are not available, please provide an estimate.

no general answer possible

8. Concerning fees, are international students treated differently in your country from home students?

Yes

8.1. What is the minimum, maximum and most common amount of fees (including registration, tuition, administration and graduation fees) payable by international students in the first cycle?

Minimum amount = no general answer possible

Maximum amount = no general answer possible

Most common amount = no general answer possible

8.2. According to your country's steering documents, students from which countries are considered international students?

all our students are in a certain sense "international students" as HEIs of the Holy See mostly operate outside the Vatican borders

9. Who defines the fee amounts for any student in the first cycle?

- | | |
|--|----------------------------|
| <input checked="" type="checkbox"/> Each higher education institution defines its own fees | no general answer possible |
| <input type="checkbox"/> Higher education institutions can define their fees, but there are limits set by the central/regional authority | no general answer possible |
| <input type="checkbox"/> Higher education institutions can define their fees, but they have to be approved by the central/regional authority | no general answer possible |
| <input type="checkbox"/> Central/regional authority defines the value range of fees | no general answer possible |

10. Who defines the fee amounts for any student in the second cycle?

- | | |
|--|----------------------------|
| <input checked="" type="checkbox"/> Each higher education institution defines its own fees | no general answer possible |
| <input type="checkbox"/> Higher education institutions can define their fees, but there are limits set by the central/regional authority | no general answer possible |
| <input type="checkbox"/> Higher education institutions can define their fees, but they have to be approved by the central/regional authority | no general answer possible |
| <input type="checkbox"/> Central/regional authority defines the value range of fees | no general answer possible |

11. Do students have to pay compulsory contributions to student unions/representations?

No

11.1. Please provide the payable amounts and explain differences between cycles and students, where they exist.

12. Do you want to answer this section now or later?

Now

12.1. Please identify the main focus of your country's student support system.

Grants and/or scholarships for students

There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

12.2. The following questions deal with public grants and loans separately. If there is a combined system of grants and loans in your country, please provide information about your system here. In this case, please still answer the questions on grants/scholarships and loans, keeping in mind the relevant parts of your combined system.

13. PUBLIC GRANTS AND SCHOLARSHIPS

13.1. Does any student receive public financial support in the form of grants and/or scholarships?

No students receive public grants/scholarships

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

13.2. Which first cycle students are eligible for grants and/or scholarships?

Please choose..

13.2.1. Which groups of students receive grants and/or scholarships?

- Need-based
- Merit-based
- Part-time/Full-time/Distance learning
- Field of study

13.2.2. What percentage of first cycle students receives a grant and/or scholarship?

0

13.3. What is the minimum, maximum and most common value of grants/scholarships available to first cycle students in higher education?

Minimum =

Maximum =

Most common =

13.4. Which second cycle students are eligible to receive grants and/or scholarships?

Please choose..

13.4.1. Which groups of students receive grants and/or scholarships?

- Need
- Merit
- Part-time/Full-time/Distance learning
- Field of study

13.4.2. What percentage of second cycle students receives a grant and/or scholarship?

0

13.4.3. What is the minimum, maximum and most common value of grants/scholarships available to second cycle students in higher education?

13.5. What percentage of all students receives a grant and/or scholarship?

0

14. STUDENT LOANS

14.1. In your country, can any student take out publicly subsidised or guaranteed loans to cover their expenses of higher education studies?

No student

14.2. Are all first cycle students eligible to receive loans?

Please choose..

14.2.1. On what criteria are the groups of first cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.2. What is the minimum, maximum and most common value of loans that first cycle students receive? Please provide the amount per year.

Minimum first cycle =

Most common first cycle =

Maximum first cycle =

14.2.3. Are all second cycle students eligible to receive loans?

Please choose..

14.2.4. On what criteria are the groups of second cycle students eligible for loans differentiated?

- Need-based criteria
- Merit-based criteria
- Full-time, part-time, distant learners, etc.
- Field of studies
- Based on cycle the student is enrolled in

14.2.5. What is the minimum, maximum and most common value of loans that second cycle students receive? Please provide the amount per year.

Minimum second cycle =

Most common second cycle =

Maximum second cycle =

14.3. If different types of loans exist in your country, please provide the details here.

14.4. What percentage of students takes out loans?

In the first cycle = 0

In the second cycle = 0

Of all students = 0

14.5. Are student loans publicly subsidised or guaranteed?

Please choose..

14.5.1. Please explain the form of this guarantee/subsidy.

14.5.2. What conditions govern the cancellation or reduction of a state guaranteed/subsidised debt incurred by students after completion of their study period?

- Income too low
- Studies successfully completed on time
- Exceptional merit in studies
- Age or length of period in debt
- Disability
- Parenthood
- Death
- Early repayment of loan
- No debt cancellation
- No debt reduction

14.6. Please provide any additional relevant comments for consideration regarding your grants and loan system.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

15. Do you want to answer this section now or later?

Now

16. Do any student's parents receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

17. Which students' parents are eligible to receive such non-tax based benefit?

Please choose..

17.1. What are the criteria upon which eligibility is decided?

- Income of parents too low
- Income of student too low
- Age of student (child)
- Disability
- Parenthood of student (child)
- Other

17.1.1. Please specify.

17.2. Are parents of students in the first or in the second cycle treated differently?

Please choose..

17.2.1. Please explain the difference.

18. Can the parents of any student enrolled at a higher education institution receive tax-based financial benefits (tax relief)?

Please choose..

19. What are the forms and values of the granted tax relief? The information you enter may be an absolute amount or a share of a person's taxable income expressed as percentage.

19.1. Is there a difference for parents whose children are first or second cycle students?

Please choose..

19.2. Please explain the difference.

20. Please provide any additional relevant comments for consideration regarding your benefits for students' parents (including guardians).

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

21. Do you want to answer this section now or later?

Now

22. Does any student receive tax-related benefits (tax relief of any kind, which is not limited to income tax) for tertiary education expenses?

- 1st cycle Yes No No answer
- 2nd cycle Yes No No answer

22.1. What are the criteria to determine who is eligible?

- They are enrolled as a student at a recognised higher education institution
- They are under a certain age (please specify)
- They have another particular civil status (e.g. married, parenthood, other)

Income-dependent

23. In your country, do any forms of public non-cash student support exist?

1st cycle Yes No No answer

2nd cycle Yes No No answer

24. What forms of public non-cash student support exist?

Subsidised accommodation:1st cycle

Subsidised accommodation:2nd cycle

Subsidised health insurance:1st cycle

Subsidised health insurance:2nd cycle

24.1. Please specify the details of existing subsidies.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

25. Who is eligible to receive such non-cash support?

Subsidised accommodation All students Specific groups of students based on pre-defined criteria No answer

Subsidised health insurance All students Specific groups of students based on pre-defined criteria No answer

Other subsidies All students Specific groups of students based on pre-defined criteria No answer

25.1. What are the criteria to determine who is eligible?

Income of parents too low

Income of student too low

Age of student

Disability

Parenthood of student

different criteria according to different local situation

25.2. Is there a difference in eligibility between first and second cycle students?

25.3. Please explain the difference.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

26. Please provide any additional relevant comments for consideration regarding public non-cash student support.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

27. Do you want to answer this section now or later?

Now

28. What is the typical status of a candidate preparing a third cycle (PhD) qualification?

- Student
- They hold an employment contract with a HEI

28.1. Please explain why you selected multiple options?

There are different possibilities according to different local situations in which HEIs of the Holy See are located

28.2. Are there differences between students of different subject areas?

Yes

28.3. Please explain the difference.

Some of the subject areas are bound to certain professions with special provisions

29. What are the main funding sources for candidates preparing a third cycle (PhD) qualification?

Church funding

30. Please explain any differences in the fees they are required to pay, compared to your answers for first and second cycle students, as well as differences in grants, loans and other support that may be provided.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

31. Please explain the nature of the contracts candidates preparing a PhD have with their higher education institution.

32. Please specify any fees third cycle candidates that are typically neither "fully student" nor "fully employee" have to pay, as well as any support that may be provided.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

33. Please provide any additional relevant comments for consideration regarding your doctoral education.

exact answer possible: There is no global system of student support as local, regional or national systems are more effective. It is not possible to give an overview over all country situations in which the HIEs of the Holy See are located

Questionnaire on student and staff mobility

A Preliminary remarks

In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers responsible for higher education agreed that “mobility shall be the hallmark of the European Higher Education Area”. They called upon each country to increase mobility of students, , to ensure its high quality and to diversify its types and scope. At least 20% of those graduating in the European Higher Education Area should have had a study or training period abroad in 2020”. They also called for mobility of teachers, early-stage researchers and staff. At the same time, the Ministers underlined the importance of more balanced mobility across the European Higher Education Area. The findings of the Bologna Process Independent Assessment which were presented on the occasion of Bologna Ministerial Anniversary Conference in Budapest/Vienna on 11/12 March 2010 again underlined the need for action to enhance and better balance student and staff mobility.

This questionnaire on mobility is part of the general questionnaire used to collect information for the 2012 integrated implementation report. To give the BFUG Working Group on Mobility sufficient time and the necessary material to fulfil its terms of reference of drafting a European Higher Education Area Strategy for Mobility to be decided by the Ministers in 2012, the questions on mobility are being asked a few months earlier than the questions on the other themes. However, when the general questionnaire is sent out in early 2011, each country will have the opportunity to update its responses to the mobility questions should any significant changes have occurred.

When completing this questionnaire, please pay particular attention to the following two points:

- Information provided in this questionnaire should be supported by references whenever they are available. Please include the title and internet links, where available, for all publications and texts (national policy documents, national and/or international empirical surveys etc) which you have used to provide your responses to the specific questions.
- When providing a response for your country, please be aware that different stakeholders in the higher education system may have varying opinions or experience with regard to the issue at hand. Please make every effort to consult with stakeholders before finalising your answers to ensure that a balanced and consensual response is provided.

Please return this questionnaire to the Bologna Secretariat until 30 September, 2010 at the latest. If you have any queries on the questionnaire, please contact: secretariat@ehea.info.

B Details on the completion of the questionnaire

B.1. Who contributed to the completion of this report? Please provide the names and functions.

B.1.a Government representatives

P. Friedrich BECHINA, Department for international relations in HE

B.1.b Stakeholder representatives

B.1.c Other contributors

C National strategies and action plans

The following questions look at national quantitative targets and at policies aiming to foster mobility.

C.1. Does your country have national strategies or action plans to foster mobility?

Yes

No → please continue with section C.6.

C.1.a If yes, please provide a reference.

C.1.b If yes, when was the national strategy or action plan adopted, and when was the most recent revision?

Adopted:

Most recent revision:

C.2. Does the strategy include national quantitative targets for the different forms of student mobility in higher education?

Please specify the target, including the date, in the appropriate box (e.g. 20% by 2020).

	All forms of mobility	Credit mobility ¹	Degree mobility ²
Inbound			
Outbound			
No target			

C.2.a Please provide a reference for the target.

C.2.b Are these targets the same for students in all cycles or are there differences?

Same

Differences

¹ Mobility to a different country in the context of a programme in the home institution for which credits are awarded

² Mobility for an entire degree programme

C.2.b.i If there are differences according to the degree cycle, please specify.

C.3. Does your country's national strategy/action plan include staff mobility in higher education?

Yes

No

C.3.a If yes, does it include quantitative targets for staff mobility?

Yes

No

C.3.a.i If yes, please specify

C.4. Does your national strategy/action plan prioritise particular geographic regions for student and/or staff mobility?

Yes

No

C.4.a If yes, please complete the following table by ticking the boxes where applicable.

Priority Region	Incoming students	Outgoing students	Incoming staff	Outgoing staff
EHEA				
USA/Canada				
Latin America				
Australia, New Zealand				
Middle East				
Africa				
Asia				
Other (please specify)				

C.4.b If you have regional priorities, please give reasons.

C.5. Does your country monitor the impact of your national strategy or action plan?

Yes

No

C.5.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

C.6. Are there, in your country, any strategies or programmes below the national level (e.g. regional, institutional) to foster mobility?

Yes

No

C.6.a If yes, please explain and/or give examples.

At the moment we do not have a clear overview as we are operating in many different countries and legislations all over the world. there is a lot of initiatives fostering "mobility" as in our system some specific subjects can only be studied in one or two places worldwide. So the greater part in these institutions are mobile - but we have till now no exact data about it.

C.7. Can national students who study in a higher education institution in another country receive a grant/scholarship under the same conditions as students studying in the country?

Yes, for degree mobility

Yes, for credit mobility

Yes, for both

No

C.7.a If yes, do the following restrictions apply?

	Degree mobility	Credit mobility
Grants/scholarships are restricted to specific countries (if so, please specify which countries, e.g. EU member states, EHEA countries, other countries/world regions)		
Grants/scholarships are restricted to specific programmes (if so, please specify)		
Other restrictions apply (please specify)		
No restrictions apply		

C.8. Has your country implemented any of the following financial support measures to foster student mobility?

Measure	Credit mobility	Degree mobility
loans for incoming students		
grants/scholarships for incoming students		
Loans for outgoing students		
Grants/scholarships for outgoing students		
Other: (please specify)		

C.9. Has your country implemented other support measures or programmes to foster student mobility? (Measures may include, but are not restricted to, accommodation/transport subsidies for international students, improvements in recognition practice, exchange programmes, targeted guidance services etc.)

At the moment we do not have a clear overview as we are operating in many different countries and legislations all over the world. there is a lot of initiatives fostering "mobility" as in our system some specific subjects can only be studied in one or two places worldwide. So the greater part in these institutions are mobile - but we have till now no exact data about it.

D Identifying and removing obstacles to mobility

D.1. Has your higher education policy been informed by any surveys or research that have considered obstacles to student mobility?

Yes

No

D.1.a If yes, please provide references to those surveys and/or research that have influenced your policy on mobility?

D.2. In this context, please rank the three most important obstacles to incoming and outgoing student mobility addressed in national programmes and measures? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to student mobility	Incoming mobility	Outgoing mobility
Funding		
Recognition		
Language		
Curriculum/Study organisation		
Legal issues		
Motivating and informing students		
Other, please specify:		

D.3. Are at least some of the obstacles that you ranked above particularly important in specific study cycles?

Yes

No

D.3.a If yes, please specify.

D.4. Are at least some of the obstacles that you ranked above particularly important in specific fields of studies?

Yes

No

D.4.a If yes, please specify.

D.5. Are the obstacles that you ranked above particularly relevant for credit mobility?

Yes

No

D.5.a If yes, please specify.

D.6. Are the obstacles that you ranked above particularly important for degree mobility?

Yes

No

D.6.a If yes, please specify.

D.7. What measures/programmes has your country implemented to tackle and remove the obstacles to student mobility that you mentioned?

D.8. Has your country monitored the effects of these measures/programmes?

Yes

No

D.8.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

D.9. Has your higher education policy been informed by any surveys or research that have considered obstacles to staff mobility?

Yes

No

D.9.a If yes, please provide references to those surveys or research that have influenced your policy on staff mobility?

D.10. In this context, please rank the three most important obstacles to incoming and outgoing staff mobility? (Most important = 1, second most important = 2, and third most important = 3)

Obstacles to staff mobility	Incoming mobility	Outgoing mobility
Immigration restrictions		
Recognition issues		
Language issues		
Incompatibility of pension and/or social security systems		
Legal issues		
Other, please specify:		

D.11. What measures/programmes has your country implemented to tackle and remove the obstacles to staff mobility that you mentioned?

D.12. Has your country monitored the effects of these measures/programmes?

Yes

No

D.12.a If yes, please provide information on how this monitoring is undertaken. Who is responsible, how regularly is monitoring conducted, and what have been the most recent results?

E Balanced student mobility flows

When looking at global and intra-European mobility flows, significant imbalances between continents, countries, regions and institutions become visible. In the Leuven/Louvain-la-Neuve Communiqué, the European Ministers therefore asked the BFUG to consider how balanced mobility could be achieved within the EHEA. With the 2009 Bologna Policy Forum Statement, Ministers from across the world declared that they “advocate a balanced exchange of teachers, researchers and students between [their] countries and promote fair and fruitful ‘brain circulation’”.

The following questions aim at collecting information on the understanding of the term “balanced mobility and on national strategies and measures to achieve more balanced mobility.

E.1. Which of the following situations for student mobility applies to your country?

	Total mobility	Credit mobility	Degree mobility
more incoming than outgoing students			
more outgoing than incoming students			
approximately the same number of incoming and outgoing students			
No information available			

E.1.a What is the statistical source for this information? Please supply statistical data.

E.2. Is the situation described above regarded as balanced mobility?

Yes

No

E.2.a Please explain and include a definition of “balanced mobility” as it is used in your country.

E.3. Does your country have significant imbalances of student mobility flows with particular countries or regions?

Yes

No

E.3.a If yes, with which countries or regions are mobility flows most imbalanced?

E.4. Does your mobility strategy/action plan for higher education address the issues of balance of student mobility flows?

Yes

No

E.4.a If yes, what are the main concerns addressed?

E.4.b If yes, which measures have been undertaken to address these concerns regarding the balance of student mobility flows?

Space for Comments: