Importance of double/multiple degree programmes in building the Common European Higher Education Area
EU / Russia Summit 2005

Building a common space in HE between EU and Russia

Indicator

Quantity and quality of Double degree programmes between HEIs of Russia and EU

Advantages - Problems – Risks

Continuing the analysis of double/multiple degree programmes
Double Degree Programmes are programmes based on comparability and synchronicity of Courses in Partner Universities and are characterised by sharing obligations; such as defining the aims of the Programme, developing the Syllabus, organising course delivery, ensuring academic quality and that of the and awarded qualification.
Geographic Distribution of (74) Russian HEIs implementing Double Degree Programmes with European Partners, by Federal District

- Central: 24
- North-Western: 16
- Volga: 12
- Siberian: 12
- Urals: 4
- Southern: 3
- Urals: 2
- Far Eastern: 1
- North Caucasian: 1
Distribution of Double Degree Programmes across Education Level

- Bachelor 20%
- Specialist 9%
- Master 65%
- PhD 6%
Leaders in the total number of Double Degree Programmes with Russian Universities

France 37%
Germany 22%
UK 17%
Finland 9%
Other countries
Advantages

- For the EU and Russia (common space HE)
- For Universities on both sides (reputation, experience, innovative approaches, attractiveness of higher education, etc.)
- For managers and teaching staff (new experience, innovative approach, keeping update with state of play of Bologna process; learning opportunities, etc.)
- For students (two or more diplomas, new knowledge and competences, foreign languages, self-confidence, competitive advantage, etc.)
Problems and Risks

- For universities (lack of experience, insufficient knowledge of foreign languages, fiscal and legislative problems, insufficient financial resources, communication problems, etc.).

- For managers and teaching staff (extremely high workload, problems with foreign language knowledge, communication problems and understanding with foreign partners, etc.).

- For students (high workload; risks with recognition of study period at the partners university, risk of double defence, recognition from employers, etc.)
Questions

- HEIs shall use ECTS to measure students’ workload:

- Does it still make sense to calculate academic staff’s salary taking into account classroom hours?

- Does it still make sense to require very heavy workload for the academic staff (750 hours/year; 900 hours, 1,200 hours, etc.).

- Does it make sense to discriminate classroom/teaching hours compared to supervision of students’ work, etc.?
Questions

- New curricula should aim at developing competences and leading to learning outcomes.
- Does it still make sense to dedicate most of the time to knowledge transfer?
- If the academic staff, including young PhD staff, teaches so many hours, when and who deals with research?
- Without research how to develop competences subject related?
Questions

- Double/Multiple degree programmes are based on joint curricula.
- Do HEIs have enough freedom today to develop joint curricula?
- Is the presence of “federal component” an obstacle to developing joint curricula or it is a necessary quality requirement?
- Does it still makes sense to foresee “federal component” which indicate “subjects” and “number of hours”?
Questions

- How about recognition of 3-year Bachelor degree of European students in Russia?
- How about financial stimulus for academic staff and managers working on double/multiple degree programmes?
- How about increasing the salary of the academic staff that teaches in a foreign language?
- Is the development of double/multiple degree programme considered a tool to integrate the Russian HE into the EHEA?
Thank you for your attention

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