

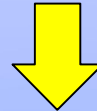


# **Importance of double/multiple degree programmes in building the Common European Higher Education Area**

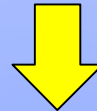


# EU / Russia Summit 2005

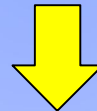
Building a common space in HE between EU and Russia



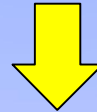
Indicator



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



Advantages - Problems – Risks

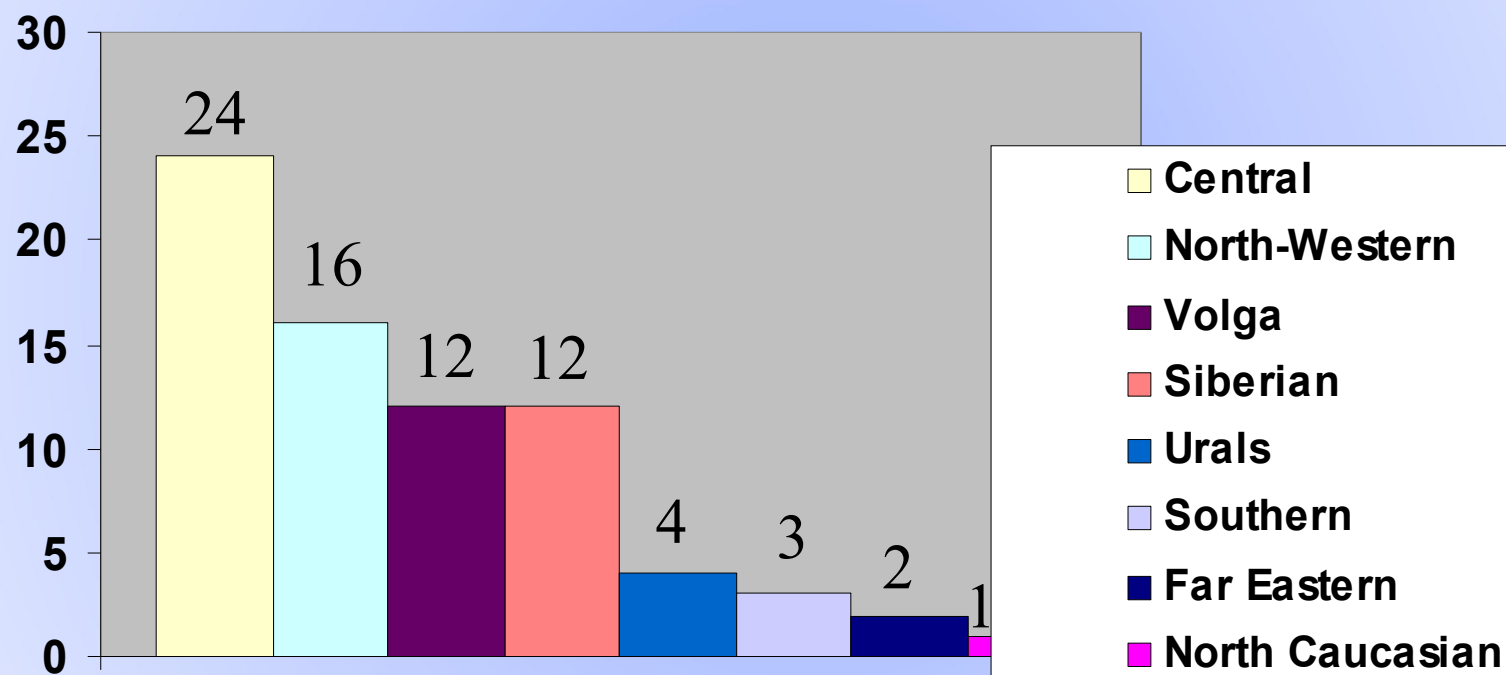


Continuing the analysis of double/multiple degree  
programmes

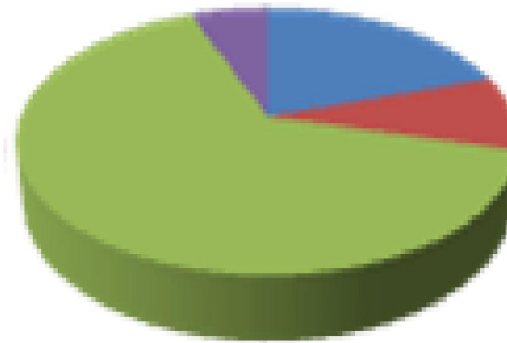
# Double degree programmes

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



## Distribution of Double Degree Programmes across Education Level



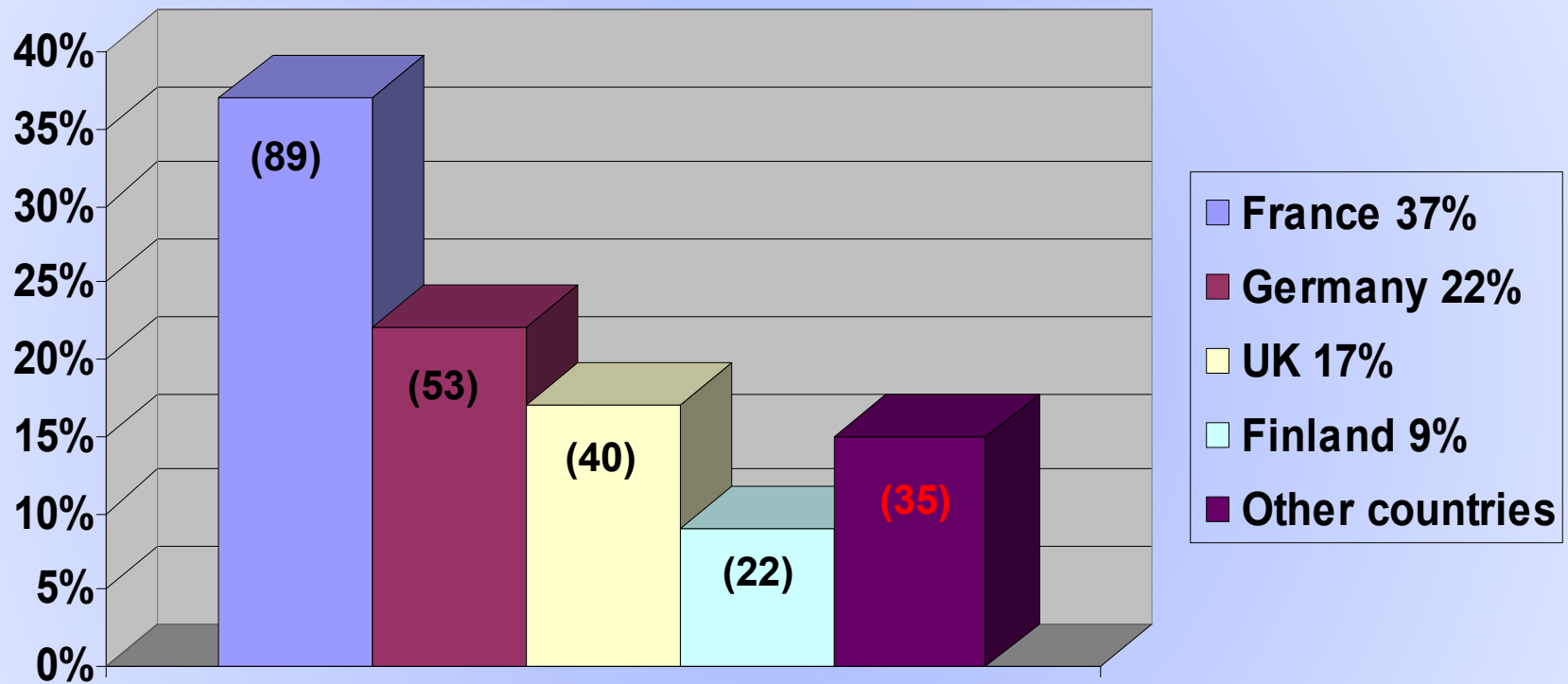
■ Bachelor 20%

■ Specialist 9%

■ Master 65%

■ PhD 6%

## Leaders in the total number of Double Degree Programmes with Russian Universities



# 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 makes 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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